Putting the ‘Prove’ in Continuous Improvement

Anoka-Hennepin Independent School District

ANOKA-HENNEPIN
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Presentation overview

- Who we are and why continuous improvement.
- School board goals, requirements and intended results for continuous improvement.
- Financial rewards.
- Continuous improvement in Anoka-Hennepin.
- Student achievement data.
- Next steps.

Who Are We and Why Continuous Improvement

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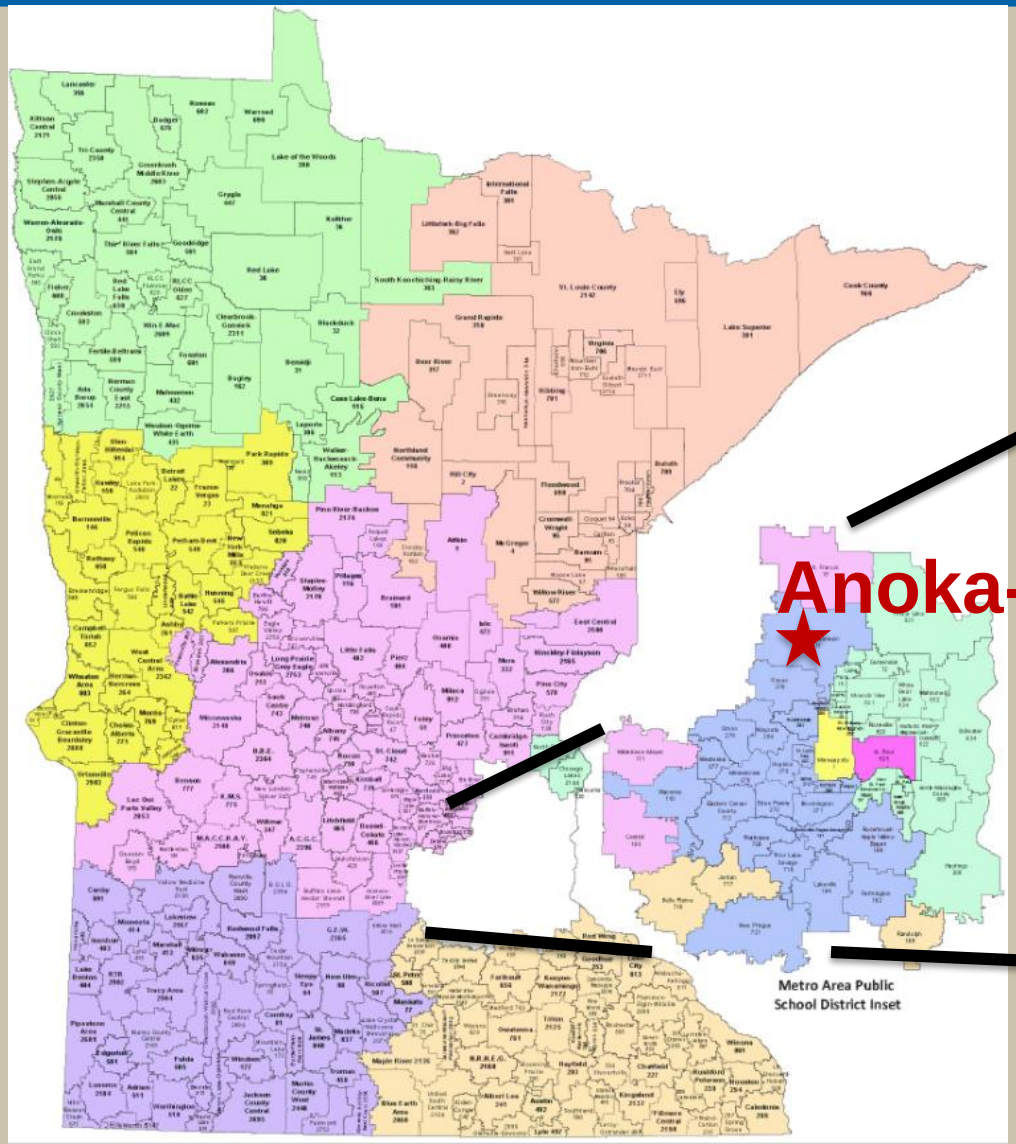
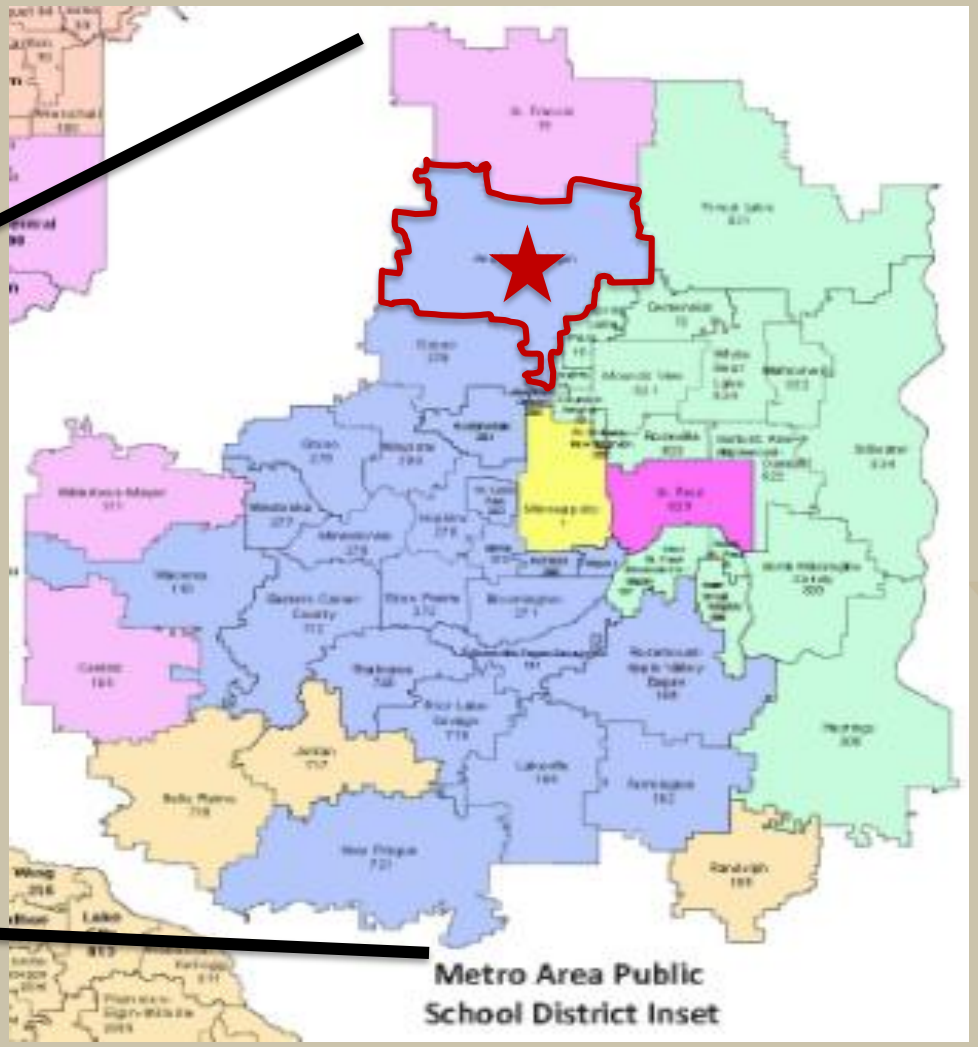
David Law
Superintendent,
Anoka-Hennepin Schools

Who are we?

Anoka-Hennepin is the largest school district in the state of Minnesota





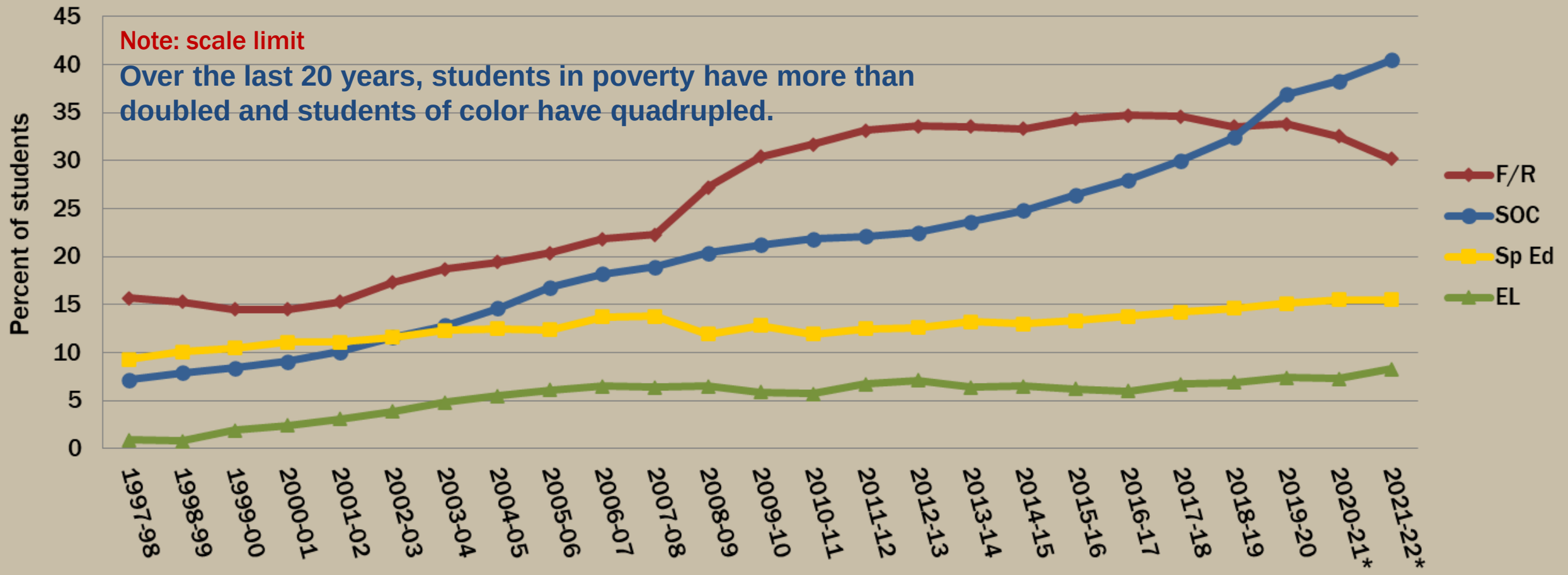
Who are we?

Anoka-Hennepin is the largest school district in the state of Minnesota

- Approximately 38,000 students.
- Span 13 communities north of the Twin Cities of Minneapolis and St. Paul spread across 172 square miles.
- 26 Elementary schools (grades K-5).
- 6 Middle schools (grades 6-8).
- 5 Traditional high schools (grades 9-12).
- Multiple alternative programs and online options for students needing specific instruction and targeted support.

Who are we?

Anoka-Hennepin is the largest school district in the state of Minnesota



F/R: qualifying for free or reduced priced lunch
SOC: students of color
Sp Ed: qualifying for special education services
EL: English learner

* Free/reduced priced services applications were not required in the last two years.

Why continuous improvement?

A brief history of where we had been

- Our Community
  - Historically, the school district has been supported by our community.
  - We were in the infancy of our refining our efforts to more meaningfully engage the community on “large issue” and “long term” topics for the district.
  - Our community was hit hard with the recession.
- Our Teachers
  - Over burdened by latest and greatest initiatives.
  - State-required meetings with the teachers’ union were well attended with large demonstrations of our over-burdened teachers juggling large piles of curriculum they didn’t believe in.
  - Friction existed between Union Leadership and District Administration.
  - Contract negotiations were difficult and there was mistrust on both sides.

Why continuous improvement?

A brief history of where we had been

- Our Administrators
  - Significant organizational and personnel changes.
  - New leadership initiated an organizational district review.
  - Together with Board participation, started a Labor Management Team to work on admin/labor relations.
  - We were dealing with a $30 million funding cliff.
- Our Board
  - Changing Board members enabled new conversations in change management to surface at the Board level.
  - July planning sessions didn't allow for Board to be meaningfully engaged in the planning process but instead left them feeling as if they were "rubber stamping" decisions.

All of these factors coalesced into the driving force of change for the Anoka-Hennepin School District's Continuous Improvement Process.

Goals, Requirements & Intended Results

Johnna Rohmer-Hirt
Director, Research, Evaluation & Testing,
Anoka-Hennepin Schools

School Board goals

- Create a culture focused on continuous improvement.
- Create systems designed to engage all stakeholders and manage change for maximum effectiveness and acceptance.
- Be efficient with all resources.

<u>We are good but we can always get better.</u>

Key requirements

- Prioritize data-driven and evidence-based best practice.
- Capitalize on lessons learned inside and outside Anoka-Hennepin.
- Attend to predicable change cycles based on industry practices modified for education.
- Follow documented processes, inclusive of all stakeholders, that foster seamless implementation.

