# Rhode Island's Statewide Accountability System Technical Manual, 2024 Reporting Year

Version 1.0, August 29, 2025

# Contents

# Chapter 1: Overview

## 1.1 Federal Mandate for a Statewide School Accountability System

As part of its *Every Student Succeeds Act State Plan*, the Rhode Island Department of Education (RIDE) developed and implemented a new statewide accountability system in 2018. Enacted in 2015, the *Every Student Succeeds Act* (ESSA), in particular sections 1111(c) and (d), requires each state to implement a single statewide accountability system that is designed to meaningfully differentiate school performance and support continuous improvement, ensuring progress toward state-established long-term goals.

An accessible overview of the basic requirements is available from the Education Commission of the States (ECS), which also creates annual summaries of all of the statewide accountability systems in the nation. The following description of key ESSA requirements for statewide accountability systems was adapted in part from ECS's summary page as well as from the underlying law.

Specifically, ESSA requires states to:

- collect, disaggregate and report data for full schools and for subgroups of students from major racial and ethnic groups, economically disadvantaged students, children with disabilities, and English learners (together referred to as "accountability subgroups" in this manual);
- establish state long-term goals and measurements of interim progress for academic achievement in reading or language arts and mathematics, high school graduation rates, and the progress of English learners in achieving English language proficiency;
- annually measure school and accountability subgroup performance in academic achievement, growth or another valid and reliable statewide academic indicator for non-high schools, high school graduation rate, the progress of English learners in achieving English language proficiency, and one or more indicators of school quality or student success;
- annually meaningfully differentiate schools based on the indicators listed in the previous bullet such that achievement, growth, graduation rate, and the progress of English learners in attaining English language proficiency are each afforded substantial weight and in aggregate much greater weight than the school quality or student success indicator(s); and
- annually assess at least 95% of students overall and in each accountability subgroup in reading or language arts and mathematics in each of grades 3-8 and at least once in grades 9-12, and factor this into the academic achievement indicator calculation.

Additionally, ESSA requires states to establish the technical quality of the assessments used in their statewide accountability systems. States must ensure that their assessments:

- are aligned to challenging state academic standards;
- are valid, reliable, and of high technical quality consistent with nationally recognized professional and technical standards;

- are administered with appropriate accommodations, including for students with disabilities and English learners; and
- are developed using universal design for learning principles, to the extent practicable.

Using this information, ESSA requires states to each develop and implement a methodology to identify schools most in need of improvement. The three types of ESSA-required school identifications are:

- Comprehensive Support and Improvement (CSI),
- Targeted Support and Improvement (TSI), and
- Additional Targeted Support and Improvement (ATSI).

Each type of identification has associated requirements for schools and LEAs, which are designed to promote school improvement related to the identified areas. Schools identified for Comprehensive Support and Improvement also receive associated School Improvement Grant funding.

## 1.2 Rhode Island's Education Accountability Act

Rhode Island's *Education Accountability Act* of 2019 (R.I.G.L. § 16-97.1-1) requires RIDE, in part, to implement a system to annually evaluate the performance of local education agencies (LEAs) and individual public schools. For accountability purposes, local education agencies (LEAs) include traditional and regional school districts, charter schools and mayoral academies, and state-operated schools.

Specific requirements noted in the act outline that the system must:

- measure students' mastery of the skills, competencies, and knowledge required by RI state standards in a manner designed to improve curriculum decisions and instruction;
- report the extent to which schools and LEAs improve or fail to improve student performance and allow for comparison between school systems within the state and between states;
- identify schools and LEAs that require comprehensive support and improvement;
- employ a variety of assessment instruments, including criterion-referenced assessments of whether students are meeting RI state academic standards; and
- strike a balance between considerations of accuracy, fairness, expense, and administration.

In accordance with the requirements of this Act, Rhode Island's statewide accountability system was expanded to include aggregate results for LEAs in addition to schools in 2021-22.[1]

Rhode Island's *Education Accountability Act* also includes school and LEA planning requirements for which RIDE developed a Strategic Planning System. RIDE coordinates implementation of the statewide

[1] In 2019-20 and 2020-21, federal accountability requirements were waived. Rhode Island reported available data in an alternate format for both schools and LEAs in those years.

accountability system, state, LEA, and school Report Cards, the Strategic Planning System, and additional school and LEA improvement activities to drive improvement while meeting the requirements of the Act.

## 1.3 Purpose of the Technical Manual

The purposes of this manual are:

- to document the characteristics of Rhode Island's statewide accountability system;
- to present evidence of validity, reliability, and fairness; and
- to support the state's goal of maintaining a system that is transparent and easily understood.

This manual is intended primarily for educators, policymakers, and other partners of public education in Rhode Island. It is intended to provide the information and evidence needed to build confidence in the technical quality of the statewide accountability system. Although the manual addresses topics in statistics and educational measurement, it does not assume that readers are experts in those areas. As much as possible, this manual includes the definitions and explanations needed to support the understanding, interpretation, and use of the information provided in the manual. It also includes multiple levels of detail to accommodate different amounts of familiarity with the system.

The manual also provides historical context where practicable, typically as footnotes, so that readers can understand the updates made to Rhode Island's system since it was introduced and thereby better interpret current and prior years' results.

## 1.4 Organization of the Technical Manual

This manual is designed to provide multiple levels of information about Rhode Island's statewide accountability system. That includes providing background information regarding the design of the system, descriptions of the major components of the system, and detailed information regarding how accountability scores and ratings are determined.

**Chapter 1: Overview**, the current chapter, provides a brief overview and introduction to the statewide accountability system, including major legislative requirements, and to the manual.

**Chapter 2: Rhode Island's Statewide Accountability System** provides a detailed description of the statewide accountability system. It includes an explanation of how results are combined across indicators to arrive at overall ratings for schools. It also includes a description of how the system is designed to support accountability at all levels of the public education system for the continuing improvement of all public schools in Rhode Island.

**Chapter 3: Indicators** provides an overview and description of each of the indicators used in the statewide accountability system. It also includes specific business rules for calculating each measure.

**Chapter 4: Identification and Exit Criteria for Support and Improvement Designations** provides an overview of the types of support and intervention required for schools with different designations within the statewide accountability system, a description of how schools are identified for each level of support and intervention, and business rules for determining those identifications.

In addition to the content provided in the chapters described above, this manual includes measurements of interim progress for the state's long-term goals as an appendix.

# Chapter 2: Rhode Island's Statewide Accountability System

## 2.1 Foundations of Rhode Island's Statewide Accountability System

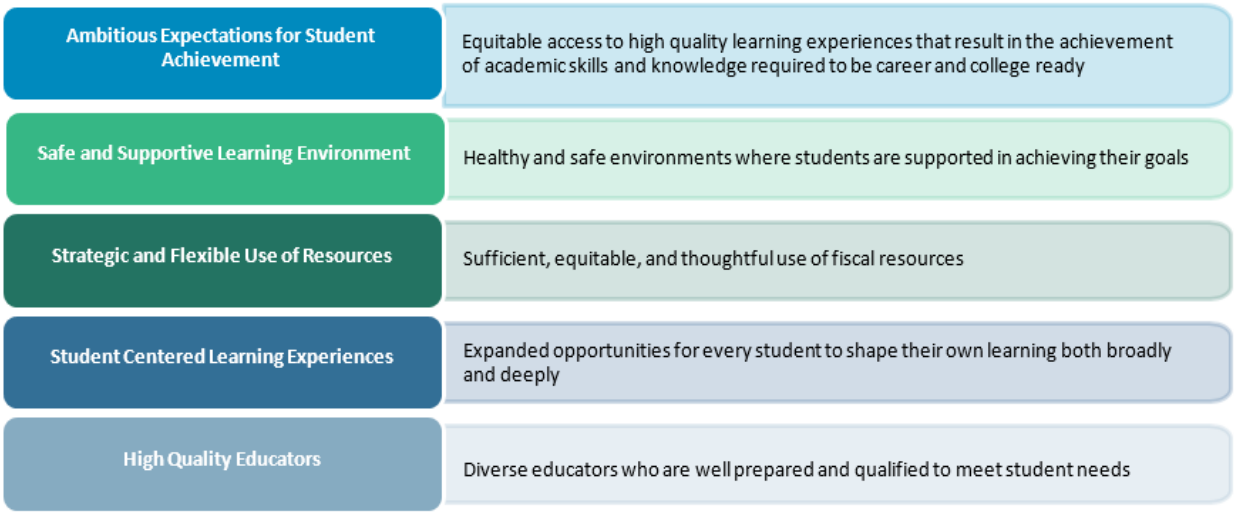
Rhode Island's statewide accountability system is structured to activate collective responsibility for continuous improvement at all levels of education: the state, LEA, and school. To empower Rhode Islanders to take on this responsibility, the system includes three components:

1. A prudent set of indicators that differentiate school and LEA 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 informs needs assessments and improvement planning.

Rhode Island's Report Card is the primary means of communicating school and LEA success to families and the broader community. The Report Card includes the statewide accountability system results as well as additional data relevant to school performance. It is provided for each school and LEA in Rhode Island as well as the state as a whole.

The statewide accountability system is designed to be **comprehensive**, **valid**, **reliable**, **accessible**, and **responsive**. Rhode Island's Report Card includes measures that address five areas 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**




While the Report Card includes a **comprehensive** range of measures representing these five areas, the statewide accountability system is based on a smaller set of well-developed indicators to ensure the resulting classifications are **valid** and **reliable**. The measures in this smaller set are strong indicators of the

five areas above but they do not represent the full range of information necessary to support school improvement. Schools and LEAs should also consult the broader range of measures included in the Report Card.

Through clear and transparent school classifications, as well as well-designed Report Cards, the system is **accessible** and easily understood by school and LEA 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 Using Accountability Data to Drive Improvement

The primary purpose of Rhode Island's statewide accountability system is to promote school and LEA improvement. As schools and LEA leaders review and analyze their accountability data, they should prioritize identifying areas of strength and areas of need. This analysis is part of the continuous improvement process and should drive their improvement efforts.

Additional information and resources for school and LEA improvement activities can be found on RIDE's School and District Improvement webpage.

## 2.3 Establishment of Long-Term Goals

The federal *Every Student Succeeds Act* (ESSA) requires states to establish statewide long-term goals and measures of interim progress for academic achievement, high school graduation rates, and progress in achieving English language proficiency. For academic achievement and graduation rate, long-term goals and measures of interim progress are also required for each student group described in the following section of this report.

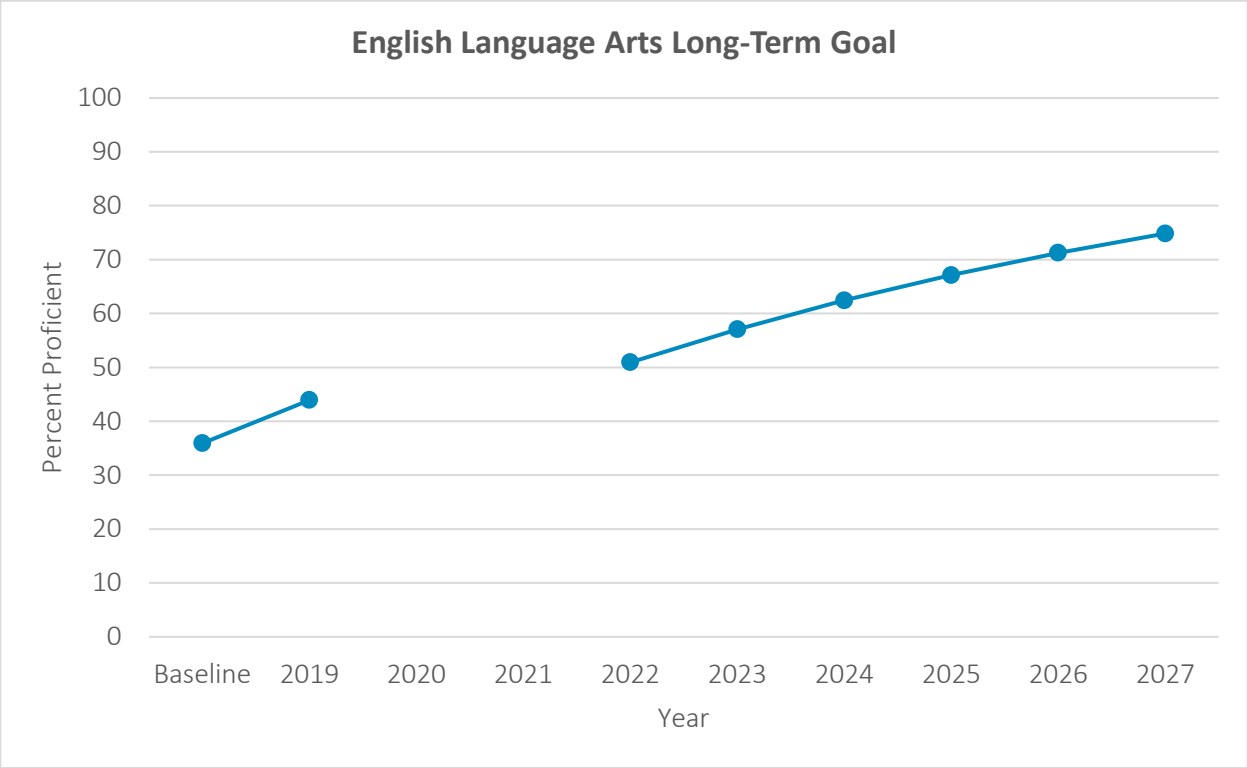
Rhode Island's companion guide to its ESSA state plan, Creating Pathways to Opportunity in Rhode Island, describes the state's collective aspirations for Rhode Island students and schools, including and beyond the long-term goals set forth in the plan. The companion guide provides context for Rhode Island's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

### 2.3.A Academic Achievement

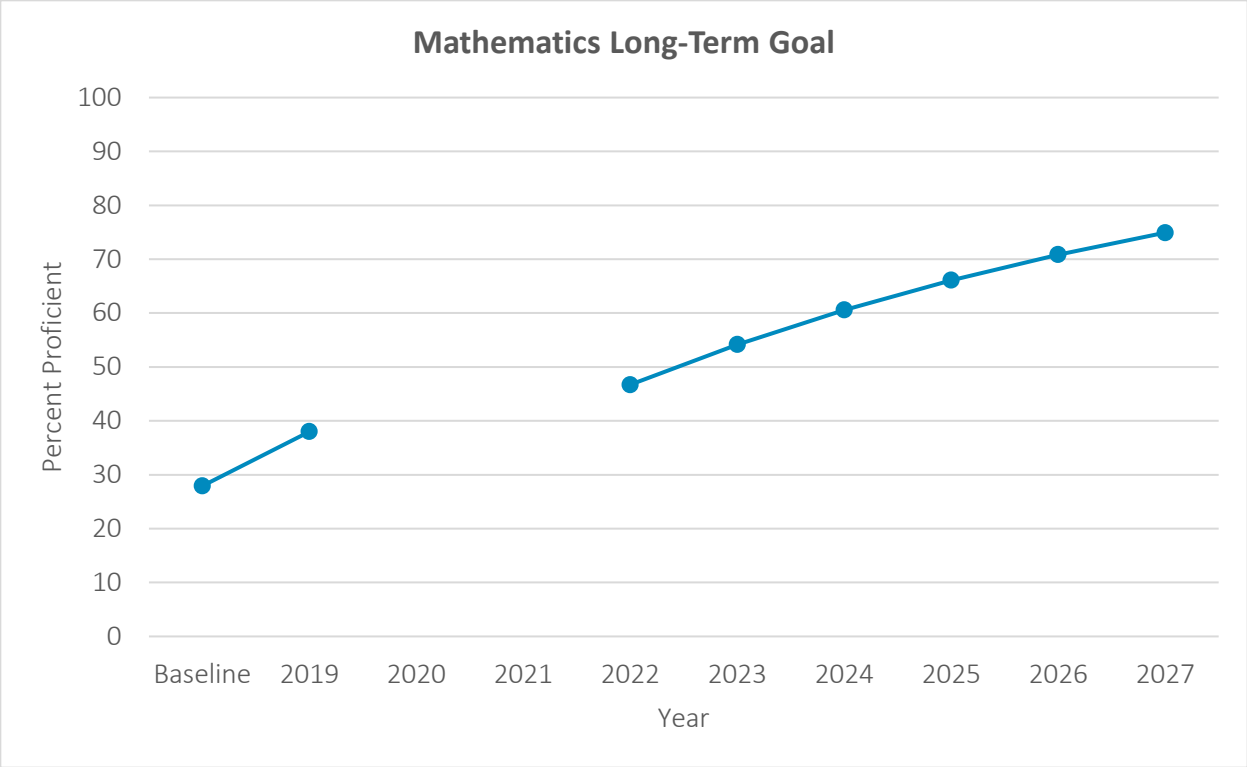
In the state's 2018 ESSA State Plan, Rhode Island set its long-term goal for academic achievement at **75% of students attaining proficiency on the state assessments** in English language arts (ELA) and mathematics by 2025. In 2022, Rhode Island shifted these goals to 2027 due to the COVID-19 pandemic, which had a significant negative impact on academic achievement.

