

Minnesota Department of  
**Education**

*Map*

**Rubric for 2014-2015 World's Best Workforce Report Summary**

District/Charter Name Warren-Alvarado-Oslo School District

Grades Served PK-12

**1. Stakeholder Engagement**

**1a. Annual Report**

*For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district/charter website.*

1a. Requirement		
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>

1a MDE Comments:

**1b. Annual Public Meeting**

*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.*

1b. Requirement		
Date of the school board annual public meeting to review progress in the 2014-2015 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>

1b MDE Comments:

**1c. District Advisory Committee**

*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.*

1c. Requirement			
District Advisory Committee members for the 2014-2015 school year must include teachers, parents, support	<input type="checkbox"/> District Advisory	<input checked="" type="checkbox"/> District Advisory	<input type="checkbox"/> District Advisory

\*SMART format means that the goal is specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

<b>1c. Requirement</b>			
staff, students, and other community residents.	Committee members are <b>not provided</b>	Committee includes <b>some</b> of the following members: teachers, parents, support staff, students, and other community residents	Committee includes <b>all</b> of the following members: teachers, parents, support staff, students, and other community residents

1c. MDE Comments: Add student and community representatives to committee.

## 2. Goals and Results

Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts/charters may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined data points.

<b>2a. Requirement</b>				
<b>All Students Ready for Kindergarten</b> SMART goal for the 2014-2015 school year	<input type="checkbox"/> Kindergarten Readiness goal is <b>not provided</b>	<input checked="" type="checkbox"/> Kindergarten Readiness goal is <b>provided</b> but is <b>not written in SMART format</b>	<input type="checkbox"/> Kindergarten Readiness goal is <b>clearly provided</b> and is written in <b>SMART format*</b>	<input type="checkbox"/> District/charter does not enroll students in Kindergarten
<b>All Students Ready for Kindergarten</b> Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Kindergarten Readiness result is <b>not provided</b>	<input type="checkbox"/> Kindergarten Readiness result is <b>provided</b> and <b>somewhat ties back</b> to the goal	<input checked="" type="checkbox"/> Kindergarten Readiness result is <b>clearly provided</b> and <b>directly ties back</b> to the goal	

2a. MDE Comments: The district will want to think about how to strengthen the goal in the future to ensure there is a way to measure student progress using data.

<b>2b. Requirement</b>				
<b>All Students in Third Grade Achieving Grade-Level Literacy</b> SMART goal for the 2014-2015 school year	<input type="checkbox"/> Third grade reading goal is <b>not provided</b>	<input checked="" type="checkbox"/> Third grade reading goal is <b>provided</b> but is <b>not written in SMART format</b>	<input type="checkbox"/> Third grade reading goal is <b>clearly provided</b> and is written in <b>SMART format*</b>	<input type="checkbox"/> District/charter does not enroll students in grade 3

\*SMART format means that the goal is specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

(4)

Strengthen  
The Goal

<b>2b. Requirement</b>				
<b>All Students in Third Grade Achieving Grade-Level Literacy</b> Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Third grade reading result is <b>not provided</b>	<input checked="" type="checkbox"/> Third grade reading result is <b>provided</b> and <b>somewhat ties back</b> to the goal	<input type="checkbox"/> Third grade reading result is <b>clearly provided</b> and <b>directly ties back</b> to the goal	

2b. MDE Comments: The district will want to think about how to strengthen the goal in the future to ensure there is a way to measure student progress using data.

<b>2c. Requirement</b>				
<b>Close the Achievement Gap(s) Among All Groups</b> SMART goal for the 2014-2015 school year	<input type="checkbox"/> Achievement gap goal is <b>not provided</b>	<input checked="" type="checkbox"/> Achievement gap goal is <b>provided</b> but is <b>not written in SMART format</b>	<input type="checkbox"/> Achievement gap goal is <b>clearly provided</b> and is written in <b>SMART format*</b>	
<b>Close the Achievement Gap(s) Among All Groups</b> Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Achievement gap result is <b>not provided</b>	<input checked="" type="checkbox"/> Achievement gap result is <b>provided</b> and <b>somewhat ties back</b> to the goal	<input type="checkbox"/> Achievement gap result is <b>clearly provided</b> and <b>directly ties back</b> to the goal	

2c. MDE Comments: The district will want to think about how to strengthen the goal in the future to ensure there is a way to measure student progress using data.

<b>2d. Requirement</b>				
<b>All Students Career- and College-Ready by Graduation</b> SMART goal for the 2014-2015 school year	<input type="checkbox"/> Career- and college-ready goal is <b>not provided</b>	<input checked="" type="checkbox"/> Career- and college-ready goal is <b>provided</b> but is <b>not written in SMART format</b>	<input type="checkbox"/> Career- and college-ready goal is <b>clearly provided</b> and is written in <b>SMART format*</b>	
<b>All Students Career- and College-Ready by Graduation</b> Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Career- and college-ready result is <b>not provided</b>	<input checked="" type="checkbox"/> Career- and college-ready result is <b>provided</b> and <b>somewhat ties back</b> to the goal	<input type="checkbox"/> Career- and college-ready result is <b>clearly provided</b> and <b>directly ties back</b> to the goal	

2d. MDE Comments: The district will want to think about how to strengthen the goal in the future to ensure there is a way to measure student progress using data.

