# 2019 RI School Accountability Technical Report

# Contents

# Chapter 1: Overview

## 1.1 Federal Mandate for a State Accountability System

As part of its *Every Student Succeeds Act State Plan*, the Rhode Island Department of Education (RIDE) has developed and implemented a new Statewide Accountability System. The Every Student Succeeds Act (ESSA section 1111(c) and (d)) requires the state to demonstrate that it is implementing a single statewide accountability system "that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress" toward attainment of long-term academic achievement goals established by the state. In accordance with ESSA, the state accountability system will:

- be based on the academic standards and academic assessments adopted by the state;
- be the same accountability system for all local educational agencies in the state; and
- include sanctions and rewards the state will use to hold local educational agencies accountable for student achievement and for ensuring that they are making adequate yearly progress.

Additionally, ESSA requires that the state accountability system include the following technical characteristics:

1. applies the same high standards of academic achievement to all public elementary school and secondary school students in the state;
2. is statistically valid and reliable;
3. results in continuous and substantial academic improvement for all students;
4. measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);
5. includes separate measurable annual objectives for continuous and substantial improvement for the achievement of all public elementary and secondary students in the state and for each of the following groups of students:
   a. economically disadvantaged students,
   b. students from major racial and ethnic groups,
   c. students with disabilities, and
   d. students with limited English proficiency;
6. includes graduation rates for public secondary school students; and
7. includes at least one other academic indicator, as determined by the State for all public elementary school students; and at the State's discretion, may also include other academic indicators, as determined by the State for all public school students such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.

## 1.2 Purpose of the Technical Report

The purpose of this 2018 State Accountability System Technical Report is to document the technical quality and characteristics of the state accountability system, to present evidence of validity, reliability, and fairness, and to provide adequate information to support the state's goal for maintaining a system that is transparent and easily understood.

This report is intended primarily for educators, policymakers, the general public, and other key stakeholders of public education in Rhode Island. Its purpose is to provide the information and evidence those individuals need to have confidence in the technical quality of the state accountability system. Although the report addresses topics in statistics and educational measurement, it does not assume that readers are experts in those areas. As much as possible, this report includes definitions and explanations needed to support the understanding, interpretation, and use of the information provided in the report.

## 1.3 Organization of the Technical Report

This report is designed to provide multiple levels of information about the technical quality of the state accountability system. That includes providing background information regarding the design of the system, descriptions of the major components of the system, a summary of results from the current year, and detailed information regarding how accountability scores and ratings were determined for the current year.

This chapter provides a brief overview and introduction to the state accountability system and to the report. Chapter 2 provides a detailed description of the state accountability system, including a description of the ways in which the system is designed to support accountability at all levels of the public education system – state, local educational agency, school – for the continuing improvement of all public school students in Rhode Island. It includes an explanation of how results are combined across indicators to arrive at overall ratings for schools. Chapter 3 provides an overview and description of each of the indicators used in the system in the current year. Is also includes specific business rules for calculating each measure.

 Chapter 4 provides an overview of the levels of comprehensive and targeted support and intervention required by the Every Student Succeeds Act as a consequence of the state accountability system; and includes a detailed description of how schools are identified for each level of support and intervention in the current year. Chapter 5 provides a state level summary of accountability system results for the current year. It includes descriptions of results for all students as well as for subgroups of students on the overall system and for each of the indicators.

In addition to the content provided in the chapters described above, this Technical Report includes a set of appendices. The primary purpose of the appendices is: a) to share more technically-oriented evidence regarding the technical quality of the state accountability system; and, b) to share the detailed rules used to generate scores and ratings on each of the state accountability system indicators.

# Chapter 2: The Rhode Island State Accountability System

## 2.1 Foundations of the Rhode Island State Accountability System

Rhode Island's accountability system is structured to activate collective responsibility for continuous improvement at all levels of education – the state, LEA, and school. To empower Rhode Islanders to take on this responsibility, Rhode Island's accountability system includes three components:

1. A prudent set of measures that differentiate school performance;
2. A classification system that places each school in one of five levels based on a set of rules that prioritizes proficiency and growth; and
3. A robust set of information within the state, LEA, and school **report cards** that further inform needs assessments and improvement planning.

The report card, rather than the school classification, is the primary means of communicating school success to parents and the broader community.

Each component of the accountability system is designed to be **comprehensive**, **valid**, **reliable**, **accessible**, and **responsive**. Rhode Island's report card includes measures that address the five categories inherent to a well-rounded education: Ambitious Expectations for Student Achievement; Safe and Supportive Learning Environments; Strategic and Flexible Use of Resources; Student-Centered Learning Experiences; and, High Quality Educators.

**Five Categories Inherent To a Well-Rounded Education**

| | |
|---|---|
| **Ambitious Expectations for Student Achievement** | Equitable access to high quality learning experiences that result in the achievement of academic skills and knowledge required to be career and college ready |
| **Safe and Supportive Learning Environment** | Healthy and safe environments where students are supported in achieving their goals |
| **Strategic and Flexible Use of Resources** | Sufficient, equitable, and thoughtful use of fiscal resources |
| **Student Centered Learning Experiences** | Expanded opportunities for every student to shape their own learning both broadly and deeply |
| **High Quality Educators** | Diverse educators who are well prepared and qualified to meet student needs |

A smaller set of well-developed indicators is used to determine school classifications to ensure the classifications are **valid** and **reliable.** While the measures in this smaller set are strong indicators of a well-rounded education, they do not represent the full range of information necessary to support school improvement. A broader range of measures are included in the state, LEA, and school report cards. Through clear and transparent school classifications, as well as well-designed report cards, the system is **accessible** and easily understood by school leaders, educators, and community members. The school, LEA, and state report cards provide the information necessary to be **responsive** to the needs of students and schools.

## 2.2 Establishment of Long-Term Goals

ESSA requires states to establish long-term goals for academic achievement, graduation, and English language proficiency.

Rhode Island understands that academic success in early education is key to persistence through secondary and postsecondary years. The Reading by Grade Three plan is aligned with Governor Gina Raimondo's higher education attainment goal, **70 by 25**. The goal of 70% of Rhode Islanders attaining a postsecondary certification, degree or credential by 2025, while ambitious, reflects the statewide priority of expanding opportunities for all students.

Rhode Island's companion guide to the ESSA state plan, Creating Pathways to Opportunity in Rhode Island, sets forth the state's collective aspirations for Rhode Island students and schools, including and beyond the long-term goals set forth in this plan. The companion guide provides context for this plan, sets forth Rhode Island's values and priorities in more detail, and documents the state's ongoing commitment to stakeholder engagement.

### 2.2.A Academic Achievement

Rhode Islanders together demand an education system that: holds high expectations for all students, regardless of income or background; is responsive to students' individual needs; and pushes the boundaries of imagination and innovation to create better learning conditions for students and educators (Rhode Island Strategic Plan for K-12 Education, 2015). In support of this and in line with Governor Gina Raimondo's Reading by Grade Three plan, Rhode Island set its long-term goal for academic achievement at **75% of students** attaining proficiency on the state assessments in English Language Arts and Mathematics by 2025.

Rhode Island set ambitious goals for each year through 2025 by requiring an annual percentage decrease in the gap to 100% proficiency for all students and for each subgroup of students in the state. By requiring the same percentage decrease each year and for each student subgroup, subgroups with larger proficiency gaps are required to make larger increases in the percentage of students attaining proficiency each year than groups with smaller gaps. Rhode Island's goals require significant progress in closing statewide proficiency gaps in order for 75% of students to be proficient by 2025. Using this methodology, some subgroups of students' progress will need to continue past 2025 to achieve a 75% proficiency rate.

Following the first year of implementation of new state assessments in 2017-18, Rhode Island set its goals from Spring 2018 student performance. In 2018, 36% of students in grades 3-8 and 11 demonstrated proficiency in ELA, and 28% demonstrated proficiency in Math. The annual increases necessary to reach 75% proficiency by 2025 are 12.5% in ELA and 14% in Math. [1] Appendix A.1 reports the interim progress necessary to meet these goals for all students as well as student subgroups.

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[1] Rhode Island's initial goals represented in the ESSA state plan were based on the Spring 2016 results of the state assessments. In 2016, 38% of students in grades three through eight and high school were proficient in English Language Arts (ELA) and 31%

When examining historical assessment results with previous state assessments as well as NAEP, it is evident that these ambitious goals called for a larger increase in proficiency rates than Rhode Island has previously achieved in the same number of years.

## 2.2.B Graduation Rate

To develop the long-term goals and measures of interim progress for the four-year adjusted cohort graduation rate, Rhode Island examined historical graduation cohort data. Given Rhode Island's baseline 2016 four-year graduation rate of 83% for all students, Rhode Island set its long-term goal at **95% of students graduating within four years** by 2025. Rhode Island's measures of interim progress were set using the same methodology as those for academic achievement, an even percentage decrease in the gap to a 100% graduation rate for all students and for each subgroup of students in the state.

Based on historical data, this goal is both rigorous and attainable, as it is a stretch from previous years' increases. However, the goal is not out of reach given the statewide movement towards preparing students for post-secondary readiness, particularly by the inclusion of obtaining meaningful credentials and graduation rate in the accountability system. Appendix A.2 reports the interim progress necessary to meet these goals for all students as well as student subgroups.

## 2.2.C English Language Proficiency

Rhode Island's goal is to develop an English language proficiency model that reflects the true trajectory of language development in our students. To do this, Rhode Island adopted a progress model that takes into account starting language proficiency level and grade level proficiency. Through this model, Rhode Island set long-term goals for English learner progress in achieving English language proficiency.

Interim measures of progress were set linearly from 45%—the portion of students who met their 2017 annual targets—through the statewide long-term goal of 67% of students meeting their annual target by 2025.[2] Appendix A.3 reports the interim progress necessary to meet this goal.

The ACCESS for ELLs 2.0 test was new as of 2016. Given that Rhode Island does not yet have longitudinal data for student performance on ACCESS for ELLs 2.0, Rhode Island will revisit these initial long-term goals when three years of data are available to determine whether the goals are still ambitious and achievable based on the assessment.

## 2.3 Accountability for the Education of All Students: Student Subgroups

A core purpose of the state accountability system is to ensure that all public school students are provided the supports and opportunities needed to attain the state's academic achievement standards. Results for

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were proficient in Mathematics (Math). These goals required a 12% annual decrease in the gap for Math proficiency and a 10.7% annual decrease in the gap for ELA proficiency for all students and for each subgroup of students in the state.

[2] The percentage for 2017 was re-calculated in 2018 after changing the attainment target from 5.0 to 4.8.

each component of the accountability system are calculated and reported for each of the following critical communities of students within the state:

i. Racial and ethnic groups:
   - American Indian or Alaska Native,
   - Asian,
   - Black or African American,
   - Hispanic or Latino,
   - Native Hawaiian or other Pacific Islander,
   - Two or more races, and
   - White;
ii. Students with disabilities;
iii. English learners (including students who have exited services in the last three years for assessment indicators: Academic Achievement, Growth, and Exceeds Expectations); and
iv. Students who are economically disadvantaged

Rhode Island also provides performance data in its report card for the following subgroups: students experiencing homelessness, students in foster care, students in the juvenile justice system, and military dependent students.

## 2.4 Minimum Number of Students

A minimum number of **20 students** with valid results is required before results are used for accountability purposes at the full school level and for any of student subgroups listed above. A minimum number of 20 students allows for maximizing the inclusion of all students, enhancing the validity within the accountability system while still ensuring reliable accountability determinations for each subgroup. As described above, Rhode Island's determination of 20 as the minimum number of students for the purposes of school accountability is based on consideration of validity, reliability, and fairness. The number is sufficient to yield statistically reliable information and to ensure the maximum number of subgroups of students is included at the school level. Rhode Island has applied this minimum for many years and has ensured that this threshold reflects an optimal balance between reliability and validity by analyzing both the reliability and representativeness of accountability system results.

Additionally, to ensure the inclusion of all subgroups of students in the accountability system as well as to enhance the reliability of results, Rhode Island aggregates results across two or three years in cases where a particular subgroup does not contain 20 students within a single year.

Rhode Island reports on groups with a minimum of 10 students with valid results, even though groups with 10-19 students are not used for accountability determinations. This smaller number is used across Rhode Island elementary and secondary education reporting to protect student confidentiality. The lower number for reporting allows local education agencies, schools, and communities to access useful data, even though schools are neither rewarded nor penalized for these data.

Similar to the other measures, the Teacher Absenteeism measure requires both a minimum of 20 students and a minimum of 20 teachers for use in accountability. Rhode Island will report Teacher Absenteeism data for schools and student subgroups with 10-19 teachers and/or 10-19 students even though those data are not used for accountability purposes. Also like the other measures, up to two additional years of data will be added to reach 20 teachers.

## 2.5 Indicators and Assignment of Star Ratings

School classifications under the new state accountability system are presented as star ratings (★). Schools are awarded a rating from one star (★) to five stars (★★★★★) based on their overall performance across all of the indicators in the accountability system, with five stars indicating the highest level of performance.

### 2.5.A Indicators and Measures

The accountability system includes five indicators, each of which is comprised of one or more measures. Most of the measures are federally mandated under the *Every Student Succeeds Act* (ESSA). The five indicators are Academic Achievement, Growth, English Language Proficiency (ELP), Graduation Rate, and School Quality and Student Success (SQSS). The specific measures included in the School Quality and Student Success category are determined by the state. For 2019, the School Quality and Student Success measures are Exceeds Expectations in English Language Arts, Exceeds Expectations in Mathematics, Student Chronic Absenteeism, Teacher Chronic Absenteeism, Suspension, Commissioner's Seal, and Postsecondary Success. The Commissioner's Seal and Postsecondary Success measures together form the Diploma Plus measures. Science proficiency will be added in the future.

