

Comprehensive Achievement and Civic Readiness

Dr. Becca Starr
Data Scientist and Title
Coordinator

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Mission Statement

St. Louis Park Public Schools sees, inspires, and empowers each student to achieve academic excellence and live their brilliance in a racially equitable learning environment that centers student voice and experience to energize and enhance the spirit of our community.

Purpose: State Required Reporting

This presentation fulfills the requirement by MN State Statute to report on Comprehensive Achievement and Civic Readiness (CACR) goals for each school district for the '25-'26 school year.

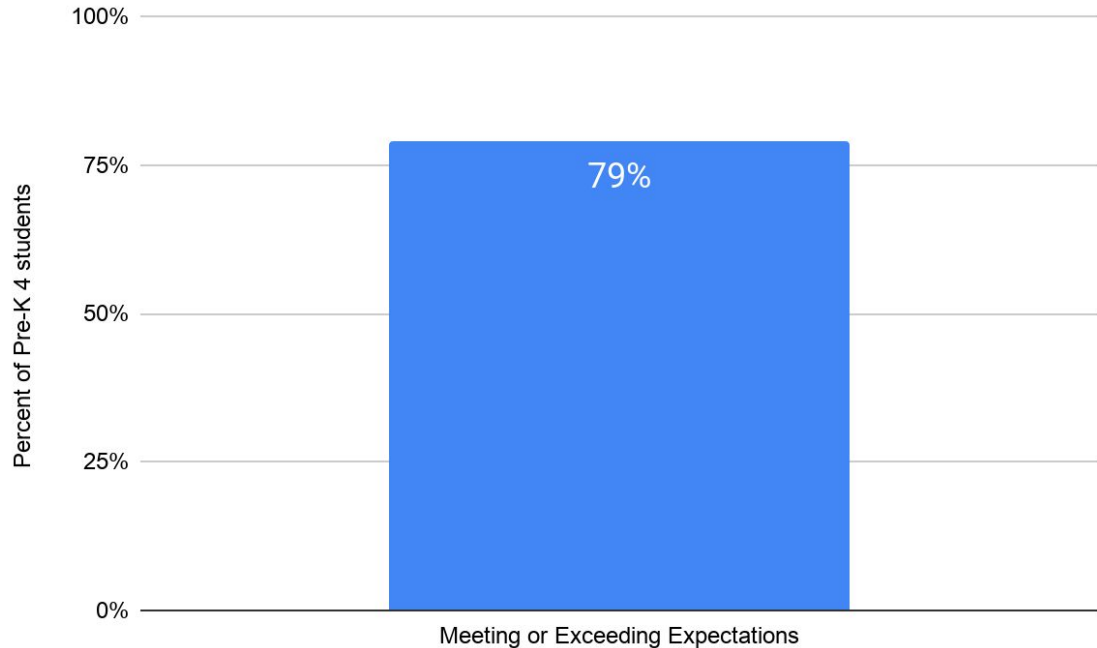
Comprehensive Achievement and Civic Readiness (previously World's Best Workforce)

1. All students ready for school
2. Close the achievement gap(s) between student groups
3. All students are ready for career and college
4. All students graduate
5. Prepare students for lifelong learning

Goal 1: All students ready for school

60% of our PreK 4-year-olds (n=137) will meet or exceed expectations for literacy by the end of the 2025-2026 school year as assessed by Teaching Strategies Gold.

