



2021–22 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 2021–22 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 #278

WBWF Contact: Dr. Aaron Ruhland

A&I Contact: Dr. Aaron Ruhland

Title: Executive Director Learning and Accountability

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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

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans 2020–22 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 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

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: <https://www.oronoschools.org/about/teaching-learning>

Provide the direct website link to the A&I materials: <https://www.oronoschools.org/about/teaching-learning>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021–22 SY.

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 SY: 9/27/22

Goals and Results

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
The Orono School District will have 80% of Kindergartners reading at grade level (C or above at the Winter Benchmark) on the Fountas & Pinnell Benchmark Assessment.	On the late fall 2021 1st interval Benchmark Assessments, 58% of Kindergartners were reading at grade level or above.	<p>Check one of the following:</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>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
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 2022.	On the Spring 2022 MCA test in Reading, 65% of 3 rd graders who tested were proficient.	<p>Check one of the following:</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>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>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 2022.</p>	<p>On the Spring 2022 MCA Reading Test, 39% of Free/Reduced Lunch Eligible students who tested were proficient.</p>	<p>Check one of the following:</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>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>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 2022.</p>	<p>The Orono High School graduating class of 2022 had 54% of the class meet all four college readiness benchmarks on the ACT.</p>	<p>Check one of the following:</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>

All Students Graduate

Goal	Result	Goal Status
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.	100% of the 2021 Orono High School seniors were in the graduated or continuing categories. This is the most recent available cohort-adjusted graduation rate.	Check one of the following: <input checked="" 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 type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2021–22 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 was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2021–22 A&I plan goals for each of those schools were on track or have been 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).

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 2021–22 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 2021–22 SY.

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District and Contact Information

District Name: Orono Public School District #278

A and I Contact: Dr. Aaron Ruhland

Title: Executive Director of Learning and Accountability

Phone: 952-449-8329

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Complete the tables below if you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 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	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Table A.

	MCA reading proficiency			MCA mathematics proficiency		
	2019	2021	2022	2019	2021	2022
Asian, American Indian, Black, and Hispanic/Latino students	61%	62%	51%	49%	40%	51%
Free/Reduced lunch eligible students	44%	30%	38%	42%	26%	29%

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 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 8% to 15% As measured by results of all AP exams taken at Orono High School by the spring of 2023.</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>In the 2019-20 School year, ethnic minority students accounted for 10% of AP exams with a score of 3 or above.</p>	<p><i>In the 2022 School year, ethnic minority students accounted for 12% of AP exams with a score of 3 or above.</i></p>	<p>Check one 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>

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 2021–22 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

The Summer College Pathways program has been our primary strategy for A & I integration. Wayzata and Orono students have engaged in shared learning around 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. We've begun conversations about how to implement strategies for middle school students and students transitioning between middle school and high school. Many of the students who participated in the summer Pathways program continued to engage in a student voice club at Orono High School. Orono students continue to engage 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. It has been extremely beneficial to have AP courses that reflect the racial/ethnic composition of our student body and to build a shared learning community that supports all learners, diversifies perspectives, and supports student cultural competence.