


Anoka-Hennepin  
Academic Achievement Report  
2016-2017 School Year



 <p>ANOKA-HENNEPIN SCHOOLS <i>A future without limit</i></p>	<p>Prepared by the Research, Evaluation and Testing Department</p>
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The 2016-2017 school year in Anoka-Hennepin brought additional changes in the central administration model. Elementary and secondary added “director of schools” positions, with the elementary director assuming the oversight for some of district’s 24 elementary schools and the secondary director of schools providing supervision to the middle schools. In addition, an executive director of student services was added to oversee student services and special education. Along with the additions, other central positions were eliminated.

The district incorporated opportunities for input and feedback at all levels of the organization as part of the continuous improvement cycle of planning, outlining a timeline of collaboration with the school board, data collection, analysis and communication throughout the system implemented in 2015-16. Strategic priorities for the given year, aligned to key performance indicators on the district’s scorecard, are identified as part of this process. commissioned a comprehensive external audit of the special education program. Strategic priorities are determined in the areas of increased student achievement, safe and welcoming environments and effective organizational support. As part of these strategic priorities, the district commissioned a comprehensive audit of special educational programming, as well as conducted both elementary and secondary math studies. In addition, new elementary English Language Arts materials were implemented and a pilot of aligned intervention materials occurred within elementary classrooms across the district.

Safe and inclusive school environments remained a focus in Anoka-Hennepin supported by persistent work toward cultural responsiveness and the elimination of bullying and harassment. As part of this work, a focus on increasing student engagement was part of the strategic priorities. Additionally, continuing to strength systems and programs for safety and security was also a priority. Lastly, the district facilitated a community taskforce who looked at facility needs across all our sites.

This report highlights the achievement of Anoka-Hennepin students as measured by district-wide assessments such as district early learning assessments, the Minnesota Comprehensive Assessment, and the ACT tests. It is aligned to the district’s scorecard strategic direction A which is *maximizing student achievement and minimizing the achievement gap*. Although this report centers on achievement data from mainly grades K-12, additional achievement data is gathered and monitored from our early childhood through 18-21 year-old programs. Other types and sources of data are utilized in decision-making and monitoring district performance and progress, as well. Perception data, for example, is obtained from a vast array of surveys administered to numerous stakeholders such as students, parents, staffs, and community members.

The Minnesota Comprehensive Assessment – Series III (MCA-III) is the assessment used for accountability purposes at the local, state and federal levels and is administered in reading for grades 3 – 8 and 10, in math for grades 3 – 8 and 11 and in science in grades 5, 8 and after high school biology. In conjunction, some students who qualify for special education services are eligible to take an alternate assessment, the Minnesota Test of Academic Skills (MTAS). The MCA-III tests are administered online and this year, schools were offered the option of administering these tests wirelessly, with many sites choosing this alternative. In addition, the high schools in Anoka-Hennepin, tested all 10<sup>th</sup> and 11<sup>th</sup> grade students in math and reading on one day, utilizing a late start to do so.

Although the ACT was not mandatory for graduation, Anoka-Hennepin strongly encouraged all students to participate in the assessment during the school day, funded by the state. The majority of district 11<sup>th</sup> graders took advantage of this opportunity.

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**District Action Plan 2016-2017**

<p><b>Mission Statement</b></p> <p>It is the primary mission of the Anoka-Hennepin School District to effectively educate each of our students for success. To fulfill this mission, the School District is accountable for...</p> <ul style="list-style-type: none"> <li>• providing a caring, highly trained and effective staff who use research-based best practices</li> <li>• providing learning opportunities that meet the individual learning needs of each student</li> <li>• monitoring student achievement to maximize each student’s learning</li> <li>• promoting high achievement for all students</li> <li>• acknowledging parents’ roles as their children’s primary educators and partnering with them to increase student success</li> <li>• improving connections with the community to foster public involvement with an understanding of our educational programs</li> <li>• providing a safe and respectful learning environment</li> <li>• using all resources efficiently and effectively</li> </ul>	<p><i>Our Core Purpose</i></p>
<p><b>Core Values</b></p> <p><b>Respect:</b> to show consideration for self, others and property</p> <p><b>Responsibility:</b> to carry out obligations in a dependable manner; to acknowledge the consequences and rewards of one's choices; to contribute to society</p> <p><b>Appreciation of Diversity:</b> to recognize and honor the dignity of each individual; to celebrate differences among culture, gender, ability; to work cooperatively with others and to resolve conflicts</p> <p><b>Integrity:</b> to display honesty, perseverance, confidence and pride, trustworthiness, and the courage of one's convictions</p> <p><b>Compassion:</b> to show empathy, generosity, kindness, patience and sensitivity</p>	<p><i>Drivers of Our Words and Actions</i></p>
<p><b>Vision</b></p> <ul style="list-style-type: none"> <li>• Comprehensive, responsive, relevant and aligned academic, curricular and support programming and services which reflect our district and community sense of meeting our mission and core values</li> <li>• Coordinated, collaborative and comprehensive approach centered on family and student needs</li> <li>• A working and learning culture reflective of and driven by our core values</li> <li>• Energized and engaged learners ready for college, careers and citizenship</li> <li>• Data-informed and results-driven practices of accountability and continuous improvement</li> <li>• Alignment and partnership between our communities, families and district</li> <li>• Efficient and effective management of all resources with innovation, sustainability and transparency</li> </ul>	<p><i>What We Intend to Create and Experience</i></p>
<p><b>Strategic Directions</b></p> <p>A. Maximizing student learning and minimizing the achievement gap</p> <p>B. Implementing “best in class” leadership and management practices</p> <p>C. Expanding professionalism for administration and staff</p> <p>D. Engaging and collaborating with stakeholders for educational excellence</p>	<p><i>Our Focused Allocation of Resources</i></p>

**Overall**

## Key Findings

- Anoka-Hennepin’s population of students of color continues to increase, now 28%. This is over triple the population 16 years ago.
- Kindergarten readiness: While participation in our early childhood programs has increased over the years, the percent of students meeting kindergarten readiness benchmarks has decreased slightly.
  - Fall performance of Anoka-Hennepin kindergarten students on the earlyReading letter names and Concepts of Math assessments decreased from 46% in 2015 to 43% in 2016 and 64% in 2015 to 62% in 2016, respectively.
- Anoka-Hennepin students performed above the state overall, as well as at each level, in all three subject areas (reading, math, and science) on the 2017 MCA All Accountability assessments, with the exception of math at the high school level where Anoka-Hennepin students performed slightly below the state.
- Overall Reading: As a district, Anoka-Hennepin is continuing to trend upward on the MCA All Accountability Reading. In addition, each student group out-performed its state counterpart.
  - Overall, the percent of students who made medium or high growth on the MCA Reading from spring 2016 to spring 2017 was the same as the previous year, at 75%.
- Overall Math: On the 2017 MCA All Accountability Math, Anoka-Hennepin performance remained relatively stable. In addition, each student group out-performed its state counterpart.
  - The percent of students making medium or high growth from spring 2016 to spring 2017 on the MCA Math increased 1% from last year, to 74%.
- Overall Science: Anoka-Hennepin performed above the state by approximately 11% on the 2017 MCA All Accountability Science. In addition, each student group out-performed its state counterpart.
- Overall Achievement Gap: On the 2017 MCA, the gap between White students and students of color increased slightly for reading and science, but decreased slightly for math.
  - Reading: The largest gap in MCA Reading proficiency was between English learner (EL) and non-EL students, 46%, up 3% from 2016. The greatest gap when considering only ethnic and free/reduced (F/R) student groups was between students qualifying for free or reduced priced services (49%) and those not (74%), up 1% from last year.
  - Math: The largest gap on the MCA Math was between students receiving special education (SpEd) services and those not, 37%, up 1% from 2016. The greatest gap when considering only ethnic and F/R student groups was between Black students (44%) and White students (72%), up 1% from last year.
  - Science: The largest gap on the MCA Science was between EL students and non-EL students, 51%, up 5% from 2016. The greatest gap when considering only ethnic and F/R student groups was between Black students (40%) and White students (71%), up 1% from last year.
- In 2017, when comparing Anoka-Hennepin schools to schools statewide in the same free/reduced priced services (FRP) range, Anoka-Hennepin increased the percent of schools in the top quartile of their FRP range from last year in all three subject areas.

**Overall Demographic Trends**

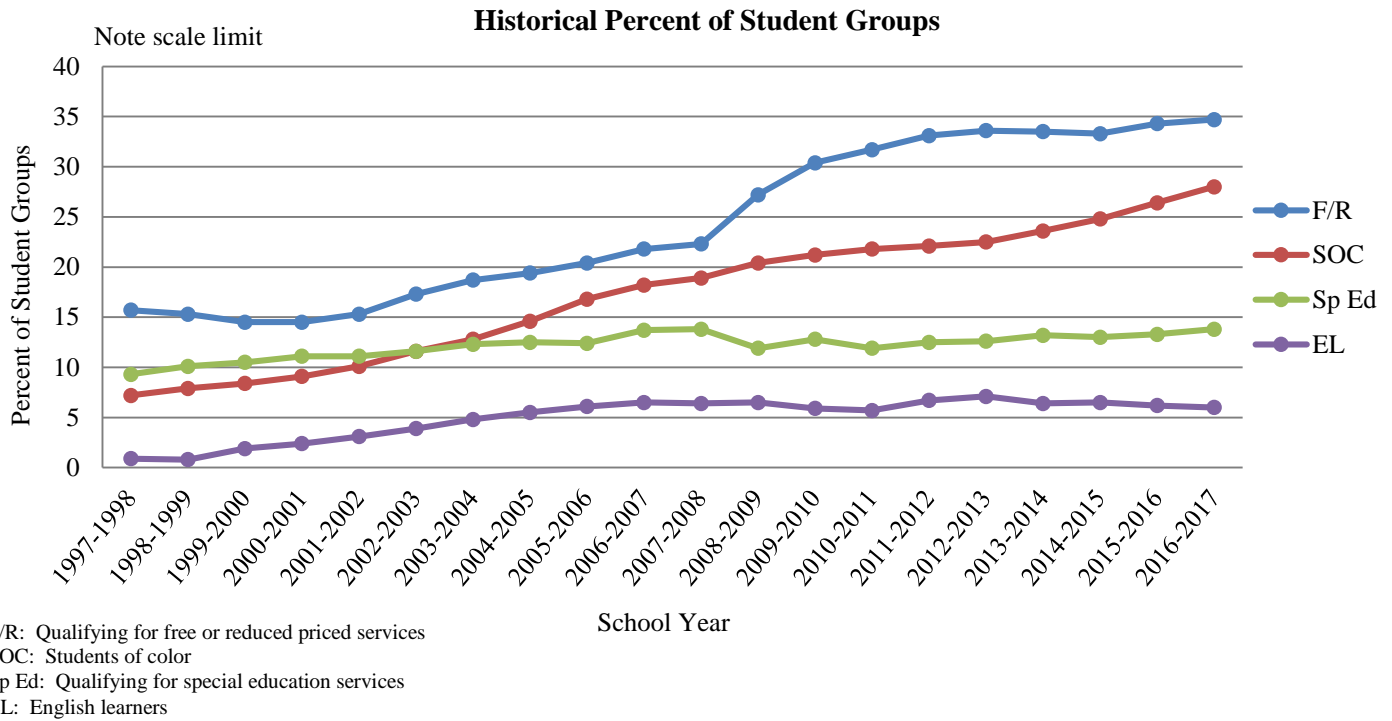


Figure 1: Historical Percent of Anoka-Hennepin Student Groups

The percent of students who receive special education services, as well as English Learners, fluctuated slightly this year. However, the percent of students of color continued to increase from 26% in 2015-16 to 28% in 2016-17. The percent of students who qualify for free or reduced priced services reached approximately 35% this year.

**A-H District Demographic Data**

2016-2017 School Year					
Ethnicity	K-12 Enrollment	% of Total District Enrollment	% Free or Reduced Prices	% English Learners	% Special Education
American Indian	607	1.6%	60.6%	1.0%	24.4%
Asian/Pacific Islander	3,126	8.2%	48.9%	23.2%	10.2%
Hispanic	1,958	5.2%	66.5%	27.1%	16.3%
Black	4,935	13.0%	73.3%	12.1%	17.4%
White	27,367	72.0%	23.2%	1.6%	13.1%
<b>ALL</b>	<b>37,993</b>	<b>100.0%</b>	<b>34.7%</b>	<b>6.0%</b>	<b>13.8%</b>

Data source: Viewpoint, active students only, March 1, 2017

Table 1: A-H District Demographic Data

**Early Learning Achievement Benchmark**

**Overall Average Percent of Early Childhood Students Meeting End-of-Year Kindergarten Benchmarks on Teaching Strategies Gold (TSG) Assessment: 4-Year Trend**

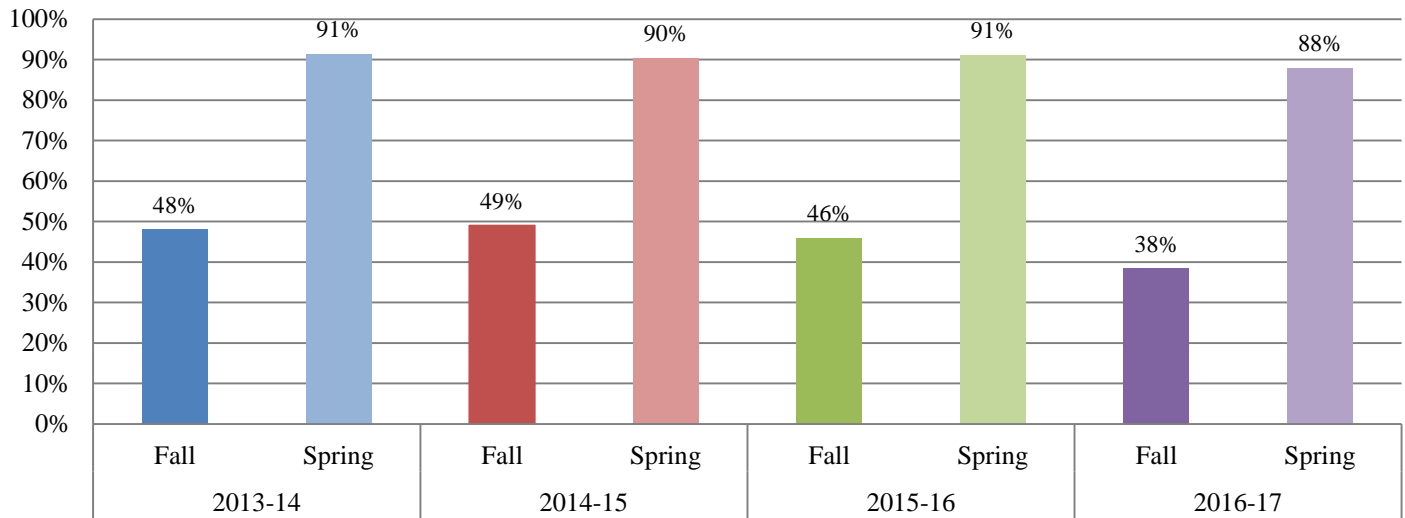


Figure 2: Percent of Students Participating in Early Childhood Programming Meeting End-of-Year Benchmarks on the TSG

Over the last few years, the early childhood program has grown from approximately 10-15% of an incoming kindergarten class having participated in programming to 25-30% of an incoming kindergarten class having participated. Anoka-Hennepin’s early childhood programs had 768 students participate in the Teaching Strategies Gold (TSG) assessment in 2016-17. Of these students, 38% of them came into the program meeting end-of-the-year benchmarks. By the end of 2016-17, 88% of students in these programs were meeting the end-of-the-year benchmark, indicating kindergarten readiness. With the increases in program participation over the years, there are also fewer students coming in to the early childhood programs meeting the end-of-the-year benchmarks in the fall.



**earlyReading Kindergarten Readiness Reading Benchmark**

**Percent of Kindergarten Students Meeting Local Benchmarks on the Fall earlyReading Letter Names Assessment**

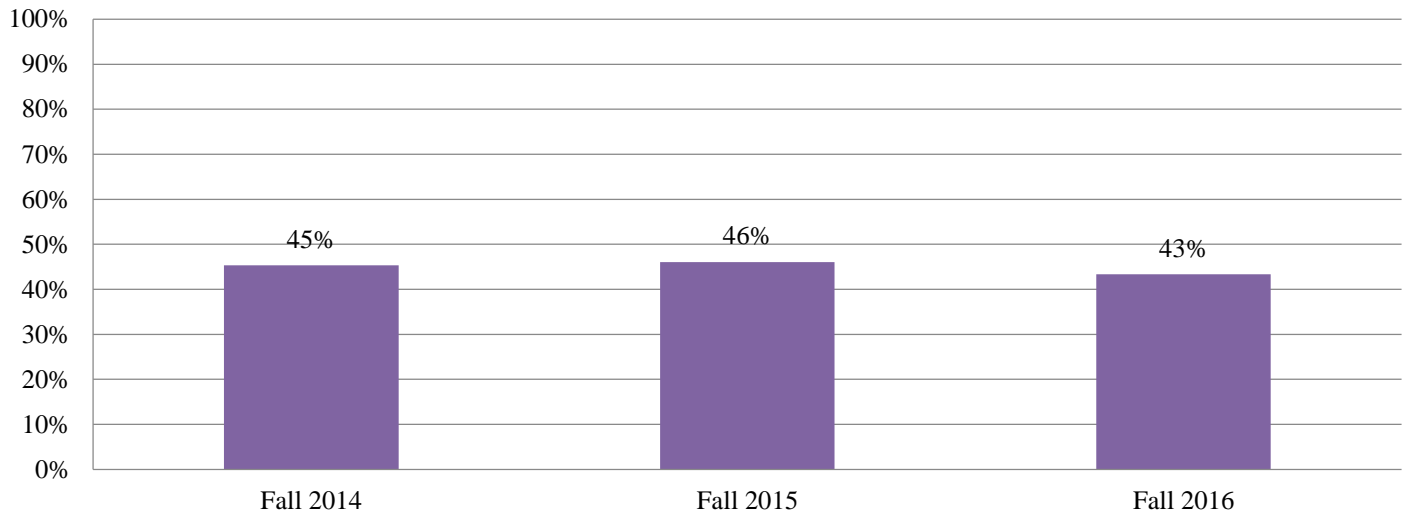


Figure 3: Overall Percent of Kindergarten Students Meeting Benchmark on the Fall earlyReading Letter Names Task

In the fall of 2016, 43% of kindergarten students entered the Anoka-Hennepin School District meeting the fall benchmark on the earlyReading letter names assessment. This is down from 46% of kindergarten students in 2015-16.

**Maximum Gap in earlyReading Proficiency between Student Groups in Meeting Benchmark**

**Percent of Kindergarten Students Meeting Fall Letter Names Benchmark by Student Group**

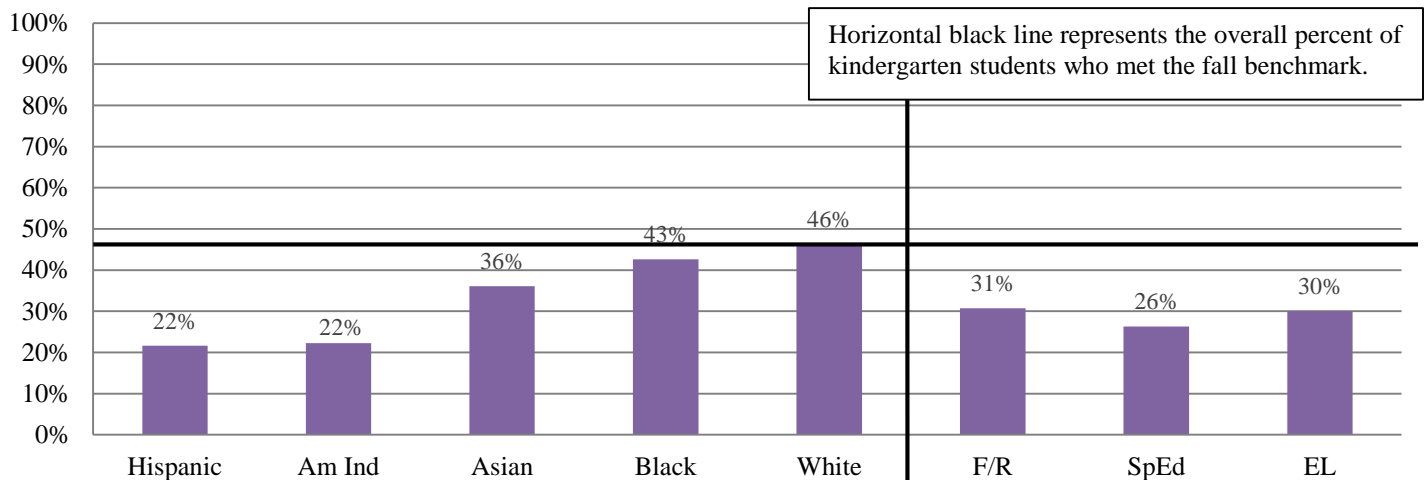


Figure 4: Percent of Kindergarten Students Meeting Benchmark on the Fall 2016 earlyReading Letter Names Task by Student Group

On the fall 2016 earlyReading letter names assessment, the largest gap in percent of kindergarten students meeting the benchmark was between Hispanic students (22%) and White students (46%). American Indian students performed similarly to the Hispanic students, also with approximately 22% of students meeting the kindergarten benchmark.

**MCA-III Reading Proficiency**

**Overall 2017 MCA All Accountability Reading Proficiency by Level**

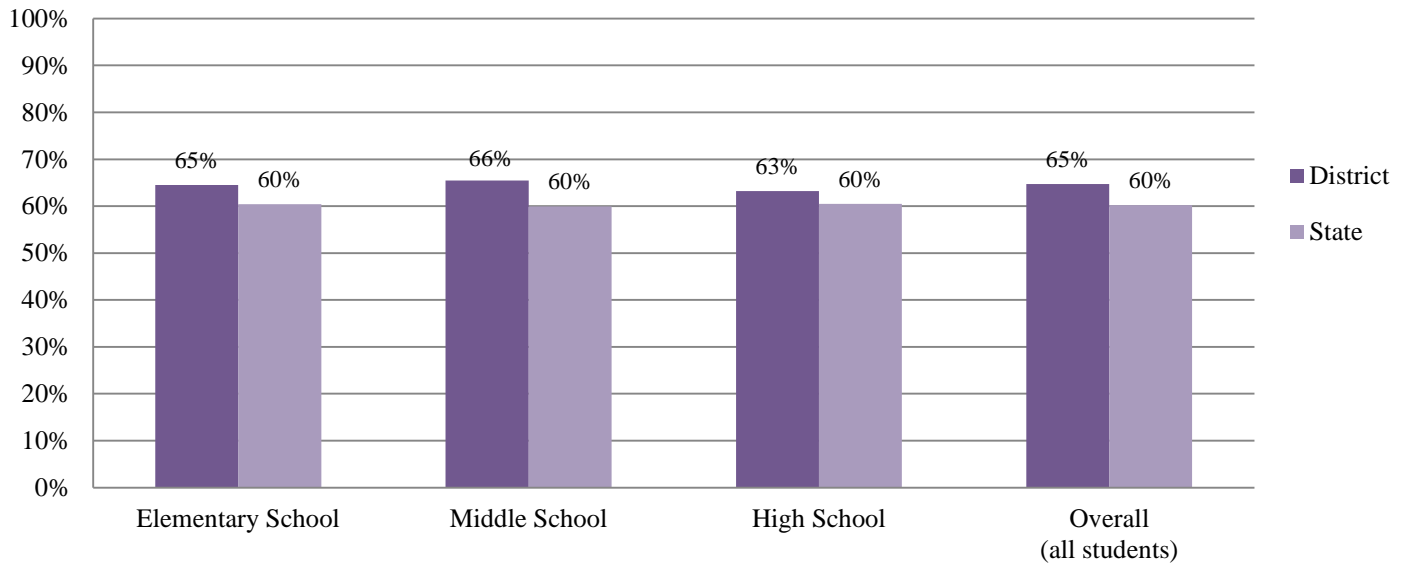


Figure 5: Overall 2017 MCA Reading Proficiency by Level: District to State Comparison

In comparison to the state, the percent of Anoka-Hennepin students who were proficient on the MCA All Accountability Reading was above the state at all levels. As a district, the percent of Anoka-Hennepin students who were proficient on the MCA Reading was higher than the state by approximately five percent.

