School Report Card 2026

November 17, 2026

Illinois School Report Card: Historical Perspective

Timeline	Focus
2004-2017	No Child Left Behind (NCLB) • Various assessments (ACT, PARCC, ISAT) primarily focused upon proficiency • District designation
2018-2019	Implementation of Every Student Succeeds Act (ESSA) • School designations • Weighted scores
2020-2021	Waiver Years • Assessments taken, but no formal designations
2022	Implementation of Every Student Succeeds Act (ESSA) • Return to summative designations
2026	Redesigned accountability system: Profile of Performance Model

JTHS District 204

Illinois School Report Card

Previous Model: ***Last utilized for the 2024-2025 School Year***

High School

75%

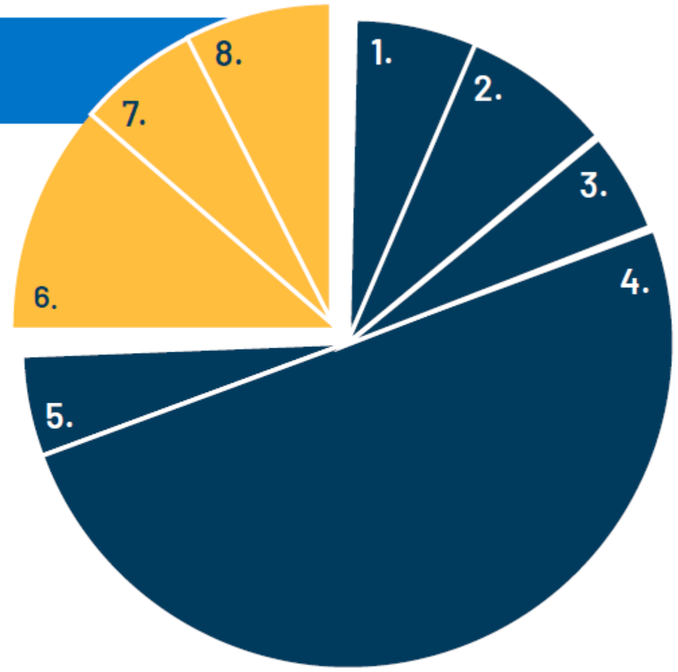
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%



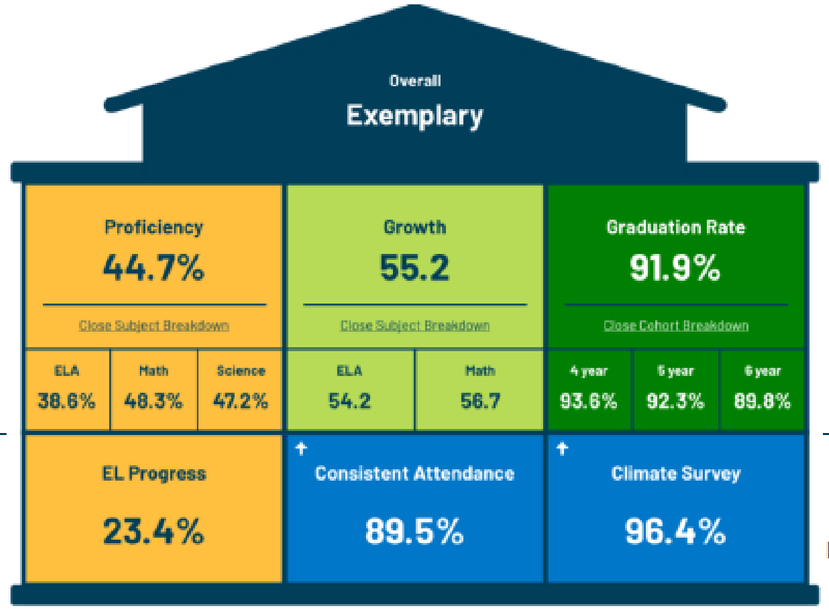
JTHS District 204

Illinois School Report Card

New Model: *Profile of Performance Model beginning in the 2025-2026 School Year*

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

Profile of Performance



Core Indicators

Core indicators recognize school strengths on critical student outcomes.

Measures student growth, proficiency, and graduation rate

Elevating Indicators*

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

Metrics that meet Every Student Succeeds Act requirements and support student outcomes

**Graduation rate applies to high schools only.*

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Core Indicators

Core indicators answer three different questions about student success. Each indicator combines several elements to answer the question, and each is built differently.

Composite Proficiency

Are students meeting grade-level standards?

A composite of students meeting or exceeding state proficiency standards in English language arts (ELA), mathematics, and science, as applicable.

(Proficient students across applicable subjects ÷ Students in those subject denominators) x 100

Remember: Composite Proficiency is calculated by pooling individual student records from the three subjects — it's not just the average of the three subject rates.

Composite Growth

How quickly are students progressing?

A Student Growth Percentile (SGP) measures how quickly a student grew compared to academically similar students statewide. All students learn and grow each year; the question is how fast was that growth?

Sum of eligible ELA and math SGPs ÷ Number of eligible ELA and math SGP records

Remember: Composite Growth is the average of eligible student SGP records — not the average of two school-level subject scores.

Composite Graduation Rate

How many students complete high school?

A high school indicator that combines four-, five-, and six-year graduation rates from adjusted cohorts.

(Four-year rate × 60%) + (Five-year rate × 30%) + (Six-year rate × 10%)

Remember: The four-year rate has the greatest influence, but later graduation outcomes are also included.

Elevating Indicators

- Identify conditions that may support learning
- Recognize practices worth celebrating
- Ask questions about engagement, access, and belonging

English Learner Progress

Are English learners on track to proficiency?

Measures progress toward the language skills students need for success in school using a five-year progress timeline.

Sum of English Learner Progress scores ÷ Number of English Learner Progress records

Remember: This indicator focuses on progress toward language proficiency – not overall academic achievement.

Consistent Attendance

Are students present often enough to access learning?

The percentage of students who are present for more than 90% of the school year.

(Consistently attending students ÷ Total students) x 100

Remember: Consistent attendance is a signal of access and engagement, but it does not explain why students are absent.

Climate Survey Participation

How representative are survey results?

The percentage of eligible students who participate in the annual climate survey.

(Participating students ÷ Eligible students) x 100

Remember: This indicator measures participation – not students' responses or whether they reported a positive school climate.

New Annual Summative Designations

Summative Designation

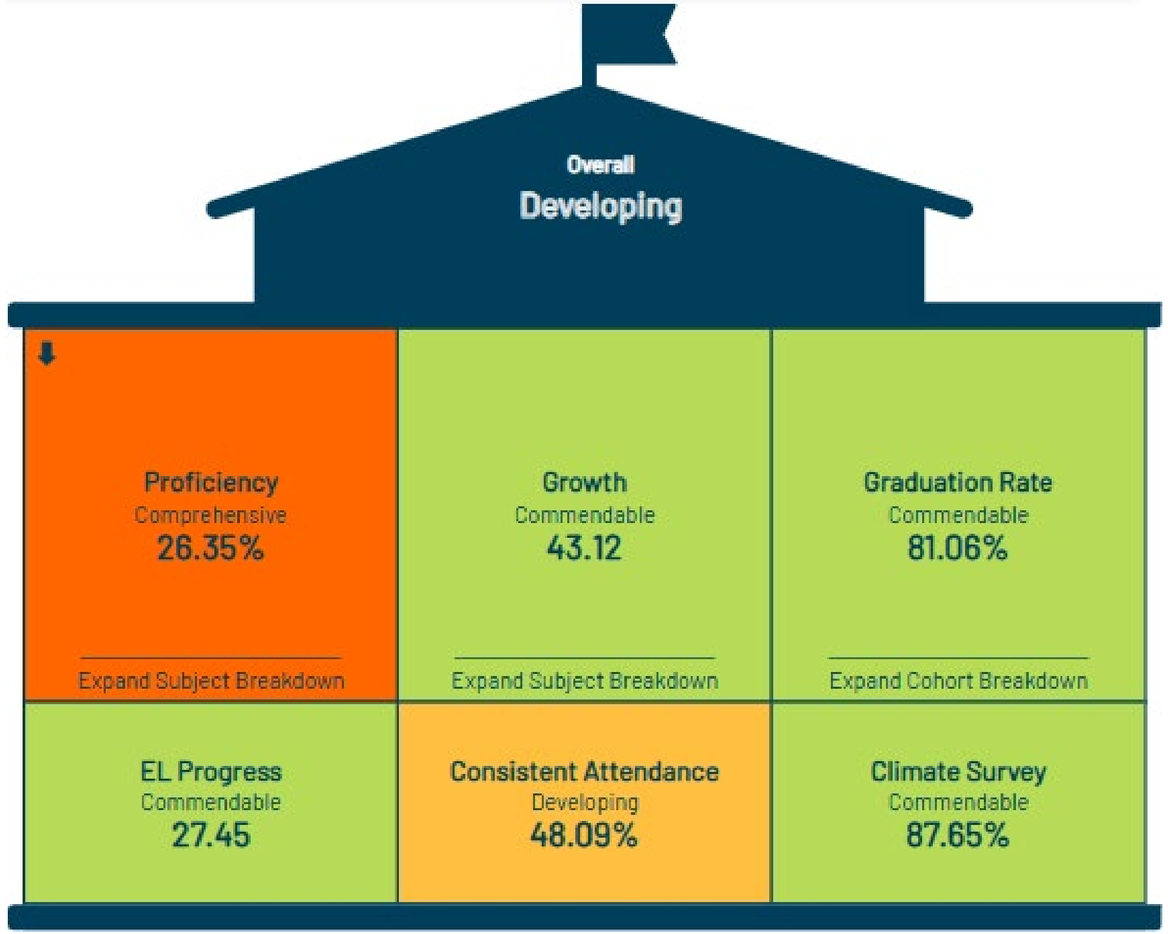
A Profile of Performance is reflected through a summative designation. In particular, the summative designation shows school performance on core, elevating, and student success/school quality indicators.

Performance Levels

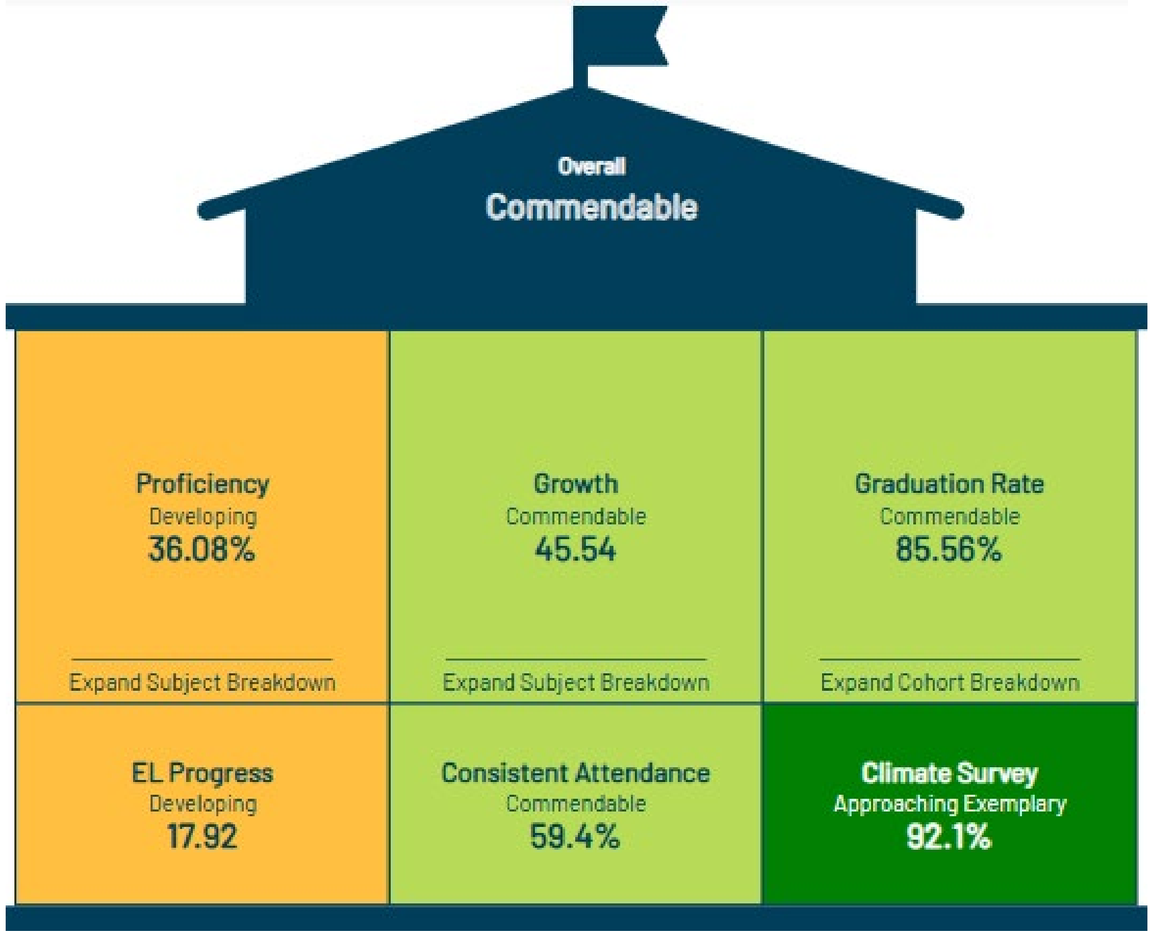
1. **Exemplary**
2. **Approaching Exemplary**
3. **Commendable**
4. **Developing**
5. **Comprehensive**
6. **Automatic Comprehensive***

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Joliet Central



Joliet West



How Summative Designation is Determined

1 Determine Core Performance - Core performance is the foundation of the overall profile level.

1. Start at the performance level of the strongest core indicator.
   a. High schools whose strongest core indicator is Exemplary Graduation start at Exemplary if either Proficiency or Growth are also Exemplary or Approaching Exemplary. If not, they start at Approaching Exemplary.
2. If any core indicator is Comprehensive, lower the core performance one level.
3. If any applicable core indicator is Automatic Comprehensive, stop the process. The final profile level is Comprehensive.
4. If core performance is Exemplary, skip to Step 3 and consider student group performance.

