



## 2017-2018 Review Rubric

### Combined World’s Best Workforce Summary and Achievement and Integration Progress Report

District/Charter Name: Warren-Alvarado-Oslo #2176

Grades Served: Pre K-12

#### Part A: Required for All Districts

##### Annual Report

Website link to district/charter annual report (If a link is not available, description on how the district/charter disseminates the report.)	<input type="checkbox"/> Link to the annual report is <b>not provided</b>	<input checked="" type="checkbox"/> Link to the annual report is <b>provided</b>	
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*MDE Comments:*

##### Annual Public Meeting

Date of the school board annual public meeting to review World’s Best Workforce (WBWF) progress (and the A&I plan for participating districts) for the 2017-18 school year.	<input type="checkbox"/> Date of annual public meeting is <b>not provided</b>	<input checked="" type="checkbox"/> Date of annual public meeting is <b>provided</b>
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*MDE Comments:*

## District Advisory Committee

<p>District Advisory Committee members for the 2017-18 school year must include teachers, parents, support staff, students, and other community residents.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>District Advisory Committee members are <b>not provided</b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>District Advisory Committee includes <b>some</b> of the following members: teachers, parents, support staff, students, and other community residents</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p> <p>District Advisory Committee includes <b>all</b> of the following members: teachers, parents, support staff, students, and other community residents</p>	
<p>District Advisory Committee members for the 2017-18 school year does include members of the A&amp;I Leadership Team.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p><b>None</b> of the A&amp;I Leadership Team members are listed as part of the District Advisory Committee</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p><b>Some</b> of the A&amp;I Leadership Team members are listed as part of the District Advisory Committee</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p><b>All</b> of the A&amp;I Leadership Team members make up the District Advisory Committee (same team is working on WBWF and A&amp;I)</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p> <p>District/charter did not participate in A&amp;I during 17-18 school year</p>

*MDE Comments:*

## Equitable Access to Excellent Teachers

Process to examine the distribution of experienced, effective and in-field teachers	<input type="checkbox"/> The district/charter <b>does not demonstrate a process</b> to review student access to experienced, effective and in-field teachers	<input checked="" type="checkbox"/> The district/charter demonstrates a <b>general process</b> to review student access to experienced, effective and in-field teachers	<input type="checkbox"/> The district/charter demonstrates a <b>robust process</b> to review student access to experienced, effective and in-field teachers
Strategies to improve students' equitable access	<input type="checkbox"/> Strategies to improve equitable access are <b>not included</b>	<input checked="" type="checkbox"/> Strategies to improve equitable access are <b>somewhat included</b>	<input type="checkbox"/> Strategies to improve equitable access are <b>clearly included</b>
Efforts to increase student access to teachers who reflect the diversity of enrolled students	<input type="checkbox"/> Strategies to increase student access to diverse teachers are <b>not included</b>	<input checked="" type="checkbox"/> Strategies to increase student access to diverse teachers are <b>somewhat included</b>	<input type="checkbox"/> Strategies to increase student access to diverse teachers are <b>clearly included</b>

### MDE Comments:

You may find this [Teacher Equity Overview](#) on the MDE website helpful as you discuss this area at the local level.

As of December 15, 2018, the [Minnesota Report Card](#) includes additional information under the “Who works here? (Staffing Profile)” heading. Districts/charters can compare with other districts/charters or with the state. How might you use this data in future Equitable Access to Excellent Teachers local conversations? For example, you might compare teacher experience (or license or advanced degrees) in your district/charter with the state and with high- or low-poverty districts statewide.

## Local Reporting of Teacher Equity Data

The District/charter confirms that they have publically reported data 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.	<input checked="" type="checkbox"/> The district <b>confirms</b> that this data <b>has been reported</b> to the public	<input type="checkbox"/> The district <b>does not confirm</b> that this data has been reported to the public
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## Goals and Results

### All Students Ready for School

#### SMART goal for the 2017-18 school year

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Readiness goal is <b>not written</b> in <b>SMART format</b>	School Readiness goal is <b>somewhat written</b> in <b>SMART format</b>	School Readiness goal is <b>clearly written</b> in <b>SMART format</b>	School Readiness goal is <b>not provided</b>	District/charter does not enroll students in kindergarten

#### Result for the 2017-18 school year that ties back to the established goal

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School Readiness result <b>does not tie back</b> to the goal	School Readiness result <b>somewhat ties back</b> to the goal	School Readiness result <b>directly ties back</b> to the goal	School Readiness result is <b>not provided</b>

#### District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-reported goal is <b>On Track</b> (for multi-year goal)	District-reported goal is <b>Not On Track</b> (for multi-year goal)	District-reported goal is <b>Met</b> (for one-year goal)	District-reported goal is <b>Not Met</b> (for one-year goal)	District-reported goal status was <b>Not Indicated</b>

#### Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of school readiness is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in ensuring all students are ready for school are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

*MDE Comments: Great job on meeting so many of your goals!*

*It is important for goals to indicate the expected amount of change desired over time. For example, achievement will increase from ##.##% in 2017 to ##% in 2018. How might you consider reframing your goal so it describes change over time?*

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

### SMART goal for the 2017-18 school year

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third grade reading goal is <b>not written</b> in SMART format	Third grade reading goal is <b>somewhat written</b> in SMART format	Third grade reading goal is <b>clearly written</b> in SMART format	Third grade reading goal is <b>not provided</b>	District/charter does not enroll students in grade 3

### Result for the 2017-18 school year that ties back to the established goal

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third grade reading result <b>does not tie back</b> to the goal	Third grade reading result <b>somewhat ties back</b> to the goal	Third grade reading result <b>directly ties back</b> to the goal	Third grade reading result is <b>not provided</b>

