


Anoka-Hennepin  
Academic Achievement Report  
2015-2016 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 2015-2016 school year in Anoka-Hennepin again brought changes in organizational structure, with the elimination of the chief academic officer along with increased academic support through engagement coaches, literacy specialists and math specialists at the elementary level and response to intervention teaching and learning specialists at the middle school level and an engagement behavioral support coach aligned to secondary. In conjunction with the secondary math plan, math consultants were employed to work mainly at middle schools. Elementary implemented a new English Language Arts core curriculum. In addition, multi-tiered systems of support (MTSS, work formally referred to as response to intervention or RTI) took on a greater focus at all levels throughout the organization.

A priority of safe and inclusive school environments remained constant, supported by persistent work toward cultural responsiveness and the elimination of bullying and harassment. A model of systemic professional development, incorporating interactivity with participants was developed to engage all employees in reaching shared understanding of district expectations regarding safe and inclusive environments for all students and staff.

This report highlights the achievement of Anoka-Hennepin students as measured by district-wide assessments such as the Minnesota Comprehensive Assessment, the Measures of Academic Progress, and the ACT test. 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 2-11, 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; either the Minnesota Test of Academic Skills (MTAS). The MCA-III tests are administered online and are adaptive; the math and reading in grade 3 – 8 incorporating outside of grade level items used to determine college and career readiness trajectories, and grades 10 in reading and 11 in math within grade level. The math items are adaptive at the item level and reading are adaptive at the passage level. In 2015-16, many high school students, at some of the district high schools in particular, either opted out of the test altogether or clicked through the math and science assessments very quickly, compromising the integrity of the results.

The Measures of Academic Progress (MAP) is an assessment employed by the district to inform and guide instructional practice to better meet the needs of all learners. In addition, it is used for measuring student's growth, informing student placement, and predicting student performance on the state accountability measures. MAP is an adaptive test, administered online, and spans multiple grade levels of content, helping to identify a student's instructional level and areas of relative strength and weakness. MAP is given mainly in the fall for grades 2 – 8 and intermittently in high school but is also administered in the winter and spring to selected students based on principal discretion.

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**District Action Plan 2015-2016**

<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 over 26%, almost triple the population 15 years ago.
- Anoka-Hennepin students performed above the state overall, as well as at the elementary and middle levels, in all three subject areas (reading, math, and science) on the 2016 MCA All Accountability assessments.
- Overall Reading: As a district, Anoka-Hennepin performed above the state on the 2016 MCA All Accountability Reading and is continuing to trend upward. In addition, each student group out-performed its state counterpart.
  - Overall, the percent of students who met their growth targets on the MAP Reading from fall 2015 to fall 2016 was approximately 6% lower than the previous year.
- Overall Math: On the 2016 MCA All Accountability Math assessment, Anoka-Hennepin performed above the state. In addition, each student group out-performed its state counterpart.
  - The percent of students making medium or high growth from last year to this year on the MCA Math assessments decreased 4% from last year.
  - Overall, approximately 5% fewer students met their growth targets on the MAP Math from fall 2015 to fall 2016 than the previous year.
- Overall Science: As a district, Anoka-Hennepin performed above the state by approximately 8% on the 2016 MCA All Accountability Science. In addition, each student group out-performed its state counterpart on the MCA Science with the exception of White students who performed below the state.
- Overall Achievement Gap: The gap between White students and students of color widened this year for reading, math and science on the MCA All Accountability assessments.
  - At all grade levels, the White student group consistently outperformed all other student groups on the 2016 MCA All Accountability Reading, Math, and Science assessments.
  - Reading: The largest gap with MCA All Accountability Reading proficiency was between English learner (EL) and non-EL students, 43%, up 1% from 2015. The greatest gap when considering only ethnic and free/reduced (F/R) student groups on the MCA Reading was between students qualifying for free or reduced priced services (48%) and those not (72%).
  - Math: The largest gap on the MCA All Accountability Math was between students receiving special education (SpEd) services and those not, 36%, up 1% from 2015. The greatest gap when considering only ethnic and free/reduced student groups on the MCA Math was between Black students (44%) and White students (71%).
  - Science: Overall, on the MCA All Accountability Science, as well as at each level, the largest gap is between those students receiving English language acquisition services and those not, 46%, down 5% from 2015. The greatest gap when considering only ethnic and free/reduced student groups on the MCA Science was between Black students (39%) and White students (69%), a gap of 30%, up from 26% last year.

## Overall Demographic Trends

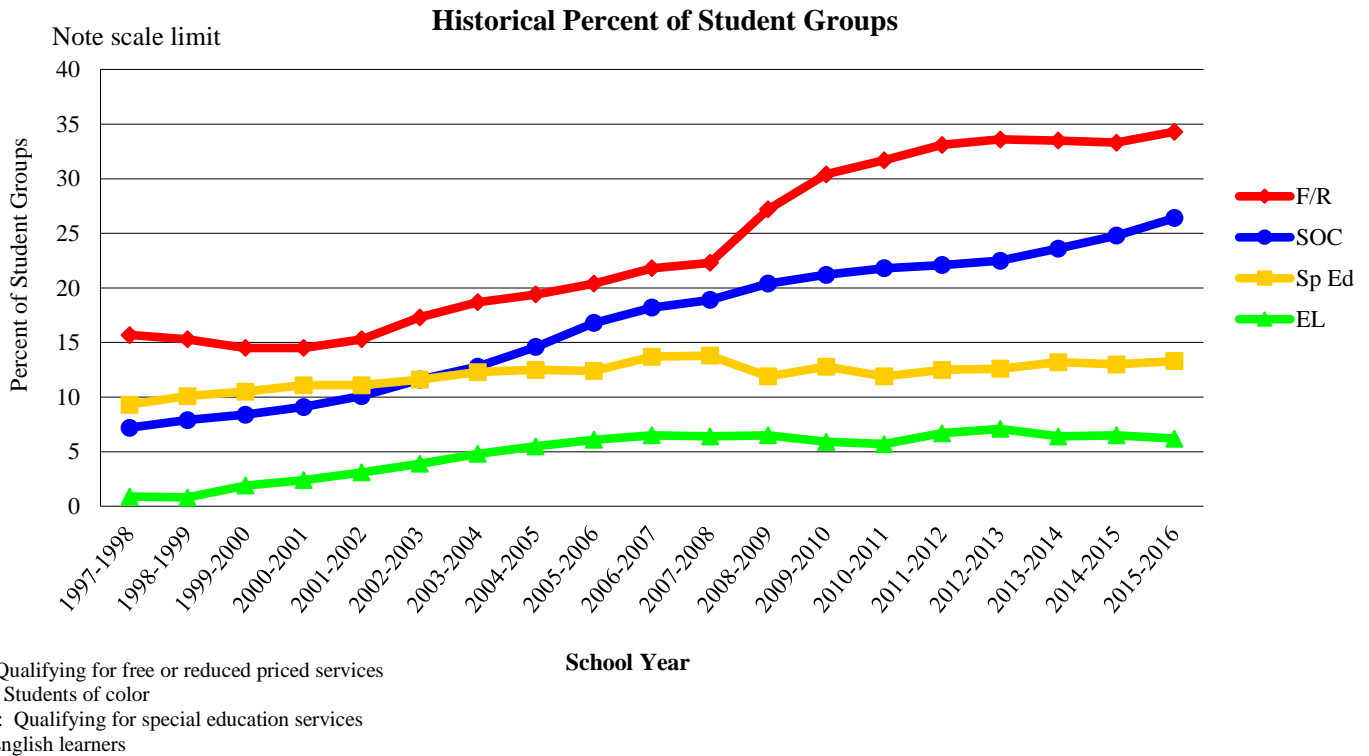


Figure 1: Historical Percent of Anoka-Hennepin Student Groups

The percent of students who receive special education services, as well as English Learners, stayed relatively the same this past year. However, the percent of students of color continued to increase from 25% in 2015 to 26% in 2016. There was also an increase in the percent of students who qualify for free or reduced prices this past year.

### A-H District Demographic Data

2015-2016 School Year					
Ethnicity	K-12 Enrollment	% of Total District Enrollment	% Free or Reduced Prices	% English Learners	% Special Education
American Indian	579	1.5%	61.5%	0.9%	22.8%
Asian/Pacific Islander	2,925	7.8%	49.6%	26.7%	9.7%
Hispanic	1,810	4.8%	66.9%	30.3%	15.4%
Black	4,613	12.3%	72.8%	12.4%	17.8%
White	27,607	73.6%	23.5%	1.5%	12.6%
<b>ALL</b>	<b>37,534</b>	<b>100.0%</b>	<b>34.3%</b>	<b>6.2%</b>	<b>13.3%</b>

Data source: Viewpoint, active students only, March 1, 2016

Table 1: A-H District Demographic Data

MCA-III Reading Proficiency

Overall 2016 MCA All Accountability Reading Proficiency by Level

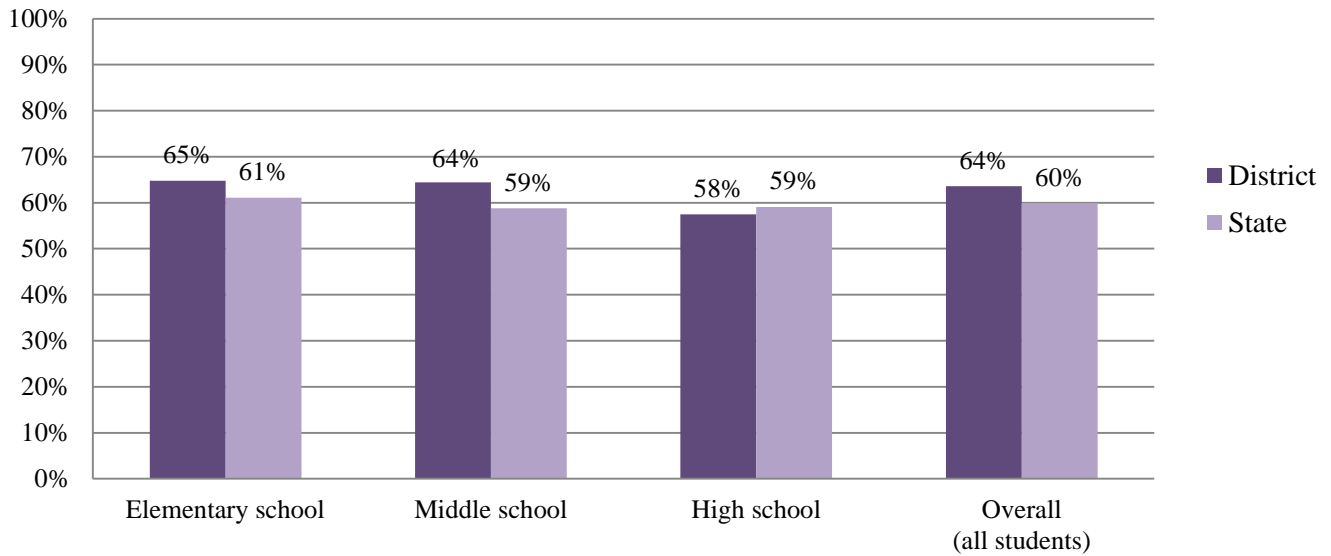


Figure 2: Overall 2016 MCA Reading Proficiency by Level: District to State Comparison

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 the elementary and middle school levels. As a district, the percent of Anoka-Hennepin students who were proficient on the MCA Reading was higher than the state by approximately 4 percent.

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

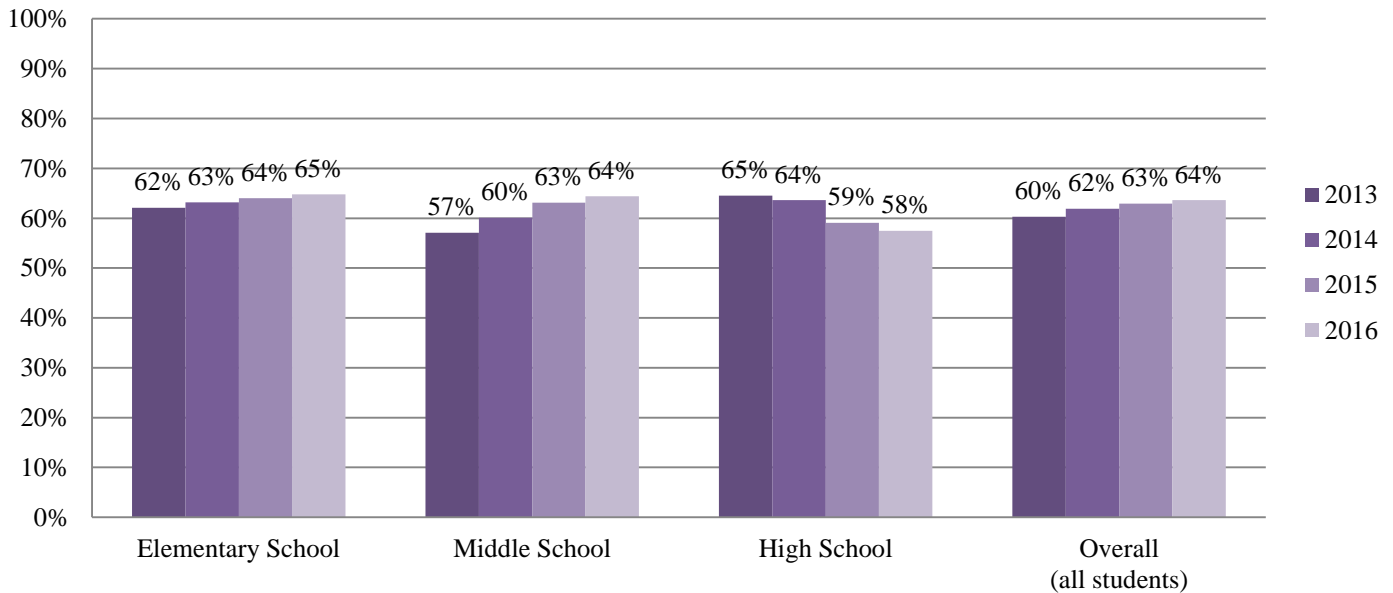


Figure 3: Percent of Students Proficient on MCA Reading over the Past 4 Years

Since the new assessment in 2013, scores on the MCA Reading assessment are steadily increasing at the elementary and middle school levels as well as overall, whereas scores are on a downward trend at the high school level.



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

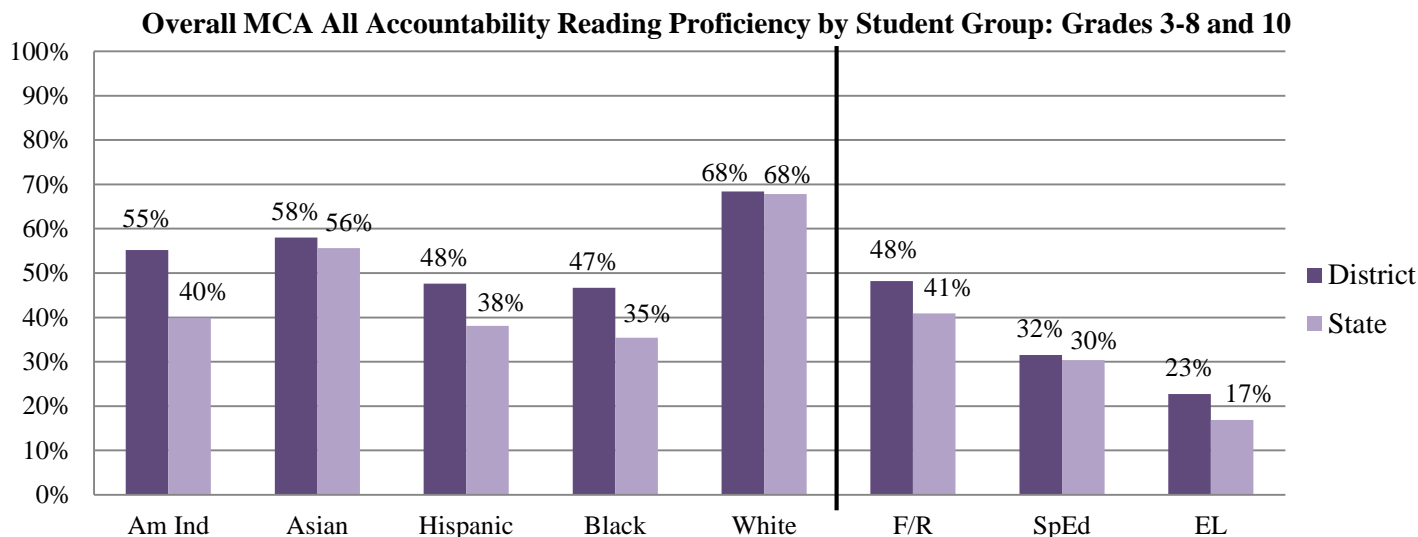


Figure 4: Overall 2016 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA All Accountability Reading assessment, each student group in Anoka-Hennepin outperformed its state counterpart. The largest gap in MCA Reading proficiency in the district was between EL and non-EL students, with 43% 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 (48%) and non-F/R students (72%, not depicted above).

MCA-III Reading Growth

Overall MCA All Accountability Reading Growth by Level

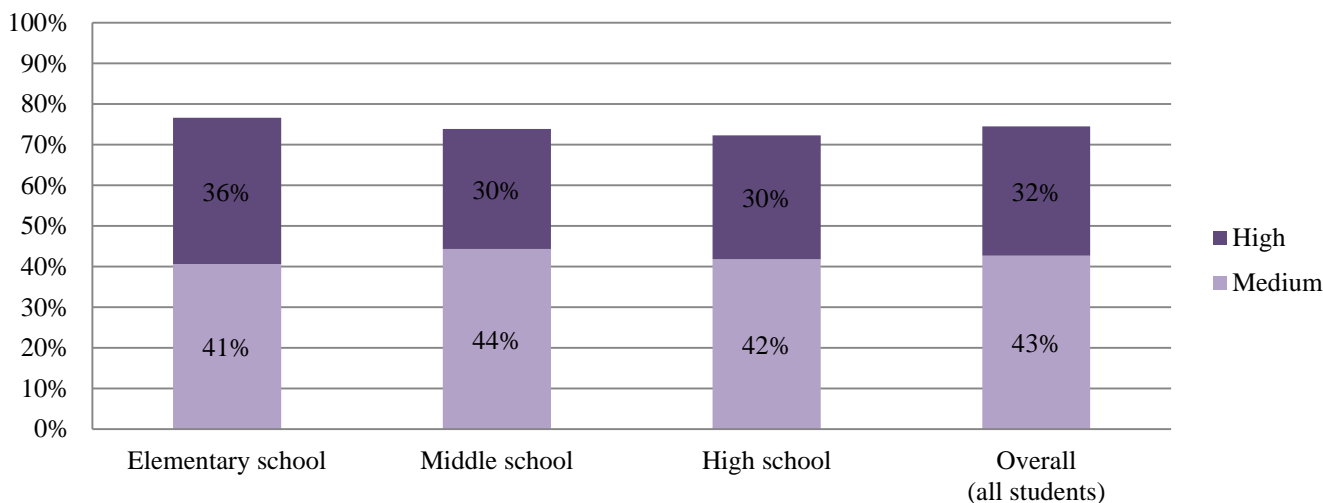


Figure 5: Overall Percent of Students at Medium or High Growth on the MCA Reading Spring 2015 to Spring 2016

Overall, 75% of Anoka-Hennepin students met either medium or high growth from spring 2015 to spring 2016 on the MCA Reading. The level that had the highest rate of students making medium or high growth was elementary, at 77%, whereas middle school and high school students had 74% and 72% making medium or high growth, respectively.

**NWEA MAP Reading Growth, Fall to Fall**

**MAP Reading: Percent of Students Meeting Growth Targets**

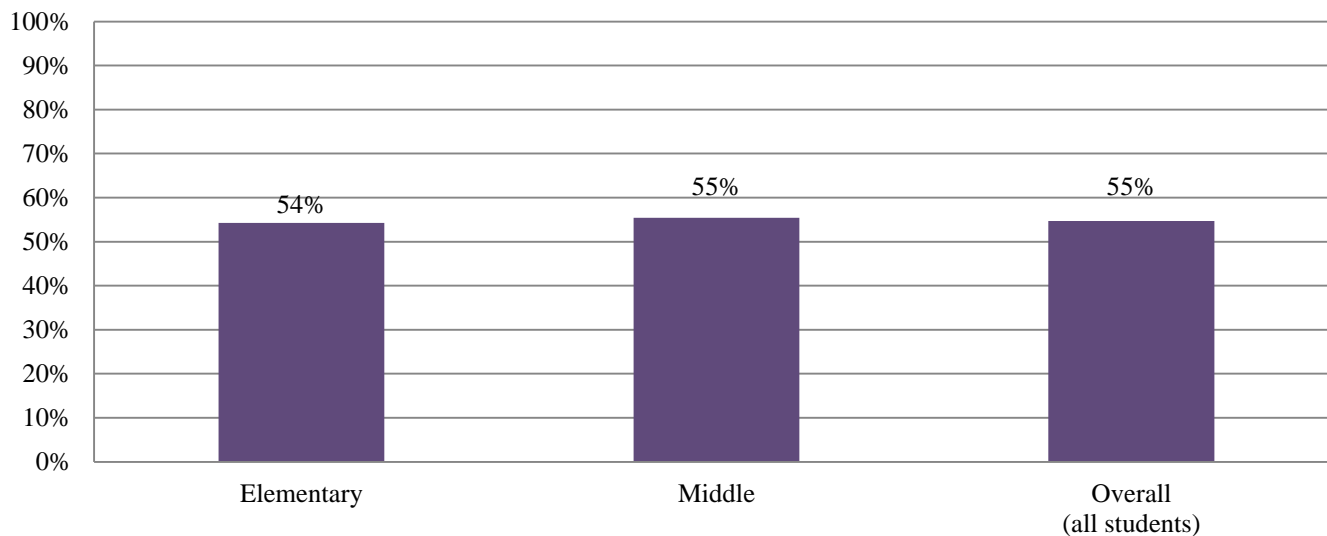


Figure 6: Percent of Students Meeting MAP Reading Growth Targets (Fall 2015 to Fall 2016)

Overall, 55% of Anoka-Hennepin students met their reading growth targets from 2015 to 2016 (down from 61% last year). Elementary school students were slightly lower, at 54%, whereas middle school students were at 55% of students meeting targets. Of the high school students in intervention courses that took the MAP Reading assessment, 58% of them met their growth targets.

