Report Card

A Guide to Rhode Island's Accountability System.

During the fall of 2011, the U.S. Department of Education (US DOE) offered states the opportunity to ask for adjustments (waivers) to the rules in the No Child Left Behind (NCLB) law. The Department's goal was to allow states to create school accountability systems that are at least as rigorous as NCLB, but more flexible and helpful to the schools. The Rhode Island Department of Education (RIDE) invited educators and the public to explain the changes they would like to see.

TOGETHER, OFFICIALS, EDUCATORS, AND THE PUBLIC REVISED THE SYSTEM IN ORDER TO SERVE THE FOLLOWING GOALS:

- **Clarity:** Data that more clearly reveal achievement gaps and acknowledge high performance and significant progress

- **Consistency:** A smaller set of performance targets that could be more uniformly applied to all schools – urban, suburban, and rural

- **Diagnostic capabilities:** A broader array of measurements designed to be sensitive to specific school shortcomings and achievements

- **Technical assistance:** A helpful, robust menu of high-quality interventions designed to support schools' needs when responding to shortcomings

- **Flexibility:** The freedom and responsibility for each school to select the interventions best tailored to their student population and their community's context

In the spring of 2012, the US DOE approved RIDE's "ESEA Flexibility request," allowing the new accountability system. See here for details.

The Rhode Island Department of Education (RIDE) heartily thanks the many contributors to this effort, especially the school and district officials, and the parents.

The New Classification System
How is this different from the way schools were rated previously?

BEFORE

Schools were required to reach a state-level target. All students, as well as all federally-defined NCLB subgroups, were expected to reach proficiency in reading (English Language Arts) and mathematics by 2014.

NOW

Schools are still accountable for all schoolwide and student subgroups, but target goals are specific to individual schools. Absolute proficiency is only one of many measures used to assess school performance. Other measures include; *growth, gaps closure, progress, and high performance*.

In order to be more fair about holding all schools equally accountable, the new system uses many calculations to determine the new classifications. The calculations each have varying degrees of complexity, and are therefore slightly more difficult to explain and understand (though more information follows). When the sub-calculations are completed, they are added together into a single, total score called a "Composite Index Score" (CIS). While there are caveats and exceptions, the CIS determines each school and district's classification.
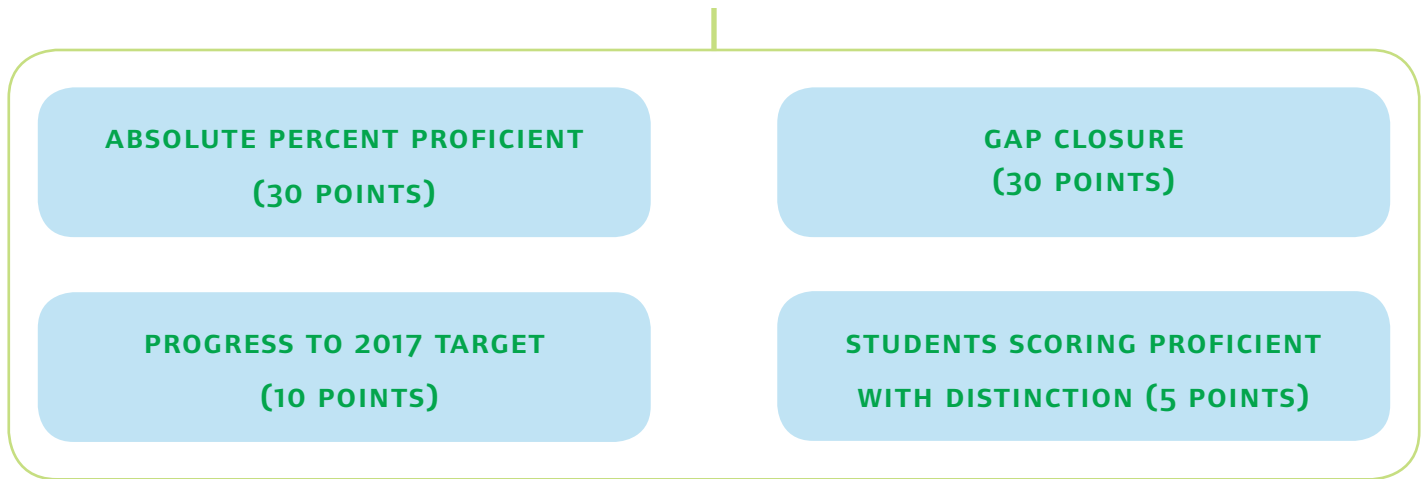
THE SIX CLASSIFICATIONS ARE:

- **Commended:** The strongest performance across all measures
- **Leading:** Strong achievement in reading and math, small or no gaps between groups of students, and/or are improving student achievement
- **Typical:** Performance at or near the state average, sometimes with pockets of strength and/or challenges in one or more areas
- **Warning:** A combination of low achievement in reading and math, unacceptable gaps, little or no improvement in achievement or graduation rates, and/or failure to test enough students
- **Focus:** Substandard achievement in reading and math and/or unacceptable achievement gaps
- **Priority:** The lowest achievement in reading and math, intolerable gaps or lack of progress
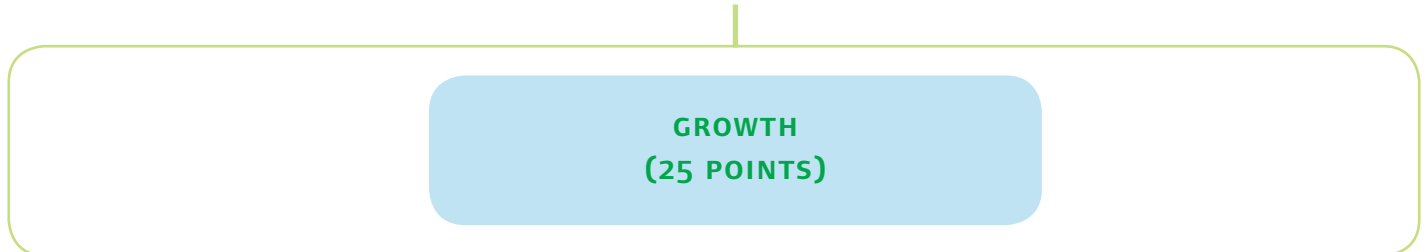
The New Classification System

Why so many different scores? Doesn't a school just meet the standard or not?

Schools and their circumstances are too complex and different from one another to be evaluated on a single measure—previously *absolute proficiency*. Now, five measures for elementary and middle schools and six measures for high schools allow each individual school to earn a Composite Index Score (CIS) between 20 and 100.
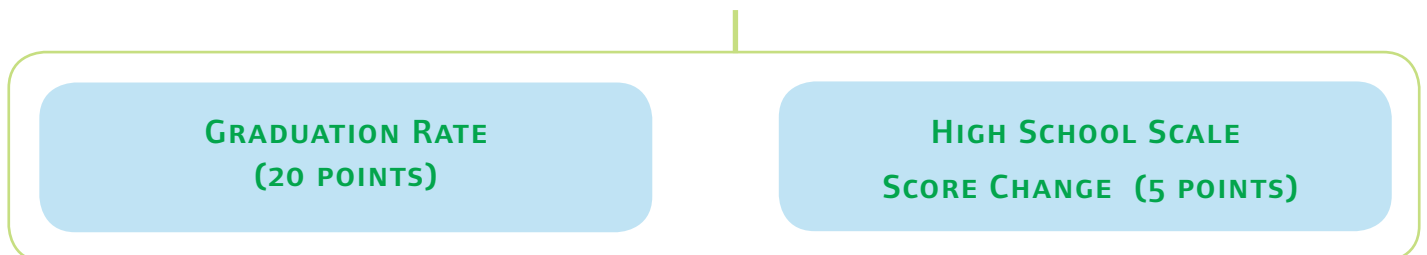
ALL SCHOOLS AT ALL LEVELS (ELEMENTARY, MIDDLE, HIGH), RECEIVE SCORES FOR:

ABSOLUTE PERCENT PROFICIENT

(30 POINTS)

GAP CLOSURE

(30 POINTS)

PROGRESS TO 2017 TARGET

(10 POINTS)

STUDENTS SCORING PROFICIENT WITH DISTINCTION (5 POINTS)

ELEMENTARY AND MIDDLE SCHOOLS EARN A SCORE FOR:

GROWTH
(25 POINTS)

HIGH SCHOOLS RECEIVE SCORES FOR:

GRADUATION RATE
(20 POINTS)

HIGH SCHOOL SCALE SCORE CHANGE (5 POINTS)

How Schools are Placed in Different Accountability Levels

Calculating each measure referenced on the prior page produces numeric results, called an "index score." Each of those index scores are "weighted," or assigned values that can add up to a perfect total score of 100. Each school's weighted index score is added together to create the school or district's "Composite Index Score" (CIS).

The weights are as follows:

ESEA FLEXIBILITY DESIGN WEIGHTS			
MEASURE	**COMPONENTS**	**ELEMENTARY/ MIDDLE SCHOOLS**	**HIGH SCHOOLS**
Absolute Percent Proficient	All Students, Minority + Poverty, IEP + ELL	30	30
Progress To 2017 Target	All Students	10	10
Consolidated Subgroup Performance Gaps Against Performance Reference Group	Minority + Poverty, IIEP+ELL	30	30
Percent of Tested students in Distinction Level	All Students	5	5
Growth	All Students, Minority + Poverty, IEP + ELL	25	0
HS Graduation Rates	All Students		20
HS Scaled Score Change	All Students		5
TOTAL		100	100

For finely-grained information, see:

Technical Bulletin for Rhode Island's ESEA Flexibility Report Card

How to Find School and District Classifications

First, find your school's InfoWorks page.

Then click the "Student Achievement" bar on that page to find the "Accountability" table. There you can see each school's proficiency as compared with all other schools in the state.