2 Consider Elevating Indicators – Are elevation criteria met?

1. If core performance is Approaching Exemplary or Commendable and the school has:
   a. Two Exemplary elevating indicators (when two or more are present); or
   b. One Exemplary elevating indicator (when only one is present),

   then raise core performance one level.
2. If core performance is Developing or Comprehensive and the school has:
   a. One Exemplary and one Approaching Exemplary elevating indicator (when two or more are present); or
   b. One Approaching Exemplary elevating indicator (when only one is present),

   then raise core performance one level.
3. If criteria are not met, hold core performance as is and move to Step 3 to consider student group performance.

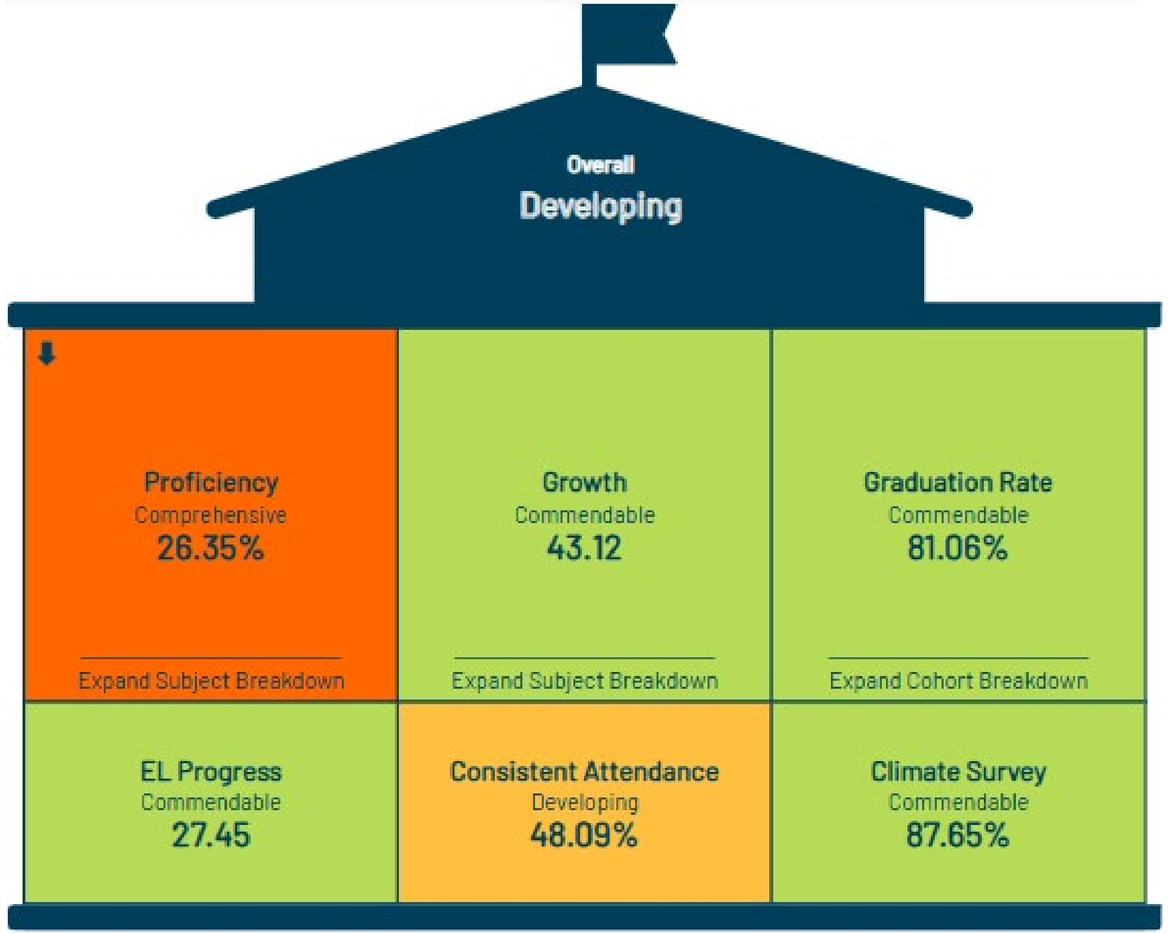
3 Consider Student Group Performance – Guardrails that ensure success is shared

1. Follow Steps 1 and 2 for all accountability student groups in the school.
2. If no student groups are Comprehensive, the overall Profile of Performance is core + elevation.*
3. If any are Comprehensive, the overall profile is set at Commendable if it would have been Exemplary or Approaching Exemplary, and left as is if it is already Commendable, Developing, or Comprehensive.

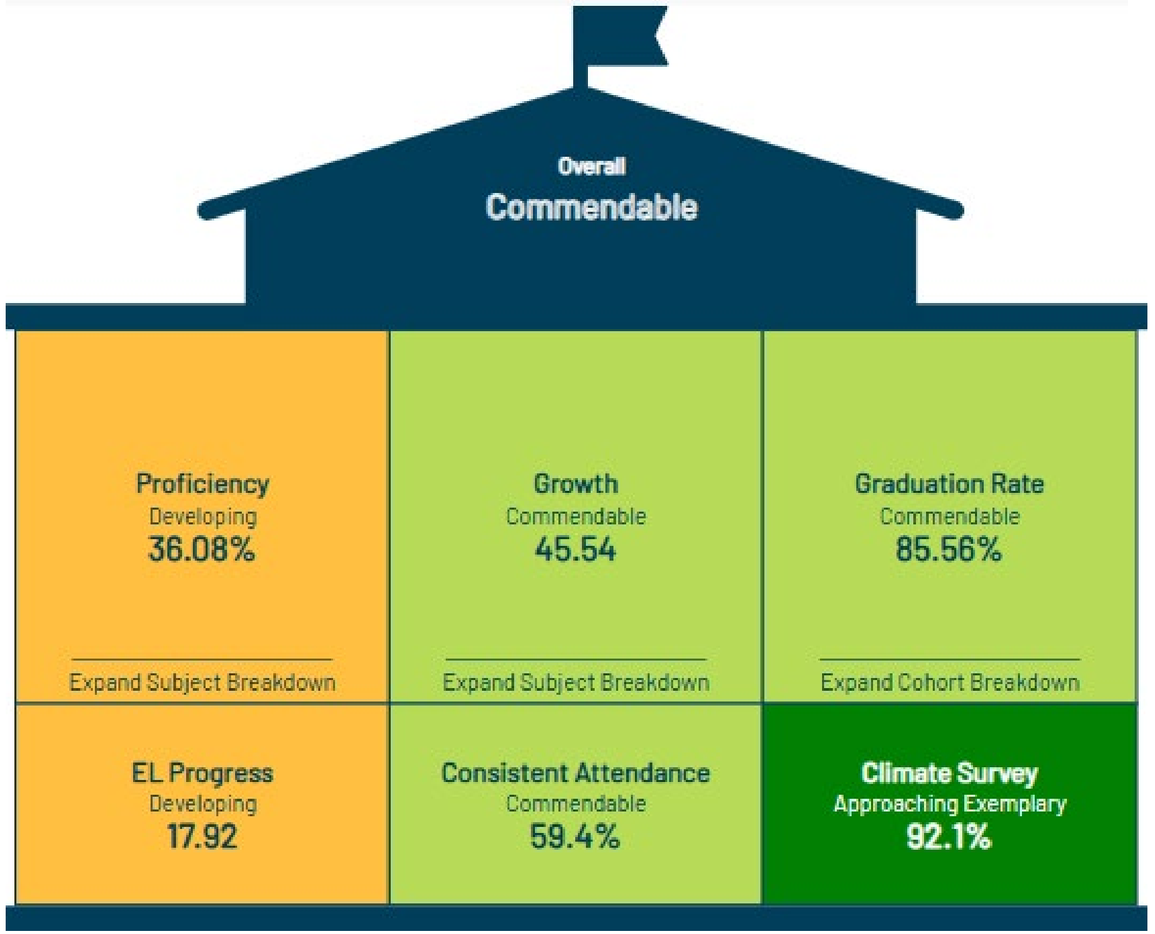
** Automatic Comprehensive is a performance level that applies only to core indicators. It limits the ability of other core and elevating indicators to elevate the profile above Comprehensive. (This performance level for Proficiency and Growth applies to elementary and middle schools. This performance level for Graduation Rate only applies to high schools.)*

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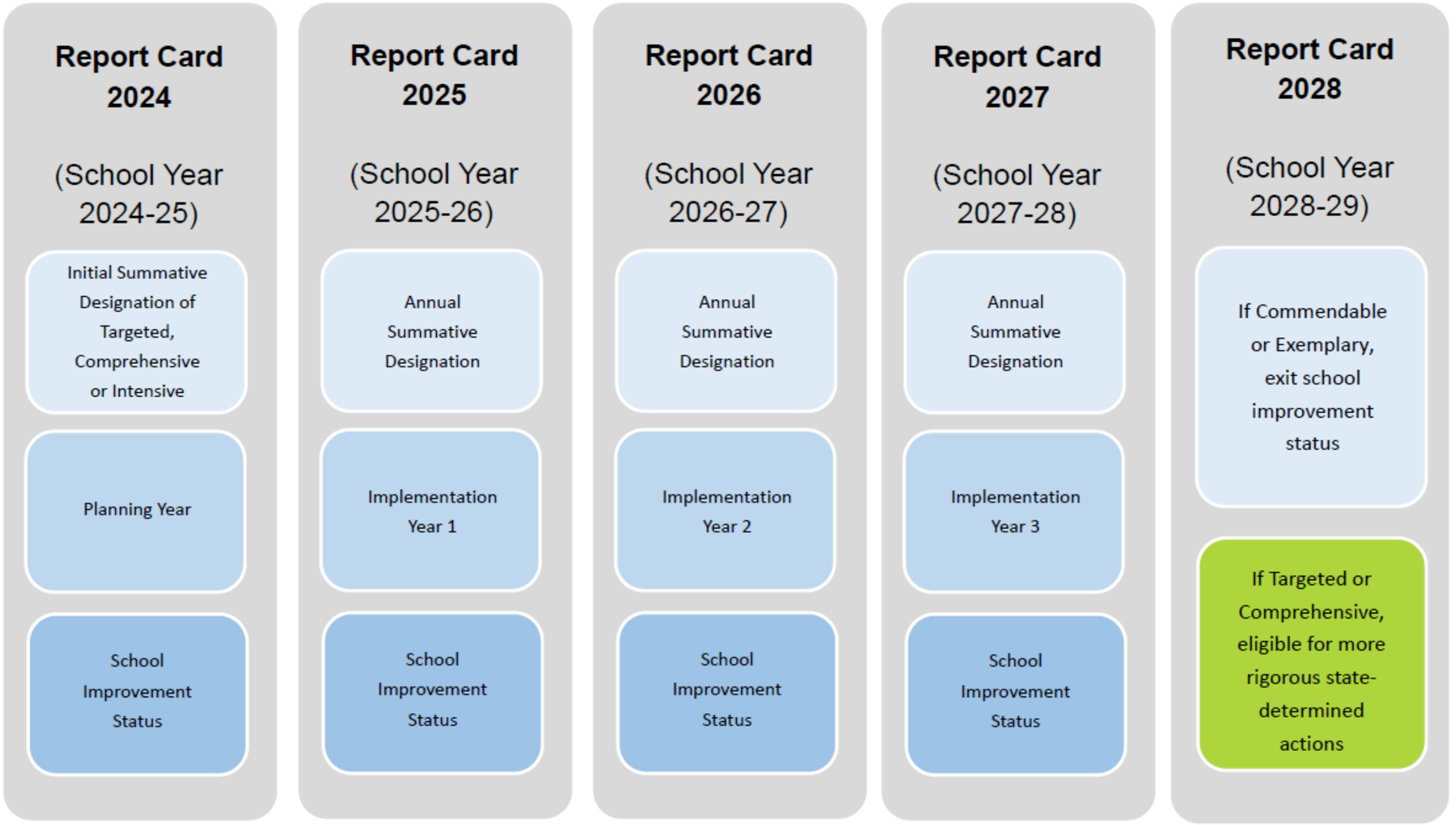
Joliet Central



