

Accountability for Success:

Making Sense of Profiles of Performance

Where this session fits in the Accountability for Success Series

Session

Overview of the Accountability System

Accountability Whys

Making Sense of a Profile of Performance

Measure By Measure (Core Indicators)

Measure By Measure (Elevating Indicators)

Why Student Group Performance Matters

Using Preliminary Data to Anticipate Results

Using the School Profile Report

Focuses on...

The building blocks of a Profile of Performance

The ideas behind the design

What the results mean

Core indicator calculations

Elevating indicator calculations

Student groups & their influence on profiles

How to use the profile modeling template

How the information supports action



Scan to view the series!

What You'll Learn

- By the end of this session, you will be able to:
 - Understand the language used throughout a Profile of Performance
 - Read individual indicator performance
 - Determine how indicators combine to form a profile
 - Interpret what a completed profile says about a school's performance
 - Use profiles as a starting point for continuous improvement

What Changed?

From Weighted Index to a Profile of Performance

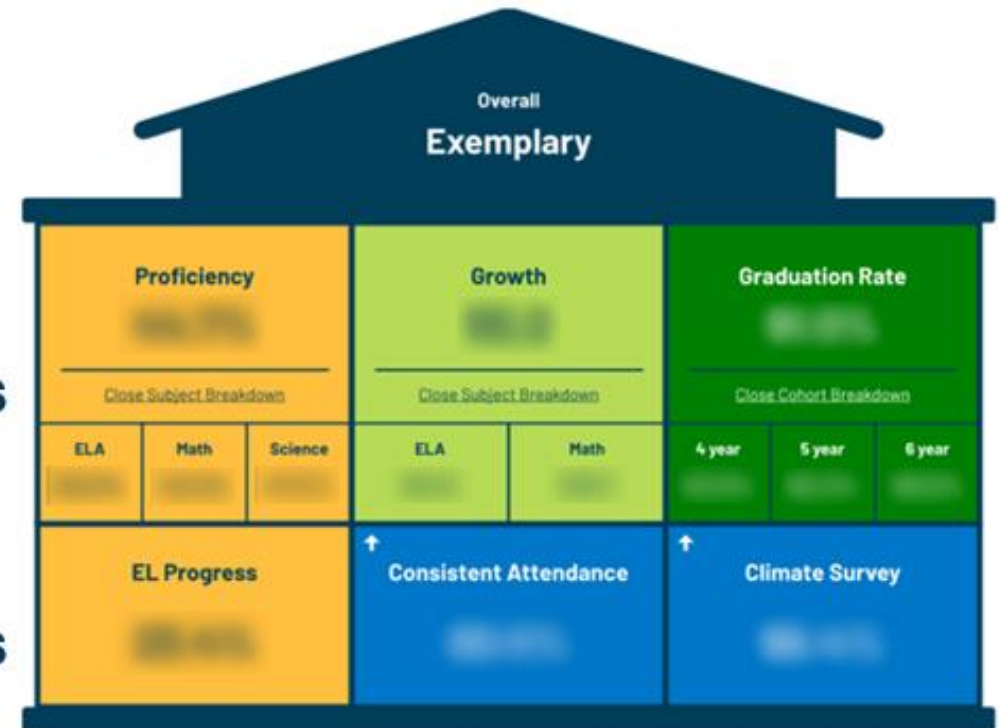
Three parts of a Profile of Performance:

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

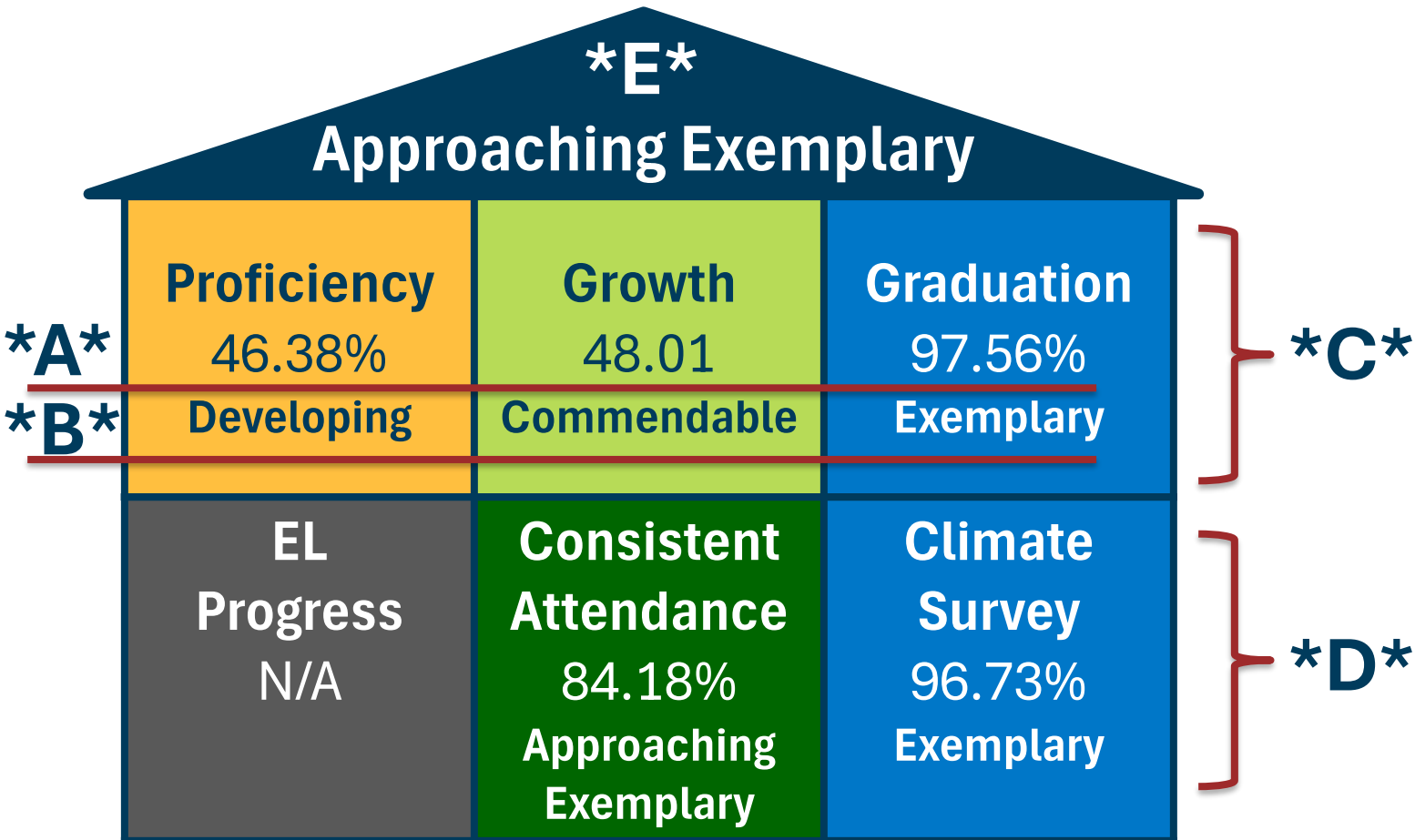
	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	Composite Growth Student Growth Percentile (SGP)		Graduation Rate	EL Progress		Consistent Attendance		Climate Survey
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	K-8 schools	High schools	All schools
Exemplary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

