REIMAGINE MINNESOTA STRATEGY H

Create and sustain consistent shared understanding of equity and high level of skill application for leaders at all levels.

May 2, 2018

David Law, Superintendent
Cory McIntyre, Executive Director of Student Services, Supervisor of Middle Schools
Jennifer Cherry, Director of Student Services

ANOKA-HENNEPIN
SCHOOLS
A future without limit

Historical Context

Dr. Jennifer Cherry, Director of Student Services

Bullying and a Consent Decree (consistent & shared understanding)

- Community perception that multiple student deaths were connected, driven by bullying
- Concerned district staff, wanting to proactively approach this perception

Movement from Equality to Equity

- Policy changes from ensuring all have similar to all have what they need
- Intentional change in practice across our system through new support structures

Professional Development Plan

- All staff, including leaders, receive ongoing training and development
- Develop and sustain practice through a Train-the-Trainer model

Three pronged approach

Anti-Bullying/Anti-Harassment Community Task Force

- **Student, parent, teacher, administrator and community members**
- **Build awareness, address concerns, and gain feedback**
- **Recommends strategies to improve the educational climate**

Anti-Bullying/Anti-Harassment Leadership Team

- **District LEADS systemic efforts**
- **Guiding Principles**
- **Monitoring and Assessment**

Annual Strategies and Board Update

Anti-bullying/Anti-harassment

Community Task Force

Year	Work Product	Action	Outcome
2012-13 Year 1	Framework: nine foundational recommendations	School Board referred to internal leadership team for evaluation and possible implementation	21 action items developed and implemented
2013-14 Year 2	Five action-oriented recommendations		Three action items approved by School Board; two items supported by current practice
2014-15 Year 3	Five themes, recommendation to garner student input		Anti-bullying student forum held; elicited student perspectives later shared with stakeholders
2015-16 Year 4	Eight themes, recommend outreach to parents and families		Parent group discussions held; input gathered was shared with stakeholders
2016-17 Year 5	Six themes, eight recommendations	School Board heard parent input and task force recommendations	Conclusion of Task Force; expand efforts and develop Student Services Advisory Committee

Anti-bullying/Anti-harassment

Scorecard

Levels:				
Intervene	Concern	Baseline	Progress	Vision

- Baseline 82.0% of students report not being bullied.
- Baseline 89.7% of students report having a trusted adult to go to.
- Baseline 87.0% Overall student engagement.
- Progress 90.5% Overall cross-stakeholder composite of a feeling of safety.
- Baseline 87.0% Overall cross-stakeholder composite of a feeling of welcome and belonging.

Expanding our Focus Using Strategies that Work

Superintendent David Law

AB/AH Success Implies Process Should be Expanded

- High rates of staff involved in professional development
- Increased consistency in handling student support and bullying
- Increase in the number of students reporting connections to safe adults

Data Sets Identify Areas of Priority

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

	Indicators	Descriptions	Levels					Trend				
			Intervene	Concern	Baseline	Progress	Vision	2013-14	2014-15	2015-16	2016-17	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%	91.4%	90.3%	91.1%	87.8%	↑
	A1.2: earlyReading Kindergarten Readiness Reading Benchmark	Percent of all students who meet/exceed expected benchmark	≤59%	60-69%	70-79%	80-89%	≥90%	NA	45.4%	46.1%	43.3%	↑
	A1.3: Maximum gap in earlyReading proficiency between F/R and ethnic student groups in meeting benchmark	Percent difference between highest and lowest performing student groups	>30%	24-30%	17-23%	10-16%	<10%	NA	19.3%	26.9%	24.7%	↓
	A1.4: MCA-III Reading Proficiency	Percent of all students who meet/exceed expected proficiency	≤79%	80-84%	85-89%	90-94%	≥95%	60.9%	62.9%	63.6%	64.7%	↑
	A1.5: Maximum gap in MCA-III Reading proficiency between F/R and ethnic student groups in meeting proficiency	Percent difference between highest and lowest performing student groups	>20%	15-19%	10-14%	5-9%	<5%	22.9%	23.4%	23.8%	24.9%	↓
	A1.6: MCA-III Reading Growth	Percent of all students who meet medium or high growth	≤59%	60-69%	70-79%	80-89%	≥90%	73.3%	75.8%	74.5%	75.8%	↑
	A1.7: CoM Kindergarten Readiness Math Benchmark	Percent of all students who meet/exceed expected benchmark	≤59%	60-69%	70-79%	80-89%	≥90%	NA	56.9%	63.7%	61.8%	↑
	A1.8: Maximum gap in CoM proficiency between F/R and ethnic student groups in meeting benchmark	Percent difference between highest and lowest performing student groups	>30%	24-30%	17-23%	10-16%	<10%	NA	30.1%	33.5%	35.0%	↓
	A1.9: MCA-III Math Proficiency	Percent of all students who meet/exceed expected proficiency	≤79%	80-84%	85-89%	90-94%	≥95%	65.3%	65.9%	65.4%	66.0%	↑
	A1.10: Maximum gap in MCA-III Math proficiency between F/R and ethnic student groups in meeting proficiency	Percent difference between highest and lowest performing student groups	>20%	15-19%	10-14%	5-9%	<5%	25.0%	26.1%	27.3%	28.4%	↓
	A1.11: MCA-III Math Growth	Percent of all students who meet medium or high growth	≤59%	60-69%	70-79%	80-89%	≥90%	76.5%	76.6%	73.5%	74.8%	↑
	A1.12: MCA-III Science Proficiency	Percent of all students who meet/exceed expected proficiency	≤79%	80-84%	85-89%	90-94%	≥95%	64.7%	63.0%	63.0%	64.6%	↑
	A1.13: Maximum gap in MCA-III Science between F/R and ethnic student groups in meeting proficiency	Percent difference between highest and lowest performing student groups	>20%	15-19%	10-14%	5-9%	<5%	26.9%	25.9%	30.0%	30.8%	↓
	A1.14: MCA-III Reading School Comparison	Percent of schools in the top quartile of their F/R decile range on MCA	≤39%	40-54%	55-69%	70-84%	≥85%	45.7%	28.6%	28.6%	31.4%	↑
	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%	55-69%	70-84%	≥85%	28.6%	40.0%	42.9%	45.7%	↑
	A1.16: MCA-III Science School Comparison	Percent of schools in the top quartile of their F/R decile range on MCA	≤39%	40-54%	55-69%	70-84%	≥85%	37.1%	54.3%	45.7%	48.6%	↑

