

# Accountability for Success:

— *Accountability Whys* —

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Why Does Accountability Look This Way?

# Where This Session Fits in the *Accountability for Success* Series

| Session                                      | Focuses on...                                   |
|----------------------------------------------|-------------------------------------------------|
| Overview of the Accountability System        | The building blocks of a Profile of Performance |
| <b><i>Accountability Whys</i></b>            | <b><i>The ideas behind the design</i></b>       |
| Making Sense of a Profile of Performance     | What the results mean                           |
| Measure By Measure (Core Indicators)         | Core indicator calculations                     |
| Measure By Measure (Elevating Indicators)    | Elevating indicator calculations                |
| Why Student Group Performance Matters        | Student groups & their influence on profiles    |
| Using Preliminary Data to Anticipate Results | How to use the profile modeling template        |
| Using the School Profile Report              | How the information supports action             |

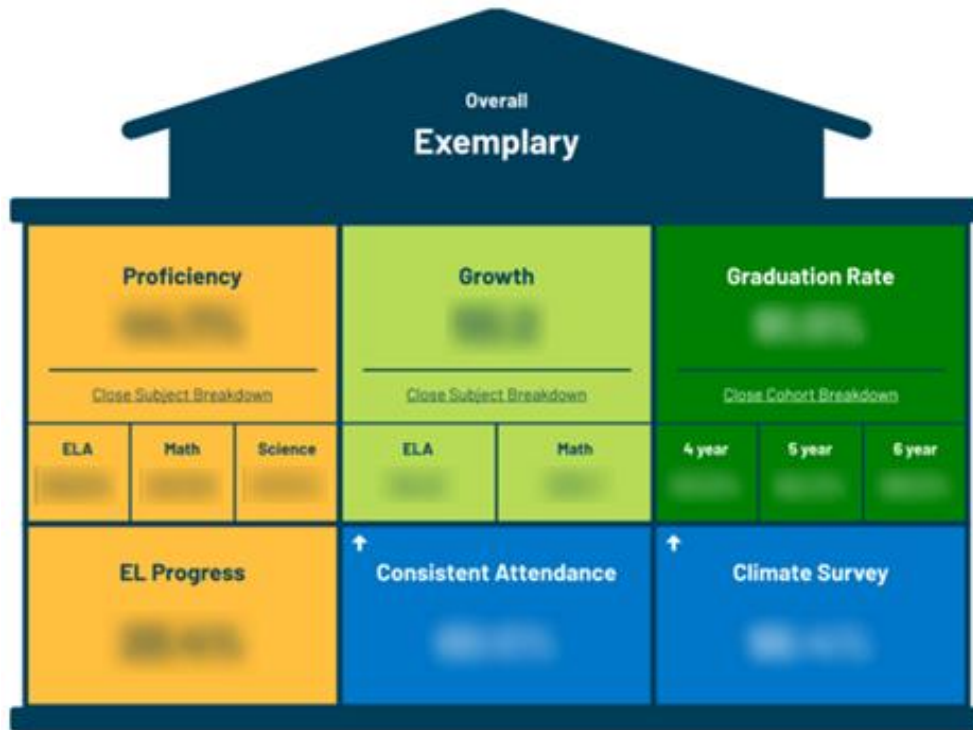


***Scan to view the series!***

# What You'll Learn

- By the end of this session, you'll understand:
  - Why accountability systems exist
  - Why states are required to measure certain things
  - Why Illinois chose Profiles of Performance
  - Why the system uses these indicators, performance levels, and student groups
  - How those design choices support continuous improvement

