Rockford Area Schools #883

Curriculum, Instruction and Assessment

MN Statute 120B.11 Comprehensive Achievement & Civic Readiness

2026 2027

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Supporting Teaching and Learning

MN Statute 120B.11: Comprehensive Achievement & Civic Readiness

Subd. 1. Performance Measures

Rockford Area Schools will use national, state and local assessment results to determine school site progress in the following ways:

(1) the size of the academic achievement gap by identified student groups

(2) student performance on the Minnesota All Accountability Assessments and local assessments

(3) Rockford High School graduation rates; and

(4) ACT Assessments, SLEDS and/or other career and college readiness assessment results available to us

Subd. 2. Adopting Plans and Budgets

Student Achievement Plans

A variety of supports are in place to assist staff in designing curriculum, instruction, intervention and extension to meet the academic and social-emotional learning needs of our students. Through our District Multi-Tiered System of Support (MTSS), ADSIS intervention work, Title 1, Student Advisory, Gifted & Talented Programming, Teacher Evaluation, Principal Evaluation and the development of continuous School Improvement Plans, our students academic and social-emotional needs are the core of our work.

District and site-level goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement based on the Comprehensive Achievement & Civic Readiness plan.

- All children are ready for school.
- All achievement gaps between student groups are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare students to be lifelong learners

1. Each school will assess and evaluate each student's progress toward meeting academic standards.
2. The district has a process for identifying students who need more academic or social-emotional tiered support of remediation or extension including acceleration and early-admission procedures.
3. District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world's best workforce.
4. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes. Processes for ensuring quality include ensuring equitable student access to effective teachers, principal evaluation and teacher evaluation.
5. District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement for all student groups including our English learners and our students identified as having Indigenous ancestry.
6. The district has a process for maintaining an equitable distribution of teachers and strategies to ensure low-income and minority children have equal access to effective, experienced and in-field experience.
7. District teaching practice will integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that supports teacher quality, performance and effectiveness.
8. In consultation with the Superintendent, the School Board will adopt an annual budget for the implementation of the district plan.

Subd. 3. District Advisory Committee

The Rockford Area Schools Curriculum, Instruction and Assessment Committee composed of teachers, parents, support staff, students, and other community residents is established to ensure active community participation in all phases of planning and improving district instruction and curriculum. This committee shall recommend to the school board rigorous academic standards, student achievement goals, district assessments, processes for improving student access to effective and diverse teachers and other program evaluations.

Subd. 4. Site Teams

School site teams are in place to develop and implement strategies and practices to improve instruction, curriculum including cultural awareness and cross-cultural communication and student achievement. Site teams include Building Leadership Teams, New Teacher Induction/Mentorship, Instructional Coaching teams and curriculum content specialist teams.

Subd. 5. Report

A report will be published on the Rockford Area Schools website that outlines the strategic plan for developing our Comprehensive Achievement & Civic Readiness plan. The school board will hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction and cultural competency, and effort to equitable distribute diverse, effective, experienced and in-field teachers, and to review district success in meeting the goals of the prior year's Comprehensive Achievement & Civic Readiness plan. The School Board, enlisting the Superintendent as its chosen designee, will submit an electronic summary of the report to the commissioner.

Subd. 7. Periodic Report

Rockford Area Schools will periodically survey the community in regard to their connection and satisfaction with school. If required, the results of this survey will be included in the summary report submitted to the commissioner.

The following pages outline the District Strategic Plan to meet the requirements of MN Statute 120.11, Subd.1a.-9

District and School Goals - School Year 2026-2027

District and site-level goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

All students will be ready for School.
Our 4 and 5 year-olds, enrolled in the Launching Pad preschool program, will meet or exceed the program's five-year average on the literacy proficiency benchmark as measured by the Teaching Strategies Gold Assessment.
(2024-25 five-year average = 91.4%)

All racial and economic achievement gaps between students are closed.
Reduce the achievement gap for students in identified subgroups as measured by the Minnesota All Accountability Assessments.

Reading:
The performance of REAMS Grades 3 & 4 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's three-year average.
(2025-26 three-year average = 31.26%)

The performance of Rockford Middle School for Environmental Studies (RMS) Grades 5-8 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's three-year average.
(2025-26 three-year average = 35.26%)

The performance of Rockford High School IB World School (RHS) Grade 10 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's three-year average.
(2025-26 three-year average = 25.19%)

All students are ready for career and college.
The percentage of RHS graduates who have acquired college credit, college articulation credit, and/or industry certification prior to graduation will meet or exceed the school's three-year average.
(2025-26 three-year average = 55.29%)

All students graduate from high school.
The graduation rate at RHS will meet or exceed the school's three-year average.
(2025-26 three-year average = 92.67%)

Students are prepared to be lifelong learners.
Students at REAMS, RMS-CES, and RHS Ib World School will be surveyed at the conclusion of grades 4, 8, and 12. The intent of the surveys will be to identify progress on key characteristics associated with lifelong learners. These characteristics were selected based on feedback from the RAS Curriculum, Instruction, & Assessment (CI&A) Committee and all members of the REAMS, RMS-CES, and RHS Ib World School Building Instructional Leadership Teams (BILT). The characteristics selected are Collaborative, Curious, Open Minded, Reflective, Resourceful, Self-Directed, and the ability to think for oneself. Baseline data will be collected in the spring of 2025 and used for future CA & CR goal setting.

