DEPARTMENT OF EDUCATION

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

District/Charter Name: Bagley Public Schools

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.

	☐ Link to the annual report is **not provided**	☒ Link to the annual report is **provided**
Website link to district/charter annual report (If a link is not available, description on how the district/charter disseminates the report.)		

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 annual public meeting is **not provided**	☒ Date of annual public meeting is **provided**
Date of the school board annual public meeting to review progress from the 2016-2017 school year		

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.	☐ 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

MDE Comments: no support staff

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

☐ School Readiness goal is **not provided**		☒ School Readiness goal is **provided**	☐ District/charter does not enroll students in Kindergarten
☐ 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**	

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

☐ School Readiness result is **not provided**		☒ School Readiness result is **provided**
☐ 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

District-Reported Goal Status

☐ District reported goal **in progress** (for multi-year goals)	☐ District reported goal **not met**	☒ District reported goal **met**

MDE Comments: Wow, your staff is supportive of ambitious goals. Are you finding that you need all 7 domains to be high to predict kids to be on track or are there aspects of the readiness assessment that con provide more focus for improvement activities?

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

SMART goal for the 2016-2017 school year

☐ Third grade reading goal is **not provided**		☒ Third grade reading goal is **provided**	☐ District/charter does not enroll students in grade 3
☐ 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 2016-2017 school year that ties back to the established goal

☐ Third grade reading result is **not provided**		☒ Third grade reading result is **provided**
☐ Third grade reading result **does not tie back**	☐ Third grade reading result **somewhat ties back**	☒ Third grade reading result **directly ties back**

☐ Third grade reading result is **not provided**		☒ Third grade reading result is **provided**
to the goal	to the goal	to the goal

District-Reported Goal Status

☐ District reported goal **in progress** (for multi-year goals)	☐ District reported goal **not met**	☒ District reported goal **met**

MDE Comments: The district reports one of two goals as met. Nice work in decreasing the gap for Native American students. What evidence-based practices made the difference? Many would love to have those results.

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

SMART goal for the 2016-2017 school year

☐ Achievement gap goal is **not provided**		☒ Achievement gap goal **is provided**
☐ 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 2016-2017 school year that ties back to the established goal

☐ Achievement gap result is **not provided**		☒ Achievement gap result is **provided**
☐ 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

District reported goal **in progress** (for multi-year goals)	District reported goal **not met**	☒ District reported goal **met**
☐	☐	☒

MDE Comments: District reported making the goal for 2 subgroups. Additional subgroups were targeted and goals were not met but show progress.

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

SMART goal for the 2016-2017 school year

		☒
Career- and college-ready goal is **not provided**		**Career- and college-ready goal is provided**
☐	☐	☒
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 2016-2017 school year that ties back to the established goal

		☒
Career- and college-ready result is **not provided**		Career- and college-ready result **is provided**
☐	☐	☒
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

District reported goal **in progress** (for multi-year goals)	☒ District reported goal **not met**	District reported goal **met**
☐	☒	☐

MDE Comments: We made the assumption that the table showing results was ACT College Readiness Benchmark Proficiency. Although, without explicitly reporting the measures in the results section, it is not clear that the district is reporting on the same measure. Would staff find it more helpful to report

results in terms of percent change and direction of change? Maybe the trend would be informative vs. year to year changes when student populations are relatively small.

2e. All Students Graduate

SMART goal for the 2016-2017 school year

☐ Graduation goal is **not provided**		☒ Graduation goal is **provided**	☐ District/charter does not enroll students in grade 12
☐ Graduation goal is **not written** in **SMART format**	☐ Graduation goal is **somewhat** written in **SMART format**	☒ Graduation goal **is clearly** written in **SMART format**	

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

☐ Graduation result is **not provided**		☒ Graduation result is **provided**
☐ 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

District-Reported Goal Status

☐ District reported goal **in progress** (for multi-year goals)	☒ District reported goal **not met**	☐ District reported goal **met**

MDE Comments: Goals are ambitious and progress is being made.

