ROCK ISLAND-MILAN SCHOOL DISTRICT #41

Board of Education Meeting

November 10, 2026

Sharon Williams, Ed. D.

Superintendent

AGENDA

1. Board Member Recognition
2. Building Our Future: Facilities Management Plan Update
3. 2026 Illinois State Report Card Results

#ThankABoardMember

School Board Members Day | November 15, 2026

Our board members spend numerous hours each month on district work, attending meetings, responding to concerns, and taking on other responsibilities most will never hear or read about. We want to personally thank all seven members of the Rock Island - Milan District #41 School Board for their service to the district, our students, and the community.



IASB Illinois Association of School Boards Active Member

Honoring Our Local Leaders

ROCK ISLAND-MILAN SCHOOL DISTRICT #41

2026 Illinois State Report Card

Sharon Williams, Ed. D., Superintendent
Jeff Dase, Deputy Superintendent
Beth Summers, Ed. D., Assistant Superintendent of Teaching and Learning
Dominique Moore, Ed. D., Assistant Superintendent of Human Resources

AGENDA

1. Report Card Timeline
2. Non-Academic Metrics
3. Clear Performance Criteria
4. Academic Measures
5. Determining Overall Performance
6. Accountability System
7. Continuous Improvement and Goals

Report Card Timeline

The Report Card Data was released October 30th.

October 21st

Leadership Team Report Card Preview

October 29th

Complete communication drafts for your school community

October 30th

ISBE Releases Report Card at 9:00 am

November 10th

2026 Report Card Presentation to the Board of Education

November 12th

2026 Report Card Forum

Non-Academic Metrics

Scholar Demographics

	2024	2025	2026
District Enrollment	6,124	6,211	6,159
Low Income	60.1%	76.9%	66.7%
English Learners	13.7%	15.5%	15.4%
Scholars with IEPs	18.8%	20.1%	20.2%

Teacher Retention

This table shows the district average for the 3-year average percentage of teachers returning to work at the same district

Stability in the teaching staff often helps to foster a collaborative environment in which teachers work together to advance student achievement. However, some movement of teachers in and out of schools is normal.

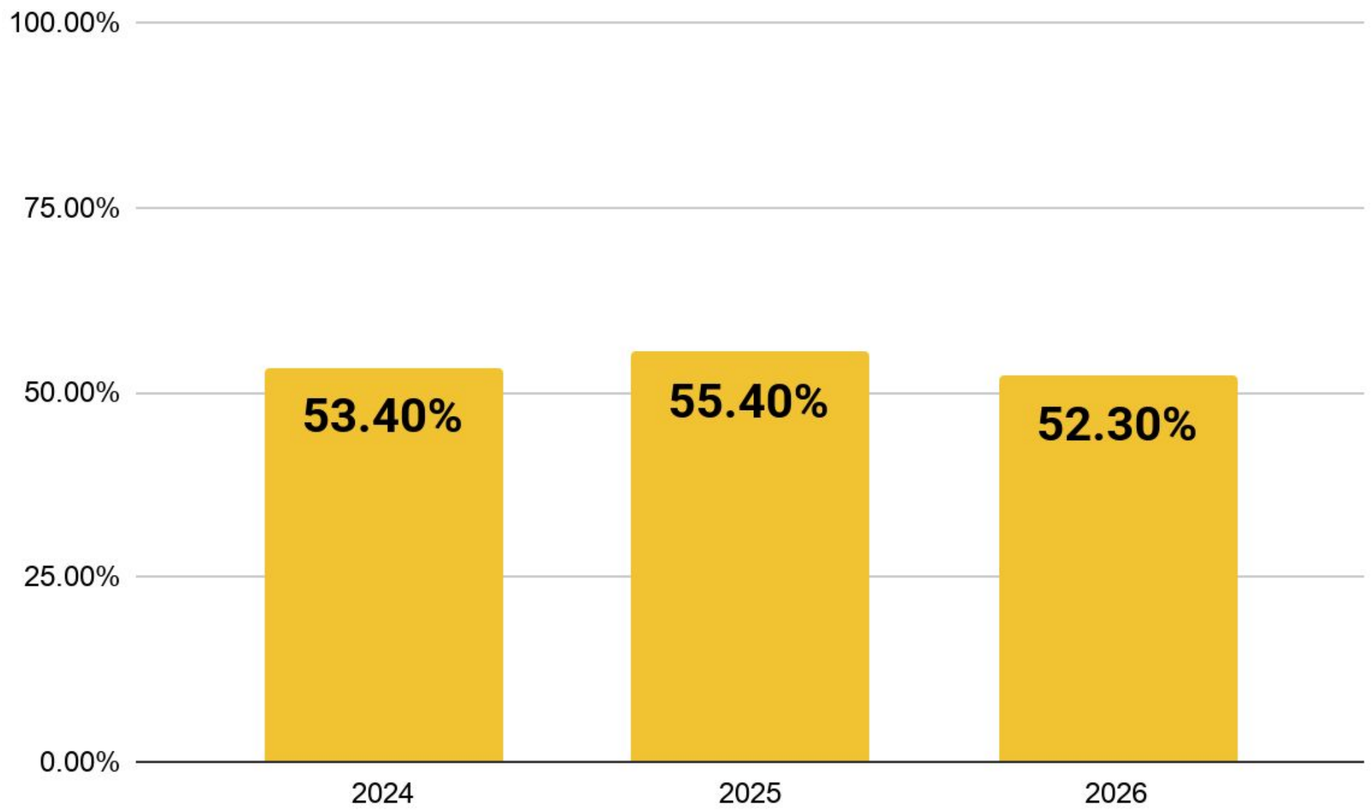
	2024	2025	2026
3-Year Average	94.5%	94.1%	95.1%
State Average	89.6%	89.5%	90.8%

Teacher Attendance

52.3%

There are 52.3% of teachers with fewer than 10 absences in the district, 47.7% of teachers have greater than 10 absences.

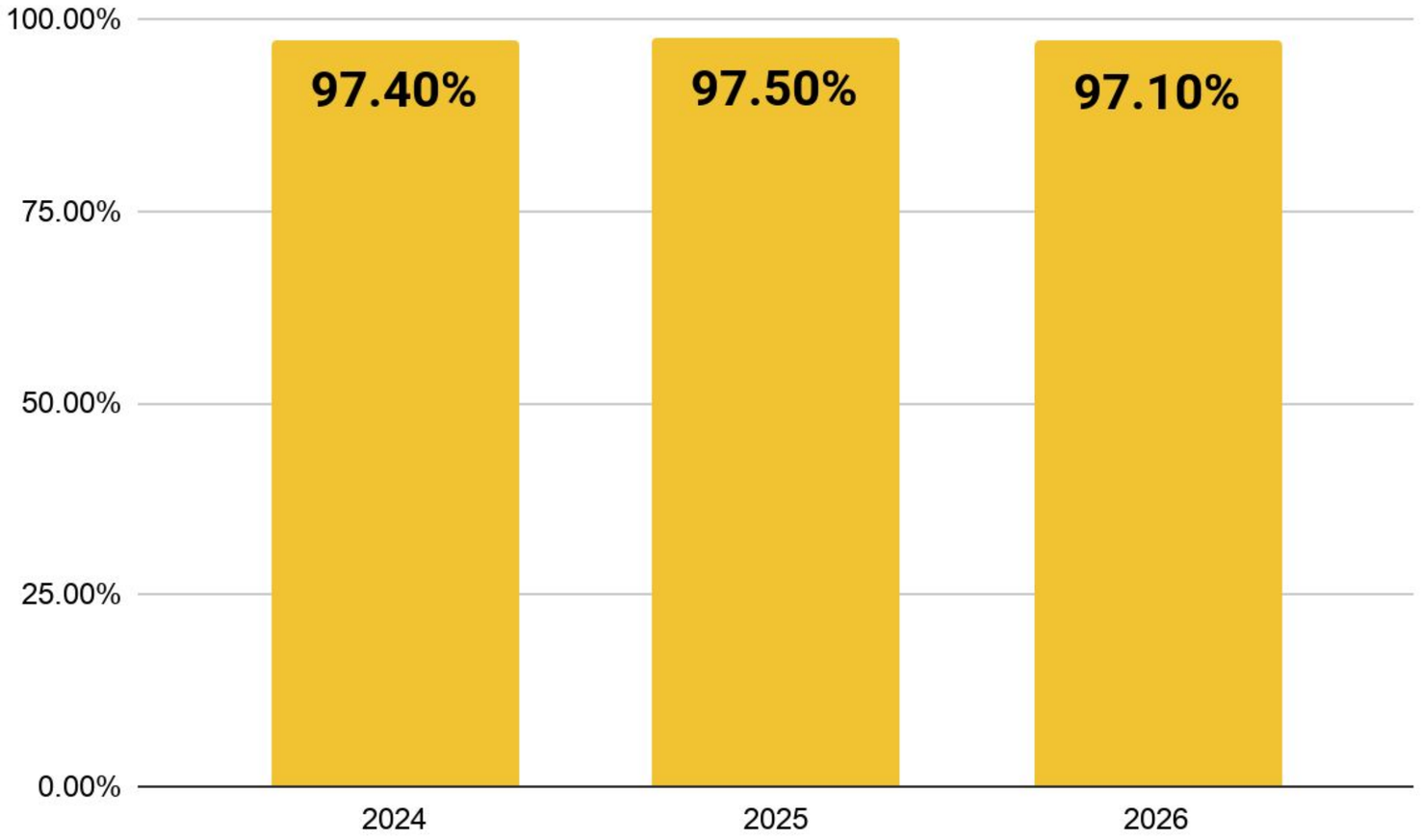
1.1% Decrease from 2024 to 2026



Teacher Evaluation

In 2010, the Illinois Performance Evaluation Reform Act was signed into law and required schools to design and implement performance evaluation systems that assess teachers' professional skills as well as incorporate measures of student growth. These evaluation systems must rate teachers in one of four performance categories: excellent, proficient, needs improvement or unsatisfactory.

