DEPARTMENT OF EDUCATION

2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Richfield Public Schools
Grades Served: PreK-12

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

☒ Yes ☐ No

Click here for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has two parts:

  Part A: Required for all districts/charters
  Part B: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.
A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

> ☐ *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*
>
> *World's Best Workforce Plan 2018-2019*
> *https://www.richfieldschools.org/Page/400*
>
> ☐ *Provide the direct website link to the A&I materials.*
>
> A&I Plan 2017-2020
> https://www.richfieldschools.org/Page/741

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.
A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

> ☐ *Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.*
>
> School District 280 will hold a public meeting on Wednesday, November 20, 2019 at 5 p.m. and a school board meeting on Monday, November 18, 2019 at 7 p.m. Both meetings will be held in the Richfield District Offices (7001 Harriet Ave. So., Richfield, MN 55423).

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Veronica Barron	Parent	
Tia Clasen	District Staff	X
Christine Maleck	School Board Member	
Bob Mulcahy	Parent	
Michelle Pollis	Parent	
Sarah Jesperson	American Indian Coordinator/5-8 Licensed Teacher/District Staff	X
Leadriane Roby	District Staff	X
Michael Wallus	District Staff	
Angela Maryn	Support Staff	X
Carlondrea Hines	Building Principal	
Nancy Stachel	Building Principal	X
Ryan Finke	Building Assistant Principal	
Marni Flitsch	Teacher	
Sarah Miziorko	Teacher/Coach	
Becca Cleys	Parent/Chairperson for AIPAC	
Anna Resele	Instructional Coach/MS Teacher	X
Mary Gregor	MS ELA teacher	
Cory Klinge	Director of Technology	X

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at

disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:
- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.
- *Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.*
    - *How did the district examine equitable access data? What data did you look at? How frequently do you review the data?*
        - *We utilize personnel data from our Human Resources department on staffing in the form of representation of staff in relation to student ethnicity which includes the diversity of our teaching force. This report is reviewed annually.*
    - *Who was included in conversations to review equitable access data?*
        - *Principals, the Teaching and Learning Department, teachers via PLCs, social workers, guidance counselors, and at times our Human Resources department.*
    - *What equitable access gaps has the district found?*
        - *While 41% of our student population is Hispanic or Latino, 4.5% of our staff is such*
        - *While 5.5% of our student population is Asian, 2.25% of our staff is such*
        - *While 14.5% of our student population is Black or African-American, 5% of our staff is such*
        - *While 28% of our student population is White, 86% of our staff is such*
    - *What are the root causes contributing to your equitable access gaps?*

- ▪ *Delivery of lesson content; strong instructional practices; rigor, which is not consistently aligned to grade level standards and assessments for courses; lack of grade-level rigor for certain groups of students*
- ▪ *Teachers' lack of awareness and development in culturally relevant, standards-aligned curriculum development and pedagogy; a lack of effective diagnoses or analyses for intervention and acceleration.*
  - o *What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?*
    - ▪ *Richfield has recruited and trained a highly experienced staff of teachers. Our students have equitable access to a teaching staff consisting of 82.9% of experienced teachers which is 3 percentage points higher than the state average for high poverty districts.*
    - ▪ *Richfield has recruited and hired licensed staff. 98.9% of our teachers are licensed which greatly exceeds other high poverty and low poverty districts in the state.*
    - ▪ *All teaching candidates must go through a two-step interview process, first with building principal and site leadership and the second interview is with district cabinet member to ensure all teachers meet high standards, with the focus of serving all students.*
    - ▪ *Students at Richfield Public Schools have universal access to the 9th grade Advanced Placement (AP) Human Geography course, which is a college credit-bearing course, whereby students can earn college credit with a successful result on the exam. More importantly, all students are exposed to a rigorous college course experience and their course is listed on their transcript; for many students, this is the first honors level course they have taken, which prepares them well to take more.*
    - ▪ *Richfield Public Schools offered the Seal of Biliteracy for the first time in 2018-2019. This opportunity offers the possibility of college credit through the Minnesota Colleges and Universities (MnSCU) system to provide recognition for the asset of being multilingual. This opportunity is for all students who can show proficiency in both English and the language of their choice. Students either take the AP Spanish Language and Culture course (for those students who are in the dual language immersion program or a high level of world language), the Assessment of Performance Toward Proficiency (AAPPL), or the STAMP Language Assessment to demonstrate proficiency in a world language; students show proficiency in the English language by passing the English Language Arts (ELA) courses all four years of high school.*
    - ▪ *Earned MDE 21st Century Community Learning Center Grant in partnership with YMCA and Beacons to provide expanded after school programming for all students.*
  - o *What goal(s) do you have to reduce and eventually eliminate equitable access gaps?*
    - ▪ *Continue to develop and improve our Tiered Teacher licensing programs and "Grow-Your-Own" program in collaboration with local universities.*
    - ▪ *Create and support underrepresented groups in teaching with targeted structures-- including mentoring, and the development of affinity groups to create a more inclusive environment.*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

