



Comprehensive Achievement and Civic Readiness (CACR)
Achievement and Integration Update
Annual Summary Report 2024-25



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Presented on December 3, 2025 by: Donna Roper & Ayan Omar

Continuous Improvement Process (CIP) – Authentic Responsibility Model (ARM)

District Leaders

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Principals/Program Directors
Assistant Principals
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Introduction & Background

On October 29, 2025, the district held a summary update of the Comprehensive Achievement and Civic Readiness Report (CACR) and a summary update on the established progress of year two for its Achievement and Integration Plan (A&I). To see a copy of this update, [click here](#).

During the 2024–25 school year, district leaders set process and outcome goals for this reporting requirement and gathered evidence to assess progress. In collaboration with colleagues and leadership teams, they evaluated whether the evidence collected was sufficient to determine progress across all areas of the CACR and A&I Plan reports.

Understanding this report requires recognizing how Minnesota's key educational mandates, the Comprehensive Achievement and Civic Readiness (CACR) plan, the Achievement and Integration

(A&I) program, and the district's Strategic Plan all work together. The CACR mandate, which replaced the World's Best Workforce (WBWF), outlines five statewide goals, including school readiness and career preparation. The A&I program, required for Racially Isolated districts such as St. Cloud, provides targeted, funded strategies to promote racial and economic integration and reduce academic disparities. Together, these frameworks support the district's broader strategic goals, which is why the St. Cloud Area Schools report includes detailed achievement and integration goals for various student groups.

Although CACR reporting does not capture the full scope of the district's Strategic Plan in a single cycle, the district regularly shares progress through work sessions, annual retreats, and leadership updates. The following report reflects a point-in-time summary intended to provide transparent information about progress in St. Cloud Area Schools.

NEW: CACR report now requires information related to stakeholder surveys.

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.

District Summary of Stakeholder Perception Data

Overview of Survey Administration

The district conducts perception surveys of students, staff, and families three times per year, in the fall, winter, and spring, using an Enterprise version of the SurveyMonkey platform. This consistent schedule ensures that we can gather timely information related to school climate, safety, belonging, communication, collaboration, and academic supports across all grade levels. In alignment with State Department requirements, the district administers surveys in families' home languages whenever appropriate and practicable. All family surveys are provided in English, Somali, and Spanish, which represent the primary languages spoken across our community. This multilingual approach is critical for ensuring accessibility and for engaging parents and caregivers whose voices have historically been underrepresented in English-only survey formats.

Supplemental Methods to Improve Representation

While surveys are a valuable mechanism for system-wide data collection, the district recognizes that traditional survey tools have not always captured the full breadth of experiences and needs—particularly among our Somali- and Spanish-speaking families. In response, we have expanded our engagement model to include:

- Regular focus groups with multilingual families
- Affinity-group meetings centered on cultural, linguistic, or demographic communities
- Interpreter-supported listening sessions held at school sites and community locations

- These supplemental methods have significantly improved the quality, authenticity, and depth of information we receive, helping us understand barriers, cultural nuances, and family expectations that surveys alone cannot fully illuminate.

High-Level Summary of Most Recent Survey Findings

Across the most recent cycle of stakeholder surveys (students, licensed staff, and families), several clear patterns emerged:

1. Strong Adult–Student Relationships

Across grades 3–12, students report high levels of trust and connection with staff at their schools. Most students indicate they feel welcomed by their teachers, know at least one adult who cares about them, and can go to an adult when they need help. Licensed staff similarly report strong adult–student relationships districtwide.

2. Positive Family Perceptions of School Climate and Communication

Family responses across the English, Somali, and Spanish versions of the survey reflect high levels of confidence in school safety, communication, and overall climate. Parents consistently report feeling welcomed and believe their child’s school supports learning.

3. Areas for Continuous Improvement: Peer-to-Peer Relationships

A districtwide perception gap emerged related to student-to-student interactions:

- Students report feeling more valued and connected to teachers than to classmates.
- Measures of peer kindness, inclusion, and respectful behavior are notably lower than staff-student relationship measures, especially at the middle and high school levels.
- Staff responses reinforce this pattern, identifying peer respect and peer collaboration as relative growth areas.
- Family responses also perceive low levels of kindness and respect from student-to-student behaviors and levels of kindness and respect to each other as being low.