**Maximum Gap in Meeting NWEA MAP Reading Growth between Student Groups**

**Percent of Students Meeting MAP Reading Growth Fall-to-Fall by Student Group**

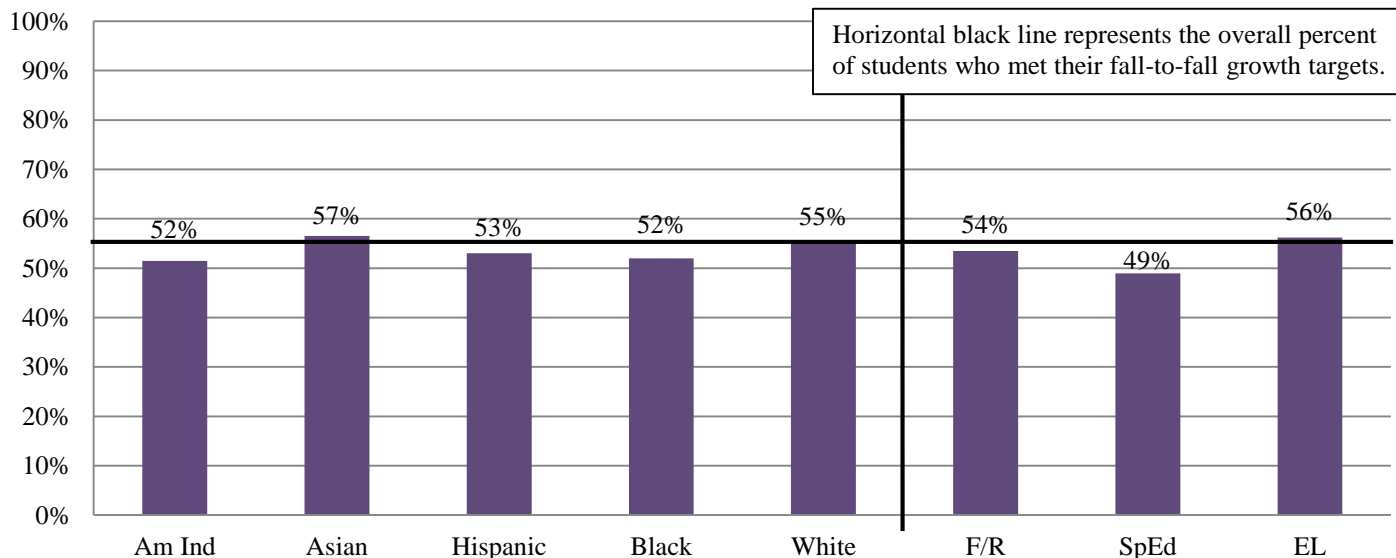


Figure 7: Percent of All MAP Reading Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The largest gap in meeting MAP Reading growth was between students receiving special education services (49% met targets) and students not receiving special education services (56% met targets; comparison not depicted above). The student group meeting growth at the lowest rate were students receiving special education services, at 49%.

MCA-III Math Proficiency

Overall 2016 MCA All Accountability Math Proficiency by Level

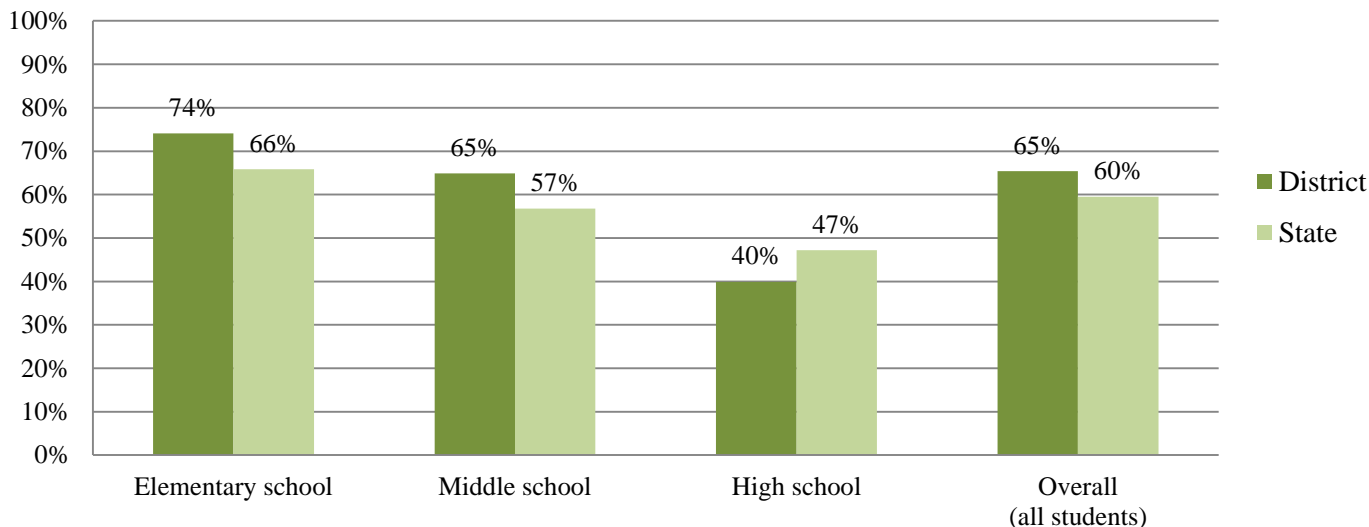


Figure 8: Overall 2016 MCA Math Proficiency by Level: District to State Comparison

Overall, the percent of Anoka-Hennepin students who were proficient on the 2016 MCA All Accountability Math was higher than the state by approximately 5%. This was also true of the elementary and middle school levels (each by 8%); however, the state outperformed the district at the high school level (by 7%).

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

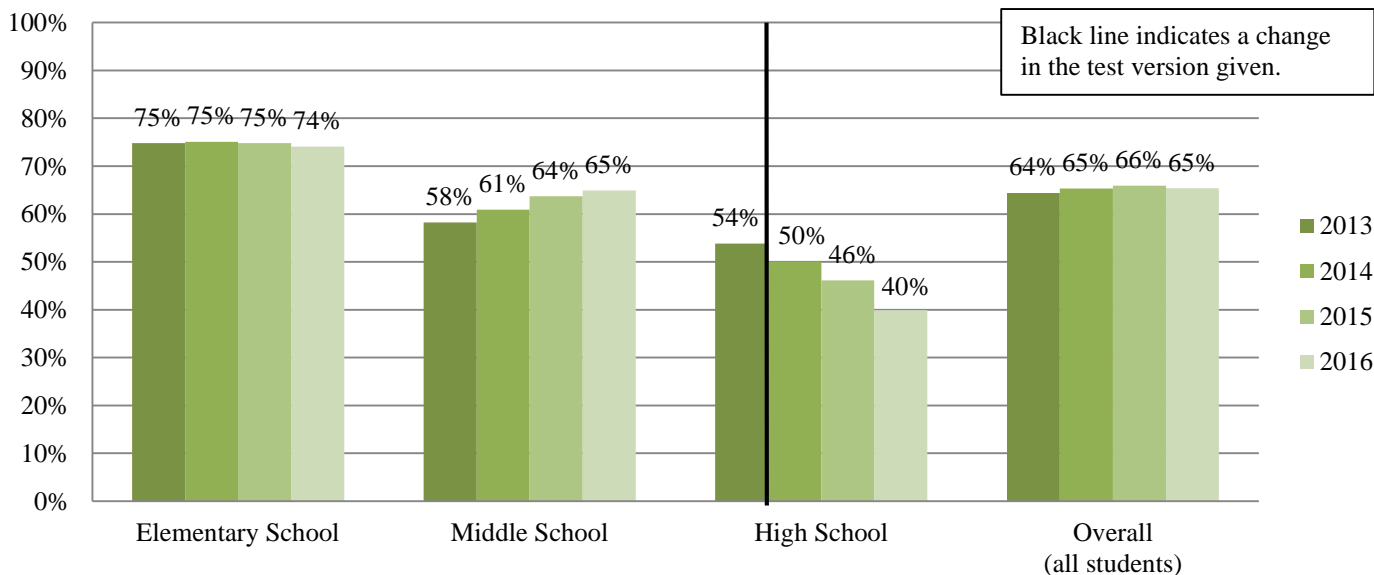


Figure 9: Percent of Students Proficient on MCA Math over the Past 4 Years

The overall percent of Anoka-Hennepin students proficient on the MCA Math experienced a slight dip this year after three years of steady increases. At the elementary level, the proficiency rates have remained relatively constant, whereas the middle school students have increased the proficiency rate every year. Anoka-Hennepin high school students experienced a 6% decrease in proficiency from 2015 to 2016 (data from 2013 cannot be compared given the switch to a new test version, which is based on a more rigorous set of standards).

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 and 11

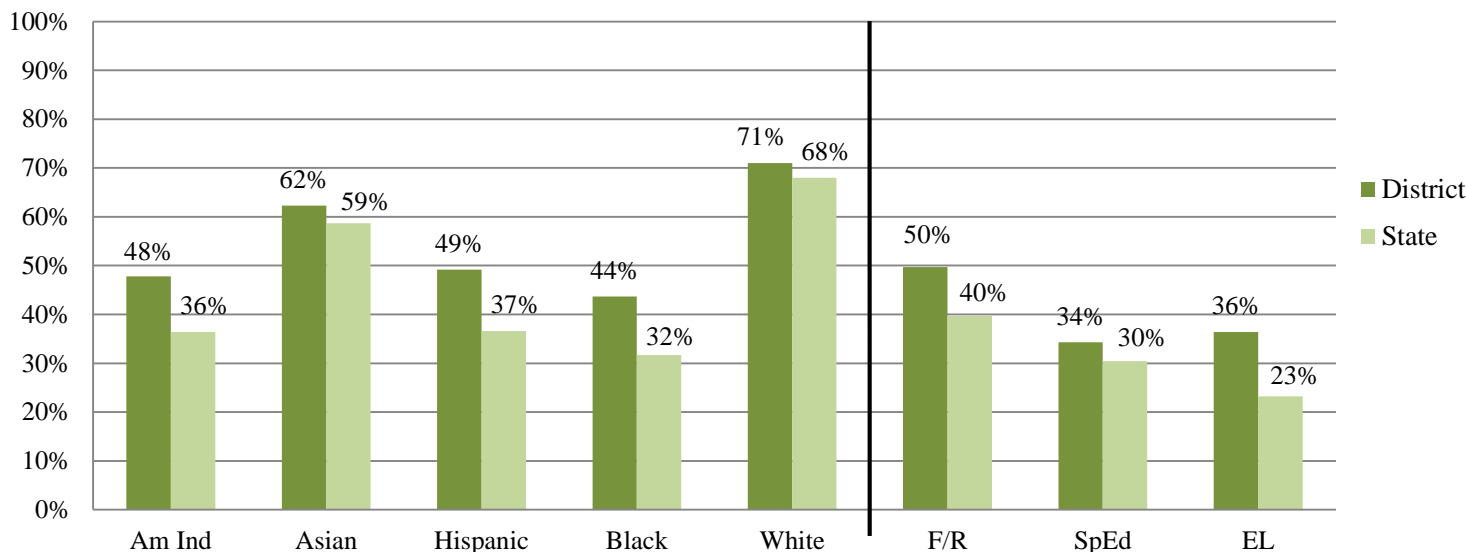


Figure 10: Overall 2016 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA All Accountability Math assessment, each student group in Anoka-Hennepin outperformed its state counterpart. The largest gap in MCA Math proficiency in the district was between students receiving SpEd services and non-SpEd students, with 36% 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 (71%).

MCA-III Math Growth

Overall MCA All Accountability Math Growth by Level

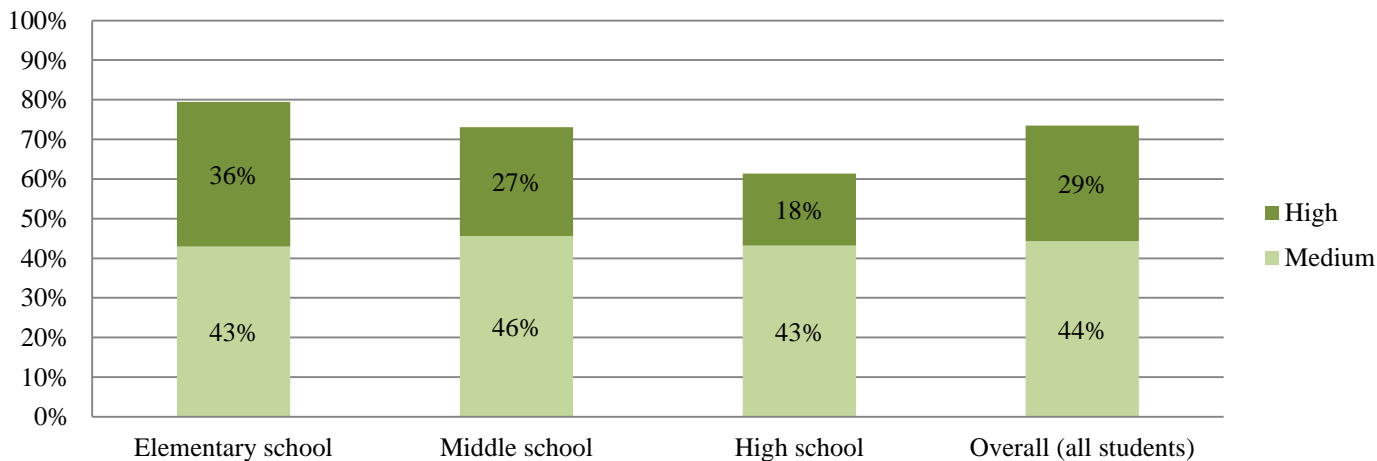


Figure 11: Overall Percent of Students at Medium or High Growth on the MCA Math Spring 2015 to Spring 2016

Overall, 73% of Anoka-Hennepin students met either medium or high growth from spring 2015 to spring 2016 on the MCA Math (down from 77% 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 73% and 61% making medium or high growth, respectively.

**NWEA MAP Math Growth, Fall to Fall**

**MAP Math: Percent of Students Meeting Growth Targets**

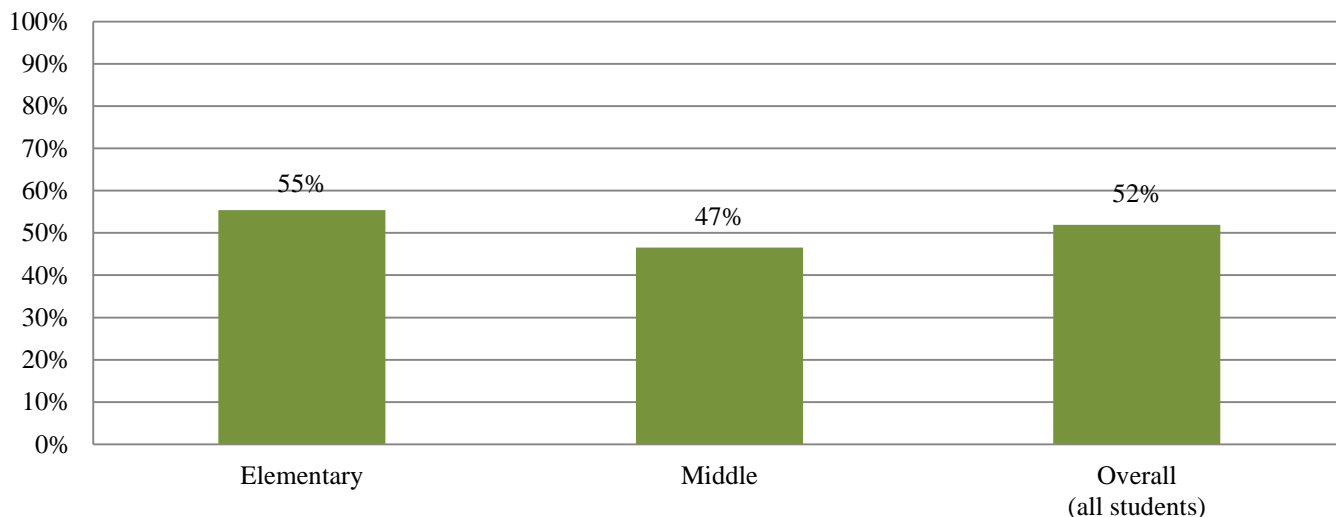


Figure 12: Percent of Students Meeting MAP Math Growth Targets (Fall 2015 to Fall 2016)

Overall, 52% of Anoka-Hennepin students met their math growth targets from 2015 to 2016 (down from 57% last year). Elementary school students were higher, at 55%, whereas middle school students were at only 47% of students meeting targets. Of the high school students that took the MAP Math in intervention courses, 46% of them met their growth targets.

**Maximum Gap in Meeting NWEA MAP Math Growth between Student Groups**

**Percent of Students Meeting MAP Math Growth Fall to Fall by Student Group**

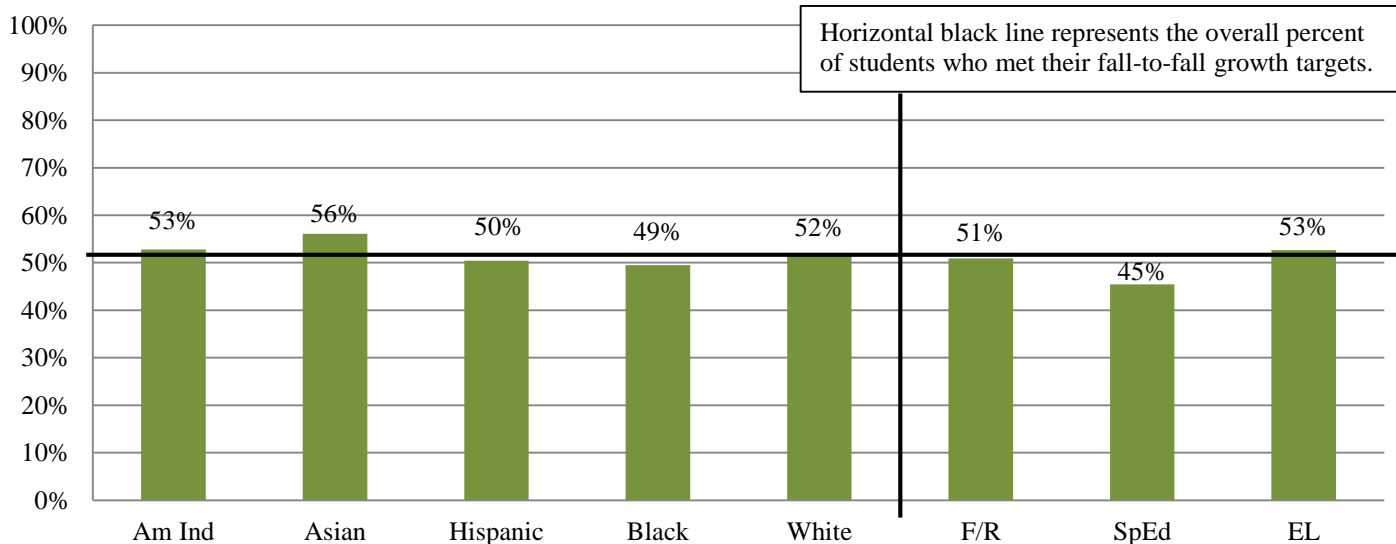


Figure 13: Percent of All MAP Math Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The largest gap between counterpart groups in meeting MAP Math growth was between students receiving special education services (45% met targets) and students not receiving special education services (53% met targets). The student group meeting growth at the highest rate were Asian students, at 56%.

