



Agenda
Comprehensive Achievement and Civic Readiness &
Achievement and Integration Public Meeting
Tuesday, November 25, 2025
5:30 PM

1. Comprehensive Achievement and Civic Readiness Annual Report
Speaker(s): Jake Von De Linde
2. Achievement and Integration Plan Report
Speaker(s): Maura Weyandt

For more on the RAHS football players' spring visits to district elementary schools, see page 13.



Roseville Area Schools

2024 2025 ANNUAL REPORT

SHARING PROGRESS WITH OUR FAMILIES AND COMMUNITY

A Message from Our Superintendent



We are excited to share the 2024–2025 Roseville Area Schools Annual Report, celebrating the progress, achievements, and partnerships that help our district thrive. This year's report reflects the energy and dedication that fuel our mission to create a vibrant learning community where every student is empowered to succeed.

Our commitment to excellence, innovation, and equity guides all we do:

- **Excellence:** Engaging, high-quality learning experiences inspire students to discover their strengths and prepare for the future.
- **Innovation:** Staff, students, and community embrace new ideas that keep learning relevant in a changing world.
- **Equity:** We foster inclusive, welcoming spaces where every student feels seen, valued, and equipped to thrive.

This report highlights our strategic goals, outlines Minnesota's Comprehensive Achievement and Civic Readiness Report priorities, and shares inspiring examples from classrooms, programs, and partnerships across the district. With the strength of our community and the dedication of our educators, we are building a future where every student can realize their potential.

In Partnership,
Dr. Jenny Loeck
Superintendent

Our Mission



*Excellence,
Innovation & Equity
in All We Do*

Our Vision



Each learner experiences a sense of belonging and a joy of learning, is inspired and prepared to reach their potential, and contributes to our communities.

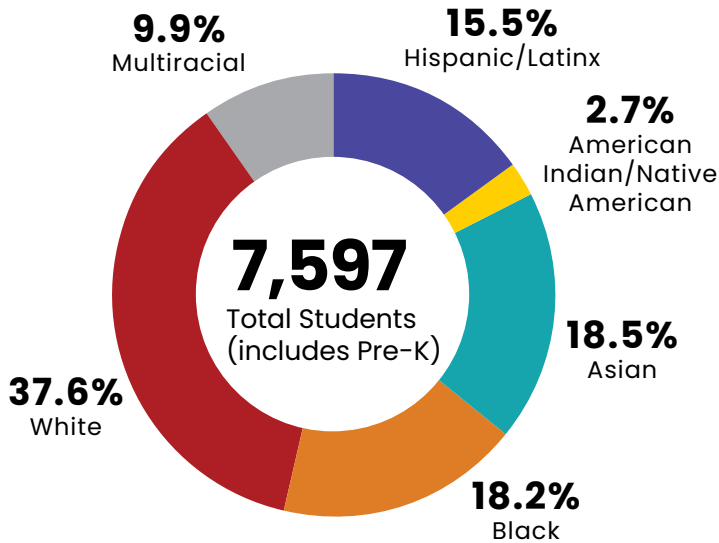
Our Equity Vision



Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, and physical appearance.

BY THE NUMBERS

STUDENTS



STUDENTS BY HOME LANGUAGE

% of students who speak a language other than English at home: **36%**



Top 6 home languages (in order):

- | | |
|------------|-----------|
| 1. English | 4. Somali |
| 2. Spanish | 5. Karen |
| 3. Hmong | 6. Nepali |

ACHIEVEMENT

- 2024 District Graduation Rate: **89.6%**
- 2024 RAHS Graduation Rate: **91.3%**
- 2025 MCA Reading Proficiency: **45.5%**
- 2025 MCA Math Proficiency: **37.8%**
- 2025 ACT Composite: **20.0**



EARLY CHILDHOOD

Early Childhood Family Education (ECFE) students: **186**

ECFE 3-5 students enrolled at the end of 2024-25 school year: **174**

Early Childhood Family Education (ECFE) parents/caregivers: **287**

Pre-K students: **305**

Students receiving Early Childhood Screening services: **419**

SPECIALIZED PROGRAMS

(of total student population including Pre-K)