**Overall MCA All Accountability Reading Proficiency by Level: 4-Year Trend**

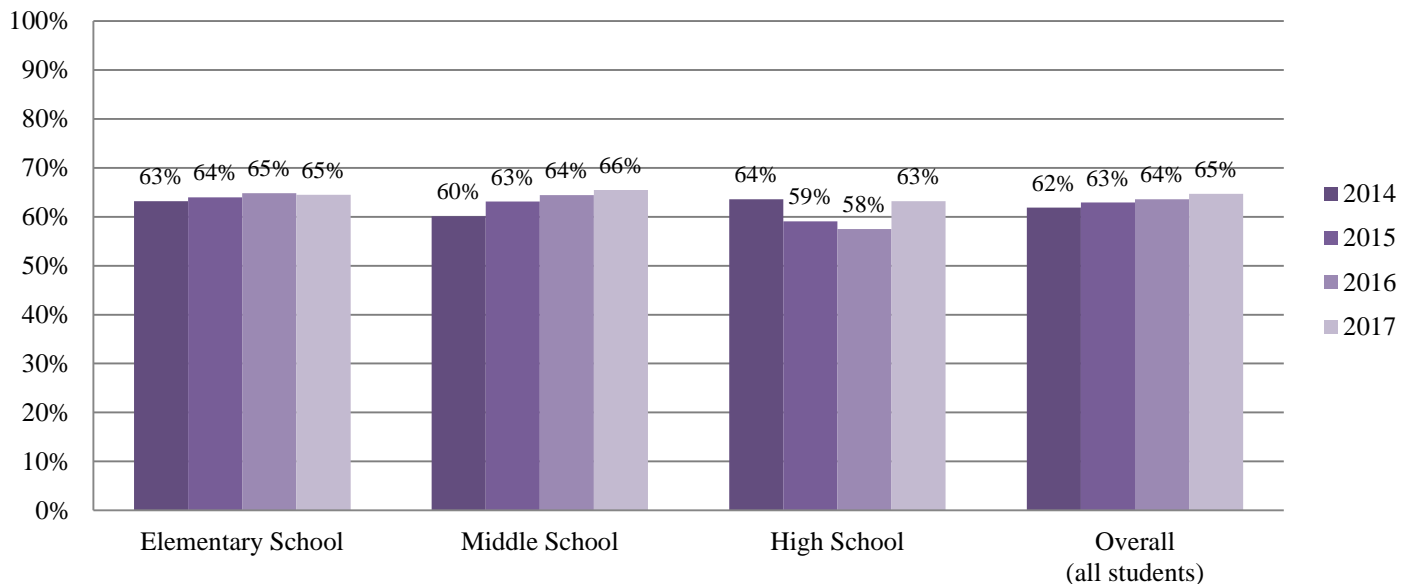


Figure 6: Percent of Students Proficient on MCA Reading over the Past 4 Years

Since the new assessment in 2013, overall proficiency rates on the MCA Reading have steadily increased. Performance at the high school level increased this past year after several years of a downward trend.

Maximum Gap in MCA-III Reading Proficiency between Student Groups in Meeting Proficiency

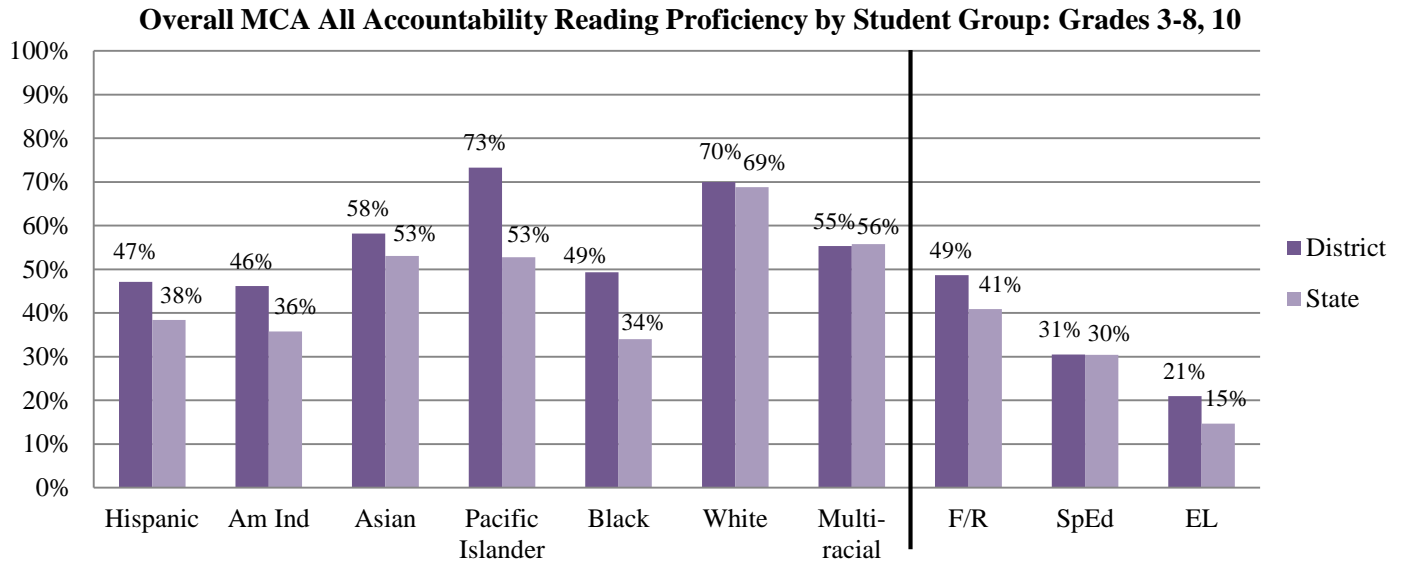


Figure 7: Overall 2017 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Reading, each student group in Anoka-Hennepin outperformed its state counterpart, with the exception of multi-racial students who performed slightly below the state. The largest gap in MCA Reading proficiency in the district was between EL and non-EL students, with 46% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (49%) and non-F/R students (74%, not depicted above).

**MCA-III Reading Growth**

**Overall MCA All Accountability Reading Growth by Level**

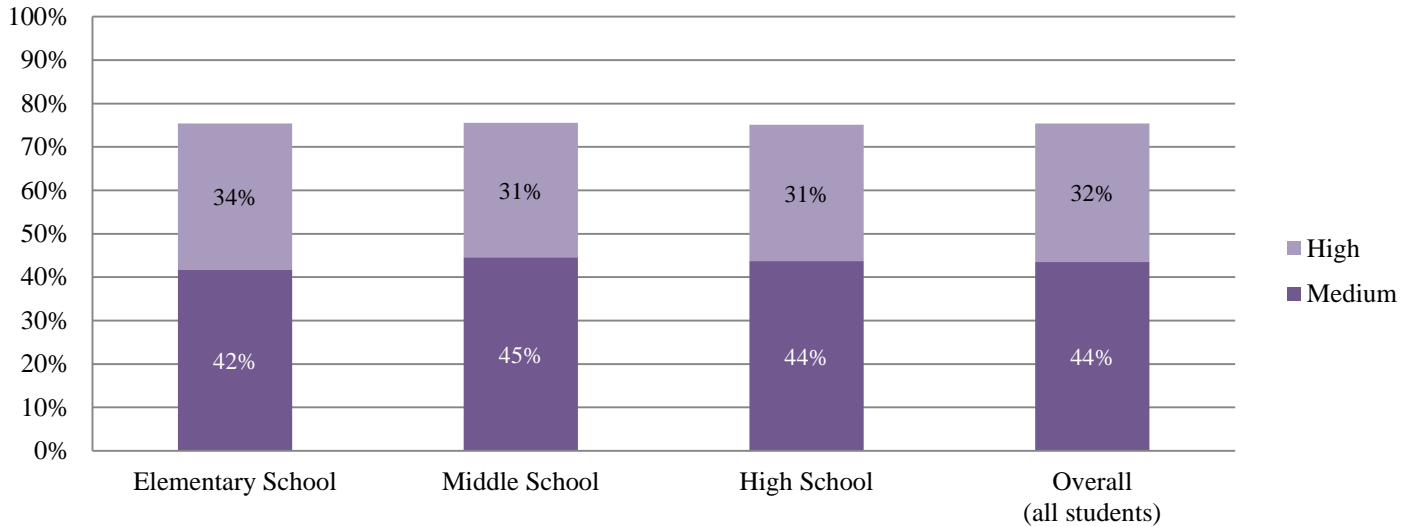


Figure 8: Overall Percent of Students at Medium or High Growth on the MCA Reading Spring 2016 to Spring 2017

Overall, 75% of Anoka-Hennepin students met either medium or high growth from spring 2016 to spring 2017 on the MCA Reading, the same percent as last year. The level that had the highest rate of students making medium or high growth was middle school, at 76%, whereas elementary school and high school students each made this level of growth at a rate of 75%.

**Overall MCA All Accountability Reading Growth by Student Group: Grades 3-18, 10**

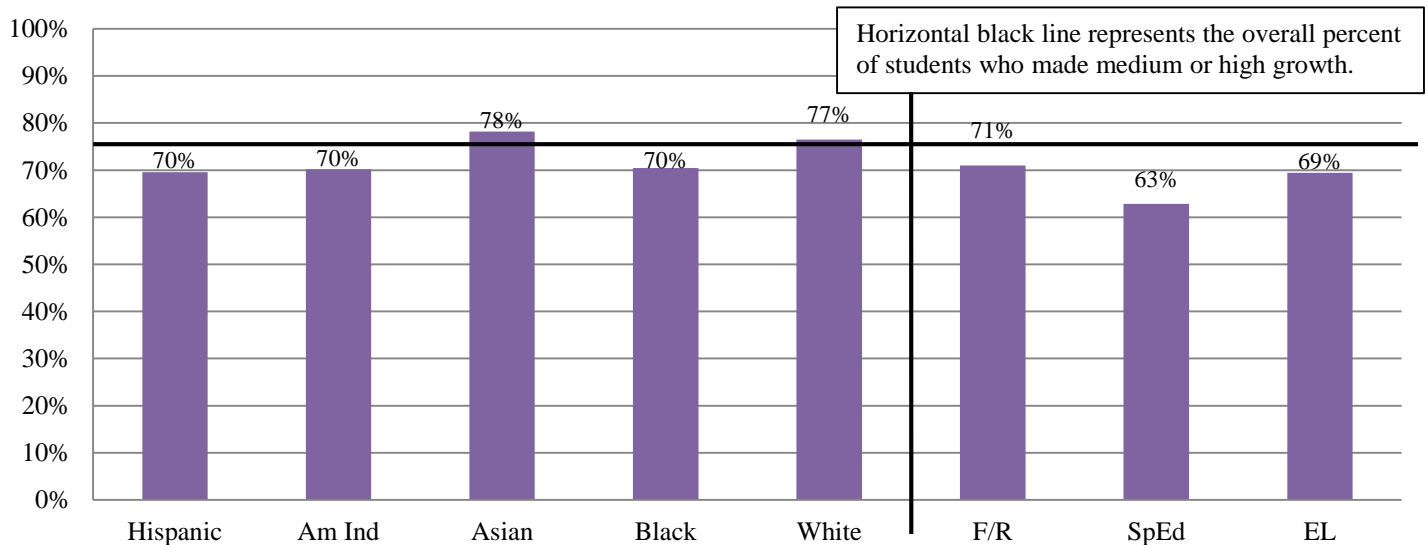


Figure 9: Percent of Students at Medium or High Growth on the MCA Reading Spring 2016 to Spring 2017 by Student Group

The largest gap in the percent of students making medium or high MCA Reading growth was between students receiving special education services (63%) and students not receiving special education services (77%; comparison not depicted above), for a gap of 15%. The student group making medium or high growth at the lowest rate were students receiving special education services, at 63%. Each ethnic group made medium or high growth at rates within 5% of the overall average rate.

**Concepts of Math (CoM) Kindergarten Readiness Math Benchmark**

**Percent of Kindergarten Students Meeting Benchmarks on the Fall Concepts of Math (CoM) Assessment**

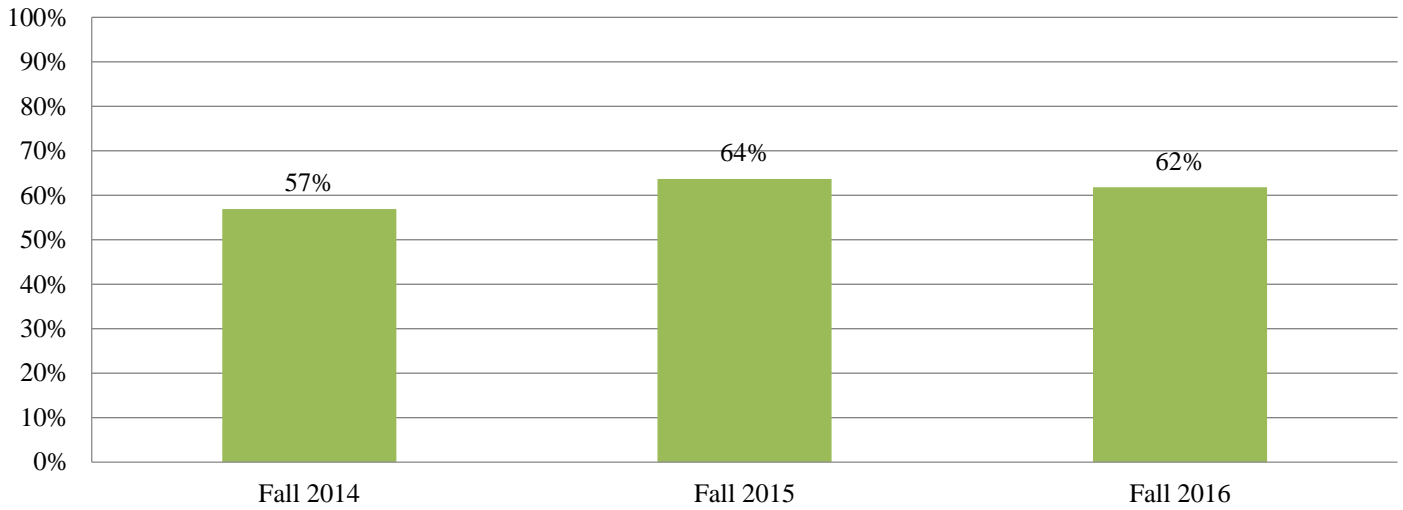


Figure 10: Overall Percent of Kindergarten Students Meeting Benchmark on the Fall Concepts of Math

In the fall of 2016, 62% of kindergarten students entered the Anoka-Hennepin School District meeting the fall benchmark on the Concepts of Math (CoM) assessment. This is down from 64% of kindergarten students in the fall of 2015.

**Maximum Gap in CoM Proficiency between Student Groups in Meeting Benchmark**

**Percent of Kindergarten Students Meeting Fall CoM Benchmark by Student Group**

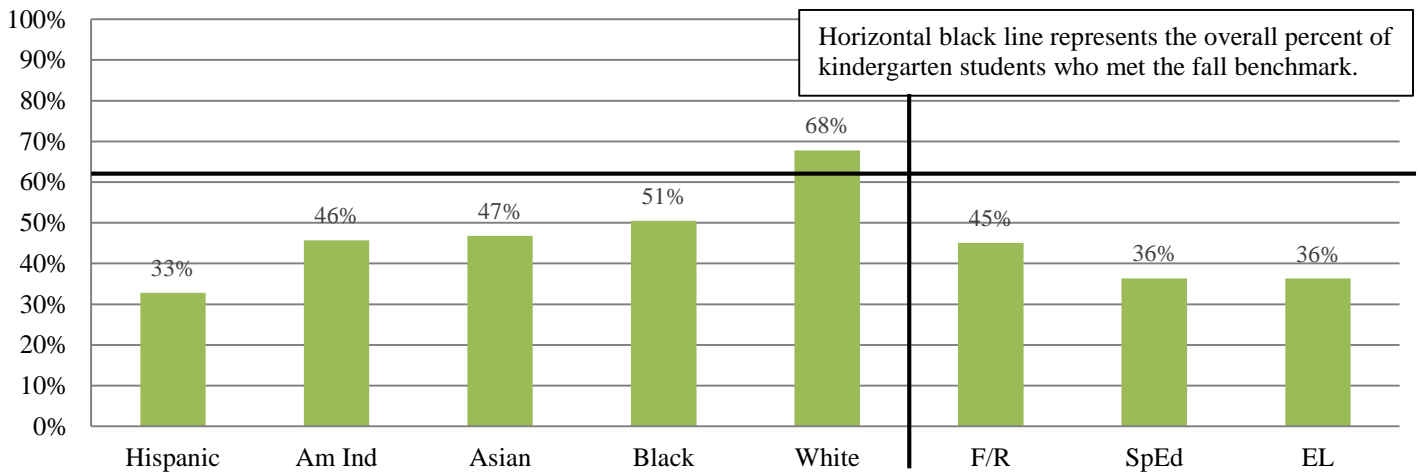


Figure 11: Percent of Kindergarten Students Meeting Benchmark on the Fall 2016 CoM Assessment by Student Group

On the fall 2016 CoM assessment, the largest gap in percent of kindergarten students meeting the benchmark in the district was between Hispanic students (33%) and White students (68%). Students receiving special education services or language acquisition services also met the fall benchmark at low rates, with approximately 36% of each student group meeting the benchmark.

**MCA-III Math Proficiency**

**Overall 2017 MCA All Accountability Math Proficiency by Level**

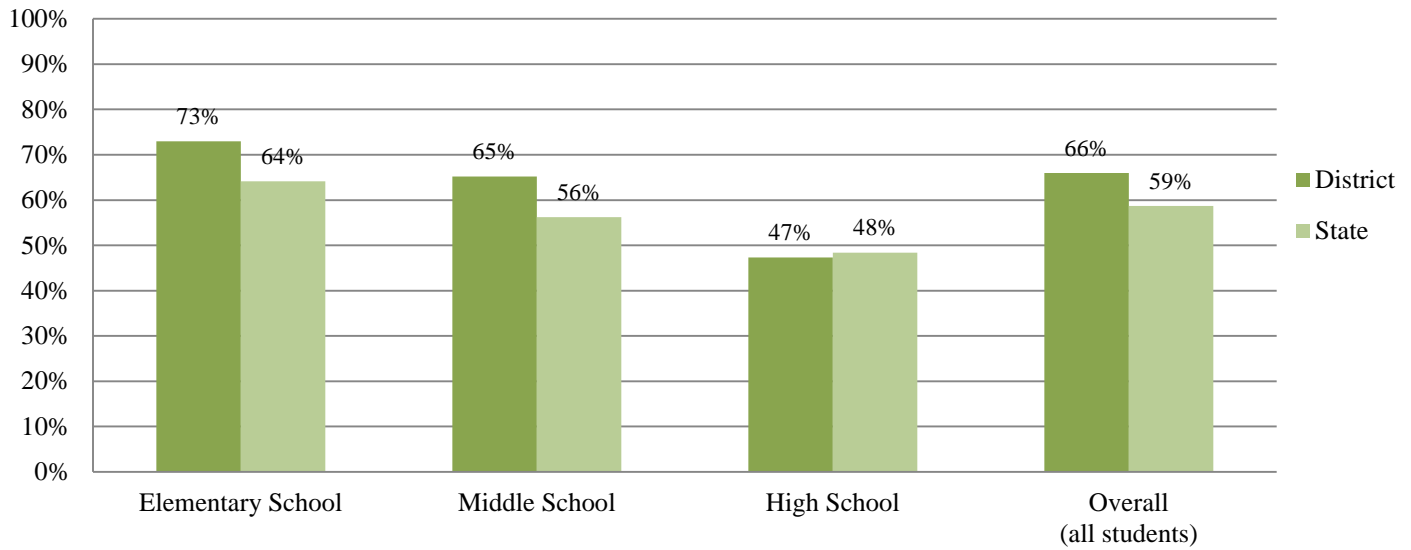


Figure 12: Overall 2017 MCA Math Proficiency by Level: District to State Comparison

Overall, the percent of Anoka-Hennepin students proficient on the 2017 MCA All Accountability Math was higher than the state by approximately 7%. This was also true of the elementary and middle school levels (each by 9%); however, the state outperformed the district at the high school level by 1%.

**Overall MCA All Accountability Math Proficiency by Level: 4-Year Trend**

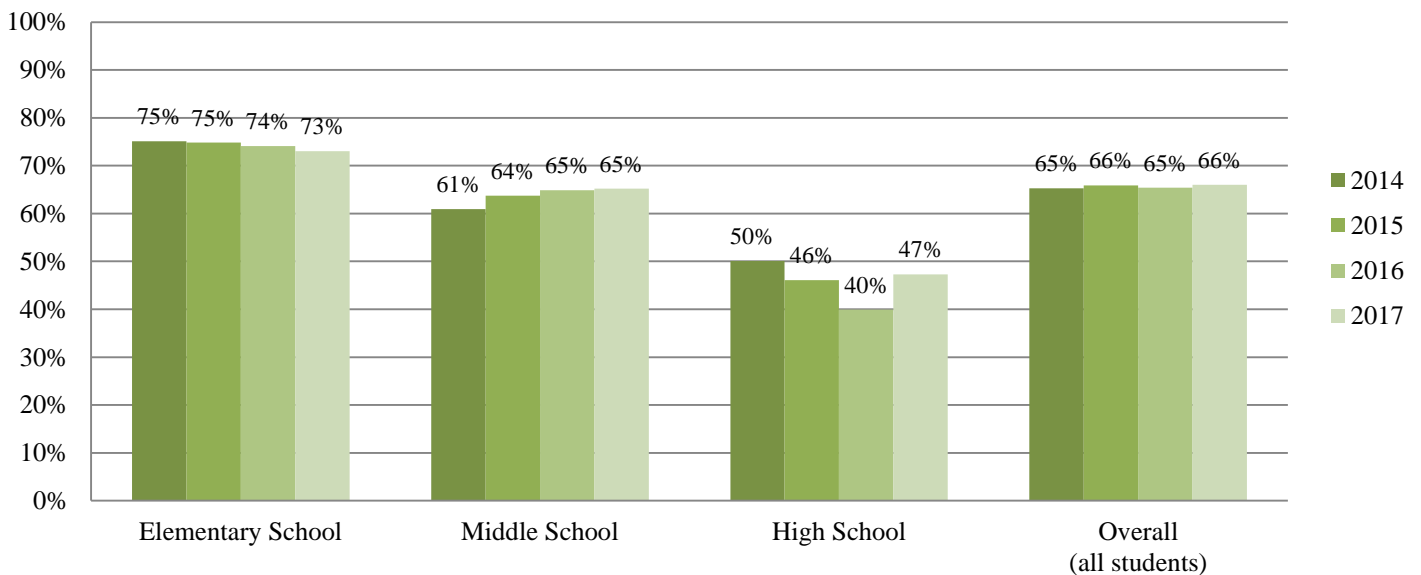


Figure 13: Percent of Students Proficient on MCA Math over the Past 4 Years

The overall percent of Anoka-Hennepin students proficient on the MCA Math has remained relatively steady over the last four years. At the elementary level, the proficiency rates have declined slightly, whereas the middle school students have increased the proficiency rate every year. Anoka-Hennepin high school students experienced a 7% increase in proficiency from 2016 to 2017 after several years of declining rates.

**Maximum Gap in MCA-III Math Proficiency between Student Groups in Meeting Proficiency**

**Overall MCA All Accountability Math Proficiency by Student Group: Grades 3-8, 11**

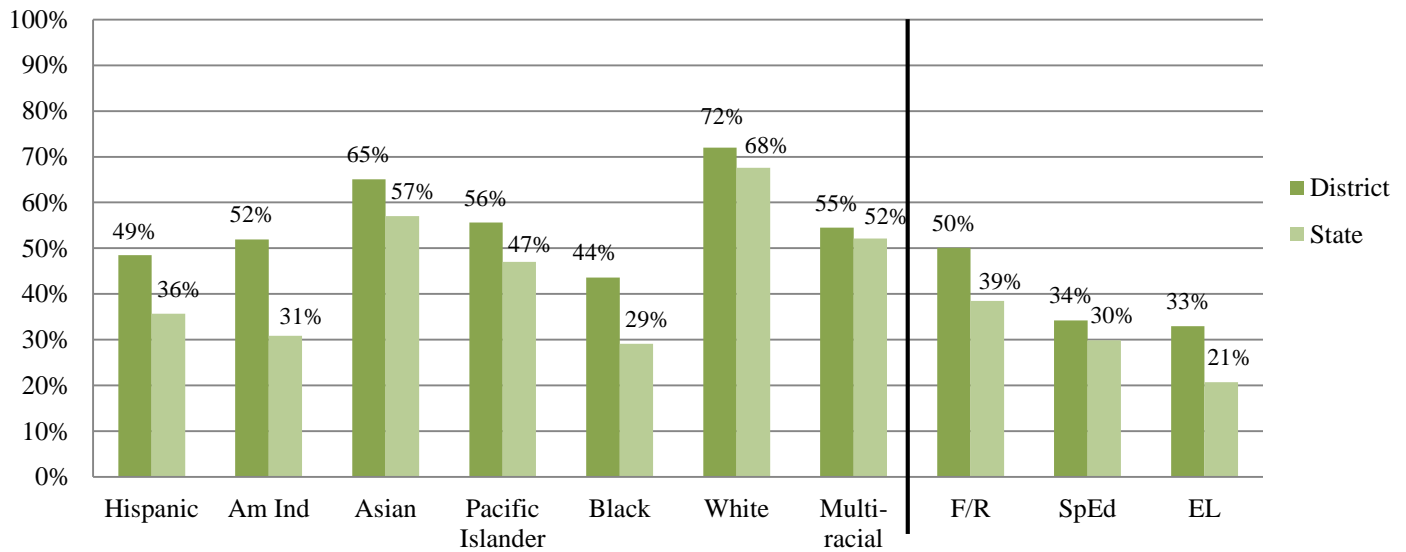


Figure 14: Overall 2017 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Math, each student group in Anoka-Hennepin outperformed its state counterpart. The largest gap in MCA Math proficiency in the district was between SpEd students and non-SpEd students, with 37% more non-SpEd students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (44%) and White students (72%).

