

# Rhode Island Accountability Process Revisions for School Years 2015 and 2016

A Presentation to the Accountability 3.0  
Statewide Webinar  
March 27, 2015

# Accountability

- 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 3 Year Extension
  - Begins in the 2015-16 school year
  - Allows for more flexibility

# Accountability for 2014-15

- Timeline is modified for PARCC, no accountability reporting until December/January
- Composite Index Scores (CIS) calculated for every school based on amended metrics
- Labels:
  - Commended**- new commended schools will be identified
  - Leading, Typical, Warning**- classifications suspended for this year
  - Priority and Focus**- no new schools will be identified; currently classified schools will have the opportunity to exit if criteria are met

# Accountability for 2014-15

- CIS Metrics
  - Absolute Proficiency
  - Gap Closing
  - Growth Measure (k-8 schools)
  - Graduation Rates (high schools)
- Adjustments
  - New AMOs established using baseline data
  - Middle school students can take Algebra I or Geometry
  - Revised cut scores established using PARCC data

# Accountability for 2014-15 Timeline

- Spring 2015- Implement PARCC Assessments
- Spring/Summer 2015- Scoring Student Work
- Summer 2015- Standard Setting
- September 2015- PARCC states approve Standards
- October 2015- Prepare Reports
- November 2015- Release data to LEAs/Schools
- November 2015- Analyze Data for Accountability
- December 2015- Release Accountability Data

# 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 for 2015-16 thru 2018-19

## Summary of Metrics

- Proficiency- All Schools
    - English LA/Literacy 20 points
    - Mathematics 20 points
  - Gap Closing- All Schools
    - English LA/Literacy 15 points
    - Mathematics 15 points
  - Growth- Elementary and Middle Schools
    - English LA/Literacy 15 points
    - Mathematics 15 points
  - Graduation Rates- High Schools 30 points
- Longer Term Phase-In
- Post-Secondary Credential TBD

# Accountability for 2015-16 thru 2018-19 Proficiency

- Credit schools for improving student performance by moving them out of the lowest level of performance
- Assign additional credit (.25) to students that present additional learning challenges-- students with disabilities (IEP) students receiving ELL services, students living in poverty
- Build to a 3 year rolling average to help stabilize data, particularly in small schools

|              | 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 thru 2018-19

## Closing Gaps in Student Performance

- The approach attends to concerns about
  - Consolidated subgroups still not capturing all schools
  - Counting students across several groups, (all kids, program subgroup and SES/race subgroup)
  - Schools moving in and out of being held accountable for students
  - Conversations tending to focus on “those kids” rather than performance
  - Schools getting credit for closing gaps due to decreases in overall performance of students rather than actual gap closing

# Accountability for 2015-16 thru 2018-19

## Closing Gaps in Student Performance

- Revise this metric to frame gap closing on the achievement differences between the lowest 25% of students in a school and the top 50% of students in a school using scale scores
- Continue to disaggregate the lowest 25% of students to understand their profile
- When overall school performance is low, determine a more meaningful comparison, (e.g. state average)
- Hold the comparison group (top 50%) constant for 3 years to monitor gap closing progress
- Build toward a 3 year rolling average to stabilize data and reduce “bounce”

# Profile of Gap (Bottom 25%)

## *Using Grade 11 NECAP Math Data*

| Subgroup                            | Number Tested | % of Population | Number Tested in Bottom 25% | % of Population in Bottom 25% |
|-------------------------------------|---------------|-----------------|-----------------------------|-------------------------------|
| All Students                        | 10,039        |                 | 4,657                       |                               |
| Black Students                      | 828           | 8.25%           | 342                         | 15.73%                        |
| Hispanic Students                   | 2,066         | 20.58%          | 778                         | 35.79%                        |
| IEP Students                        | 1,682         | 16.75%          | 910                         | 41.86%                        |
| ELL Students                        | 425           | 4.23%           | 291                         | 13.39%                        |
| Economically Disadvantaged Students | 4148          | 41.32%          | 1366                        | 62.83%                        |

# Accountability for 2015-16 thru 2018-19

## Growth Metric

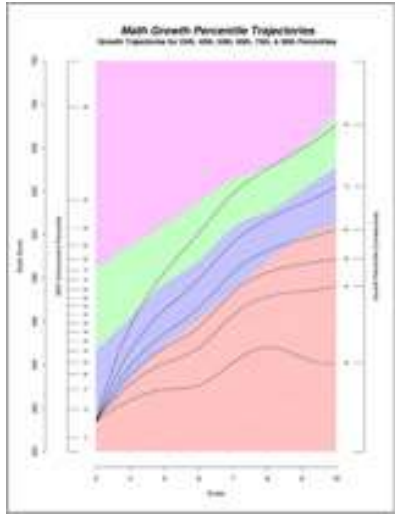
### Current System

- 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

### Proposed

- 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

# 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

# Relationship between Grade 5 SGP and Grade 4 Performance (Achievement Levels)

|                                | Student Growth Percentile |         |         |        |         |         |
|--------------------------------|---------------------------|---------|---------|--------|---------|---------|
|                                | N                         | Minimum | 25 %ile | Median | 75 %ile | Maximum |
| Proficient with Distinction    | 2,101                     | 1       | 25      | 50     | 75      | 99      |
| Proficient                     | 4,090                     | 1       | 25      | 50     | 75      | 99      |
| Partially Proficient           | 1,721                     | 1       | 25      | 50     | 75      | 99      |
| Substantially Below Proficient | 1,651                     | 1       | 25      | 50     | 75      | 99      |

# Accountability for 2015-16 thru 2018-19 Growth Scores

- Growth scores will comprise 30 points within the 100 point CIS
- The points will be divided equally between English Language Arts/Literacy and mathematics
- We will build toward using three years' worth of data
- A determination will be made at a later date about whether growth scores can be calculated at the high school level

# Accountability for 2015-16 thru 2018-19

## Post-Secondary Credential

- Phase-in a new metric for high schools to recognize the number of students that earn a post-secondary credential
- Set the expectation that secondary schools are preparing students for success beyond K-12
- Reward schools for enabling students to achieve meaningful outcomes on multiple pathways to future careers and education
- Credentials may include: scoring 3+ on an AP exam, earning an industry recognized CTE credential, receiving a course grade of B or higher on dual/concurrent enrollment, etc.



# Accountability for 2015-16 thru 2018-19

## 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
- We will continue to publicly report AMO targets for required subgroups. Schools not meeting an AMO target for 3 consecutive years will have an alert and will not be eligible to be Commended or Leading.

# Accountability for 2015-16 thru 2018-19

## Classification Labels

| Current   | Proposed                         |
|-----------|----------------------------------|
| Commended | Commended                        |
| Leading   | Leading                          |
| Typical   | Good Standing (Some with Alerts) |
| Warning   |                                  |
| Focus     | Focus                            |
| Priority  | Priority                         |

# Classification Labels

## “Alert” Triggers

- Missing an AMO within the same subgroup for three consecutive years
- Testing less than 95% of students in each content area, (English Language Arts/Literacy and Mathematics)
- Graduation rates lower than 70%

# Accountability 3.0

## Additional Features and Considerations

- AMOs will be set using the PARCC 2015 data. The targets will extend to 2021
- AMOs will be reported publicly and schools will not be able to be “Commended” if they miss a subgroup AMO for 3 consecutive years
- All metrics, with the exception of graduation rates, will use 3 year rolling averages
- Build an Accountability Report Card on the Instructional Support System to encourage diagnostic analyses of the accountability data
- Including Alternate Assessment data in the CIS
- Weights need to be assigned to each of the metrics within the 100 points