



Robbinsdale Area Schools School Board Meeting Agenda

Monday, November 4, 2013 at 6:15 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

1. SABE (Student Advisory to Board of Education) 2
Presenter: Al Ickler, Aviva Hillenbrand, and Toni Hults
2. Elementary Schedule Redesign 3
Presenter: - Lori Simon and Amy O'Hern
3. Middle School Redesign Evaluation Report 9
Presenter: Lori Simon, Dr. Cheryl Videen, Steph Skelly, Steve White, and Cathryn Peterson
4. MMR Results 45
Presenter: Lori Simon and Dr. Cheryl Videen
5. Update on Strategic Planning 56
Presenter: Lori Simon and Aldo Sicoli
6. Forest Elementary Program Capacity 62
Presenter: Dennis Beekman
7. Discussion of NSBA Membership
Presenter: Sherry Tyrrell
8. CUBE Conference Recap
Presenter: Mark Bomchill



MEMO

DATE: November 4, 2013

TO: Members of the School Board
Superintendent Aldo Sicoli

FROM: Al Ickler
Executive Director – Community Education

RE: Student Advisory to the Board of Education – 2013-2014 Priorities Discussion

The Student Advisory to the Board of Education (SABE) is a group of high school students whose mission is to act as a bridge of communication between the school board and Robbinsdale Area School high school students.

SABE members will present to the board their proposed priorities for the 2013-2014 school year. The SABE students will have small group discussions with board members to solicit input from the board regarding those proposed priorities, as well as to hear from board members what they would like to see SABE work on this school year.

SABE members from Cooper High School are Grace Ramlakhan, Shenae Davis, Tytianna Reid, Maddy Hilson, Chan Slettehaugh, Jason Dickmeyer, and Pakou Vang; SABE members from Armstrong High School are Najah Young and Joey Wagner; SABE members from Highview Alternative High School are Katelyn Devine and Nia Black.

In addition to the students, Aviva Hillenbrand, Community Education Program Director for Adult & Youth Enrichment, and Toni Hults, Youth Leadership Program Assistant, will also attend.



MEMO

DATE: 10-25-13

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Academics and Elementary Schools

RE: Elementary Schedule Redesign Update

The board will hear a discussion of the elementary schedule redesign, implemented at the start of the 2013-2014 school year. With the redesign, elementary art was reinstated in the first and second grades. The presentation will include:

- An overview of the changes in the elementary prep schedule
- A summary of the outcomes as a result of the new schedule design
- An example of first and second grade art content

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools; and Amy O'Hern, Principal of Meadow Lake Elementary School.

ELEMENTARY SCHEDULE
REDESIGN
NOVEMBER 4, 2013

ELEMENTARY PREP SCHEDULE

2012 - 2013

Five Day Rotation
Physical Education 2 of 5
Vocal Music 2 of 5
Media 1 of 5

2013 - 2014

Five Day Rotation (A/B Weeks)
Physical Education 2 of 5
Vocal Music 2 of 5
Media (60 minutes Week A)
Art (50 minutes Week B)

Art Grades 3-5

- Not part of rotation, but scheduled during other instructional time once per month for an hour

OUTCOMES

ART

Restored to grades 1-2
Most art teachers at two schools vs. four schools
Art teachers part of school community
Relationships with students and staff
Continuity of instruction and development of skills
Growth mindset

MEDIA

Longer class period allows for larger projects
Reinforcing and supporting literacy content
Push-in support for core content
Flexibility in supporting students and staff
Longer prep for classroom teachers
Kindergarten support

1ST AND 2ND GRADE ART

Students are learning observational skills, creative divergent thinking, and art history across cultures.



WE'VE BEEN LEARNING TO...

"observe, experiment with materials, find our voice, self-evaluate, make connections, express ourselves, learn from our mistakes, embrace diversity, appreciate beauty, envision solutions, and innovate."



In first grade we look at portraits of famous artists that include pets, so we make our own self-portraits with a pet. We learn how to use paint brushes and how to draw a person with a realistic face.



In second grade we look at paintings of flowers by Georgia O'Keeffe. We make our own flowers by combining shapes and looking closely at detailed flower photographs. We learn how to blend colors, about the color wheel, and choose background that created contrast by using complimentary colors.



