District Goals to Support Minnesota's WBWF/CACR Target Areas 2026 Results

Target Area	2024-2025	2025-2026 (submitted in MEGs)	2026-27 Goals
All children enter kindergarten ready to learn	The percent of L-A school readiness students who achieve 80% or higher proficiency level based on Work Sampling data in each of 7 developmental areas (68 elements) will maintain or increase in Spring 2025 from 88% in 2024. RESULT 68% of School Readiness preschool students achieved 90% proficiency in the 68 elements. **Goal Met: 92% of School Readiness preschool students achieved 80% proficiency in the 68 elements.** 96% of School Readiness preschool students achieved 70% proficiency in the 68 elements.	The percent of L-A school readiness students who achieve 80% or higher proficiency level based on Work Sampling data in each of 7 developmental areas (68 elements) will maintain or increase from 92% in Spring 2025 to 93% in Spring 2026. Goal Status	The percent of L-A school readiness students who achieve 80% or higher proficiency level based on Work Sampling data in each of 7 developmental areas (68 elements) will maintain or increase from 92% in Spring 2025 to 93% in Spring 2026.
All racial and economic achievement gaps between students are closed.	The districtwide reading achievement gap for white students in comparison to Hispanic/Latino students as measured by the percent of students meeting or exceeding proficiency on the 2025 MCAs will go from 7.5% in 2024 to 6% in 2025. RESULT: 1.6% Gap. Goal Met The districtwide mathematics achievement gap for white students in comparison to	None submitted in MEGs. None submitted in MEGs.	

	Hispanic/Latino students as measured by the percent of students meeting or exceeding proficiency on the 2025 MCAs will go from 3.4% in 2024 to 3.0% in 2025. RESULT: 15.9% Gap. Goal not Met. (Note: The Hispanic student score increased 1.6% and the White student score increased 14.1%)		
	The district wide reading achievement gap for all students in comparison to students eligible for free/reduced priced meals as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 4.2% in 2024 to 3.5% in 2025. RESULT: 9.1% Gap. Goal Not Met. All students increased 1.9%. FRP increased 0.5%	The district wide reading achievement gap for all students in comparison to students eligible for free/reduced priced meals as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 9.1% in 2025 to 5% in 2025. Goal Status – Met with a difference of only 1.9%	The district wide reading achievement gap for all students in comparison to students eligible for free/reduced priced meals as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 1.9% % in 2026 to no gap in 2027.
	The district wide mathematics achievement gap for all students in comparison to students eligible for free/reduced priced meals as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 6.8% in 2024 to 6.0% in 2025. RESULT: 17.8% Gap. Goal Not Met. All students increased 11.7%. FRP increased 1.1%	The district wide mathematics achievement gap for all students in comparison to students eligible for free/reduced priced meals as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 17.8% in 2025 to 10.0% in 2025. Goal Status – Goal not met with a difference of 10.1%.	The district wide mathematics achievement gap for all students in comparison to students eligible for free/reduced priced meals as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from10.1% in 2026 to 5% in 2027.

All students graduate from high school	The 4 year graduation or continuation rate for L-A High School will be 95% or higher. RESULT: 93.9% Goal Not Met (State Avg: 84.2%)	The 4 year graduation or continuation rate for L-A High School will be 95% or higher. Goal Status – Goal Met for 2025 at 96.5%.	The 4 year graduation or continuation rate for L-A High School will be 95% or higher.
All students are ready for career and college.	The composite score of L-A students who take the ACT will increase from 18.7 in 2024 to 21.0 in 2025. RESULT: 20.8*; Goal Not Met (improved by 2.1 points.) English: +2.1 points* Math: +2.0 points* Reading: +1.9 points Science: +2.4 points* STEM: +2.2 points* Writing: +0.7 points* ELA: +2.7 points* **Highest since 2021-22*	The composite score of L-A students who take the ACT will increase from 20.8 in 2025 to 21.0 in 2026. Goal Status – Not met with a 2026 score of 20.7	The composite score of L-A students who take the ACT will increase from 20.7 in 2026 to 21.0 in 2027.
All students prepared to be lifelong learners.		An assessment rubric measuring individual students' Personal Skill Development will be utilized by at least 25 teachers in the 4th quarter of Spring 2026. Goal Status: Goal Met All 6th-12th grade teachers submitted personal skill development grades for 3rd and 4th quarters of the 2025-26 school year with students meeting the	At least 90% of student personal skill development scores for the 4th quarter of the 26/27 school year for grades 6-12 will meet the proficient or advanced level for self-skills, team, and leadership skills.

		proficient or advanced level at 80% for self-skills, 86% for team skills and 84% for leadership skills.	