

***2025-26 Comprehensive Achievement
and Civic Readiness
Report***

Anoka-Hennepin School District

Posted November 2025



ANOKA-HENNEPIN

SCHOOLS
A future without limit

Anoka-Hennepin School District

Comprehensive Achievement and Civic Readiness

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Comprehensive Achievement and Civic Readiness Report

Legislative Overview and Context:

The “Striving for the World’s Best Workforce” bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance and serves as district-level accountability in Minnesota, paired with school-level accountability as outlined in the “Every Student Succeeds Act” (ESSA), enacted federally in 2015. In 2023, the state legislature modified the statute, renaming it to “Striving for Comprehensive Achievement and Civic Readiness”, effective beginning with the 2024-2025 school year. Changes to the legislation also included the removal of the third grade literacy measure considering the newly enacted “Reading to Ensure Academic Development (READ)” Act and the addition of an indicator of effectiveness aligned to preparing students to be lifelong learners.

The legislation includes six areas for schools and districts to address. These components are:

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

Each district must develop a plan that addresses the following goals that serve as indicators of success related to the components contained in this legislation:

1. All children are ready to start kindergarten.
All third graders can read at grade level. (removed and included in the READ Act expectations)
2. All achievement gaps between students are closed.
3. All students are ready for career and/or postsecondary education.
4. All students graduate from high school.
5. All students are prepared to be lifelong learners. *(This goal area was added for 2024-2025 reporting.)*

This document contains information regarding the 2024-2025 Anoka-Hennepin School District Comprehensive Achievement and Civic Readiness (CACR) plan as well as goals and action items related to 2025-2026. This summary includes student achievement goals, programming and strategies used to meet these goals, and progress made on these goals. In addition, ongoing structures, programs, and resources intended to support students, families, staff, and communities with the district are highlighted within the report. The Anoka-Hennepin School District CACR report is posted on the school district website annually and a summary report submitted to the Minnesota Department of Education (MDE) by November 30, 2025, this year, in accordance with state timeline requirements. The purpose of this report is to provide stakeholders with an overview of the district’s processes, programming and plans intended to contribute to the creation of comprehensive achievement and civic readiness in students, as well as to inform them of our progress on the defined indicators of success.

Continuous Improvement and Goal Setting in Anoka-Hennepin:

Anoka-Hennepin philosophically follows a continuous improvement model of change, collecting and monitoring multiple sources of data to determine areas of success and areas on which to focus. Student achievement, behavioral, perception and enrollment data are disaggregated by school, grade-level, ethnicity, gender, special populations (students receiving special education, free/reduced-priced services, and/or language-acquisition services), and program participation (i.e.: magnet/specialty programs, intervention programming, advanced learner programming), in addition to by classroom and even individual student. These disaggregated data are included in district-created reports, as well as in software tools such as our data warehouse.

District and school staff regularly examine and analyze these data formally at scheduled times throughout the year and when questions arise through daily activities as part of ongoing school improvement processes and work within collaborative teams. Data are analyzed across years, grade levels and sources to identify patterns and trends to inform decisions and guide action steps. In addition, data are used to create predictive models of performance on future assessments to target students potentially at risk for not meeting defined benchmarks and proficiency levels as well as those performing above expectation. Student growth trends are also analyzed to ensure all students are challenged appropriately.

These data are used as indicators of effectiveness and on-track performance toward supporting all students in meeting grade-level proficiency, outlined in the Minnesota Academic Standards, and reaching our state accountability goals in math and reading as measured by the Minnesota Comprehensive Assessments (MCAs). The district/school leadership teams annually set these goals in July/August, write action plans to meet these goals including strategies targeting areas of focus, evidence of effectiveness, timelines for implementation and persons responsible for implementation throughout the year. The district-wide goals in math and reading are listed below.

Math: By the end of the 2025-26 school year, 52.9% of all students will score at or above grade-level proficiency on the All Accountability MCA Math Assessments, an increase of 1.0% from the proficiency of the 2024-25 cohort of students. (The 2024-25 cohort of students scored a 51.9% proficiency rate.)

Specific area of focus within math is 11th grade where our scores were below the state in the past, falling below the state again in 2025, and are also lower than many comparison districts. In addition, our ACT math assessment data are below state averages, as well.

Grade 11 Math Proficiency Rate Trends (Percent of students proficient)												
MCA Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
State	49.8	48.7	47.2	48.4	47.3	45.0	N/A	41.4	36.6	36.0	35.0	35.0
District	50.1	46.1	39.9	47.3	46.3	45.8	N/A	43.0	43.3	36.7	35.1	33.8

Reading: By the end of the 2025-26 school year, 53.8% of all students will score at or above the spring national grade-level average on the FAST aReading or NWEA MAP Reading assessment, an increase of 0.9% from the fall national grade-level average rate. (This cohort of students scored at or above the fall national grade-level average at a rate of 52.9%.)

The area of focus in reading is across all grades, in alignment with READ Act legislation.

Districtwide Reading Proficiency Rate Trends (Percent of students proficient)												
MCA Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
State	58.8	59.5	59.9	60.2	59.9	59.2	N/A	52.5	51.1	49.9	49.9	49.6
District	61.9	62.9	63.6	64.7	65.4	65.1	N/A	55.5	54.9	52.7	53.5	52.6

Additional Goals and Results:

Goals and results in this section of the CACR report address the following: All children are ready to enter kindergarten; all achievement gaps between students are closing; all students are ready for post-secondary careers and/or education; all students graduate from high school; all students are prepared to be lifelong learners. Specific data related to the goal areas below (which are the indicated measures of success outlined in the Comprehensive Achievement and Civic Readiness legislation) are illustrated later in the *Broad Outcomes Impacted* section of this document, beginning on page 20.

All Students Ready for Kindergarten:

By the end of the 2025-26 school year, 67.6% of all students in Kindergarten will score at or above grade level proficiency benchmarks on the letter sounds task from the Formative Assessment System for Teachers earlyReading (FAST), an increase of 1.0% from the proficiency of the 2024-25 cohort of students. (The 2024-25 cohort of students scored a 66.6% proficiency rate.)

Closing the Achievement Gap(s) Among All Student Groups: *Anoka-Hennepin chose to focus on the gaps between current MCA math and reading proficiency rates for students of color and their pre-pandemic proficiency rates as the subject of our “closing the achievement gap” goals.*

By the end of the 2025-26 school year, to close the gap between current and pre-Covid-19 pandemic performance levels, 41.7% of students of color will score at or above grade-level proficiency on the All Accountability MCA Math Assessments, an increase of 2.4% from the proficiency of the 2024-25 cohort of students. (The 2024-25 cohort of students scored a 39.3% proficiency rate.)

By the end of the 2025-26 school year, to close the gap between current and pre-Covid-19 pandemic performance levels, 44.9% of students of color will score at or above grade-level proficiency on the All Accountability MCA Reading Assessments, an increase of 2.4% from the proficiency of the 2024-25 cohort of students. (The 2024-25 cohort of students scored a 42.5% proficiency rate.)

All Students Career-and-College Ready by Graduation:

By the end of the 2025-26 school year, 90.5% of all students completing their senior year will have taken at least one potential college credit earning course by graduation, an increase of 0.3% from the potential college credit earning course enrollment rate of the 2024-25 cohort of students. (The 2024-25 cohort of students had a 90.2% potential college credit earning course enrollment rate.)

All Students Graduate:

By the end of the 2025 school year, 86.0% of all students in their fourth year of high school will graduate, an increase of 0.4% from the rate of the 2024 cohort of students. (The 2024 cohort of students graduated at a rate of 85.6%.) This includes all students, including students in traditional, alternative and special programming across the district.

All Students Prepared to be Lifelong Learners:

By the end of the 2025-26 school year, 88.4% of students will indicate an aptitude for lifelong learning by reporting positive engagement, an increase of 0.4% from the rate of the 2024-25 cohort of students. (The 2024-25 cohort of students reported positive engagement at a rate of 88.0% on the annual district Student Engagement Survey.)

Best Practice Strategies and Action Steps:

Across Anoka-Hennepin Schools in all subjects, a variety of strategies and processes are in place in order to ensure instructional staff and administrators are focusing on proven evidence-based strategies to ensure all students are kindergarten ready, reduction of the achievement gap between all student groups, ensure students are career and college ready, that students graduate from high school, and that students are prepared to be lifelong learners. Action steps toward these desired outcomes are described in the following sections.

All Students Ready for Kindergarten:

- Anoka-Hennepin uses the Teaching Strategies Gold (TSG) assessment throughout our early childhood programming which is administered three times per year. In addition, since not all our students that enroll as kindergartners attend district early childhood programs, we assess our kindergarten students using tasks from the Formative Assessment System for Teachers (FAST) in earlyReading which are also administered three times per year. These data are broken down by school and student groups to monitor areas of need across our system.
- We are continually making strides to strengthen the collection, analysis, and usage of data to drive instruction and monitor effectiveness. As part of this work, we are strengthening the alignment of the TSG benchmarks and the kindergarten assessment benchmarks to ensure performance expectations are similar and appropriately leveled for each assessment toward age/grade level proficiency, especially in the area of literacy, specifically focusing on explicit phonemic awareness. We are also beginning to implement Language Essentials for Teachers of Reading and Spelling (LETRS) training with early childhood teachers.
- We are focusing on social-emotional learning through teacher development, strong curriculum, parent/guardian resources and educational programming from PreK to grade 3, as well as implementing a multi-tiered system of supports pyramid model within our early childhood programming. We are also strengthening alignment between area childcare providers and Anoka-Hennepin Schools to help ensure each child is ready for kindergarten. To aid in this assurance, we are improving and refining preschool screening outreach and implementation to decrease the number of students entering kindergarten unscreened and creating WIN (What I Need) preschool classrooms to provide individual students with targeted foundational instruction to increase school success.
- We have incorporated regular monitoring of processes and outcomes to affirm that we are implementing these strategies with fidelity. In addition, we continue to analyze the early childhood community needs assessment data to help us better understand the needs of all our families, especially those from traditionally underserved populations. As part of this work, we are also expanding community outreach efforts, including avenues such as a childcare collaborative, preK-grade 3 early childhood family educational opportunities and specialized multilingual family events.