English Language Learners: **17%**

Special Education Services: **18.6%**

Advanced Academic

Talent Development: **12.4%**

AVERAGE DAILY

ATTENDANCE: 68.6% (2023)
compared to state average of **74.5%**

EDUCATIONAL BENEFITS

Cost-saving opportunities for qualifying families: **51%**

NUTRITION SERVICES

(includes Pre-K)

School day breakfasts served (2024-2025): **388,779**

School day lunches served: **873,713**

"Super Snacks" served: **92,145**



TRANSPORTATION

Students transported daily:

5,600

Number of bus stops: **745**



EMPLOYEES

Total number (including full time, part time, and temp): **1,247**

Licensed personnel: **672**

Support professionals: **385**

Administrators: **22**

BIPOC staff: **328**

BUDGET

Budgeted general operating fund: **\$131.5 million**

Basic per pupil state funding: **\$7,281**

Local revenue sources (primarily from local property taxes): **\$34.4 million**

Sources of funding: State **77%**, Local **20%**, Federal **3%**

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS (CACR) REPORT

These goal areas are established by the state of Minnesota, which school districts are required to address in an annual report.

CACR Goal Areas	2024-2025 District CACR Goals	2024-2025 District Results	Examples of Strategies to Achieve Goals
READ Act Goal NEW!	The percentage of all students enrolled in third grade will increase proficiency on the MCA reading test from 42.9% in 2024 to 48.6% in 2025.	Did not meet, 41.8% of 3rd graders were proficient in 2025	<ul style="list-style-type: none"> • Invested heavily in elementary literacy materials—Wit and Wisdom, Amplify, Foundations, Heggerty—focused on Science of Reading and Structured Literacy • Trained nearly all K-4 teachers in Science of Reading and structured literacy practices • Completed over 150 hours of LETRS training over two years • Supported literacy intervention through Alternative Delivery of Specialized Services (ADSIS) with approximately \$1 million
All Children are Ready for School	80% of students enrolled in Pre-K and eligible for kindergarten in the fall of 2025 will score at age level or higher in Establishes and Sustains Positive Relationships; as indicated in TS Gold.	Goal was exceeded. 88% of Pre-K students met age appropriate level in TS Gold.	<ul style="list-style-type: none"> • Used purposeful play, in alignment with kindergarten, used purposeful play to provide opportunities to practice the skills being taught in all areas of development • Implemented TS Gold developmental assessment, which provides data on student growth and information to plan interventions through PLC • Supported students' social and emotional development through Second Step curriculum instruction and Pyramid Model interventions • Shared social- emotional read aloud books and support strategies with families via family newsletters to practice social skills at home.
All Racial and Economic Achievement Gaps Between Students are Closed	<p>Math: The racial disparity for students' proficient on the MCA math test district wide (grades 3-11) between black students and white students will decrease by 6 percentage points from 38% in 2024 to 32% in 2025.</p> <p>Reading: The racial disparity percentage for students' proficient on the MCA reading test district wide (grades 3-10) between Hispanic students and white students will decrease by 7 percentage points from 44% in 2024 to 37% in 2025.</p>	<p>Math: Did not meet; increased to 42%</p> <p>Reading: Did not meet; increased to 47%</p>	<ul style="list-style-type: none"> • Recognized reading as a social justice issue • Expected long-term gains in literacy and math from new strategies • Launched first year of reading changes, with proficiency gains anticipated in 2-3 years as younger students advance to MCA testing • Offered Cognitively Guided Instruction (CGI) in K-8 to deepen student-centered math skills • Conducted K-8 math screenings three times annually, with targeted student support • Provided <i>Coaching for Equity</i> book study for site administrators and ATPPS lead teachers

