



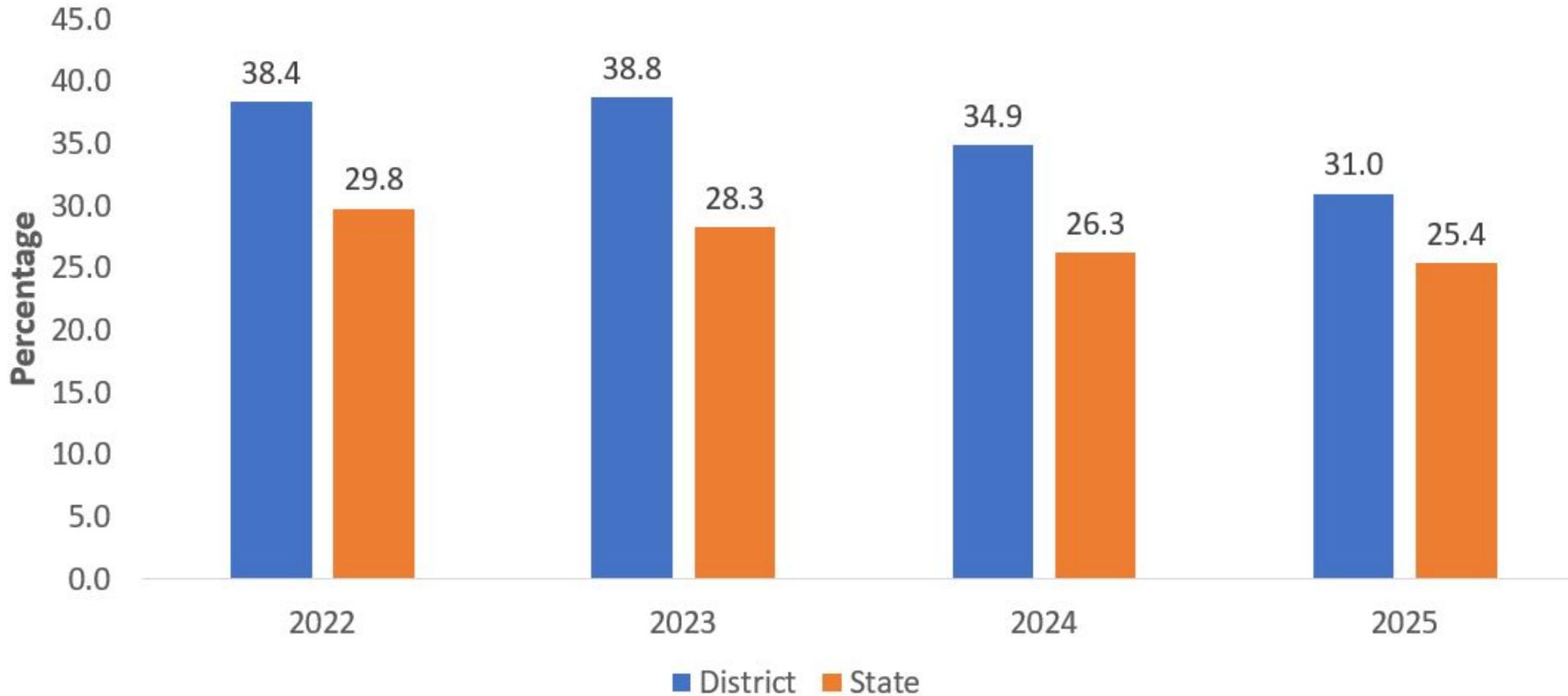
**2025 School  
Report Card and  
Current Progress  
Update**

**November 3, 2025**

**2025 State Report  
Card Data**



# Student Chronic Absenteeism (Absent for at Least 10% of the Year)



# IAR, ISA, ACT Updated Performance Levels

	ELA		Math		Science		
	Old	New	Old	New	Old	New	
IAR & ISA	Grade 3	750	735	750	732		
	Grade 4	750	737	750	740		
	Grade 5	750	739	750	740	799	812
	Grade 6	750	741	750	742		
	Grade 7	750	743	750	745		
	Grade 8	750	745	750	745	799	812
ACT	Grade 9*	N/A	14	N/A	17	N/A	14
	Grade 10*	N/A	15	N/A	18	N/A	16
	Grade 11*	N/A	18	N/A	19	N/A	19

## ISBE Rationale for Setting New Cut Scores:

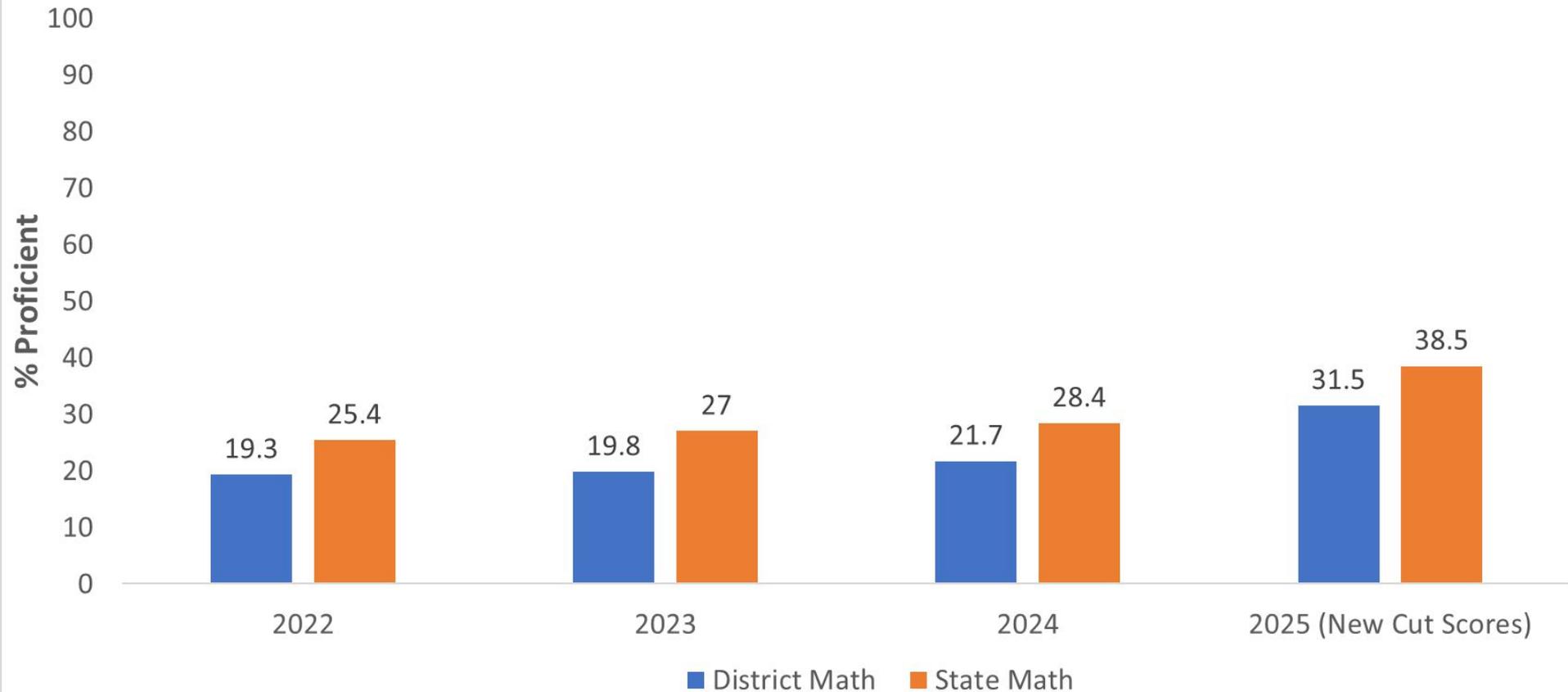
- Proficiency data did not reflect actual student performance.
- Misaligned proficiency benchmarks sent the wrong message to students – leading to students missing out on opportunities for acceleration and students who were college-ready being told they were not.
- The new, unified performance levels align to college and career readiness expectations.
- ISBE followed an 18-month, research-based process, led by educators and validated by external experts.
- We maintain our ability to track progress over time through the Student Growth Percentile (SGP).
- View ISBE's [Better Systems for Better Outcomes](#) page for more details.

(\*Note: Illinois' high school assessment changed from SAT to ACT, starting with spring 2025 testing, so there are no prior ACT benchmarks to compare.)

