

Academic Data Reporting Cadence

Annual cycle for goal-setting, progress monitoring, and public reporting

August 18, 2026

Why establish a reporting cadence?

The cadence aligns Board updates with the moments when data are meaningful, reliable, and actionable.

01 / GOALS

What goals are we setting?

In August, we bring projected IAR proficiency goals for ELA and math so the Board sees where the district is aiming before the year is underway.

In September, we present the building school improvement plans to the Board.

02 / RESULTS

What do the final results show?

In early November, after the Illinois School Report Card is released publicly, we return with final IAR and report card information.

03 / MONITORING

Are we on track?

After the winter benchmark window closes, we provide an update tied to progress monitoring and school improvement.

ECRA in plain language

ECRA helps turn prior performance into projected outcomes and growth information.

01

Prior Performance

Multiple years and multiple measurements.

02

Local Norms

What growth typically looks like for similar students.

03

Personalized Projection

An informed estimate for a future test.

04

Goal-Setting & Monitoring

Targets for the district and the schools.

05

Public Transparency

Dashboard view of strategic progress.

How projections support goal-setting

Projected proficiency turns prior performance into a reasonable target for the coming year.

01 / INDIVIDUAL

Student Projections

Each student has an informed estimate.

02 / AGGREGATION

School Projections

Student projections roll up to school level projected proficiency.

03 / STRATEGY

District Goals

District targets are set from projected IAR proficiency.

Proficiency and growth answer different questions

Both matter, but they do different work.

CONCEPT 01

Proficiency

Did students meet the grade-level standard?

A POINT-IN-TIME OUTCOME

Example: Percent of students meeting or exceeding state standards on IAR in reading or math.

CONCEPT 02

Growth

Did students learn as much as expected?

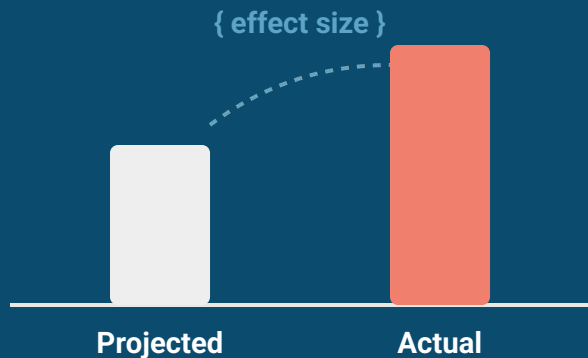
EXPECTED TRAJECTORY

Progress compared with expected trajectory over time rather than a single fixed benchmark.

Growth inferences translate results into action

ECRA compares actual performance to projected performance and labels the growth pattern.

Projected vs. actual framework



ECRA growth inference categories

- Higher than expected**
Significant growth of +0.30 or above
- Expected**
Exactly as expected = 0.00
Trending toward higher +0.29 | Trending toward lower -0.29
- Lower than expected**
Significantly lower growth from -0.30 to -0.59
- Unsatisfactory**
Unsatisfactory growth of -0.60 or below

Using the ECRA platform to move from trends to action

ECRA helps is study system patterns and create student groups for intervention, enrichment, and monitoring.

ECRA PLATFORM WORKFLOW

1. Analyze District Trends

Look across subject, grade, building, student population, and growth inference patterns to gain insight into strengths and weaknesses.

2. Identify Similar Student Profiles

Use advanced platform filters to find cohorts of students with common academic needs and growth patterns.

3. Create Groups & Monitor Progress

Build targeted student groups directly within the platform and dynamically monitor their learning progress over time.

HOW THIS INFORMS CURRICULUM & INSTRUCTION

- Name districtwide trends to address through curriculum review, common planning, and professional learning.
- Compare patterns across buildings and grade levels to determine whether needs are isolated or systemic.

HOW THIS SUPPORTS STUDENT INTERVENTION

- Create focused groups of students with similar profiles so supports are matched to specific need, not just broad test scores.
- Monitor benchmark results, growth inferences, and progress over time to decide whether to continue, adjust, or intensify support.

Annual reporting cadence

The Board receives formal reports when the underlying data have the greatest value.

