

# Achieving Academic Excellence

Including World's Best Workforce, Achievement and Integration

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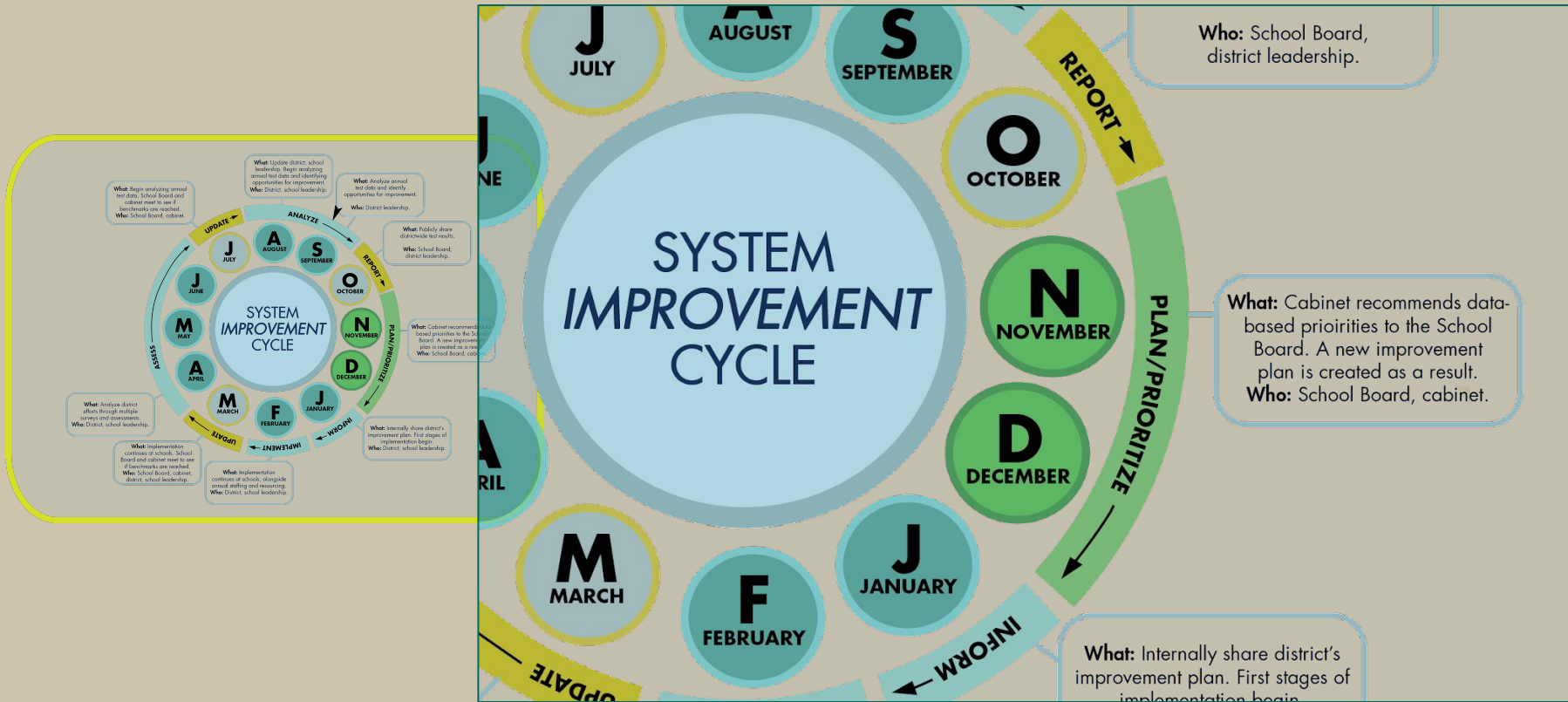
# Presentation overview

- 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

Monitoring and reporting effectiveness 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	2018-19	2019-20*	2020-21*	2021-22	2022-23	Desired Trend
P r o f i c i e n c y & G r o w t h	A1.1: Early Learning Achievement Benchmark	Percent of all students who meet/exceed expected benchmark		≤ 59%	60-69%	70-79%	80-89%	≥ 90%	62.5%	59.2%	65.6%	68.7%		↑
	A1.2: earlyReading Kindergarten Readiness Reading Benchmark	Percent of all students who meet/exceed expected benchmark		≤ 59%	60-69%	70-79%	80-89%	≥ 90%	62.5%	59.2%	65.6%	68.7%		↑
	A1.3: Maximum gap in earlyReading proficiency between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups		> 30%	24-29%	19-23%	14-18%	9-13%	24%	25%	22%	20%		↓
	A1.4: MCA-III Reading Proficiency	Percent of all students who meet/exceed expected proficiency		≤ 79%	80-84%	85-89%	90-94%		79%	80%	81%	82%		↑
	A1.5: Maximum gap in MCA-III Reading proficiency between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups		≥ 20%	15-19%	10-14%	5-9%		15%	16%	14%	12%		↓
	A1.6: MCA-III Reading Growth	Percent of all students who meet medium or high growth		≤ 59%	60-69%	70-79%	80-84%	85-89%	60%	59%	61%	62%		↑
	A1.7: CoM Kindergarten Readiness Math Benchmark	Percent of all students who meet/exceed expected benchmark		≤ 59%	60-69%	70-79%	80-84%	85-89%	60%	59%	61%	62%		↑
	A1.8: Maximum gap in CoM proficiency between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups		> 30%	24-29%	19-23%	14-18%	9-13%	24%	25%	22%	20%		↓
	A1.9: MCA-III Math Proficiency	Percent of all students who meet/exceed expected proficiency		≤ 79%	80-84%	85-89%	90-94%		79%	80%	81%	82%		↑
	A1.10: Maximum gap in MCA-III Math proficiency between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups		≥ 20%	15-19%	10-14%	5-9%		15%	16%	14%	12%		↓
	A1.11: MCA-III Math Growth	Percent of all students who meet medium or high growth		≤ 59%	60-69%	70-79%	80-84%	85-89%	60%	59%	61%	62%		↑
	A1.12: MCA-III Science Proficiency	Percent of all students who meet/exceed expected proficiency		≤ 79%	80-84%	85-89%	90-94%		79%	80%	81%	82%		↑
	A1.13: Maximum gap in MCA-III Science proficiency between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups		≥ 20%	15-19%	10-14%	5-9%		15%	16%	14%	12%		↓
	A1.14: MCA-III Reading School Comparison	Percent of schools in the top quartile of their F/R decile range on MCA Reading		≤ 39%	40-49%	50-59%	60-69%	70-79%	39%	40%	41%	42%		↑
	A1.15: MCA-III Math School Comparison	Percent of schools in the top quartile of their F/R decile range on MCA Math		≤ 39%	40-49%	50-59%	60-69%	70-79%	39%	40%	41%	42%		↑
	A1.16: MCA-III Science School Comparison	Percent of schools in the top quartile of their F/R decile range on MCA Science		≤ 39%	40-49%	50-59%	60-69%	70-79%	39%	40%	41%	42%		↑
District Scorecard A: Maximizing student learning and minimizing the achievement gap														
Indicators		Descriptions		Levels					Trend					
				Intervene	Concern	Baseline	Progress	Vision	2018-19	2019-20*	2020-21*	2021-22	2022-23	Desired Trend
W e l c o m i n g e d u c a t i o n a l e x c e l l e n c e	A2.1: 3 <sup>rd</sup> Grade MCA-III Reading Proficiency	Percent of all students who meet/exceed expected proficiency		≤ 79%	80-84%	85-89%	90-94%		79%	80%	81%	82%		↑
	A2.2: 8 <sup>th</sup> Grade MCA-III Math Proficiency	Percent of all students who meet/exceed expected proficiency		≤ 79%	80-84%	85-89%	90-94%		79%	80%	81%	82%		↑
	A2.3: ACT Participation of graduating class	Percent of students who participate in ACT		≤ 74%	75-79%	80-84%	85-90%		74%	75%	76%	77%		↑
	A2.4: ACT composite score of graduating class	Average composite score of students taking the ACT		20 or below	>20 and ≤21	>21 and ≤23	>23 and ≤24		20	21	22	23		↑
	A2.5: ACT College Readiness Benchmarks of graduating class	Percent of all students tested who meet or exceed all four ACT benchmarks		≤ 29%	30-39%	40-49%	50-60%		29%	30%	31%	32%		↑
	A2.6: 4-Year Graduation Rate (9 – 12 cohort)	Graduation rate percent		≤ 89%	90-92%	93-95%	96-98%		89%	90%	91%	92%		↑
	A2.7: Participation in potential college-credit earning courses: percent of seniors taking at least one while in high school	Percent of senior students who participated in at least one potential college-credit earning course during four years in high school		< 50%	50-64%	65-79%	80-94%		50%	51%	52%	53%		↑
	A2.8: Participation in potential college-credit earning courses: greatest percentage gap among F/R and ethnic student groups	Percent difference between highest and lowest participating student groups		>25%	21-25%	16-20%	10-15%		25%	26%	24%	22%		↓
	A2.9: Participation in potential college-credit earning courses: greatest percentage gap among all student groups	Percent difference between highest and lowest participating student groups		>25%	21-25%	16-20%	10-15%		25%	26%	24%	22%		↓
	A3.1: Student engagement (e.g. performance feedback, safety, welcoming, belonging)	Percent overall student engagement		≤ 75%	76-81%	82-87%	88-94%	≥ 95%	75%	76%	77%	78%		↑
	A3.2: Greatest difference in student engagement across ethnic groups	Percent difference		> 10%	9-10%	7-8%	5-6%	< 5%	10%	9%	8%	7%		↓
	A3.3: Percent of students with no out of school suspensions or SpEd dismissals	Percent of students who do not have an out of school suspension or SpEd dismissal		≤ 75%	76-81%	82-87%	88-94%	≥ 95%	75%	76%	77%	78%		↑
	A3.4: Suspension/SpEd dismissal referrals: greatest percentage gap among all student groups	Percent difference		> 10%	9-10%	7-8%	5-6%	< 5%	11%	10%	9%	8%		↓
	A3.5: Equitable referrals: greatest percentage gap among all student groups	Percent difference		> 10%	9-10%	7-8%	5-6%	< 5%	6%	6%	5%	4%		↓
	S c h o o l c o m m u n i t y	A3.6: Overall attendance rate	Average attendance rate		≤ 88%	89-91%	92-94%	95-97%	≥ 98%	88%	89%	90%	91%	
A3.7: Attendance rate: greatest percentage gap among all student groups		Percent difference		> 10%	9-10%	7-8%	5-6%	< 5%	4%	4%	3%	2%		↓
A3.8: Overall consistent attendance rate		Percent of students in consistent attendance (> 90% attendance rate)		≤ 88%	89-91%	92-94%	95-97%	≥ 98%	88%	89%	90%	91%		↑
A3.9: Consistent attendance rate: greatest percentage gap among all student groups		Percent difference		> 10%	9-10%	7-8%	5-6%	< 5%	11%	10%	9%	8%		↓
A3.10: Participation in extra-curricular activities (H.S. only)		Percent of students participating in extra-curricular activities		≤ 89%	90-90%	91-93%	94-94%	≥ 95%	89%	90%	91%	92%		↑
A3.11: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.12: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.13: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.14: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.15: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.16: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.17: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.18: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.19: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.20: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)		Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓
A3.21: Participation in extra-curricular activities: greatest percentage gap among all student groups (H.S. only)	Percent difference		> 25%	21-25%	16-20%	10-15%	< 10%	27%	26%	24%	22%		↓	
District Scorecard B: Implementing "best in class" leadership and management practices														
Indicators		Descriptions		Levels					Trend					
				Intervene	Concern	Baseline	Progress	Vision	2018-19	2019-20*	2020-21*	2021-22	2022-23	Desired Trend
e d u c a t i o n a l e x c e l l e n c e	B1: Employee engagement	Percent of overall employee engagement		≤ 75%	76-81%	82-87%	88-94%	≥ 95%	75%	76%	77%	78%		↑
	B2: Supervisor support	Percent of employees who report overall supervisor support		≤ 75%	76-81%	82-87%	88-94%	≥ 95%	75%	76%	77%	78%		↑
	B3: Achievement of School Improvement Goals (math and reading)	Percent of School Improvement Goals that are met		≤ 74%	75-79%	80-84%	85-89%	≥ 90%	74%	75%	76%	77%		↑
	B4: Employee PAK completion	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B5: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B6: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B7: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B8: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B9: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B10: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B11: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B12: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B13: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B14: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	B15: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
District Scorecard C: Expanding professionalism for all administration and staff														
Indicators		Descriptions		Levels					Trend					
				Intervene	Concern	Baseline	Progress	Vision	2018-19	2019-20*	2020-21*	2021-22	2022-23	Desired Trend
e d u c a t i o n a l e x c e l l e n c e	C1: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	C2: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	C3: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	C4: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	C5: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	C6: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	C7: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑
	C8: Professionalism for all administration and staff	Percent of staff who complete PAK within the four years defined cycle		≤ 84%	85-89%	90-94%	95-97%	≥ 98%	84%	85%	86%	87%		↑



# Systems alignment



## Superintendent's goals

## Principal and central administrator's goals

## School improvement and departmental goals

## Quality compensation teacher goals / Classroom and student goals

Annual performance goals flow from the district scorecard and strategic priorities to the superintendent and cascade throughout the system.



# 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's 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*





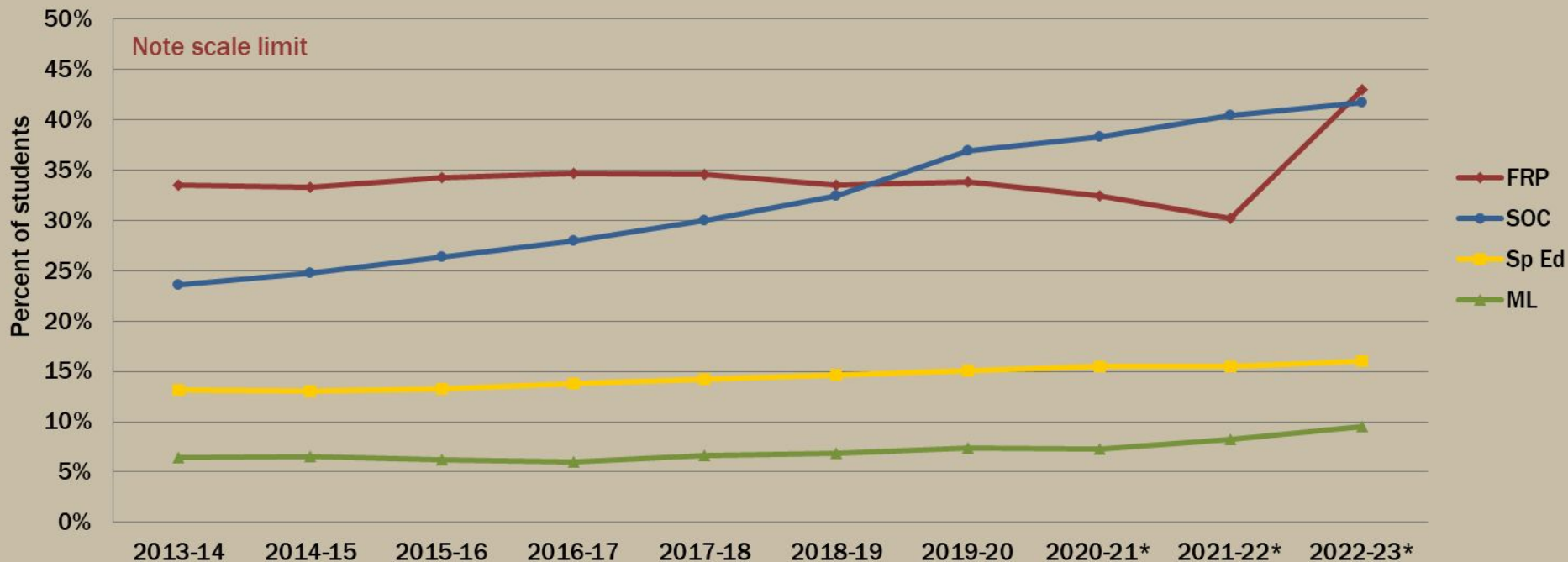
# Three-year plan (2024-2026)

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

A&I components	Anoka-Hennepin strategies
Career and college readiness for underserved students	Advancement via Individual Determination (AVID), International Baccalaureate (IB), Magnet/specialty school programming.
Professional development; cultural competency	Professional development on effective teaching practices, cultural competency.
Targeted interventions to improve achievement	Middle school and high school intervention teachers.
Student leadership, college visits, family engagement, intra and inter-district partnerships	Student achievement advisors, NWSISD, Step Up, Essence, Educators Rising.
Integrated learning environments, in-district transfer and cross-district choices	Magnet/specialty school programming.

# 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. In 2022-23, students were directly qualified through MDE based on set criteria in addition to family applications.

