

Anoka-Hennepin
Academic Achievement Report
2017-2018 School Year




 <p>ANOKA-HENNEPIN SCHOOLS <i>A future without limit</i></p>	<p>Prepared by the Research, Evaluation and Testing Department</p>
---	--

Table of Contents

Strategic Priorities 2017-2018 3

District Action Plan 2017-2018 4

Overall..... 5

Key Findings..... 6

Elementary School 21

Middle School..... 30

High School 39

Appendix: World’s Best Workforce Overview 50

Strategic Priorities 2017-2018



2017-18
VERSION 1.7
UPDATED 2018.05.18

**ANOKA-HENNEPIN SCHOOLS
STRATEGIC PRIORITIES**

Mission: It is the primary mission of the district to effectively educate each of our students for success. **Vision:** It is the vision of the district to be a public school system of excellence, with high quality staff, programs and successful graduates.

INCREASED STUDENT ACHIEVEMENT

SAFE AND WELCOMING ENVIRONMENTS

EFFECTIVE ORGANIZATIONAL SUPPORT

IMPLEMENTING

- 1.1 Elementary English Language Arts curriculum.
- 1.15 Middle school literacy review.
- 1.2 Math action plan K-12.
- 1.3 Special education recommendations, year zero.
- 1.4 Technology plan, year three.
- 1.5 Monitor and enhance magnet/specialty schools.
- 1.6 Voluntary pre-K implementation, year two.
- 1.7 Talent development recommendations, year one.

- 2.1 Supporting students in crisis.
- 2.2 Implement a multi-tiered system of support for students, year one.

- 3.1 Support board decisions in recommendations for facilities.
- 3.2 Recruitment and retention of employees.
- 3.3 Continuous improvement process update.

REVIEWING

- 1.8 College and career readiness.

- 2.3 Class size analysis.

- 3.4 Strategic investments.
- 3.5 Collaboration time.
- 3.6 HR/pay/finance software.
- 3.7 Student and administrative support recommendations.
- 3.8 Employee recognition.

CONSIDERING

- 1.9 Q-Comp program impact.

MONITORING

- 2.4 Anti-bullying/anti-harassment work.
- 2.5 Systems and programs for safety and security.
- 2.6 Student engagement professional development.

- 3.9 Insurance options.

District Action Plan 2017-2018

<p>Mission Statement</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"> • providing a caring, highly trained and effective staff who use research-based best practices • providing learning opportunities that meet the individual learning needs of each student • monitoring student achievement to maximize each student’s learning • promoting high achievement for all students • acknowledging parents’ roles as their children’s primary educators and partnering with them to increase student success • improving connections with the community to foster public involvement with an understanding of our educational programs • providing a safe and respectful learning environment • using all resources efficiently and effectively 	<p><i>Our Core Purpose</i></p>
<p>Core Values</p> <p>Respect: to show consideration for self, others and property</p> <p>Responsibility: to carry out obligations in a dependable manner; to acknowledge the consequences and rewards of one's choices; to contribute to society</p> <p>Appreciation of Diversity: 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>Integrity: to display honesty, perseverance, confidence and pride, trustworthiness, and the courage of one's convictions</p> <p>Compassion: to show empathy, generosity, kindness, patience and sensitivity</p>	<p><i>Drivers of Our Words and Actions</i></p>
<p>Vision</p> <ul style="list-style-type: none"> • 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 • Coordinated, collaborative and comprehensive approach centered on family and student needs • A working and learning culture reflective of and driven by our core values • Energized and engaged learners ready for college, careers and citizenship • Data-informed and results-driven practices of accountability and continuous improvement • Alignment and partnership between our communities, families and district • Efficient and effective management of all resources with innovation, sustainability and transparency 	<p><i>What We Intend to Create and Experience</i></p>
<p>Strategic Directions</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>

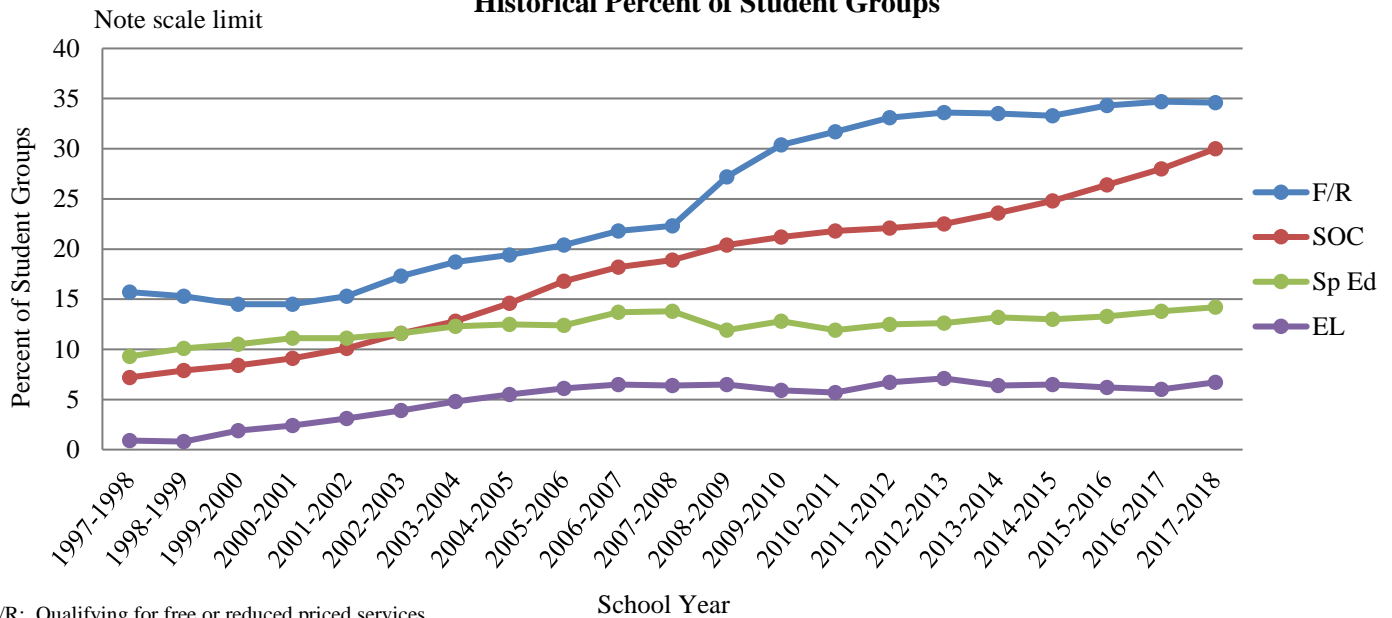
Overall

Key Findings

- Anoka-Hennepin’s population of students of color continues to increase, now 30%. This is over four times the population of students of color in the district 20 years ago.
- Kindergarten readiness: While participation in our early childhood programs has increased over the years, the percent of Anoka-Hennepin kindergarten 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 over the past two years from 46% in 2015 to 41% in 2017 and 64% in 2015 to 60% in 2017, 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 2018 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 2017 to spring 2018 increased 1% from last year, to 76%.
- Overall Math: On the 2018 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 2017 to spring 2018 on the MCA Math remained the same as the previous year at 74%.
- Overall Science: Anoka-Hennepin performed above the state by approximately 9% on the 2018 MCA All Accountability Science despite the district’s overall proficiency decreasing 4% from last year to 61%. In addition, each student group out-performed its state counterpart.
- Overall Achievement Gap: On the 2018 MCA, the gap between White students and students of color increased slightly for math and science and remained the same for reading.
 - Reading: The largest gap in MCA Reading proficiency was between English Learner (EL) and non-EL students, a gap of 49%, up 3% from 2017. The greatest gap when considering only ethnic and free/reduced student groups was between students qualifying for free or reduced priced services (F/R students; 49%) and those not (non-F/R students; 74%), a gap of 25%.
 - Math: The largest gap on the MCA Math was between EL and non-EL students, a gap of 37%. The greatest gap when considering only ethnic and F/R student groups was between American Indian students (39%) and White students (71%), a gap of 32%.
 - Science: The largest gap on the MCA Science was between EL students and non-EL students, 52%, up 1% from 2017. The greatest gap when considering only ethnic and F/R student groups was between Black students (39%) and White students (69%), a gap of 30%.
- In 2018, 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

Historical Percent of Student Groups



F/R: Qualifying for free or reduced priced services
 SOC: Students of color
 SpEd: Qualifying for special education services
 EL: English learners

Figure 1: Historical Percent of Anoka-Hennepin Student Groups

The percent of students who receive special education services (SpEd students), as well as EL students, remained relatively stable over the past four years. However, the percent of students of color continued to steadily increase from 25% in 2014-15 to 30% in 2017-18. The percent of F/R students remained the same as the previous year at 35%.

A-H District Demographic Data

2017-2018 School Year					
Ethnicity	K-12 Enrollment	% of Total District Enrollment	% Free or Reduced Priced	% English Learners	% Special Education
American Indian	630	1.7%	58.9%	1.1%	25.7%
Asian/Pacific Islander	3,327	8.8%	48.2%	24.0%	9.9%
Hispanic	2,024	5.3%	64.2%	29.8%	16.4%
Black	5,398	14.2%	72.2%	13.2%	17.2%
White	26,530	70.0%	22.4%	1.6%	13.7%
ALL	37,909	100.0%	34.6%	6.7%	14.2%

Data source: Viewpoint, active students only, March 1, 2018

Table 1: A-H District Demographic Data

Early Learning Achievement Benchmark

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

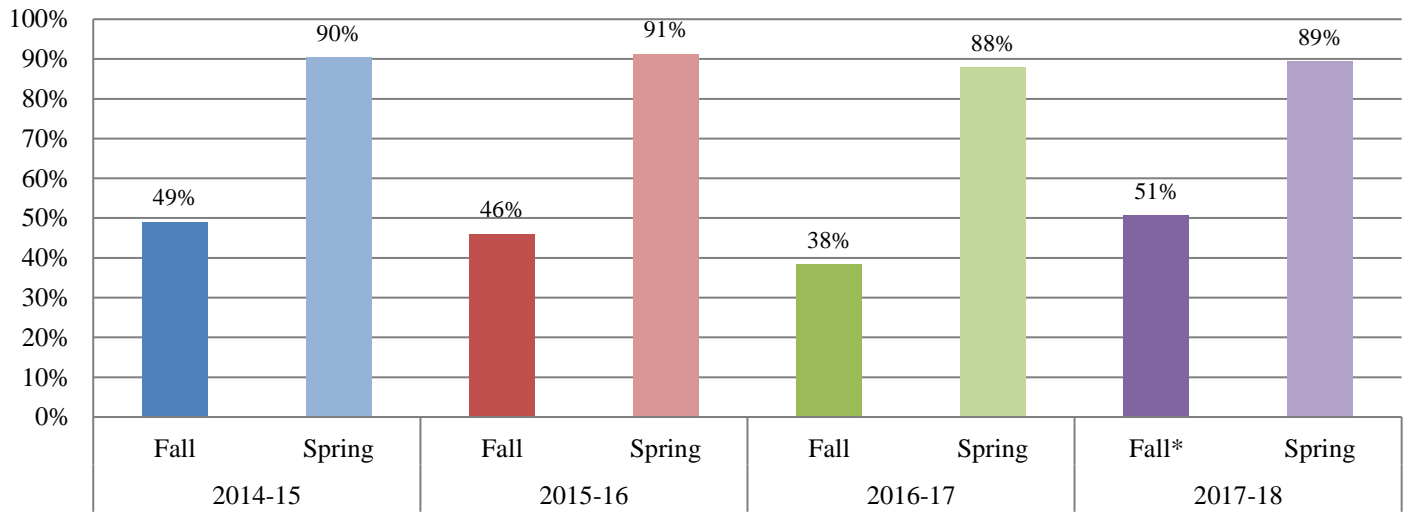


Figure 2: Percent of Students Participating in Early Childhood Programming Meeting End-of-Year Benchmarks on the TSG

* Benchmark changed in Fall 2017.

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 30-35% of an incoming kindergarten class having participated. Anoka-Hennepin’s early childhood programs had 854 pre-kindergarten 4-year-old students participate in the Teaching Strategies Gold (TSG) assessment in 2017-18. Of these students, 51% of them came into the program meeting end-of-the-year benchmarks. By the end of 2017-18, 89% of students in these programs were meeting the end-of-the-year benchmark, suggesting kindergarten readiness, an increase of 1% over the previous year.

earlyReading Kindergarten Readiness Reading Benchmark

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

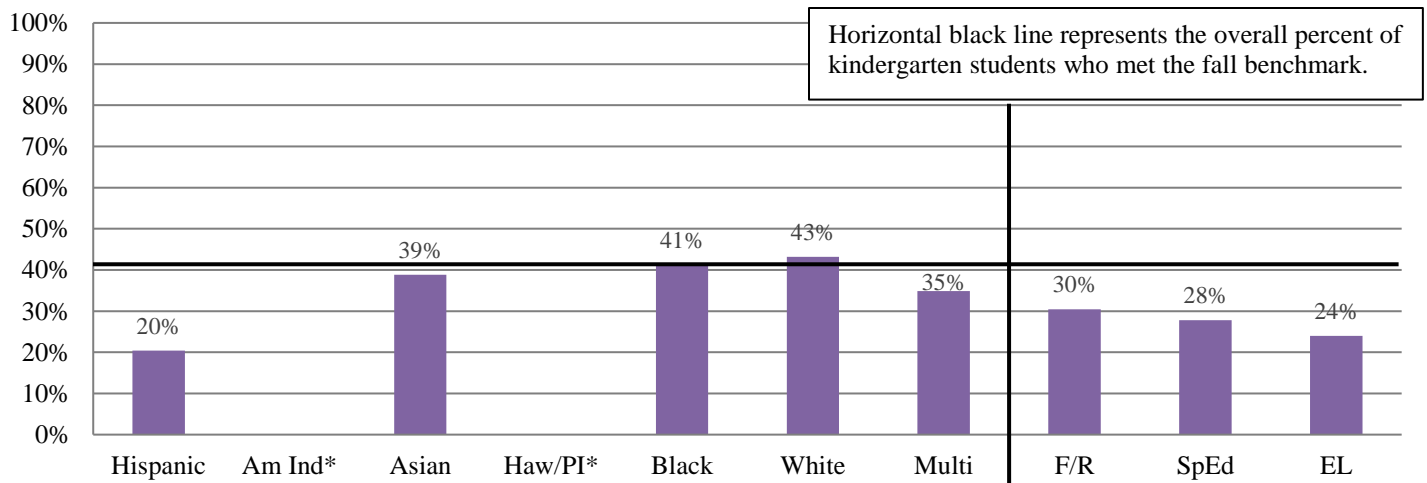


Figure 3: Overall Percent of Kindergarten Students Meeting Benchmark on the Fall earlyReading Letter Names Task

In the fall of 2017, 41% 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 and 43% of kindergarten students in 2016.

Maximum Gap in earlyReading Proficiency between Student Groups

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



* Data suppressed due to fewer than 10 students in the student group.

Figure 4: Percent of Kindergarten Students Meeting Benchmark on the Fall 2017 earlyReading Letter Names Task by Student Group

On the fall 2017 earlyReading letter names assessment, the largest gap in percent of kindergarten students meeting the benchmark was between Hispanic students (20%) and White students (43%), as it was in 2016.

MCA-III Reading Proficiency

Overall 2018 MCA All Accountability Reading Proficiency by Level

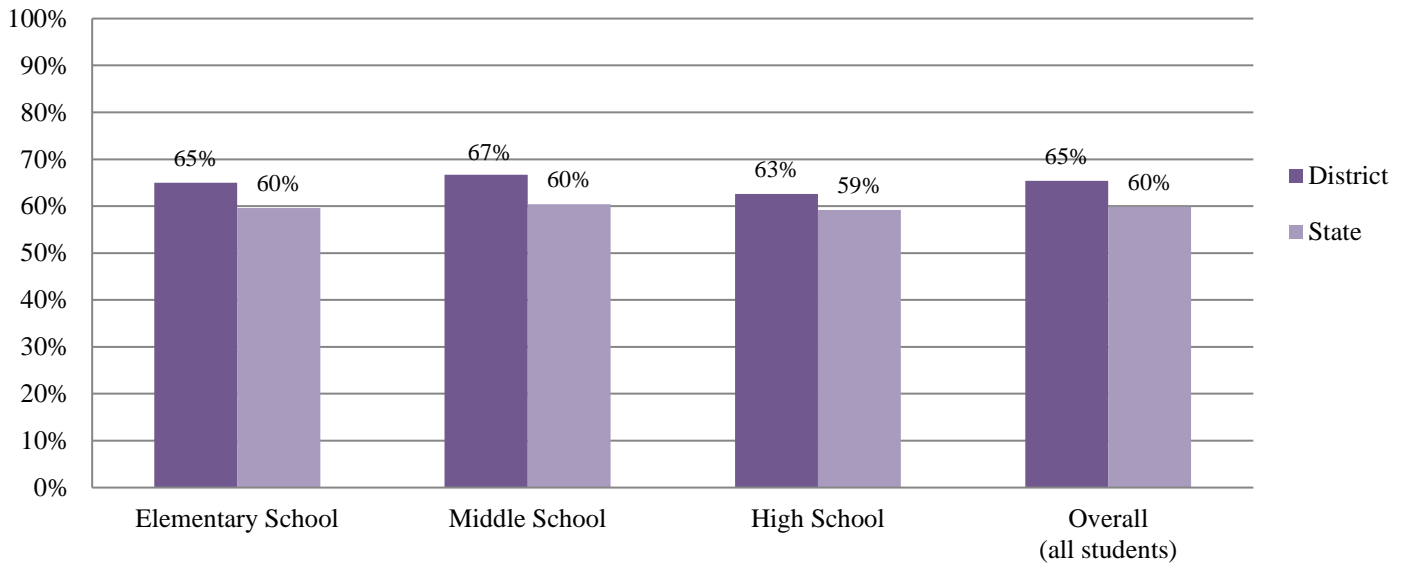


Figure 5: Overall 2018 MCA Reading Proficiency by Level: District to State Comparison

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

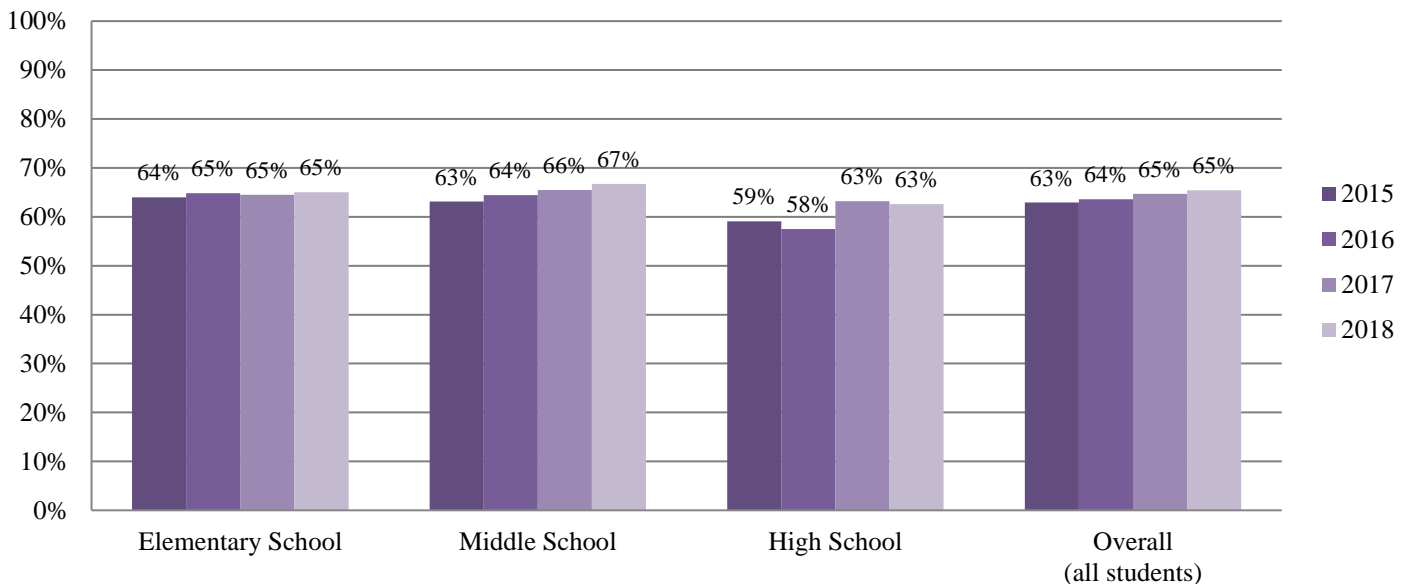


Figure 6: Percent of Students Proficient on MCA Reading over the Past 4 Years

Since the new MCA assessment in 2013, overall proficiency rates on the MCA Reading have steadily—if incrementally—increased. Performance at the high school level has remained steady at 63% since last year.

Maximum Gap in MCA-III Reading Proficiency between Student Groups

Overall MCA All Accountability Reading Proficiency by Student Group: Grades 3-8, 10

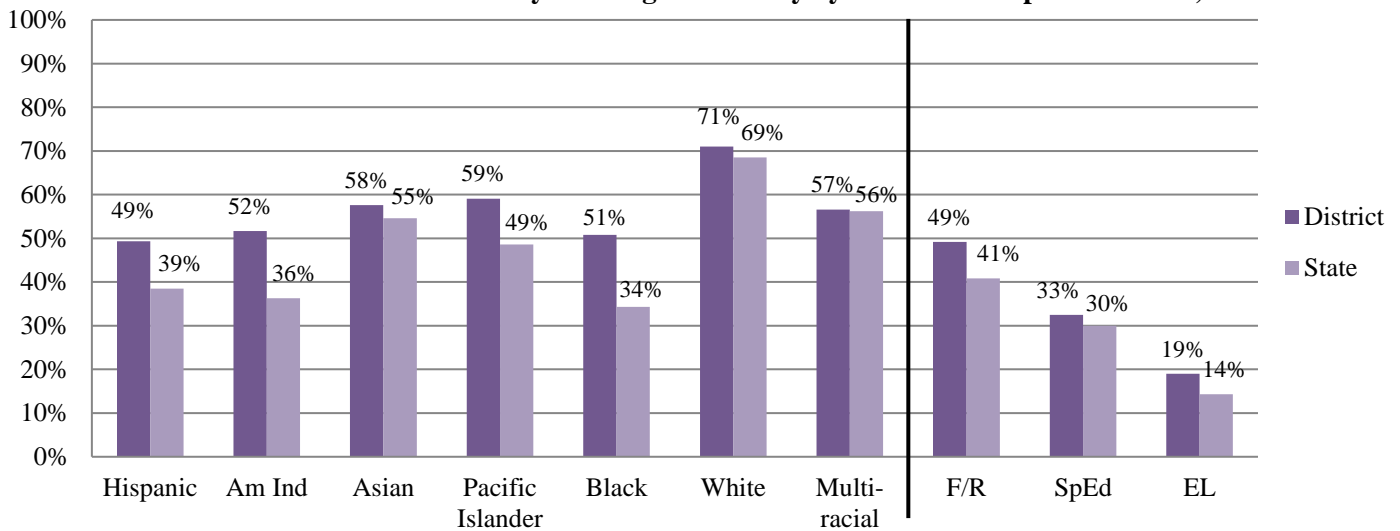


Figure 7: Overall 2018 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2018 MCA Reading, 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 49% 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

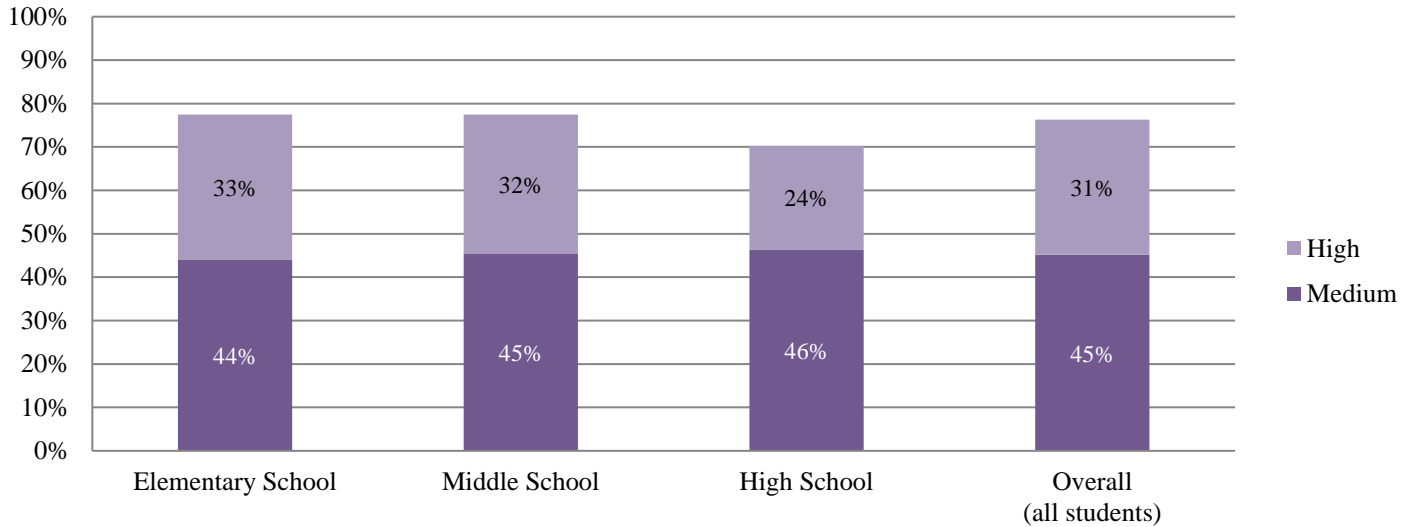


Figure 8: Overall Percent of Students at Medium or High Growth on the MCA Reading Spring 2017 to Spring 2018

Overall, 76% of Anoka-Hennepin students made either medium or high growth from spring 2017 to spring 2018 on the MCA Reading, a 1% increase over last year. A higher percent of elementary and middle school students achieved medium or high growth (77% at both levels) than did high school students (70%).