Rhode Island set ambitious goals for each year through 2027 by requiring a consistent annual percentage decrease in the gap to 100% proficiency for all students and for each subgroup of students in the state.

Following the first year of implementation of new state assessments in 2017-18, Rhode Island set its goals based on 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 decrease in the gap to 100% necessary to reach 75% proficiency by 2027 are 12.5% in ELA and 14% in Math.[2] The charts below display the annual targets for all students in the state according to this formula. Appendix A.1 reports the interim progress necessary to meet these goals for all students as well as for each accountability subgroup.




[2] Rhode Island's initial ESSA state plan included goals based on the Spring 2016 results of the prior state assessments. In 2016, 38% of students in grades three through eight and high school were proficient in ELA and 31% were proficient in 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.




Rhode Island's goals require significant progress in closing statewide proficiency gaps in order for 75% of students to be proficient by 2027. When examining historical assessment results with previous state assessments as well as results from the National Assessment of Educational Progress (NAEP), it is evident that these ambitious goals call for a larger increase in proficiency rates than Rhode Island has previously achieved in the same number of years.

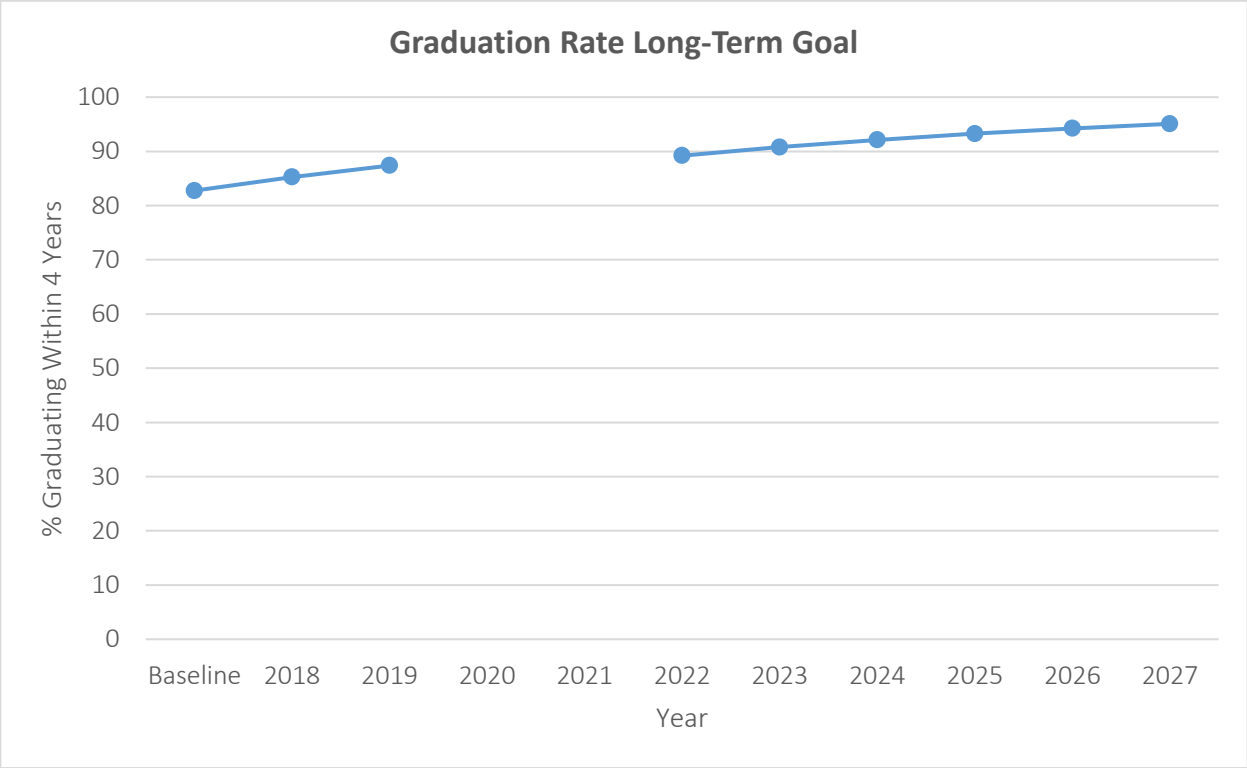
Additionally, by requiring the same percentage decrease each year and for each accountability subgroup, groups with larger proficiency gaps are required to make larger increases in the overall percentage of students attaining proficiency each year than groups with smaller gaps. Using this methodology, some student subgroups' progress will also need to continue past 2027 to achieve a 75% proficiency rate.

### 2.3.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. In 2022, Rhode Island shifted this goal to 2027 due to the COVID-19 pandemic.

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 accountability subgroup in the state.

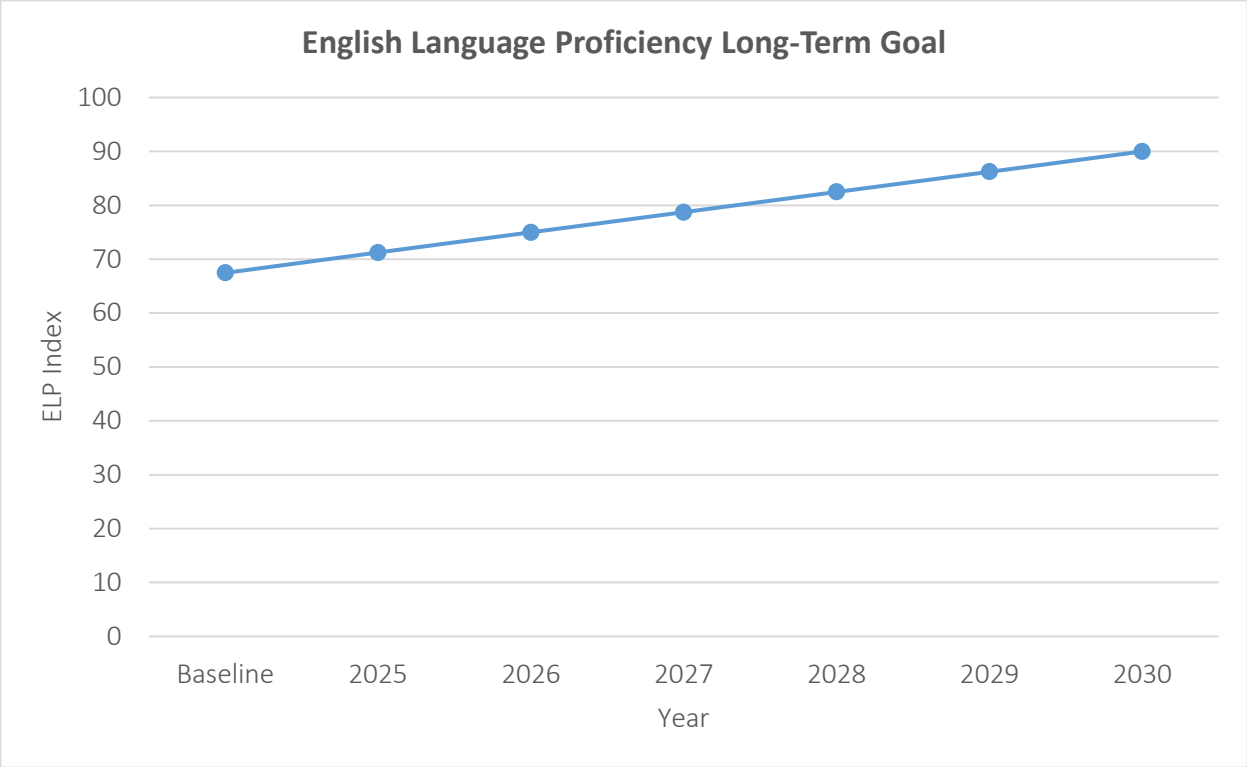
Based on historical data, this goal is both rigorous and attainable. It is greater than previous years' increases, but not out of reach given Rhode Island's statewide movement towards preparing students for post-secondary readiness, particularly by the inclusion of obtaining meaningful credentials and graduation rate in the accountability system. The chart below displays the annual targets for all students in the state according to this formula. Appendix A.2 reports the interim progress necessary to meet these goals for all students as well as for each student subgroup.




### 2.3.C English Language Proficiency

In 2024, Rhode Island revised its model for English language proficiency to more accurately reflect the trajectory of student language development in the state and include expanded exit criteria for English learners. Like the previous model, this new model accounts for starting language proficiency level and number of years as an English learner. Through this model, Rhode Island set a new long-term goal for the progress of English learners toward achieving English language proficiency.

Rhode Island's updated long-term goal for English language proficiency is based on the state's English Language Proficiency (ELP) Index, which represents the progress students make relative to individual annual goals. Measures of interim progress were set linearly from 67—the statewide English Language Proficiency Index for 2024—through the statewide long-term goal of **90 on the index** by 2030. The chart below displays and Appendix A.3 reports the interim progress necessary to meet this goal.




The state's English Language Proficiency Index is closely correlated with the percentage of students who meet their annual growth targets. An index of 90 corresponds to 70% of students meeting their annual targets. This goal is ambitious in that it is set above the 75$^{th}$ percentile of schools in 2024.

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

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

In line with ESSA requirements, results for each indicator in the accountability system are calculated and reported for each of the following critical communities of students within the state:

i. Major 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. Differently abled students[3];
iii. Multilingual learners[4]; and
iv. Economically disadvantaged students.

These student groups are referred to as the "accountability subgroups" throughout this manual.

Rhode Island also provides performance data in non-accountability sections of its state, LEA, and school Report Card for the following subgroups: students experiencing homelessness, students in foster care, students in the juvenile justice system, and military dependent students.

## 2.5 Minimum Number of Students

An important distinction exists between reporting and accountability use of information. Specifically, a **minimum number (or "n-size") of 20 students** is required before results are used for accountability purposes at the full school and LEA levels and for the accountability subgroups listed above.

A minimum of 20 students strikes a balance between ensuring reliable accountability determinations for each student group and maximizing reporting on a variety of student groups. Rhode Island has applied this minimum for many years and has ensured that this threshold reflects an optimal balance by analyzing both the reliability and representativeness of accountability system results.

In contrast, Rhode Island reports data for groups with a minimum of 10 students, even though groups with 10-19 students are not used for accountability purposes. This smaller number is used across RIDE reporting to protect student confidentiality. The lower number for reporting schools, LEAs, and communities to access useful data, even though schools and LEAs are neither rewarded nor penalized for these data.

To ensure the inclusion of all possible student groups in the statewide accountability system and to enhance the reliability of results, Rhode Island also adds additional years of data to aggregate results across up to three years in cases where a school, LEA, or student subgroup does not have at least 20 students within the typical number of years included for that indicator.

Note, however, that the introduction of new measurements and the COVID-19 pandemic have each temporarily impacted the availability and reliability of certain data such that including up to three years of data was not possible for certain indicators and years. The following table reports the minimum and maximum number of years of data included in each indicator by accountability reporting year. The base number of years included is the default number of years of data for that indicator, according to Rhode

[3] Differently abled students are referred to as "children with disabilities" in ESSA.
[4] Multilingual learners are referred to as "English learners" in ESSA. Also note that the multilingual learner subgroup includes students who have exited services within the last three years for the assessment indicators: Academic Achievement, Science Proficiency, Growth, and Exceeds Expectations.

Island's ESSA State Plan. Any minimum number of years lower than the default and any maximum number of years lower than three is due to limited data availability for that indicator and year.

| Years of Data Included by Reporting Year | | | | | | |
|---|---|---|---|---|---|---|
| **Indicator** | **Base # of Years Included** | **Accountability Reporting Year** | | | | |
| | | **2018** | **2019** | **2022** | **2023** | **2024** |
| **Academic Achievement** (ELA & Math) | 2 | 1* | 2* | 1' | 2' | 2' |
| **Science Proficiency** | 2 | n/a | n/a | n/a | 2' | 2' |
| **Growth** (ELA & Math) | 2 | 1* | 2* | 1' | 2' | 2' |
| **Progress toward English Language Proficiency** | 2 | 1* | 2* | 2' | 2' | 2' |
| **Graduation Rate** | 1 | 1 - 3 | 1 - 3 | 1 - 3 | 1 - 3 | 1 - 3 |
| **Diploma Plus Indicators** (Commissioner's Seal & Postsecondary Success) | 1 | n/a | 1* | 1 - 3 | 1 - 3 | 1* |
| **Exceeds Expectations** (ELA and Math) | 2 | 1* | 2* | 1' | 2' | 2' |
| **Student Chronic Absenteeism** | 1 | 1 - 3 | 1 - 3 | 1' | 1' | 1' |
| **Teacher Chronic Absenteeism** | 1 | 1* | 1 - 2* | 1' | 1' | 1' |
| **Student Suspension** | 1 | 1 - 3 | 1 - 3 | 1' | 1' | 2' |

* Impacted by the introduction of a new measurement (e.g. new assessments, data collection, or denominator)
' Impacted by the COVID-19 pandemic

In addition to requiring a minimum of 20 students like other indicators, the Teacher Chronic Absenteeism indicator also requires a minimum of 20 teachers for use in accountability. Similarly, Rhode Island reports Teacher Chronic Absenteeism data for schools, LEAs, and student subgroups with 10-19 teachers and/or 10-19 students even though those data are not used for accountability purposes, and up to two additional years of data are added to reach 20 teachers and/or 20 students.

## 2.6 Commitment to Data Quality

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 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 reported by each district through RIDE's 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 district's superintendent via electronic signature. The superintendent's signature verifies that the district is in agreement with the numbers collected and reported.

Each year, data validation tools specific to the accountability system are used for another round of validation by districts for certain indicators. Districts are provided with assessment participation information and asked to validate which students count as participants and nonparticipants in the accountability system for Achievement, Growth, Science Proficiency, and English Language Proficiency. For the Diploma Plus indicators, districts are provided with the results for the relevant student cohort and asked to submit any additional credentials or test scores.

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 in the first year (2018).

## 2.7 Accountability Indicators

ESSA requires states to include certain indicators in their statewide accountability systems while allowing substantial flexibility on how these indicators are designed and flexibility to include additional indicators.

### 2.7.A Indicator Overview

Rhode Island's statewide accountability system includes fourteen indicators. Six are federally mandated[5]:

- Academic Achievement in ELA and Math (2 indicators),
- Growth in ELA and Math[6] (2 indicators),
- Progress in Achieving English Language Proficiency, and
- Graduation Rate.

ESSA also requires states to establish at least one indicator of school quality or student success. Rhode Island includes eight school quality or student success indicators in its statewide accountability system:

- Exceeds Expectations in ELA and Math (2 indicators),
- Student Chronic Absenteeism,
- Teacher Chronic Absenteeism,
- Student Suspension,
- Commissioner's Seal,
- Postsecondary Success, and
- Science Proficiency.

[5] ESSA refers to Academic Achievement as one indicator where ELA and Math are each required components. Similarly, ESSA also refers to Growth as one indicator where ELA and Math are each required. In practice, many practitioners refer to Academic Achievement in ELA, Academic Achievement in Math, Growth in ELA, and Growth in Math as separate indicators. This manual refers to them as separate indicators for simplicity in discussing their relationship to other indicators and the overall system.
[6] Growth in ELA and Math or another academic indicator in addition to Academic Achievement is required for non-high schools but not for high schools. Rhode Island also includes Growth for high schools, which technically falls in the Academic Achievement indicator category under ESSA.

Rhode Island groups the Commissioner's Seal and Postsecondary Success indicators together and refers to them as its **Diploma Plus** indicators in its classification system and in communications materials. Likewise, Rhode Island groups the Exceeds Expectations in ELA and Math, Student Chronic Absenteeism, Teacher Chronic Absenteeism, and Student Suspension indicators together and refers to them as its **School Quality and Student Success** indicators. Science Proficiency is grouped with Academic Achievement in ELA and Math in the state's classification system and is typically referred to individually.

### 2.7.B Indicator Computations

A detailed description of the computation of each indicator is provided in Chapter 3. The following are some computational highlights of Rhode Island's accountability indicators:

- Each indicator represents school and LEA performance through one or more continuous measures, which can be a **percentage** or a derived **index**, depending on the indicator.
- **Cut scores** for each indicator create performance levels for which schools and LEAs are awarded points based on their measure performance.
- Schools and LEAs are evaluated based on the **most recent data available**. For most indicators that is the current school year. However, the Graduation Rate and Diploma Plus indicators have a one-year lag because the data are collected and validated in the following fall.
- The assessment-based indicators—Academic Achievement, Growth, Progress in Achieving English Language Proficiency, and Exceeds Expectations—are based on **two years of data combined**.[7] The other indicators are based on **one year of data**.[8] As described in Section 2.5, up to three years of data are included for cases with **low n-sizes**.
- Some indicators don't apply to all schools because of the **enrolled grades** necessary. Schools and LEAs are evaluated only on the indicators that apply to them based on their grades enrolled and where they meet the minimum n-size for accountability.
- Any school or LEA which does not **report required data** to RIDE for an indicator which applies for their enrolled grades will receive the lowest number of points for that indicator.
- All calculations are **consistent across the state** with schools and LEAs evaluated based on the same indicators and the same steps for the underlying computations.

