



2026 Illinois Report Card

Why Student Group Performance Matters

An overall school result tells only part of the story. Looking at student groups helps reveal whether students are learning, participating, and succeeding in similar ways. It can highlight where success is being shared, where differences exist, and where schools and communities may want to look more closely.

Three Schools With Three Different Stories

School A A Story of Equity



All student groups perform similarly. Improvements to core curriculum and instruction should benefit all students.

Student Group	School A Growth
All Students	60
White	61
Hispanic	58
Black	57
Low Income	57
Children with Disabilities	62

School B A Tale of Two Cities



Black and low-income students' experiences are not the same as their peers'. In what ways? Why?

Student Group	School B Growth
All Students	60
White	62
Hispanic	61
Black	29
Low Income	33
Children with Disabilities	58

School C A Pleasant Surprise



The school seems to be doing something unusually effective for students with disabilities. What is it? Can it be implemented for more or all students?

Student Group	School C Growth
All Students	60
White	58
Hispanic	59
Black	57
Low Income	56
Children with Disabilities	87

Student groups help reveal both challenges and successes that averages alone cannot show.

How Group Profiles Are Determined

Student group profiles use the same broad structure as the school profile. For each reported student group, the system considers core indicators and applicable elevating indicators. Each group profile then receives the same performance-level terms: Exemplary, Approaching Exemplary, Commendable, Developing, and Comprehensive.

Student group performance is one important part of the school's overall story. It does not replace the school's broader results, but it can place a guardrail on the final profile when one or more student groups receive a Comprehensive profile.

Group Results and How Results Affect the School Profile

School A



0 Comprehensive student groups

Move to core performance and elevating indicators

The school's final Profile of Performance is determined by its core performance and applicable elevating indicators, subject to other rules.

School B



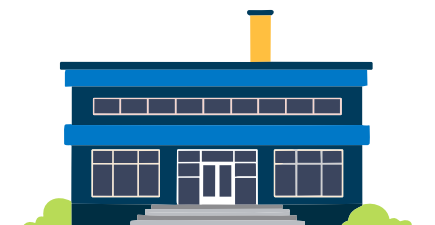
1 or more Comprehensive student groups

No limit to profile reaching Commendable or Developing

Guardrail prevents profile from reaching Exemplary and Approaching Exemplary

A Comprehensive student group profile can limit an otherwise higher school profile to Commendable. If the school is already Comprehensive, it remains Comprehensive.

School C



Student group profile is Developing, but not Comprehensive

Does not reach Comprehensive but identifies areas for improvement

The group result does not trigger the Comprehensive guardrail, but it identifies an area for investigation and improvement.

Use the Results for Improvement

Use student group results as a starting point for learning and improvement. Celebrate areas where success is broadly shared, look more closely at meaningful differences among groups, and consider what those differences might reveal about how your school practices are serving students equitably.

Accountability data is most useful when viewed alongside other evidence, including student work, classroom observations, attendance, survey feedback, and the perspectives of students, families, and educators. Together, these sources can help schools build on what is working and identify changes that could help every student thrive.

Questions to Ask When Reading Group Results

- ? How does each group compare with All Students?**
Whether the overall result reflects the experiences and outcomes of the students in each group
- ? Are the same groups showing challenges across several indicators?**
Whether there is a broader pattern worth investigating
- ? What do students, families, and educators say about the results?**
What local evidence may explain or add meaning to the numbers

Inquiries to Support Equity

- ? Does a strong All Students result mean that every student group is experiencing the same success?**
- ? Even if there are no Comprehensive student group profiles, do the results reveal meaningful differences in achievement, opportunity, participation, or school experience?**
- ? If there are different patterns of performance across student groups, how do students in these groups experience the school, curriculum, and instruction? What could be done to make it more welcoming, supportive, or engaging?**

Related Resources:

[An Overview of Profiles of Performance](#); [How to Read a Profile of Performance](#); [Using Profiles for Continuous Improvement](#)