Rockford Area Schools
Annual Comprehensive Achievement & Civic Readiness (CACR) Report











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

Rockford Area Schools
Comprehensive Achievement & Civic Readiness

Presented to the RAS Curriculum, Instruction and Assessment Committee on

November 18, 2025

MN Statute 120B.11

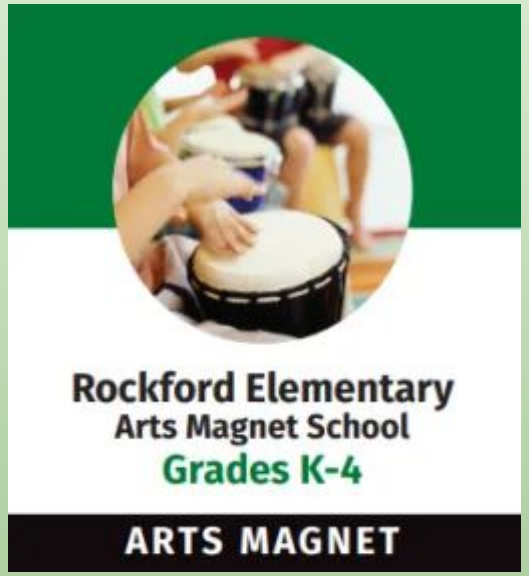
Review and advise on the District Plan for submission to the Rockford Area Schools Board of Education

Comprehensive Achievement & Civic Readiness (CACR)

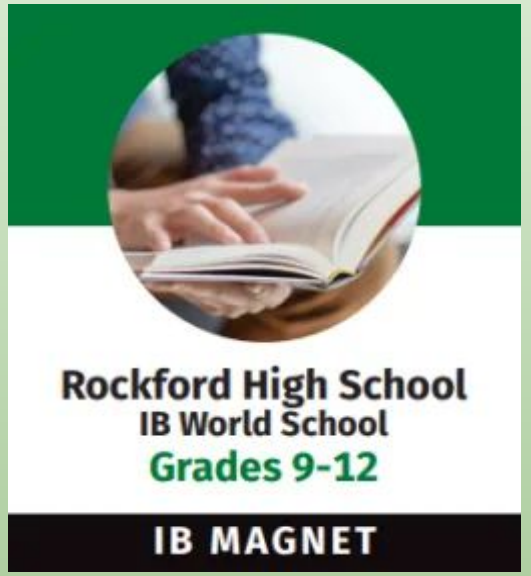
- Similar goals as the World's Best Workforce
    - All Children are ready for school
    - All racial & economic achievement gaps between students are closed
    - All students are ready for career & college
    - All students graduate from high school
    - Prepare students to be lifelong learners

Reporting Requirements

- District/School Goals
- Assessing and Evaluating Student Progress
- Gifted and Talented Programming
- Curriculum Review Process
- Teacher and Principal Evaluation
- Professional Development
- Leadership Teams
- Access to Excellent and Diverse Teachers
- Annual Budget
- Periodic Reporting







GOALS

SCHOOL SPECIFIC

Why?

- Measure the effectiveness of district curriculum in meeting MN academic standards
- To inform curriculum and instruction decisions based on student achievement results

How Used

- Instructional Planning
- Intervention, Progress Monitoring, Placement
- State and Federal Requirements
- Accountability

Assessing and Evaluating Student Progress

Gifted and Talented Programming

- ➔ Multi-Tiered System of Supports (MTSS) ADVANCED DIFFERENTIATION
  - ◆ Pull-Out Programming
  - ◆ Push-In Programming
  - ◆ Special Programs
  - ◆ Advanced Coursework



- ➔ School District Policies #513 & #550R:
  Student Promotion, Retention and Program Design, Acceleration and Early Entrance to Kindergarten

