



A – Request decision – closure required
B – Update/status report
C – Discussion and input – final decision at a subsequent meeting

School Board Work Session
Monday, October 7, 2024
AGENDA

1. **Call to Order (1 minute)**
 - 10-07-24 Important Dates 3
2. **Approve Board Agenda (1 minute)**
3. **Consent Agenda (5 minutes)**
 - 3.A. Minutes from the 09-23-24 Board Meeting - A
Jeff Simon, Board Clerk

Appendix A 5
 - 3.B. Retirements, Resignations, Terminations, Layoffs and Recalls, Leaves and Modified Leaves of Absence, Appointments - A
Brian Duffy, Director of Employee Services

Appendix B 13
 - 3.C. Bid #25014B-Snow Plowing & Removal, Regions 1, 2, 5, 10 - A
Tiffany Audette, Director of Purchasing

Appendix C 16
 - 3.D. Bid #25015B-Snow Plowing & Removal, Region 3 - A
Tiffany Audette, Director of Purchasing

Appendix D 17
 - 3.E. Immunization Exclusions as required by Statute 121a.15 - A
Kathy Schultz, Health Services Coordinator
4. **Work Session (140 minutes)**
 - 4.A. New Middle School Courses (20 minutes) - B
Becky Brodeur, Associate Superintendent for Middle Schools, Dr. Nichole Rens, Director of Secondary Curriculum, Instruction & Assessment

Appendix E 18
Appendix F 19
 - 4.B. Morris Leatherman Community Survey Results (60 minutes) - B
Peter Leatherman, The Morris Leatherman Company

Appendix G 20
Appendix H 39
Appendix I 54
 - 4.C. MCA Overview (60 minutes) - B

Dr. Johnna Rohmer-Hirt, Executive Director of Research, Evaluation & Testing

Appendix J

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5. **Board Correspondence & Communication**

6. **Adjourn**

ANOKA-HENNEPIN SCHOOLS

A FUTURE WITHOUT LIMIT

October 7, 2024

Dates to Remember

1. October 7 No Elementary or Middle School Students, Elem/Middle/Staff Dev, K-5 Para Staff Dev, K-8 Para Flex Day
2. **October 7** **School Board Work Session, Educational Service Center, 5:30 p.m.**
3. October 8 Phase II Budget Reduction Community Meeting, Blaine High School, 6:00 p.m.
4. October 9 Phase II Budget Reduction Community Meeting, Anoka High School, 6:00 p.m.
5. October 10 Two Rivers Transition Program at Franklin Building Dedication, 5:00 p.m.
6. October 17-18 EM Professional Conference, No School
7. **October 28** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
8. **November 4** **School Board Work Session, Educational Service Center, 5:30 p.m.**
9. November 5 Election Day, Staff Development, No Students
10. November 22 End of Trimester One
11. November 23 School Board Work/Planning Session, TBD, 8:00 a.m.
12. November 25 PLC/Staff Development, No Students
13. **November 25** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
14. November 26 Staff Planning, Grades, No Students
15. November 27 Conference Conversion Day, No School
16. November 28-29 District Closed, Holiday
17. **December 9** **Regular School Board Meeting/Truth in Taxation, Sandburg Education Center, 6:30 p.m.**
18. December 16 Board Policy Committee, Educational Service Center, 4:30 p.m.
19. December 20 Staff Development/K-8 Para Flex Day, No K-8 Students
20. December 23-31 Winter Break, No School
21. December 24-25 District Closed, Holiday
22. January 1 District Closed, Holiday



Zach Arco
CO-CHAIR



Kacy Deschene
CO-CHAIR



Jeff Simon
CLERK



Matt Audette
TREASURER



Linda Hoekman
DIRECTOR



Michelle Langenfeld
DIRECTOR

This agenda will be provided in an alternate format upon request in order to accommodate individuals with disabilities. A minimum of three days notice is needed. Please call Debbie Koffski at 763-506-1002 to request an alternate format.

ANOKA-HENNEPIN SCHOOLS

A FUTURE WITHOUT LIMIT

**MINUTES OF MEETING
SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 11
(Anoka-Hennepin School District)
STATE OF MINNESOTA**

The School Board of Anoka-Hennepin Independent School District No. 11 held a meeting on **Monday, September 23, 2024**, at Sandburg Education Center, Anoka, Minnesota.

Co-Chair Kacy Deschene called the meeting to order at 6:30 p.m. and led the pledge of allegiance.

The following members were present: Zach Arco, Matt Audette, Kacy Deschene, Linda Hoekman, Dr. Michelle Langenfeld and Jeff Simon.

Dr. Michelle Langenfeld motioned to approve the Board Agenda as presented. Matt Audette seconded. Motion passed with a 6-0 vote.

The School Board recognized staff from the following programs. Each of them was given a medal in honor of their achievements. Greg Cole, Chief Operations Officer and B.J. Ison, Director of Transportation honored Jeff Mueller, Transportation Safety Coordinator for the 2024 MN Associate of Pupil Transportation (MAPT) Administrator of the Year Award. Keith Paulson and Chuck Holden, former Directors of Transportation joined the group in honoring Jeff Mueller for his 25+ years of amazing service to Anoka-Hennepin School District. Greg Cole, chief operations officer, B.J. Ison, director of transportation and Jeff Mueller, transportation safety coordinator presented the winners of the 2023-24 Minnesota School Bus Safety Poster Contest. Kaeto Evuleocha, kindergarten - University Avenue Elementary; Asher Dahl, grade 3 - Sunrise Elementary; Rosalyn Norton, grade 5 - Jefferson Elementary; Cameron Kelly, grade 6 - River Trail Learning Center; Fatima Muhamed, grade 7 - Northdale Middle School; Brielle Whitney, grade 8 - Oak View Middle School; and Ramirez Magana, grade 9 - River Trail Learning Center. Dr. Mary Wolverton, associate superintendent for elementary schools, presented Monroe Elementary School - Mathematics, Science and Children's Engineering for recognition as a Project Lead the Way distinguished school. Monroe is one of three in the district and nine in the state to receive the distinction of Project Lead the Way Program Recognition-Distinguished Launch. Amy Oliver, principal, and Kristin Contons, curriculum integrator, were honored to accept the recognition on behalf of the school.

CONSENT AGENDA

Jeff Simon moved and Co-Chair Zach Arco seconded the motion to approve the following **consent agenda** items:

- a. **Minutes** from the September 9, 2024, School Board work session.
- b. **Personnel items** as follows:

RETIREMENTS

Name	Current or Most Recent Position	Last Date Employed
Carol Pearson	Rum River Elementary, Child Nutrition Assistant FT	01/03/2025
Kimberly Wheelis	Sorteberg ECC, Para Special Education ECSE	11/22/2024

RESIGNATIONS, TERMINATIONS

Full Name (FL)	Current or Most Recent Position	Last Date Employed
Kelsey Black	ESC-Special Ed, Teacher SA-TALS	09/20/2024
Kelly Foltmer	University Avenue, Teacher SLD	09/10/2024
Jerri Malone	Oxbow Creek, Teacher ASD (AutismSpectrum)	09/16/2024
Katrina Salo-Bartz	ESC-Special Ed, Teacher Occupational Therapist	09/20/2024

LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Rita Beckman	Jackson Middle, Teacher Social Studies	09/19/2024	12/11/2024
Linda Broderick	Anoka Middle - FM, ParaEducator Spec Ed Cntr Base	09/04/2024	09/20/2024
Annette Carlson	Adams, ParaEducator Spec Ed Cntr Base	09/10/2024	09/24/2024
Emily Catterton	Two Rivers Transition Program, Teacher SLD	09/16/2024	11/26/2024
Jade Costello	Lincoln, Teacher Grade K	09/03/2024	11/01/2024
Aubrey Dau	Oxbow Creek, Teacher E/BD	07/01/2022	09/16/2024
Brooke Erickson	Andover, ParaEducator Special Education	09/12/2024	12/04/2024
Leigh Farrell	ESC, Child Nutrition Assistant PT	09/03/2024	11/04/2024
Rebecca Fjerstad	Riverview ECC, Teacher EC/SE	09/11/2024	11/26/2024
Jean Hanson	Coon Rapids High, Teacher Math	09/03/2024	11/26/2024
Lindsey Hartman	Morris Bye, Teacher Literacy Intervention	09/06/2024	11/26/2024
Jenna Harvieux	Monroe, Teacher Music Elementary	09/11/2024	11/26/2024
Katelyn Iverson	Mississippi, Teacher Grade K	08/26/2024	06/09/2025
Christine Johnson	Coon Rapids Family Center - Eval Team, Teacher ASD (AutismSpectrum)	09/16/2024	12/06/2024
Marita Kohn	Coon Rapids High, B/G Custodian 2nd shift	08/29/2024	09/13/2024
Kaiyre Lewis	Monroe, Student Achievement Advisor	08/23/2024	10/16/2024
Kelsea Mila	ESC, Preschool Inst-Pro Rated Bene	09/05/2024	09/30/2024
Corinna Nunnery	Oxbow Creek, A+ Site Coordinator full year	09/10/2024	09/24/2024
Emily Prehatney	Mississippi, Teacher DD	09/16/2024	11/26/2024
Talana Rudzitis	RiverTrail Learning Ctr, Teacher ASD (AutismSpectrum)	09/09/2024	09/30/2024
Elizabeth Shaffer	Oxbow Creek, ParaEducator Special Education	09/03/2024	09/23/2024
Sherri Sheppard	Crooked Lake, Child Nutrition Assistant FT	09/05/2024	06/30/2026
Amy Sinness	Adams, Teacher Grade K	11/20/2024	12/20/2024
Josiah Telschow	Andover High, Teacher Music Secd Choir	10/31/2024	11/08/2024
Lisa Torbenson	Sunrise, Teacher K-3 Exploration	08/26/2024	09/09/2024
Veta Ustimchuk	S.T.E.P., Job Coaches	09/03/2024	09/16/2024
Marni Williams	Wilson, ParaEducator Spec Ed Cntr Base	08/29/2024	09/20/2024
Kathleen Winters	Anoka High, Teacher MSH	09/16/2024	11/08/2024

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Paul Brown	Sunrise, Teacher Grade K	07/01/2023	09/13/2024
Patricia Butorac-Ingle	Lincoln, Educ Office Prof School Year	08/22/2024	09/13/2024
Kathy Line	Anoka Middle - FM, Child Nutrition Assistant PT	08/20/2024	11/18/2024
Emily McAlpine	Blaine High, Teacher Math	07/21/2024	11/01/2024
Katherine Shelley	Sunrise, Teacher Literacy Intervention	07/01/2022	09/09/2024
Sarah Vana	Morris Bye, Teacher Special Educ Lead	08/26/2024	09/13/2024

SABBATICALS

Full Name	Current or Most Recent Position	LOA Start	LOA End Date
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This section returned no records

APPOINTMENTS

20240923 1

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Elementary					
Sheryl Brengman	Evergreen Park, Teacher Literacy Intervention	09/03/2024	Bachelors+30/7	0.4893	\$29,440
Jade Costello	Lincoln, Teacher Grade K	08/26/2024	Bachelors/1	1.0000	\$50,029
Voni Eakins	Ramsey, Teacher Literacy Intervention	09/03/2024	Bachelors+30/17	0.5382	\$41,171
Kaitlyn Ericson	Hoover, Teacher Grade 1	09/11/2024	Bachelors/1	0.9465	\$47,353
Marcus Giles	Monroe, Teacher Grade 4	08/26/2024	Bachelors+30/2	1.0000	\$53,825
Cassady Lewis	Crooked Lake, Teacher SA-Student Support	09/03/2024	Bachelors/1	0.9786	\$48,959
Josephine Matti	Monroe, Teacher Music Elementary LTS	09/11/2024	Bachelors/1	0.2941	\$14,715
Amber Meether	Hamilton, Teacher SA-Student Support	09/03/2024	Bachelors/1	0.9786	\$48,959
Brian Olson	Adams, Teacher ESL	09/04/2024	Bachelors+45/9	0.9733	\$65,468
Amanda Peters	Andover, Teacher Literacy Intervention	09/09/2024	Bachelors/5	0.5743	\$29,946
Emily Pipes	McKinley, Teacher 4-5 Exploration	08/28/2024	Bachelors/2	0.5639	\$28,687
Kayela Turner	Jefferson, Teacher Academic Support	09/13/2024	Bachelors/5	0.4244	\$22,128
Julie Wedell	Rum River Elementary, Teacher Literacy Intervention	09/03/2024	Bachelors/4	0.6361	\$33,167

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Secondary					
Kyle Blazek	Champlin Park High, Teacher Science LTS	09/03/2024	Bachelors+30/1	0.3262	\$17,202
Cody Bloomer	Champlin Park High, Teacher Math	08/26/2024	Bachelors/5	1.0000	\$52,140
Hyeju Dorek	Champlin Park High, Teacher ESL	08/26/2024	Masters/9	1.0000	\$74,567
Sheridan Fleming	Northdale Middle, Teacher Music Secd Choir		Masters+60/22	0.9572	\$99,791
Cecily Jorgensen	Oak View Middle, Teacher Family Consumer Sci	08/26/2024	Bachelors+15/1	1.0000	\$51,486
Emily Lehman	Coon Rapids High, Teacher Career-Technical	08/26/2024	Bachelors/1	1.0000	\$50,029
Seth Zoellner	Coon Rapids Middle, Teacher Science	08/26/2024	Bachelors/7	1.0000	\$56,704

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Special Education					
Sonee Bergquist	Riverview ECC, Teacher Speech Clinician LTS	08/28/2024	Masters+60/23	0.3316	\$31,131
Molly Cardosi	ESC-Special Ed, Teacher Occupational Therapist	09/23/2024	Masters/18	0.9037	\$79,479
Rosanna Chavez	Monroe, Teacher E/BD	08/26/2024	Bachelors/3	1.0000	\$50,872
Megan Drews	Madison, Teacher E/BD LTS	09/16/2024	Bachelors/5	0.1818	\$9,480
Alham Kadhum	Morris Bye, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/3	1.0000	\$50,872
Melody Klitzke	Oxbow Creek, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/2	1.0000	\$50,872
Kylie Knutsen	Anoka High, Teacher ABS (AcadBehav)	08/26/2024	Masters/1	1.0000	\$58,269
Sharon Miller	Champlin Park High, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/2	1.0000	\$50,872

Name	Current or Most Recent Position	Effective Date	Days	Salary
Administrative				
This section returned no records				

c. Cash Disbursements Report

Fund No.	Description	Amount
	Checks	\$ 10,239,459.62
01	General	7,294,754.02
02	Food Service	139,780.96

04	Community Service	226,436.37
06	Building Construction	409,870.05
07	Bond & Interest K-12	-
20	Health-Self Insurance	19,265.85
21	Dental-Self Insurance	43,233.80
22	Work. Comp.-Self Insurance	-
47	OPEB Debt Service	-
	Electronic Payments	\$ 19,453,833.89
01	General	9,544,494.36
02	Food Service	75,946.51
04	Community Service	640,055.18
06	Building Construction	
07	Bond & Interest K-12	
20	Health-Self Insurance	8,348,505.32
21	Dental-Self Insurance	674,492.26
22	Work. Comp.-Self Insurance	170,340.26
47	OPEB Debt Service	-
	ACH Payments	\$ 7,583,875.72
01	General	6,593,145.49
02	Food Service	193,363.90
04	Community Service	151,227.06
06	Building Construction	475,288.53
20	Health-Self Insurance	158,723.74
22	Work. Comp.-Self Insurance	12,127.00
	P-Card	\$ 3,468,252.80
01	General	3,424,644.13
02	Food Service	2,140.67
04	Community Service	41,101.77
06	Building Construction	36.28
20	Health-Self Insurance	1,395.74
	TOTAL DISTRICT	\$ 40,745,422.03

d. Cash Balance Report.

ANOKA HENNEPIN DISTRICT NO. 11
MONTHLY CASH BALANCES - FY25

	GENERAL 01-101	FOOD SERVICE 02-101	COMMUNITY SERVICE 04-101	BUILDING CONSTRUCTION 06-101 ¹	DEBT SERVICE 07-101	EMP BENE HEALTH 20-101	EMP BENE DENTAL 21-101	EMP BENE WORK COMP 22-101	OPEB DEBT SERVICE 47-101	TOTAL CASH	CASH INVESTMENTS	BUILDING CONSTRUCTION INVESTMENT	SCHOLARSHIP INVESTMENT	TOTAL ALL BALANCES	FY23 Total All Balances (1 year ago comparison)
07/01/24	190,624,894	13,518,064	12,500,581	66,525	9,401,856	23,753,393	3,065,400	3,248,802	1,374,528	257,554,043	-	5,080,617	689,177	263,323,836	254,198,381
07/31/24	160,938,177	13,293,288	12,488,898	(567,918)	7,301,176	16,404,440	2,603,472	3,151,689	1,507,703	217,120,924	-	5,102,240	665,446	222,888,610	212,533,404
08/31/24	188,946,954	11,829,596	12,086,106	(1,028,013)	6,579,277	8,021,505	1,948,410	3,115,927	1,412,428	232,912,188		4,578,098	510,057	238,000,342	236,515,897
09/30/24										0				0	
10/31/24										0				0	
11/30/24										0				0	
12/31/24										0				0	
01/31/25										0				0	
02/28/25										0				0	
03/31/25										0				0	
04/30/25										0				0	
05/31/25										0				0	
06/30/25										0				0	

¹ Building Construction Fund is negative because funds are transferred from the Building Construction investment account on a reimbursement basis.

e. Donations & Scholarship Reports.

DATE	DONOR	DONEE	PURPOSE	TYPE	AMOUNT
09/16/24	Andover Cross Country	Andover HS	Boys & Girls Cross Country Uniforms	General	1,516.80
08/30/24	Andover Parent Teacher Comm Org	Andover Elementary	Cost of Open House Folders	General	164.22
08/30/24	Anoka Hennepin Credit Union Anoka HS Activities Fund-c/o Ruth Castle	Coon Rapids HS	Athletics supplies/needs-A-H Credit Union	General	300.00
09/16/24	Blaine Nordic Booster Club	Anoka High School	Financial Assistance for athletic activities	General	1,000.00
08/30/24	Blaine Nordic Booster Club	Blaine High School	Nordic Ski Team Uniforms	General	2,420.50
09/16/24	Cardinal Tennis Association	Coon Rapids HS	Assistant coach, ESA Salary	General	2,500.00
09/16/24	Cardinal Tennis Association	Coon Rapids HS	Assistant coach, ESA Benefits	General	421.75

08/30/24	Casey's General Store	McKinley Elementary	Misc. Supplies	General	6.00
08/26/24	Charities Aid Foundation America	Blaine High School	General School Supplies	General	60.00
08/26/24	Charities Aid Foundation America	Champlin Park HS	Student Recognition	General	14.00
08/26/24	Charities Aid Foundation America	Coon Rapid HS	General Supplies	General	280.00
08/26/24	Charities Aid Foundation America	Anoka Middle School	Non Instructional Supplies	General	30.00
08/30/24	Charities Aid Foundation America	Dayton Elementary	School/Student Supplies as needed	General	50.00
08/30/24	Charities Aid Foundation America	Dayton Elementary	School/Student Supplies as needed	General	70.00
08/30/24	Charities Aid Foundation America	Andover Elementary	Classroom Supplies	General	140.00
09/16/24	Charities Aid Foundation America	Coon Rapids HS	General Supplies	General	40.00
08/30/24	Coborn's Incorporated	Ramsey Elementary	General Supplies	General	776.64
09/16/24	Coon Rapid Gridiron Club	Coon Rapids HS	Bus to Monticello	General	1,233.88
08/30/24	Coon Rapids Mat Bandits	Coon Rapids HS	Nordica Ski Team Expenses, ECT	General	5,000.00
08/30/24	Coon Rapids Mat Bandits	Coon Rapids HS	Robotics Program expenses, etc.	General	5,000.00
08/30/24	Coon Rapids Mat Bandits	Coon Rapids HS	Cheer Team Supplies, etc..	General	5,000.00
08/30/24	Coon Rapids Mat Bandits	Coon Rapids HS	B/G Cross Country Supplies, etc..	General	5,000.00
08/26/24	Front Stream SPV LLC	Brookside Elementary	General Supplies for School	General	31.00
08/26/24	Front Stream SPV LLC	Blaine High School	General School Supplies	General	39.00
09/16/24	K12 Licensing	Anoka High School	Staff and Student Incentives	General	141.17
08/30/24	Monroe Elementary PTO	Monroe Elementary	Field Trips	General	3,110.00
08/30/24	Monroe Elementary PTO	Monroe Elementary	Classroom Supplies	General	1,250.00
08/26/24	Monroe Elementary PTO	Monroe Elementary	Copier Assistance	General	945.03
08/26/24	Monroe Elementary PTO	Monroe Elementary	5th Grade Celebration	General	500.00
08/26/24	Monroe Elementary PTO	Monroe Elementary	Yearbook Donation	General	882.00
08/26/24	The Blackbaud Giving Fund	CBPA	Student School Supplies	General	170.00
08/26/24	The Blackbaud Giving Fund	Anoka High School	Student & Staff Incentives	General	1,000.00
08/26/24	The Blackbaud Giving Fund	Champlin Park HS	Student Recognition	General	192.00
08/26/24	The Blackbaud Giving Fund	Champlin Park HS	Student Recognition	General	48.00
08/26/24	The Blackbaud Giving Fund	Sand Creek Elementary	Classroom/Student Supplies	General	150.00
08/30/24	The Blackbaud Giving Fund	Andover High School	General Supply Usage	General	50.00
08/30/24	The Blackbaud Giving Fund	Andover Elementary	Classroom Supplies	General	10.00
09/16/24	The Blackbaud Giving Fund	Sand Creek Elementary	Classroom/ Student Supplies	General	150.00
08/26/24	The Commencement Group	Anoka High School	Student & Staff Incentives	General	761.70
08/26/24	Thom Ho	Coon Rapid HS	Marching Band	General	20.00
09/16/24	University Ave Elem PTO	University Ave Elem	Playground Equipment	General	9,182.47

*MATERIAL, EQUIPMENT, OR LABOR DONATION

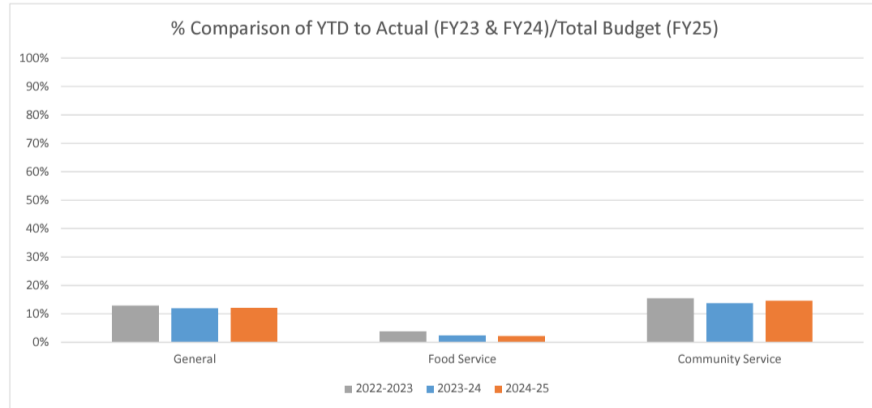
TOTAL

\$49,656.16

f. Monthly Revenue & Expenditures.