The following table provides an overview of each indicator in the statewide accountability system, including the number of points awarded for that indicator. Importantly, as described in the following section of this manual, Rhode Island's school Star Ratings are not derived via a composite index that sums the scores form individual indicators as is done in many states. Instead, schools must meet minimum requirements for each of several designated sets of indicators to earn each Star Rating.

[7] Only one year of data was used for the assessment-based indicators in 2018 because it was the first year of new state assessments in Rhode Island and in 2022 due to impacts of the COVID-19 pandemic.

[8] The Composite Graduation Rate included in the Graduation Rate indicator combines results from three cohorts as of the most recent (one) reporting year, such that they are the most recent 4-, 5-, and 6-year rates.

| Statewide Accountability System Indicators | | | |
|---|---|---|---|
| **Indicator** | **Points** | **Grades Included** | **Base School Years ("SY"s) Included** |
| Academic Achievement in ELA | 1 - 4 | K-2[9], 3-8, 11 | Current SY + Prior SY |
| Academic Achievement in Math | 1 - 4 | K-2, 3-8, 11 | Current SY + Prior SY |
| Science Proficiency *(introduced in 2023)* | 1 - 3 | 2-4[10], 5, 8, 11 | Current SY + Prior SY |
| Growth in ELA | 1 - 3 | 4-8, 11 | Improvement from Prior SY to Current SY + Improvement from SY Two Years Prior to Prior SY |
| Growth in Math | 1 - 3 | 4-8, 11 | Improvement from Prior SY to Current SY + Improvement from SY Two Years Prior to Prior SY |
| Progress in Achieving English Language Proficiency (ELP) | 1 - 3[11] | K-12 | Improvement from Prior SY to Current SY + Improvement from SY Two Years Prior to Prior SY |
| Graduation Rate | 1 - 5 | High School[12] | Prior SY's 4-, 5-, and 6-Year Graduation Cohorts |
| Commissioner's Seal *(introduced in 2019)* | 1 - 3 | High School | Prior SY's HS Exit Cohort (aka "Leavers") |
| Postsecondary Success *(introduced in 2019)* | 1 - 3 | High School | Prior SY's HS Exit Cohort (aka "Leavers") |
| Student Chronic Absenteeism | 1 - 3 | K-12 | Current SY |
| Teacher Chronic Absenteeism | 1 - 3 | PK-12 | Current SY |
| Student Suspension | 1 - 3 | PK-12 | Current SY |
| Exceeds Expectations in ELA | 1 - 3 | K-2[13], 3-8, 11 | Current SY + Prior SY |
| Exceeds Expectations in Math | 1 - 3 | K-2, 3-8, 11 | Current SY + Prior SY |

[9] As described in 3.1.B, schools with students in grades K-2 but not grade 3 or above are included in the Academic Achievement indicators by tracking their former students into third grade and counting their performance on the third grade assessments.
[10] As described in 3.2.B, schools with students in grades 2-4 but not grade 5 or above are included in the Science Proficiency indicator by tracking their former students into fifth grade and counting their performance on the fifth grade assessment.
[11] Progress in Achievement English Language Proficiency was scored from 1 to 4 points from 2018 through 2023 and transitioned to 1 to 3 points in 2024.
[12] Growing schools and LEAs—often charter schools which add one grade per year—do not have results for the Graduation Rate, Commissioner's Seal, and Postsecondary Success indicators until they reach twelfth grade.
[13] As described in 3.8.B, schools with students in grades K-2 but not grade 3 or above are included in the Exceeds Expectations indicators by tracking their former students into third grade and counting their performance on the grade 3 assessments.

## 2.8 Star Ratings and Indicator Performance Levels

ESSA requires states to establish a system of annual meaningful differentiation of all public schools based on all indicators as part of their statewide accountability systems. Rhode Island does so by publishing annual school **Star Ratings**.

Since 2022 for LEAs and 2023 for schools, Rhode Island also assigns three performance levels for each indicator and for key groups of indicators, which are presented in a dashboard format on school and LEA Report Cards.

### 2.8.A School Star Ratings

School classifications under Rhode Island's statewide accountability system are presented as Star Ratings. Each year, schools are awarded a rating from one star (★) to five stars (★★★★★) based on their overall performance across all indicators in the accountability system, with one star indicating the lowest level of performance and five stars indicating the highest level of performance.

The following table—often referred to as Rhode Island's **Star Chart**—is used to determine the overall Star Rating for each school based on its performance across all indicators. The five rows correspond to the five possible Star Ratings, and the columns represent key groups of indicators in the statewide accountability system. A low-performing subgroup, the rightmost column, is a student subgroup performing at the one-star level.

The point values in each cell are the minimum number of points a school needs to obtain in each set of indicators to earn that row's Star Rating. In order words, a school can only receive a particular Star Rating if the minimum point requirements for all columns are met. Schools earn the highest Star Rating for which their performance on every applicable column is at that row or above.

One simple way to determine a school's star rating is to sum their points for each column, circle the row where their performance falls, and then select the lowest row with circled points.

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

* Schools missing Science Proficiency and/or the Growth indicators have alternate cut points for levels 2 and 3. Those are:

- *Missing Science*: 3-star level: 7+ points, 2-star level: 5-6 points
- *Missing Growth:* 3-star level: 6+ points, 2-star level: 4-5 points
- *Missing Science and Growth*: 3-star level: 4+ points 2-star level: 3 points

** Schools missing one to three indicators in the combined Exceeds Expectations, Student Chronic Absenteeism, Teacher Chronic Absenteeism, and Suspension column have alternate cuts. 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

The following descriptions provide more detail for three star rating levels to illustrate how the Star Rating assignment works:

**Five Stars (★★★★★)**

To receive the highest rating, five stars, a school must earn:

- at least 3 points each in ELA Achievement, Math Achievement, and Science Proficiency;
- at least 2 points each in ELA Growth and Math Growth;
- 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 indicators
- Note that to receive a five-star rating a school may not have any low-performing subgroups.

In addition to the requirements in the star chart, schools cannot earn a 5-star rating if their participation in the ELA, math, or science state assessments falls below 95%.

**Three Stars (★★★)**

To receive a three-star rating, a school must earn:

- at least 9-15 points across ELA Achievement, Math Achievement, Science Proficiency, ELA Growth, and Math Growth combined;
- at least 2 points on English Language Proficiency (if applicable);
- at least 3 points on Graduation Rate (if applicable);
- at least 3 points on the Diploma Plus indicators (if applicable); and
- at least 7-9 points on the remaining set of School Quality and Student Success indicators.
- A school can receive a three-star rating if they have multiple low-performing student subgroups.

**One Star (★)**

A school receiving a one-star rating has earned either:

- the lowest possible number points (1 point) for ELA Achievement, Math Achievement, Science Proficiency, ELA Growth, and Math Growth as available; and/or
- 1 point on graduation.

### 2.8.B Indicator Performance Levels

To encourage additional differentiated conversations about the state's accountability indicators, Rhode Island assigns three performance levels to indicators and key groups of indicators in its school and LEA Report Cards. The three performance levels are:

- Strong Performance (the highest level);
- Mid-Level Performance; and
- Focus Area (the lowest level).

The purpose of these categories is to drive focus to key areas for improvement. Plans to address any Focus Areas should be evident in LEAs' strategic plans and budgets.

The following tables report the points associated with each performance level as reported in the school and LEA Report Cards by indicator group and for individual indicators.

For most indicator groups, the criteria for the Strong Performance classification matches those necessary for a school to earn a 5-star rating while the criteria for a Focus Area classification matches those for a 1-star rating. Growth and Graduation Rate are the exceptions.

| Performance Levels by Indicator Group | | | | |
|---|---|---|---|---|
| **Indicator Group** | | **Focus Area** | **Mid-Level** | **Strong** |
| *For LEAs:* **Academic Achievement** (ELA & Math) and **Science Proficiency** | All Available | 3 | 4 - 10 | 9 - 11 (3+ each) |
| | Missing Science | 2 | 3 - 6 | 6 - 8 (3+ each) |
| *For LEAs:* **Growth** (ELA & Math) | | 2 | 3 - 4 | 5 - 6 |
| *For Schools:* **Academic Achievement** (ELA & Math), **Science Proficiency**, and **Growth** (ELA & Math) | All Available | 5 | more than Focus Area but does not meet criteria for Strong | for all available: 3 + each Ach. 3 + Science 2 + each Gr. |
| | Missing Science | 4 | | |
| | Missing Growth | 3 | | |
| | Missing Science and Growth | 2 | | |
| **Progress toward English Language Proficiency (ELP)** | | 1 | 2 | 3 |
| **Graduation Rate** | | 1 - 2 | 3 | 4 - 5 |
| **Diploma Plus** (Commissioner's Seal & Postsecondary Success) | | 2 | 3 - 4 | 5 - 6 |
| **School Quality and Student Success*** (Exceeds Expectations in ELA, Exceeds Expectations in Math, Student Chronic Absenteeism, Teacher Chronic Absenteeism, and Suspension) | All Available | 5 - 6 | 7 - 11 | 12 - 15 |
| | 4 Available | 4 - 5 | 6 - 9 | 10 - 12 |
| | 3 Available | 3 - 4 | 5 - 7 | 8 - 9 |
| | 2 Available | 2 | 3 - 4 | 5 - 6 |

| Performance Levels for Individual Indicators | | | |
|---|---|---|---|
| **Indicator** | **Focus Area** | **Mid-Level** | **Strong** |
| **Academic Achievement** (ELA & Math) | 1 | 2 | 3 - 4 |
| **Science Proficiency** | 1 | 2 | 3 |
| **Growth** (ELA & Math) | 1 | 2 | 3 |
| **Progress toward English Language Proficiency (ELP)** | 1 | 2 | 3 |
| **Graduation Rate** | 1 - 2 | 3 | 4 - 5 |
| **Diploma Plus Indicators** (Commissioner's Seal & Postsecondary Success) | 1 | 2 | 3 |
| **School Quality and Student Success Indicators** (Exceeds Expectations in ELA, Exceeds Expectations in Math, Student Chronic Absenteeism, Teacher Chronic Absenteeism, and Suspension) | 1 | 2 | 3 |

## 2.9 Identification for Support and Improvement

ESSA requires states to identify schools for three types of support and improvement based on their performance in states' systems of annual meaningful differentiation:

- Comprehensive Support and Improvement (CSI),
- Targeted Support and Improvement (TSI), and
- Additional Targeted Support and Improvement (ATSI).

Identification for Comprehensive Support and Improvement indicates the most significant need for support and improvement as a full school. ESSA requires states to identify schools meeting any of the following criteria for CSI at least once every three years:

- no less than the lowest-performing 5 percent of all schools receiving Title I funding;
- all public high schools which fail to graduate one third or more of their students; and
- all public schools that have not sufficiently improved after a state-defined number of years of being classified as ATSI.

Since 2022, Rhode Island identifies schools for CSI every two years. Rhode Island refers to three reasons for CSI identification in addition to failure to exit ATSI identification: performance in the bottom 5% of all schools, graduation rate, and overall low performance. A detailed description of Rhode Island's criteria for identifying schools for CSI status and for schools to exit CSI status is provided in Section 4.1.

Under ESSA, schools which fail to exit CSI identification within a state-determined number of years, not to exceed four years, are required to undergo more rigorous state-determined intervention. Rhode Island refers to this as School Redesign and requires it for schools which do not exit CSI status within four years.

Identification for Targeted Support and Improvement and Additional Targeted Support and Improvement is based on the performance of accountability subgroups within schools. Under ESSA, states are required to identify any school in which one or more accountability subgroups is "consistently underperforming," according to state-defined criteria, for TSI. TSI identification is required every year. As described in Section 4.2, Rhode Island's criteria for TSI identification are aligned to the criteria for a one-star rating.

Further, if an accountability subgroup performs within the level of the lowest-performing five percent of Title I schools, ESSA requires that the school be identified for ATSI. Rhode Island identifies schools in which an accountability subgroup meets any of the state's criteria for CSI identification for ATSI. A detailed description of Rhode Island's criteria for identifying schools for ATSI and for schools to exit ATSI status is provided in Section 4.3.

## 2.10 Updates to the Statewide Accountability System

Rhode Island has updated its statewide accountability system several times. These updates include both long-term changes, typically to expand or adjust the system to better reflect Rhode Island's aspirations

for its schools, and short-term changes to maintain technical quality during years impacted by the COVID-19 pandemic. These changes go through a public comment process and receive approval by the U.S. Department of Education. They are described in for detail in the State Plan, State Plan Amendment, and State Plan Addendum documents on RIDE's Every Student Succeeds Act (ESSA) webpage.

### 2.10.A Long-Term Changes

Rhode Island implemented the following long-term changes since first rolling its statewide accountability system out in 2018.

| Year | Indicator or Other Component | Description of Change |
|---|---|---|
| **2018-19** | Diploma Plus (A subset of SQSS indicators) | Rhode Island introduced the Commissioner's Seal and Postsecondary Success indicators for high schools. Together these are called the "Diploma Plus" indicators. |
| **2021-22** | Long-Term Goals | Rhode Island shifted the timeline for the state's Academic Achievement, Graduation Rate, and Progress in Achieving English Language Proficiency (ELP) long-term goals from 2025 to 2027. |
| | Comprehensive Support and Improvement (CSI) | Rhode Island transitioned to biannual CSI identification. Schools identified in Fall 2020 were not evaluated to exit until Fall 2024, and no CSI schools were added in 2023. |
| **2022-23** | Science Proficiency | Rhode Island introduced the Science Proficiency indicator. |
| **2023-24** | Progress toward English Language Proficiency (ELP) | Rhode Island revised the ELP indicator. |
| | Diploma Plus (A subset of SQSS indicators) | Rhode Island revised the denominator of the Diploma Plus (Commissioner's Seal and Postsecondary Success) indicators. |
| | Comprehensive Support and Improvement (CSI) | Rhode Island extended the timeline for schools identified for ATSI to become identified for CSI from four years to six years. Rhode Island also updated the state's exit criteria for CSI. |
| | Additional Targeted Support and Improvement (ATSI) | Rhode Island transitioned to biannual ATSI identification and updated the state's exit criteria for ATSI. |

### 2.10.B Temporary Changes due to the COVID-19 Pandemic

Rhode Island implemented following temporary changes to maintain technical quality despite impact of the COVID-19 pandemic.

| Year | Indicator or Other Component | Description of Change |
|---|---|---|
| **2019-20** | Full System | Rhode Island waived federal assessment and accountability requirements for 2019-20. The state published non-state assessment indicators in the accountability section of the Report Card. |
| **2020-21** | Full System | Rhode Island waived federal accountability requirements for 2020-21. The state published relevant data related to each indicator—in some cases including additional information—in the accountability section of the Report Card. |
| **2021-22** | Academic Achievement and Exceeds Expectations | Due to lower than ideal participation rates in 2020-21 and other factors, Rhode Island included only one year of data in the 2021-22 calculation of the indicators using state assessment data.<br><br>Rhode Island also did not report results for the early grade (K-2) schools. In typical years the state maps grade 3 students back to those schools to include these indicators for the early grade schools. |
| | Growth | Due to lower than ideal participation rates in 2020-21 and other factors, Rhode Island included only one year of data in the 2021-22 calculation of the indicators using state assessment data. |
| | English Language Proficiency (ELP) | 2019-20 and 2021-22 ACCESS data were combined to include two years of data in the ELP indicator results. |
| | Student Chronic Absenteeism and Teacher Chronic Absenteeism | Rhode Island increased the cut scores and included only one year of data for the Student Chronic Absenteeism and Teacher Chronic Absenteeism indicators to account for effects of COVID-19 on the indicators. |
| | Student Suspension | Rhode Island included only one year of data for the Student Suspension indicator to account for effects of COVID-19 on the measures. |
| | Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) | Rhode Island elected to not count 2019-20 and 2020-21 towards the number of years after which schools identified for CSI must take more rigorous action and the number of years after which schools identified for ATSI become identified for CSI. |
| **2022-23** | Academic Achievement and Exceeds Expectations | Rhode Island began adding results for these indicators for early grade (K-2) schools by adding one year of data at a time. For 2022-23, only early grade schools ending in grade 2 had results for these indicators. |

| Year | Indicator or Other Component | Description of Change |
|---|---|---|
| | Science Proficiency | Rhode Island began adding results for schools ending in a grade lower than five through mapping grade 5 students back to these schools by adding one year of data at a time. For 2022-23, only schools ending in grade 4 had results calculated in this way. |
| | Student Chronic Absenteeism and Teacher Chronic Absenteeism | Rhode Island included only one year of data and adjusted the cut scores for the Student Chronic Absenteeism and Teacher Absenteeism indicators to represent statewide improvement since the prior year. This adjustment placed the cut scores between those prior to the start of the COVID-19 pandemic and those used in 2021-22. |
| **2023-24** | Academic Achievement and Exceeds Expectations | Rhode Island continued adding results for these indicators for early grade (K-2) schools by adding one year of data at a time. For 2022-23, only early grade schools ending in grades 1 or 2 had results for these indicators. |
| | Science Proficiency | Rhode Island continued adding results for schools ending in a grade lower than five through mapping grade 5 students back to these schools by adding one year of data at a time. For 2022-23, only schools ending in grades 3 or 4 had results calculated in this way. |
| | All Indicators except Graduation and Diploma Plus | Rhode Island postponed the return to including additional years of data due to low n-sizes for all measures except Student Suspension. |
| | Student Chronic Absenteeism and Teacher Chronic Absenteeism | Rhode Island continued using the adjusted cut scores for these indicators from 2022-23. |

# Chapter 3: Indicators

The federal *Every Student Succeeds Act* (ESSA) requires states to annually measure and report school performance on distinct indicators in their statewide accountability systems. Academic Achievement in ELA and Math, Growth in ELA and Math[14], Progress in Achieving English Language Proficiency, and Graduation Rate are required, as well as and at least one indicator of school quality or student success. States have substantial flexibility on the design of these indicators and flexibility to include additional indicators.