District and School Goals - School Year 2025-2026 - Goals, Findings & Impact

Rockford Area Schools - 2025-2026 CA & CR Goals, Findings, & Impact
Early Childhood - Area 1
Academic Goal: Reading – Aligns to the District Goal of *Kindergarten Readiness*
Our 4 and 5 year-olds, enrolled in the Launching Pad preschool program, will meet or exceed the program's five-year average on the literacy proficiency benchmark as measured by the Teaching Strategies Gold Assessment. (2024-25 five-year average = 92.80%)
Findings: In the spring of 2026, 90% of our 4 and 5 year-olds, enrolled in the Launching Pad preschool program, met or exceeded the program's five-year average on the literacy proficiency benchmark as measured by the Teaching Strategies Gold Assessment. **Goal Not Met.**
Impact on Student Learning: These results demonstrate that a significant number of students were successful as it pertains to our literacy benchmark assessment. The instruction provided by our educators was clearly effective. Being able to better identify the specific components of the instruction should aid in even stronger learner outcomes. It is worth mentioning that the scores on this assessment have been very high for the last several years, making this goal a challenging one to meet in SY2026.
Impact on Teacher Practice: Current data indicates sound instructional practices in the areas of literacy. With the changing landscape of literacy instruction, additional professional learning will be in place to support instruction and teacher collaboration. Overall, the data is promising and toward the upper echelon of the goal setting spectrum. Exceeding current benchmarks will be challenging and we may look to additional or different goals in the future. While we are inspired by the results, increasing our instructional pedagogy remains a continuous work in progress. Part of this work includes early childhood LETRS training, which is a data driven instructional methodology, aligned to the READ Act and the Science of Reading, OLA (CORE) training, and our continued use of Orton-Gillingham instructional strategies. In addition, Rockford Area School began the implementation of our new literacy curriculum, Amplify CLKA in the fall of 2025.

District and School Goals - School Year 2025-2026 - Goals, Findings & Impact

Rockford Area Schools - 2025-2026 CA & CR Goals, Findings, & Impact
All Racial and Economic Achievement Gaps Between Students Are Closed - Area 2
Academic Goal: Reading – Aligns to the District Goal of *closing achievement gaps between student populations.*
Goal: The performance of REAMS Grades 3 & 4 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's three-year average. (2024-25 three-year average = 27.6%)
Findings: In the spring of 2026, 36.84% of our Rockford Elementary Arts Magnet School (REAMS) Grade 3 & 4 students identified as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading met or exceeded the five-year District average of 27.6%. **Goal Met.**
Impact on Student Learning: These results demonstrate that we are making positive strides in the area of early primary literacy. In addition, the data positively reflects the work being done via our intervention teams and family outreach/partnerships.
Impact on Teacher Practice: Continuing our engagement in high-leverage literacy professional development will further elevate our instructional practices for all students. In addition, our work in the areas of Multi-Tiered Systems of Support (MTSS) will be designed to assist and intervene with students who are in need of academic acceleration. Aligning our work, systemwide continues to reflect a focus on all learners as Rockford Area Schools has developed a stronger data driven instructional methodology to better assist our teachers in early identification of growth opportunities as it pertains to struggling readers. FAST will also continue to be utilized as well as engagement data as a means to identify students who are most in need of interventions and to assist these students on a more frequent basis. In addition, consistent staffing in the ADSIS realm, our partnership with IXL to provide increased access to standards based assessment practice, and our newest work related to student agency will continue to drive improvement.

District and School Goals - School Year 2025-2026 - Goals, Findings & Impact

Rockford Area Schools - 2025-2026 CA & CR Goals, Findings, & Impact
All Racial and Economic Achievement Gaps Between Students Are Closed - Area 2
Academic Goal: Reading – Aligns to the District Goal of *closing achievement gaps between student populations.*
Goal: The performance of Rockford Middle School for Environmental Studies (RMS) Grades 5-8 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's three-year average. (2024-25 three-year average = 36.6%)
Findings: In the spring of 2026, 36.84% of Rockford Middle School for Environmental Studies (RMS) Grades 5-8 students identified as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading met or exceeded the three-year District average of 36.6%. **Goal Met.**
Impact on Student Learning: These results demonstrate that we are making positive strides in the area of literacy. In addition, the data positively reflects the work being done via our intervention teams and family outreach/partnership.
Impact on Teacher Practice: Continuing our engagement in high-leverage literacy professional development will further elevate our instructional practices for all students. In addition, our work in the areas of Multi-Tiered Systems of Support (MTSS) will be designed to assist and intervene with students who are in need of academic acceleration. Aligning our work, systemwide continues to reflect a focus on all learners as Rockford Area Schools has developed a stronger data driven instructional methodology to better assist our teachers in early identification of growth opportunities as it pertains to struggling readers. FAST will also continue to be utilized as well as engagement data as a means to identify students who are most in need of interventions and to assist these students on a more frequent basis. In addition, consistent staffing in the ADSIS realm, our partnership with IXL to provide increased access to standards based assessment practice, and our newest work related to student agency will continue to drive improvement.

District and School Goals - School Year 2025-2026 - Goals, Findings & Impact

Rockford Area Schools - 2025-2026 CA & CR Goals, Findings, & Impact
All Racial And Economic Achievement Gaps Between Students Are Closed - Area 2
Academic Goal: Reading – Aligns to the District Goal of *closing achievement gaps between student populations.*
Goal: The performance of Rockford High School IB World School (RHS) Grade 10 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's five-year average. (2024-25 three-year average = 29.4%)
Findings: In the spring of 2026, 28.57% of Rockford High School IB World School (RHS) Grade 10 students identified as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading met or exceeded the three-year District average of 30.20%. **Goal Not Met.**
Impact on Student Learning: These results demonstrate that we have work to do in the areas of literacy instruction at the high school level. While there are likely many potential reasons for the results, a strong and continuous focus on all learners, in particular those who identify as BIPOC, must occur in the area of literacy instruction.
Impact on Teacher Practice: Engaging in high-leverage literacy professional development will be used to elevate our instructional practices for all students. In addition, our work in the areas of Multi-Tiered Systems of Support (MTSS) will be designed to assist and intervene with students who are in need of academic acceleration. In addition, aligned with our work for all learners, Rockford Area Schools has developed a stronger data driven instructional methodology that will better assist our teachers in early identification of growth opportunities as it pertains to struggling readers. FAST will be utilized as well as engagement data as a means to identify students who are most in need of interventions and to assist these students on a more frequent basis. In addition, increased staffing in the ADSIS realm was instituted for SY 2025-26 and Rockford Area Schools is continuing with our partnership with IXL to provide increased access to standards based assessment practice.

