



OWATONNA

PUBLIC SCHOOLS

INSPIRING EXCELLENCE • EVERY LEARNER • EVERY DAY

**District Instructional Plan
Comprehensive Achievement &
Civic Readiness**

CACR & Achievement and Integration
Annual Meeting

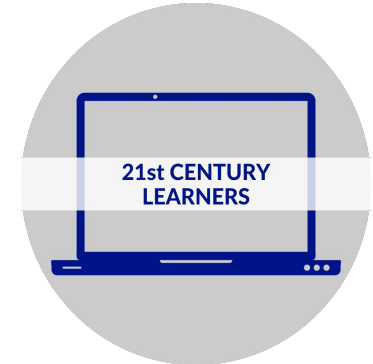
November 2024

What is the CACR?

*During the 2024 session, the MN Legislature renamed WBWF (2013 legislation) to Comprehensive Achievement and Civic Readiness (CACR), emphasizing the dual roles for the goals set forth in the district plans—supporting students with academic achievement within their PreK-12 experience as well as preparing them to be active members of their community after graduation.

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- **Prepare students to be lifelong learners** (new this year).

Strategic Directions:



Desired Daily Experiences

- I feel emotionally, mentally, and physically safe and supported.
- I feel connected, accepted, valued and have a sense of belonging amongst peers and adults who are kind and supportive. My presence matters.
- I am heard: I can express my thoughts and ideas. I can seek to understand others' experiences, perceptions, and beliefs.
- I enjoy my day in comfortable environment where adults and kids socialize, value learning, and have fun. I can ask questions, get help, and take breaks when needed.

- I have time during lunch to eat and connect with my peers.
- My education is challenging, enjoyable, and engaging. I have choices that may get me outside, using my hands, and learning through discussions with classmates.
- My learning will apply to and prepare me for my life after graduation, whatever that looks like for me.

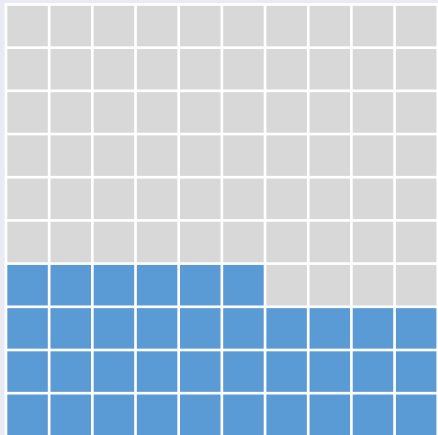
- I feel valued, respected, supported, empowered and inspired in a safe and welcoming environment.
- I feel informed, about my work and district and have access to clear communication.
- I learn and strive to continuously improve and grow through honest and consistent feedback.
- I have the time, tools and training to do my work effectively and empower students and staff in rigorous learning.
- I create, value, and nurture relationships with students, families, colleagues, and the community.
- I work in a positive and collaborative environment built on trust.
- I am provided with consistent opportunities to continue my personal equity journey as well as tools for conversations around race, culture, socioeconomic status, and identity.
- My social, emotional, and physical well-being are supported to help me find joy in my work.



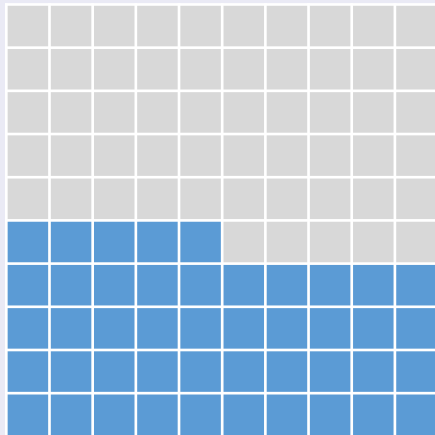
- My child is in a safe and welcoming environment where they are cared for, accepted, supported and valued.
- My child is receiving a quality and equitable education that includes innovative, rigorous, relevant, and real life learning opportunities.
- My child has opportunities to explore and experience possible career choices.
- My child's needs are being met academically, socially, physically, and emotionally.
- My child is challenged, motivated, engaged, and enjoys school.
- My child is connected to peers and has access to social interaction, co-curricular and extracurricular activities.
- My child learns to respect every person, appreciates their own and other people's uniqueness and understands how to build healthy relationships.
- I am a trusted and connected partner in my child's education and my input is valued through open, transparent and consistent communication.