Rhode Island's *Education Accountability Act* of 2019 (R.I.G.L. § 16-97.1-1) requires RIDE to also implement an accountability system for evaluating local education agencies (LEAs). RIDE evaluates schools and LEAs through one system with the same fourteen indicators for both schools and LEAs. The LEA indicators are calculated in the same manner as the school indicators, and represent all students in the LEA.[15]

Rhode Island established the following indicators to evaluate schools and LEAs through its statewide accountability system.

## 3.1 Academic Achievement

States are required to include indicators measuring the academic achievement of students in English language arts (ELA) and mathematics in school accountability systems under ESSA. As required by law, student academic achievement is determined by the performance of students in grades 3 through 8 and high school on the ELA and math state assessments. Rhode Island set its long-term goal at 75% of students demonstrating proficiency in ELA and math on Rhode Island's state assessments by 2027.[16]

### 3.1.A Description – Schools and LEAs with Students in State Assessment Grades

The Academic Achievement indicators represent student performance in ELA and math on Rhode Island's 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; and
- **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.

[14] Growth in ELA and Math or another academic indicator in addition to Academic Achievement is required for non-high schools but not for high schools. Rhode Island also includes Growth for high schools, which technically falls in the Academic Achievement indicator category under ESSA.

[15] In other words, all individual students in each LEA are aggregated up to the LEA level, rather than first calculating school-level results and then somehow combining the schools.

[16] This goal was updated from 75% proficiency by 2025 in 2022 due to impacts of the COVID-19 pandemic. At that time, the U.S. Department of Education provided states the option to shift their long-term goals back by two years.

The RICAS, SAT, and DLM were introduced as Rhode Island's state assessments in the 2017-18 school year. ELA and Math Achievement are calculated as separate indicators, and points are assigned for each 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 similarly indicating proficiency. Level three on the SAT matches the college and career readiness benchmarks established by the College Board.

The Academic Achievement indicators are based largely on an Academic Proficiency Index. In this index, each student earns points for their school and LEA 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 receives a partial point.

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

An Academic Proficiency Index is calculated separately for ELA and for math for all students and for each accountability subgroup within each school and LEA. These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. The Academic Proficiency Index is the sum of student points, divided by the greater of 95% of students or the number of students who participated in the assessments and have valid results, and then multiplied by one hundred. Two years of data are combined in calculating the Academic Achievement indicators.[17]

Each school, LEA, and accountability subgroup which meets the minimum n-size of 20 students earns one to four points each for Academic Achievement in ELA and in Math, depending on their Academic Proficiency Index. Points are assigned according to the following chart. The highest score (four points) is set to match Rhode Island's long-term goal of 75% proficiency (levels 3 and 4) by 2027.

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

[17] Only one year of data was included in 2017-18 because that was the first year Rhode Island administered the new state assessments. Only one year of data was included in 2021-22 due to impacts of COVID-19 on the 2021 state assessments.

### 3.1.B Description – Early Grade Schools

These indicators have a different process for schools with students in grades K-2 but not grade 3 (the earliest grade for state testing) or above. These "early grade" schools are evaluated for the Academic Achievement indicators by tracking their former students into third grade. To do this, when applicable, grade 3 students are counted toward the most recent early grade school that they attended for a full academic year, looking up to three years prior.[18] The same cut scores are used for early grade schools. However, participation rates are not calculated and do not affect the indicators for these schools.

### 3.1.C Business Rules for Calculation

Two years of data are combined for the following calculations. To do this, include all students from both years in each calculation, e.g. if a school has 40 participants in year 1 and 60 participants in year 2, add the two years together to get 100 total participants.[19]

For schools and LEAs with students in state assessment grades (3-8 and 11) and the accountability subgroups within those schools and LEAs, computed separately for ELA and math:

1. Identify which students will count in accountability computations.
   *These fields are reviewed by LEAs annually in or around August.*
    a. Start with all students enrolled in state assessment grades (3-8 and 11) during the testing window for their relevant state assessment (ELA or Math and RICAS, SAT, or DLM, as appropriate based on grade and eligibility for the alternate assessment) as well as any students who took the state assessment despite enrollment in another grade or a discrepancy in eligibility for the alternate assessment.
    b. From this group, remove:
        i. Students not enrolled for the full academic year (October 1 through the end of the testing window);[20]
        ii. Students in their first year of living in the United States[21]; and
        iii. Students exempted from the assessment for approved medical reasons (determined separately for ELA and math with required reporting processes and deadlines); and,
        iv. Students who took the PSAT assessment.

[18] Due to the COVID-19 pandemic, these schools did not have results for the Academic Achievement and Exceeds Expectations indicators for the 2021-22 school year. Rhode Island is adding one year at a time to work back to three years: In 2022-23, grade 3 students were counted only for early grade schools where they were enrolled in the immediate prior year (2021-22). In 2023-24, these students were counted based on enrollment from up to two years prior. In 2024-25, the procedure for these schools will return to looking up to three years back.

[19] Rhode Island's accountability system includes that up to a third year of data will be added for any schools or student subgroups with less than 20 students over two years for all indicators. However, due to the COVID-19 pandemic, this has not yet occurred for the state's Academic Achievement and Exceeds Expectations indicators.

[20] Students are included if they are enrolled from October 1 through the date they take the assessment and then leave after completing the assessment.

[21] While these students are not included in Rhode Island's accountability results for either assessment, they are still required to participate in state math assessment.

2. 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 valid performance level due to a testing irregularity or otherwise
3. Calculate the Participation Rate.
    a. **Total Number of Students** = Count of students included in accountability
    b. **Number of Participants** = Count of students included in accountability who are [Participant]s
    c. **Participation Rate** = [Number of Participants] / [Total Number of Students] x 100%
        i. Round to the nearest whole percent.
4. Calculate the Denominator, including an adjustment to meet the federally mandated 95% Participation Rate threshold if needed.
    a. If [Participation Rate] >= 95%: **Denominator** = [Number of Participants]
    b. If [Participation Rate] < 95%: **Denominator** = 0.95 x [Total Number of Students]
        i. Round up to the next whole number.
        ii. Alternatively, if the [Participation Rate] is below 95%, one could add the difference between [Number of Participants] and 0.95 x [Total Number of Students] to the count for Level 1, creating an 'adjusted Level 1', for the same result.
5. Determine the number of students performing at each performance level.
    a. **# Students at Level 1** = Count of [Participant]s who performed at level 1
    b. **# Students at Level 2** = Count of [Participant]s who performed at level 2
    c. **# Students at Level 3** = Count of [Participant]s who performed at level 3
    d. **# Students at Level 4** = Count of [Participant]s who performed at level 4
6. 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] + 1 x [# Students at Level 4]) / [Denominator] x 100
        i. Alternate method with the same result: Academic Proficiency Index = (0 x [Adjusted # Students at Level 1] + 1/3 x [# Students at Level 2] + 1 x [# Students at Level 3] + 1 x [# Students at 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.
7. Calculate the Percent Proficient (levels 3 and 4).
    a. **Percent Proficient** = ([# Students at Level 3] + [# Students at Level 4]) / [Denominator] x 100%
        i. Round to the nearest whole percent.
8. Determine the Academic Achievement Points for each school, LEA, and student subgroup using the rubric above.

For “early grade” schools and the accountability subgroups within them, computed separately for ELA and Math:

1. Using enrollment data from the previous three years, identify the most recent full academic year record at an early grade school for all students who attended an early grade school during those years.[22] These are the **K-2 Students at Early Grade Schools**.
    a. Students must have been enrolled at the early grade school at least from October 1 through May 1 of that school year.
    b. One way to do this is to 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 record.
2. Determine whether each K-2 Student at an Early Grade School participated in the current year’s state assessment.
    a. **Tested Grade 3 Students from Early Grade Schools** = [K-2 Students at Early Grade Schools] with valid performance levels of 1, 2, 3, or 4
    b. **Non-participants** = 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 in the state assessment.
4. Calculate the number of students performing at each performance level.
    a. **# Students at Level 1** = Count of [Tested Grade 3 Students from Early Grade Schools] who performed at level 1
    b. **# Students at Level 2** = Count of [Tested Grade 3 Students from Early Grade Schools] who performed at level 2
    c. **# Students at Level 3** = Count of [Tested Grade 3 Students from Early Grade Schools] who performed at level 3
    d. **# Students at Level 4** = Count of [Tested Grade 3 Students from Early Grade Schools] who performed at level 4
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] + 1 x [# Students at 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%
        i. Round to the nearest whole percent.
7. Determine the Academic Achievement Points for each school and student subgroup using the rubric above.

[22] Due to the COVID-19 pandemic, Rhode Island is adding one year at a time to work back to three years: In 2022-23, grade 3 students were counted only for early grade schools where they were enrolled in the immediate prior year (2021-22). In 2023-24, these students were counted based on enrollment from up to two years prior. In 2024-25, the procedure for these schools will return to looking up to three years back.

## 3.2 Science Proficiency

In 2023, Rhode Island added a new Science Proficiency indicator to its statewide accountability system. For ESSA purposes, it is a school quality or student success indicator. In determining Star Ratings, it is grouped with Academic Achievement in ELA and Math.

The rules for computing the Science Proficiency indicator match the rules for the ELA and math Academic Achievement indicators above, except that different grade spans are included, there are no federally required long-term goals, and the maximum points a school or LEA can earn is three rather than four.

### 3.2.A Description – Schools and LEAs with Students in Grades 5, 8, or 11

The Science Proficiency indicator represents student performance on the following state assessments:

- Rhode Island Next Generation Science Assessment (NGSA) – for all students in grades 5, 8, and 11 who are not eligible to participate in the alternate assessment
- Dynamic Learning Maps (DLM) in Science – for students in grades 5, 8, and 11 with significant cognitive disabilities

The NGSA and DLM were introduced as Rhode Island's state science assessments in 2017-18. Both assessments have four performance levels with level three indicating proficiency.

The Science Proficiency indicator is based on a Science Proficiency Index. In this index, each student earns points for their school and LEA based on their performance level on the NGSA or DLM for Science. Student performance at levels three and four on these assessments is weighted as one point, while performance at level two is awarded a partial point.

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

The Science Proficiency Index is calculated for all students and each accountability subgroup within each school and LEA. These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. The Science Proficiency Index is the sum of student points for those with valid assessment results, divided by the greater of 95% of students or the number of students who participated in the assessments and have valid results, and then multiplied by one hundred. Two years of data are combined in calculating the Science Proficiency indicator.

Each school, LEA, and accountability subgroup which meets the minimum n-size of 20 students earns one to three points for Science Proficiency, depending on their Science Proficiency Index. Points are assigned according to the following chart.

| Science Proficiency Index | Science Proficiency Points |
|---|---|
| >= 68 (index) | 3 Points |
| >= 40 AND < 68 (index) | 2 Points |
| < 40 (index) | 1 Point |

### 3.2.B Description – Early Grade Schools

This indicator has a different process for schools with grades 2-4 but not grade 5 (the earliest grade for the statewide science assessments) or above. These "early grade" schools are evaluated for the Science Proficiency indicator by tracking their former students into fifth grade. To do this, grade 5 students are counted toward the most recent early grade school that they attended for a full academic year where applicable, looking up to three years back.[23] The same cut scores are used for early grade schools. However, participation rates are not calculated and do not affect the indicators for these schools.

### 3.2.C Business Rules for Calculation

Two years of data are combined for the following calculations. To do this, include all students from both years in each calculation, e.g. if a school has 40 participants in year 1 and 60 participants in year 2, add the two years together to get 100 total participants.[24]

For schools and LEAs with students in grade 5, 8, or 11 and the accountability subgroups within those schools and LEAs:

1. Remove all students not included in school accountability computations:
   *These fields are reviewed by districts annually in or around August.*
    a. Students not enrolled for the full academic year (October 1 through the end of the testing window);
    b. Students in their first year of living in the United States[25]; and,
    c. Students exempted from the assessment for approved medical reasons (determined separately for ELA and Math with required reporting processes and deadlines).
2. Determine whether eligible students participated in the assessment.
    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 testing irregularity or otherwise

[23] Rhode Island is adding one year at a time to work up to three years: In 2022-23, grade 5 students were counted only for schools where they were enrolled in the immediate prior year (2021-22). In 2023-24, these students were counted based on enrollment from up to two years prior. In 2024-25, the procedure for these schools will return to looking up to three years back.
[24] Rhode Island's accountability system includes that up to a third year of data will be added for any schools or student subgroups with less than 20 students over two years for all indicators. However, due to the COVID-19 pandemic, this has not yet occurred for the state's Science Proficiency indicator.
[25] While these students are not included in Rhode Island's accountability results for Science Proficiency, they are still required to participate in the science assessment.

3. Calculate the Participation Rate.
    a. **Total Number of Students** = Count of students included in accountability
    b. **Number of Participants** = Count of students included in accountability who are [Participant]s
    c. **Participation Rate** = [Number of Participants] / [Total Number of Students] x 100%
        i. Round to the nearest whole percent.
4. Calculate the Denominator, including an adjustment to meet the 95% Participation Rate threshold if needed.
    a. If [Participation Rate] >= 95%: **Denominator** = [Number of Participants]
    b. If [Participation Rate] < 95%: **Denominator** = 0.95 x [Total Number of Students]
        i. Round up to the next whole number.
        ii. Alternatively, if the [Participation Rate] is below 95%, one could add the difference between [Number of Participants] and 0.95 x [Total Number of Students] to the count for Level 1, creating an 'adjusted Level 1', for the same result.
5. Determine the number of students performing at each performance level.
    a. **# Students at Level 1** = Count of [Participant]s who performed at level 1
    b. **# Students at Level 2** = Count of [Participant]s who performed at level 2
    c. **# Students at Level 3** = Count of [Participant]s who performed at level 3
    d. **# Students at Level 4** = Count of [Participant]s who performed at level 4
6. Calculate the Science Proficiency Index.
    b. **Science Proficiency Index** = (0 x [# Students at Level 1] + 1/3 x [# Students at Level 2] + 1 x [# Students at Level 3] + 1 x [# Students at Level 4]) / [Denominator] x 100
        i. Alternate method with the same result: Academic Proficiency Index = (0 x [Adjusted # Students at Level 1] + 1/3 x [# Students at Level 2] + 1 x [# Students at Level 3] + 1 x [# Students at Level 4]) / ([Adjusted # Students at Level 1] + [# Students at Level 2] + [# Students at Level 3] + [# Students at Level 4]) x 100
        i. Round to the nearest whole number.
7. Calculate the Percent Proficient (levels 3 and 4).
    a. **Percent Proficient** = ([# Students at Level 3] + [# Students at Level 4]) / [Denominator] x 100%
        i. Round to the nearest whole percent.
8. Determine the Science Proficiency Points for each school, LEA, and student subgroup using the rubric above.

For "early grade" schools and the accountability subgroups within them:

1. Using enrollment data from the previous three years, identify the most recent full academic year record at an early grade school for all students who attended an early grades school during those years.[26] These are the **Grade 2-4 Students at Early Grade Schools**.

[26] Due to the COVID-19 pandemic, Rhode Island is adding one year at a time to work up to three years: In 2022-23, grade 5 students were counted only for early grade schools where they were enrolled in the immediate prior year (2021-22). In 2023-24, these students were counted based on enrollment from up to two years prior. In 2024-25, the procedure for these schools will return to looking up to three years back.

a. Students must have been enrolled at the early grade school 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 record.

2. Determine whether each Grade 2-4 Student at an Early Grade School participated in the current year's state assessment.
    a. **Tested Grade 5 Students from Early Grade Schools** = [Grade 2-4 Students at Early Grade Schools] 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. **# Students at Level 1** = Count of [Tested Grade 5 Students from Early Grade Schools] who performed at level 1
    b. **# Students at Level 2** = Count of [Tested Grade 5 Students from Early Grade Schools] who performed at level 2
    c. **# Students at Level 3** = Count of [Tested Grade 5 Students from Early Grade Schools] who performed at level 3
    d. **# Students at Level 4** = Count of [Tested Grade 5 Students from Early Grade Schools] who performed at level 4
5. Calculate the Science Proficiency Index.
    a. **Science Proficiency Index** = (0 x [# Students at Level 1] + 1/3 x [# Students at Level 2] + 1 x [# Students at Level 3] + 1 x [# Students at Level 4]) / [Tested Grade 5 Students from Early Grade Schools] x 100
        i. Round to the nearest whole number.
6. Calculate the Percent Proficient (levels 3 and 4) if desired.
    a. **Percent Proficient** = ([# Students at Level 3] + [# Students at Level 4]) / [Tested Grade 5 Students from Early Grade Schools] x 100 %
        i. Round to the nearest whole percent.
7. Determine Science Proficiency Points for each school and student subgroup using the rubric above.

