
CACR & A&I Report 2024-2025

Yellow Medicine East Public
Schools #2190

YME School Board Meeting - November 10, 2025

World's Best Workforce 2024 Legislation

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

This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through grade 12 experience as well as preparing them to be active members of their community after graduation.

This name change will take effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

In addition to the four existing WBWF goals, one new goal will be added with CACR: **“prepare students to be lifelong learners.”**

<https://education.mn.gov/MDE/dse/wbwf/>

YME Mission & Vision

Mission:

The Mission of the Yellow Medicine East Schools is to provide a caring environment of high expectations that prepares every student for a successful future and instills the value of learning.

Vision:

The vision of the Yellow Medicine East Schools is to be a place that inspires students to achieve their fullest potential.

Taken from - [Strategic Plan 2022-2027](#)

Comprehensive Achievement and Civic Readiness

Each district must 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.
- **All students are prepared to be lifelong learners (NEW).**

Note: Due to legislative changes, **third grade reading is no longer a WBWF goal area as of the 2023–24 school year.*

CACR Area: All Children Are Ready for School

2025-2026 Goal:

75% of children entering kindergarten in the fall of 2025, will be able to complete 80% or more of the readiness skills as noted on the [BRE Kindergarten Readiness Skills](#) document.

2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
86.3%	65.7%	54.7%	56.4%	63%	75%

CACR Area: All Children Are Ready for School

Improvement Strategies:

- Preschool staff will collaborate with Kindergarten staff on activities including but not limited to: Kindergarten Kickoff, Preschool Screening, Camp Kindergarten, and ECFE Activities
- Preschool staff attend all staff development opportunities and are also required to be trained in the Science of Reading, with the Phase 1 group
- Preschool staff utilize our preschool curriculum (Creative Curriculum) for necessary changes, becoming familiar with updates, and researching various tools and materials to support the curriculum
- Support staff support the instructional plans

CACR Area: All Racial and Economic Achievement Gaps Between Students Are Closed.

Based upon data for the **2025** MCA III Reading Test (all groups are compared to all students):

- American Indian - decreased gap by 9.9%
- Hispanic Latino - decreased gap by 4.9%
- Free/Reduced Lunch - increased gap by 6.5%
- *Sped/Non-Sped - increased gap by 3.6%

Decreased gap is a positive sign and indicates the trend from year to year.

CACR Area: All Racial and Economic Achievement Gaps Between Students Are Closed.

MCA Reading	2021	2022	2023	2024	2025
All Students	46.6%	40.0%	43.9%	40.3%	42.2%
American Indian	38.9%	28.3%	26.2%	23.9%	35.7%
Hispanic	34.1%	24.3%	50.0%	26.5%	33.3%
Free/Reduced	32.8%	33.3%	35.9%	35.9%	36.1%
Special Ed	19.5%	11.3%	13.2%	17.5%	22.4%

CACR Area: All Racial and Economic Achievement Gaps Between Students Are Closed.

Strategies implemented to address this goal:

- Literacy training for staff
- Development of a strong MnMTSS system
- Title I and other sources of intervention
- Supporting QComp goal with PLCs (dismissal time, goals, financial incentives, etc.)

CACR Area: All Students Career- and College-Ready by Graduation

Goal #1* - The percentage of students completing grade 11 earning credit in two or more CTE or college-level courses will increase from 85% in 2024 to 90% in 2026.

* Achievement & Integration Goal

2025 Result: The percentage of students completing grade 11 earning credit in two or more CTE/College Level Courses was 96% (46/48 students).

