



River Trails

SCHOOL DISTRICT 26

**Fall Baseline Panorama Survey (SEL)
&
School Report Card Component *Preview***

November 11, 2025

Board of Education Meeting

Carie Cohen ~ Assistant Superintendent of Student Services

Kristy Seifert ~ Assistant Superintendent of Teaching & Learning

Heart Ready



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Survey Topics


Student Competency & Well-Being Measures	Student Supports + Environment	Adult Measures
<p>Elementary</p> <ul style="list-style-type: none">- Positive Feelings- Challenging Feelings- Emotion Regulation- Supportive Relationships <p>Middle</p> <ul style="list-style-type: none">- Growth Mindset- Social Awareness- Learning Strategies	<p>Elementary</p> <ul style="list-style-type: none">- School Climate- Sense of Belonging- Teacher-Student Relationships <p>Middle</p> <ul style="list-style-type: none">- School Climate- Sense of Belonging- Teacher-Student Relationships	<p>Staff</p> <ul style="list-style-type: none">- Well-being- Sense of Belonging- Free Response



Survey Results- District View



A closer look at the data...

 Surveyed Topics		
Topics	Score	
Emotion Regulation	76%	<div><div></div><div></div><div></div></div>
Engagement	74%	<div><div></div><div></div><div></div></div>
Classroom Effort	72%	<div><div></div><div></div><div></div></div>
Social Awareness	72%	<div><div></div><div></div><div></div></div>
Self-Efficacy	64%	<div><div></div><div></div><div></div></div>
Self-Management	55%	<div><div></div><div></div><div></div></div>

Emotion Regulation 76%

A 76% topic score reflects the average favorable response score across questions in this topic. You can also see the average approaching favorable and not favorable score across questions.

Favorable**76%****Approaching Favorable****17%****Not Favorable****7%**

Self-Management

Overall, how focused is this student in your class?

365 responses

55%



11

Answer distribution



Answer

Extremely focused

Quite focused

Somewhat focused

Slightly focused

Not at all focused

Responses

16% (58)

39% (142)

28% (101)

14% (52)

3% (12)

Change over time



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District View Primary K,1,2

Supportive Relationships

All schools nationally

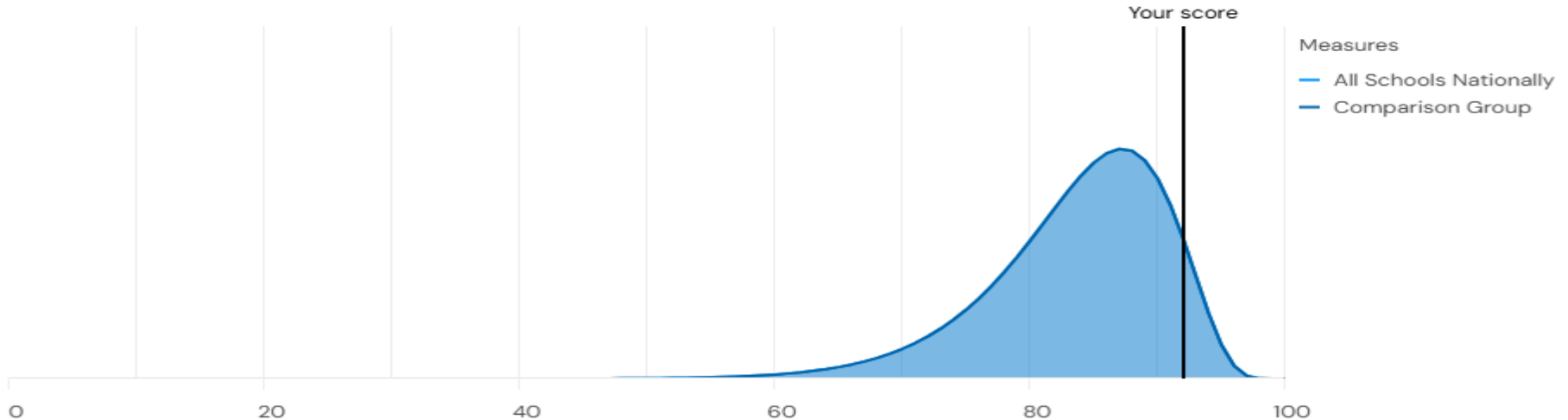
How do your schools compare to other schools in Panorama's national dataset?

90th percentile

Comparison group

How does your schools' score compare to your set comparison group?

90th percentile



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District View Elementary 3-5

What Can Adults at School do to

Better Help Me?

Responses

I like how it is.

help me do work

help with work

help me with what I'm working on.

build

If they see me alone, it's because I want to be so don't try and get other people to sit with me.