Click on icons for access to interactive charts

How to Access even More Detail

Go back to the top of your school's InfoWorks page and click the "Advanced Reports" tab. RIDE added these interactive tools to the site to allow users to dig more deeply into the specifics of each calculation, and into how individual schools compare with one another. Spend a moment clicking around the drop-down menus and sortable tables, and you'll quickly get the hang of using these tools.

Select Topic

Click on icons for access to interactive charts

Accountability
School Classifications and Composite Index Score
Rhode Island
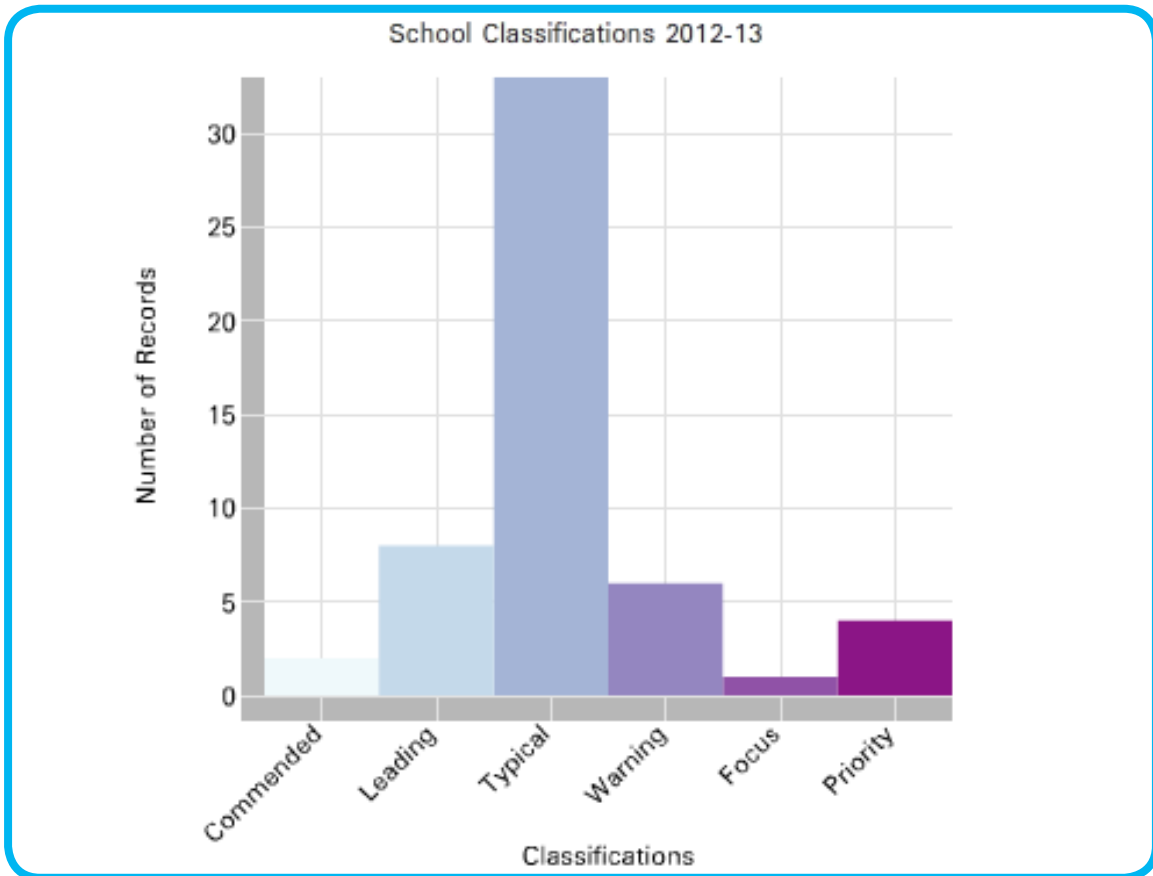
Please note: The Advanced Reports visualization package requires Adobe Flash. If you see an error, it usually means either Flash is not installed on your computer or device, or the version you have is outdated.

Classifications and the Composite Index Score (CIS)

The CIS is made up of sub-scores which are each "weighted," or assigned values, that can add up to a perfect total score of 100. Each school's weighted index scores are added together to create the school or district's "Composite Index Score" (CIS), which determines the classification.

SOME CAVEATS:

Regardless of the CIS, schools will be automatically placed in either the Priority or Focus status if the following three conditions are the case:

1. Student achievement in reading and mathematics is unacceptably low.
2. There are intolerable gaps in student performance.
3. Little or no progress has been made in improving student achievement or increasing graduation rates.