Closing the Achievement Gap(s) Among All Student Groups:

- Anoka-Hennepin uses the Minnesota Comprehensive Assessments, along with a wide variety of other assessments and data, including locally purchased standardized assessments, district-created classroom/course assessments plus behavioral, attendance, course/program enrollment and perception data, to measure and monitor the performance and experiences of each student group in comparison to their counterparts. Data are disaggregated across racial, socioeconomic, programming, and enrollment affinities as well as across schools and grade levels.
- The district prioritizes providing an equitable, excellent education for each student. We are providing students with academic, behavioral, mental health and cultural support as needed to continue to increase student engagement and achievement and are providing targeted instruction and evidence-based interventions to improve academic and behavioral proficiencies. We continue to provide training for staff on providing equitable education to every student and are implementing a multi-approach plan to actively work to attract applicants from diverse backgrounds through collaboration between building leadership, Student Services, Employee Services and Labor Relations and Benefits, and other district personnel.
- We regularly monitor processes and outcomes to affirm that we are implementing these strategies with fidelity.
- We regularly monitor data regarding student measures, including behavioral components, to determine on-track performance. In addition, we regularly conduct classroom observations aligned to protocols of expectation.

All Students Career- and College-Ready by Graduation:

- Anoka-Hennepin uses proficiency indicators aligned to MN standards and performance on the Minnesota Comprehensive Assessments and the ACT to measure career and college readiness, along with the percentage of students enrolled in potential-college-credit-earning courses across their high school career. In addition, we monitor consistent attendance and course marks throughout our system. Each of these indicators are disaggregated and monitored across racial, socioeconomic, programming, and enrollment affinities as well as across schools and grade levels, where applicable.
- The district is intentionally linking academic and elective course choices to future study and career options for students. We are emphasizing “future-readiness” skills such as problem solving, collaboration, quality study habits and effective work strategies into instruction and exposing students to “success stories” from the community. In addition, we assist students in self-assessment to identify their future academic and career goals, while providing pathways and support to meet those goals. We are also developing and implementing systemic academic and behavioral support across all levels to meet individual needs of all learners through a multi-tiered system of support approach. We are also leveraging a math and literacy coaching model to enhance instructional pedagogy and job-embedded professional development.
- We have incorporated regular monitoring of processes and outcomes to affirm that we are implementing these strategies with fidelity.
- We regularly monitor data regarding student measures, including course enrollment components, to determine on-track performance toward set expectations.

All Students Graduate:

- Anoka-Hennepin monitors credits attempted and earned, along with graduation requirements, to determine if students are on-track toward graduation. In addition, we review course mark trends and patterns, along with practices and policies and other data, to determine areas within the system that are creating barriers and effective ways to support students in preparedness for the post-secondary options of their choosing. Each of these measures are disaggregated and monitored across racial, socioeconomic, programming, and enrollment affinities as well as across schools and grade levels, where applicable.
- Schools intentionally and actively support students in meeting the requirements for four-year graduation, along with working with individual students for whom additional time is needed to meet graduation requirements to identify paths of completion. We are implementing enhanced practices to support better communication of student learning and increase students' ownership in their progress. We are also providing expanded credit recovery opportunities, along with systematic processes to support and monitor student progress. We are increasing intervention identification and maximizing student support by leveraging student relationships with specific staff members. We are engaging in deeper analysis of individual student's graduation status and identifying patterns to inform supports and further preventive measures earlier.
- We have incorporated regular monitoring of processes and outcomes to affirm that we are implementing strategies with fidelity.
- We regularly monitor data regarding student measures, including course enrollment components, to determine on-track performance toward graduation expectations.

All Students Are Prepared to be Lifelong Learners:

- Anoka-Hennepin administers annual surveys and regularly conducts listening sessions with our students across the system to gain a better understanding of their perspectives to inform district priorities and further identify areas of need. We continue to seek and learn from students, ways to improve and strengthen connectedness and relationships among students, staff and families as well as how to best meet their academic needs by obtaining input on what students perceive constitutes well-rounded programming at each level. Surveys and other data measures are disaggregated and monitored across racial, socioeconomic, programming, and enrollment affinities as well as across schools and grade levels, where applicable, to ensure all students' needs are being met.
- Professional development in the areas of positive student engagement and behavioral management is provided on an ongoing basis.
- We have incorporated regular monitoring of processes and outcomes to affirm that we are implementing strategies with fidelity.
- We regularly monitor data regarding student measures, including course enrollment components, to determine on-track performance toward graduation expectations.

Increasing Student Literacy Across All Grade Levels:

Anoka-Hennepin continues to place a focus on reading across grade levels. Grades K-5 are implementing new ELA curricular materials aligned to the science of reading in the 25-26 school year. In addition, teachers and leaders across the system are participating in both Language Essentials for Teachers of Reading and Spelling (LETRS) or Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (OL&LA – CORE) professional development as outlined in the READ Act legislation. The district is also continuing to provide literacy coaching across content areas at all classroom levels of the organization.

Additional Action Steps:

In addition to the strategies and action steps listed above, as a district we are focused on safety, security and the social-emotional well-being of our students and staff members. We have implemented school-wide behavior plans at all our elementary schools, as mentioned above, including calming corners, morning meetings and restorative practices. Secondary schools have created behavior expectations across their sites and also developed calming spaces for students in need. As a district, we have implemented a process for routine active monitoring of student attendance, behavior and course marks at the system and site levels on a regular basis. We continue to support chemical and mental health for students, families, and staff, along with delivering individualized interventions through counseling, special education, and targeted behavior plans. We are also refining student crisis response support procedures for efficiency and efficacy and reviewing our Safety Task Force recommendations for prioritization and implementation, along with implementing a safety quick start guide across all schools.

Furthermore, a wide range of stakeholders are included in the membership of our Student Services Advisory Committee where all aspects of district programming, culture and climate, and equitable educational related topics are discussed. This group provides information and recommendations back to our internal leadership teams, again to inform district priorities and decisions. We have also established processes and practices to acquire student input on curricular decisions and learning conditions within our schools.

Along with information gathered from our students and staff, parents and community members participate in surveys and these same committees and activities to provide input from their perspectives, as well. We have a Community Curriculum Advisory Committee, consisting of representatives of each of our school sites and the community at large that meet monthly. This group regularly discusses programs, practices and materials related to curriculum, instruction and assessment, along with a myriad of other topics, to assist the district in decision making. Community groups are also routinely convened around a wide variety of topics to inform decision making within the district.

Organizational Support:

Michael Fullan, in *The New Meaning of Educational Change* (2016 – 5th ed.), suggests that “whole-system improvement is the ultimate goal” (p. 41). He goes on to explain that a *driver* of change is intended to instigate favorable outcomes throughout the system. To be deemed effective or successful drivers, the policy/practice and associated actions must:

- 1) Foster intrinsic motivation of teachers [staff] and students
- 2) Support continuous improvement of instruction and learning

- 3) Encourage collective endeavors or teamwork
- 4) Affect all teachers [staff] and students (pgs. 41-42).

Fullan summarizes what he categorizes as right versus wrong drivers in the following table.

Right Drivers	Wrong Drivers
Capacity building for results (internal accountability)	External accountability alone
Collaborative work (collective efficacy – group improvement)	Focus on incentives for individual teacher and leadership quality
Pedagogy (increasing instructional understanding)	Technology use for the sake of technology
Systemness (systemic approach)	Fragmented strategies

Adapted from Fullan (2016, p. 42).

This section of the report illustrates ways in which the district strives to provide support at the system, district, school, group and individual levels.

Systemic District and School Support

Aligned Systemic Processes and Documents that Guide the Work in the Anoka-Hennepin School District:

Anoka-Hennepin follows a continuous improvement cycle that outlines essential action steps throughout the year such as information sharing with various stakeholder groups, systemic data collection and analysis, and leadership planning in response to data. One tool used in sharing information is the district scorecard, comprised of key performance indicators as gauges of district effectiveness. Based on scorecard performance and stakeholder input, annual strategic priorities are determined for implementation.

In addition, performance goals related to the scorecard and strategic priorities cascade from the superintendent throughout the system to central and school leadership, teachers and students. These systems are inherent indicators of the district's philosophy of data use to inform decisions and action toward improvement throughout the organization. This philosophy has been embraced and supported by our School Board, leadership and staff at all levels and routinely incorporated into our processes and practices.

As part of this process, the district aligns strategic priorities to three identified areas aimed at providing safe and welcoming environments, increasing student achievement, and providing effective organizational support. These strategic priorities, along with the other internal models and documents described above and pictured below, are integral to guiding the work in the Anoka-Hennepin School District. The example images on the next page are the Continuous Improvement Model, 2024-2025 and 2025-2026 Strategic Priorities, Guiding Principles document and the district's scorecard (5 pages shown beginning with the District Overarching Indicators page). Some of these documents can be found in their enlarged versions in the document center or in other areas on the district website at www.ahschools.us.

The 2025-2026 Strategic Priorities being implemented are as follows.

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

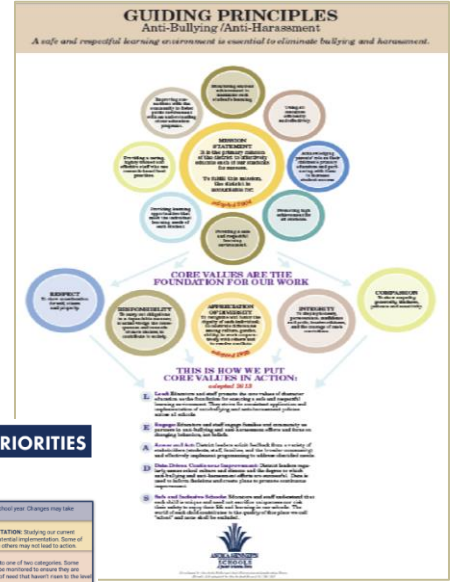
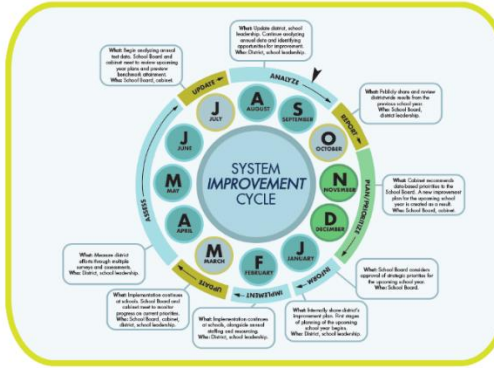
Safe and Welcoming Environment: 1.1) Improve student engagement, connection and behavior.

Increased Student Achievement: 2.1) Increase literacy at all grades.

Effective Organizational Support: 3.1) Improve employee recruitment and retention.

Anoka-Hennepin's Comprehensive Achievement and Civic Readiness Plan

2024-25 ANOKA-HENNEPIN SCHOOLS CONTINUOUS IMPROVEMENT MODEL



ANOKA-HENNEPIN SCHOOLS STRATEGIC PRIORITIES

2024-25 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.

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 programs for possible improvements and making plans for potential implementation. Some of these items may move to implementation immediately while others may not be ready to move.
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. Others are potential areas of need that haven't been in the realm of review yet.

