

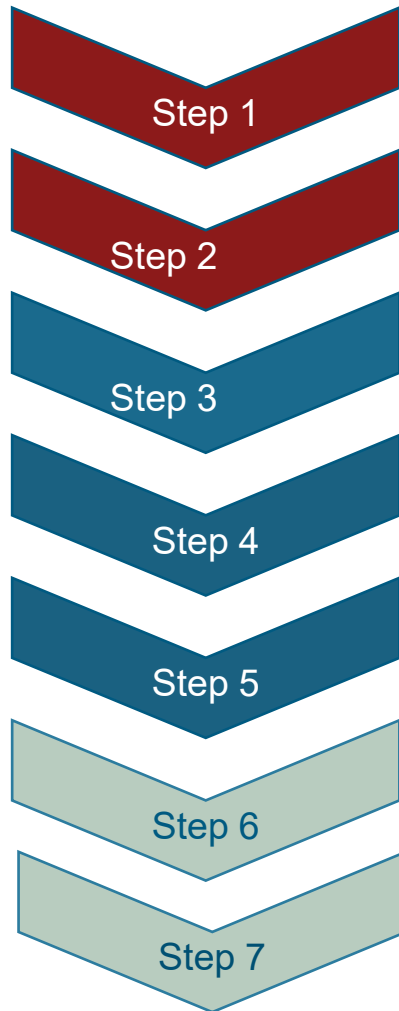


ROBBINSDALE
Area Schools

Strategic Planning Board Update May 9, 2022



Project Overview



- Environmental Scan
- Organizational Assessment

- Analyze Implications

- Define Desired Future: Vision, Mission, Priority Student Outcomes

- Develop Strategic Themes, Objectives and Measures

- Define Strategic Initiatives

- Create Action Plans

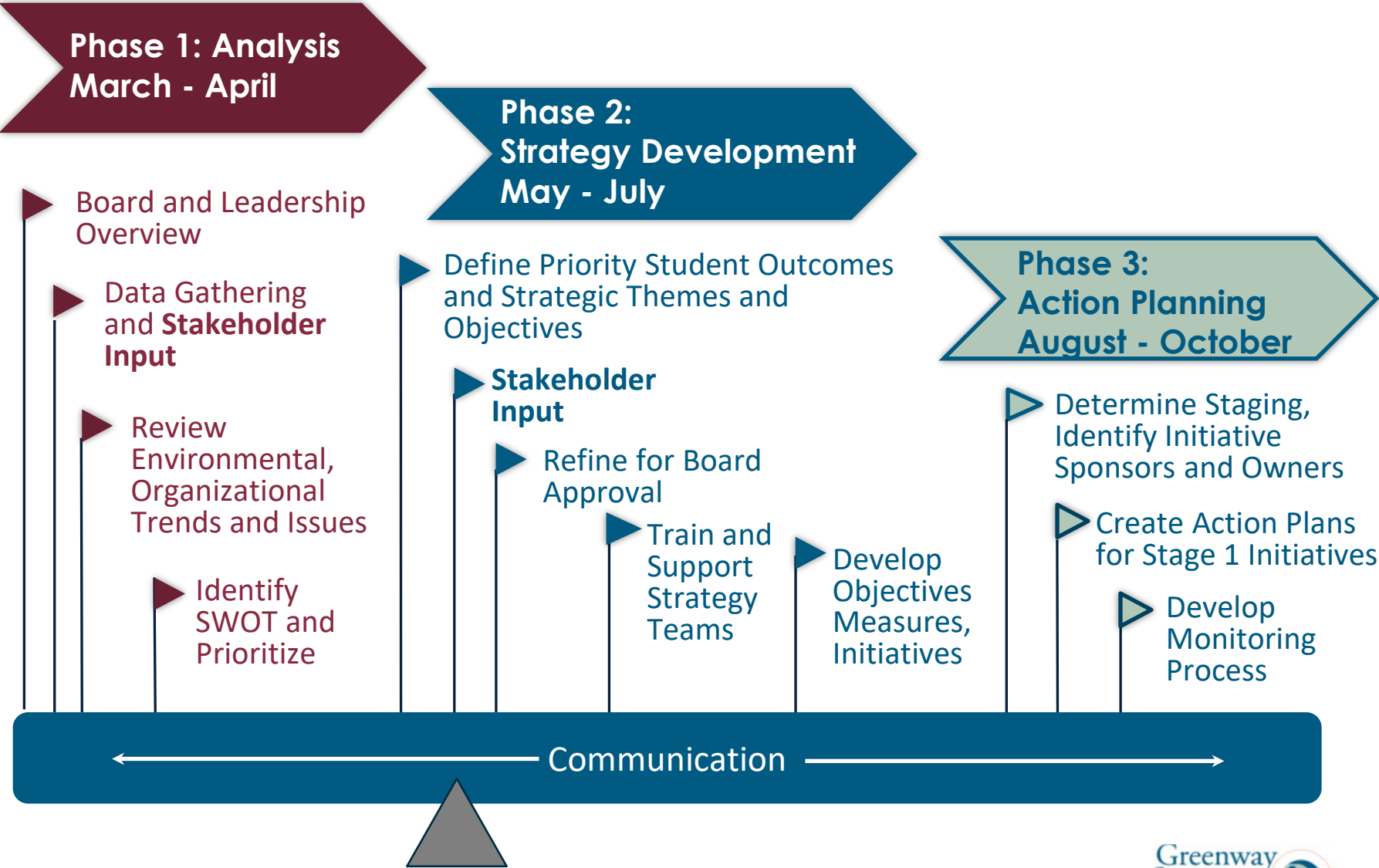
- Develop Monitoring and Review Process

Phase 1: Analysis
March-April

Phase 2:
Strategy Development
May-July

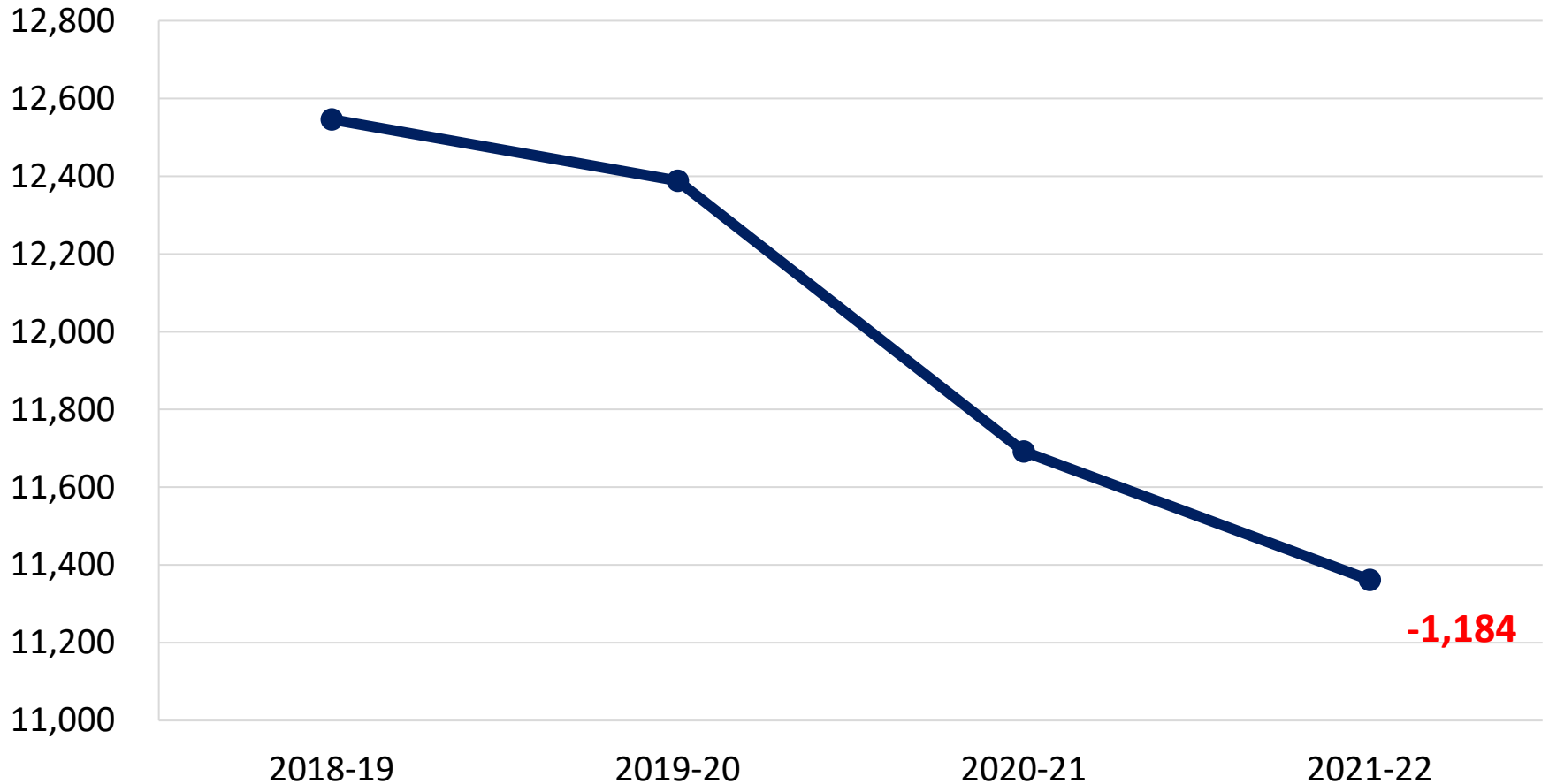
Phase 3: Action
Planning
August-October

Robbinsdale Area Schools Strategic Planning Process



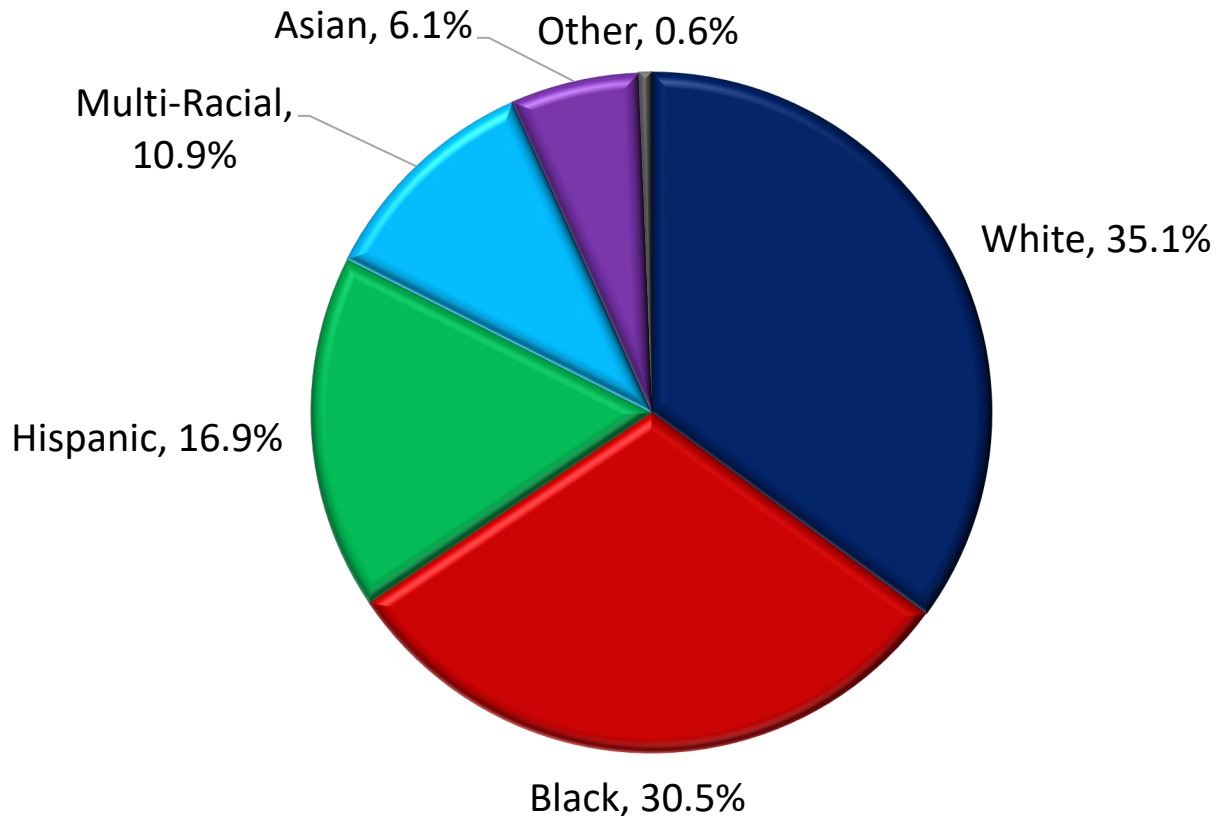
Student enrollment has declined consistently since 2018

