



Rockford Area Schools North Star Report & All Accountability Data

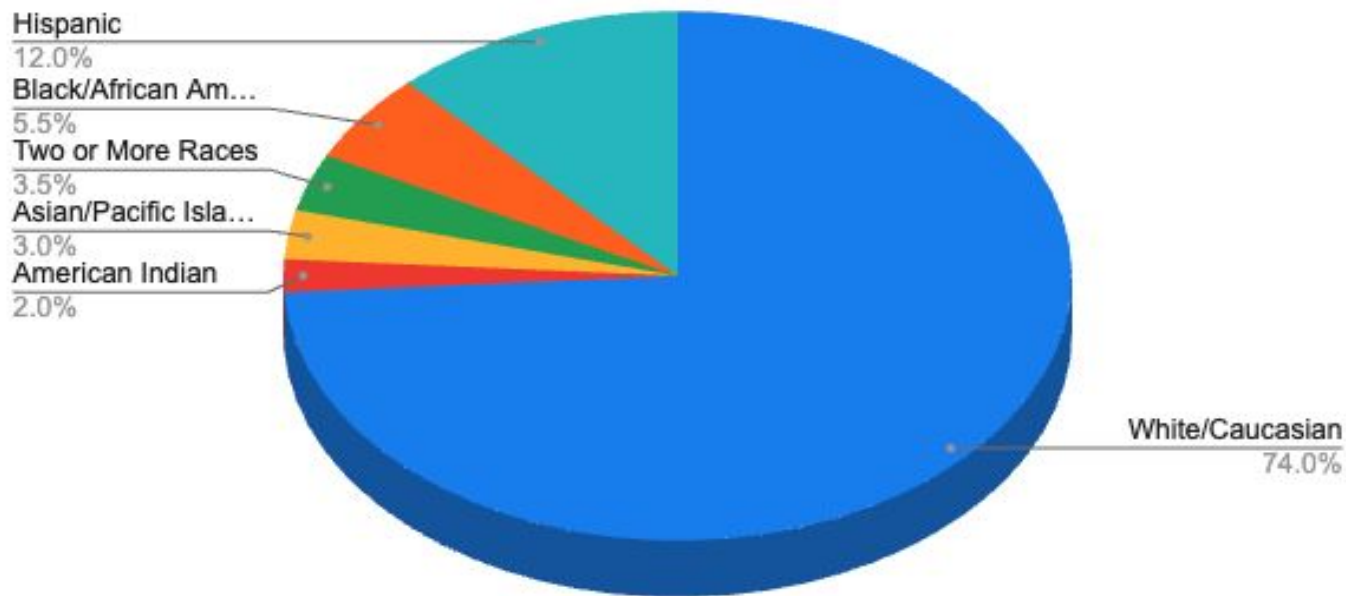
School Year 2026-2027



In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens

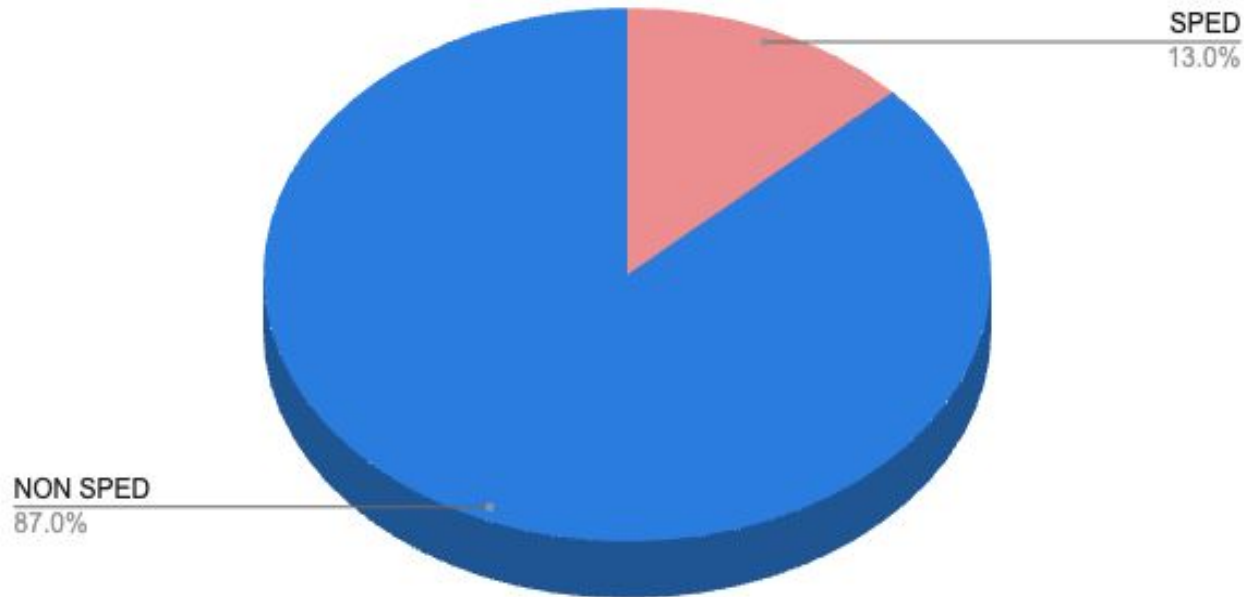


District Profile



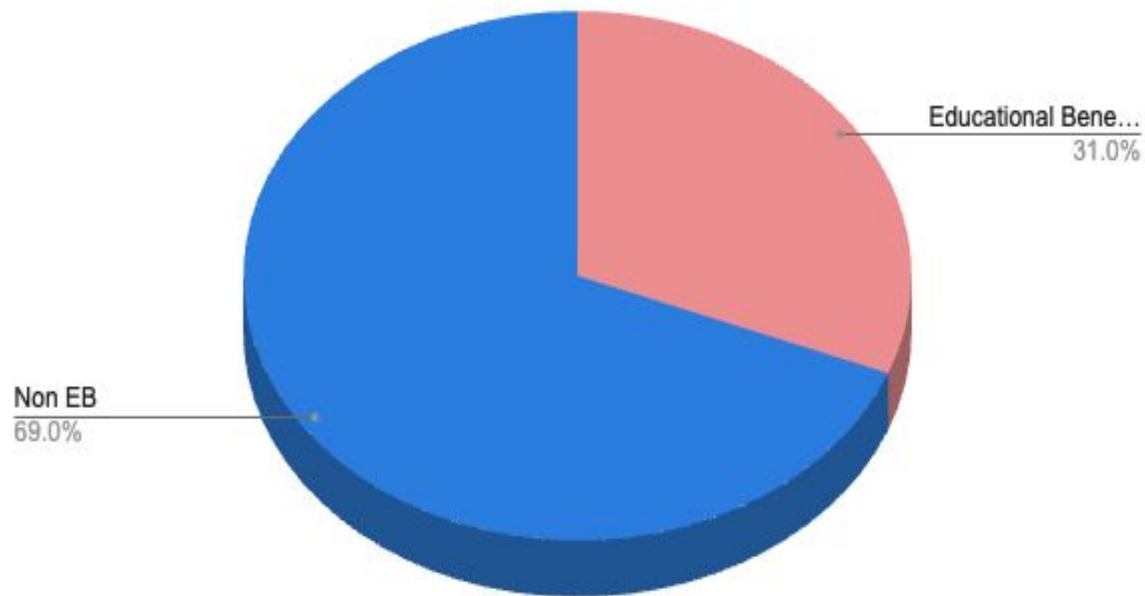


District Profile - Special Education



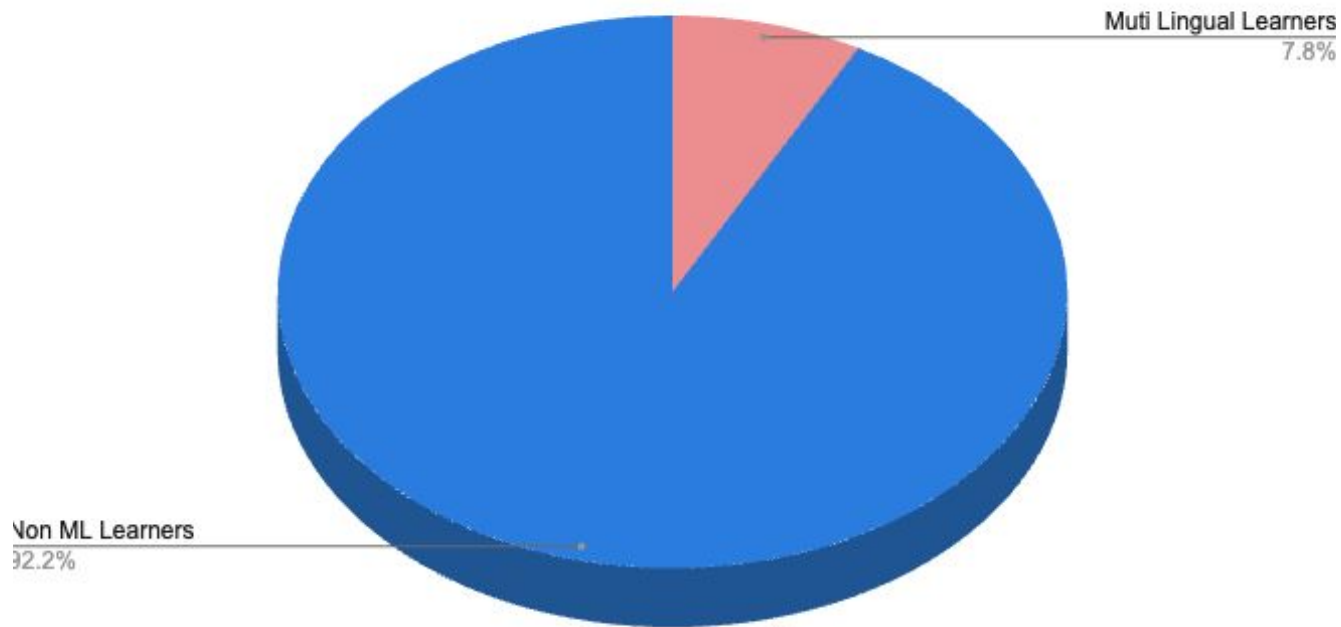


District Profile - Educational Benefits





District Profile - English Learners





ESSA: Every Student Succeeds Act

Minnesota's North Star

This plan provides a framework for how we will do this important work using Minnesota's new school accountability and support structure, the North Star Excellence and Equity System. Polaris—the North Star—is famous for holding