# 2024-25 Comprehensive Achievement and Civic Readiness (CACR) Reporting

**Kelly Jansen**
Assistant Superintendent
**Mao Thao Jacobson, Ph.D.**
Director of Program Evaluation, Research and Assessment
**Ann Mockenhaupt**
Early Childhood Screening Coordinator
**Jolaine Mast**
Director of Teaching and Learning, Elementary
**Mark McIlmoyle**
Director of Teaching and Learning, Secondary

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# Statute Requirements

## Details About the Progress Toward the CACR

### December

Comprehensive Achievement and Civic Readiness (CACR) Annual Report

## Strategies Developed to Achieve the Goals

### Curriculum Reports

October - Literacy

January - Math

April - Science

# What is Comprehensive Achievement and Civic Readiness?

Formally known as the World's Best Workforce

Minnesota statute (Section 120B.11) requires every school district to develop goals in prescribed areas and report on those goals annually.

For more information, see MDE Comprehensive Achievement and Civic Readiness

# Five Goal Areas

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. All students are prepared to be lifelong learners.

# CACR Measures and SoWashCo Strategic Directions

| | 3-year-old Early Childhood Screenings | Kindergarten students reading at grade level by the end of the school year on IRLA | Students proficient in math and reading on the MCA-III | Students meeting the ACT Reading Benchmark | 4-year High School Graduation | Lifelong Learner |
|---|---|---|---|---|---|---|
| **Student Experience** | ✓ | ✓ | | ✓ | ✓ | ✓ |
| **Mastery of Learning & Expectations** | | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Student Pathways & Supports** | ✓ | | | ✓ | ✓ | ✓ |
| **Engagement & Partnerships** | ✓ | | | | | |

# History of Goals and Measures

- Long-term goals
  - 9 years between School year 2016-17 to School year 2024-25
  - 2024-25 goals were aligned to Minnesota Department of Education's (MDE) goals
- Yearly goals based on incremental, consistent increases each year to meet 2024-25 goal
- Changed Kindergarten Readiness measures and goals in School Year 2022-23 due to change in elementary literacy curriculum and assessment
- New goal for School Year 2024-25: All Students Prepared to be lifelong learners

# Please keep in mind that:

- A complete picture of the student experience is not reflected in the Comprehensive Achievement and Civic Readiness (CACR) measures.
- Comprehensive Achievement and Civic Readiness measures assess achievement at one point in time by one assessment.

# Goal 1: All Children are Ready for School

| CACR Area and Measures | Goal | School Year 2024-25 SoWashCo | School Year 2024-25 MN Statewide |
|---|---|---|---|
| Percentage of 3-year-old early childhood screenings | 45.3% | 58.6% | 46.2% |

# All Children are Ready for School

## Early Childhood Screening

### What's it all about?

- In Minnesota, all children have the right to receive a free early childhood screening starting at age 3.
- All children in Minnesota are required to complete an early childhood screening before entering Kindergarten in a public school.
- Early childhood Screening is provided by:
  - All Public School Districts
  - Head Start Programs
  - Some medical clinics
- In our school district, the Early Childhood Screening program is under the Early Learning umbrella within Community Education, alongside Early Childhood Family Education (ECFE) and Preschool programs.

Early Childhood Screening Statute
Sec. 121A.17 MN Statutes

# All Children are Ready for School

## Early Childhood Screening

### Purpose

- To promote healthy development
- To identify children who may need further evaluation
- To connect families to resources in the community

"Screening seeks to answer the question, 'Does this child need a closer look?'
Screening helps discover needs and potential concerns and connects families to address those concerns."

