



Comprehensive Achievement and Civic Readiness (CACR) Advisory Committee Meeting

December 2025

What is CACR?

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During the 2024 session, the Minnesota Legislature renamed World's Best Workforce (WBWF) to Comprehensive Achievement and Civic Readiness (CACR).

WBWF/CACR is a multi-year plan that emphasizes the importance of supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. The CACR plan addresses five goal areas.

Goal Areas

01

All children are ready for school

02

All achievement gaps between
students are closed

03

All students are ready for
career and college

04

All students graduate from high school

05

All students are prepared to be
lifelong learners



Results of Our CACR Goals



Kindergarten Readiness

Goal: By 2025, 90% of students will be successful in the four focus areas.

- Students will be able to correctly identify six shapes
- Students will display positive behaviors with peers
- Students will be able to legibly write their first name
- Students will be able to successfully count to 20

Result: 80.75% of preschool students met success criteria in all four focus areas.



Achievement Gap – Reading

Goal: By 2029, reading proficiency will increase from 44% to 70%, as measured by annual statewide accountability tests (MCA + MTAS). No student group will have a proficiency rate lower than 55%.

Result: 43.1% of students were proficient in reading in 2025.

	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
All students	53.3	44.1	49.9	44	43.1
American Indian	*	*	35.7	33.3	30
Hispanic	*	*	*	58.3	70.6
White	53	44.2	49.8	43.7	42.9
Two or More Races	*	*	52.4	42.1	35.7
Special Education	26.3	22.6	22.5	18.2	22.4
Free or Reduced	45.9	35	43.1	38.8	41.4

Achievement Gap – Math

Goal: By 2029, math proficiency will increase from 35.6% to 65%, as measured by annual statewide accountability tests (MCA + MTAS). No student group will have a proficiency rate lower than 55%.

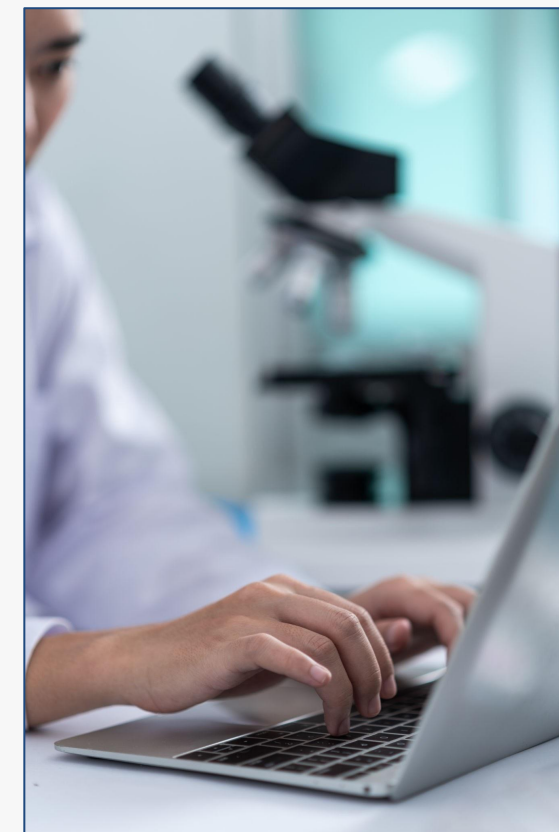
Result: 34.6% of students were proficient in math in 2025.

	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
All students	34.1	35.3	40	35.6	34.6
American Indian	33.3	*	28.6	21.4	21.1
Hispanic	*	*	*	*	58.8
White	34.6	35.4	40.8	35.9	34.6
Two or More Races	22.2	35.7	23.8	28	23.1
Special Education	13.9	15.2	14	16.2	22.7
Free or Reduced	22.2	21.3	28.7	26.7	30.1

College and Career

Goal: By 2029, 100% of students will have participated in college and/or career planning activities, as measured by a personalized lifelong learning plan by the end of their 8th grade year.