Note that some measures such as Graduation Rate and English Language Proficiency may not apply to all schools, either because they don't carry the grade levels necessary for a measure or because they have too few students to be evaluated in the current year. Schools are evaluated only on the basis of their performance on the indicators that apply to them. Schools are neither rewarded nor penalized for indicators on which they are not evaluated in a particular year.

Schools are awarded points based on their performance on each measure within the accountability system. These points are not summed together like in the previous system; the points are a function of the scale and number of metrics only and have no 'weight' relative to the other indicators in the system because they are never arithmetically combined. The following table provides an overview of each of the indicators in the accountability system and the number of points awarded for that indicator. A more detailed description of each indicator is provided in Chapter 3.

| State Accountability System Indicators as of 2018-19 | | | |
|---|---|---|---|
| **Indicator** | **Measure** | **Points** | **Data Source** |
| **Academic Achievement** | English Language Arts | 1-4 | State Assessment |
| | Mathematics | 1-4 | State Assessment |
| **Growth** | English Language Arts | 1-3 | State Assessment |
| | Mathematics | 1-3 | State Assessment |
| **English Language Proficiency** | Progress toward English Language Proficiency | 1-4 | WIDA ACCESS 2.0 Assessment |
| **Graduation Rate** | Composite Graduation Rate | 1-5 | Data collected from districts |
| **Diploma Plus (A subset of SQSS measures)** | Commissioner's Seal | 1-3 | Assessment vendors and districts |
| | Postsecondary Success | 1-3 | Assessment vendors and districts |
| **School Quality and Student Success (SQSS)** | Student Chronic Absenteeism | 1-3 | Data collected from districts |
| | Teacher Chronic Absenteeism | 1-3 | Data collected from districts |
| | Student Suspension | 1-3 | Data collected from districts |
| | ELA Exceeds Expectations | 1-3 | State Assessment |
| | Math Exceeds Expectations | 1-3 | State Assessment |

## 2.5.B Star Ratings

Each fall, schools are awarded a rating of one to five stars based on their performance on each of the indicators in the most recent reporting year. For most measures, schools are evaluated based on the previous academic year. However Graduation and the Diploma Plus measures have an additional one-year lag due to additional time needed for collecting and validating the data; for example, the 2019 accountability results were based on 2018 graduates. Performance across the set of School Quality and Student Success measures is combined for a star rating determination. Also, at the two- and three-star levels, performance across achievement and growth is combined to determine a rating.

The table below shows how performance on each of the indicators is converted to a star rating. Schools earn the highest star rating for which their performance on every applicable indicator is at that row or above. In other words, if a school circles the cell representing their points earned on each indicator, the lowest circle determines their star rating. A low-performing subgroup—the rightmost column—is a subgroup performing at the one-star level. A brief description of three of the star rating categories is provided following the star chart as a guide on how to read the table.

| 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) | Diploma Plus (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 | | | |

\* Schools missing growth have alternate cut points for levels 2 and 3, using only achievement points. Those are: 3-star level: 4 points, 2-star level: 3 points

\*\* Schools missing one to three 'School Quality and Student Success' measures have alternate cuts for the second to last column. Those are:

- 4 indicators available: 5-star level: 10-12 pts, 4-star level: 8-9 pts, 3-star level: 6-7 pts, 2-star level: 4-5 pts
- 3 indicators available: 5-star level: 8-9 pts, 4-star level: 7 pts, 3-star level: 5-6 pts, 2-star level: 3-4 pts
- 2 indicators available: 5-star level: 5-6 pts, 4-star level: 4 pts, 3-star level: 3 pts, 2-star level: 2 pts

**Five Stars (★★★★★)**

To receive the highest rating, five stars, a school must earn at least 3 points in each subject area in Achievement, at least 2 points in each subject area in Growth, at least 3 points in English Language Proficiency (if applicable), at least 4 points in Graduation Rate (if applicable), at least 5 points across the Diploma Plus measures (if applicable), and at least 12 points across the remaining set of School Quality and Student Success measures. Note that to receive a five star rating a school many not have any low performing subgroups.

**Three Stars (★★★)**

A school receiving a three-star rating must earn at least 7-11 points across the four Achievement and Growth measures. For example, earning 2 points in Achievement and Growth in both English Language Arts and Mathematics would yield a total of 8 points. A three star school must also earn at least 2 points on English Language Proficiency, 3 points on Graduation Rate, 3 points on the Diploma Plus measures, and at least 7-9 points on the remaining set of School Quality and Student Success measures.

**One Star (★)**

A school receiving a one-star rating has earned the lowest possible number points (1 point) for achievement and growth in both ELA and math, or 1 point on graduation. If growth is not available, a school receives a rating of one star by earning the lowest possible number of points for achievement in each subject.

# Chapter 3: Indicators

A key factor in maximizing the technical quality of each indicator is to ensure the accuracy of the data used to compute it. The procedures used to collect, validate, and process all of the data prior to its use in the accountability system are critical to producing results that are valid, reliable, and fair for all schools.

The Rhode Island Department of Education (RIDE) is committed to quality data collection and reporting. Enrollment, attendance, suspension, and graduation data are submitted by each district through RIDE's eRIDE collection portal. Authorized users are permitted real-time access to data to ensure accuracy and consistency. Data discrepancies are flagged for users daily. Final data are signed off by each superintendent via electronic signature. The superintendent's signature verifies that the district is in agreement with the numbers collected and reported.

Additionally, for some measures districts are provided data validation tools for another round of validation. For the English Language Proficiency, Achievement, and Growth indicators, districts are provided with assessment participation information and asked to validate which students should have tested and which did. For the Diploma Plus measures, districts are provided with the results for the relevant student cohort and asked to send any additional credentials or test scores the state may not already have.

As an additional step to promote the accuracy of the calculation of points awarded for each indicator, all steps necessary to calculate the points for each indicator were independently replicated by associates from the National Center for the Improvement of Educational Assessment.

## 3.1 Academic Achievement

Measuring the academic achievement of students in English Language Arts (ELA) and Mathematics is one of the federally required indicators for school accountability systems under the *Every Student Succeeds Act* (ESSA). As required by law, student academic achievement is determined by the performance of students in grades 3 through 8 and high school on ELA and Math state assessments. Rhode Island set its long-term goal at **75% of students attaining proficiency on the state assessments in ELA and Math by 2025**.

### 3.1.A Description – Most Schools

The Academic Achievement indicator represents student performance in ELA and Math on the three state assessments:

- **Rhode Island Comprehensive Assessment System (RICAS)** – for all students in grades 3 through 8 who are not eligible to participate in an alternate assessment
- **SAT** – for students in grade 11 who are not eligible to participate in an alternate assessment

- **Dynamic Learning Maps (DLM)** – for students in grades 3 through 8 and 11 with significant cognitive disabilities, who are eligible to participate in an alternate assessment

The RICAS, SAT and DLM were all new Rhode Island state assessments starting in 2017-18. ELA and Math Achievement are calculated as separate measures, and points are assigned based on student performance. Both RICAS and DLM have four performance levels with level three indicating proficiency. Rhode Island established four performance levels for the SAT as well, with level three indicating proficiency. Level three on the SAT corresponds to the college-and-career ready proficiency benchmark established by the College Board.

The Academic Achievement measures are based largely on an Academic Proficiency Index. In this index, each student earns points based on their performance level. Student performance at levels three and four on the RICAS, SAT, and DLM assessments are weighted as one point. Student performance at level two on the state assessments receives a partial point.

| Level | Points Toward Index |
|-------|---------------------|
| 4 | 1 |
| 3 | 1 |
| 2 | 1/3 |
| 1 | 0 |

An Academic Proficiency Index is calculated for all students and each subgroup of students within each school that meets the state's minimum n-size of 20 students. A school's Academic Proficiency Index is calculated by summing all student points and then dividing by the greater of 95% of all students (or, when disaggregating data, 95% of all students in the subgroup) or the number of students participating in the assessments.

Beginning in 2019, two years of data are combined for calculation of each school's Achievement measure.

Each school earns one to four points each for Academic Proficiency in ELA and Math, depending on their Academic Proficiency Index. Points are assigned according to the following chart. The highest amount of points is set to match Rhode Island's long-term goal of 75% proficiency (levels 3 and 4) by 2025.

| Academic Proficiency Index | Achievement Points |
|----------------------------|--------------------|
| >= 75% Proficiency (no index) | 4 Points |
| >= 68 (index) | 3 Points |
| >= 40 AND < 68 (index) | 2 Points |
| < 40 (index) | 1 Point |

### 3.1.B Description – Early Grades Schools

This indicator has a different process for schools with grades K-2 but not grade 3, the earliest grade for testing. These schools are evaluated for the Academic Achievement indicator by tracking their students into third grade. To do this, when applicable, grade 3 students are counted toward the most recent 'early grades' school that they attended for a full academic year, looking up to three years back. The same cuts are used for early grades schools, but participation rate does not affect the measures for these schools.

### 3.1.C Business Rules for Calculation

For most schools:

1. Remove all students not included in school accountability computations:
   *These fields are reviewed annually by districts in August.*

   a. Students not enrolled for the full academic year (October 1 through end of testing window);
   b. Students in their first year of living in the United States (note: these students are required to participate in the Math assessments); and,
   c. Students exempted from the assessment for approved medical reasons (determined separately for ELA and Math)

2. For each test, determine whether eligible students participated in the test.

   a. **Participant** = Student with a valid performance level of 1, 2, 3, or 4
   b. **Non-participant** = Student did not participate in assessment or has no performance level due to a test irregularity or otherwise

3. For each content area, calculate the Participation Rate and determine if adjustments are needed to meet the federal mandated 95% threshold.

   a. **Total Number of Students** = Sum of students eligible for accountability
   b. **Number of Participants** = Sum of Participants
   c. **Participation Rate** = Number of Participants / Total Number of Students x 100%
      i. Round to the nearest whole percent.
   d. If Participation Rate < 95%:
      i. Multiply the Total Number of Students by 0.95 to determine the **Number of Students Needed** to reach the participation rate of 95%.
      ii. Round the Number of Students Needed up to a whole number if it is a fraction.

4. Calculate the number of students performing at each performance level.

   a. Sum the Participants performing at each level.

5. Calculate the Academic Proficiency Index.

   a. **Denominator** = greater of Number of Participants and Number of Students Needed
      i. Alternatively, if the Participation Rate is below 95%, one could add the difference between Number of Participants and Number of Students Needed to the number of students in Level 1, creating an 'adjusted Level 1' for the same result.
   b. **Academic Proficiency Index** = [0 x (# Students at Level 1) + 1/3 x (# Students at Level 2) + 1 x (# Students at Level 3 or Level 4)] / Denominator x 100

i. Alternate method with same result: Academic Proficiency Index = [0 x (# Students at Level 1_adjusted) + 1/3 x (# Students at Level 2) + 1 x (# Students at Level 3 or Level 4)] / [Adjusted # Students at Level 1 + # Students at Level 2 + # Students at Level 3 + # Students at Level 4] x 100

ii. Round to the nearest whole number.

6. Calculate the percent proficient (levels 3 and 4).

   a. **Percent Proficient** = (# Students at Level 3 + # Students at Level 4) / Denominator

      i. Round to the nearest whole number.

7. Repeat steps 5 and 6 for every student subgroup in every school:

   a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
   b. English Learners, including students who have exited EL status in the past 3 years;
   c. Students with Disabilities; and
   d. Race/Ethnicity

8. Determine Academic Achievement points for each school and subgroup in ELA and Math, using the rubric above.

For 'Early Grade' Schools:

1. Using enrollment data from the previous three years—2015-16 through 2017-18 for 2019 accountability—identify the most recent full academic year record at an early grade school for all students who have attended an early grades school during these years. These are the **K-2 Students at Early Grade Schools**.

   a. Students must have been enrolled at least from October 1 through May 1 of that school year.
   b. One way to do this is select all full academic year records at early grade schools for each of the three school years. Then de-duplicate the records by the student identifier, keeping the most recent one.

2. Determine whether each K-2 Student at an Early Grade School participated in current year's state assessment.

   a. **Tested Grade 3 Students from Early Grade Schools** = Students with valid performance levels of 1, 2, 3, or 4
   b. **Non-participant** = Students who did not participate in the state assessment or have no performance level due to a test irregularity or otherwise

3. There is no participation rate for early grade schools. Since these students were not at the early grade schools at the time of testing, the early grade schools cannot be held accountable for their participation.

4. Calculate the number of students performing at each performance level.

   a. Sum the Tested Grade 3 Students from Early Grade Schools performing at each level.

5. Calculate the Academic Proficiency Index.

   a. **Academic Proficiency Index** = [0 x (# Students at Level 1) + 1/3 x (# Students at Level 2) + 1 x (# Students at Level 3 or Level 4)] / Tested Grade 3 Students from Early Grade Schools x 100

      i. Round to the nearest whole number.

6. Calculate the percent proficient (levels 3 and 4).

a. **Percent Proficient** = (# Students at Level 3 + # Students at Level 4) / Tested Grade 3 Students from Early Grade Schools x 100
   ii. Round to the nearest whole number.
7. Repeat steps 5 and 6 for every student subgroup in each school:
   a. Free or Reduced Lunch Status (Economically Disadvantaged Students)
   b. English Learners, including students who have exited EL status in the past 3 years
   c. Students with Disabilities
   d. Race/Ethnicity
8. Determine Academic Achievement points for each school and student subgroup in ELA and Math, using the rubric above.

