

Board Report April 2026 – Mayra Arroyo
Understanding the new Report Card

My report this evening is intended to build a shared understanding of the new state school report card framework—what it measures, how accountability is determined, and how our schools will be designated under the updated model.

What changed: The state has moved from the prior calculation model to a new framework with six indicators used to determine a school’s overall designation.

Prior model (for context): Previously, the report card relied heavily on specific weighted measures—most notably Graduation Rate (50%), along with ELA/Math Proficiency (15%), Science Proficiency (5%), and English Learner Progress (5%) (with additional school quality measures also included).

New model—three “core” indicators will drive school designations:

- Student Growth
- Student Proficiency
- Graduation Rate

These are the primary measures the state uses to determine a school’s designation and reflect the outcomes most central to student success.

New model—three “elevating” indicators will support outcomes and are aligned to ESSA :

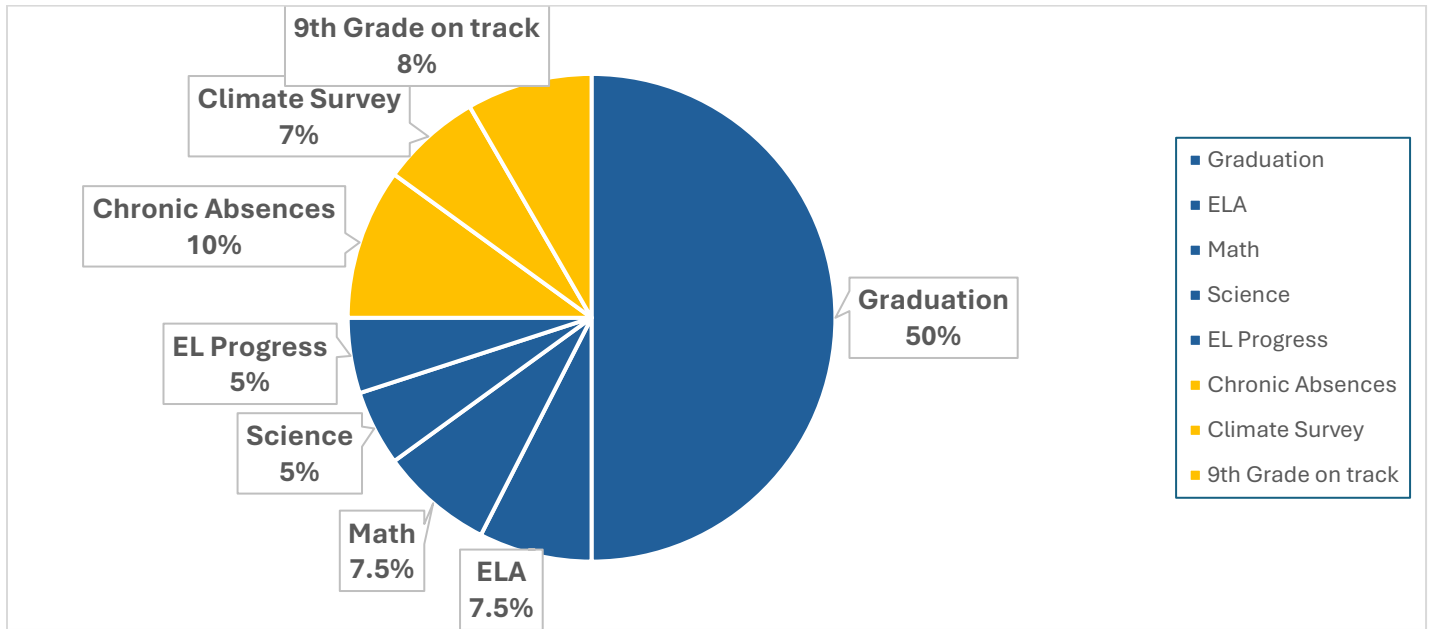
- English Learner Progress
- Consistent Attendance
- Climate Survey

These indicators are designed to raise a school’s overall designation when performance is strong, but they will not lower a school’s designation.

Next steps for the state:

ISBE will submit the amendment to the U.S. Department of Education, which is expected to complete its review between May and August.

The Old Report Card:



Academic Indicators (BLUE) 75%

School Quality & Student Success Indicators (ORANGE) 25%

The New Report Card:

	Exemplary	Approaching Exemplary	Commendable	Developing	Comprehensive	Total
High Schools	156	200	177	112	56	701
Percent High Schools	22.25%	28.53%	25.25%	15.98%	7.99%	

Role of Core Indicators

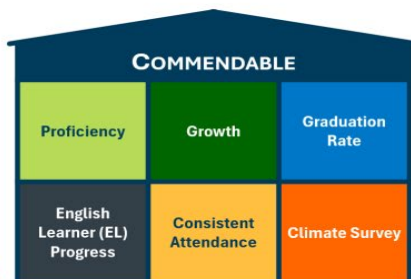
- Measure what matters the most – student growth & proficiency in all grades & graduation rate at HS.
- Serve as key drivers of a school's designation.

Role of Elevating Indicators

- Metrics that meet ESSA requirements and that support student outcomes.
- Elevating indicators can help to raise a school's designation but never lower it.

