



2026 Illinois Report Card

Using Profiles for Continuous Improvement

A Continuous Improvement Cycle

1. Identify and Plan

- Utilize the profile as a data source as part of a needs assessment. Notice the overall profile, the individual indicator levels, the student group results, and the relationships among them.
- Identify additional local data sources to be included in the needs assessment such as local benchmark assessment data, classroom and course information, attendance patterns, survey feedback, educator observations, and other evidence that can add context.

- Analyze data to reveal strengths and challenges.

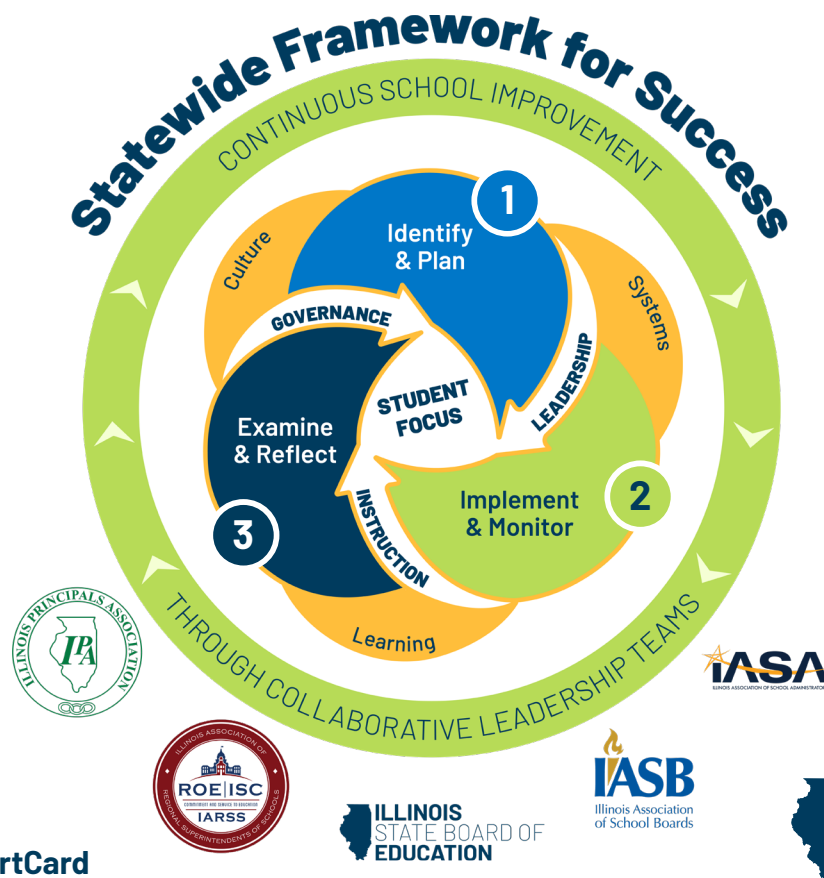
2. Implement and Monitor

- Identify a goal that is meaningful for students, specific enough to act on, and connected to evidence-based practices.
- Check progress regularly.

3. Examine and Reflect

- Learn from what happens, and revise the plan when evidence shows that a change is needed.

Accountability connects Step 3 back to Step 1 in a cyclical process of continuous improvement.



The Profile of Performance is a starting point for a shared conversation about what to celebrate, investigate, and improve.

School Improvement Is for Every School

Every school has strengths, and every school has room for improvement. A Profile of Performance does not label a school as finished or failing. It provides a common set of signals that schools, educators, students, families, and communities can use to understand current results and decide what to learn next.

The profile is one input into improvement work. It should be read alongside local evidence, professional knowledge, student and family perspectives, and the school’s existing improvement process.

Use the Profile to:



Celebrate Strengths

Ask: Where are students showing strong outcomes, progress, engagement, or connection? What practices may be worth sustaining or sharing?



Investigate Patterns

Ask: What stands out among indicators, subjects, student groups, or changes over time? What results do we need to understand better?



Prioritize Improvement

Ask: Which opportunity is important, actionable, and connected to the school’s goals? What evidence supports choosing it?



Monitor and Communicate

Ask: What will we try? How will we know whether it is helping? How will we share progress and adjust course?

Look Across the Profile

- Look across**  core indicators to consider both achievement and progress.
- Look across**  elevating indicators for signals about attendance, English learner progress, and school experience.
- Look across**  student groups to see whether results are shared and where differences may require attention.
- Look across**  subjects, grades, and time when local data are available.

Keep the Interpretation Local

The accountability system can identify a pattern, but it cannot by itself explain the pattern or prescribe the right response. Improvement work is strongest when the people closest to students use the profile to ask better questions, examine evidence, and act together.

Who Can Use the Profile?

	Audience	Possible use
	School leaders and improvement teams	Set priorities, coordinate resources, and monitor schoolwide improvement work.
	Educators	Connect results to instruction, student work, classroom evidence, and supports for students.
	Students and families	Ask questions about strengths, experiences, opportunities, and the school's next steps.
	Districts and communities	Understand school needs, support improvement conversations, and help align resources.

Related Resources:

[An Overview of Profiles of Performance](#); [Why Profiles of Performance](#); [How to Read a Profile of Performance](#); [Why Student Group Performance Matters](#); [Using Profiles for Continuous Improvement](#)