Minnesota Department of

Educati<mark></mark>

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

District/Charter Name: Bemidji Area Schools, District #0031-01

Grades Served: PreK-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	Website link to district/charter annual report (If a link is not available, description on how the district/charter disseminates the report.)	Link to the annual report is not provided	Link to the annual report is provided
	(If a link is not available, description on how the	Link to the	Link to the
(If a link is not available, description on how the Link to the Link to the	district/charter disseminates the report.)	annual report is	annual report is
		not provided	provided

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. 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	Date of annual public meeting is not provided	Date of annual public meeting is provided
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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 2015-2016 school year must include teachers, parents, support staff, students, and other community residents.	District Advisory Committee members are not provided	District Advisory Committee includes some of the following members: teachers, parents, support staff, students, and other community residents	District Advisory Committee includes all of the following members: teachers, parents, support staff, students, and other community residents
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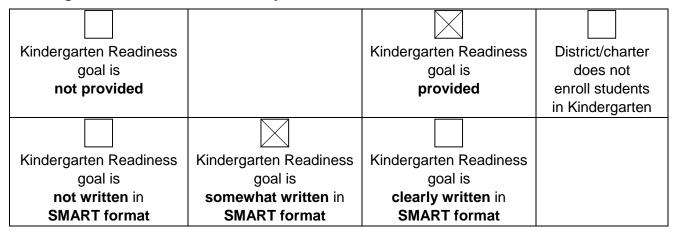
MDE Comments: Committee roles are listed rather than committee member names. Students are not represented. Parents and other community residents do not appear to comprise at least two-thirds of the advisory committee members.

2. Goals and Results

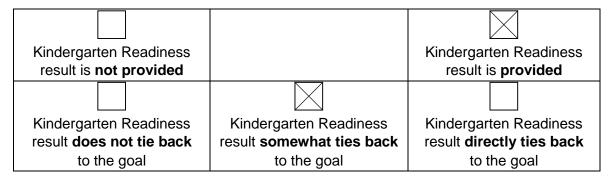
SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and timebased. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use 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

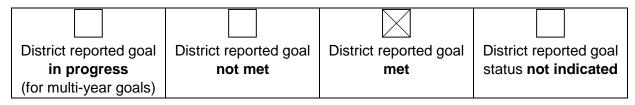
SMART goal for the 2015-2016 school year



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



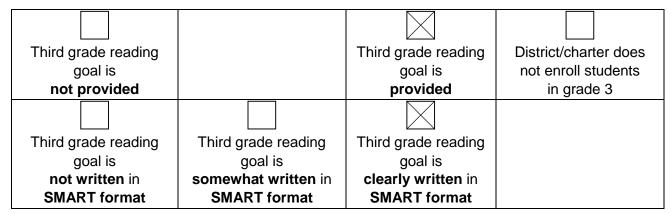
District-Reported Goal Status



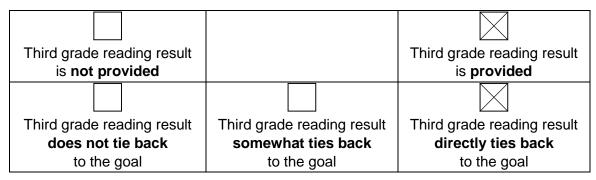
MDE Comments: It is difficult to tell if the goal was met by the information provided in the result column. There is a lot of very good information, but not a total number of students participating.

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

SMART goal for the 2015-2016 school year



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



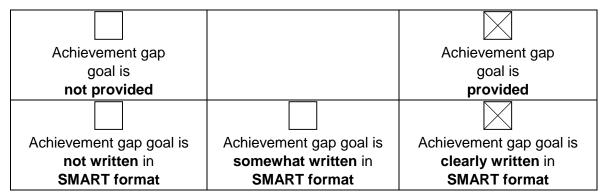
District-Reported Goal Status

District reported goal	District reported goal	District reported goal	District reported goal
in progress	not met	met	status not indicated
(for multi-year goals)			

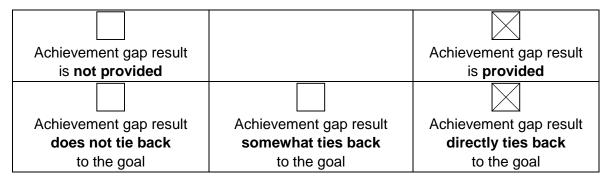
MDE Comments: The district reported the goal as not met, but they included three goals and met two out of the three.

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

SMART goal for the 2015-2016 school year



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



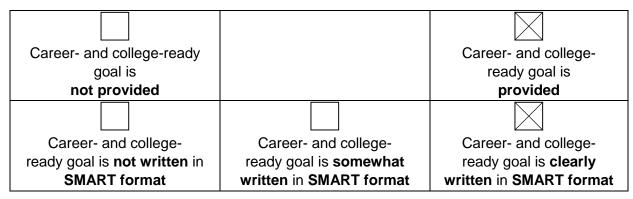
District-Reported Goal Status

	\square		
District reported goal in progress	District reported goal not met	District reported goal met	District reported goal status not indicated
(for multi-year goals)			

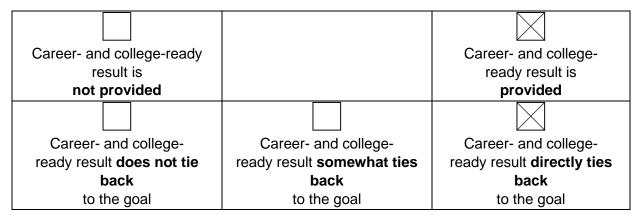
MDE Comments: Goals were not met, but progress was made in almost all groups in both reading and math.

