Understanding the Accountability Redesign



November 4, 2026

Updated Designation Names

Previous Levels



Current Levels



Academic Core Indicator: Proficiency

Five Performance Levels	Clear Performance Criteria (Proficiency Shown)
Exemplary	≥ 75
Approaching Exemplary	≥ 52 < 75
Commendable	≥ 48 < 52
Developing	≥ 35 < 48
Comprehensive	< 35

Proficiency - The percentage of students who are meeting or exceeding expectations on state assessments (IAR, ISA ACT, DLM).

Academic Core Indicator: Growth

Five Performance Levels	Clear Performance Criteria (Growth)
Exemplary	≥ 60
Approaching Exemplary	≥ 52.5 < 60
Commendable	≥ 43 < 52.5
Developing	≥ 32.5 < 43
Comprehensive	< 32.5

Growth – Growth is the amount of academic progress students make over time, measured by how much they improve from one assessment to the next, regardless of where they start. A growth score of between 40 and 60 is considered demonstrating typical/expected growth.

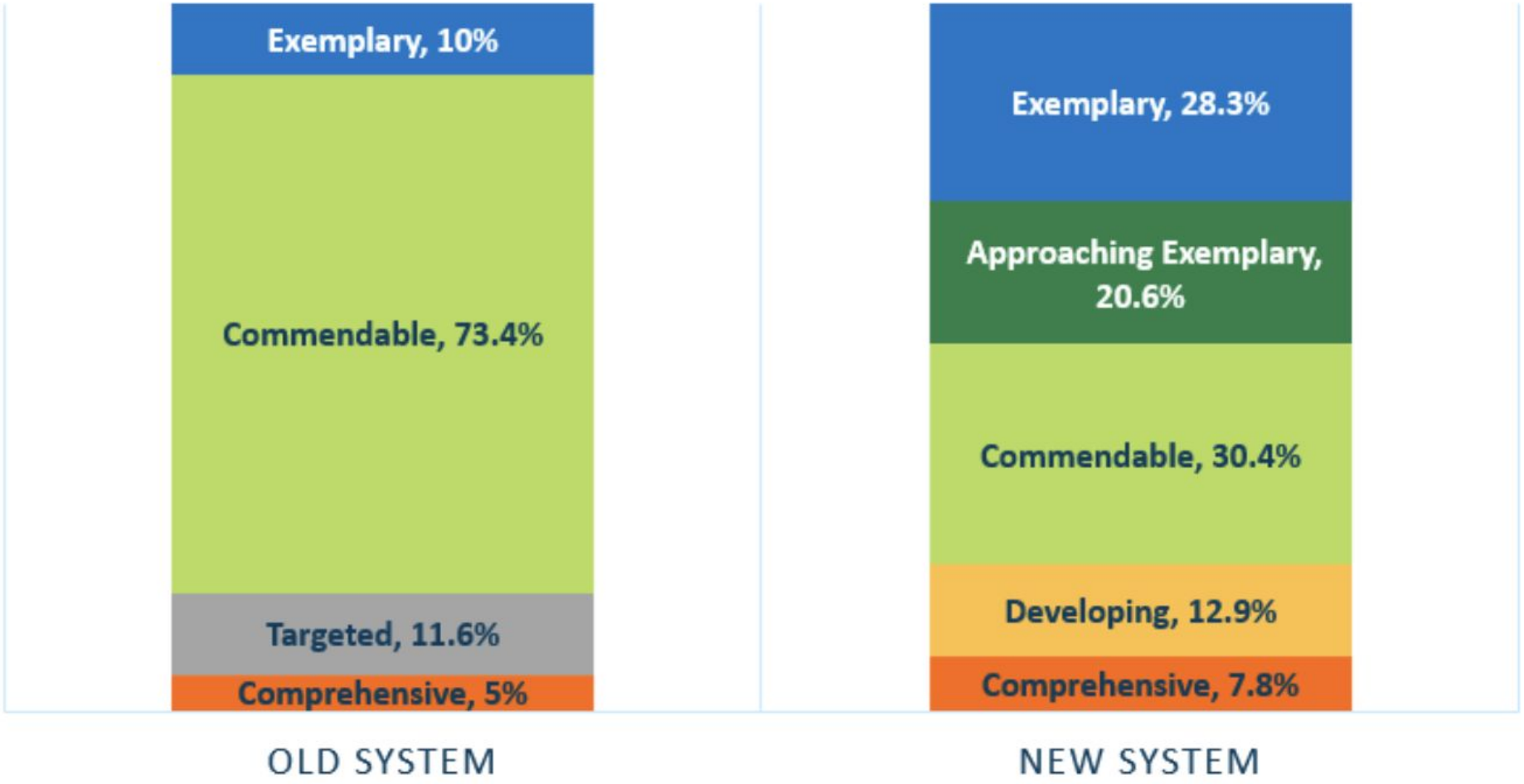
Academic Core Indicator: Graduation Rate (High School Only)

