

School Accountability

2019 Overview & Results

December 10, 2019



Meeting Objectives

- Overview of ESSA school accountability
- Review Rhode Island's star rating system
- Review Rhode Island's school improvement process
- Review School Report Card platform
- Review 2019 results

Shared Vision

Partnership

Next Steps



School Report Card Release Timeline

November 7th – Embargoed star ratings to schools and districts.

November 8th – November 12th – Presentations and opportunities for 1-on-1 meetings with school and district leaders to discuss star ratings.

November 14th – Public release of 2019 school report cards.

Ongoing – Meeting with school and district leaders to discuss their star ratings.



ESSA School Accountability

2019 is the second year of school accountability under ESSA. In 2018 we switched to a **rules-based star rating system**.

Rhode Island's approach to accountability and school improvement was jointly developed by the Committee of Practitioners (CoP), a group of parents, teachers, school and district leaders.

School accountability provides us the opportunity to comparably review the progress of our schools and to learn what's working and where we need to make improvements. **All schools, of all star levels, should be continually reassessing their strategies for student learning and achievement.**

What changed in 2018?



Rhode Island's accountability system has **updated indicators** to meet ESSA requirements and represent our values.



Rhode Island now uses **Star Ratings**, which are clear and user-friendly.



This is a **rule-based classification system** that combines all indicators through norm- and criterion-based rules to determine Star Ratings.*

**By contrast, index systems sum points across all indicators.*

What's new for 2019?

Rhode Island's accountability system has **two new measures** at the high school level



Commissioner's Seal – measures high school graduate proficiency



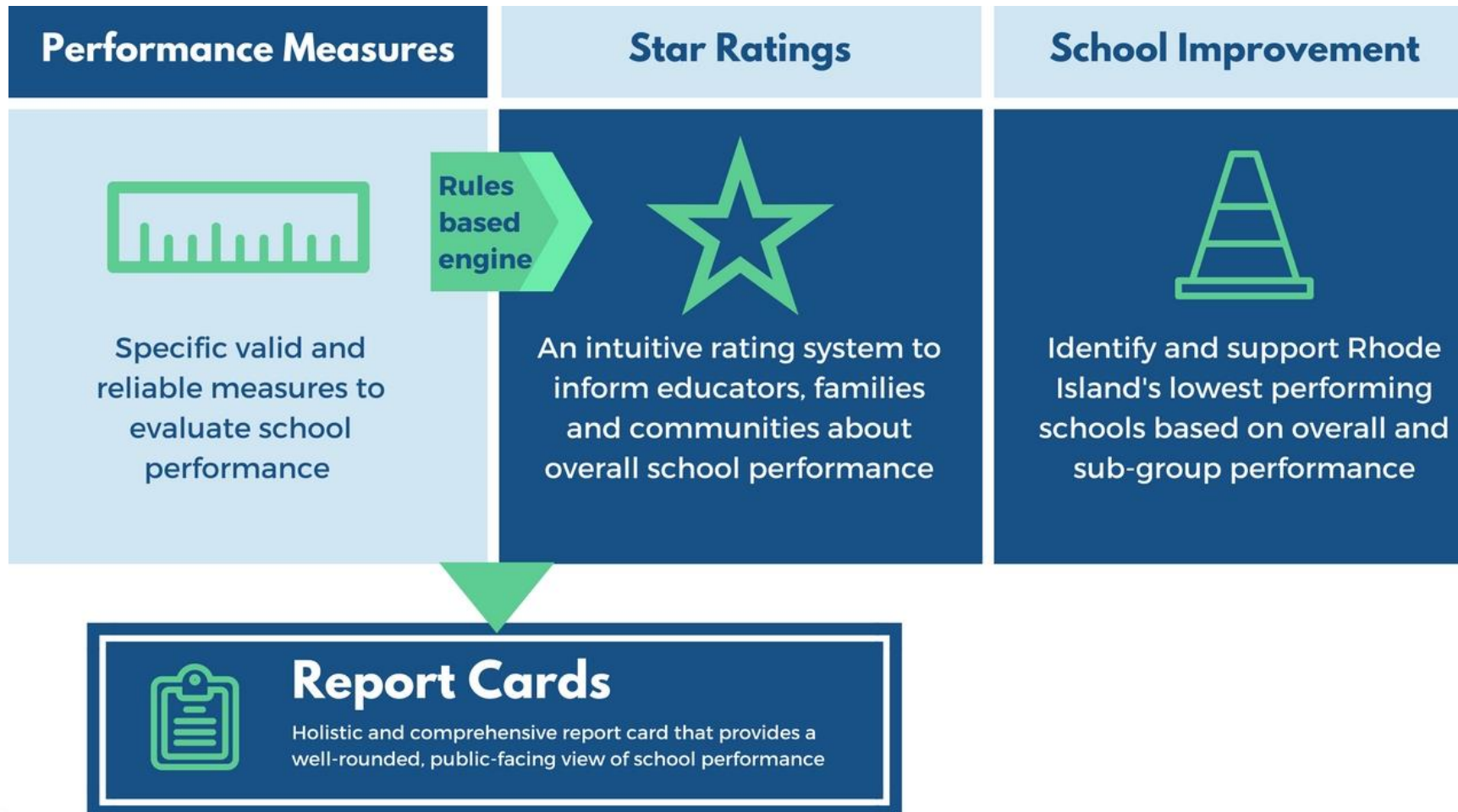
Postsecondary Success – measures high school graduate credential attainment

