



INSPIRING EXCELLENCE • EVERY LEARNER • EVERY DAY

District Instructional Plan Comprehensive Achievement & Civic Readiness

CACR & Achievement and Integration
Annual Meeting

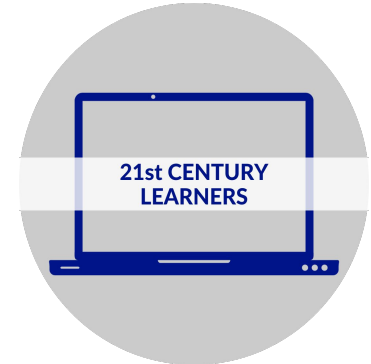
November 2025

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 last 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.

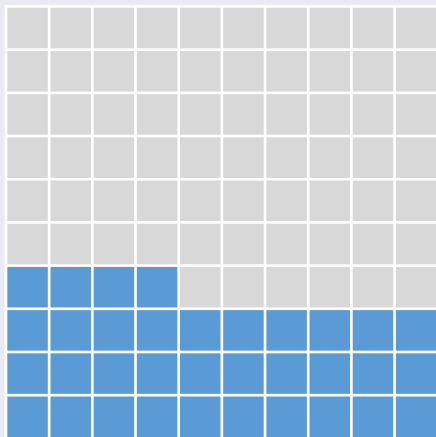
- I feel valued, respected, supported, empowered and inspired in a safe and welcoming environment.
- I feel informed, about my work and district and have access to clear communication.
- I learn and strive to continuously improve and grow through honest and consistent feedback.
- I have the time, tools 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.



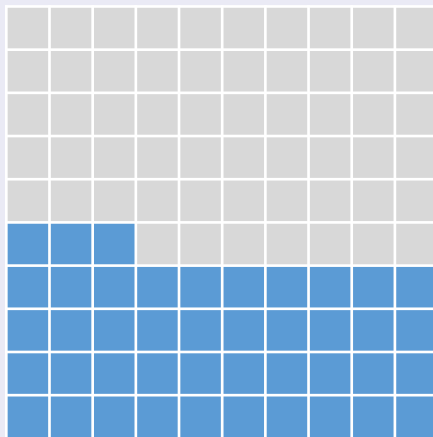
- My child is in a safe and welcoming environment where they are cared for, accepted, supported and valued.
- My child is receiving a quality and equitable education that includes innovative, rigorous, relevant, and real life learning opportunities.
- My child has opportunities to explore and experience 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.



