



2024-25 COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS REPORT

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning.

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS

The CACR highlights two key roles for the goals outlined in district plans: supporting students in achieving academic success throughout their PreK-12 education and preparing them to become engaged, contributing members of their community after graduation.

The APS Comprehensive Achievement and Civic Readiness (CACR) Plan addresses the following five goals:

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. Prepare students to be lifelong learners.



“Our passionate and devoted team consistently strives to foster an environment where each student can thrive, develop, and pursue their passions. We take pride in offering a rich variety of opportunities for students to explore, learn, and achieve success. The solid partnerships and collaborative efforts with families and the community form the cornerstone of our achievements.”

– Dr. Trish Perry, Asst. Superintendent
Teaching & Learning

CURRICULUM ADVISORY COUNCIL

The Curriculum Advisory Council, also known as CAC, is the formal advisory group for Alexandria Public Schools whose purpose is to advise, direct, and support the district in designing, implementing, and evaluating curricula to meet Minnesota Graduation Standards. The CAC membership includes students, parents, community and business members, teachers, administrators, and school board members to ensure that a wide range of perspectives is represented.

CAC volunteers serve three-year terms. Members are solicited by district leaders and through recommendations. New members are selected between June and September. The role of CAC is to communicate with parents the activities of the committee and to solicit comments and feedback on curriculum and assessment.

The Curriculum Advisory Council serves in partnership with representatives of the instructional staff, the School Board, and administration.

Parent Representatives

Stephanie Stueve, GMC
Andrew Hodges, Lincoln
Amy Haggerty, Voyager
Sarah Koster, Woodland
Kristen Faber, Discovery
Kaylee Emter, AAHS

Business Representatives

Angela Dotty
Megan Burkhammer
Jason Lattimer

Student Representatives

Lydia Oldenkamp, AAHS
Brady Emter, AAHS

Teacher Representatives

Casey Reis, Intermediate
Amy Balcome, DMS
Becky Schlichting, AAHS

Community Representatives

Susan Anderson
Ruthie Schultz
Theresa Ziebarth

School Board Representatives

Elizabeth Paul
Shawn Reilly

Administrative Representatives

Troy Wunderlich, Elementary
Heather Timm, Secondary
Michelle Bethke-Kaliher, Director of
Student Support Services
Darcy Josephson, Asst. Superintendent
- Teaching & Learning
Rick Sansted, Superintendent

Areas reviewed by the Curriculum Advisory Council (CAC)

During the 2024-25 school year, the CAC reviewed and provided input on the following:

- Bylaws review
- Literacy initiatives (K-12 updates, including the READ Act)
- Math updates (6-12 review and progress)
- Assessments (district, state, and general overview)
- DMS updates (Community Engagement position and resources)
- Student cell phone usage
- DECA presentation
- English Language Arts (ELA) 6-8 update
- World's Best Workforce Report (2023-24)
- Course changes for the 2025-26 school year (DMS and AAHS)
- Data discussion and data types
- American Indian Program
- Instructional Coaching Framework
- Artificial Intelligence
- Minnesota Student Survey
- Bridgeway Alternative Learning Center update
- Future planning (including the 2025-26 school year)
- Staff Celebration

DISTRICT STAFF DEVELOPMENT GOALS

- 1 Provide leadership training for certified staff.
- 2 Revise and create curriculum that aligns with state standards, that supports the curriculum review process and personalizing learning.
- 3 Elevate the consistency and effectiveness of teaching, assessment intervention and learning.
- 4 Provide mentorship and induction programming to probationary teachers, along with support for implementation of strategies and expectations as appropriate to the program.



GOAL 2: CLOSING ACHIEVEMENT GAPS

STUDENT ACHIEVEMENT GOAL



The achievement gap between the students qualifying for free/reduced price lunch and the students who don't qualify for free/reduced price lunch will decrease by at least 1% from Spring 2024 to Spring 2025 as measured by the state accountability reading and math assessments.

In the gap between students who qualify for free/reduced price-lunch and students who don't, the reading goal was met and the math goal was not.

READING GOAL MET

2.5%

reduction was achieved in the reading achievement gap between students qualifying for free/reduced-price lunch and their non-qualifying peers.

MATH GOAL

.86%

reduction was achieved in the math achievement gap between students qualifying for free/reduced-price lunch and their non-qualifying peers.



STRATEGIES IMPLEMENTED TO MEET THE GOALS

Our schools utilize Multi-Tiered System of Supports (MTSS) - a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.

Strategic Interventions

- MTSS (Multi-tiered Systems of Support) system in place.
- Data-driven instruction:
 - Small group and individual interventions in academics and behavior.

Core Literacy Instruction

- Implemented new K-5 Elementary literacy resources.
- Continued with Content Literacy training at middle school and high school.

Evidence-based Strategies

- Continued with data dives for staff.
- Used data to drive building and district goals.
- Continued with progress monitoring students.

Behavior Strategies

- Direct skills instruction:
 - Small groups or within classrooms.



GOAL 1: SCHOOL READINESS



STUDENT ACHIEVEMENT GOAL



Eighty nine percent (89%) of students enrolled in APS Preschool will increase proficiency in emergent reading skills as identified by the Early Childhood Indicators of Progress (ECIP), L4 Motivation & Engagement Spring 2024 to Spring 2025.

GOAL MET

91%

of students increased their proficiency in emergent reading skills.



