



2026 Illinois Report Card

Accountability Indicators

Measure by Measure

Core Indicators

Critical student outcomes form the foundation of a school's profile.

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.

$$\left(\frac{\text{Proficient students across applicable subjects}}{\text{Students in those subject denominators}} \right) \times 100$$

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?

$$\frac{\text{Sum of eligible ELA and math SGPs}}{\text{Number of eligible ELA and math SGP records}}$$

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.

$$\begin{aligned} & (\text{Four-year rate} \times 60\%) + (\text{Five-year rate} \times 30\%) \\ & + (\text{Six-year rate} \times 10\%) \end{aligned}$$

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

What Does Composite Mean?

A composite indicator combines related information into one result. The information is combined differently for each core indicator because each one answers a different question.

School type	Core indicators
Elementary/middle school	Composite Proficiency • Composite Growth
High school	Composite Proficiency • Composite Growth • Composite Graduation Rate

Together, the core indicators show different parts of student success: current achievement, progress over time, and — at the high school level — successful completion. For complete calculation rules and performance thresholds, refer to the Building a Profile of Performance resource.

Elevating Indicators

Practical signals about conditions that support learning, engagement, and student success

Elevating indicators provide information that schools can use to celebrate strengths, investigate conditions, and support improvement. Strong performance can raise a school's overall profile when the requirements are met; lower performance does not lower the profile.

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.

$$\frac{\text{Sum of English Learner Progress scores}}{\text{Number of English Learner Progress records}}$$

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.

$$\left(\frac{\text{Consistently attending students}}{\text{Total students}} \right) \times 100$$

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.

$$\left(\frac{\text{Participating students}}{\text{Eligible students}} \right) \times 100$$

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

How These Indicators Help

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

What to Keep in Mind

- A school may have fewer available elevating indicators.
- Strong performance on the elevating indicators can raise the profile by one level (and only one level).
- The requirements to elevate depend on core performance.

Use elevating indicators as signals to explore what may be helping students attend, engage, participate, and progress — and what the school might strengthen next.

Related Resources:

[How to Read a Profile of Performance](#); [Understanding Student Growth](#); [Using Profiles for Continuous Improvement](#); [Accountability Indicators Measure by Measure \(Core Indicators\)](#); [Accountability Indicators Measure by Measure \(Elevating Indicators\)](#)