MCA-III Science Proficiency

Overall 2016 MCA All Accountability Science Proficiency by Level in District

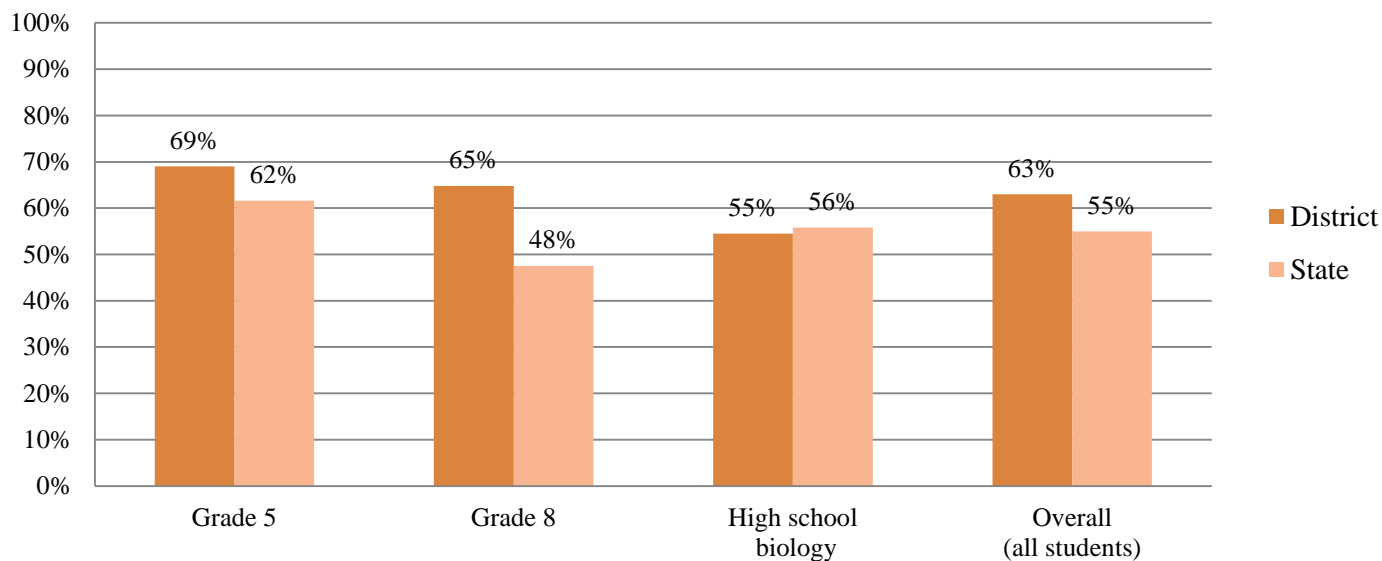


Figure 14: Overall 2016 MCA Science Proficiency by Level: District to State Comparison

Overall, the percent of Anoka-Hennepin students who were proficient on the 2016 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 (over 17% in 2016).

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

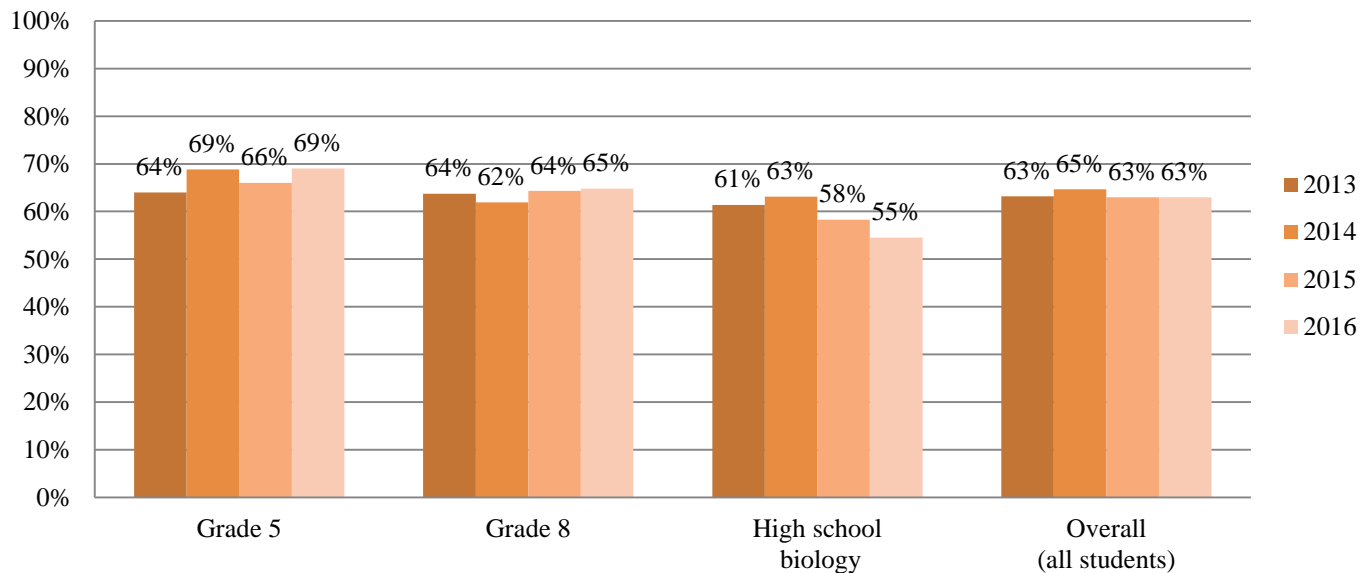


Figure 15: Percent of Students Proficient on MCA Science over the Past 4 Years

The overall proficiency rate of Anoka-Hennepin students remained steady in 2016, with the greatest increase occurring at the elementary level (3%). The middle school level increased 1% in 2016, while high school students decreased from 58% in 2015 to 55% in 2016.

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

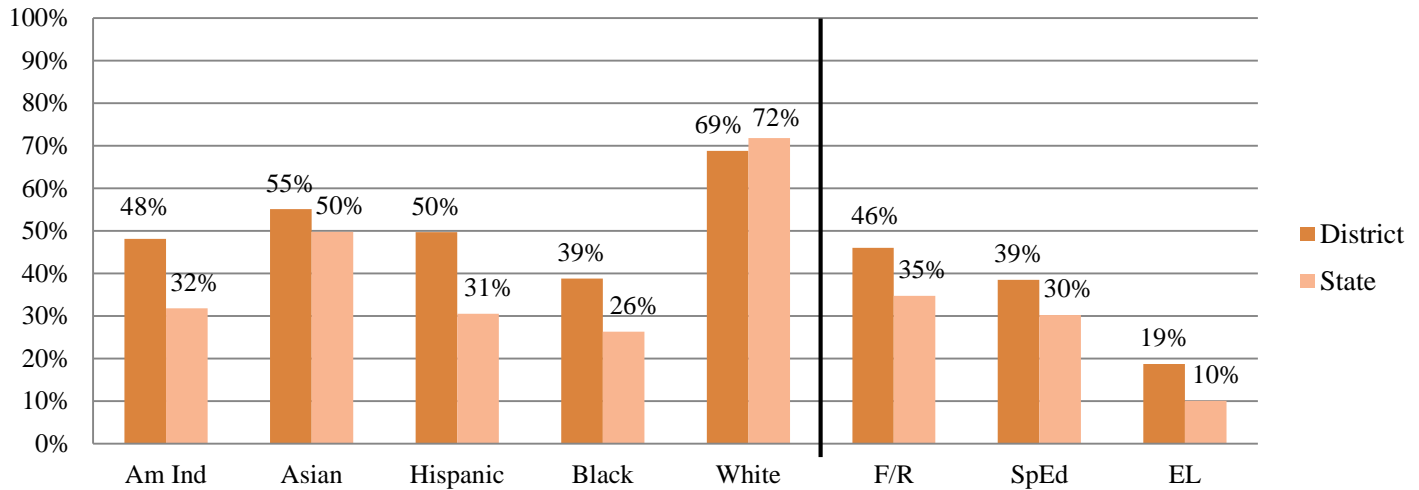


Figure 16: Overall 2016 MCA Science Proficiency Rate by Student Group: District to State Comparison

Each student group in Anoka-Hennepin outperformed its state counterpart on the 2016 MCA All Accountability Science assessment, with the exception of White students who performed below the state. The largest gap in MCA Science proficiency in the district was between EL and non-EL students, with 46% more non-EL students at proficiency (down from 51% in 2015; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (39%) and White students (69%).

**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 2016 MCA All Accountability assessments.
- Elementary Reading: The percent of Anoka-Hennepin students meeting proficiency on the 2016 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 nine years.
  - On the MAP Reading, the majority of Anoka-Hennepin elementary school students, 54%, are meeting growth targets from fall 2015 to fall 2016, down from 61% last year.
- Elementary Math: The percent of Anoka-Hennepin students meeting proficiency on the 2016 MCA All Accountability Math was higher than the state proficiency rate for grades 3, 4, and 5. This has been true for the last nine years.
  - On the MAP Math, the majority of Anoka-Hennepin elementary school students, 55%, are meeting growth targets from fall 2015 to fall 2016, down from 57% last year.
- Elementary Science: The proficiency rate of Anoka-Hennepin grade 5 students on the MCA All Accountability Science assessment was higher than the state by a margin of 7%. 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, math and science this year.
  - The White/Black achievement gap is the most prominent gap between ethnicities for the MCA Reading, MCA Math and MCA Science.
  - Reading: The largest gap between student groups meeting MAP Reading growth targets from fall 2015 to fall 2016 was between students receiving special education services and students not receiving special education services (47% of students receiving services and 56% of students not receiving services).
  - Math: The largest gap between student groups meeting MAP Math growth targets was between students receiving special education services and students not receiving special education services (46% of students receiving services and 57% of students not receiving services).

MCA-III Reading Proficiency

Elementary 2016 MCA All Accountability Reading Proficiency by Grade

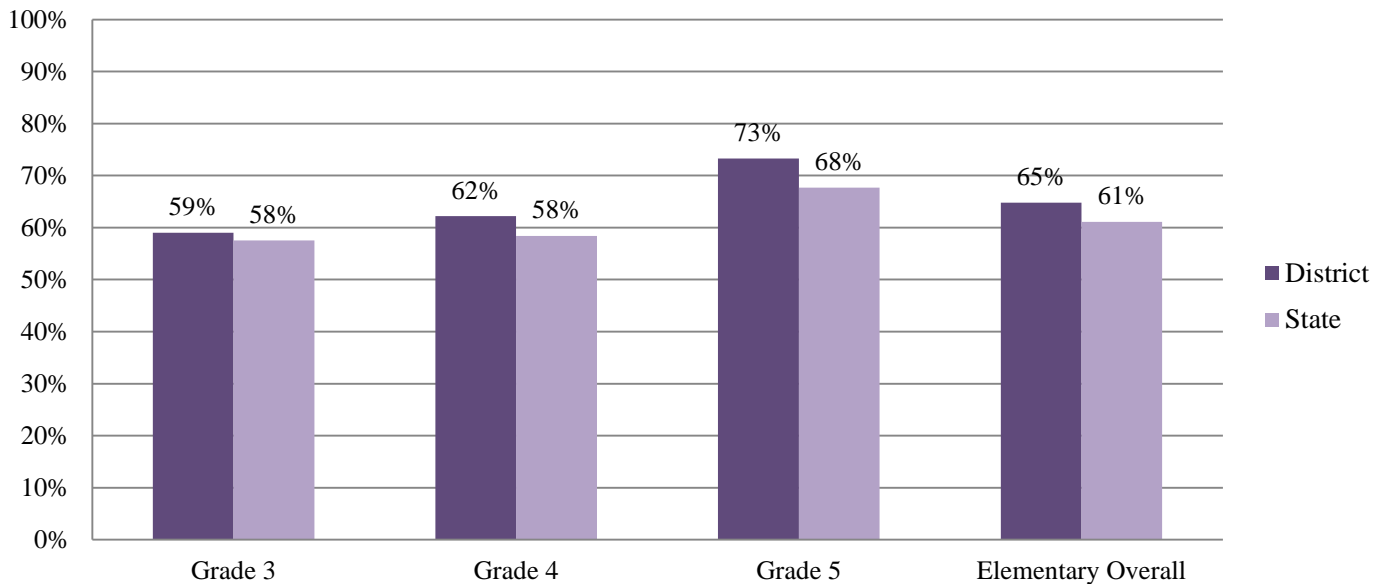


Figure 17: Elementary 2016 MCA Reading Proficiency by Grade: District to State Comparison

In comparison to the state, the percent of Anoka-Hennepin students at the elementary level who were proficient on the 2016 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 4%.

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

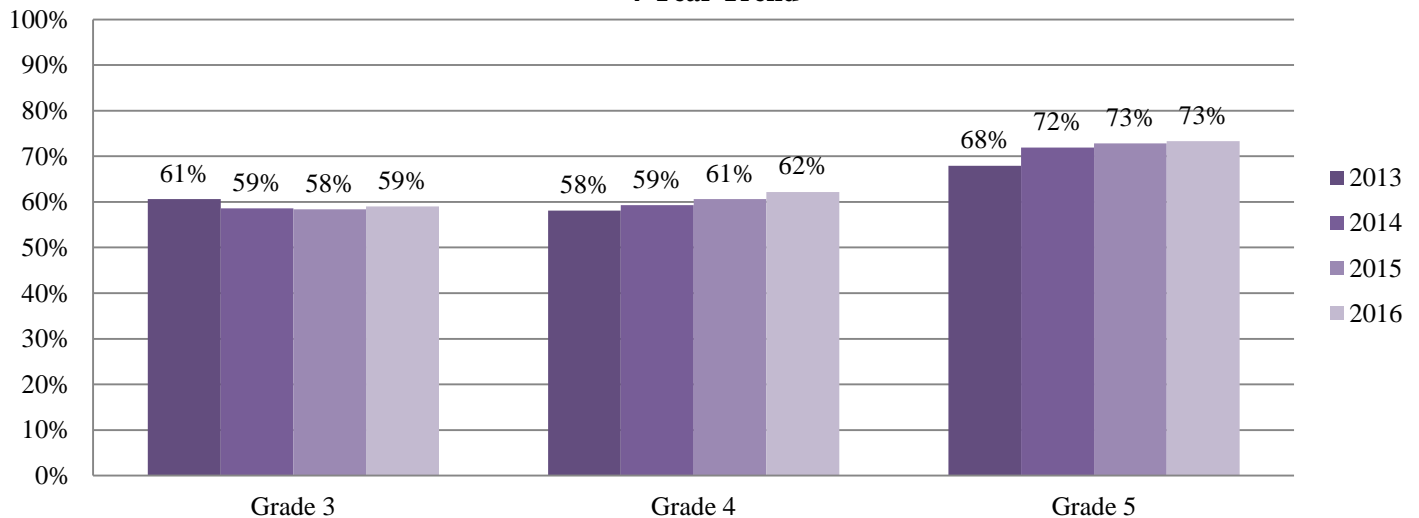


Figure 18: Percent of Elementary Students Proficient on MCA Reading by Grade: 4-Year Comparison

Anoka-Hennepin students in grades 4 and 5 have continuously increased their proficiency rates on the MCA Reading since the change in test in 2013. Grade 3 students were on a slight declining trend over the last two years, but saw an increase of approximately 1% in their proficiency rate this year.

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

Elementary MCA All Accountability Reading Proficiency by Student Group

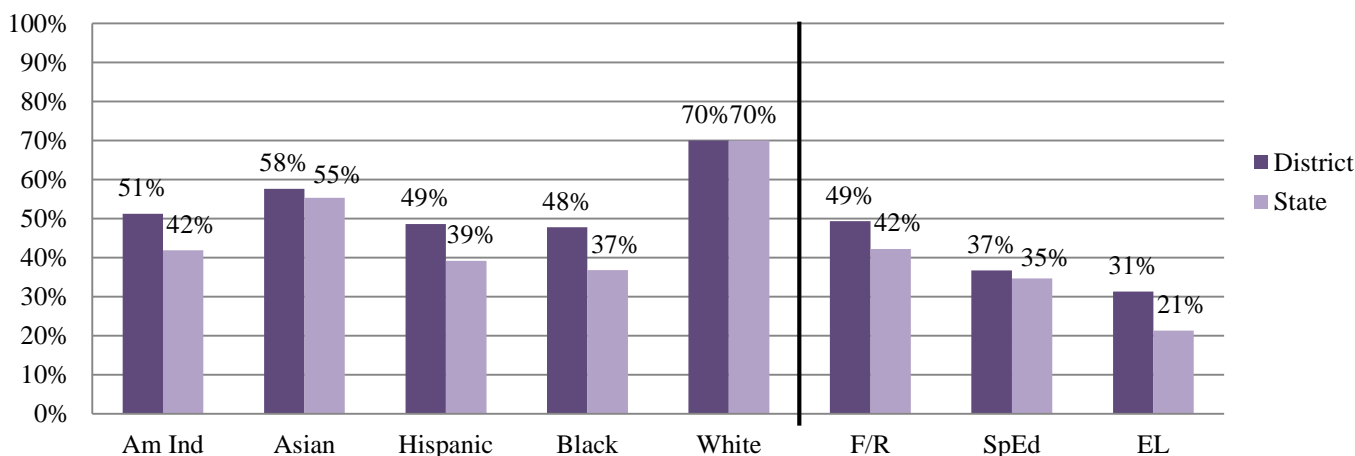


Figure 19: Elementary 2016 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA All Accountability Reading assessment, each student group in Anoka-Hennepin outperformed its state counterpart, except White students who performed equal to 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 (down from 39% in 2015; 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

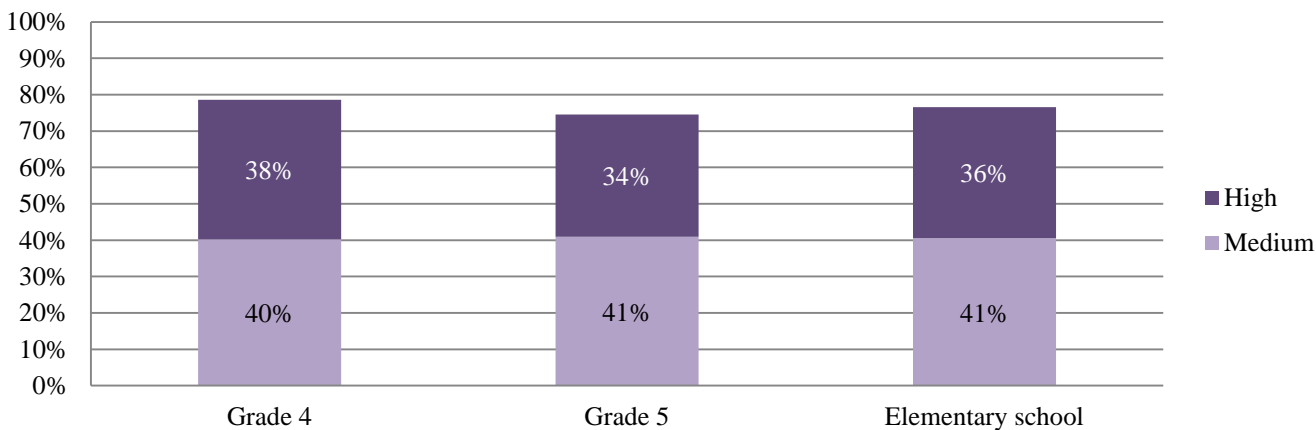


Figure 20: Percent of Elementary School Students at Medium or High Growth on the MCA Reading Spring 2015 to Spring 2016

Overall, 77% of Anoka-Hennepin elementary school students met either medium or high growth from spring 2015 to spring 2016 on the MCA Reading. Grades 4 and 5 had approximately 79% and 75% of students meeting this level of growth, respectively. Grade 3 students do not have growth calculated because two consecutive tests are needed. (MCAs are not offered in grade 2.)

**NWEA MAP Reading Growth, Fall to Fall**

**MAP Reading: Percent of Elementary Students Meeting Growth Targets by Grade**

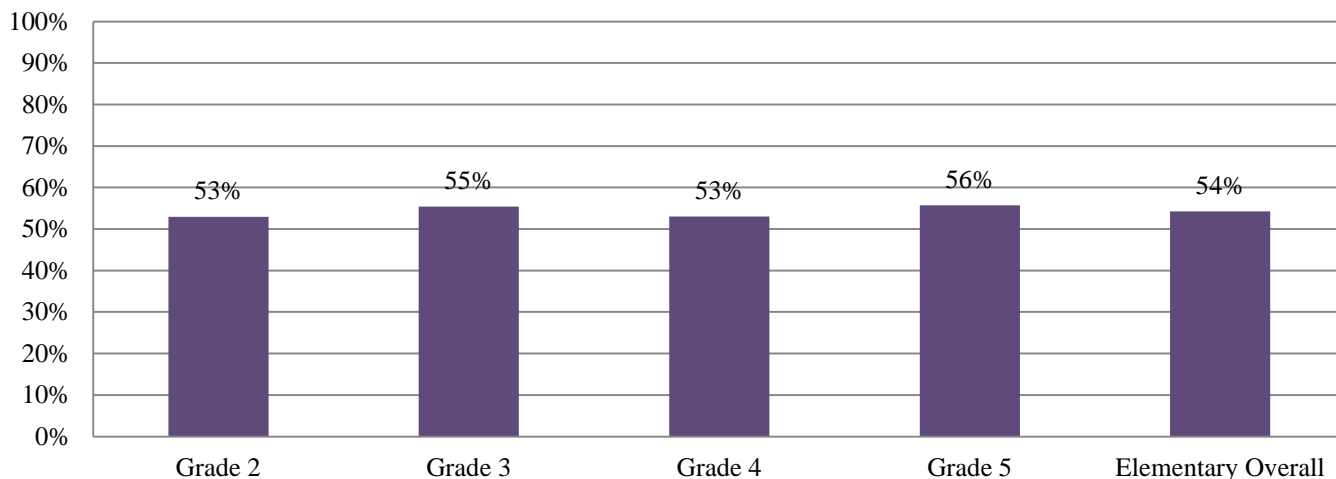


Figure 21: Percent of Elementary School Students Meeting MAP Reading Growth Targets Fall 2015 to Fall 2016

Overall, 54% of Anoka-Hennepin elementary school students met their fall-to-fall growth targets from 2015 to 2016 on the MAP Reading (down from 61% last year). Grades 3 and 5 were above the overall elementary percentage meeting growth, whereas grades 2 and 4 were below the percentage of overall elementary school students meeting growth.