# Illinois Assessment of Readiness (IAR) ELA (Percent Meeting State Standards)



# IAR Math (Percent Meeting State Standards)

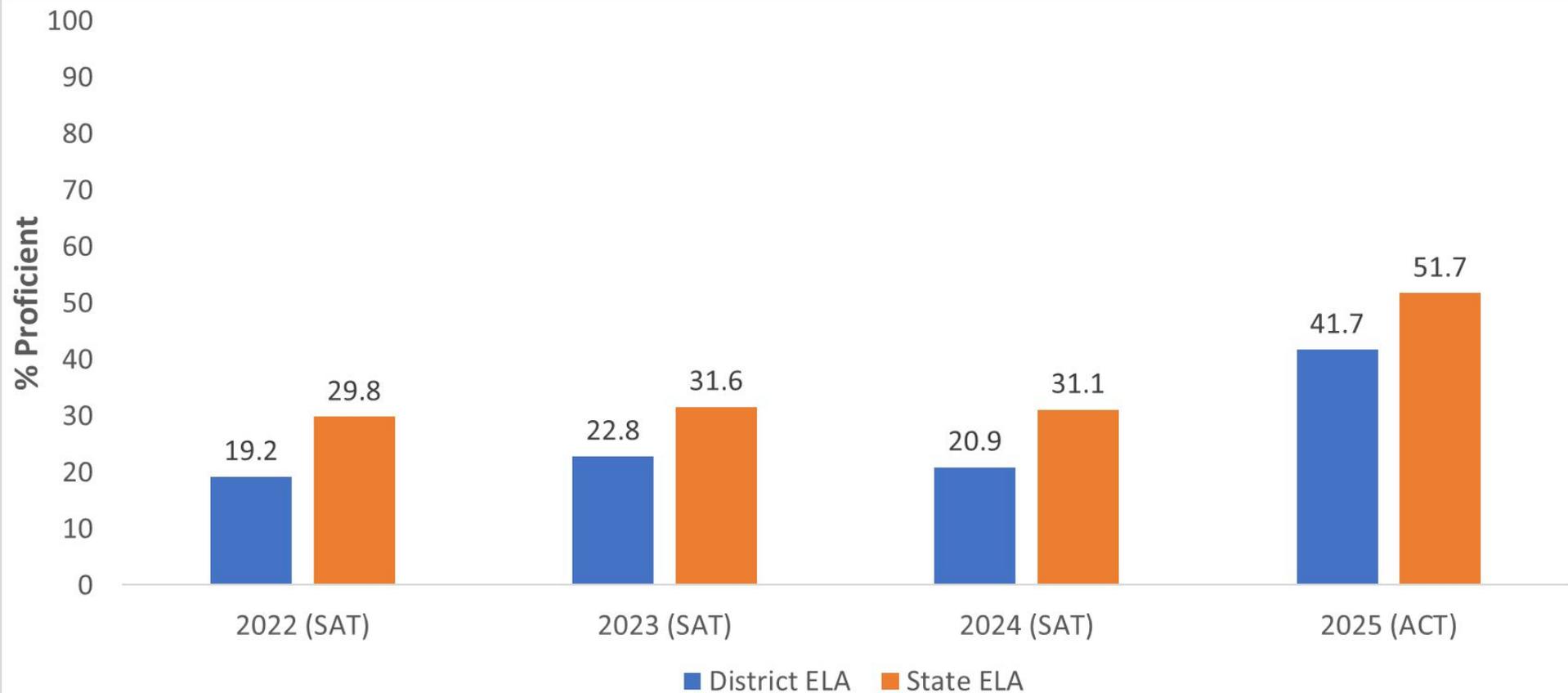


# 9th Grade on Track



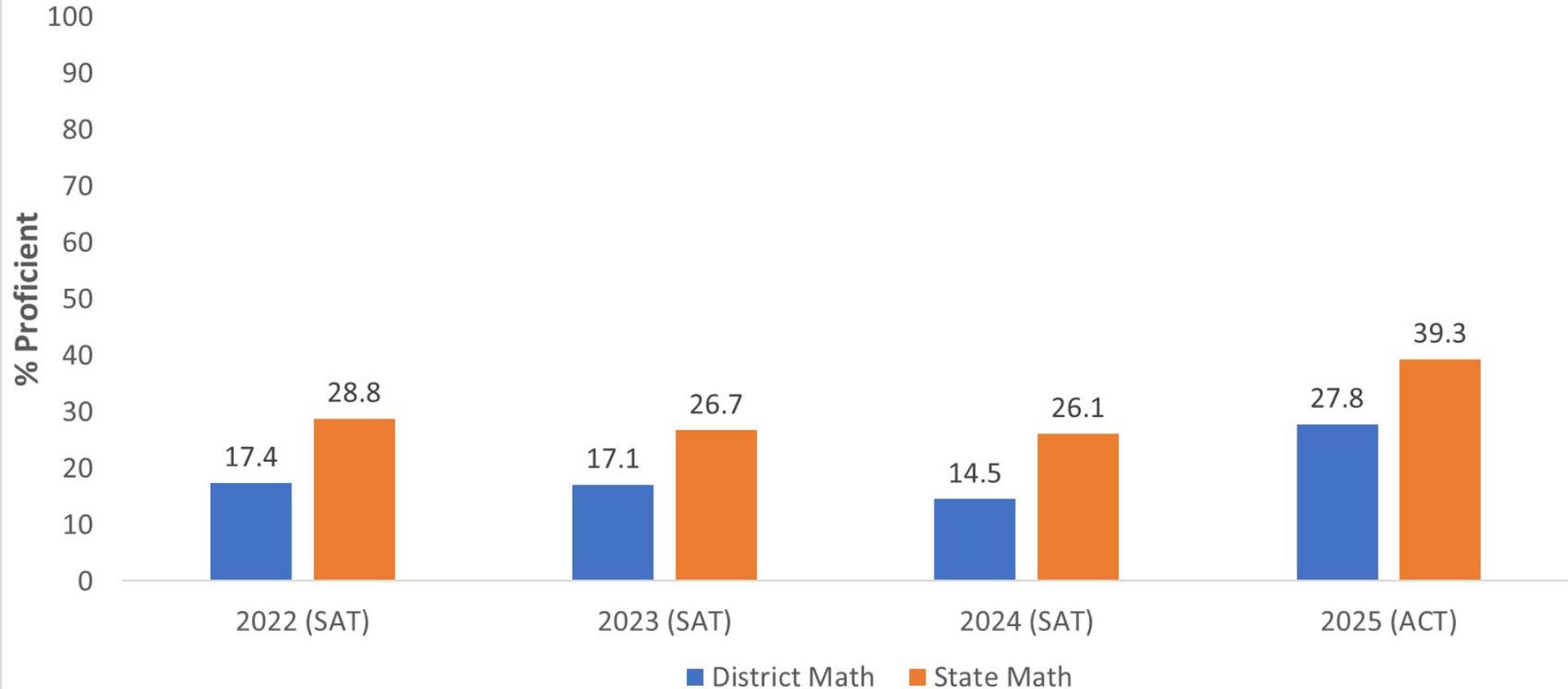
# ACT ELA

## (Percent Meeting Illinois Proficiency Benchmark)

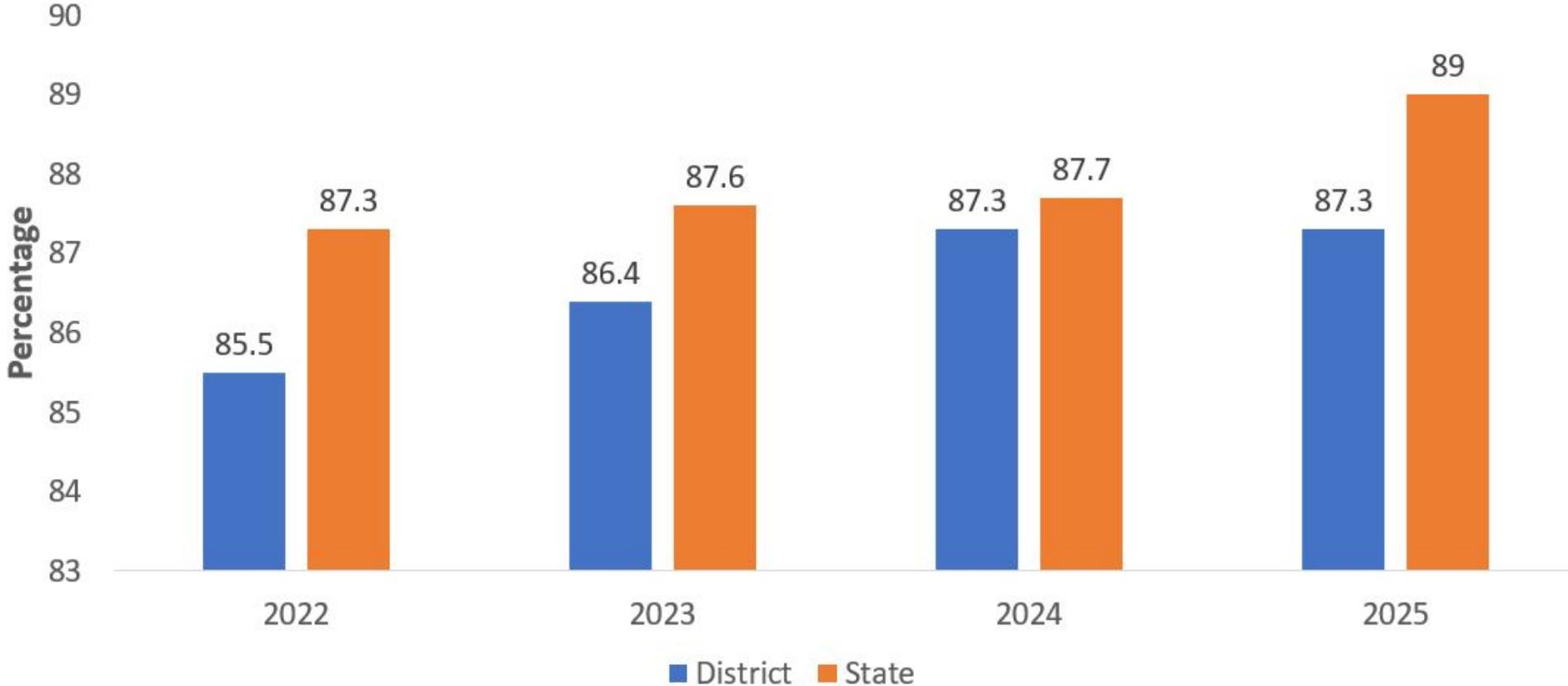


# ACT Math

(Percent Meeting Illinois Proficiency Benchmark)



# 4-Year Graduation Rate

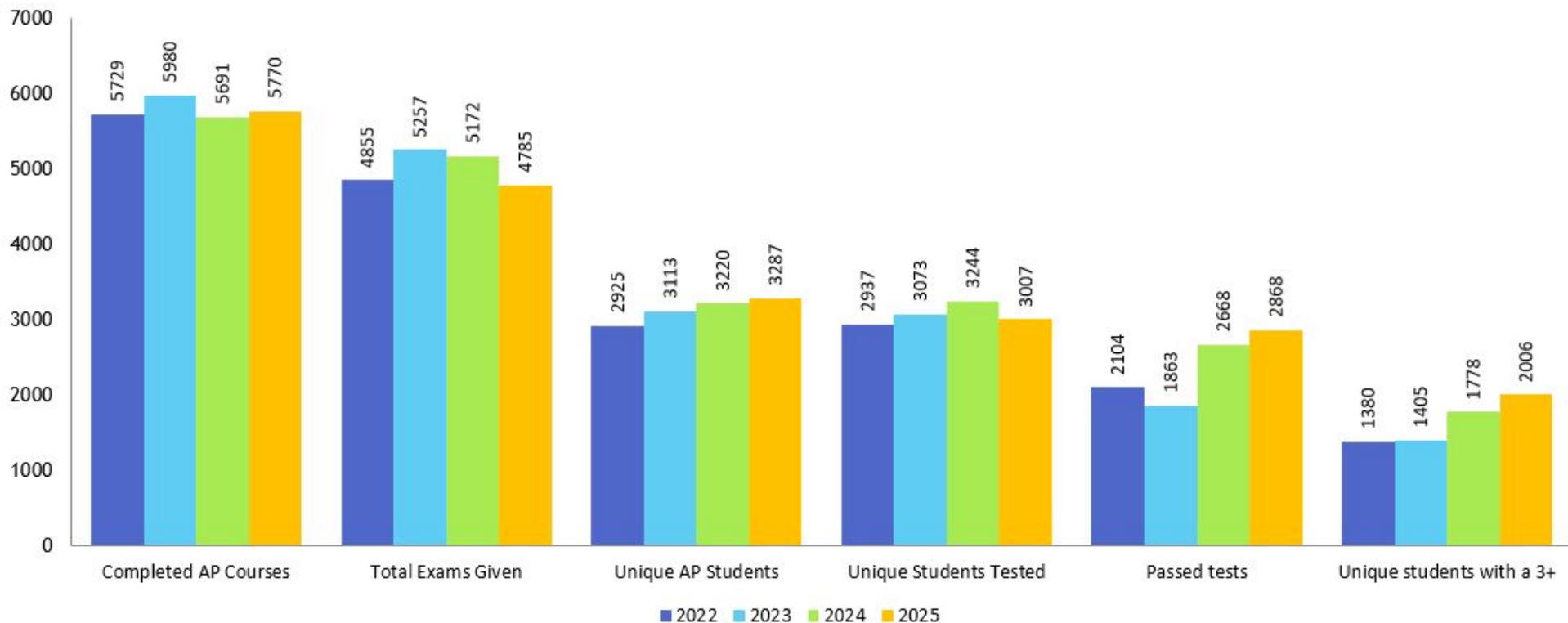


# Other Student Outcome Measures

# Advanced Placement (AP) Trends



## U-46 AP Trend



# Seal of Biliteracy



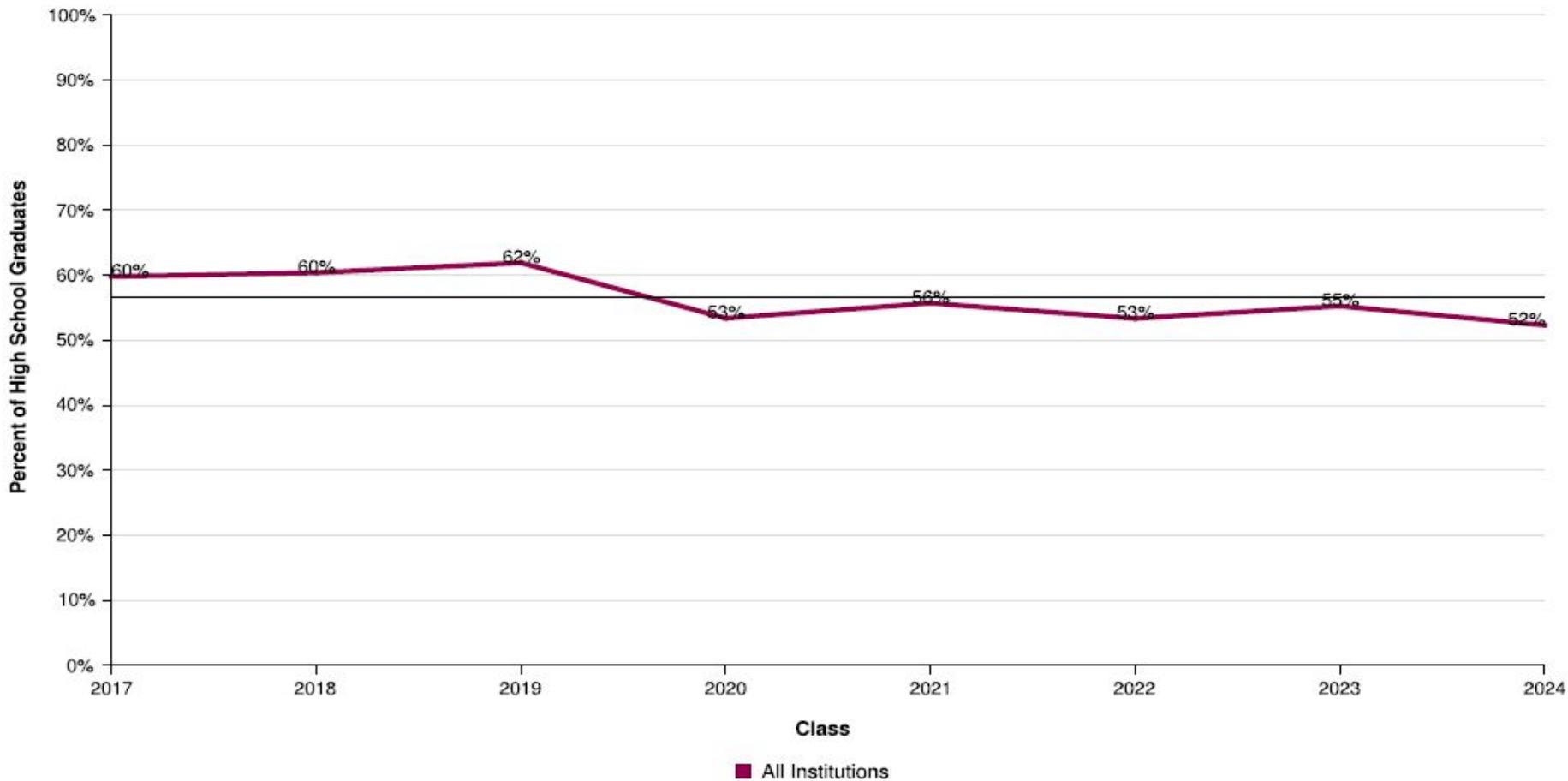
## Total Awards Earned per Year

Students who upgrade from a Commendation to a Seal will only be counted in the year of the higher award