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

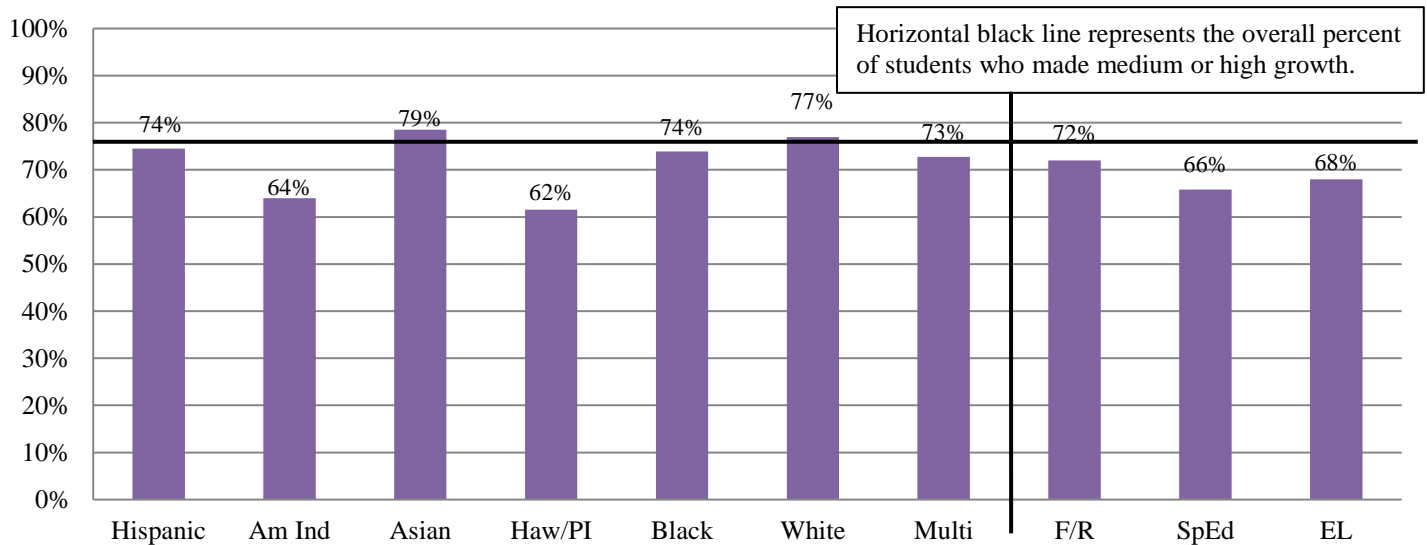


Figure 9: Percent of Students at Medium or High Growth on the MCA Reading Spring 2017 to Spring 2018 by Student Group

The largest gap in the percent of students making medium or high MCA Reading growth was between Native Hawaiian or Other Pacific Islander students (62%) and Asian students (79%), a gap of 17%. Native Hawaiian or Other Pacific Islander students made medium or high growth at the lowest rate of all student groups at 62%, followed by American Indian students at 64%.

Concepts of Math (CoM) Kindergarten Readiness Math Benchmark

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

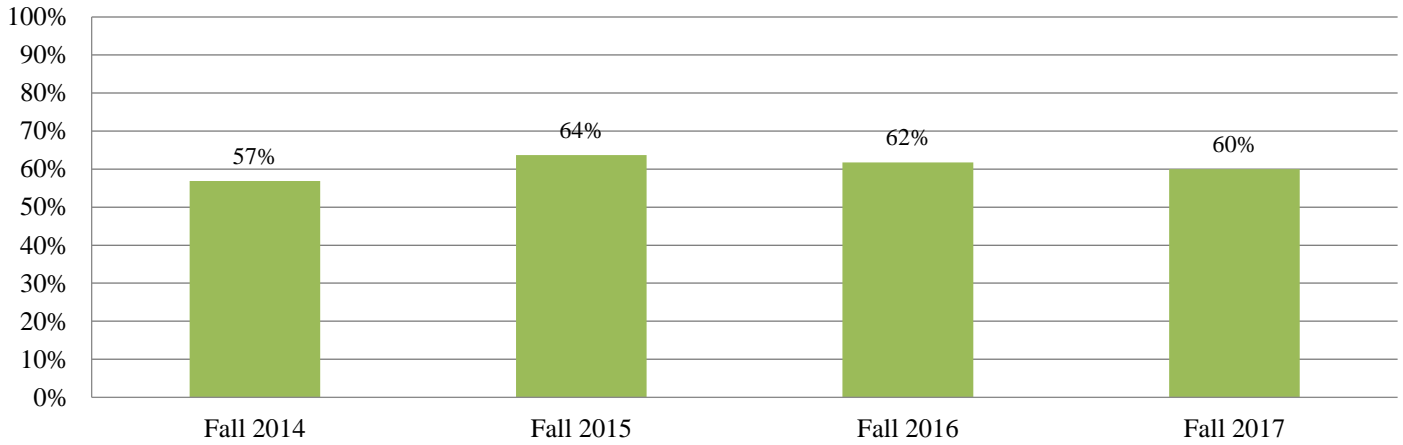
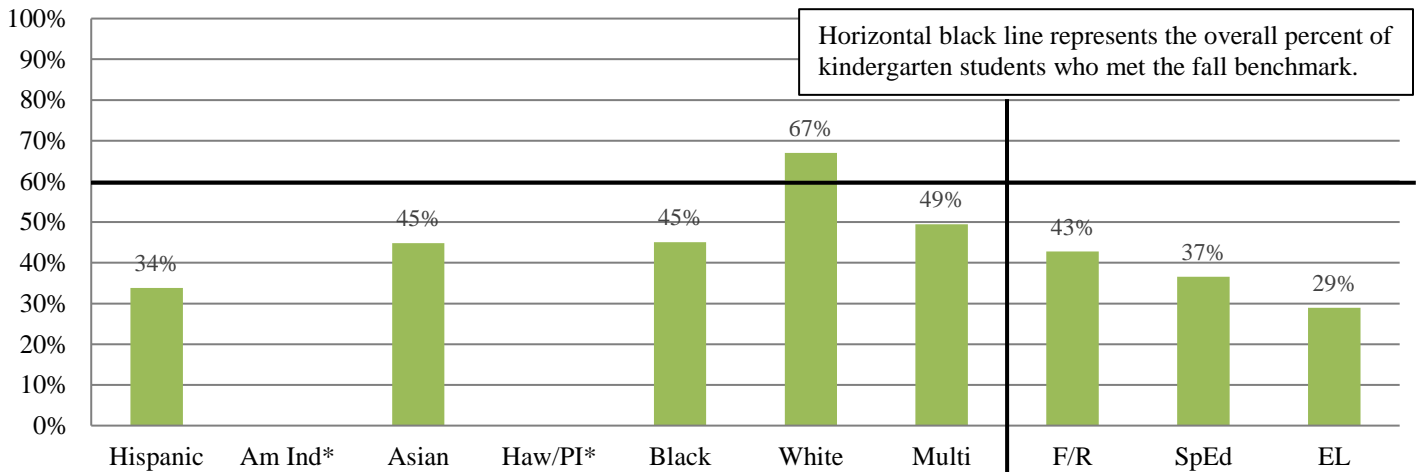


Figure 10: Overall Percent of Kindergarten Students Meeting Benchmark on the Fall Concepts of Math

In the fall of 2017, 60% 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 and 62% of kindergarten students in 2016.

Maximum Gap in CoM Proficiency between Student Groups

Percent of Kindergarten Students Meeting Fall CoM Benchmark by Student Group



* Data suppressed due to fewer than 10 students in the student group.

Figure 11: Percent of Kindergarten Students Meeting Benchmark on the Fall 2017 CoM Assessment by Student Group

On the fall 2017 CoM assessment, the largest gap in percent of kindergarten students meeting the benchmark in the district was between EL students (29%) and non-EL students (64%; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Hispanic students (34%) and White students (67%), a gap of 33%.

MCA-III Math Proficiency

Overall 2018 MCA All Accountability Math Proficiency by Level

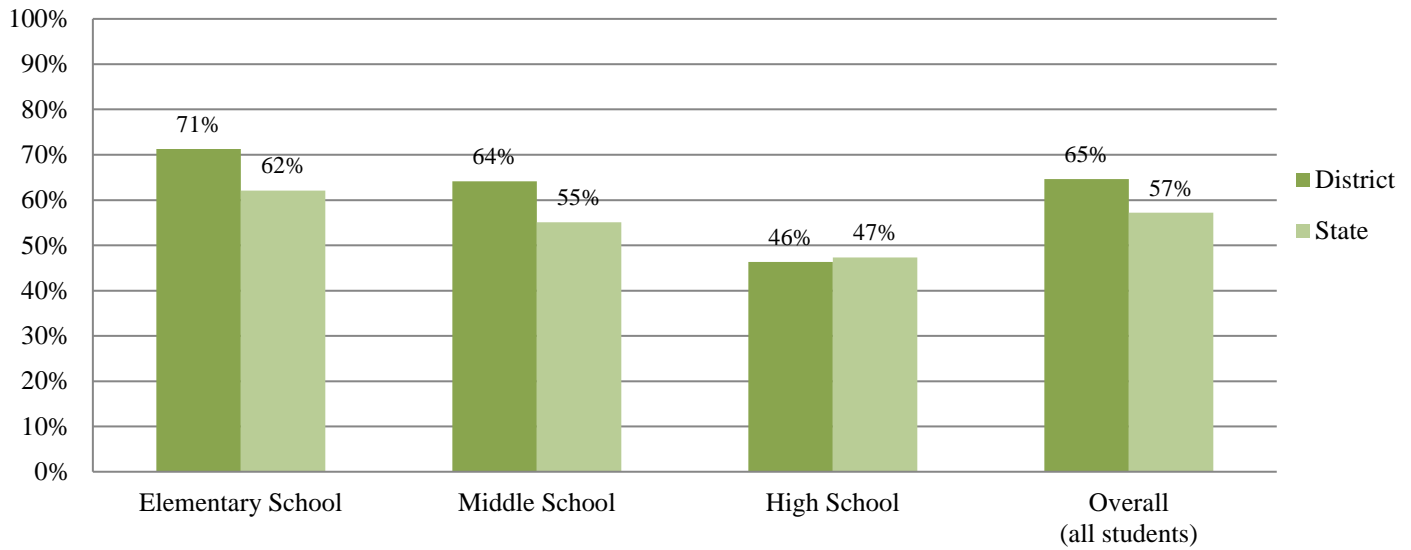


Figure 12: Overall 2018 MCA Math Proficiency by Level: District to State Comparison

Overall, the percent of Anoka-Hennepin students proficient on the 2018 MCA All Accountability Math was higher than the state by approximately 8%. 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

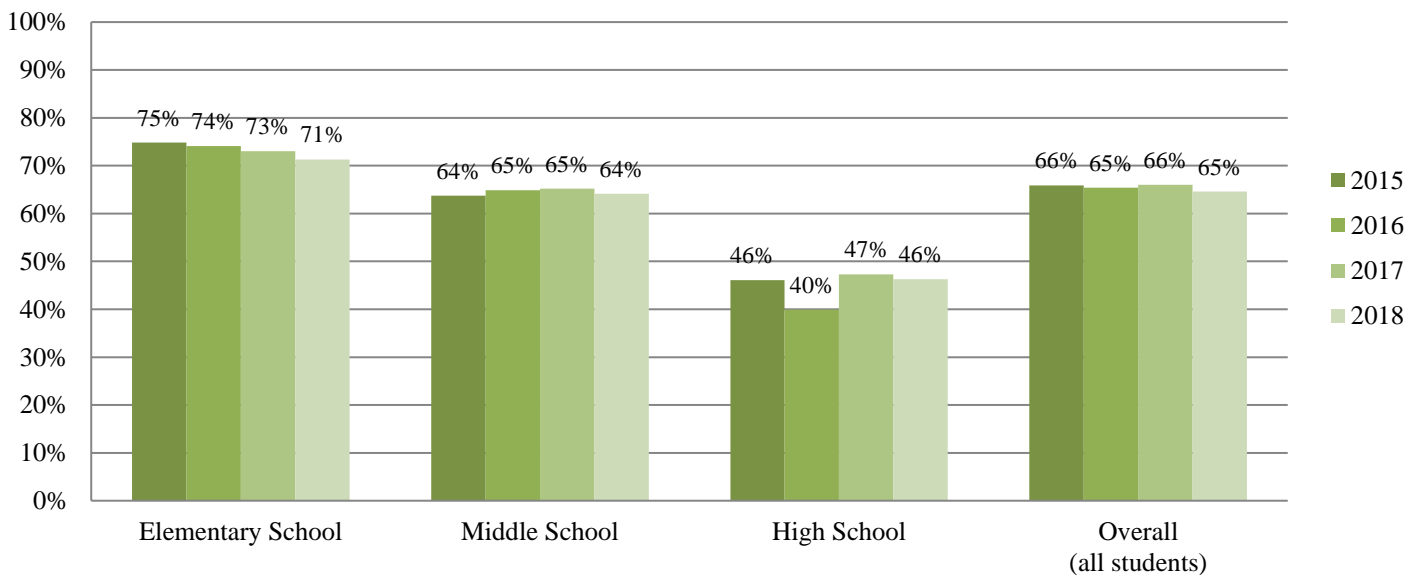


Figure 13: Percent of Students Proficient on MCA Math over the Past 4 Years

The overall percent of Anoka-Hennepin students proficient on the MCA Math has remained relatively steady over the last four years, declining 1-2% at all levels from the previous year.

Maximum Gap in MCA-III Math Proficiency between Student Groups

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

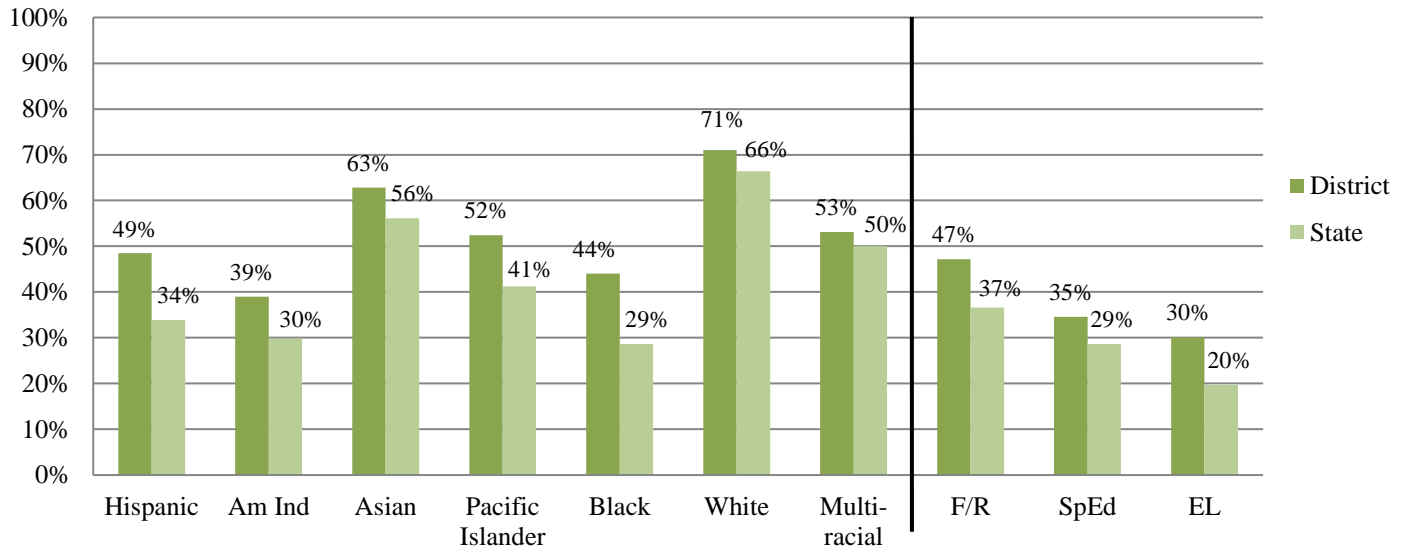


Figure 14: Overall 2018 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2018 MCA Math, each student group in Anoka-Hennepin outperformed its state counterpart. The largest gap in MCA Math proficiency in the district was between EL students and non-EL students, with 37% 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 American Indian students (39%) and White students (71%), a gap of 32%.

MCA-III Math Growth

Overall MCA All Accountability Math Growth by Level

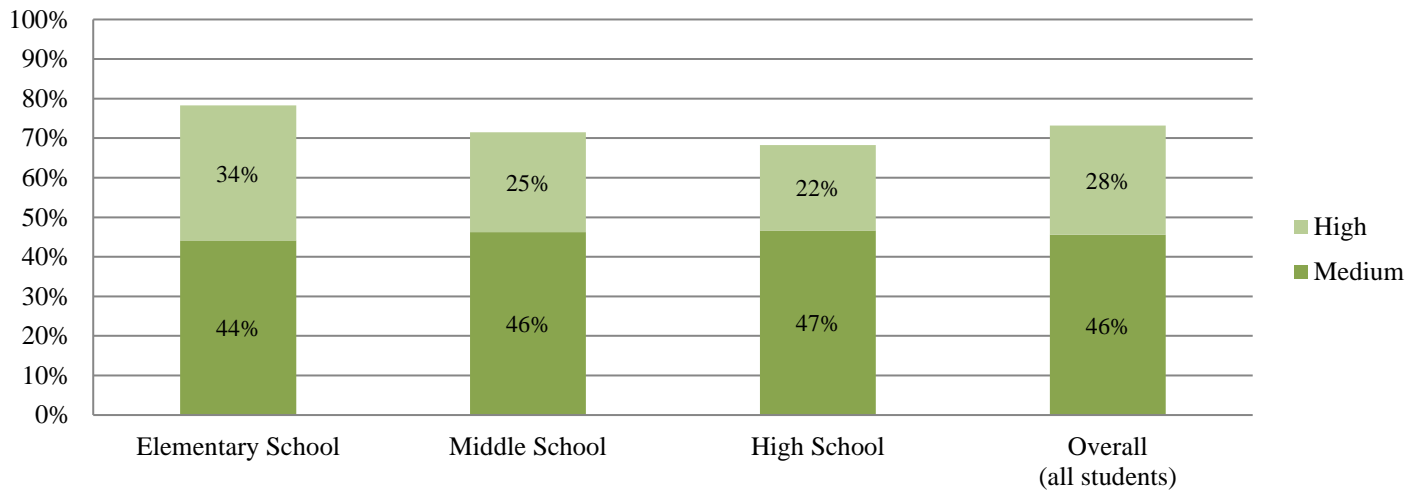


Figure 15: Overall Percent of Students at Medium or High Growth on the MCA Math Spring 2017 to Spring 2018

Overall, 74% of Anoka-Hennepin students made either medium or high growth from spring 2017 to spring 2018 on the MCA Math, same as the previous year. Elementary school students had the greatest percent of students making medium or high growth, at 78%, whereas middle and high school students had 71% and 69% making medium or high growth, respectively.

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

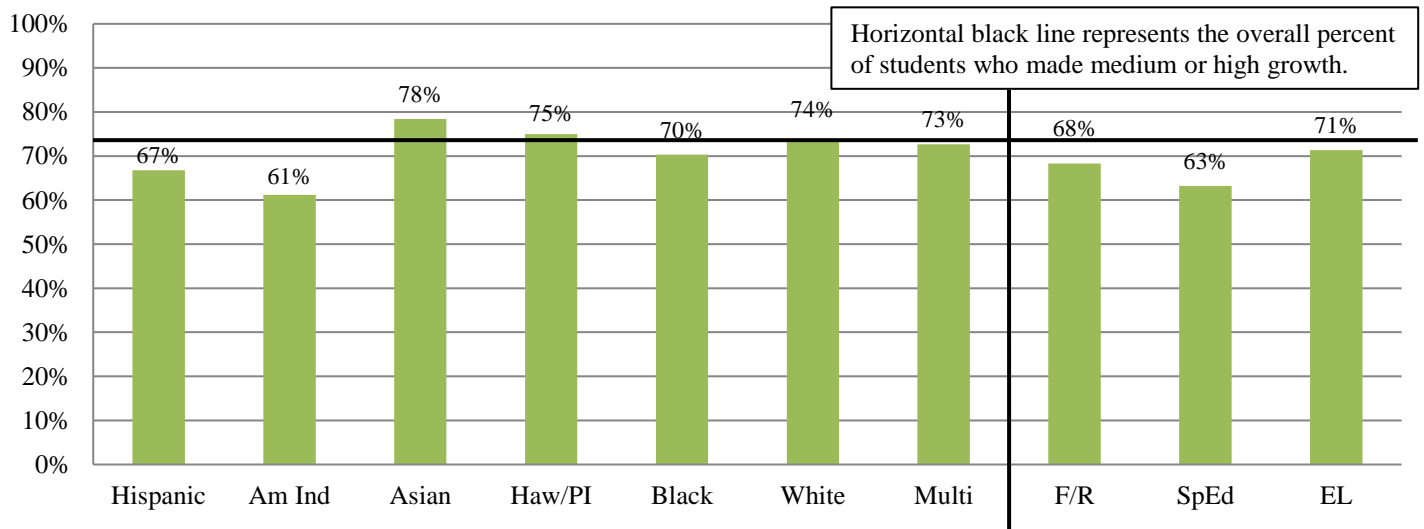


Figure 16: Percent of Students at Medium or High Growth on the MCA Math Spring 2017 to Spring 2018 by Student Group

The largest gap in the percent of students making medium or high growth on the MCA Math was between American Indian students (61%) and Asian students (78%), a gap of 17%. These two groups made medium or high growth at the lowest and highest rates, respectively, of all student groups compared.

