

## Illinois Quality Framework Supporting Rubric Guidance

- Sign in to IWAS via System Quick Links from the [ISBE homepage](#).
- Select *IWAS: ISBE Web Application Security*.
- Log in using your IWAS Login Name and Password.

Illinois State Board of Education  
Dr. Steven Isoye, Chairman    Dr. Carmen I. Ayala, State Superintendent of Education

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**Already have an account? Login Here :**

Login Name   
Password

Remember Login Name

**LOG IN**

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[Find Login/Password](#)

**Need Help?**  
If you need help with logging in, the sign up procedure or your password, please click on the link below.

[Help](#)

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- Click *System Listings*.
- Click *School Improvement Reporting System* in the Reporting category.

Illinois State Board of Education  
Dr. Steven Isoye, Chairman    Dr. Tony Sanders, State Superintendent of Education

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

**Categories - Click to Expand/Collapse Tree**    **Authorization**

**Reporting**

**School Improvement Reporting System**    **Authorized**

**Legend:** ⓘ : System Description - Detailed    📅 : Due Dates    👤 : Profile

[Want to Signup for Other Systems?](#)

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## School User

The homepage displays the grant timeline and reports schedule of a specific school. In addition, the page highlights the current grant year of a particular school in blue.

Schools newly identified for Comprehensive or Targeted support in Report Card 2023 (Cohort 2023) are in their first year of school improvement status.

Similarly, schools receiving Targeted support reset to four new years of Comprehensive support. They are in their first year of improvement status in 2023.

Therefore, these newly designated schools and resets identified in 2023 must complete school-level needs assessments during their first year, which is reserved for planning.

All Cohort 2023 schools except Chicago Public Schools will utilize the Illinois Quality Framework Supporting Rubric (IQFSR) as the initial school-level needs assessment to help collect and analyze performance data and identify local needs for school year 2023-24.

Click the red *Start* button to start the IQFSR, which is due January 31, 2024, for SY 2023-24.

Illinois State Board of Education

School Improvement Reporting System

Any School District 123 > Any Elementary School

SIRSCHOOLTEST

2023-2024

Planning Year 2023-2024

Implementation Year 1 2024-2025

Implementation Year 2 2025-2026

Implementation Year 3 2026-2027

IQF Rubric **Not Started**

Due Date Jan 31, 2024

Completed -

Start >>

Planning Report **Opens May 1, 2024**

Due Date Jul 20, 2024

Submitted -

Created -

Approved -

Modified -

Planning Year  
Comprehensive Support and Improvement  
RC23 CSI

After the Rubric for SY 2023-24 is started, the system navigates to the Standards page. Next, click the Standard description to access the Indicators of each Standard within the Illinois Quality Framework.

School Improvement Reporting System IQF Supporting Rubric Preview Welcome, SIRSCHOOLTEST

District: Any School District 123  
School: Any Elementary School  
RCDTS: 12-345-6789-90-0001  
Rubric: IQFSR 5

A school-level needs assessment is intended to be a self-reflection process in which school employees immerse themselves in studying current conditions and the needs of their schools. For this reason, school personnel are the ones who must be conducting the school-level needs assessment, so the findings are meaningful and inform the development of the School Improvement Plan. The principal, or a district-level administrator, would be the best individual to facilitate the work of completing the IQFSR with their school. Please refer to [Facilitating the IQFSR](#) to guide the work of completing the needs assessment prior to entering the results in IWAS.

**Directions:**  
 Step 1: Print the Illinois Quality Framework Supporting Rubric (IQFSR) for each member of the school leadership team (SLT).  
 Step 2: Principal and members of the SLT answer the IQFSR questions, discuss each standard and indicator, and finalize a rating for each.  
 Step 3: Using the completed IQFSR, the principal enters the finalized ratings into School Improvement Reporting System in IWAS.

Standards	Status
Standard I Continuous Improvement	Not Started
Standard II Culture and Climate	Not Started
Standard III Shared Leadership	Not Started
Standard IV Governance, Management, and Operations	Not Started
Standard V Educator and Employee Quality	Not Started
Standard VI Family and Community Engagement	Not Started
Standard VII Student and Learning Development	Not Started

Preview Submit

After selecting the Standard, the page displays a brief narrative, purpose-setting questions, and Indicators aligned to the particular Standard. Click the Indicator description to enter the responses for each performance Indicator.