Outcome: Goal Met 79%

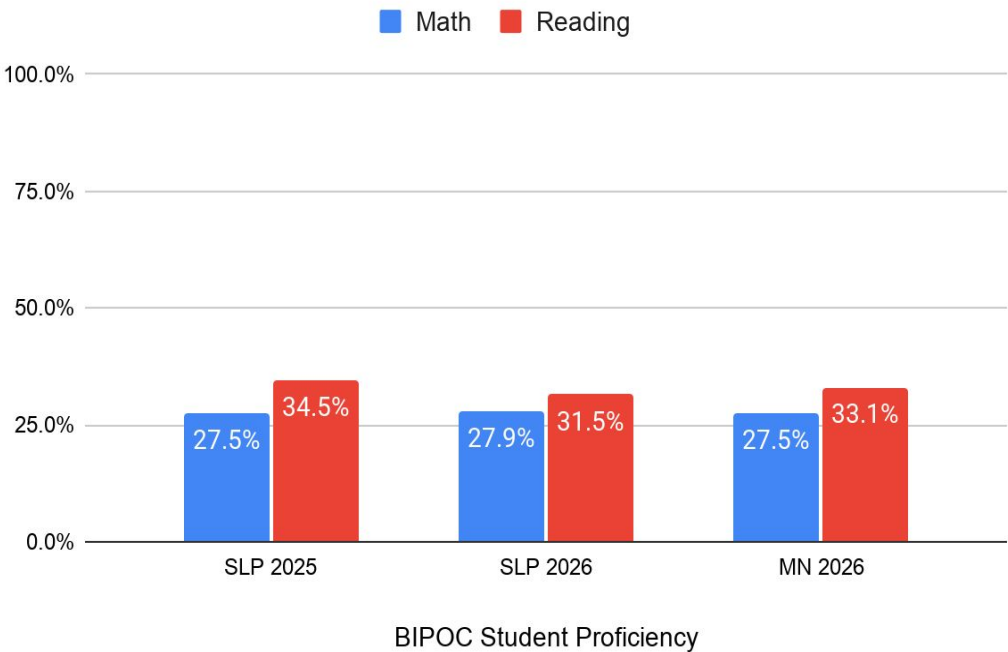


Goal 2: Close the Achievement Gap

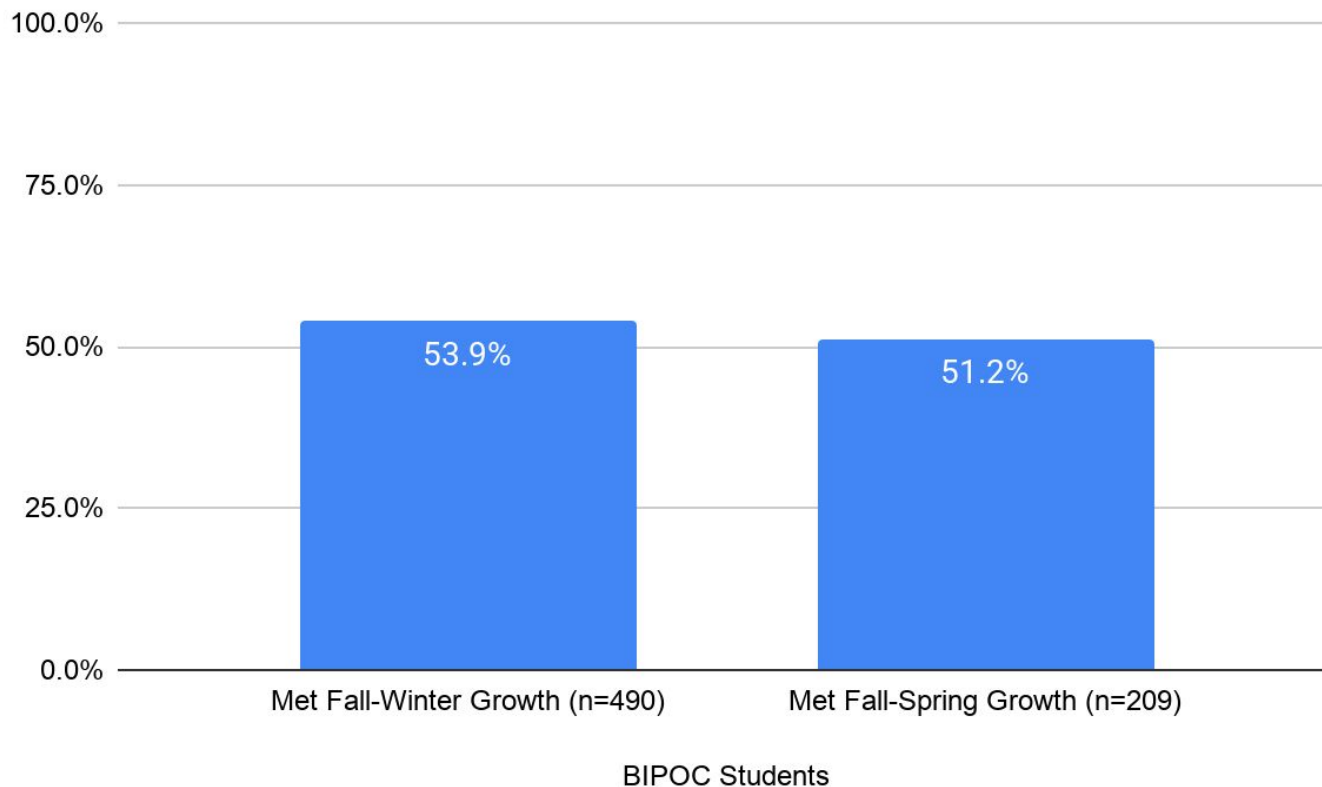
Reading proficiency for Black, Indigenous, People of Color (BIPOC) students will increase by 2% from Spring 2025 to Spring 2026 as measured by MCA* reading proficiency (grades 3-11).

BIPOC student math proficiency will increase by 2% as measured by MCA math proficiency.