MCA-III Science Proficiency

Overall 2018 MCA All Accountability Science Proficiency by Level in District

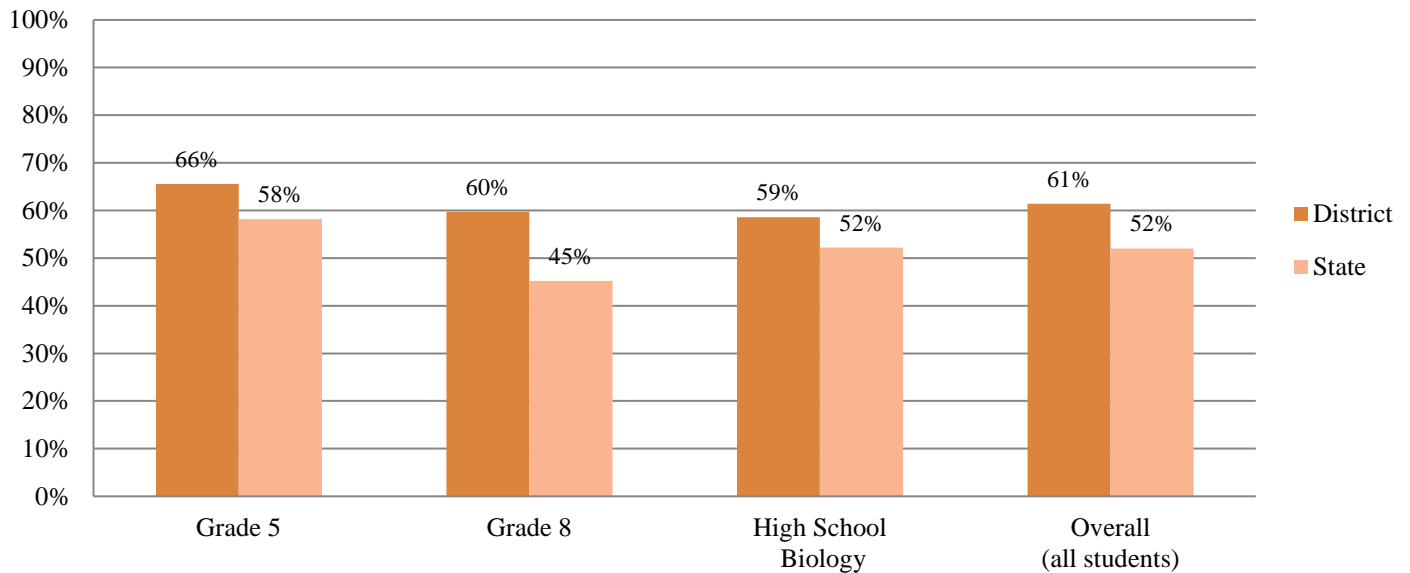


Figure 17: Overall 2018 MCA Science Proficiency by Level: District to State Comparison

Overall, the percent of Anoka-Hennepin students who were proficient on the 2018 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 (15% in 2018).

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

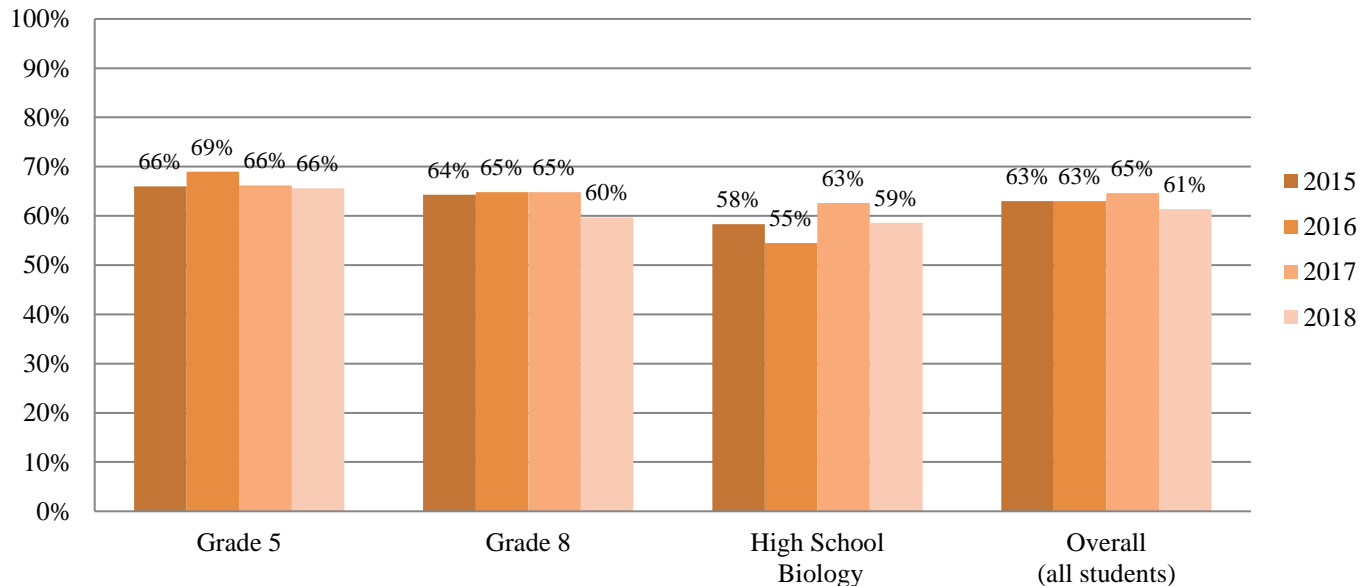


Figure 18: Percent of Students Proficient on MCA Science over the Past 4 Years

The overall proficiency rate of Anoka-Hennepin students on the MCA Science decreased in 2018, with the greatest decrease occurring at the middle school level (down 5%). The high school proficiency rate decreased 4% in 2018, while elementary school proficiency rates remained constant at 66%.

Maximum Gap in MCA-III Science Proficiency between Student Groups

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

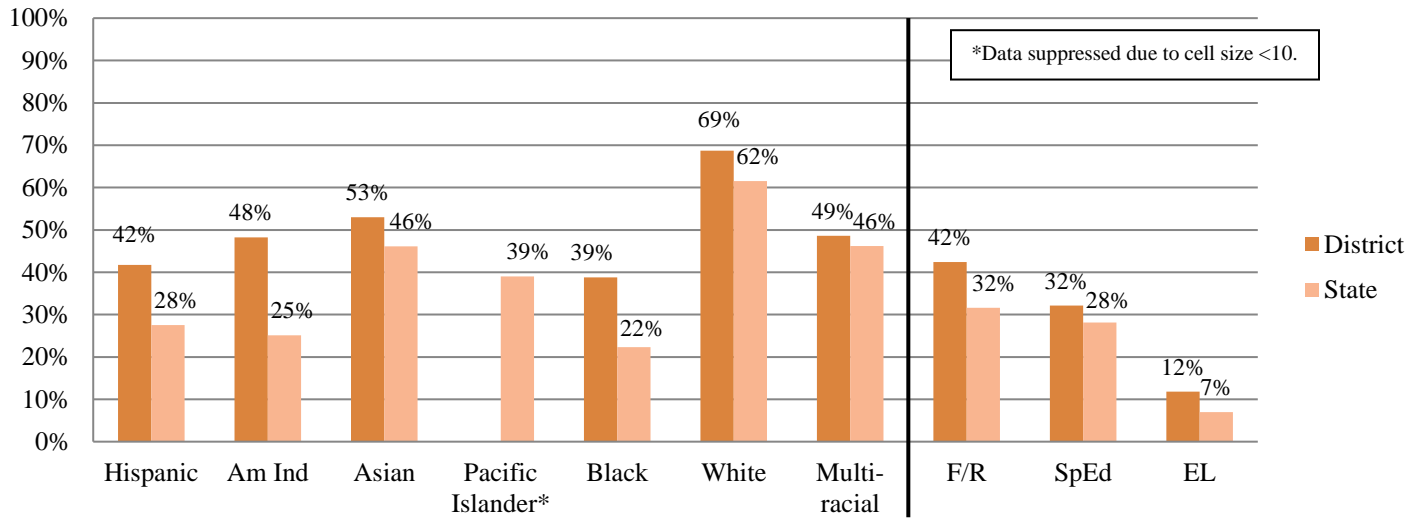


Figure 19: Overall 2018 MCA Science Proficiency Rate by Student Group: District to State Comparison

Each student group in Anoka-Hennepin outperformed its state counterpart on the 2018 MCA Science. The largest gap in MCA Science proficiency in the district was between EL and non-EL students, with 52% more non-EL students at proficiency (up from 51% in 2017; 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%), a gap of 30%.

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

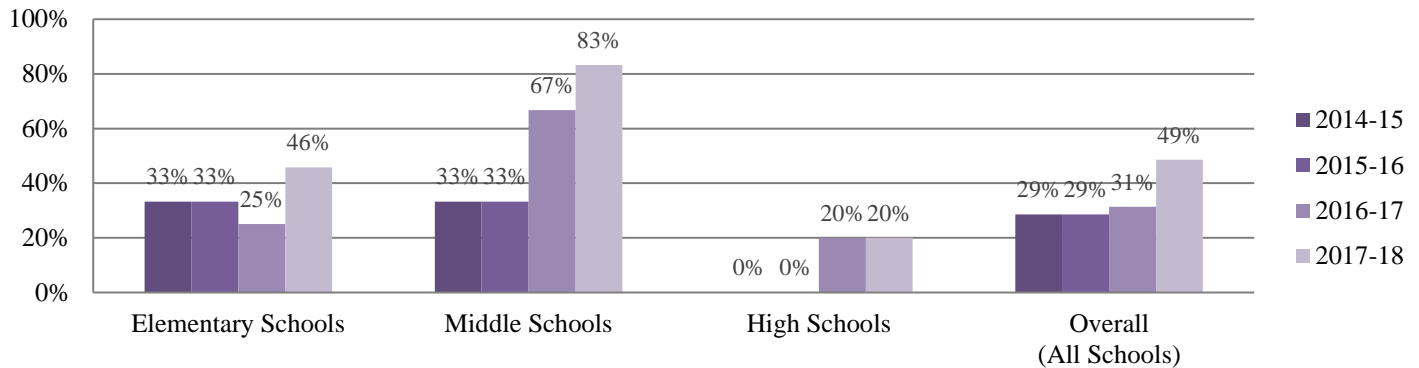


Figure 20: A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA Reading

Note that rates of schools in the top quartile of their free/reduced priced services (FRP) decile range may be volatile year to year, especially at the middle and high school levels where a change in a single school’s ranking may shift overall rates by 16-20%. On the MCA Reading, the percent of elementary schools in the top quartile has increased from 25% to 46% over the past year, while the percent of middle schools has increased from 67% to 83%. Rates at the high school level have remained steady at 20% since last year.

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

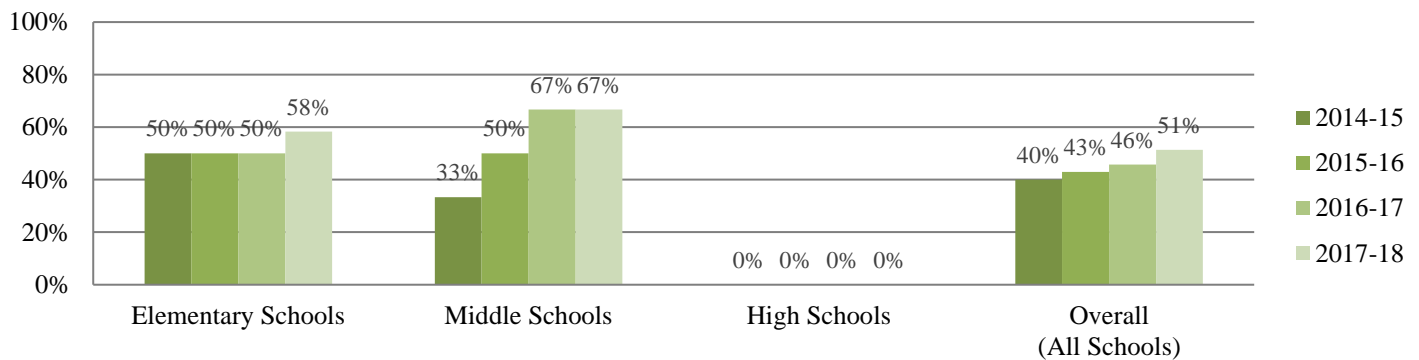


Figure 21: A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA Math

Note that rates of schools in the top quartile of their free/reduced priced services (FRP) decile range may be volatile year to year, especially at the middle and high school levels where a change in a single school’s ranking may shift overall rates by 16-20%. On the MCA Math, the percent of schools in the top quartile of their FRP range districtwide has increased steadily over the last 4 years. The rate of A-H elementary schools in the top quartile increased this past year from 50% to 58%, whereas the rates for middle and high schools have remained constant at 67% and 0%, 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

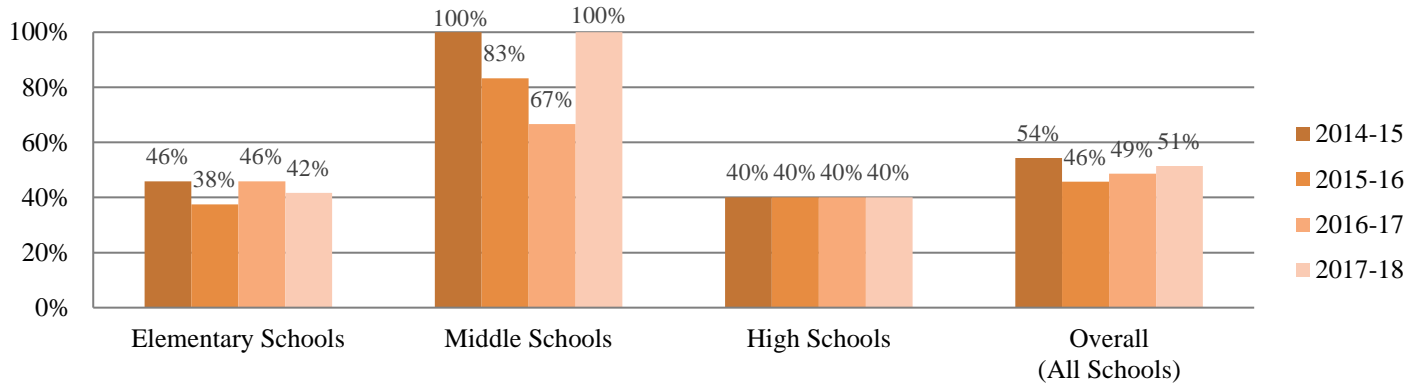


Figure 22: A-H Schools in the Top Quartile of Their FRP Decile Range Statewide on the MCA Science

Note that rates of schools in the top quartile of their free/reduced priced services (FRP) decile range may be volatile year to year, especially at the middle and high school levels where a change in a single school’s ranking may shift overall rates by 16-20%. On the MCA Science, the percent of schools in the top quartile of their FRP range districtwide has increased steadily over the last 3 years. Middle schools in Anoka-Hennepin have consistently had the greatest percent of schools in the top quartile of their FRP range, with 100% of district middle schools meeting this criterion in 2017-18. The percent of elementary schools in the top quartile of their FRP range decreased from 46% to 42% over the last year, while the percent of high schools in the top quartile has remained constant at 40% for the past 4 years.

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 2018 MCA All Accountability assessments.
- Elementary Reading: The percent of Anoka-Hennepin students meeting proficiency on the 2018 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 11 years, with grade 3 performing at or above the state in all of the past 11 years except in 2015.
 - On the MCA Reading, the percent of students making medium or high growth from spring 2017 to spring 2018 increased 2% from last year to a rate of 77%.
- Elementary Math: The percent of Anoka-Hennepin students meeting proficiency on the 2018 MCA All Accountability Math was higher than the state proficiency rate for grades 3, 4, and 5. This has been true for the last 11 years. However, the overall elementary proficiency rate has been gradually declining since 2012.
 - The percent of students making medium or high growth on the MCA Math from spring 2017 to spring 2018 decreased 1% from the previous year to 78%.
- Elementary Science: The proficiency rate of Anoka-Hennepin grade 5 students on the 2018 MCA All Accountability Science was higher than the state by a margin of 8%. Grade 5 district students have consistently performed above the state for the last 11 years.
- Elementary Achievement Gap: On the MCA All Accountability assessments, the achievement gap between White students and students of color increased for reading, remained the same for math, and decreased in science this year.
 - Reading: The largest gap in MCA Reading proficiency in 2018 was between English Learner (EL) students and non-EL students, at 44%, an increase of 7% over the previous year. When examining growth on the MCA, the largest gap in students making medium or high growth was between American Indian students (59%) and White students (79%), a gap of 20%.
 - Math: The largest gap in MCA Math proficiency in 2018 was between American Indian students (38%) and White students (79%), a gap of 41%. 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 20% lower than Asian students.
 - Science: The largest gap in MCA Science proficiency in 2018 was between EL and non-EL students, at 56%, an increase of 3% over the previous year.

MCA-III Reading Proficiency

Elementary 2018 MCA All Accountability Reading Proficiency by Grade

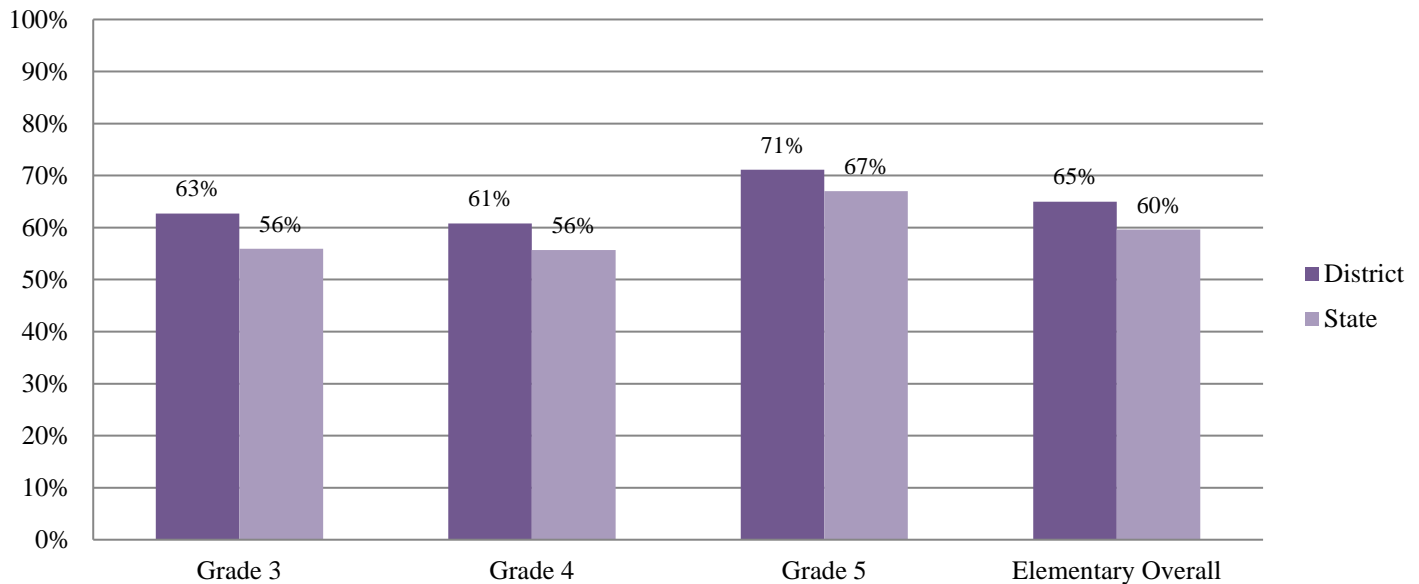


Figure 23: Elementary 2018 MCA Reading Proficiency by Grade: District to State Comparison

The percent of Anoka-Hennepin students at the elementary level proficient on the 2018 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

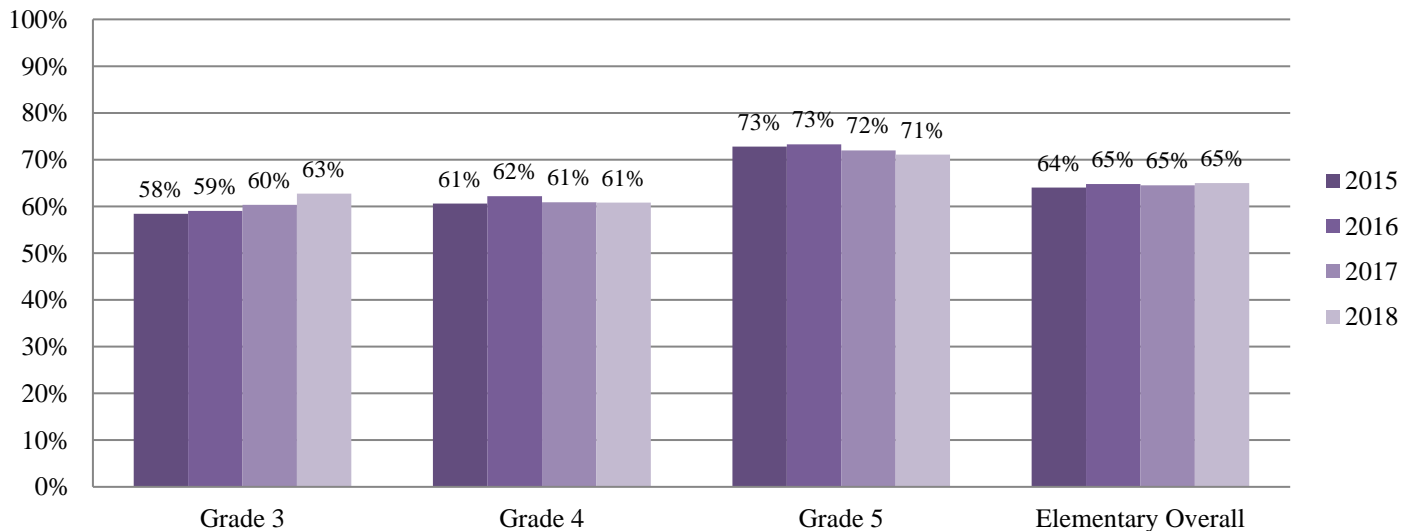


Figure 24: Percent of Elementary Students Proficient on MCA Reading by Grade: 4-Year Comparison

In 2018, Anoka-Hennepin grade 3 students increased their proficiency rate on the MCA Reading for the third year in a row. Grade 4 and 5 proficiency rates, and district overall rates, have remained relatively consistent over the past 3 years, with a 1% dip in the grade 5 proficiency from 2017 to 2018.

Maximum Gap in MCA-III Reading Proficiency between Student Groups

Elementary MCA All Accountability Reading Proficiency by Student Group

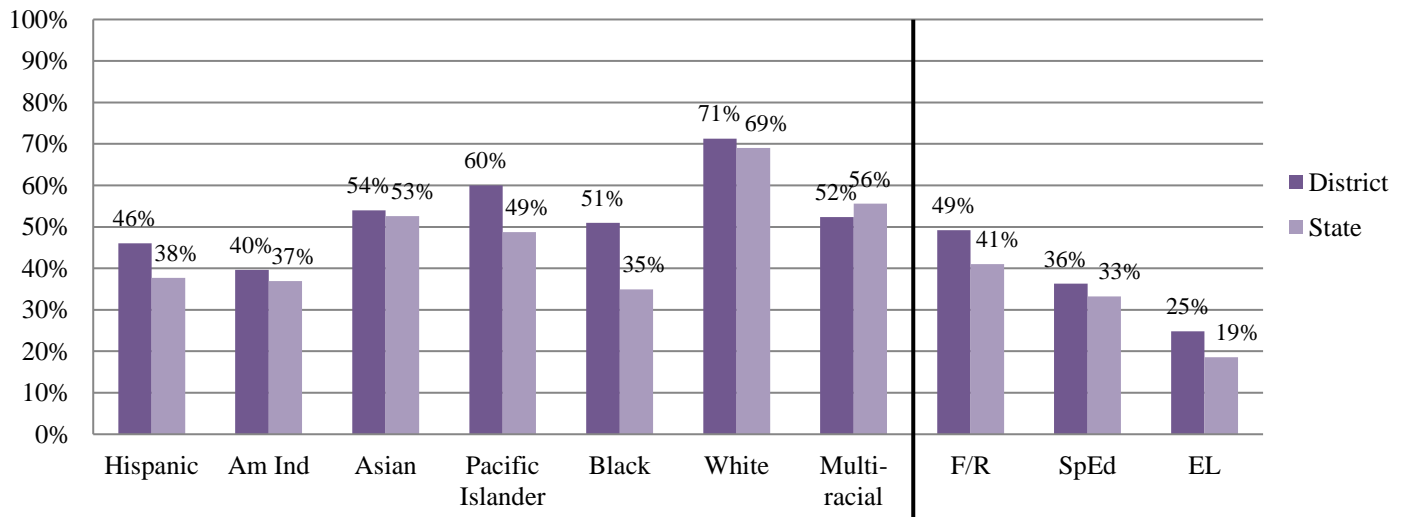


Figure 25: Elementary 2018 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2018 MCA Reading, each student group in Anoka-Hennepin outperformed its state counterpart, except 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 44% more non-EL students at proficiency (an increase of 7% over the previous year; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between American Indian students (40%) and White students (71%), a gap of 31%.