Accountability
Absolute Proficiency, Elementary Schools
Rhode Island
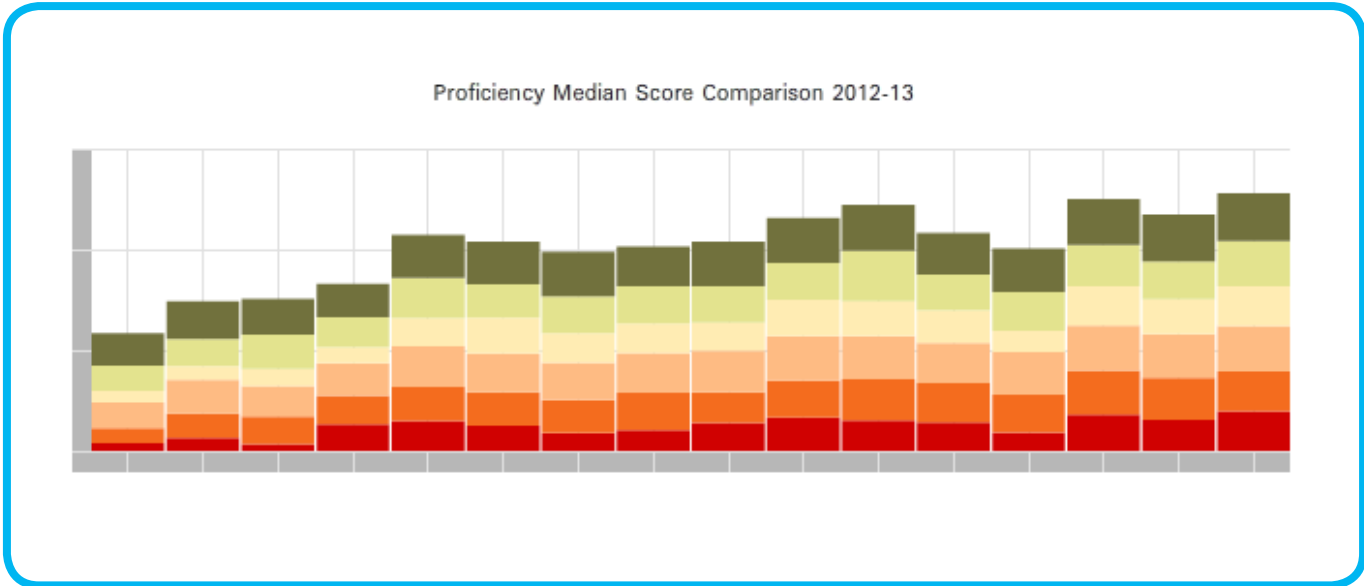
Proficiency Median Score Comparison 2012-13

Please note: The Advanced Reports visualization package requires Adobe Flash. If you see an error, it usually means either Flash is not installed on your computer or device, or the version you have is outdated.

Measure # 1: Absolute Percent Proficient

This shows the percent of students who are proficient in reading and math for the following student groups:

- All students
- All minority students and students receiving free or reduced lunches
- Students with disabilities and English Language Learners

For each school there are six proficiency scores:

- Three for reading (one for each of the student groups above)
- Three for mathematics (one for each of the student groups above)

A school receives between 1 and 5 points for each proficiency score.

The average of the 6 scores is calculated and will range between 1 and 5

This measure is weighted 30% of the total score. An average score of 5 points will get a maximum score of 30 and an average score of 1 point will get 6.

Accountability
Subgroup Gaps
Rhode Island
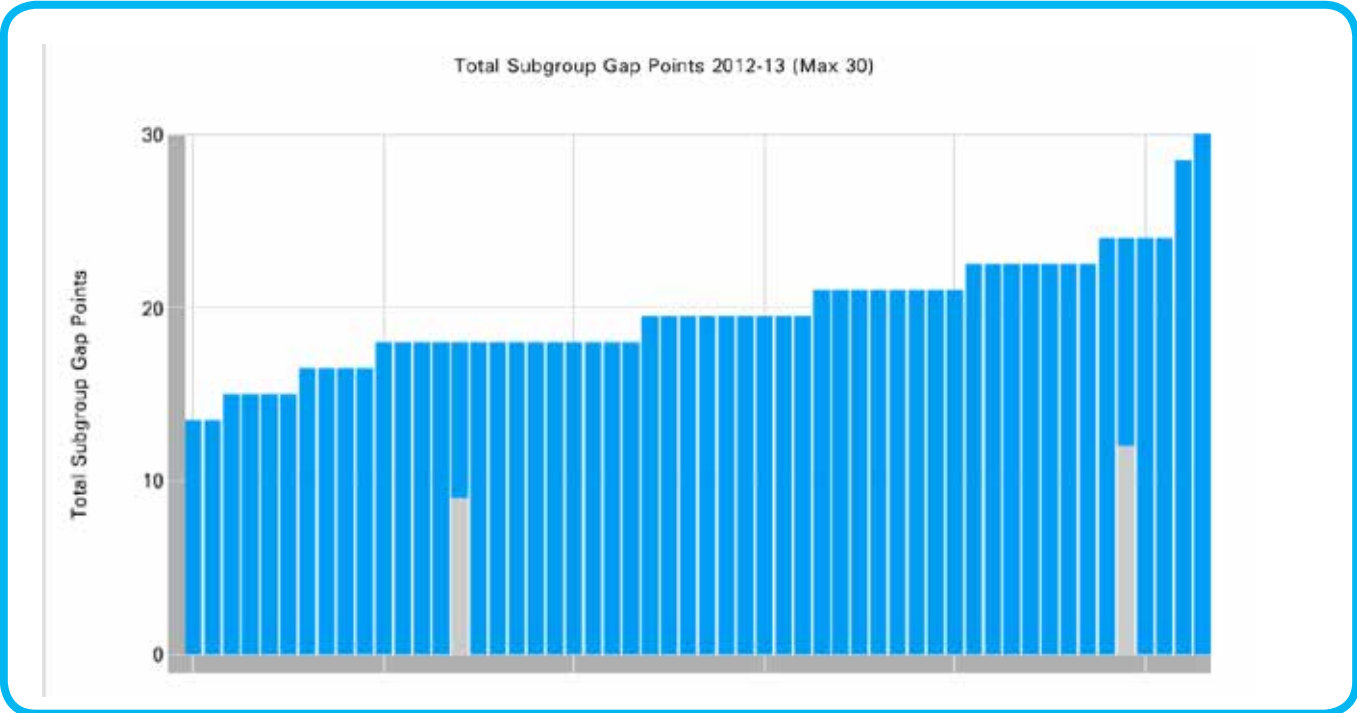
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Measure #2: Gap Closure

