



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Hmong College Prep Academy

Grades Served:K-12

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A and I Contact: N/A

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorlBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

<https://www.hcpak12.org/Page/1182>

- *Provide the direct website link to the A & I materials.*

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.*

The Board Meeting occurred on August 15, 2018.

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Pao Yang	Community Resident	n/a
Lisa Yang	Parent	n/a
May Yang	Parent	n/a
Nou Her	Support Staff	n/a
Danijela Duvnjak	Support Staff	n/a
Lisa Berken	Teacher	n/a
Evelyn Vang	Student	n/a
Amellianna Thao	Parent	n/a

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*

Our administration, school board, ELL Coordinator, Literacy Coaches, Instructional Coaches, and Special Education Manager reviews equitable access data. This is done on a yearly basis and is also a critical part of the district's hiring process. Additionally, through student surveys and focus groups we seek feedback from students on the quality and meaningfulness of instruction they receive. (57 words)

- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*

No gaps exist for access to teachers licensed in their content area in mainstream general education classrooms. Several years ago we identified a gap existed for our Special Education and English Language Learners as they did not necessarily have instruction from a content-licensed teacher. However, over the past two years all credit-bearing courses are co-taught with a content-licensed teacher. (59 words)

- *What are the root causes contributing to your gaps?*
- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

The root cause that previously existed was a result of not having Special Education teachers and teachers of English Language Learners who were dual licensed. However, we have eliminated this gap by 1) having co-taught classes with a content teacher and 2) encouraging our Special Education and ELL teachers to gain content licensure, and 3) working with our Special Education and ELL teachers to collaborate with content teachers, including breaking down and better understanding content standards.

Additionally, we have a district-wide instructional rubric in which teachers are evaluated twice a year and also receive feedback from coaches throughout the year. The hiring process for new candidates to our school includes a special look at abilities to differentiate so that all students may access grade level curriculum. (126 words)

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*

In reviewing the diversity of our teachers and staff we have discovered that over 25% of our teaching staff represents people of color and/or members of the LBGTQ community. We believe it is critical that our students feel safe and that they feel commonality with a significant number of their teachers and support staff. In particular, having teachers who reflect our student-body gives students the opportunity to see their own future possibilities, regardless of background or income. (77 words)

- *What efforts are in place to increase the diversity of the teachers in the district?*

We have outreach efforts to local universities, we participate in the yearly education job fair, post positions on our website, and collaborate with Hmong American Partnership and Karen Organization of Minnesota to broadcast open teaching positions. We also encourage current teachers and staff to share openings through word-of-mouth so that local communities of color learn about our district. Finally, we have several graduates who have gone to college and come back to be hired in our district. (77 words)

Total: 396 Words

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-2018 school year.</i></p> <p><i>By the start of the 2017-18 school year, 70% of students will meet kindergarten</i></p>	<p><i>Provide the result for the 2017-2018 school year that directly ties back to the established goal.</i></p> <p><i>At the start of the 2017-18 school</i></p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>readiness goals as evidenced by our administration and registrar’s office reaching out to pre-k families to make sure they complete pre-k screenings.</i></p>	<p><i>year, 85% of students met kindergarten readiness goals as evidenced by our administration and registrar’s office reaching out to pre-k families to make sure they complete pre-k screenings.</i></p>	<p> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in kindergarten </p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

We have reviewed data of incoming kindergarteners who have completed the pre-k screening and a kindergarten readiness program. We have reviewed this data by ethnicity and socioeconomic factors. (28 words)

- *What strategies are in place to support this goal area?*

Our administration and registrar’s office has worked diligently to educate perspective families on the importance of the pre-k screening, information on how to access the pre-k screening, and following up with enrolled families to identify the outcomes of the pre-k screening. Additionally, we began a summer program for incoming kindergarteners to help support the transition to kindergarten. (57 words)

- *How well are you implementing your strategies?*

We have not perfected our system as we do not yet have 100% of our incoming students meeting kindergarten readiness goals, but we are making progress by having 85% of our students who are ready. (35 words)

- *How do you know whether it is or is not helping you make progress toward your goal?*

We have had a significant increase in the past 5 years of students who are meeting kindergarten readiness goals. We attribute this increase to our concerted efforts to provide outreach and accessibility to our perspective K families. (37 words)

