



2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Richfield Public Schools 0280-01

Grades Served: PreK-12

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A and I Contact: Cory Klinge
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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes

No

[List of districts with a Minnesota Department of Education \(MDE\) approved Achievement and Integration plan during the 2019-20 school year.](#)

This report has three parts:

- [WBWF](#): Required for all districts/charters.
- [Achievement and Integration](#): Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 school year. *No charter schools should complete this section.*
- [Racially Isolated School](#): Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 school year. *No charter schools should complete this section.*

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

World's Best Workforce

Annual Report

MDE understands this past school year (2019-20) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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 2019-2020](#)

<https://www.richfieldschools.org/academics/worlds-best-workforce>

- Provide the direct website link to the A&I materials

[Achievement & Integration Plan 2017-2020](#)

<https://www.richfieldschools.org/academics/testing>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-20 school year.

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.

School District 0280-01 will hold a public meeting virtually on December 16, 2020 at 5 p.m. to present progress on the WBWF plan and the Achievement and Integration plan for 2019-2020.

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 2019-20 school year.

School District 0280-01 will present progress on the WBWF plan and the Achievement and Integration plan for 2019-2020 to the Richfield School Board at the virtual meeting on Monday, December 21, 2020 at 7 p.m.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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 2019-20 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	
Cory Klinge	District Staff	X
Tia Clasen	District Staff	X
Christine Maleck	School Board Member	
Bob Mulcahy	Parent	
Michelle Pollis	Parent	
Sarah Jespersen	American Indian Coordinator/5-8 Licensed Teacher/District Staff	X
Leadriane Roby/Latanya Daniels	District Staff	X
Angela Maryn	Support Staff	X
Stephanie Mockobee	Parent	
Kirk Spencer	Parent	
Becca Cleys	Parent/Chairperson for AIPAC	
Carlondrea Hines	Building Principal	
Katherine Stephens	Instructional Coach/MS Teacher	X
Cory Cochrane	Teacher	
Sarah Miziorako	Teacher/Coach	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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.

- 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 and active recruitment of staff of color is pursued by way of job fairs, online recruitment platforms, and outreach to post secondary institutions.

- Who was included in conversations to review equitable access data? **Narrative is required, limit response to 200 words.**
 - *Principals, the Teaching and Learning Department, teachers via PLCs, social workers, guidance counselors. This was always done in partnership with the Human Resources department.*
- What strategies has the district initiated to improve student equitable access to experienced, infield, 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) standards all four years of high school.*
 - *Earned and implemented MDE 21st Century Community Learning Center Grant in partnership with YMCA and Beacons to provide expanded after school programming for all students.*
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps? **Narrative is required, limit response to 200 words.**

- *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.*
- *Develop policies which support diversity, and are inclusive of underserved groups (e.g. review of hiring practices, training of hiring managers/bias training, diversity advocates as part of search committee).*

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.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Narrative is required, limit response to 200 words.

- *Disproportionately underrepresented groups include American Indian, Asian, Black, Latino, and multirace.*
- *We would need to hire about 167 more teachers of color to match the 70% students of color population in Richfield Public Schools.*

- 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?

Narrative is required, limit response to 200 words.

- *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 from multiple perspectives. We have also created in-house District Learning Academies to support system-wide measures to improve access for identified groups.*

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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.

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.

If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

1. All Students Ready for School

Goal	Result	Goal Status
1.A. The percentage of all students who attend 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 36.7% in Fall-2019 to 46.7% in Spring-2020.	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 36.7% in Fall-2019 to 80.0% in Winter-2020. We are unable to report on percentage from Spring-2020	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input checked="" type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in kindergarten <input type="checkbox"/> Unable to report
1.B. The percentage of all students who attend preschool programs in RPS (and are enrolled the full academic year) who are meeting	1.B. The percentage of students who attended preschool programs in RPS who met or exceeded expectations on the TS Gold growth	

expectations on the Teaching Strategies Gold (TS Gold) growth report for Math, will increase from 15.7% in Fall-2019 to 25.7% in Spring-2020.	report for Math increased from 15.7% in Fall-2019 to 64.9% in Winter-2020. We are unable to report on percentage from Spring-2020	
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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?