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS (CACR) REPORT

CACR Report	2024-2025 District CACR Goals	2024-2025 District Results	Examples of Strategies to Achieve Goals
All Students Graduate from High School	The percentage of the All Students group in Roseville Area Schools that graduate in 4 years will increase from 85.2% in 2022 to 90% in 2024.	Not Met: The 2024 Graduation Percentage was 84.5%	<ul style="list-style-type: none"> • Established the AVID program in grades 5-12 across all schools • Integrated AVID WICOR strategies—Writing, Inquiry, Collaboration, Organization, and Reading—into School Improvement Plans • Advanced Grading for Equity work
All Students are Ready for Career and College	The average composite score on the ACT test for all tested students districtwide on the district contract days will increase from 20.0 in 2024 to 20.2 in 2025.	Goal Met; Composite score for 2025 was 20.3	<ul style="list-style-type: none"> • Implemented Xello last year • Expanded career readiness pathways and course options at the secondary level • Offered certifications in various fields for high school students • Enabled students to earn college credit through Advanced Placement, Concurrent Enrollment, College in the Schools, and Post-Secondary Enrollment Options • Advanced Grading for Equity work
Prepare Students to be Lifelong Learners	In the 2024-2025 school year all student groups by race will remain representative within 10% of their overall school population in our Career and Technical Education and college credit bearing courses.	Did not meet; White students were overrepresented while American Indian/Native American, Hispanic, and Black students were underrepresented.	<ul style="list-style-type: none"> • Provided students lessons in homeroom/advisory classes for college and career readiness • Used career inventory information to assist students with the course registration process • Explored training programs and post-secondary schools tied to careers • Provided career exploration lessons for classroom teachers • Visited college campuses and invited professionals for classroom visits to share insights about various career paths and opportunities • Continued to offer on the job training opportunities • Established AVID 7-12 college and career vertical articulation meetings for teacher planning • Contributed to community service projects

OVERVIEW: GOALS & KEY STRATEGIES

#1

Our graduates are prepared to achieve their goals and aspirations.

- ▶ Ensure students are college- and career-ready
- ▶ Deliver a challenging, joyful, and safe learning environment
- ▶ Deliver innovative, effective practices and systems

#2

Our learners contribute to an equitable, caring society.

- ▶ Cultivate student engagement and joy in learning
- ▶ Support learner resiliency (student social and emotional learning and mental health)
- ▶ Amplify student leadership and voice in decision-making
- ▶ Prepare learners to be racially and socially responsive

#3

We are a culturally responsive, inclusive, anti-racist district.

- ▶ Ensure educator commitment to anti-racist practices
- ▶ Hire and retain a diverse workforce
- ▶ Develop equitable leaders
- ▶ Develop a culturally responsive evaluation system
- ▶ Build a culture of belonging where all feel welcome, included, and safe

#4

The community is united behind meeting student needs.

- ▶ Partner with families and the community to support student success
- ▶ Build a culture of belonging

#5

We are financially secure.

- ▶ Cultivate and maintain community trust
- ▶ Secure and allocate financial resources to support the district's mission and vision



Goal #1 Our graduates are prepared to achieve their goals and aspirations.



Inspiring Future Pathways

AVID students from RAMS and Parkview Center School hosted the annual Career Café, where more than 450 students and family members explored future possibilities by connecting with more than 40 professionals across diverse careers—encouraging students in grades 5–8 to explore and connect.



Strengthening Literacy Skills Through Theater

Elementary students from four schools strengthened their literacy skills through drama-based learning—reading scripts, playing literacy games, and performing *The Wizard of Oz*. Led by licensed teachers, this academic program provided targeted support in reading and math beyond the regular school day.



Showcasing AVID Sites of Distinction

Roseville Area Middle School and Roseville Area High School were named AVID Schoolwide Sites of Distinction for 2024–2025—the highest AVID certification level—recognizing their strong, schoolwide commitment to college readiness and academic success for all students.



Innovating for Safety

The Edgerton Ice Savers, a team of 12 sixth graders, earned national recognition as one of 10 Samsung Solve for Tomorrow finalists for their ice thickness sensor and “Don’t Fall Through Ice” app. They also won the Community Choice Award, bringing \$60,000 in Samsung technology to Edgerton Elementary.



Goal #1

Our graduates are prepared to achieve their goals and aspirations.



Celebrating Wind-Powered Learning

To celebrate completing their “Powerful Forces” literacy module, Emmet D. Williams 1st graders took their learning outside with a joyful wind-themed day—flying kites, chasing bubbles, playing with ribbon wands, blowing on pinwheels, and so much more!



Opening Doors to the Trades

The Roseville Adult Learning Center partners with the Karen Organization of Minnesota to offer a no-cost training program to prepare adults (especially immigrants, refugees, and people of color) for an apprenticeship in the trades.



Honoring Growth, Resilience, and Cultural Pride

Students, families, and staff came together for the American Indian Education Program’s Recognition Celebration. From Medicine Wheels for kindergartners to star quilts for graduating seniors, the event honored the growth and cultural pride of Native students. The evening closed with a hoop dance by Jackie Bird, celebrating culture and strength.