# Why Does Accountability Look This Way?



*Why accountability?*

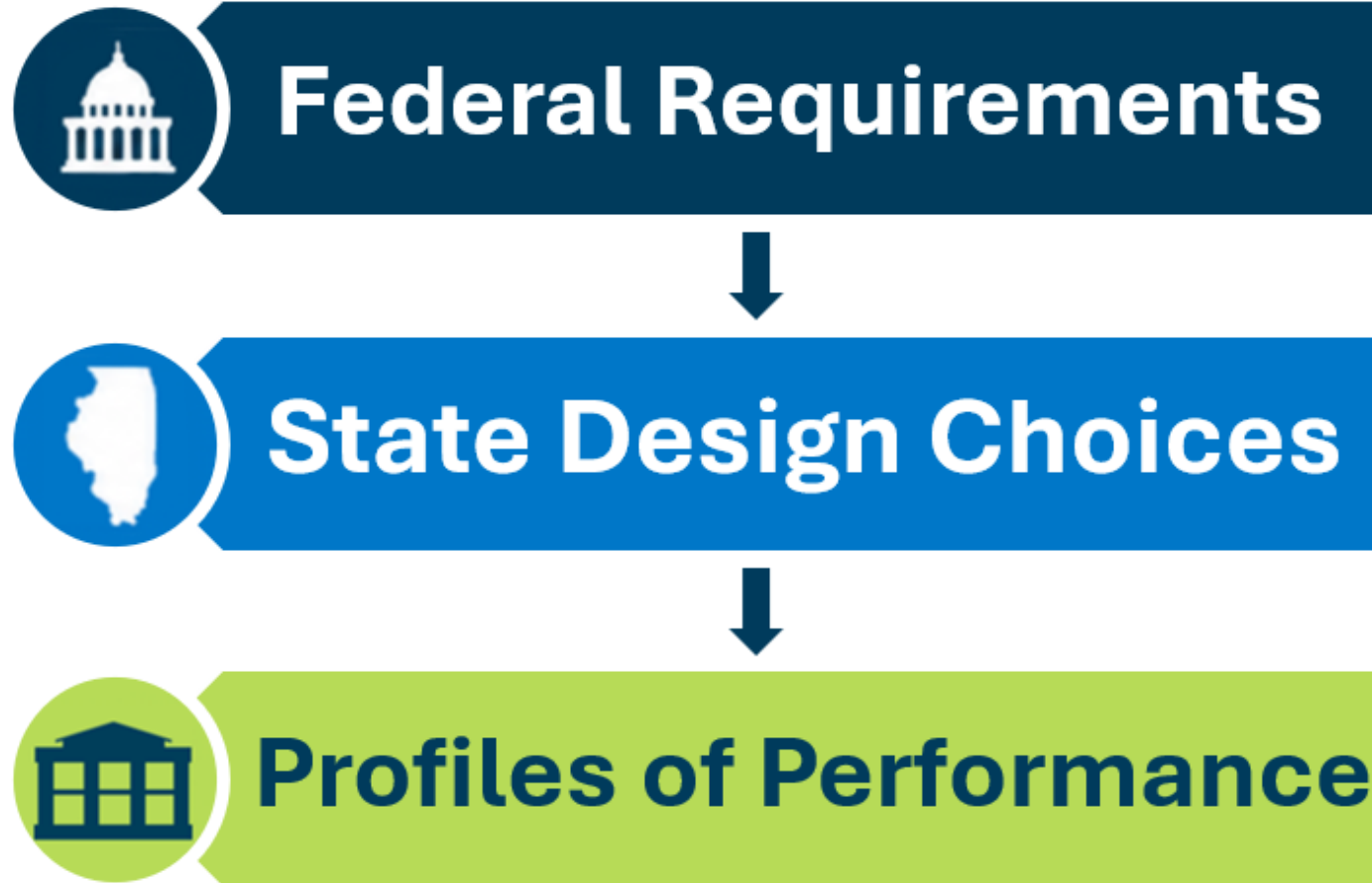
*Why these measures?*

*Why these rules?*

*Why not something else?*

The answers begin with understanding the **purpose of accountability systems** and the **requirements** that shape them.

# Building an Accountability System



**Every accountability system reflects both federal requirements and state design choices.**



# Federal Requirements

# The Goals of School Accountability

- School accountability systems are designed to support four important goals:
  - **Transparency**
    - Families and communities deserve clear information that helps them understand school performance.
  - **Improvement**
    - Schools need meaningful feedback to guide improvement efforts.
  - **Equity**
    - The performance of all students and student groups should be visible.
  - **Public policy**
    - Data help government, districts, and schools identify where resources and supports can have the greatest impact.

# The Requirements That Shape Accountability Systems

- ESSA establishes a common foundation for accountability systems in every state by defining:
  - What gets measured
  - Who must be included
  - How expectations are applied
  - How results are used

These requirements help ensure accountability systems are **fair, transparent, and focused on improvement.**

# Requirements For What Gets Measured

## States must measure:



**Academic  
Achievement**  
(proficiency)



**Academic  
Progress**  
(growth)



**Graduation  
Rate**  
(high schools)



**English  
Learner  
Progress**



**School Quality  
or Student  
Success**  
(state choice)

## States have flexibility, within constraints.

All measures must provide comparable information statewide,  
be applied consistently, and distinguish differences  
in school performance.