MCA-III Reading Growth

Elementary MCA All Accountability Reading Growth by Grade

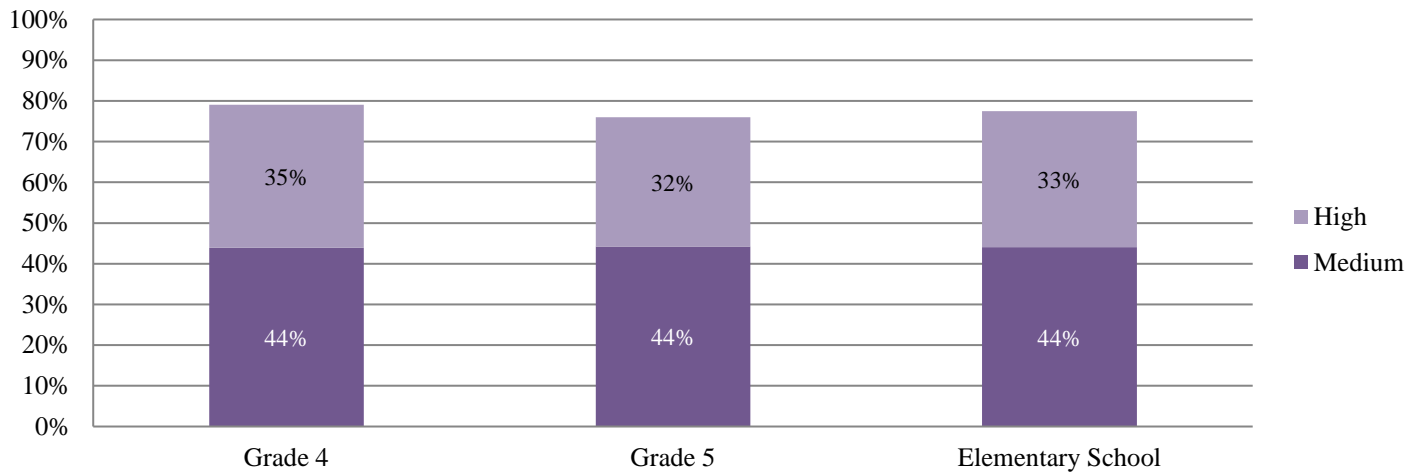
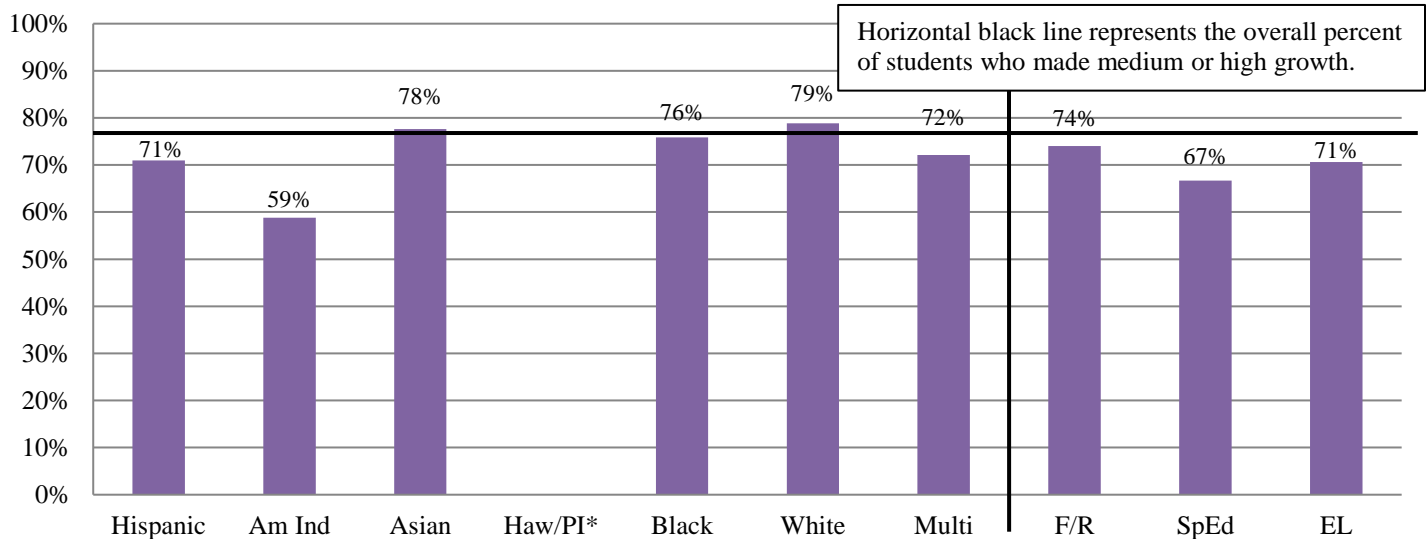


Figure 26: Percent of Elementary School Students at Medium or High Growth on the MCA Reading Spring 2017 to Spring 2018

Overall, 77% of Anoka-Hennepin elementary school students made medium or high growth from spring 2017 to spring 2018 on the MCA Reading, up from 75% last year. Grades 4 and 5 had approximately 79% and 76% 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



* Data suppressed due to fewer than 10 students in the student group.

Figure 27: Percent of Elementary Students at Medium or High Growth on the MCA Reading Sp 2017 to Sp 2018 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 American Indian students (59%) and White students (79%), a gap of 20%. American Indian students made medium or high growth at the lowest rate of all student groups analyzed.

MCA-III Math Proficiency

Elementary 2018 MCA All Accountability Math Proficiency by Grade

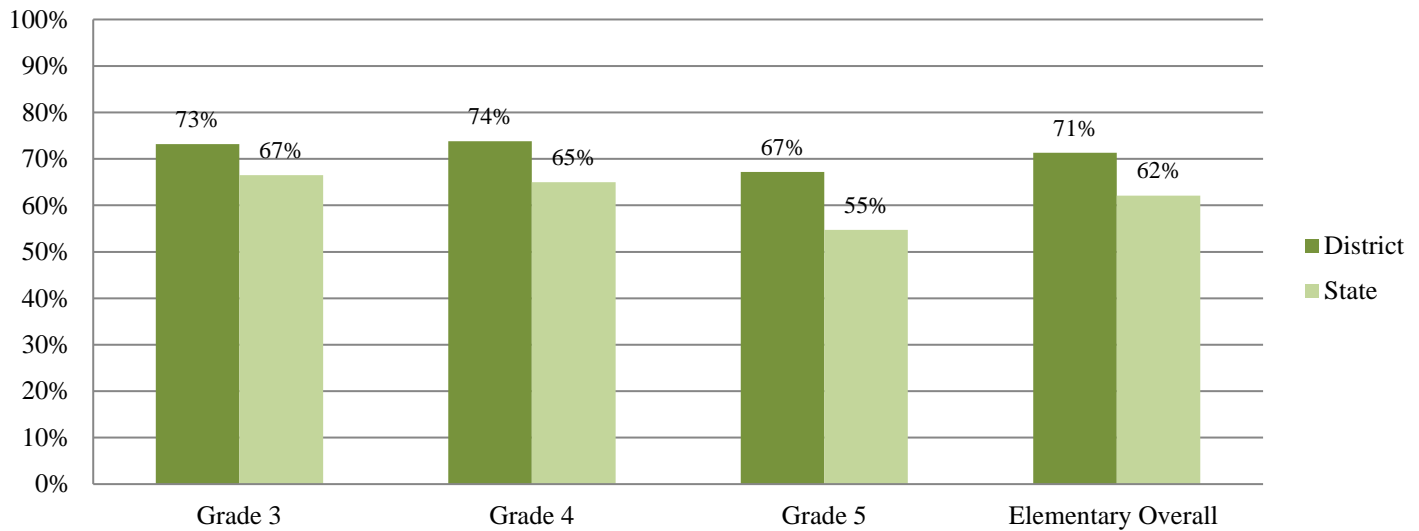


Figure 28: Elementary 2018 MCA Math Proficiency by Grade: District to State Comparison

The percent of Anoka-Hennepin students at the elementary level proficient on the 2018 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

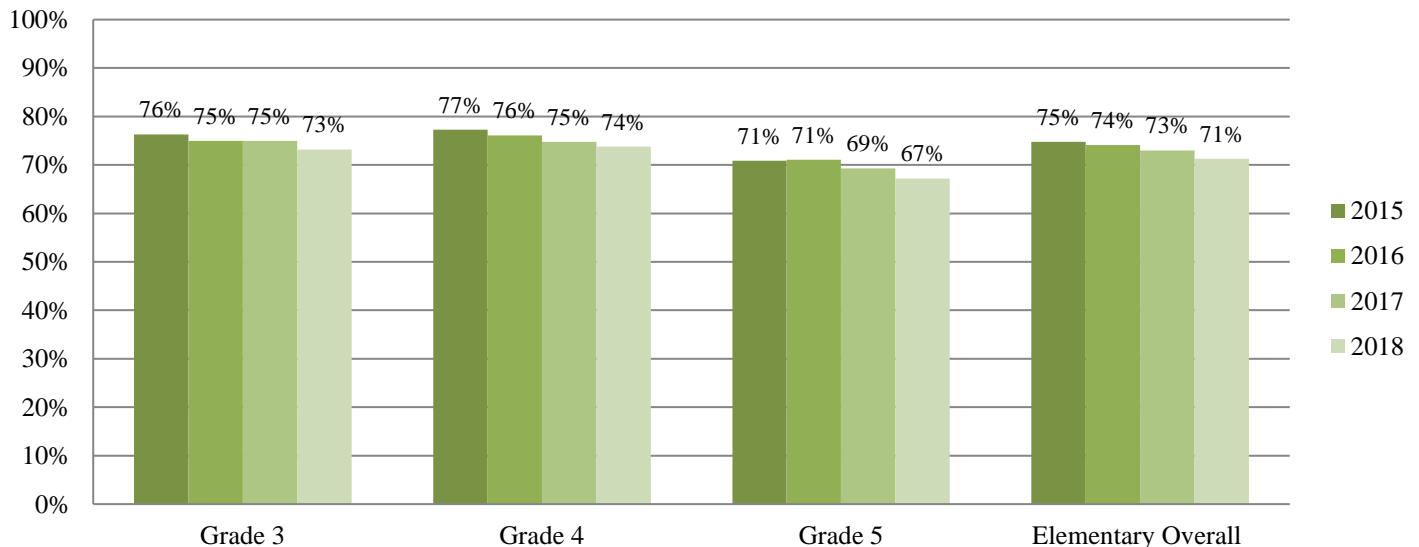


Figure 29: Percent of Elementary Students Proficient on MCA Math by Grade: 4-Year Comparison

Overall, at the elementary level, proficiency rates on the MCA Math have steadily declined over the last few years. In 2018, students in grades 3, 4, and 5 experienced a decrease in proficiency rates compared to last year.

Maximum Gap in MCA-III Math Proficiency between Student Groups

Elementary MCA All Accountability Math Proficiency by Student Group

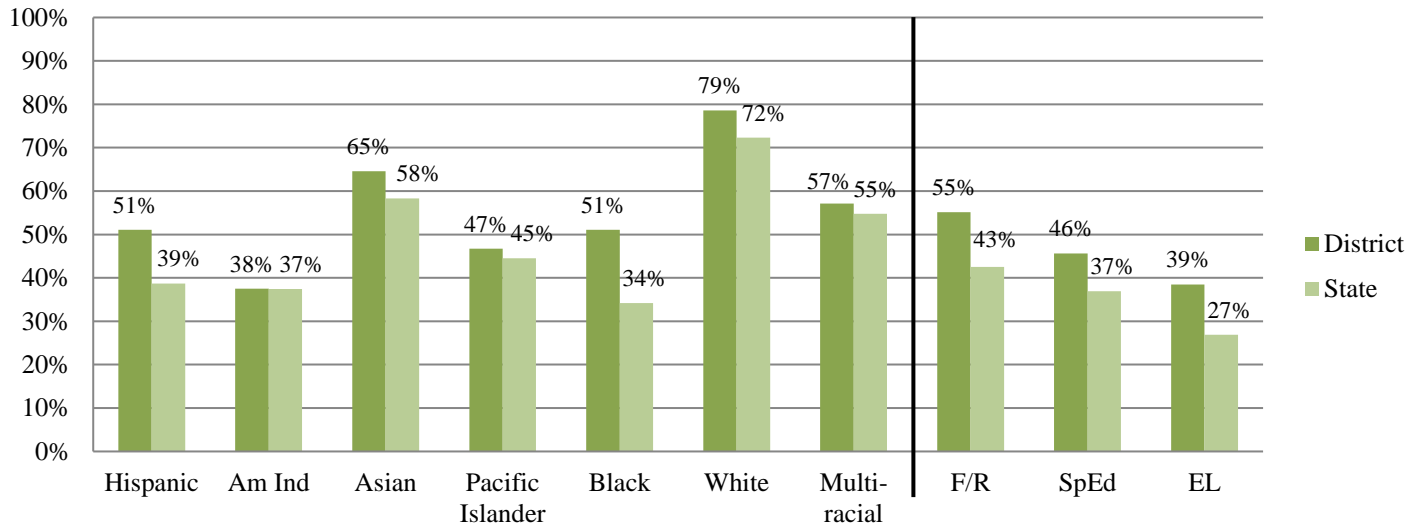


Figure 30: Elementary 2018 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2018 MCA Math, 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 American Indian students (38%) and White students (79%), a gap of 41%.

MCA-III Math Growth

Elementary MCA All Accountability Math Growth by Grade

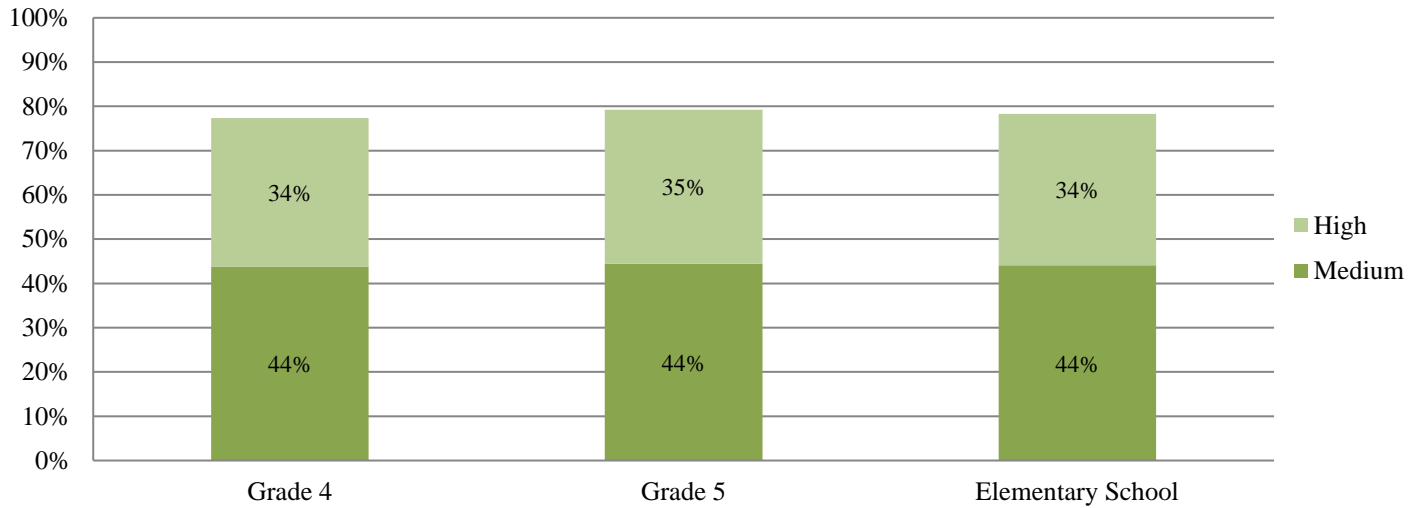
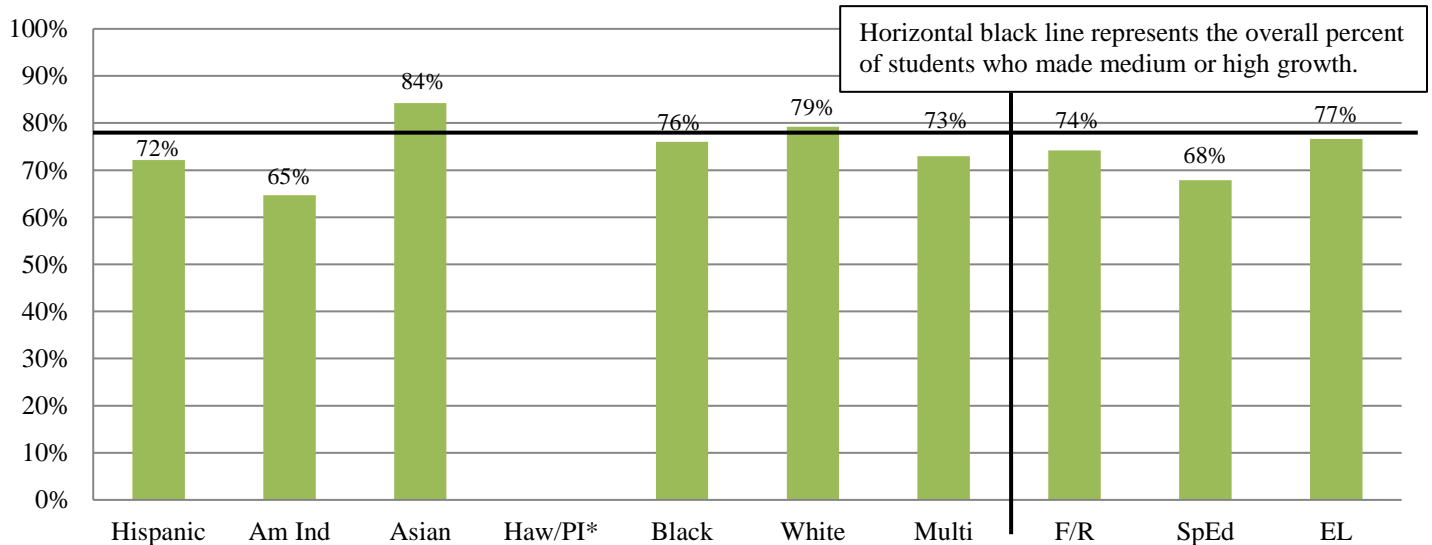


Figure 31: Percent of Elementary School Students at Medium or High Growth on the MCA Math Spring 2017 to Spring 2018

Overall, 78% of Anoka-Hennepin elementary school students made medium or high growth from spring 2017 to spring 2018 on the MCA Math. Grades 4 and 5 had 78% and 79% 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



* Data suppressed due to fewer than 10 students in the student group.

Figure 32: Percent of Elementary Students at Medium or High Growth on the MCA Math Sp 2017 to Sp 2018 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 (65%) and Asian students (84%), a gap of 19%. These two student groups had the lowest and highest percentages of students making medium or high growth, respectively, of all student groups.

MCA-III Science Proficiency

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

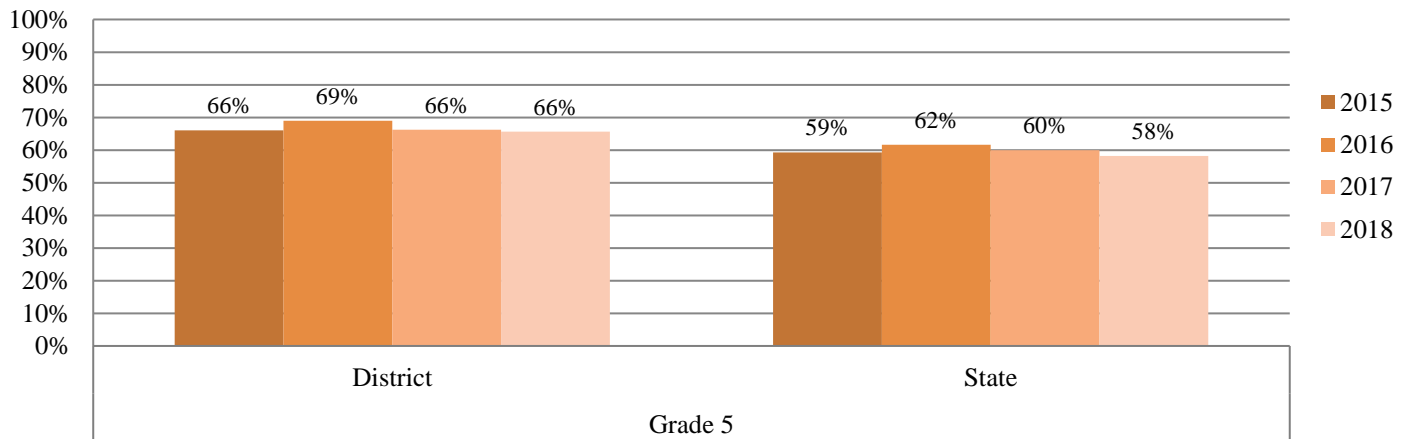


Figure 33: Percent of Grade 5 Students Proficient on MCA Science: 4-Year Comparison

Of Anoka-Hennepin grade 5 students, 66% were proficient on the 2018 MCA All Accountability Science, while the state had a proficiency rate of 58%. Whereas Grade 5 Anoka-Hennepin students’ proficiency on the MCA Science was the same as it was in 2017, the state proficiency rate decreased by 2% over the past year, slightly increasing Anoka-Hennepin’s margin above the state.

Maximum Gap in MCA-III Science Proficiency between Student Groups

MCA All Accountability Science Proficiency by Student Group: Grade 5

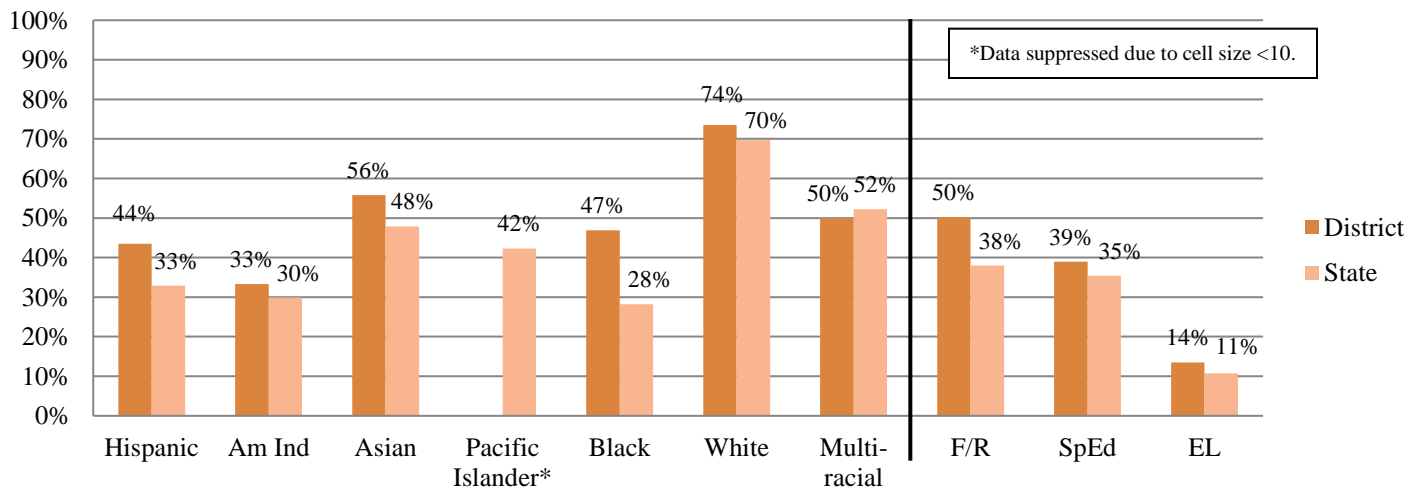


Figure 34: Elementary 2018 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2018 MCA Science, all Anoka-Hennepin grade 5 student groups outperformed their state counterparts, with the exception of multi-racial students who performed below the state by 2%. The largest gap in MCA Science proficiency in grade 5 was between EL and non-EL students, with 56% more non-EL students at proficiency (up from 53% in 2017; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between American Indian students (44%) and White students (74%), a gap of 30%.