# Student perception data

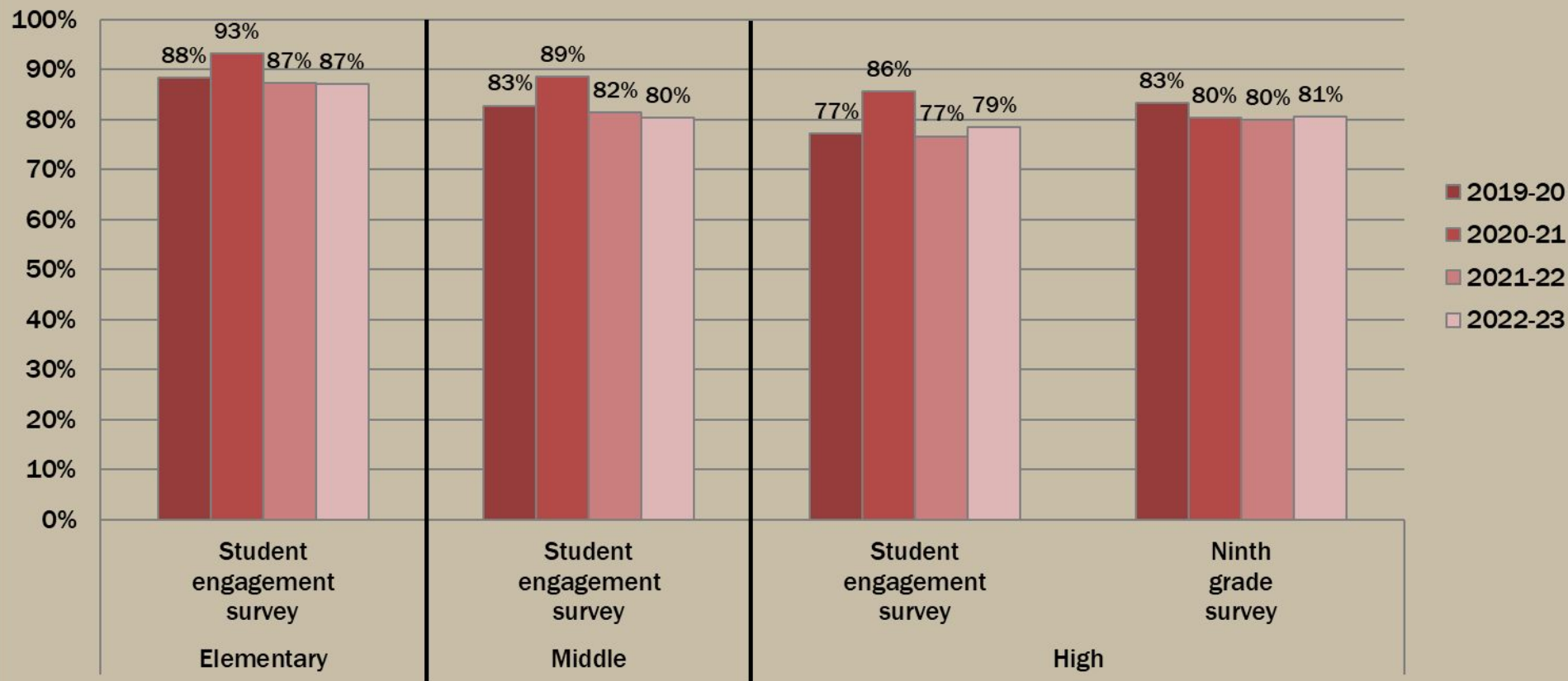


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SCHOOLS  
*A future without limit*



# Safety and connectedness

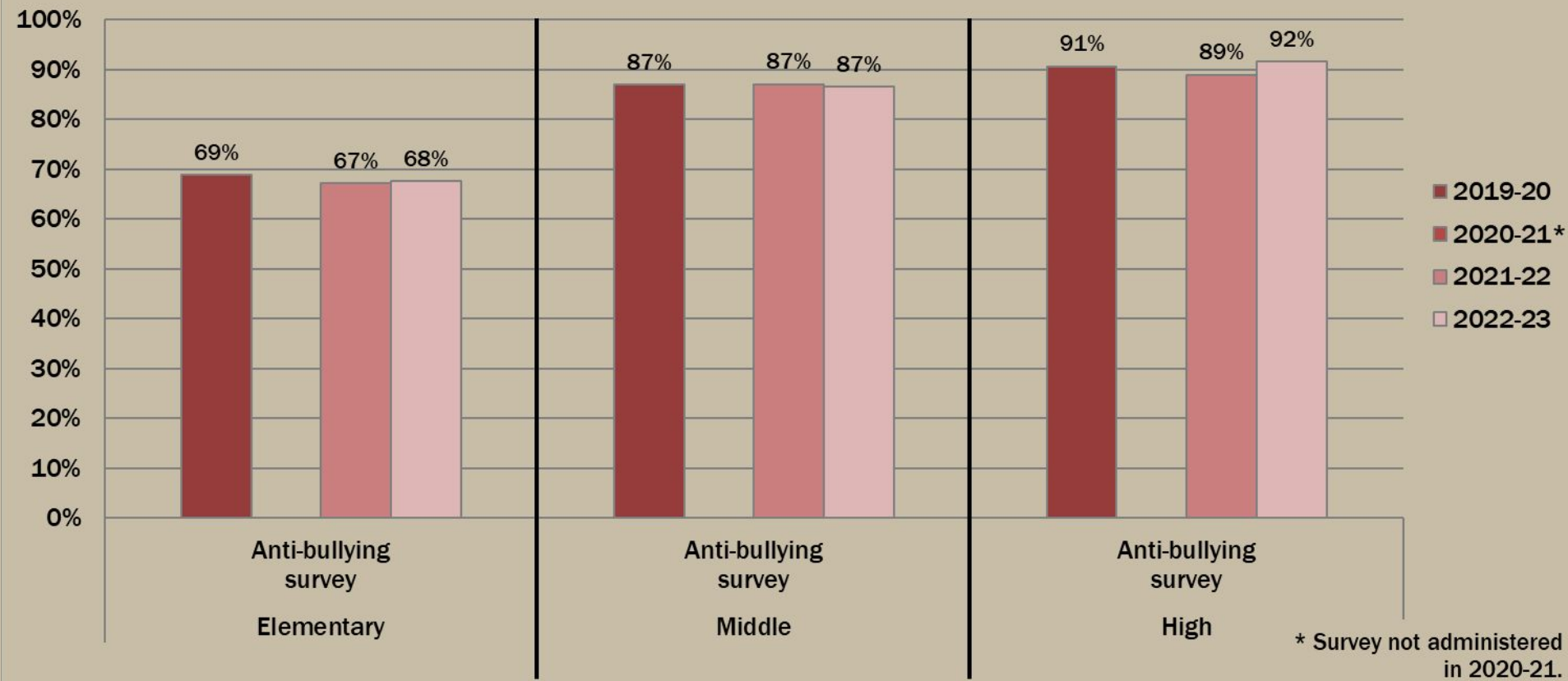
Students who report feeling safe at school





# Safety and connectedness

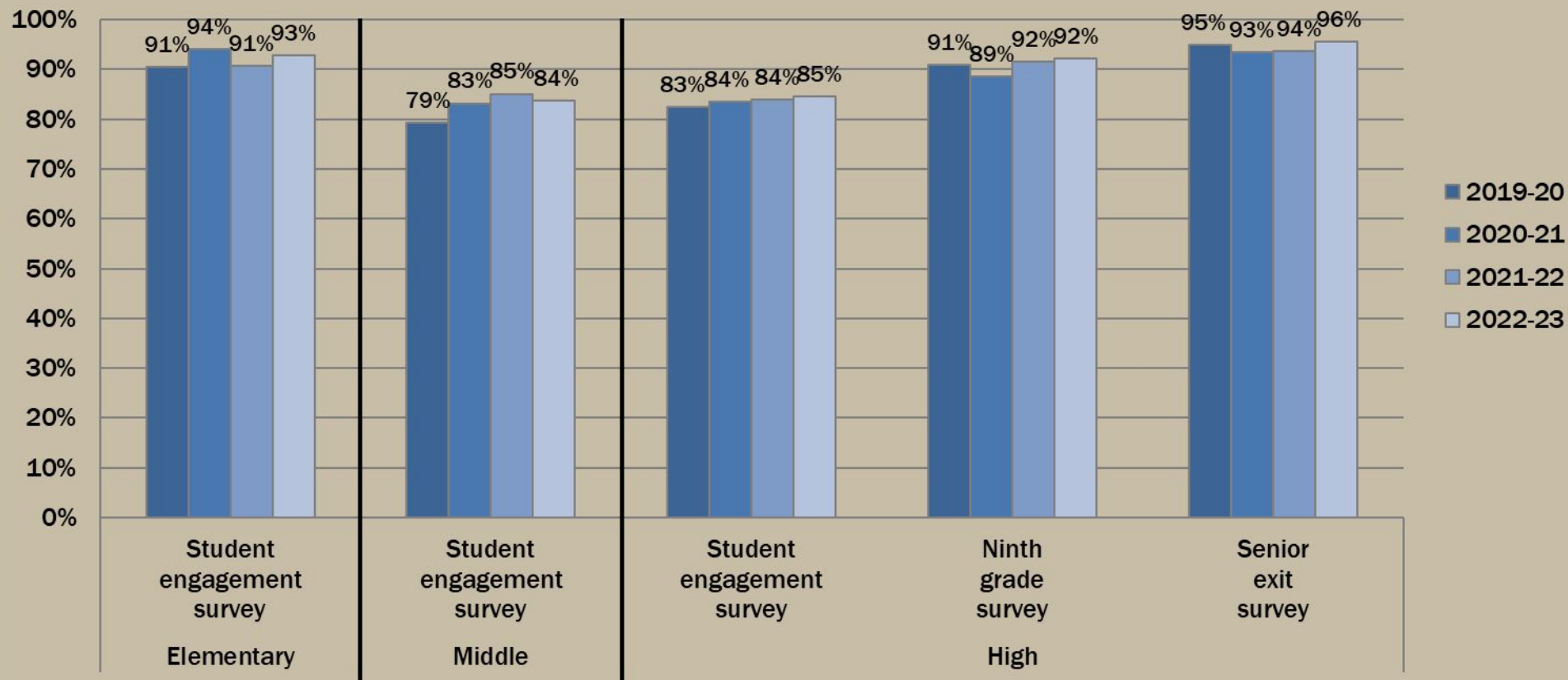
Students who report they have **never** been bullied in the last 30 days





# 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 social-emotional support.

# Student achievement data



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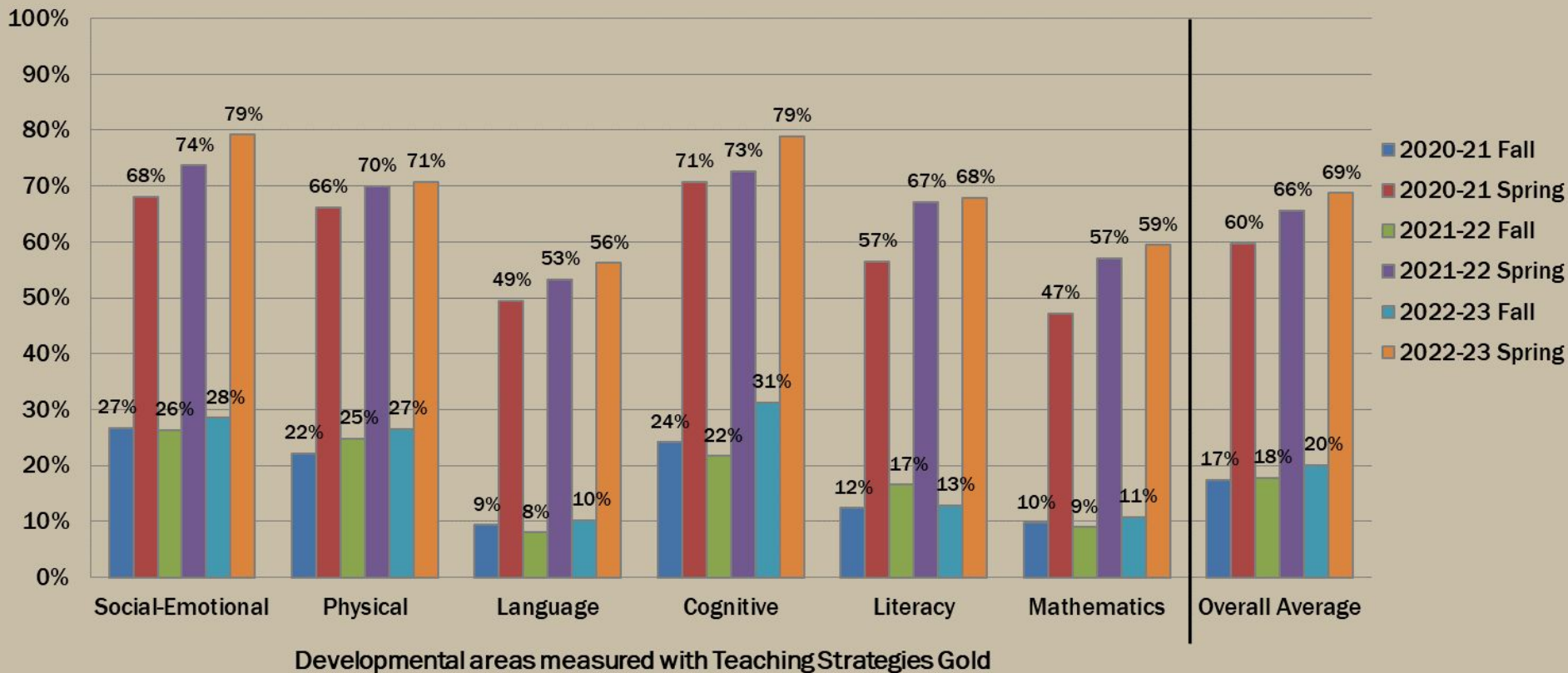
# Performance measures overview

Aligned to World's Best Workforce:

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

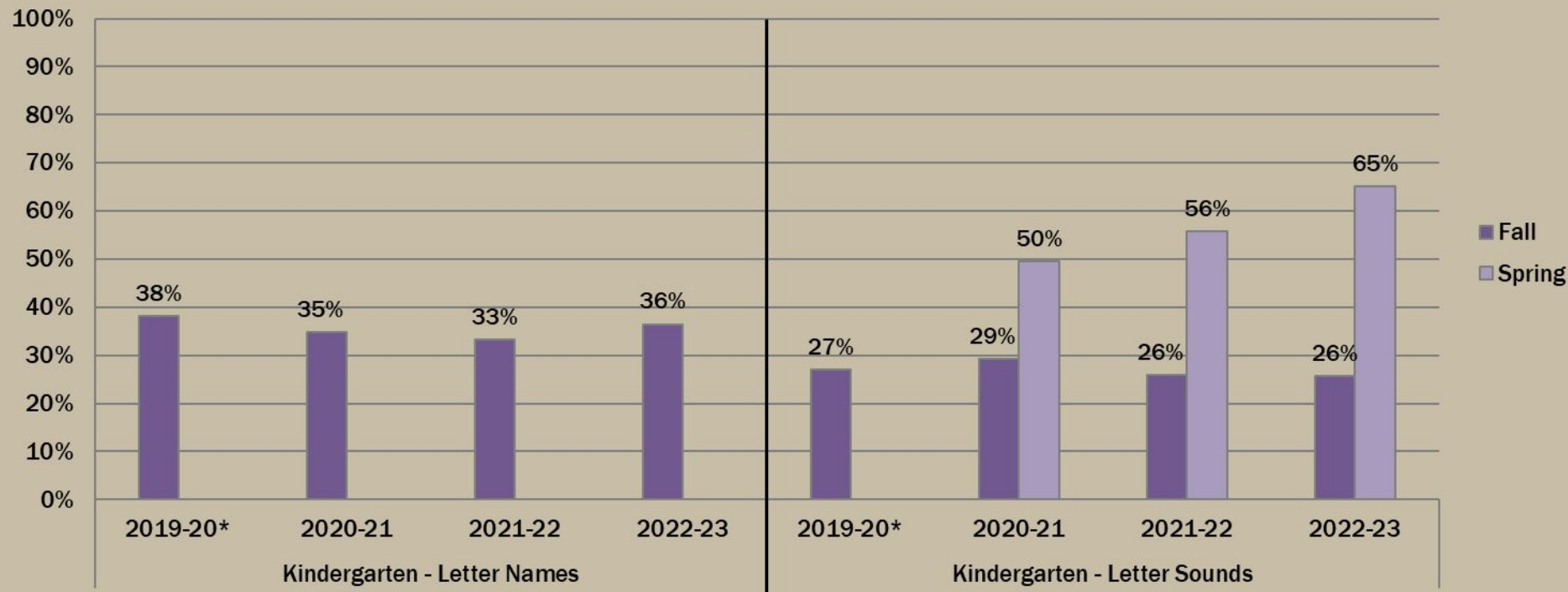
# School readiness

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 was not given to kindergarten students in the spring beginning in 2019-20. The letter names and letter sounds tasks were not assessed in spring of 2019-20 due to the COVID-19 pandemic.