District and School Goals - School Year 2025-2026 - Goals, Findings & Impact

Rockford Area Schools - 2025-2026 CA & CR Goals, Findings, & Impact
All Students Are Ready For College and Career - Area 3
Academic Goal: Reading – Aligns to the District Goal ensuring all students are college and career ready.
Goal: The percentage of Rockford High School IB World School (RHS) graduates who have acquired college credit, college articulation credit, and/or industry certification prior to graduation will meet or exceed the school's three-year average. (Years 1, 2, and 3 Baseline Goal was 30%). ● Note: The 2025-26 Baseline Goal will be set at 52.43% now that we have 3 years of data.
Findings: In the spring of 2026, the 3-year baseline average demonstrated that 61.0% of Rockford High School IB World School (RHS) graduates acquired college credit, college articulation credit, and/or industry certification prior to graduation. **Goal Met.**
Impact on Student Learning: These results demonstrate that Rockford High School IB World School (RHS) graduates place value in engaging in rigorous coursework and/or higher-education certifications. The percentages also demonstrate that the curriculum offered at Rockford High School IB World School (RHS) is aligned to the WBWF goal of preparing RHS graduates for their post-secondary endeavors.
Impact on Teacher Practice: Faculty and staff at Rockford High School IB World School (RHS) will continue to share all available options with students and families regarding post-secondary options. School faculty will also assist students in aligning coursework to their individual, post-secondary, aspirations.

District and School Goals - School Year 2025-2026 - Goals, Findings & Impact

Rockford Area Schools - 2025-2026 CA & CR Goals, Findings, & Impact
All Students Graduate From High School - Area 4
Academic Goal: Reading – Aligns to the District Goal ensuring all students graduate from high school.
Goal: The graduation rate at RHS will meet or exceed the school's three-year average. (2023-24 three-year average = 93.7%)
Findings: In the spring of 2025, 90.9%* of Rockford High School IB World School (RHS) students graduated on time. **Goal Not Met.** ● **Note: :** The RHS graduation rate was 95.6%, but with 6 students entering SPED transition programs, the data reflects those students as non-graduates.* If we include those 6 students: **Goal Met.**
Impact on Student Learning: These results demonstrate that Rockford High School IB World School (RHS) places value on ensuring our students graduate on time. While the goal was not met, by a small fraction of a percentage, some students completed their requirements during the summer or are engaging in a special education transitional program.
Impact on Teacher Practice: Faculty and staff at Rockford High School IB World School (RHS) will continue to share the importance and impact of graduating on time and will identify and partner with students and families to ensure the Rockford High School IB World School (RHS) graduation rate remains high.

District and School Goals - School Year 2025-2026 - Goals, Findings & Impact

Rockford Area Schools - 2025-2026 CA & CR Goals, Findings, & Impact

All Students Graduate From High School - Area

Academic Goal: Reading – Aligns to the District Goal of Preparing All Students to be Lifelong Learners.

Goal:
The 2024-25 goal was to create baseline data as it pertains to the seven characteristics (Collaborative, Curious, Open Minded, Reflective, Resourceful, Self-Directed, and the Ability to think/Independent Thinker for oneself) as determined by our Curriculum, Instruction, and Assessment Committee. The data will be tallied over a three-year period and ongoing goals will be set to meet or exceed the three-year average.

Findings:
In the spring of 2026, the metrics provided via our student lifelong learner survey were as follows (all on a scale of 1-5):

REAMS: Collaborative Skills: 3.7 (3.8)
Curiosity: 3.6 (3.88)
Open-Minded: 3.7 (3.89)
Reflective: 3.7 (3.91)
Resourceful: 3.9 (4.09)
Self-Directed: 3.6 (3.87)
Strong Learner: 4.2 (4.06)

RMS: Collaborative Skills: 3.8 (3.68)
Curiosity: 3.6 (3.49)
Open-Minded: 3.7 (3.72)
Reflective: 3.6 (3.55)
Resourceful: 3.9 (3.84)
Self-Directed: 3.7 (3.46)
Strong Learner: 3.8 (3.53)

RHS: Collaborative: 4.0
Curiosity: 3.9
Open-Minded: 4.2
Reflective: 4.1
Resourceful: 4.1
Self-Directed: 3.8
Strong Learner: 4.1

Goal In Progress

- **Notes:** Due to one-time testing logistical conflicts, grade 12 at RHS was not surveyed in 2025. The number listed in parentheses is the score calculated in SY2025.

Impact on Student Learning:
These results demonstrate a baseline for our continued efforts to ensure that all Rockford Area Schools students have developed the requisite skills to thrive as a learner in an ever-changing global society.

Impact on Teacher Practice: Teachers and support staff will review the data regularly and tailor our instruction and continuous improvement processes to support the overall goal.

Assessing and Evaluating Student Progress

Each school will assess and evaluate each student's progress toward meeting academic standards.

The Rockford Area Schools Assessment Plan is designed to ensure accountability. It uses multiple measurements to assess student achievement.

OBJECTIVES:

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

USE OF TEST RESULTS:

- Assist in instructional planning and progress monitoring
- Develop focused interventions for increased student achievement
- Inform and assist in placement of students for participation in programs
- Provide data for evaluation and development of building level and District Continuous Improvement Goals
- Adhere to state and federal regulations and requirements
- Accountability measurement for the School District and State of Minnesota

WHAT ARE THE TESTS AND WHAT DO THEY MEASURE?

- **ACCESS for ELLs**

This is an English language proficiency assessment given to students identified as English Language Learners in Kindergarten through 12th grade. Assesses students in Reading, Listening, Speaking, Writing and overall comprehension.

- **ALT ACCESS for ELLs**

Assessments administered to English language learners (ELL) in order to measure progress toward meeting Minnesota standards for English language development for Special Education students.

- **ACT with Writing**

The American College Test is a standardized test that measures a student's skills in five core areas: English, math, reading, science, and writing. Students in grades 11 and 12 take the ACT so that they can submit their scores to colleges as part of the college application process.

- **ASVAB**

ASVAB (Armed Services Vocational Aptitude Battery): Multiple aptitude battery test that measures developed abilities and helps predict future academic and occupational success in the military.

- **FastBridge Learning Assessments**

This is a comprehensive assessment system used for screening and progress monitoring. Students in grades K-12 are assessed using the earlyReading, earlyMath, aReading, aMath, CBMReading, SAEBRS and mySAEBRS that assess student reading and math fluency, social emotional behaviors and allows for multiple data points to identify students' reading and math skill development.