Key requirements

- Incentivize financial rewards for results.
- Provide tools to leaders useful for easy data analysis and trend analysis.
  - Help to focus on areas of needs or improvement to drive site goals.
  - Leverage visual management techniques to quickly highlight areas of focus such as color-coding reports with performance level indicators (Vision, Progress, Baseline, Caution and Intervene).
  - How do you motivate those that believe capability is set based on demographics or that they are more successful than they actually are?
- Allow and recognize innovation at sites and take districtwide when successful.

Intended results

- Protect taxpayers from investments driven by “the latest fad”. Investment should yield results or why invest?
  - Critical questions
    - What evidence is there that the investment would be beneficial in our context?
    - How will we measure success?
    - How will we monitor progress along the way?
  - Spend money and deploy resources to areas that we know matter.
- Keep the School Board engaged in the processes; “bought in”.
  - No surprises plus agreement that the organization is moving in the right direction.
- Manage within the capacity of organization to change.
- Increase student achievement in all areas.
  - Proficiency (defined by the State of Minnesota).
  - Growth (measured internally, striving toward proficiency of all students in each student group).

Financial Rewards

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Johnna Rohmer-Hirt
Director, Research, Evaluation & Testing,
Anoka-Hennepin Schools

Financial reward starts at the top

- The School Board Chair sets the performance pay goals for the Superintendent based on the School Board approved strategic directions. Eligible for 15% of base salary.
  - Category 1: Performance Appraisal by School Board
    - Performance pay contingent upon successful performance appraisal by school board.
      - Scale 1 to 5 for each rubric. Success measure- four members provide an average rating of 3 or higher.
  - Category 2: Student achievement 50%
    - Aligned with our vision statement that defines successful students.
      - Measured by standard achievement metrics.
  - Category 3: Continuous improvement 50%
    - Initiatives and reforms intended to drive improvement in Category 2 areas.
      - Measured by available data measures, implementation milestones and budget compliance.

Financial reward for leadership and teachers

Employee Group	Possible Compensation	Based On
Principals	Up to 10% of salary	• 50% Student performance measure • 50% Continuous improvement actions • Specifics determined by Associate Supt and/or designee in collaboration with Principal
Assistant Principals	Up to 5% of salary	
Sped Program Supervisors	Up to 4% of salary	• 50% Student performance measure • 50% Continuous improvement actions
Teachers	$185	• Student achievement goal
	$185	• Site level Minnesota Comprehensive Assessment result
	$1,500	• Observation goal: based upon demonstrated proficiency within applicable rubric
Cabinet	Up to 10% of salary	• 50% Student performance measure • 50% Continuous improvement actions
Directors*	Up to 10% of salary (for some) Up to 5% of salary (for others)	**Director's possible compensation percentage is based on role responsibilities*

Continuous Improvement in Anoka-Hennepin

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David Law
Superintendent,
Anoka-Hennepin Schools

Traditional planning model

Anoka-Hennepin's previous School Board/Cabinet planning

- Annual July planning retreat
  - Year-end review of previous year including data summary of student achievement and narrative overview of actions and events.
  - School Board commitments and priorities for upcoming school year.
  - Review of major projects planned for the upcoming school year.

- Eventually added January mid-year planning retreat around budgeting time.

Continuous improvement

Monitoring and reporting effectiveness to reach mission, vision and goals

- District scorecard implemented in 2010-11
  - 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: Intervene	Concern	Baseline	Progress	Vision	Trend: 2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend
Proficiency & Growth	A1.1: Early Learning Achievement Benchmark	Percent of all students who meet/exceed expected benchmark	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	87.8%	89.3%	92.5%			↑
	A1.2: earlyReading Kindergarten Readiness Reading Benchmark	Percent of all students who meet/exceed expected benchmark	≤ 59%	60-69									
	A1.3: Maximum gap in earlyReading proficiency between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups	> 30%	24-30									
	A1.4: MCA-III Reading Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84									
	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									
	A1.6: MCA-III Reading Growth	Percent of all students who meet medium or high growth	≤ 59%	60-69									
	A1.7: CoM Kindergarten Readiness Math Benchmark	Percent of all students who meet/exceed expected benchmark	≤ 59%	60-69									
	A1.8: Maximum gap in CoM proficiency between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups	> 30%	24-30									
	A1.9: MCA-III Math Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84									
	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									
	A1.11: MCA-III Math Growth	Percent of all students who meet medium or high growth	≤ 59%	60-69									
	A1.12: MCA-III Science Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84									
	A1.13: Maximum gap in MCA-III Science between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups	≥ 20%	15-19									
	A1.14: MCA-III Reading School Comparison	Percent of schools in the top quartile of their F/R decile range on MCA Reading	≤ 39%	40-54									
	A1.15: MCA-III Math School Comparison	Percent of schools in the top quartile of their F/R decile range on MCA Math	≤ 39%	40-54									
	A1.16: MCA-III Science School Comparison	Percent of schools in the top quartile of their F/R decile range on MCA Science	≤ 39%	40-54%	55-69%	70-84%	≥ 85%	48.6%	51.4%	62.9%		43.2%	↑

District Scorecard A: Maximizing student learning and minimizing the achievement gap

	Indicators	Descriptions	Levels: Intervene	Concern	Baseline	Progress	Vision	Trend: 2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend
Post Secondary Readiness	A2.1: 3rd Grade MCA-III Reading Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84%	85-89%	90-94%	≥ 95%	60.3%	62.7%	62.5%		53.0%	↑
	A2.2: 8th Grade MCA-III Math Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84%	85-89%	90-94%	≥ 95%	62.9%	63.4%	62.5%		42.6%	↑
	A2.3: ACT Participation of graduating class	Percent of students who participate in ACT	≤ 74%	75-79%	80-84%	85-90%	> 90%	99.4%	98.6%	97.0%	95.4%	66.3%	↑
	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	24 or greater	20.8	20.4	20.5	20.4	20.5	↑
	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%	> 60%	27%	24%	23%	24%	25%	↑
	A2.6: 4-Year Graduation Rate (9 – 12 cohort)	Graduation rate percent	≤ 89%	90-92%	93-95%	96-98%	> 98%	83.4%	83.2%	86.6%	86.6%	86.2%	↑
	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%	≥ 95%	90.2%	82.1%	87.9%	89.7%	86.4%	↑
	A2.8: Participation in potential college-credit earning courses: greatest percentage gap among F/R and ethnic student groups for seniors (PSEO, CIS, S2S, AP, IB, etc.)	Percent difference between highest and lowest participating student groups	>25%	21-25%	16-20%	10-15%	< 10%	20.2%	19.6%	20.8%	18.9%	25.9%	↓

District Scorecard B: Implementing "best in class" leadership and management practices

Indicators	Descriptions	Levels: Intervene	Concern	Baseline	Progress	Vision	Trend: 2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend
B1: Employee engagement	Percent of overall employee engagement	≤ 75%	76-81%	82-87%	88-94%	≥ 95%	85.7%	86.8%	86.8%	84.2%	85.1%	↑
B2: Supervisor support	Percent of employees who report overall supervisor support	≤ 75%	76-81%	82-87%	88-94%	≥ 95%	83.6%	84.4%	84.4%	81.8%	84.5%	↑
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%	32.0%	28.0%	32.4%		5.2%	↑
B4: Employee PAS completion	Percent of staff who complete PAS within the appropriate defined cycle	≤ 84%	85-89%	90-94%	95-97%	≥ 98%	94.2%	92.8%	90.2%	77.5%	92.4% Prelim	↑

District Scorecard C: Expanding professionalism for all administration and staff

Indicators	Descriptions	Levels: Intervene	Concern	Baseline	Progress	Vision	Trend: 2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend
						≥ 98%	94.6%	94.8%	96.0%	96.7%	96.1%	↑
						≥ 85%						
						≥ 98%	96.6%	96.7%	98.0%	96.4%	86.8%	↑

ent learning and minimizing the achievement gap

Levels: Concern	Baseline	Progress	Vision	Trend: 2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend
76-81%	82-87%	88-94%	≥ 95%	87.2%	86.4%	86.2%	84.6%	88.5%	↑
9-10%	7-8%	5-6%	< 5%	3.7%	2.9%	3.7%	5.0%	4.3%	↓
76-81%	82-87%	88-94%	≥ 95%	96.1%	95.3%	94.8%	95.7%	98.6%	↑
9-10%	7-8%	5-6%	< 5%	9.6%	10.3%	11.4%	9.9%	3.7%	↓
9-10%	7-8%	5-6%	< 5%	0.6%	0.3%	0.6%	0.6%	0.1%	↓
89-91%	92-94%	95-97%	≥ 98%	95.1%	94.9%	94.9%	94.9%	NA	↑
9-10%	7-8%	5-6%	< 5%	4.6%	3.9%	4.9%	4.0%	NA	↓
89-91%	92-94%	95-97%	≥ 98%	88.1%	87.1%	86.5%	87.3%	NA	↑
9-10%	7-8%	5-6%	< 5%	23.1%	17.7%	21.4%	18.9%	NA	↓
40-50%	51-63%	64-74%	≥ 75%	50.5%	49.8%	49.2%	49.1%	44.1%	↑
21-25%	16-20%	10-15%	< 10%	27.1%	28.1%	27.3%	26.4%	24.3%	↓

educational excellence

Vision	2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend
≥ 65%	89%	88%	86%		87%	↑
≥ 65%	95.8%	97.7%	97.3%	97.7%	93.0%	↑
≥ 65%	64%	64%	63%		66%	↑
> 10	7.6	7.7	7.8	4.4	2.0	↑

Developing a new planning model

Anoka-Hennepin's progress based on lessons learned internally and externally

- Aligning current tools and processes to a new model
  - Scorecard and district-created reports.
  - School improvement planning and goal setting.
  - Strategic investments.
  - School Board presentations.
    - State-mandated reporting.
    - Achievement data.
    - Graduation indicators.
    - Perception data.
  - School Board/Cabinet planning meetings.