MEMO

DATE: 10-25-13

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Academics and Elementary Schools

RE: Middle School Redesign Evaluation

The board will hear a discussion of the evaluation results of the implementation of the middle school redesign extension classes, implemented during the 2012-2013 school year. The redesign provided an extended math class and/or reading class for students needing additional time and support. The presentation will include an overview of the following outcomes:

- Student survey results regarding use of innovative best practices and student perceptions regarding their experiences in extended math class and/or reading class
- Teacher survey results regarding use of innovative best practices
- A summary of MAP growth for students participating in extended math class and/or reading class
- A summary of the percentage of students in extension classes who received “No Credit” marks in their regular math and English classes and
- A summary of MCA proficiency outcomes.

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools; Dr. Cheryl Videen, Program Director for Research, Evaluation, and Assessment; Steve White, Secondary Math and Science Specialist; and Cathryn Peterson, Secondary English and Social Studies Specialist.

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Middle School Redesign Extension Classes 2012-2013 Evaluation

Presented: Fall 2013

Evaluation Questions

**1. To what extent is innovative best practice instruction employed in the classroom?
(reading and math)**

2. To what extent are students positive about extension classes?

3. To what extent are students performing academically?

Implementation

1. To what extent is innovative best practice instruction employed in the classroom? (reading and math)

a) 70% of the **students** will report participating in at least 3 innovative instructional practices during:

- i. Extended math class
- ii. Extended reading class

b) 70% of the **teachers** will report participating in at least 3 innovative instructional practices during:

- i. Extended math class
- ii. Extended reading class

1. a) Student Responses to Innovative Best Practice Questions

Target: 70% of the students will report participating in at least 3 innovative instructional practices during extended math and reading classes.

District	Math (3 of 6 options)		Reading (3 of 4 options)	
Grades 6-8	82%	MET	73%	MET
Grade 6	87%	MET	69%	
Grade 7	89%	MET	67%	
Grade 8	70%	MET	82%	MET

1. b) Teacher Responses to Innovative Best Practice Questions

Target: 70% of the teachers will report using at least 3 innovative instructional practices during their extended math or reading classes.

Math (23 teachers responded)	District
Math Review	100%
Formative Assessments	91%
Had students working with partners	91%
Had students working in small groups	91%
Verbal Explanation (share with partner)	83%
Lap Top Computers	78%
Manipulatives	65%
Adjusted instruction based on CFA results	65%
Written Explanation (sentences)	65%
Worked as “Jitty” teacher with another teacher’s students	57%

% reporting using once per week or more

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1. b) Teacher Responses to Innovative Best Practice Questions

Target: 70% of the teachers will report using at least 3 innovative instructional practices during their extended math or reading classes.

Reading (9 teachers responded)	District
Independent reading of choice texts	100%
Verbal Explanation (share with class)	88%
Writing in response to reading prompt	78%
Adjusted the instruction based on Common Formative Assessment results	67%
Individual conference with students regarding independent reading progress	56%
Small group skill and strategy instruction	38%

1. To what extent is innovative best practice instruction employed in the classroom?

- Students reported that math extension teachers were using innovative instructional practices in all grade levels.
- High numbers of Reader's Workshop students reported that teachers were using innovative instructional practices
- Teachers also reported using innovative instructional practices.

Stakeholder Perceptions

2. To what extent are students positive about extension classes?

- a) **70% of the students will report positive experiences in extended math and reading classes.**

My extended math class has helped me get better at math.

My Reader's workshop class has helped me get better at reading.

2. a) Student Perceptions

Target: 70% of the students will report positive experiences in extended math and reading classes.

District	Math		Reading	
Grades 6-8	85%	MET	85%	MET
Grade 6	92%	MET	88%	MET
Grade 7	86%	MET	82%	MET
Grade 8	78%	MET	87%	MET

Students are reporting that their math and reading extension classes are helping them

Student Achievement Outcomes

3. To what extent are students performing academically?

a) “No Credit” marks in regular math and English classes

Target: 25% decrease in students earning a mark of “no-credit” (from 2011-12 to 2012-13)

Comparison Group: Same Students

	2011-12 Before Extension Classes		2012-13 Year 1 of Extension Classes
20			6 th Grade
6 th Grade		Comparing same students	7 th Grade
7 th Grade		Comparing same students	8 th Grade

Comparison Group: Same Grade

2011-12 Before Extension Classes		2012-13 Year 1 of Extension Classes
		6 th Grade
6 th Grade		7 th Grade
7 th Grade		8 th Grade

