



## 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** Orono Public School district

**Grades Served:** K-12

**WBWF Contact:** Dr. Aaron Ruhland

**Title:** Executive Director Learning and Accountability

**Phone:** 952-449-8329

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**A&I Contact:** Dr. Aaron Ruhland

**Title:** Executive Director Learning and Accountability

**Phone:** 952-449-8329

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes  No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

## World's Best Workforce

### Annual Report

MDE understands this past school year (2020-21) 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.
- Provide the direct website link to the A&I materials.

<https://orono.k12.mn.us/teaching-learning/worlds-best-workforce>

### Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 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.

**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 2020-21 school year.

9/28/2020 & 2/22/2021

### 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 2020-21 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)
Amy Alworth	Parent/Community Member	
Meghan Bennett	Parent/Community Member	
Chris Case	Parent/Community Member	
Kitty Crosby	Parent/Community Member	
Aaron Howe	Parent/Community Member	
Wendy Lundsgaard	Parent/Community Member	
Gretchen Piper	Parent/Community Member	
Ben Veach	Parent/Community Member	
Martha Van de Ven	School Board/Community Member	X
Sarah Borchers	School Board/Community Member	X
Jeff Aman	Teacher	X
Meghan Grossman	Teacher	
Sarah Rabideau	Teacher	
Jane Smith	Teacher	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Pat Wroten	Principal	X
Karen Orcutt	Superintendent	X
Aaron Ruhland	Dir. of Learning & Accountability	X
Kristi Flesher	Director of Special Services	X
Scott Alger	Director of Human Resources	X

## Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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?
  - Who was included in conversations to review equitable access data?

**Limit response to 200 words.**

We examine teacher license and assignment, teacher proficiency on the teacher evaluation process, course enrollment for students of color, American Indian, and Free/Reduced Lunch students and cross-referenced that data with the experience of the teacher. We review this data on an annual basis, but it is emphasized in an ongoing manner in our hiring practices. The Director of Learning and Accountability and Director of Human Resources do the preliminary analysis of this data. Results have shown equitable access to experienced, in-field, and effective teachers. Principals, Directors, and Coordinators are involved in this process on an ongoing basis.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

**Limit response to 200 words.**

We have no gaps in access to experienced, in-field, and effective teachers. In the 2020-21 school year we had two teachers working in an out-of-field license. This was due to the challenges in hiring staff, and late additions to our staff, to implement our hybrid and distance learning models. Both roles were specialized, special education roles serving students with unique needs in our hybrid and distance learning models.

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?

**Limit response to 200 words.**

The Orono School District has American Indian students, but we do not have a licensed teacher who is American Indian. The Orono School District would need to add 9 teachers of color in order to reflect our student population.

- 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?

**Limit response to 200 words.**

The Orono School District is in a partnership with Wayzata Schools and IOCP called Great Expectations that is working on the achievement and opportunity gap for our students. We have participated in the Reimagine Minnesota initiative and one of the strategies is to recruit and retain staff of color. In the past year, we have been intentional about attracting, hiring, and supporting staff of color in classified positions that may eventually lead to teaching roles. Those staff, who are working in varied student support positions, are provided opportunities to develop skills and teach classes in our community education program.

## 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 2020-21 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. Please fill out the table below with your specific SMART goals.

**All Students Ready for School**

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>The Orono School District will have 80% of Kindergartners reading at grade level (C or above at the Winter Benchmark) on the Fountas &amp; Pinnell Benchmark Assessment.</p>	<p>On the fall 2020 1st interval Benchmark Assessments, 54% of Kindergartners assessed were reading at grade level.</p> <p>(Note: Due to COVID-19 protocols and distance learning at the beginning of the school year, results were measured at the winter interval.)</p>	<p><b>Check one of the following:</b></p> <p><input checked="" 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>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
- What strategies are in place to support this goal area?

COVID-19 protocols, distance learning, and beginning of the year implementation challenges necessitated us using the Winter interval for a more complete and accurate depiction of Kindergarten reading proficiency. Disaggregation of data across special education, English Learners, Free/Reduced lunch status and ethnic subcategories is an integral part of this analysis.

The end of the 2020 school year into the 2020-21 school year was a time of great need and our strategies shifted to provide additional individualized supports for students during school, after school, and in the summer. Continuity of learning was disrupted for Kindergartners in their pre-school experience and enactment of the small group components of our reading curriculum were challenging. Strengthened phonics instruction was a primary strategy for the 2020-21 school year, with full implementation of the Sunday Essentials curriculum a focus.

Our overall strategies center around the implementation of a balanced literacy framework and research-based literacy practices in our preschool and Kindergarten curriculum.