This indicator shows the performance (% proficient) of defined subgroups within each school against the **District Performance Reference Group** (PRG).

The defined school subgroups are:

- All minority students and students receiving free-reduced lunches
- Students with disabilities and English Language Learners

The **Performance Reference Group** consists of all students who are not in free-reduced lunch programs, who are not in IEP programs and who are not in ELL programs

- This measure is weighted 30% of the total score. An average score of 5 points will get a maximum score of 30 and an average score of 1 point will get 6.

Accountability
Progress
Rhode Island
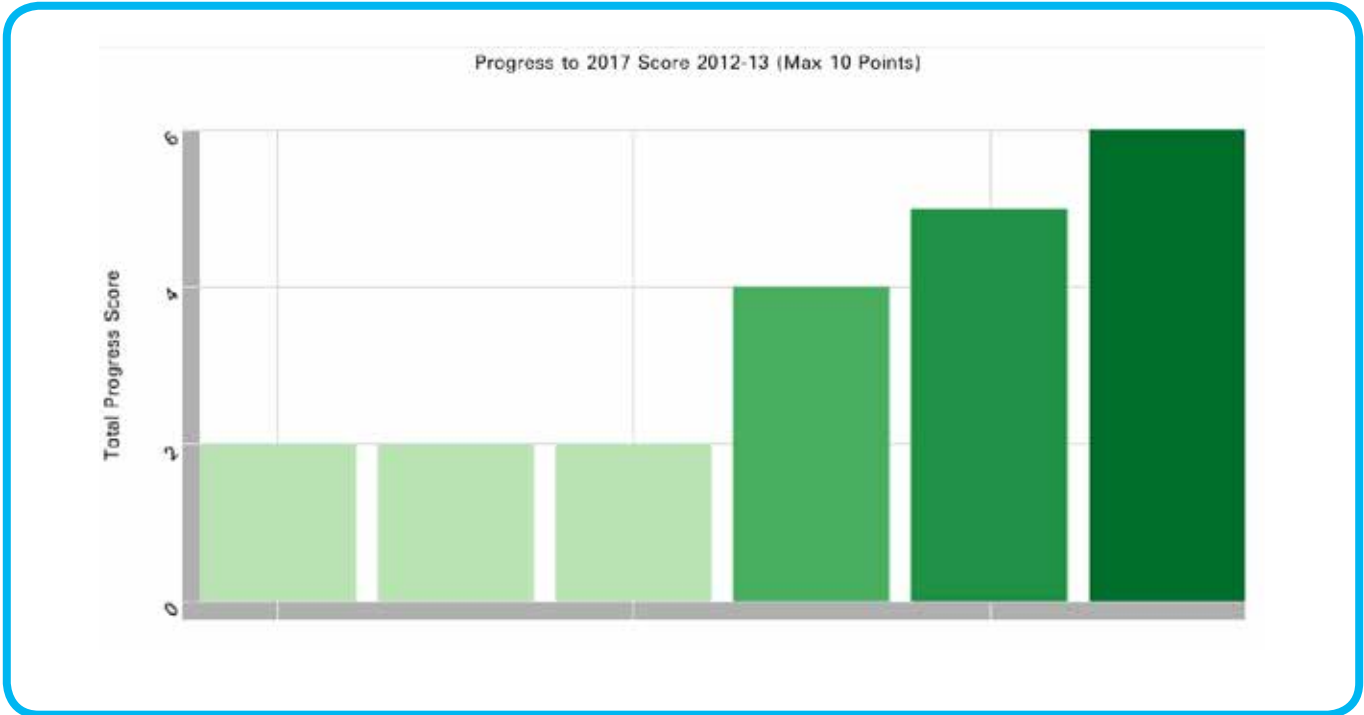
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Measure #3: Progress to 2017 Target

This indicator shows the progress schools are making from their baseline proficiency towards achieving the 2016-17 target. The 2010-11 NECAP assessment serves as the baseline.