Comparing same grade,
different students

Comparing same grade,
different students

Comparison Group: Same Students

NCs in Regular Math class for students in Math Extension Classes

2011-12 Before Extension Classes		2012-13 Year 1 of Extension Classes
6 th Grade 16% NCs	Target: 12% or fewer Not Met	7 th Grade 14% NCs
7 th Grade 31% NCs	Target: 23% or fewer MET	8 th Grade 22% NCs

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Comparison Group: Same Students

NCs in English for students in Reader's Workshop Classes

2011-12 Before Extension Classes			2012-13 Year 1 of Extension Classes	
6 th Grade 10% NCs	Target: 8% or fewer: Not Met		7 th Grade 14% NCs	
7 th Grade 16% NCs	Target: 12% or fewer: Not Met		8 th Grade 22% NCs	

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Comparison Group: Same Grade

NCs in Regular Math class for students in Math Extension Classes

2011-12 Before Extension Classes		2012-13 Year 1 of Extension Classes
		6 th Grade 13% NCs
6 th Grade 16% NCs	Target: 12% or fewer: Not Met	7 th Grade 14% NCs
7 th Grade 31% NCs	Target: 23% or fewer: MET	

Comparison Group: Same Grade

NCs in English for students in Reader's Workshop Classes

2011-12 Before Extension Classes		2012-13 Year 1 of Extension Classes
		6 th Grade 4% NCs
6 th Grade 10% NCs	Target: 8% or fewer: MET	7 th Grade 14% NCs
7 th Grade 16% NCs	Target: 12% or fewer: Not Met	

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Student Achievement Outcomes

3. To what extent are students performing academically?

b) MAP growth (reading and math)

40% of extension students will demonstrate 1.5 times typical growth on the fall to spring MAP

3. b) Student Achievement: MAP Growth

Target: **40%** of extension students will demonstrate **1.5 times** typical growth on the **fall to spring** MAP

District	Math		Reading	
Grades 6-8	37%		35%	
Grade 6	40%	MET	48%	MET
Grade 7	35%		30%	
Grade 8	35%		31%	

3. b) Student Achievement: MAP Growth Comparison Group: Same Students MAP Growth for students in Math Extension Classes % making 1.5 times typical growth

Fall 2011- Winter 12 Before Extension Classes	Fall 2012- Winter 13 Year 1 of Extension Classes	Change
5 th Grade 45%	6 th Grade 46%	1 pt ↑
6 th Grade 36%	7 th Grade 40%	4 pt ↑
7 th Grade 36%	8 th Grade 32%	4 pt ↓

3. b) Student Achievement: MAP Growth Comparison Group: Same Grade

MAP Growth for students in Math Extension Classes
% making 1.5 times typical growth

Fall 2011- Winter 12 Before Extension Classes	Fall 2012- Winter 13 Year 1 of Extension Classes	Change	
	6 th Grade 46%	10 pt ↑	6 th grade
6 th Grade 36%	7 th Grade 40%	4 pt ↑	7 th grade
7 th Grade 36%			

3. b) Student Achievement: MAP Growth Comparison Group: Same Students Growth for students in Reading Extension Classes % making 1.5 times typical growth

Fall 2011- Winter 12 Before Extension Classes	Fall 2012- Winter 13 Year 1 of Extension Classes	Change
5 th Grade 54%	6 th Grade 60%	6 pt ↑
6 th Grade 45%	7 th Grade 48%	3 pt ↑
7 th Grade 38%	8 th Grade 47%	9 pt ↑

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3. b) Student Achievement: MAP Growth Comparison Group: Same Grade Growth for students in Reading Extension Classes % making 1.5 times typical growth

Fall 2011- Winter 12 Before Extension Classes	Fall 2012- Winter 13 Year 1 of Extension Classes	Change	
	6 th Grade 60%	15 pt ↑	6 th grade
6 th Grade 45%	7 th Grade 48%	10 pt ↑	7 th grade
7 th Grade 38%			22

Student Achievement Outcomes

3. To what extent are students performing academically?

c) MCA proficiency (math)

Target: The percent of middle school students reaching the proficient level on the 2013 math MCA will increase by 10 percentage points compared to 2012.

