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Public Schools

Comprehensive Achievement & Civic Readiness

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Students are the heart of all we do

What Is CACR?

Minnesota Statute 120B.11

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In 2024 the Minnesota Legislature renamed World's Best Workforce (WBWF) as **Comprehensive Achievement and Civic Readiness** (CACR).

The new name stresses two roles for district goals: supporting academic achievement from pre-K through 12, and preparing students to be active members of their community after graduation.

The Five CACR Goals

1. All children are ready for school
2. All racial and economic achievement gaps are closed
3. All students are ready for career and college
4. All students graduate from high school
5. All students are prepared to be lifelong learners

Our New Measures

Aligned to the Strategic Plan, with “all” as the goal

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CACR goal	How we track it	2025-26 status
1. Ready for school	Early childhood screenings completed before kindergarten	Reported: 97.8%
	TS Gold: % of Tilden students meeting benchmarks	Reported: 55–68% by area
	Fall FastBridge results of students who attended Tilden	Reported: 60% Tilden vs. 62% other K
2. Gaps closed	MCA and FastBridge achievement and growth, by student group	Reported by group
3. Career and college	% of 12th graders completing a college course or industry certification	Reported: 97.9% AP/College/PSEO/CTE
4. Graduate	4-year graduation rate, combined and disaggregated	Reported: 95.1%, with groups
5. Lifelong learners	10th–12th graders who feel supported in college and career interests	Senior survey reported; new measure on hold

Goal 1: All Children Ready for School

Kindergarten readiness, 2025-26

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Kindergarten entry skills

54.6% of fall 2025 kindergartners knew 13 letters and 8 letter sounds, up from 52.3% the year before.

Screenings Completed before Kinder

97.8%

Fall kindergarten earlyReading

Fall 2023	Fall 2024	Fall 2025	Fall 2026
59%	70%	67%	62%

Percent of all kindergartners at or above the fall benchmark.

Fall 2026, Tilden attendees: 60% vs. 62% of other kindergartners.

TS Gold: Tilden early learners (all programs) meeting expectations, 2025-26

Social-emotional	Physical	Language	Cognitive	Literacy	Math
55%	65%	57%	61%	67%	68%

Sources: district kindergarten readiness data; FastBridge fall screening, Vision Card/Data Dashboard; TS Gold

Goal 2: Achievement Gaps Closed

MCA and FastBridge achievement and growth

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All students	2024-25	2025-26	Change
MCA Reading proficiency	49.2%	46.8%	−2.4 pts (new MCA-IV test)
MCA Math proficiency	43.2%	44.1%	+0.9 pts
MCA Math growth (increased or maintained level)	53.0%	58.6%	+5.6 pts
FastBridge Reading, spring (low risk)	61%	65%	+4 pts
FastBridge Math, spring (low risk)	66%	70%	+4 pts

What the trend shows

FastBridge reading, FastBridge math and MCA math all trended up this year. MCA reading dipped slightly on the new MCA-IV assessment.

Sources: MDE Report Card and FastBridge, Vision Card/Data Dashboard. Reading growth not reported for the new MCA-IV.

Goal 2: MCA by Student Group

Percent meeting or exceeding standards

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Student group	Math 2024-25	Math 2025-26	Reading 2024-25	Reading 2025-26*
All students	43.2%	44.1%	49.2%	46.8%
Native American†	10.0%	18.5%	35.4%	25.0%
Asian	43.2%	48.5%	66.7%	53.1%
Black or African American	21.2%	28.6%	29.8%	33.3%
Hispanic or Latino	24.8%	28.7%	33.8%	27.8%
Two or more races	37.7%	38.0%	39.8%	42.1%
White	47.0%	47.0%	51.9%	49.6%
English learners	11.9%	15.2%	9.1%	18.0%
Special education	22.5%	20.1%	23.4%	24.7%
Free/reduced-price meals	28.5%	31.6%	37.7%	32.8%
Experiencing homelessness	15.6%	23.5%	20.6%	30.8%

*New MCA-IV reading test; not directly comparable. †2024-25 from the Report Card (federal race data); 2025-26 is a district count using state race codes (10 of 54 math, 13 of 52 reading). Groups under 50 students can swing year to year. Source: MDE Report Card; district MCA results.

