

**RHODE ISLAND  
SCHOOL AND DISTRICT  
ACCOUNTABILITY SYSTEM**

**K-2 TECHNICAL MANUAL  
SCHOOL YEAR 2014-2015**

**THE RHODE ISLAND DEPARTMENT OF  
ELEMENTARY AND SECONDARY EDUCATION**

***Office of Instruction,  
Assessment, and Curriculum***

Dr. Phyllis Lynch, Director

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Deborah Gist  
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## INTRODUCTION

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The No Child Left Behind Act of 2001 requires that all schools be held accountable for teaching reading and mathematics to all students. In Rhode Island, schools with grades 3 through 11 will be held accountable for student performance on the PARCC assessments for the upcoming 2014-15 school year and beyond while schools in which either grade K, 1, or 2 is the highest grade will be held accountable for student performance on the Developmental Reading Assessment (DRA). Participation in the DRA in Rhode Island is required only for students in these schools' highest grade (e.g., if the school is K-1, then only the 1<sup>st</sup> grade students will take the DRA). Each participating student's **independent reading level** (or DRA level) is used as the indicator of proficiency and these results are used for annual accountability calculations.

The following table depicts which grade level is required to participate in the DRA according to various school configurations:<sup>1</sup>

SCHOOL CONFIGURATION	ACCOUNTABILITY GRADE	DRA?
Pre-Kindergarten to 2 <sup>nd</sup> Grade	2 <sup>nd</sup>	YES
Kindergarten to 2 <sup>nd</sup> Grade	2 <sup>nd</sup>	YES
1 <sup>st</sup> Grade to 2 <sup>nd</sup> Grade	2 <sup>nd</sup>	YES
Pre-Kindergarten to 1 <sup>st</sup> Grade	1 <sup>st</sup>	YES
Kindergarten to 1 <sup>st</sup> Grade	1 <sup>st</sup>	YES
Pre-Kindergarten to Kindergarten	Kindergarten	YES
Kindergarten <i>only</i>	Kindergarten	YES
Pre-Kindergarten <i>only</i>	None	NO

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<sup>1</sup> Schools with grade 3 or higher do not administer the DRA as these students must participate in PARCC.

## DESCRIPTION OF THE DEVELOPMENTAL READING ASSESSMENT (DRA)

The DRA was chosen as the primary assessment for K, K-1, and K-2 schools due to its ability to impact instructional methods in the classroom. The DRA is administered in a one-on-one conference between the teacher and the student. The teacher then records the student's responses in the DRA Online Management System (OMS) and receives instant feedback on the reading strengths and weaknesses of the student in the areas of comprehension, reading fluency, oral reading, reading strategies, and word recognition. The resulting data combines these factors to calculate an independent reading level and accuracy rate.

For accountability purposes, RIDE uses the *independent reading level* as the indicator of proficiency. This indicator comprises an accuracy rate, which reflects how smoothly a student can read and is based on the number of mistakes a student makes when reading. The fluency rate subtest is not part of a school's total score. While this subtest provides separate instructional information, it is not combined with the other data to yield a total score.

The appropriate reading levels for each grade were based on the information Pearson Learning Group provided in the DRA technical guidance and the *Inservice Guide* regarding the grade-level appropriate texts used during the administration. This guidance, in combination with the time of administration and performance levels required to be a successful reader, were used to develop cut points. The charts below in Figure 1 show the cut points used to create the index scores that reflect the expectations for reading in grades K, 1, and 2.

**Figure 1: DRA Reading Levels and Cut Points.**

Kindergarten		1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		
Reading Level	Proficiency Level	Reading Level	Proficiency Level	Reading Level	Proficiency Level	
A	Substantially Below Proficient	A	Substantially Below Proficient	A	Substantially Below Proficient	
1	Partially Proficient	1				
2		2				
3	Proficient	3				
4		4				
≥ 6	Proficient with Distinction	6	Partially Proficient	6		
		8		8		
		10		10		
		12		12		
		14	Proficient	14		Partially Proficient
		16		16		
		≥ 18	Proficient with Distinction	18		Proficient
				20		
				24		
				28		
				≥ 30	Proficient with Distinction	

## ALLOWABLE EXEMPTIONS

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Below are descriptions of the allowable exemptions for the DRA administration.

