River Trails
SCHOOL DISTRICT 26

Fall Baseline Data Review
&
School Report Card Review

November 10, 2026
Board of Education Meeting
Dr. Carie Cohen ~ Assistant Superintendent of Student Services
Dr. Kristy Seifert ~ Assistant Superintendent of Teaching & Learning


Heart
Ready

Survey Results- District View









K-2 Panorama Results at a Glance

Celebrations

- Emotion Regulation
- Engagement
- Social Awareness

Focus Area

- Self Efficacy
- Self Management

Elementary Panorama Results at a Glance

Celebrations

- Supportive Relationships
- Sense of Belonging

Focus Area

- Self Efficacy
- Self Management

Middle School Panorama Results at a Glance

Celebrations

- Sense of Belonging
- Self-Management
- Challenging Feelings

Focus Area

- Emotional Regulation
- Self- Management

Teacher/Staff Panorama Results at a Glance

Celebrations

- Belonging
- Well-Being
- Teaching Efficacy

Focus Area

- Teaching Efficacy

Next Steps

Panorama Data Review

Building SEL Teams and Administration review their Panorama data to identify their own strengths and intervention needs.

Staff & Admin Collaboration

Staff and Administration Open and ‘Go Through The Door’ to collaborate and learn from each other.

Student Voice

Buildings provide actionable opportunities for student voice and engagement.

Community & Parent Links

Parent Connection and BPAC provide opportunities for parents to strengthen community connections.



Head Ready

RTSD26

Outcomes

Proficiency vs. Growth

To discuss the difference between **proficiency** and **growth** measures in assessments (NWEA Map & Aimsweb)

Process Review

To review the steps involved in the fall data analysis process

Data Trends

To gather a general understanding of fall data trends for 2026-27

Outlier Identification

To identify any data outliers requiring further investigation

Proficiency vs. Growth

Proficiency “Status”

CORE QUESTION
Did the student hit the benchmark?

MEASUREMENT TYPE
Absolute; One point in time

PRIMARY DRIVER
Academic readiness

PURPOSE
Readiness

EXAMPLES
MAP RIT Score
IAR Proficient or Above Proficient
Aimsweb Tier (Green, Yellow, Red)

Growth “Progress”

CORE QUESTION
How much progress did the student make over time?

MEASUREMENT TYPE
Comparison between two or more points

PRIMARY DRIVER
Impact of classroom instruction over time

PURPOSE
Effectiveness

EXAMPLES
MAP RIT Growth
IAR SGP
Aimsweb SGP

STEP 1



Phase 1:

Baseline Data Analysis

STEP 2



Phase 2:

Longitudinal Growth Analysis

STEP 3



Phase 3:

Targeted Group Analysis

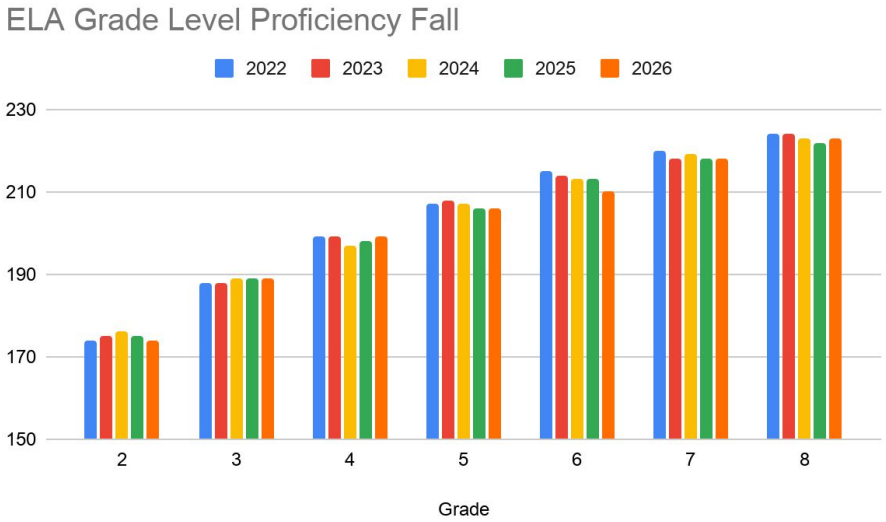
STEP 4

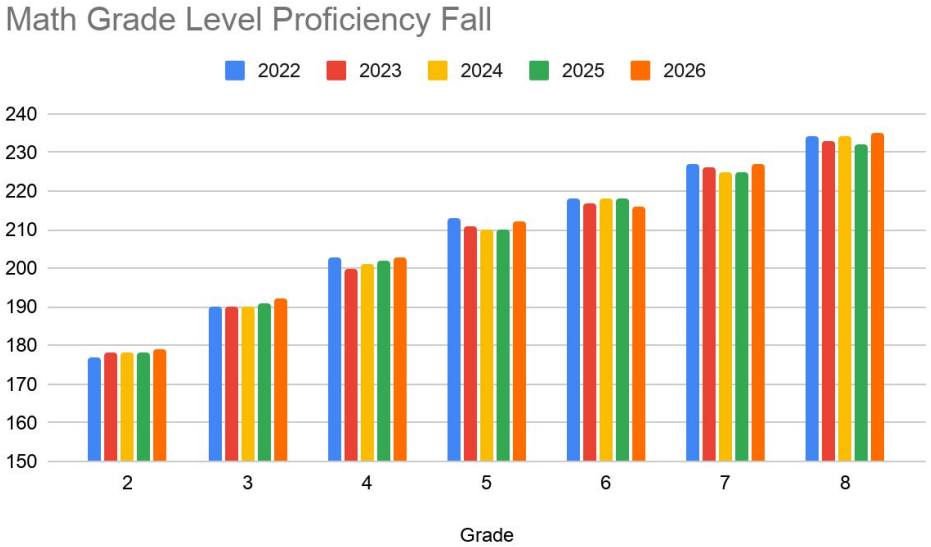


Phase 4:

Building Level Analysis

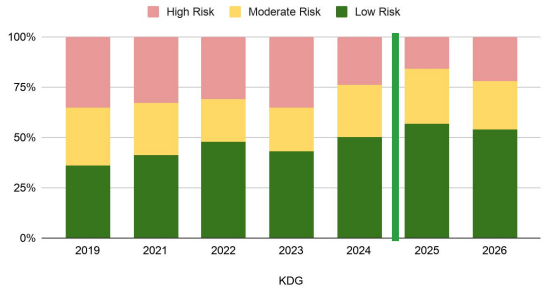
Baseline Proficiency 2-8



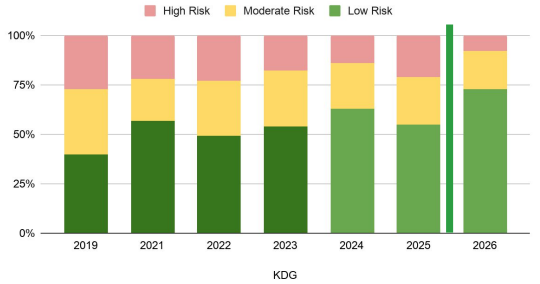


Baseline Proficiency K-1

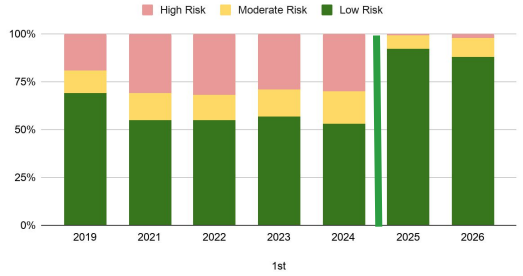
Kindergarten Literacy



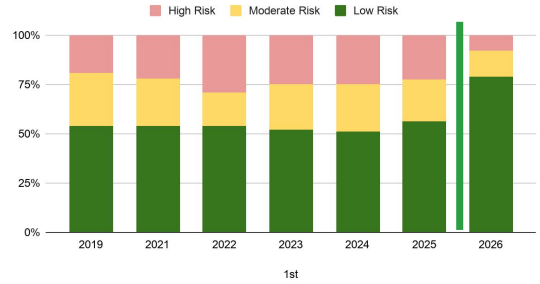
Kindergarten Math



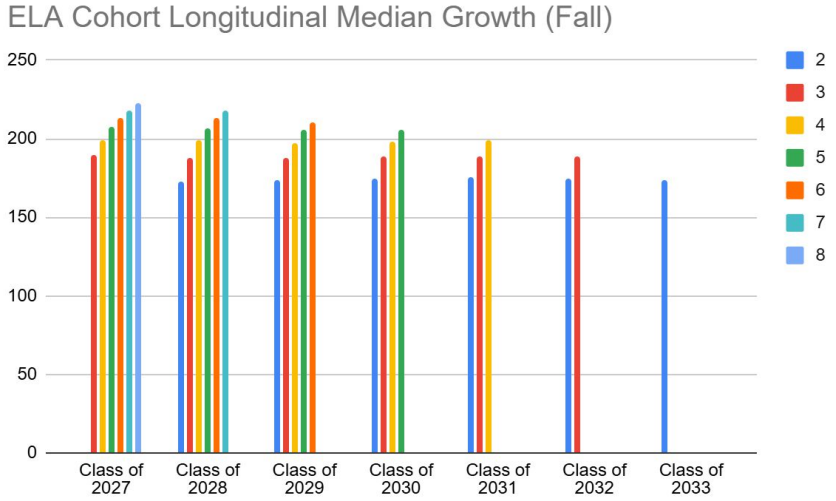
1st Grade Literacy

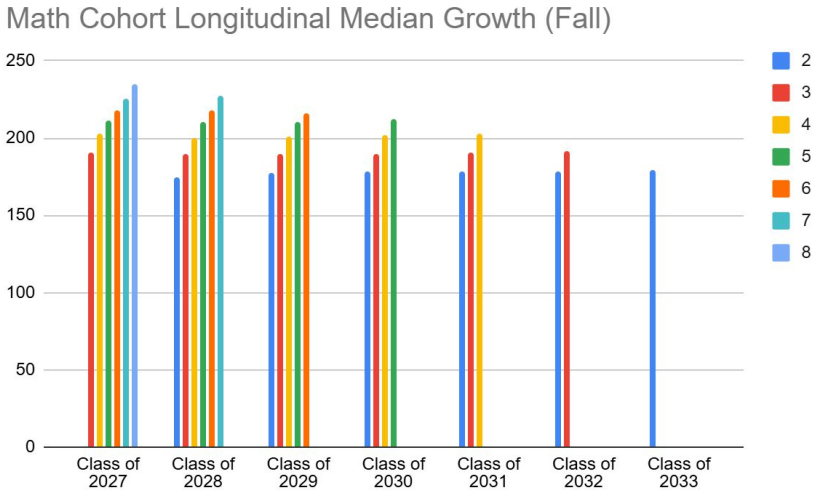


1st Grade Math

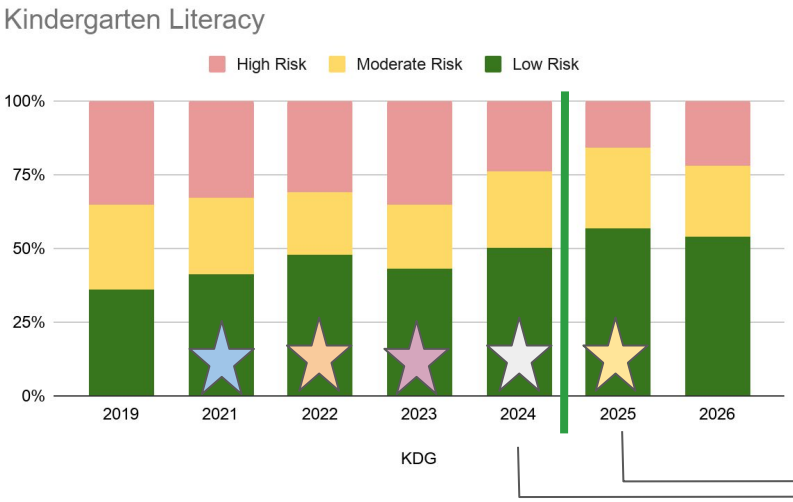


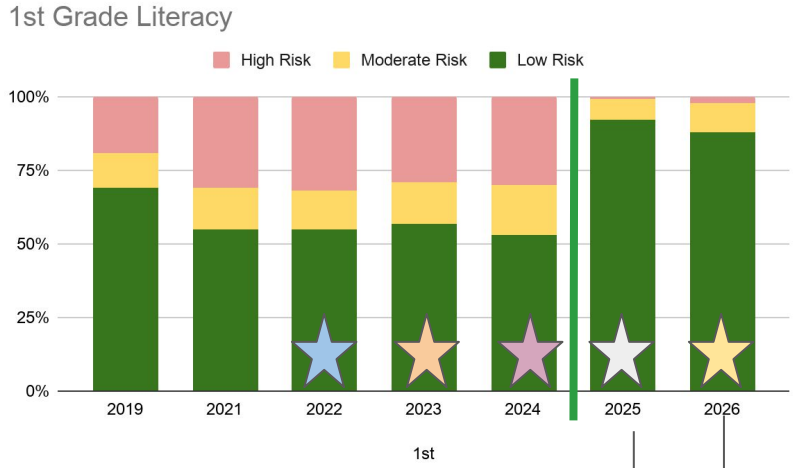
