# CACR

## Comprehensive Achievement and Civil Readiness

October 26, 2026

South St. Paul Public Schools



# Our Presenters



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# Indicators for CACR

## Academic Achievement



**MCA And MTA Tests**
The number of students at the "Meets Standards" or "Exceeds Standards" achievement levels divided by all students in tested grades. Calculated separately for math and reading.

## Progress Towards EL Proficiency



**(ACCESS and Alt-ACCESS)**
The average progress English learners made toward individual growth targets on test of English language development.

## Academic Progress



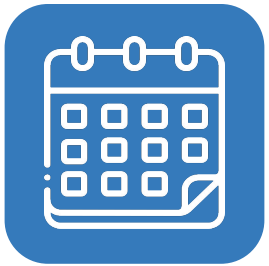
A score based on students' achievement levels from one year to the next. Calculated separately for math and reading.

## Graduation Rates



The percentage of students who graduated in four years and seven years.

## Consistent Attendance



The percentage of students attending more than 90% of the days they are enrolled.

# Comprehensive Achievement & Civic Readiness

A comprehensive, long-term strategic plan
that addresses the following five goals:

1. All children are ready for school
2. All racial & 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.

# 01 GOAL

## All Students Are Ready For School



South St. Paul Public Schools

# Goal

The percentage of kindergarteners identified as high risk of being behind on grade level benchmarks:

- FAST Early Reading assessment will decrease by 3% from Fall 2025 to Spring 2026
- FAST Early Math assessment will decrease by 3% from Fall 2025 to Spring 2026

## 2025-26 Results

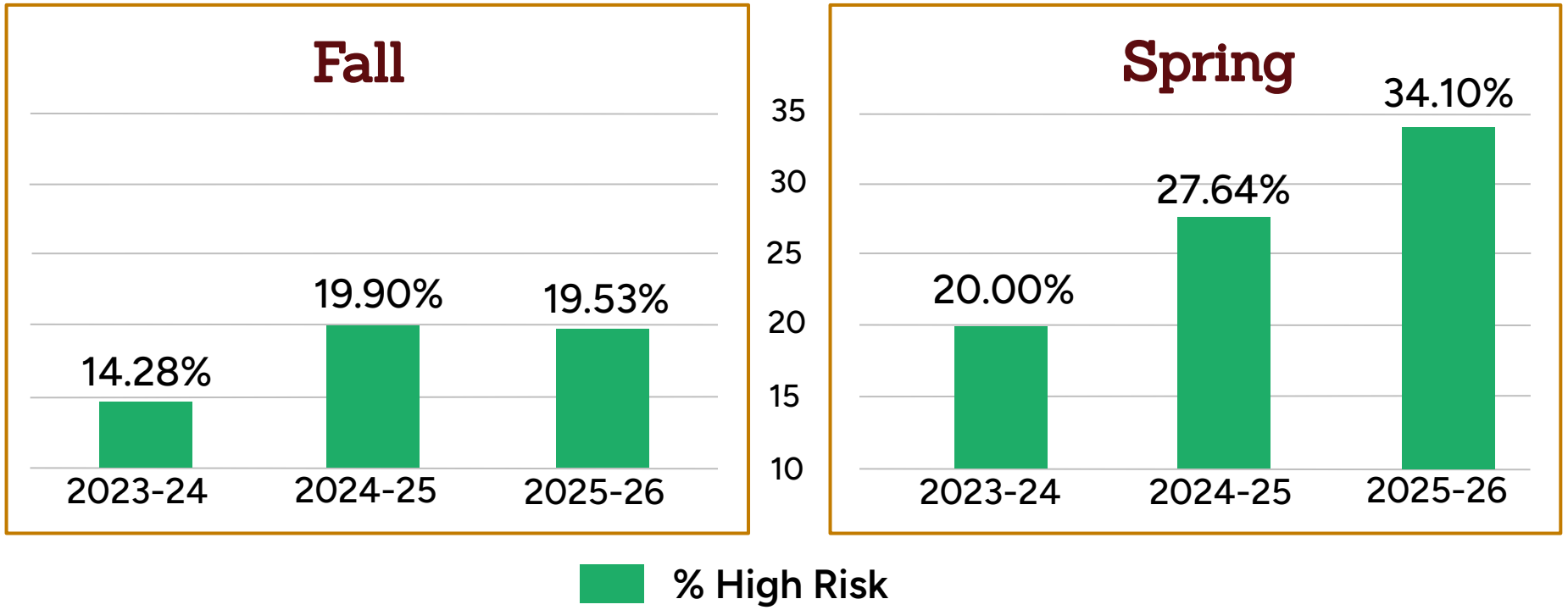
- Early Reading: High risk students increased by 14.57%
  - Goal not met, not on track
- Early Math: High risk students increased by 3.37%
  - Goal not met, on track

## 2026-27 Goal

The percentage of kindergarten students identified as high risk of being behind on grade level benchmarks on the FAST Early Reading and Early Math assessments will decrease by 3% from Fall 2026 to Spring 2027.