nearly still in our vision while the entire northern sky moves around it. North Star guides our way towards better outcomes for the nearly one million students we collectively serve every day.





ESSA: Every Student Succeeds Act



- Academic Achievement
- Progress Toward English Language Proficiency
- Academic Progress
- Graduation Rates
- Consistent Attendance

Indicators



ESSA: Every Student Succeeds Act

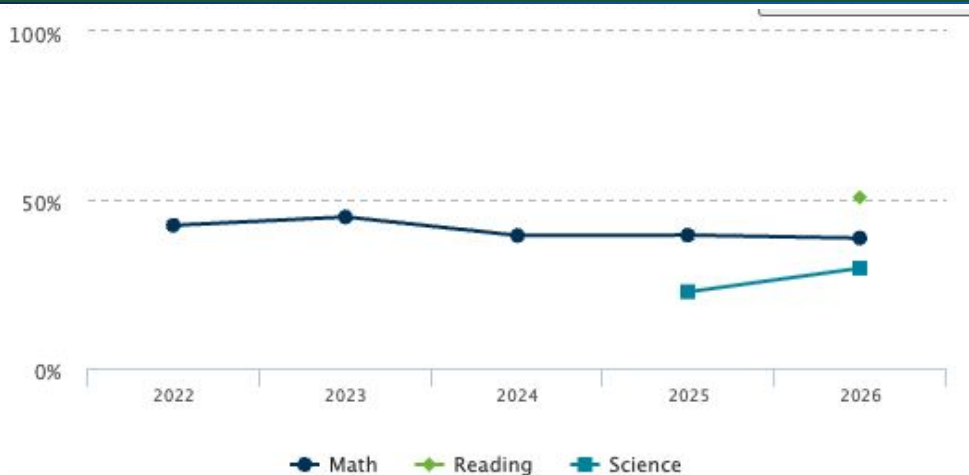


In its accountability system under the Every Student Succeeds Act (ESSA), Minnesota is using an achievement rate that is based on students reaching the Meets Standards or Exceeds Standards achievement levels on the Minnesota Comprehensive Assessments (MCAs) and Minnesota Test of Academic Skills (MTAS).