Continuous Improvement and Annual Goal Setting

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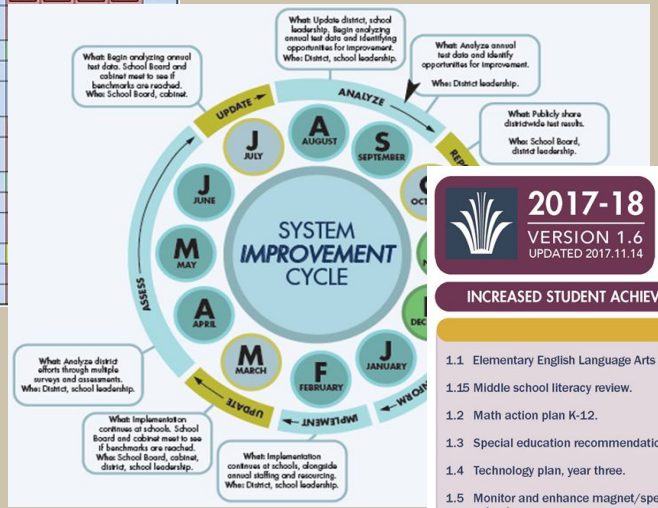
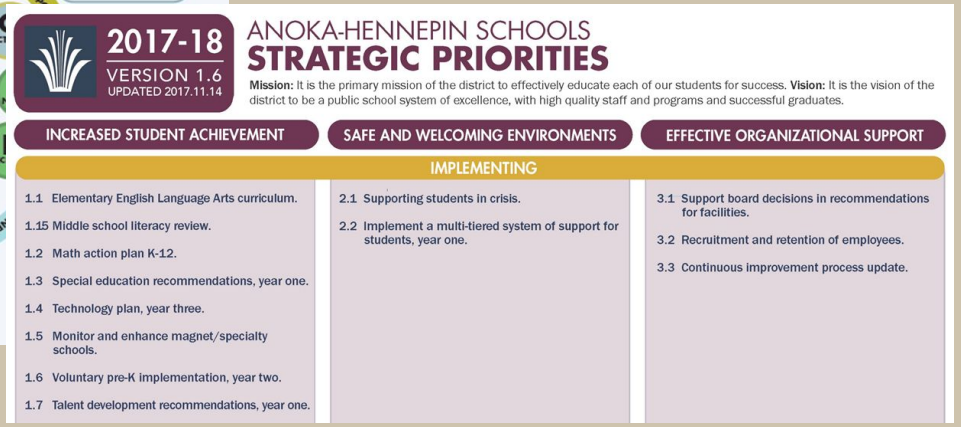
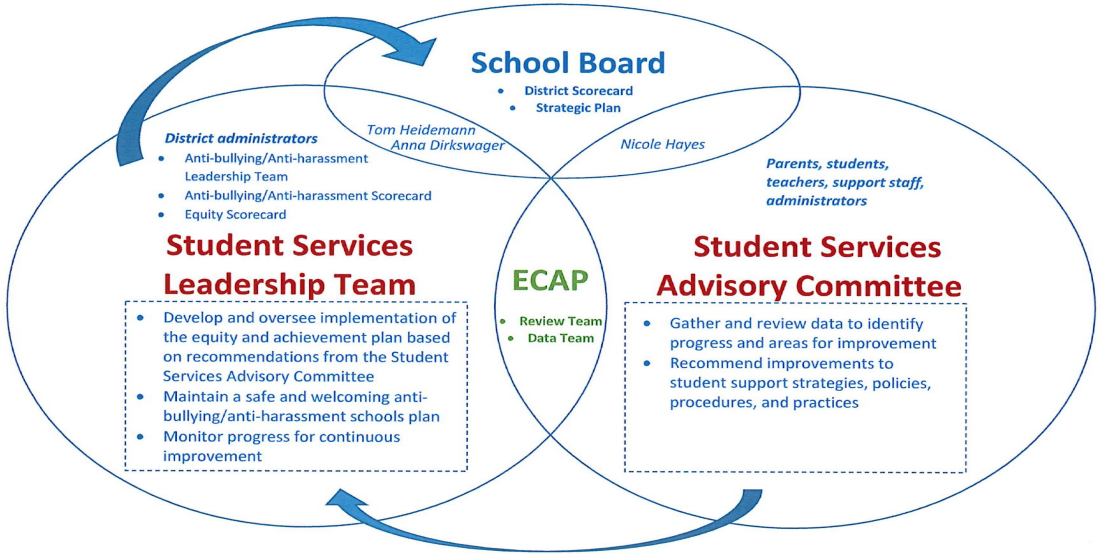