The chart displays the percent of teachers evaluated as excellent or proficient by an administrator or other evaluator trained in performance evaluations



Teachers Out-of-Field

The table represents the percentage of teachers defined as “out-of-field” – a teacher teaching in a grade or content area for which they do not hold the appropriate state-issued license, endorsement, approvals, or previous qualifications.

	2024	2025	2026
RIMSD41	5.3%	13.6%	12.9%
State Average	4.1%	9.7%	8.0%

Scholar/Administrator Ratio

The ratio is calculated by using the fall enrollment total, divided by the number of FTE administrators, but not including adult education personnel.

The number of administrators varies greatly between districts, depending on the size, student population, programs, and financial resources of each district.

This table shows the average number of students per administrator in this district.

	2024	2025	2026
RIMSD41	148:1	144:1	147:1
State Average	136:1	136:1	133:1

Administrator Measures

“Administrator Full-Time Equivalent (FTE)” is defined as a Regular or Special Education Administrator within EIS who has one or more active employment records, worked during the regular school year (not summer school), and is not a Regional Superintendent or Assistant Regional Superintendent.

The table below represents the percentage of administrators defined as “novice” - having less than 2 full-time equivalent years of combined public school administrative experience.

	2024	2025	2026
# of Admin	41.41	43.25	42.00
% of novice admin	4.8%	2.1%	7.6%

Financial Measures - EBF

FY	Revenues	Tier	Adequacy %
2020	$ 30,434,438	1	64%
2021	$ 30,434,261	1	64%
2022	$ 32,721,842	1	65%
2023	$ 33,966,789	1	70%
2024	$ 34,525,494	2	81%
2025	$ 36,129,569	1	75%
2026	$ 39,083,140	1	69%

Each year districts are assigned a Percentage of Adequacy that is the result of dividing the district's calculated Resources by the Adequacy Target as defined by 105 ILCS 5/18-8.15.

Resources are defined as the district's Local Capacity Target (LCT) + Corporate Personal Property Replacement Taxes (CPPRT) + Base Funding Minimum (BFM).

The Adequacy Target is the sum of all 34 Education Cost Factors as calculated for each individual district.

Per-Pupil Spending*

$16,708

Average per-pupil spending for RIMSD 41.

Highest - $24,992 @ TMLC
Lowest - $13,315 @ Eugene Field

Average Spending

Average spending per student at each school in the district, as collected through the unaudited Every Student Succeeds Act (ESSA) Site-Based Expenditure Report.

Expenditures

Only certain expenditures like capital outlay (facilities, property, and major equipment purchases) and debt service (such as payments on bonds/longer-term debt) are excluded from the spending reported here,

Enrollment

The enrollment used for per-student calculations is “student full-time equivalent,” meaning that students attending only part of each day are counted proportionally (e.g., a half-time pre-kindergarten student is counted as 0.5).

*Taken from 2026 Site Based Expenditure Report

Clear Academic Criteria

Illinois Report Card 2026

Core Indicators	Elevating Indicators
Academic Proficiency in Reading, Math and Science	**English Learner** Progress
Student Growth in Reading, Math and Science	Consistent **Attendance**
Graduation Rate	**Climate Survey** Participation

Clear Performance Criteria

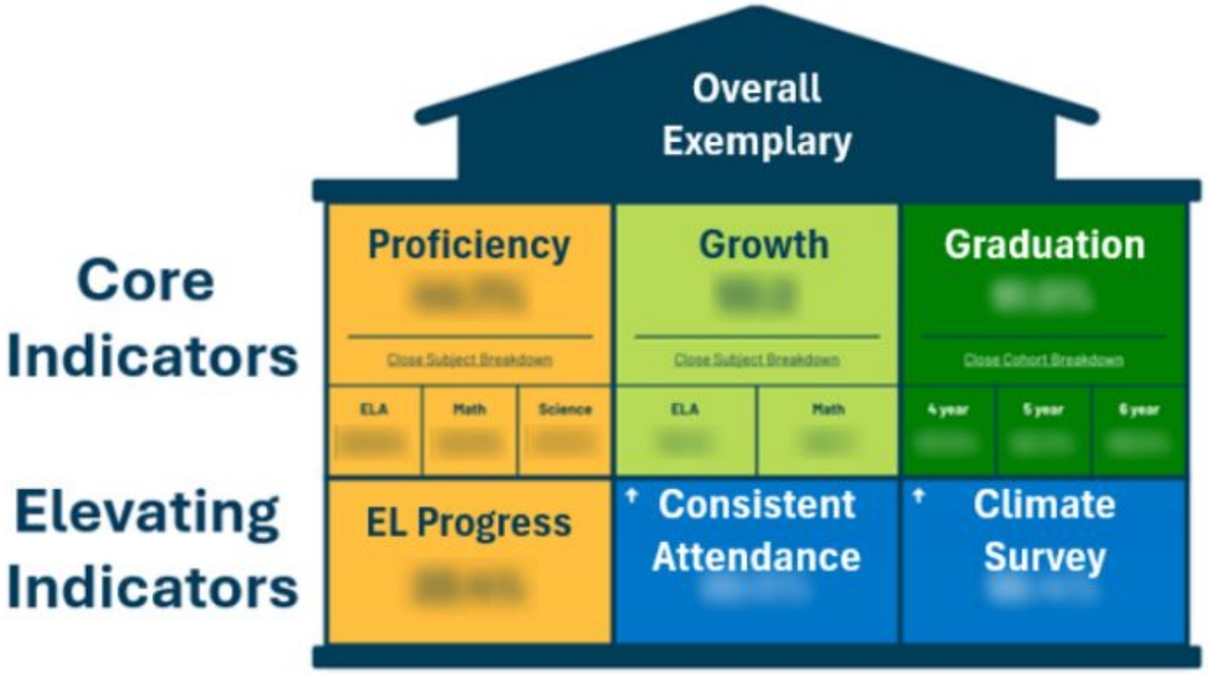
	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	Composite Growth Student Growth Percentile (SGP)		Graduation Rate	EL Progress		Consistent Attendance		Climate Survey
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	K-8 schools	High schools	All schools
Exemplary	≥ 75	≥ 67.5	≥ 60	≥ 93	≥ 75	≥ 50	≥ 88	≥85	≥ 95
Approaching Exemplary	≥ 52 < 75	≥ 60 <67.5	≥52.5 < 60	≥ 88 < 93	≥ 50 < 75	≥ 40 < 50	≥ 80 < 88	≥70 < 85	≥90 < 95
Commendable	≥ 48 < 52	≥ 45 < 60	≥ 43 <52.5	≥ 80 < 88	≥32.5 < 50	≥ 25 < 40	≥ 65 < 80	≥ 55 < 70	≥ 85 < 90
Developing	≥ 35 < 48	≥ 35 < 45	≥32.5 < 43	≥ 67 < 80	≥ 15 <32.5	≥ 15 < 25	≥ 50 < 65	≥ 40 < 55	≥ 65 < 85
Comprehensive	< 35	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65
Automatic Comprehensive	<13.75 OR	<30	<30 OR	<66.67*					

Profile = Set of Signals, Not a Single Score

What a Profile Measures

1. Core Academic Indicators
2. Elevating Indicators
3. Student Group Performance

Each part provides a different lens on how a school is serving its students.