Goal 2: FastBridge by Student Group

2025-26, grades K–9, percent at low risk or above

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Student group	Reading fall	Reading spring	Math fall	Math spring
All students	62.9%	64.8%	69.1%	70.3%
Native American	50.0%	50.0%	44.4%	58.3%
Asian	62.1%	63.8%	64.2%	63.8%
Black or African American	54.2%	56.4%	50.9%	53.7%
Two or more races	53.3%	52.7%	54.7%	56.9%
White	66.2%	68.0%	73.1%	74.4%
Special education	37.0%	38.3%	41.5%	40.7%
English learners	14.0%	14.5%	16.3%	25.4%

Gaps: Black and multiracial students trailed white students by 12–21 points in reading and math. Students in special education trailed their peers by 31–35 points; their math rate slipped slightly from fall to spring.

earlyReading/earlyMath (K–1) combined with aReading/aMath (2–9). American Indian (12 students) and Asian (58) are small groups. Special education (438 reading, 428 math students) matched by name from the district special education roster; English learners (65 students) matched by student number from the current EL roster. Free/reduced not yet available. Source: FastBridge.

Goal 2: What the Results Show

MCA results by student group, 2025-26

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Math Gains

8 of 10

student groups with a prior year rose in math. Black students gained 7 points, Native American students grew 8.5, and Hispanic students 4.

Largest Gap

28.5 pts

between students in special education (20.1%) and their peers (48.6%) in math, the one group that declined.

Reading Baseline

MCA-IV

sets a new starting point. English learners doubled to 18.0%; Hispanic students fell.

Where we focus: students in special education and Native American students (19% math, 25% reading vs. 44% and 47% overall), and EL students.

Goal 3: Ready for Career and College

College-level and career coursework of 12th graders

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84.1%
took at least one AP, College or PSEO course

89.8%
took at least one career course

97.9%
took at least one AP, College, PSEO or career course

Related indicators	2024-25	2025-26	Change
Students in College in the Schools (CIS)	518	566	+48
Students in PSEO	56	76	+20
AP exams scored 3 or higher	69.8%	80.3%	+10.5 pts
CTE course enrollments	1,789	2,580	+791

Source: transcripts of 334 12th graders; Vision Card/Data Dashboard. Industry certifications (offered through 917 starting 2025-26) not yet included.

Goal 4: All Students Graduate

4-year graduation rate, highest in five years

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Reported 2021-22	Reported 2022-23	Reported 2023-24	Reported 2024-25	Reported 2025-26
93.6%	93.2%	92.7%	93.1%	95.1%

By student group	Reported 2024-25	Reported 2025-26	Change
Hispanic or Latino (26 students)	79.2%	92.3%	+13.1 pts
White (287 students)	95.5%	96.2%	+0.7 pts
Free/reduced-price meals (106)	84.5%	86.8%	+2.3 pts
Students experiencing homelessness (19)	76.9%	84.2%	+7.3 pts
Special education (37 students)	75.5%	78.4%	+2.9 pts

Native American,, Asian, Black, two or more races and English learner groups were too small for MDE to report.

Source: MDE Report Card, 4-year graduation rate (2025-26 report = Class of 2025, data as of April 3, 2026)

Goal 5: Lifelong Learners

Support for students' college and career interests

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2025-26 senior survey · 236 responses

92.8%
agree course options appropriately challenged them

86.0%
agree course options sparked their interest

70.3%
agree they had access to career exploration*

80.5%
plan to attend a 2- or 4-year college

Pathways Launched

New Pathways Guide and Course Guide, with registration through Xello.

Career Exploration

High schoolers and 8th graders took the Xello career interest inventory.

New Courses

115 students in Culinary and 111 in Healthcare Careers.

Our measure: next steps

With the changes to our Pathways, we are continuing to develop proactive data gathering for grades 10–12, in place of reflective 12th-grade data.

*Speakers, practitioners, internships; another 26.7% somewhat agreed. Sources: 2025-26 senior survey; Vision Card/Data Dashboard; Superintendent Goal Progress 2025-26

Discussion/Questions