# All Children are Ready for School

## Early Childhood Screening

### What can be expected during an Early Childhood Screening appointment?

- Vision, Hearing and Height/Weight Check
- Activities that allow children to demonstrate:
  - Large and small muscle development
  - Thinking and problem-solving skills
  - Language and speaking skills
- Parent Report on their child's social and emotional development
- Immunization Review
- Health Care coverage review
- Connection to community resources

# All Children are Ready for School

## Early Childhood Screening

**Age 3 Time to Screen**

- Screening between ages 3 and 4 provides the best opportunity to identify health or developmental concerns early.
- Screening early allows connection to early learning opportunities and resources.
- Intervention before kindergarten has impactful academic, social, and economic benefits.
- Increased State funding reimbursement corresponds with earlier screening.



# All Children are Ready for School: Strategies and Programming

## Early Childhood Screening

- "**Age 3 Time to Screen**" Campaign
  - Promotes Community Awareness
  - Increase and maintain internal awareness
- Community Partnerships
  - WIC
  - Public Health nurse
  - Childcare providers
  - Public libraries
  - Community preschools (on-site screening)
- Early Learning School Improvement Plan and CACR Plan



# Goal 1: All Children are Ready for School

| CACR Area and Measures | Goal | School Year 2024-25 SoWashCo | School Year 2024-25 MN Statewide |
|---|---|---|---|
| Percentage of Kindergarten students reading at grade level by the end of the school year on the Independent Reading Level Assessment (IRLA) or Evaluación del nivel independiente de lectura (ENIL)<br><br>*Long-term goal for 24-25: 80%* | 80% | 65.5% | Not Available, the IRLA/ENIL is not a statewide assessment |

**Acronyms Defined:**

- Independent Reading Level Assessment (IRLA) is a classroom assessment for reading
- Evaluación del nivel independiente de lectura (ENIL) is a classroom assessment for reading for students who speak Spanish as their first language.

# End of Kindergarten Literacy Goal

- Read and spell one-syllable words

  Examples: luck, flame

- Recognize and read grade-appropriate irregularly spelled words

  Examples: laugh, people

- Use a combination of decoding skills and sight words to read and understand easier decodable text.

  See passage

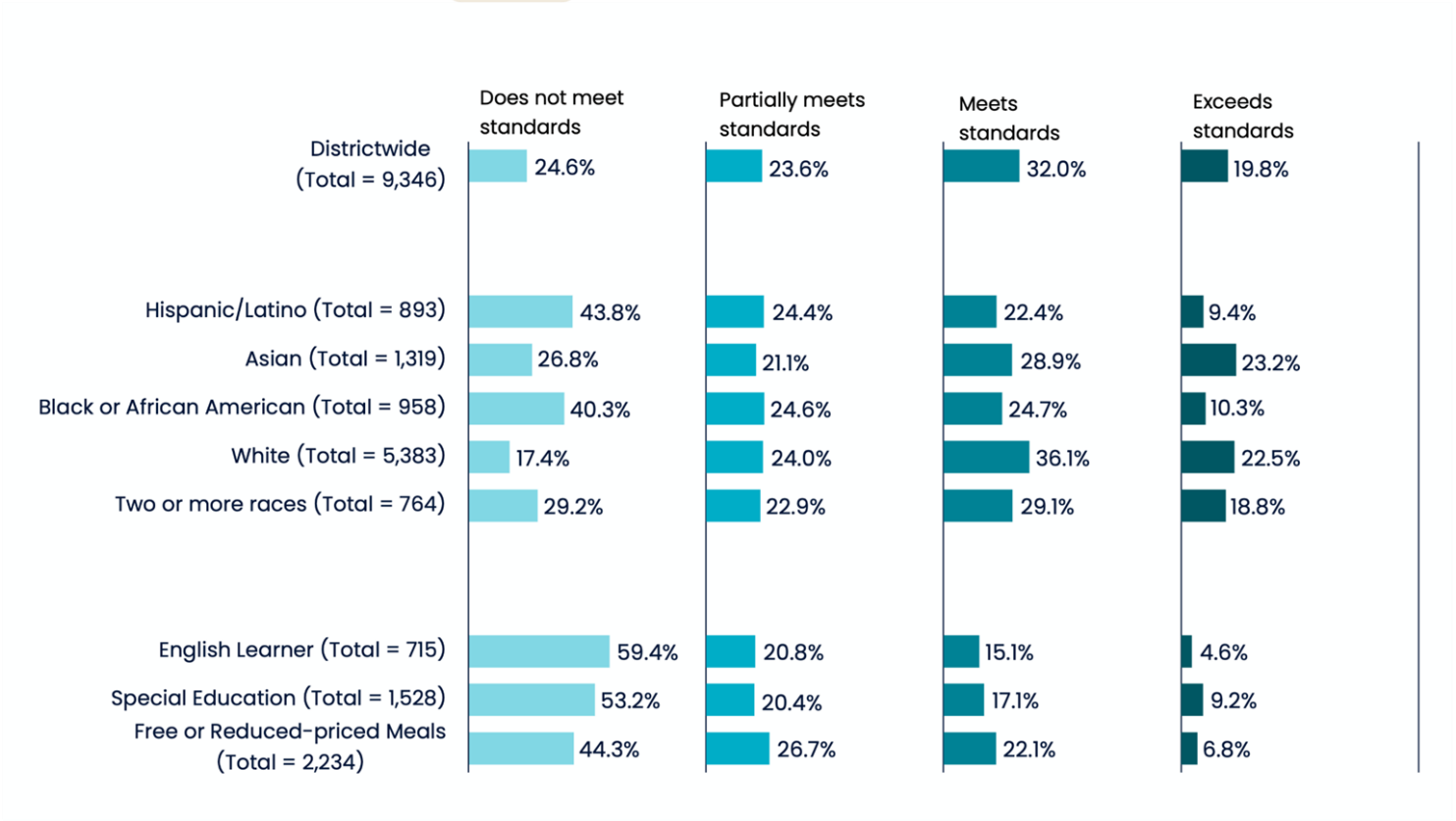
Measured and Recorded in SchoolPace (data collection that supports core literacy resource)