Forging HBCU Connections

Roseville Area High School hosted an inspiring HBCU (Historically Black Colleges & Universities) College Fair, where students connected with representatives from schools like Florida A&M, Dillard, Prairie View A&M, and Xavier University. Executive Director Niceta Thomas said the event helps all students explore the rich history and supportive communities of HBCUs.

Goal #2

Our learners contribute to an equitable, caring society.



Fostering a Culture of Kindness

On Kindness Day, Brimhall Elementary 6th graders paired with kindergarten buddies to celebrate kindness. They read a story together, engaged in thoughtful discussions, and created inspirational posters, fostering empathy, connection, and a culture of caring across grade levels.

★ ★ ★
GOAL #2
IN ACTION
★ ★ ★



Offering Encouragement and Support

Students from Roseville Area High School and Fairview Alternative High School wrote personalized cards to younger students, offering encouragement and support. This initiative, in partnership with Do Good Roseville, highlights the important role older students play in inspiring and uplifting younger students while spreading kindness.



Honoring Culture and Community

Edgerton's Girls on the Run team created flags representing the diverse cultures and ethnicities of students and staff. Their Community Impact Project encouraged peers to celebrate individuality, embrace diversity, and promote unity, highlighting the importance of recognizing and valuing what makes each member of the school community unique.



Learning about Ecological Responsibility

RAHS AP Environmental Science students removed invasive garlic mustard plants in Willow Park, gaining hands-on experience in environmental stewardship. This project allowed them to positively impact their local community while learning about ecological responsibility, conservation, and the importance of protecting natural spaces from invasive species.

Goal #3 We are a culturally responsive, inclusive, anti-racist district.



Reflecting Diversity in Literature

RAHS 9th graders participated in panels with diverse educators to prepare for reading *The Hate U Give*. The discussions aimed to equip students to engage thoughtfully with complex topics—racism, policing, code-switching, and interracial relationships—while modeling clear, respectful communication across diverse perspectives.



Libraries Celebrate Native Voices

Elementary librarians, working with Native American students and families from the American Indian Parent Advisory Council, added about 70 books to better represent Native American culture. RAMS and RAHS also contributed funds, enriching library collections with books that serve as both “mirrors and windows” for the district’s diverse community.



Honoring Culture & Community

Edgerton Elementary hosted its popular Edgerton Stories event, welcoming families for a free, hands-on evening celebrating learning, creativity, and cultural diversity. Attendees explored stations featuring Karen letter writing, Hmong story cloths, Native American games, Latino art, friendship bracelets, hair braiding, and more, fostering connection, engagement, and community.



Shining a Spotlight on Black Girl Magic

District schools celebrated Black Girl Magic with activities for all students that uplift and empower Black girls, recognizing their accomplishments and leadership. By highlighting their contributions, the celebration benefits all students, fostering inclusion, appreciation, and understanding, while encouraging the entire school community to participate and honor the value of diversity and representation.



Goal #4 The community is united behind meeting student needs.

Creating a More Connected School Community



Roseville Area Schools continues to build strong relationships with trusted community partners, working closely with Do Good Roseville, the Roseville Optimist Club, the Roseville Rotary, our seven municipalities, faith-based organizations, and district

committees. Through funding, volunteerism, and shared purpose, these partnerships strengthen support for students, families, and staff while creating a more connected school community.



Celebrating Community-Funded Scholarships

The RAHS community celebrated 47 students awarded more than 60 scholarships totaling over \$82,000—made possible through the extraordinary generosity of local organizations, families, and community members who believe in investing in our students' futures.



Families, staff, and community members gathered for a districtwide meeting on safety initiatives featuring nationally recognized violence prevention expert Dr. James Densley. The evening reinforced a shared commitment to collaboration, with the message: *“Your presence and partnership matter—let’s work together to keep our schools safe for everyone.”*



Partnering for Safe Schools

Strengthening Bonds Through Service

Faith leaders and community members from more than 75 faith communities came together to share resources available to district families. Their dedication to service and outreach highlights the generosity, care, and strong community spirit that support students and families throughout the district.



Goal #5 We are financially secure.