3. c) Student Achievement Outcomes

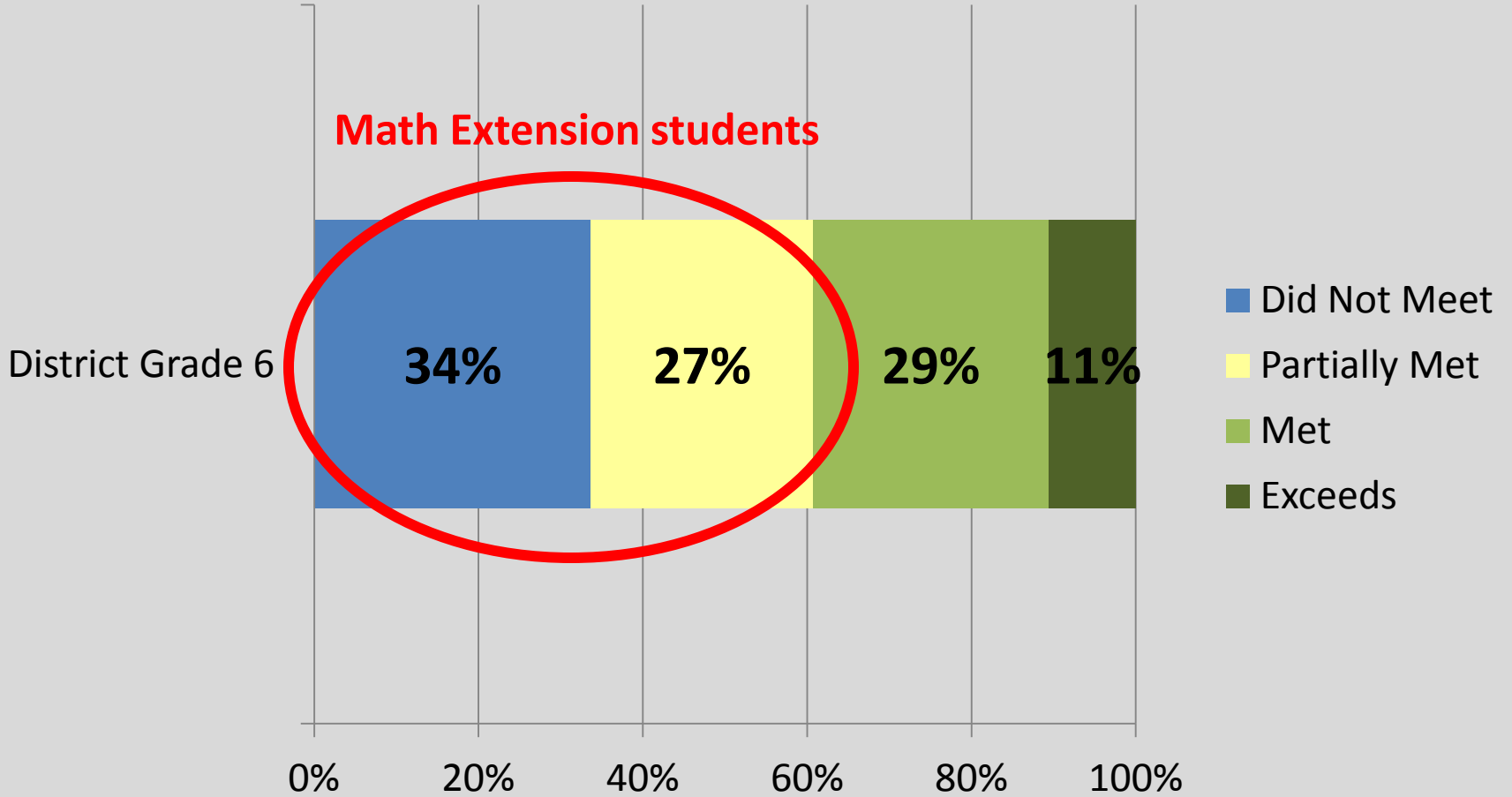
Target: The percent of middle school students reaching the proficient level on the 2013 math MCA will increase by 10 percentage points compared to 2012.

Math MCA Grades 6-8	2012	2013	Change	Target Outcome
State	59%	56%	- 3	
District: Grades 6-8	35%	39%	+ 4	Not Met
Grade 6	34%	38%	+ 4	Not Met
Grade 7	31%	36%	+ 5	Not Met
Grade 8	40%	43%	+ 3	Not Met

Achievement Levels

Grade 6 Math MCA 2013

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3. c) Student Achievement Outcomes Comparison Group: Same Students Math MCA: % Proficient

Fall 2011- Winter 12 Before Extension Classes	Fall 2012- Winter 13 Year 1 of Extension Classes	Change
5 th Grade 14%	6 th Grade 9%	5 pt ↓
6 th Grade 2%	7 th Grade 7%	5 pt ↑
7 th Grade 4%	8 th Grade 22%	18 pt ↑

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3. c) Student Achievement Outcomes

Comparison Group: Same Grade

Math MCA: % Proficient

Fall 2011- Winter 12 Before Extension Classes	Fall 2012- Winter 13 Year 1 of Extension Classes	Change	
	6 th Grade 9%	7 pt ↑	6 th grade
6 th Grade 2%	7 th Grade 7%	3 pt ↑	7 th grade
7 th Grade 4%			

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Only includes students who were in math extension classes in 2012-13 and took both MCAs.