Total: 157 words

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
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<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-2018 school year.</i></p> <p><i>By the spring of 2018, 37.42% of our 3rd grade students will achieve grade level literacy as evidenced by proficiency on the 3rd grade reading MCA.</i></p>	<p><i>Provide the result for the 2017-2018 school year that directly ties back to the established goal.</i></p> <p><i>In the spring of 2018, 24.5% of our 3rd grade students achieved grade level literacy as evidenced by proficiency on the 3rd grade reading MCA.</i></p> <p><i>2018 Disaggregated Data:</i></p> <p>All: 24.50% proficiency FRP: 24.60% proficiency SpEd: 7.10% proficiency (data cell too small to count towards accountability) ELL: 10.70% proficiency</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Bulleted narrative is appreciated. 200 word limit.</i></p> <ul style="list-style-type: none"> <p><i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i></p> <p>The 2018 goal was created by adjusting expectations based on 2017 results. We created these goals based on previous grade-level proficiency, as indicated by meeting or exceeding on the MCA Reading Test. This SMART goal reflects 3rd grade reading readiness. We identified that our language learners and special education learners are less likely to reach proficiency on the Reading MCA compared to their peers. (64 words)</p> <p><i>What strategies are in place to support this goal area?</i></p> <p>Professional development surrounding 1) reading and workshop models, 2) developing a tiered model of support to target all levels of learners and 3) prioritizing and breaking down standards, and creating common rigorous grade level assessments will support quality learning and instruction. (41 words)</p> <p><i>How well are you implementing your strategies?</i></p> <p>The district hired two highly experienced instructional coaches with extensive background in professional development and creating a tiered model of student support. The strategies listed above are implemented at weekly PLCs with follow-up from 4 instructional coaches and a director of teaching and learning. (44 words)</p> <p><i>How do you know whether it is or is not helping you make progress toward your goal?</i></p> <p>We know we are currently making progress toward our goal by the creation of common assessments and using data to make instructional decisions.</p> <p>We will have further data in the winter when we have winter MAP data to compare against fall MAP. (42 words)</p> <p>Total: 191 words</p> 		

Close the Achievement Gap(s) Between Student Groups

Provide the established SMART goal for the 2017-2018 school year.

By the end of the 2017-2018 school year, students in grades 3-8 will increase their proficiency in reading from 31.66% (in 2017) to 38.95% as measured by meeting or exceeding on the Minnesota MCA reading accountability assessments.

By the end of the 2017-2018 school year, students in grade 10 will increase their proficiency in reading from 42.57% (in 2017) to 47.84% as measured by meeting or exceeding on the Minnesota MCA reading accountability assessments.

By the end of the 2017-2018 school year, students in grades 3-8 will increase their proficiency in math from 41.93% (in 2017) to 47.94% as measured by meeting or exceeding on the Minnesota MCA math accountability assessments.

By the end of the 2017-2018 school year, students in grade 11 will increase their proficiency in math from 51.81% (in 2017) to 56.58% as measured by meeting or exceeding on the Minnesota MCA math accountability assessments.

Provide the result for the 2017-18 school year that directly ties back to the established goal.

In 2018, 34.3% of students in grades 3-8 were proficient in reading by meeting or exceeding on the Minnesota MCA reading accountability assessments.

In 2018, 41.3% of students in grade 10 were proficient in reading by meeting or exceeding on the Minnesota MCA reading accountability assessments.

In 2018, 41.80% of students in grades 3-8 were proficient in reading by meeting or exceeding on the Minnesota MCA math accountability assessments.

In 2018, 46.10% of students in grades 3-8 were proficient in reading by meeting or exceeding on the Minnesota MCA math accountability assessments.

2018 Disaggregated Data:

FRP Reading MCA:
3-8th grades: 31.10% proficiency
10th grade: 37.40% proficiency

FRP Math MCA:
3-8th grades: 39.60% proficiency
11th grade: 43.30% proficiency

SpEd Reading MCA:
3-8th grades: 4.10% proficiency
10th grade: 5.6% proficiency (data cell too small to count towards accountability)

SpEd Math MCA:

Check **one** of the following:

Multi-Year Goal:

- On Track
- Not On Track

One-Year Goal

- Goal Met
- Goal Not Met

Bullethead narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

The 2018 goals were created by adjusting expectations based on 2017 results. We created these goals based on previous grade-level proficiency, as indicated by meeting or exceeding on the MCA Tests. The leadership team reviewed this data on a more disaggregated level, including socioeconomic level, ethnicity, SpEd, and language proficiency. We identified that our FRP students, language learners and special education learners are less likely to reach proficiency on the MCA compared to their peers. Total: 75 words

- *What strategies are in place to support this goal area?*

Professional development surrounding literacy across content areas and new math curriculum. (11 words)

- *How well are you implementing your strategies?*

The strategies listed above are implemented at weekly PLCs with follow-up from instructional coaches and a director of teaching and learning. (21 words)

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- *How do you know whether it is or is not helping you make progress toward your goal?*

We know we are currently making progress toward our goal by the creation of common assessments, teachers reviewing the data to make instructional decisions with the support of their instructional coaches and director.