Robbinsdale Area Schools Total Enrollment by Year



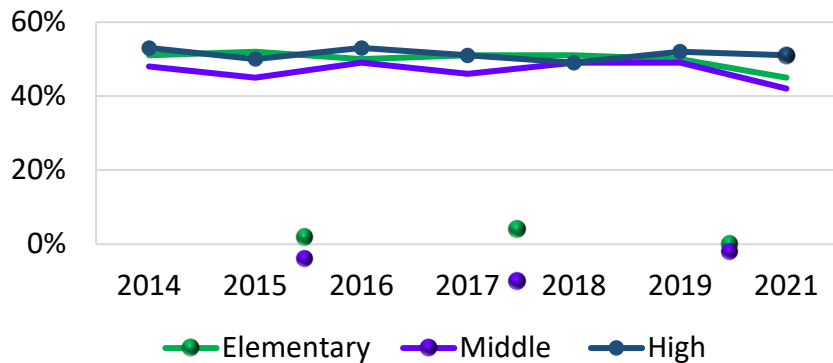
Students of color make up almost 65% of enrollment

Robbinsdale Area Schools 2021-22 District Enrollment

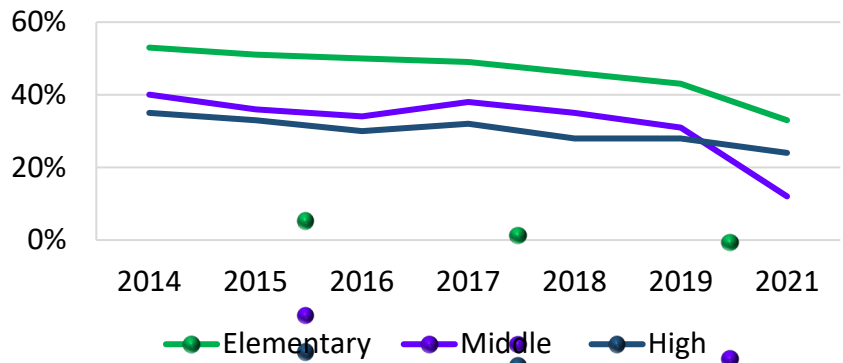


Student proficiency on state tests has been relatively flat in Reading, has declined in Math especially for middle school students, and has declined in Science at elementary and middle school

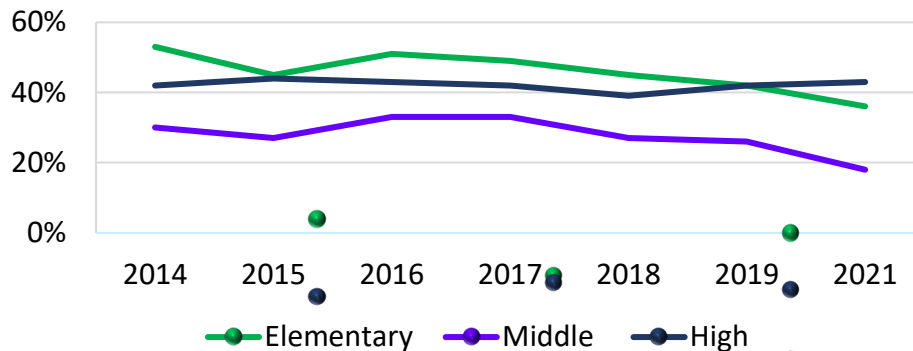
Robbinsdale Area Schools Students Proficient in MCA/MTAS Reading



Robbinsdale Area Schools Students Proficient in MCA/MTAS Math



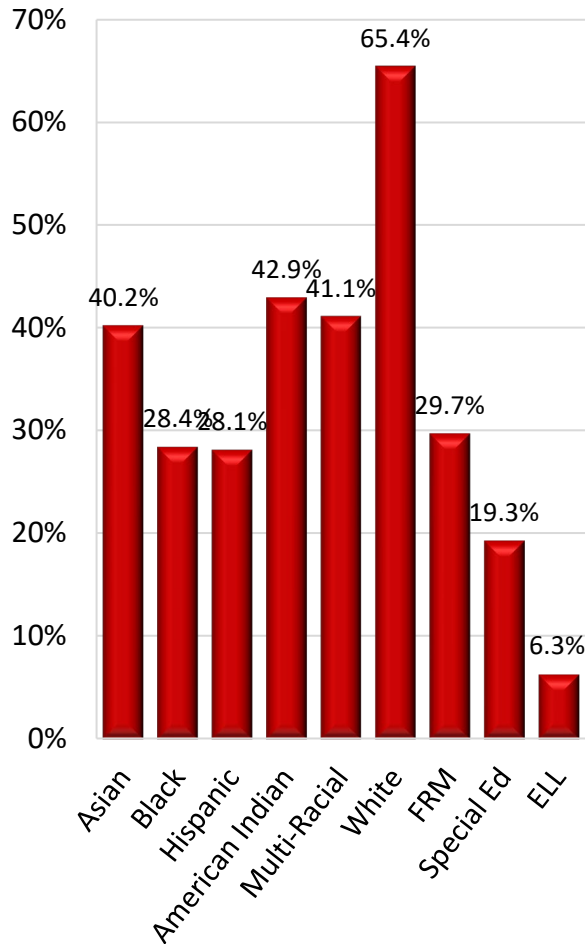
Robbinsdale Area Schools Students Proficient in MCA/MTAS Science



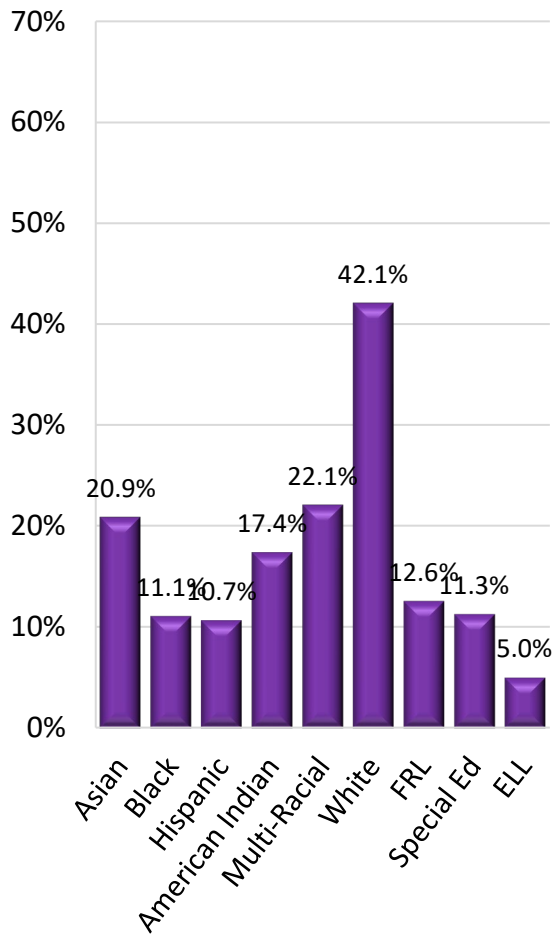
Higher percentages of White students are proficient than other student groups

2021 Robbinsdale Area Schools All Students Proficient in MCA/MTAS Subject by Subgroup

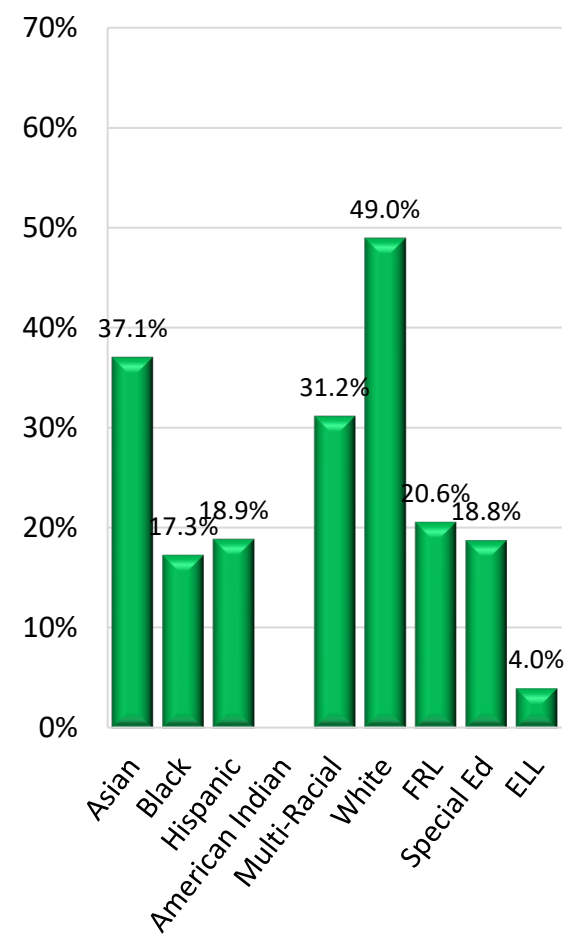
Reading



Math

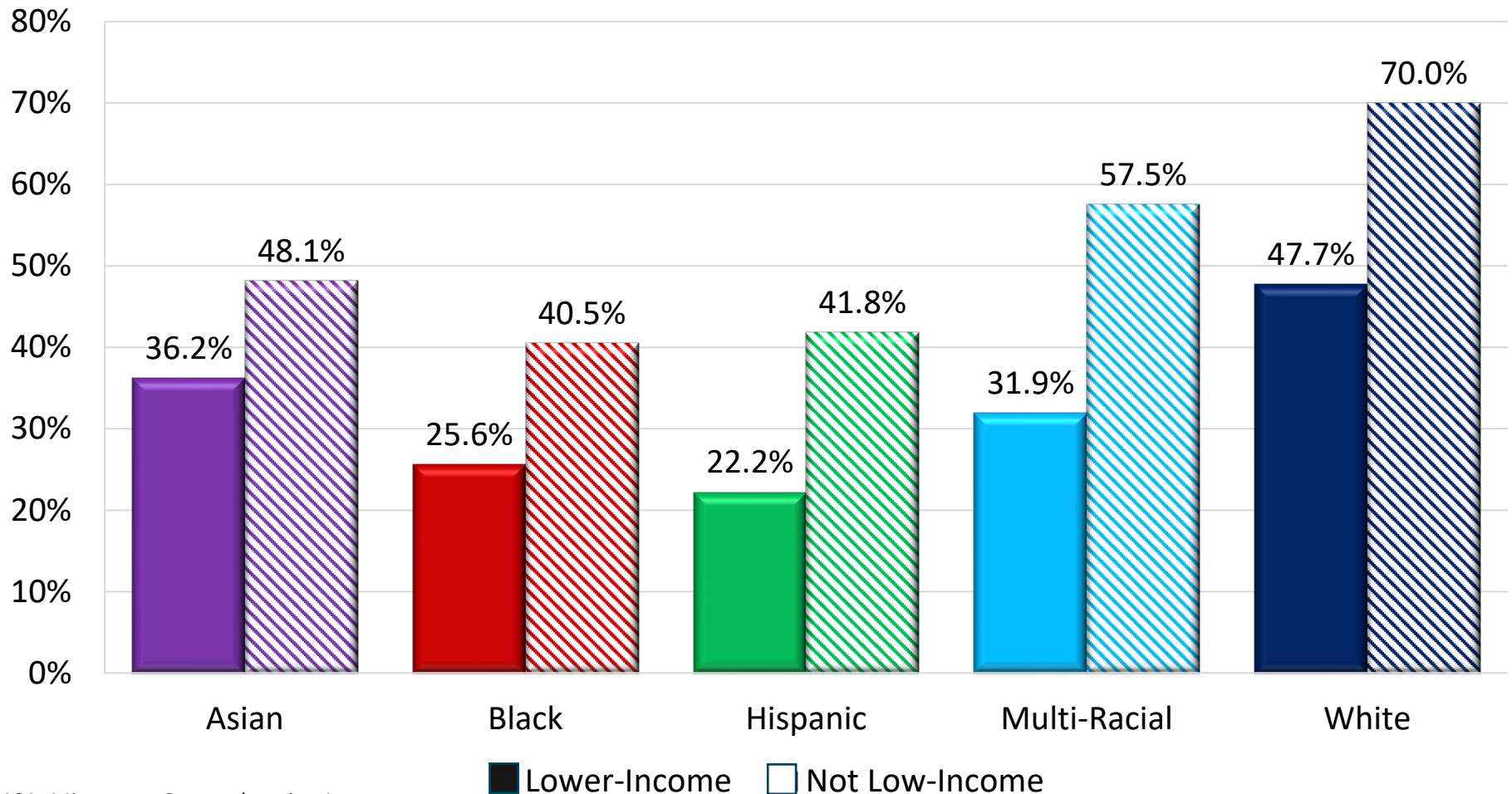


Science



In Reading, lower income students perform at lower proficiency rates; White students perform at higher rates regardless of income

