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

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 **(new)**

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

Rockford Elementary
Arts Magnet School
Grades K-4

ARTS MAGNET

Rockford Middle School
Center for Environmental Studies
Grades 5-8

STEM MAGNET

Rockford High School
IB World School
Grades 9-12

IB MAGNET

GOALS

SCHOOL SPECIFIC

- 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,
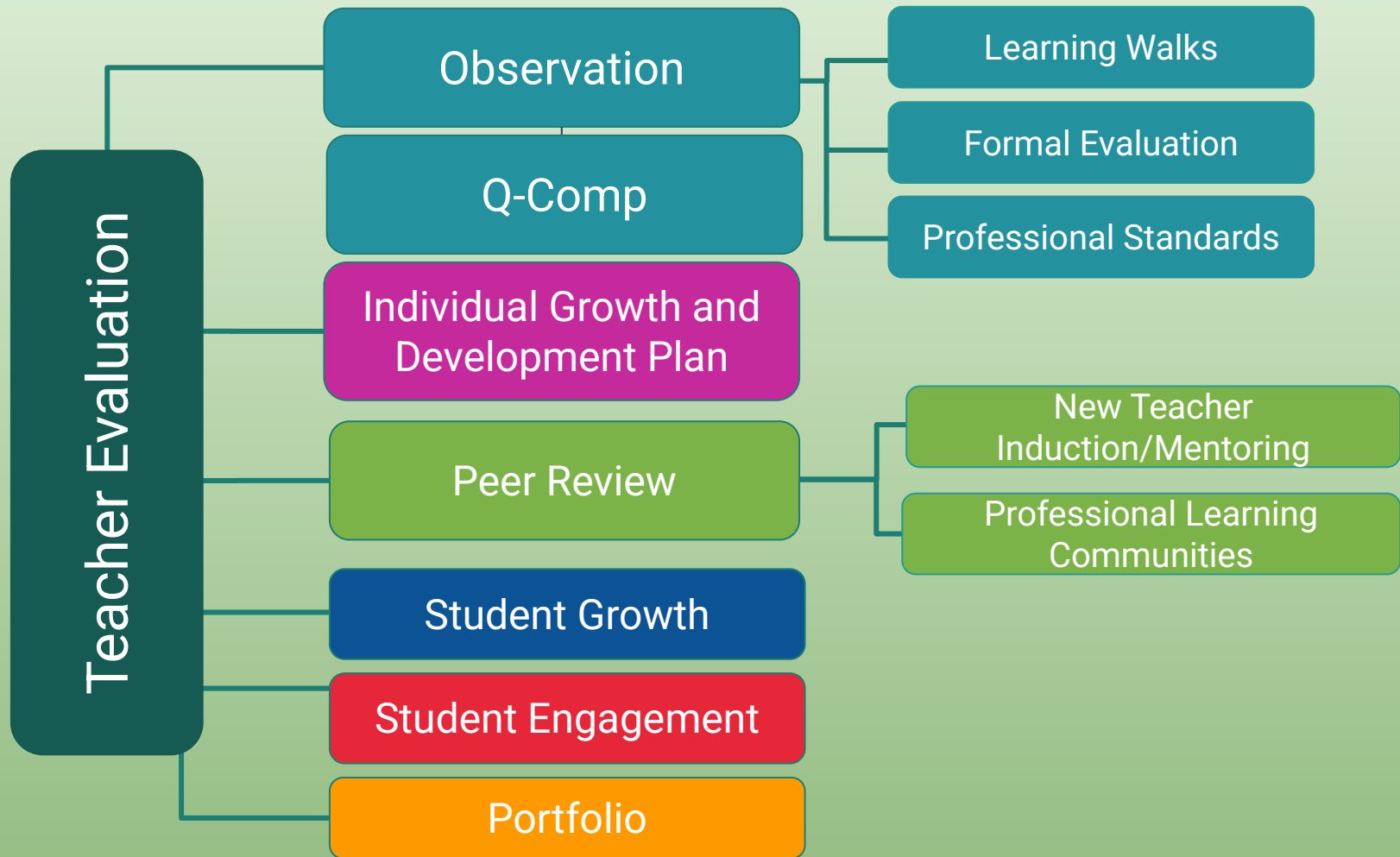Acceleration and Early Entrance to Kindergarten