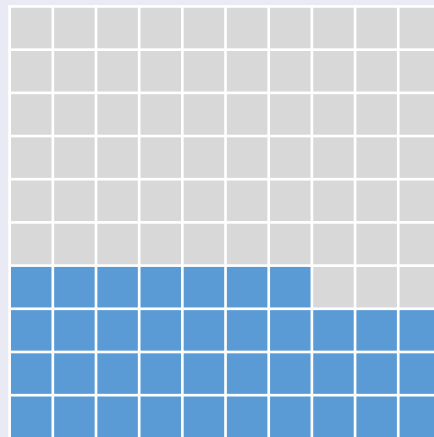
Demographic Information



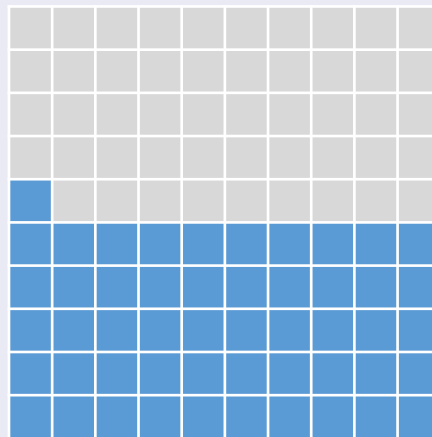
Lincoln Elementary - 34%



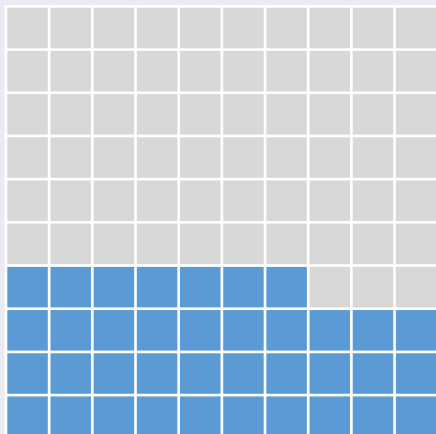
McKinley Elementary - 43%



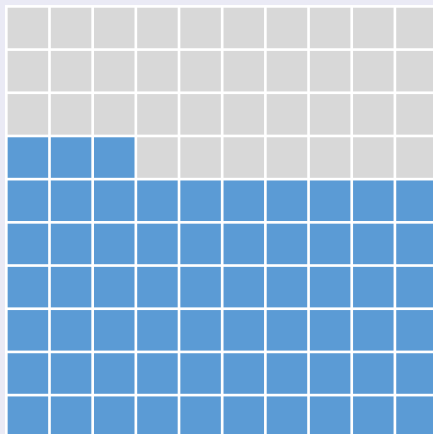
Washington Elementary - 37%



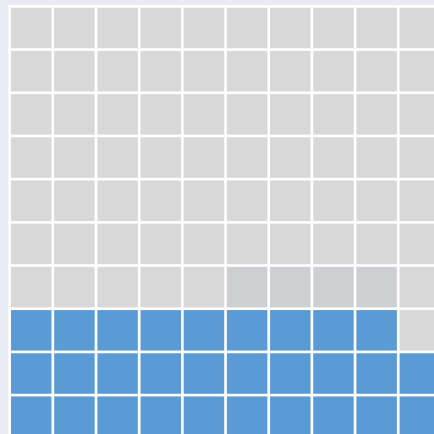
Wilson Elementary - 51%



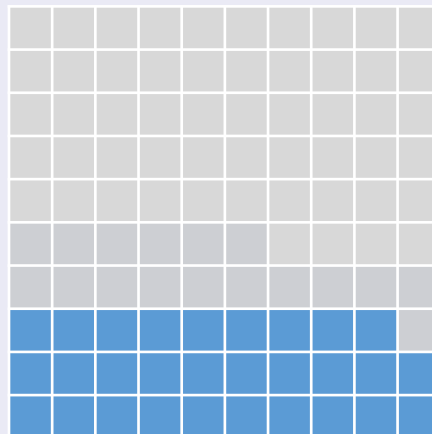
Owatonna Middle - 37%



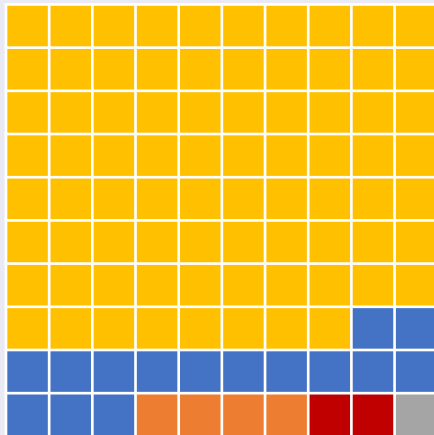
ALC - 63%



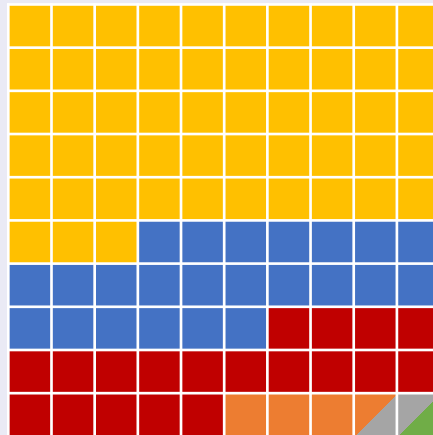
Owatonna High - 29%



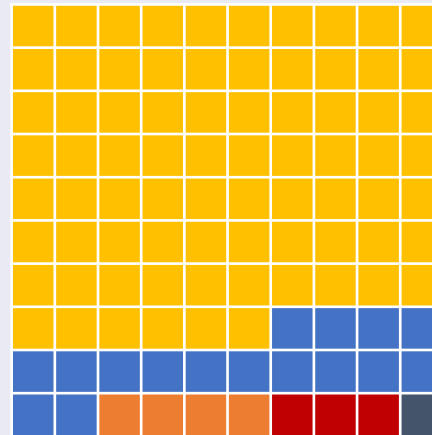
Owatonna Online - 28%