Five Performance Levels	Clear Performance Criteria (Graduation Rate)
Exemplary	≥ 93
Approaching Exemplary	≥ 88 < 93
Commendable	≥ 80 < 88
Developing	≥ 67 < 80
Comprehensive	< 67

Graduation Rate – The percentage of students who graduate with a regular high school diploma within four, five, or six years of entering 9th grade.

Accountability Based on Performance Not Rank

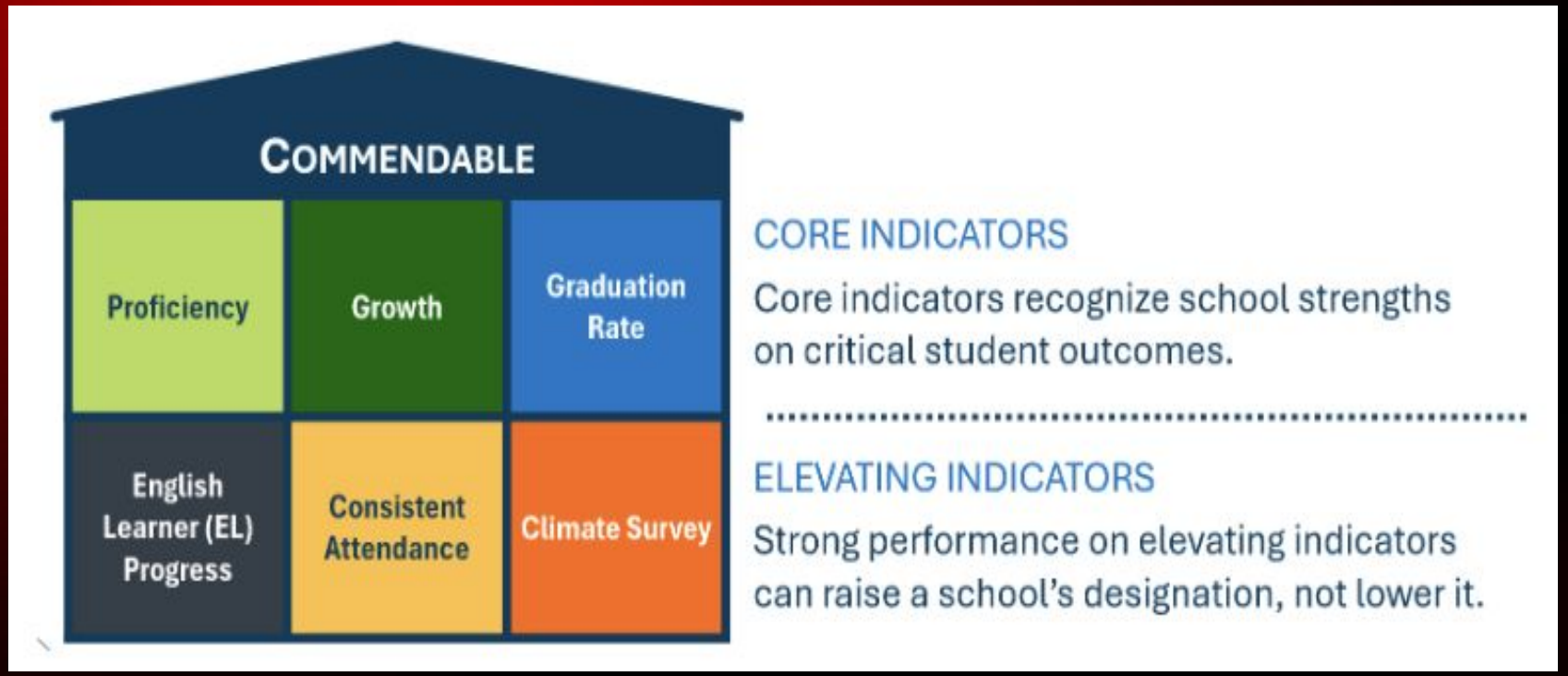
Performance in the Old and New Systems



Understanding PROFILE Performance Levels

- **Exemplary** and **Approaching Exemplary**
  - Strong performance across many indicators. The difference is the degree of strengths to build from.
  - No group has a Comprehensive profile.
- **Commendable**
  - Mixed patterns. May be strengths alongside clear opportunities for growth, or consistent average performance.
  - May be more visible gaps between student group performance, including Comprehensive student groups.
- **Developing** and **Comprehensive**
  - Performance challenges across core and elevating indicators. The difference is the degree of strengths to build from.
  - Low student group performance across some or many groups, which may be an early warning of larger patterns of performance.

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Profile of Performance Model

- No ranking or sorting
- Streamlines, simpler indicators
- Growth indicator for all schools
- Clear, easy to understand thresholds