Anoka-Hennepin ISD #11
Statement of Revenues
For the month ended August 31, 2024

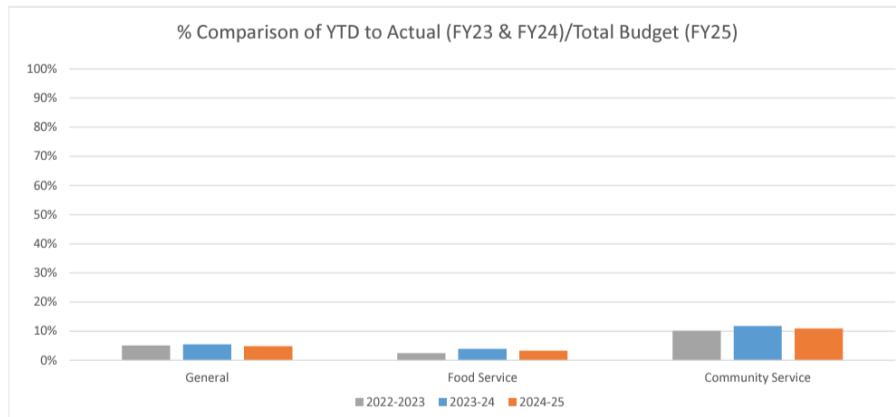
Fund	Month to Date	Year to Date	Budget	FY23 YTD is % of Budget FY21 & FY22 YTD is % of Actual		
				2024-25	2023-24	2022-2023
General	7,617,838	77,479,256	641,410,751	12%	12%	13%
Food Service	614,301	639,412	29,629,662	2%	2%	4%
Community Service	2,304,479	4,378,140	30,002,421	15%	14%	15%
Building Construction ¹	22,568	44,191	20,000	221%	455%	3098%
Debt Service	3,621	2,031,867	15,452,017	13%	11%	16%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 10,562,807	\$ 84,572,867	\$ 717,264,851	12%	12%	13%



¹Conservative budgeting

Anoka-Hennepin ISD #11
Statement of Expenditures
For the month ended August 31, 2024

Fund	Month to Date	Year to Date	Budget	FY23 YTD is % of Budget FY21 & FY22 YTD is % of Actual		
				2024-25	2023-24	2022-2023
General						
Salaries & Benefits	7,617,838	12,979,030	539,851,293	2%	3%	3%
Purchased Services ¹	1,270,803	1,630,442	67,495,098	2%	7%	5%
Supplies	6,116,331	8,493,438	26,212,772	32%	29%	24%
Capital Expenditures	6,639,531	8,163,054	24,765,410	33%	34%	25%
Other Exp & Transfers	265,684	526,392	4,058,066	13%	12%	11%
Total General Fund	\$ 21,910,188	\$ 31,792,356	\$ 662,382,639	5%	5%	5%
Food Service	468,504	974,582	29,522,260	3%	4%	2%
Community Service	2,337,844	3,320,850	30,326,421	11%	12%	10%
Building Construction	642,784	696,287	4,175,430	17%	14%	6%
Debt Service	-	3,995,751	15,442,703	26%	27%	28%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 25,359,319	\$ 40,779,826	\$ 742,599,453	5%	6%	6%



¹ Timing of Insurance Payment

- g. Approved 102.0G Equal Educational Opportunity Policy-Gender Inclusion Guidance, Revised.
- h. Approved 512.0 School Sponsored Media Policy, Revised.
- i. Approved Bid #25011B-Sand Creek Elementary, HVAC Replacement-Phase 4.
- j. Approved City of Andover-School Resource Officer Contract #C000491.
- k. Approved Anoka Area Ice Arena Rental Contract #C000510.
- l. Approved Bid #25012B-Eisenhower Elementary, HVAC Replacement & Deferred Maintenance, Phase 2.
- m. Immunization Exclusions—names and specifics are not included because of data privacy.

Motion passed with a 6-0 vote.

The School Board received testimony from Jackie Johnson and Rick Chiero.

Superintendent McIntyre gave a report to the Board and reviewed the Board calendar. The Superintendent shared that Anoka-Hennepin is welcoming 473 new employees this school year. Teachers led the list with **175** new teachers, some of those teachers worked through the district's "grow your own" program from other positions. The second largest group of new employees are paraeducators with 87 new employees. The district has a total of 7,834 employees. The School Board took action to improve wages and the district launched a "back to school" hiring blitz which assisted in the recruitment effort. Our current staffing situation shows full coverage for classroom positions with recruitment continuing for substitutes and operational positions such as paraeducators and child nutrition staff. Residents looking to help your local schools should visit ahschools.us/jobs to see what positions are available. The Superintendent gave a shoutout to our Transportation Dept. that coordinates the largest system for student transportation in the State of Minnesota with nine vendors. B.J. Ison, director of transportation, shared that our system includes 290 yellow school buses and 100 passenger vehicles visiting 8,000 individual bus stop locations to pick up and deliver students. While vendors are still actively recruiting drivers, the situation with staffing and service delivery has improved from past years. Superintendent McIntyre stated that new legislation provided breakfast and lunch at no charge to all students and continues to grow in popularity. The district is serving up over 27,000 lunches and 10,000 breakfasts each day, both of those numbers are up from last year. Thanks to our child nutrition director Noah Atlas and the entire child nutrition staff for stepping up and feeding our students. Superintendent McIntyre highlighted our Two Rivers Transition Program at Franklin which opened as scheduled this fall, bringing together the former Bridges and Pathways program into a much improved facility for learning. The district will host a dedication ceremony for that facility on Thursday, Oct. 10 and we will be inviting community members, neighbors, Anoka officials and others to see the new facility and join in the excitement. Superintendent McIntyre shared that the month of September is School Board Member recognition month in the State of Minnesota. This is a time to recognize the dedicated service to our schools and community from our Anoka-Hennepin School Board members. We don't always get a chance to say "Thank you" for stepping up and serving your community. He thanked board members for all they do to make our schools the best they can be. In recognition their school board service, they received a small token of appreciation - a small packet of greeting cards made by our Work Based Learning Program students, out of the Sweet Side Bakery & Boutique located in our S.T.E.P. building in Anoka, and led by Erin Rischer, HS DCD Work Based Learning Coordinator.

Michelle Vargas, chief financial officer, presented the preliminary tax certification for board approval. The action sets the maximum tax levy payable in 2025, an amount that will be reviewed and authorized at the December 9 School Board meeting following a public hearing. Vargas explained that the levy amounts are mainly guided through state funding formulas and voter approved levies. The recommended maximum tax levy would only increase property taxes for individual homeowners who experience an increase in the value of their property. Anoka County and Hennepin County will establish draft tax statements which will be mailed to property owners in November. Jeff Simon motioned to approve the Preliminary Tax Certification for Taxes Payable 2025 and Co-Chair Zach Arco seconded. Motion passed on a 6-0 vote.

Cory McIntyre, superintendent of Anoka-Hennepin Schools, presented a recommendation on the budget reduction and realignment process and timelines. A convergence of factors including limited and stable enrollment growth, elimination of federal pandemic relief fund, higher than budgeted employee contract settlements, inflation and increasing costs for operations along with other factors. The district is considering Phase 2 reductions of \$21 million for a total reduction of \$26 million prior to the 2025-26 school year. The School Board will also consider a second option to limit reductions to central services and hold a referendum election with the goal of limiting any reductions directly at school sites. Community feedback will be collected as part of this process. An online survey tool will collect feedback and community

open house meetings will be held to collect additional feedback for School Board consideration following the recommendation. Approval of Phase 2 recommendations is expected at the Nov. 25, 2024 school board meeting.

Tim Palmatier, general counsel, along with Britt Olean, District Social Worker, provided a first reading of Policy 503.0 Attendance and Absences Policy, New Policy. The School Board will consider approval at a future meeting.

Dr. Jennifer Cherry, executive director of human resources, presented to the School Board the Anoka-Hennepin School Readiness/Kindergarten Readiness Preschool Teachers 2024-25 Master Agreement for approval. The agreement was within the budget authority provided by the school board. Jeff Simon motioned to approve the Anoka-Hennepin School Readiness/Kindergarten Readiness Preschool Teachers 2024-25 Master Agreement as presented. Dr. Michelle Langenfeld seconded. Motion passed on a 6-0 vote.

Dr. Jennifer Cherry, executive director of human resources, provided the School Board with an update on the status of negotiations for employee groups consistent with Board Policy 209, Negotiations Code of Ethics. The presentation included an overview of the status of negotiations with the district's bargaining groups and policy groups.

Co-Chair Zach Arco highlighted the high energy in the live show displayed at the Blaine High School Homecoming Pepfest. He enjoyed being a part of the well attended celebration in their fieldhouse. Dr. Michelle Langenfeld shared her visit to Adams Elementary open house was appreciated as she witnessed the resources and supports available to parents and families around language acquisition and all of the supports for our families. Dr. Langenfeld highlighted her Coon Rapids Middle School visit and found herself at a place they call 'four corners', an infamous place to stand during passing time, and saw the positive energy between staff and students. She thanked staff and administrators for a strong start to the school year. Co-Chair Kacy Deschene shared her experience at Champlin Park High's Homecoming game as the 'Gate Guard', letting students on and off the track. A huge shoutout to the student section as the Rebels won 40-0 against Osseo and the excitement surrounding that win.

Co-Chair Kacy Deschene proposed under Minnesota State Law 13D.05 sub 3(c)(1) that they move into a closed session to discuss the sale of property located at 13025 Central Ave. NE, Blaine, MN. The closed session will be held in the Michael Sullivan Room. Jeff Simon moved and Co-Chair Arco seconded the motion to go into closed sessions. Motion carried.

Co-Chair Deschene recessed the meeting at 9:00 p.m. The meeting reconvened in closed executive session at 9:09 p.m. to discuss the sale of property located at 13025 Central Ave. NE, Blaine, MN.

Co-Chair Kacy Deschene recessed the meeting at 9:25 p.m. Jeff Simon moved and Linda Hoekman seconded the motion to adjourn the meeting. Motion passed.

Jeff Simon, Clerk
Anoka-Hennepin Independent School District No. 11

Co-Chair Kacy Deschene

Prepared by: Debbie Koffski, CPS
Recorder

Approved: _____

APPENDIX B

20241007

1

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

RETIREMENTS

Name	Current or Most Recent Position	Last Date Employed
Steven Ferguson	Coon Rapids High, B/G Custodian 2nd shift	11/22/2024

RESIGNATIONS, TERMINATIONS

Full Name (FL)	Current or Most Recent Position	Last Date Employed
Anne Chisholm	Sunrise, Teacher Art Elementary	12/06/2024
Hannah Corsi	Ramsey, Teacher Grade 3	09/26/2024
Jemma Hernandez	ESC-Special Ed, Special Educ Prg Supervisor	10/14/2024

APPENDIX B

20241007

1

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Cherie Cady	Sorteberg ECC, Teacher EC/SE	09/30/2024	12/20/2024
Anne Chisholm	Sunrise, Teacher Art Elementary	12/02/2024	12/06/2024
Jill Clayton	ChamplinBrklynPk Academy, Teacher SA-Coach Math Spec	11/18/2024	01/10/2025
Chloe Delwiche	Monroe, Teacher ESL	09/30/2024	12/20/2024
Emily Depies	Verndale, Teacher EC/SE Stretch Calendar	10/29/2024	11/21/2024
Lane Flaten	Blaine High, ParaEducator Spec Ed Cntr Base	10/28/2024	11/26/2024
Jennifer Gimble	ChamplinBrklynPk Academy, Teacher K5 Core Inst Support	09/12/2024	03/07/2025
Marvin Johnson Jr	ESC, CED Rec & Athletics Supv	09/16/2024	10/22/2024
Kurt Johnson	Adams, ParaEducator Special Education	09/19/2024	11/01/2024
Molly Keeney	Blaine ECC, Teacher EC/SE	09/09/2024	09/18/2024
Dylan Lucarelli	Compass - Bell Building, ParaEducator Technology	09/20/2024	10/10/2024
Laura Lucarelli	Lincoln, Teacher ESL	09/20/2024	12/12/2024
Eric Naess	Anoka Middle - FM, Teacher English	09/11/2024	10/04/2024
Dareth Noren Herman	Andover, Teacher Grade 4	11/18/2024	11/22/2024
Dareth Noren Herman	Andover, Teacher Grade 4	12/11/2024	12/11/2024
Dareth Noren Herman	Andover, Teacher Grade 4	03/19/2025	03/20/2025
Dareth Noren Herman	Andover, Teacher Grade 4	04/28/2025	05/02/2025
Dareth Noren Herman	Andover, Teacher Grade 4	06/09/2025	06/09/2025
Terra Olesen	ChamplinBrklynPk Academy, Teacher Art Elementary	09/30/2024	12/20/2024
Jessica Patterson	ESC-Special Ed, Teacher Nurse	09/27/2024	10/11/2024
Julie Petersen	Crooked Lake, Asst Principal Elem 10 Month	08/26/2024	09/13/2024
Tina Tamura	Andover High, Asst Principal High School	10/21/2024	11/15/2024
Marni Williams	Wilson, ParaEducator Spec Ed Cntr Base	09/26/2024	11/12/2024
Emily Ylvisaker	Sand Creek, Teacher ABS (AcadBehav)	09/23/2024	03/07/2025

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Tammy Berg	Two Rivers Transition Program, Teacher MSH	02/09/2024	12/20/2024
Jenna Harvieux	Monroe, Teacher Music Elementary	09/11/2024	12/03/2024
Chris Mertesdorf	ESC, B/G Maintenance Spec Maint	10/13/2023	09/26/2024
Kelsea Mila	ESC, Preschool Inst-Pro Rated Bene	09/05/2024	11/08/2024
Corinna Nunnery	Oxbow Creek, A+ Site Coordinator full year	09/10/2024	10/07/2024
Talana Rudzitis	RiverTrail Learning Ctr, Teacher ASD (AutismSpectrum)	09/09/2024	10/07/2024
Debora Santillo	ESC-Special Ed, Para Health	08/29/2024	10/08/2024
Elizabeth Shaffer	Oxbow Creek, ParaEducator Special Education	09/03/2024	10/07/2024

SABBATICALS

Full Name	Current or Most Recent Position	LOA Start	LOA End Date
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This section returned no records

APPOINTMENTS

20241007

1

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Elementary					
Catherine Hatch	Adams, Teacher Grade 5	08/26/2024	Bachelors/3	1.0000	\$50,872
Alyssa Knapp	Eisenhower, Teacher Grade 1	08/29/2024	Bachelors/1	0.9840	\$49,227

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Secondary					
Noah Martin	Champlin Park High, Teacher Career-Technical	08/26/2024	Bachelors/4	1.0000	\$52,140
Jonathan Weinhold	Champlin Park High, Teacher Business	08/26/2024	Bachelors/1	1.0000	\$50,029

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Special Education					
Linette Aldrich	Sand Creek, Teacher MMH LTS	09/23/2024	Masters+60/24	0.2914	\$28,093
Amanda Cornelius	Two Rivers Transition Program, Teacher DD LTS	09/16/2024	Bachelors/1	0.2781	\$13,912
Hon Gew	Champlin Park High, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/1	1.0000	\$50,029
Micheal Quigley	Evergreen Park, Teacher E/BD	08/26/2024	Bachelors/2	1.0000	\$50,872
Holly Richards	Sand Creek, Teacher DD	08/26/2024	Bachelors/1	1.0000	\$50,029

Name	Current or Most Recent Position	Effective Date	Days	Salary
Administrative				
This section returned no records				



2727 N Ferry St. • Anoka, MN 55303

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ahschools.us

October 2, 2024

To: School Board Members and Superintendent Cory McIntyre

From: Tiffany Audette, CPPB, Director of Purchasing

Re: **Award Recommendation**
Bid # 25014B – Snow Plowing & Removal, Regions 1, 2, 5, 10
Opened on Tuesday, September 24, 2024, at 2:00 p.m. LT.

Bids for 25014B – Snow Plowing & Removal, Regions 1, 2, 5, 10 were opened at 2:00 p.m. Local Time on Tuesday, September 24, 2024. Three (3) bids were received, all were responsive. Below is a recap of the bid tabulation.

Region 1			
Bidders	Andersons Irrigation CO. INC.	Clearscape Outdoor Services	SNOWPROS
Snow Event: 1.5" to 4"	\$3,205.00	No Bid	\$7,300.00
Snow Event: 4.1" to 6"	\$4,265.00		\$9,700.00
Snow Event: 6.1" to 8"	\$5,680.00		\$11,900.00
Apparent Low	\$34,500.00	No Bid	\$77,500.00
Region 2			
Snow Event: 1.5" to 4"	\$1,995.00	No Bid	\$4,800.00
Snow Event: 4.1" to 6"	\$2,925.00		\$6,000.00
Snow Event: 6.1" to 8"	\$3,650.00		\$7,300.00
Apparent Low	\$24,395.00	No Bid	\$54,100.00
Region 5			
Bidders	Andersons Irrigation CO. INC.	Clearscape Outdoor Services	SNOWPROS
Snow Event: 1.5" to 4"	No Bid	\$2,870.00	\$3,600.00
Snow Event: 4.1" to 6"		\$3,731.00	\$4,800.00
Snow Event: 6.1" to 8"		\$5,036.85	\$6,000.00
Apparent Low	No Bid	\$33,449.85	\$42,000.00
Region 10			
Snow Event: 1.5" to 4"	No Bid	\$2,345.00	\$2,900.00
Snow Event: 4.1" to 6"		\$3,048.50	\$4,100.00
Snow Event: 6.1" to 8"		\$4,115.48	\$5,400.00
Apparent Low	No Bid	\$27,330.98	\$35,100.00

The recommendation is to award a contract for Region’s 1 and 2 to the lowest responsible bidder, Anderson Irrigation, Inc. of Minneapolis, Minnesota.

The recommendation is to award a contract for Region’s 5 and 10 to the lowest responsible bidder, Clearscape Outdoor Services of New Brighton, Minnesota.



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October 3, 2024

To: School Board Members and Superintendent Cory McIntyre

From: Tiffany Audette, CPPB, Director of Purchasing

Re: **Award Recommendation**

Bid # 25015B – Snow Plowing & Removal, Region 3

Opened on Tuesday, September 24, 2024, at 2:00 p.m. LT.

Bids for 25015B – Snow Plowing & Removal, Region 3 were opened at 2:00 p.m. Local Time on Tuesday, October 1, 2024. Four (4) bids were received, all were responsive. Below is a recap of the bid tabulation.

Region 3				
Bidders	Anderson Irrigation Company, Inc.	Clearscape Outdoor Services	SnowPros	Fairfax Asphalt
Snow Event: 1.5" to 4"	\$5,310.00	No Bid	\$9,400.00	\$6,750.00
Snow Event: 4.1" to 6"	\$8,562.00		\$11,800.00	\$8,750.00
Snow Event: 6.1" to 8"	\$10,560.00		\$13,900.00	\$9,850.00
Apparent Low	\$62,796.00	\$0.00	\$96,300.00	\$69,850.00

The recommendation is to award a contract for Region 3 to the lowest responsible bidder, Anderson Irrigation, Inc. of Minneapolis, Minnesota.



Anoka-Hennepin School Board

Briefing Notes

DATE: 10/7/24

CLASSIFICATION: **Report** Decision

Inpu

AUTHORS: Dr. Nichole Rens, Secondary Director of Curriculum, Instruction and Assessment
Becky Brodeur, Associate Superintendent of Middle Schools

SUBJECT: Middle School Program Review: Arts and Physical Education Requirements

PURPOSE:

To share information on new Minnesota Department of Education (MDE) requirements for middle school students in the areas of arts and physical education and update the school board on future action steps.

BACKGROUND:

New legislation has changed the requirements for coursework for middle school students. All middle school students are required to receive instruction in physical education each year. Schools must offer three arts courses and require two arts each year in the following arts areas: music, dance, theater, visual arts, and media arts.

CONSIDERATIONS:

To ensure Anoka-Hennepin middle school course requirements meet the arts and physical education requirements additions to course offerings must be made for the 2025 - 2026 school year. The middle school program review committee examined current offerings along with MDE requirements and made recommendations with the following criteria in mind:

- Ensure Anoka-Hennepin meets MDE requirements
- Minimize change in programming to the extent possible
- Maintain the exploratory focus of middle school programming

RECOMMENDATIONS/NEXT STEPS:

The following changes are required to meet MDE requirements in arts:

- Add a third arts course for 6th grade in the area of media arts. Digital Productions is a course currently offered at Anoka Middle School for the Arts only and will be expanded to all 6th grade students for the 2025-26 school year.
- Align current technology arts courses in 7th and 8th grade to media arts standards. This work began in the summer of 2024 and will be completed in the summer of 2025.

The following changes are required to meet the MDE requirements in physical education:

- Require 7th and 8th grade students to take a physical education course.
- Students will choose from Physical Education or Personal Fitness.

The middle school program review committee will continue to refine grade-level requirements impacted by these changes. Updates will be provided to the Curriculum Advisory Committee, middle school staff and families, and the school board in the coming weeks.



Anoka-Hennepin School Board

Briefing Notes

DATE: 10/7/24
Input

CLASSIFICATION: Report Decision

AUTHORS: Cassie Anderson, Secondary Allied Teaching and Learning Specialist
Dr. Nichole Rens, Secondary Director of Curriculum, Instruction and Assessment
Becky Brodeur, Associate Superintendent of Middle Schools

SUBJECT: New Course Proposal- Music Studies

PURPOSE:

To share information on a new 6th-grade music course

BACKGROUND:

Sixth grade music has been a requirement at middle schools for many years. This requirement has included a choice of band, orchestra, and choir. We have families asking for a non-performance music course for a variety of reasons.

REVIEW OF KEY CONSIDERATIONS:

- Music is a curriculum requirement in 6th grade
- We currently offer band, choir, and orchestra as the music choices
- To meet the needs of more families, a non-performance music course would be added in 2025-2026

COMPLETED STEPS:

- Department leader feedback
- CAC approval

RECOMMENDATIONS/NEXT STEPS:

- School Board approval of new Music Studies course
- Curriculum writing by department leaders in collaboration with elementary and high school music staff
- Update Course Registration Guide for 2025-2026

Anoka-Hennepin School District

2024 Residential Study

The Morris Leatherman Company

Survey Methodology

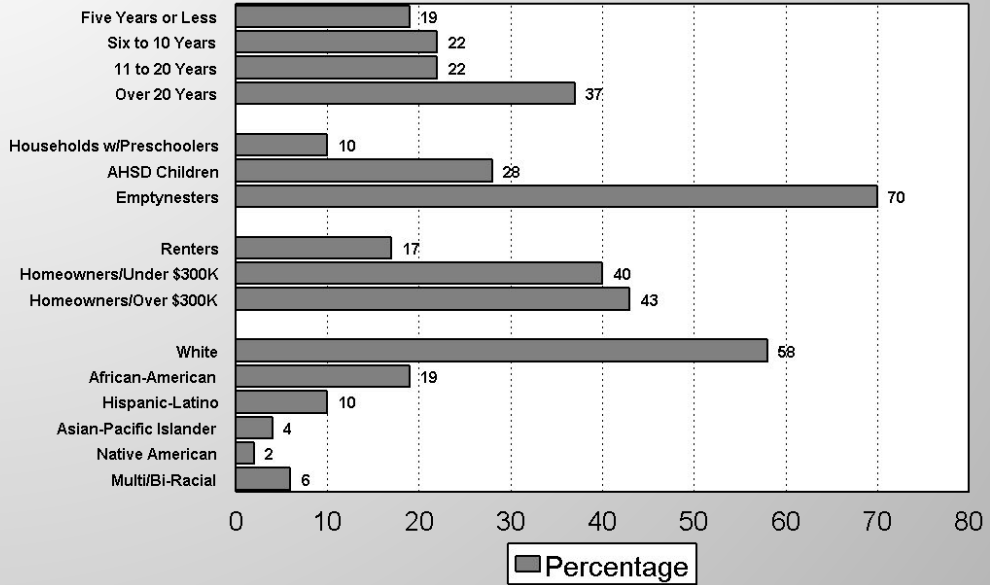
2023 Anoka-Hennepin School District Study

- 500 random sample of Anoka-Hennepin School District residents.
 - Results projectable within +/-4.5% in 95 out of 100 cases
- 400 random sample of Anoka-Hennepin School District Parents.
 - Results projectable within +/-5.0% in 95 out of 100 cases
- Non-response level of 6.0%
- Average interview time of 14 minutes
- Telephone interviews conducted between August 8th and 23rd, 2024

The Morris Leatherman Company

Demographics I

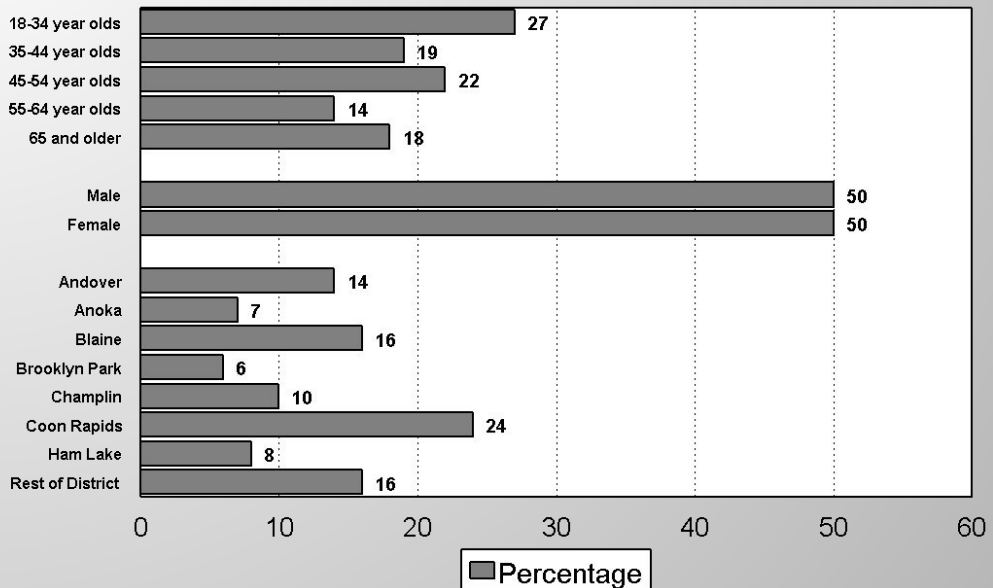
2024 Anoka-Hennepin School District Study