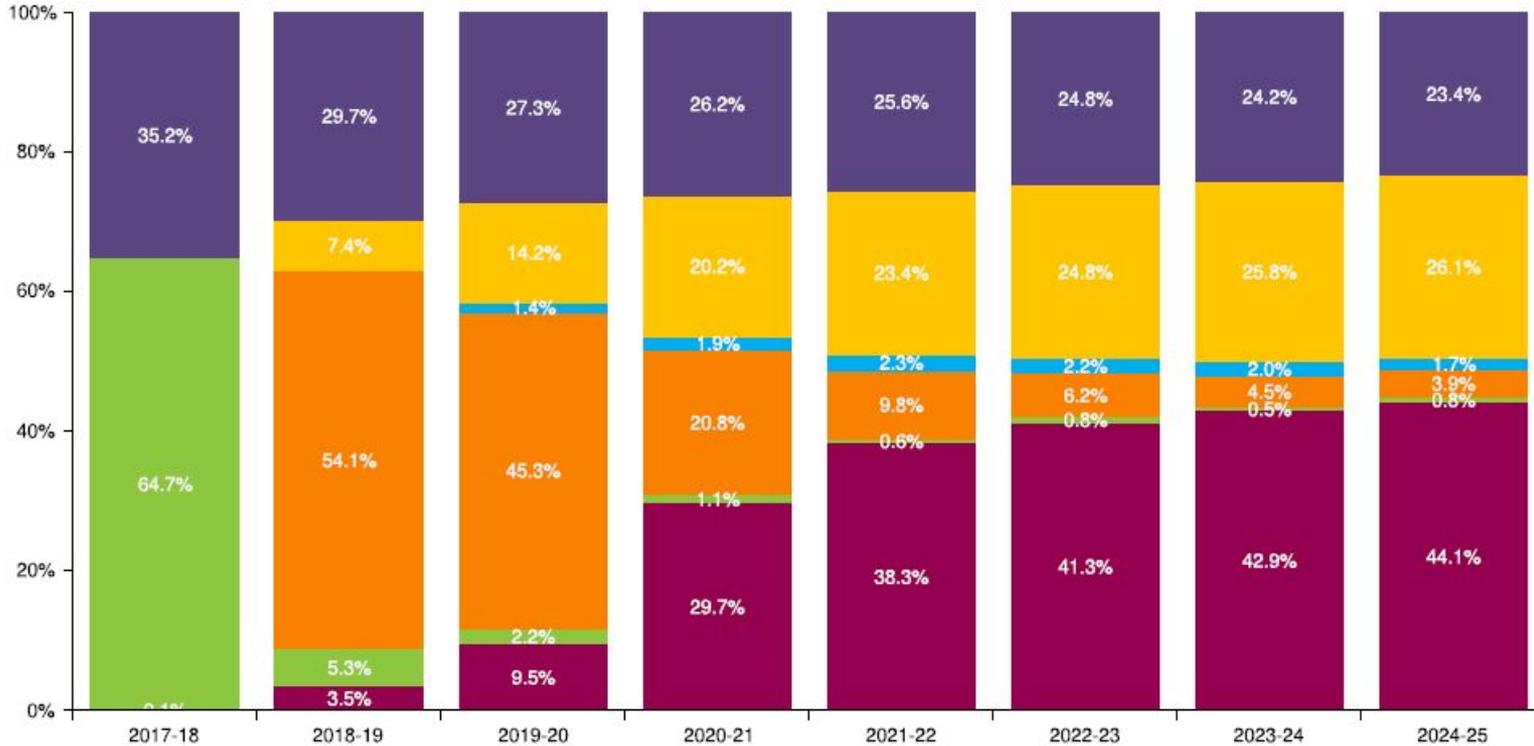


# Percent of Students Enrolled in College the Fall Immediately After High School

Effective Date = August 21, 2025



## Class of 2017 Postsecondary Enrollment and Progress



50.5% of students earned a degree or are still actively working towards one.

- Graduated
- New to College
- Persisted
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date

**Summative  
Designations**

**2025**



# What is an Annual Summative Designation?

16

- **Multiples measure** index of academic achievement and student success
- Given **annually** and based on the prior year's performance
- Designed to **identify schools** for support by placing them in **school improvement status**
  - Including schools with student groups needing support in otherwise reasonably performing schools
  - A school **in school improvement status remains in status** for 4 years, regardless of changes to its annual summative designation during those years in order to encourage sustainability of progress



# Five Summative Designations



## Exemplary

(Overall performance in the top 10% of all schools.)

Must have no targeted student groups or below the "all students" group of the lowest-performing 5% of schools. High schools must have a graduation rate higher than 67%.

## Commendable

(Overall performance not in the top 10% of all schools.)

Must have no targeted student groups at or below the "all students" group of the lowest-performing 5% of schools. High schools must have a graduation rate higher than 67%.

## Targeted

(One or more student groups performing at or below the "all students" group of the lowest performing 5 percent of schools.)

Student Groups -Racial/Ethnic Groups, Children with disabilities, Economically disadvantaged students, English Learners, Former English Learners.

## Comprehensive

(School overall in the bottom 5% of Title 1-eligible schools.)

All high schools with a graduation rate below 67 percent AND all schools that have completed a full four-year Targeted Support school improvement cycle, where the same student group was reidentified for Targeted support at the end of the cycle.

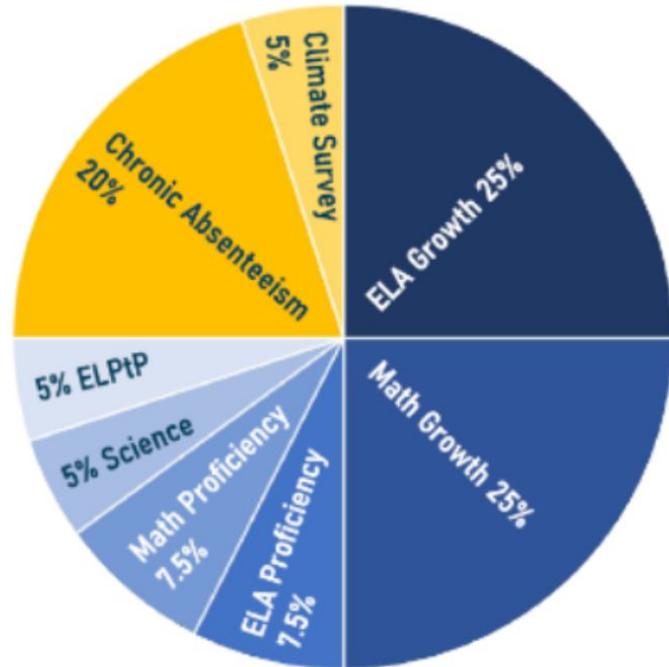
## Intensive

(School reidentified for Comprehensive support at the end of a 4-year improvement cycle.)

An Intensive support designation initiates Intensive school improvement status and the school is subject to more rigorous state-determined action.

# 2024-2025 Summative Designation Indicators

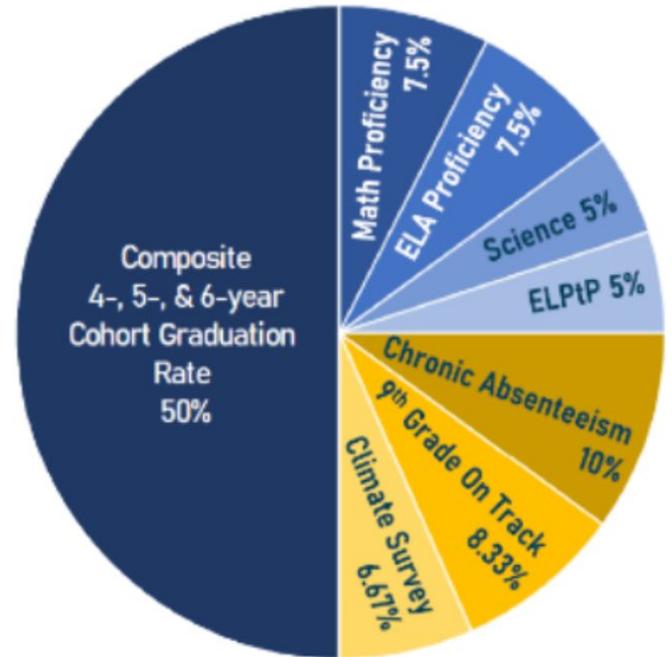
## Elementary/Middle Band (ES)



2024-2025  
Data

(ELPtP)  
English  
Learner  
Progress to  
Proficiency

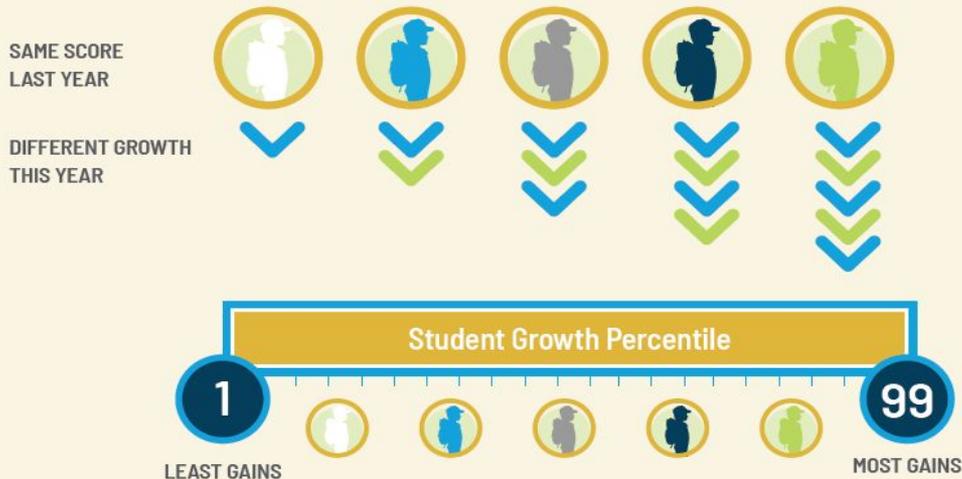
## High School Band (HS)



# Student Growth

Weighting growth at 50 percent of a P-8 school's designation represents Illinois' commitment to fairness and equity. Proficiency shows whether or not students have mastered a common, high standard; whereas growth recognizes progress toward and beyond the standard, no matter where each student started. Demographics do not predict growth. Data show that students of all races, income levels, languages, and disability statutes demonstrate growth across the full range. Our rigorous assessments ensure there is more than enough room at the top to measure the growth of even Illinois' highest achievers. Illinois uses student growth percentiles (SGP) to calculate growth.

