



STRIVING TOWARD ACADEMIC EXCELLENCE

Including World's Best Workforce, Achievement and Integration

October 28, 2024



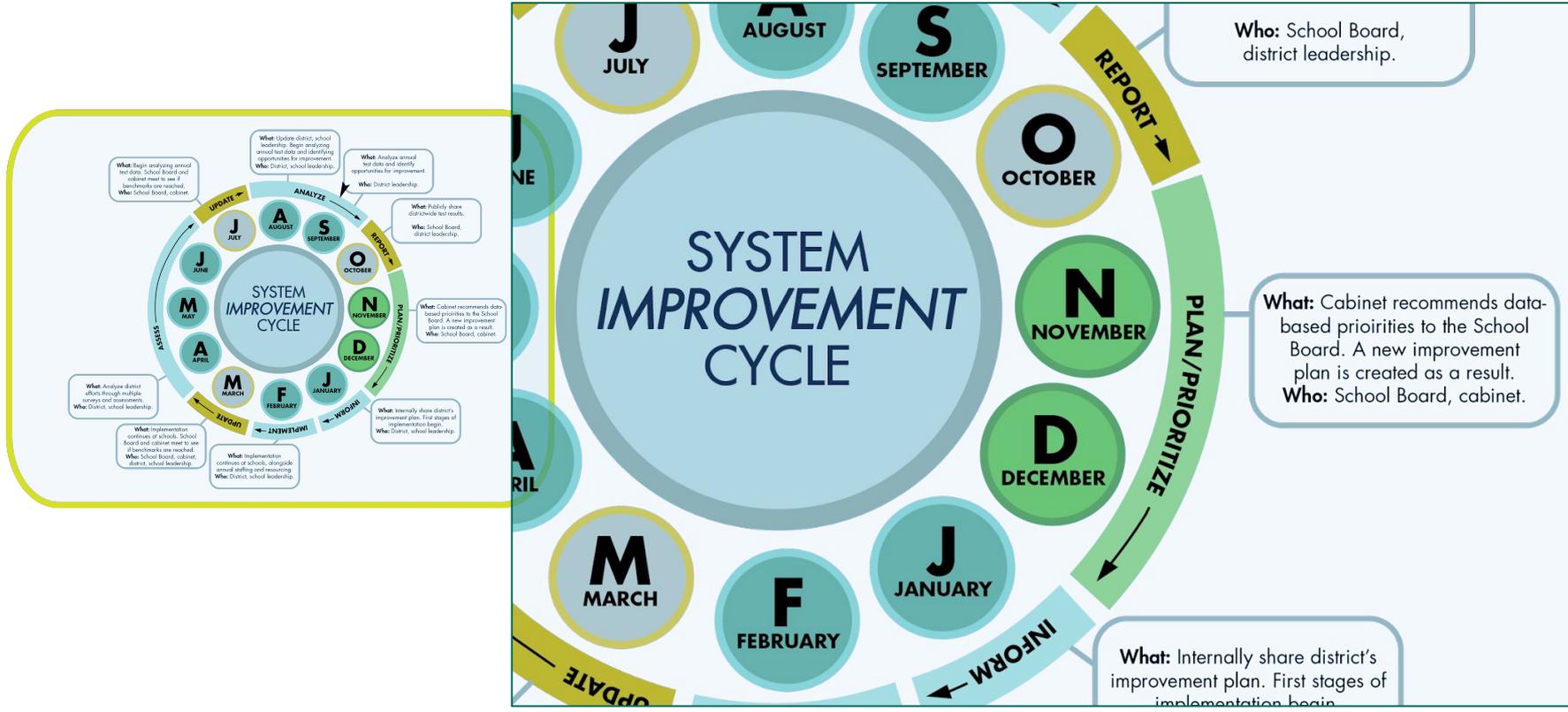
PRESENTATION OVERVIEW

- Anoka-Hennepin continuous improvement process.
- World's Best Workforce legislative components.
- Achievement and integration legislative components.
- Student perception.
- Student achievement.



CONTINUOUS IMPROVEMENT

Gathering, analyzing and prioritizing info to reach mission, vision and goals





CONTINUOUS IMPROVEMENT

Gathering, analyzing and prioritizing info to reach mission, vision and goals

District scorecard: Annual monitoring and reporting tool used for district, school and department improvement planning and goal setting.

District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend					
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend
A1.1: Early Childhood (EC) achievement	Percent of EC students assessed who meet/exceed expected spring benchmark	< 60%	60-69%	70-79%	80-90%	> 90%	59.7%	65.6%	68.7%	61.5%		↑
A1.2: Kindergarten (K) reading readiness	Percent of tested K students who meet/exceed expected fall benchmark	< 60%	60-69%	70-79%	80-90%	> 90%						
A1.3: Maximum gap in kindergarten reading readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 30%	24-30%	15-24%	10-15%	5-10%						
A1.4: MCA-III reading proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%							
A1.5: Maximum gap in MCA-III reading proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 20%	15-20%	10-15%	5-10%							
A1.6: MCA-III reading growth	Percent of all students who meet medium or high growth	< 60%	60-69%	70-79%	80-90%	> 90%						
A1.7: Kindergarten (K) math readiness	Percent of tested K students who meet/exceed expected fall benchmark	< 60%	60-69%	70-79%	80-90%	> 90%						
A1.8: Maximum gap in kindergarten math readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 30%	24-30%	15-24%	10-15%	5-10%						
A1.9: MCA-III math proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%							
A1.10: Maximum gap in MCA-III math proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 20%	15-20%	10-15%	5-10%							
A1.11: MCA-III math growth	Percent of all students who meet medium or high growth	< 60%	60-69%	70-79%	80-90%	> 90%						
A1.12: MCA-III science proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%							
A1.13: Maximum gap in MCA-III science proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 20%	15-20%	10-15%	5-10%							
A1.14: MCA-III reading statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA reading	< 40%	40-54%	55-69%	70-85%	> 85%	43.2%	35.0%	36.8%	33.3%		↑
A1.15: MCA-III math statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA math	< 40%	40-54%	55-69%	70-85%	> 85%						
A1.16: MCA-III science statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA science	< 40%	40-54%	55-69%	70-85%	> 85%						

District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend					
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend
A2.1: 3 rd grade MCA-III reading proficiency	Percent of tested 3 rd grade students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%							
A2.2: 8 th grade MCA-III math proficiency	Percent of tested 8 th grade students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%							
A2.3: Participation in ACT	Percent of graduating class who participated in the ACT	< 75%	75-79%	80-84%	85-90%							
A2.4: ACT composite score	Average composite score of graduating class who took the ACT	20 or below	>20 and ≤21	>21 and ≤22	>23 and ≤24							
A2.5: ACT college readiness	Percent of senior students who meet or exceed all four subject readiness benchmarks	< 30%	30-39%	40-49%	50-60%							
A2.6: 4-year graduation rate	Percent of students graduating in four years, following a cohort from 9 th to 12 th grade	< 90%	90-92%	93-95%	96-98%							
A2.7: Participation in potential college-credit earning courses	Percent of senior students who participated in at least one potential college-credit earning course (PSEO, CS, S2, AP, IB, etc.) during their four years in high school	< 50%	50-64%	65-79%	80-95%							
A2.8: Maximum gap in potential college-credit earning courses participation	Percent difference between highest and lowest participating student groups (considering F/R and ethnic student groups)	>25%	21-25%	16-20%	10-15%							

District Scorecard B: Implementing "best in class" leadership and management practices													
Indicators	Descriptions	Levels					Trend						
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend	
B1: Employee engagement	Percent of overall engagement reported across items on employee survey participants	< 70%	70-81%	82-87%	88-95%	> 95%	84.2%	85.0%	80.7%	83.0%	83.0%	78.9%	↓
B2: Supervisor support	Percent of engagement across supervisor support items reported by employee survey participants	< 70%	70-81%	82-87%	88-95%	> 95%	81.8%	84.5%	79.4%	82.0%	81.0%	78.2%	↓
B3: School improvement goal attainment	Percent of math and reading school improvement goals that are met	< 75%	75-79%	80-84%	85-90%	> 90%	5.2%	41.2%	16.3%	27.0%	27.0%	5%	↓
B4: PALS completion	Percent of scheduled performance appraisals that are completed within the appropriate timeframe	< 85%	85-89%	90-94%	95-99%	> 99%	77.5%	82.0%	91.7%	89.9%	83.0%	83.0%	↓

District Scorecard C: Expanding professionalism for all administration and staff												
Indicators	Descriptions	Levels					Trend					
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend
C1: Professionalism	Percent of staff who meet or exceed expectations on professionalism survey	< 80%	80-84%	85-89%	90-95%							
C2: Communication	Percent of staff who meet or exceed expectations on communication survey	< 80%	80-84%	85-89%	90-95%							
C3: Leadership	Percent of staff who meet or exceed expectations on leadership survey	< 80%	80-84%	85-89%	90-95%							
C4: Collaboration	Percent of staff who meet or exceed expectations on collaboration survey	< 80%	80-84%	85-89%	90-95%							
C5: Professionalism	Percent of staff who meet or exceed expectations on professionalism survey	< 80%	80-84%	85-89%	90-95%							

District Scorecard D: Maximizing student learning and minimizing the achievement gap													
Indicators	Descriptions	Levels					Trend						
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend	
D1: Student engagement	Percent of overall engagement reported across items by surveyed students	< 70%	70-81%	82-87%	88-95%	> 95%	84.8%	88.5%	85.0%	86.3%	86.3%	78.9%	↓
D2: Maximum gap in student engagement	Percent difference between highest and lowest student groups (considering ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	5.0%	4.3%	3.7%	4.5%	5.7%	8.0%	↓
D3: Students with no out of school suspension/digital disciplinary referrals	Percent of students who do not have an out of school suspension/digital disciplinary referral	< 70%	70-81%	82-87%	88-95%	> 95%	95.1%	96.8%	93.0%	95.1%	94.0%	94.0%	↓
D4: Maximum gap in students with no out of school suspension/digital disciplinary referrals	Percent difference between highest and lowest student groups (considering F/R, S/Ed, ML, and ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	3.5%	3.3%	3.3%	3.3%	3.3%	3.3%	↓
D5: Maximum gap in students with suspension referrals	Percent difference between highest and lowest student groups (considering F/R, S/Ed, ML, and ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	0.6%	0.1%	NA	NA	NA	NA	↓
D6: Overall average student attendance rate	Overall average percent of days students were in attendance	< 89%	89-91%	92-94%	95-98%	> 98%	94.9%	NA	NA	92.0%	92.4%	92.4%	↓
D7: Maximum gap in overall average student attendance rate	Percent difference between highest and lowest student groups (considering F/R, S/Ed, ML, and ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	4.0%	NA	NA	3.8%	7.1%	11.1%	↓
D8: Overall consistent attendance rate	Percent of students who attended at least 90% of their days enrolled	< 89%	89-91%	92-94%	95-98%	> 98%	87.1%	NA	NA	78.0%	78.8%	78.8%	↓
D9: Maximum gap in overall consistent attendance rate	Percent difference between highest and lowest student groups (considering F/R, S/Ed, ML, and ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	18.0%	NA	NA	22.0%	18.9%	14.2%	↓
D10: Participation in extra-curricular activities	Percent of high school students participating in extra-curricular activities	< 40%	40-50%	51-60%	60-70%	> 70%	49.1%	44.1%	54.2%	44.5%	58.0%	58.0%	↑
D11: Maximum gap in extra-curricular activity participation	Percent difference between highest and lowest student groups (considering F/R, S/Ed, ML, and ethnic student groups)	> 20%	21-25%	16-20%	10-15%	< 10%	26.4%	24.3%	34.9%	27.8%	26.6%	26.6%	↓

WORLD'S BEST WORKFORCE



Legislative components

- Clearly defined goals.
- A process for assessing student progress.
- A system to review staff effectiveness.
- Quality instruction and curriculum.
- Effective educational practices.
- Budget aligned to learning.

WBWF LEGISLATIVE COMPONENTS



Overview of Anoka-Hennepin Schools' approach to WBWF components

WBWF components

Anoka-Hennepin strategies

Clearly defined goals

Goals based on data that cascade through the system.

A process for assessing student progress

Use of a comprehensive assessment system throughout all levels and departments, analyzed and disaggregated in multiple ways.

A system to review staff effectiveness

All staff are regularly scheduled for performance appraisal and teachers participate in QComp.

Quality instruction and curriculum

QComp observations focus on instruction, curriculum are aligned to standards and materials undergo a rigorous review.

Effective educational practices

The district employs a variety of evidence-based practices such as PLC structures, MTSS, and standards-based practices.

Budget aligned to learning

Over 75% of the district budget is directly aligned to classrooms.

ACHIEVEMENT AND INTEGRATION



Legislative components

Achievement and integration is established to:

- Reduce disparities in academic achievement based on students' diverse racial, ethnic and economic backgrounds.
- Reduce disparities in equitable access to effective and more diverse teachers among racially, ethnically and economically diverse students.
- Increase racial and economic diversity and integration.

Minnesota statute 124D.861-862

THREE-YEAR PLAN (2024-2026)



Overview of Anoka-Hennepin Schools' approach to A&I components

A&I components

Anoka-Hennepin strategies

Career and college readiness and rigorous coursework

Advancement via Individual Determination (AVID), International Baccalaureate (IB), Magnet/specialty school programming.

Professional development

Professional development on effective teaching practices and academic achievement of all students.

Targeted interventions to improve achievement

Middle school and high school reading and math intervention teachers.

Family engagement

Student support advocates, cultural liaisons, Northwest Suburban Integration School District (NWSISD) partnership.

Integrated and innovative learning environments

Magnet/specialty school programming.

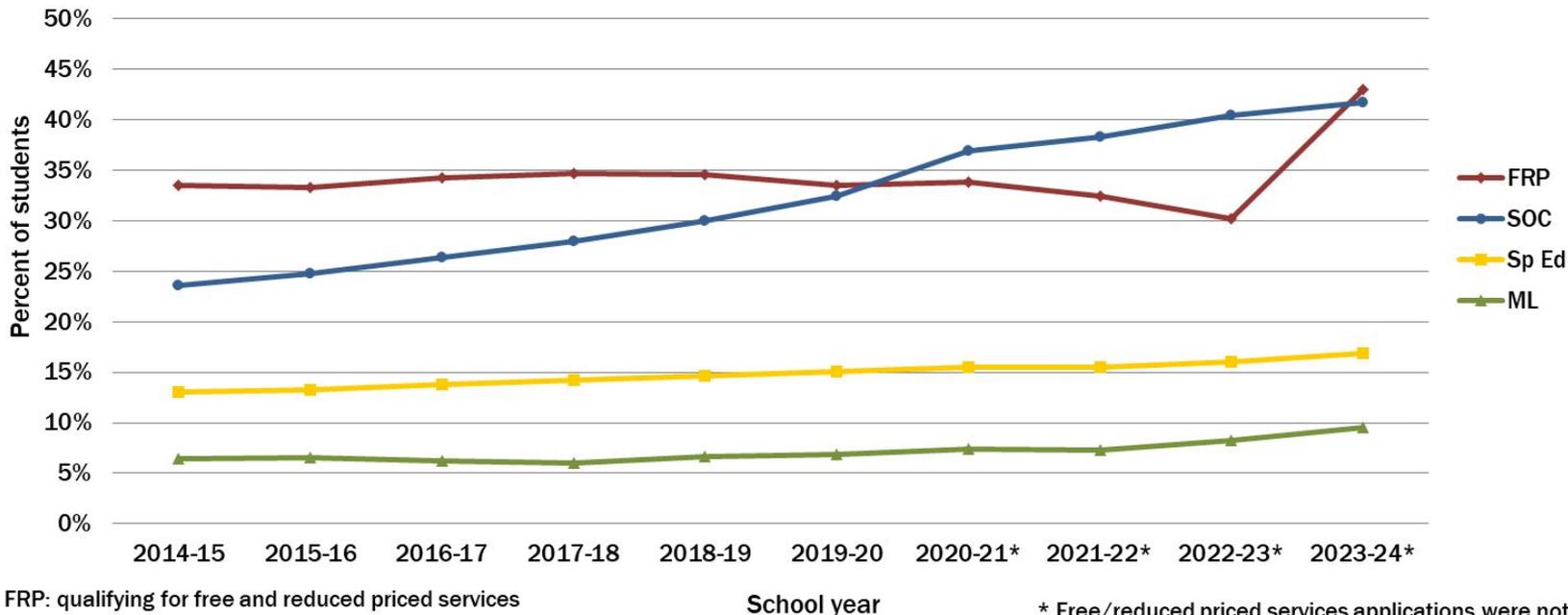
Recruitment and retention of diverse workforce

Recruitment specialist, Grow Your Own program, leadership development groups, mentorship program



DEMOGRAPHIC TREND

Who are we?



FRP: qualifying for free and reduced priced services

SoC: students of color

Sp Ed: qualifying for special education services

ML: Multilingual student receiving English language acquisition services

School year

* Free/reduced priced services applications were not required in 2020-21 or 2021-22. Beginning in 2022-23, students were directly qualified through MDE based on set criteria in addition to family applications.

