

Rhode Island Accountability Process Revisions for School Years 2015 and 2016

A Presentation to the Accountability 3.0
Statewide Webinar
September 30, 2016

Guiding Principles

Accountability 3.0

RI's accountability system should...

- 1) be diagnostic and supportive
- 2) be transparent and trustworthy
- 3) value absolute performance as well as growth
- 4) emphasize equity among all student groups
- 5) recognize challenges in educational environments

Accountability Timeframe

- 2002- NCLB Accountability
- 2012- ESEA Waiver
- 2014- ESEA Waiver Extension
 - Used for this current school year only
 - Establishes baselines for AMOs
 - Only federally required classifications
- 2015- ESEA 2 Year Extension
 - Begins in the 2015-16 school year
 - Allows for more flexibility
- 2018-Begins ESSA accountability

Accountability Timeline for 2015-16

- Spring 2016 Implement PARCC and Alternate Assessments in Math and ELA
- Summer 2016 Results Returned to LEAs
- September 30, 2016 Data Review by LEAs
- October 6, 2016 Confidential Release of Classifications to Superintendents
- October 11, 2016 Public Release

School Accountability Review

- Schools receive a **Composite Index Score (CIS)** which is comprised of 3 performance metrics for elementary and middle schools and 3 performance metrics for high schools.
- Composite Index Scores (CIS) range from 20 to 100.

Accountability Design Weights

Measure	Components	Elementary / Middle	High Schools
Percent Meets Expectations	All Students - ELA	20	20
	All Students - Math	20	20
Gap Closure	All Students - ELA	15	15
	All Students - Math	15	15
Growth	All Students - ELA	15	n/a
	All Students - Math	15	
HS Graduation Rates	All Students	n/a	30
TOTAL		100	100

New Classifications

- Commended
- Schools in Good Standing OR
- School in Good Standing with an Alert*
- Focus
- Priority

*Alerts are triggered when:

- A school tests less than 95% of students in each content area, (English Language Arts/Literacy and Mathematics)
- Graduation rate is lower than 70%

Classification Special Circumstances

- Schools that did not have sufficient data to compute all three metrics the following procedures were followed:
 - If there is sufficient data to compute 2 metrics, those 2 metrics are calculated and proportionately weighted heavier to account for the metric that could not be calculated.
 - If there is not sufficient data to compute at least 2 metrics, a CIS is not calculated.
- In the case of a school that spans K - 12 the graduation rates metric is included in the CIS. If there is insufficient data to calculate the graduation rate metric the growth metric is included.
- There are some instances in which a CIS may not be calculated (new school, overall small n size). In those instances we will continue to add years of data to ensure sufficient n size.

Accountability for 2015-16 and 2016-17: *Proficiency Metric*

- Proficiency for math and ELA/literacy calculated separately. Each worth 20 points
- Proficiency no longer builds in three groups (all kids, students in programs, and students of color/poverty)
- Build to a 3 year rolling average to help stabilize data, particularly in small schools
- Awards partial credit for students at Levels 2 and 3

	Level 1	Level 2	Level 3	Level 4	Level 5
	0	.33	.66	1	1

Proficiency Metric Continued

- Assign additional credit (.25) to students that present additional challenges-- students with disabilities (IEP) students receiving ELL services, students living in poverty
- Credit acknowledges density of challenging populations

	Level 1	Level 2	Level 3	Level 4	Level 5
	0	.33	.66	1	1
Added Credit	0	1.25 x .33	1.25 x .66	1.25 x 1	1.25 x 1

Accountability for 2015-16 and 2016-17: *Closing Gaps in Student Performance*

- Concerns about prior gap closing metric:
 - Consolidated subgroups didn't include all schools
 - Students across several groups were weighted more heavily, (all kids, program subgroup and SES/race subgroup)
 - Schools results were less stable due to moving in and out of being held accountable for consolidated subgroups
 - Conversations tended to focus on “those kids” rather than performance
 - Schools received credit for closing gaps due to decreases in overall performance of students rather than actual gap closing

