

Coaching School Leaders Through the New Accountability System

The Story Behind the Changes

Thank You To Our Hosts



Where This Session Fits

Session 1:

- The Story Behind the Changes
 - **What changed and why?**
 - **What questions might leaders ask?**
 - **What information in the profile helps answer those questions?**

Session 2:

- Turning Profiles Into Action
 - **How should leaders respond?**

What You'll Learn

- By the end of this session, you will be able to:
 - Explain the major changes from the old accountability system to Profiles of Performance
 - Explain why schools may receive a different Profile of Performance than their prior designation
 - Interpret common profile transitions using real examples
 - Anticipate and respond to common questions from school leaders

What Changed?

From Weighted Index to a Profile of Performance

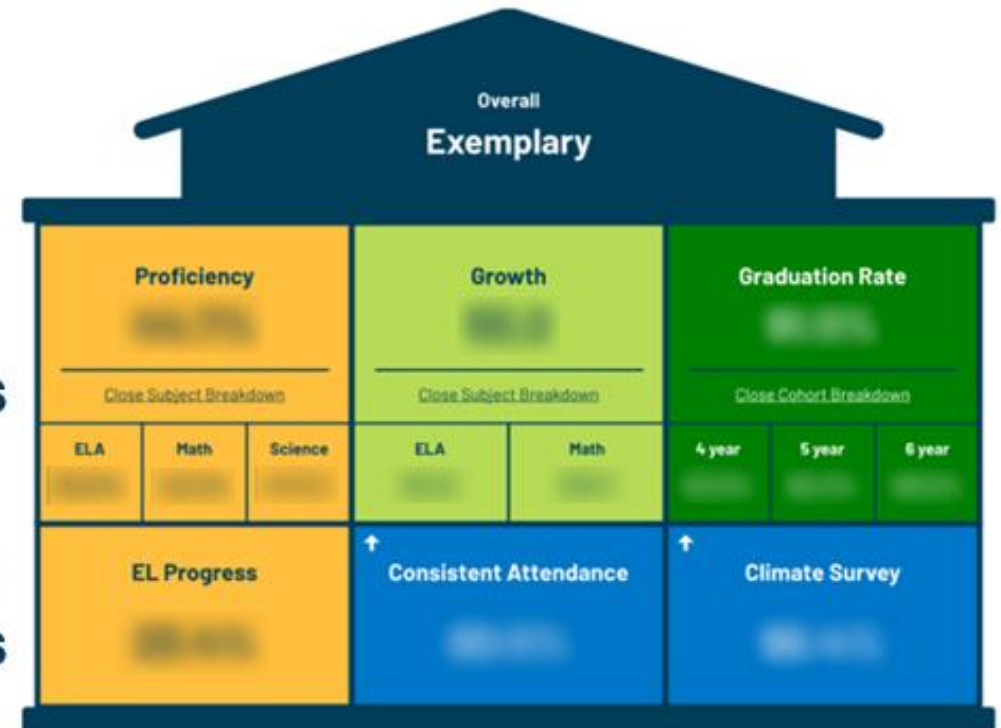
Three parts of a Profile of Performance:

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

Each part provides a different lens on how a school is serving its students.

Core Indicators

Elevating Indicators



From Ranking and Sorting to Clear Criteria

	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency All schools	Composite Growth Student Growth Percentile (SGP)		Graduation Rate High schools	EL Progress		Consistent Attendance		Climate Survey All schools
		Baseline SGP	Cohort SGP		K-8 schools	High schools	K-8 schools	High schools	
Exemplary	≥ 75	≥ 67.5	≥ 60	≥ 93	≥ 75	≥ 50	≥ 88	≥ 85	≥ 95
Approaching Exemplary	≥ 52 < 75	≥ 60 < 67.5	≥ 52.5 < 60	≥ 88 < 93	≥ 50 < 75	≥ 40 < 50	≥ 80 < 88	≥ 70 < 85	≥ 90 < 95
Commendable	≥ 48 < 52	≥ 45 < 60	≥ 43 < 52.5	≥ 80 < 88	≥ 32.5 < 50	≥ 25 < 40	≥ 65 < 80	≥ 55 < 70	≥ 85 < 90
Developing	≥ 35 < 48	≥ 35 < 45	≥ 32.5 < 43	≥ 67 < 80	≥ 15 < 32.5	≥ 15 < 25	≥ 50 < 65	≥ 40 < 55	≥ 65 < 85
Comprehensive	< 35	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65
Automatic Comprehensive	< 13.75 OR < 30		< 30 OR < 66.67*						

From Formulas to Actionable Information

- A Profile of Performance is both a collection of individual measures and a broader view of how a school is serving its students.
- Each part tells you something important. Together, they help show where a school is strong and where it may focus next.
- A Profile of Performance is designed to be understood as a set of connected signals, not a single score.