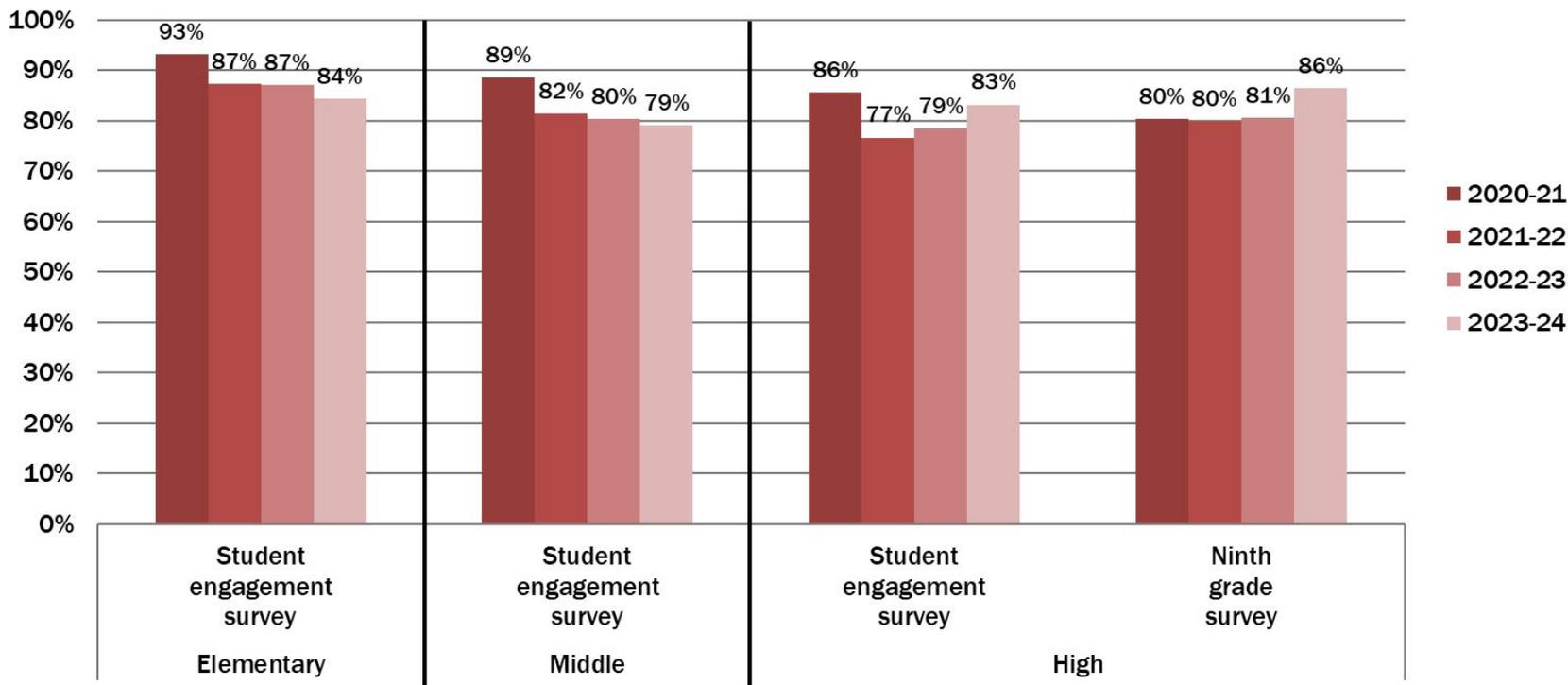


STUDENT PERCEPTION DATA



SAFETY AND CONNECTEDNESS

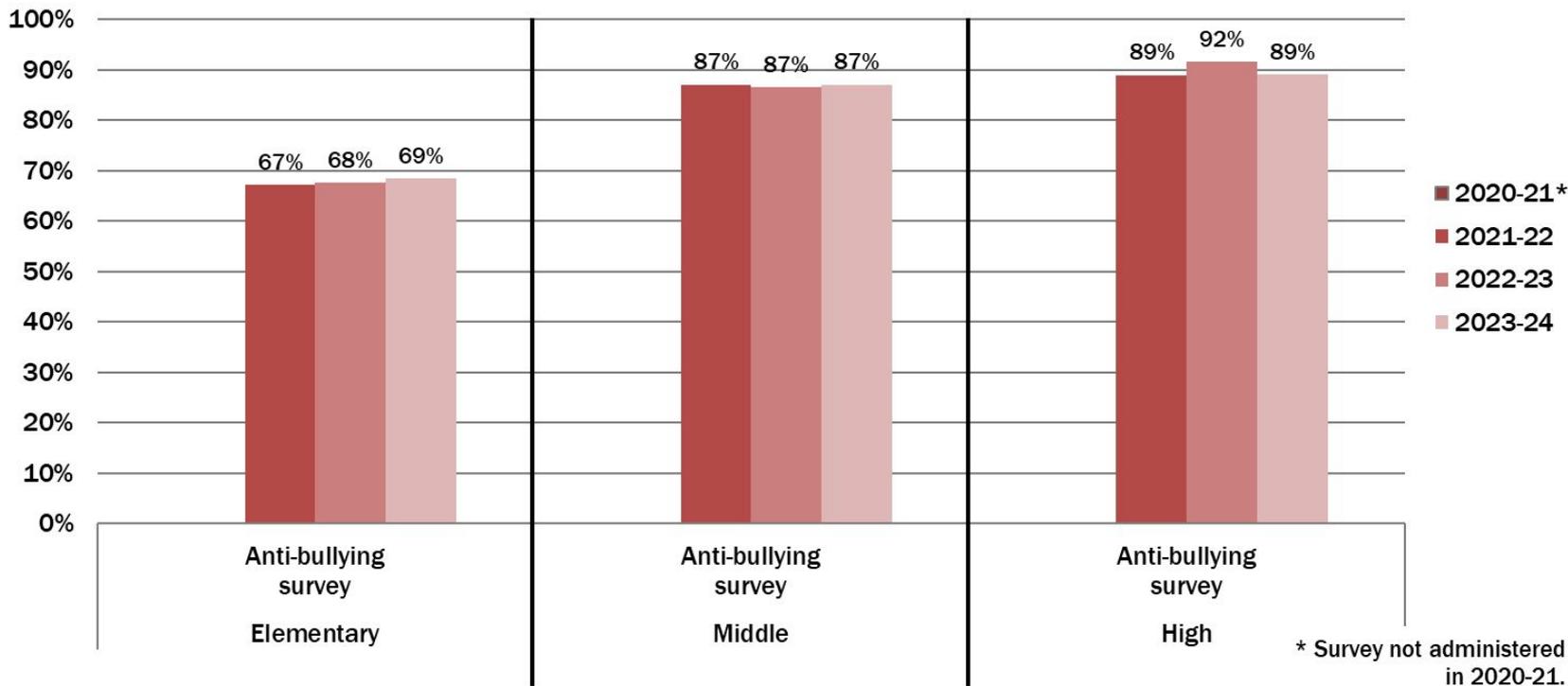
Students who report feeling safe at school





SAFETY AND CONNECTEDNESS

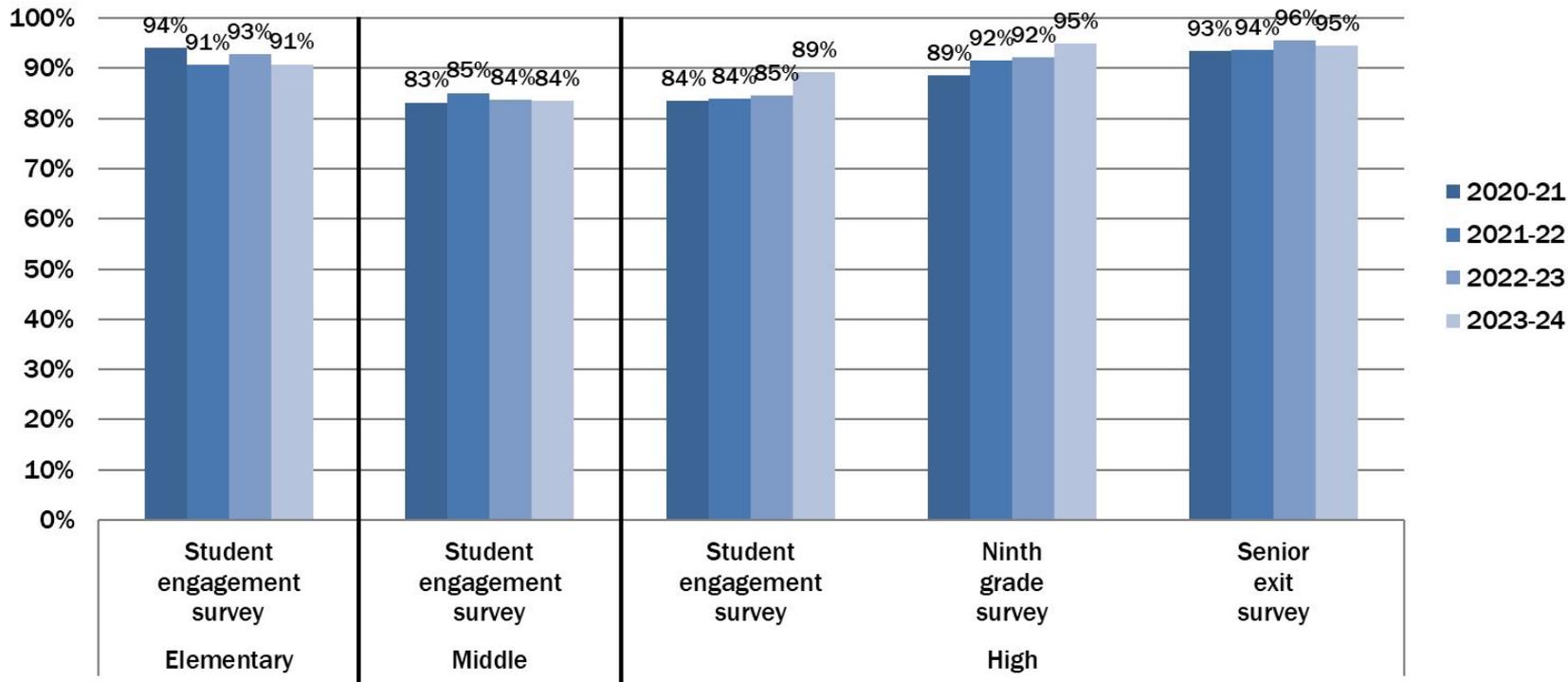
Students who report they have **never** been bullied in the last 30 days





SAFETY AND CONNECTEDNESS

Students who report having a good relationship with teachers



SAFETY AND CONNECTEDNESS



District response to the data - create an improvement plan

Anoka-Hennepin is focusing on:

- Deepening our work related to increasing positive culture and climate.
 - Emphasizing relationship building among students, teachers, staff, and families.
 - Continuing to find ways to incorporate student voice into what we do.
- Providing well-rounded, relevant academic programming at every level with increased mental health and behavioral support.



STUDENT ACHIEVEMENT DATA

PERFORMANCE MEASURES OVERVIEW



Aligned to World's Best Workforce:

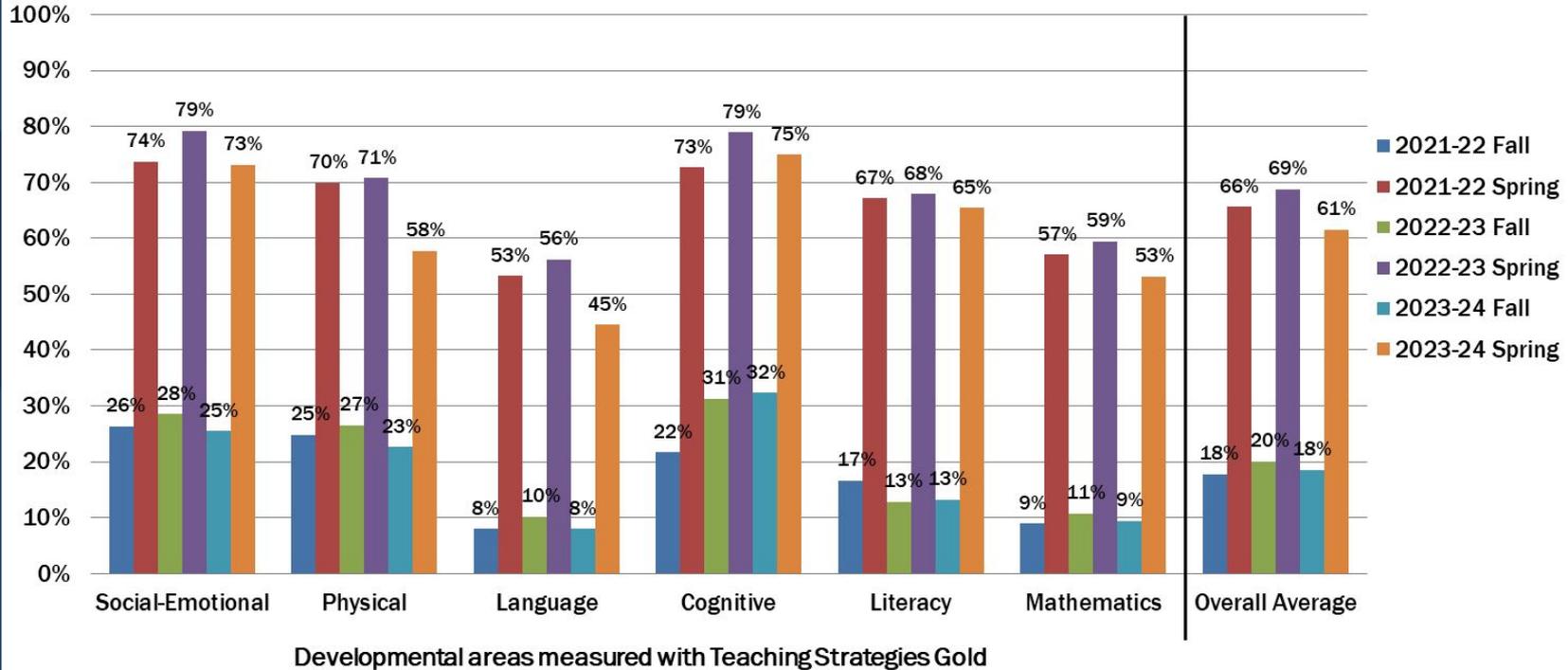
- School readiness.
- Career and college readiness.
- Closing achievement gaps.
- All students graduate.

Third grade literacy is now incorporated into the Minnesota Reading to Ensure Academic Development (READ) Act instead of aligned to World's Best Workforce.



SCHOOL READINESS

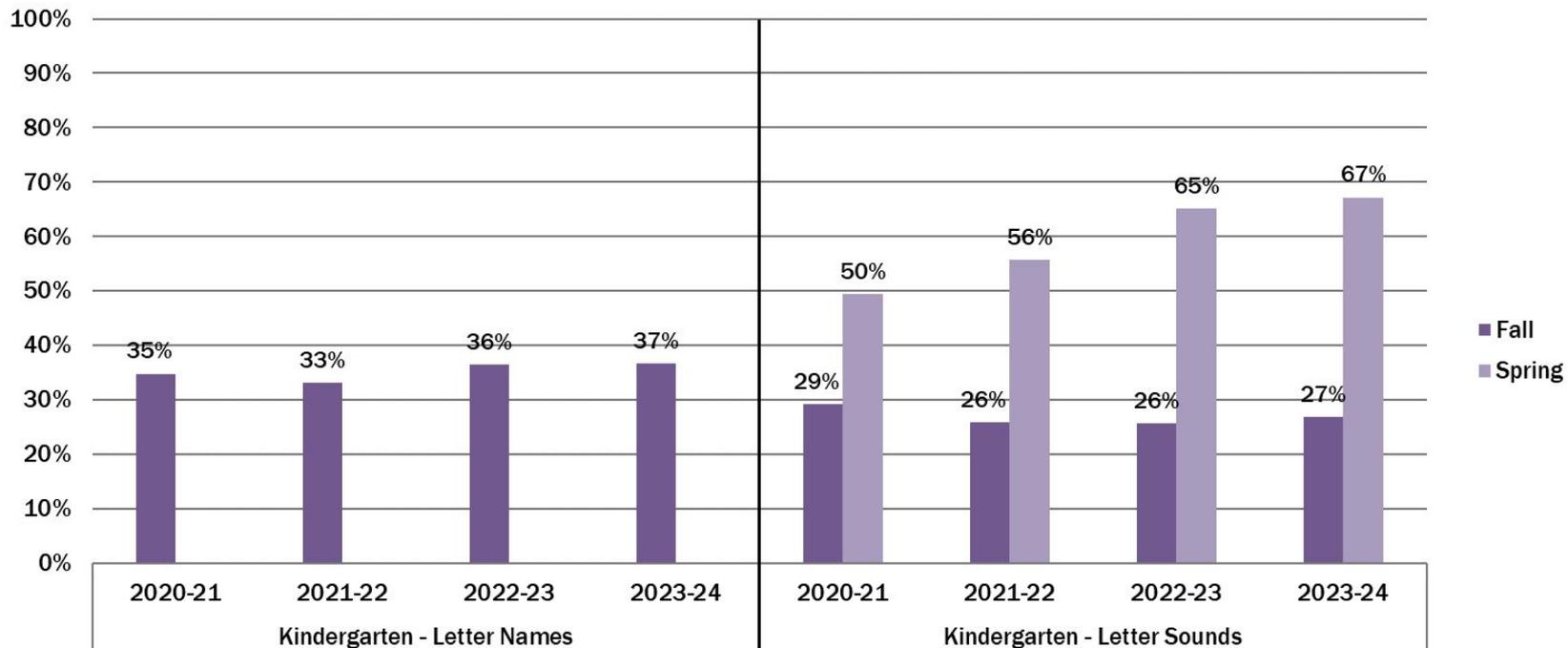
Percent of early learners meeting end-of-year kindergarten readiness benchmarks





SCHOOL READINESS

Percent of students meeting benchmarks on kindergarten assessment



Note: The letter names task of the earlyReading assessment is not given to kindergarten students in the spring.