ANOKA-HENNEPIN SCHOOLS STRATEGIC PRIORITIES

2025-26 STRATEGIC PRIORITIES

MISSION: To effectively educate each of our students for success.
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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. Others are potential areas of need that haven't been in the realm of review yet.

SAFE AND WELCOMING ENVIRONMENT	INCREASED STUDENT ACHIEVEMENT	EFFECTIVE ORGANIZATIONAL SUPPORT
BEHAVIOR	LITERACY	WORKFORCE
1.1 Improve student behavior	2.1 Increase literacy at all grades	3.1 Improve employee engagement

SAFE AND WELCOMING ENVIRONMENT	INCREASED STUDENT ACHIEVEMENT	EFFECTIVE ORGANIZATIONAL SUPPORT
BEHAVIOR	LITERACY	WORKFORCE
1.1 Improve student behavior	2.1 Increase literacy at all grades	3.1 Improve employee engagement

Anoka-Hennepin Overarching Scorecard Indicators											
Indicators (Scorecard Item)		Descriptions		Levels		Trend		2020-21		2021-22	
				Intervene	Concern	Baseline	Progress	2020-21	2021-22	2022-23	2023-24
MCA-III reading proficiency (AL.4)		Percent of tested students who meet/exceed expected proficiency		< 60%	60-69%	70-79%	80-90%	55.5%	54.9%	52.7%	53.5%
MCA-III math proficiency (AL.8)		Percent of tested students who meet/exceed expected proficiency		< 60%	60-69%	70-79%	80-90%	48.8%	52.4%	52.5%	51.7%
4-year graduation rate (A2.5)		Percent of students graduating in four years, following a cohort from 9th to 12th grade		< 87%	87-89%	90-92%	93-95%	86.2%	88.7%	86.0%	86.7%
Student engagement (A3.1)		Percent of overall engagement reported across items by surveyed students		< 76%	76-81%	82-87%	88-95%	88.5%	85.0%	86.3%	86.6%
Students with no out of school suspensions/SpEd dismissal referrals (A3.5)		Percent of students who do not have an out of school suspension/SpEd dismissal referral		< 80%	80-84%	85-90%	91-95%	98.6%	93.6%	95.1%	94.6%
Overall average student attendance rate (A3.7)		Overall average percent of days students were in attendance		< 87%	87-89%	90-92%	93-95%	NA	NA	92.0%	92.4%
Employee engagement (B.1)		Percent of overall engagement reported across items by employee survey participants		< 76%	76-81%	82-87%	88-95%	85.6%	80.7%	84.4%	78.0%
Overall average employee attendance rate (C.1)		Overall average percent of days employees were in attendance		< 87%	87-89%	90-92%	93-95%	96.1%	94.5%	94.2%	94.3%

District Scorecard A: Maximizing student learning and minimizing the achievement gap											
Indicators		Descriptions		Levels		Trend		2020-21		2021-22	
				Intervene	Concern	Baseline	Progress	2020-21	2021-22	2022-23	2023-24
A1.1: Early Childhood (EC) achievement		Percent of EC students assessed who meet/exceed expected spring benchmark		< 60%	60-69%	70-79%	80-90%	55.5%	54.9%	52.7%	53.5%
A1.2: Kindergarten (K) reading readiness		Percent of tested K students who meet/exceed expected fall benchmark		< 60%	60-69%	70-79%	80-90%	48.8%	52.4%	52.5%	51.7%
A1.3: Maximum gap in kindergarten reading readiness		Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)		> 20%	20-29%	30-39%	40-49%	10.1%	10.1%	10.1%	10.1%
A1.4: MCA all accountability reading proficiency		Percent of tested students who meet/exceed expected proficiency		< 60%	60-69%	70-79%	80-90%	55.5%	54.9%	52.7%	53.5%
A1.5: Maximum gap in MCA all accountability reading proficiency		Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)		> 20%	20-29%	30-39%	40-49%	10.1%	10.1%	10.1%	10.1%
A1.6: Kindergarten (K) math readiness		Percent of tested K students who meet/exceed expected fall benchmark		< 60%	60-69%	70-79%	80-90%	48.8%	52.4%	52.5%	51.7%
A1.7: Maximum gap in kindergarten math readiness		Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)		> 20%	20-29%	30-39%	40-49%	10.1%	10.1%	10.1%	10.1%
A1.8: MCA all accountability math proficiency		Percent of tested students who meet/exceed expected proficiency		< 60%	60-69%	70-79%	80-90%	48.8%	52.4%	52.5%	51.7%
A1.9: Maximum gap in MCA all accountability math proficiency		Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)		> 20%	20-29%	30-39%	40-49%	10.1%	10.1%	10.1%	10.1%
A1.10: MCA all accountability science proficiency		Percent of tested students who meet/exceed expected proficiency		< 60%	60-69%	70-79%	80-90%	47.2%	43.2%	42.8%	42.8%
A1.11: Maximum gap in MCA all accountability science proficiency		Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)		> 20%	20-29%	30-39%	40-49%	10.1%	10.1%	10.1%	10.1%
A1.12: MCA all accountability reading readiness comparison school reading		Percent of schools in the top quartile of their F/R decline range on MCA reading		< 40%	40-54%	55-69%	70-85%	35.1%	48.0%	48.0%	48.0%
A1.13: MCA all accountability math readiness comparison school reading		Percent of schools in the top quartile of their F/R decline range on MCA math		< 40%	40-54%	55-69%	70-85%	35.1%	48.0%	48.0%	48.0%
A1.14: MCA all accountability science readiness comparison school reading		Percent of schools in the top quartile of their F/R decline range on MCA science		< 40%	40-54%	55-69%	70-85%	35.1%	48.0%	48.0%	48.0%

District Scorecard B: Implementing "best in class" leadership and management practices											
Indicators		Descriptions		Levels		Trend		2020-21		2021-22	
				Intervene	Concern	Baseline	Progress	2020-21	2021-22	2022-23	2023-24
B.1: Employee engagement		Percent of overall engagement reported across items by employee survey participants		< 76%	76-81%	82-87%	88-95%	85.6%	80.7%	84.4%	78.0%
B.2: Supervisor support		Percent of employee survey participants who reported supervisor support items reported by employee survey participants		< 76%	76-81%	82-87%	88-95%	85.6%	80.7%	84.4%	78.0%
B.3: School improvement and innovation		Percent of staff who reported school improvement and innovation items reported by employee survey participants		< 76%	76-81%	82-87%	88-95%	85.6%	80.7%	84.4%	78.0%
B.4: Employee satisfaction		Percent of staff who reported satisfaction items reported by employee survey participants		< 76%	76-81%	82-87%	88-95%	85.6%	80.7%	84.4%	78.0%

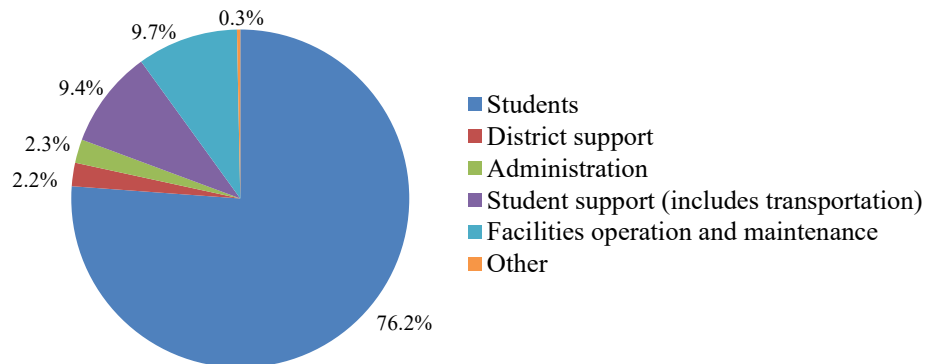
District Scorecard C: Expanding professional for all administration and staff											
Indicators		Descriptions		Levels		Trend		2020-21		2021-22	
				Intervene	Concern	Baseline	Progress	2020-21	2021-22	2022-23	2023-24
C.1: Overall average employee attendance rate		Overall average percent of days employees were in attendance		< 87%	87-89%	90-92%	93-95%	96.1%	94.5%	94.2%	94.3%
C.2: Employee performance		Percentage of staff meeting performance expectations in the Performance Appraisal System		< 75%	75-79%	80-84%	85-89%	85.6%	80.7%	84.4%	78.0%
C.3: Staff training completion		Percentage of staff who completed training on required topics		< 85%	85-89%	90-94%	95-99%	85.6%	80.7%	84.4%	78.0%
C.4: Staffing diversity		Percent of staff who report being a part of a diverse team		< 75%	75-79%	80-84%	85-89%	85.6%	80.7%	84.4%	78.0%

District Scorecard D: Engaging and collaborating with stakeholders for educational excellence											
Indicators		Descriptions		Levels		Trend		2020-21		2021-22	
				Intervene	Concern	Baseline	Progress	2020-21	2021-22	2022-23	2023-24
D.1: Community involvement		Percent of community members surveyed who reported involvement		< 60%	60-69%	70-79%	80-90%	55.5%	54.9%	52.7%	53.5%
D.2: Parent involvement		Percent of parent survey participants who reported involvement		< 60%	60-69%	70-79%	80-90%	55.5%	54.9%	52.7%	53.5%
D.3: Student involvement		Percent of student survey participants who reported involvement		< 60%	60-69%	70-79%	80-90%	55.5%	54.9%	52.7%	53.5%

Budget Aligned to Learning:

In Anoka-Hennepin, funds are primarily aligned to learning and student support, evidence of the district's commitment to using resources where it matters most. The following is a representation of the 2024-2025 categorical budget allocation broken down by the percent of the annual budget which was approximately \$665.8 million dollars. The "students" section incorporates costs for regular education, special education, career and technical education, instructional

technology and media services. “Student support” includes things like guidance counseling, health services, psychologists and mental health services, social workers, food services and student transportation. “District support” and “administration” encompasses district and school administrators and other district operational personnel. “Facilities operation and maintenance” also incorporates capital and long-term facilities maintenance budgeting.



Respectful Learning Environment Curriculum Policy:

The School Board and district-wide staff are committed to providing a safe and respectful learning environment and to providing an education that respects all students and families. It is the professional responsibility of the teacher to follow the Board-adopted curriculum, which is designed to meet Minnesota state standards.

