

The Illinois State Board of Education (ISBE) is rolling out a major redesign of its school accountability system and state report card metrics, set for official release on October 30, 2026. The goal of the redesign was to create easier-to-understand student proficiency standards and base school performance levels on fixed criteria rather than relative rankings.

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



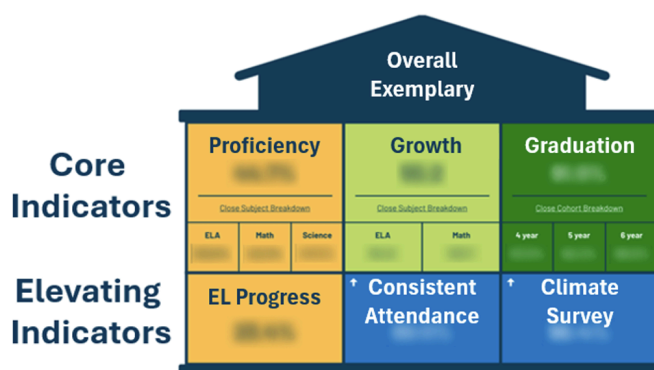
3

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.



★ Core Indicators

Proficiency, Growth, Graduation Rate

Core Indicators recognize school strengths on critical student outcomes.

⬆ Elevating Indicators

EL Progress, Consistent Attendance, Climate Survey

Strong performance on elevating indicators can raise a school's designation, never lower it.



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



11

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



8

-  Exemplary – Highest levels of performance
-  Approaching Exemplary – Strong performance
-  Commendable – Typical or average performance
-  Developing – Below average performance
-  Comprehensive – Low performance
-  Automatic Comprehensive – Exceptionally low performance (lowest 3–5% in the state)