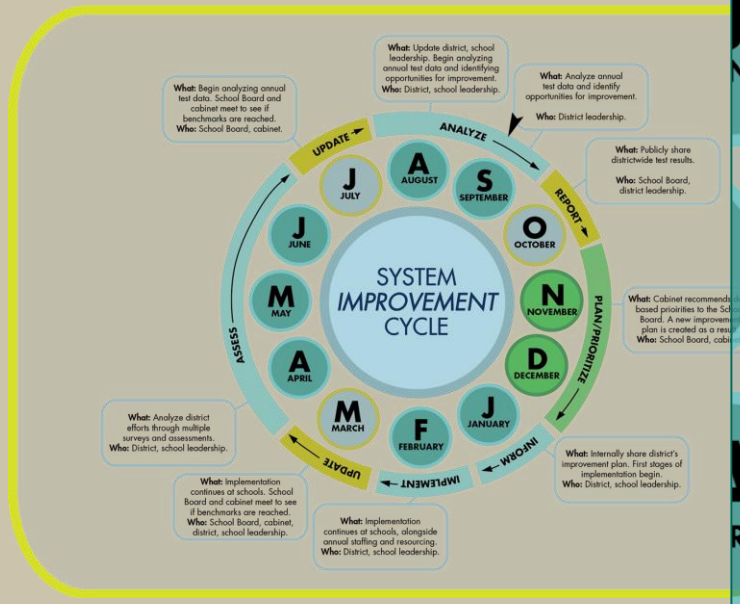
Developing a new planning model

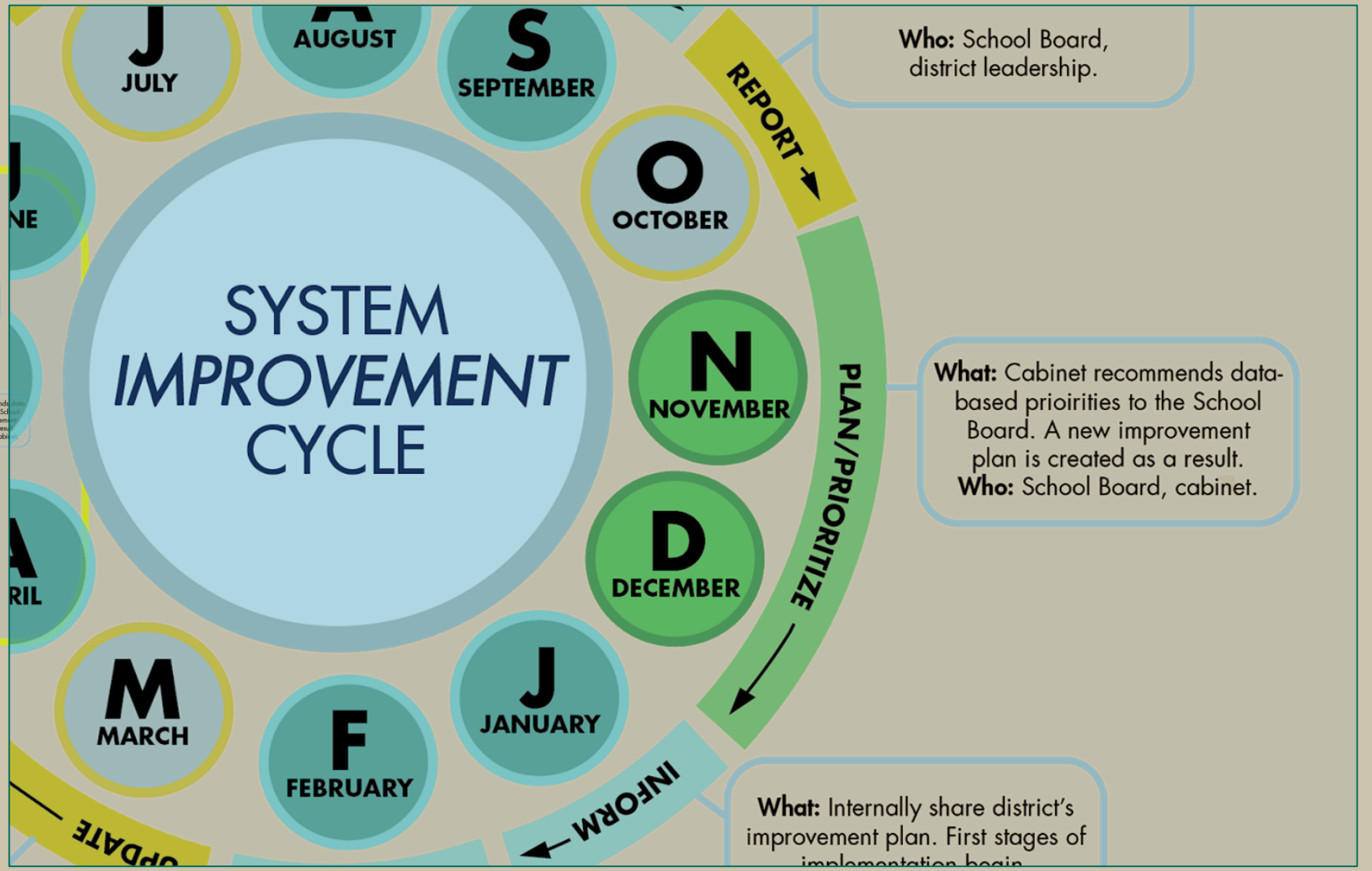
Anoka-Hennepin's progress based on lessons learned internally and externally

Status	Unintentional Outcome	Intentional Outcome
What is working well?		
What is not working well?		

Continuous improvement

Predictable change cycle based on industry practices modified for education





Continuous improvement

Predictable change cycle based on industry practices modified for education

Anoka-Hennepin School District
Strategic Priorities 2015-2016

	Implementing	Reviewing	Considering
Student Achievement	• World's Best Workforce • Technology Plan	• Gifted and Talented Programming	• Elementary Magnet Expansion • STEAM at Anoka High School • Andover High School Focus
Safe and Welcoming Environment	• Anti Bullying/Anti Harassment • Safe and Welcoming Environment		• Student and Family Support Model
Organizational Support	• Budget Reduction • Employee Negotiations • Curriculum Structure • Employee Absence/Sub Shortage	• Facility Plan and Referendum • Continuous Improvement • Insurance Options • Application Process	• Update on Strategic Investments • Enrollment Changes • HR/Payroll Technology • Bond/Operating Levy • Partnership Development

Continuous improvement

Predictable change cycle based on industry practices modified for education

2017-18
VERSION 1.6
UPDATED 2017.11.14

ANOKA-HENNEPIN SCHOOLS
STRATEGIC PRIORITIES

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

INCREASED STUDENT ACHIEVEMENT	SAFE AND WELCOMING ENVIRONMENTS	EFFECTIVE ORGANIZATIONAL SUPPORT
IMPLEMENTING		
1.1 Elementary English Language Arts curriculum.	2.1 Supporting students in crisis.	3.1 Support board decisions in recommendations for facilities.
1.15 Middle school literacy review.	2.2 Implement a multi-tiered system of support for students, year one.	3.2 Recruitment and retention of employees.
1.2 Math action plan K-12.		3.3 Continuous improvement process update.
1.3 Special education recommendations, year one.		
1.4 Technology plan, year three.		
1.5 Monitor and enhance magnet/specialty schools.		
1.6 Voluntary pre-K implementation, year two.		
1.7 Talent development recommendations, year one.		

Continuous improvement

Predictable change cycle based on industry practices modified for education

2017-18 Strategic Priorities Planning Document - Draft

July 27, 2017

	Owner	Description	Progress Measures	Year End Goal / Measures of Success	2018-2019 Action Plan
Student Achievement					
1.1 **Implementing** Provide new Elementary ELA	Wolverton	• School Board approval spring 2017, Wonder Works and Wonders ELD (English Language Development), Tiered intervention materials., Reading Wonders (K-5), year two Implementation FY18.	Professional development: •8/31,12/4, 3/9,4/23 •PLC half-days each trimester • Unit assessments • SIP Goals • Principal performance goals tied to implementation Increased district supports • Year two of support with reading interventions and assessments •Core support staffing •Literacy intervention	• MCA data • FAST data • Unit assessments • Staff feedback loops • Survey GLTL's, LS and principals (strengths, challenges and recommendations for FY19)	

Continuous improvement

Predictable change cycle based on industry practices modified for education

2019-20
VERSION 1.1
UPDATED 2019.01.25

ANOKA-HENNEPIN SCHOOLS
STRATEGIC PRIORITIES

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INCREASED STUDENT ACHIEVEMENT	SAFE AND WELCOMING ENVIRONMENTS	EFFECTIVE ORGANIZATIONAL SUPPORT
IMPLEMENTING		
1.1 Elementary English Language Arts curriculum.	2.1 Bond Construction and facilities improvements	3.1 Elementary and middle school boundaries.
1.2 Special Education program improvements, Year two.	2.2 Multi-tiered systems of support (MTSS)	3.2 New student support model.
1.3 Hoover STEM specialty school.	2.3 Improved School Security	3.3 Improved employee recruitment and retention
1.4 Enhanced elementary talent development practices.	2.4 Systemic efforts to respond to disruptive students and students in crisis.	3.4 Improved Human Resource/payroll/ finance software.
1.5 Gifted and talented school within a school program.		3.5 Increased staff and stakeholder involvement in district planning and continuous improvement.
1.6. Updated elementary math.		
	2.5 Equity achievement plan	
REVIEWING		
1.7 Evergreen Park magnet theme shift		3.6 Investing unrestricted funds to support the implementation of strategic priorities
1.8 Standards based practices for secondary teachers.		
1.9 High School program schedule.		
1.10 Northdale Middle School specialty school program.		
1.11 Secondary math materials and instruction improvement.		
CONSIDERING		
1.12 Personalized learning and 21st century skills.	2.6 Synthetic turf for stadium fields.	
1.13 Aligning Q-Comp Goals to Student Achievement	2.7 Long-term facility needs	
1.14 Co-Curricular Middle School Program		
1.15 K-12 Science Standards Implications		
MONITORING		
1.16 Middle School reading intervention supplemental materials.	2.8 Retention of district students enrolled	
1.17 Enhanced elementary collaboration time model.		

Continuous improvement

Predictable change cycle based on industry practices modified for education

Anoka-Hennepin

Annual Strategic Priorities Implementation Report and Evaluation:

ASPIRE

2019-2020 School Year

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Compiled by the Anoka-Hennepin Research, Evaluation and Testing Department

Increased Student Achievement

1.2 Special Education program improvements; Year two - Eric

Description

Implementation of phase one. Year two, of the Special Education Audit Action Plan was completed during the 2019-20 School Year. The Special Education Audit Action Plan was the result of the Special Education Audit completed in 2016-2017 and the 2017-2018 audit strategic planning completed in partnership with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. The purpose of the audit was to provide the district with information to help prioritize, plan and implement special education services that align with best practices research and the needs of students, and to improve academic and behavioral outcomes for students.

Rationale

Each of the audit strategies were broken down into four district-wide themes total priorities/themes: 1) Multi-Tiered System of Support (MTSS); 2) Mental Health; 3) Staffing; 4) Paraprofessionals. The Action Plan identifies goals, barriers (what is preventing achievement of the goals), strategies to overcome the barriers, and specific action steps for each strategy. The Action Plan also identifies the incremental evidence and measures of progress for accountability of the plan.

Action Steps

2019-20 Completed Action Steps:

- Two additional mental therapists added in 2019-20.
- Five mental health interns added for 2019-20.
- Addition of a mental health third vendor to our community partners.
- Develop an opportunity for building staff to provide feedback on staffing processes to district staff and open communication between buildings.
- Develop written special education staffing guidelines.
- Add a Board Certified Behavioral Analyst (BCBA) for behavioral consultation MTSS Social/Emotional/Behavioral training/support and supervision of behavioral specialists.
- Implement options for relevant trainings for licensed staff conducted by current Anoka-Hennepin staff.
- Develop a continuum of services within the school, including a model for student movement between the levels, that is based on student behavior and explicit student behavior plans.
- Establish a paraeducators schedule and process for communication.
- Implement a consistent paraeducator model of scheduling professional development offerings (frequency, duration of time, purpose, and facilitator).
- Professional Development provided to special education staff regarding Assistive Technology (AT), Functional Behavioral Assessments (FBA), and various crisis intervention and response trainings.

2020-21 Intended Action Steps:

- Implementation of MTSS action plan for elementary, middle and high schools for reading, math and behavior/SEL.
- Elementary and secondary MTSS leadership teams leading the work of implementation of the respective Action Plans.
- Build consistency in the paraeducator schedule within a building.
- Design a paraprofessional substitute program to work to resolve the disruption that occurs when substitutes cannot be secured.
- Increase strategies on how to identify behaviors indicating an underlying mental health need and how it can be addressed.
- Develop a flowchart to facilitate matching needs and services.
- Establish a place to each school site for removing students with behaviors that threaten the safety of themselves and others.
- Develop a continuum of services within the school, including a model for student movement between levels, that is based on student behavior and explicit student behavior plans.

Progress Monitoring and Stakeholders

Monitoring Tools	Primary Stakeholders
Special Education Lead Teacher Monthly Meeting Agendas	Special Education Teachers, Special Education Supervisors, Teaching and Learning Specialists
Principals Meetings and District and School Special Education Staff Department Meeting Agendas	School Principals, District Level Administration
School Board Updates	School Board Members, Superintendent
Curriculum Instruction and Assessment Committee	School Board Members, Superintendent, Superintendent's Cabinet Members, Teaching and Learning Specialists
Special Education Audit Action Plan Implementation Data-Base	Special Education Directors and Supervisors
Special Education Audit Work Groups	Special Education Supervisors, Teachers, Behavior Intervention Specialists, and Teaching and Learning Specialists
Special Education Problem Solving Committee	Special Education Teachers (E-21), Behavior Intervention Specialist, Teaching and Learning Specialists, & School Psychologists

Scorecard Indicators and Additional Indicators of Success

District Scorecard A: Maximizing student learning and minimizing the achievement gap

Indicators	Descriptions	Levels					Trend					
		Intervene	Concern	Baseline	Progress	Vision	2015-16	2016-17	2017-18	2018-19	2019-20*	Desired Trend
A1.4: MCA-III Reading Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84%	85-89%	90-94%	≥ 95%	63.6%	64.7%	65.4%	65.1%		↑
A1.9: MCA-III Math Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84%	85-89%	90-94%	≥ 95%	65.4%	66.0%	64.6%	63.5%		↑
A2.6: 4-Year Graduation Rate (9 – 12 cohort)	Graduation rate percent	≤ 89%	90-92%	93-95%	96-98%	> 98%	85.8%	83.4%	85.2%	86.6%	86.6%	↑
A3.4: Suspension/Split dismissal referrals: greatest percentage gap among all student groups (secondary only)	Percent difference	> 10%	9-10%	7-8%	5-6%	< 5%	7.9%	9.6%	10.2%	11.4%	9.9%	↓
A3.7: Attendance rate: greatest percentage gap among all student groups	Percent difference	> 10%	9-10%	7-8%	5-6%	< 5%	4.2%	4.6%	3.9%	4.9%	NA (Aug)	↓

