



# Rhode Island's ESSA State Plan Committee of Practitioners

January 25, 2017

4 pm – 6 pm

NEIT, Room S216

# Welcome

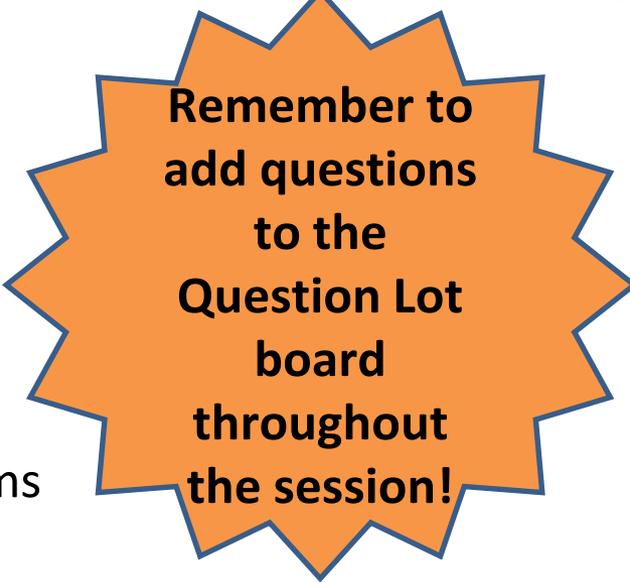
## Today's Objectives:

As a result of this meeting, ESSA CoP members will:

- Give on the state goals for ESSA
- Understand RIDE's current recommendations for the accountability index under ESSA
- Be prepared with feedback questions to consider with constituents and for discussion in February.

## Today's Agenda:

- Welcome & introductions
- Updates and business
- Input session on state goals
- Review recommendations for accountability systems
- Closing and next steps



**Remember to  
add questions  
to the  
Question Lot  
board  
throughout  
the session!**

# Updates

- Draft input memos on school improvement, educator quality, and funding – please review
- Requests for group engagement meetings to [Felicia.Brown@ride.ri.gov](mailto:Felicia.Brown@ride.ri.gov) and [David.Allard@ride.ri.gov](mailto:David.Allard@ride.ri.gov)
- Make-up work for missed meetings
- Coming in February: recommendations posted, public survey opens, invitations to stakeholder input sessions sent out.

# Long-Term Goals & Measures of Interim Progress under ESSA

*Phyllis Lynch,  
Director, Instruction, Assessment and Curriculum*

# Long-Term Goals

## §200.13 Long-term goals and measurements of interim progress

- Must establish long-term goals and measurements of interim progress for *academic achievement, graduation rates, and English language proficiency*
- May establish long-term goals and measurements of interim progress for other areas beyond those required
- Goals must be set for all students and for each subgroup

# Establishing Long-Term Goals

RIDE is recommending that states long-term goals be set for 2025.

- Timeline aligns with strategic plan cycle
- Timeline aligns with the Governor's 3<sup>rd</sup> grade reading goal.

# Graduation Rate Goal Requirements

- Establish ambitious state-designed long-term goals and interim measures of progress for improved graduation rates for all students and for each student subgroup
- Must be measured by the four-year adjusted cohort graduation rate
- May include an extended-year adjusted cohort graduation rate measure—if state chooses to include, it must set more rigorous long-term goals as compared to long-term goals of four-year rate
- Must set the same multi-year timeline to achieve the long-term goals for all students and for each subgroup
- Must take into account the improvement necessary for lower-achieving subgroups to make significant progress in closing statewide graduation gaps

# Graduation Rate – current practice

- In 2010 RIDE set graduation rate targets for schools and districts from 2011-2016.
- Goals were set based on the expectation that schools and districts were expected to cut in half the percentage of students not graduating by 2016.

