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Comprehensive Achievement and Civic Readiness Report 2025-2026

(formerly World's Best Workforce)

Presented by Dr. Amy Luckner
Research, Evaluation, and Assessment Director

Agenda

- What is Comprehensive Achievement and Civic Readiness (CACR)?
- Enrollment
- School Attendance
- CACR Goals
  - *All children are ready for school*
  - *All racial and economic achievement gaps between students are closed.*
  - *All students graduate from high school.*
  - *All students are ready for career and college.*
  - *All students are prepared to be lifelong learners.*

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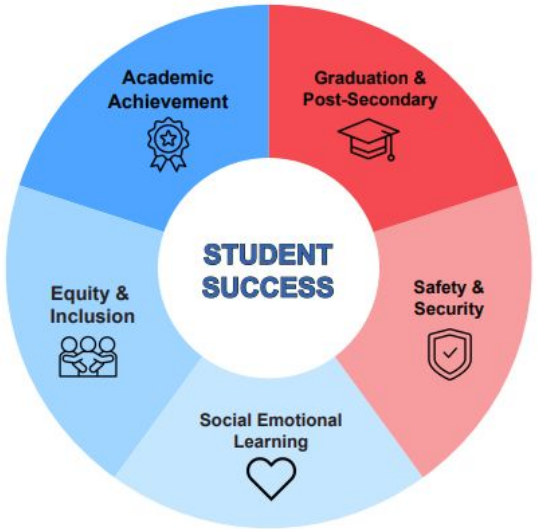
District 622 Strategic Plan 2024-2029

OUR MISSION

District 622 will inspire lifelong learners who thrive in diverse communities.



GOALS

Academic Achievement
- Students will successfully meet academic standards.

Graduation & Post-Secondary
- Students will graduate fully prepared for post-secondary success.

Safety & Security
- Students and staff will feel physically and emotionally safe at school.

Social Emotional Learning
- Students and staff will work and learn in a positive school culture that promotes personal well-being.

Equity & Inclusion
- Students, staff, and families will feel welcomed and included as valued members of our diverse school community.

Our values are the foundation of our community and guide our actions.

Inclusion • Innovation • Excellence • Growth • Collaboration • Curiosity

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Month *(subject to change)*	**Planned Board Presentations on Student Learning**
October	MCA Achievement Report
November	Comprehensive Achievement and Civic Readiness (CACR) Report
December	Middle School
January	High School / Ascend / 622 Online
February	Student Services / Multilingual (ML)
March	Elementary
April	Early Learning

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WBWF → CACR

What is World's Best Workforce?

- The World's Best Workforce (WBWF) was developed in 2013 (Minnesota Statutes 2023, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.

What is Comprehensive Achievement and Civic Readiness?

- During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation.

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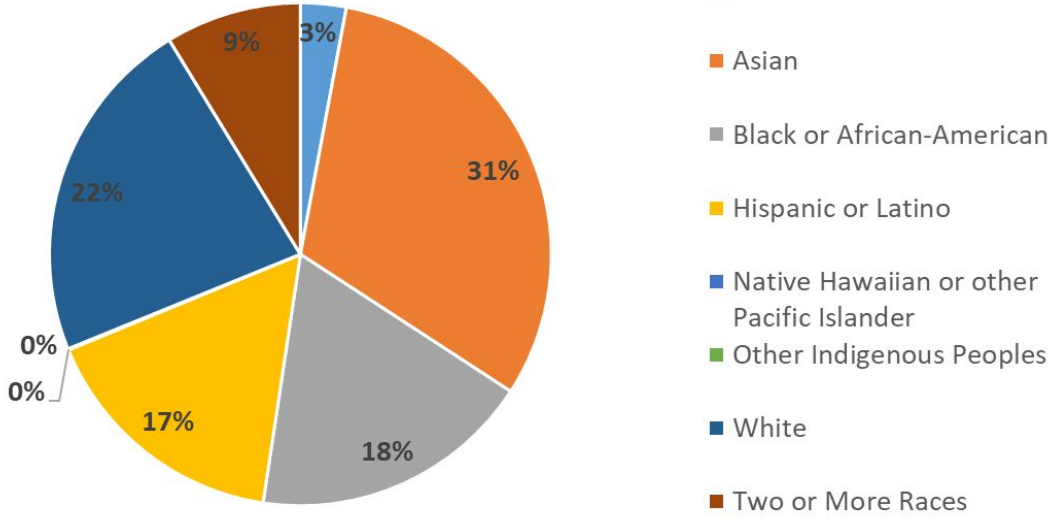
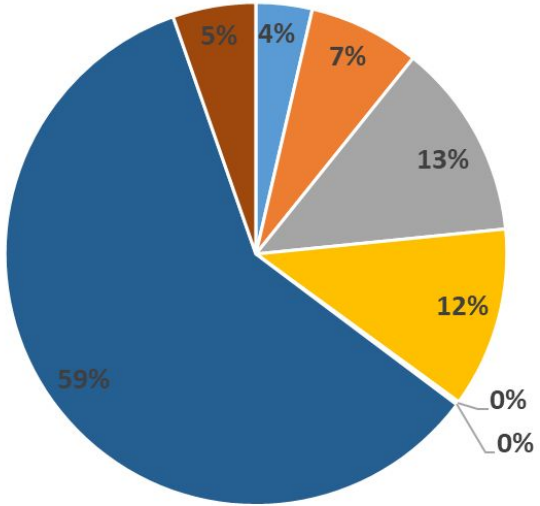
ISD 622 Students
Total School Year 2025-2026 Enrollment: 10,666