The measure uses only the "All Students" subgroup at the school level. There are two scores, one in reading and the other in math. Schools earn from 1 to 5 points for each of the 2 proficiency scores (reading and mathematics).

The average of the 2 scores is calculated and ranges between 1 and 5 points.

This measure is weighted at 10% of the total score.

• A score of 5 points will get a maximum score of 10 and an average score of 1 point will get 2.

Accountability
Proficient with Distinction
Rhode Island
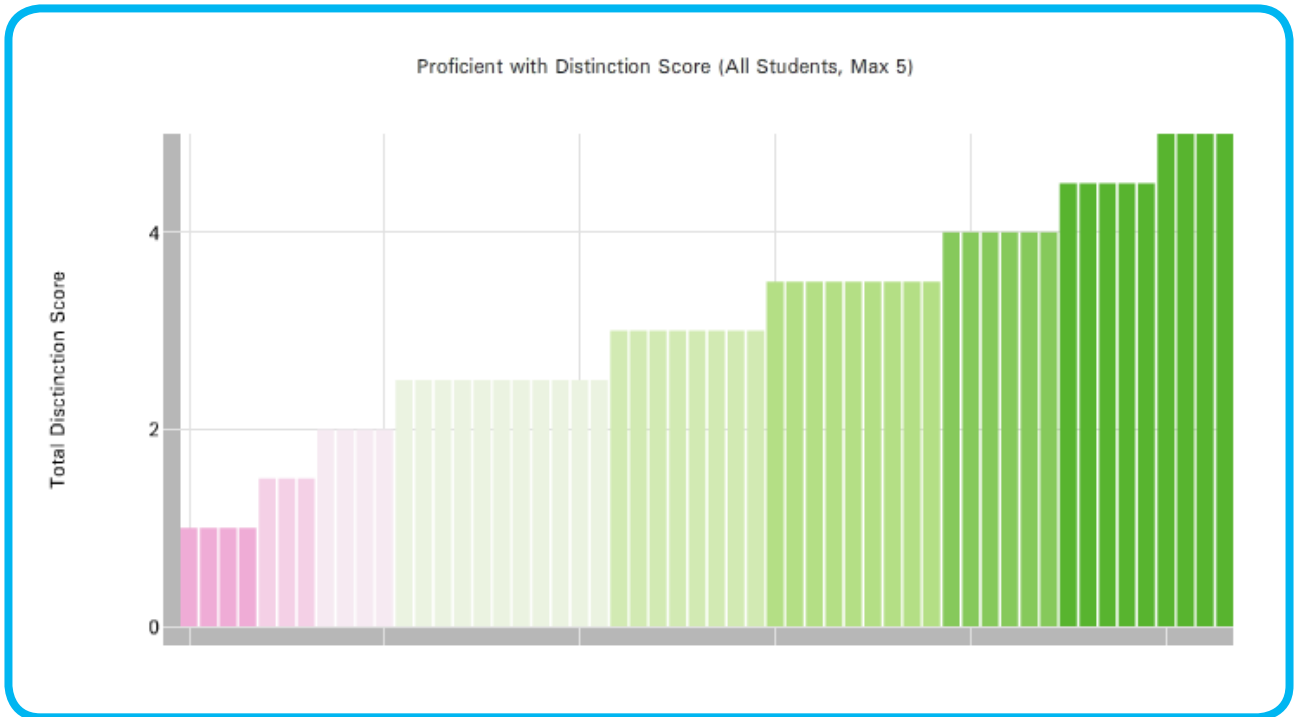
Please note: The Advanced Reports visualization package requires Adobe Flash. If you see an error, it usually means either Flash is not installed on your computer or device, or the version you have is outdated.

Measure #4: Proficient with Distinction

The highest level of performance on our state tests is *Proficient with Distinction.*

This metric acknowledges those schools that create cultures of high expectations where students not only achieve the standard, but where a large proportion of them excel.

The average of the Reading and Math cut scores are calculated to arrive at a score between 1 and 5 points.

This measure is weighted at 5% of the total score. A score of 5 points will get a maximum score of 5 and an average score of 1 point will get 1.