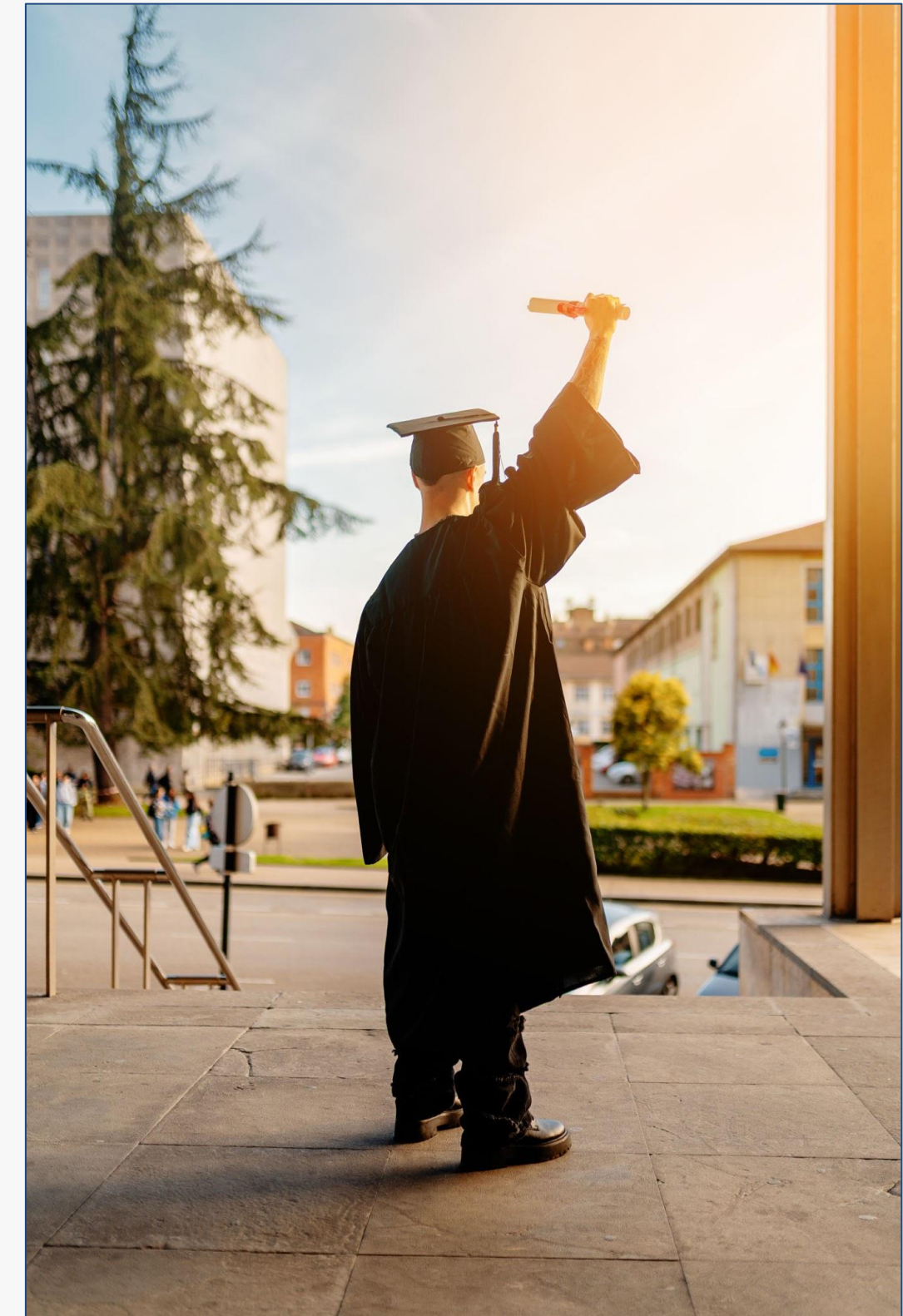
Results: District is still developing a process for creating a personalized lifelong learning plan for all students by the end of their 8th grade year.



Graduation

Goal: By 2029, the graduation rate will increase from 87.9% to 100%, as measured by the four-year graduation rate.

Results: The graduation rate was 88.1% in 2024 (the most recently released rate).