**Maximum Gap in Meeting NWEA MAP Reading Growth between Student Groups**

**Percent of Elementary School Students Meeting MAP Reading Growth Fall to Fall by Student Group**

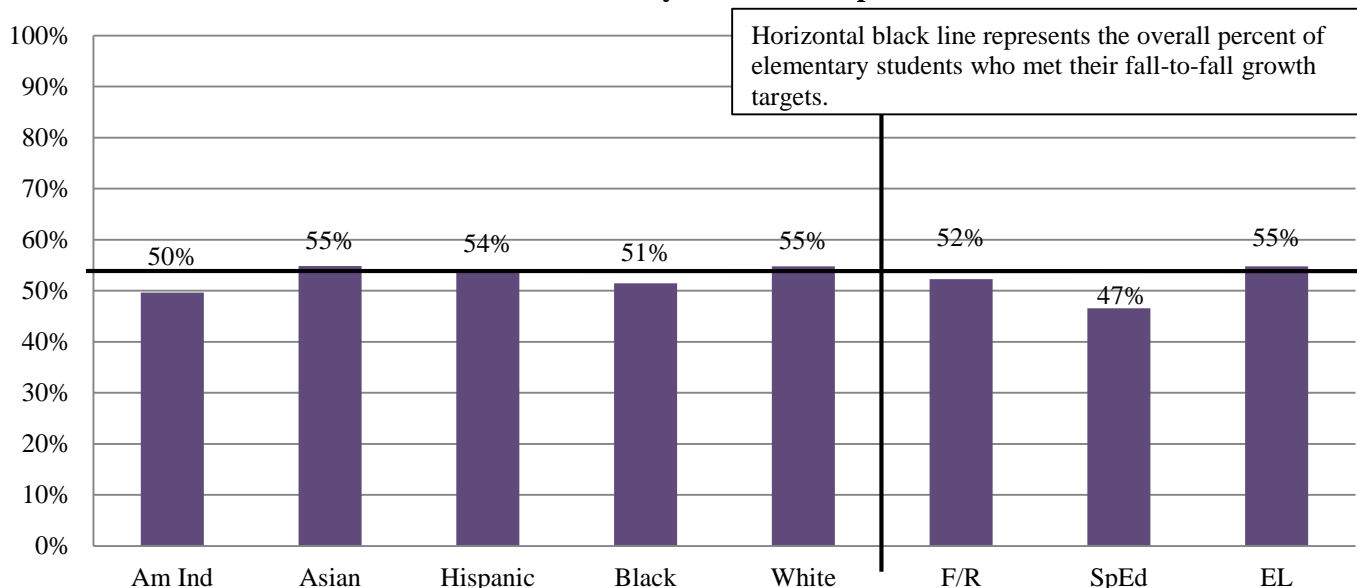


Figure 22: Percent of Elementary MAP Reading Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The largest gap between counterpart groups in meeting MAP Reading growth was between students receiving special education services (47% met targets) and students not receiving special education services (56% met targets). The groups with the greatest percent of students meeting growth targets include Asian students, White students and students receiving language acquisition services.

MCA-III Math Proficiency

Elementary 2016 MCA All Accountability Math Proficiency by Grade

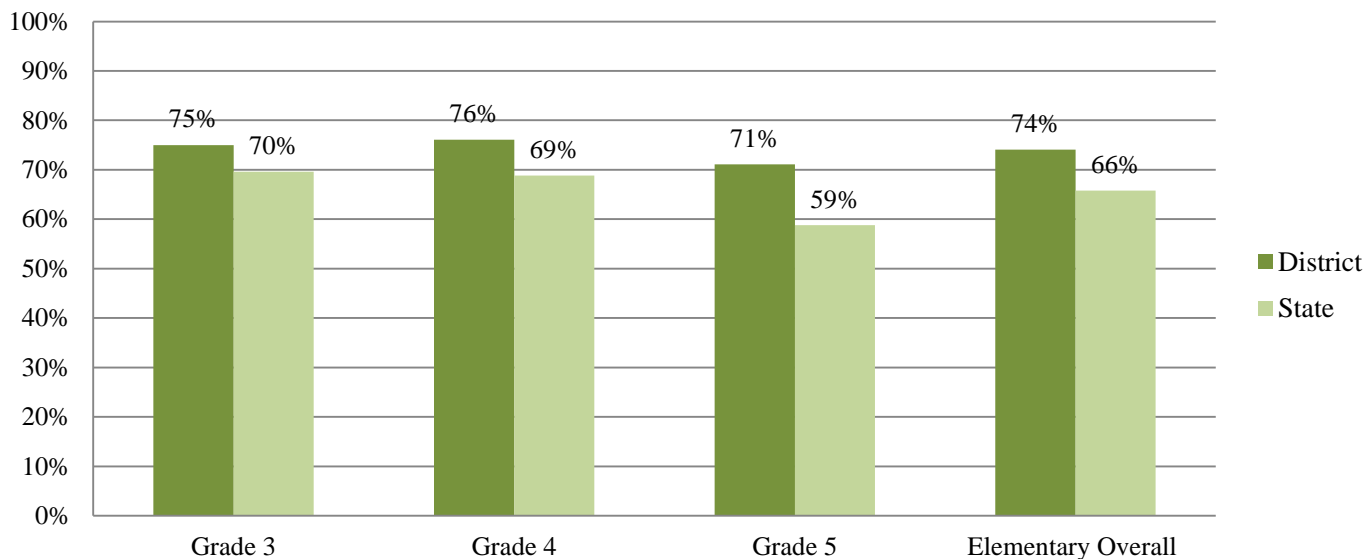


Figure 23: Elementary 2016 MCA Math Proficiency by Grade: District to State Comparison

The percent of Anoka-Hennepin students at the elementary level who were proficient on the 2016 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 8%.

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

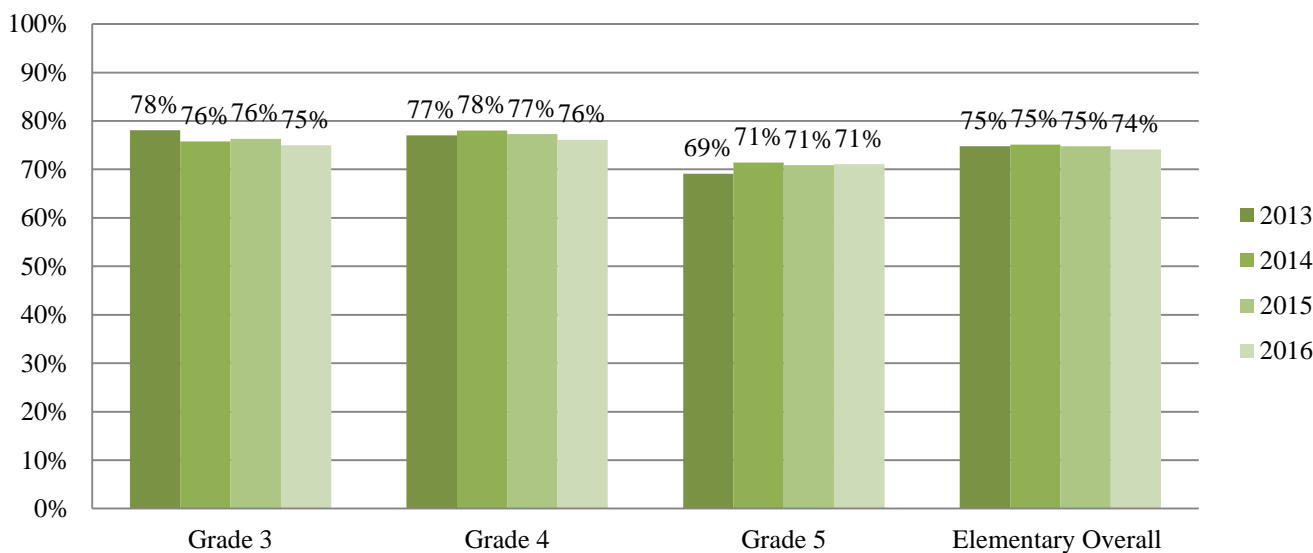


Figure 24: Percent of Elementary Students Proficient on MCA Math by Grade: 4-Year Comparison

In 2016, Anoka-Hennepin proficiency rates of grade 3, 4 and 5 students remained relatively consistent on the MCA Math assessment, with no grade level increasing or decreasing more than 1%.

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

Elementary MCA All Accountability Math Proficiency by Student Group

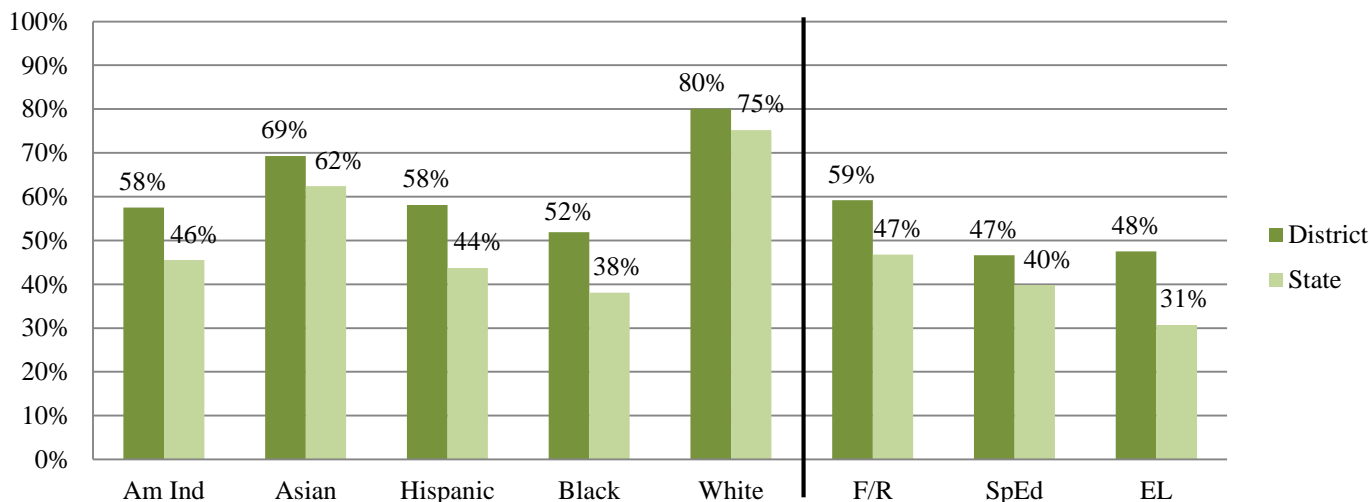


Figure 25: Elementary 2016 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA All Accountability Math assessment, each student group in Anoka-Hennepin at the elementary level outperformed its state counterpart. The largest gap in MCA Math proficiency at the elementary level was between students receiving special education services and students who were not, with 32% 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 (52%) and White students (80%).

MCA-III Math Growth

Elementary MCA All Accountability Math Growth by Grade

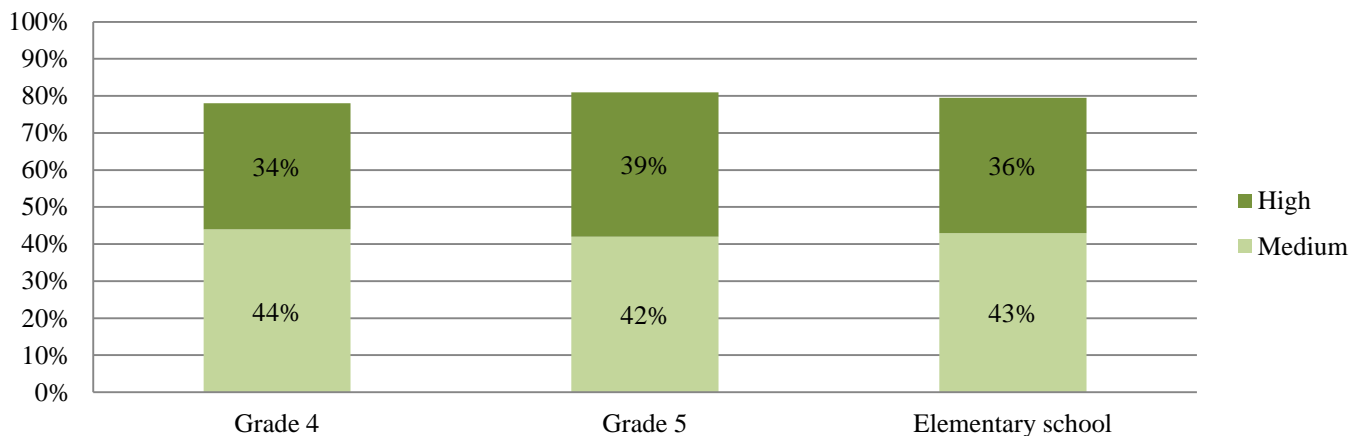


Figure 26: Percent of Elementary School Students at Medium or High Growth on the MCA Math Spring 2015 to Spring 2016

Overall, 79% of Anoka-Hennepin elementary school students met either medium or high growth from spring 2015 to spring 2016 on the MCA Math. Grades 4 and 5 had 78% and 81% 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.)

**NWEA MAP Math Growth, Fall to Fall**

**MAP Math: Percent of Elementary Students Meeting Growth Targets by Grade Level**

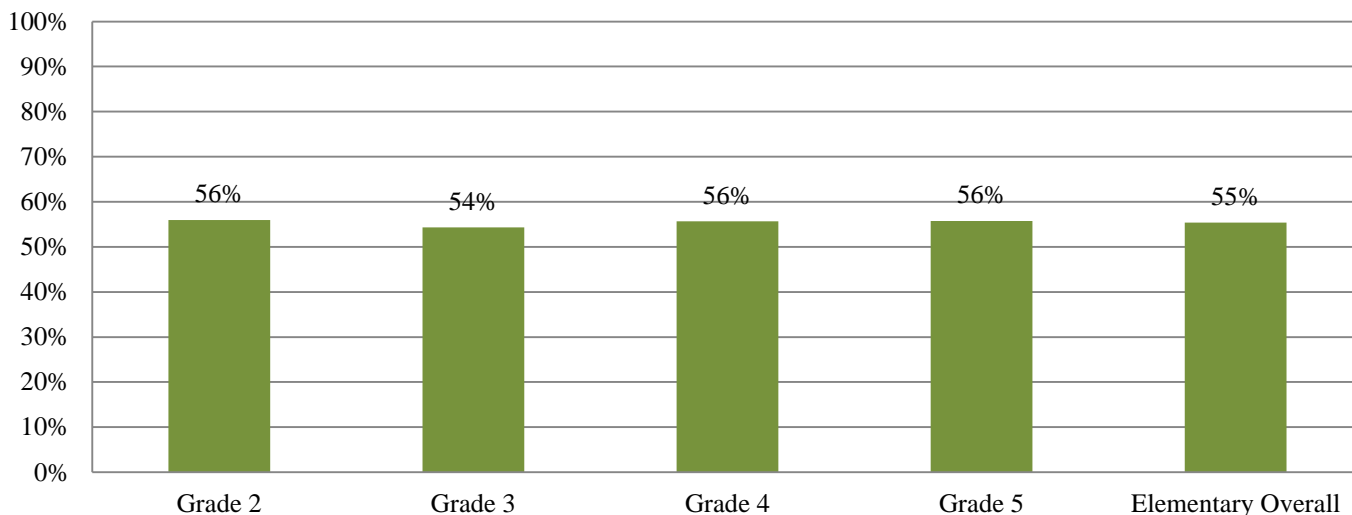


Figure 27: Percent of Elementary School Students Meeting MAP Math Growth Targets Fall 2015 to Fall 2016

Overall, 55% of Anoka-Hennepin elementary school students met their fall-to-fall growth targets from 2015 to 2016 on the MAP Math (down from 63% last year). Consistent with past years of data, grade 3 was below the overall elementary percentage.

**Maximum Gap in Meeting NWEA MAP Math Growth between Student Groups**

**Percent of Elementary School Students Meeting MAP Math Growth Fall to Fall by Student Group**

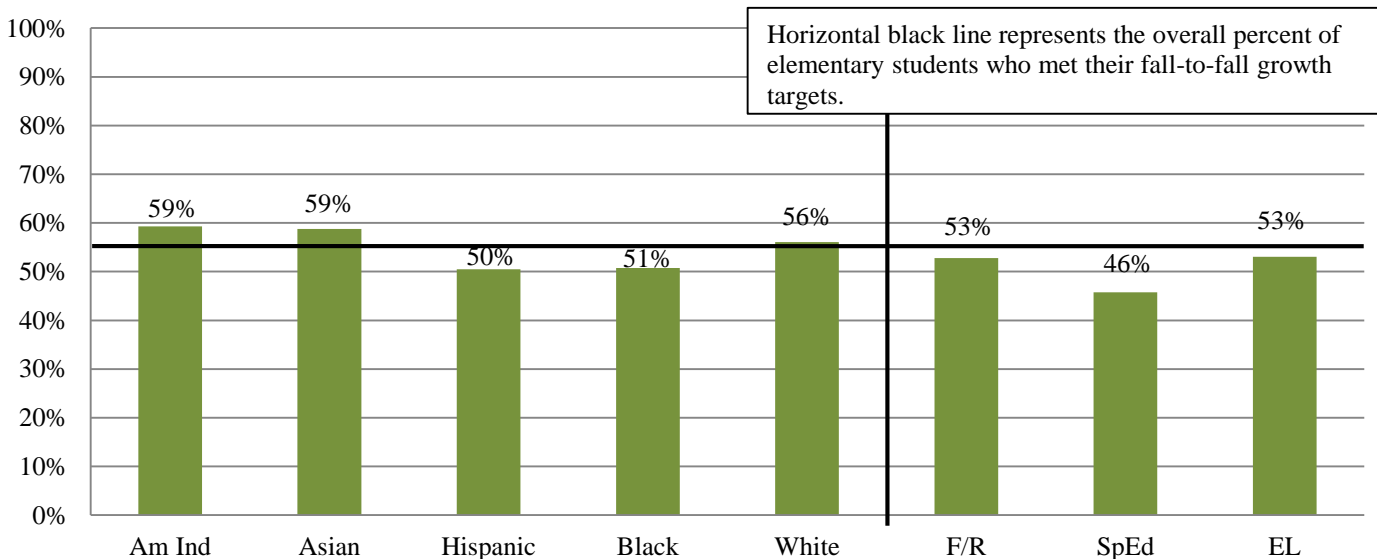


Figure 28: Percent of Elementary MAP Math Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The largest gap between counterpart groups in meeting MAP Math growth was between students receiving special education services (46% met targets) and students not receiving special education services (57% met targets). Hispanic and Black students were the ethnic groups who performed below the overall elementary percent, while American Indian, Asian and White students performed above the overall elementary percent.

MCA-III Science Proficiency

Of Anoka-Hennepin grade 5 students, 69% were proficient on the 2016 MCA All Accountability Science, while the state had a proficiency rate of only 62%.

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

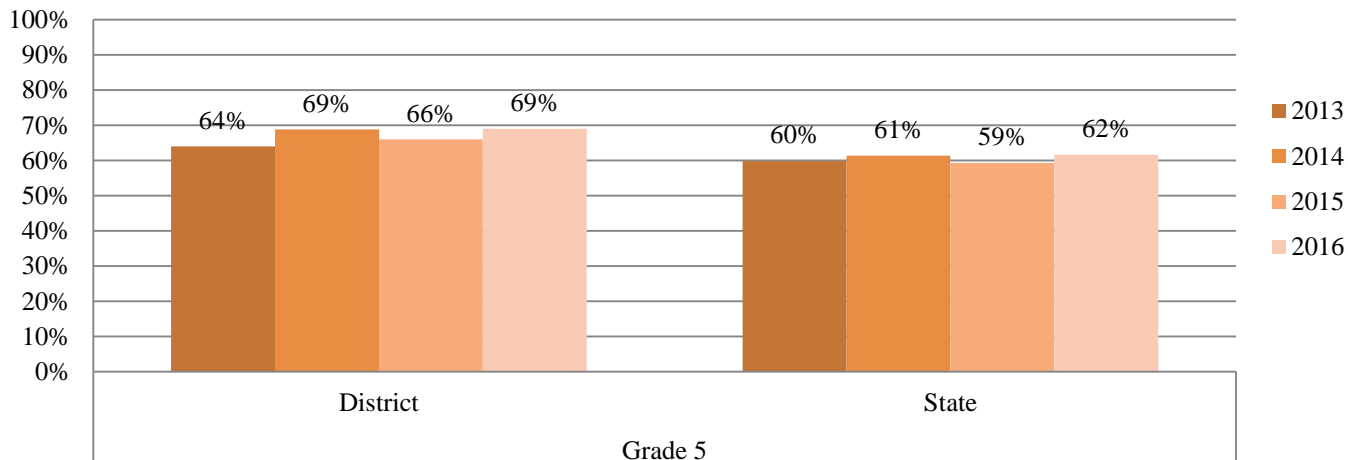


Figure 29: Percent of Grade 5 Students Proficient on MCA Science by Grade: 4-Year Comparison

Grade 5 Anoka-Hennepin students experienced an increase in proficiency on the MCA All Accountability Science assessment this year, maintaining 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

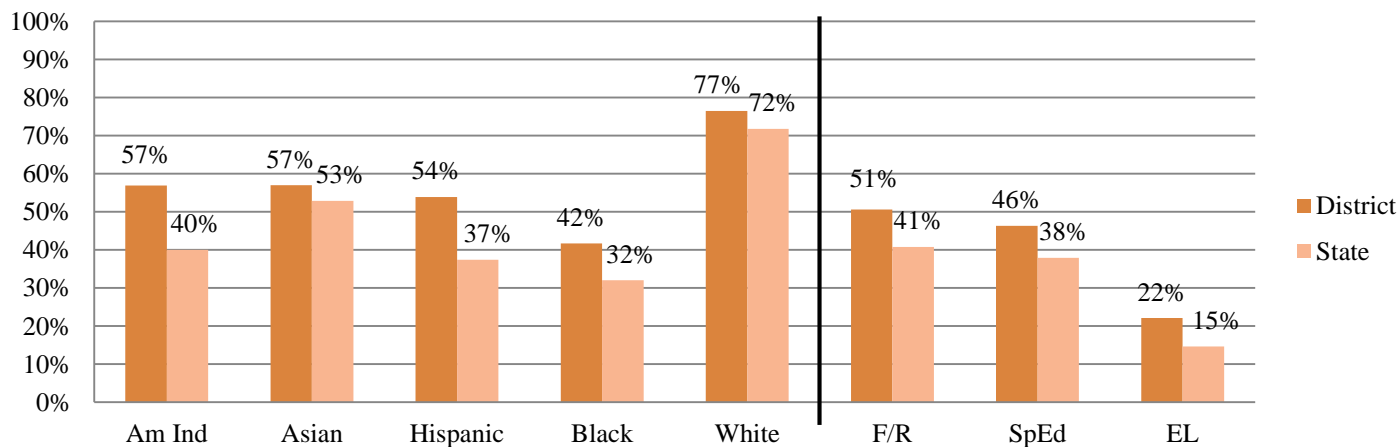


Figure 30: Elementary 2016 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA Science assessment, Anoka-Hennepin grade 5 student groups outperformed their state counterparts. The largest gap in MCA Science proficiency in grade 5 was between EL and non-EL students, with 50% more non-EL students at proficiency (down from 56% in 2015; 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 (77%).