MCA-III Math Growth

Overall MCA All Accountability Math Growth by Level

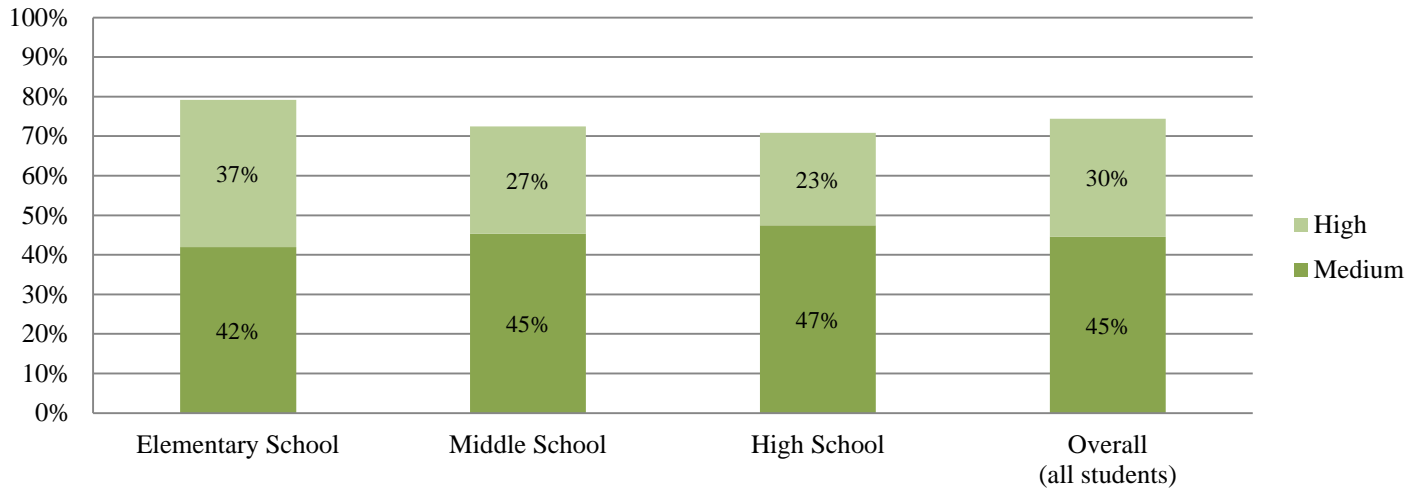


Figure 15: Overall Percent of Students at Medium or High Growth on the MCA Math Spring 2016 to Spring 2017

Overall, 74% of Anoka-Hennepin students met either medium or high growth from spring 2016 to spring 2017 on the MCA Math, up from 73% last year. Elementary school students had the greatest percent of students making medium or high growth, at 79%, whereas middle and high school students had 72% and 71% making medium or high growth, respectively.

Overall MCA All Accountability Math Growth by Student Group: Grades 3-18, 11

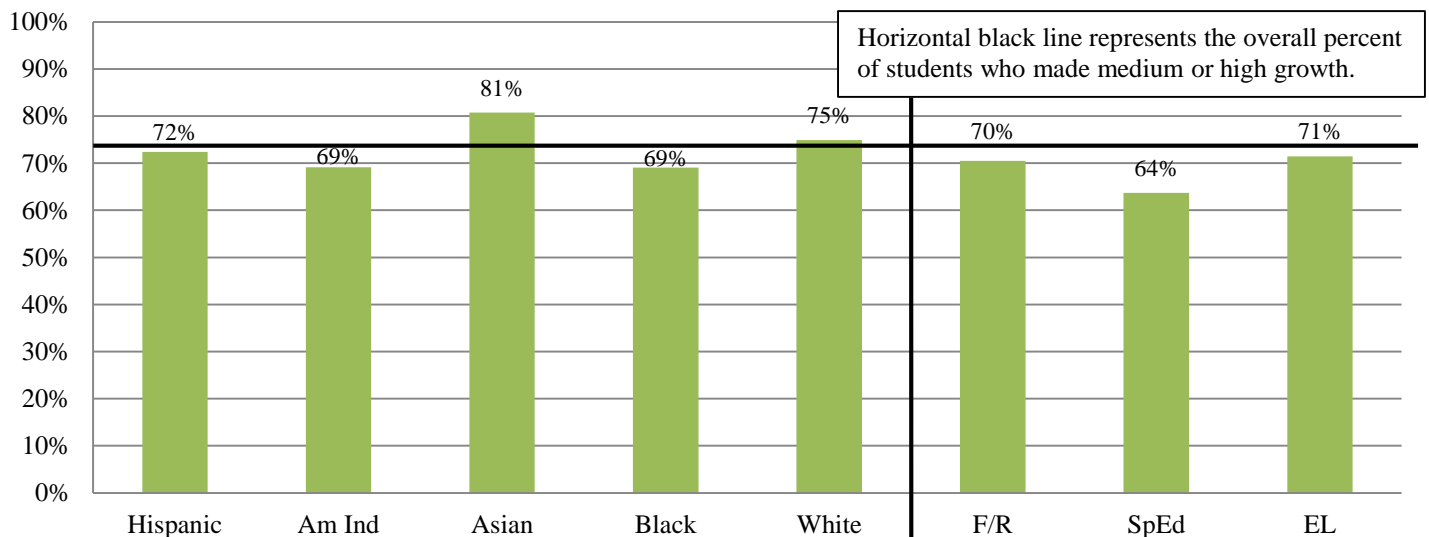


Figure 16: Percent of Students at Medium or High Growth on the MCA Math Spring 2016 to Spring 2017 by Student Group

The largest gap in the percent of students making medium or high growth on the MCA Math was between students receiving special education services (64%) and students not receiving special education services (76%; comparison not depicted above), for a gap of 12%. The student group making medium or high growth at the lowest rate were students receiving special education services (64%), while the student group making this level of growth at the highest rate was Asian students (81%).



**MCA-III Science Proficiency**

**Overall 2017 MCA All Accountability Science Proficiency by Level in District**

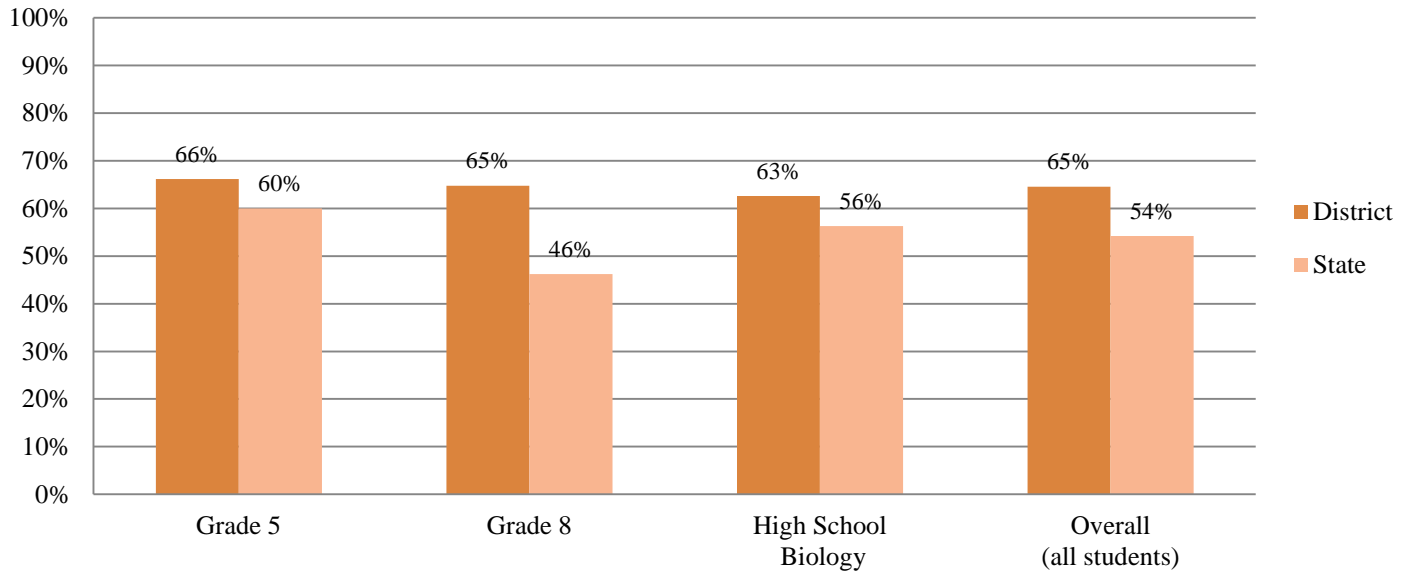


Figure 17: Overall 2017 MCA Science Proficiency by Level: District to State Comparison

Overall, the percent of Anoka-Hennepin students who were proficient on the 2017 MCA All Accountability Science was higher than the state at all levels. In Anoka-Hennepin, middle school continues to maintain its large margin above the state (19% in 2017).

**Overall MCA All Accountability Science Proficiency by Level: 4-Year Trend**

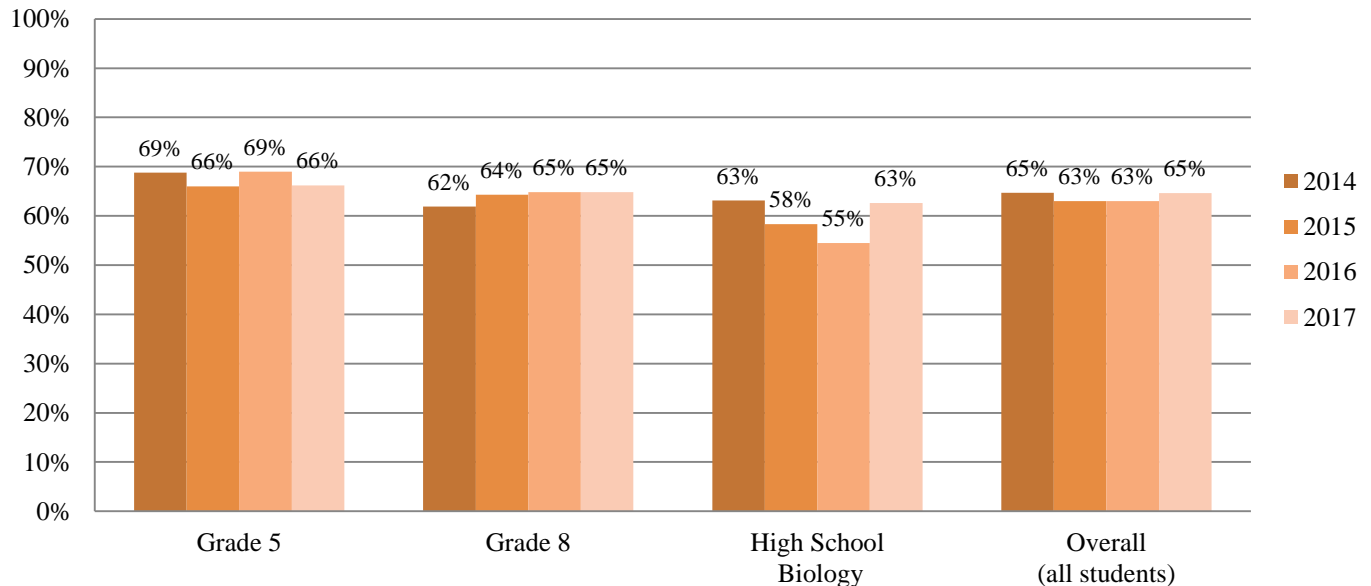


Figure 18: Percent of Students Proficient on MCA Science over the Past 4 Years

The overall proficiency rate of Anoka-Hennepin students on the MCA Science increased in 2017, with the greatest increase occurring at the high school level (up 8%). The elementary school level proficiency rate decreased 3% in 2017, while middle school proficiency rates remained constant.

Maximum Gap in MCA-III Science Proficiency between Student Groups in Meeting Proficiency

Overall MCA All Accountability Science Proficiency by Student Group:  
Grades 5, 8, and HS Biology

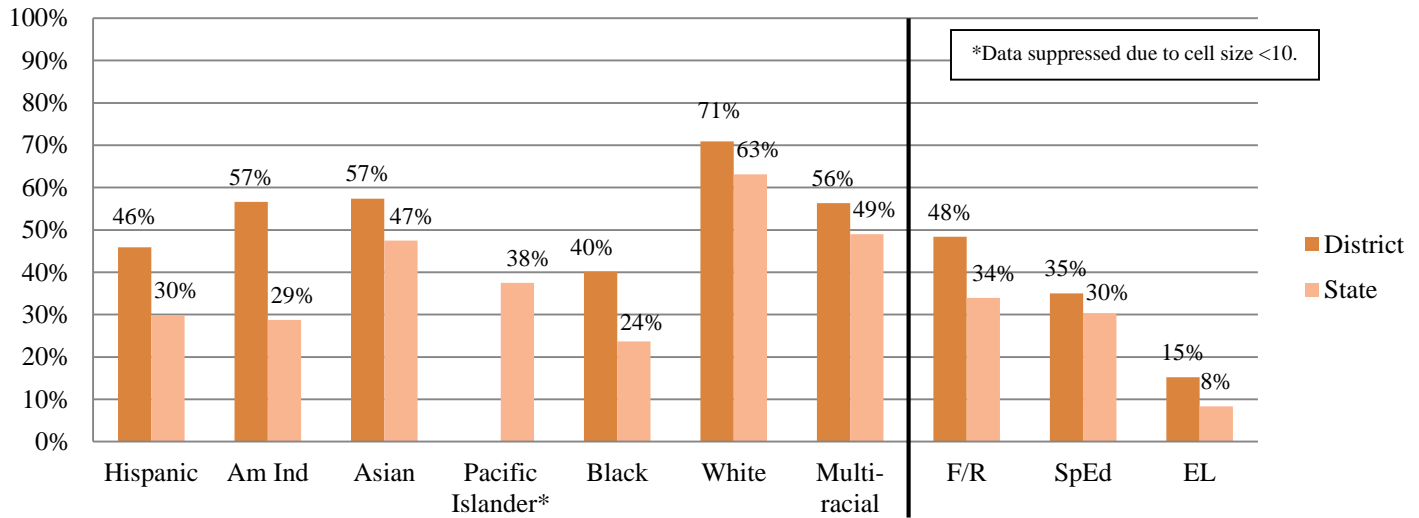


Figure 19: Overall 2017 MCA Science Proficiency Rate by Student Group: District to State Comparison

Each student group in Anoka-Hennepin outperformed its state counterpart on the 2017 MCA Science. The largest gap in MCA Science proficiency in the district was between EL and non-EL students, with 51% more non-EL students at proficiency (up from 46% in 2016; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (40%) and White students (71%).

### MCA-III Reading School Comparison

**Percent of A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA All Accountability Reading Assessments: 4-Year Trend**

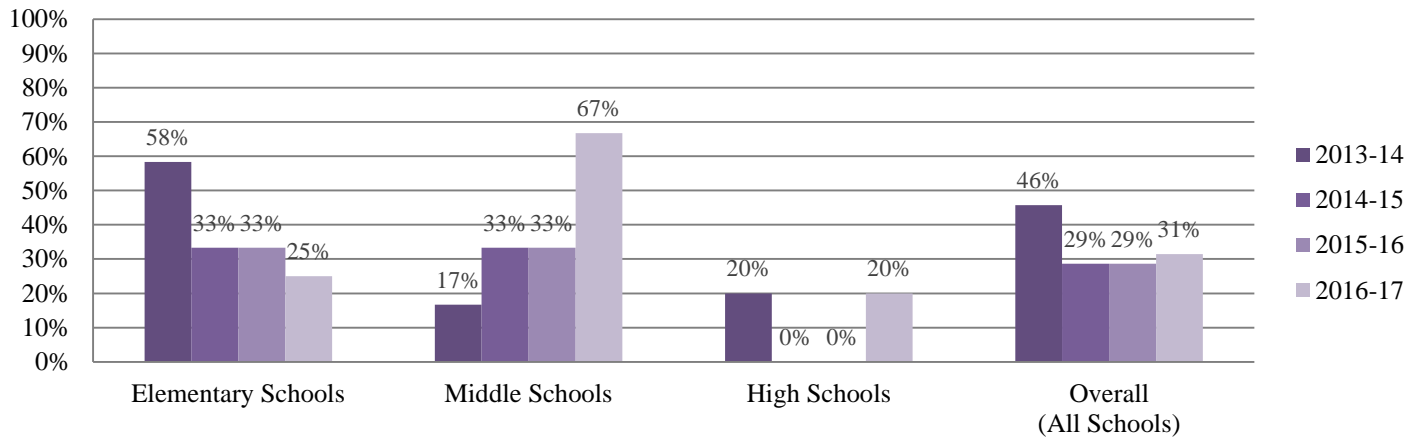


Figure 20: A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA Reading

Note that rates of schools in the top quartile of their free/reduced priced services (FRP) decile range is going to be volatile due to the low number of schools in Anoka-Hennepin, particularly at the middle and high school levels. On the MCA Reading, the percent of elementary schools in the top quartile has decreased over the last three years, while the percent of middle schools has increased. Rates at the high school level have remained fairly low.

### MCA-III Math School Comparison

**Percent of A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA All Accountability Math Assessments: 4-Year Trend**

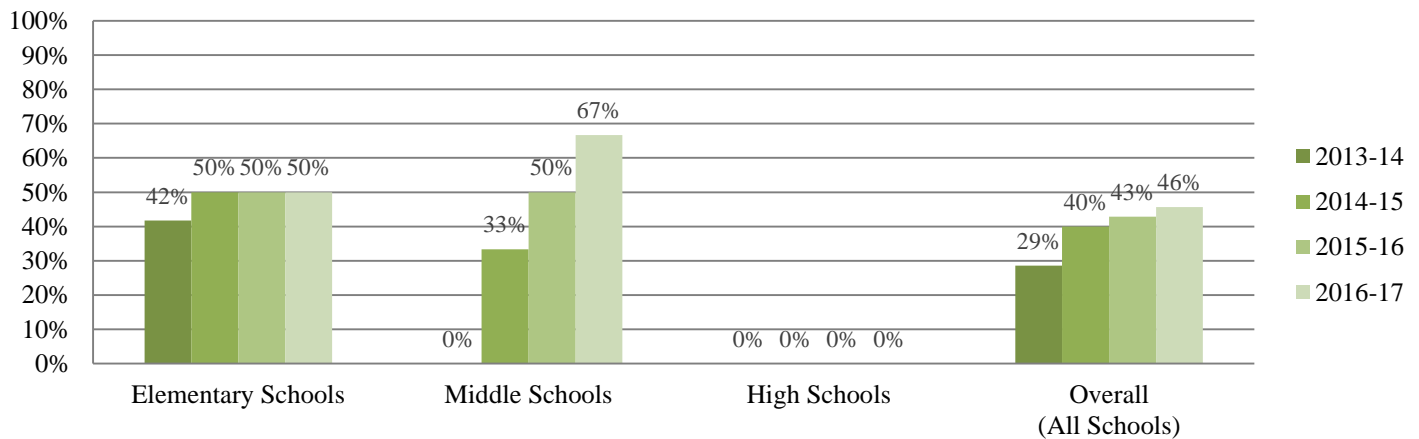


Figure 21: A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA Math

Note that rates of schools in the top quartile of their FRP decile range is going to be volatile due to the low number of schools in Anoka-Hennepin, particularly at the middle and high school levels. On the MCA Math, the percent of middle schools in the top quartile of their FRP range, as well as the percent districtwide, has increased steadily over the last 3 years. The rates of A-H elementary and high schools in the top quartile of their FRP range have remained constant over the last 3 and 4 years, respectively.

MCA-III Science School Comparison

Percent of A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA All Accountability Science Assessments: 4-Year Trend

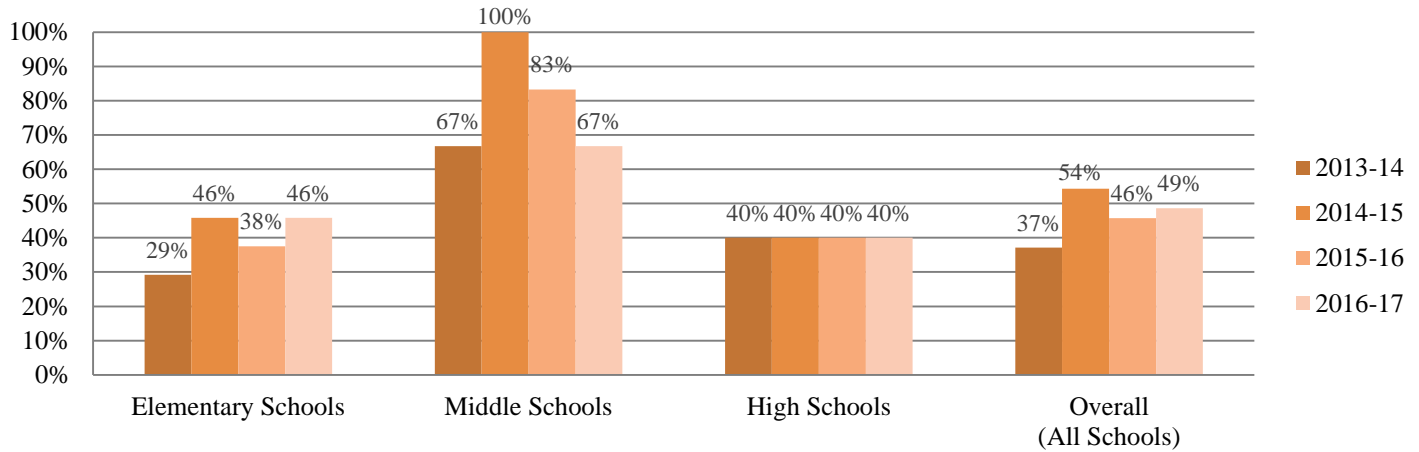


Figure 22: A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA Science

Note that rates of schools in the top quartile of their FRP decile range is going to be volatile due to the low number of schools in Anoka-Hennepin, particularly at the middle and high school levels. On the MCA Science, middle schools in Anoka-Hennepin have consistently had the greatest percent of schools in the top quartile of their FRP range. In general, the percent of elementary schools in the top quartile of their FRP range is trending upward, while the percent of high schools has remained constant.

**Elementary School**

### Elementary School in More Detail

- Elementary Overall: Anoka-Hennepin elementary students performed above the state in all three subject areas (reading, math and science) on the 2017 MCA All Accountability assessments.
- Elementary Reading: The percent of Anoka-Hennepin students meeting proficiency on the 2017 MCA All Accountability Reading was higher than the state proficiency rate for grades 3, 4 and 5. Grades 4 and 5 have been performing above the state for the last ten years.
  - On the MCA Reading, the percent of students making medium or high growth from spring 2016 to spring 2017 decreased 2% from last year to a rate of 75%.
- Elementary Math: The percent of Anoka-Hennepin students meeting proficiency on the 2017 MCA All Accountability Math was higher than the state proficiency rate for grades 3, 4, and 5. This has been true for the last ten years. However, the overall elementary proficiency rate has been slowly declining over the last few years.
  - The percent of students making medium or high growth on the MCA Math from spring 2016 to spring 2017 was the same as the previous year, at 79%.
- Elementary Science: The proficiency rate of Anoka-Hennepin grade 5 students on the 2017 MCA All Accountability Science was higher than the state by a margin of 6%. Grade 5 district students have consistently performed above the state.
- Elementary Achievement Gap: On the MCA All Accountability assessments, the achievement gap between White students and students of color increased for reading and math, but decreased in science this year.
  - Reading: The largest gap in MCA Reading proficiency in 2017 was between EL students and non-EL students, at 37%. When examining growth on the MCA, the largest gap in students making medium or high growth was between SpEd students and non-SpEd students, at 17%.
  - Math: The largest gap in MCA Math proficiency in 2017 was between SpEd students and non-SpEd students, at 34%. When examining growth on the MCA, the largest gap in students making medium or high growth was between American Indian students and Asian students, with American Indian students making these levels of growth at a rate 17% lower than Asian students.

**MCA-III Reading Proficiency**

**Elementary 2017 MCA All Accountability Reading Proficiency by Grade**

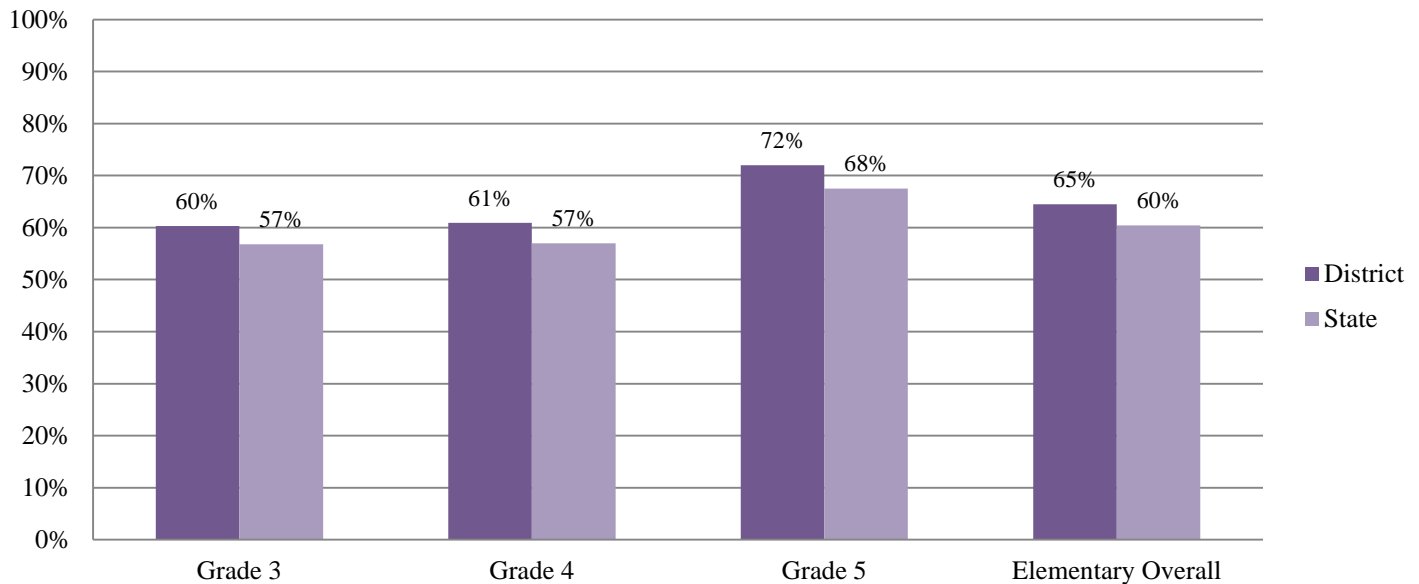


Figure 23: Elementary 2017 MCA Reading Proficiency by Grade: District to State Comparison

The percent of Anoka-Hennepin students at the elementary level proficient on the 2017 MCA All Accountability Reading was above the state for grades 3, 4 and 5. The percent of elementary school students overall that were proficient on the MCA Reading was higher than the state by 5%.

