



2025-26 District Strategic Priorities: Initial Data Review

July 6, 2026

Becky Brodeur

Senior Director of Teaching and Learning

Dr. Erica Ahlgren

Assistant Director of Learning Analytics and Impact

2025-26 Strategic Priorities Initial Data Review

Presentation Purpose:

- To present an initial review of data from the District Balanced Scorecard data, highlighting key positive progress points and identifying areas for targeted improvement
- To preview a comprehensive data review and analysis to be presented to the school board in November 2026

System of Continuous Improvement

Shared Leadership Model, Strategic Plan and Operational Plan

District Continuous Improvement

- (Re)Discover Rdale Strategic Plan
- School Board Goals
- District Priority Work
- District Balanced Scorecard
- Outcomes grounded in equity

**Student-Centered
Personalized Learning**

**Professional Learning
and Development**

**Professional Learning
Communities (PLCs)**



Strategic Themes

- Academic Achievement
- Student Engagement and Wellness
- Collaboration and Partnerships
- Staff Investment and Impact

**Department Continuous
Improvement Plans (DCIPs)**

**School Improvement
Plans (SIPs)**



(RE)DISCOVER RDALE

STRATEGIC PLAN

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.

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.

STRATEGIC THEMES

District priority work and goals focused on strategic themes will help achieve our mission for each student.



Academic Achievement



Student Engagement and Wellness



Collaboration and Partnerships



Staff Investment and Impact

PRIORITY OUTCOMES GROUNDED IN EQUITY

- **Improve achievement** for students of color
- All students are **ready for school**
- **Every child** reading at or above grade-level
- Academic and social-emotional growth in **middle grades**
- **Student engagement** in school and learning
- Student **support** from families to learn and achieve
- Clear path and **readiness for career, college and life**

Believe. Belong. Become.



2025-26 PRIORITIES

STRATEGIC PLAN



Academic Achievement

Enhance cultural relevance of curriculum for students

- Expand the Science of Reading programming through continued staff training and the implementation of a new K-5 English Language Arts curriculum.
- Expand the implementation of Culturally and Linguistically Responsive Teaching to include all non-licensed and K-5 staff.

Enhance an equitable learning system from early childhood to adults

- Implement with fidelity an effective teaching framework focused on student engagement and purpose.

Deepen preparation for life, college and career

- Continue to build and grow RPathways through certifications, programming and student participation in dual credit and concurrent enrollment courses.
- Expand the use of Xello to support middle and high school students in planning.



Student Engagement and Wellness

Improve student-staff connection

- Maintain the BARR programming strength at two high schools and explore expansion of the program into the middle schools.
- Increase the number of staff trained on the Catalyst framework and explore the expansion of the program into all K-8 sites.
- Continue to implement and strengthen Restorative Practices throughout the district.

Strengthen practices around student, staff, and school safety

- Strengthen systems and structures at the building level supporting student's feeling of social and emotional as well as physical safety.
- Continue to grow a comprehensive crisis management and safety plan.



Collaboration and Partnerships

Strengthen mutual communication and responsiveness with all stakeholders

- Increase and streamline the cascade of communications to families, staff and our community.

Expand equitable inclusion and influence of student, family, staff, and community voices

- Establish additional events and activities, such as family engagement events, in response to the needs and interests of our stakeholders.
- Elevate the voice of all students, including the impact of the Youth Council and other student leadership groups.



Staff Investment and Impact

Cultivate the district culture to be inclusive, supportive, and welcoming

- Develop and implement a systemic onboarding process at the district and site level for all employees to improve clarity of roles, success and retention.

Increase consistency and accountability for common district practices

- Develop and implement operating procedures to provide clarity and expectations in standard districtwide practices.

Believe. Belong. Become.

2025-26 District Strategic Priorities School Board Presentations

October	Comprehensive Achievement and Civic Readiness (CACR) and Scorecard Introduction
February	Charter Work Presentations (A1, B1, D2)
March	A: Academic Achievement; Fall and Winter Achievement Data Charter Work Presentations (C1, C2)
April	Charter Work Presentations (A3, B2, A2)
May	Charter Work Presentation (D1)
July	25-26 District Strategic Priorities Initial Data Review
Fall 2026	Comprehensive 25-26 Final Data Review

District Balanced Scorecard Metrics

Perception data

Outcome data

Implementation data

Survey Participation Data

Robbinsdale Area Schools Surveys 2025-2026	Number of Responses	Approx. Percent of Rdale
Student Survey (grades 4-12)	4,852	70%
Caregiver Survey	851	10%
Staff Survey	772	45%

Priority A: Academic Achievement

- Enhance cultural relevance of curriculum
- Enhance an equitable learning system from early childhood to adults
- Deepen preparation for life, college and career

A. Academic Achievement: Perception Data

	Robbinsdale Area Schools Survey Question	Percent Agreement	
Students	I am seen, heard, valued, and respected for who I am and my knowledge, skills, and ambitions.	E: 82%	S: 90%
	My teachers explain things in ways I understand.	E: 85%	S: 82%
Caregivers	I know my student's classroom is preparing them for opportunities and options post-high school.	84%	
	My child is challenged academically.	82%	
Staff	I see a clear connection between my work and positive student outcomes.	90%	
	I am confident in my ability to effectively support and meet the needs of all students in my role at my school/building.	85%	