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Demographics II

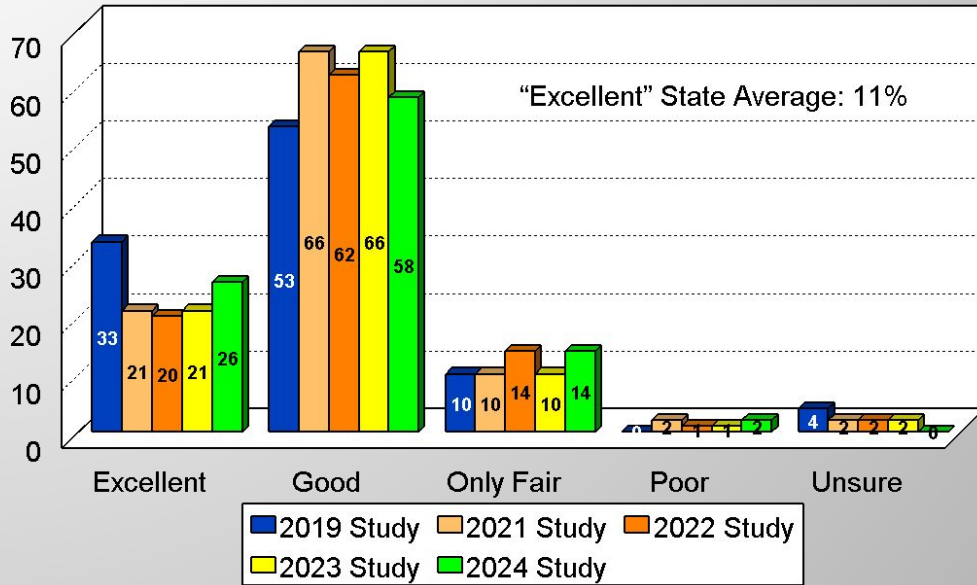
2024 Anoka-Hennepin School District Study



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Quality of Education

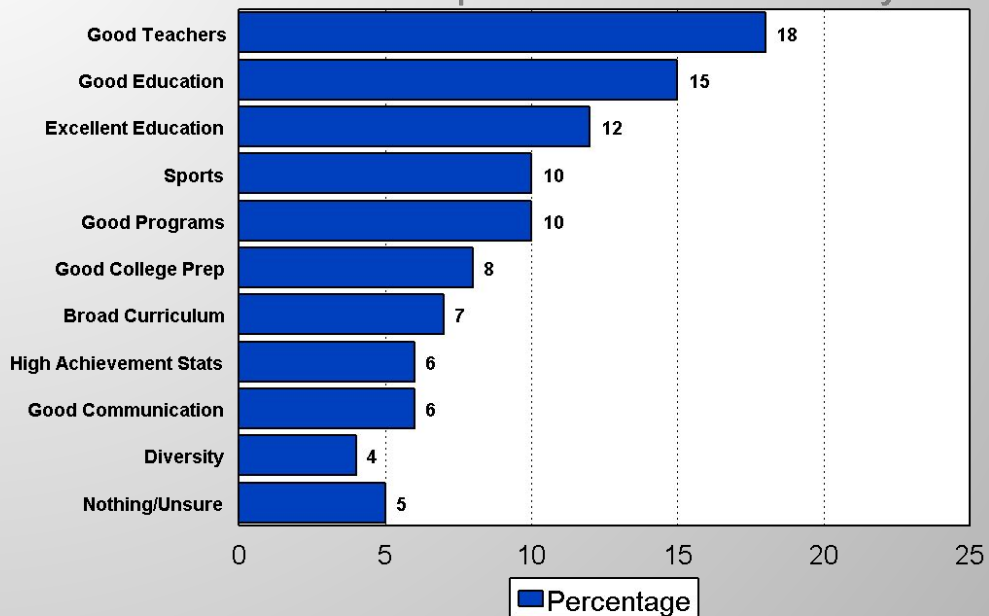
2024 Anoka-Hennepin School District Study



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Like Most about School District

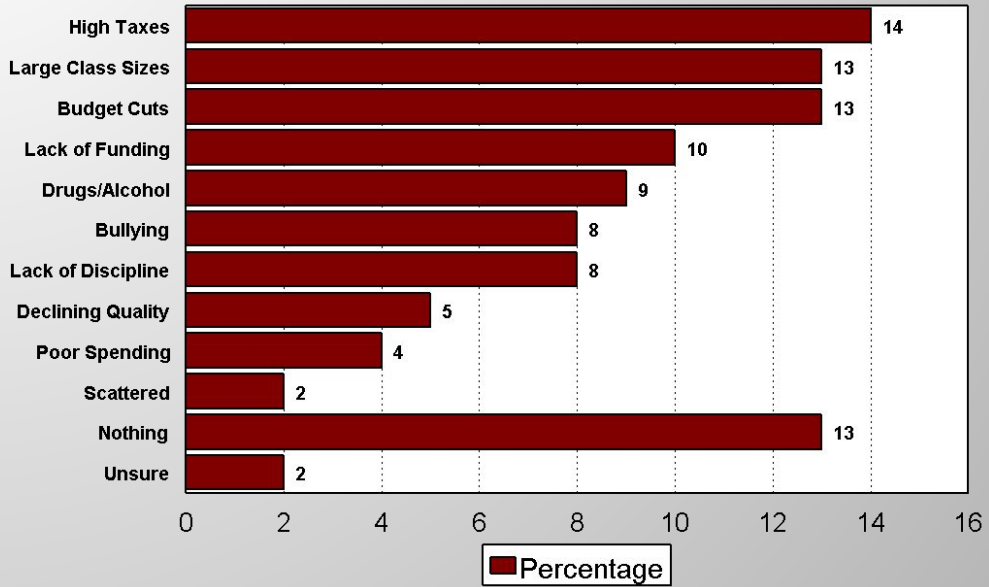
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Most Serious Issue

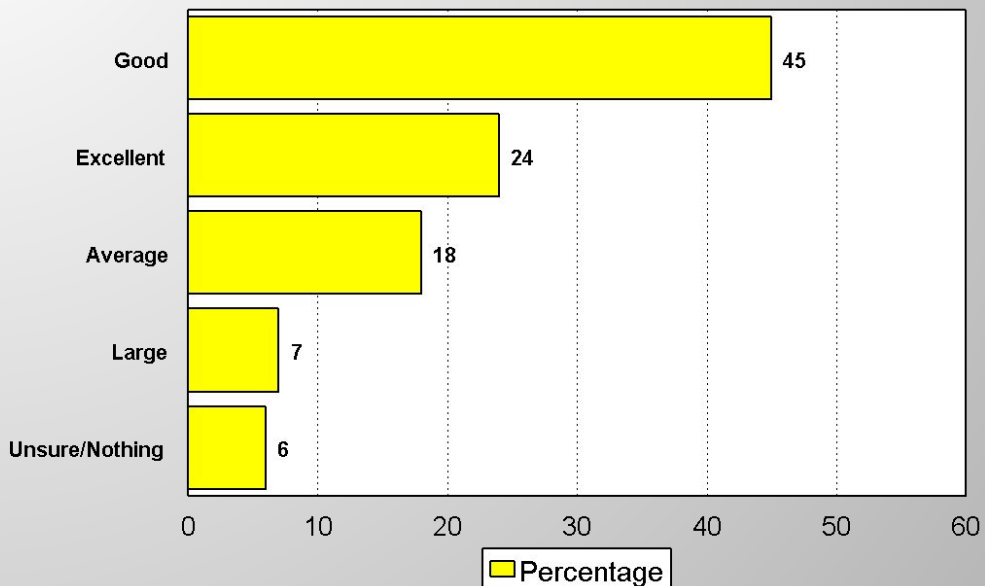
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Reputation of the School District

2024 Anoka-Hennepin School District Study



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Parent Perspectives

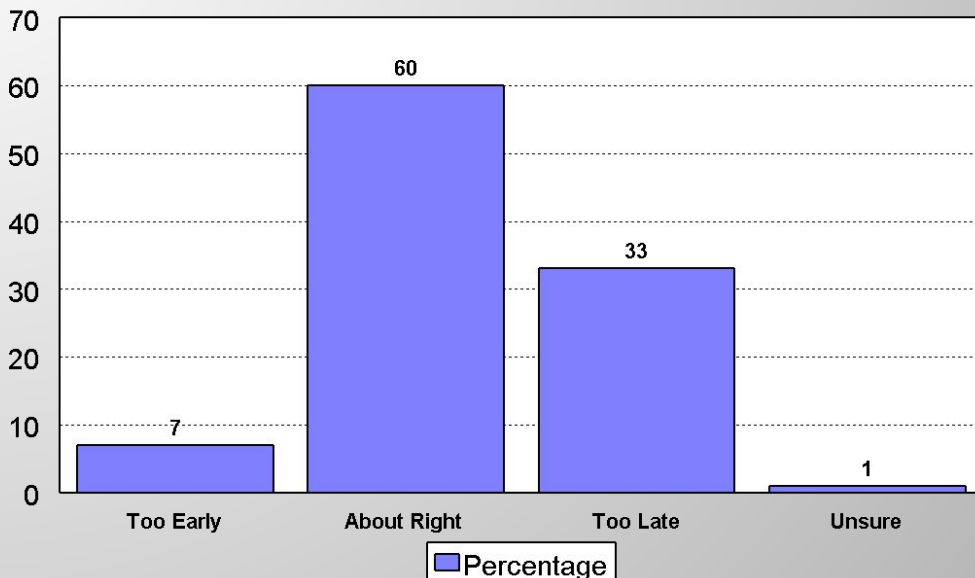
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Elementary School Start Times I

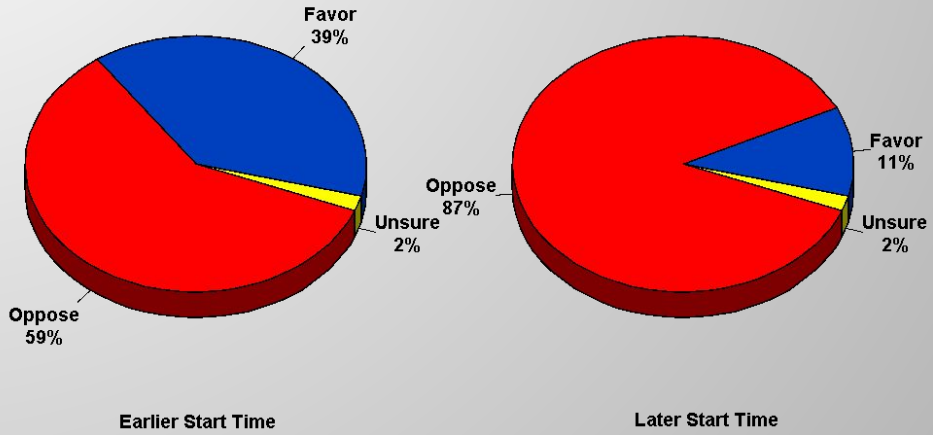
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Elementary School Start Times II

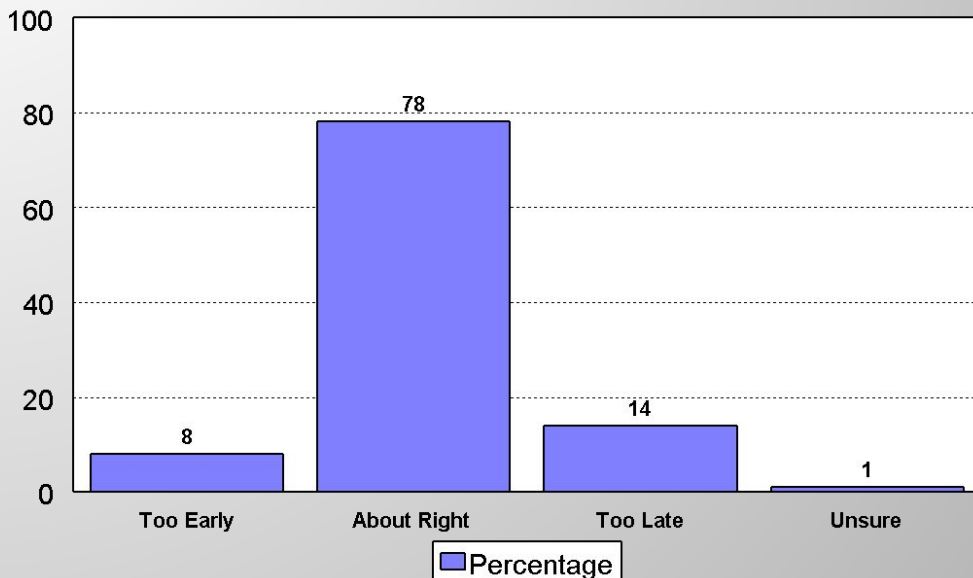
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Middle School Start Times I

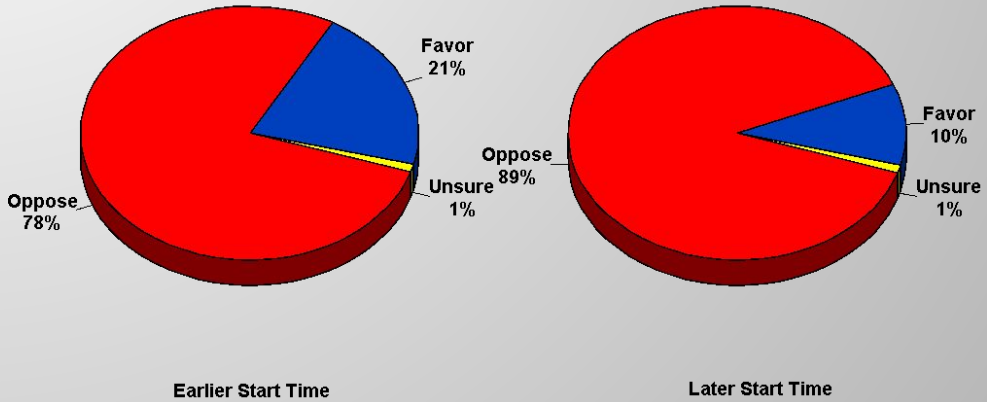
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Middle School Start Times II

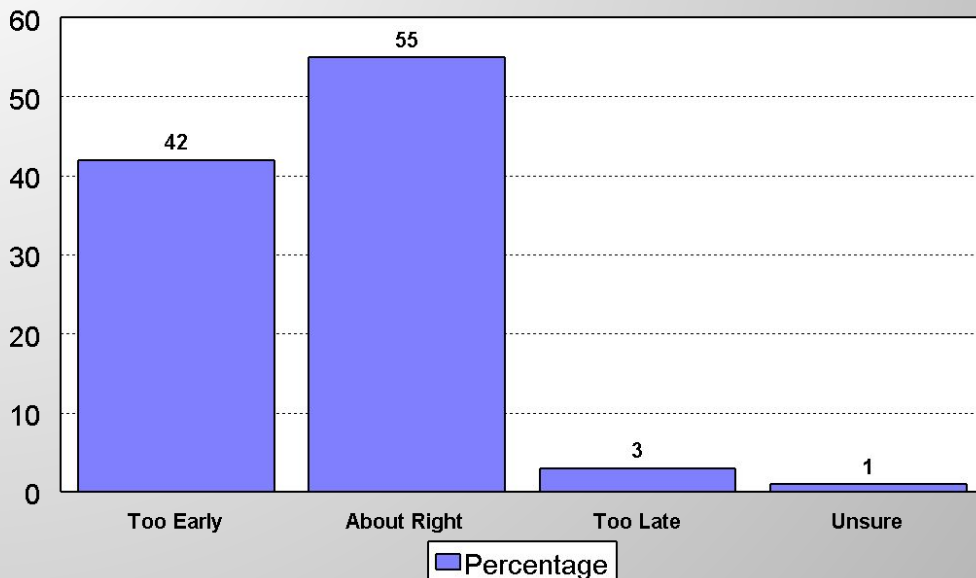
2024 Anoka-Hennepin School District Study



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High School Start Times I

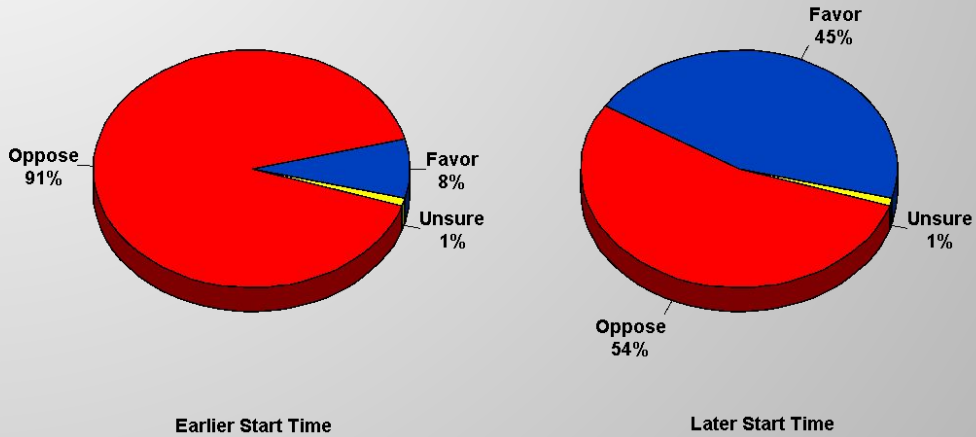
2024 Anoka-Hennepin School District Study



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High School Start Times II

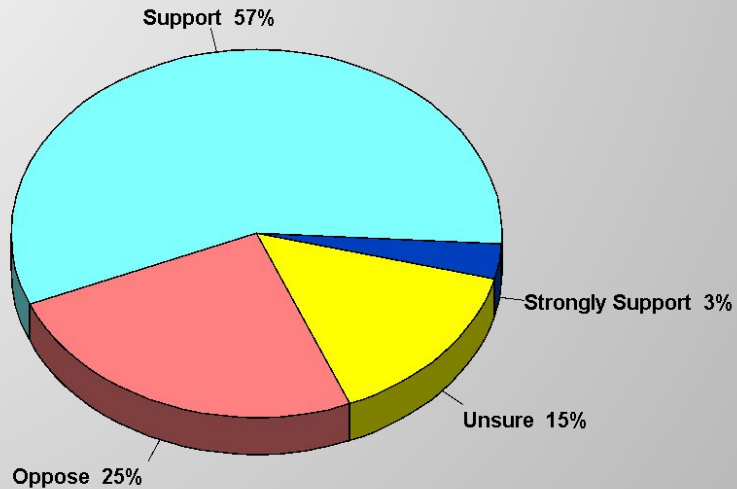
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Changing Middle School Schedule to Six Periods

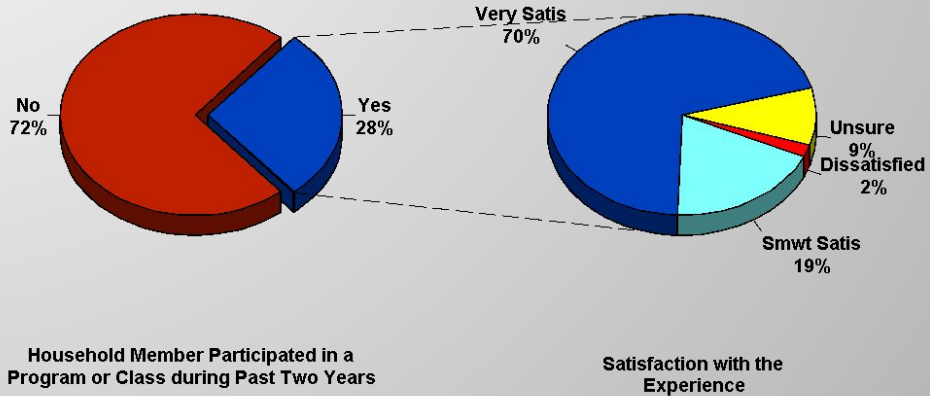
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Community Education Programs

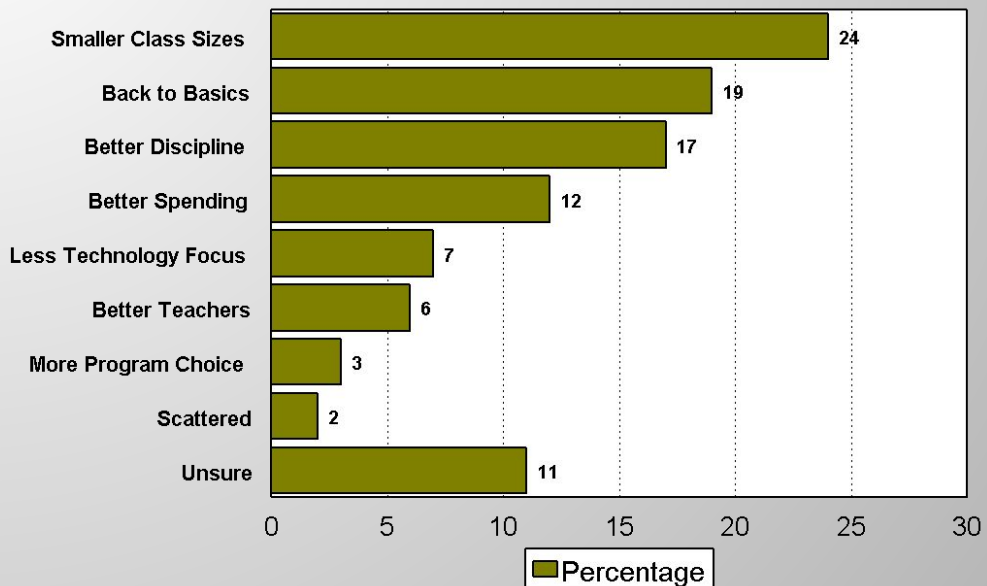
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Advise to Improve Quality

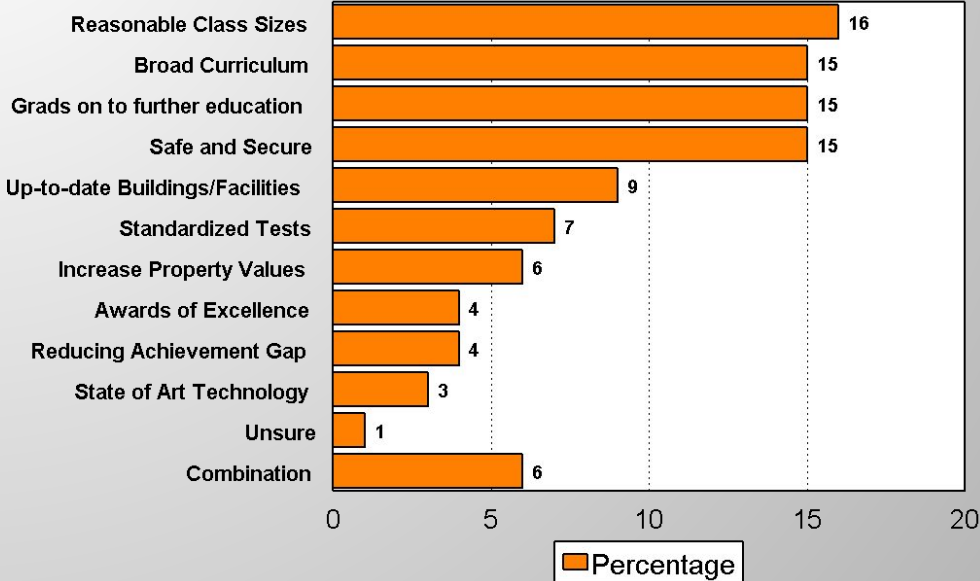
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Most Important Indicator of High Quality District

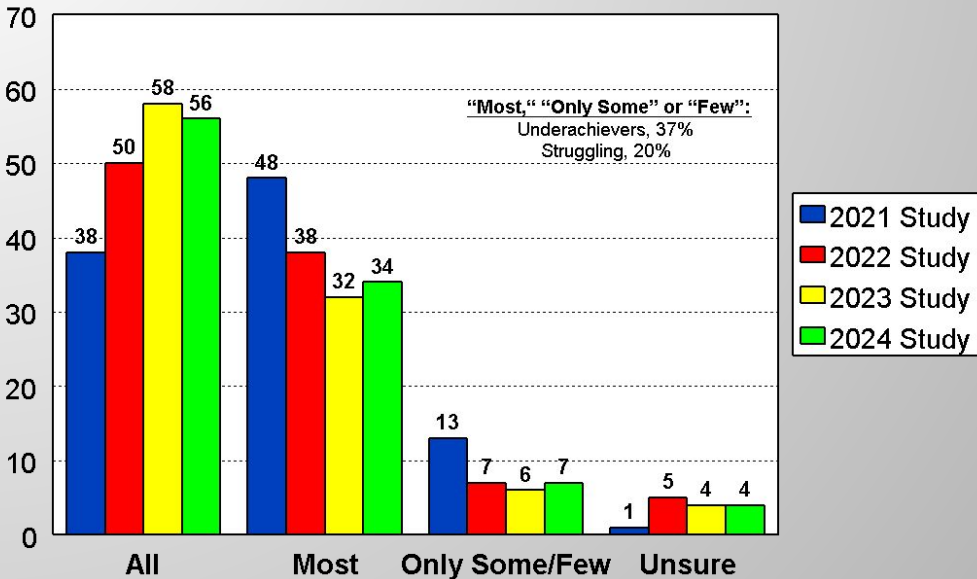
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Meeting Learning Needs