## SGP Compares a Student's Growth to Academic Peers in Illinois



Imagine a fifth-grade student who had a scale score of 650 in math last year. SGP compares that student's math score this year to all other Illinois students in the same grade, in same subject, and who had the same scale score last year. SGP then orders the students on a scale of 1 to 99 by how much their scores grew. The student who made the greatest gains receives a math SGP of 99. The student who made the least gains receives a math SGP of 1.

**A student's growth percentile means the student grew the same or more than that percent of their peers in Illinois who started at the same baseline.**

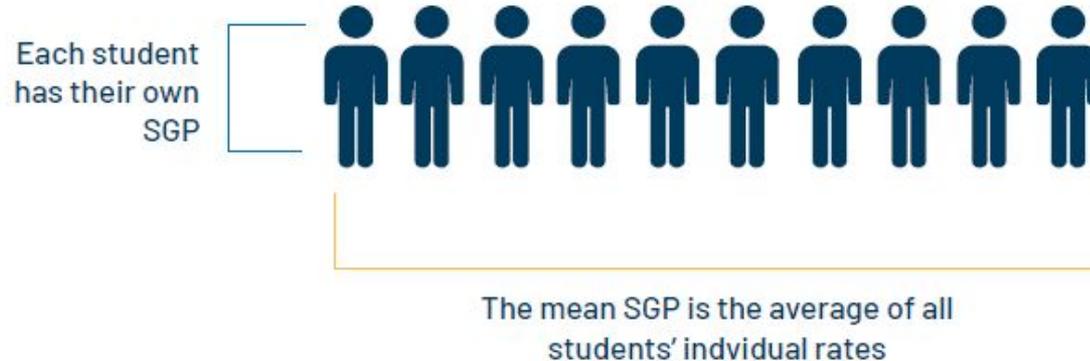
SGP also looks at students' scores the year before last, for up to three years of data, which allows us to identify a true growth trend. Illinois' support and accountability system uses a school's mean SGP, which is the average of its individual students' SGP.

# Student Growth

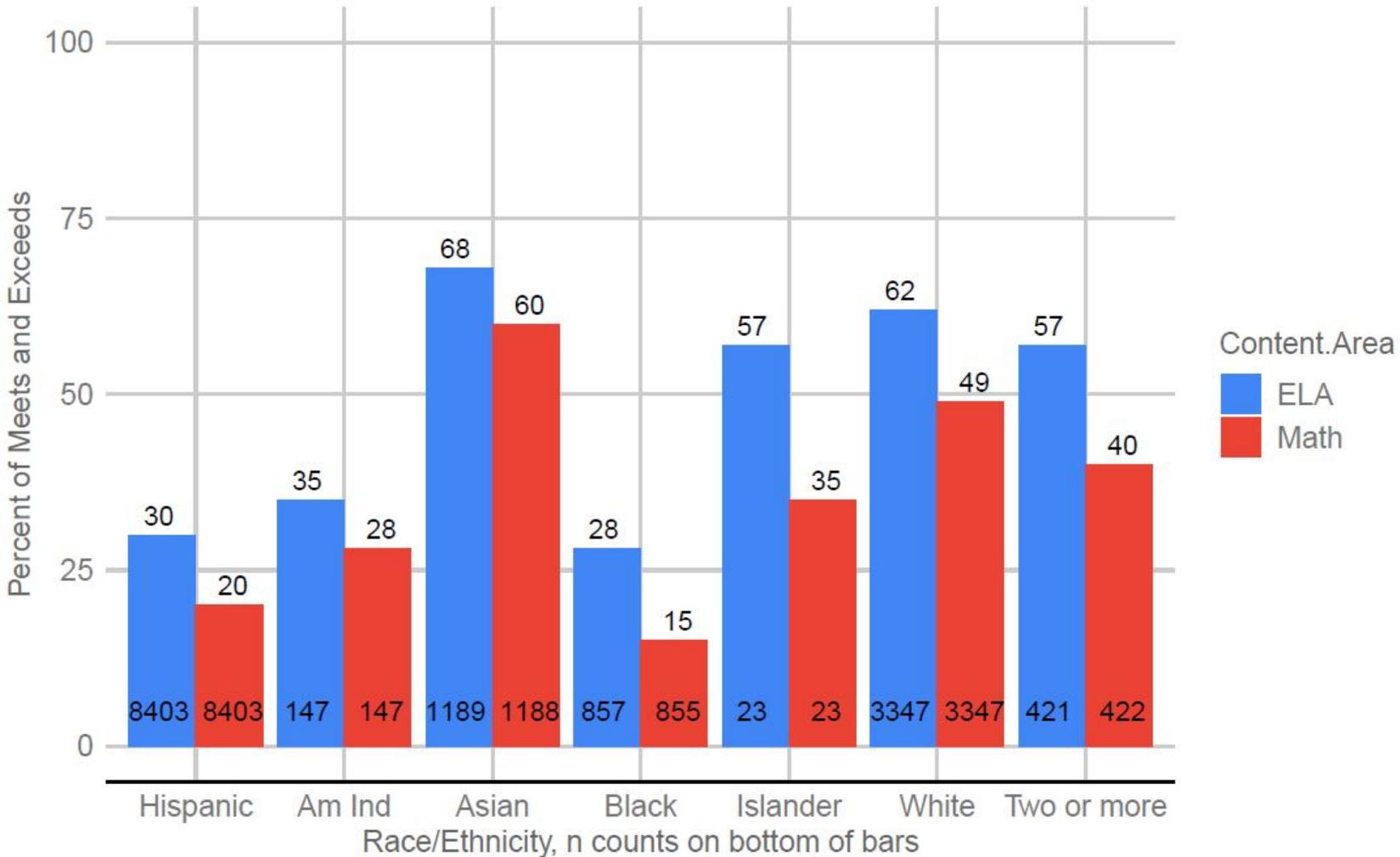


## What is Mean SGP?

A school's mean SGP is the average of its individual students' SGPs. If 100 cars drive from Springfield to Chicago, each car's "SGP" would be its average rate of speed across the entire journey. The "mean SGP" would be the average of all 100 cars' individual rates. The mean SGP accounts for 50 percent of a P-8 school's annual summative designation.



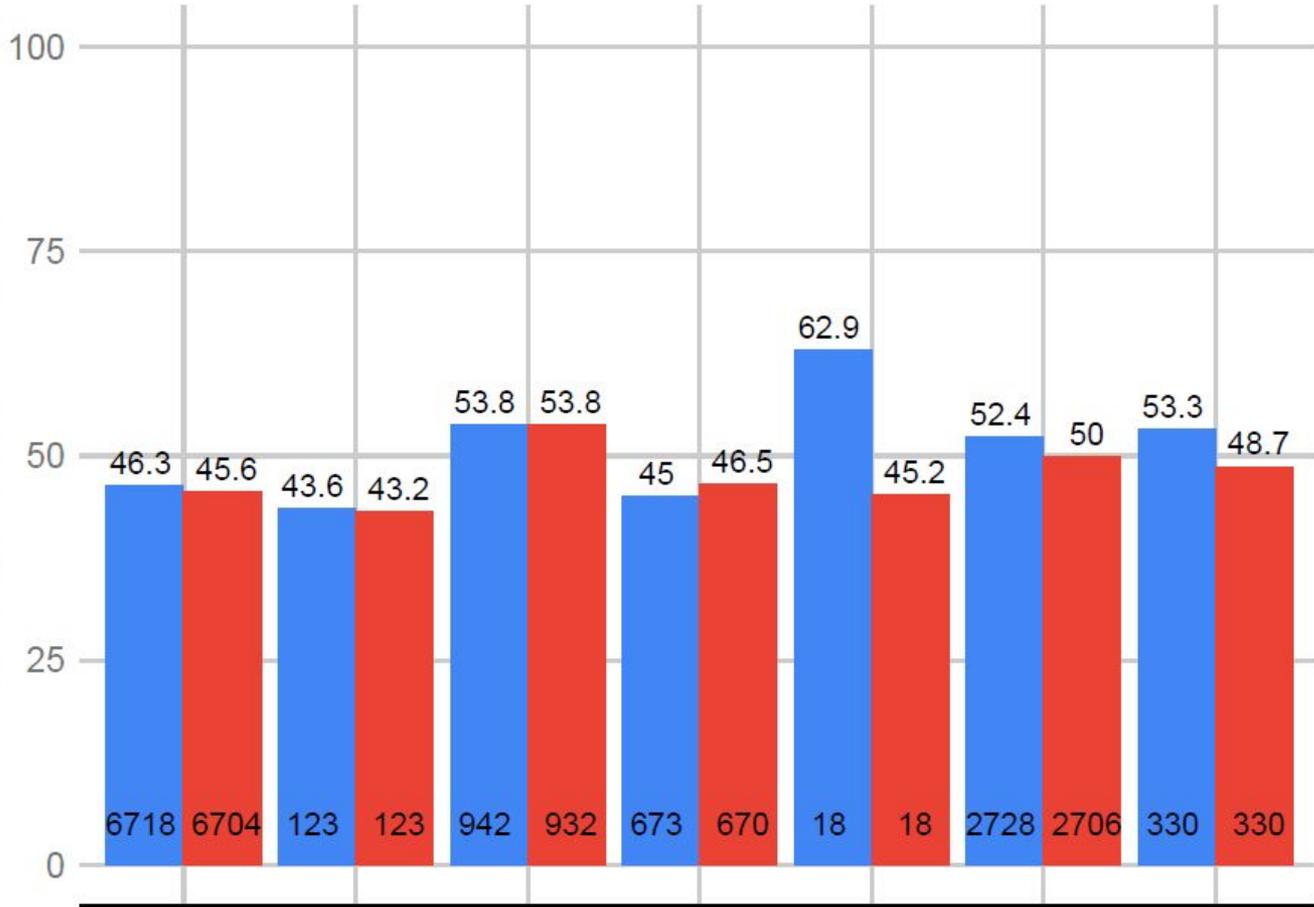
# District 3-8 2025 IAR Proficiency by Race/Ethnicity