Longitudinal Analysis



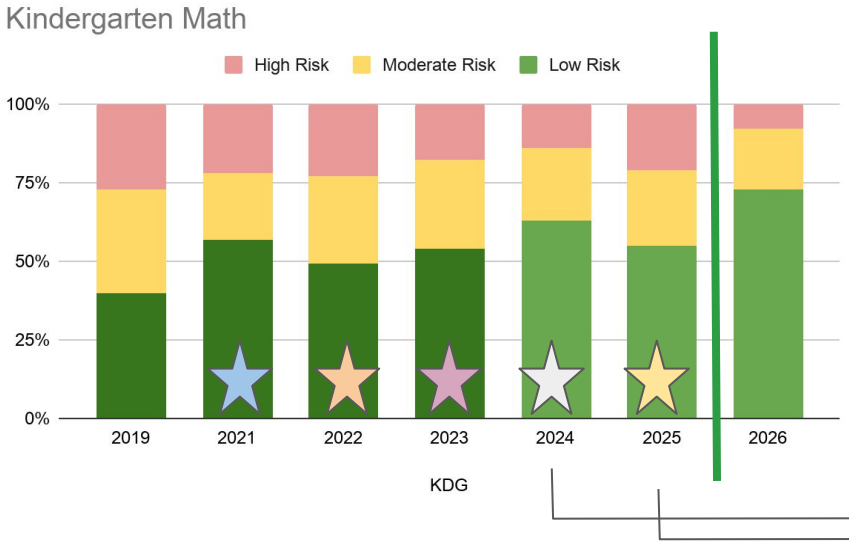


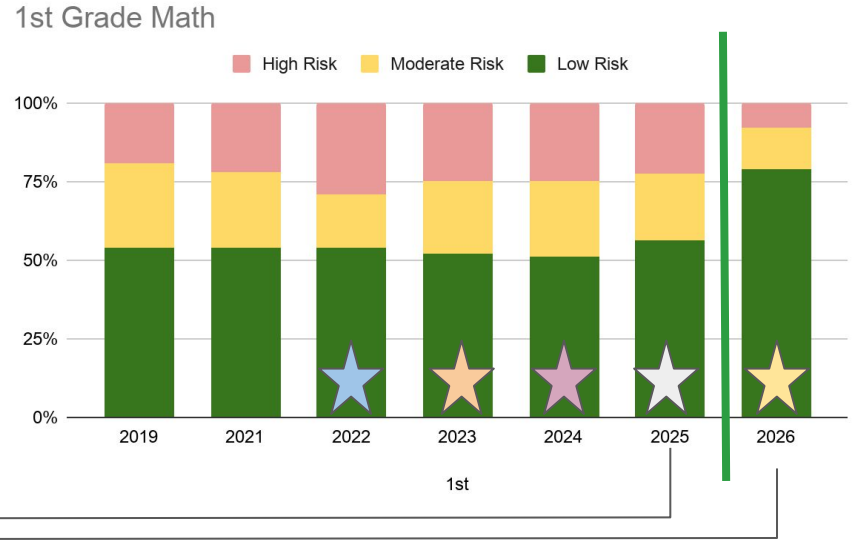
Longitudinal Analysis K-1 Literacy



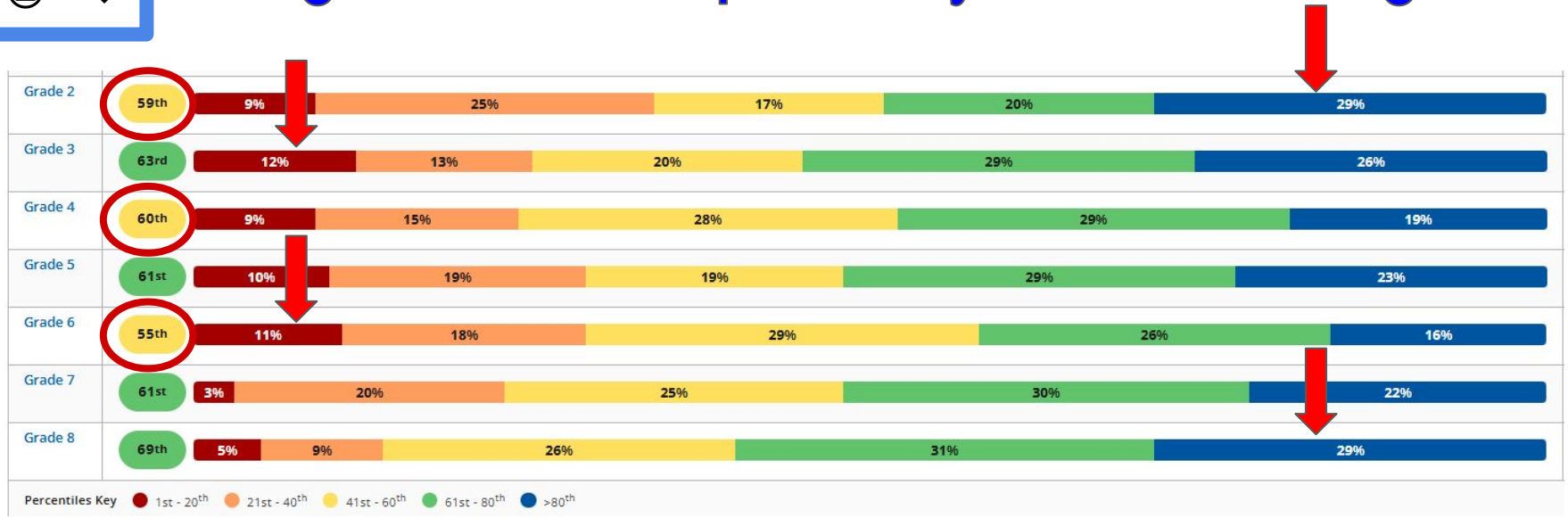


Longitudinal Analysis K-1 Math

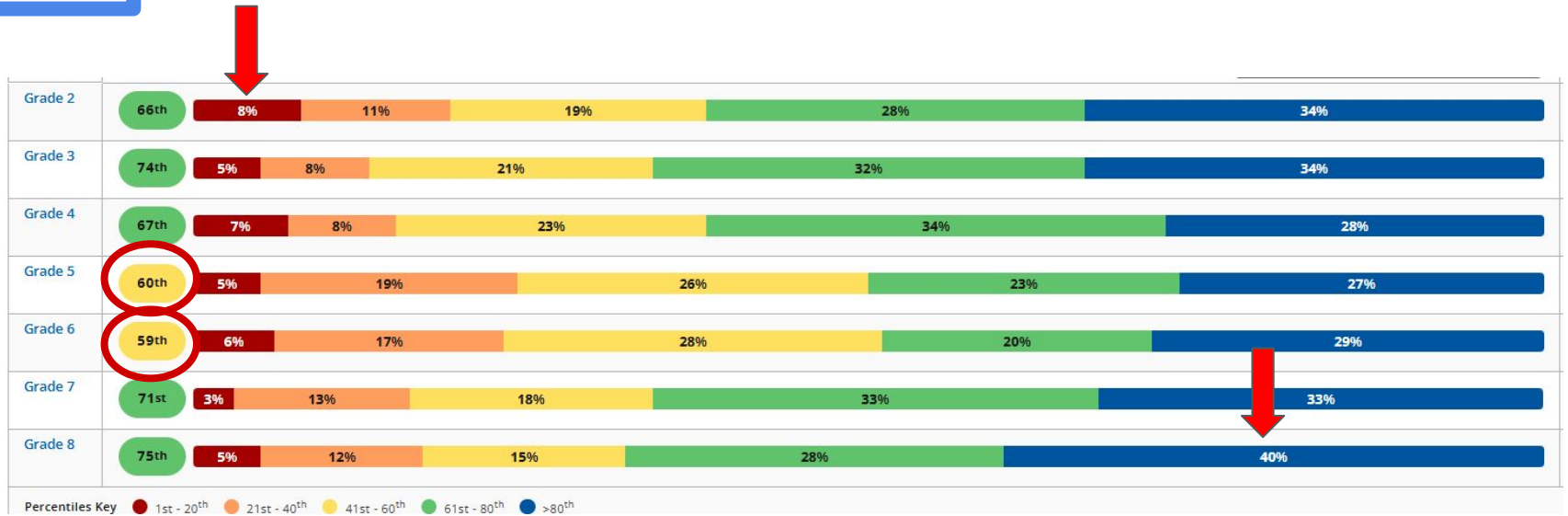




Targeted Group Analysis Reading 2-8

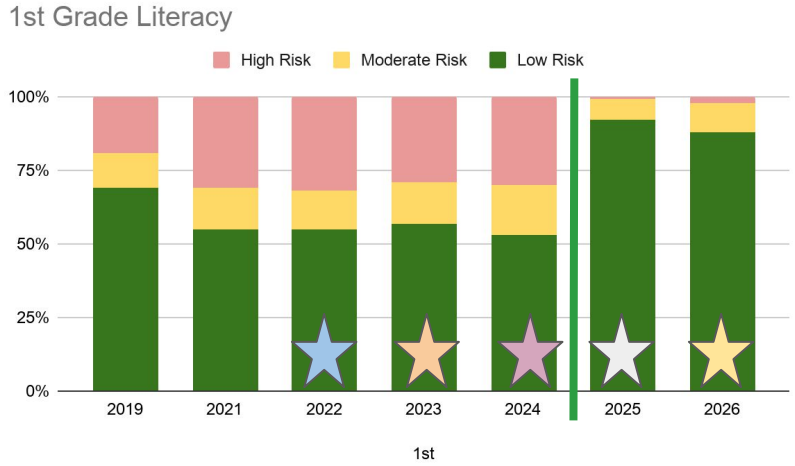


Targeted Group Analysis Math 2-8

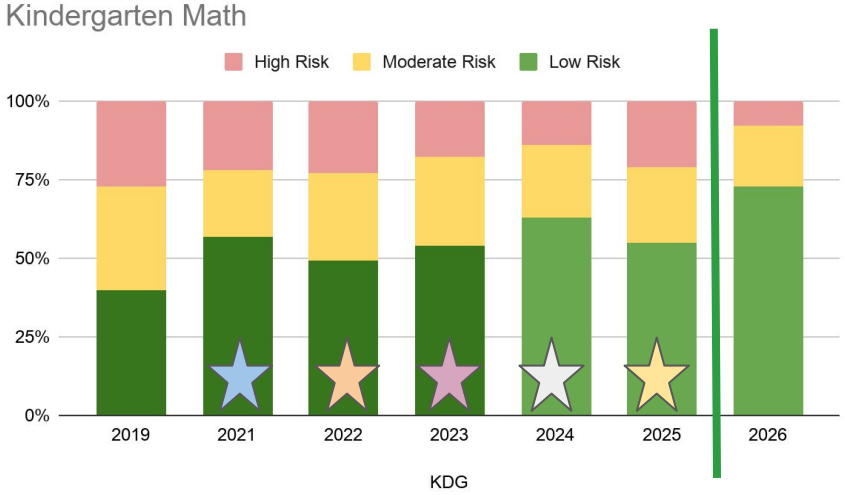


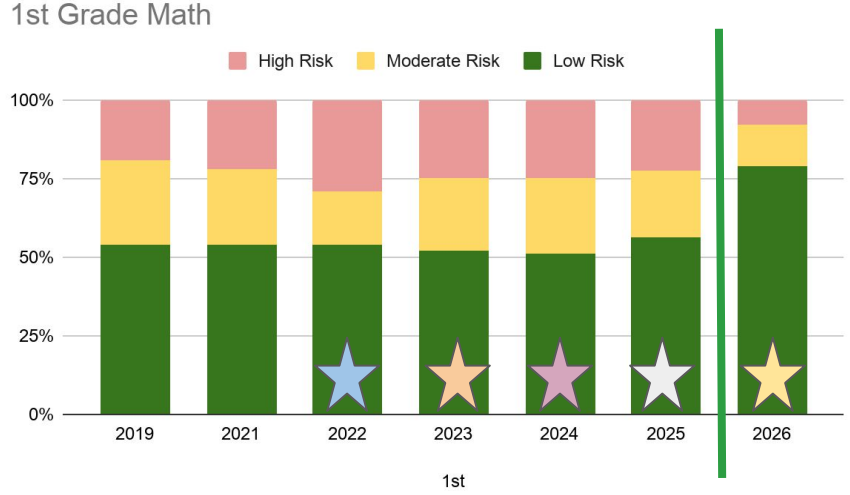