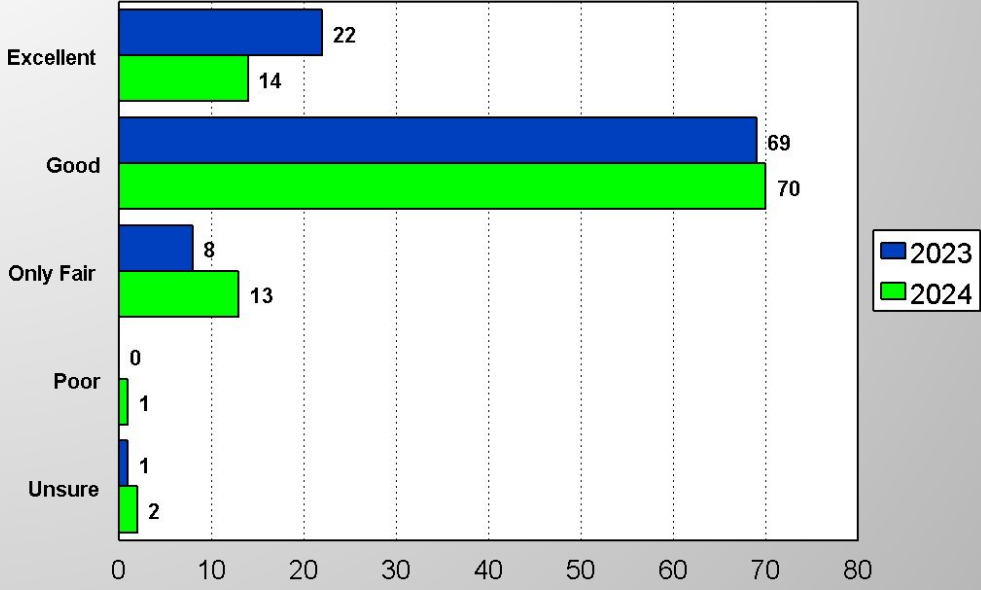
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Offering Wide Range of Educational Opportunities

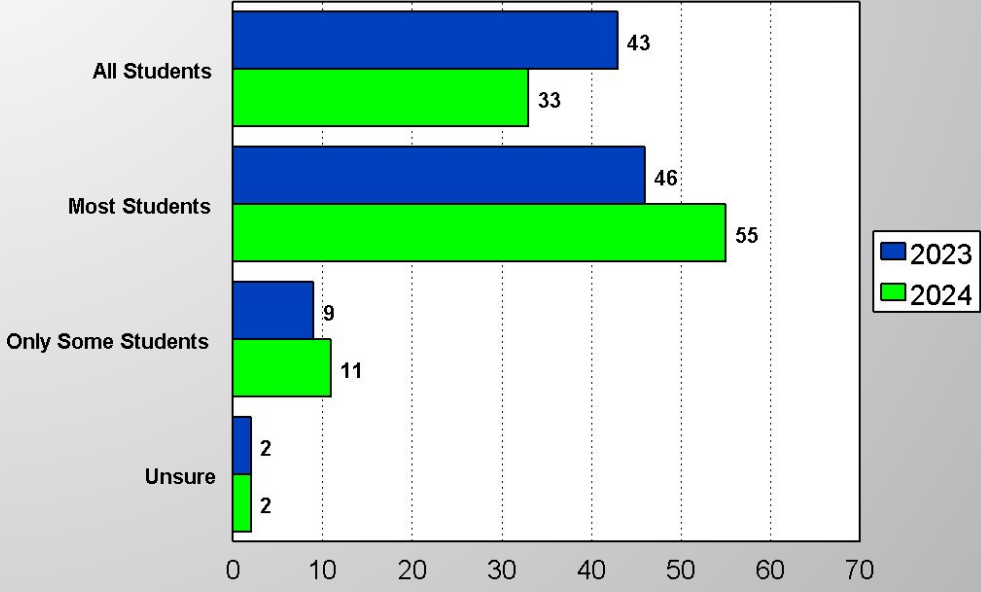
2024 Anoka-Hennepin School District Study



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Promote High Achievement for....

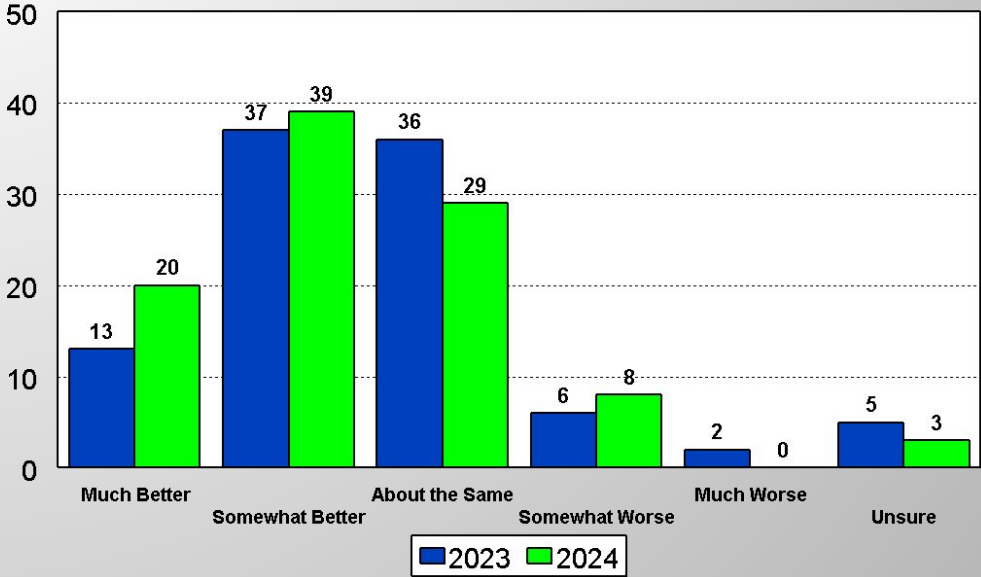
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Overtime Quality Comparison

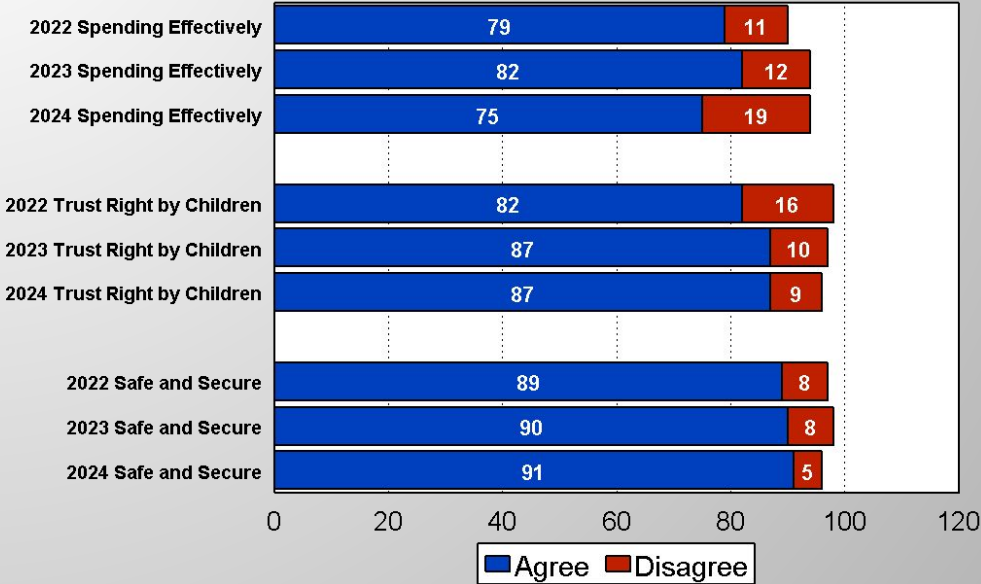
2024 Anoka-Hennepin School District Study



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Perceptions of School District I

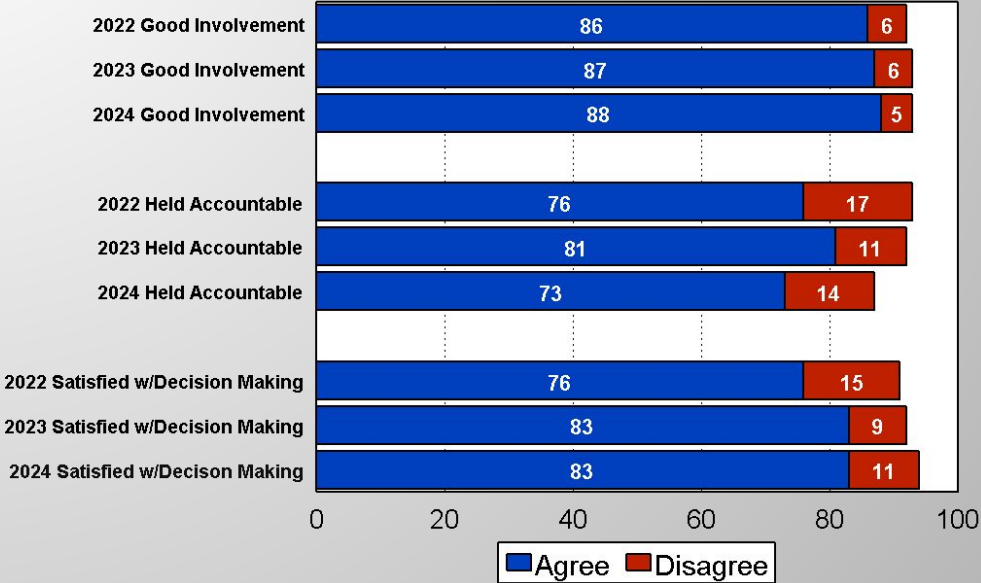
2024 Anoka-Hennepin School District Study



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Perceptions of School District II

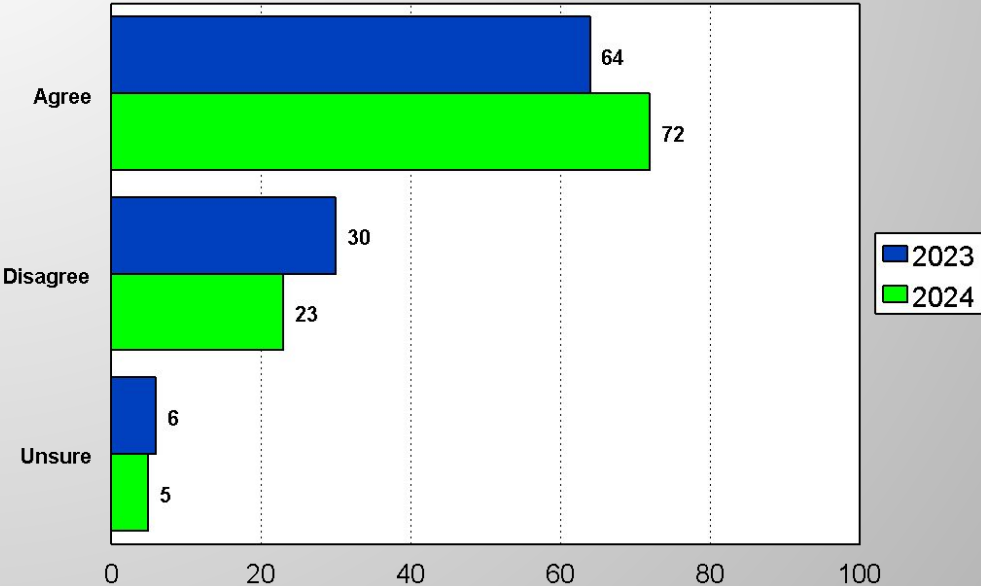
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Support Property Tax Increase to Protect Investment

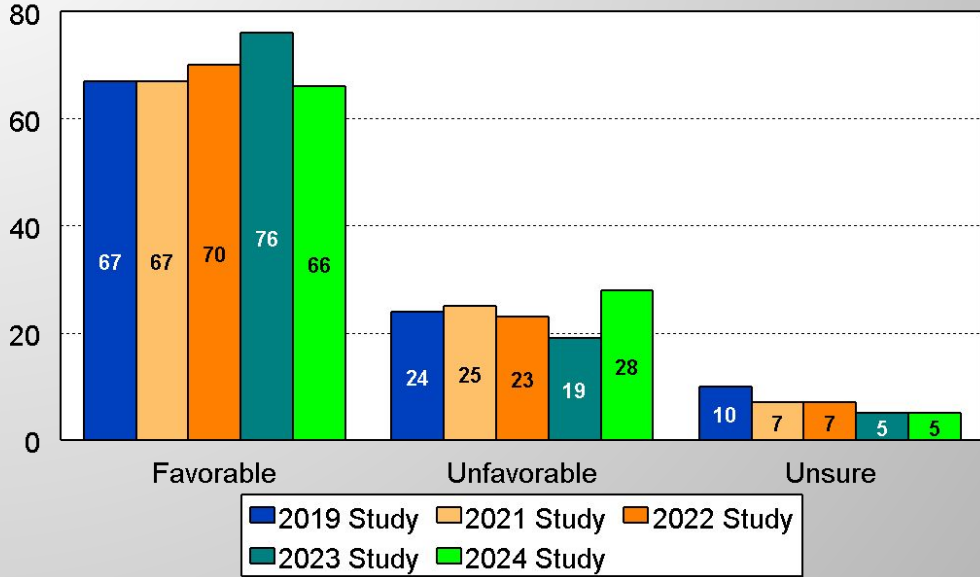
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School Board Job Performance

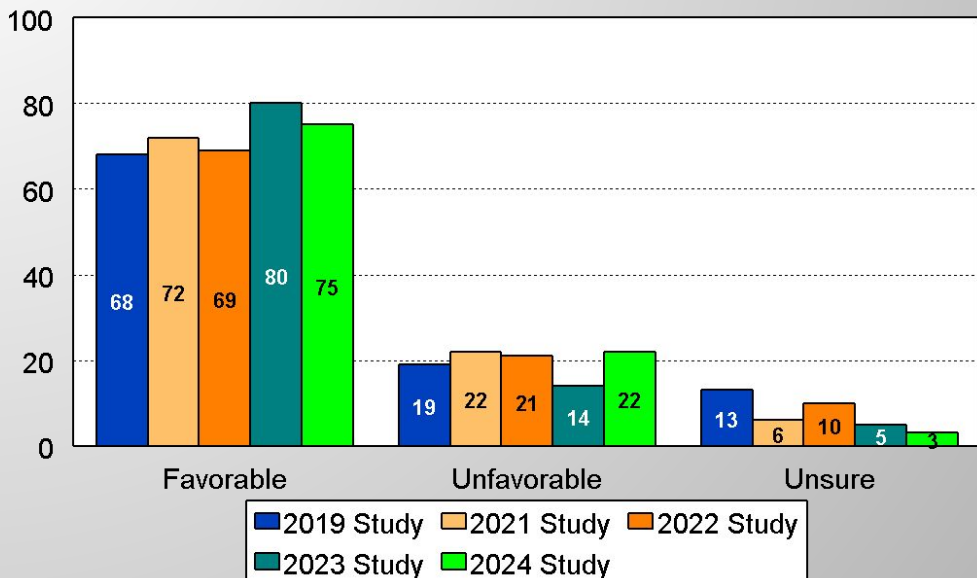
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Superintendent/Administration Job Performance

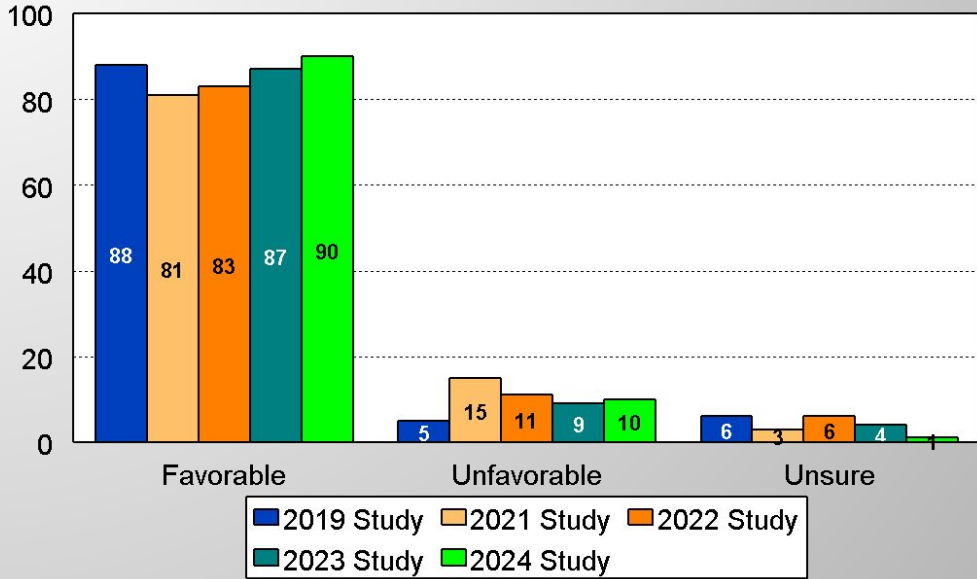
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Teachers/Instructors Job Performance

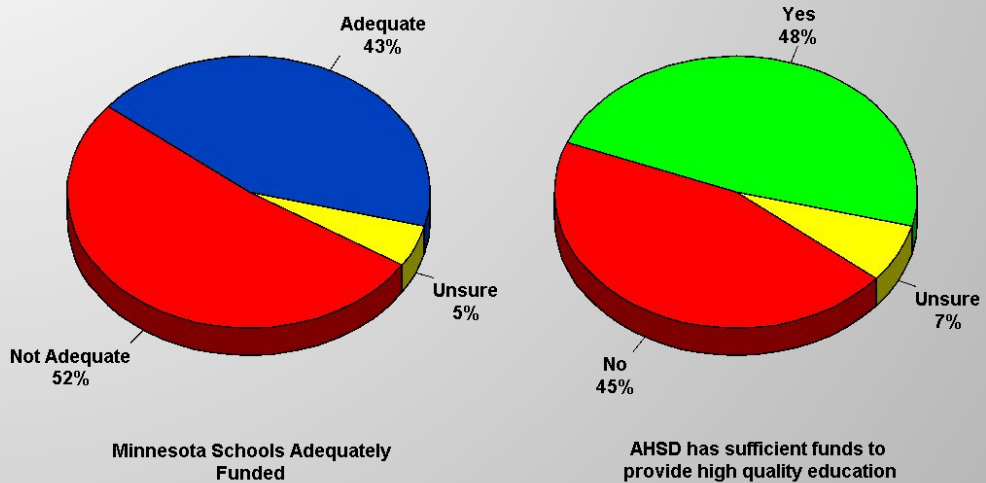
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Funding

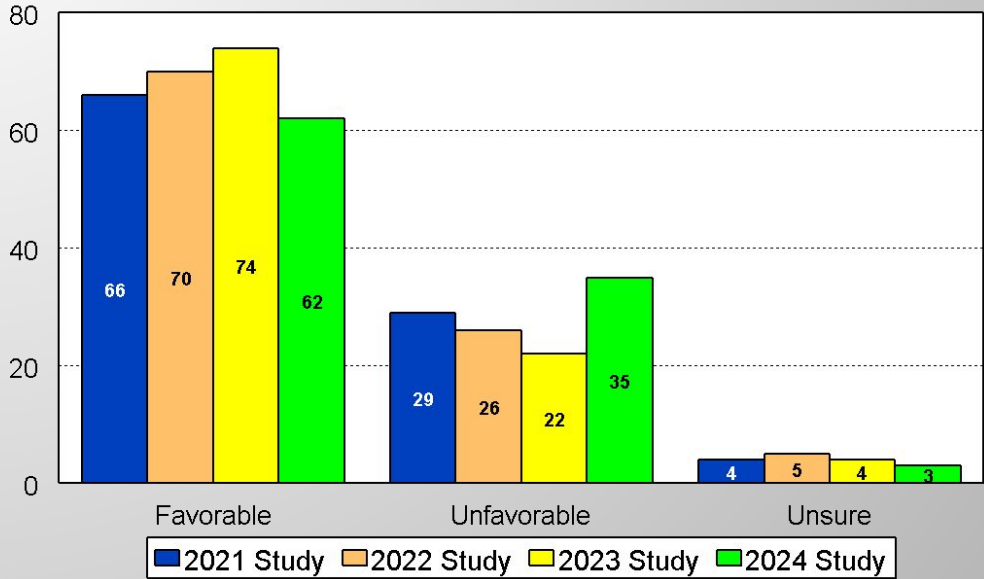
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Financial Management

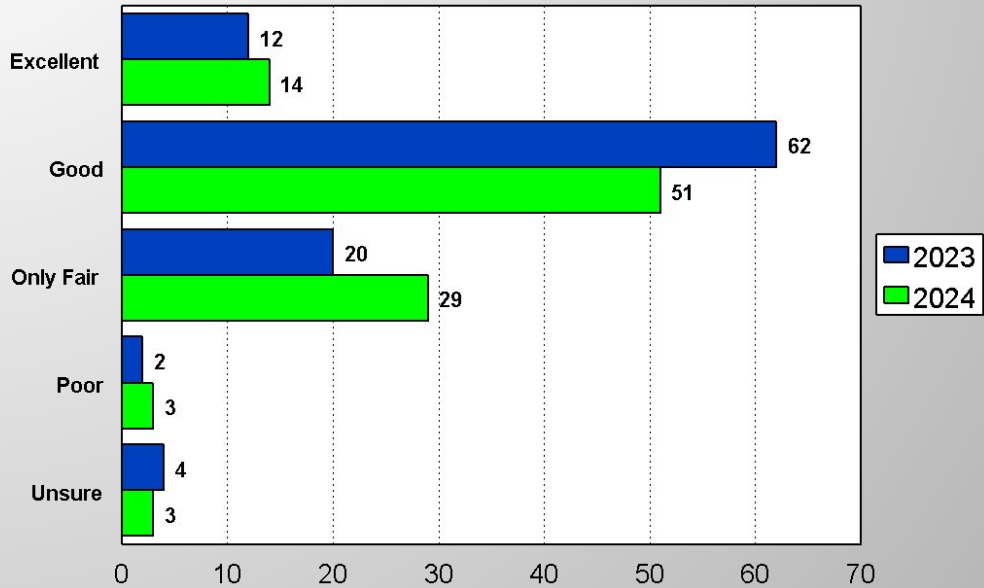
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Value Provided by AHSD

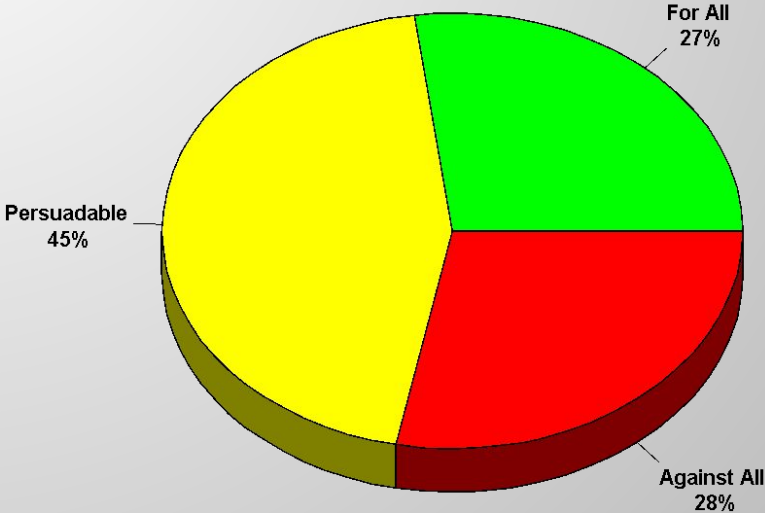
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Tax Predisposition

