

STRIVING TOWARD ACADEMIC EXCELLENCE

Including Comprehensive Achievement and Civic
Readiness, Achievement and Integration

October 27, 2025

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PRESENTATION OVERVIEW



- Comprehensive Achievement and Civic Readiness (CACR) and Achievement and Integration legislative components
- Data related to progress aligned with CACR legislative components in the areas of:
 - Student perception.
 - Student achievement.
- Clearly defined next steps aligned for each grade band of students served in Anoka-Hennepin Schools.

2

CACR LEGISLATIVE COMPONENTS



Overview of Anoka-Hennepin Schools' approach to CACR components

CACR 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. Consistent employment qualifications are applied across all sites.
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.

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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

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THREE-YEAR PLAN (2024-2026)



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

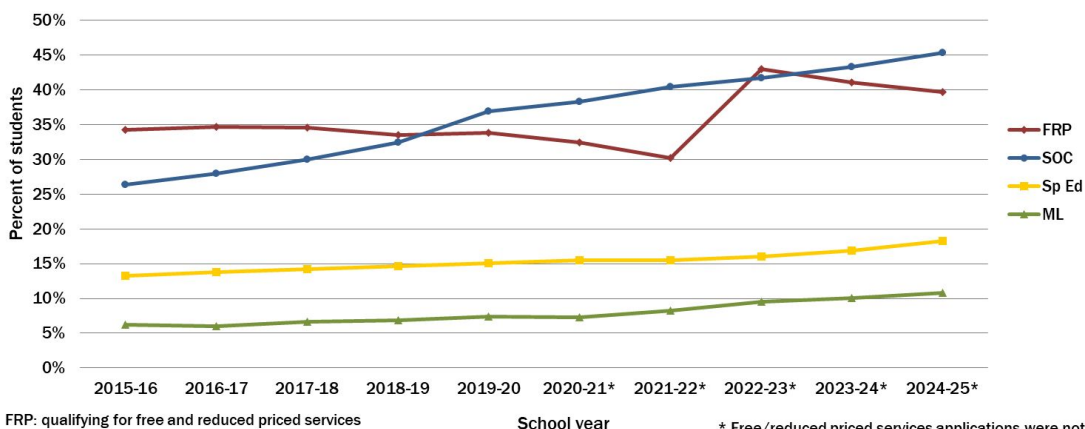
A&I components	Anoka-Hennepin strategies
Career and college readiness and rigorous coursework	Advancement via Individual Determination (AVID), International Baccalaureate (IB), Magnet/specialty school programming.
Professional development	Professional development on effective teaching practices and academic achievement of all students.
Targeted interventions to improve achievement	Middle school and high school reading and math intervention teachers, Student Achievement Advisors.
Family engagement	Student support advocates, cultural liaisons.
Integrated and innovative learning environments	Magnet/specialty school programming. Northwest Suburban Integration School District (NWSISD) partnership.
Recruitment and retention of diverse workforce	Recruitment specialist, Grow Your Own program, leadership development groups, mentorship program.

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DEMOGRAPHIC TREND

Anoka-Hennepin is seeing a steady increase in students of color, multilingual students and students receiving special education services



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.

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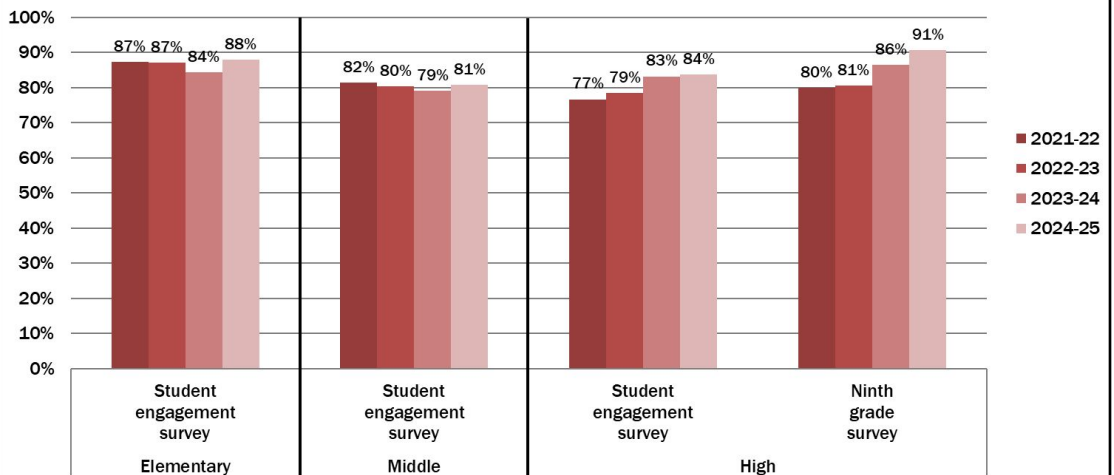
STUDENT PERCEPTION DATA AND RESPONSE

7



SAFETY AND CONNECTEDNESS-SAFETY AT SCHOOL

The percent of students who report feeling safe at school **increased** across all grade levels between 2024 and 2025.

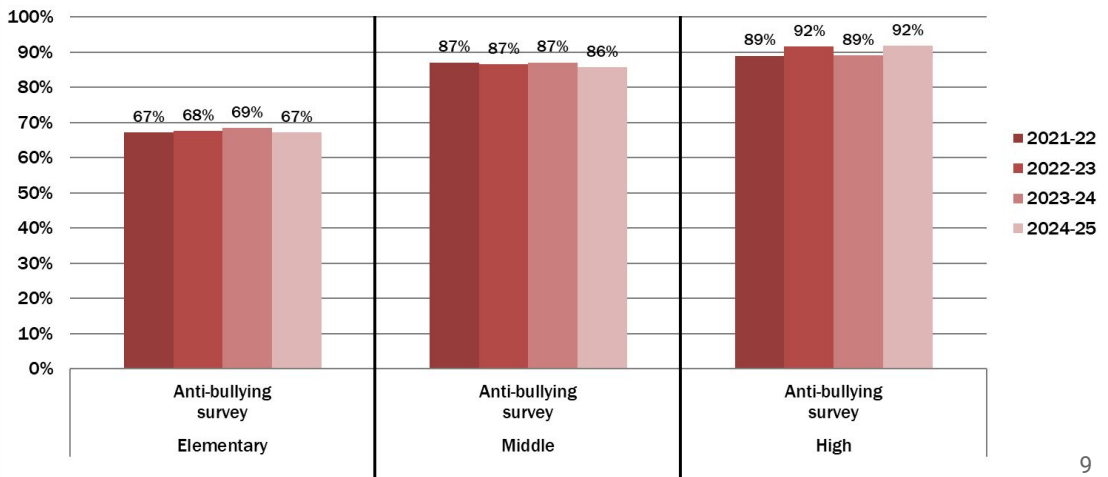


8



SAFETY AND CONNECTEDNESS-BULLYING

The % of students who report they have **never** been bullied in the last 30 days decreased from 2024 to 2025 for Elementary and Middle School students and saw an increase for High School Students.