**All Students in Third Grade Achieving Grade-Level Literacy**

Goal	Result	Goal Status
<p>The percentage of all students in grade 3 in the Orono Schools who are proficient on the MCA reading test will be 80% by the spring of 2021.</p>	<p>On the Spring 2021 MCA test in Reading, 74% of 3<sup>rd</sup> graders who tested were proficient.</p>	<p><b>Check one of the following:</b></p> <p><input checked="" 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>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
- What strategies are in place to support this goal area?

COVID-19 test protocols, participation, and discontinuity in testing process played a substantial role in all Spring 2021 MCA testing and results should be interpreted with caution. We examine math and literacy data including classroom-based summative assessments, interim district assessments, NWEA MAP data, AP data, ACT data, and MCA data to identify needs in this area. Disaggregation of data across special education, English Learners, Free/Reduced lunch status and ethnic subcategories is an integral part of this analysis.

Strengthened phonics instruction was a primary strategy for the 2020-21 school year, with full implementation of the Sonday Essentials curriculum a focus. Our strategies center on the implementation of a balanced literacy framework and research-based literacy practices. This model supports student gradual release of responsibility with the goal of independent application of the skills and strategies necessary to become successful readers, writers, communicators, and thinkers.

COVID-19 discontinuity of learning led to specific strategies to identify and provide individualized intervention for students in need. Interventions occurred through additional school supports, after school, and summer programming.

***Close the Achievement Gap(s) Between Student Groups***

Goal	Result	Goal Status
The percentage of students receiving Free/Reduced lunch in the Orono Schools who are proficient on the MCA reading test will to 50% by the spring of 2021.	On the Spring 2021 MCA Reading Test, 40% of Free/Reduced Lunch Eligible students who tested were proficient.	<p><b><i>Check one of the following:</i></b></p> <p><input checked="" 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>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
- What strategies are in place to support this goal area?

COVID-19 test protocols, participation, and discontinuity in testing process played a substantial role in all Spring 2021 MCA testing and results should be interpreted with caution. We examine math and literacy data including classroom-based summative assessments, interim district assessments, NWEA MAP data, AP data, ACT data, and MCA data to identify needs in this area. Disaggregation of data across special education, English Learners, Free/Reduced lunch status and ethnic subcategories is an integral part of this analysis.

We strive to close achievement gaps through access to rigorous coursework and instructional practices, additional support and intervention, teachers who enact effective academic and relationship-building classroom strategies, and system-wide professional growth in cultural competence. Through our Achievement and Integration plan, additional support structures, partnerships, and staff have been

added to support efforts to close the achievement gap. COVID-19 discontinuity of learning led to specific strategies to identify and provide individualized intervention for students in need. Interventions occurred through additional school supports, after school, and summer programming.

**All Students Career and College-Ready by Graduation**

Goal	Result	Goal Status
The percentage of students graduating from Orono High School who meet all four college readiness benchmarks on the ACT will be 60% by the spring of 2021.	The Orono High School graduating class of 2021 had 54% of the class meet all four college readiness benchmarks on the ACT.	<p><b>Check one of the following:</b></p> <p><input checked="" 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>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
- What strategies are in place to support this goal area?

Career and college readiness data used to identify needs in this goal area include AP test results, AP enrollment, college matriculation, recent graduate focus groups, ACT and SAT data. Disaggregation of data across special education, English Learners, Free/Reduced lunch status and ethnic subcategories is an integral part of this analysis.

Rigorous course offerings and teaching practices across all content areas is a primary strategy supporting this goal area. Support for all students to access and succeed in those courses is also critical to our success. We have worked within the student post-secondary planning process to encourage all students to aspire to post-secondary education. We have added an AP guided study course to support the success of ethnic minority and Free/Reduced lunch students.

**All Students Graduate**

Goal	Result	Goal Status
<p>100% of Orono High School Seniors will conclude their senior year in either the “graduating” or “continuing” categories of the cohort-adjusted graduation rate calculation.</p>	<p>99% of the 2020 Orono High School seniors were in the graduated or continuing categories. This is the most recent available cohort-adjusted graduation rate.</p>	<p><b>Check one of the following:</b></p> <p><input checked="" 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>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
- What strategies are in place to support this goal area?

We examine a range of data including course completion rates, on-track for graduation data, and individual student situations. This is a very individualized process, with most of the work being specific to students at risk of dropping out.

Our needs in this area are not systemic and focus on relationships and individualized plans for students at risk of dropping out. We also closely monitor students who leave Orono for another school to ensure they enroll in the intended school.

## 2020-21 Achievement and Integration (A&I) Progress Report

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 is on track. 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 2020-21 A&I plan goals for each of those schools were on track.