Accountability
Growth
Rhode Island

Growth Median Scores, Schoolwide and Subgroups

Please note: The Advanced Reports visualization package requires Adobe Flash. If you see an error, it usually means either Flash is not installed on your computer or device, or the version you have is outdated.
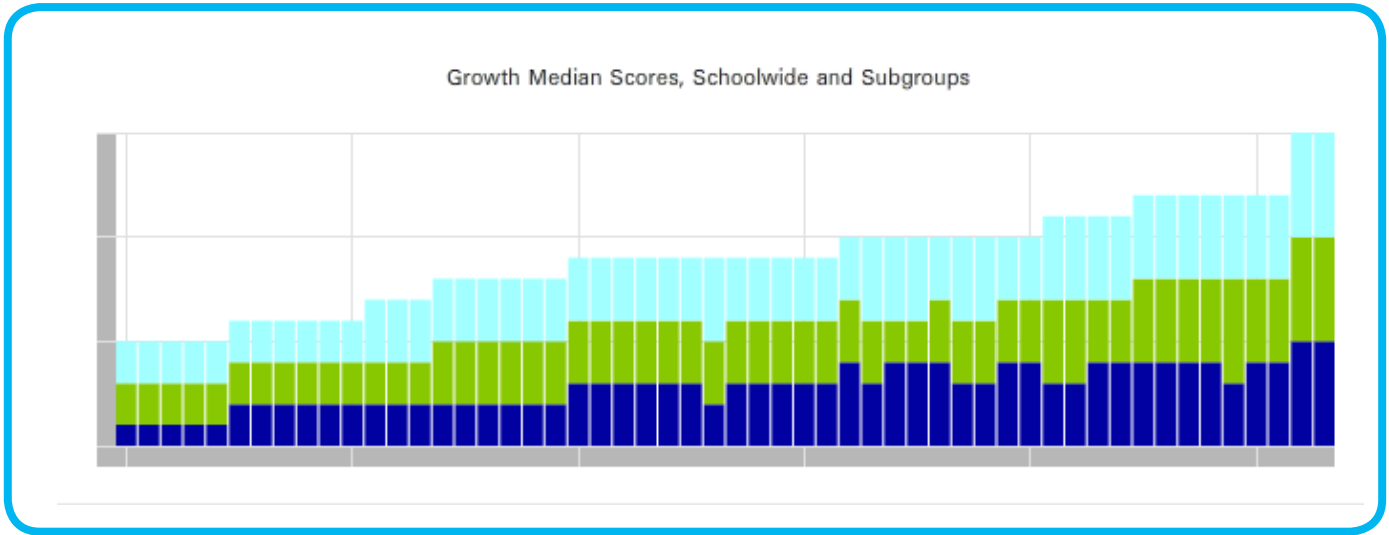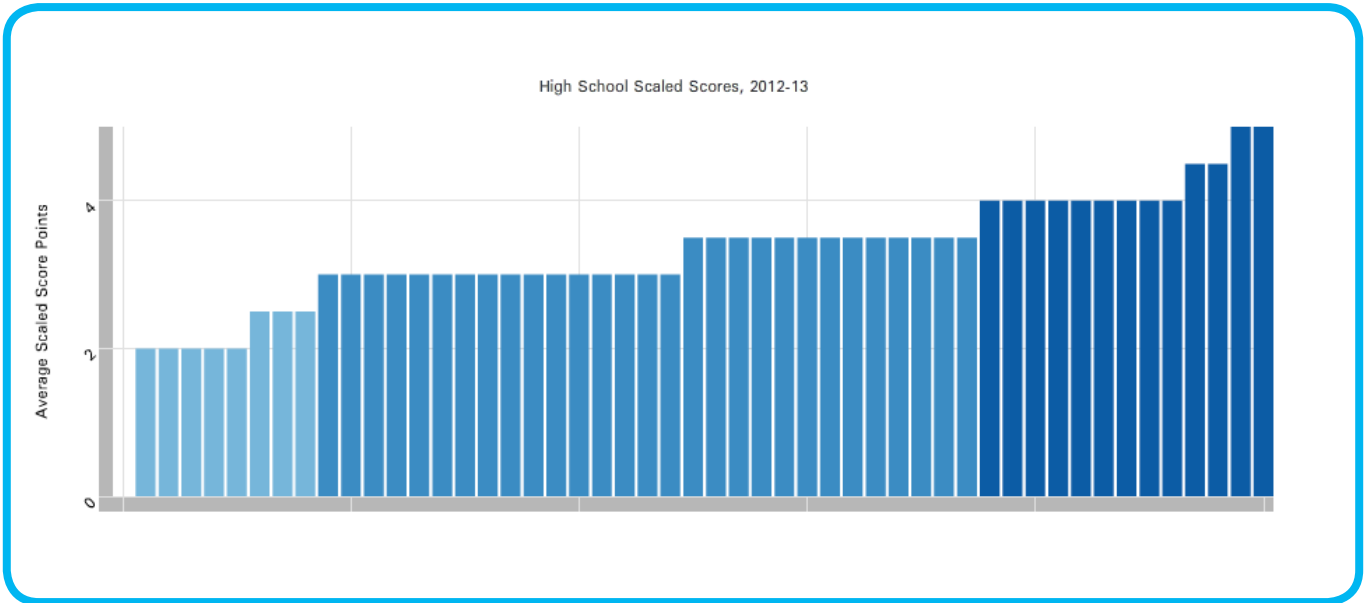
Measure #5, K-8: Growth

Growth scores measure each student's progress from one year to the next. Growth cannot be calculated for high schools in Rhode Island because NECAP tests are administered only at one grade in high school (11th grade).