- Strengths-based (half the indicators can elevate, but not lower a designation)



Elevating Indicators Defined

Elevating Indicator: EL Progress

Five Performance Levels	K-8 Schools	High School
Exemplary	≥ 75	≥ 50
Approaching Exemplary	≥ 50 < 75	≥ 40 < 50
Commendable	≥ 32.5 < 50	≥ 25 < 40
Developing	≥ 15 < 32.5	≥ 15 < 25
Comprehensive	< 15	< 15

EL Progress- Measures whether English Learners are making sufficient annual progress toward achieving English language proficiency within five years.

Elevating Indicator: Consistent Attendance

Five Performance Levels	K-8 Schools	High School
Exemplary	≥ 88	≥ 85
Approaching Exemplary	≥ 80 < 88	≥ 70 < 85
Commendable	≥ 65 < 80	≥ 55 < 70
Developing	≥ 50 < 65	≥ 40 < 55
Comprehensive	< 50	< 40

Consistent Attendance - The percentage of students who are present at least 90% of the school year. Excused and unexcused absences count towards the calculation. This is based on a student's length of enrollment, and not necessarily the entire school calendar.

Elevating Indicator: Climate Survey

Five Performance Levels	Clear Performance Criteria (Growth)
Exemplary	≥ 95
Approaching Exemplary	≥ 90 < 95
Commendable	≥ 85 < 90
Developing	≥ 65< 85
Comprehensive	< 65

Climate Survey- The percentage of students that participate in the state required Climate Survey (Barrington: Panorama)



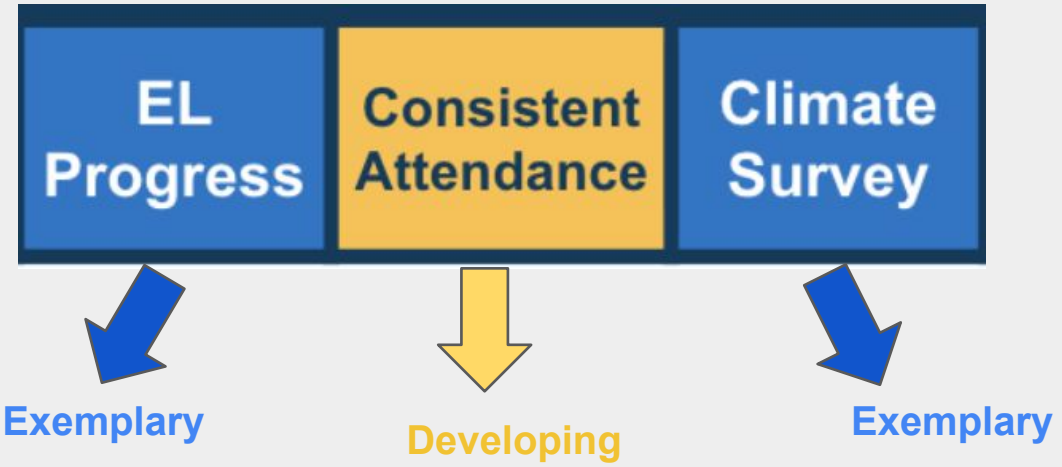
Scenarios

Understanding how elevating indicators impact school performance levels

Let’s Consider 2 Different Scenarios….