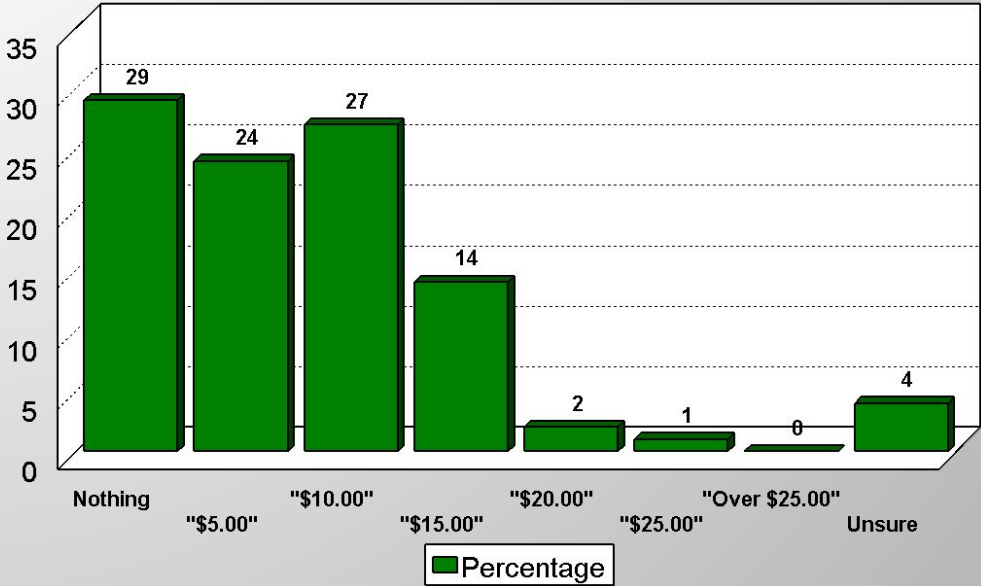
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Tax Increase for Additional Funding

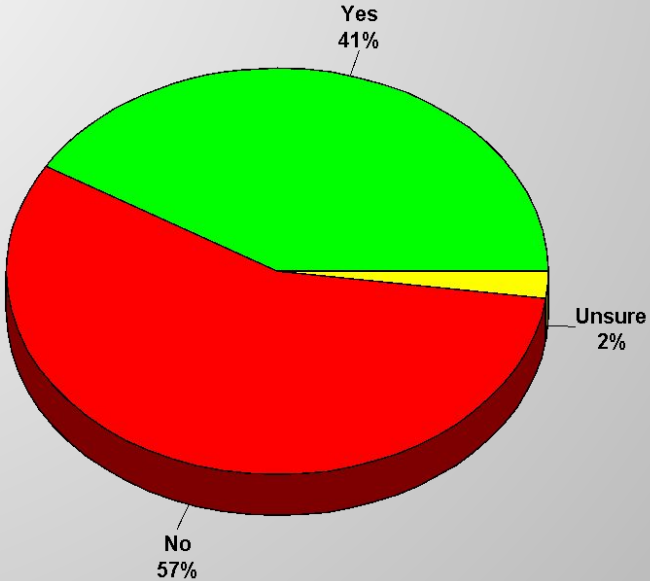
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Aware of \$20MM Budget Cuts

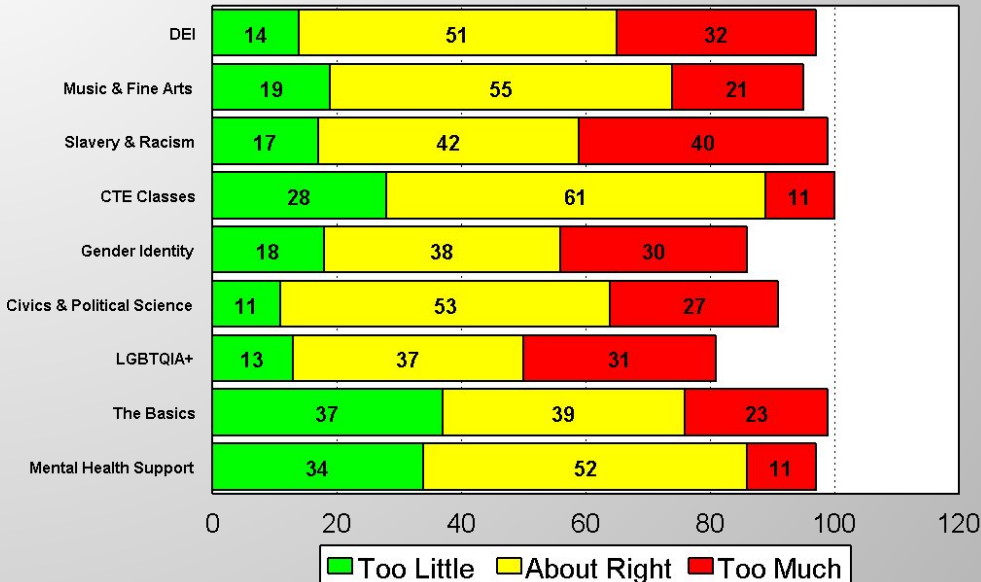
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Emphasis on Topics (Overall)

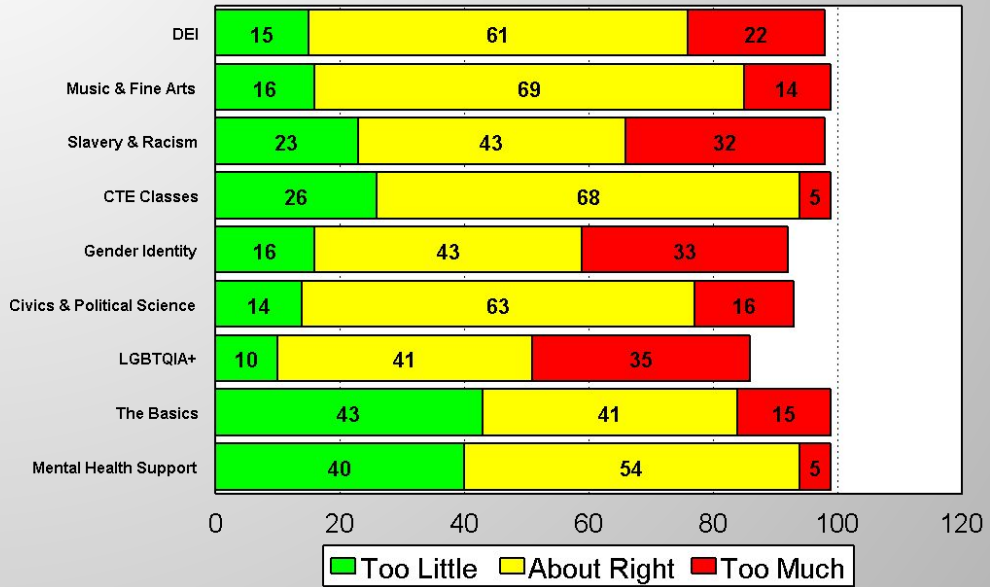
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Emphasis on Topics (Parents)

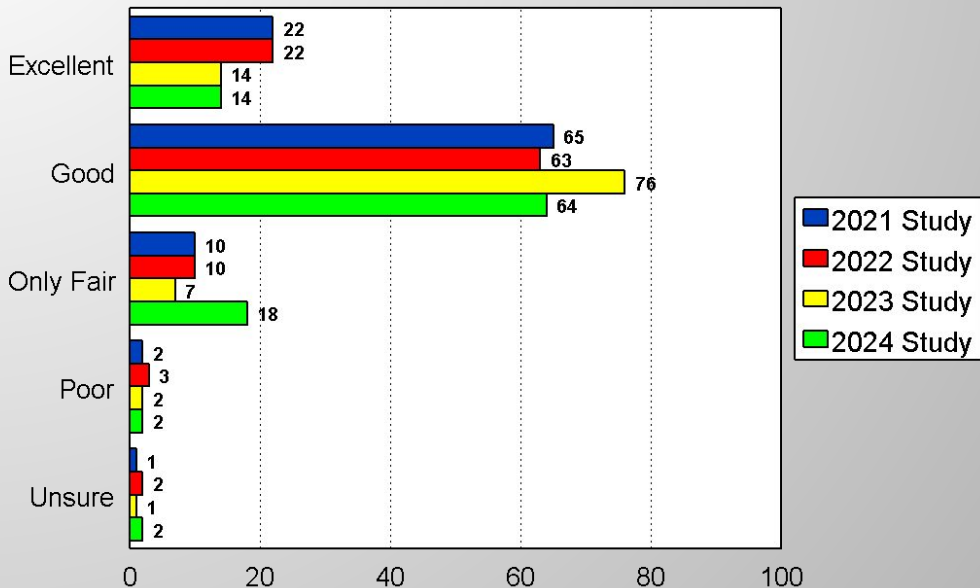
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Rating of School District Communications

2024 Anoka-Hennepin School District Study



The Morris Leatherman Company

The Morris Leatherman Company
 3128 Dean Court
 Minneapolis, Minnesota 55416

ANOKA-HENNEPIN PUBLIC
 SCHOOLS RESIDENTIAL SURVEY
 FINAL AUGUST 2024

OVERALL
(n=500)

Hello, I'm _____ of the Morris Leatherman Company, a national survey research firm located in Minneapolis. We are speaking with a random sample of residents about issues facing the school system. Even if you do not have children currently in the schools, the Anoka-Hennepin School District is interested in your opinions and suggestions. The District values input of all community members and makes efforts to reach individuals who represent all groups within the school district. I want to assure you that all individual responses will be held strictly confidential; only summaries of the entire sample will be reported.

- | | |
|---|---|
| 1. Approximately, how many years have you lived in the Anoka-Hennepin School District? | TWO YEARS OR LESS.....6%
THREE TO FIVE YEARS...13%
SIX TO TEN YEARS.....22%
11 TO TWENTY YEARS....22%
21 TO THIRTY YRS.....17%
OVER THIRTY YEARS.....20%
REFUSED.....0% |
| 2. Overall, how would you rate the quality of education provided by the Anoka-Hennepin School District - excellent, good, only fair, or poor? | EXCELLENT.....26%
GOOD.....58%
ONLY FAIR.....14%
POOR.....2%
DON'T KNOW/REFUSED.....0% |
| 3. What do you like most, if anything, about the Anoka-Hennepin School District? | DON'T KNOW/REFUSED.....1%
NOTHING.....4%
EXCELLENT EDUCATION...12%
GOOD EDUCATION.....15%
GOOD TEACHERS.....18%
BROAD CURRICULUM.....7%
GOOD PROGRAMS.....10%
SPORTS.....10%
HIGH ACHIEVEMENT STATS.6%
GOOD COLLEGE PREP.....8%
GOOD COMMUNICATION.....6%
DIVERSITY.....4% |

- | | | |
|----|---|---|
| 4. | What do you think is the most serious issue, if anything, facing the school district? | DON'T KNOW/REFUSED.....2%
NOTHING.....13%
LACK OF FUNDING.....10%
BUDGET CUTS.....13%
HIGH TAXES.....14%
LARGE CLASS SIZES.....13%
DECLINING QUALITY.....5%
BULLYING.....8%
DRUGS/ALCOHOL.....9%
LACK OF DISCIPLINE.....8%
POOR SPENDING.....4%
SCATTERED.....2% |
| 5. | In one or two words, what is the reputation of the Anoka-Hennepin School District? | DON'T KNOW/REFUSED.....1%
NOTHING.....5%
EXCELLENT.....24%
GOOD.....45%
AVERAGE.....18%
LARGE.....7% |

Changing topics....

- | | | |
|----|---|--|
| 6. | Are there pre-schoolers in this household? | YES.....10%
NO.....90%
REFUSED.....0% |
| 7. | Are there school-aged children in this household? (IF "YES," ASK:)
Do they attend public schools in this district, public schools in another district, parochial or private schools, charter schools, or homeschool? | NO.....70%
YES/ANOKA-HENNEPIN....28%
YES/OTHER PUBLIC.....1%
YES/PAROCH-PRIVATE....1%
YES/CHARTER.....1%
YES/HOMESCHOOL.....0%
YES/COMBINATION.....0%
DON'T KNOW/REFUSED.....0% |

IF THE RESPONDENT HAS A CHILD(REN) CURRENTLY IN ANOKA-HENNEPIN SCHOOLS, ASK QUESTIONS #8-#43. (n=138)
IF NOT, GO TO QUESTION #44.

In which of the following grade levels do you have children?

	YES	NO	REF
8. Early Childhood and Pre-school programs?	30%	70%	0%
9. Elementary grades, Kindergarten through fifth grades?	49%	51%	0%

	YES	NO	REF
10. Middle grades, sixth through eighth grades?	49%	51%	0%
11. High School grades, ninth through twelfth grades?	31%	68%	1%
12. Other programs, such as Alternative Schools?	2%	98%	1%

For each of the following statements, please tell me if you strongly agree with that statement, somewhat agree, neither agree or disagree, somewhat disagree, or strongly disagree with that statement. (ROTATE)

	STA	SMA	NEI	SMD	STD	DKR
13. Teachers and staff care about my children.	65%	30%	4%	0%	0%	1%
14. My children's school is safe.	64%	30%	5%	1%	0%	1%
15. Teachers provide help for my children when needed.	49%	41%	7%	1%	1%	1%
16. The teachers in this school support me in helping my children learn at home.	34%	46%	17%	1%	1%	1%
17. I feel welcome at my children's school.	54%	33%	11%	1%	0%	1%
18. I feel respected at my childrens' school.	54%	33%	10%	2%	0%	1%
19. I feel accepted at my children's school.	55%	32%	11%	2%	0%	1%
20. The teachers in my children's school challenge my children to do his or her best in school.	53%	37%	7%	1%	1%	1%
21. Teachers communicate regularly with me about my children's progress, for example by email, the classroom website, phone calls, and progress reports.	50%	35%	11%	3%	1%	1%

	STA	SMA	NEI	SMD	STD	DKR
22. My children's school does a good job informing me about school issues and events.	50%	40%	5%	4%	0%	1%
23. All staff, including teachers, administrators and support staff, show my children respect in this school.	48%	43%	6%	2%	0%	2%
24. My children's school has a good leadership team and is well led.	44%	48%	8%	0%	0%	1%
25. My children's teachers meet the individual learning needs of my children.	61%	28%	9%	0%	1%	1%
26. My children's school cafeteria provides quality meals.	25%	34%	33%	5%	1%	2%
27. My children's school is clean and well-maintained.	43%	46%	9%	2%	0%	1%
28. The School District provides good bus transportation service for students.	38%	46%	15%	1%	0%	1%
29. Overall, my children's school provides a quality education.	62%	33%	2%	1%	0%	2%
30. Do you prefer to receive school messages by telephone, email or text message?	TELEPHONE.....	38%				
	EMAIL.....	47%				
	TEXT.....	14%				
	NEITHER (VOL.).....	0%				
	DON'T KNOW/REFUSED.....	2%				

As you may know, parents may set their preference to receive school messages through A-H connect.

31. Have you set your preference on A-H connect?	YES.....	82%
	NO.....	15%
	DON'T KNOW/REFUSED.....	4%
32. Do your children have a computer with internet at home?	YES.....	90%
	NO.....	9%
	DON'T KNOW/REFUSED.....	1%

- 33. Do your children have a mobile device or smart phone with an internet connection? YES.....84%
NO.....15%
DON'T KNOW/REFUSED.....1%

Turning to school starting times....

Currently, the elementary school start times are between 8:45am and 9:30am.

- 34. Are these start times too early, too late, or about the right time? (IF "TOO EARLY" OR "TOO LATE," ASK:) Do you feel strongly that way? TOO EARLY/STRONGLY.....1%
TOO EARLY.....10%
TOO LATE/STRONGLY.....5%
TOO LATE.....26%
ABOUT THE RIGHT TIME..57%
DON'T KNOW/REFUSED.....1%
- 35. Would you favor or oppose an earlier start time for the elementary schools? (WAIT FOR RESPONSE) Do you feel strongly that way? STRONGLY FAVOR.....4%
FAVOR.....31%
OPPOSE.....54%
STRONGLY OPPOSE.....7%
DON'T KNOW/REFUSED.....4%
- 36. Would you favor or oppose a later start time for the elementary schools? (WAIT FOR RESPONSE) Do you feel strongly that way? STRONGLY FAVOR.....0%
FAVOR.....15%
OPPOSE.....73%
STRONGLY OPPOSE.....10%
DON'T KNOW/REFUSED.....3%

Currently, the middle school start time is 8:25am.

- 37. Is this start time too early, too late, or about the right time? (IF "TOO EARLY" OR "TOO LATE," ASK:) Do you feel strongly that way? TOO EARLY/STRONGLY.....0%
TOO EARLY.....12%
TOO LATE/STRONGLY.....4%
TOO LATE.....11%
ABOUT THE RIGHT TIME..72%
DON'T KNOW/REFUSED.....1%
- 38. Would you favor or oppose an earlier start time for the middle schools? (WAIT FOR RESPONSE) Do you feel strongly that way? STRONGLY FAVOR.....1%
FAVOR.....20%
OPPOSE.....67%
STRONGLY OPPOSE.....9%
DON'T KNOW/REFUSED.....3%
- 39. Would you favor or oppose a later start time for the middle schools? (WAIT FOR RESPONSE) Do you feel strongly that way? STRONGLY FAVOR.....0%
FAVOR.....17%
OPPOSE.....76%
STRONGLY OPPOSE.....6%
DON'T KNOW/REFUSED.....1%

Currently, the high school start time is 7:40 am.

- | | | |
|-----|--|---|
| 40. | Is this start time too early, too late, or about the right time? (IF "TOO EARLY" OR "TOO LATE," ASK:) Do you feel strongly that way? | TOO EARLY/STRONGLY.....7%
TOO EARLY.....44%
TOO LATE/STRONGLY.....2%
TOO LATE.....1%
ABOUT THE RIGHT TIME..44%
DON'T KNOW/REFUSED.....2% |
| 41. | Would you favor or oppose an earlier start time for the high schools? (WAIT FOR RESPONSE) Do you feel strongly that way? | STRONGLY FAVOR.....0%
FAVOR.....6%
OPPOSE.....78%
STRONGLY OPPOSE.....14%
DON'T KNOW/REFUSED.....2% |
| 42. | Would you favor or oppose a later start time for the high schools? (WAIT FOR RESPONSE) Do you feel strongly that way? | STRONGLY FAVOR.....15%
FAVOR.....40%
OPPOSE.....43%
STRONGLY OPPOSE.....1%
DON'T KNOW/REFUSED.....1% |

Medical research suggests later start times better align with the sleep needs of teenagers.

- | | | |
|-----|---|--|
| 43. | Do you think this reason is compelling enough to change to a later high school start time? (WAIT FOR RESPONSE) Do you feel strongly that way? | STRONGLY/YES.....13%
YES.....49%
NO.....27%
STRONGLY/NO.....1%
DON'T KNOW/REFUSED....10% |
|-----|---|--|

There have been discussions about changing the middle school schedule from seven class periods to six periods.

- | | | |
|-----|--|---|
| 44. | Would you support or oppose changing the middle school schedule to six class periods? (WAIT FOR RESPONSE) Do you feel strongly that way? | STRONGLY SUPPORT.....5%
SUPPORT.....42%
OPPOSE.....30%
STRONGLY OPPOSE.....0%
DON'T KNOW/REFUSED....23% |
|-----|--|---|

ASK EVERYONE:

- | | | |
|-----|---|---|
| 45. | Have one or more of your children graduated from an Anoka-Hennepin high school? (WAIT FOR RESPONSE) Did you, yourself, graduate from an Anoka-Hennepin high school? | YES/YES.....5%
YES/NO.....17%
NO/YES.....18%
NO/NO.....60%
REFUSED.....1% |
|-----|---|---|

IF RESPONSE 1 OR 2 IN QUESTION #45, ASK: (n=109)

46.	Do you think your children's school experience in Anoka-Hennepin Schools prepared them for success after high school?	YES.....90%
		NO.....8%
		DON'T KNOW/REFUSED.....2%

IF RESPONSE 1 OR 3 IN QUESTION #45, ASK: (n=113)

47.	Do you think your school experience in Anoka-Hennepin Schools prepared you for success after graduation?	YES.....92%
		NO.....6%
		DON'T KNOW/REFUSED.....2%

48.	Have you or members of your household participated in an Anoka-Hennepin Public Schools Community Education program or class during the past two years?	YES.....28%
		NO.....72%
		DON'T KNOW/REFUSED.....0%

IF "YES," ASK: (n=140)

49.	What programs have you participated in?	DON'T KNOW/REFUSED.....1%
		SWIMMING.....6%
		ECFE.....4%
		ADULT ENRICHMENT.....16%
		ADULT SPORTS.....19%
		YOUTH ENRICHMENT.....12%
		YOUTH SPORTS.....24%
		AFTER SCHOOL CARE.....9%
		DRIVER'S EDUCATION.....9%

50.	In general, how satisfied were you with that experience - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?	VERY SATISFIED.....71%
		SOMEWHAT SATISFIED....19%
		SOMEWHAT DISSATISFIED..1%
		VERY DISSATISFIED.....1%
		DON'T KNOW/REFUSED.....9%

Changing topics....

51. If you could advise the School Board, what actions would you recommend to significantly improve the quality of education in the Anoka-Hennepin Public Schools?

DON'T KNOW/REFUSED.....	11%
SMALLER CLASS SIZES...	24%
BETTER TEACHERS.....	6%
BETTER SPENDING.....	12%
BACK TO BASICS.....	19%
BETTER DISCIPLINE.....	17%
MORE PROGRAM CHOICE....	3%
LESS TECHNOLOGY FOCUS..	7%
SCATTERED.....	2%

52. Which ONE of the following indicators is MOST important in shaping your perception of a high quality school district? (READ LIST AND ROTATE #1-#10)

STUDENT SCORES ON STANDARDIZED TESTS.....	7%
PERCENTAGE OF HIGH SCHOOL GRADUATES GOING ON FOR FURTHER EDUCATION.....	15%
BROAD CURRICULUM SERVING ALL STUDENTS, WHETHER THEY ARE COLLEGE-BOUND, VOCATIONAL TRAINING-BOUND, OR EMPLOYMENT-BOUND.....	15%
REASONABLE CLASS SIZES.....	16%
SAFE AND SECURE LEARNING ENVIRONMENTS.....	15%
UP-TO-DATE AND WELL-MAINTAINED SCHOOL BUILDINGS AND FACILITIES.....	9%
SCHOOLS CONTRIBUTING TO THE MAINTENANCE OF HIGH PROPERTY VALUES.....	6%
NATIONAL AND STATE AWARDS OF EXCELLENCE.....	4%
STATE OF THE ART TECHNOLOGY.....	3%
PROGRESS IN REDUCING THE ACHIEVEMENT GAP BETWEEN GROUPS OF STUDENTS.....	4%
Combination (Refuses to choose one).....	6%
Don't Know/Refused.....	1%

IF CHOICE IS GIVEN (#1-#10): (n=469)

53. How would you rate the Anoka-Hennepin School District on that indicator - excellent, good, average, below average, or poor?

EXCELLENT.....	20%
GOOD.....	48%
AVERAGE.....	25%
BELOW AVERAGE.....	3%
POOR.....	1%
DON'T KNOW/REFUSED.....	3%

54. Overall, do you think the Anoka-Hennepin School District meets the learning needs of all students, most students, only some students, or very few students?

ALL.....	56%
MOST.....	34%
ONLY SOME.....	5%
VERY FEW.....	2%
DON'T KNOW/REFUSED.....	4%

IF "MOST," "ONLY SOME" OR "VERY FEW," ASK: (n=199)

55. What students do not have their learning needs met?
- | | |
|-------------------------|-----|
| DON'T KNOW/REFUSED..... | 7% |
| AVERAGE..... | 8% |
| GIFTED AND TALENTED.... | 4% |
| STRUGGLNG..... | 20% |
| UNDERACHIEVERS..... | 37% |
| LOW INCOME..... | 9% |
| ESL..... | 7% |
| SPECIAL EDUCATION..... | 5% |
| SCATTERED..... | 3% |
56. How would you rate the Anoka-Hennepin School District on offering a wide range of educational options for students - would you rate them excellent, good, only fair, or poor?
- | | |
|-------------------------|-----|
| EXCELLENT..... | 14% |
| GOOD..... | 70% |
| ONLY FAIR..... | 13% |
| POOR..... | 1% |
| DON'T KNOW/REFUSED..... | 2% |
57. Overall, do you think Anoka-Hennepin Schools promote high achievement for all students, most students, only some students, or very few students?
- | | |
|-------------------------|-----|
| ALL..... | 33% |
| MOST..... | 55% |
| ONLY SOME..... | 9% |
| VERY FEW..... | 2% |
| DON'T KNOW/REFUSED..... | 2% |
58. Do you think the overall quality of education provided by the Anoka-Hennepin School District is much better, somewhat better, about the same, somewhat worse, or much worse than five years ago?
- | | |
|-------------------------|-----|
| MUCH BETTER..... | 20% |
| SOMEWHAT BETTER..... | 39% |
| ABOUT THE SAME..... | 29% |
| SOMEWHAT WORSE..... | 8% |
| MUCH WORSE..... | 0% |
| DON'T KNOW/REFUSED..... | 3% |
- IF "SOMEWHAT WORSE" OR "MUCH WORSE," ASK: (n=41)
59. Why do you feel that way?
- | | |
|-------------------------|-----|
| DON'T KNOW/REFUSED..... | 0% |
| LARGE CLASS SIZES..... | 12% |
| POOR TEACHERS..... | 7% |
| POOR SPENDING..... | 29% |
| BULLYING/DISCIPLINE... | 24% |
| LACK OF FUNDING..... | 27% |

I would like to read you a short list of statements others have told us. For each one, please tell me whether you strongly agree, agree, disagree, or strongly disagree. If you don't know, just say so.