# Graduation Rates Data

4-year Graduation Rate		
Class of 2008	Class of 2015	Change
73.93	83.20	+9.27

4-Year Cohort Class of	Cohort Population	Graduation Rates		
		4-Year	5-Year	6-Year
2015	10,905	83.20		
2014	11,333	80.73	84.51	
2013	11,425	80.09	83.89	84.39

# Accountability 2015

## Graduation Rates by Subgroup

	Number of Students	Percent of students	4 year Graduation Rate
All students	10,905	100%	83.2
American Indian	82	1%	64.6
Asian	366	3%	88.5
Black	891	8%	77.1
Hispanic	2,341	21%	76.2
Multi Racial	296	3%	77.4
Pacific Islander	40	0%	75
White	6,889	63%	86.6
IEP	2,553	23%	67.6
Non-IEP	8,352	77%	88
Limited English Proficient	1,240	11%	77
Non-Limited English Proficient	9,665	89%	84
Economically Disadvantaged	6,276	58%	75.6
Non Economically Disadvantaged	4,629	42%	93.5

# 2015 Graduation Rates: State & National Comparisons

State	4-year Graduation Rate	
	All Students	Low Income Students
<b>Rhode Island</b>	<b>83.2</b>	<b>75.6</b>
Connecticut	87.2	75.9
Maine	87.5	75.6
Massachusetts	87.3	78.2
New Hampshire	88.1	76.7
Vermont	87.7	78.0
<b><i>National</i></b>	<b>83.2</b>	<b>76.1</b>

# Graduation Rate: Input Question

*Which approach should be recommended for the four-year graduation rate goal?*

- 90% graduation rate
- 85% graduation rate
- Cut in half the percentage of students not graduating by 2025 (approx. 91%)
- Gap closure between the highest subgroup and other subgroups by half (approximately 85%)
- Other

# Academic Achievement Goal Requirements

- Establish ambitious state-designed long-term goals and interim measures of progress for improved academic achievement for all students and for each student subgroup
- Must be measured by the percentage of students attaining grade-level proficiency on the annual language arts and math assessments respectively
- Must apply the same high standards of academic achievement to all public school students in the state, except for those with the most significant cognitive disabilities
- Must set the same multi-year timeline to achieve the long-term goals for all students and for each subgroup
- Must take into account the improvement necessary for lower-achieving subgroups to make significant progress in closing statewide achievement gaps

# Academic Achievement Goals – Current Practice

Under NCLB goals were set to 100%

In 2010, under the ESEA Waiver, RIDE set academic achievement targets for schools and districts from 2011-2016.

Goals were set based on the expectation that schools and districts were expected to cut in half the percentage of students not graduating by 2016.

# Historical Academic Achievement Progress

	NECAP Reading		NECAP Mathematics	
	2007	2013	2007	2013
<b>Grade 3</b>	68	69	60	57
<b>Grade 4</b>	64	71	54	63
<b>Grade 5</b>	66	73	57	61
<b>Grade 6</b>	62	72	54	58
<b>Grade 7</b>	67	69	49	59
<b>Grade 8</b>	61	74	48	57
<b>Grade 11</b>	61	81	22	36

# Historical Academic Achievement Progress

Student Groups	NECAP READING		NECAP MATHEMATICS		READING Difference: 2007-2013	MATH Difference: 2007-2013
	2007	2013	2007	2013		
<b>State Average</b>	64	73	49	56	9	7
<b>American Indian</b>	48	53	34	34	5	0
<b>Asian</b>	66	76	55	63	10	8
<b>Black</b>	45	58	27	35	13	8
<b>Hispanic</b>	41	55	27	36	14	9
<b>White</b>	72	82	57	66	10	9
<b>IEP</b>	28	28	19	15	0	-4
<b>Non-IEP</b>	72	80	55	62	8	7
<b>English Learner (EL)</b>	17	21	14	13	4	-1
<b>EL Monitored</b>	40	65	30	46	25	16
<b>Non-EL</b>	66	76	51	59	10	8
<b>Low Income</b>	46	59	32	41	13	9
<b>Non-Low Income</b>	76	84	60	70	8	10

# PARCC Academic Achievement

English Language Arts/Literacy				
Grade	2016		Difference: 2015 to 2016	
	% Tested	% L4 + L5	% L4+L5	% Tested
STATE	96	37.9	+2	+8
3	98	39.6	+2	+3
4	98	40.8	+3	+3
5	98	41.5	+4	+4
6	97	36.8	+2	+5
7	96	38.4	0	+6
8	96	40.8	+6	+8
9	94	33.2	0	+15
10	92	31.4	0	+18

