DEPARTMENT OF EDUCATION

2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Robbinsdale Area Schools (ISD 281)
Grades Served: K-12

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

> **Part A**: Required for all districts/charters
> **Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris, (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

> ➢ *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*
>
> ➢ *Provide the direct website link to the A&I materials.*

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

> ➢ *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.* **November 29, 2018**

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dana Kenney-Lillejord	Student	
Helen Bassett	School Board Member	
Anh Tranh	Administrator	
Dr. Richard McGregory	Administrator and Parent	
Matt Pletcher	Teacher and Parent	
John Vento	School Board Member; Parent	
Sam Sant	School Board Member-Elect; Parent	
Beth Goers	Parent	
Cheryl Videen	Administrator	
Erick Norby	Administrator	
David Boone	School Board Member	
Cheri Kulland	Administrator	
Dr. Stephanie Burrage	Administrator	X
Dr. Carlton Jenkins	Superintendent	
Richard Gentner	Parent	
Andrew Gentner	Student	
Victoria Balko	Parent	
Elaine Mehdizadeh	Administrator	
Aiysha Mustapha	Parent	
Tamuriel Grace	Administrator; Parent	X
Timothy McKinley	Student	
Nichol Sutton	Administrator; Parent	
Pam Lindberg	School Board Member	
Sherry Tyrell	School Board Member	
Aviva Hillenbrand	Administrator; Parent	
Kelly Kudla	Administrator	
Amy O'Hern	Administrator	
Willie Williams	Parent	
Elizabeth Karges	Parent	
Heather Hanson	Administrator	
Matt Phelps	Administrator	
Jane Byrne	Administrator	
Frederico Rowe	Administrator	
Michelle Westberg	Parent	
Bridget Hall	Administrator	
Renee Lach	Parent	
Patsy Green	School Board Member	
Shirrie Jackson	Administrator	
Angela Dirks	Parent	
Abby Rombalski	Parent	
Colleen Kennedy	Administrator	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:
- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
    - *Who is included in the conversations to review equitable access data and when do these occur?*
    - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
    - *What are the root causes contributing to your gaps?*
    - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
- *Access to Diverse Teachers*
    - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
    - *What efforts are in place to increase the diversity of the teachers in the district?*

District Response

Throughout Robbinsdale Area Schools (RAS), many stakeholder groups are involved in conversations about equitable access to high quality teachers including WBWF Committee; Curriculum Cabinet; Human Resources; Robbinsdale Area Principals Association; and Robbinsdale Federation of Teachers. All students in RAS have equitable access to highly qualified teachers.

According to data from our Human Resources Department, our teachers overwhelmingly meet the state definition of highly qualified and only a few of our teachers have required RAS to request a variance. As a highly diverse district, our hiring standards have ensured appropriate licensure for our teaching staff. The chart below illustrates the experience levels of our highly qualified teachers:

Experience	Percent
Less than 3 Years	4.4%
3-10 Years	29.4%
More than 10 Years	66.2%

Although RAS teachers meet the standards of being highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect the diversity of enrolled students in our district. The table below illustrates the racial/ethnic background of RAS students and teachers:

Race/Ethnicity	Students	Non-Licensed Staff	Licensed Staff
African American/Black	29.5%	17.5%	3.8%
American Indian	0.6%	0.3%	0.1%
Asian/Pacific Islander	6.6%	2.0%	1.8%
Hispanic/Latino	14.8%	3.6%	2.0%
White	40.0%	76.6%	92.3%
Two or More Races	8.4%	n/a	n/a

To assist our district's teacher demographics more accurately reflect our student demographics, RAS has successfully written Grow Your Own grant proposals during the last two academic years. These grants provide resources for RAS to partner with the University of Minnesota in engaging diverse non-licensed staff in an organized cohort model for teacher licensure. Moreover, a portion of funds in these grants provided resources for diverse non-licensed staff to complete prerequisites which enable them to be eligible to participate in the teacher license cohort program.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

☒ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☒ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted on the MDE website.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status

Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2016-2017 school year that directly ties back to the established goal.	Check **one** of the following:
Multi-Year Goal: All students will be ready for Kindergarten by 2020. 2017-2018 Goal: The percentage of students demonstrating proficiency in letter naming and letter sounds on the Formative Assessments System for Teachers (FAST) test in 2017-2018 will increase by 10% compared to 2016-2017.	210/899 (24%) of the kindergarten students enrolled October 1, 2017 in Robbinsdale Area Schools were previously enrolled in preschool in the district. 54% of kindergarten students with Robbinsdale Area Schools Preschool backgrounds were found to be at low risk for long-term reading difficulties versus 51% of a comparison group of kindergarten students with similar backgrounds. 2017-18 data shows kindergarten students' proficiency in letter naming and letter sounds increased. As school began in fall 2017, 10% of students were able to identify all of the letters of the alphabet, which is the benchmark for being on track to reach proficiency on the 3rd grade Reading MCA. By Spring 2018, 67% of students were on track. However, in 2016-2017, the similar increase was from 11% to 80%. As school began in fall 2017, 2% of students could produce sounds for all letters of the alphabet, which is the benchmark for being on track to reach proficiency on the 3rd grade Reading MCA. By Spring 2018, 53% of students were on track. However, in 2016-2017, the similar increase was 2% to 72%. FAST data has been used to identify district needs in this area. Data is disaggregated by race/ethnicity, gender, free and reduced lunch status, English learner status, and Special Education status. To improve results, Robbinsdale Area Schools is utilizing high-yielding reading strategies which align with the elements of Balanced Literacy.	*Multi-Year Goal:* ☐ On Track ☐ Not On Track *One-Year Goal* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *District/charter does not enroll students in kindergarten*