# Goal 2: All Racial and Economic Achievement Gaps between Students are Closed

| CACR Area and Measures | Goal | SY 2024-25 SoWashCo | SY 2024-25 MN Statewide |
|---|---|---|---|
| Percentage of students proficient in **math** on the MCA-III for all groups<br><br>*Long-term goals for 24-25*<br><br>*All students: 90%*<br>*Each student group: 85%* | All: 90%<br><br>Hispanic/Latino: 85%<br>Asian: 85%<br>Black or African American: 85%<br>White: 85%<br>Two or more races: 85%<br><br>English Learner: 85%<br>Special Education: 85%<br>Free or reduced-priced meals: 85% | All: 51.8%<br><br>Hispanic/Latino: 31.8%<br>Asian: 52.1%<br>Black or African American: 35.1%<br>White: 58.7%<br>Two or more races: 48.0%<br><br>English Learner: 19.7%<br>Special Education: 26.4%<br>Free or reduced-priced meals: 29.0% | All: 45.0%<br><br>Hispanic/Latino: 21.8%<br>Asian: 42.9%<br>Black or African American: 21.7%<br>White: 55.4%<br>Two or more races: 43.4%<br><br>English Learner: 11.7%<br>Special Education: 21.3%<br>Free or reduced-priced meals: 25.8% |

