

October 27, 2025

Dear Superintendent Condon,

I'm writing to inform you about the 2025 Annual Summative Designations for each school in your district.

What is an Annual Summative Designation?

The Every Student Succeeds Act requires all states to annually assess the performance of elementary and secondary public schools. These designations describe schools excelling across [various academic and student success indicators](#) and identify schools requiring support and improvement.

To fulfill this requirement, Illinois issues five Annual Summative Designations:

- *Exemplary* acknowledges the top-performing 10% of schools.
- *Comprehensive* identifies a) schools in the lowest-performing 5% and b) schools with overall performance above the lowest-performing 5% that have one or more individual student groups who remain Targeted, even after completing a full Targeted school improvement cycle.
- *Intensive* identifies schools that remain in the lowest-performing 5%, even after completing a full Comprehensive Support school improvement cycle.
- *Targeted* recognizes schools with overall performance above the lowest-performing 5% but with individual student groups performing similarly to the lowest 5%.
- All other schools receive a *Commendable* designation.

Your district's 2025 Annual Summative Designations are listed in Appendix A at the end of this letter. These designations can also be viewed on the [Illinois State Report Card](#), including data visualizations showing school and student group performance data overall and at the indicator score level. If you have schools in improvement status, please expect to receive a letter from ISBE Director of School and District Improvement Nikki Combs, providing details on the school improvement program requirements and accompanying grant.

To learn more about Annual Summative Designations, check out [this webpage](#) for a catalog of resources, including a recorded webinar series. You can also schedule a personalized 30-minute data review to have an ISBE staffer assist in interpreting your data in any of the following areas:

- [Summative Designation Deep Dive](#)
- [English Learner Progress to Proficiency Indicator](#)
- [ELA, Math and Science Proficiency Indicators](#)
- [Communicating Your Summative Designation](#)
- [Useful Reports for Summative Designations](#)
- [Understanding Student Growth](#)
- [30 Minute Data Review](#)

We look forward to working with your district to ensure a thorough understanding of these designations.

Please direct questions about your annual summative designations and associated data to Milton Leathers and questions about school improvement or grant requirements to Nikki Combs at the contact information below.

Milton Leathers, Director

Accountability

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Nikki Combs, Director

School and District Improvement

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Sincerely,



Dr. Kimako Patterson

Chief of Staff

Illinois State Board of Education

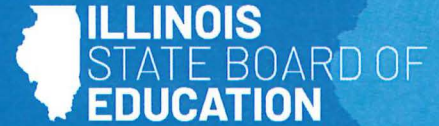
Cc Nikki Combs, Director, School and District Improvement
Milton Leathers, Director of Accountability

School Name	2025 Annual Summative Designation	Reason	School Improvement Status	Cohort
Roosevelt School	Commendable	All Students	N/A	Not In Status
Lincoln Elem School	Exemplary	All Students	N/A	Not In Status
Willard Elem School	Exemplary	All Students	N/A	Not In Status



2025 ILLINOIS REPORT CARD

SCHOOL IMPROVEMENT & ACCOUNTABILITY



Annual Summative Designations

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data, and the data for each student group, for all of the accountability indicators.

Exemplary	<ul style="list-style-type: none">• Overall performance in the top 10 percent of all schools• Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools• High schools must have a graduation rate higher than 67 percent
Commendable	<ul style="list-style-type: none">• Overall performance not in the top 10 percent of all schools• Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools• High schools must have a graduation rate higher than 67 percent
Targeted Support	<ul style="list-style-type: none">• One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p>
Comprehensive Support	<ul style="list-style-type: none">• Overall performance in the bottom 5 percent of Title I-eligible schools statewide• All high schools with a graduation rate of 67 percent or below• Schools that have completed a full Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the "all students" group in the lowest-performing 5 percent of Title I-eligible schools at the end of the four-year improvement cycle <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>
Intensive Support	<ul style="list-style-type: none">• A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle <p>An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.</p>

STUDENT GROUPS

Demographics

- American Indian or Alaska Native
- Asian
- Black or African American

- Hispanic or Latino
- Middle Eastern and Northern African (MENA)
- Native Hawaiian or Other Pacific Islander

- Two or More Races

- White

Programs

- Children with disabilities
- Economically disadvantaged students

- English Learners

- Former English Learners

ISBE is redesigning the entire system for 2026. Learn more about the process and opportunities to provide your input at isbe.net/feedback.

isbe.net/summative



2025 ILLINOIS REPORT CARD

MULTIPLE INDICATORS OF STUDENT SUCCESS



A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support.

