Transparent Designations

Every school receives an annual designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.

Exemplary

- Performance in the top 10% of all schools
- High schools with graduation rate higher than 67%
- No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools

⏻ Eligible to apply to serve as an IL-EMPOWER Learning Partner

Commendable

- Performance not in the top 10% of all schools
- High schools with graduation rate higher than 67%
- No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools

⏻ Eligible to apply to serve as an IL-EMPOWER Learning Partner

Underperforming

- One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least three indicators

STUDENT GROUPS
- Economically disadvantaged students
- Students with disabilities
- *Students formerly with a disability (coming soon)*
- English Learners
- Former English Learners

RACIAL AND ETHNIC GROUPS
- Hispanic or Latino
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races

⏻ Completes a Work Plan for School Improvement and may choose to receive targeted support through IL-EMPOWER process

Lowest-Performing

- In the lowest-performing 5% of Title I eligible schools statewide
- High schools with graduation rate at or below 67%

⏻ Completes a Work Plan for School Improvement and receives comprehensive support through IL-EMPOWER process

Illinois State Board of Education

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SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER

ILLINOIS REPORT CARD

Multiple Indicators of Student Success

Designations describe how well an individual school is meeting the needs of all its students. Each school's designation is based on 10 indicators that measure its progress toward our goals. The schools in the greatest need of assistance receive the greatest support.

Preschool through 8th Grade

75%

Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Academic Growth (50%)
4. English Learner Progress (5%)
5. *Science Proficiency (0% in 2018-19; 5% in 2019-20)*

25%

Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (20% in 2018-19; less than 10% in 2021-22)
7. *Climate Survey (5%; full credit until 2019-20)*
8. *P-2: Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades, & Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)*
9. *3-8: Fifth-Grade Math Grades, Middle School Success (Grades and Discipline), Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)*
10. *Fine Arts (0% in 2018-19; more than 0% in 2021-22)*
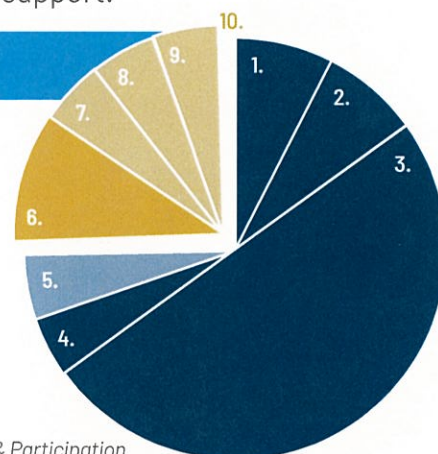
High School

75%

Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Graduation (50%)
4. English Learner Progress (5%)
5. *Science Proficiency (0% in 2018-19; 5% in 2019-20)*

25%

Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (7.5% in 2018-19; less than 7.5% in 2021-22)
7. 9th-Graders on Track to Graduate (6.25%)
8. *Climate Survey (5%; full credit until 2019-20)*
9. *College and Career Readiness (6.25%; full credit until 2021-22)*
10. *Fine Arts (0% in 2018-19; more than 0% in 2021-22)*
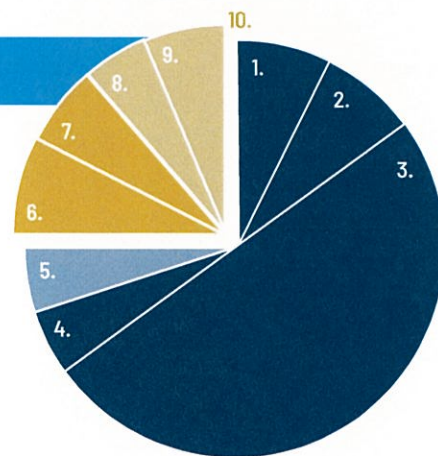
See definitions of all indicators on next page.

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Definitions of Indicators

	INDICATOR	DEFINITION	WEIGHT (% OUT OF 100)	
			P-8	**9-12**
Academic	Academic Growth	Average of the individual student growth percentiles in English language arts and math	50%	—
	English Language Arts Proficiency	Percent of students meeting grade-level expectations in English language arts	**10% in 2018-19;** 7.5% in 2019-20	
	Math Proficiency	Percent of students meeting grade-level expectations in math	**10% in 2018-19;** 7.5% in 2019-20	
	English Learner Progress	Percent of English Learners on track to attain language proficiency within five years of identification	5%	
	Graduation	Four-year graduation rate	—	30%
		Five-year graduation rate	—	15%
		Six-year graduation rate	—	5%
	Science Proficiency	Percent of students meeting grade-level expectations in science	**0% in 2018-19;** 5% in 2019-20	
School Quality/Student Success	P-2	Chronic Absenteeism	**0% in 2018-19;** 1.5% in 2021-22	—
		Dual Language Programs	**0% in 2018-19;** 1.5% in 2021-22	—
		Third-Grade Literacy: Measured by grades or standards-based grading	**0% in 2018-19;** 2% in 2021-22	—
		Participation in Enrichment and Acceleration	**0%**	—
	3-8	Fifth-Grade Math: Measured by grades or standards-based grading	**0% in 2018-19;** 2% in 2021-2	—
		Middle School Success: Percent of students with an A/B and no D/F or commensurate standards-based grading and who have not experienced a suspension or expulsion	**0% in 2018-19;** 3% in 2021-22	—
		Participation in Enrichment and Acceleration	**0%**	—
	9th-Graders on Track to Graduate	Percent of ninth-grade students having earned five full-year course credits or 10 semester credits and no more than one semester F in a core subject	—	6.25%
	College and Career Readiness	Percent of students meeting the requirements for the College and Career Ready or Distinguished Scholar pathways	—	**6.25%;** full credit until 2021-22
	Chronic Absenteeism	Students missing 10 percent or more of the prior academic year (excused or unexcused absences)	**20% in 2018-19;** less than 10% in 2021-22	7.5%
	Climate Survey	Percent of students participating in the climate survey	**5%;** full credit until 2019-20	
	Fine Arts	Not yet defined: Working group submitting recommendations by Dec. 31, 2018	**0% in 2018-19;** more than 0% in 2021-22	

0% = not included in the system; % and full credit = included and all schools receive full points; regular % = included and schools receive points based on individual performance