I don't know

idk they are good enough

nothing they are already super helpful and nice. :)

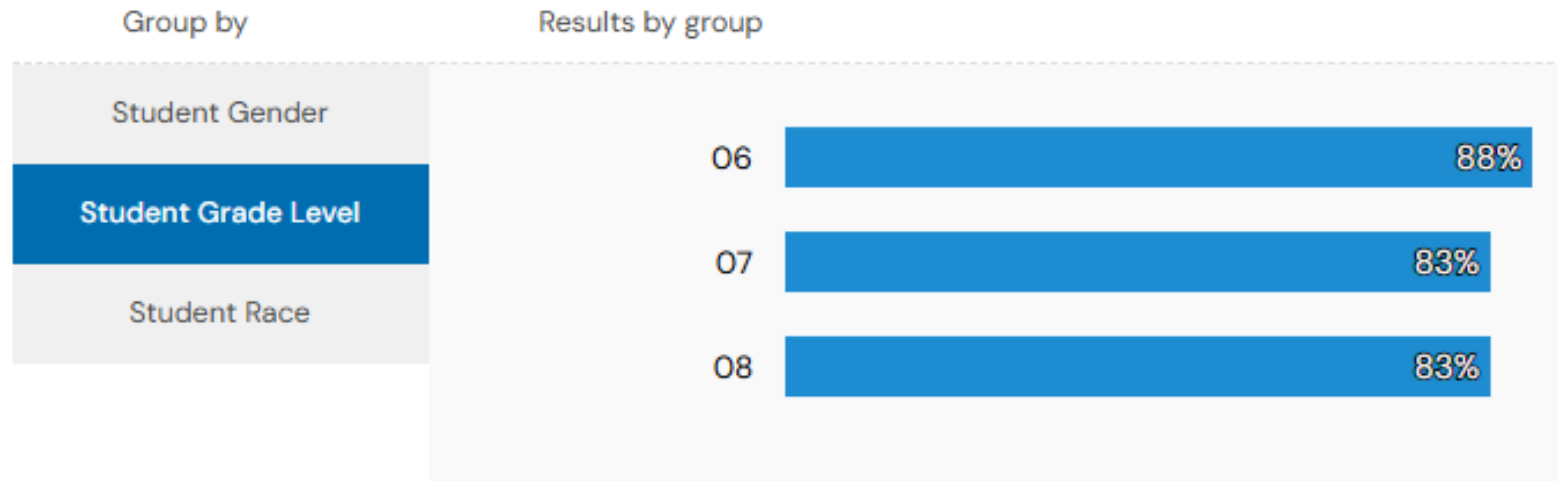


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District View Elementary 3-5

Self-Management

How did different groups respond?



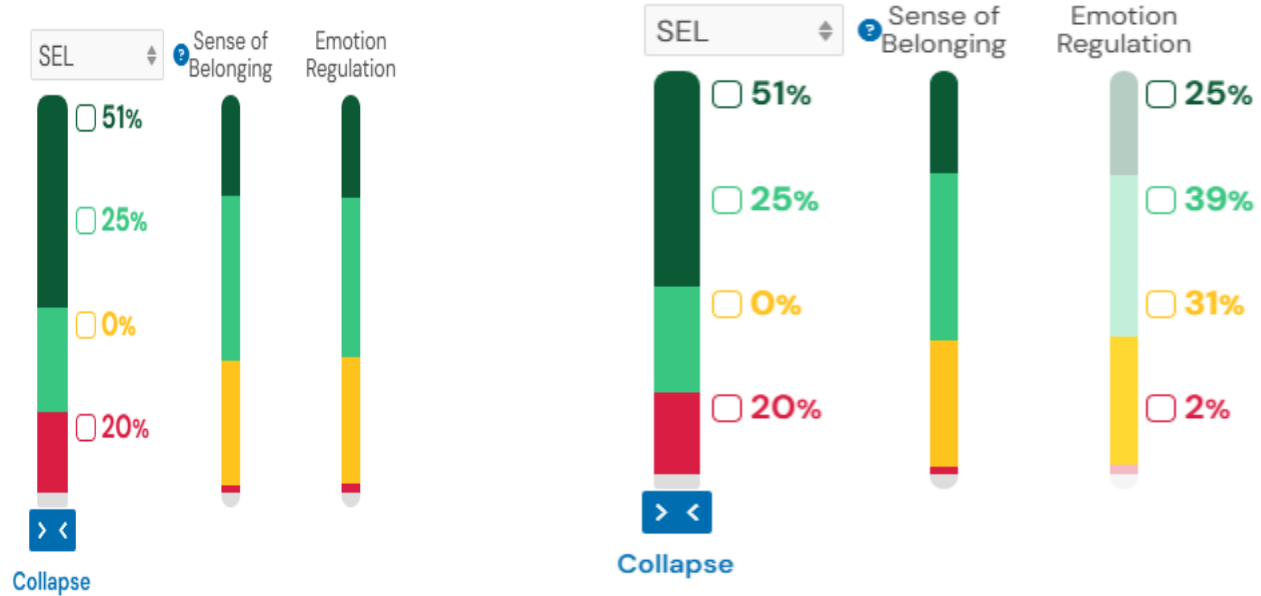
Middle School Comparisons

Student Grade Level	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Management	Sense of Belonging	Social Awareness
All Responses	61%	67%	71%	84%	68%	75%
06	69%	67%	74%	88%	70%	76%
07	58%	66%	68%	82%	68%	75%
08	55%	68%	70%	83%	65%	74%