Building Blocks of a Profile

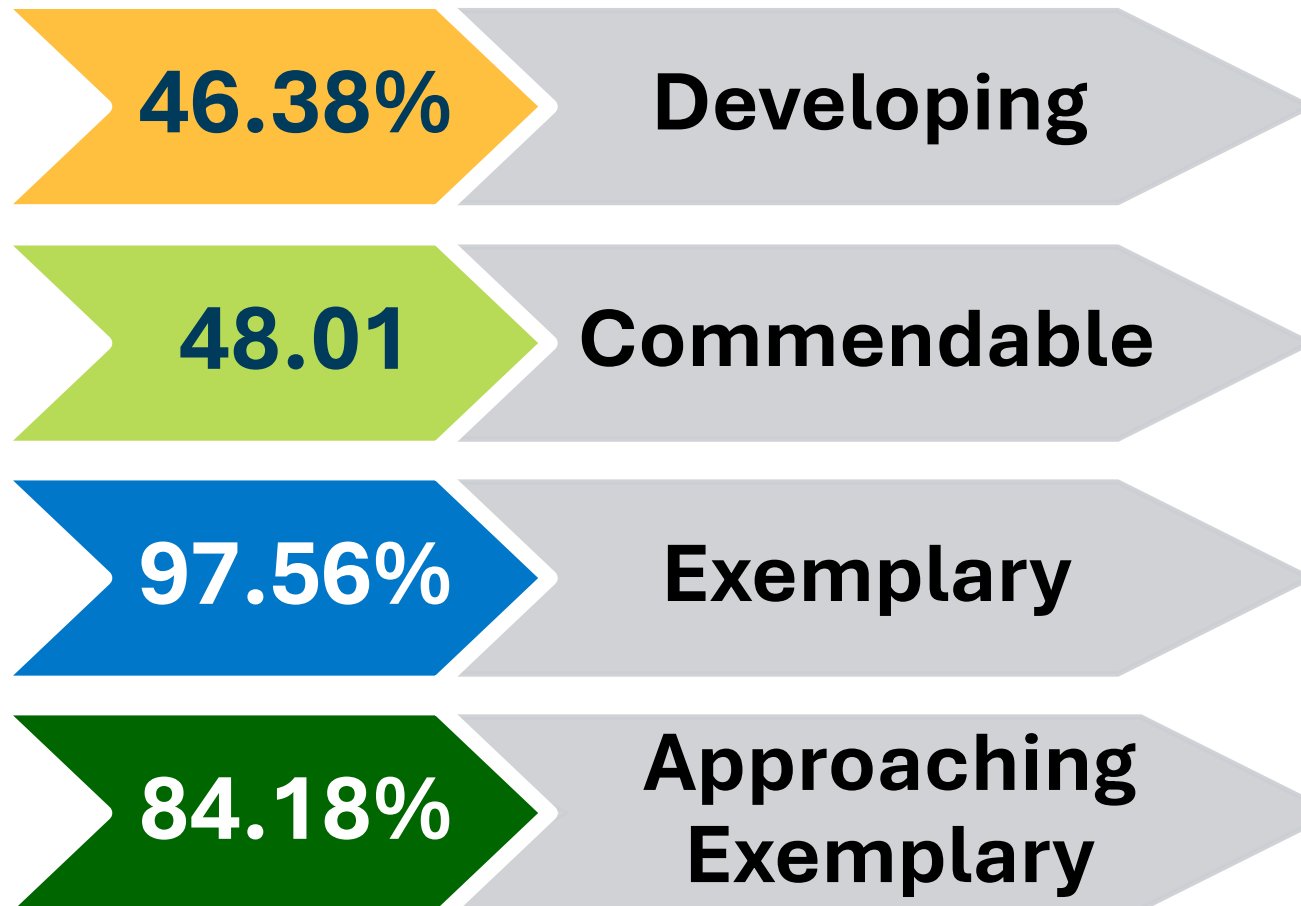
Reading a Profile of Performance



Legend

- ***A*** = School's calculated result
- ***B*** = Performance level earned
- ***C*** = Core indicators
- ***D*** = Elevating indicators
- ***E*** = Overall profile (designation)

How Are Performance Levels Determined?



How does...

- 46.38% → Developing ?
- 48.01 → Commendable ?
- 97.56% → Exemplary ?
- 84.18% → Approaching ?