SCHOOL READINESS ACHIEVEMENT



District response to the data – create an improvement plan

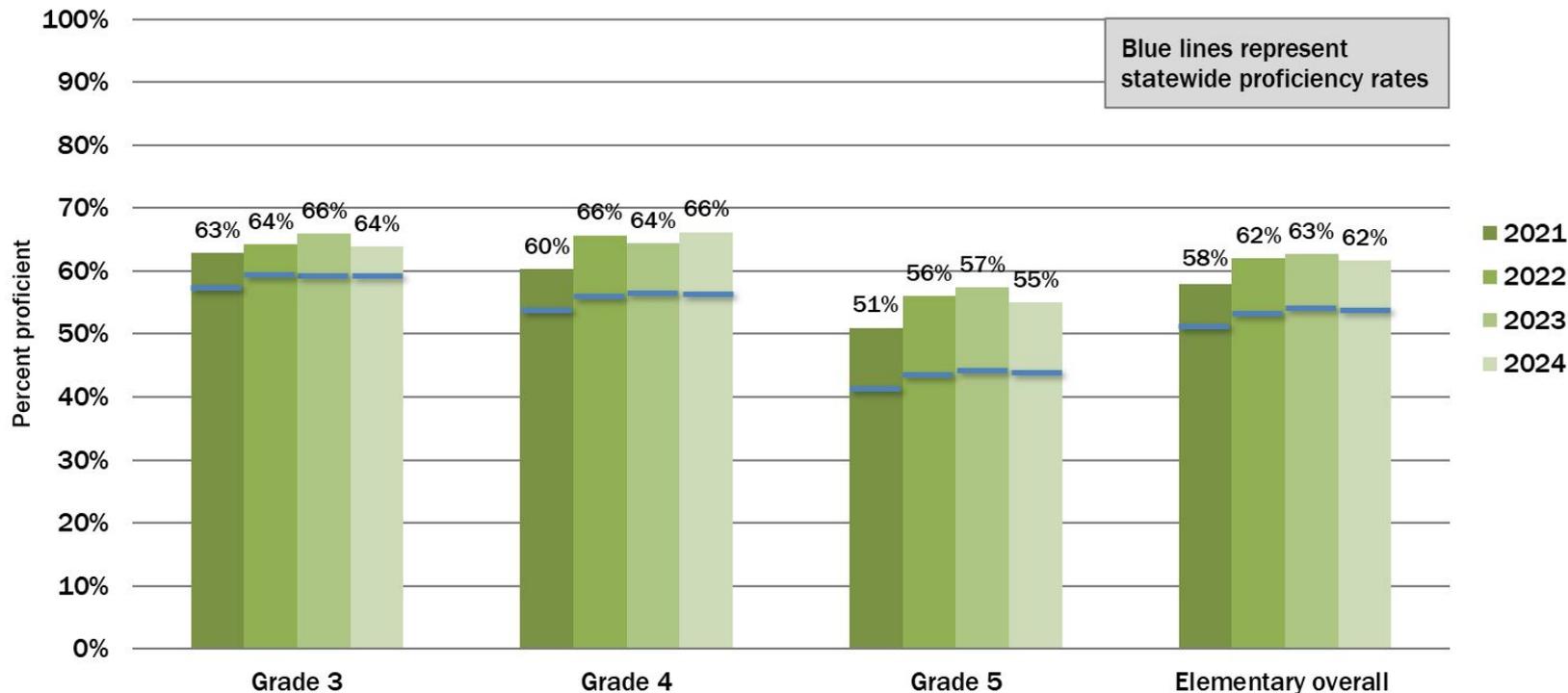
Anoka-Hennepin is focusing on:

- Training for early childhood teachers in LETRS for early learners to ensure alignment with kindergarten literacy instruction and best practices.
- Continuation of Heggerty to supplement existing literacy curriculum by bringing explicit phonemic awareness instruction to the classroom and aligning with K-3 literacy instruction.
- Using the Pyramid Model (MTSS) to support social-emotional learning through implementation of teacher development, curricular focus, and parent/guardian resources.



ELEMENTARY ACHIEVEMENT

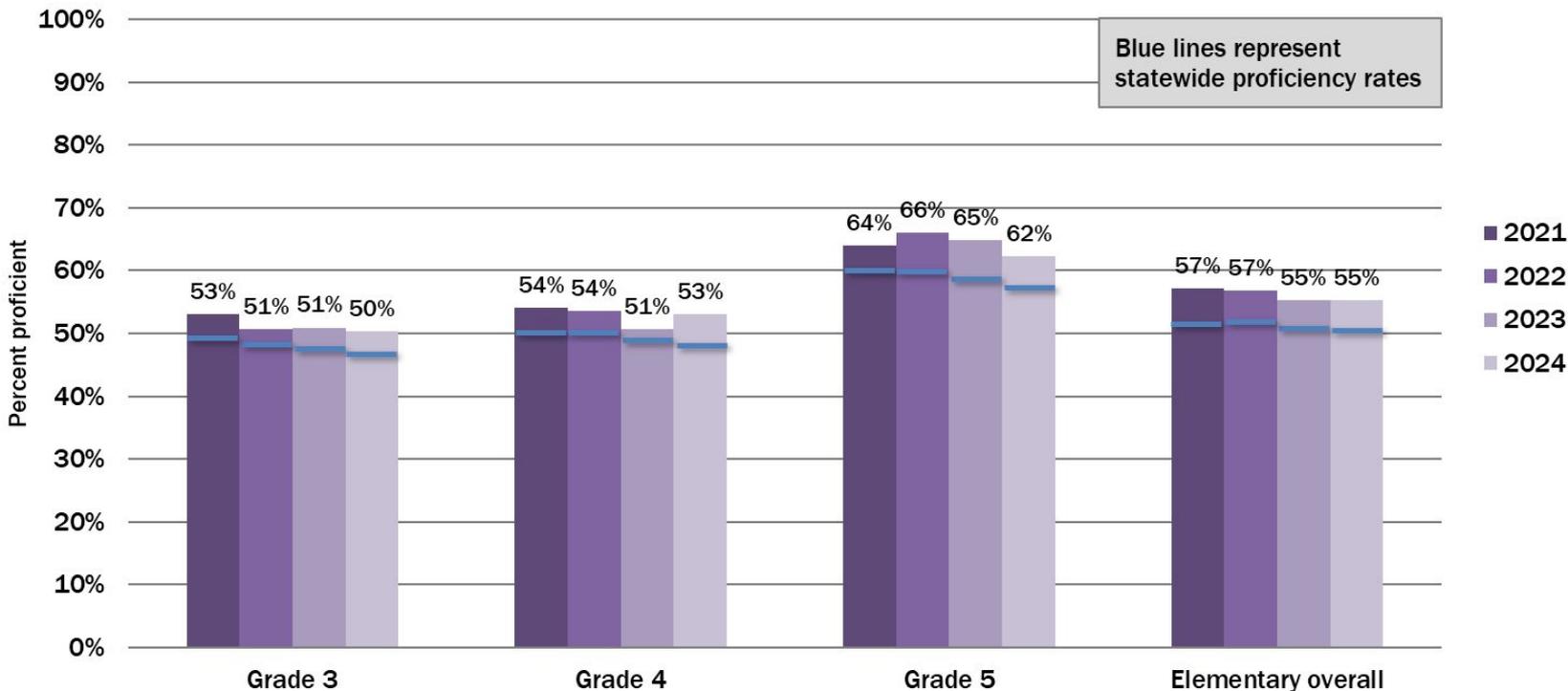
Minnesota Comprehensive Assessment (MCA) in math





ELEMENTARY ACHIEVEMENT

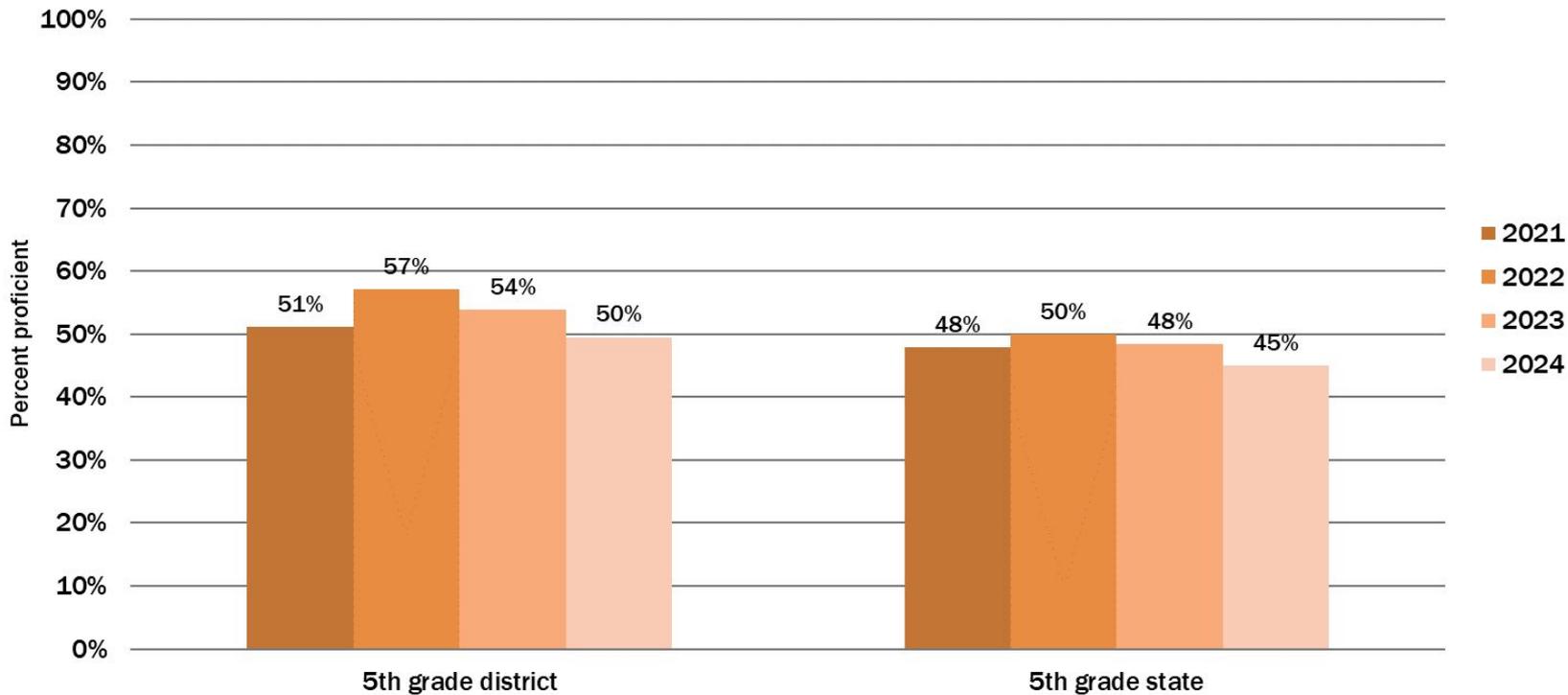
MCA in reading





ELEMENTARY ACHIEVEMENT

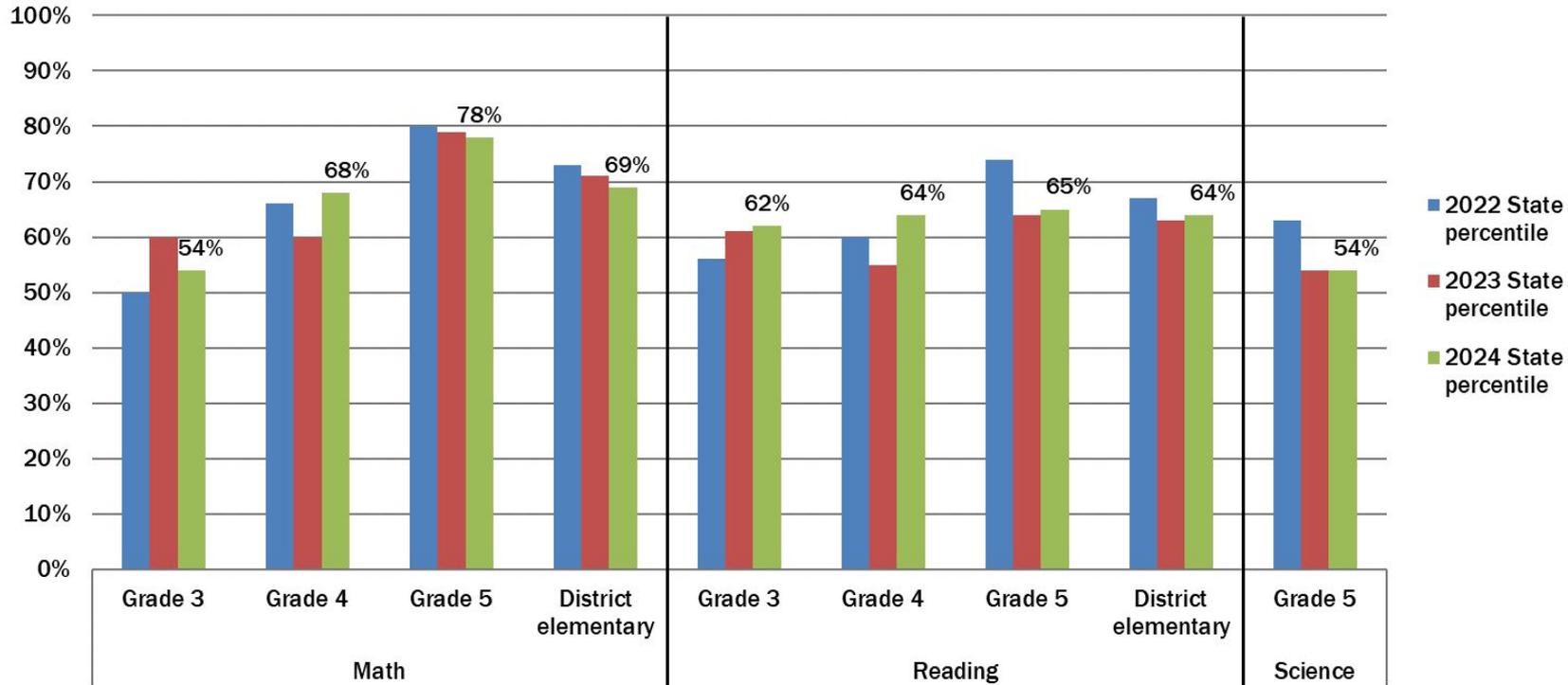
MCA in science





ELEMENTARY ACHIEVEMENT

Statewide district-to-district percentile comparison based on MCA proficiency



ELEMENTARY ACHIEVEMENT



District response to the data – create an improvement plan

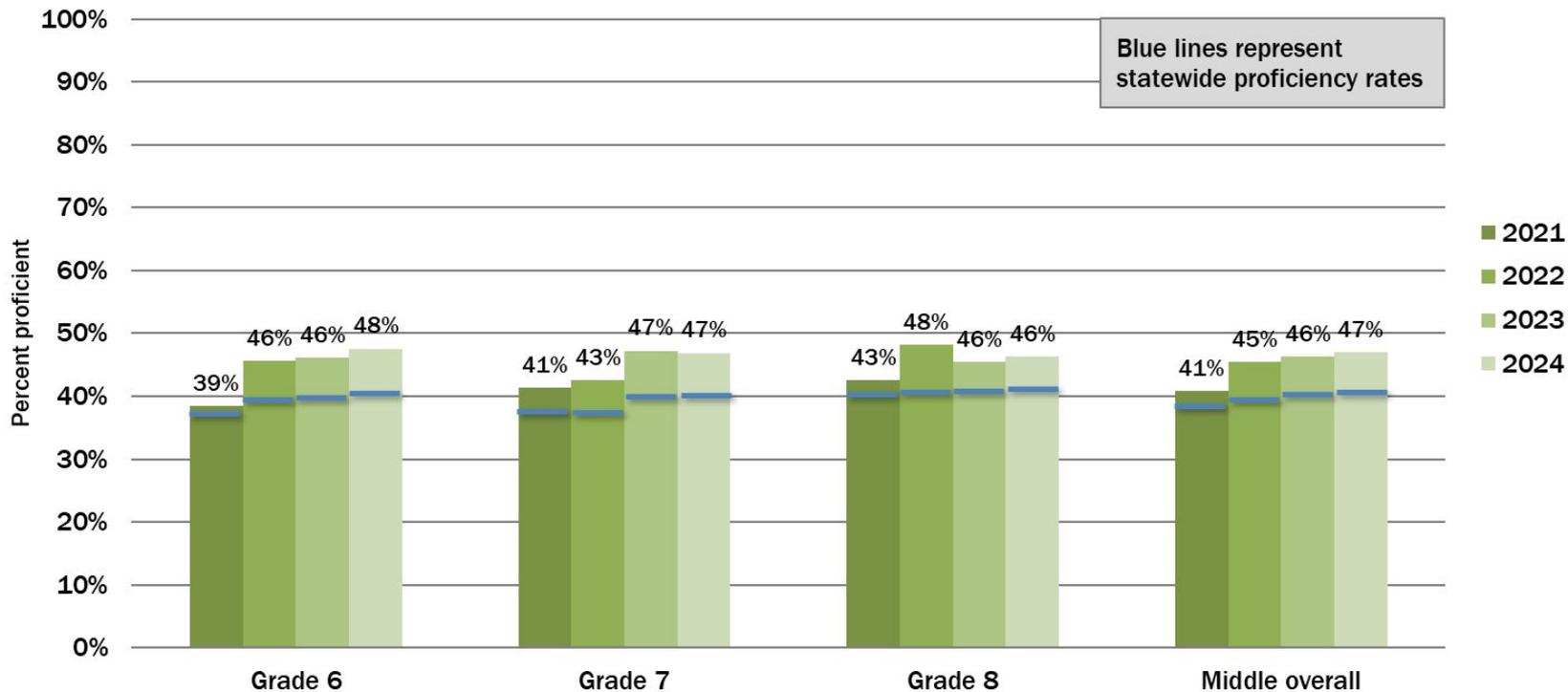
Anoka-Hennepin is focusing on:

- The READ Act:
 - Fourth year of LETRS training
 - First year of Online Language and Literacy Academy (OL&LA).
 - English Language Arts (ELA) pilot.
- Sixth year implementation of elementary math program, Bridges.
- Sixth year of talent development/school within a school (Nebula) programming.
- Academic and behavioral interventions to meet the individual needs of all learners through a multi-tiered system of support (MTSS) approach.
- Continued implementation of elementary behavior plans across all schools.



MIDDLE SCHOOL ACHIEVEMENT

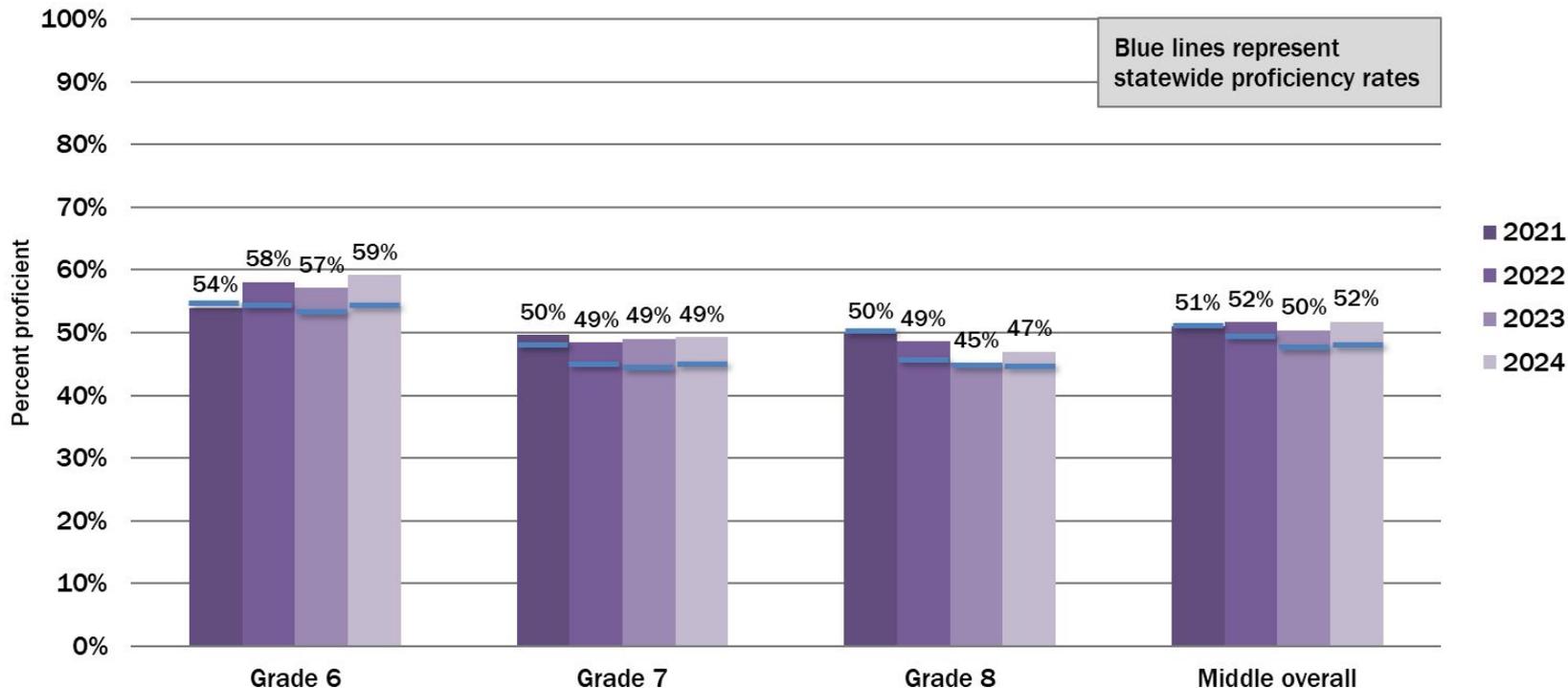
MCA in math





MIDDLE SCHOOL ACHIEVEMENT

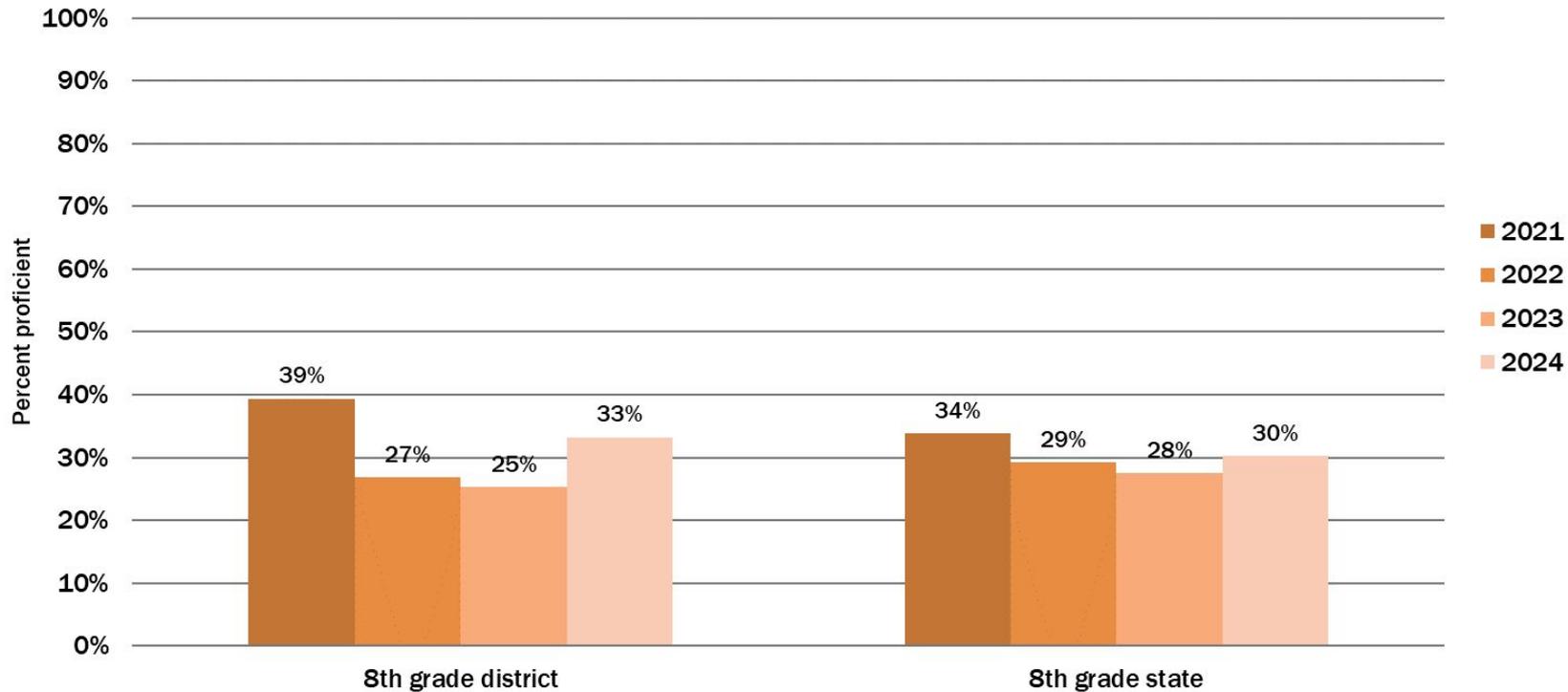
MCA in reading





MIDDLE SCHOOL ACHIEVEMENT

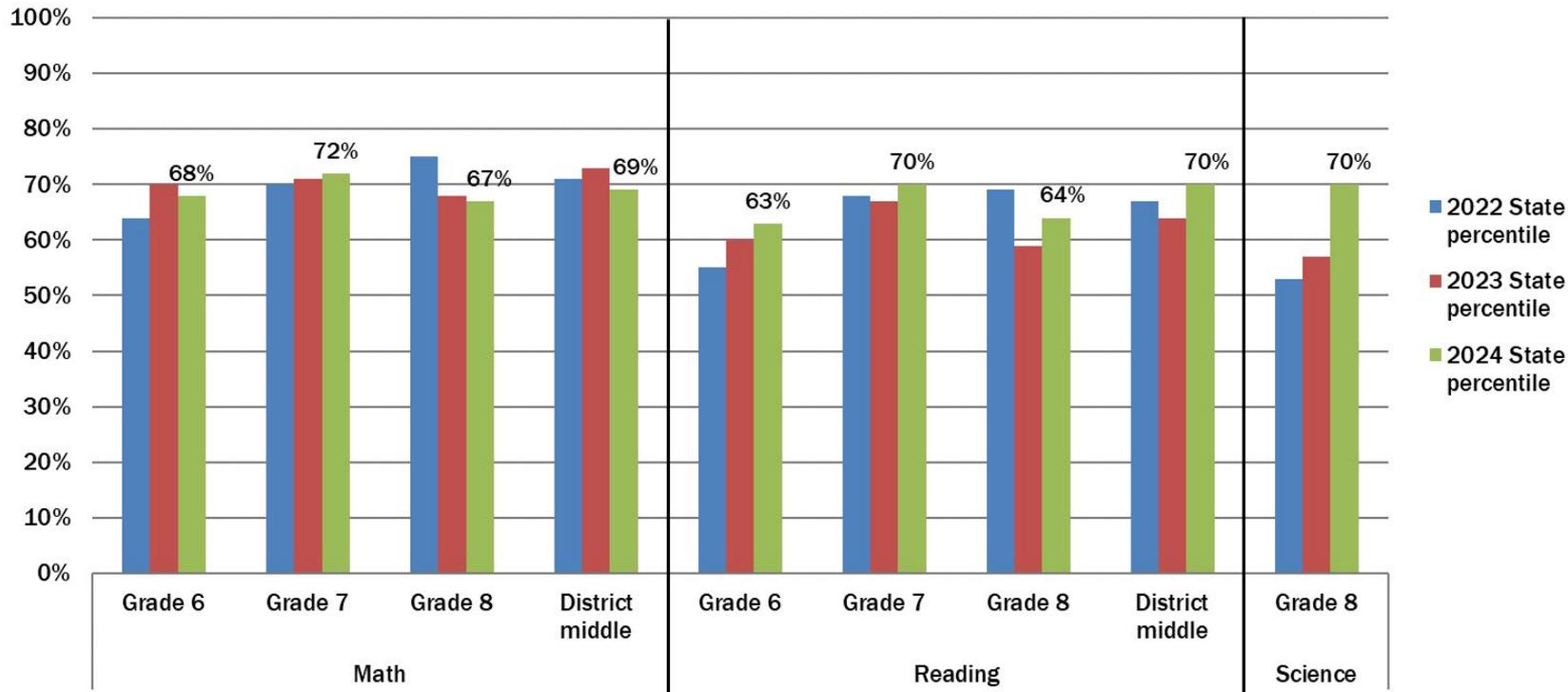
MCA in science





MIDDLE SCHOOL ACHIEVEMENT

Statewide district-to-district percentile comparison based on MCA proficiency



MIDDLE SCHOOL ACHIEVEMENT



District response to the data – create an improvement plan

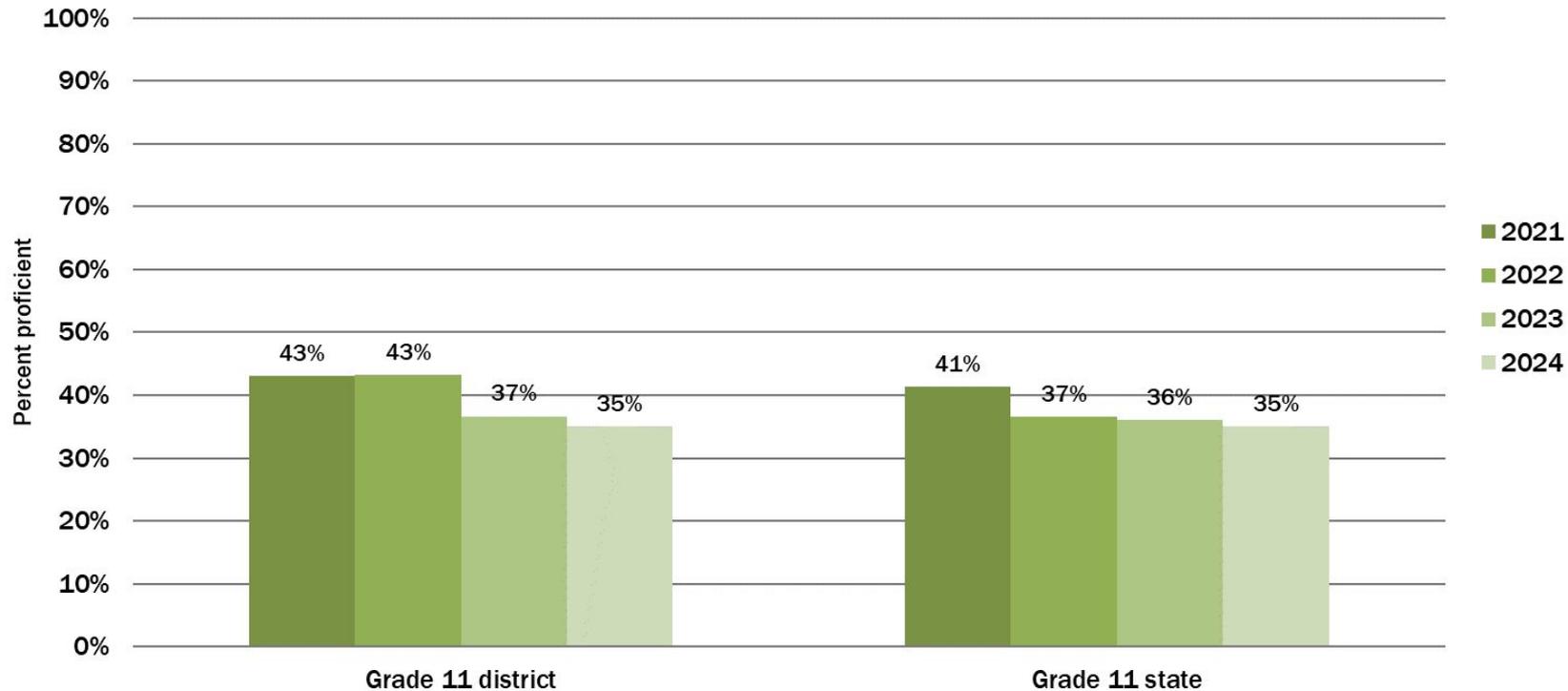
Anoka-Hennepin is focusing on:

- Strengthening academic, social and behavioral structures to meet the individual needs of all learners through a multi-tiered system of support.
- Implementation of Online Language and Literacy Academy (OL&LA) professional development for teaching staff in alignment with the READ Act.
- Improving student literacy by providing literacy coaching for middle school teachers; focused on ELA, Science, and Social Studies teachers.
- Improving math competency by supporting the implementation of math materials and evidenced-based instructional practices with math coaches.
- Improving science competency by aligning course sequencing and materials to new science standards.