Mathematics				
Grade/ Course	2016		Difference: 2015 to 2016	
	% Tested	% L4 + L5	% L4+L5	% Tested
STATE	96	29.6	+5	+7
3	98	43.7	+7	+3
4	98	35.0	+8	+2
5	98	33.8	+7	+3
6	97	29.0	+3	+4
7	95	27.6	+2	+4
8	95	15.7	+4	+8
Algebra I	95	28.1	+3	+12
Geometry	93	18.5	+5	+17

# NAEP Results: % at or above Proficient

State	2015 Reading		2015 Mathematics	
	Gr 4	Gr 8	Gr 4	Gr 8
Rhode Island	40	35	37	32
Connecticut	43	43	41	36
Maine	36	36	41	35
Massachusetts	50	46	54	51
New Hampshire	46	45	51	46
Vermont	45	44	43	42
<b><i>National</i></b>	<b>35</b>	<b>33</b>	<b>39</b>	<b>32</b>

# Academic Achievement – input question

*Which approach should be recommended for the academic achievement goal?*

- Overall? Grade span?
- Cut in half the percentage of students not meeting expectations by 2025.
- 75% Governor's goal for 3<sup>rd</sup> grade reading
- Use RI and other states historical growth as basis
- Gap closure between the highest subgroup and other subgroups by half
- Other

# English Language Proficiency Goal Requirements

Establish ambitious state-designed long-term goals and interim measures of progress for improved English language proficiency for all English Learners

- Must be measured for increases in the percentage of English Learners making annual progress towards attaining English Language Proficiency.
- Must apply the same high standards of academic achievement to all English Learners in the state
- Student level targets on which the goals are based must take into consideration, at the time of a student's identification as an English Learner, the students English Language proficiency level and may take into consideration:
  - time in language instruction educational programs,
  - grade level,
  - age,
  - native language proficiency,
  - limited or interrupted formal education

## Previous Title III Accountability

- annual increases in the number or percentage of children making progress in learning English;
- annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and
- making adequate yearly progress for limited English proficient children

# Previous Title III Progress and Targets

Growth expectation:	Gain of $\geq 0.5$ ACCESS for ELLs <sup>®</sup> overall composite level for an individual student
Starting point target:	27% of students making a gain of $\geq 0.5$ ACCESS for ELLs <sup>®</sup> overall composite level
Ending point target:	56% of students making a gain of $\geq 0.5$ ACCESS for ELLs <sup>®</sup> overall composite level
Confidence interval:	95%
Years from starting to ending:	2009-2010 to 2017-2018 (nine test administrations in an eight year span)
Annual increases:	2010 target of 27% 2011 target of 30% 2012 target of 33% 2013 target of 36% 2014 target of 40% 2015 target of 44% 2016 target of 48% 2017 target of 52% 2018 target of 56%

# Historical ACCESS ELP Title III Progress and Targets

Year	Target	Actual
2010	27%	61%
2011	30%	58%
2012	33%	57%
2013	36%	60%
2014	40%	60%
2015	44%	59%
2016	48%	
2017	52%	
2018	56%	

# English Language Proficiency Progress – input question

***Which approach should be recommended for the English Language Proficiency Progress goal?***

- By grade? Grade span?
- Cut in half the percentage of students not making sufficient progress by 2025.
- Use Rhode Island and other states historical progress as basis
- Other

## **Other Goals – input question**

***Should it be recommended that Rhode Island set goals for other indicators in the accountability system beyond what is required under ESSA?***

# Input Task: Setting State Goals

## Task Intended Outcomes:

- Gather input from members about how RIDE should approach setting goals

## Task Directions:

- As group, consider one of the four input questions posed (as assigned)
- Take into account the attributes document, and decide as a group on a recommendation. Give your rationale.
- If you have time, move to the next question in the packet
- We will leave time for share outs and discussion.