3. c) Student Achievement Outcomes Comparison Group: Same Students Math MCA: % “Does Not Meet”

Fall 2011- Winter 12 Before Extension Classes	Fall 2012- Winter 13 Year 1 of Extension Classes	Change (decrease is good)
5 th Grade 45%	6 th Grade 61%	16 pt ↑
6 th Grade 74%	7 th Grade 58%	16 pt ↓
7 th Grade 58%	8 th Grade 47%	11 pt ↓

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3. c) Student Achievement Outcomes

Comparison Group: Same Grade
 Math MCA: % “Does Not Meet”

Fall 2011- Winter 12 Before Extension Classes	Fall 2012- Winter 13 Year 1 of Extension Classes	Change (decrease is good)	
	6 th Grade 61%	13 pt ↓	6 th grade
6 th Grade 74%	7 th Grade 58%	=	7 th grade
7 th Grade 58%			

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Student Achievement Outcomes

3. To what extent are students performing academically?

d) Scoring proficient on learning targets

We did not reach the target outcome of having 70% of reported learning targets at proficient levels

We did show that reporting of learning target correlates with improved student learning.

3. To what extent are students performing academically?

- Generally there has been a decrease in the % of extension students receiving a “no credit” mark in their regular math and English classes.
- Only met growth targets in 6th grade.
- Did not make the high target of increasing overall math MCA proficiency rate by 10 percentage points (made 4 point gain).
- Reporting of learning target correlates with improved student learning.

3. To what extent are students performing academically? Bonus Results – Using Comparison Group: Same Students

- Students were more likely to make strong growth when enrolled in reading extension classes than they were the previous year before extension classes.
- Students made more growth when enrolled in 7th grade math extension classes than they did while in 6th grade without extension classes.
- Students were more likely to reach proficiency on MCAs and less likely to score at the “does not meet” level when they were enrolled in math extension classes than they were before extension classes existed.

3. To what extent are students performing academically? Bonus Results – Using Comparison Group: Same Grade

- Additional instructional time and/or the changes in instructional practices appear to be making a difference.
- Within a grade level, more students are making strong growth when extension classes were in place than before the classes existed.
- Within a grade level, more students are reaching proficient levels on the math MCA when enrolled in extension classes than before the classes existed.
- At 6th grade, there was a substantial improvement (decrease) in the percentage of extension students that scored at the “does not meet” level on the math MCA when compared to before the classes existed.

Year 2 Program Plans

Given that, in general, students in extension courses demonstrated improvement in learning, we will continue to stay the course...

However, because the improvement was inconsistent between schools and between grades, we need to be more systemic in our support. This year actions will include:

- Continued, focused use of PLC time to improve Tier I instruction.
- Continue to support teachers in their learning of differentiated instruction so that learning is the constant and time and support are the variables.
- Continued focus on the creation and implementation of common formative assessments (CFAs).

Year 2 Program Plans

- Continued use of Common Formative Assessment results to drive instruction.
- Continued use of teacher “push-in” time to respond to Common Formative Assessment data and to observe and support research-based best practice instruction.
- Implementation of the data process in PLCs to maximize teacher effectiveness and high intellectual performance in each student.
- Implementation of 6th grade specialty teachers focused on the core subject areas.
- Implementation of professional learning to include groups of teachers across grade levels and schools.



MEMO

DATE: 10-25-13

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Academics and Elementary Schools

RE: State Accountability Results: Minnesota's Multiple Measurement Ratings for 2013

The Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act requires states to hold schools accountable for their performance. In February 2012, the U.S. Department of Education approved Minnesota's request for ESEA Flexibility creating the current accountability system, which Minnesota calls the Multiple Measures Rating.

The Multiple Measurement Rating (MMR) accountability system adds a focus on closing the achievement gap and promoting high growth in achievement for all students. MMR measures each school on proficiency, average school growth, reducing the gap in growth between groups of students (achievement gap reduction score) and, for high school, graduation rates. Each of these areas is worth up to 25 points which means that elementary and middle schools have a total of 75 points possible and high schools have a total of 100 points possible. The MMR system only rates schools, it does not rate school districts.