## 3.3 Growth

ESSA requires states to identify an academic indicator for non-high schools—often referred to as the "other academic indicator"—in addition to achievement on the state assessment. ESSA 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 includes Growth in ELA and Math, calculated from student growth

percentiles, as indicators for both non-high schools, as required, and high schools, as is allowed under Academic Achievement.

### 3.3.A Description

Rhode Island's Growth indicators are 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 English language arts (ELA) and mathematics, and can be aggregated at the school and district levels to show average growth. Academic peers are Rhode Island students who have scored similarly on state assessments 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 can demonstrate growth.

For students in grades four through eight, Growth is based on student performance on the most recent RICAS assessment and their prior performance on the RICAS. High school student growth is based on the most recent SAT assessment and their prior performance on the PSAT.[27]

Rhode Island's Growth indicators are based on a Student Growth Index which includes differential weight for low, typical, and high growth on the state assessments. Each school, LEA, and accountability subgroup's Student Growth Index is the average of the student weights for all students with valid SGPs. Low growth is defined as an SGP below 35 and receives a weight of 0. Typical growth is defined as an SGP of at least 35 and below 70 and receives a weight of 1. High growth is defined as an SGP of at least 70 and receives a weight of 2.

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

These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. Two years of data are combined in calculating the Growth indicators.[28]

Each school, LEA, and accountability subgroup which meets the minimum n-size of 20 students earns one to three points each for Growth in ELA and Math, depending on their Student Growth Index. Points are assigned according to the following chart.

[27] Because Rhode Island transitioned to the RICAS and SAT assessments in 2018, in 2018 the Growth indicators were calculated based on prior PARCC state assessment performance going into the 2018 RICAS and PSAT10 assessments.
[28] Just one year of data was included in 2021-22 due to impacts of COVID-19 on the 2021 state assessments.

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

### 3.3.B Business Rules for Calculation

Two years of data are combined for the following calculations. To do this, include all students from both years in each calculation, e.g. if a school has 40 students with SGPs in year 1 and 60 students with SGPs in year 2, add the two years together to get 100 total students with SGPs.[29]

For all schools and LEAs with students in grades 4-8 and/or 11 and the accountability subgroups within those schools and LEAs, computed separately for ELA and Math:

1. Remove all students not included in school accountability computations:
    a. Students not enrolled for a full academic year (October 1 through the end of the testing window, reviewed annually by districts in or around August);
    b. Students without a valid score on the current year's state assessment for any reason; and
    c. Students without a valid SGP.
        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. **# Students with Low Growth** = Count of students with SGPs of 1-34
    b. **# Students with Typical Growth** = Count of students with SGPs of 35-69
    c. **# Students with High Growth** = Count of students with SGPs of 70-99
3. Calculate the Student Growth Index.
    a. **Total Number of Students with SGPs** = [# Students with Low Growth] + [# Students with Typical Growth] + [# Students with 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 SGPs]
        i. Round to the hundredths place.
4. Determine the Growth Points for each school, LEA, and student subgroup using the rubric above.

[29] Rhode Island's accountability system includes that up to a third year of data will be added for any schools or student subgroups with less than 20 students over two years for all indicators. However, due to the COVID-19 pandemic, this has not yet occurred for the state's Growth indicators.

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

The federal *Every Student Succeeds Act* (ESSA) requires states to include an indicator evaluating the progress of multilingual learners[30] in reaching English language proficiency in their statewide accountability systems. This indicator reports students' annual progress on the state-adopted English Language Proficiency assessment, the WIDA (World-class Instructional Design and Assessment) ACCESS for ELLs 2.0, relative to annual individual student growth targets. It also reports students' progress on the Alternate ACCESS assessment relative to standard expectations for improvement each year for students who take the Alternate ACCESS assessment.

### 3.4.A Description

In 2024, Rhode Island substantially revised the state's Progress in Achieving English Language Proficiency (ELP) indicator to more accurately reflect the trajectory of student language development in Rhode Island, incorporate participation on the ACCESS for ELLs 2.0 and Alternate ACCESS assessments, and include expanded exit criteria for multilingual learners.[31]

The ELP indicator represents progress made toward annual individual student targets. Under Rhode Island's new ELP indicator, students' annual targets are calculated using a nonlinear progress model based on their entering proficiency level and number of years as an English learner.[32] Each student's annual progress target is the number of scale score points that student must improve from the prior year to be on track to reach proficiency in their target number of years. Their annual progress target is calculated as a portion of the distance from their initial scale score to their attainment target, according to the following table.

| | **Annual Progress Target** *(ISS: Initial 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 | 0.55 x (AT - ISS) | 0.45 x (AT - ISS) | | | |
| 3.0 – 3.9 | 0.42 x (AT - ISS) | 0.33 x (AT - ISS) | 0.25 x (AT - ISS) | | |
| 2.0 – 2.9 | 0.35 x (AT - ISS) | 0.28 x (AT - ISS) | 0.22 x (AT - ISS) | 0.15 x (AT - ISS) | |
| 1.0 – 1.9 | 0.33 x (AT - ISS) | 0.26 x (AT - ISS) | 0.20 x (AT - ISS) | 0.14 x (AT - ISS) | 0.07 x (AT - ISS) |

[30] Multilingual learners are referred to as "English learners" in ESSA.

[31] A description of the business rules for the indicator prior to 2024 is available in the *2019 RI School Accountability Technical Report*.

[32] Rhode Island's previous ELP indicator was also based on students' entering proficiency level and number of years as an English learner with the same attainment targets and number of years expected. However, it evenly (linearly) divided the distance from each student's recent scale score to their attainment target. In doing so, it also required students to make up any lost ground if they fell behind by dividing that missed distance expected across their remaining projected years.

Students' targets are established with the expectation that they reach proficiency in a defined number of years. However, students' yearly performance may vary as they approach proficiency. To account for this, students can meet their annual target either by progressing by their annual progress target from the prior year to the current year, or by attaining their cumulative scale score target (or "safe harbor" target) for the current year, which is the sum of their initial scale score and their annual progress targets up to their current year.

If a student does not reach proficiency by their target attainment year, their annual progress target going forward each year will be the lesser of their last annual progress target calculated according to the table above or the scale score distance to reach a 4.8 proficiency level for their current grade. In all cases, the maximum scale score target for any student is the scale score corresponding to a 4.8 performance level for their current grade.

Rhode Island began using the ACCESS for ELLs 2.0 assessment in 2018. In 2018—under the prior version of this indicator—all eligible students were treated as though they entered English learner services in 2017. Since then, including under the new indicator, which was launched in 2024, students are counted as starting in either 2017 or the year they entered English learner services, whichever is later.

In calculating this indicator for students who take the general ACCESS for ELLS 2.0 assessment, Rhode Island first computes student-level growth ratios, calculated as the number of scale score points that students improved since the prior year divided by the number they were expected to improve. These student-level growth ratios are then translated to an index score according to the following rules:

- 0 points are assigned to students who demonstrated no progress or negative progress;
- 0.01 to 0.99 points are assigned to students who progressed toward their target but did not reach it;
- 1 to 1.1 points are assigned to students who reached (1.0) or exceeded (1.01 to 1.10) their annual target, with a bonus for exceeding their target by up to 10%; and
- 1.1 points are assigned to students who meet the criteria to exit English learner status, either by scoring a composite overall proficiency level of 4.8 or by scoring a composite overall proficiency level of 4.5 to 4.7 and demonstrating proficiency on the general state English language arts (ELA) assessment in the same year.

The following table illustrates these rules.

| **Student Growth Ratio – ACCESS for ELLs 2.0 Assessment** | | |
|---|---|---|
| **No progress toward annual target** | **Progress toward annual target but attainment target not met** | **Grade-level attainment target met or exceeded** |
| 0.00 | 0.01 - 1.10: (Current Year SS - Previous Year SS) / (Annual Target – Previous Year SS) | 1.10 |

Students with significant cognitive disabilities may take the Alternate ACCESS for ELLs rather than the ACCESS for ELLs 2.0 assessment.[33] Students who take the Alternate ACCESS assessment are awarded:

- 0 points for improvement of less than 3 scale score points;
- 1 point for improving by 3 or more scale score points; and
- 1.1 points for reaching the proficiency level P2, which corresponds to a composite score of 944.

| Student Growth Ratio – Alternate ACCESS Assessment | | |
|---|---|---|
| **Improvement of less than 3 scale score points** | **Improvement of at least 3 scale score points but attainment target not met** | **Grade-level attainment target met or exceeded** |
| 0.00 | 1.00 | 1.10 |

An English Language Proficiency (ELP) Index is calculated for all multilingual learners and for the multilingual learners in each accountability subgroup within each school and LEA. These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. The English Language Proficiency Index is the sum of the individual student index scores above, divided by the greater of the number of students with valid index scores or 95% of students included in the indicator, and then multiplied by 100. Two years of data are combined in calculating the Progress in Achieving English Language Proficiency Indicator.

Each school, LEA, and accountability subgroup which meets the minimum n-size of 20 students earns one to three points for the Progress in Achieving English Language Proficiency Indicator, depending on their English Language Proficiency Index. Points are assigned according to the following chart. The highest score (three points) is set to match Rhode Island's long-term goal of 90 on the English Language Proficiency Index by 2030.

| English Language Proficiency Index | ELP Progress Points |
|---|---|
| >= 90 | 3 |
| >= 60 AND < 90 | 2 |
| <= 60 | 1 |

[33] WIDA redesigned the Alternate ACCESS in 2024 and this included implementing a new scale. For 2024, Rhode Island used a WIDA-provided concordance table to translate scores on the new assessment to the old scale. Though that Rhode Island continued using the calculation from the prior Alternate ACCESS assessment. RIDE plans to update the Alternate ACCESS exit criteria and accountability formula in 2026.

### 3.4.B Business Rules for Calculation

Two years of data are combined for the following calculations. To do this, include all students from both years in each calculation, e.g. if a school has 40 students in year 1 and 60 students in year 2, add the two years together to get 100 total students.[34]

*Imputed Scores* – For all students who have taken the ACCESS for ELLs 2.0 or Alternate ACCESS assessments since 2017 and are missing one or more domain scale scores in a given year's results:

1. Calculate an imputed composite overall scale score.[35]
    a. Calculate the Average of the Remaining Domain Scale Scores
        i. **Average of the Remaining Domain Scale Scores** = average of the Listening, Speaking, Reading, and Writing scale scores as available
        ii. Round to the nearest whole scale score.
    b. Replace each missing domain scale score with the Average of the Remaining Domain Scale Scores in the following formula to calculate a new composite overall scale score:
        i. **Imputed Composite Scale Score** = 0.15 x Listening Scale Score + 0.15 x Speaking Scale Score + 0.35 x Reading Scale Score + 0.35 x Writing Scale Score.
        ii. Round to the nearest whole scale score.
2. Starting in 2024, students missing more than one domain score count as nonparticipants in school and LEA accountability unless their LEA provides documentation to RIDE establishing that the score is missing due to a disability that cannot be accommodated for that domain.
    a. Students missing only one domain have their composite scale score imputed and counted in the indicator regardless of disability status.
    b. Students missing more than one domain score for reason other than disability accommodation will have their composite scale score imputed for use as a baseline if it is their first year of ACCESS for ELLS 2.0 testing. After their first year, these students will count as nonparticipants.

*Individual Targets and Progress for the General Assessment* – For all students who have taken the ACCESS for ELLs 2.0 at any point since 2017 and haven't ever scored a 4.8 performance level or above or exited with a 4.5 to 4.7 performance level and proficiency on the state ELA assessment, calculate individual Annual Scale Score Targets and Student Growth Ratios:

1. Calculate the following base values using the student's initial ACCESS for ELLs 2.0 administration.
    a. **Year of Identification** = the first year the student took the ACCESS for ELLs 2.0 assessment, starting with 2017 or later
    b. **Initial Scale Score** = the student's composite scale score from their Year of Identification

[34] Rhode Island's accountability system includes that up to a third year of data will be added for any schools or student subgroups with less than 20 students over two years for all indicators. However, due to the COVID-19 pandemic, this has not yet occurred for the state's Progress in Achieving English Language Proficiency (ELP) indicator.

[35] In 2018, Rhode Island simply averaged the remaining domain scale scores if one or more domain score was missing. After changing this rule in 2019, Rhode Island applied this methodology to the 2018 data reported in 2019 as well.

i. This is imputed according to the rules above for students missing one or more domain scale scores.

c. **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, based on their Initial Scale Score

d. **Target Attainment Year** = [Year of Identification] + [Years to Reach Proficiency]

e. **Initial Attainment Target** = Scale Score for a 4.8 performance level in the grade level the student is expected be in at their [Target Attainment Year]

f. **Initial Distance to Attainment** = [Initial Attainment Target] – [Initial Scale Score]

2. Calculate the student's Scale Score Progress Target for the current year.

   a. Calculate Annual Progress Targets for each year through the student's Target Attainment Year.

      i. **Annual Progress Target** = [Initial Distance to Attainment] x Annual Progress Target Multiplier from the table below

| Annual Progress Target Multipliers | | | | | |
|---|---|---|---|---|---|
| Initial Composite PL | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 4.0 to 4.7 | 0.55 | 0.45 | | | |
| 3.0 to 3.9 | 0.42 | 0.33 | 0.25 | | |
| 2.0 to 2.9 | 0.35 | 0.28 | 0.22 | 0.15 | |
| 1.0 to 1.9 | 0.33 | 0.26 | 0.2 | 0.14 | 0.07 |

      ii. Round each Annual Progress Target to the nearest whole scale score point.

      iii. Sometimes rounding errors are such that the sum of a student's Initial Scale Score and each of their Annual Progress Targets does not equal their Initial Attainment Target. As an equation, sometimes:

$$[\text{Initial Scale Score}] + [\text{Annual Progress Target}]_{Year\ 2} + [\text{Annual Progress Target}]_{Year\ 3} + \ldots + [\text{Annual Progress Target}]_{Year\ N} \neq [\text{Initial Attainment Target}]$$

      In this case, add or subtract 1 scale score point from the last Annual Progress Target, and then the next-to-last Annual Progress Target, and so on as needed until the sum of the student's Initial Scale Score and each of their Annual Progress Targets becomes equal to their Initial Attainment Target.

   b. If a student takes a nonstandard grade trajectory (repeats or skips a grade) at or prior to reaching their Initial Attainment Year, adjust their Annual Progress Targets.

      i. Calculate a new Attainment Target for the student, which is a 4.8 for the grade level in which they are expected to reach their Target Attainment Year, accounting for any grade trajectory changes.

      ii. Adjust the student's remaining Annual Progress Targets by distributing the difference between their Initial Attainment Target and new Attainment Target evenly across the remaining years.

iii. If the difference is not evenly divisible by the remaining number of years using whole scale score points, distribute the difference in scale score points to the latest years first by applying one scale score point change at a time.

*E.g. If a student has four years remaining until their Target Attainment Year, and their new Attainment Target is five scale score points greater than their Initial Attainment Target: add 1 to the Annual Progress Targets for years 1 through 3, and 2 to the Annual Progress Target for year 4.*

1. As an exception to this rule, if a student has 5 years to reach proficiency and is retained in grade in the school year prior to their target attainment year, do not decrease their 5th Annual Progress Target.

c. If a student passes their Target Attainment Year without reaching proficiency, their Annual Progress Target will be their last calculated Annual Progress Target (the one going into their target attainment year) each year going forward and will not adjust due to grade changes.

d. Compute the student's Scale Score Progress Target based on their current year Annual Progress Target above and their prior year performance.

i. **Scale Score Progress Target** = Composite overall scale score performance from the previous year's test administration + current year [Annual Progress Target]

ii. If the student does not have a valid score for one or more years, their most recent composite overall scale score may be further back such that multiple Annual Progress Targets will need to be added. In this case, their Scale Score Progress Target is the sum of their most recent valid composite overall scale score and each [Annual Progress Target] from that year through the current year.

3. If the student has not yet reached their Target Attainment Year, calculate their Safe Harbor Target.

a. **Safe Harbor Target** = [Initial Scale Score] + each [Annual Progress Target] (including any adjustments due to grade changes) through the current year

4. Calculate the student's Current Year Attainment Target.

a. **Current Year Attainment Target** = Scale Score for a 4.8 Performance Level for the grade in which the student ended the school year

5. Calculate the student's Annual Scale Score Target, which is their overall target for the year.

a. **Annual Scale Score Target** = Minimum of [Scale Score Progress Target], [Safe Harbor Target], and [Current Year Attainment Target]

6. If the student took the ACCESS for ELLs 2.0 in the current year, calculate their Growth Ratio.

a. **Scale Score Improvement** = Current Year Composite Overall Scale Score – Most Recent Scale Score

i. The Current Year Composite Overall Scale Score will be imputed if the student is missing one domain scale score or if the student is missing multiple domain scale

scores and has a disability that cannot be accommodated for the missing domains.

ii. For the Most Recent Scale Score:

1. If the student's most recent ACCESS for ELLS 2.0 test administration was their Year of Identification and they are missing any domains, their Most Recent Scale Score will be imputed.