Together, these are the 'Diploma Plus measures'. The star chart has also been updated to accommodate the additional measures.

These measures were written into Rhode Island's ESSA plan but due to data collections requirements could not be phased in until 2019.



What are the components of Rhode Island's accountability system?



What measures do we use to evaluate school performance?



Academic Performance

- Achievement
- Growth
- English Language Proficiency
- Science



Student Success

- Student Absenteeism
- Teacher Absenteeism
- Suspension Rate
- Exceeding Expectations



College & Career Readiness

- Graduation Rate
- Commissioner's Seal
- Postsecondary Success

**Science Proficiency will be added in 2021.*



Academic Performance Measures

Component	Metric(s)/Tools	Students Included	Years Included	Notes
Achievement	RICAS, DLM, SAT	All students; grades 3-8 and 11	Two years	The lowest 5% of schools on these two measures will be identified for comprehensive support and improvement .
Growth	RICAS, PSAT/SAT	All students; grades 3-8 and 10-11**		
English Language Proficiency	ACCESS 2.0	All students receiving English Learner (EL) supports	Two years	This measures growth based on a student's English language proficiency in the prior year.
Science Proficiency*	RI NGSA	Grade 5, 8, and 11	Two years	Testing the assessment Spring 2018; First operational test Spring 2019; Added to accountability system after Spring 2021 administration

*Science Proficiency will be added in 2021.





Student Success Measures

Component	Metric(s)/Tools	Students Included	Years Included	Notes
Student Chronic Absenteeism	Student Attendance Data Collection	All Students	One year	The percent of students absent 10% of days or more
Teacher Chronic Absenteeism	Teacher Attendance Data Collection	All Students	One year	The percent of teachers absent 10% of days or more
Suspension Rate	Discipline Data Collection	All Students	One year	The out-of-school suspension rate
Exceeds Academic Expectations	RICAS, DLM, SAT	All students; grades 3-8, and 11	Two years	The percent of students who earn the top score on the state assessments