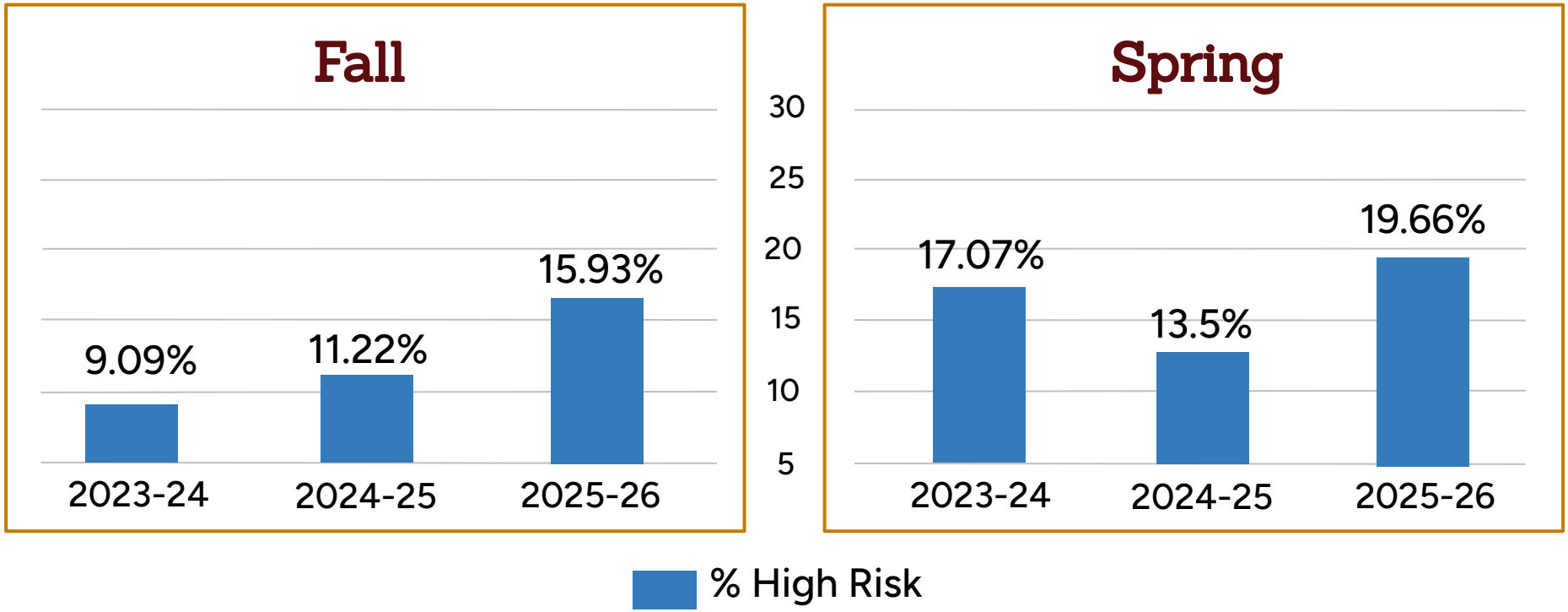
# 3-Year Trend Graph

## GK High Risk- FastBridge Early Reading



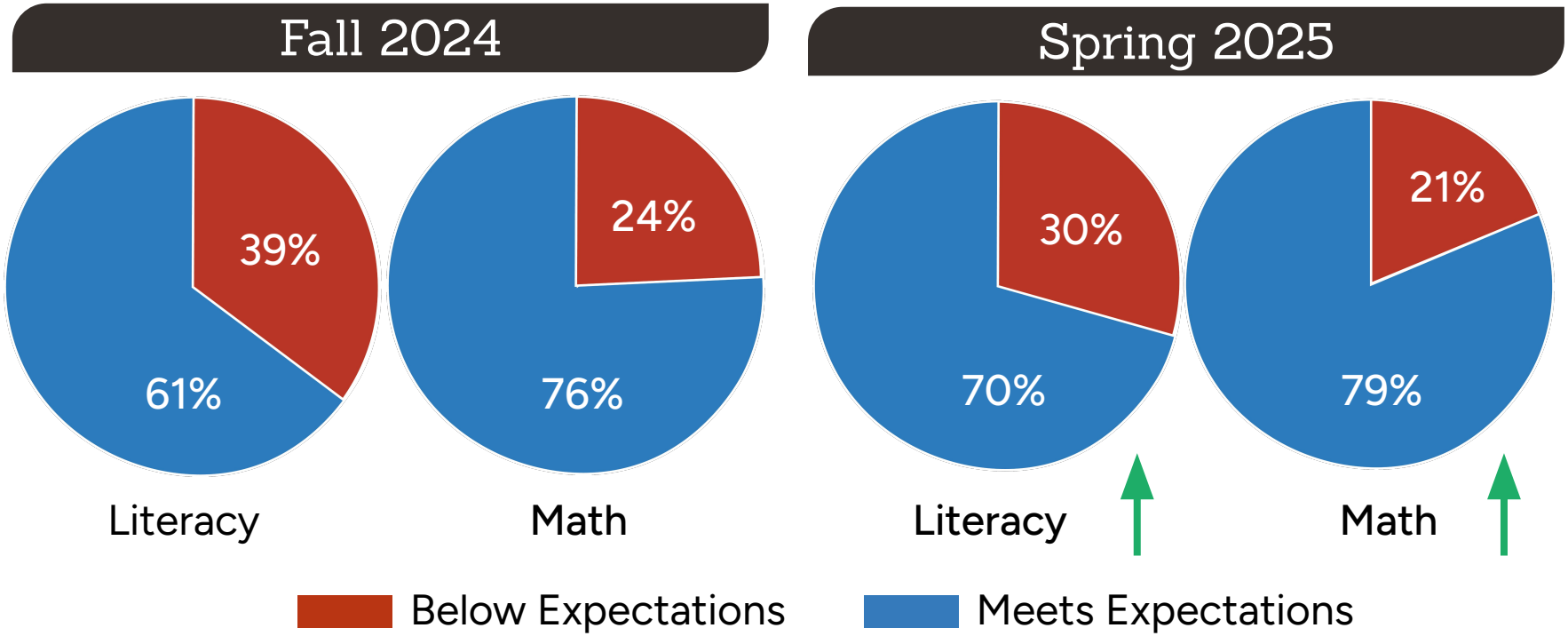
# 3-Year Trend Graph

## GK High Risk- FastBridge Early Math



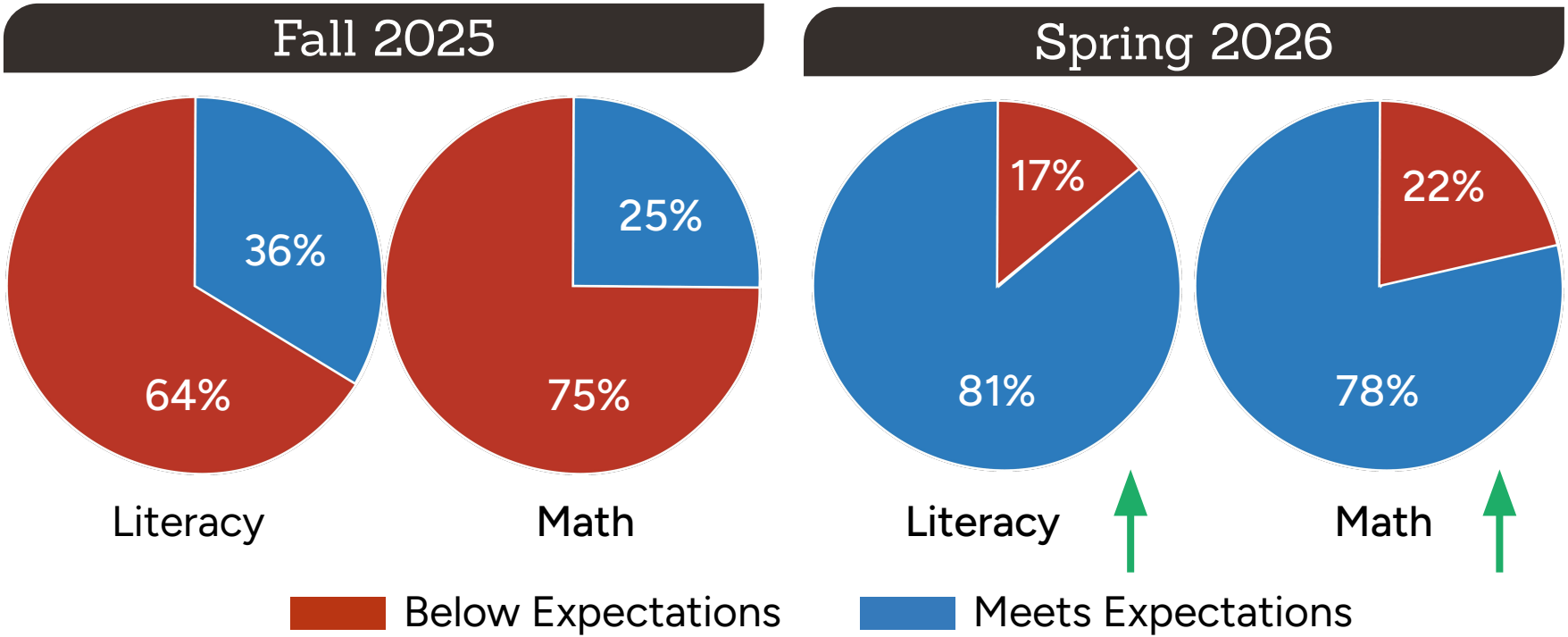
# Pre-K Assessment: TS Gold Data

## 2024-2025 School Year



# Pre-K Assessment: TS Gold Data

## 2025-2026 School Year



# 2026-27 Action Steps



1

Incoming kindergarteners complete early childhood screening within first 30 days of kindergarten

# 2026-27 Action Steps

2

Implement initial stages of Kindergarten Transition Team, and share PreK developmental assessment data with kindergarten teachers



# 2026-27 Action Steps



3

Creative Curriculum (academic curriculum) and Conscious Discipline (SEL curriculum) used to fidelity in preschool classrooms

# 2026-27 Action Steps

4

All preschool teachers trained on FASTBridge expectations and benchmarks for PreK and Kindergarten