2. If the student's most recent ACCESS for ELLs 2.0 test administration was not their Year of Identification, it will be imputed if the student is missing one domain scale score or if the student is missing multiple domain scale scores and has a disability that cannot be accommodated for that domain

3. Otherwise, the composite overall scale score from the student's next most recent test administration will be used, if it meets the criteria for imputing described in 1 and 2 above. This means the Annual Scale Score Target would need to incorporate an additional year of expected improvement as well.

b. **Student Growth Ratio** = [Scale Score Improvement] / ([Annual Scale Score Target] – Most Recent Scale Score)

7. Calculate whether the student reached their Annual Scale Score Target, whether the student reached their Attainment Target, and the index points they will contribute to their school and LEA's results.

a. **Met Attainment Target** = [Current Year Composite Overall Scale Score] > [Current Year Attainment Target] OR the student's composite overall performance level is within 4.5 to 4.7 and the student demonstrated proficiency on the current year's general state ELA assessment

b. **Met Annual Target** = [Student Growth Ratio] >= 1

c. **Student Index Points** =

i. 1.1 if [Student Growth Ratio] >= 1.1 OR [Met Attainment Target] is true

ii. 0 if [Student Growth Ratio] <= 0; and

iii. [Student Growth Ratio], otherwise

*Individual Targets and Progress for the Alternate Assessment* – For all students who have taken the Alternate ACCESS at any point since 2017 and haven't ever scored a P2 performance level or above, calculate individual Student Growth Ratios:

1. If the student took the Alternate ACCESS in the current year, calculate their Growth Ratio.

a. **Scale Score Improvement** = Current Year Composite Overall Scale Score – Most Recent Scale Score[36]

[36] WIDA introduced a new Alternate ACCESS assessment, including a new scale in 2024. For 2024 and 2025, Rhode Island is using the WIDA-provided concordance table to translate the new scores into the old scale.

i. The Current Year Composite Overall Scale Score will be imputed if the student is missing one domain scale score or if the student is missing multiple domain scale scores and has a disability that cannot be accommodated for that domain.

ii. For the Most Recent Scale Score:

1. If the student's most recent ACCESS for ELLS 2.0 test administration was their Year of Identification and they are missing any domains, their Most Recent Scale Score will be imputed.

2. If the student's most recent ACCESS for ELLs 2.0 test administration was not their Year of Identification, it will be imputed if the student is missing one domain scale score or if the student is missing multiple domain scale scores and has a disability that cannot be accommodated for that domain

3. Otherwise, the composite overall scale score from the student's next most recent test administration will be used, if it meets the criteria for imputing described in 1 and 2 above. This means the Annual Scale Score Target would need to incorporate an additional year of expected improvement as well.

b. **Student Growth Ratio** = [Scale Score Improvement] / 3

i. If the student does not have a valid score for one or more years, their most recent composite overall scale score may be further back such that multiple years of progress are expected. In this case, their Student Growth Ratio is their Scale Score Improvement divided by three times the number of years since their most recent valid composite overall scale score.

ii. 1.1 for reaching level P2 or above; 1 for improving by 3 scale score points or more; or 0 for neither scoring a P2 or above or improving by 3 scale score points or more

2. Calculate whether the student reached their annual target, whether the student reached their attainment target, and the index points they will contribute to their school and LEA's results.

a. **Met Attainment Target** = The student reached level P2 or above
b. **Met Annual Target** = [Student Growth Ratio] >= 1 OR [Met Attainment Target] is true
c. **Student Index Points** =
i. 1.1 if [Met Attainment Target] is true
ii. 1 if [Student Growth Ratio] >= 1; and
iii. 0 otherwise

*ELP Indicator Calculation* – For all schools and LEAs with any multilingual learners enrolled in grades K-12 and the accountability subgroups of multilingual learners within those schools and LEAs:

1. Identify which students will count in accountability computations.
*b.i. and b.ii. are reviewed by LEAs annually in or around the summer.*

a. Start with all students identified as multilingual learners through the MLL Census for any part of the school year at any school as well as any students who took the ACCESS for ELLs 2.0 or Alternate ACCESS test that were not flagged as an English learner.
b. From this group, remove:
    i. Students who were not enrolled for the full academic year (October 1 through the end of the testing window) for the current year;
        1. If a student has a valid ACCESS for ELLs 2.0 or Alternate ACCESS composite overall scale score as well as a prior score from 2017 or later, but their prior score was not in the immediately prior year, check whether the student met the full academic year criteria for each year since the year of their prior score and remove the student if they did not.
    ii. Students who did not test and were exempted from the assessment for approved medical reasons;
    iii. Students who previously met Rhode Island's MLL exit criteria by scoring a performance level of 4.8 or above on the ACCESS for ELLs 2.0, a performance level of P2 or above on the Alternate ACCESS, or, for 2023-24 and later, a performance level of 4.5 to 4.7 on the ACCESS for ELLs 2.0 on the same year as demonstrating proficiency on the general ELA state assessment; and
    iv. Students with a valid result in the current year who do not have at least one prior score on the same assessment (ACCESS for ELLs 2.0 or Alternate ACCESS) since 2017.

2. Determine whether eligible students participated in the assessment.
    a. **Participant** = Student has a valid ACCESS for ELLs 2.0 or Alternate ACCESS composite overall scale score
    b. **Non-participant** = Student does not have a valid ACCESS for ELLs 2.0 or Alternate ACCESS composite overall scale score
        i. This includes students missing two or more domain scale scores for reason other than having a disability which cannot be accommodated on the missing domain(s).
    c. **Not Included in Participation Rate** (1.b.iv. above): Students who have a valid ACCESS for ELLS 2.0 or Alternate ACCESS composite overall scale score for the current year but do not have at least one prior score on the same assessment since 2017

3. Calculate the Participation Rate.
    a. **Total Number of Students** = Count of students included in accountability, as described in step 1 above
    b. **Number of Participants** = Count of students included in accountability who are [Participant]s as described in step 2 above
    c. **Participation Rate** = [Number of Participants] / [Total Number of Students] x 100%
        i. Round to the nearest whole percent.

4. Calculate the Denominator, including an adjustment to meet the 95% Participation Rate threshold if needed.
    a. If [Participation Rate] >= 95%: **ELP Denominator** = [Number of Participants]
    b. If [Participation Rate] < 95%: **ELP Denominator** = 0.95 x [Total Number of Students]
        i. Round up to the next whole number.
5. Determine the Numerator.
    a. **ELP Numerator** = Sum of [Student Index Points] for all students who meet the criteria for inclusion in accountability described in step 1
6. Calculate the English Language Proficiency Index.
    a. **English Language Proficiency Index** = [ELP Numerator] / [ELP Denominator] x 100
7. Calculate the Percent Met Annual Target.

    **Percent Met Annual Target** = (Count of students who [Met Annual Target] as described in the individual calculations above) / [ELP Denominator]
8. Determine the Progress in Achieving English Language Proficiency (ELP) Points for each school, LEA, and student subgroup using the rubric above.

## 3.5 Graduation Rate

One of the indicators required for high schools and tightly defined by the *Every Student Succeeds Act* (ESSA) is Graduation Rate. ESSA requires that the indicator be based, at a minimum, on the **four-year adjusted cohort graduation rate (ACGR)**[37] defined by the United States Department of Education. At the discretion of the state, an extended-year adjusted cohort graduation rate—which includes students who take longer than four years to earn a high school diploma—may also be incorporated. Rhode Island has adopted such an approach by using a **Composite Graduation Rate**, which combines multiple cohorts, and the 4-year ACGR in the statewide 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, the 2024 accountability results were based on students who graduated in 2023.

[37] 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.

### 3.5.A Description

Rhode Island values students graduating ready for the next phase of life, even if it requires longer than the traditional four-year timeline. The Composite Graduation Rate indicates the degree to which schools are successful in preparing students in up to six years.

Rhode Island's Composite Graduation Rate includes the four-, five-, and six-year adjusted cohort graduation rates combined, with each of the cohort rates weighted based on the number of students in that cohort. This incorporates information on three different cohorts:

- the four-year graduation cohort, which includes students who started high school for the first time four school years prior, i.e. students who would have completed four years of high school by the reporting year;
- the five-year graduation cohort, which includes students who started high school for the first time five school years prior, i.e. students who would have completed five years of high school by the reporting year; and
- The six-year graduation cohort, which includes students who started high school for the first time six school years prior, i.e. students who would have completed six years of high school by the reporting year.

The Composite Graduation rate is the number of graduates for each cohort summed and divided by the total number of students across the three cohorts.

The Graduation Rate indicator is calculated for all students and each accountability subgroup within each school and LEA that has high school students. For growing schools and LEAs, it is calculated once the school reaches 12$^{th}$ grade enrollment for the year reported. These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. If a school, LEA, or student group has less than 20 students in their four-year adjusted cohort graduation rate, up to two additional years of data are added to reach 20 students. No additional years of data are added to the Composite Graduation Rate since it already includes three cohorts.

Each school, LEA, and accountability subgroup with at least 20 students in their Composite Graduation Rate earns one to five points for the Graduation Rate indicator, depending on their Composite Graduation Rate and their 4-Year Graduation Rate. Points are assigned according to the following chart. The highest score (five points) is set to match Rhode Island's long-term goal of 95% of students graduating within four years by 2027, and the lowest score (one point) is set to match the criterion for identifying schools for Comprehensive Support and Improvement (CSI) due to Graduation Rate. Rhode Island's CSI criteria are further described in Chapter 4.

| 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 new high schools which do not yet have enough cohorts for 5- and 6-year rates.[38] These differentiated cut scores are meant to hold new schools to a comparable standard to that presented above.

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

### 3.5.B Business Rules for Calculation

To compute the 4-year adjusted cohort graduation rate, for schools and LEAs with high school students and at least one graduation cohort and the accountability subgroups within those schools and LEAs:

1. Identify the students in the 4-year ninth grade cohort—students who started ninth grade for the first time four school years prior—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 from the cohort.

[38] Previously, Rhode Island also applied alternate cut scores for any high schools with full-school 5- and 6-year programs. This no longer applies to any schools in Rhode Island.

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** = count 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-year adjusted cohort graduation rate, for schools and LEAs with high school students and at least two graduation cohorts and the designated student subgroups within those schools and LEAs:

1. Identify the students in the 5-year ninth grade cohort—students who started ninth grade for the first time five school years prior—using the federal definition.
    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, including during their fifth year, are removed from the cohort.
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; or
    g. Graduated in 5 years
3. Calculate the number of students who graduated in 5 years or less.
    a. **5-Year Graduates** = count of students who graduated in 4 years or less (a, above) + count of students who graduated in 5 years (g, above)
4. Calculate the number of students in the denominator.
    a. **5-Year Denominator** = total number of students in cohort with any status (a-g) above
5. Calculate the 4-Year Graduation Rate.
    a. **5-Year Graduation Rate** = [5-Year Graduates] / [5-Year Denominator]

To compute the 6-year adjusted cohort graduation rate, for schools and LEAs with high school students and at least three graduation cohorts, and the designated student subgroups within those schools and LEAs:

1. Identify the students in the 6-year ninth grade cohort—students who started ninth grade for the first time six school years prior—using the federal definition.
    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, including during their fifth and sixth years, are removed from the cohort.
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. Calculate the number of students who graduated in 6 years or less.
    a. **6-Year Graduates** = count of students who graduated in 4 years or less (a, above) + count of students who graduated in 5 years (g, above) + count of students who graduated in 6 years (h, above)
4. Calculate the number of students in the denominator.
    a. **6-Year Denominator** = total number of students in cohort with any status (a-h) above
5. Calculate the 4-Year Graduation Rate.
    a. **6-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.
    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)
2. If the total denominator is still less than 20 (i.e. ([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:

a. **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)

To compute the Composite Graduation Rate and determine Graduation Rate Points earned, for schools and LEAs with high school students and at least one graduation cohort and the accountability subgroups within those schools and LEAs:

1. If all three cohorts of data are available, 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 to get the 4- and 5-Year Composite Graduation Rate.
    a. **4- and 5-Year Composite Graduation Rate** = ([4-Year Graduates] + [5-Year Graduates]) / ([4-Year Denominator] + [5-Year Denominator])
3. Round all final graduation rates (4-Year Graduation Rate, Composite Graduation Rate, etc) to the whole percent except when checking the 4-year Graduation Rate against the cut for 1 point, which is exactly 2/3.
4. Determine the Graduation Points for each school, using the appropriate rubric above.
    a. Most schools 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. New schools which don't yet have three cohorts use the second rubric.

## 3.6 Diploma Plus – Commissioner's Seal

Since 2019, Rhode Island's statewide accountability system includes two high school specific indicators in addition to Graduation Rate: Commissioner's Seal and Postsecondary Success. Together, they are referred to as the Diploma Plus indicators. For ESSA purposes, these are school quality or student success indicators. In determining Star Ratings, they are paired together in a column of the Star Chart.

The Diploma Plus indicators recognize schools' preparation of students for success after high school by measuring two main features of preparedness: academic achievement and earning postsecondary credentials such as industry-recognized (CTE) credentials, college credit, and Advanced Placement.

The Commissioner's Seal indicator recognizes when schools graduate students not just with a diploma, but also proficiency in English language arts (ELA) and mathematics. Since 2021, under the state's Secondary School Regulations, Rhode Island high school graduates have earned a Commissioner's Seal

Council Designation on their diplomas by demonstrating high school proficiency in English language arts (ELA) and mathematics.[39]

### 3.6.A Description

The Commissioner's Seal indicator recognizes when schools and LEAs prepare students with the academic proficiency needed for life after high school.

Like Graduation Rate, the Commissioner's Seal indicator is reported on a one-year lag. However, unlike Graduation Rate, which counts students based on when they enter high school, the denominator for the Commissioner's Seal indicator is high school "leavers"[40]—students who left high school by graduation or otherwise—from the designated year. The Postsecondary Success indicator uses the same denominator.

Students qualify for a Commissioner's Seal by meeting at least one benchmark in English language arts (ELA) and at least one benchmark in mathematics on any of the approved assessments below at any point in high school. 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 also count, in addition to the state assessment. Assessments taken in a student's high school career before transferring into the school where they graduate count as well.

| ELA Assessments[41] | | |
|---|---|---|
| **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 |
| AP English Language and Composition | any | 3 and above |
| AP English Literature and Composition | any | 3 and above |

[39] Since 2021, the Commissioner's Seal indicator in accountability has reported students meeting the official Commissioner's Seal requirements. Prior to 2021, the indicator counted students who demonstrated high school proficiency on the state assessment or other designated assessments.

[40] Previously, Rhode Island used a denominator of high school graduates for this indicator. Rhode Island transitioned to high school "leavers" in 2024 reporting, based on the 2023 leavers, due to direction by the U.S. Department of Education.

[41] Rhode Island initially accepted a summed Writing and Critical Reading score of 860 or higher on the pre-March 2016 SAT assessment and performance levels 4 and 5 on the PARCC ELA 9 and PARCC ELA 10 assessments to count toward this indicator for ELA. These assessments were phased out as options to count in this indicator once their administration no longer overlapped with graduating students' time in high school.

| Mathematics Assessments[42] | | |
|---|---|---|
| **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 |
| AP Calculus AB | any | 3 and above |
| AP Calculus BC | any | 3 and above |
| AP Statistics | any | 3 and above |

The Commissioner's Seal indicator is calculated for all students and each designated student subgroup within each school and LEA that has high school students. For growing schools and LEAs, it is calculated once the school reaches 12th grade enrollment for the year reported. These data are reported for full schools and LEAs and student groups in schools and LEAs with at least 10 students. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. If a school, LEA, or student group has less than 20 high school "leavers" in a year, up to two additional years of data are added to reach 20 students.[43]

The Commissioner's Seal indicator is simply the percentage of students who meet the requirements for a Commissioner's Seal out of all high school "leavers."

Each school, LEA, and student group with at least 20 high school "leavers" earns one to three points for the Commissioner's Seal indicator, depending on the percentage that demonstrated proficiency in both ELA and mathematics. Points are assigned according to the following chart.

[42] Rhode Island initially accepted a Mathematics score of 500 or higher on the pre-March 2016 SAT assessment and performance levels 4 and 5 on the PARCC Algebra I, PARCC Geometry, and PARCC Algebra II assessments to count toward this indicator for mathematics. These assessments were phased out as options to count in this indicator once their administration no longer overlapped with graduating students' time in high school.

[43] No additional years of data were added due to low n-size in 2019 since it was the first year for this indicator, and only up to one year of data was added due to low n-size in 2020 since only one additional year of data was available. Similarly, no additional years of data were added in 2024 due to low n-size since it was the first year with the updated denominator, and only up to one year of data will be added in 2025 due to low n-size since only one additional year of data will be available.

| Percent Demonstrated Proficiency in both ELA and Mathematics[44] | Commissioner's Seal Points |
|---|---|
| >= 73% | 3 |
| >= 38% AND < 73% | 2 |
| < 38% | 1 |

### 3.6.B Business Rules for Calculation

The bulk of the work for calculating this indicator is in data collection and validation. The assessment data come from multiple sources that must be combined and validated before calculating the indicator. Schools and LEAs review their data for this indicator annually and have the opportunity to submit additional assessment records at that point.

