WAPS Comprehensive Achievement and Civic Readiness (CACR)
November, 2024

# What is The Comprehensive Achievement and Civic Readiness Report? (CACR)?

Formerly known as the World's Best Workforce, CACR is a MN Statute developed in 2013 to ensure school districts enhance student achievement through teaching and learning supports. Districts develop a plan that addresses the following goals:

➔ **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.**

**WAPS also includes READ ACT Goals in the WBWF**

# 2023 & 2024 Legislative Updates

**May, 2024: the title *Comprehensive Achievement and Civic Readiness* (CACR) replaced the title *World's Best Workforce.***

**May, 2023: The MN "Reading to Ensure Academic Development (READ)" Act replaced "All third-graders can read at grade level."**

**READ Act Goal:**

- Every MN child reading at or above grade level every year, beginning in kindergarten,
- To support multilingual learners and students receiving special education services in achieving their individualized reading goals.

# WAPS Vision & Mission:

## Our Vision

A safe and inclusive community of compassionate, curious and resilient lifelong learners.

## Our Mission

Inspire curiosity, empower resiliency, engage community.

## Our Strategic Plan

2022-2027

# SMART GOALS:

**S** Specific

**M** Measurable

**A** Achievable

**R** Relevant

**T** Time-based

## Stakeholder Involvement

- ❖ District Academic Leadership Team
- ❖ Building Instructional Leadership Teams (BILT)
- ❖ PLC Teams
- ❖ Curriculum Advisory Committee
- ❖ MTSS Team / Instructional Coaches
- ❖ Counseling Team

# Equitable Access to Excellent Teachers

| | % of Experienced Educators (More than 3 years) | % of Licensed Educators (Tier 3 or 4 licenses and no out of field permission set) | % with Advanced Degrees (Masters & above) |
|---|---|---|---|
| Early Childhood | 86.66% | 100.00% | 80.00% |
| Goodview | 94.73% | 100.00% | 89.47% |
| Jefferson | 89.18% | 89.19% | 70.27% |
| Washington-Kosciusko | 92.59% | 96.27% | 74.07% |
| Winona Middle School | 78.57% | 96.42% | 71.43% |
| Winona Area Learning Center | 85.71% | 100.00% | 71.43% |
| Winona Senior High School | 92.85% | 91.67% | 94.64% |

# Demographic Data SY 2023-24

| 24 MN Report Card | WAPS | | ECSE | | Jefferson | | WK | | Goodview | | WMS | | WSHS | | WALC | | WALC ED | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| American Indian | 41 | 1.7% | 0 | 0.0% | 8 | 2.5% | 2 | 0.7% | 2 | 1.1% | 19 | 3.0% | 6 | 0.7% | 4 | 4.8% | 0 | 0.0% |
| Asian | 89 | 3.7% | 4 | 7.3% | 8 | 2.5% | 18 | 6.7% | 2 | 1.1% | 18 | 2.8% | 37 | 4.3% | 2 | 2.4% | 0 | 0.0% |
| Black or African American | 173 | 7.1% | 1 | 1.8% | 31 | 9.6% | 30 | 11.2% | 6 | 3.2% | 49 | 7.7% | 41 | 4.8% | 10 | 12.0% | 5 | 31.3% |
| Hispanic or Latino | 209 | 8.6% | 0 | 0.0% | 41 | 12.7% | 18 | 6.7% | 8 | 4.2% | 64 | 10.0% | 68 | 7.9% | 10 | 12.0% | 0 | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Other Indigenous Peoples | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| White | 1762 | 72.4% | 47 | 85.5% | 213 | 65.7% | 168 | 62.5% | 160 | 84.2% | 447 | 70.2% | 666 | 77.5% | 50 | 60.2% | 11 | 68.8% |
| Two or more races | 159 | 6.5% | 3 | 5.5% | 23 | 7.1% | 33 | 12.3% | 12 | 6.3% | 40 | 6.3% | 41 | 4.8% | 7 | 8.4% | 0 | 0.0% |
| **All students** | **2433** | **100.0%** | **55** | **100.0%** | **324** | **100.0%** | **269** | **100.0%** | **190** | **100.0%** | **637** | **100.0%** | **859** | **100.0%** | **83** | **100.0%** | **16** | **100.0%** |
| English learner | 127 | 5.2% | 1 | 1.8% | 23 | 7.1% | 25 | 9.3% | 3 | 1.6% | 35 | 5.5% | 39 | 4.5% | 1 | 1.2% | 0 | 0.0% |
| Special education | 544 | 22.4% | NR | >=90% | 55 | 17.0% | 76 | 28.3% | 47 | 24.7% | 159 | 25.0% | 135 | 15.7% | NR | | NR | |
| Free/Reduced-Price meals | 1151 | 47.3% | 35 | 63.6% | 159 | 49.1% | 169 | 62.8% | 93 | 48.9% | 317 | 49.8% | 307 | 35.7% | 63 | 75.9% | 8 | 50.0% |
| Homeless | 0 | | 0 | | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

# Goal: All Children are Ready for School

- **2023-2024 Goal:** In Fall 2024, we will increase the percentage of students meeting Kindergarten benchmarks by 3.75% percentage points to 76.25%.