Profile of Performance Model

- Benefits:
 - No ranking or sorting
 - Streamlined, simpler indicators
 - Growth indicator for all schools
 - Clear, easy to understand thresholds
 - Strengths-based (half the indicators can elevate but not lower a designation)



CORE INDICATORS

Core indicators recognize school strengths on critical student outcomes.

ELEVATING INDICATORS

Strong performance on elevating indicators can raise a school's designation, not lower it.

Indicators Redesigned

PROFICIENCY

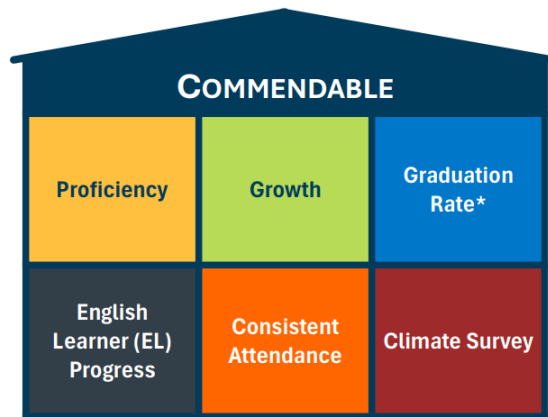
Redesigned: A composite of ELA, math, and science.

Replaces: Three separate indicators – one for each subject.

EL PROGRESS

Redesigned: Different performance expectations for elementary and high schools.

Replaces: Not applicable. Indicator and calculation remain.



GRADUATION RATE

Redesigned: Keeps a composite 4-, 5- & 6-year adjusted cohort graduation rate.

Replaces: Not applicable. Federally required indicator.
*High schools only

CLIMATE SURVEY

Redesigned: Student participation on the climate survey.

Replaces: Not applicable. Indicator remains.

GROWTH

Redesigned: A composite of ELA and math.

Replaces: 9th Grade On Track for high schools & separate ELA and math growth indicators.

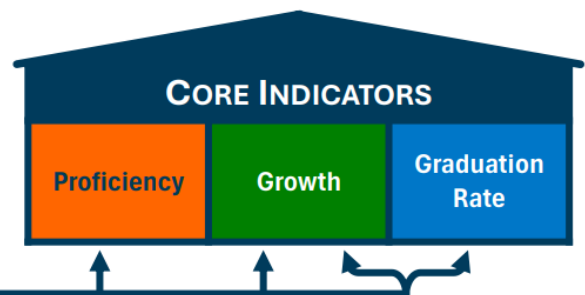
CONSISTENT ATTENDANCE

Redesigned: The percent of students who have been present for 90% or more of the school year.

Replaces: Chronic absenteeism.

Core Requirement for High Schools

- **Exemplary** core performance requires:
 - Exemplary **Proficiency** or **Growth** OR
 - Exemplary **Graduation** paired with Approaching Exemplary Proficiency or Growth



- Otherwise, core performance is defined by the **strongest core indicator**.
- However, if any **core indicator is Comprehensive**, then core performance is set at **one level below** the strongest core indicator.

If a core indicator is in the **Automatic Comprehensive** range,
the designation is Comprehensive.

Elevating Indicators

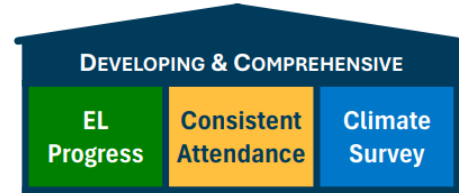
Elevating indicators allow strong performance on key indicators to “lift” the designation of a school (but not lower a designation).

Two Exemplary elevating indicators to elevate from...



This ensures schools receiving higher designations truly have strong performance across a range of indicators.

One Exemplary & One Approaching Exemplary elevating indicator to elevate from...



Clear Criteria – Indicator Performance Bands

	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	Composite Growth Student Growth Percentile (SGP)		Graduation Rate	EL Progress		Consistent Attendance		Climate Survey
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High school	K-8 schools	High school	All schools
Exemplary	≥ 75	≥ 67.5	≥ 60	≥ 93	≥ 75	≥ 50	≥ 88	≥ 85	≥ 95
Approaching Exemplary	≥ 52 < 75	≥ 60 < 67.5	≥ 52.5 < 60	≥ 88 < 93	≥ 50 < 75	≥ 40 < 50	≥ 80 < 88	≥ 70 < 85	≥ 90 < 95
Commendable	≥ 48 < 52	≥ 45 < 60	≥ 43 < 52.5	≥ 80 < 88	≥ 32.5 < 50	≥ 25 < 40	≥ 65 < 80	≥ 55 < 70	≥ 85 < 90
Developing	≥ 35 < 48	≥ 35 < 45	≥ 32.5 < 43	≥ 67 < 80	≥ 15 < 32.5	≥ 15 < 25	≥ 50 < 65	≥ 40 < 55	≥ 65 < 85
Comprehensive	< 35	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65
Automatic Comprehensive	< 13.75 OR < 30	< 30	< 30 OR < 66.67*						

Core indicators have criteria that automatically designate a school as Comprehensive. These criteria represent the lowest levels of performance in the state.

*Graduation rate is the only automatic comprehensive indicator for high schools.