Targeted Group Analysis Reading K-1





Targeted Group Analysis Math K-1

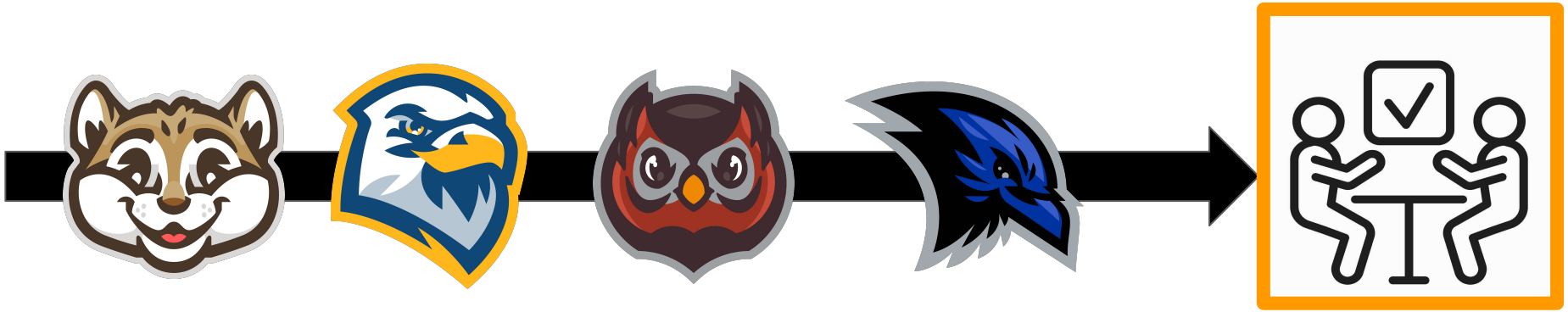




District Level Data Review

	NOTICE	WONDER
	• Baseline proficiency is consistently within 1-2 RIT points • 6th grade ELA is 3 RIT points lower this year in ELA	• How are 6th grade students performing on ELA assessments? • Does this trend hold true in all buildings when looked at individually?
	• Steady growth in 2-8 cohorts from year to year • Aimsweb longitudinal data represents norm adjustments	• Does this trend hold true in all buildings when looked at individually?
	• 2, 4, and 6th grades have lower average proficiency in ELA • 5 and 6th grades have lower average proficiency in Math • A few grades have higher % of at risk or accelerated students in different disciplines	• Do these trends hold true in all buildings when looked at individually? • How might we support differentiated instruction for different student groups?