School Improvement Reporting System IQF Supporting Rubric Preview Welcome, SIRSCHOOLTEST

### Standard I Continuous Improvement

In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.

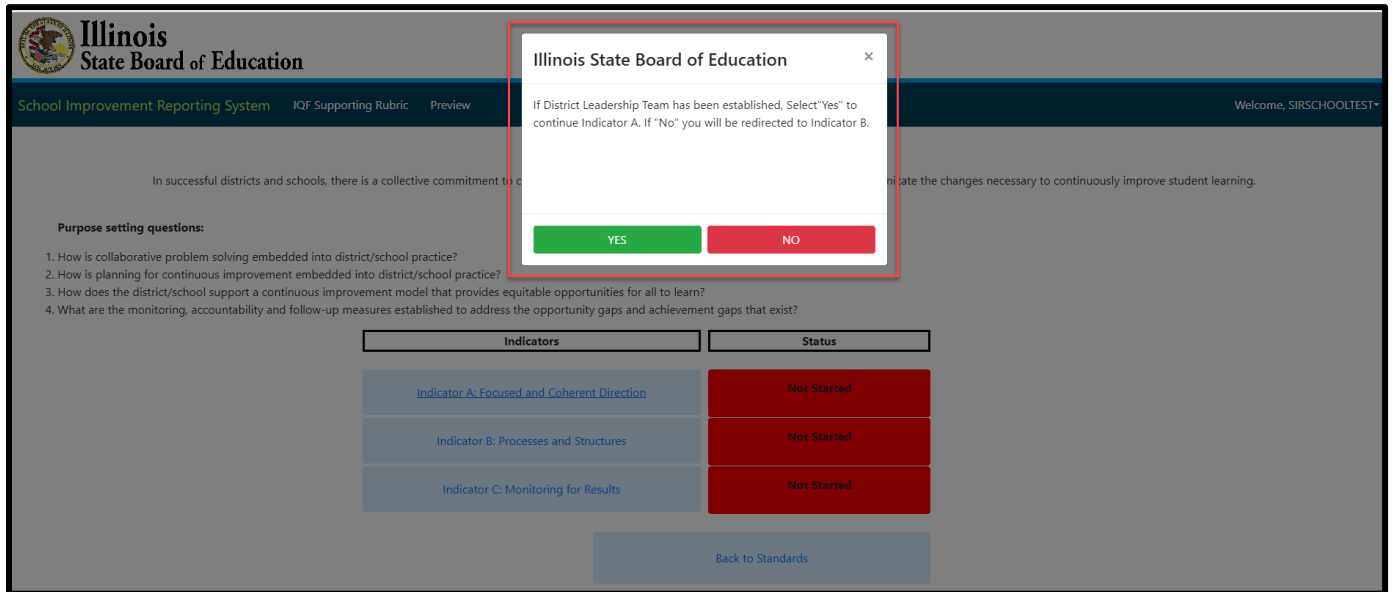
**Purpose setting questions:**

1. How is collaborative problem solving embedded into district/school practice?
2. How is planning for continuous improvement embedded into district/school practice?
3. How does the district/school support a continuous improvement model that provides equitable opportunities for all to learn?
4. What are the monitoring, accountability and follow-up measures established to address the opportunity gaps and achievement gaps that exist?

Indicators	Status
Indicator A: Focused and Coherent Direction	Not Started
Indicator B: Processes and Structures	Not Started
Indicator C: Monitoring for Results	Not Started