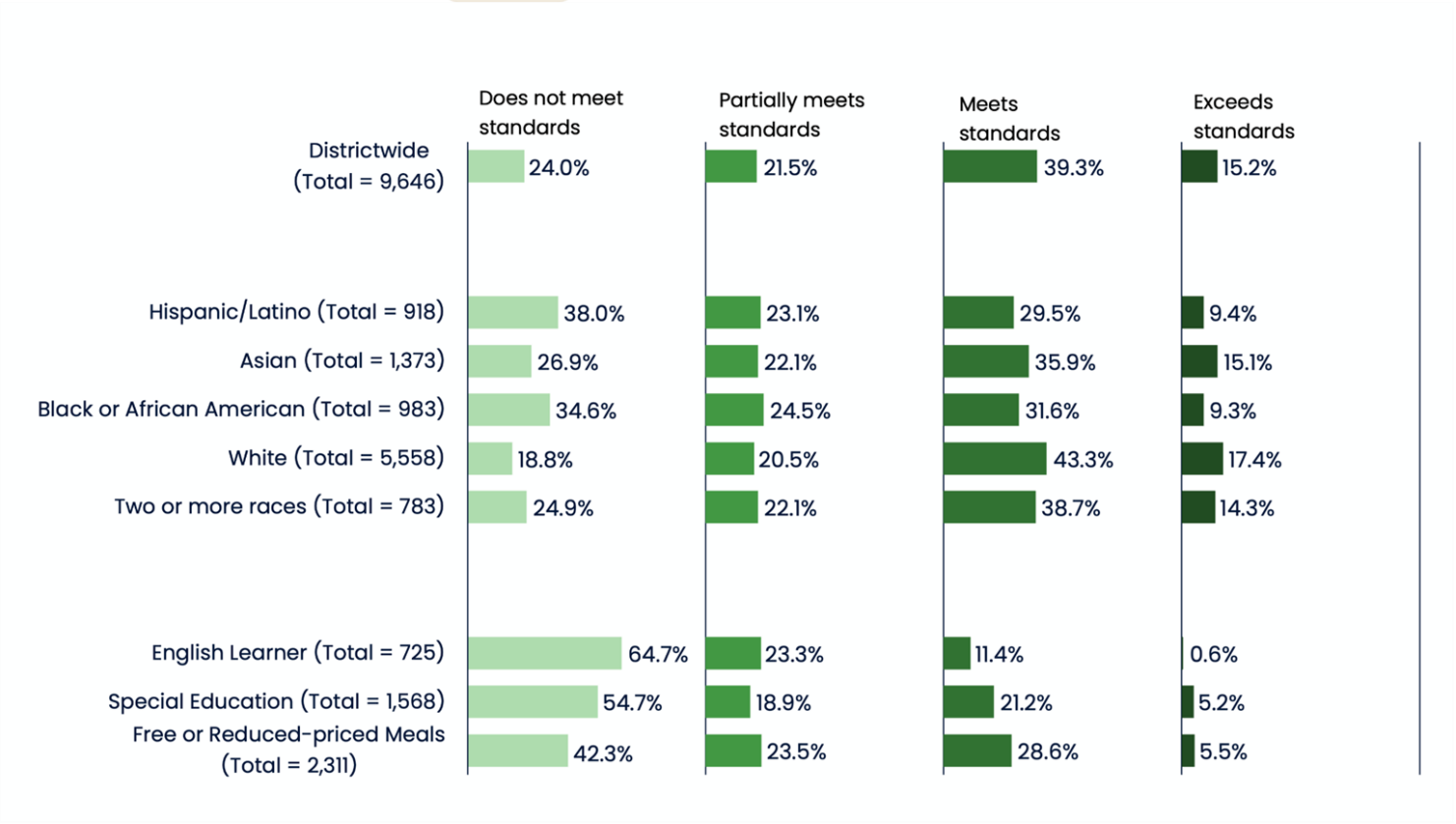
# 2025 MCA-III Math Achievement Levels by Group