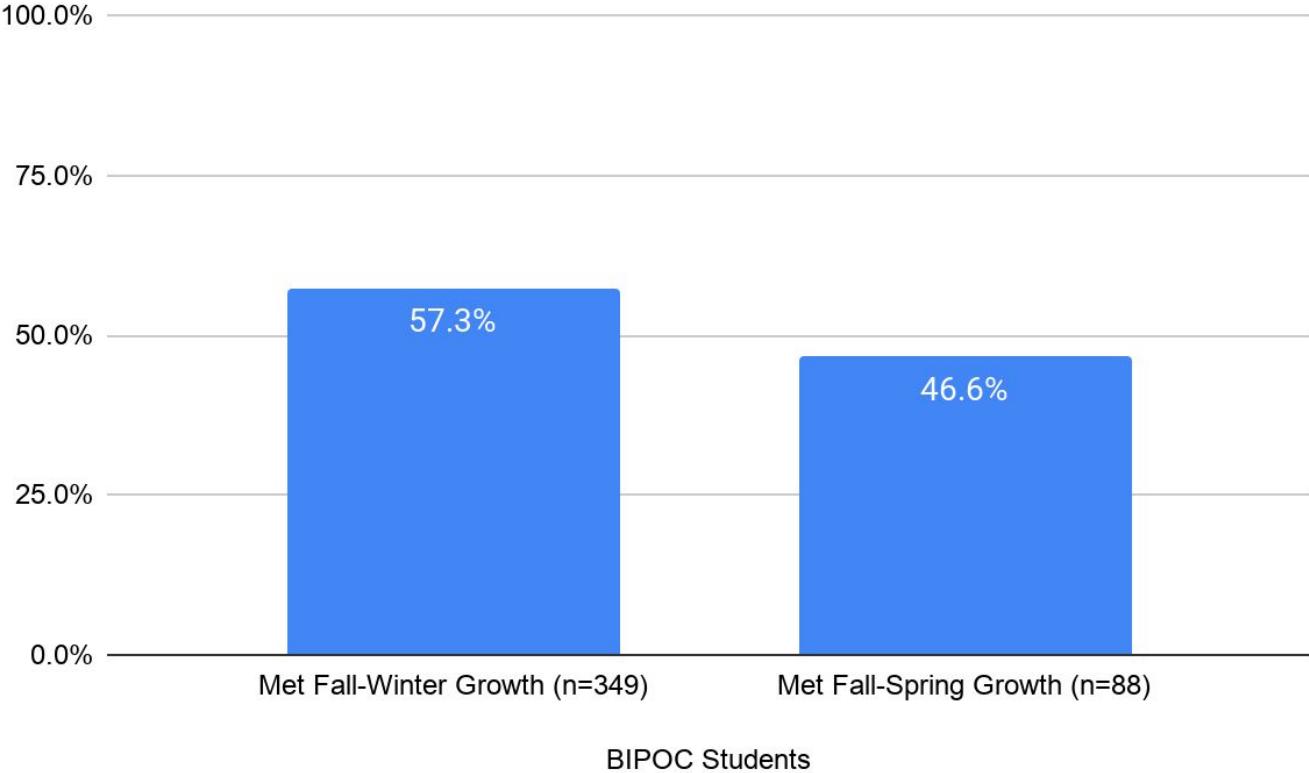
Outcome: Goal Not Met



MAP Reading Growth for BIPOC Students



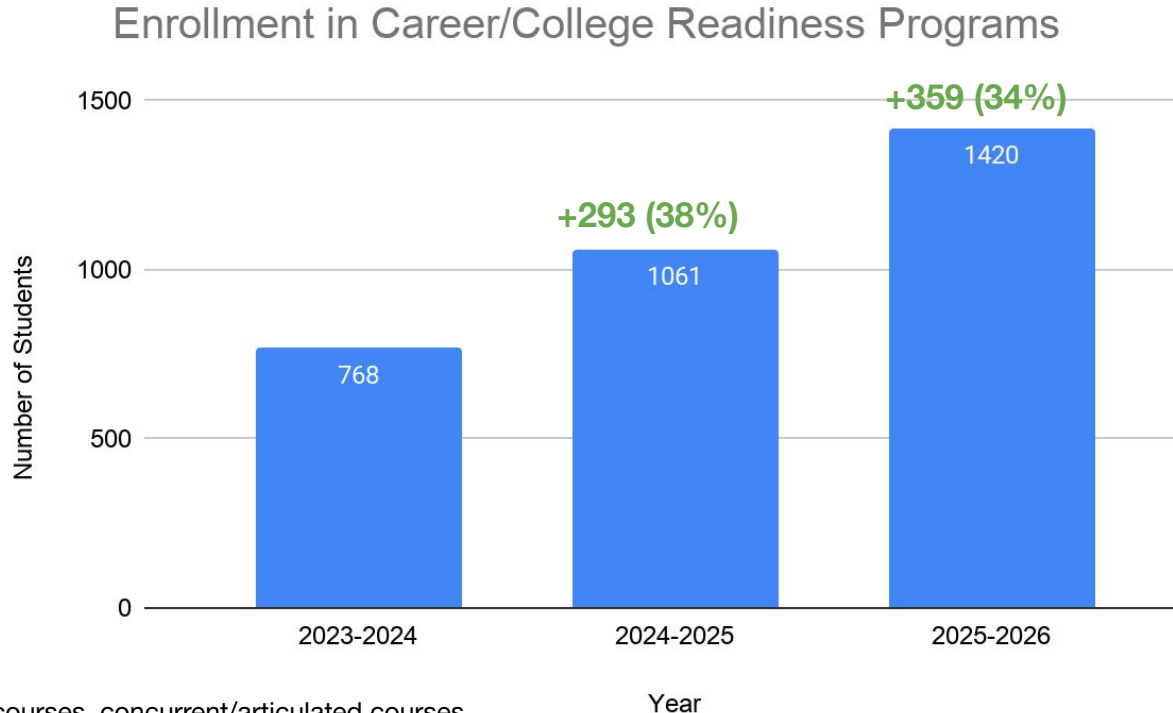
MAP Math Growth for BIPOC Students