# Accountability Index Recommendations

*Phyllis Lynch*

*Director, Curriculum, Assessment and Instruction*



**RIDE** Rhode Island  
Department  
of Education

# Accountability System Tools



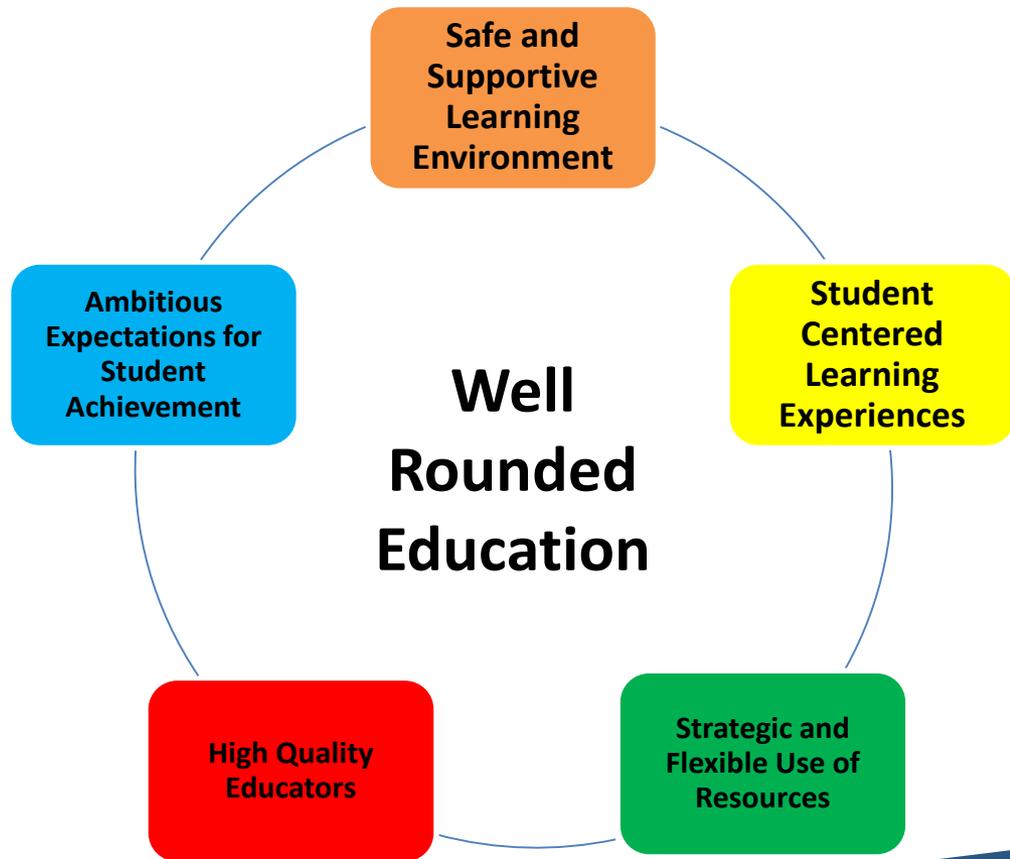
Index	Classification	Report Cards
<ul style="list-style-type: none"><li>❖ Emphasizes transparency and simplicity</li><li>❖ Maintains student achievement as the predominant weight as required under ESSA</li><li>❖ Includes a small number of valid and reliable measures to differentiate schools</li><li>❖ Not designed to provide all of the information to inform how schools can improve</li><li>❖ Does not fully account for indicators of well-rounded education</li></ul>	<ul style="list-style-type: none"><li>❖ Includes 5 levels to differentiate schools</li><li>❖ Identifies schools for targeted and comprehensive support and improvement</li></ul>	<ul style="list-style-type: none"><li>❖ Provides a comprehensive profile of school, student, and educator demographic information</li><li>❖ Offers a deeper level of information to help the school, LEA, and state constituents identify areas of strength and need and prompt improvement</li><li>❖ Includes a range of indicators of a well-rounded education</li></ul>

# Factors of a Robust Accountability System



## Vision

Rhode Island schools prepare every graduate to pursue a fulfilling career, to be a critical and creative thinker, a collaborative and self-motivated learner, and a culturally-competent active citizen.