# School readiness achievement

District response to the data – create an improvement plan

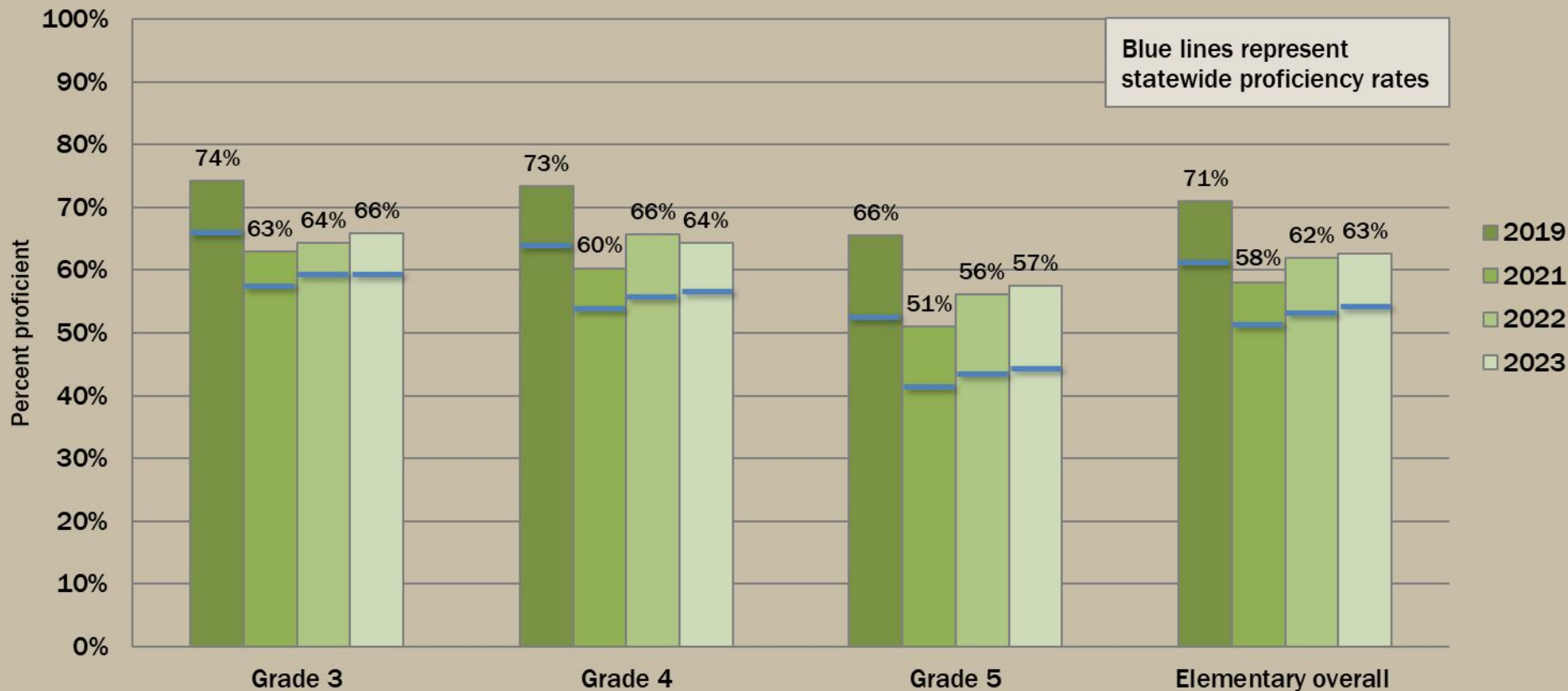
Anoka-Hennepin is focusing on:

- Utilizing Heggerty to supplement existing literacy curriculum by bringing explicit phonemic awareness instruction to the classroom and aligning with K-3 literacy instruction.
- Continued social-emotional learning through implementation of the Pyramid Model, teacher development, curricular focus and parent/guardian resources.
- Continuing to analyze our community needs assessment data to determine the most effective ways to support families, especially those who have barriers to participation.



# Elementary achievement

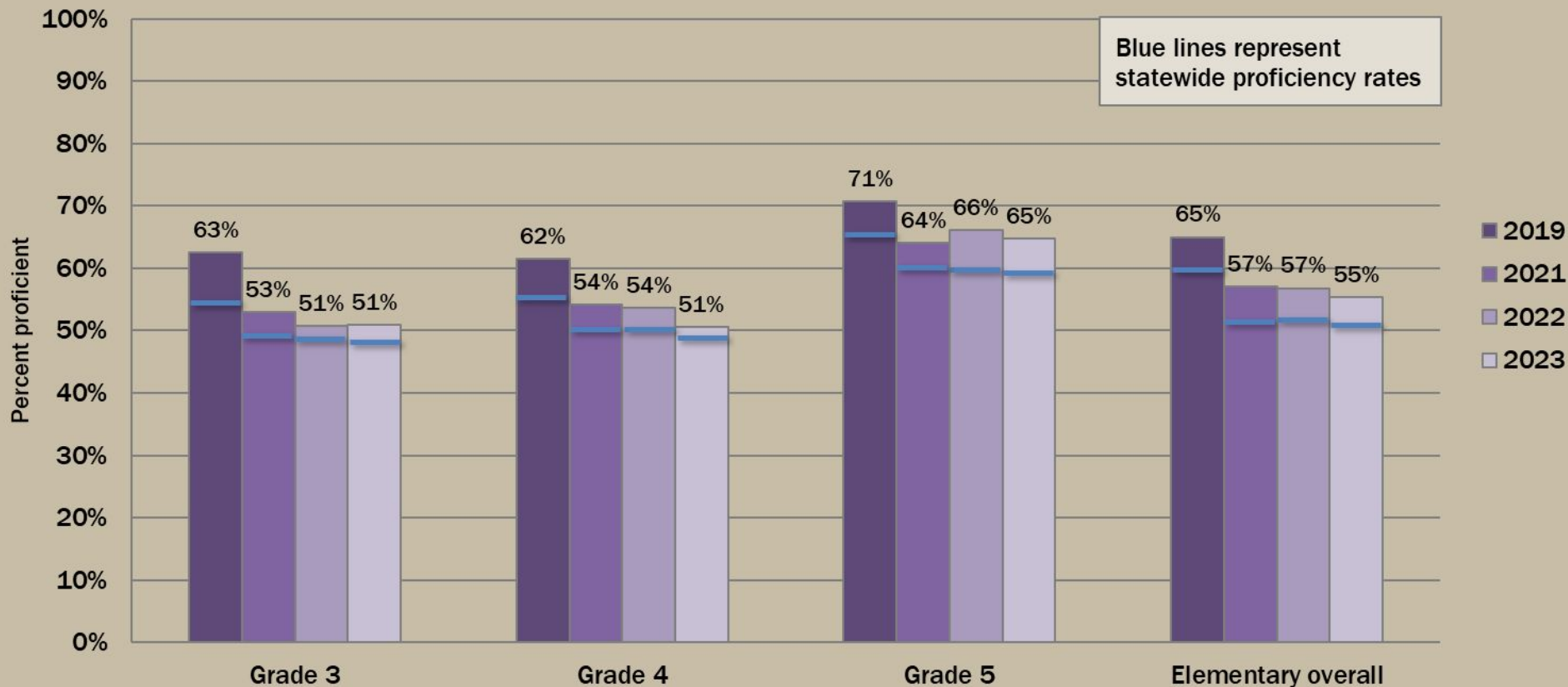
Minnesota Comprehensive Assessment (MCA) in math





# Elementary achievement

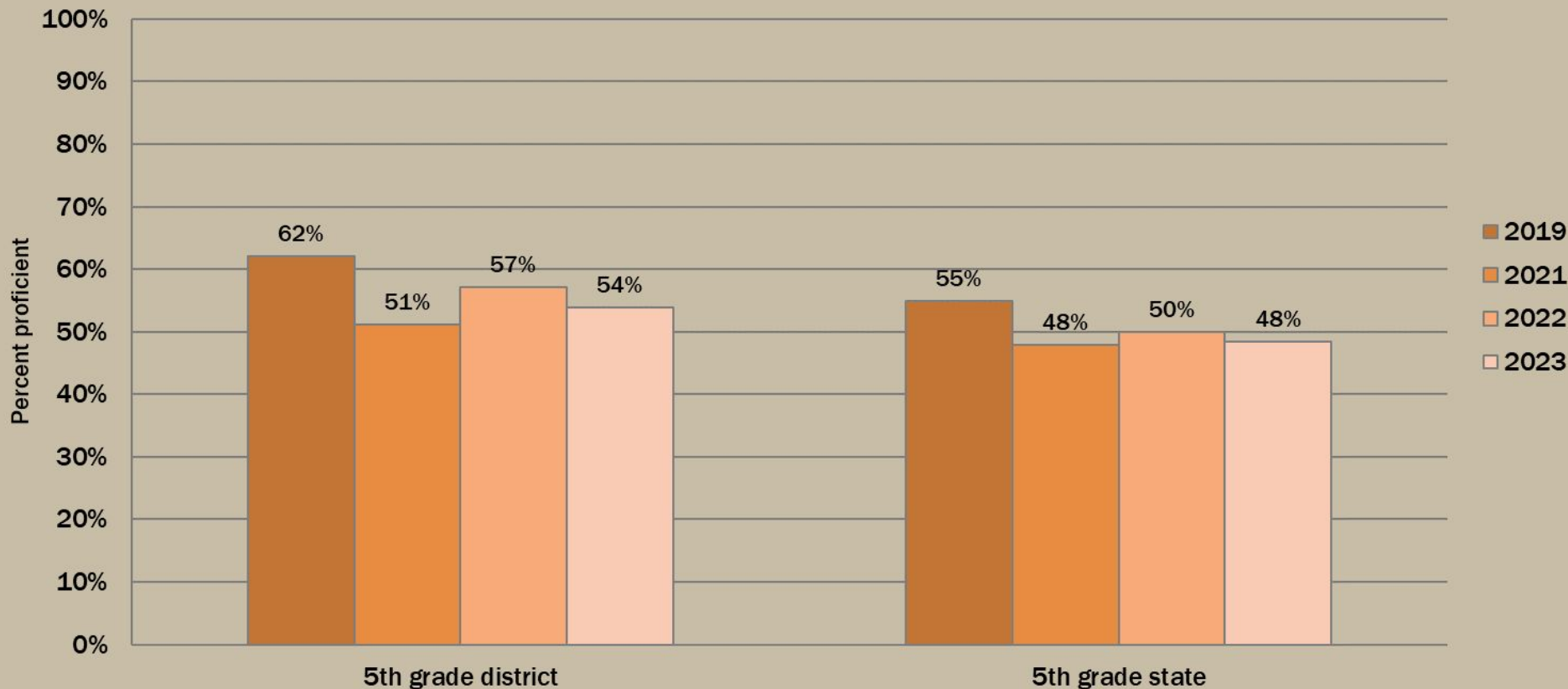
MCA in reading





# Elementary achievement

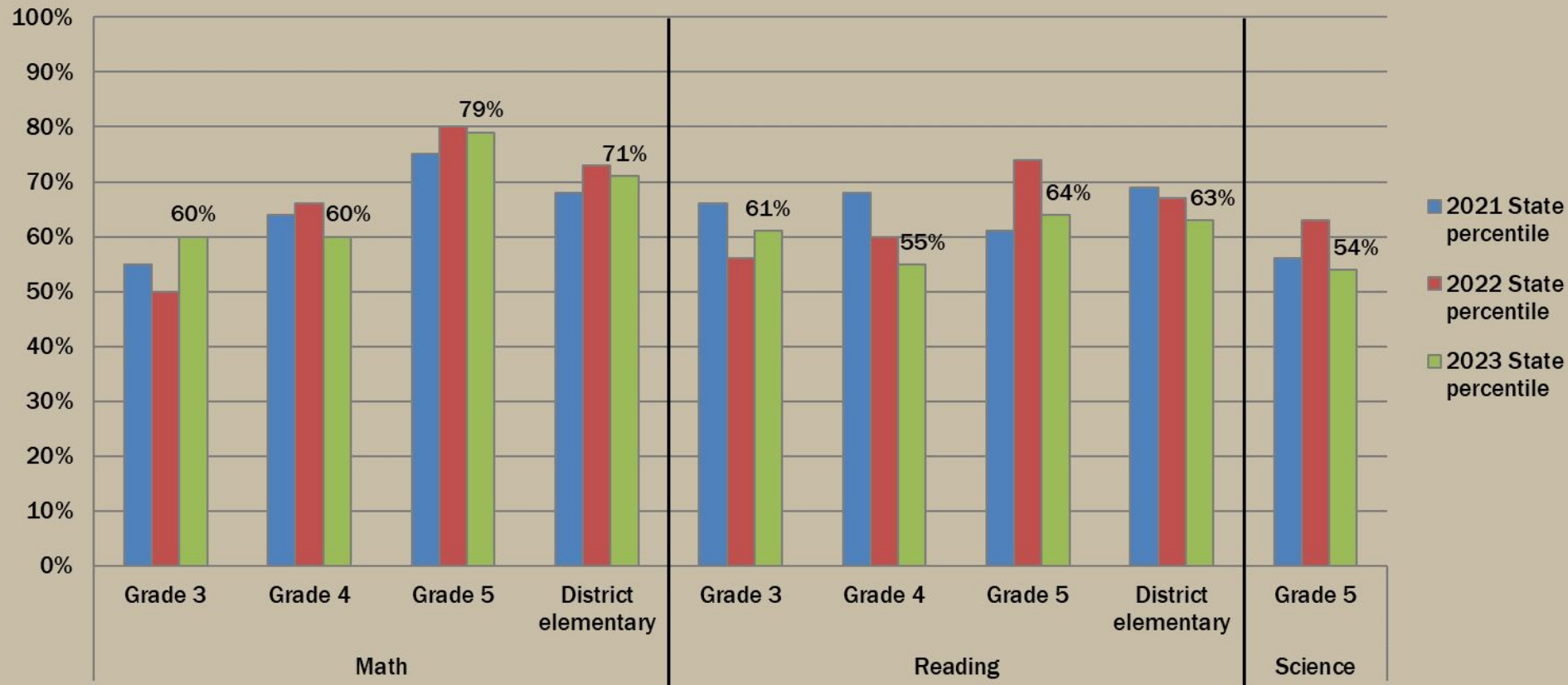
## MCA in science





# Elementary achievement

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







# Elementary achievement

District response to the data – create an improvement plan

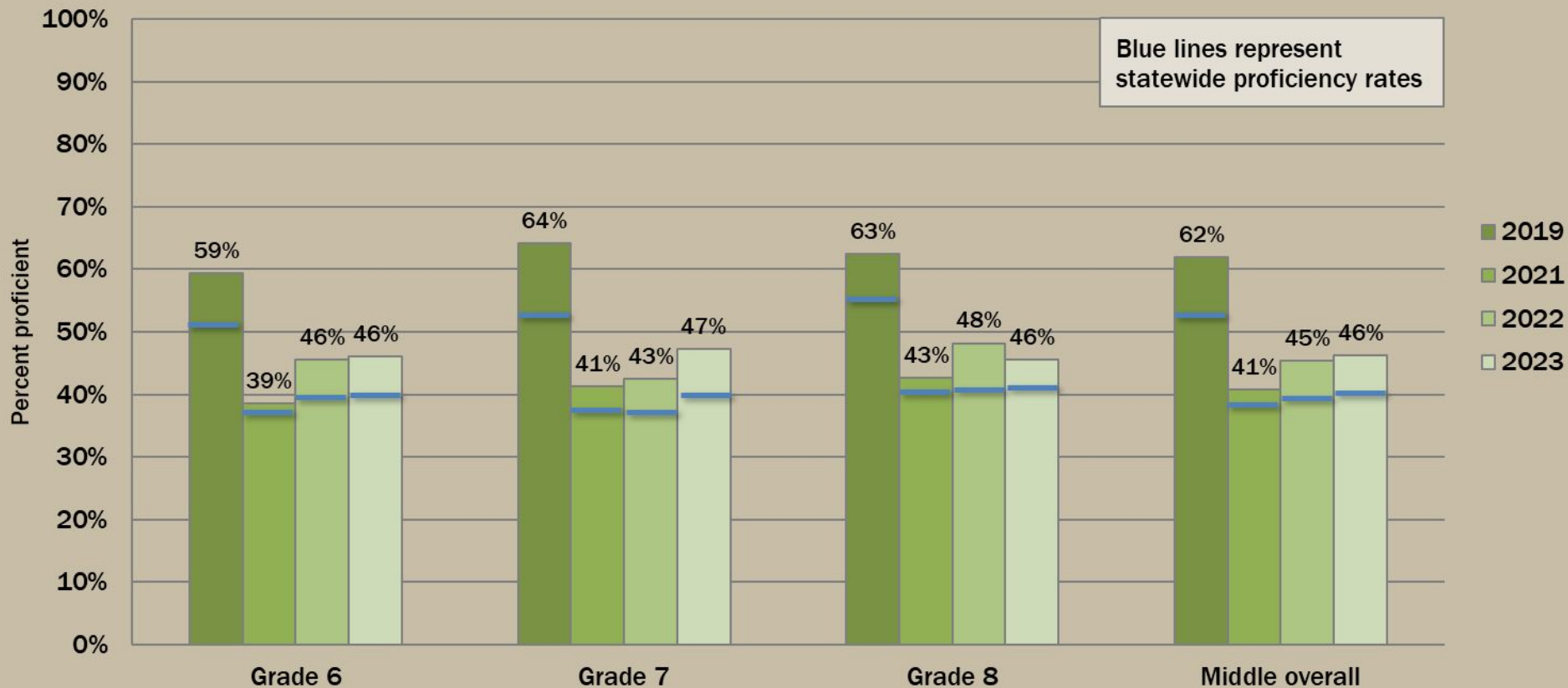
Anoka-Hennepin is focusing on:

- Reading well by third grade.
  - Third year of LETRS training with teachers in grades K-3.
  - Increased literacy and English learner support.
  - Bridge2Read pilot.
- Fifth year implementation of elementary math program.
- Fifth year of new 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

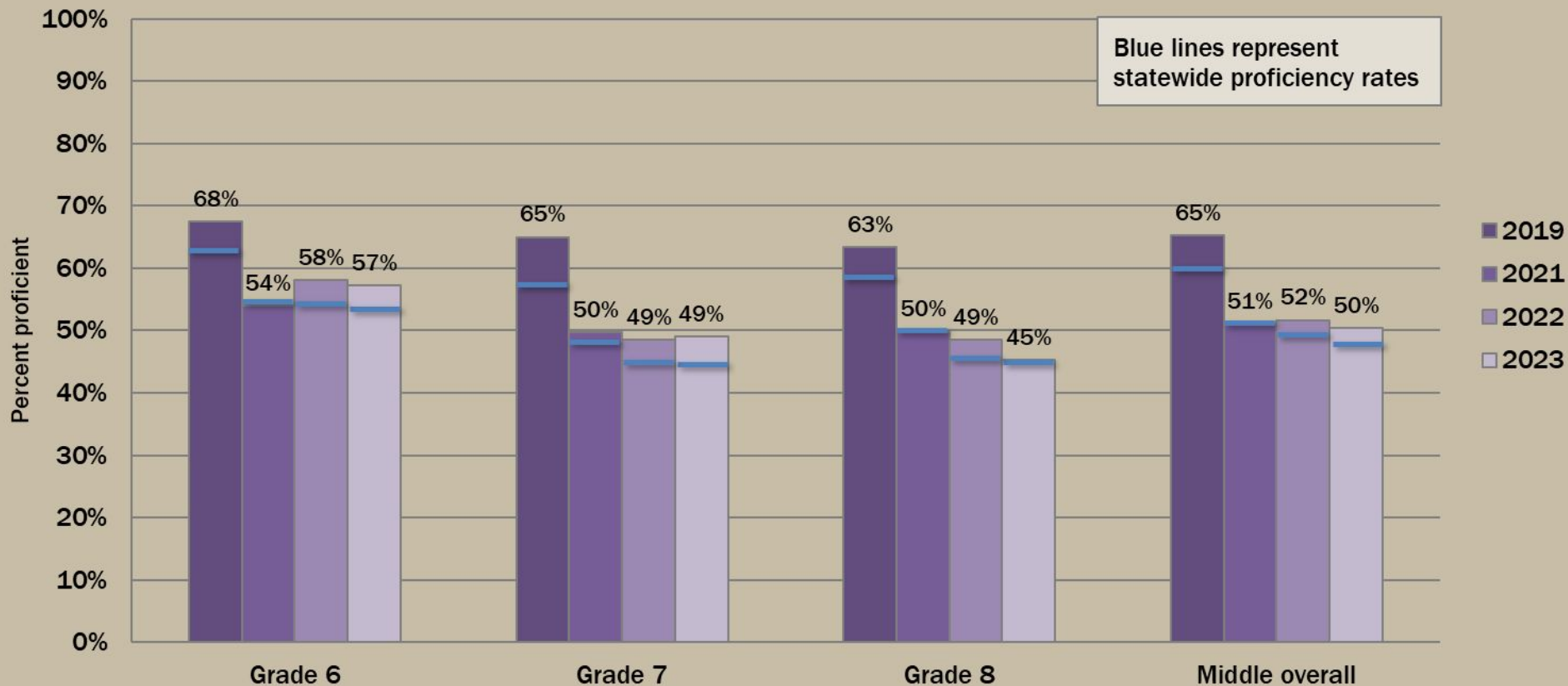
## MCA in math





# Middle school achievement

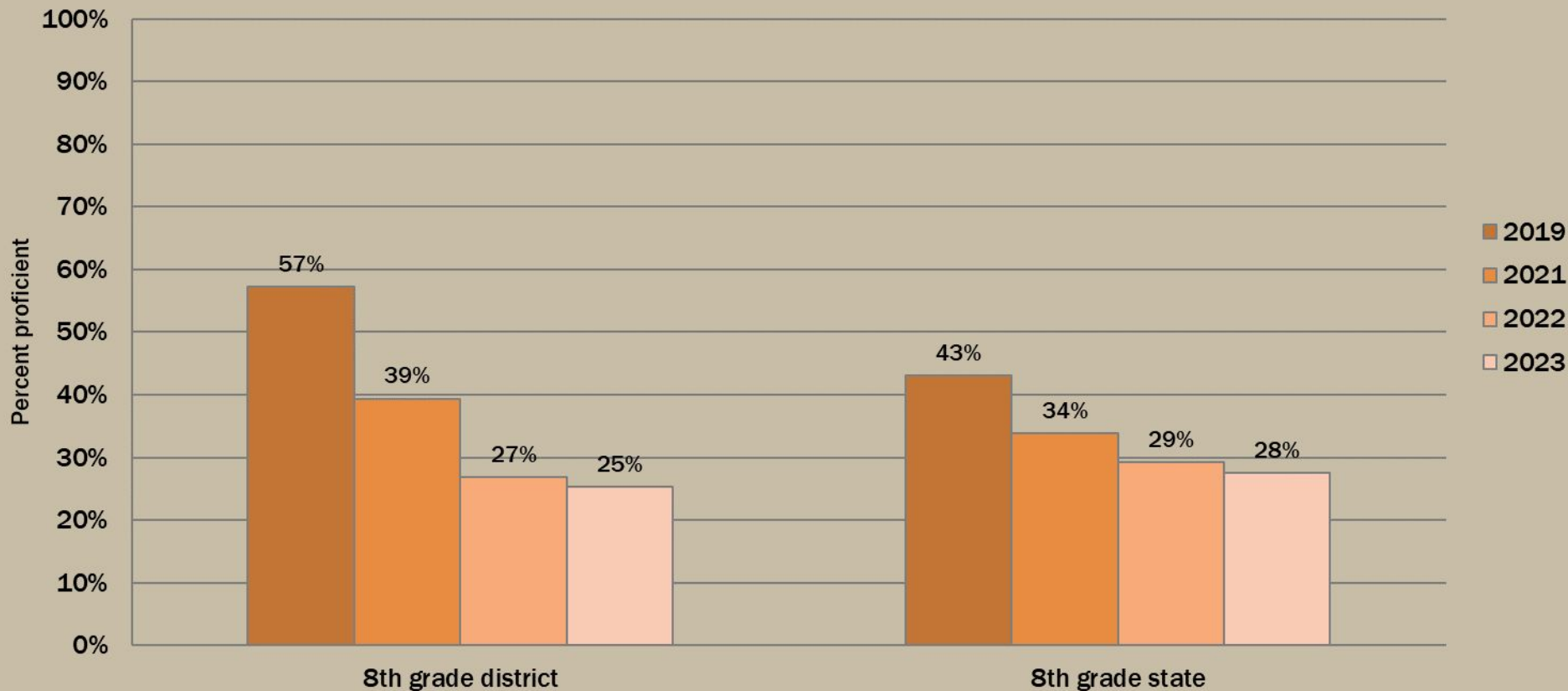
## MCA in reading





# Middle school achievement

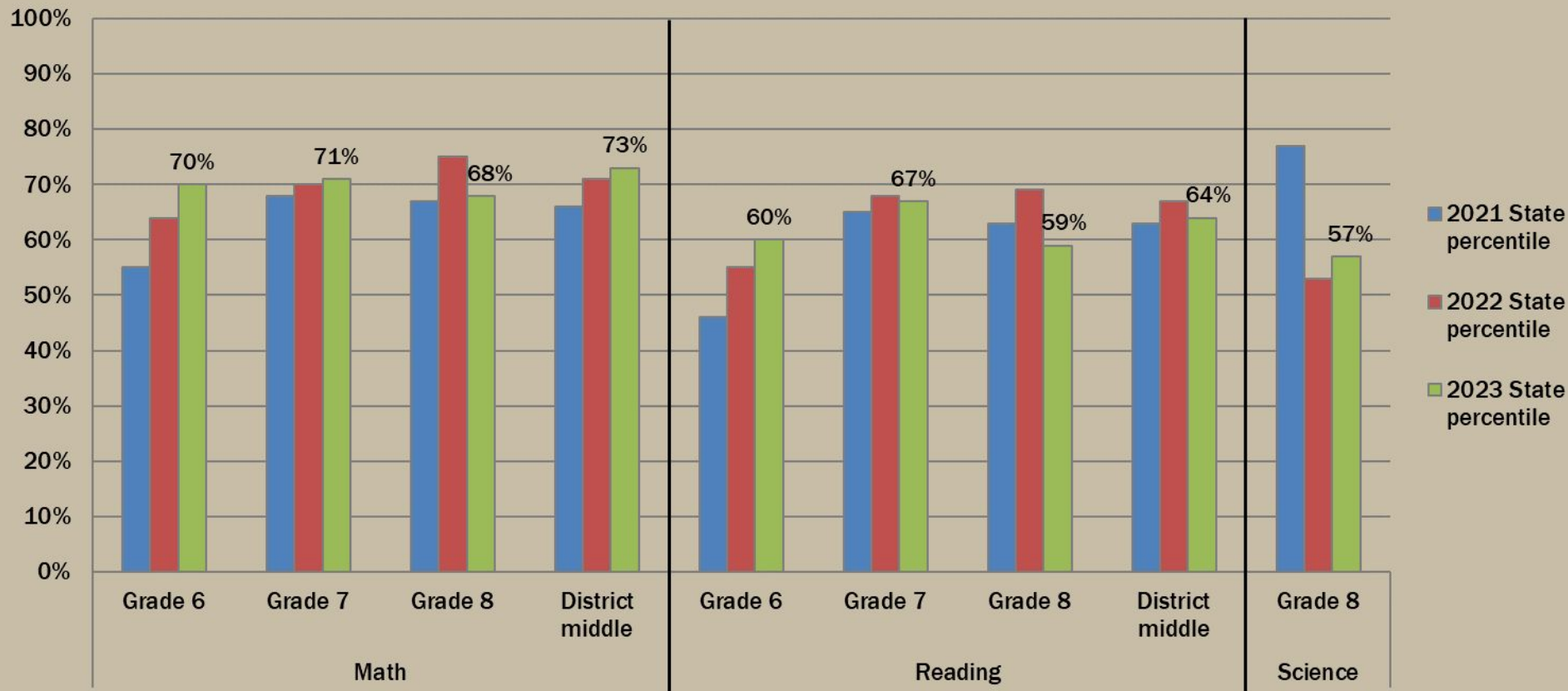
## MCA in science





# 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

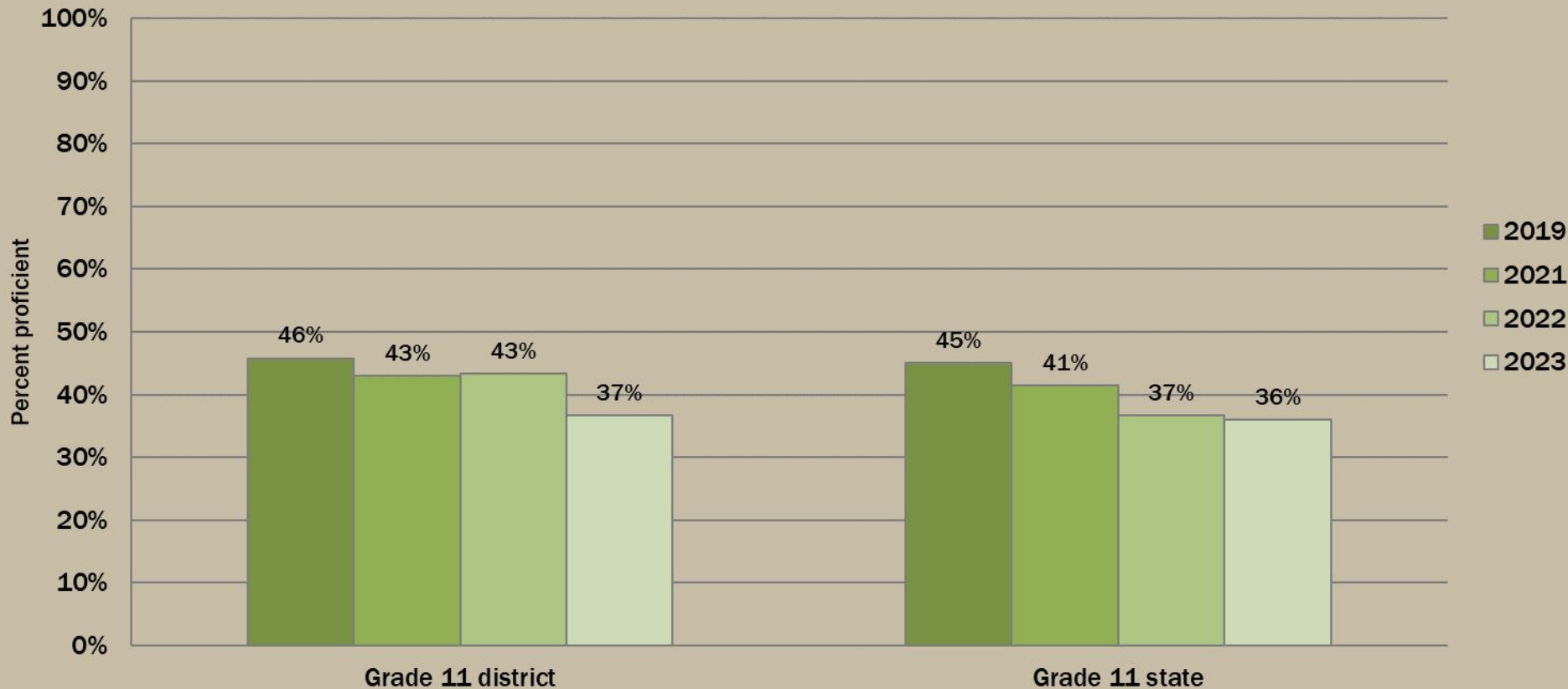
Anoka-Hennepin is focusing on:

- Strengthening academic, social and behavioral structures to meet the individual needs of all learners through a multi-tiered system of support (MTSS).
- Improving student literacy by supporting the implementation of ELA materials and providing literacy coaching for 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