Political, religious, social, or economic issues may become contentious in a learning environment in which conflicting views are held by a broad segment of people in our schools, our community, and the nation. It is not the district’s role to take positions on these issues. Teachers and educational support staff shall not attempt in the course of their professional duties to persuade students to adopt or reject any particular viewpoint with respect to these issues. Curricular discussions of such issues shall be appropriate to the maturity and developmental level of students; be of significance to course content; and be presented in an impartial, balanced and objective manner, allowing respectful exchange of varying points of view. Lessons should be designed to help students think critically and develop decision-making skills and techniques for examining and understanding differing opinions. In the course of discussions of such issues, district staff shall affirm the dignity and self-worth of all students, regardless of their race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family-care leave status or veteran status.

Anti-Bullying and Anti-Harassment Programming:

The Anoka-Hennepin School District wishes to eliminate bullying and harassment and provide a safe learning environment for all students and to share information to create greater awareness among all stakeholders about the role they play in eliminating bullying and harassment. As part of the anti-bullying and anti-harassment efforts in the district, all staff members participate in annual training related to the prevention of these behaviors, along with how to recognize and respond to these behaviors and the effects of these behaviors on students. In addition, students participate in an anti-bullying survey and a student engagement survey annually as part of the ways the district monitors efforts to eliminate these behaviors from our system and community.

Staffing a Diverse Workforce and General Staffing Process:

Anoka-Hennepin is in its fourth year of implementation of its plan for recruitment and retention of a diverse workforce. In accordance with this plan, the district has: (1) built two grow-your-own pathways with post-secondary institutions and obtained supportive funding; (2) proactively reached out to community organizations for recruitment purposes; (3) worked with state agencies and legislators to eliminate impediments for non-traditional teachers; (4) increased its presence at student career fairs lauding its student-to-retiree pipeline; (5) utilized college-in-the-school coursework to create interest in teaching; (6) created a full-time position focused on recruitment and retention of a diverse workforce; and (7) used an equity lens to review and revise our application and interview processes.

In general, the district staffing process includes building principals, assistant superintendents, central administrative departmental staff and employee services staff, with the underlying goal of equitable staffing across sites to ensure all students have experienced and qualified teachers. The staffing process includes information regarding vacancies, licensure, number of teaching staff assigned and needed at each site based on enrollment, demographic and program data,

and informational feedback/input from the building administration. Each building has a range of experience and educational attainment levels within its teaching staff, but all meet qualifications for the positions to which they are assigned.

Numerous District/Community Committees:

The district has a strong philosophy of community involvement in providing input and feedback related to decision-making. Examples of recent and ongoing committees demonstrating collaboration between the district and community are: Special Education Advisory Committee, Community Curriculum Advisory Committee, American Indian Parent Advisory Committee, Johnson O'Malley Parent Advisory Committee, Health, Wellness, and Safety Committee, Faith and Community Partnership Committee, and Student Services Advisory Committee, along with a variety of curricular advisory committees and school-based parent committees.

Trauma Response:

The Anoka-Hennepin School District has developed *Response to Trauma* procedures, which outline guidance as to the general steps that school-level and district-level staff take when a traumatic event involving severe injury or death occurs. These guidelines also include information regarding children's understanding of death, considerations for memorializing a student or staff death, and sample communications.

School Crisis Management:

Anoka-Hennepin School District is committed to promoting and protecting students' health, safety, and wellness. The District Health, Wellness, and Safety Committee (HWS) was formed in 2000 following the Columbine tragedy. The HWS committee, in consultation with local community response agencies and other groups that would be involved in a school emergency, created a District Crisis Management Plan which reviews and oversees school district safety procedures for responding to all-hazard emergencies including acts of violence. Furthermore, each school building has a building-specific management plan. School crisis management includes but is not limited to security check-in systems, evacuation procedures, containments, and lockdowns.

Faith and Community Partnership:

The Faith and Community Partnership is a collaborative effort of the Anoka-Hennepin School District and broader community churches and faith-based establishments to raise awareness and understanding of compelling community issues and to mobilize people to help meet the basic needs of students. Different church and faith-based establishments within the Anoka-Hennepin district boundaries are aligned to schools and work with the schools to identify needs of the students and families they serve and then put activities and opportunities in place for congregation members and organizational affiliates to help address these needs. Activities may be things like providing backpacks and school supplies in the fall, adopting families at holiday times, and providing food shelves and basic needs items for distribution.

Anoka-Hennepin Educational Foundation (AHEF):

The Anoka-Hennepin Educational Foundation was created in 1990 by district leaders and community members as a 501(c)(3) non-profit corporation to help provide a tax-deductible vehicle for contributions to the district and help address program losses due to budget cuts. The foundation's articles of incorporation and by-laws were developed and filed with the state later that year.

Initially, the primary source of revenue for the foundation was donations from staff payroll deductions and community members. Over time, the foundation expanded its fundraising with a district-wide golf tournament ("Putt-ing" Kids First Best Ball Scramble Tournament), an annual gala event (the Northern Stars Celebration) and later, a 5K Run/Walk honoring the late Bill Gallagher (a principal who championed literacy in the district). The foundation also seeks outside grants to support student scholarships and programming.

The foundation has funded a wide range of curricular, co-curricular and extra-curricular projects throughout the years, including the district's K-12 science, technology, engineering and math (STEM) fair, teacher grants, and grants to expand student involvement in extra and co-curricular activities.

The foundation has also served the district by functioning as the fiscal agent for select programs that complement its mission, including the Metro North Adult Basic Education consortium, school-based food shelves (which began emerging in 2010), student crisis funds, and back-to-school supply drives.

Teacher and Principal Support

It is the vision of the Anoka-Hennepin School District to be a public school system of excellence, with high quality staff and programs, and successful graduates. Teachers and principals, along with all staff in Anoka-Hennepin, pursue this vision, in part, by engaging in continuous systems improvement, participating in professional development opportunities, as well as forging a variety of partnerships with community organizations and stakeholders, in order to deepen staff's understanding of effective instructional strategies and enhance commitment to lifelong learning throughout our system.

Equitable Educational Practices:

Anoka-Hennepin is committed to embedding equitable educational teaching practices and learning environments throughout our system; providing access, representation, meaningful participation, and highly positive outcomes for each student, which is aligned to our district mission – to effectively educate each of our students for success. As part of this work, each school has a team that oversees activities at their site.

Professional Learning Community Model:

Anoka-Hennepin capitalizes on the Professional Learning Community (PLC) model of staff collaboration as a vehicle for job-embedded ongoing staff development and professional growth. In collaborative teams, staff discuss instructional strategies and approaches to increase student learning, curricular alignment to standards, and collection and analysis of data to inform next steps and conceptual understanding. The work of collaborative teams with a PLC model are guided by four corollary questions: 1) What is it that students should know and be able to do?; 2) How will we know when they have learned those things?; 3) What will be our response if they haven't learned them?; 4) What is our response if they already know them?

Catalyst:

Anoka-Hennepin provides professional development in Catalyst. Catalyst focuses on the empowerment strategies to build relationships that improve classroom interactions and instructional management. The goals of Catalyst comprehensive training are to help people recognize that they are leaders and are responsible for purposefully contributing to positive school cultures where everyone recognizes that they have the ability to be a “catalyst” for creating community and disrupting inequity. District engagement coaches support Catalyst implementation at the elementary level in the school district. Catalyst is also being implemented to varying degrees at the middle and high school levels, as well.

Restitution - Choice Theory:

Restitution is a philosophy of teaching self-awareness, self-advocacy, and helping students learn behaviors and take actions for the betterment of themselves and others. We have in-district trainers of this philosophy who customize their work to specific audiences to support the implementation and success of the program. In an environment that embraces Restitution, staff members:

- Create conditions for staff and students to fix their mistakes and to return to the group strengthened.
- Allow students to become better able to behave in harmony with their needs by process of consensus.
- Teach students to self-counsel.
- Promote the discovery of external and internal motivation of actions.

Student Support

Students in Anoka-Hennepin schools take an active role in their education and service within the communities in which they live. Students are supported by a variety of programs that provide academic and social support networks. In addition, the School Board and district have invested in providing student choice by providing magnet and specialty schools and a wide variety of course options, along with numerous co-curricular and extra-curricular clubs and activities.

Multi-Tiered System of Support (MTSS):

Anoka-Hennepin is working toward developing a comprehensive, system wide multi-tiered system of support (MTSS). MTSS is a systemic approach that uses high-quality instruction and increasingly intense interventions, measures learning rates and performance over time, and incorporates a coordinated decision-making process to ensure a continuum of evidence-based support is available to students based on their individual needs. This model addresses academic, behavioral, and social-emotional learning, using common terminology and processes to provide aligned support to students and families.

Each site has a team of individuals, called the I-Team, which is charged with oversight and support of this work within their school. The primary purpose of these teams is to improve student performance by identifying the most effective means to remove the barriers to learning so every student can succeed.

School-Based Mental Health Services:

The school district employs several specialized staff dedicated to supporting students in the areas of social, emotional and behavioral health issues. The licensed district staff designated to support students in these areas are school nurses, school social workers, school psychologists, and school counselors. They provide prevention, early intervention, crisis management, referral, and screening. In addition, the district contracts with mental health agencies that employ school-based mental health therapists. They provide diagnostic assessment, individual and family therapy, service coordination, consultation, and mental health training.

McKinney-Vento Liaisons:

The McKinney-Vento District Homeless Liaisons, in collaboration with numerous support staff, including school social workers and student achievement advisors, identify and immediately enroll students experiencing homelessness. The team also coordinates with teachers, administrators, coaches and others throughout the district to ensure students have comparable services and that they receive necessary support with their education and other school related activities. The district develops partnerships throughout the community to assist in meeting the basic needs of identified students.

School Counselors:

School counselors collaborate with students, families, community members and school personnel to ensure that all students realize and integrate their academic, career and personal/social potential in order to develop and achieve an individualized vision of success. They help students with academic organization, course planning, study skills and post-secondary preparation. They also help students:

- Identify possible career paths through tools such as interest inventories, personality-type assessments and learning style tests
- Understand the connections between their academic learning, post-secondary education and training, and their career goals

School Social Workers:

School social workers are mental health professionals and practitioners who bring a variety of skill and evidence-based practices to the school setting. This includes providing social work services to students, families and educational staff while bridging connections between home, school and community. School social workers provide prevention and intervention services for early childhood, K-12, and transition programs (12+), as well as secondary and tertiary interventions to students who may be experiencing academic, social, emotional, behavioral and/or physical challenges that could interfere with success in school.

Indian Education Advisors:

Indian Education Advisors support American Indian students in the buildings at the elementary, middle, and high school levels. The role of the Indian Education Advisors is to support the academic achievement, cultural identity and awareness, and the social and emotional needs of American Indian students. The advisors also work in collaboration with building administration, teachers, support staff, and parents to support high school graduation and college and career readiness of American Indian students.