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 2018 MCA All Accountability assessments.
- Middle School Reading: The percent of Anoka-Hennepin middle school students meeting proficiency on the 2018 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 2017 to spring 2018 increased 1%, from 76% in 2017 to 77% in 2018.
- Middle School Math: The percent of Anoka-Hennepin middle school students meeting proficiency on the 2018 MCA All Accountability Math was higher than the state proficiency rate for grades 6, 7 and 8.
 - On the MCA Math, 71% of students made medium or high growth from spring 2017 to spring 2018, down 1% from last year.
- Middle School Science: The percent of Anoka-Hennepin grade 8 students meeting proficiency on the 2018 MCA All Accountability Science was higher than the state proficiency rate by 15%. The previous year's margin over the state was 4% greater at 19%.
- Middle School Achievement Gap: The achievement gap between White students and students of color at the middle school level stayed the same on the MCA Reading but increased on the MCA Math and MCA Science this year.
 - For the 2018 MCA Reading, Math, and Science, the largest gap in proficiency rates was between English Learner (EL) and non-EL students 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 students receiving free or reduced-priced services (F/R students) and non-F/R students, with a gap of 26%, up slightly from 25% in 2017. The largest gap in the percent of middle school students making medium or high growth on the MCA Reading was between students receiving special education services (SpEd students) and non-SpEd students, with a gap of 12% (down from 14% in 2017).
 - 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, a gap of 30%, up from 26% in 2017. The largest gap in the percent of middle school students making medium or high growth on the MCA Math was between American Indian students (61%) and Asian students (78%), a gap of 17%.
 - Science: The greatest gap in proficiency when considering only ethnic and F/R student groups on the MCA Science was between F/R students (36%) and non-F/R students (72%), a gap of 36%, up from 22% in 2017.

MCA-III Reading Proficiency

Middle School 2018 MCA All Accountability Reading Proficiency by Grade

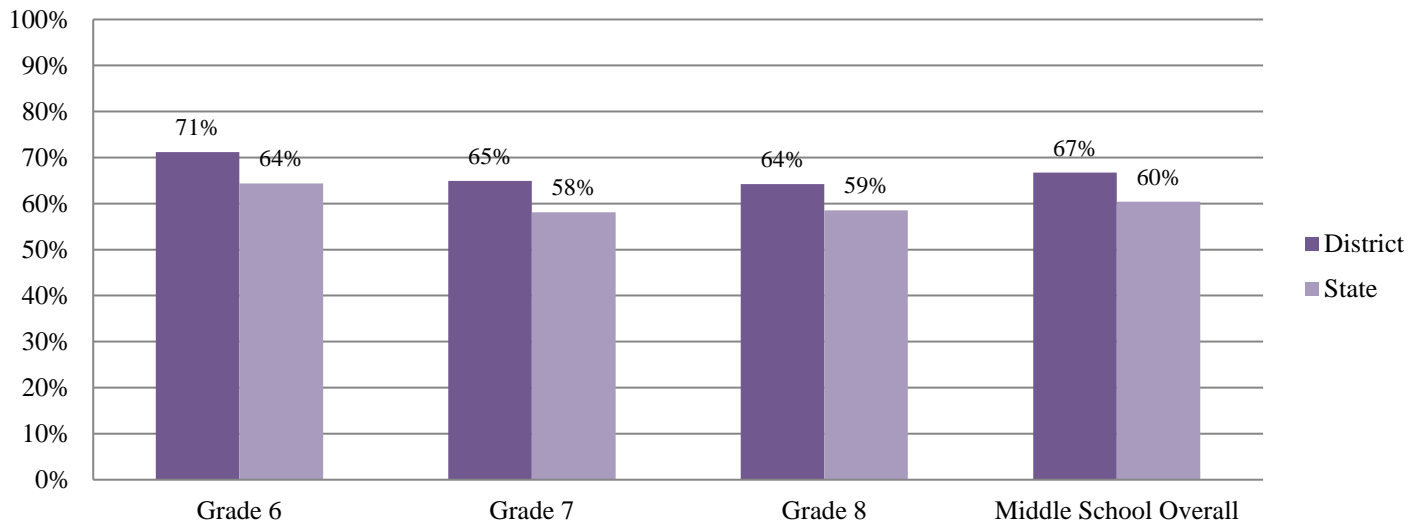


Figure 35: Middle School 2018 MCA Reading Proficiency by Grade: District to State Comparison

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 who were proficient on the MCA Reading was higher than the state by 7%, up from 6% in 2017 and 5% in 2016.

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

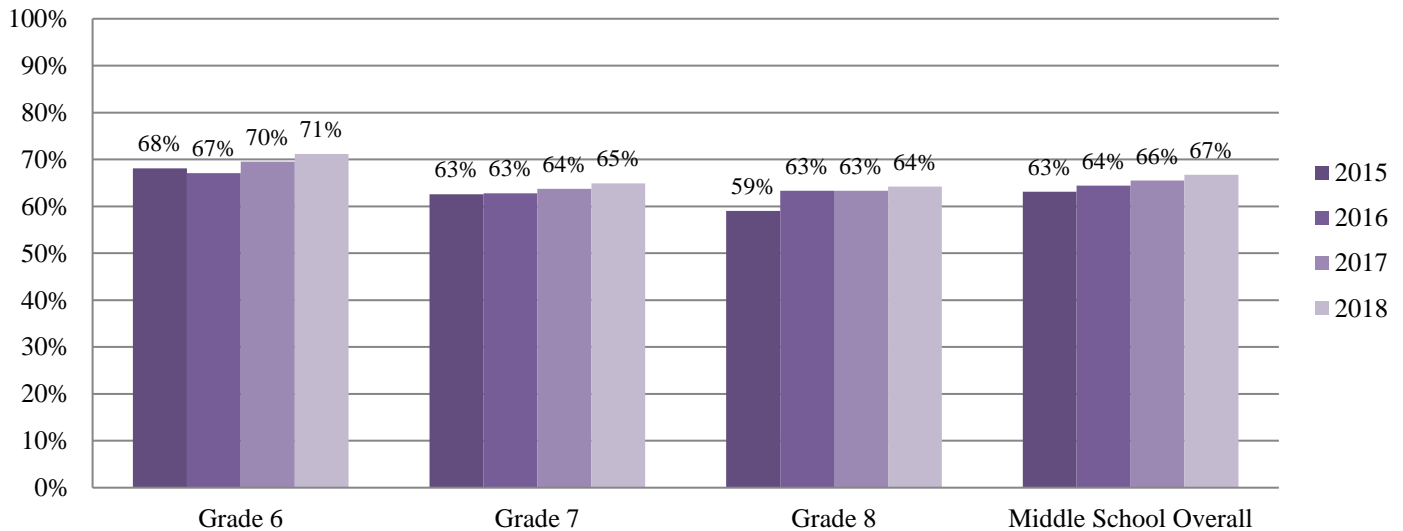


Figure 36: Percent of Middle School Students Proficient on MCA Reading by Grade: 4-Year Comparison

On the 2018 MCA Reading, the proficiency rate of Anoka-Hennepin students in grades 6, 7 and 8 increased 1% at each grade level, and overall, since 2017. Across grade levels, proficiency rates have been steadily increasing over the past three years.

Maximum Gap in MCA-III Reading Proficiency between Student Groups

Middle School MCA All Accountability Reading Proficiency by Student Group

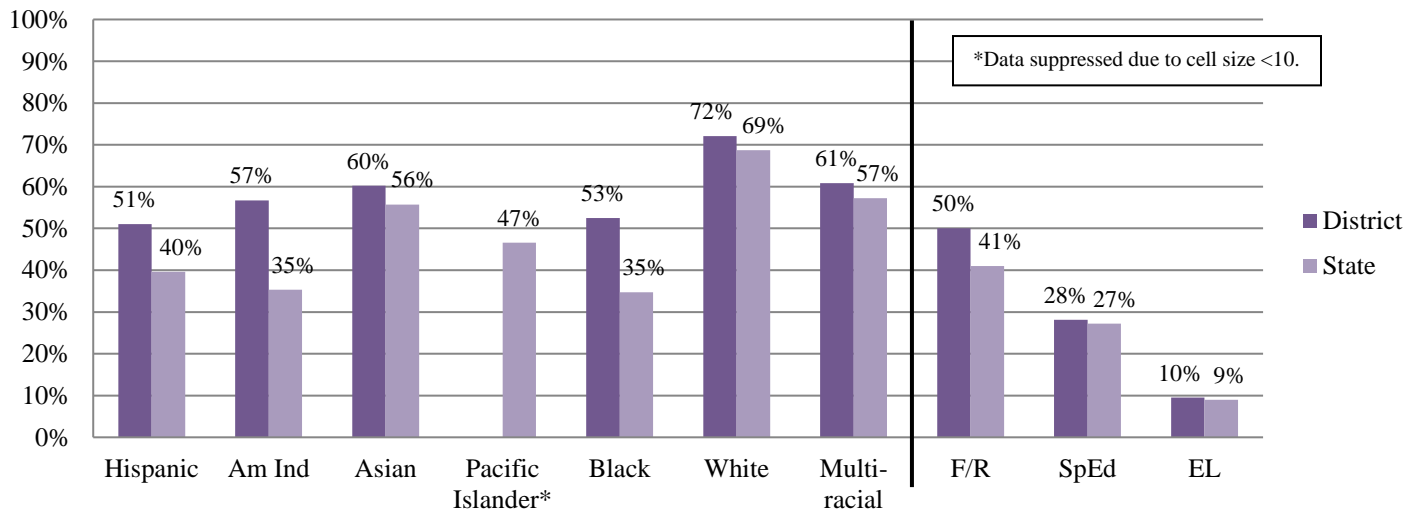


Figure 37: Middle School 2018 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2018 MCA Reading, every student group at the middle school level outperformed its state counterpart. The largest gap in MCA Reading proficiency at the middle school level was between EL and non-EL students, with 60% 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 (50%) and non-F/R students (76%, not depicted above).

MCA-III Reading Growth

Middle School MCA All Accountability Reading Growth by Grade

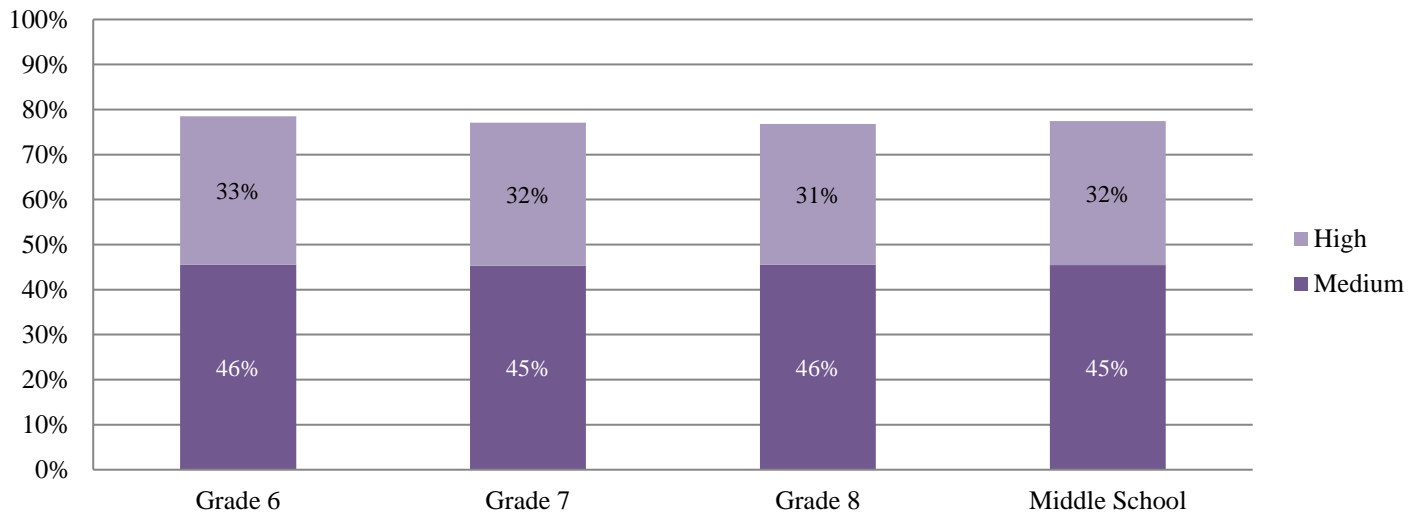
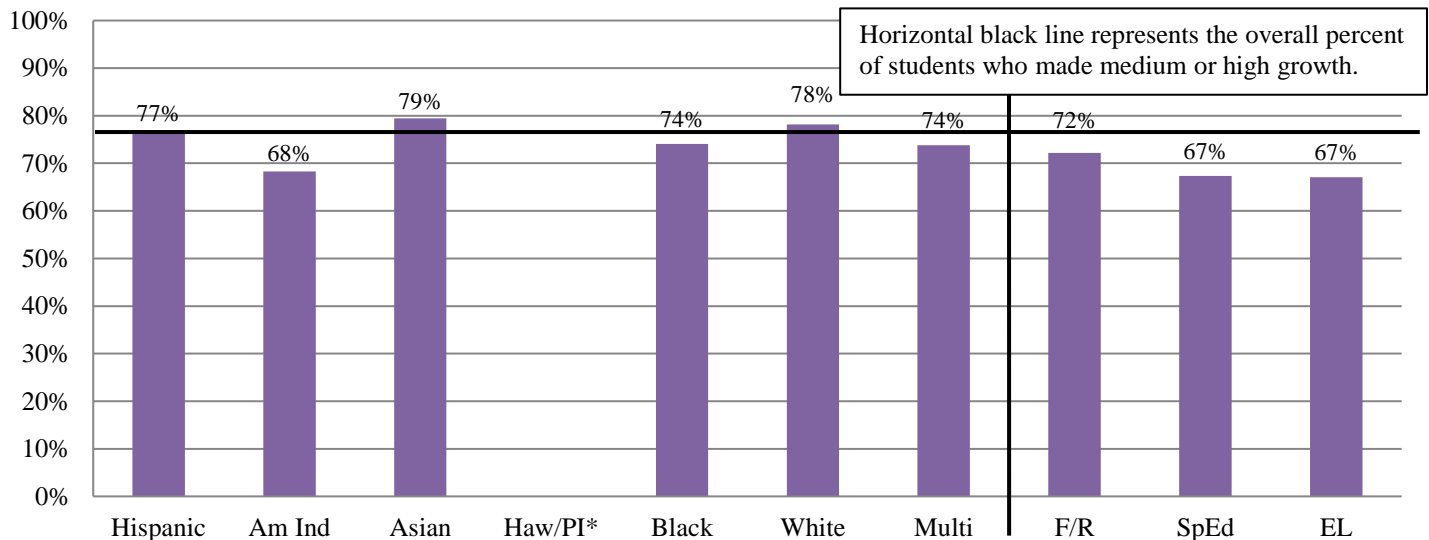


Figure 38: Percent of Middle School Students at Medium or High Growth on the MCA Reading Spring 2017 to Spring 2018

Overall, 77% of Anoka-Hennepin middle school students made either medium or high growth from spring 2017 to spring 2018 on the MCA Reading, up from 76% last year. The percent of students making medium or high growth was highest for grade 6 students, at 79%, whereas grade 7 and 8 rates were lower, with 77% each.

Middle School MCA All Accountability Reading Growth by Student Group



* Data suppressed due to fewer than 10 students in the student group.

Figure 39: Percent of Middle School Students at Medium or High Growth on the MCA Reading Sp 2017 to Sp 2018 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 SpEd students (67%) and non-SpEd students (79%; comparison not depicted above), for a gap of 12%. The student groups making medium or high growth at the lowest rate were SpEd students and EL students, at 67% for each.

MCA-III Math Proficiency

Middle School 2018 MCA All Accountability Math Proficiency by Grade

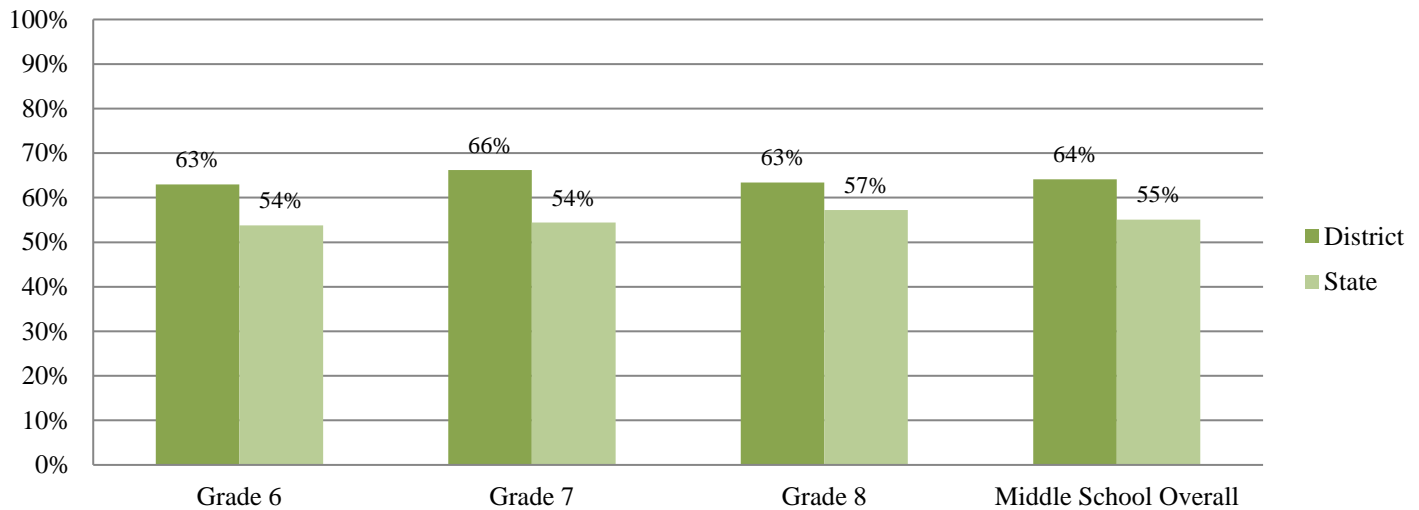


Figure 40: Middle School 2018 MCA Math Proficiency by Grade: District to State Comparison

In 2018, 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, the same margin as last year.

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

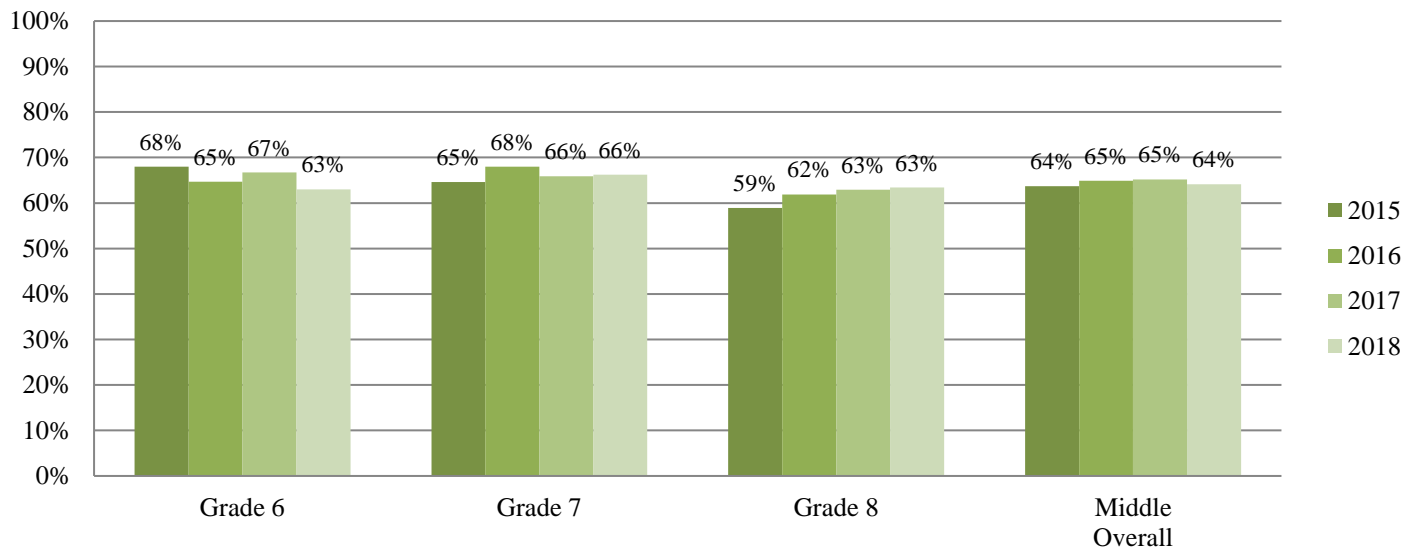


Figure 41: Percent of Middle School Students Proficient on MCA Math by Grade: 4-Year Comparison

Anoka-Hennepin grade 8 students have consistently improved or maintained their proficiency on the MCA Math over the last three years. Grade 6 students experienced a 4% decrease in proficiency in 2018, falling from 67% to 63%, while grade 7 students maintained a 66% proficiency rate.

Maximum Gap in MCA-III Math Proficiency between Student Groups

Middle School MCA All Accountability Math Proficiency by Student Group

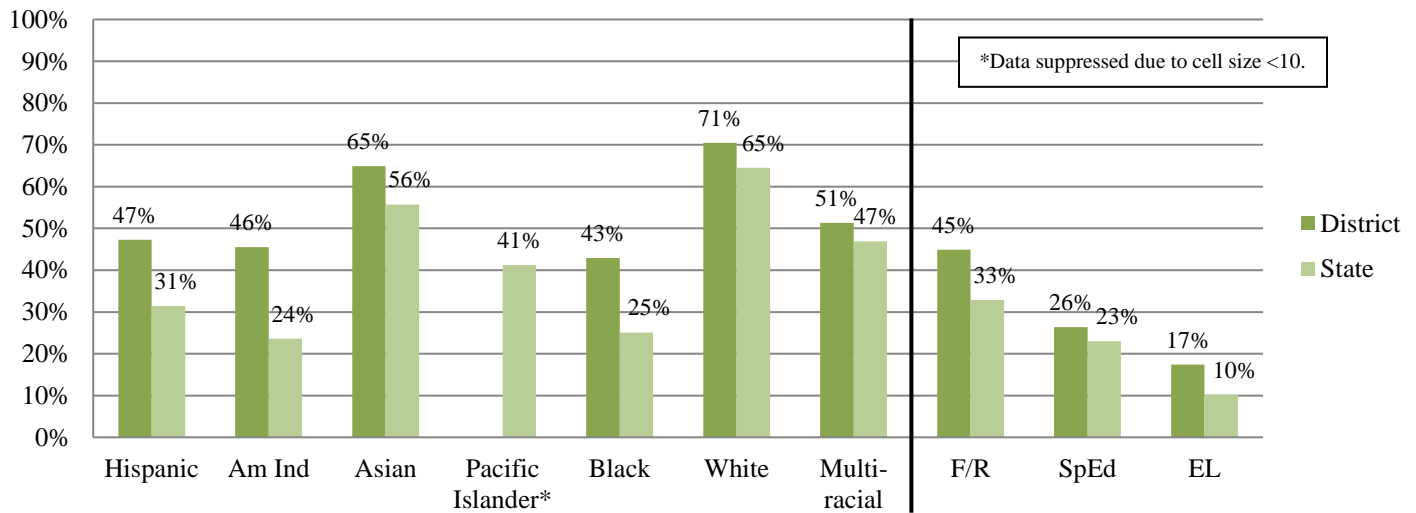


Figure 42: Middle School 2018 MCA Math Proficiency Rate by Student Group: District to State Comparison

On the 2018 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 49% more non-EL students at proficiency (up from 48% in 2017; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (45%) and non-F/R students (74%, not depicted above).

