2026 Illinois Report Card

An Overview of Profiles of Performance

What Is a Profile of Performance?

A Profile of Performance provides a clear, useful picture of school performance each year by presenting school-level performance on core, elevating, and student success/school quality indicators. It is designed to support continuous improvement in every school by serving as a starting point for conversations about school improvement.

What Is Included?

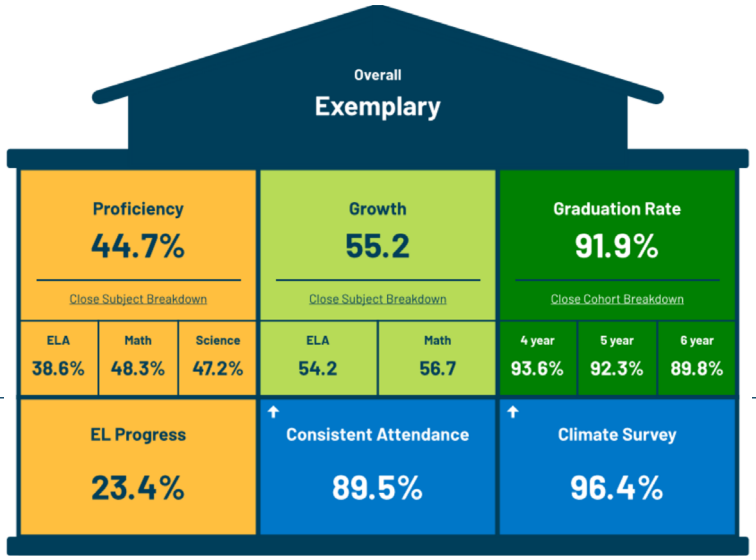
1. **Core academic indicators**
2. **Elevating indicators**
3. **Student group performance**

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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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***

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.

**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.)*

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.

How a Profile of Performance Informs Continuous School Improvement

Continuous school improvement is important for every school regardless of summative designation.

A Profile of Performance serves as a starting point for school personnel to identify areas of strength and need, and to guide further investigation of those areas through the lens of teaching and learning practices that enhance student engagement.

By itself, a Profile of Performance is incomplete for purposes of continuous school improvement. Goals identified in continuous school improvement work should be informed by the vision, values, and local knowledge of school, personnel, students, families, and communities.

**If applicable and criteria were met*

Related Resources:
Why Profiles of Performance; How to Read a Profile of Performance; Accountability Indicators Measure by Measure; Using Profiles for Continuous Improvement