The presentation will provide a more detailed description of the accountability system as well as a summary of the 2013 results.

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools and Dr. Cheryl Videen, Program Director for Research, Evaluation, and Assessment.



Minnesota's Accountability System:

Multiple Measurements Rating (MMR)

November 4, 2013

School Board Work Session: Robbinsdale Area Schools

Multiple Measurement Rating

75 points for Elem & MS, 100 points for HS

Proficiency
25 points

- Measures proficiency of up to nine groups in two subjects at each school

Growth
25 points

- School's Overall Growth on MCAs

Achievement Gap
Reduction
25 points

- Reducing gap in growth between groups and state counterparts

Graduation Rates
25 points
(HS only)

- Measured by the number of groups that reach the graduation rate target

Proficiency: 25 Points



- Uses Adequate Yearly Progress system to measure proficiency of up to 9 demographic groups for each subject
- Proficiency targets based on reducing the number of non-proficient students in each group by 50% between 2011 and 2017
- School's performance is ranked and multiplied by 25 to determine proficiency points.

Ranking System Effects



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	Proficiency score	Proficiency Percentile Rank	MMR Proficiency Points
Elementary	1.0	99 th	24.99
	1.0	99 th	24.99
	1.0	99 th	24.99
	.9617	40 th	9.94

	Graduation score	Graduation Percentile Rank	MMR Graduation Points
High School	1.0	99 th	24.99
	1.0	99 th	24.99
	1.0	99 th	24.99
	.9191	13 th	3.27

Growth: 25 Points



- School's Overall Growth
 - Average of all individual student MCA growth scores
 - Combines reading and math
- School's performance is ranked and multiplied by 25 to determine growth points.

Achievement Gap Reduction: 25 Points

- Reducing gap in growth between groups at school and statewide counterparts

Average Growth at School	Average Growth across State
Compared to:	
American Indian students	Caucasian students
Asian American students	
Hispanic American students	
African American students	
English Learners	English speaking students
Special Education students	Regular Education students
Free/Reduced Price Lunch students	Regular priced lunch students

Graduation: 25 Points

- Uses graduation data from AYP.
- Graduation rate target is 90% for all students and every AYP group with over 40 students.
- Schools showing marked improvement over the prior 4-year, 5-year or 6-year rates (3%, 4%, or 5% respectively) also count as making target.

Priority and Focus Schools

- New Priority and Focus schools were not designated this year.
- Identified on a three-year cycle to allow time for new strategies to take hold and for the state to provide concentrated support and resources to those schools strategically identified as having the greatest need.
- Only Title I schools can be designated.
- Exit: Two consecutive years out of the bottom 25 percent of Title I schools on MMR or FR.
- New Priority and Focus schools will be announced in fall of 2014.

2013 MMR Highlights



Highlight	School	
Growth score and AGR score increased	Neill	Meadow Lake
	Forest	Plymouth MS
	Lakeview	Robbsindale MS
	Noble	Armstrong HS
	Zachary Lane	Cooper HS
Obtained all proficiency points	RSI	SEA
	Zachary Lane	
Proficiency score increased.	Cooper HS	
AGR score increased	Northport	Sonnesyn
Improvement in graduation rates for all groups	Cooper HS	

District Plan

- NUA
- Coaching carousel: Teaching teachers best practice strategies (i.e., Hattie, McREL, Marzano)
- Teaching and Learning Menu of Services
- Data Process with focus on equity
- Learning walks
- Working collaboratively with principals on School Improvement Plans
- Collaborating with Centers of Excellence for Priority & Focus schools
- Personalized Learning – Chromebooks should allow for greater access and differentiation



TO: Members of the School Board

FROM: Aldo Sicoli, Superintendent

DATE: October 22, 2013

RE: Update on Strategic Planning

DISCUSSION:

Lori Simon and I will provide an update on our planning initiative regarding the next iteration of our strategic plan, which uses our Unified District Vision as its framework. Much has occurred since the presentation and discussion at the August 5, 2013 School Board Work Session. The Core Planning Team met on October 1st and the steering committee met on October 10th. The Core Planning team engaged in an exercise in which individuals brainstormed different issues that might merit additional conversation through community discussions. Small groups then consolidated the lists. The issues were framed as a set of discussion questions that Core Planning Team members are using in their conversations with other community members. In addition to reviewing the questions, the steering committee discussed how to get additional feedback from students and staff. Focus groups are being formed for this purpose. The Student Advisory to the Board of Education (SABE) will conduct focus groups with students. Core Planning Team members will have conversations with others in the community and bring the feedback to the December 3rd Core Planning Team meeting. Input from the focus group sessions with students and staff, as well as results from the stakeholder satisfaction survey, will also be shared at the next Core Planning Team meeting.

