



Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Minnesota Education Grant System](#) (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize Every Student Succeeds Act (ESSA) funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to CACR.MDE@state.mn.us.

District or Charter Name: Becker Public Schools

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Annual Public Meeting

These annual public meetings are to be held in the fall of each school year.

CACR Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners:

<https://sites.google.com/a/isd726.org/curriculum/comprehensive-achievement-civic-readiness?authuser=0>

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

The district last conducted a large-scale climate survey in 2022 as part of the strategic planning process. The survey collected input from staff, students, and families to inform district goals around engagement, belonging, and continuous improvement. Overall, the results reflected strong relationships between students and staff, a high level of family trust in teachers and principals, and a shared desire for more consistent communication and increased focus on student mental health and belonging.

Since that time, each building has continued to gather perception data and monitor connectedness and satisfaction through a variety of ongoing processes:

- **Primary School (PS):**
 - Staff regularly review *Positive Behavioral Interventions and Supports (PBIS)* data, including office discipline referrals (ODRs) and attendance trends, to identify areas of strength and need in student connectedness.
 - *Tier 1 Social-Emotional Learning (SEL)* meetings provide opportunities for teachers to collaborate on strategies that strengthen classroom climate and Tier 1 supports.
 - Families of students receiving *Alternative Delivery of Specialized Instructional Services (ADSIS)* complete an annual satisfaction survey to provide feedback on communication, support, and student progress.
- **Intermediate School (IS):**
 - A *PBIS* survey is conducted with students, staff, and a parent representative to assess perceptions of safety, respect, and belonging.
 - Interventionists attend PLC meetings to hear directly from teachers about how instructional supports and interventions are being received and to identify ways to enhance student engagement and success.
- **Middle School (MS):**
 - Students complete a *climate and connectedness survey* that measures their sense of belonging, safety, and relationships with peers and adults.
 - Staff participate in periodic “pulse checks” and Tier 1 team discussions to monitor staff well-being and gather qualitative feedback on school climate.
- **High School (HS):**

- Students complete a *climate and connectedness survey* and staff participate in a *beliefs activity* during workshop week to reflect on shared values and expectations for the school community.
- *Minnesota Student Survey (MSS)* data are reviewed collaboratively with staff to guide discussions around engagement, safety, and inclusivity.
- **Districtwide:**
 - The district utilizes SAEBRS/*mySAEBRS* data to help identify and monitor student well-being and social-emotional needs.
 - The Executive Team and District Cabinet gather feedback from staff to inform district level climate health.

These ongoing feedback systems, while not replacing a comprehensive districtwide climate survey, ensure that each building has mechanisms in place to listen to its stakeholders and respond proactively. The next large-scale climate survey is planned to align with the next phase of the district’s strategic plan update to ensure longitudinal data and stakeholder voice continue to inform improvement priorities.

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. 80% of students enrolled in BPS early learning programs who are eligible to enter kindergarten in the fall of 2025 will be on track to score in “low risk” as measured by the FastBridge early Reading assessment in the spring of 2025.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. Spring 2025: 75%	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> N/A (no kindergarten enrollment)

Repeat table for additional school readiness goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for 2024-25 School Year.</p> <ol style="list-style-type: none"> 1. The achievement gap in Reading between students eligible for free and reduced lunches and students not eligible for free and reduced lunches will decrease from a baseline of 17.1% in 2022 to 12.1% in 2025 as measured by the MCA Reading assessment (while increasing scores for both groups). 2. The achievement gap in Reading between students receiving Special Education services and students who do not receive Special Education services will decrease from a baseline of 28.9% in 2022 to 23.9% in 2025 as measured by the MCA Reading assessment (while increasing scores for both groups). 	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ol style="list-style-type: none"> 1. 2025 gap: 17.8% 2. 2025 gap: 34% 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Repeat table for additional school readiness goals as appropriate.

All Students Ready for Career and College

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>100% of students who complete the 21st Century course will develop a post-graduation plan demonstrating career and college readiness by Spring 2025.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>100% of students developed a post-graduation plan</p>	<p>Check one of the following:</p> <p>X__ Goal Met (one-year goal)</p> <p>__ Goal Not Met (one-year goal)</p> <p>__ Goal Met (multi-year goal)</p> <p>__ Goal Not Met (multi-year goal)</p> <p>__ On Track (multi-year goal)</p> <p>__ Not On Track (multi-year goal)</p>

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>The percentage of Becker students graduating from high school in four years will remain at or above 90% in 2025.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>2024 rate: 92.6%</p>	<p>Check one of the following:</p> <p>X__ Goal Met (one-year goal)</p> <p>__ Goal Not Met (one-year goal)</p> <p>__ Goal Met (multi-year goal)</p> <p>__ Goal Not Met (multi-year goal)</p> <p>__ On Track (multi-year goal)</p> <p>__ Not On Track (multi-year goal)</p> <p>__ N/A (no 12th grade enrollment)</p>

Repeat table for additional school readiness goals as appropriate.

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>The percentage of Becker students who score in the Low Risk category of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS/mySAEBRS) will be at or above 90%.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Winter 2025: 87%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Repeat table for additional school readiness goals as appropriate.