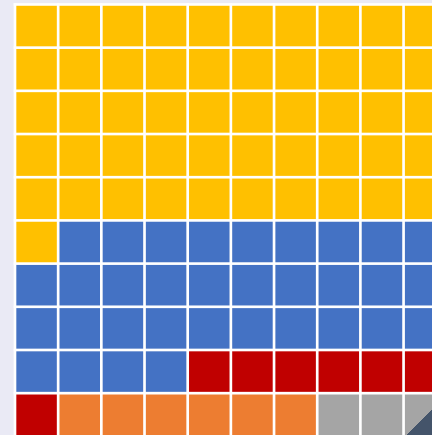
Lincoln Elementary



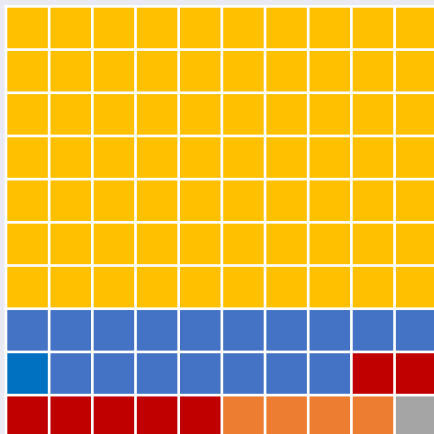
McKinley Elementary



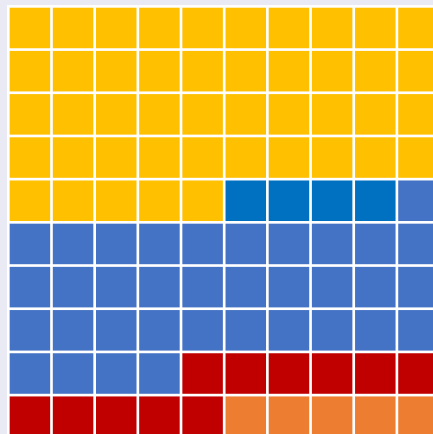
Washington Elementary



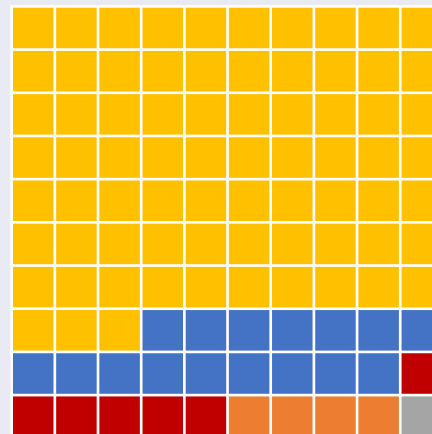
Wilson Elementary



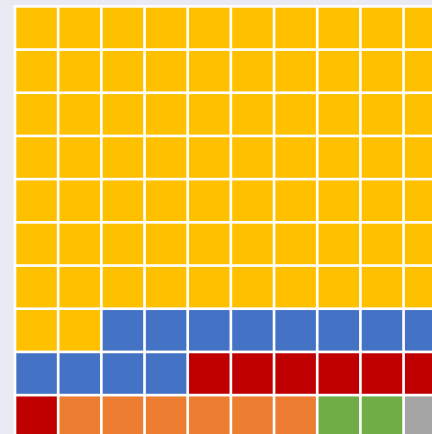
Owatonna Middle



ALC



Owatonna High



Owatonna Online K-12

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CACR Results & CACR Goals

#1: All Children are Ready for School

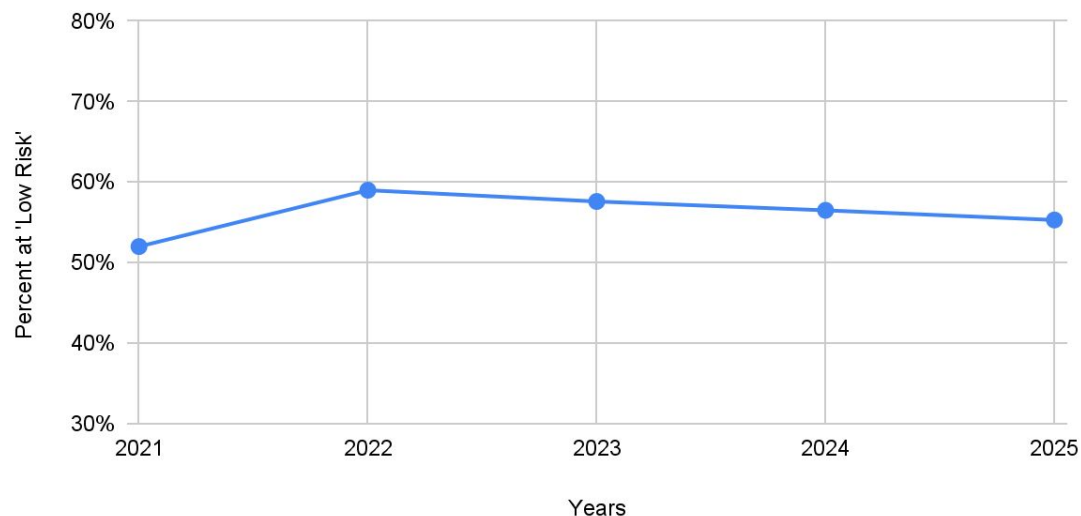
2024-25 CACR Goal

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 by 5 percentage points to 60%.

