

Accountability for Success:

Using Preliminary Data to
Anticipate Results

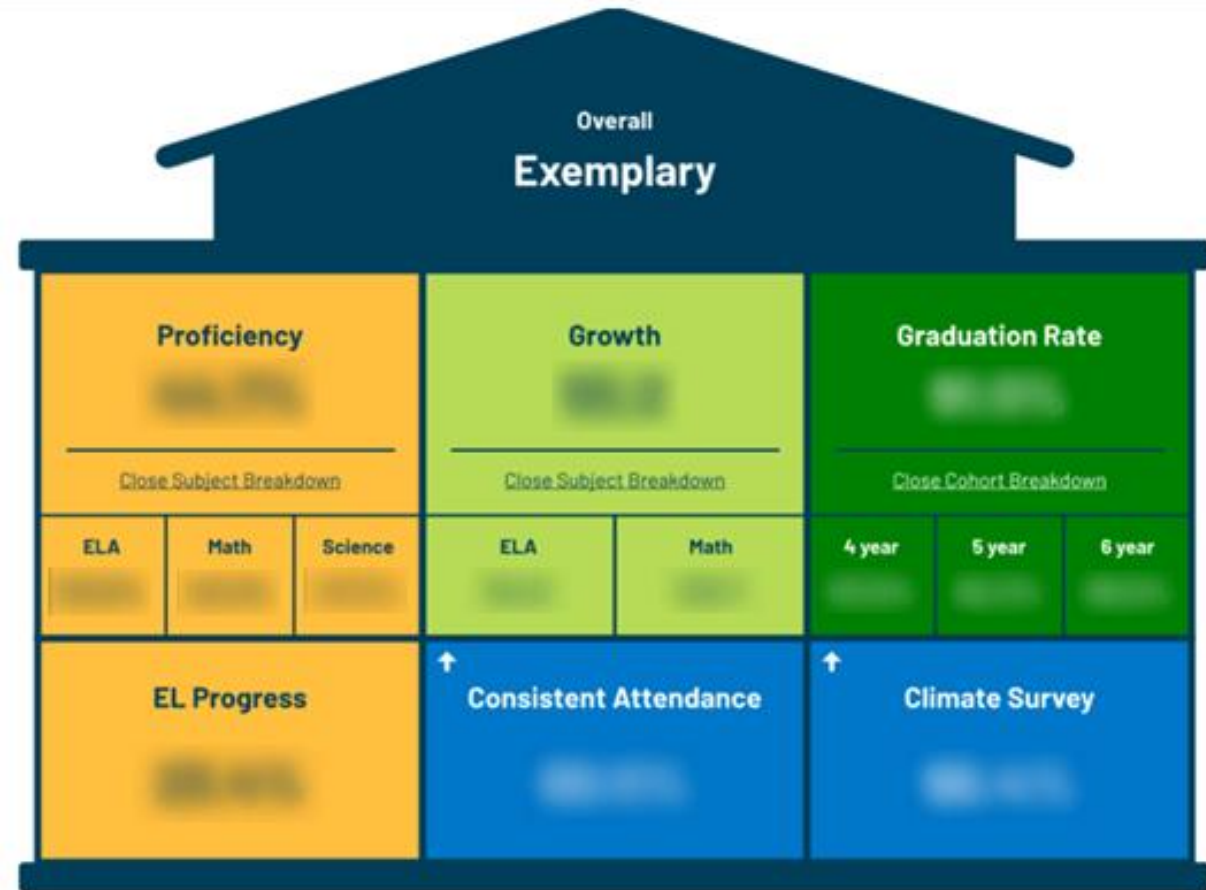
Agenda

- Profile of Performance Overview
- Finding the Modeling Template
- Gathering Your Data
- Modeling Template Structure
- Interpreting the Data
- A Starting Point For Improvement
- Q&A

Profile of Performance Overview

Three Elements of a Profile of Performance







- **Core Indicators**
 - Proficiency, Growth & Graduation Rate (if applicable)
 - Recognize school strengths on critical student outcomes
- **Elevating Indicators**
 - EL Progress, Consistent Attendance, Climate Survey
 - Strong performance can raise a school's profile, not lower it
- **Student group performance**
 - Profiles are available for all accountability student groups
 - Schools with the highest profiles do not have Comprehensive student groups



Understanding 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.
- Each part tells you something important. Together, they help show where a school is strong and where it may focus next.
- A Profile of Performance is designed to be understood as a set of connected signals, not a single score.

Understanding INDICATOR 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

Understanding PROFILE Performance Levels

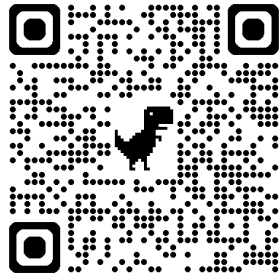
- **Exemplary** and **Approaching Exemplary**
 - Strong performance across many indicators. The difference is the degree of strengths to build from.
 - No group has a Comprehensive profile.
- **Commendable**
 - Mixed patterns. May be strengths alongside clear opportunities for growth, or consistent average performance.
 - May be more visible gaps between student group performance, including Comprehensive student groups.
- **Developing** and **Comprehensive**
 - Performance challenges across core and elevating indicators. The difference is the degree of strengths to build from.
 - Low student group performance across some or many groups, which may be an early warning of larger patterns of performance.

Finding the Modeling Template

Download the Modeling Template

www.isbe.net/accountability

1. Scroll down to the **Learn and Explore** tab.
2. Find the **Using Profiles for Improvement** heading.
3. Open the **Accountability for Success: Using Preliminary Data to Anticipate Results** header.



The screenshot shows the website navigation and content. At the top, there are links for 'Log into ELIS', 'Log into IWRIS', 'Become a Teacher', 'Public School District Lookup', 'FRIS Inquiry', 'IL Report Card', 'About the Agency and Board', and 'Topics A-Z'. Below this is a 'Learn and Explore' tab, indicated by a red arrow. The main content area is titled 'LEARN AND EXPLORE' and contains several sections: 'START HERE: UNDERSTANDING THE SYSTEM', 'DOING DEEPER: MAKING SENSE OF A PROFILE OF PERFORMANCE', and 'MEASURE BY MEASURE: UNDERSTANDING EACH PIECE OF THE PROFILE'. A red arrow points to the 'USING PROFILES FOR IMPROVEMENT' section, which contains a dropdown menu for 'Accountability for Success: Using Preliminary Data to Anticipate Results'. Below this menu, there is a list of event dates and times, and a section for 'Accountability Modeling Template' with links for 'Excel v. 2021+ / MS365 compatible' and 'Google Sheets compatible (Clicking Here?)'. A red box highlights the 'Using Profiles for Improvement' section and the 'Accountability Modeling Template' links.

