



Rockford Public Schools

Quality Community – Quality Schools
Together Building a Tradition of Excellence

Annual Education Report 2019/20

Rockford Public Schools

District Report



February 10, 2021

Dear Parents and Community Members of Rockford Public Schools:

We are pleased to present you with the Annual Education Report (AER) which provides key information about the 2019-20 educational progress for the Rockford Public Schools. The AER addresses the complex reporting information required by Federal law, and some requirements of State laws. Our staff is available to help you understand this information. Please contact Mike Ramm, Assistant Superintendent for Instruction, at 863-6556 for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.rockfordschools.org> Once on the RPS website, click on the Academics tab and then on District Reports located on the left hand side. You may also review a copy in the principal's office at your child's school. (Also, you will notice next to the Annual Report tab, there is a School Improvement Plan for all buildings).

The report contains the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. The reports present assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students, as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability Scorecard – Detailed Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2019-21 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key initiative to accelerate achievement
Belmont	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model
Cannonsburg	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model.
Crestwood	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model.
Lakes	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model.
Meadow Ridge	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model.
Parkside	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model.
Roguewood	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model.
Roguewood SI	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model.
Valley View	None	Expand Response to Intervention Kindergarten-5 th grades. Adopt a Common Instruction Model for grades DK-5. Implementation of Professional Learning Community Model.
ERMS	None	Adopt a Common Instruction Model for grades DK-5. Implementation of a Learning Lab process where all teachers observe other teachers with a pre-briefing and a post-briefing. Implementation of Professional Learning Community Model.
NRMS	None	Adopt a Common Instruction Model for grades DK-5. Implementation of a Learning Lab process where all teachers observe other teachers with a pre-briefing and a post-briefing. Implementation of Professional Learning Community Model.
FC	None	Adopt a Common Instruction Model for grades DK-5.

		Implementation of a Learning Lab process where all teachers observe other teachers with a pre-briefing and a post-briefing. Implementation of Professional Learning Community Model.
10-12 Building	None	Adopt a Common Instruction Model for grades DK-5. Implementation of a Learning Lab process where all teachers observe other teachers with a pre-briefing and a post-briefing. Implementation of Professional Learning Community Model.
RVA	None	Adopt a Common Instruction Model for grades DK-5. Implementation of a Learning Lab process where all teachers observe other teachers with a pre-briefing and a post-briefing. Implementation of Professional Learning Community Model.

Conclusion

The purpose of this report is to inform the community as to the status of their schools. The report summarizes the information into the mandated areas. As you have read, and hopefully have experienced, RPS continues to provide an outstanding, well-rounded educational experience for every student. Working together with parents, students, teachers, administrators and community, we will continue to work toward accomplishing our mission, which is:

"The mission of the Rockford Public Schools is to provide a safe teaching and learning environment which will ensure, with the support of the students, parents and community, that all students, upon graduation, will have the academic and social skills to be successful, lifelong learners in a global society."

Sincerely,

Michael Shibler Ph.D., Superintendent
Rockford Public Schools