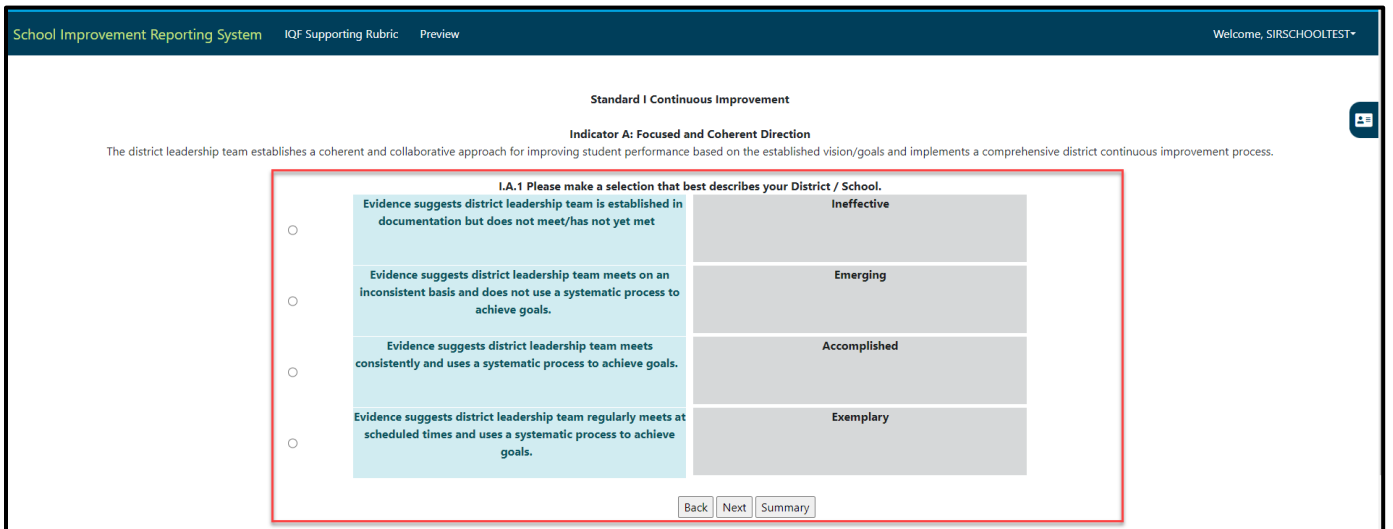
Back to Standards

A popup message with a Yes or No question may appear when you select an Indicator. Based on the prequalifying condition, please select *Yes or No*. Only a few Indicators may have these conditions.



Multiple performance descriptors represent an Indicator. Each descriptor is further broken into scaled performance levels. Select the radio button that represents the level of performance for a particular descriptor of an Indicator.

Click *Next* to save the response and continue to the next descriptor within the same Indicator.



An *Indicator Summary* page displays the responses selected for each descriptor of an Indicator.

Click *Save and Continue* to proceed to the next Indicator. You can enter an optional narrative of 8,000 characters on the Summary page as internal notes.

School Improvement Reporting System IQF Supporting Rubric Preview Welcome, SIRSCHOOLTEST\*

**Indicator A: Focused and Coherent Direction**

Ineffective	Emerging	Accomplished	Exemplary
IA.1 Please make a selection that best describes your District / School.			
Evidence suggests district leadership team is established in documentation but does not meet/has not yet met.	Evidence suggests district leadership team meets on an inconsistent basis and does not use a systematic process to achieve goals.	Evidence suggests district leadership team meets consistently and uses a systematic process to achieve goals.	Evidence suggests district leadership team regularly meets at scheduled times and uses a systematic process to achieve goals.
IA.2 Please make a selection that best describes your District / School.			
Evidence suggests district leadership team does not use data.	Evidence suggests district leadership team inconsistently uses data.	Evidence suggests district leadership team consistently uses data to identify strengths and areas of improvement.	Evidence suggests district leadership team regularly uses multiple data sets including all student data to identify strengths and areas of improvement.
IA.3 Please make a selection that best describes your District / School.			
Evidence suggests district leadership team does not review and address opportunity and achievement gaps for all students.	Evidence suggests district leadership team inconsistently reviews and addresses opportunity and achievement gaps for all students.	Evidence suggests district leadership team almost always reviews and addresses opportunity and achievement gaps for all students.	Evidence suggests district leadership team always reviews and addresses opportunity and achievement gaps for all students.
IA.4 Please make a selection that best describes your District / School.			
Evidence suggests district leadership team includes few members with similar roles.	Evidence suggests district leadership team includes membership that is not representative.	Evidence suggests district leadership team includes many stakeholders.	Evidence suggests district leadership team includes all representative stakeholders.
IA.5 Please make a selection that best describes your District / School.			
Evidence suggests district leadership team meetings are not structured to support collaborative problem solving.	Evidence suggests district leadership team meetings are sometimes structured to support collaborative problem solving.	Evidence suggests district leadership team meetings are consistently structured to support collaborative problem solving.	Evidence suggests district leadership team meetings are regularly structured to support collaborative problem solving.
IA.6 Please make a selection that best describes your District / School.			
Evidence suggests district does not have vision and goals articulated.	Evidence suggests district written vision and goals are articulated.	Evidence suggests district vision and goals align with work of district leadership team.	Evidence suggests district vision and goals guide and support work of district leadership team.
IA.7 Please make a selection that best describes your District / School.			
Evidence suggests district does not have documented board policies and procedures to guide continuous improvement process.	Evidence suggests district has some documented board policies and procedures to guide some continuous improvement process.	Evidence suggests district has documented board policies and procedures to guide most aspects of continuous improvement process.	Evidence suggests district has well-documented board policies and procedures to guide virtually all aspects of continuous improvement process.
IA.8 Please make a selection that best describes your District / School.			
Evidence suggests no goals for continuous improvement are written.	Evidence suggests goals for continuous improvement are written with no targets based on minimal data.	Evidence suggests actionable goals with specified targets are written based on data.	Evidence suggests actionable goals with specified targets are written based on a thorough analysis of all data sources including all student performance data.