# 02 GOAL

## All Racial & Economic Achievement Gaps Between Students are Closed



South St. Paul Public Schools

# MCA III (2025) → MCA IV (2026)

**MCA-III:** Aligned with the 2010 Minnesota ELA Standards (administered 2013–2025).

**MCA-IV:** Aligned with the revised 2020 Minnesota ELA Standards, emphasizing deep comprehension, higher-order reasoning, media literacy, and diverse cultural perspectives (administered in 2026).

The two tests cannot be directly compared, but we can compare our district to how the state is performing on both tests. The 2026 MCA-IV results give us a new baseline in reading.

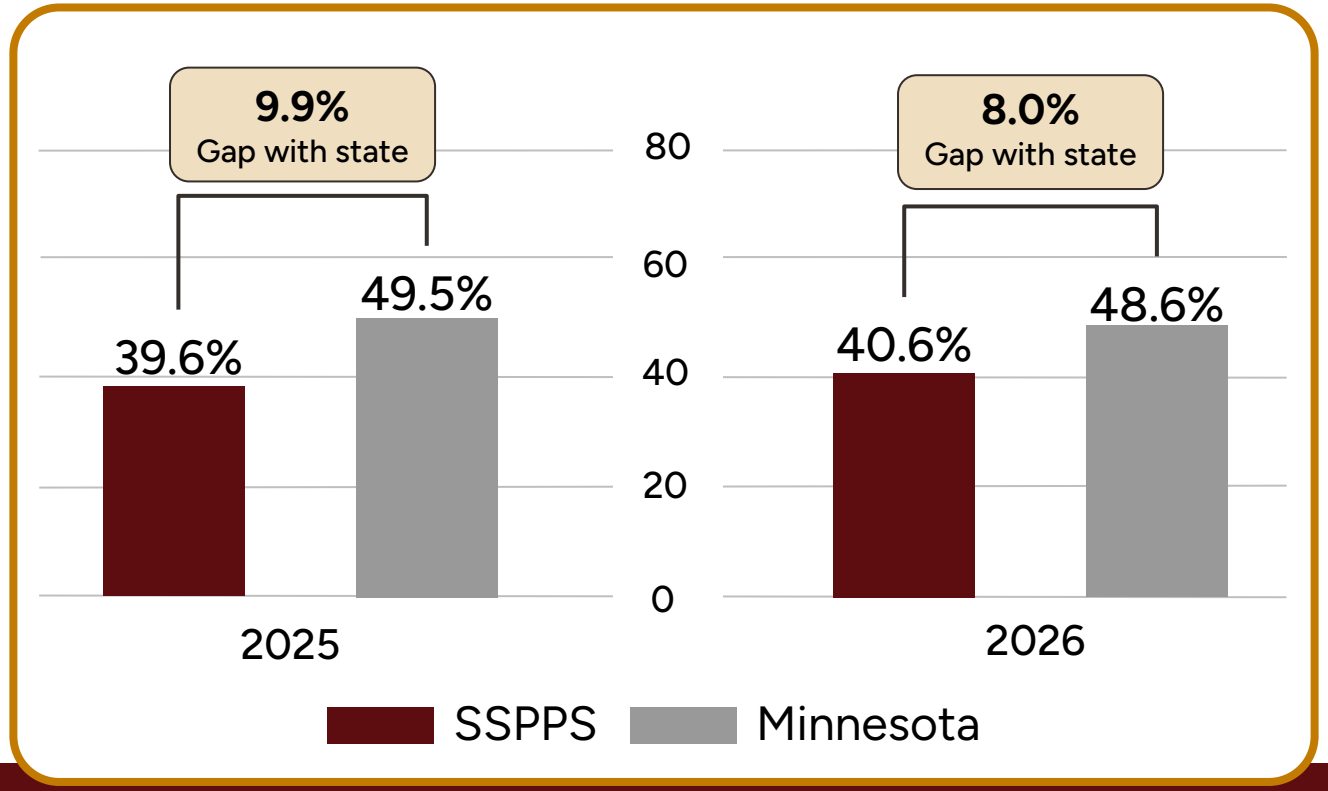
# 2025-2026 Goal

The percent of students proficient or exceeding grade level Reading benchmarks on the state Minnesota Comprehensive Assessment (MCA) will increase by at least 3% in each subgroup (White, BIPOC, and FR/L) and to reduce the achievement gap between White students and both BIPOC and FR/L students.