All Students are Ready for School

RESULTS

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



GOAL NOT MET

Fastbridge earlyReading	ALL
Composite	55.3
- Concepts of Print <i>page orientation, left to right word order, etc.</i>	68.4
- Letter Names <i>Alphabetic Principle (Phonics)</i>	49.3
- Letter Sounds <i>Alphabetic Principle (Phonics)</i>	48.6
- Onset Sounds <i>Phonemic Awareness</i>	50.9

Striving to: Meet School Readiness Goals

2025–26 CACR Goal

In the FALL 2025, 55.3% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Fall 2026, we will increase the percent of students meeting fall K benchmarks to 60%.

All Students are Ready for School

Target Phonemic Awareness for Instructional Improvement

Implementation of Heggerty

(3 & 4 Year Old Programs)

Enhance Family and Community Outreach

Early Learning Network Event

(Spring 2026)

#2: All Racial and Economic Achievement Gaps are Closed

2024-25 CACR 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 2025.

Difference in MCA Proficiency Rates with Majority Comparison Group*

Student Groups	Reading 2024	Reading Target 2025	Math 2024	Math Target 2025
Asian 2024 n=15	-5.2	0	-10.0	0
Black/African American 2024 n=185	21.3	19.8	30.4	28.9
Hispanic/Latino 2024 n=381	27.2	25.7	35.7	34.2
Two or more Races 2024 n= 88	12.8	11.3	19.4	17.9
FRP 2024 n=1026	21.3	19.8	26.8	25.3

* 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.

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 2025.

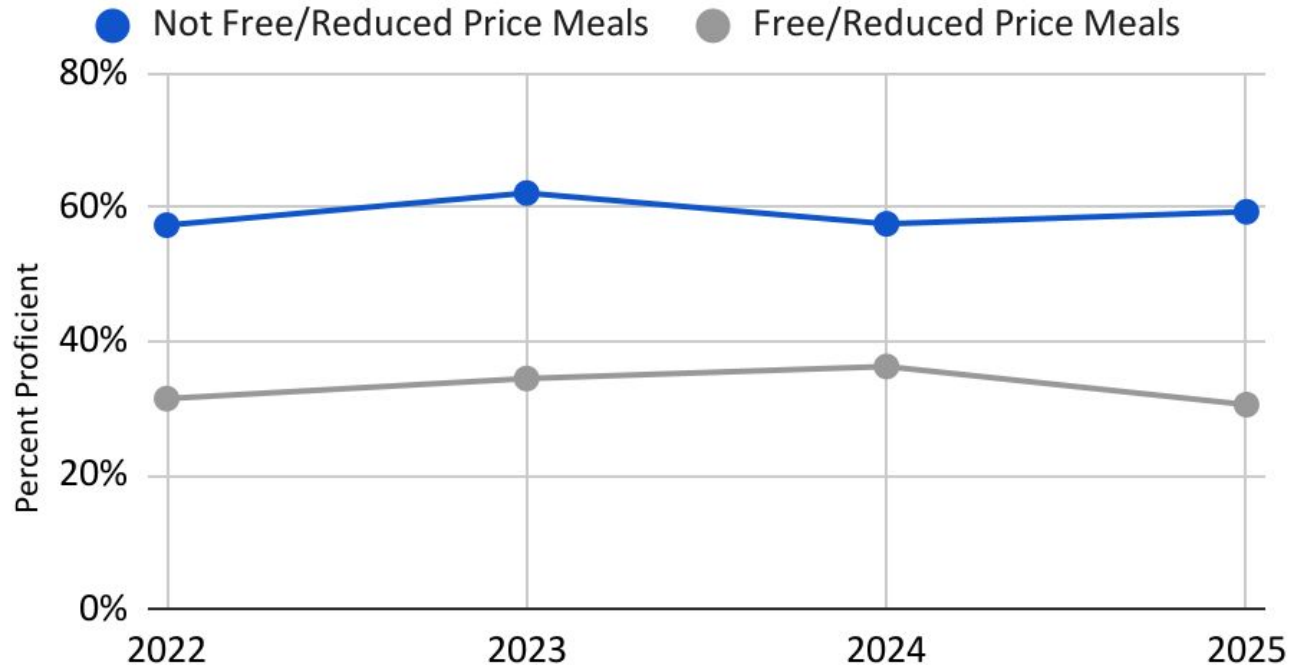
Difference in MCA Proficiency Rates with Comparison Group*