Available characters remaining: 8000

[Save And Continue](#)

The Standard status changes to Completed only when all Indicator responses for a particular Standard are entered. The *Submit* button is accessible when all Standard statuses change to Completed.

School Improvement Reporting System IQF Supporting Rubric Preview Welcome, SIRSCHOOLTEST

District: Any School District 123  
 School: Any Elementary School  
 RCDTS: 12-345-6789-90-0001  
 Rubric: IQFSR 5

A school-level needs assessment is intended to be a self-reflection process in which school employees immerse themselves in studying current conditions and the needs of their schools. For this reason, school personnel are the ones who must be conducting the school-level needs assessment, so the findings are meaningful and inform the development of the School Improvement Plan. The principal, or a district-level administrator, would be the best individual to facilitate the work of completing the IQFSR with their school. Please refer to [Facilitating the IQFSR](#) to guide the work of completing the needs assessment prior to entering the results in IWAS.

**Directions:**  
 Step 1: Print the Illinois Quality Framework Supporting Rubric (IQFSR) for each member of the school leadership team (SLT).  
 Step 2: Principal and members of the SLT answer the IQFSR questions, discuss each standard and indicator, and finalize a rating for each.  
 Step 3: Using the completed IQFSR, the principal enters the finalized ratings into School Improvement Reporting System in IWAS.

Standards	Status
Standard I Continuous Improvement	Completed
Standard II Culture and Climate	Completed
Standard III Shared Leadership	Completed
Standard IV Governance, Management, and Operations	Completed
Standard V Educator and Employee Quality	Completed
Standard VI Family and Community Engagement	Completed
Standard VII Student and Learning Development	Completed

Preview **Submit**

After clicking on the *Submit* button, a confirmation message displays; click *OK* to acknowledge the confirmation.

**Directions:**

Step 1: Print the Illinois Quality Framework Supporting Rubric (IQFSR) for each member of the school leadership team (SLT).  
 Step 2: Principal and members of the SLT answer the IQFSR questions, discuss each standard and indicator, and finalize a rating for each.  
 Step 3: Using the completed IQFSR, the principal enters the finalized ratings into School Improvement Reporting System in IWAS.

appsqa.isbe.net says  
 You Cannot make additional changes after you submit. Are you sure you want to continue?

**OK** Cancel

Standards	Status
Standard I Continuous Improvement	Completed
Standard II Culture and Climate	Completed
Standard III Shared Leadership	Completed
Standard IV Governance, Management, and Operations	Completed
Standard V Educator and Employee Quality	Completed
Standard VI Family and Community Engagement	Completed
Standard VII Student and Learning Development	Completed

Preview **Submit**

[1311200M26.pdf - Appsqa Acrobat form (22-bit)]

A message confirming the Rubric submission is displayed. After submission, the system locks the Rubric for further edits and the *Submit* button is disabled. Only upon request from the district or the school can the Rubric be reopened by ISBE for amendment.

The *Preview* button is accessible on the top blue navigation bar or toward the bottom of the page. Click the *Preview* button to review all the submitted Rubric responses.

**IQF Supporting Rubric** Preview

**District: Any School District 123**  
**School: Any Elementary School**  
**RCDTS: 12-345-6789-90-0000**  
**Rubric: IQFSR 5**

A school-level needs assessment is intended to be a self-reflection process in which school employees immerse themselves in studying current conditions and the needs of their schools. For this reason, school personnel are the ones who must be conducting the school-level needs assessment, so the findings are meaningful and inform the development of the School Improvement Plan. The principal, or a district-level administrator, would be the best individual to facilitate the work of completing the IQFSR with their school. Please refer to [Facilitating the IQFSR](#) to guide the work of completing the needs assessment prior to entering the results in IWAS.