| | % proficient white students | % students of color | % Free/Reduced | Difference (Gap) |
|---|---|---|---|---|
| **2025** | 51.6% | 30.9% | 31.23% | BIPOC: 20.7 pt gap<br>F/RL: 20.37 pt gap |
| **2026** | 52.4% | 31.8% | 30.9% | BIPOC: 20.6 pt gap<br>F/RL: 21.5 pt gap |
| **Goal Status** | **Did not meet** | **Did not meet** | **Did not meet** | **Did not meet** |

# All Students

## MCA Reading Results 2025-26

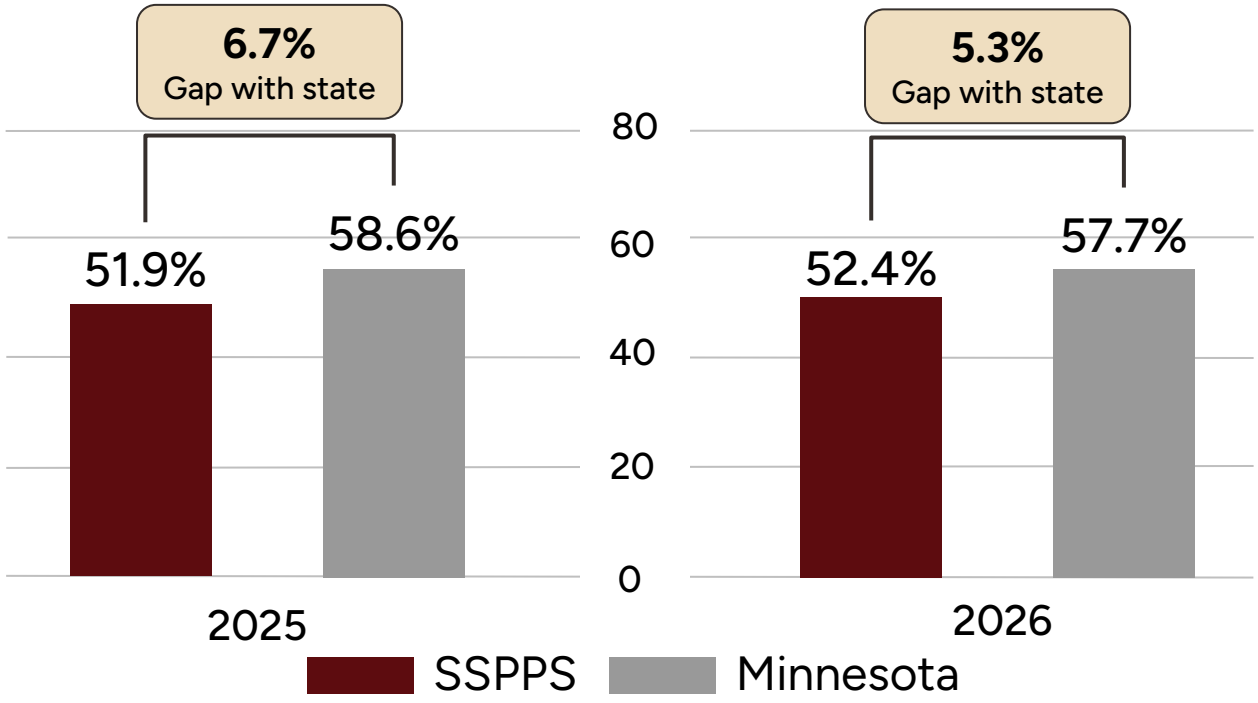



**+1.0%**
SSPPS Reading Proficiency Increase

**-1.9%**
Gap with state narrowed

# White Students

## MCA Reading Results 2025-26

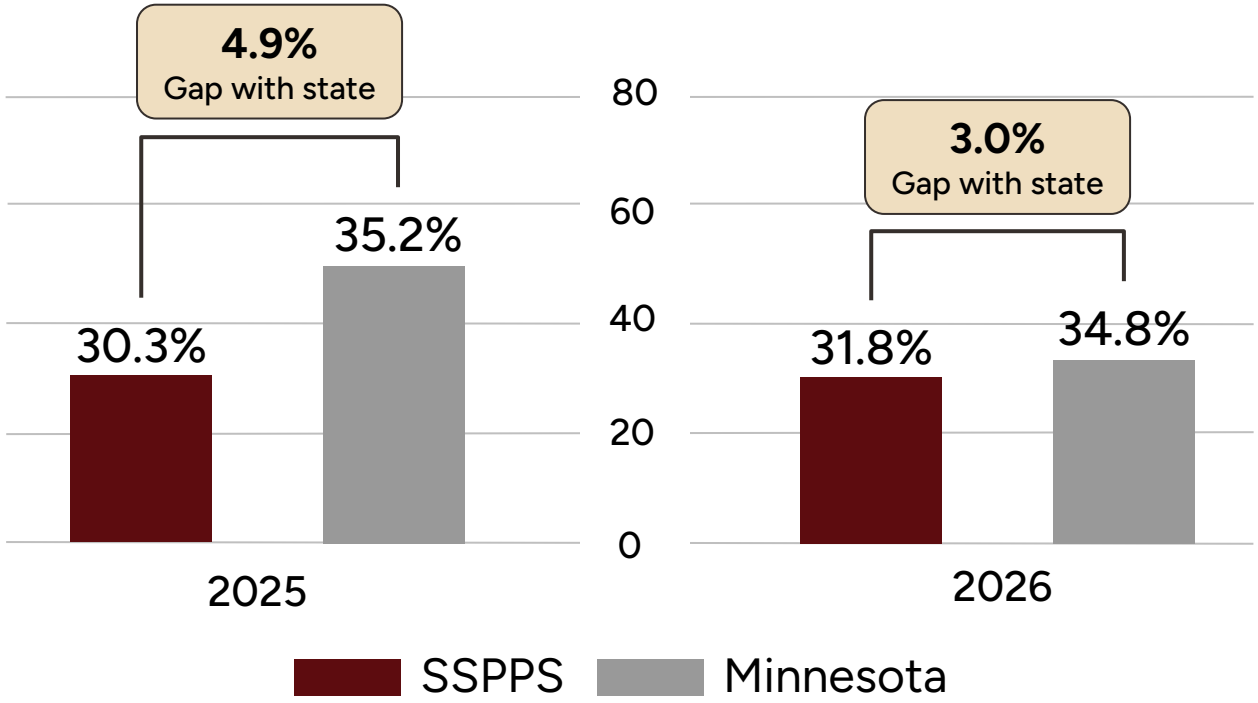



**+0.5%**
SSPPS Reading Proficiency Increase

**-1.4%**
Gap with state narrowed

# Students of Color

## MCA Reading Results 2025-26

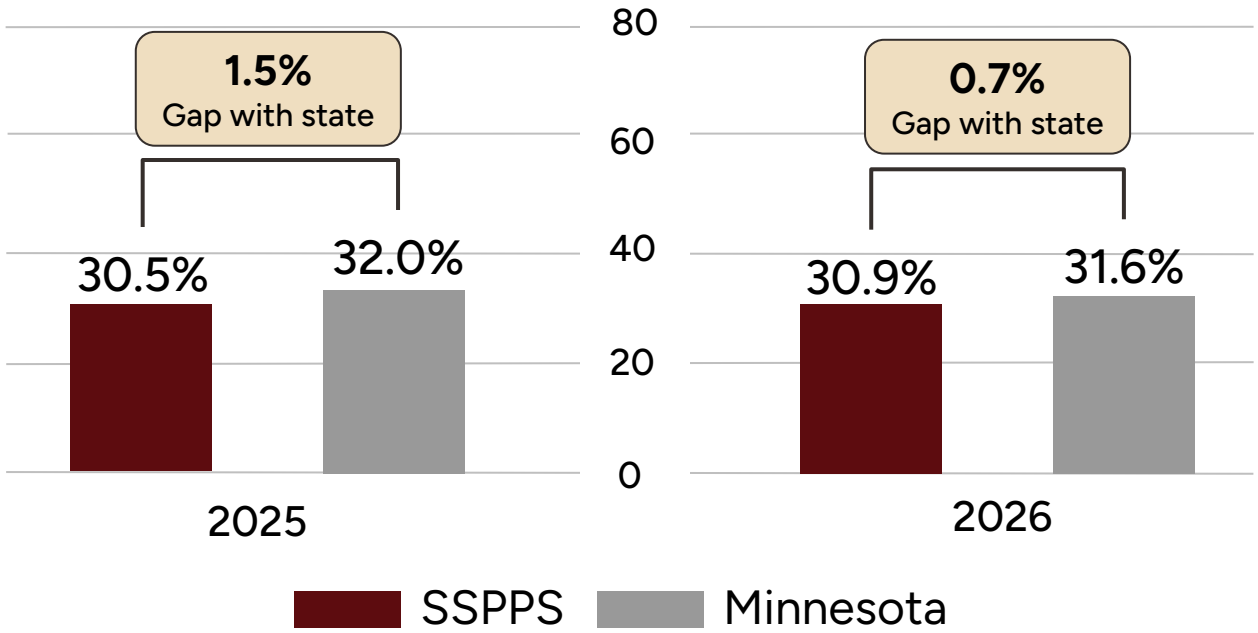



**+1.5%**
SSPPS Reading Proficiency Increase

**-1.9%**
Gap with state narrowed

# Free/Reduced Lunch Students

## MCA Reading Results 2025-26

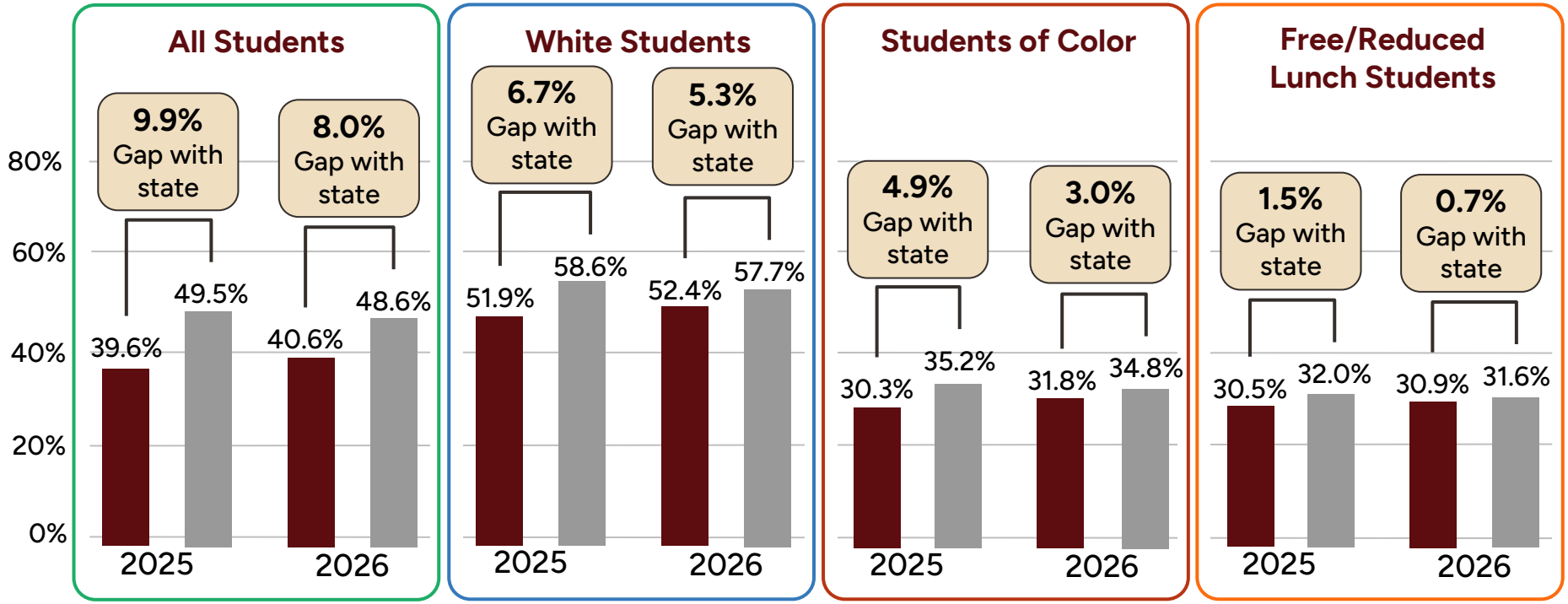



**+0.4%**
SSPPS Reading Proficiency Increase

**-1.6%**
Gap with state narrowed

# — Reading Proficiency Increases, Gap with State Narrows —

The new (2025-26) MCA Reading test can be looked at in comparison to state results




## Progress in Every Student Group

SSPPS increased reading proficiency and narrowed the game with the state in all student groups.

SSPPS Minnesota

# 2025-2026 Goal

Between Spring 2026 and Spring 2027, the % of students in grades K-8 in each subgroup (White, BIPOC, and F/RL) on target for their grade level will increase by 2 or 3 percentage points as indicated by being Low Rise or MCA on Track on the Spring FastBridge test.

*In SY 2027-2028, this goal can be K-12 due to grade 9-12 baseline data*

| | Spring 2026 | Spring 2027 Goal |
|---|---|---|
| **All students** | 45.6% | 47.6% |
| **White Students** | 58.6% | 60.6% |
| **Students of Color** | 37.3% | 40.3% |
| **F/RL** | 37.2% | 40.2% |



**In order to close gaps, some students need to make more than one year of academic growth in a single school year.**

# 2026-27 Action Steps

How do we help students make **more** than one year of growth in a school year?

- Use assessment data to drive instructional practices and decisions, including progress monitoring