# District 4-8 2025 IAR Growth Percentiles by Race/Ethnicity



Mean Student Growth Percentile



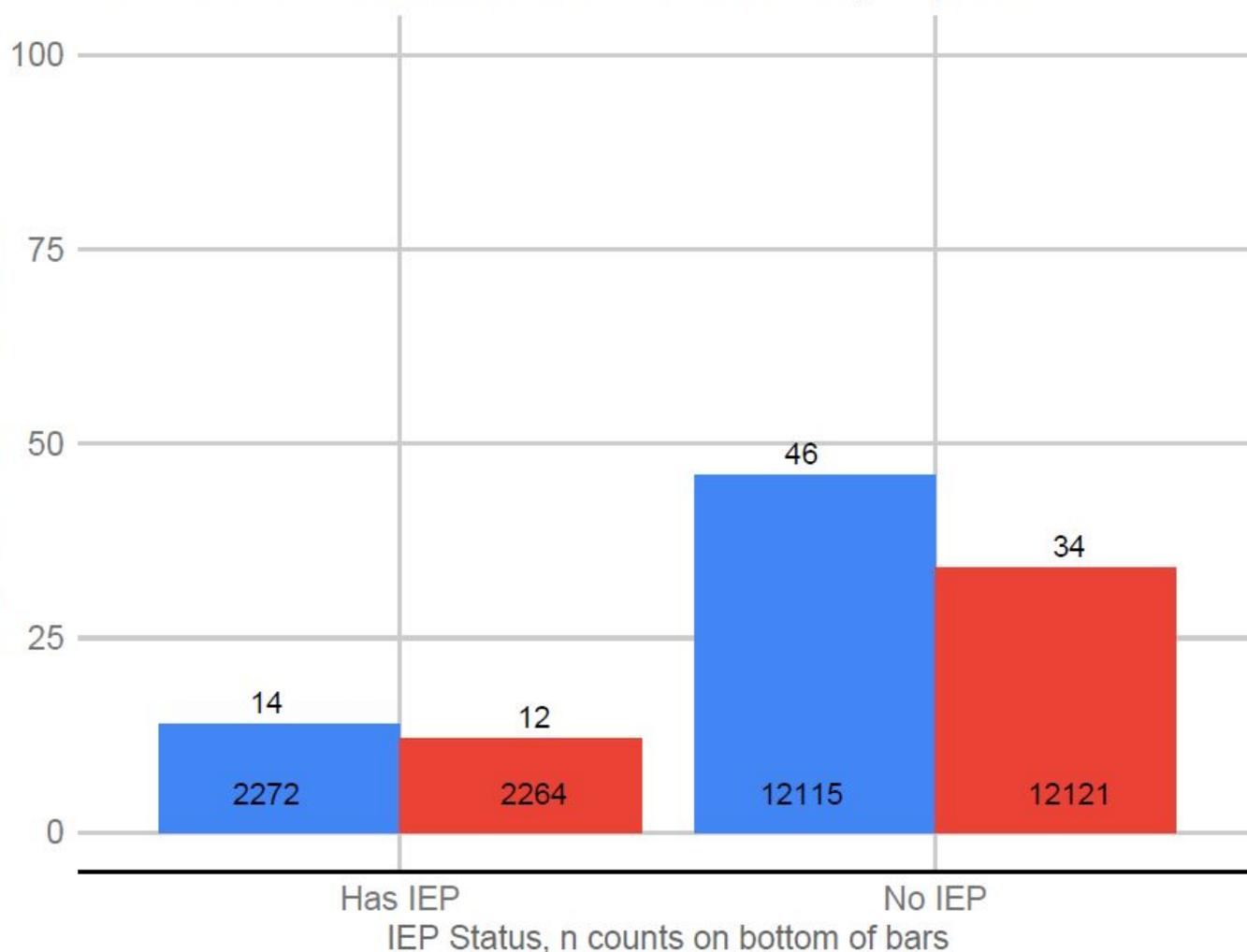
Content.Area  
■ ELA  
■ Math

Race/Ethnicity, n counts on bottom of bars

# District 3-8 2025 IAR Proficiency by IEP



Percent of Meets and Exceeds



Content.Area

- ELA
- Math

Has IEP No IEP

IEP Status, n counts on bottom of bars

# District 4-8 2025 IAR Growth Percentiles by IEP

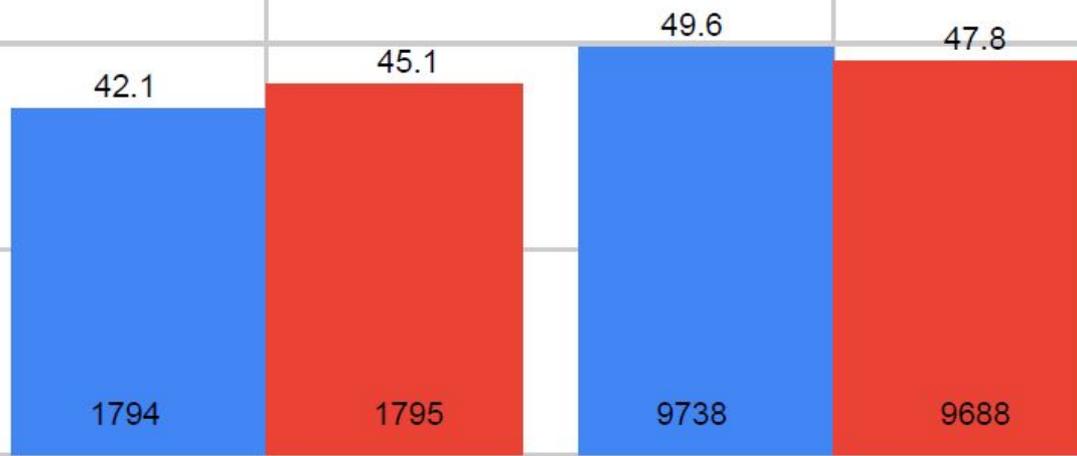


Mean Student Growth Percentile

100  
75  
50  
25  
0

Content.Area

- ELA
- Math



Has IEP

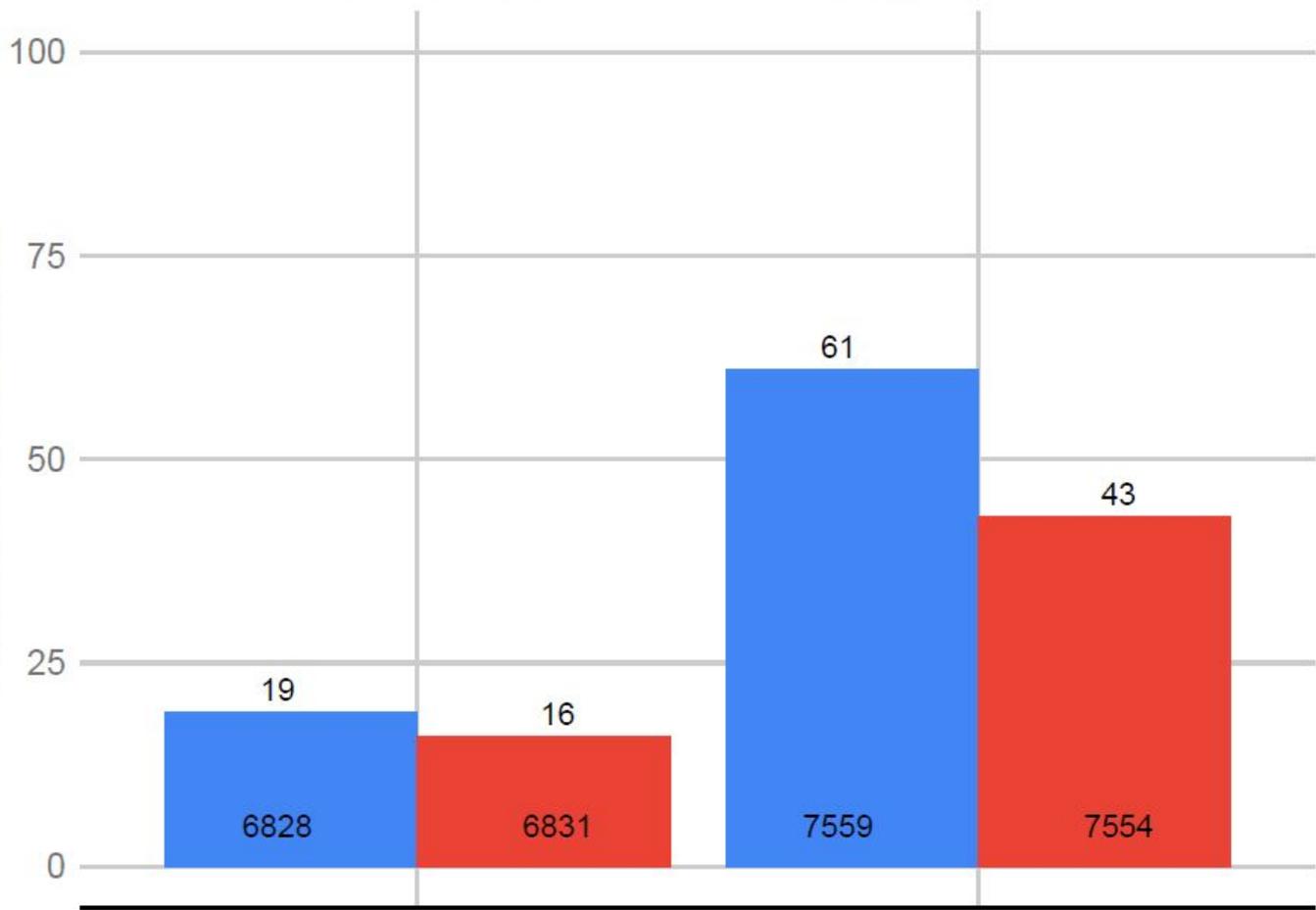
No IEP

IEP Status, n counts on bottom of bars

# District 3-8 2025 IAR Proficiency by EL



Percent of Meets and Exceeds



Content.Area

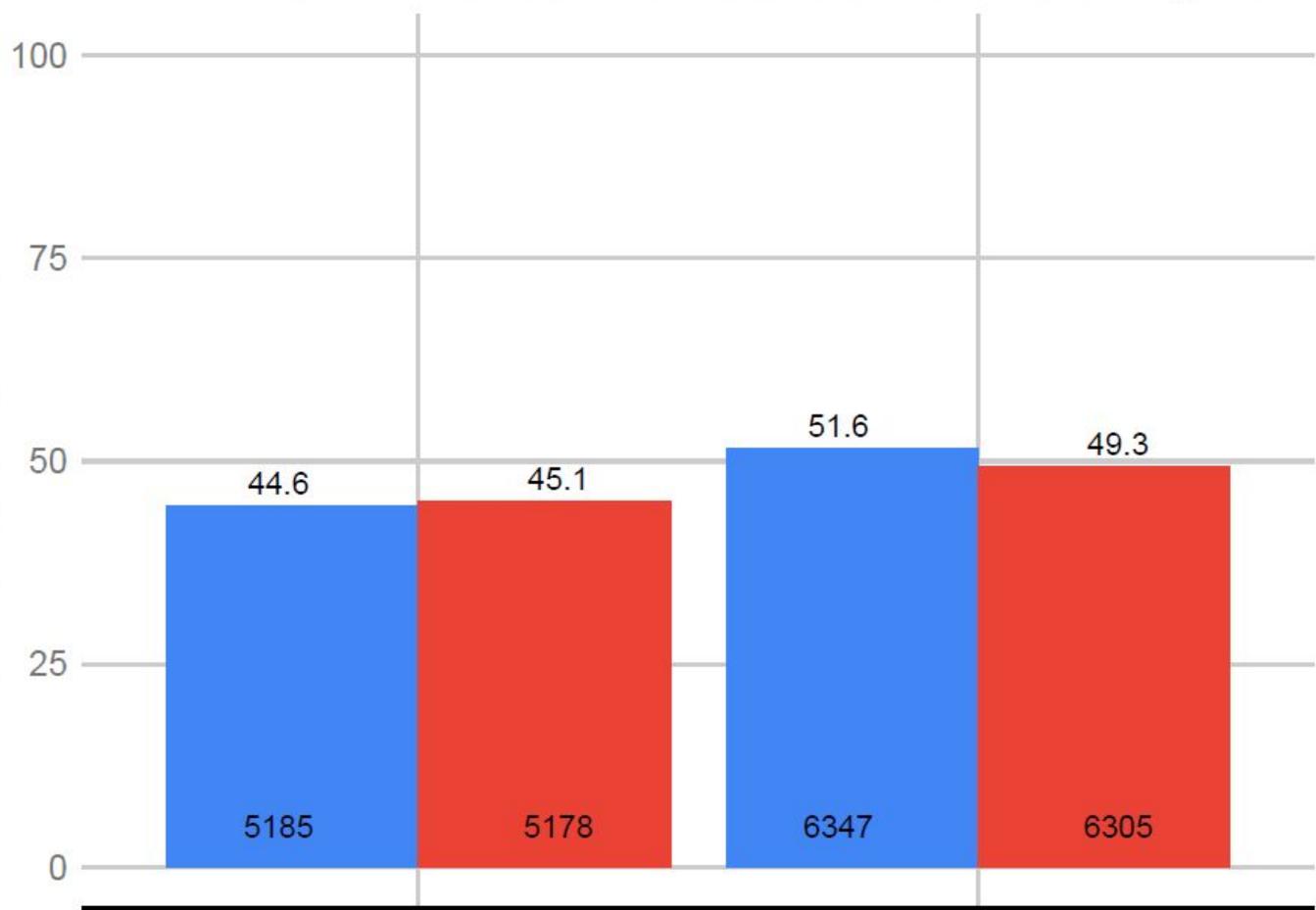
- ELA
- Math

EL Not EL  
EL Status, n counts on bottom of bars

# District 4-8 2025 IAR Growth Percentiles by EL



Mean Student Growth Percentile



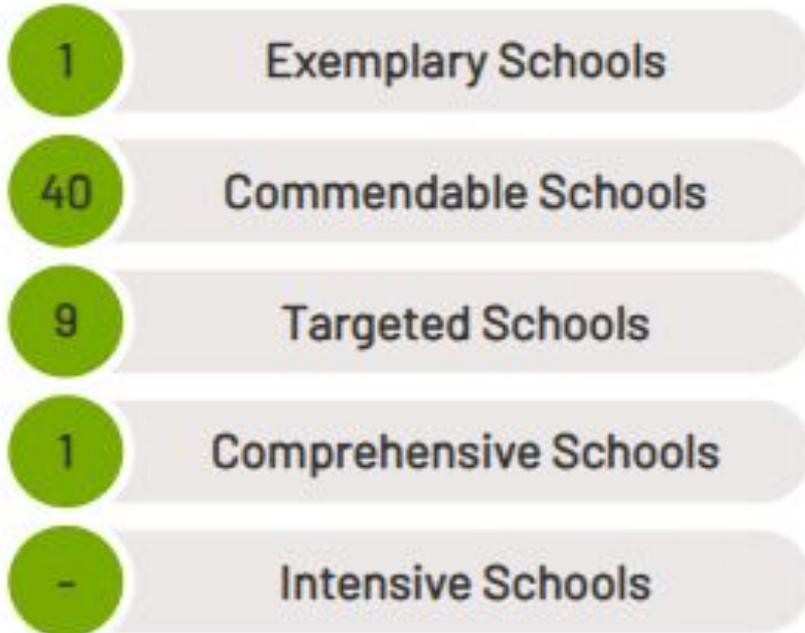
Content.Area  
■ ELA  
■ Math

EL Not EL  
EL Status, n counts on bottom of bars

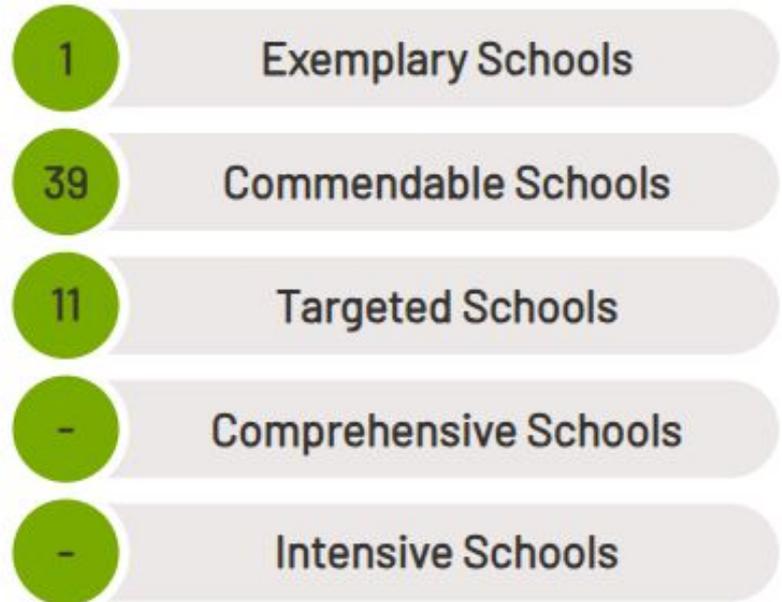
# Annual Designations



## 2024



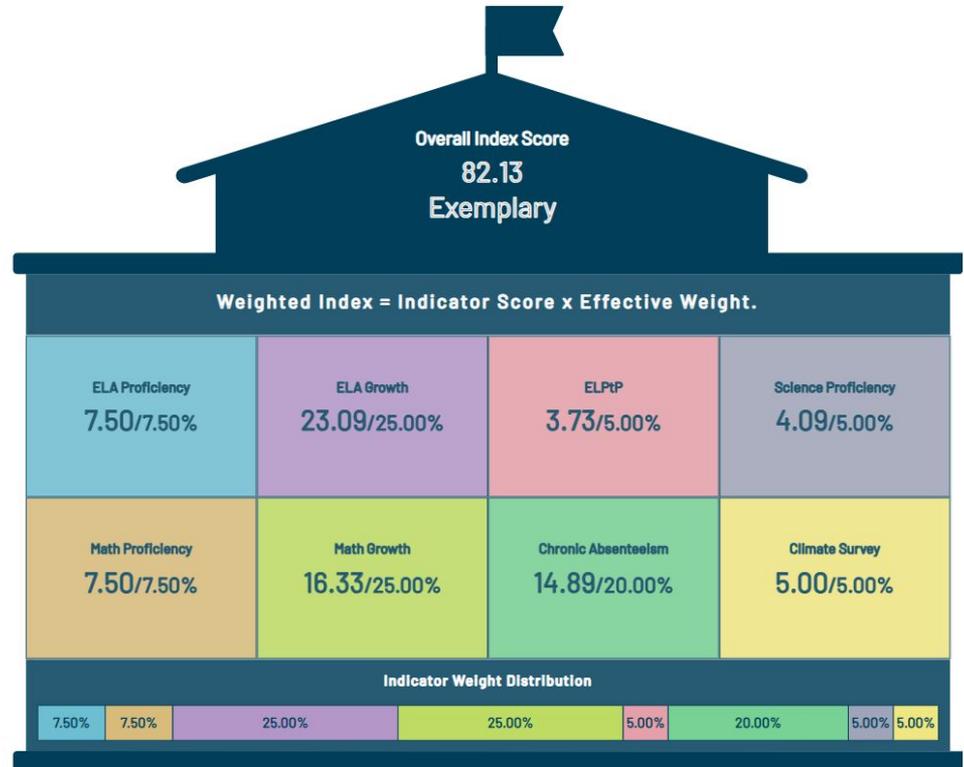
## 2025



# Exemplary School



**Prairieview** earned Exemplary status in 2025!



# 2025 Commendable Schools



Bartlett	Elgin	Larkin	South Elgin	Streamwood	Middle	High
Centennial Horizon Ontarioville Spring Trail Sycamore Trails	Coleman Huff Lincoln Lords Park Ronald O'Neal Timber Trails	Century Oaks Creekside Harriet Gifford Hillcrest Washington	Bartlett Clinton Fox Meadow Liberty Nature Ridge Otter Creek Wayne Willard	Glenbrook Hanover Countryside Heritage Oakhill Parkwood Ridge Circle Sunnydale	Eastview Ellis Kenyon Woods Kimball	Bartlett Elgin South Elgin Streamwood