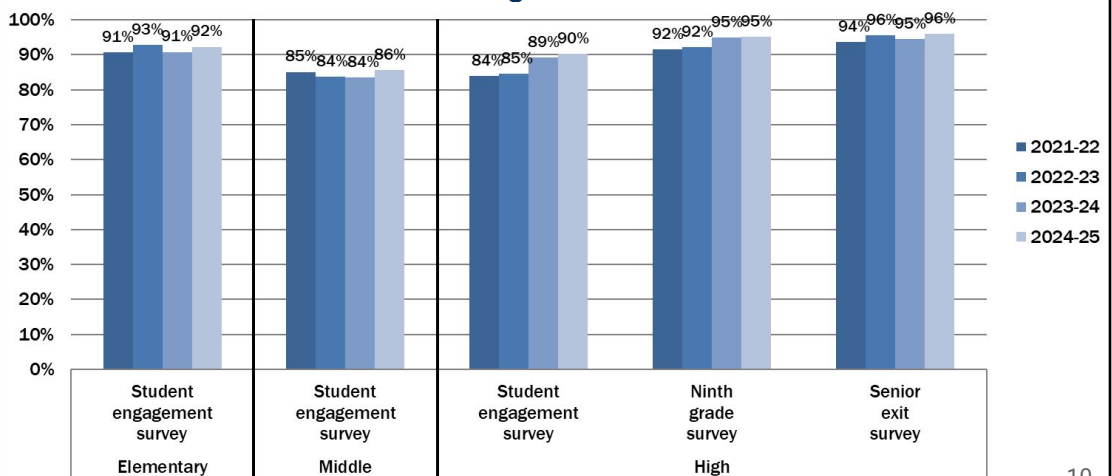


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SAFETY AND CONNECTEDNESS-RELATIONSHIP WITH TEACHERS

The % of students who report having a good relationship with teachers **increased across all grade levels** between 2024 and 2025.



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SAFETY AND CONNECTEDNESS



District response to the data - create an improvement plan

Anoka-Hennepin is focusing on:

- Reviewing Safety Task Force recommendations
- Routinely monitoring student discipline at the system level
- Continuing support for chemical and mental health for students, families, and staff
- Providing ongoing professional development on engagement and behavior
- Delivering individualized interventions through counseling, special education, or targeted behavior plans
- Strengthening family and community partnerships to support consistent behavior expectations

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STUDENT ACHIEVEMENT DATA

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PERFORMANCE MEASURES OVERVIEW



Aligned to Comprehensive Achievement and Civic Readiness (CACR):

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

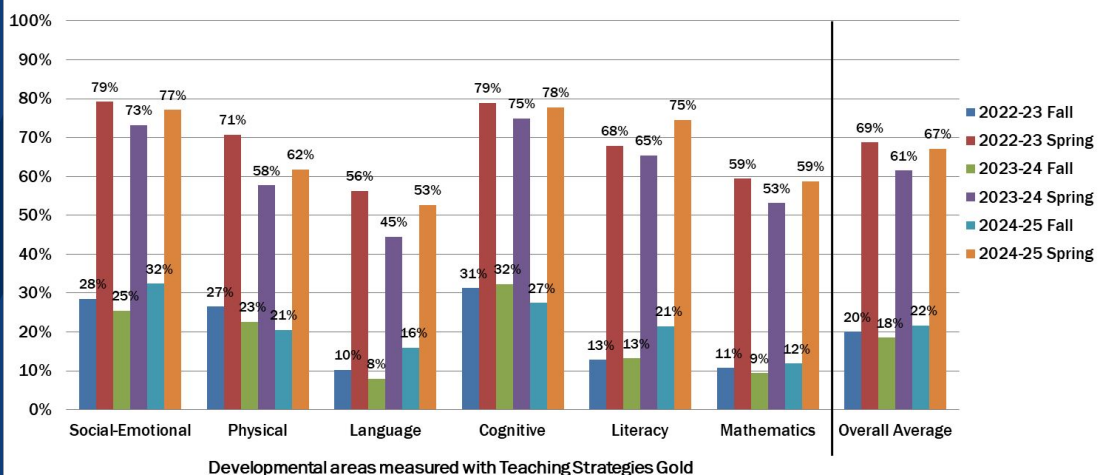
Third grade literacy is now incorporated into the Minnesota Reading to Ensure Academic Development (READ) Act instead of aligned to World's Best Workforce.

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SCHOOL READINESS-OVERALL

The % of early learners meeting end-of-year kindergarten readiness benchmarks **increased across all developmental areas** from 2024 to 2025.

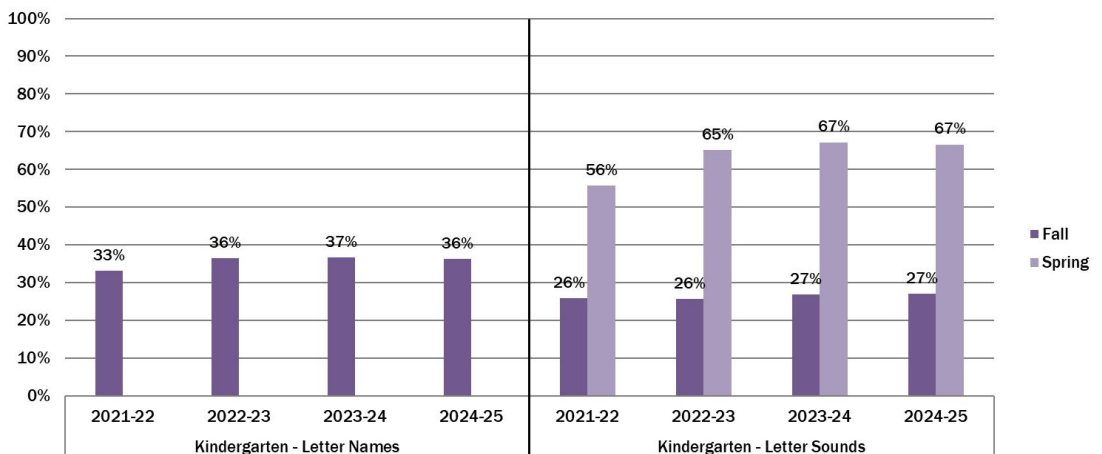


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SCHOOL READINESS-READING

The % of students meeting benchmarks on reading kindergarten assessments **remained stable** from 2024 to 2025. Anoka Hennepin continues to see significant increases in the % of students meeting benchmarks from fall to spring.



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

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SCHOOL READINESS ACHIEVEMENT



District response to the data – create an improvement plan

Anoka-Hennepin is focusing on:

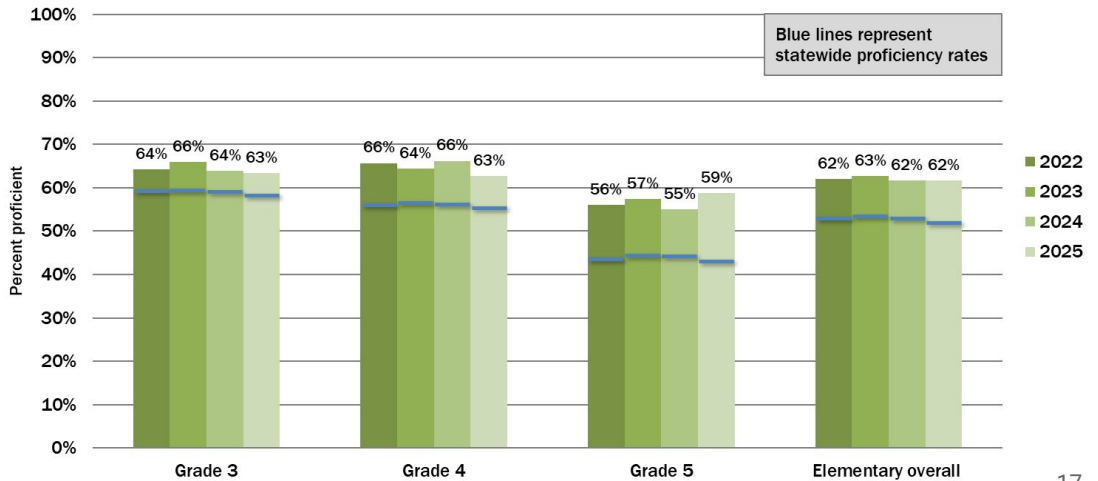
- Training for early childhood teachers in LETRS for early learners to ensure alignment with kindergarten literacy instruction and best practices.
- Continuation of Heggerty to supplement existing literacy curriculum by bringing explicit phonemic awareness instruction to the classroom and aligning with 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.