**Elementary Students Meeting MCA All Accountability Reading Proficiency by Grade: 4-Year Trend**

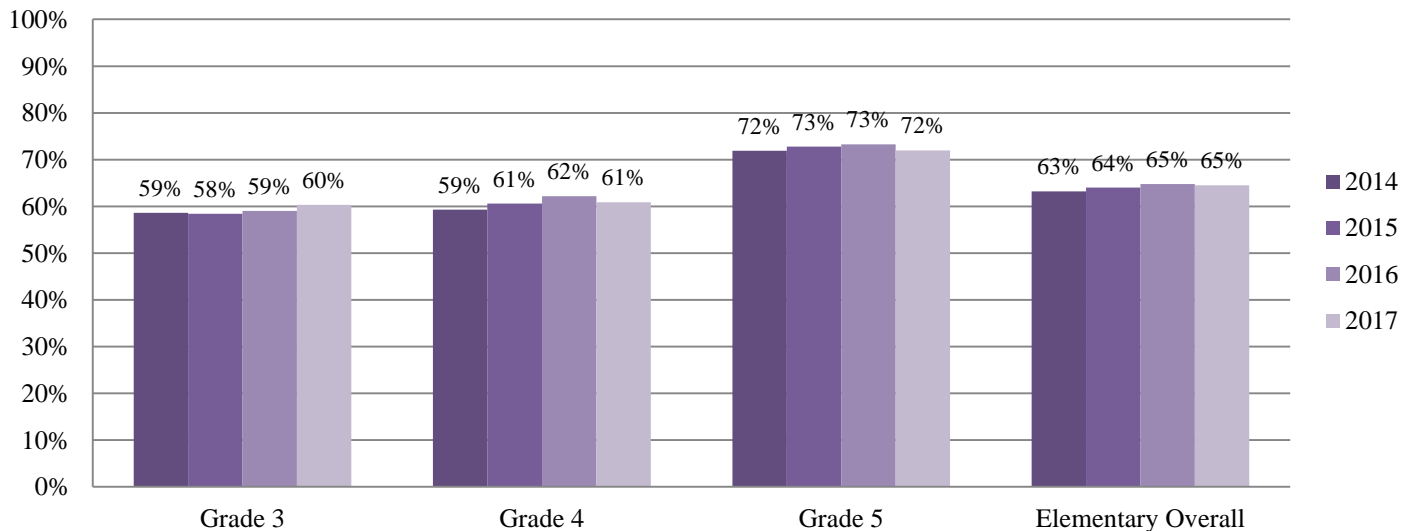


Figure 24: Percent of Elementary Students Proficient on MCA Reading by Grade: 4-Year Comparison

In 2017, Anoka-Hennepin grade 3 students increased their proficiency rate on the MCA Reading by 1% for the second year in a row. Students in grades 4 and 5 experienced a slight decrease in proficiency rate from 2016 to 2017.

Maximum Gap in MCA-III Reading Proficiency between Student Groups in Meeting Proficiency

Elementary MCA All Accountability Reading Proficiency by Student Group

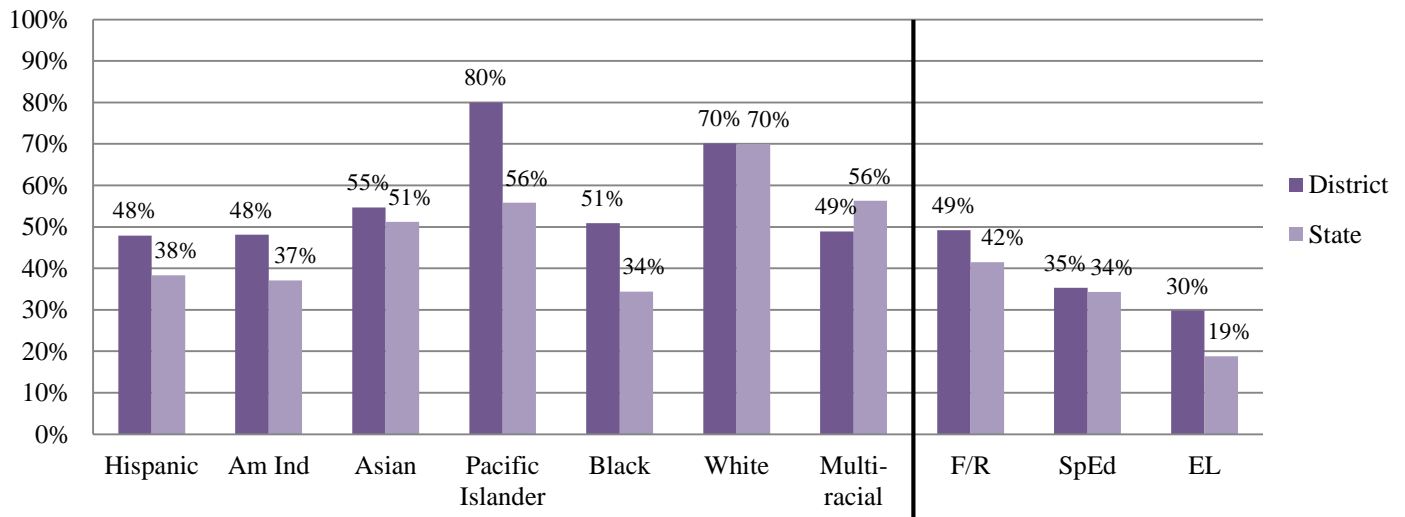


Figure 25: Elementary 2017 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Reading, each student group in Anoka-Hennepin outperformed its state counterpart, except White students who performed equal to the state and multi-racial students who performed below the state. The largest gap in MCA Reading proficiency at the elementary level was between EL and non-EL students, with 37% more non-EL students at proficiency (same as in 2016; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (49%) and non-F/R students (74%, not depicted above).



### MCA-III Reading Growth

#### Elementary MCA All Accountability Reading Growth by Grade

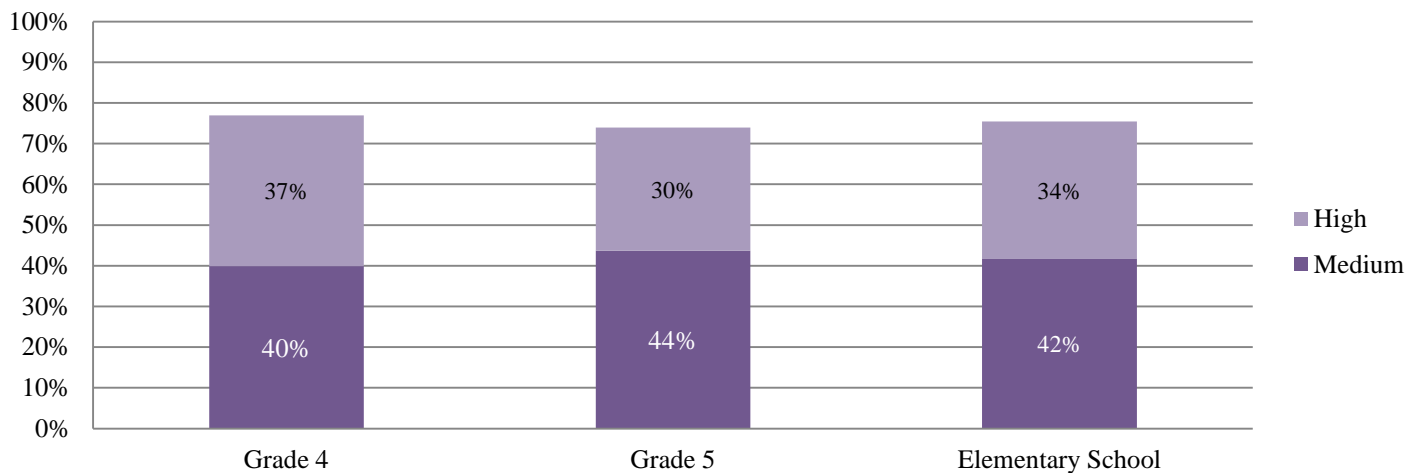


Figure 26: Percent of Elementary School Students at Medium or High Growth on the MCA Reading Spring 2016 to Spring 2017

Overall, 75% of Anoka-Hennepin elementary school students made medium or high growth from spring 2016 to spring 2017 on the MCA Reading, down from 77% last year. Grades 4 and 5 had approximately 77% and 74% of students making medium or high growth, respectively. Grade 3 students do not have growth calculated because two consecutive tests are needed. (MCAs are not offered in grade 2.)

#### Elementary MCA All Accountability Reading Growth by Student Group

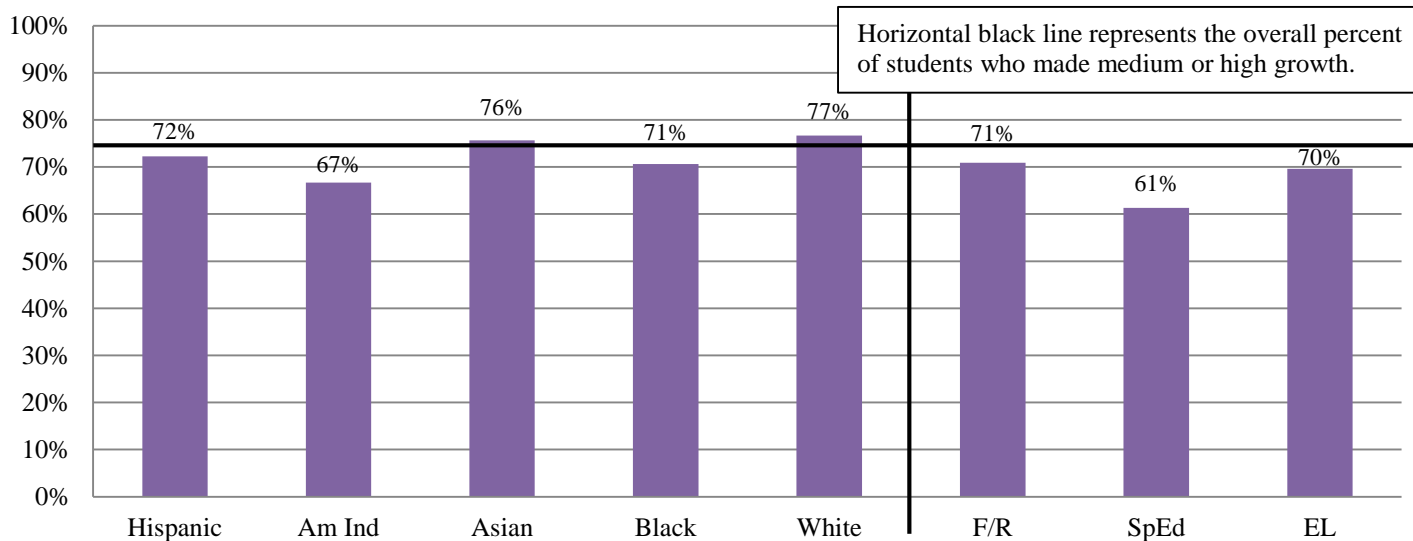


Figure 27: Percent of Elementary Students at Medium or High Growth on the MCA Reading Sp 2016 to Sp 2017 by Student Group

At the elementary level, the largest gap in the percent of students making medium or high growth on the MCA Reading was between students receiving special education services (61%) and students not receiving special education services (78%; comparison not depicted above), with a gap of 17%. This gap between SpEd and non-SpEd students was larger at the elementary level than any other level in the district. The student group making medium or high growth at the lowest rate was students receiving special education services, at 61%.

**MCA-III Math Proficiency**

**Elementary 2017 MCA All Accountability Math Proficiency by Grade**

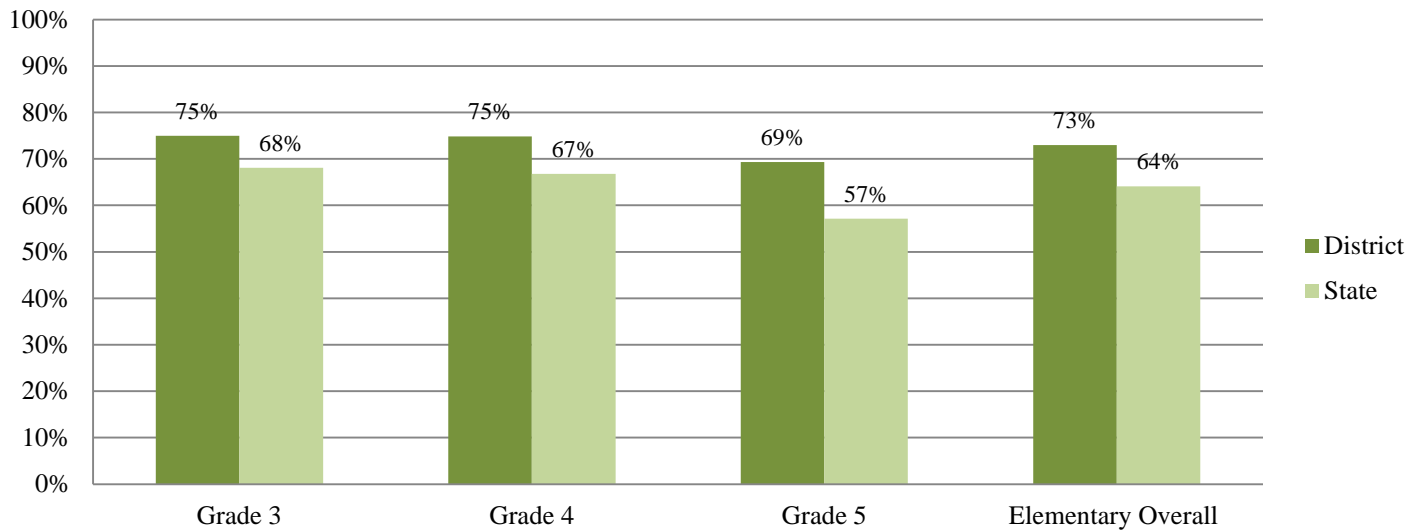


Figure 28: Elementary 2017 MCA Math Proficiency by Grade: District to State Comparison

The percent of Anoka-Hennepin students at the elementary level proficient on the 2017 MCA All Accountability Math was above the state for grades 3, 4 and 5. Grade 5 Anoka-Hennepin students are performing at the greatest margin above the state (12%). The percent of Anoka-Hennepin elementary school students overall that were proficient on the MCA Math was higher than the state by 9%.

**Elementary Students Meeting MCA All Accountability Math Proficiency by Grade: 4-Year Trend**

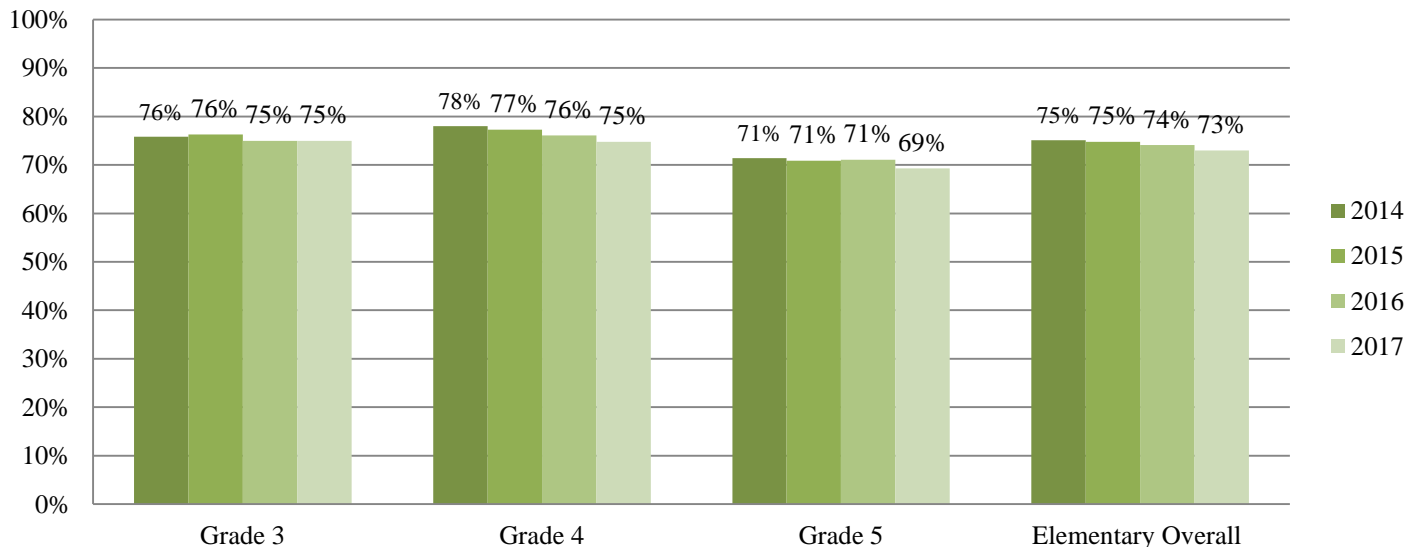


Figure 29: Percent of Elementary Students Proficient on MCA Math by Grade: 4-Year Comparison

Overall, at the elementary level, proficiency rates on the MCA Math have steadily declined over the last few years. In 2017, Anoka-Hennepin proficiency rates of grade 3 students remained consistent on the MCA Math. Students in grades 4 and 5 experienced a decrease in proficiency rates compared to last year.

Maximum Gap in MCA-III Math Proficiency between Student Groups in Meeting Proficiency

Elementary MCA All Accountability Math Proficiency by Student Group

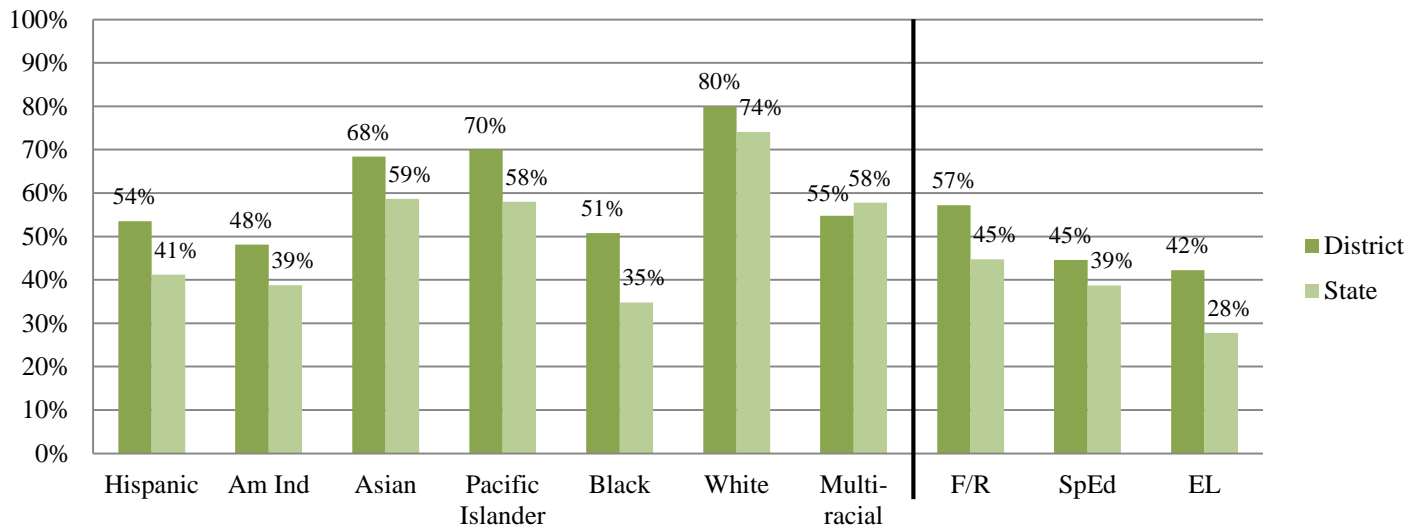


Figure 30: Elementary 2017 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Math, each student group in Anoka-Hennepin at the elementary level outperformed its state counterpart, with the exception of multi-racial students who performed below the state. The largest gap in MCA Math proficiency at the elementary level was between students receiving special education services and students who were not, with 34% more non-SpEd students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between American Indian students (48%) and White students (80%).

MCA-III Math Growth

Elementary MCA All Accountability Math Growth by Grade

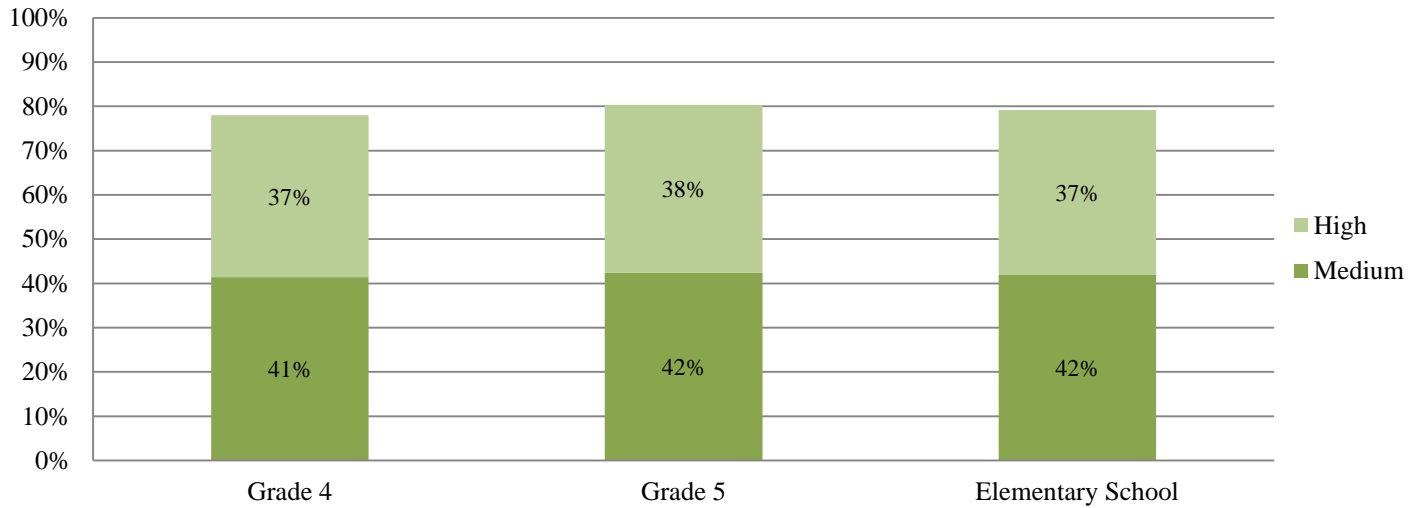


Figure 31: Percent of Elementary School Students at Medium or High Growth on the MCA Math Spring 2016 to Spring 2017

Overall, 79% of Anoka-Hennepin elementary school students made medium or high growth from spring 2016 to spring 2017 on the MCA Math. Grades 4 and 5 had 78% and 80% of students making medium or high growth, respectively. Grade 3 does not have growth calculated because two consecutive tests are needed. (MCAs are not offered in grade 2.)

Elementary MCA All Accountability Math Growth by Student Group

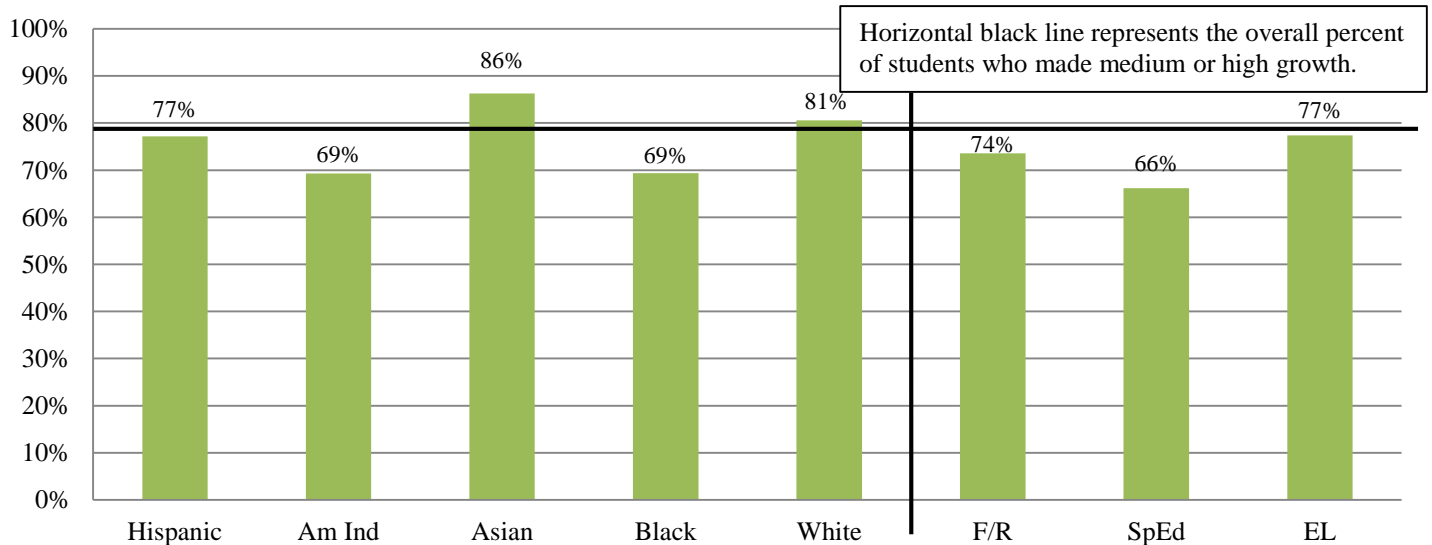


Figure 32: Percent of Elementary Students at Medium or High Growth on the MCA Math Sp 2016 to Sp 2017 by Student Group

At the elementary level, the largest gap in the percent of students making medium or high growth on the MCA Math was between American Indian students (69%) and Asian students (86%), with a gap of 17%. The student group making medium or high growth at the lowest rate were students receiving special education services (66%), while Asian students made this level of growth at the highest rate (86%).