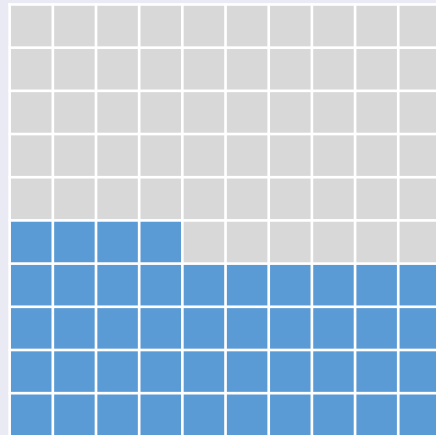
Demographic Information



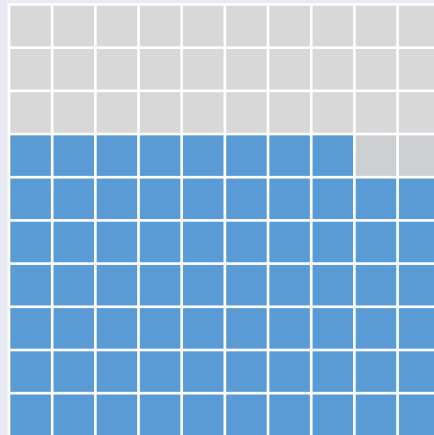
Lincoln Elementary



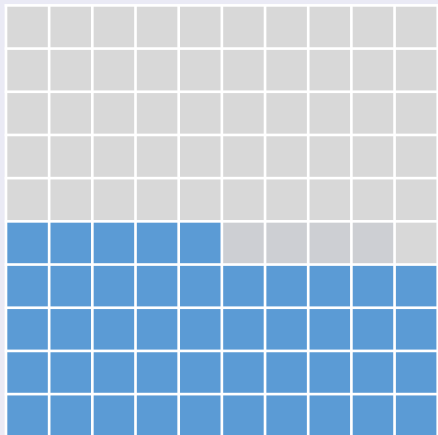
McKinley Elementary



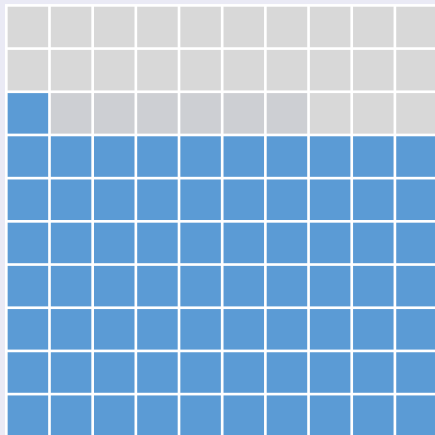
Washington Elementary



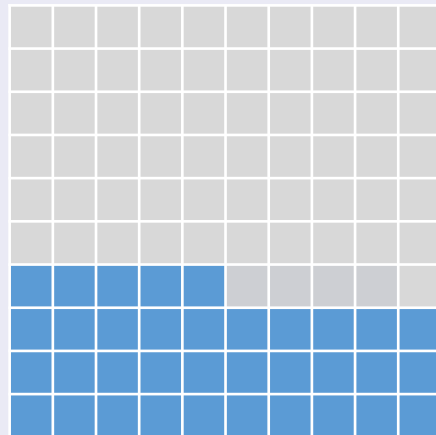
Wilson Elementary



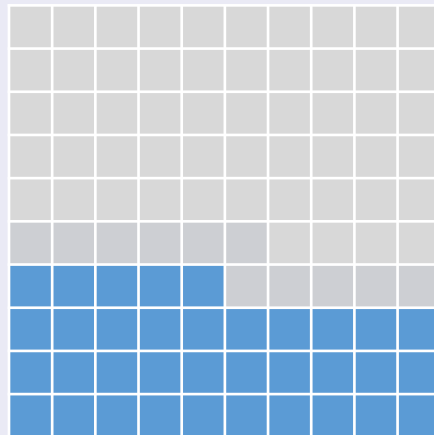
Owatonna Middle



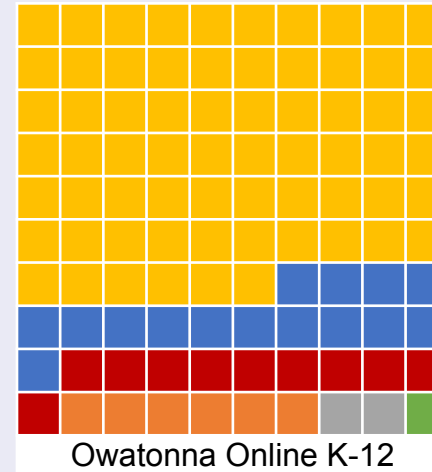
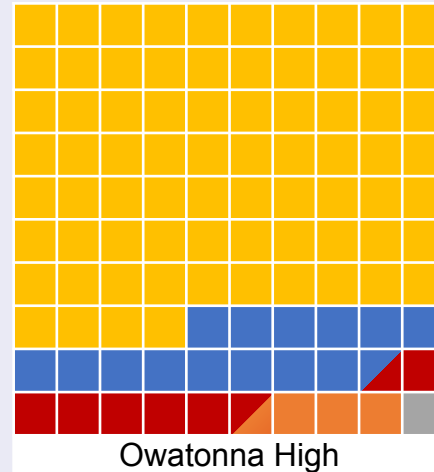
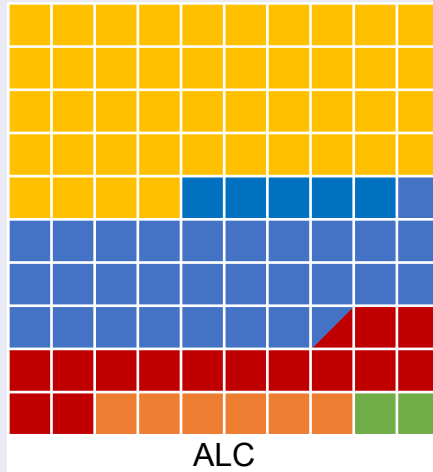
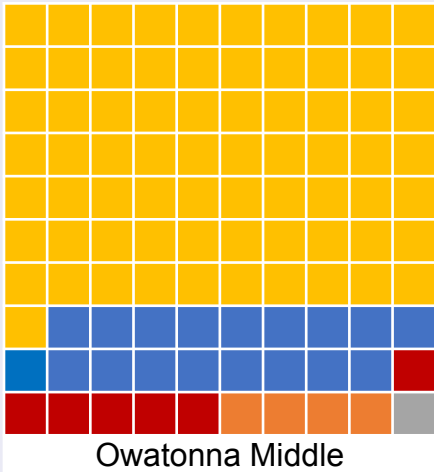
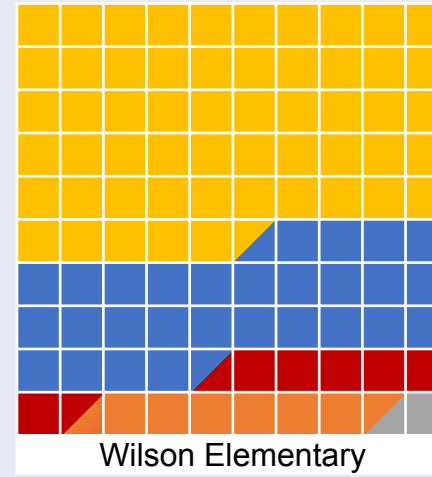
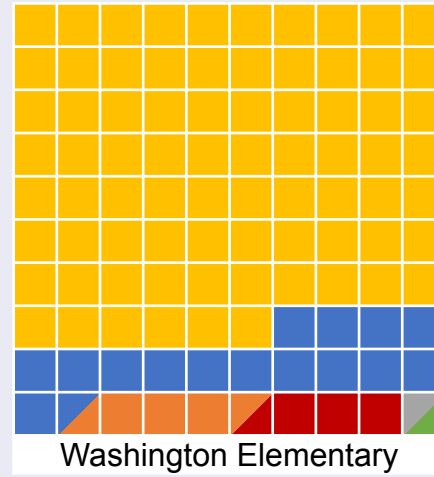
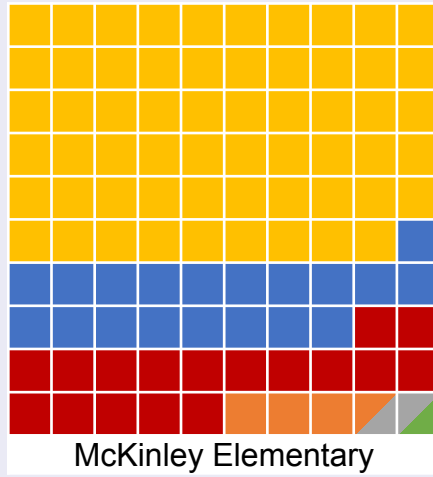
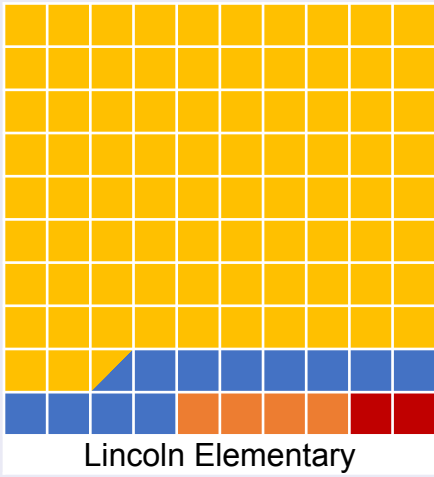
ALC



