



2017-2018 Review Rubric

Combined World’s Best Workforce Summary and Achievement and Integration Progress Report

District/Charter Name: Waseca

Grades Served: P-12

Part A: Required for All Districts

Annual Report

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:

Annual Public Meeting

Date of the school board annual public meeting to review World’s Best Workforce (WBWF) progress (and the A&I plan for participating districts) for the 2017-18 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:

District Advisory Committee

<p>District Advisory Committee members for the 2017-18 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 not provided</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p> <p>District Advisory Committee includes some of the following members: teachers, parents, support staff, students, and other community residents</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>District Advisory Committee includes all of the following members: teachers, parents, support staff, students, and other community residents</p>	
<p>District Advisory Committee members for the 2017-18 school year does include members of the A&I Leadership Team.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>None of the A&I Leadership Team members are listed as part of the District Advisory Committee</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Some of the A&I Leadership Team members are listed as part of the District Advisory Committee</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>All of the A&I Leadership Team members make up the District Advisory Committee (same team is working on WBWF and A&I)</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p> <p>District/charter did not participate in A&I during 17-18 school year</p>

MDE Comments:

There is no student representation on your DAC. Have you considered adding this voice to your team?

Equitable Access to Excellent Teachers

Process to examine the distribution of experienced, effective and in-field teachers	<input type="checkbox"/> The district/charter does not demonstrate a process to review student access to experienced, effective and in-field teachers	<input type="checkbox"/> The district/charter demonstrates a general process to review student access to experienced, effective and in-field teachers	<input checked="" type="checkbox"/> The district/charter demonstrates a robust process 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 not included	<input checked="" type="checkbox"/> Strategies to improve equitable access are somewhat included	<input type="checkbox"/> Strategies to improve equitable access are clearly included
Efforts to increase student access to teachers who reflect the diversity of enrolled students	<input type="checkbox"/> Strategies to increase student access to diverse teachers are not included	<input checked="" type="checkbox"/> Strategies to increase student access to diverse teachers are somewhat included	<input type="checkbox"/> Strategies to increase student access to diverse teachers are clearly included

MDE Comments:

Local Reporting of Teacher Equity Data

The District/charter confirms that they have publically reported data related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.	<input type="checkbox"/> The district confirms that this data has been reported to the public	<input checked="" type="checkbox"/> The district does not confirm that this data has been reported to the public
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Goals and Results

All Students Ready for School

SMART goal for the 2017-18 school year

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

Result for the 2017-18 school year that ties back to the established goal

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

District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-reported goal is On Track (for multi-year goal)	District-reported goal is Not On Track (for multi-year goal)	District-reported goal is Met (for one-year goal)	District-reported goal is Not Met (for one-year goal)	District-reported goal status was Not Indicated

Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of school readiness is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in ensuring all students are ready for school are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

MDE Comments: Congratulations on meeting your goal! How will your district continue the momentum in increasing these results for students?

All Students in Third Grade Achieving Grade-Level Literacy

SMART goal for the 2017-18 school year

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

Result for the 2017-18 school year that ties back to the established goal

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

District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District-reported goal is On Track (for multi-year goal)	District-reported goal is Not On Track (for multi-year goal)	District-reported goal is Met (for one-year goal)	District-reported goal is Not Met (for one-year goal)	District-reported goal status was Not Indicated

Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of third grade literacy is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in ensuring all third graders are achieving grade-level literacy are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

MDE Comments:

You might find it helpful to review information about the [Local Literacy Plan](#). This plan is required in state law and focuses on ensuring all students are reading well by no later than the end of third grade. We would encourage this to be embedded in your WBWF efforts related to this goal area focused on third grade literacy.

How are your strategies focused on ensuring *all* students have access to the academic standards in English language arts, particularly those students that have been traditionally underserved?

Close the Achievement Gap(s) Among All Groups

SMART goal for the 2017-18 school year

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	Achievement gap goal is not provided

Result for the 2017-18 school year that ties back to the established goal

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	Achievement gap result is not provided

District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District-reported goal is On Track (for multi-year goal)	District-reported goal is Not On Track (for multi-year goal)	District-reported goal is Met (for one-year goal)	District-reported goal is Not Met (for one-year goal)	District-reported goal status was Not Indicated

Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of achievement gap closure is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in closing achievement gaps are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

MDE Comments:

Great to see multiple points examined for both math and reading. 1/6 goals met.

What are some other data, in addition to assessment results, that could be used to identify student needs in order to close achievement gaps? For example, how might you use data around student engagement, teacher engagement, school climate, student participation (by student group) to rigorous academic opportunities, etc. to comprehensively understand needs and set forth strategies. What training and resources do teachers have access to for culturally relevant pedagogy?

All Students Career- and College-Ready by Graduation

SMART goal for the 2017-18 school year

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

Result for the 2017-18 school year that ties back to the established goal

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

District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District-reported goal is On Track (for multi-year goal)	District-reported goal is Not On Track (for multi-year goal)	District-reported goal is Met (for one-year goal)	District-reported goal is Not Met (for one-year goal)	District-reported goal status was Not Indicated

Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of career-and college-readiness is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in ensuring all students are career and college ready are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

MDE Comments:

- What data could you present that tie back to career readiness rather than the data you listed?
- The district may want to consider what data could be used to present to stakeholders that ties back to equitable access, participation, representation and outcomes for both career and college readiness for all students.
- How could you describe the result of your CCR course offerings and/or participation reflect student interests and abilities?
- What data could you use to present that show evidence your students are learning in all four domains (Transitional Knowledge, Career Development, Employability Skills, Mindsets and Social Awareness) of CCR*?

For more CCR goal and measure ideas, please refer to the Minnesota Career and College (CCR) Resource guide to understand what data is available to monitor student progress as a critical component to your CCR programming and improvement efforts. This section of the CCR Resource outlines both local and state level CCR data indicators and provides example SMART goals, and guiding questions to consider throughout your CCR program implementation and improvement process. This section includes a handbook which demonstrates how to access and analyze state-level data to inform your CCR program goals and strategies. The CCR Resource Guide has four sections: Introduction, Domains and Competencies, Program Planning Guide, and Data Inquiry.

The CCR Resource guide can be found on the Minnesota Department of Education's Career and College Success page at the following link: education.mn.gov/MDE/dse/ccs/

MDE website – District, Schools and Educators – Teaching and Learning – Career and College Success - CCR Resource Guide: Data Inquiry - 10/11/18

All Students Graduate

SMART goal for the 2017-18 school year

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

Result for the 2017-18 school year that ties back to the established goal

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

District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District-reported goal is On Track (for multi-year goal)	District-reported goal is Not On Track (for multi-year goal)	District-reported goal is Met (for one-year goal)	District-reported goal is Not Met (for one-year goal)	District-reported goal status was Not Indicated

Considerations for districts/charters to include in narrative:

- Type(s) of data to identify needs in the area of graduation is provided. A process to disaggregate data by student group is described.
- Strategies to support progress in ensuring all students graduate from high school are provided.
- The successes or challenges of implementing strategies are described, including any indicators or evidence of implementation.

MDE Comments:

It is important for goals to reflect all students, not just the group of students that meet certain criteria. How could you express this goal to include all students enrolled in your district?