# Well Rounded Education Accountability & Responsibility System



Category	A high quality education provides ...	
<b>Ambitious Expectations for Student Achievement</b>	Equitable access to high quality learning experiences that result in the achievement of academic skills and knowledge to be career and college ready.	CIS Report Cards
<b>Student Centered Learning Experiences</b>	Expanded opportunities for every student to shape their own learning both broadly and deeply.	CIS Report Cards
<b>Safe and Supportive Learning Environment</b>	Healthy and safe environments where students are supported in achieving their goals.	CIS Report Cards
<b>High Quality Educators</b>	Diverse educators who are well prepare and qualified to meet student needs.	Report Cards
<b>Strategic and Flexible Use of Resources</b>	Sufficient, equitable and thoughtful use of fiscal resources.	Report Card

# Accountability Index Measures Development



A few notes about process:

- We are at various stages of development of the draft accountability index measures.
- We are reviewing current and historical data where available to determine best use of data.
- We will model each metric with the data to determine appropriateness and feasibility.

# Draft Accountability Index Measures



Category	Draft Accountability Index Measures	Applicable grade spans
Student Achievement	<b>Student Academic Proficiency:</b> What percentage of students are meeting and approaching expectations?	3-8 and HS
Student Achievement	<b>Student Growth:</b> What percentage of students is demonstrating low growth as compared to similar performing peers?	4-8
Student Achievement	<b>Exceeding Expectations:</b> What percent of students are exceeding expectations on state assessments?	3-8, HS
Student Achievement	<b>English Language Proficiency Progress:</b> What percentage of English Learners are demonstrating adequate growth in attaining English Language Proficiency?	1-12
Student Achievement	<b>Graduation Rates:</b> Reported separately but combined to one composite metric. Composite weights (4year x%, 5 year x%, 6 year x%). What percentage of students graduated in 4 years, 5 years, and 6 years?	HS
Student Achievement	<b>Graduate Proficiency (2018-2021)</b> What percent of graduating students demonstrated proficiency on designated assessments? <b>Commissioner's Seal (2022):</b> What percent of graduating students achieved the Commissioners Seal?	HS
Student Centered Learning Experiences	<b>Post-Secondary Readiness :</b> (2018-2021): Percent of graduating students with industry recognized credential, achieving 3 or higher on AP, and successful completion of 3 or more dual/current courses <b>Pathways to Success (2022):</b> Percent of graduating students receiving pathway endorsement	HS
Safe and Supportive Learning Environment	<b>Chronic Absenteeism:</b> What percentage of teachers and students are chronically absent?	K-12
Safe and Supportive Learning Environment	<b>Suspension :</b> What percentage of students are suspended from school at least one day during the year?	K-12



# Student Academic Proficiency

## Ambitious Expectations for Student Achievement Grades 3-8 and HS

Metric Description	Additional Information	Questions for Consideration
<ul style="list-style-type: none"> <li>• What percentage of students met expectations (PARCC Levels 4 &amp; 5, MSAA Levels 3 and 4)?</li> <li>• What percentage of students are approaching expectations?</li> </ul> <p><i>Percentages are disaggregated for each subgroup on the report card.</i></p>	<ul style="list-style-type: none"> <li>• Gives schools credit for levels 2 &amp; 3 of PARCC and level 2 of MSAA</li> <li>• Does not include the student success factor implemented this year</li> <li>• Third grade scores will be attributed to K-2 feeder schools</li> <li>• Includes 2 years of data (3 years for small N schools)</li> <li>• Includes exited English Learners for up to 4 years and exited special education students with IEPs for 2 years for report card disaggregation</li> </ul>	<ul style="list-style-type: none"> <li>? What are strengths of the metric?</li> <li>? What concerns to you have about the metric?</li> </ul>

# Exceeds Expectations



## Ambitious Expectations for Student Achievement Grades 3-8 and HS

Metric Description	Additional Information	Questions for Consideration
<ul style="list-style-type: none"> <li>What percentage of students is exceeding expectations (PARCC-level 5, MSAA – level 4)?</li> </ul> <p><i>Percentage is disaggregated for each subgroup on the report card</i></p>	<ul style="list-style-type: none"> <li>Third grade scores will be attributed to K-2 feeder schools</li> <li>Include 2 years of data (3 years for small N schools)</li> <li>Include exited English Learners for up to 4 years and exited students with IEPs for up to 2 years for report card disaggregation</li> </ul>	<ul style="list-style-type: none"> <li>? What are strengths of the metric?</li> <li>? What concerns to you have about the metric?</li> </ul>