- **2024-2025 Goal:** In Fall 2025, we will increase the percentage of students meeting Kindergarten benchmarks by 3% percentage points to 75.5%

**Met 2023-2024 Goal? No, but increased the percentage of students.**

| FAST earlyReading | Fall 2022 | Fall 2023 | Fall 2024 Actual | Goal for Fall 2024 | Goal for Fall, 2025 |
|---|---|---|---|---|---|
| Composite | 53.3% | 72.0% | 72.5% | 76.25% | 75.5% |

# READ Act Baseline Goals

**Spring 2024 Goal:** Every grade will increase the % of students meeting literacy benchmarks, using FASTBRIDGE assessments, by 5% from Fall 2023 to Spring 2024.

| | Assessment | Fall 2023 Baseline | Spring 2024 Goals | Spring 2024 Results |
|---|---|---|---|---|
| **K** | Early-R | 72.2% | 77.5% | 49.1% |
| **G1** | Early-R | 39.2% | 44.2% | 43.7% |
| **G2** | aReading | 44.7% | 49.7% | 49.2% |
| **G3** | aReading | 54.5% | 59.5% | 58.5% |
| **G4** | aReading | 53.2% | 58.2% | 52.9% |
| **G5** | aReading | 61.2% | 66.2% | 52.6% |
| **G6** | aReading | 56.8% | 61.8% | 54.6% |
| **G7** | aReading | 45.2% | 50.2% | 49.3% |
| **G8** | aReading | 43.8% | 48.8% | 51.4% |

**Met 2023-2024 Goal?
Yes, in G8, and increased % in G1, G2, G3, and G7**

# READ Act Baseline Goals

**Spring 2025 Goal:** Every grade will increase the % of students meeting literacy benchmarks, using FASTBRIDGE assessments, by 3% from Fall 2024 to Spring 2025.

Goals for Spring 2025

|  | Assessment | Fall 2024 | Spring 2025 Goals |
|---|---|---|---|
| K | Early-R | 65.3% | 68.3% |
| G1 | Early-R | 33.3% | 36.3% |
| G2 | aReading | 28.4% | 31.4% |
| G3 | aReading | 50.4% | 53.4% |
| G4 | aReading | 62.6% | 65.6% |
| G5 | aReading | 59.4% | 62.4% |
| G6 | aReading | 66.9% | 69.9% |
| G7 | aReading | 55.8% | 58.8% |
| G8 | aReading | 42.5% | 45.5% |

## Goal: Close the Achievement Gaps Among Racial Groups

**Goals:
Fall Back:
2023-2024**

**Spring Forward:
2024-2025**

**Goal for Spring 2024**: The achievement gap between student groups will decrease by 4%

**Goal for Spring 2025**: The achievement gap between student groups will decrease by 3%

| Grade 3 aReading Cohort in 2022- | 2023 Spring | 2024 Spring | | 2025 Spring | |
|---|---|---|---|---|---|
| | **Baseline** | **Goal** | **Actual** | **Goal** | **Actual** |
| % of white students proficient | 68.9% | | 68.3% | | |
| % of students of color proficient | 49.1% | | 52.2% | | |
| **Achievement GAP:**<br>**Met Goal in 2023-2024? No, but came close. We decreased it by 3.7%** | **19.8%** | **15.8%** | **16.1%** | **13.1%** | |

# Goal: Close the Achievement Gaps Among SES Groups

**Goal for Spring 2024**: The achievement gap between student groups will decrease by 5%

**Goal for Spring 2025:** The achievement gap between student groups will decrease by 3%

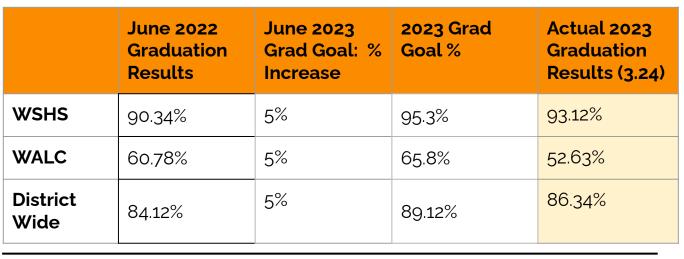| Grade 3 aReading Cohort | 2022 Spring | 2023 Spring | 2024 Spring | | 2025 Spring | |
|---|---|---|---|---|---|---|
| | Actual | Actual | Goal | Actual | Goal | Actual |
| % of non-low SES students proficient | 68.4% | 69.8% | | 73.1% | | |
| % of low SES students proficient | 41.0% | 50.8% | | 53.8% | | |
| Achievement GAP: We did not decrease it; however, both groups increased achievement percentages | 27.4% | 19.0% | 14% | 19.3% | 16.3% | |

# Goal: All Students are Ready for Career and College

- **Spring 2024 Goal:** 100% of grade 9 students will successfully complete their Personal Learning Plan expectations for grade 9 by the end of the school year.