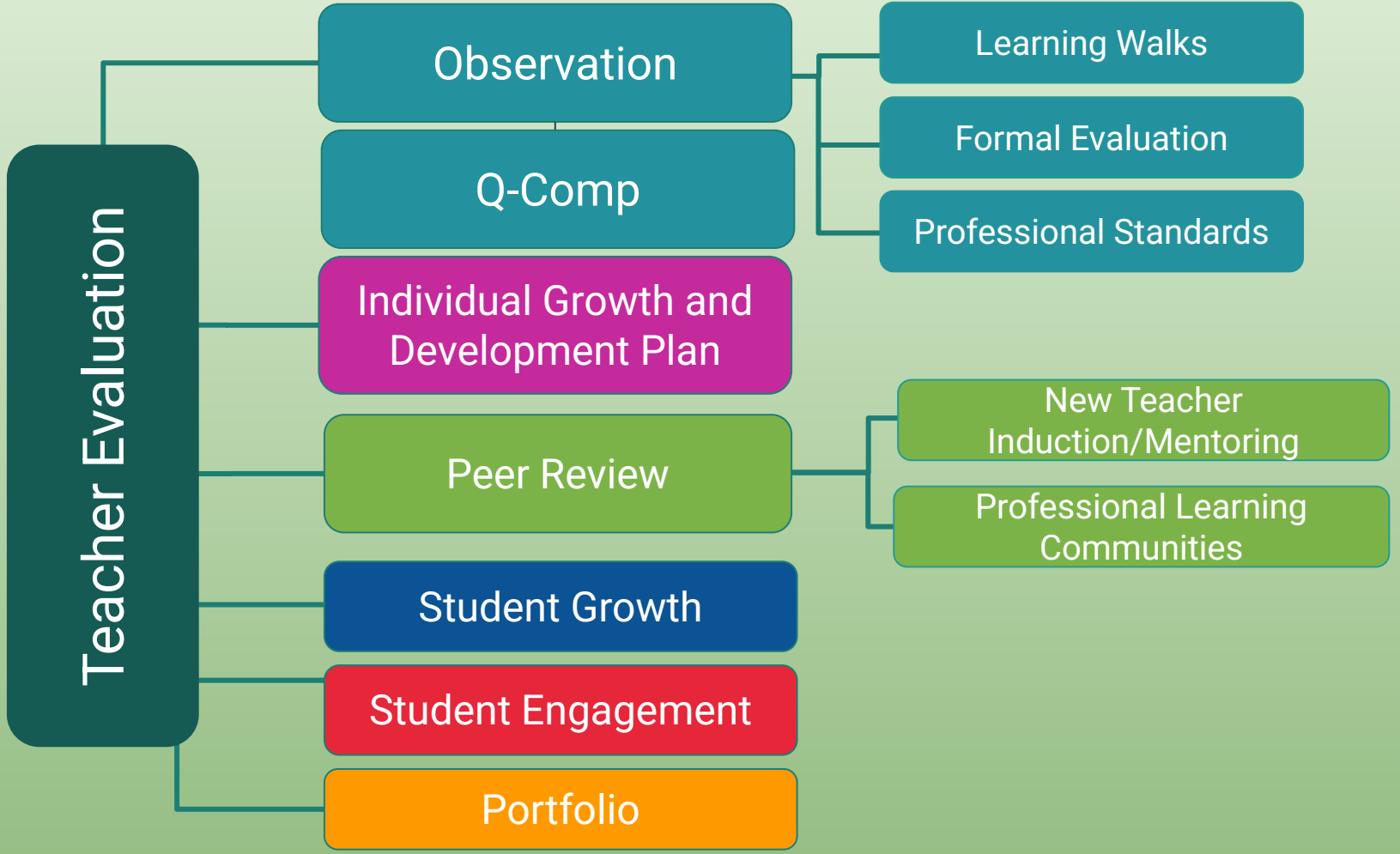
A guaranteed and viable curriculum that is aligned to state standards and implemented with best practice.