\*Schools highlighted in orange are in a Comprehensive improvement cycle.

\*\*Schools highlighted in yellow are in a Targeted improvement cycle.

# Targeted Schools



Bartlett	Elgin	Larkin	Streamwood	Middle	High
<p><b>Laurel Hill</b> Children with a Disability (CWD)</p>	<p><b>Channing</b> (CWD) <b>McKinley</b> (CWD)</p>	<p><b>Highland</b> (CWD, Black/African American) <b>Lowrie</b> (CWD)</p>	<p><b>Hilltop</b> (CWD)</p>	<p><b>Abbott</b> (CWD, Black/African American) <b>Canton</b> (Black/African American) <b>Larsen</b> (CWD, EL) <b>Tefft</b> (CWD)</p>	<p><b>Larkin</b> (Native American)</p>

\*Schools highlighted in orange are in a comprehensive improvement cycle.

\*\*Schools highlighted in yellow are in a targeted improvement cycle.

# Comprehensive Schools



No schools were newly identified as comprehensive for 2025, nor scored in the comprehensive range. The last time this occurred was in 2021.

# Next Steps and Support for Targeted Schools



- **School Instructional Leadership Teams will complete a needs assessment through ISBE called the Illinois Quality Framework (IQF) with the support of ESC administrators and Executive Directors.**
- **The IQF will help the teams drill to the root causes of their designation and plan for implementation for the next 3 years.**
- **Targeted and Comprehensive schools will each receive grant funding from Title 1003(a) to support their efforts.**
- **The Office of Schools, in partnership with Teaching and Learning and Equity and Innovation, will provide ongoing guidance and support, as deemed necessary.**

**2025-2026  
Progress on Key  
Measures**

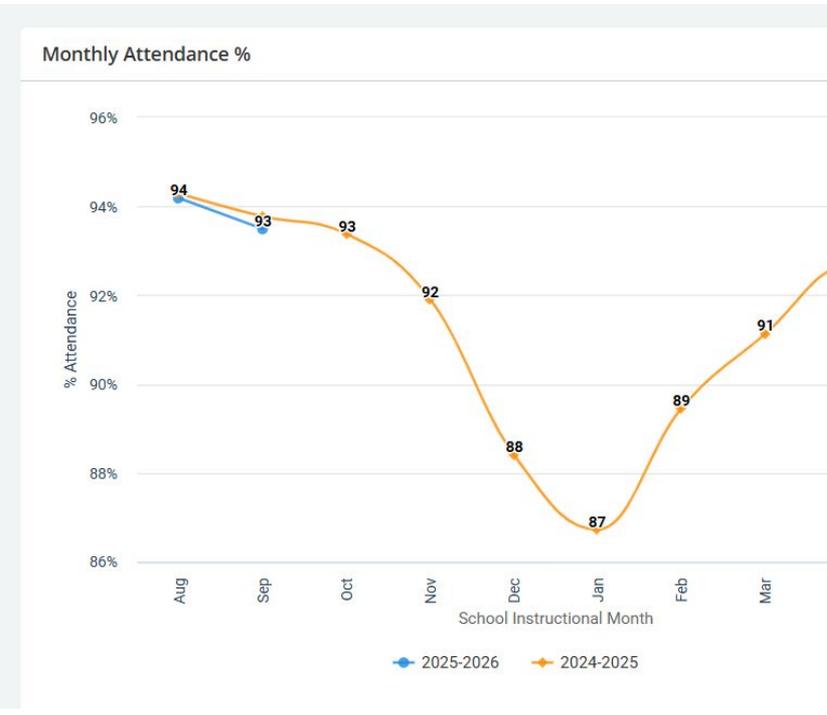
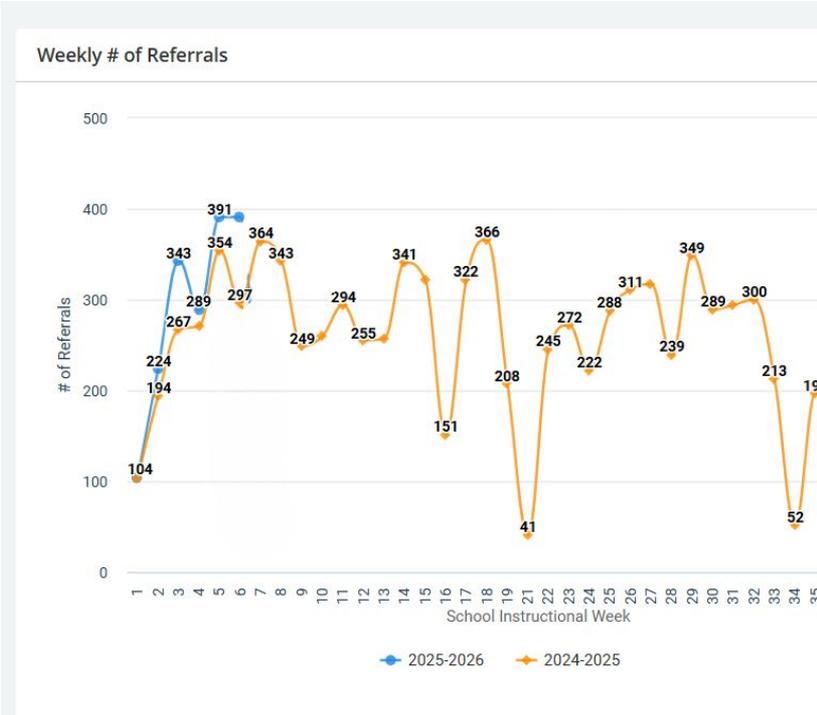


