

Accountability for Success:

— *Profiles of Performance* —

An Overview of the Illinois
Accountability System

What You'll Learn

- By the end of this session, you will understand:
 - What a Profile of Performance is
 - What it measures
 - How results are presented
 - Where to find and this information
 - How the information is intended to be used

Why Profiles of Performance?

- The Every Student Succeeds Act (*ESSA*) sets requirements for state accountability systems.
- States design their own systems within those requirements.
- Illinois' approach — the ***Profiles of Performance*** system — was shaped by input from educators and communities across the state. It was designed to:
 - Build on strengths, not just identify challenges
 - Support continuous improvement in every school
 - Be easier to understand
 - Establish stable performance criteria
 - Provide actionable data schools can use

What is a Profile of Performance?

- A Profile of Performance is both a collection of individual measures and a broader view of how a school is serving its students, including:
 - What students know and can do
 - How much they grow over time
 - How many students successfully complete high school
 - Other measures that provide insight into school conditions and student engagement

A Starting Point for Continuous School Improvement

- A Profile of Performance is designed to be a set of connected signals, not a single score.
- These measures are **applied consistently across all schools** and provide a **common starting point for understanding and improving performance**.
 - Each part of the system signals something important. Together, they help show where a school is strong and where it may focus next.



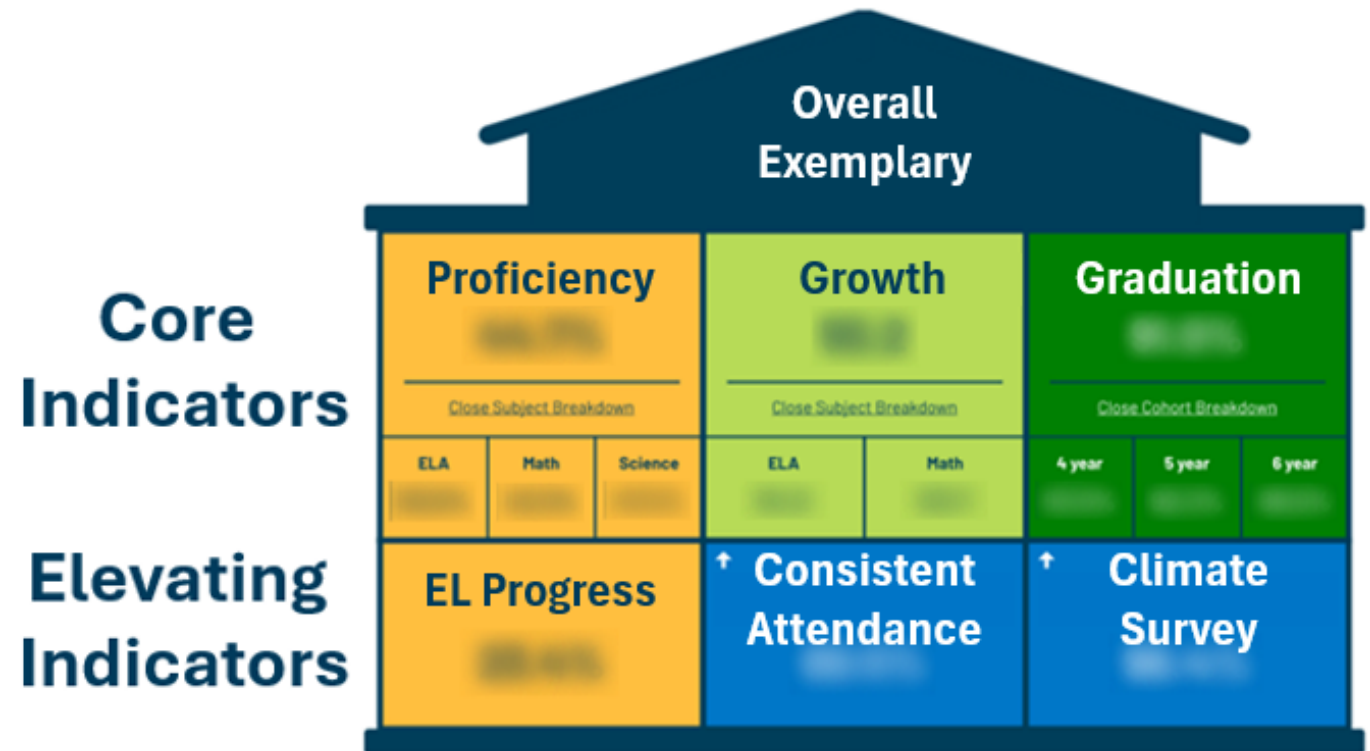
After this overview, you may want to check out [***“Making Sense of a Profile of Performance.”***](#)