Curriculum Review Process

EVALUATION SYSTEMS
FOCUSED ON
GOALS AND GROWTH
TEACHERS & ADMINISTRATORS




Teacher Evaluation
Observation
Learning Walks
Formal Evaluation
Professional Standards
Q-Comp
Individual Growth and Development Plan
Peer Review
New Teacher Induction/Mentoring
Professional Learning Communities
Student Growth
Student Engagement
Portfolio

Principal Evaluation

Goal Setting	Mid-Year	Year-End Eval
•Strategic Leadership •Instructional Leadership •Managerial Leadership •Cultural Leadership •Communications Leadership •School Community Leadership •Ethical and Professional Leadership	Conference with Superintendent	Conference with Superintendent

Learning & Innovation

Curriculum, Instruction, Assessment, Technology

Curriculum Advisory Committee

Teacher Leadership

- Building Instructional Leadership Teams (BILT)
- A Team (Q-Comp)
- PLC Leads
- CIC's (Magnet)
- New Teacher Induction
- Mentor/Mentee Program
- Instructional Technology
- MTSS

Professional Development

District Curriculum, Instruction and Assessment Committee

- ✘ **Comprised of teachers, parents, support staff, students, school board reps, and community members**
- ✘ **Ensure active participation in planning and improving District instruction and curriculum**
  - Opportunity for community communication
  - Opportunity for input on programming, curriculum, assessment & implementation of standards



Teacher Leadership

- Building Instructional Leadership Teams (BILT)
- Core Team
- CIC's (Magnet)
- PLC Leads
- Teacher Mentors



Professional Learning is a Continuous Improvement Process



Refining the quality of classroom instruction

Enabling individuals to grow professionally

Introducing practitioners to research-based strategies

Assisting teachers in implementing new technology and teaching strategies aligned with academic standards

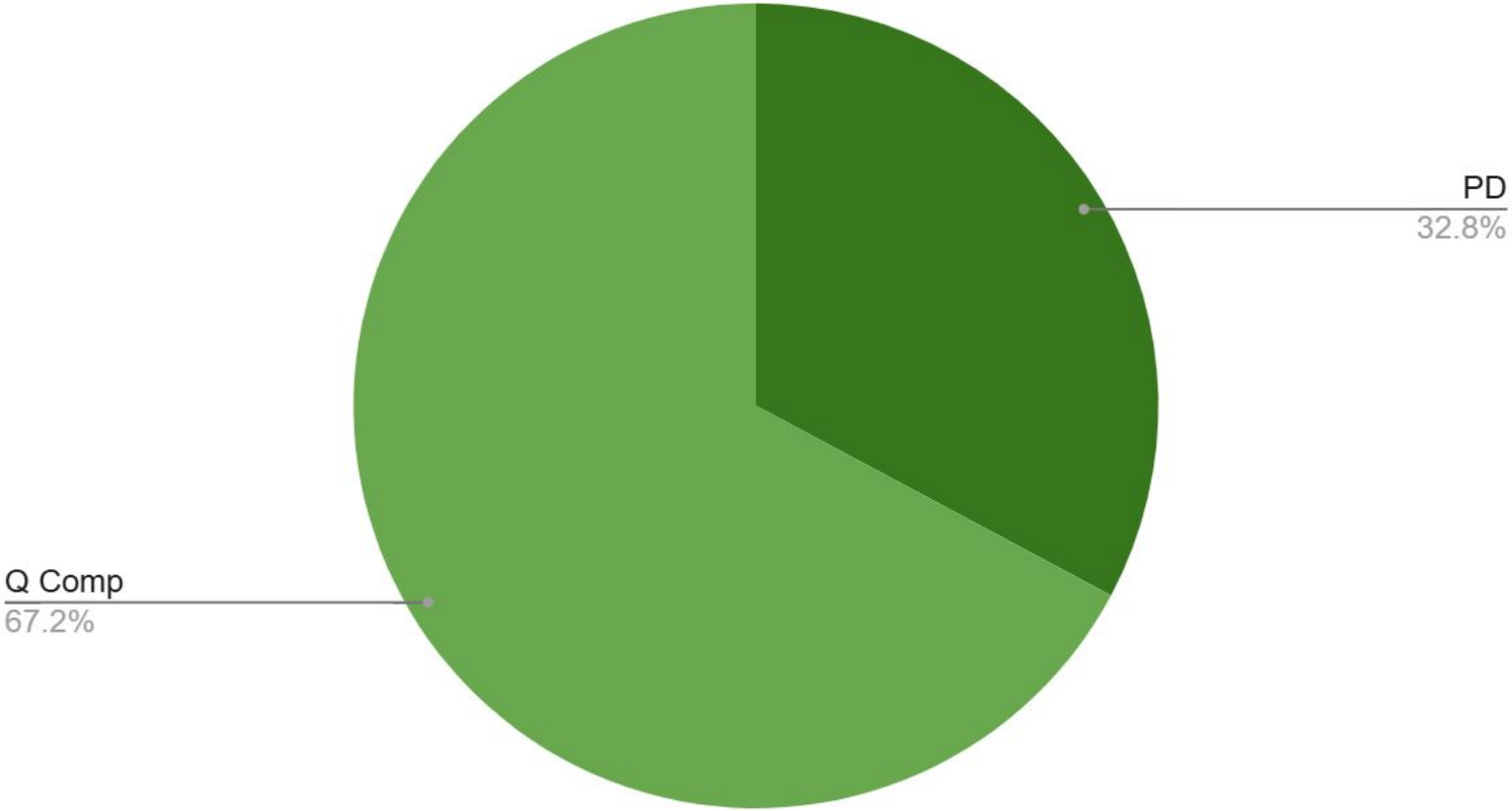
Ensuring Student Access to Excellent and Diverse Teachers

