



Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Minnesota Education Grant System](#) (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize Every Student Succeeds Act (ESSA) funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to CACR.MDE@state.mn.us.

District or Charter Name: Osseo Area Schools

CACR Contact Name: Dr. Jill Kind

CACR Contact Title: Director of Learning & Achievement

CACR Contact Email: kindj@district279.org

CACR Contact Phone Number: 763-391-7091

Annual Public Meeting

These annual public meetings are to be held in the fall of each school year. 11/11/2025

CACR Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners:

<https://www.osseoschools.org/academics>

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

Staff Stakeholder Survey-Spring 2025

The Staff Stakeholder Survey is another data source within this priority. Specifically, four questions within the Environment and Communication scale. Not all staff respond to each question. The table below shows each of the questions asked, which group of staff members respond, and the percentage of staff selecting “strongly agree or always” or “agree or usually”.

Environment and Communication Scale Items						
Staff Stakeholder Survey	Survey Item	Who Responds	2022	2023	2024	2025*
	Communications to staff are delivered in a professional and timely manner.	Dept Staff	79%	74%	79%	73%
	My school does a good job of keeping me informed about important news.	Site Staff	72%	69%	71%	94%
	The district does a good job of keeping me informed about important news.	Dept and Site Staff	70%	71%	70%	74%
	A clear vision for our department/school and strategies for improvement are communicated.	Dept and Site Staff	67%	67%	71%	75%

*N size was 1,316 for the 2024-25 survey administration

The table above shows improvement over time in the rate of positive responses for all survey items except, “Communications to staff are delivered in a professional and timely manner”, which has seen a 6% decrease since 2022. The item showing the most improvement was, “My school does a good job of keeping me informed about important news”, with an increase of 22% from 2022.

The charts below show departments and site staff responses disaggregated for the two shared questions shown in the table above. Trends across both charts show that staff from departments responded more positively overall to these questions over time, with the gap closing in recent years. Other trends indicate that rates of positive responses from schools are trending up (an increase of 4% and 8%, respectively) and rates of positive responses from departments are declining (a decrease of 13% and 4%, respectively).

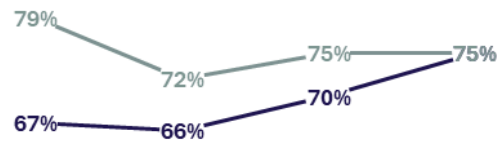
The district does a good job of keeping me informed about important news
(% "STRONGLY AGREE OR ALWAYS" OR "AGREE OR USUALLY")



2022 2023 2024 2025

— School Respondents — Department Respondents

A clear vision for our department/school and strategies for improvement are communicated
(% "STRONGLY AGREE OR ALWAYS" OR "AGREE OR USUALLY")



2022 2023 2024 2025

— School Respondents — Department Respondents

Family Stakeholder Survey-Spring 2024

This survey was most recently conducted in the spring of the 23-24 school year. A scientific sample based on district demographics of families with children enrolled in the district was used, and 1,339 families responded. The scale is based on the following six questions:

- I understand how to access the various communication tools from my scholar's school.
- My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).
- Communication from my scholar's school is provided in my preferred language.
- Staff provide regular updates on the progress of my scholar.
- Staff create space for me to provide feedback regarding my scholar.
- Staff use my feedback to support my scholar.