Exemplary

Clear Performance Criteria for Each Indicator

	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	Composite Growth		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	$\geq 52 < 75$	$\geq 60 < 67.5$	$\geq 52.5 < 60$	$\geq 88 < 93$	$\geq 50 < 75$	$\geq 40 < 50$	$\geq 80 < 88$	$\geq 70 < 85$	$\geq 90 < 95$
Commendable	$\geq 48 < 52$	$\geq 45 < 60$	$\geq 43 < 52.5$	$\geq 80 < 88$	$\geq 32.5 < 50$	$\geq 25 < 40$	$\geq 65 < 80$	$\geq 55 < 70$	$\geq 85 < 90$
Developing	$\geq 35 < 48$	$\geq 35 < 45$	$\geq 32.5 < 43$	$\geq 67 < 80$	$\geq 15 < 32.5$	$\geq 15 < 25$	$\geq 50 < 65$	$\geq 40 < 55$	$\geq 65 < 85$
Comprehensive	< 35	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65
Automatic Comprehensive	< 13.75 OR < 30		< 30 OR $< 66.67^*$						

Proficiency Performance Criteria

	CORE INDICATORS	ELEVATING INDICATORS
	Composite Proficiency All schools	
Exemplary	≥ 75	
Approaching Exemplary	$\geq 52 < 75$	
Commendable	$\geq 48 < 52$	
Developing	$\geq 35 < 48$	
Comprehensive	< 35	
Automatic Comprehensive	< 13.75	

Growth Performance Criteria

	CORE INDICATORS		ELEVATING INDICATORS
	Composite Proficiency All schools	Composite Growth Student Growth Percentile (SGP) Baseline SGP Cohort SGP	
Exemplary		≥ 67.5 ≥ 60	
Approaching Exemplary		$\geq 60 < 67.5$ $\geq 52.5 < 60$	
Commendable		$\geq 45 < 60$ $\geq 43 < 52.5$	
Developing		$\geq 35 < 45$ $\geq 32.5 < 43$	
Comprehensive		< 35 < 32.5	
Automatic Comprehensive		< 30 < 30	

Graduation Rate Performance Criteria

	CORE INDICATORS			ELEVATING INDICATORS
	Composite Proficiency All schools	Composite Growth Student Growth Percentile (SGP) Baseline SGP Cohort SGP		Graduation Rate High schools
Exemplary				≥ 93
Approaching Exemplary				≥ 88 < 93
Commendable				≥ 80 < 88
Developing				≥ 67 < 80
Comprehensive				< 67
Automatic Comprehensive				< 66.67

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EL Progress Performance Criteria

	CORE INDICATORS				ELEVATING INDICATORS		
	Composite Proficiency	Composite Growth Student Growth Percentile (SGP)		Graduation Rate	EL Progress		
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	
Exemplary					≥ 75	≥ 50	
Approaching Exemplary					≥ 50 < 75	≥ 40 < 50	
Commendable					≥32.5 <50	≥ 25 < 40	
Developing					≥15 <32.5	≥ 15 < 25	
Comprehensive					< 15	< 15	
Automatic Comprehensive							

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Consistent Attendance Performance Criteria

	CORE INDICATORS				ELEVATING INDICATORS			
	Composite Proficiency	Composite Growth Student Growth Percentile (SGP)		Graduation Rate	EL Progress		Consistent Attendance	
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	K-8 schools	High schools
Exemplary							≥ 88	≥ 85
Approaching Exemplary							≥ 80 < 88	≥ 70 < 85
Commendable							≥65 < 80	≥ 55 < 70
Developing							≥50 < 65	≥ 40 < 55
Comprehensive							< 50	< 40
Automatic Comprehensive								

Climate Survey Performance Criteria

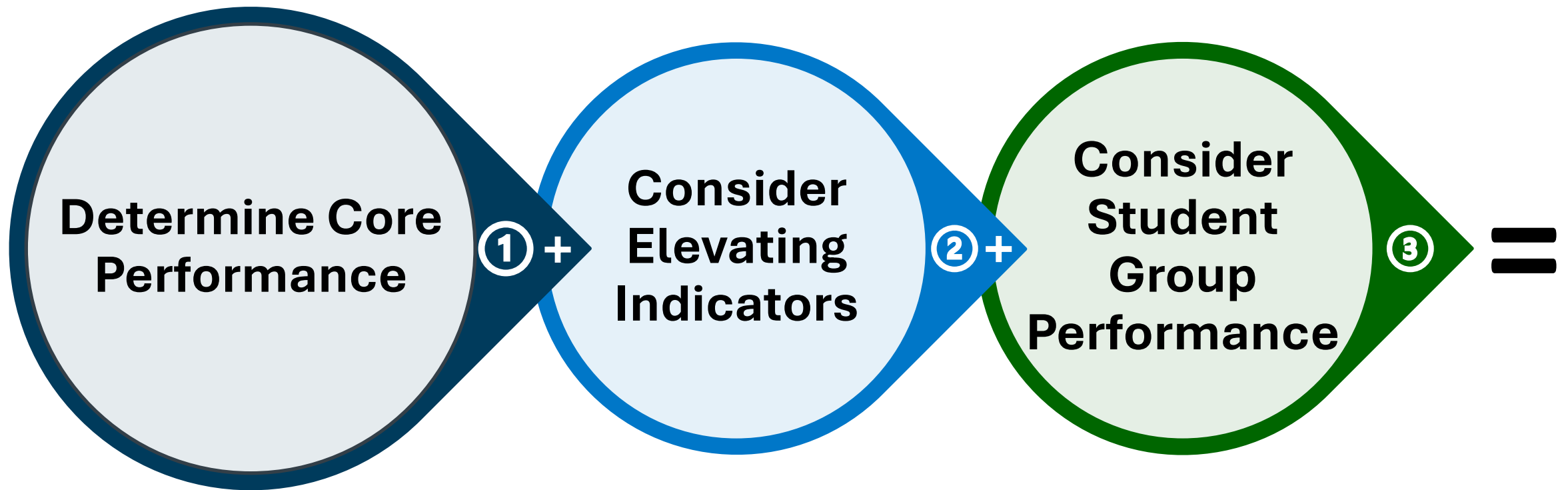
	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	Composite Growth		Graduation Rate	EL Progress		Consistent Attendance		Climate Survey
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	K-8 schools	High schools	All schools
Exemplary									≥ 95
Approaching Exemplary									≥ 90 < 95
Commendable									≥ 85 < 90
Developing									≥ 65 < 85
Comprehensive									< 65
Automatic Comprehensive									