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ELEMENTARY ACHIEVEMENT- MATH

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in math **increased in grade 5 and decreased in grades 3 and 4**, remaining stable overall.

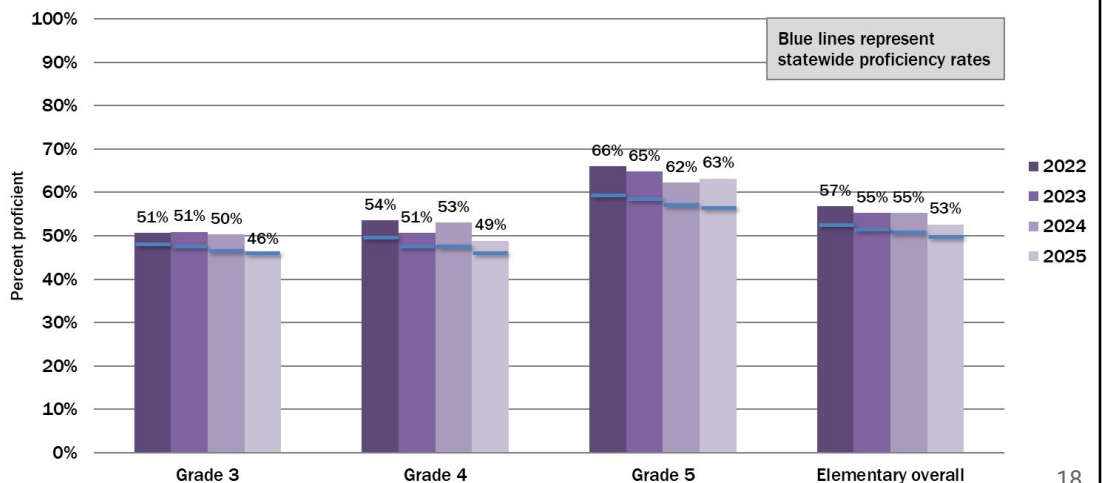


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ELEMENTARY ACHIEVEMENT- READING

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in reading **increased in grade 5 and decreased in grades 3 and 4**, resulting in an overall decrease of 2 percentage points.

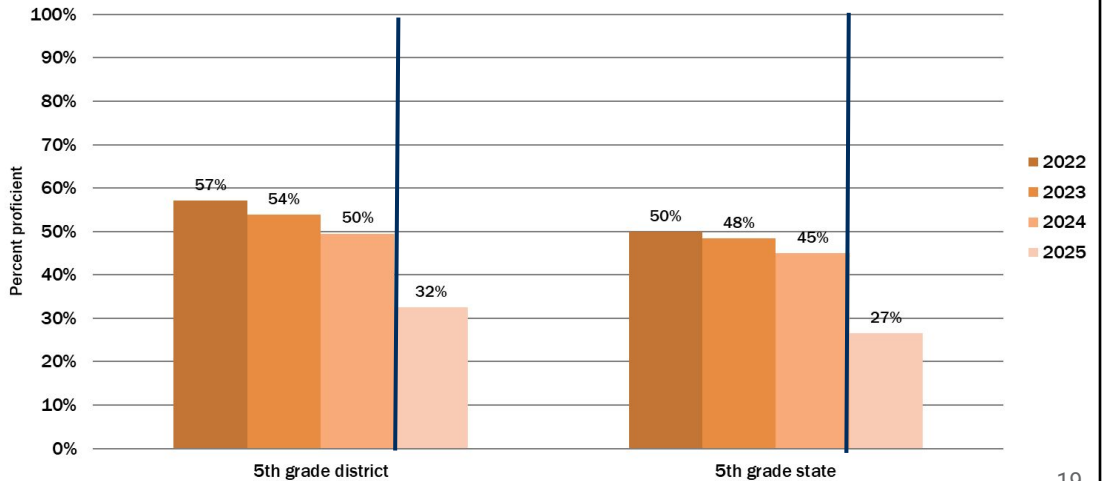


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ELEMENTARY ACHIEVEMENT- SCIENCE

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in science in 2025 is 32%, which is 5% higher than the state average and is the new baseline for the district, as the assessment changed between 2024 and 2025.



Note: There was a change in the MCA science assessment in 2025, therefore comparisons to prior years are invalid.

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ELEMENTARY ACHIEVEMENT

District response to the data – create an improvement plan



Anoka-Hennepin is focusing on:

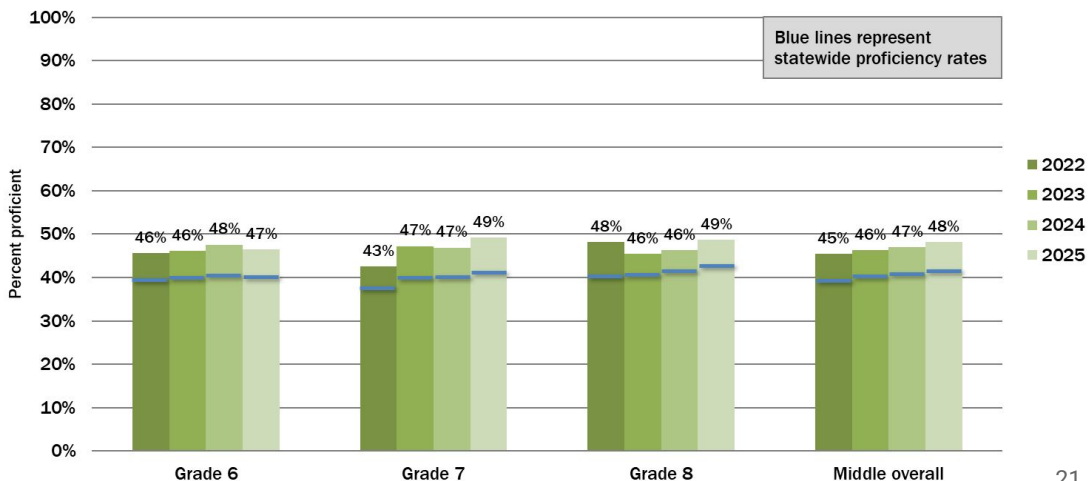
- Implementation of our new K-5 Literacy Curricula- Bridge2Read, Functional Morphology and CKLA.
- The READ Act:
 - Fifth year of LETRS training
 - Second year of Online Language and Literacy Academy (OL&LA).
- Seventh year implementation of elementary math program, Bridges.
- Seventh year of talent 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

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MIDDLE SCHOOL ACHIEVEMENT-MATH

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in math **increased in grades 7 and 8 and decreased in grade 6**, resulting in an overall increase.