Minnesota Students



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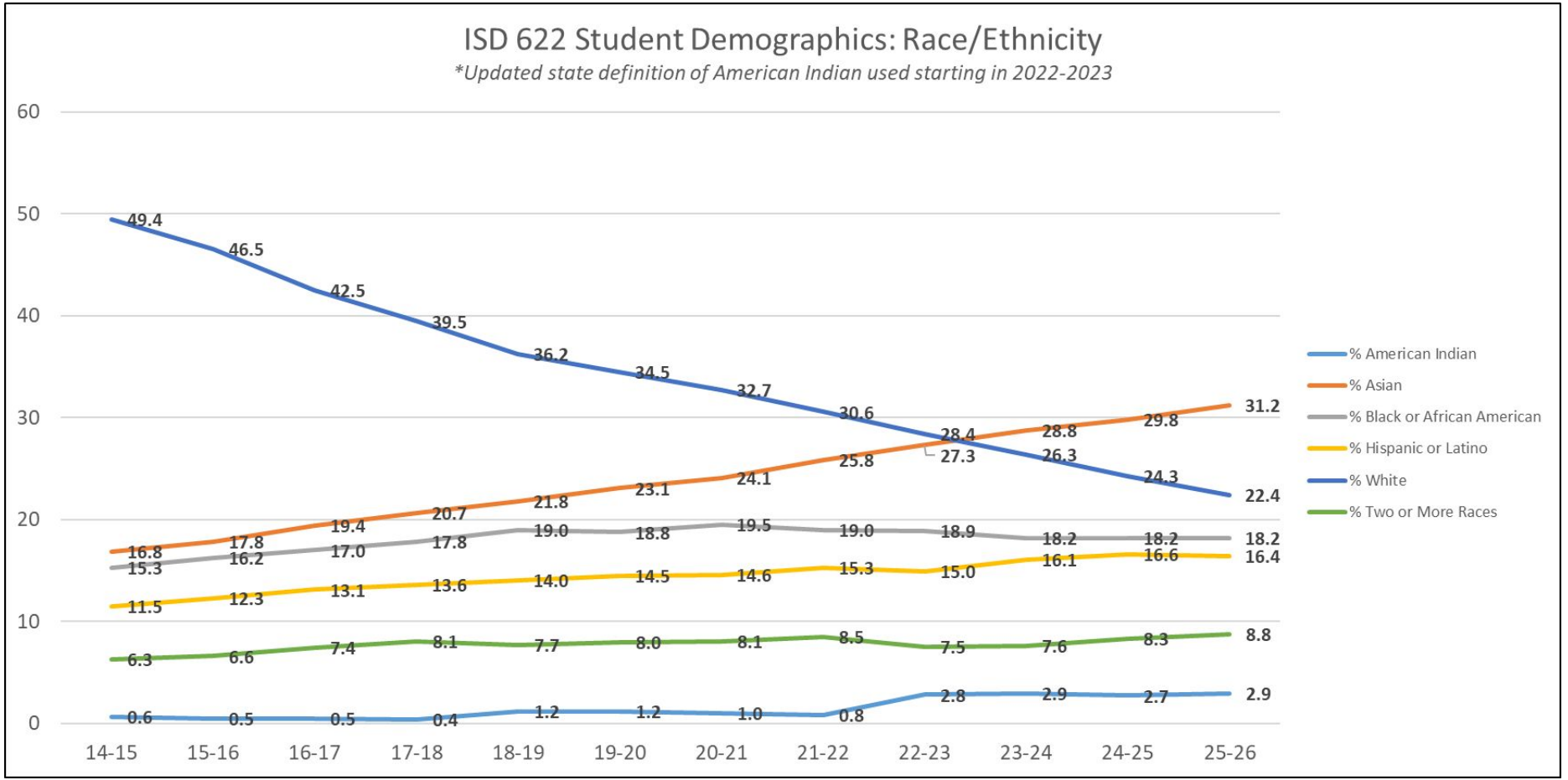
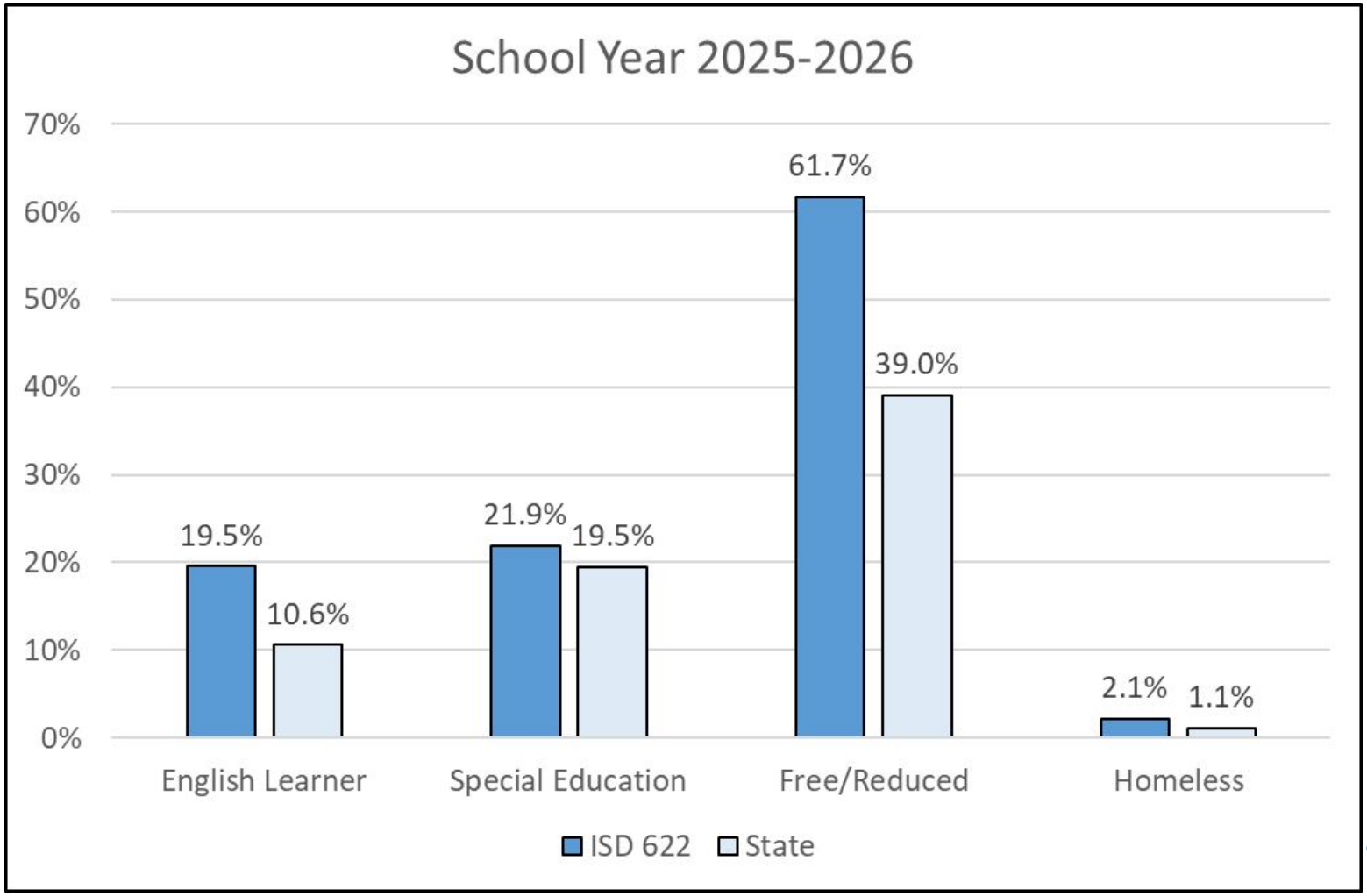

ISD 622 Student Demographics: Race/Ethnicity
*Updated state definition of American Indian used starting in 2022-2023
60
50
40
30
20
10
0
14-15
15-16
16-17
17-18
18-19
19-20
20-21
21-22
22-23
23-24
24-25
25-26
49.4
46.5
42.5
39.5
36.2
34.5
32.7
30.6
28.4
27.3
26.3
24.3
22.4
16.8
17.8
19.4
20.7
21.8
23.1
24.1
25.8
28.8
29.8
31.2
15.3
16.2
17.0
17.8
19.0
18.8
19.5
19.0
18.9
18.2
18.2
18.2
11.5
12.3
13.1
13.6
14.0
14.5
14.6
15.3
15.0
16.1
16.6
16.4
6.3
6.6
7.4
8.1
7.7
8.0
8.1
8.5
7.5
7.6
8.3
8.8
0.6
0.5
0.5
0.4
1.2
1.2
1.0
0.8
2.8
2.9
2.7
2.9
% American Indian
% Asian
% Black or African American
% Hispanic or Latino
% White
% Two or More Races