HIGH SCHOOL ACHIEVEMENT

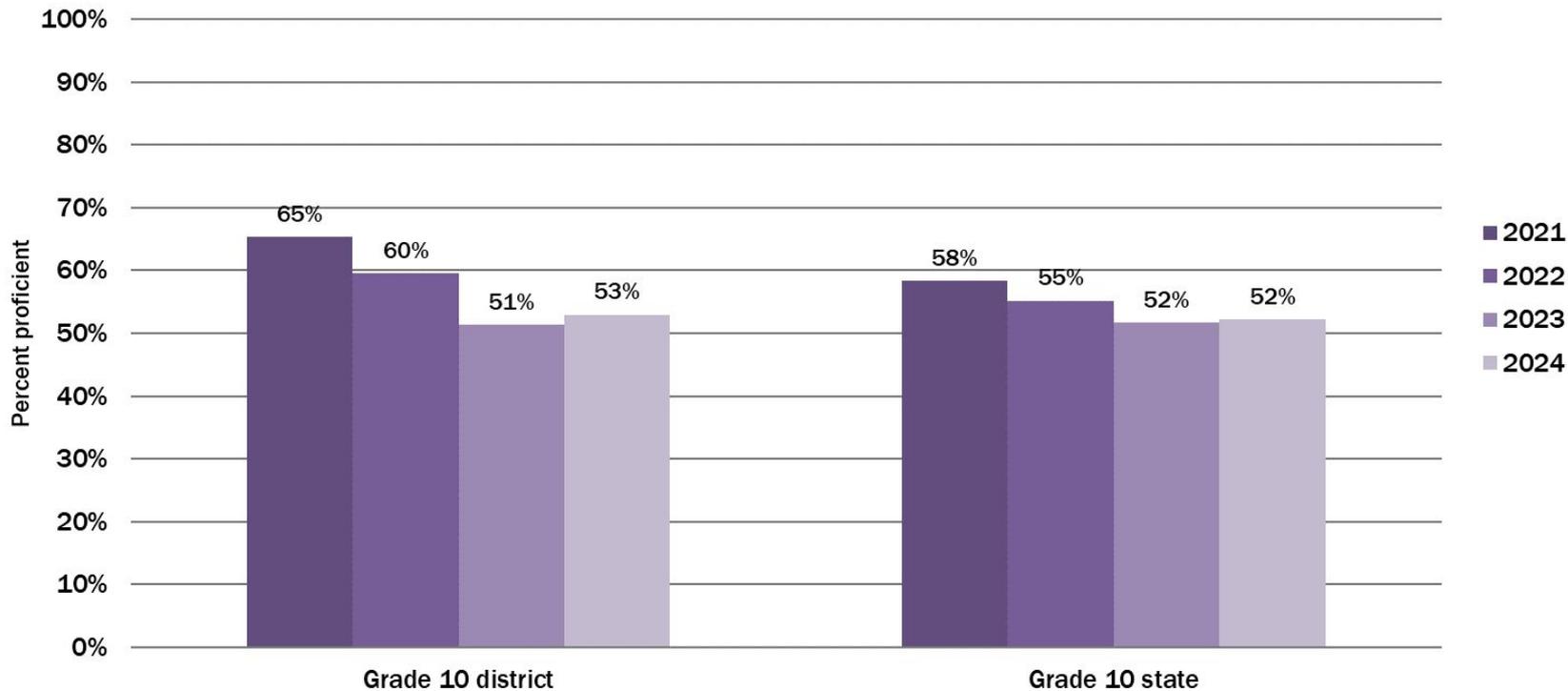
MCA in math





HIGH SCHOOL ACHIEVEMENT

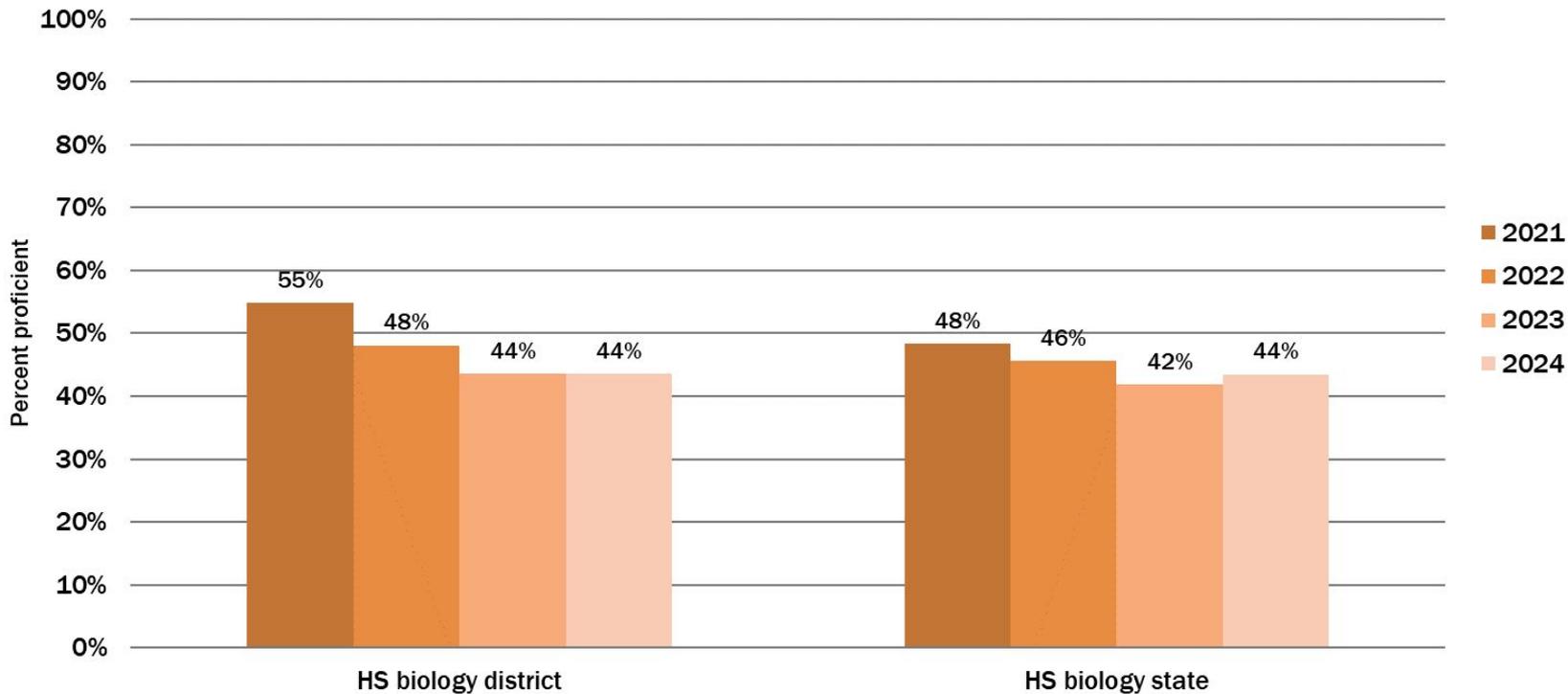
MCA in reading





HIGH SCHOOL ACHIEVEMENT

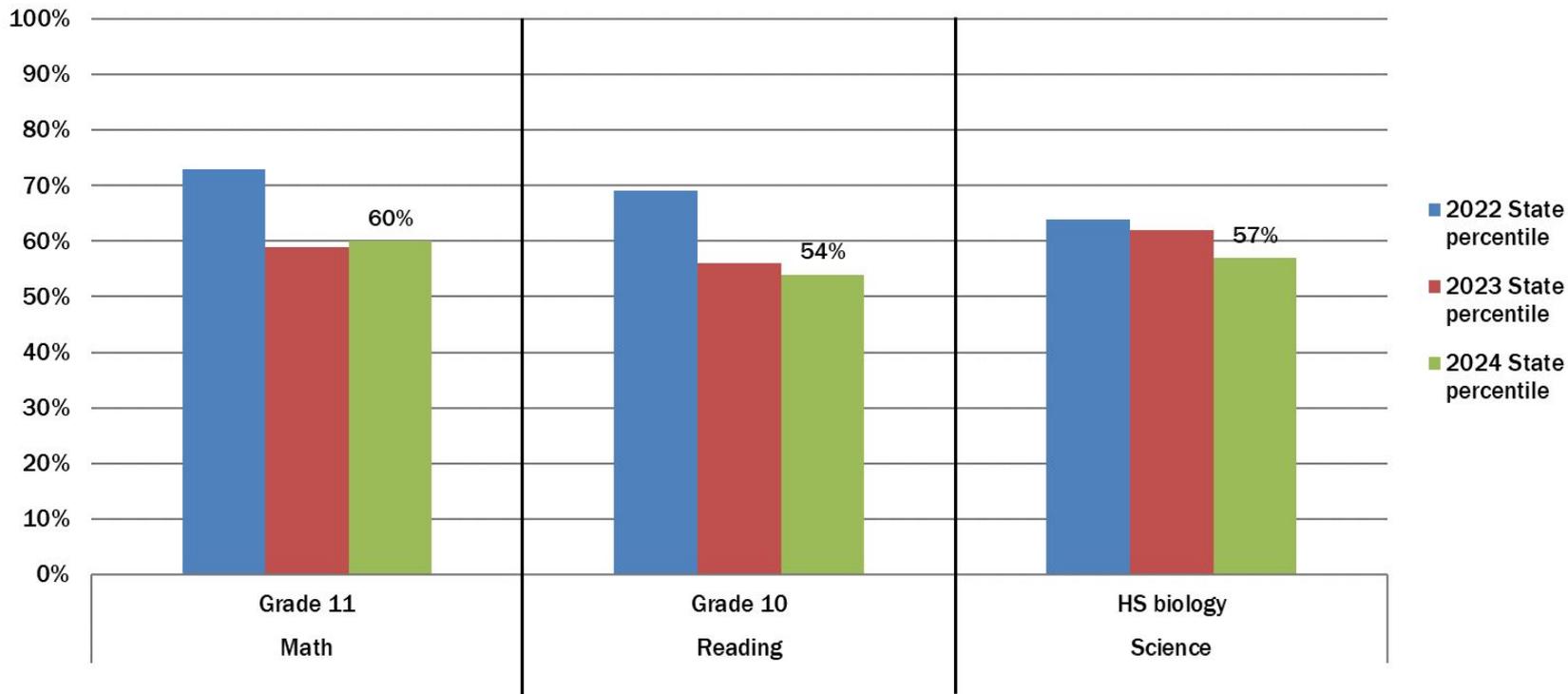
MCA in science





HIGH SCHOOL ACHIEVEMENT

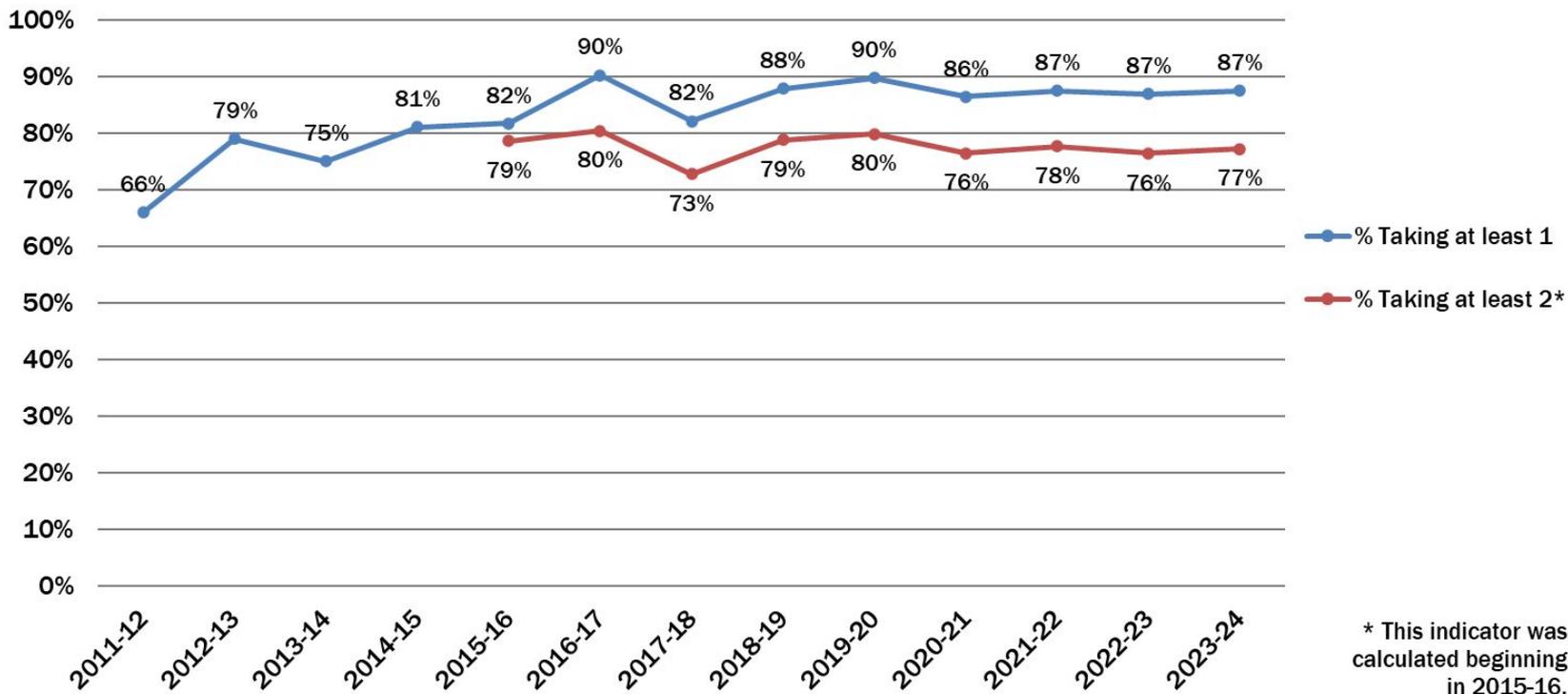
Statewide district-to-district percentile comparison based on MCA proficiency





HIGH SCHOOL ACHIEVEMENT

Senior students taking career/college-level courses in high school



* This indicator was calculated beginning in 2015-16.

HIGH SCHOOL ACHIEVEMENT

District response to the data – create an improvement plan



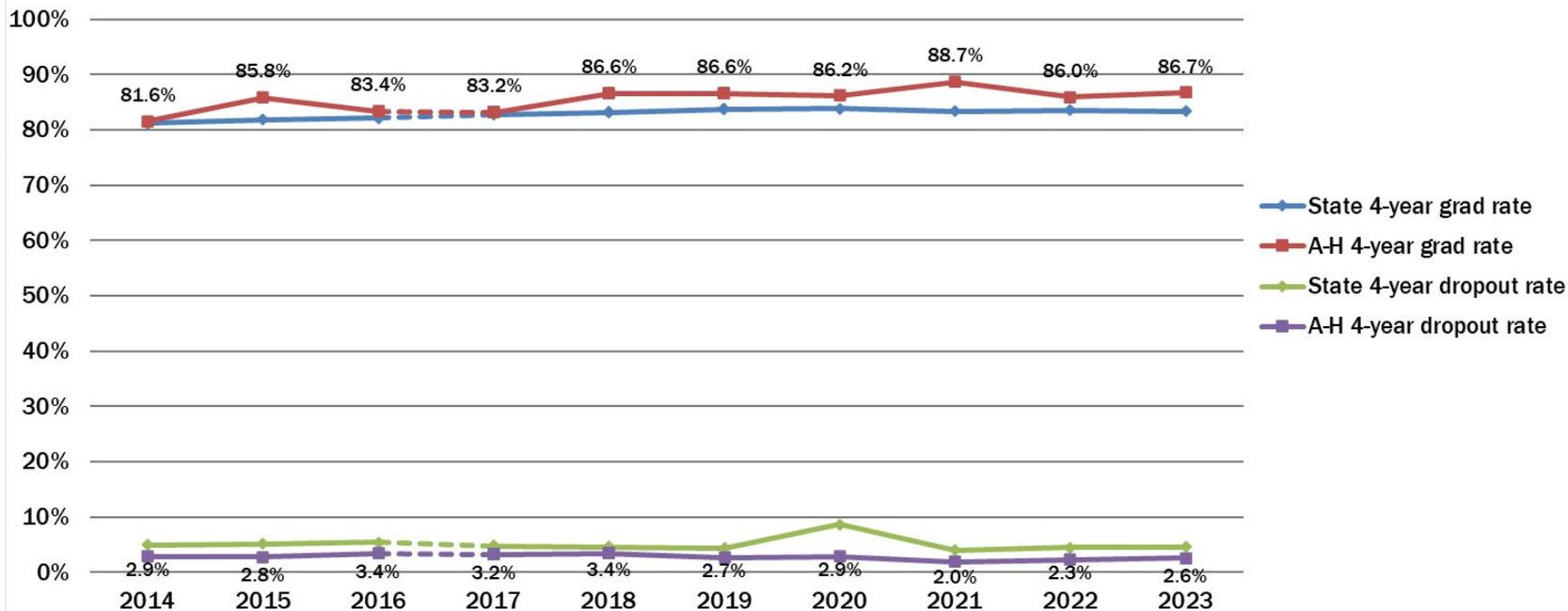
Anoka-Hennepin is focusing on:

- Monitoring of multi-tiered systems of support through site-specific MTSS monitoring plans. Emphasis on early warning MTSS indicators.
- Leveraging the math and literacy coach model to enhance instructional pedagogy and job-embedded professional development.
- Enhancing the core academic intervention model to address student learning gaps and improve achievement outcomes.
- Improving the behavior intervention model to support the social and emotional needs of students.
- Leveraging Online Language and Literacy Academy (OL&LA) professional development for teaching staff to support READ Act alignment.