Accountability



ESSA: Every Student Succeeds Act



Subject	2022	2023	2024	2025	2026
Math	42.4% (335)	44.9% (360)	39.4% (306)	39.5% (322)	38.6% (312)
Reading	N/A (N/A)	N/A (N/A)	N/A (N/A)	N/A (N/A)	50.8% (404)
Science	N/A (N/A)	N/A (N/A)	N/A (N/A)	22.7% (77)	29.7% (100)

State Averages (2026 MCA):

- Math : 42.2%
- Reading: 46.2%
- Science: N/A (new baseline assessment)

Notes:

- REAMS Math 56.5%
- REAMS Reading 49.6%
- RMS-CES Math 29.4%*
- RMS-CES Reading 53.6%
- RHS-IB Math 31.7%**
- RHS-IB Reading 38.7%**

* FAST Scores do not correlate

** 25 students opted out of MCA testing at RHS-IB in 2026
Exempting these students—> Math 41.7% Reading 45.1%



ESSA: Every Student Succeeds Act



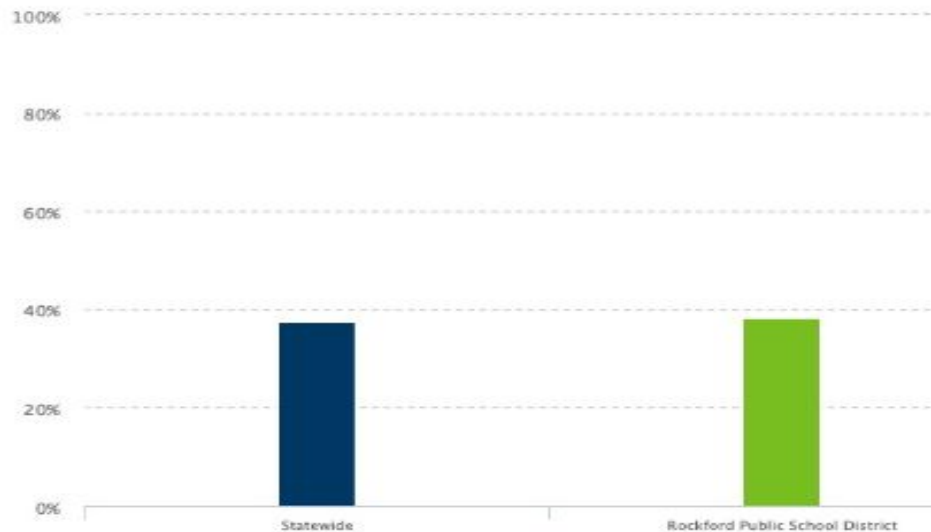
English language proficiency is the level of knowledge and skill with the English language required for academic success. Whenever a student increases their level of knowledge and skill, they are making progress toward English language proficiency. One key function of the Minnesota public school system is to help students make enough progress that they achieve English language proficiency within a reasonable period of time after entering Minnesota's public schools.

Progress Toward English Language Proficiency



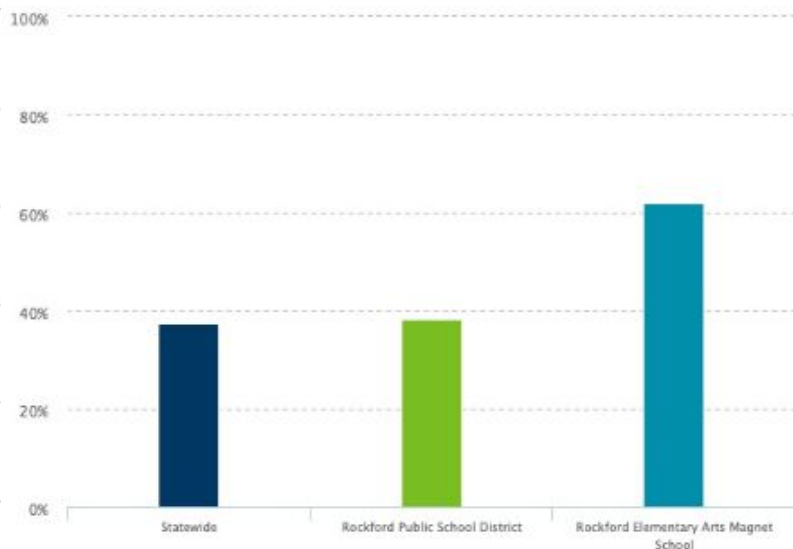
ESSA: Every Student Succeeds Act

Progress Toward English Language Proficiency (ELP)



	Statewide	Rockford Public School District
Average progress toward target	37.4%	38.4%
Total	84,542	117

Progress Toward English Language Proficiency (ELP)



	Statewide	Rockford Public School District	Rockford Elementary Arts Magnet School
Average progress toward target	37.4%	38.4%	62.0%
Total	84,542	117	51



ESSA: Every Student Succeeds Act



In a general sense, academic progress is an increase in students' learning. More specifically, for the purposes of ESSA accountability, academic progress refers to students increasing their learning relative to grade-level standards. This is measured using statewide tests in math and reading, and those subjects are used as a sample of students' progress overall.