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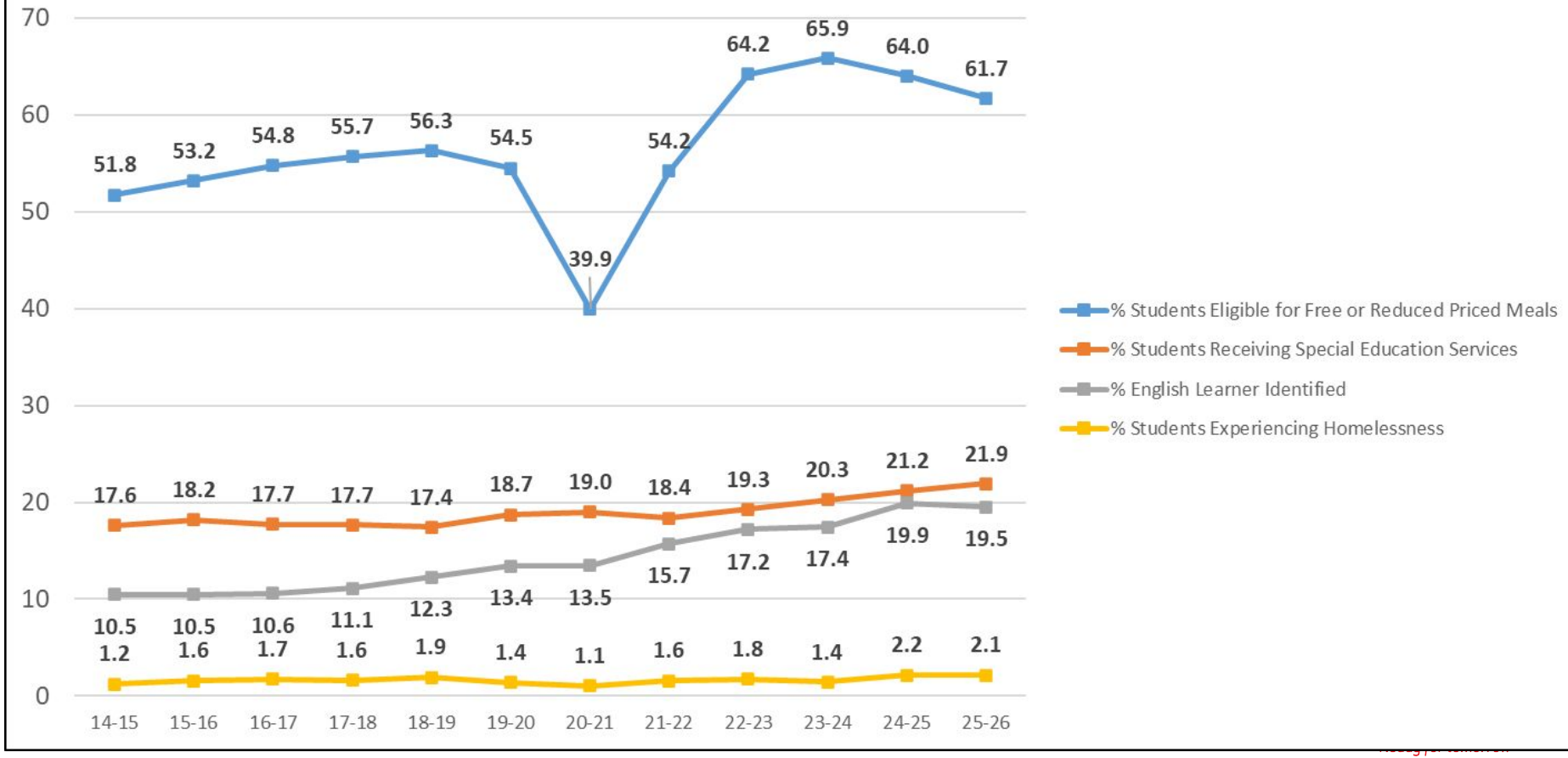
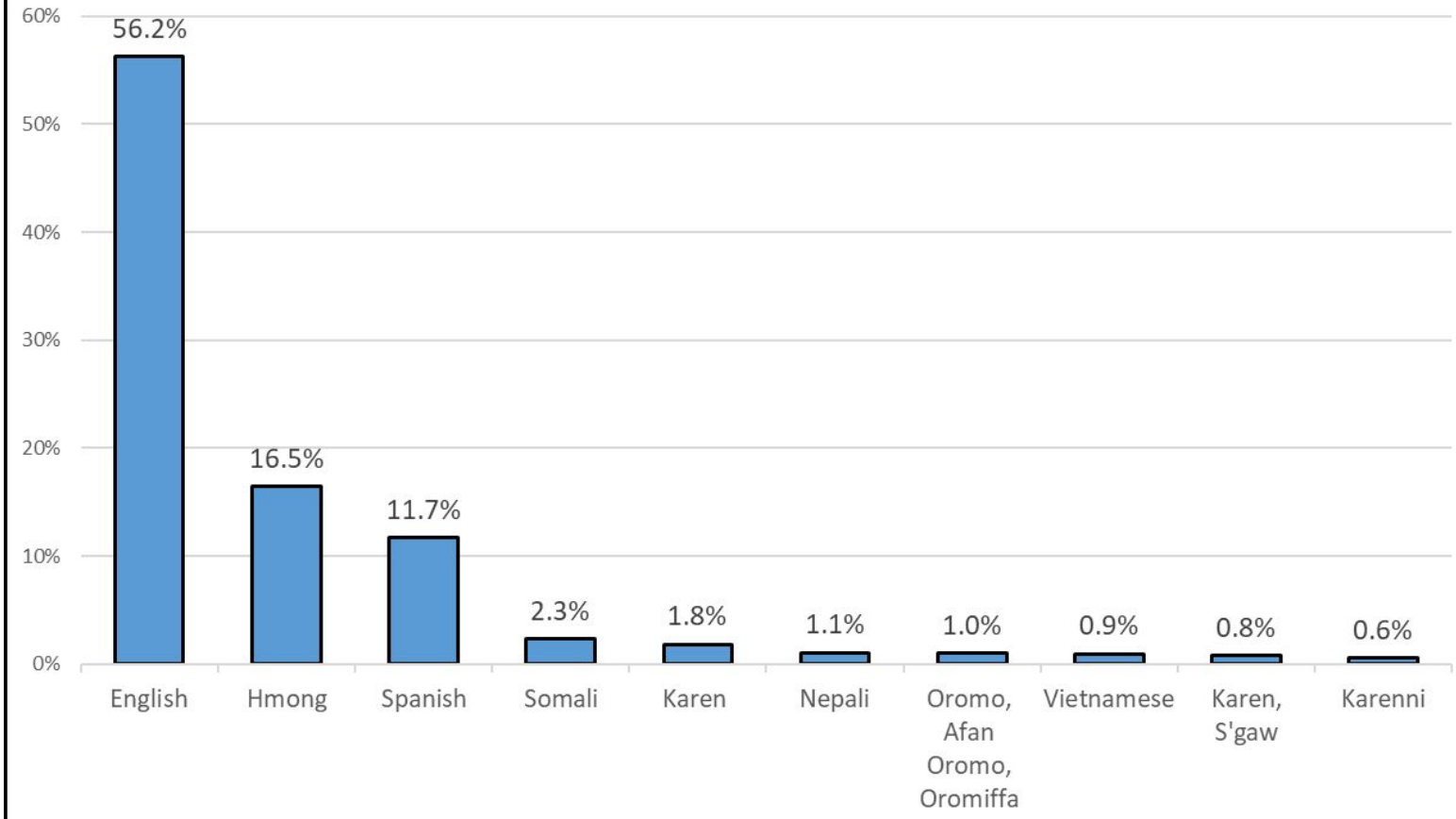
ISD 622 Student Demographics: Program Participation