GRADUATION INDICATORS

Percent of students graduating and dropping out in four years

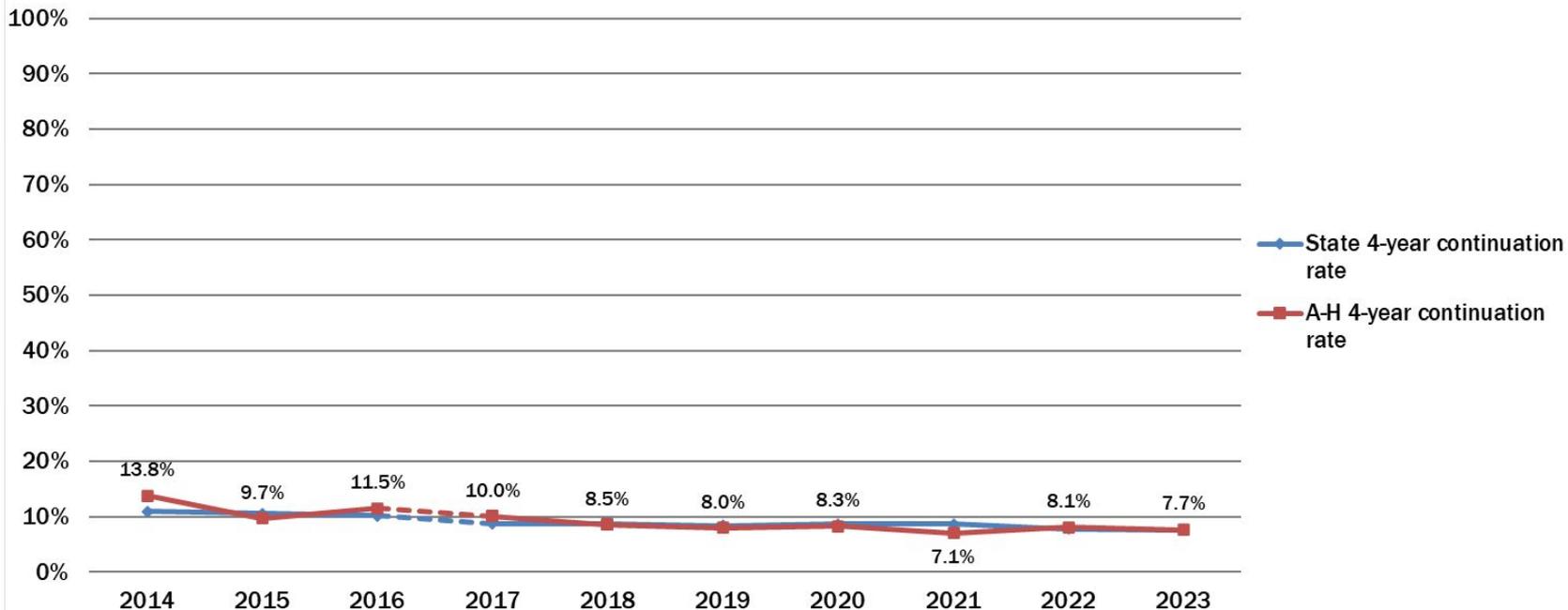


Note: dotted line indicates a change in how graduation indicators were calculated from one year to the next



GRADUATION INDICATORS

Percent of students continuing in our system after four years

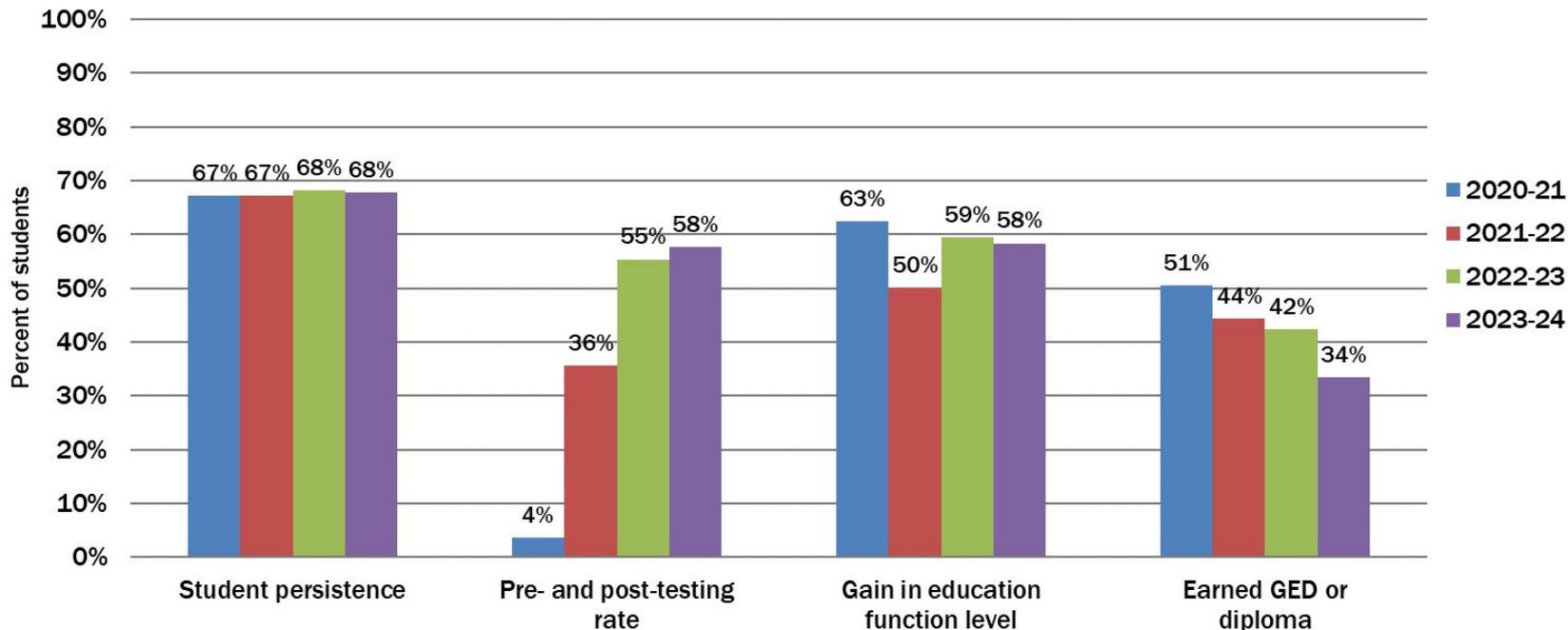


Note: dotted line indicates a change in how graduation indicators were calculated from one year to the next



GRADUATION INDICATORS

Adult Basic Education (ABE) performance indicators



Note: Values reported beginning in 2019-20 were impacted by numerous circumstances brought on by the COVID-19 pandemic.

GRADUATION INDICATORS



District response to the data – create an improvement plan

Anoka-Hennepin is focusing on:

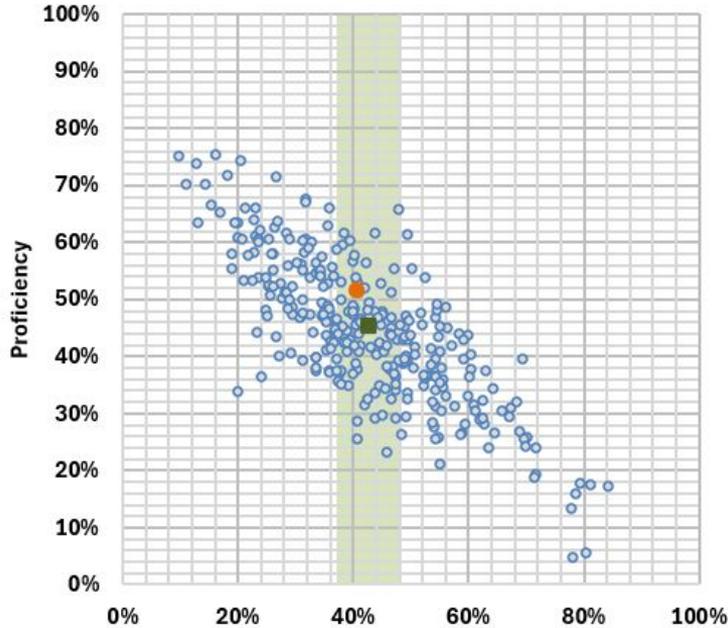
- Supporting students in meeting the requirements for four-year graduation through individualizing students' high school experience.
- Developing proactive intervention support systems and plans to keep students on-track for graduation.
- Remediating learning by expanding credit recovery efforts, along with a systematic process to monitor student progress.
- Intervention identification and maximization of student support by leveraging student relationships with intervention staff, SAAs, counselors, SSWs, Indian Ed advisors, etc.



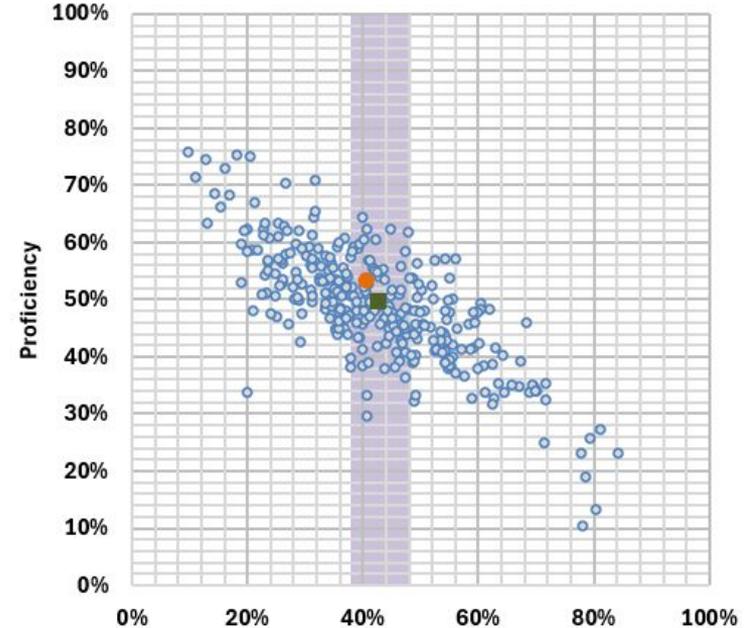
DISTRICT-TO-DISTRICT COMPARISON

2024 MCA proficiency by district free/reduced priced service percentage

Math



Reading



Orange dot = A-H ●
Green square = State ■

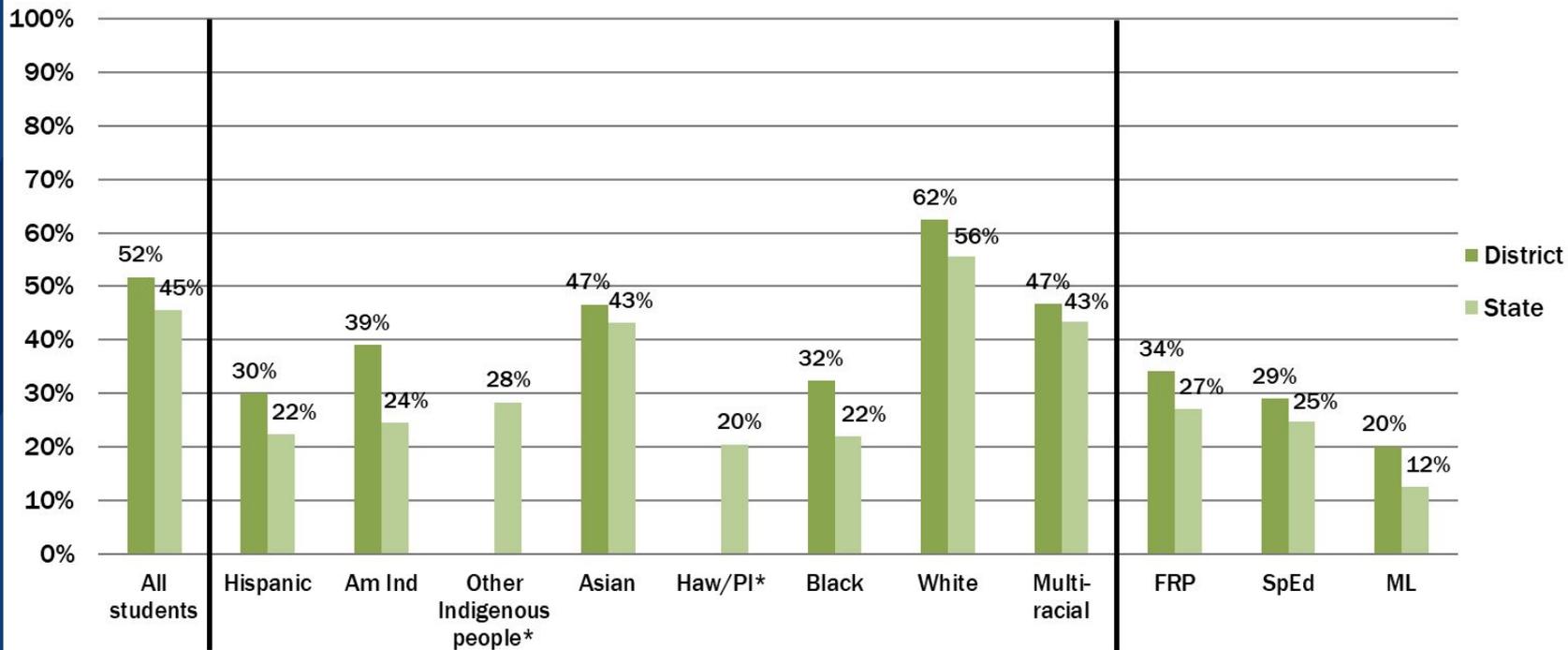
Free and Reduced Priced (FRP) Rate

Free and Reduced Priced (FRP) Rate



ACHIEVEMENT GAP CLOSURE

2024 MCA in math proficiency rate by student group: A-H and state

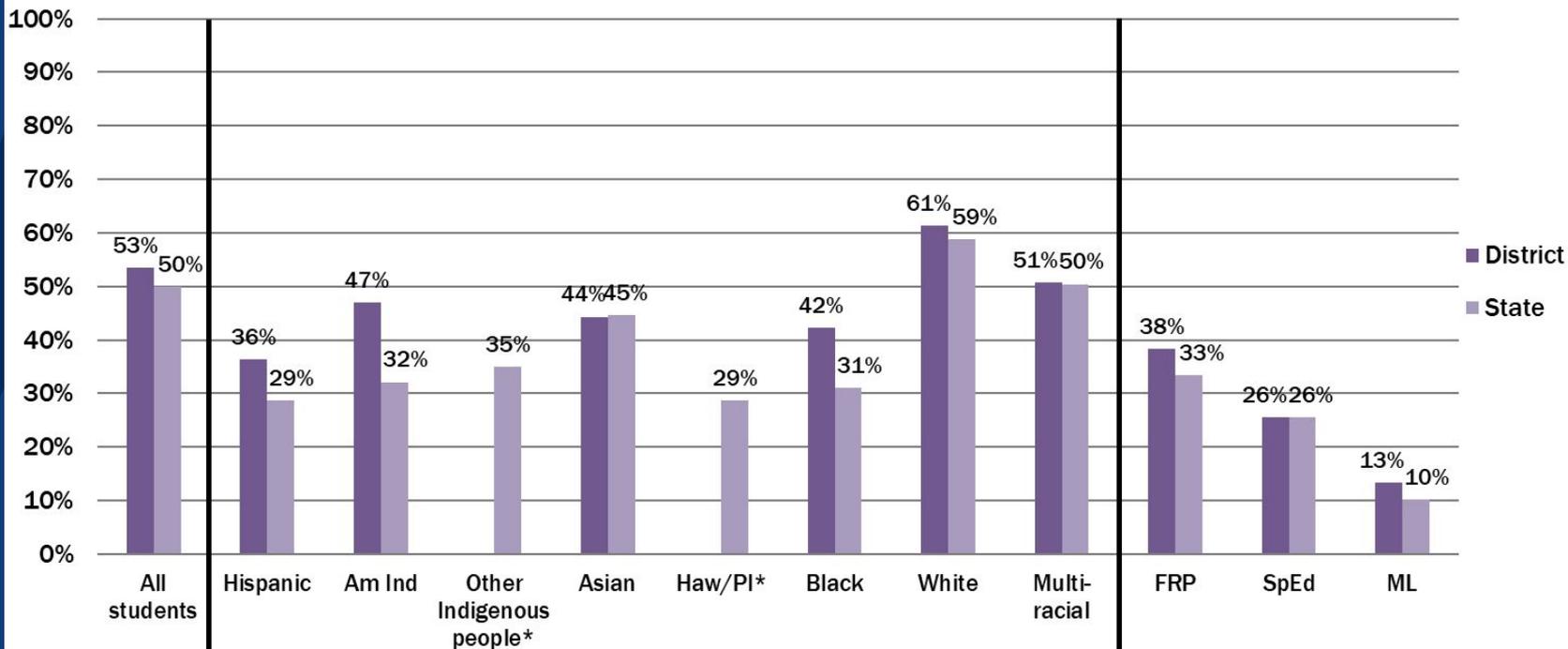


*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.