Diving Into Student Data

Viewing all 524 students



Teacher and Staff Survey Results

Positive themes

Communication

Compensation and Recognition

Mental Health Support

Positive Work Environment

Professional Collaboration

Student Support Resources

Workload Management

Neutral themes

Communication

Compensation and Recognition

Mental Health Support

No Response

Onboarding and Training

Positive Work Environment

Professional Collaboration

Student Support Resources

Workload Management

Negative themes

Communication

Compensation and Recognition

Professional Collaboration

Student Support Resources

Workload Management





Head Ready



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Outcomes:

- To understand the steps involved in the fall analysis of data
- To gather a general understanding of fall data trends for 2025-26



Fall Data Analysis Process



Phase 1:
Districtwide
Data Analysis



Phase 2:
Longitudinal
Growth
Analysis



Phase 3:
Targeted
Group
Analysis



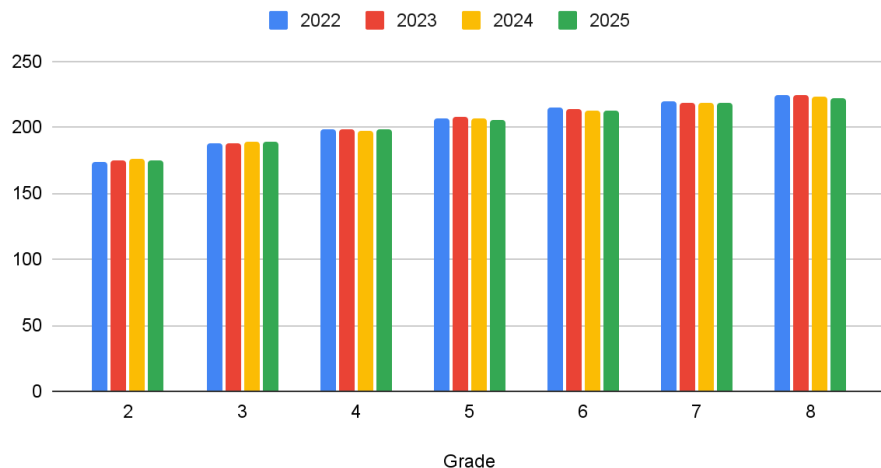
Phase 4:
Building Level
Response
Planning



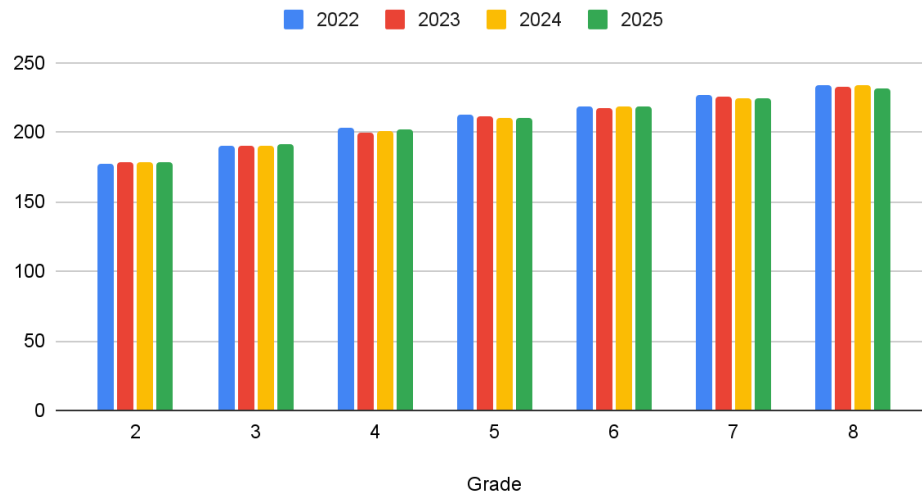


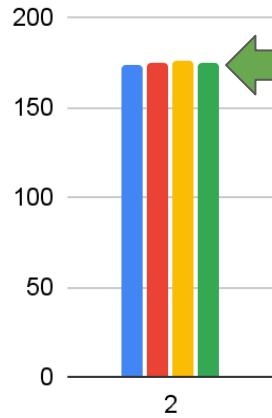
We use fall data to identify a starting point.

ELA Grade Level Proficiency Fall



Math Grade Level Proficiency Fall





In looking at the series of bars, we can see that this year's 2nd graders are *entering* with **similar** skills to those of 2nd grade students for the last 4 years.

Practical Application:

We know that Skills for the **171-180 RIT band** include:

- Genre characteristics: specific characteristics of different literary and informational genres.
- Facts and opinions: developing the ability to distinguish between a statement of fact and an opinion.