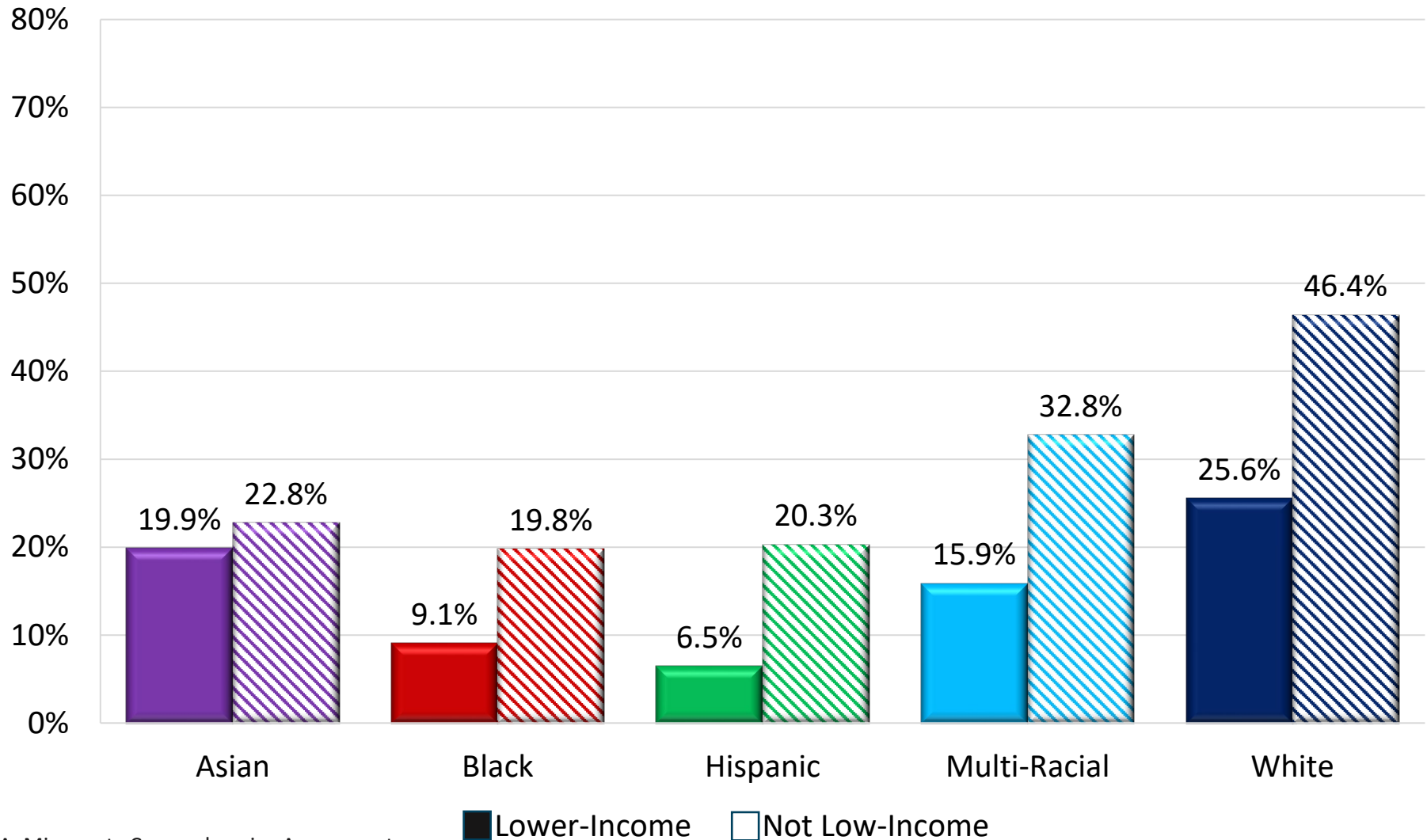
2021 Robbinsdale Area Schools All Students Proficient in MCA Reading



MCA: Minnesota Comprehensive Assessment
Lower-Income: Free/Reduced-Price Meal Students
Not Low-Income: Non-Free/Reduced-Price Meal Students
American Indian Students: Too Few to Report

The same pattern is true in Math

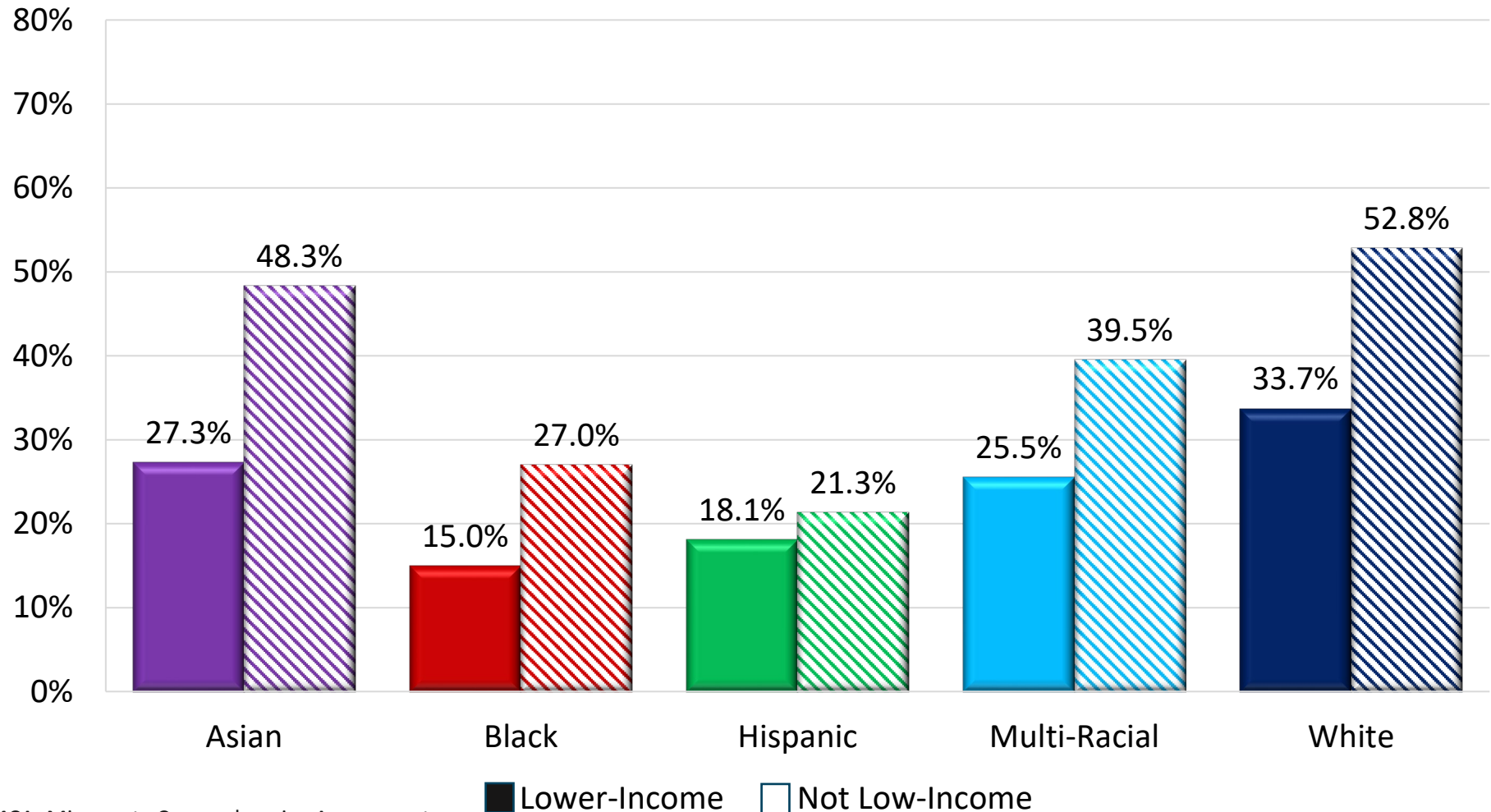
2021 Robbinsdale Area Schools All Students Proficient in MCA Math



MCA: Minnesota Comprehensive Assessment
Lower-Income: Free/Reduced-Price Meal Students
Not Low-Income: Non-Free/Reduced-Price Meal Students
American Indian Students: Too Few to Report

In Science, Asian and White students who are not lower-income perform at higher rates than others, while White students who are lower income perform at higher rates

2021 Robbinsdale Area Schools All Students Proficient in MCA Science



MCA: Minnesota Comprehensive Assessment

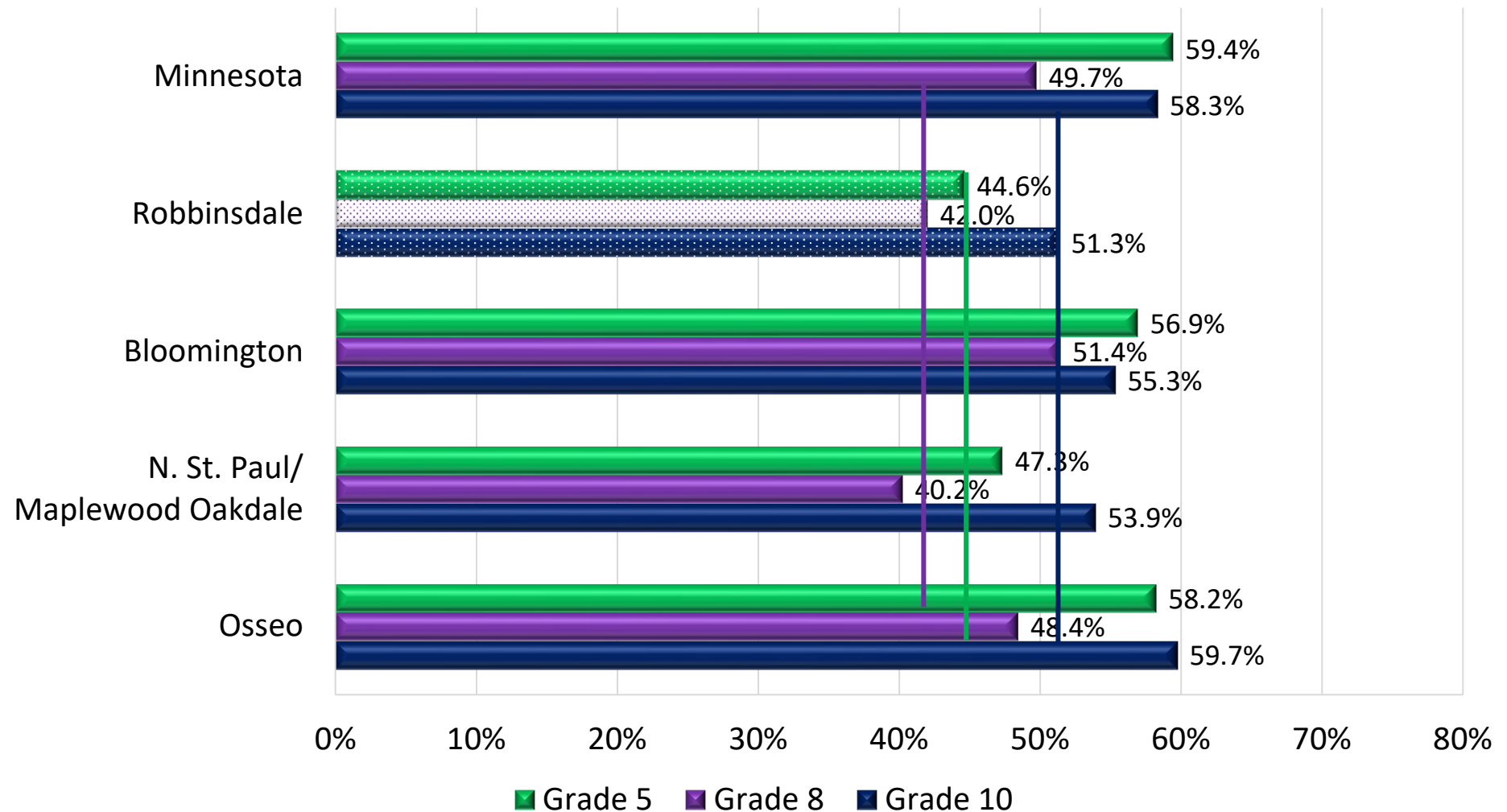
Lower-Income: Free/Reduced-Price Meal Students