MCA-III Math Growth

Middle School MCA All Accountability Math Growth by Grade

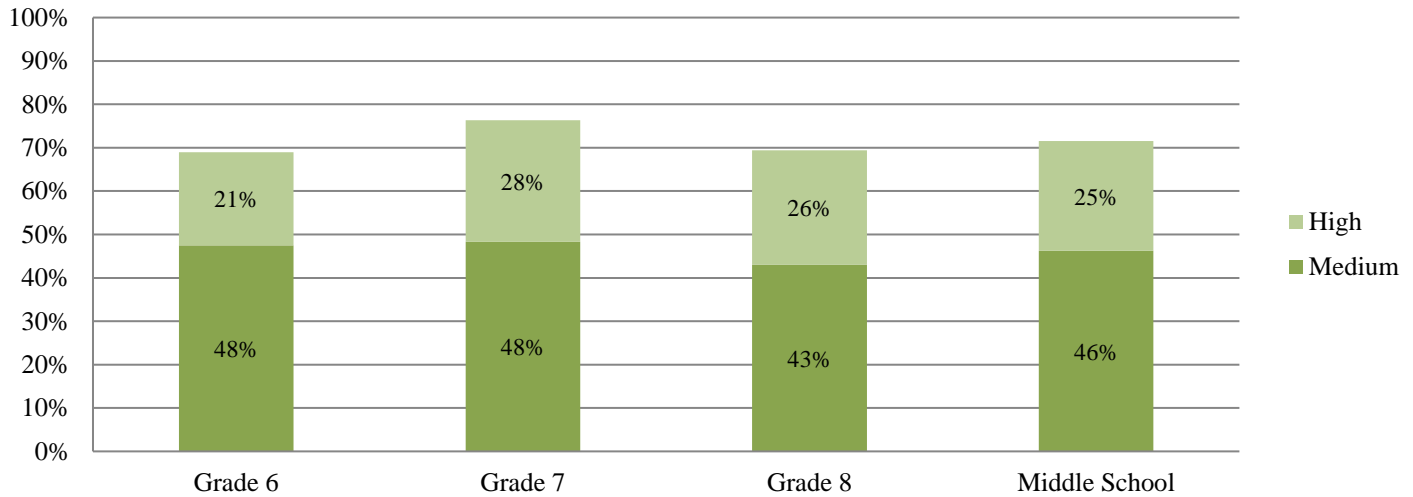
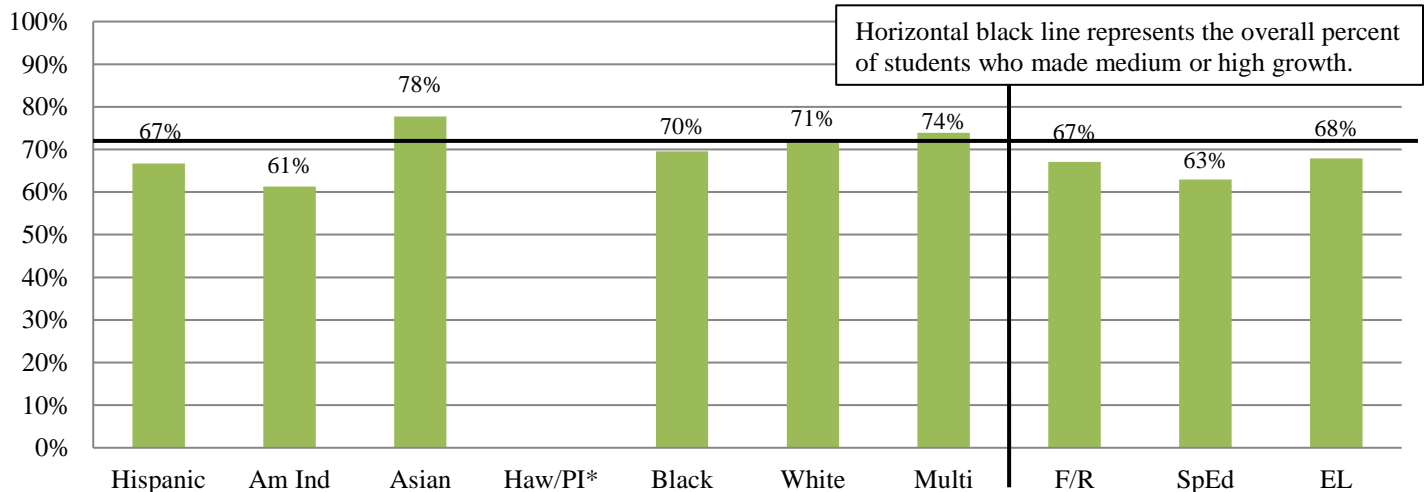


Figure 43: Percent of Middle School Students at Medium or High Growth on the MCA Math Spring 2017 to Spring 2018

Overall, 71% of Anoka-Hennepin middle school students made either medium or high growth from spring 2017 to spring 2018 on the MCA Math. This is down 1% from the previous year’s growth rate. Grade 7 students showed the most growth, at 76%, whereas only 69% of grade 6 and 8 students made medium or high growth.

Middle School MCA All Accountability Math Growth by Student Group



* Data suppressed due to fewer than 10 students in the student group.

Figure 44: Percent of Middle School Students at Medium or High Growth on the MCA Math Sp 2017 to Sp 2018 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 American Indian students (61%) and Asian students (78%), a gap of 17%. These two student groups made medium or high growth at the lowest and highest rates, respectively, of all student groups analyzed.

MCA-III Science Proficiency

In grade 8, 60% of students were proficient on the 2018 MCA All Accountability Science in the district, compared to only 45% of students at the state level.

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

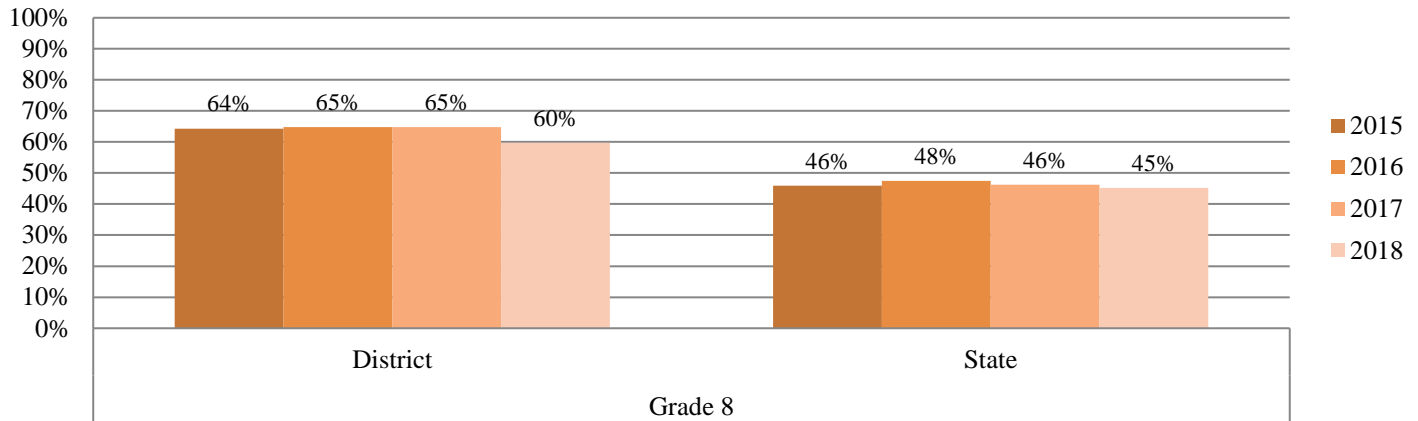


Figure 45: Percent of Grade 8 Students Proficient on MCA Science: 4-Year Comparison

On the MCA Science, Anoka-Hennepin grade 8 students’ proficiency decreased 5% from 2017 to 2018. Although grade 8 students in the district have consistently outperformed the state, our margin above the state also decreased 4% from 19% in 2017 to 15% in 2018.

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

MCA All Accountability Science Proficiency by Student Group: Grade 8

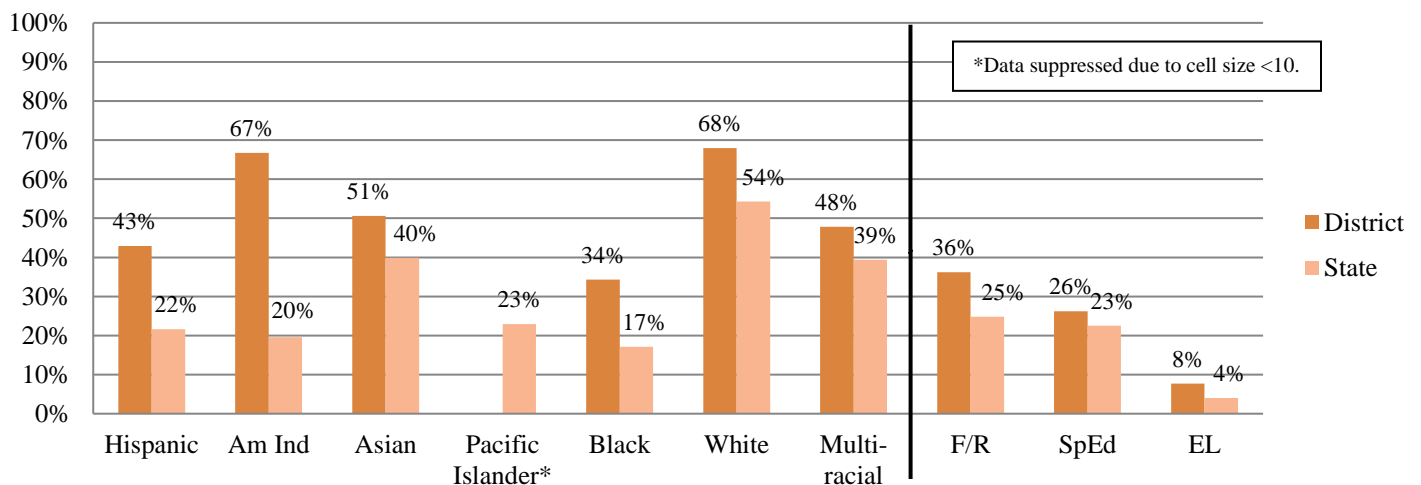


Figure 46: Middle School 2018 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2018 MCA Science, each Anoka-Hennepin grade 8 student group outperformed its state counterpart, often by a wide margin. The largest gap in MCA Science proficiency in grade 8 was between EL and non-EL students, with 54% more non-EL students at proficiency (up from 53% in 2017; comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (36%) and non-F/R students (72%), a gap of 36%.

High School

High School in More Detail

- High School Reading: Grade 10 proficiency on the 2018 MCA All Accountability Reading held steady at 63% since 2017, with Anoka-Hennepin students increasing their margin above the state by 1%.
 - On the MCA Reading, 70% of students made medium or high growth from spring of their 8th grade year, down 5% from last year.
 - The ACT Reading college readiness benchmark was met by 42% of seniors, down 4% since 2017.
- High School Math: Grade 11 proficiency on the 2018 MCA All Accountability Math decreased from 47% to 46% since 2017, with Anoka-Hennepin students continuing to perform below the state by 1%.
 - On the MCA Math, 68% of students made medium or high growth from spring of their 8th grade year, down 3% from 2017.
 - The ACT Math college readiness benchmark was met by 39% of seniors, down 3% from 2017.
- High School Science: High school proficiency on the 2018 MCA All Accountability Science decreased from 63% to 59% since 2017, with Anoka-Hennepin students maintaining a 7% margin above the state.
 - Each Anoka-Hennepin student group performed above its state counterpart on the MCA Science.
 - The percent of seniors who met the ACT Science college readiness benchmark decreased from 40% in 2017 to 38% in 2018.
- High school achievement gap: The achievement gap between students of color and white students widened on the MCA Math and MCA Science, while the gap narrowed on the MCA Reading.
 - 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 2018 MCA Reading, Math, and Science, the largest gap in proficiency rates was between English Learner (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 student groups was between students receiving free or reduced-priced services (F/R students) and non-F/R students, with 23% more non-F/R 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 16% more Asian students making this level of growth.
 - Math: On the MCA Math, the greatest gap in proficiency when considering only ethnic and free/reduced student groups was between American Indian students (23%) and Asian students (52%), and between Hispanic students (23%) and Asian students (52%). The largest gap in percent of students making medium or high growth on the MCA Math was between students receiving special education services (SpEd students) and non-SpEd students, with a gap of 22%.
 - Science: The greatest gap in proficiency on the MCA Science when considering only ethnic and free/reduced student groups was between Black students and White students, with 31% more White students proficient.
- College Readiness: The percent of Anoka-Hennepin 2018 grade 12 students meeting all four ACT college readiness benchmarks was 24%, down 3% from 2017.
 - The percent of seniors participating in at least one potential college-credit earning course while in high school decreased from 90% in 2017 to 82% in 2018.

MCA-III Reading Proficiency

The percent of Anoka-Hennepin students in grade 10 proficient on the MCA All Accountability Reading was 4% higher than the state. Of Anoka-Hennepin students tested, 63% were proficient, whereas 59% of students were proficient at the state level.

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

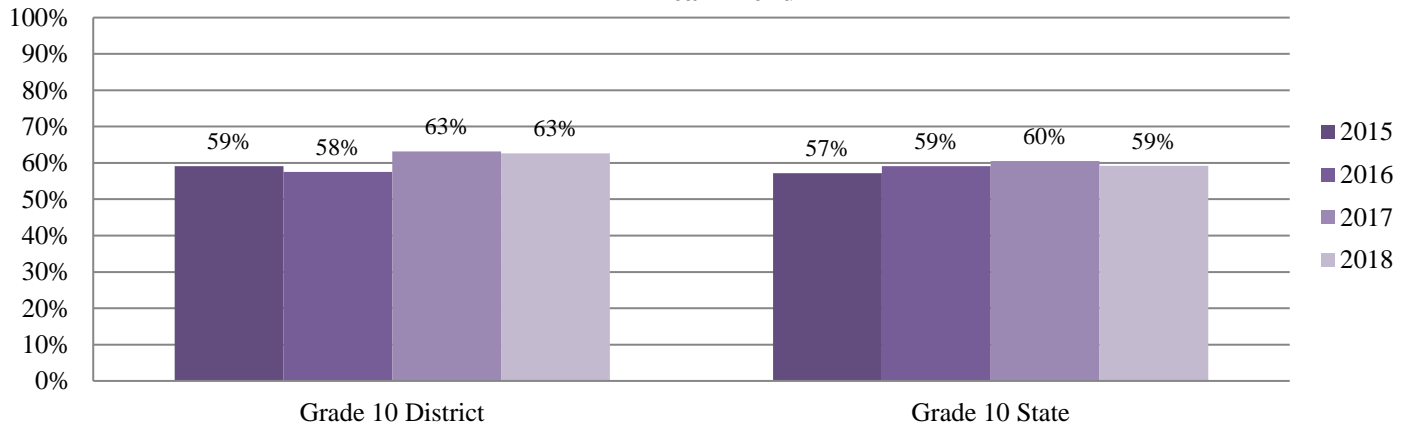


Figure 47: Percent of Grade 10 Students Proficient on MCA Reading: 4-Year Comparison

The proficiency rate of Anoka-Hennepin grade 10 students on the MCA Reading remained at 63% in 2018 after increasing from 58% to 63% from 2016 to 2017.

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

Grade 10 MCA All Accountability Reading Proficiency by Student Group

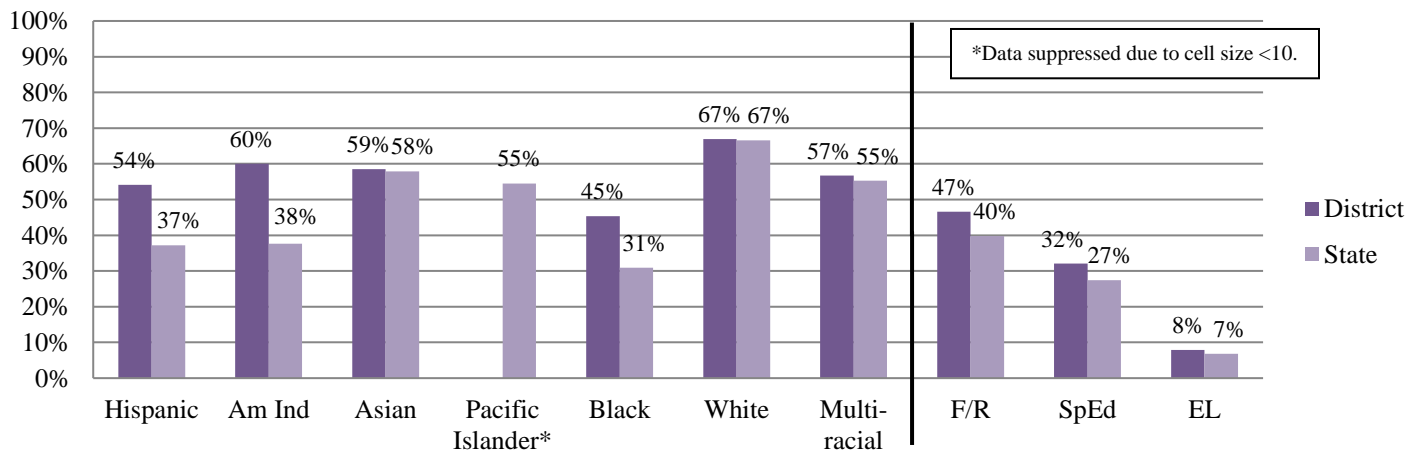


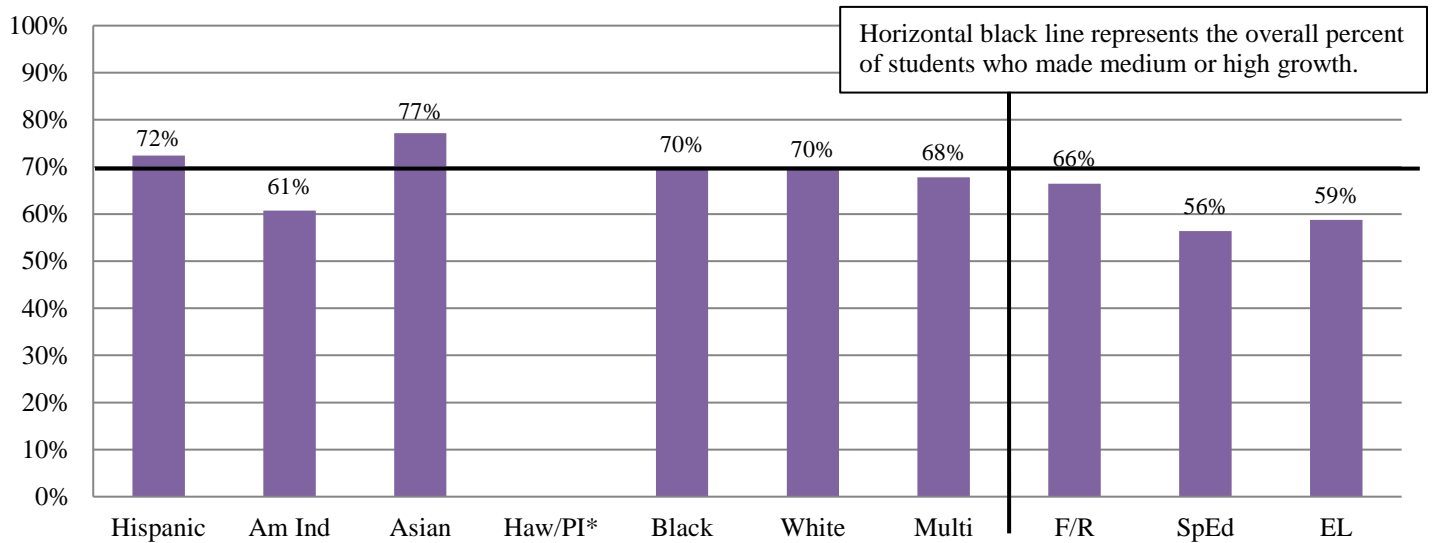
Figure 48: 2018 MCA Reading Proficiency Rate for Grade 10 Students by Student Group: District to State Comparison

On the 2018 MCA Reading, all Anoka-Hennepin student groups outperformed their state counterparts. The largest gap in MCA Reading proficiency at the high school level was between EL and non-EL students, with 57% 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 F/R students (47%) and non-F/R students (70%), a gap of 23%.

MCA-III Reading Growth

Of Anoka-Hennepin grade 10 students, 70% made either medium or high growth from spring of their 8th grade year to spring 2018 on the MCA Reading. This is down from approximately 75% in 2017. In 2018, about 46% of grade 10 students made medium growth and about 24% made high growth.

High School MCA All Accountability Reading Growth by Student Group



* Data suppressed due to fewer than 10 students in the student group.

Figure 49: Percent of Grade 10 Students at Medium or High Growth on the MCA Reading Grade 8 to Spring 2018 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 (61%) and Asian students (77%), a gap of 16%. The student group making medium or high growth at the lowest rate was SpEd students, at 56%.

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, 46% were proficient, whereas 47% of students were proficient at the state level.

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

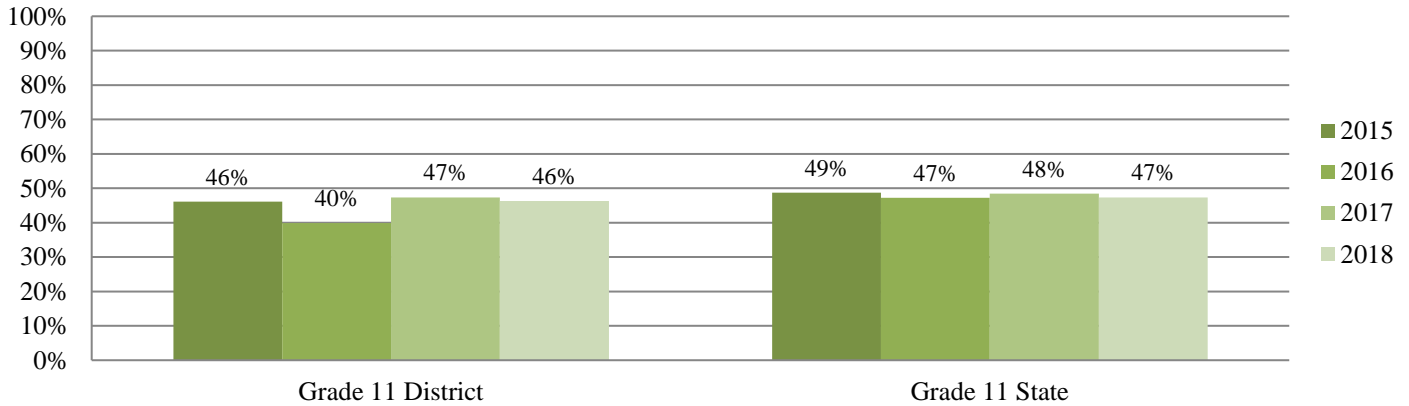


Figure 50: Percent of Grade 11 Students Proficient on MCA Math: 4-Year Comparison

The MCA Math proficiency rate of Anoka-Hennepin grade 11 students decreased 1% from 2017 to 2018 after increasing from 40% in 2016 to 47% in 2017.