Student Groups	count tested	Reading 2024	Reading Target 2025	Reading Actual 2025	Math 2024	Math Target 2025	Math Actual 2025
Asian	18	0	0	7.6	1.6	.1	4.5
Black/African American	166	21.3	19.8	28.1	30.4	28.9	34.6
Hispanic/Latino	393	27.2	25.7	29.0	35.7	34.2	35.6
Two or more Races	87	12.8	11.3	12.4	19.4	17.9	15.4
FRP	983	21.3	19.8	28.8	26.8	25.3	28.7

* 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.

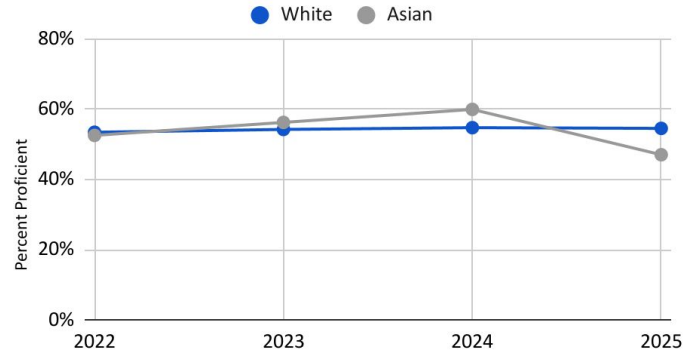
Achievement Gaps by Student Group - Reading

Achievement Gap - Reading - Free/Reduced Price Meals

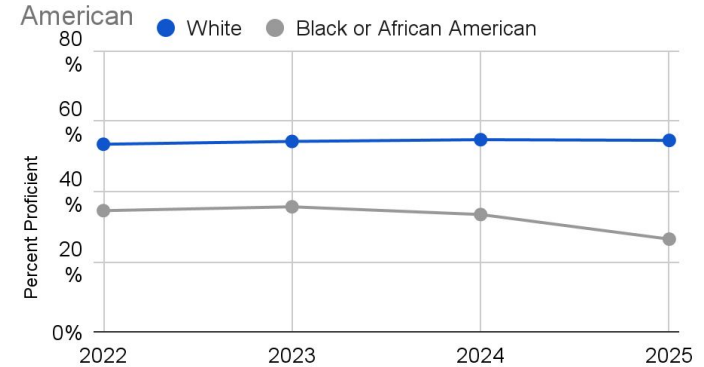


Achievement Gaps by Student Group - Reading

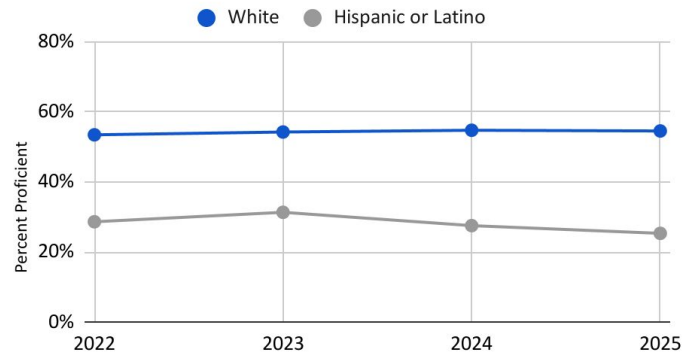
Achievement Gap - Reading- Asian



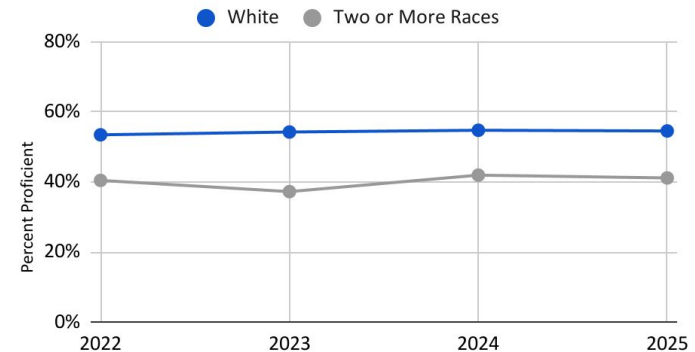
Achievement Gap - Reading - Black or African American