Every Student Succeeds Act (ESSA) Definitions:

- ✘ An **ineffective teacher** does not meet professional teaching standards as defined in local teacher evaluation (TDE) system.
- ✘ An **inexperienced teacher** is a licensed teacher who has taught for three or fewer years.
- ✘ An **out-of-field teacher** is a licensed teacher who is providing instruction in an area which he or she is not licensed.



Annual Professional Development



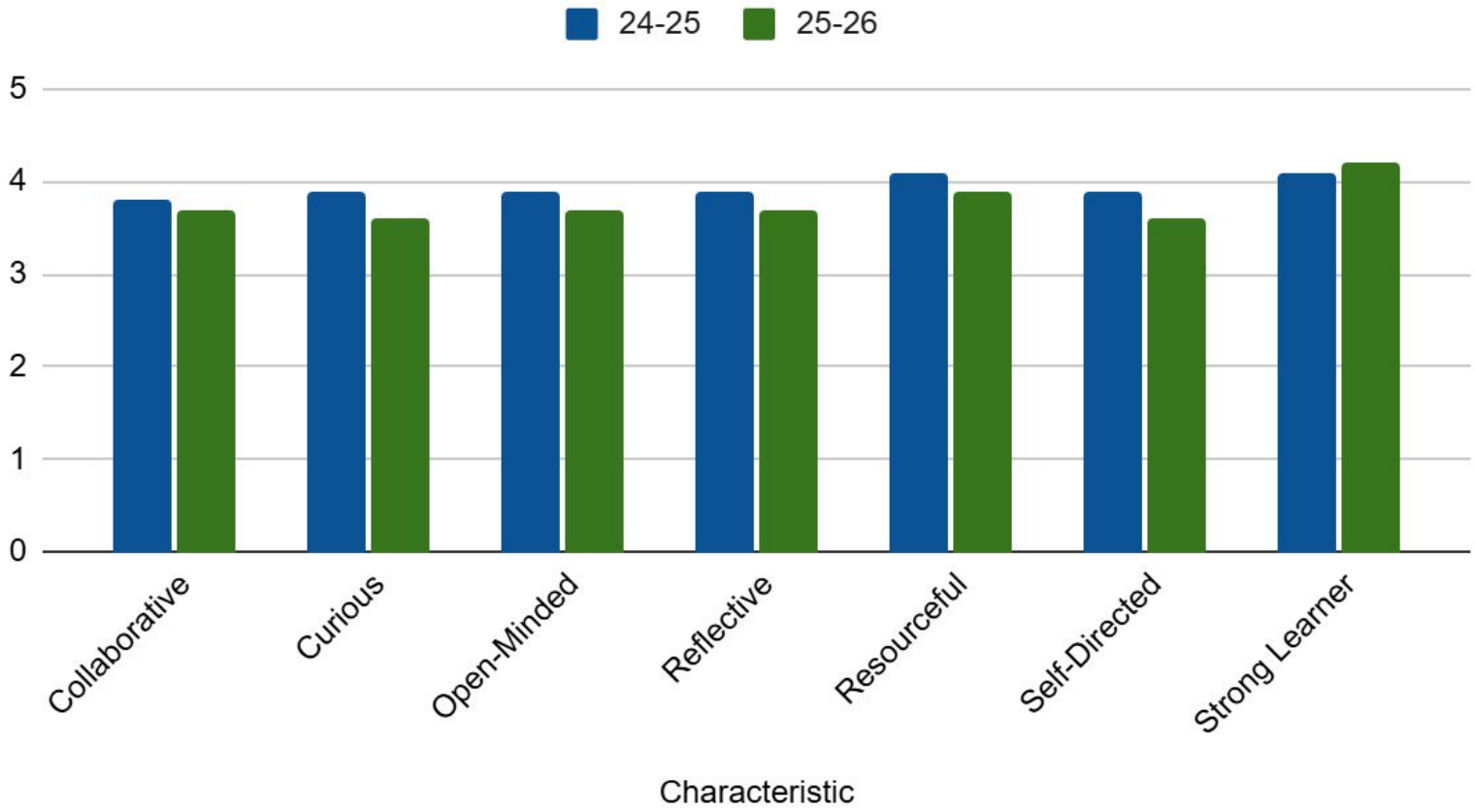
Other Odds and Ends

- ✔ **Annual Reporting** - School District Website
- ✔ **Periodic Reporting** - Community Survey
- ✔ **Performance Measures** - Data informed practices