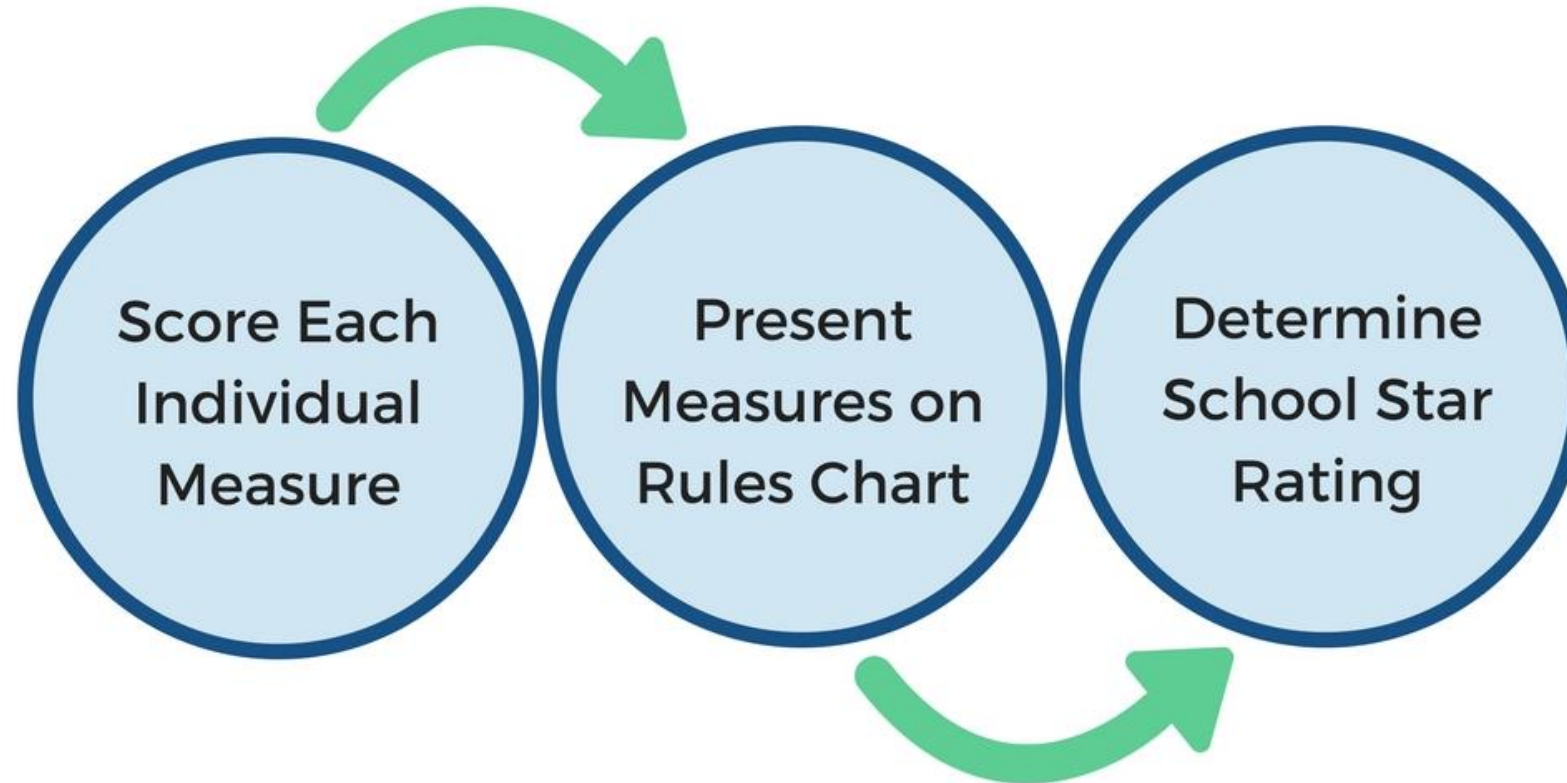


College & Career Readiness Measures

Component	Metric(s)/Tools	Students Included	Years Included	Notes
Graduation	4-5-6 year composite graduation rate	High school only. All students in the applicable 9 th grade cohorts	One year (three cohorts)	Equal weights to 4-, 5-, and 6- year graduation rates
Commissioner's Seal	RIDE-approved English language arts and mathematics assessments	All high school graduates	One cohort	Starting in 2021, students will receive an official Commissioner's Seal on their diplomas; until then, this represents the percentage who would earn it.
Postsecondary Success	CTE credentials, dual and concurrent college credits, AP credit, IB credit	All high school graduates	One cohort	Measures the proportion of students who have one or more credential or college credit

**Commissioner's Seal and Postsecondary Success are new in 2019.*

How are School Star Ratings Determined?



What do School Star Ratings mean?

Star Rating	Means a school has...
	Strong performance on all indicators
	Generally strong performance
	Some areas of weakness
	Weaknesses at the overall school level
	The lowest performance in terms of achievement and growth or graduation

2019 School Star Rating Performance Levels - Updated

Star Rating	Achievement – ELA and Math (Max. 8 Points)	Growth – ELA and Math (Max. 6 Points)	English Language Proficiency (Max. 4 Points)	Graduation Rate (Max. 5 Points)	Commissioner's Seal & Postsecondary Success (Max. 6 Points)	Exceeds Expectations, Absenteeism, & Suspension (Max. 15 Points)	# of Low-Performing Subgroups
★★★★★	6-8 points (3-4 per subject)	4-6 points (2-3 per subject)	3-4 points	4-5 points	5-6 points	12-15 points**	None
★★★★	5-6 points (2-4 per subject)		2 points		4 points (2+ per indicator)	10-11 points**	1 subgroup
★★★	7-11 total points*			3 points	3-4 points	7-9 points**	More than 1 subgroup
★★	5-6 total points*		1 point	2 points	2 points	5-6 points**	
★	2 points	2 points		1 point			

Identify the number of points earned in each column...