Fall Data Analysis Process Continues



Phase 4:
Building Level Analysis

School Accountability



RTSD26

Outcomes

01 STATE SYSTEM

Provide more detail on NEW school accountability system in Illinois including:

- School Accountability Elements
- 2025-26 Summative Ratings
- 2025-26 Student Group Ratings

02 PROCESS INTEGRATION

Data Analysis Application

Show how accountability data is used directly within the ongoing district data analysis process.

STEP 1



Phase 1:

Baseline Data Analysis

STEP 2



Phase 2:

Longitudinal Growth Analysis

STEP 3



Phase 3:

Targeted Group Analysis

STEP 4



Phase 4:

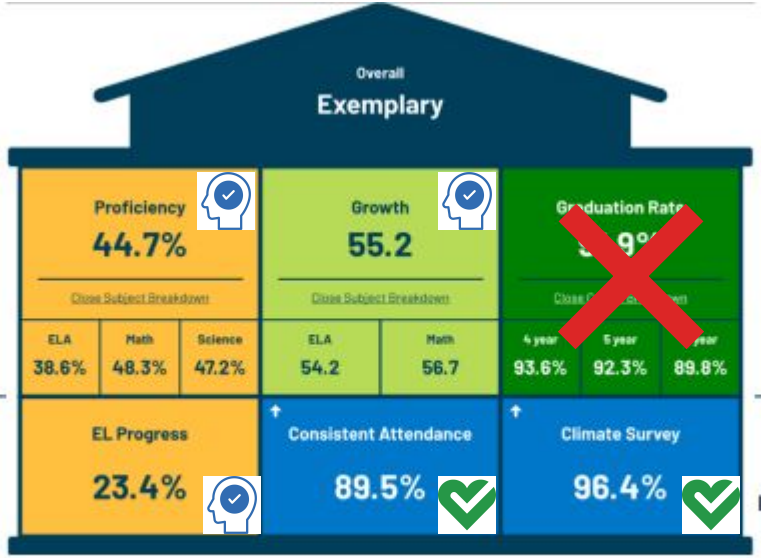
Building Level Analysis

How is accountability measured?

Core Indicators

Core indicators recognize school strengths on critical student outcomes.

Measures student growth, proficiency, and graduation rate



Elevating Indicators*

Strong performance on elevating indicators can raise a school's designation, never lower it.

Metrics that meet Every Student Succeeds Act requirements and support student outcomes

**Graduation rate applies to high schools only.*

What are the performance levels?

- **Exemplary** – Highest levels of performance
- **Approaching Exemplary** – Strong performance
- **Commendable** – Typical or average performance
- **Developing** – Below average performance
- **Comprehensive** – Low performance
- **Auto Comprehensive**
  - A category that applies only to specific core indicators. It applies to Graduation Rate for high schools and Proficiency and Growth for elementary/middle schools

How are summative designations determined?

Step	Considerations
Determine CORE Performance	❑ Start with the performance of strongest core indicator - baseline ❑ If core indicator is comprehensive, lower one level ❑ If any core indicator is automatic comprehensive, stop the process
Consider ELEVATING Indicators	❑ If core performance is approaching exemplary or commendable and there are two exemplary elevating indicators, raise one level ❑ If core performance is developing or comprehensive and there is one exemplary and one approaching exemplary elevating indicators, raise one level

What the the performance level 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*						

RTSD 26 *2026* Designations



River Trails Middle School	Approaching Exemplary
Euclid School	Approaching Exemplary
Indian Grove School	Exemplary
Prairie Trails School	*No Rating* **No 1st Grade Students*

Let’s Dig Deeper: Indicator Breakdown

CORE: Comp. Proficiency & Comp. Growth | **ELEVATING:** EL Progress, Attendance, Climate Survey

River Trails Middle School

Approaching Exemplary

Comp. Proficiency	Comp. Growth	EL Progress	Attendance	Climate Survey
Appr. Exemplary	Appr. Exemplary	Commendable	Appr. Exemplary	Appr. Exemplary

Core Performance: **Approaching Exemplary** | **0** Elevating Indicators | Final Rating: **Approaching Exemplary**

Euclid School

Approaching Exemplary

Comp. Proficiency	Comp. Growth	EL Progress	Attendance	Climate Survey
Developing	Commendable	Exemplary	Exemplary	Exemplary

Core Performance: **Commendable** | **3** Elevating Indicators | Final Rating: **Approaching Exemplary**

Indian Grove School

Exemplary

Comp. Proficiency	Comp. Growth	EL Progress	Attendance	Climate Survey
Appr. Exemplary	Appr. Exemplary	Exemplary	Exemplary	Exemplary

Core Performance: **Approaching Exemplary** | **3** Elevating Indicators | Final Rating: **Exemplary**

Student Groups (Not present for ALL indicators)