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	☐ Needs identified by the district/charter are **not** described	☐ Needs identified by the district/charter are **generally** described	☒ Needs identified by the district/charter are **clearly** described
Data use	☐ Data used by the district/charter are **not** provided	☒ Data used by the district/charter are **generally** provided	☐ Data used by the district/charter are **clearly** provided
Data connected to needs	☐ Data used by the district/charter are **not at all connected** to the identified needs	☒ Data used by the district/charter are **somewhat connected** to the identified needs	☐ Data used by the district/charter **clearly connected** to the identified needs
Response is succinct (limited to 300 words maximum)	☐ Response is **not within** the 300 word limit		☒ Response is **within** the 300 word limit

MDE Comments: It can be tough to fit in the data and the needs, but it helps to see the numbers filled in along with the interpretations. I think there were some blanks that were intended to be filled in.

4. Systems, Strategies and Support Category

4a. Students

Process for assessing and evaluating student progress	☐ Process for assessing and evaluating student progress is **not evident**	☒ Process for assessing and evaluating student progress is **somewhat evident**	☐ Process for assessing and evaluating student progress is **clearly evident**
Assessment of student progress toward meeting academic standards	☐ Process for assessing student progress is **not inclusive** of academic standards	☒ Process for assessing student progress is **somewhat inclusive** of academic standards	☐ Process for assessing student progress is **clearly inclusive** of academic standards
Process to disaggregate data by student group	☒ Process to disaggregate data by student group is **not evident**	☐ Process to disaggregate data by student group is **somewhat evident**	☐ Process to disaggregate data by student group is **clearly evident**
Response is succinct (limited to 300 words maximum)	☐ Response is **not within** the 300 word limit		☒ Response is **within** the 300 word limit

MDE Comments: How can the district describe the process used? The list of activities, tools, and interventions is good, but there is a lot of data and protocols listed. How does the data get prioritized and progress from one protocol and decision point to another?

4b. Teachers and Principals

System to review and evaluate the effectiveness of curriculum	☐ The district/charter **does not demonstrate** a process to review the effectiveness of **curriculum**	☐ The district/charter demonstrates a **general process** to review the effectiveness of **curriculum**	☒ The district/charter demonstrates a **robust process** to review the effectiveness of **curriculum**
System to review and evaluate the effectiveness of instruction	☐ The district/charter **does not demonstrate** a process to review the effectiveness of **instruction**	☐ The district/charter demonstrates a **general process** to review the effectiveness of **instruction**	☒ The district/charter demonstrates a **robust process** to review the effectiveness of **instruction**
Teacher evaluations are included	☐ **Teacher** evaluations are **not included** in the system to review effectiveness of instruction	☐ **Teacher** evaluations are **generally included** in the system to review effectiveness of instruction	☒ **Teacher** evaluations are **meaningfully included** in the system to review effectiveness of instruction
Principal evaluations are included	☐ **Principal** evaluations are **not included** in the system to review effectiveness of instruction	☐ **Principal** evaluations are **generally included** in the system to review effectiveness of instruction	☒ **Principal** evaluations are **meaningfully included** in the system to review effectiveness of instruction
Response is succinct (limited to 300 words maximum)	☐ Response is **not within** the 300 word limit		☒ Response is **within** the 300 word limit

MDE Comments: This is a well written description of your process.

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**

District practices that integrate technology	☒ Practices around technology are **not included**	☐ Practices around technology are **somewhat included**	☐ Practices around technology are **clearly included**
Response is succinct (limited to 300 words maximum)	☐ Response is **not within** the 300 word limit		☐ Response is **within** the 300 word limit

MDE Comments: how can the district move beyond listing tools and objects and discuss how practices are used to improve teacher effectiveness and student learning? Are there expectations for how technology is used, is it included in training? coaching? monitored for quality implementation and supports? How are barriers identified and removed?

5. Equitable Access to Excellent Teachers

Process to examine the distribution of experienced, effective and in-field teachers	☐ The district/charter **does not demonstrate** a process to review student access to experienced, effective and in-field teachers	☐ The district/charter demonstrates a **general process** to review student access to experienced, effective and in-field teachers	☒ The district/charter demonstrates a **robust process** to review student access to experienced, effective and in-field teachers
Strategies to improve students' equitable access	☐ Strategies to improve equitable access are **not included**	☐ Strategies to improve equitable access are **somewhat included**	☒ Strategies to improve equitable access are **clearly included**
Response is succinct (limited to 300 words maximum)	☐ Response is **not within** the 300 word limit		☒ Response is **within** the 300 word limit

MDE Comments: Is a three year rotation sufficient to determine the presence of equitable daily exposure to content, data-based decision making, practice and feedback?