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Understanding Indicator Performance Levels

-  **Exemplary** – Highest levels of performance
-  **Approaching Exemplary** – Strong performance
-  **Commendable** – Typical or average performance
-  **Developing** – Below average performance
-  **Comprehensive** – Low performance
-  **Auto Comprehensive**
 - A category that applies only to specific core indicators. It applies to Graduation Rate for high schools and Proficiency and Growth for elementary/middle schools

Determining an Overall Profile of Performance



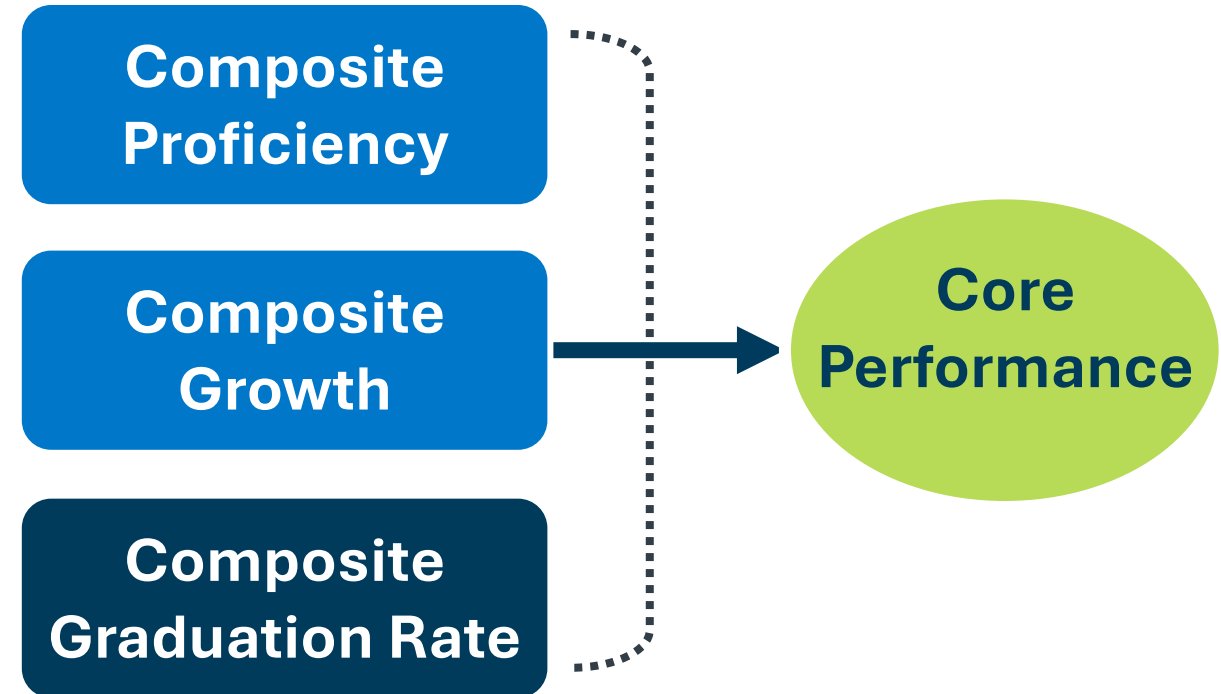
Profile of Performance

① Determine Core Performance

Putting the Pieces Together

Which Indicators Determine Core Performance?

- **Elementary/middle schools**
 - Proficiency
 - Growth
- **High schools**
 - Proficiency
 - Growth
 - Graduation Rate
- All schools must have **at least 2 core indicators**.
 - Backmapping provides data to schools without assessed grades.
 - Three-year composites provide data to very small schools.



Core Performance Starts With the Strongest Indicator

- Find the core indicator(s) with the strongest performance level.

Approaching Exemplary =

Proficiency 44.7%			Growth 55.2		Graduation Rate 91.9%		
Close Subject Breakdown			Close Subject Breakdown		Close Cohort Breakdown		
ELA	Math	Science	ELA	Math	4 year	5 year	6 year
38.6%	48.3%	47.2%	54.2	56.7	93.6%	92.3%	89.8%

High school selects from up to 3

Commendable =

Proficiency 44.7%			Growth 55.2				
Close Subject Breakdown			Close Subject Breakdown				
ELA	Math	Science	ELA	Math			
38.6%	48.3%	47.2%	54.2	56.7			

Elementary/middle
selects from up to 2

Comprehensive Indicators Lower Core Performance

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

Proficiency 24.7% Close Subject Breakdown			Growth 55.2 Close Subject Breakdown	
ELA 28.6%	Math 28.3%	Science 17.2%	ELA 54.2	Math 56.7

Comprehensive proficiency lowers
Commendable growth.
Core Performance is **Developing**.

Automatic Comprehensive Limits Elevating Influences

- An Automatic Comprehensive indicator limits the ability of core and elevating indicators to elevate the school profile above Comprehensive.
 - They do not restrict student group profiles from elevating.
- Applicable indicators
 - Proficiency – elementary/middle
 - Growth – elementary/middle
 - Graduation rate – high school

Proficiency 44.7% Close Subject Breakdown			Growth 65.2 Close Subject Breakdown		↓ Graduation Rate 65.4% Close Cohort Breakdown		
ELA 38.6%	Math 47.2%	Science 48.3%	ELA 67.3	Math 62.8	4 year 63.6%	5 year 65.3%	6 year 67.3%

**Automatic Comprehensive
Graduation Rate limits the ability
of Approaching Exemplary growth
to raise the profile.
Profile is Comprehensive.**

