

# World's Best Workforce (WBWF) Annual Report

*New Name: Comprehensive Achievement and Civic Readiness (CACR)*

Presented by L-A Superintendent Gwen Carman

October 21, 2024

# **Why Do We Have A WBWF/CACR Plan?**

Established by MN Legislature in 2013.

- To ensure every school district is making strides to increase student performance.
- Our population is aging, impacts on workforces.
- The fastest growing segment of our future workforce is students of color, and they have the lowest graduation rate.
- MN has one of the highest achievement gaps between white students and students of color.

# CACR Plan must address these goals:

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All children are ready for school

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~~All third graders can read at grade level (starting in 2024 – READ ACT)~~

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All racial and economic achievement gaps between students are closed

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All students are ready for career and college

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All students graduate from high school

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NEW: Prepare students to be lifelong learners

# How do we measure progress?

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Specific, measurable and realistic goals (data driven).

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A written plan that illustrates how we will execute the goals or initiatives.

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Key Strategy: "Align a standards-based curriculum with classroom instruction." (*From MDE Website*)

**Additional Standardized  
Reading and Math  
Assessments Used at least  
2 times/year**

*In addition to teacher  
observations and  
classroom assessments.*

- Preschool/School Readiness:
  - Work Sampling
- Kdg – Grade 5
  - FastBridge
  - NWEA (Gr. 2-5)
  - Study Island (Gr. 2-5)
- Grades 6-12
  - IXL

*Some  
standardized  
assessments  
administered  
more frequently to  
measure impact  
of intervention  
strategies.*

MN  
Comprehensive  
Assessments  
(MCAs)

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Administered in  
Spring

Reading:

Grades 3-8, 10

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Mathematics:

Grades 3-8, 11

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Science:

Grades 5, 8, 10

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# 2024 MN Comprehensive Assessments

## % of Students Meeting or Exceeding Proficiency

Grades	Math	Reading	Science
<b>Districtwide 2023 vs 2024</b>	+2.3%	+4.2%	+14%
<b>L-A vs State Averages</b>	+0.4%	+3.5%	+1.0%

All Children Enter Kindergarten Ready to Learn: *The percent of students who achieve 80% or higher proficiency based on spring Work Sampling Data in all developmental areas will increase.*

Proficiency Level	90%	80%	70%	60%
Points Needed	124	110	97	83
2024	73%	88%	100%	100%
2023	42%	85%	92%	100%
2022	22%	72%	90%	100%
2021	29%	69%	89%	94%



All Children  
Read Well By  
End of 3<sup>rd</sup>  
Grade

*State  
Avg:46.5%*

Third grade  
students meeting or  
exceeding  
proficiency on the  
2024 Reading MCAs  
was 61.5% in 2024.

Close the  
Achievement  
Gap: 2022 vs  
*2023 vs 2024*  
*Results Based on*  
*MCA Proficiency*

Reading

White vs Hispanic/Latino:

7.0% to 2.9% to 7.5%

All vs FRP:

10.9% to 3.6% to 4.2%

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Mathematics

White vs Hispanic/Latino:

21.7 % to +9.3% to 3.4%

All vs FRP:

12.6% to 9.1% to 6.8%

All Students  
Graduate  
from High  
School

## 4 Year Graduation Rates-

Computed by MDE

2019: 95.8%

2020: 90.8%

2021: 96.4%

2022: 97.7% (grad or continuing)

2023: 88.4% (grad or continuing)

# All Students Attain College and Career Preparedness


ACT COLLEGE READINESS	RESULTS (Mean Scores)
2024 L-A Students Who Took the ACT	Benchmark Minimum to Indicate a 50% Chance of Obtaining a B or Higher OR 75% Chance of Obtaining C or Higher in College Class
English: 17	18 (English Composition)
Mathematics: 18	22 (College Algebra)
Reading: 20	22 (Social Science Course)
Science: 19.5	23 (Biology)

2024 Accuplacer (taken by all students):

## Redefining College and Career Readiness

9<sup>th</sup> Grade Attendance  
Participation in Extra-Curricular Activities  
Algebra II Grade  
Community Service  
Work Based Learning  
AP, College Credits or Certificate Programs  
GPA  
ACT Benchmark Scores

2025 Measurable  
Districtwide Goals and  
Goals Specific to Grade Spans  
Will Be In the Written CACR Plan

A solid yellow right-angled triangle is positioned in the bottom right corner of the slide, pointing towards the top-left.

Additional 2024-2025 Goal:  
Prepare Students to Be Lifelong  
Learners

How to Measure?

Problem solving, attendance, perseverance,  
ability to be successful in a school community...

# Continuous Growth and Improvement: Specific 2024-2025 Action Steps

1. Standards Based Learning/Curriculum Review process  
(all grade levels, all curricular areas)
  - Continuous/ increased emphasis on student data/student outcomes
    - Breaking down standards – alignment with MN Standards
    - Curriculum Mapping with Identification of Resources
    - Assessment and Grading Best Practices – based on student knowledge & skills, less on assignment completion and behavior
2. PK, Elementary, PK-12 special education teachers completing Science of Reading training

# Continuous Growth and Improvement: Specific 2024- 2025 Action Steps

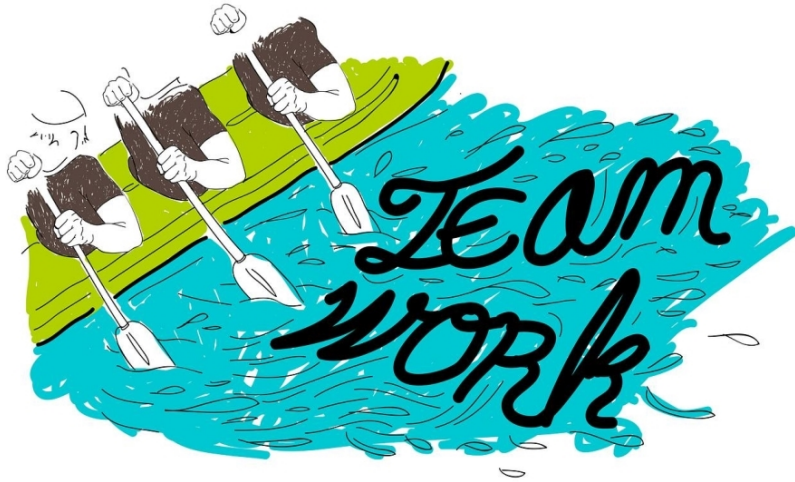
4. Teachers encouraged to visit peer or neighboring district's classrooms for observation and reflection on other teachers' instruction and curriculum implementation strategies.

5. Expand advertising and recruitment efforts to attract racially diverse teacher and staff candidates.

6. Review of English Language Arts Standards and requirements of READ Act- assessments, curriculums, teacher training for possible adoption for 2024-2025.



# Proud of the Successes of Our Entire L-A Team!



# Questions and Comments

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