Goal 3: All Students are Ready for Career and College

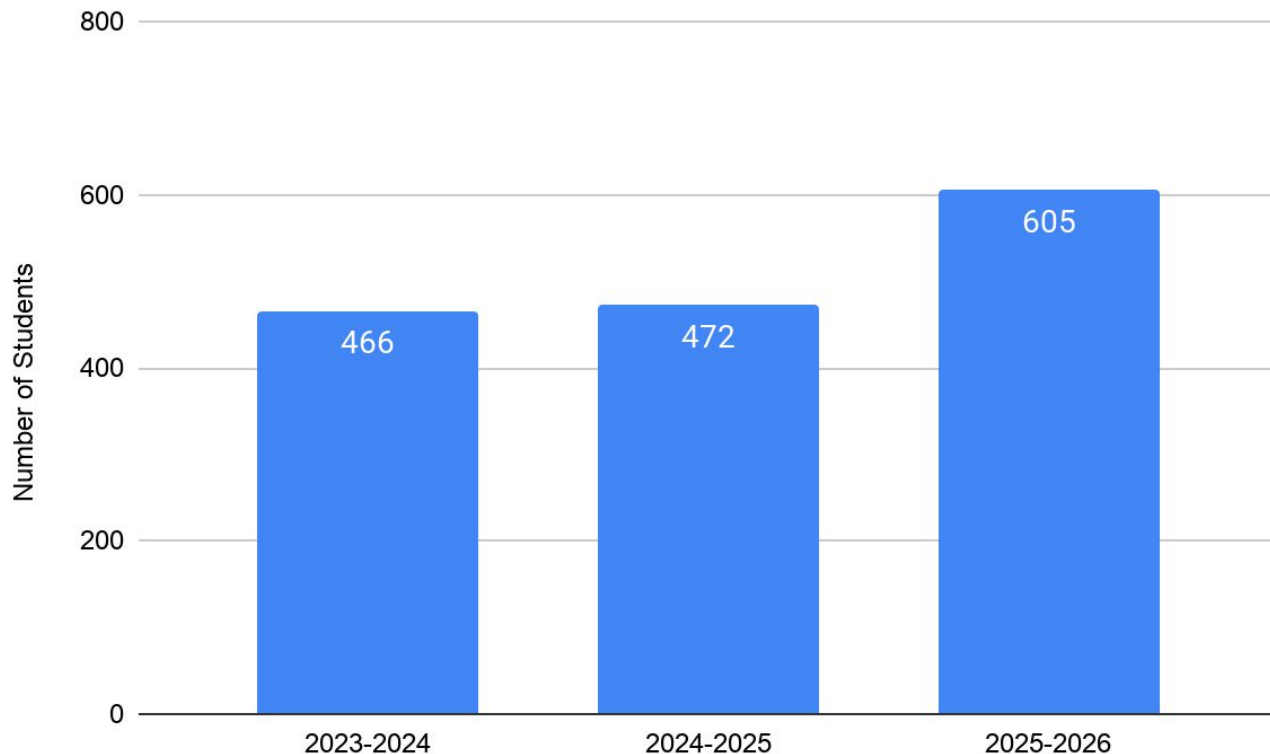
The number of St. Louis Park High School students enrolling in career/college readiness programs will increase by 10% from SY25 to SY26.

