



Recognition, Accountability, and Support

Request for Renewal of Rhode Island ESEA Flexibility



Background

In 2012, the U.S. Department of Education offered states flexibility from some requirements of ESEA (aka NCLB).

In May 2012, the U.S. Department of Education approved the Rhode Island request for flexibility, resulting in a new system of recognition, accountability and support for our public schools and educators.



Our Former Accountability System

School performance was measured on a “one size fits all” approach based solely on percent of students proficient by grade level; whole school; and by student groups.

The only other measures considered were attendance rate; and graduation rate.

Despite the fact that schools faced different numbers of targets based on their student diversity, missing any target triggered the same consequences.

ESEA Waiver Requires Adherence to Four Principles



1. Adoption of College and Career Ready Standards and Assessment for All Students
2. State-Developed, Differentiated Systems of Recognition, Accountability and Support
3. Supporting Effective Instruction and Leadership through Educator Evaluation
4. Reducing Duplication and Unnecessary Burden

School Classifications



We base school classifications on a Composite Index Score that includes the following elements:

Proficiency: How many students have attained proficiency or better?

Distinction: How many students have attained distinction?

Gap-closing: Is the school serving all students?

Progress: Is the school approaching its 2017 targets?

Growth (K-8): Are all students making progress?

Improvement (high schools): Is the school improving annually?

Graduation (high schools): Are all students ready for success?



Our New Accountability System

ESEA Flexibility Design Weights

Measure	Components	Elementary / Middle Schools	High Schools
Absolute Percent Proficient	All Students	30	30
Progress to 2017 Target	All Students	10	10
Subgroup Performance Gaps against Performance Reference Group	Minority+FRL	30	30
	IEP+LEP		
Percent of Tested Students in Distinction Level	All Students	5	5
Growth	All Students	25	0
	Minority+FRL		
	IEP+LEP		
HS Graduation Rates	All Students		20
HS Scaled Score Change	All Students		5
TOTAL		100	100



Recognition

The highest-performing schools are recognized as:

Leading Schools; or

Commended Schools.



Accountability

Classification system: Each school is classified based on composite index score.

Diagnostic screens: RIDE has developed web-based tools for analysis of results.

RIDE helps identify shortcomings and achievements at each school.



Support

For schools identified as “Priority” and “Focus;”
Districts select interventions that respond to:

their context; and
their needs.

RIDE ensures that interventions are supported
by available data; approves a school reform
plan; and monitors interventions over time.



Flexibility Request Renewal

Few Changes from Initial Request

For the most part, our system of Recognition, Accountability, and Support will remain the same as the approved request of 2012.

However:

We need to make some changes in our system because of transition from NECAP to PARCC assessments.



School Classifications: Current School Year

RIDE will announce school classifications around June 1, 2014.

RIDE will continue to calculate and publish Composite Index Scores for all schools.

RIDE will identify new Warning, Typical, Leading, and Commended schools, using the same rules and criteria in place since 2012.

However:

RIDE will identify no new Priority or Focus schools.

School Classifications: 2014 – 2015 School Year



Pending approval from the U.S. Department of Education:

- RIDE will announce new Composite Index Scores for all schools in December 2015.
- “Progress to target” scores will not be available for elementary and middle schools so those 10 points will be distributed across the remaining metrics for the 2014 - 2015 school year only.
- RIDE will calculate and publish composite index scores based on results of PARCC assessments (for elementary and middle schools) and grade11 NECAP assessments (for high schools).
- RIDE will label *no new* schools as Priority, Focus, Warning, Typical, or Leading, but Priority and Focus schools will retain their classification.
- RIDE will identify *only* Commended schools, using the rules and criteria in place since 2012.



Accountability – Going Forward

During the 2014-15 school year, RIDE will analyze assessment data and will engage with field to make decisions about accountability going forward, particularly:

- using data from PARCC assessments to set new annual measurable objectives for all schools; and
- setting new cut scores for all schools to measure progress toward targets and closing achievement gaps.

Educator Evaluation: 2014 – 2015 School Year



Pending approval from the U.S. Department of Education:

- The Rhode Island Growth Model will be used to measure student learning for teachers beginning in the 2016 – 2017 school year.
- Growth model data will continue to be made available to teachers and administrators for the purposes of improving student learning.
- Student Learning Objective data will continue to be included in teachers' summative ratings in 2014 – 2015.

Contacts and More Information



Please send questions and comments to:

ESEA.flex@ride.ri.gov

For more information on the Rhode Island system for school classifications and accountability or to see a copy of this presentation, visit:

<http://www.ride.ri.gov/InformationAccountability/Accountability/SchoolClassifications.aspx>