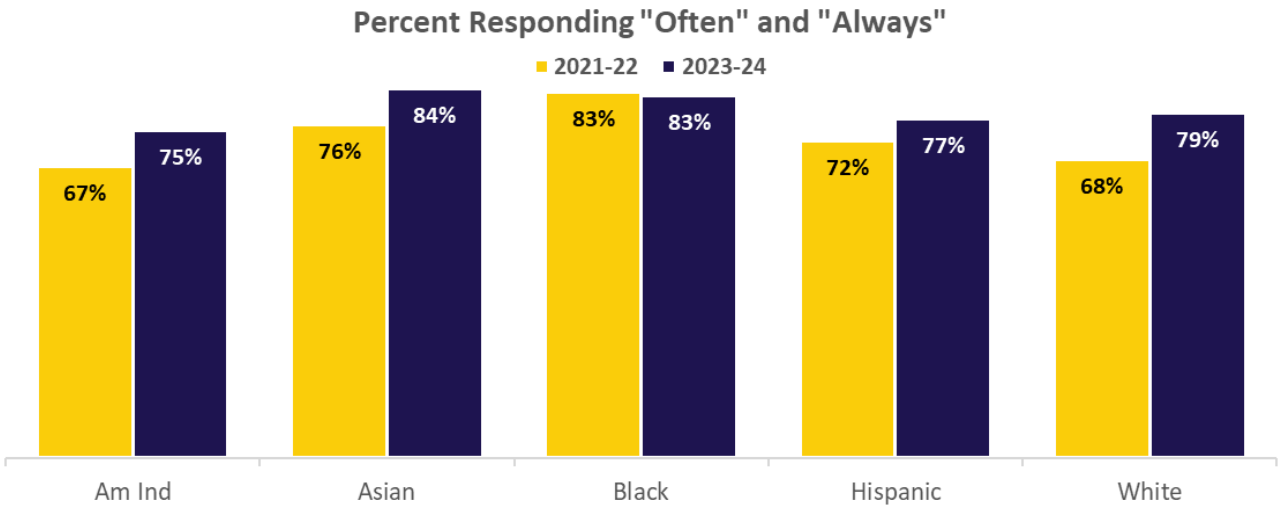
The district level rates of the two most positive responses ("Often", "Always") for each survey item were as follows:

Innovation, Excellence, Accountability, and Sustainability Scale Items			
Family Stakeholder Survey	Survey Item	2022	2024*
	I understand how to access the various communication tools from my scholar's school.	74%	84%
	My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).	87%	89%
	Communication from my scholar's school is provided in my preferred language.	94%	95%
	Staff provide regular updates on the progress of my scholar.	57%	65%
	Staff create space for me to provide feedback regarding my scholar.	64%	75%
	Staff use my feedback to support my scholar.	64%	75%
Overall Median of Groups		75%	80%

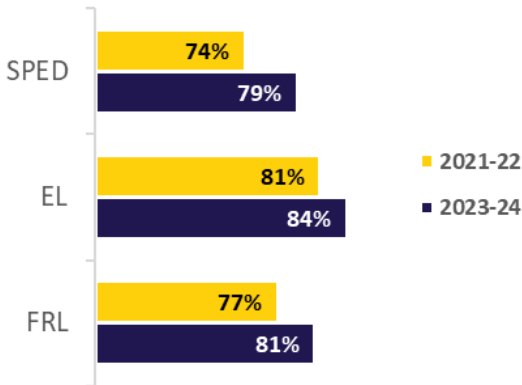
*N size was 1,078 for the 2023-24 survey administration

This scale saw an overall improvement of 5%, going from 75% during the 2021-22 school year to to 80% selecting “Often” or “Always”. The largest improvements at the survey item level came from, “Staff create space for me to provide feedback regarding my scholar” and “Staff use my feedback to support my scholar”, which show an improvement of 11% across both survey items.

The chart below shows the scale percentages segmented by student race and ethnicity groups over the last two survey administrations. In 2023-24, Asian families had the highest ratings overall at 84%, followed closely by Black families at 83%. Although not among the top percentages, rates among white families improved the most over time with a 11% increase in positive responses.

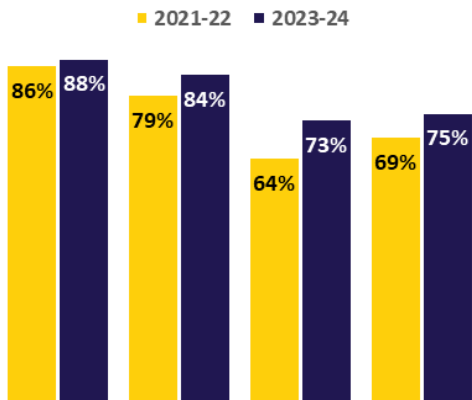


Scale by Service Group



The chart to the left shows the scale responses broken out by student services groups. Students receiving English Learner (EL) services had the highest percentage at 84% followed by those receiving free or reduced price meals (FRL) at 81%. Students receiving special education (SPED) services had a scale rating of 79%. The largest improvement over time was among families of students receiving SPED services with a 5% increase.