Outcome: Goal Met

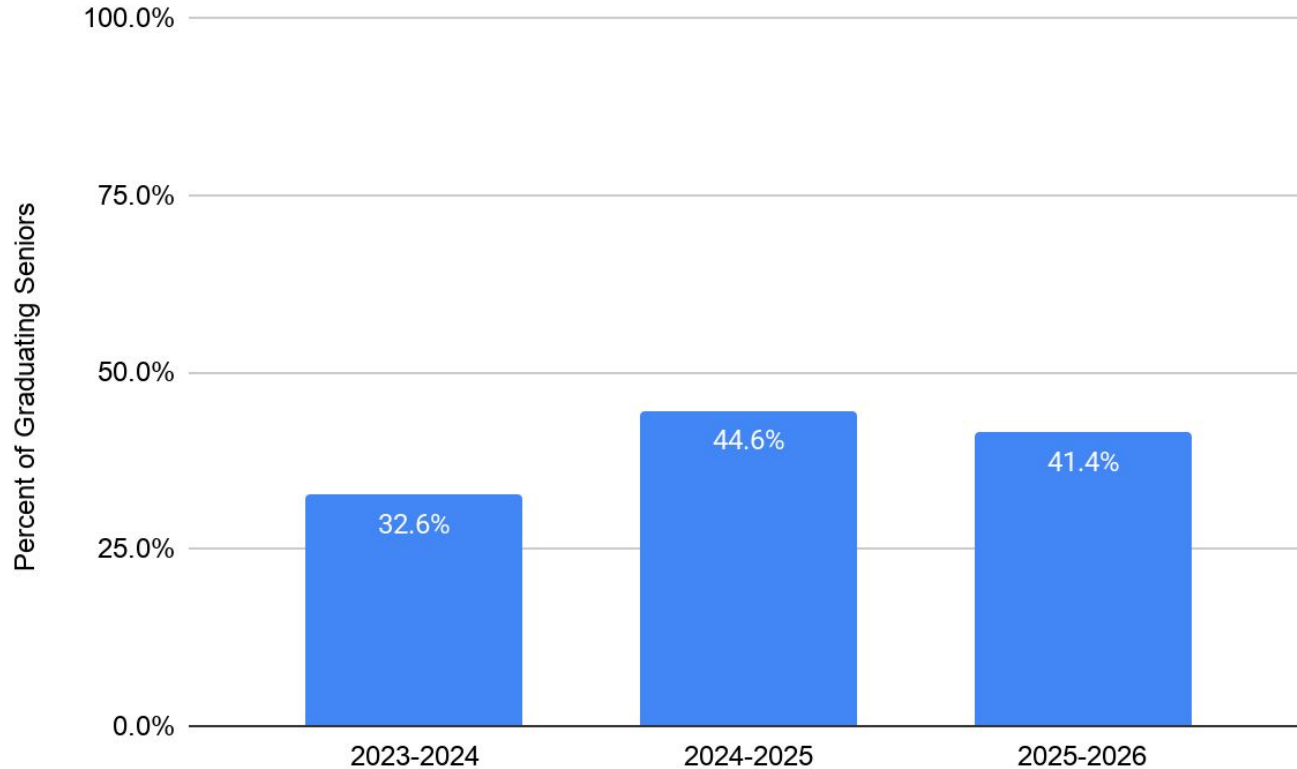


Source: PowerSchool, includes college/career readiness courses, concurrent/articulated courses, PSEO

Number of Students Taking at Least 1 AP Exam



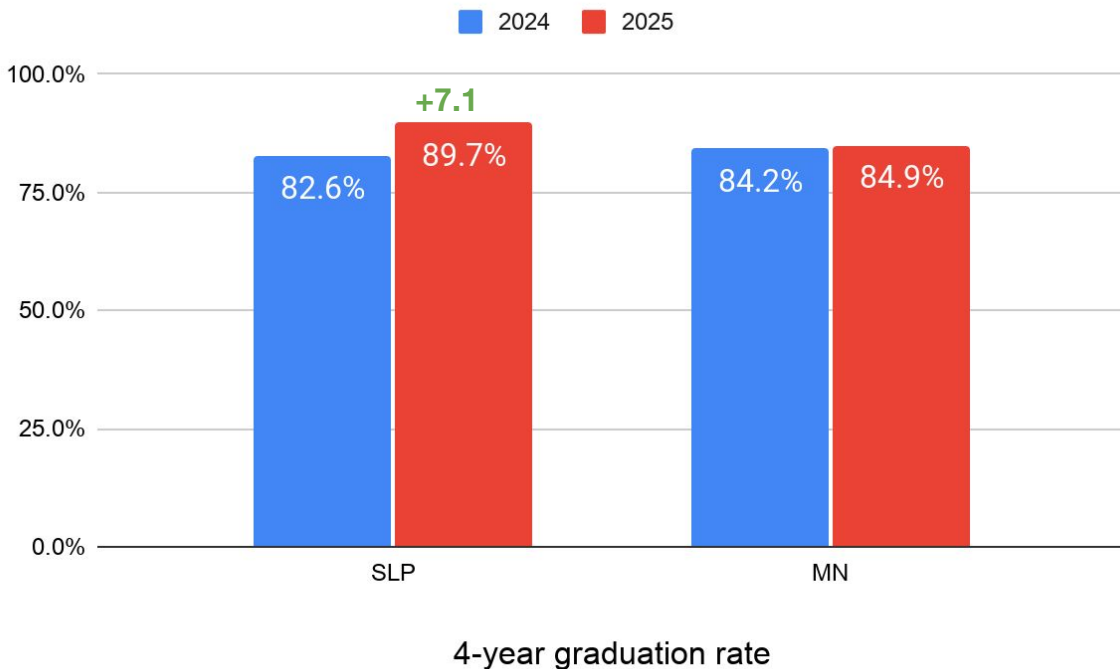
Percent of Students Graduating with at Least One “3” on an AP Exam



Goal 4: All Students Graduate

The percentage of SLP HS students graduating in 4 years will increase by 1% as measured by Minnesota's SLEDs data.

