

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

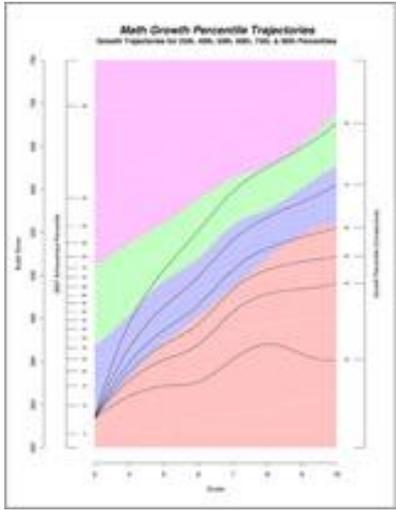
Current System

- 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