Student Groups	River Trails Middle School	Euclid School	Indian Grove School
Low Income	✅	✅	✅
White	✅	✅	✅
Hispanic	✅	✅	❎
Asian	✅	✅	✅
Two or More	✅	✅	✅
EL	✅	✅	✅
w/Disabilities	✅	✅	✅
Former EL	✅	✅	✅

River Trails Middle School

Student Groups	Composite Proficiency	Composite Growth	EL Progress	Consistent Attendance	Climate Survey	Overall
	CORE INDICATORS		ELEVATING INDICATORS			
ALL	Approaching Exemplary	Approaching Exemplary	Commendable	Approaching Exemplary	Approaching Exemplary	Approaching Exemplary
Low Income	Developing	Commendable	Commendable	Commendable	Approaching Exemplary	Commendable
White	Approaching Exemplary	Approaching Exemplary		Exemplary	Approaching Exemplary	Approaching Exemplary
Hispanic	Comprehensive	Commendable	Commendable	Commendable	Approaching Exemplary	Developing
Asian	Approaching Exemplary	Approaching Exemplary		Approaching Exemplary	Exemplary	Approaching Exemplary
Two or More	Exemplary	Approaching Exemplary		Exemplary	Approaching Exemplary	Exemplary
EL	Comprehensive	Commendable	Commendable	Commendable	Approaching Exemplary	Developing
w/Disabilities	Comprehensive	Commendable	Developing	Commendable	Commendable	Developing
Former EL	Approaching Exemplary	Approaching Exemplary		Approaching Exemplary	Approaching Exemplary	Approaching Exemplary

Euclid School

	Composite Proficiency	Composite Growth	EL Progress	Consistent Attendance	Climate Survey	Overall
	CORE INDICATORS		ELEVATING INDICATORS			
EUC	Developing	Commendable	Exemplary	Exemplary	Exemplary	Approaching Exemplary
Low Income	Developing	Commendable	Exemplary	Approaching Exemplary	Exemplary	Approaching Exemplary
White	Approaching Exemplary	Commendable		Exemplary	Exemplary	Exemplary
Hispanic	Comprehensive	Commendable	Approaching Exemplary	Commendable	Exemplary	Commendable
Asian	Commendable	Commendable	Exemplary	Exemplary	Exemplary	Approaching Exemplary
Two or More	Approaching Exemplary	Commendable		Approaching Exemplary		Approaching Exemplary
EL	Comprehensive	Commendable	Exemplary	Approaching Exemplary	Exemplary	Commendable
w/Disabilities	Comprehensive	Commendable	Approaching Exemplary	Approaching Exemplary	Exemplary	Commendable
Former EL	Approaching Exemplary	Commendable		Approaching Exemplary	Exemplary	Approaching Exemplary

Indian Grove School

	Composite Proficiency	Composite Growth	EL Progress	Consistent Attendance	Climate Survey	Overall
	CORE INDICATORS		ELEVATING INDICATORS			
IG	Approaching Exemplary	Approaching Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
Low Income	Commendable	Approaching Exemplary	Exemplary	Commendable	Approaching Exemplary	Approaching Exemplary
White	Approaching Exemplary	Commendable	Exemplary	Exemplary	Exemplary	Exemplary
Hispanic						
Asian	Approaching Exemplary	Approaching Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
Two or More	Exemplary	Approaching Exemplary		Exemplary		Exemplary
EL	Developing	Approaching Exemplary	Exemplary	Approaching Exemplary	Exemplary	Exemplary
w/Disabilities	Developing	Commendable		Approaching Exemplary		Commendable
Former EL	Approaching Exemplary	Approaching Exemplary		Exemplary	Exemplary	Exemplary

District Level Data Review

NOTICE (Key Findings)

PROFICIENCY

- Baseline proficiency is developing at Euclid and approaching exemplary at IG and RTMS

GROWTH

- Baseline growth is commendable at Euclid and approaching exemplary at IG and RTMS
- Elementary schools both had elevating indicators applied to their overall designation

STUDENT GROUPS

- Nearly all student groups are represented across schools
- Proficiency is our lowest performing student group indicator
- Student group data did not impact our overall summative rating

WONDER (Key Questions)

QUESTION 1

Are there specific student groups performing above or below the all student groups?

QUESTION 2

Is proficiency a valid measure for language learners?

QUESTION 3

How close were our scores to moving to a higher category or lower category based on the criteria?

District Level Data Review

	NOTICE	WONDER
	• It is difficult to look at growth over time in regard to summative ratings due to the new system	
	• Middle school EL growth (elevating indicator) is lower than elementary schools in almost all student subgroups • Hispanic, EL, and students with disabilities appear to be our lowest performing student groups in core indicator areas	• What other data points can we review for at risk student groups? • How do we perform in comparison to other districts similar in make-up in the area of proficiency? • How do we make sure >95% of our students complete the 5Essentials survey?

Fall Data Analysis Process Continues



Phase 4:
Building Level Analysis

Thank You