

## Rubric for 2015-2016 World's Best Workforce Report Summary

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

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.

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:** After much searching on the link provided, could not find the annual report.

#### 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. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.

Date of the school board annual public meeting to review progress from the 2015-2016 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 provided meeting dates for three school years: 12/8/14, 12/14/15, and 12/12/16. It is not clear which date is for the 2015-2016 school year. The purpose of the meeting is to review the results of the 2015-2016 school year and plan for the next school year. A date in December is very late to be reviewing a previous school year and planning for the next school year.

**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. 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.

<p>District Advisory Committee members for the 2015-2016 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>
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**MDE Comments:**

## 2. Goals and Results

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

### 2a. All Students Ready for Kindergarten

#### SMART goal for the 2015-2016 school year

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

*Adds Goal for Students*

#### Result for the 2015-2016 school year that ties back to the established goal

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

#### District-Reported Goal Status

<input type="checkbox"/> District reported goal <b>in progress</b> (for multi-year goals)	<input type="checkbox"/> District reported goal <b>not met</b>	<input checked="" type="checkbox"/> District reported goal <b>met</b>	<input type="checkbox"/> District reported goal status <b>not indicated</b>
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**MDE Comments:** District uses employment of a pre-school teacher as a goal. There is no goal set for students.

**2b. All Students in Third Grade Achieving Grade-Level Literacy**

**SMART goal for the 2015-2016 school year**

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

**Result for the 2015-2016 school year that ties back to the established goal**

<input type="checkbox"/>		<input checked="" type="checkbox"/>
Third grade reading result is <b>not provided</b>		Third grade reading result is <b>provided</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

**District-Reported Goal Status**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District reported goal <b>in progress</b> (for multi-year goals)	District reported goal <b>not met</b>	District reported goal <b>met</b>	District reported goal status <b>not indicated</b>

**MDE Comments:** The goals state what the teachers will be doing, not the students. Not clear what the goal is for third graders from the information given. Not clear what the results are measuring. Are these the third grade students' percentages achieving literacy?

**2c. Close the Achievement Gap(s) Among All Groups**

**SMART goal for the 2015-2016 school year**

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

**Result for the 2015-2016 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>
<input type="checkbox"/> Achievement gap result <b>does not tie back to the goal</b>	<input checked="" type="checkbox"/> Achievement gap result <b>somewhat ties back to the goal</b>	<input type="checkbox"/> Achievement gap result <b>directly ties back to the goal</b>

**District-Reported Goal Status**

<input type="checkbox"/> District reported goal <b>in progress</b> (for multi-year goals)	<input type="checkbox"/> District reported goal <b>not met</b>	<input checked="" type="checkbox"/> District reported goal <b>met</b>	<input type="checkbox"/> District reported goal status <b>not indicated</b>
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**MDE Comments:** Goal and results do not measure achievement gap in any groups. Goal and results are about credit recovery.

*Validity*

*Because we don't have groups with significant #'s*

*Add sample 14-16 Goal*

**2d. All Students Career- and College-Ready by Graduation**

**SMART goal for the 2015-2016 school year**

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

**Result for the 2015-2016 school year that ties back to the established goal**

<input type="checkbox"/>		<input checked="" type="checkbox"/>
Career- and college-ready result is <b>not provided</b>		Career- and college-ready result is <b>provided</b>
<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

**District-Reported Goal Status**

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District reported goal <b>in progress</b> (for multi-year goals)	District reported goal <b>not met</b>	District reported goal <b>met</b>	District reported goal status <b>not indicated</b>

**MDE Comments:**

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*Maybe call M or this*

**2e. All Students Graduate**

**SMART goal for the 2015-2016 school year**

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

**Result for the 2015-2016 school year that ties back to the established goal**

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

**District-Reported Goal Status**

<input type="checkbox"/> District reported goal <b>in progress</b> (for multi-year goals)	<input checked="" type="checkbox"/> District reported goal <b>not met</b>	<input type="checkbox"/> District reported goal <b>met</b>	<input type="checkbox"/> District reported goal status <b>not indicated</b>
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**MDE Comments:** It is not clear how the goal about attendance is tied to a graduation goal. District has reported attendance rates for the past four years, but we do not know how many students graduated.