Not Low-Income: Non-Free/Reduced-Price Meal Students

American Indian Students: Too Few to Report

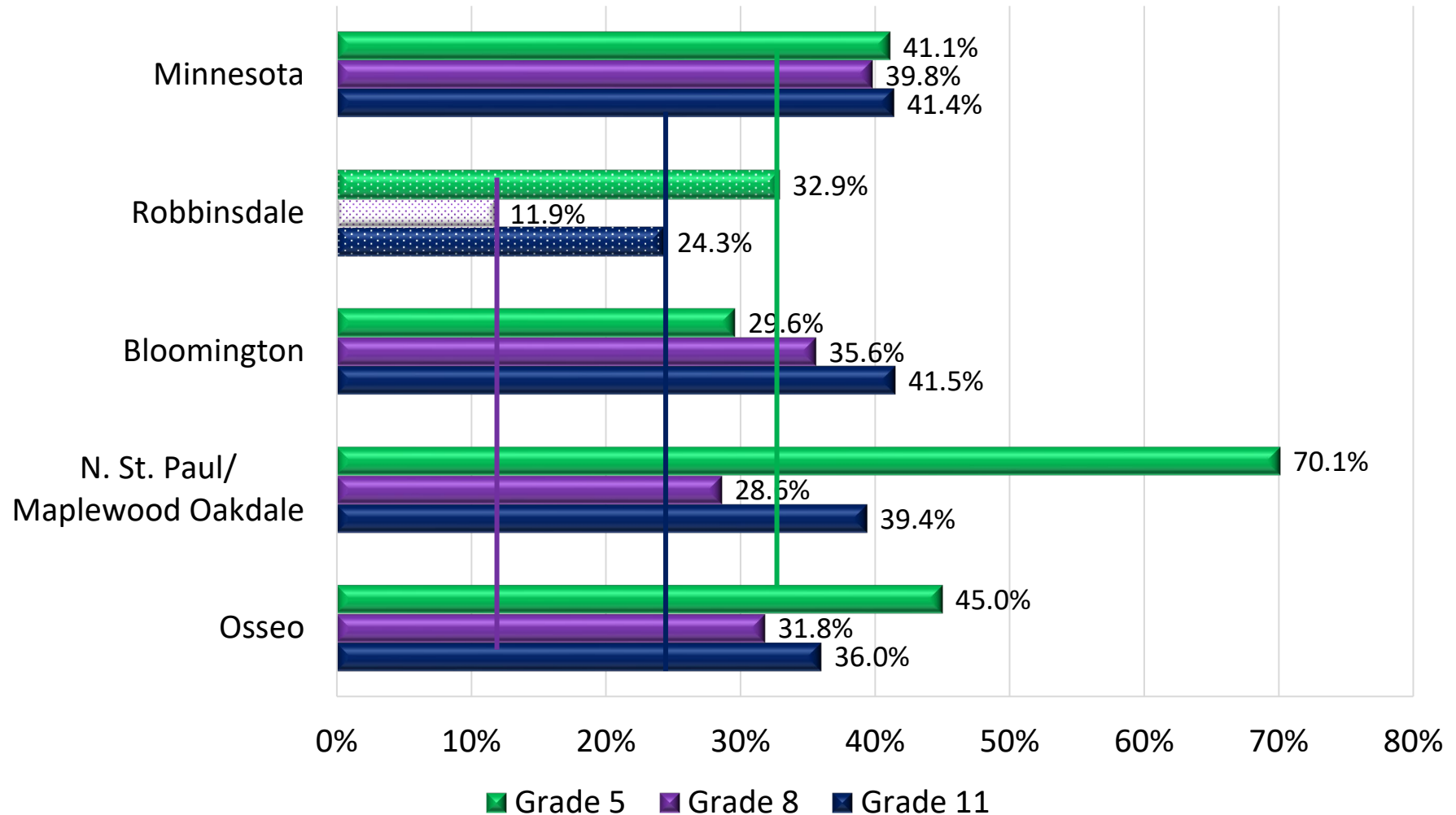
Robbinsdale proficiency is below the state and comparable districts in Reading at all grade levels except 8th

2020-21 Students Proficient in MCA Reading

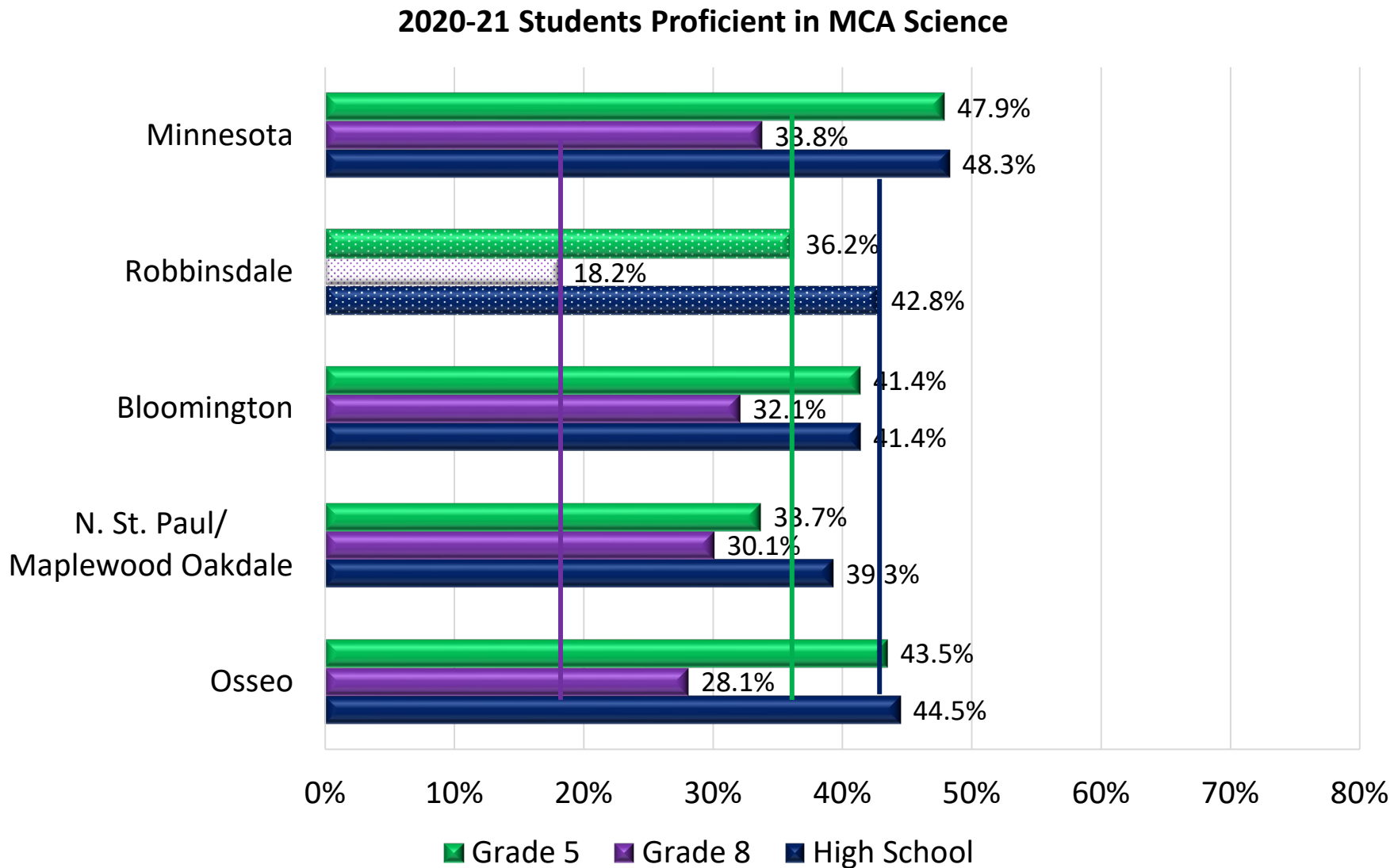


Robbinsdale proficiency is below the state and comparable districts in Math at all grade levels except 5th

2020-21 Students Proficient in MCA Math

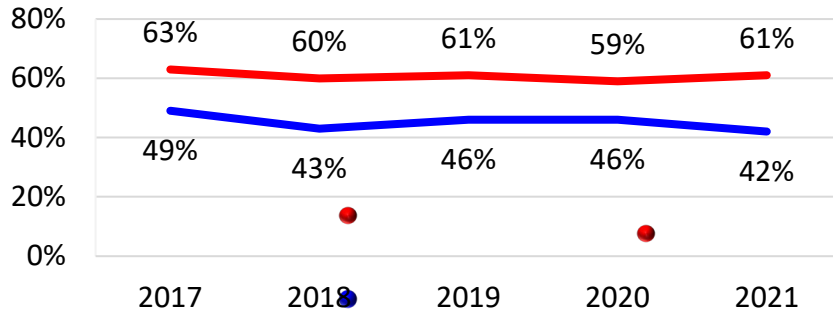


Robbinsdale proficiency is below the state and several comparable districts in Science

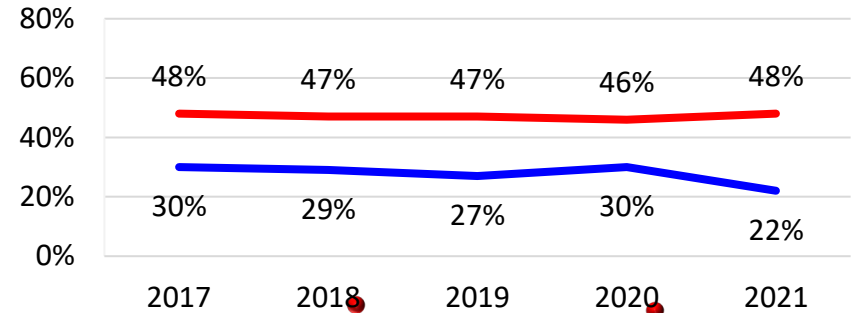


ACT Scores have been relatively flat until a drop in English and Math in 2022, and are below the state

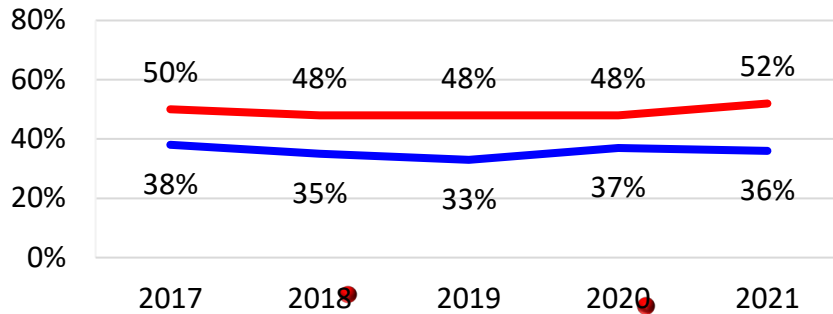
% Students Who Met Benchmarks on ACT - English



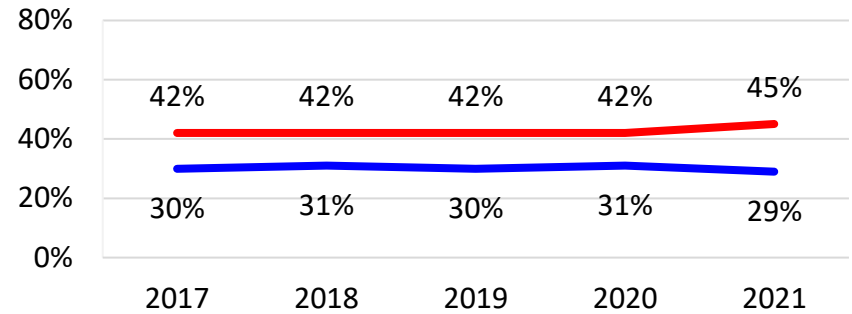
% Students Who Met Benchmarks on ACT- Math