What Changed Statewide?

The Big Picture

1. Most Exemplary schools remained Exemplary.
2. Most Comprehensive schools remained Comprehensive.
3. The largest changes occurred within the former Commendable category.
4. Targeted was not renamed. It was redistributed.

Exemplary Transitions

From Exemplary to...	ES (n=305)	HS (n=70)
Exemplary	246 (80.7%)	56 (80.0%)
Approaching Exemplary	57 (18.7%)	14 (20.0%)
Commendable	2 (0.7%)	0 (0.0%)

Commendable Transitions

From Commendable to...	ES (n=2,185)	HS (n=566)
Exemplary	397 (18.2%)	100 (17.7%)
Approaching Exemplary	651 (29.8%)	186 (32.9%)
Commendable	797 (36.5%)	170 (30.0%)
Developing	312 (14.3%)	98 (17.3%)
Comprehensive	28 (1.3%)	12 (2.1%)

Targeted Transitions

From Targeted to...	ES (n=406)	HS (n=29)
Exemplary	2 (0.5%)	0 (0.0%)
Approaching Exemplary	4 (1.0%)	0 (0.0%)
Commendable	152 (37.4%)	7 (24.1%)
Developing	188 (46.3%)	13 (44.8%)
Comprehensive	60 (14.8%)	9 (31.0%)