Joliet West

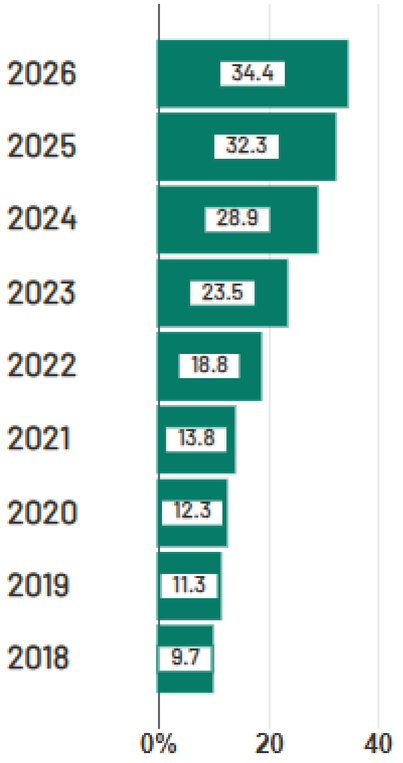


Report Card 2024 Designated Schools in Improvement Status



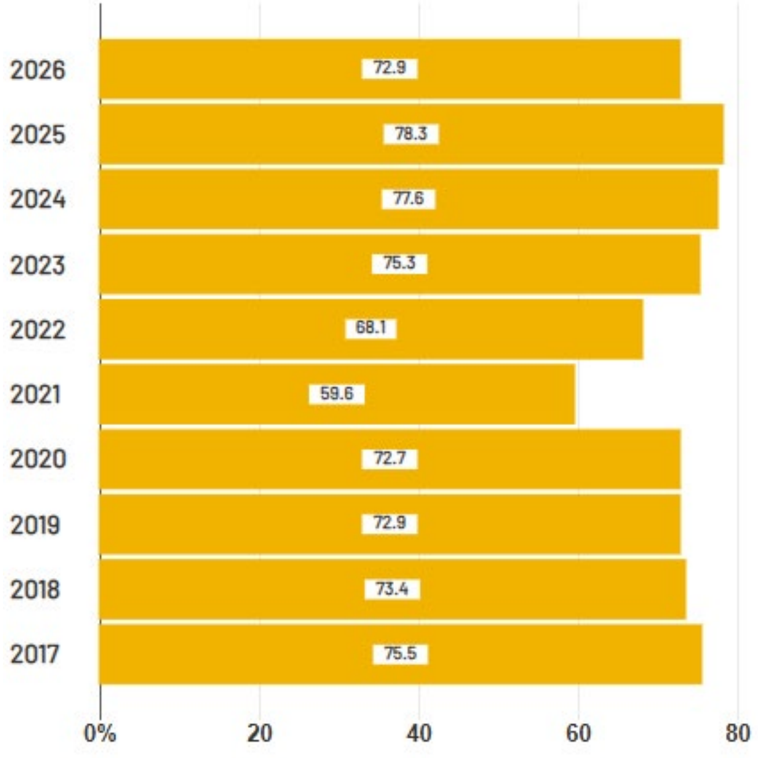
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English Learners