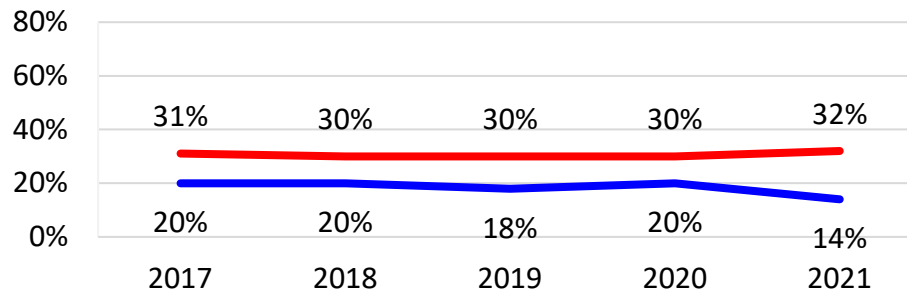
% Students Who Met Benchmarks on ACT - Reading



% Students Who Met Benchmarks on ACT - Science



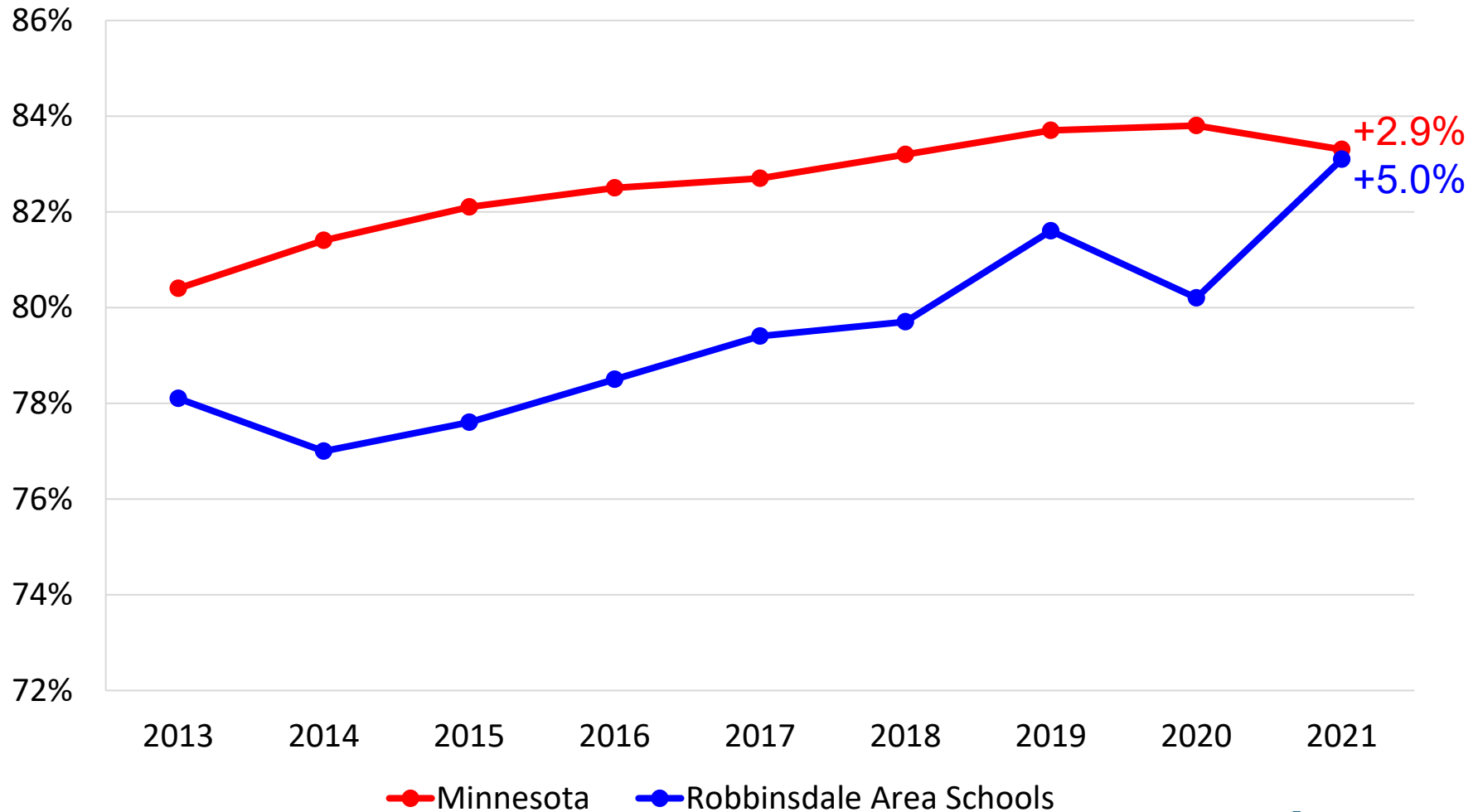
% Students Who Met Benchmarks on ACT - All 4 Subjects



● Minnesota ● Robbinsdale Area Schools

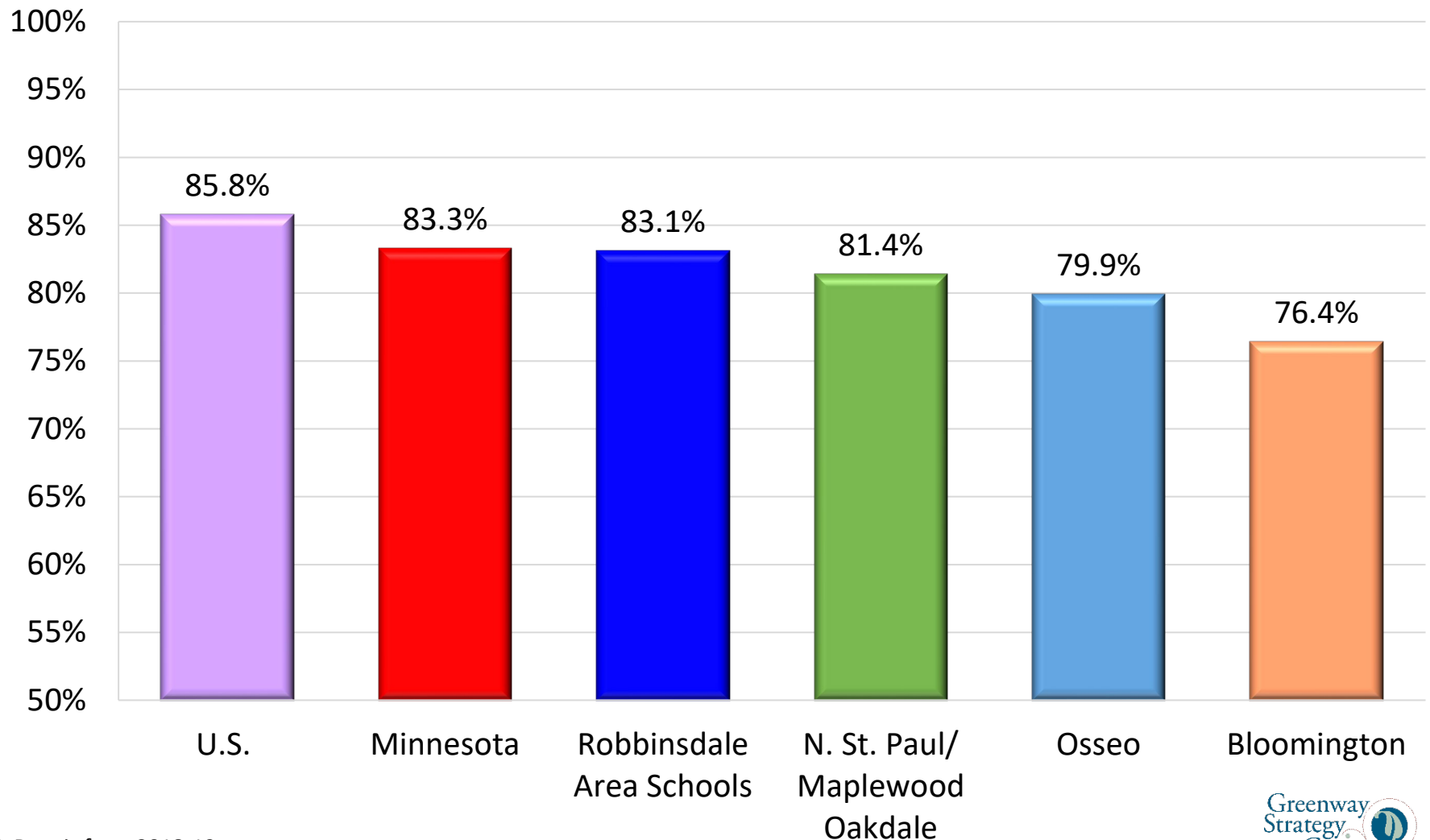
The graduation rate was below the state average until 2021, however there have been steady increases and a significant increase in 2021 to meet the state average