We will have further data in the winter when we have winter MAP data to compare against fall MAP. (52 words)

Total: 159 words

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p>By the end of the <u>2017-2018</u> school year, students in grade 8 will show career-and-college readiness by increasing their proficiency in math from <u>62.16%</u> (in 2017) to <u>65.64%</u> as measured by meeting or exceeding on the Minnesota MCA math accountability assessment.</p>	<p>Provide the result for the 2017-2018 school year that directly ties back to the established goal.</p> <p>In 2018, <u>59.60%</u> of students in grade 8 showed career-and-college readiness by achieving proficiency in math by meeting or exceeding on the Minnesota MCA math accountability assessments.</p> <p>2018 Disaggregated Data:</p> <p>Overall 8th grade MCA Math proficiency: 59.60%</p> <p>FRP: 59.20% proficiency</p> <p>SpEd: 6.3% proficiency (data cell too small to count towards accountability)</p> <p>ELL: 15.80% proficiency</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

The 2018 goal was created by adjusting expectations based on 2017 results. We created the goal based on previous grade-level proficiency, as indicated by meeting or exceeding on the MCA Math Test. The leadership team reviewed this data on a more disaggregated level, including socioeconomic level, ethnicity, SpEd, and language proficiency. We identified that our FRP students, language learners and special education learners are less likely to reach proficiency on the MCA compared to their peers.

2018 data:

Overall 8th grade MCA Math proficiency: 59.60%

FRP: 59.20% proficiency

SpEd: 6.3% proficiency (data cell too small to count towards accountability)

ELL: 15.80% proficiency

Total: 102 words

- *What strategies are in place to support this goal area?*

We adopted new curriculum in 2018-19, College Prep Math, which focuses on conceptual thinking rather than only procedural math. Two instructional coaches support the implementation of the curriculum full-time. Additionally, an ELL section of math has been created that is co-taught with a content and ELL teacher. (47 words)

- *How well are you implementing your strategies?*

District leadership is confident with the implementation of the new curriculum based on feedback from teachers. Additionally, two coaches support the co-taught ELL math section and are in the process of aligning it to standards. (35 words)

- *How do you know whether it is or is not helping you make progress toward your goal?*

Classroom assessments are reviewed to identify students' progress toward mastery of grade-level standards. (13 words)

Total: 197 words

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>By the spring of 2020, 90% of our 12th grade students will be able to graduate in four years as evidenced by making one year's growth in reading and math as measured by NWEA MAP (district requirement) and will graduate as evidenced by completing MN State graduation credit requirements.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>In spring 2018, 87% of our 12th grade students were able to graduate in four years as evidenced by making one year's growth in reading and math as measured by NWEA MAP (district requirement) and graduated as evidenced by completing MN State graduation credit requirements.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not On Track</i></p> <p>One-Year Goal</p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

We identify students who graduated based on state requirements and our internal requirement of making one year's growth in reading and math on the NWEA MAP test. We also identify the length of time students took to meet these requirements.

We particularly review the data of our students who are ELL and new-to-country and fall within the criteria of SLIFE. (60 words)

- *What strategies are in place to support this goal area?*

Administration, Counseling, and grade-level advisors work together closely to monitor the number of credit-bearing courses students, including SLIFE and new to country kids take during their high school years. In cases where students will age-out without graduating, we work with local adult basic education agencies to provide a smooth transition for our students.

We have two counselors who are dedicated to reviewing grades and graduation progress, communicating with students and families, and making sure each student has a post-graduation plan. (80 words)

- *How well are you implementing your strategies?*

We feel positive about our implementation of these strategies. All students who are not on track to graduate have an individualized plan to support them. (25 words)

- *How do you know whether it is or is not helping you make progress toward your goal?*

Each quarter the leadership team meets to identify students who are not on track to graduate, their progress, and what is necessary to make sure they get on track to graduate. (31 words)

Total: 196 words

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.