Academic Progress



ESSA: Every Student Succeeds Act



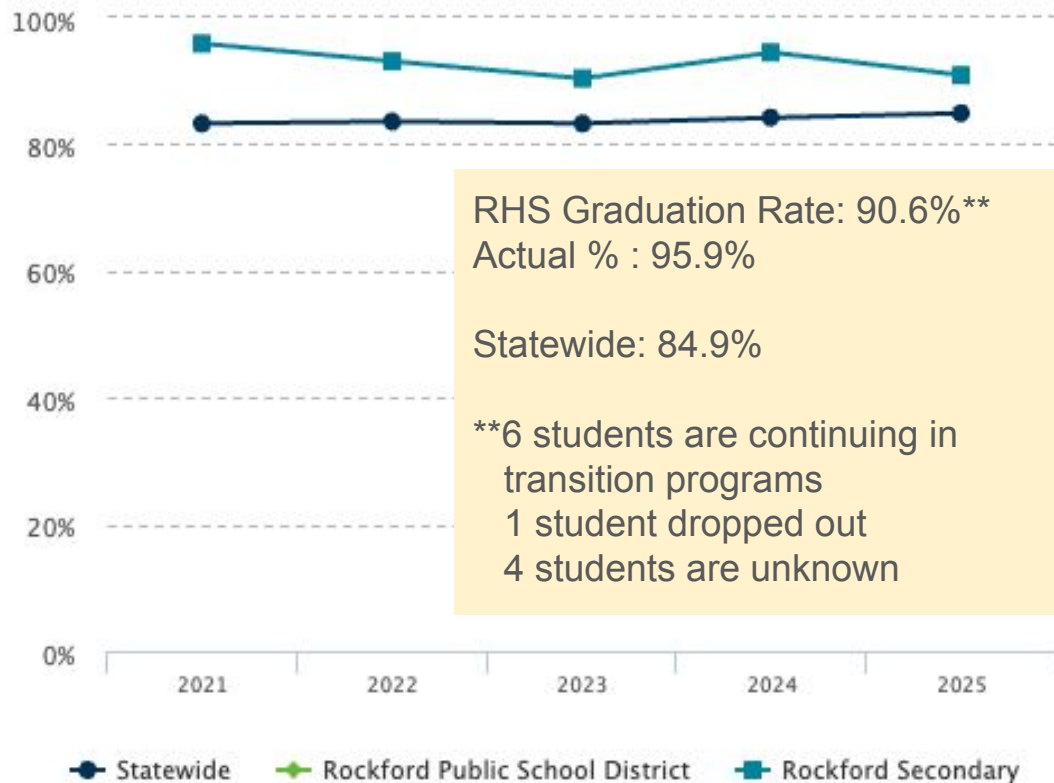
Graduation rates describe the percentage of students who graduate from a school. More specifically, graduation rates refer to all students in a given cohort who graduate within a specific period of time (for example, four years).

Graduation Rates



ESSA: Every Student Succeeds Act

North Star
Toward excellence and equity.





ESSA: Every Student Succeeds Act

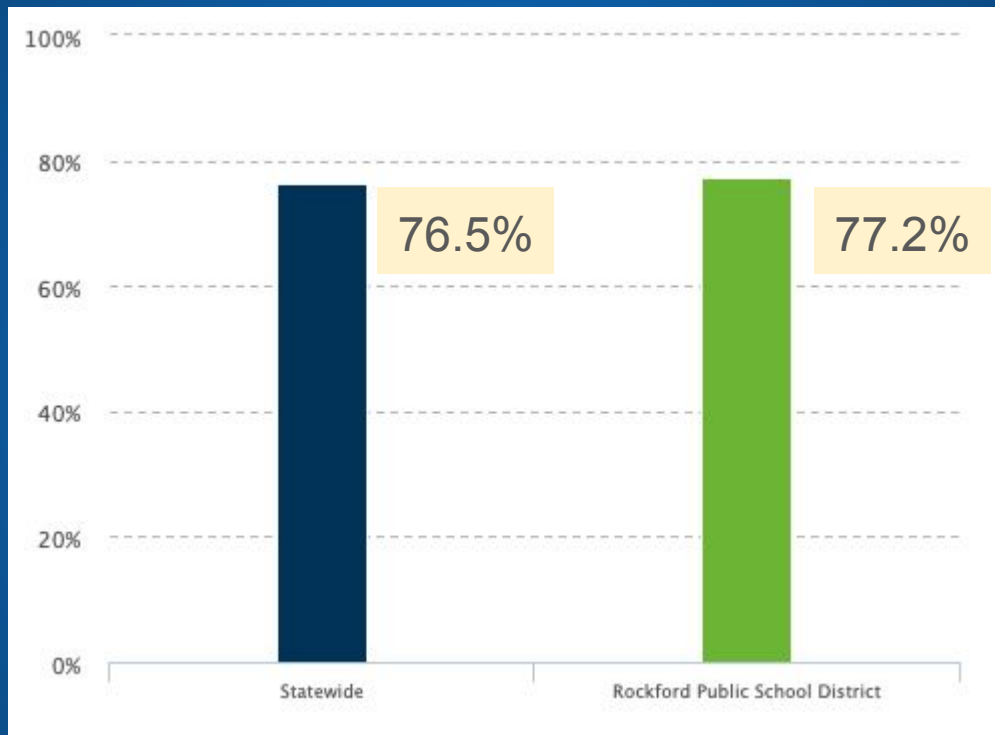


For the purposes of the Minnesota Department of Education (MDE), a student will be considered to be consistently attending school if they attend more than 90 percent of school days. Consistent attendance is the opposite of chronic absenteeism, which is defined as missing at least 10 percent of school days (the equivalent of missing one day out of every two traditional school weeks).