Owatonna High



Owatonna Online K-12





WBWF Results & CACR Goals

All Children are Ready for School

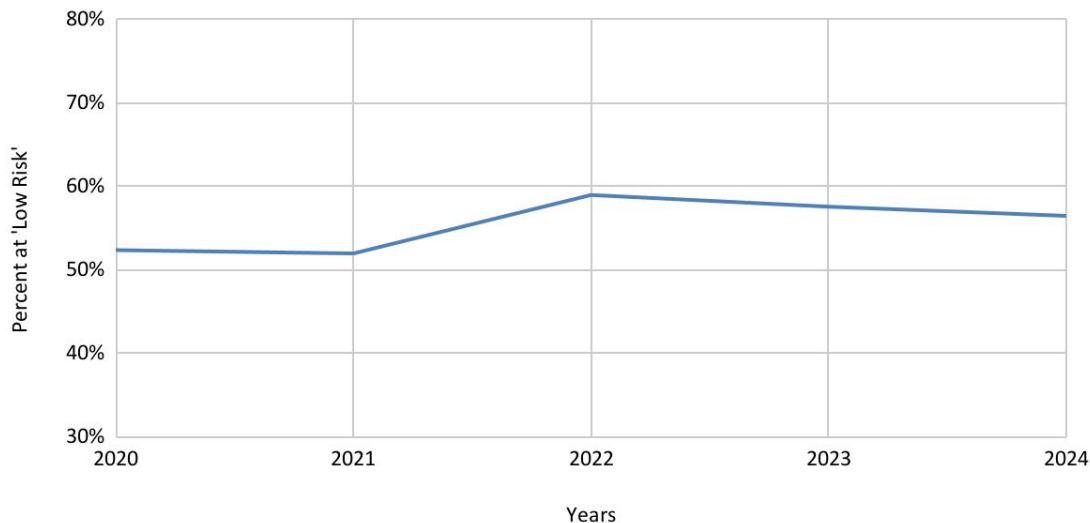
2023-24 WBWF Goal

In the FALL 2023, 58% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Fall 2024, we will increase the percent of students meeting fall K benchmarks by 5 percentage points to 63%.

All Students are Ready for School

RESULTS

Percent of K students meeting or exceeding 'low risk' on Fall earlyReading Composite



Fastbridge earlyReading	ALL
Composite	56.5
- Concepts of Print <i>page orientation, left to right word order, etc.</i>	60.5
- Letter Names <i>Alphabetic Principle (Phonics)</i>	54.3
- Letter Sounds <i>Alphabetic Principle (Phonics)</i>	55.4
- Onset Sounds <i>Phonemic Awareness</i>	49.6

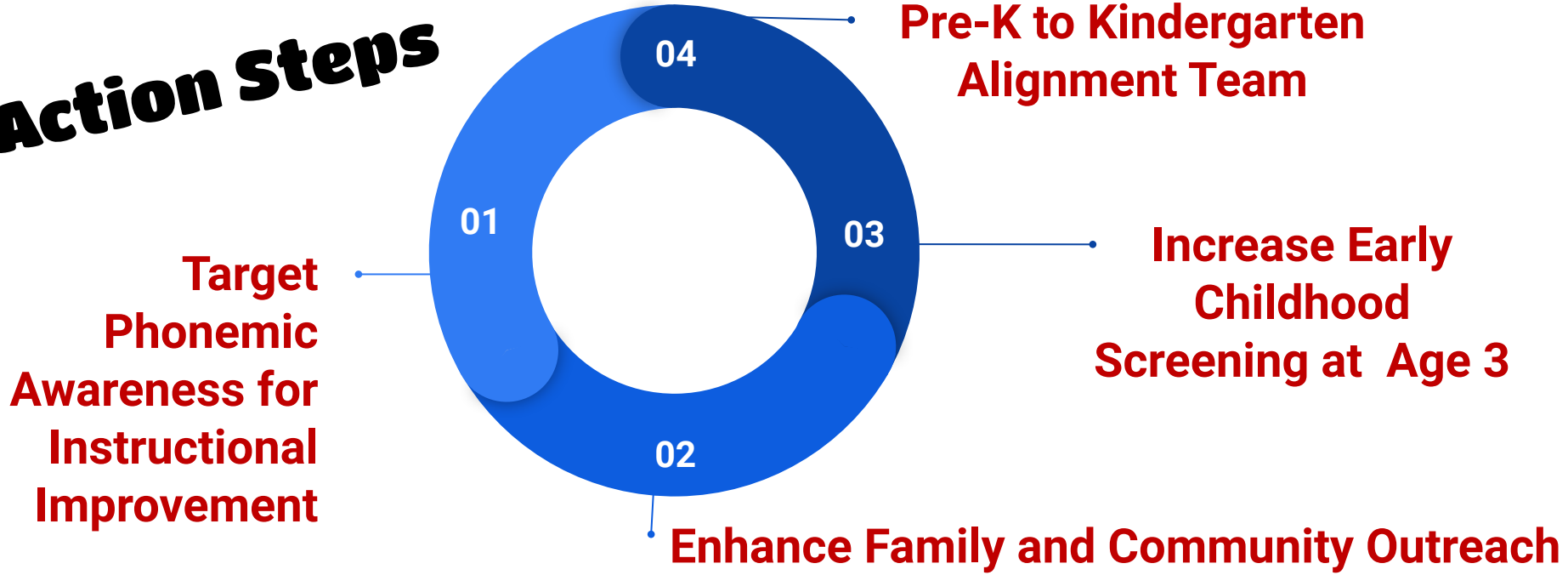
Striving to: Meet School Readiness Goals

2024-25 CACR Goal

In the FALL 2024, 56.5% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Fall 2025, we will increase the percent of students meeting fall K benchmarks to 60%.