What a Profile Measures

Three parts of a Profile of Performance:

1. Core academic indicators
2. Elevating indicators
3. Student group performance

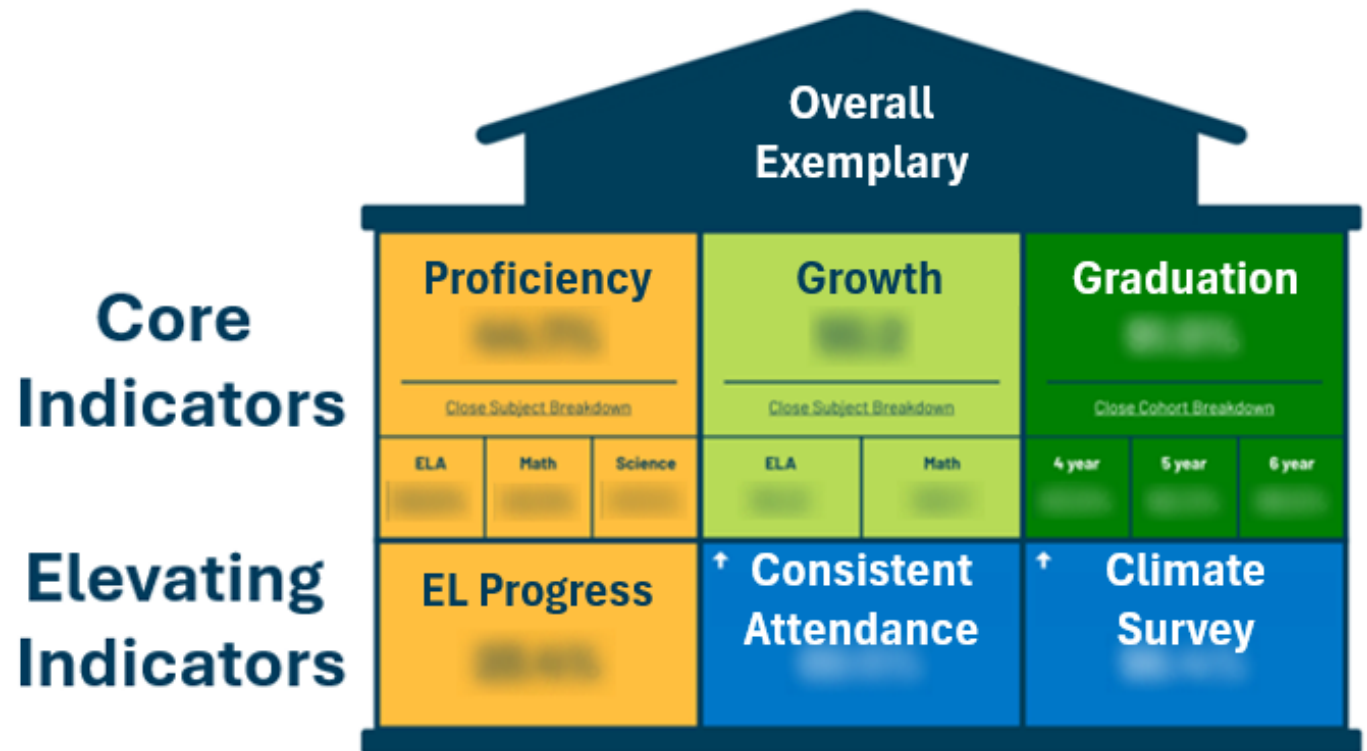
Each part provides a different lens on how a school is serving its students.