**Directions:**

- Step 1: Print the Illinois Quality Framework Supporting Rubric (IQFSR) for each member of the school leadership team (SLT).
- Step 2: Principal and members of the SLT answer the IQFSR questions, discuss each standard and indicator, and finalize a rating for each.
- Step 3: Using the completed IQFSR, the principal enters the finalized ratings into School Improvement Reporting System in IWAS.

This Rubric has been submitted. You can no longer change your rubric, but you can review your answers by clicking on the Standard. You may also click on the Preview button at the bottom of the page to see all your Standards on one page.

Standards	Status
Standard I Continuous Improvement	Completed
Standard II Culture and Climate	Completed
Standard III Shared Leadership	Completed
Standard IV Governance, Management, and Operations	Completed
Standard V Educator and Employee Quality	Completed
Standard VI Family and Community Engagement	Completed
Standard VII Student and Learning Development	Completed

Preview Submit

You may print the submitted Rubric for your records. Click the *Print this page* button to print the entire submission.

School Improvement Reporting System IQF Supporting Rubric Preview Welcome, SIRSCHOOLTEST

[Print this page](#)

District: Any School District 123  
 School: Any Elementary School  
 RCDTS: 12-345-6789-90-0001  
 Rubric: IQFSR / 2023 - 2024

### Standard I Continuous Improvement

In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.

**Purpose setting questions:**

1. How is collaborative problem solving embedded into district/school practice?
2. How is planning for continuous improvement embedded into district/school practice?
3. How does the district/school support a continuous improvement model that provides equitable opportunities for all to learn?
4. What are the monitoring, accountability and follow-up measures established to address the opportunity gaps and achievement gaps that exist?

**Uploaded Files** **Overall Rating: Select One**

If District Leadership Team has been established, Select "Yes" to continue Indicator A. If "No" you will be redirected to Indicator B.

**Indicator A: Focused and Coherent Direction** The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.

Ineffective	Emerging	Accomplished	Exemplary
descriptor: 1 I.A.1 Please make a selection that best describes your District / School.			
Evidence suggests district leadership team is established in documentation but does not meet/has not yet met	<b>Evidence suggests district leadership team meets on an inconsistent basis and does not use a systematic process to achieve goals.</b>	Evidence suggests district leadership team meets consistently and uses a systematic process to achieve goals.	Evidence suggests district leadership team regularly meets at scheduled times and uses a systematic process to achieve goals.
descriptor: 2 I.A.2 Please make a selection that best describes your District / School.			
Evidence suggests district leadership team does not use data.	<b>Evidence suggests district leadership team inconsistently uses data</b>	Evidence suggests district leadership team consistently uses data to identify strengths and areas of improvement.	Evidence suggests district leadership team regularly uses multiple data sets including all student data to identify strengths and areas of improvement.

After submission, the Rubric status changes to Completed on the homepage. Click the *View* button to access the submitted Rubric.

Any School District 186 · Any Elementary School

Planning Year  
2023-2024

Implementation Year 1  
2024-2025

Implementation Year 2  
2025-2026

Implementation Year 3  
2026-2027

2023-2024

**IQF Rubric** Completed

<b>Due Date</b>	<b>Completed</b>
Jan 31, 2024	11 hours ago SIRRCADMIN

View >>

**Planning Report** Opens May 1, 2024

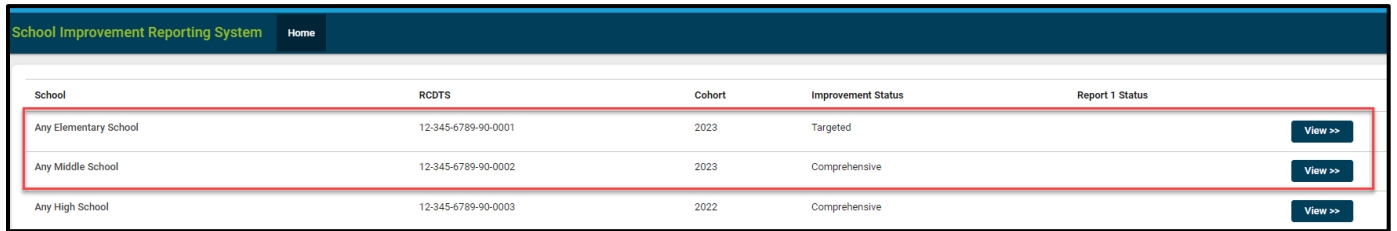
<b>Due Date</b>	<b>Submitted</b>
Jul 20, 2024	—
<b>Created</b>	<b>Approved</b>
—	—
<b>Modified</b>	
—	

## District Administrator

The district administrator can access the reporting requirements of schools in improvement status within their Local Educational Agency. The homepage displays the cohort information in a grid with a *View* button to access school-specific report(s).