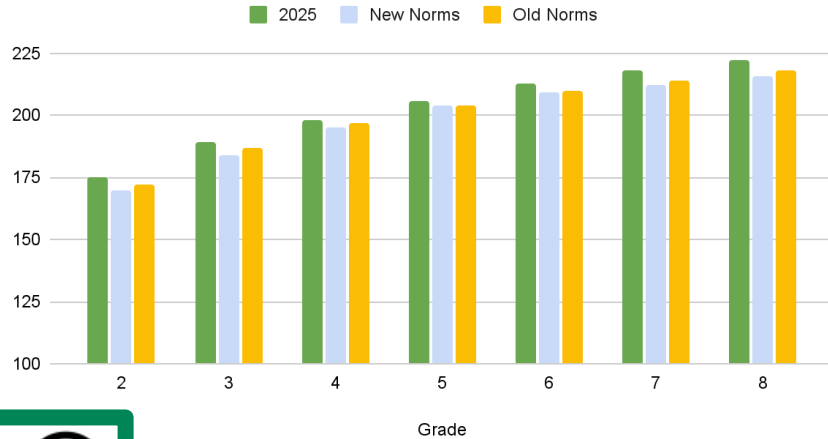


Therefore we can tailor instruction and use our materials to meet students where they are at.

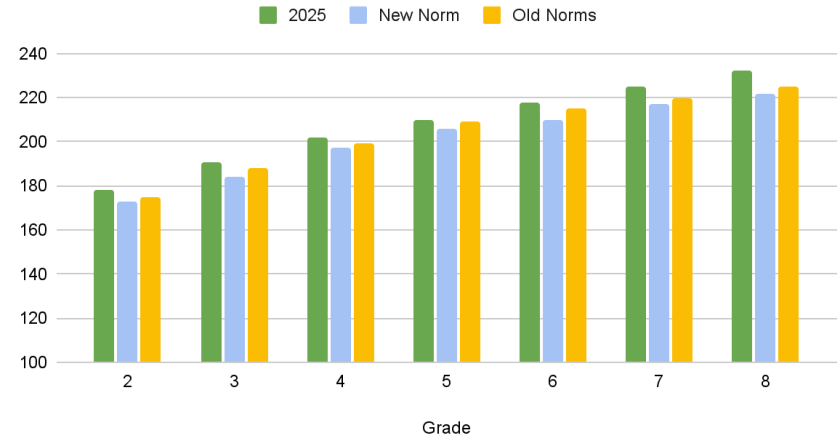


We check to see how we compare to National Norms.

2025 ELA Performance vs. New & Old Norms



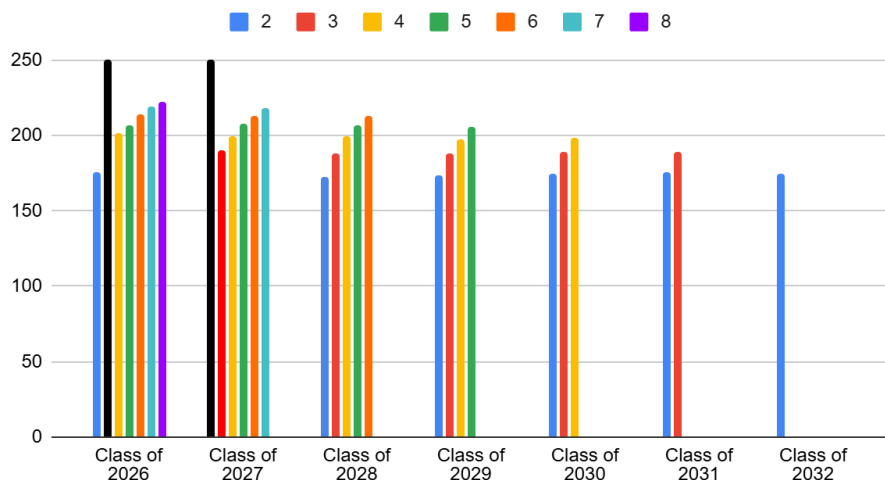
2025 Math Performance vs. Norms



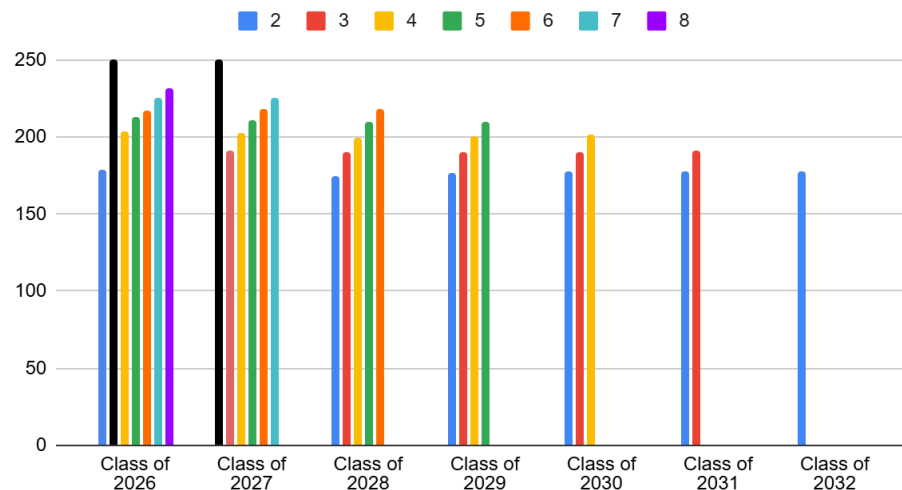


We monitor progress over time to make sure students are growing.