High School Exemplary Core Performance Conditions

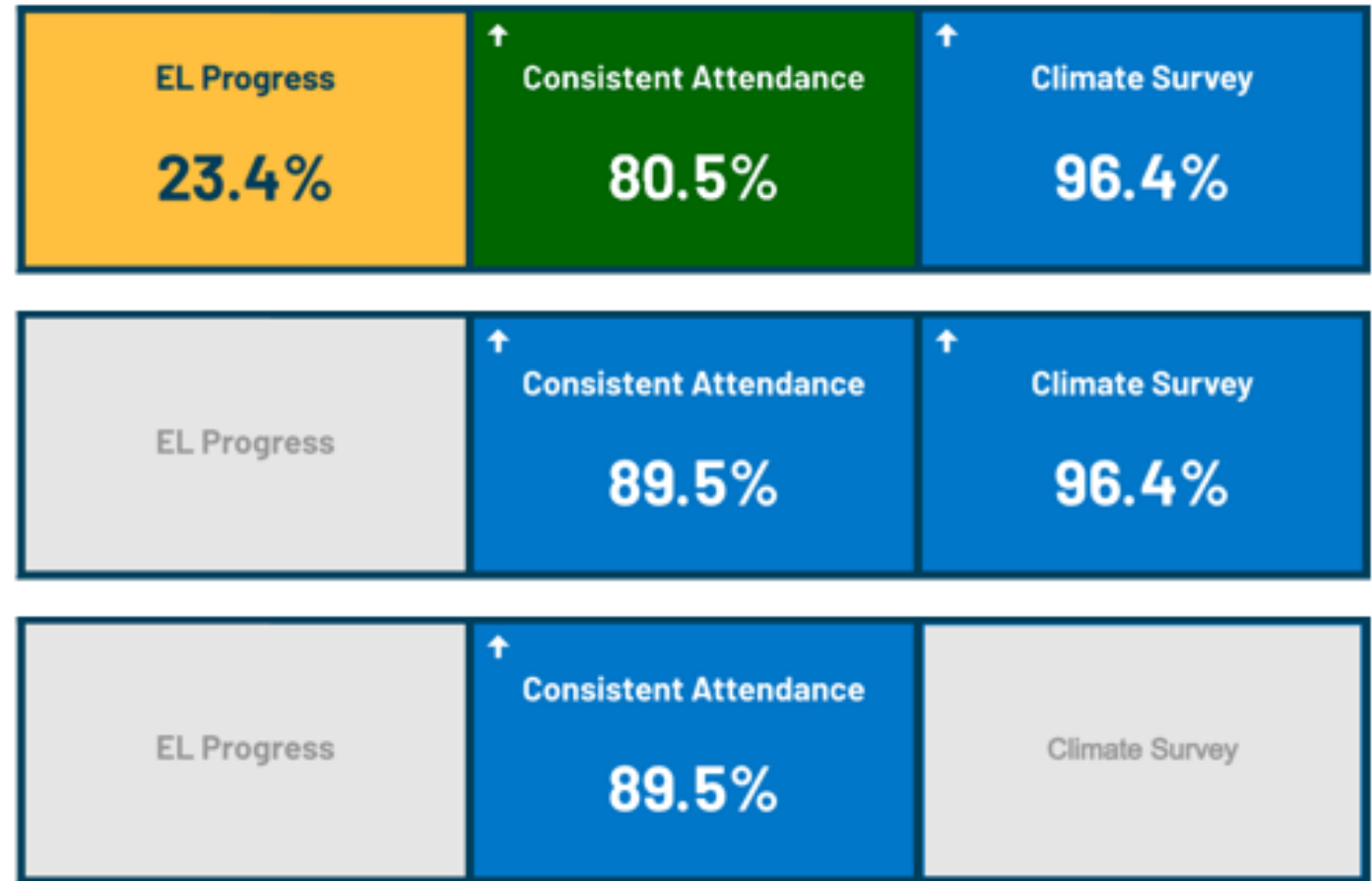
Proficiency	Growth	Graduation Rate		Core Performance
Exemplary	≠ Comprehensive	≠ Comprehensive	✓	Exemplary
≠ Comprehensive	Exemplary	≠ Comprehensive	✓	Exemplary
Approaching Exemplary	≠ Comprehensive	Exemplary	✓	Exemplary
≠ Comprehensive	Approaching Exemplary	Exemplary	✓	Exemplary
≠ Approaching Exemplary	≠ Approaching Exemplary	Exemplary	✗	Approaching Exemplary

② Elevating Indicator Influence

Putting the Pieces Together

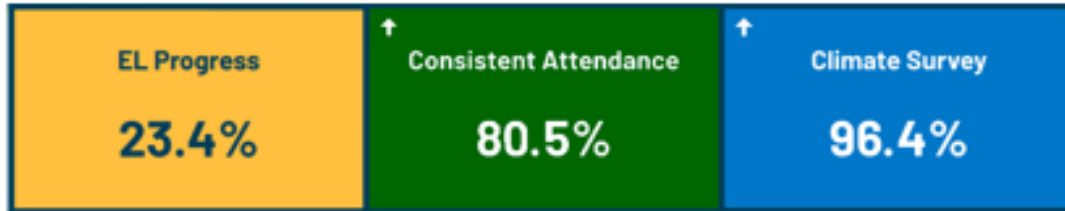
Elevating Indicators Recognize Strengths

- Schools may have three, two, and in some rare cases, only one elevating indicator.
- Strong performance on these indicators can elevate the profile one level.



Elevation Rules Depend on Core Performance

▲ Developing or ▲ Comprehensive
One Exemplary and One Approaching Exemplary Indicator is Needed