Consistent Attendance

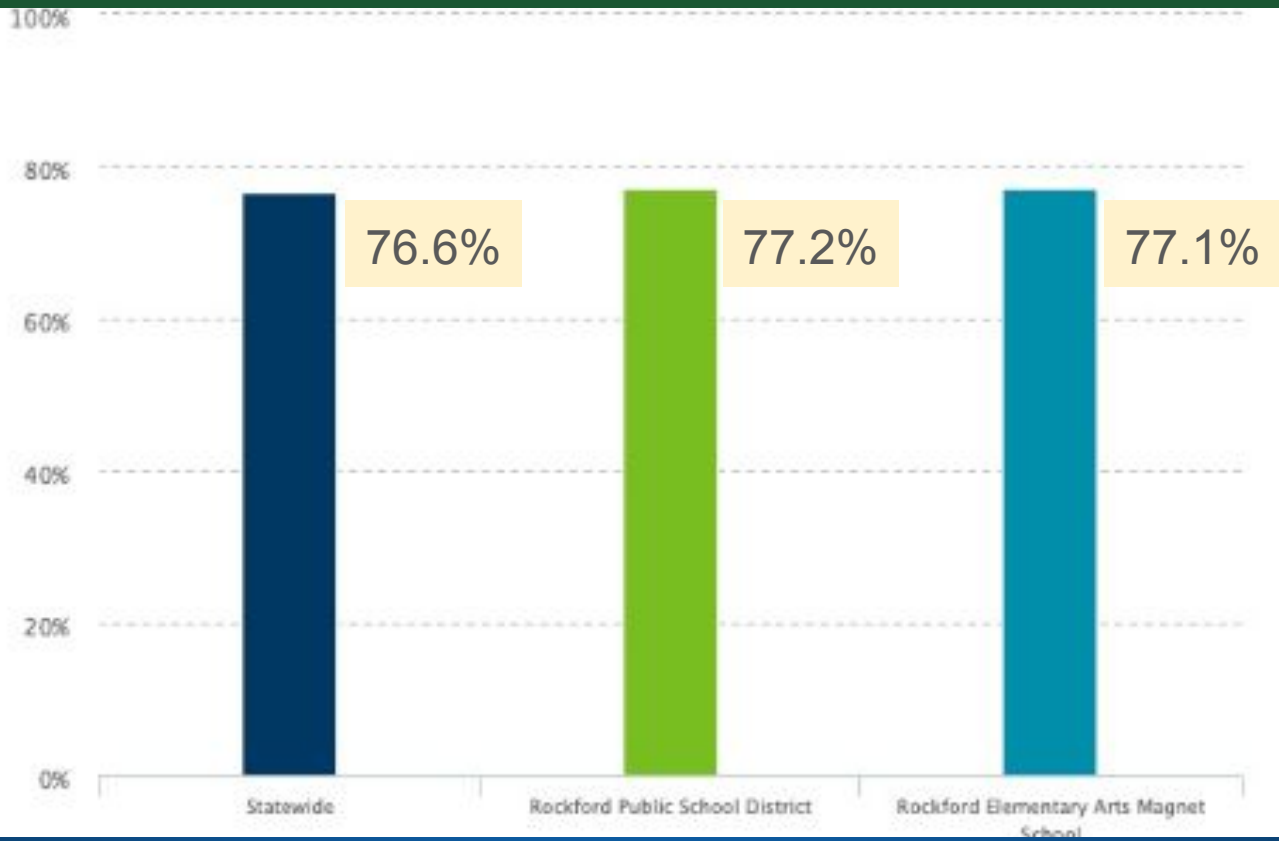


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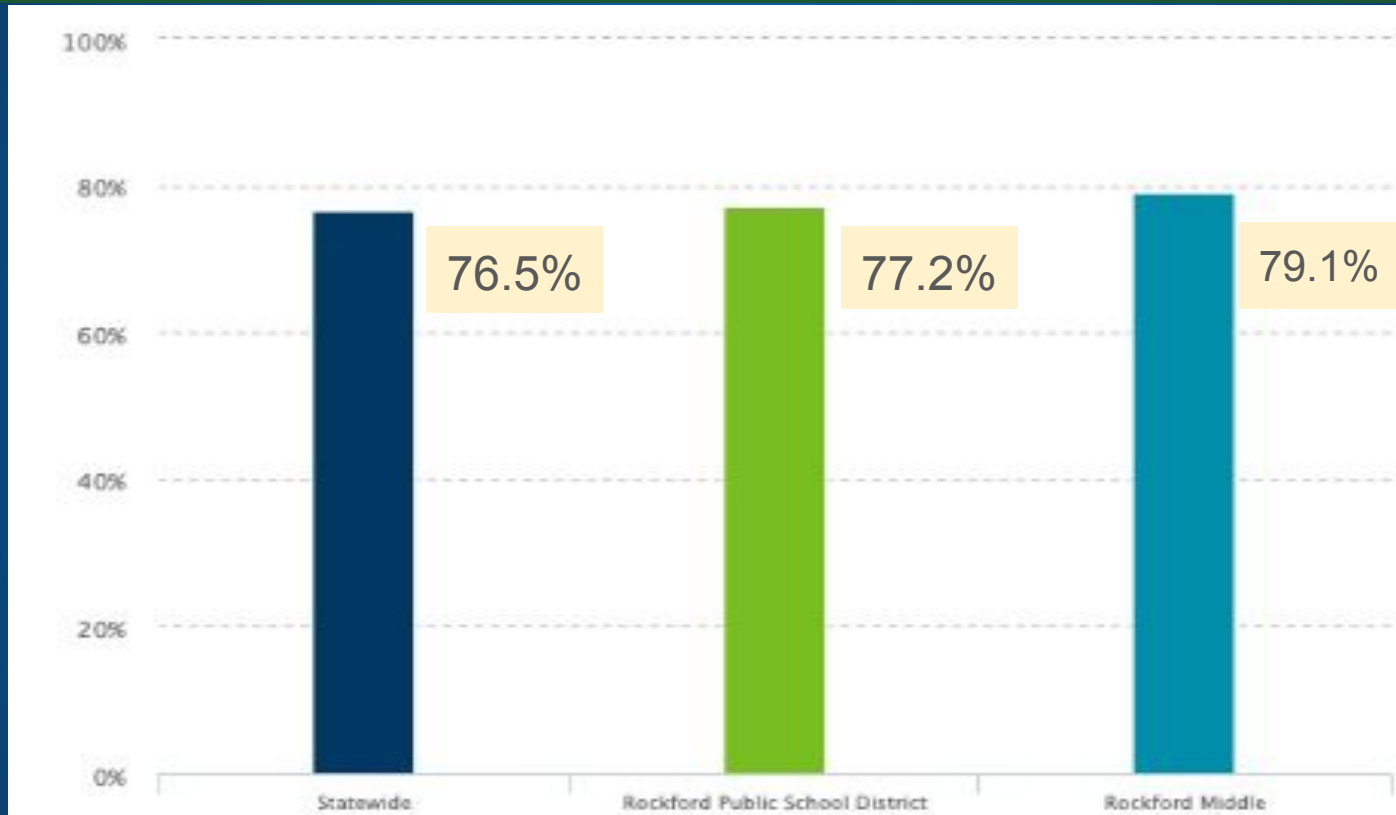