- **IB**

IB (International Baccalaureate Assessment): The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

- **MCAs**

The Minnesota Comprehensive Assessments are required Reading, Math and Science tests for all students that attend Minnesota Public Schools. Students in grades 3-8 and 10 take the Reading MCA. Students in Grades 3-8 and 11 take the Math MCA. Students in Grades 5, 8 and 10 take the Science MCA. These assessments are based on state standards. There are some adaptations for students on IEPs that may qualify for a more academically-appropriate version called the MTAS (Minnesota Test of Academic Skills).

- **MCIS**

Minnesota Career Information System (MCIS) is an online tool that helps students answer the college and career planning questions, "What do I want to do? MCIS delivers inventories of interest, abilities and values used together to provide relevant occupations and majors. Students in Grade 8 take this inventory to support MN Statute 120.125 which requires that all students create a Personal Learning Plan for post-secondary transition.

- **MTAS**

(Minnesota Test of Academic Skills): State alternate assessment (series of tasks) given to students with the most significant cognitive disabilities that measures performance on alternate achievement standards.

- **NAEP (if selected to participate)**

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what students know and can do in various subjects. It is a congressionally mandated project. NAEP results are designed to provide group level data on student achievement in various subjects (math, reading, science, and writing). Other subjects such as art, civics, economics, geography, technology, and U.S. History are assessed periodically.

- **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides first-hand practice for the SAT and gains access to college and career planning tools. It measures critical reading skills, math problem-solving skills, and writing skills. This is an optional assessment for students in grade 11.

- **Teaching Strategies Gold**

Teaching Strategies Gold is an assessment system that measures the social and academic growth of children participating in district early childhood classes. The system aligns directly with district-approved curriculum and national and state standards providing authentic, ongoing assessment and resulting in a comprehensive portfolio of student growth data.

Gifted and Talented Programming (EXCEL)

Identification Criteria for Students Qualifying for Level 4 EXCEL Services

In identifying students who need Level 4 EXCEL services, General Education teachers and the EXCEL GT teacher and coordinator utilize historic and current assessment and ability data. Generally, students who receive Level 3 services fall between the 85th and 94th percentile locally on their aReading or aMath FastBridge benchmark assessments, CogAT ability screeners using the Verbal and Quantitative batteries, and data collected on extension and enrichment opportunities in grades K-2. Students who receive Level 4 services fall at or above the 95th percentile locally on their aReading or aMath FastBridge benchmark assessments, CogAT ability test using the full Verbal and Quantitative batteries, and data collected on extension and enrichment opportunities in grades K-3. Services are targeted based on student need. Progress is monitored and verified through student performance data. Data will determine the programming necessary for Pull-Out instruction during 4-8th grade boost and 6-8 EXCEL Mathematics. This occurs during WIN (What I Need) at the elementary and Boost at the middle school. Other extension learning opportunities in various content areas are offered for both Levels 1 and 2, which are appropriate to the specific learning strengths of the student(s).

Early Entrance to Kindergarten Procedure – School District Policy 550R

Parents/guardians whose children are born after September 1, and before September 30, may submit a written request for early entrance for their child, to the elementary school principal, no later than May 1 of the year for which early entrance is requested.

A. The parent/guardian will begin the process by consulting with the REAMS Principal. If, upon the conclusion of this conversion, the parents/guardians wish to move forward with their early entrance request, the district will coordinate an evaluation. The evaluation will include an intellectual aptitude assessment as well as social and emotional readiness benchmarks. The evaluation will include an assessment by a licensed school psychologist and an early childhood or elementary licensed educator assigned by the district. There is a cost to conduct the evaluation and the full cost of the evaluation will be the responsibility of the parents/guardians.

B. Children must meet the following early entrance criteria as measured by a third-party psychologist:
   a) Intellectual and academic development: The child's score, as determined by the psychologist, must be within the very superior range (95%), using a standardized instrument, e.g., Stanford-Binet Intelligence Scale or Wechsler Preschool Primary Scales of Intelligence (latest norms.)
   b) Physical, Social, and Emotional development - The child's physical, social, and emotional maturity shall be determined through:
      a) the clinical observations of a third-party psychologist;
      b) a favorable score on the Ages and Stages Questionnaires: Social-Emotional(ASQ:SE) as determined by the psychologist;
      c) the successful completion of School District Early Childhood Screening;
      d) the recommendation from the child's preschool teacher if the child has been in a program, and;
      e) the successful completion of a kindergarten literacy assessment by a kindergarten teacher.

C. A team, consisting of a school psychologist, building principal, and primary grade classroom teacher of the building at which the child would be enrolled, shall review the information reflecting the child's level of development. The team shall determine whether or not the child should be recommended for early entrance.

D. Parents/Guardians who disagree with the recommendation of the team may appeal the decision in writing to the Superintendent. The final decision shall rest with the Superintendent of Schools.

Decision-Making Process

The process for considering a student for acceleration may be initiated by the student, his/her parent(s)/guardian(s), or a staff member through consultation with the student's current principal.

1. When a principal receives a request for acceleration, he/she shall convene an ad hoc committee composed of the principal, teachers, Superintendent (and/or designee), School Counselor, and the child's parent(s)/guardian(s).
2. The acceleration committee shall meet to gather information about the student. Information should be comprised of multiple data points including social skills assessment, standardized achievement test results, and academic performance records. The data could also include an assessment of student aptitude from an alternate assessment. Aptitude tests are designed to measure problem solving ability for material that has not yet been formally presented to the learner.
3. Parents may also choose to submit assessment scores from an outside psychologist at their own expense. Assessments may include the Wechsler Intelligence Scale for Children (WISC) or the Stanford Binet individual measure of intellectual ability.
4. The committee shall make a decision for one of the following:
    a. Single subject acceleration
    b. Whole grade acceleration
    c. Acceleration not recommended

Parameters

1. In all cases of whole grade acceleration in grades K-8, a student shall only advance one grade at a time.
2. The process shall be initiated no later than the first day of the fourth quarter for the following fall grade acceleration.
3. If a student who is potentially eligible for acceleration enters the school system after the aforementioned timeline, the timeline may be waived as deemed necessary.
4. The district reserves the right to make any educational changes at a natural break in the school calendar.