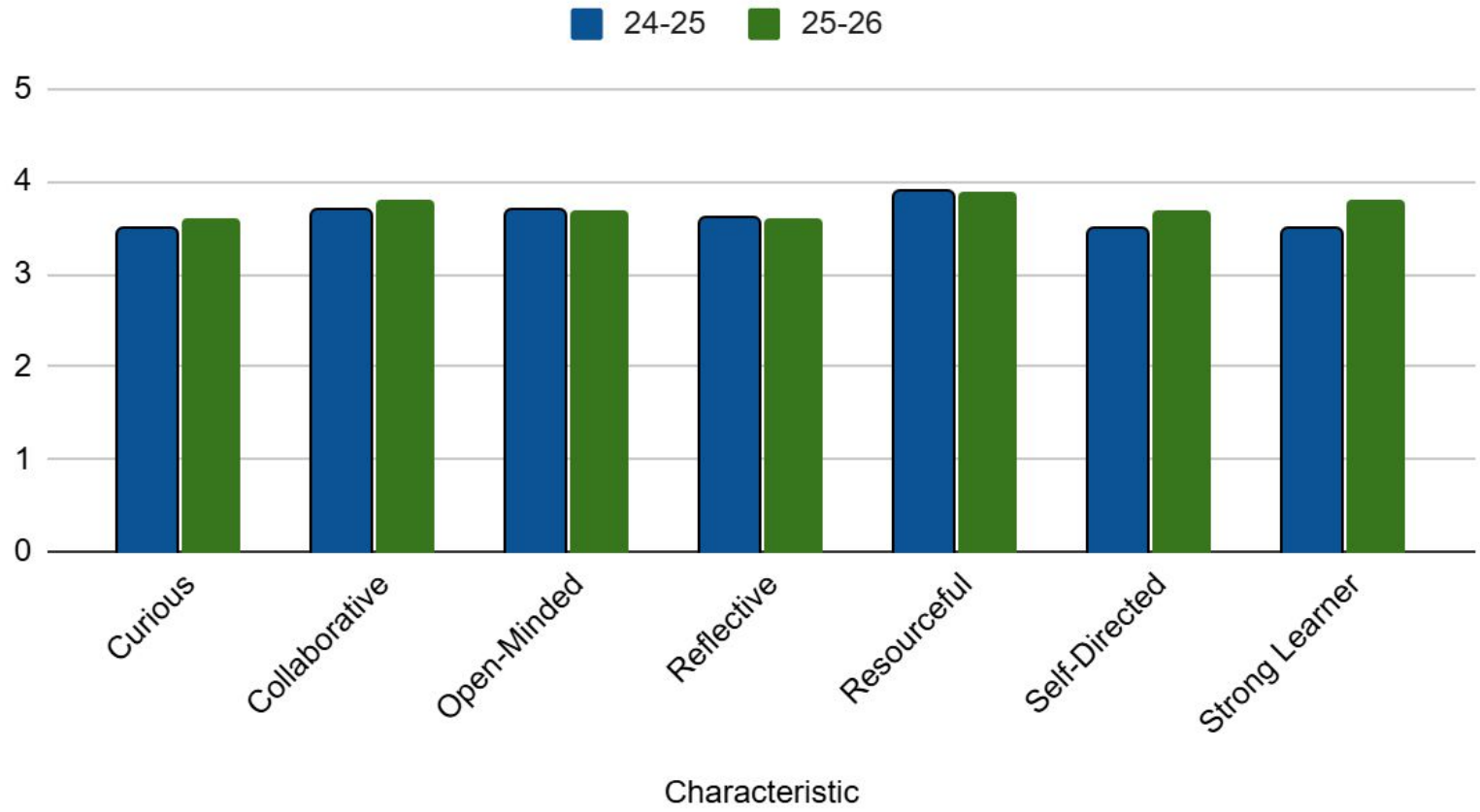


- SY 2025-26 Report
    - Review of SY 2025-26 Goals (met or not met)
    - Goals for SY 2026-27
- Monitor the SY 2026-27 Goals
    - Survey(s) for grades 4, 8, and 12 “lifelong learning” goal
    - Alignment with the Rockford Area Schools Profile of a Graduate
- Continue with our periodic community feedback survey