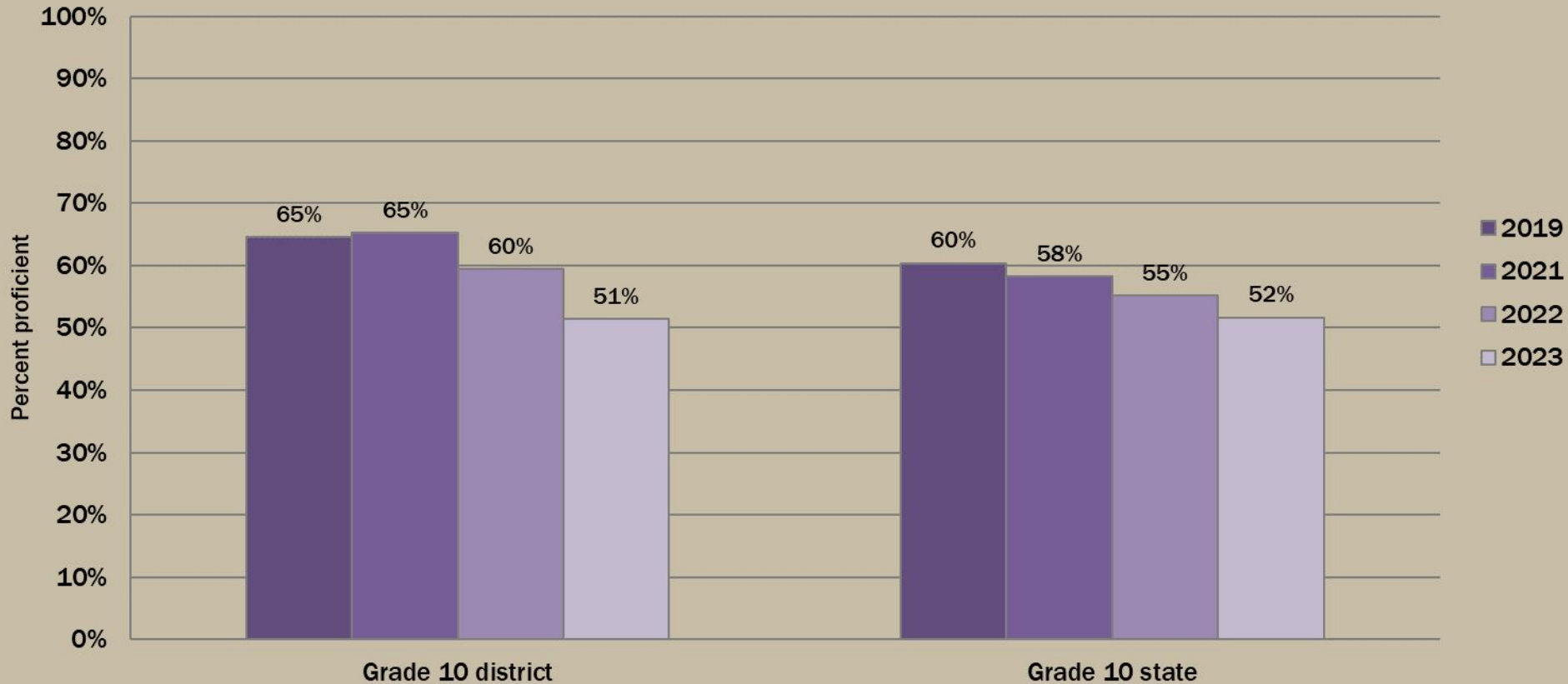
## MCA in math





# High school achievement

MCA in reading

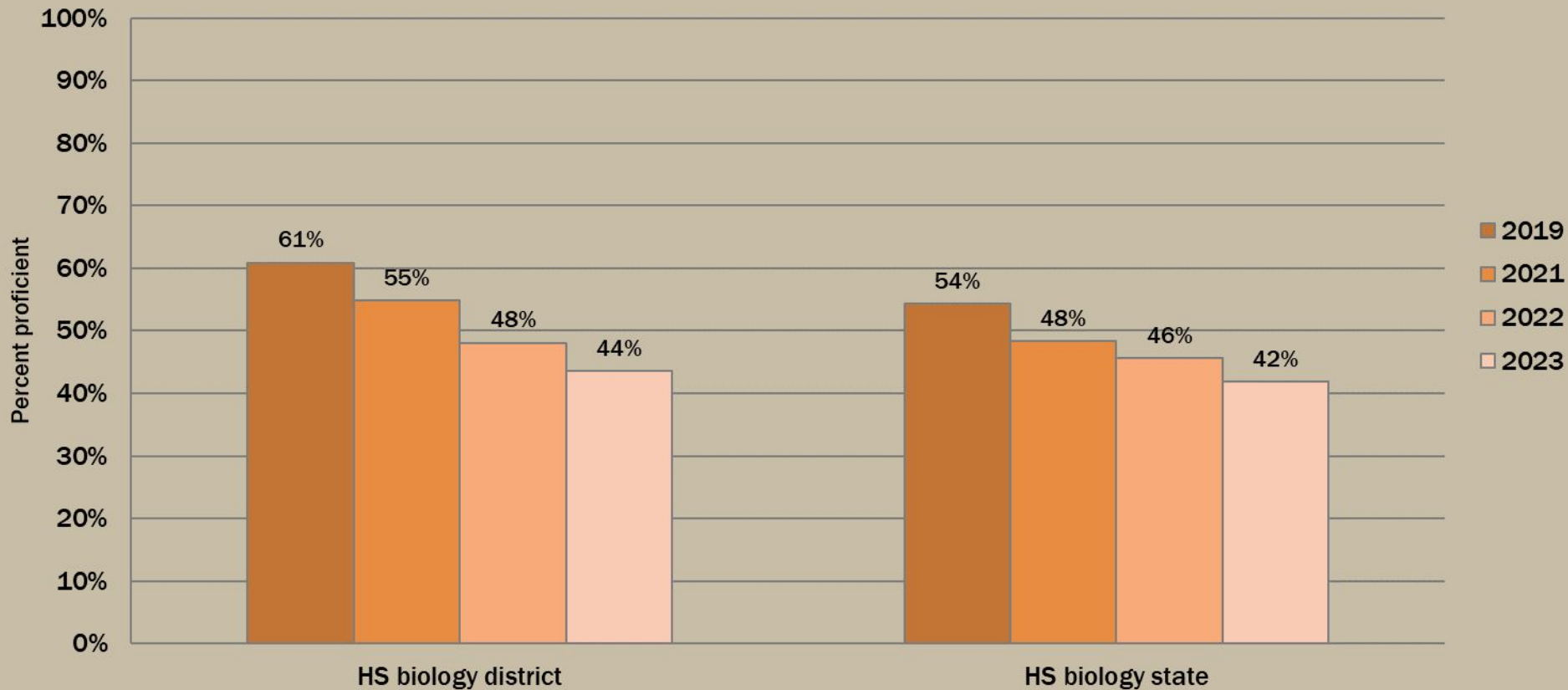






# High school achievement

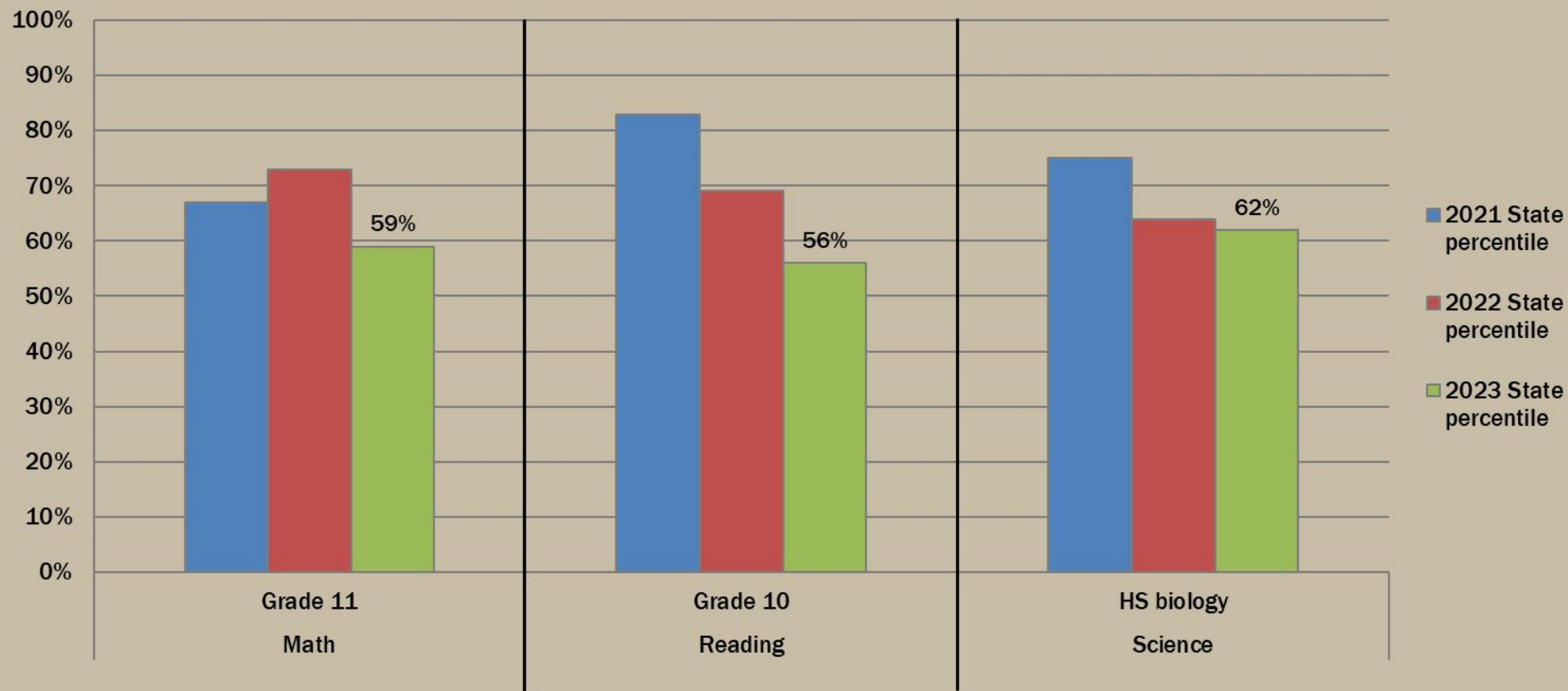
MCA in science





# High school achievement

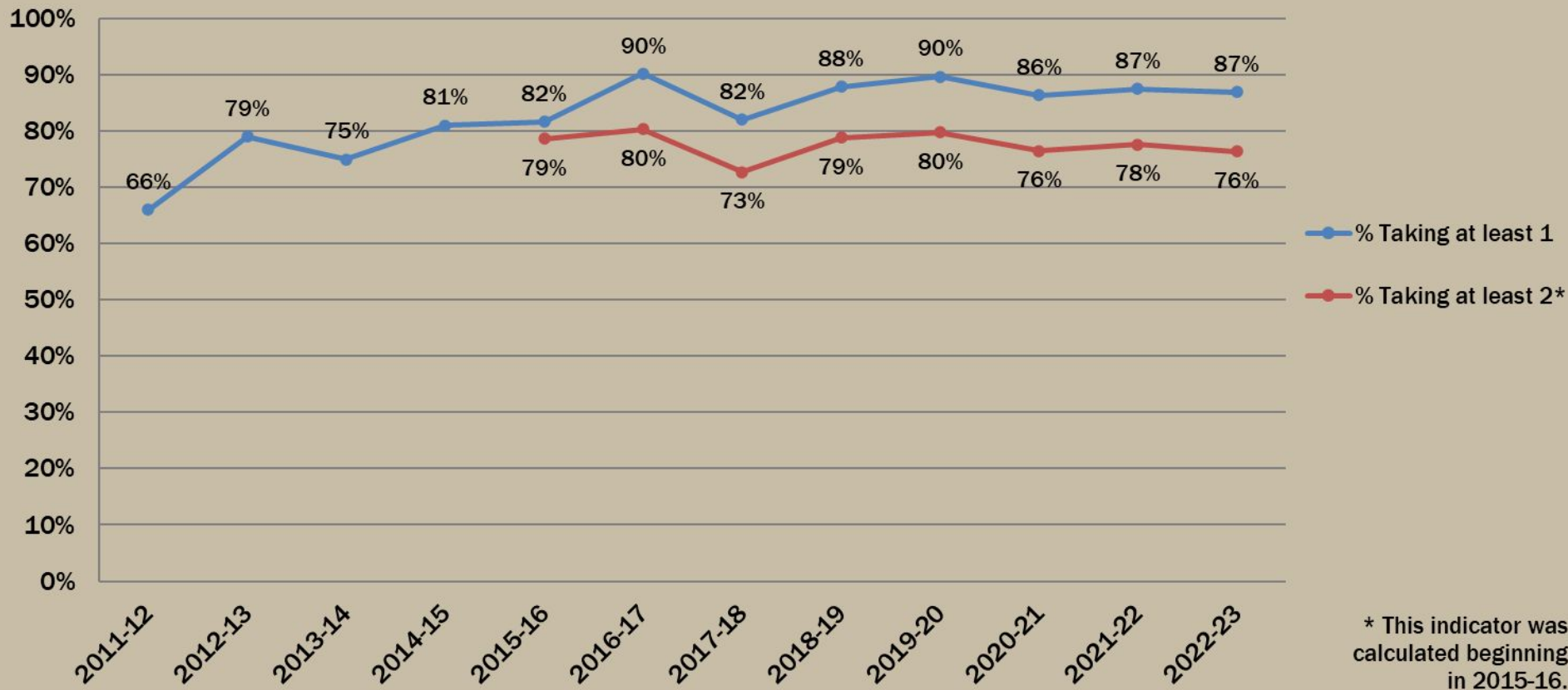
Statewide district-to-district percentile comparison based on MCA proficiency





# High school achievement

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





# High school achievement

District response to the data – create an improvement plan

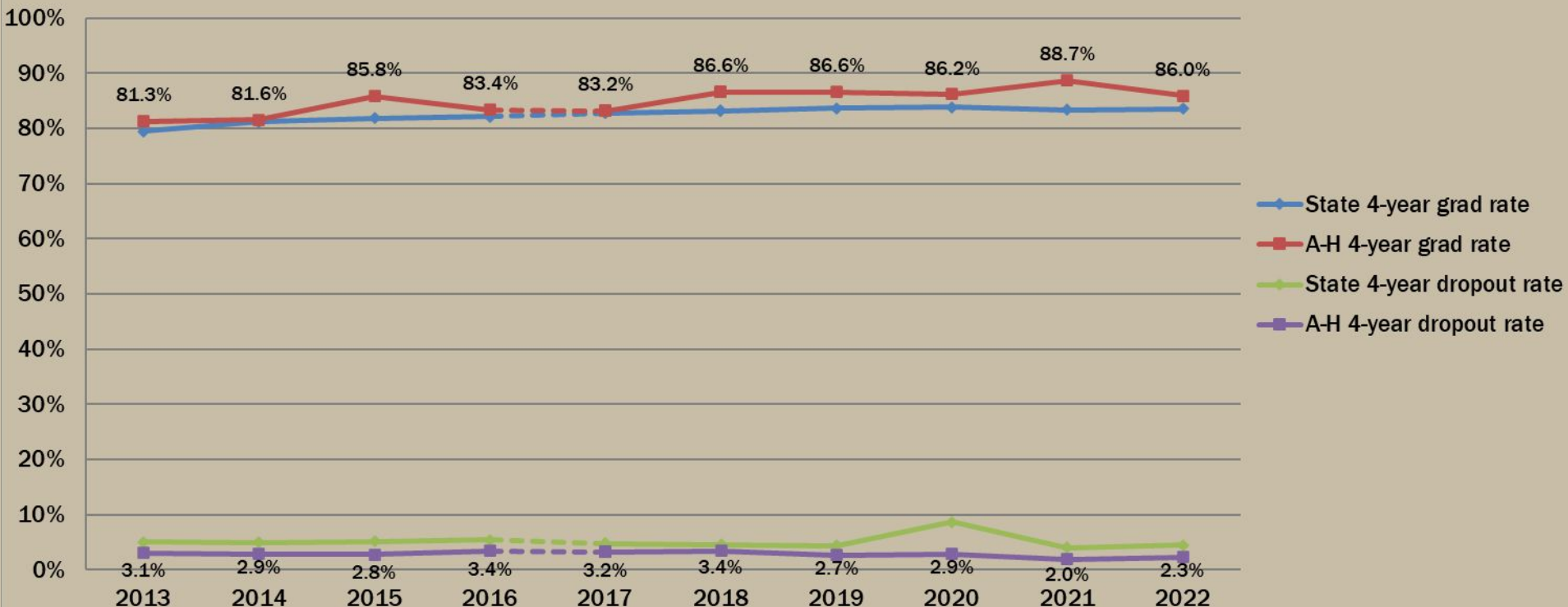
Anoka-Hennepin is focusing on:

- Strengthening multi-tiered systems of support through site-specific MTSS monitoring plans.
- Expanding our math and literacy coach model to support schools with instructional pedagogy and job-embedded professional development.
- Connecting students to pathways toward college and career readiness.
- Continuing to strengthen data use to measure student achievement and program effectiveness.
- Building community, developing a sense of belonging, and connecting students in their learning experience.