STRATEGIES IMPLEMENTED TO MEET THE GOALS

- ✓ LETRS (Language Essentials for Teachers of Reading and Spelling) Training
- ✓ Ongoing PLC (Professional Learning Communities) collaboration
- ✓ Literacy activities embedded throughout daily classroom routines
- ✓ Reviewed current preschool environments and implemented changes to enrich opportunities for literacy based exploration.
- ✓ Parent engagement strategies

FACT

306 parents and 279

children participated in Early Childhood Family Education programming.

FACT

183

children participated in preschool programming helping them to be better prepared for success in school.

GOAL 3: COLLEGE & CAREER READINESS

STUDENT ACHIEVEMENT GOAL

95% of the Class of 2025 will be college and/or career ready by meeting one of the following measurements:

- A Composite of 21 on the ACT test
- Score of 250 on the Accuplacer test
- Score of 31 on the ASVAB test
- Proficient MCA Score
- Successfully complete the expectations for the Practice Assessment Exploration System (PAES) Lab
- Enrolled and passed a college course
- Enrolled and passed a CAPS (Center for Advanced Professional Studies) class
- Successfully completed the Career Mentorship program
- Successfully completed the Employment Seminar course
- Successfully completed the Work Seminar course
- Successful completion of a certification/licensure

STRATEGIES IMPLEMENTED TO MEET THE GOAL

- ✓ Pre-ACT test was administered to 10th grade students
- ✓ Continued to offer Cardinal Fab
- ✓ Provided 9th grade Career Expo, 10th grade Field Experiences, 11th Grade Job Shadowing and 12th grade CAPS/Career Internship opportunities.
- ✓ Offered a Job Fair
- ✓ Certifications offered for CNA/EMR/ServSafe/OSHA-10/Ford ACE



GOAL MET 95%
of the class of 2025 met one of the determined indicators of college/career readiness.



36 students named 2024 AP (Advanced Placement) Scholars.



34 students completed career internships in the 2024-25 school year.



10 students, involving two business partnerships, were involved with Youth Skills Training (YST) program experiences.



14 DECA/Operations Research Projects with area businesses were completed.



10,261 community resource hours were provided to our staff and students.



13
GROUPS OF STUDENTS WERE ENGAGED IN BUSINESS CAPS AUTHENTIC PARTNER PROJECTS IN THE 2024 FALL SEMESTER



80
INDUSTRY CERTIFICATIONS EARNED IN 2024-25

- 36 students obtained CNA certification
- 28 students earned CPR/First Aid certification
- 9 students obtained EMR certification
- 7 students earned ServSafe certification

GOAL 4: GRADUATION RATE

STUDENT ACHIEVEMENT GOAL

The four year graduation rate for Alexandria Public Schools all student groups will continue to meet the MDE goal of 90%. The four year graduation rate for all students will increase from 92.8% to 94%.



245
SENIORS ENROLLED IN COLLEGE COURSEWORK

GOAL MET 95.2%

The class of 2024 at Alexandria Area High School (AAHS) saw 95.2% of its students graduate from high school.

CLASS OF 2025

- **88%** of the Class of 2025 indicated they will be furthering their education after graduation.
- **59%** plan to attend a 4-year college
- **23%** plan to attend a 2-year college
- **3%** plan to complete apprenticeship/certification program
- **3%** plan to enter military service

(312 respondents out of 320 graduates)

STRATEGIES IMPLEMENTED TO MEET THE GOAL

Our schools utilize Multi-Tiered System of Supports (MTSS) - a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.

Strategic Interventions

- Continued Tier 2 interventions using Check-in, Check-out (CICO) process.
- Continued implementation of Elevate and Guided Study Block programs.

At-Risk Students

- Evaluated student needs and implemented strategies for students with multiple F's.
- Offered credit recovery opportunities at AAHS.

Support Services

- All seniors met with their Academy counselors to create individual plans.

Early College

- 11 AP Courses.
- 32 Concurrent Enrollment courses, holding 102 total Concurrent Enrollment credits.

Alternative Learning Center

- Implementation of an Alternative Learning Center (ALC) program (Bridgeway Career Learning Center) at AAHS.



GOAL 5: PREPARING STUDENTS TO BE LIFELONG LEARNERS

The **Portrait of a Graduate** represents our community's shared vision for every student. It defines **six essential skills, competencies, and characteristics** crucial for success in college, career, and life. These are intentionally integrated across all student experiences: academics, arts, extracurriculars, and community involvement.



This commitment reflects the district's belief in a **holistic approach to education**, aligning with our mission to "achieve educational excellence and to inspire a life-long passion for learning."

STUDENT ACHIEVEMENT GOAL



Every senior will be given the opportunity to present their portfolio to staff and community partners. This event celebrates our seniors, showcases the high school coursework and experiences that shaped them, reflects on the Portrait of a Graduate skills they gained, and details their exciting plans post-graduation.

GOAL MET

100%

of senior students
presented their portfolios
to staff and community.

MISSION

Our Core Purpose with Distinction

Our mission is to achieve educational excellence and to inspire a life-long passion for learning.

VISION

What We Intend to Create

Our vision is to be an extraordinary school district that tailors learning for all, by working together.

Strategic Directions

Focus of Our Continuous Improvement

A. Student-centered Learning

We will meet the unique social, emotional and academic needs of all learners.

B. Family & Community Engagement

We will foster meaningful partnerships with families and communities to support all learners.

C. Student Achievement & Engagement

We will provide challenging and engaging learning experiences informed by evidence-based strategies.

D. Employee Retention & Recruitment

We will provide an exceptional work environment to attract and retain top talent who are committed to the District's mission and vision.

E. Telling Our Story

We will identify and communicate the benefits and competitive advantages of our schools to current and prospective families.

F. Effective & Efficient Operations

We will optimize our resources through efficient and effective systems.



ALEXANDRIA
Public Schools