Gathering Your Data

Caveats and Considerations

- This template is **only an estimate**.
- Your **final designation may vary** from the one estimated by this template for multiple reasons:
 - Data is typically organized by:
 - **Serving** school **at time of collection** in a vendor’s portal
 - **Home or serving** school **at time of collection** in SIS reports
 - **Home** school **of longest enrollment** for accountability calculations
 - Data are preliminary until profile roster reports are generated in SIS following the close of the Assessment correction window (July 31).
 - In this template Composite proficiency is estimated using a subject weighting formula, however, the official calculation is a true student-level composite so ***slight differences are to be expected***.
 - Assumptions about growth type, or applicable indicators and/or student groups may be inaccurate.

Calculation Characteristics

- Proficiency includes performance levels 3 and 4 for all assessments.
 - Sum the students in performance levels 3 and 4 and divide by the total number of students in all performance levels.
- Growth and EL Progress are means (i.e., averages)
 - Sum the individual scores (SGP or ELP) and divide by the total number of records.
- Consistent attendance is the inverse of chronic absenteeism.

SIS Data Reports – Assessments

- Select **Reports** from the left navigation bar.
- Open **Assessments**, then the subheading(s) for the applicable **individual assessments**.
- Use the **Scores Grid Summary** report.
 - The **Assessment Scores Detail** report may be used if downloaded as Excel.

The screenshot displays the SIS Data Reports interface. On the left is a dark blue navigation bar with the following items: SIS, Annie Rae Clementz, Home, Student, Assessment, Adjusted Cohort, Teacher, Early Childhood Transition, Prenatal, Reports (highlighted with a red box), Batch File Processing, District Data Verification, and Seal of Biliteracy Application. The main content area shows a list of reports under the heading 'Student'. The 'Assessment' section is expanded, showing 'Assessment Enrollment Verification' and 'Illinois Assessment of Readiness (IAR)'. Under 'IAR', there are several reports: 'IAR Assessment and Test Window - STEP 1', 'IAR Assessment Pre-ID - STEP 2' (with 'Summary' and 'Details' links), 'IAR Assessment Correction' (with 'Summary' and 'Details' links), 'IAR Assessment Scores' (with a red note and 'Summary' and 'Details' links), 'IAR Assessment Scores (SY 2019 - 2024)' (with 'Summary' and 'Details' links), 'IAR Assessment Scores Grid' (highlighted with a red box and 'Summary' link), and 'IAR Assessment Scores Grid (SY 2019 - 2024)' (with 'Summary' link). Below this is the 'Illinois Science Assessment (ISA)' section, which includes 'ISA Assessment Pre-ID', 'ISA Assessment Correction', 'ISA Assessment Scores' (with a red note and 'Summary' and 'Details' links), and 'ISA Assessment Scores Grid' (highlighted with a red box and 'Summary' link). At the bottom, 'DLM-AA' is also visible. Red arrows point to the 'Assessment', 'IAR', 'ISA', and 'DLM-AA' sections. Red boxes highlight the 'Reports' menu item and the 'IAR Assessment Scores Grid' and 'ISA Assessment Scores Grid' report entries.

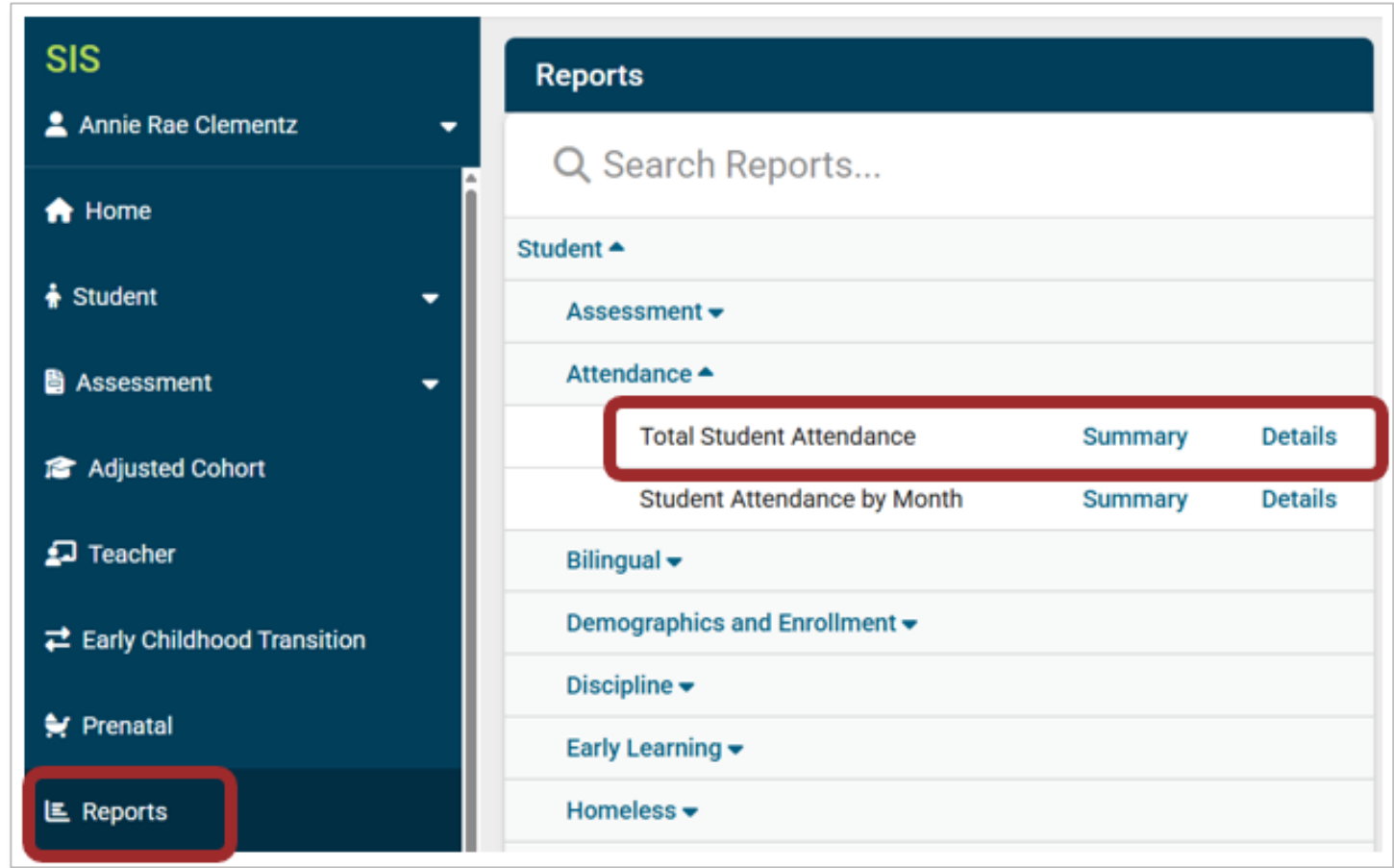
SIS Data Reports – Proficiency and Growth