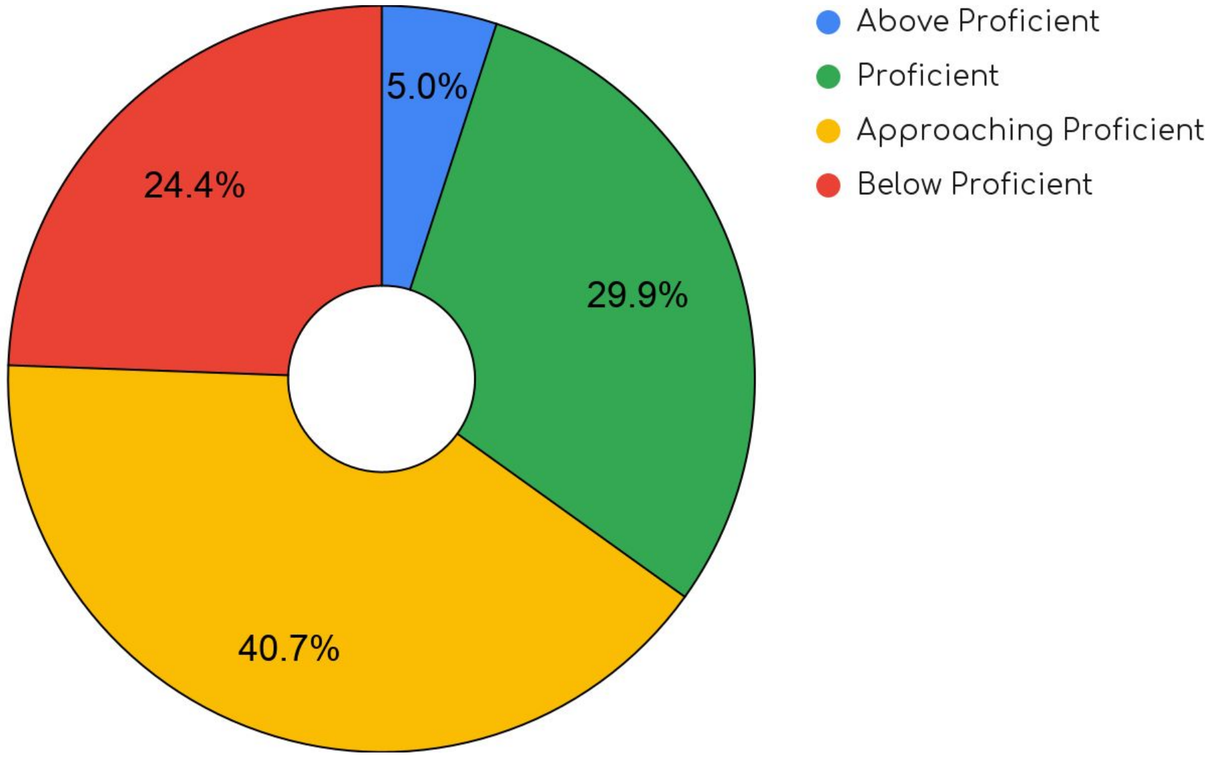


Academic Metrics

ELA Proficiency: IAR

32.5→34.9%

Illinois Assessment of Readiness Grades 3 - 8 (Met & Exceeded)

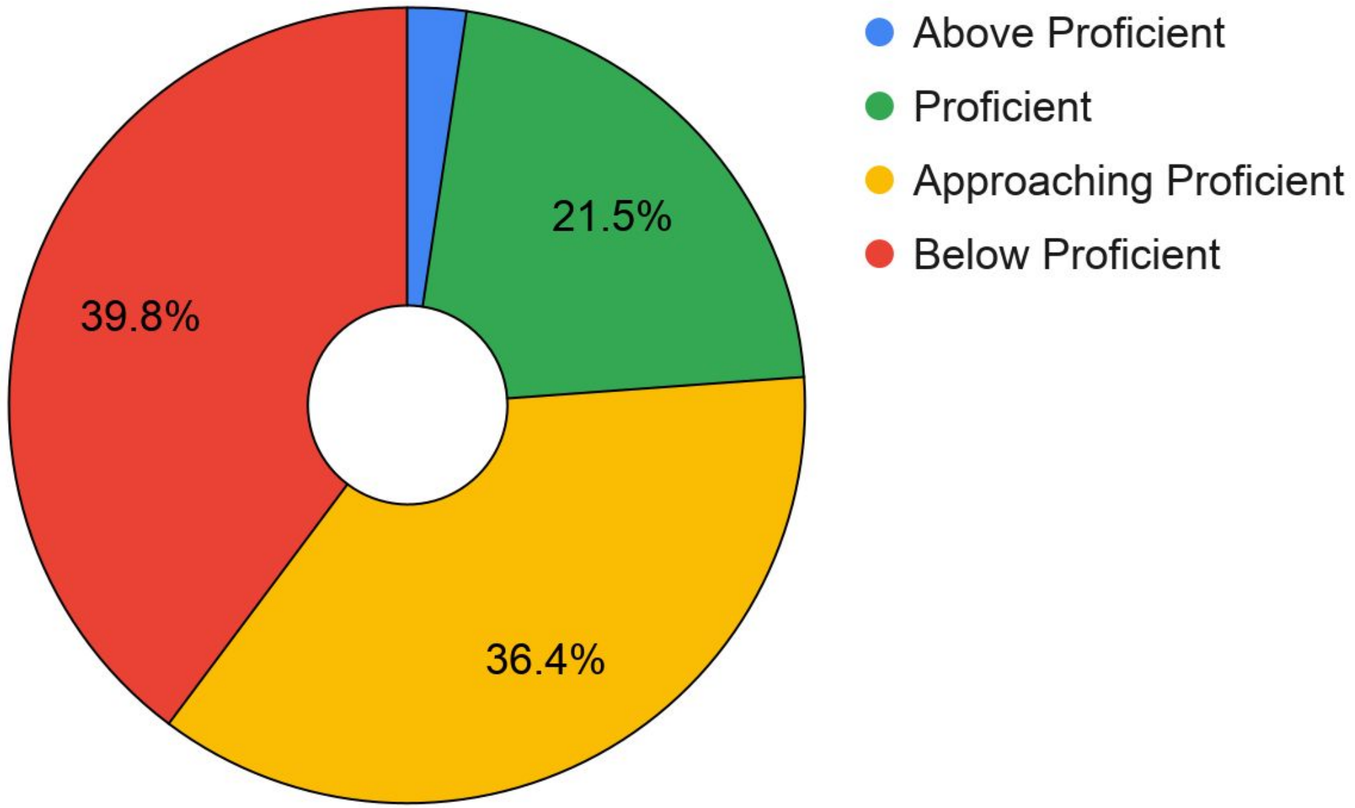


ELA Proficiency: ACT

27.9→29.1%

ACT Grades 9 - 11

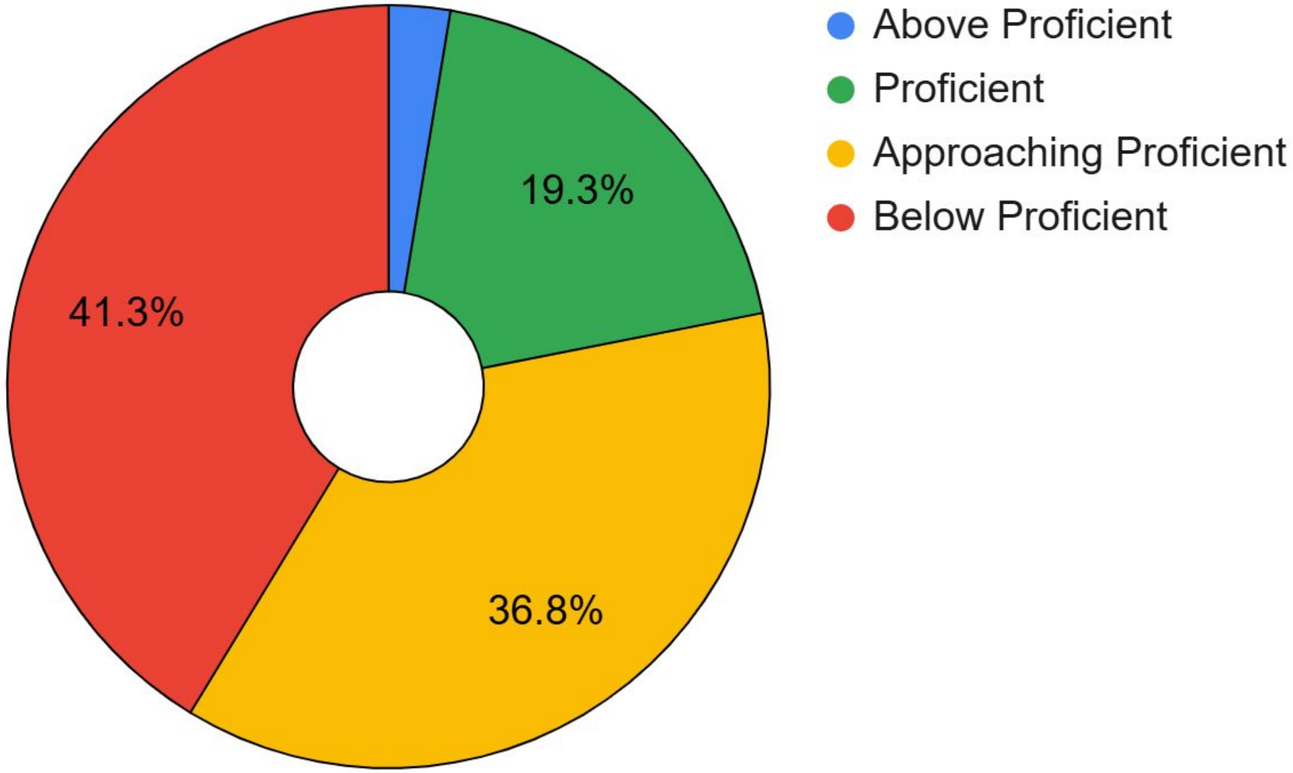
(Met & Exceeded)