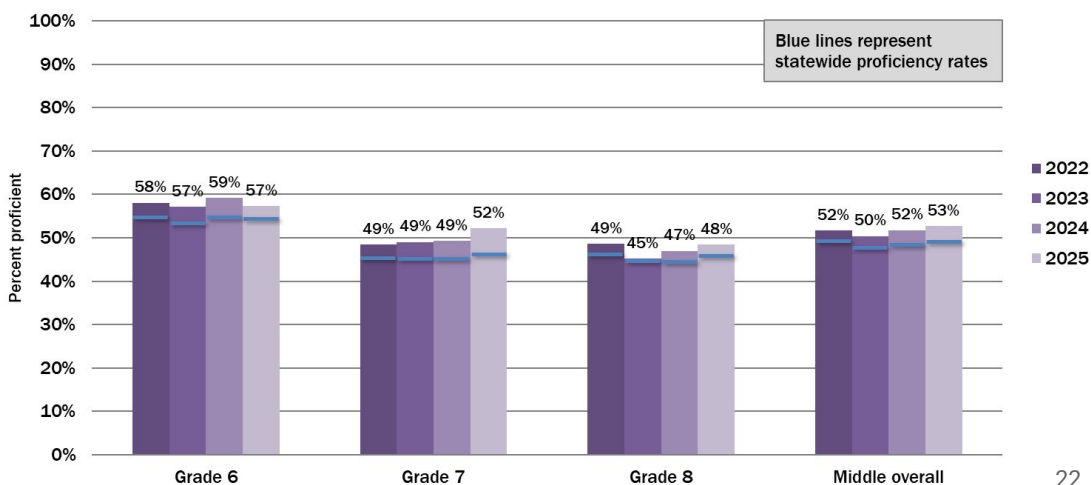


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MIDDLE SCHOOL ACHIEVEMENT-READING

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in reading **increased in grades 7 and 8 and decreased in grade 6**, resulting in an overall increase.

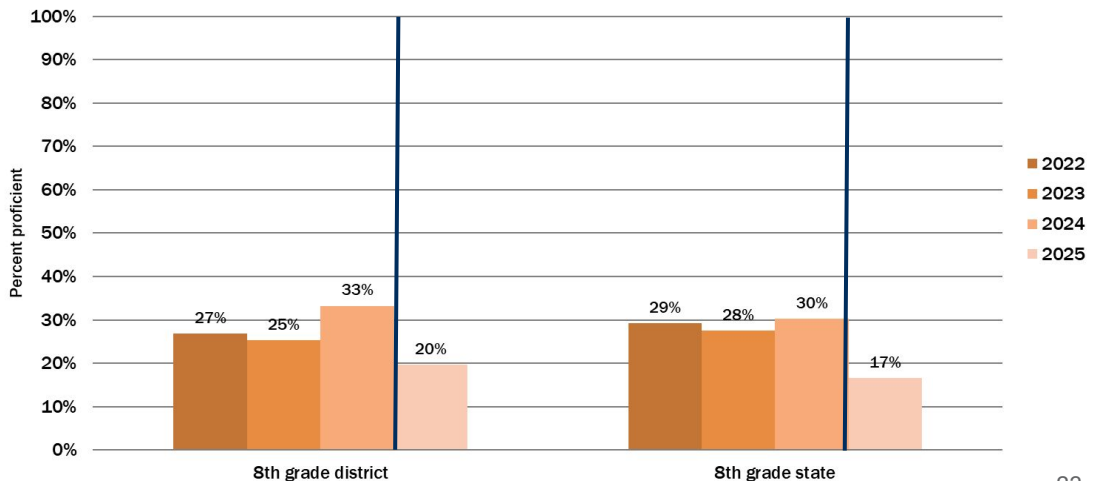


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MIDDLE SCHOOL ACHIEVEMENT-SCIENCE

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in science in 2025 is 20%, which is 3% higher than the state average and is the new baseline for the district, as the assessment changed between 2024 to 2025.



Note: There was a change in the MCA science assessment in 2025, therefore comparisons to prior years are invalid.

23

MIDDLE SCHOOL ACHIEVEMENT

District response to the data – create an improvement plan



Anoka-Hennepin is focusing on:

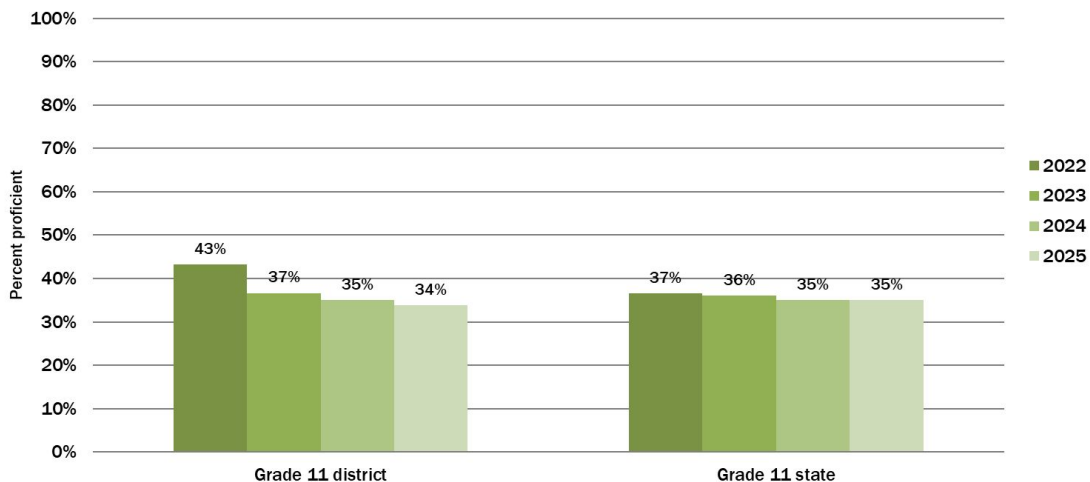
- Strengthening academic, social, and behavioral supports through MTSS to sustain growth in math and reading.
- Deepening OL&LA implementation to accelerate literacy across content areas.
- Using fall screener and mid-year CAPTI data to support improvements in reading instruction.
- Continuing to support instructional coaching to build instructional capacity and address students' academic needs.
- Ensuring science instruction and materials are aligned to new state standards, using the district's above-state baseline as a foundation for growth.

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HIGH SCHOOL ACHIEVEMENT-MATH

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in math in grade 11 **decreased by 1%** from 2024 to 2025.

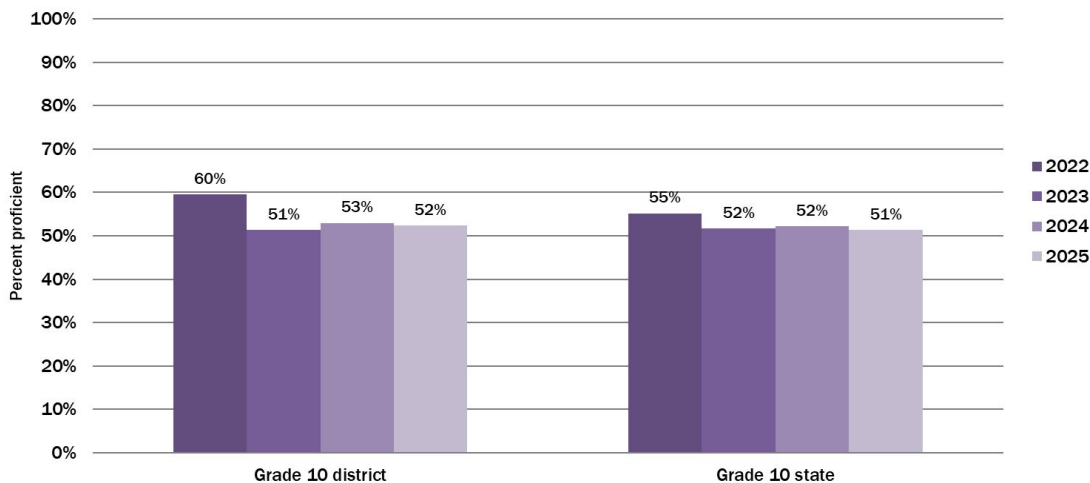


25



HIGH SCHOOL ACHIEVEMENT-READING

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in reading in grade 10 **decreased by 1%** from 2024 to 2025.