# Goal 2: All Racial and Economic Achievement Gaps between Students are Closed

| | | SY 2024-25 | |
|---|---|---|---|
| **Measure** | **Goal** | **SoWashCo** | **MN Statewide** |
| Percentage of students proficient in **reading** on the MCA-III for all groups<br><br>*Long-term goals for 24-25*<br><br>*All students: 90%*<br>*Each student group: 85%* | All: 90%<br><br>Hispanic/Latino: 85%<br>Asian: 85%<br>Black or African American: 85%<br>White: 85%<br>Two or more races: 85%<br><br>English Learner: 85%<br>Special Education: 85%<br>Free or reduced-priced meals: 85% | All: 54.5%<br><br>Hispanic/Latino: 38.9%<br>Asian: 51.0%<br>Black or African American: 40.9%<br>White: 60.6%<br>Two or more races: 53.1%<br><br>English Learner: 12.0%<br>Special Education: 26.4%<br>Free or reduced-priced meals: 34.2% | All: 49.5%<br><br>Hispanic/Latino: 28.1%<br>Asian: 44.4%<br>Black or African American: 30.5%<br>White: 58.6%<br>Two or more races: 50.2%<br><br>English Learner: 9.1%<br>Special Education: 22.0%<br>Free or reduced-priced meals: 32.0% |

# 2025 MCA Reading Achievement Levels by Group



# Close Achievement Gaps (Elementary)

## Multi-tiered System of Supports (MTSS)

- **Guaranteed and Viable Curriculum**
  - Identification of **Literacy Priority Benchmarks** ensures clarity on what matters most for learning.
  - Common assessments to monitor student progress
- **Tiered Supports for All Students**
  - **Tier 1:** High-quality core instruction for every learner.
  - **Tier 2:** Targeted, in-class supports for students who need a boost.
  - **Tier 3:** Intensive interventions for those requiring additional help.
- **Embedded Intervention Time**
  - Built-in opportunities for students to get help without stigma or barriers during the school day.

# Close Achievement Gaps (Secondary)

## Multi-tiered System of Supports (MTSS)

- **Guaranteed and Viable Curriculum**
  - Identification of **Priority Benchmarks (Grades 6–12)** ensures clarity on what matters most for learning.
- **Tiered Supports for All Students**
  - **Tier 1:** High-quality core instruction for every learner.
  - **Tier 2:** Targeted, in-class supports for students who need a boost.
  - **Tier 3:** Intensive interventions for those requiring additional help.
- **Grading for Learning**
  - Practices like **re-takes** reinforce mastery and growth, not just compliance.
- **Embedded Intervention Time**
  - Built-in opportunities for students to get help without stigma or barriers during the school day.

# Close Achievement Gaps (Secondary)

## College and Career Readiness

- **AVID** program for students.
- **Xello:** Online tool for self-discovery, career exploration, and planning.
- **Access to Rigorous Curriculum Pathways**:
  - Advanced Placement (AP)
  - International Baccalaureate (IB)
  - Post-Secondary Enrollment Options *(PSEO)*
  - Concurrent Enrollment and;
  - Project Lead the Way (PLTW).

# Goal 3: All Students are Ready for Career and College

| Measure | Goal | Graduating class of 2025 | |
|---|---|---|---|
| | | SoWashCo | MN Statewide |
| Percentage of students in a graduating class who meet or exceed the college readiness reading benchmark on the ACT<br><br>*Long-term goal for 24-25: 63.0%* | 63% | 48% | 47% |

# Goal 3: All Students Career- and College-Ready

## Educate Students for Success

- Every student graduates prepared for college, career, life.

## Academic Readiness

- 4-year planning for every student
- AP, Concurrent Enrollment and Honors courses
- AVID program implemented in middle and high schools to support college readiness
- Data-driven interventions - leveraging PACT/ACT/SAT/PSAT results

## Career Readiness

- Career and Technical Education (CTE) courses/programming opportunities
- Career exploration inventories
- Organizing the 2027-28 Course Guides in curriculum pathways to determine new course offerings
- Exploring local partnerships with businesses and colleges for internships and job shadowing, industry recognized certifications

# Goal 4: All Students Graduate from High School

| Measure | Goal | Graduating class of 2024 | |
|---|---|---|---|
| | | SoWashCo | MN Statewide |
| Percentage of students graduating high school within four years<br><br>*Long-term goal for 24-25: 94.6%* | 94.6% | 92.5% | 84.2% |