Math Proficiency: IAR

21.8→21.9%

Illinois Assessment of Readiness Grades 3 - 8 (Met & Exceeded)

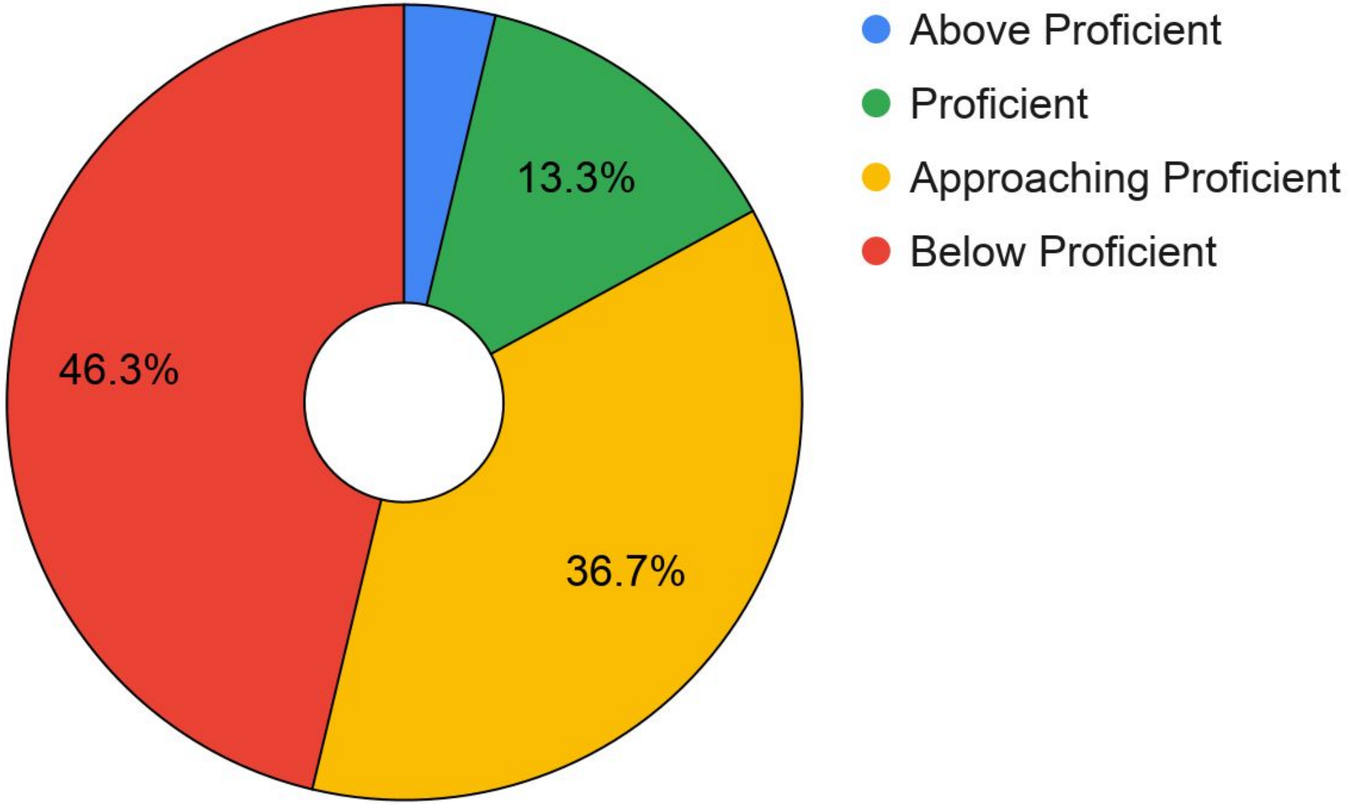


Math Proficiency: ACT

17.1→17%

ACT Grades 9 - 11

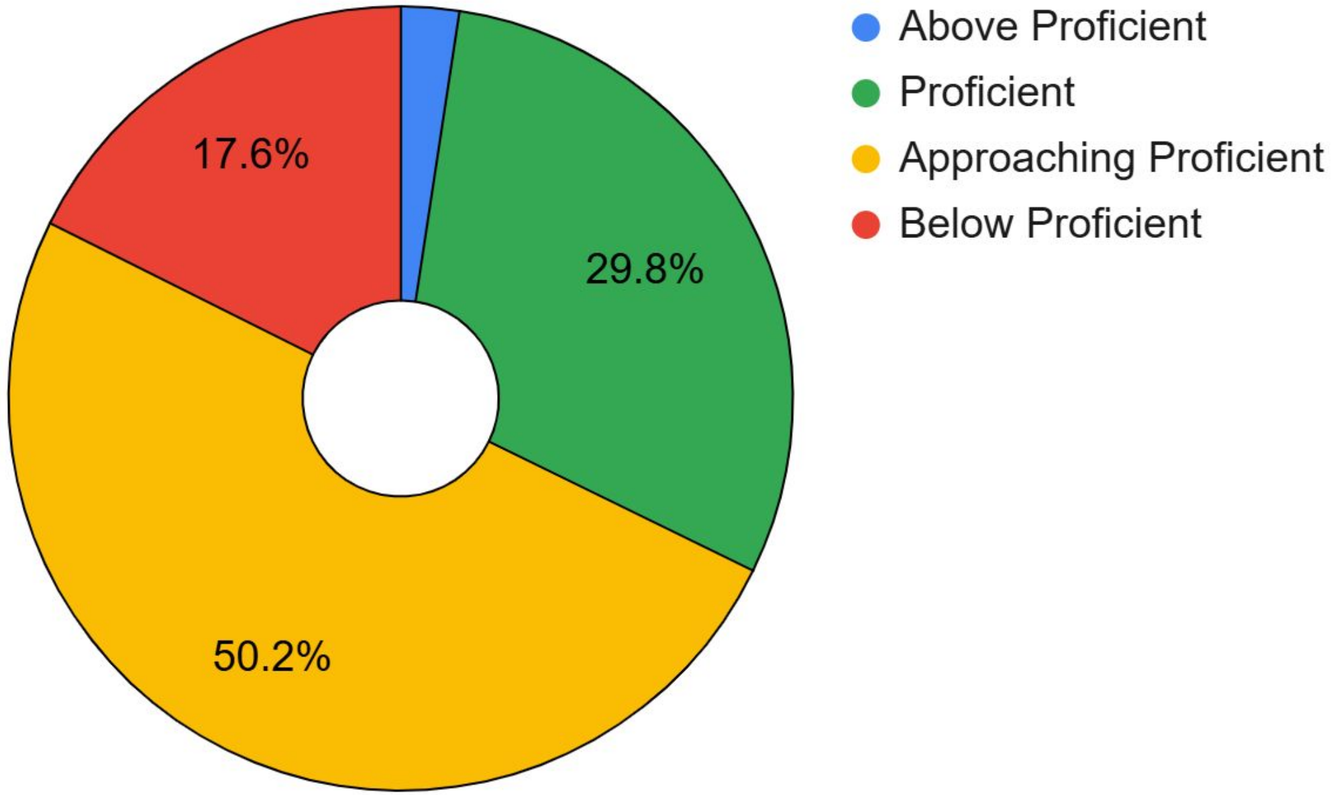
(Met & Exceeded)



Science Proficiency: ISA

25→32.2%

Illinois Science Assessment Grades 3 - 8 (Met & Exceeded)