**MCA-III Science Proficiency**

Of Anoka-Hennepin grade 5 students, 66% were proficient on the 2017 MCA All Accountability Science, while the state had a proficiency rate of 60%.

**Grade 5 MCA All Accountability Science Proficiency by Level: 4-Year Trend**

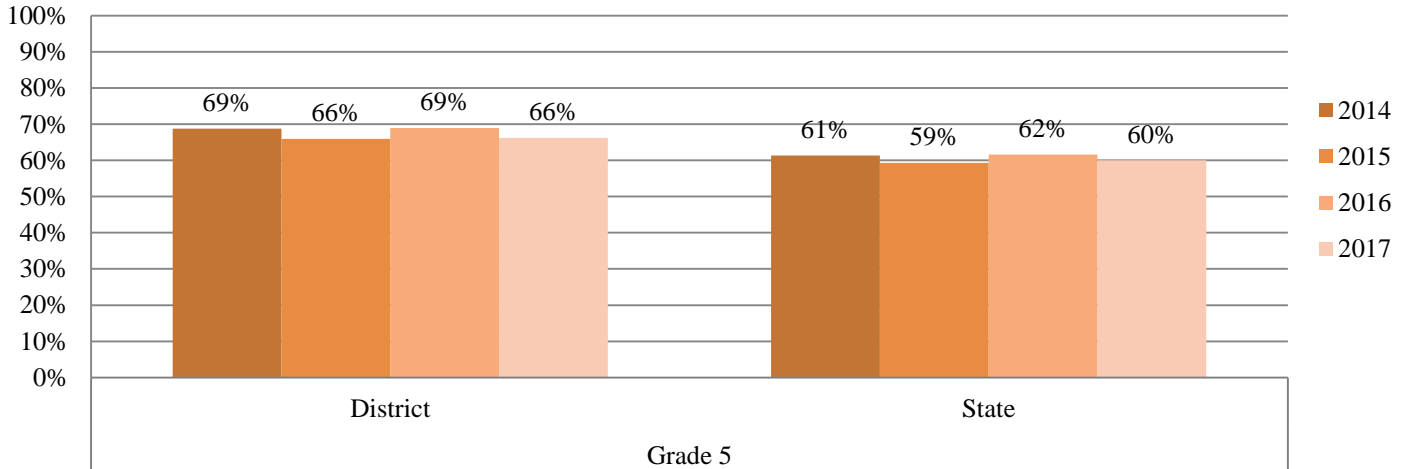


Figure 33: Percent of Grade 5 Students Proficient on MCA Science: 4-Year Comparison

In 2017, Grade 5 Anoka-Hennepin students experienced a decrease in proficiency on the MCA Science this year greater than the state, slightly decreasing their margin above the state.

**Maximum Gap in MCA-III Science Proficiency between Student Groups in Meeting Proficiency**

**MCA All Accountability Science Proficiency by Student Group: Grade 5**

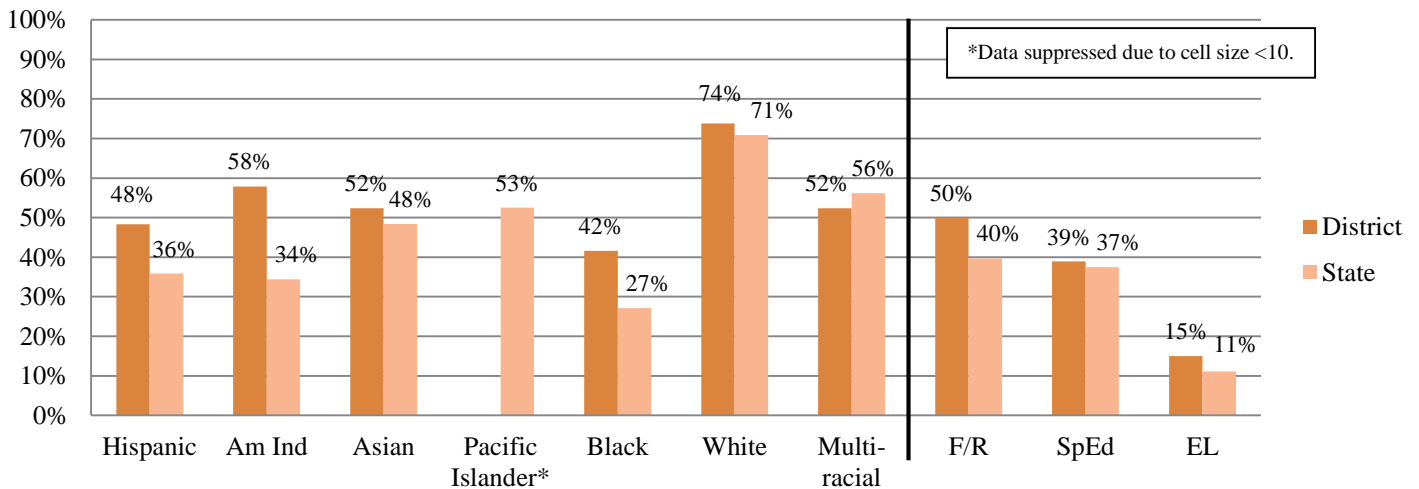


Figure 34: Elementary 2017 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Science, Anoka-Hennepin grade 5 student groups outperformed their state counterparts, with the exception of multi-racial students who performed below the state. The largest gap in MCA Science proficiency in grade 5 was between EL and non-EL students, with 53% more non-EL students at proficiency (up from 50% in 2016; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (42%) and White students (74%).

**Middle School**

### Middle School in More Detail

- Overall Middle School: Anoka-Hennepin middle school students performed above the state in all three subject areas (reading, math and science) on the 2017 MCA All Accountability assessments.
- Middle School Reading: The percent of Anoka-Hennepin middle school students meeting proficiency on the 2017 MCA All Accountability Reading was higher than the state for grades 6, 7 and 8. There has been an increasing trend in proficiency rates at all three grade levels over the last few years.
  - On the MCA Reading, the percent of students making medium or high growth from spring 2016 to spring 2017 increased 2%, from 74% in 2016 to 76% in 2017.
- Middle School Math: The percent of Anoka-Hennepin middle school students meeting proficiency on the 2017 MCA All Accountability Math was higher than the state proficiency rate for grades 6, 7 and 8.
  - On the MCA Math, 72% of students made medium or high growth from spring 2016 to spring 2017, down 1% from last year.
- Middle School Science: The percent of Anoka-Hennepin grade 8 students meeting proficiency on the 2017 MCA All Accountability Science was higher than the state proficiency rate by 19%, up 2% from last year.
- Middle School Achievement Gap: The achievement gap between White students and students of color at the middle school level widened on the MCA Reading, but narrowed on the MCA Math and MCA Science this year.
  - For the 2017 MCA Reading, Math, and Science, the largest gap in proficiency rates was between students identified as EL and the non-EL student group with the non-EL students reaching proficiency at higher rates. This has been the largest gap at the middle school level in all three subject areas for over five years.
  - Reading: The greatest proficiency gap when considering only ethnic and free/reduced (F/R) student groups on the MCA Reading was between F/R students and non-F/R students, with a gap of 61%, up from 59% in 2016. The largest gap in the percent of middle school students making medium or high growth on the MCA Reading was between SpEd students and non-SpEd students, with a gap of 14%.
  - Math: The greatest gap in proficiency when considering only ethnic and F/R student groups on the MCA Math was between F/R students and non-F/R students, at 48%. The largest gap in the percent of middle school students making medium or high growth on the MCA Math was between SpEd students and non-SpEd students, at 12%.
  - Science: The greatest gap in proficiency when considering only ethnic and F/R student groups on the MCA Science was between Black students (41%) and White students (71%), a gap of 30%, down 1% from last year.

MCA-III Reading Proficiency

Middle School 2017 MCA All Accountability Reading Proficiency by Grade

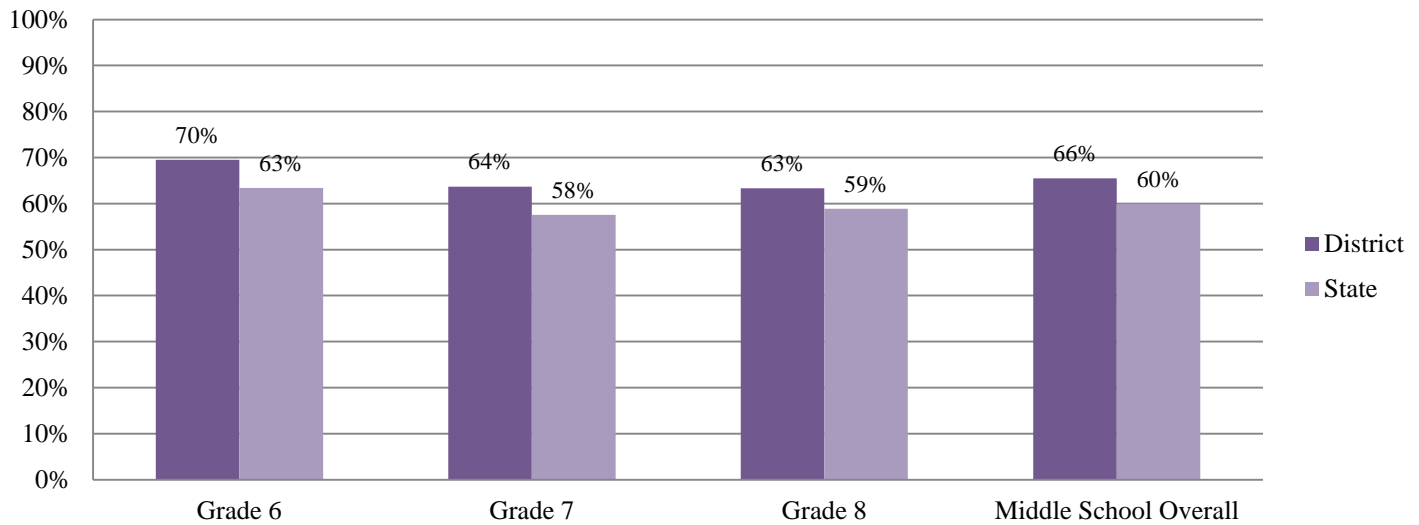


Figure 35: Middle School 2017 MCA Reading Proficiency by Grade: District to State Comparison

In comparison to the state, the percent of Anoka-Hennepin students at the middle school level who were proficient on the MCA All Accountability Reading was higher for grades 6, 7 and 8. The percent of Anoka-Hennepin middle school students overall proficient on the MCA Reading was higher than the state by 6%, up from 5% in 2016 and 4% in 2015.

Middle School Students Meeting MCA All Accountability Reading Proficiency by Grade: 4-Year Trend

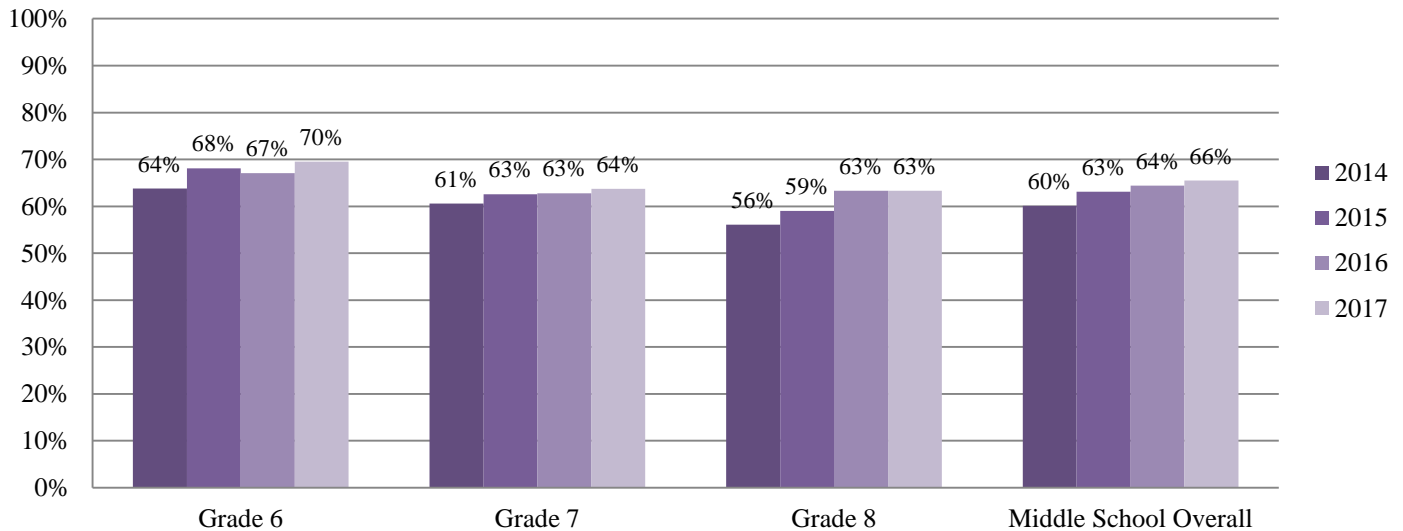


Figure 36: Percent of Middle School Students Proficient on MCA Reading by Grade: 4-Year Comparison

On the MCA Reading, Anoka-Hennepin students in grades 6, 7 and 8 have had an increasing trend in proficiency rates over the last several years. In 2017, grade 6 and 7 students showed increases of 3% and 1%, respectively. Grade 8 students remained consistent this year. In 2017, middle school students overall increased the proficiency rate by 2% from last year.



Maximum Gap in MCA-III Reading Proficiency between Student Groups in Meeting Proficiency

Middle School MCA All Accountability Reading Proficiency by Student Group

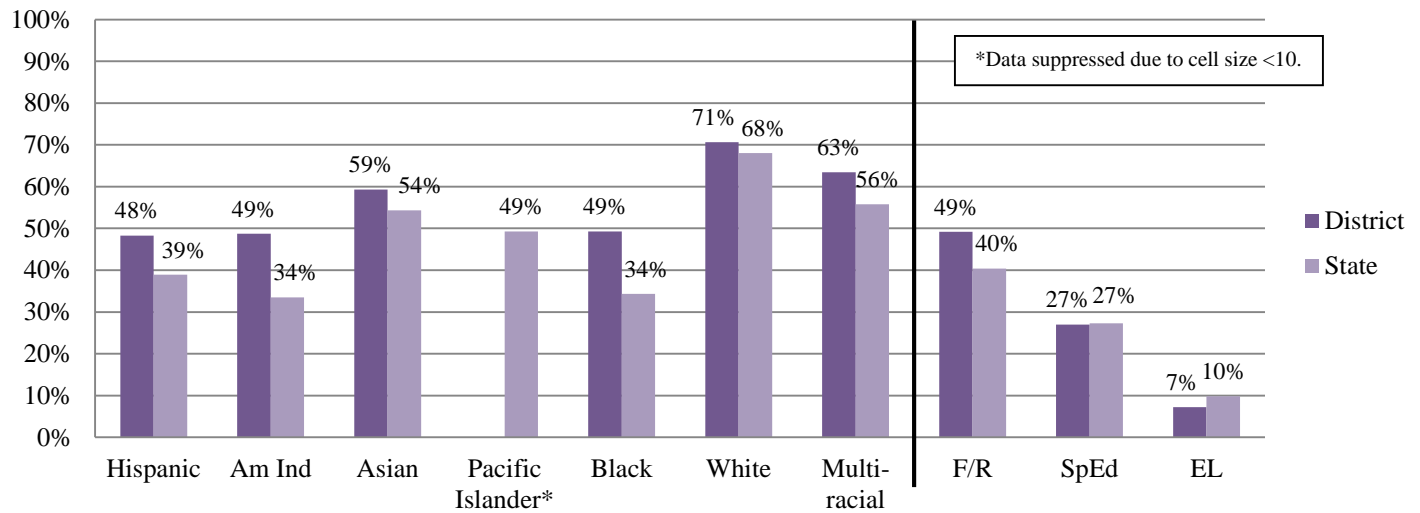


Figure 37: Middle School 2017 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Reading, every student group at the middle school level outperformed its state counterpart with the exception of SpEd students and EL students who performed below the state. The largest gap in MCA Reading proficiency at the middle school level was between EL and non-EL students, with 61% more non-EL students at proficiency (up from 59% in 2016; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (49%) and non-F/R students (74%, not depicted above).

**MCA-III Reading Growth**

**Middle School MCA All Accountability Reading Growth by Grade**

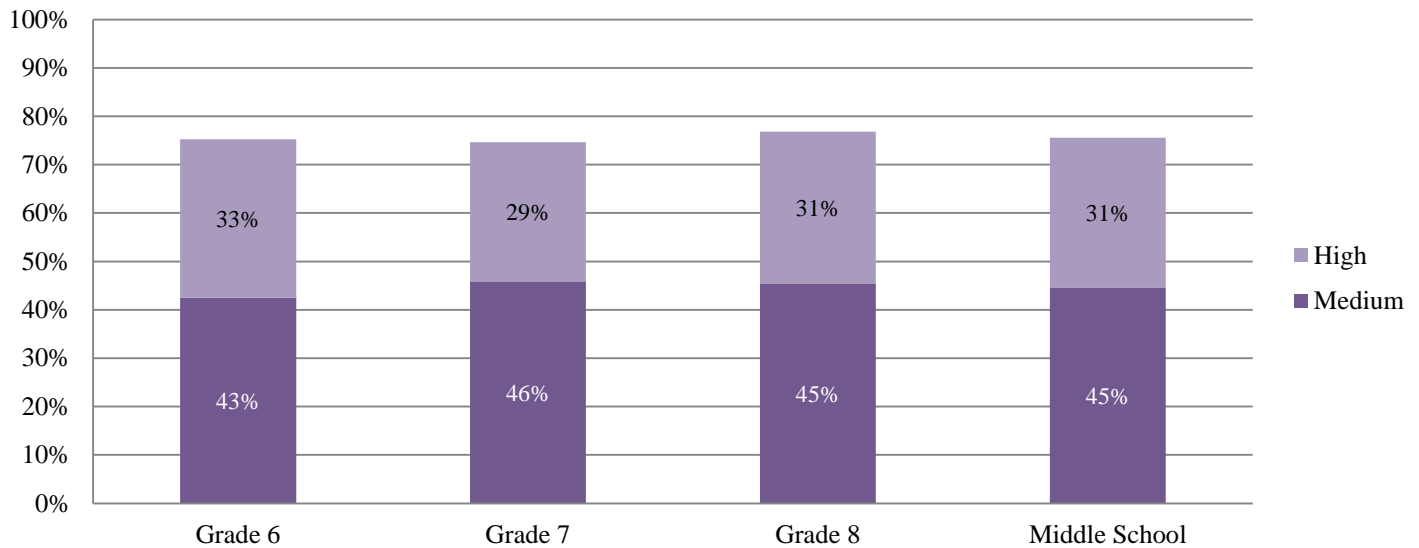


Figure 38: Percent of Middle School Students at Medium or High Growth on the MCA Reading Spring 2016 to Spring 2017

Overall, 76% of Anoka-Hennepin middle school students met either medium or high growth from spring 2016 to spring 2017 on the MCA Reading, up from 74% last year. The percent of students making medium or high growth was highest for grade 8 students, at 77%, whereas grade 6 and 7 rates were lower, with 75% each.

**Middle School MCA All Accountability Reading Growth by Student Group**

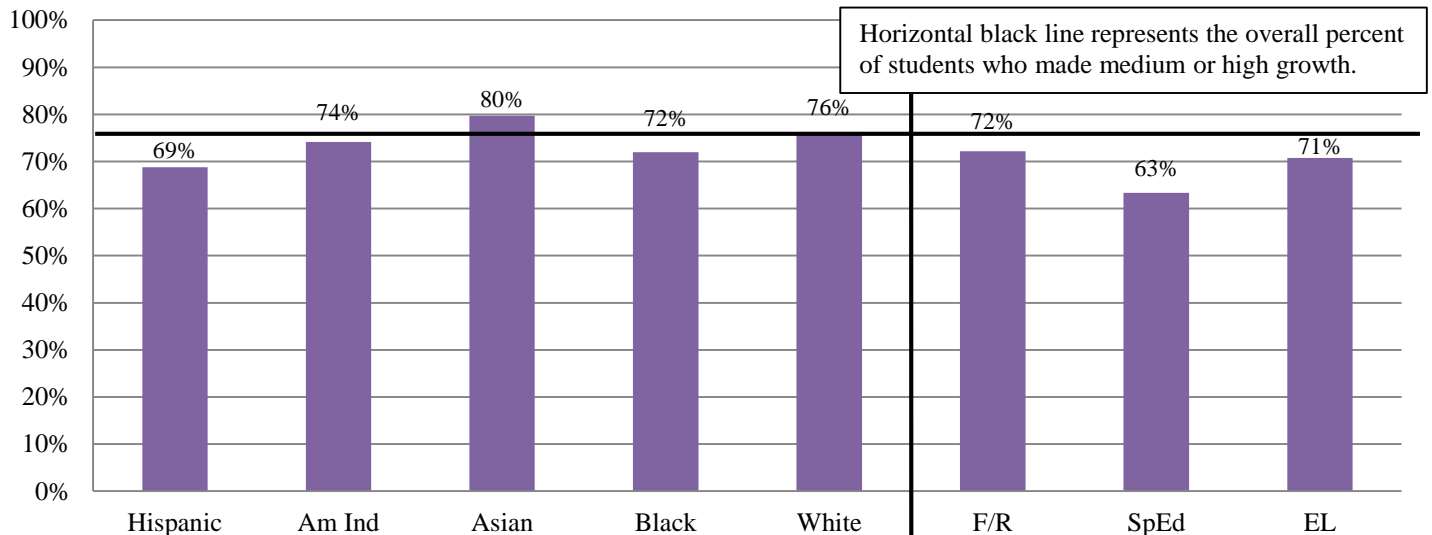


Figure 39: Percent of Middle School Students at Medium or High Growth on the MCA Reading Sp 2016 to Sp 2017 by Student Group

At the middle school level, the largest gap in the percent of students making medium or high growth on the MCA Reading was between students receiving special education services (63%) and students not receiving special education services (77%; comparison not depicted above), for a gap of 14%. The student group making medium or high growth at the lowest rate were students receiving special education services, at 63%.

**MCA-III Math Proficiency**

**Middle School 2017 MCA All Accountability Math Proficiency by Grade**

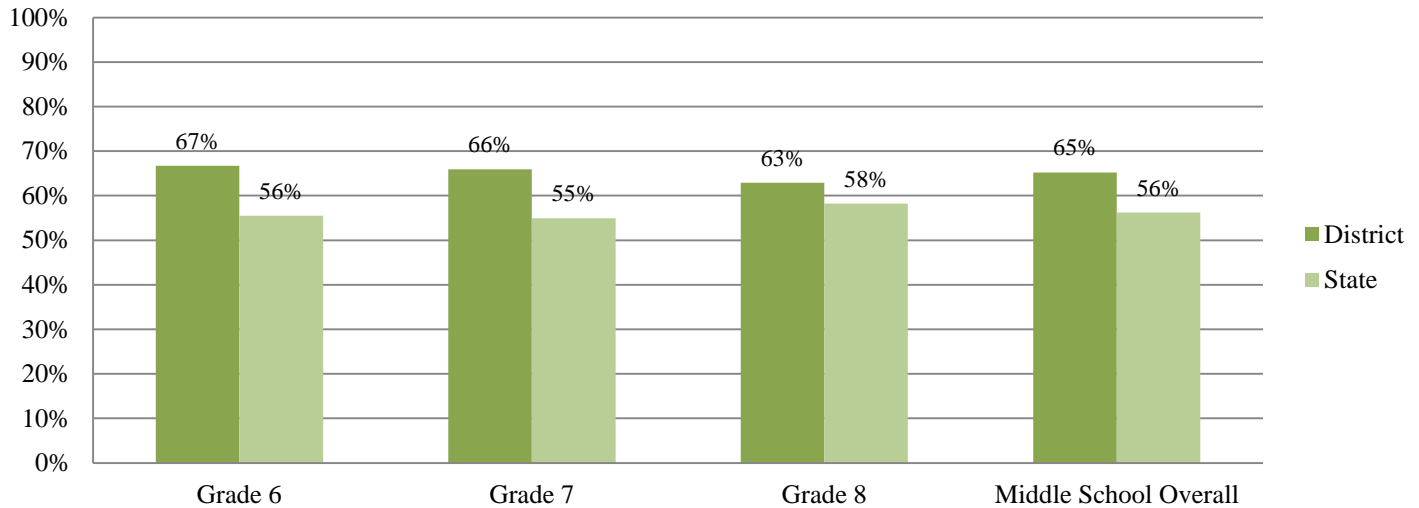


Figure 40: Middle School 2017 MCA Math Proficiency by Grade: District to State Comparison

In 2017, the percent of Anoka-Hennepin students proficient on the MCA All Accountability Math was higher than the state for grades 6, 7 and 8. The Anoka-Hennepin middle school students’ overall proficiency rate on the MCA Math was 9% higher than the state, increasing our margin above the state 1% from last year.

