



## Rubric for 2016-17 World's Best Workforce Report Summary

District/Charter Name: Warren-Alvarado-Oslo

Grades Served: Pre K-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 checked="" type="checkbox"/> Link to the annual report is <b>not provided</b>	<input type="checkbox"/> Link to the annual report is <b>provided</b>
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MDE Comments:

Homepage linked rather than 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 2016-2017 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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4/15

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. 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.

District Advisory Committee members for the 2016-2017 school year must include teachers, parents, support staff, students, and other community residents.	<input type="checkbox"/> District Advisory Committee members are <b>not provided</b>	<input type="checkbox"/> District Advisory Committee includes <b>some</b> of the following members: teachers, parents, support staff, students, and other community residents	<input checked="" type="checkbox"/> District Advisory Committee includes <b>all</b> of the following members: teachers, parents, support staff, students, and other community residents
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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 School

**SMART goal for the 2016-17 school year**

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

**Result for the 2016-17 school year that ties back to the established goal**

<input type="checkbox"/> School Readiness result is <b>not provided</b>		<input checked="" type="checkbox"/> School Readiness result is <b>provided</b>
<input type="checkbox"/> School Readiness result <b>does not tie back</b> to the goal	<input type="checkbox"/> School Readiness result <b>somewhat ties back</b> to the goal	<input checked="" type="checkbox"/> School 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>
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*MDE Comments:* Great job with having your SMART goal clearly show the expected measure. It helps stakeholders determine if the goal is attainable and strategic.

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

**SMART goal for the 2016-2017 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>	<input type="checkbox"/> District/charter does not enroll students in grade 3
<input type="checkbox"/> Third grade reading goal is <b>not written</b> in SMART format	<input checked="" type="checkbox"/> Third grade reading goal is <b>somewhat written</b> in SMART format	<input type="checkbox"/> Third grade reading goal is <b>clearly written</b> in SMART format	

**Result for the 2016-2017 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>
<input type="checkbox"/> Third grade reading result <b>does not tie back</b> to the goal	<input type="checkbox"/> Third grade reading result <b>somewhat ties back</b> to the goal	<input checked="" type="checkbox"/> Third grade reading 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>
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*MDE Comments: It is important for goals to indicate the expected amount of change desired over time. For example, achievement will increase from 64.3% in 2016 to 69.3% in 2017. How might you consider reframing your goal so it describes change over time? While your goal clearly related to the results, your goal was not in SMART format.*

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

**SMART goal for the 2016-2017 school year**

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

**Result for the 2016-2017 school year that ties back to the established goal**

<input checked="" type="checkbox"/> Achievement gap result is <b>not provided</b>		<input type="checkbox"/> Achievement gap result is <b>provided</b>
<input checked="" type="checkbox"/> Achievement gap result <b>does not tie back to the goal</b>	<input 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>
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*MDE Comments:* At least two student groups need to be identified and presented in the goal to show an achievement gap. One way to write a SMART goal for this is to set a strategic target for specific student groups to achieve (i.e. ethnic groups, socio-economic groups, special education, limited English proficient). If one group has already exceeded that, it can have a separate smaller target since it's harder to make gains at higher levels of achievement. Of course the ultimate goal is for all students to be proficient, and that can be achieved once preliminary targets are reached.

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

**SMART goal for the 2016-2017 school year**

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

**Result for the 2016-2017 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>
<input type="checkbox"/> Career- and college-ready result <b>does not tie back</b> to the goal	<input type="checkbox"/> Career- and college-ready result <b>somewhat ties back</b> to the goal	<input checked="" type="checkbox"/> Career- and college-ready 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>
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*MDE Comments:* Consider including multiple assessments (ACT, Accuplacer, ASVAB) and preparation for college a career readiness. Personal Learning Plans are also a required for each student by 9<sup>th</sup> grade.

**2e. All Students Graduate**

**SMART goal for the 2016-2017 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</b> written in SMART format	<input type="checkbox"/> Graduation goal is <b>clearly</b> written in SMART format	

**Result for the 2016-2017 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 type="checkbox"/> Graduation result <b>somewhat ties back</b> to the goal	<input checked="" 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 type="checkbox"/> District reported goal <b>not met</b>	<input checked="" type="checkbox"/> District reported goal <b>met</b>
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*MDE Comments:* A SMART goal example would include some of the data in your results that show measures from one time frame to another. A suggestion is to use multiple measures beyond attendance for graduation rates.

### 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 2016-2017 school year	<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"/> 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 <b>clearly connected</b> to the identified needs
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is <b>not within</b> the 300 word limit		<input checked="" type="checkbox"/> Response is <b>within</b> the 300 word limit

*MDE Comments:*

Is there other data that the district uses to identify specific needs? For example, are you considering attendance/absenteeism data, course-taking patterns, staffing patterns, discipline or behavioral data, etc.



## 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 checked="" type="checkbox"/> Process to disaggregate data by student group is <b>not evident</b>	<input 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 300 words maximum)	<input type="checkbox"/> Response is <b>not within</b> the 300 word limit		<input checked="" type="checkbox"/> Response is <b>within</b> the 300 word limit

#### MDE Comments:

How would you describe your process for assessing and evaluating an individual student's progress? Likewise, how would you describe your process of disaggregating data by student groups?

#### 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 type="checkbox"/> The district/charter demonstrates a <b>general process</b> to review the effectiveness of <b>curriculum</b>	<input checked="" 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 type="checkbox"/> <b>Teacher</b> evaluations are <b>generally included</b> in the system to review effectiveness of instruction	<input checked="" 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 type="checkbox"/> <b>Principal</b> evaluations are <b>generally included</b> in the system to review effectiveness of instruction	<input checked="" type="checkbox"/> <b>Principal</b> evaluations are <b>meaningfully included</b> in the system to review effectiveness of instruction
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is <b>not within</b> the 300 word limit		<input checked="" type="checkbox"/> Response is <b>within</b> the 300 word limit

*MDE Comments:*

It would be helpful to better understand your “top to bottom” evaluation system. How does the system focus on professional collaboration, feedback and growth? Is there a support system in place that require/ask for response? What support/coaching is given after the evaluation and ongoing throughout the year?

#### 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 type="checkbox"/> Practices around professional culture are <b>somewhat included</b>	<input checked="" type="checkbox"/> Practices around professional culture are <b>clearly included</b>
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is <b>not within</b> the 300 word limit		<input checked="" type="checkbox"/> Response is <b>within</b> the 300 word limit

*MDE Comments: Great work around the focus of technology integration into all levels of learning, as well as professional development for teachers*

#### 5. Equitable Access to Excellent Teachers

Process to examine the distribution of experienced, effective and in-field teachers	<input checked="" type="checkbox"/> The district/charter <b>does not demonstrate</b> a process to review student access to experienced, effective and in-field teachers	<input 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>
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is <b>not within</b> the 300 word limit		<input checked="" type="checkbox"/> Response is <b>within</b> the 300 word limit

*MDE Comments:*

Good job making sure your teaching vacancies are filled. What data did you use to show all your teachers are effective? This can be a challenging area for small school districts, and it appears as if you are acknowledging that. This section is focused on ensuring all students have access to effective, experienced and in-field teachers across the district. Do you use data to look at which students are being placed with effective, experienced and in-field teachers? If so, what kind of data is used and what is your process for collaboratively reviewing this information to set forth strategies should you find this is a concern?