**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 2016 MCA All Accountability assessments.
- Middle School Reading: The percent of Anoka-Hennepin middle school students meeting proficiency on the 2016 MCA All Accountability Reading was higher than the state rate for grades 6, 7 and 8.
  - On the MAP Reading, more than half of Anoka-Hennepin students, 55%, in grades 6, 7, and 8 met their growth targets from fall 2015 to fall 2016, down from 59% last year.
- Middle School Math: The percent of Anoka-Hennepin middle school students meeting proficiency on the 2016 MCA All Accountability Math was higher than the state proficiency rate for grades 6, 7 and 8.
  - On the MAP Math, 47% of our middle school students tested met growth targets from fall 2015 to fall 2016, same as last year.
  - On the MCA Math, 7<sup>th</sup> grade students met growth targets at higher rates than students in 6<sup>th</sup> and 8<sup>th</sup> grade.
- Middle School Science: The percent of Anoka-Hennepin grade 8 students meeting proficiency on the 2016 MCA All Accountability Science was higher than the state proficiency rate by 17 percentage points. This is down one percent 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, MCA Math and MCA Science this year.
  - For the 2016 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 a higher rate.
  - Reading: The greatest gap when considering only ethnic and free/reduced student groups on the MCA Reading was between students qualifying for free or reduced priced services (50%) and those not (73%). On the MAP Reading, the largest gap in the percent of middle school students' meeting their growth targets was between the Hispanic and Asian ethnic groups (with 51% and 59% of students meeting growth, respectively).
  - Math: The greatest gap when considering only ethnic and free/reduced student groups on the MCA Math was between Black students (43%) and White students (71%). On the MAP Math, the largest gap in the percent of middle school students' meeting their growth targets was between the American Indian and Asian ethnic groups (with 44% and 53% of students meeting growth, respectively).
  - Science: The greatest gap when considering only ethnic and free/reduced student groups on the MCA Science was between Black students (40%) and White students (71%).

MCA-III Reading Proficiency

Middle School 2016 MCA All Accountability Reading Proficiency by Grade

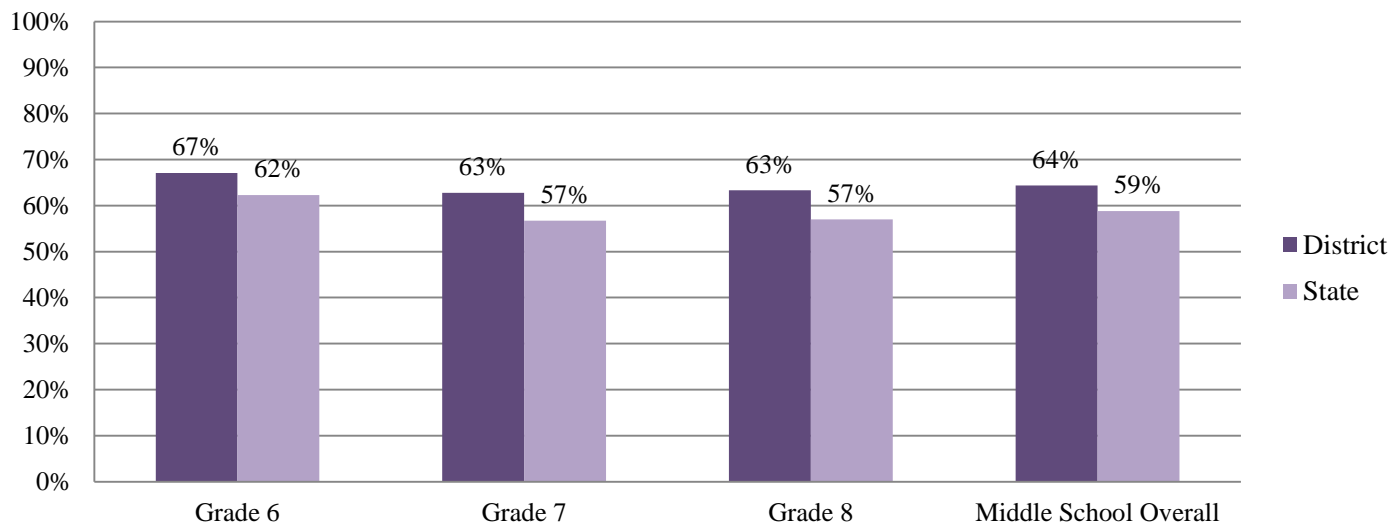


Figure 31: Middle School 2016 MCA Reading Proficiency by Grade: District to State Comparison

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 that were proficient on the MCA Reading was higher than the state by 5%, up from 4% in 2015 and 3% in 2014.

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

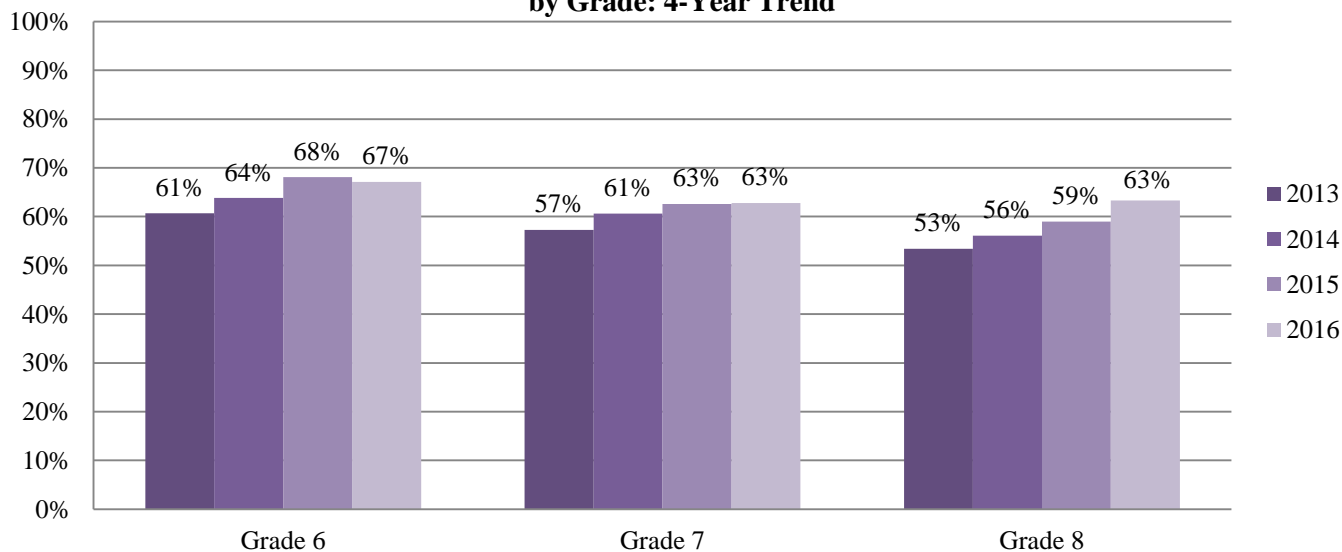


Figure 32: Percent of Middle School Students Proficient on MCA Reading by Grade: 4-Year Comparison

Anoka-Hennepin students in grades 6 and 7 had steady increases the last two years since the test change in 2013; however, this year, grade 6 students decreased slightly and grade 7 students remained consistent. In 2016, grade 8 continued to steadily increase the rate of students reaching proficiency with an increase of 4% this year alone.

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

Middle School MCA All Accountability Reading Proficiency by Student Group

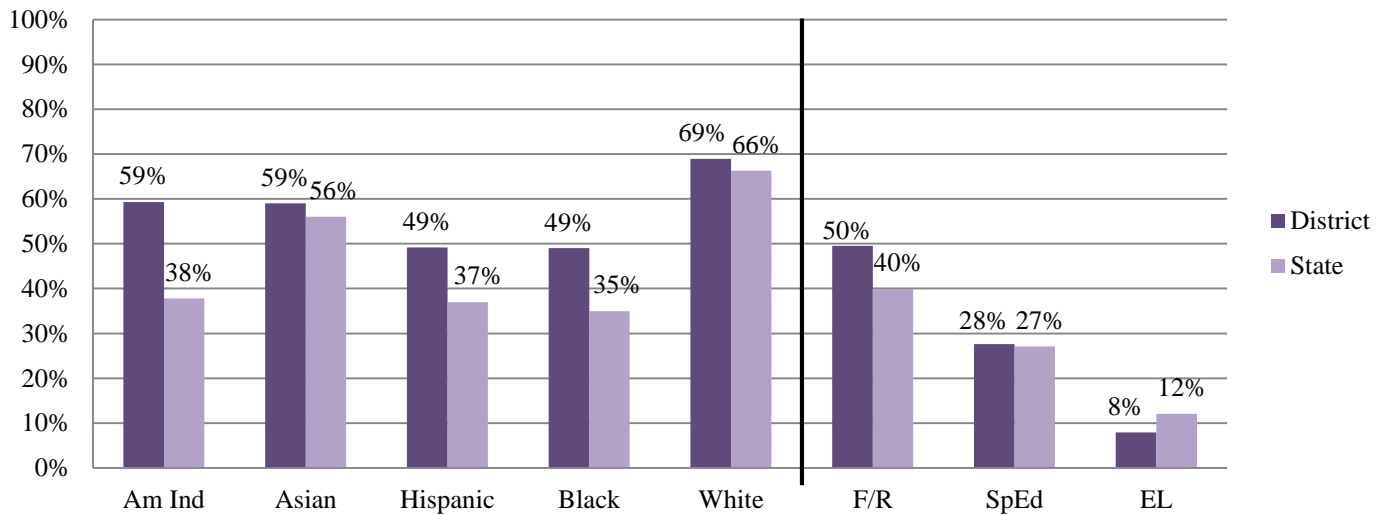


Figure 33: Middle School 2016 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA All Accountability Reading assessment, every student group at the middle school level outperformed its state counterpart with the exception of 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 59% more non-EL students at proficiency (up from 48% in 2015; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (50%) and non-F/R students (73%).

MCA-III Reading Growth

Middle School MCA All Accountability Reading Growth by Grade

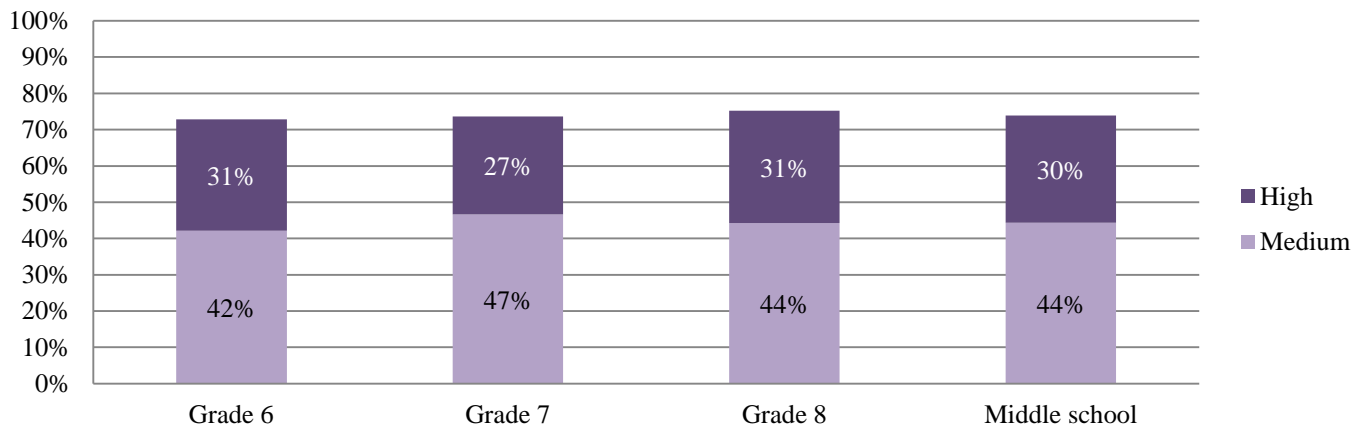


Figure 34: Percent of Middle School Students at Medium or High Growth on the MCA Reading Spring 2015 to Spring 2016

Overall, 74% of Anoka-Hennepin middle school students met either medium or high growth from spring 2015 to spring 2016 on the MCA Reading, the same as last year. The percent of students making medium or high growth was highest for grade 8 students, at 75%, whereas grades 6 and 7 were lower, with 73% and 74%, respectively.

**NWEA MAP Reading Growth, Fall to Fall**

**MAP Reading: Percent of Middle School Students Meeting Growth Targets by Grade**

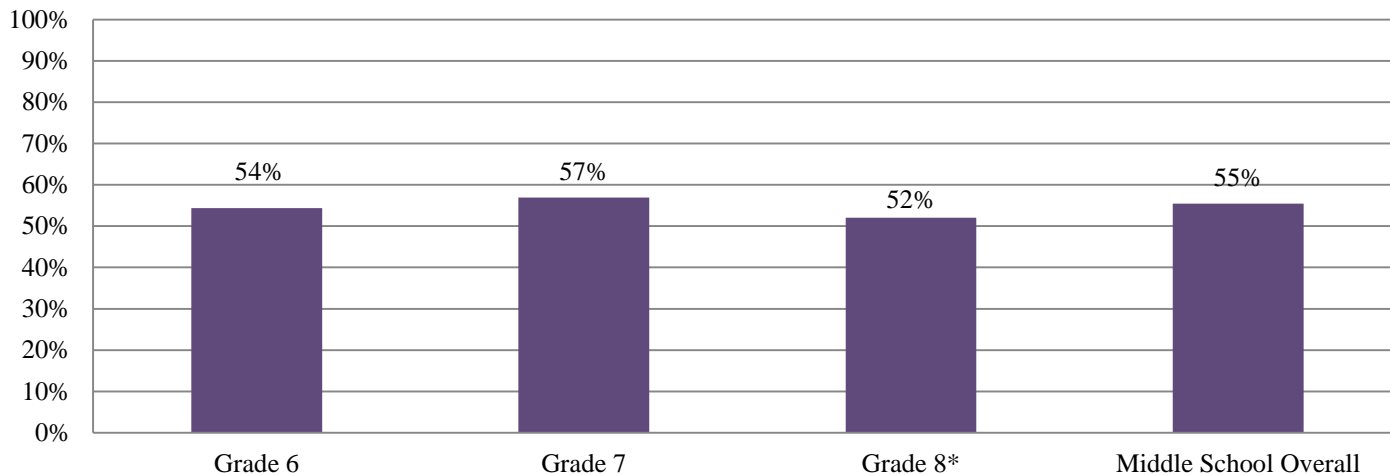


Figure 35: Percent of Middle School Students Meeting MAP Reading Growth Targets Fall 2015 to Fall 2016

Of the Anoka-Hennepin middle school students tested, 55% met their growth targets from fall 2015 to fall 2016 on the MAP Reading (down from 59% last year). Consistent with previous years, grade 6 was below the overall middle school percentage, whereas grade 7 was above the percentage of all middle school students meeting growth. \*Grade 8 was below the overall middle school percentage; however, only students who test in grade 9 as a part of intervention courses represent grade 8 students.

**Maximum Gap in Meeting NWEA MAP Reading Growth between Student Groups**

**Percent of Middle School Students Meeting MAP Reading Growth Fall to Fall by Student Group**

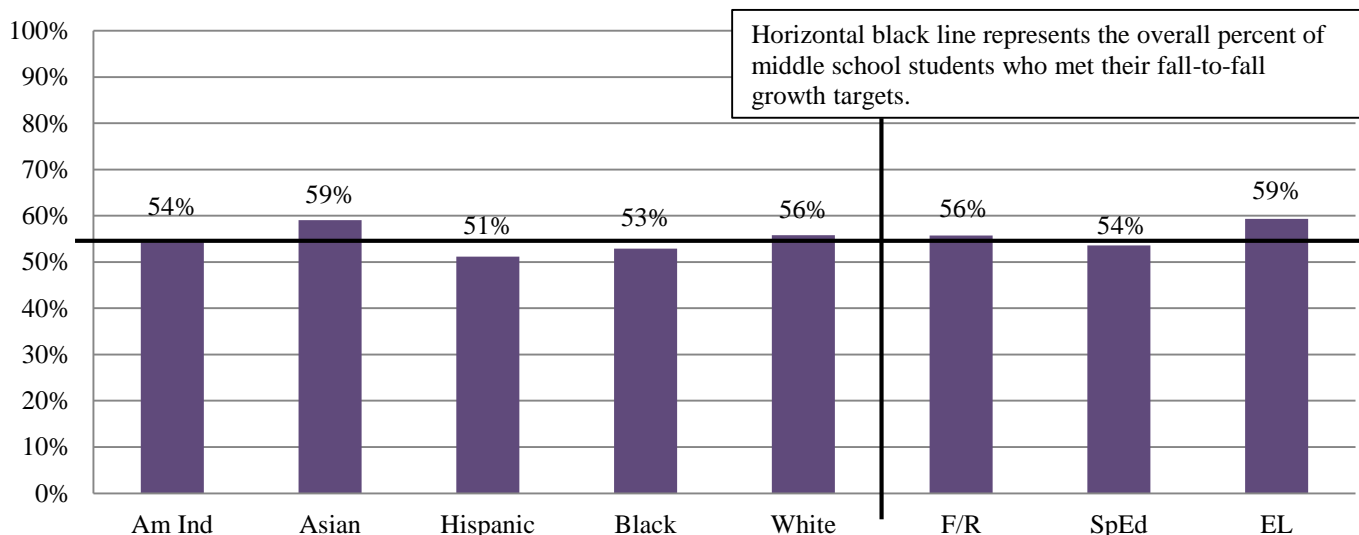


Figure 36: Percent of Middle School MAP Reading Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The largest gap between counterpart groups in meeting MAP Reading growth was between Hispanic students (51% met targets) and Asian students (59% met targets). Students receiving language acquisition services and free or reduced priced services met growth at a higher rate than their counterpart groups (comparison not depicted in the graph above).