ISD 622 Home Langauges (Top 10) 2025-2026

**ISD 622 families speak 74 different languages at home.*



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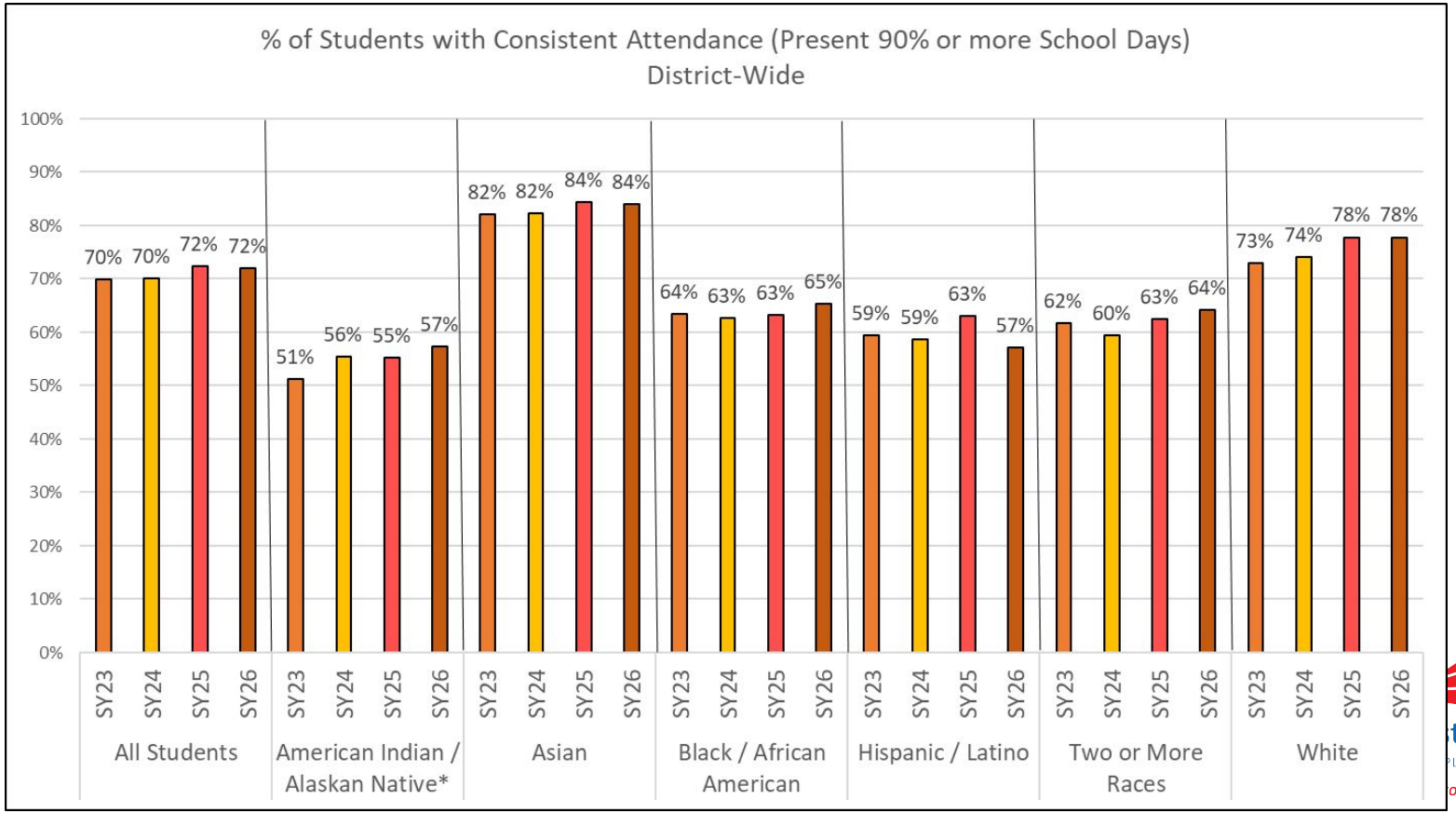
District-Wide (all grades combined)



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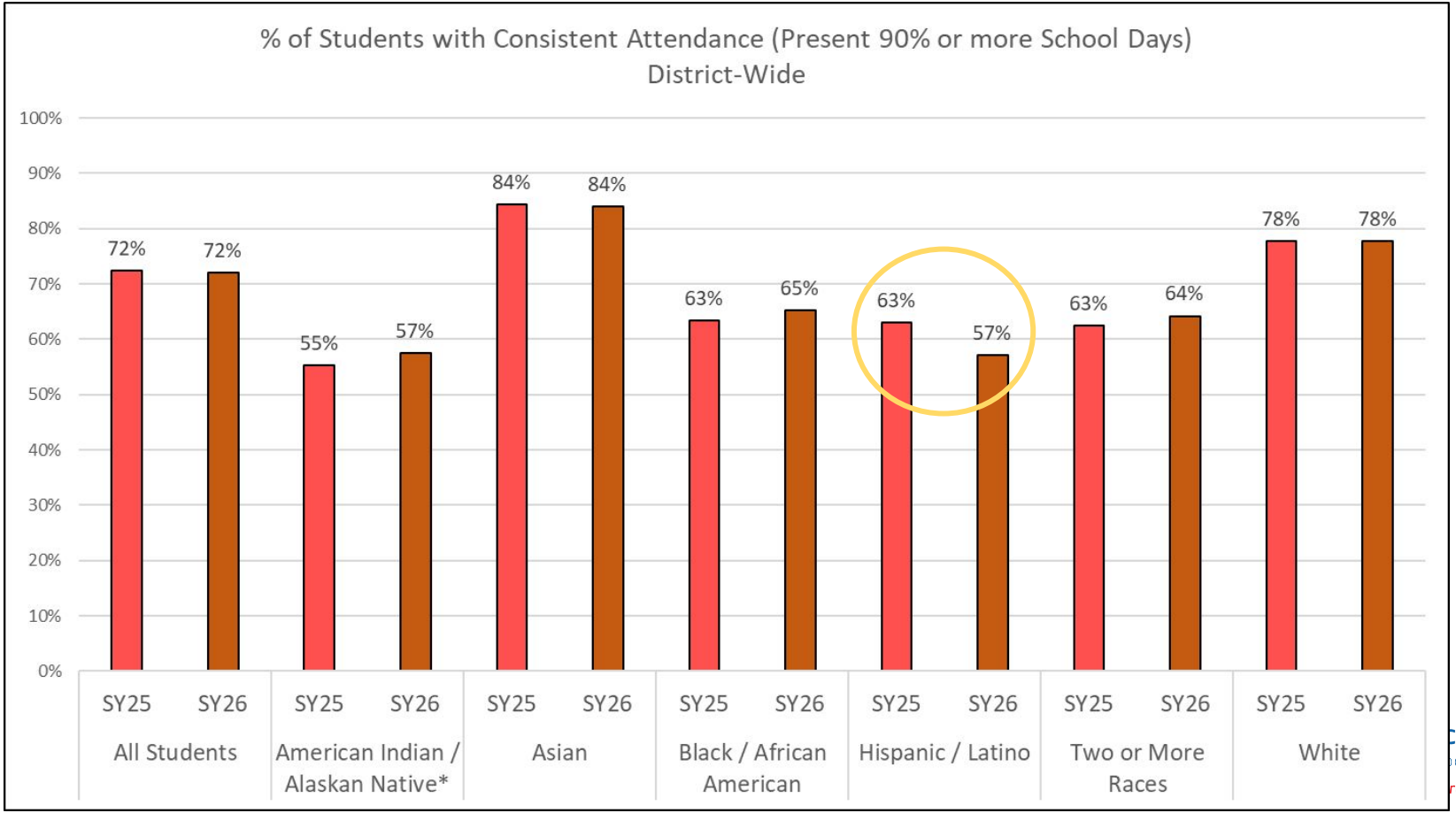
District-Wide (all grades combined)



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All children are ready for school.

New Goal for 2026-2027:

- *Teaching Strategies Gold is an observational assessment used by our Pre-Kindergarten program to measure students' growth and development.*
- *Six overall areas of development: Social, Physical, Language, Cognitive, Literacy, Mathematics*

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Teaching Strategies GOLD Overview

- Social–Emotional: Regulating emotions and behaviors, building relationships, and joining group play.
- Physical: Moving, balancing, using gross-motor muscles, and controlling fine-motor tools.
- Language: Understanding spoken words, communicating needs, and using conversational skills.
- Cognitive: Thinking, remembering experiences, problem-solving, and using symbolic thought.
- Literacy: Building alphabet knowledge, phonological awareness, print concepts, and early reading/writing.
- Mathematics: Exploring number concepts, patterns, measurement, and spatial relationships.