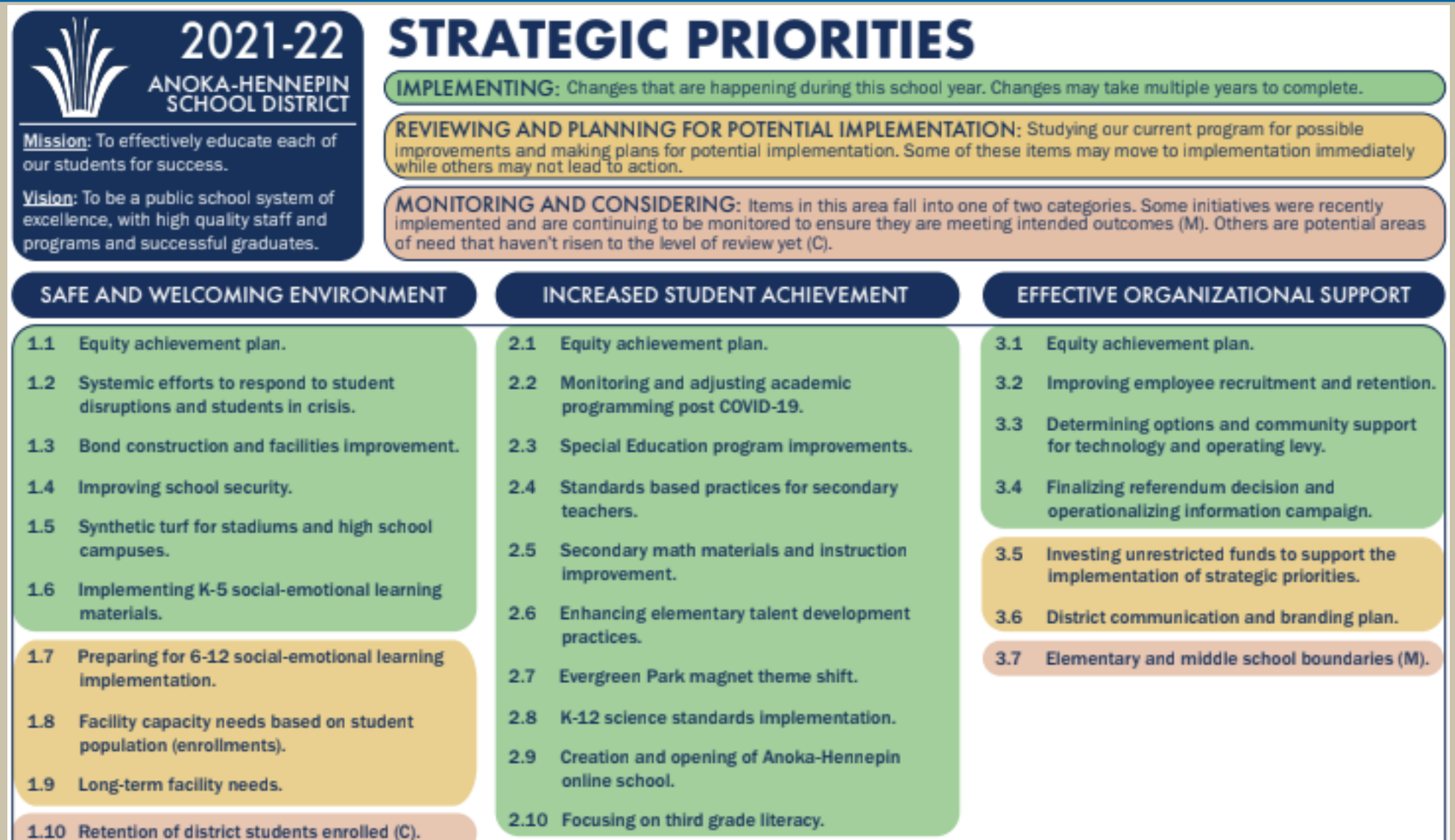
Additionally, academic outcomes (e.g., MCA and MAP results, graduation rates) and behavioral outcomes (e.g., attendance rate, suspension/dismissal rates) will be compared between students who do and do not receive special education services, as well as between disability categories, federal instructional settings, and in comparison to outcomes in other districts and stave averages.

Additional Considerations

The individual special education audit areas are assigned to a Special Education Supervisor who leads and facilitates audit work groups which are comprised of teachers, teaching and learning specialists, special education leadership team members and behavior intervention specialists. Several of the audit work groups are meeting to receive or design professional development trainings related to phase 2, year 3, action steps for the 2020-2021 school year.

Continuous improvement

Predictable change cycle based on industry practices modified for education



2021-22
ANOKA-HENNEPIN SCHOOL DISTRICT

Mission: To effectively educate each of our students for success.

Vision: To be a public school system of excellence, with high quality staff and programs and successful graduates.

STRATEGIC PRIORITIES

IMPLEMENTING: Changes that are happening during this school year. Changes may take multiple years to complete.

REVIEWING AND PLANNING FOR POTENTIAL IMPLEMENTATION: Studying our current program for possible improvements and making plans for potential implementation. Some of these items may move to implementation immediately while others may not lead to action.

MONITORING AND CONSIDERING: Items in this area fall into one of two categories. Some initiatives were recently implemented and are continuing to be monitored to ensure they are meeting intended outcomes (M). Others are potential areas of need that haven't risen to the level of review yet (C).

SAFE AND WELCOMING ENVIRONMENT

- 1.1 Equity achievement plan.
- 1.2 Systemic efforts to respond to student disruptions and students in crisis.
- 1.3 Bond construction and facilities improvement.
- 1.4 Improving school security.
- 1.5 Synthetic turf for stadiums and high school campuses.
- 1.6 Implementing K-5 social-emotional learning materials.
- 1.7 Preparing for 6-12 social-emotional learning implementation.
- 1.8 Facility capacity needs based on student population (enrollments).
- 1.9 Long-term facility needs.
- 1.10 Retention of district students enrolled (C).

INCREASED STUDENT ACHIEVEMENT

- 2.1 Equity achievement plan.
- 2.2 Monitoring and adjusting academic programming post COVID-19.
- 2.3 Special Education program improvements.
- 2.4 Standards based practices for secondary teachers.
- 2.5 Secondary math materials and instruction improvement.
- 2.6 Enhancing elementary talent development practices.
- 2.7 Evergreen Park magnet theme shift.
- 2.8 K-12 science standards implementation.
- 2.9 Creation and opening of Anoka-Hennepin online school.
- 2.10 Focusing on third grade literacy.

EFFECTIVE ORGANIZATIONAL SUPPORT

- 3.1 Equity achievement plan.
- 3.2 Improving employee recruitment and retention.
- 3.3 Determining options and community support for technology and operating levy.
- 3.4 Finalizing referendum decision and operationalizing information campaign.
- 3.5 Investing unrestricted funds to support the implementation of strategic priorities.
- 3.6 District communication and branding plan.
- 3.7 Elementary and middle school boundaries (M).

Continuous improvement

Predictable change cycle based on industry practices modified for education

2022-2023 ANOKA-HENNEPIN SCHOOL DISTRICT
STRATEGIC PRIORITIES
Mission: To effectively educate each of our students for success.
Vision: To be a public school system of excellence, with high quality staff and programs and successful graduates
Equity Commitment: Anoka-Hennepin School District is committed to creating equitable learning environments which provide access, representation, meaningful participation, and highly positive outcomes for each student.

Safe and Welcoming Environment	Increased Student Achievement	Effective Organizational Support
Implementing		
1.1 **Systemic Efforts to support students in crisis:** Elementary: Interpersonal materials, Additional administrative support, Behavior intervention room staffing, Monthly elementary behavior support committee Secondary: Interpersonal materials pilot, additional counselor and social work support, additional mental health information monitoring and support for students and families *Rationale: We believe that all students learn better when every student is in a safe and supportive learning environment. Recent teacher, parent and student feedback suggests that there are students in crisis on a daily basis that need additional support. Discipline data also shows disproportionality between student demographic groups.* Scorecard Indicators: A3.1 Student engagement A3.2 Greatest difference in student engagement A3.3 Percent of students with no out of school suspensions A3.4 Greatest percentage gap in student suspensions A3.5 Expulsion referrals gap A3.6 Attendance rates A3.7 Attendance rates gap	2.1 **Academic programming to support students impacted by COVID-19 including:** Elementary: Staffing to maintain programming during enrollment fluctuations, Reduced class sizes, Additional intervention staff for math and literacy Secondary: Staffing to maintain programming during enrollment fluctuations, Additional intervention staff for math and literacy *Rationale: Student achievement data from 2020 and 2021 demonstrate that many students have dropped in reading and math proficiency. This data also shows that students living in poverty have been impacted more than their peers who are not financially disadvantaged.* Scorecard Indicators: A1.1 Early learning achievement A1.2 Kindergarten readiness A1.4 MCA-III Reading A1.5 Maximum gap in MCA-III Reading proficiency between student groups A1.9 MCA-III Math A1.10 Maximum gap in MCA-III Math proficiency between student groups A1.12 MCA-III Science	3.1 **Improving employee recruitment and retention including:** Recruit and retain within our community *Rationale: Current data on open positions as well as surveys from current staff demonstrate that unfilled positions are creating gaps in programming as well as operations across the system. In addition, there is an increasing gap between the demographic makeup of our labor force within our system and the surrounding community, indicating that we are not attracting our community members to work in our system.* Scorecard Indicators: B1 Employee engagement B2 Employee eval completion C1 Employee attendance C4 Staffing diversity

Language supports

Rationale: Reading is an essential skill for students to be successful in every curricular area and a strong predictor for high school graduation and post-secondary enrollment. Recent assessment data shows that almost 40% of our 3rd graders are not able to demonstrate grade level proficiency in reading. This data also shows gaps in opportunity and achievement between student groups.

Scorecard Indicators:
A2.1 3rd grade MCA-III reading proficiency

Reviewing and Planning

Reviewing the high school schedule to determine solutions to address the following: instructional gaps that lead to lower student performance in math and literacy, address lack of collaboration time for teachers

Rationale: The current high school schedule does not effectively allow for the ongoing collaboration time for teachers to come together at the frequency necessary to engage in a cycle of learning including: analyzing data, setting goals, learning individually and collaboratively, and implementing and adjusting practices to meet the needs of all learners. The current schedule does not allow for year-long mathematics and literacy instruction which creates instructional gaps and impacts achievement outcomes as indicated by data.

3.3 **Potential boundary review and adjustments**
Elementary: Review boundaries for the 2024-25 school year, as needed
Secondary: Review any boundary areas of concern

Rationale: The school board commits to reviewing elementary school boundaries no sooner than every five years after a boundary change. The current elementary school boundaries were implemented during the 2019-2020 school year and are due to be reviewed prior to the 2024-2025 school year. The process is intended to address population growth or decline in pockets of the district and to ensure all students have the opportunity to receive comparable educational experiences.

5 **Preparing students to enter the workforce of the future** including: embed digital literacy across all grade levels, develop interpersonal skills

Rationale: Every indication suggests a significant skills gap in the workforce. In addition to students being proficient in the core content areas, schools across the nation are trying to cultivate skills and talents that will allow students to thrive in a quickly changing world.

Monitoring (M) and Considering (C)

2.6 **Transitioning elementary gifted and talented magnet school students to secondary sites (M).**

Rationale: In the fall of 2018 the district opened a magnet program at Eisenhower elementary. As these students begin to transition to middle school, the district wants to ensure these students continue to grow academically in a more traditional learning environment.

3.4 **Bond construction and facilities improvements (M):** Media Center and Science Classroom upgrades, addressing interior and exterior high priority concerns, addressing space needs for special education programs, improving external field surfaces, improving facility security

Rationale: In the fall of 2017 the community supported a significant bonding bill intended to address facility concerns across the district.

Shifted format in 2021-22

Continuous improvement

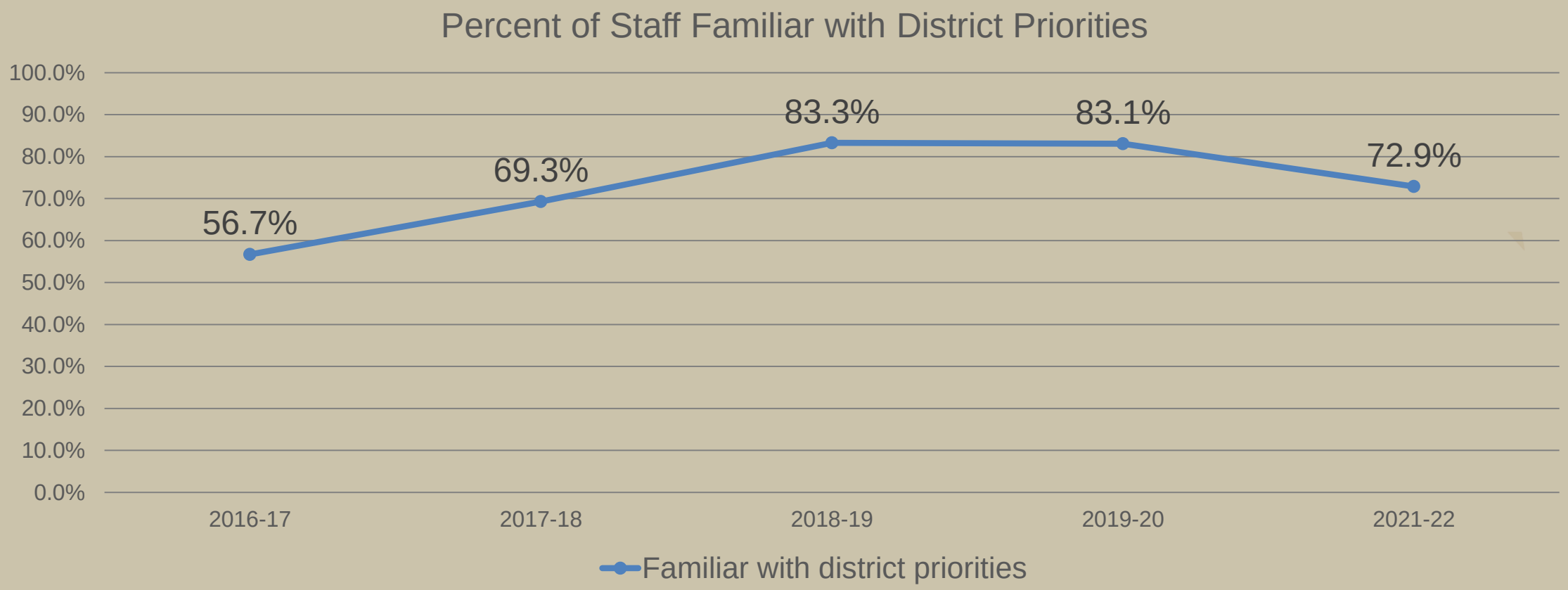
Documented processes, inclusive of all stakeholders - Intentional involvement

- September: Shared annual scorecard and strategic planning information, along with continuous improvement cycle, with staff.
  - Superintendent/Cabinet members shared information with administrators.
  - Provided administrators with script to share information with staff.
- October: Administrators gathered and compiled input/feedback from staff and sent that information to Cabinet members.
- Late October: Cabinet members shared the information they had received at Cabinet planning day.
- November: Information was shared with School Board at the School Board/Cabinet planning day to inform following year's priorities.

