



2025 – 2026

Comprehensive Achievement & Civic Readiness and Achievement & Integration Report 2024–25

November 3, 2025

Excellence, Equity, Empowerment. Every Student, Every Day.



MANKATO AREA PUBLIC SCHOOLS

MISSION & CORE VALUES

MISSION

Excellence, Equity, Empowerment. Every Student,
Every Day.

CORE VALUES

- Courage
- Student Centered
- Integrity
- Accountable
- Inclusive Practices



Strategic Directions: Focus of Our Improvement Efforts

- A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible
- B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs
- C. Recruiting, developing, and retaining staff to ensure positive learning experiences for students
- D. Strengthening our parent/caregiver partnerships and connections
- E. Ensuring safe, efficient and effective operations

Comprehensive Achievement & Civic Readiness

During the 2024 session, the Minnesota Legislature renamed The World's Best Workforce (WBWF) to Comprehensive Achievement and Civic Readiness (CACR). This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

Mankato Area Public Schools engaged in a strategic planning to develop a comprehensive Strategic Roadmap which includes our Strategic Directions. Imbedded within the Strategic Directions are the five goals set forth in CACR.

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MAPS Strategic Roadmap & CACR Goals

	All students are ready for school.	Close the Achievement Gap(s) Between Student Groups.	All students are ready for career and college.	All students graduate from high school.	All students prepared to be lifelong learners.
A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible.	A.1 Success measured by the percentage of Kindergarten students who meet the winter literacy benchmark for DIBELS	A.2 Success measured by 3rd-11th grade student performance on Minnesota state assessments	A.4 Success measured by the percentage of high school students participating in career pathway experiences	A.3 Success measured by four-year and seven-year graduation rates.	
B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs		B. 1 Success measured by percentage of students with consistent school attendance B. 2 Success measured by number of suspensions across student groups			B. 3 Success measured by MAPS students' sense of belonging at their school
D. Strengthening our parent/caregiver partnerships and connections					D.2 Percentage of family survey respondents who report satisfaction with their child's school. D.3 Success measured by the number of active community partnerships that provide learning opportunities for students

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Adult Actions & CACR Focused Goals

Early Learning	Success measured by the percentage of Kindergarten students who meet the winter literacy benchmark for DIBELS	Success measured by percentage of students with consistent school attendance		
Elementary	Success is measured by the percentage of Kindergarten students who meet the winter literacy benchmark for DIBELS	Success is measured by the percentage of students with consistent school attendance	Success is measured by 3rd-5th-grade student performance on the Minnesota state assessments	Success is measured by the number of suspensions across student groups
Middle School	Success is measured by four-year and seven-year graduation rates.	Success is measured by the percentage of students with consistent school attendance	Success is measured by 6th -8th grade student performance on the Minnesota state assessments	Success is measured by the number of suspensions across student groups
High School	Success measured by four year (and seven year) graduation rates	Success is measured by the percentage of students with consistent school attendance	Success is measured by 10th & 11th-grade student performance on the Minnesota state assessments	Success is measured by the number of suspensions across student groups

Creation & Support of the Adult Actions

Spring & Summer Collaboration

Peer Feedback

Fall Workshop

School year Adult Actions

Spring reflection

COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS GOALS IN THE MAPS VISIONCARD



A.1 Success measured by the percentage of Kindergarten students who meet the winter literacy benchmark for DIBELS



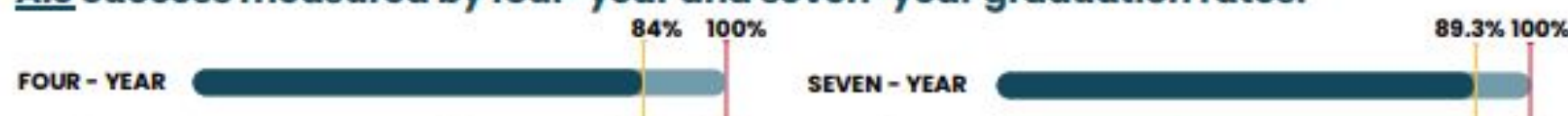
A.2 Success measured by 3rd-11th grade student performance on Minnesota state assessments



A.4 Success measured by the percentage of high school students participating in career pathway experiences



A.3 Success measured by four-year and seven-year graduation rates.



B. 2 Success measured by number of suspensions across student groups



B. 1 Success measured by percentage of students with consistent school attendance



B. 3 Success measured by MAPS students' sense of belonging at their school



D.2 Percentage of family survey respondents who report satisfaction with their child's school.



D.3 Success measured by the number of active community partnerships that provide learning opportunities for students (e.g., internships, job shadows, mentoring, service projects, classroom collaborations).

GOLD Indicates CURRENT STATUS
 RED Indicates VISION



Achievement & Integration

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

There are four ways that a district can be eligible for the program:

1. Racially Isolated (RI): Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
2. Adjoining: District physically adjoins a racially isolated district.
3. Racially Identifiable School (RIS): Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
4. Voluntary: District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

Achievement & Integration 2022–2025 Plan

OUR GOALS

OUR STRATEGIES

The percentage of students in each student group enrolled in Pre-K school year and summer programming will increase by 1.6% each year. We met our goal for % enrollment representation from categories of 2 or more races and FRPL. We met our integration goal for 2 student groups (Hispanic and FRLP). We did see an increase in our Black/African American student groups but it was at .5%	• Scholarships for students • Transportation offerings to provide accessibility for families • School/Community Liaisons: provide information, interpretations, and family support for school/parent engagement
The percentage of Black or African American who meet or exceed the 3rd-grade Reading MCA will increase from 33.8% to 43.8% by 2025. The percentage of Hispanic or Latino who meet or exceed the 3rd-grade Reading MCA will increase from 35% to 45% by 2025. We did not meet our achievement goals in this area. We did see an increase in all areas.	• Have mentor-coach available at each K-5 building • Leadership's use of Coaching for Equity and Science of Reading • Professional development • School/Community Liaisons • Lesson plans written K-5 for Diversity, Equity, and Inclusion interactive read-alouds. We purchased book sets to support Indigenous People's Standards
The percentage of students in each student group in Grade 8 who participate in teacher career pathway activities will increase by 2% each year. We met our teacher pathway goal in this area.	• Launch Education Pathway at Middle Schools through Project Success • Campus visits for our students in our education pathway • Why I Teach Program connects students to teaching pathways • Collaboration with secondary students in education capstone courses • Connect students of color with current staff of color within MAPS
The percentage of students of color and FRPL who are enrolled in a student integration career pathway activity or individualized career exploration opportunities will increase by 2% each year. We did not meet our integration goals in this area. We did see increases in all areas but not at 2%	• Career Pathway Activities • Navigators for all students to identify strengths and career pathways • School/Community Liaisons • Postsecondary engagement for our students in our education pathway



Achievement & Integration 2026–2029

Last spring we wrote our 2026-2029 plan and it was approved by the board. We are now living and working in this plan.

A few things that we considered after meeting with MDE moving forward:

1. We will continue to meet locally with all PreK-12 staff to ensure our plan is meaningful, manageable and measurable.
2. We will continue to meet with our partner districts quarterly (Janesville, Waldorf, Pemberton & St. Peter)
3. We will change our goals to reflect all student groups and show growth (ex. instead of 1.6% per year, change the goal to 45%-55% over 3 years.
4. We revised our goals based on feedback and consultation with MDE.



**THANK
YOU!**

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