School A receives a **COMMENDABLE** designation based on their core indicators (Proficiency and Growth).

If School A’s elevating indicators look like this:



Two EXEMPLARY elevating indicators would elevate School A’s overall performance to **APPROACHING EXEMPLARY.**



**This data is NOT reflective of a Barrington 220 school.

School B receives a **COMPREHENSIVE** designation based on their core indicators (Proficiency and Growth).

If School B's elevating indicators looked like this:



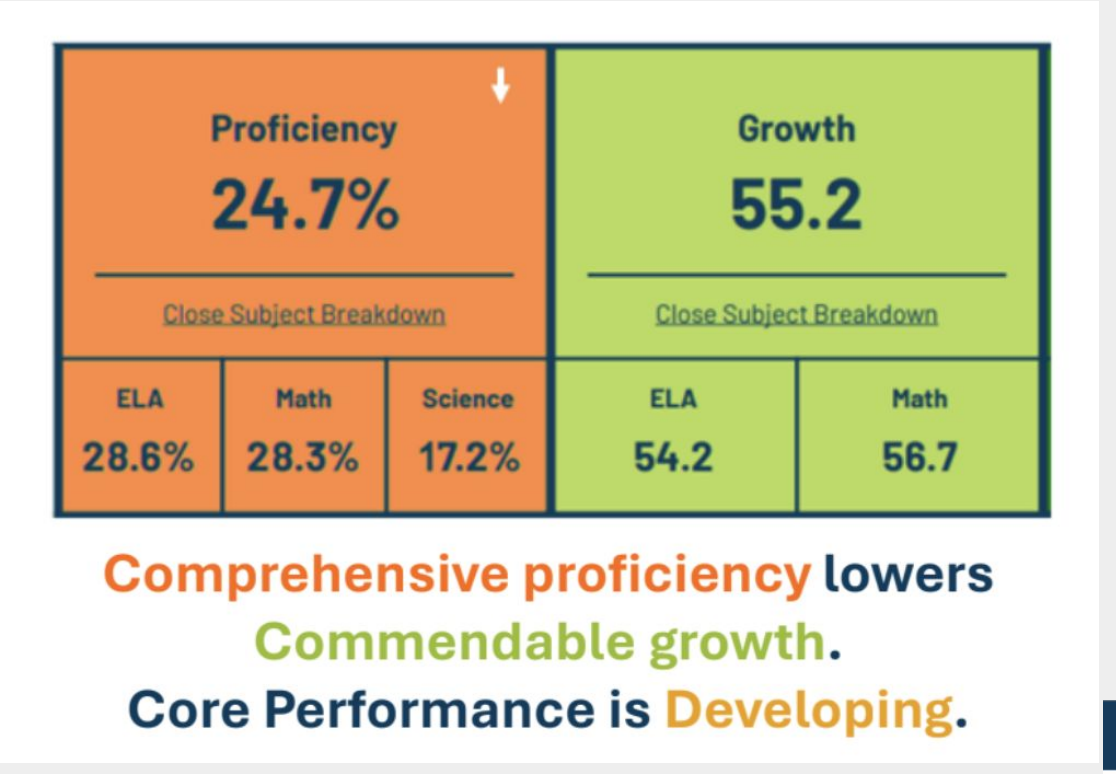
One **EXEMPLARY** and one **APPROACHING EXEMPLARY** elevating indicators would elevate School B's overall performance to **DEVELOPING**.



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What happens if a school has **COMPREHENSIVE** core indicators?

- A **COMPREHENSIVE** core indicator lowers core performance one level.
- When there are multiple **COMPREHENSIVE** indicators, core performance is **COMPREHENSIVE**.