Continuous improvement

Documented processes, inclusive of all stakeholders - Intentional involvement

- Employee Engagement Survey results regarding <u>all staff</u> familiarity with the district's strategic priorities.



Continuous improvement

Systems alignment

Superintendent's goals

Cabinets' 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.

Continuous improvement

Financial rewards for results

- Example of Superintendent's Performance Pay Summary.

[SUPERINTENDENT PERFORMANCE PAY REVIEW] 2020-2021

Superintendent Performance Pay Review Outcome Summary 2020-2021

Category	Measure	Indicator of Success	Outcome	Status/Comments
1	Superintendent Performance Appraisal by School Board	An average rating of at least 3 by four or more School Board members on a 5-point scale	All six of the School Board respondents had an average rating of 3 or higher (Cumulative average of 4.0/5)	Met Expectations
2 (50% of pay)	Early Education – Kindergarten Readiness	Increase proficiency trend of 87.5% or higher	Impacted by COVID	Exempt
	MCA Overall Proficiency	Meet expected MCA proficiency for math and reading based on MAP predicted proficiencies	Math: Elem 55.2% pred prof → 58.0% prof MS 23.9% pred prof → 40.8% Reading: Elem 48.7% pred prof → 57.1% prof MS 41.0% pred prof → 51.1%	Met Expectations but Exempt
	3rd Grade MCA Reading Proficiency	Meet expected MCA proficiency for 3rd grade reading based on MAP predicted proficiencies	3rd grade Reading 46% pred prof → 53% prof	Met Expectations but Exempt
	11th Grade MCA Math Proficiency	Increased trend of percent proficient	Impacted by COVID	Exempt
	MCA Test Results – A-H Achievement Gap	Decreased trend of the A-H students of color/white proficiency gap on MCA math and reading All Accountability tests	Impacted by COVID	Exempt
	College/Career Readiness – percent of seniors enrolled in at least two courses	Maintain or increase trend of at least 72.5% of seniors taking at least two of college-&-career-readiness courses while enrolled in high school	76.5% of 2021 seniors took at least two potential college-credit-earning courses while in high school	Met Expectations
	ACT (data based on 2020 graduating class)	Increased trend of students meeting all four college and career readiness benchmarks	2019: 23% 2020: 24%	Met Expectations
	Graduation Rates (2020 Grads)	4-Year Grad rate: increased trend of at least 85%	Grad rate: 86%	Met Expectations
	Performance Appraisal of All Staff	Increased trend of 87.5% of staff appraisals as scheduled	92% of staff appraisals were completed	Met Expectations
	Employee Engagement of All Staff	Maintain or increase trend of 84% overall employee engagement	86% employee engagement	Met Expectations
	Peer School Comparisons on MCA (data based on prior year's MCA)	Increase the percent of schools that have both MCA reading and math in the top quartile of their economic peer group	Impacted by COVID	Exempt
	Student Engagement	Maintain at least 90% of student involvement in daily coursework during the pandemic as measured by teacher documentation	Supported by teacher reports	Met Expectations

[SUPERINTENDENT PERFORMANCE PAY REVIEW] 2020-2021

Category	Measure	Indicator of Success	Outcome	Status/Comments
3 (50% of pay)	Special Education Recommendations, Year Three	Create and Implement Communication Plan for Year 3 Action steps to staff/administration.	School Board Presentation	Met Expectations
		Develop and implement an evaluation process for the completion of year 3 actions of the Implementation Plan.	School Board Presentation	Met Expectations
	Elementary Gifted and Talented Recommendation – Year Three	Implement year two of Eisenhower School Within a School (SWS) Program and create year end summary of enrollment and parent satisfaction.	School Board Presentation / Briefing	Met Expectations
		Monitor Hennepin County enrollment in SWS and make recommendations for 2021-22.	CIAC Presentation / Board Briefing	Met Expectations
		Continue the implementation plan to support Tier 1 and 2 supports in math and literacy, and make recommendations for 2021-22.	CIAC Presentation	Met Expectations
	Systemic Efforts to Respond to Students in Crisis	Monitor the elementary behavior intervention efforts, make recommendations for 2021-22.	School Board Presentation	Met Expectations
		Continue the elementary Social Emotional Learning materials review. If applicable, make recommendations for 2021-22.	CIAC / Board Presentation	Met Expectations
	Equity Achievement Plan	Create a process for school level belief statements with involvement from equity leaders and CRT staff.	School Board Presentation	Met Expectations
		Create a high level summary of Equity PD for leadership and staff, make recommendations for district-wide initiatives for 2021-22.	School Board Presentation	Met Expectations
		Create a Parent Advisory Committee to guide and support district-wide equity initiatives.	School Board Presentation	Met Expectations
	Bond Construction, Phase 2, and Facility Improvements	Monitor all Fit for the Future Phase 2 construction work and provide quarterly updates to the Board including progress and budgetary impacts.	School Board Presentation	Met Expectations
		Address Board priority facility improvements including stadium turf, additional space for Coon Rapids Middle School, and locker room privacy enhancements.	School Board Presentation	Met Expectations

Continuous improvement

Financial rewards for results

- Example of Principal/Central Administrator Performance Pay Form*

GOAL CATEGORIES & PERCENTS	DESCRIPTION	NOTES	PERFORMANCE GOAL DETAILS - IF NEEDED	MID YEAR REVIEW	FINAL REVIEW	ENTIRE GOAL MET (Y/N)	IF "N", then what % of goal met	percent value of goal met
PERFORMANCE GOAL (maximum of 6)								
50.00%								
10.00%	(all) Increase MCA math and reading proficiency for all students	REQUIRED		Math Materials Adoption Approval, SRCL Grant success, SS literacy project	Exempt Math Materials Training, CPM Implementation, Math Coaches, SRCL Coaches, Distance Learning Protocols	y		10.00%
10.00%	(H) Increase percent of students completing at least two potential college credit earning courses			AnHS preAP pilot, STEP/CTE/FCS courses	18-19: 78.8% 19-20: 79.8% IB Course Changes, Honors Credit for CE courses,	Y		10.00%
10.00%	(all) Increase in the percentage of English Learners (ELs) making progress or proficiency on the ACCESS test	supply details in column F		Participation in ELM, Summer School 2020	No details supplied: Overall percent of secondary ELs that meet proficiency (exit) last year to this year used. 18-19: 12.5% 19-20: 11.1% Goal not met Distance Learning support for EL Learners, Grading with Equity in Mind	n		0.00%
10.00%	(all) Staff evaluation (PAS) increased trend of 85% percentage of staff appraisals as scheduled							
10.00%	(all) Maintain or increase trend of 80% overall employee engagement based on district survey							
ACTION GOAL (maximum of 6)								
50.00%								
12.50%	Facilitate collaboration between Indian Education Program and Curriculum department to provide at least 1 teacher professional development opportunity on how to meet the unique needs of American Indian students.		**Strategies- 1-** Coordinate meetings between Indian Ed and TaLS, 2- Provide PD for Indian Ed Advisors, 3-Collaborate with Parent Advisor Committee	Forwarded information to SS TaLS on Mni Sota Makoce: The Dakota Homelands Curriculum and the Bedote Sacred Sites Tour. Invited Dan Bordwell to Indian Ed staff meeting on 2/26/20 to discuss the Dakota Homelands curriculum adoption/implementation	Reached out to curriculum departments to see if they needed any sumer curriculum writing support from our Indian Education Advisors. Elementary will not be writing this summer. Waiting to hear back from secondary. Secondary did not request any support from Indian Education for this summer's curriculum writing.	Y		12.50%
12.50%	Facilitate the process of Tribal Consultation between A-H and the Tribal Nations Education Committee		**Strategies-** 1- Coordinate with TNEC, 2-Coordinate with district, 3-Coordinate with PAC	Worked with Student Services, RET, Technology and Information Services, and High Schools to gather data for 2/19/20 Tribal Consultation meeting. See packet of information that guided this most recent Tribal Consultation meeting on 2/19/20. District team includes David Law, Eric Melbye, Kari Rock, Jennifer Cherry, Jenny Beck, Nicole Hayes, Indian Education Advisor, Indian Education Parent and myself.	Helped facilitate 2 tribal consultation meetings with MDE/Tribal Nations Education Committee/ A-H. Both meetings went very well. TNEC signed off on the Affirmation of Tribal Consultation Documents. This document is required to be submitted with the school district's Title I grant.	Y		12.50%
12.50%	Increase the number of Concurrent Enrollment or College Credit classes being offered in the registration guide for the 2020-21 School year		**Strategies-** 1- Support Teacher Credentialing Process, 2- Facilitate CE contracts with Colleges, 3- Coordinate course approval process	Continue to work with ARCC on the Foundation of Education class- coordinated the Education Day buses and break out sessions for the event. Current ARCC grant is done but working on another MDE grant to support the Expansion of the Foundation of Education Class. Working with CPHS and BHS teachers.	Was awarded the Introduction to Teaching Grant through MDE which will support the expansion of the Foundations of Education course. Two new teachers have been approved to teach the Foundation of Education Course giving some high schools multiple teachers that could teach this college level course. Multivariable Calc class was approved as a CE course through ARCC and we are now working at getting a teacher credentialed at CPHS.	Y		12.50%
12.50%	Coordinate and facilitate the districts play up process and meetings		**Strategies-** 1-Facilitate Play Up meetings, 2- Facilitae AD break out meetings, 3- Coordiante work with Board members	Winter play up approvals were done entirely electronically for the first time. Met with Marcie in February to set up a March 11th meeting to revise rubric. see version 9 Based on my meeting with Marci. Play up process is not going away.	Spring play up meeting was canceled because of schools going into distance learning and spring sports being put on hold. MSHSL eventually canceled or shut down all spring sports for the remainder of the school year due to the Covid-19 and Govenors closing school for the rest of the year.	Y		12.50%

*In 2021-22, we transitioned to capturing these goals in our learning management/ performance appraisal platform.

Continuous improvement

Provide tools to leaders for easy data and trend analysis

- Technology tools such as a comprehensive data warehouse and dashboards are provided to staff.
- Examples of district-created reports provided to all schools disaggregated by grade level and student group.
  - Standardized and common assessment data.
  - Achievement gap data.
  - Enrollment, demographic and program participation data.
  - Attendance and discipline data.
  - Perception data from students and parents.
  - Extra-curricular participation data.

Continuous improvement

Provide tools to leaders for easy data and trend analysis

- Annual goals in reading, math and science are centrally calculated for each school as part of the improvement process.
- Schools set interval goals and action plans to monitor progress toward these annual goals. (Example shown from one of our elementary schools.)

Andover Elementary 19-20 School Improvement Plan

PLC Collaboration Focus

What do we want students to know and be able to do?
How will we know if they have learned it?
What we will do if they have learned it?
What will we do if they didn't learn it?