- **Spring 2024 Actual:** 96% of Grade 9 students completed the MCIS career and college pathway work by Spring, 2024.

- **Goal for Spring 2025:** 100% of grade 9 students will successfully complete their Personal Learning Plan expectations for grade 9 by the end of the school year.

# Goal: All Students Graduate from High School

## Goal: The percent of students graduating will increase by 5%

**Met Goal: No, but increased 2/3**

| | June 2022 Graduation Results | June 2023 Grad Goal: % Increase | 2023 Grad Goal % | Actual 2023 Graduation Results (3.24) |
|---|---|---|---|---|
| **WSHS** | 90.34% | 5% | 95.3% | 93.12% |
| **WALC** | 60.78% | 5% | 65.8% | 52.63% |
| **District Wide** | 84.12% | 5% | 89.12% | 86.34% |

# Goal: All Students Graduate from High School

## Goal:  The percent of students graduating will increase by 3%

| | 2023 Grad Results | June 2024 Grad Goal: % Increase | 2024 Grad Goal % | Actual 2024 Graduation Results (3.25) |
|---|---|---|---|---|
| **WSHS** | 93.12% | 3% | 96.12% | |
| **WALC** | 52.63% | 3% | 55.63% | |
| **District Wide** | 86.34% | 3% | 89.34% | |

# Trajectory

- The 2023 Graduate Rate data was released in March 2024
- Base Student Count is different from year to year-Discrepancy

|  | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** |
|---|---|---|---|---|---|---|
| **WSHS** | 91.9% | 87.1% | 86.2% | 87.4% | 90.34% | 93.12% |
| **ALC** | 13.2% | 18.0% | 17.9% | 34.4% | 60.78% | 52.63% |
| **District** | 79.2% | 74.9% | 78.5% | 79.7% | 84.12% | 86.34% |

# Early Childhood Education

| Practices & Programs | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| **The Use of  TS Gold Data to Drive Effective Practices** | X | X | X |
| **Pyramid Training to Fidelity for Teachers & Ed Assistants** | X | X | X |
| **EQIP: Birth to 3 Program** | | X | X |
| **Continuation of *Getting Ready Together* Preschool Program** | | X | |
| **EC:  Mobile Classroom & Community Outreach** | X | | |

# The READ Act

| Structured Literacy:  *Phonics, Phonemic Awareness, Vocabulary, Fluency, & Comprehension* |
| --- |
| Expectations with Core ELA Resource: HMH's Into Reading, Arriba, Amira, GK-4 |
| FAST Universal Screener X 3 & Weekly Progress Monitoring, GK-8, SpEd GK-12 |
| Professional Development: LETRS & CORE Learning's OL&LA (116 so far!) |
| PRESS and FAST Reading Interventions |
| Content and Grade Level Team Work for Curriculum Development & Instructional Practices |
| |

# *MTSS Strategies & Programs*

| Rigorous Academic Instruction | Goal 1 | Goal 2 | Goal 3 | Goal 4 | READ Act |
|---|---|---|---|---|---|
| Tier 1: Instructional Framework & PLC Data Inquiry Processes | x | x | x | x | x |
| Tier 2 & 3: Aligned Student Support & Child Study Teams / Small Group and 1:1 Interventions | | x | x | x | x |
| WSHS New Block Schedule | | x | x | x | x |
| Aligned Building Instructional Leadership Teams (BILT) | x | x | x | x | x |
| AVID WICOR, K-12 | | x | x | x | x |
| MTSS Team: Tier 1, Tier 2, and Special Ed Instructional Coaches | x | x | x | x | x |
| SpEd: Standards-Based Rigorous Goals w/ frequent progress monitoring | x | x | x | x | x |
| MCIS training (Minnesota Career Inventory Survey) | | x | x | x | |
| Concurrent Enrollment Opportunities with Career Pathways | | x | x | x | |

# MTSS Strategies & Programs

| Positive Climate Instruction | Goal 1 | Goal 2 | Goal 3 | Goal 4 | READ Act |
|---|---|---|---|---|---|
| PBIS GK-8 | | x | x | | |
| The Catalyst Approach PD & Coaching | x | x | x | x | |
| PLC Collaborative Data Inquiry Processes | x | x | x | x | |
| Restorative Practices PD | x | x | x | x | |
| Racial Equity Professional Learning | x | x | x | x | |

# Winona Area Public Schools

*Inspire curiosity, empower resilience, engage community*

# Public Comment and Input