Performance Level

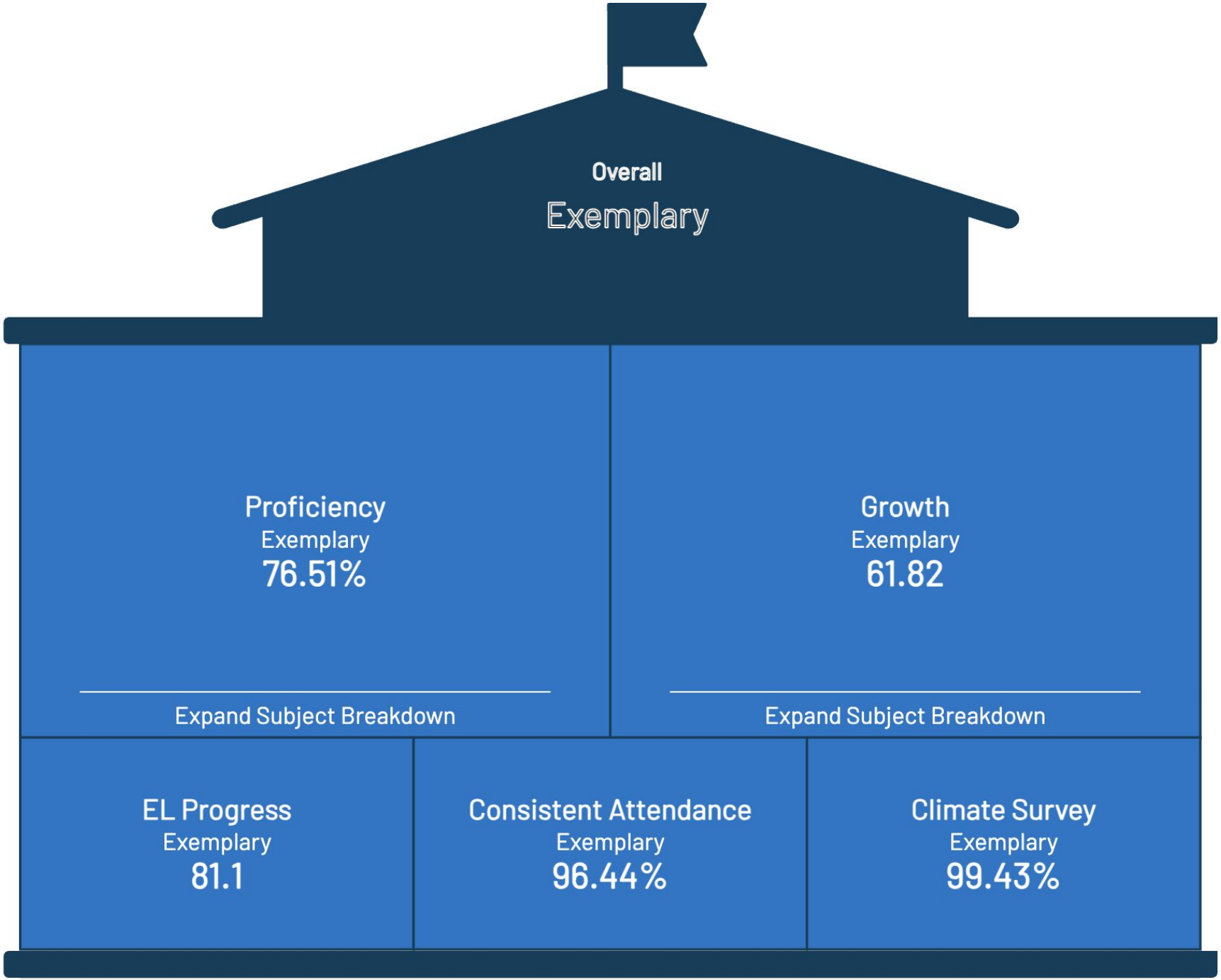
- Exemplary
- Approaching Exemplary
- Commendable
- Developing
- Comprehensive