## 3.2 Growth

As part of the federal requirements for school accountability systems under the *Every Student Succeeds Act*, states are required to identify an academic indicator for schools with students at grades 3 through 8 in addition to achievement on the state assessment, referred to as the other academic indicator. The law also allows states, at their discretion, to include a measure of student growth as part of the academic achievement indicator for high schools. Rhode Island has chosen to include Growth, calculated from student growth percentiles, as an indicator to meet both of those requirements.

### 3.2.A Description

Rhode Island's Student Growth Index is calculated using Student Growth Percentiles. The Student Growth Percentile (SGP) methodology was [developed by Damian Betebenner, Ph.D](). An SGP describes a student's progress relative to their academic peers on the state assessments in ELA and Math, and can be aggregated at the school and district levels to show average growth. Academic peers are students who have scored similarly on the state assessment in the past. Academic history is the only factor by which students are grouped.

Because all students' scores are compared only to those of their academic peers, and the groups of similarly performing peers each result in even distributions of SGPs from 1 to 99, students at every level of proficiency have the opportunity to demonstrate growth. The Student Growth Index includes differential weights for low, typical, and high growth on the state assessment. A school's Student Growth Index is the average of the student weights for students with available SGPs. Low growth is defined as an SGP below 35. Typical growth is defined as an SGP 35 or higher and below 70. High growth is defined as an SGP greater than or equal to 70.

| Student Growth Percentile (SGP) | Student Weight |
|---|---|
| High (>= 70) | 2 |
| Typical (>= 35 AND < 70) | 1 |
| Low (< 35) | 0 |

Each school earns one to three points each for Growth in English Language Arts and Mathematics, depending on their index score. Points are assigned according to the following chart.

| Student Growth Index | Growth Points |
|---|---|
| >= 1.10 | 3 |
| >= 0.85 AND < 1.10 | 2 |
| < 0.85 | 1 |

For students in grades four through eight, Growth is based on student performance on the 2018 RICAS assessment and their prior performance on the state assessment (for 2017 and earlier, the PARCC). For 2018 accountability, high school student growth was based on grade 10 student performance on the 2018 PSAT10 and their prior performance on the state assessment (for 2017 and earlier, the PARCC). Note that beginning in 2019 high school growth is based on student growth from the PSAT in grade 10 to the SAT in grade 11.

### 3.2.B Business Rules for Calculation

For ELA and Math, separately:

1. Remove all students not included in school accountability computations:
    a. Students not enrolled for a full academic year (October 1 through end of testing window, *reviewed annually by districts in August*);
    b. Students without a valid score on the current year's state assessment for any reason; and
    c. Students without a growth score.
        i. Includes students who do not have a valid score on the previous year's state assessment for any reason
        ii. Also includes students with irregular grade trajectories
2. Calculate the number of students with Low, Typical, and High student growth.
    a. Sum students at each level of growth (Low = 1-34; Typical = 35-69; High = 75-99).
3. Calculate the Student Growth Index .
    a. **Total Number of Students with Growth Scores** = Sum of students with Low, Typical, and High Growth
    b. **Student Growth Index** = [0 x (# Students with Low Growth) + 1 x (# Students with Typical Growth) + 2 x (# Students with High Growth)]/(Total Number of Students with Growth Scores
        i. Round to the hundredths place.
4. Repeat step 3 for every student subgroup in each school:
    a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
    b. English Learners, including students who have exited EL status in the past 3 years;
    c. Students with Disabilities; and

d. Race/Ethnicity
5. Determine Growth points for each school in ELA and Math, using the rubric above.

## 3.3 Progress in Achieving English Language Proficiency (ELP)

Measuring the progress of English learners in reaching English language proficiency is one of the federally required indicators for school accountability systems under the *Every Student Succeeds Act*. This indicator is based on students' annual progress on the state-adopted English Language Proficiency assessment, the WIDA (World-class Instructional Design and Assessment) ACCESS 2.0. Rhode Island has determined a number of years, ranging from two to six, that each student has to reach proficiency depending on their initial ACCESS 2.0 composite score. The ELP indicator measures the adequacy of each student's annual progress toward proficiency.

### 3.3.A Description

The ELP indicator represents progress made toward each student's annual growth target. Each student's annual growth target is calculated by subtracting the student's previous year scale score from the scale score necessary for proficiency (their 'attainment target'), and dividing the difference by the remaining number of years allowed to reach proficiency. This method, illustrated in the table below, allows for a variable growth trajectory depending on each student's progress over time, while still requiring that the proficiency target be reached within the required number of years.

| | Annual Growth Target (SS: Scale-Score; AT: Attainment Target) | | | | |
|---|---|---|---|---|---|
| Initial ACCESS Composite Proficiency Level | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 4.8 or Higher | | | | | |
| 4.0 – 4.7 | Initial scale-score (SS) plus SS progress to reach attainment target (AT) divided by two | AT: Scale-score for 4.8 two grades out | | | |
| 3.0 – 3.9 | Initial SS plus SS progress to reach to AT divided by three | Year 2 SS plus SS progress to reach AT divided by two | AT: Scale-score for 4.8 three grades out | | |
| 2.0 – 2.9 | Initial SS plus SS progress to reach to AT divided by four | Year 2 SS plus SS progress to reach AT divided by three | Year 3 SS plus SS progress to reach AT divided by two | AT: Scale-score for 4.8 four grades out | |

| 1.0 – 1.9 | Initial SS plus SS progress to reach to AT divided by five | Year 2 SS plus SS progress to reach AT divided by four | Year 3 SS plus SS progress to reach AT divided by three | Year 4 SS plus SS progress to reach AT divided by two | AT: Scale-score for 4.8 five grades out |
|---|---|---|---|---|---|

For 2018 school accountability, for the first year of this indicator, all eligible students were treated as though they entered in 2017. Going forward, their years toward reaching proficiency will count from 2017 or from the year they entered RI public school if after 2017.

At the student level, the English Language Proficiency Index scores range from 0.00 to 1.10 according to the following rules:

- Zero points are assigned to students who demonstrated no growth or negative growth;
- 0.01 to 0.99 points are assigned to students who demonstrated growth towards the target; and
- 1 to 1.1 points are assigned to students who reached (1.0) or exceeded (1.01 to 1.10) the target with a bonus for exceeding the target up to 1.10.

Students with significant cognitive disabilities may take the Alternate ACCESS for ELLs rather than the ACCESS 2.0. Instead of the formula above with annual targets, students who take the Alternate ACCESS are awarded:

- 1.1 points for reaching the proficiency level P2, or a composite score of 944;
- 1 point for improving by 2 or more scale score points; and
- 0 points for improvement of less than 2 scale score points.

A school's English Language Proficiency Progress Index is the mean of student index scores. Accountability points are awarded based on this percentage according to the table below. Note however that the metric changes at Level 4. Earning 4 points on this indicator is aligned to Rhode Island's long-term goal of at least **75% of students meeting their annual progress target each year.**

| Elementary School Cuts | |
|---|---|
| **School Index Score** | **ELP Progress Points** |
| Percent of students who met annual target if 75% or more | 4 |
| .85 or more | 3 |
| .65 or more but less than .85 | 2 |
| Less than .65 | 1 |

| Middle and High School Cuts | |
|---|---|
| **School Index Score** | **ELP Progress Points** |
| Percent of students who met annual target if 75% or more | 4 |

| | |
|---|---|
| .80 or more | 3 |
| .60 or more but less than .80 | 2 |
| Less than .60 | 1 |

| K-8 School Cuts | |
|---|---|
| **School Index Score** | **ELP Progress Points** |
| Percent of students who met annual target if 75% or more | 4 |
| .83 or more | 3 |
| .63 or more but less than .83 | 2 |
| Less than .63 | 1 |

| K-12 School Cuts | |
|---|---|
| **School Index Score** | **ELP Progress Points** |
| Percent of students who met annual target if 75% or more | 4 |
| .82 or more | 3 |
| .62 or more but less than .82 | 2 |
| Less than .62 | 1 |

### 3.3.B Business Rules for Calculation

Over time, districts and the Rhode Island Department of Education work together to identify students who have multiple student identifiers in the system and correct the issue. Every year, this measure will be re-run for all year's included such that improvements to the data collections over time, like this, are reflecting accurately in the newest data.

1. Include all students with at least one subtest in the current year and one in the previous year. Remove students who don't meet accountability criteria.
   a. Calculate the composite score for students missing one or more subtests in a given year:[3]
      i. First average the remaining subscores and round that average to the nearest whole scale score.
      ii. Then plug the calculated average of remaining subscores into this formula to re-calculate the composite scale score: 0.15 x Listening Subscore + 0.15 x Speaking Subscore + 0.35 x Reading Subscore + 0.35 x Writing Subscore

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[3] In 2018, Rhode Island simply averaged all remaining subscores if one or more subscore was missing. After changing this rule in 2019, Rhode Island applied this methodology to the 2018 data reported in 2019 as well.

  b. Remove any students who reached proficiency (4.8 for ACCESS 2.0 or P2 for the Alternate ACCESS) in 2017.

  c. Students must have text the same test both years: either the ACCESS 2.0 both years of the Alternate ACCESS both years.

  d. Students are only counted towards schools where they were enrolled for the full 2017-18 academic year (October 1 through end of testing window, *reviewed by districts in August 2018*).

2. For students who took the ACCESS 2.0, calculate each student's <u>Attainment Target</u>.

  a. **Years to Reach Proficiency** = 5 for Performance Level (PL) 1.0 to 1.9; 4 for PL 2.0 to 2.9; 3 for PL 3.0 to 3.9; 2 for PL 4.0 to 3.8

  b. **Attainment Target** = Scale score for a 4.8 Performance Level in the grade level the student will be in after their Years to Reach Proficiency

    i. If a student takes a nonlinear grade trajectory (repeats or skips a grade), adjust their Attainment Target to match their most recent grade.

3. For students who took the ACCESS 2.0, calculate each student's <u>Annual Target</u>.

  a. **Annual Target** = (Attainment Target – Initial Scale Score) / Years to Reach Proficiency

  b. the target score for each student by dividing the target proficiency scale score by the number of years left to meet proficiency.

4. For students who took the ACCESS 2.0, calculate each student's Growth Ratio

  a. **Growth Ratio** = (Actual Scale Score (2018) – Annual Target) / Initial Scale Score (2017)

  b. Recode any negative growth ratios to 0 and any growth ratios above 1.1 to 1.1

  c. If a student reaches proficiency before the number of years given, their Growth Ratio is 1.1.

5. For students who took the Alternate ACCESS, calculate each student's Growth Ratio

  a. **Growth Ratio** = 1.1 for reaching level P2; 1 for improving by at least 2 points; or 0 for not improving by at least 2 points

6. For every student, calculate whether or not they reached their annual target.

  a. **Met Annual Target** = Growth Ratio >= 1

7. Average the student Growth Ratios to get the school ELP Index Score.

  a. Round to the hundredths place.

8. Calculate the percentage of students who met their annual target for each school.

  a. Round to the whole percent.

9. Repeat steps 7 and 8 for every student subgroup in each school:

  e. Free or Reduced Lunch Status (Economically Disadvantaged Students)

  f. Students with Disabilities

  g. Race/Ethnicity

10. Determine ELP points for each school, using the rubric above.

## 3.4 Graduation Rate

One of the indicators required for high schools and tightly defined by the *Every Student Succeeds Act* is Graduation Rate. The law requires that the indicator be based, at a minimum, on the **four-year adjusted cohort graduation rate (ACGR)**[4] defined by the United States Department of Education, and that the indicator annually computes the graduation rate separately for each subgroup of students included in the accountability system in addition to the overall graduation rate for all students.

At the discretion of the state, a graduation rate indicator that includes students who take longer than four years to earn a high school diploma may also be incorporated into the state accountability system. Rhode Island has adopted such an approach by using a **Composite Graduation Rate** as well as the 4-year ACGR in the state accountability system.

The Graduation Rate indicator is reported on a one-year lag. Since the data collection and validation process lasts into the winter or early spring each year, the most recent graduating class of data are not available in time for the state accountability release each fall. For example, 2019 accountability is based on students who graduated in 2018.

### 3.4.A Description

An ideal Rhode Island graduate is one who is well prepared for post-secondary education, work, and life. They can think critically and collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen. Rhode Island values students graduating ready for the next phase of life, even if it requires longer than the traditional four-year timeline, and the Composite Graduation Rate indicates the degree to which schools are successful in preparing students to achieve this vision.

The Composite Graduation Rate includes four-, five-, and six-year adjusted cohort graduation rates, with each of the cohort rates weighted equally. For each school or LEA, this incorporates information on three different cohorts; the graduates and number of students in each of the four-, five-, and six-year graduation cohorts for the most recent reporting year. The number of graduates for each cohort are summed and divided by the total number of students across the three cohorts to get a weighted rate as the Composite Graduation Rate.

It is important to note that in any given year, the Composite Graduation Rate is based on three different cohorts of students. For example, the four-year adjusted graduation rate for students in the graduation class of 2018 is based on students who entered the ninth grade in the 2014-15 school year. The five-year adjusted graduation rate for 2018 is based on the cohort of students who would have completed five years of high school by spring 2018; that is, the cohort of students who entered the ninth grade in the

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[4] The 4-year ACGR is the number of students who graduate within 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. The adjusted cohort includes all students who started 9th grade for the first time 3 school years prior—for 2018 reporting that is the 2014-15 school year. The cohort is 'adjusted' by adding students who transfer into the school at any point prior to graduation and removing students who transfer out or die.

