



World's Best Workforce Data Update

**Robbinsdale Area Schools
November 20, 2019**



ROBBINSDALE
Area Schools

Individual focus. Infinite potential.

See All. Serve All. Support All.



World's Best Workforce (WBWF)

Performance Measures

- Student performance on the National Association of Education Progress (NAEP)
- Reduction of the academic achievement gap by student groups
- Student performance on the MN Comprehensive Assessments (MCAs)
- College and Career readiness under section 120.30, subdivision 1




World's Best Workforce State Goals

| WBWF Area | Statewide Goal |
|--|---|
| All third-grade students achieve grade level literacy. | Minnesota will reach a third-grade reading/language arts achievement rate of 90 with no student group below 85 by the year 2025. |
| Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty. | Minnesota will reach a reading/language arts achievement rate of 90 with no student group below 85 by the year 2025. Minnesota will reach a math achievement rate of 90 with no student group below 85 by the year 2025. |
| All students attain career and college readiness before graduating from high school. | Minnesota will reach an eighth-grade math achievement rate of 90 with no student group below 85 by the year 2025. |
| All students graduate from high school. | Minnesota will reach a four-year adjusted cohort graduation rate of 90 percent with no student group below 85 by the year 2020. |

Unified District Vision Goals

- ❖ Implement policies and practices that open pathways to Academic Excellence for ALL students
- ❖ Utilize culturally responsive teaching and personalized learning for ALL students
- ❖ Engage family and community members as partners
- ❖ Engage and Empower students by amplifying student voice

Adopted March 3, 2014



Excellence is the Standard

Unified District Vision: High Intellectual Performance Through Equity

Our Mission
The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

Unified District Vision
Robbinsdale Area Schools is committed to ensuring every student graduates career, articulated skilled trades and college ready. We believe each student has limitless possibilities and we strive to ignite the potential in every student. We expect high intellectual performance from all our students. We are committed to ensuring an equitable and respectful educational experience for every student, family and staff member, focusing on strengths related to:

- Race
- Culture
- Ethnicity
- Home or First Language
- National Origin
- Socioeconomic Status
- Gender
- Sexual Orientation
- Age
- Ability
- Religion
- Physical Appearance

The Unified District Vision Consists of Four Key Goals:

1. Implement policies and practices that open pathways to academic excellence for all students
2. Utilize culturally responsive teaching and personalized learning for all students
3. Engage family and community members as partners
4. Engage and Empower students by amplifying student voice

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Adapted (*) indicates School Board approved modifications, 11/9/2018

STRATEGIC PRIORITIES

Kindergarten Readiness:
Provide high-quality early learning programs to ensure all students are kindergarten ready.
Measures: Formative Assessment Systems for Teachers (F.A.S.T.)

Third Grade Reading Proficiency:
Provide differentiated learning experiences to ensure all third grade students achieve grade level literacy.
Measures: MCA and F.A.S.T.

High School Graduation:
Ensure every student graduates from high school career, articulated skilled trades and college ready.
Measures: High School Graduation Rate

Standards:
All staff will teach the state standards *pre-K-12, *adult academic.
Measures: Danielson model

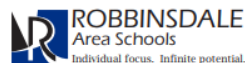
Central Office Capacity:
Build central office capacity to deliver services in a timely manner to influence student academic achievement.
Measures: *Downey walk-through, *implementing efficient operational strategies and *customer service training

Middle School *Transition:
Ensure a smooth academic and social-emotional transition to and from middle school.
Measures: *"Where Everyone Belongs" (W.E.B.) transition program and *College Board recommended curriculum (SpringBoard)

Strategic Priorities

- **Kindergarten Readiness:** Provide high quality early learning programs to ensure ALL students are kindergarten ready.
- **Third Grade Reading:** Provide differentiated learning experiences to ensure ALL third-grade students achieve grade level literacy.
- **High School Graduation:** Ensure every student graduates from high school career, articulated skilled trades, and college ready.
- **Standards:** ALL staff will teach the state standards pre-K-12, adult academic.
- **Central Office Capacity:** Build central office capacity to deliver services in a timely manner to influence student academic achievement.
- **Middle School Transition:** Ensure a smooth academic and social-emotional transition to and from middle school.

Robbinsdale Area Schools Equity Policy



Robbinsdale Area Schools Equity Policy

Adopted July 9, 2018

The mission of Robbinsdale Area Schools (RAS) is to inspire and educate all learners to develop their unique potential and positively contribute to their community. See All, Serve All, Support All! The Unified District Vision (UDV) and Board Core Values are embodied by the RAS Equity Definition.

RAS defines equity as setting the conditions, to the extent possible, to assure access and opportunity for ALL students, while eliminating gaps in performance based on race, socio-economic status, and language. Discriminatory policies and practices are not tolerated.