Grade Level: All	English Language Arts/Literacy								Mathematics							
	Total Records	No Score	Level 1	Level 2	Level 3	Level 4	C-SGP (Cohort)	B-SGP (Baseline)	Total Records	No Score	Level 1	Level 2	Level 3	Level 4	C-SGP (Cohort)	B-SGP (Baseline)
			Below Proficient	Approaching Proficient	Proficient	Above Proficient	Percentile	Percentile			Below Proficient	Approaching Proficient	Proficient	Above Proficient	Percentile	Percentile
Total Students	7293	59	314	1087	3494	2339	52.06	58.51	7292	62	481	1700	3495	1554	52.24	54.08
Total Student Growth Percentile (SGP)	5757						52.06	58.51	5747						52.24	54.08
..... Scroll Down																
Race/Ethnicity: American Indian or Alaska Native (12)	12	0					48.63	55.13	12	0					46.63	48.88
Race/Ethnicity: Asian (13)	1428		46	130	562	681	55.88	60.19	1427	10	54	161	593	609	57.28	57.85
Race/Ethnicity: Black or African American (14)	318		51	104	124	37	50.16	58.72	318		78	145	76	15	47.30	49.90

- The data in the grid report allows you to quickly calculate proficiency for the school or a student group.
- The mean SGP is calculated for you.
 - Make note of what growth type you are using. You will need this information for the template.

SIS Data Reports – Attendance Detail

- Select **Reports** from the left navigation bar.
- Open **Attendance**.
- The **Total Student Attendance Attendance Details** report will allow you to quickly calculate consistent attendance.



The screenshot displays the SIS Reports interface. On the left is a dark blue navigation bar with the following items: SIS, Annie Rae Clementz (with a dropdown arrow), Home, Student, Assessment, Adjusted Cohort, Teacher, Early Childhood Transition, Prenatal, and Reports (highlighted with a red box). On the right is the Reports section, which includes a search bar labeled 'Search Reports...'. Below the search bar is a list of report categories: Student (with an upward arrow), Assessment (with a downward arrow), Attendance (with an upward arrow), Bilingual (with a downward arrow), Demographics and Enrollment (with a downward arrow), Discipline (with a downward arrow), Early Learning (with a downward arrow), and Homeless (with a downward arrow). Under the 'Attendance' category, two reports are listed: 'Total Student Attendance' and 'Student Attendance by Month'. Each report has 'Summary' and 'Details' links. The 'Total Student Attendance' report and its links are highlighted with a red box.

SIS Data Reports – Attendance Detail Settings

- Select the desired **school year** and **school**.
- Exclude **private school students**.
- Download as **Excel** to calculate Consistent Attendance.

SIS
Annie Rae Clementz

Home
Student
Assessment
Adjusted Cohort
Teacher
Early Childhood Transition
Prenatal
Reports
Batch File Processing
District Data Verification

< Back To Reports

Total Student Attendance (Detail)

School Year

School

Home Serving Service Provider H

Grade

IDEA Services Both Yes No

FRL/Low Income Indicator Both Yes No

Homeless Indicator Both Yes No

Private School Student Indicator Both Yes No

Sort By

SIS Data Reports – Attendance Detail Data

Columns		A	B	C	D	E	F	G	H	I	J	K	L					
		Grade Level	PDA	In Person Instruction	E-Learning	Remote Instruction	Absent - Excused	Absent - Unexcused	Medically Homebound	Hospitalized	Mental Health	Detention Center	Total Attendance/Absences					
Student ID	Student Name	Birth Date	Home RCDTS	Serving RCDTS	Start Date	End Date	A	B	C	D	E	F	G	H	I	J	K	L
					8/21/24	6/6/25	8	1.00	141.172		0.154	27.249	7.424					175.999
					8/21/24	6/6/25	7	1.00	158.214			3.393	14.393					176.000
					8/21/24	6/6/25	7	1.00	169.426		0.141	1.000	5.433					176.000
					8/21/24	6/6/25	7	1.00	163.983		0.180	5.260	6.577					176.000
					8/21/24	10/2/24	8	1.00	26.177		0.176		2.647					29.000
					8/21/24	6/6/25	8	1.00	157.356			9.714	8.930					176.000

- Days present include columns **C, D, E and H** (if applicable).
- Days in column **I** (if any) can be excluded from the calculation.
- Decide whether to exclude enrollments of short duration.
 - Accountability includes students whose enrollments are greater than or equal to **134 non-consecutive calendar days** (i.e, end date minus start date) **not attendance days**.

SIS Data Reports – Graduation Rate

- Select **Reports** from the left navigation bar.
- Open **State Reporting**, then the **Report Card and Accountability Reports** subheading.
- Use the **Adjusted Cohort Graduation Rate Summary** report to find applicable 4-year, 5-year, and 6-year graduation rates.

The screenshot displays the SIS Data Reports interface. On the left is a dark blue navigation sidebar with the following items: SIS, Annie Rae Clementz, Home, Student, Assessment, Adjusted Cohort, Teacher, Early Childhood Transition, Prenatal, Reports (highlighted with a red box), Batch File Processing, District Data Verification, and Seal of Biliteracy Application. The main content area shows a list of reports under the heading 'State Reporting' (indicated by a red arrow). Below 'State Reporting' is the subheading 'Report Card and Accountability Reports' (also indicated by a red arrow). Under this subheading, the 'Adjusted Cohort Graduation Rate' report is highlighted with a red box, showing a 'Summary' link.