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

SMART goal for the 2015-2016 school year



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



District-Reported Goal Status

		\square	
District reported goal	District reported goal	District reported goal	District reported goal
in progress	not met	met	status not indicated
(for multi-year goals)			

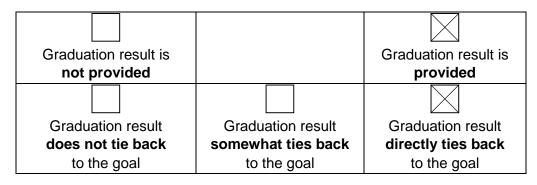
MDE Comments: Thank you for providing so much good information on all the wonderful things your district has happening in this area!

2e. All Students Graduate

SMART goal for the 2015-2016 school year

Graduation		Graduation	District/charter does
goal is		goal is	not enroll students
not provided		provided	in grade 12
	\square		
Graduation goal is	Graduation goal is	Graduation goal is	
not written in	somewhat written in	clearly written in	
SMART format	SMART format	SMART format	

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



District-Reported Goal Status

District reported goal	District reported goal	District reported goal	District reported goal
in progress	not met	met	status not indicated
(for multi-year goals)			

MDE Comments:

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	Needs identified by	Needs identified by the	Needs identified by
	the district/charter are	district/charter are	the district/charter are
year	not described	generally described	clearly described
Data use	Data used by	Data used by	Data used by
	the district/charter are	the district/charter are	the district/charter are
	not provided	generally provided	clearly provided
Data connected to	Data used by	Data used by	Data used by
needs	the district/charter are	the district/charter are	the district/charter are
	not at all connected	somewhat connected	clearly connected
	to the identified needs	to the identified needs	to the identified needs
Response is			\square
succinct (limited to			
200 words	Response is not within		Response is within
maximum)	the 200 word limit		the 200 word limit

MDE Comments: Well documented needs and detailed data provided. Excellent work!

4. Systems, Strategies and Support Category

4a. Students

Process for			
assessing and	Process for assessing	Process for assessing	Process for assessing
evaluating student	and evaluating student	and evaluating student	and evaluating student
progress	progress is	progress is	progress is
	not evident	somewhat evident	clearly evident
Assessment of			
student progress	Process for assessing	Process for assessing	Process for assessing
toward meeting	student progress is	student progress is	student progress is
academic standards	not inclusive of	somewhat inclusive	clearly inclusive of
	academic standards	of academic standards	academic standards
Descente			\square
Process to	Process to	Process to	Process to
disaggregate data	disaggregate data by	disaggregate data by	disaggregate data by
by student group	student group is	student group is	student group is
	not evident	somewhat evident	clearly evident
Response is succinct (limited to			
200 words	Response is not within		Response is within
maximum)	the 200 word limit		the 200 word limit

MDE Comments: Systems and strategies are well thought-out and executed.

4b. Teachers and Principals

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System to review and	The district/charter	The district/charter	The district/charter demo
evaluate the	does not demonstrate	demonstrates a	nstrates a
effectiveness of curriculum	a process to	general process to	robust process to
cumculum	review the effectiveness	review the effectiveness	review the effectiveness
	of curriculum	of curriculum	of curriculum
Custom to review and			
System to review and	The district/charter	The district/charter	The district/charter demo
evaluate the effectiveness of	does not demonstrate	demonstrates a	nstrates a
instruction	a process to	general process to	robust process to
Instruction	review the effectiveness	review the effectiveness	review the effectiveness
	of instruction	of instruction	of instruction
Teeshan avaluations	Teacher evaluations	Teacher evaluations	Teacher evaluations are
Teacher evaluations are included	are not included in the	are generally included	meaningfully included
are included	system to review	in the system to review	in the system to review
	effectiveness of	effectiveness of	effectiveness of
	instruction	instruction	instruction
Drive size of a value tiers	Principal evaluations	Principal evaluations	Principal evaluations are
Principal evaluations are included	are not included	are generally included	meaningfully included
are included	in the system to review	in the system to review	in the system to review
	effectiveness of	effectiveness of	effectiveness of
	instruction	instruction	instruction
Response is succinct			
(limited to 200 words maximum)	Response is not within the 200 word limit		Response is within the 200 word limit

MDE Comments:

4c. District

District practices that integrate technology	Practices around technology are not included	Practices around technology are somewhat included	Practices around technology are clearly included
District practices that integrate a collaborative professional culture	Practices around professional culture are not included	Practices around professional culture are somewhat included	Practices around professional culture are clearly included
Response is succinct (limited to 200 words maximum)	Response is not within the 200 word limit		Response is within the 200 word limit

MDE Comments: Wide array of district practices around technology integration and creating collaborating culture is evident.

5. Equitable Access to Excellent Teachers

Process to examine the distribution of	The district/charter	The district/charter	The district/charter de
	does not demonstrate	demonstrates a	monstrates a
experienced and	a process to	general process to	robust process to
qualified teachers	review student access	review student access	review student access
	to experienced and	to experienced and	to experienced and
	qualified teachers	qualified teachers	qualified teachers
Response is succinct			
(limited to 200 words maximum)	Response is not within		Response is within
	the 200 word limit		the 200 word limit

MDE Comments: Data is included to show experience and qualified teachers.

THANK YOU for providing excellent data and examples throughout the summary report. This is a model of how WBWF reviews should be submitted. The effort is appreciated!