Growth is calculated for the following student groups in each school:

- All students
- All minority students and students receiving free or reduced lunches
- Students with disabilities and English Language Learners

This measure is weighted at 25%. Five points result in a Growth score of 25. One point will earn a Growth score of 5.

Accountability
High School Scaled Score
Rhode Island

High School Scaled Scores, 2012-13

Average Scaled Score Points

## Measure #5, High Schools: Growth, Scaled Score

Improvement in scale scores from one year to the next is used as a proxy for growth in our high schools

- This metric is derived by subtracting the current mean scale scores from the prior year's mean scale scores for both mathematics and reading

This measure is weighted at 5% at the high school level only. Five points result in a score of 5.

Accountability
High School Graduation Rate
Rhode Island
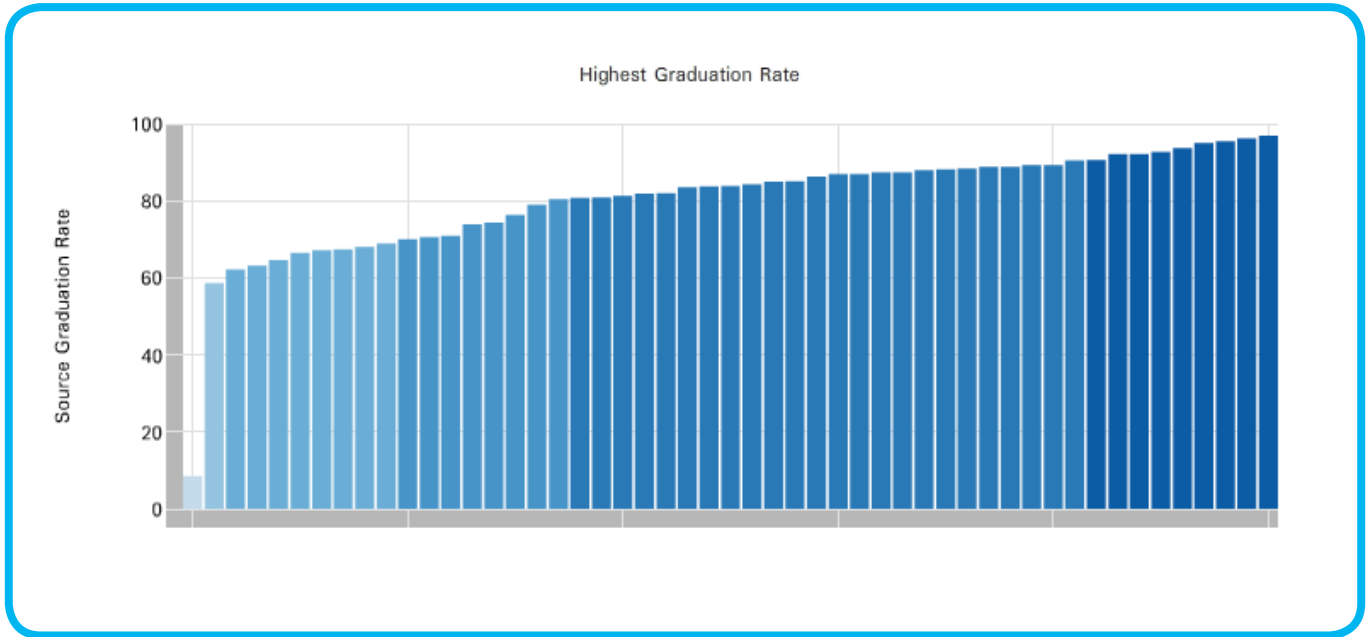
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Measurement #6, High Schools only: Graduation Rate

The graduation score consists of two components: graduation rate and growth towards a graduation rate target

• Graduation Rate: School 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 use 2010-11 graduation rates.

    * Schools that meet their annual graduation target can earn one additional point for a maximum Graduation Rate score of 6.

The two components make up 20% of the Composite Index Score (CIS) for high schools

Report Cards

Here is where we are now.

- Most schools are now expected to meet the same number of targets

- By calculating the NECAP test scores in varied ways—over time, on track to 2017, and by growth—educators and the public have more fine-tuned and useful classification assessments.

- Robust new tools support exploring the wealth of data, including the Growth Model Tool and the Advanced Reports.

- These tools visualize information in ways that greatly enhance the ability of novice data users to access and understand complex information.

- User-friendly tools and data presentations help educators and the public make well-informed decisions that will improve student achievement.

Here is where we are going.

- Each year's new data will make the year-to-year comparisons stronger.

- In time, new dashboards will incorporate data from different sources that can help us understand yet more about the specifics of each index score.

- This improved accountability system will help us give Rhode Island children the excellent education they deserve.

Thank you for your continued support of Rhode Island students,
Deborah Gist, Ph.D., Rhode Island Commissioner of Elementary and Secondary Education

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