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

Grade 11 MCA All Accountability Math Proficiency by Student Group

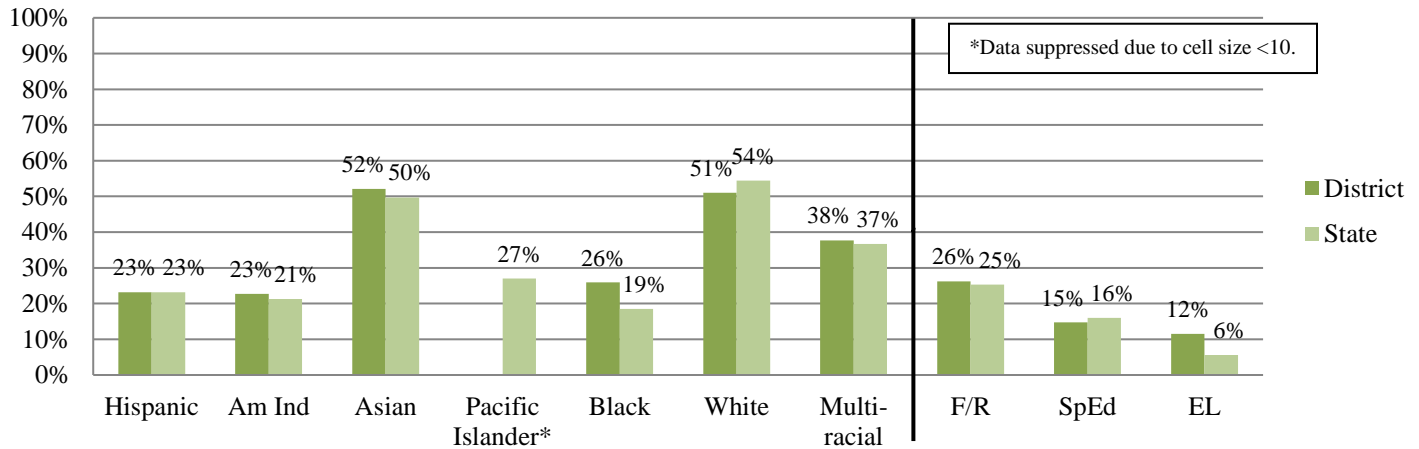


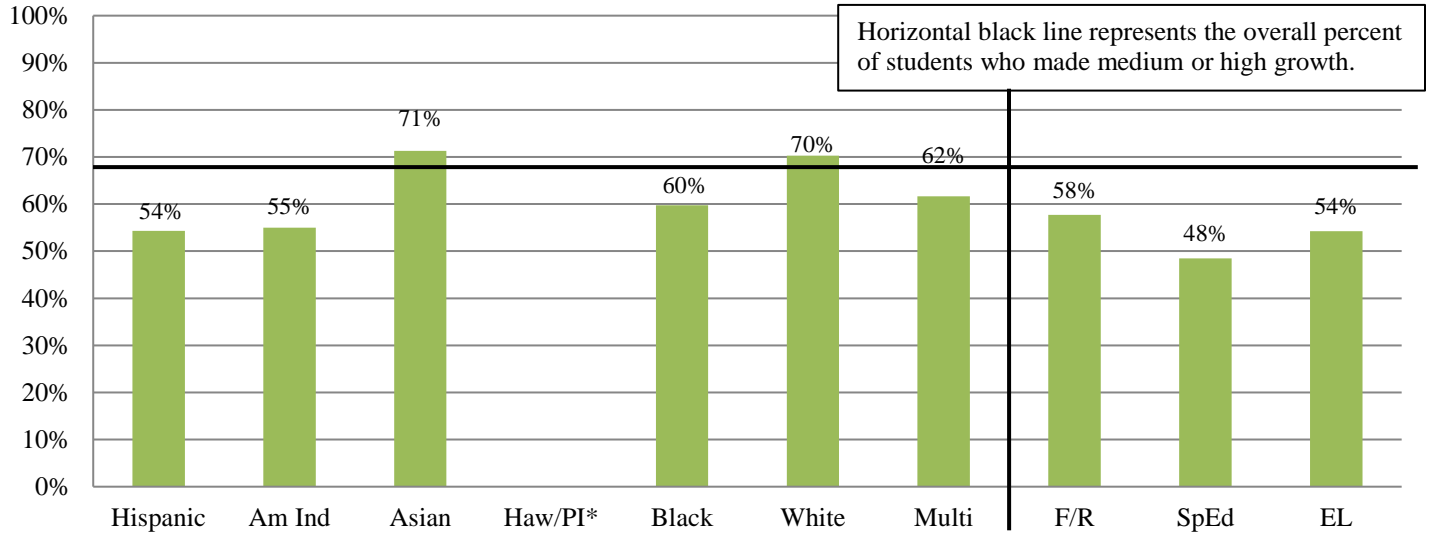
Figure 51: 2018 MCA Math Proficiency Rate for Grade 11 Students by Student Group: District to State Comparison

On the 2018 MCA Math, each student group in Anoka-Hennepin in grade 11 performed the same as or 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 EL and non-EL students, with 36% 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 Hispanic or American Indian students (both at 23%) and Asian students (52%).

MCA-III Math Growth

Of Anoka-Hennepin grade 11 students, 68% made either medium or high growth from spring of their 8th grade year to spring 2018 on the MCA Math, down from 71% last year. Approximately 47% of grade 11 students made medium growth and approximately 22% made high growth.

High School MCA All Accountability Math Growth by Student Group



* Data suppressed due to fewer than 10 students in the student group.

Figure 52: Percent of Grade 11 Students at Medium or High Growth on the MCA Math Grade 8 to Spring 2018 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 (48%) and non-SpEd students (70%; comparison not depicted above), with a gap of 22%. SpEd students made medium or high growth at the lowest rate of all student groups analyzed.

MCA-III Science Proficiency

On the 2017 MCA All Accountability Science, students taking high school biology in Anoka-Hennepin had a proficiency rate of 59%, which was 7% above the state proficiency rate of 52%.

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

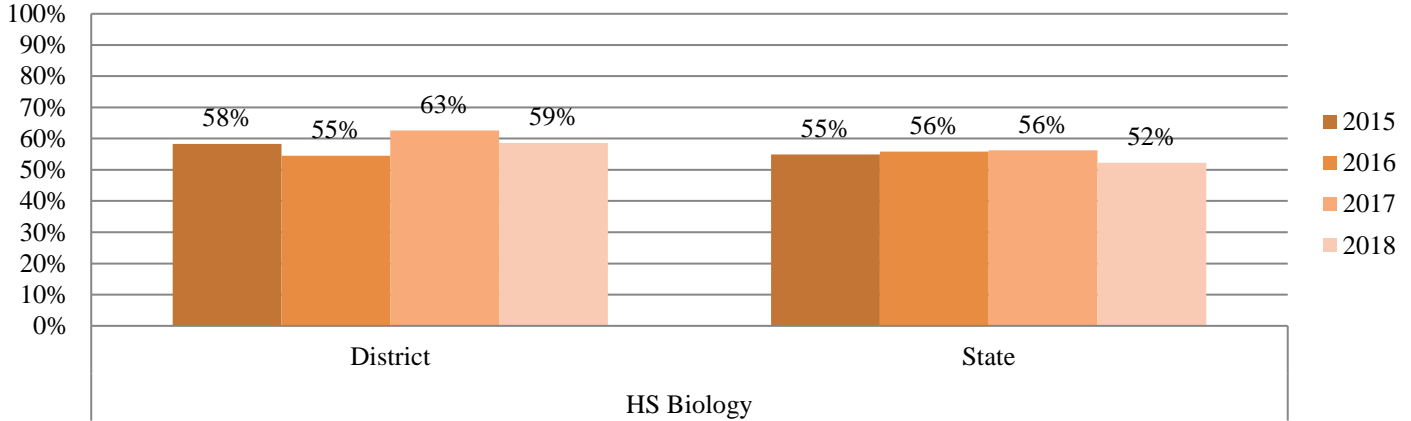


Figure 53: Percent of High School Biology Students Proficient on MCA Science: 4-Year Comparison

Overall, the proficiency rate of Anoka-Hennepin high school biology students taking the MCA Science decreased 4% from 2017 to 2018, mirroring a 4% decline at the state level.

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

MCA All Accountability Science Proficiency by Student Group: HS Biology

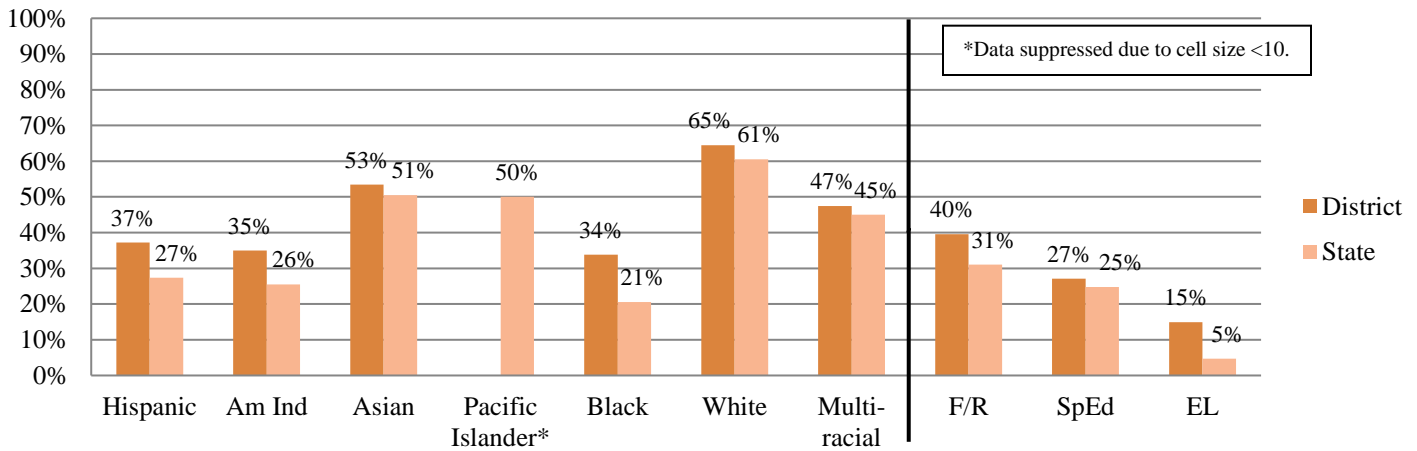


Figure 54: High School 2018 MCA Science Proficiency Rate by Student Group: District to State Comparison

On the 2018 MCA Science, each Anoka-Hennepin student group 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 45% more non-EL students at proficiency (up from 44% in 2017; 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 (65%), with 31% more White students at proficiency.

ACT Participation

The 2017-18 graduating class was the third cohort to have been administered the ACT as a junior class during the school day. The ACT participation rate for the Anoka-Hennepin 2018 seniors held steady at 99%, as in 2017. The ACT data that follows represents the 2018 seniors who took the ACT any time during high school.

ACT Composite Score

The ACT average composite score for Anoka-Hennepin 2018 seniors was 20.4, down 0.4 points from the 2017 average composite score of 20.8. The state experienced a smaller decrease in the average composite score from 21.5 in 2017 to 21.3 in 2018, therefore increasing our margin below the state.

ACT College Readiness Benchmarks

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

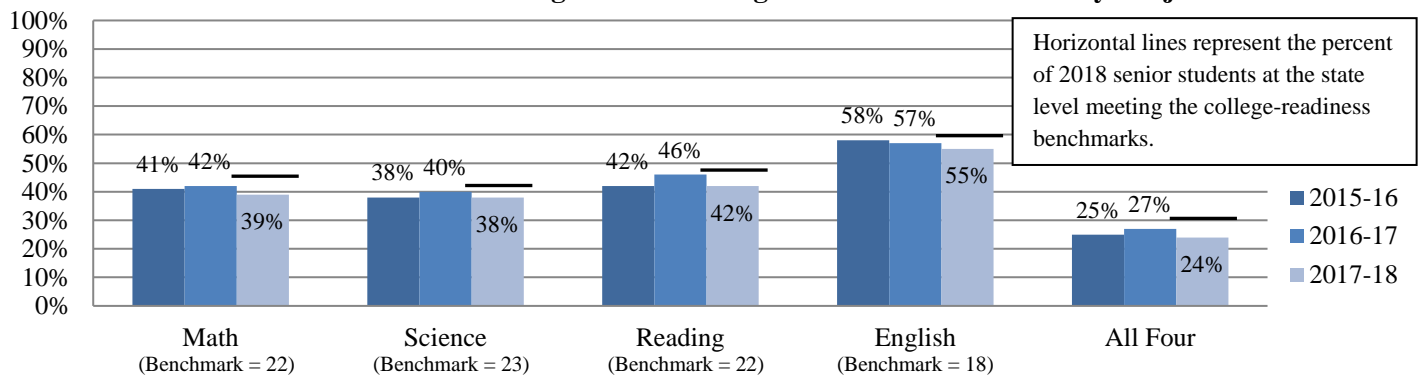


Figure 55: Percent of 2018 Graduating Class Scoring at ACT College-Readiness Benchmarks by Subject

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 24%, down 3% from 2017.

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

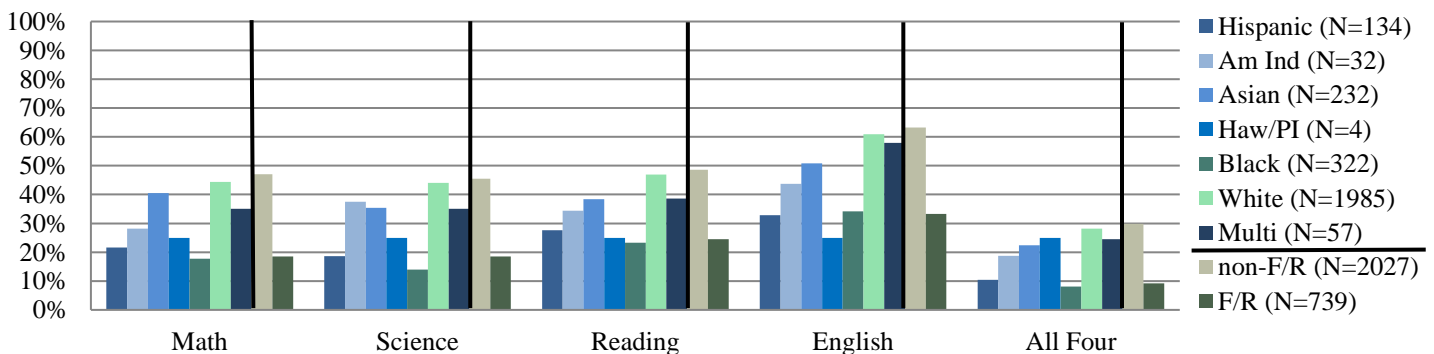


Figure 56: Percent of the 2018 Graduating Class Meeting the ACT College-Readiness Benchmarks by Student Group

Of the 2018 seniors, less than 20% of each of the following student groups met all four ACT college readiness benchmarks: Hispanic students, American Indian students, Black students, and F/R students. In contrast, 28% of White students, 25% of multi-racial students, 22% of Asian students, and 30% 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: 7-Year Trend

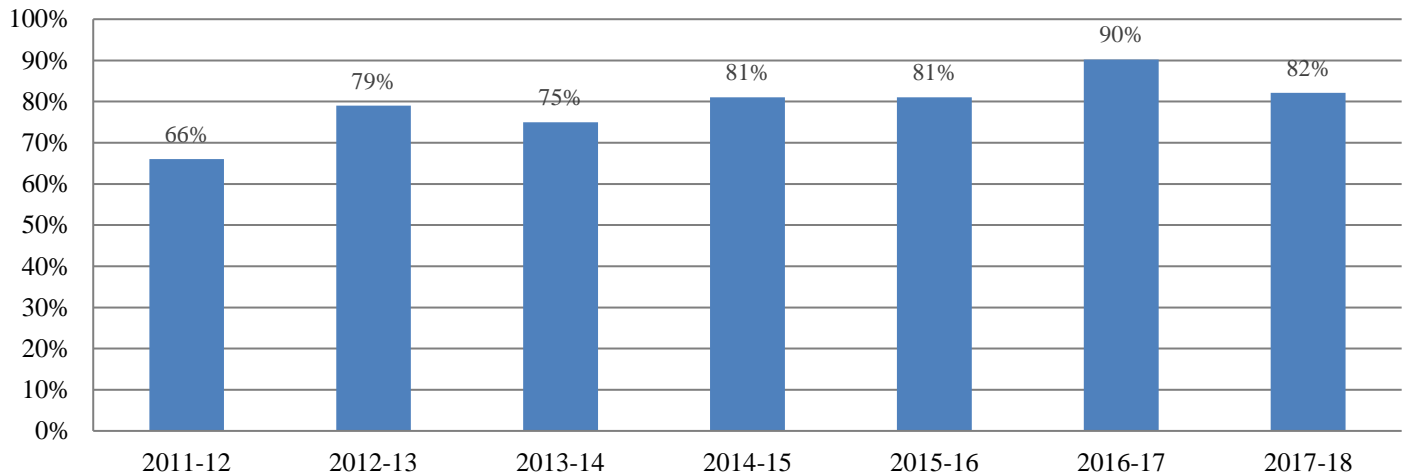


Figure 57: Senior Class Participation in Potential College-Credit Earning Courses: 7-Year Trend

The percent of senior students participating in at least one potential college-credit earning course throughout their high school career had been increasing relatively steadily over the last several years, but decreased this past year from 90% among the 2016-17 senior class to 82% among the 2017-18 senior class.

Maximum Gap in Participation in Potential College-Credit Earning Courses

Percent of Seniors Taking at Least One Potential College-Credit Earning Course While in High School by Student Group

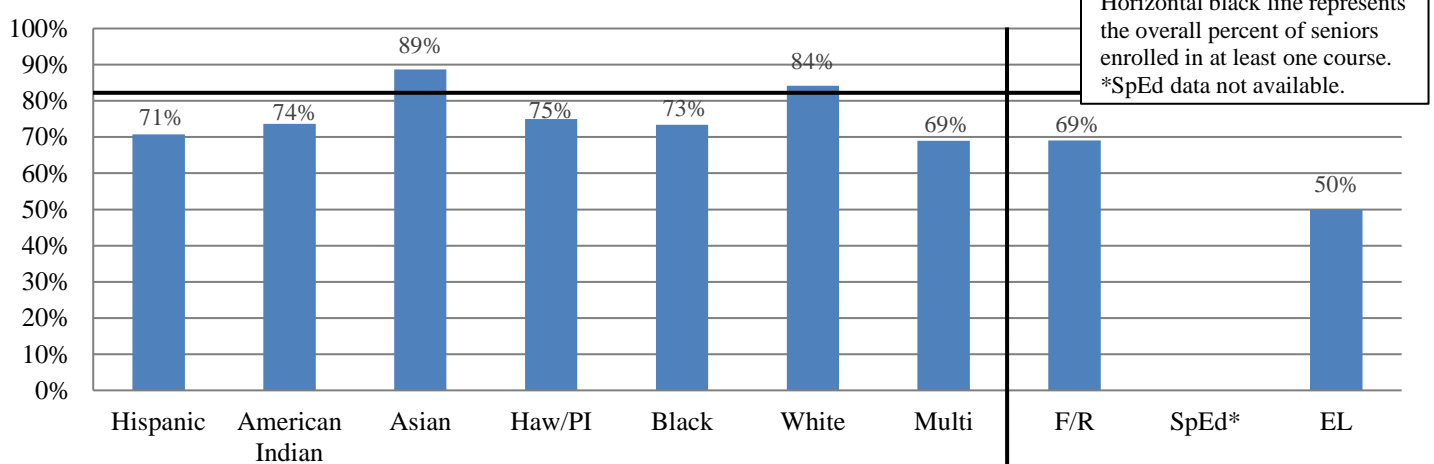
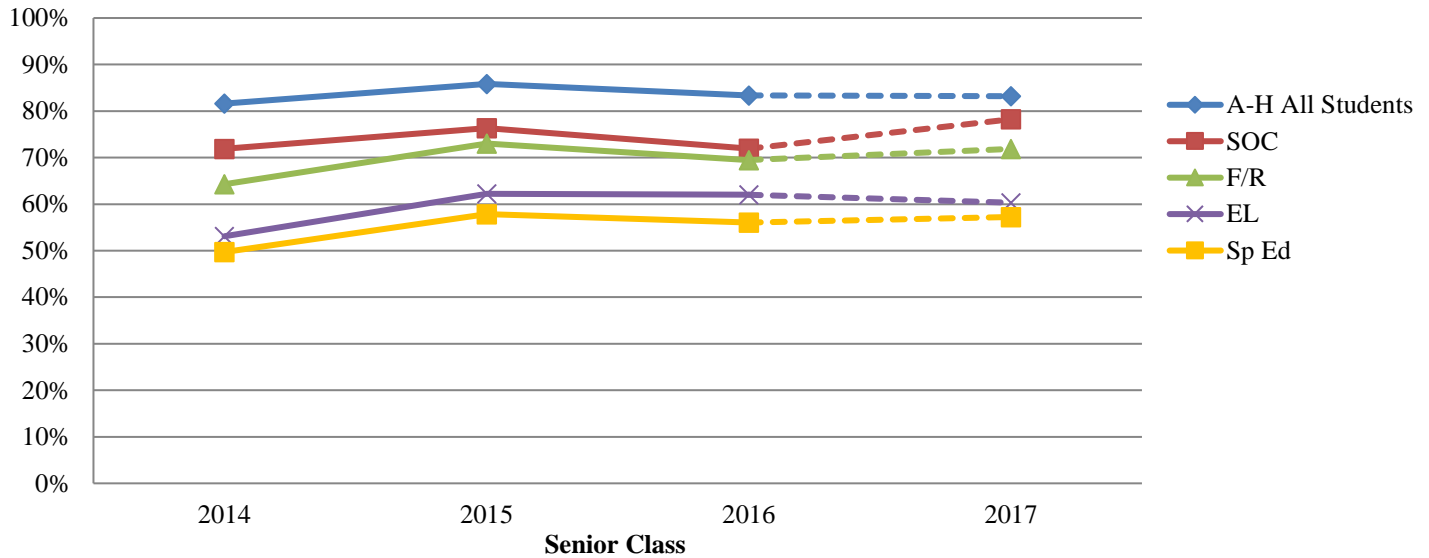


Figure 58: 2017-18 Senior Class Participation in Potential College-Credit Earning Courses by Student Group

The largest gap in the percent of 2017-18 seniors who have taken at least one potential college-credit earning course at any time throughout high school was between EL students (50%) and non-EL students (83%; comparison not depicted above), with a gap of 33%. When considering only free/reduced and ethnic student groups, the largest gap was between multi-racial students (69%) and Asian students (89%), a gap of 20%.

Four-year Graduation Rate (9-12 cohort)

Historical Four-year Graduation Rates



Note: The dotted line indicates a change in how graduation rates were calculated from 2016 to 2017. In essence, this change pertained to how dropouts who had transferred schools during high school were ultimately assigned to a school for the purpose of calculating that school's graduation rate. Rather than assign dropouts to their most recent school, as had been done in the past, the new rule required that students had attended their most recent school for half an academic year or more. Otherwise, students would be assigned to a previous school where they had spent a greater proportion of their time in high school.

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

Graduation rates from 2017 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 2017 (representing the four-year graduation rate of the class of 2017) was approximately 83% for Anoka-Hennepin students, as it was the previous year. This matched the state-level graduation rate for the class of 2017 of approximately 83%. Compared to last year, the graduation rate increased for students of color, F/R students, and SpEd students, and decreased 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, 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)
 - 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.