Elementary & Middle Schools



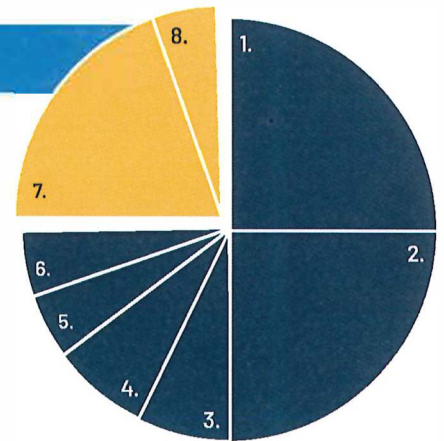
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%



High School



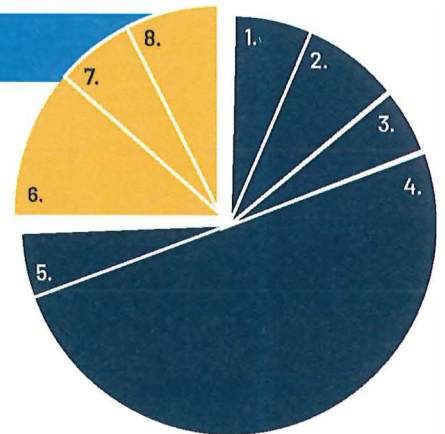
Academic Indicators

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%



School Quality & Student Success Indicators

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



INDICATOR DEFINITIONS AND WEIGHTS

	INDICATOR	DEFINITION		WEIGHT (% OUT OF 100)	
Academic	Visit isbe.net/indicators for a more detailed definition of each indicator			P-8	9-12
	ELA Growth	Average of individual students' growth percentiles in English language arts (ELA)	Measuring growth against current academic peers and against a 2019 baseline to use whichever best reflects progress	25%	—
	Math Growth	Average of individual students' growth percentiles in math		25%	—
	ELA Proficiency	Percentage of students proficient in ELA	New proficiency benchmarks based on unified standard setting	7.5%	
	Math Proficiency	Percentage of students proficient in math		7.5%	
	Science Proficiency	Percentage of students proficient in science		5%	
	English Learner (EL) Progress to Proficiency	An EL's progress attaining language proficiency within five years of identification	Students who were EL in SY 2020-21 get one extra year to their timeline	5%	
	Graduation	Four-year graduation rate	A single scoring formula for all student groups	—	30%
		Five-year graduation rate		—	15%
		Six-year graduation rate		—	5%
School Quality/Student Success	Chronic Absenteeism	Percentage of students who missed 10% or more of the prior academic year (excused and unexcused absences)		20%	10%
	Climate Survey	Percentage of students who participated in the climate survey		5%	6.67%
	9th-Graders on Track	Percentage of ninth-grade students with five full-year course credits (or 10 semester) with no more than one semester F in a core subject		—	8.33%
	Fine Arts	A combination of measures of student participation and teacher qualifications in the fine arts	Available on the Report Card	—	—
	P-2	Measures of attendance, literacy, and participation in enrichment and acceleration		—	
	3-8	A combination of measures of mathematic proficiency, middle school success, and participation in enrichment and acceleration		—	
	College and Career Readiness	Percentage of students meeting academic and career readiness requirements		—	

ISBE is redesigning the entire system for 2026. Learn more about the process and opportunities to provide your input at isbe.net/feedback.

School Improvement Fact Sheet

What is Annual Meaningful Differentiation?	ESSA requires all states to implement a system of Annual Meaningful Differentiation (AMD) to differentiate overall performance and quality of all public elementary and secondary schools. The purpose is to identify the state's lowest and underperforming schools and prioritize funding accordingly.
What is the Annual Summative Designation?	A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support. Illinois has five summative designations within the statewide school accountability system: Exemplary, Commendable, Targeted, Comprehensive, and Intensive. https://www.isbe.net/Documents/IRC-2024-Improvement-Accountability.pdf
What is School Improvement?	A continuous, collaborative process through which staff/ stakeholders identify strengths and weaknesses of the entire school program and use the information as a basis for making deliberate, positive, cohesive, and observable changes in measurable student outcomes.
What is School Improvement Status?	Defines the up-to four-year term that runs concurrently with the School Improvement grant program. Status begins with an initial summative designation of Comprehensive or Targeted and continues through the remaining part of the year in the planning phase of the grant and is followed by three consecutive years of implementation. Improvement status and grant funding continue for up to four years regardless of changes in annual summative designations because School Improvement is structured to support local efforts over a substantial period of time (i.e., four years). Scaffolded support of sufficient size and longevity is a fundamental tenet of Illinois' Statewide System of Support designed to assist LEAs with establishing a stable foundation to effectively implement selected school improvement practices.
What is the purpose of the Title I, Part A Section 1003 School Improvement Grant?	The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices. The goal is to enable schools that are engaged in improvement status to raise student achievement, to increase performance outcomes, and to exit status. Funding must be used to develop, implement, and monitor School Improvement Plans (SIPs). A key part of this process is building the knowledge, skills, and competencies of the adults in the school's system. Increasing adult capacity is a critical step to improving outcomes for all students