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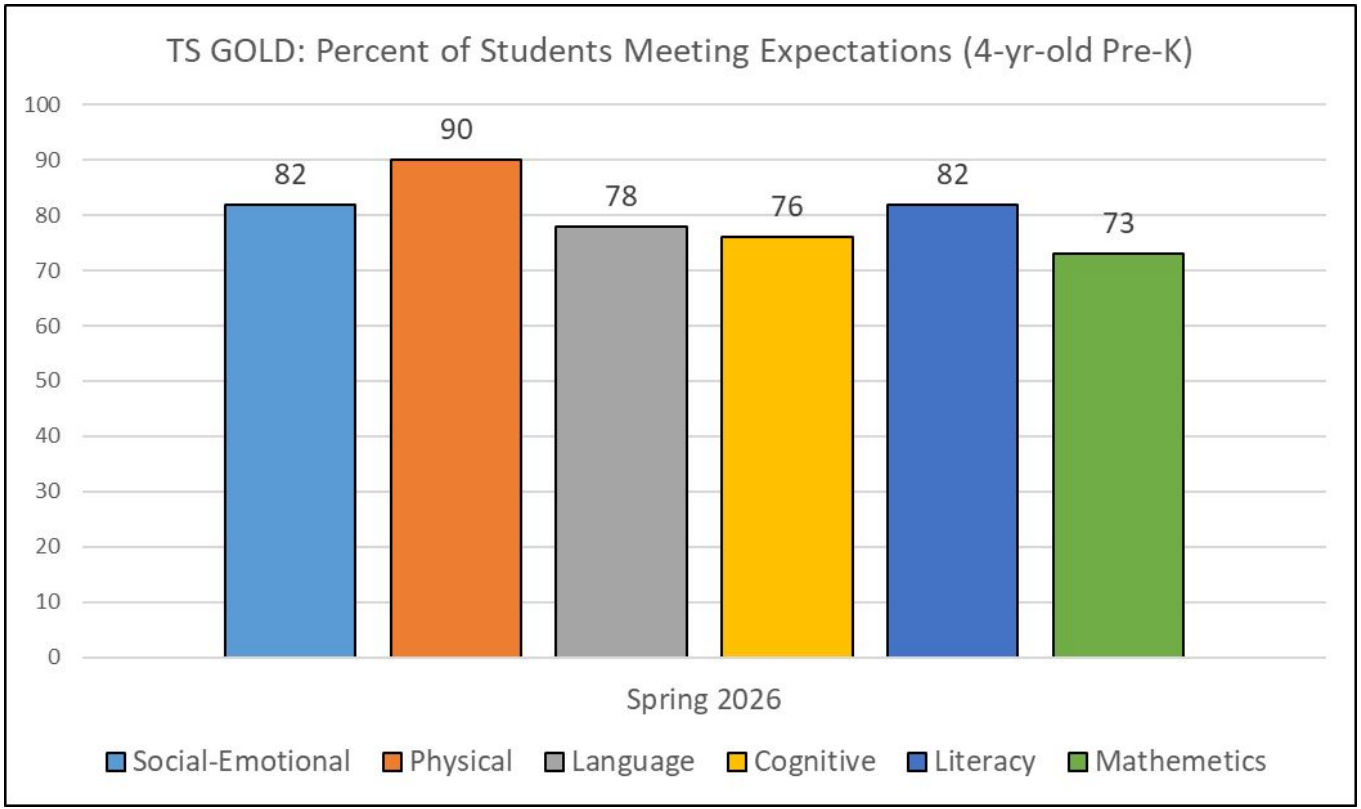
Teaching Strategies GOLD (TS GOLD)



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All children are ready for school.

2025-2026 Baseline:	Recommended 2026-2027 Goal:
The percentage of Pre-Kindergarten students meeting expectations on the TS GOLD Math domain was 73% in Spring 2026.	The percentage of Pre-Kindergarten students meeting expectations on the TS GOLD Math domain will increase from 73% in Spring 2026 to 78% in Spring 2027. *Progress on all TS GOLD domains will be monitored and shared.*

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Strategies to support goal area: *All students are ready for Kindergarten*

2025-2026

- **Literacy & Curriculum:** Implemented Science of Reading (SoR) instruction district-wide through the adoption of the *Pre-K On My Way* curriculum. Provided Early Childhood LETRS for new teaching staff.
- **Equitable Frameworks:** Ongoing training for all early learning staff on the *Early Childhood Workshop (ECW)*
- **Family Engagement:** Continued Bring Your Grown up to School Days and opportunities for Bring Your Grown Up to Kindergarten Day in the Spring.
- **Student Systems:** Refined the MTSS process and expanded inclusive opportunities for students with IEPs.

2026-2027

- **Curriculum & Literacy Alignment:** Year 2 implementation of Pre-K On My Way (grounded in the SoR), collaborating with K-5 Teaching & Learning team to ensure vertical alignment in literacy and math.
- **PLC & Staff Development:** Deepening Professional Learning Communities (PLCs) across early childhood teams, broadening understanding in the areas of early literacy and motor development to support a continuum of skill development.
- **Equitable Frameworks**: Sustaining support and continuous professional learning for the Early Childhood Workshop (ECW) Framework district-wide, including a specific emphasis on Social and Emotional learning.
- **Inclusive & Targeted Supports:** Further expanding inclusive opportunities for students with IEPs and refining the reorganized MTSS process to ensure timely, data-driven interventions

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All racial and economic achievement gaps between students are closed.

Goal:

- *The proficiency gap between our highest achieving student group and all other student groups will decrease by 5 percentage points on MCA Reading and MCA Math.*

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2026 MCA Percent Proficient	Reading		Math		Science	
	ISD 622	State	ISD 622	State	ISD 622	State
All Students	**35.0%**	48.6%	**29.4%**	45.2%	**16.2%**	25.0%
American Indian	**25.8%**	31.1%	**18.4%**	23.6%	**5.6%**	13.2%
Asian	**30.9%**	43.4%	**27.2%**	42.9%	**13.2%**	25.8%
Black or African American	**29.6%**	29.4%	**21.1%**	21.9%	**10.5%**	9.2%
Hispanic or Latino	**26.4%**	28.6%	**18.7%**	23.2%	**7.9%**	11.2%
Two or More Races	**32.2%**	49.3%	**30.8%**	43.8%	**14.7%**	25.6%
White	**54.1%**	57.6%	**48.4%**	55.3%	**33.7%**	31.0%
Students Eligible for Free/Reduced Priced Meals	**26.7%**	31.0%	**21.7%**	25.8%	**10.9%**	12.3%
Students Not Eligible for Free/Reduced Priced Meals	**48.7%**	59.6%	**42.3%**	57.2%	**24.4%**	32.5%

MCA Reading: Percent Proficient	ISD 622			MN		
	2024 (MCA-III)	2025 (MCA-III)	2026 (MCA-IV)	2024 (MCA-III)	2025 (MCA-III)	2026 (MCA-IV)
Students of Color	30.2%	30.5%	29.6%	36.3%	36.3%	34.7%
White Students	51.1%	55.2%	54.1%	58.8%	58.8%	57.6%
Difference	20.9%	24.7%	24.4%	22.5%	22.5%	22.9%
2025-2026 Change in Difference (Goal = -5%)			*-0.3*			*+0.4*
Students Eligible for Free/Reduced Priced Meals	27.7%	28.8%	26.7%	33.6%	32.8%	31.0%
Students Not Eligible for Free/Reduced Priced Meals	51.9%	50.4%	48.7%	62.6%	61.5%	59.6%
Difference	24.2%	21.6%	22.0%	29.0%	28.7%	28.6%
2025-2026 Change in Difference (Goal = -5%)			*+0.4*			*-0.1*

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MCA Math: Percent Proficient	ISD 622			MN		
	2024	2025	2026	2024	2025	2026
Students of Color	25.1%	27.6%	24.2%	29.5%	29.7%	29.4%
White Students	45.3%	48.2%	48.4%	55.7%	55.6%	55.3%
Difference	20.2%	20.6%	24.2%	26.2%	25.9%	25.9%
2025-2026 Change in Difference (Goal = -5%)			*+3.6*			*0.0*
Students Eligible for Free/Reduced Priced Meals	22.7%	25.1%	21.7%	26.9%	26.4%	25.8%
Students Not Eligible for Free/Reduced Priced Meals	46.1%	46.5%	42.3%	59.6%	58.2%	57.2%
Difference	23.4%	21.4%	20.6%	32.7%	31.8%	31.4%
2025-2026 Change in Difference (Goal = -5%)			*-0.8*			*-0.4*

All racial and economic achievement gaps between students are closed.

2025-2026 Goal:	2025-2026 Progress:	Recommended 2026-2027 Goal:
The proficiency gap between our highest achieving student group and all other student groups will decrease by 5 percentage points on MCA Reading and MCA Math.	**Reading** The racial proficiency gap decreased by 0.3 percentage points; the economic proficiency gap increased by 0.4 percentage points. **Math** The racial proficiency gap increased by 3.6 percentage points; the economic proficiency gap decreased by 0.8 percentage points.	The proficiency gap between our highest achieving student group and all other student groups will decrease by 5 percentage points on MCA Reading and MCA Math.