Building an Equity Plan

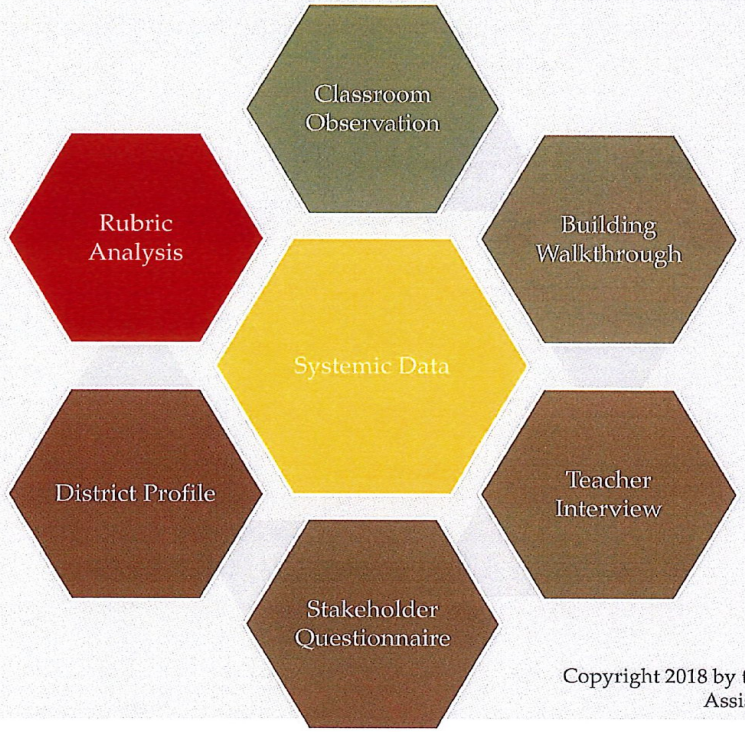
Cory McIntyre, Executive Director of Student Services, Supervisor of Middle Schools

Anoka-Hennepin **Student Services Teams** work to create safe and welcoming schools free of bullying and harassment, and address and close persistent gaps in student achievement, including academic performance and graduation rates as well as reductions in disruptive student behavior.



Midwest and Plains Equity Assistance Center will guide the district through an Equity Context Analysis Process (**ECAP**). ECAP is a comprehensive data collection and analysis process used to identify opportunities for growth related to advancing educational equity and support strategic planning efforts.

ECAP DATA COLLECTION ACTIVITIES



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WHAT DO WE MEAN BY EDUCATIONAL EQUITY?

Access – Entrance into, involvement with, and full benefit (Paris, 2012).

Representation – Having presence in decision making and in content (Mulligan & Kozleski, 2009).

Meaningful Participation – Agency and are empowered to contribute in effectual ways (Fraser, 1998).

High Outcomes – Solutions benefit all (Waitoller & Kozleski,2013).

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Moving Forward

What is your district currently doing?

What are other districts doing that you find interesting?

Based on what you have heard, what new steps will you take to implement this strategy?