# Graduation indicators

Percent of students graduating and dropping out in four years

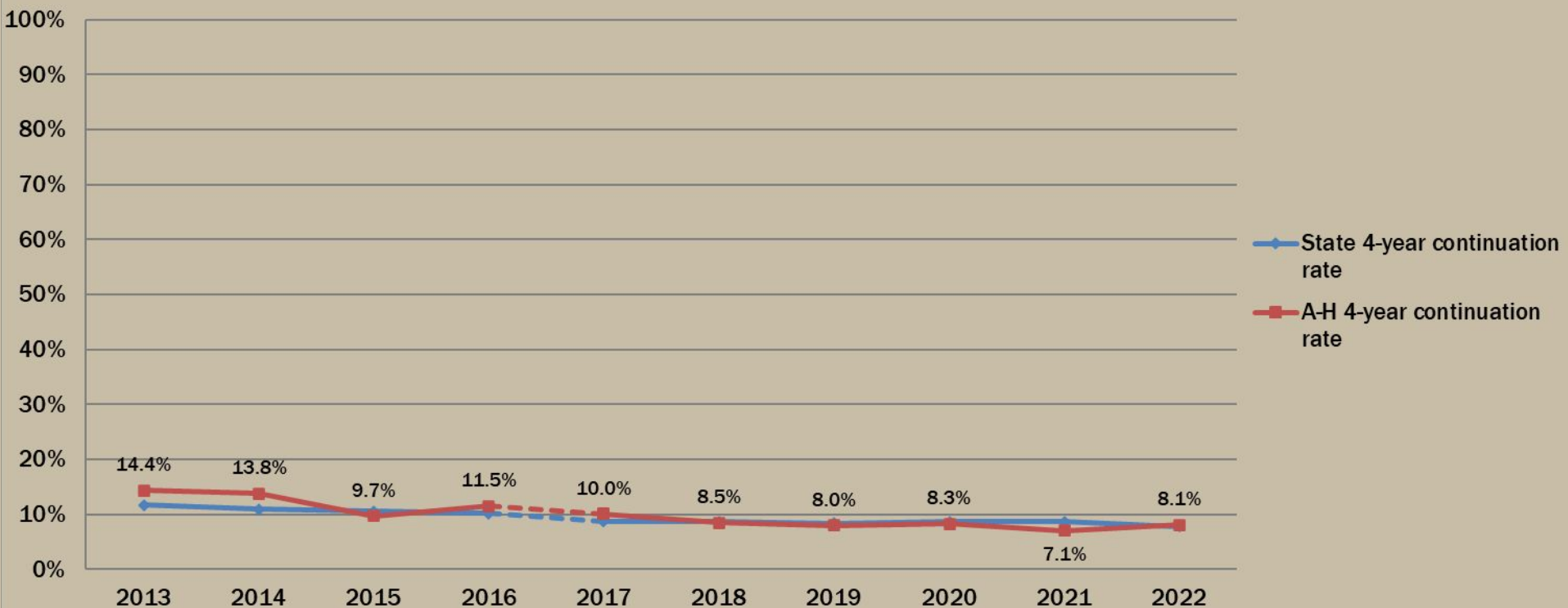


Note: dotted line indicates a change in how graduation indicators were calculated from one year to the next



# Graduation indicators

Percent of students continuing in our system after four years

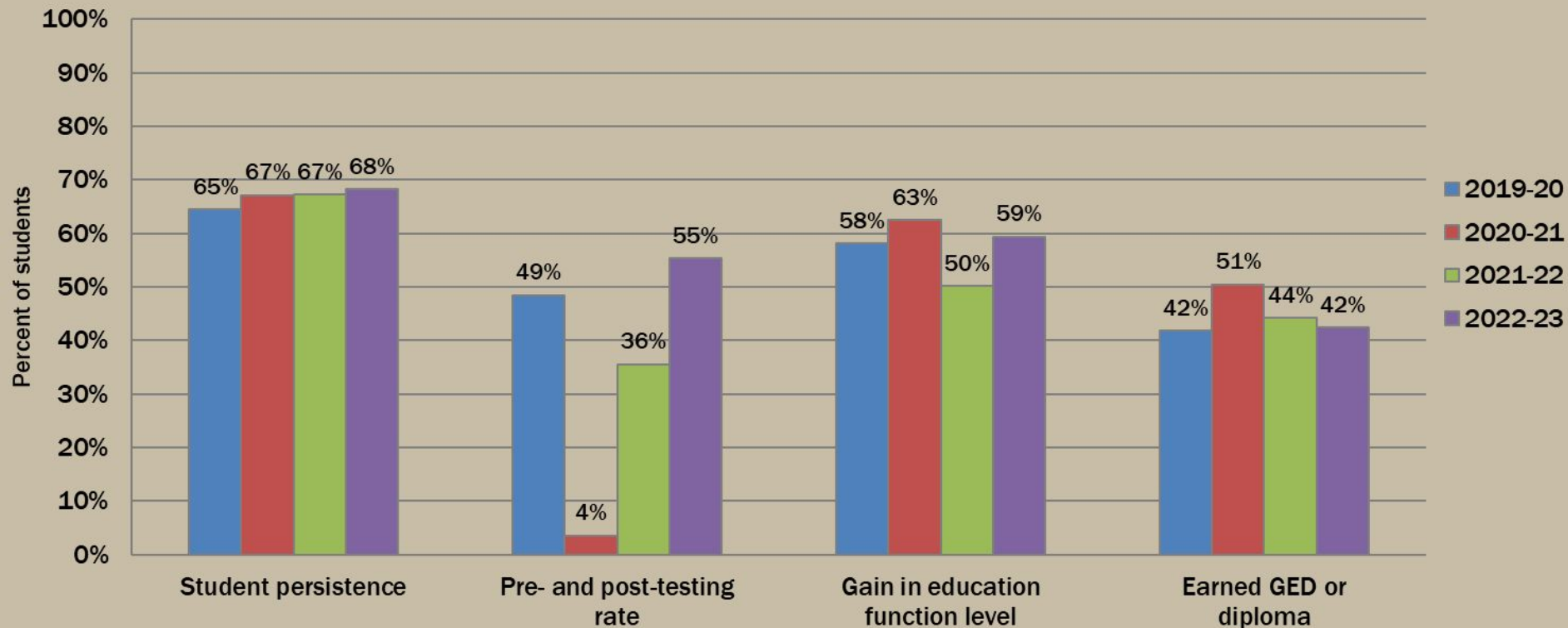


*Note: dotted line indicates a change in how graduation indicators were calculated from one year to the next*



# 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.

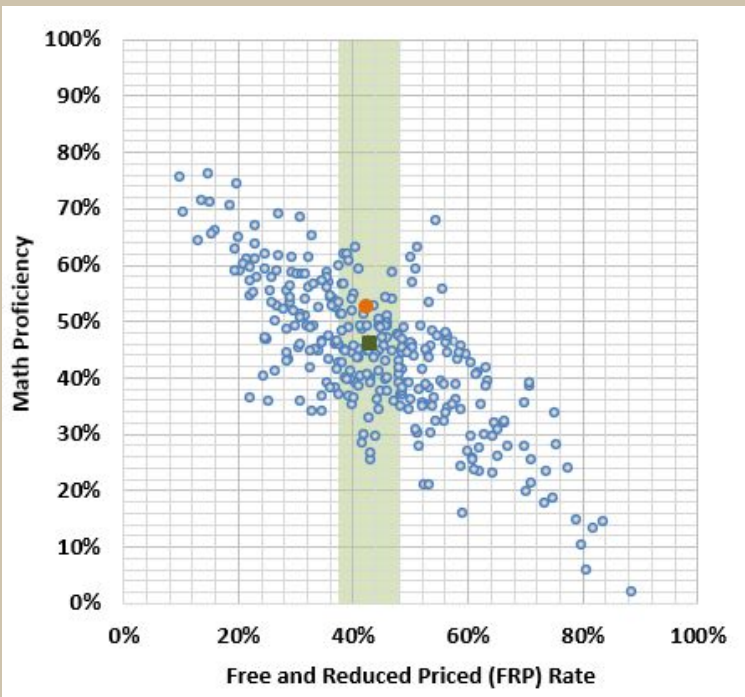




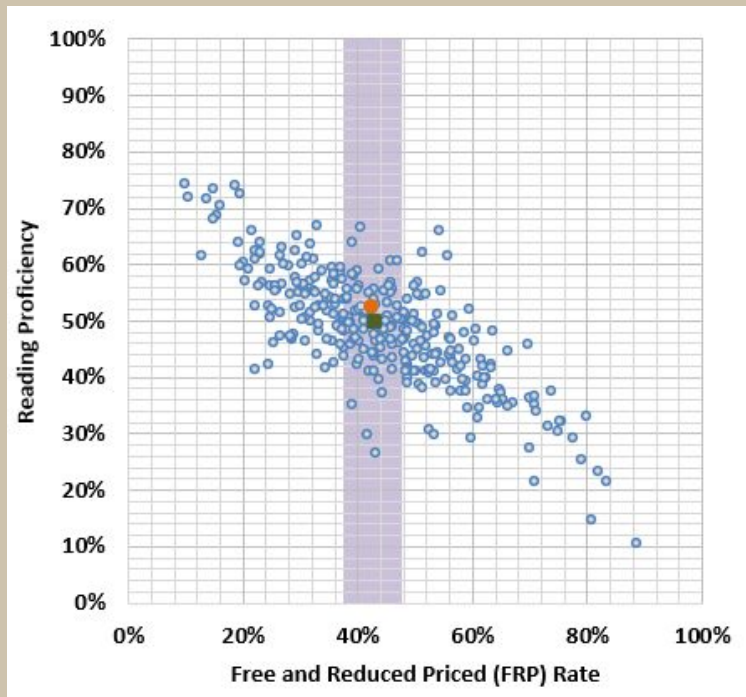
# District-to-district comparison

2023 MCA proficiency by district free/reduced priced service percentage

## Math



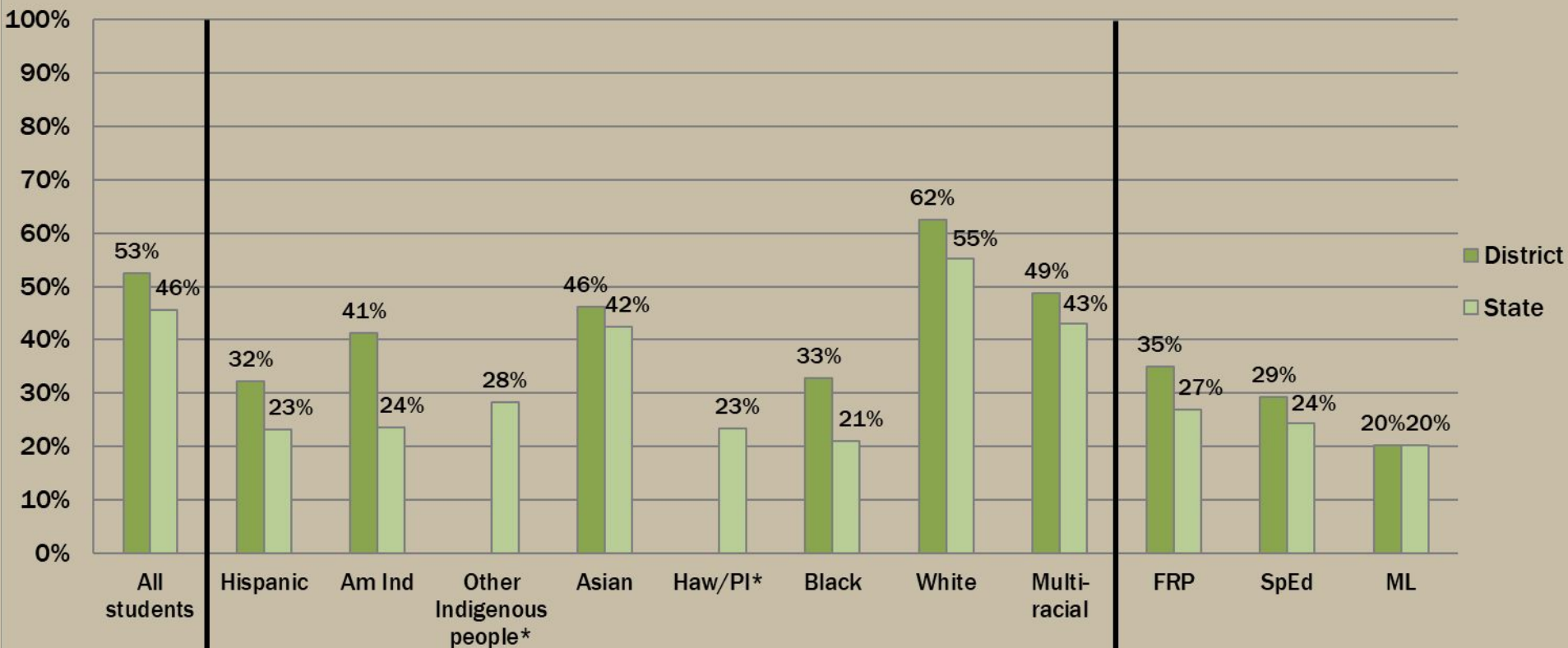
## Reading





# Achievement gap closure

2023 MCA in math proficiency rate by student group: A-H and state

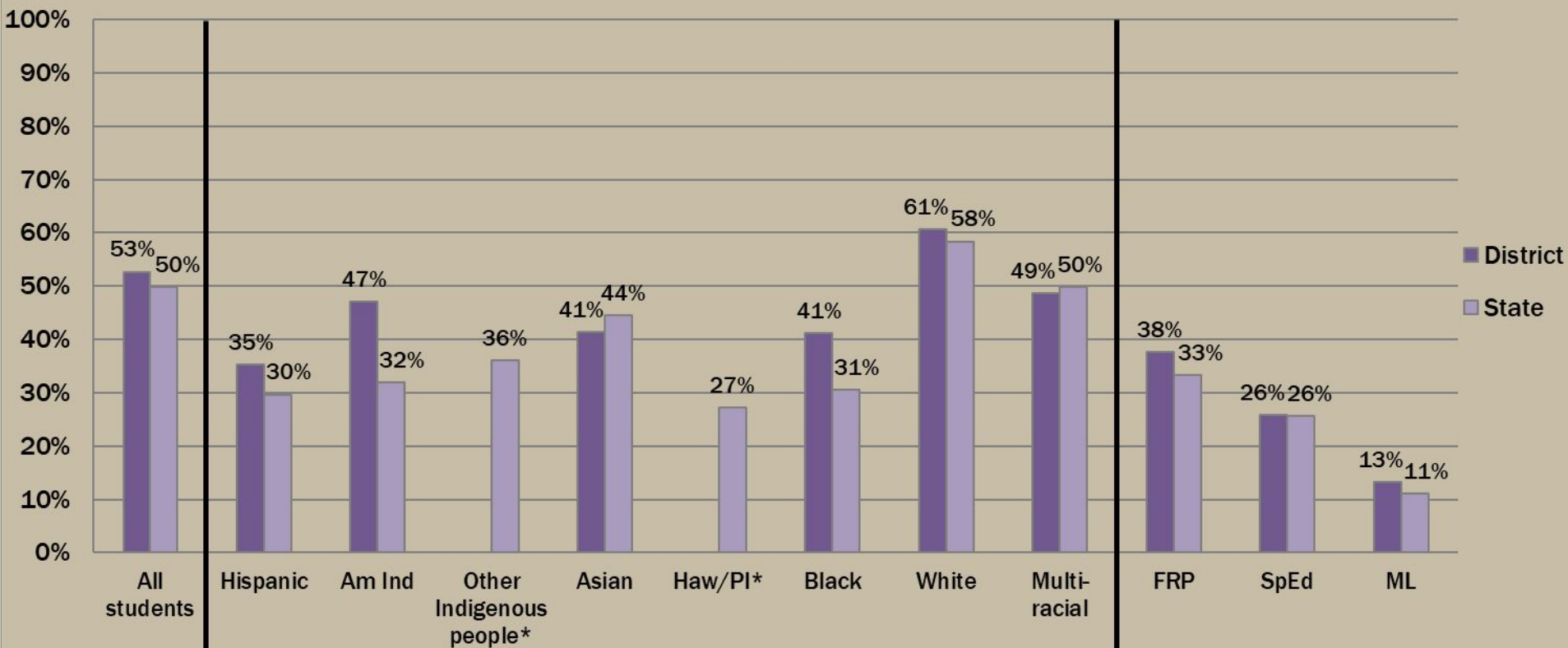


\*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.



# Achievement gap closure

2023 MCA in reading proficiency rate by student group: A-H and state

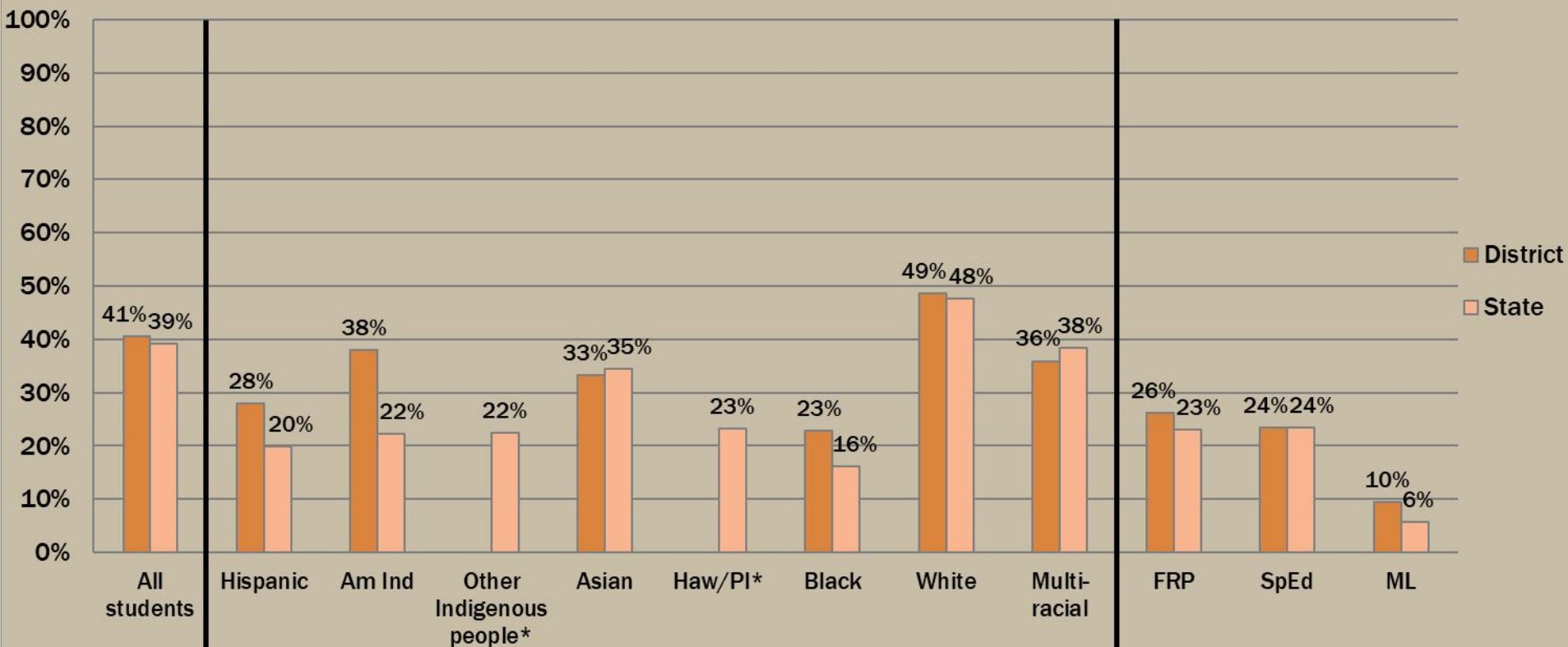


\*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.