Strategies to support goal area: *All racial and economic achievement gaps between students are closed.*

2025-2026 District Priorities

- **Social Studies & Math Review:** Prepare for new MN Social Studies standards and launch K-12 Math review for upcoming MN Math standards with a target implementation of 2027-2028.
- **Curriculum:** Year 3 implementation of K-8 Literacy/ELA and MS Science curricula, Year 2 of the aligned HS ELA and all core HS Science (Biology, Chemistry, Physics, and Earth Science).
- **READ Act:** Continue READ Act Science of Reading professional development for staff.
- **MTSS and Restorative Culture:** Expand Multi-Tiered System of Supports (MTSS) for intervention and enrichment, and advance inclusionary and restorative discipline practices.

2026-2027 District Priorities

- **Social Studies Rollout:**Year 1 district-wide implementation of MN K-12 Social Studies standards and curricula.
- **Math Review Completion:** Finalize the K-12 Math review and select aligned curricula to prepare implementation.
- **Expanded Professional Learning Community Focus:** Deepen focus on teacher PLCs to drive collaborative instruction, data analysis, and curriculum implementation.
- **Refined Student Support Teams:** Refine the Student Support Team (SST) and MTSS process to ensure students receive targeted, timely support when they need it.
- **Intervention and Restorative Culture:** Year 1 Bridge2Read for K-5 reading intervention, 6-12 reading intervention, and 6-12 Math Bridge and Math Advisory math intervention, ongoing Science of Reading PD for staff, and district-wide restorative practices.

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All students graduate from high school.

Goal:

- *The percentage of students who graduate in four years will increase from 82.8% in 2023-2024 to 84% in 2024-2025.*

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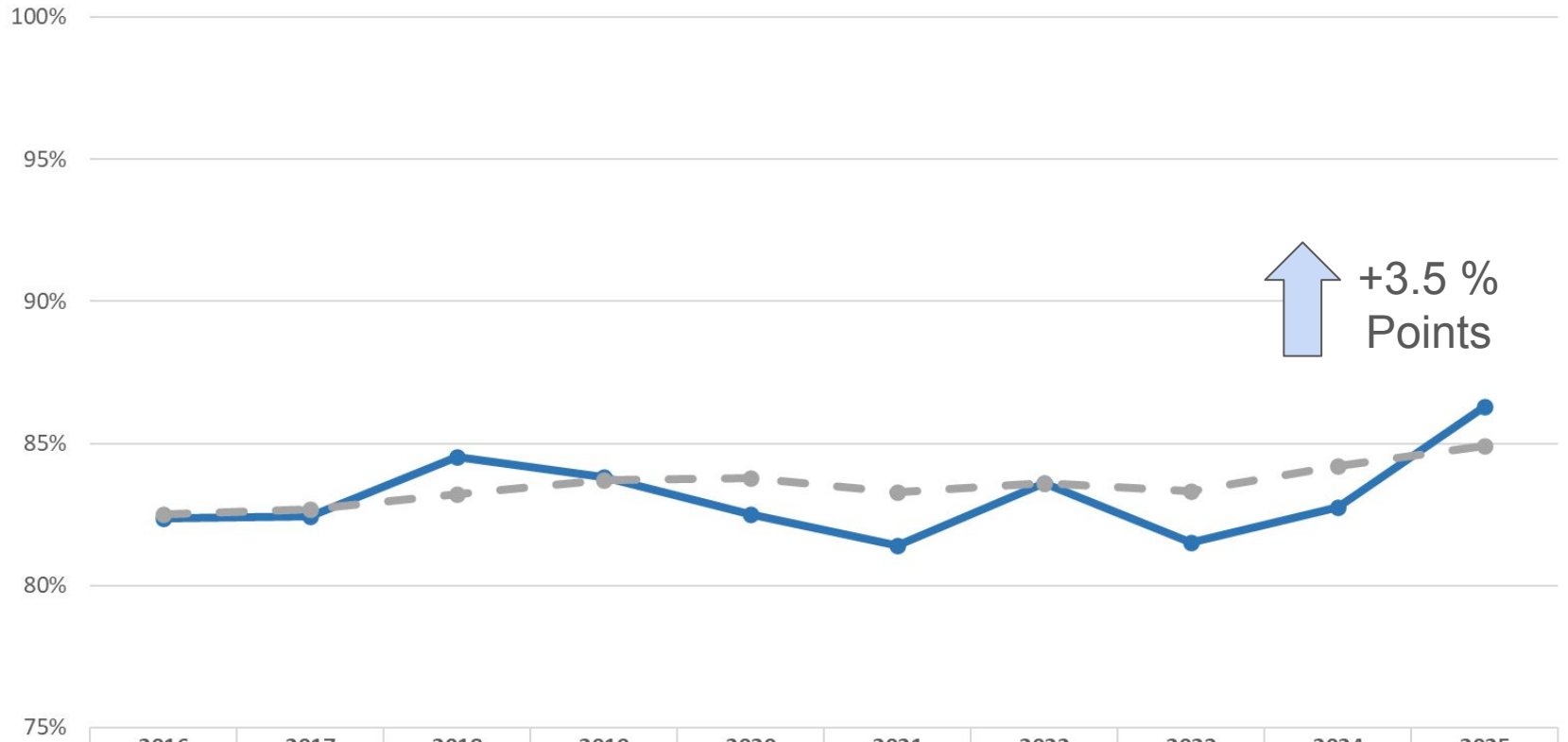
Percent of Students Who Graduated: 4-Year Rate



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
622 4-Year	82.4%	82.4%	84.5%	83.8%	82.5%	81.4%	83.6%	81.5%	82.8%	86.3%
State 4-Year	82.5%	82.7%	83.2%	83.7%	83.8%	83.3%	83.6%	83.3%	84.2%	84.9%

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Percent of Students who Graduated in 2025 *State racial and ethnic categories	**ISD 622**	**State**
All Students (4 Yr)	86.3%	84.9%
American Indian Students	84.0%	67.6%
Asian Students	91.8%	90.1%
Black Students	81.8%	76.4%
Hispanic Students	81.0%	72.4%
Two or More Races Students	80.4%	80.6%
White Students	90.4%	89.9%
English Learner Students	79.1%	67.1%
Students Receiving Special Education	71.9%	68.6%
Students Eligible for Free/Reduced Priced Meals	85.3%	76.0%