RAS is committed to the provision of a barrier-free learning environment. Graduating students ready for careers, skilled trades, and college is our priority. We will actively eliminate district policies, structures, and practices which perpetuate inequities and contribute to disproportionality in access and outcomes.

Recognition of the strengths within our staff and students is an essential core value. These strengths are related to factors such as: race; culture; ethnicity; language; national origin; socioeconomic status; gender; sexual orientation; age; ability; religion; and physical appearance.

To secure this vision, RAS will focus on the individual and unique needs of each student. Our UDV has four goals:

1. Implement policies and practices that open pathways to academic excellence for all students;
2. Utilize culturally responsive teaching and personalized learning for all students;
3. Engage family and community members as partners; and
4. Engage and empower students by amplifying student voice.

Fulfilling the Unified District Vision Through Equity

In our work to fulfill the requirements of the World's Best Workforce and live up to our Unified District Vision (UDV), we embrace the following shared values, and adopt them as the framework for our collective efforts to prepare each student to develop their unique potential. We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices. We commit to providing a district-wide culture which:

- Holds high expectations of students and staff, through appreciation of varied teaching and learning styles.
- Allows for individualized and systemic personal development opportunities that support teachers and students.
- Intentionally utilize culturally relevant and responsive curricula, and pathways that widen access to educational opportunities and lifelong success.
- Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students to reduce prevalent and persistent learning outcome gaps.
- Allocate the many financial, capital and human resources of RAS equitably.
- Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.
- Engage, and collaborate with our families, students, residents, communities, and stakeholders promoting their active involvement as an essential component of the district's responsibility for effective and equitable governance.

The Board has the expectation all district and school site decision makers, teachers, administrators, and other staff will be accountable for building a district-wide culture of equity. The Superintendent is charged to develop a plan with measurable accountability standards and procedures that can be reported transparently to the public.

The equity policy is the lens guiding existing and future policies which impact student learning and resource allocation. Our district's policy development process will utilize insights from the equity policy.

The Equity Policy of Robbinsdale Area Schools will be reviewed annually and approved by the Board.

Equitable Access to Excellent Teachers

According to data from Robbinsdale Area Schools' (RAS) Human Resources Department:

RAS teachers overwhelmingly meet state definition of being highly qualified.

| Experience | 2017-2018 | 2019-2020 |
|--------------------|-----------|-----------|
| Less than 3 Years | 4.4% | 20.3% |
| 3-10 Years | 29.4% | 25.6% |
| More than 10 Years | 66.2% | 54.10% |

Diversity of RAS Teachers

Although RAS teachers meet the standard of highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect their diversity.

| Race/Ethnicity | 17-18 Students | 18-19 Students | 17-18 Non-Licensed Staff | 19-20 Non-Licensed Staff | 17-18 Licensed Staff | 19-20 Licensed Staff |
|------------------------|-------------------|-------------------|--------------------------------|--------------------------------|----------------------------|----------------------------|
| African American/Black | 29.5% | 29.8% | 17.5% | 18.73% | 3.8% | 3.0% |
| American Indian | 0.6% | 0.6% | 0.3% | 0.72% | 0.1% | 0.2% |
| Asian/Pacific Islander | 6.6% | 6.4% | 2.0% | 2.55% | 1.8% | 1.6% |
| Hispanic/Latino | 14.8% | 15.1% | 3.6% | 3.52% | 2.0% | 1.9% |
| White | 40.0% | 39.1% | 76.6% | 74.48% | 92.3% | 93.30% |
| Two or More Races | 8.4% | 9.1% | n/a | n/a | n/a | n/a |

All Students Ready for Kindergarten

State Statute:

- Child is at least five years of age by September 1 of the child's enrollment year (120A.20)
- Child has received early childhood screening (121A.17)
- Child has received medically acceptable immunizations (121A.15)

District Progress:

- Minimum of 818/851 (96.1%) of Fall 2018 Kindergarten students completed screenings within the first 30 days of school

Proficiency in Letter Names and Letter Sounds

Goal: The percentage of students demonstrating proficiency in letter naming/sounds on FAST will increase by 10%.

| | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 |
|---------------|-----------|-------------|-----------|-------------|
| Letter Names | 11% | 80% | 10% | 67% |
| Letter Sounds | 2% | 72% | 2% | 53% |

- The district no longer collect data on students simply naming letters or producing letter sounds.
- The district uses FAST earlyReading assessments to monitor kindergarten student progress in early literacy. Letter naming fluency data is only collected in the fall.

| Average Words Correct per minute score on Letter Sound Fluency subtest of FAST earlyReading assessment | | | | | | |
|--|-----------|-------------|-----------|-------------|-----------|-------------|
| | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Letter Sounds | 9.71 | 48.0 | 10.6 | 48.1 | 7.5 | 48.4 |