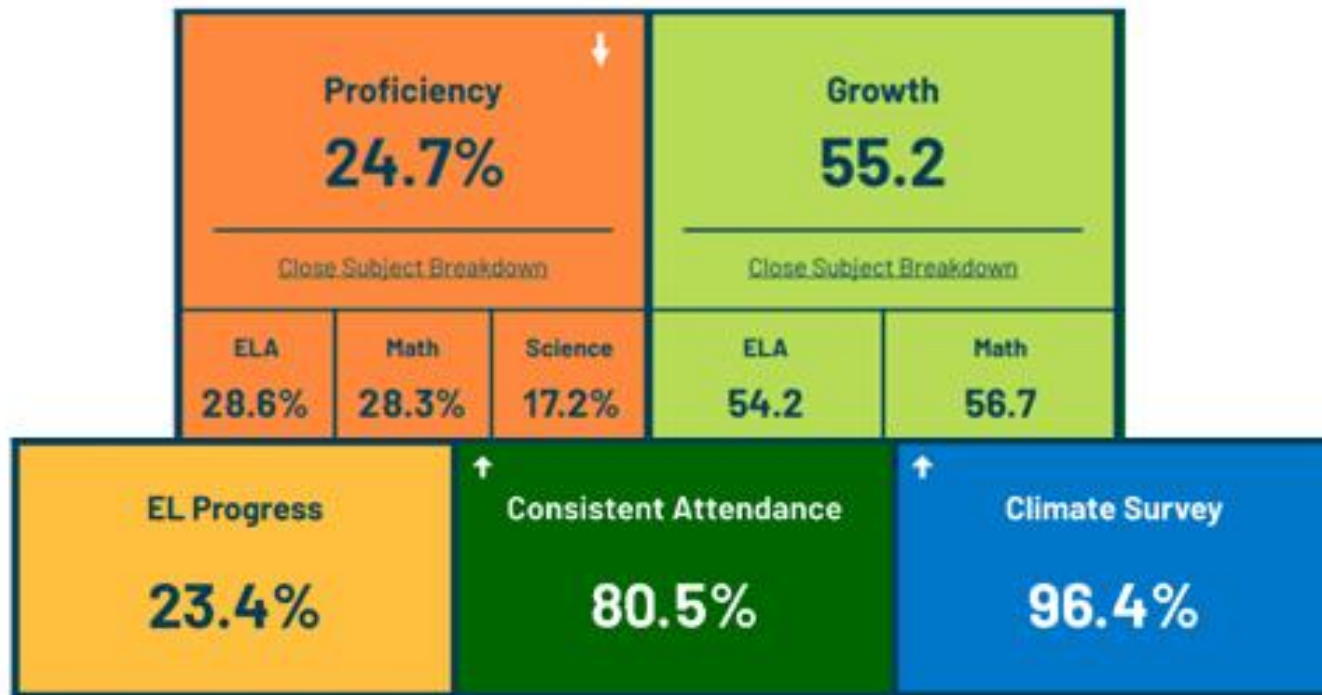


▲ Commendable or
▲ Approaching Exemplary
Two Exemplary Indicators Are Needed



- To elevate Comprehensive or Developing Core performance requires **one Exemplary and one Approaching Exemplary** elevating Indicator.
- To elevate Commendable or Approaching Exemplary core performance, **two Exemplary** elevating indicators are needed.

Elevation in Action: From Developing



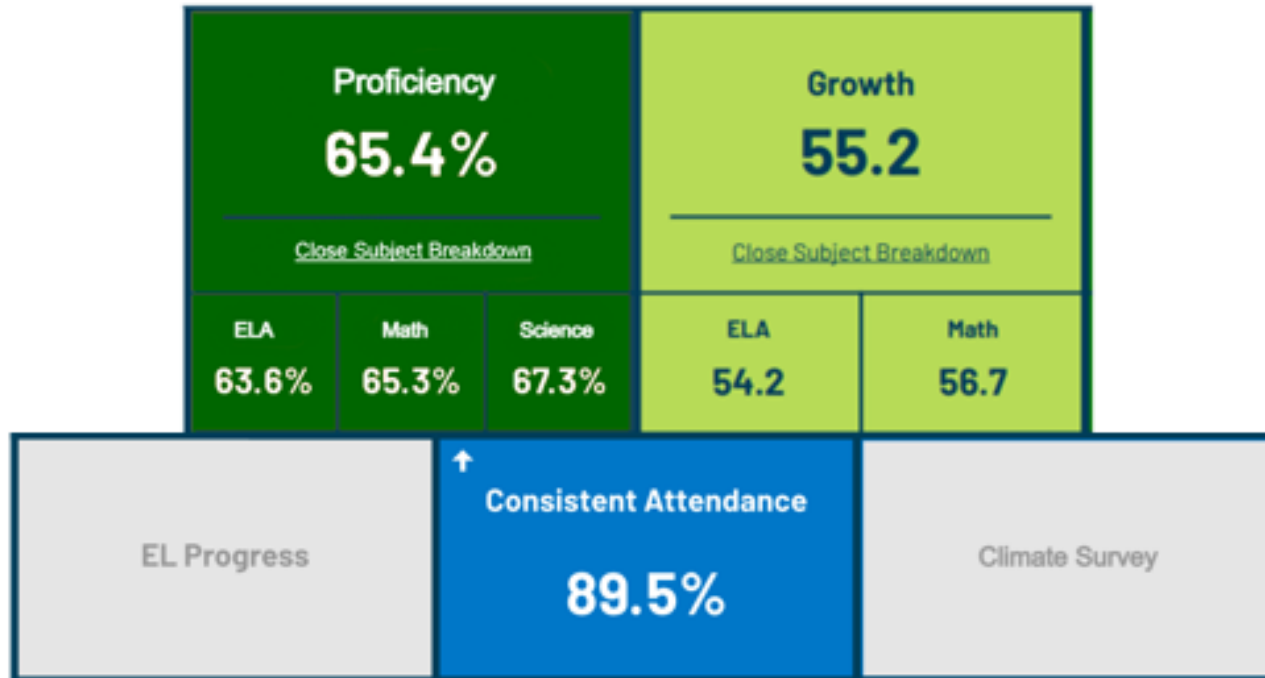
- Core performance = **Developing**
- One Exemplary + one Approaching Exemplary
▲ elevates profile to **Commendable**

Elevation in Action: From Commendable

- Core performance = **Commendable**
- Two Exemplary ▲ elevates profile to **Approaching Exemplary**

Proficiency 44.7% Close Subject Breakdown			Growth 65.2 Close Subject Breakdown		+ Graduation Rate 67.4% Close Cohort Breakdown		
ELA 38.6%	Math 47.2%	Science 48.3%	ELA 67.3	Math 62.8	4 year 63.6%	5 year 65.3%	6 year 67.3%
EL Progress			↑ Consistent Attendance 89.5%		↑ Climate Survey 96.4%		