**Middle School Students Meeting MCA All Accountability Math Proficiency by Grade: 4-Year Trend**

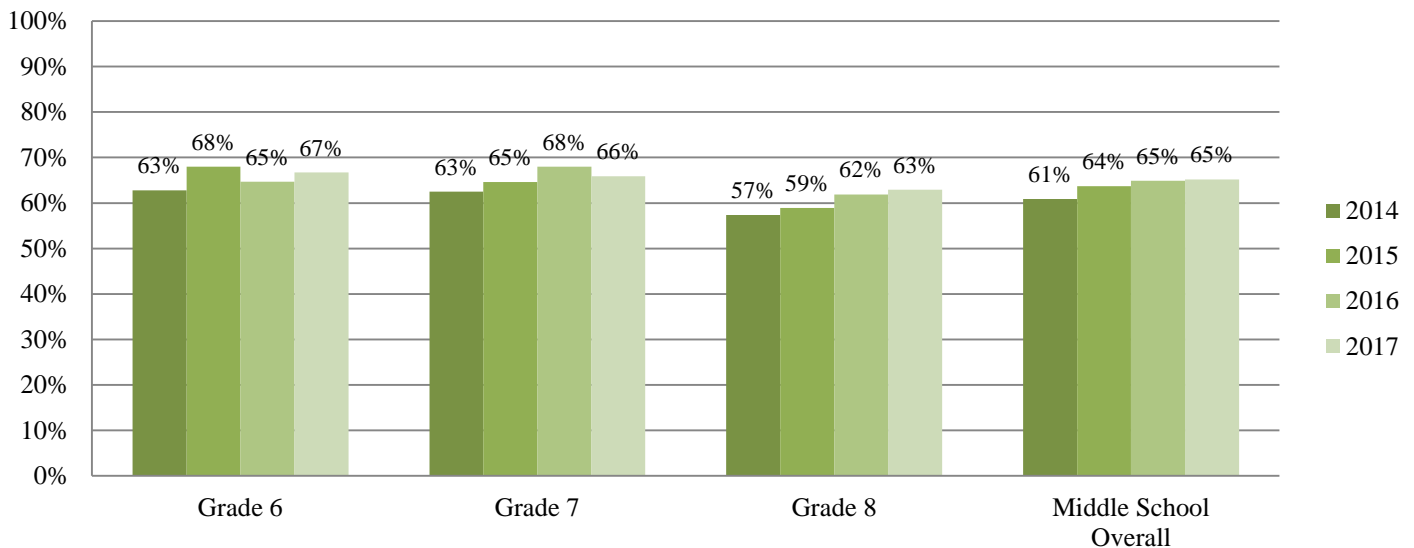


Figure 41: Percent of Middle School Students Proficient on MCA Math by Grade: 4-Year Comparison

Anoka-Hennepin grade 8 students have consistently improved their proficiency on the MCA Math over the last three years. Grade 6 students experienced a 2% increase in proficiency in 2017, while grade 7 students decreased their proficiency rate by 2% in 2017, however, grade 7 students are still above where they were two and three years ago.

**Maximum Gap in MCA-III Math Proficiency between Student Groups in Meeting Proficiency**

**Middle School MCA All Accountability Math Proficiency by Student Group**

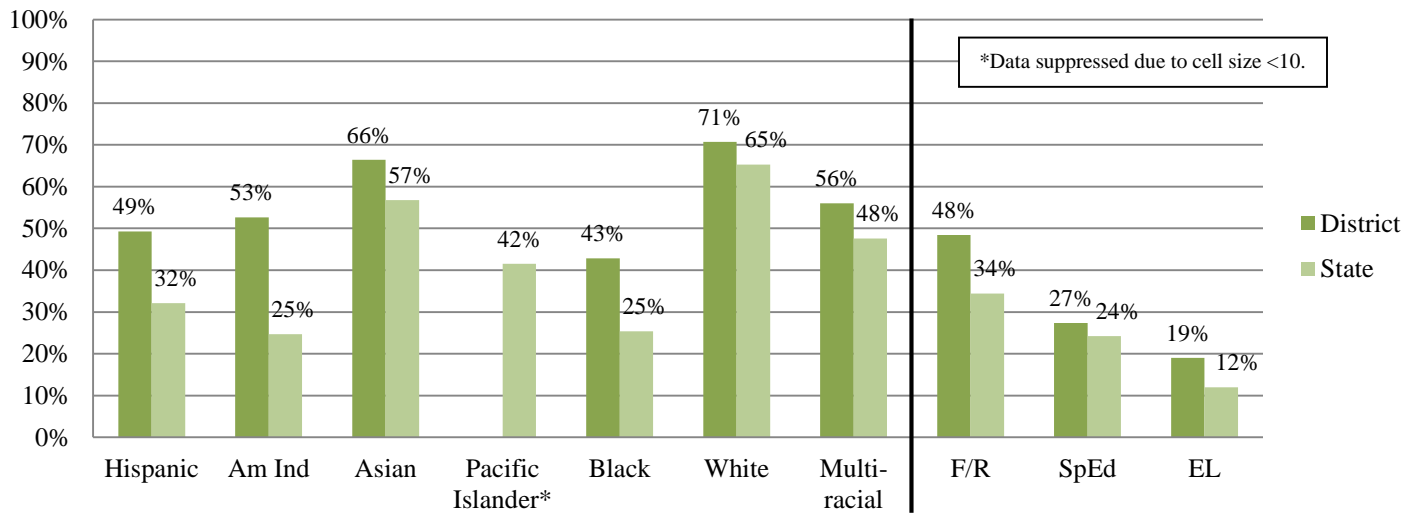


Figure 42: Middle School 2017 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Math, each student group in Anoka-Hennepin at the middle school level outperformed its state counterpart. The largest gap in MCA Math proficiency at the middle school level was between EL and non-EL students, with 48% more non-EL students at proficiency (same as 2016; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (48%) and non-F/R students (74%, not depicted above).

MCA-III Math Growth

Middle School MCA All Accountability Math Growth by Grade

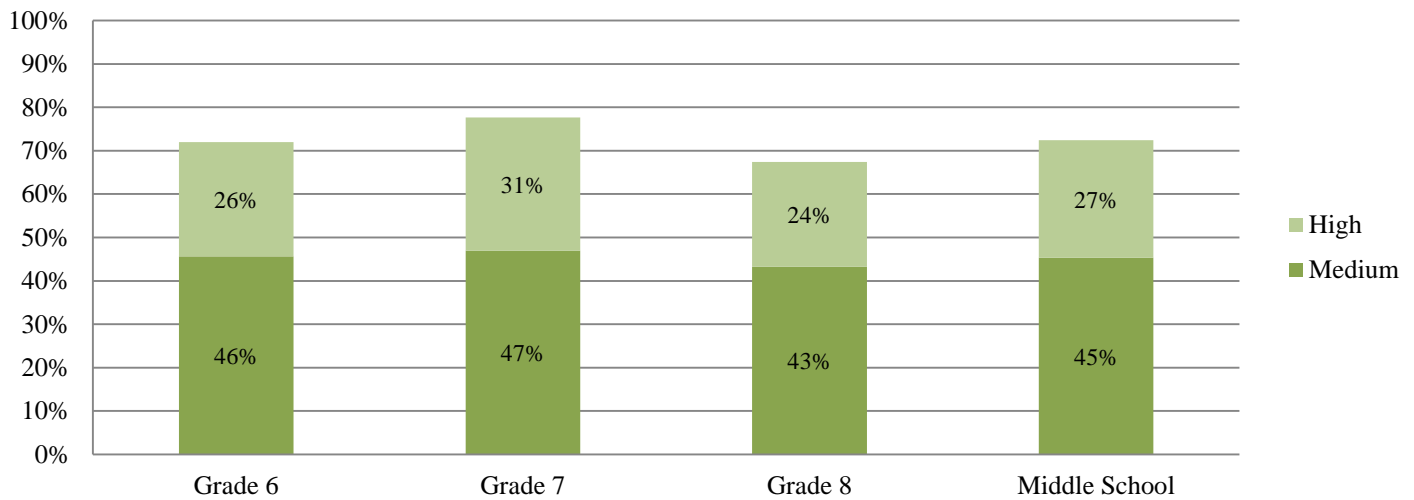


Figure 43: Percent of Middle School Students at Medium or High Growth on the MCA Math Spring 2016 to Spring 2017

Overall, 72% of Anoka-Hennepin middle school students met either medium or high growth from spring 2016 to spring 2017 on the MCA Math. This is down 1% from the previous year’s growth rate. Grade 7 students showed the most growth, at 78%, whereas only 72% and 67% of grade 6 and 8 students made medium or high growth, respectively.

Middle School MCA All Accountability Math Growth by Student Group

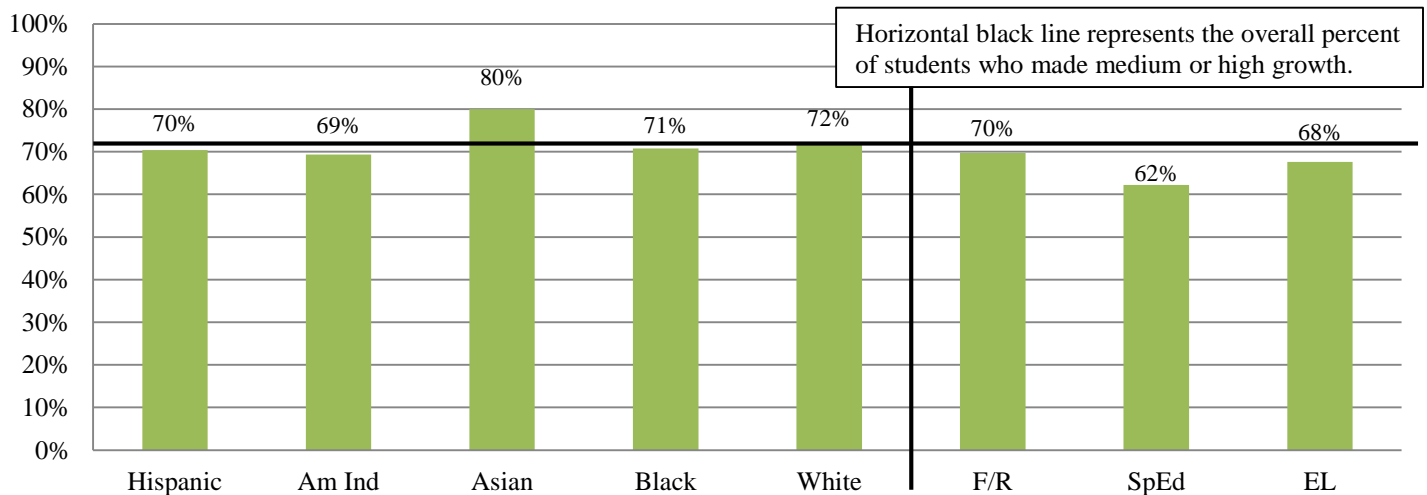


Figure 44: Percent of Middle School Students at Medium or High Growth on the MCA Math Sp 2016 to Sp 2017 by Student Group

At the middle school level, the largest gap in the percent of students making medium or high growth on the MCA Math was between SpEd students (62%) and non-SpEd students (74%; comparison not depicted above), with a gap of 12%. The student group making medium or high growth at the lowest rate were students receiving special education services, at 62%. In regards to the percent of students in each ethnic group making medium or high growth, all student groups except for Asian students, were within 3% of each other. Asian students met this level of growth at a rate 8% higher than the middle school overall average level of growth.

**MCA-III Science Proficiency**

In grade 8, there were 65% of students proficient on the 2017 MCA All Accountability Science in the district and only 46% proficient at the state level.

**Grade 8 MCA All Accountability Science Proficiency by Level: 4-Year Trend**

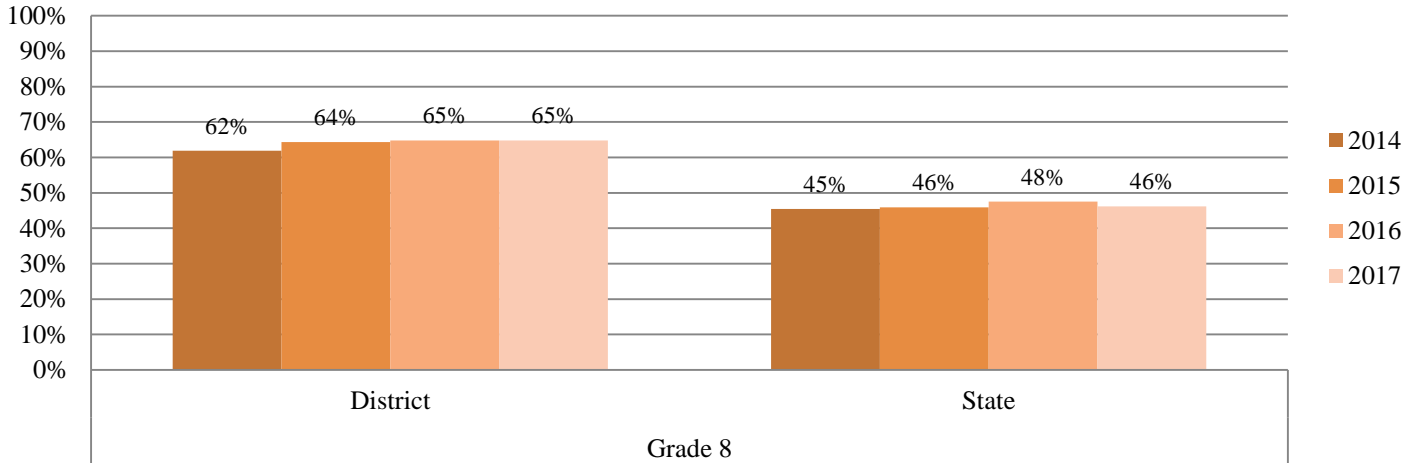


Figure 45: Percent of Grade 8 Students Proficient on MCA Science: 4-Year Comparison

On the MCA Science, Anoka-Hennepin grade 8 students maintained the proficiency rate in 2017. Grade 8 students in the district have consistently outperformed their state counterparts, increasing our margin above the state in 2017 by 2%, for a margin of 19%.

**Maximum Gap in MCA-III Science Proficiency between Student Groups in Meeting Proficiency**

**MCA All Accountability Science Proficiency by Student Group: Grade 8**

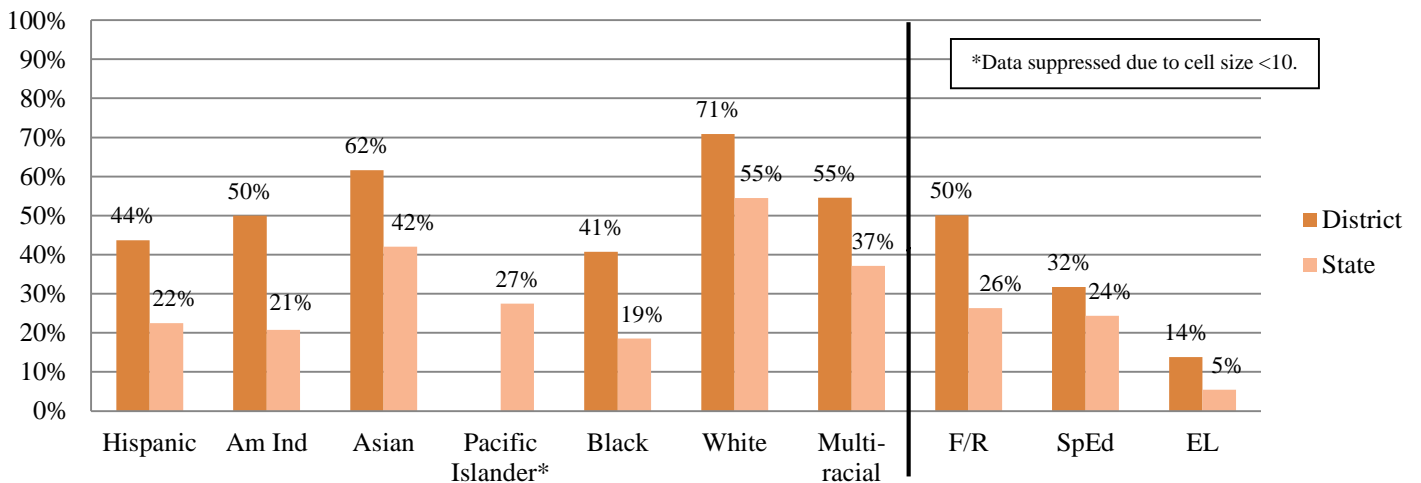


Figure 46: Middle School 2017 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Science, each Anoka-Hennepin grade 8 student group outperformed its state counterpart. The largest gap in MCA Science proficiency in grade 8 was between EL and non-EL students, with 53% more non-EL students at proficiency (up from 47% in 2016; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (41%) and White students (71%), with a gap of 30%.

**High School**

### High School in More Detail

- High School Reading: Anoka-Hennepin grade 10 students performed above the state by 3% on the 2017 MCA All Accountability Reading.
  - On the MCA Reading, 75% of students made medium or high growth from spring of their 8<sup>th</sup> grade year, up 3% from last year.
  - The percent of seniors who met the ACT Reading college readiness benchmark was 46%, up 4% from 2016.
- High School Math: Anoka-Hennepin grade 11 students performed below the state by 1% on the 2017 MCA All Accountability Math, narrowing their margin above the state by 6%.
  - On the MCA Math, 71% of students made medium or high growth from spring of their 8<sup>th</sup> grade year, up from 61% in 2016.
  - The ACT Math college readiness benchmark was met by 42% of seniors, up 1% from 2016.
- High School Science: On the 2017 MCA All Accountability Science, Anoka-Hennepin students in high school biology performed above the state by 7%.
  - Each Anoka-Hennepin student group performed above its state counterpart on the 2017 MCA Science.
  - The percent of seniors who met the ACT Science college readiness benchmark increased from 38% in 2016 to 40% in 2017.
- High school achievement gap: The achievement gap between students of color and white students widened on the MCA Reading and MCA Science, while the gap narrowed on the MCA Math.
  - Students of color were less likely to meet all four of the college readiness benchmarks on the ACT than the White student group.
  - For the 2017 MCA Reading, Math, and Science, the largest gap in proficiency rates was between EL students and non-EL students with the non-EL students reaching proficiency at a higher rate.
  - Reading: The greatest gap in proficiency on the MCA Reading when considering only ethnic and free/reduced (F/R) student groups was between American Indian students and White students, with 32% more white students proficient. The largest gap in percent of students making medium or high growth on the MCA Reading was between American Indian students and Asian students, with 14% more Asian students making this level of growth.
  - Math: On the MCA Math, the greatest gap in proficiency when considering only ethnic and F/R student groups was between Black students and American Indian students, with 31% fewer Black students proficient. The largest gap in percent of students making medium or high growth on the MCA Math was between SpEd students and non-SpEd students, with a gap of 11%.
  - Science: The greatest gap in proficiency on the MCA Science when considering only ethnic and F/R student groups was between Black students and White students, with 36% more White students proficient.
- College Readiness: The percent of Anoka-Hennepin 2017 grade 12 students meeting all four ACT college readiness benchmarks was 27%, up 2% from 2016.
  - The percent of seniors participating in at least one potential college-credit earning course while in high school increased from 81% in 2016 to 90% in 2017.



**MCA-III Reading Proficiency**

The percent of Anoka-Hennepin students in grade 10 proficient on the MCA All Accountability Reading was 3% higher than the state. Of Anoka-Hennepin students tested, 63% were proficient, whereas 60% of students were proficient at the state level.

**Grade 10 Students Meeting MCA All Accountability Reading Proficiency: 4-Year Trend**

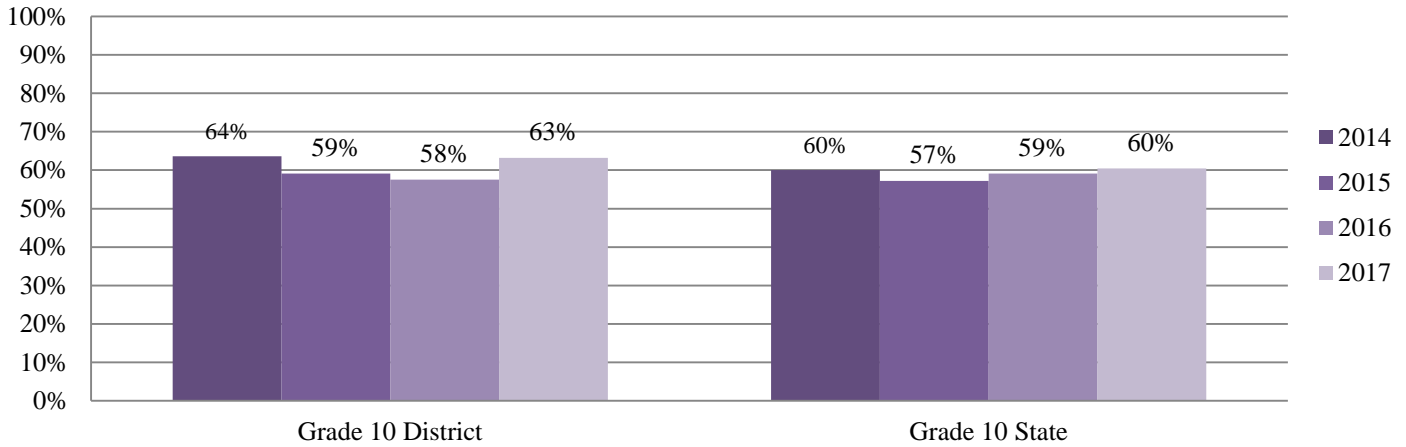


Figure 47: Percent of Grade 10 Students Proficient on MCA Reading: 4-Year Comparison

After a couple years of a declining proficiency rate of Anoka-Hennepin grade 10 students on the MCA Reading, the proficiency rate increased in 2017.

**Maximum Gap in MCA-III Reading Proficiency between Student Groups in Meeting Proficiency**

**Grade 10 MCA All Accountability Reading Proficiency by Student Group**

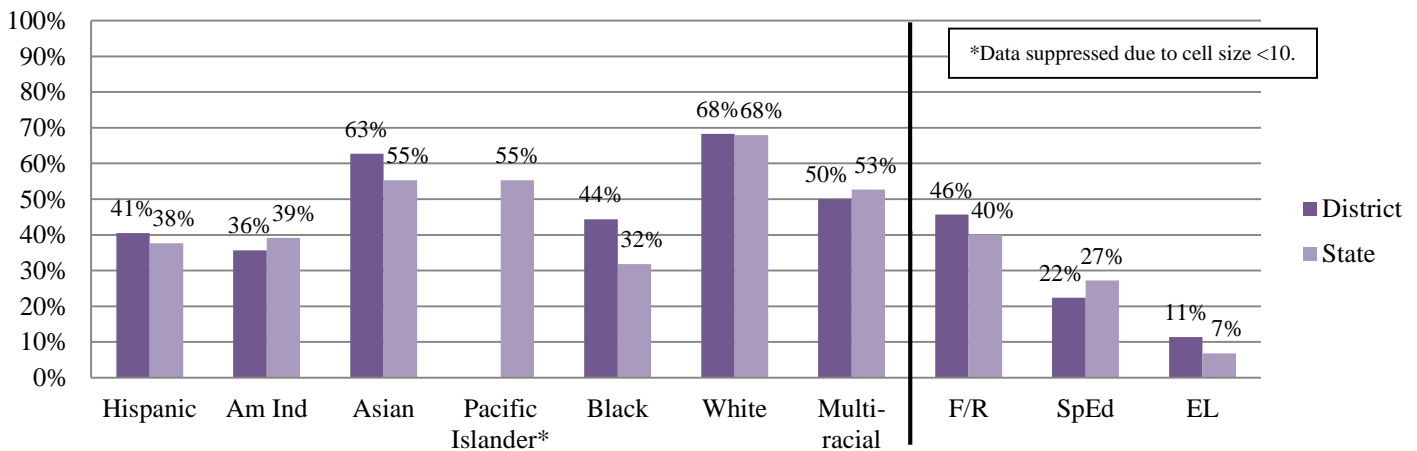


Figure 48: 2017 MCA Reading Proficiency Rate for Grade 10 Students by Student Group: District to State Comparison

On the 2017 MCA Reading, Anoka-Hennepin American Indian students, multi-racial students, and SpEd students performed lower than their state counterparts. The largest gap in MCA Reading proficiency at the high school level was between EL and non-EL students, with 53% more non-EL students at proficiency (not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between American Indian students (36%) and White students (68%), a gap of 32%.

MCA-III Reading Growth

Of Anoka-Hennepin grade 10 students, 75% made either medium or high growth from spring of their 8<sup>th</sup> grade year to spring 2017 on the MCA Reading. This is up from approximately 72% in 2016. In 2017, about 44% of grade 10 students made medium growth and about 31% made high growth.