- Targeted Intervention
- Social-Emotional and Cultural support



# 03 GOAL

## All Students are Ready for Career and College

South St. Paul Public Schools



# 2025-2026 Goal

80% of South St. Paul seniors will have a plan for their next step after high school

| | # of students responses | # of students with plans | # of seniors | % with plans | Goal Status |
|---|---|---|---|---|---|
| **CLC Seniors** | 14 | 14 | 15 | 93% | **Goal met** |
| **HS Seniors** | 150 | 148 | 174 | 85% | **Goal met** |
| **All Seniors** | 164 | 162 | 189 | 86% | **Goal met** |

# Class of 2026 Plans




| Plans | # of seniors |
|---|---|
| 4 year college | 68 |
| 2 year college | 29 |
| Gap year | 26 |
| Trades | 24 |
| Workforce | 9 |
| Military | 6 |
| Unsure | 2 |

# 2026-2027 Goal and Action Steps

**88% of South St. Paul seniors will have a plan for their next step after high school**

xello



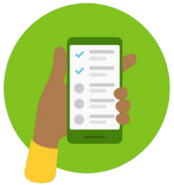
**BUILD SELF KNOWLEDGE**

Learn about your strengths, values and interests



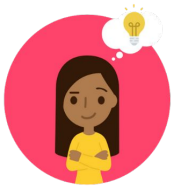
**EXPLORE OPTIONS**

Learn about and explore career and educational pathways



**CREATE A PLAN**

Build a plan and set goals to help put your ideas into action



**LEARN AND REASSESS**

As you gain experience, knowledge, and skills update your plan

1. Track student readiness through Personalized Learning Plans to provide ongoing support
2. Recognize and celebrate student decisions
3. Strengthen work experience, TriDistrict opportunities, and Concurrent Enrollment courses
4. 1:1 meetings with students

# 04 GOAL

## All Students Graduate from High School



South St. Paul Public Schools

# 2025-2026 Goal

**By June 2026, South St. Paul High School and Community Learning Center will increase the percentage of students in grades 9–12 who are on track for graduation by 3%.**

As measured by trimester credit accrual data, compared to the baseline established in June 2025 (70.6%)
On grade level target: On track for graduating on time:
(9th- 16 credits, 10th- 32 credits, 11th- 49 credits, 12th- 65 credits)

# 2025-2026 Goal

By June 2026, South St. Paul High School and Community Learning Center will increase the percentage of students in grades 9–12 who are on track for graduation by 3%.

