



## 2022–23 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 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

**District or Charter Name:** Orono Public School District #278

**WBWF Contact:** Dr. Aaron Ruhland

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

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

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**Phone:** 952-449-8329

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes       No

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

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 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 2022–23 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 2022–23 SY. No charter schools should complete this section.

# 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 2022–23 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 2022-23 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
<p>Provide the established SMART goal for the 2022–23 SY.</p> <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>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>On the Winter Benchmark Assessments, 70% of Kindergartners were reading at grade level or above.</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>

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

*Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.*

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <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 2023.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>On the Spring 2023 MCA test in Reading, 71% of 3rd 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>

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The percentage of students receiving Free/Reduced lunch in the Orono Schools who are proficient on the MCA reading test will be 50% by the spring of 2023.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>On the Spring 2023 MCA Reading Test, 50% of Free/Reduced Lunch Eligible students 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>

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <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 2023.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The Orono High School graduating class of 2023 had 51% of the class meet all four college readiness benchmarks on the ACT.</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>

**All Students Graduate**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <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>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>99% of the Orono High School class of 2022 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>

## 2022–23 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 2022–23 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 2022–23 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 2022–23 SY.

## 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

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

Complete the tables below if you are reporting on year 3 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 (2022–23 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 math 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"/> Goal Met (partially) <input type="checkbox"/> Goal Not Met

*How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.*

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*  
*As part of our continuous improvement process, we examine multiple measures of reading and mathematics proficiency. For goal attainment in this goal area, we looked specifically at MCA results and disaggregated by ethnic and free-reduced lunch subgroups.*
- What strategies were in place to support this goal area?*  
*There are multiple strategies in place to support student proficiency including MTSS intervention structures, particularly in reading, after school and summer extended programming including SPARKS, teacher professional development, enhanced parent and family communication and support.*
- How well did you implement your strategies?*  
*Given that this plan was implemented over the course of Covid-19 response protocols, we are proud that we maintained integrity to our intervention and teaching and learning models. We believe our MTSS models served multiple purposes during Covid-19 and strengthening those models is a focus of our current work.*
- How do you know whether your strategies did or did not help you make progress toward your goal?*  
*We have an ongoing process through district and school leadership teams to monitor strategies, and to monitor and adjust to meet current needs. That process informs us about progress toward our goals.*

**Table A**

	MCA reading proficiency			MCA mathematics proficiency		
	2021	2022	2023	2021	2022	2023
<b>Asian, American Indian, Black, and Hispanic/Latino students</b>	62%	51%	56%	40%	51%	37%
<b>Free/Reduced lunch eligible students</b>	30%	38%	50%	26%	29%	39%

**Achievement and Integration Goal 2**

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
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 10% to 15% As measured by results of all AP exams taken at Orono High School by the spring of 2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	In the 2019-20 School year, ethnic minority students accounted for 10% of AP exams with a score of 3 or above.	In the 2023 School year, ethnic minority students accounted for 12% of AP exams with a score of 3 or above.	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

*How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.*

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*

*As part of our continuous improvement process, particularly at Orono High School, we examined college preparatory coursework and the representation of students from different socio-economic and ethnic backgrounds in those courses and in the pass rates. We set an ambitious goal to have a higher ratio of passed exams by ethnic minority students in relation to our overall student population. In two of the three years of this application we were able to achieve proportionality in those rates.*
- What strategies were in place to support this goal area?*

*The Orono Pathways to Success program provides summer and school year support to students. Guided study courses provide academic skill development to prepare students for rigorous course offerings, targeted support for reading, and specific AP course aligned content. Summer programming emphasizes aspirational planning and goal setting processes for students through touring colleges and meeting with college admissions officials.*
- How well did you implement your strategies?*

*We were able to maintain and adjust programming effectively to meet student needs and to be adaptive to new students that were part of the Pathways to Success program and interested in AP courses.*
- How do you know whether your strategies did or did not help you make progress toward your goal?*

*We carefully monitor all aspects of AP student data from registration, to enrollment, to course success, to AP test results. Through strong relationships with our students, we have individualized conversations about college and career planning and seek to meet individual needs, while offering comprehensive programming.*



## ***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 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

The Summer College Pathways program and the Civil Rights Research Experience have been our primary integration strategies. Wayzata and Orono students have engaged in shared learning involving post-secondary preparation, college planning, and college visits. Additionally, the Civil Rights Research Experience provides an authentic experience for students to engage in difficult topics including slavery, segregation, and discrimination. The benefits of integrating students across varied backgrounds around common academic and post-secondary goals are evident for both school districts and within Orono 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. Both experiences build confidence, understanding, and a network for students to feel a greater sense of belonging and hope. 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 support courses and summer experiences 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.