School Accountability 2015-16 and 2016-17:

Closing Gaps in Student Performance

- This measures the performance of the bottom 25% of all student scores for each content area within each school against the minimum scale score to meet expectations (750 at all grades and both content areas)
- This metric is critical to the success of Rhode Island's students and its mission to close achievement gaps
- To determine points for this measure
 - the gap between average scale score of the bottom 25% of all student scores and the minimum scale score to meet expectations (750) is calculated.
 - A school receives 1-5 points based on cut scores and then the points are weighted for 15% of the total CIS.
 - For each content area minimum CIS is 3 and max is 15.

Accountability for 2015-16 and 2016-17:

Growth Metric

Previous System

- Focused on median growth for identified subgroups
 - All Students
 - Minority/Poverty
 - IEP/ELL
- Points awarded based on level of median growth
 - <35 = 5 points
 - 35-45 = 10 points
 - 45-55 = 15 points
 - 55-65 = 20 points
 - >65 = 25 points

Current System

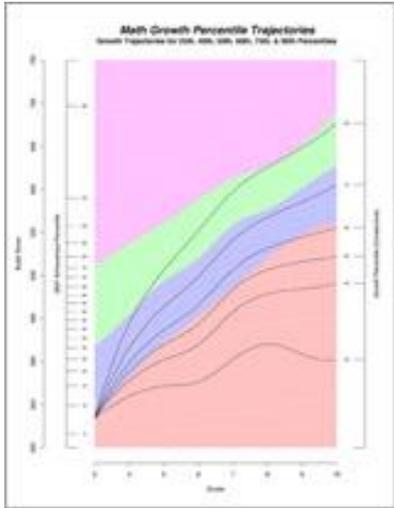
- Focused on percentage of students in the school with growth scores below 35
 - SGP of 35 is representative of students losing academic ground over time
- Increased points awarded for smaller percentages

School Accountability 2015-16 and 2016-17:

Growth Metric

- Growth is calculated for all students in each school for each content area
- We are building toward a 3 year rolling average
- This measure is calculated for elementary and middle schools only
- To determine points for this measure
 - The percentage of students with growth scores of below 35 is calculated
 - A school receives 1-5 points based on cut scores based on the percent of students with growth scores below 35 and then the points are weighted for 15% of the total CIS for each content area
- Each content area can range from 3 to 15 for a total of 30 points.

Why 35?



- Across several states and different tests, students with an SGP below 35 tend to lose ground over time
 - Moving further from grade level performance targets each year
- Represents “low” growth relative to students with similar academic history
 - 65% of students with similar academic history performed better on the current state assessment

School Accountability 2015-16 and 2016-17:

Graduation Rate Metric

- Graduation Rate – Schools are assigned points between 1 and 5 based on the higher of the four-year graduation rate or the composite (4, 5, and 6 year) graduation rate.
- Graduation Rate Annual Targets: School graduation targets are set to reduce by half the percent of students who do not graduate by 2016-17. Individual school baselines were set using 2010-11 graduation rates.
- This measure is calculated for high schools only
- The two components make up 30% of the Composite Index Score (CIS) for high schools

Accountability for 2015-16 and 2016-17:

What's Not Changing

- We will continue to factor in graduation rates as we currently do which is to take the higher of the 4 year rate or the weighted average among the 4, 5, and 6 year rates
- We will continue to calculate 95% participation rates. Schools not reaching the 95% rate will have an alert and not be eligible to be Commended or Leading schools.
- Students who don't test will count against participation rates. Non-tested students will not add a 0 to proficiency rates

Questions?

- Questions regarding accessing the School Accountability Data Files or the accuracy of the data included in the files contact Mike Ferry at 222-8258 or Michael.Ferry@ride.ri.gov
- Questions regarding the release timeline or data interpretation contact Phyllis Lynch at 222-4693 or Phyllis.lynch@ride.ri.gov

Thank you!