All Students are Ready for School

Action Steps



All Students are Ready for School

Target Phonemic Awareness for Instructional Improvement	Enhance Family and Community Outreach	Increase Early Childhood Screening at Age 3
<ul style="list-style-type: none">→ LETRS→ Investigate Resources→ PA Training- Local childcare providers→ Fastbridge EarlyReading Screening→ Language Screener	<ul style="list-style-type: none">→ Birth - 3 Years<ul style="list-style-type: none">◆ ECFE- 2 Classes◆ Home Daycare visit→ Home Visits<ul style="list-style-type: none">◆ Public Health Nursing◆ OPS Early Intervention Sped Programming◆ Parent Educator◆ Early Head Start◆ Fernbrook	<ul style="list-style-type: none">→ Postcards at 3.5 years→ Screen all students→ Community Program Partnerships for Screening→ State increase in funding <hr/> <p style="text-align: center;">Pre-K to Kindergarten Alignment Team</p>

All Third-Graders can Read at Grade Level

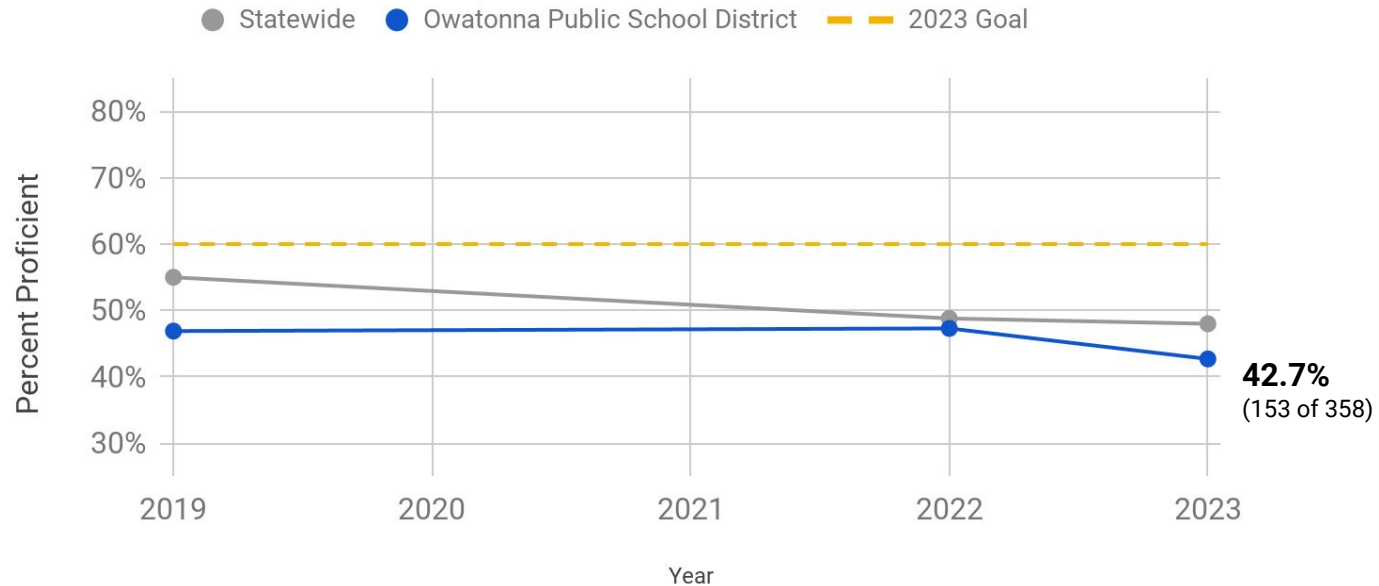
2022-23 Goal

The percentage of all students in grade 3 at OPS who are proficient on the MCA III state reading assessment will increase from 47% in 2022 to 60% in 2023.

All Third-Graders can Read at Grade Level

RESULTS

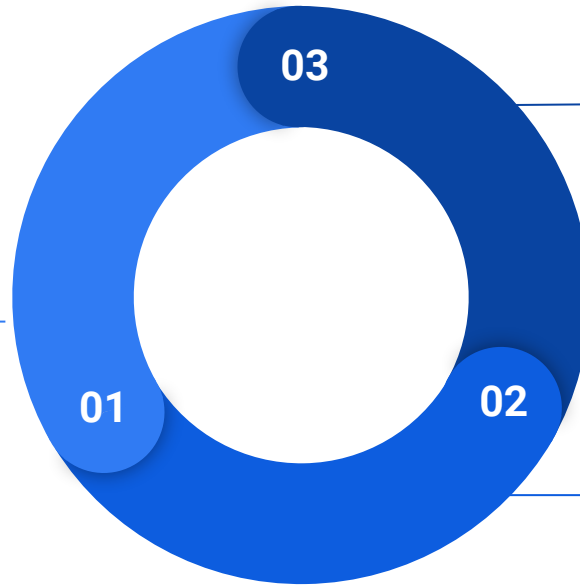
MCA/MTAS - Grade 3 Reading Proficiency



All Third-Graders can Read at Grade Level

Action Steps

Targeted
Professional
Development on
Effective Reading
Practices



Responsive
Approach to Literacy
Enabled through
Multi-tiered
Systems of Support

Explicit Phonics
Instruction

Achievement & Integration Plan

All Racial and Economic Achievement Gaps are Closed 2023-24 WBWF Goal

ISD 761 will decrease the gap (difference) in Reading and Math Proficiency rates on MCA-III Assessments for all economic and racial/ethnic student groups by **1.5** percentage points by June 2024.