☐ *Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.*
   o *Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff.*
      ▪ *Disproportionately underrepresented groups include American Indian, Asian, Black, Latino, and multirace.*
   o *How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?*
      ▪ *We would need to hire about 200 more teachers of color to match the 70% students of color population in Richfield Public Schools.*
   o *What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?*
      ▪ *Challenges of recruiting and retaining staff of color in Minnesota.*
      ▪ *Local universities and colleges, while prioritizing this work, are still not recruiting and graduating enough students of color.*
   o *What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?*
      ▪ *Strategic hiring of administrators of color in order to help target and recruit staff of color.*
      ▪ *Created partnerships with local colleges and universities to create an educator pipeline from postsecondary to the educational workforce*
      ▪ *Creation of Grow-Your-Own programs to recruit teachers of color with current support staff who are already part of the school district*
      ▪ *Active recruitment of teachers from diverse backgrounds who are experienced, results-driven teachers; mentoring support for newer teachers; and partnering with dedicated and experienced staff. Specific PD for ALL teaching staff to deepen understanding of equitable practices, increased engagement, and additional efforts of wrap-around social-emotional services for students.*
      ▪ *Creation and monitoring of assessment, attendance, and behavior data with goals aligned to student groups.*
      ▪ *Created partnerships with organizational thought-groups (e.g. Innocent Classroom, Think Small, Promise Neighborhood, MN Humanities Center, Reimagine Minnesota, and The Science Museum of Minnesota) for training and ongoing support to increase equity of voice*

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X ☐ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

 X ☐ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

1. All Students Ready for School

Goal	Result	Goal Status

		Check one of the following.
1.A. The percentage of all students who attend the preschool programs in RPS (and are enrolled the full academic year) who are meeting expectations on the Teaching Strategies Gold (TS Gold) growth report for Literacy, will increase from 48.1% in 2018 to 58.1% in 2019.	1.A. The percentage of students who attended preschool programs in RPS who met or exceeded expectations on the TS Gold growth report for Literacy increased from 48.1% in Fall-2018 to 96.7% in Spring-2019.	☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☒ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in kindergarten*
1.B. The percentage of all students who attend the preschool programs in RPS (and are enrolled the full academic year) who are meeting expectations on the Teaching Strategies Gold (TS Gold) growth report for Math, will increase from 28.0% in 2018 to 38.0% in 2019.	1.B. The percentage of students who attended preschool programs in RPS who met or exceeded expectations on the TS Gold growth report for Math increased from 28.0% in Fall-2018 to 88.8% in Spring-2019.	

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - *Survey data, focus groups with Early childhood families.*
  - *TS Gold fall and spring assessment, NWEA MAP data*
- *What strategies are in place to support this goal area?*
  - *Professional development and common learning on assessment tool use and fidelity of proctoring the assessments and the usage of the data derived from the assessments.*
- *How well are you implementing your strategies?*
  - *We feel very about our processes for training the trainer on assessments via our assessment team at RPS. However, we are continuing to work towards universal standards of use for NWEA/MAP data, and fidelity of delivery of TS Gold.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - *There were 214 students assessed using TS Gold - Literacy: 103 of those students met expectations in the Fall and 207 students met or exceeded expectations in the Spring. That's an increase of 49%.*
  - *There were 214 students assessed using TS Gold - Mathematics: 60 of those students met expectations in the Fall and 190 students met or exceeded expectations in the Spring. That's an increase of 61%.*

2. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The proficiency of 3rd graders enrolled the full academic year within Richfield Public Schools on all state reading accountability tests will increase from 41.7% in 2016 to 50% in 2020.	In 2019, 35% of 3rd graders enrolled the full academic year were proficient on all state Reading accountability tests.	*Check one of the following.* ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in grade 3*

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - MCA assessments, NWEA MAP data, disaggregated by ethnicity, gender, SpEd, ELL, FRPL
- *What strategies are in place to support this goal area?*
  - Adoption of Teachers College Reading and Writing Project (TCRWP) Units of Study (UoS) Reading/ Writing
  - TCRWP Units of Study Phonics (K-1)
  - University of Minnesota College of Education and Human Development (CEHD) Pathway to Reading Excellence in School Sites (PRESS) Intervention Framework
- *How well are you implementing your strategies?*
  - Full adoption of the UoS in Reading/Writing/Phonics
  - District and instructional coach support for implementation
  - Intervention framework in place
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - The Reading UoS are in their second year; the UoS in Phonics are in first year of implementation. Teachers are reporting a greater ease of implementation as they have a reading/writing/phonics curriculum that is completely integrated.

3. Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
3.A. The proficiency gap between Black and White students enrolled the full academic year for all grades tested within Richfield Public Schools on all state reading and math accountability tests will decrease by 10% from 2016 to 2020 while increasing the proficiency of White students by 3% each year. READING Black/White gap: 36% to 26% White proficiency: 70% to 82% MATH Black/White gap: 31% to 21% White proficiency: 69% to 81% 3.B. The proficiency gap between Latino and White students enrolled the full academic year for all grades tested within Richfield Public Schools on all state reading and math accountability tests will decrease by 10% from 2016 to 2020 while increasing the proficiency of White students by 3% each year. READING Latino/White gap: 45% to 35% White proficiency: 70% to 82% MATH Latino/White gap: 40% to 30% White proficiency: 69% to 81%	3.A. In 2019, the proficiency gap between Black and White students in <u>Reading</u> is 37.9% (gap has **increased** - not on track). In 2019, the proficiency gap between Black and White students in <u>Math</u> is 38.0% (gap has **increased** - not on track). 3.B. In 2019, the proficiency gap between Latino and White students in <u>Reading</u> is 42.3% (gap has **decreased** but not on track). In 2019, the proficiency gap between Latino and White students in <u>Math</u> is 39.6% (gap has **slightly decreased** but not on track). 3.A and 3.B. In 2019, the proficiency of White students in <u>Reading</u> is 70.2% (proficiency has **remained the same** - not on track). In 2019, the proficiency of White students in <u>Math</u> is 63.8% (proficiency has **decreased** - not on track).	*Check one of the following.* ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☒ Met None (multiple goals)

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - MCA assessments, NWEA MAP data (for grades K-9)
  - All data is disaggregated by ethnicity, gender, SpEd, ELL, FRPL
- *What strategies are in place to support this goal area?*
  - *Targeted interventions through our PERM intervention model.*
- *How well are you implementing your strategies?*
  - *Interventions have been implemented with consistency and fidelity as we have on site interventionists supporting pull-out and push-in intervention strategies in both reading and math.*

> *Additionally, the PERM framework encourages classwide intervention decisions when 50% or more of a class of students demonstrates the need for intervention on a specific skill.*

- *How do you know whether it is or is not helping you make progress toward your goal?*
    - *Based on the MCA, we have seen high growth for Multi-Racial students at the elementary sites in reading, math, and science.*
    - *Increased MCA proficiency for Latino students in reading at the secondary sites.*

4. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
The percent of Grade 11 students at Richfield Public Schools who meet College Readiness benchmarks on the Spring ACT test will increase by 4% from 2016 to 2020 in the following subjects: English - 32% to 36% Mathematics - 20% to 24% Reading - 26% to 30% Science - 20% to 24% Met All Four - 13% to 17%	The percent of Grade 11 students who met College Readiness benchmarks on the Spring ACT in 2019 were as follows: English 35% (on track) Mathematics 22% (not on track) Reading 34% (goal met) Science 22% (not on track) Met All Four 15% (not on track)	*Check one of the following.* ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☒ Met Some (multiple goals) ☐ Met None (multiple goals)

Narrative is required. 200 word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - ACT Profile Report - Taken by all Grade 11 students at Richfield High School
  - Data is disaggregated by ethnicity and gender
- *What strategies are in place to support this goal area?*
  - *Continuation of 7-period day at Richfield High School*
  - *Increased enrollment in advanced courses (CIS, Honors, AP) and enrichment courses students can access*
  - *Students received focused counseling, exposure, support with advanced courses*
- *How well are you implementing your strategies?*
  - *ACT preparation for students is offered and supported through a series of advisory lessons for juniors. They log in to a free website to practice sample items, get hands-on experience with an ACT booklet, and login into an MCIS account to take an ACT course.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - *Average ACT scores have increased in all subject areas for the Graduating Class of 2019.*
  - *Black and White student participants in the 2019 graduating class scored similar or higher than their peers across the state in the areas of English, Math, Reading, and Writing.*
  - *Percent of 2019 Grade 11 students who met College Readiness Benchmarks in Reading jumped 7% from the previous year.*

5. All Students Graduate

Goal	Result	Goal Status
The percentage of all Richfield Public School students graduating within 4 years will increase from 70.3% in 2015 to 93.5% in 2020.	The 4 year graduation rate for Richfield Public School students increased from 75.7% in 2017 to 79.3% in 2018. Our interim goal for 2018 was 84.2% so while we **increased** our graduation rate, we are not on track.	***Check one of the following.*** ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in grade 12*