# State Design Choices

# Why Redesign Illinois' Accountability System?

## What We Heard

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

# From Rankings to Profiles

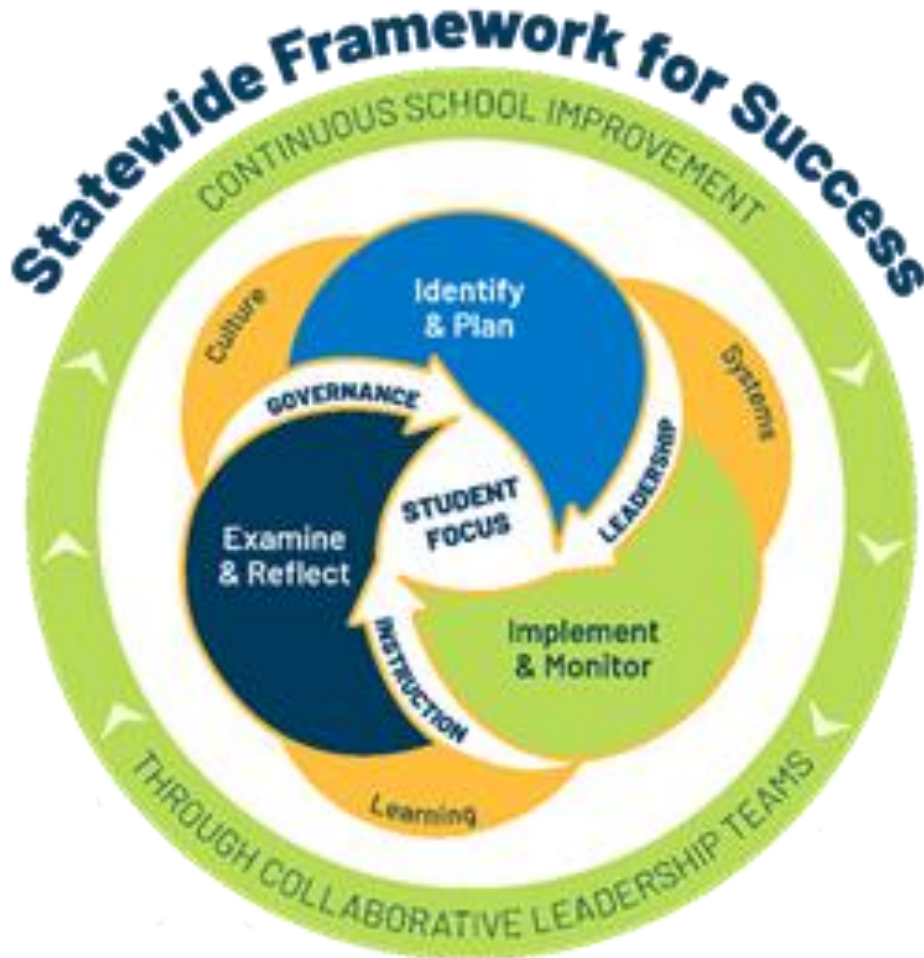
## From Weighted Index

- Schools compared to one another
- Designation based on rank
- Most schools in a single category
- Difficult to connect results to specific metrics or levels of performance

## To Profiles of Performance

- Schools evaluated against defined criteria
- Performance levels for each indicator
- Clear expectations for each profile level
- Multiple pathways to success
- Results connected directly to profile level

# Profiles Support Continuous Improvement



Profiles provide a common starting point for understanding performance, planning next steps, monitoring progress, and reflecting on results.



# Profiles of Performance

# Why Profiles, Not an Index?

- **Why a profile?**
  - The purpose of accountability is to make expectations visible and improvement priorities easier to identify.
- **Why not a single score?**
  - The focus of accountability should be on what results mean, not how they are calculated.
- **Why not rankings?**
  - Schools should be evaluated against clear expectations, not one another.



# Why These Indicators?

| Question                                            | Answer                                                                                                  |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Why ELA and math?                                   | Foundational skills that support learning in nearly every subject area                                  |
| Why graduation rate?                                | Measures completion, which is directly linked to lifelong outcomes, not just progress toward completion |
| Why EL progress?                                    | Captures progress toward a goal unique to English learners                                              |
| Why consistent attendance and survey participation? | Provide measurable signals of engagement, connection, and school experience                             |

# Why Not More Indicators?

## Examples from the previous system and stakeholder engagement:

Fine Arts ● CCRI ● P-2 ● Elementary/Middle Grades  
SEL ● Well-Rounded Curriculum

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### Additional Indicators Can...

Capture additional information

Represent more priorities

Reflect more aspects of schooling

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### Too Many Indicators Can...

Make results harder to interpret

Dilute focus

Obscure improvement priorities

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# Why Student Groups?

- **Considering the performance of student groups helps ensure that:**
  - Success is visible for all students
  - Challenges are not hidden by averages or large populations
  - Expectations apply consistently to all students
- **School size changes how student groups are experienced but not why they matter.**
  - Large schools may worry about proportionality.
  - Small schools may worry about volatility.
- **It's about making sure no group of students is overlooked.**

# The Big Ideas

- **Why accountability?**
  - Clear expectations, transparency, and continuous improvement
- **Why these design choices?**
  - To make results easier to understand and easier to act on
- **Why student groups?**
  - Because every student matters, and no group should be overlooked
- **Why profiles?**
  - To focus attention on meaning, not calculations

# What Comes Next?

- **This session introduced:**
  - Why does accountability look this way?
- **Next we'll answer:**
  - What do profile results mean?
- In [\*\*\*Making Sense of a Profile of Performance\*\*\*](#), you'll learn:
  - How to read a profile
  - What each performance level communicates
  - How strengths and priorities appear in a profile
  - How schools can use profiles to guide improvement
- **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](http://www.isbe.net/accountability)  
**Scroll to**  
**Learn and Explore**



**In Conclusion...**

*Thank you for joining us.*

*Any questions?*