Outcome: Goal Met

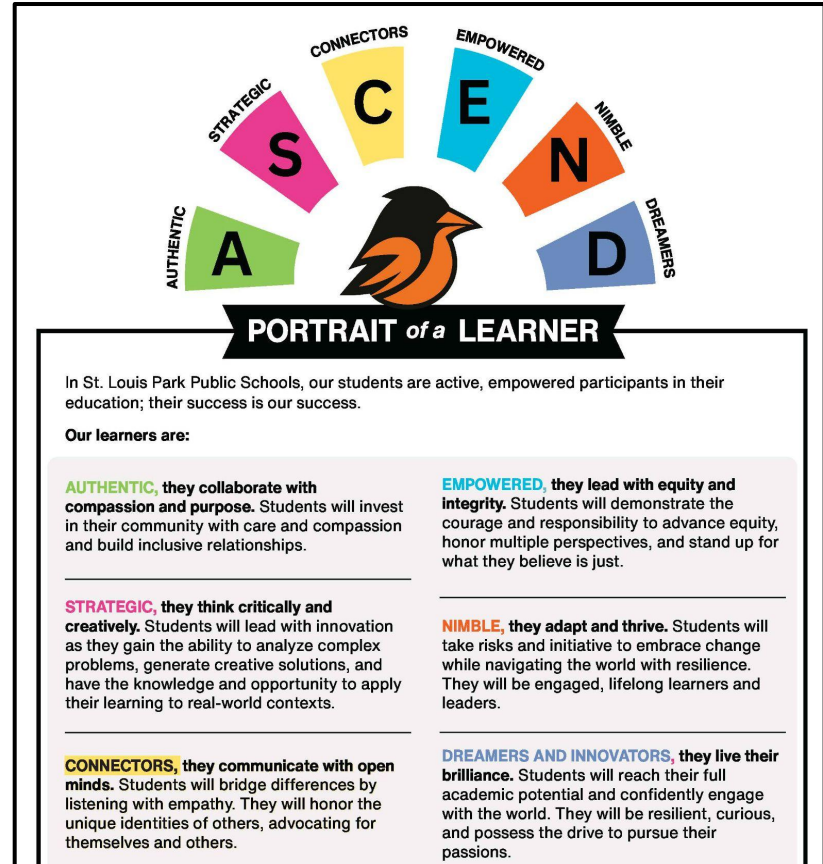


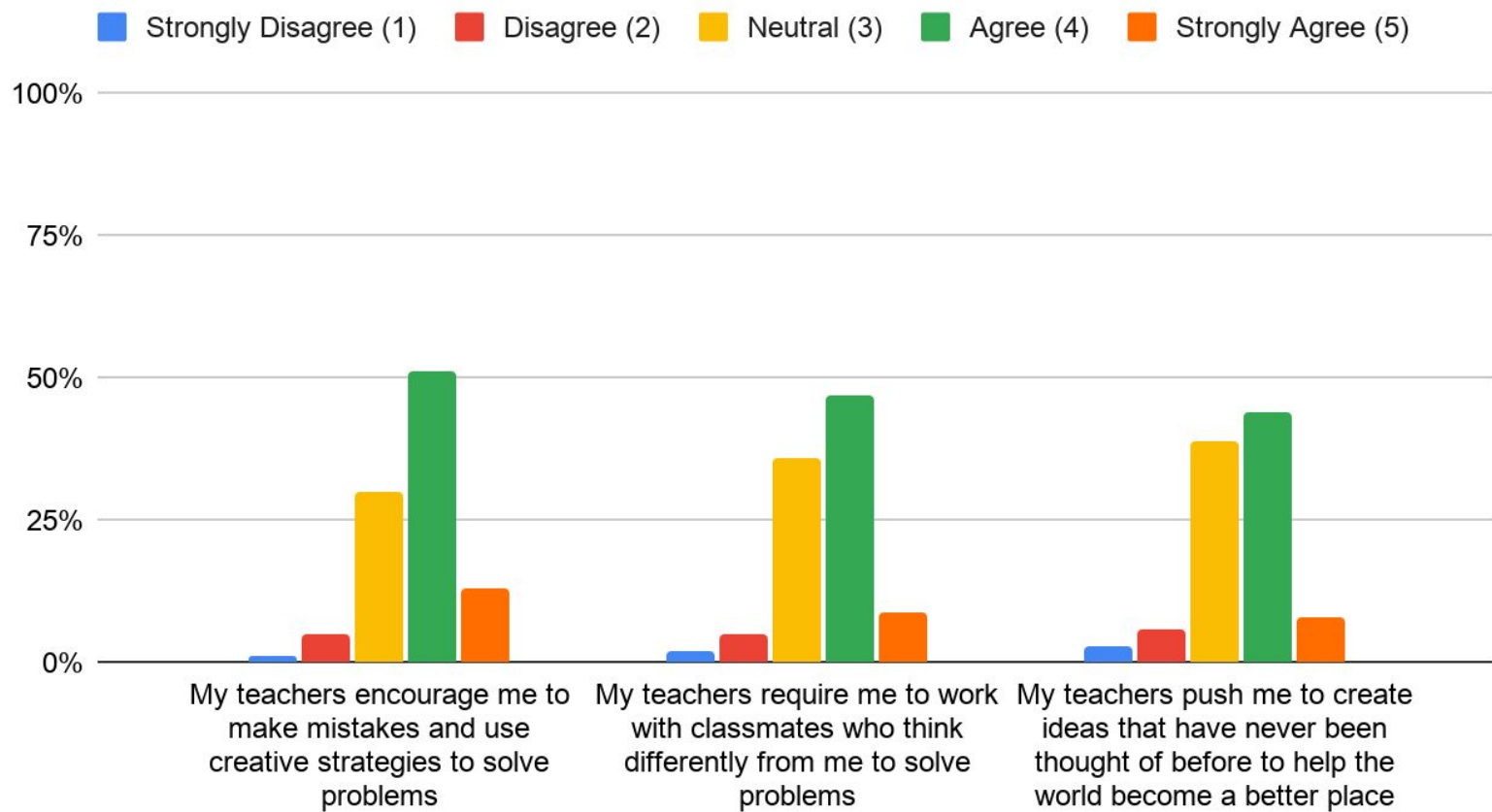
Goal 5: Prepare students for lifelong learning

A representative sample of students will rate a 3 out of 5, on average, on the “Nimble” and “Dreamers and Innovators” (from our Portrait of a Learner) questions from our Student Engagement Surveys.