Third Grade Reading Proficiency

Goal: The percentage of students enrolled in third grade who are proficient will increase by 10%.

| Reading MCA % (All Students Tested) | All | White | Students of Color | Achievement Gap |
|--|------|-------|----------------------|--------------------|
| 2015 | 47.9 | 68.0 | 32.9 | 35.1 |
| 2016 | 49.2 | 69.1 | 35.3 | 33.8 |
| 2017 | 47.8 | 69.3 | 33.6 | 35.7 |
| 2018 | 48.6 | 69.3 | 36.0 | 33.3 |
| 2019 | 48.8 | 68.8 | 36.9 | 31.9 |

Closing the Achievement Gap: Reading

Goal: The achievement gap between Students of Color and White students in the district will decrease 10%.

| Math MCA (All Students Tested) | All | White | Students of Color | Achievement Gap |
|-----------------------------------|------|-------|----------------------|--------------------|
| 2015 | 47.9 | 68.0 | 32.9 | 35.1 |
| 2016 | 49.2 | 69.1 | 35.3 | 35.8 |
| 2017 | 47.8 | 69.3 | 33.6 | 35.7 |
| 2018 | 48.6 | 69.3 | 36.0 | 33.3 |
| 2019 | 48.8 | 68.8 | 36.9 | 31.9 |

Closing the Achievement Gap: Math

Goal: The achievement gap between Students of Color and White students in the district will decrease 10%.

| Math MCA (All Students Tested) | All | White | Students of Color | Achievement Gap |
|-----------------------------------|------|-------|----------------------|--------------------|
| 2015 | 41.3 | 60.3 | 26.4 | 33.9 |
| 2016 | 39.7 | 58.8 | 26.3 | 32.5 |
| 2017 | 41.6 | 63.2 | 27.7 | 35.5 |
| 2018 | 37.8 | 59.1 | 24.6 | 34.5 |
| 2019 | 35.2 | 56.2 | 27.9 | 28.3 |

Closing the Achievement Gap: Science

Goal: The achievement gap between Students of Color and White students in the district will decrease 10%.

| Science MCA % (All Students Tested) | All | White | Students of Color | Achievement Gap |
|--|------|-------|-------------------|-----------------|
| 2015 | 38.3 | 58.1 | 22.7 | 35.4 |
| 2016 | 41.7 | 64.1 | 25.0 | 39.1 |
| 2017 | 40.1 | 61.6 | 24.3 | 37.3 |
| 2018 | 36.5 | 58.8 | 22.0 | 36.8 |
| 2019 | 36.0 | 56.0 | 23.8 | 32.2 |

All Students Career and College Ready

- Goal: The percentage of students reaching all four College Readiness Benchmarks (as defined by the ACT) will increase from 20.0% in 2018 to 25% in 2019.
- The ACT College Readiness Benchmarks are as follows: English (18); Math (22); Reading (22); Science (23).

| ACT | 2017 | 2018 | 2019 |
|---------------------------------------|-------|-------|-------|
| % of Seniors Meeting All 4 Benchmarks | 19.8% | 20.0% | 18.0% |

8th Grade Mathematics Proficiency

| Year | MN Percent Proficient | MN Number Proficient | MN Number Tested |
|-------------|-----------------------|----------------------|------------------|
| 2015 | 58.0% | 36,520 | 62,942 |
| 2016 | 58.2% | 36,076 | 62,030 |
| 2017 | 58.2% | 36,854 | 63,339 |
| 2018 | 57.2% | 36,979 | 64,677 |
| 2019 | 55.2% | 35,472 | 64,298 |

| Year | RAS Percent Proficient | RAS Number Proficient | RAS Number Tested |
|-------------|------------------------|-----------------------|-------------------|
| 2015 | 39.4% | 339 | 860 |
| 2016 | 35.4% | 321 | 907 |
| 2017 | 44.5% | 399 | 896 |
| 2018 | 35.2% | 325 | 923 |
| 2019 | 33.3% | 291 | 874 |

All Students Graduate

Goal: By 2020, 100% of high school students will graduate in 4 years.

| 4 Year Graduation Rate % | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|------|------|
| | 77.0 | 77.6 | 78.5 | 79.4 | 79.7 |

Additional Achievement & Integration Goal

- Goal: 75% of district students will engage in intercultural programming.
- This goal has been accomplished through:
 - Hosting Social Justice Day
 - Implementing AVID in Middle and High Schools
 - Implementing High School Ethnic Studies Courses
 - Hosting HBCU/HSI Research Experiences
 - Implementing Intercultural Student Groups and Book Clubs



Excellence is Our Standard

At Robbinsdale Area Schools, we are dedicated to
Academic Excellence for *ALL* Students!

QUESTIONS?