How Results Are Displayed

- Each measure in a profile:
 - Is reported separately
 - Has a performance level

This allows users to see performance across multiple measures, rather than a single overall score.



Clear Performance Expectations

- There are **five profile performance levels** that also apply to indicators:
 - Exemplary
 - Approaching Exemplary
 - Commendable
 - Developing
 - Comprehensive
 - A sixth level – Automatic Comprehensive* – is used only for *exceptionally low performance of the “all students” group on select core indicators.*
- Each level reflects clear, statewide expectations for performance.
 - Levels are named and color-coded to make results easier to understand at a glance.

Performance Level	Example Performance Range (Proficiency)
Exemplary	≥ 75
Approaching Exemplary	≥ 52 < 75
Commendable	≥ 48 < 52
Developing	≥ 35 < 48
Comprehensive	< 35
Automatic Comprehensive*	<13.75

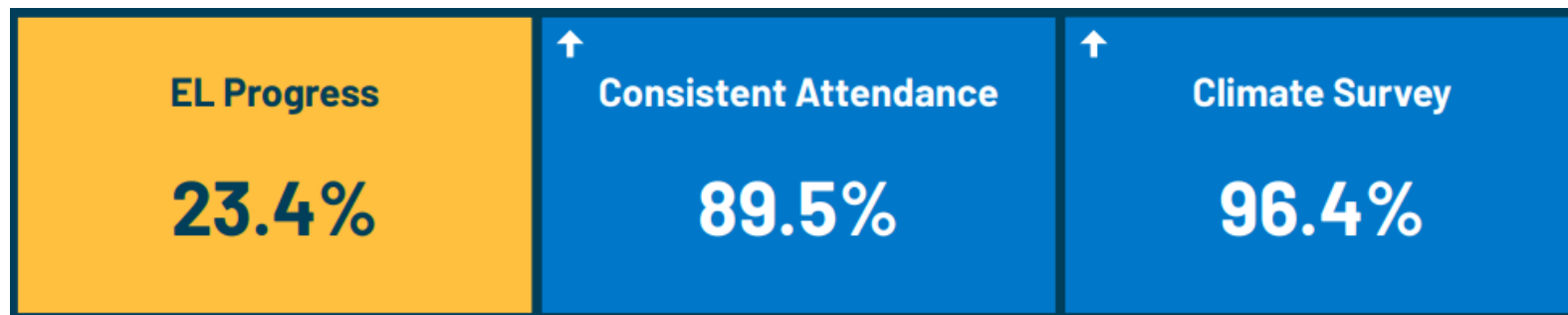
Core Indicators

- These measures recognize school strengths on critical student outcomes:
 - **Proficiency:** What students know and can do
 - **Growth:** How much students improve over time
 - **Graduation Rate:** How many students successfully complete high school
- Together, these measures reflect both current performance and progress over time.

Proficiency 44.7%			Growth 55.2		Graduation Rate 91.9%		
Close Subject Breakdown			Close Subject Breakdown		Close Cohort Breakdown		
ELA	Math	Science	ELA	Math	4 year	5 year	6 year
38.6%	48.3%	47.2%	54.2	56.7	93.6%	92.3%	89.8%

Elevating Indicators

- These indicators provide additional insight into the conditions that support learning:
 - **English Learner Progress:** Shows how well the school supports students in developing English proficiency
 - **Attendance:** Signals family and student engagement
 - **Climate Survey Participation:** Helps ensure survey data is representative of all student voices
- These measures offer practical, actionable signals that schools can use to support improvement.