CACR Area: All Students Career- and College-Ready by Graduation

Goal #2* - The percentage of American Indian and Hispanic students enrolling into concurrent or CTE classes will increase from Baseline Established in year 1 % in 2024 enrollment is 75% in 2026

* Achievement & Integration Goal

2025 Result (Baseline): The percentage of American Indian and Hispanic students enrolling into concurrent or CTE classes was 100% in CTE/PSEO classes. Goal- 1 % in 2025 enrollment is 75% in 2026

CACR Area: All Students Career- and College-Ready by Graduation

Improvement Strategies:

- PSEO Intro to Indigenous Nations class was added in Fall 2022. Student received 3.0 college credits from MNWest. The class was taught at YME by Adam Savariego, MNWest college provided professor. He has also offered an Independent Indigenous Studies course.
- YME continues to offer the following concurrent College Now classes - Academic Writing, Human Diversity, Calculus, Pre-Calculus, College Algebra, and Sociology.
- YME continues to be a part of the collaboration - MN River Valley CTC. This collaborative allows students to take the following classes - 9 credit Welding certificate, CDL, 12 credit Healthcare Pathway Program (CNA, TMA, CPR, Intro to Healthcare, Body Function and Structure), and Powerline
- Students also earn their CTE credits through classes in the following departments: FACS, Industrial Tech, and Agriculture.
- Internship Program - shadowing Plumbers, on construction sites, Airplane Mechanics, Welding, etc.

CACR Area: All Students Graduate

Goal: YME HS will work to ensure the graduation rate is at least 95%

2024 Actual* - 95.1%

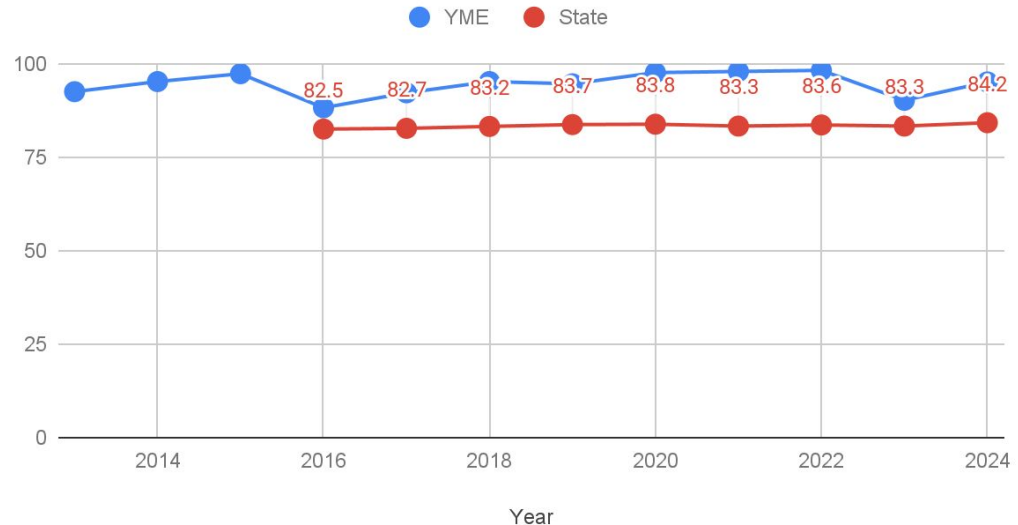
39/42 graduated

2025 **Projected*** - 100.0%

44/44 graduated

*Graduation rate is calculated using a cohort model

4 year Graduation Rates



CACR Area: All Students Graduate

Supporting strategies :

- Mandatory Senior meetings with families
- Credit checks
- Parents meetings - 1-1 at Fall Conferences
- Attendance Checks
- 9,11,12 College Trips
- Individualized Schedules
- Credit Recovery - Summer and During School Year
- Internship Program
- Work Based Learning
- Partner with ALC - Seat Based and ILP Program
- Mentor students taking PSEO
- ACT prep course - On to College

CACR Area: All students are prepared to be lifelong learners (NEW)

We have not written a goal for this area, but believe we are addressing this area in many ways, including:

- Literacy instruction & supports
- Math instruction & supports
- Career exploration
- Meeting the goals within the [Strategic Plan 2022-2027](#):
 - Student achievement
 - Student supports
 - Staff supports
 - Cultural competency
 - Communication, Marketing, & Outreach

WBWF Area: All Students in Third Grade Achieving Grade-Level Literacy

Past goal (2023-2024):

50% of students in 3rd grade will be proficient on the Reading MCA.

NOTE: this goal is no longer used for the WBWF report.

Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
51.5%	38.0%	42.4%	NA	43.8%	39.4%	35.5%	31.9%	36.1%
34/66	19/50	25/59	NA	21/48	13/33	11/31	15/47	13/36

BRE ELA Strategies for Improvement

Improvement Strategies:

- BRE is in year two of our newly adopted ELA curriculum, CKLA
- BRE is implementing CKLA with fidelity, which includes common planning time, support by our literacy lead and SWWC, various on site collaboration meetings to discuss strengths, weaknesses, and overall function of the program as well as being aware of the recommended pacing guide for each grade level
- Currently seeking guidance and direction from the Regional Literacy Lead/SWWC on identifying strengths and weaknesses in our Tier I literacy instruction and within the CKLA curriculum

BRE ELA Strategies for Improvement

Improvement Strategies Continued:

- 2024-25 is year two of our K-3 literacy screener, FastBridge and for 2025-26, we implemented Capti in grades 4 & 5
- District hired a .4 Literacy Lead starting with the 2025-26 school year with duties that include but are not limited to: maintaining data folders that are used for Title selection, MTSS, SPED evals, quarterly data meetings and planning interventions, assisting with, planning and modeling literacy lessons, attends all regional meetings involving literacy, provides LETRS training for new staff and paraprofessionals, and also serves as the MTSS Facilitator for BRE's newly adopted MTSS process

Additional BRE MCA Reading Information

MCA Reading Proficiency Scores - BRE 5th Grade

	Spring 2022	Spring 2023	Spring 2024	Spring 2025
BRE	48.8%	61.0%	74.3%	69.4%
State Average	59.4%	58.7%	57.5%	57.1%

Achievement & Integration

The purpose of the *Achievement and Integration for Minnesota* program is to:

- pursue racial and economic integration
- increase student achievement
- create equitable educational opportunities
- reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

Participation is determined by the number of protected-class students at YME relative to the number of protected-class students in adjoining districts or schools based on October 1 enrollment.

YMIC Members - Canby, Dawson-Boyd, RCW, Ivanhoe, Lakeview, Minneota, and YME

YMIC Events - Junior College Trip, Indigenous Art Day, Senior College Visit to SDSU and Lake Area Tech, Career Expo - 10th, SMSU College Fair, MNWest Career and College Day for 9th Grade, YME Job Fair, Senior Career and College Day, Tour of Manufacturing, Junior Business Tour, Be the Light Retreat, Tour of Healthcare, Major Madness, Courage Retreat, MSU Mankato College Trip, and Jeffers Petroglyphs

Achievement & Integration Goals

Plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Achievement and Integration Goal 1 (2023-2026)

Goal 1: The percentage of students completing grade 11 earning credit in two or more CTE or college-level courses will increase from 85% in 2024 to 90% in 2026.

*Aligns with WBWF goal all students are ready for career & college

Year	Projected Goal	Actual Result
2021	80%	86.2%
2022	85%	83.1%
2023	90%	100.0%
2024	85%	95%
2025	87%	96%

Achievement and Integration Goal 2 (2023-2026)

Goal 2: YME student's access to effective educators who are trained annually in local Dakota political history and Indigenous history will increase from 0% (baseline established during year 1) in 2024 to over 75% in 2026. In 2025, all staff were trained in by AmazeWorks.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Achievement and Integration Goal 3 (2023-26)

Goal 3: The percentage of students in the Native American and Hispanic student group will increase their consistent attendance rate by 2% each year through their positive connection to the school with the Cultural/Family Liaisons.

2023-24 Hispanic Percent of Absences	98 students 11.8%
2024-2025 Hispanic Percent of Absences	110 students 8.6%
2023-24 Native Percent of Absences	118 students 14.4%
2024-2025 Native Percentage of Absences	113 students 14.1%

Data & Information

Much of the data contained in this report can be explored by visiting the [Minnesota Report Card](#)

Student academic data:

- How are students doing?
- Are the students mastering the standards?
- Test Achievement Levels, Test Results and Participation*

*Note - students not taking the MCA test are considered:

- "not meeting the standards."

Questions and Answers

If you have any questions or would like to discuss specific topics or data,
please reach out to:

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THANK YOU!!!