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - MN Statewide Longitudinal Education Data system
  - All data is disaggregated by ethnicity, gender, SpEd, ELL, FRPL
- *What strategies are in place to support this goal area?*
  - *Providing the opportunity for additional support within the school day, Wrap around support, including Seminar Support and Early College Support courses, Co-teaching model with Reading/Writing Support teacher*
  - *Personalized Credit Recovery Plan using online and targeted services*
- *How well are you implementing your strategies?*
  - *Significant closing gap over time between white students and students of color. Between 2012 to 2018, the graduation rate between white and students of color (SOC) narrowed by 21% points (2012- 86% white vs. 53% SOC; 2018- 92% white vs. 80% SOC).*
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - *Consistent increases in 4-year graduation rate for the last 4 years. The 4-year graduation rate rose 9 percentage points from 2015 to 2018.*

Part B: Achievement and Integration Progress Report

This portion is only required for districts with an approved A & I Plan during the 2018-19 school year.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
1A. The proficiency gap between Black and White students enrolled the full academic year for all grades tested within Richfield Public Schools on all state reading and math accountability tests will decrease by 10% from 2016 to 2020 while increasing the proficiency of White students by 3% each year.	*Check one of the following:* X *Achievement Goal* ☐ *Integration Goal*	1A.READING 2016 Black/White gap: 36%	1A. In 2019, the proficiency gap between Black and White students in Reading is 37.9% (gap has **increased** - not on track).	
		MATH 2016 Black/White gap: 31%	1A. In 2019, the proficiency gap between Black and White students in Math is 38.0% (gap has **increased** - not on track).	*Check one of the following:* ☐ *On Track* X *Not on Track* ☐ *Goal Met*
1B. The proficiency gap between Latino and White students enrolled the full academic year for all grades tested within Richfield Public Schools on all state reading and math accountability tests will decrease by 10% from 2016 to 2020 while increasing the proficiency of White students by 3% each year.		1B. READING 2016 Latino/White gap: 45%	1B. In 2019, the proficiency gap between Latino and White students in Reading is 42.3% (gap has **decreased** but not on track).	
		MATH 2016 Latino/White gap: 40%	1B. In 2019, the proficiency gap between Latino and White students in Math is 39.6% (gap has **slightly decreased** but not on track). 1A and 1B.	

| | | 1A. and 1B. READING 2016 White proficiency: 70% | In 2019, the proficiency of White students in <u>Reading</u> is 70.2% (proficiency has **remained the same** - not on track).

In 2019, the proficiency of White students in <u>Math</u> is 63.8% (proficiency has **decreased** - not on track). | |
| | | MATH 2016 White proficiency: 69% | | |

Narrative is required. 200-word limit.
This narrative is the same as the WBWF Goal #3 narrative above.

Achievement and Integration Goal 2

Goal Statement	**Achievement or Integration Goal?**	**Baseline**	**Year 2 (2018-19) Actual**	**On Track?**
The percentage of all Richfield Public School students graduating within 4 years will increase from 70.3% in 2015 to 93.5% in 2020.	*Check one of the following:* X *Achievement Goal* ☐ *Integration Goal*	4 year Graduation rate in 2015: 70.3%	The 4 year graduation rate for Richfield Public School students in 2018 was 79.3%. Our interim goal for 2018 was 84.2% so while we **increased** our graduation rate, we are not on track.	*Check **one** of the following:* ☐ *On Track* X *Not on Track* ☐ *Goal Met*

Narrative is required. 200-word limit.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
The proficiency of 3rd graders enrolled the full academic year within Richfield Public Schools on all state reading accountability tests will increase from 41.7% in 2016 to 50% in 2020.	*Check one of the following:* X *Achievement Goal* ☐ *Integration Goal*	3rd Grade Reading Proficiency in 2016: 41.7%	In 2019, 35% of 3rd graders enrolled the full academic year were proficient on all state Reading accountability tests (proficiency has **decreased** - not on track).	*Check **one** of the following:* ☐ *On Track* X *Not on Track* ☐ *Goal Met*

Narrative is required. 200-word limit.
● *This narrative is the same as the WBWF Goal #2 narrative above.*

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative: Leadership from the WMEP districts resulted in program plans for RPS including: Richfield K-8 Summer School programming model focused on project-based learning in science, literacy and math. Students from surrounding West metro districts were invited to enroll and participate; The Richfield College Experience Program (RCEP), located in partnership with Normandale Community College to support students (many of whom are from underserved communities, with a goal, of up to 40% of students from neighboring districts) with motivation to graduate from high school and achieve success in college. RPS staff has met with students, families and invited students from neighboring districts of Bloomington, Minneapolis, Edina and Eden Prairie to enroll in RCEP. Additionally, Richfield Public Schools has signed on as a member district with the Intermediate District 287 Partnership for Collaborative Curriculum, and staff from all member districts from all over the metro Twin Cities area and beyond are creating engaging, culturally relevant online curriculum to share with one another, including a curriculum that was translated into Spanish for our non-native Spanish-speaking students.

Other integration efforts included new collaborative opportunities among RPS secondary programs in the form of equity forums with students from Bloomington Public Schools.