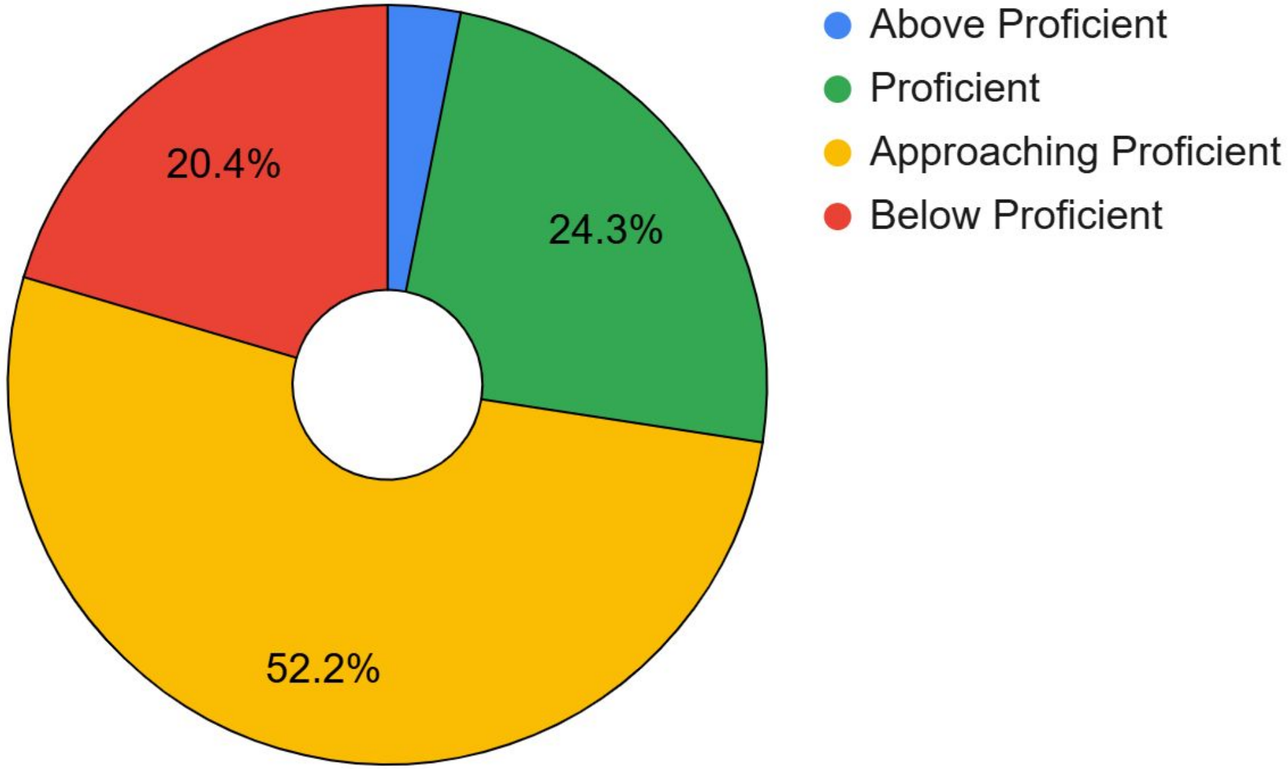


Science Proficiency: ACT

26.8→27.5%

ACT Grades 9 - 11

(Met & Exceeded)



Scholar ELA and Math Growth: Percentiles

	2024	2025	2026
ELA - IAR	43.3	44.8	45.1
*ELA - ACT	Not available	27.9	29.1
MATH - IAR	44.5	44.5	43.7
*MATH - ACT	Not available	17.1	17

**Transitioned from SAT to ACT in SY25*

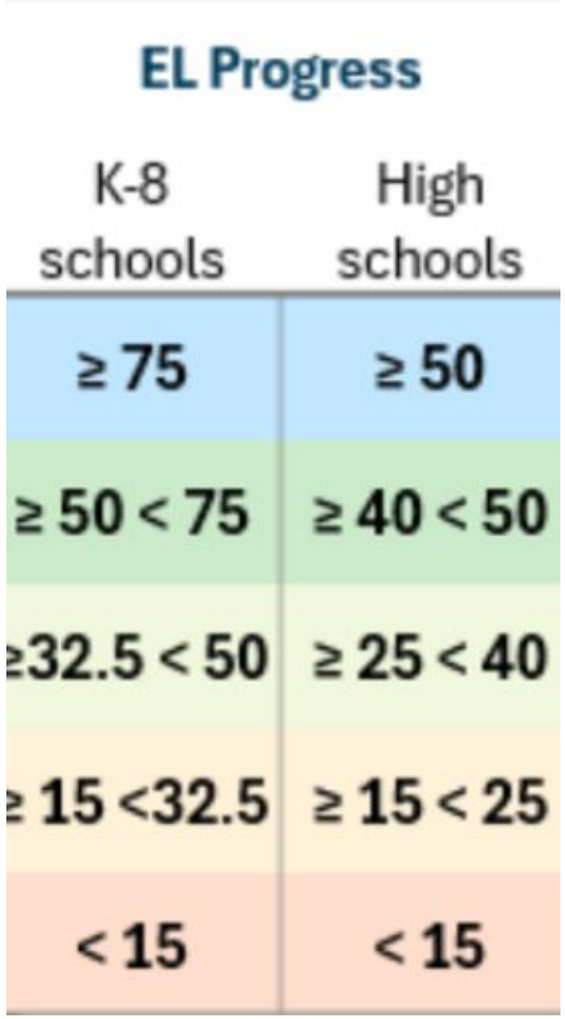
English Learners Progress to Proficiency

Combined ACCESS scores in
Listening/Reading/Speaking and Writing Growth

Within 5 years → Scholars must score a 4.8/6

Growth Percentage = The number of students meeting their annual growth targets.

District Average = Approaching Exemplary



EL Progress	
K-8 schools	High schools
≥ 75	≥ 50
≥ 50 < 75	≥ 40 < 50
≥32.5 < 50	≥ 25 < 40
≥ 15 <32.5	≥ 15 < 25
< 15	< 15

52.7 %

of EL learners are making expected annual progress toward fluency in English

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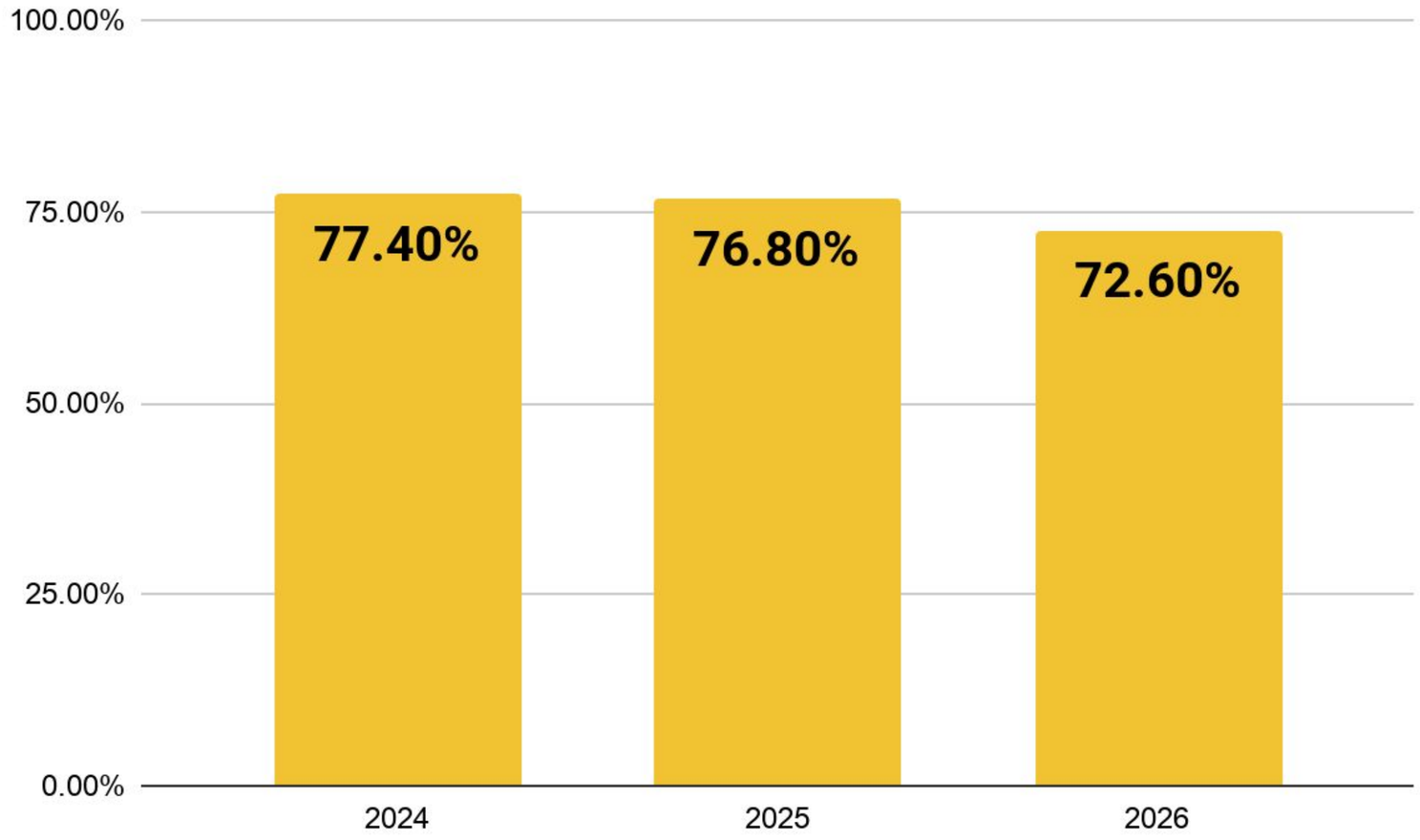
9th Grade on Track to Graduation

72.6%

9th Grade on Track

Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science). Course credits from summer sessions are not included in this calculation.