2013-14 school year. In the same manner, the six-year adjusted graduation rate for 2018 is based on students who entered the ninth grade in the 2012-13 school year.

Rhode Island uses the following cut scores, which represent the state's long-term goal of 95% of students graduating by 2025, while allowing meaningful differentiation as schools approach that point.

| Composite Graduation Rate | Graduation Points |
| --- | --- |
| >= 95% 4-Year Graduation Rate (not composite) | 5 |
| >= 90% Composite Graduation Rate | 4 |
| >= 80% AND < 90% Composite Graduation Rate | 3 |
| < 80% Composite Graduation Rate | 2 |
| <= 67% 4-Year Graduation Rate (not composite) | 1 |

Rhode Island also uses alternate cuts for high schools that have state-approved 5- or 6-year programs and new schools which do not yet have enough cohorts for 5- and 6-year rates. These differentiated cut scores are meant to hold schools with non-standard graduation cohorts to a comparable standard to that presented above.

| Missing 4-Year Rate - Five-Year Program | Missing 4- and 5-Year Rates - Six-Year Program | Graduation Points |
| --- | --- | --- |
| >= 96% 5-Year Graduation Rate (not composite) | >= 96% 6-Year Graduation Rate | 5 |
| >= 92% 5- and 6-Year Composite Graduation Rate | >= 93% and < 96% 6-Year Graduation Rate | 4 |
| >= 84% AND <92% 5- and 6-Year Composite Graduation Rate | >= 85 AND < 93% 6-Year Graduation Rate | 3 |
| >= 72% 5-Year Graduation Rate AND < 84% 5- and 6-Year Composite Graduation Rate | >= 73% AND < 85% 6-Year Graduation Rate | 2 |
| < 72% 5-Year Graduation Rate (not composite) | < 73% 6-Year Graduation Rate | 1 |

| Missing 5- and 6-Year Rates - New School – First Cohort | Missing 6-Year Rate - New School – Two Cohorts | Graduation Points |
|---|---|---|
| >= 95% 4-Year Graduation Rate | >= 95% 4-Year Graduation Rate | 5 |
| >= 86 AND < 95% 4-Year Graduation Rate | >= 89% 4- and 5-Year Composite Graduation Rate | 4 |
| >= 72% AND < 86% 4-Year Graduation Rate | >= 78% AND <89% 4- and 5-Year Composite Graduation Rate | 3 |
| >= 67% AND < 72% 4-Year Graduation Rate | < 78% 4- and 5-Year Composite Graduation Rate | 2 |
| <= 67% 4-Year Graduation Rate (not composite) | <= 67% 4-Year Graduation Rate (not composite) | 1 |

### 3.4.B Business Rules for Calculation

To compute the 4-year adjusted cohort graduation rate for 2018, included in 2019 accountability:

1. Identify the students in the 2015 ninth grade cohort—students who started ninth grade for the first time in 2014-15—using the federal definition.

    a. Here is the procedure, using RIDE field conventions: https://www.eride.ri.gov/exitsupdate/instructions.asp
    b. In this process, students who transferred to another LEA, out of public schools or out of the state, students who died, and students found to belong to other cohorts are removed.

2. Determine the graduation status of these students:
   *Exactly one status of the following is required per student.*

    a. Graduated in 4 years or less;
    b. Dropped out;
    c. Completed GED/other credentials;
    d. Retained/still in school;
    e. Reached maximum age for services; or
    f. Exited with unknown reasons

3. Calculate the number of students who graduated in 4 years or less.

    a. **4-Year Graduates** = total number of students who graduated in 4 years or less (a above)

4. Calculate the number of students in the denominator.

    a. **4-Year Denominator** = total number of students in cohort with any status (a-f) above

5. Calculate the 4-Year Graduation Rate.

    a. **4-Year Graduation Rate** = (4-Year Graduates) / (4-Year Denominator)

To compute the 5- and 6-year adjusted cohort graduation rates:

1. Identify the students in the 2014 and 2013 ninth grade cohorts—students who started ninth grade for the first time in 2013-14 and 2012-13—using the federal definition. The 5-year cohort is students who began ninth grade five years earlier, in 2013-14. The 6-year cohort is students who began ninth grade six years earlier, in 2012-13.

   a. In this process, students who transferred to another LEA, out of public schools or out of the state, students who died, and students found to belong to other cohorts during their fifth or sixth years removed.

2. Determine the graduation status of these students:
   *Exactly one status of the following is required per student.*

   a. Graduated in 4 years or less;
   b. Dropped out;
   c. Completed GED/other credentials;
   d. Retained/still in school;
   e. Reached maximum age for services;
   f. Exited with unknown reasons;
   g. Graduated in 5 years; or
   h. Graduated in 6 years

3. For the 5-year cohort—students who started ninth grade in 2013-14—calculate the number of students who graduated in 5 years or less. For the 6-year cohort—students who started ninth grade in 2012-13—calculate the number of students who graduated in 6 years or less.

   a. **5-Year Graduates** = Students who graduated in 4 years or less + Students who graduated in 5 years
   b. **6-Year Graduates** = Students who graduated in 4 years or less + Students who graduated in 5 years + Students who graduated in 6 years

4. Calculate the number of students in the denominator.

   a. **5-Year Denominator** = total number of students who started ninth grade in 2012-13 with any status (a-g) above
   b. **6-Year Denominator** = total number of students who started ninth grade in 2011-12 with any status (a-h) above

5. Calculate the 5- and 6-Year Graduation Rates

   a. **5-Year Graduation Rate** = (5-Year Graduates) / (5-Year Denominator)
   b. **5-Year Graduation Rate** = (6-Year Graduates) / (6-Year Denominator)


Procedure for small schools:

1. If a school has fewer than 20 students total in the 4-year cohort (4-Year Denominator < 20), include one additional 4-year cohort in the computation of the 4-year adjusted cohort graduation rate.

   a. Use 4-year cohort data from the previous reporting year. These data may differ slightly from the 5-year data most recently reported on this cohort due to transfers or deaths.

b. Calculate this cohort's 4-Year Graduates and 4-Year Denominator in the same method described for 4-year graduation rates above.

c. **Adjusted 4-Year Graduation Rate** = (4-Year Graduations, most recent cohort + 4-Year Graduates, previous cohort) / (4-Year Denominator, most recent cohort + 4-Year Denominator, previous cohort)

d. If the total denominator is still less than 20 [(4-Year Denominator, most recent cohort + 4-Year Denominator, previous cohort) < 20], add one more year of data to the 4-year rate, using the same method from steps a-c:

   i. **Adjusted 4-Year Graduation Rate** = [(4-Year Graduations, most recent cohort) + (4-Year Graduates, previous cohort) + (4-Year Graduates, cohort another year prior)] / [(4-Year Denominator, most recent cohort) + (4-Year Denominator, previous cohort) + 4-Year Denominator, cohort another year prior)]

2. If a school does not have a 4-year graduation rate because it is a 5-year program, and that school does not have at least 20 students in the 5-year cohort (5-Year Denominator < 20), run the same process described in step 1—adding additional years of data to this base rate—for the 5-Year Graduation Rate.

3. If a school does not have a 4-year graduation rate because it is a 6-year program, and that school does not have at least 20 students in the 65-year cohort (6-Year Denominator < 20), run the same process described in step 1—adding additional years of data to this base rate—for the 6-Year Graduation Rate.


Compute the Composite Graduation Rate and determine the points for this indicator:

1. If all three cohorts of data are available—this is not a new school or a 5- or 6-year program—compute the weighted average of the 4-, 5-, and 6-year rates.

   a. **Composite Graduation Rate** = (4-Year Graduates + 5-Year Graduates + 6-Year Graduates) / (4-Year Denominator + 5-Year Denominator + 6-Year Denominator)

      i. Unlike the Adjusted 4-Year Graduation Rate, this rate is not adjusted if there are fewer than 20 students across the three cohorts. In that case, there are not enough students to use the measure for accountability.

2. If only two cohorts of data are available, sum those two, similarly to the process above to get the 4- and 5-Year Composite Graduation Rate or the 5- and 6-Year Composite Graduation Rate.

   a. **4- and 5-Year Composite Graduation Rate** = (4-Year Graduates + 5-Year Graduates) / (4-Year Denominator + 5-Year Denominator)

   b. **5- and 6-Year Composite Graduation Rate** = (5-Year Graduates + 6-Year Graduates) / (5-Year Denominator + 6-Year Denominator)

3. Round all final graduation rates (4-Year Graduation Rate, Composite Graduation Rate, etc) to the whole percent.

4. Repeat all steps above for every student subgroup in each school:

   a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
   b. English Learners;
   c. Students with Disabilities; and
   d. Race/Ethnicity

5.  Determine the Graduation points for each school, using the appropriate rubric above.
    a.  Most schools will use the general rubric (listed first), with a 4-year graduation rate for 1 or 5 points, and the 4-, 5-, and 6- Year Composite Graduation Rate for points 2 through 4.
    b.  Schools missing cohorts because they are new schools or because they have an approved 5- or 6-year program will use the rubric representing their situation.

## 3.5 Diploma Plus – Commissioner's Seal

In 2019, Rhode Island added two new high school measures to the state accountability system, the Commissioner's Seal measure, and Postsecondary Success. Together these two measures are the Diploma Plus measures. For ESSA purposes, Diploma Plus is part of School Quality and Student Success (SQSS).

The Diploma Plus measures are designed to recognize when schools better prepare students for postsecondary success by measuring two main features of preparedness: academic proficiency as determined by students earned a Commissioner's Seal, and postsecondary credentials such as industry-recognized credentials, college credit, and Advanced Placement (scores of 3 or higher).

Like Graduation, the Diploma Plus measures are reported on a one-year lag. This means that for the 2019 accountability, the Diploma Plus measures are based on the graduating class of 2018.

The Commissioner's Seal measure recognizes when schools graduate students not just with a diploma, but also high school proficiency in English language arts (ELA) and mathematics. As part of Rhode Island's new Secondary School Regulations, beginning with 2021 graduates, students will be able to earn a Commissioner's Seal Council Designation on their diploma for demonstrating proficiency aligned to high school expectations as confirmed by external evidence in both subjects. Until then, the Commissioner's Seal measure represents students who meet those same requirements; the measure reports the percentage of students demonstrating proficiency in both ELA and mathematics at any point in high school on any of the approved list of assessments.

### 3.5.A Description

Rhode Island struggles with single-digit academic proficiency rates in many of our high schools. Students are graduating high school unprepared for career success and college-level academics. Many Rhode Island graduates go on to pay for non-crediting bearing courses in college in order to catch up. The Commissioner's Seal measure is meant to recognize when districts prepare students with the academic proficiency needed for life after high school.

In order to count toward this measure, each student must successfully meet the established benchmark at least once in English language arts (ELA) and once in mathematics on any of the approved assessments below. A student does not need to demonstrate proficiency in ELA and mathematics on the same assessment or administration; for example, a student could demonstrate proficiency in ELA on the SAT and proficiency in mathematics through AP. All tests listed below taken from ninth grade through graduation count; private assessments count in addition to the state assessment. Assessments taken in a student's high school career before transferring into the school where they graduate also count.

| ELA Assessments | | |
|---|---|---|
| **Assessment Name** | **Grade** | **Performance Standard** |
| ACT English | any | 18 |
| PSAT10 or PSAT NMSQT Reading and Writing | 10 | 430 |
| PSAT10 or PSAT NMSQT Reading and Writing | 11 | 460 |
| SAT Reading and Writing | any | 480 |
| SAT Reading and Writing, before March 2016 | any | 860 (sum of Writing and Critical Reading scores) |
| AP: English Language and Composition | any | 3 and above |
| AP: English Literature and Composition | any | 3 and above |
| PARCC ELA 9 | 9 | Level 4 or 5 |
| PARCC ELA 10 | 10 | Level 4 or 5 |

| Math Assessments | | |
|---|---|---|
| **Assessment Name** | **Grade** | **Performance Standard** |
| ACT Mathematics | any | 22 |
| PSAT10 or PSAT NMSQT Reading and Writing | 10 | 480 |
| PSAT10 or PSAT NMSQT Reading and Writing | 11 | 510 |
| SAT Mathematics | any | 530 |
| SAT Mathematics, before March 2016 | any | 500 |
| AP: Calculus AB | any | 3 and above |
| AP: Calculus BC | any | 3 and above |
| AP: Statistics | any | 3 and above |
| PARCC Algebra I | any | Level 4 or 5 |
| PARCC Geometry | any | Level 4 or 5 |
| PARCC Algebra II | Any | Level 4 or 5 |

*Note:* PARCC and SAT (before March 2016) tests (in grey above) will be phased out once graduates no longer overlap with them as state assessments

Once the percentage of high school graduates who demonstrated proficiency in both subjects is calculated, that percentage is translated into 1 to 3 points using the cut scores below.

| Percent of Graduates Demonstrating Proficiency in both ELA an Math | Commissioner's Seal Points |
|---|---|
| >= 75% | 3 |
| >= 40% AND < 75% | 2 |
| < 40% | 1 |

The cut at 75% represents Rhode Island's goal of 75% of students demonstrating proficiency in ELA and math by 2025. The cut at 40% is aligned to the lowest Achievement measure cut. Based on the distribution of schools' performance, these cuts are ambitious while meaningfully differentiating schools. They are similar to the Achievement measures, but more ambitious in that students must demonstrate proficiency in both subjects and there is no partial credit for partial proficiency. However, in contrast to the Achievement measure, students have multiple opportunities to demonstrate proficiency across the full list of approved assessments above.