Student Achievement Advisors (SAA):

Student achievement advisors collaborate with school administration and other staff to support the efforts of students to succeed academically and socially, as well as strengthen relationships with the families and communities our students represent. There are classified student achievement advisors placed at each of our middle and high schools throughout the district.

Digital Citizenship:

The district website provides links to information about cyber bullying, sexting, social networking and other important Internet safety topics, including access to tip sheets and videos for children and their trusted adults. In addition, resources are provided for families with information about internet safety and social media to help them engage their children in discussions about appropriate online behavior. In addition, lessons in courses and through media services are taught to support safe and appropriate use of technology. The district also has a policy related to acceptable use of electronic information, communication and technology resources (Policy 524.2).

District Plans, Programs and Formal Evaluations:

Anoka-Hennepin has developed plans across the district to support and improve student achievement and teacher effectiveness. The achievement plans described in the next section are examples of district plans designed to enhance learning for students – pre-kindergarten through age 22, to support adult learners in the community, and to support teachers and administrators in professional development learning and effective practice.

Achievement and Integration Plan (A&I):

The Anoka-Hennepin Achievement and Integration plan, formerly known as the Achievement and Integration Minnesota (AIM) plan, outlines a variety of programs, professional development, and direct student support services that have been developed and implemented to pursue racial and economic integration, increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds. Examples of programs, professional development, and student support funded by the plan include, but are not limited to, school enrollment choices (e.g. magnet and specialty schools), college and career readiness (e.g., Advancement Via Individual Determination [AVID] and Individual Baccalaureate [IB]), staff development (e.g., Equitable educational practices and Seeking Educational Equity and Diversity [SEED]), Student Achievement Advisors (SAA), and efforts toward the recruitment and retention of staff with diverse racial and ethnic backgrounds. The Anoka-Hennepin A&I plan is aligned to the A&I plan of the Northwest Suburban Integration School District (NWSISD), of which the district is a member. The A&I plan can be found at the following link at the bottom of the page under “Full reports, evaluations”, then choosing “Achievement and integration plan”: <https://www.ahschools.us/domain/75>

Anoka-Hennepin Technology Plan:

The district technology plan incorporates goals and action steps focused on the student, staff and system levels in the areas of 21st century skills, digital learning environments, aligned resources, capacity building, operational efficiencies and stakeholder involvement, as they relate to technology. This plan helps to guide professional development and activities aligned with technology, along with timelines and processes for technology purchases, including software and hardware for use across the district. The Technology Plan can be found at the following link:

<https://docs.google.com/document/d/1OfL1zmn26GNP5owdpEDPdGhdKKTGiEz9szGQheAAKHk/edit>

Local Literacy Plan:

Every public school district and charter school is required by the state of Minnesota to have a local literacy plan, including data on student performance in kindergarten, grades 1, 2 and 3 on foundational reading skills including phonemic awareness, phonics, decoding, fluency, and oral language; students who demonstrate characteristics of dyslexia; and students in grades 4 to 12 who are identified as not reading at grade level. This plan provides guidance for the district and schools together aligned to the READ Act goal of literacy across grade levels. The Anoka-Hennepin plan provides information on the curriculum, assessments, instructional structures, and professional development that support achievement of this goal. Further information about the Anoka-Hennepin Local Literacy Plan can be found at this link:

<https://www.ahschools.us/Page/4195>

Indian Education Plan:

The purpose of the American Indian Education program is to focus on the educational needs of American Indian students. The Anoka-Hennepin Indian Education Program Plan aligns to the following goals: grade level literacy, closing achievement gaps, and all students graduate from high school. The American Indian Education Plan outlines steps and strategies toward meeting these goals. One of the main strategies of the plan is employing Indian Education Advisors to support students by building relationships with students/families. Another strategy included in the plan is providing an opportunity for students demonstrating a need for support to participate in academic tutoring.

The Indian Education program advisors work to encourage and inspire the academic achievement, social and emotional development, and cultural awareness of American Indian students; to serve as a resource to review and recommend accurate curriculum; and to promote cultural diversity between community, staff and students. The Indian Education Advisors meet with students in small groups and one-on-one, depending on the needs of the individual students. The advisors monitor attendance, course grades, and discipline reports for all students in the program and lead cultural lessons/activities to build student knowledge of American Indian culture and to develop their own cultural identity.

Olmstead Plan:

On September 29, 2015, the Court approved Minnesota's Olmstead Plan. This plan works to ensure that Minnesotans with disabilities have opportunities for lives of integration and inclusion. The Olmstead Plan is a broad series of key activities our state must accomplish to ensure people with disabilities are living, learning, working, and enjoying life in the most

integrated setting. The Plan is intended to help achieve a better Minnesota for all Minnesotans by helping those with disabilities have the opportunity, both now and in the future to:

- Live close to their family and friends,
- Live more independently,
- Engage in productive employment,
- Participate in community life.

The impact on schools specifically focuses on post-secondary options and independent employment. Anoka Hennepin's primary goal aligned with the Olmstead Plan is to support district young adults who still attend our programming through age 22 and who also meet the state criteria to gain competitive integrated employment, to develop post-secondary and lifelong skills in the areas of maintaining stable employment and living independently.

District Staff Development Plan:

Comprehensive Achievement and Civic Readiness provides a framework of the overarching committee structure for District Staff Development. Sub-committees serve as an extension of the Comprehensive Achievement and Civic Readiness team in relation to staff development reporting including:

- Community Curriculum Advisory Committee
- District Staff Development Committee
- Student Services Advisory Committee

Staff development report components for each school site include alignment to the district goals, findings, impact on student learning, impact on teacher practice and the percentage of staff involved in professional development in relation to the site goal. Staff development report components are embedded within the district and school improvement plans, written annually and reviewed incrementally throughout the year. More information related to these plans is included directly below, in the next description.

Early Childhood – Age 22 Programming School Improvement Plans:

Anoka-Hennepin grounds school improvement in our continuous improvement process. We ask school leadership teams to complete an annual plan which lists their action steps for improvement, the measures of effectiveness, the timeline and individuals responsible for implementing the plan. Teams use these planning documents throughout the year to record their progress, determine next steps or modifications, if necessary, and assure progress toward goals. Plans are completed and shared with stakeholders on an annual basis, as well as reviewed incrementally during regularly scheduled meetings.

Content area improvement also follows our continuous improvement process. Working with grade-level and department teacher leaders, directors, and associate superintendents, annual plans are developed for each content area. Site, program, content area, and department plans are integrated with the district-wide technology, Achievement and Integration, Indian Education, Literacy and Title plans, components of which are incorporated into the overarching CACR efforts.

Title I:

Title I is a federally funded program and is a part of the Every Student Succeeds Act of 2015 (ESSA). It provides opportunities for children to acquire the knowledge and skills they will need to achieve proficiency according to the Minnesota State Standards. In the Anoka-Hennepin School District, we operate seventeen school wide Title buildings. Title I funded teachers primarily support academic interventions in reading and math.

Title II Professional Development:

Title II funds are intended to increase the academic achievement of students by improving teacher and principal quality. In particular, Title II funds are used to provide continuous, ongoing training that helps improve student learning. For the 2025-2026 school year, Title II funds are being used to fund Catalyst professional development and district engagement coaches to support the implementation of Catalyst, as well as K-12 Learning and Achievement Coordinators and teachers on special assignment, both in the area of literacy.

Title III Multi-language Learners:

The primary goal of the Multi-language Learners (ML) program is to help students to use U.S. academic English, understand the culture of U.S. schools, and be successful learners. Students in the program are provided with an understanding that:

- English is used to communicate for a variety of purposes in social, cultural and academic settings.
- English language strategies support academic achievement in content areas.
- English language mastery requires proficiency in listening, speaking, reading and writing.

Title III funds supplement general education funds to provide programming that assist Multi-language Learners (MLs), and immigrant students attain English proficiency and meet the same challenging state standards required of all other students. Title III programming includes employee professional development, paraeducator support for newcomers, as well as supplemental student activities and parent engagement to specifically support MLs academic achievement.

School Readiness:

To assist our community in supporting young learners, we identified the attributes and skills needed for learning, providing a strong early education framework for future student success in meeting Minnesota Academic Standards. In addition, children have the opportunity to attend preschool, often at no cost, to prepare them for school success via a curriculum aligned with kindergarten benchmarks. Also, Early Childhood Family Education (ECFE) classes, offered for children aged zero up to K-enrollment and their parents, provide young families with their first connections to the school district as well as the foundational skills for school success for our very youngest learners.

Kindergarten (K)-Skillbuilders:

Our parent volunteer program, K-Skillbuilders, has been designed to support volunteers to assist students as they learn foundational skills for literacy and mathematics. Volunteers provide one-on-one practice for students who are struggling with early reading and math skills. Each volunteer attends district training to become familiar with the activities that have been created to support the district curriculum and the Minnesota Academic Standards. Examples of the activities include recognizing letter names, name writing, counting collections and identifying numerals. Volunteers also work closely with kindergarten teachers to document Skillbuilder assignments and to track student progress.

Adult Basic Education (ABE):

The Adult Basic Education program provides instruction to adult students who are working towards a high school credential, learning English, improving basic skills such as literacy and math, and/or preparing for post-secondary education or employment. In addition, it offers preparation for the U.S. Citizenship exam. Instruction utilizes multiple modalities including both in-class and online options.

The program sustains active partnerships with the Anoka County Workforce Center, Anoka Technical College, Anoka Ramsey Community College, local corrections facilities, and local business owners to support learners with both career and academic aspirations. Trends that continue to emerge with adult learners are the 1) dramatic growth in online education, 2) embedded instructional support for post-secondary institutions, and 3) certificate programs leading to careers.

The ABE program develops and operates based on a thorough strategic plan which is submitted to the Minnesota Department of Education every five years as part of recertification. The plan outlines processes, actions and previous outcomes in the following areas: identifying student needs, intake, data management, marketing; collaborative relationships; effective professional development; and standards-based curriculum development.

ABE aligns their curriculum to three areas of content standards: for basic skills, College and Career Readiness Standards; for professional soft skills, the ACES Transitions Integration Framework; and the Northstar Digital Literacy standards. The two primary summative assessment evaluations utilized are: The Test for Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS).

Quality Compensation (Q-Comp) Program:

The decision of Anoka-Hennepin licensed teachers and administration to move forward, collaboratively, toward the agreement regarding the implementation of an alternative compensation system for Anoka-Hennepin Schools. Q-Comp is the result of careful consideration and discussion of the district's context and reality, shared commitment to the mission, vision and strategic direction of the district, and a collective recognition of the need for transformative, innovative thinking in pursuit of district goals.