9th Grade on Track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track.

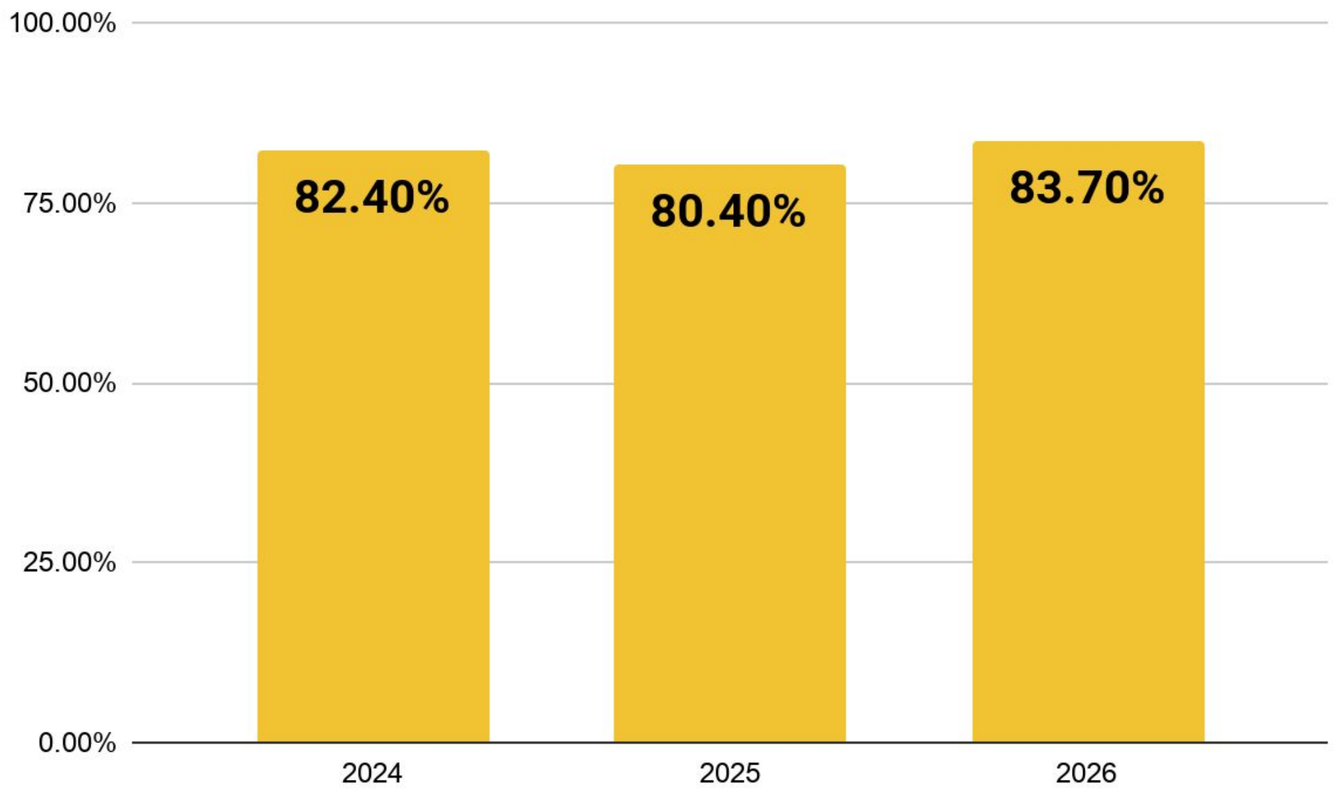


Graduation Rate

83.7%

4-Year Graduation Rate

State average = 89.8%



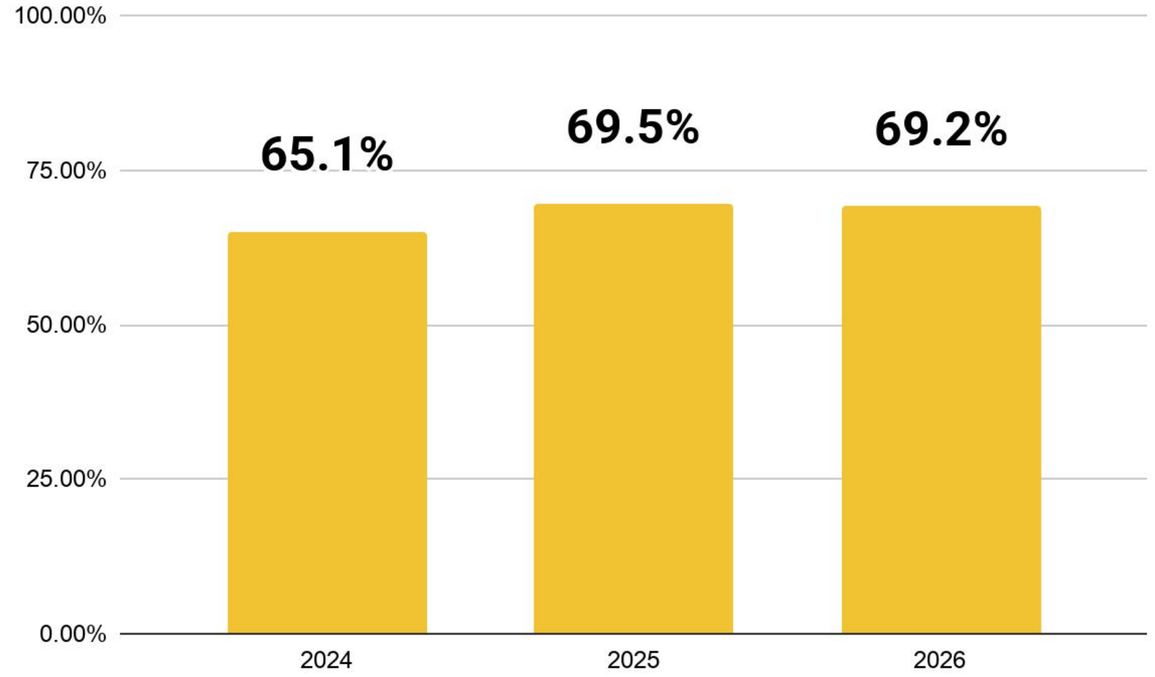
Scholar Attendance

90.9 → 91.1%

District-Wide Attendance Rate

Consistent Attendance

Percentage of scholars present 90% or more of days of the school year.