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<b>2e. Requirement</b>				
All Students Graduate SMART goal for the 2014-2015 school year	<input type="checkbox"/> Graduation goal is <b>not provided</b>	<input checked="" type="checkbox"/> Graduation goal is <b>provided</b> but is <b>not written in SMART format</b>	<input type="checkbox"/> Graduation goal is <b>clearly provided and is written in SMART format*</b>	<input type="checkbox"/> District/charter does not enroll students in grade 12
All Students Graduate Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Graduation result is <b>not provided</b>	<input type="checkbox"/> Graduation result is <b>provided</b> and <b>somewhat ties back</b> to the goal	<input checked="" type="checkbox"/> Graduation result is <b>clearly provided</b> and <b>directly ties back</b> to the goal	

2e. MDE Comments: The district will want to think about how to strengthen the goal in the future to ensure there is a way to measure student progress using data.

### 3. Identified Needs Based on Data

Data that was reviewed to determine needs may include state-level accountability tests, the Minnesota Comprehensive Assessments (MCAs), and/or local, district-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.

<b>3a. Requirement</b>			
Described needs at the start of the 2014-2015 school year <i>5-16</i>	<input type="checkbox"/> Needs identified by the district/charter are <b>not</b> described	<input checked="" type="checkbox"/> Needs identified by the district/charter are <b>generally</b> described	<input type="checkbox"/> <b>Specific</b> needs identified by the district/charter are <b>clearly</b> described
Needs are data-based	<input type="checkbox"/> Data used by the district/charter are <b>not provided</b> or <b>not at all connected</b> to the identified needs	<input checked="" type="checkbox"/> Data used by the district/charter are <b>provided</b> and <b>somewhat connected</b> to the identified needs	<input type="checkbox"/> <b>Key</b> data used by the district/charter are <b>provided</b> and <b>clearly connected</b> to the identified needs
<del>Response is succinct (limited to 200 words maximum)</del>	<del><input checked="" type="checkbox"/> Response is <b>not within</b> the 200 word limit</del>		<del><input type="checkbox"/> Response is <b>within</b> the 200 word limit</del>

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3a. MDE Comments: Curriculum should be aligned to the Minnesota standards rather than the Common Core. Minnesota adopted the Common Core standards in English language arts and added a small amount of content. The resulting standards are known as the Minnesota K-12 Academic Standards in English Language Arts.

#### 4. Systems, Strategies and Support Category

##### 4a. Students

4a. Requirement			
Process for assessing and evaluating student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Process for assessing and evaluating student progress is <b>not evident</b>	Process for assessing and evaluating student progress is <b>evident</b>	Process for assessing and evaluating student progress is <b>clearly evident</b>
Assessment of student progress toward meeting academic standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Process for assessing student progress is <b>not inclusive</b> of academic standards	Process for assessing student progress is <b>somewhat inclusive</b> of academic standards	Process for assessing student progress is <b>clearly inclusive</b> of academic standards
Process to disaggregate data by student group	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Process to disaggregate data by student group is <b>not evident</b>	Process to disaggregate data by student group is <b>somewhat evident</b>	<b>Robust</b> process to disaggregate data by student group is <b>clearly evident</b>
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/>		<input checked="" type="checkbox"/>
	Response is <b>not within</b> the 200 word limit		Response is <b>within</b> the 200 word limit

4a. MDE Comments:

##### 4b. Teachers and Principals

4b. Requirement			
System to review and evaluate the effectiveness of instruction and curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The district/charter <b>does not demonstrate a</b>	The district/charter demonstrates a <b>general process</b> to	The district/charter demonstrates a <b>robust process</b> to review the

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*Redo*

4b. Requirement			
	process to review the effectiveness of curriculum and instruction	review the effectiveness of curriculum and instruction	effectiveness of curriculum and instruction
Teacher and principal evaluations are included	<input type="checkbox"/> Teacher <u>and</u> principal evaluations are <b>not included</b>	<input checked="" type="checkbox"/> Teacher <u>and</u> principal evaluation are <b>generally included</b> in the system to review effectiveness of instruction	<input type="checkbox"/> Teacher <u>and</u> principal evaluation are <b>meaningfully included</b> in the system to review effectiveness of instruction
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is <b>not within</b> the 200 word limit		<input checked="" type="checkbox"/> Response is <b>within</b> the 200 word limit

4b. MDE Comments:

4c. District

4c. Requirement			
District practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture	<input type="checkbox"/> Practices around instruction, curriculum, technology and professional culture are <b>not included or not integrated</b> across the district/charter	<input type="checkbox"/> Practices around instruction, curriculum, technology and collaborative professional culture are <b>somewhat integrated</b> across the district/charter	<input checked="" type="checkbox"/> Practices around instruction, curriculum, technology and collaborative professional culture are <b>fully integrated</b> across the district/charter
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is <b>not within</b> the 200 word limit		<input checked="" type="checkbox"/> Response is <b>within</b> the 200 word limit

4c. MDE Comments:

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