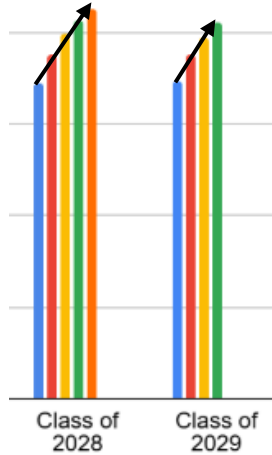
ELA Cohort Longitudinal Median Growth (Fall)



Math Cohort Longitudinal Median Growth (Fall)



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In looking at grade level cohort data, we can analyze trend lines. This analysis helps ensure all grade levels are growing at **similar** rates while no one lags behind due to a need for additional support.

Practical Application:

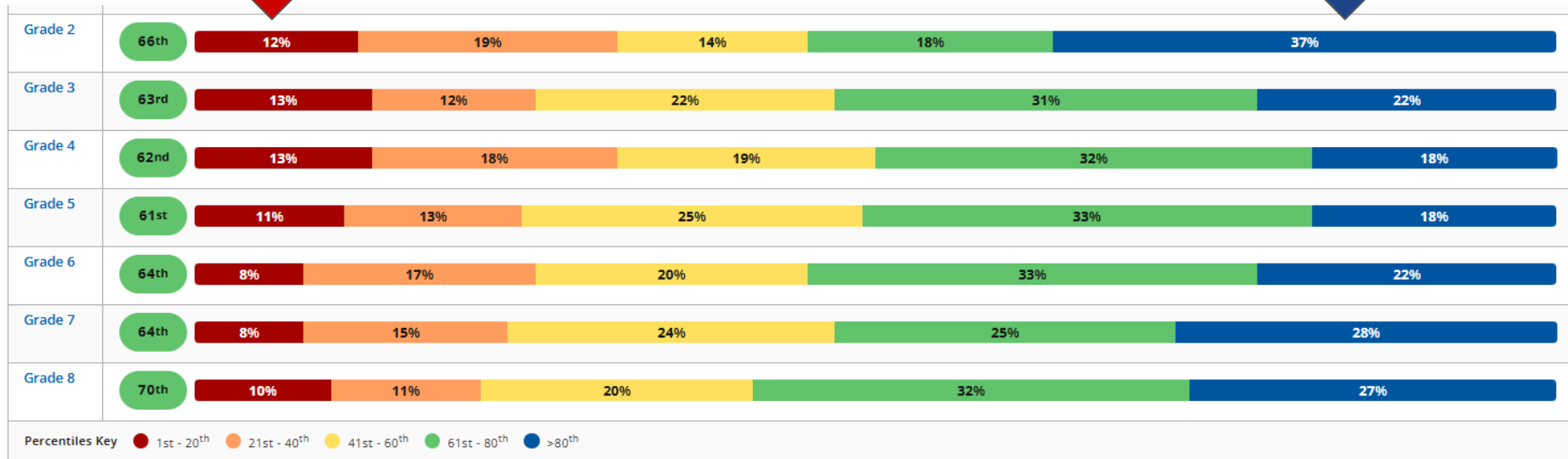
We know that growth:

- Is typically larger in primary grades (2 &3).
- Can help measure instructional effectiveness.

Therefore we can provide support in appropriate areas in order to use our resources most effectively.



We monitor at risk and accelerated populations.