# Achievement gap closure

2023 MCA in science proficiency rate by student group: A-H and state



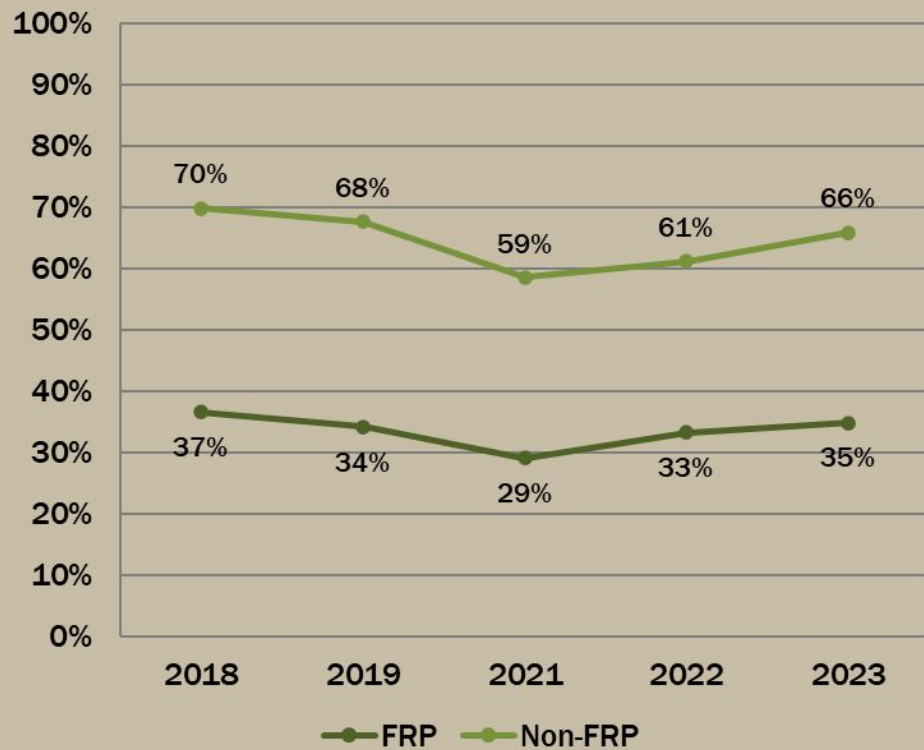
\*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.



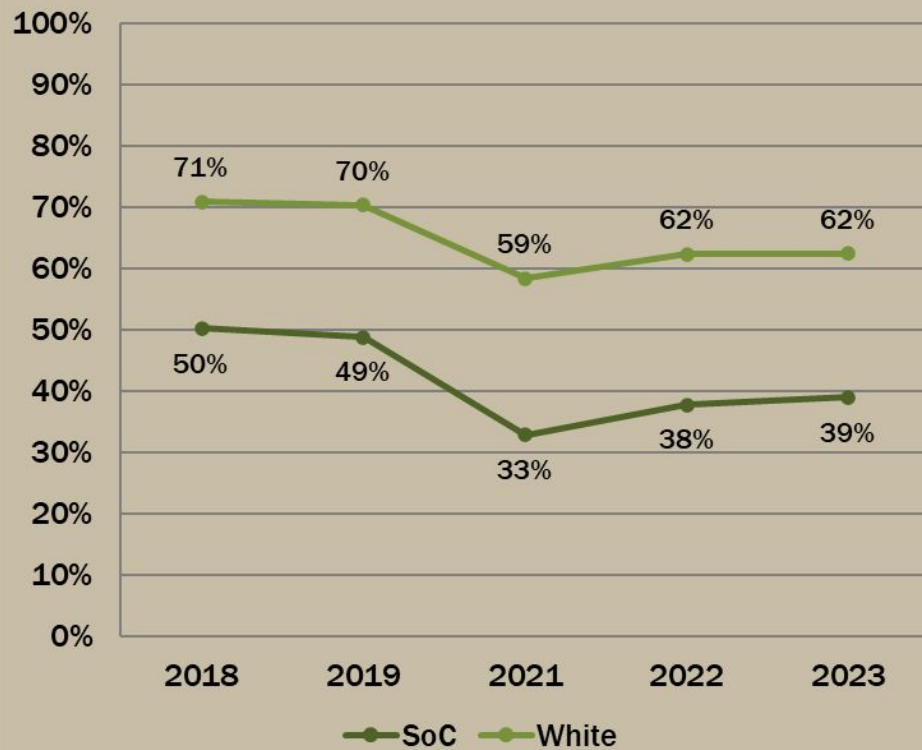
# Achievement gap closure

MCA in math proficiency rate by student group

Free/reduced priced service qualifiers (FRP)



Students of color (SoC)

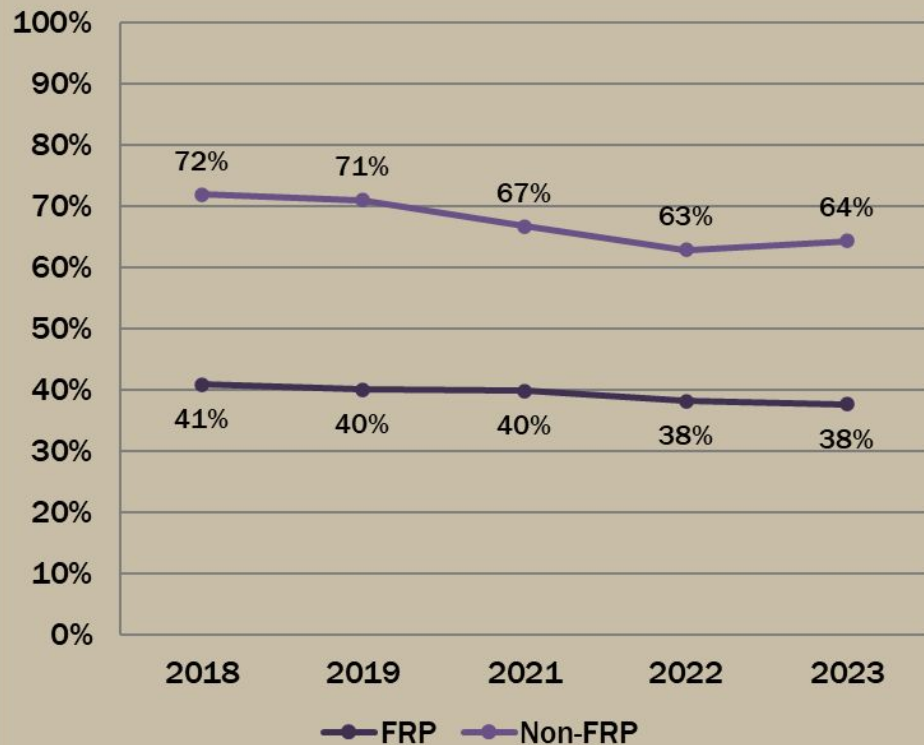




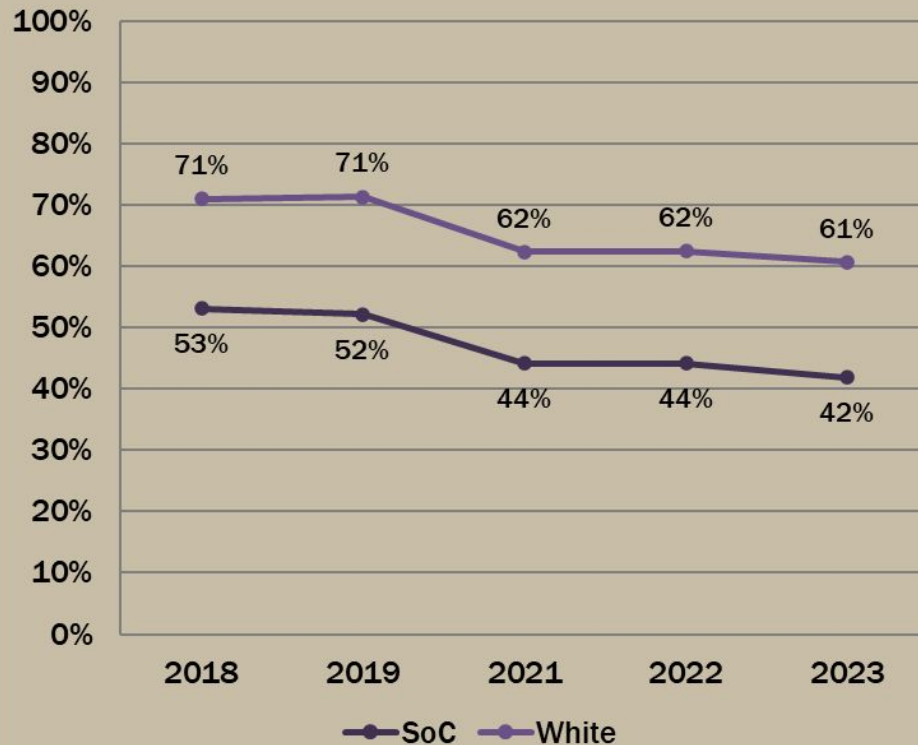
# Achievement gap closure

MCA in reading proficiency rate by student group

Free/reduced priced service qualifiers (FRP)



Students of color (SoC)



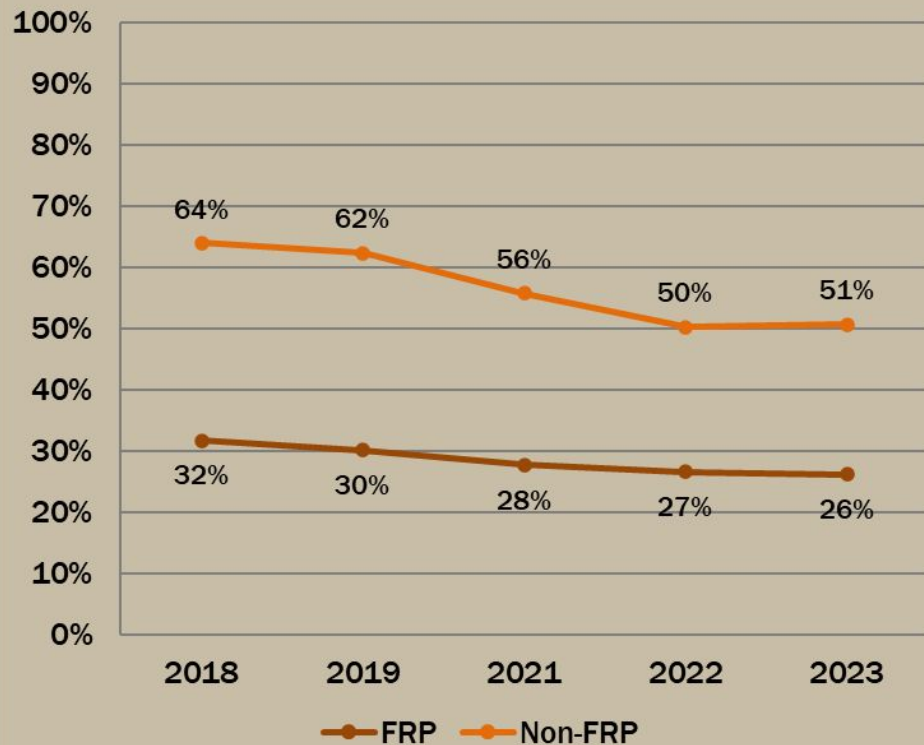




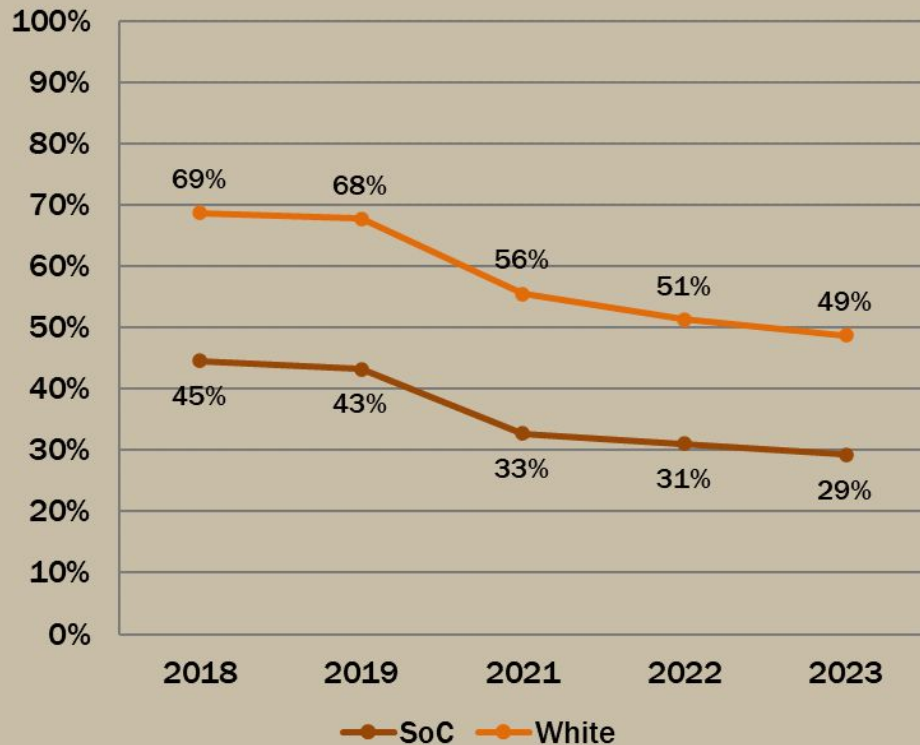
# Achievement gap closure

MCA in science proficiency rate by student group

Free/reduced priced service qualifiers (FRP)



Students of color (SoC)

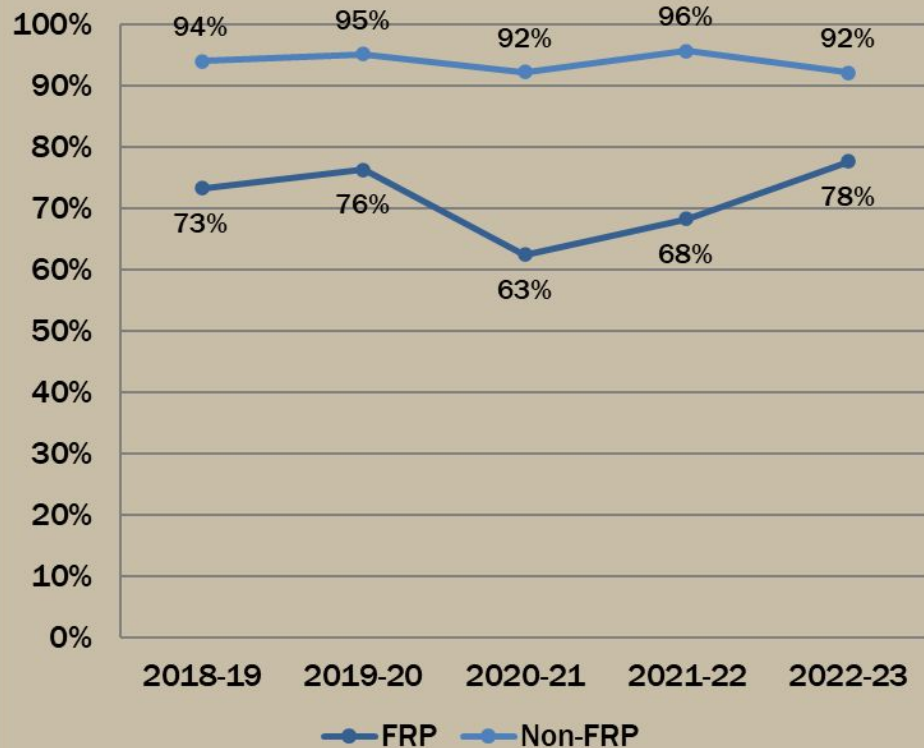




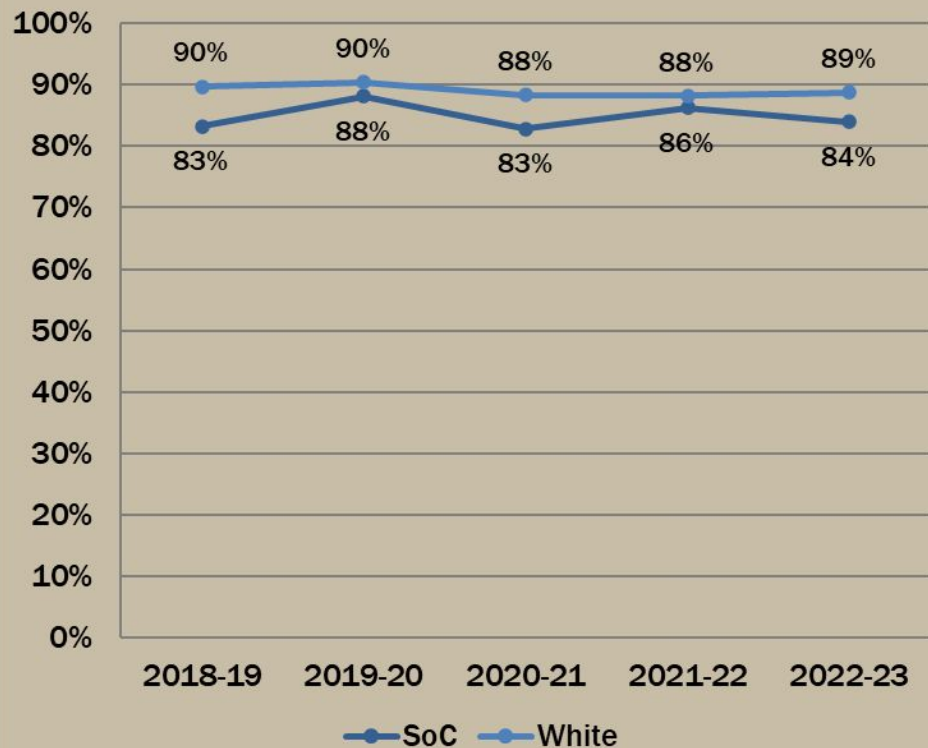
# Achievement gap closure

Career/college-level course taking by student group

Free/reduced priced service qualifiers (FRP)