The chart to the right shows scale percentages among families with students in early childhood (EC), elementary school (Elem), middle school (MS), and high school (HS). This chart shows that families of students in early childhood had the highest



percentage at 88%. This was followed by elementary school students at 84%. Families of middle school students had the lowest percentage at 73%. The question within the scale that brought down the average at the middle school and high school levels the most was “Staff provide regular updates on the progress of my scholar.” at 57% and 60%, respectively.

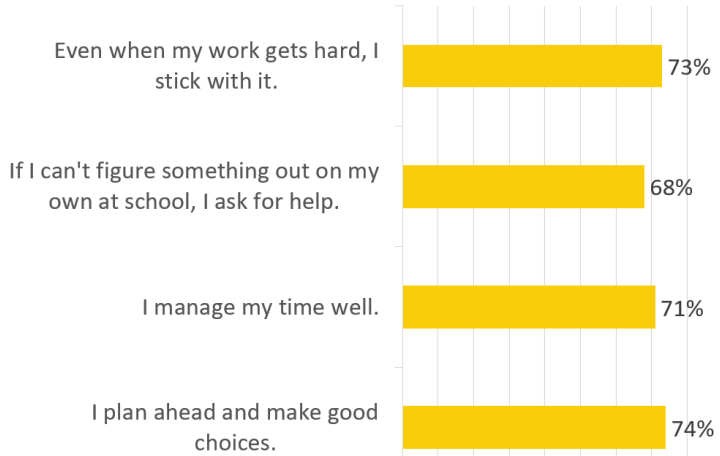
Student Stakeholder Survey-Spring 2025

Three scales (groups of questions) from the Student Stakeholder Survey were used for this priority. Because there were significant revisions to the survey for Spring 2024, it was treated as a new baseline. New score ranges were developed around the new baseline, and results for Spring 2025 will be added once they are final. We continue to report the “percent positive” which is the percentage of students responding “Yes/Always” or “Mostly Yes” to each question. This can also be thought of as the percent “agreeing”.

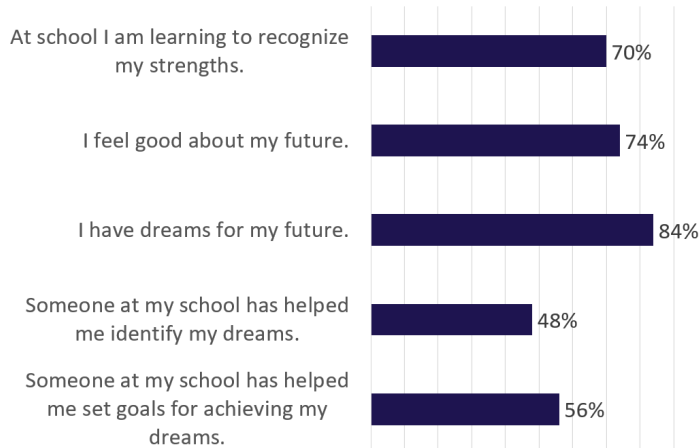
Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025
Achieve Dreams	≤58%	59-63%	64-68%	69-73%	≥74%	NA	NA	NA	66%	NA
Lifelong Learning	≤63%	64-68%	69-73%	74-78%	≥79%	NA	NA	NA	71%	NA
Classroom Learning	≤58%	59-63%	64-68%	69-73%	≥74%	NA	NA	NA	66%	NA

The percent positive for each question on each scale in Spring 2024 ranges widely, reflecting different aspects of each scale:

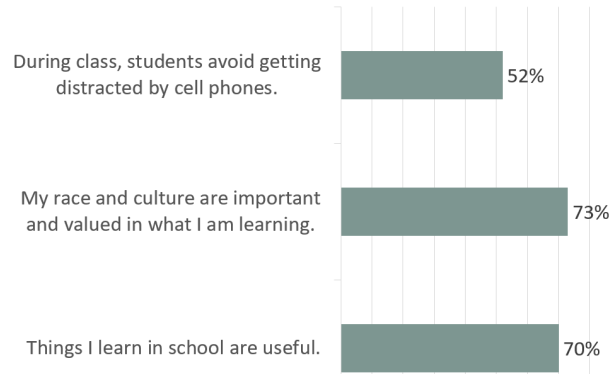
Lifelong Learning Scale



Achieve Dreams Scale

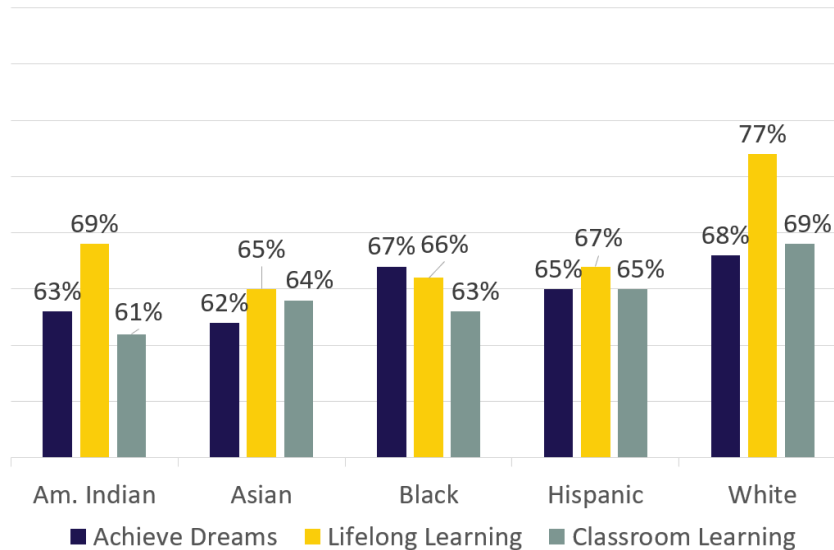


Classroom Learning Scale



Results are also reported by race below. Based upon the Vision Card performance level ranges, group differences of 5% or more should be considered significant.

Scale Results by Race



In the chart above, we can see that White students had a significantly higher agreement than all other racial groups on *Lifelong Learning*. Black and White students had a higher percent positive than Asian students on *Achieve Dreams*. White students reported higher levels of agreement than all other groups except Hispanic on the *Classroom Learning* scale.

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. The percentage of all students in Pre-Kindergarten programming who meet or exceed expectations on the Teaching Strategies Gold (TS Gold) assessment will increase from 39% in the fall of 2024 to 81% in the spring of 2025.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. The percentage of all students in Pre-Kindergarten programming who meet or exceed expectations on the Teaching Strategies Gold (TS Gold) assessment increased from 39% in the fall of 2024 to 81% in the spring of 2025.	<i>Check one of the following:</i> Goal Not Met (one-year goal)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for 2024-25 School Year. The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in Math will decrease by 2%.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. The achievement gap between students of color (Hispanic & Black) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in Math increased by 1%. The achievement gap between students of color (American Indian, Asian, & Multiracial) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in Math decreased by American Indian-1%, Asian-2%, & Multiracial 2%.	<i>Check one of the following:</i> Goal Not Met (one-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for 2024-25 School Year. The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in Reading will decrease by 2%.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. The achievement gap between students of color (Black, & Multiracial) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in Reading decreased by 1% for each group. The achievement gap between students of color (Hispanic, American Indian, & Asian)and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in Reading increased by 5% for American Indian and 2% for Asian & Hispanic.	<i>Check one of the following:</i> Goal Not Met (one-year goal)

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. The composite score average for all four subject areas on the ACT will increase from 19.5 in 2023 to 19.7 in 2024.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. The composite score average for all four subject areas on the ACT will decreased from 19.5 in 2023 to 19.3 in 2024.	<i>Check one of the following:</i> Goal Not Met (one-year goal)

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. The percentage of students graduating within four years will increase from 81.6% in 2023 to 85% in 2024.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. The percentage of students graduating within four years increases from 81.6% in 2023 to 84.6% in 2024.	<i>Check one of the following:</i> Goal Met (one-year goal)

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. The scale of average of all students on the Osseo Student Stakeholder survey for Lifelong Learning will increase from 71% from 73% in 2024.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. The scale of average of all students on the Osseo Student Stakeholder survey for Lifelong Learning remained unchanged from 71% from 71% in 2024.	<i>Check one of the following:</i> Goal Not Met (one-year goal)