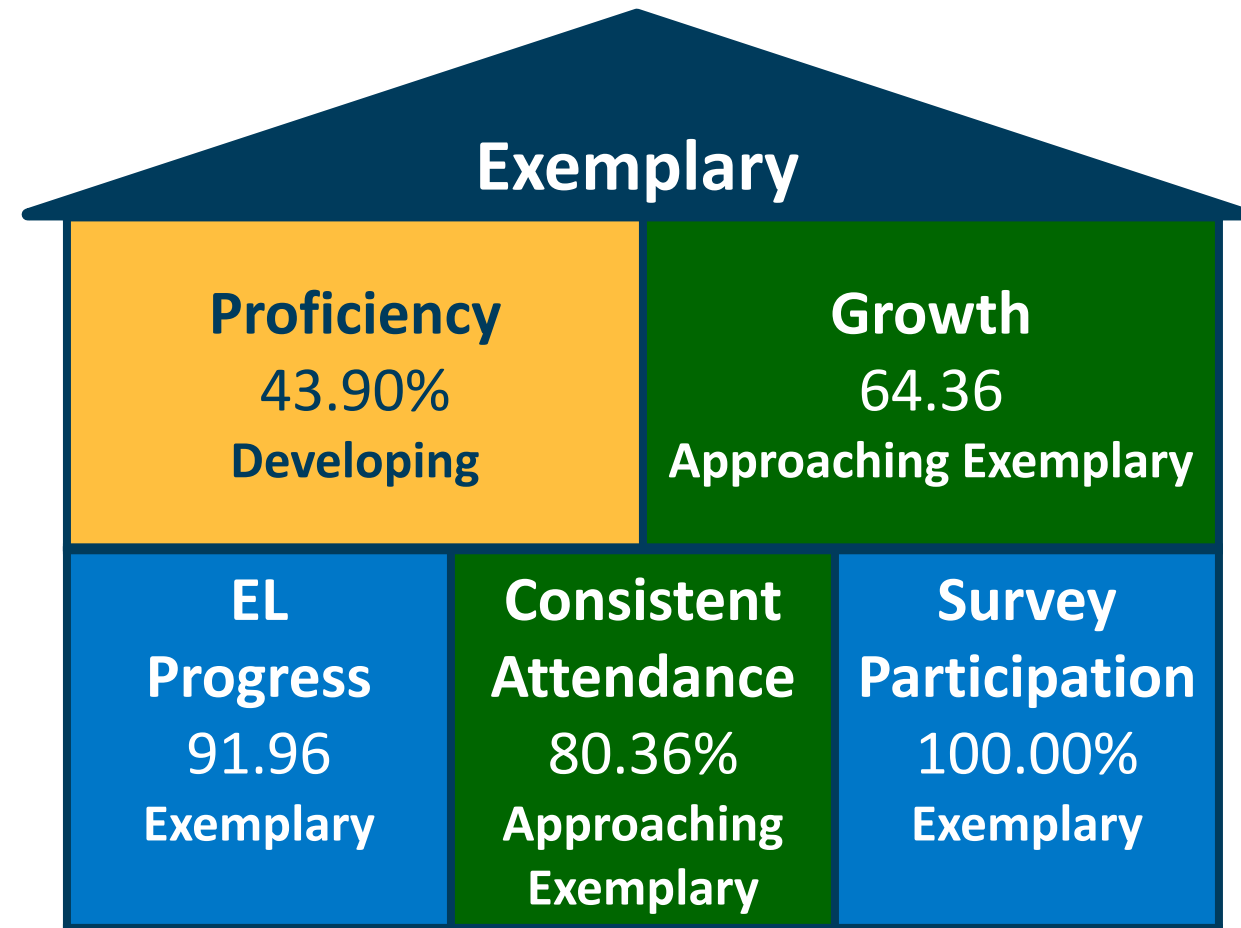
Comprehensive/Intensive Transitions

From Comprehensive/ Intensive to...	ES (n=153)	HS (n=36)
Approaching Exemplary	1 (0.7%)	0 (0.0%)
Commendable	5 (3.3%)	0 (0.0%)
Developing	26 (17.0%)	1 (2.8%)
Comprehensive	121 (79.1%)	35 (97.2%)

What Happened With Commendable?

Case 1: Recognizing Strengths

- **Old system Designation:**
 - Commendable
- **Profiles of Performance:**
 - **Core Performance?** Approaching Exemplary
 - **Elevation?** Yes
 - **Comprehensive groups?** No
 - **Profile =** Exemplary
- **What changed and why?**
 - School moved from Commendable to Exemplary because the new system takes a strengths-based approach.



Case 1: Questions

- **What questions might leaders ask?**
 - **Principal:** Why did we move up?
 - **Superintendent:** What contributed most to the change?
 - **Board member:** What does this tell us about the work happening in the school?
- **What information in the profile helps answer those questions?**
 - Growth is the strongest core indicator, and because there are no Comprehensive core indicators, core performance is Approaching Exemplary.
 - EL progress and survey participation were both Exemplary, making the school eligible to elevate up one level from Commendable.
 - There were no Comprehensive student groups to limit the profile to Commendable.

Case 2: Wait. Why Aren't I Exemplary?

- **Old system Designation:**
 - Exemplary
- **Profiles of Performance:**
 - **Core Performance?** Approaching Exemplary
 - **Elevation?** No
 - **Comprehensive groups?** No
 - **Profile =** Approaching Exemplary
- **What changed and why?**
 - High schools must have strong growth or proficiency to support exemplary graduation rates

Approaching Exemplary		
Proficiency 46.38% Developing	Growth 48.01 Commendable	Graduation 97.56 Exemplary
EL Progress N/A	Consistent Attendance 84.18% Approaching Exemplary	Survey Participation 96.73% Exemplary

Case 2: Questions

- **What questions might leaders ask?**
 - **Principal:** Our graduation rate is Exemplary. Why aren't we Exemplary?
 - **Superintendent:** Which indicators are preventing the school from reaching Exemplary?
 - **Board member:** Does this mean our graduation rate is less important than proficiency or growth?
- **What information in the profile helps answer those questions?**
 - While the strongest core indicator is Exemplary, because it is graduation rate, either proficiency or growth must be Approaching Exemplary or higher for core performance to remain Exemplary. Otherwise, it is recorded as Approaching Exemplary.