Elevation in Action: From Approaching Exemplary



- Core performance = **Approaching Exemplary**
- Only one elevating indicator + Exemplary
▲ elevates profile to **Exemplary**

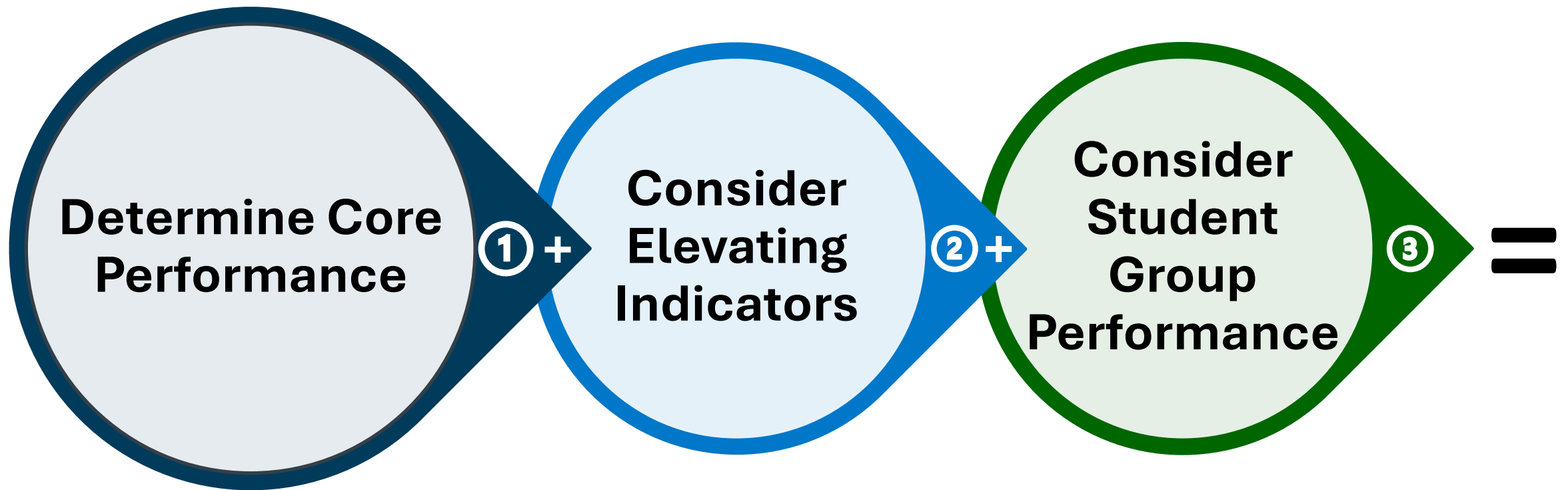
③ Considering Student Group Performance

Putting the Pieces Together

Success Must Be Shared

Intermediate Profile Level	Any Comprehensive Student Groups?	Final Profile Level
Exemplary	No	Exemplary
Exemplary	Yes	▼ Commendable
Approaching Exemplary	No	Approaching Exemplary
Approaching Exemplary	Yes	▼ Commendable
Commendable	No	Commendable
Commendable	Yes	Commendable
Developing	No	Developing
Developing	Yes	Developing
Comprehensive	Not applicable	Comprehensive

From Indicator Results to a Final Profile



Profile of Performance

Turning Profiles Into Action

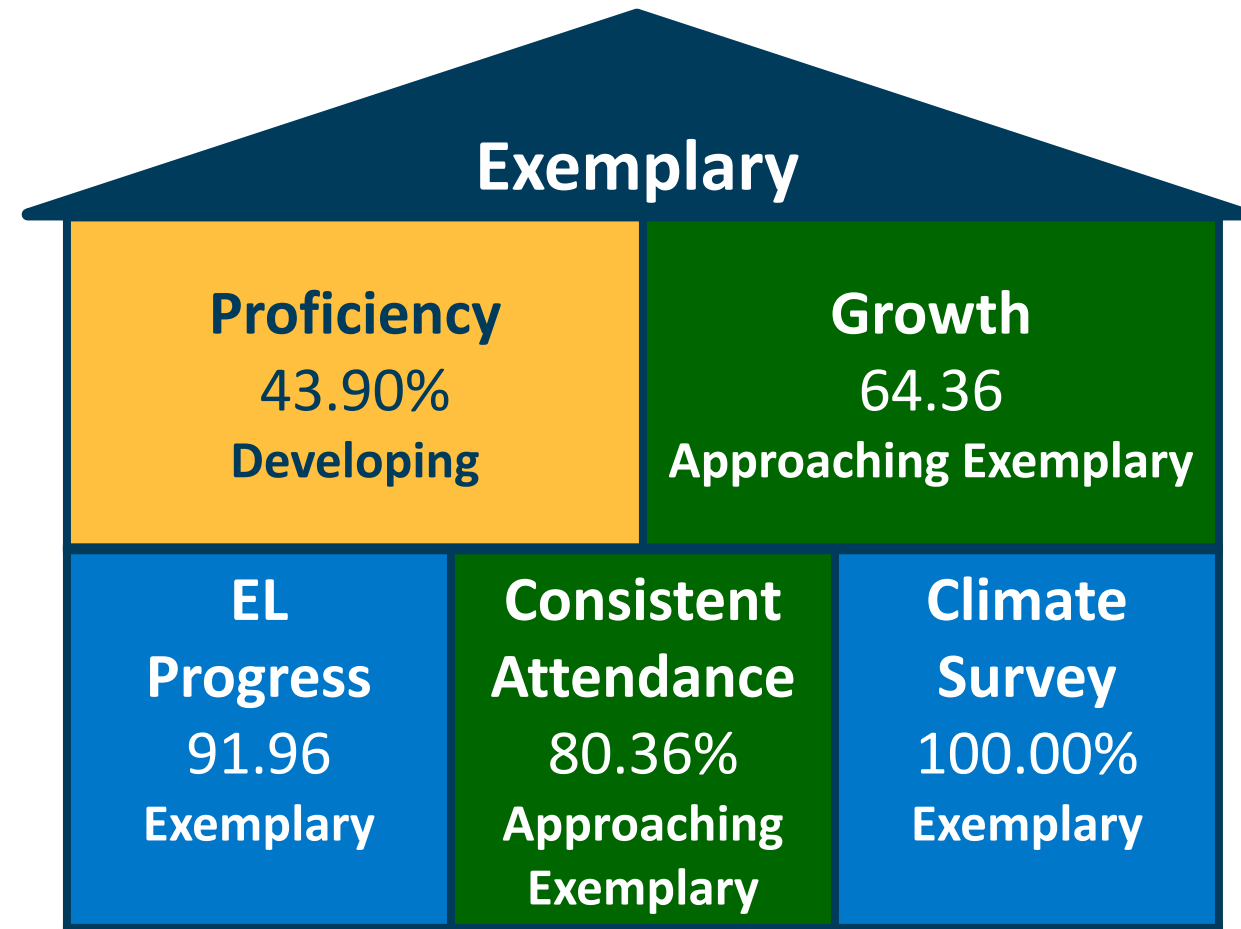
Profiles of Performance as a Starting Point
for Continuous School Improvement For All