Report Name	Summary	Details
Summative Designation		
State Reporting		
Fall Enrollment Counts	Summary	Details
Historical Fall Enrollment Counts (Before SY 2023)	Summary	
Homeless Counts	Summary	
Report Card and Accountability Reports		
Advanced Coursework	Summary	Details
Chronic Absenteeism		Details
Chronic Truancy		Details
College and Career Readiness	Summary	Details
9th Grade On Track		Details
Percent 8th Graders Taking Algebra I (Current year data will not be available ...)		Details
Student Mobility	Summary	Details
Adjusted Cohort Graduation Rate	Summary	Details
Teacher Out of Field		Details
Accelerated Placement (report card)	Summary	Details
Identification of Gifted Children	Summary	Details

SIS Data Reports – Graduation Rate Settings

- Select the **Reporting School Year**.
- Select the desired **cohort**.
- Select the desired **school**.
- **Adjust** the demographic filters to the desired **student group**.
 - If all options are **left as default**, the group is the “all students” group.
 - The options act as filters.
 - **Choose/change one option at a time** for accountability groups.
- Choose the report output
 - **PDF** is best.
- Click the **Create Report** button.

SIS

Annie Rae Clementz

Home

Student

Assessment

Adjusted Cohort

Teacher

Early Childhood Transition

Prenatal

Reports

Batch File Processing

District Data Verification

Seal of Biliteracy Application

Internal

Log Out

< Back To Reports

Adjusted Cohort Graduation Rate (Summary)

Reporting School Year: 2026

Cohort: 4-Year Cohort

School: .

Gender: All Male Female Non-Binary

Race/Ethnicity: All Races

IDEA Services: Both Yes No

FRL/Low Income Indicator: Both Yes No

EL Indicator: Both Yes No

Homeless Indicator: Both Yes No

Youth in Care: Both Yes No

Students with Disabilities Indicator: Both Yes No

Migrant Indicator: Both Yes No

Military Connected Indicator: Both Yes No

Exit Code: All

PDF Create Report

Default options = All Students

SIS Data Reports – Graduation Rate Data

2/15/2026

Adjusted Cohort Graduation Rate Summary Report

This Cohort Consist of Stud
This report uses informati

SIS Home Selection Criteria: **Year In Cohort = 5 Race = 14**

SIS Home Selection Criteria: **Year In Cohort = 4**

2.49 % Adjusted Cohort Graduation Rate
Adjusted Cohort Graduation Rate = Total Graduates / (Total Graduates + Non-Graduates)

80.59 % Adjusted Cohort Graduation Rate
Adjusted Cohort Graduation Rate = Total Graduates / (Total Graduates + Non-Graduates)

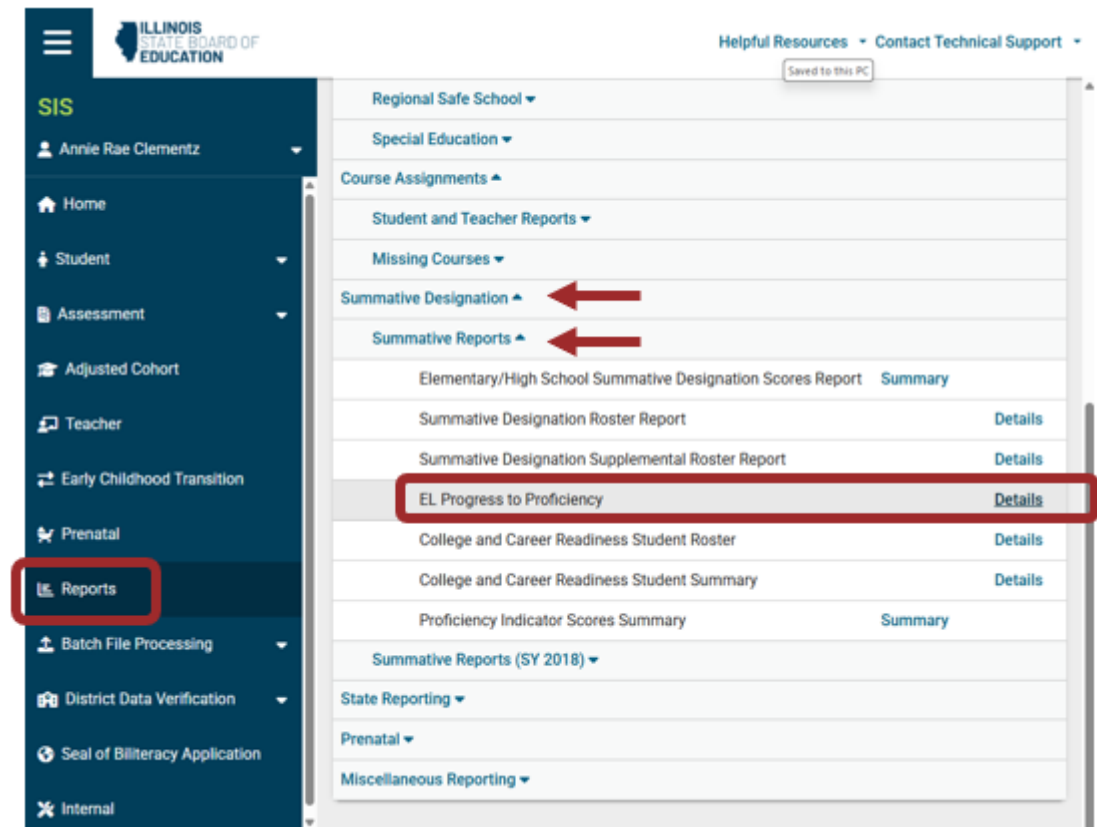
Pay Close Attention

Enrollment Exit Type	Graduates	Non-Graduates	Removed from Cohort (Not Enrolled)	History of Cohort			
				2023	2024	2025	2026
Transfer to another public school within the district	0	1,072	15	29	40	141	877
Graduated with regular, advanced, International Baccalaureate, or other type of diploma	653	0	82		72	454	206
Transfer to Home Schooled	0	0	230	27	64	96	43

- All data needed is in the upper left corner of the report.
- Pay close attention to the Selection Criteria.
 - Little changes from group to group. Losing track of the displayed data is common.
- Why is the 4-year graduation rate so low?
 - Enrollments have not yet been exited for SY2026.

SIS Data Reports – English Learner Progress Navigation

- Select **Reports** from the left navigation bar.
- Open **Summative Designation**, then the **Summative Reports** subheading.
- Open the **EL Progress Details** report.