Case 3: Stability is a Result Too

- **Old system Designation:**

- Commendable

- **Profiles of Performance:**

- **Core Performance?**

- Developing

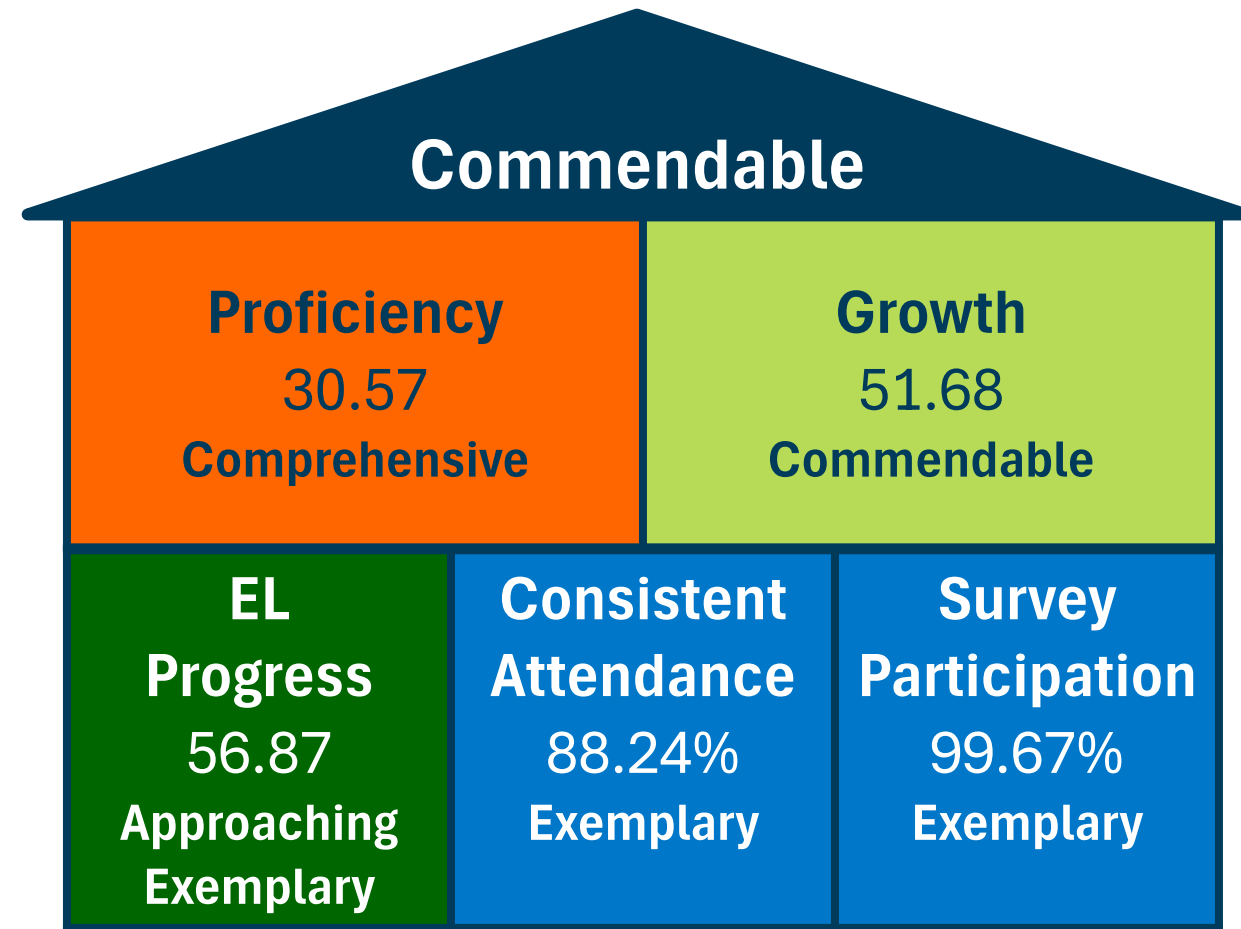
- **Elevation?** Yes

- **Comprehensive groups?** No

- **Profile =** Commendable

- **What changed and why?**

- Nothing. While the school has clear areas for improvement, its strengths brought it back to Commendable.