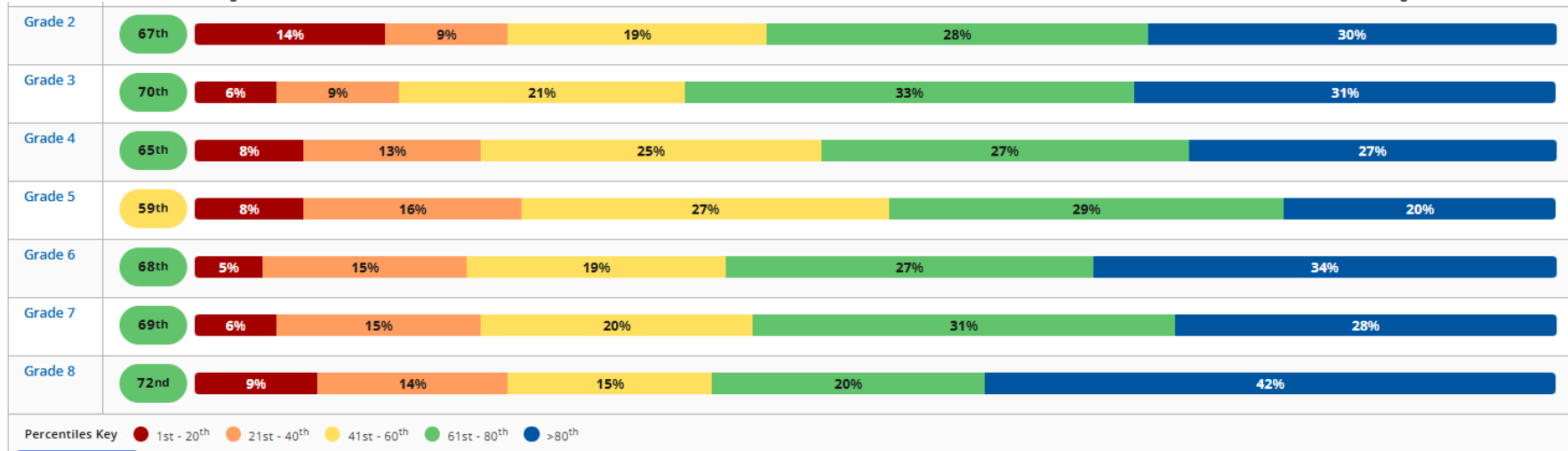


Reading



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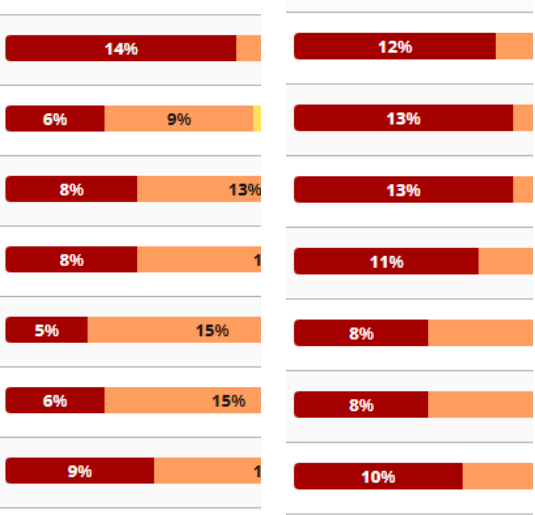
We monitor at risk and accelerated populations.



Math



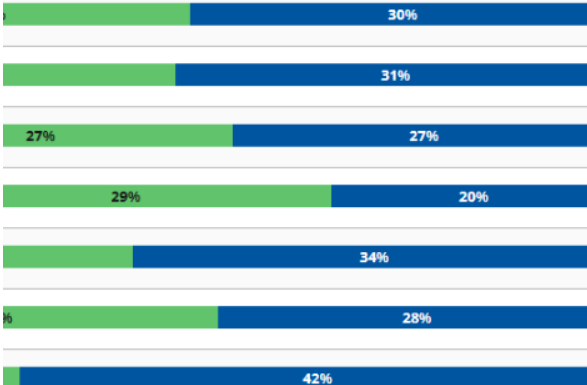
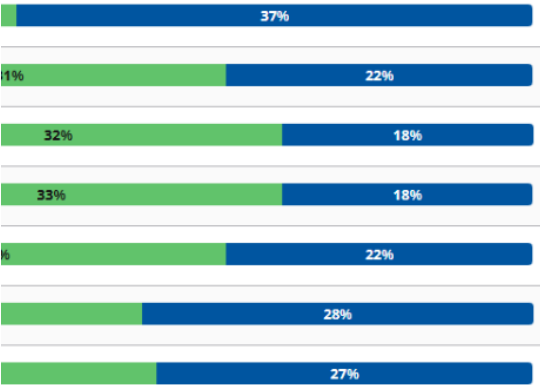
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In looking at specific performance bands, we can identify the percentage of students at each grade level who *may* benefit from more extensive differentiation (Tiers of Support).

Practical Application:

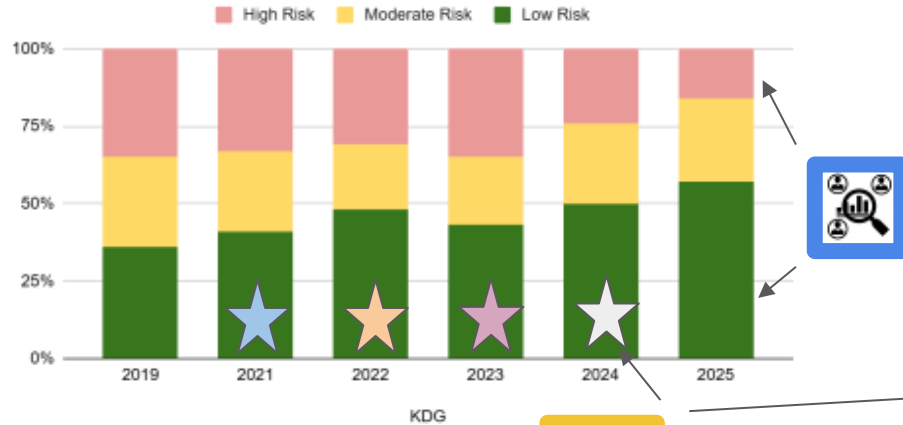
- Students in the bottom quartile *may* require additional instruction to fill gaps in knowledge.