## Strategic Actions

- Review WIN Wednesday
- 9th grade students who fail are provided interventions
- 10-12th grade students who fail core classes are provided interventions
- Implement 70/30 grading
- Implement reassessment practice
- Priority for Attendance and Engagement Specialist to support students failing by not attending
- Pilot math intervention class with 9th grade students

## Progress Measures

- Building check-in grade pull (every 6 weeks)
- Trimester grade pull- High School
- Trimester grade pull- CLC

# 2026-2027 Goal

**By August 2027, South St. Paul High School and Community Learning Center will increase the percentage of students in grades 9–12 who are on track for graduation by 2%.**

As measured by trimester credit accrual data, compared to
86.95% in August 2026
On track for graduating on time:
9th- 16 credits, 10th- 32 credits, 11th- 49 credits, 12th- 65 credits

# 2026-2027 Action Steps

1. Implement progress monitoring from the packer performance pillar on the district strategic plan scorecard.
2. Year 2 of 3 Implementation of Pathway to Packer Promise
3. Refine Personal Learning Plan & alignment with online platform- Xello
4. Credit recovery options for students after school and during the summer

# 05 GOAL

## All Students are Prepared to be Lifelong Learners



South St. Paul Public Schools

# Technology Department

Working to prepare students to be lifelong learners  through the development of Digital Citizenship skills

# Digital Citizenship

## What is Digital Citizenship?

Digital citizenship is the ability to use technology responsibly, safely, and respectfully.

It refers to the ability to protect private information online and mitigate risks associated with online threats. It also teaches how to utilize information and engage with media in a respectful and knowledgeable manner.

# Digital Citizenship

## How does digital citizenship relate to lifelong learning?

Understanding how to engage with technology in a safe, ethical, and responsible way encourages the development of critical thinking skills, and the consideration of issues related to privacy, dignity, and respect for oneself and for others.