State average in 2026 was 17.5%

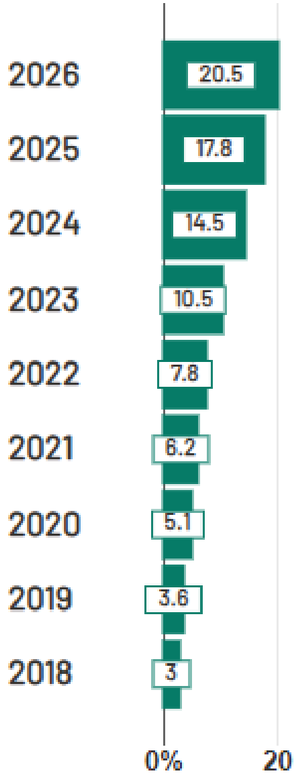
Low Income Students



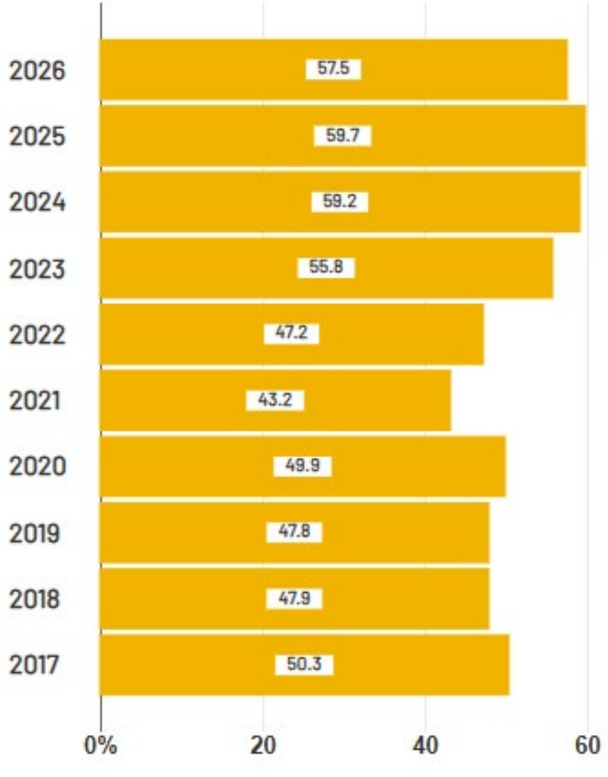
State average in 2026 was 47.5%

Joliet West

English Learners

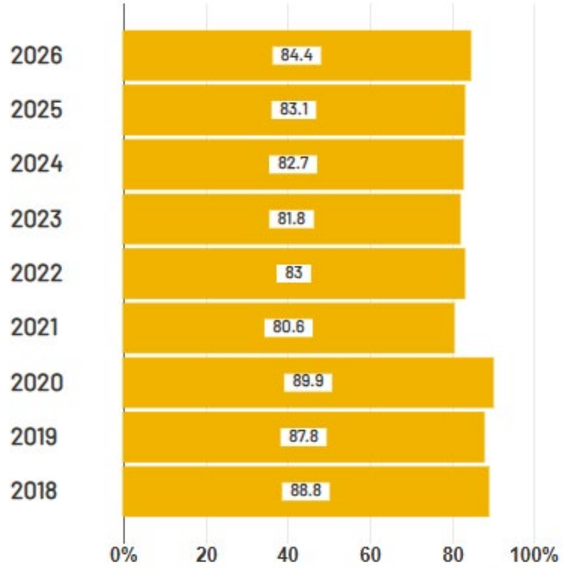


Low Income Students

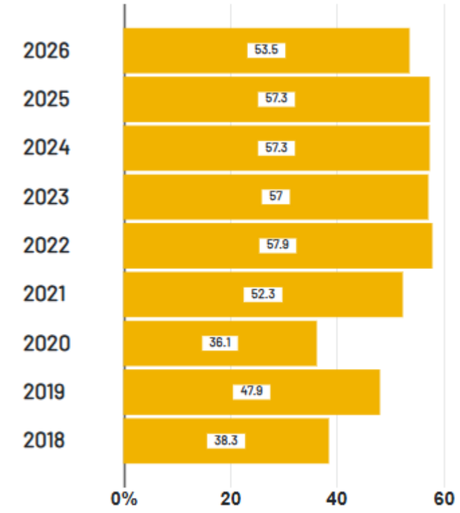


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Average Daily Attendance

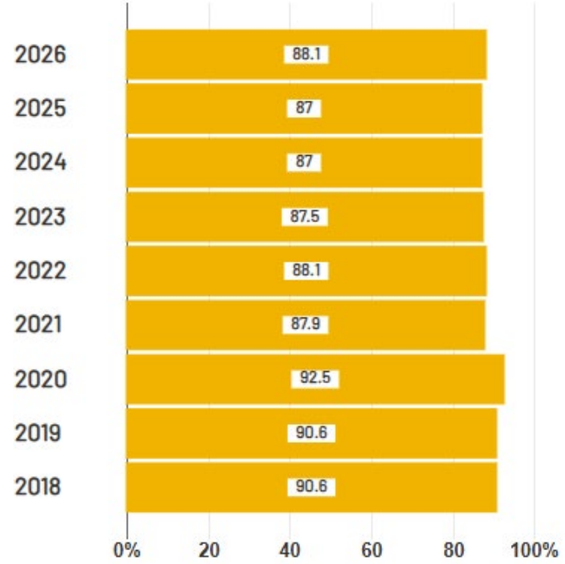


Chronic Absenteeism



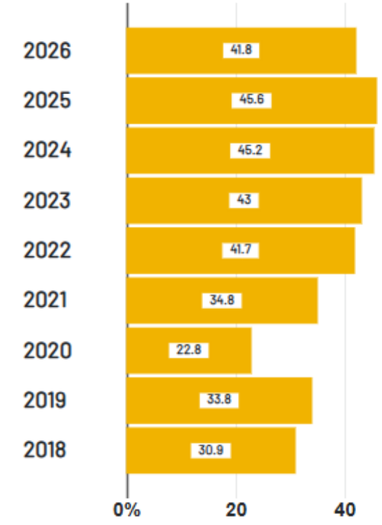
Joliet West

Average Daily Attendance



State average in 2026 was 92.1%

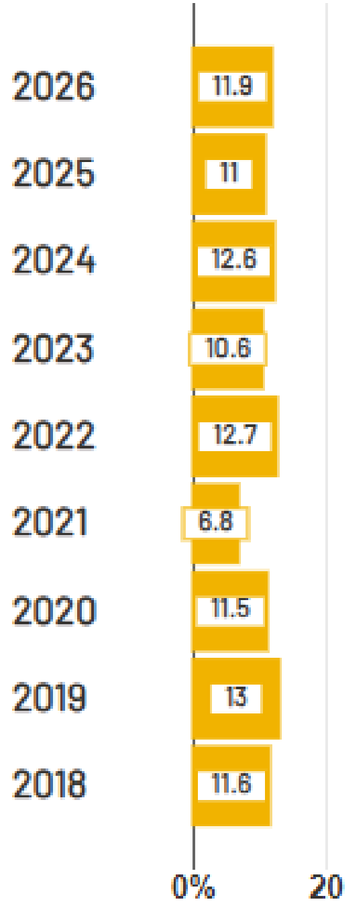
Chronic Absenteeism



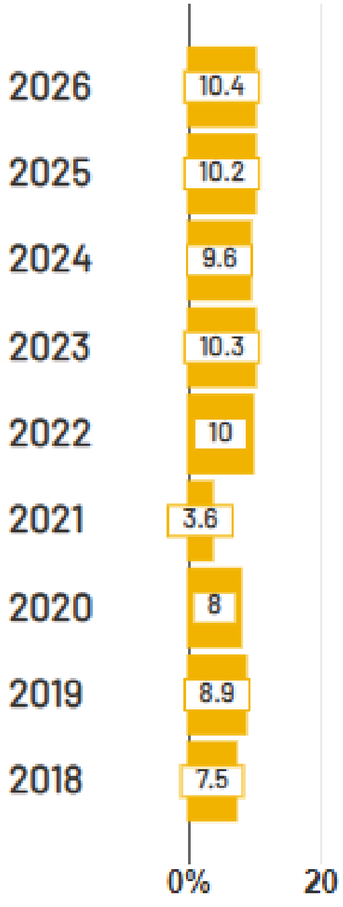
State average in 2026 was 23.5%

School Report Card – Mobility Rate

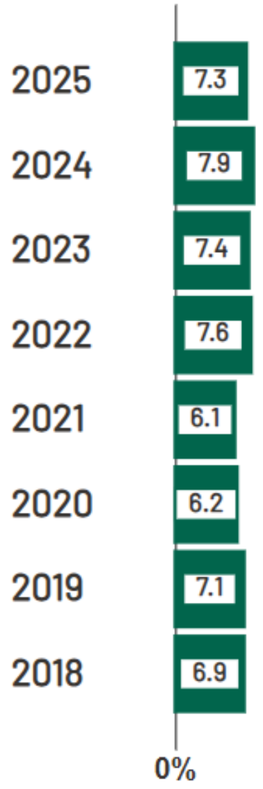
Joliet Central



Joliet West



State of Illinois



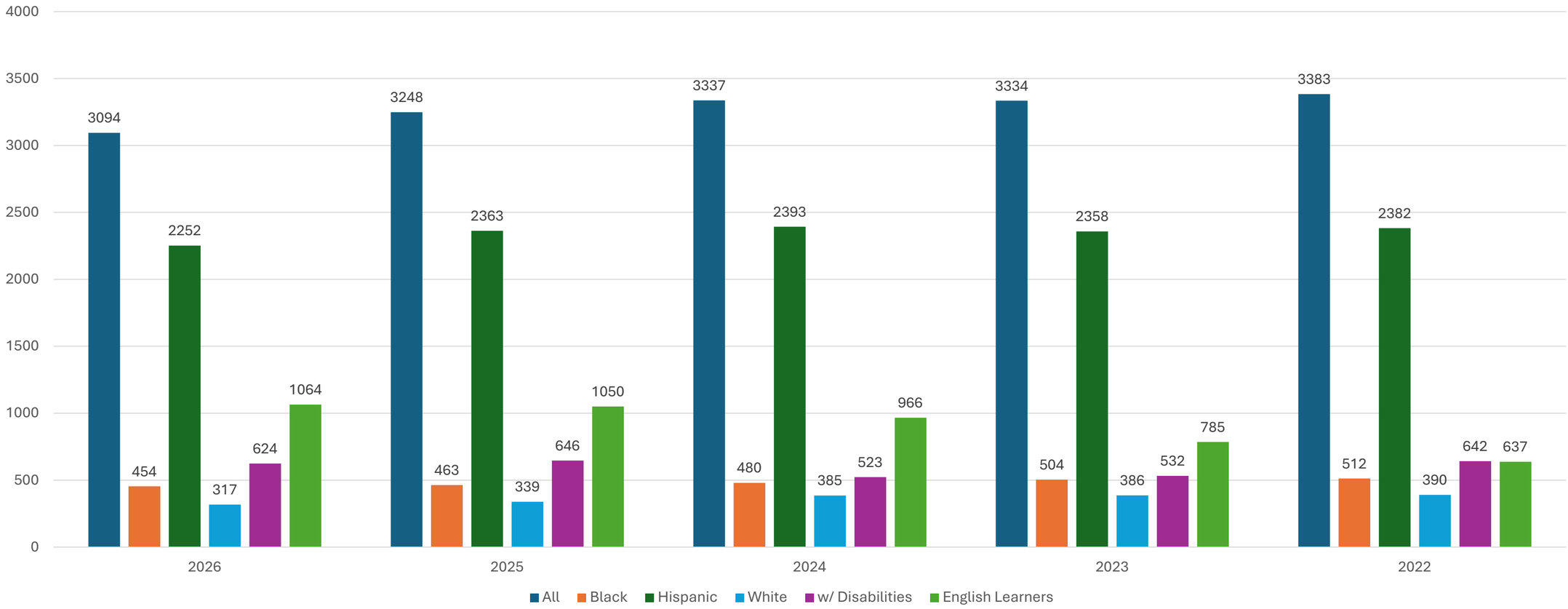
State average in 2026 was 6.9%

Strategic Plan Alignment with Indicators

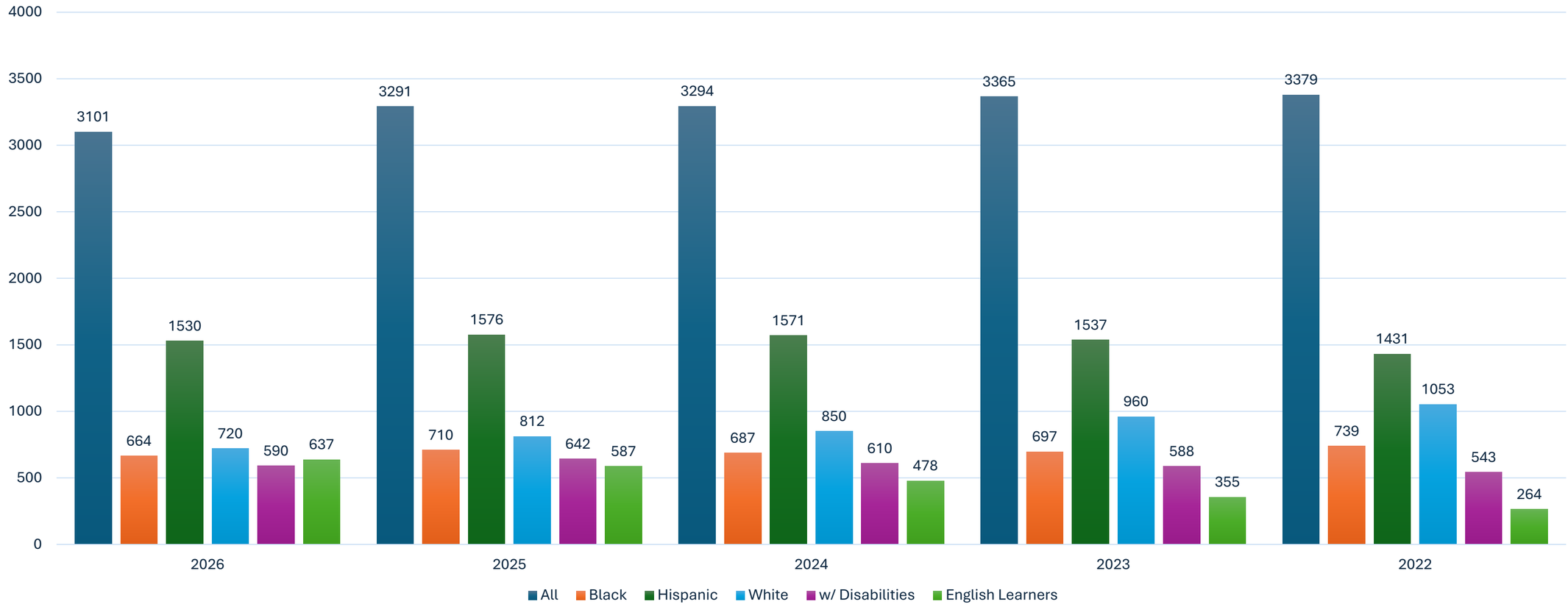
- ✓ **Graduation Rate**
- ✓ **Proficiency & Growth**
- ✓ **Chronic Absenteeism**
- ✓ **9th Grade on Track**

Action Plan 1.2	Establish organizational procedures which are inclusive of all stakeholder groups and work to address current practices which result in disproportionate negative outcomes based on the race and culture of the student.
Action Plan 2.2	Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success.
Action Plan 2.5	Embed Social-emotional Learning (SEL) Standards within all core curricula.
Action Plan 3.1	Strengthen students' academic and developmental college and career readiness skills through the completion of a personalized, student-centered Post-Secondary Plan.
Action Plan 3.2	Increase the attendance rate to 90% or greater by implementing proactive, positive and collaborative approaches and programs.
Action Plan 3.4	Educate staff on equitable grading practices and implement equitable grading in all content areas.
Action Plan 4.3	Structure the school day to provide flexible scheduling options and targeted support to meet the individualized needs of students and foster a collaborative and supportive environment for staff.