Follow-up

1. Acceleration shall be done on a preliminary basis for the first quarter after the decision to accelerate is made.
2. Within two months following the beginning of acceleration, vested staff will meet to monitor the student's emotional, social, and intellectual progress in the new environment and make a recommendation for continuance or abandonment of the acceleration.

Appeal

Parents/Guardians who disagree with the recommendation of the team may appeal the decision in writing to the Superintendent. The final decision shall rest with the Superintendent of Schools.

Effectiveness of Instruction and Curriculum: Review Process

District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college readiness leading to the world's best workforce. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice and student outcomes. Strategies for improving instruction, curriculum, and student achievement will be identified and implemented.

LEARNING AND TEACHING

Shaping Learning and Teaching Through Curriculum and Instruction, Assessment, Technology, and Professional Development

The foundation for learning and teaching within Rockford Area Schools is rooted in our mission, which states, "In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens."

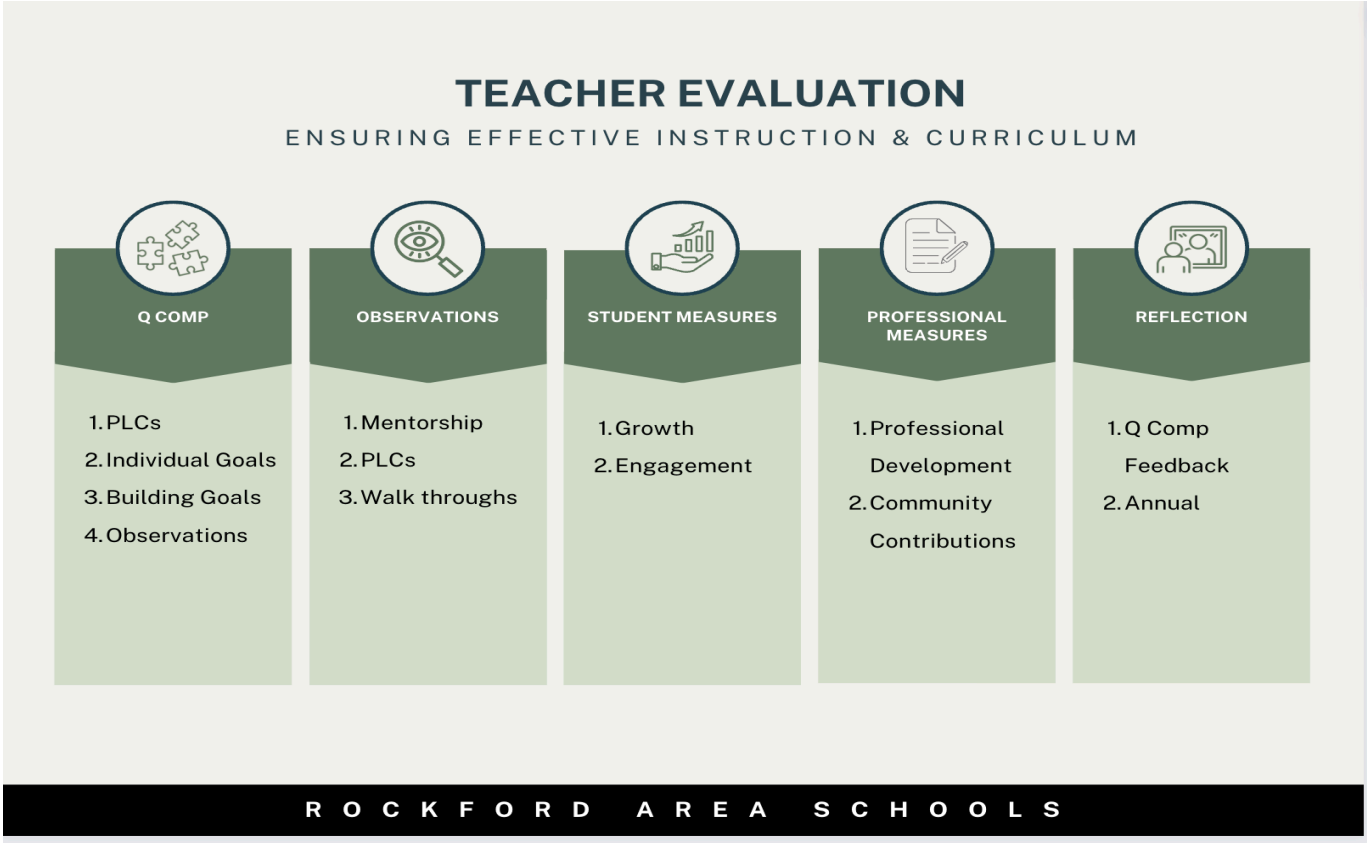
Best practice in a rigorous and comprehensive curriculum involves Planning, Teaching, Assessment, and Data Analysis. Rockford Area Schools prides itself on utilizing curriculum that is developed and refined on a continuous cycle. Instructional teams, under the leadership of building Principals and the Superintendent of Schools, guide staff in an ongoing process of aligning curriculum, instruction, and assessment to Minnesota State and National Standards. Curricular teams identify and implement strategies for improving instruction, curriculum, and student achievement.
Preparing students for the future means providing them with a 21st Century skills integrated across all learning areas:

- Critical Thinking and Problem-Solving
- Collaboration
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Written and Oral Communication
- Accessing and Analyzing Information
- Creativity and Imagination

We believe this is accomplished by focusing on differentiating instruction, personalizing education for students, utilizing technology to maximize student achievement, and ensuring best practices in instruction and assessment in every classroom.

Effectiveness of Instruction and Curriculum: Teacher Evaluation

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations.