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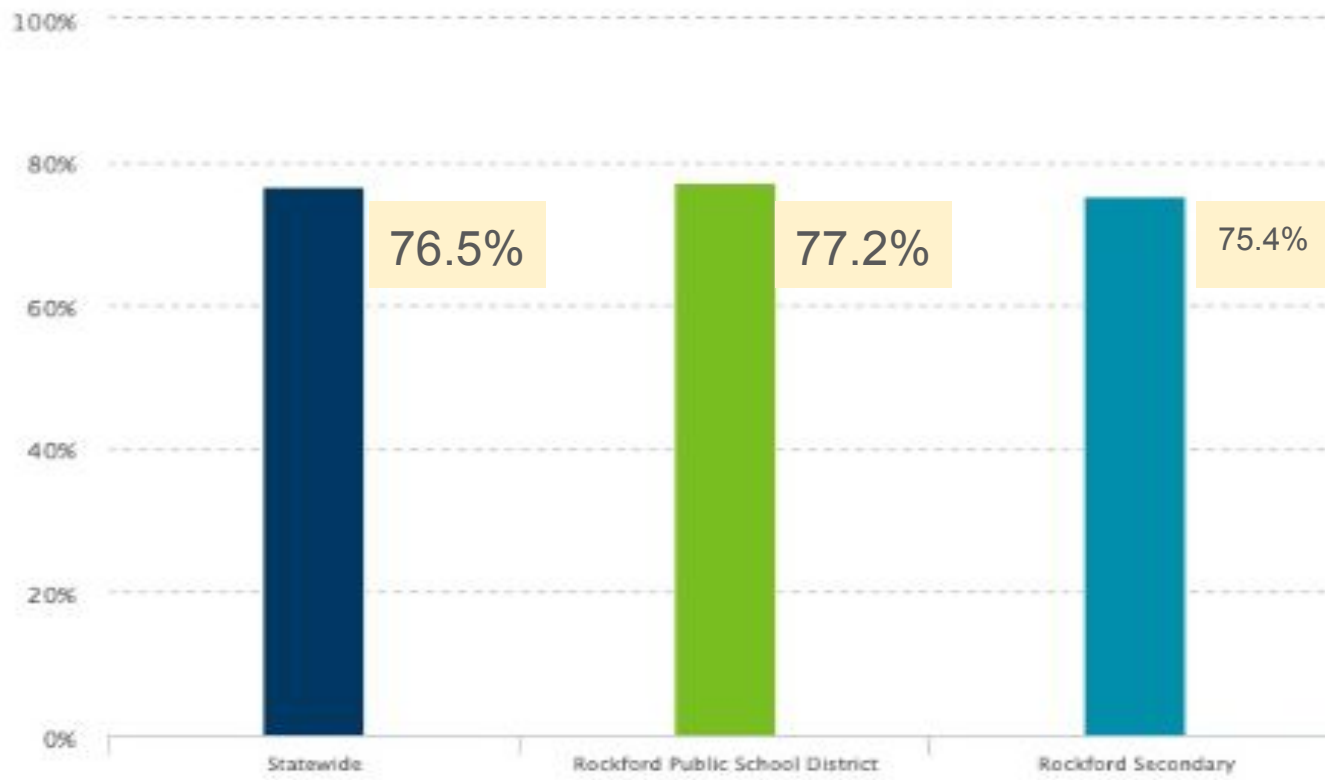


ESSA: Every Student Succeeds Act





ESSA: Every Student Succeeds Act





ESSA: Every Student Succeeds Act

always
more to the
story • • •





Tuition Savings to RAS Families - SY 2025-26

**66 Students took IB
Classes and there were
121 total CIS Course
 Completions**



Student count reflects courses taken-Duplicates included

\$592,000 in Savings!



**424 Potential Credits
Earned**



**Earn college credit
during high school**



A&I and Post-Secondary Success

Achievement & Integration Achievement Goals were the highest levels in 5 years

2025 RAS Graduates: ACT Composite Average: 22.4 as Compared to the Statewide Average of 20.6

2024 Data - 72% of Rockford Graduates who enroll in college earn at least one year of college credit within two years of enrollment versus 60% statewide



ESSA: Every Student Succeeds Act



- Instructional Cabinet
- BILT
- PLC
- Implementation of The Rockford Profile of a Graduate



INSTRUCTIONAL ROADMAP SY 26-27



STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

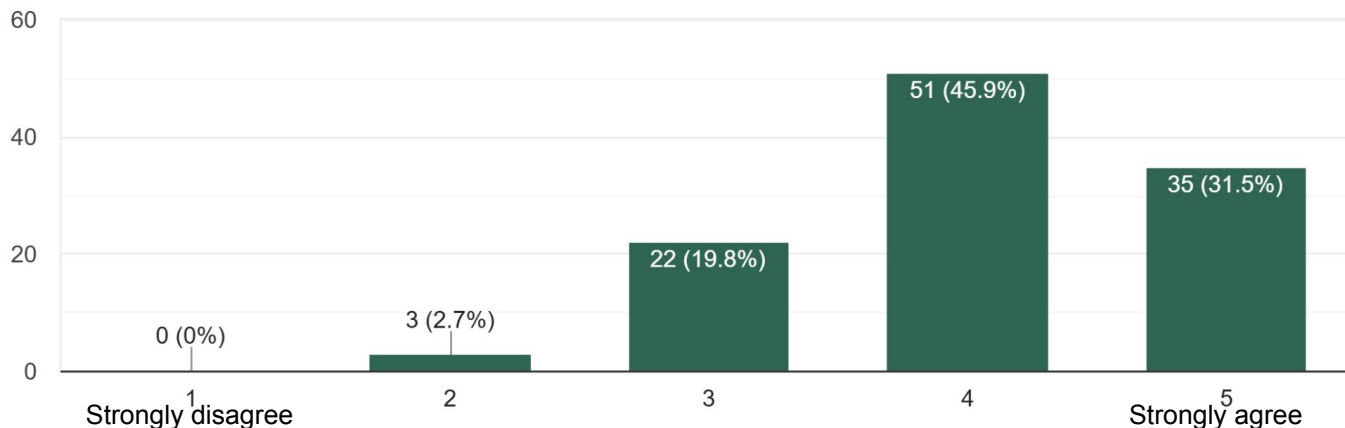
Provided by Building Instructional Leadership Teams (BILT)



PD Floating Day: Roadmap Intro

Roadmap Introduction: Rate the degree to which you agree with the following statement: this activity supported me in developing an understanding of our roadmap goals for this year.