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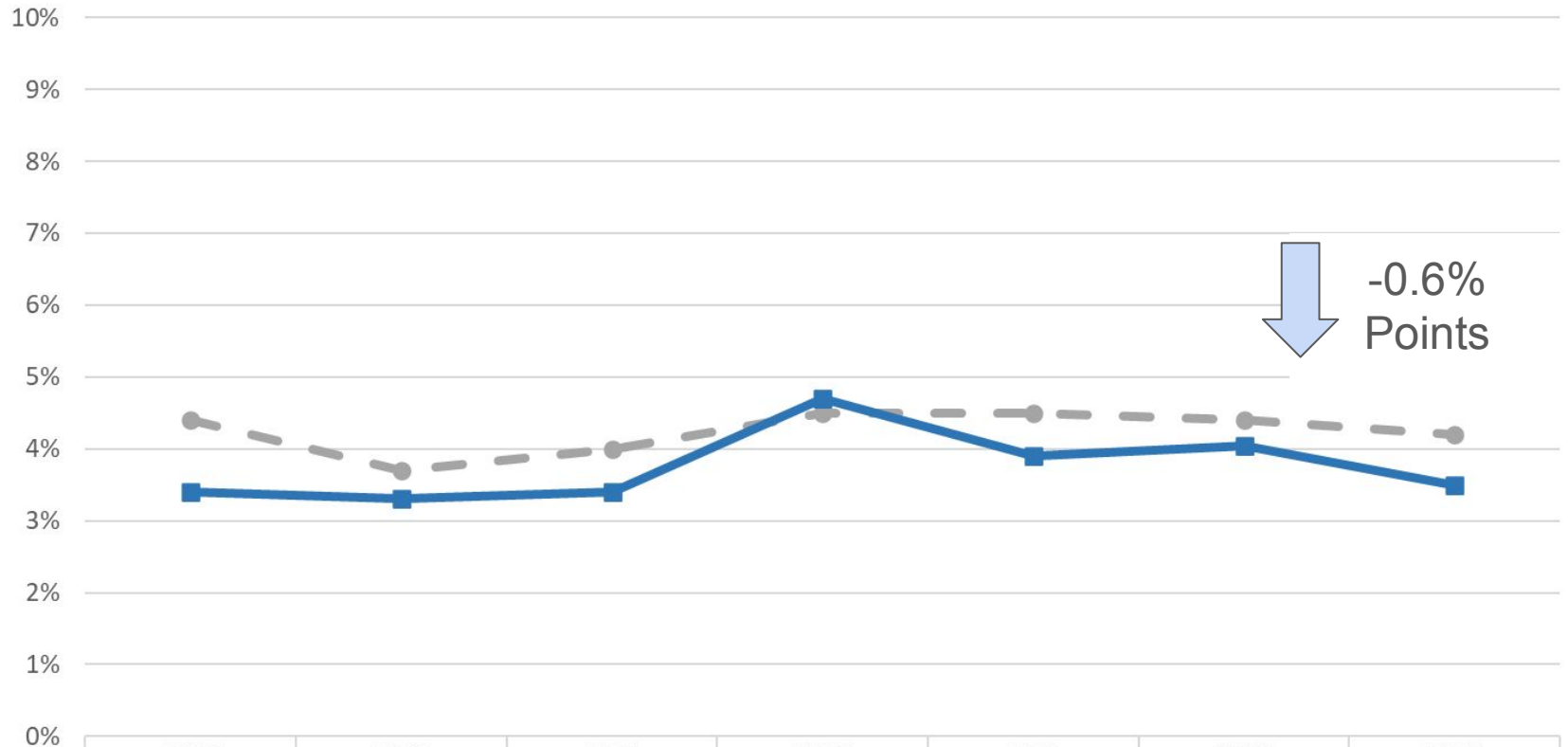
Percent of Students Who Dropped Out



	2019	2020	2021	2022	2023	2024	2025
State	4.4%	3.7%	4.0%	4.5%	4.5%	4.4%	4.2%
ISD 622	3.4%	3.3%	3.4%	4.7%	3.9%	4.1%	3.5%

Percent of Students who Dropped Out in 2025 *State racial and ethnic categories	**ISD 622**	**State**
All Students (4 Yr)	3.5%	4.2%
American Indian Students	4.0%	11.6%
Asian Students	1.0%	1.6%
Black Students	4.4%	4.3%
Hispanic Students	5.6%	10.1%
Two or More Races Students	3.9%	5.1%
White Students	2.9%	2.9%
English Learner Students	5.4%	10.8%
Students Receiving Special Education	4.4%	6.5%
Students Eligible for Free/Reduced Priced Meals	4.1%	7.0%

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All students graduate from high school.

Goal:	Progress:	Recommended Goal:
The percentage of students who graduate in four years will increase from 82.8% in 2023-2024 to 84% in 2024-2025.	Overall, 86.3% of seniors graduated from high school in 2025. *The percentage of students who graduated in 4 years increased by 3.5 percentage points from 2024 (82.8) to 2025 (86.3).*	The percentage of students who graduate in four years will increase from 86.3% in 2024-2025 to 90% in 2025-2026.

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Strategies to support goal area: *All students graduate from high school.*

- Comprehensive progress monitoring
  - 3x3 Plan - collective effort to help every student get off to a strong start to the trimester. (3.0 or above by the end of the 3rd week of the trimester)
  - Credit status checks
  - Frequent communication with students and families
  - Post secondary planning meetings
  - Off track students meet with administrators to develop a plan to get back on track
  - Informational assemblies for seniors
  - Credit recovery for students have fallen behind

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All students are ready for career and college.

Goal:

- *97% of 2026 graduating seniors will meet one of the Career and College Readiness criteria with all student groups reaching 95% or higher.*

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Career and College Readiness Criteria

- **Students who graduate in four years and meet one or more of the following criteria:**

- Earning college credits before graduation, which includes:
  - Credit in a college-credit-bearing class
    - Concurrent enrollment
    - Articulated credit
  - Postsecondary enrollment options
- Industry credentials through 916 Career & Tech Ed (CTE)
- Completion of Work Experience course
- Credit in an Advanced Placement (AP) course
- Bilingual Seal
- 3.0 GPA or higher
- ACT Composite Score of 21 or higher