The Rockford Area Schools Teacher Evaluation Plan encompasses all requirements of MN Statute 122A.40

District Administration is responsible for:

- Coordinating professional development activities to engage teachers in understanding and implementing all parts of the statute.
- Implementing all components outlined in the Framework for Teacher Evaluation.
- Providing a vehicle for staff in communicating Individual Growth and Development Plans.
- Connecting the peer review process to building-level goals, providing training for staff in peer-coaching and guiding staff in implementing peer learning walks.
- Providing time during staff meetings for processing and reflection of Peer Review experiences.
- Coordinating the Teacher Mentorship Program.
- Providing staff the opportunity to participate in a professional learning community.

Teachers are responsible for:

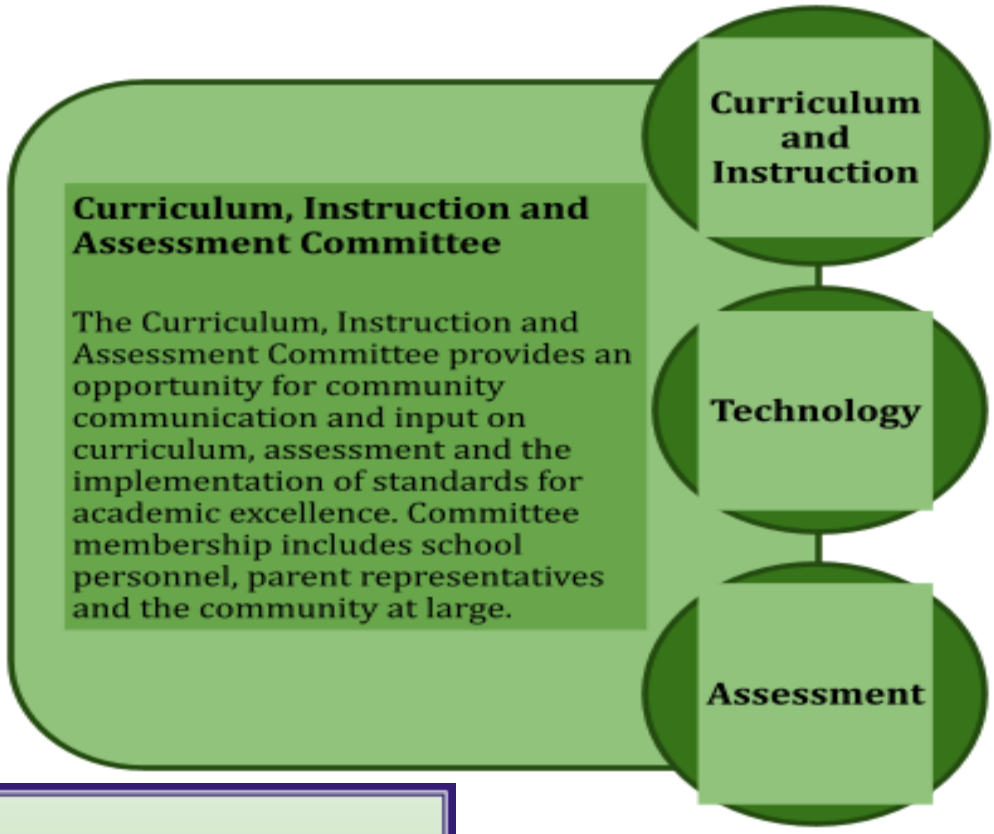
- Understanding and implementing the requirements of MN State Statute 122A.40.
- Measuring and documenting student academic growth.
- Measuring and documenting student engagement explicitly aligned with elements of the curriculum responsible for teaching.
- Participation and documentation of the peer review process.
- Participation and documentation of the Individual Growth and Development Plan that includes:
  - ➔ Annual goal setting based on site-level goals
  - ➔ Administrative Learning Walk reflection
  - ➔ Peer Learning Walk documentation and reflection
  - ➔ Student Engagement measures reflection

Effectiveness of Instruction and Curriculum: Principal Evaluation

Rockford Area Schools has adopted a plan of Principal evaluation that is uniquely designed to build capacity and leadership skills for the purpose of increasing student achievement and staff effectiveness.

Rockford Area Schools Principal Growth and Evaluation Process
Rockford Area school principals will establish goals from the following core competencies: • Strategic Leadership • Instructional Leadership • Managerial Leadership • Cultural Leadership • Communications Leadership • School Community Leadership • Ethical and Professional Leadership **Goals** will be collaboratively set and approved by both the principal and Superintendent with at least one goal based on student data or student learning measures. (Instructional Leadership) **Measures** will be collaboratively set and approved by the principal and Superintendent.

District Advisory Committee (CI&A)



2026-2027 Curriculum, Instruction and Assessment Committee Members

Kari Binsfeld (Parent/Staff)
Jason Bodey (Parent)
Laurie Cancino (Parent)
Darren Eliason (Staff)
Denise Engebretson (Parent/Staff)
Kevin Engebretson (Parent)
Jill Gordee (Staff)
Jamie Hillstrom (Parent/School Board)
Jessica Lappe (Parent)
Kathy Mattson (Staff)
Paul Menard (Parent/Administrator)
Jamie Madson (Staff)
Kevin Neff (Staff)
Courtney Neibert (Parent/Staff)
Brenda Nyhus (Administrator)
Elyse Phillips (Parent)
Dr. Beth Praska (School Board)
James Redinger (Parent)
Dr. Jeff Ridlehoover (Administrator)
Dr. Amy Smith (Parent)
Kerry Toso Carlson (Parent/Staff)
Paul Warzecha (Administrator)
Micah Vainikka (Parent)
Michael Weber (Parent)

District Advisory Committee (CI&A)

The Rockford Area Schools Curriculum, Instruction and Advisory (CI&A) Committee, comprised of teachers, parents, support staff, students, and other community residents, is established to ensure active community participation in planning and improving district instruction and curriculum. This committee shall provide feedback to the school board on rigorous academic standards, student achievement goals, district assessments and program evaluations.

District-Site Level Leadership Teams

Each school will develop teams to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, and student achievement. These teams advise the School Board and Curriculum, Instruction and Assessment Advisory Committee on budgetary, instruction and curriculum improvement matters that align in meeting state and district academic standards and instruction.