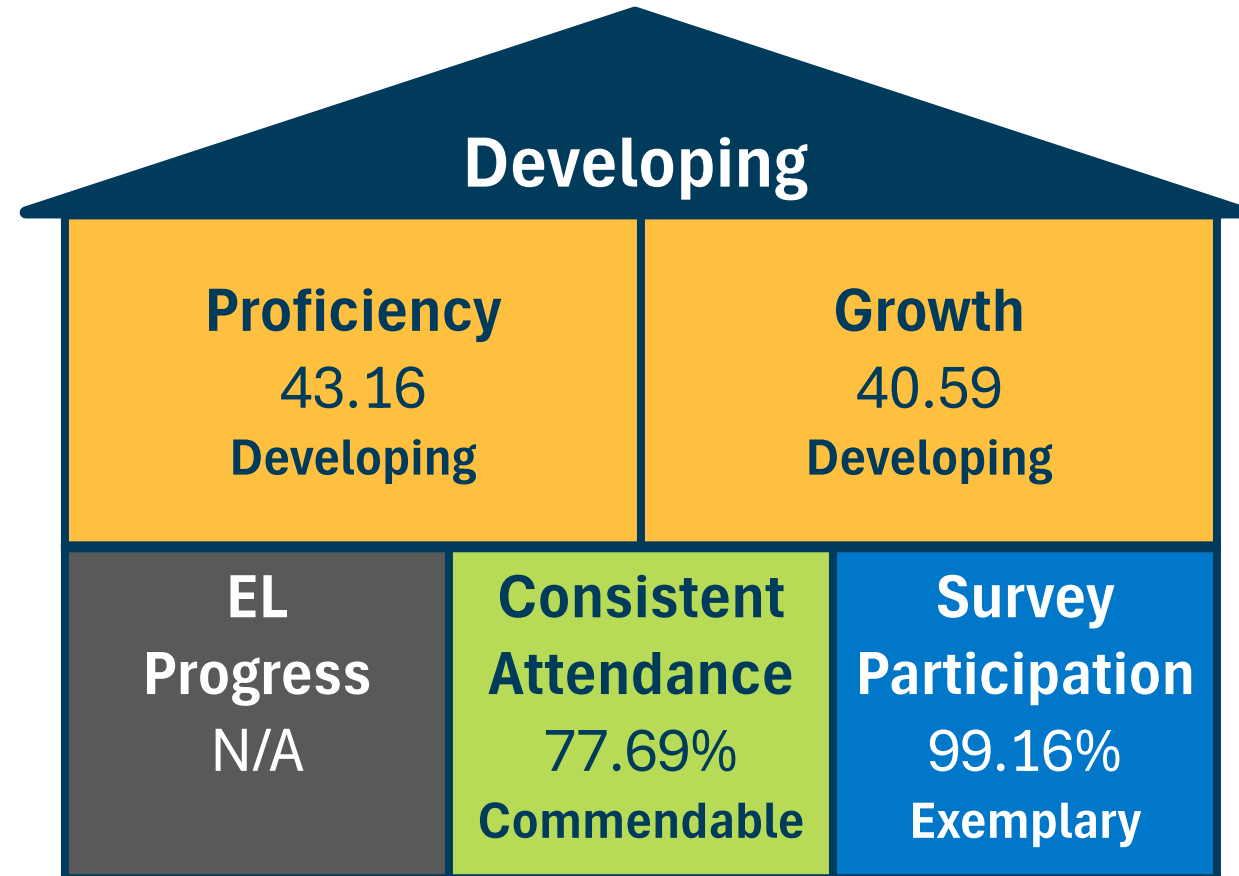


Case 3: Questions

- **What questions might leaders ask?**
 - **Principal:** We stayed Commendable. Does that mean nothing changed?
 - **Superintendent:** What strengths should we celebrate? Where should we focus improvement efforts?
 - **Board member:** If the school remained Commendable, how is this system any better than the old one?
- **What information in the profile helps answer those questions?**
 - Strongest core indicator (growth) = Commendable + 1 Comprehensive core indicator = Developing core performance
 - Consistent attendance and survey participation were both Exemplary, making the school eligible to elevate up one level from Developing.
 - Student group performance does not impact schools already in the Commendable profile level.