SIS Data Reports – English Learner Progress Settings

- Pull data from the **prior school year** until current year is available.
- Select the desired **school**.
- Sort by **grade**.
- Download as **Excel** to calculate preliminary EL Progress.
- A template and instructions for calculating EL Progress are **coming soon** to the Accountability page.

The screenshot displays the SIS Data Reports interface. On the left is a dark blue sidebar with the 'SIS' logo and user name 'Annie Rae Clementz'. Below the user name are navigation links: Home, Student, Assessment, Adjusted Cohort, Teacher, Early Childhood Transition, Prenatal, and Reports. The main content area is titled 'EL Progress to Proficiency (Detail)' and features a 'Back To Reports' link. It contains three filter sections: 'School Year' with a dropdown set to '2025', 'School' with an empty dropdown, and 'Sort By' with a dropdown set to 'Grade'. At the bottom, there is a red-bordered box containing an 'EXCEL' dropdown and a 'Create Report' button. Two red arrows point to the 'School Year' and 'School' dropdown menus.

Illinois Administration Platform - Proficiency

ILLINOIS STATE BOARD OF EDUCATION Illinois Administration Platform Downloads RC

Home Data Import

ROSTER DATA
Orgs Users

IL Summative Administration Platform
Summative administration platform for all IAR and ISA
Spring testing powered by ADAM

Additional Links

Illinois MyPearson Support Page
This site hosts the tools necessary for District and School Test Coordinators, Technology Coordinators, teachers, students, and test proctors to prepare for and administer the Illinois Assessment of Readiness and Illinois Science Assessment.

Illinois Administration Platform Application Support
Online help videos and articles

Learning Management System (LMS)
Access short training modules that provide a step-by-step

Illinois Customer Support
Pearson Illinois customer support is a technical resource for schools and districts

Give Feedback

ILLINOIS STATE BOARD OF EDUCATION Performance Dashboard of Illinois Administration Platform Home Performance

Home Test Management Rostering Reporting Progress Activity Report Assets Performance Results Explorer Operations Orders

Program: IL Spring 2025 ELA, Math and Science

Search ?
Program Report ISR Export Filters Sort by: Name A-Z

Grade 3 ELA
Jan 23, 2025 - Apr 18, 2025
AVG SCALE SCORE **730**
35% 45578 Students
AVG SC Proficient Score Range: 735 - 779
PROFICIENT: 45%

Grade 3 Mathematics
Jan 23, 2025 - Apr 18, 2025

Grade 4 ELA
Jan 22, 2025 - Apr 19, 2025
AVG SCALE SCORE **736**
PROFICIENCY: 50%

Illinois Administration Platform – Growth

Performance Dashboard of Illinois Administration Platform

Program: IL Spring 2025 ELA, Math and Science

Search: [] ?

Filters: [] Sort by: Name A-Z

Program Report | ISR Export

Grade	AVG SCALE SCORE	PROFICIENCY
Grade 3 ELA Jan 23, 2025 - Apr 18, 2025	730	46%
Grade 3 Mathematics Jan 23, 2025 - Apr 18, 2025	732	49%
Grade 4 ELA Jan 22, 2025 - Apr 19, 2025	736	50%

Program Report

Program: IL Spring 2025 ELA, Math and Science

Scope: Illinois Administration Platfo...

Test Results | Standard Results

Test Grades: 06 x 07 x 08 x

Program Content Areas: All Program Content A

Test Window: Spring 25 x

Administrations: All Administrations...

Scroll to the far right

7 Result Groups | 2 Filters | Clear x

Show score groups as a table | Export Report

Test Grades	Program Content Areas	Test Window	Avg Earth/Space Scale Score	Avg Physical Scale Score	Avg Growth
06	English Language Arts	Spring 25	-	-	47
	Math	Spring 25	-	-	48
07	English Language Arts	Spring 25	-	-	49
	Math	Spring 25	-	-	48

Growth availability lags proficiency.

ACT Success - Proficiency

The screenshot shows the homepage of success.act.org. The navigation bar includes the ACT logo, 'Organizations', 'Knowledge Hub', a search bar, and a user profile for 'Angela Foxall'. Below the navigation bar are three images: hands raised in a classroom, a smiling woman in a classroom, and graduates in caps and gowns. The main content area is divided into three columns: 'Resources' with three small images, 'Helpful Tools and Links' with three blue buttons, and 'Important Updates' with a 'No new updates' message. The 'Important Messages' section shows 'You're all set!' and a 'Contact Support' button. The 'ACT Test Scores and Reports' button in the 'Helpful Tools and Links' section is circled in red.

The screenshot shows the 'actreporting.emetric.net' interface. The top navigation bar includes the ACT logo, 'Online Reporting by Data Interaction', a search bar for 'Last Name' (with a note 'Please enter at least 4 characters'), and a 'Help' icon. The main content area is divided into two columns. The left column has 'My Reports' (with a 'See All' link) and 'Announcements' (with three bullet points and an 'Expand All' link). The right column has a 'Program' dropdown menu set to 'The ACT (All Data)', which is circled in red. Below the dropdown are tabs for 'Roster', 'Summary', 'Data Tools', and 'Download Hub'. A 'Student Scores (State)' button with a 'Roster View' link is also visible.

Please use ISBE cut scores by subject to calculate proficiency.

5Essentials

UCHICAGO Impact

Hi, Anne! Logout?

Change Password

5Essentials
2024 UChicago Impact Surveys Demo Reporting Site
[5Essentials Demonstration Report](#)

Chicago Public Schools
[2025 CPS 5Essentials Survey](#)
[2024 CPS 5Essentials Survey](#)
[2023 CPS 5Essentials Survey](#)
[2022 CPS 5Essentials Survey](#)
[2021 CPS 5Essentials Survey](#)
[2019 CPS 5Essentials Survey](#)

Rochester Public Schools
[2026 Rochester Public Schools 5Essentials](#)

State of Illinois
[2026 Illinois 5Essentials Survey](#)
[2024 Illinois 5Essentials Survey](#)
[2023 Illinois 5Essentials Survey](#)
[2022 Illinois 5Essentials Survey](#)
[2021 Illinois 5Essentials Survey](#)

The Essential 0-5 Survey
2024 UChicago Impact Surveys Demo Reporting Site
[Essential 0-5 Demonstration Report](#)

State of Illinois
[2024 Illinois Essential 0-5 Survey](#)
[2023 Illinois Essential 0-5 Survey](#)
[2022 Illinois Essentials: 0-5 Survey](#)
[2021 Illinois Essentials: 0-5 Survey](#)
[2020 Illinois Early Education Essentials Survey](#)
[2019 Illinois Early Education Essentials Survey](#)

Cultivate
2024 UChicago Impact Surveys Demo Reporting Site
[Cultivate for Schools Demonstration Report](#)
[Cultivate for Coaches Demonstration Report](#)

5Essentials 2026 Illinois 5Essentials Survey

Group: [Dropdown]

5Essentials Survey Parent Survey

A group's performance is an aggregate of the individual schools' performance on each of the 5Essentials. Group reports show the distribution of performance across schools, trends in specific Essentials and Measures, and identifies strengths and areas for improvement.