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status

Bulleted narrative is appreciated. 200-word limit.
• *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
• *What strategies are in place to support this goal area?*
• *How well are you implementing your strategies?*
• *How do you know whether it is or is not helping you make progress toward your goal?*

All Students in Third Grade Achieving Grade-Level Literacy

☐ WBWF Goal **Only** ☒ WBWF/A&I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year. The percentage of students enrolled October 1, 2016 in grade 3 who are proficient on MCA-III/MTAS Reading will increase from 47.9% in 2017 to 57.9% in 2018.	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* The percentage of students who demonstrated proficiency in third grade reading on the MCA-III/MTAS Reading decreased from 47.9% in 2017 to 45.6% in 2018, which is below our goal. MCA data, disaggregated by racial/ethnic group, Special Education status, English Learner status, Gender, and Gifted/Talented identified status, was used to identify needs in this goal area. Based on elementary reading data, district has narrowed its instructional focus for the next three years to concentrate on high-yielding reading strategies aligned with Balanced Literacy.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☒ *Goal Not Met* ☐ *District/charter does not enroll students in grade 3*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Close the Achievement Gap(s) Between Student Groups

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year. The achievement gap between district SOC and White students enrolled October 1, 2017 will decrease 10% in 2017-2018.	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* The grades 3-5 MCA Reading gap increased from 34.1% to 34.4%. The grades 3-5 MCA Mathematics gap decreased from 35.9% to 32.3%, which is a smaller decrease than our goal. The grade 5 Science MCA gap increased from 38.7% to 40.0%. The grades 6-8 Reading MCA gap increased from 36.7% to 37.8%. The grades 6-8 MCA Mathematics gap decreased from 35.9% to 31.4%, which is a smaller decrease than our goal. The grade 8 MCA Science gap decreased from 34.9% to 28.4%, which is a smaller decrease than our goal. The grade 10 MCA Reading gap decreased from 37.0% to 35.4%, which is a smaller decrease than our goal. The grade 11 Mathematics MCA gap decreased from 34.4% to 30.7%, which is a smaller decrease than our goal. The HS Science MCA gap decreased from 42.4% to 37.9%, which is a smaller decrease than our goal.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On *Track* ***One-Year Goal*** ☐ *Goal Met* ☒ *Goal Not Met*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

All Students Career- and College-Ready by Graduation

☐ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:* ***Multi-Year Goal:*** On *Track* ☐ Not *On* Track ***One-Year Goal*** ☐ *Goal Met* ☒ *Goal Not Met*
The percentage of all juniors reaching all four College Readiness Benchmarks (as defined by the ACT) will increase from 19.8% in 2017 to 25% in 2018.	In 2018, the percentage of juniors who reached all four College Readiness benchmarks increased to 20.2%, which was below our goal.	

Bulleted narrative is appreciated. 200 word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

All Students Graduate

☐ WBWF Goal **Only** ☒ WBWF/A&I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2017-18 school year. Multi-Year Goal: By 2020, 100% of high school students will graduate in 4 years.	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* The district graduation rate increased from 78.5% in 2016 to 79.4% in 2017. 2018 graduation data is not yet available.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ *On* Track ☒ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in grade 12*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here. 75% of district students will engage in intercultural programming.	*Check one of the following:* ☐ *Achievement Goal* ☒ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☒ *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

The third goal of the A&I plan was to increase the intercultural student programming in ISD 281. This goal was accomplished through the following programming: hosting Social Justice Day; implementing AVID in secondary schools; recruiting high school students to participate in ethnic studies courses; planning and implementing the HBCU/HSI Research Experience; and hosting intercultural student groups and book clubs at each building. The interventions in this goal include: training school counselors and equity specialists on creating Individual Learning Plans, which will be implemented by the 2019-2020 school year; creating school site-specific plans for amplifying student voice, using Dr. David Conley's work as our guide. The KIPS is the graduation rate (same as the district's goals) and the increase in intercultural student programming.

Currently, 75% of students participate in intercultural student programming at the building level, based on AVID, Social Justice Day, and intercultural student groups. Armstrong High School has a strong intercultural student group, while Cooper High School has an emerging multicultural group and Highview Alternative Program is in development. Our middle schools can be described as follows: Plymouth Middle School has an intercultural book club; Sandburg Middle School has an intercultural book club; Robbinsdale Middle School has a multicultural club; and FAIR School Crystal has a leadership group and two intercultural groups. AVID participation amplifies district intercultural student programming at the secondary level. Finally, the 207-2018 school year was our first year inviting Minneapolis Public Schools to attend our Social Justice Day activities

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *On Track* ☐ *Not on Track*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

The 2017-2018 school year was our district's first year working with Minneapolis Public Schools (MPS) for Social Justice Day activities. Three high schools in Robbinsdale Area Schools (RAS) and two MPS high schools participated. In 2018-2019, we are adding another MPS high school.

RAS has chosen AVID, Social Justice Day, intercultural student groups, HBCU/HSI Research Experience, and ethnic studies to represent this area of the plan. We are currently at 75% of intercultural student programming at the building level based on AVID, SJD, and intercultural student groups: Armstrong High School has a strong intercultural student group; Cooper High School has an emerging multicultural group; Highview is in development; Plymouth Middle School has an intercultural book club; Sandburg Middle School has an intercultural book club; Robbinsdale Middle School has a multicultural club; and FAIR School Crystal has a leadership group and two intercultural groups.