Graduation Rate by Year



The graduation rate is above comparable school districts

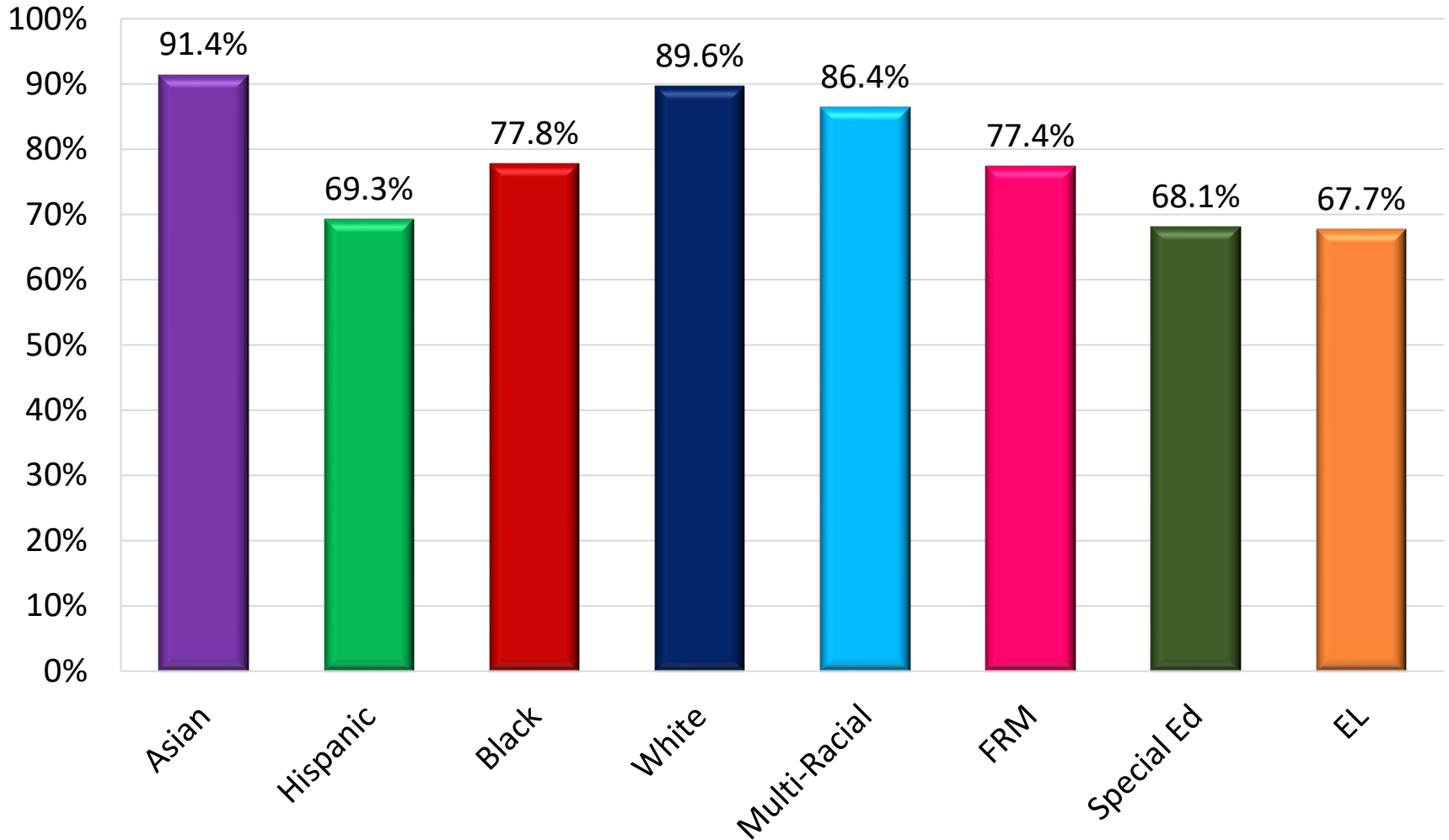
2021 Graduation Rate



U.S. Data is from 2018-19

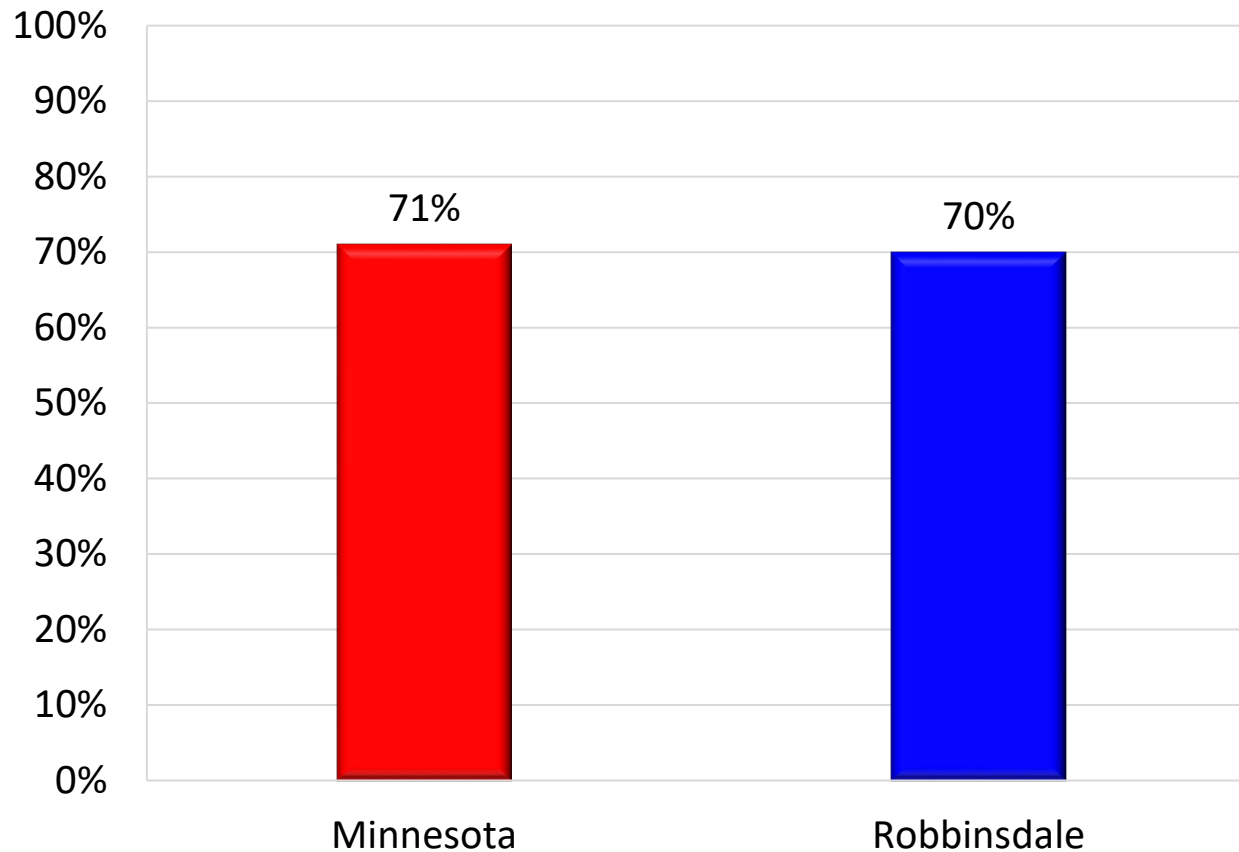
The graduation rate is highest for Asian, White and Multi-racial students

2021 Robbinsdale Area Schools Graduation Rate by Subgroup



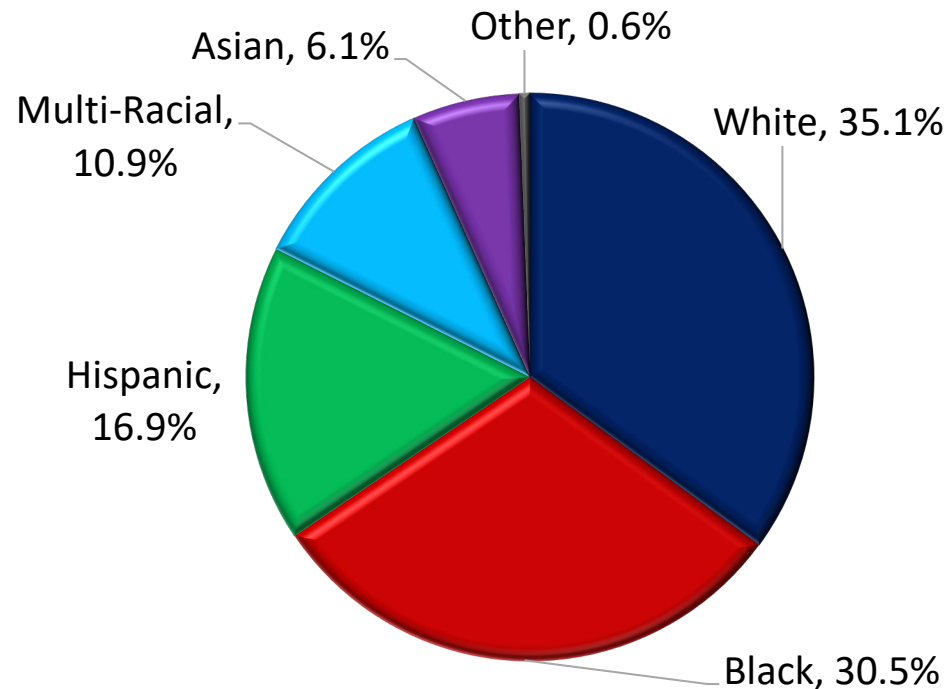
Graduate enrollment in 2- and 4-year colleges is similar to the state

**% enrolled in any institution of higher education within
16 months of graduation
2019 High School Graduates**

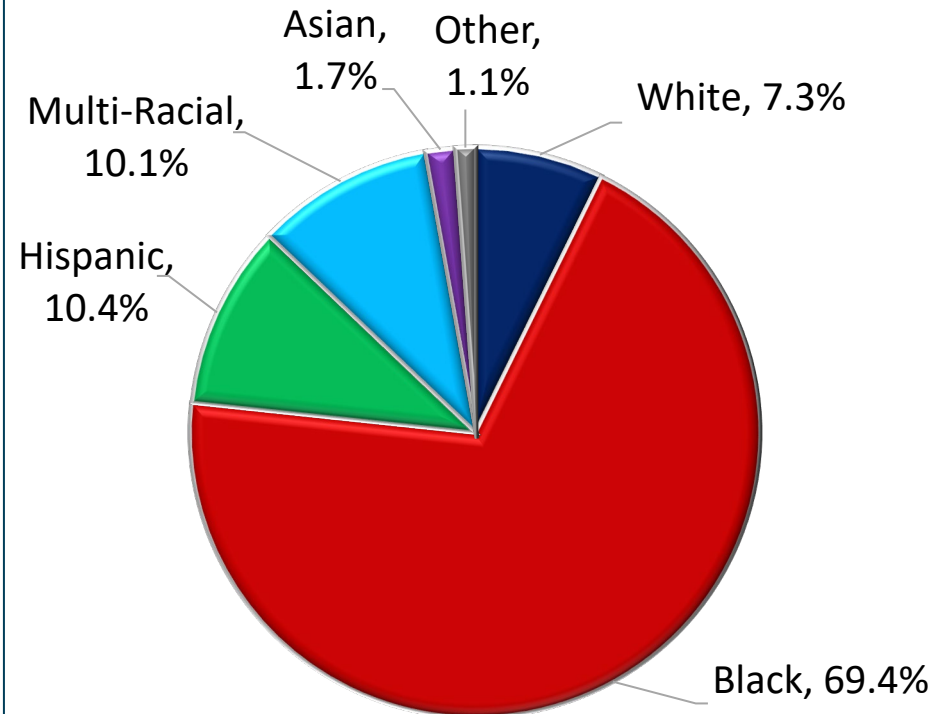


Black students are disproportionately suspended

**Robbinsdale Area Schools
2021-22
District Enrollment**



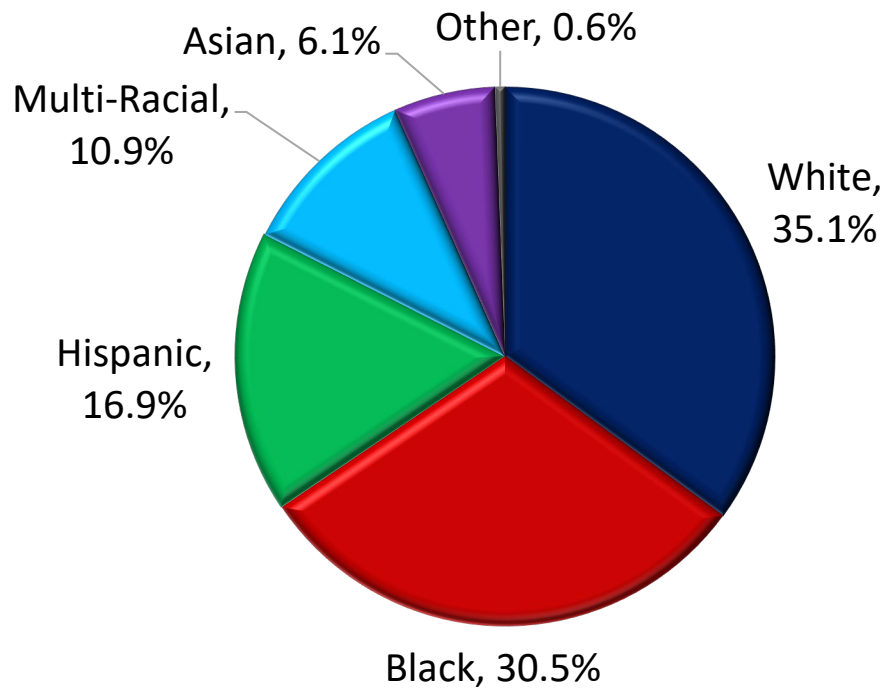
**Robbinsdale Area Schools
2021-22* Total In-School and Out-of-School Suspensions**