THE 5ESSENTIALS
How is [Group] performing on each of the 5Essentials?

ALL MEASURES
How is [Group] performing across all measures?

Survey Response Rates for [Group]
5 of 5 schools (100.0%) provided enough survey data to receive a report. The district-wide response rate is 93.3%.

Schools with Reports	Student Rate	Teacher Rate	Parent Rate
[School Name]	99.0%	86.1%	23.0%
[School Name]	95.4%	68.0%	18.9%
[School Name]	95.5%	62.0%	24.0%
[School Name]	99.9%	85.1%	29.8%
[School Name]	95.8%	80.6%	8.5%

Legend:
■ Very Strong ■ Strong ■ Neutral
■ Weak ■ Very Weak ■ No Report
■ Not Eligible ■ Partial Data

Modeling Template Structure

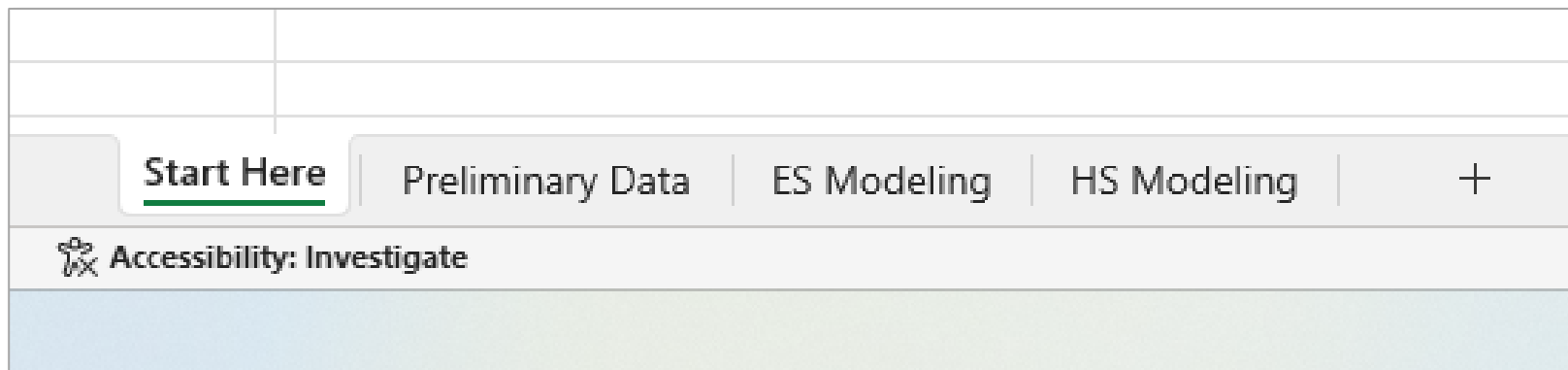


A Note on This Section

- Today's webinar will use a live demonstration of the template to show its structure and interpretation.
- The slides in this section are there to serve as a guide for those who do not wish to watch the recorded webinar and for those watching to take notes, if desired.

Four Tabs

- The **Start Here** tab contains important instructions.
- The **Preliminary Data** tab tells you where and when you can access preliminary data.
- The **ES and HS Modeling** tabs contain the entry fields and formulas necessary to model preliminary accountability data.
 - You can model one school and its student groups per sheet.
 - These slides can be duplicated to model multiple schools.



Start Here Tab

- Instructions on using the workbook.
 - Designed for Excel 2021 and/or Microsoft 365. A Google Sheets version is also available.
 - Prior year Summative Designation Score reports may help identify which groups and indicators applied previously.

Section Name	Description	Data Caveats or Notes
Start Here	This workbook is designed for Excel 2021 or Microsoft 365. A Google Sheets version is also available.	Results are an estimation for planning only and may change after final data release.
Modeling Setup	<p>Before beginning, determine which student groups you will model. For the All Students group, complete the modeling setup fields: ELA/Math proficiency grades count, Science proficiency grades count, Growth Type, EL Progress expected, and Climate Survey expected.</p> <p>Then, select the student group(s) you wish to model in column A. Growth Type and ELA/Math proficiency grades count are set once for all groups; Science proficiency grades count, EL Progress, and Climate Survey may vary by group and so must be specified for each group modeled. Prior year Summative Designation Score reports may help identify which indicators applied previously.</p>	This template models one school; duplicate modeling tabs for additional buildings.

Preliminary Data Tab

Indicator	Source	Data	Timing	Notes	Reporting Resources
Proficiency (ES - ELA/Math)	IL Administration Platform	IAR (3–8)	Rolling till June 4	Scores released on a rolling basis through June 4	IAR Preliminary Reporting Guide
Proficiency (ES - Science)	IL Administration Platform	ISA (5, 8)	Loaded June 21	Science scores released on a different schedule	ISA Preliminary Reporting Guide
Proficiency (HS)	ACT Success	PreACT (9, 10 ELA/Math); ACT (11* ELA/Math/Science)	Rolling till June 5–June 12	PreACT through June 5; ACT through June 12; *Grade 11 includes eligible grade 12 testers	ACT Reporting Webinar
Proficiency (Alt)	DLM KITE	DLM (3–11*)	Loaded June 26	Include applicable alternate assessment grades and subjects	DLM Reporting Resources
Proficiency (All)	SIS	All assessments (3–11*)	Loaded July 13	(Most complete) Corrections open through July 31; correction elements include student demographics, RNVTA codes, and any unmatched scores	Learn & Explore Individual Indicator Resources

- Table of potential sources of preliminary indicator data, including:
 - Links to the source system
 - Availability timing information
 - Notes to contextualize the data and/or its availability
 - Links to available reporting resources for each indicator data source

ES and HS Modeling Tabs – Setup Columns A-B

- Rows 3 and 4 are for the “all students” group.
 - Odd rows are for inputs.
 - Gray = drop down menu
 - Cream = data entry field
 - Even rows are for status messages and results.
 - “Select” used for drop down menus
 - “Enter” used for data entry fields
- You **must** select a **student group** .
 - Without a group named the rows don’t work.