Student Group Performance

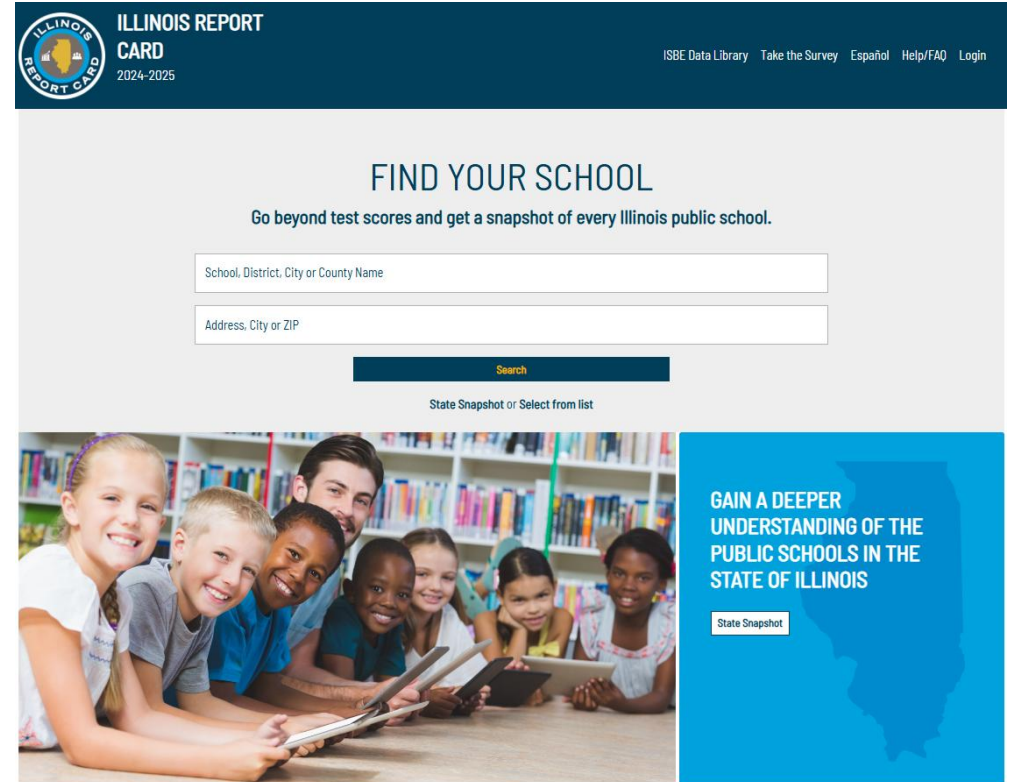
- All measures are reported for:
 - “All students”
 - Individual student groups
- Looking at overall results alone can mask differences.
- Considering the performance of student groups helps identify where additional support may be needed.
- Schools with the strongest profiles of performance (*Exemplary and Approaching Exemplary*) have no student groups with the weakest profile of performance (*Comprehensive*).

Student Groups

- All Students
- Am. Indian
- Asian
- Black
- Hispanic
- Pacific Islander
- Two or More
- White
- w/ Disabilities
- English Learners
- Former English Learners
- Low Income

Where to Find the Profiles of Performance

- Profiles of Performance are available on the [Illinois Report Card](#).
- Users can:
 - View school-level data
 - Explore each measure
 - Review results for student groups
- Schools and districts use Profiles of Performance to:
 - Understand current performance
 - Identify strengths & areas for growth
 - Support planning & improvement efforts



What Comes Next?

- **This session introduced:**
 - What is measured
 - How information is organized and reported
- **This session did NOT cover:**
 - How measures combine
 - How to interpret performance levels
 - How to analyze a full profile
 - These are covered in [*Making Sense of a Profile of Performance*](#)
- **Learn and Explore** - Continue learning with:
 - Additional webinars in the series
 - Downloadable guides and resources
 - Tools to support understanding and communication

Go to
www.isbe.net/accountability
Scroll to
Learn and Explore