**MCA-III Math Proficiency**

**Middle School 2016 MCA All Accountability Math Proficiency by Grade**

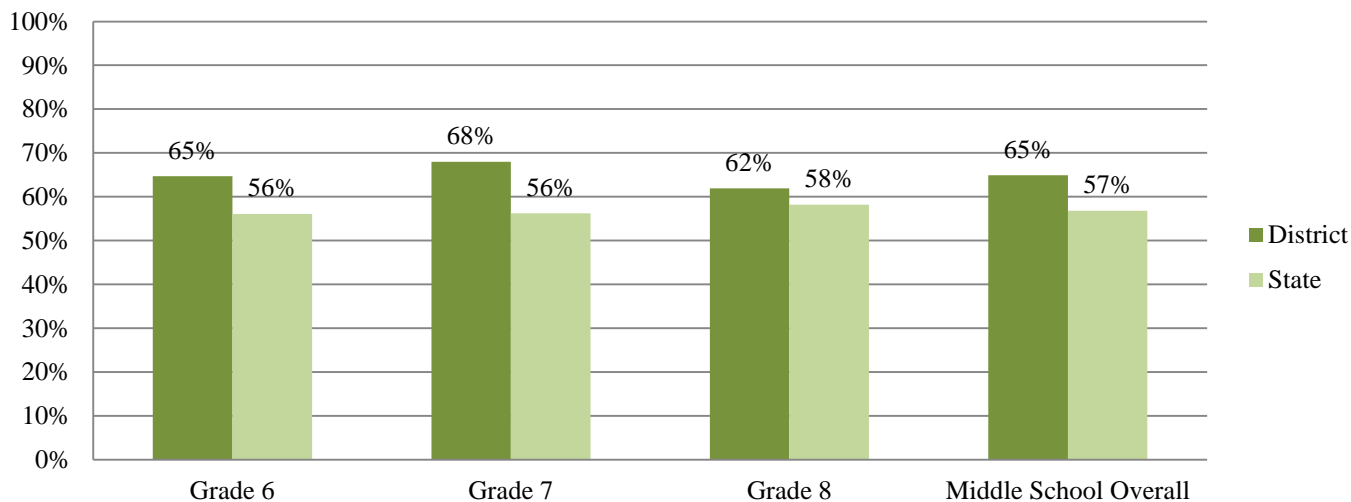


Figure 37: Middle School 2016 MCA Math Proficiency by Grade: District to State Comparison

In comparison to the state, the percent of Anoka-Hennepin students who were proficient on the MCA All Accountability Math was higher for grades 6, 7 and 8. The percent of Anoka-Hennepin middle school students’ overall proficiency rate on the MCA Math was 8% 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**

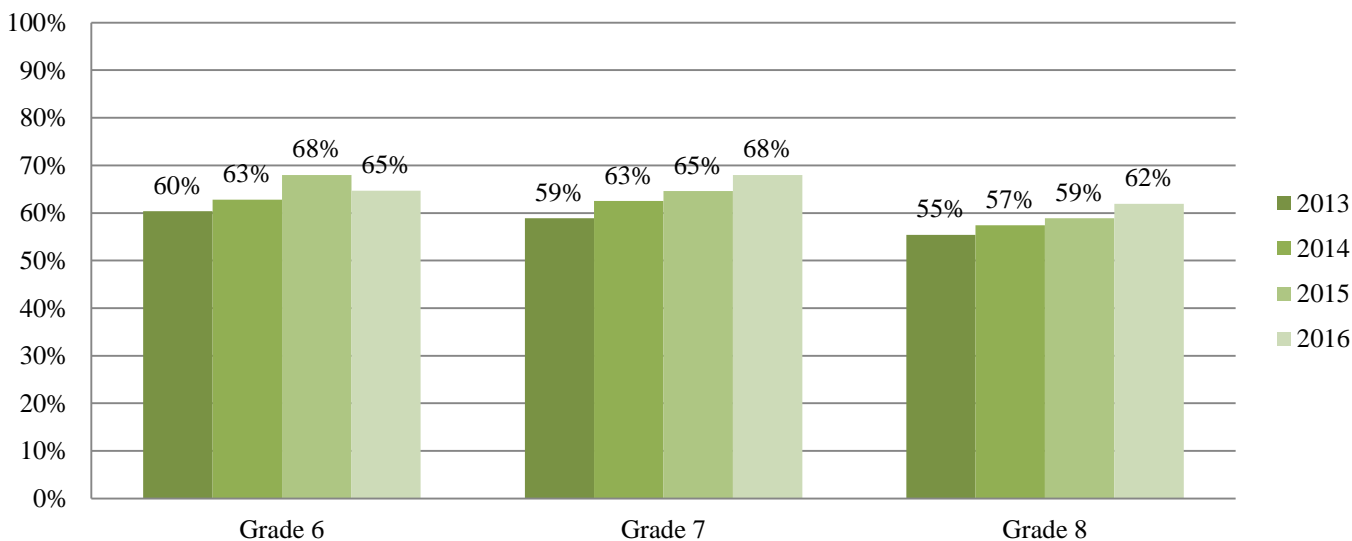


Figure 38: Percent of Middle School Students Proficient on MCA Math by Grade: 4-Year Comparison

Anoka-Hennepin middle school students have consistently improved their proficiency on the MCA Math over the last three years in grades 7 and 8. Grade 6 students experienced a 3% decrease in proficiency in 2016, but are still performing 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

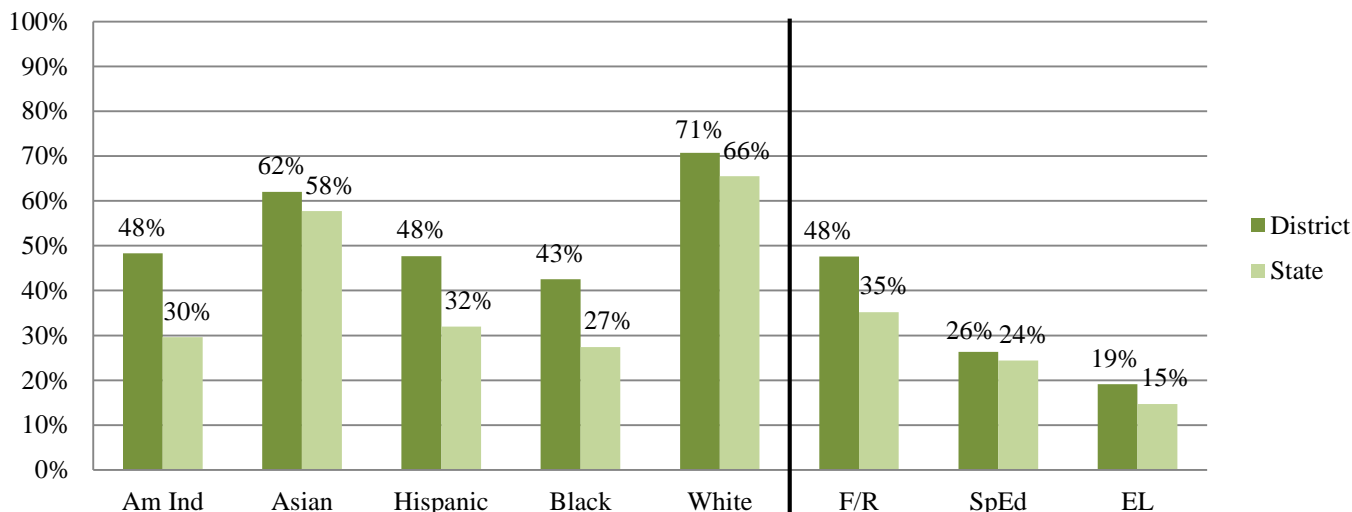


Figure 39: Middle School 2016 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA All Accountability Math assessment, 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 (up from 44% in 2015; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (43%) and White students (71%).

MCA-III Math Growth

Middle School MCA All Accountability Math Growth by Grade

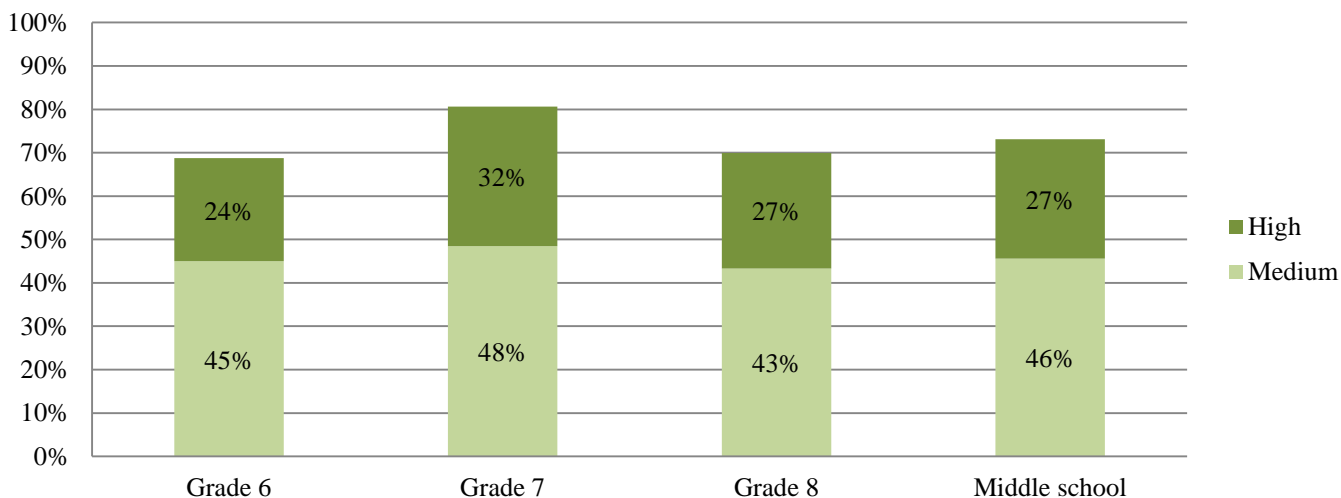


Figure 40: Percent of Middle School Students at Medium or High Growth on the MCA Math Spring 2015 to Spring 2016

Overall, 73% of Anoka-Hennepin middle school students met either medium or high growth from spring 2015 to spring 2016 on the MCA Math. This is down 2% from the previous year’s growth rate. Grade 7 students showed the most growth, at 81%, whereas only 69% and 70% of grade 6 and 8 students met medium or high growth, respectively.

**NWEA MAP Math Growth, Fall to Fall**

**MAP Math: Percent of Middle School Students Meeting Growth Targets by Grade**

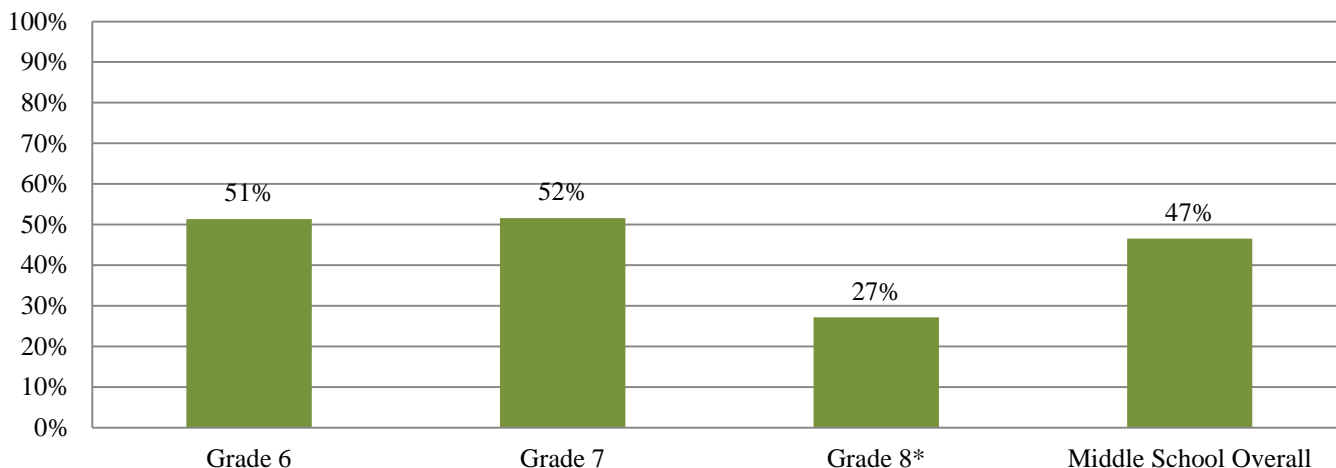


Figure 41: Percent of Middle School Students Meeting MAP Math Growth Targets Fall 2015 to Fall 2016

Of the Anoka-Hennepin middle school students tested, 47% met their growth targets from 2015 to 2016 on the MAP Math (about the same as last year’s 47%). Grades 6 and 7 were at or above the percentage of all middle school students meeting growth. \*Grade 8 was significantly below the overall middle school percentage; however, only students who test in grade 9 as a part of grade-level and intervention math courses represent grade 8 students.

**Maximum Gap in Meeting NWEA MAP Math Growth between Student Groups**

**Percent of Middle School Students Meeting MAP Math Growth Fall to Fall by Student Group**

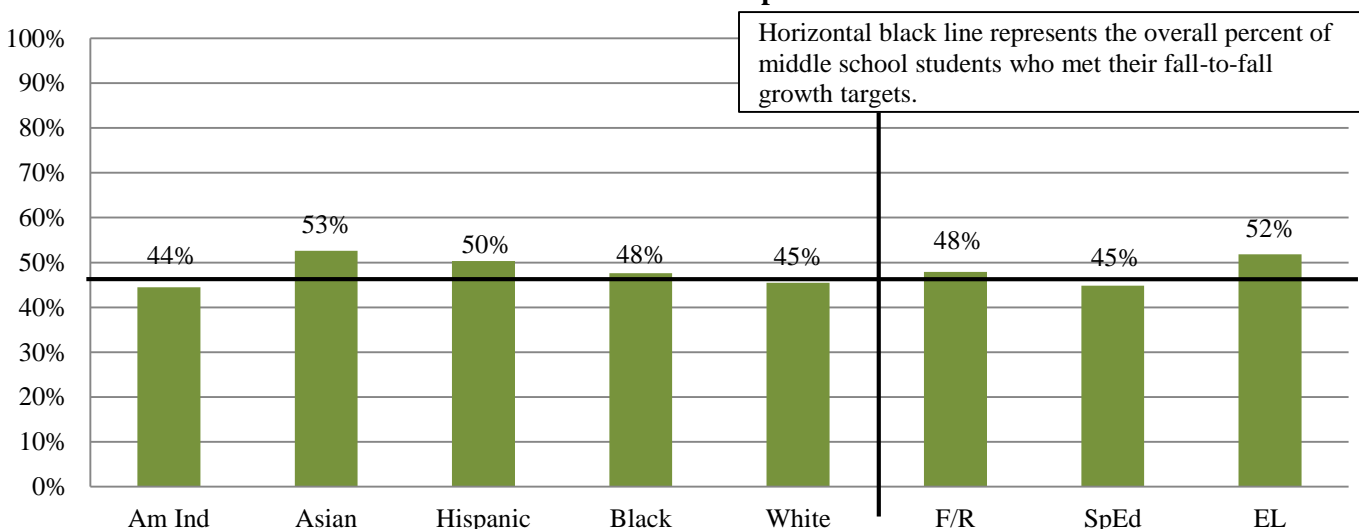


Figure 42: Percent of Middle School MAP Math Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The largest gap between counterpart groups in meeting MAP Math growth was between American Indian students (44% met targets) and Asian students (53% met targets). Students receiving free or reduced priced services or language acquisition services performed above the percent of overall middle school students meeting growth.



**MCA-III Science Proficiency**

In grade 8, there were 65% of students proficient on the 2016 MCA All Accountability Science assessment in the district and only 48% proficient at the the state level, creating a margin above the state of 17%.

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

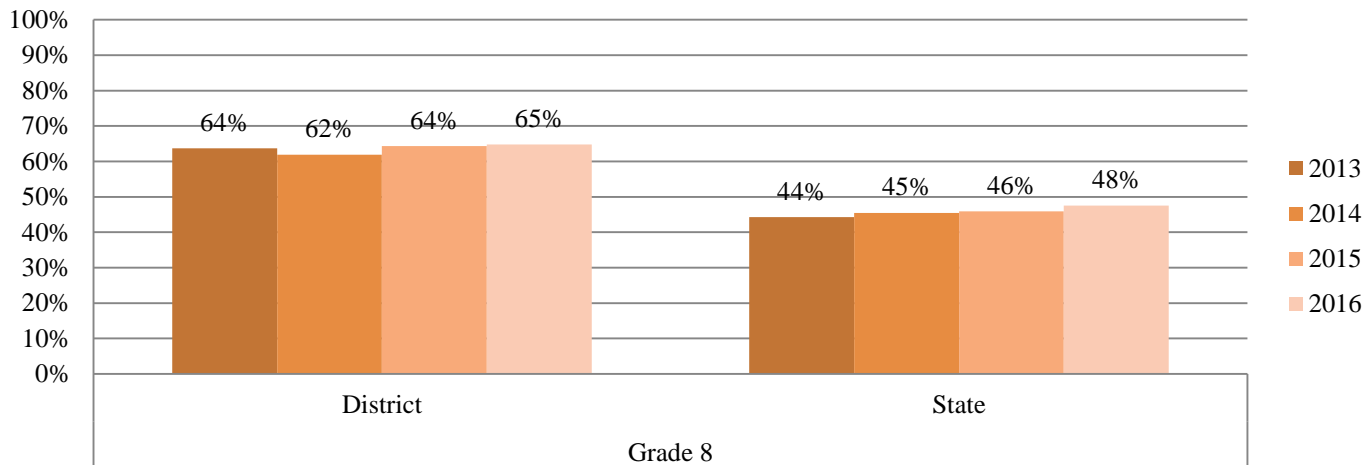


Figure 43: Percent of Grade 8 Students Proficient on MCA Science by Grade: 4-Year Comparison

After a slight dip in proficiency in 2014, Anoka-Hennepin grade 8 students increased 3% above where they were two years ago. Grade 8 students in the district have consistently outperformed their state counterparts.

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

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

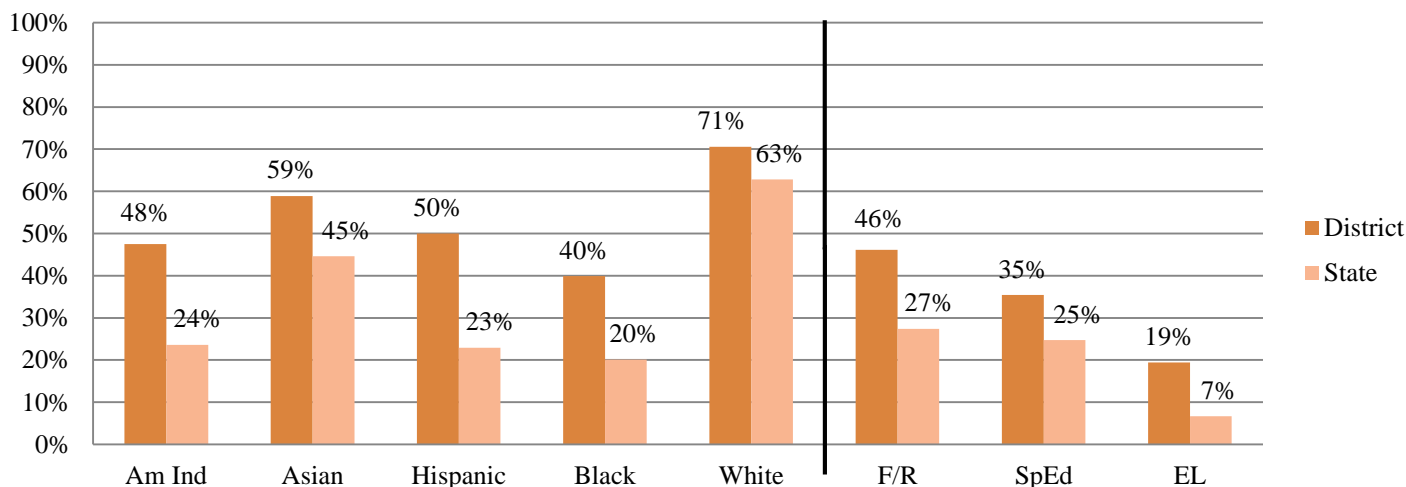


Figure 44: Middle School 2016 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA Science assessment, Anoka-Hennepin grade 8 student groups outperformed their state counterparts. The largest gap in MCA Science proficiency in grade 8 was between EL and non-EL students, with 47% more non-EL students at proficiency (down from 49% in 2015; 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%).

**High School**

**High School in More Detail**

- High School Reading: Anoka-Hennepin grade 10 students overall performed below the state.
  - Each Anoka-Hennepin student group performed above its state counterpart on the 2016 MCA All Accountability Reading with the exception of White students and students receiving special education services who performed below the state.
  - The percent of seniors who met the ACT Reading college readiness benchmark was 42%.
- High School Math: Anoka-Hennepin grade 11 students overall performed below the state.
  - On the 2016 MCA All Accountability Math, Anoka-Hennepin student groups performed below their state counterparts except for American Indian students, Black students and students receiving language acquisition services who performed equal to or above the state.
  - The percent of seniors who met the ACT Math college readiness benchmark was 41%.
- High School Science: Anoka-Hennepin students in high school biology performed below the state on the 2016 MCA All Accountability Science.
  - Each Anoka-Hennepin student group performed above its state counterpart on the 2016 MCA All Accountability Science with the exception of Asian and White students who performed below the state.
  - The percent of seniors who met the ACT Science college readiness benchmark was 38%.
- High school achievement gap: An achievement gap between student groups continues to exist. The achievement gap between students of color and white students widened on the MCA All Accountability Science. The proficiency rate of students of color stayed the same or decreased on the MCA Reading and Math assessments while the proficiency rate of white students decreased to a greater degree, narrowing the achievement gap.
  - Students of color were less likely to meet all four of the college readiness benchmarks than the White student group on the ACT.
  - For the 2016 MCA Reading, Math, and Science, the largest gap in proficiency rates is between EL students and non-EL students with the non-EL students reaching proficiency at a higher rate.
  - Reading: The greatest gap on the MCA Reading when considering only ethnic and free/reduced student groups was between Black students (37%) and White students (62%).
  - Math: On the MCA Math, the greatest gap when considering only ethnic and free/reduced student groups was between F/R students (23%) and non-F/R students (48%).
  - Science: The greatest gap on the MCA Science when considering only ethnic and free/reduced student groups was between Black students (34%) and White students (59%).
- College Readiness: The percent of Anoka-Hennepin 2016 grade 12 students meeting all four ACT college readiness benchmarks was 25%.

### MCA-III Reading Proficiency

The percent of Anoka-Hennepin students in grade 10 who were proficient on the MCA All Accountability Reading was 1% lower than the state. Of Anoka-Hennepin students tested, 58% were proficient, whereas 59% of students were proficient at the state level (graphical representation in the overall section on p. 8 in figure 2).