60.	During the last few years, the Anoka-Hennepin School District Administration and Board have spent tax money effectively and efficiently.	STRONGLY AGREE.....10% AGREE.....65% DISAGREE.....16% STRONGLY DISAGREE.....3% DON'T KNOW/REFUSED.....5%
61.	Public school districts are not currently held accountable enough for the quality of education provided to their students.	STRONGLY AGREE.....9% AGREE.....31% DISAGREE.....47% STRONGLY DISAGREE.....7% DON'T KNOW/REFUSED.....5%
62.	Generally, the Anoka-Hennepin School District is held accountable enough for the quality of education provided to their students.	STRONGLY AGREE.....16% AGREE.....67% DISAGREE.....13% STRONGLY DISAGREE.....1% DON'T KNOW/REFUSED.....3%
63.	I trust the Anoka-Hennepin School Board to do what is right for the children in this district.	STRONGLY AGREE.....24% AGREE.....63% DISAGREE.....8% STRONGLY DISAGREE.....1% DON'T KNOW/REFUSED.....4%
64.	The Anoka-Hennepin School Board and Administration does a good job of involving community leaders, parents, and interested citizens in decisions about the schools.	STRONGLY AGREE.....20% AGREE.....68% DISAGREE.....5% STRONGLY DISAGREE.....0% DON'T KNOW/REFUSED.....7%

IF "DISAGREE" OR "STRONGLY DISAGREE," ASK: (n=27)

65. Why do you feel that way?

UNSURE, 4%; POOR SPENDING, 8%; DON'T ASK FOR COMMUNITY INPUT, 41%; DON'T LISTEN, 22%; POOR COMMUNICATION, 26%.

66.	I am satisfied with the School District's decision-making process.	STRONGLY AGREE.....15% AGREE.....68% DISAGREE.....11% STRONGLY DISAGREE.....0% DON'T KNOW/REFUSED.....5%
-----	--	--

IF "DISAGREE" OR "STRONGLY DISAGREE," ASK: (n=56)

67. Why do you feel that way?

UNSURE, 5%; POOR SPENDING, 54%; DON'T ASK FOR
COMMUNITY INPUT, 9%; DON'T LISTEN, 7%; POOR PLANNING,
9%; POOR DISCIPLINE, 4%; TOO LIBERAL, 4%; SCATTERED,
8%

68. The District provides safe and secure learning environments for students and staff?	STRONGLY AGREE.....31% AGREE.....60% DISAGREE.....4% STRONGLY DISAGREE.....1% DON'T KNOW/REFUSED.....4%
---	---

69. Too much of the District's budget is spent on non-classroom activities.	STRONGLY AGREE.....5% AGREE.....19% DISAGREE.....50% STRONGLY DISAGREE.....16% DON'T KNOW/REFUSED....10%
---	--

IF "AGREE" OR "STRONGLY AGREE," ASK: (n=120)

70. What types of non-classroom activities are you thinking about?	DON'T KNOW/REFUSED.....0% ADMINISTRATION.....22% FIELD TRIPS.....22% SPORTS.....18% TEACHER TRAINING.....9% FACILITIES.....23% DIVERSITY PROGRAMS.....7%
--	--

71. The Anoka-Hennepin School District is a good investment, and I would support a property tax increase to protect that investment.	STRONGLY AGREE.....16% AGREE.....56% DISAGREE.....18% STRONGLY DISAGREE.....5% DON'T KNOW/REFUSED.....5%
--	--

Changing topics....

72. How would you rate the job performance of the Anoka-Hennepin School Board - excellent, good, only fair, or poor?	EXCELLENT.....16% GOOD.....50% ONLY FAIR.....25% POOR.....3% DON'T KNOW/REFUSED.....5%
--	--

73. Offhand, do you recall the name of your current School Board member? (IF "YES," ASK:) Who is it?
- | | |
|-------------------------|-----|
| ZACH ARCO..... | 6% |
| LINDA HOEKMAN..... | 12% |
| MICHELLE LANGENFELD.... | 7% |
| MATT AUDETTE..... | 6% |
| KACY DESCHENE..... | 5% |
| JEFF SIMON..... | 8% |
| SOMEONE ELSE..... | 2% |
| NO..... | 51% |
| DON'T KNOW/REFUSED..... | 3% |
74. And, how would you rate the District's teachers and instructional staff - excellent, good, only fair, or poor?
- | | |
|-------------------------|-----|
| EXCELLENT..... | 32% |
| GOOD..... | 58% |
| ONLY FAIR..... | 8% |
| POOR..... | 2% |
| DON'T KNOW/REFUSED..... | 1% |
75. How would you rate the job performance of the Anoka-Hennepin School District Superintendent and Administration - excellent, good, only fair, or poor?
- | | |
|-------------------------|-----|
| EXCELLENT..... | 12% |
| GOOD..... | 63% |
| ONLY FAIR..... | 20% |
| POOR..... | 2% |
| DON'T KNOW/REFUSED..... | 3% |
- Moving on....
76. When thinking about public education in Minnesota, do you think schools are adequately funded in this state?
- | | |
|-------------------------|-----|
| ADEQUATE..... | 43% |
| NOT ADEQUATE..... | 52% |
| DON'T KNOW/REFUSED..... | 5% |
77. Do you think the Anoka-Hennepin School District has sufficient funds to provide a high quality education for every child?
- | | |
|-------------------------|-----|
| YES..... | 48% |
| NO..... | 45% |
| DON'T KNOW/REFUSED..... | 7% |
78. How would you rate the financial management of the Anoka-Hennepin School District - excellent, good, only fair, or poor?
- | | |
|-------------------------|-----|
| EXCELLENT..... | 11% |
| GOOD..... | 51% |
| ONLY FAIR..... | 29% |
| POOR..... | 6% |
| DON'T KNOW/REFUSED..... | 3% |
79. When you consider the property taxes you pay and the quality of education provided by the Anoka-Hennepin School District, would you rate the general value as excellent, good, only fair, or poor?
- | | |
|-------------------------|-----|
| EXCELLENT..... | 14% |
| GOOD..... | 51% |
| ONLY FAIR..... | 29% |
| POOR..... | 3% |
| DON'T KNOW/REFUSED..... | 3% |

Now, let's talk about additional funding for School District operating expenses....

80.	Which of the following three statements best describes your feelings: A. I would vote against almost any tax increases for the schools; B. I would vote for a tax increase under some conditions, but against it under other conditions; C. I would vote for almost any tax increases for the schools.	STATEMENT A.....27% STATEMENT B.....45% STATEMENT C.....28% NONE OF ABOVE (VOL)....0% DON'T KNOW/REFUSED.....0%
81.	How much would you be willing to pay in additional property taxes in order to provide increased funding for the School District? [START AT RANDOM STARTING POINT MOVE UP OR DOWN DEPENDING ON ANSWER] How about _____ per month? (REPEAT)	NOTHING.....29% \$5 A MONTH.....24% \$10 A MONTH.....27% \$15 A MONTH.....14% \$20 A MONTH.....2% \$25 A MONTH.....1% \$30 A MONTH.....0% MORE THAN \$30 A MONTH..0% DON'T KNOW/REFUSED.....4%
82.	Prior to this survey were you aware the Anoka-Hennepin School District will be making over \$20 million of budget cuts this fall?	YES.....41% NO.....56% DON'T KNOW/REFUSED.....2%

Changing topics....

There has been a lot of discussion about what is being taught to children in the United States.

For each of the following topics, please tell me if you think the Anoka-Hennepin School District is placing too little emphasis on it, too much emphasis on it, or about the right amount of emphasis. (ROTATE)

	TOO LIT	TOO MUC	ABT RIG	DK/ REF
83. Diversity, equity, and inclusion?	14%	32%	51%	3%
84. Music and fine arts?	19%	21%	55%	5%
85. Slavery, racism, and other challenges faced by people of color in the United States?	17%	40%	42%	2%
86. Career and technical education classes?	28%	11%	61%	1%
87. Gender identity?	18%	30%	38%	14%
88. Civics and political science?	11%	27%	53%	9%
89. LGBTQIA+?	13%	31%	37%	20%

	TOO LIT	TOO MUC	ABT RIG	DK/ REF
90. The basics, including reading, writing, and math?	37%	23%	39%	1%
91. Mental health support for students?	34%	11%	52%	3%
92. Prior to this survey, have you heard of the term social-emotional learning? (IF "YES," ASK:) What is your understanding of the meaning of social-emotional learning?				
	UNSURE, 8%; NO, 82%; TEACHING STUDENTS HOW TO COPE WITH EMOTIONS, 3%; LEARNING TO INTERACT WITH PEERS, 2%; SCATTERED, 5%.			

Turning to communications.....

93. Overall, how would you rate the job the School District does in communicating with residents - excellent, good, only fair, or poor?	EXCELLENT.....	14%
	GOOD.....	64%
	ONLY FAIR.....	18%
	POOR.....	2%
	DON'T KNOW/REFUSED.....	2%

Now, just a few more questions for statistical purposes....

94. Which of the following categories contains your age?	18-24.....	8%
	25-34.....	19%
	35-44.....	19%
	45-54.....	22%
	55-64.....	14%
	65 AND OVER.....	18%
	REFUSED.....	0%
95. Do you own or rent your present residence? (IF "OWN," ASK:) Which of the following categories contains the approximate value of your residential property -- under \$250,000, \$250,000-\$300,000, \$300,001-\$400,000, \$400,001-\$500,000, or over \$500,000?	RENT.....	17%
	OWN/UNDER \$250,000....	14%
	OWN/\$250K-\$300K.....	26%
	OWN/\$300K-\$400K.....	28%
	OWN/\$400K-\$500K.....	10%
	OWN/OVER \$500K.....	5%
	OWN/UNSURE.....	1%
	DON'T KNOW/REFUSED.....	0%
96. Do you, or anyone in your immediate family, work in public education?	YES.....	10%
	NO.....	90%
	DON'T KNOW/REFUSED.....	0%

97.	Which of the following categories represents your ethnicity - White, African-American, Hispanic-Latino, Asian-Pacific Islander, Native American, or something else? (IF "SOMETHING ELSE," ASK:) What would that be?	WHITE.....58% AFRICAN-AMERICAN.....19% HISPANIC-LATINO.....10% ASIAN-PACIFIC ISLANDER.4% NATIVE AMERICAN.....2% SOMETHING ELSE.....0% MIXED/BI-RACIAL.....6% DON'T KNOW.....0% REFUSED.....1%
98.	Gender	MALE.....50% FEMALE.....50%
99.	City of Residence	ANDOVER.....14% ANOKA.....7% BLAINE.....16% BROOKLYN PARK.....6% CHAMPLIN.....10% COON RAPIDS.....24% HAM LAKE.....8% REST OF DISTRICT.....16%

The Morris Leatherman Company
 3128 Dean Court
 Minneapolis, Minnesota 55416

ANOKA-HENNEPIN PUBLIC
 SCHOOLS RESIDENTIAL SURVEY
 FINAL AUGUST 2024

PARENTS
(n=400)

Hello, I'm _____ of the Morris Leatherman Company, a national survey research firm located in Minneapolis. We are speaking with a random sample of residents about issues facing the school system. Even if you do not have children currently in the schools, the Anoka-Hennepin School District is interested in your opinions and suggestions. The District values input of all community members and makes efforts to reach individuals who represent all groups within the school district. I want to assure you that all individual responses will be held strictly confidential; only summaries of the entire sample will be reported.

- | | | |
|----|--|--|
| 1. | Approximately, how many years have you lived in the Anoka-Hennepin School District? | TWO YEARS OR LESS.....5%
THREE TO FIVE YEARS...19%
SIX TO TEN YEARS.....32%
11 TO TWENTY YEARS....28%
21 TO THIRTY YRS.....8%
OVER THIRTY YEARS.....8%
REFUSED.....0% |
| 2. | Overall, how would you rate the quality of education provided by the Anoka-Hennepin School District - excellent, good, only fair, or poor? | EXCELLENT.....30%
GOOD.....60%
ONLY FAIR.....10%
POOR.....1%
DON'T KNOW/REFUSED.....0% |
| 3. | What do you like most, if anything, about the Anoka-Hennepin School District? | DON'T KNOW/REFUSED.....0%
NOTHING.....2%
EXCELLENT EDUCATION...10%
GOOD EDUCATION.....15%
GOOD TEACHERS.....29%
BROAD CURRICULUM.....8%
GOOD PROGRAMS.....16%
SPORTS.....3%
HIGH ACHIEVEMENT STATS.3%
GOOD COLLEGE PREP.....4%
GOOD COMMUNICATION.....6%
DIVERSITY.....4%
SCATTERED.....1% |

4. What do you think is the most serious issue, if anything, facing the school district?

DON'T KNOW/REFUSED.....	0%
NOTHING.....	22%
LACK OF FUNDING.....	8%
BUDGET CUTS.....	14%
HIGH TAXES.....	5%
LARGE CLASS SIZES.....	15%
DECLINING QUALITY.....	3%
BULLYING.....	8%
DRUGS/ALCOHOL.....	4%
LACK OF DISCIPLINE.....	5%
POOR SPENDING.....	3%
TOO LIBERAL.....	3%
TEACHER SHORTAGE.....	2%
DIVERSITY ISSUES.....	2%
SCATTERED.....	6%

5. In one or two words, what is the reputation of the Anoka-Hennepin School District?

DON'T KNOW/REFUSED.....	1%
NOTHING.....	3%
EXCELLENT.....	23%
GOOD.....	62%
AVERAGE.....	8%
LARGE.....	4%

Changing topics....

6. Are there pre-schoolers in this household?

YES.....	26%
NO.....	74%
REFUSED.....	0%

7. Are there school-aged children in this household? (IF "YES," ASK:)
Do they attend public schools in this district, public schools in another district, parochial or private schools, charter schools, or homeschool?

NO.....	0%
YES/ANOKA-HENNEPIN...	100%
YES/OTHER PUBLIC.....	0%
YES/PAROCH-PRIVATE.....	0%
YES/CHARTER.....	0%
YES/HOMESCHOOL.....	0%
YES/COMBINATION.....	0%
DON'T KNOW/REFUSED.....	0%

IF THE RESPONDENT HAS A CHILD(REN) CURRENTLY IN ANOKA-HENNEPIN SCHOOLS, ASK QUESTIONS #8-#43. (n=400)
IF NOT, GO TO QUESTION #44.

In which of the following grade levels do you have children?

	YES	NO	REF
8. Early Childhood and Pre-school programs?	23%	77%	0%

	YES	NO	REF
9. Elementary grades, Kindergarten through fifth grades?	54%	46%	0%
10. Middle grades, sixth through eighth grades?	44%	56%	0%
11. High School grades, ninth through twelfth grades?	38%	62%	0%
12. Other programs, such as Alternative Schools?	2%	98%	0%

For each of the following statements, please tell me if you strongly agree with that statement, somewhat agree, neither agree or disagree, somewhat disagree, or strongly disagree with that statement. (ROTATE)

	STA	SMA	NEI	SMD	STD	DKR
13. Teachers and staff care about my children.	59%	37%	2%	2%	0%	0%
14. My children's school is safe.	54%	42%	2%	2%	0%	0%
15. Teachers provide help for my children when needed.	50%	44%	4%	1%	0%	1%
16. The teachers in this school support me in helping my children learn at home.	39%	49%	9%	2%	1%	0%
17. I feel welcome at my children's school.	55%	40%	4%	1%	0%	0%
18. I feel respected at my children's school.	53%	41%	5%	1%	0%	0%
19. I feel accepted at my children's school.	55%	39%	4%	1%	0%	0%
20. The teachers in my children's school challenge my children to do his or her best in school.	50%	43%	5%	2%	0%	0%
21. Teachers communicate regularly with me about my children's progress, for example by email, the classroom website, phone calls, and progress reports.	50%	42%	6%	2%	0%	0%

	STA	SMA	NEI	SMD	STD	DKR				
22. My children's school does a good job informing me about school issues and events.	47%	46%	4%	4%	0%	0%				
23. All staff, including teachers, administrators and support staff, show my children respect in this school.	49%	44%	5%	1%	0%	1%				
24. My children's school has a good leadership team and is well led.	42%	52%	5%	1%	0%	0%				
25. My children's teachers meet the individual learning needs of my children.	53%	40%	6%	1%	1%	0%				
26. My children's school cafeteria provides quality meals.	30%	43%	21%	5%	1%	1%				
27. My children's school is clean and well-maintained.	49%	45%	5%	1%	0%	0%				
28. The School District provides good bus transportation service for students.	42%	48%	8%	1%	1%	1%				
29. Overall, my children's school provides a quality education.	53%	43%	2%	2%	0%	1%				
30. Do you prefer to receive school messages by telephone, email or text message?	TELEPHONE.....	24%	EMAIL.....	63%	TEXT.....	12%	NEITHER (VOL.).....	1%	DON'T KNOW/REFUSED.....	1%

As you may know, parents may set their preference to receive school messages through A-H connect.

31. Have you set your preference on A-H connect?	YES.....	78%	NO.....	20%	DON'T KNOW/REFUSED.....	2%
32. Do your children have a computer with internet at home?	YES.....	87%	NO.....	13%	DON'T KNOW/REFUSED.....	0%

- 33. Do your children have a mobile device or smart phone with an internet connection? YES.....73%
NO.....27%
DON'T KNOW/REFUSED.....0%

Turning to school starting times....

Currently, the elementary school start times are between 8:45am and 9:30am.

- 34. Are these start times too early, too late, or about the right time? (IF "TOO EARLY" OR "TOO LATE," ASK:) Do you feel strongly that way?
 - TOO EARLY/STRONGLY.....1%
 - TOO EARLY.....6%
 - TOO LATE/STRONGLY.....5%
 - TOO LATE.....28%
 - ABOUT THE RIGHT TIME..60%
 - DON'T KNOW/REFUSED.....1%
- 35. Would you favor or oppose an earlier start time for the elementary schools? (WAIT FOR RESPONSE) Do you feel strongly that way?
 - STRONGLY FAVOR.....4%
 - FAVOR.....35%
 - OPPOSE.....57%
 - STRONGLY OPPOSE.....3%
 - DON'T KNOW/REFUSED.....2%
- 36. Would you favor or oppose a later start time for the elementary schools? (WAIT FOR RESPONSE) Do you feel strongly that way?
 - STRONGLY FAVOR.....0%
 - FAVOR.....11%
 - OPPOSE.....81%
 - STRONGLY OPPOSE.....6%
 - DON'T KNOW/REFUSED.....2%

Currently, the middle school start time is 8:25am.

- 37. Is this start time too early, too late, or about the right time? (IF "TOO EARLY" OR "TOO LATE," ASK:) Do you feel strongly that way?
 - TOO EARLY/STRONGLY.....0%
 - TOO EARLY.....8%
 - TOO LATE/STRONGLY.....2%
 - TOO LATE.....12%
 - ABOUT THE RIGHT TIME..78%
 - DON'T KNOW/REFUSED.....1%
- 38. Would you favor or oppose an earlier start time for the middle schools? (WAIT FOR RESPONSE) Do you feel strongly that way?
 - STRONGLY FAVOR.....1%
 - FAVOR.....20%
 - OPPOSE.....75%
 - STRONGLY OPPOSE.....4%
 - DON'T KNOW/REFUSED.....1%
- 39. Would you favor or oppose a later start time for the middle schools? (WAIT FOR RESPONSE) Do you feel strongly that way?
 - STRONGLY FAVOR.....0%
 - FAVOR.....10%
 - OPPOSE.....84%
 - STRONGLY OPPOSE.....4%
 - DON'T KNOW/REFUSED.....1%

Currently, the high school start time is 7:40 am.

- | | | |
|-----|--|---|
| 40. | Is this start time too early, too late, or about the right time? (IF "TOO EARLY" OR "TOO LATE," ASK:) Do you feel strongly that way? | TOO EARLY/STRONGLY.....5%
TOO EARLY.....37%
TOO LATE/STRONGLY.....2%
TOO LATE.....1%
ABOUT THE RIGHT TIME..55%
DON'T KNOW/REFUSED.....1% |
| 41. | Would you favor or oppose an earlier start time for the high schools? (WAIT FOR RESPONSE) Do you feel strongly that way? | STRONGLY FAVOR.....0%
FAVOR.....8%
OPPOSE.....86%
STRONGLY OPPOSE.....6%
DON'T KNOW/REFUSED.....1% |
| 42. | Would you favor or oppose a later start time for the high schools? (WAIT FOR RESPONSE) Do you feel strongly that way? | STRONGLY FAVOR.....7%
FAVOR.....38%
OPPOSE.....53%
STRONGLY OPPOSE.....1%
DON'T KNOW/REFUSED.....1% |

Medical research suggests later start times better align with the sleep needs of teenagers.

- | | | |
|-----|---|---|
| 43. | Do you think this reason is compelling enough to change to a later high school start time? (WAIT FOR RESPONSE) Do you feel strongly that way? | STRONGLY/YES.....7%
YES.....51%
NO.....33%
STRONGLY/NO.....1%
DON'T KNOW/REFUSED.....8% |
|-----|---|---|

There have been discussions about changing the middle school schedule from seven class periods to six periods.

- | | | |
|-----|--|--|
| 44. | Would you support or oppose changing the middle school schedule to six class periods? (WAIT FOR RESPONSE) Do you feel strongly that way? | STRONGLY SUPPORT.....3%
SUPPORT.....57%
OPPOSE.....25%
STRONGLY OPPOSE.....0%
DON'T KNOW/REFUSED.....15% |
|-----|--|--|

ASK EVERYONE:

- | | | |
|-----|---|--|
| 45. | Have one or more of your children graduated from an Anoka-Hennepin high school? (WAIT FOR RESPONSE) Did you, yourself, graduate from an Anoka-Hennepin high school? | YES/YES.....3%
YES/NO.....9%
NO/YES.....18%
NO/NO.....70%
REFUSED.....0% |
|-----|---|--|

IF RESPONSE 1 OR 2 IN QUESTION #45, ASK: (n=47)

46. Do you think your children's school experience in Anoka-Hennepin Schools prepared them for success after high school?	YES.....89% NO.....11% DON'T KNOW/REFUSED.....0%
---	--

IF RESPONSE 1 OR 3 IN QUESTION #45, ASK: (n=84)

47. Do you think your school experience in Anoka-Hennepin Schools prepared you for success after graduation?	YES.....87% NO.....11% DON'T KNOW/REFUSED.....2%
--	--

48. Have you or members of your household participated in an Anoka-Hennepin Public Schools Community Education program or class during the past two years?	YES.....46% NO.....54% DON'T KNOW/REFUSED.....0%
--	--

IF "YES," ASK: (n=186)

49. What programs have you participated in?	DON'T KNOW/REFUSED.....1% SWIMMING.....4% ECFE.....9% ADULT ENRICHMENT.....12% ADULT SPORTS.....7% YOUTH ENRICHMENT.....23% YOUTH SPORTS.....31% AFTER SCHOOL CARE.....9% DRIVER'S EDUCATION.....5%
---	---

50. In general, how satisfied were you with that experience - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?	VERY SATISFIED.....74% SOMEWHAT SATISFIED....22% SOMEWHAT DISSATISFIED..0% VERY DISSATISFIED.....1% DON'T KNOW/REFUSED.....4%
--	---

Changing topics....

51. If you could advise the School Board, what actions would you recommend to significantly improve the quality of education in the Anoka-Hennepin Public Schools?