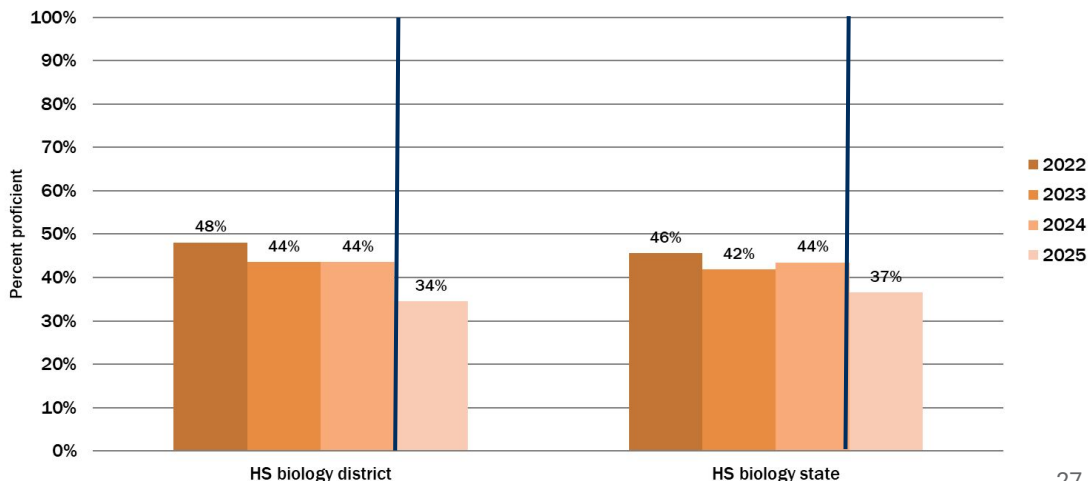


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HIGH SCHOOL ACHIEVEMENT-SCIENCE

The % of students who scored at or above grade level on the Minnesota Comprehensive Assessment (MCA) in science in 2025 is 34%, which is 3% lower than the state average and is the new baseline for the district, as the assessment changed between 2024 and 2025.



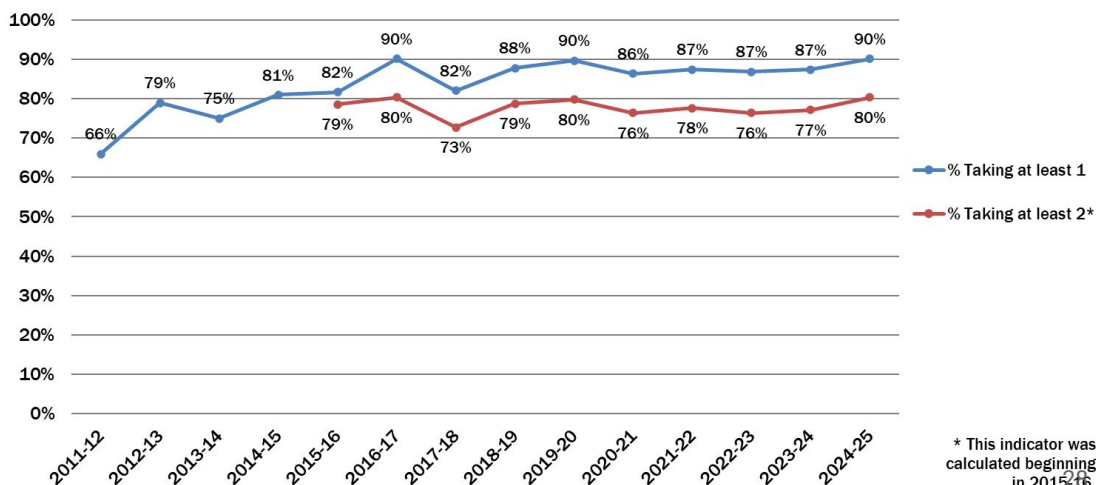
Note: There was a change in the MCA science assessment in 2025, therefore comparisons to prior years are invalid.

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HIGH SCHOOL ACHIEVEMENT-CAREER/COLLEGE COURSES

The % of seniors taking career/college-level courses **increased for both students taking at least 1 and 2 courses** from 2024 to 2025.

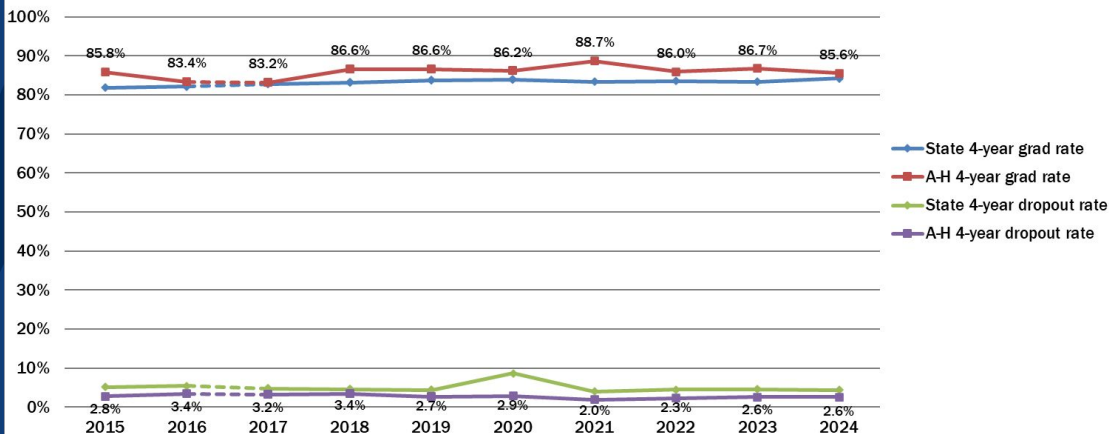


* This indicator was calculated beginning in 2015-16.



GRADUATION INDICATORS

The % of students graduating in 4 years **decreased by 1%** from 2023 to 2024. Note that graduation rate data for each school year is not released until early spring by the state, so data for the class of 2025 will not be available until later this school year.

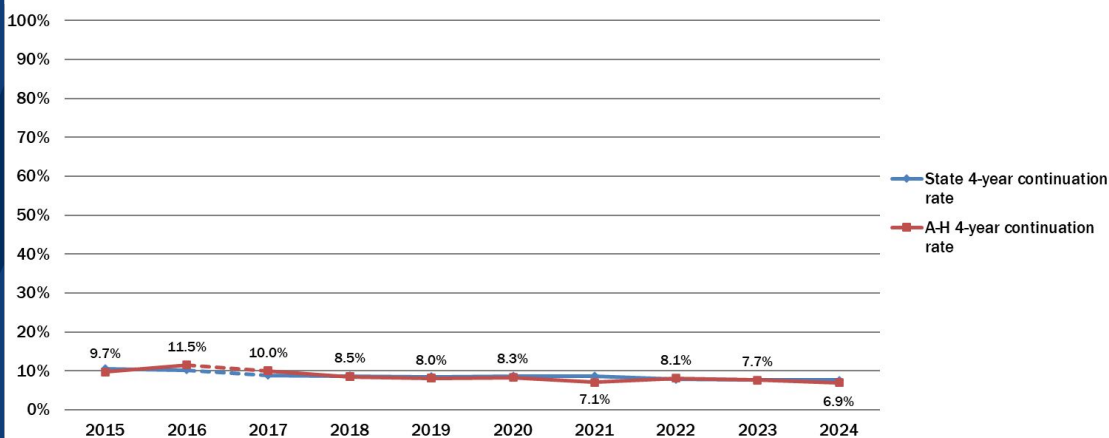


Note: dotted line indicates a change in how graduation indicators were calculated from one year to the next



GRADUATION INDICATORS

The % of students continuing in Anoka Hennepin after four years decreased slightly from 2023 to 2024.