August

District goals

Projected IAR
proficiency goals
for ELA and math

September

School goals

School
improvement plans
presented to the
Board

November

Final Results

Final IAR/School
Report Card update

February

Winter Update

Benchmarking
progress after
winter window
closes

Spring/Summer

State testing & data

IAR testing in
spring, preliminary
results reviewed
internally in
summer

What each Board report will include

Each report has a different purpose.

August

Goal-setting

- Projected ELA proficiency
- Projected math proficiency
- Rationale from preliminary IAR

November

Final IAR performance

- Illinois School Report Card
- Comparison to projections
- Notable strengths and needs
- Instructional next steps

February

Midyear update

- Winter benchmark results
- Progress towards goals
- Trends by subject/grade
- Instructional next steps

Public strategic dashboard: January 2027 target

The dashboard will complement Board reports by giving the community an ongoing view of strategic process.

Why it matters

Transparency is essential to a healthy learning community.

Ongoing access

The Board and community can see progress outside of scheduled Board reports.

Aligned to strategy

Metrics connect to district goals, not isolated test results.

Board reports remain essential

Reports provide interpretation, context, and public discussion.

In summary

This cadence gives us a shared way to answer three questions.

Where are we going?

August goals

**What did final results
show?**

November report

**Are we making
progress?**

Winter update &
dashboard

Set goals. Monitor progress. Report final results, Make progress visible.

2026-2027 District Improvement Goals

Strategic Plan Goal

Student Learning

Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.

Goal Component

Personalized Support

Deliver tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS).

Goal

ELA

By June 2027, 47% of students in grades 3-8 will meet or exceed on IAR.

Math

By June 2027, 43% of students in grades 3-8 will meet or exceed on IAR.

Areas of Action

- MTSS Framework & Handbook
- Instructional Framework
- Thinking Maps
- The Writing Revolution
- The Comprehension Playbook
- Building Thinking Classrooms

2026-2027 District Improvement Goals

Strategic Plan Goal

Health and Well-being

Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.

Goal Component

Mental Health

Provide resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.

Goal

LINC System

Collect baseline data for support and crisis calls using the new district-developed LINC system.

Areas of Action

- MTSS Framework & Handbook
- Thrively

2026-2027 District Improvement Goals

Strategic Plan Goal

Family & Community Engagement

Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.

Goal Component

Parent/Guardian Groups

Strengthen connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their children.

Goal

Attendance

By June 2027, District 45 will increase its attendance rate from 93.63% to 94% or higher.

Areas of Action

- MTSS Framework & Handbook
- Utilize the Strive for 5 Communication Toolkit
- Attendance Outreach



Districtwide MTSS Launch

2026-2027

Milestones Along the Path

2015 - 2017

PLC Summit in Lincolnshire for district staff

2022 - 2023

Completed State required significant disproportionality corrective action plan

2022 - 2023

Percentage of D45 students with IEPs climbed to 21% while the IL average was 17%

August, 2024

Yes We Can! Workshop with SLTs

Spring, 2025

Conducted focus groups and administered a needs assessment through the CEC.

Spring, 2025

Assembled the District MTSS Steering Committee

May, 2025

Outlined the process for gathering school-level input with SLTs during Data Day.

2025 - 2026

District MTSS Steering Committee gathered and analyzed school-level input from buildings.

April, 2026

Presented MTSS Framework draft to the District MTSS Steering Committee for feedback.

May, 2026

Presented MTSS Handbook to building administrators and curriculum directors for feedback.

Building on What We Have Accomplished Together

Over the last several years, D45 educators have strengthened Universal Instruction through:

- ❖ PLC collaboration
- ❖ District curriculum and instructional resource work
- ❖ Common assessments and data-review practices
- ❖ Academic-language supports
- ❖ Workshop Model

- ❖ Interactive Learning Structures
- ❖ Thinking Maps
- ❖ The Writing Revolution
- ❖ The Comprehension Playbook
- ❖ Building Thinking Classrooms

- ❖ Responsive Classroom, RULER, and relationship-centered routines
- ❖ Increased attention to belonging, engagement, and student agency
- ❖ Thrively

Continuing the Path Forward

We have invested substantially in the individual components of strong teaching and learning. Our next step is to ensure those components operate as one coherent system across classrooms, teams, services, and schools.