# Strategic Plan Goal #1

## Building Early Academic and Social Emotional Foundations



### 1.A: PreK-2nd Grade SEL - Attendance and Behavior Referrals



# Strategic Plan Goal #1

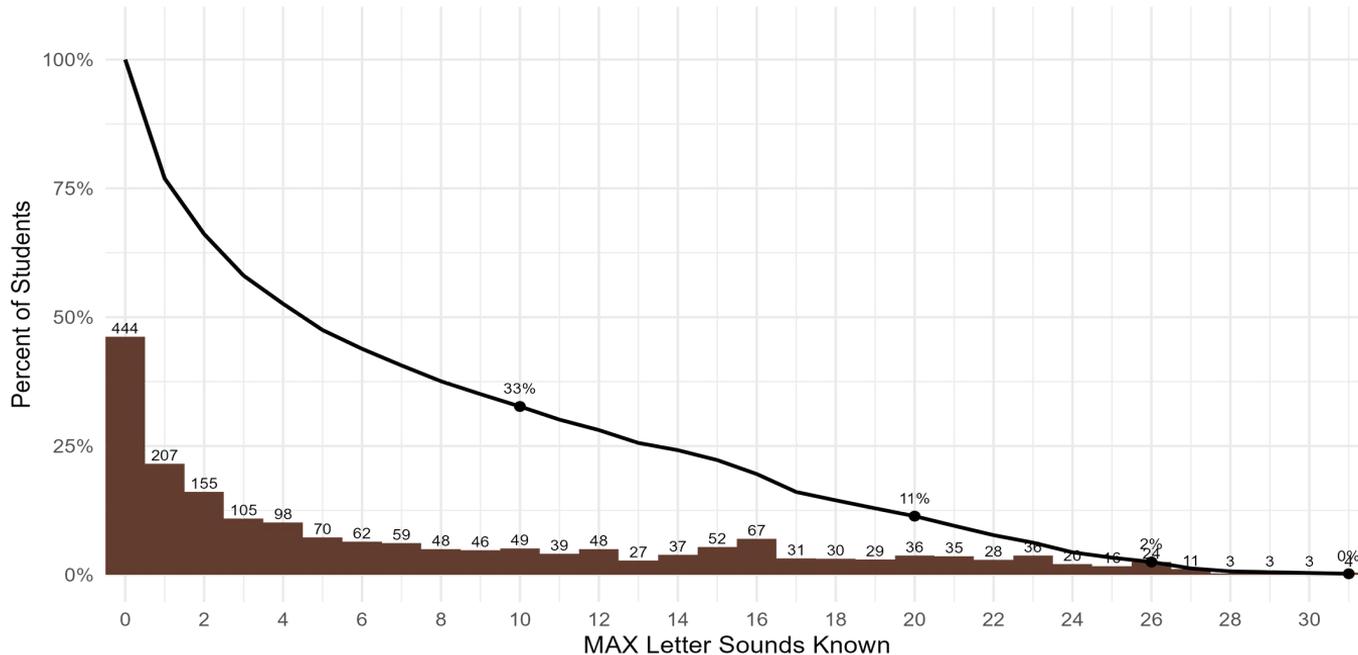
## Building Early Academic and Social Emotional Foundations



### 1.B: Kindergarten - Letter Sounds in Spanish and/or English

**MAX Letter Sounds: Distribution with Cumulative %  $\geq X$**

n=1922 | Missing MAX=151



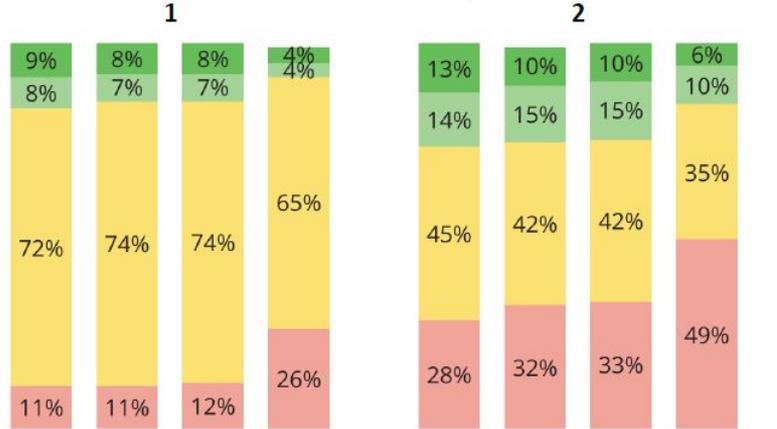
# Strategic Plan Goal #1

## Building Early Academic and Social Emotional Foundations



### 1.B: 1st and 2nd Grade Literacy - iReady

#### Reading



#### Evaluación Diagnóstica de lectura



Natl. Norm	Natl. YTD	IL YTD	District
—	~539K	~17K	2,113

Natl. Norm	Natl. YTD	IL YTD	District
—	~608K	~19K	2,168

Natl. YTD	IL YTD	District
~27K	~3K	884

Natl. YTD	IL YTD	District
~27K	~3K	897

■ Mid or Above Grade Level   
 ■ Early On Grade Level   
 ■ 1 Grade Level Below   
 ■ 2 Grade Levels Below   
 ■ 3+ Grade Levels Below

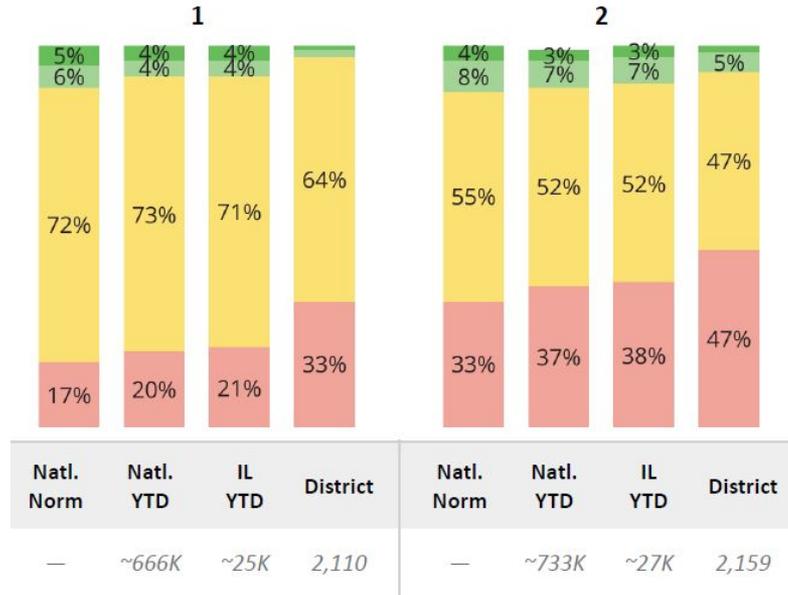
# Strategic Plan Goal #1

## Building Early Academic and Social Emotional Foundations



### 1.C: 1st and 2nd Grade Numeracy - iReady

#### Math



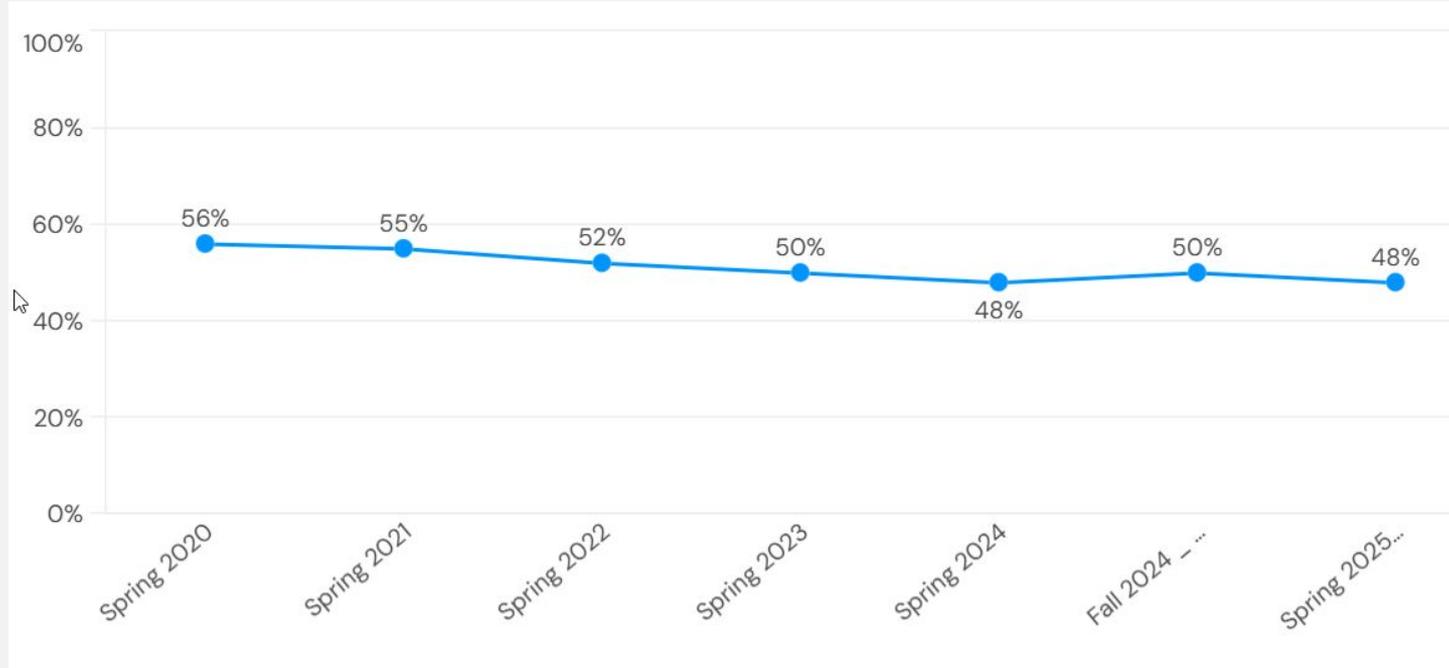
■ Mid or Above Grade Level    
 ■ Early On Grade Level    
 ■ 1 Grade Level Below    
 ■ 2 Grade Levels Below    
 ■ 3+ Grade Levels Below

# Strategic Plan Goal #2

## Safety, Sense of Belonging, and Inclusion



### 2.A: Supportive Climate: Panorama



# Strategic Plan Goal #2

## Safety, Sense of Belonging, and Inclusion



### 2.A/B: Supportive Climate: Chronic Absenteeism, Out of School Suspensions, and Bullying Referrals

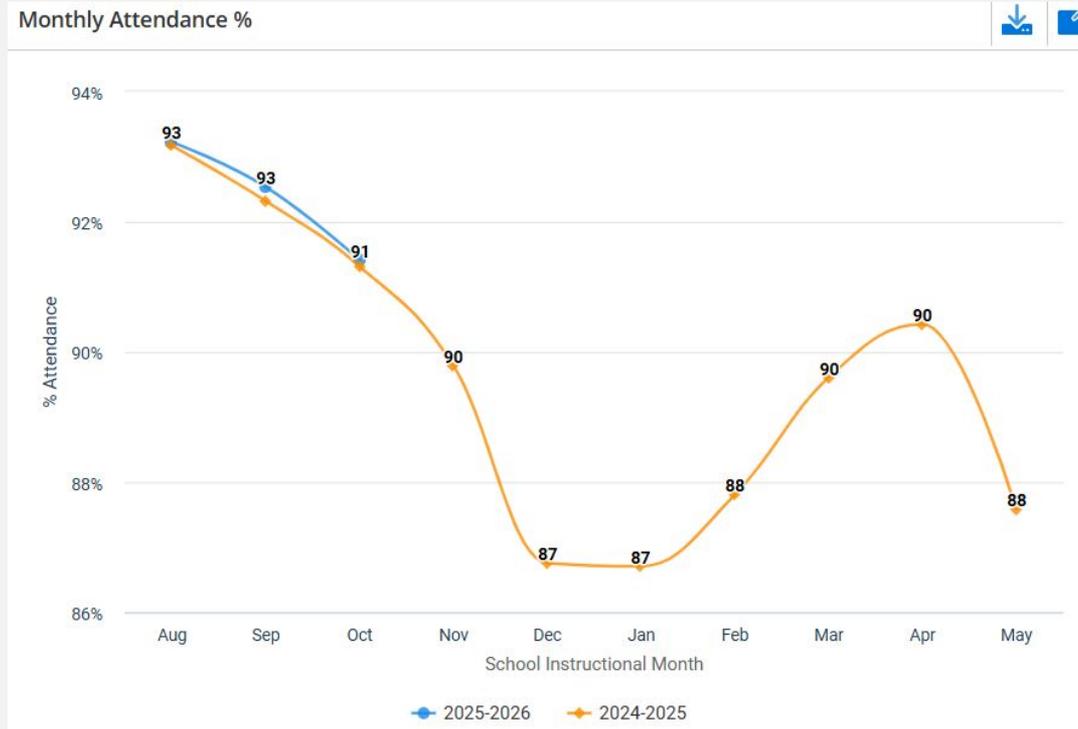
As of 10/22 for 2024 and 2025	2024-2025	2025-2026
Chronic Absenteeism Rate	38.3%	24.2%
# Students with more than one suspension (OSS or ISS)	589	491
# of Referrals for bullying	243	175