4. Use of Data for Continuous Improvement

Individual school sites and the district leadership team integrate survey results into the continuous improvement process, using them to identify trend lines, monitor progress, and adjust strategies.

Findings inform:

- Building-level continuous improvement plans

- Professional learning for staff
- Family engagement strategies
- Student belonging and social-emotional learning initiatives
- Equity-focused supports for multilingual and minoritized communities

These data points, combined with focus group insights, ensure that our decisions are informed by the lived experiences of the communities we serve.

Conclusion

By surveying students, staff, and families multiple times per year in the languages spoken in our community and supplementing those surveys with culturally responsive focus groups and affinity-group engagement, the district meets and exceeds the State Department's expectations for stakeholder input. More importantly, the combination of quantitative and qualitative data allows us to identify meaningful perception gaps and take actionable steps toward improving belonging, peer relationships, communication, and overall satisfaction across our schools.

The CACR Foundational Reported Goals and Results for 2024-25.

Goal Area 1: All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <ul style="list-style-type: none">• By 2026, 100% of Kindergarten students will receive early childhood screening• Ensure all known 4-year-olds on the PreK waitlist are offered access to high quality readiness resources	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none">• 85% of incoming Kindergarten students received early childhood screening by Dec. 1, 2025.• 100% of 4-year-olds on the waitlist were offered at least one readiness resource opportunity.	<p>Check one of the following:</p> <p><input checked="" 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 type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>
<p>Notes: The district views readiness as both student and system readiness. Strong collaboration with community preschool providers supports early identification and early intervention.</p>		

Goal Area 2: Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for 2024-25 School Year. <ul style="list-style-type: none"> 100% of schools will identify students “on track to high school” using established indicators. 100% of students will complete career interest surveys. Schools will monitor attendance, behavior, and math proficiency indicators. 	Provide the result for the 2024-25 School Year that directly ties back to the established goal. <ul style="list-style-type: none"> All schools used EduClimber to identify students not on track. All students completed Xello interest activities; elementary documented strengths/interests in EduClimber. All sites review attendance, behavior, course grades (ABC's) and periodic reading and math proficiency on a regular basis. 	Check one of the following: <p><input checked="" 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 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>
<p>Notes: St. Cloud Area Schools remain focused on eliminating achievement disparities. Despite extensive efforts, including community partnerships, expanded learning supports, and Opportunity-to-Learn equity work, gaps persist. A 20-year trend of limited movement underscores the structural inequities in resource distribution across Minnesota. The district emphasizes improving access to high-quality instruction, early literacy, and equitable learning conditions rather than perpetuating zero-sum comparisons between student racial groups.</p>		

Goal Area 3: All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. <p>Increase the percent of graduates enrolled in higher education within 16 months from 56% to 60% by 2025.</p>	Provide the result for the 2024-25 School Year that directly ties back to the established goal. <ul style="list-style-type: none"> • TBD (Data pending) 	Check one of the following: <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 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>
Notes: Source: Minnesota SLEDS data has not been provided for 2024-25 as of this reporting deadline. This information is typically reported one year in arrears.		

Goal Area 4: All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. <p>By 2028 Graduation Rates will Increase</p> <ul style="list-style-type: none"> • 4-Yr Rate will be 75% Districtwide • 7-Yr Rate will be 80% Districtwide 	Provide the result for the 2024-25 School Year that directly ties back to the established goal. <p>2024-25 Results (Grad Year 2024)</p> <ul style="list-style-type: none"> • 4-Yr Rate was 66% for Grad Year 2024) • 7-Yr Rate was 71% for Grad Year 2024 	Check one of the following: <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>

Goal Area 5: 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>By 2028 Graduation Rates will Increase</p> <ul style="list-style-type: none"> • 100% of students in grades 6–8 will complete an interest survey. • All K–5 students receiving FastBridge interventions will be progress monitored. • 90% of K–5 students will demonstrate literacy growth in FastBridge. 	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>2024-25 Results (Grad Year 2024)</p> <ul style="list-style-type: none"> • 33.3% of students completed the required survey • 44.3% of students were monitored via intervention plans • In K-2, 51% met growth expectations • In grades 2-5 68% met growth expectations 	<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>

Notes: Using a norm-referenced scale to determine growth in literacy on Fastbridge assumes students at 50% or above grew at expected rates compared to their peers who took the same assessment in the same timeframe.

