



World's Best Workforce

Presented by:

Bridget Hall, Matt Pletcher, Tony Patterson, Beth Tepper,
Cheryl Videen

Date: November 30, 2022



ROBBINSDALE
Area Schools

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

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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Equity Policy

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.

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.



Fulfilling the UDV 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.

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, structure, 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;
4. Engage and empower students by amplifying student voice.



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What is the World's Best Workforce?

The World's Best Workforce (WBWF) legislation was developed in 2013 (Minnesota Statutes, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address five goals:



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What are the five WBWF goals?

1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

What is our Strategic Plan?

- A multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the five WBWF goals.

UDV



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.

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 "I.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," "all academic."
Measures: Danielson model

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

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

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Approved by the Board of Education
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Equitable Access to Excellent Teachers

- The majority of district teachers are experienced teachers (defined as having taught more than three years)
- 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.

Experience	2020-2021	2021-2022
Less than 3 Years	20.3%	25.1%
3-10 Years	28.8%	15.8%
More than 10 Years	50.5%	59.1%

Diversity of RAS Teachers 2021-2022

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	Students 2021-2022	Licensed Staff 2021-2022	Non-Licensed Staff 2021-2022
African Am/Black	30.50%	2.61%	23.77%%
American Indian	0.60%	0.21%	1.23%%
Asian/ Pacific Islander	6.10%	1.56%	3.89%
Hispanic /Latino	16.90%	1.67%	6.15%
White	35.00%	93.64%	64.96%
Two or More Races	10.90%	0.31%	n/a



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WBWF Goal #1: All children are ready for school.

Goal: Working toward a goal of all kindergarten students having the early literacy skills needed to become proficient readers, among four-year-olds attending district pre-kindergarten programs, the district will **increase the percentage whose letter naming fluency (as measured by the FastBridge earlyReading letter naming fluency subtest) is considered low risk (at the 40th percentile or higher) from 46.3% in spring of 2021 to 56.3% in spring 2023.**

	Spring 2021	Spring 2022
Four-year-olds who scored low risk on the letter naming fluency subtest	46.6% 158 of 339 four-year-olds	45.5% 168 of 369 four-year-olds



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WBWF Goal #1: All children are ready for school.

Strategies:

- **Voluntary Pre-kindergarten**
- **Early Childhood Family Education**
- **Early Childhood Special Education**



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WBWF Goal #2: All third-graders can read at grade level

Goal: Working toward a goal of all 3rd grade students being proficient in reading, the district will **increase the percentage of all tested third grade students meeting or exceeding expectations on Minnesota’s standards-based accountability assessments for reading (MCA and MTAS) from 43.5% in 2019 to 54% in 2023.**

% Proficient on Accountability Assessments	2019	2020	2021	2022
3rd Grade Reading	43.5%	----	39.1%	40.2%



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WBWF Goal #2: All third-graders can read at grade level

Strategies:

- **LETRS**
- **MTSS Tiered interventions**



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WBWF Goal #3:

All racial and economic achievement gaps between students are closed

Goal: Working toward a goal of closing the achievement gap by increasing the percentage of Students of Color scoring proficient on Minnesota's standards-based accountability assessments for **reading** (MCA and MTAS), the district will **decrease the difference between Students of Color and White students in regards to the percentage who score at proficient levels by 4 percentage points, from 31.9 in 2019 to 21.9 in 2023** (*this will be based on all tested students in grades 3-8 and grade 10 with Students of Color defined as including those students identified as American Indian/Native Alaskan, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Pacific Islander, or Two or more races by a family member completing the federal race/ethnic data request*).

Year	% Proficient White Students	% Proficient Students of Color	Difference
2019	68.8%	36.9%	31.9 percentage points
2022	65.6%	30.6%	35.0 percentage points



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WBWF Goal #3:

All racial and economic achievement gaps between students are closed

Strategies:

- LETRS
- MTSS Tiered interventions
- AVID



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WBWF Goal #4: All students are ready for career and college

Goal: Number of CTE and college credit-bearing courses students were enrolled in will **increase by 10 percentage points in 2023.**

Number of CTE and college credit-bearing courses students were enrolled in	2022 (Baseline)	2023 Goal
AP / IB / CTE courses taken (grades 9-12)	2404	2645
PSEO courses taken (grades 9-12)	929	1022



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WBWF Goal #4: All students are ready for career and college

Strategies:

- **Certified Nursing Assistant**
- **Emergency Medical Responder**
- **Health Unit Coordinator**
- **8 new CTE courses in 2022-2023**
- **AP/IB Advanced courses**



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WBWF Goal #5: All students graduate from high school

Goal: Working toward a goal of all district students graduating, the percentage of RAS seniors who graduate in four years will **increase from 80.2% in 2020 to 90% in 2030.**

Graduation Rate	2020	2021	2022
Robbinsdale Area Schools	80.2%	83.1%	Not reported until Spring 2023



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WBWF Goal #5: All students graduate from high school

Strategies:

- **Building Assets Reducing Risks (BARR)**
- **AVID**
- **Credit completion**
- **Credit Recovery**



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Achievement and Integration Goal 1A:

Goal: Increase the number of students of color (protected class students) at proficiency levels on state reading accountability assessments(MCS, MTAS) by 3 percentage points

	2019	2022
Percentage of Students of Color scoring Proficient on Reading MCA/MTAS	36.9%	30.6%



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Achievement and Integration Goal 1B:

Goal: Increase the average ACT composite score of grade 11 Students of Color (protected class) students by 1 point

Average (Mean) ACT Composite Score: Grade 11	2020	2021	2022
Students of Color	16.5 (477 students)	16.3 (236 students)	15.6 (398 students)



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Achievement and Integration Goal 2:

Goal: Increase the Robbinsdale Area Schools district graduation rate from 81% to 85% by 2023

Graduation Rate	2020	2021	2022
Robbinsdale Area Schools	80.2%	83.1%	Not reported until Spring 2023



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Achievement and Integration Goal 3:

Goal: Increase the percentage of teachers and support staff who will receive professional development around diversity and effective teaching practices

Result: Goal met through the Voices Framework. All license and non licensed staff received professional development through the Voices Framework



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QUESTIONS?