Digital Citizenship training teaches foundational skills that will guide students today and into the future as they navigate an ever-changing digital world.

# 2025-2026 Action Steps

## Goal: Increase Digital Citizenship skills of all students in grades K-12

1. Use resources provided by Common Sense Education: “Digital Literacy & Wellbeing” curriculum (K-8) and “Digital Citizenship” curriculum (9-12) to deliver lessons on Digital Citizenship topics.
2. Different delivery dependent on grade level
3. Track the progress of these lessons using a verification form and lesson quizzes

# 2025-2026 Action Steps

## Goal: Increase Digital Citizenship skills of all students in grades K-12

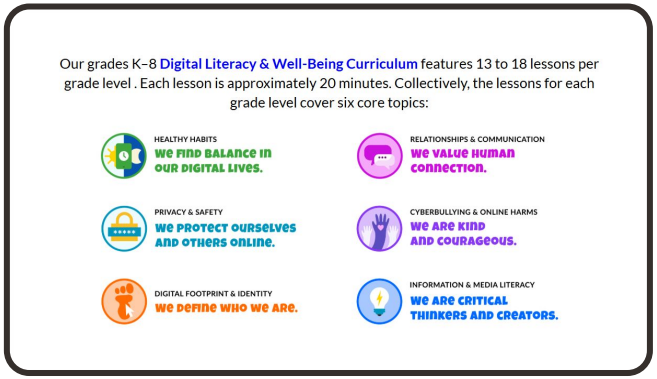
1. Use resources provided by Common Sense Education: “Digital Literacy & Wellbeing” curriculum (K-8) and “Digital Citizenship” curriculum (9-12) to deliver lessons on Digital Citizenship topics.

# 2025-2026 Action Steps

## Goal: Increase Digital Citizenship skills of all students in grades K-12

**2** Different delivery dependent on grade level

- In K-5, Media teachers will deliver content in their daily lessons.
- In 6-8, English Language Arts teachers will collaborate with ELL and SPED teachers to deliver lessons to students.
- In 9-12, English Language Arts and Social Studies teachers will deliver lessons alongside ELL and SPED teachers.




Link to Scope and Sequence document

# 2025-2026 Action Steps

## Goal: Increase Digital Citizenship skills of all students in grades K-12

**3** Track the progress of these lessons using a verification form and lesson quizzes

| | GRADE | | | Verfiication For Classes | | Lessons taught | |
|---|---|---|---|---|---|---|---|
| 2 | High School | | | | | | |
| 3 | *only level that had quizzes to take | 12 | Social Studies | Anderson, C. | ☑ | IB World History | 1 & 4 | |
| 4 | Scope & Sequence w/links to lessons | | Social Studies | Marquis | ☑ | Civics/Econ | 1 & 4 | |
| 5 | | | ELA | Lambert | ☑ | LA 12 | 2 & 3 | |
| 6 | | 11 | Social Studies | Aanenson | ☑ | Global Studies classes | 1 & 4 | |
| 7 | | | Social Studies | Kelly | ☑ | Global Studies classes | 1 & 4 | |
| 8 | | | Social Studies | Schultz | ☑ | IB Euro | 1 & 4 | |
| 9 | | | ELA | Pederson | ☑ | LA 11 | 2 & 3 | |
| 10 | | | ELA | Miner | ☑ | World Lit | | gave quizzes in SGY? |
| 11 | | 10 | Social Studies | Kennealy | ☑ | US History | 1 & 4 | |
| 12 | | | Social Studies | Schultz | ☑ | Honors US History | 1 & 4 | |
| 13 | | | ELA | Miner | ☑ | American Lit | | gave quizzes in SGY? |
| 14 | | 9 | Social Studies | Kelley | ☑ | Global Studies | 1 & 4 | |
| 15 | | | ELA | Zender | ☑ | LA 9 | 2 & 3 | |
| 16 | | | | Miner | ☑ | LA 9 | 2 & 3 | gave quizzes in SGY? |
| 17 | | 9-12 | ELA/Sped. | Ritzer | ☑ | Reading Skills, ELA Skills | 2 & 3 | |
| 18 | | | SEL/Sped. | Cuhel | ☑ | SEL 9/10 | 1 & 4 | |
| 19 | | | ELA/Sped. | Gilbert | ☑ | Lit. Skills | 1, 2, 3, & 4 | |
| 20 | | | | Walker | ☑ | Lit Skills & some SEL classes | 1, 2, 3, & 4 | gave quizzes on pencil & paper |
| 21 | | | | | | | | |
| 22 | Middle School | 8 | ELA | Pylvanien | ☑ | ELA 8 | 1, 2, 3, & 4 | |
| 23 | new curriculum; no quizzes | | | Tonda | ☑ | ELA 8 | 1, 2, 3, & 4 | |
| 24 | scope & sequence linked here | 7 | ELA | Almen-Sjogren | ☑ | ELA 7 | 1, 2, 3, & 4 | |
| 25 | | | | Tonda | ☑ | ELA 7 | 1, 2, 3, & 4 | |
| 26 | | 6 | ELA | Almen-Sjogren | ☑ | ELA 6 | 1, 2, 3, & 4 | |
| 27 | | | | Grefe | ☑ | ELA 6 | 1, 2, 3, & 4 | |
| 28 | | 6-8 | Spec. Ed. | Britton | ☑ | SUN | 1, 2, 3, & 4 | |
| 29 | | 6-7 | Spec. Ed. | Garcia | ☑ | Lang Arts Skills & Lit Strat | 1, 2, 3, & 4 | |
| 30 | | 8 | Spec. Ed. | J. Palmquist | ☑ | Lang Arts Skills 8 | 1, 2, 3, & 4 | |

# 2025-2026 Action Steps

**Goal: By Summer 2027, 100% of digital citizenship curriculum for grades 9-12 (30% of overall curriculum) will be reviewed and updated for more effective content delivery.**

1. Survey teachers for feedback as to the efficacy of the lessons to create a baseline for the future
2. Explore new and updated digital citizenship resources, including updated Common Sense Media Curriculum
3. Develop new lessons in Schoology for teachers to use in curriculum delivery

# Achievement & Integration Plan

## 2024-2026
## 2026-2029



South St. Paul Public Schools

# A&I Achievement Goal

## Plan ending June 2026

Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment, through targeted literacy and inclusion support for students.