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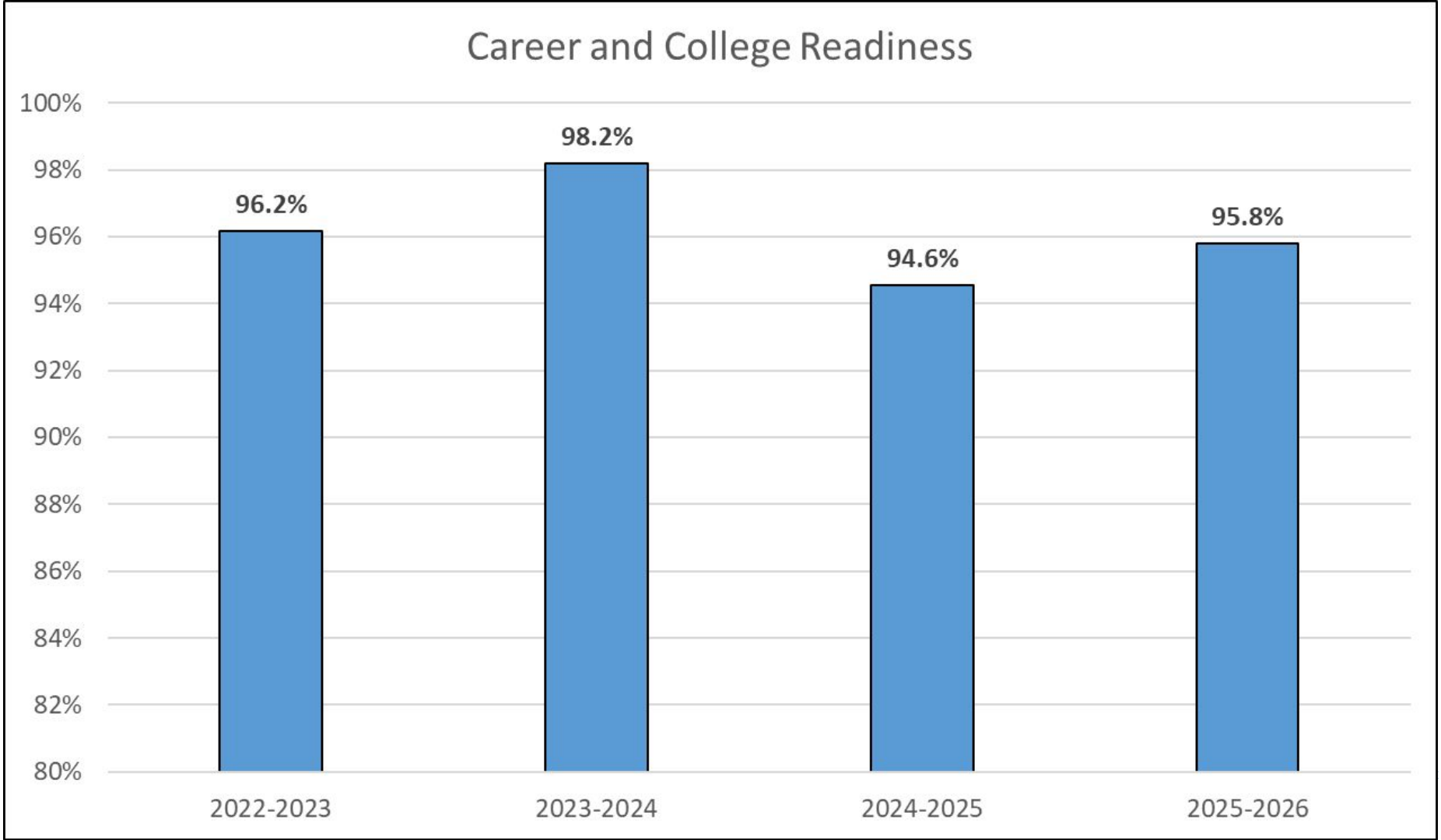
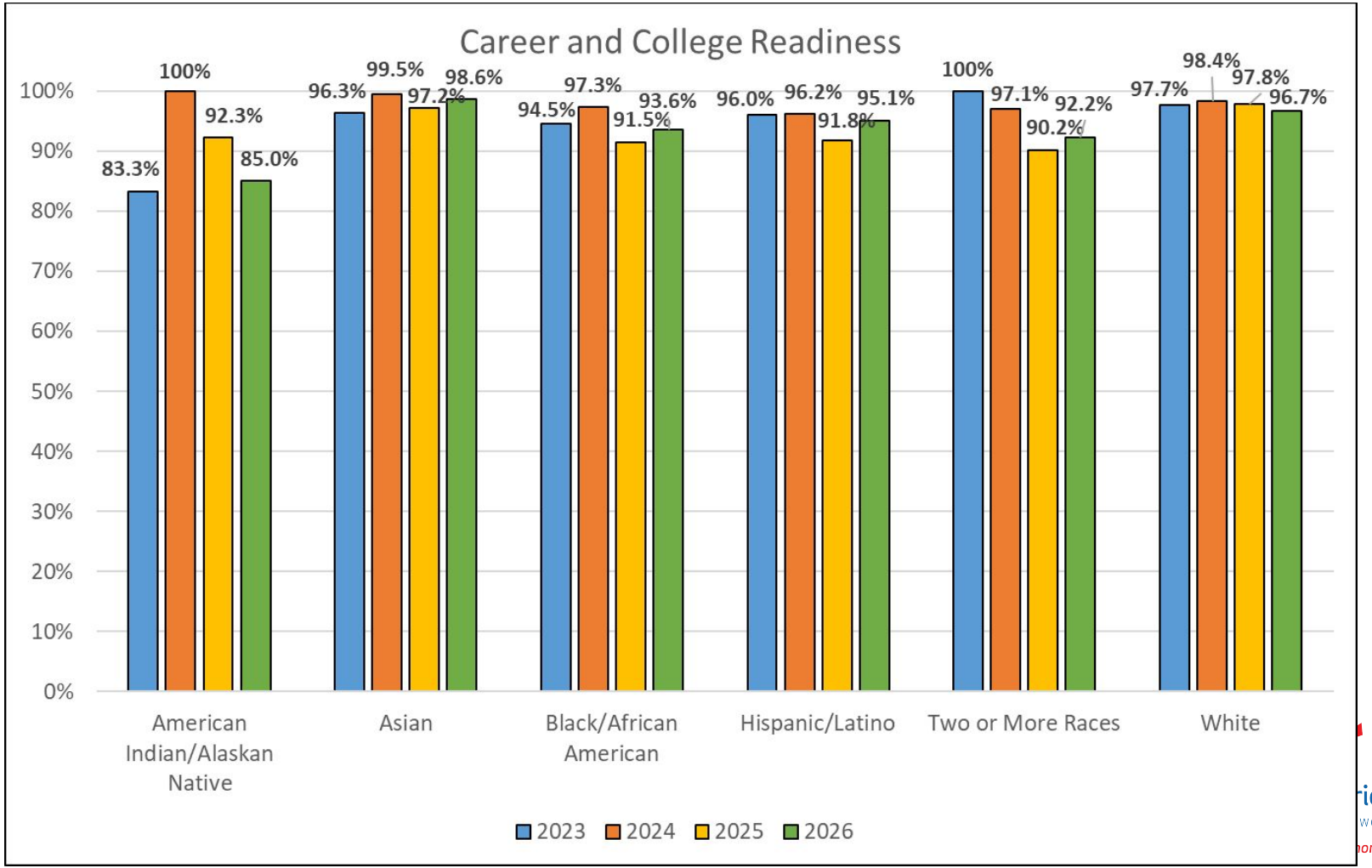

Career and College Readiness
100%
98%
96%
94%
92%
90%
88%
86%
84%
82%
80%
96.2%
98.2%
94.6%
95.8%
2022-2023
2023-2024
2024-2025
2025-2026


Career and College Readiness
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
83.3%
100%
92.3%
85.0%
96.3%
99.5%
97.2%
98.6%
94.5%
97.3%
91.5%
93.6%
96.0%
96.2%
91.8%
95.1%
100%
97.1%
90.2%
92.2%
97.7%
98.4%
97.8%
96.7%
American Indian/Alaskan Native
Asian
Black/African American
Hispanic/Latino
Two or More Races
White
2023
2024
2025
2026

All students are ready for career and college.

2025-2026 Goal:	2025-2026 Progress:	Recommended 2026-2027 Goal:
97% of 2026 graduating seniors will meet one of the Career and College Readiness criteria with all student groups reaching 95% or higher.	Overall, 95.8% of 2026 graduating seniors met one of the Career and College Readiness criteria. *The percentage of 2026 graduating seniors who met one of the Career and College Readiness criteria increased by 1.2 percentage points from 2025 (94.6) to 2026 (95.8).*	97% of 2027 graduating seniors will meet one of the Career and College Readiness criteria with all student groups reaching 95% or higher.

Strategies to support goal area: *All students are ready for career and college.*

- Direct Admissions MN participation at all 3 high schools
- Continue audit of early college credit opportunities to seek out new opportunities
- Continued Career Pathways opportunities - expanded health careers pathway (Certified Nursing Assistant and Medical Careers)
- Peer tutoring opportunities
- YouScience interest and aptitude inventory given in 9th grade to help inform registration decisions
- Continued support of PSEO, Concurrent Enrollment, and 916 Career and Tech Ed offerings
- Career and college panels

Agenda

- What is Comprehensive Achievement and Civic Readiness (CACR)?
- Enrollment
- School Attendance
- CACR Goals
  - *All children are ready for school*
  - *All racial and economic achievement gaps between students are closed.*
  - *All students graduate from high school.*
  - *All students are ready for career and college.*
  - ***All students are prepared to be lifelong learners.***

School District 622
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Ready for tomorrow

All students are prepared to be lifelong learners.

New Goal for 2026-2027:

- *The percentage of high school students participating in one or more athletics or activities will increase from 51% to 60%.*

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All students are prepared to be lifelong learners.

2025-2026 Baseline:	Recommended 2026-2027 Goal:
51% of high school students participated in one or more athletics or activities during the 2025-2026 school year.	The percentage of high school students participating in one or more athletics or activities will increase from 51% to 60%.

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Strategies to support goal area: *All students are prepared to be lifelong learners.*

- Activities committee
  - Increase participation
  - Support feeder programs
  - Increase community engagement

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Recommended 2026-2027 Goals

All children are ready for school.	The percentage of Pre-Kindergarten students meeting expectations on the TS GOLD Math domain will increase from 73% in Spring 2026 to 78% in Spring 2027.
All racial and economic achievement gaps between students are closed.	The proficiency gap between our highest achieving student group and all other student groups will decrease by 5 percentage points on MCA Reading and MCA Math assessments.
All students graduate from high school.	The percentage of students who graduate in four years will increase from 86.3% in 2024-2025 to 90% in 2025-2026.
All students are ready for career and college.	97% of 2027 graduating seniors will meet one of the Career and College Readiness criteria with all student groups reaching 95% or higher.
Prepare students to be lifelong learners.	The percentage of high school students participating in one or more athletics or activities will increase from 51% to 60%.