(E: Elementary S: Secondary)

A. Academic Achievement: Outcome Data

Areas of positive progress

Academic Screening Assessment	Spring 2025	Spring 2026
	Percent of students at or above benchmark proficiency	
GOLD Literacy Assessment: years 3-5	87%	89%
earlyReading: Kindergarten and Grade 1	53%	54%
earlyReading: Students of Color	45%	47%
aReading: Grades 2-12 Students of Color	37%	39%
GOLD Math Assessment: years 3-5	84%	91%
aMath: Grades 2-5	46%	47%
aMath: Grades 9-12	30%	35%

A. Academic Achievement: Outcome Data

Areas of positive progress

Graduation Rate	2023 - 24	2024 - 25
7 Year Graduation Rate	88.9%	89.4%

A. Academic Achievement: Outcome Data

Areas for improvement

Academic Screening Assessment	Spring 2025	Spring 2026
aReading: Grades 2-5	50%	50%
aReading: Grades 6-8	50%	50%
aReading: Grades 9-12	51%	51%
aMath: Grades 6-8	44%	43%

Graduation Rates	2023-24	2024-25
4 Year graduation rate	78.6%	77.5%

Priority B: Student Engagement and Wellness

- Improve staff and student connection
- Strengthen practices around staff, student and school safety

B. Student Engagement and Wellness: Perception Data

	Robbinsdale Area Schools Survey Question	Percent Agreement	
Students	My identity, culture and/or religion is respected at my school.	E: 90%	S: 92%
	At least one adult cares about me.	E: 89%	S: 92%
	I feel confident I can follow emergency protocol instructions at my school.	E: 94%	S: 94%
	I feel safe and secure in my school building.	E: 88%	S: 86%
Caregivers	My student is safe and secure at school.	86%	
	My student is emotionally safe expressing thoughts and opinions at school.	84%	
Staff	I feel physically and emotionally safe in my school/building.	78%	
	I feel confident I can follow emergency protocol instructions at my school/building.	93%	

(E: Elementary S: Secondary)

B. Student Engagement and Wellness: Outcome Data

Areas of positive progress

Metric	2024-25	2025-26
Out of School Suspensions (-21%)	1,106	868
Office Referrals (-41%)	3,883	2,279
Average Daily Attendance Rate*	89.48%	90.02%

(*Different metric than MDE Consistent Attendance Rate*)

B. Student Engagement and Wellness: Outcome Data

Areas for improvement

2025-26 Student Discipline	White	Students of Color
Student disciplinary suspensions	7.2%	92.8%
Total student population	34%	66%

Robbinsdale Area Schools Survey Question	Percent Agreement	
I feel safe in the bathrooms.	2024-25	2025-26
Elementary School Students	74%	70%
Middle School Students	69%	73%
High School Students	57%	65%

Priority C: Collaboration and Partnerships

- Strengthen mutual communication and responsiveness with all stakeholders
- Expand equitable inclusion and influence of students, families, staff and community voices.

C. Collaboration and Partnerships

Perception Data

	Robbinsdale Area Schools Survey Question	Percent Agreement	
Students	*My identity, culture and/or religion is respected at my school	E: 90%	S: 92%
Caregivers	My identity, culture and/or religion is respected at our school.	94%	
	I feel welcome at my student's school.	94%	
	School leaders are accessible.	88%	
	School staff are accessible.	94%	
	School leaders and staff communication with caregivers in a clear, timely and effective manner.	85%	

(E: Elementary S: Secondary)

C. Collaboration and Partnerships: Outcome Data

Baseline data

Metric	2025-26
Spring Conference Caregiver Attendance (Total as reported by schools)	3,315
District Advisory Committee Participation	278
Youth Council Participation	15

C. Collaboration and Partnerships

Areas for improvement

Advisory Participation

Advisory councils are not representative of each school site nor the diversity that reflects Rdale student population

Caregiver Survey Response Rate

10% Response Rate

Not representative of all schools or perceptions

Priority D: Staff Investment and Impact

- Cultivate the district culture to be inclusive, supportive and welcoming
- Increase consistency and accountability for common district practices

D. Staff Investment and Impact Perception Data Rdale District Surveys

	Robbinsdale Area Schools Survey Question	Percent Agreement
Staff	My identity, culture and/or religion is respected at my school/building.	88%
	I have positive connections with other staff.	98%
	The work environment respects diversity and is discrimination free.	86%

D. Staff Investment and Impact Outcome Data

Metric	2024-25	2025-26
Licensed Staff of Color	7.55%	10.35%
Licensed Staff Receiving Proficiency in Domain 3 - Learning Experience	94.6%	95.5%

D. Staff Investment

Areas for improvement

	Robbinsdale Area Schools Survey Question	Percent Agreement
Staff	My voice and ideas matter at my school/building.	70%
	I receive the support I need from school leadership or my supervisor to do my job effectively	70%



Questions?