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

HIGH SCHOOL ACHIEVEMENT

District response to the data – create an improvement plan



Anoka-Hennepin is focusing on:

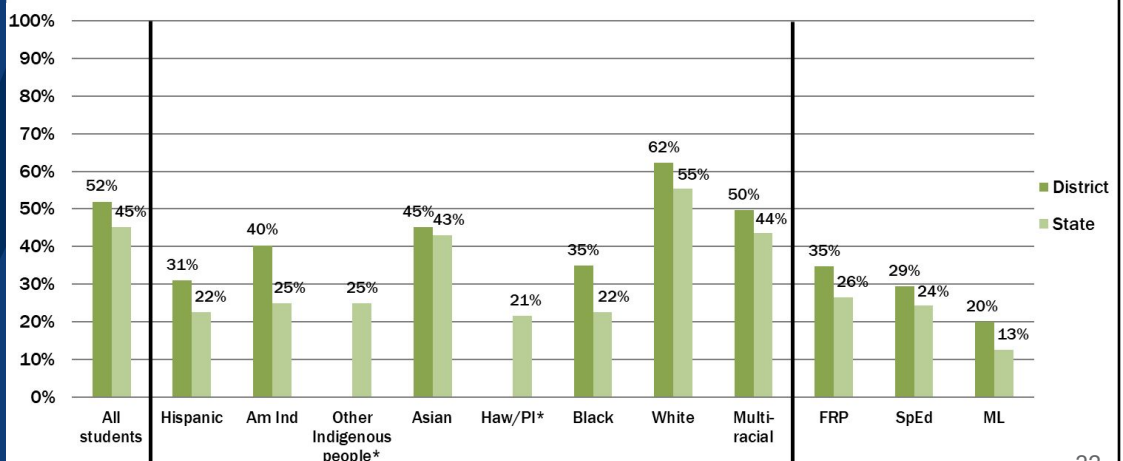
- Monitoring of multi-tiered systems of support through site-specific MTSS monitoring plans. Emphasis on early warning MTSS indicators.
- Leveraging the math and literacy coach model to enhance instructional pedagogy and job-embedded professional development.
- Enhancing the core academic intervention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

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ACHIEVEMENT GAP CLOSURE-MATH

The % of students at or above grade level in all 6 ethnicities with reportable cell sizes outperform the state, as do students who qualify for educational benefits, and students receiving special education and multilingual services.



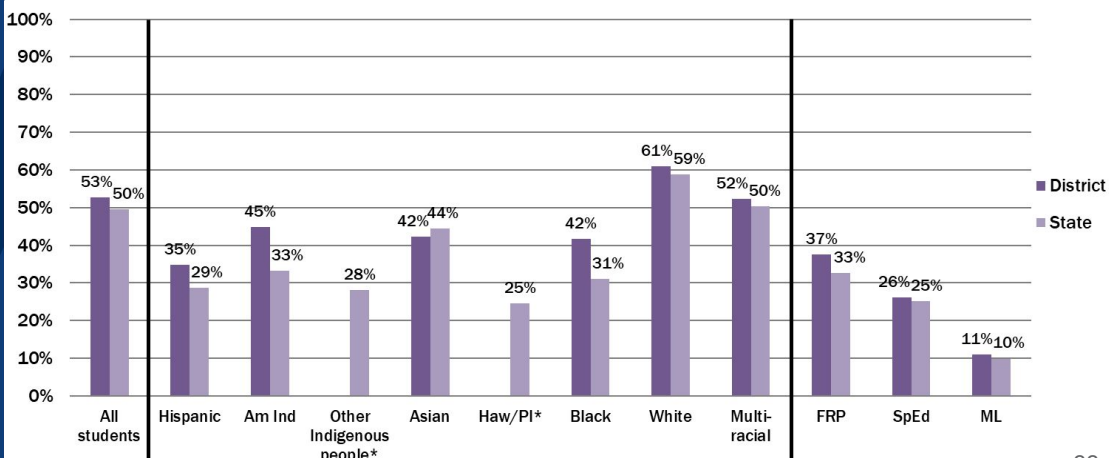
*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.

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ACHIEVEMENT GAP CLOSURE-READING

The % of students at or above grade level in all ethnic groups aside from Asian outperform the state, as do students who qualify for educational benefits, and students receiving special education and multilingual services.



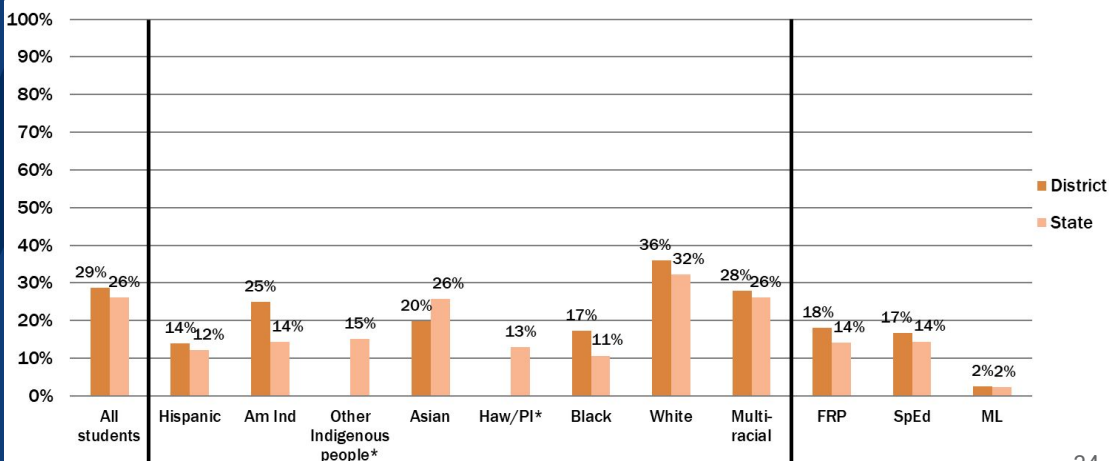
*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.

33



ACHIEVEMENT GAP CLOSURE-SCIENCE

The % of students at or above grade level in all ethnic groups aside from Asian outperform the state, as do students who qualify for educational benefits, and students receiving special education services.



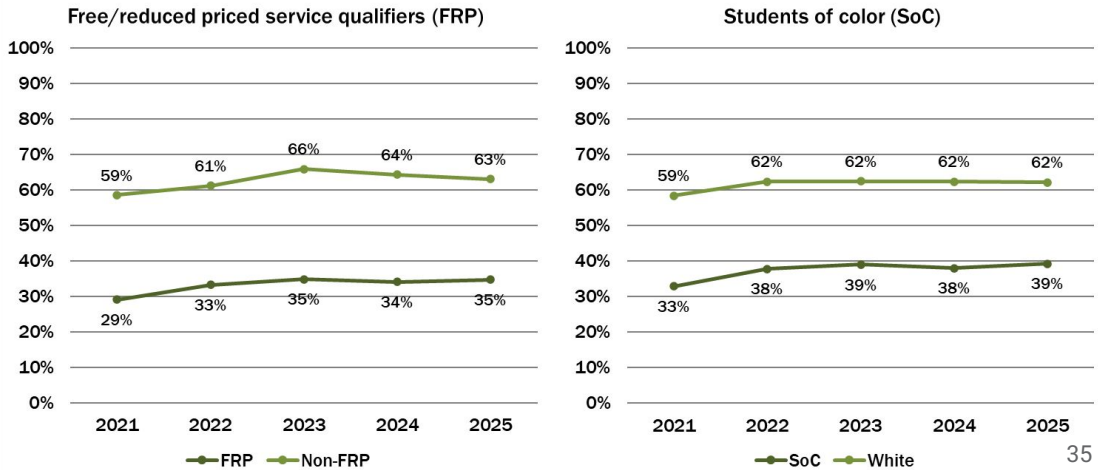
*District 'Other Indigenous people' and 'Haw/PI' data suppressed due to low cell size.