This school does not have enough English Learners for the ELP measure.

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You are only as strong as your weakest indicator.

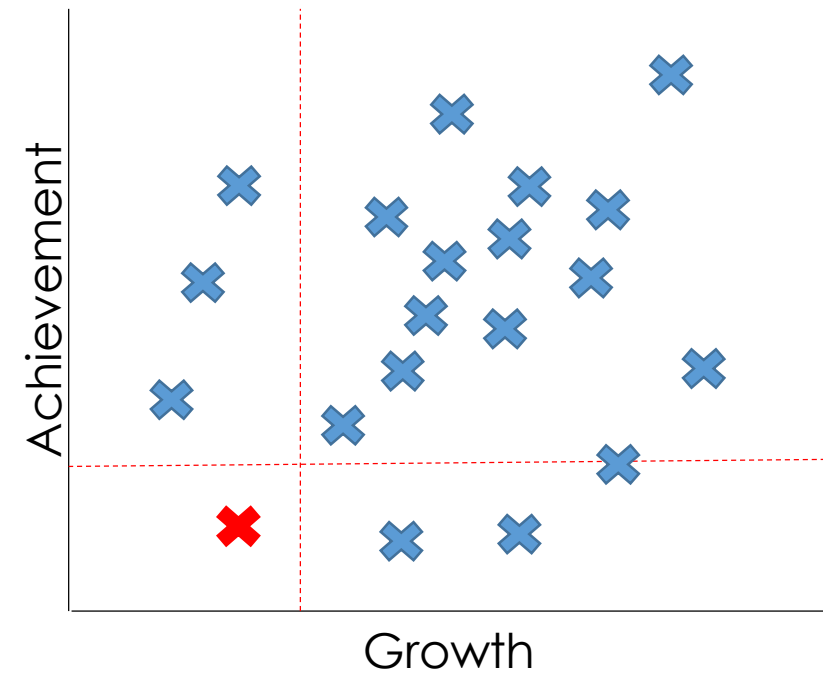
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Federal law (ESSA) requires identification of RI's lowest performing schools

A low performing school will be identified as a **1-Star School** in need of **“Comprehensive Support and Improvement”** if:

- 1) Both academic achievement and growth are in the bottom 5% of both measures;
- 2) Graduation rate is less than 67%; or
- 3) The school has the lowest score for all applicable non-graduation indicators, and one or two points for graduation if applicable.



ESSA also requires Identification of RI schools with low performing student subgroups

IF...



a sub-group performs at a 1-star level



a) is at the same level as the bottom 5% of all schools in both Achievement and Growth



b) has a graduation rate of less than 67%



OR c) has the lowest score for all applicable non-graduation indicators and one or two points for graduation, if applicable



is identified for additional targeted support and improvement for **four consecutive years**

THEN...

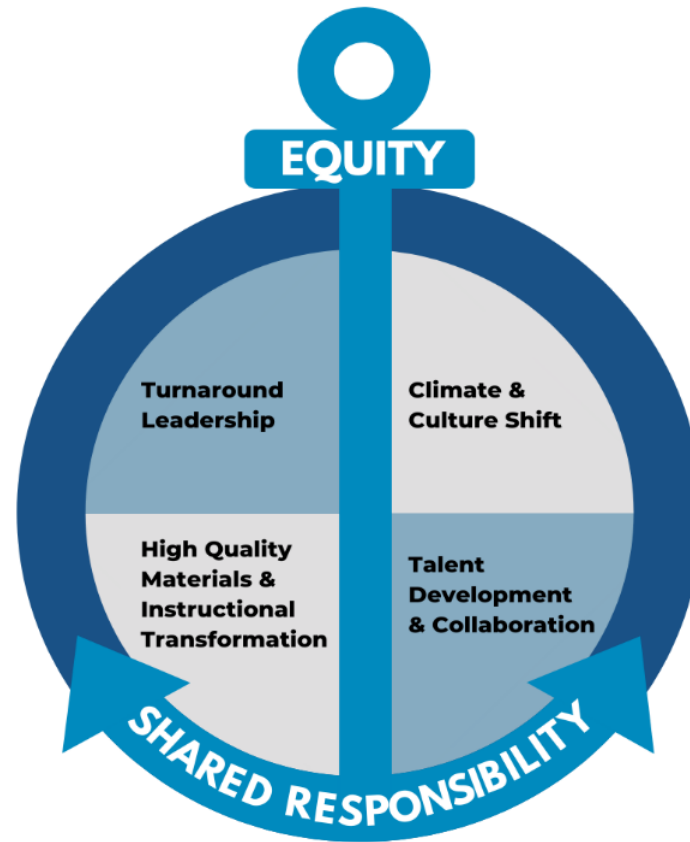
the school will be identified for **targeted support and improvement**