### 3.5.B Business Rules

The bulk of the work for calculating this measure is in data collection and validation. The assessment data come from multiple sources that must be combined and validated before calculating the measure.

1. First identify all students who graduated in 2018.
    a. **Total Graduates** = all students who graduated high school with a regular diploma in 2018
2. Determine whether each student met the benchmark on any of the assessments above in ELA.
    a. Note that the benchmarks for the PSAT are dependent on grade level, not assessment.
3. Determine whether each student met the benchmark on any of the assessments above in math.
4. Determine whether each student earned a Commissioner's Seal:
    a. **Earned Commissioner's Seal** = Met any above benchmark in ELA AND Met any above benchmark in math
5. Calculate the percentage of students who earned the Commissioner's Seal.
    a. **Percent who Earned Commissioner's Seal** = (Number of students who earned the Commissioner's Seal) / (Total Graduates)
6. Repeat all steps above for every student subgroup in each school:
    a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
    b. English Learners;
    c. Students with Disabilities; and
    d. Race/Ethnicity
7. Determine Commissioner's Seal points for each school, using the rubric above.

## 3.6 Diploma Plus – Postsecondary Success

The second Diploma Plus measure is Postsecondary Success. This measure encourages schools to graduate students with one or more credentials beyond a high school diploma. College credit, AP credit, IB credit, and industry-recognized CTE credentials all count equally towards this measure. To recognize increased opportunity for students, there is a bonus for students who earn 2, or 3+ credentials.

### 3.6.A Description

The Postsecondary Success measure reports the portion of graduates earning one or more of the following: college credit, AP credit, industry-recognized CTE credentials, and IB credit. More detail on the requirements by type of credential is listed below.

| Credentials | Details |
|---|---|
| Concurrent Enrollment | • Only courses worth at least 3 credits are counted as one college credit course. Courses worth less than 3 credits cannot be added together to equal a 3-credit course. Courses worth 4 or 5 credits also count as one course. |
| Dual Enrollment | • Students must earn a passing grade, defined as the level at which the relevant institution awards full college credit.<br>• The credit must be transcripted, not articulated, credit. |
| Advanced Placement (AP) | • Students must earn a 3 or higher on any AP exam. |
| International Baccalaureate (IB) | • Students must earn a 5 or higher on any Higher Level exam. Standard Level exams are not eligible. |
| Industry-recognized credentials | • Credentials must be from the list of credential bundles approved by the CTE Board of Trustees as the culminating credential for a career field. In cases where the CTE Board of Trustees requires multiple credentials for career field preparation, those are considered in bundles in which a credential is only counted if all in the bundle are earned. The credentials, including bundles are listed in Appendix B.<br>• Students may earn these credentials through a CTE program or independently. |

Starting with the class of 2021, Pathway Endorsements and the Seal of Biliteracy will be included in the state accountability system as well.

After identifying all credentials earned by the cohort of high school graduates, each student's count of credentials is translated to a weight for the Postsecondary Success index. Students who earn no credentials count as 0, students who earn 1 credential count as 1, and students who earn additional credentials are awarded a small bonus as detailed below.

| Level | | Description | Student Weight |
|-------|---|-------------|----------------|
| No Diploma Plus | | Student does not earn any credentials | 0 |
| Diploma Plus Credentials | Level 1 | Student earns <u>one</u> credential of any sort | 1 |
| | Level 2 (bonus) | Student earns <u>two</u> credentials of any sort | 1.1 |
| | Level 3 (bonus) | Student earns <u>three</u> or more credentials of any sort | 1.2 |

*Note: In cases where the CTE Board of Trustees requires multiple credentials for career field preparation, those are considered in bundles in which a credential is only counted if all in the bundle are earned.*

The Postsecondary Success Index is the sum of the student weights described above, divided by the total number of graduates. (For 2019 accountability, this is the total number of 2018 graduates.) The Postsecondary Success Index is translated into 1 to 3 points using the cut scores below. These are the same cuts as the Commissioner's Seal measure. The cuts are also ambitious and meaningfully differentiated schools for Postsecondary Success.

| Postsecondary Success Index | Postsecondary Success Points |
|-----------------------------|------------------------------|
| >= 75 | 3 |
| >= 40 AND < 75 | 2 |
| < 40 | 1 |

### 3.6.B Business Rules

The bulk of the work for calculating this measure is in data collection and validation. The credential data come from multiple sources that must be combined and validated before calculating the measure.

1. First identify all students who graduated in 2018.
   a. **Total Graduates** = all students who graduated high school with a regular diploma in 2018
2. Determine how many credentials each student earned during high school:
   a. **AP Credit Earned** = scored 3 or higher on any AP test
   b. **College Credit Earned** = earned college credit for a transcripted college course work 3 credits or more
   c. **CTE Credential Earned** = complete the requirements for a CTE bundle according to the CTE Board of Trustee requirements
   d. No Rhode Island 2018 graduates earned IB credit.
3. For each student, determine the total number of credentials earned:
   a. **Total Credentials Earned** = AP Credits Earned + College Credits Earned + CTE Credentials Earned

4. Calculate each student's weight based on their Total Credentials Earned:
   a. Student Weight = 0 if Total Credentials Earned = 0
   b. Student Weight = 1 if Total Credentials Earned = 1
   c. Student Weight = 1.1 if Total Credentials Earned = 2
   d. Student Weight = 1.2 if Total Credentials Earned = 3 or more

5. Calculate each school's Postsecondary Success Index:
   a. **Postsecondary Success Index** = (Sum of student weights) / (Total Graduates)

6. Repeat all steps above for every student subgroup in each school:
   a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
   b. English Learners;
   c. Students with Disabilities; and
   d. Race/Ethnicity

7. Determine the Postsecondary Success points for each school, using the rubric above.

## 3.7 School Quality and Student Success - Exceeds Expectations

One of the federal requirements for school accountability systems under the *Every Student Succeeds Act* is the inclusion of at least one indicator of "School Quality or Student Success". These measures are intended to allow states to go beyond traditional metrics such as standardized test scores and graduation rates to better understand meaningful differences among schools. Rhode Island has taken a multiple-metric approach to the School Quality and Student Success indicator requirement by including seven measures of this type in the accountability system.

Two of these measures are the Diploma Plus measures, the Commissioner's Seal measure, and Postsecondary Success, which are included in a separate column on the Star Chart. The other five measures are: ELA Exceed Expectations, Math Exceed Expectations, Student Suspensions, Student Chronic Absenteeism and Teacher Chronic Absenteeism. Each of these measures is described in this and the following sections.

Rhode Island believes that it is important for schools to continue to support and encourage all learners to achieve at the highest level. The English Language Arts (ELA) and Mathematics Exceeds Expectations measures report the percentage of students exceeding expectations on the Rhode Island Comprehensive Assessment System (RICAS), Dynamic Learning Maps (DLM), and SAT assessments.

### 3.7.A Description

The two Exceeds Expectations measures report the percentage of students who perform at a Level 4 on the state assessments in ELA and mathematics out of tested students who meet the requirements for accountability reporting. Beginning in 2019, two years of data are combined for calculation of each school's Exceed Expectations measures.

Consistent with previous state assessments, there is modest range in percent of students who exceed expectations on the 2018 state assessments among schools. In order for this measure to allow for meaningful differentiation of schools, each school earns one to three points each for Exceed Expectations in ELA and Math according to the following chart.

| Percent of Students Exceeding Expectations | Exceeds Expectations Points |
|---|---|
| 10.0 or more | 3 |
| >= 2.0 AND < 10.0 | 2 |
| < 2.0 | 1 |

Similar to the Academic Achievement indicator, these measures have a different process for schools with grades K-2 but not grade 3. These schools are evaluated for the Exceeds Expectations measures by tracking their students into third grade. To do this, when applicable, grade 3 students are counted toward the most recent 'early grades' school that they attended for a full academic year, looking up to three years back.

### 3.7.B Business Rules for Calculation

It may be most convenient to run these data at the same time as the academic achievement indicator given that they are based on the same assessments and students.

For most schools:

1. Remove all students not included in school accountability computations:
   *These fields were reviewed by districts in August 2018.*

   a. Students not enrolled for a full academic year (October 1 through end of testing window);
   b. Students in their first year of living in the United States (note: these students are required to participate in the Math assessments); and,
   c. Students exempted from the assessment for approved medical reasons (determined separately for ELA and Math)

2. For each test, determine whether eligible students participated in the test.

   a. **Participant** = Student with a valid performance level of 1, 2, 3, or 4
   b. **Non-participant** = Student did not participate in the state assessment or has no performance level due to a test irregularity or otherwise

3. Calculate the percentage of students performing at Level 4.

   a. **Percent Exceeding Expectations** = (# Students at Level 4) / Number of Participants
   b. Unlike the Academic Achievement indicator, this indicator only includes students who participant in the state assessment; there is no adjustment for participation rate.
   c. Round to the tenth of a percent, matching the cuts listed above.

4. Repeat the steps above for every student subgroup in every school:

a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
b. English Learners, including students who have exited EL status in the past 3 years;
c. Students with Disabilities; and
d. Race/Ethnicity

5. Determine Exceeds Expectations points for each school in ELA and Math, using the rubric above.


For 'Early Grade' schools:

1. Using enrollment data from the previous three years (2015-16 through 2017-18 for 2019 accountability) identify the most recent full academic year record at an early grade school for all students who attended an early grades school during these years. These are the **K-2 Students at Early Grade Schools**.

    a. Students must have been enrolled at least from October 1 through May 1 of that school year.
    b. One way to do this is select all full academic year records at early grade schools for each of the three school years. Then de-duplicate the records by sasid, keeping the most recent one.

2. Determine whether each K-2 Student from an Early Grade School participated in the 2018 test.

    a. **Tested Grade 3 Students from Early Grade Schools** = Students with valid performance levels of 1, 2, 3, or 4
    b. **Non-participant** = Students who did not participate in assessment or have no performance level due to a test irregularity or otherwise

3. Calculate the percentage of students performing at Level 4.

    a. **Percent Exceeding Expectations** = (# Students at Level 4) / (Tested Grade 3 Students from Early Grade Schools)
    b. Round to the tenth of a percent, matching the cuts listed above.

4. Repeat steps 5 and 6 for every student subgroup in every school:

    a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
    b. English Learners, including students who have exited EL status in the past 3 years;
    c. Students with Disabilities; and
    d. Race/Ethnicity

5. Determine Exceeds Expectations points for each school in ELA and Math, using the rubric above.

## 3.8 School Quality and Student Success – Student Chronic Absenteeism

The School Quality and Student Success (SQSS) measures allow states to go beyond traditional metrics such as standardized test scores and graduation rates to better understand meaningful differences among schools. Student Chronic Absenteeism is one of seven SQSS measures in Rhode Island's accountability system. Research shows that student chronic absenteeism is a primary cause of low academic achievement and a powerful predictor of students who may eventually drop out of school. Nationally and in Rhode Island, chronic absenteeism is most prevalent among low-income students. Therefore, directly addressing student chronic absenteeism at the school level has the potential to improve equity in educational access and outcomes. Additionally, Rhode Island's youngest students (pre-

kindergarten and kindergarten) and oldest students (high school) tend to have the highest rates of chronic absenteeism.

### 3.8.A Description

The Student Chronic Absenteeism measure reports the percentage of students who are chronically absent in grades K-12. The definition of chronic absenteeism is a student absent 10% of school days or more out of their total days enrolled. For a typical school year, that's 18 days for a continuously enrolled student. There is no difference between excused and unexcused absences in student chronic absenteeism; lost school days are treated the same, regardless of reason.

Rhode Island uses the following cut scores for student chronic absenteeism.

| Elementary and Middle Schools | |
| --- | --- |
| **Percent Chronically Absent** | **Student Absenteeism Points** |
| < 5.0 | 3 |
| >= 5.0 AND < 15.0 | 2 |
| >= 15.0 | 1 |

| High Schools | |
| --- | --- |
| **Percent Chronically Absent** | **Student Absenteeism Points** |
| < 10.0 | 3 |
| >= 10.0 AND < 20.0 | 2 |
| >= 20.0 | 1 |

| K-12 Schools | |
| --- | --- |
| **Percent Chronically Absent** | **Student Absenteeism Points** |
| < 6.6 | 3 |
| >= 6.6 AND < 16.6 | 2 |
| >= 16.6 | 1 |

| 7-12 Schools | |
|---|---|
| **Percent Chronically Absent** | **Student Absenteeism Points** |
| < 8.3 | 3 |
| >= 8.3 AND < 18.3 | 2 |
| >= 18.3 | 1 |

Different cuts for different grad spans were necessary to meaningfully differentiate schools. The K-12 and 7-12 cuts were set in between the Elementary/Middle and High cuts based on the statewide distribution of students enrolled in those grades.