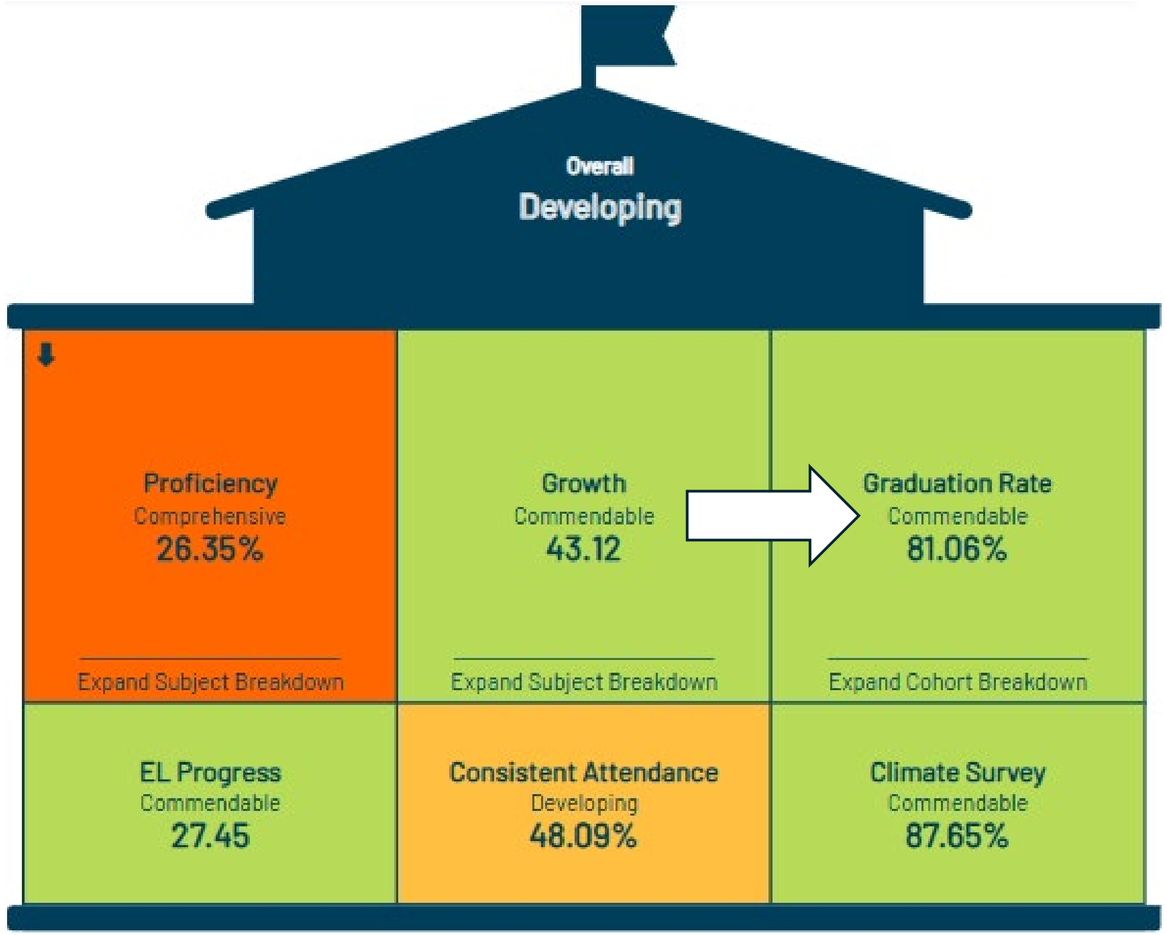
Central Enrollment– Subgroup Trends



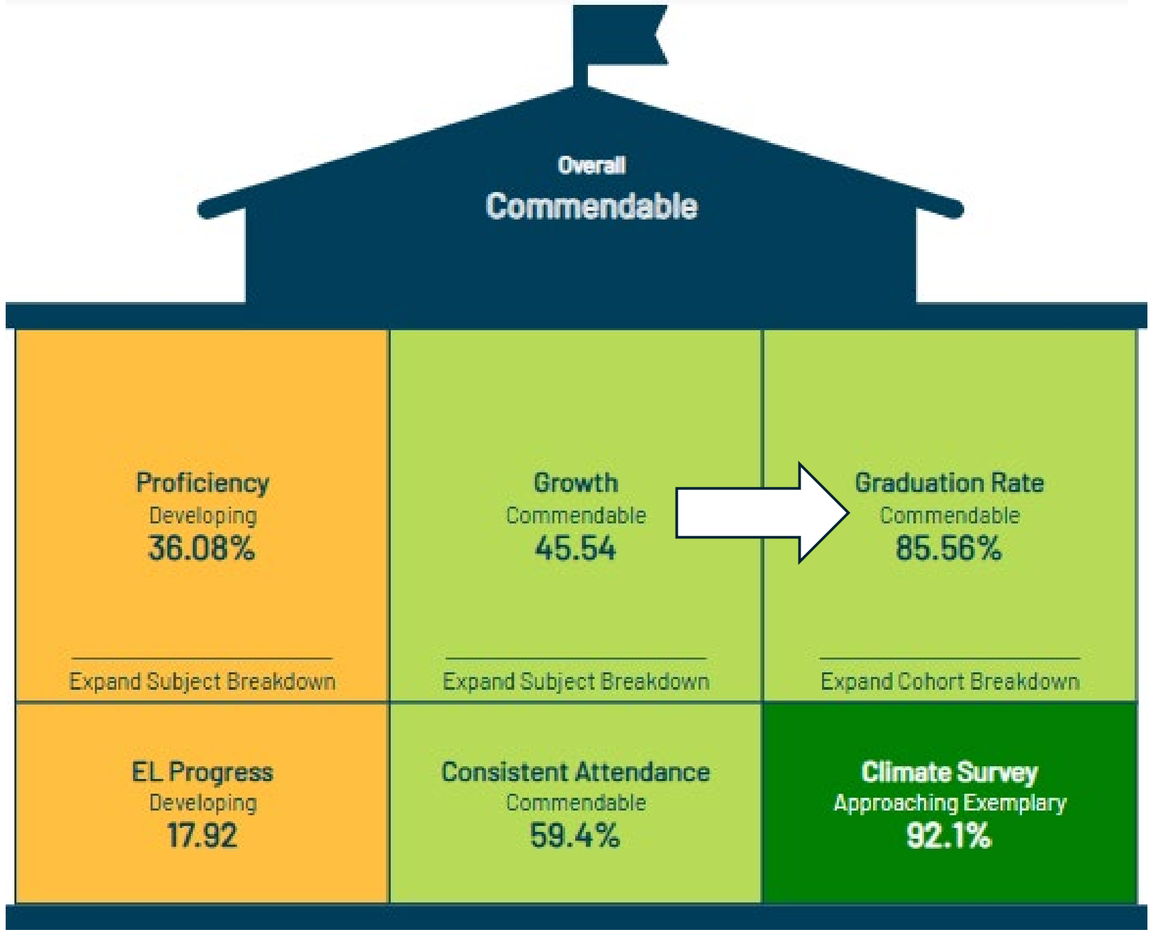
West Enrollment– Subgroup Trends



Joliet Central



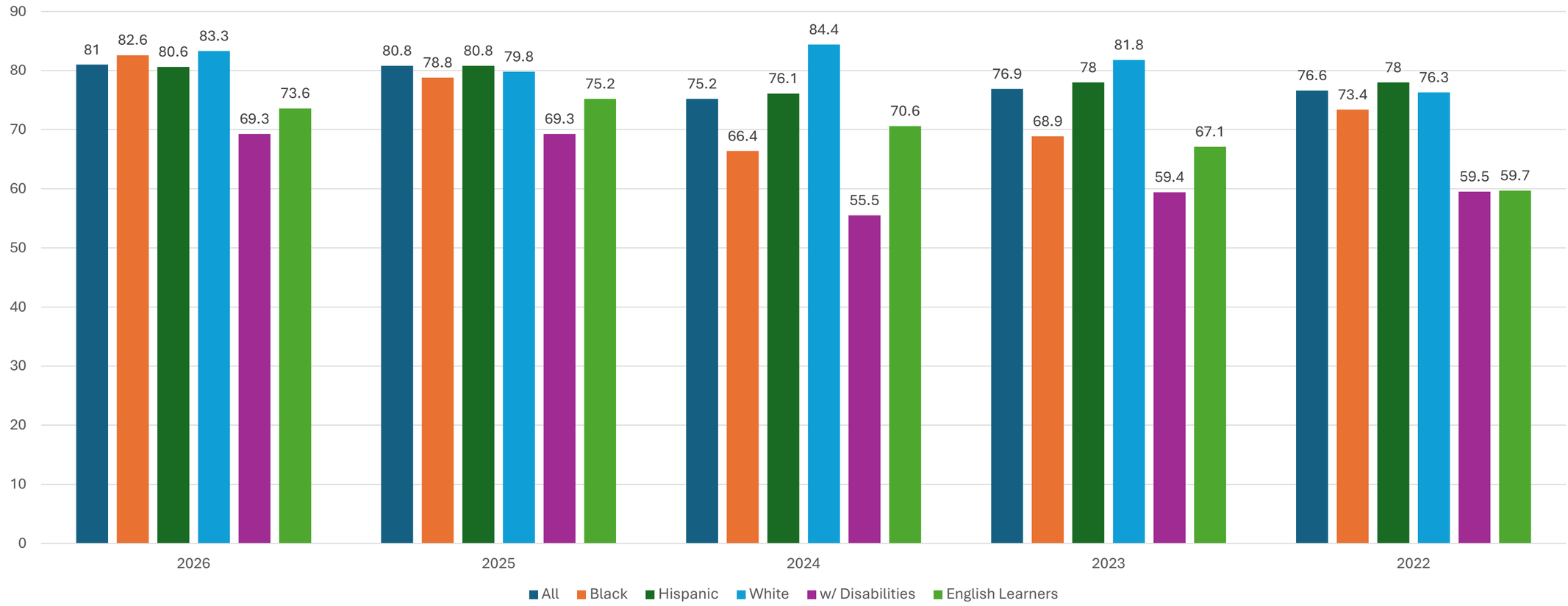
Joliet West



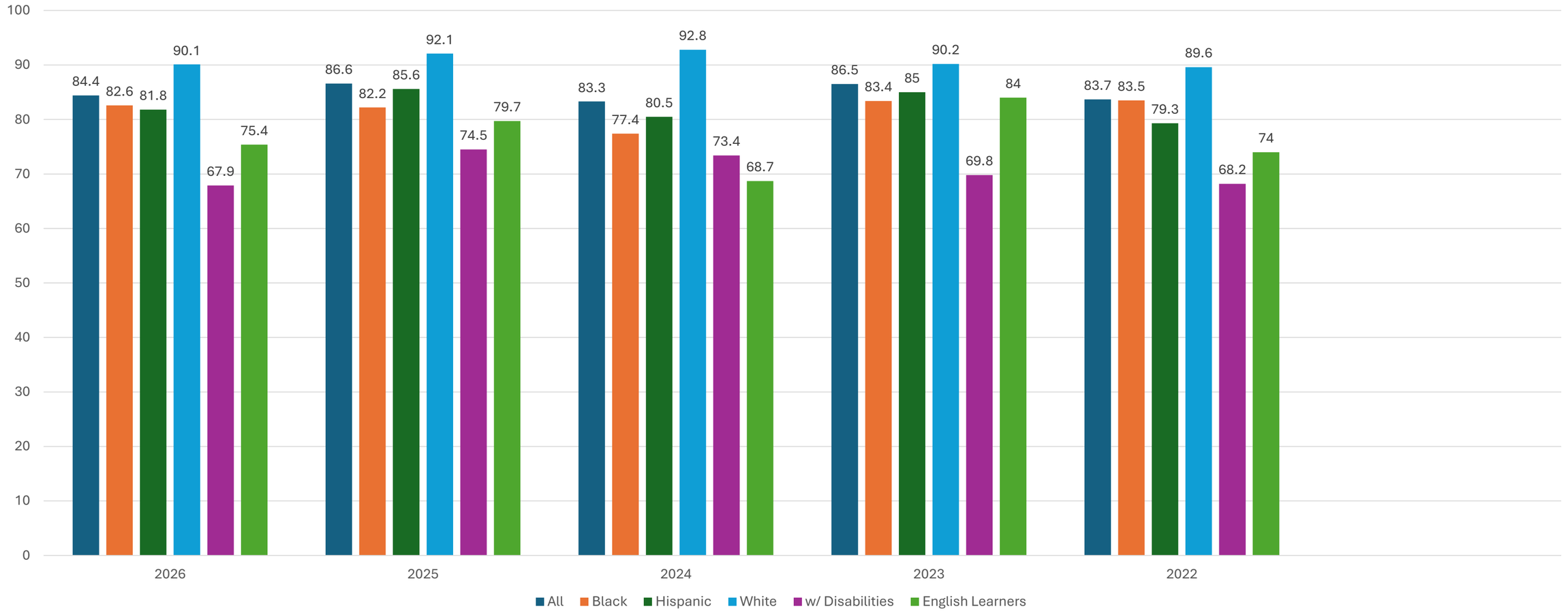
Graduation Rate

Campus	4 Year Graduation Rate	5 Year Graduation Rate	6 Year Graduation Rate
Joliet Central 2026	**81.0%**	**81.8%**	**79.2%**
Joliet Central 2025	80.8%	78.8%	80.1%
Joliet Central 2024	75.2%	79.9%	79.2%
Joliet Central 2023	76.9%	79.0%	75.2%
Joliet Central 2022	76.6%	74.6%	75.4%
Joliet Central 2021	71.6%	74.2%	75.2%
Joliet West 2026	**84.4%**	**87.6%**	**86.5%**
Joliet West 2025	86.6%	86.3%	88.3%
Joliet West 2024	83.3%	88.0%	85.9%
Joliet West 2023	86.5%	85.9%	82.5%
Joliet West 2022	83.7%	82.2%	87.7%
Joliet West 2021	81.3%	87.5%	83.7%

Central Graduation Rate – Subgroup Trends



West Graduation Rate – Subgroup Trends



Class of 2026 Graduates
(Central-652 West-726)

Programs and Initiatives that support multiple measures of the School Report Card:

- Director of Multilingual Services
- Director of Equity and Strategic Partnerships
- EL/Bilingual Instructional Coaches
- EL/Bilingual Social Workers
- Cool Down Room
- Catalyst Program
- College and Career Specialists
- AVID Electives
- Instructional Philosophy, Norms, and Playbook
- Assistant Principal for Teaching and Learning
- Substance Abuse Clinician
- Restorative Practices Professional Development
- Math Interventionists
- Online Tutoring
- MTSS
- Gateway to Graduation 1.0
- Gateway to Graduation 2.0
- Golden Grads Summer Program

Central Class of 2026 Non-Graduates (153 Students)

	Number of Students	% of Non-graduates
Continuing at Transition Center	7	4.6%
Continuing at Outside Placement	1	0.7%
Enrolled for 5th Year	15	9.8%
Under 12 Credits • Chronically Absent • Three or more high school enrollments • Fewer than two years at Central	88 81 5 40	57.5%
Over 20 Credits • Chronically Absent • Three or more high school enrollments • Fewer than two years at Central	25 14 3 6	16.3%
Chronically Absent	127	83.0%
Transferred In	24	15.7%
Three or more high school enrollments	11	7.2%
Fewer than two years at Central	56	36.6%

West Class of 2026 Non-Graduates (134 Students)

	Number of Students	% of Non-graduates
Continuing at Transition Center	13	9.7%
Continuing at Outside Placement	13	9.7%
Enrolled for 5th Year	18	13.4%
Under 12 Credits • Chronically Absent • Three or more high school enrollments • Fewer than two years at West	44 38 2 20	32.8%
Over 20 Credits • Chronically Absent • Three or more high school enrollments • Fewer than two years at West	34 19 4 14	25.4%
Chronically Absent	100	74.6%
Transferred In	25	18.7%
Three or more high school enrollments	13	9.7%
Fewer than two years at West	51	38.1%