For schools and LEAs with high school students and the designated student subgroups within those schools and LEAs:

1. Identify all high school "leavers."
    a. **Total Leavers** = all students who left high school in the prior year
    b. Three groups comprise the total set of "leavers":
        i. Students in the most recent graduating class;
        ii. Students in the most recent 4-year graduate cohort who haven't graduated but are no longer enrolled for any non-excluded reason[45]; and
        iii. Students who stayed enrolled in high school for more than four years who left during the prior year, with a result other than graduation.
    c. Students excluded from the adjusted cohort graduation rate (ACGR) calculations—e.g. students who transfer out of Rhode Island or die—are similarly not included in this indicator.
2. Determine whether each student met the benchmark on any of the approved ELA assessments at any point in high school.
    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 approved math assessments at any point in high school.
4. Determine whether each student earned a Commissioner's Seal:
    a. **Number Demonstrated Proficiency in both ELA and Mathematics** = Count of student "leavers" who met any of the ELA benchmarks AND met any of the Math benchmarks

[44] These cut scores were updated in 2024 to account for the new denominator. They are designed to represent a similar expectation to the 2019-2023 cut scores of 75 and 40, when considering the larger group of students included.
[45] Some students leave high school before their fourth year of enrollment and then later return. This rule provides an opportunity for them to be counted when they return. In other words, no non-graduates count until at least their fourth year.

5. Calculate the percentage of students who earned the Commissioner's Seal.
    a. **Percent Demonstrated Proficiency in both ELA and Mathematics** =
    Number Demonstrated Proficiency in both ELA and Mathematics / Total Leavers x 100%
6. Determine Commissioner's Seal Points for each school, LEA, and designated student subgroup using the rubric above.

## 3.7 Diploma Plus – Postsecondary Success

The second Diploma Plus indicator, which has been included in Rhode Island's statewide accountability system since 2019, is Postsecondary Success. This indicator 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 the indicator.

### 3.7.A Description

The Postsecondary Success indicator reports on students earning one or more credentials beyond a high school diploma.

Like Graduation Rate and the Commissioner's Seal indicator, the Postsecondary Success indicator is reported on a one-year lag. Postsecondary Success has the same denominator as the Commissioner's Seal indicator, high school "leavers"[46]—students who left high school by graduation or otherwise—from the designated year.

Schools are awarded credit for students earning college credit, AP credit, industry-recognized (CTE) credentials, and IB credit. To recognize increased opportunity for students, there is also a bonus for students who earn 2, or 3+ credentials. More detail on the requirements by type of credential is described in the following table.

| Credential | 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.<br>• 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. |
| **Dual Enrollment** | |
| **Advanced Placement (AP)** | • Students must earn a 3 or higher on any AP exam. |

[46] Previously, Rhode Island used a denominator of high school graduates for this indicator. Rhode Island transitioned to high school "leavers" in 2024 reporting, based on the 2023 leavers, due to direction by the U.S. Department of Education.

| | |
|---|---|
| **International Baccalaureate (IB)** | • Students must earn a 5 or higher on any Higher Level exam. Standard Level exams are not eligible. |
| **Industry-recognized (CTE) 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.<br>• 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.<br>• Some CTE pathways recognize AP and/or college credit as an industry recognize credential. To avoid over-counting, these cases are only counted once in the calculation.<br>• Students may earn these credentials through a CTE program or independently. |

The Postsecondary Success indicator is calculated for all students and each designated student subgroup within each school and LEA that has high school students. For growing schools and LEAs, it is calculated once the school reaches 12th grade enrollment for the year reported. These data are reported for full schools and LEAs and student groups in schools and LEAs with at least 10 students. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. If a school, LEA, or student group has less than 20 high school "leavers" in a year, up to two additional years of data are added to reach 20 students.[47]

After identifying all credentials earned by the cohort of high school "leavers," each student's count of credentials is translated to a weight that counts toward 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 one credential of any sort | 1 |
| | Level 2 (bonus) | Student earns two credentials of any sort | 1.1 |
| | Level 3 (bonus) | Student earns three 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.*

[47] No additional years of data were added due to low n-size in 2019 since it was the first year for this indicator, and only up to one year of data was added due to low n-size in 2020 since only one additional year of data was available. Similarly, no additional years of data were added in 2024 due to low n-size since it was the first year with the updated denominator, and only up to one year of data will be added in 2025 due to low n-size since only one additional year of data will be available.

The Postsecondary Success Index is the sum of the student weights described above, divided by the total number of high school "leavers" and multiplied by 100.

Each school, LEA, and student group with at least 20 high school "leavers" earns one to three points for the Postsecondary Success indicator, depending on their Postsecondary Success Index. Points are assigned according to the following chart.

| Postsecondary Success Index | Postsecondary Success Points |
|---|---|
| >= 73[48] | 3 |
| >= 38 AND < 73 | 2 |
| < 38 | 1 |

### 3.7.B Business Rules for Calculation

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 indicator. Schools and LEAs review their data for this indicator annually and have the opportunity to submit additional credentials at that point.

For schools and LEAs with high school students and the designated student subgroups within those schools and LEAs:

1. Identify all high school "leavers."
    a. **Total Leavers** = all students who left high school in the prior year
    b. Three groups comprise the total set of "leavers":
        i. Students in the most recent graduating class;
        ii. Students in the most recent 4-year graduate cohort who haven't graduated but are no longer enrolled for any non-excluded reason[49]; and
        iii. Students who stayed enrolled in high school for more than four years who left during the prior year, with a result other than graduation.
    c. Students excluded from the adjusted cohort graduation rate (ACGR) calculations—e.g. students who transfer out of Rhode Island or die—are similarly not included in this indicator.
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 worth 3 credits or more

[48] These cut scores were updated in 2024 to account for the new denominator. They are designed to represent a similar expectation to the 2019-2023 cut scores of 75 and 40, when considering the larger group of students included.
[49] Some students leave high school before their fourth year of enrollment and then later return. This rule provides an opportunity for them to be counted when they return. In other words, no non-graduates count until at least their fourth year.

c. **CTE Credential Earned** = completed the requirements for a CTE bundle according to the CTE Board of Trustee requirements when counting industry-recognized credentials only
d. **IB Credit Earned** = earned a 5 or higher on any Higher Level exam

3. For each student, determine the total number of credentials earned:
    a. **Total Credentials Earned** = AP Credits Earned + College Credits Earned + CTE Credentials Earned + IB Credit Earned
4. Calculate each student's weight based on their Total Credentials Earned:
    a. **Student Weight** =
        i. 0 if Total Credentials Earned = 0
        ii. 1 if Total Credentials Earned = 1
        iii. 1.1 if Total Credentials Earned = 2
        iv. 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) x 100
6. Determine Postsecondary Success Points for each school, LEA, and designated student subgroup using the rubric above.

## 3.8 School Quality and Student Success – Exceeds Expectations

The federal *Every Student Succeeds Act* (ESSA) requires states to include at least one indicator of "school quality or student success" in their statewide accountability systems. Rhode Island includes eight indicators of school quality or student success in its statewide accountability system, including Science Proficiency, and the state's two Diploma Plus indicators, described above.

Two of these eight indicators are the Exceeds Expectations indicators: Exceeds Expectations in ELA and Exceeds Expectations in Math. The Exceeds Expectations indicators incentivize schools to support and encourage students to achieve at the highest level.

In determining Star Ratings, the Exceeds Expectations indicators are grouped with Student Chronic Absenteeism, Teacher Chronic Absenteeism, and Student Suspensions in a column often referred to as the "School Quality and Student Success" (SQSS) column of the Star Chart.

### 3.8.A Description – Schools and LEAs with Students in State Assessment Grades

The Exceeds Expectations indicators represent student performance at the highest level in ELA and math on Rhode Island's 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; and

- **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.

Exceeds Expectations in ELA and Exceeds Expectations in Math are calculated as separate indicators and points are assigned for each based on student performance. The RICAS and DLM assessments each have four performance levels, and Rhode Island established for performance levels for the SAT as well.

The Exceeds Expectations indicators report the percentage of students who perform at a Level 4 on the state assessments out of students who meet the requirements for inclusion in accountability calculations and have valid results. These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students who meet the requirements for inclusion in accountability. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. Two years of data are combined in calculating the Exceed Expectations indicators.[50]

Each school, LEA, and accountability subgroup which meets the minimum n-size of 20 students earns one to three points each for Exceeds Expectations in ELA and in Math, depending on the percentage of students exceeding expectations. Points are assigned 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 |

### 3.8.B Description – Early Grade Schools

Like the Academic Achievement indicator, these indicators have a different process for schools with grades K-2 but not grade 3. These "early grade" schools are evaluated for the Exceeds Expectations indicators by tracking their former students into third grade. To do this, when applicable, grade 3 students are counted toward the most recent early grade school that they attended for a full academic year, looking up to three years back.[51] The same cut scores are used for early grade schools. However, participation rates are not calculated and do not affect the indicators for these schools.

[50] Only one year of data was included in 2017-18 because that was the first year Rhode Island administered the new state assessments. Only one year of data was included in 2021-22 due to impacts of COVID-19 on the 2021 state assessments.
[51] Due to the COVID-19 pandemic, these schools did not have results for the Academic Achievement and Exceeds Expectations indicators for the 2021-22 school year. Rhode Island is adding one year at a time to work back to three years: In 2022-23, grade 3 students were counted only for early grade schools where they were enrolled in the immediate prior year (2021-22). In 2023-24, these students were counted based on enrollment from up to two years prior. In 2024-25, the procedure for these schools will return to looking up to three years back.

### 3.8.C Business Rules for Calculation

Two years of data are combined for the following calculations. To do this, include all students from both years in each calculation, e.g. if a school has 40 participants in year 1 and 60 participants in year 2, add the two years together to get 100 total participants.[52]

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

For schools and LEAs with students in state assessment grades (3-8 and 11) and the accountability subgroups within those schools and LEAs, computed separately for ELA and math:

1. Remove students not included in accountability computations:
   *These fields are reviewed annually in or around August.*
    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[53]; and,
    c. Students exempted from the assessment for approved medical reasons (determined separately for ELA and math with required reporting processes and deadlines).
2. 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. Determine the number of students performing at Level 4.
    a. **# Students at Level 4** = Count of Participants who performed at level 4
4. Calculate the percentage of students performing at Level 4.
    a. **Percent Exceeding Expectations** = [# Students at Level 4] / Number of Participants
        i. Round to the nearest tenth of a percent.
    b. Unlike the Academic Achievement indicators, these indicators only include students who participate in the state assessment; there is no adjustment for participation rate.
5. Determine the Exceeds Expectations Points for each school, LEA, and student subgroup using the rubric above.

[52] Rhode Island's accountability system includes that up to a third year of data will be added for any schools or student subgroups with less than 20 students over two years for all indicators. However, due to the COVID-19 pandemic, this has not yet occurred for the state's Academic Achievement and Exceeds Expectations indicators.

[53] While these students are not included in Rhode Island's accountability results for either assessment, they are still required to participate in state math assessment.

For “early grade” schools and the accountability subgroups within them, computed separately for ELA and Math:

1. Using enrollment data from the previous three years, identify the most recent full academic year record at an early grade school for all students who attended an early grade school during those years.[54] These are the **K-2 Students at Early Grade Schools**.
    a. Students must have been enrolled at the early grade school at least from October 1 through May 1 of that school year.
    b. One way to do this is to 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 record.
2. Determine whether each K-2 Student from an Early Grade School participated in the current year’s state assessment.
    a. **Tested Grade 3 Students from Early Grade Schools** = [K-2 Students at Early Grade Schools] with valid performance levels of 1, 2, 3, or 4
    b. **Non-participants** = Students who did not participate in the state assessment or have no performance level due to a test irregularity or otherwise
3. Determine the number of students performing at Level 4.
    a. **# Students at Level 4** = Count of Participants who performed at level 4
4. Calculate the percentage of students performing at Level 4.
    a. **Percent Exceeding Expectations** = [# Students at Level 4] / Number of Participants
        i. Round to the tenth of a percent.
5. Determine the Exceeds Expectations Points for each school, LEA, and student subgroup using the rubric above.

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

Student Chronic Absenteeism is one of eight indicators of school quality or student success included in Rhode Island’s statewide accountability system under the federal *Every Student Succeeds Act* (ESSA).

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. Additionally, Rhode Island’s youngest students (pre-kindergarten and kindergarten) and oldest students (high school) tend to have the highest rates of chronic absenteeism. Rhode Island’s Student Chronic Absenteeism indicator is one way the state incentivizes schools to address student chronic absenteeism, with the aim of improving equity in educational access and outcomes.

[54] Due to the COVID-19 pandemic, Rhode Island is adding one year at a time to work back to three years: In 2022-23, grade 3 students were counted only for early grade schools where they were enrolled in the immediate prior year (2021-22). In 2023-24, these students were counted based on enrollment from up to two years prior. In 2024-25, the procedure for these schools will return to looking up to three years back.

In determining Star Ratings, Student Chronic Absenteeism is grouped with the Exceeds Expectations indicators, Teacher Chronic Absenteeism, and Student Suspensions in a column often referred to as the "School Quality and Student Success" (SQSS) column of the Star Chart.

### 3.9.A Description

The Student Chronic Absenteeism indicator reports the percentage of K-12 students who are chronically absent. Rhode Island's definition of chronic absenteeism is missing 10% of school days or more out of a student's total days enrolled. For a typical school year of 180 days, 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 due to their impact as lost instructional time, regardless of reason.

Each student is coded as either chronically absent or not for each school year, and then the percentage of students who are chronically absent is calculated out of all K-12 students. These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students enrolled. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. If a school, LEA, or student group has less than 20 students enrolled in a year, up to two additional years of data are added to reach 20 students.[55]

Each school, LEA, and accountability subgroup which meets the minimum n-size of 20 students earns one to three points for Student Chronic Absenteeism, depending on their percentage of students who are chronically absent. Points are typically assigned according to the following chart, however Rhode Island adjusted the cut scores for this indicator in 2022, 2023, and 2024, as described subsequently.

| Elementary and Middle Schools | High Schools | Student Absenteeism Points |
|---|---|---|
| < 5.0 | < 10.0 | 3 |
| >= 5.0 AND < 15.0 | >= 10.0 AND < 20.0 | 2 |
| >= 15.0 | >= 20.0 | 1 |

Different cut scores by grade span were necessary to meaningfully differentiate schools on this indicator. The following K-12 and 7-12 cut scores were set in between the Elementary/Middle and High cut scores based on the statewide distribution of students enrolled in those grades. The same differentiated cut scores apply for LEAs based on their grades enrolled.

[55] Due to the COVID-19 pandemic's impact on the stability of this indicator between years, no additional years of data were added due to low n-size in 2022, 2023, or 2024.

| K-12 Schools | 7-12 Schools | Student Absenteeism Points |
|---|---|---|
| < 6.6 | < 8.3 | 3 |
| >= 6.6 AND < 16.6 | >= 8.3 AND < 18.3 | 2 |
| >= 16.6 | >= 18.3 | 1 |

Rhode Island has adjusted the cut scores for this indicator since the start of the COVID-19 pandemic due to resulting challenges with student absenteeism as well as subsequent improvement which has not yet reached pre-pandemic levels. The state increased its cut scores to the following in 2022 through 2024 for all grades to account for the effects of COVID-19 on the indicator.

| 2021-22 *(All Grade Spans)* | 2022-23 *(All Grade Spans)* | 2023-24 *(All Grade Spans)* | Student Absenteeism Points |
|---|---|---|---|
| < 15.0 | < 15.0 | < 15.0 | 3 |
| >= 15.0 AND < 40.0 | >= 15.0 AND < 30.0 | >= 15.0 AND < 30.0 | 2 |
| >= 40.0 | >= 30.0 | >= 30.0 | 1 |

### 3.9.B Business Rules for Calculation

Up to two additional years of data are added to this indicator for small schools, LEAs, and accountability subgroups within schools and LEAs. If a school, LEA, or accountability subgroup has less than 20 students enrolled in the most recent year, the immediate prior year of data is added to the following calculations for that school, LEA, or accountability subgroup. If they still have less than 20 students when including two years of data, one more prior year of data is added. To do this, include all students from each year in each calculation, e.g. if an accountability subgroup at a school has 12 students enrolled in the current year and 14 in the prior year, add the two years together to get 26 total students.[56]

For schools and LEAs with students enrolled in grades K-12 and the accountability subgroups within those schools and LEAs:

1. Include only students who meet the following requirements:
    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. Determine each student's Days of Membership and Days in Attendance.

