



Hastings
Public Schools

Comprehensive Achievement & Civic Readiness

Prepared by Andrew Hodges
November 19, 2025

Students are the heart  *of all we do*

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS

During the 2024 session, the Minnesota Legislature renamed World's Best WorkForce (WBWF) to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals outlined in district plans—supporting students with academic achievement within their pre-K through 12 experience, as well as preparing them to be active members of their community after graduation. This is aligned to Statute, section 120B.11.

CACR plans address five 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.
- Prepare students to be lifelong learners.



Goal 1: All Children Ready for School

Hastings
Public Schools

2024-25

To ensure all students are ready for school, the percentage of students who meet district criteria (identification of 13 upper and lower case and eight letter sounds) will increase from 47.1% (goal baseline) to 50% upon entering kindergarten.

	13 Upper Case/Lower Case Letters	8 Letter Sounds	Both
2022-23	57%	48%	39%
2023-24	58%	41.7%	39.9%
2024-25	61.5%	50.9%	48.6%
2025-26	67.1%	53.8%	52.3%

Strategies

- Voluntary Pre-K Added in 24-25.
- Continue with our phonemic awareness programming (Heggerty).
- Teachers engage in CORE literacy training.
- Kindergarten Readiness Assessment on website.
- Kindergarten Readiness Round-up for student experience and readiness information.
- Preschool Screening Assessments (Scheduled on Fridays throughout the school year).

Goal 1: Feedback

Discussion from Committee:

- What measures could we look at that aren't pure academic data?
 - How many family outreach events/contacts prior to Kindergarten each year?
 - Percentage of early childhood screenings completed prior to kindergarten?
 - TS Gold measurement from Tilden?



Goal 2: All racial and economic achievement gaps between students are closed.

Goal	2024-25 Results	Notes	Strategies
Increase the number of students of color and Native American students who enroll in AP, CTE, and CIS courses from 18 in 2019 to at least 40 in 2025.	112	Fourth year in a row this goal has been met.	Moving AP courses to CIS courses.
Increase the number of teachers trained in culturally responsive teaching to 100% by 2025.	125 Teachers trained in ‘Bringing Native American Voices into the Classroom’.	This continues the practice of ongoing training in this goal area year over year.	184 FTE Available for training K-12; 120 in Secondary where training was provided, Elementary training was provided outside of PD day.
On a district-created 5-point Likert scale survey, students will report an increase in their understanding of diversity and intentionally making decisions to be inclusive from the baseline collected in the fall of 2022 to an average of 4.9 by the end of 2025.	5.5	Goal met, however this was a shifting goal from work with high school students to work with middle school students.	Leadership summit with Farmington Middle School.
Increase the 4-year graduation rates of students qualifying for free and reduced educational benefits by 3% each year.	89.8%	Goal was written in a way where it either is met due to a compounding 3% on the original percentage, or not met because it meant 3% increase each year. If it was written to increase 9% over 3 years it would have meant over 95% graduation rate.	ARC coaches MTSS Plan and Procedures

Goal 2: Feedback

Discussion from Committee:

- Too many separate goals in this area currently.
- Consider:
 - MCA Results (Achievement and Growth)
 - Disaggregated by race, special education, ELL, and Native American students.
 - Same for FastBridge Results.



Goal 3: All students are ready for career and college.

2024-25

Increase the number of students of color and American Indian students who enroll in AP, CTE, and CIS courses from 18 in 2019 to at least 40 in 2025.

Result: 112 students enrolled

Strategies

- Continued movement of AP to CIS courses and/or addition of CIS courses
 - Known to increase enrollment for student groups historically not represented in AP courses
- Marketing of courses to students

Feedback:

- Considerations from Committee:
 - This was the same goal as in Goal 2.
 - Track % of HHS 12th graders who successfully complete one or more college level course and/or industry certification by graduation.
- This mirrors goal language to be tracked per legislation moving forward.

Goal 4: All Students Graduate

Hastings
Public Schools

2024-25

The Hastings School District will continue to strive to ensure all students graduate.

Result Class of 2024: 93.1%

Strategies

- Academic Interventions (MTSS) are provided at all levels within the district.
- ARC Coaches at HHS.
- Partnerships for support: Community in the Schools, Hastings.

Discussion from Committee: Use Combined and Disaggregated for Goal.