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

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
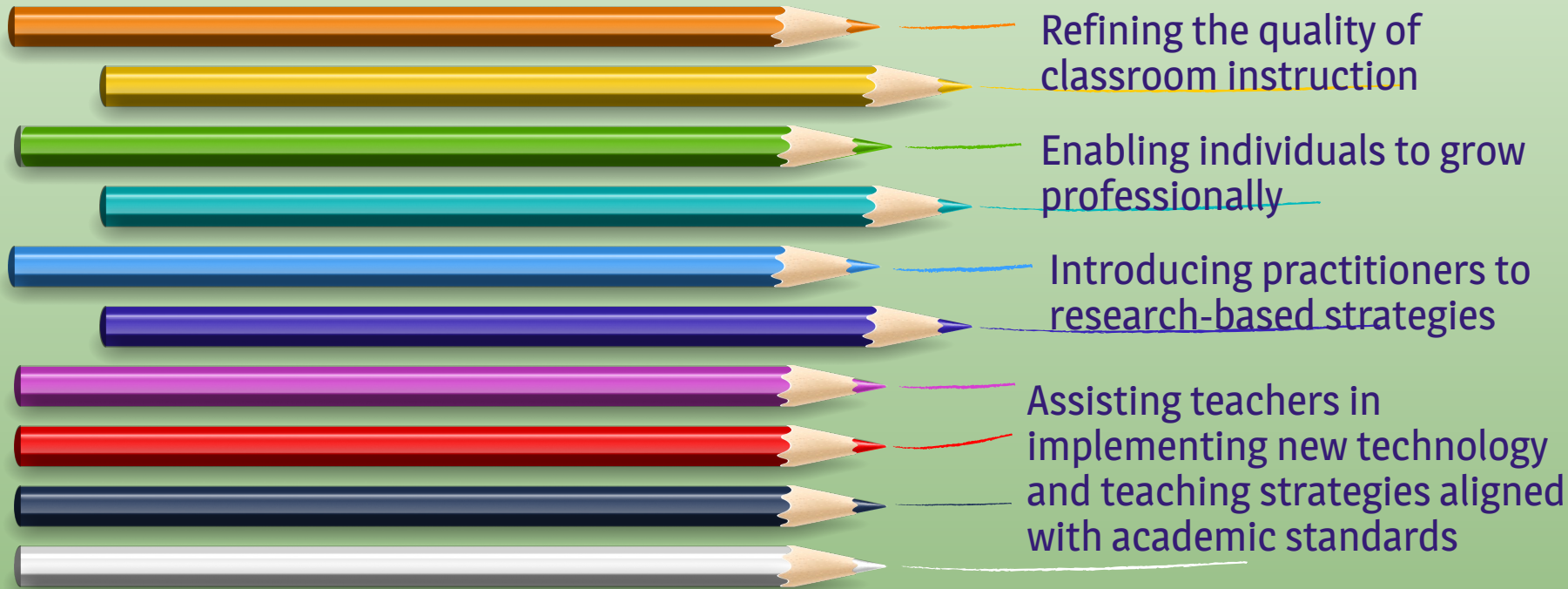
Teacher Leadership

★ 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 Budget

PD
30.7%

Q-Comp
69.3%
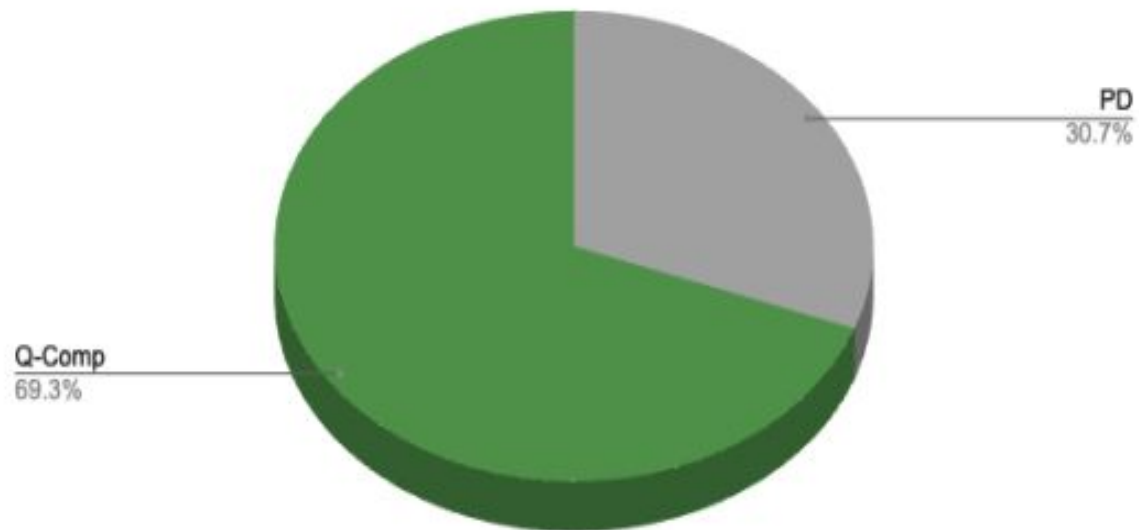
Other Odds and Ends

✔ **Annual Reporting** - School District Website

✔ **Periodic Reporting** - Community Survey

✔ **Performance Measures** - Data informed practices

- SY 2024-25 Report

  - Review of SY 2024-25 Goals (met or not met)
  - Goals for SY 2025-26

- Monitor the SY 2025-26 Goals

  - Survey(s) for grades 4, 8, and 12 "lifelong learning" goal - Administered in Spring 2025

- Continue with our periodic community feedback survey (every two years - baseline data 2024)

Rockford Area Schools #883

Curriculum, Instruction and Assessment

MN Statute 120B.11 Comprehensive Achievement & Civic Readiness

	2025	2026	

RAS CA&CR Report SY 2025-26

Profile of a Graduate

Profile of a Graduate

- Collaborative Skills
- Curiosity
- Open-Minded
- Reflective
- Resourceful
- Self-Directed
- Independent Thinker