Difference in MCA Proficiency Rates with Majority Comparison Group*

Student Groups	Reading 2023	Reading Target 2024	Math 2023	Math Target 2024
Asian 2023 n=15	-3.3	0	3.1	1.6
Black/African American 2023 n=182	17.3	15.8	32.8	31.3
Hispanic/Latino 2023 n=329	22.5	21.0	32.4	30.9
Two or more Races 2023 n= 72	17.2	15.7	24.5	23.0
FRP 2023 n=1054	27.0	25.5	33.3	31.8

* Racial/Ethnic subgroups listed are compared with performance of the ethnicity making up the majority of students (White) to determine the gap data reported. Groups with n<10 are not reported. Special populations are compared against all other students, i.e. Free/Reduced are compared with non-Free/Reduced, etc.

Achievement & Integration Plan

Close the Achievement Gaps Among All Groups

RESULTS

ISD 761 will decrease the gap (difference) in Reading and Math Proficiency rates on MCA-III Assessments for all economic and racial/ethnic student groups by 1.5 percentage points by June 2024.

Difference in MCA Proficiency Rates with Comparison Group*

Student Groups	count tested	Reading 2023	Reading Target 2024	Reading Actual 2024	Math 2023	Math Target 2024	Math Actual 2024
Asian	15	-3.3	0	-5.2	3.1	1.6	-10.0
Black/African American	185	17.3	15.8	21.3	32.8	31.3	30.4
Hispanic/Latino	381	22.5	21.0	27.2	32.4	30.9	35.7
Two or more Races	88	17.2	15.7	12.8	24.5	23.0	19.4
FRP	1026	27.0	25.5	21.3	33.3	31.8	26.8

* Racial/Ethnic subgroups listed are compared with performance of White students to determine the gap data reported. Groups with n<10 are not reported. Special populations are compared against all other students, i.e. Free/Reduced are compared with non-Free/Reduced, etc.

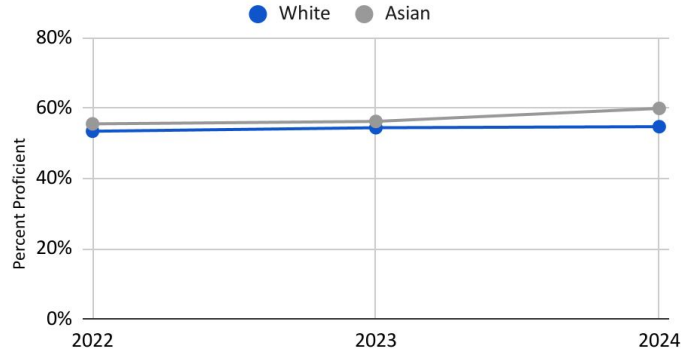
Achievement Gaps by Student Group - Reading

Achievement Gap - Reading - Free/Reduced Price Meals

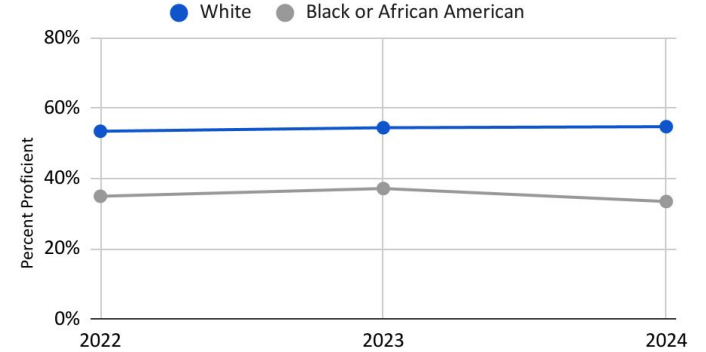


Achievement Gaps by Student Group - Reading

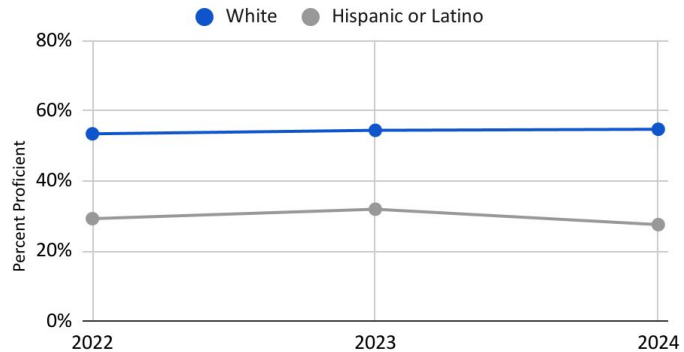
Achievement Gap - Reading- Asian



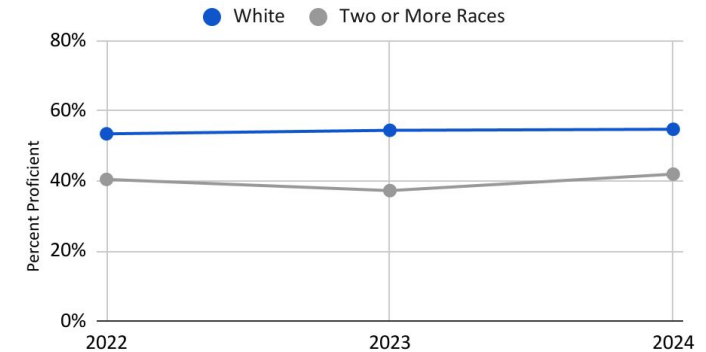
Achievement Gap - Reading - Black or African American