# Student Growth

## Ambitious Expectations for Student Achievement Grades 4-8

Metric Description	Additional Information	Questions for Consideration
<ul style="list-style-type: none"> <li>• What percentage of students is demonstrating low growth as compared to similar performing peers?</li> </ul> <p><i>Percentage is disaggregated for each subgroup on the report card</i></p>	<ul style="list-style-type: none"> <li>• Percentage of students with a Student Growth Percentile below 35 in a school</li> <li>• Does not include alternate assessment</li> <li>• Include 2 years of data (3 years for small n schools)</li> <li>• Include exited English Learners up to 4 years and exited students with IEPs for 2 years for report card disaggregation</li> </ul>	<ul style="list-style-type: none"> <li>? If appropriate, should we align approaches for growth with progress measure for English Learners?</li> <li>? Should we consider growth in high schools, if high school assessments allow?</li> <li>? Should RIDE consider the percent of students achieving high growth in the metric as well?</li> <li>? What are strengths of the metric?</li> <li>? What concerns do you have about the metric?</li> </ul>

# English Language Proficiency Progress



## Ambitious Expectations for Student Achievement Grades 1-12

Metric Description	Additional Information	Questions for Consideration
<ul style="list-style-type: none"> <li>What percentage of English Learners are demonstrating adequate growth in attaining English Language Proficiency?</li> </ul> <p><i>Percentage is disaggregated for each subgroup on the report card</i></p>	<ul style="list-style-type: none"> <li>Exploring various models to calculate this metric</li> <li>Exploring what student factors we can include (e.g., grade, prior level of proficiency).</li> <li>Relative small number of English Learners in Rhode Island is a consideration</li> </ul>	<ul style="list-style-type: none"> <li>? What are strengths of the metric?</li> <li>? What concerns do you have about the metric?</li> <li>? What other criteria should RIDE consider as it develops this metric?</li> </ul>



# Graduation Rates

## Ambitious Expectations for Student Achievement Grades 9-12

Metric Description	Additional Information	Questions
<p>Reported separately but combined to one composite metric:</p> <ul style="list-style-type: none"><li>• What percentage of students graduated in 4 years?</li><li>• What percentage of students graduated in 5 years?</li><li>• What percentage of students graduated in 6 years?</li></ul> <p><i>Disaggregated for each subgroup in report card</i></p>	<ul style="list-style-type: none"><li>• Use composite score for accountability, but report out on 4, 5, and 6 year rates as well</li></ul>	<p>? What weights do you recommend for 4, 5, &amp; 6 year rates within the composite?</p> <p>? What are strengths of the metric?</p> <p>? What concerns do you have about the metric?</p>

# Graduating Cohort Proficiency/ Commissioner's Seal



## Ambitious Expectations for Student Achievement Grades 9-12

Metric Description	Additional Information	Questions
<ul style="list-style-type: none"> <li>(2018-2021) What percent of students in graduating students demonstrated proficiency on designated assessments (e.g., approved assessments for Commissioner's Seal: SAT, PSAT, PARCC, etc.)?</li> <li>(2022 and beyond) What percent of students in the graduating class achieving Commissioners Seal?</li> </ul> <p><i>Disaggregated for each subgroup in report card</i></p>	<ul style="list-style-type: none"> <li>RIDE already receives most assessment information necessary, but to the extent assessments are included that RIDE does not have, a new LEA collection will be needed</li> </ul>	<ul style="list-style-type: none"> <li>? When calculating the percentage, who should be included in the denominator? Students in 4 year cohort? Students receiving diploma in given year?</li> <li>? What are strengths of this metric?</li> <li>? What concerns do you have about the metric?</li> </ul>

