



# Systems Accountability Committee

September 28, 2022





ROBBINSDALE  
Area Schools

# OUR UNIFIED DISTRICT VISION

Our mission 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.

# Norms

- Keep an Open Mind
- Stay Engaged
- Speak Your Truth
- Feelings:
  - Validate
  - Acknowledge
  - Move Past
  - Grow
- Stay Solution Focused
  - Avoid Shame and Blame
- Have Fun





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# Agenda

- **Systems Accountability Committee (SAC) Purpose & WBWF Goals Review**
- **Curriculum Review 2022-2023**
- **Next Meetings**

# System Accountability Committee Overview

The purpose of the System Accountability Committee (SAC) is to provide input and feedback on decisions regarding the implementation of the Minnesota Academic Standards and federal law.

Areas for input and feedback include:

- District World's Best Workforce (WBWF) goals
- Progress toward WBWF goals
- Curriculum & Instruction Review



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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.

## '21-'23 WBWF Goals

- **All children are ready for school.**
  - 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.**
- **All third-graders can read at grade level**
  - 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% to 54%.**

## '21-'23 WBWF Goals

- **All racial and economic achievement gaps between students are closed.**
  - 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 27.9 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*).

## '21-'23 WBWF Goals

- **All students are ready for career and college.**
  - The percentage of grade 11 RAS students scoring at college readiness levels on all four ACT College Readiness Benchmarks will **increase from 14% in 2020 to 20% in 2023.**
  - Number of CTE and college credit-bearing courses will **increase by 10 percent from 2021-2022 to 2022-2023.**
- **All students graduate from high school**
  - 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.**



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# Curriculum Review



# Content Areas Under Review

## 2021-2022:

- High School Science
- K-12 Health

## 2022-2023:

- K-12 Social Studies
- Secondary English Language Arts
- World Languages

# Curriculum Review Process

- [Curriculum and Program Review and Development Process](#)
- [Curriculum Review Steps and Resources](#)

## Next Meetings

- March 22, 2023 6:00-7:00 ESC Boardroom
- May 24, 2023 6:00-7:00 ESC Boardroom



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# Thank You