111 responses



- **Positive reception and preparedness:** Participants generally found the introduction helpful and engaging, noting that previewing the material before workshop week fosters better focus, productivity, and readiness for the upcoming school year.



Roadmap Introduction: Agency Article

Nobody handed us a playbook and there was no step-by-step guide for "what to do when your entire family's transportation disappears overnight with five kids still depending on you."

We just had to figure it out.

Here's what hit me in the middle of all of it. This is real agency. Not a worksheet. Not a choice board. Not student voice in a focus group. The actual ability to look at a broken situation, hold competing demands at the same time, make decisions with incomplete information, keep moving forward, and not fall apart waiting for someone else to fix it.

AJ Juliani, ["The Week Both Our Cars Got Stolen \(And What it Taught me About Agency\)"](#)



Roadmap Introduction: Agency Definition

- **Students taking responsibility** for their own learning and actions. Students feeling they are a part of their own learning.
- In the classroom, I define agency as **a student's ownership of their learning**. It involves **engaging** in the learning process, building confidence in their abilities, making informed choices, setting goals, reflecting on their progress, and advocating for the support they need to be successful. Students with agency see themselves as **capable learners**, which may be the hardest part. They also see themselves as one who takes responsibility for their growth and understand that their effort, decisions, and persistence have a meaningful impact on their learning.
- To me, agency means that students move from a passive role in their learning to a more **active role**. This gives students ownership of what/how/when they are learning and more responsibility for their engagement in the learning itself.
- **Using your unique tools and skills** to make choices best suited for you to accomplish your/school directed educational goals.
- Agency is the ability of a student to **make choices about their learning**, either how they engage with material or how they represent their learning. It can lead to struggle or failure, but is **student-centered** and a much deeper cognitive lift for students.
- Taking ownership of their education. This includes setting own goals, monitoring progress, and reflecting on approach. There's a lot more **metacognition** involved.
- Being an **expert learner** who navigates any context and knows how to respond; someone with the skills to use their voice, be curious, ask questions, and figure out next steps even in challenging situations.



PD Floating Day: Teacher Voice

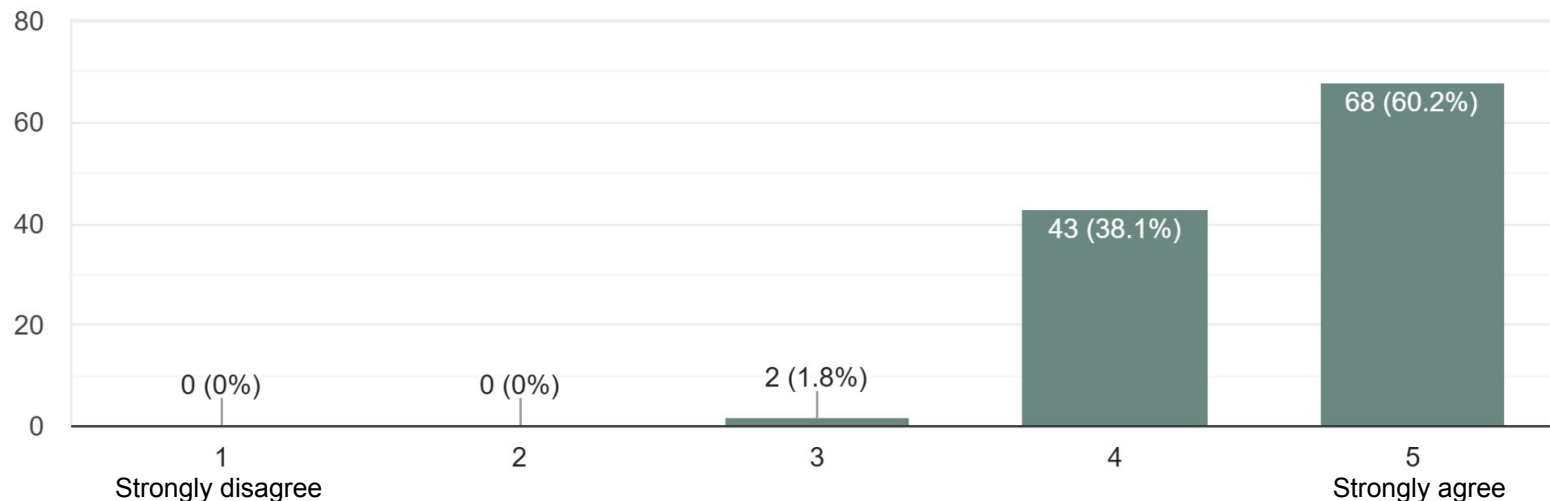
- Best floating day PD yet!
- Thanks for giving us time for useful beginning of the year tasks!
- It was very convenient to be able to complete the floating day at my own pace and at a location of choice!



PD Workshop Week

Rate the degree to which you agree with the following statement: Workshop week provided me with information I needed, time with my teams, and time to work on what I needed to work on.

113 responses





PD Workshop Week: Teacher Voice

- Thank you BILTs and BOLTs for a great workshop week!
- I thought the schedule was great! I liked the balance of having more of the structured meetings towards the morning, with self-directed work time in the afternoons.
- Thank you to everyone for their work in making this week worthwhile and a step off on the right foot for the new school year!