# Secondary Readiness/ Pathways to Success



## Student Centered Learning Experiences

Grades 9-12

Metric Description	Additional Information	Questions
<ul style="list-style-type: none"> <li>(2018-2021) What percent of students in the graduating class earn one or more RIDE-approved industry recognized credential, achieve 3 or higher on AP exam(s), or successfully complete 3 or more dual-/concurrent enrollment courses? [DRAFT]</li> <li>(2022 and beyond) What percent of students in the graduating class earn one or more Pathway Endorsements?</li> </ul> <p><i>Disaggregated for each subgroup in report card</i></p>	<ul style="list-style-type: none"> <li>RIDE is in the process of analyzing current data collections to determine if data is sufficient for accountability and if a new LEA data collection will be needed</li> <li>RIDE is reviewing the data and research to determine the number of courses, minimum score on AP, etc.</li> </ul>	<ul style="list-style-type: none"> <li>? Do you have recommendations for the number of dual/concurrent enrollment courses, number of AP courses/minimum scores, etc.?</li> <li>? Should the Seal of Bi-Literacy be included?</li> <li>? What are strengths of this metric?</li> <li>? What concerns do you have about the metric?</li> <li>? When calculating the percent, who should be included in the denominator? Students in 4-year graduation cohort? Students receiving diploma in given year?</li> </ul>



# Chronic Absenteeism

## Safe and Supportive Learning Environment Grades K-12

Metric Description	Additional Information	Questions
<ul style="list-style-type: none"><li>• What percentage of teachers are chronically absent?</li><li>• What percentage of students are chronically absent?</li></ul> <p><i>Percentages are reported separately, disaggregated for subgroups for each sub-measure, and aggregated into the composite</i></p>	<p>Student Chronic Absenteeism:</p> <ul style="list-style-type: none"><li>• Student must be enrolled at least 90 days</li><li>• The student is absent 18 days (10%) or more. This includes excused and unexcused absences.</li></ul> <p>Teacher Chronic Absenteeism:</p> <ul style="list-style-type: none"><li>• Teachers employed by the LEA for at least 90 days</li><li>• Teacher is absent 18 days(10%) or more</li></ul>	<ul style="list-style-type: none"><li>? What are strengths of the metric?</li><li>? What concerns to you have about the metric?</li><li>? Do you have feedback on the definitions of chronic absenteeism for students or teachers?</li></ul>

# Suspension



## Safe and Supportive Learning Environment Grades K-12

Metric Description	Additional Information	Questions
<ul style="list-style-type: none"> <li>What percentage of students are suspended from school at least one day during the school year?</li> </ul> <p><i>Disaggregated for each subgroup in report card</i></p>	<ul style="list-style-type: none"> <li>Is exclusion of school an infrequent occurrence?</li> </ul>	<ul style="list-style-type: none"> <li>? Which types of suspension should be included in this metric (in/out of school?)</li> <li>? Are their possible unintended consequences of incorporating this into accountability?</li> <li>? What are strengths of the metric?</li> <li>? What concerns do you have about the metric?</li> </ul>

# Additional Accountability Index Metrics



- Rhode Island will be implementing a new science assessment next year and will consider including performance on the state science assessment in future years.
- Are there additional metrics RIDE should consider?



# Calibration Task: Clarifying Questions

## Task Intended Outcome:

- Understand enough of the presentation to be able to talk with constituents about the recommendations for the index

## Task Directions:

1. Review the slides and the questions. Take 3 minutes to write clarifying questions for yourself on post-it notes.
2. In groups of 3, discuss your questions. Ensure that all are CLARIFYING questions only (not suggestions, probing questions, ideas disguised as questions, etc.). Prioritize 2 clarifying questions from the group that you need answers to right now.
3. Phyllis will answer as many as possible.

# Closing and Next Steps

# Thank you!

- **What's next?**

Follow up email will contain:

- Link to materials from this meeting
- Request for approval of the input memos
- One more chance to make up for missed meetings
- Write up of each of these recommendations
- A survey to input constituent feedback

- **Next meeting: February 22, 2017**

4-6 pm at New England Tech

One New England Tech Boulevard, East Greenwich, RI

Input Topic: Feedback on Accountability Index Recommendations

- **Questions or concerns?**

Please contact Felicia Brown at [felicia.brown@ride.ri.gov](mailto:felicia.brown@ride.ri.gov)