Case 4: Room to Grow

- **Old system Designation:**
 - Commendable
- **Profiles of Performance:**
 - **Core Performance?**
Developing
 - **Elevation?** No
 - **Comprehensive groups?** No
 - **Profile** = Developing
- **What changed and why?**
 - The new performance levels show that this school clearly has room to grow in core indicators.



Case 4: Questions

- **What questions might leaders ask?**
 - **Principal:** We were Commendable before. Why are we Developing now?
 - **Superintendent:** Did school performance change, or did the way performance is reported change?
 - **Board member:** How can a school that was previously Commendable now be Developing?
- **What information in the profile helps answer those questions?**
 - Both Proficiency and Growth are Developing.
 - Attendance and Survey Participation are strengths, but they are not strong enough to elevate the profile.
 - No single indicator is causing the result. The profile reflects a consistent pattern across multiple measures.

What Happened to Targeted?

Case 5: Lost in the Label

- **Old system Designation:**

- Targeted

- **Profiles of Performance:**

- **Core Performance?**

- Commendable

- **Elevation?** No

- **Comprehensive groups?** No

- **Profile =**

- Commendable

- **What changed and why?**

- Previously the CWD group was identified as Targeted due to its low graduation.

Commendable		
Proficiency 50.64 Commendable	Growth 51.16 Commendable	Graduation 81.17 Commendable
EL Progress 38.05 Commendable	Consistent Attendance 56.46% Commendable	Survey Participation 75.64% Developing

Case 5: Questions

- **What questions might leaders ask?**
 - **Principal:** If we were Targeted before, why are we now Commendable?
 - **Superintendent:** Did the concerns that led to Targeted identification disappear?
 - **Board member:** How should we explain the difference between the old designation and the new profile?
- **What information in the profile helps answer those questions?**
 - The school's strongest core indicator is Commendable.
 - Every measured indicator is either Commendable or Developing.
 - Student group performance does not impact schools already in the Commendable profile level.
 - The previous Targeted designation was driven by graduation outcomes for a specific student group rather than the school's overall performance.