### 3.8.B Business Rules for Calculation

1. Include only students who meet the following requirements for accountability on this measure:
    a. Enrolled in any grade from kindergarten through 12th grade
        i. Remove pre-kindergarten students, part and full time.
    b. Enrolled in one of the following enrollment types:
        i. Enrolled in a regular public school;
        ii. Enrolled in an outplacement program;
        iii. Enrolled in a transition program;
        iv. Enrolled in an Alternate Learning program; or
        v. Enrolled in a GED program
2. Calculate student attendance rates.
    a. **Attendance Rate** = (Days in Attendance) / (Days of Membership, e.g. enrollment)
3. Flag students who are chronically absent. These are students who miss 10% of days or more and are enrolled in the school for at least 90 days.
    a. **Chronically Absent Student** = (Attendance Rate <= 0.90) AND (Days of Membership >= 90).
4. Calculate the denominator, the school's Average Daily Membership.
    a. **Total School Days** = number of days in the full school year, for this school
    b. For every student, **Pupil** = (Days of Membership)/(Total School Days)
    c. **Average Daily Membership** = Sum of Pupil for all students enrolled in the school at any point in this school year
5. Calculate the percent of students chronically absent.
    a. **Percent Chronically Absent** = (Count of Chronically Absent Students)/(Average Daily Membership) x 100
    b. If the Average Daily Membership is less than 20, include data from the previous school year.
        i. Calculate the Count of Chronically Absent Students and Average Daily Membership for the previous year using steps 1-4 above.

ii. **Adjusted Percent Chronically Absent** = [(Count of Chronically Absent Students, current year) + (Count of Chronically Absent Students, previous year)] / [(Average Daily Membership, current year) + (Average Daily Membership, previous year)] x 100

iii. If the sum of Chronically Absent Students from the current year and the previous year combined is also less than 20, add one more year of data.

1. **Adjusted Percent Chronically Absent** = [(Count of Chronically Absent Students, current year) + (Count of Chronically Absent Students, previous year) + (Count of Chronically Absent Students, another year prior)] / [(Average Daily Membership, current year) + (Average Daily Membership, previous year) + (Average Daily Membership, another year prior)] x 100

c. Round to the tenth of a percent, matching the cuts listed above.

6. Repeat steps 5 and 6 for every student subgroup in every school:

a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
b. English Learners, including students who have exited EL status in the past 3 years;
c. Students with Disabilities; and
d. Race/Ethnicity

7. Determine Student Chronic Absenteeism points for each school, using the appropriate rubric by grade span above.

## 3.9 School Quality and Student Success – Teacher Chronic Absenteeism

The School Quality and Student Success (SQSS) measures allow states to go beyond traditional metrics such as standardized test scores and graduation rates to better understand meaningful differences among schools. Teacher Chronic Absenteeism is one of seven SQSS measures in Rhode Island's accountability system. Research shows that teacher absences, especially unexpected absences, have a negative impact on student learning. Rhode Island is the first state to include teacher absenteeism as part of its accountability system.

### 3.9.A Description

The Teacher Chronic Absenteeism measure reports the percentage of teachers who are chronically absent. The definition of teacher chronic absenteeism is a teacher absent 10% of school days or more out of their days employed by the school. Unlike student chronic absenteeism, in the teacher chronic absenteeism calculation, certain types of absences are not counted:

- Professional development, field trips, and other off-campus activities with students;
- Pre-approved absences of more than 5 consecutive days (e.g. maternity leave);
- Absences on non-school days; and
- Half days

Teacher absenteeism is also weighted to account for time in assignment (i.e. FTE status), and the portion of the year that each teacher taught at the school. For example, half-time teachers and teachers who

work for only half the year count half as much in the measure's total as full-time full-year teachers. However, the denominator for these teachers is adjusted too; since they work half as much, it takes half-time and half-year teachers half as many days to be chronically absent.

For subgroups, this measure incorporates individual student and teacher course assignment data collected from districts. RIDE uses the course assignment data to identify the proportion of each teacher's work associated with each student subgroup. For example, in the same school, half of one teacher's students may be economically disadvantaged, while three quarters of another teacher's students are economically disadvantaged. Teachers' weights in each student subgroup calculation are proportional to the amount of students they teach in that subgroup. Rhode Island uses the same definition to report this measure for student subgroups meeting the minimum n-size as the whole school measure; the difference is that the subgroup data are weighted to represent which teachers teach students in each group.

Teacher chronic absenteeism data uses the same n-size as student absenteeism data but applied to both students and teachers; the data are reported for schools with at least 10 teachers and 10 students, and used for accountability for schools with at least 20 teachers and 20 students.

Rhode Island uses the following cut scores for teacher chronic absenteeism.

| Percent Chronically Absent | Teacher Absenteeism Points |
|---|---|
| < 5.0 | 3 |
| >= 5.0 AND < 10.0 | 2 |
| >= 10.0 | 1 |

**3.9.B Business Rules for Calculation**

Identify the percentage of teachers in a school who are chronically absent:

1. Calculate each teacher's **Denominator**.

    a. Find the **total number of school days each teacher was employed** by the current school year, using Assignment Start Date and Assignment End Date from the Personnel Assignment data collection as well as the school calendar.
        i. RIDE's technique is to first rank order the school days for each school using the School Calendar, which is then used for multiple steps in this measure. Here, this rank for school days can be used to calculated the number of days worked.
        ii. If a teacher is missing assignment start and end dates in their assignment record, use the first and last dates that they are assigned to a course in the Teacher-Course-Student data collection.
        iii. If a teacher's start date is before the first school day, count the first school day. If a teacher's end date is after the last school day, count it as the last school day.

iv. If a teacher's start date is on a weekend, holiday, or other non-school day, count the next school day. If a teacher's end date is on a weekend, holiday, or other non-school day, count the previous school day.

b. Multiply the result by the teacher's **Time in Assignment** (e.g. FTE status), from the Personnel Assignment data collection.[5]

i. If a teacher's time in assignment is missing, count them as full-time.

c. If a teacher has multiple records in one school, sum those records together after running steps a and b above for each record.

d. If a teacher is more than full-time, either from one >1 FTE record or from summing multiple assignments in step c, reduce this to exactly full time given their start and end dates. Set the denominator to the total number of school days that teacher was employed by the school.

2. Identify the number of days that each teacher was absent, **Total Days Absent**.

a. Count only full-day, non-administrative absences.

b. Remove any duplicates – full-day, non-administrative absences on the same day.

c. Using the school calendar, keep only reported absences that are on school days. School days, which vary by school, are days that students are required to attend school.

d. Using the Personnel Assignment data, keep only reported absences on days in which the teacher is employed by the school.

3. Identify the number of long-term pre-approved absence days, **#PAG5D.**

a. Verify that long-term pre-approved absences are part of a full-day series occurring on six or more consecutive school days. Drop the long-term pre-approved flag if they are not.

b. Only count days which math the requirements in number 2 above as well.

c. **Official Absences** = Total Days Absent - #PAG5D

4. Adjust the denominator to account for long-term pre-approved absences.

a. If the teacher is full time:

i. **Adjusted Denominator** = Initial Denominator – #PAG5D

b. If the teacher is not full time:

i. **Adjusted Denominator** = Initial Denominator – (#PAG5D * (Initial Denominator / Total Days Employed)

5. Flag teachers who are chronically absent.

a. **Attendance Rate** = 1 – (Official Absences)/Adjusted Denominator

b. **Chronically Absent Teacher** = Attendance Rate <= 0.9

6. Determine each teacher's weight in the school total. This is their Time in Assignment multiplied by the portion of the year they worked. The Denominator from step 3 handles most of this.

a. **Weight** = Denominator / (Total school days in this school's school calendar)

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[5] Note that in the 2018 accountability results, this was calculated using the FTE rather than TimeInAssignment field. When changing this rule for 2019, the 2018 data used in schools with n sizes less than 20 was recalculated to reflect this.

7. Remove any teachers who are not certified or who have not been assigned students in courses for at least 30 calendar days.

   a. Remove teachers who do not have Certification IDs.

   b. Use the Teacher-Course-Student data to remove teachers who have not been assigned to at least one course as a teacher of record for at least 30 days.

      i. Keep only cases where the teacher is the teacher of record for a course.

      ii. If a teacher is assigned to the same course more than once, sum the days in those records.

   c. Use the Teacher-Course-Student data to keep only courses where one or more students was enrolled for at least 30 days.

      i. If a student is assigned to the same course more than once, um the days in those records.

      ii. This step can be combined with subgroup calculations.

8. Calculate the weighted percentage of teachers who are chronically absent for each school.

   a. **Total Weight** = Sum of Weight across teachers within a school
   b. **Chronically Absent Weight** = Sum of Weight across teachers flagged as chronically absent in a school
   c. **Percent Chronically Absent** = (Chronically Absent Weight) / (Total Weight) x 100
   d. Teachers who work at multiple schools are counted at each school where they meet the reporting requirements. Since absences are reported by school, their absenteeism may not be the same at each school.

9. Determine Teacher Chronic Absenteeism points for each school, using the rubric above.


Identify the percentage of teachers chronically absent for each student subgroup:
   - Free or Reduced Lunch Status (Economically Disadvantaged Students);
   - English Learners;
   - Students with Disabilities; and
   - Race/Ethnicity

1. Match teacher assignment to student enrollment for each course section using the Teacher-Course-Student data collection.

   a. Exclude teachers who are not the teacher of record.
   b. Exclude teachers assigned to a section for fewer than 30 calendar days.
   c. Exclude students enrolled in a section for fewer than 30 calendar days.

2. Aggregate across all sections in each school assigned to each teacher as the Teacher of Record to calculate the total number of students taught as well as the number of students in each subgroup taught by teacher. Students may be counted multiple times for a teacher if they took multiple courses with that teacher.

3. Compute the percentage of students in each subgroup taught by each teacher.

a. For each subgroup, at the teacher level, **Percent Students in Subgroup** = (Number of Students Taught in Subgroup) / (Total Number of Students Taught)

4. Compute the weight at which each teacher counts toward each subgroup, using each teacher's Weight from the first phase of this indicator's calculations.

   a. **Subgroup Weight** = (Percent Students in Subgroup) x (Weight)

5. Calculate the weighted percentage of teachers who are chronically absent for each subgroup.

   a. **Percent Chronically Absent, by Subgroup** = (Sum of Subgroup Weight for Chronically Absent Teachers) / (Sum of Subgroup Weight for all teachers)

## 3.10 School Quality and Student Success – Student Suspension

The School Quality and Student Success (SQSS) measures allow states to go beyond traditional metrics such as standardized test scores and graduation rates to better understand meaningful differences among schools. The Student Suspension measure, which reports the rate of out-of-school suspensions, is one of seven SQSS measures in the Rhode Island accountability system. Students who are suspended have lower student achievement and are more likely to be retained and drop out of school. In Rhode Island, male students, students of color, students with disabilities, and students who are economically disadvantaged are more likely to be suspended. Given especially that students in historically marginalized groups are suspended at higher rates, addressing school suspension rates as well as disparities between subgroups is an opportunity to improve educational equity in Rhode Island.

### 3.10.A Description

The Student Suspension measure reports the number of out-of-school suspensions per 100 students. The rate is calculated by dividing the total number of out-of-school suspensions by the number of students enrolled and multiplying this by 100.

Accountability points for the Student Suspension measure are awarded based on the rate of school suspensions per 100 students according to the following table below.

| Out-of-School Suspensions per 100 Students | Suspension Points |
| :---: | :---: |
| < 5.0 | 3 |
| >= 5.0 AND < 10.0 | 2 |
| >= 10.0 | 1 |

### 3.10.B Business Rules for Calculation

1. Identify qualifying instances of suspension:

   a. Include only out-of-school suspensions.
   b. Include only instances where students are enrolled in the school of suspension.

2. Sum the student-level instances of suspension by school to get the **Total Count of Out-of-School Suspensions** by school.

3. Merge with enrollment data to get the denominator, Average Daily Membership (adm).

    a. **Average Daily Membership (adm)** = the average number of students enrolled in a regular public school, in an outplacement program, in a transition program, in an alternate learning program, or in a GED program on any day in the school year.

4. Calculate the Out-of-School Suspension Rate per 100 students.

    a. **Out-of-School Suspension Rate** = (Count of Out-of-School Suspensions) / (Average Daily Membership * 100

    b. If the Average Daily Membership is less than 20, include data from the previous school year.

        i. Calculate the Total Number of Out-of-School Suspensions and Average Daily Membership for the previous year using steps 1-3 above.

        ii. **Adjusted Out-of-School Suspension Rate** = [(Count of Out-of-School Suspensions, current year) + (Count of Out-of-School Suspensions, previous year)]/[(Average Daily Membership, current year) + (Average Daily Membership, previous year)] x 100

        iii. If the sum of Average Daily Membership from current and previous years is also less than 20, add one more year of data.

            1. **Adjusted Out-of-School Suspension Rate** = [(Count of Out-of-School Suspensions, current year) + (Count of Out-of-School Suspensions, previous year) + (Count of Out-of-School Suspensions, another year prior)] / [(Average Daily Membership, current year) + (Average Daily Membership, previous year) + (Average Daily Membership, another year prior)] x 100

    c. Round to the tenths place, matching the cuts listed above.

5. Repeat steps 1 through 4 for every student subgroup in every school:

    a. Free or Reduced Lunch Status (Economically Disadvantaged Students);
    b. English Learners;
    c. Students with Disabilities; and
    d. Race/Ethnicity

6. Determine Student Suspension points for each school, using the rubric above.

# Chapter 4: Identification of Schools for Comprehensive or Targeted Support and Improvement

## 4.1 Overview

A primary function of the federal accountability system requirements under the *Every Student Succeeds Act* (ESSA) is to improve student academic achievement and school success by ensuring the appropriate identification of schools that are in need of support and improvement. ESSA designates three types of support: comprehensive support and improvement (CSI), targeted support and improvement (TSI) for subgroups, and additional targeted support and improvement (ATSI). In accordance with federal requirements, Rhode Island has established the following processes for identifying schools for each level of support.