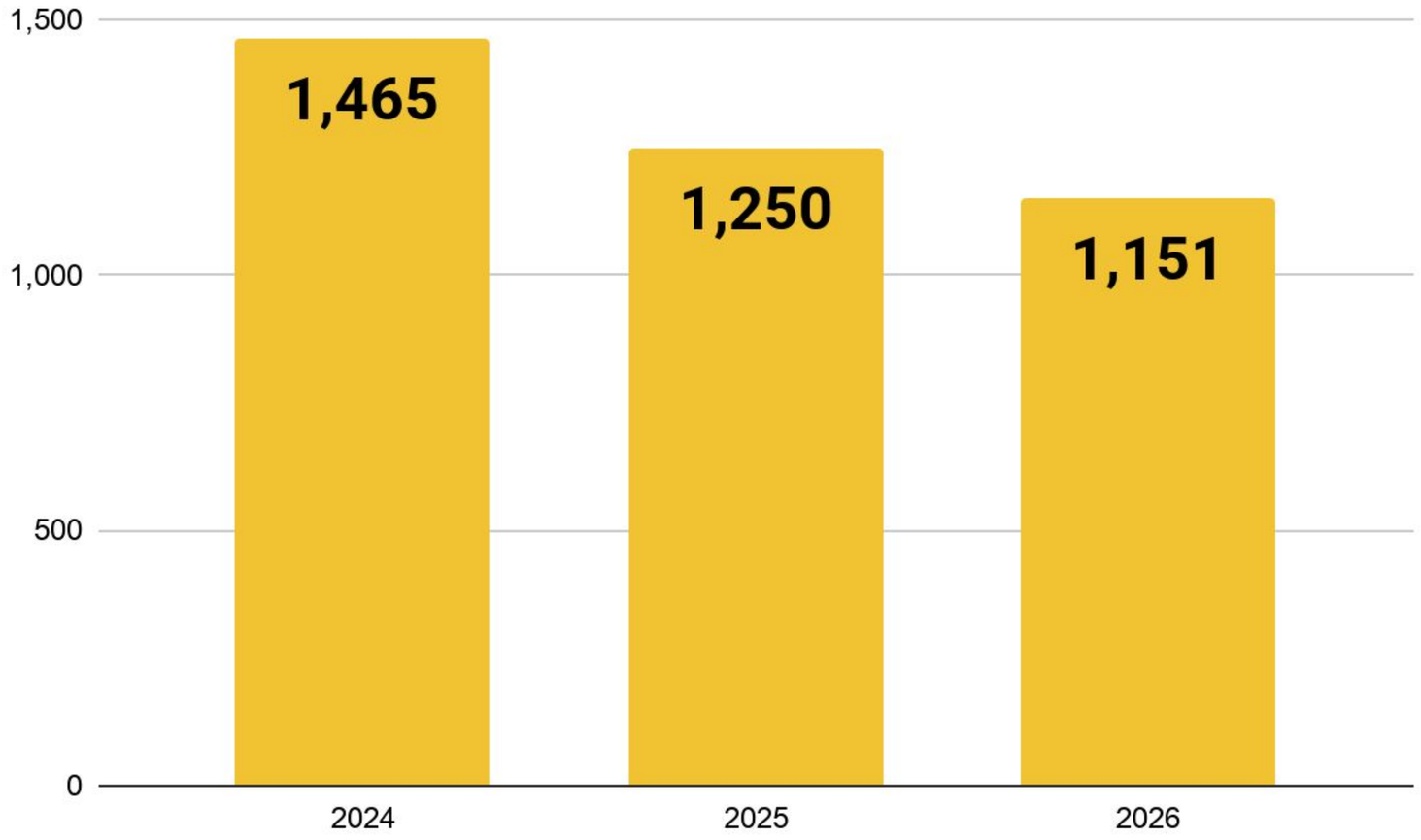


Scholar Discipline

1,151

Number of Discipline Incidents

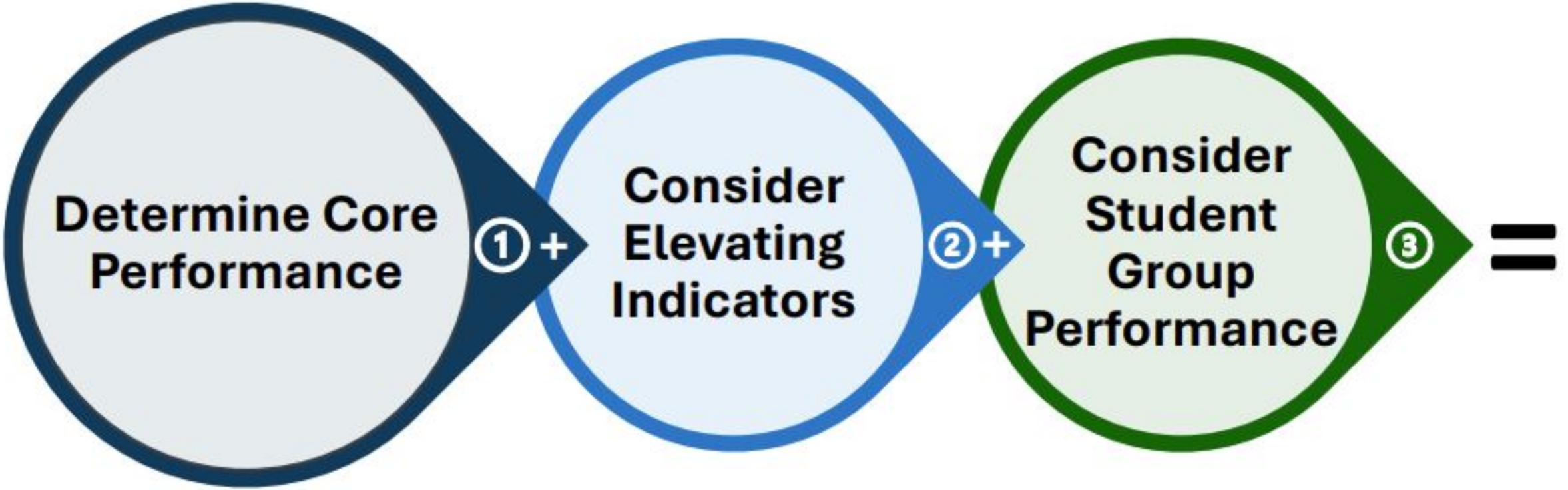
21.43% decrease from 2024 - 2026 in discipline incidents.



Determining Overall Performance



Determining an Overall Profile of Performance

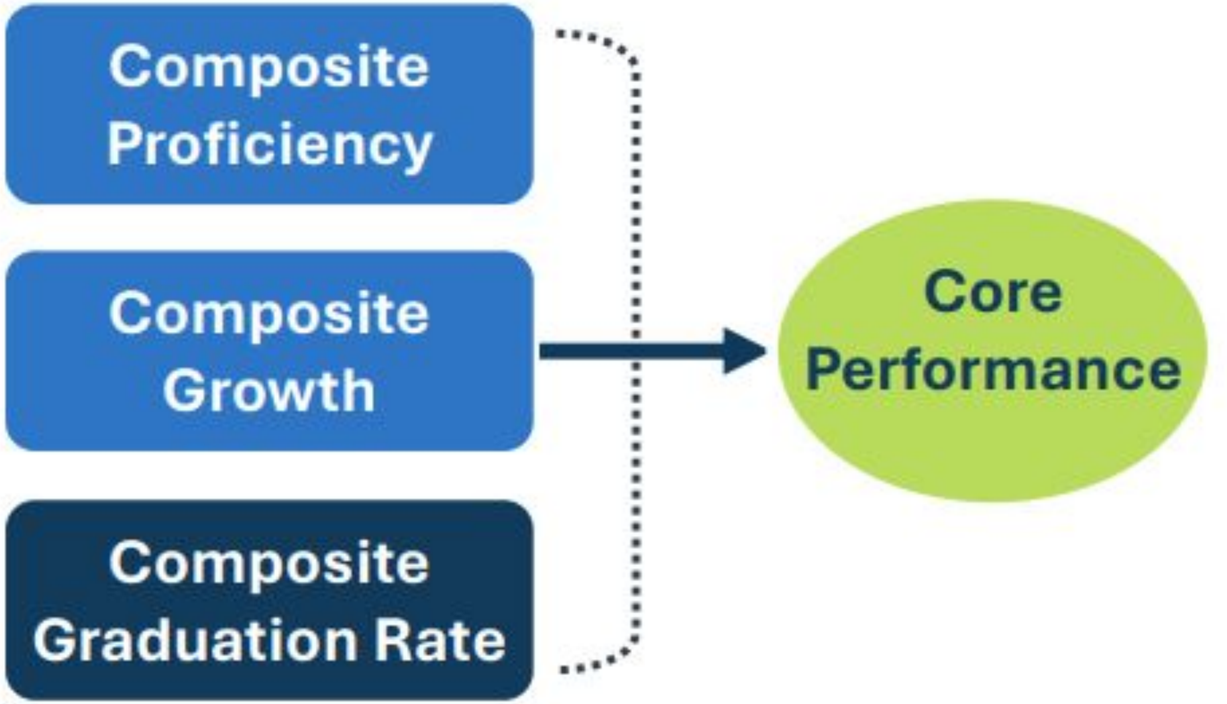


Profile of Performance

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Which Indicators Determine Core Performance?

- **Elementary/middle schools**
  - Proficiency
  - Growth
- **High schools**
  - Proficiency
  - Growth
  - Graduation Rate
- All schools must have **at least 2 core indicators.**
  - Backmapping provides data to schools without assessed grades.
  - Three-year composites provide data to very small schools.



ILLINOIS STATE BOARD OF EDUCATION

New Performance Levels

Growth recognizes learning gains for all students, whether or not they achieve proficiency.

Schools are no longer graded on a curve.
Districts are acknowledged for growth in subgroups.

The new levels in Illinois tell our scholars a true message of their capabilities, not a somewhat skewed message where they could earn college credit on an AP exam, but not be considered proficient on the Illinois ACT.

Profiles of Performance

Accountability Performance Levels

01 Exemplary

Highest Tier

The highest levels of performance.

Schools with an Exemplary overall profile demonstrate strong patterns of performance and have no student groups with a Comprehensive profile.

02 Approaching Exemplary

High Tier

Strong performance across many indicators.

Student group performance may vary.

No group has the lowest overall profile.

03 Commendable

Solid Performance

Solid performance, with multiple possible patterns of strengths and areas for improvement.

This is the highest overall profile a school can receive if any student group has a Comprehensive profile.

04 Developing

Targeted Support Needs

Patterns of performance showing greater need for improvement.