Future Goal Setting Work for the 2025-26 School Year and moving forward.

As we move forward into the 2025-26 school year, we aim to continue empowering students with the essential skills needed to be lifelong learners and thriving individuals. While the district has made significant strides with the goals outlined for the upcoming school year, we believe there is an opportunity to refine these objectives to better support student growth and success. The following goals and objectives are intended to build on the district's initial framework, and they reflect our vision for fostering self-directed learning, growth mindset, social-emotional development, collaboration, global citizenship, and workplace readiness.

1. Self-Directed Learning and Goal Setting

Goal: All students will develop self-directed learning habits and the ability to set and pursue personal academic goals.

Objective: By the end of the year, students will increase their ability to set personal learning goals, track their progress, and adjust strategies as needed, as measured by self-reflection surveys and goal-setting activities.

Key Metrics:

- Student goal-setting data
- Teacher feedback
- Progress tracking via self-reflection surveys and individualized goal progress logs.

2. Growth Mindset and Lifelong Curiosity

Goal: Foster a growth mindset and a culture of lifelong curiosity in all students.

Objective: Increase student participation in extracurricular activities (clubs, competitions, academic enrichment) that promote self-driven learning by 25% by the end of the academic year.

Key Metrics:

- Participation rates in enrichment activities (clubs, competitions, academic projects)
- Student feedback on curiosity-driven learning experiences (surveys, interviews, self-reflection)

3. Social-Emotional Learning (SEL) and Resilience

Goal: All students will cultivate strong social-emotional skills and personal resilience, enabling them to adapt and thrive in an ever-changing world.

Objective: Increase student engagement in SEL-focused activities (mindfulness, conflict resolution, empathy-building) by 30% by the end of the year, as evidenced by participation logs and teacher assessments.

Key Metrics:

- SEL program participation rates
- Teacher assessments of student growth in SEL competencies (e.g., self-regulation, social awareness)
- Student feedback on SEL activities

4. Collaboration and Communication Skills

Goal: All students will develop effective collaboration and communication skills to engage in positive, productive relationships in diverse settings.

- *Objective:* 90% of students will demonstrate proficiency in collaborative projects and group work across disciplines by the end of the academic year.

Key Metrics:

- Teacher assessments of group projects and collaborative tasks
- Peer feedback on group dynamics and communication
- Evaluation of collaborative task outcomes (e.g., quality of project work, peer collaboration ratings)

5. Citizenship and Civic Responsibility

Goal: All students will develop a sense of global citizenship and civic responsibility, preparing them to contribute thoughtfully and actively in a diverse, interconnected world.

Objective: By the end of the year, at least 75% of students will participate in community service, cultural exchange, or workforce learning opportunities.

Key Metrics:

- Participation in civic and community activities
- Reflection on global learning experiences (e.g., essays, presentations)
- Teacher feedback on student engagement in global awareness activities

6. Time Management and Organizational Skills

Goal: All students will develop time management and organizational skills to effectively balance academic, personal, and extracurricular commitments.

Objective: Increase student use of time management tools (calendars, planners, digital apps) by 40% by the end of the academic year.

Key Metrics:

- Tracking use of organizational tools (digital apps, planners, etc.)
- Teacher assessments of students' ability to manage workload (due dates, project timelines)
- Student self-reflection on time management practices

7. Workplace and Entrepreneurial Skills

Goal: All students will acquire foundational workplace skills, including communication, time management, problem-solving, and entrepreneurship, to be successful in their future careers.

Objective: Ensure that 80% of students participate in work-based learning opportunities, internships, or entrepreneurial projects by the end of the year.