Achievement Goals

	Math	Reading	Science
District	**73.7%** of all students will score at or above grade level proficiency on the All Accountability MCA Math Assessments. The 2019 cohort of students scored a 71% proficiency rate.	**66%** of all students will score at or above grade level proficiency on the All Accountability MCA Reading Assessments. The 2019 cohort of students scored a 65% proficiency rate.	**63.4%** of all students will score at or above grade level proficiency on the All Accountability MCA Science Assessments. The 2019 cohort of students scored a 62.1% proficiency rate.
Andover	**86.2%** of all students will score at or above grade level proficiency on the All Accountability MCA Math Assessments. The 2019 cohort of students scored a 86.1% proficiency rate.	**77.2%** of all students will score at or above grade level proficiency on the All Accountability MCA Reading Assessments. The 2019 cohort of students scored a 75.8% proficiency rate.	**80.8%** of all students will score at or above grade level proficiency on the All Accountability MCA Science Assessments. The 2019 cohort of students scored a 75.8% proficiency rate.
K	**93%** of the students will score 26-35 points total on the Number Corner Checkup. Measure Action Plan	**86%** of the students will be proficient on the Spring FAST letter sound assessment. Measure Action Plan	**90%** of the students will be proficient on the sorting GRASPSS. Measure
1	**67%** of the students will meet the Tri.3 benchmark on the Bridges Number Corner Assessment. Measure Action Plan	**83.7%** of the students will meet the grade-level benchmark of 82 WPM or above on the CBM FAST Assessment. Measure Action Plan	**77%** of the students will be proficient on the Compare and Contrast common assessment. Measure
2	**50%** of students will be at Level 7B and above using CPV Measure Action Plan	**61%** of students will read 96+ WCPM using Passage: Why Possum's Tail is Bare Measure Action Plan	**74%** of the students will be proficient on the Compare and Contrast common assessment. Measure
3	**88.1%** of the students will meet or exceed the standards on the Spring 2020 Math MCA Measure Action Plan	**75.6%** of the students will meet or exceed the standards on the Spring 2020 Reading MCA Measure Action Plan	**80%** of the students will be proficient on the Asking Questions common assessment. Measure
4	**90.2%** of the students will meet or exceed the standards on the Spring 2020 Math MCA Measure Action Plan	**75%** of students will meet or exceed the standards on the Spring 2020 Reading MCA Measure Action Plan	**80%** of students will be proficient on the district science common assessments. Measure Action Plan
5	**79.9%** of the students will meet or exceed the standards on the Spring 2020 Math MCA Measure Action Plan	**81.3%** of the students will meet or exceed the standards on the Spring 2020 Reading MCA Measure Action Plan	**80.8%** of the students will meet or exceed the standards on the Spring 2020 Science MCA Measure Action Plan

Continuous improvement

Allow and recognize innovation at sites

- Andover High School Pre-AP programming for 9th graders.
- New 1-trimester exploratory choir class.
- World drumming music course.
- Fundamentals of basketball course.
- Social-emotional learning materials and screener pilots.
- LETRS training.

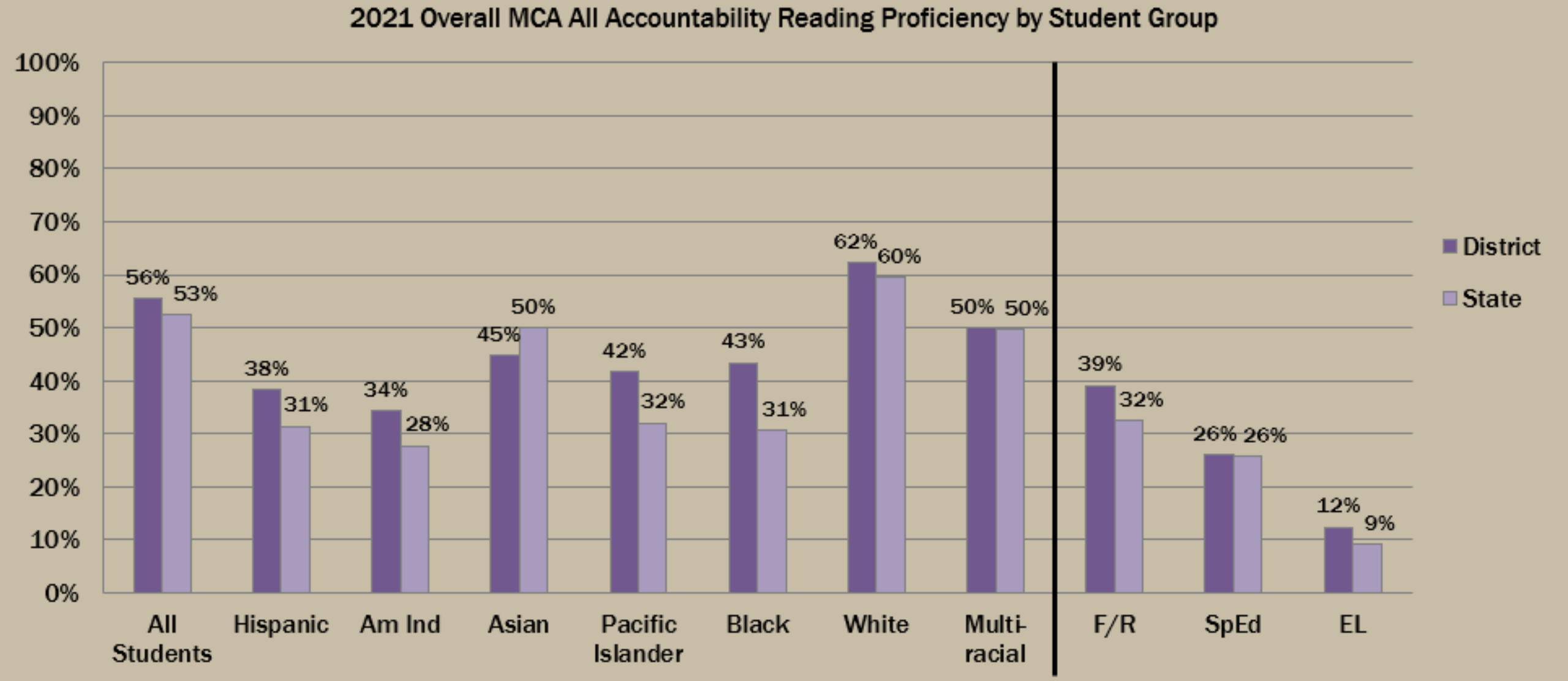
Student Achievement Data

ANOKA-HENNEPIN SCHOOLS
A future without limit

Johnna Rohmer-Hirt
Director, Research, Evaluation & Testing,
Anoka-Hennepin Schools

