

Accountability for Success:

— *Student Groups* —

Why Student Group Performance Matters

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

Session

Overview of the Accountability System

Accountability Whys

Why Student Group Performance Matters

Measure By Measure (Core Indicators)

Measure By Measure (Elevating Indicators)

Making Sense of a Profile of Performance

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

Student groups & their influence on profiles

Core indicator calculations

Elevating indicator calculations

What the results mean

How to use the profile modeling template

How the information supports action



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What You'll Learn

- By the end of this session, you'll understand:
 - Why aren't overall results enough?
 - Why does accountability focus on student groups?
 - Why do expectations apply consistently across student groups?
 - How does accountability recognize different student needs?
 - When does student group performance affect school profiles?

Overall Results

Student Group	School A	School B	School C
All Students	60	60	60

Overall Results Aren't Enough

Student Group	School A	School B	School C
All Students	60	60	60
White	61	62	58
Hispanic	58	61	59
Black	57	29	57
Low Income	57	33	56
Children with Disabilities	62	58	87

Student groups help reveal both challenges and successes that averages alone cannot show.

Three Schools: Three Different Stories

School A

A story of equity

- All student groups perform similarly. Improvements to core curriculum and instruction should benefit all students.

School B

A tale of two cities

- Black and low-income students' experiences are not the same as their peers'. In what ways? Why?

School C

A pleasant surprise

- The school seems to be doing something unusually effective for students with disabilities. What is it? Can it be implemented for more or all students?

Expectations Must Apply Consistently

Accountability asks a simple question:

***Are all students developing the knowledge
and skills they need to succeed?***

- Students will have different needs and starting points.
- Schools will provide different supports and interventions.
- Students will follow many different paths toward success.

**Accountability recognizes different paths to success,
not different definitions of success.**

Why Does Federal Law Take This Approach?

- ESSA requires states to:
 - Hold all students to the same challenging academic standards
 - Include all student groups in accountability
 - Meaningfully differentiate school performance for all students
 - ([*Every Student Succeeds Act \[ESSA\], 20 U.S.C. § 6311*](#))
- Historically, some student groups were excluded from accountability or held to lower expectations.

**Accountability was designed to ensure
all students remain visible.**

Which Student Groups Are Included?

- Federal law requires states to examine results for:
 - Economically disadvantaged students
 - Children with disabilities⁺
 - English learners
 - Former English learners*
 - Students from each major racial and ethnic group:
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Middle Eastern or North African
 - Native Hawaiian or Other Pacific Islander
 - Two or more races
 - White
- ⁺ Includes both students with Individualized Education Programs and 504 plans
- ^{*} Illinois-selected student group

Limited Exceptions — Consistent Expectations

Children with disabilities

Challenge: Ensuring disabilities do not lead to lower expectations

Solution: Consistency in expectations

Approach: Limited exceptions for a small percentage of students

English learners

Challenge: Learning academic content while acquiring English

Solution: Phased inclusion in accountability

Approach: Limited exceptions in accountability calculations for two years

How Much Data Is Enough?

- Illinois requires:
 - At least 20 students' worth of data
 - In at least 2 Core indicators
 - And at least 1 Elevating indicator
- Why?
 - Protect student privacy
 - Distinguish group patterns from individual circumstances
 - Focus discussions on systems, not student attributes

All students matter. Accountability is a tool for identifying group-level patterns that may require systemic solutions.

How Do Student Groups Affect School Profiles?

- Student groups are always visible.
- Most differences in performance:
 - Are reported
 - Are transparent
 - Do not directly affect accountability outcomes
- Student group performance affects accountability when a student group reaches the **Comprehensive** level.
- Schools with Comprehensive student groups:
 - Are not eligible for Exemplary or Approaching Exemplary profiles
 - Are eligible for additional support and improvement funds

Accountability reserves action for the most significant and persistent challenges.

Student Group Performance Matters

- Averages can obscure important differences in student outcomes.
- Student groups help identify patterns that may require systemic solutions.
- School improvement is a responsibility of every school.
- Every school has opportunities to improve outcomes and ensure success is shared across student groups.
- The accountability system reserves additional support and intervention for the most significant and persistent challenges.

What Comes Next?

- **This session introduced:**
 - Why overall results aren't enough
 - Why student groups play a central role in accountability
 - How student groups influence school profiles
- **Next, explore the indicators themselves**
 - **Measure by Measure** sessions dive deep, with one session on core and one on 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
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Learn and Explore



In Conclusion...

Thank you for joining us.

Any questions?