Achievement Gap - Reading - Hispanic or Latino

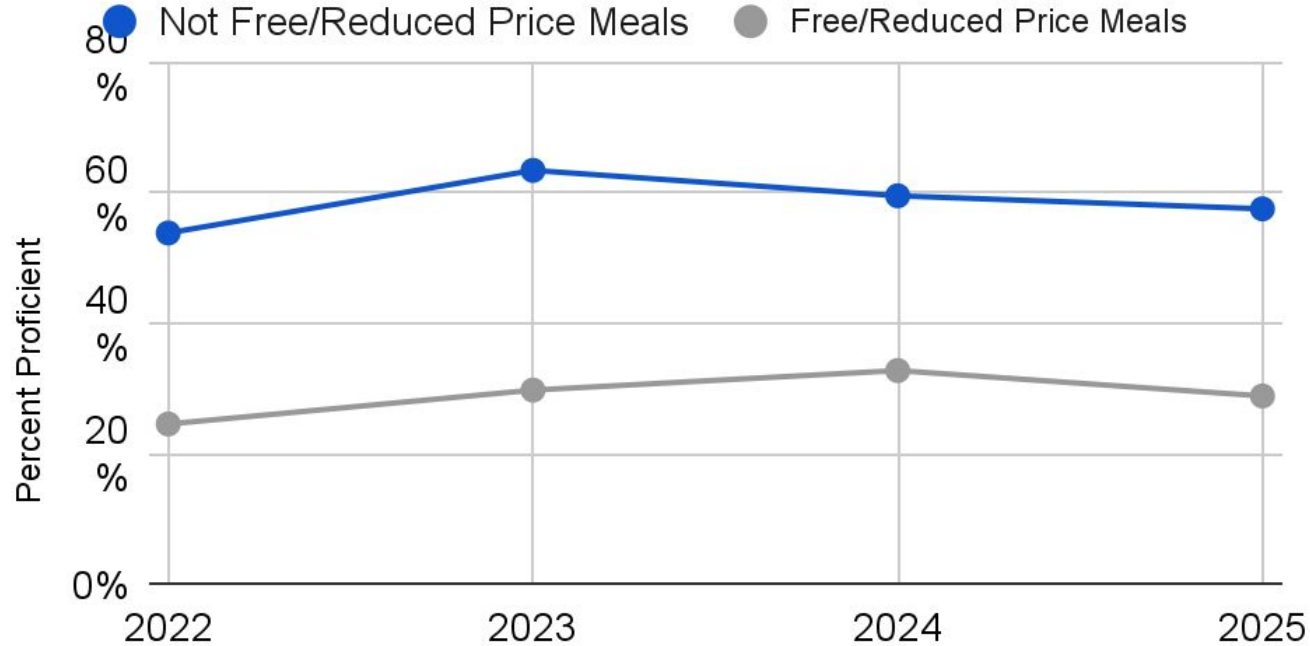


Achievement Gap - Reading - Two or More Races



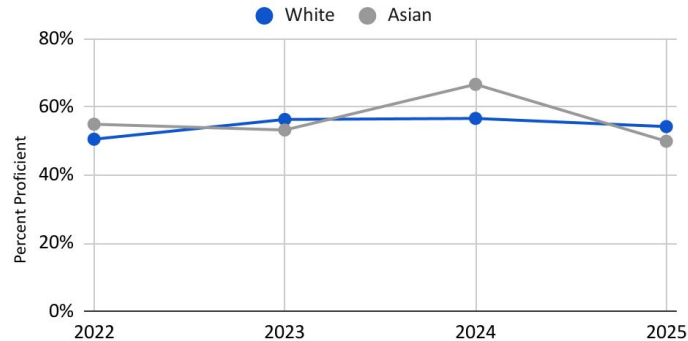
Achievement Gaps by Student Group - Math