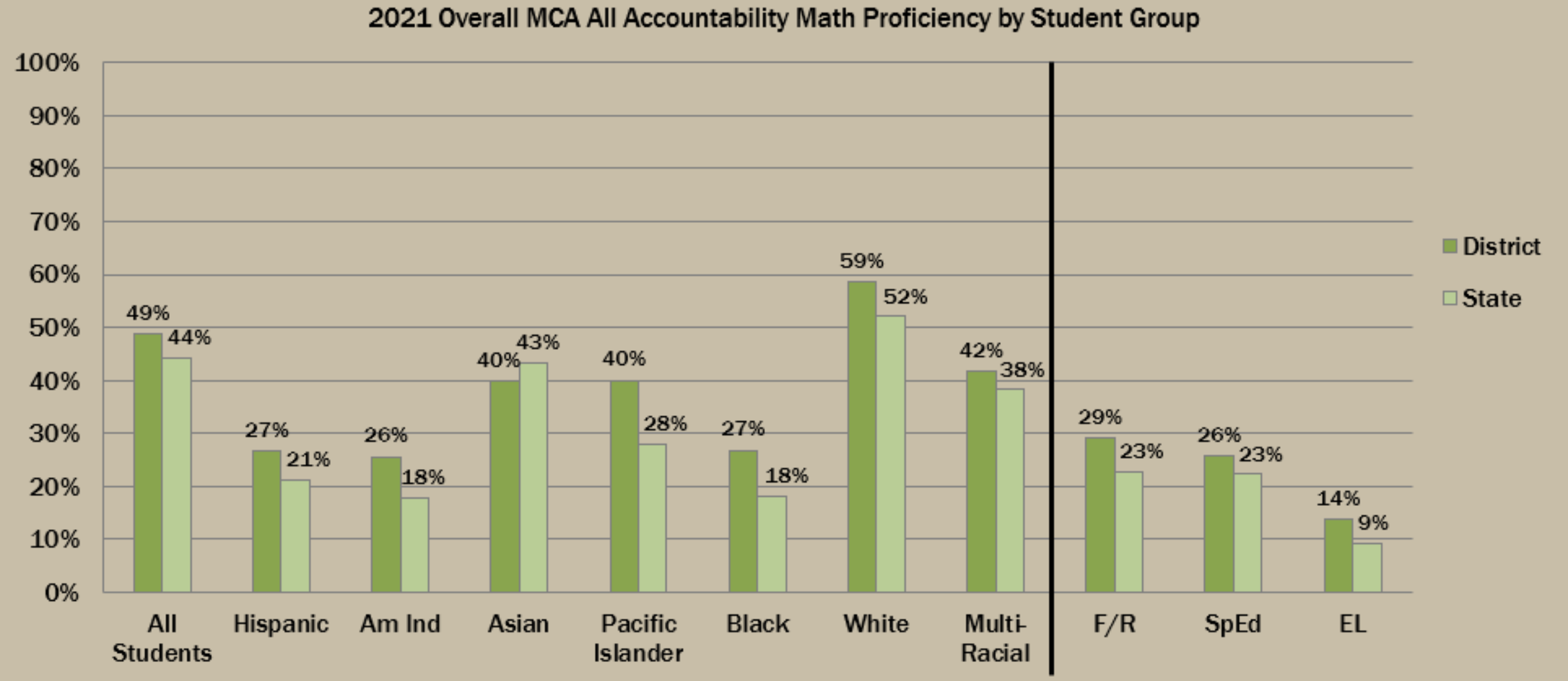
Anoka-Hennepin's proficiency

District versus state comparison in reading



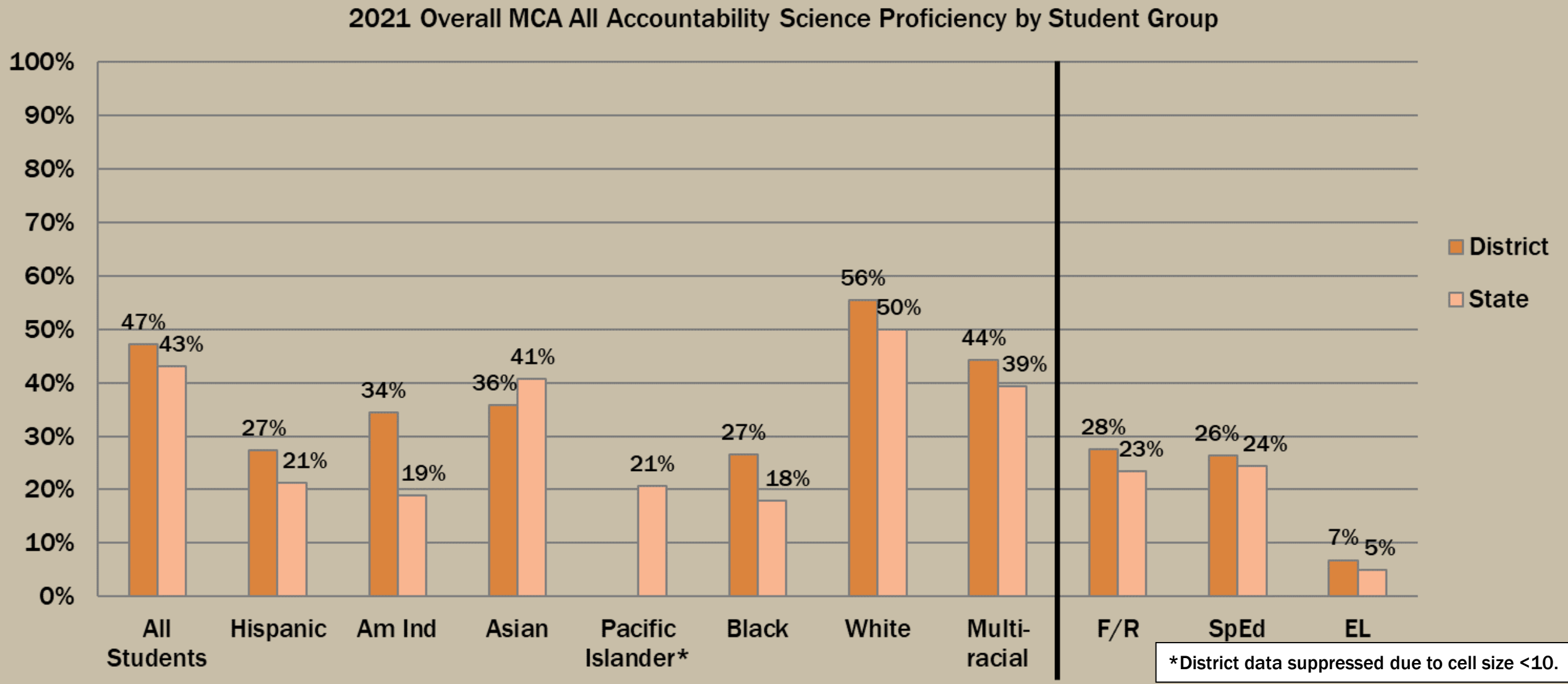
Anoka-Hennepin's proficiency

District versus state comparison in math



Anoka-Hennepin's proficiency

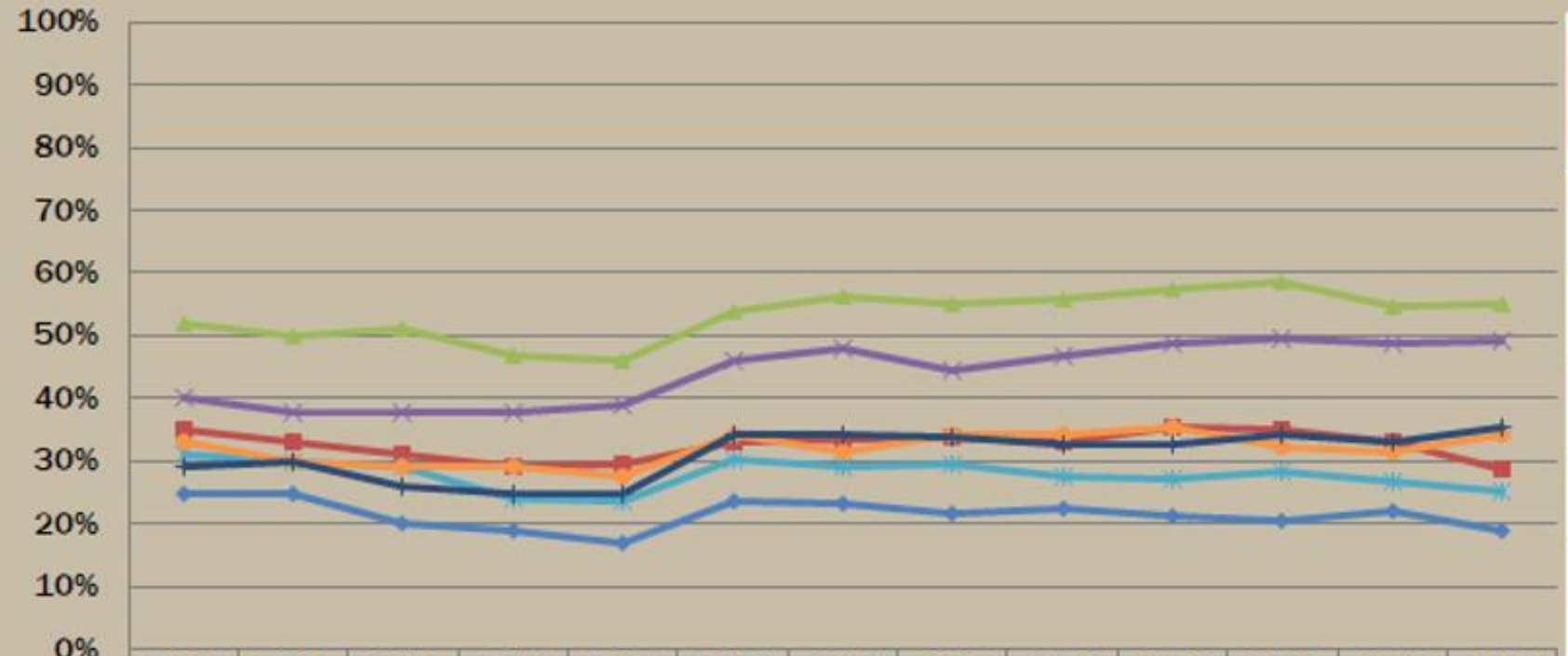
District versus state comparison in science



*District data suppressed due to cell size <10.

Achievement gap closure

Black-white MCA-only reading achievement gap district comparison



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021
Anoka-Hennepin	25%	25%	20%	19%	17%	24%	23%	22%	22%	21%	21%	22%	19%
State	35%	33%	31%	29%	30%	33%	34%	34%	33%	35%	35%	33%	29%
MPLS	52%	50%	51%	47%	46%	54%	56%	55%	56%	58%	59%	55%	55%
St Paul	40%	38%	38%	38%	39%	46%	48%	45%	47%	49%	50%	49%	49%
RAVE	31%	30%	29%	24%	24%	30%	29%	30%	28%	27%	29%	27%	25%
Bloomington	33%	30%	29%	29%	28%	34%	31%	34%	34%	35%	32%	32%	34%
Mounds View	29%	30%	26%	25%	25%	34%	34%	34%	33%	33%	34%	33%	36%

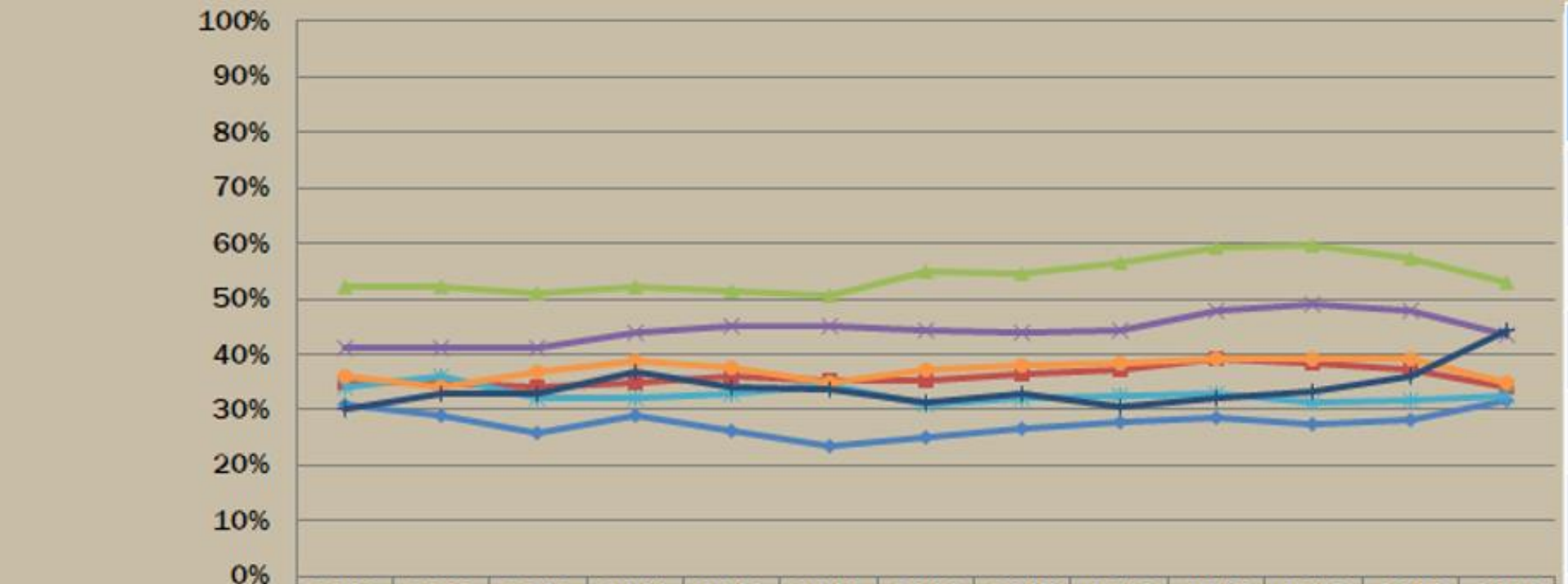
	% change from 2008 to 2021
Anoka-Hennepin	-25%
State	-18%
Minneapolis	+6%
St. Paul	+23%
Rosemount-Apple Valley-Eagan (RAVE)	-18%
Bloomington	+3%
Mounds View	+23%

MCAs not given in 2020

Note: Change in test in 2013

Achievement gap closure

Black-white MCA-only math achievement gap district comparison



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021
Anoka-Hennepin	31%	29%	26%	29%	26%	24%	25%	27%	28%	29%	28%	28%	32%
State	35%	35%	34%	35%	36%	35%	35%	37%	37%	39%	39%	37%	34%
MPLS	52%	52%	51%	52%	51%	51%	55%	55%	57%	59%	60%	57%	53%
St Paul	41%	41%	41%	44%	45%	45%	44%	44%	44%	48%	49%	48%	44%
RAVE	34%	36%	32%	32%	33%	35%	31%	32%	32%	33%	31%	32%	33%
Bloomington	36%	34%	37%	39%	37%	35%	37%	38%	39%	39%	39%	39%	35%
Mounds View	30%	33%	33%	37%	34%	34%	31%	33%	31%	32%	33%	36%	44%

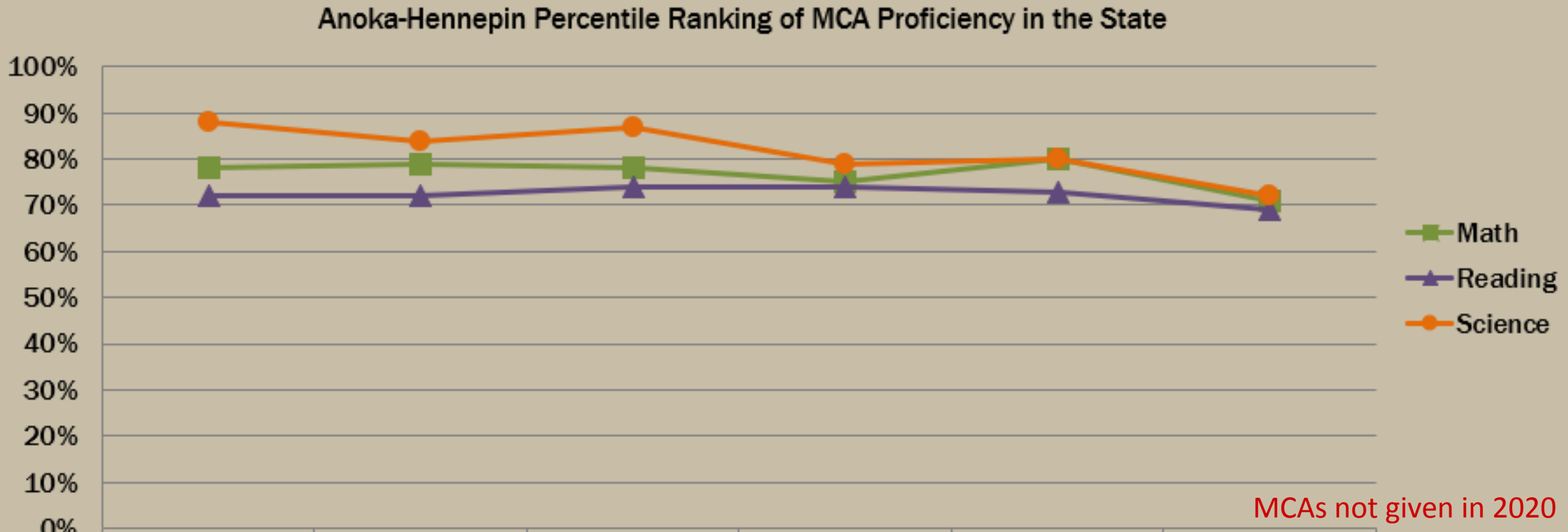
	% change from 2008 to 2021
Anoka-Hennepin	+2%
State	-2%
Minneapolis	+2%
St. Paul	+6%
Rosemount-Apple Valley-Eagan (RAVE)	-4%
Bloomington	-3%
Mounds View	+47%

MCAs not given in 2020

Note: Change in test in 2011 in grades 3-8 and 2014 in grade 11

Anoka-Hennepin's proficiency

District versus state comparison in math, reading and science



MCAs not given in 2020

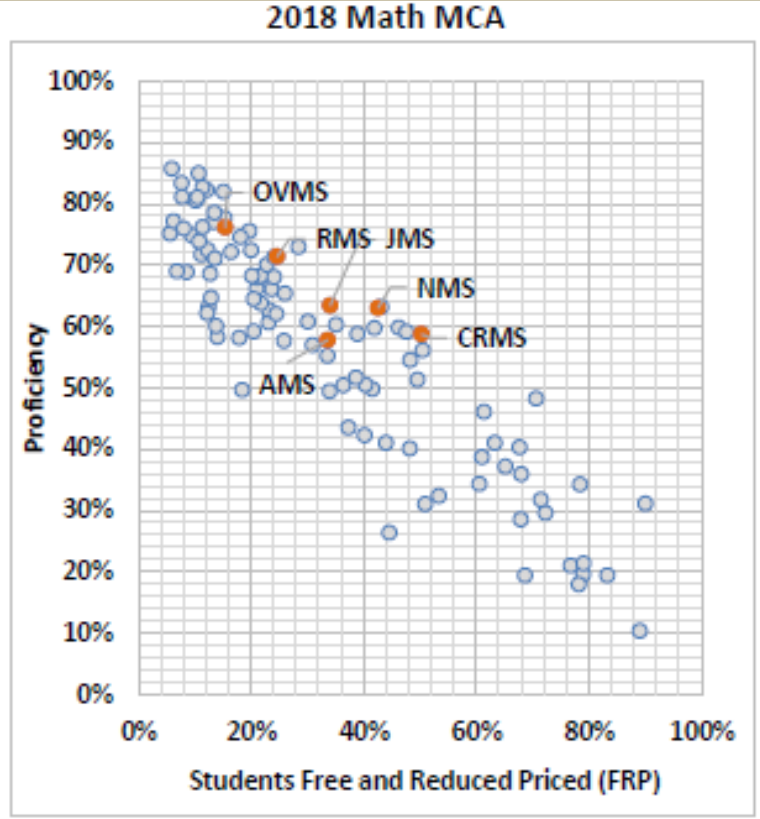
	2015 State percentile	2016 State percentile	2017 State percentile	2018 State percentile	2019 State percentile	2021 State percentile
Math	78%	79%	78%	75%	80%	71%
Reading	72%	72%	74%	74%	73%	69%
Science	88%	84%	87%	79%	80%	72%