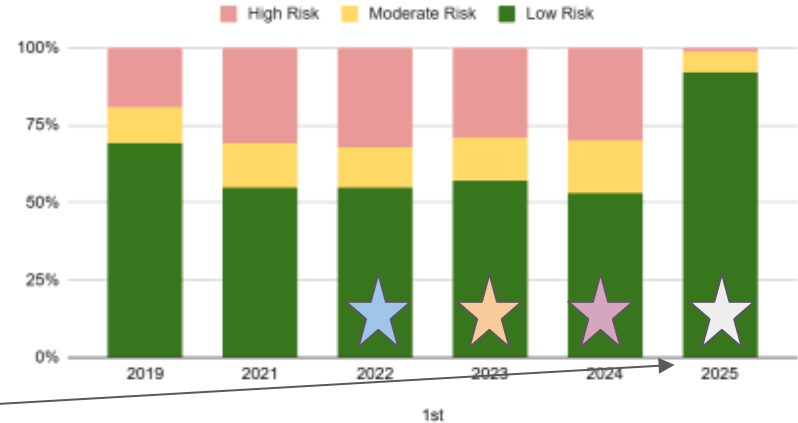
We assess need for acceleration and intervention.



Kindergarten Literacy

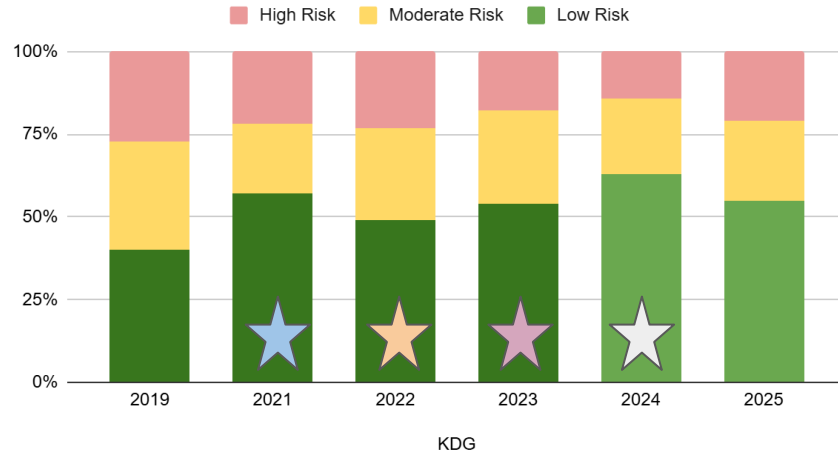


1st Grade Literacy

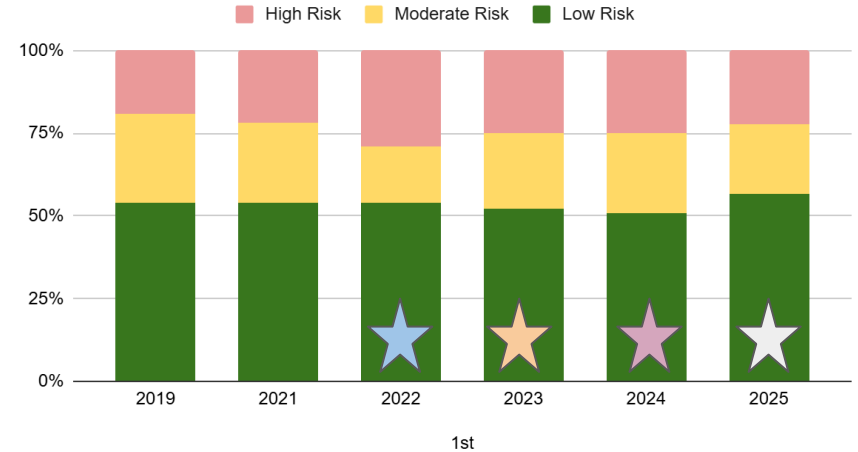


We assess need for acceleration and intervention.

Kindergarten Math



1st Grade Math



Fall Data Analysis Process Continues



Phase 4:
Building Level
Response
Planning



School Accountability



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Outcomes:

- Provide information on school accountability
 - School Accountability Elements
 - Share Summative Ratings



How is accountability measured?

Elementary & Middle Schools



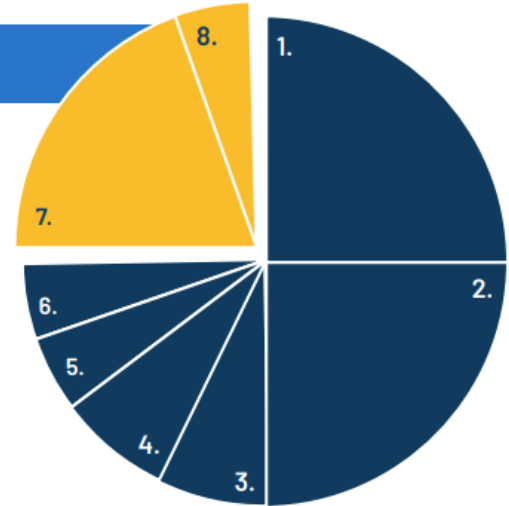
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*