A district administrator can create, edit, and submit the IQFSR for schools in Cohort 2023 just as a school user can. An administrator also can request ISBE to reopen or un-submit a school's submitted Rubric for amendments.

Click the *View* button adjacent to the school cohort information to access an individual school's report(s).

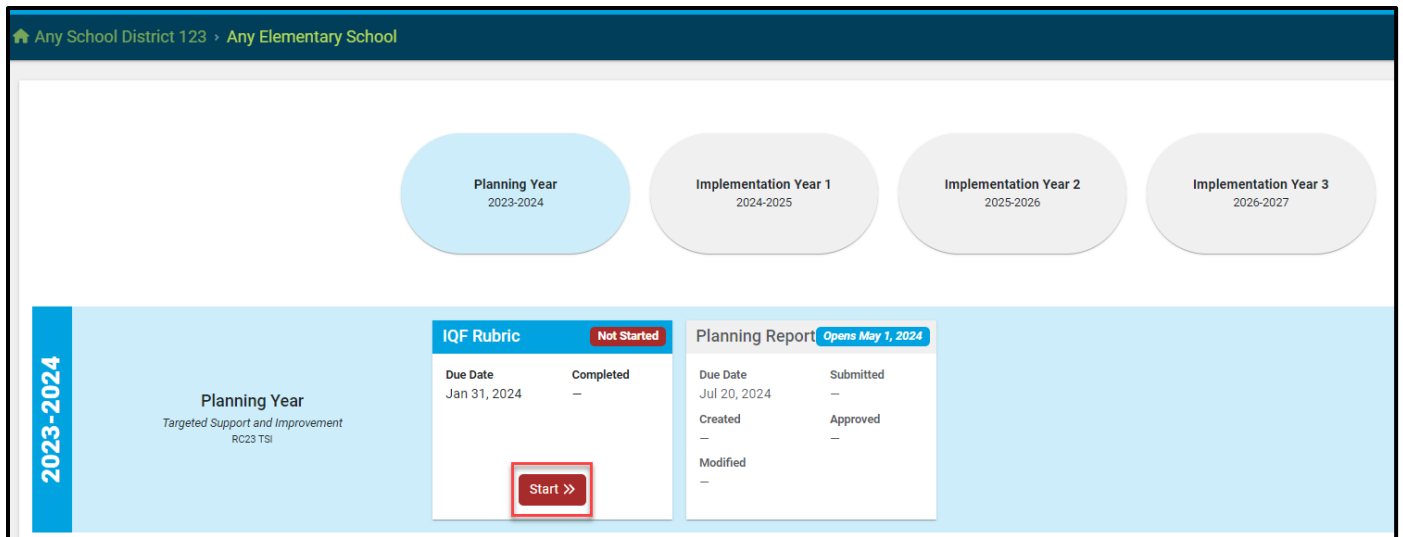


School	RCDS	Cohort	Improvement Status	Report 1 Status
Any Elementary School	12-345-6789-90-0001	2023	Targeted	<a href="#">View &gt;&gt;</a>
Any Middle School	12-345-6789-90-0002	2023	Comprehensive	<a href="#">View &gt;&gt;</a>
Any High School	12-345-6789-90-0003	2022	Comprehensive	<a href="#">View &gt;&gt;</a>

After clicking the *View* button, a school-specific page displays its timeline and report schedule.

Finally, click the *Start* button to access the Illinois Quality Framework Supporting Rubric for a Cohort 2023 school in its planning year.

Please follow pages 2 – 9 of this guidance document to submit the Rubric.



Any School District 123 · Any Elementary School

Planning Year 2023-2024

Implementation Year 1 2024-2025

Implementation Year 2 2025-2026

Implementation Year 3 2026-2027

2023-2024

Planning Year  
Targeted Support and Improvement  
RC23 TSI

**IQF Rubric** Not Started

Due Date	Completed
Jan 31, 2024	—

[Start >>](#)

**Planning Report** Opens May 1, 2024

Due Date	Submitted
Jul 20, 2024	—
Created	Approved
—	—
Modified	—
—	—