	A	B	C	D	E	F	G
1	School Name	School Name					
2	Row Type	Student Group	ELA/Math Proficiency Grade(s) Count	Science Proficiency Grade(s) Count	Growth Type?	EL Progress (ELP) Expected?	Climate Survey (CS) Expected?
3	Model Inputs	All students					
4	Modeled Results	All students	Enter count in cell C2	Enter count in cell D2	Select growth	Select if expected	Select if expected
5	Model Inputs	Black					
6	Modeled Results	Black	Enter count in cell C2	Enter count in cell D4	Select growth	Select if expected	Select if expected
7	Model Inputs	MENA					
8	Modeled Results	American Indian	group student del to work. is present row does nt group del will not ls.	Enter count in cell D6	Select growth	Select if expected	Select if expected
9	Model Inputs	Asian					
10	Modeled Results	Black					
11	Model Inputs	Hispanic					
12	Modeled Results	MENA					
13	Model Inputs	Pacific Islander					
		Two or More					
		White					
		Children with Disabilities (CWD)					
		English Learners (EL)					
		Former EL					
		Low Income					

ES and HS Modeling Tabs – Setup Columns C-G

- Enter once for all groups:
 - ELA/Math Proficiency Grades Count
 - Growth Type
- Enter separately for each group:
 - Science Grades Count
 - EL Progress Expected
 - Climate Survey Expected

	A	B	C	D	E	F	G
1	School Name	School Name					
2	Row Type	Student Group	ELA/Math Proficiency Grade(s) Count	Science Proficiency Grade(s) Count	Growth Type?	EL Progress (ELP) Expected?	Climate Survey (CS) Expected?
3	Model Inputs	All students	3	1	Baseline	Yes	Yes
4	Modeled Results	All students					
5	Model Inputs	Black		1		No	Yes
6	Modeled Results	Black					
7	Model Inputs	MENA		0		Yes	Yes
8	Modeled Results	MENA				Yes	Expected
9	Model Inputs						
10	Modeled Results	Select student group					
11	Model Inputs						

ES and HS Modeling Tabs – Proficiency & Growth

- Enter numbers between 0 and 100.
 - Do not add a % sign.
- The correct performance level will autopopulate in the row below.
 - The same value (13.50) produces different performance levels for the “all students group” versus a selected student demographic group.
 - Auto Comprehensive is a performance level that only applies to the “all students” group.
- Subject-specific performance levels are for informational purposes only.
 - Informational purpose is signaled by “(i)” as well as visually.

H	I	J	K	L	M	N
ELA Proficiency	Math Proficiency	Science Proficiency	Composite Proficiency (Autopopulated)	ELA Growth	Math Growth	Composite Growth (Autopopulated)
13.50	52.80	49.84	35.53428571	57.30	60.70	59
Auto Comprehensive	Approaching Exemplary (i)	Commendable (i)	Developing	Commendable (i)	Approaching Exemplary (i)	Commendable
34.50	40.10		31.97142857			Growth data needed
Comprehensive (i)	Developing (i)	Data needed	Comprehensive	Data needed	Data needed	Growth data needed
13.50			Proficiency data needed			Growth data needed
Comprehensive (i)	Data needed		Data needed	Data needed	Data needed	Growth data needed

HS Modeling Tab Only – Graduation Rate

- The **HS Modeling tab** has four extra columns for the Composite Graduation Rate indicator.
- They function just like the proficiency and growth columns.
- Valid entries are numbers 0 to 100.

O	P	Q	R
4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	Graduation data needed
Data needed	Data needed	Data needed	Data needed

ES and HS Modeling Tabs – Elevating Indicators

- Both ES and HS Modeling tabs have three columns for the elevating indicators.
 - Valid entries are numbers between 0 and 100.
 - If you selected No for either EL Progress or Climate Survey Participation but enter data you will see “Invalid entry” displayed below the field.

EL Progress	Consistent Attendance	Climate Survey Participation
88.00	86.00	94.80
Exemplary	Approaching Exemplary	Approaching Exemplary
N/A based on ELP expected	Data needed	Data needed
Data needed	Data needed	Consistent Attendance Rate Enter the percent of students present at least 90% of the school year (or 100-chronic absenteeism rate).

ES and HS Modeling Tabs – Final Profile Elements

- School profiles are influenced by three elements:
 - Core performance
 - Elevation (if applicable)
 - Student group performance (if applicable)
- You must select “Yes” or “No” to indicate whether any student groups have a Comprehensive profile of performance.
 - If you only want to model the “all students” group choose whichever outcome you think is most likely.
 - You can always adjust to see if there would be any impact to the final profile.

R	S	T	U	V
Core Performance (Autopopulated)	Elevation (Autopopulated)	Any Comprehensive Student Groups	Profile of Performance	
Commendable	No	Yes	Commendable	
Growth data needed	Core performance needed	Yes	Comprehensive Student Groups Yes or No to indicate whether any student groups have a Comprehensive profile. The All Students profile will not populate until a selection is made. If you aren't modeling other groups, select the most likely outcome. Adjust to see impact.	
Growth data needed	Core performance needed	No		
		N/A		
		N/A		

Interpreting the Data

A Note on The Interpretation Section

- Today's webinar will use a live demonstration of the template to show its structure and interpretation.
- The slides in this section are there to serve as a guide for those who do not wish to watch the recorded webinar and for those watching to take notes, if desired.

Understanding Performance Levels

- Each indicator:
 - is reported separately
 - includes a performance level
 - is part of an overall picture
- There are five performance levels, with a sixth level used only for exceptionally low performance on select 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	Proficiency Performance Ranges
Exemplary	≥ 75
Approaching Exemplary	$\geq 52 < 75$
Commendable	$\geq 48 < 52$
Developing	$\geq 35 < 48$
Comprehensive	< 35
Automatic Comprehensive*	< 13.75

*This performance level applies only to indicators and to the “all students group.”

Looking at Individual Measures

- Each indicator can be considered on its own.
- Looking at individual measures helps answer questions like:
 - Where is the school performing strongly?
 - Where might students need more support?
- This step helps identify **specific strengths to build on** and **areas to improve**.

