

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 (If a link is not available, description on how the district/charter disseminates the report.)	<input type="checkbox"/> Link to the annual report is not provided	<input checked="" type="checkbox"/> Link to the annual report is provided
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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	<input type="checkbox"/> Date of annual public meeting is not provided	<input checked="" type="checkbox"/> 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.	<div style="text-align: center;"> <input type="checkbox"/> </div> District Advisory Committee members are not provided	<div style="text-align: center;"> <input checked="" type="checkbox"/> </div> District Advisory Committee includes some of the following members: teachers, parents, support staff, students, and other community residents	<div style="text-align: center;"> <input type="checkbox"/> </div> 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 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"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kindergarten Readiness goal is not provided		Kindergarten Readiness goal is provided	District/charter does not enroll students in Kindergarten
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Kindergarten Readiness goal is not written in SMART format	Kindergarten Readiness goal is somewhat written in SMART format	Kindergarten Readiness goal is clearly written in SMART format	

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

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

District-Reported Goal Status

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

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

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

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

District-Reported Goal Status

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

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

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

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

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

District-Reported Goal Status

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

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

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

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

District-Reported Goal Status

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

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

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

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

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

District-Reported Goal Status

<input checked="" type="checkbox"/> District reported goal in progress (for multi-year goals)	<input type="checkbox"/> District reported goal not met	<input type="checkbox"/> District reported goal met	<input type="checkbox"/> District reported goal status not indicated
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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 year	<input type="checkbox"/> Needs identified by the district/charter are not described	<input type="checkbox"/> Needs identified by the district/charter are generally described	<input checked="" type="checkbox"/> Needs identified by the district/charter are clearly described
Data use	<input type="checkbox"/> Data used by the district/charter are not provided	<input type="checkbox"/> Data used by the district/charter are generally provided	<input checked="" type="checkbox"/> Data used by the district/charter are clearly provided
Data connected to needs	<input type="checkbox"/> Data used by the district/charter are not at all connected to the identified needs	<input type="checkbox"/> Data used by the district/charter are somewhat connected to the identified needs	<input checked="" type="checkbox"/> Data used by the district/charter are clearly connected to the identified needs
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input checked="" type="checkbox"/> Response is within 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 evaluating student progress	<input type="checkbox"/> Process for assessing and evaluating student progress is not evident	<input type="checkbox"/> Process for assessing and evaluating student progress is somewhat evident	<input checked="" type="checkbox"/> Process for assessing and evaluating student progress is clearly evident
Assessment of student progress toward meeting academic standards	<input type="checkbox"/> Process for assessing student progress is not inclusive of academic standards	<input type="checkbox"/> Process for assessing student progress is somewhat inclusive of academic standards	<input checked="" type="checkbox"/> Process for assessing student progress is clearly inclusive of academic standards
Process to disaggregate data by student group	<input type="checkbox"/> Process to disaggregate data by student group is not evident	<input type="checkbox"/> Process to disaggregate data by student group is somewhat evident	<input checked="" type="checkbox"/> Process to disaggregate data by student group is clearly evident
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input checked="" type="checkbox"/> Response is within the 200 word limit

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

4b. Teachers and Principals

System to review and evaluate the effectiveness of curriculum	<input type="checkbox"/> The district/charter does not demonstrate a process to review the effectiveness of curriculum	<input type="checkbox"/> The district/charter demonstrates a general process to review the effectiveness of curriculum	<input checked="" type="checkbox"/> The district/charter demonstrates a robust process to review the effectiveness of curriculum
System to review and evaluate the effectiveness of instruction	<input type="checkbox"/> The district/charter does not demonstrate a process to review the effectiveness of instruction	<input type="checkbox"/> The district/charter demonstrates a general process to review the effectiveness of instruction	<input checked="" type="checkbox"/> The district/charter demonstrates a robust process to review the effectiveness of instruction
Teacher evaluations are included	<input type="checkbox"/> Teacher evaluations are not included in the system to review effectiveness of instruction	<input type="checkbox"/> Teacher evaluations are generally included in the system to review effectiveness of instruction	<input checked="" type="checkbox"/> Teacher evaluations are meaningfully included in the system to review effectiveness of instruction
Principal evaluations are included	<input type="checkbox"/> Principal evaluations are not included in the system to review effectiveness of instruction	<input checked="" type="checkbox"/> Principal evaluations are generally included in the system to review effectiveness of instruction	<input type="checkbox"/> Principal evaluations are meaningfully included in the system to review effectiveness of instruction
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input checked="" type="checkbox"/> Response is within the 200 word limit

MDE Comments:

4c. District

District practices that integrate technology	<input type="checkbox"/> Practices around technology are not included	<input type="checkbox"/> Practices around technology are somewhat included	<input checked="" type="checkbox"/> Practices around technology are clearly included
District practices that integrate a collaborative professional culture	<input type="checkbox"/> Practices around professional culture are not included	<input type="checkbox"/> Practices around professional culture are somewhat included	<input checked="" type="checkbox"/> Practices around professional culture are clearly included
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input checked="" type="checkbox"/> 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 experienced and qualified teachers	<input type="checkbox"/> The district/charter does not demonstrate a process to review student access to experienced and qualified teachers	<input type="checkbox"/> The district/charter demonstrates a general process to review student access to experienced and qualified teachers	<input checked="" type="checkbox"/> The district/charter demonstrates a robust process to review student access to experienced and qualified teachers
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input checked="" type="checkbox"/> Response is within 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!