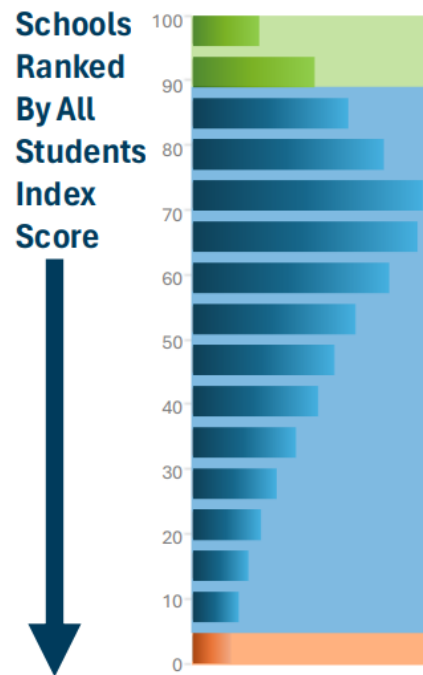


Unified Performance Levels



What are the 4 Summative Designations?

- **Exemplary**
 - ALL Performance in top 10% of all schools in the state
- **Commendable**
 - ALL Not in top 10% of state
 - No underperforming *student groups*
- **Targeted Support**
 - One or more *student groups* below the 'ALL students' group of the lowest 5% of schools
- **Comprehensive Support**
 - ALL performance in the bottom 5% of all schools in the state



What student groups are present in D26?

RTSD26 Student Groups								
	All	Asian	Children w/Disabilities	English Learners (EL)	Former EL	Hispanic	Low Income	White
RTMS								
IG								
Euclid								

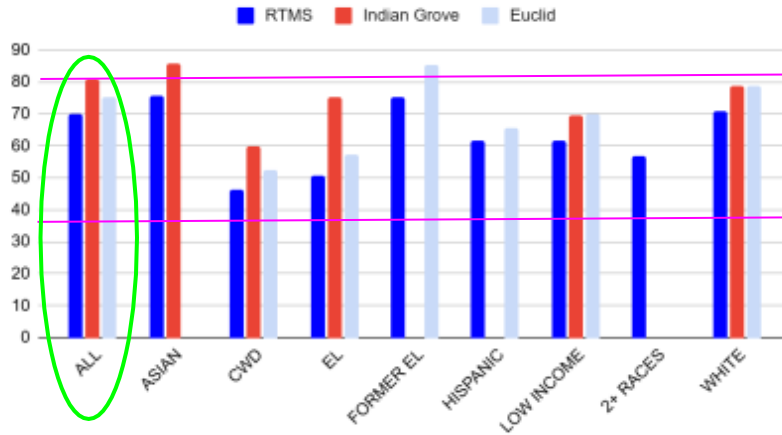
*A Student Group is made of up 20+ students.



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How did we compare?

Weighted Index Score 2025



Top 10%

Bottom 5%

Exemplary/Commendable Threshold

81.99

Targeted/Comprehensive Threshold

38.71



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RTSD 26 2025 Designations

River Trails Middle School	Commendable
Indian Grove School	Commendable
Euclid School	Commendable
Prairie Trails School	<i>No Rating</i> <i>*No 1st Grade Students</i>



ELA Performance Levels

Did Not Meet Approached Met Exceeded

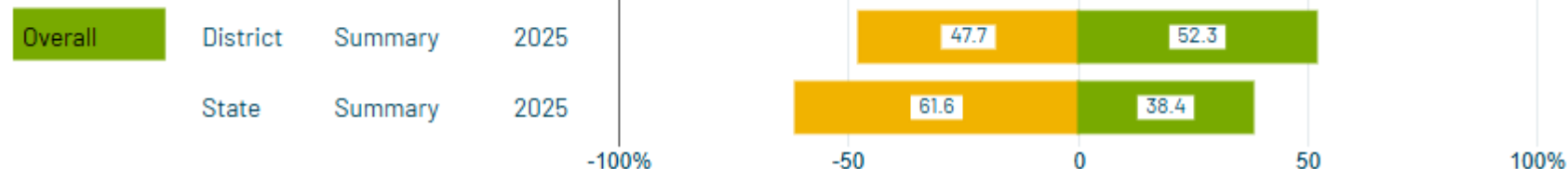
Demographic Level Grade Year



Math Performance Levels

■ Not Proficient ■ Proficient

Demographic Level Grade Year



Science Performance Levels

■ Not Proficient ■ Proficient



Changes to Accountability Framework

Coming Fall 2026



Timeline

- 1** November
- **Listening Tour**
 - **Public Comment**
 - **Board Presentation**



3 in-person sessions
3 virtual sessions

- 2** December
- **ESSA Redline**
 - **Public Comment**
 - **Board Discussion**

- 3** January 2026
- **Board Approval**

- 4** February 2026
- **Submission to US Department of Education**

- 5** Summer 2026
- US Department of Education Reviews and Approves**

- 6** October 2026
- Implemented on the state report card**

Thank You



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