Achievement Gap - Reading - Hispanic or Latino

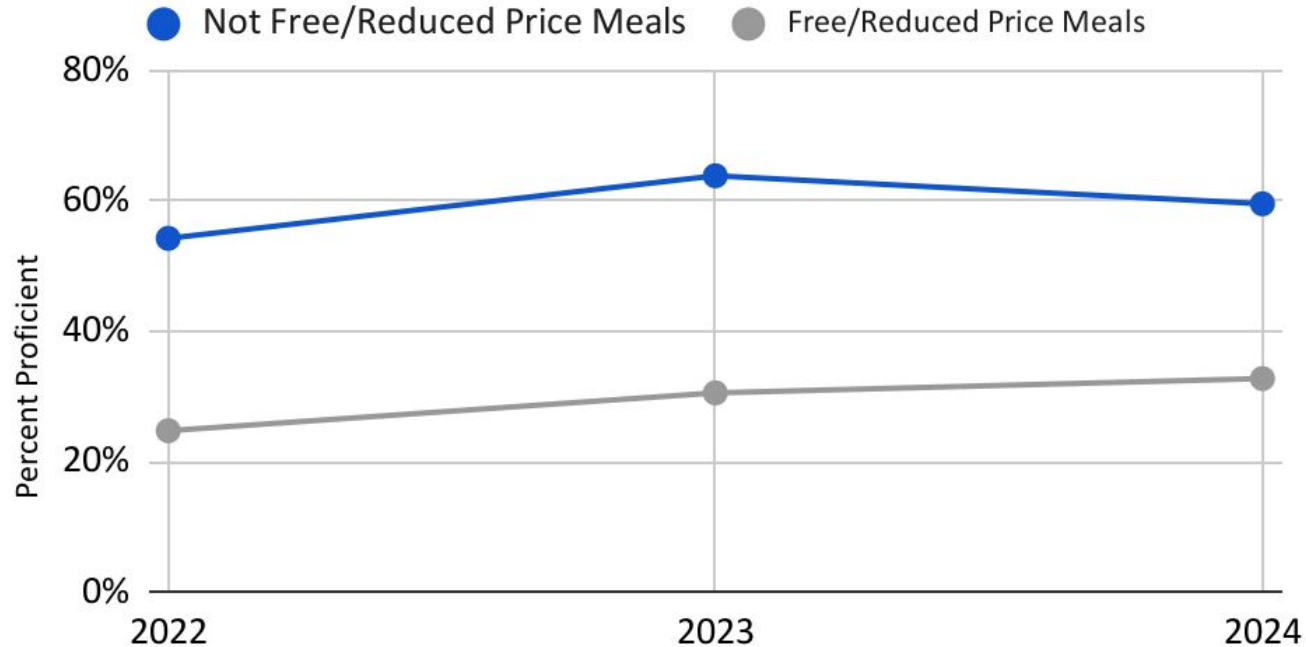


Achievement Gap - Reading - Two or More Races



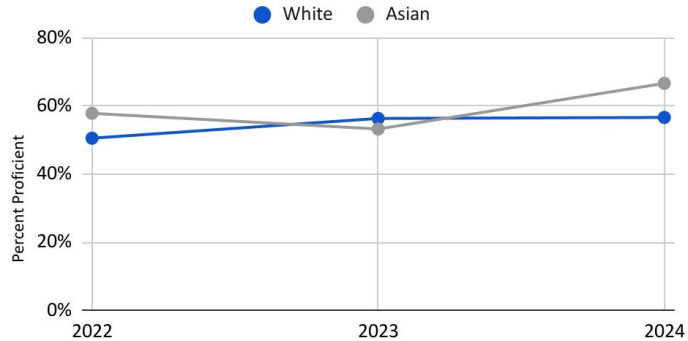
Achievement Gaps by Student Group - Math

Achievement Gap - Math - Free/Reduced Price Meals

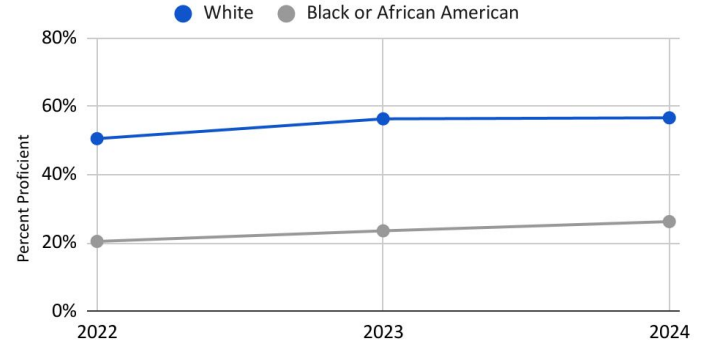


Achievement Gaps by Student Group - Math

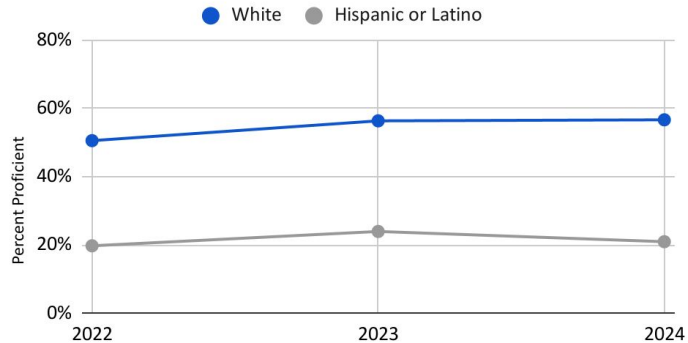
Achievement Gap - Math - Asian



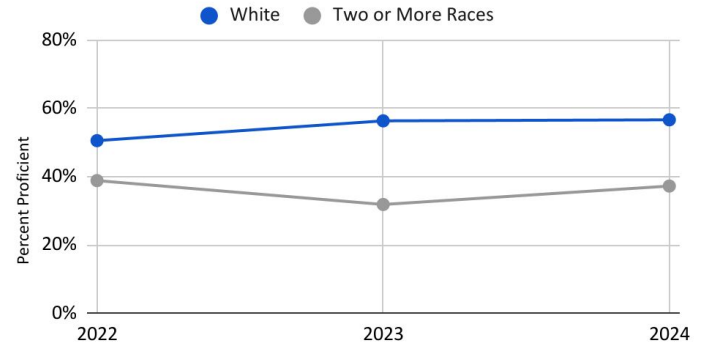
Achievement Gap - Math - Black or African American



Achievement Gap - Math - Hispanic or Latino



Achievement Gap - Math - Two or More Races



Achievement & Integration Plan

All Racial and Economic Achievement Gaps are Closed 2024-25 CACR Goal

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Difference in MCA Proficiency Rates with Comparison Group*

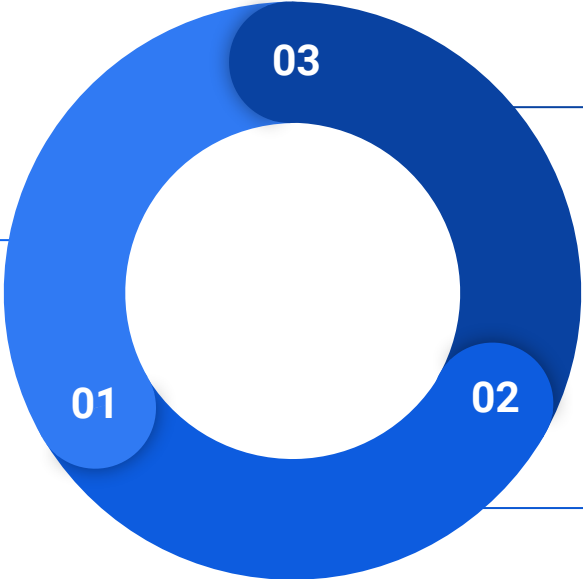
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FRP 2024 n=1026	21.3	19.8	26.8	25.3