The current planning process focuses on further development of the Unified District Vision as the next iteration of the Robbinsdale Area Schools strategic plan. The Unified District Vision was developed to provide focus for the strategic plan that has provided guidance over the last five years. In the current process, we are aligning several current district plans to better focus our efforts on high intellectual performance for all students, so that students will be career and college ready when they graduate. Decisions in the last legislative session, such as adoption of the World's Best Workforce statute, affirm our efforts to align plans in this way. At the November 4, 2013 School Board work session, we will discuss, in greater detail, how the Unified District Vision serves as a framework for strategic planning, including data measurements that may be used to monitor progress and inform strategies, possible areas to focus our efforts, and example strategies or action plans to achieve the desired outcomes. We will review the Unified District Vision working document, which may inform discussions with community members about strategic thinking.

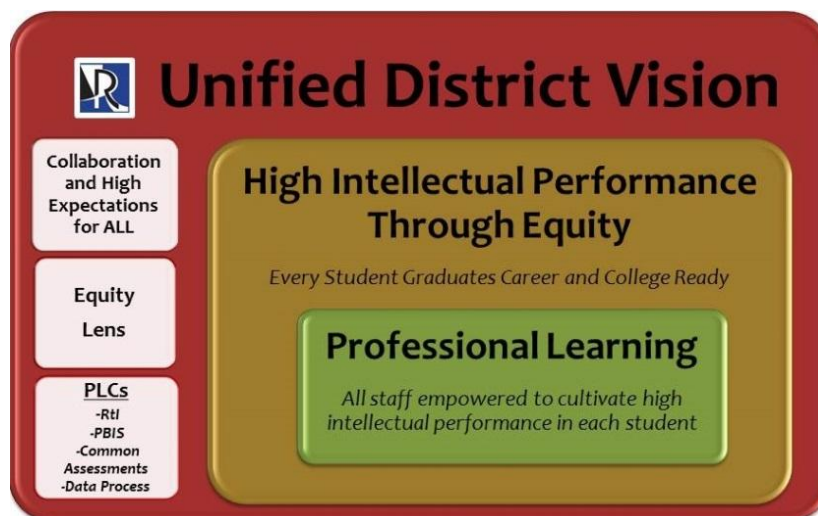
Unified District Vision: A Strategic Plan for High Intellectual Performance Through Equity

Every Student Graduates Career and College Ready

Revised Draft 10/25/2013



Unified District Vision: High Intellectual Performance Through Equity



The Unified District Vision for the Robbinsdale Area Schools is focused on High Intellectual Performance through Equity for all, in which every student graduates career and college ready. We do this through a culture of high expectations for students and staff that includes looking at everything through an equity lens. Staff members collaborate through the use of Professional Learning Communities (PLCs) and they use Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS) and Common Formative Assessments (CFAs) to ensure that students succeed.

Measurements of Success

We will measure our progress in a number of ways, including disaggregation of the following data by racial groups, by grade levels, and by economic status:

- Minnesota Comprehensive Assessments (MCAs)
- Measures of Academic Progress (NWEA's MAP assessments)
- Graduation Rates
- ACT Results
- Kindergarten Literacy and Math Assessments
- Third Grade Literacy
- Advanced Placement (AP) and International Baccalaureate (IB) Exam Results and Participation Rates
- Participation in the Arts and Rigorous Courses
- Out-of-School Suspensions and Administrative Hearings for Possible Expulsions
- Referrals for Special Education Services/Student Participation in Special Education Programs
- NAEP Exams
- Percentage of students who receive remedial services in MNSCU colleges

2013 Unified District Vision: A Strategic Plan for High Intellectual Performance Through Equity

Equity is raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2013).