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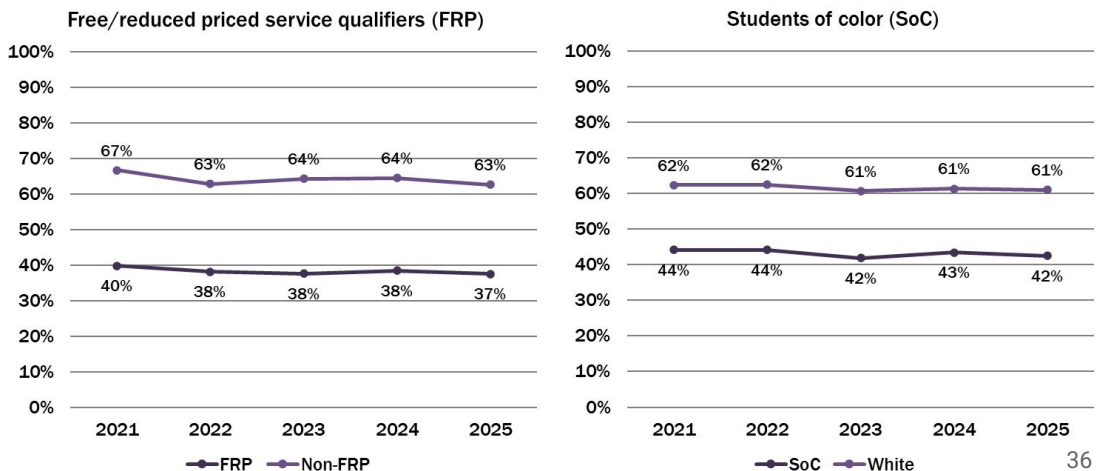
ACHIEVEMENT GAP CLOSURE-MATH

The gap between FRP and Non-FRP students was reduced by 2% between 2024 and 2025, and the gap between white students and students of color was reduced by 1%.



ACHIEVEMENT GAP CLOSURE-READING

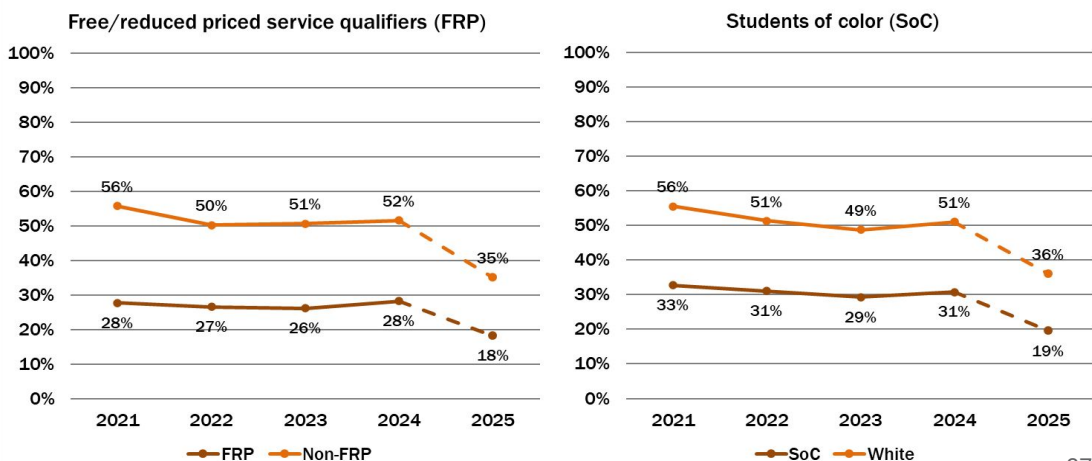
The gap between FRP and Non-FRP students remained steady between 2024 and 2025, and the gap between white students and students of color increased by 1%.





ACHIEVEMENT GAP CLOSURE-SCIENCE

The gaps between FRP and Non-FRP students and white students and students of color are 17%, which is the new baseline for the district, as the assessment changed between 2024 and 2025.

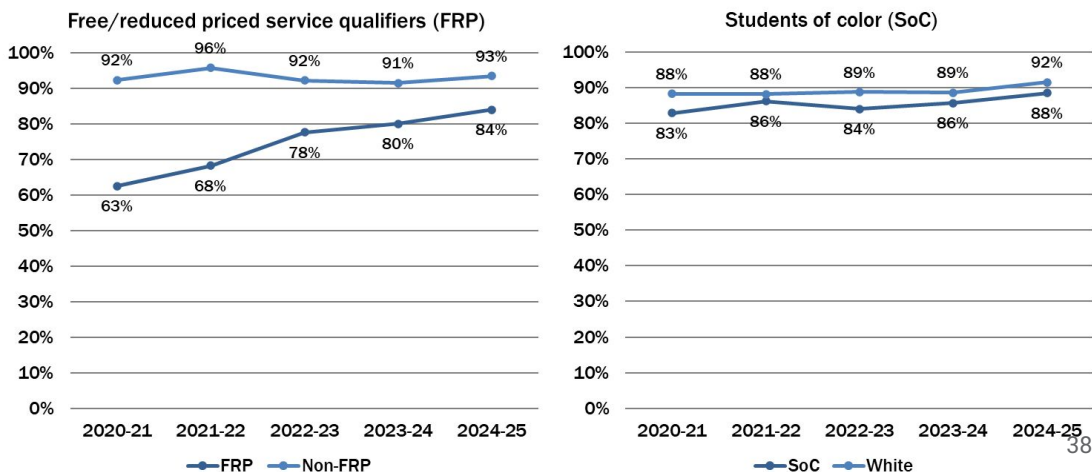


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ACHIEVEMENT GAP CLOSURE-COLLEGE COURSES

The gap between FRP and Non-FRP students was reduced by 2% between 2024 and 2025, and the gap between white students and students of color was increased by 1%. However, all four demographic groups increased the % of students taking college courses.

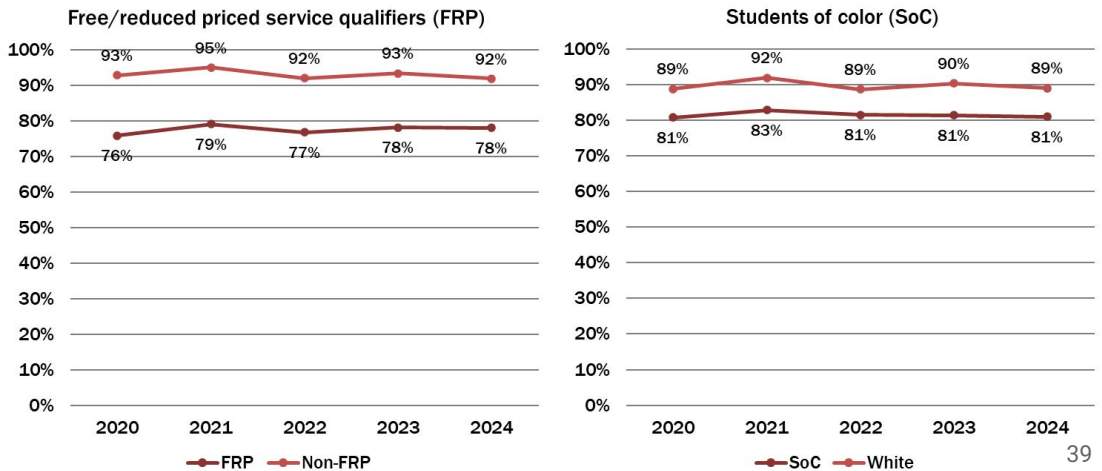


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ACHIEVEMENT GAP CLOSURE-GRAD RATES

The gaps between FRP and Non-FRP students and white students students of color were reduced by 1% between 2024 and 2025. However, this is as a result of non-RFP qualifiers and white students' graduation rates decreasing by 1%.