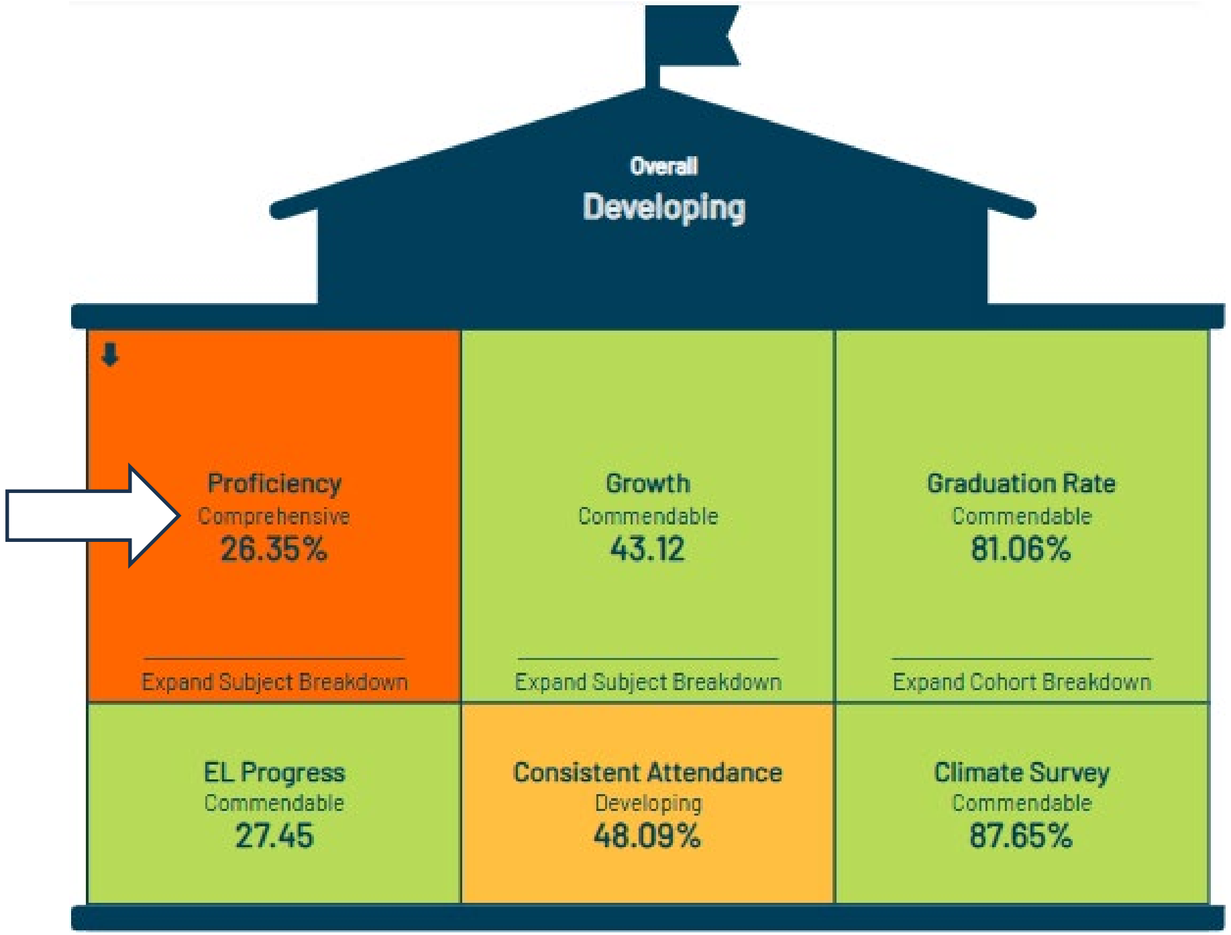


Graduation Rate

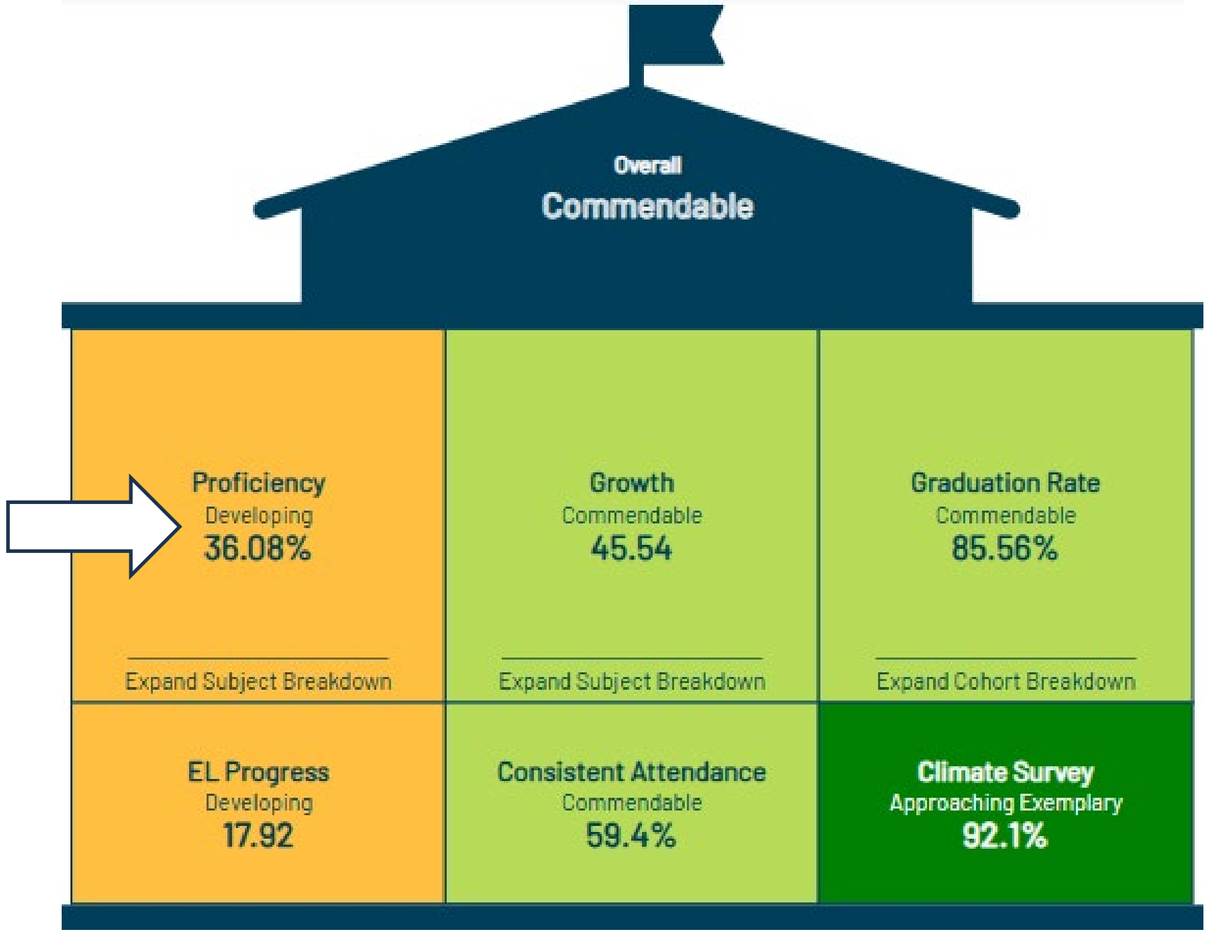
New for 2026-2027

- MTSS Structure
  - Multilingual MTSS teams at each campus facilitated by new Coordinator for Multilingual Services
- AVID Elective
  - Offering AVID Elective 12
- Summer School Advancement
  - Offerings expanded, in-person and fully online
- Implementation of Schoolinks and post-secondary planning
  - 9th and 10th grade scope and sequence

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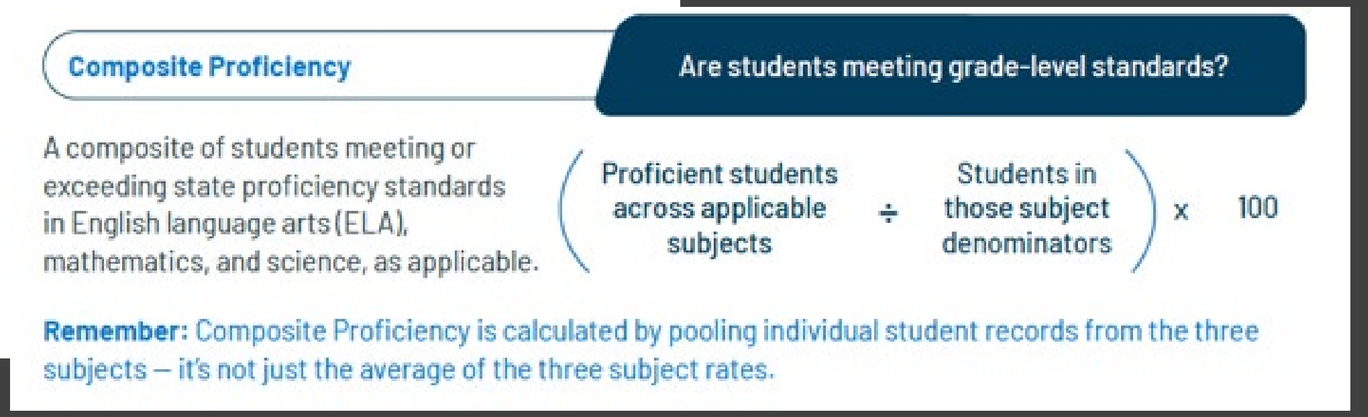
Joliet West



Proficiency: ELA, Math, Science

Proficiency as measured by the following assessments:

- Grade 9 Pre-ACT 9 Secure
  - English, Math, Reading, Science
- Grade 10 Pre-ACT Secure
  - English, Math, Reading, Science
- Grade 11 ACT
  - English, Math, Reading, Science, Writing
- Grade 9-11 DLM
  - ELA, Math, Science (Grade 11 only)



Proficiency: ELA



Demographic	Grade	2026 Not Proficient District	2026 Proficient District	2025 Not Proficient District	2025 Proficient District
Overall	Grade 9	53.5	46.5	53.2	46.8
	Grade 10	64.9	35.1	58.7	41.3
	Grade 11	65.8	34.2	66.7	33.3

Joliet Central EL Indicator Yes:
9: 250/717 35%
10:263/766 34%
11: 228/ 728 31%

Joliet West EL Indicator Yes:
9: 153/772 20%
10: 149/810 18%
11: 141/769 18%

Proficiency: Math

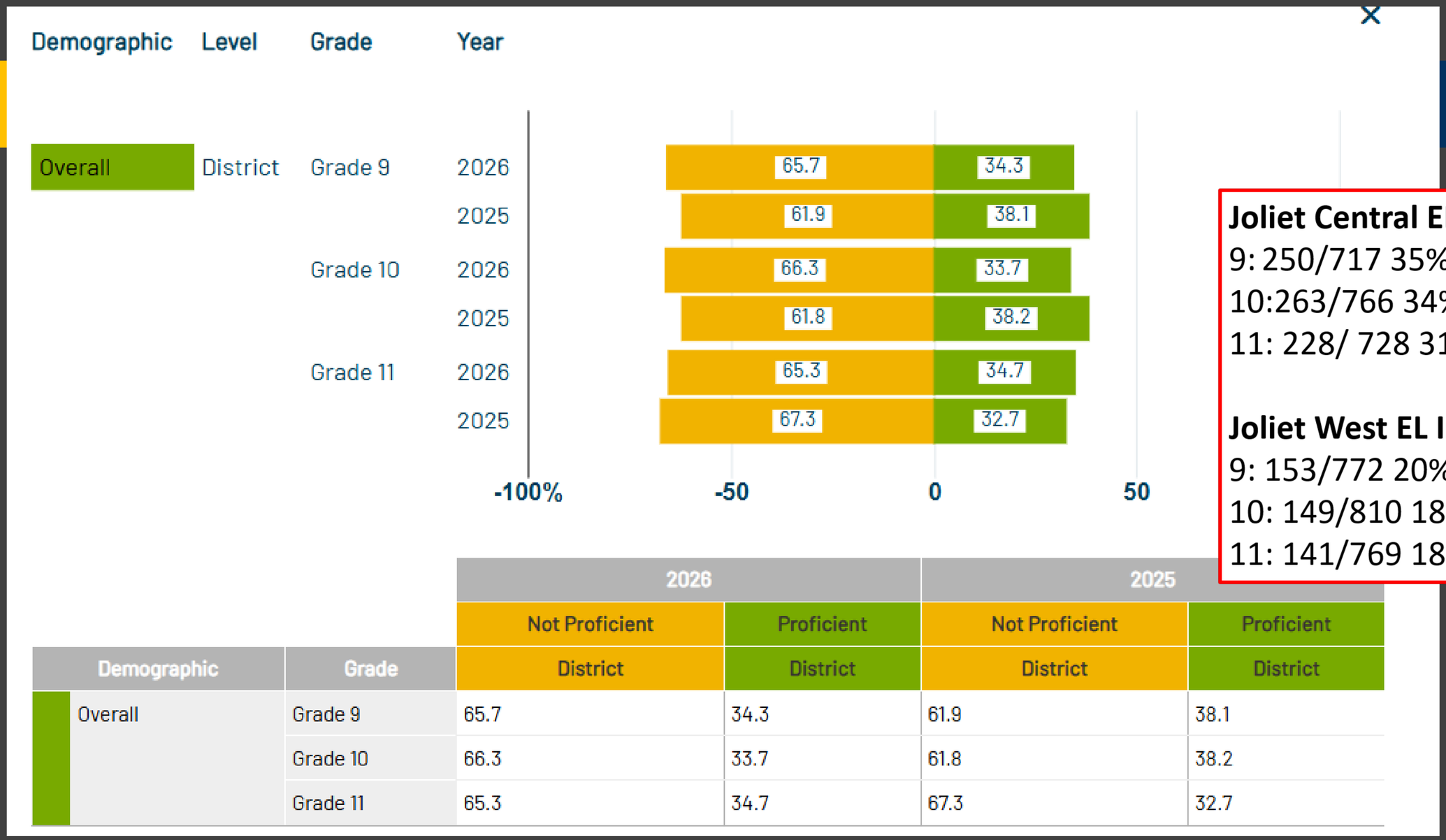


		2026		2025	
		Not Proficient	Proficient	Not Proficient	Proficient
Demographic	Grade	District	District	District	District
Overall	Grade 9	74.9	25.1	79	21
	Grade 10	80.6	19.4	79.6	20.4
	Grade 11	74.9	25.1	76.6	23.4