Each district must develop a plan that addresses the following five goals that serve as indicators of the success related to the components contained in the World’s Best Workforce legislation:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school.

Broad Outcomes Impacted

Outlined below are the action steps Anoka-Hennepin is taking toward achieving the five the WBWF goals highlighted above. In addition, Anoka-Hennepin evaluation and monitoring tools are noted as well as graphs indicating progress toward these goals.

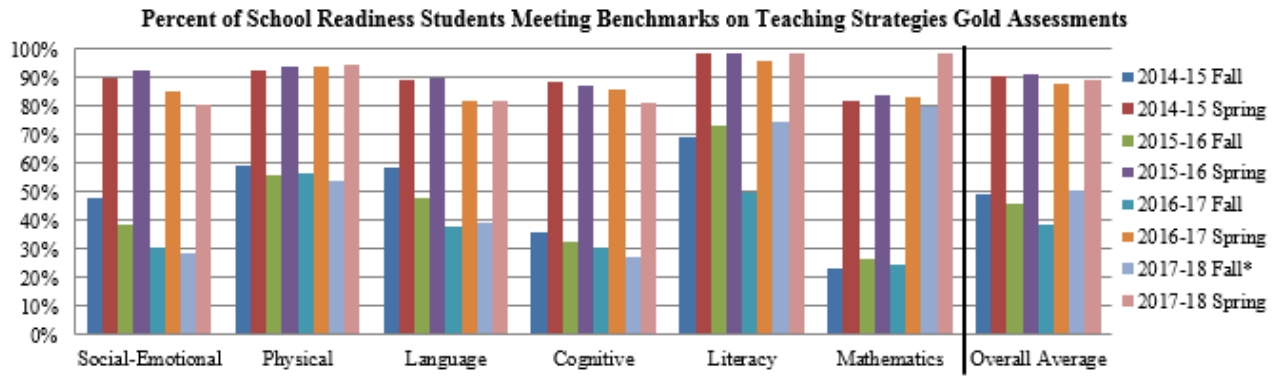
Key:

- The action steps are indicated by a solid bullet.
 - The evaluation/monitoring are indicated by an open bullet, and further indentation with additional information provided in a few cases, as well.
 - Data depicting progress in each area are following the action steps and monitoring tools.

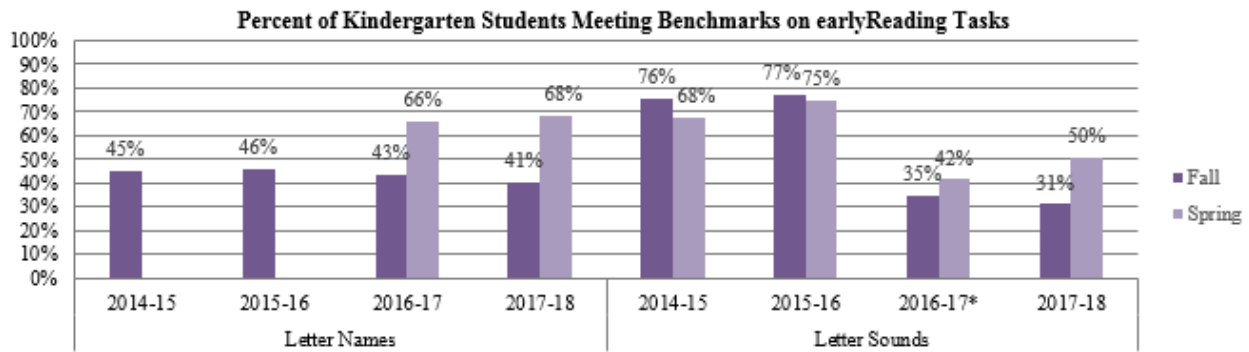
Goal 1: All Students Ready for Kindergarten

This WBWF goals requires districts to ensure all students are ready to enter kindergarten. In Anoka-Hennepin, not all students participate in a district preschool program prior to kindergarten. Assessments and results in this section provide data for students who are enrolled in the Anoka-Hennepin preschool programs School Readiness and Kindergarten Readiness. The other two graphs in this section display the percent of all kindergarten students in Anoka-Hennepin meeting local benchmarks using the FAST earlyReading assessment tool, and the percent of all kindergarten students meeting or exceeding the spring Concepts of Math (CoM).

- 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.

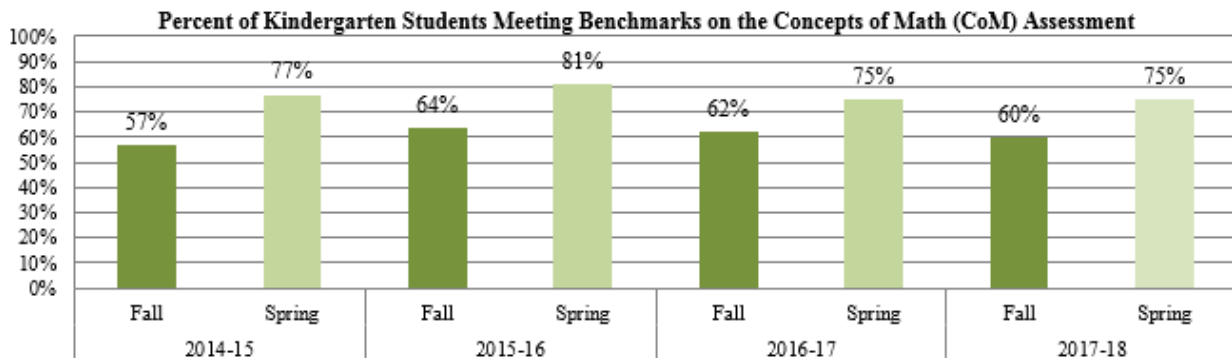


* Fall benchmarks changed in 2017-18.



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 early childhood performance data.

Goal 2: All Students in Third Grade Achieving Grade-Level Literacy

This WBWF goal requires districts to have all students in third grade achieving grade-level literacy. This next section describes the assessments and results for this WBWF goal.

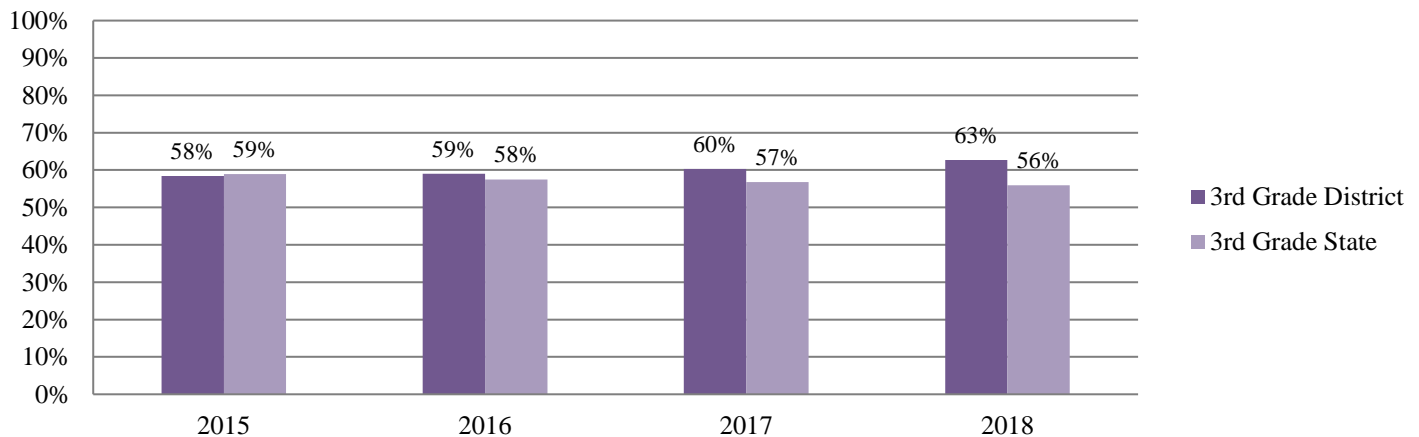
- Use our curriculum development process to assure that curriculum, assessment, and instruction are aligned to grade level literacy standards.
 - Formative Assessment System for Teachers (FAST): Early Reading.
 - MN Comprehensive Assessment (MCA) in Reading.
- Provide professional development for teachers 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.
- Northwest Evaluation Association (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.
 - Northwest Evaluation Association (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.
 - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) (Grades 2 & 3).
 - MN Comprehensive Assessment (MCA) in Reading.

Grade 3 All Accountability Reading Proficiency Rates



Goal 3: Closing Achievement Gap(s)

The next WBWF goal requires districts to reduce the achievement gap between student groups. Assessments and results are described in this next section.

- Achievement Integration (AI) – 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.

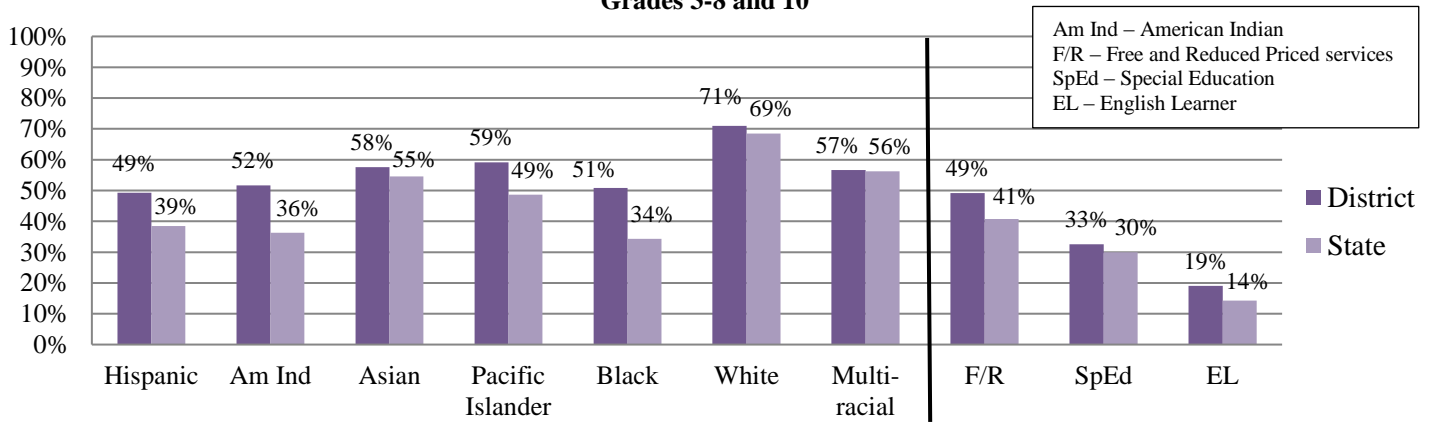
- Anti-bullying survey.
- MN Student Survey.
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
- MN Comprehensive Assessment (MCA) in Mathematics.
- MN Comprehensive Assessment (MCA) in Reading.
- MN Comprehensive Assessment (MCA) in Science.

- Math professional development focused on instructional practice (Kanold & Associate strategies).
 - Passing rates in coursework.
 - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
 - MN Comprehensive Assessment (MCA) in Mathematics.

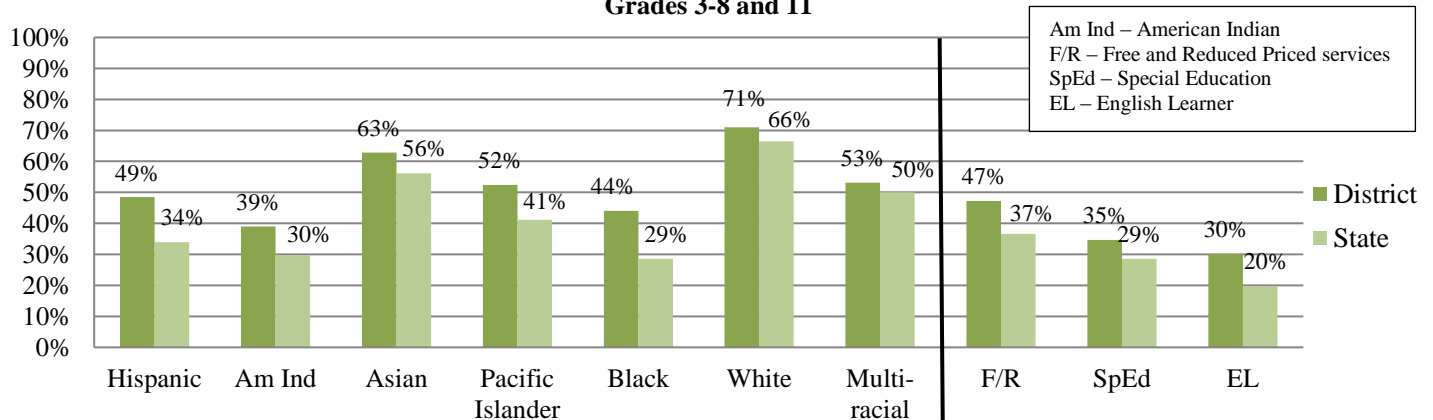
- Instructional coaches at elementary.
 - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
 - MN Comprehensive Assessment (MCA) in Mathematics.
 - MN Comprehensive Assessment (MCA) in Reading.
 - MN Comprehensive Assessment (MCA) in Science.

- Coaching from local experts for mathematics at secondary.
 - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
 - MN Comprehensive Assessment (MCA) in Mathematics.

**2018 Overall MCA All Accountability Reading Proficiency by Student Group:
Grades 3-8 and 10**

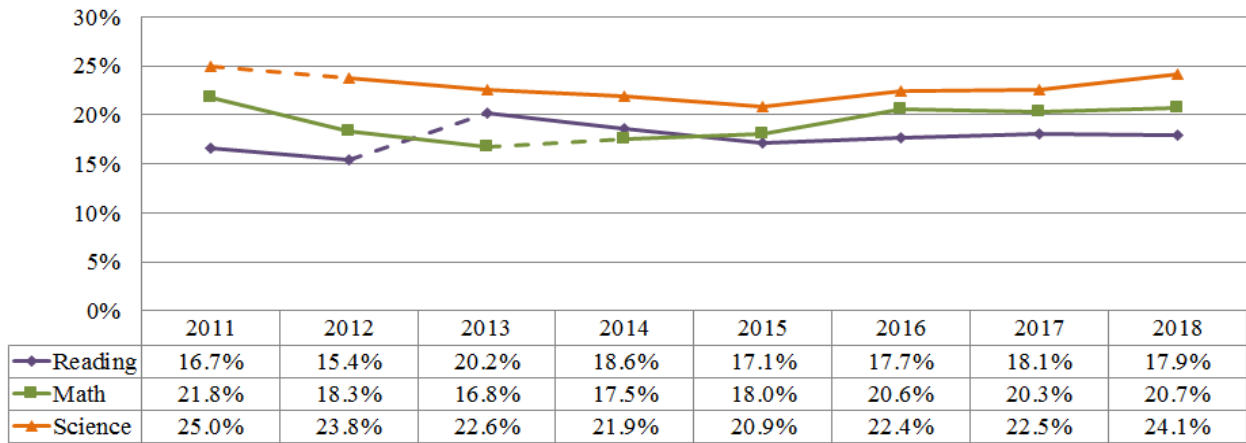


**2018 Overall MCA All Accountability Math Proficiency by Student Group:
Grades 3-8 and 11**



Difference in proficiency rates between white students and students of color

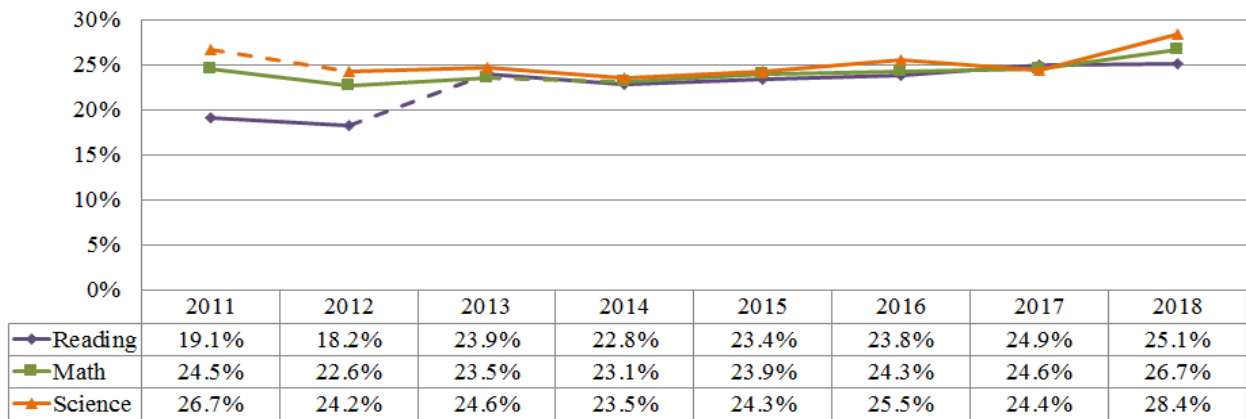
Note scale limit



Note: dotted line indicates a change in test from one year to the next; for math, change in grade 11 only

Difference in proficiency rates between non-FR students and FR students

Note scale limit



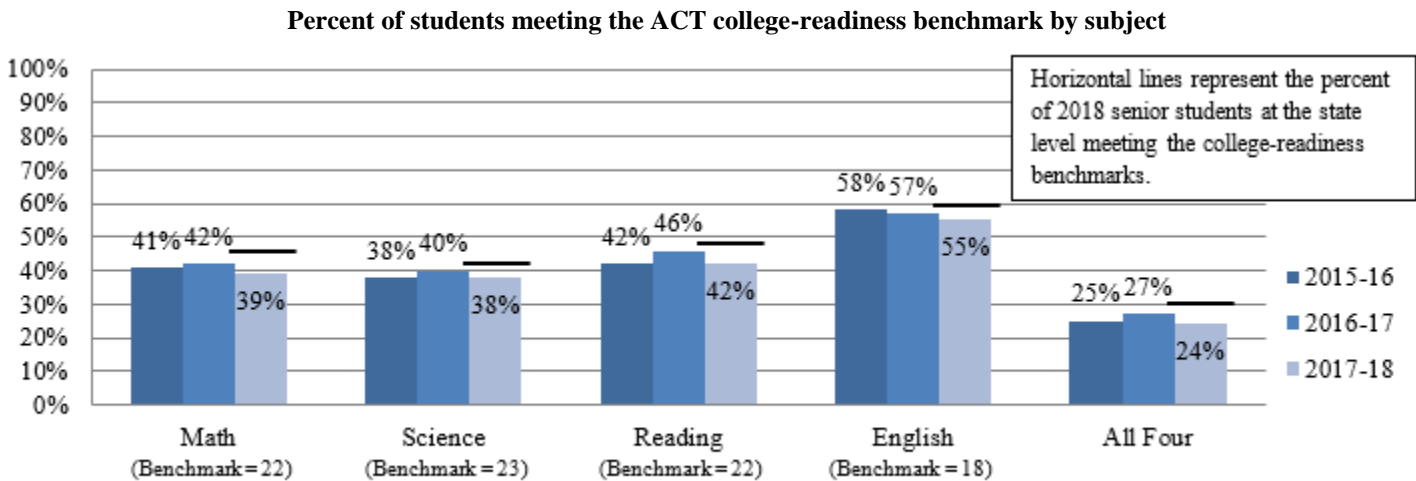
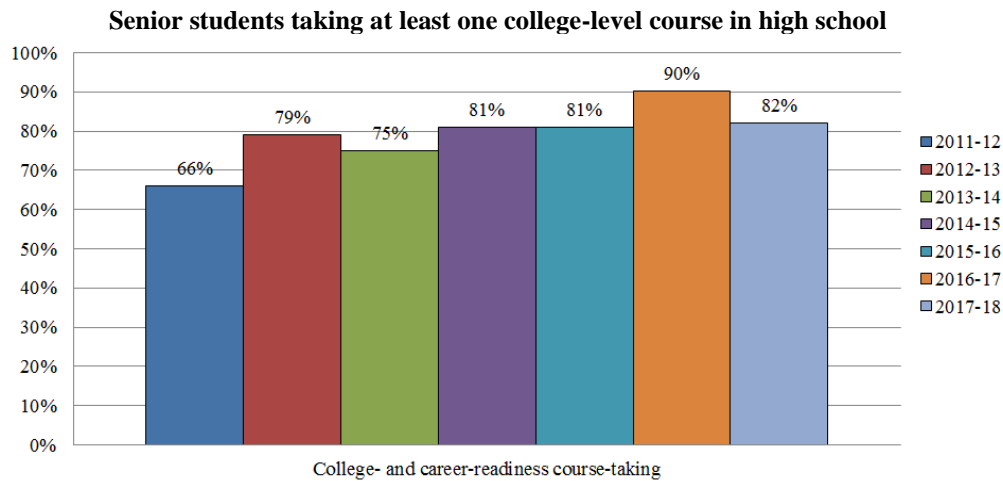
Note: dotted line indicates a change in test from one year to the next; for math, change in grade 11 only
FR=Free/Reduced indicating students qualifying for free or reduced-priced services

Goal 4: All Students Career-and-College Ready by Graduation

The next WBWF goal requires all students are career and college ready by graduation. Assessments and results are described below.

- 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.
 - Anti-Bullying & Anti-Harassment efforts.
- Offer more advanced courses through Telepresence.



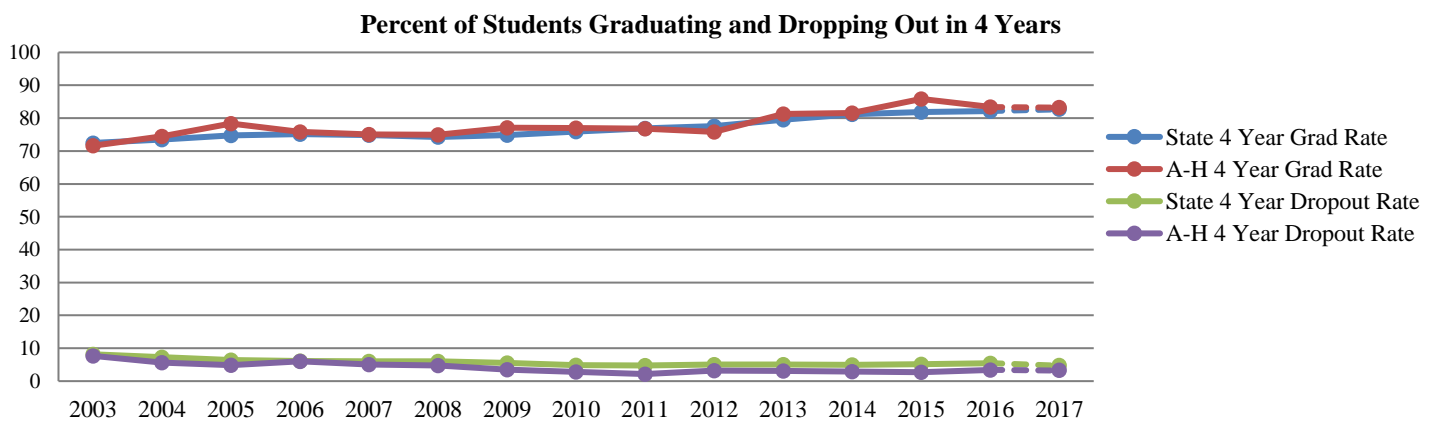
Goal 5: All Students Graduate

The fifth WBWF goal requires districts to ensure all students graduate from high school. The assessments and results Anoka-Hennepin is using are described below.

- 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.
 - Attendance data in middle schools.
 - Behavior referrals.
 - Course completion rates.
 - Placement trends.

- Monitor attendance, behavior & coursework data from high school (incorporating MEIRS data).
 - Passing rates in high school courses.
 - Monitor 25% failures by section (e.g., data dashboard).
 - Attendance data in high 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).
 - StepAhead Online High School (students can attend statewide).
 - Graduation rates.
 - Course completion rates.
 - Enrollment.



Note: Dotted line indicates change in how the graduation and dropout rates were calculated.