- o Survey data, focus groups with Early childhood families.*
- o TS Gold fall, winter and spring assessment, NWEA MAP data*

What strategies are in place to support this goal area?

- o 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.*

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.	We are unable to report on this multi-year goal due to COVID-19 disruptions of our spring testing schedule.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

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? [We intended to use 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](#)

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

Goal	Result	Goal Status
<p>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.</p> <p>READING Black/White gap: 36% to 26% White proficiency: 70% to 82%</p> <p>MATH Black/White gap: 31% to 21% White proficiency: 69% to 81%</p> <p>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.</p> <p>READING Latino/White gap: 45% to 35% White proficiency: 70% to 82%</p> <p>MATH Latino/White gap: 40% to 30% White proficiency: 69% to 81%</p>	<p>We are unable to report on this multi-year goal due to COVID-19 disruptions of our spring testing schedule.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

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? *We intended to use 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.*

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

Goal	Result	Goal Status
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<p>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:</p> <p>English - 32% to 36%</p> <p>Mathematics - 20% to 24%</p> <p>Reading - 26% to 30%</p> <p>Science - 20% to 24%</p> <p>Met All Four - 13% to 17%</p>	<p>The percent of Grade 11 students who met College Readiness benchmarks on the Spring ACT in 2020 were as follows:</p> <p>English 43% (goal met)</p> <p>Mathematics 24% (goal met)</p> <p>Reading 32% (goal met)</p> <p>Science 24% (goal met)</p> <p>Met All Four 17% (goal met)</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>
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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, also students received focused counseling, exposure, support with advanced courses](#)

5. All Students Graduate

Goal	Result	Goal Status
<p>The percentage of all Richfield Public School students graduating within 4 years will increase from 70.3% in 2015 to 93.5% in 2020.</p>	<p>The 4 year graduation rate for Richfield Public School students decreased from 79.3% in 2018 to 74.5% in 2019.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

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. Provided a personalized Credit Recovery Plan using online and targeted services.](#)

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your three-year plan (years 2017-20). If you are reporting on year 1 of your three-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 201920 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals ([Minn. Stat. § 124D.862, subd. 8](#)).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
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<p>1.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.</p> <p>1.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.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal</p>	<p>1A. READING 2016 Black/White gap: 36%</p> <p>MATH 2016 Black/White gap: 31%</p> <p>1B. READING 2016 Latino/White gap: 45%</p> <p>MATH 2016 Latino/White gap: 40%</p> <p>1A. and 1B. READING 2016 White proficiency: 70%</p> <p>MATH 2016 White</p>	<p>We are unable to report on this multi-year goal due to COVID-19 disruptions of our spring testing schedule.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report</p>
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		proficiency: 69%		
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Narrative is required; 200-word limit.

- Narrative the same as WBWF goal #3 above.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) 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: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	4 year Graduation rate in 2015: 70.3%	The 4 year graduation rate for Richfield Public School students in 2019 was 74.5%.	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

- Narrative the same as WBWF goal #5 above.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) 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: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	3rd Grade Reading Proficiency in 2016: 41.7%	We are unable to report on this multi-year goal due to COVID-19 disruptions of our spring testing schedule.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

- Narrative the same as WBWF goal #2 above.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative: The Richfield College Experience Program (RCEP), relocated and retooled in order 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.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

This past spring and fall we were unable to deliver the MCAs and NWEA MAP tests. Furthermore, our Beacons grant offering was disrupted as well. This disruption of data acquisition has pushed us to work towards more consistent instructional practices and procedures that were focussed on delivering quality content and gathering formative and summative assessment data that was aligned and purposeful in an equitable way. Both our elementary and secondary programming during the distance and hybrid learning model periods of AY 2020-2021 have been based in rich, engagement-focused practice profiles that are designed to create consistent and engaging instructional practices across our district. Furthermore, we are working towards full curriculum alignment in order to deliver common formative and summative assessments. Our PLCs have been using this assessment data to identify learning gaps and concerns and addressing them through our PERM model (Pathway to Excellence in Reading and Math).

UNIQUE LINK FROM MDE TO ADD TO OR EDIT THE SUBMITTED (ON 12/17/20) PROGRESS REPORT:

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1608225525_5fdb92f5666b85.91176313&sg_navigate=start