### District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-reported goal is <b>On Track</b> (for multi-year goal)	District-reported goal is <b>Not On Track</b> (for multi-year goal)	District-reported goal is <b>Met</b> (for one-year goal)	District-reported goal is <b>Not Met</b> (for one-year goal)	District-reported goal status was <b>Not Indicated</b>

#### Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of third grade literacy is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in ensuring all third graders are achieving grade-level literacy are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

#### MDE Comments:

No narrative was provided. Did you have an opportunity to reflect on the following questions in the summary template?:

What data have you used to identify needs in this goal area? How is it disaggregated by student groups?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

You might find it helpful to review information about the [Local Literacy Plan](#). This plan is required in state law and focuses on ensuring all students are reading well by no later than the end of third grade. We would encourage this to be embedded in your WBWF efforts related to this goal area focused on third grade literacy.



## Close the Achievement Gap(s) Among All Groups

### SMART goal for the 2017-18 school year

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievement gap goal is <b>not written</b> in SMART format	Achievement gap goal is <b>somewhat written</b> in SMART format	Achievement gap goal is <b>clearly written</b> in SMART format	Achievement gap goal is <b>not provided</b>

### Result for the 2017-18 school year that ties back to the established goal

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievement gap result <b>does not tie back</b> to the goal	Achievement gap result <b>somewhat ties back</b> to the goal	Achievement gap result <b>directly ties back</b> to the goal	Achievement gap result is <b>not provided</b>

### District-Reported Goal Status

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-reported goal is <b>On Track</b> (for multi-year goal)	District-reported goal is <b>Not On Track</b> (for multi-year goal)	District-reported goal is <b>Met</b> (for one-year goal)	District-reported goal is <b>Not Met</b> (for one-year goal)	District-reported goal status was <b>Not Indicated</b>

### Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of achievement gap closure is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in closing achievement gaps are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

### MDE Comments:

Did you have an opportunity to reflect on the following questions in the summary template?:

What data have you used to identify needs in this goal area? How is it disaggregated by student groups?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

It is really important for achievement gap goals to be focused on individual student groups that are traditionally lower-performing, such as special ed and FRP. If small cell sizes are an issue, you could consider combining data from multiple years.

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

### SMART goal for the 2017-18 school year

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career- and college-ready goal is <b>not written</b> in SMART format	Career- and college-ready goal is <b>somewhat written</b> in SMART format	Career- and college-ready goal is <b>clearly written</b> in SMART format	Career- and college-ready goal is <b>not provided</b>

### Result for the 2017-18 school year that ties back to the established goal

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Career- and college-ready result <b>does not tie back</b> to the goal	Career- and college-ready result <b>somewhat ties back</b> to the goal	Career- and college-ready result <b>directly ties back</b> to the goal	Career- and college-ready result is <b>not provided</b>

### District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-reported goal is <b>On Track</b> (for multi-year goal)	District-reported goal is <b>Not On Track</b> (for multi-year goal)	District-reported goal is <b>Met</b> (for one-year goal)	District-reported goal is <b>Not Met</b> (for one-year goal)	District-reported goal status was <b>Not Indicated</b>

#### Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of career-and college-readiness is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in ensuring all students are career and college ready are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

#### MDE Comments:

- The data result ties back nicely to the goal.
- How do these results show evidence of engaging students in K-10 opportunities?
- What data could you use to present that show evidence your students are learning in all four domains (Transitional Knowledge, Career Development, Employability Skills, Mindsets and Social Awareness) of CCR\*?

For more CCR goal and measure ideas, please refer to the Minnesota Career and College (CCR) Resource guide to understand what data is available to monitor student progress as a critical component to your CCR programming and improvement efforts. This section of the CCR Resource outlines both local and state level CCR data indicators and provides example SMART goals, and guiding questions to consider throughout your CCR program implementation and improvement process. This section includes a handbook which demonstrates how

to access and analyze state-level data to inform your CCR program goals and strategies. The CCR Resource Guide has four sections: Introduction, Domains and Competencies, Program Planning Guide, and Data Inquiry.

The CCR Resource guide can be found on the Minnesota Department of Education's Career and College Success page at the following link: [education.mn.gov/MDE/dse/ccs/](http://education.mn.gov/MDE/dse/ccs/)

MDE website – District, Schools and Educators – Teaching and Learning – Career and College Success - CCR Resource Guide: Data Inquiry - 10/11/18

## All Students Graduate

### SMART goal for the 2017-18 school year

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation goal is <b>not written</b> in <b>SMART format</b>	Graduation goal is <b>somewhat written</b> in <b>SMART format</b>	Graduation goal is <b>clearly written</b> in <b>SMART format</b>	Graduation goal is <b>not provided</b>	District/charter does not enroll students in grade 12

### Result for the 2017-18 school year that ties back to the established goal

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation result <b>does not tie back</b> to the goal	Graduation result <b>somewhat ties back</b> to the goal	Graduation result <b>directly ties back</b> to the goal	Graduation result is <b>not provided</b>

### District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-reported goal is <b>On Track</b> (for multi-year goal)	District-reported goal is <b>Not On Track</b> (for multi-year goal)	District-reported goal is <b>Met</b> (for one-year goal)	District-reported goal is <b>Not Met</b> (for one-year goal)	District-reported goal status was <b>Not Indicated</b>

#### Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of graduation is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in ensuring all students graduate from high school are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

#### *MDE Comments:*

It is important for goals to demonstrate expected change over time. Could you consider adding a starting point and establish how much of an increase you are striving for? For example, "The percentage of all students in grade 3 at District XXX who are proficient on the state reading accountability tests will increase from xx% in 2017 to xx% in 2018.