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All Racial and Economic Achievement Gaps are Closed

Action Steps

Provide High Quality and Equitable Learning Experiences for All



Strengthen Multi-Tiered Systems of Support District-Wide

Evaluate and Support Integration of Culturally Responsive Practices

Close Achievement Gaps Among All Racial/Ethnic & Economic Groups

Provide High Quality and Equitable Learning Experiences for All	Evaluate and Support Integration of Culturally Responsive Practices	Strengthen Multi-Tiered Systems of Support District-Wide
<ul style="list-style-type: none">→ Focus on core instruction→ Scope and Sequence work 6-12, K-5 with standards→ Success Coaches	<ul style="list-style-type: none">→ Teacher evaluation→ PD requirement for re-licensure→ READ Act training→ SESC (Culturally Responsive Instructional Leadership Lead) with district leaders	<ul style="list-style-type: none">→ Co-teaching→ EL Programming:→ Rising Scholars→ COMPASS/SOAR→ Attendance work

All Students are Ready for Career and College

2023-24 WBWF Goal

- The percentage of OPS graduating students who have earned credit in courses with college credit-earning potential (AP, CIS, articulated, concurrent enrollment PSEO) or who have earned a Bilingual Seal will increase to 85% or higher by spring 2024.
- The percentage of grade 10-12 students in OPS who earned credit in advanced career and technical education courses or participated in internships/mentorships will increase 3% from 58.5% in 2023 to 61.5% in 2024.

[Qualifying Course List](#)

All Students Ready for Career and College

RESULTS

Goal Metric	2023	2024
Percent of Graduates Earning Credit in AP, CIS, Articulated, Concurrent Enrollment, and/or PSEO Courses or earning Bilingual Seal	82.4%	86.9%
Percent of 10-12 Grade Students Earning Credit in Advanced Career & Technical Courses or in Internships/Mentorships	58.5%	54.3%

[Qualifying Course List](#)

All Students are Ready for Career and College

2024-25 CACR Goal

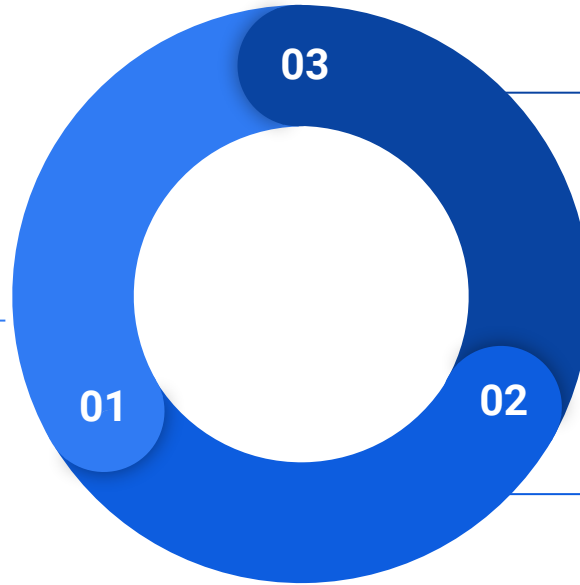
- The percentage of OPS graduating students who have earned credit in courses with college credit-earning potential (AP, concurrent enrollment, PSEO) or who have earned a Bilingual Seal will be at least 85% or higher by spring 2025.
- The percentage of grade 10-12 students in OPS who earned credit in advanced career and technical education courses or participated in internships/mentorships will be at least 58% in 2025.

[Qualifying Course List](#)

All Students are Ready for Career and College

Action Steps

Reinforce College,
Career, and Life
Planning



Integrate
Work-Based
Competencies

Continue Career
Pathways and
Course
Development

All Students are Ready for Career and College

Reinforce College, Career, and Life Planning	Continue Career Pathways and Course Development	Integrate Work-Based Competencies
<ul style="list-style-type: none">→ COMPASS Work w/Career Pathways→ Integrated career planning in core/elective courses→ Junior Achievement: K-12→ OHS/OMS: REACH, AVID, CCR	<ul style="list-style-type: none">→ Internships, careers, and job experiences→ Career Navigators→ OHS Staff: Continue to develop areas of study and succession of courses in Field of Study	<ul style="list-style-type: none">→ 9/24/24: Roundtable Discussion→ 1/20/25: Local Business Tours→ 2/17/25: Lunch and Learn <p>*Geared toward adults to learn from business community about employee skills</p>