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).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

*MDE understands this past school year (2020-21) brought on 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.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## Achievement and Integration

**District Name:** Orono Public School district

**A and I Contact:** Dr. Aaron Ruhland

**Title:** Executive Director of Learning and Accountability

**Phone:** 952-449-8329

**Email:** aaron.ruhland@orono.k12.mn.us

### Annual Public Reporting

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

### Annual Public 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 2020-21 school year.

9/28/2020 & 2/22/2021

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-2021 SY)	On Track?
Increase the math and reading proficiency of racially and economically diverse students in grades 3-8, 10 and 11 as measured by MCA reading and mathematics assessments.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	See Table A	See Table A	<b>Check one of the following:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

**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?
- What strategies are in place to support this goal area?

Table A.

	MCA reading proficiency			MCA mathematics proficiency		
	2019	2020	2021	2019	2020	2021
<b>Asian, American Indian, Black, and Hispanic/Latino students</b>	<b>61%</b>	<b>NA</b>	<b>62%</b>	<b>49%</b>	<b>NA</b>	<b>40%</b>
<b>Free/Reduced lunch eligible students</b>	<b>44%</b>	<b>NA</b>	<b>30%</b>	<b>42%</b>	<b>NA</b>	<b>26%</b>

COVID-19 test protocols, participation, and discontinuity in testing process played a substantial role in all Spring 2021 MCA testing and results should be interpreted with caution.

We examine math and literacy data including classroom-based summative assessments, interim district assessments, NWEA MAP data, AP data, ACT data, and MCA data to identify needs in this area. Disaggregation of data across special education, English Learners, Free/Reduced lunch status and ethnic subcategories is an integral part of this analysis.

We strive to close achievement gaps through access to rigorous coursework and instructional practices, additional support and intervention, teachers who enact effective academic and relationship-building classroom strategies, and system-wide professional growth in cultural competence. Our Achievement and Integration plan includes after school and extended summer programming for students who need additional support. During distance learning, support structures, intervention, and staffing was enhanced to meet the needs of students of color and families needing additional resources and support.

**Achievement and Integration Goal 2**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 2021 SY)	On Track?
<p>As a proportion of the total school AP population, increase the enrollment and results of racially diverse students. Increase the percent of racially diverse students obtaining a 3 or above in an AP course from 2% to 8%. As measured by results of all AP exams taken at Orono High School by the spring of 2020.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p><i>In the 2019-20 School year, ethnic minority students represented 10% of AP exams with a score of 3 or above.</i></p>	<p><i>In the 2020-21 School year, ethnic minority students represented 6% of AP exams with a score of 3 or above.</i></p>	<p>Check <b>one</b> of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</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?
- What strategies are in place to support this goal area?

The annual AP Equity and Excellence report is the primary data source for decision making related to this goal. This data source includes disaggregated student enrollment and achievement data by grade, gender, and ethnicity. ACT Aspire and Pre-Act data are used to target additional students capable of succeeding in AP courses. Additional data includes the course enrollment patterns for the student population, disaggregated by the same variables and Free/Reduced lunch status.

In partnership with Wayzata High School, we created a summer Pathways to Success program that included AP preparation and preloading of content for students from diverse backgrounds. We have added support systems for students to access to a guided study class and staff as they progress through those AP courses. We have reduced additional barriers to enrolling in AP courses that disproportionately affect free/reduced lunch and ethnic minority students. During the 2020-21 school year we offered AP preparation courses specific to AP classes and general AP guided studies that provided students with strategies to engage in critical reading, writing, and thinking.

## ***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 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

The Summer College Pathways program is our primary strategy for A & I integration. Wayzata and Orono students engage in shared learning around ACT preparation, AP course preparation, college planning, and college visits. Due to COVID-19, the Summer College Pathways program had limited access to college and career visits and did not implement additional in-person activities. The benefits of integrating students across varied backgrounds around a common academic and post-secondary goal are evident for both Wayzata students and within Orono High School. Many of the students who participated in the summer Pathways program continued to engage in a student voice club and multicultural club at Orono High School. Orono students continued in a guided study course supporting their success in rigorous AP courses. Those guided study courses supported students in needed additional scaffolding, leading to greater integration in AP courses at Orono High School.

## ***Impacts from Online Learning***

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year 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 2021-22 school year?

COVID-19 had a substantial impact on the after-school programs that are significant strategies in our A & I plan. During the 2020-21 school year we were able to gradually build back programming and serve even more students than we had prior to COVID-19. Fortunately, exceptional staff in these programs continued to leverage the relationships and resources in our community to support students from varied socio-economic, ethnic, and cultural backgrounds. Support services shifted to a much more individualized model centered on student engagement, social-emotional support, family support, and continuity of learning. Data on academic achievement, ranging from standardized tests to classroom performance was substantially altered or unavailable. Success was defined at the individual student level and this experience was crucial to our plans for the 2020-21 school year. During the summer of 2021 we offered expanded support services to the most students we have ever served in our summer enrichment programming. In addition to expanded SPARKS and Summer Pathways opportunities, we added credit recovery and additional summer course offerings through our community education department.