# Goal 4: All Students Graduate from High School

## Course Requirements

## a Graduate

| Subject | Credits Needed |
|---|---|
| English | 12 |
| Social Studies (including 1 credit of U. S. Government and Politics and 1 credit of Economics) | 10 |
| Math (through Algebra II) | 9 |
| Science (Earth and Space Science; Biology; and Chemistry and/or Physics) | 9 |
| Fine Arts (see chart below) | 2 |
| Health | 1 |
| General Physical Education | 1 |
| Personal Finance<br>***must be taken by Class of 2028 and beyond** | 1 |
| Electives | 21 |
| Total credits to graduate | 66 |

## Profile of a

Graduates of South Washington County Schools (SoWashCo Schools) will have a strong foundation of knowledge and the drive to connect that knowledge to the world around them. They embody the spirit of lifelong learning, constantly seeking opportunities to improve themselves, their community, and the world at large.

### Resilient

- **Growth Mindset:** View setbacks as opportunities for growth, understanding that one experience doesn't dictate future outcomes.
- **Problem-Solving Skills:** Believe in their ability to tackle complex challenges and persevere.
- **Self-Regulation:** Manage their emotions, thoughts, and behaviors.

### Critical Thinker

- **Think Critically:** Actively analyze, process, and evaluate information to form their own well-reasoned thoughts.
- **Apply Knowledge Effectively:** Conceptualize and synthesize information, applying it to new situations and challenges.
- **Solve Problems Creatively:** Approach challenges with a growth mindset and utilize innovative thinking to find effective solutions.

### Communicator

- **Build and Maintain Positive Relationships:** Establish and nurture healthy, supportive relationships with others.
- **Communicate Effectively:** Navigate diverse social settings with clear communication, active listening, and collaborative problem-solving.
- **Resolve Conflict Constructively:** Possess the skills to negotiate conflict and find mutually beneficial solutions.