The Q-Comp program includes an objective and comprehensive teacher evaluation system. It is based on the educational improvement plan and multiple evaluations of a teacher's instructional performance that include classroom observations by a locally selected evaluation team. The team focuses on supporting student achievement by developing teachers' skills in instructional best practices and helping them demonstrate proficiency in the component areas of Communicating Clearly and Accurately, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Feedback and Assessment, and Demonstrating Flexibility and Responsiveness, as outlined by Charlotte Danielson, an internationally recognized expert in the area of teacher effectiveness.

The Q-Comp plan includes measurable goals and objectives for improving school site performance, teacher performance,

and individual student performance. The program clearly identifies the assessment that will be used to measure school-wide achievement gains (Minnesota Comprehensive Assessments or locally selected standardized assessments or both) and student achievement gains, where applicable, that will be used to measure student performance and progress. Specific information regarding Q-Comp may be found on the website at: <https://www.ahschools.us/qcomp>

Teacher Evaluation:

Every year, through our district staff performance appraisal processes, we work to ensure that qualified teachers are employed and assigned to classrooms. The individual's direct supervisor is responsible for teacher evaluation with the partnership and assistance of our Q-Comp program peer evaluators and our special education supervisors, in the case of special education teachers. The district has an extensive training model for both supervisors and peer evaluators to strengthen inter-rater reliability and shared understanding of performance levels across the system.

The district revised its teacher Performance Appraisal System (PAS) to meet requirements of revised state statutes during 2014-15 school year, working in collaboration with Anoka-Hennepin Education Minnesota (AHEN). The system developed was not new; it was based on the rubrics already in place but was streamlined to reduce the number of components from 68 to 22. Rubrics are reviewed on a regular basis and updated as determined necessary. Despite this streamlining, it remains rigorous given the increased frequency of the evaluation process, moving from a five-year to a three-year cycle. The revised teacher PAS program also reflects inclusion of student achievement goals. Thirty-five percent of a teacher's evaluation is based on meeting student achievement goals. We use an online format for the revised teacher PAS to make the process more convenient for users. The teacher PAS is based on the work of Charlotte Danielson, an internationally recognized expert on teacher effectiveness who specializes in designing teacher evaluation systems that ensure teacher quality and promote professional learning.

Principal Evaluation:

The purpose of principal evaluation is to enhance principals' leadership skills and support and improve teaching practices, school performance, and student achievement. The principal evaluation system was designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

The principal Performance Appraisal System (PAS) was collaboratively developed as an annual evaluation that includes formative and summative performance data that aligns with the principal's job description, the principal's own professional multi-year growth plans and goals, and the district's strategic plan. Like the teacher PAS, the principal PAS includes on-the-job observations, along with optional use of surveys, to help identify principals' effectiveness, leadership skills and processes, and strengths and weaknesses. The principal PAS process has been streamlined; prioritizing three leadership domains assessed using three, rather than four, rating levels. We have developed an online format that facilitates ease of use and greater efficiency.

The principal PAS uses longitudinal data on student academic growth as an evaluation component, incorporates district achievement goals, and is linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and collaborative professional culture.

Formal Monitoring of Special Education Programming through the Minnesota Department of Education:

As a part of their regularly scheduled monitoring cycle, the Minnesota Department of Education (MDE), periodically conducts formal monitoring of the Anoka-Hennepin School District's Special Education Department. This process is designed to assist schools in ensuring that special education programming and due process components comply with all state and federal rules and requirements. The monitors from MDE review a predetermined group of students' special education files. They also conduct building tours and interview staff. The monitors share their findings and feedback with the district. These findings are then used to improve processes that support students receiving special education services.

Talent Development/Gifted Education Program Evaluation:

Anoka-Hennepin elementary schools utilize a tiered model of services for students who demonstrate an advanced level of learning when compared to their age and grade-level peers in math, reading or both. In addition, students who are consistently significantly above their age and grade-level peers are invited to a school within a school gifted program for students in grades three – five, Nebula, located at Eisenhower Elementary School.

Secondary schools also provide programming for students displaying advanced-level skills in specific content areas. In middle school, students can self-select to enroll into above grade-level or advanced courses in English Language Arts and science and are scheduled into math courses at or above grade level based on demonstrated performance aligned to

established placement criteria. In high school, students have the opportunity to self-select advanced coursework through annual course registration processes.

In addition, Anoka-Hennepin has multiple magnet and specialty schools into which students can open-enroll. These schools offer opportunities for students with special interests, talent, or giftedness in particular areas to focus on and develop these interests through specialized courses and activities. Further information about district magnet and specialty schools is available on the district website.

Early entrance into kindergarten is an option for families to consider for students whose fifth birthday falls after September 1 and on or before October 31. The parent/guardian completes the Anoka-Hennepin Early Entrance into Kindergarten application. To qualify, the potential candidate must demonstrate a qualifying score on a formal intellectual assessment administered by the district in June each year.

Anoka-Hennepin Program Evaluation Model:

Anoka-Hennepin is committed to program evaluation and building evaluation capacity within the district. Evaluation capacity is characterized in part by an awareness, ability and willingness to think and reason evaluatively (thinking about and attending to evidence of effectiveness) and using data to inform decisions. As part of evaluation capacity building efforts, the district employs a utilization-focused, participatory approach to evaluation which implements a “learning by doing” philosophy, aligning to the educational expertise of our organization. Program evaluation is viewed as a cyclical, ongoing process that is part of the district’s commitment to continuous improvement. Evaluation is conducted in a wide variety of areas, incorporating things such as processes, courses, programs, interventions, and curricular materials.

Key Indicators of Implementation Progress:

The following instruments are used district-wide as indicators of student progress, along with state-initiated assessments, as well as for gathering insights from students, parents/guardians, employees and community members across our system.

Achievement Data

Math:

- Teaching Strategies Gold (early childhood assessment).
- Concepts of Math (CoM).
- Conceptual Place Value (CPV).
- Cognitive Ability Test (CogAT).
- FAST: aMath
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
- Formative and summative classroom assessments.

Reading:

- Teaching Strategies Gold (early childhood assessment).
- Formative Assessment System for Teachers (FAST): Early Reading.
- Cognitive Ability Test (CogAT).
- FAST: aReading.
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
- Formative and summative classroom assessments.

Perception Data

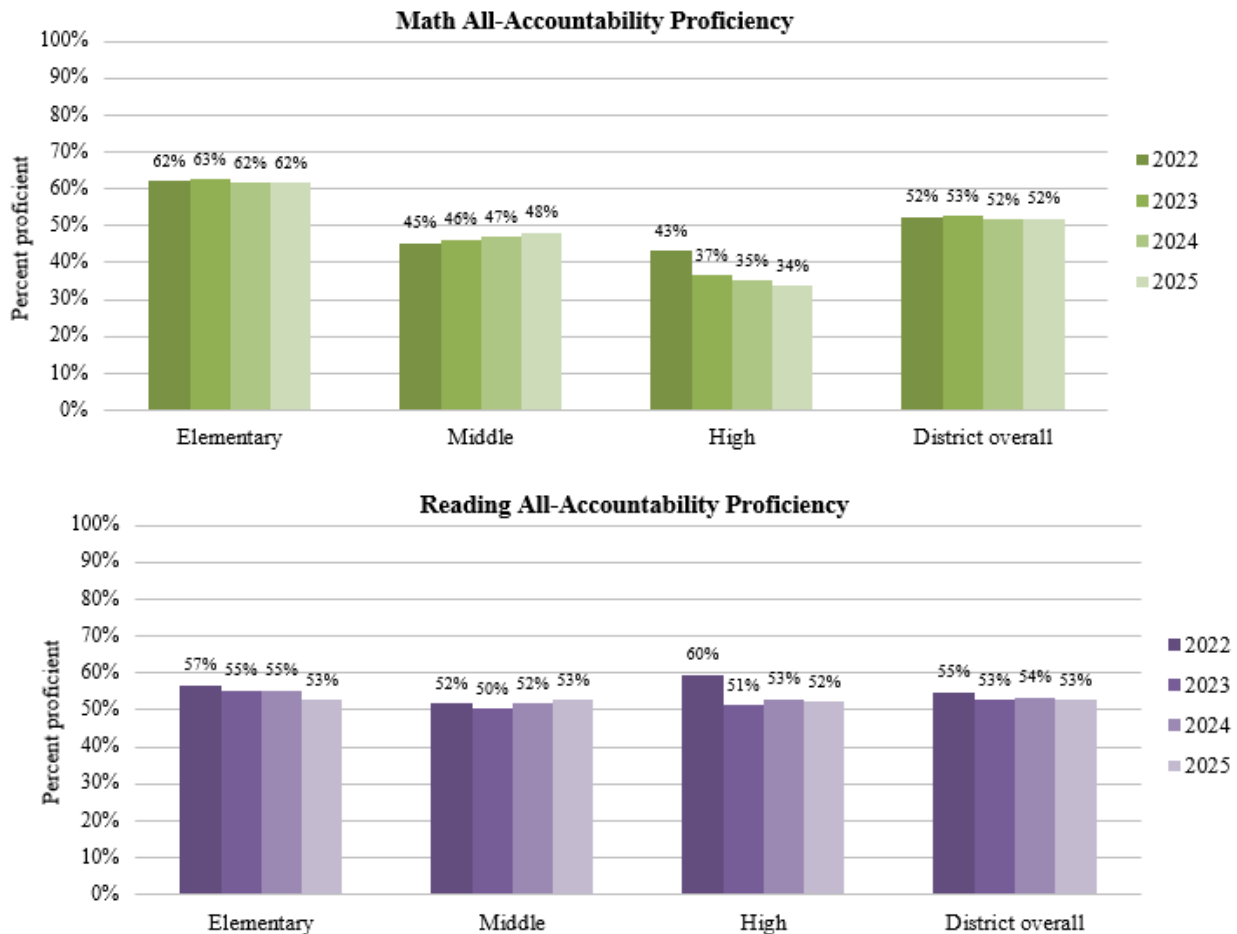
- Student Engagement Survey.
- Anti-Bullying Student Survey.
- Ninth-grade Transition Student Survey.
- Senior Exit Student Survey.
- Parent Attitude and Satisfaction Survey.
- Employee Engagement Survey.
- Culture and Climate Staff Survey.
- Employee Onboarding Survey.
- In-district Employee Job Transition Survey.
- Employee Exit Survey.
- *Parent and Employee Strategic Input Surveys and Community Survey have been conducted in most years, also.*

Broad Outcomes Impacted:

This section of the report displays the Anoka-Hennepin data aligned to the two broad goals related to overall MCA proficiency rates overtime, along with the five continuing CACR goals: All children are ready to enter kindergarten, all achievement gaps between students are closing, all students are ready for post-secondary careers and/or education, all students graduate from high school, and all students are prepared to be lifelong learners. An indicator of parent/guardian satisfaction with their experiences in the district is also included in this section. Broad district goals, as well as specific goals in these areas, can be found at the front of this report beginning on page 5.