- **LEP Students in the U.S. for Less Than One Year:** These students are exempt from participating in the DRA2 if they have entered the U.S. **after June 30<sup>th</sup>** of the prior year.
- **Medically Exempt Students:** These students have medical issues that prevent them from taking any of the assessments that make up the Rhode Island State Assessment Program. The superintendent, on behalf of the student, submits a letter outlining the student's medical condition and sends it to Dr. Phyllis Lynch, Director of the Office of Assessment, Instruction, and Curriculum. Once approved, that student is then removed from the enrollment roster of that school for purposes of accountability calculations.
- **Home-schooled Students:** Home-schooled students may have an arrangement with the district administration to be tested. However, these students, and their scores, are removed from all accountability calculations for the school and the district.
- **Students Enrolled after December 31<sup>st</sup>:** These students are removed from enrollment rosters and their scores are not used in accountability calculations of the school. However, these students are counted for the basic participation rate calculations.

## CLASSIFICATION OF SCHOOLS

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### **Annual Measurable Objectives (AMOs)**

In 2012, RIDE applied for and received approval from the United States Department of Elementary and Secondary Education to use our ESEA Flexibility Plan for state accountability under Title I. This replaced our NCLB state plan. One component of our ESEA Flexibility plan, which was retained from our NCLB plan, was Annual Measurable Objectives (AMOs). For DRA schools, AMOs are school specific and apply to only the 'All Students' subgroup within each school. Based on their performance on the 2010-11 (or first year of administration) DRA assessments, each school is required to cut by half the percentage of students who are not proficient by the 2016-17 school year. The AMOs are based on equal increments from the baseline to the 2016-17 target.

This is calculated using the following steps:

1. The Baseline is defined as the 2010-11 (or first year of administration) proficiency rate.
2. The 2016-17 Target is defined as the midpoint between the Baseline and 100%.

$$2016 - 17 \text{ Target} = \text{Baseline} + \frac{(100 - \text{Baseline})}{2}$$

3. The Gap is defined as the difference between the Baseline and the 2016-17 Target.

$$Gap = \frac{(100 - Baseline)}{2}$$

4. Annual targets are set by dividing the Gap in six even, annual increments and adding them to the Baseline.

$$Annual\ Target = Baseline + \frac{Gap * (Years\ since\ Baseline)}{6}$$

Or, written differently:

$$Annual\ Target = Baseline + \frac{(100 - Baseline) * (Years\ since\ Baseline)}{12}$$

**Example:** In one school 64% of students were proficient in reading in 2010-11. This means that the 2017 Target = 64 + (100-64)/2 OR 2017 Target = 82%. And the annual targets increase by 3% every year, as shown in Table 10.

**Table 2: DRA Proficiency AMO Example**

Year	AMO
2010-11 ( <i>Baseline</i> )	<b>64%</b>
2011-12 Target	<b>67%</b>
2012-13 Target	<b>70%</b>
2013-14 Target	<b>73%</b>
2014-15 Target	<b>76%</b>
2015-16 Target	<b>79%</b>
2016-17 Target	<b>82%</b>

Safe harbor provisions are available to schools which fail to meet an AMO. This requires that there is at least a 10% reduction in the gap between the proficiency rate of the prior year and 100% Proficiency. This is calculated as follows:

1. Prior Rate is defined as the previous year's graduation rate.
2.  $Safe\ Harbor\ Rate = Prior\ Rate + \frac{(100 - Prior\ Rate)}{10}$
3. If the current year's proficiency rate is greater than or equal to the Safe Harbor Rate, then the school is considered to have met the AMO.

In addition, each school must also have at least a 95% test participation rate in the DRA. If a school does not meet the 95% participation threshold, then the school will be considered to have not met its AMO in reading, regardless of the proficiency rate of the school.

DRA schools are not classified into the differentiated accountability groups as we do under Title I. Report cards for schools and districts are posted at the following website:

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