Gathering Community Insights

The district partnered with The Morris Leatherman Company to survey community perceptions on education quality, leadership, finances, communication, and more—including gauging support for a potential Capital Projects Levy for Technology. This work helps ensure we remain aligned with the community's priorities and values. *Here are a few highlights from the survey results.*



Strengthening Sustainability Efforts

The district reaffirmed its commitment to sustainability by approving a three-year contract, starting July 1, 2025, for waste disposal and recycling services across all buildings, with an option for one additional three-year extension.

Expanding Waste Management Practices

District administration applied for a 2025–2027 Public Entity Innovation Grant (PEIG) for \$190,000 to expand successful elementary waste, recycling, and organics programs to secondary schools. The grant would upgrade cafeteria sorting, improve single-stream recycling, add milk carton collection, introduce reusable trays and silverware, and establish standard operating procedures and best practices.



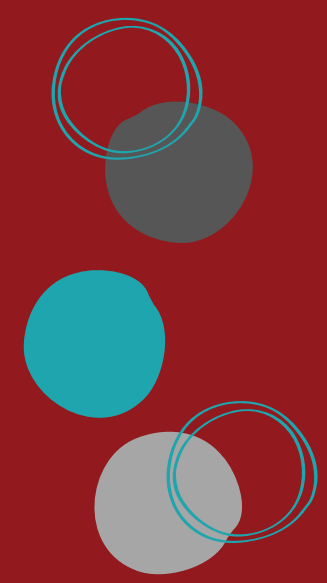


From Our Front Page: Each spring, RAHS football players visit elementary schools during recess to toss the football and connect with younger students. The tradition strengthens community bonds and gives older students a meaningful chance to serve as positive role models.



Roseville Area Schools Accountability Reports

- ▶ **Achievement Report:** <https://bit.ly/623AchievementReport>
- ▶ **Program Participation Report:** <https://bit.ly/623ProgramParticipation>
- ▶ **Graduation and Post-Secondary Report:** <https://bit.ly/623GraduationReport>
- ▶ **College and Career Readiness Report:** <https://bit.ly/623CollegeCareerReadiness>
- ▶ **Staff Diversity Report:** <https://bit.ly/StaffingDiversityReport>
- ▶ **Enrollment and Demographic Report:** <https://bit.ly/623EnrollmentDemographic>



ROSEVILLE AREA SCHOOLS

Achievement & Integration Plan Progress Report

November 25, 2025



Roseville Area Schools

MISSION

Excellence, Innovation & Equity in All We Do

Each learner experiences a sense of belonging and a joy of learning, is inspired and prepared to reach their potential, and contributes to our communities.

EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, and physical appearance.

VISION

GOALS & KEY STRATEGIES

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- Ensure students are college- and career-ready
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- Cultivate student engagement and joy in learning
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- Prepare learners to be racially and socially responsive

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- Ensure educator commitment to anti-racist practices
- Hire and retain a diverse workforce
- Develop equitable leaders
- Develop a culturally responsive evaluation system
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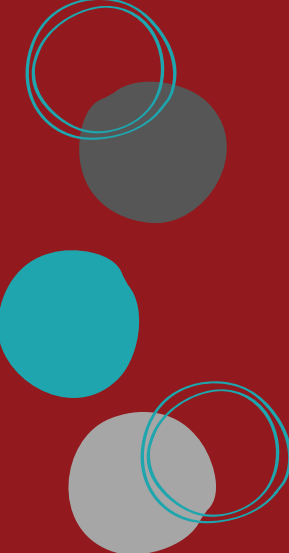
- Cultivate and maintain community trust
- Secure and allocate financial resources to support the district's mission and vision

Achievement & Integration Plan

July 1, 2023 - June 30, 2026

The Achievement and Integration (A&I) for Minnesota program supports the pursuit of racial and economic integration, increased student achievement, the creation of equitable educational opportunities, and the reduction of academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.