ACHIEVEMENT GAP CLOSURE

2024 MCA in reading proficiency rate by student group: A-H and state

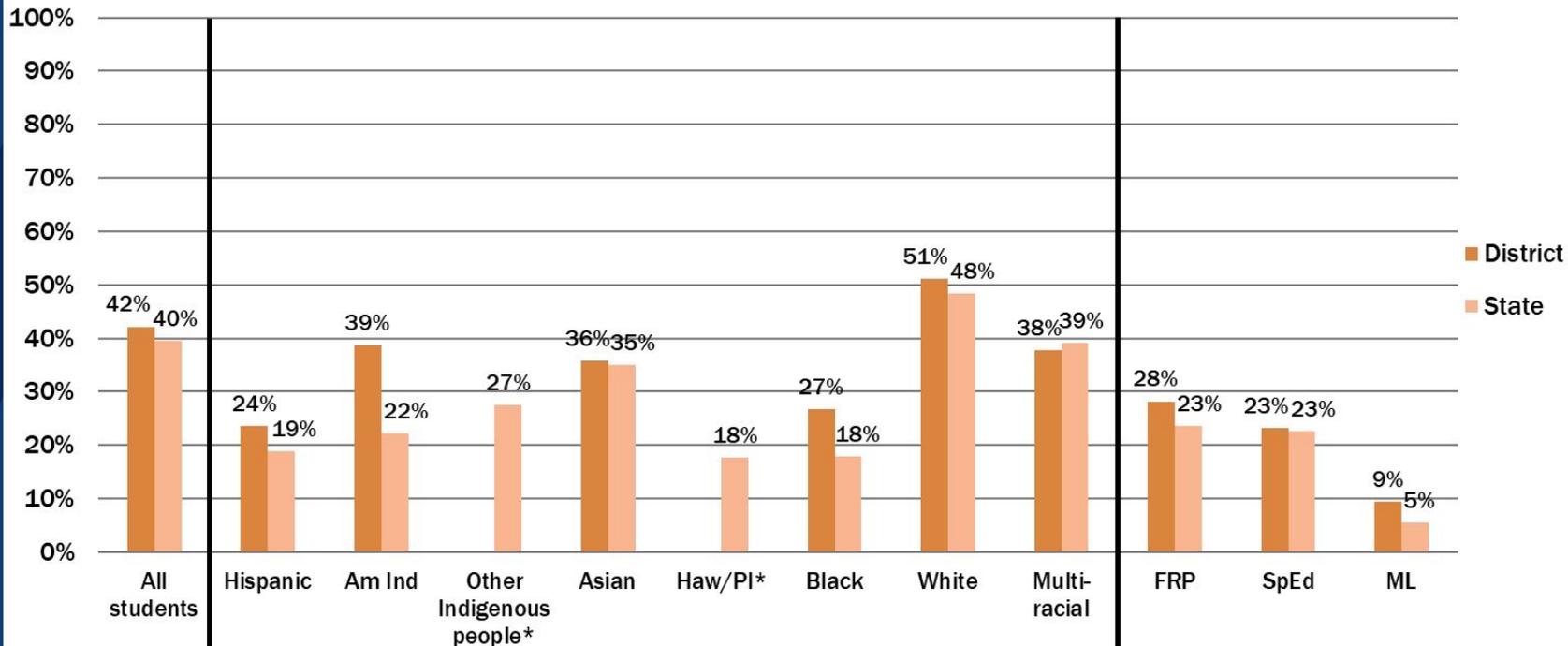


*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.



ACHIEVEMENT GAP CLOSURE

2024 MCA in science proficiency rate by student group: A-H and state

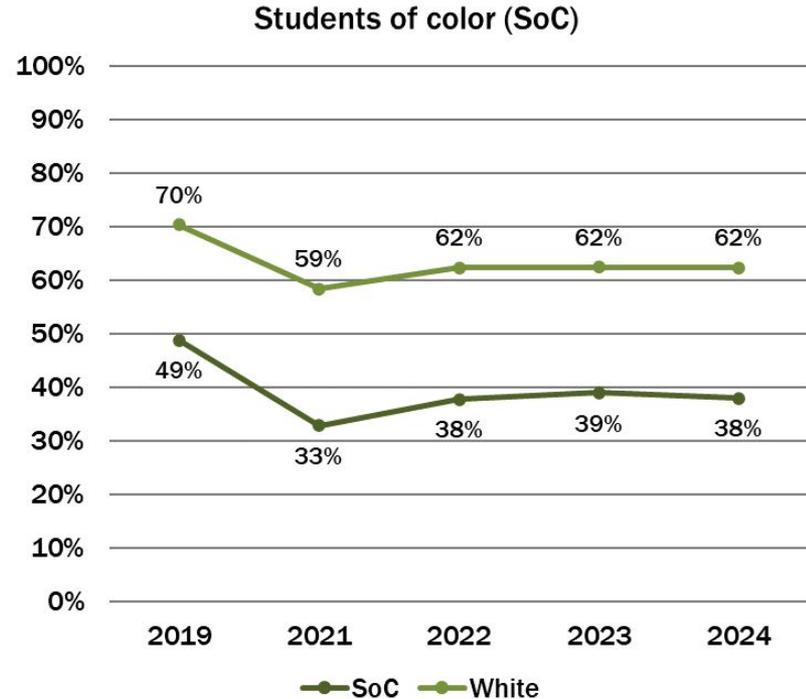
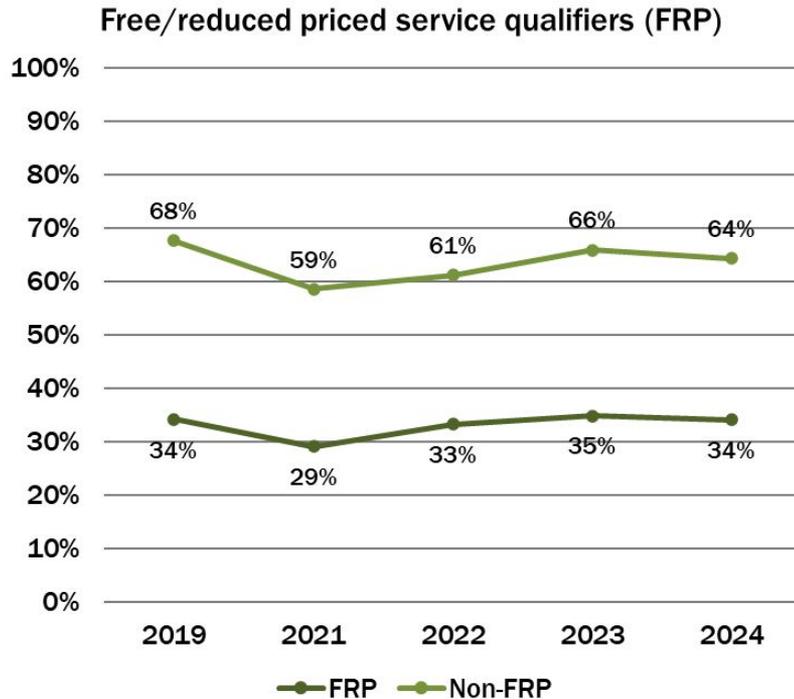


*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.



ACHIEVEMENT GAP CLOSURE

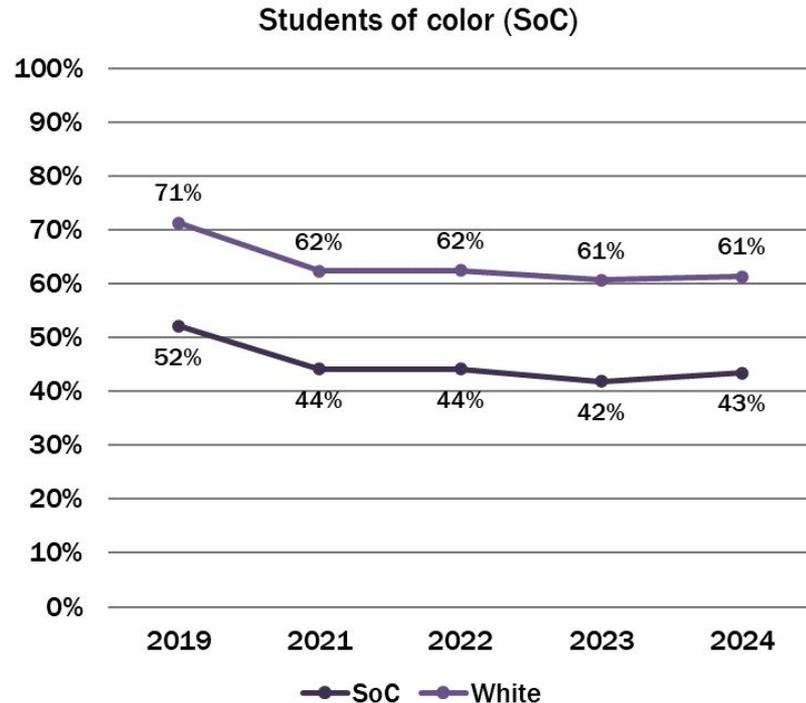
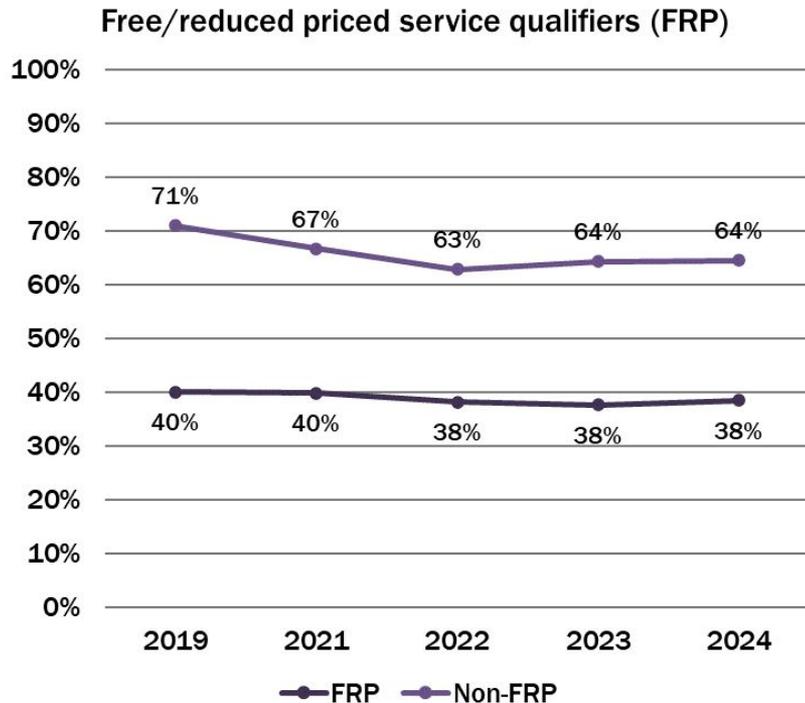
MCA in math proficiency rate by student group





ACHIEVEMENT GAP CLOSURE

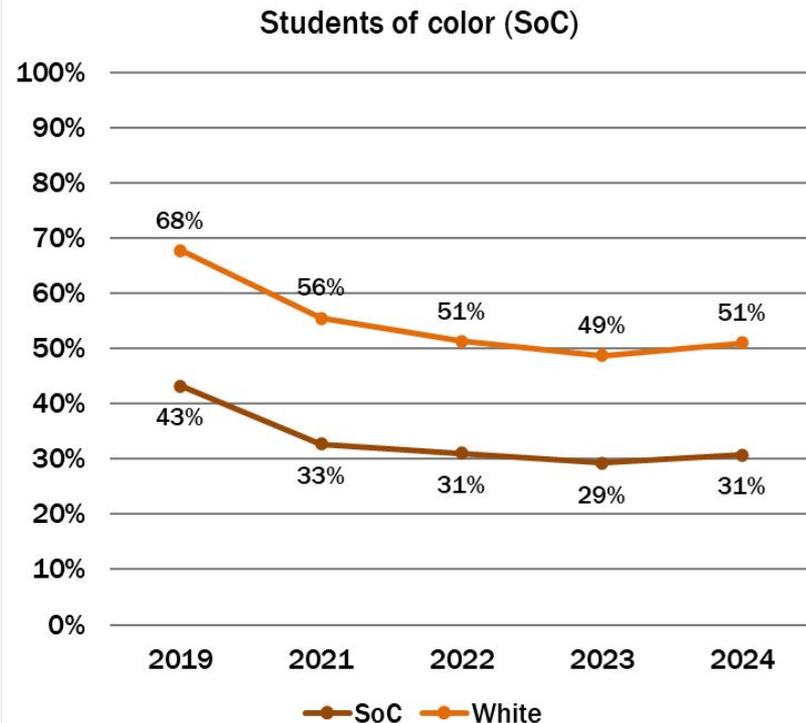
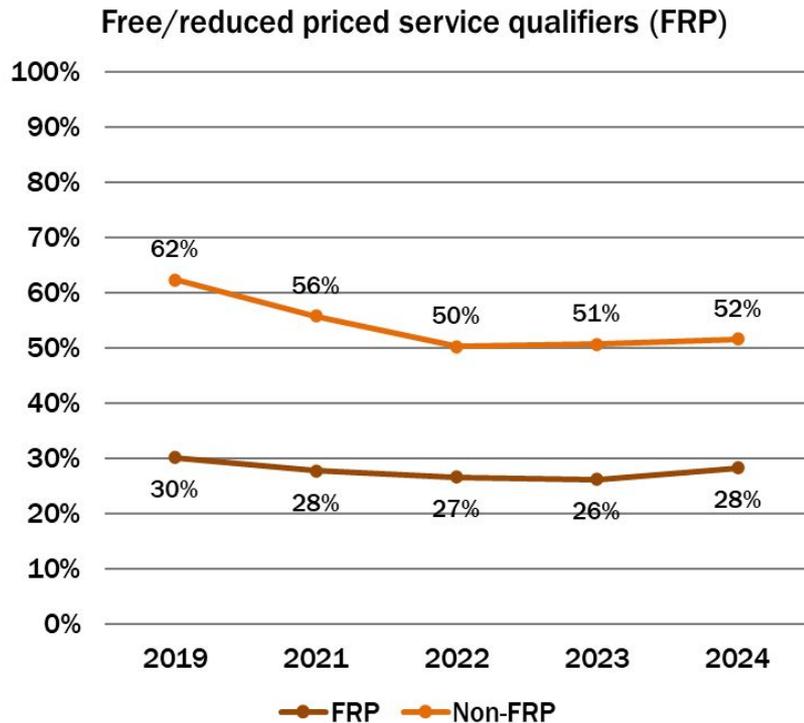
MCA in reading proficiency rate by student group