*Add Graduation Rates for  
School?  
entering Seniors*

### 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.

Described needs at the start of the 2015-2016 school year	<input type="checkbox"/> Needs identified by the district/charter are <b>not</b> described	<input type="checkbox"/> Needs identified by the district/charter are <b>generally</b> described	<input checked="" type="checkbox"/> Needs identified by the district/charter are <b>clearly</b> described
Data use	<input type="checkbox"/> Data used by the district/charter are <b>not</b> provided	<input type="checkbox"/> Data used by the district/charter are <b>generally</b> provided	<input checked="" type="checkbox"/> Data used by the district/charter are <b>clearly</b> provided
Data connected to needs	<input type="checkbox"/> Data used by the district/charter are <b>not at all connected</b> to the identified needs	<input type="checkbox"/> Data used by the district/charter are <b>somewhat connected</b> to the identified needs	<input checked="" type="checkbox"/> Data used by the district/charter are <b>clearly connected</b> to the identified needs
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

**MDE Comments:** Please number your sections: Identified Needs Based on Data is #3

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

##### 4a. Students

Process for assessing and evaluating student progress	<input type="checkbox"/> Process for assessing and evaluating student progress is <b>not evident</b>	<input type="checkbox"/> Process for assessing and evaluating student progress is <b>somewhat evident</b>	<input checked="" type="checkbox"/> Process for assessing and evaluating student progress is <b>clearly evident</b>
Assessment of student progress toward meeting academic standards	<input type="checkbox"/> Process for assessing student progress is <b>not inclusive</b> of academic standards	<input type="checkbox"/> Process for assessing student progress is <b>somewhat inclusive</b> of academic standards	<input checked="" type="checkbox"/> Process for assessing student progress is <b>clearly inclusive</b> of academic standards
Process to disaggregate data by student group	<input type="checkbox"/> Process to disaggregate data by student group is <b>not evident</b>	<input checked="" type="checkbox"/> Process to disaggregate data by student group is <b>somewhat evident</b>	<input type="checkbox"/> Process to disaggregate data by student group is <b>clearly evident</b>
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

**MDE Comments:** Please number your sections

#### 4b. Teachers and Principals

System to review and evaluate the effectiveness of curriculum	<input type="checkbox"/> The district/charter <b>does not demonstrate</b> a process to review the effectiveness of <b>curriculum</b>	<input checked="" type="checkbox"/> The district/charter demonstrates a <b>general process</b> to review the effectiveness of <b>curriculum</b>	<input type="checkbox"/> The district/charter demonstrates a <b>robust process</b> to review the effectiveness of <b>curriculum</b>
System to review and evaluate the effectiveness of instruction	<input type="checkbox"/> The district/charter <b>does not demonstrate</b> a process to review the effectiveness of <b>instruction</b>	<input checked="" type="checkbox"/> The district/charter demonstrates a <b>general process</b> to review the effectiveness of <b>instruction</b>	<input type="checkbox"/> The district/charter demonstrates a <b>robust process</b> to review the effectiveness of <b>instruction</b>
Teacher evaluations are included	<input type="checkbox"/> <b>Teacher</b> evaluations are <b>not included</b> in the system to review effectiveness of instruction	<input checked="" type="checkbox"/> <b>Teacher</b> evaluations are <b>generally included</b> in the system to review effectiveness of instruction	<input type="checkbox"/> <b>Teacher</b> evaluations are <b>meaningfully included</b> in the system to review effectiveness of instruction
Principal evaluations are included	<input type="checkbox"/> <b>Principal</b> evaluations are <b>not included</b> in the system to review effectiveness of instruction	<input checked="" type="checkbox"/> <b>Principal</b> evaluations are <b>generally included</b> in the system to review effectiveness of instruction	<input type="checkbox"/> <b>Principal</b> evaluations 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

**MDE Comments:** Please number your sections

**4c. District**

District practices that integrate technology	<input type="checkbox"/> Practices around technology are <b>not included</b>	<input type="checkbox"/> Practices around technology are <b>somewhat included</b>	<input checked="" type="checkbox"/> Practices around technology are <b>clearly included</b>
District practices that integrate a collaborative professional culture	<input type="checkbox"/> Practices around professional culture are <b>not included</b>	<input checked="" type="checkbox"/> Practices around professional culture are <b>somewhat included</b>	<input type="checkbox"/> Practices around professional culture are <b>clearly included</b>
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

**MDE Comments:** Please number your sections

**5. Equitable Access to Excellent Teachers**

Process to examine the distribution of experienced and qualified teachers	<input checked="" type="checkbox"/> The district/charter <b>does not demonstrate</b> a process to review student access to experienced and qualified teachers	<input type="checkbox"/> The district/charter demonstrates a <b>general process</b> to review student access to experienced and qualified teachers	<input type="checkbox"/> The district/charter demonstrates a <b>robust process</b> to review student access to experienced and qualified teachers
Response is succinct (limited to 200 words maximum)	<input checked="" type="checkbox"/> Response is <b>not within</b> the 200 word limit		<input type="checkbox"/> Response is <b>within</b> the 200 word limit

**MDE Comments:** Not found.

*New ?*