DISTRICT and SITE LEVEL LEADERSHIP TEAMS			
Building Instructional Leadership Teams (BILT)	**Building Operational Leadership Teams (BOLT)**	**Teacher Mentors**	**Site Multi-Tiered System of Support (MTSS) Team**
Building and District Administration Certified Teaching Staff	Building and District Administration Certified Teaching Staff	Volunteer Mentors, selected by building principals	Building and District Administration, Building Counselors, BILTs
Responsibilities ● Assist in Designing Professional Development Goals related to: ○ Cultural Awareness and Cross-Cultural Communication ○ Data Analysis ○ Building Goals and Initiatives ○ Communication with peers ○ Procedures and Practices ○ Scheduling ○ Problem-Solving site level issues ● Facilitate Professional Development ● Teacher Evaluation Plan Implementation and Support ● Facilitating Professional Learning Communities (PLCs) ● Guide instructional work district-wide	**Responsibilities** ● Serve as a communication link between grade level or departments and administration ● Provide written documentation of meetings to the building staff (electronic) ● Provide site-based input and leadership in the areas of academic/teacher scheduling, handbook creation, conference scheduling, school protocols, etc. ● Bring concerns to the team and administration in a timely manner with the intent of finding solutions to the concerns prior to them becoming larger in scope. ● Serve as members of the school and district safety committee.	**Responsibilities** ● Lead new hires in ○ Navigating their first three years ○ Non-Evaluative Coaching ○ Guide Data-driven and Reflective Practice ○ Supportive Collaboration	**Responsibilities** ● Facilitate implementation efforts by ensuring that resources are allocated and used effectively ● Meet monthly to review instructional practices and student data to support MTSS implementation efforts and ensure optimal student outcome ● Implement Problem Solving Model (PSM) protocols to support students and assist staff in identifying and programming appropriate academic and social-emotional supports

Professional Development

Professional Development opportunities will be designed to help teachers develop teaching practices that integrate high-quality instruction, curriculum, assessment, and technology. Professional development will embrace a collaborative professional culture that supports teacher quality, performance, and effectiveness.

PROFESSIONAL LEARNING IS A CONTINUOUS IMPROVEMENT PROCESS

The fundamental goal of professional development in Rockford Area Schools is to improve student learning by:

- refining the quality of classroom instruction
- enabling individuals to grow professionally
- introducing practitioners to practical applications of research-based strategies
- assisting teachers in implementing new technology and teaching strategies aligned with the Minnesota and National Academic Standards

Effective professional development activities are collaborative, reflective, linked to school and system goals, and focused on student learning. Just as knowledge and skill requirements are changing for students, so, too, are those for educators. The globalization of business and industry and the explosive growth of technology and subject area knowledge demand that teachers continually acquire new knowledge and skills. Rockford Area Schools strives to provide staff with experiences that incorporate reflective dialogue and offers individuals a challenge to their thinking as well as the opportunity to develop new perspectives on their practice and beliefs. Our focus is on continual improvement related to student achievement, improving curriculum and instruction, and cultural competency.

Access to Excellent and Diverse Teachers

World's Best Workforce legislation requires school districts to have a process in place to ensure students from low-income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

Equitable Teacher Distribution (Definitions from the MN Every Student Succeeds Act (ESSA) plan)

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems. Rockford Area Schools does not have any teachers on performance plans due to not meeting professional teaching standards as defined in the Rockford Area Schools Teacher Evaluation and Growth Plan.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years. 16/119 teachers in our school district have taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed. The school district is utilizing eight teachers who are providing instruction outside of their licensure field.

Rockford Area Schools recognizes the importance of hiring the most qualified teachers and support staff to meet the needs of students. We also recognize the importance of identifying and actively recruiting candidates who represent and reflect students served throughout the District. Consequently, providing access to quality and diverse staff remains a priority for and focus of the Rockford Area Schools. District administration annually analyzes the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. It is the District's policy and practice to provide equal educational opportunity for all students, as evidenced through School Board Policy, as well as the School District's vision and mission statements.

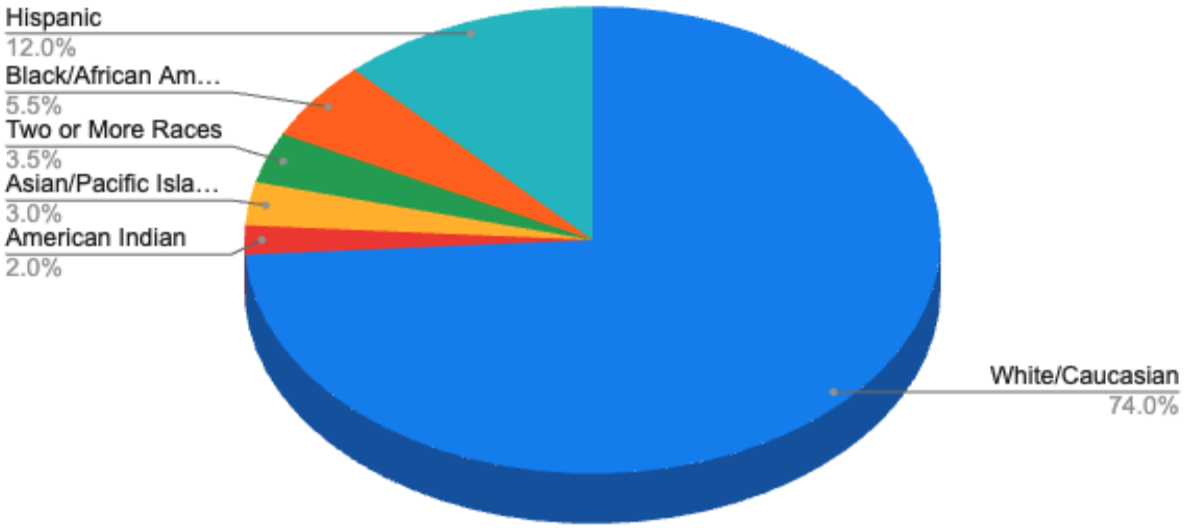
Careful consideration is given to classroom placements for grades K-12. In K-5 classrooms, the Total School Cluster model is used to guarantee balanced distribution for all student groups. The cluster model takes student achievement, gender, and individual social-emotional and academic needs into account. In grades 6-12, students are placed into teams, student advisory groups and courses based on their individual needs. In addition, students self-select courses based on interest. Secondary teachers are assigned based on licensure and expertise. The District is proud of its robust Teacher Evaluation model that holds all professionals to a high standard and embeds fidelity of implementation for all school sites. These processes provide a systemic framework for the District to examine and ensure, to the best of its ability, equitable teacher distribution and student success.