Goal 5: All students are prepared to be lifelong learners

2024-25

90% of 10th-12th grade HHS students feel supported in their college/career interests.

For the 24-25 school year we utilized a survey that only targeted 12th grade students. This data showed 89% had an adult at HHS that supported them in their options for college or career.

Strategies

- Creation of the Pathways
- Rollout of the Pathways Course Guide (1.0)
- Additional Xello tools added for Counseling department
- Career inventory survey

Feedback:

- Discussion from Committee
 - Goal needs a better measurement focus.
 - Potentially in a 10th-12th in a Pathways Survey.
 - More robust and cover more than this goal, but pull language from the survey for this goal.
- Aligned to Strategic

Plan

Reading At Grade Level

By the end of the 2024-25 school year 57% of all assessed students in grades 3rd-8th and 10th will score meets or exceeds on the MCA Reading assessment.

Result: 49.2%

Recommendation: Leave the reporting of these measures under the Vision Card/Dashboard and Literacy Plan. Keep the CACR report confined to CACR goals.

Access to Excellent Teachers

- Ensure that teachers are all highly qualified teachers (Tier 3 and 4)

YEAR	Tier 1 Teachers	Tier 2 Teachers
22-23	0	2 (.6%)
23-24	1 (.3%)	3 (1%)
24-25	0	4 (1%)

Recommendation

Structuring our measurements to the Strategic Plan. Use the CACR goal of ‘all’ as the goal.

CACR Goal Area	Proposed Tracking of Results
All children are ready for school.	Percentage of early childhood screenings completed prior to kindergarten TS Gold measurement from Tilden (Percentage of students meeting benchmarks) Fall FastBridge screener results of students who attended Tilden
All racial and economic achievement gaps between students are closed.	MCA and FastBridge Achievement and Growth targets tracked
All students are ready for career and college.	Percent of HHS 12th graders who successfully complete one or more college level course and/or industry certification by graduation.
All students graduate from high school.	4 Year Graduation Rate
All students are prepared to be lifelong learners.	10th-12th grade HHS students feel supported in their college/career interests



Hastings
Public Schools

Staff Development Board Report for the 2024-25 School Year

Prepared by Andrew Hodges
November 19, 2025

Students are the heart



of all we do

Staff Development Highlights



68

Total Offerings


In the 24-25 School Year there were 68 unique PD offerings in 5 different Continuing Education Unit categories.



4884

Sessions Attended

4884 total sessions were attended by Hastings certified educators (teachers and administrators) in the 24-25 school year.



9.7

Average PD Sessions

The average educator attended 9.7 Professional Development sessions during the 24-25 school year.

Feedback

Positive

Staff most appreciated opportunities for collaboration and connection with colleagues, as well as dedicated time to plan, align curriculum, and complete meaningful work. They also valued relevant, practical training and noted a strong sense of appreciation and supportive culture throughout district PD days.

Growth

Staff most often requested more time for collaboration, reflection, and curriculum work, along with training that was better tailored to their grade level or role. They also expressed a desire for clearer goals, stronger alignment to district priorities, and continued follow-up to support implementation after PD sessions.

Staff Development Budget

Hastings
Public Schools

Category	Amounts	% of Total
Salaries on PD Days	\$ 395,568.81	64.76%
Curriculum PD / Consultants	\$ 60,573.35	9.92%
Vouchers / Committees / TDE / CPI	\$ 46,919.27	7.68%
PD Outside Hastings	\$ 38,569.56	6.31%
Software / Licenses	\$ 35,452.02	5.80%
Curriculum Writing	\$ 25,392.74	4.16%
Subs for Curriculum Planning	\$ 6,921.48	1.13%
General Supplies	\$ 1,007.49	0.16%
Dues / Fees	\$ 400.00	0.07%

Changes based on Feedback

- Intentional walkthroughs on priority areas following staff development
 - Example: HHS AVID PD in September, HHS AVID Walkthroughs checking implementation in the weeks following, HHS Staff Meeting reporting results and feedback to staff, Additional Walkthroughs to check implementation after the staff meeting, additional PD on next Staff Development day
 - Additional Collaborative Curriculum Planning time added to the schedules.
 - PrePare training for Crisis Prevention (tailored training requested by Counselors, Social Workers, APs).
 - Elementary PD outside of English Language Arts (focus of last 2 years with READ Act)
 - Added Math, Catalyst, and EL



Questions?