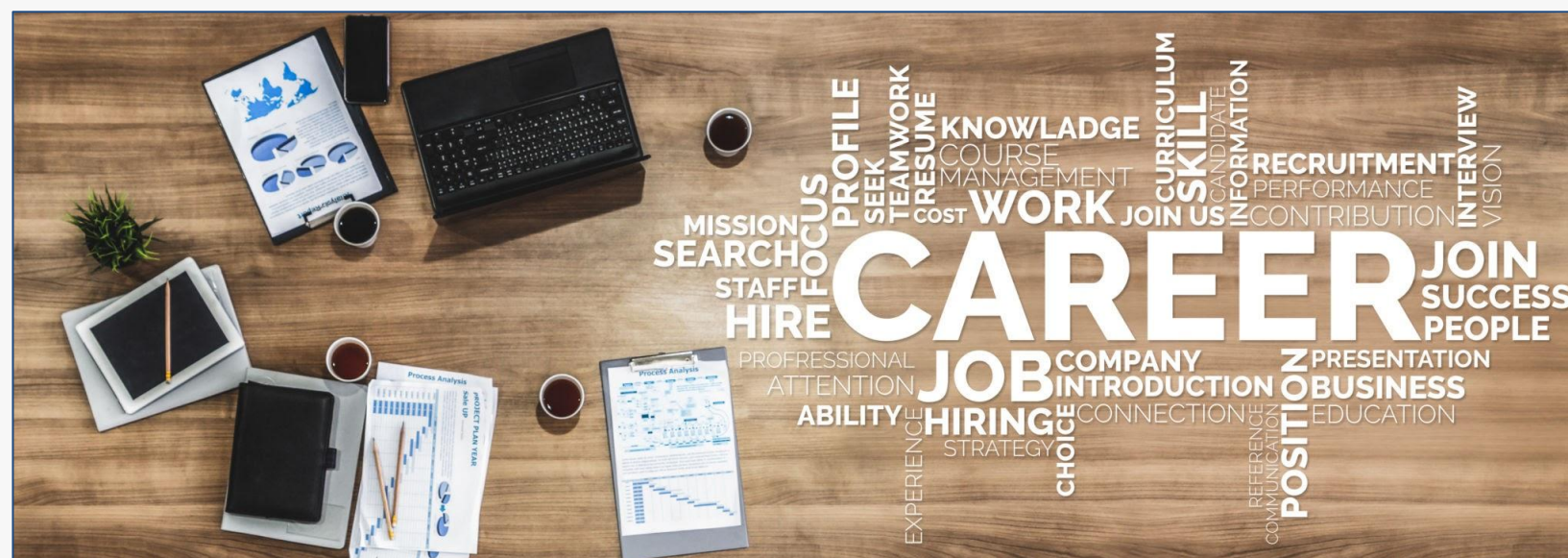
Lifelong Learning

Goal: By 2029, 100% of students will annually review and update their college and/or career plan as measured by a completed and up-to-date personalized lifelong learning plan at the end of their senior year.

Results: District is still working on both creating the personalized lifelong learning plan and an annual review process for all students.



XX% annually reviewed their lifelong



Strategies for Meeting Our 2025–2026 CACR Goals



Kindergarten Readiness Strategies



- Provide comprehensive services of early learning, health and safety, mental health, and healthy families
- Collaborate with community partners to provide access for family supports and resources
- Use research based practices to support teachers and provide individualized professional development
- Utilize data meetings between pre-kindergarten and kindergarten teachers to improve transition
- Aim for continuous improvement in parent, family, and community engagement
- Partner with early childhood special education to provide high quality, trauma informed, fully inclusive classrooms
- Continue providing high-quality ECCE parent education services

Achievement Gap Strategies



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- Continue to implement Professional Learning Communities (PLCs) focused on creating high quality assessments based on state standards
- Implement Early Warning System to identify at-risk students and to intervene early (grades 6-12)
- Implement requirements of the READ Act - All Phase I (PreK-Grade 5, K-12 Special Education and Intervention) teachers participate in LETRS professional development to help improve their literacy instruction and student outcomes
- Phase I teachers work together during PLC's to reflect on, and complete, Bridge to Practice activities that allow teachers to apply what they have learned to their daily classroom instruction
- Administer FASTBridge Screener 3 times/year to identify students who may need academic support and align intervention to those needs
- Administer CAPTI ReadBasix 4-12 for students who do not show mastery of foundational reading skills
- Implement Functional Phonics & Morphology K-6
- Implement Heggerty Phonemic Awareness in Community Education Preschool Classrooms
- Provide ongoing training using new math curricula
- Homeroom was increased to 30 minutes and the focus was changed to an Advisory/Intervention Time.

College and Career Readiness Strategies



- Continue to partner with community industries to provide work-based learning experience
- Continue to host college and military recruiters, career talks, local connections to employment, and scholarship support
- Expand opportunities for students to earn college credit while in high school
- Continue encourage participation in college and career testing and interest inventories to support the development of meaningful lifelong learning plans

Graduation Strategies



- Implement an Early Warning System to identify students at-risk of dropping out and intervening early
- Homeroom was increased to 30 minutes and the focus was changed to an Advisory/Intervention Time.



Lifelong Learning Strategies



- Collaborate with local organizations and businesses to offer skill-based workshops, service-learning projects, and vocational training for learners of all ages.
- Develop online or hybrid programs for youth and adult learners to enable flexible access and accommodate different schedules and geographical locations.
- Embed an annual review of lifelong learning plan into students' coursework