the school will be identified for **additional targeted support and improvement**

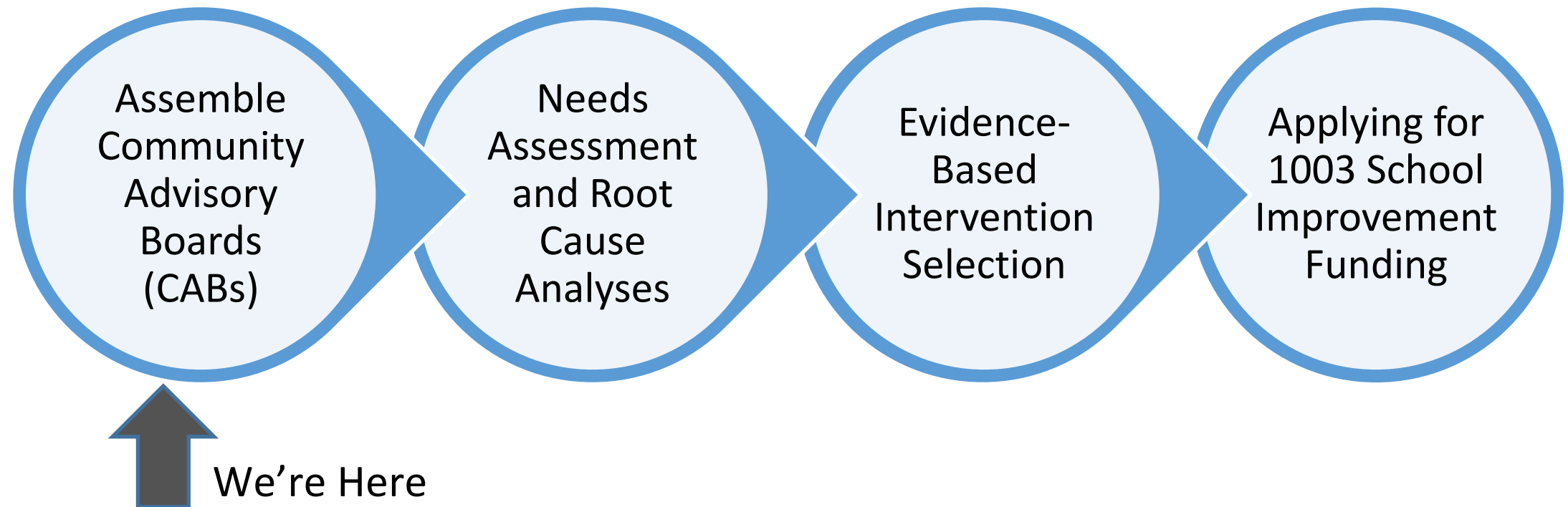
the school may be identified for **comprehensive support and improvement**



School Improvement Framework



School Improvement Process



School Improvement Timeline

Module 1	Module 2	Module 3	Module 4	Module 5
<ul style="list-style-type: none"> Assembling Community Advisory Boards (CABs) Supporting CABs and CSI Schools 	<ul style="list-style-type: none"> Conducting a Needs Assessment & identifying priority needs Performing Root Cause Analyses 	<ul style="list-style-type: none"> Identifying Evidence Based Interventions (EBIs) Selecting EBIs aligned to needs and root causes 	<ul style="list-style-type: none"> Writing a Comprehensive School Improvement Plan (CSIP) Aligning resources to the CSIP 	<ul style="list-style-type: none"> Regularly monitoring progress of the CSIP Annually reporting on CSIP progress to the Council
NOV - DEC	JAN - FEB	MARCH	APR - MAY	SEPT - JULY