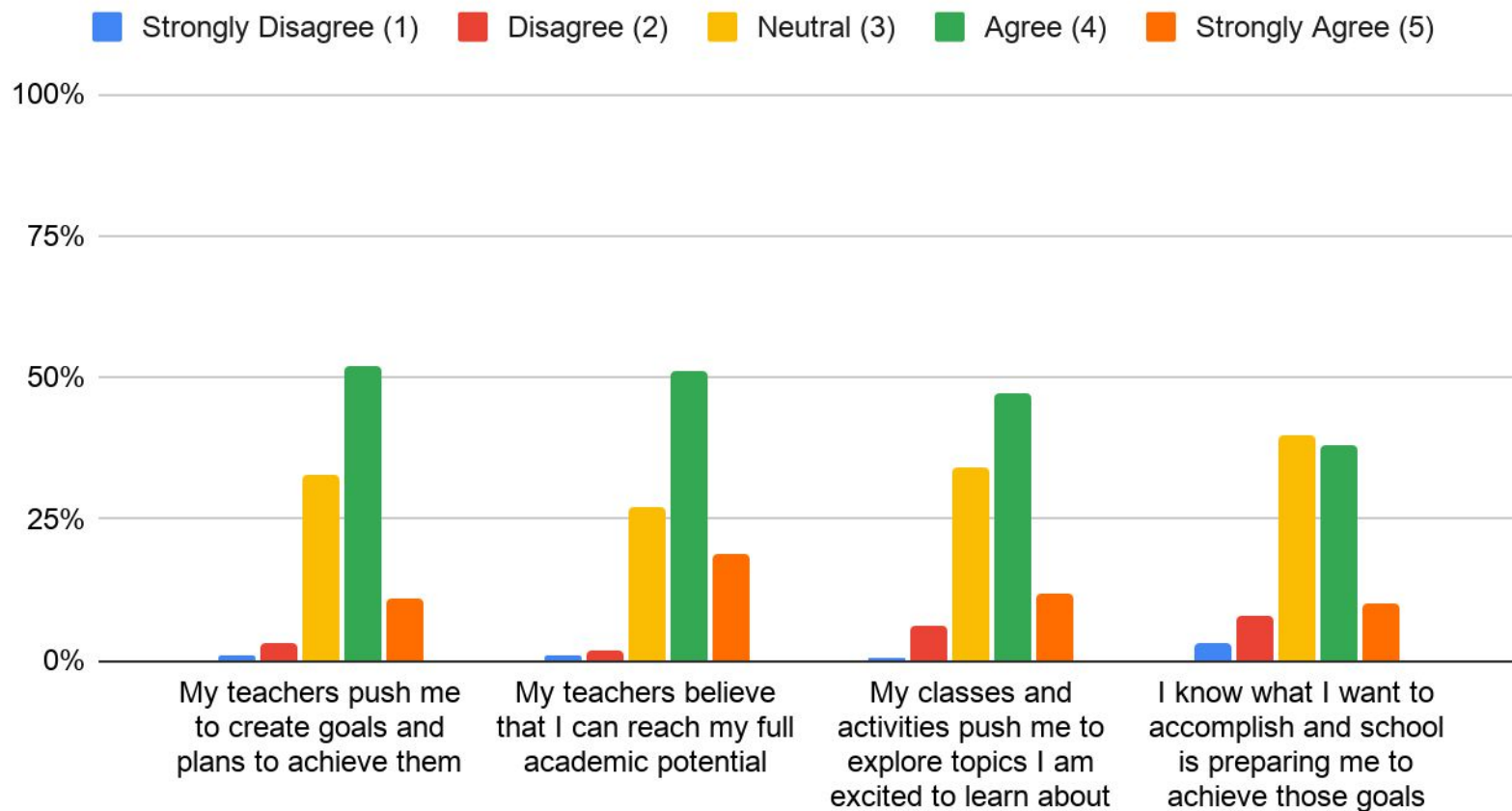
Outcome: Goal Met

Source: secondary student engagement surveys





Secondary Student Engagement Survey (Nimble)



Secondary Student Engagement Survey (Dreamer and Innovator)

Nimble: “Give an example of a time when you changed the way you think about something due to a lesson or activity at school.”