Composite Proficiency (Autopopulated)	ELA Growth	Math Growth	Composite Growth (Autopopulated)	EL Progress	Consistent Attendance	Climate Survey Participation
69.02	60.07	63.59	61.83	94.19	89.07	92.27
Approaching Exemplary	Approaching Exemplary (i)	Approaching Exemplary (i)	Approaching Exemplary	Exemplary	Exemplary	Approaching Exemplary
14.30	46.40	36.99	41.70	75.97	63.25	91.59
Comprehensive	Commendable (i)	Developing (i)	Developing	Exemplary	Developing	Approaching Exemplary
51.25	58.83	33.14	45.99		85.14	99.33
Commendable	Commendable (i)	Comprehensive (i)	Commendable	N/A based on ELP expected	Approaching Exemplary	Exemplary
9.42	56.58	38.77	47.68	56.44	70.67	92.00
Comprehensive	Commendable (i)	Developing (i)	Commendable	Approaching Exemplary	Commendable	Approaching Exemplary
70.00	76.12	62.50	69.31		82.50	94.12
Approaching Exemplary	Exemplary (i)	Approaching Exemplary (i)	Exemplary	N/A based on ELP expected	Approaching Exemplary	Approaching Exemplary

Determining Core Performance

ELA Proficiency	Math Proficiency	Science Proficiency	Composite Proficiency (Autopopulated)	ELA Growth	Math Growth	Composite Growth (Autopopulated)	4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	EL Progress	Consistent Attendance	Climate Survey Participation	Core Performance (Autopopulated)	
37.07	15.46	29.49	26.73	41.48	47.82	44.65	93.94	95.52	90.28	94.05				
Developing (i)	Comprehensive (i)	Comprehensive (i)	Comprehensive	Developing (i)	Commendable (i)	Commendable	Exemplary (i)	Exemplary (i)	Approaching Exemplary (i)	Exemplary	N/A based on ELP expected	Data needed	Data needed	Approaching Exemplary
77.13	62.43	67.56	69.46	51.95	54.69	53.32	95.11	95.95	96.88	95.54				
Exemplary (i)	Approaching Exemplary (i)	Approaching Exemplary (i)	Approaching Exemplary	Commendable (i)	Approaching Exemplary (i)	Approaching Exemplary	Exemplary (i)	Exemplary (i)	Exemplary (i)	Exemplary	N/A based on ELP expected	Data needed	Data needed	Exemplary
18.65	2.74	11.80	10.85	41.82	44.05	42.94	56.72	59.47	64.73	58.35				
Comprehensive (i)	Comprehensive (i)	Comprehensive (i)	Comprehensive	Developing (i)	Commendable (i)	Developing	Auto Comprehensive (i)	Auto Comprehensive (i)	Auto Comprehensive (i)	Auto Comprehensive	N/A based on ELP expected	Data needed	Data needed	Auto Comprehensive

- In general:
 - A school’s core performance reflects its **strongest core indicator**.
- Low performance also matters:
 - If any core indicator is **Comprehensive (orange)**, the overall core performance is **adjusted down one level**.
 - If any core indicator is **Automatic Comprehensive (red)**, the entire profile is **Comprehensive**, reflecting an urgent need for improvement.
- This ensures that strong performance in one area does not mask serious challenges in another.

Considering Elevating Indicators

- A school can only **elevate one level**.
- Elevation happens when elevating indicators are **stronger than core performance**.
- Schools with the highest performance (Exemplary) or urgent needs (Automatic Comprehensive) **do not elevate**.
- **How elevation works (simplified):**
 - To reach higher levels (Exemplary or Approaching Exemplary), schools need **multiple Exemplary elevating indicators**.
 - To move into mid-levels (Commendable or Developing), schools may elevate with a **combination of strong elevating indicators** (Exemplary and Approaching Exemplary).

EL Progress	Consistent Attendance	Climate Survey Participation	Core Performance (Autopopulated)	Elevation (Autopopulated)
94.19	89.07	92.27		
Exemplary	Exemplary	Approaching Exemplary	Approaching Exemplary	Yes
75.97	63.25	91.59		
Exemplary	Developing	Approaching Exemplary	Comprehensive	Yes
	85.14	99.33		
N/A based on ELP expected	Approaching Exemplary	Exemplary	Commendable	No
56.44	70.67	92.00		
Approaching Exemplary	Commendable	Approaching Exemplary	Developing	No
	82.50	94.12		
N/A based on ELP expected	Approaching Exemplary	Approaching Exemplary	Exemplary	No
66.49	93.48	93.75		
Approaching Exemplary	Exemplary	Approaching Exemplary	Developing	Yes

Looking At Student Groups

- A Profile of Performance also looks at how distinct groups of students are performing.
- This helps answer:
 - Are all students experiencing success?
 - Are there gaps between groups?
- Important:
 - Some performance variation is expected.
 - However, if any student group has **Comprehensive performance**, the overall school performance cannot be higher than **Commendable**.
- This ensures that improvement efforts focus on **all students**, not just overall averages.

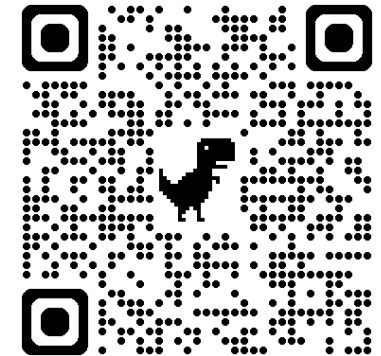
Core Performance (Autopopulated)	Elevation (Autopopulated)	Any Comprehensive Student Groups	Profile of Performance
Approaching Exemplary	Yes	<input type="checkbox"/>	
Comprehensive	Yes	<input type="checkbox"/>	
Commendable	No	<input type="checkbox"/>	
Developing	No	N/A	Developing
Exemplary	No	N/A	Exemplary
Developing	Yes	N/A	Commendable

Select if Any Comprehensive Student Groups or No to indicate whether any student groups have a Comprehensive profile. The All Students profile will not populate until a selection is made. If you aren't modeling other groups, select the most likely outcome. Adjust to see impact.

A Starting Point for Improvement

Using Modeled Data As A Starting Point for Improvement

- Profiles are designed to support a **strengths-based approach** to improvement.
- There is no single “right” way to improve.
- The best approach depends on each school’s context — but the profile helps identify where to start.
- In general, schools should aim to:
 - Build on their strongest areas
 - Improve lower-performing indicators
 - Reduce gaps between student groups
 - Support growth across all measures
- View the [Statewide Framework for Success](#) to learn about a shared process to support this work.



Ask Your Questions!

- For assistance please contact:
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In Closing...

Thank you for joining!