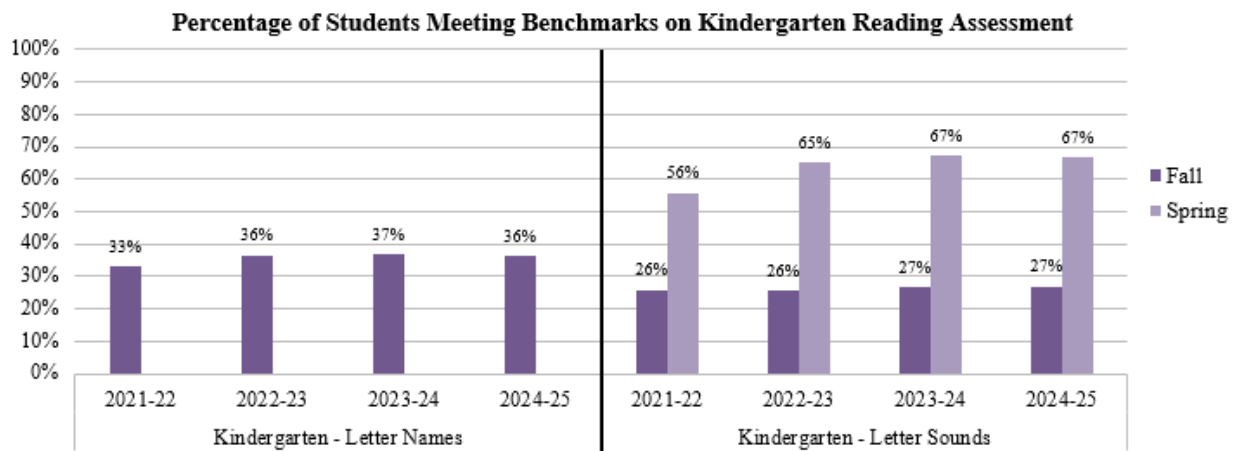
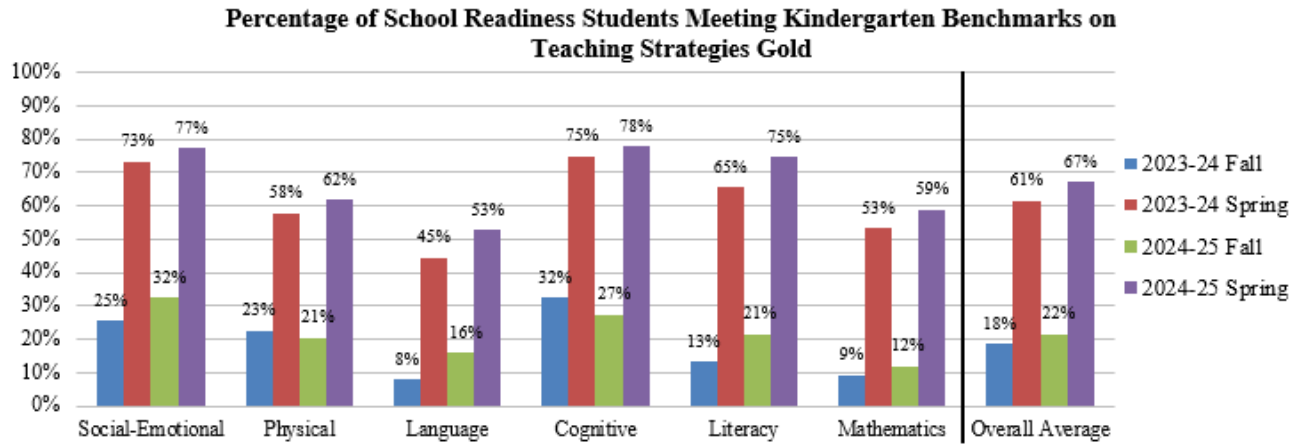
Overall Minnesota Comprehensive Assessment (MCA) Proficiency:

The Anoka-Hennepin School District sets annual goals as an overall district, by level and at each school site as part of our continuous improvement process, as well as our local, state and national accountability systems. The district monitors proficiency on the state MCA as a part of our comprehensive data review and reporting practices, in conjunction with data from multiple sources, collected for a wider range of purposes in a variety of manners. Below are the district wide proficiency trends in math and reading overtime, as well as proficiency rates by level.



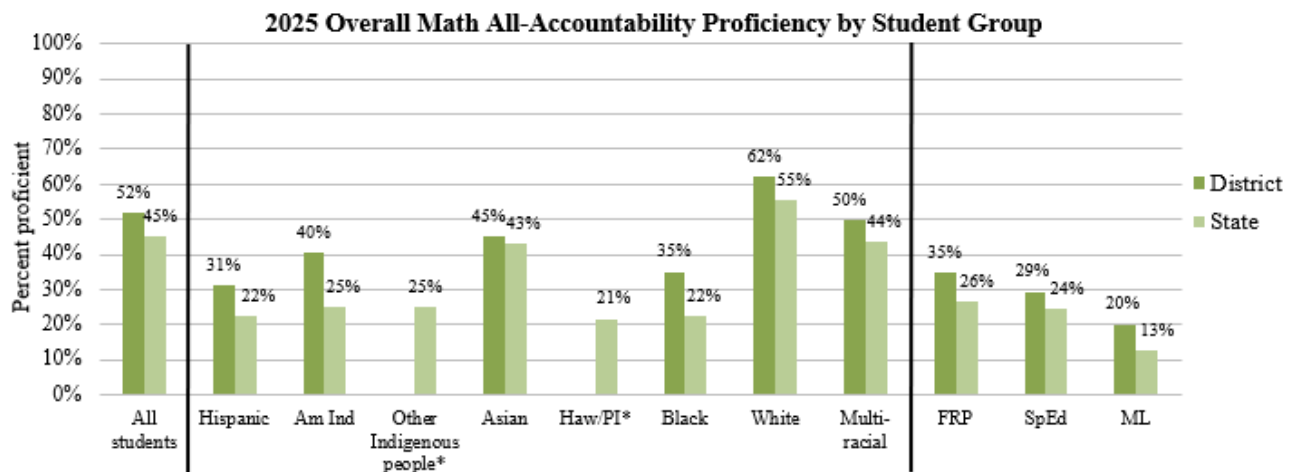
All Students Ready for Kindergarten:

This CACR goal requires districts to ensure all students are ready to enter kindergarten. Assessments and results in this section provide data for students who are enrolled in the Anoka-Hennepin School Readiness and Kindergarten Readiness preschool programs. The other graph in this section displays the percentage of all kindergarten students in Anoka-Hennepin meeting local fall and spring benchmarks using the FAST earlyReading assessment tool, as literacy is a district strategic priority and aligns with the newly enacted READ Act. Kindergarten information is included as not all students entering kindergarten are enrolled in the district's early childhood programming and, therefore, not represented in the early childhood performance data.



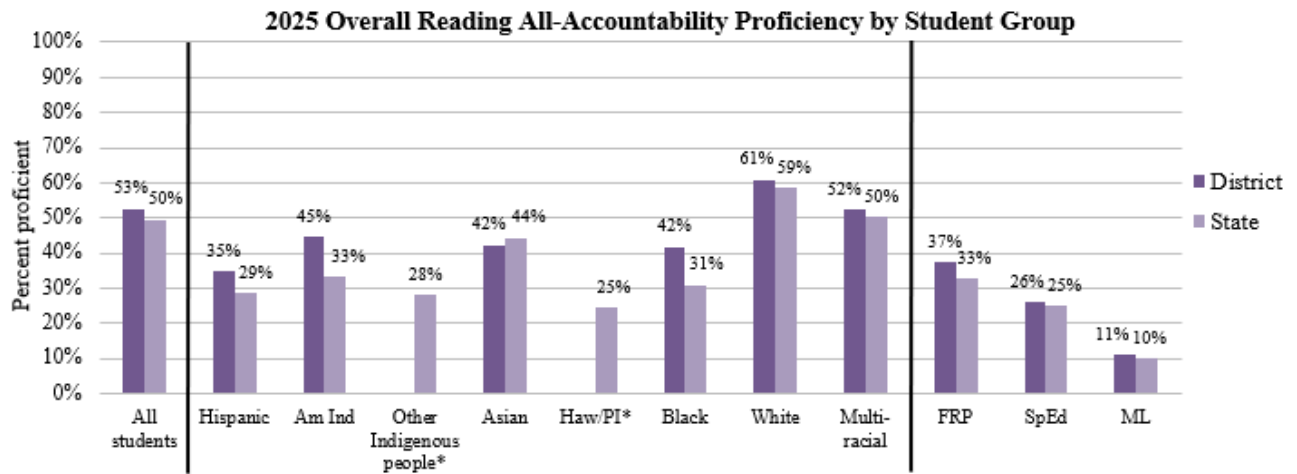
Closing Achievement Gap(s):

The next continuing CACR goal requires districts to reduce the achievement gap between student groups. Assessment results aligned to MCA math and reading proficiency differences by student group are illustrated in this section. In addition, the proficiency rates of students of color compared to pre-pandemic proficiency rates on the math and reading MCAs are displayed.