DON'T KNOW/REFUSED.....	7%
SMALLER CLASS SIZES...	27%
BETTER TEACHERS.....	5%
BETTER SPENDING.....	12%
BACK TO BASICS.....	21%
BETTER DISCIPLINE.....	12%
MORE PROGRAM CHOICE....	4%
LESS TECHNOLOGY FOCUS..	8%
SCATTERED.....	4%

52. Which ONE of the following indicators is MOST important in shaping your perception of a high quality school district? (READ LIST AND ROTATE #1-#10)

STUDENT SCORES ON STANDARDIZED TESTS.....	5%
PERCENTAGE OF HIGH SCHOOL GRADUATES GOING ON FOR FURTHER EDUCATION.....	11%
BROAD CURRICULUM SERVING ALL STUDENTS, WHETHER THEY ARE COLLEGE-BOUND, VOCATIONAL TRAINING-BOUND, OR EMPLOYMENT-BOUND.....	22%
REASONABLE CLASS SIZES.....	23%
SAFE AND SECURE LEARNING ENVIRONMENTS.....	17%
UP-TO-DATE AND WELL-MAINTAINED SCHOOL BUILDINGS AND FACILITIES.....	6%
SCHOOLS CONTRIBUTING TO THE MAINTENANCE OF HIGH PROPERTY VALUES.....	1%
NATIONAL AND STATE AWARDS OF EXCELLENCE.....	2%
STATE OF THE ART TECHNOLOGY.....	1%
PROGRESS IN REDUCING THE ACHIEVEMENT GAP BETWEEN GROUPS OF STUDENTS.....	6%
Combination (Refuses to choose one).....	6%
Don't Know/Refused.....	1%

IF CHOICE IS GIVEN (#1-#10): (n=379)

53. How would you rate the Anoka-Hennepin School District on that indicator - excellent, good, average, below average, or poor?

EXCELLENT.....	10%
GOOD.....	61%
AVERAGE.....	25%
BELOW AVERAGE.....	3%
POOR.....	0%
DON'T KNOW/REFUSED.....	2%

54. Overall, do you think the Anoka-Hennepin School District meets the learning needs of all students, most students, only some students, or very few students?

ALL.....	48%
MOST.....	49%
ONLY SOME.....	3%
VERY FEW.....	0%
DON'T KNOW/REFUSED.....	1%

IF "MOST," "ONLY SOME" OR "VERY FEW," ASK: (n=206)

55. What students do not have their learning needs met? DON'T KNOW/REFUSED.....1%
 AVERAGE.....6%
 GIFTED AND TALENTED....4%
 STRUGGLNG.....30%
 UNDERACHIEVERS.....31%
 LOW INCOME.....7%
 ESL.....6%
 SPECIAL EDUCATION.....12%
 SCATTERED.....3%
56. How would you rate the Anoka-Hennepin School District on offering a wide range of educational options for students - would you rate them excellent, good, only fair, or poor? EXCELLENT.....12%
 GOOD.....78%
 ONLY FAIR.....9%
 POOR.....0%
 DON'T KNOW/REFUSED.....0%
57. Overall, do you think Anoka-Hennepin Schools promote high achievement for all students, most students, only some students, or very few students? ALL.....33%
 MOST.....60%
 ONLY SOME.....7%
 VERY FEW.....0%
 DON'T KNOW/REFUSED.....1%
58. Do you think the overall quality of education provided by the Anoka-Hennepin School District is much better, somewhat better, about the same, somewhat worse, or much worse than five years ago? MUCH BETTER.....14%
 SOMEWHAT BETTER.....38%
 ABOUT THE SAME.....37%
 SOMEWHAT WORSE.....8%
 MUCH WORSE.....1%
 DON'T KNOW/REFUSED.....3%
- IF "SOMEWHAT WORSE" OR "MUCH WORSE," ASK: (n=35)
59. Why do you feel that way? DON'T KNOW/REFUSED.....0%
 LARGE CLASS SIZES.....14%
 POOR TEACHERS.....9%
 POOR SPENDING.....23%
 BULLYING/DISCIPLINE...31%
 LACK OF FUNDING.....9%
 BACK TO BASICS.....9%
 TOO LIBERAL.....6%

I would like to read you a short list of statements others have told us. For each one, please tell me whether you strongly agree, agree, disagree, or strongly disagree. If you don't know, just say so.

60.	During the last few years, the Anoka-Hennepin School District Administration and Board have spent tax money effectively and efficiently.	STRONGLY AGREE.....8% AGREE.....73% DISAGREE.....16% STRONGLY DISAGREE.....1% DON'T KNOW/REFUSED.....3%
61.	Public school districts are not currently held accountable enough for the quality of education provided to their students.	STRONGLY AGREE.....5% AGREE.....40% DISAGREE.....49% STRONGLY DISAGREE.....4% DON'T KNOW/REFUSED.....3%
62.	Generally, the Anoka-Hennepin School District is held accountable enough for the quality of education provided to their students.	STRONGLY AGREE.....10% AGREE.....78% DISAGREE.....11% STRONGLY DISAGREE.....0% DON'T KNOW/REFUSED.....1%
63.	I trust the Anoka-Hennepin School Board to do what is right for the children in this district.	STRONGLY AGREE.....14% AGREE.....77% DISAGREE.....6% STRONGLY DISAGREE.....0% DON'T KNOW/REFUSED.....3%
64.	The Anoka-Hennepin School Board and Administration does a good job of involving community leaders, parents, and interested citizens in decisions about the schools.	STRONGLY AGREE.....11% AGREE.....80% DISAGREE.....8% STRONGLY DISAGREE.....0% DON'T KNOW/REFUSED.....1%

IF "DISAGREE" OR "STRONGLY DISAGREE," ASK: (n=31)

65. Why do you feel that way?

UNSURE, 3%; DON'T ASK FOR COMMUNITY INPUT, 39%; DON'T LISTEN, 16%; POOR COMMUNICATION, 26%; BUDGET CUTS, 7%; SCATTERED, 9%.

66.	I am satisfied with the School District's decision-making process.	STRONGLY AGREE.....12% AGREE.....79% DISAGREE.....9% STRONGLY DISAGREE.....0% DON'T KNOW/REFUSED.....1%
-----	--	---

IF "DISAGREE" OR "STRONGLY DISAGREE," ASK: (n=34)

67. Why do you feel that way?

POOR SPENDING, 50%; DON'T LISTEN, 15%;
 RETAINING/ATTRACTING TEACHERS, 9%; POOR FINANCIAL
 PLANNING, 9%; BUDGET CUTS, 9%; SCATTERED, 9%

68. The District provides safe and secure learning environments for students and staff?	STRONGLY AGREE.....19% AGREE.....78% DISAGREE.....3% STRONGLY DISAGREE.....0% DON'T KNOW/REFUSED.....0%
---	---

69. Too much of the District's budget is spent on non-classroom activities.	STRONGLY AGREE.....2% AGREE.....20% DISAGREE.....63% STRONGLY DISAGREE.....11% DON'T KNOW/REFUSED.....5%
---	--

IF "AGREE" OR "STRONGLY AGREE," ASK: (n=86)

70. What types of non-classroom activities are you thinking about?	DON'T KNOW/REFUSED.....0% ADMINISTRATION.....36% FIELD TRIPS.....8% SPORTS.....30% TEACHER TRAINING.....7% FACILITIES.....13% DIVERSITY PROGRAMS.....6%
--	---

71. The Anoka-Hennepin School District is a good investment, and I would support a property tax increase to protect that investment.	STRONGLY AGREE.....13% AGREE.....69% DISAGREE.....16% STRONGLY DISAGREE.....1% DON'T KNOW/REFUSED.....2%
--	--

Changing topics....

72. How would you rate the job performance of the Anoka-Hennepin School Board - excellent, good, only fair, or poor?	EXCELLENT.....10% GOOD.....65% ONLY FAIR.....22% POOR.....2% DON'T KNOW/REFUSED.....2%
--	--

- | | | |
|---------------|--|---|
| 73. | Offhand, do you recall the name of your current School Board member? (IF "YES," ASK:) Who is it? | ZACH ARCO.....5%
LINDA HOEKMAN.....9%
MICHELLE LANGENFELD....3%
MATT AUDETTE.....5%
KACY DESCHENE.....3%
JEFF SIMON.....5%
SOMEONE ELSE.....1%
NO.....66%
DON'T KNOW/REFUSED.....3% |
| 74. | And, how would you rate the District's teachers and instructional staff - excellent, good, only fair, or poor? | EXCELLENT.....34%
GOOD.....62%
ONLY FAIR.....4%
POOR.....0%
DON'T KNOW/REFUSED.....0% |
| 75. | How would you rate the job performance of the Anoka-Hennepin School District Superintendent and Administration - excellent, good, only fair, or poor? | EXCELLENT.....6%
GOOD.....80%
ONLY FAIR.....13%
POOR.....1%
DON'T KNOW/REFUSED.....1% |
| Moving on.... | | |
| 76. | When thinking about public education in Minnesota, do you think schools are adequately funded in this state? | ADEQUATE.....41%
NOT ADEQUATE.....57%
DON'T KNOW/REFUSED.....2% |
| 77. | Do you think the Anoka-Hennepin School District has sufficient funds to provide a high quality education for every child? | YES.....48%
NO.....49%
DON'T KNOW/REFUSED.....4% |
| 78. | How would you rate the financial management of the Anoka-Hennepin School District - excellent, good, only fair, or poor? | EXCELLENT.....7%
GOOD.....62%
ONLY FAIR.....29%
POOR.....2%
DON'T KNOW/REFUSED.....1% |
| 79. | When you consider the property taxes you pay and the quality of education provided by the Anoka-Hennepin School District, would you rate the general value as excellent, good, only fair, or poor? | EXCELLENT.....8%
GOOD.....72%
ONLY FAIR.....18%
POOR.....2%
DON'T KNOW/REFUSED.....1% |

Now, let's talk about additional funding for School District operating expenses....

80.	Which of the following three statements best describes your feelings: A. I would vote against almost any tax increases for the schools; B. I would vote for a tax increase under some conditions, but against it under other conditions; C. I would vote for almost any tax increases for the schools.	STATEMENT A.....9% STATEMENT B.....59% STATEMENT C.....32% NONE OF ABOVE (VOL)....1% DON'T KNOW/REFUSED.....0%
81.	How much would you be willing to pay in additional property taxes in order to provide increased funding for the School District? [START AT RANDOM STARTING POINT MOVE UP OR DOWN DEPENDING ON ANSWER] How about _____ per month? (REPEAT)	NOTHING.....15% \$5 A MONTH.....18% \$10 A MONTH.....36% \$15 A MONTH.....18% \$20 A MONTH.....6% \$25 A MONTH.....3% \$30 A MONTH.....1% MORE THAN \$30 A MONTH..2% DON'T KNOW/REFUSED.....1%
82.	Prior to this survey were you aware the Anoka-Hennepin School District will be making over \$20 million of budget cuts this fall?	YES.....36% NO.....63% DON'T KNOW/REFUSED.....2%

Changing topics....

There has been a lot of discussion about what is being taught to children in the United States.

For each of the following topics, please tell me if you think the Anoka-Hennepin School District is placing too little emphasis on it, too much emphasis on it, or about the right amount of emphasis. (ROTATE)

	TOO LIT	TOO MUC	ABT RIG	DK/ REF
83. Diversity, equity, and inclusion?	15%	22%	61%	1%
84. Music and fine arts?	16%	14%	69%	1%
85. Slavery, racism, and other challenges faced by people of color in the United States?	23%	32%	43%	3%
86. Career and technical education classes?	26%	5%	68%	2%
87. Gender identity?	16%	33%	43%	8%
88. Civics and political science?	14%	16%	63%	8%
89. LGBTQIA+?	10%	35%	41%	15%

	TOO LIT	TOO MUC	ABT RIG	DK/ REF
90. The basics, including reading, writing, and math?	43%	15%	41%	1%
91. Mental health support for students?	40%	5%	54%	1%
92. Prior to this survey, have you heard of the term social-emotional learning? (IF "YES," ASK:) What is your understanding of the meaning of social-emotional learning?				

UNSURE, 2%; NO, 78%; TEACHING STUDENTS HOW TO COPE WITH EMOTIONS, 7%; BUILDING GOOD CHARACTER, 2%; LEARNING TO INTERACT WITH PEERS, 3%; LEARN SELF-CONTROL, 2%; LEARNING AT OWN PACE, 3%; INDIVIDUAL LEARNING PLANS, 2%; SCATTERED, 2%.

Turning to communications.....

93. Overall, how would you rate the job the School District does in communicating with residents - excellent, good, only fair, or poor?	EXCELLENT.....	14%
	GOOD.....	72%
	ONLY FAIR.....	12%
	POOR.....	2%
	DON'T KNOW/REFUSED.....	1%

Now, just a few more questions for statistical purposes....

94. Which of the following categories contains your age?	18-24.....	4%
	25-34.....	27%
	35-44.....	36%
	45-54.....	29%
	55-64.....	4%
	65 AND OVER.....	1%
	REFUSED.....	0%
95. Do you own or rent your present residence? (IF "OWN," ASK:) Which of the following categories contains the approximate value of your residential property -- under \$250,000, \$250,000-\$300,000, \$300,001-\$400,000, \$400,001-\$500,000, or over \$500,000?	RENT.....	13%
	OWN/UNDER \$250,000....	12%
	OWN/\$250K-\$300K.....	18%
	OWN/\$300K-\$400K.....	36%
	OWN/\$400K-\$500K.....	17%
	OWN/OVER \$500K.....	4%
	OWN/UNSURE.....	0%
	DON'T KNOW/REFUSED.....	1%
96. Do you, or anyone in your immediate family, work in public education?	YES.....	12%
	NO.....	88%
	DON'T KNOW/REFUSED.....	0%

97.	Which of the following categories represents your ethnicity - White, African-American, Hispanic-Latino, Asian-Pacific Islander, Native American, or something else? (IF "SOMETHING ELSE," ASK:) What would that be?	WHITE.....61% AFRICAN-AMERICAN.....19% HISPANIC-LATINO.....11% ASIAN-PACIFIC ISLANDER.6% NATIVE AMERICAN.....1% SOMETHING ELSE.....0% MIXED/BI-RACIAL.....3% DON'T KNOW.....0% REFUSED.....0%
98.	Gender	MALE.....44% FEMALE.....56%
99.	City of Residence	ANDOVER.....16% ANOKA.....6% BLAINE.....16% BROOKLYN PARK.....5% CHAMPLIN.....12% COON RAPIDS.....20% HAM LAKE.....7% REST OF DISTRICT.....19%



MINNESOTA COMPREHENSIVE ASSESSMENTS

Overview, framework and district application

Dr. Johnna Rohmer-Hirt, executive director of research, evaluation and testing Oct. 7, 2024

OVERVIEW



- Comprehensive assessment system framework
- Minnesota Comprehensive Assessment overview
 - Purpose
 - Score meaning
 - Test creation process
 - Proficiency setting process
 - Intended use
- District application
- Other resources
- Next steps

COMPREHENSIVE ASSESSMENT SYSTEM



Assessment literacy foundation

Classroom Assessments		Common Assessments		District Level Assessments		External Assessments	
Most Formative		More Formative		More Summative		Most Summative	
Daily	Weekly	Unit	Monthly	Trimester	Beginning/End of Year	Annually	
Ongoing assessment initiated, developed and used collaboratively by student and teacher		Collaboratively developed between teachers and embedded into the curriculum		Identifies students for grouping, intervention and/or extension; Entrance/exit criteria		Determines mastery; Informs placement; Ranks and benchmarks; Reporting/improvement	
Classroom quizzes; Classroom tests; Classroom projects; Observational assessment		Collaborative Team Assessments (CFA); School-level course assessments		MAP; FAST Reading; COM/CPV; District CSA		MCA; ACT; AP/IB; ACCESS	
Progress Monitoring		Diagnostic		Universal Screening		Outcome	

MINNESOTA COMPREHENSIVE ASSESSMENTS



What are they?

- State-level standardized assessments required by legislation.
- Measure achievement toward meeting the Minnesota Academic Standards.
- Measure performance against a fixed set of criteria (Criterion-referenced).
 - Criteria (academic standards) are set independently by each state.
 - Performance expectations are set independently by each state.
- Measure performance in math, reading, and science.

MINNESOTA COMPREHENSIVE ASSESSMENTS



What are they?

Based on Webb's Depth of Knowledge (DoK)

- Level 1 - Recall (fact, definition, term, simple procedure)
- Level 2 - Skill/concept (decisions about approach, read & interpret information)
- Level 3 - Strategic thinking (reason, plan, use evidence, explain thinking)
- Level 4 - Extended thinking (assessed only in the classroom - complex thinking, reasoning, and developing requiring an extended period of time to complete)

MINNESOTA COMPREHENSIVE ASSESSMENTS



What are they?

- Online assessment format
 - Math and reading - computer adaptive test
 - Science - fixed form test
- Item types
 - Multiple choice
 - Technologically-enhanced
 - Type-in
 - Graphing
 - Drag-and-drop
 - Hot-spot (multiple answers or select a location on the graphic)
 - Constructive response (on 2025 Science MCA-IVs)

MINNESOTA COMPREHENSIVE ASSESSMENTS



What is their purpose?

- To provide an external snapshot of learning of the Minnesota K-12 Academic Standards.
 - Helps to evaluate implementation of standards in schools and districts across the state.
 - Provides an indicator of grade-level proficiency.
 - Included in district and school accountability measures.
- Best preparation for students taking the MCA is grade-level instruction aligned to the academic standards.

MINNESOTA COMPREHENSIVE ASSESSMENTS



Who takes them?

- All students in the designated grades are expected to participate in each subject area.

Math	Grades 3-8, and 11
Reading	Grades 3-8 and 10
Science	Grades 5, 8 and HS Biology

- Proficiency rates are reported for general use based on all students tested.
- Proficiency rates are reported for state and federal accountability based on all students enrolled by a specific date in the year.

MINNESOTA COMPREHENSIVE ASSESSMENTS



What scores are provided?

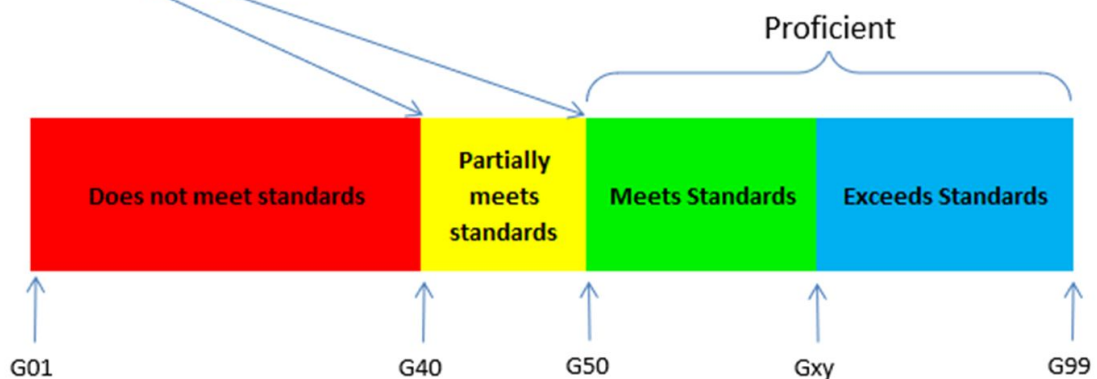
- Scale scores
 - Standardized three or four digit number indicating the grade level tested and the representative score the student earned on the test.
 - Translates the ability level estimated based on the difficulty of the items correctly answered into a common scale for all students tested.
 - Does not represent percent correct or any percentage-based score.
- Achievement levels
 - Does not meet standards (D)
 - Partially meets standards (P)
 - Meets standards (M)
 - Exceeds standards (E)

MINNESOTA COMPREHENSIVE ASSESSMENTS



What scores are provided?

The first two cut scores will be consistent over grades, G40 & G50. The third score, Gxy, will vary.

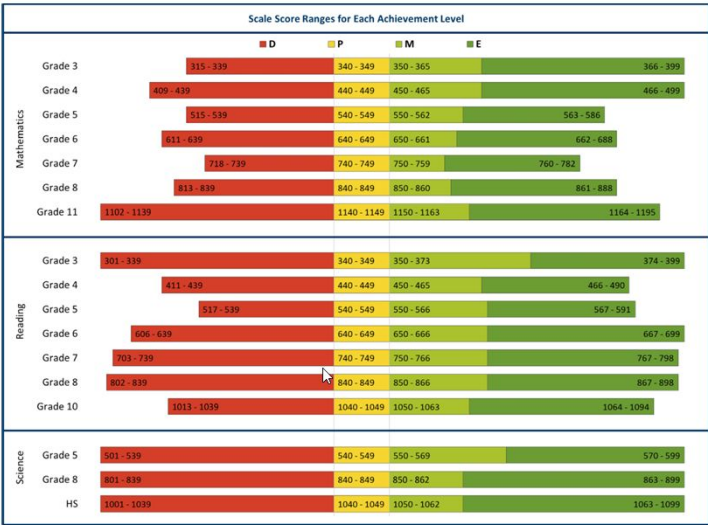


Each grade level will have the same score range, G01-G99, where G coincides with the grade.

MINNESOTA COMPREHENSIVE ASSESSMENTS



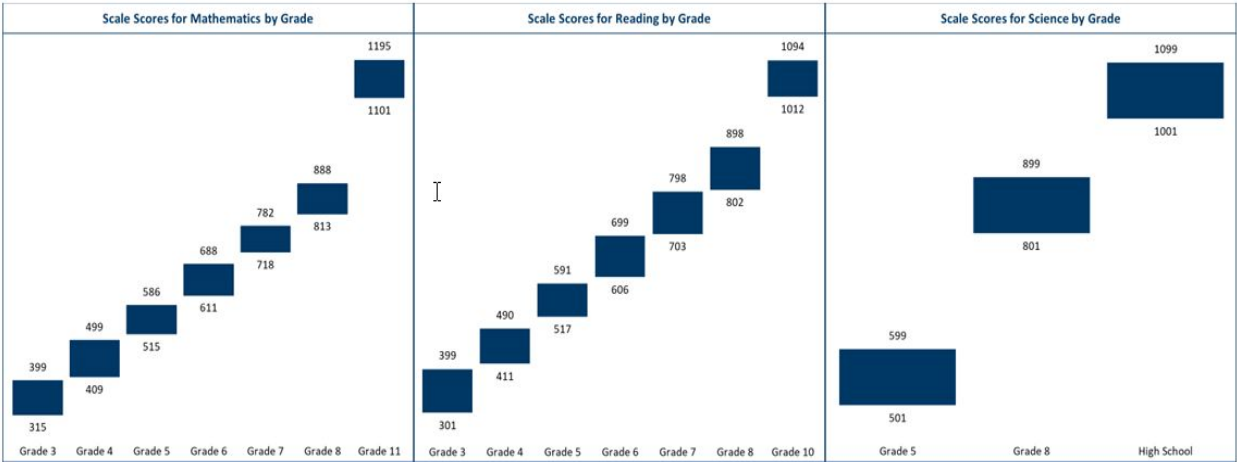
What scores are provided?



MINNESOTA COMPREHENSIVE ASSESSMENTS



What scores are provided?



MINNESOTA COMPREHENSIVE ASSESSMENTS



What scores are provided?

- Scale scores
 - Scores are calculated incorporating the difficulty of items.
 - Students with the same number of items correct may have different scores, depending on which items they answer correctly.
- Adaptive vs. fixed form assessments
 - Not all students are given the same items
 - Adaptive test (math and reading)
 - Students are given the next item (math) or passage (reading) based on their response to the previous question(s)
 - Fixed form test (science)
 - Students have differing forms of the assessment, each with equal difficulty

MINNESOTA COMPREHENSIVE ASSESSMENTS



What do the scores mean?

- Achievement level descriptors (ALDs)
 - Provide a description of grade-level student performance on the MCAs for each of the achievement levels.
 - Developed in collaboration with:
 - MN educators
 - Minnesota Department of Education staff
 - Independent reviewers
 - MN Technical Advisory Committee (TAC)
 - Standard setting committee
 - Commissioner of Education

MINNESOTA COMPREHENSIVE ASSESSMENTS



What do the scores mean?

Minnesota Department of
Education

Reading MCA Achievement Level Descriptor Map – Grade 4

These are supplementary materials to the Reading MCA Achievement Level Descriptors. The overview for the MCA Achievement Level Descriptors and how to interpret them are on the MDE website at MDE > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors.