Report Card Demo



2019 Results

	★★★★★	★★★★	★★★	★★	★	No Rating	Total
Elementary	16	33	90	28	8	11	186
Middle	4	3	26	15	9	0	57
High School	2	12	15	13	15	1	58
Non-Traditional Configuration	0	1	3	3	3	0	10
Grand Total	22	49	134	59	35	12	311

2019 Results

	★★★★★	★★★★	★★★	★★	★	No Rating	Total
Elementary	9%	18%	48%	15%	4%	6%	186
Middle	7%	5%	46%	26%	16%		57
High School	3%	21%	26%	22%	26%	2%	58
Non-Traditional Configuration	0%	10%	30%	30%	30%		10
Grand Total	22	49	134	59	35	12	311

2019 Comparison with 2018

		2019 Star Rating						
2018 Star Rating		★	★★	★★★	★★★★	★★★★★	No Rating	Total
	★	25	10	1				36
	★★	10	39	16		1		66
	★★★		7	110	11	1		129
	★★★★			5	31	4		40
	★★★★★				6	15		21
	No Rating		3	2	1	1	12	19
	Grand Total	35	59	134	49	22	12	311

28 schools decreased in star rating.

44 schools increased in star rating.

232 schools stayed the same.

Reason for Star Rating 2019

Reason	# of Schools	Percent
Achievement & Growth	252	84%
Achievement (Growth n/a)	18	6%
English Language Proficiency (ELP)	9	3%
Graduation	1	< 1%
Diploma Plus	8	3%
School Quality and Student Success (SQSS)	9	3%
Subgroup Performance	5	2%

School are counted as only Achievement or Achievement & Growth if their star rating aligns with them.

Schools are counted under multiple reasons, if applicable, for ELP, Graduation, Diploma Plus, and SQSS.

Schools are only counted in Subgroup Performance if no other indicator is at that level.

Percentages are out of schools with Star Ratings.

Our Lowest Performing Schools - CSI

This year we have 22 schools identified for Comprehensive Support and Improvement (CSI).

8 schools exited from last year and 7 schools are new to identification.

District	# of Schools
Central Falls	1
Pawtucket	3
Providence	11
Woonsocket	2
Sheila Skip Nowell	2
Urban Collaborative	1
RI Sch for the Deaf	1
Chariho	1

Grade Span	# of Schools
Elementary	3
Middle	8
High	9
Other	2

Reason (<i>Can be Multiple</i>)	# of Schools
Achievement & Growth	17
Graduation	7
Overall Low Performance	9

School Subgroup Identification - ATSI

253 student subgroups are identified for Additional Targeted Support and Improvement (ATSI) across 117 schools. These groups would be identified for CSI if they were their own school.

Student Group	# of Schools
American Indian or Alaska Native Students	5
Asian Students	2
Black or African American Students	30
Hispanic Students	28
Students of Two or More Races	13
White Students	15
Economically Disadvantaged Students	28
Differently Abled Students	103
Multi-Lingual Learners	30

School Subgroup Identification - TSI

369 student subgroups are identified for Targeted Support and Improvement (TSI) across 158 schools. These groups would be at the one-star level if they were their own school.

Student Group	# of Schools
American Indian or Alaska Native Students	4
Asian Students	5
Black or African American Students	44
Hispanic Students	40
Students of Two or More Races	25
White Students	22
Economically Disadvantaged Students	45
Differently Abled Students	138
Multi-Lingual Learners	46



Questions?



Appendix



What is the Commissioner's Seal measure?

The Commissioner's Seal measure reports the percentage of high school graduates who **demonstrate high school proficiency in both math and ELA.**

Students have multiple opportunities to demonstrate proficiency on any approved assessment.

Approved Commissioner's Seal Assessments	
ELA	Math
SAT	
PSAT 10 & PSAT NMSQT	
ACT	
For Class of 2018, PARCC	
AP: English Language and Composition	AP: Calculus AB & BC
AP: English Literature and Composition	AP: Statistics

What is the Postsecondary Success measure?

The Postsecondary Success measure reports the proportion of high school graduates who **earn a credential beyond a high school diploma.**

Includes a small bonus for students who earn 2, or 3+ credentials, to encourage schools to keep going after the first credential.

All credentials are treated equally.