Case 6: Where You Would Expect

- **Old system Designation:**

- Targeted

- **Profiles of Performance:**

- **Core Performance?**

- Developing

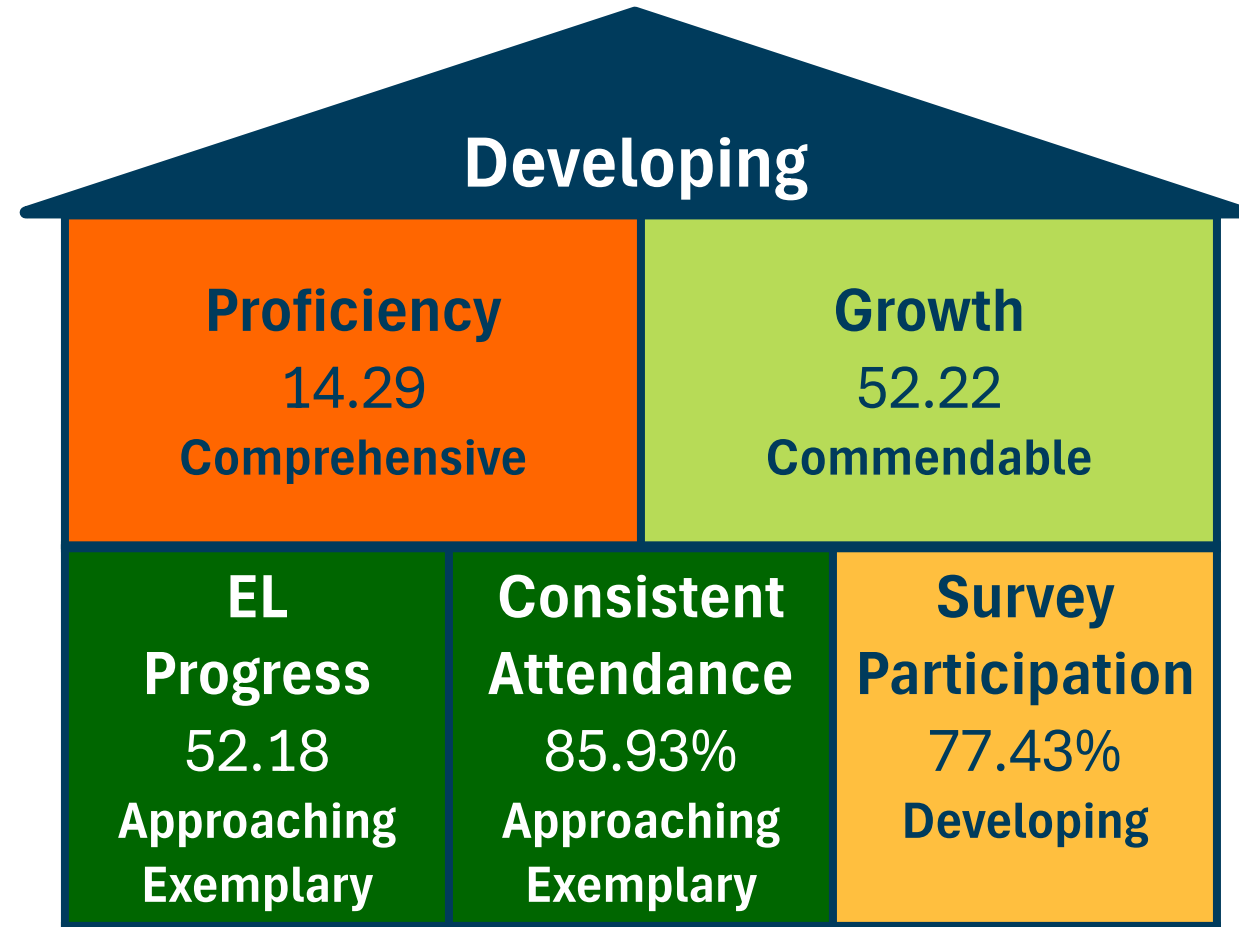
- **Elevation?** No

- **Comprehensive groups?** Yes

- **Profile** = Developing

- **What changed and why?**

- The prior designation of Targeted masked that this was a schoolwide issue.



Case 6: Questions

- **What questions might leaders ask?**
 - **Principal:** Why is our profile Developing instead of Targeted?
 - **Superintendent:** Which indicators are driving the Developing profile?
 - **Board member:** If we have strong attendance and EL Progress, why aren't we Commendable?
- **What information in the profile helps answer those questions?**
 - Growth is the strongest core at Commendable, but Comprehensive proficiency brings it down to Developing.
 - EL progress and consistent attendance are strengths, but a school has to have at least one Exemplary elevating indicator to elevate.
 - The profile reflects overall school performance rather than a student-group identification.

Case 7: Canary in the Coal Mine

- **Old system Designation:**
 - Targeted
- **Profiles of Performance:**
 - **Core Performance?** Comprehensive
 - **Elevation?** No
 - **Comprehensive groups?** Yes
 - **Profile =** Comprehensive
- **What changed and why?**
 - Indicator-based thresholds identified needs that rank-based designations missed.

Comprehensive		
Proficiency 8.69 Comprehensive	Growth 38.57 Developing	Graduation 75.99 Developing
EL Progress N/A	Consistent Attendance 23.90% Comprehensive	Survey Participation 72.52% Developing

Case 7: Questions

- **What questions might leaders ask?**
 - **Principal:** Why is our school now Comprehensive when it was previously Targeted?
 - **Superintendent:** Were the student-group concerns signaling broader schoolwide challenges?
 - **Board member:** What does the Comprehensive profile tell us that the old Targeted designation did not?
- **What information in the profile helps answer those questions?**
 - All indicators are either Comprehensive or Developing.
 - The system is now able to reflect these needs rather than them being masked by arbitrary limits on certain designations.

Key Takeaways From Session 1

- Most schools did not experience dramatic change.
 - The strongest schools generally remained strong.
 - The schools with the greatest challenges generally remained identifiable.
- Profiles reveal strengths and challenges that old designations often obscured.
- The largest changes occurred within the former Commendable category.
- Targeted was not renamed. Its schools redistributed across multiple Profiles of Performance.

Looking Ahead to Session 2

Turning Profiles Into Action

- **Today:** Understanding the transitions
- **Next:** Helping leaders make sense of their results
 - What should they celebrate?
 - What should they investigate?
 - What should they communicate?
 - What should they prioritize?

In Conclusion...

Thank you for joining us.

Any questions?