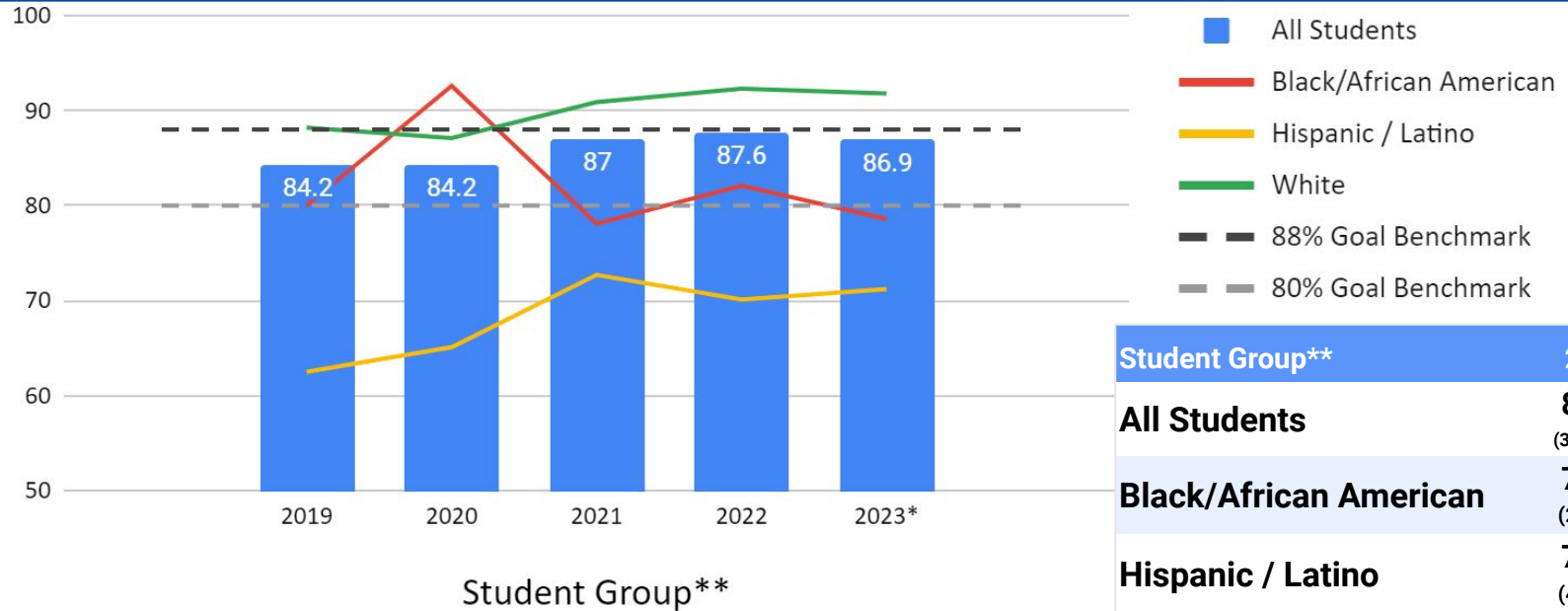
All Students Graduate from High School **2023-24 Goal**



The overall four year graduation rate will increase from 87% to 88% with no individual racial/ethnic group below 80% by 2024.

All Students Graduate from High School

RESULTS



Student Group**	2023*
All Students	86.9% (331 of 381)
Black/African American	78.6% (22 of 28)
Hispanic / Latino	71.2% (42 of 59)
White	91.8% (256 of 279)

* 2024 4 YR Graduation Rate data is not available until March 2025, so 2023 Graduation data is used for reporting.

**Data only shown for cohort groups with n>=10

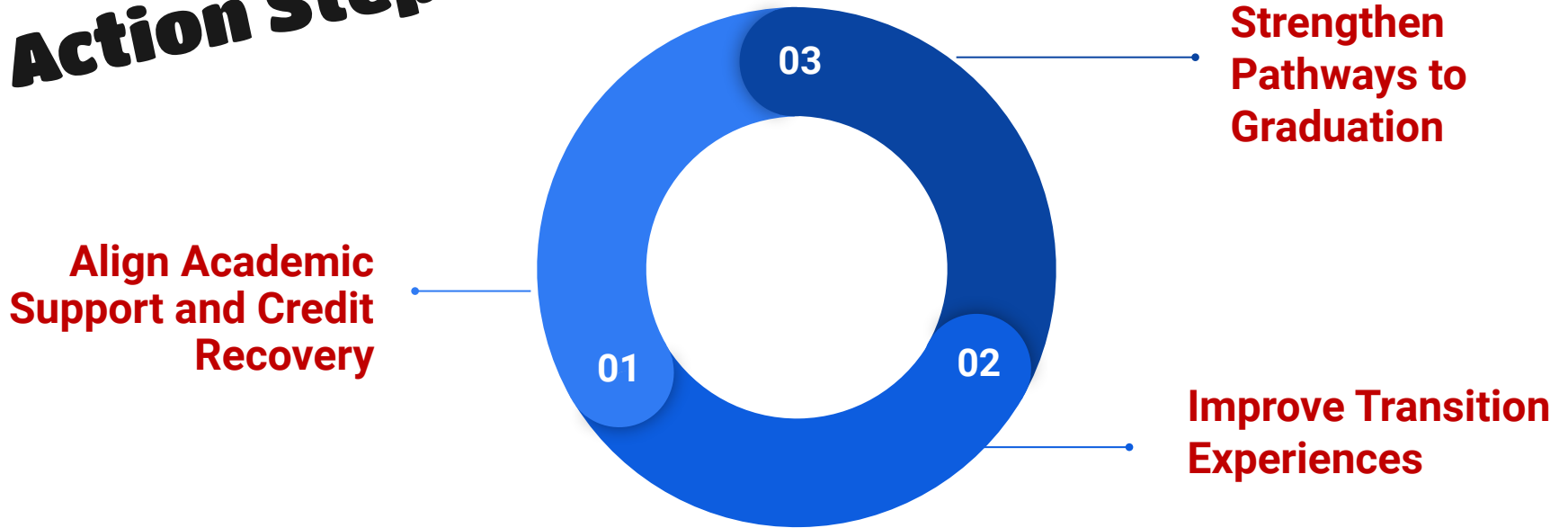
All Students Graduate from High School **2024-25 Goal**



The overall four year graduation rate will increase from 86.9% to 88% with no individual racial/ethnic group below 80% by 2025.

All Students Graduate from High School

Action Steps



All Students Graduate from High School

Align Academic Support and Credit Recovery	Improve Transition Experiences	Strengthen Pathways to Graduation
<ul style="list-style-type: none">→ Identifying Necessary Student Support→ PD on Restorative Practices→ COMPASS/SOAR	<ul style="list-style-type: none">→ Elementary to OMS→ OMS/St. Mary's to OHS→ OHS to Beyond	<ul style="list-style-type: none">→ Online, ALC, Night School, Stride, Discovery, REACH, AVID, EL

New Goal: Prepare Students to be Lifelong Learners

2024-25 Goal

To equip students with the skills, knowledge, and mindset necessary to be active, engaged, and independent learners throughout their lives as measured by DDE student survey responses. By Fall 2025, 60% of 6-12 grade students will answer ‘usually’ or ‘almost always’ to the following DDE survey questions:

- How often do you engage in class discussions or work on group activities or projects with your classmates? *(65% in Fall 2024)*
- How often do you see connections between your learning in school and real-world situations or problems? *(39% in Fall 2024)*
- How often do you feel the skills or knowledge you are learning in school will help you succeed in your career or life after graduation? *(53% in Fall 2024)*
- How often do you have opportunities to explore your potential interests and passions through your schoolwork? *(45% in Fall 2024)*



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Questions/Groups