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

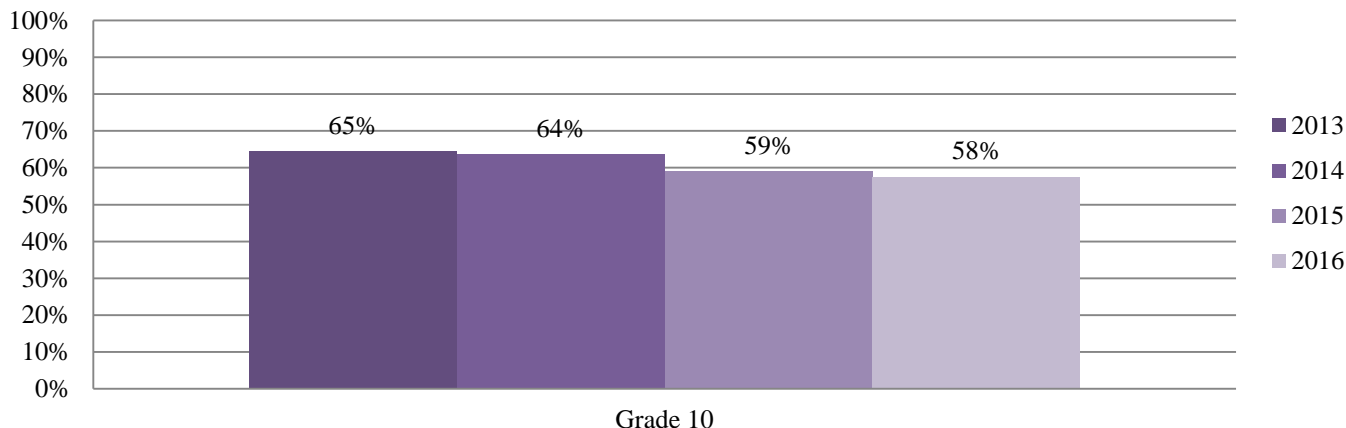


Figure 45: Percent of Grade 10 Students Proficient on MCA Reading: 4-Year Comparison

Since the test change in 2013, the proficiency rate of Anoka-Hennepin grade 10 students on the MCA Reading assessment has decreased steadily.

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

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

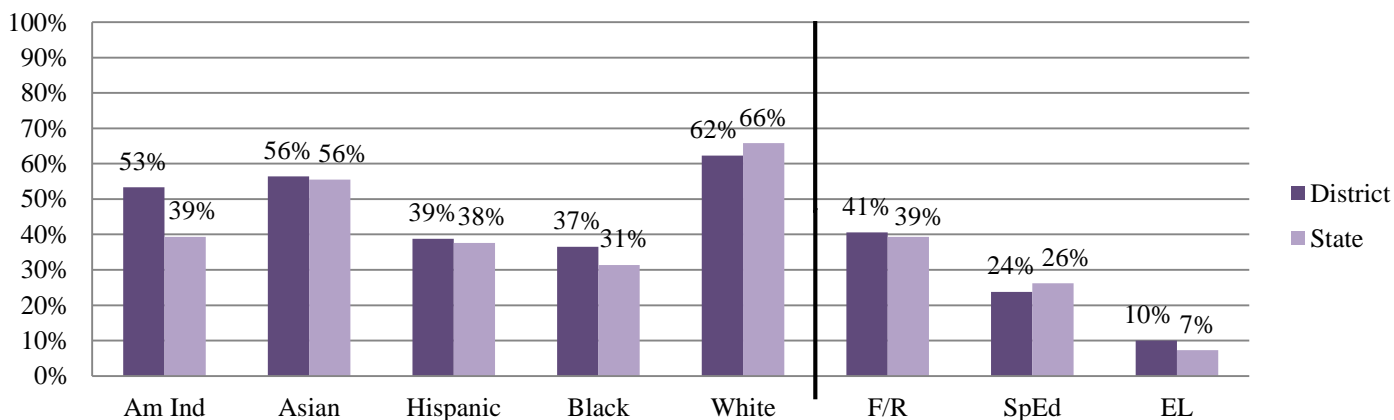


Figure 46: 2016 MCA Math Proficiency Rate for Grade 10 Students by Student Group: District to State Comparison

On the 2016 MCA Reading assessment, each student group in Anoka-Hennepin at the high school level outperformed its state counterpart, with the exception of White students and students receiving special education services who performed lower than the state. The largest gap in MCA Reading proficiency at the high school level was between EL and non-EL students, with 49% 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 Black students (37%) and White students (62%).

**MCA-III Reading Growth**

Of Anoka-Hennepin grade 10 students, 72% met either medium or high growth from spring of their 8<sup>th</sup> grade year to spring 2016 on the MCA All Accountability Reading. This is down from approximately 75% in 2015. In 2016, about 42% of grade 10 students met medium growth and about 30% met high growth. At the state level, 42% of students met medium growth and 33% met high growth.

**NWEA MAP Reading Growth, Fall to Fall**

MAP is not consistently administered at the high school level and is only given intermittently to students in intervention courses. Of Anoka-Hennepin high school students in intervention courses who took the MAP Reading, 58% met their growth targets from fall 2015 to fall 2016 (down from 66% last year).

**Maximum Gap in Meeting NWEA MAP Reading Growth between Student Groups**

**Percent of High School Students Meeting MAP Reading Growth  
Fall to Fall by Student Group**

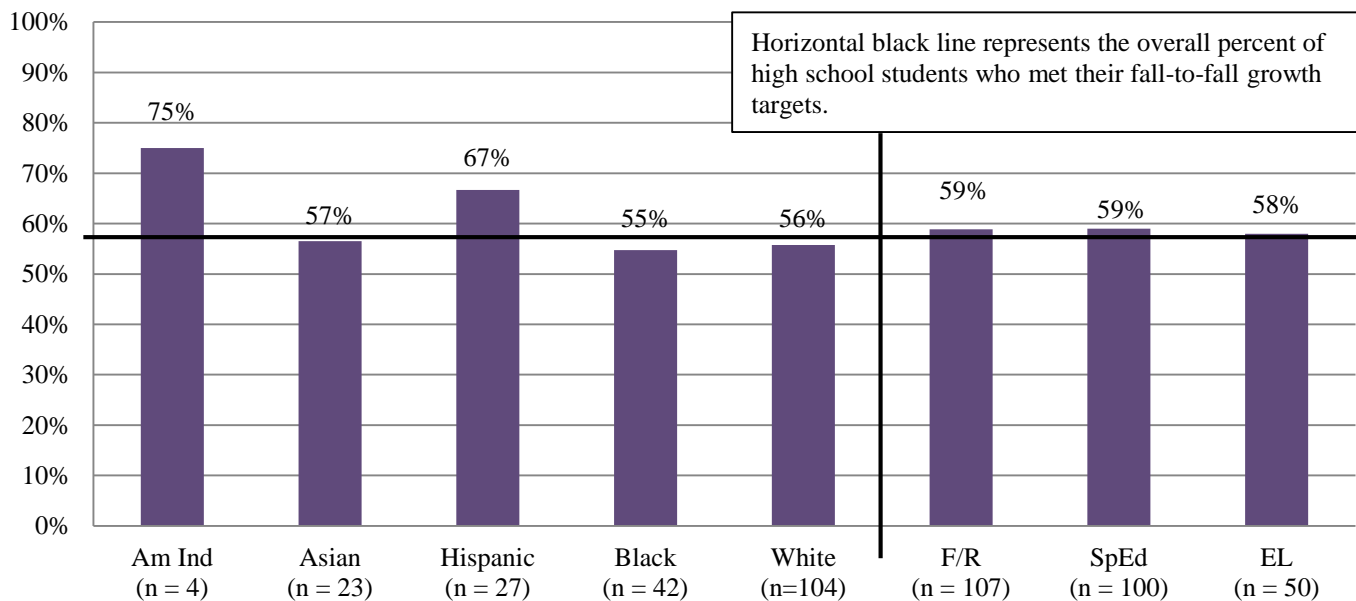


Figure 47: Percent of High School Students Meeting MAP Reading Growth by Student Group

Given the MAP is only administered intermittently at the high school level, student counts by student group can be very small. Caution should be taken when interpreting the gaps. The largest gap between counterpart groups in meeting MAP Reading growth was between Black students (55% met targets) and American Indian students (75% met targets).

### MCA-III Math Proficiency

The percent of Anoka-Hennepin students in grade 11 who were proficient on the MCA All Accountability Math was lower than the state by approximately 7%. Of Anoka-Hennepin students tested, 40% were proficient, whereas 47% of students were proficient at the state level (graphical representation in the overall section on p. 11 in figure 8).

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

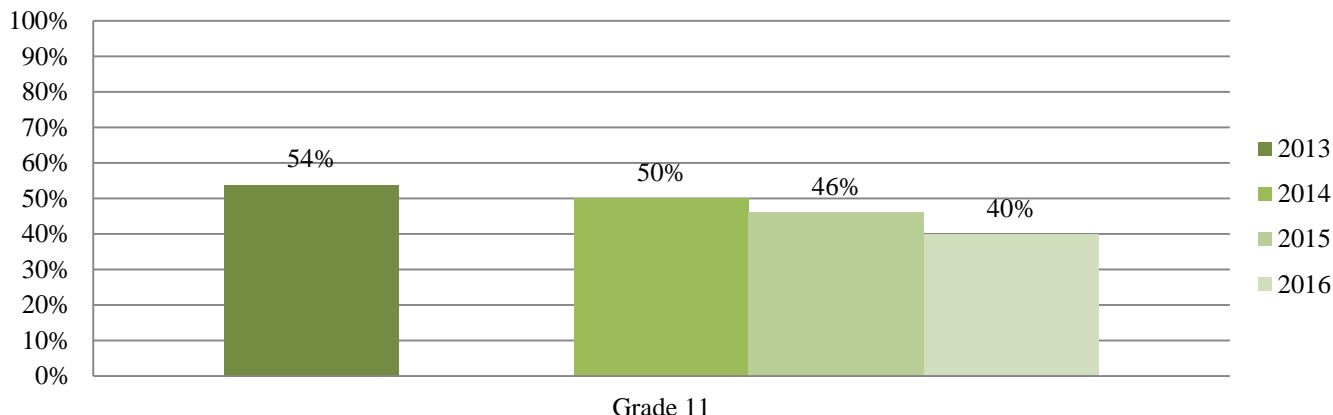


Figure 48: Percent of Grade 11 Students Proficient on MCA Math: 4-Year Comparison

Scores MCA Math assessment for grade 11 prior to 2014 are not directly comparable to later years due to a change in the assessment from the MCA-II to the MCA-III. Since the new test in 2014, the proficiency rate of Anoka-Hennepin grade 11 students has steadily decreased.

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

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

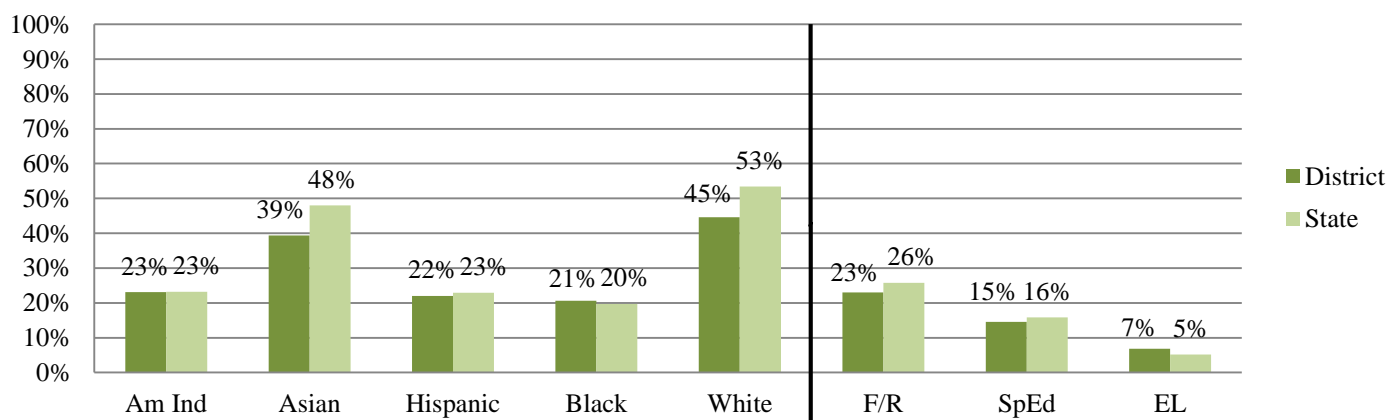


Figure 49: 2016 MCA Math Proficiency Rate for Grade 11 Students by Student Group: District to State Comparison

On the 2016 MCA Math assessment, each student group in Anoka-Hennepin in grade 11 performed below its state counterpart except Black students and students receiving language acquisition services who performed above the state. The largest gap in MCA Math proficiency in high school was between EL and non-EL students, with 34% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only free/reduced and ethnic student groups, the largest gap was between F/R students (23%) and non-F/R students (48%).

**MCA-III Math Growth**

Of Anoka-Hennepin grade 11 students, 61% met either medium or high growth from spring of their 8<sup>th</sup> grade year to spring 2016 on the MCA All Accountability Math, down from 72% last year. Approximately 43% of grade 11 students met medium growth and approximately 18% met high growth. At the state level, 45% of students met medium growth and 26% met high growth.

**NWEA MAP Math Growth, Fall to Fall**

MAP is not consistently administered at the high school level and is only given intermittently to students in intervention courses. Of Anoka-Hennepin high school students in intervention courses who took the MAP Math, 46% met their growth targets from fall 2015 to fall 2016 (down from 48% last year).

**Maximum Gap in Meeting NWEA MAP Math Growth between Student Groups**

**Percent of High School Students Meeting MAP Math Growth Fall to Fall by Student Group**

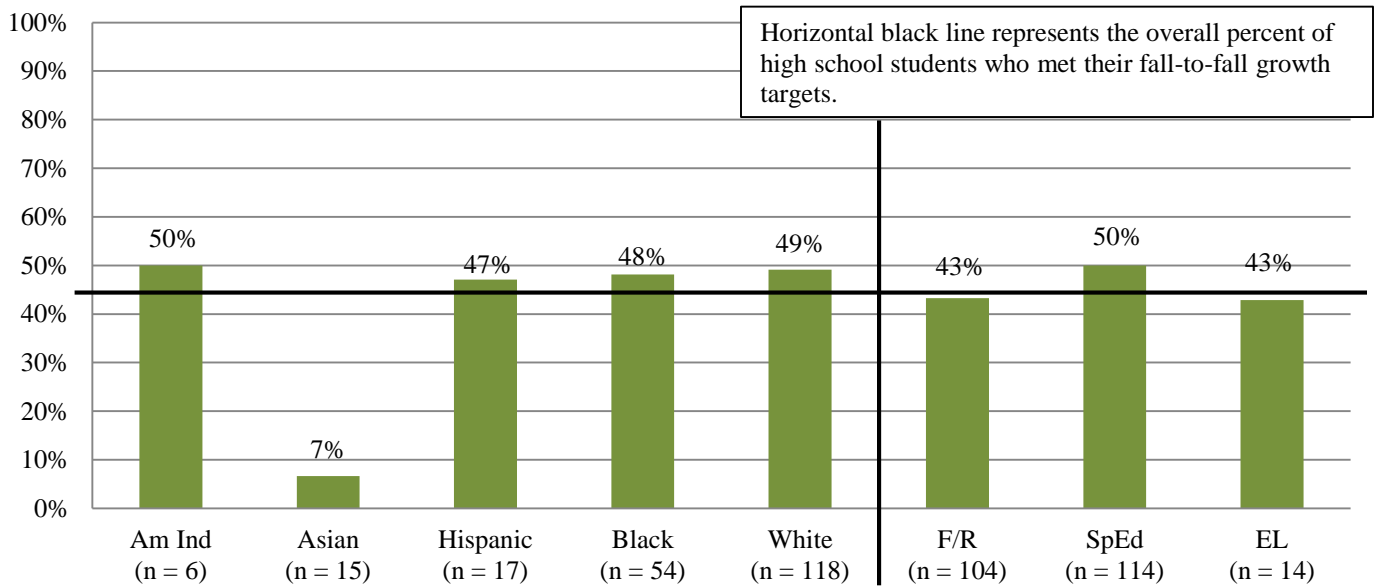


Figure 50: Percent of High School Students Meeting MAP Math Growth by Student Group

Given the MAP is only administered intermittently at the high school level, student counts by student group can be very small. Caution should be taken when interpreting the gaps. The largest gap between counterpart groups in meeting MAP Math growth was between Asian students (7% met targets) and American Indian students (50% met targets).

**MCA-III Science Proficiency**

On the 2016 MCA All Accountability Science assessment, students taking high school biology in Anoka-Hennepin had a proficiency rate of 55%, which was 1% below the state proficiency rate of 56% (graphical representation in the overall section on p. 14 in figure 14).

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

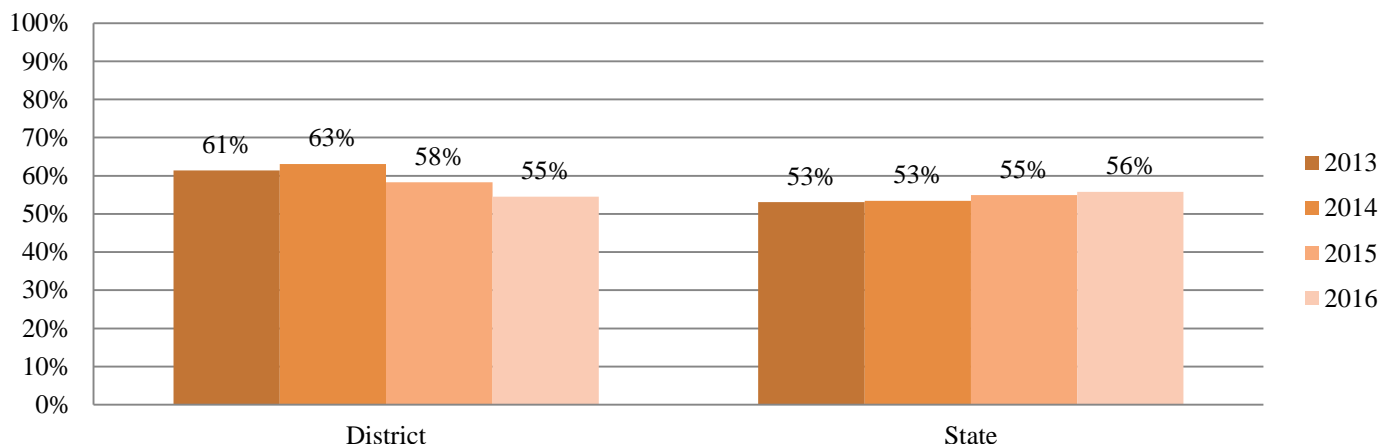


Figure 51: Percent of High School Biology Students Proficient on MCA Science by Grade: 4-Year Comparison

Overall, the proficiency rate of Anoka-Hennepin high school biology students taking the MCA Science assessment has decreased the last two years, while the state proficiency rate increased.

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

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

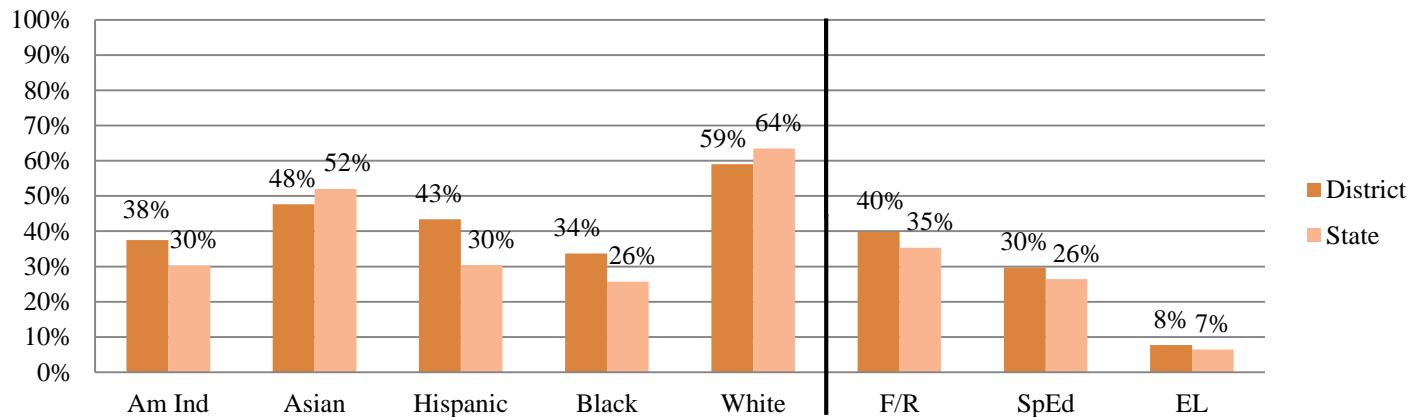


Figure 52: High School 2016 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2016 MCA Science assessment, each student group in Anoka-Hennepin in high school biology outperformed its state counterpart, except Asian students and White students who performed lower than the state. The largest gap in MCA Science proficiency in high school biology was between EL and non-EL students, with 48% 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 Black students (34%) and White students (59%).



### ACT Participation

The 2015-16 graduating class was the first to have been administered the ACT as a junior class during the school day. Prior to 2016, the ACT assessment took place outside of the school day and was completely optional. The ACT participation rate for the Anoka-Hennepin 2016 seniors was 98% compared to 69% in 2015. The ACT data that follows represents the 2016 seniors who took the ACT any time during high school.