Key Metrics:

- Work-based learning participation rates (internships, job shadowing, entrepreneurial projects)
- Feedback from employers or mentors regarding student performance
- Entrepreneurial project outcomes (e.g., pitch success, product development)

As we move forward toward new goals, it will be crucial to gather both qualitative and quantitative data to track student progress. Teacher feedback, self-assessments, and participation metrics will be key to measuring success. Collaboration with staff in setting benchmarks for these goals will also be necessary to ensure that all students are adequately supported in their learning journey.

While the district's initial goals have laid a strong foundation, these refined objectives aim to build on that work, ensuring we provide students with the tools and mindset they need to be adaptable, resilient, and engaged lifelong learners. By continuing to foster self-directed learning, a growth mindset, SEL competencies, effective collaboration, global citizenship, time management skills, and workplace readiness, we will empower students to thrive in an ever-evolving world.

The Achievement and Integration Plan Update for 2024-25.

Goal 1	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>By 2026, graduation rates for students identifying as Black, Hispanic, American Indian, or Two or More Races will reach 85%.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> • Black: 61.2% / 65.4% • American Indian: 40% / 11.1%* • Hispanic: 48.3% / 43.8% • Two or More Races: 40.8% / 56.6% 	<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>

Goal 2	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>Increase proficiency for Black (non-EL), American Indian, Hispanic, and Two or More Races students to 50% by 2026.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> • Black: 22.5% / 25.2% • American Indian: 28.6% / 36.4% • Hispanic: 14.6% / 25% • Two or More Races: 24.1% / 31.8% 	<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>

Goal 3	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <ul style="list-style-type: none"> • Increase the percentage of students of color enrolled in AP/CIS/PSEO courses from 11% → 25% by 2026. 	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> • TBD 	<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 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>
<p>Notes:</p> <p>Source: Minnesota SLEDS data has not been provided for 2024-25 as of this reporting deadline. This information is typically reported one year in arrears.</p>		

Goal 4	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>Increase teacher diversity from 6.38% → 8% by May 2026.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> • Teacher Diversity: 8.5% 	<p><i>Check one of the following:</i></p> <p><input checked="" 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 type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Racially Identifiable School Reporting Requirement - Lincoln Elementary Results- Year 2 Update

Goal 1	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>Increase proficiency from 16.7% (2022) → 36.0% (2026)</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> Results for 24-25 is 17.8% 	<p>Check one of the following:</p> <p><input checked="" 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 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>

Goal 2	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>In the 24-25 school year:</p> <p>100% of new families will receive a welcome meeting and ongoing SEL team connections.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> All new incoming families met with staff as expected. 	<p>Check one of the following:</p> <p><input checked="" 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 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>

Goal 3	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <ul style="list-style-type: none"> Maintain or increase the number of teachers of color (baseline: 3). 	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> 2024-25 Result: Maintained/Exceeded 	<p>Check one of the following:</p> <p><input checked="" 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 type="checkbox"/> Goal Not Met (multi-year goal)</p>

Lincoln Elementary's North Star Accountability Data, Highlights and Celebrations

Strengths:

Consistent Attendance - Lincoln's standout achievement is attendance at 80.8% (2025), significantly above the state threshold of 61.8%. This represents strong student engagement and family connection to the school.

Reading Achievement Growth - Several student groups showed improvement in reading:

- Asian students: 19.0% proficient (up from 17.6% in 2023)
- Hispanic/Latino students: 19.1% proficient (up from 17.6% in 2023)
- White students: 37.8% proficient (up from 30.2% in 2023)
- Math Progress - The school showed growth in math:
- **All Students: 0.6 (above the 0.4 threshold)**
- Several groups maintaining or exceeding growth targets
- English Learner Progress - With 70.9% of EL students making progress toward proficiency, Lincoln exceeds the state threshold of 65.4%.

Areas of Strength:

- Strong overall attendance culture across all student groups
- Positive trajectory in reading for multiple demographic groups (two or more races, Hispanics, special education)
- Consistent growth indicators in math (for black, Hispanic, two or more, white and EL learner)
- Effective EL programming

These data points demonstrate Lincoln's commitment to engaging students and families, with attendance being a particularly strong foundation for learning. The reading gains across multiple student groups suggest effective instructional practices are taking hold.