High School MCA All Accountability Reading Growth by Student Group

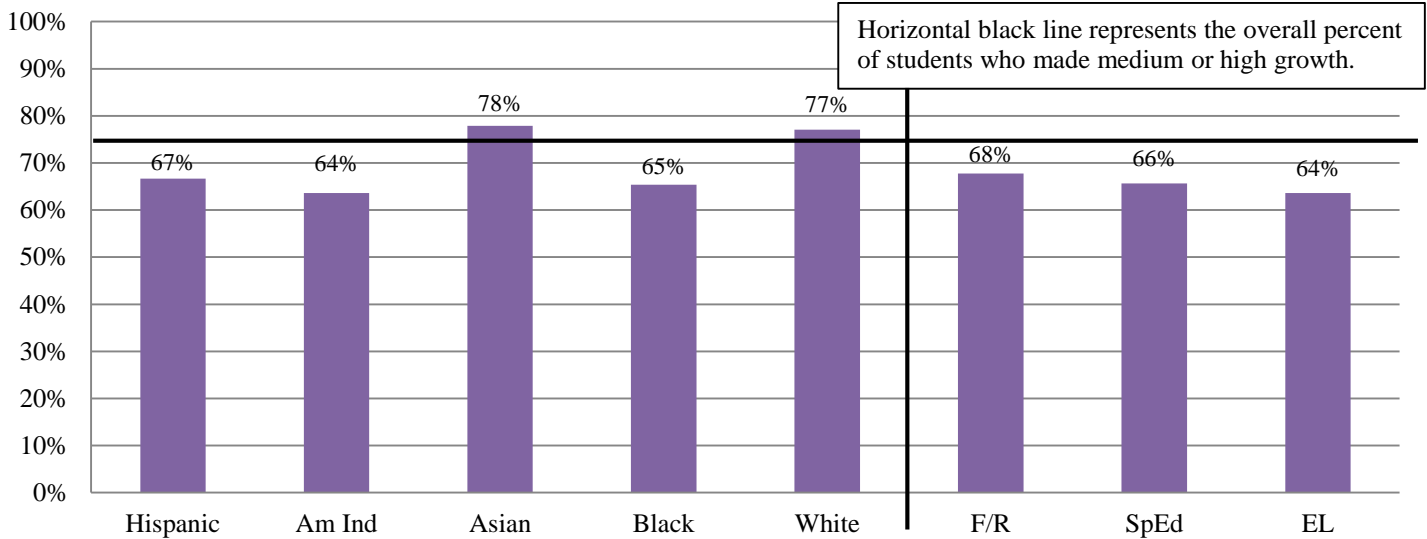


Figure 49: Percent of Grade 10 Students at Medium or High Growth on the MCA Reading Grade 8 to Spring 2017 by Student Group

At the high school level, the largest gap in the percent of students making medium or high growth on the MCA Reading was between American Indian students (64%) and Asian students (78%), a gap of 14%. The student groups making medium or high growth at the lowest rate were American Indian students and EL students, at 64%.

**MCA-III Math Proficiency**

The percent of Anoka-Hennepin students in grade 11 proficient on the MCA All Accountability Math was lower than the state by approximately 1%. Of Anoka-Hennepin students tested, 47% were proficient, whereas 48% of students were proficient at the state level.

**Grade 11 Students Meeting MCA All Accountability Math Proficiency: 4-Year Trend**

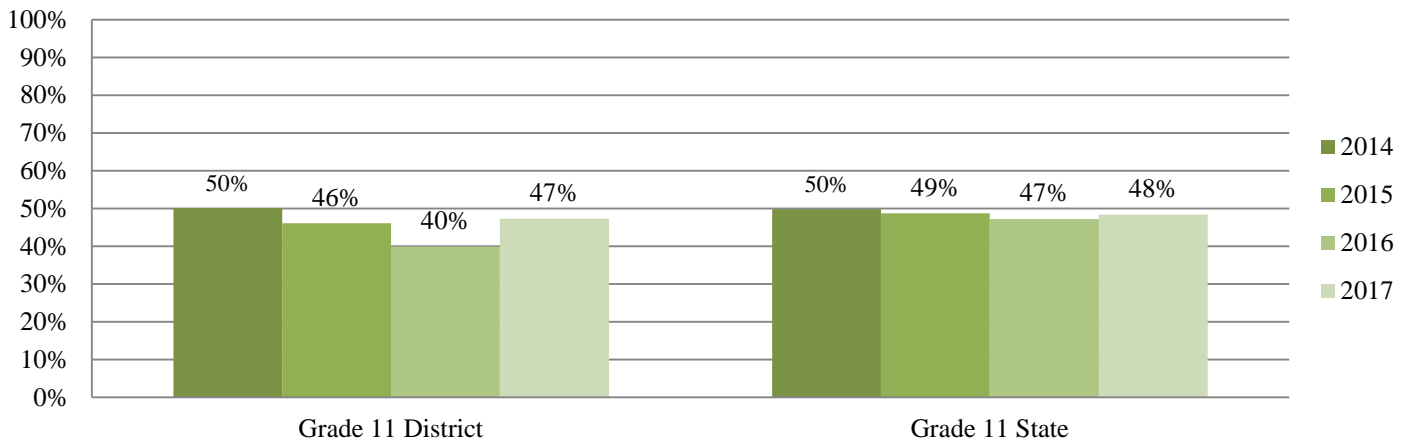


Figure 50: Percent of Grade 11 Students Proficient on MCA Math: 4-Year Comparison

Since the new MCA Math test in 2014, the proficiency rate of Anoka-Hennepin grade 11 students had steadily decreased until this year when proficiency rates increased 7%.

**Maximum Gap in MCA-III Math Proficiency between Student Groups in Meeting Proficiency**

**Grade 11 MCA All Accountability Math Proficiency by Student Group**

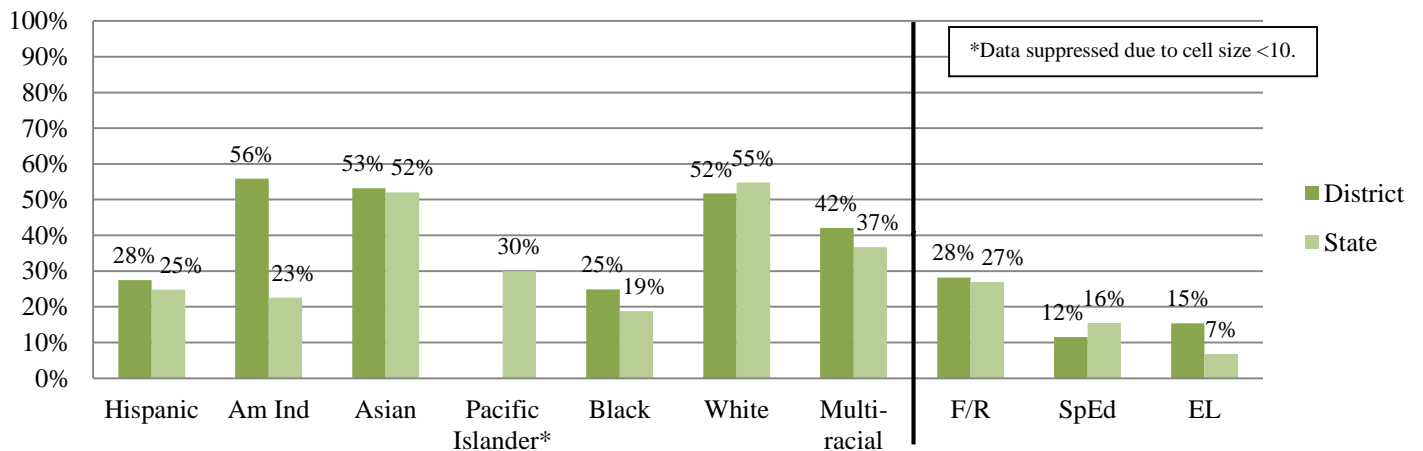


Figure 51: 2017 MCA Math Proficiency Rate for Grade 11 Students by Student Group: District to State Comparison

On the 2017 MCA Math, each student group in Anoka-Hennepin in grade 11 performed above its state counterpart, with the exception of White students and SpEd students who performed below the state. The largest gap in MCA Math proficiency in high school was between SpEd and non-SpEd students, with 40% more non-SpEd students at proficiency (comparison not depicted in the graph above). When considering only free/reduced and ethnic student groups, the largest gap was between Black students (25%) and American Indian students (56%).

MCA-III Math Growth

Of Anoka-Hennepin grade 11 students, 71% made either medium or high growth from spring of their 8<sup>th</sup> grade year to spring 2017 on the MCA Math, up from 61% last year, however, increasing back to the 2015 growth rate of 72%. Approximately 47% of grade 11 students made medium growth and approximately 23% made high growth.

High School MCA All Accountability Math Growth by Student Group

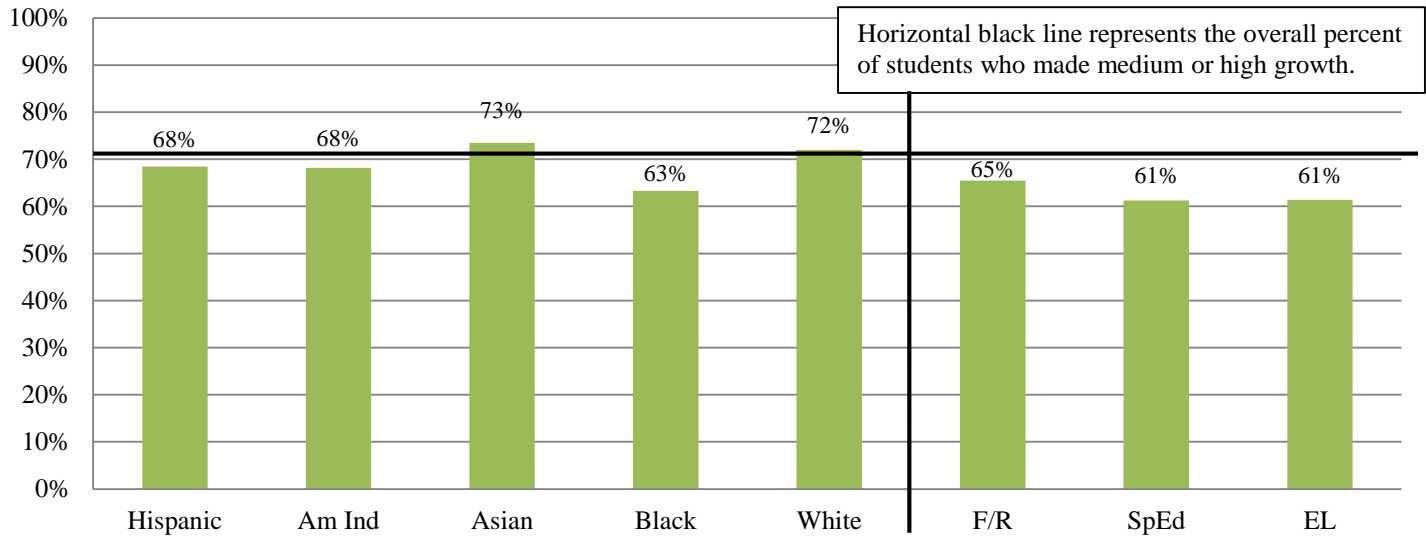


Figure 52: Percent of Grade 11 Students at Medium or High Growth on the MCA Math Grade 8 to Spring 2017 by Student Group

At the high school level, the largest gap in the percent of students making medium or high growth on the MCA Math was between SpEd students (61%) and non-SpEd students (72%; comparison not depicted above), with a gap of 11%. The student group making medium or high growth at the lowest rate was students receiving special education services, at 61%. Students receiving language acquisition services performed similarly to the SpEd students, also with approximately 61% of students making medium or high growth.

**MCA-III Science Proficiency**

On the 2017 MCA All Accountability Science, students taking high school biology in Anoka-Hennepin had a proficiency rate of 63%, which was 7% above the state proficiency rate of 56%.

**HS Biology MCA All Accountability Science Proficiency by Level: 4-Year Trend**

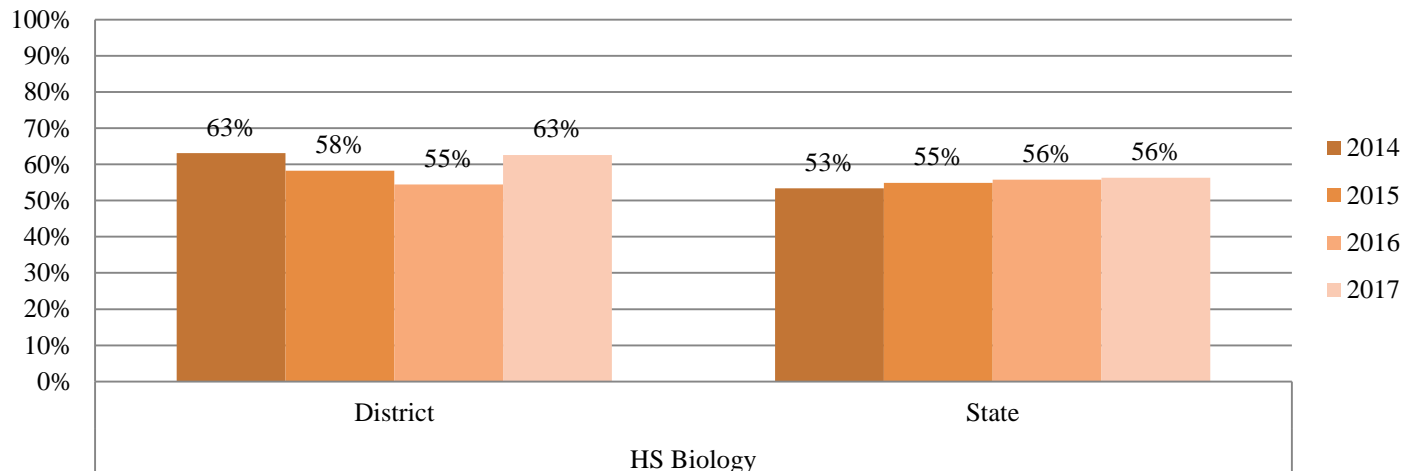


Figure 53: Percent of High School Biology Students Proficient on MCA Science: 4-Year Comparison

Overall, the proficiency rate of Anoka-Hennepin high school biology students taking the MCA Science had decreased over the last few years, until this year when the proficiency rate increased 8%.

**Maximum Gap in MCA-III Science Proficiency between Student Groups in Meeting Proficiency**

**MCA All Accountability Science Proficiency by Student Group: HS Biology**

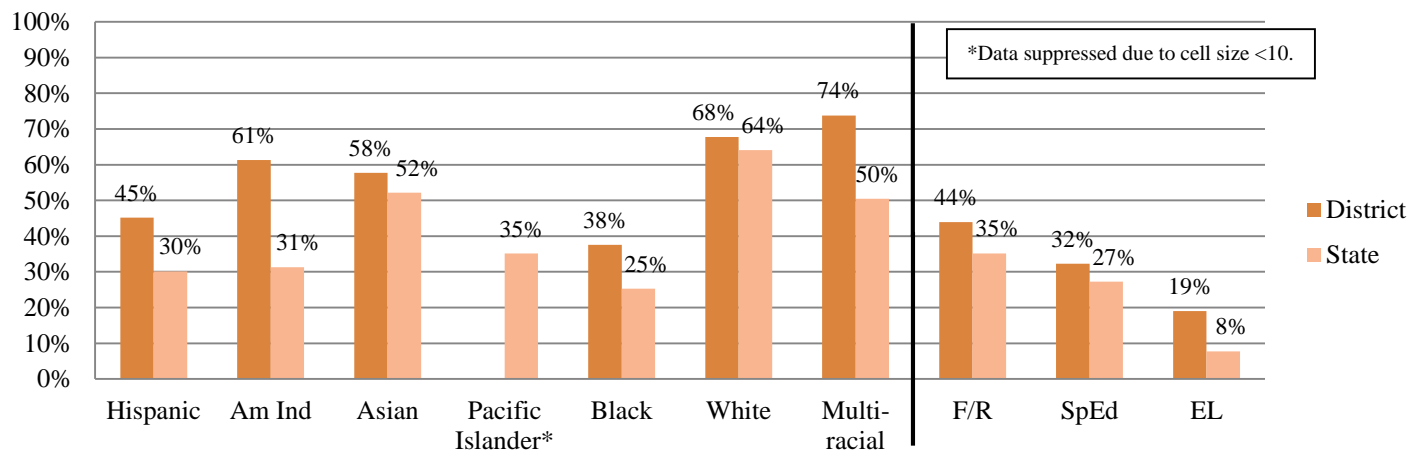


Figure 54: High School 2017 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2017 MCA Science, each student group in Anoka-Hennepin in high school biology outperformed its state counterpart. The largest gap in MCA Science proficiency at the high school level was between EL and non-EL students, with 44% more non-EL students at proficiency (down from 48% in 2016; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (38%) and multi-racial students (74%), with 36% more multi-racial students at proficiency.

### ACT Participation

The 2016-17 graduating class was the second to have been administered the ACT as a junior class during the school day. Prior to 2015-16, the ACT assessment took place outside of the school day and was completely optional. The ACT participation rate for the Anoka-Hennepin 2017 seniors was 99% compared to 98% in 2016. The ACT data that follows represents the 2017 seniors who took the ACT any time during high school.

### ACT Composite Score

The ACT average composite score for Anoka-Hennepin 2017 seniors was 20.8, about the same as the 2016 average composite score of 20.7. The state experienced a greater increase of the average composite score from 21.1 in 2016 to 21.5 in 2017, therefore increasing our margin below the state.

### ACT College Readiness Benchmarks

**Percent of Students Meeting the ACT College-Readiness Benchmark by Subject**

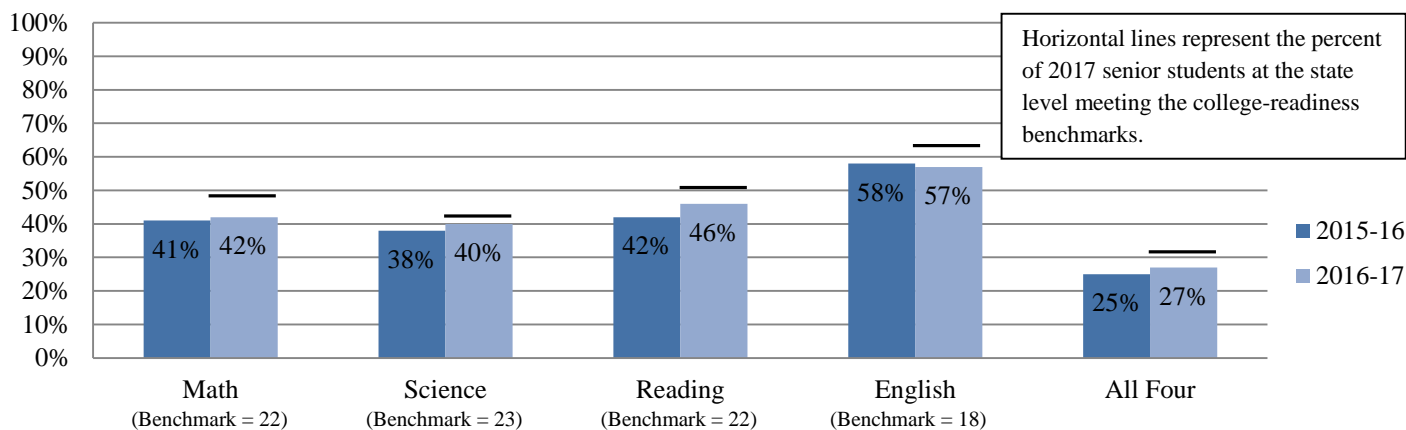


Figure 55: Percent of 2017 Graduating Class Scoring at ACT College-Readiness Benchmarks by Subject

College-readiness benchmarks predict a 50% chance of achieving a B or 75% chance of a C in a corresponding college level course. Anoka-Hennepin students met all four benchmarks at a rate of 27%, up 2% from last year.

**Percent of Students Meeting the ACT College Readiness Benchmark by Student Group**

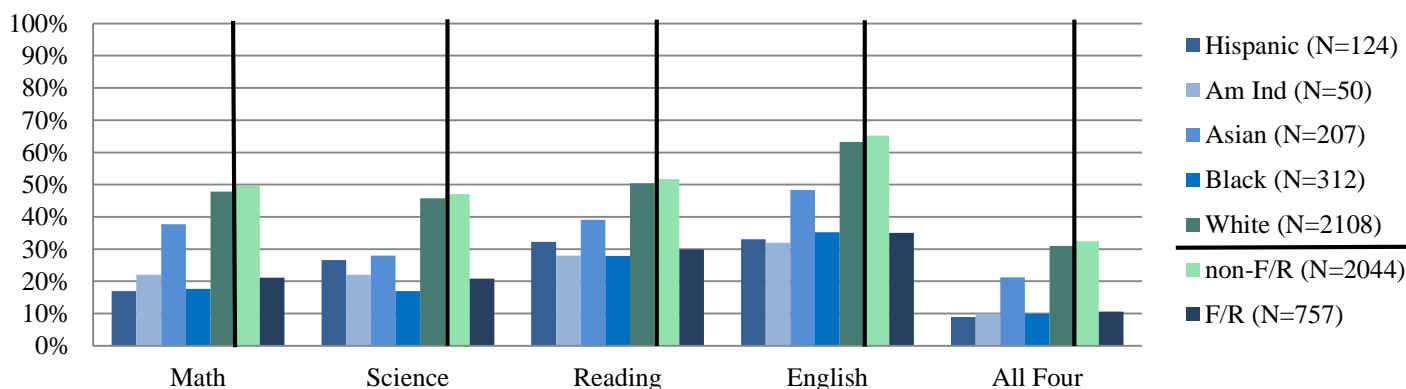


Figure 56: Percent of the 2017 Graduating Class Meeting the ACT College-Readiness Benchmarks by Student Group

Of the 2017 seniors, less than 20% of each of the following student groups met all four ACT college readiness benchmarks: American Indian students, Hispanic students, Black students and F/R students. In contrast, 31% of the White student group and 32% of the non-F/R student group met all four of the ACT subject benchmarks.

**Participation in Potential College-Credit Earning Courses**

**Percent of Seniors Enrolled in at Least One Potential College-Credit Earning Course Any Time in High School: 6-Year Trend**

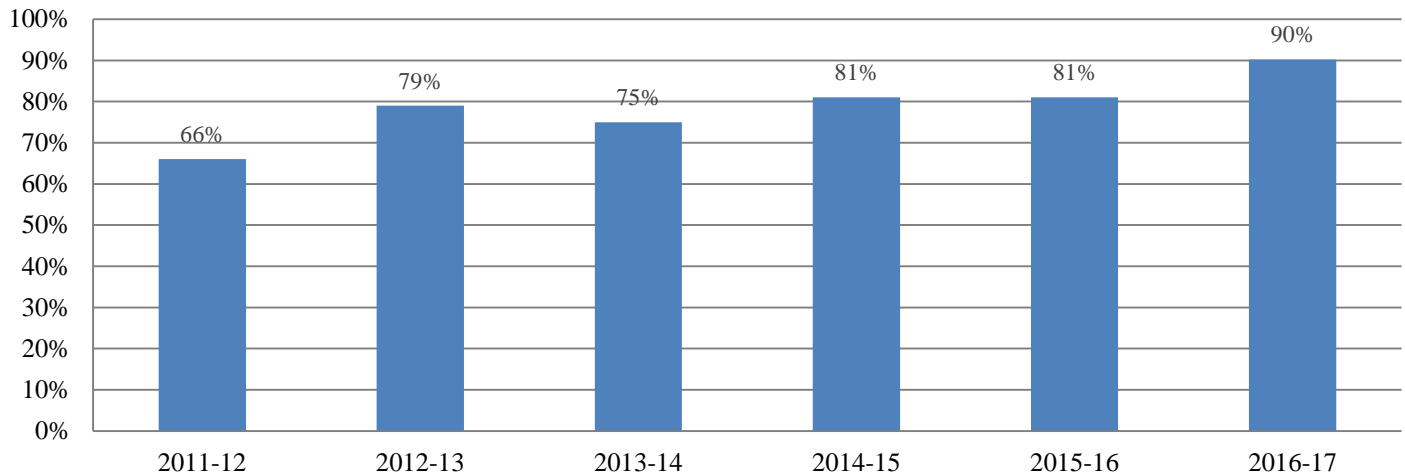


Figure 57: Senior Class Participation in Potential College-Credit Earning Courses: 6-Year Trend

The percent of senior students participating in at least one potential college-credit earning course throughout their high school career has increased relatively steadily over the last several years. The 2016-17 senior class participated at a rate of 90%. This was an increase of 9% over the 2015-16 senior class that had 81% of students taking at least one of these courses.

**Maximum Gap in Participation in Potential College-Credit Earning Courses**

**Percent of Seniors Enrolled in at Least One Potential College-Credit Earning Course Any Time in High School by Student Group**

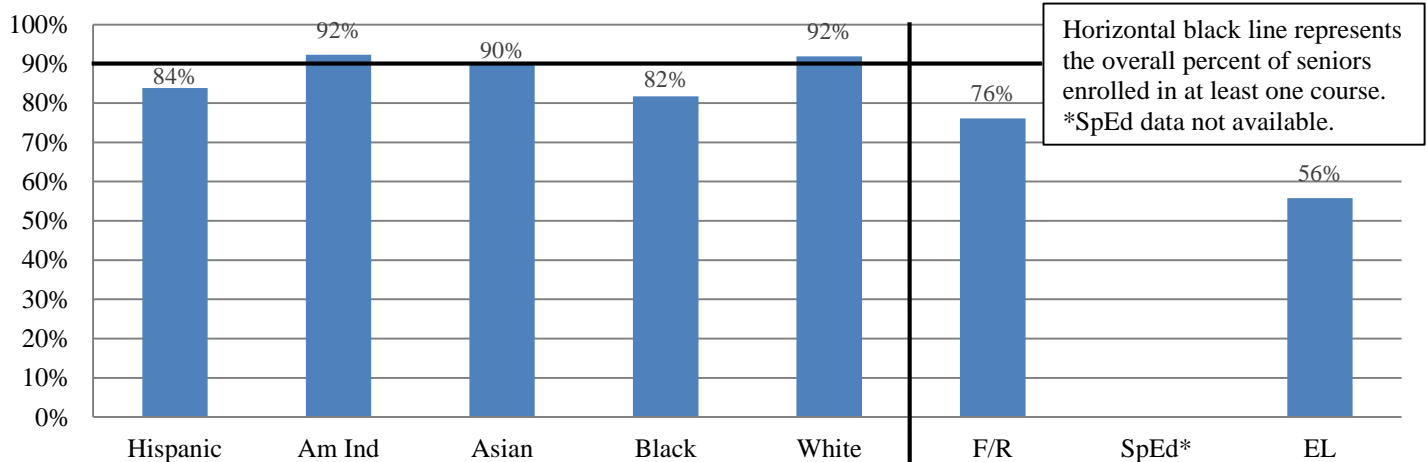


Figure 58: 2016-17 Senior Class Participation in Potential College-Credit Earning Courses by Student Group

The largest gap in the percent of 2016-17 seniors who have taken at least one potential college-credit earning course at any time throughout high school was between F/R students (76%) and non-F/R students (96%; comparison not depicted above), with a gap of 20%. The student group enrolling in these courses at the lowest rate was EL students, at 56%.