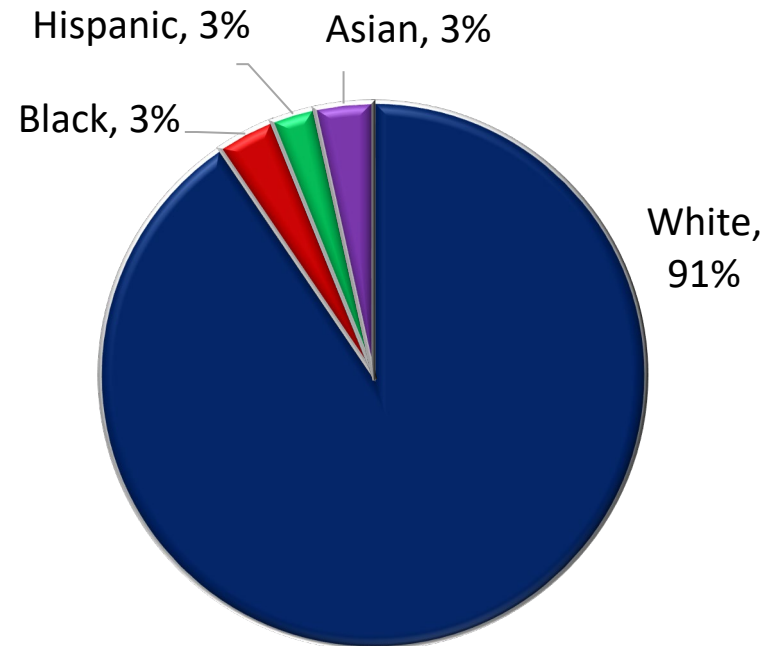
*2021-2022 through first semester

Student race/ethnicity is considerably different than that of teachers

2021-22 Student Enrollment



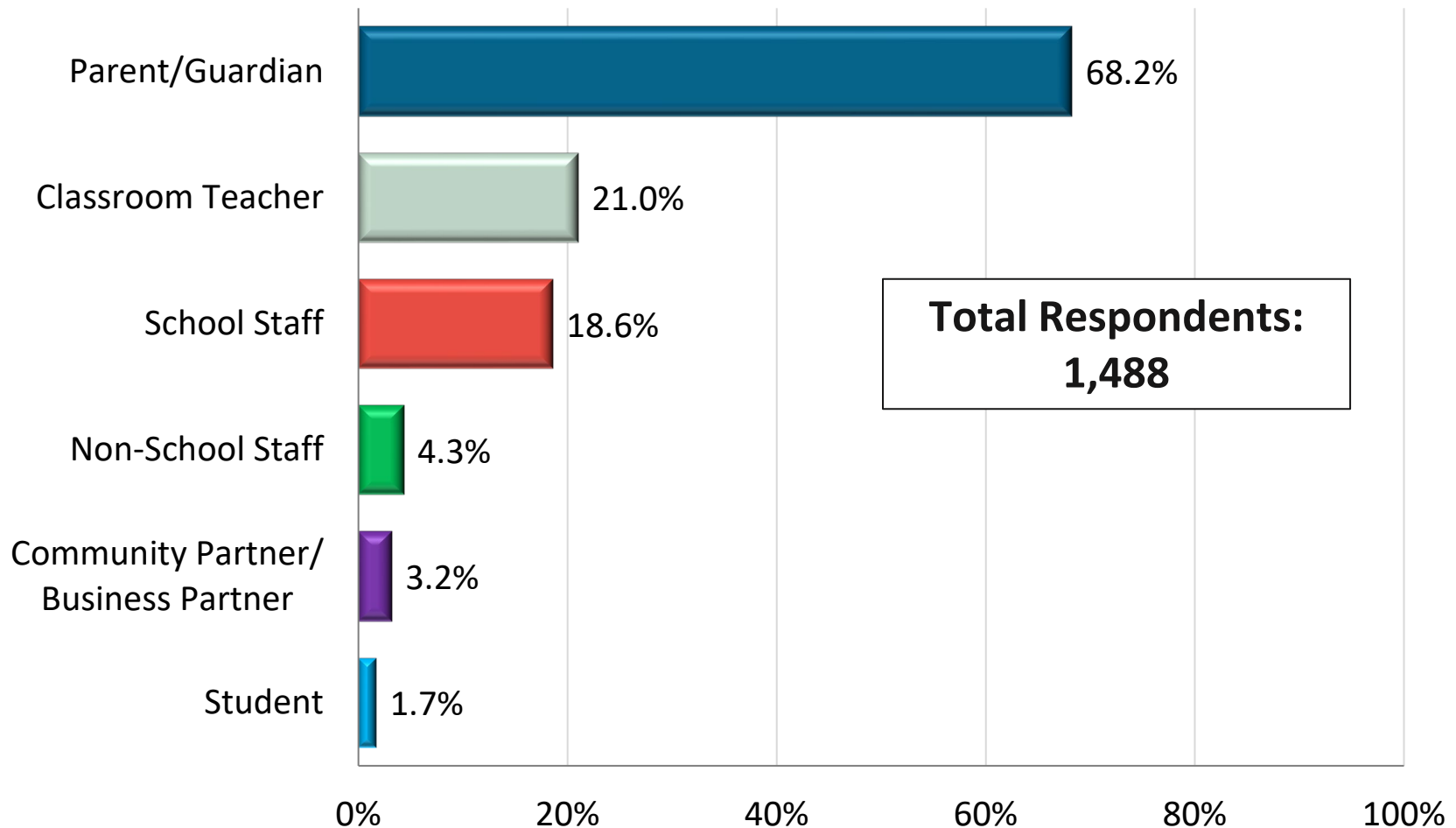
2021-22 Teaching Workforce by Race



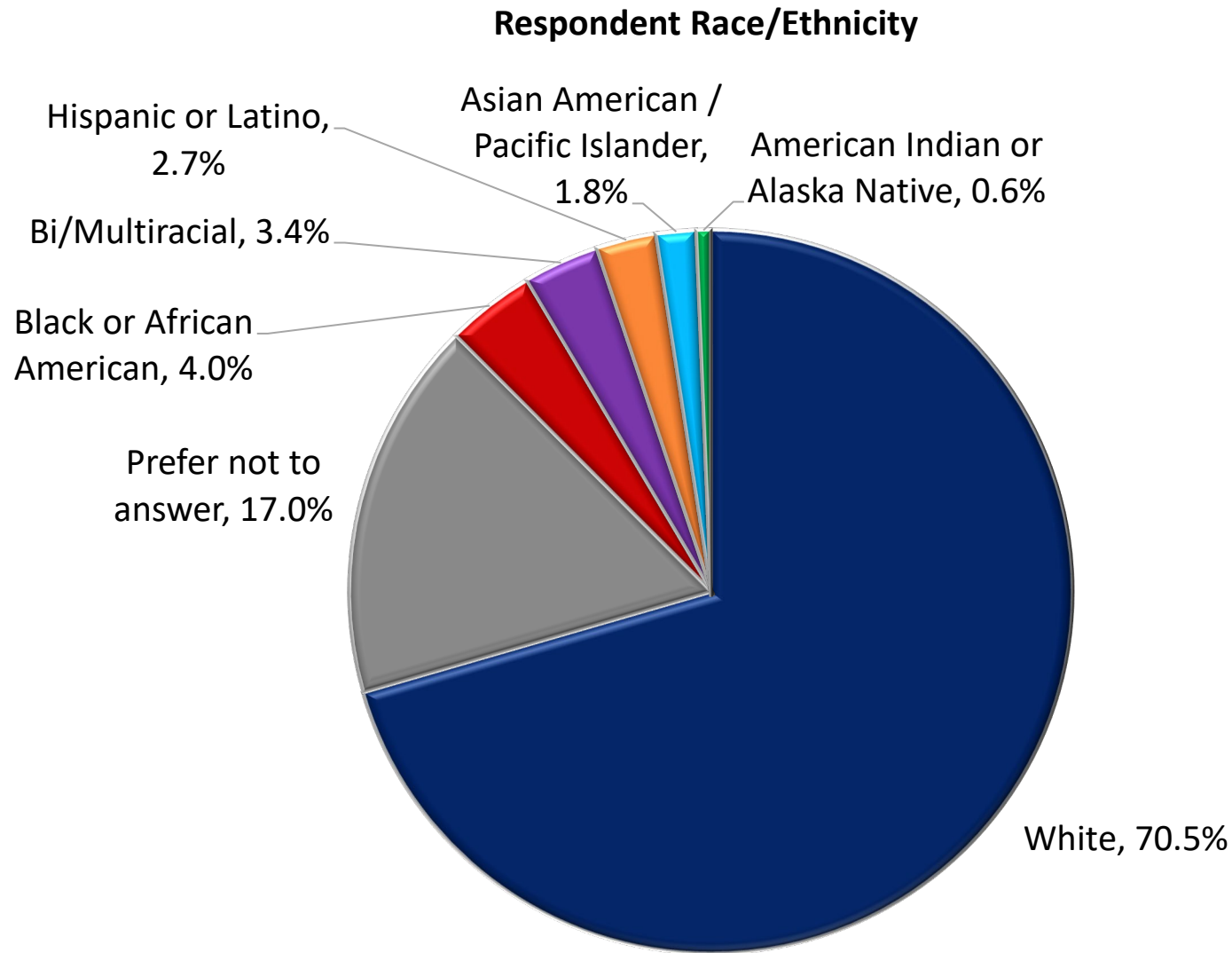
2021 Strategic Plan Community Survey

Respondents by Role

Respondents

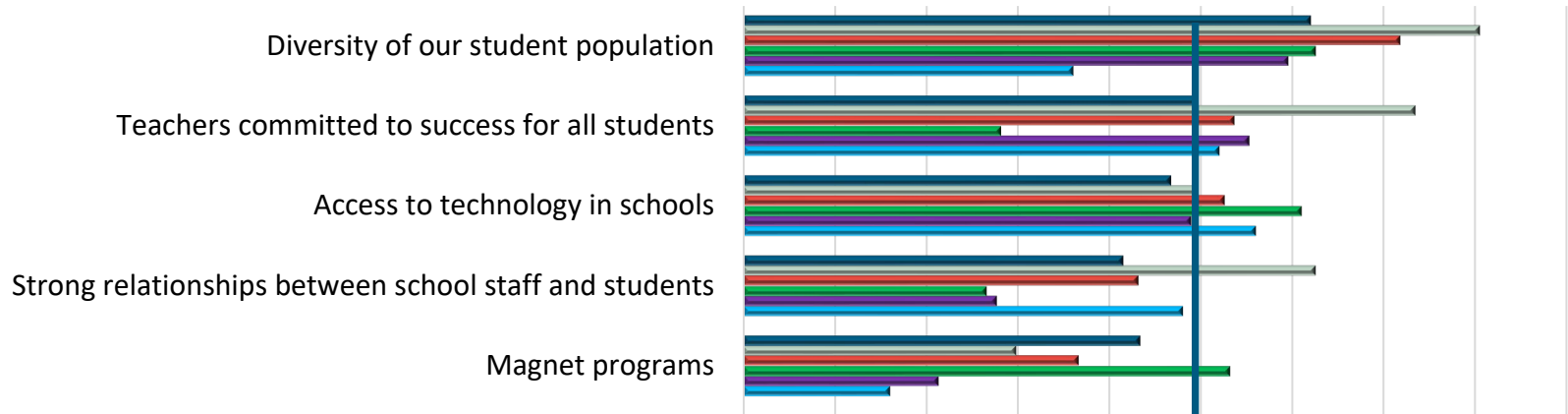


Respondents by Race/Ethnicity

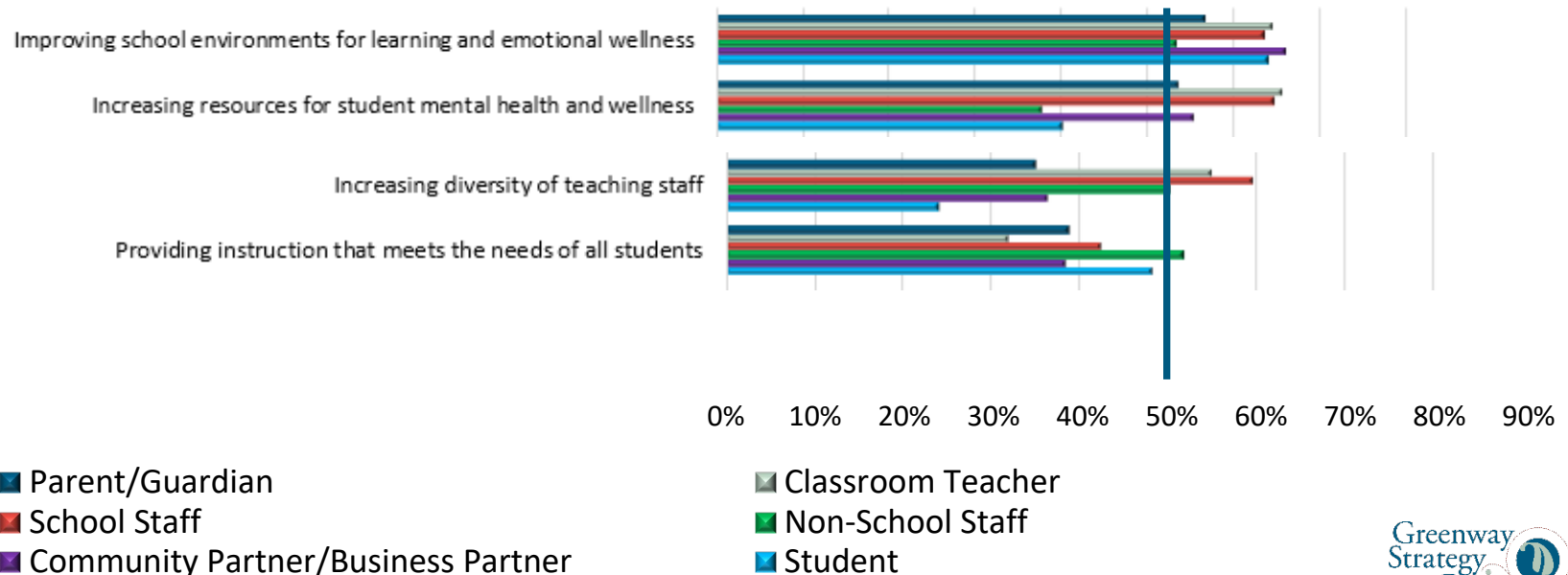


Strengths and improvement opportunities selected by more than 50% of any respondent group