Many students mentioned the following situations changed the way they think about something:

- Reading historical books (eg. about the Holocaust/WW2)
- Class discussions, particularly when students take the perspectives of others
- Specific classes were mentioned including Keystone, AP US History, AP Environmental Science

A couple of other mentions:

- Model UN
- Learning about environmental effects of climate change, AI

“In English class, we have been watching movies, reading books, and listening to albums that have taught me about different aspects of life including social class, racism, sexism, and love, and this has changed my way of thinking about the world.”

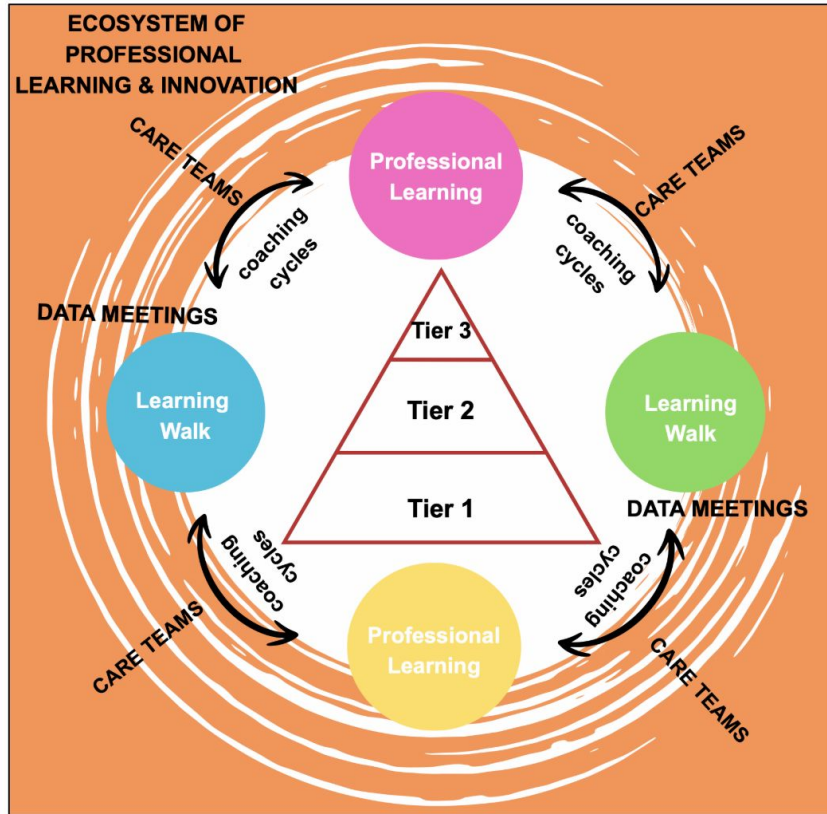
Dreamer/Innovator: “Describe a new interest you developed from a lesson or activity you did at school.”

Students talked about many subjects that fit this question:

- Most frequently mentioned were sports
- Discovering art and writing through coursework
- Science and engineering, particularly environmental science
- Psychology and social sciences, interests in helping people and social responsibility
- Business and economics

“I never knew that I could be so interested in sustainability until I took AP Environmental Science. I am captivated by the strides humanity is taking to mitigate the effects of climate change, so much that I am hoping to study sustainability or environmental design in college.”

Expectations Moving Forward: Continue to build our ecosystem of professional learning and innovation



Professional Learning in SLP

Create an ecosystem of aligned professional learning & innovation that is student (learner) centered, data informed, and held together by the shared commitment, collaboration, and accountability of learning leaders. We all have an important role in creating and sustaining a healthy ecosystem.

St. Louis Park Public Schools Culturally Relevant Teacher Development and Evaluation Rubric		St. Louis Park Public Schools Culturally Relevant Teacher Development and Evaluation Rubric	
		I. Professionalism, Collaboration & Communication	
		Unsat/Unsatisfactory	Proficient
A. Collaboration with colleagues in learning cycles	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving practice and student learning. Teacher is present for many coaching cycles.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving practice and student learning. Teacher is present for many coaching cycles.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving practice and student learning. Teacher is present for many coaching cycles.
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B. Communication with Parents and Families	Teacher communicates with all parents and guardians about goals of instruction and student progress. Teacher is present for many coaching cycles.	Teacher communicates with all parents and guardians about goals of instruction and student progress. Teacher is present for many coaching cycles.	Teacher communicates with all parents and guardians about goals of instruction and student progress. Teacher is present for many coaching cycles.
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C. Communication with the school community	Teacher communicates with all staff and administrators about goals of instruction and student progress. Teacher is present for many coaching cycles.	Teacher communicates with all staff and administrators about goals of instruction and student progress. Teacher is present for many coaching cycles.	Teacher communicates with all staff and administrators about goals of instruction and student progress. Teacher is present for many coaching cycles.
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D. Support of School District Initiatives, Mission, Vision, and Core Values	Teacher supports and leads in understanding and implementing school district initiatives, mission, vision, and core values. Teacher is present for many coaching cycles.	Teacher supports and leads in understanding and implementing school district initiatives, mission, vision, and core values. Teacher is present for many coaching cycles.	Teacher supports and leads in understanding and implementing school district initiatives, mission, vision, and core values. Teacher is present for many coaching cycles.
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Questions?