Students of color (SoC)



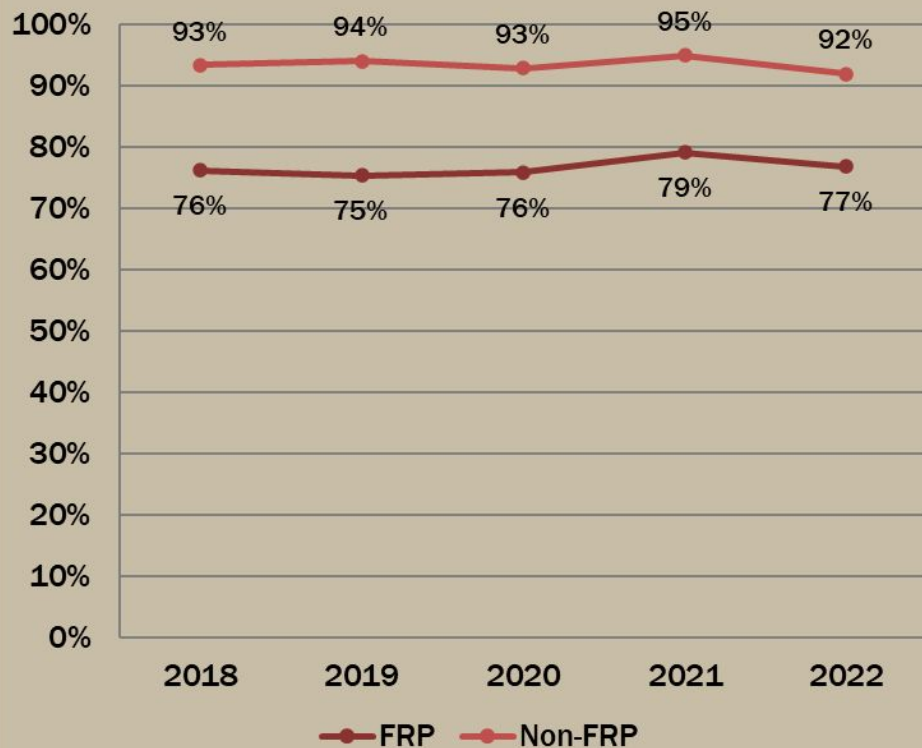




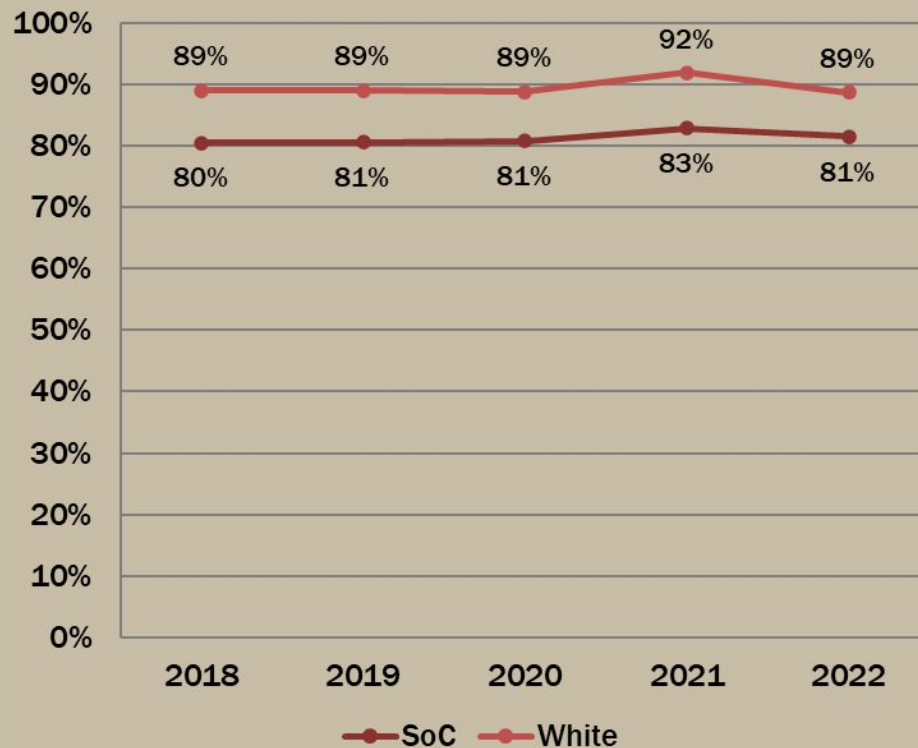
# Achievement gap closure

4-year graduation rates by student group

Free/reduced priced service qualifiers (FRP)



Students of color (SoC)





# 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 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.

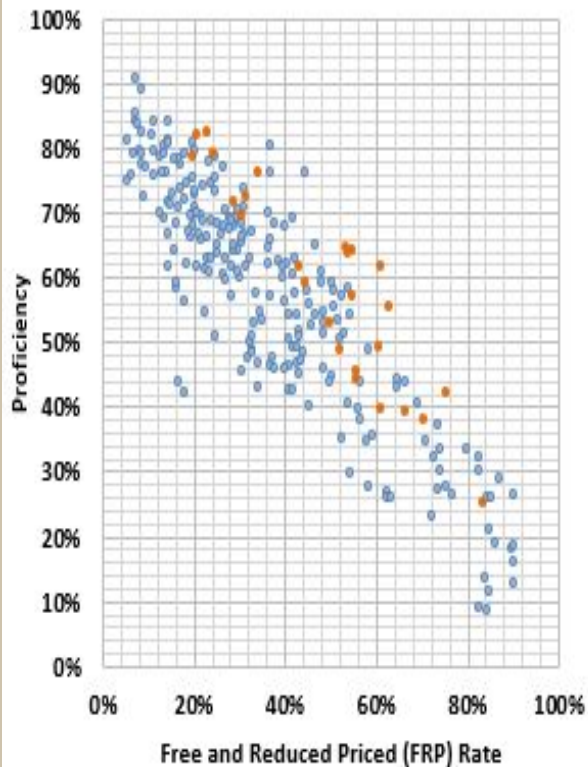


# School-to-school comparison

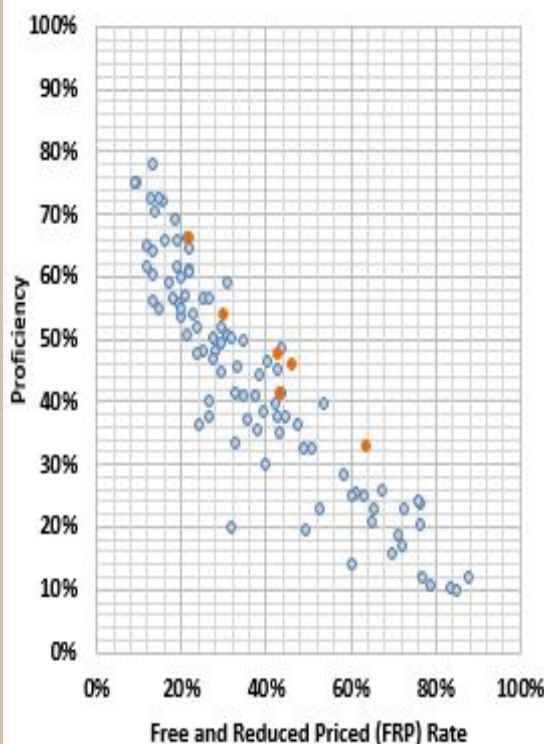
2023 MCA proficiency by school free/reduced priced service percentage

Math

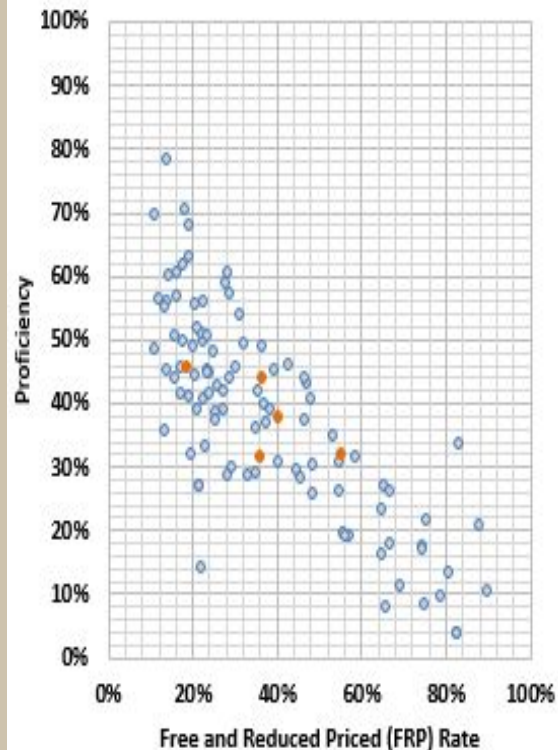
Elementary



Middle



High



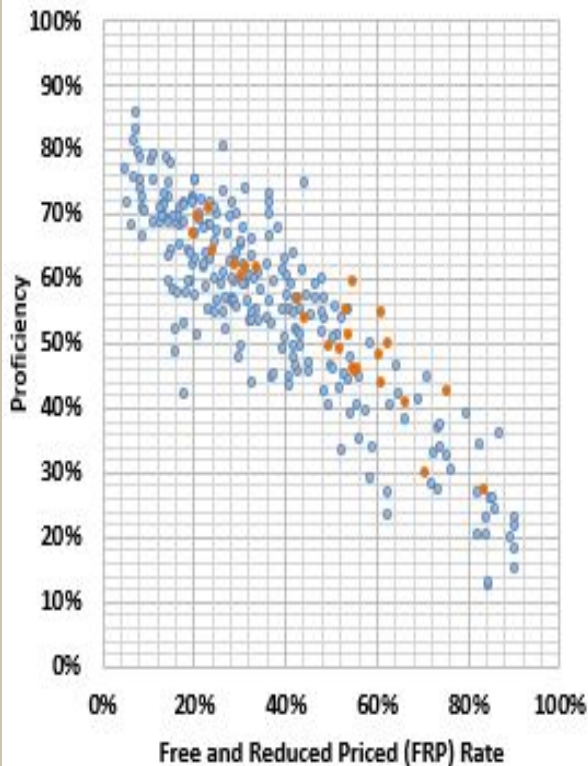


# School-to-school comparison

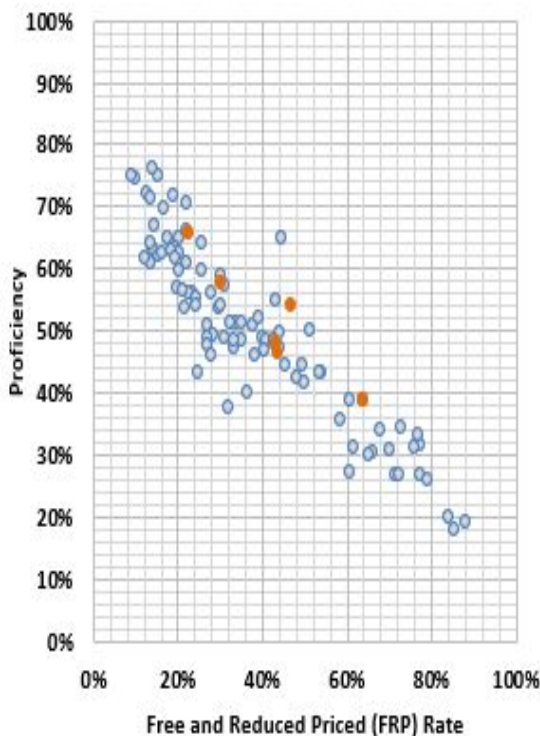
2023 MCA proficiency by school free/reduced priced service percentage

Reading

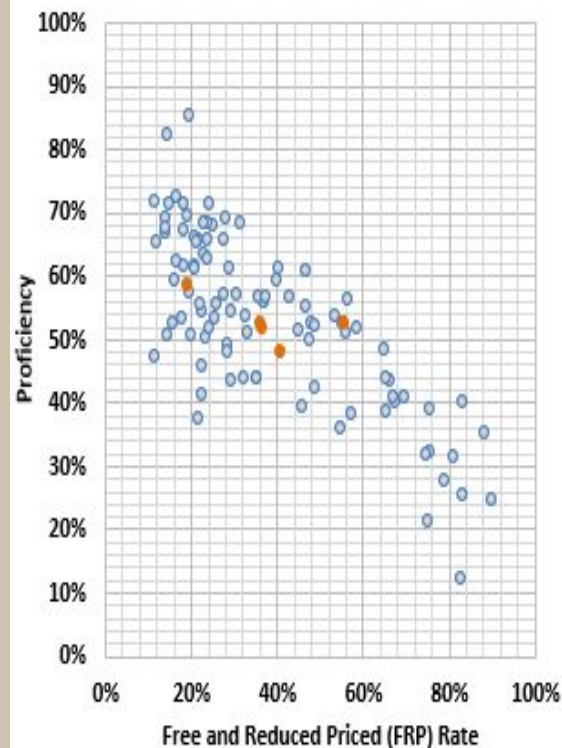
Elementary



Middle



High





# School-to-school comparison

2023 MCA proficiency by school free/reduced priced service percentage

## Proficiency expectations:

- Predicting proficiency based on the relationship between MCA proficiency rates and percentages of students qualifying for free or reduced priced services.
- Rated by performance within  $\pm 10\%$  of predicted proficiency.

Math	Fell Short (>10% lower)	Met Expectations (within $\pm 10\%$ )	Beat the Odds (>10% higher)	Reading	Fell Short (>10% lower)	Met Expectations (within $\pm 10\%$ )	Beat the Odds (>10% higher)
Elementary	0	2	24	Elementary	0	18	8
Middle	0	5	1	Middle	0	6	0
High	2	3	0	High	0	4	1

Source: Star Tribune "Some high-poverty Minnesota schools beat the odds, while others struggle in wake of pandemic" Sept. 29, 2023



# School-to-school comparison

2023 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	16	4
Middle	5	2
High	1	0

Reading	Top Quarter of Peer Group	Led Peer Group (Top Spot)	Top Quarter in Both Math & Reading
Elementary	9	2	8
Middle	4	1	4
High	0	0	0



# School-to-school comparison

2023 MCA proficiency by school free/reduced priced service percentage

- Anoka-Hennepin schools outperform their peer schools across the economic spectrum when considering like-students. Although there are no Anoka-Hennepin schools in the lowest economic comparison group, schools in the Anoka-Hennepin District are above their economic peers in ranges where we do have schools.
- Over 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.





# School-to-school comparison

2023 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	23	7	Elementary	18	4	17
Middle	6	4	Middle	5	2	5
High	3	3	High	2	1	2



# School-to-school comparison

2023 MCA proficiency by school free/reduced priced service percentage

- Almost 90% of Anoka-Hennepin schools beat the odds by outperforming their economic peers with at least one student group, considering a broad spectrum of demographic characteristics (performance across the full continuum of learners).
- Over 80% of schools performed at the top of their economic peer group across multiple student groups and over 80% of schools performed at the top of their economic peer group across multiple subjects.
- Over 50% of Anoka-Hennepin schools led their economic peer group in at least one student group related to proficiency rates.

# Questions and comments

[ahschools.us/ret](https://ahschools.us/ret)



ANOKA-HENNEPIN  
SCHOOLS  
*A future without limit*