01

Build shared
understanding and
Targeted supports

02

Improve monitoring,
consistency, and
intensification

03

Sustain and evaluate the
full system

Building a System Takes Time

Fully realizing the MTSS Framework requires changes to:

- ❖ Shared understanding

- ❖ Team structures

- ❖ Schedules

- ❖ Intervention resources

- ❖ Progress-monitoring practices

- ❖ Decision rules

- ❖ Role clarity

- ❖ Professional learning

- ❖ Data Systems

These changes must be developed, tested, refined, and sustained over time.

2026-2027

Build shared understanding and Targeted supports

2027-2028

Improve monitoring, consistency, and intensification

2028-2029

Sustain and evaluate the full system

What This Is Not



Not a New Curriculum

It is a framework to organize existing resources, not a brand new academic course.



Not Another Program

It is a sustainable framework for teaching and support, not an additive initiative.



Not a Special Ed Pathway

It is a general education framework designed to proactively support all students.



Not a Form Checklist

There is no expectation or requirement to complete every single form in the Handbook.



Not a Teacher Evaluation Tool

It is designed for student support and is not used to evaluate educator performance.



Not an Immediate Expectation

Building a fully realized system is a gradual process that takes time to implement.

MTSS Is How We Organize Teaching and Support

MTSS is not something we do in addition to teaching—it is how we organize teaching and support to ensure every student learns.



A general education framework for all students



Prevention-focused and data-informed



Grounded in strong Universal Instruction



Responsive to academic and whole-child needs



Organized through collaboration and ongoing review



Designed to provide the right support at the right time

What Will Guide Our Decisions: The four D45 commitments

01

Strong Core Instruction First

We protect and continually strengthen grade-level Universal Instruction.

02

Aligned and Coherent Instruction

Supports work together rather than create disconnected experiences.

03

Data Drives Instructional Decisions

We use evidence to identify needs, choose responses, and determine impact.

04

Shared Responsibility for Student Success

Supporting students is collective work, not the responsibility of one person or department.

Five Things to Emphasize Right Now

1

Universal Instruction remains the foundation.

Students continue to receive grade-level, standards-aligned learning.

2

MTSS is general education first.

Routine problem-solving begins through classroom instruction and PLC collaboration.

3

A single assessment score does not determine an intervention.

Teams use multiple sources of evidence to identify the specific need.

4

Targeted support is additional, need-matched, time-bound, and monitored.

It does not replace Universal Instruction.

5

The level and combination of supports may change.

Teams review progress and decide whether to continue, adjust, intensify, re-diagnose, fade, or exit.

2026–2027 Focus: Strengthening Targeted Instruction

This year we will:

- 01 Clarify the difference between Universal differentiation and Targeted support.
- 02 Identify common, high-priority student needs.
- 03 Develop coherent, practical Targeted supports.
- 04 Define how supports should be implemented.
- 05 Identify appropriate progress measures.
- 06 Build shared resources that teachers can use.
- 07 Learn how to review response and make next-step decisions.

The Framework Is Our Goal. The Handbook Is Our Pathway.

Goal

MTSS Framework

The shared vision for how we support every learner.

Pathway

MTSS Handbook

The practical guide that helps us take the next right steps.

"Hope is built when we pair a clear goal with a clear pathway—and believe we can walk it together."

Institute Day: Building What We Need Together

Staff will work in **ELA, mathematics, or behavior/SEL teams** to develop Targeted supports for high-priority student needs.

01 Review district evidence.

02 Identify a precise, common student need.

03 Connect the need to Universal Instruction and district resources.

04 Develop or refine a Targeted support.

05 Define implementation expectations.

06 Identify progress-monitoring evidence.

07 Produce a usable district resource.

Learn, Use, Reflect, Improve

What happens next?

- 01 Initial framework orientation
- 02 Institute Day Targeted Instruction development
- 03 Building and PLC application
- 04 Progress review and feedback
- 05 Winter refinement
- 06 Spring implementation review
- 07 Year 2 planning

How the Pieces Fit Together

Strategic Plan

Why are we doing this work?

Instructional Framework

Publication pending

What should strong teaching and learning look like?

MTSS Framework

How do we organize support when students need more?

MTSS Handbook

How do teams operate the system?

SEL Standards Guide

How is SEL embedded in daily practice?