Access to Diverse Teachers

Rockford Area Schools makes a concerted effort to recruit and hire teaching candidates of diverse backgrounds to ensure students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students. All teaching positions are posted throughout the state and on a variety of platforms.

In addition, the school district will begin partnering with university systems to support teacher preparation giving us the opportunity to recruit well-qualified teachers of diverse backgrounds.

A statistical representation of our current student demographics are represented in the graph below:



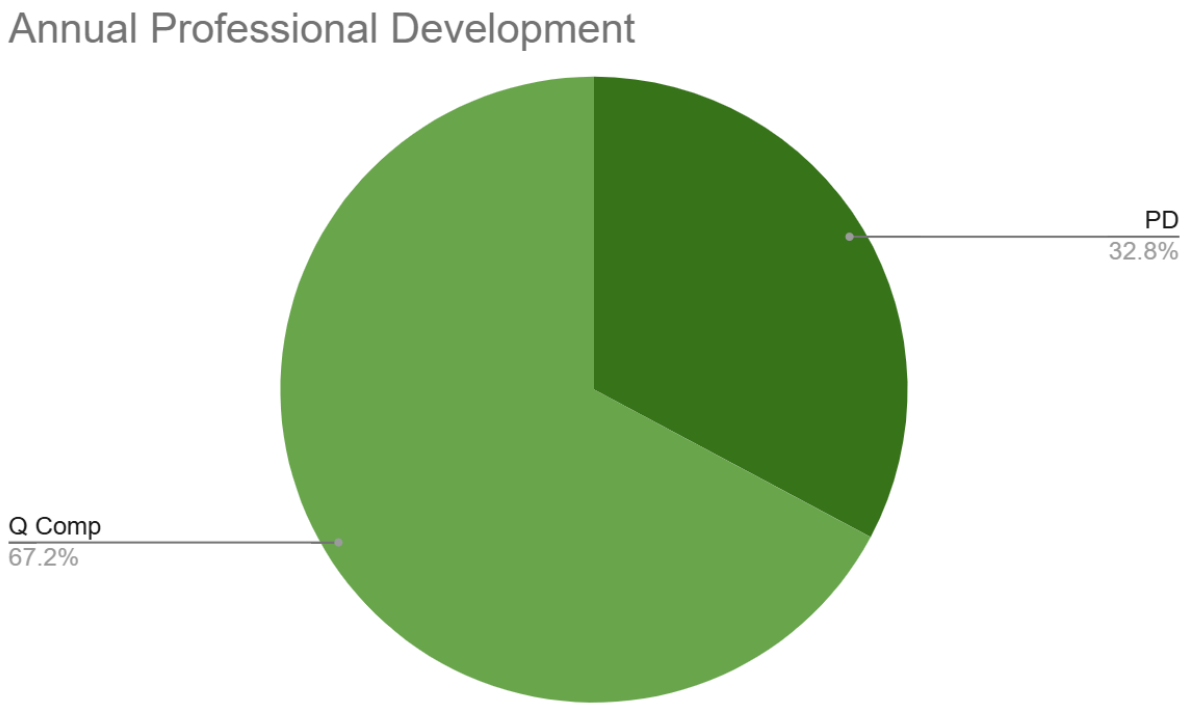
Our certified teaching and support staff is predominantly Caucasian, routinely ranging between 94-97%.

Annual Budget

In consultation with the Superintendent, the School Board will adopt an annual budget for the implementation of the District plan.

Rockford Area Schools allocates 2% of the general education revenue to support the implementation of this World's Best Workforce Strategic Plan for improving teaching and learning.

100% of Rockford Area Schools teachers and paraprofessionals engaged in effective staff development activities as required by MN Statute 120B.11.



Annual Reporting

This report shall be published on the Rockford Area Schools website. It will be presented in a public setting to review, revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and to review District success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. An electronic summary of this report will be submitted to the commissioner of education by the Superintendent.

Periodic Reporting

Community members will be invited to complete a survey to gather input and gauge community satisfaction.

Satisfaction Categories – School Site Level

- Overall quality of education
- Appropriate class size
- Transition between school sites
- Preparation for career and college readiness
- Variety of course offerings
- Level of rigor offered in courses
- Variety of post-secondary offerings
- Variety of extra-curricular offerings
- Effectiveness of social and emotional programming
- Provision of safe learning environment
- Provision of welcoming learning environment
- Accessibility of administration
- Magnet Program
- Home Language
- Student/Family Demographics
- Content Area curriculum satisfaction
    - English Language Arts
    - Mathematics
    - Science
    - Social Studies
    - World Language
    - Visual Arts
    - Music
    - Physical Education and Health
    - Career and Technical Education- Agriculture, Business, etc.

Satisfaction Categories – District Level

- Overall quality of education over time
- Awareness of opportunities for community/parent input
- Accessibility of District Office Administration
- Accessibility of School Board members
- Trust level of School Board and Administration to do what is right for students
- Value of education received from community investment

Performance Measures

Rockford Area Schools recognizes the importance and embeds the practice of data-driven instruction. To determine school site progress in striving to create the world's best workforce, the following performance measures will be analyzed to determine areas of curricular strength and growth.

1. Student performance on the National Association of Education Progress (NAEP)*. Commonly called the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL)

* If given in a particular year.

2. The size of the student academic achievement gap, by student group as reported by the MN Department of Education.

3. Student performance on the Minnesota All Accountability Assessments for Reading, Math, and Science.

4. Rockford Area Schools graduation rates.

5. Career and College Readiness Measures as defined under MN Statute 120B.30, subdivision.

   For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

   (1) an opportunity to participate on a nationally normed college entrance exam, in grade 11 or grade 12;
   (2) achievement and career and college readiness tests in mathematics, reading, and writing, consistent with paragraph (e) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
   (3) consistent with this paragraph and section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally

relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.