Four-year Graduation Rate (9-12 cohort)

Historical Four-year Graduation Rates

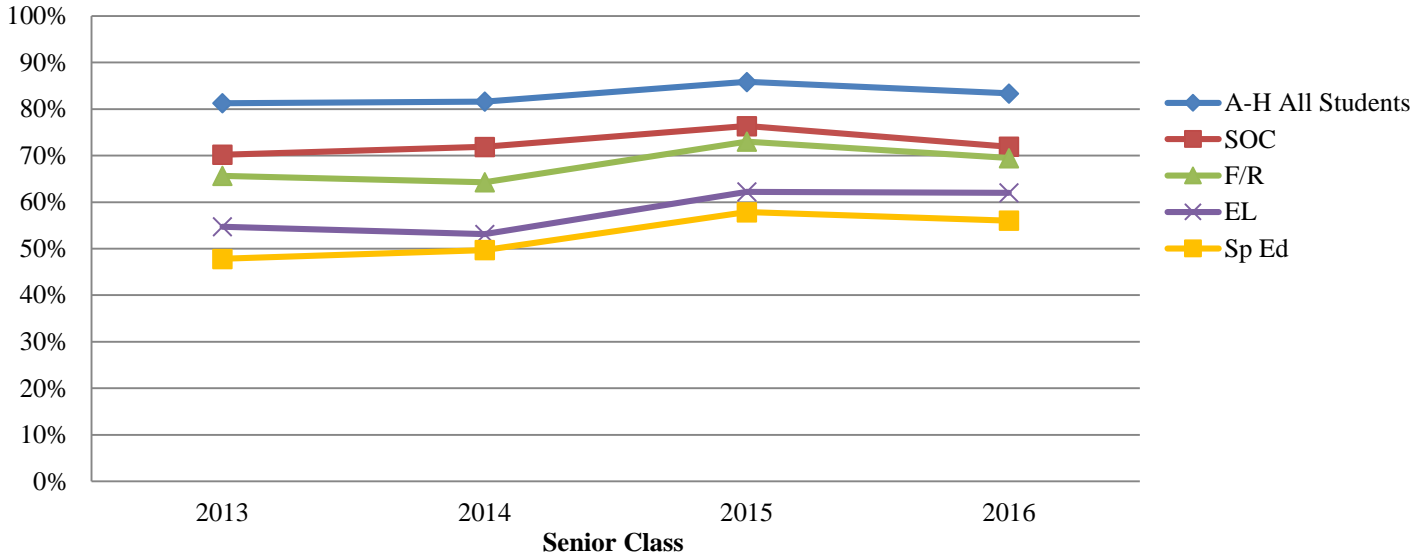


Figure 59: Historical Four-year Graduation Rates of Anoka-Hennepin Student Groups

Graduation rates from 2016 are the most current available as the most recent year’s data does not become available until winter of the following year. The overall graduation rate in 2016 (representing the four-year graduation rate of the class of 2016) was approximately 83% for Anoka-Hennepin students. This was slightly higher than the state graduation rate of approximately 82%. Compared to last year, the graduation rate decreased for students of color, F/R students and SpEd students, however remained constant for EL students.



This report was generated by the Research, Evaluation, and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, [www.ahschools.us/ret](http://www.ahschools.us/ret), or call (763) 506-1000 and request the RET department.

### Appendix: World's Best Workforce Overview

For Minnesota to be competitive, we must have students who are career and college ready, poised to lead the state's workforce. The "Striving for the World's Best Workforce" bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance.

#### Components of World's Best Workforce Strategic Plan per MN Legislation

A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

- (1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause
  - Subgroups: 9 student groups (federally identified) and gender
- (2) a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
  - Math
    - Formative and summative classroom assessments
    - NWEA Measures of Academic Progress (MAP)
    - MN Comprehensive Assessment (MCA) in Mathematics
  - Reading
    - Formative Assessment System for Teachers (FAST): earlyReading
    - Developmental Reading Assessment (DRA2)
    - Formative and summative classroom assessments
    - NWEA Measures of Academic Progress (MAP)
    - MN Comprehensive Assessment (MCA) in Reading
  - Science
    - Formative and summative classroom assessments
    - MN Comprehensive Assessment (MCA) in Science
- (3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;
  - Continuous Improvement Process for Curriculum, Instruction, and Assessment
  - Anoka-Hennepin Program Evaluation Process
  - School wide Title I Plans
  - School Improvement Plans (SIP)
  - Focus School Plans
  - Administrator Classroom Walkthroughs
  - Quality Compensation Program (QComp)
  - Performance Appraisal System (PAS) for licensed staff and Administrators
- (4) strategies for improving instruction, curriculum, and student achievement;
  - Quality Compensation Program (QComp)
  - Professional development targeted to student needs
  - Instructional coaching
  - Professional Learning Communities
  - Engagement coaches
- (5) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

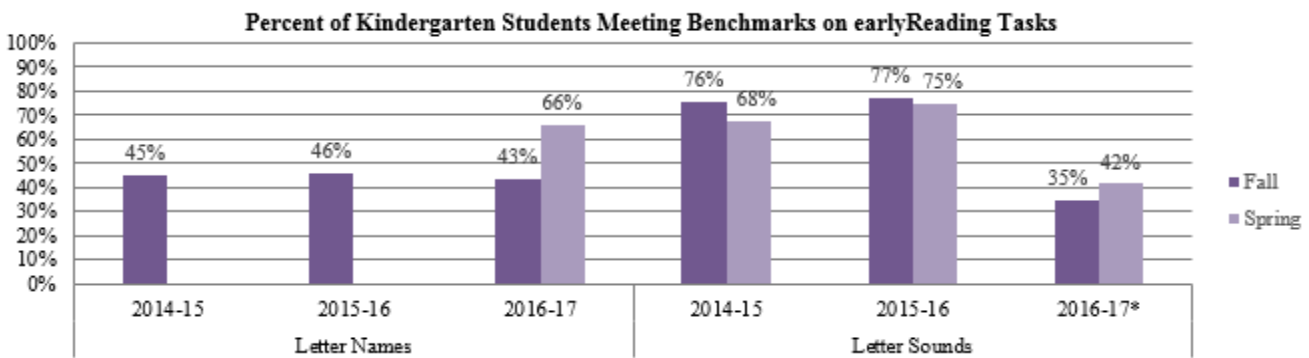
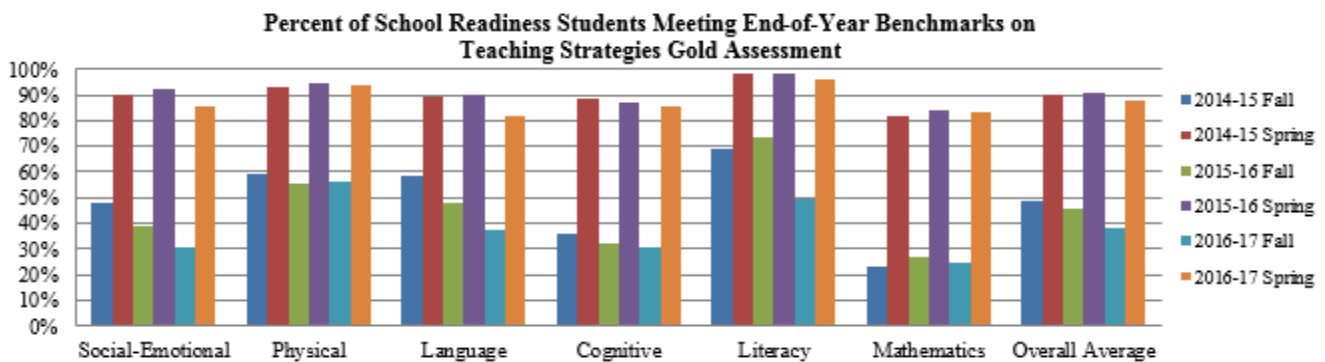
- Collaborative teamwork
- Use a backward design process in curriculum development to assure that curriculum, assessment, and instruction are aligned to state standards
- Interventions (e.g. Reading and Math Recovery, Reading Strategies)
- Management practices (e.g. Envoy, Restitution)

(6) an annual budget for continuing to implement the district plan.

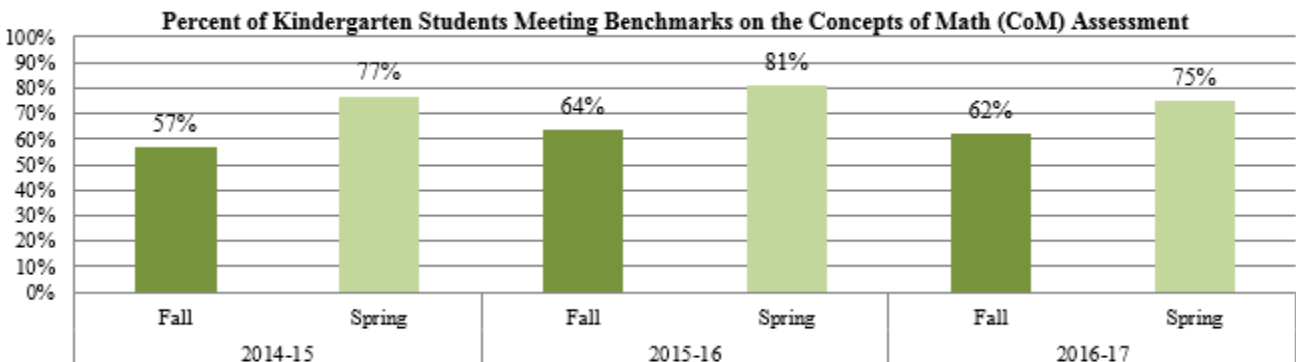
### Measurements of the Above Components

“World’s Best Workforce” means striving to:

1. Have all students meet school readiness goals
  - Provide school readiness programs for at-risk students
    - Teaching Strategies Gold assessments in fall and spring
  - Provide resources for parents on kindergarten readiness
    - Kindergarten readiness assessment



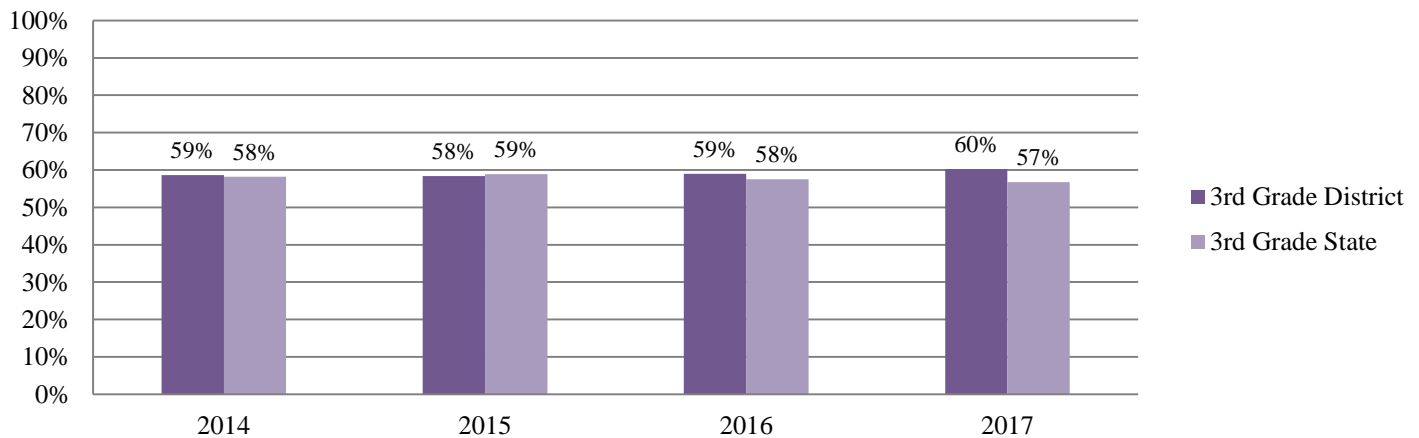
Note: The letter names task of the earlyReading assessment was not given to kindergarten students in the spring of 2014-15 or 2015-16.  
 \* The spring local benchmark increased in rigor in 2016-17 due to misalignment of the benchmark to our standardized assessment expectations.



Kindergarten information is included as not all students entering kindergarten are enrolled in the district’s early childhood programming and therefore, not represented in the pre-school data.

2. Have all third-grade students achieve grade-level literacy
  - Use our curriculum development process to assure that curriculum, assessment, and instruction are aligned to grade level literacy standards
    - Formative Assessment System for Teachers (FAST): Early Reading
    - Developmental Reading Assessment (DRA2)
    - MN Comprehensive Assessment (MCA) in Reading
  - Provide professional development for teachers of primary students on balanced literacy instruction including reading, writing, speaking, viewing, and listening; intervention strategies for struggling learners; and increasing engagement of our gifted and talented learners
    - Formative Assessment System for Teachers (FAST): Early Reading
    - Developmental Reading Assessment (DRA2)
    - NWEA Measures of Academic Progress (MAP) (Grades 2 & 3)
    - MN Comprehensive Assessment (MCA) in Reading
  - Support the work of classroom teachers through Professional Learning Communities, instructional coaching, and support by the literacy resource teacher
    - Formative Assessment System for Teachers (FAST): Early Reading
    - Developmental Reading Assessment (DRA2)
    - NWEA Measures of Academic Progress (MAP) (Grades 2 & 3)
    - MN Comprehensive Assessment (MCA) in Reading
  - Provide intervention support for struggling students: Reading Recovery, Leveled Literacy Interventions, and supplementary small group instruction
    - Clay’s Observation Survey of Early Literacy Achievement (Reading Recovery only)
    - Developmental Reading Assessment (DRA2)
    - NWEA Measures of Academic Progress (MAP) (Grades 2 & 3)
    - Minnesota Comprehensive Assessment (MCA) in Reading

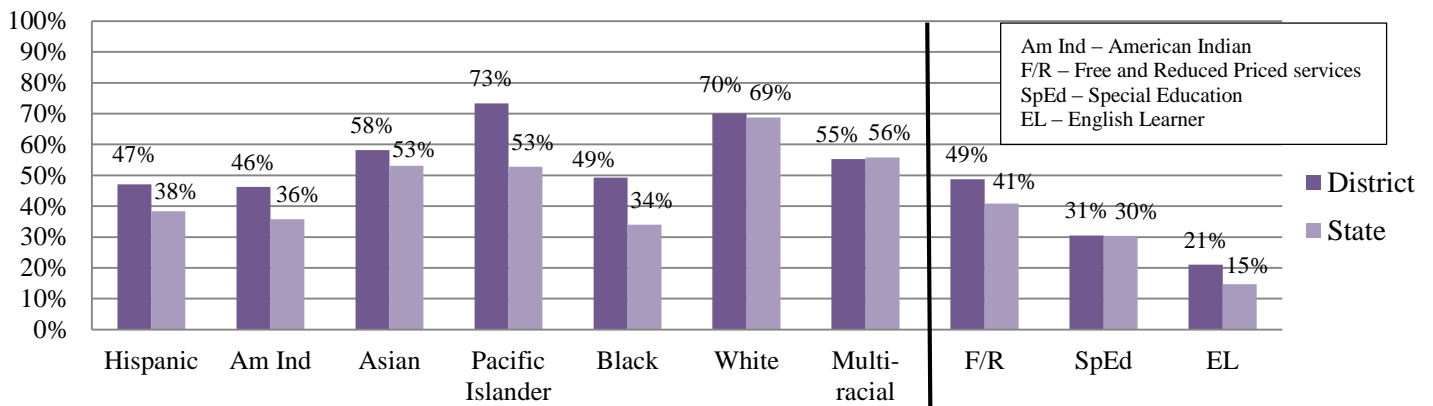
**Grade 3 All Accountability Reading Proficiency Rates**



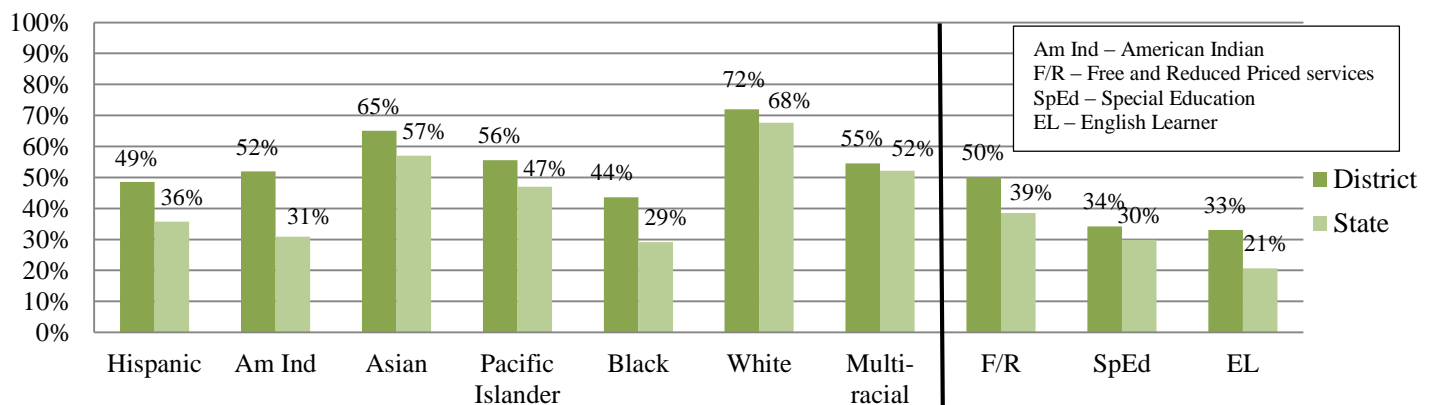
3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.
  - Achievement Integration Minnesota (AIM) – Three-year plan for Math, Reading, and Science
    - MN Comprehensive Assessment (MCA) in Mathematics
    - MN Comprehensive Assessment (MCA) in Reading
    - MN Comprehensive Assessment (MCA) in Science
  - Professional development in ENVoY, restitution, culturally responsive teaching, creating bully and harassment free environments, and classroom protocols for difficult conversations
    - Passing rates in coursework
    - Attendance data

- Behavior referrals
- Course completion rates
- Placement trends
- Student Engagement Survey
- Anti-Bullying Survey
- MN Student Survey
- NWEA Measures of Academic Progress (MAP)
- MN Comprehensive Assessment (MCA) in Mathematics
- MN Comprehensive Assessment (MCA) in Reading
- MN Comprehensive Assessment (MCA) in Science
- Math professional development focused on instructional practice (Kanold & Associate strategies)
  - Passing rates in coursework
  - NWEA Measures of Academic Progress (MAP)
  - MN Comprehensive Assessment (MCA) in Mathematics
- Instructional coaches at elementary
  - NWEA Measures of Academic Progress (MAP)
  - MN Comprehensive Assessment (MCA) in Mathematics
  - MN Comprehensive Assessment (MCA) in Reading
  - MN Comprehensive Assessment (MCA) in Science
- Coaching from local experts for mathematics at secondary
  - NWEA Measures of Academic Progress (MAP)
  - MN Comprehensive Assessment (MCA) in Mathematics

**2017 Overall MCA All Accountability Reading Proficiency by Student Group:  
Grades 3-8 and 10**

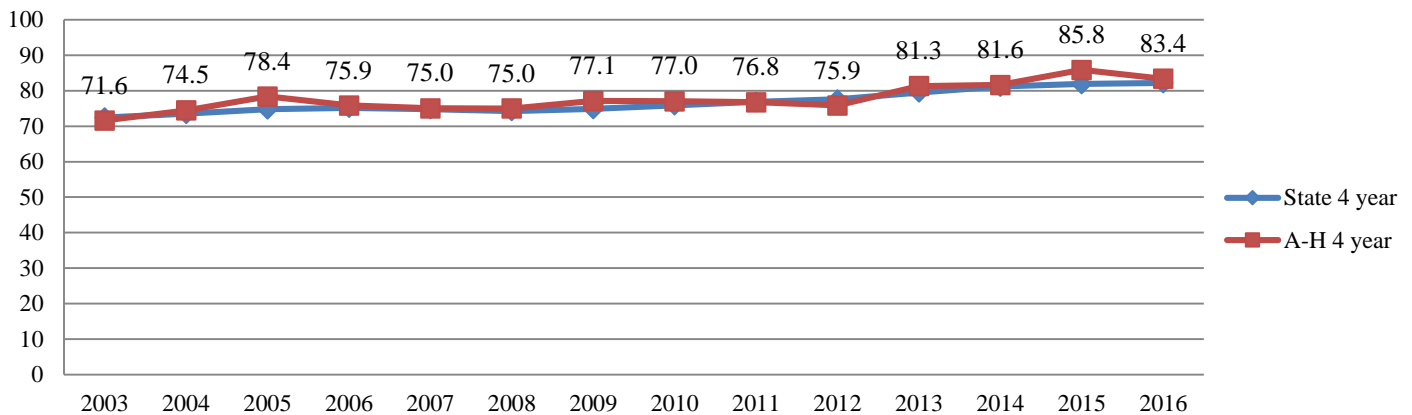


**2017 Overall MCA All Accountability Math Proficiency by Student Group:  
Grades 3-8 and 11**



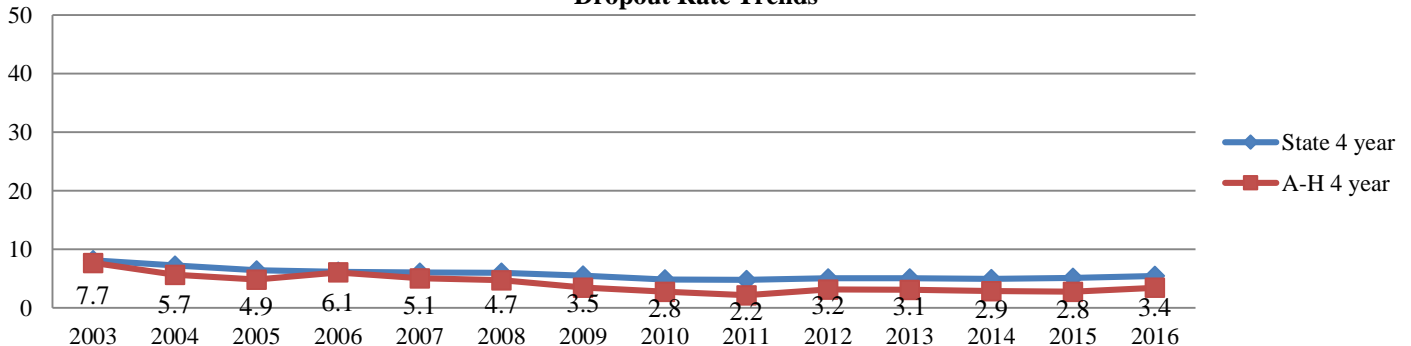
4. Have all students graduate from high school
  - Use our curriculum development process to assure that curriculum, assessment, and instruction are aligned to meet the MN Academic Standards
    - MN Comprehensive Assessment (MCA) in Mathematics
    - MN Comprehensive Assessment (MCA) in Reading
    - MN Comprehensive Assessment (MCA) in Science
  - Monitor attendance, behavior, & coursework data from middle school (incorporating Minnesota Early Indicator and Response System [MEIRS] data)
    - Passing rates in middle school courses
      - Monitor 25% failures by section (e.g., data dashboard)
    - Attendance data in middle schools
    - Behavior referrals
      - Incidents
      - Days of suspension
      - Expulsions
    - Course completion rates
  - High school graduation rates
  - Anoka-Hennepin Technical High School (A-H Technical HS) graduation rates
  - Adult Basic Education (ABE) graduation and General Educational Development (GED) results
  - Credit Recovery (Math & Science)
  - STEP Ahead Online High School (students can attend statewide)
    - Graduation rates
    - Course completion rates
    - Enrollment

**Graduation Rate Trends**



Note scale limit

**Dropout Rate Trends**



5. Have all students attain college and career preparedness
  - Use our curriculum development process to assure that curriculum, assessment, and instruction are aligned to college and career readiness standards
    - Administer American College Test (ACT) in grade 11 to all students - monitor participation and percent meeting college readiness benchmarks
  - Provide concurrent enrollment courses in a variety of disciplines
    - Monitor grades from concurrent enrollment coursework
    - Percent of students earning (eligible for) college credit through successful completion of course or passing the assessment
    - Bridge to College
      - Anoka High School beginning in 2014 - 2015
      - All High Schools beginning in 2015 – 2016
  - Gateway to Technology - Project Lead the Way (GTT-PLTW) at Middle School
    - Grade 6 & 7 Advanced Science
    - Grade 7 Technology Education (Elective)
  - Advancement Via Individual Determination (AVID) - 3 middle schools/5 high schools
  - Senior Exit Survey
  - Naviance
  - College Possible at Champlin Park High School and Coon Rapids High School
  - Student Supports
    - Social Workers
    - Mental Health Therapists
    - Anti-Bullying & Anti-Harassment efforts
  - Offer more advanced courses through Telepresence

**Percent of Students Meeting the ACT College-Readiness Benchmark by Subject**