Joliet Central EL Indicator Yes:
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10:263/766 34%
11: 228/ 728 31%

Joliet West EL Indicator Yes:
9: 153/772 20%
10: 149/810 18%
11: 141/769 18%

Proficiency: Science



Demographic	Grade	2026 Not Proficient District	2026 Proficient District	2025 Not Proficient District	2025 Proficient District
Overall	Grade 9	65.7	34.3	61.9	38.1
	Grade 10	66.3	33.7	61.8	38.2
	Grade 11	65.3	34.7	67.3	32.7

Joliet Central EL Indicator Yes:
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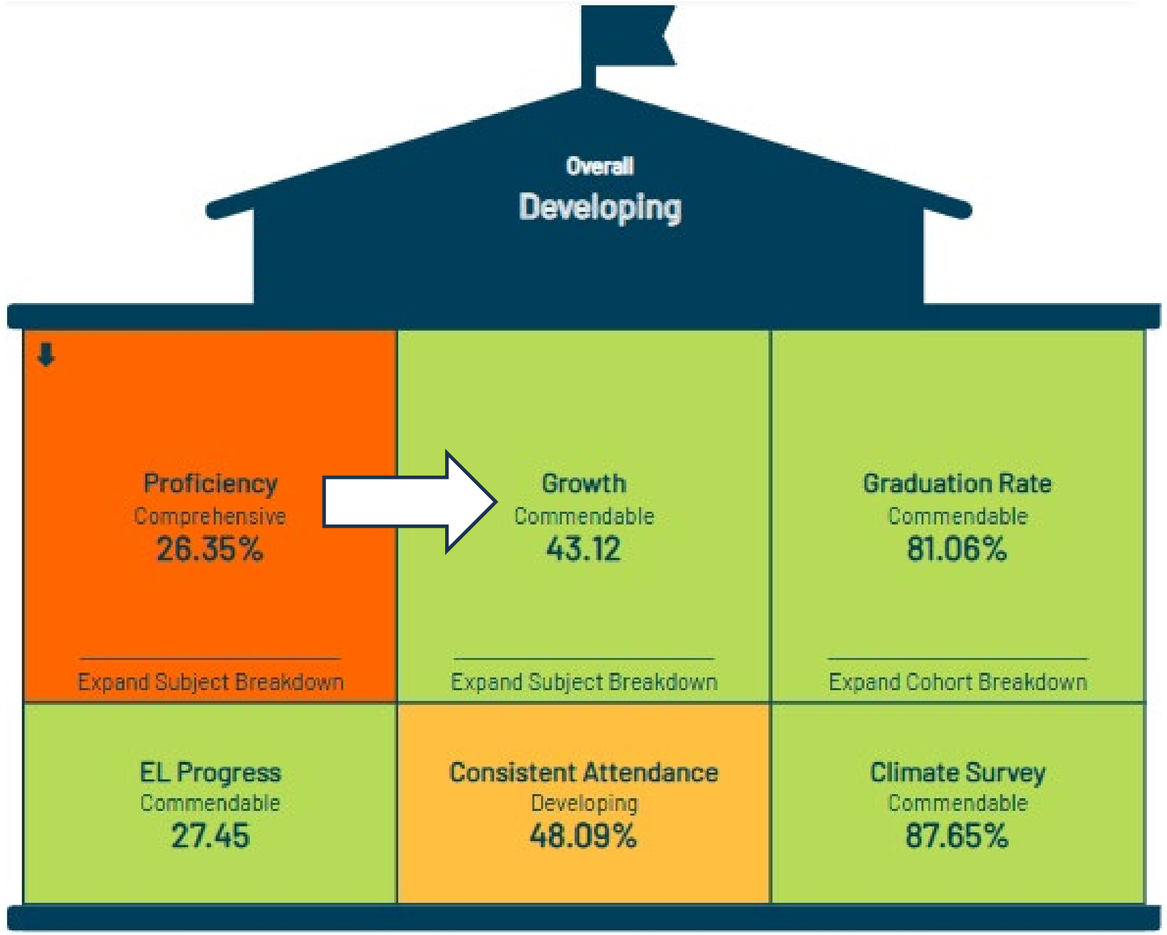
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Proficiency

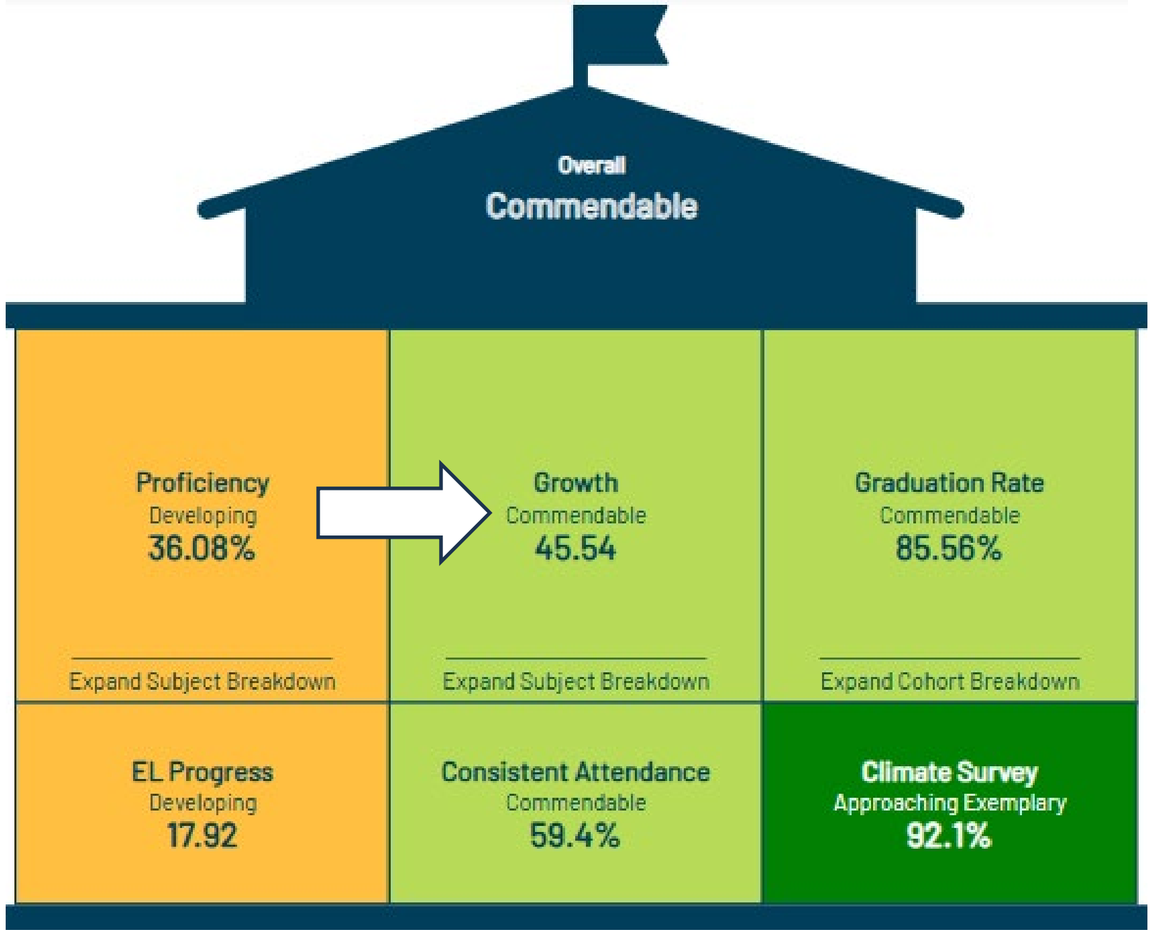
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- AVID Elective
  - Offering AVID Elective 12
- Summer School Advancement
  - Offerings expanded, in-person and fully online
- Implementation of Schoolinks and post-secondary planning
  - 9th and 10th grade scope and sequence
- Tier 1 Instruction
  - AVID Schoolwide
  - School Improvement Day focus
  - Learning Walks by Leadership
  - Co-Teaching Model in English for Els and Special Education

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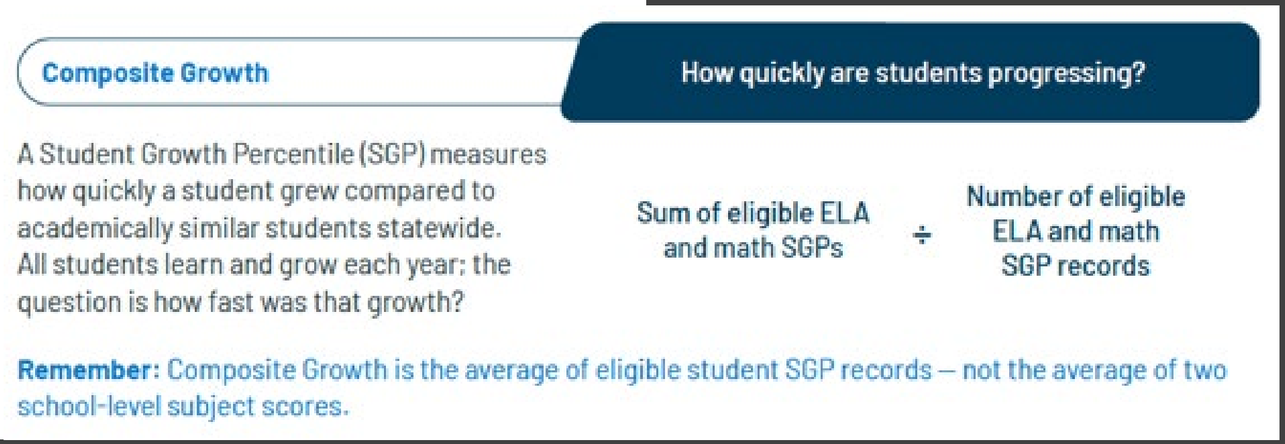
Joliet West



Growth: ELA and Math

Growth as measured by the following assessments:

- Grade 9 Pre-ACT 9 Secure
  - English, Math, Reading
- Grade 10 Pre-ACT Secure
  - English, Math, Reading
- Grade 11 ACT
  - English, Math, Reading



Growth: ELA



			2026	2025
Demographic		Grade	District	District
	All	Summary	44.6	45.2
		Grade 9	42.2	45.2
		Grade 10	44.2	47.5
		Grade 11	47.2	43.2

Growth: Math



			2026	2025
Demographic		Grade	District	District
	All	Summary	44.3	45.4
		Grade 9	44.8	45.7
		Grade 10	42.9	48.2
		Grade 11	45.2	42.3



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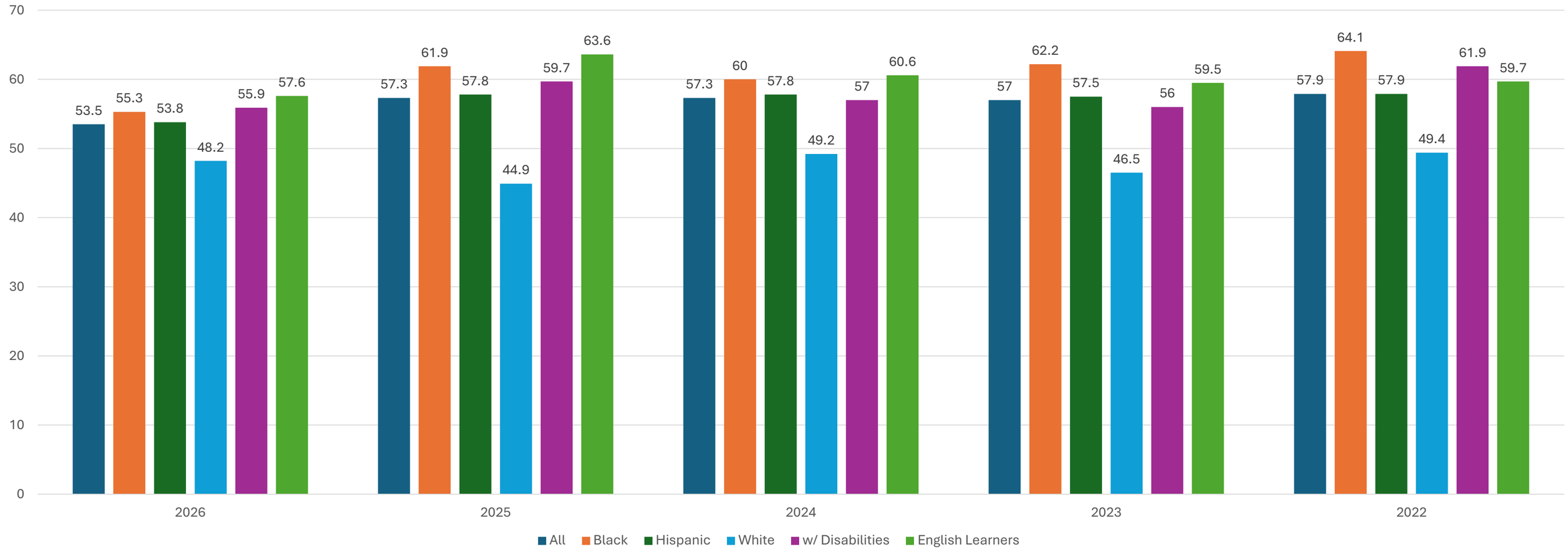
Growth