# A&I Achievement Goal

## Plan ending June 2026

Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment, through targeted literacy and inclusion support for students.

| All Students<br>Key data for this goal and annual targets. | Target/ Results 2024 | Target/ Results 2025 | Target 2026 |
|---|---|---|---|
| Reading proficiency for all **Hispanic or Latino** students as measured by the Spring MCA Reading Assessment.<br>2022 PROFICIENCY IS 27.6% OF 921 STUDENTS. | 37%<br>28% | 42%<br>27.6% | 47%<br>28.6% |
| Reading proficiency for all **Black or African American** students as measured by the Spring MCA Reading Assessment.<br>2022 PROFICIENCY IS 25.6% OF 294 STUDENTS. | 35%<br>22.6% | 40%<br>27.5% | 45%<br>26.4% |

# A&I Achievement Goal

## Plan ending June 2026

**1**

### School and Family Partnerships

- Cultural Liaisons (K-12)

**2**

### Anti-bias Curriculum, Instruction, and Community Building: Elementary

- AmazeWorks Anti-Bias Curriculum (K-5)

**3**

### Culturally Responsive Instruction and Equity Leadership for Students: Secondary

- Goal Getters (MS & 9th grade)
- Student Affinity Groups (MS and HS)

# NEW: A&I Achievement Goal

## Plan ending June 2029

Between Spring 2026 and Spring 2029, the % of BIPOC students in grades K-8 on target for their grade level will increase by 5 percentage points as indicated by being Low Risk or MCA on Track on the Spring FastBridge test.

**Baseline data:**
In Spring 2026, 37.4% of BIPOC students were on target for their grade level.

# NEW: A&I Achievement Goal

## Plan ending June 2029

1. Cultural Liaisons (K-12)
2. Professional development focused on the use of data in PLCs and MTSS
3. Equity and Instructional Coaches

# A&I Teacher Equity Goal

## Plan ending June 2026

All teachers will participate in regular, job-embedded, equity-focused professional development that increases their capacity and efficacy in delivering culturally relevant instruction and reducing opportunities and achievement gaps for each student.

100% of teachers will receive coaching for racial equity, job-embedded professional development, and opportunities to participate in racial and economic equity leadership.

# A&I Teacher Equity Goal

## Plan ending June 2026

100% of teachers will receive coaching for racial equity, job-embedded professional development, and opportunities to participate in racial and economic equity leadership.

| Key data for this goal and annual targets. | Target/ Results 2025 | Target 2026 |
|---|---|---|
| 100% of teachers receive coaching for racial equity through:<br>• Job-embedded professional development<br>• Individual or team coaching<br>• Participation in racial and economic equity leadership | 100% | 100% |

# Strategies for Teacher Equity Goal

## Plan ending June 2026

1

### Science of Reading

- Professional Development Opportunities Focused on Academic Achievement of All Students

2

### Equity & Instructional Coaching

3

### Recruiting, Hiring, and Retaining Teachers of Color

- Recruiting and Hiring: Teacher Scholar of Color Program and Reviewing Interview & Hiring Practices through an equity lens
- Retention: Staff of Color Affinity Groups and Allyship Groups

# NEW: A&I Achievement Goal

## Plan ending June 2029

SSPPS students' access to teachers that are using Culturally Responsive Teaching strategies will increase between SY 2026-2027 and SY 2028-2029.

**We currently have no baseline data**

# NEW: A&I Achievement Goal

## Plan ending June 2029

1. Culturally Responsive Teaching Practices PD
2. Retain Staff of Color
3. Equity and Instructional Coaches

# A&I Integration Goal

## Plan ending June 2026

Increase the racial and economic diversity and integration in schools and districts. A growing number of South St. Paul students will participate in racially and economically integrated activities with partner districts.

# Strategies for Integration Goal

**Plan ending June 2026**

## Integration Requirement

At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170)

- Beyond OUR Walls SPPS Equity Summit and Youth Ambassador Program - Integration with School District 197 and Saint Paul Public Schools

# A&I Goal #3

Increase the racial and economic diversity and integration in schools and districts. A growing number of South St. Paul students will participate in racially and economically integrated activities with partner districts.

| Key indicators of progress for this strategy and annual targets for each indicator. How we will know if the strategy is creating the outcomes we want. | Target/ Actual 2023-24 | Target/ Actual 2024-25 | Target 2025-26 |
|---|---|---|---|
| South St. Paul will increase the number of Youth Ambassadors to 6 or more by 2026, disaggregated by race, ethnicity or FRPL. | 4<br>**3** | 5<br>**7** | 6<br>**4** |

# NEW: A&I Integration Goal

## Plan ending June 2029

By the 2028-2029 school year, the gap between BIPOC and white high school students enrolled in IB, Concurrent Enrollment,or CAPS courses will decrease from 15% to 12%.

**Baseline data:**
In SY25-26, 38% of the enrollment is BIPOC students while 53% of the school overall is, resulting in a 15% gap.

# NEW: Strategies for Integration Goal

1. Youth Ambassadors
2. Student Affinity Groups
3. Strategic Promotion and outreach



# Thank You!

Any questions or thoughts?

SSP

All:

- Review last year goal and action steps
- Update data in the notes around goal and if action steps were completed
- Create new goal and action steps for 26-27.

Goal 1: Scott/ Kristen

Goal 2: Natalie, Scott

Goal 3: Natalie

Goal 4: Robin and/or Chuck

Goal 5: Tom

Achievement & Integration: Natalie

# 2025-2026 COMPARISON TO STATE

The new MCA Reading test can be looked at in comparison to state results.

| | % proficient all students | | % proficient white students | | % proficient students of color | | % proficient FR/L students | |
|---|---|---|---|---|---|---|---|---|
| | 2025 | 2026 | 2025 | 2026 | 2025 | 2026 | 2025 | 2026 |
| **SSPPS** | 39.6% | 40.6% | 51.9% | 52.4% | 30.3% | 31.8% | 30.5% | 30.9% |
| **State** | 49.5% | 48.6% | 58.6% | 57.7% | 35.2% | 34.8% | 32.0% | 31.6% |
| **Gap** | 9.9% | ↓ 8% | 6.7% | ↓5.3% | 4.9% | ↓3.5% | 1.5% | ↓.7% |

We are closing the gap with the state in each area!