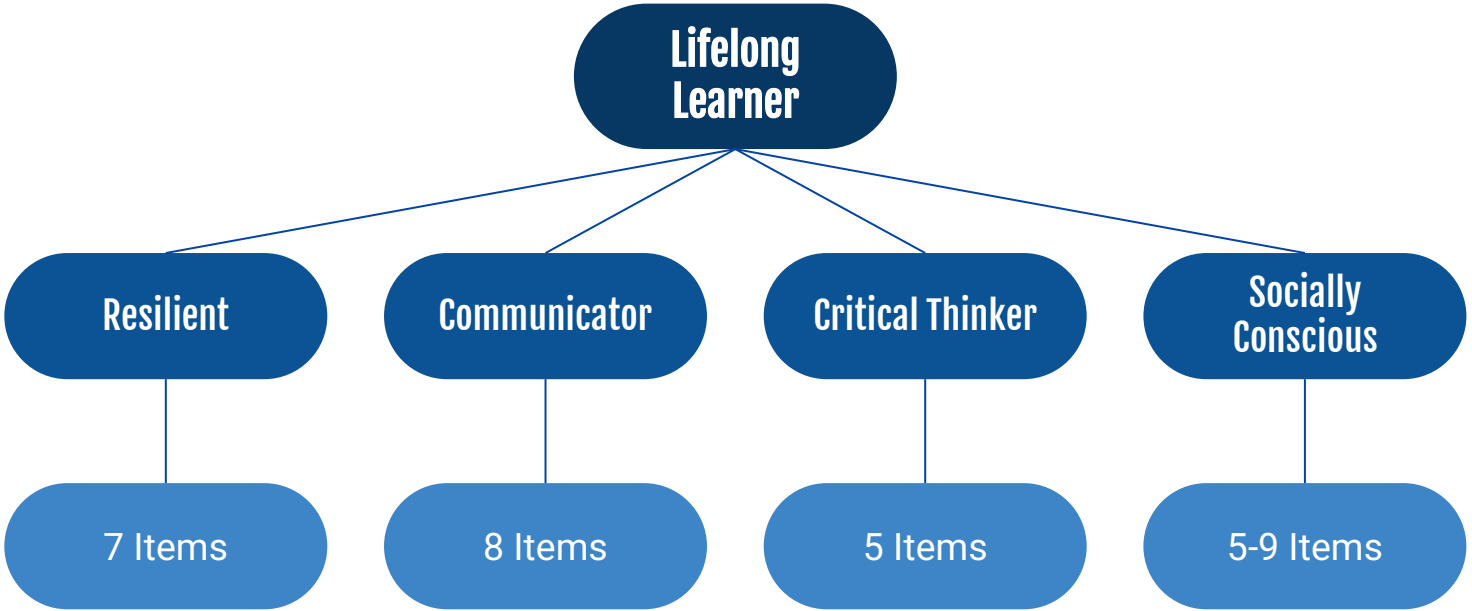
### Socially Conscious

- **Develop Positive Social Identities:** Develop positive social identities based on their membership in multiple groups in society, and express pride, confidence, and healthy self-esteem, while respecting the identities of others.
- **Demonstrate Compassion and Understanding:** Demonstrate empathy for others, understand social norms, and recognize various perspectives and points of view based upon individual experiences and beliefs.
- **Navigate Diverse Cultural Spaces:** Acknowledge culture, understanding how individuals negotiate their own identities in various settings.

# Goal 5: All Students are Prepared to be Lifelong Learners

| Measure | Goal | SoWashCo | MN Statewide |
|---|---|---|---|
| Percentage of students in grades 5 to 10 are in the "Developing" or higher level of having lifelong learner skills.<br><br>*Yearly goal: 80%* | Baseline year | 98% | Not available, the survey is unique to SoWashCo |
| Percentage of students in grades 11 and 12 are in the "Skilled" or higher level of having lifelong learner skills.<br><br>*Yearly goal: 80%* | Baseline year | 86% | Not available, the survey is unique to SoWashCo |

# Lifelong Learner Skills Scale



# Four Levels Lifelong Learner Skills

| Level | Description |
|---|---|
| Emerging | Students are **beginning** to acquire and apply foundational lifelong learner skills. |
| Developing | Students are **actively** building on and applying lifelong learner skills with support and encouragement. |
| Skilled | Students are **independently and consistently** applying lifelong learner skills. |
| Advanced | Students are **competently** applying lifelong learner skills and can **help others** acquire lifelong long learner skills. |

# Profile of a Graduate Survey

- Profile of a Graduate - Survey Questions
- Students in grades 5 to 10
  - 25 items
  - 5,107 students responded to all items
  - 57% response rate
- Students in grades 11 and 12
  - 29 items
  - 1,004 students responded to all items
  - 32% response rate

# Scale Development

## Building Validity & Reliability Evidence



### Define & Build

Expert feedback and review

Student think alouds

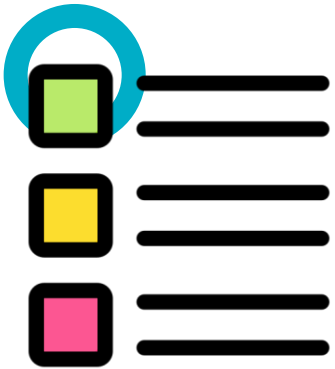


### Pilot Test & Analysis

Administered the survey

Confirmatory Factor Analysis

Rasch Analysis



### Set criterion-referenced standards

The Bookmark Method with an Expert Panel

# The Why?

## Scale Development

- Accounts for how **difficult** some items are compared to others
- Places individuals on a **continuum** of having lifelong learner skills

## Criterion-Referenced Interpretations

- Focuses on what students **know and can do**
- Set standards/levels based on **expertise**

# CACR Efforts in 2025-26

- October 2025: Reviewed results with District Data and Assessment Advisory Committee
- December 2025
  - Submitted CACR report
  - Report posted on the Assessment & Grading website
- December 2025 to March 2026: Review & revise new long term measures and goals for school readiness, closing achievement gaps, career- and college readiness, and high school graduation.

# Questions?