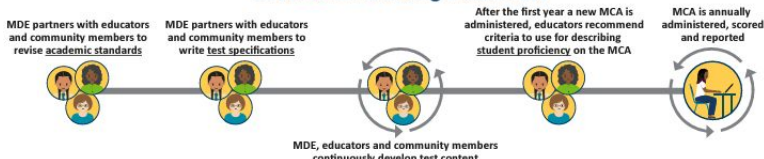
Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy. <i>Key Ideas and Details (Standards 1, 2, 3)</i> Recall details from text Make simple predictions based on explicit text Identify a cause or an effect Identify obvious fact and opinion in explicit text Make general comparisons based on explicit text Locate explicit main idea and central message Identify basic sequence of events</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy. <i>Key Ideas and Details (Standards 1, 2, 3)</i> Use explicit text evidence to make logical conclusions Identify key details related to text Make predictions based on text Sequence basic plot events, real events and steps in a process Locate cause or effect Identify fact and opinion Use evidence from text to make meaning Make simple comparisons based on implicit text State main idea and topic from a section of explicit text or from explicit text as a whole Identify obvious literary elements (e.g., plot, conflict, characterization, setting, theme) Identify literary terms (e.g., hero, villain)</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately. <i>Key Ideas and Details (Standards 1, 2, 3)</i> Use implicit text evidence to quote accurately and make logical conclusions Identify relevant details that support conclusions from text Use text evidence to understand cause-effect relationships Sequence plot events, real events, and steps in a process Use text evidence to understand cause-effect relationships Make inferences based on implicit text Distinguish fact from opinion in explicit text Use evidence from text to justify interpretations of meaning Compare and contrast based on implicit text Summarize from a section of text or text as a whole: <ul style="list-style-type: none"> main idea central message supporting details </p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency. <i>Key Ideas and Details (Standards 1, 2, 3)</i> Draw logical conclusions from abstract text Identify specific details to support conclusions from text Use generalizations and make complex predictions Use text evidence to analyze and synthesize cause-effect relationships Make complex inferences based on implicit text Distinguish fact from opinion in a variety of implicit texts Compare and contrast text features in depth based on implicit text Summarize from a section of text, text as a whole, and across texts: <ul style="list-style-type: none"> main idea central message supporting details plot subject </p>
<p>Craft and Structure (Standards 4, 5, 6) Recognize simple figures of speech Locate obvious context clues to understand word meanings Identify key words and phrases Recognize the features, format, and function of basic text structures (e.g., listing) and their impact on meaning State author's obvious purpose in explicit text</p>	<p>Craft and Structure (Standards 4) Identify obvious literary devices (e.g., identify basic connotations) Use context clues to understand word meanings Define technical terminology in context Recognize standard transitional words (however) Use word structures to construct meaning</p>	<p>Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy. <i>Key Ideas and Details (Standards 1, 2, 3)</i> Recall details from text Make simple predictions based on explicit text Identify a cause or an effect Identify obvious fact and opinion in explicit text Make general comparisons based on explicit text Locate explicit main idea and central message Identify basic sequence of events</p>	<p>Partially Meets the Standards When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy. <i>Key Ideas and Details (Standards 1, 2, 3)</i> Use explicit text evidence to make logical conclusions Identify key details related to text Make predictions based on text Sequence basic plot events, real events and steps in a process Locate cause or effect Identify fact and opinion Use evidence from text to make meaning Make simple comparisons based on implicit text State main idea and topic from a section of explicit text or from explicit text as a whole Identify obvious literary elements (e.g., plot, conflict, characterization, setting, theme) Identify literary terms (e.g., hero, villain)</p>

MINNESOTA COMPREHENSIVE ASSESSMENTS

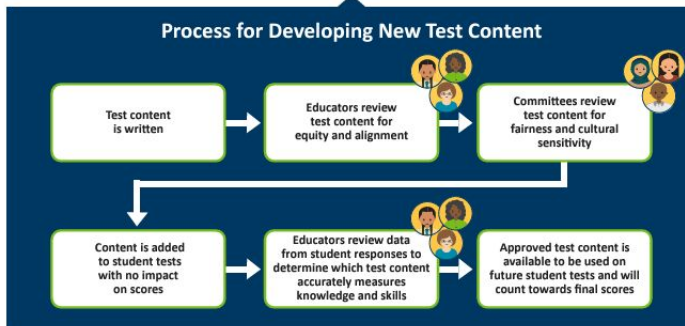


How are new tests created?

Process for Creating a New Test



Process for Developing New Test Content

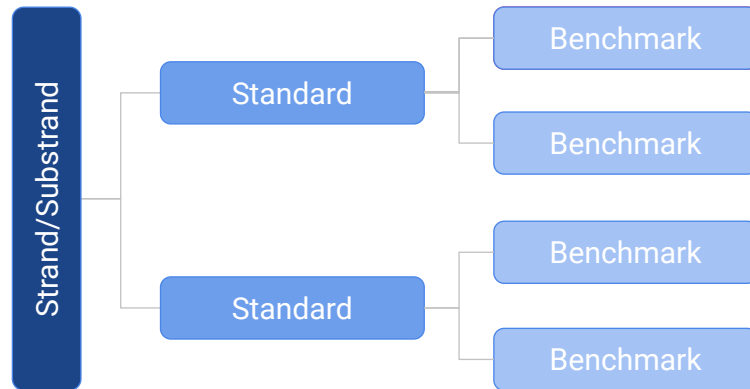


MINNESOTA COMPREHENSIVE ASSESSMENTS



How are new tests created?

Test structure based on strands, standards, and benchmarks.

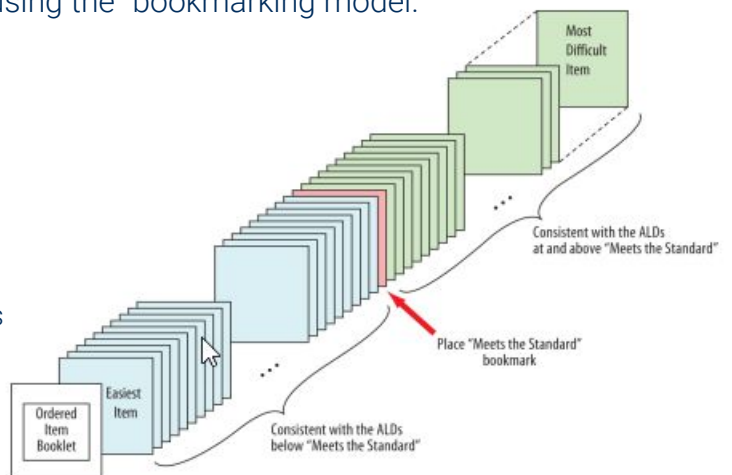


MINNESOTA COMPREHENSIVE ASSESSMENTS



How is proficiency determined?

- Standard setting process using the “bookmarking model.”
(Mitzel et al., 2001)
- Committee includes:
 - Educators
 - Higher ed/ Researchers
 - Special population experts
 - Business representatives
 - Legislators
 - Parents/Guardians



MINNESOTA COMPREHENSIVE ASSESSMENTS



How are they intended to be used?

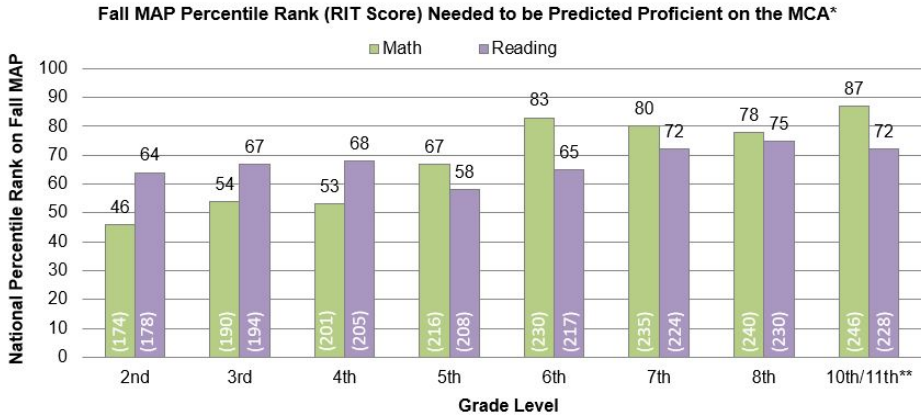
User of information	Intended uses
Policymakers	<ul style="list-style-type: none"> Systems accountability: Evaluate systems and structures for supporting schools in teaching and learning the grade-level academic standards.
Schools and District Leaders	<ul style="list-style-type: none"> Monitor district- and school-wide trends in providing opportunities to learn the academic standards across years, grades, sites, and student groups. Identify professional development needs for continuous improvement.
Educators	<ul style="list-style-type: none"> Gain a general sense of student understanding in relation to grade-level concepts and skills defined in the standards. Identify strengths or gaps in curriculum, scope and sequence and macro-level planning.
Families	<ul style="list-style-type: none"> Add to the understanding of their student's opportunities and progress in learning grade-level standards.

MINNESOTA COMPREHENSIVE ASSESSMENTS



How should scores be interpreted?

Differences in Relative Difficulty of MCA Assessments Across Subjects and Grade Levels



Note: Math and reading percentile ranks are based on the most current NWEA national norms (2020). Associated MAP RIT scores are located in parentheses at the bottom of the bars. * Information based on Anoka-Hennepin Prediction Tables. ** Predicting from the grade 8 fall MAP.

MINNESOTA COMPREHENSIVE ASSESSMENTS



How can we apply them?

Elementary School Prediction Tables						
Grade Level	CoM/CPV to MAP Math	CoM/CPV to MCA-III Math	MAP Reading to MCA-III Reading	MAP Math to MCA-III Math	MCA-III Reading to MCA-III Reading	MCA-III Math to MCA-III Math
K	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 88%/87%/82% CoM score 7-8/15-18/19-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 87%/88%/82% CoM score 9-14/15-18/14-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
1	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 87%/88%/82% CoM score 9-14/15-18/14-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 87%/88%/82% CoM score 9-14/15-18/14-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
3	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 87%/88%/82% CoM score 9-14/15-18/14-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 87%/88%/82% CoM score 9-14/15-18/14-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
4	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 87%/88%/82% CoM score 9-14/15-18/14-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 87%/88%/82% CoM score 9-14/15-18/14-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
5	T1/T2/T3 Shortened CoM to Fall G2 MAP ≤ 6/14/18 Predicted to Not Meet Proficiency G2 ≥ 10/20/22 Predicted to Meet Proficiency G2 Prediction Accuracy 87%/88%/82% CoM score 9-14/15-18/14-21 Need More Info	T1/T2/T3 Shortened CoM to G3 MCA-III ≤ 4/10/15 Not Proficient G3 ≥ 9/17/21 Proficient G3 CoM score 5-8/11-16/16-20 Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	Fall (Spring) MAP to G3 MCA-III ≤ 130 Not Proficient G3 ≥ 179 (182) Proficient G3 Prediction Accuracy 87% (90%) MAP score 138-177 (181-184) Need More Info	MCA-III Reading to G4 MCA-III ≤ 137 Not Proficient G4 ≥ 184 Proficient G4 Prediction Accuracy 92%	MCA-III Math to G4 MCA-III ≤ 142 Not Proficient G4 ≥ 192 Proficient G4 Prediction Accuracy 90%
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MINNESOTA COMPREHENSIVE ASSESSMENTS



How can we apply them?

Achievement level comparisons

Stand/strand performance comparisons

DEPARTMENT OF EDUCATION SCHOOL BENCHMARK PERFORMANCE REPORT

SPRING 2021 GRADE 4 READING MCA-III

Refer to your district data privacy policies and procedures when sharing the data in this report with district and school staff. For some schools, results may be presented for a small number of students, which may make it difficult to identify individual students. Please request data privacy to maintain when accessing or sharing these reports electronically, or when sharing printed hard copies of these reports.

GRADE 4 READING PERFORMANCE
Number of grade 4 students in reading with valid scores for your school: 52

The graph shows the percentage of students in each achievement level for your school, district, and the state for the Reading MCA-III. The percent proficient under each bar in the graph is the percentage of students in the "Meets" and "Exceeds" levels.

View the MCA Achievement Level Descriptions in the MCA Testing 123 website.

GRADE 4 READING PERFORMANCE BY SUBSTRAND
For the grade 4 Reading MCA-III, the standard performance levels are reported as: Below Expectations, At or Near Expectations, or Meets Expectations. The standard performance level is determined by comparing the student's score to the state expectation of the "Meets" achievement level.

The graphs below show the percentage of students in each performance level for each substrand calculated by applying individual student substrand performance levels at your school, at your district, and at the state level.

View information about Standard Performance Levels in the Minnesota Guide for Minnesota Assessment Exports on the MCA - District, Schools and Educators - Testing and Learning - Standards Testing.

Reading Benchmark Report Spring 2021 - Grade 4

GRADE 4 READING PERFORMANCE BY BENCHMARK
School performance on each benchmark is reported as the "Meets" achievement level score. Performance on each benchmark is calculated by comparing student performance on a benchmark to the expected performance on a benchmark to be achieved at the "Meets" achievement level and score.

School performance on this benchmark is greater than the Meets' achievement level.
 School performance on this benchmark is equal to the Meets' achievement level.
 School performance on this benchmark is greater than the Meets' achievement level.
 More than 20 percent of students are "Meets" or "Exceeds".

KEY IDEAS AND DETAILS

Connected to "Meets" Achievement Level

- 4.R.1.1 Literature: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.R.1.2 Literature: Cite specific textual details to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 4.R.1.3 Literature: Analyze a main idea and supporting details from a text to analyze how a text builds on that idea and to describe how that idea is developed and refined by specific details.
- 4.R.1.4 Informational Text: Analyze a main idea and supporting details from a text to analyze how a text builds on that idea and to describe how that idea is developed and refined by specific details.
- 4.R.1.5 Informational Text: Analyze a main idea and supporting details from a text to analyze how a text builds on that idea and to describe how that idea is developed and refined by specific details.
- 4.R.1.6 Informational Text: Analyze a main idea and supporting details from a text to analyze how a text builds on that idea and to describe how that idea is developed and refined by specific details.
- 4.R.1.7 Informational Text: Analyze a main idea and supporting details from a text to analyze how a text builds on that idea and to describe how that idea is developed and refined by specific details.
- 4.R.1.8 Informational Text: Analyze a main idea and supporting details from a text to analyze how a text builds on that idea and to describe how that idea is developed and refined by specific details.
- 4.R.1.9 Informational Text: Analyze a main idea and supporting details from a text to analyze how a text builds on that idea and to describe how that idea is developed and refined by specific details.
- 4.R.1.10 Informational Text: Analyze a main idea and supporting details from a text to analyze how a text builds on that idea and to describe how that idea is developed and refined by specific details.

DRAFT AND STRUCTURE

Connected to "Meets" Achievement Level

- 4.R.2.1 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.2 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.3 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.4 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.5 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.6 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.7 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.8 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.9 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").
- 4.R.2.10 Literature: Compare the meaning of a word or phrase as they are used in a text, including those that allude to significant details from a text (e.g., "reticent").

INTEGRATION OF KNOWLEDGE AND IDEAS

Connected to "Meets" Achievement Level

- 4.R.3.1 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.2 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.3 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.4 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.5 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.6 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.7 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.8 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.9 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.
- 4.R.3.10 Literature: Make connections between the text of a story or drama and a real or imagined world, comparing and contrasting the text to other stories or dramas and to life experiences.

Benchmark performance comparisons

MINNESOTA COMPREHENSIVE ASSESSMENTS



How can we apply them?

Grade 4 Reading Benchmark Achievement Level Descriptors

Key Ideas and Details: Standards 1, 2, and 3

Standard 1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Citing Textual Evidence: Locate textual evidence in explicit text. Relevant Details: Recall details from text. Cause/Effect Relationships: Identify a cause or an effect in explicit text.	Citing Textual Evidence: Use textual evidence from text to make meaning. Use explicit textual evidence to make logical conclusions. Relevant Details: Identify key details related to text.	Citing Textual Evidence: Use implicit textual evidence to justify interpretations of meaning. Use implicit textual evidence to quote accurately and make logical conclusions.	Citing Textual Evidence: Draw logical conclusions from abstract textual evidence. Relevant Details: Identify specific details to support conclusions from text and draw logical conclusions from text.

MINNESOTA COMPREHENSIVE ASSESSMENTS



How can we apply them?

% FRP*	ELEM READING	Grade 3												Grade 4												Grade 5											
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024			
44.5	State Average	58.2	58.9	57.5	56.8	55.9	54.6	48.5	48.1	47.4	46.5	55.2	57.9	58.4	57.0	55.7	55.4	49.3	49.6	48.4	48.1	67.0	66.7	67.7	67.5	67.0	65.8	59.4	59.4	58.7	57.5						
42.4	District Avg.	58.6	58.4	59.0	60.3	62.7	62.5	53.0	50.7	50.9	50.3	59.3	60.6	62.2	60.9	60.8	61.5	54.1	53.6	50.6	53.1	71.9	72.8	73.3	72.0	71.1	70.7	64.0	66.1	64.8	62.3						

- 2014 3rd grade cohort: +2.0 from 3rd to 4th; +12.7 from 4th to 5th
- 2016 3rd grade cohort: +1.9 from 3rd to 4th; +10.2 from 4th to 5th
- 2022 3rd grade cohort: -0.1 from 3rd to 4th; +11.7 from 4th to 5th

	3rd to 4th Grade	4th to 5th Grade	5th to 6th Grade	6th to 7th Grade	7th to 8th Grade	8th Grade to HS
Math	0-1% increase	5-7% decrease	5-8% decrease	1-2% increase	0-1% increase	3-5% decrease
Reading	0-1% decrease	9-11% increase [^]	3-4% decrease	2-4% decrease	1-2% decrease	1-2% increase

[^]The expectation in reading as students move from 4th to 5th grade does not follow the typical rule. The rule would suggest an increase of 3-5%, however, our data trends consistently show significantly higher performance than expected.

MINNESOTA COMPREHENSIVE ASSESSMENTS



What do sample items look like?

5th

Several expressions are shown. Which expressions have a value of 12 when $r=3$?
Select the expressions you want to choose.

$21 - 3 \times r$

$3 \times r + 3$

$2 \times r + 4$

$2 \times r + 6$

$5 \times r - 6$

$14 - 4 \times r$

8th

The formula $F = \frac{9}{5}C + 32$ can be used to convert C , the temperature in degrees Celsius, to F , the temperature in degrees Fahrenheit. What is the temperature, to the nearest tenth, in degrees Celsius when the temperature is 92.8 degrees Fahrenheit?

Enter your answer in the box.

 °C

11th

The population of a bacteria colony, P , is modeled by the equation $P = P_0 \cdot 2^{(t/15)}$, where P_0 is the initial population and t is the time in minutes. A colony starts with 50 bacteria. After how many minutes will the population of the colony be 12,800?

h

A. 8 minutes

B. 120 minutes

C. 1,920 minutes

D. 10,500 minutes

MINNESOTA COMPREHENSIVE ASSESSMENTS



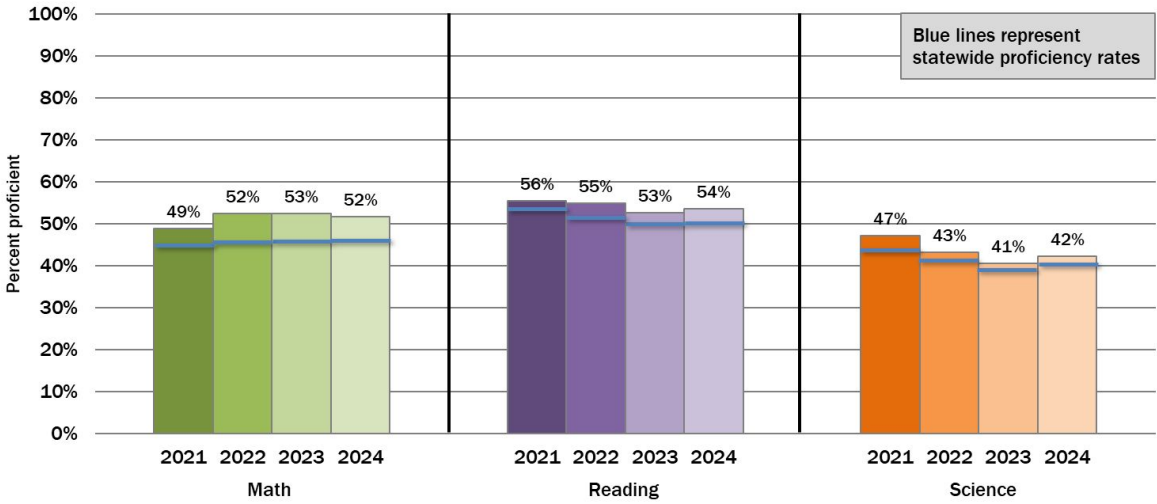
What factors can impact assessment results?

- Exposure to academic standards - course enrollment/completion.
- Language or learning barriers.
- Student's physical, social or emotional well-being at the time of test.
- Student's motivation and confidence.
- The testing environment - temperature, lighting, noise level, distractions.
- Student's relationship with the proctor.
- Student's perceptions of the content applicability or relevance.
- Poor or confusing wording of directions or items.
- Reliability of the passages or item context.
- Adult perceptions of the importance of the assessment/school culture.

MINNESOTA COMPREHENSIVE ASSESSMENTS



How are we doing? (Districtwide results)



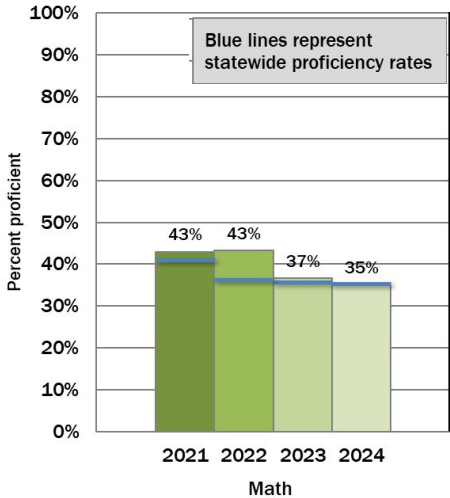
MINNESOTA COMPREHENSIVE ASSESSMENTS



How are we doing? (High school math results)

Purely hypothetical “steel man” scenario example based on 2024 HS math*:

- 2,462 11th grade students tested
 - 1,177 of these students completed the test in less than 60 minutes
 - 82 of the remaining students tested have language barriers
- 1,203 students remained
 - 622 of these students were proficient
 - 52% of these students were proficient



*Per school board member request

MINNESOTA COMPREHENSIVE ASSESSMENTS



What other data are available?

- Demographic
- Enrollment
- Course
- Program/Intervention
- Assessment
 - ACT/AP/IB/NOCTI
 - MAP/FAST/CogAT/COM/CPV
 - Classroom measures
- Attendance
- Perception
- Extracurricular
- Observational
- Graduation

MINNESOTA COMPREHENSIVE ASSESSMENTS



What other data are available?

2024 high school graduating class scenario:

- 37% of students demonstrated proficiency on 2023 MCA math test
- 87% of these students took at least one career/college level course while in high school and 77% of them took at least two
- 88% average attendance for this group of students and 64% of them attended consistently (at least 90% of the time)
- 52% of students met at least one college readiness benchmark on the ACT
- 85% of these students graduated in four years (*extremely preliminary and unofficial - official rate from MDE available in March*)

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What are factors that are considered in looking at the data?

- Profile of students that are proficient, non-proficient and did not complete the assessment.
- Duration of time students spent on the assessment.
- Performance based on the number of years students have been enrolled in Anoka-Hennepin.
- Performance based on predicted proficiencies.
- Student group performance.
- Performance compared to demographically-like schools and districts.
- Performance compared to state.
- Performance trends.

MINNESOTA COMPREHENSIVE ASSESSMENTS



How can we apply them in conjunction with other data?

- What is the demographic makeup of your class?
- How many students were proficient on different assessments given?
- How many students are missing scores for these assessments? Are there similarities between these students?
- What patterns or trends do you notice across measures?
- Ways to look deeper at data:
 - Student group performance
 - Subject/strand comparisons
 - Comparisons across assessments/years
 - Performance by students grouped by other attributes (attendance, involvement, etc.)
 - Intervention/programming group comparisons
 - Class to grade-level/school-wide comparisons

MINNESOTA COMPREHENSIVE ASSESSMENTS



What are next steps?

- School Board meeting presentation: Oct. 28, 2024
- School Board/cabinet planning meeting: Nov. 23, 2024

District Scorecard A: Maximizing student learning and minimizing the achievement gap										District Scorecard B: Implementing 'Next in Class' leadership and management practices										District Scorecard C: Expanding professional for all administrators and staff																							
Indicator	Description	Trend	Current	Baseline	Progress	Vision	Trend				Current	Description	Trend	Current	Baseline	Progress	Vision	Trend				Current	Description	Trend	Current	Baseline	Progress	Vision															
							2019-20	2020-21	2021-22	2022-23								2023-24	2019-20	2020-21	2021-22								2022-23	2023-24	2019-20	2020-21	2021-22	2022-23	2023-24								
A1.1	Early Childhood (EC) achievement	Percent of EC students assessed who passed/advanced expected spring benchmarks	<60%	50-60%	70-70%	80-80%	>90%	58.2%	57.5%	60.2%	61.9%	61.9%	7	B1	Executive management	Percent of school improvement plans that include a leadership development component	<50%	50-50%	60-60%	70-70%	80-80%	>90%	58.2%	57.5%	60.2%	61.9%	61.9%	7	C1	Administrative leadership	Percent of administrators who completed a leadership development program	<50%	50-50%	60-60%	70-70%	80-80%	>90%	58.2%	57.5%	60.2%	61.9%	61.9%	7

THANK YOU

Questions?

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