Core Subjects/Grade Level Classroom Teachers

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Instructional Alignment 2.42/4.00	Instruction is not horizontally or vertically aligned.	Instruction is minimally aligned. Common language is minimal within and between teams.	Instruction is adequately aligned. Common language appears in some instruction.	Instruction is fully aligned. Common language is consistently integrated in instruction. Teams occasionally review student achievement using student work samples.	Instruction is highly aligned. Common language is integrated in a way that strategically supports the learning process and builds on prior learning. Teams regularly review student achievement using student work samples to strengthen alignment.
Learner Agency 2.27/4.00	Learner agency is not referenced or integrated in the classroom or BLAST learning process.	Teachers integrate learner agency and engagement concepts minimally. There are few learning activities that incorporate learner agency.	Teachers and students understand learner agency adequately. There are a reasonable amount of learning activities that incorporate learner agency. Those activities adequately show the connection between agency, achievement, and engagement.	Teachers and students consistently reflect on learner agency. There are a substantial amount of learning activities that incorporate learner agency. Those activities substantially show the connection between agency, achievement, and engagement.	Teachers and students use a common language related to learner agency on an ongoing basis. Learner agency activities are central to the instructional design. This approach empowers students to continuously reflect so they can drive their learning as explorers.

Core Subjects/Grade Level Classroom Teachers

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Data-driven Student Support 2.42/4.00	There is no evidence that there is a systematic process for adjusting instruction or supporting students using data.	Teachers use data minimally to guide instruction and support students.	Teachers use data adequately to inform instructional decisions, determine instructional strategies, and offer some individualized student support.	Teachers use data consistently to create responsive instruction, implement varied instructional strategies, and robust individualized support.	Teachers have a consistent process and schedule for reviewing data. Data informs meaningful discussions about student engagement and achievement; that discussion informs responsive instruction. Data leads to action plans to support students who are not achieving and growing; those plans lead to intervention.



Instructional Alignment

- Ins/outs continue
- Common language
- Vision
- January: 5-12 sharing
- Spring: 4-5 sharing



Agency

- Teachers learning the terms
- Thinking about application
- Broadening the definition
 - Situational (classroom choices)
 - Instructional (learning choices)
- Students learning the terms



Data-driven Student Support

Student Achievement, Engagement Evidence

Testing • aMath ◦ • aReading ◦ • Other ◦	Class Progress/Grades
Concern Context ☐ Assessment Results	Concern Context ☐ Class Progress/Grades
Identify the Barrier ☐ Academic skills ☐ Behavior (engagement, effort, motivation)	Identify the Barrier ☐ Academic skills ☐ Attendance ☐ Behavior (engagement, effort, motivation)

Based on the achievement and engagement evidence, what is the SMART goal for this student?





Data-driven Student Support

Observation	Designated Intervention Copy from Observation to Intervention Doc	Progress Benchmark	Date	Level of Engagement	Baseline Data	Progress Monitor Date 1	Data	Progress Assessment
Assignment completion ▾	Intervention should align with target behavior or achievement level	Define quantitative benchmarks that will warrant progress levels		Disengaged: Withdrawing ▾				
▾			Start Date of Intervention	Choose overall level of engagement at the START of the intervention	0 = 0% Completion 1 = 25% 2 = 50% 3 = 75+%	9/21/2026		
▾				▾	▾		▾	▾
▾				▾	▾		▾	▾
▾				▾	▾		▾	▾
▾				▾	▾		▾	▾



Professional Development Day

October 14, 2026

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	All (Theater Room) ☐ ML Achievement (7:20-8:00) ☐ Agency (8:05-9:00) Classroom Teachers ☐ BLAST Vision & Planning (9:00-9:50) ☐ CKLA Alignment Rotations ☐ K-1 (10:00-10:30) ☐ 2-3 (10:00-10:30) ☐ 4 (10:00-10:30) ☐ Math Vision & Review (10:35-11:05) Interventionists ☐ Instructional Alignment (Goal Work) ☐ Individual student goal work Special Education ☐ Instructional Alignment ☐ FastBridge Progress Monitoring Specialists ☐ Phy Ed: DAPE Workshop ☐ All others: Mapping, Student Support, Engagement, Agency, Intervention	7:20-11:05am RMS Media Center Instruction & Discussion <i>Roadmap: Alignment, Agency, Data</i> ☐ Instructional Alignment (7:20-9:00) ☐ Agency (9:00-9:30) ☐ Virtual conferencing planning/prep (9:35-11:05)	7:20-11:05am RHS Media Center Instruction & Discussion <i>Roadmap: Alignment, Agency, Data</i> ☐ Learning Foundations Alignment (7:20-7:45) ☐ Agency (7:45-8:15) ☐ Learning Check (8:15-8:45) ☐ Instructional Alignment (8:45-10:05) 10:05-11:05am ☐ IB Site Eval Overview ☐ IB MYP Updates & Work ☐ DP IA Updates & Work ☐ WICOR & Ag ☐ Inclusion Policy & SpEd
11:05am 11:35am	Lunch		
11:35am 3:20pm	Classroom Teachers ☐ mySAEBRs ☐ Team Work Time: Math Vision & Review, BLAST Planning All others ☐ Continued work from morning focus Note: REAMS has a full PD day on 10/14 given the time sensitive tasks. As a result, 11/2 is a full day of self-directed work time for REAMS (along with conference day).	Self-directed Work Time	



Math Review REAMS

1. Team Input
 - a. Collected 2025-2026
2. September-October
 - a. Review new math standards (2022)
 - b. Consider vision for math instruction at REAMS
 - c. Review samples
 - d. Determine top 2-3 for in-depth review
3. November-December
 - a. Review first of top 2-3
4. January-February
 - a. Review second of top 2-3
5. March-April
 - a. Review third of top 2-3
6. April
 - a. School visits as appropriate with Math Review team (rep per grade)
 - b. Teachers rate options independently
 - c. Initial recommendation
7. May
 - a. Implementation plan for 27-28 shared
 - b. Determine training dates and schedule
8. June
 - a. Wrap up as needed
9. July
 - a. Order materials

Kindergarten	
+	-
•	•
Next Steps ☐ Not aligned to the vision for math instruction. Do not continue exploration. ☐ Moderately aligned to the vision for math instruction. It could end up in the top. ☐ Well aligned to the vision for math instruction. Explore more in depth. It is in the top 2 or 3.	

1st	
+	-
•	•
Next Steps ☐ Not aligned to the vision for math instruction. Do not continue exploration. ☐ Moderately aligned to the vision for math instruction. It could end up in the top. ☐ Well aligned to the vision for math instruction. Explore more in depth. It is in the top 2 or 3.	



Thank You.