# Strategic Plan Goal #2

## Safety, Sense of Belonging, and Inclusion



### 2.B: Supportive Climate: Attendance



# Strategic Plan Goal #2

## Safety, Sense of Belonging, and Inclusion



### 2.C: Student Participation in Athletics

<u>School</u>	<u>Total Athletes</u>	<u>Enrollment</u>	<u>Percentage</u>
EHS	625	2,383	26%
BHS	649	2,180	30%
LHS	516	1,937	27%
SHS	408	1,553	26%
SEHS	726	2,494	29%
<b>Totals Overall</b>	<b>2,924</b>	<b>10,547</b>	<b>28%</b>

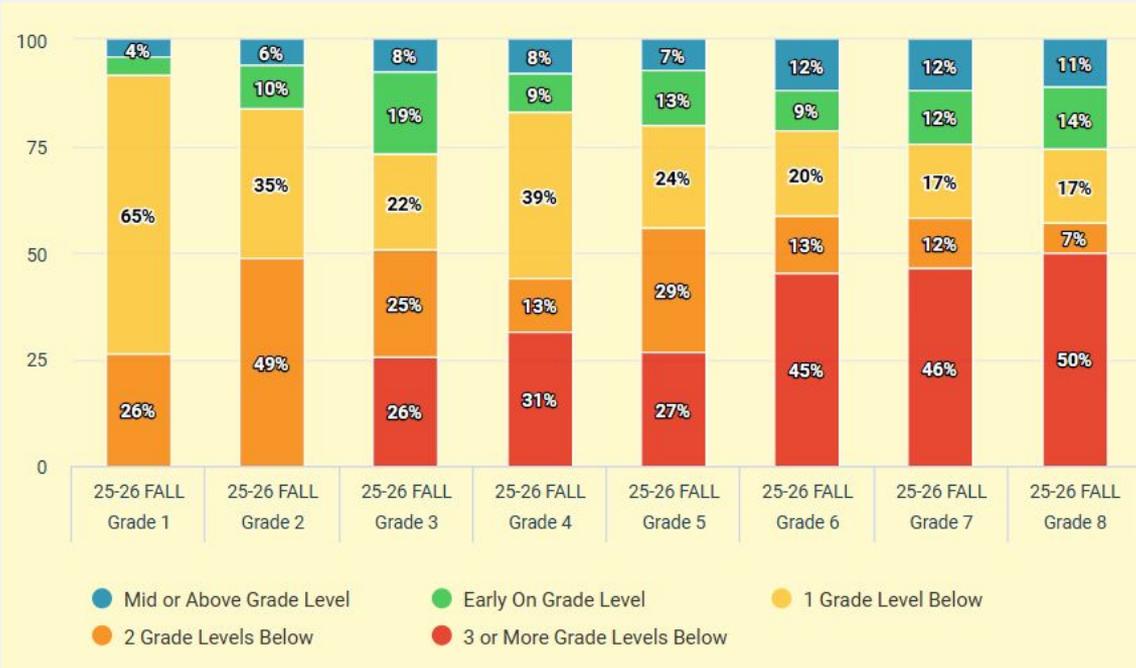
# Strategic Plan Goal #3

## Academic Growth and Mastery



### 3.A: Student Growth and Achievement on Assessments

#### iReady Reading



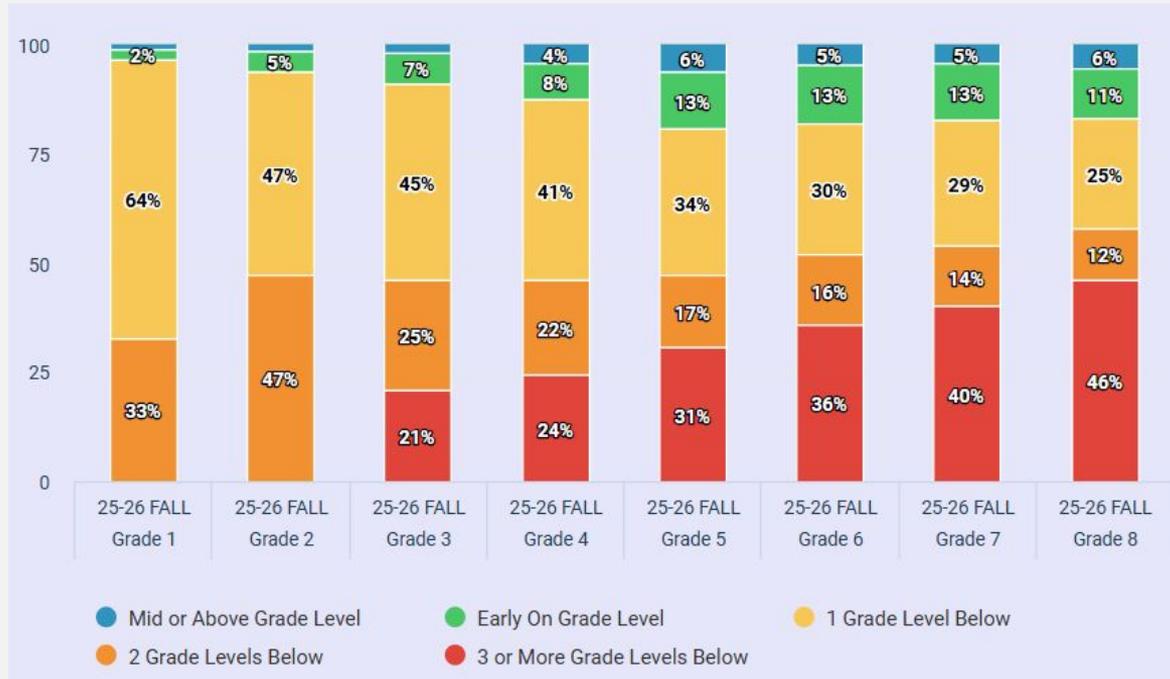
# Strategic Plan Goal #3

## Academic Growth and Mastery



### 3.A: Student Growth and Achievement on Assessments

#### iReady Math



# Strategic Plan Goal #3

## Academic Growth and Mastery



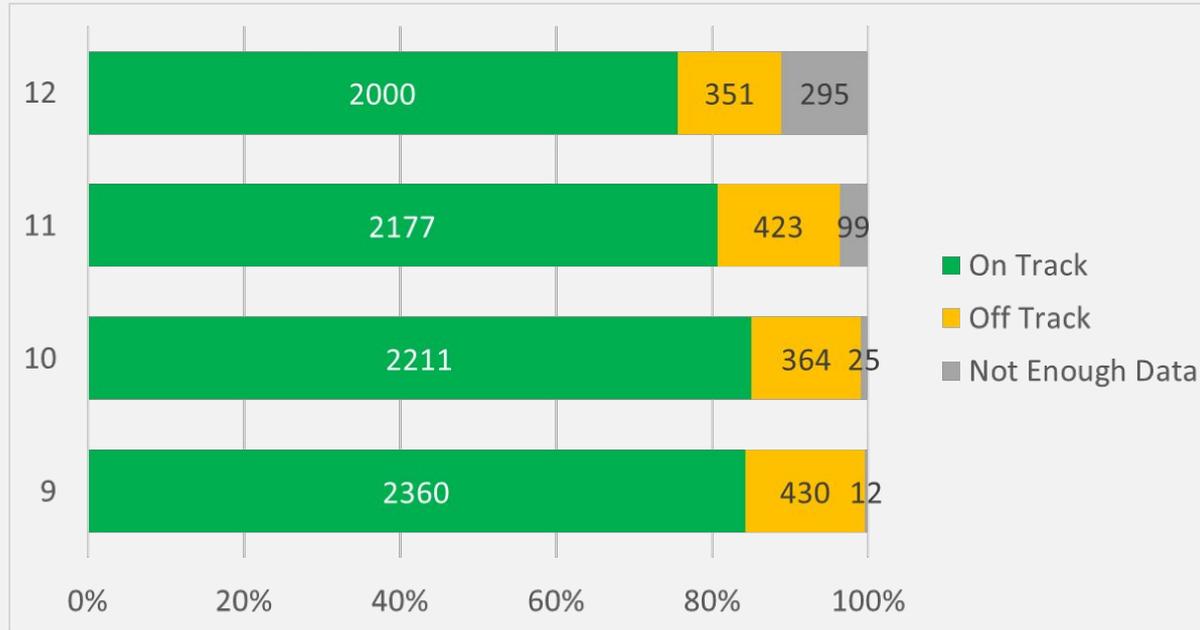
3.B: Students Scoring a 3 or Higher on Common Assessments



# Strategic Plan Goal #3 Academic Growth and Mastery



## 3.B: Students On-Track for Graduation



On Track = passing at least 5 classes and not failing more than 1 “core” class.

as of 10/22

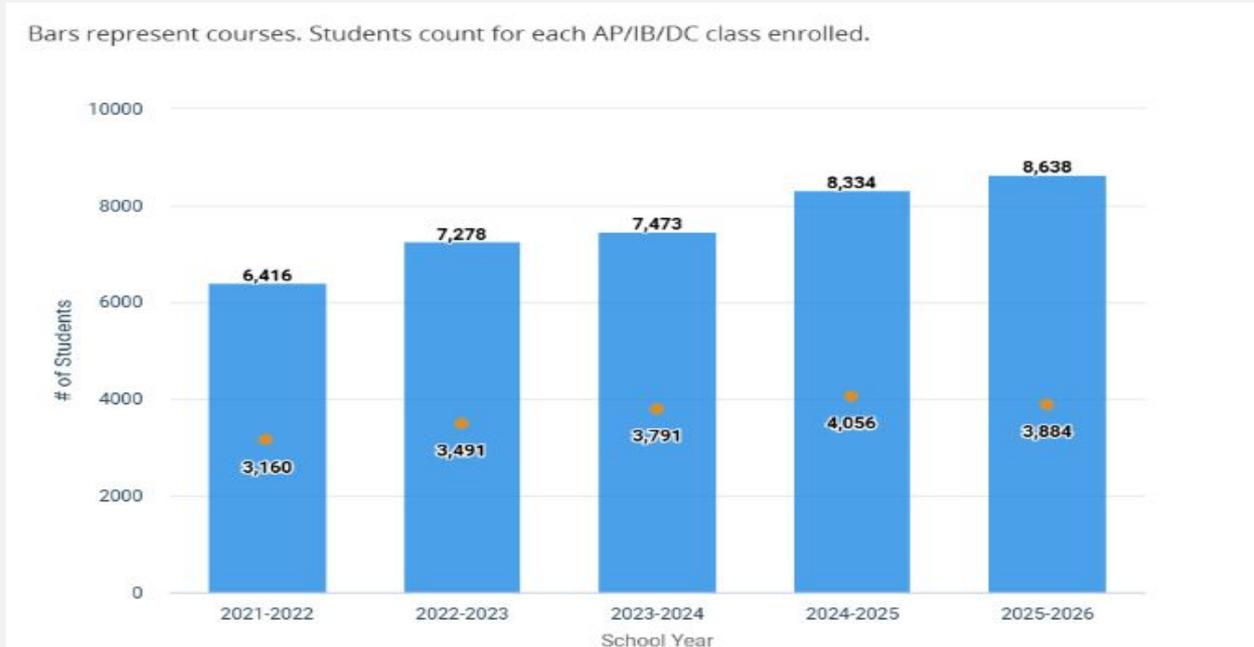
# Strategic Plan Goal #4

## Ready to Embrace a Diverse and Changing World



### 4.A: Student Enrollment and Success in Early College and Career Coursework

#### Advanced Placement/International Baccalaureate/Dual Credit



# Strategic Plan Goal #4

## Ready to Embrace a Diverse and Changing World



4.B: Students Completing Requirements of the PACE Framework



# Strategic Plan Goal #4

## Ready to Embrace a Diverse and Changing World



### 4.C: Students Demonstrating Qualities of the Portrait of a Graduate



**Thank you!**

**Questions?**