ACHIEVEMENT GAP CLOSURE

District response to the data – create an improvement plan



Anoka-Hennepin is focused on:

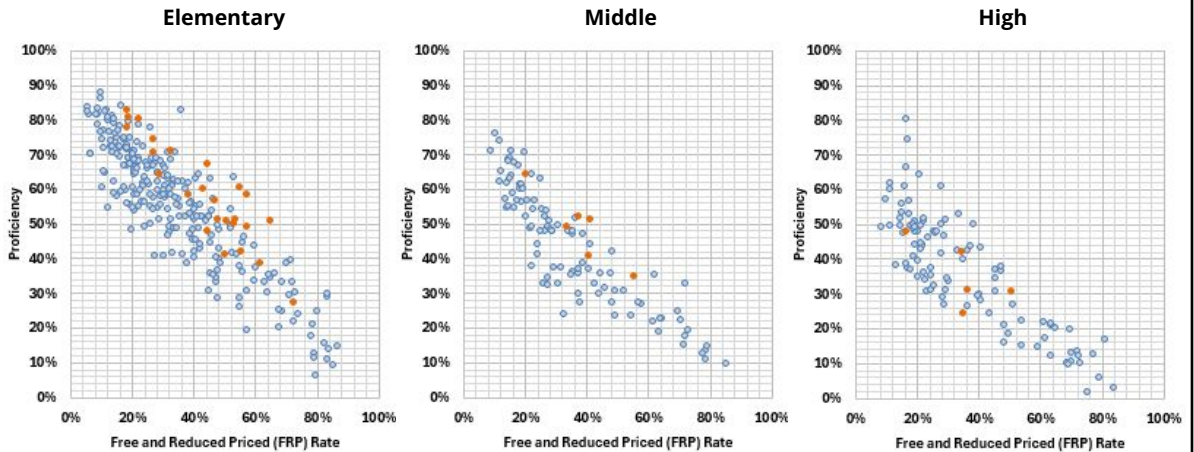
- Student data to drive the improvement process.
- Success for every student through strengthening multi-tiered systems of support (MTSS) in:
 - Instruction and assessment.
 - Student engagement.
 - School climate.
 - Student behavior and mental health supports.

SCHOOL-TO-SCHOOL COMPARISON

2025 MCA proficiency by school free/reduced priced service percentage



Math



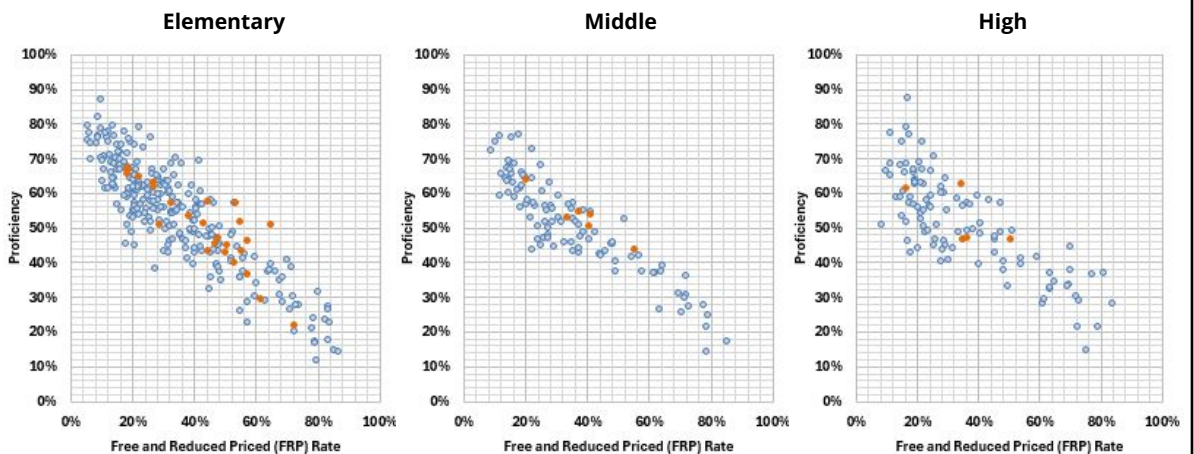
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SCHOOL-TO-SCHOOL COMPARISON

2025 MCA proficiency by school free/reduced priced service percentage



Reading



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SCHOOL-TO-SCHOOL COMPARISON



2025 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	3
Middle	6	4
High	1	1

Reading	Top Quarter of Peer Group	Led Peer Group (Top Spot)
Elementary	6	2
Middle	4	0
High	2	1

Top Quarter in Both Math & Reading
6
4
1

Source: 2025 Minnesota Department of Education All-Accountability Assessment file and Public Enrollment file

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SCHOOL-TO-SCHOOL COMPARISON



2025 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
Elementary	23	4
Middle	6	5
High	2	1

Reading	Top Quarter of Peer Group in at least one student group	Led Peer Group in at least one student group
Elementary	16	3
Middle	6	2
High	5	3

Top Quarter in Both Math & Reading in student group(s)
14
6
2

Source: 2025 Minnesota Department of Education All-Accountability Assessment file and Public Enrollment file

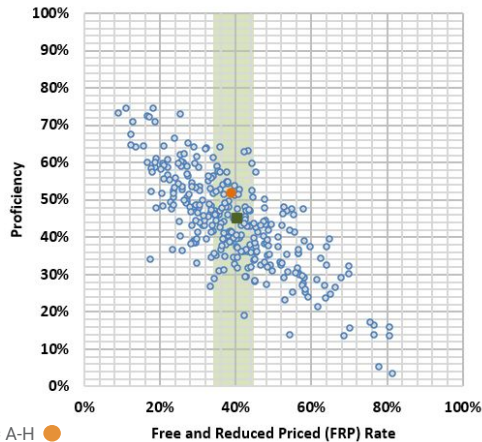
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DISTRICT-TO-DISTRICT COMPARISON

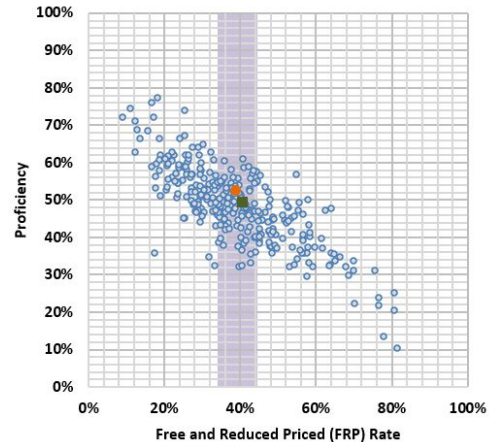


2025 MCA proficiency by district free/reduced priced service percentage

Math



Reading



Orange dot = A-H
Green square = State

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Questions, comments



Tonya Constantine

Deputy Superintendent

Sarah Hunter

Executive Director of Learning and Achievement

Scott Hare

Executive Director of Student Support Services

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