### 4.1.A Comprehensive Support and Improvement (CSI)

ESSA requires that states identify at least the lowest-performing five percent of schools receiving Title I, Part A funds for Comprehensive Support and Improvement. To do this, Rhode Island first uses the star rating system[6] to narrow down to the one-star schools. Then, of the one-star schools, Rhode Island identifies the following groups of schools for Comprehensive Support and Improvement:

- The lowest performing five percent of all schools – including at least the bottom five percent of Title 1 schools – based on achievement and growth in English Language Arts (ELA) and mathematics. The image below illustrates this for one subject;



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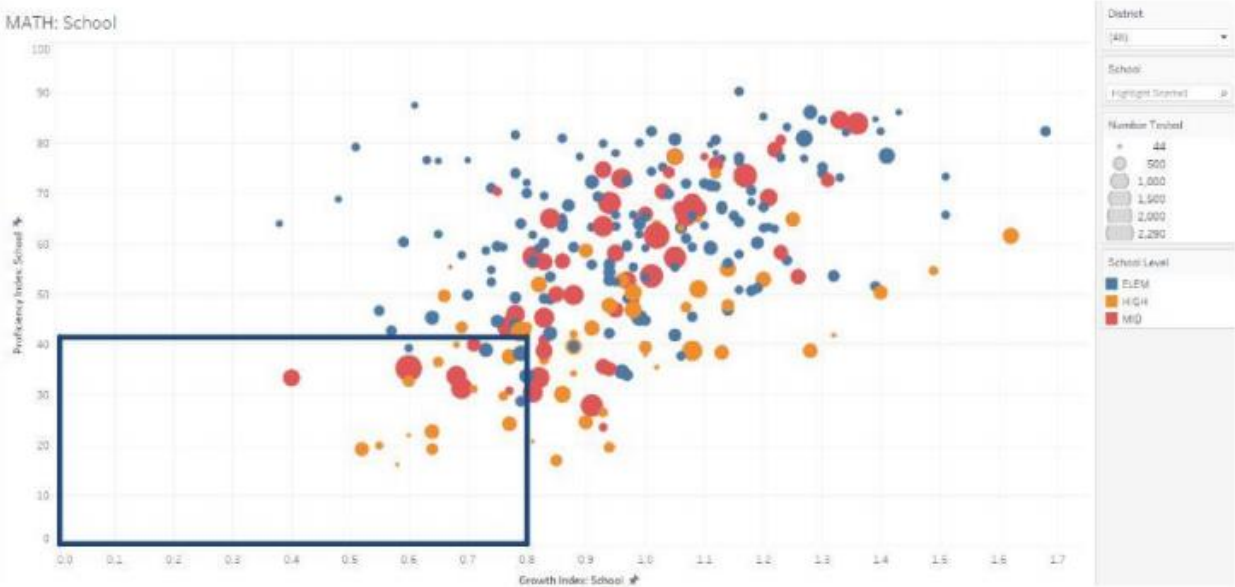
[6] Rhode Island's system for annual meaningful differentiation, see 2.5.B

- All high schools in the state with a four-year graduation rate below 2/3, or 67%;
- Any school with the lowest score for all applicable non-graduation indicators, and one or two points for graduation, if applicable.

Applicable beginning in 2021, any school identified as in need of Additional Targeted Support and Improvement for a subgroup, as defined below, that does not meet the exit criteria described in section 5.3 for that subgroup for four consecutive years will be identified as in need of Comprehensive Support and Improvement.

## 4.1.B Targeted Support and Improvement (TSI)

While Comprehensive Support and Improvement occurs at the full school level, ESSA also designates that two categories of schools be identified for support and improvement based on student subgroups[7]. The first category, Targeted Support and Improvement, includes schools with one or more 'consistently underperforming' subgroups, based on all indicators in the state accountability system.

Rhode Island identifies school subgroups for Targeted Support and Improvement (TSI) if the subgroups meet the minimum n-size of 20 and meet the criteria for a **one star rating**[8] based on the accountability system as if that subgroup were a school.

## 4.1.C Additional Targeted Support and Improvement (ATSI)

The second category of student subgroup identification is Additional Targeted Support and Improvement (ATSI). This identification includes schools in which any subgroup of students meeting the minimum n-size of 20 if considered on its own would meet the criteria to be identified as a school in need of Comprehensive Support and Improvement (CSI). In other words, the same rules above for Comprehensive Support and Improvement are also applied at the subgroup level. Designation as in need of ATSI indicates greater needs than subgroups identified as in need of TSI.

This includes subgroups that meet any of the following conditions:

- Subgroups with achievement and growth in English Language Arts (ELA) and mathematics within the range for the lowest five percent of schools, as determined through identifying the CSI schools;
- Subgroups with a four-year graduation rate below 2/3, or 67%;
- Any subgroup with the lowest score for all applicable non-graduation indicators, and one or two points for graduation, if applicable.

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[7] Student subgroups include the seven race and ethnicity categories, using federal definitions, economically disadvantaged students, English learners, and students with disabilities. See 2.3.

[8] See 2.5.B

## 5.2 Business Rules

### 5.2.A Comprehensive Support and Improvement

To identify schools performing in the bottom five percent for achievement and growth in English Language Arts (ELA) and mathematics:

1. First calculate the proficiency and growth indices for ELA and mathematics for all schools through the methods described in 3.1.C and 3.2.B, the achievement and growth measure business rules.

2. Then calculate the z-scores—the number of standard deviations from the mean—for each school for each of the four indices (ELA proficiency index, math proficiency index, ELA growth index, math growth index).
   a. Exclude schools which do not meet the minimum n-size of 20 for all indices.

3. Sum the 4 z-scores for each school that meets the n-size for all four indices
   a. **Z-Score Sum =** ELA proficiency index z-score + math proficiency index z-score + ELA growth index z=score + math growth index z-score

4. Identify the bottom 5% of these schools based on their Z-Score sum.
   a. Rank order the Z-Score Sum for all schools that meet the minimum n-size of 20 for all four indices.

5. The ranked sum of the z-scores and 5% within it may be represented by a 4-dimensional sphere, however, to create clear targets for schools, this sphere is translated to cut scores for each of the four indices: the ELA proficiency index, math proficiency index, ELA growth index, and math growth index
   a. To do this, first find the highest ELA proficiency index, math proficiency index, ELA growth index, and math growth index of the set of the lowest 5% of schools as the **Initial Cuts**.
   b. Apply these initial cuts to all schools meeting the minimum n-size of 20 for all four indices.
   c. If more than 5% of these schools fall within the four Initial Cuts, lower each cut to drop one of the included schools, until the remaining schools are 5%.
   d. Set the **Final Cuts** to exit identification at a whole number for the proficiency indices, and at the hundredths place for the growth indices. All schools will be rounded to these units to determine whether they fall within the cuts.
      i. For example, in 2018 the four cuts were 32 for the ELA proficiency index, 27 for the math proficiency index, 0.83 for the ELA growth index, and 0.81 for the math growth index. All schools falling below all four of these cuts were identified for Comprehensive Support and Improvement.

6. Also apply the Final Cuts for achievement to schools which meet the n-size for both achievement measures, but do not meet the n-size for both growth measures.

a.  If a school meets the minimum n-size for both achievement measures and one growth measure, but not the other growth measure, apply the cuts for the three available measures.

To identify schools with four-year graduation rates of less than 67%:

1.  Use the **Base Graduation Rate** as determined in the Graduation measure calculation, in 3.4.B. This measure runs on a one-year lag due to its collection and validation timeline.

2.  As described in 3.4.B, if a school does not meet the minimum n-size of 20 in the most recent four-year graduation cohort, up to two additional years of data are added to reach this.

3.  Also described in 3.4.B, if schools running state-approved five- or six-year programs have alternate cuts which hold them to a comparable standard. These cuts are 72% for state-approved 5-year schools and 73% for six-year schools.

To identify schools for Overall Low Performance, having the lowest score for all applicable non-graduation indicators, and one or two points for graduation, if applicable:

1.  Schools must have enough measures available to be eligible for this identification.
    a.  Schools without graduation rate must meet the minimum n-sizes for at least 2 columns (with achievement and growth counted together) on the star chart. This means a school must have at least two of the following measures:
        i.   Achievement or Achievement and Growth
        ii.  English Language Proficiency (ELP)
        iii. School Quality and Student Success (SQSS)
            1.  To meet the requirements for SQSS, a school must meet the n-sizes for at least 2 of the 5 SQSS measures.
    b.  Schools with graduation rate must meet the minimum n-sizes for at least 3 columns (with achievement and growth counted together on the star chart. This means a school must have at least three of the following measures:
        i.   Achievement or Achievement and Growth
        ii.  English Language Proficiency (ELP)
        iii. Graduation
        iv.  Diploma Plus
        v.   School Quality and Student Success (SQSS)
            1.  To meet the requirements for SQSS, a school must meet the n-sizes for at least 2 of the 5 SQSS measures.

2.  Of the schools which meet the requirements for minimum n-sizes described in the previous step, identify schools with the following scores for all applicable measures:
    a.  1-star level for Achievement or Achievement and Growth
        i.   This means 1 point each for the available Achievement and Growth measures.
    b.  1 point on English Language Proficiency (ELP)

    c.   1 or 2 points on Graduation Rate

    d.   2 points on Diploma plus

    e.   2-star level for School Quality and Student Success (SQSS)

        i.   If all 5 measures are available, this is 5-6 points.

        ii.   If 4 measures are available, this is 4-5 points.

        iii.   If 3 measures are available, this is 3-4 points.

        iv.   If 2 measures are available, this is 2 points.

### 4.2.B Targeted Support and Improvement

School subgroups identified for Targeted Support and Improvement (TSI) are subgroups which if they were their own school would earn a one-star rating. This means that either:

1. Meeting the minimum n-size of at least 20 students, the subgroup earned 1 point on ELA Achievement and 1 point on Math achievement. If they also met the n-size for ELA Growth and/or Math Growth, they scored 1 point on each of those measures as well.

2. The subgroup scored 1 point for graduation, meaning that their four-year graduation rate is less than 67% percent, or if this is a state-approved 5- or 6-year program, their five-year graduation rate is less than 72% or their six-year graduation rate is less than 73%.

### 4.2.C Additional Targeted Support and Improvement

To identify school subgroups with achievement and growth in English Language Arts (ELA) and mathematics within the range for the lowest five percent of schools, as determined through identifying the CSI schools:

1. Apply the Final Cuts determined in 4.2.A for Comprehensive Support and Improvement (CSI) schools in the bottom 5% on achievement and growth to all subgroups meeting the minimum n-size.

To identify school subgroups based on four-year graduation rate, apply the graduation rules described in 4.2.A for Comprehensive Support and Improvement (CSI) schools to all subgroups.

To identify school subgroups with the lowest score for all applicable non-graduation indicators, and one or two points for graduation, if applicable, apply the rules for this described in 4.2.A to all student subgroups.

# Appendix A: Measurements of Interim Progress

## A.1. Academic Achievement

Rhode Island implemented all new state assessments in 2017-18. These measures of interim progress were recalculated following the first year of data.

| English Language Arts | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Grades (3-8 and high school)** | **Baseline** | | **Measures of interim progress** | | | | | | | | | | | |
| | **#** | **%** | **2019** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** | **2026** | **2027** | **2028** | **2029** | **2030** |
| **All Students** | 74721 | 36 | 44 | 51 | 57 | 62 | 67 | 71 | **75** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **American Indian or Alaska Native** | 539 | 16 | 27 | 36 | 44 | 51 | 57 | 62 | **67** | 71 | 75 | 75+ | 75+ | 75+ |
| **Asian** | 2373 | 46 | 53 | 59 | 64 | 68 | 72 | 76 | **79** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Black or African American** | 6312 | 19 | 29 | 38 | 46 | 53 | 59 | 64 | **68** | 72 | 75+ | 75+ | 75+ | 75+ |
| **Hispanic or Latino** | 18990 | 20 | 30 | 38 | 46 | 53 | 59 | 64 | **68** | 72 | 75+ | 75+ | 75+ | 75+ |
| **Native Hawaiian or Other Pacific Islander** | 128 | 29 | 38 | 45 | 52 | 58 | 63 | 68 | **72** | 75 | 75+ | 75+ | 75+ | 75+ |
| **White** | 43197 | 46 | 52 | 58 | 64 | 68 | 72 | 76 | **79** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Two or More Races** | 3182 | 30 | 39 | 47 | 53 | 59 | 64 | 69 | **73** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Students with Disabilities** | 11777 | 7 | 18 | 29 | 38 | 45 | 52 | 58 | **63** | 68 | 72 | 75 | 75+ | 75+ |
| **English Learners** | 8449 | 11 | 22 | 32 | 40 | 48 | 54 | 60 | **65** | 69 | 73 | 75+ | 75+ | 75+ |
| **Economically Disadvantaged** | 35930 | 20 | 30 | 39 | 46 | 53 | 59 | 64 | **69** | 73 | 75+ | 75+ | 75+ | 75+ |

| Mathematics | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Grades (3-8 and high school)** | **Baseline** | | **Measures of interim progress** | | | | | | | | | | | |
| | **#** | **%** | **2019** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** | **2026** | **2027** | **2028** | **2029** | **2030** |
| **All Students** | 74680 | 28 | 38 | 47 | 54 | 61 | 66 | 71 | **75** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **American Indian or Alaska Native** | 540 | 10 | 23 | 34 | 43 | 51 | 58 | 64 | **69** | 73 | 75+ | 75+ | 75+ | 75+ |
| **Asian** | 2371 | 42 | 50 | 57 | 63 | 68 | 73 | 77 | **80** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Black or African American** | 6305 | 13 | 25 | 36 | 45 | 52 | 59 | 65 | **70** | 74 | 75+ | 75+ | 75+ | 75+ |
| **Hispanic or Latino** | 18973 | 14 | 26 | 36 | 45 | 53 | 59 | 65 | **70** | 74 | 75+ | 75+ | 75+ | 75+ |
| **Native Hawaiian or Other Pacific Islander** | 128 | 18 | 30 | 39 | 48 | 55 | 61 | 67 | **72** | 75 | 75+ | 75+ | 75+ | 75+ |
| **White** | 43184 | 36 | 45 | 53 | 59 | 65 | 70 | 74 | **78** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Two or More Races** | 3179 | 24 | 34 | 44 | 51 | 58 | 64 | 69 | **73** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Students with Disabilities** | 11766 | 5 | 18 | 29 | 39 | 48 | 55 | 61 | **67** | 71 | 75 | 75+ | 75+ | 75+ |
| **English Learners** | 8449 | 9 | 22 | 33 | 42 | 50 | 57 | 63 | **68** | 73 | 75+ | 75+ | 75+ | 75+ |
| **Economically Disadvantaged** | 35910 | 14 | 26 | 36 | 45 | 53 | 59 | 65 | **70** | 74 | 75+ | 75+ | 75+ | 75+ |