ACHIEVEMENT GAP CLOSURE

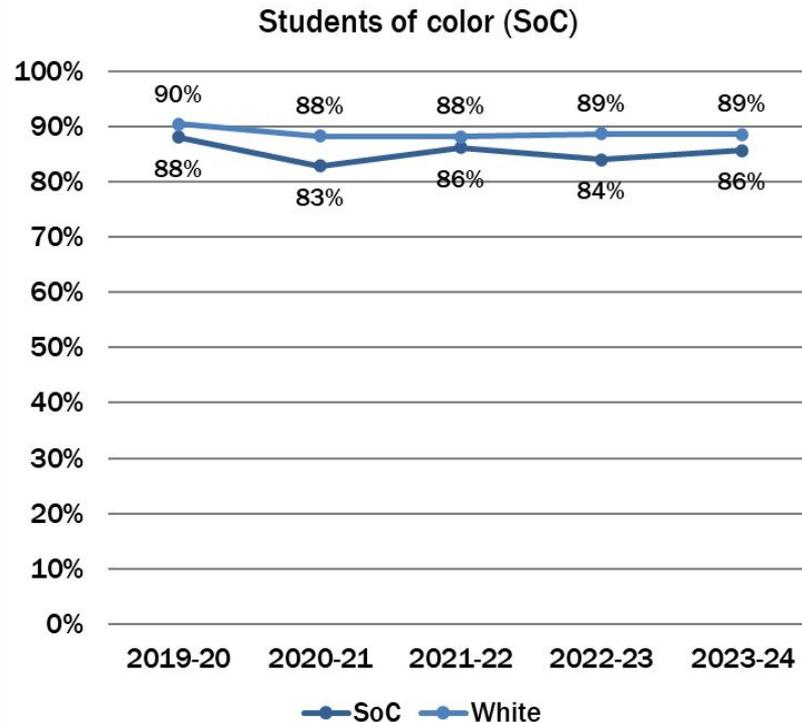
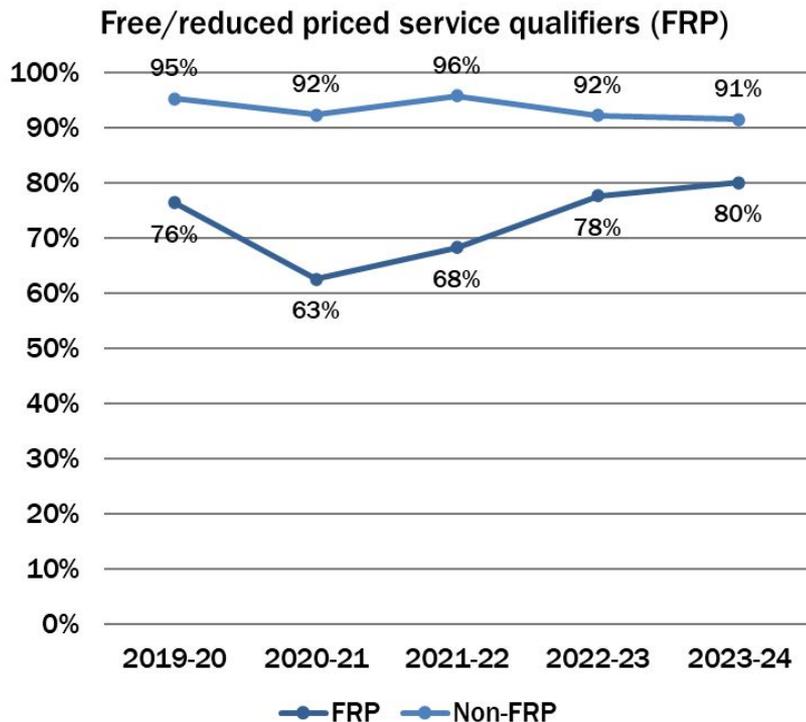
MCA in science proficiency rate by student group





ACHIEVEMENT GAP CLOSURE

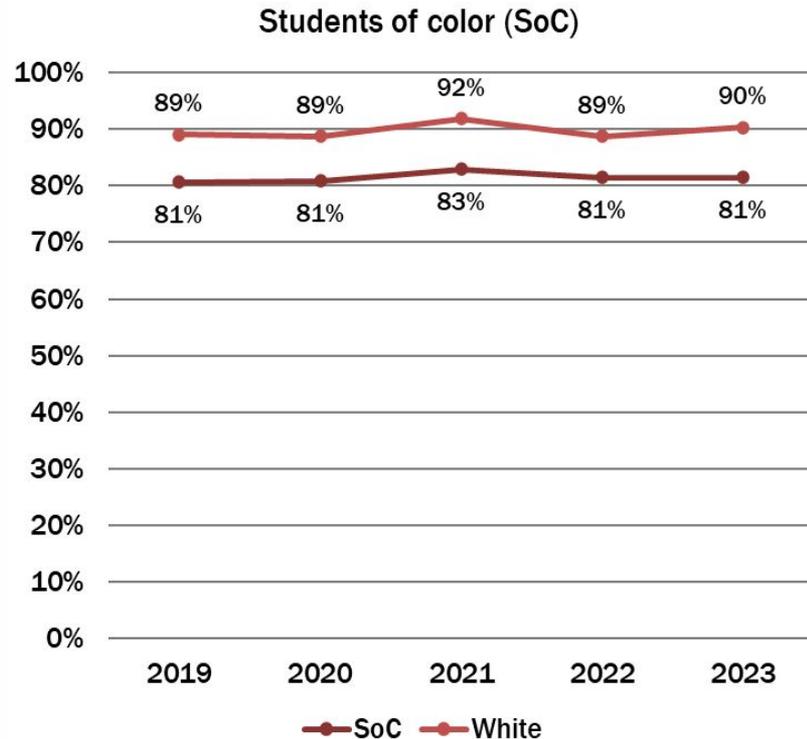
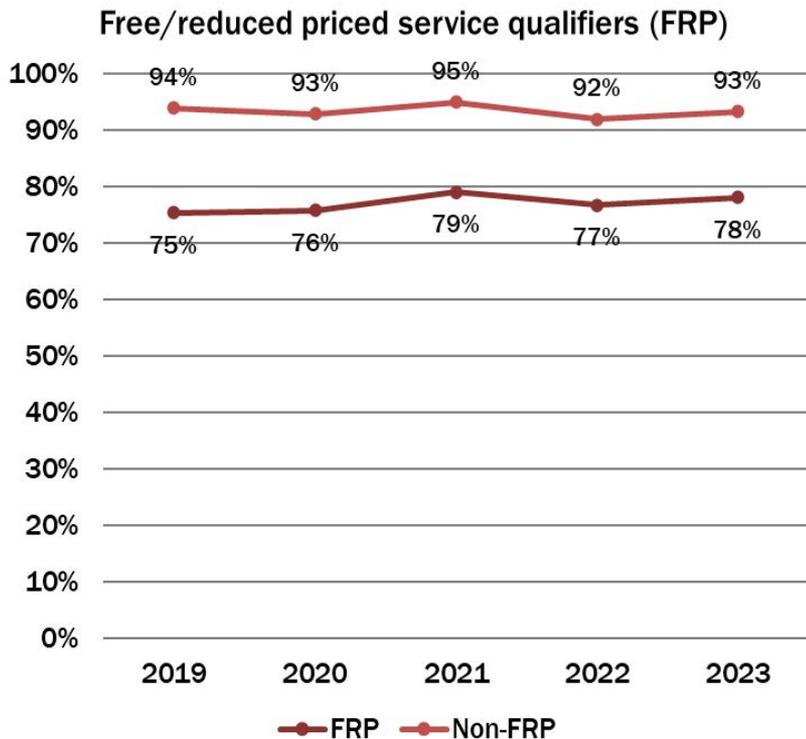
Career/college-level course taking by student group





ACHIEVEMENT GAP CLOSURE

4-year graduation rates by student group



ACHIEVEMENT GAP CLOSURE

District response to the data – create an improvement plan



Anoka-Hennepin School District is committed to creating equitable learning environments which provide access, representation, meaningful participation, and highly positive outcomes for each student.



ACHIEVEMENT GAP CLOSURE

District response to the data – create an improvement plan

Anoka-Hennepin is focused on:

- Student data to drive the improvement process.
- Success for every student through strengthening multi-tiered systems of support (MTSS) in:
 - Instruction and assessment.
 - Student engagement.
 - School climate.
 - Student behavior and mental health supports.

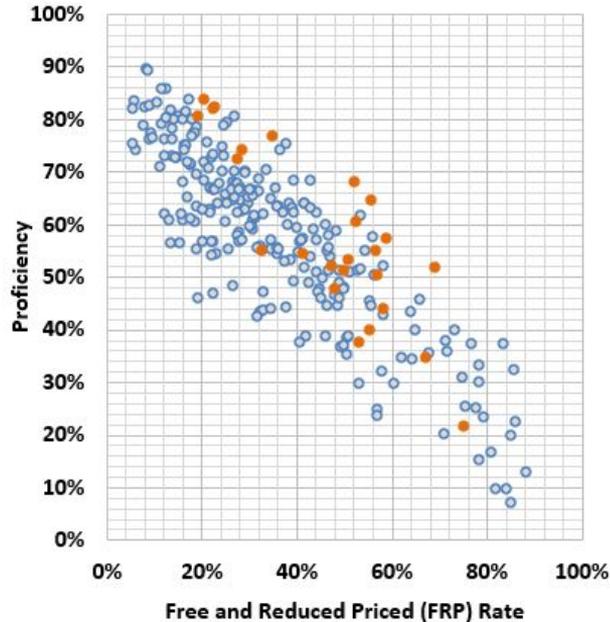


SCHOOL-TO-SCHOOL COMPARISON

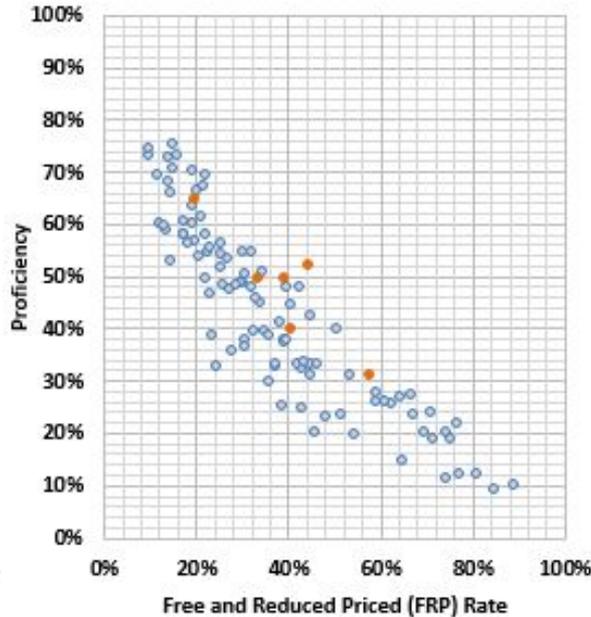
2024 MCA proficiency by school free/reduced priced service percentage

Math

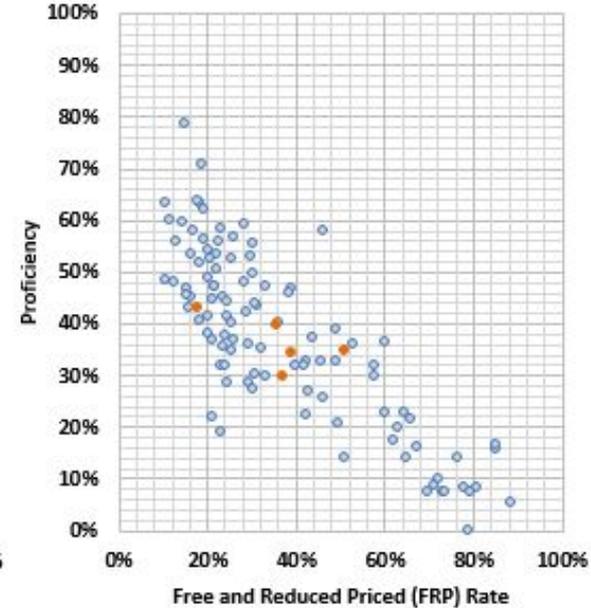
Elementary



Middle



High



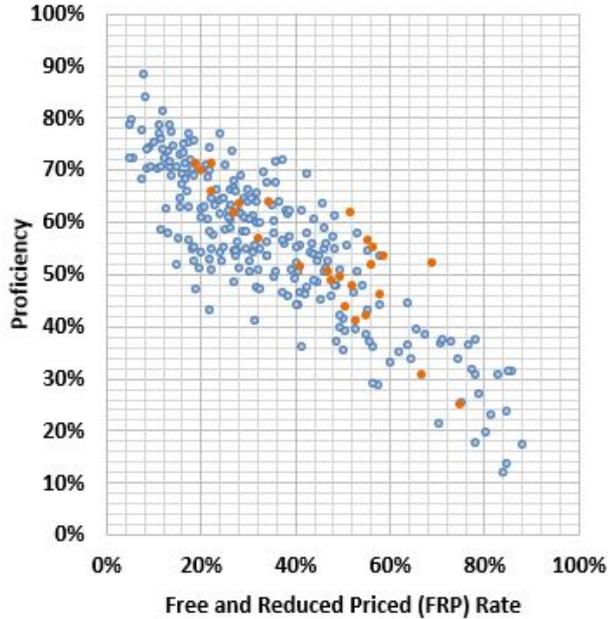


SCHOOL-TO-SCHOOL COMPARISON

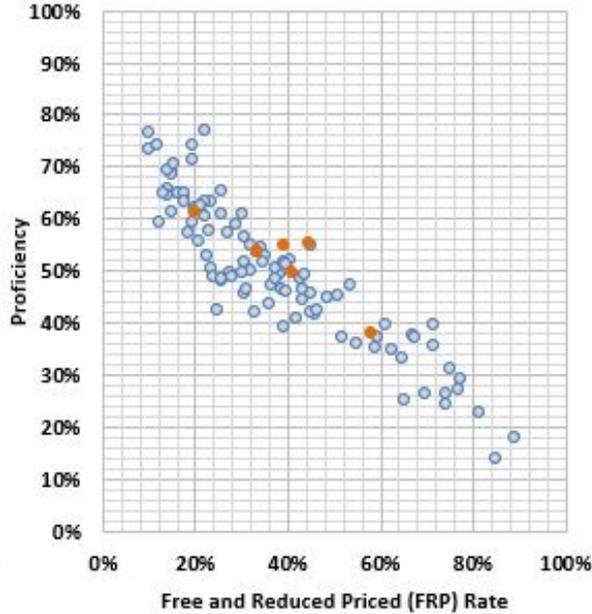
2024 MCA proficiency by school free/reduced priced service percentage

Reading

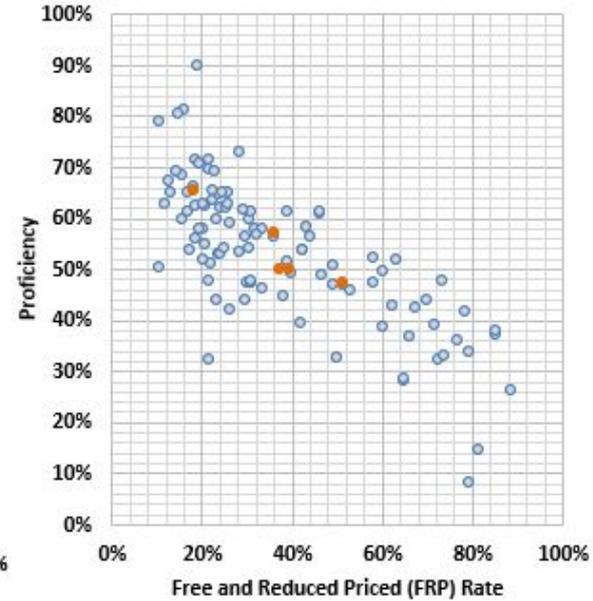
Elementary



Middle



High





SCHOOL-TO-SCHOOL COMPARISON

2024 MCA proficiency by school free/reduced priced service percentage

Leading economic peers:

- Comparing overall performance of similar schools based on percentages of students qualifying for free or reduced priced services.
- Identifying schools in the top quarter of their economic peer group.

Math	Top Quarter of Peer Group	Led Peer Group (Top Spot)
Elementary	13	4
Middle	4	1
High	1	0

Reading	Top Quarter of Peer Group	Led Peer Group (Top Spot)
Elementary	7	2
Middle	3	1
High	0	0

Top Quarter in Both Math & Reading
6
2
0

SCHOOL-TO-SCHOOL COMPARISON



2024 MCA proficiency by school free/reduced priced service percentage

- Anoka-Hennepin schools outperform their peer schools across the economic spectrum when considering like-students.
- Nearly two-thirds of schools in Anoka-Hennepin School District are beating the odds compared to similar schools across the state in at least one subject area, with almost 90% of those schools also performing at this level in the previous year.
- Nearly all of Anoka-Hennepin schools have outperformed their comparable economic peers in at least one subject across the time these comparisons have been made.
- Anoka-Hennepin schools have outperformed their economic peer schools at higher rates in math than in reading in each year these comparisons have been made.



SCHOOL-TO-SCHOOL COMPARISON

2024 MCA proficiency by school free/reduced priced service percentage

Leading economic peers:

- Comparing student group performance of similar schools based on percentages of students qualifying for free or reduced priced services.
- Identifying schools in the top quarter of their economic peer group.

Math	Top Quarter of Peer Group in at least one student group	Led Peer Group at least one student group	Reading	Top Quarter of Peer Group in at least one student group	Led Peer Group in at least one student group	Top Quarter in Both Math & Reading in student group(s)
Elementary	18	5	Elementary	18	2	14
Middle	5	4	Middle	5	1	5
High	2	1	High	4	2	2

SCHOOL-TO-SCHOOL COMPARISON



2024 MCA proficiency by school free/reduced priced service percentage

- Over 90% of Anoka-Hennepin schools beat the odds by outperforming their economic peers in at least one examined student group.
- Nearly 80% of schools performed in the top quarter of their economic peer group across multiple student groups (in any subject).
- Nearly 80% of schools performed in the top quarter of their economic peer group across multiple subjects (in any student group).
- Over 40% of Anoka-Hennepin schools led their economic peer group in at least one student group.
- One fourth of Anoka-Hennepin schools led their economic peer group in more than one student group or subject area.

Questions, comments

Johnna Rohmer-Hirt

Executive Director, Research, Evaluation and Testing

ahschools.us/ret