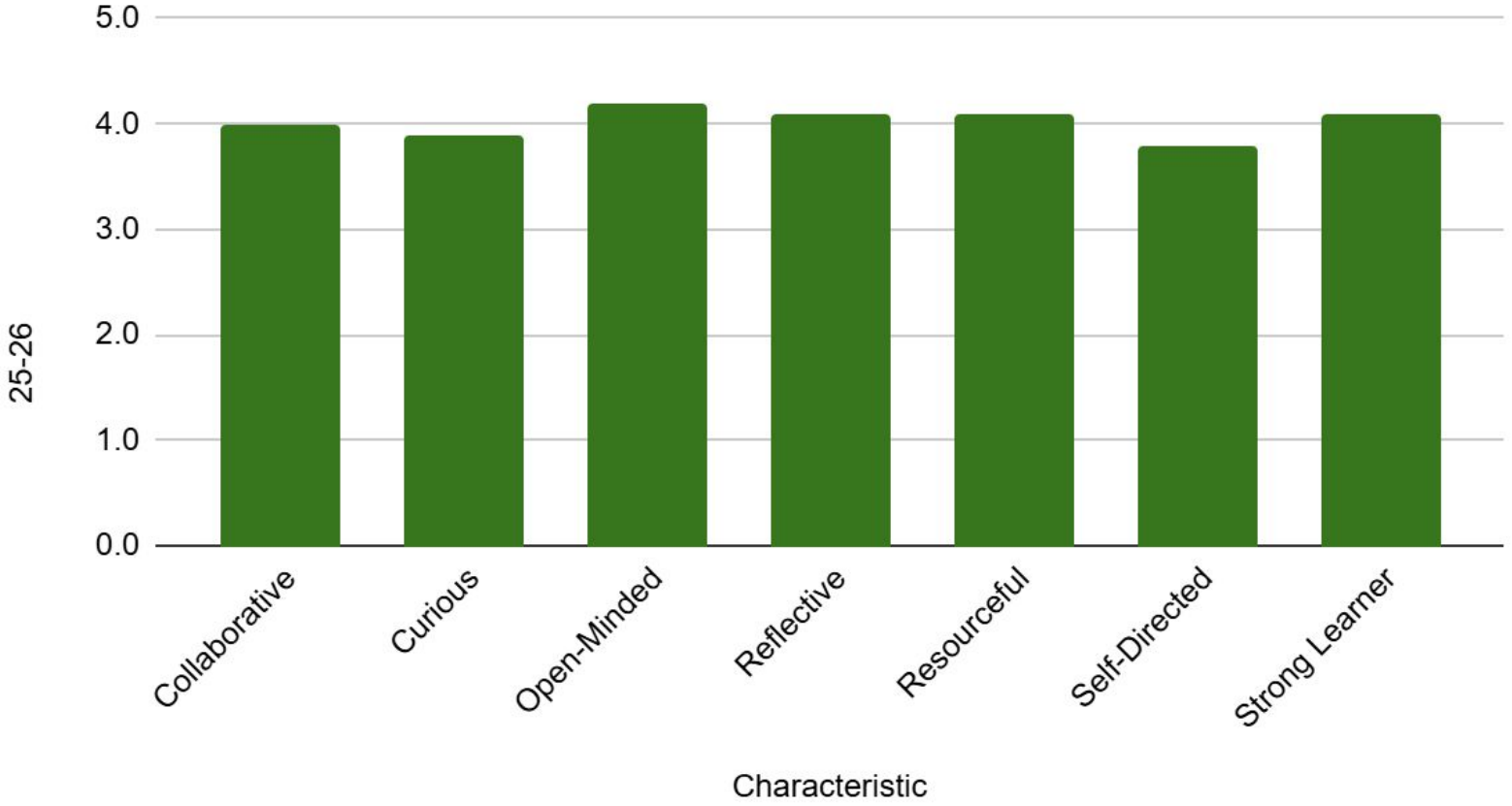
REAMS Lifelong Learning Data 24-25 and 25-26



