



2017-2018 Review Rubric

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

District/Charter Name: NRHEG

Grades Served: PK-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 checked="" type="checkbox"/> Link to the annual report is not provided	<input type="checkbox"/> Link to the annual report is provided	
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MDE Comments: Thank you for providing a link to your website. However, the link to the WBWF annual report was not provided.

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: It is unclear how the date of the annual public meeting allows time to review progress from the 2017-18 school year.

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 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 checked="" 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:

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 checked="" type="checkbox"/> The district/charter demonstrates a general process to review student access to experienced, effective and in-field teachers	<input 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 checked="" type="checkbox"/> Strategies to increase student access to diverse teachers are not included	<input 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:

You may find this [Teacher Equity Overview](#) on the MDE website helpful as you discuss this area at the local level.

As of December 15, 2018, the [Minnesota Report Card](#) includes additional information under the “Who works here? (Staffing Profile)” heading. Districts/charters can compare with other districts/charters or with the state. How might you use this data in future Equitable Access to Excellent Teachers local conversations? For example, you might compare teacher experience (or license or advanced degrees) in your district/charter with the state and with high- or low-poverty districts statewide.

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 low-income students, students of color, and American Indian students have access to effective, experienced and in-field teachers across the district.

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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: What other details could you provide on the data you collected from your assessment tool that would indicate the all students are ready for school?

All Students in Third Grade Achieving Grade-Level Literacy

SMART goal for the 2017-18 school year

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 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: In order to make an impact on your district’s goal related to improving MCA proficiency in third grade literacy, it will be important to understand the specific root causes and prioritized needs related to your district’s proficiency results. How might you consider bringing a team together to take a deep look at data that allow you to understand the specific components (ie oral language, phonemic awareness, phonics, fluency, vocabulary or comprehension) of reading that students might be struggling with? Once you know the prioritized needs for students, you can determine proper reading intervention strategies to meet those needs. This is further described in the [Local Literacy Plan Template and Checklist](#).

How might you consider reviewing data and understanding the needs of students in early learning environments, kindergarten, grade 1, and grade 2 in order to inform reading interventions prior to

third grade? As you already know, it is important to backmap and begin asking the question at an early age: what are we doing to prepare students to be proficient in grade 3?

Close the Achievement Gap(s) Among All Groups

SMART goal for the 2017-18 school year

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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: There are many groups identified here. Might it be helpful for your school community to stay focused on one or two key goals in priority areas? It is not required, just something for you to consider as you think about focusing the work and providing clarity in the goals you establish.

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?

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 checked="" type="checkbox"/>	<input 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:

It is important to develop goals (what you are striving for) that guide district strategies (how you will get there). The identification of MCA and ACT test scores as career and college readiness measures resulted in a variety of strategies noted in the narrative to improve test performance—but not specific district strategies for preparing students to be career ready and/or college ready after graduation.

How does your goal support “All Students Career and College Ready”? Have you discussed how test scores relate to “career readiness”? The district may want to consider a set of career and college readiness goals and measures that are inclusive of all students, as test scores may be an appropriate measure of academic progress for students planning to pursue postsecondary opportunities after graduation but may not reflect readiness of those pursuing career opportunities after graduation.

Since career and college readiness is a K-12 system goal, have you discussed CCR goals for students at various levels of K-12? It is important for goals to demonstrate expected change over time, and to guide strategies related to preparing students for career and college readiness. Could you consider adding a starting point and establish how much of an increase you are striving for? Example goals could include:

- The percentage of students who complete grade 11 with two or more credits in CTE or college-level courses will increase from 15% in 2018 to 35% in 2019.
- The percentage of 8th grade students completing the Minnesota Career Information System activities, including a Career Cluster survey, the IDEAS Interest Assessment, and online portfolios and career planning, will increase from 40% in 2018 to 75% in 2019 to 100% in 2020.
- The percentage of elementary students participating in career development (awareness) learning will increase from 27% in 2018 to 50% in 2019 and 100% in 2020.

For more CCR goal and measure ideas, please refer to the Minnesota Career and College (CCR) Resource guide on the MDE website. The guide presents the four domains of career and college readiness (Employability Skills, Mindsets and Social Awareness, Career Development, and Transitional Knowledge) and sample goals, activities, and data that can be applied to WBWF planning in each domain.

The data 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 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:

Has the district considered setting a baseline for graduation using trend data from the preceding five years?