

Coaching School Leaders Through the New Accountability System

Turning Profiles Into Action

Thank You To Our Hosts



**ILLINOIS PRINCIPALS
ASSOCIATION**

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:
 - Identify the key drivers of a profile
 - Identify strengths to celebrate and challenges that warrant further investigation
 - Use Profiles of Performance to guide conversations with principals, boards, staff, and communities
 - Prioritize improvement efforts based on the patterns revealed in the profile
 - Respond confidently to common profile types

What Changed?

From Weighted Index to a Profile of Performance

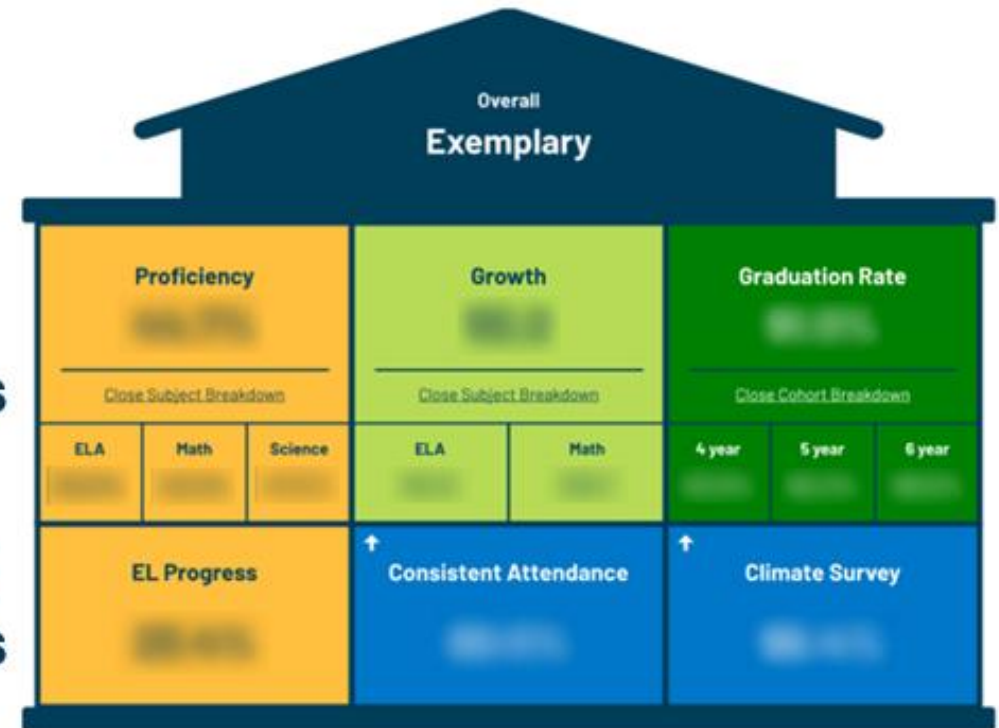
Three parts of a Profile of Performance:

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	Composite Growth Student Growth Percentile (SGP)		Graduation Rate	EL Progress		Consistent Attendance		Climate Survey
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	K-8 schools	High schools	All 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.

Profile Drivers

What Drives the Profile?

1. Core Performance

- What is the performance level of the strongest core indicator?
- Are there any Comprehensive or Auto Comprehensive core indicators?

2. Elevation

- Is the school (or group) eligible for elevation?

3. Student group performance

- Does the school have any Comprehensive student groups?

Guiding Questions

- What should be celebrated?
- What should be investigated?
- What should be communicated?
- What should be prioritized?

Most Common Exemplary Profile Types

- **Exemplary Core**
 - ~90% of high schools
 - ~35% of elementary and middle schools
- **Approaching Exemplary Core, Elevated**
 - ~10% of high schools
 - ~65% of elementary and middle schools

Most Common Approaching Exemplary Profile Types

- **Approaching Exemplary Core**
 - ~84% of high schools
 - ~73% of elementary and middle schools
- **Commendable Core, Elevated**
 - ~16% of high schools
 - ~27% of elementary and middle schools

Most Common Commendable Profile Types

- **Elementary and middle**
 - ~60% Commendable core
 - ~15% Commendable core, not elevated, with Comprehensive groups
 - ~ 11% Commendable core, elevated, with Comprehensive groups
- **High school**
 - ~70% Commendable core
 - 18% Commendable core, not elevated, with Comprehensive groups
 - The remainder are distributed across:
 - Approaching Exemplary core with Comprehensive groups
 - Commendable Core elevated with Comprehensive groups
 - Approaching Exemplary lowered by Comprehensive core, not elevated

Most Common Developing Profile Types

- Elementary and middle
 - Developing core, not elevated
 - ~45% with Comprehensive groups
 - ~16% without Comprehensive groups
 - Commendable lowered by Comprehensive, not elevated,
 - ~26% with Comprehensive groups
 - ~12% without Comprehensive groups
- High school
 - ~61% Commendable lowered by Comprehensive, not elevated, no Comprehensive groups
 - 22% Commendable lowered by Comprehensive, not elevated, with Comprehensive groups

Most Common Comprehensive Profile Types

- Elementary and middle
 - ~92% Automatic Comprehensive proficiency
- High school
 - Automatic Comprehensive graduation rate
 - ~30% Core Developing or higher
 - ~24% Comprehensive core
 - ~37% Developing lowered by Comprehensive core, not elevated, with Comprehensive groups

What Comes Next?

- **This session introduced:**
 - How to turn profiles into action at all levels of performance
- **Next, explore the indicators themselves.**
 - [Measure by Measure](#) sessions dive deep into the [core](#) and [elevating](#) indicators
- **Learn and Explore - Continue learning with:**
 - Additional webinars in the series
 - Downloadable guides and resources
 - Tools to support understanding and communication

Go to
www.isbe.net/accountability

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Learn and Explore



In Conclusion...

Thank you for joining us.

Any questions?