Guiding Questions

- Helping leaders make sense of their results
 - What should be celebrated?
 - What should be investigated?
 - What should be prioritized?
 - What should be communicated and to whom?

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.

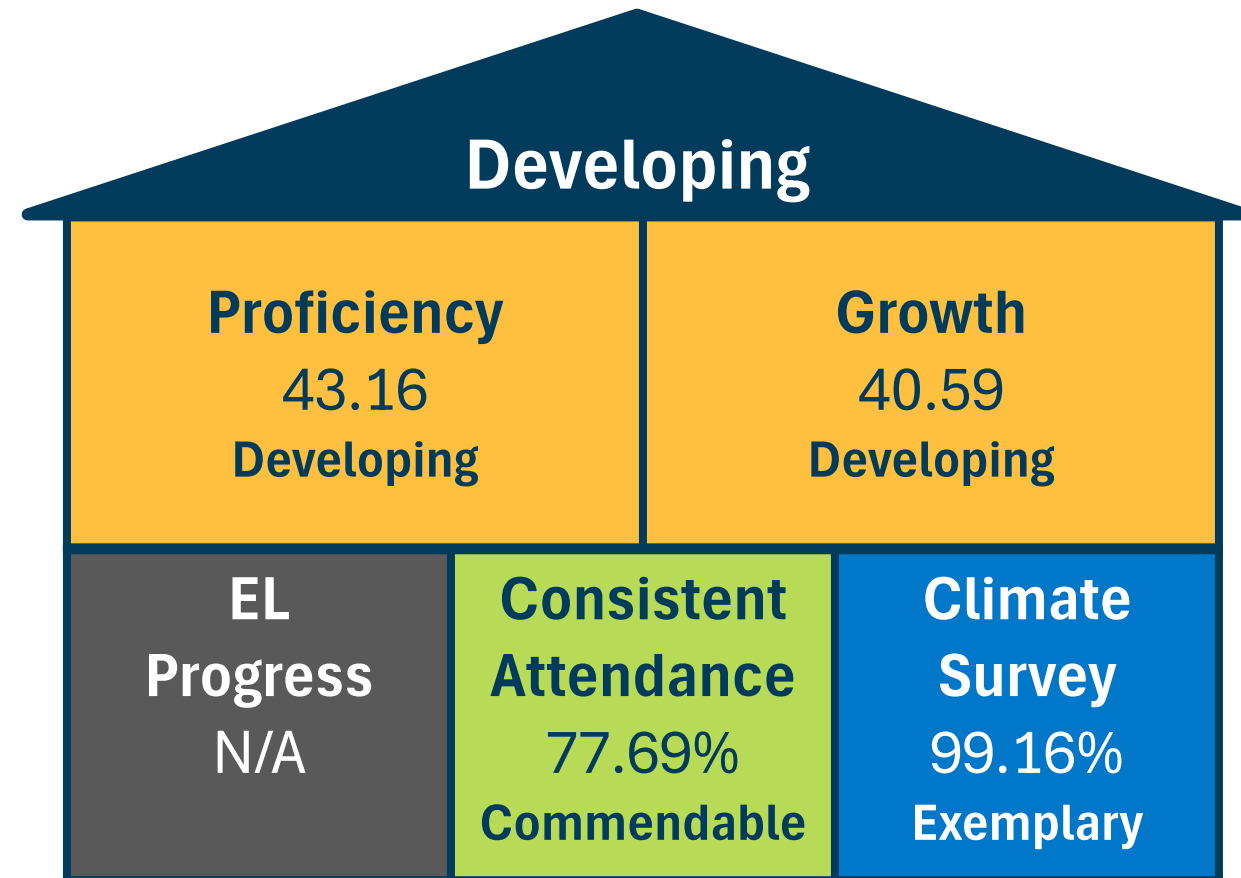


Case 1: Questions

- **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: 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 2: 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.

Case 3: 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	Climate Survey 75.64% Developing

Case 3: 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 4: 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	Climate Survey 72.52% Developing

Case 4: 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.

Making Sense of Profiles of Performance Big Ideas

- A Profile of Performance is both a collection of individual measures and a broader view of how a school is serving its students.
- Each indicator result is compared with its own performance criteria.
- A Profile of Performance is designed to be understood as a set of connected signals, not a single score.
 - Core performance establishes the starting point and balance strengths with areas that need improvement.
 - Elevating indicators recognize strengths and can raise the profile one level.
 - Student group performance is used as a guardrail to ensure success is a shared student experience.
- The profile is a starting point for inquiry—not a complete diagnosis.

What Comes Next?

- **This session introduced:**
 - A deep dive into how a profile of performance is calculated
 - How to interpret the final profile and begin using it
- **This session did NOT cover:**
 - The specific of indicator calculations
 - These are covered in our Measure by Measure series, for both 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

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Learn and Explore



In Conclusion...

Thank you for joining us.

Any questions?