RMS Lifelong Learning Data 24-25 and 25-26



RHS Lifelong Learning Data 25-26



Rockford Area Schools #883

Curriculum, Instruction and Assessment

MN Statute 120B.11 Comprehensive Achievement & Civic Readiness

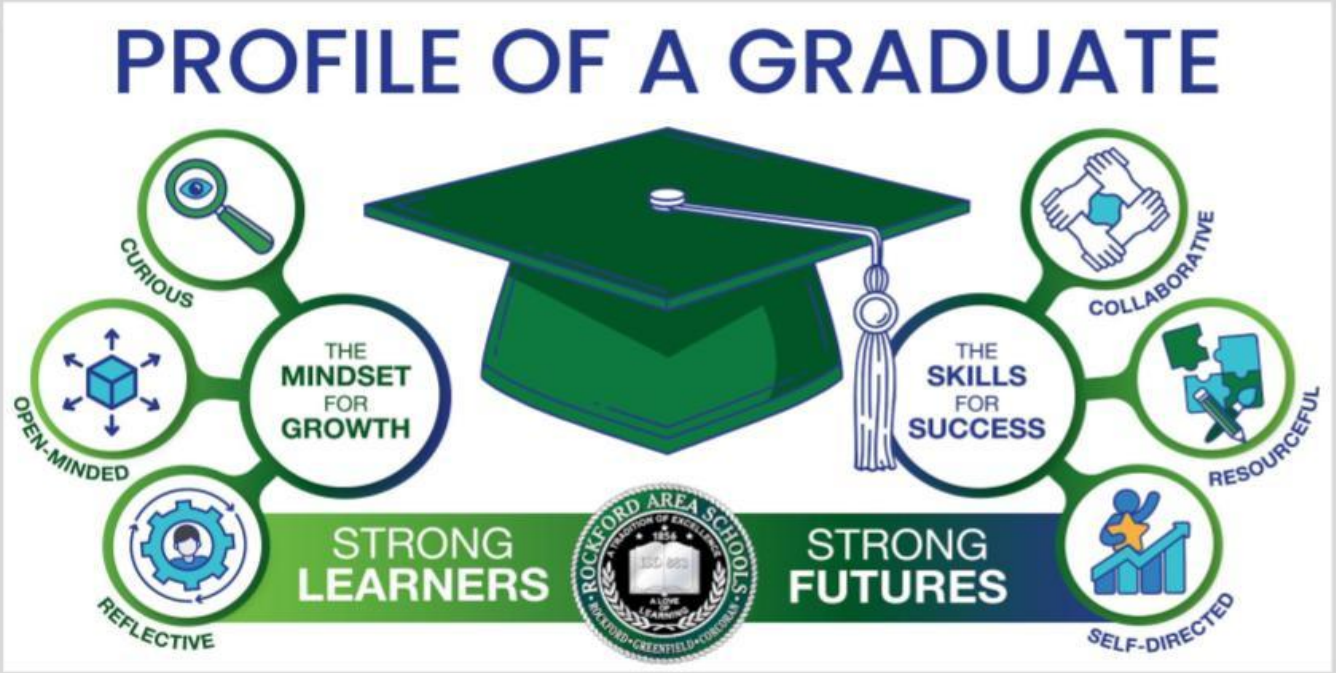
2026 2027

Profile of a Graduate





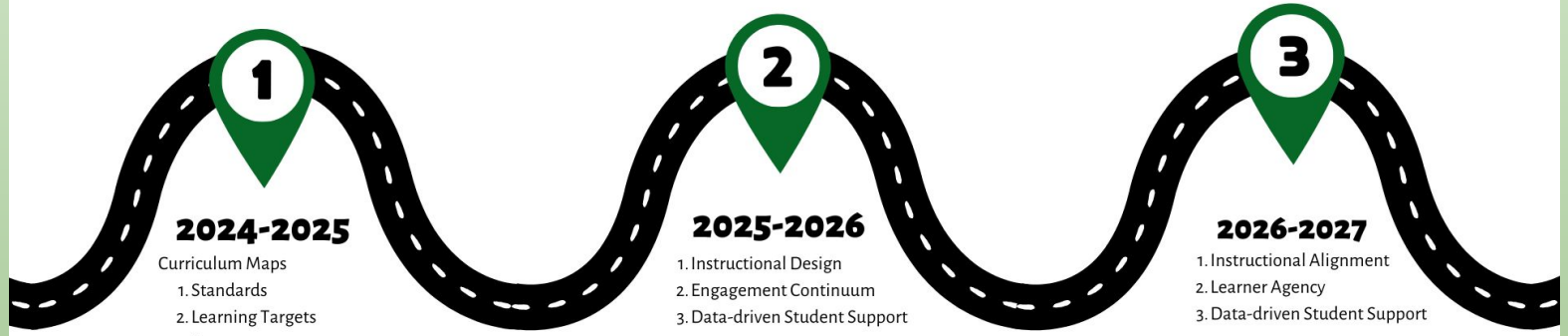
Profile of a Graduate



Profile of a Graduate

- Collaborative Skills
- Curiosity
- Open-Minded
- Reflective
- Resourceful
- Self-Directed
- Strong Learner

INSTRUCTIONAL ROADMAPS 24-27



2024-2025

Curriculum Maps

1. Standards
2. Learning Targets
3. Assessment

2025-2026

1. Instructional Design
2. Engagement Continuum
3. Data-driven Student Support

2026-2027

1. Instructional Alignment
2. Learner Agency
3. Data-driven Student Support

STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Building Instructional Leadership Teams (BILT), SIP

INSTRUCTIONAL ROADMAP SY 26-27



STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Provided by Building Instructional Leadership Teams (BILT)


THANK YOU