Focus 1: Culturally Relevant Teaching and Educational Practices

Actions/Strategies

- Curricular scope and sequence and learning materials will reflect the culture and history of racial groups that reside in the United States.
- Professional Learning for all staff, including administration and School Board, that focuses on high expectations, identification and development of student strengths, and culturally relevant teaching practices. This includes courageous conversations about race and National Urban Alliance (NUA) professional development.
- Implement NUA High Operational Practices (HOP): identifying and activating student strengths; building relationships; eliciting high intellectual performance; providing enrichment; integrating prerequisites for academic learning; situating learning in the lives of students; and amplifying student voice.
- Hire, develop and retain staff of color. Hire, develop and retain staff who implement culturally relevant educational practices.
- Use structures such as Equity Teams, PLCs, RtI, PBIS, and Common Assessments that lead to

Alignment with Current Strategic Plan

Priority 1:

Enrich and accelerate academic achievement

Priority 2:

Provide high quality, engaging teaching that challenges every student

Priority 3:

Cultivate learning environments characterized by mutual respect and personal responsibility

2013 Unified District Vision: A Strategic Plan for High Intellectual Performance Through Equity

Equity is raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2013).

student academic success.

- Use programs that lead to college and career readiness, such as AVID, Boys 2 Men, an expansion of the Great Start preschool program, all-day kindergarten for all who want it, Family Literacy program, Creative Play program, an expansion of programs that provide dual high school/post-secondary credit; and additional instruction in reading and math for students who have not demonstrated proficiency.
- Implement summer programs to improve college and career readiness and work with students to develop plans for post-secondary success.

Priority 4:
Strengthen relationships among students, staff, families and community members

Focus 2: Open Pathways to Success for All Students

Actions/Strategies

- Allocate resources in ways that optimize success for all students.
- Revise policies, practices, admissions criteria for rigorous courses that hold back students of a particular race, such as implementing a more inclusive kindergarten magnet lottery process, a more inclusive middle school honors program, and self-selection with multiple pathways to advanced mathematics courses.
- Revise policies and practices that lead to overrepresentation of specific racial groups in behavioral disciplinary consequences.
- PBIS
- Revise policies and practices that lead to overrepresentation of specific racial groups in Special Education program.

Alignment with Current Strategic Plan

Priority 1:
Enrich and accelerate academic achievement

Priority 2:
Provide high quality, engaging teaching that challenges every student

Priority 3:
Cultivate learning environments characterized by mutual respect and personal responsibility

Priority 5:
Maximize resources and demonstrate financial accountability

Focus 3: Empower Family and Community Members as Partners

Actions/Strategies

- The school system shall empower family and community members as partners with school staff in support of college and career readiness for students of all racial groups
- Parents As Our Partners
- Apartment Visits
- Community Forums
- Brooklyn Bridge Alliance
- Volunteers in Partnership (VIP)

Alignment with Current Strategic Plan

Priority 3:
Cultivate learning environments characterized by mutual respect and personal responsibility

Priority 4:
Strengthen relationships among students, staff, families and community members

2013 Unified District Vision: A Strategic Plan for High Intellectual Performance Through Equity

Equity is raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2013).

Focus 4: Empower Students Through Engaging Learning that Encourages Student Voice

Actions/Strategies

- Service learning opportunities
- Opportunities for student input
- SABE
- Student Leadership
- Student Council
- Student Equity Teams
- Student-Led Professional Development for Staff
- Curriculum Writing Project—Civil Rights Research Tour Students with Social Studies Department

Alignment with Current Strategic Plan

Priority 1:

Enrich and accelerate academic achievement

Priority 2:

Provide high quality, engaging teaching that challenges every student

Priority 3:

Cultivate learning environments characterized by mutual respect and personal responsibility

Priority 4:

Strengthen relationships among students, staff, families and community members

2013 Unified District Vision: A Strategic Plan for High Intellectual Performance Through Equity

Equity is raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2013).



To: School Board
From: Dennis Beekman, executive director
Date: November 4, 2013
Re: Forest Elementary Enrollment and Program Capacity

For the last several years Forest Elementary School enrollment has been near or exceeded its program capacity of 625 students. Looking ahead for the next few years it appears as if this enrollment imbalance will continue. Possible options for consideration to rebalance Forest enrollment include:

- Continuing to use the magnet schools lottery to lessen enrollment at Forest
- Continuing to limit student transfers into Forest
- Modify attendance boundaries

The analysis presented to the school board is intended to simply give context and scope to these options.

RECOMMENDATION

The administration recommends continuing to use the magnet school lottery to lessen enrollment at Forest for the 2014-2015 school year. This strategy would control enrollment in the short term while allowing time for strategic long-range facility planning to occur. In the event that the long-range plan would affect boundaries, this strategy would also prevent the possibility that families would be impacted twice by boundary adjustments over the course of just a few years.

QUESTIONS

For questions please contact:

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