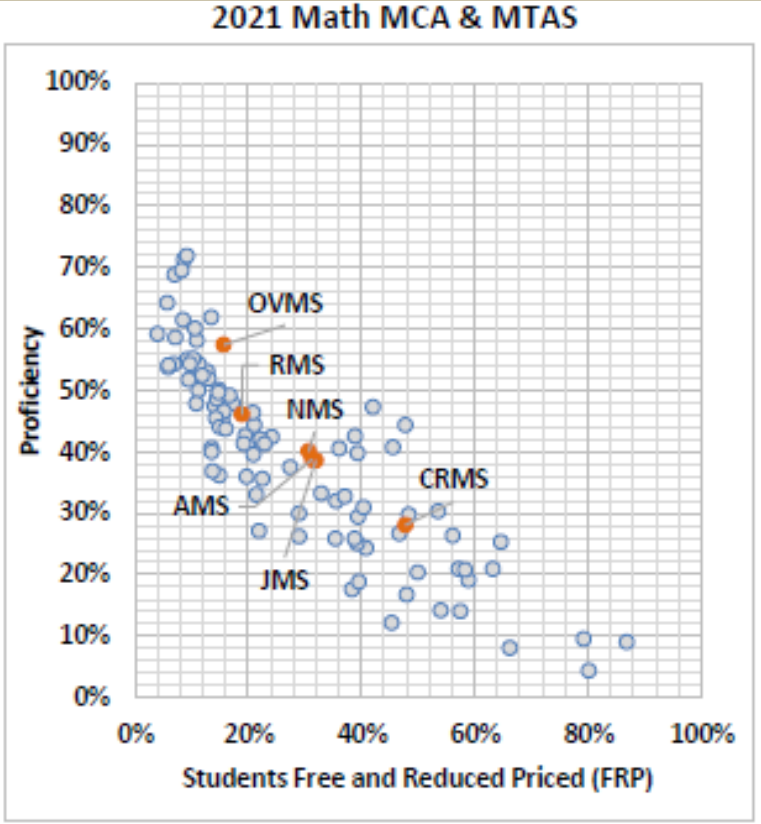
Anoka-Hennepin's proficiency

Comparing district schools to other schools in the state

- **Example:** District middle school comparison to other schools in the state regarding math proficiency and percent of students qualifying for free/reduced priced services.

MCAs not given in 2020





of the range.

Anoka-Hennepin's proficiency

District versus state comparison in math, reading and science

- **Example:**
  State percentile comparisons of district middle schools to other schools in the state, grouped in decile ranges of the percent of students qualifying for free/reduced priced services.

40.0-49.9% FRP

District	School	MCA Only		MCA + MTAS			20-2
		16-17 %ile Rank	17-18 %ile Rank	18-19 %ile Rank	20-21 %ile Rank	20-21 % Prof	% FR
St. Paul	Capitol Hill	63%	69%	81%	94%	72%	42%
Minneapolis	Lk Nokomis Comm.	23%	50%	72%	86%	67%	42%
Anoka-Hennepin	**Eisenhower**	**49%**	**60%**	**59%**	**71%**	**61%**	**40%**
Shakopee	Red Oak	55%	81%	59%	56%	55%	43%
Mounds View	Sunnyside	38%	59%	55%	55%	55%	43%
Anoka-Hennepin	**Mississippi**	**46%**	**49%**	**52%**	**55%**	**55%**	**41%**
Bloomington	Oak Grove	35%	42%	45%	55%	55%	40%
Anoka-Hennepin	**Hoover**	**36%**	**45%**	**48%**	**50%**	**53%**	**45%**
Minneapolis	Lyndale	18%	17%	23%	47%	52%	42%
Anoka-Hennepin	**Monroe**	**48%**	**52%**	**43%**	**44%**	**51%**	**42%**
Anoka-Hennepin	**University**	**50%**	**54%**	**52%**	**40%**	**49%**	**48%**
Anoka-Hennepin	**Lincoln**	**40%**	**51%**	**58%**	**29%**	**44%**	**41%**
North St Paul-Maple-Oak	Skyview Community	59%	56%	35%	28%	44%	44%
Rochester	Sunset Terrace	25%	46%	38%	25%	41%	43%
Mounds View	Pinewood	33%	35%	21%	25%	41%	49%
South St. Paul	Lincoln Center	24%	22%	23%	24%	41%	46%
Burnsville	William Byrne	19%	18%	16%	23%	41%	43%
Bloomington	Washburn	16%	15%	21%	23%	40%	44%
St. Paul	Adams Magnet	19%	16%	23%	22%	40%	42%
North St Paul-Maple-Oak	Oakdale	22%	39%	25%	22%	40%	50%
Rochester	Elton Hills	15%	14%	12%	22%	39%	48%
Richfield	Richfield STEM	15%	12%	15%	20%	37%	45%
Roseville	Little Canada	9%	16%	17%	18%	36%	46%
Osseo	Edinbrook	20%	17%	17%	15%	33%	47%
North St Paul-Maple-Oak	Weaver	36%	32%	18%	15%	33%	45%
Inver Grove Heights	Hilltop	21%	13%	10%	13%	30%	45%

50.0-59.9% FRP

District	School	MCA Only		MCA + MTAS			20-21 % FRP
		16-17 %ile Rank	17-18 %ile Rank	18-19 %ile Rank	20-21 %ile Rank	20-21 % Prof	
Anoka-Hennepin	**Franklin**	**34%**	**19%**	**49%**	**46%**	**52%**	**52%**
Anoka-Hennepin	**Hamilton**	**44%**	**35%**	**50%**	**37%**	**48%**	**57%**
Robbinsdale	Forest	17%	20%	14%	25%	41%	56%
Minneapolis	Marcy Open	24%	19%	21%	23%	40%	53%
Duluth	Piedmont	24%	28%	29%	21%	39%	53%
Anoka-Hennepin	**Adams**	**39%**	**21%**	**18%**	**20%**	**38%**	**52%**
Rochester	Franklin	14%	15%	15%	20%	37%	57%
Minneapolis	Seward	15%	21%	22%	19%	37%	55%
Rochester	Gage	14%	12%	9%	14%	32%	53%

60.0-69.9% FRP

District	School	MCA Only		MCA + MTAS			20-21 % FRP
		16-17 %ile Rank	17-18 %ile Rank	18-19 %ile Rank	20-21 %ile Rank	20-21 % Prof	
Burnsville	Hidden Valley	13%	9%	12%	27%	42%	64%
Charter School	***Athlos***					***38%***	***61%***
South St. Paul	Kaposia	19%	15%	14%	11%	28%	60%
Minneapolis	Bancroft	6%	10%	8%	11%	26%	61%
Roseville	Edgerton	18%	19%	20%	9%	24%	68%
Minneapolis	Emerson	7%	7%	8%	9%	23%	61%
Anoka-Hennepin	**Evergreen Park**	**13%**	**11%**	**11%**	**8%**	**23%**	**64%**
Rochester	Riverside Central	13%	10%	11%	7%	21%	67%

MCAs not given in 2020

Top Anoka-Hennepin schools

Schools in top quartile of their economic peer group based on 2021 MCA

School	FR Rate	R	M	S	All 3	Any
Andover ES	15%					
Crooked Lake ES	27%					
Dayton ES	24%		★			
Eisenhower ES	40%			★	★	
Franklin ES	52%					
Hamilton ES	57%					
Hoover ES	45%					
Johnsville ES	33%					
Madison ES	38%					
McKinley ES	16%					
Mississippi ES	41%					
Monroe ES	42%					
Oxbow Creek ES	21%					

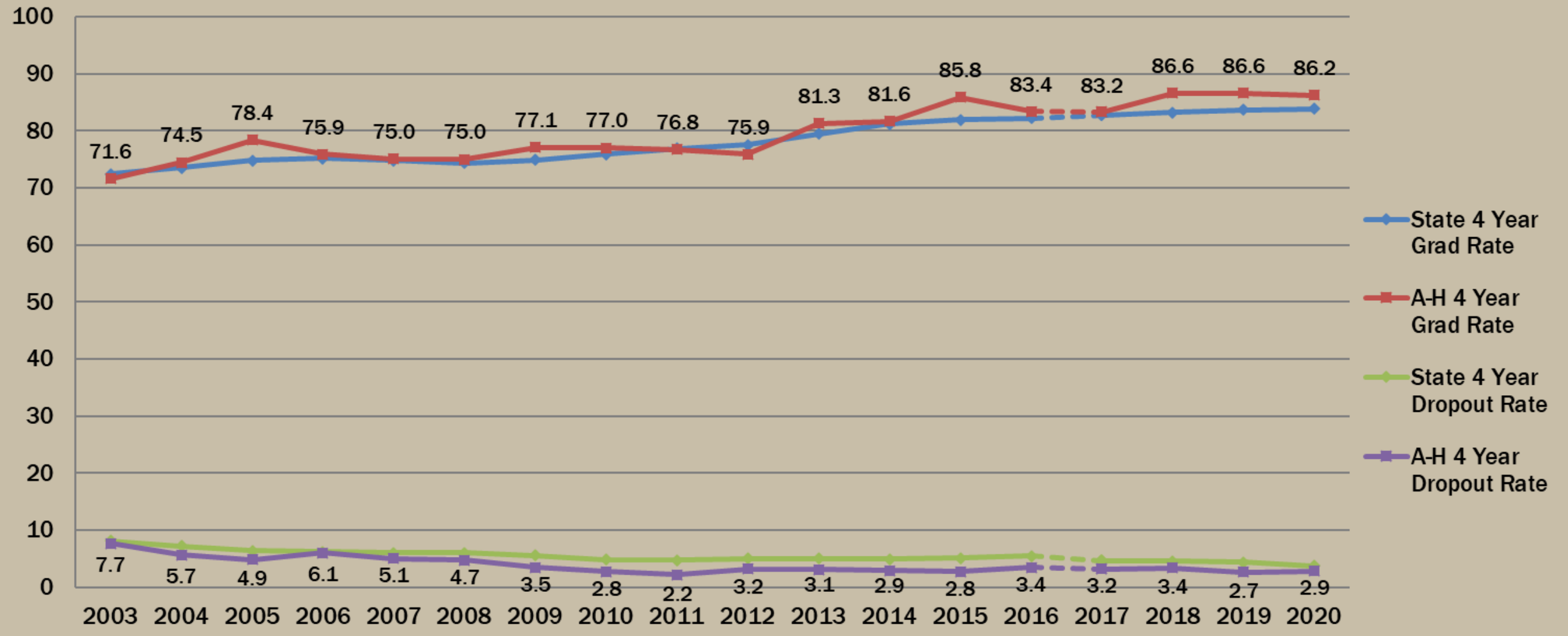
School	FR Rate	R	M	S	All 3	Any
Ramsey ES	34%	★	★			★
Rum River ES	14%					
Sunrise ES	13%		★			★
University Ave ES	48%					
Anoka MSA	31%					
Northdale MS	31%					
Oakview MS	16%					
Roosevelt MS	19%					
Andover HS	11%				★	
Blaine HS	23%					
Champlin Park HS	26%		★			
Coon Rapids HS	39%	★				
A-H Regional HS	55%					

The shaded cells, color coded by subject, represent performance in the top quartile of their economic peer group in 2021.

★ Represents 2021 is the first time the school performed in the top quartile in a specific subject area, all three subject areas ('All 3'), or any one of the three subject areas ('Any').

Anoka-Hennepin's graduation rate

District versus state comparison in four-year graduation rate percentages over time



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

Anoka-Hennepin's data collection

Additional examples of data collected and analyzed within the district

- College-and-career readiness data.
  - ACT.
  - Potential-college-credit-earning course enrollment.
- Annual perception data.
  - Student Engagement Survey.
  - Anti-bullying Survey.
  - Ninth Grade Transition Survey.
  - Senior Exit Survey.
  - Employee Engagement Survey.
  - Parent Attitude and Satisfaction Survey.
  - Community Survey.

Next steps

Anoka-Hennepin's progress toward a new model

- Continue gathering stakeholder input and feedback regarding annual district strategic priorities.
- Conduct additional data collection through stakeholder listening sessions with School Board and Superintendent.
- Refine indicators of progress on planning documents.

Questions

Anoka-Hennepin's progress toward a new model

- Superintendent, David Law
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- School Board Chair, Marci Anderson
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- School Board Vice Chair, Nicole Hayes
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- Director of Research, Evaluation and Testing, Johnna Rohmer-Hirt
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