### ACT Composite Score

Data from 2016 cannot be compared with previous years due to the change in who took the ACT. The ACT average composite score for Anoka-Hennepin 2016 seniors was 20.7. The state had an average composite score of 21.1.

### ACT College Readiness Benchmarks

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

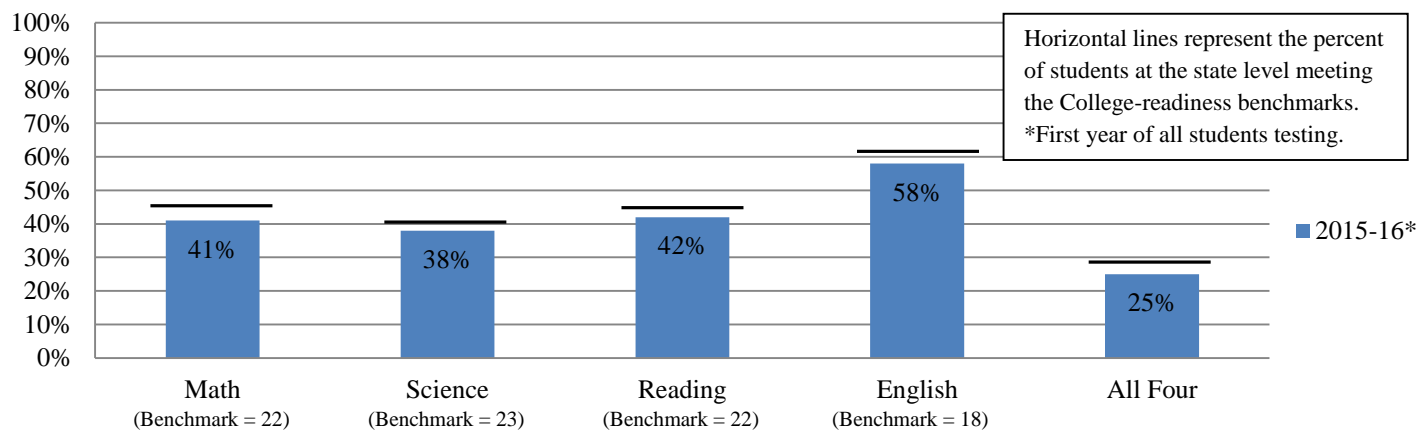


Figure 56: Percent of Students Scoring at ACT College-readiness Benchmarks by Subject

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 college-readiness benchmarks at a rate of 25%.

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

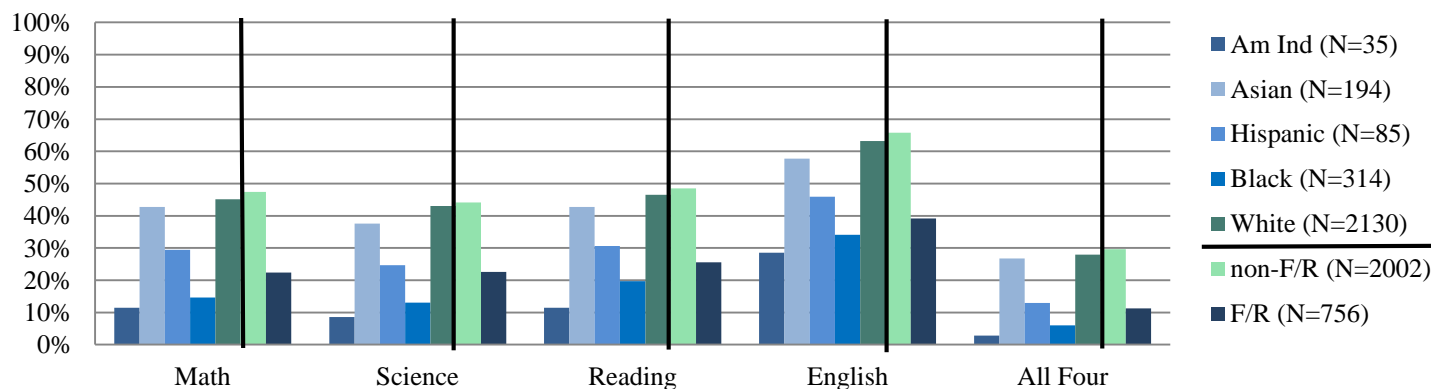


Figure 57: Percent of Students Meeting the ACT College Readiness Benchmarks by Student Group

Of the 2016 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, 28% of the White student group and 30% of the non-F/R student group met all four of the ACT subject benchmarks.

Four-year Graduation Rate (9-12 cohort)

Historical Four-year Graduation Rates

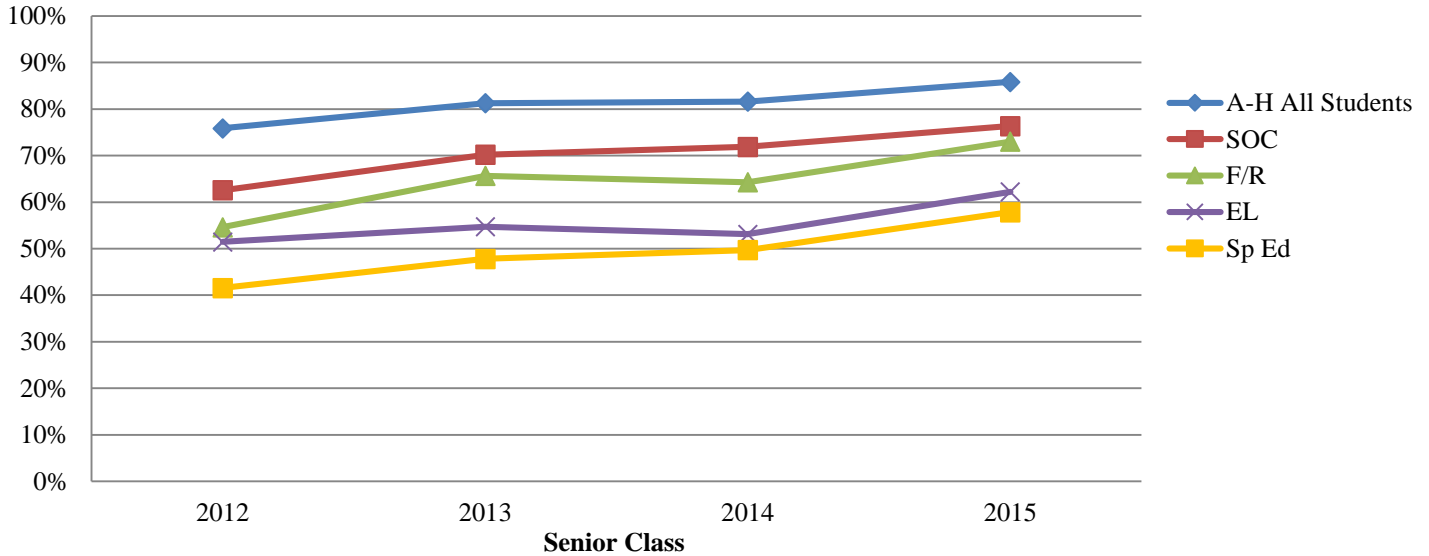


Figure 58: Historical Four-year Graduation Rates of Anoka-Hennepin Student Groups

Graduation rates from 2015 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 2015 (representing the four-year graduation rate of the class of 2015) was approximately 86% for Anoka-Hennepin students. This was higher than the state graduation rate of approximately 82%. The graduation rate continues to increase for students of color and SpEd students. The graduation rate also increased for F/R students and EL students in 2015 after a decrease in 2014.

This report was generated by the Research, Evaluation, and Testing department of Anoka-Hennepin School District. For further information, please visit the RET website, [www.anoka.k12.mn.us/ret](http://www.anoka.k12.mn.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
- Continuous Improvement Monitoring Process for Special Education (CIMP)
- 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

(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)

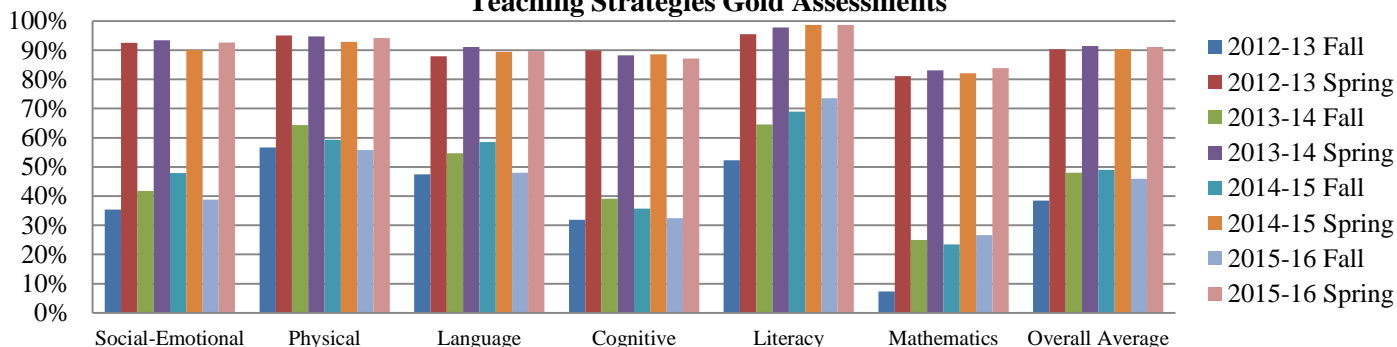
(6) an annual budget for continuing to implement the district plan.

Measurements of the Above Components

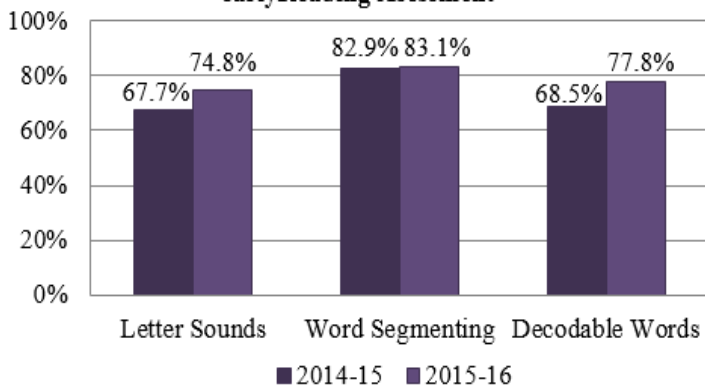
“World’s Best Workforce” means striving to:

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

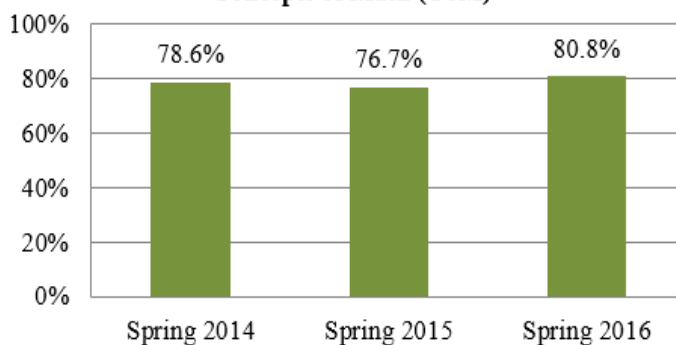
**Percent of School Readiness Students Meeting Benchmarks on Teaching Strategies Gold Assessments**



**Percent of Kindergarten Students Meeting Local Benchmarks on the Spring earlyReading Assessment**



**Percent of Students Meeting or Exceeding Kindergarten Benchmarks on the Spring Concepts of Math (CoM)**



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.

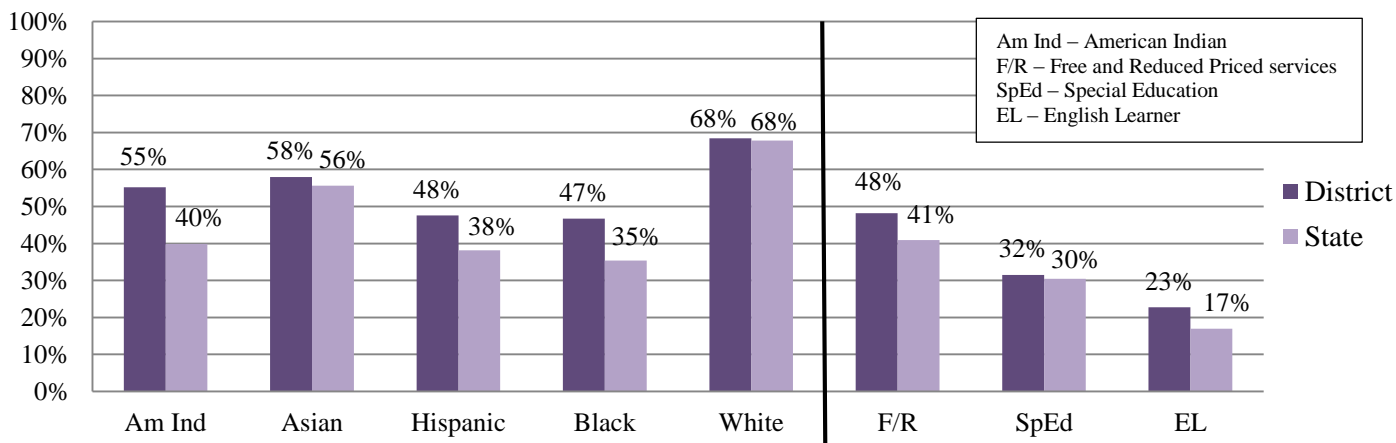
2. Have all third-grade students achieve grade-level literacy
  - Use our curriculum development process to assure that curriculum, assessment, and instruction are aligned to grade level literacy standards
    - Formative Assessment System for Teachers (FAST): Early Reading
    - Developmental Reading 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

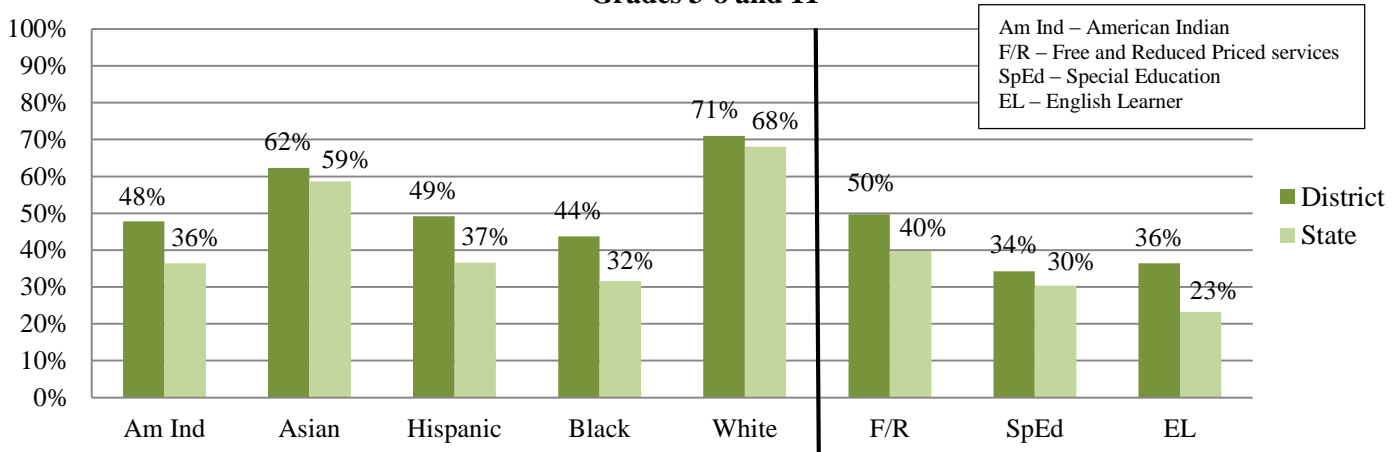


3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.
  - Achievement Integration Minnesota (AIM) – Three-year plan for Math, Reading, 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

**2016 Overall MCA All Accountability Reading Proficiency by Student Group:  
Grades 3-8 and 10**



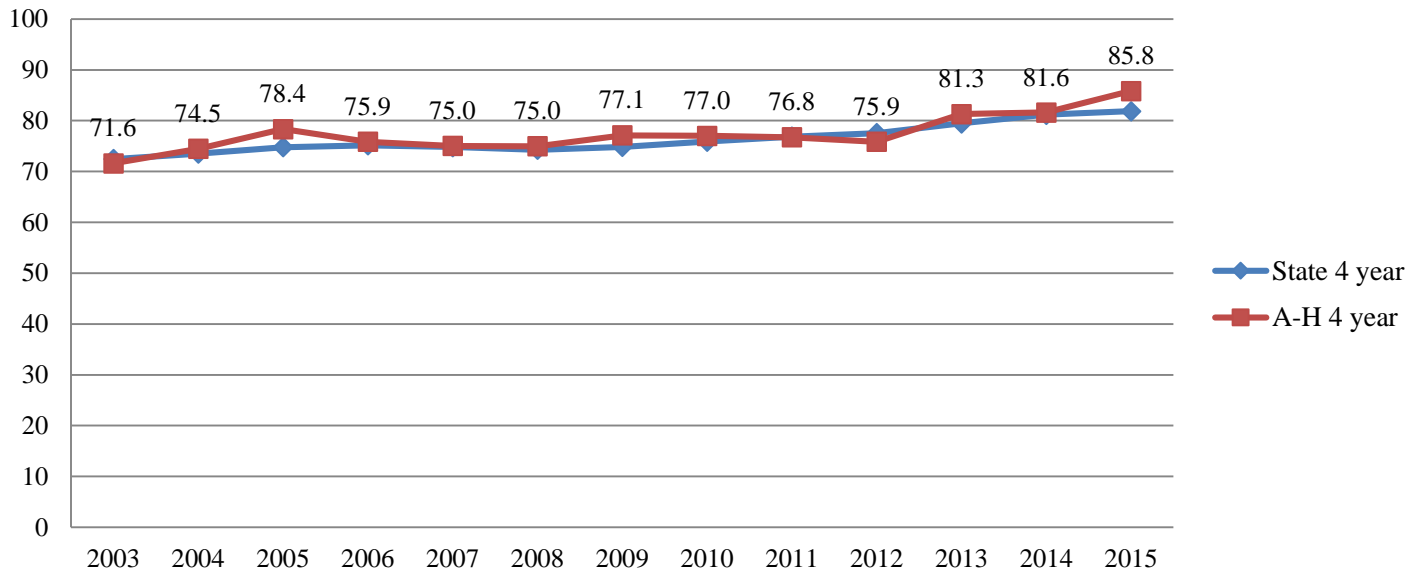
**2016 Overall MCA All Accountability Math Proficiency by Student Group:  
Grades 3-8 and 11**



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

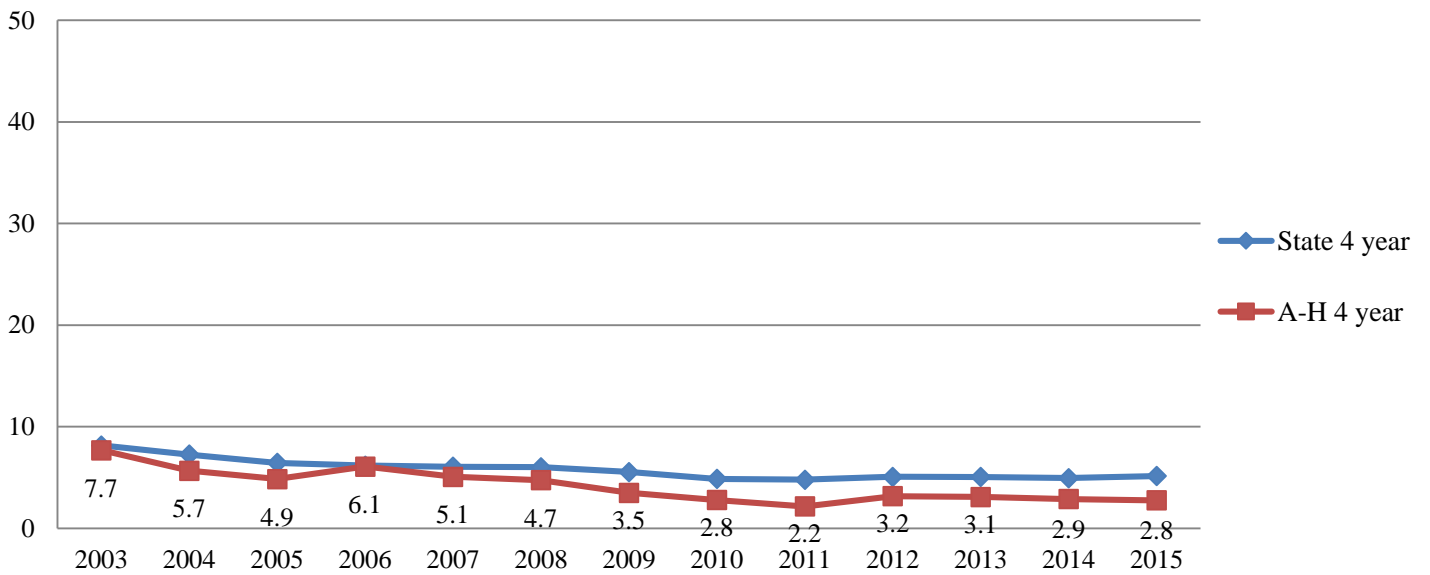


**Graduation Rate Trends**



**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 student 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**