New for 2026-2027

- MTSS Structure
  - Multilingual MTSS teams at each campus facilitated by new Coordinator for Multilingual Services
- AVID Elective
  - Offering AVID Elective 12
- Summer School Advancement
  - Offerings expanded, in-person and fully online
- Implementation of Schoolinks and post-secondary planning
  - 9th and 10th grade scope and sequence
- Tier 1 Instruction
  - AVID Schoolwide
  - School Improvement Day focus
  - Learning Walks by Leadership
  - Co-Teaching Model in English for Els and Special Education

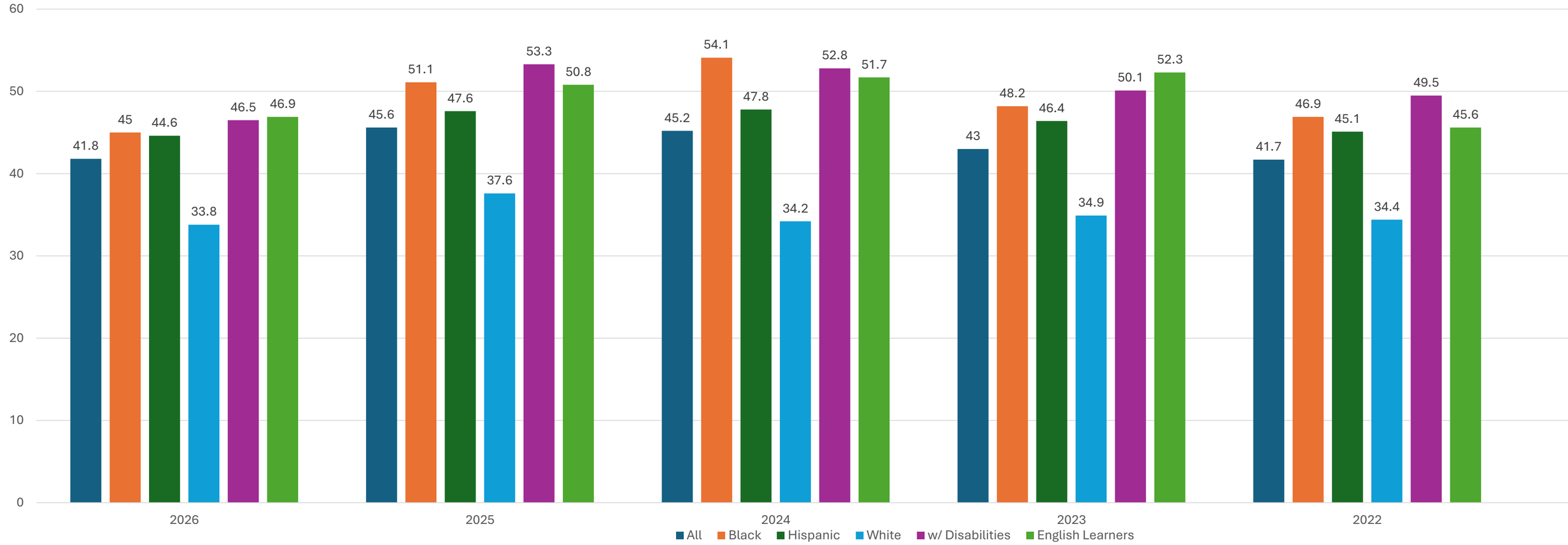
Central Chronic Absenteeism – Subgroup Trends

% of Students who miss 10% or more of school days per year



West Chronic Absenteeism – Subgroup Trends

% of Students who miss 10% or more of school days per year





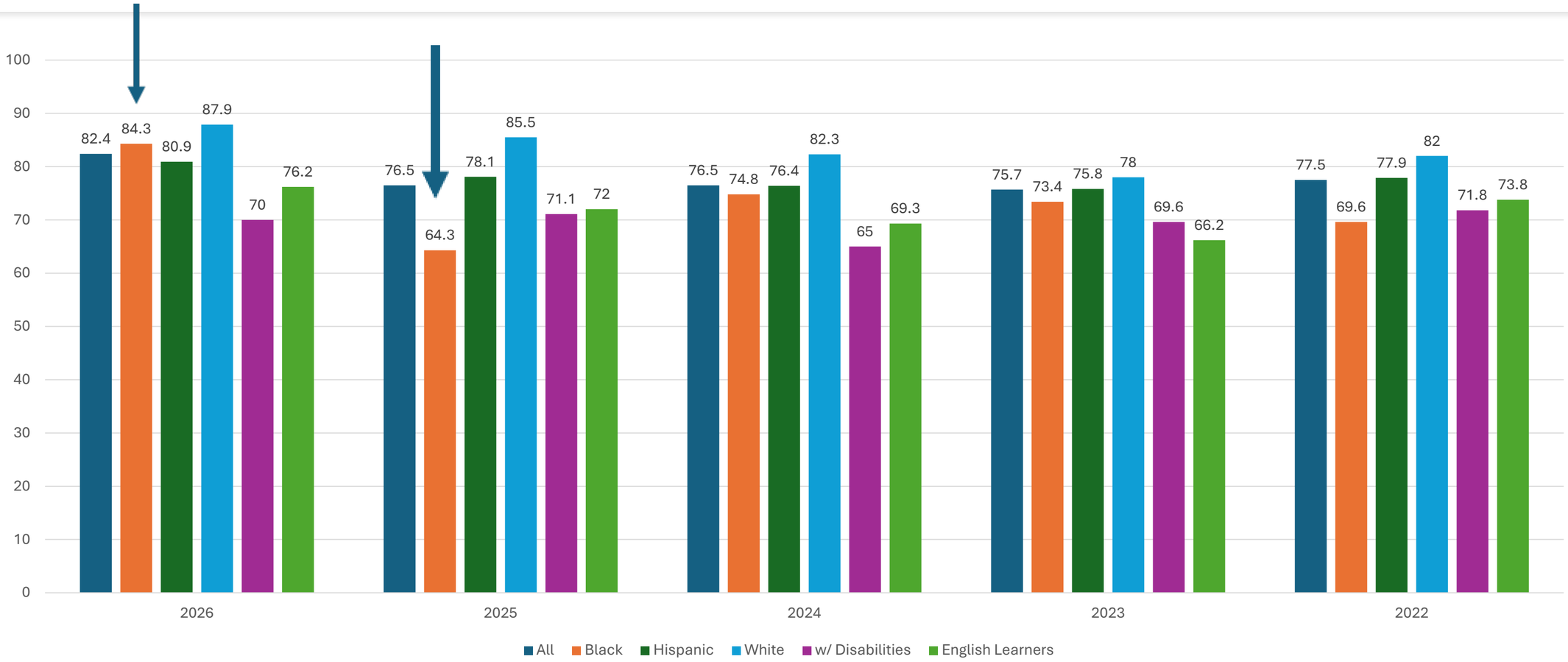
Chronic Absenteeism

New for 2026-2027

- Door Contact System
- Tardy Sweeps
- Monthly Student Recognitions
- Daily absent reports
- Final Exam Exemption

9th grade students who have earned at least five full-year course credits and have earned no more than one semester "F" in a core course

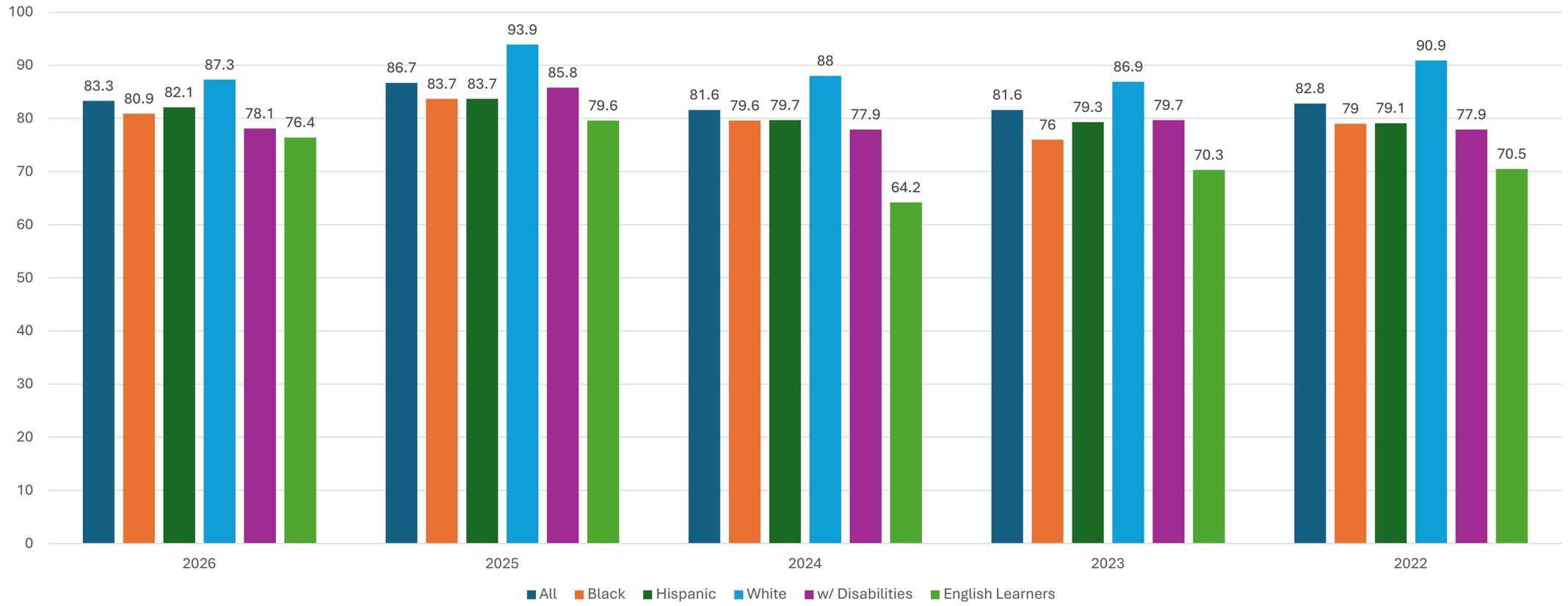
Central 9th Grade on Track – Subgroup Trends



State average 9th grade on track for all students in 2026 was 89.6%

9th grade students who have earned at least five full-year course credits and have earned no more than one semester "F" in a core course

West 9th Grade on Track – Subgroup Trends



State average 9th grade on track for all students in 2026 was 89.6%



9th Grade on Track

New for 2026-2027

- Distinct Multilingual MTSS teams at each campus facilitated by new Coordinator for Multilingual Services
- Back on Track extension of Winter Credit Recovery

Upcoming Board Meetings

Action Plan Recommendations

Action Plan 1.2	Establish organizational procedures which are inclusive of all stakeholder groups and work to address current practices which result in disproportionate negative outcomes based on the race and culture of the student.
Action Plan 2.2	Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success
Action Plan 2.5	Embed Social-emotional Learning (SEL) Standards within all core curricula.
Action Plan 3.1	Strengthen students' academic and developmental college and career readiness skills through the completion of a personalized, student-centered Post-Secondary Plan.
Action Plan 3.2	Increase the attendance rate to 90% or greater by implementing proactive, positive and collaborative approaches and programs.
Action Plan 3.4	Educate staff on equitable grading practices and implement equitable grading in all content areas.
Action Plan 4.3	Structure the school day to provide flexible scheduling options and targeted support to meet the individualized needs of students and foster a collaborative and supportive environment for staff.