**Achievement and
Integration Plans must
contain three types of
goals, at least one for
each of the following:**

- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners
- Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners
- Increasing racial and economic integration

Achievement & Integration Plan

July 1, 2023 – June 30, 2026

Goal #1

Increase the overall reading proficiency rate for BIPOC students in grades 3-6, from 37.4% in 2022 to 53.2% in 2026, as measured by the MCA-III reading test

Progress Update

2025 proficiency rate: 29.0%

2024: 31.0%

Achievement & Integration Plan

July 1, 2023 – June 30, 2026

Goal #2

**Decrease the flat growth
of Native American students
in grades 2-6, on FAST
Reading test from 38% in
2022 to 29% in 2026**

Progress Update

2025 flat growth: 19%

2024: 17%

Achievement & Integration Plan

July 1, 2023 - June 30, 2026

Goal #3

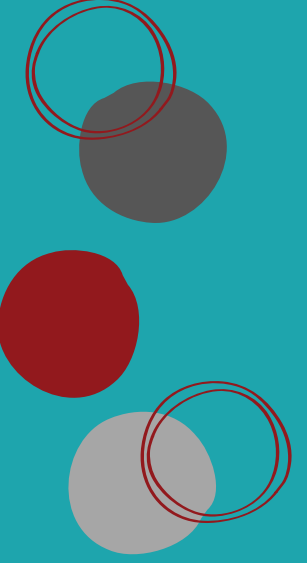
**Increase students' access
to the number of racially
and ethnically diverse
teachers from 12% in 2023
to 17% in 2026**

Progress Update

Teachers of color: 16.52%

2024: 15.17%

2023: 14.8%



Racially Identifiable Schools

Racially Identifiable Schools (RIS) are schools whose BIPOC student population is at least 20 percentage points higher than the district as a whole.

- **District: 63.3%**
- **Harambee: 82.0%**
- **Edgerton: 86.0%**

Achievement & Integration Plan

July 1, 2023 - June 30, 2026

RIS Goal #1

Decrease the overall average percentage of flat growth for BIPOC students in grades 2-6 (as measured by the FAST reading assessment) at Edgerton (from 16.5% to 8%) and Harambee (21% to 10%) by 2026

Progress Update

2025 Edgerton flat growth: 27%
(2024: 18%)

2025 Harambee flat growth: 31%
(2024: 22%)

Achievement & Integration Plan

July 1, 2023 - June 30, 2026

RIS Goal #2

Increase the enrollment at Edgerton Elementary from 450 students to 490 students, and Harambee Elementary from 270 students to 330 students by 2026

Progress Update

2025 Edgerton: 383

2024: 389

2025 Harambee: 257

2024: 265

Achievement & Integration Plan

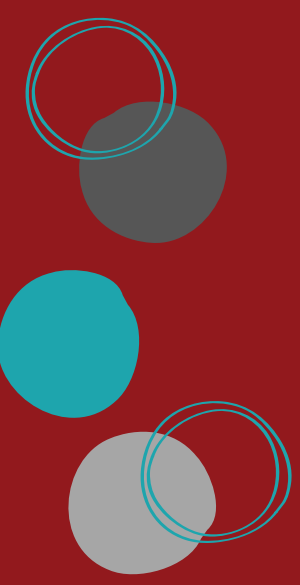
July 1, 2023 - June 30, 2026

RIS Goal #3

Edgerton and Harambee students will self-report a 10% increase on the student survey, from 2023 baseline year data to 2026 data, in response to teacher equitable practices in their classrooms.

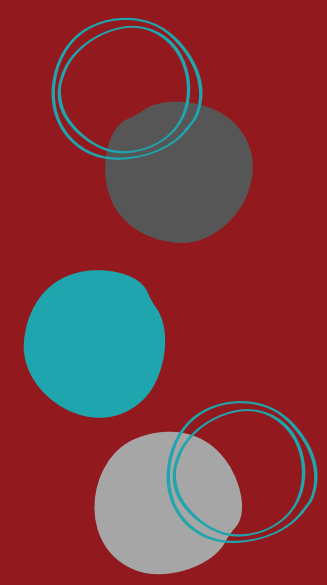
Progress Update

Social Emotional Learning and Equity Survey data for individual schools is still being generated.



Response & Efforts

- **Literacy as a social justice issue**
 - Equity Advancement Literacy Lead: Dr. Clarissa Jackson
 - Science of Reading Professional Development
 - LETRS Training for K-4 + 5-6
 - Careiall Training for 5-12
 - Intervention teachers
 - Year 3 of K-6 ELA Curriculum
- **AVID Elementary and AVID WICOR strategies**
 - 2024-2025: Prioritizing 5th and 6th grade
- **BIPOC Recruitment and Retention efforts**
- **AIPAC, Cultural Liaisons, ELAC, District Attendance Team**
- **Teacher Development and Evaluation**
 - New rubric
 - Professional Development



Questions?