Achievement Gap - Math - Free/Reduced Price Meals

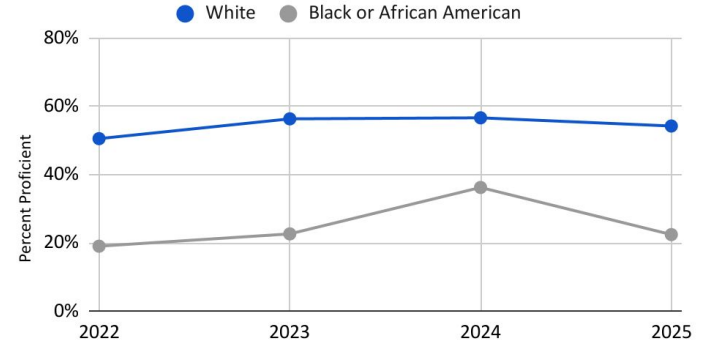


Achievement Gaps by Student Group - Math

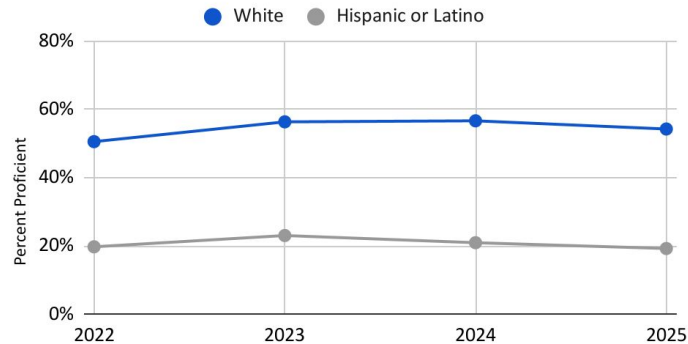
Achievement Gap - Math - Asian



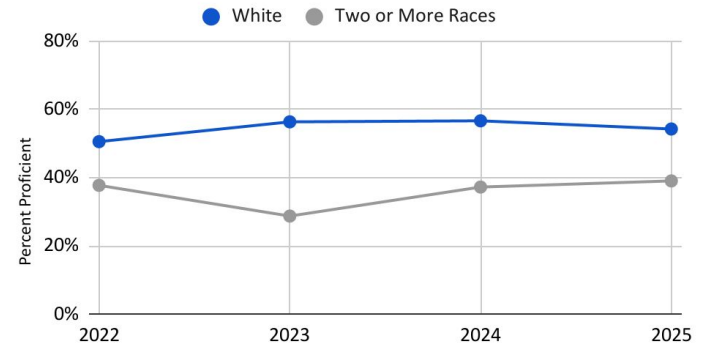
Achievement Gap - Math - Black or African American



Achievement Gap - Math - Hispanic or Latino



Achievement Gap - Math - Two or More Races



All Racial and Economic Achievement Gaps are Closed

2025-26 CACR Goal

ISD 761 will decrease the gap (difference) in Reading and Math Proficiency rates on MCA-III and IV Assessments for all economic and racial/ethnic student groups by 1.5 percentage points by June 2026.

Student Groups	count tested	Reading 2025	Reading Target 2026	Reading Actual 2026	Math 2025	Math Target 2026	Math Actual 2026
Asian	18	7.6	6.1		4.5	3.0	
Black/African American	166	28.1	26.6		34.6	33.1	
Hispanic/Latino	393	29	27.5		35.6	34.1	
Two or more Races	87	12.4	10.9		15.4	13.9	
FRP	983	28.8	27.3		28.7	27.2	

Close Achievement Gaps Among All Racial/Ethnic & Economic Groups

Provide High Quality and Equitable Learning Experiences for All

→ Focus on core instruction in reading and math

- ◆ Implement high quality resources with fidelity and coaching support
- ◆ Professional development
- ◆ Improve observation and fidelity checks
- ◆ Refocusing PLC+ at OHS
- ◆ Build capacity for more effective program evaluation.

#3: All Students are Ready for Career and College

2024-25 WBWF Goal

- The percentage of OHS graduating students who have completed courses which include opportunities to earn college credit (AP, CIS, articulated, concurrent enrollment, PSEO) or who have earned a Bilingual Seal will increase to 85% or higher by spring 2025.
- The percentage of grade 10-12 students in OHS who earned credit in advanced career and technical education courses or participated in internships/mentorships be at least 58% in 2025.

[Qualifying Course List](#)

All Students Ready for Career and College

RESULTS

Goal Metric	2024	2025
Percent of OHS Graduates Earning Credit in AP, CIS, Articulated, Concurrent Enrollment, and/or PSEO Courses or earning Bilingual Seal	86.9%	90.1%
Percent of OHS 10-12 Grade Students Earning Credit in Advanced Career & Technical Courses or in Internships/Mentorships	54.3%	61.6%

[Qualifying Course List](#)

All Students are Ready for Career and College

2025-26 CACR Goal

- A minimum of 85% percent of OHS graduating students will have completed a course with college credit-earning potential (AP, concurrent enrollment, PSEO) or will have earned a Bilingual Seal by spring 2026.
- A minimum of 60 percent of grade 10-12 students in OHS will have earned credit in advanced career and technical education courses or participated in internships/mentorships by spring of 2026.