Credentials included:

College Credit

AP Credit

Industry-
Recognized CTE
Credentials

IB Credit

Scoring Individual Measures – Student Chronic Absenteeism

Elementary and Middle Schools	
Percent Chronically Absent (Student)	Student Chronic Absenteeism Points
≥ 15 OR No data reported	1 Point
≥ 5 AND < 15	2 Points
< 5	3 Points

High Schools	
Percent Chronically Absent (Student)	Student Chronic Absenteeism Points
≥ 20 OR No data reported	1 Point
≥ 10 AND < 20	2 Points
< 10	3 Points

Charts provided as an example for using cut scores. All cut scores are reported in the Report Card.
K-12 and 7-12 schools have alternate cuts determined by the statewide distribution of those grade spans.

2019 School Star Rating Performance Levels - Updated

Star Rating	Achievement – ELA and Math (Max. 8 Points)	Growth – ELA and Math (Max. 6 Points)	English Language Proficiency (Max. 4 Points)	Graduation Rate (Max. 5 Points)	Commissioner's Seal & Postsecondary Success (Max. 6 Points)	Exceeds Expectations, Absenteeism, & Suspension (Max. 15 Points)	# of Low-Performing Subgroups
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★	2 points	2 points		1 point			

*Cut points are set based on a combination of norm and criterion factors.
Science Proficiency will be added in 2021.*

How did schools do in 2018?

Number of schools by Star Rating

	★★★★★	★★★★	★★★	★★	★	No Rating	Total
Elementary	14	27	90	31	13	11	186
Middle	3	2	27	14	9	0	55
High School	4	10	13	18	12	0	57
Non-Traditional Configuration	0	1	2	5	2	0	10

How did schools do in 2018?

Number of schools by Star Rating

	★★★★★	★★★★	★★★	★★	★	No Rating
Elementary	8%	15%	48%	17%	7%	6%
Middle	5%	4%	49%	25%	16%	0%
High School	7%	18%	23%	32%	21%	0%
Non-Traditional Configuration	0%	10%	20%	50%	20%	0%

Our lowest performing schools in 2018

24 schools were identified for comprehensive support and improvement in 2018. These schools have begun the school improvement process.

- 13 schools had been previously identified.
 - 12 were continuing; 1 exited and re-entered
 - 10 are subject to accelerated school redesign for having been identified as priority in 2017-18 and being identified as comprehensive in 2018-19.
- 11 were previously identified under the ESEA waiver.

Why were these schools identified as comprehensive?

- 16 of these schools were identified for **achievement and growth**
- 9 of these schools were identified for high school **graduation**
- 8 of these schools were identified for **overall low performance**
- Schools can be identified for multiple reasons.

Action Item: Districts with comprehensive schools will receive outreach by RIDE's school improvement team for a January 11th meeting to start the school improvement process.

***Attendance from the Superintendent, Principal, and at least one community member is required.**

Exiting Identification

- **Additional Targeted Support and Improvement (Low-Performing Subgroup)**

- A school will no longer be identified as in need of targeted support and improvement if (1) the positive change in performance for that subgroup exceeds the statewide change in performance for that same subgroup and (2) the subgroup no longer falls inside the parameters from when they were identified.
- Schools identified as Targeted Support and Improvement in the Lowest Performing Subgroups category for four consecutive years will be re-designated as in need of Comprehensive Support and Improvement

- **Comprehensive Support and Improvement**

- A school identified due to low achievement and growth will no longer be identified as in need of comprehensive support and improvement if the school does not fall into the lowest 5% of all schools in achievement and growth for both the (1) current year and (2) the year they were identified.
- A school identified due to failure to graduate at least one third or more of their students may exit once they graduate at least two thirds of their students.
- A school identified with the lowest score for all non-graduation indicators and one or two points for graduation if applicable may exit once they no longer meet the criteria for the lowest score in all areas for the year in which they were identified and the current year.
- Schools identified as in need of Comprehensive Support and Improvement for four consecutive years will be re-designated as in need of school redesign.*

* Schools identified as "Priority" in 2017-18 will have 2 years before being re-designated as in need of school redesign

In 2018, 148 (nearly half of) schools were identified for low performing subgroups

	Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)
Total Subgroups	325	256
Total Schools with 1+ Subgroup Identified	148	131

Schools with subgroups identified for Additional Targeted Support and Improvement (ATSI) for **four consecutive years** may be re-designated as in need of Comprehensive Support and Improvement.

This kind of identification is new in 2018. RIDE will analyze trends with the 2019 data to determine whether we need to adjust exit criteria for subgroups.