Potential Strengths of Robbinsdale Area Schools

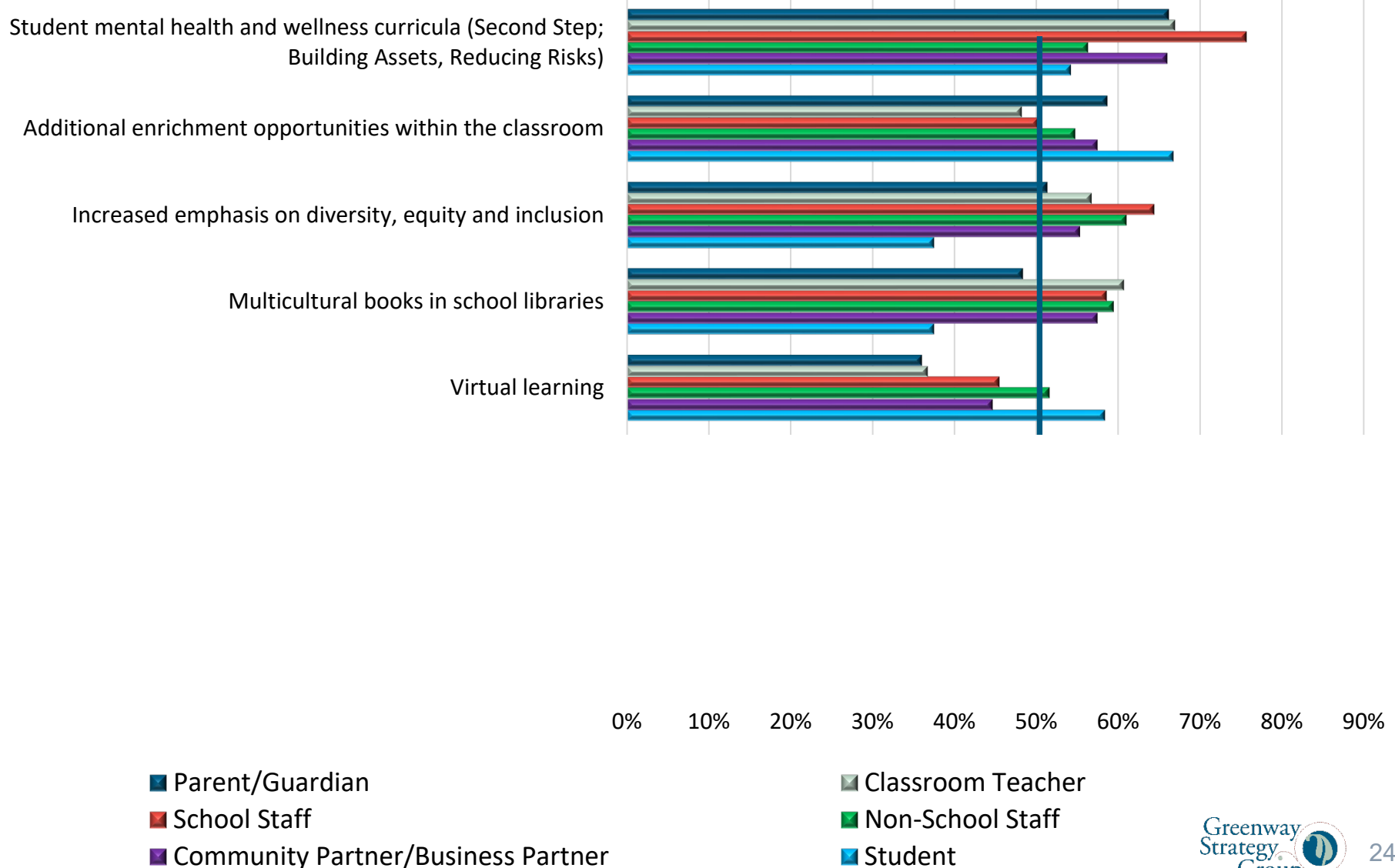


Opportunities to Enhance the Work of Robbinsdale Area Schools



New Approaches

New Approaches at Robbinsdale Area Schools that should be Continued into the Future



2021 SP Survey Responses: What are the three most important characteristics or skills that our graduates need to be prepared for the future?

Rank	Overall	Parents / Guardians	Students	Staff
1	Communication, Collaboration, and Teamwork (402)	Communication, Collaboration, and Teamwork	Postgraduation Readiness & Support	Communication, Collaboration, and Teamwork
2	Well-rounded Academic Foundation (376)	Critical Thinking / Problem Solving Proficiency	Well-rounded Academic Foundation	Well-rounded Academic Foundation
3	Critical Thinking / Problem Solving Proficiency (321)	Social and Emotional Regulation	Social and Emotional Regulation	Self-responsibility
4	Social & Emotional Regulation (306)	Well-rounded Academic Foundation	Communication, Collaboration, and Teamwork	Critical Thinking / Problem Solving Proficiency
5	Postgraduate Readiness & Support (300)	Postgraduation Readiness & Support	Developing Positive Values	Postgraduation Readiness & Support
6	Self-responsibility (291)	Financial Literacy	Critical Thinking / Problem Solving Proficiency	Social and Emotional Regulation
7	Financial Literacy (243)	Self-responsibility	Self-responsibility	Developing Positive Values
8	Developing Positive Values (212)	Developing Positive Values	Financial Literacy	Financial Literacy

Middle and High School Student Input: Characteristics or skills that you need to be prepared for the future after graduation?

Topic	Mentions
Financial Literacy	177
Post-Grad Guidance	103
Life Skills	51
Social/Communication Skills	40
Self-Regulation	37
Specific academic content	33
Additional relevant knowledge	13
Driving	13
Personal Wellbeing	13

Stakeholder Input Sessions

Stakeholder Focus Groups

- Achievement and Intervention Staff
- Adult Academic Program Participants
- American Indian Parent Advisory Committee
- Curriculum, Early Childhood, and Communication Staff
- District Leadership
- Government Advisory Council
- Inter-school Council
- Latino Parents Affinity Group
- Legislative Action Council
- Parents of Pan-African students
- Redesign Community and Parent Committee
- Somali Parents Affinity Group

Student Input Sessions

- Armstrong High
- Cooper High
- Fair Crystal
- Highview
- Plymouth Middle
- Robbinsdale Middle
- Sandburg Middle

Student Input: During your time in Robbinsdale Area schools, what has supported your success?

Area	Student Mentions
Support System Outside of School	55
Staff	40
Self-Regulation	27
Specific programming	18

Key Strengths and Assets of the District

Most Frequently Mentioned Areas in Stakeholder Focus Groups

- Vast range of offerings for students
- Diverse district
- Committed staff (teachers, support staff, administration)
- Parent/community involvement, support and sense of pride in district and schools
- Access to services, resources, and programs
- Size and span of district
- Students

Student Input: What has gotten in the way of your success?

Area	Student Mentions
Peer Negative Behavior	47
Student Wellbeing Concerns	33
Staff	24
Lack of Self-Regulation	19
Classroom Environment	13
Situations Outside of School	12
Extracurriculars	11
Curriculum	10

Opportunities for Enhancement

Most Frequently Mentioned Areas in Stakeholder Focus Groups

- Building equity and accountability for success of all students across the district
- Hiring and retention practices: staff diversity; addressing human resource issues
- Lack of communication
- Building community/school partnerships
- Better support for students, including listening to student voices
- Parent involvement- building relationships with families
- Transportation
- Professional development and support for teachers
- Improve level of education offered



MISSION

Our mission 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

Priority Outcomes

- Reading proficiency by 3rd grade
- Increase proficiency in middle grades
- Math competency
- Reduction in achievement gaps for students of color and lower-income students
- Engagement in school and learning
- Clear path and readiness for career, college and life

Themes

Strategic Theme 1 Academic Excellence

Strategic Theme 2 Student Engagement and Wellness

Strategic Theme 3 Collaboration and Partnerships

Strategic Theme 4 Staff Investment and Impact

Objectives

1. Enhance curriculum relevance
2. Enhance learning systems and structures from early childhood through grade 12
3. Increase responsiveness to individual student needs
4. Expand preparation for life, college and career

1. Improve student-staff connection
2. Increase student access to school opportunities, programs, and activities
3. Increase support for student social, emotional, and mental wellness

1. Strengthen mutual communication and responsiveness with all stakeholders
2. Expand inclusion and influence of student, family, staff, and community voice

1. Enhance hiring and retention to support student success
2. Ensure an inclusive and welcoming district culture
3. Increase consistency and accountability for common district practices

Community Input Sessions

Families, staff and community members are invited to participate in one of the upcoming strategic plan community input sessions

- 6 to 7:30 p.m. May 10 at Zachary Lane Elementary School
- 6 to 7:30 p.m. May 11 at FAIR School Crystal
- 6 to 7:30 p.m. May 16 at FAIR School Crystal
- 6 to 7:30 p.m. May 18 at Robbinsdale Spanish Immersion School

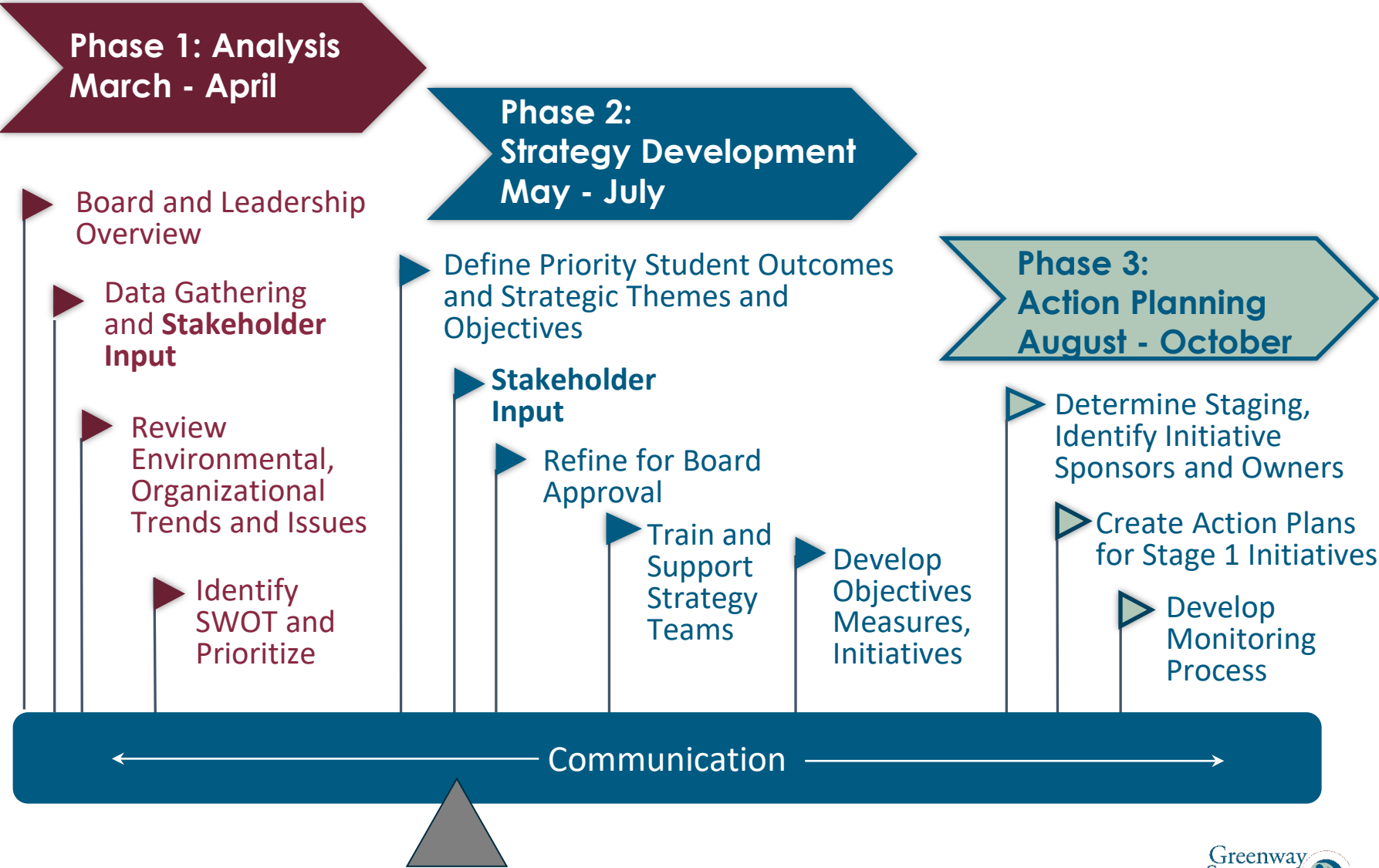
Staff-only Input Sessions

Two staff-only input sessions will take place from 4:15 to 5:30 p.m. on Wednesday, May 11, and Monday, May 16. Both will be at FAIR Crystal, and no registration is required.

Discussion Questions

1. What works well about this strategic plan framework?
2. What, if anything, do you disagree?
3. Other than strategic initiatives and performance metrics which will be designed in the next phase, is anything missing?
4. What specific ideas do you have for how the school district can best prepare our students for the future within each of these strategic themes?

Robbinsdale Area Schools Strategic Planning Process



We are