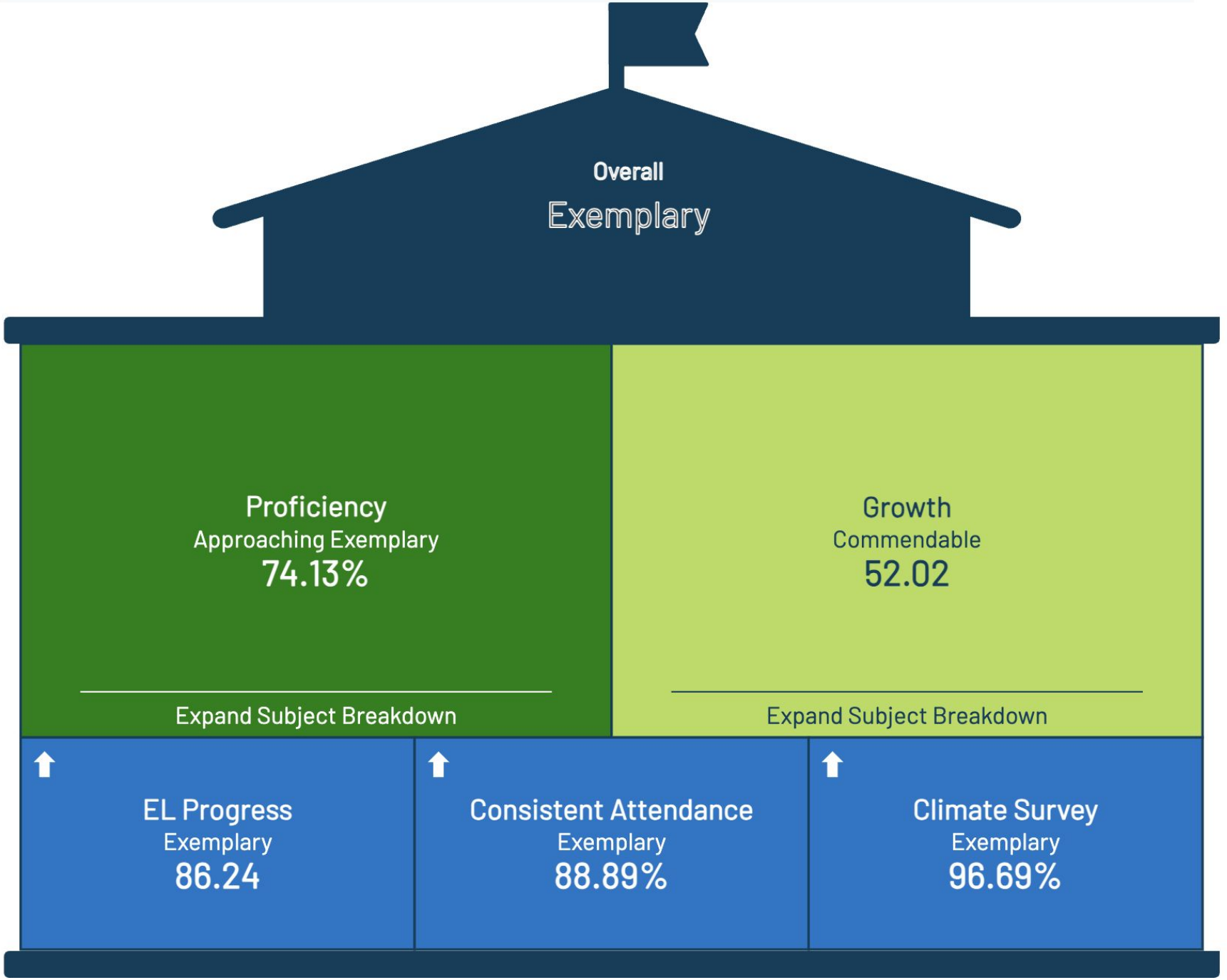
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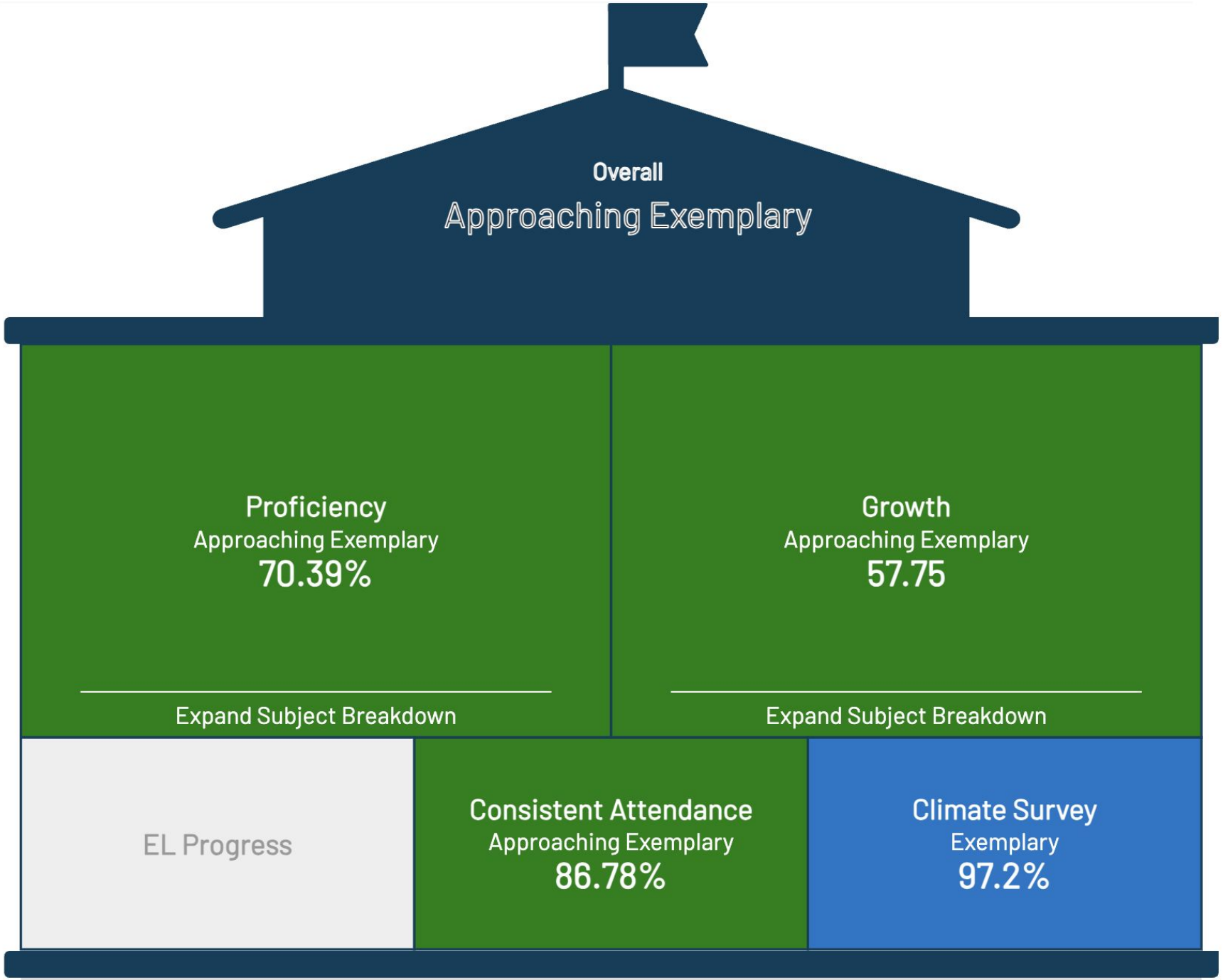