[Qualifying Course List](#)

Action Steps: All Students are Ready for Career and College

Enhanced Career Pathways and Course Development

- Sophomore Career Pathways Day (new)
- Career Navigators: addition of full-time staff for credit-bearing internships
- New field of study courses this year: Vet Medicine, Medical Lab, Design Lab, Conversation Spanish
- ALC: Goal of at least 20 students engaged in pathways all year
- OO: Looking at ways to engage students in career possibilities—virtual field trips to enhance courses

#4: All Students Graduate from High School

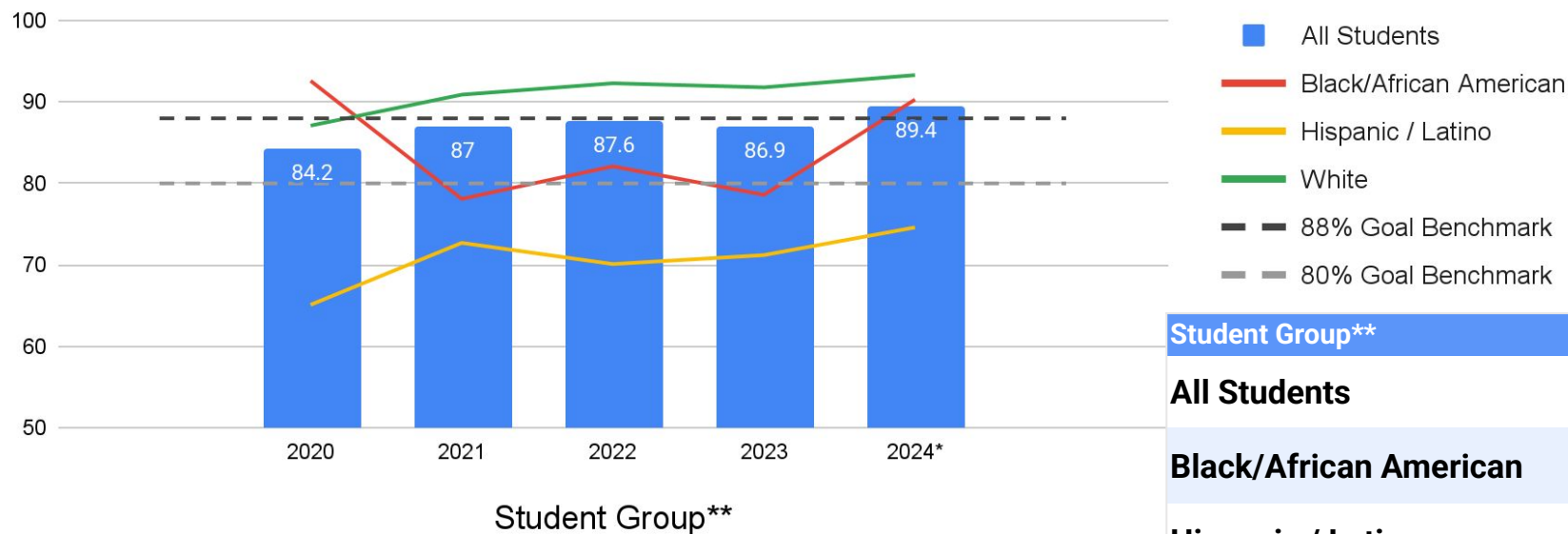
2024-25 Goal



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

RESULTS



Student Group**	2024*
All Students	89.4% (363 of 406)
Black/African American	90.3% (28 of 31)
Hispanic / Latino	74.6% (47 of 63)
White	93.3% (278 of 298)

* 2025 4 YR Graduation Rate data is not available until March 2026, so 2024 Graduation data is used for reporting.

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

All Students Graduate from High School

2025-26 Goal



The overall four year graduation rate will increase from 89.4 to 90% with no individual racial/ethnic group below 80% by 2026.

Action Steps: All Students Graduate from High School

Early Intervention and Aligning Academic, Attendance and Behavioral Supports

- 9th grade transition—working to get every 9th grader aligned to a group or activity
- Attendance/Tuancy Student Support & Intervention (OO, ALC, OHS)
- Course Progress Student Support & Intervention (OO)
- Flex Time (ALC)

#5: 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)* **Waiting on 2025 survey results
- How often do you see connections between your learning in school and real-world situations or problems? *(39% in Fall 2024)* **Waiting on 2025 survey results
- 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)* **Waiting on 2025 survey results
- How often do you have opportunities to explore your potential interests and passions through your schoolwork? *(45% in Fall 2024)* **Waiting on 2025 survey results



Questions?