Schools may have one or more student groups with a Comprehensive profile.

05 Comprehensive

Intensive Support

Patterns reflecting particularly low Core performance.

For Title I schools, a Comprehensive overall profile results in identification for Comprehensive Support and Improvement.

Accountability Performance Levels

01 Exemplary	02 Approaching Exemplary	03 Commendable	04 Developing	05 Comprehensive
Denkmann		Earl Hanson	Frances Willard	Edison JHS
		Eugene Field	Ridgewood	Longfellow
		RICMS	RIHS	Rock Island Academy
			Thomas	
			Jefferson	
			Washington JHS	

School Improvement Status

Targeted Support and Improvement (TSI)

Schools whose overall performance is not Comprehensive, but where one or more student groups are Comprehensive.

Ridgewood Elementary School

Targeted Student Group

Low Income

Thomas Jefferson Elementary School

Targeted Student Group

Children with Disabilities

School Improvement Status - Newly Identified

Targeted Support and Improvement (TSI)

Schools whose overall performance is not Comprehensive, but where one or more student groups are Comprehensive.

Eugene Field Elementary School

Targeted Student Group

Children with Disabilities

Rock Island High School

Targeted Student Group

Children with Disabilities

School Improvement Status

Comprehensive Support and Improvement (CSI)

Schools where the overall school profile is Comprehensive, or schools that have completed a full four-year Targeted grant cycle and one or more of the original student groups still have a Comprehensive profile.

Edison Junior High School

Targeted Student Group

Children with Disabilities

Frances Willard Elementary School

Targeted Student Group

Children with Disabilities

School Improvement Status

Comprehensive Support and Improvement (CSI)

Schools where the overall school profile is Comprehensive, or schools that have completed a full four-year Targeted grant cycle and one or more of the original student groups still have a Comprehensive profile.

Longfellow Elementary School

Targeted Student Group

Bottom 3 - 5% of All Schools

Rock Island Academy

Targeted Student Group

Children with Disabilities

Continuous Improvement

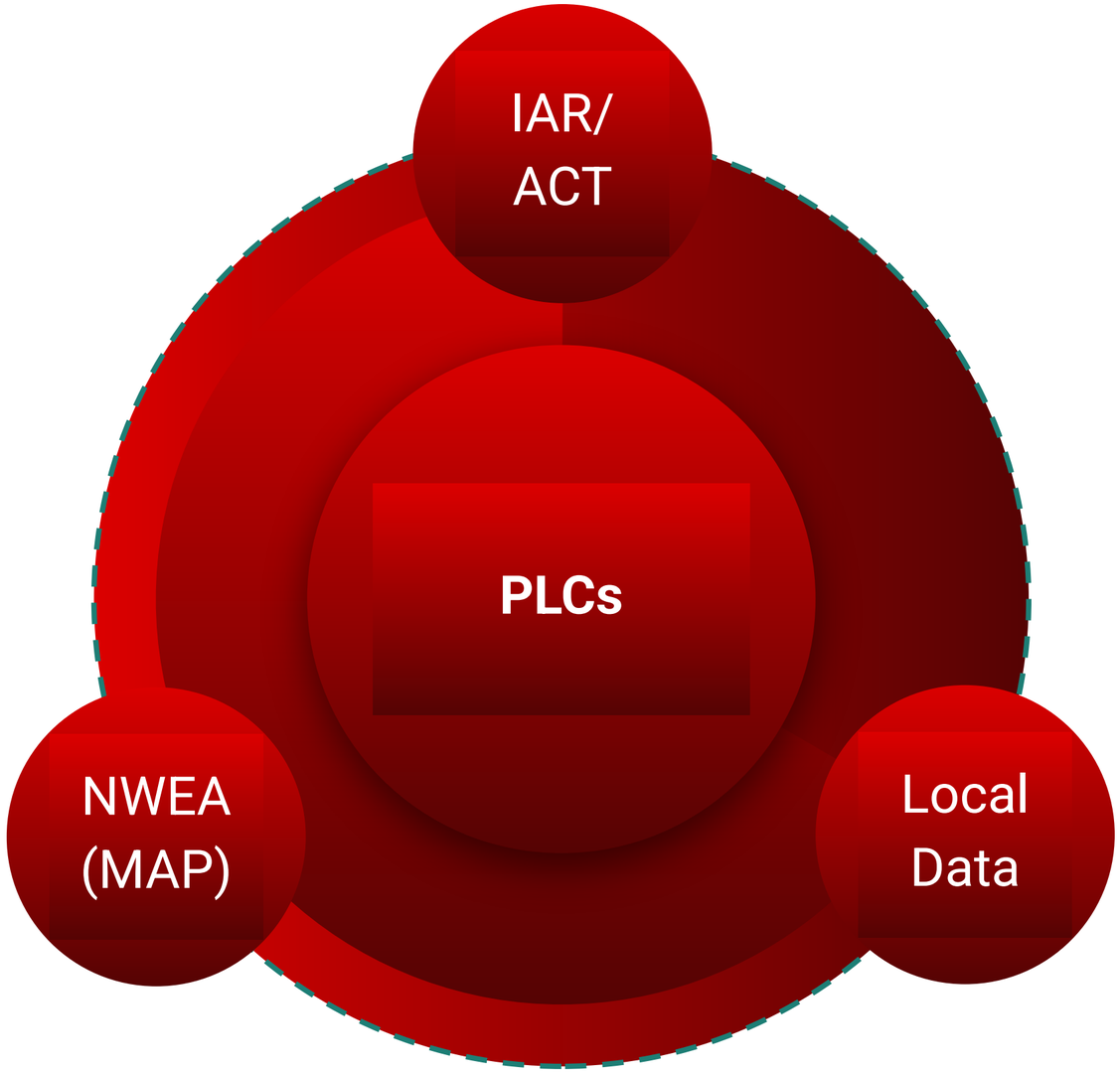


Continuous Improvement Framework

Our District 5-Year Strategic Plan operationalizes how we respond through two key Priorities:

Priority 1: Professional Development

Priority 2: Professional Learning Communities (PLCs)



Continuous Improvement Planning Process

School Improvement Plans

- All schools in RIMSD 41 have school improvement plans with action steps that are reviewed quarterly.
- Schools use their data to write their plans.
- School data leads teams to develop action steps for specific lagging data.

Designated Schools

In addition to District support with goals and improvement action steps, some schools with a Comprehensive or Targeted designation receive grant funded support from ISBE.

- Schools receive funding to help with action steps.
- Collaborative meetings occur with ISBE once a month.

Walkthroughs and Calibration

- Principals implement weekly calibration walkthroughs as a pulse check.
- Professional development and discussion occurs in bi-weekly leader meetings, monthly teacher leader meetings, and district PD days.

District-Wide Academic Goals

District - Wide Goals (ELA)

	2025	2026	Goal
ELA Proficiency	31.6%	32.7%	35%
ELA Growth IAR	44.8	45.1	47
ELA Growth ACT	42.7	43.5	46

District - Wide Goals (Math)

	2025	2026	Goal
Math Proficiency	20.9%	20.2%	23%
Math Growth - IAR	44.5	43.7	46
Math Growth - ACT	44.1	42.8	46

District - Wide Goals (Science)

	2025	2026	Goal
Science Proficiency	25.4%	30.6%	33%

District - Wide Goals

Children with Disabilities (CWD)

	2025	2026	Goal
ELA Proficiency	7.8%	9.2%	12%
ELA Growth - IAR	40.1	39.4	43
ELA Growth - ACT	40.9	41	43
Math Proficiency	8%	5.9%	11%
Math Growth - IAR	43.6	39.5	46
Math Growth - ACT	42.1	41.7	44

District - Wide Goals (English Learners)

	2025	2026	Goal
EL Progress	Not Reported	52.7%	55%
ELA Growth - IAR	38.8	43.9	46
ELA Growth - ACT	39.9	37.1	41
Math Growth - IAR	44.5	46.7	48
Math Growth - ACT	46.5	38.2	48

District - Wide Goals (Attendance)

	2025	2026	Goal
Consistent Attendance	69.5%	69.2%	72%
Chronic Absenteeism	30.5%	30.8%	28%

High School Metrics

	2025	2026	Goal
Graduation Rate	80.40%	83.70%	85%
9th Grade On Track	76.80%	72.60%	78%



RIMSD 41
ILLINOIS REPORT CARD FORUM

Thursday, November 12
6:00 - 7:00 PM
Administration Center Boardroom

We'll Discuss

District Progress & Achievements
Graduation rates, attendance & academic progress

School Performance
2026 Illinois Report Card & school designations

Improvement Strategies
Instruction, scholar support & continued growth

Learn more about our progress, explore opportunities for improvement, and join the conversation about the future of RIMSD 41!

ROCK ISLAND-MILAN
SCHOOL DISTRICT 41

ILLINOIS REPORT CARD


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