Examples

Understanding how the accountability redesign impacts school performance levels overall


Overall
Exemplary
Proficiency
Exemplary
76.51%
Expand Subject Breakdown
Growth
Exemplary
61.82
Expand Subject Breakdown
EL Progress
Exemplary
81.1
Consistent Attendance
Exemplary
96.44%
Climate Survey
Exemplary
99.43%


Overall
Exemplary
Proficiency
Approaching Exemplary
74.13%
Expand Subject Breakdown
Growth
Commendable
52.02
Expand Subject Breakdown
EL Progress
Exemplary
86.24
Consistent Attendance
Exemplary
88.89%
Climate Survey
Exemplary
96.69%


Overall
Approaching Exemplary
Proficiency
Approaching Exemplary
70.39%
Expand Subject Breakdown
Growth
Approaching Exemplary
57.75
Expand Subject Breakdown
EL Progress
Consistent Attendance
Approaching Exemplary
86.78%
Climate Survey
Exemplary
97.2%

Redesigned Accountability: New Profiles of Performance

Illinois stakeholders wanted an accountability system that:

- Supports improvement in every school
- Establishes clear performance expectations
- Recognizes strengths as well as challenges
- Provides actionable information schools can use
- Is easier to understand and explain

The new Profiles of Performance system was designed in response to those priorities.


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DEPARTMENT OF
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The bridge between District Initiatives & the Schools

Questions?