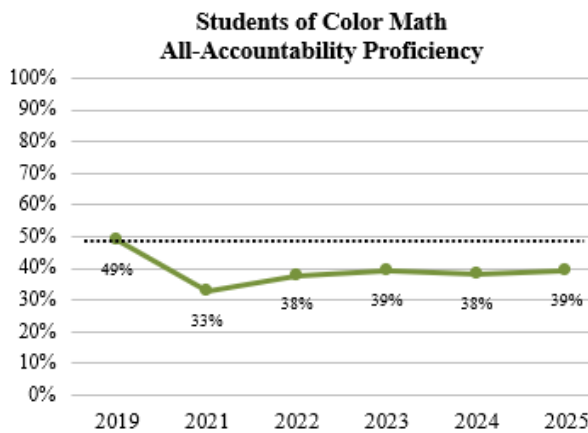
Am Ind – American Indian
 FRP – Free and reduced priced services
 SpEd – Special education
 ML – Multilingual learner receiving English language acquisition services

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

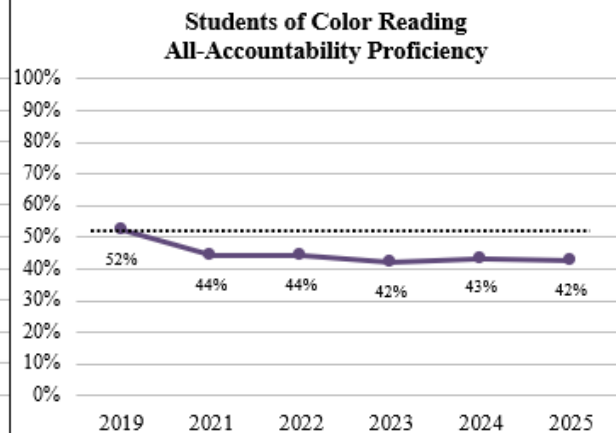


Am Ind – American Indian
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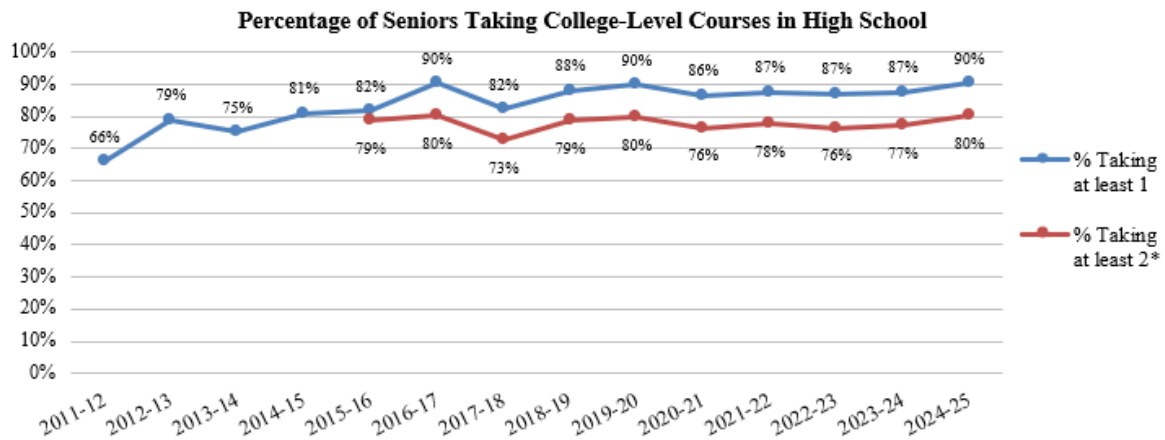


Note: Dotted line indicates the pre-Covid-19 pandemic proficiency rate.



All Students Career and College Ready by Graduation:

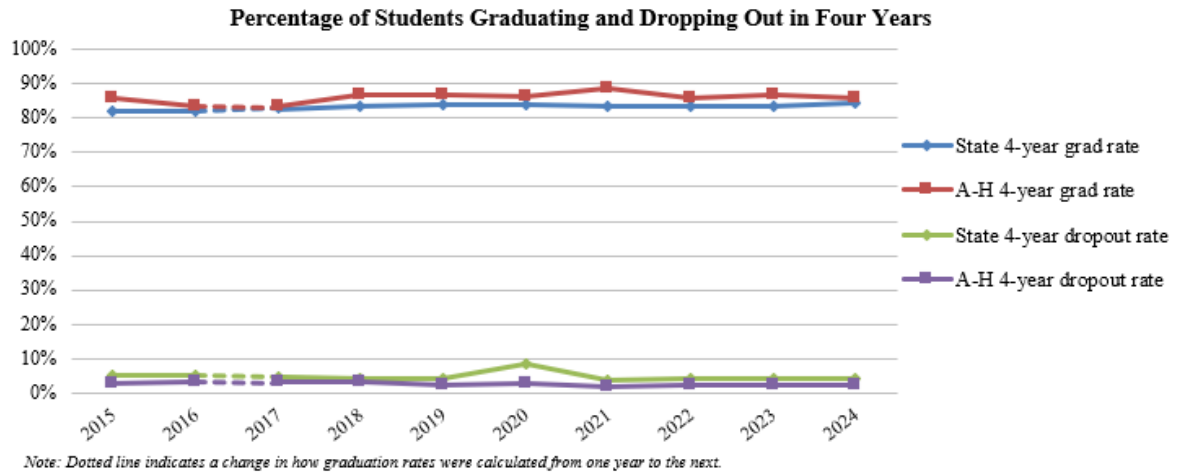
The next ongoing CACR goal requires all students to be career and college ready by graduation. Course participation data results are displayed below.



* This indicator was calculated beginning in 2015-16.

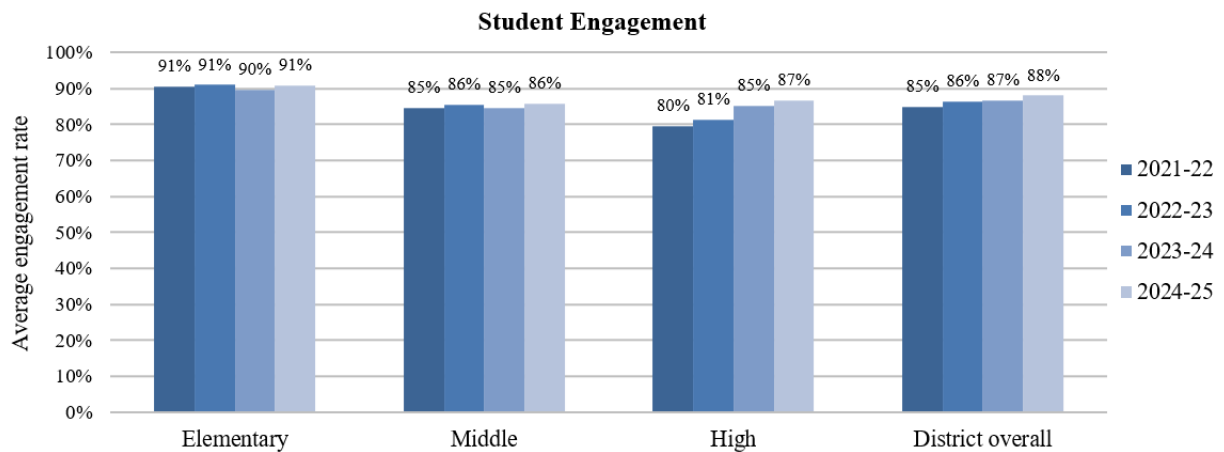
All Students Graduate:

The fourth ongoing CACR goal requires districts to ensure all students graduate from high school. The four-year graduation and dropout rates for Anoka-Hennepin and the state of Minnesota are depicted below.



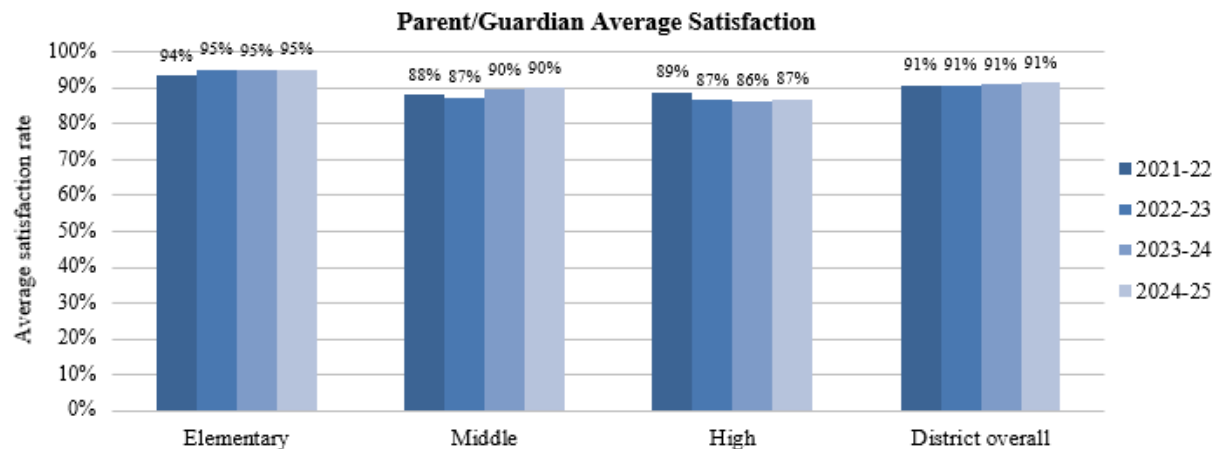
Lifelong Learner:

The fifth ongoing CACR goal requires districts to ensure all students are prepared to be lifelong learners. Anoka-Hennepin has chosen to focus on positive student engagement as an indicator of an aptitude for lifelong learning.



Parent/Guardian Satisfaction:

The percentage of parents/guardians reporting overall satisfaction with their experiences in the district are depicted below.



Summary:

The mission of Anoka-Hennepin schools is to effectively educate each of our students for success. Anoka-Hennepin's vision is to be a public school system of excellence with high quality staff and programs and successful graduates. As a district, we strive to provide students with the best opportunities to gain experience and achieve. Anoka-Hennepin focuses on setting student achievement goals, implementing action plans, including programming and strategies to meet these goals, and evaluating the progress made on these goals toward ensuring success for our students. The CACR report highlights some of the work to which we have committed toward this end, within a culture of continuous improvement. For additional information related to district data, please visit the district website Research, Evaluation and Testing page at the following link: <https://www.ahschools.us/domain/12026>.

Appendix

Continued Impacts of the COVID-19 Pandemic:

March of 2020 started an unprecedented and unfamiliar time for schools across the nation and our world as a whole. With the emergence and spread of the Corona Virus, a global pandemic erupted, sending the end of the 2019-2020 school year into an emergency model of virtual instructional and support service delivery. In 2020-2021, Anoka-Hennepin transitioned between three different models of instructional delivery (full in-person, hybrid, and distance learning) dependent upon data related to positive COVID case counts and based on guidance from the Minnesota Departments of Health and Education.

For the 2021-2022 school year, all K-12 families still had the option to stay in the full distance learning model through enrollment into the newly created Anoka-Hennepin Virtual Academy, however, the vast majority of families chose to have their children attend full in-person at their enrolled school. Although we were back in person, there were significant challenges with filling staff positions as well as substitute needs across all roles. In addition, the need for student social, emotional, and mental health support, along with increased direct behavioral support, increased greatly as everyone re-acclimated to procedures, schedules and overall expectations of the school setting. The following years brought continued efforts to gain a “new normal”, working to support continued academic, social, emotional, and behavioral needs of students and families, while also supporting staff and system impacts. Through all these circumstances, Anoka-Hennepin remained and continues to remain committed to working within and across departments, locations, and organizations to meet the needs of all stakeholders most effectively and consistently in our system to the greatest extent possible. Full reports related to COVID impacts for the 2020-2021 ([Year 1](#)), 2021-2022 ([Year 2](#)), 2022-2023 ([Year 3](#)) and 2023-2024 ([Year 4](#)) school years can be found at the embedded links.