## A.2 Graduation Rate

| | # | Baseline | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 11122 | 83 | 85 | 87 | 89 | 91 | 92 | 93 | 94 | 95 | 95+ | 95+ | 95+ | 95+ | 95+ | 95+ |
| American Indian or Alaska Native | 89 | 74 | 78 | 81 | 84 | 86 | 88 | 90 | 91 | 93 | 94 | 95 | 95+ | 95+ | 95+ | 95+ |
| Asian | 319 | 90 | 91 | 93 | 94 | 95 | 95 | 96 | 97 | 97 | 95+ | 95+ | 95+ | 95+ | 95+ | 95+ |
| Black or African American | 978 | 77 | 81 | 83 | 86 | 88 | 90 | 91 | 92 | 94 | 95+ | 95+ | 95+ | 95+ | 95+ | 95+ |
| Hispanic or Latino | 2494 | 75 | 79 | 82 | 85 | 87 | 89 | 90 | 92 | 93 | 94 | 95 | 95+ | 95+ | 95+ | 95+ |
| Native Hawaiian or Other Pacific Islander | 20 | 75 | 79 | 82 | 84 | 87 | 89 | 90 | 92 | 93 | 94 | 95 | 95+ | 95+ | 95+ | 95+ |
| White | 6937 | 86 | 88 | 90 | 91 | 93 | 94 | 95 | 95 | 96 | 95+ | 95+ | 95+ | 95+ | 95+ | 95+ |
| Two or More races | 285 | 72 | 76 | 79 | 82 | 85 | 87 | 89 | 91 | 92 | 93 | 94 | 95 | 95+ | 95+ | 95+ |
| Students with Disabilities | 1925 | 59 | 65 | 70 | 75 | 78 | 81 | 84 | 86 | 88 | 90 | 92 | 93 | 94 | 95 | 95+ |
| English Learner | 767 | 74 | 77 | 81 | 84 | 86 | 88 | 90 | 91 | 92 | 94 | 95 | 95+ | 95+ | 95+ | 95+ |
| Economically Disadvantaged | 5990 | 75 | 78 | 82 | 84 | 87 | 89 | 90 | 92 | 93 | 94 | 95 | 95+ | 95+ | 95+ | 95+ |

## A.3 Progress in Achieving English Language Proficiency

| | # | Baseline | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| English Learners | 7720 | 45 | 48 | 51 | 54 | 56 | 59 | 62 | 65 | 67 |

# Appendix B: Diploma Plus – Industry Recognized Credentials

The Postsecondary Success measure reports the portion of graduates earning one or more of the following: college credit, AP credit, industry-recognized CTE credentials, and IB credit. More detail on the requirements by type of credential is listed below. For industry recognized credentials to be counted in this measure, the Credentials must be from the list of credential approved by the CTE Board of Trustees as the culminating credential for a career field. In cases where the CTE Board of Trustees requires multiple credentials for career field preparation, those are considered in bundles in which a credential is only counted if all in the bundle are earned. The list of recognized credentials will be revised as changes are made by the CTE Board of Trustees.

The industry recognized credentials are organized by sectors below. The credential code is listed in parenthesis following the name of the credential.

Auto
- ASE Student Certification (104)
- Bundle including all of the following:
  - I-CAR Level I (120)
  - I-Car Level II (182)

Arts / Graphics
- NOCTI Audio-Visual Communications Assessment (129)
- NOCTI Broadcasting and Journalism Assessment (130)
- NOCTI Performing Arts Assessment (144)
- NOCTI Television Production Assessment (149)
- PrintEd (155)
- Adobe Premier Certification (168)
- Comportable video Editing Certification (177)
- Dance Education Assistant Certification from RI Dance Alliance, Inc. (portfolio review) (178)
- Diploma in graphics operations (Xerox), design or printing technology (179)
- Final Cut Pro-certification (180)
- NOCTI - A/V Technology & Communications (Job Ready) (209)
- NOCTI – Audio/Video Communications (Job Ready) (211)
- NOCTI - Graphic Production Technology (Job Ready) (214)
- NOCTI - Visual Arts (Pathway) (216)
- Precision Exam - Visual Arts (223)
- NOCTI Advertising & Design (163)*
- NOCTI Visual Arts Assessment (150)*
- Bundle including all of the following:
  - National Honor Society for Dance Academics (NDEO) (189)
  - AP Capstone

BioScience
- NOCTI Small Animal Science and Technology (166)
- NOCTI Horticulture-Landscaping (167)
- Canine and Feline CPR and First Aid Certification (171)
- NOCTI - Agriculture, Food & Natural Resources (Pathway) (210)
- NOCTI - BioTechnology (Job Ready) (212)

- Precision Exam - Health Science: Biotechnology (222)
- Bundle including any three of the following together:
  - Project Lead the Way - Biomedical Science: Biomedical Innovation (226)
  - Project Lead the Way - Biomedical Science: Human Body Systems (227)
  - Project Lead the Way - Biomedical Science: Medical Interventions (228)
  - Project Lead the Way - Biomedical Science: Principles of Biomedical Science (229)
  - Project Lead the Way - Environmental Sustainability (242)

Business
- Bundle including:
  - Rhode Island Financial Scholars Program (EVERFI) (244)
  - **And** At least one of the following:
    - ASK Concepts of Entrepreneurship and Management (105)
    - ASK Concepts of Finance (106)
    - ASK Fundamental Business Concepts (107)
    - ASK Fundamental Marketing Concepts (108)
    - NOCTI Accounting Advanced & Basic Assessment (126)
    - NOCTI Accounting-Basic Assessment (127)
    - NAFTrack Certification (187)
  - **And** one of the following:
    - NRFF National Professional Certification in Sales (152)
    - QuickBooks certification (243)

Construction
- Bundle including all of the following:
  - NCCER Plumbing Level 1 Certificate (200)
  - NCCER Plumbing Level 2 Certificate (201)
- Bundle including all of the following:
  - NCCER Sheet Metal Level 1 Certificate (203)
  - NCCER Sheet Metal Level 2 Certificate (204)
- Bundle including all of the following:
  - NCCER Welding Level 1 Certificate (206)
  - NCCER Welding Level 2 Certificate (207)
- Bundle including all of the following:
  - NCCER Carpentry Level 1 Certificate (191)
  - NCCER Carpentry Level 2 Certificate (192)
- Bundle including all of the following:
  - NCCER Electrical Level 1 Certificate (194)
  - NCCER Electrical Level 2 Certificate (195)
- Bundle including all of the following:
  - NCCER HVAC Level 1 Certificate (197)
  - NCCER HVAC Level 2 Certificate (198)
- NCCER Carpentry Level 3 Certificate (193)
- NCCER Electrical Level 3 Certificate (196)
- NCCER HVAC Level 3 Certificate (199)
- NCCER Sheet Metal Level 3 Certificate (205)
- NCCER Welding Level 3 Certificate (208)
- NCCER Plumbing Level 3 Certificate (202)
- NCCER Level 3 (124)

- o  NCCER Level 1 & Level 2 (123)*

Cosmetology
- o  RI Cosmetology Licenses (159)+

Culinary and Hospitality
- o  Bundle including all of the following:
  - ACF Certification (101)
  - ProStart National Certificate of Achievement (156)
  - ServSafe Food Protection Manager Certification (162)
  - ServSafe Allergen Training Certification (251)
- o  Bundle including all of the following:
  - Certified Front Desk Representative (CFDR) (172)
  - Certified Guest Service Professional (CGSP) (173)
  - Certified Hospitality & Tourism Management Professional Certification (CHTMP) (175)
- o  Bundle including all of the following:
  - Certified Guest Service Professional (CGSP) (173)
  - Certified Hospitality & Tourism Management Professional Certification (CHTMP) (175)
- o  Bundle including all of the following:
  - Certified Guest Service Professional (CGSP) (173)
  - Certified Guestroom Attendant (CGA) (174)
  - Certified Hospitality & Tourism Management Professional Certification (CHTMP) (175)

Education
- o  Paraprofessional Exam (154)
- o  Rhode Island Early Learning and Development (RIELDS) Foundations Certificate (157)
- o  Teacher Assistant Certification (255)

Engineering
- o  NOCTI Pre-Engineering/Engineering Technology Assessment (145)
- o  Bundle including any of the following three:
  - Project Lead the Way - Engineering: Aerospace Engineering (234)
  - Project Lead the Way - Engineering: Civil Engineering and Architecture (235)
  - Project Lead the Way - Engineering: Computer Integrated Manufacturing (236)
  - Project Lead the Way - Engineering: Computer Science Principles (237)
  - Project Lead the Way - Engineering: Digital Electronics (238)
  - Project Lead the Way - Engineering: Engineering Design and Development (239)
  - Project Lead the Way - Engineering: Introduction to Engineering Design (240)
  - Project Lead the Way - Engineering: Principles of Engineering (241)

Healthcare
- o  RI CNA license (246)
- o  RI CPCT provisional license (247)
- o  RI Dental Hygiene license (248)
- o  RI EMT license (249)
- o  Rhode Island Healthcare Licenses (158)*

Information Technology
- o  Adobe Certified Associate (103)
- o  Autodesk Certified User (109)
- o  Cisco Certified Entry Networking Technician (CCENT)  (112)

- CompTIA (115)
- ETA Certificates (117)
- ISCET Electronics Systems Associate (ESA) Levels 1-4 (122)
- NOCTI Computer Programming (164)
- Associate Android Developer Exam (170)
- Cisco-Certified Network Associate (CCNA) (176)
- Microsoft Technology Associate (185)
- NOCTI - Computer Networking Fundamentals (Job Ready)  (213)
- NOCTI - Web Design (Job Ready) (217)
- Node.js Certified Developer (218)
- Oracle Database 12c Administrator Certified Associate    (219)
- Oracle Java Foundations Certified Junior Associate (220)
- Precision Exam - Computer Programming (221)
- Precision Exam - Web Development (224)
- Precision Exams - IT Support & Network  (225)
- Sony Vegas/Sound Forge Certification (254)
- Unity Certified Developer (256)
- Bundle including any three of the following together:
  - Project Lead the Way - Computer Science: Computer Science A (230)
  - Project Lead the Way - Computer Science: Computer Science Essentials (231)
  - Project Lead the Way - Computer Science: Computer Science Principles (232)
  - Project Lead the Way - Computer Science: Cybersecurity (233)

Law & Public Safety
- NOCTI - Legal Services (Pathway) (215)
- Bundle including all of the following:
  - NOCTI Criminal Justice Assessment (135)
  - Roger Williams University Public Service/Gov Completion (250)
  - National Incident Management System Training (NIMS) (190)

Manufacturing
- Manufacturing Standards Skills Council (MSSC) Certified Production Technician (CPT)  (184)
- Skillconnect Certificate   (252)
- Bundle including all of the following:
  - NIMS Credential (125)
  - Manufacturing Standards Skills Council (MSSC) Certified Production Technician (CPT) (184)
- Bundle including all of the following:
  - Foundational-level MSSC Certified Logistics Associate (CLA) Certificate (181)
  - Manufacturing Standards Skills Council (MSSC) Certified Production Technician (CPT)  (184)
  - Mid-level technical MSSC Certified Logistics Technician (CLT) (186)
- Bundle including all of the following:
  - Manufacturing Skills Institute (MSI) Manufacturing Technician 1 (MT1) certification (183)
  - Manufacturing Standards Skills Council (MSSC) Certified Production Technician (CPT) (184)

Marine Trades
- Rhode Island Marine Trades Association (RIMTA) Certificate of Completion (245)
- SkillsUSA Marine Service Technology Proficiency Assessment (253)
- Bundle including all of the following:
  - American Composite Manufacturers Association (ACMA) Certification - Certified Composites Technician (CCT) (169)

- Rhode Island Marine Trades Association (RIMTA) Certificate of Completion (245)

Military
- National Guard Certificate (188)

*denotes credentials or credential codes that will be phased out due to updated codes.*
*+ denotes a credential that is no longer recognized by the CTE Board*