[56] Due to the COVID-19 pandemic's impact on the stability of this indicator between years, no additional years of data were added due to low n-size in 2022, 2023, or 2024.

a. **Days of Membership** = Count of school days for which the student was enrolled in the relevant school year
b. **Days of Attendance** = Count of school days for which the student was enrolled and present in the relevant school year

3. Calculate each student's Attendance Rate.
    a. **Attendance Rate** = [Days in Attendance] / [Days of Membership]
4. Identify the students who are chronically absent. These are students who miss 10% of days or more of days they are enrolled and are enrolled in the school for at least 90 days.
    a. **Chronically Absent Student** = [Attendance Rate] <= 0.90 AND [Days of Membership] >= 90.
5. Calculate the denominator for this indicator, Average Daily Membership.
    a. **Total School Days** = number of days in the full school year at a school
    b. For every student and school, **Pupil** = [Days of Membership]/[Total School Days]
    c. **Average Daily Membership** = Sum of [Pupil] for all students enrolled at any point in the relevant school year
6. Calculate the percentage of students that are chronically absent.
    a. **Percent Chronically Absent** = Count of [Chronically Absent Student]s / [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. **Percent Chronically Absent** = (Count of [Chronically Absent Student]s, current year + Count of [Chronically Absent Student]s, 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. **Percent Chronically Absent** = (Count of [Chronically Absent Student]s, current year + Count of [Chronically Absent Student]s, previous year + Count of [Chronically Absent Student]s, 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.
7. Determine the Student Chronic Absenteeism Points for each school, LEA, and student subgroup using the appropriate rubric above.

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

Teacher Chronic Absenteeism is one of eight indicators of school quality or student success included in Rhode Island's statewide accountability system under the federal *Every Student Succeeds Act* (ESSA).

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 statewide accountability system as a way to incentivize strong teacher attendance.

In determining Star Ratings, Teacher Chronic Absenteeism is grouped with the Exceeds Expectations indicators, Student Chronic Absenteeism, and Student Suspensions in a column often referred to as the "School Quality and Student Success" (SQSS) column of the Star Chart.

### 3.10.A Description

The Teacher Chronic Absenteeism indicator reports the percentage of teachers who are chronically absent. Rhode Island's 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 because in these cases schools should be able to plan ahead to mitigate the impact on student learning:

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

Each teacher is coded as either chronically absent or not for each school year, and then a percentage of chronically absent teachers is calculated for each school and LEA and the accountability subgroups within each school and LEA. In this percentage, teachers are weighted to account for time in assignment (i.e. FTE status), and the portion of the year that each teacher taught. For example, half-time teachers and teachers who work for only half the year count half as much in the indicator's total as full-time full-year teachers. Note that the denominator for these teachers is adjusted too; since they work half as much of the year, it takes half-time and half-year teachers half as many days to be chronically absent.

To calculate the accountability subgroup values, this measure also 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 assignment associated with each student group. 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 toward each student group calculation are based on the number of students they teach who are part of that group compared to all students they teach.

These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students enrolled and at least 10 teachers employed and reported in the teacher course assignment data collection. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students and 20 teachers. If a school, LEA, or student group has less than

20 students or 20 teachers enrolled in a year, up to two additional years of data are added to reach 20 students and 20 teachers.[57]

Each school, LEA, and accountability subgroup which meets the minimum n-size of 20 students and 20 teachers earns one to three points for Teacher Chronic Absenteeism, depending on their percentage of teachers who are chronically absent. Points are typically assigned according to the following chart, however Rhode Island adjusted the cut scores for this indicator in 2022, 2023, and 2024, as described subsequently in this section.

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

Rhode Island has adjusted the cut scores for this indicator since the start of the COVID-19 pandemic due to resulting challenges with teacher absenteeism as well as subsequent improvement which has not yet reached pre-pandemic levels. The state increased its cut scores to the following in 2022 through 2023 to account for the effects of COVID-19 on the indicator.

| 2021-22 | 2022-23 | 2023-24 | Teacher Absenteeism Points |
|---|---|---|---|
| < 12.0 | < 10.0 | < 10.0 | 3 |
| >= 12.0 AND < 22.0 | >= 10.0 AND < 15.0 | >= 10.0 AND < 15.0 | 2 |
| >= 22.0 | >= 15.0 | >= 15.0 | 1 |

### 3.10.B Business Rules for Calculation

Up to two additional years of data are added to this indicator for small schools, LEAs, and accountability subgroups within schools and LEAs. If a school, LEA, or accountability subgroup has less than 20 students or 20 teachers in the most recent year, the immediate prior year of data is added to the following calculations for that school, LEA, or accountability subgroup. If they still have less than 20 students or teachers when including two years of data, one more prior year of data is added. To do this, include all teachers from each year in the calculation, e.g. if school has 12 teachers in the current year and 10 in the prior year, add the two years together to get 22 teachers.

[57] No additional years of data were added to the 2017-18 data because it was Rhode Island's first year collecting teacher attendance data. Up to one additional year of data was added in 2018-19. Due to the COVID-19 pandemic's impact on the stability of this indicator between years, no additional years of data were added due to low n-size in 2022, 2023, or 2024.

*Individual Teacher Calculations* – For all teachers:

1. Calculate each teacher's **Initial Denominator**.
    a. Find each teacher's **Number of School Days Employed** using Assignment Start Date and Assignment End Date from the Personnel Assignment data collection and 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 indicator. Here, this rank for school days can be used to calculate the number of days worked.
        ii. If a teacher's start date is before the first school day, set it as the first school day. If a teacher's end date is after the last school day, set it as the last school day.
        iii. If a teacher's start date is on a weekend, holiday, or other non-school day, set it as the next school day. If a teacher's end date is on a weekend, holiday, or other non-school day, set it as the previous school day.
        iv. 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.
    b. Multiply the teacher's Number of School Days Employed by their **Time in Assignment** (e.g. FTE status), from the Personnel Assignment data collection.[58]
        i. If a teacher's time in assignment is missing, count them as full-time.
        ii. This is the teacher's Initial Denominator, unless step c or d applies.
    c. If a teacher has multiple records in one school, sum those records together after running steps a and b above for each record.
        i. This is their Initial Denominator unless step d applies.
    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, and set their Initial 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, i.e. 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 was 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 match the requirements in number 2 above as well.

[58] 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.

4. Calculate the Official # of Absences that will count for this teacher.
    a. **Official # of Absences** = [Total Days Absent] - [#PAG5D]
5. Adjust the denominator to account for long-term pre-approved absences as needed.
    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] x [Initial Denominator] / [Number of School Days Employed])
6. Determine which teachers are chronically absent.
    a. **Attendance Rate** = 1 – [Official Absences]/[Adjusted Denominator]
    b. **Chronically Absent Teacher** = [Attendance Rate] <= 0.9
7. Determine each teacher's weight in the school or LEA total. This is their Time in Assignment multiplied by the portion of the year they worked.
    a. **Weight** = [Adjusted Denominator] / (Total school days in this school's school calendar)

*Full School and LEA Indicator Calculation* – For all schools and LEAs:

1. 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, unless there is no teacher of record for a given course, in which case recode all teachers assigned to that course to be teachers of record and keep them.
        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 at least one student was enrolled for at least 30 days.
        i. If a student is assigned to the same course more than once, sum the days in those records.
        ii. This step can be combined with subgroup calculations.
2. Calculate the weighted percentage of teachers who are chronically absent.
    a. **Total Weight** = Sum of [Weight] across all teachers included in the accountability calculation according to the prior step
    b. **Chronically Absent Weight** = Sum of [Weight] for [Chronically Absent Teacher]s
    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.

3. Determine Teacher Chronic Absenteeism Points for each school and LEA using the appropriate rubric above.

*Accountability Subgroup Calculation* – For the accountability subgroups within all schools and LEAs:

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, unless there is no teacher of record for a given course, in which case recode all teachers assigned to that course to be teachers of record and keep them.
    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)
6. Determine Teacher Chronic Absenteeism Points for each accountability subgroup in each school and LEA using the appropriate rubric above.

## 3.11 School Quality and Student Success – Student Suspension

Student Suspension is one of eight indicators of school quality and student success included in Rhode Island's statewide accountability system under the federal *Every Student Succeeds Act* (ESSA).

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, differently abled students, 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. The Student Suspension indicator incentivizes schools to lower out-of-school student suspension rates, in particular, since they represent the most loss of instruction for impacted students.

In determining Star Ratings, Student Suspension is grouped with the Exceeds Expectations indicators, Student Chronic Absenteeism, and Teacher Chronic Absenteeism in a column often referred to as the "School Quality and Student Success" (SQSS) column of the Star Chart.

### 3.11.A Description

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

These data are reported for full schools and LEAs and accountability subgroups in schools and LEAs with at least 10 students. They are included in accountability outcomes for those which meet the state's minimum n-size of 20 students. If a school, LEA, or student subgroup does not meet the minimum n-size up to two additional years of data are added to reach 20 students.[59]

Each school, LEA, and accountability subgroup which meets the minimum n-size of 20 students earns one to three points for the Student Suspension indicator, depending on their Out-of-School Suspensions per 100 Students. Points are assigned according to the following chart.

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

### 3.11.B Business Rules for Calculation

Up to two additional years of data are added to this indicator for small schools, LEAs, and accountability subgroups within schools and LEAs. If a school, LEA, or accountability subgroup has less than 20 students enrolled in the most recent year, the immediate prior year of data is added to the following calculations for that school, LEA, or accountability subgroup. If they still have less than 20 students when including two years of data, one more prior year of data is added. To do this, include all students from each year in each calculation, e.g. if an accountability subgroup at a school has 12 students enrolled in the current year and 14 in the prior year, add the two years together to get 26 total students.[60]

[59] Due to impact of the COVID-19 pandemic on suspension rates, only one year of data was used in the 2021-22 and 2022-23 accountability results. Rhode Island began adding a second year of data for low n-sizes again for 2023-24 and plans to return to up to three years of data due to low n-sizes in 2024-25.

[60] Due to the COVID-19 pandemic's impact on the stability of this indicator between years, no additional years of data were added due to low n-size in 2022, 2023, or 2024.

For all schools, LEAs, and the accountability subgroups within schools and LEAs:

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. Count the instances of student suspensions to get the **Count of Out-of-School Suspensions**.
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 rate of Out-of-School Suspensions per 100 students.
    a. **Out-of-School Suspensions per 100 Students** = [Count of Out-of-School Suspensions] / [Average Daily Membership] x 100
    b. If Average Daily Membership is less than 20, include data from the previous school year.
        i. Calculate the Count of Out-of-School Suspensions and Average Daily Membership for the previous year using steps 1-3 above.
        ii. **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 the current and previous years combined is also less than 20, add one more year of data.
            1. **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], two years prior) / ([Average Daily Membership], current year + [Average Daily Membership], previous year + [Average Daily Membership], two years prior) x 100
    c. Round to the tenths place, matching the cut scores listed above.
5. Determine the Student Suspension Points earned for each school, LEA, and student group using the rubric above.

# Chapter 4: Identification and Exit Criteria for Support and Improvement Designations

A primary function of accountability systems under the federal *Every Student Succeeds Act* (ESSA) is to improve student academic achievement and school success by ensuring appropriate identification of schools in need of support and improvement.

ESSA designates three types of support: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). CSI identification occurs at the full school level while TSI and ATSI identification each represent a need to support specified accountability subgroups. In accordance with federal requirements, Rhode Island has established the following processes for identifying schools for each level of support.

## 4.1 Comprehensive Support and Improvement (CSI)

Of the three federal designations, identification for Comprehensive Support and Improvement (CSI) indicates the most significant need for support and improvement as a full school. ESSA requires states to identify schools for Comprehensive Support and Improvement at least once every three years. Since 2022, Rhode Island identifies schools for CSI every two years.[61]

Following notification by the state, LEAs must work in partnership with their schools and other key stakeholders to develop and implement an annual Comprehensive Support and Improvement Plan (CSIP) for each CSI school. Each CSIP is approved by the school, the superintendent, and RIDE's Office of School and District Improvement (OSDI). Each CSI school's CSIP also serves as the school's application for School Improvement Grant (SIG) funding, which is awarded to LEAs with schools identified for CSI. CSIPs must:

- Be informed by all indicators in the statewide accountability system;
- Include evidence-based interventions;
- Be based on a school-level needs assessment; and
- Identify resource inequities to be addressed through the CSIP's implementation.

CSI schools and their LEAs are assigned RIDE OSDI staff to support their continuous improvement efforts, completion of CSI deliverables, and classroom walkthroughs. Schools receiving SIG funding receive 1.5-day Implementation Site Visits (ISVs) which satisfy federal monitoring requirements and provide feedback to schools on the implementation of their CSIP. RIDE also conducts Comprehensive Resource Allocation Reviews (RARs) in LEAs with two or more CSI schools.

[61] Prior to 2022, Rhode Island identified schools for CSI every year, excluding 2020 and 2021, when federal accountability requirements were waived. Rhode Island moved to identifying schools for CSI every two years to better support these schools and enable multi-year improvement efforts, better positioning them for success after exiting identification.

Under ESSA, schools which fail to exit CSI identification within a state-determined number of years, not to exceed four years, are required to undergo a more rigorous intervention. Rhode Island refers to this as School Redesign and requires it for schools which do not exit CSI status within four years.

### 4.1.A Description

States must identify at least the lowest-performing five percent of schools receiving Title I, Part A funds and all public high schools which fail to graduate one third or more of their students for Comprehensive Support and Improvement (CSI). To do this, Rhode Island first uses the state's star rating system[62] to narrow down to schools with one-star ratings.[63] Then, of the schools with one-star ratings, Rhode Island identifies the following groups of schools for Comprehensive Support and Improvement:

- **Bottom 5%** – The lowest performing five percent of all schools, including at least the bottom five percent of Title I schools, based on five indicators: Academic Achievement in ELA, Academic Achievement in Math, Science Proficiency, Growth in ELA, and Growth in Math;
- **Graduation Rate** – All high schools in the state with a four-year graduation rate at or below two thirds of students; and
- **Overall Low Performance** – Any school performing at the lowest level for each non-graduation column in the state's Star Chart and at one or two points for Graduation Rate, if applicable.[64]

Beginning in 2026, any school identified as in need of Additional Targeted Support and Improvement (as defined in 4.3) for a student subgroup which does not meet the exit criteria described in section 4.3.C for that student subgroup for six consecutive years will also be identified as in need of Comprehensive Support and Improvement.

In addition, ESSA requires states to establish criteria which schools must meet to exit identification for Comprehensive Support and Improvement. Any school identified for CSI which does not meet the exit criteria within four years of identification, not including 2020 and 2021[65] is required to undergo more rigorous intervention. Rhode Island refers to this as School Redesign and allows LEAs to choose from five School Redesign models. Rhode Island LEAs may also choose to initiate School Redesign after less than four years.

Rhode Island's exit criteria are based on the reason(s) for identification: Bottom 5%, Graduation Rate, and/or Overall Low Performance. Most simply, the exit criteria require schools to no longer meet the

[62] Rhode Island's system for annual meaningful differentiation, see 2.7.A.

[63] All high schools with graduation rates of two thirds or less receive one-star ratings.

[64] Rhode Island meets the requirement in ESSA to identify the lowest-performing five percent of schools receiving Title I, Part A funds through the combination of the "Bottom 5%" and "Overall Low Performance" criteria.

[65] In 2022, the U.S. Department of Education gave states the option to not count the 2019-20 and 2020-21 school years towards the number of years after which schools identified for CSI much undergo more rigorous intervention if they do not exit such status. Rhode Island opted to not count those years through its 2022 State Plan Addendum and then incorporated this into its state plan in 2023.

criteria for identification and to demonstrate improvement from the year they were identified. Each reason is considered separately based on the year the school was first identified for that reason.

In 2022, Rhode Island transitioned from annual to biannual CSI identification. This included shifting to biannual evaluation of schools to exit CSI status for those identified in 2022 or later. Rhode Island also updated its CSI exit criteria in 2024, which was the first year that schools identified in 2022 were eligible to exit CSI status. Because of this transition and statewide impacts of COVID-19 on student performance, schools identified for CSI prior to 2022 are also able to exit this status by meeting the state's prior exit criteria. The following table describes the state's CSI exit criteria for schools, depending on when they were identified and their reason(s) for identification.

| **Exit Criteria for Comprehensive Support and Improvement (CSI) Schools** | | |
|---|---|---|
| **Reason for Identification** | **Schools Identified in 2018 or 2019** *(evaluated every year)* | **Schools Identified in 2022 or Later** *(evaluated every two years)* |
| Bottom 5% | School rises above at least one of the cuts for the current year and demonstrates improvement by meeting either of the following criteria:<br>• improves by at least one index point on the ELA Proficiency Index or Math Proficiency Index[66] since the year they were identified or<br>• rises above at least one of the cuts from the year they were identified. | School rises above at least one of the cuts for the current year and improves by at least one index point on the ELA Proficiency Index, Math Proficiency Index, or Science Proficiency Index since the year they were identified. |
| Graduation Rate | More than two thirds of students graduate within four years. | |
| Overall Low Performance | School no longer meets the criteria for Overall Low Performance. | |

*Schools are only evaluated based on indicators where they meet the minimum n-size of 20.*

### 4.1.B Business Rules for Identification

Since 2022, schools are identified for CSI every two years, on even accountability reporting years (e.g. Fall 2022 and Fall 2024). The following steps for identifying the Bottom 5% are run every year, however, for use in the CSI and ATSI exit criteria.

**Bottom 5%** – To identify schools performing in the bottom five percent for Academic Achievement in ELA and Math, Science Proficiency, and Growth in ELA and Math:

[66] These schools are not able to demonstrate improvement in Science Proficiency since the year of identification because Science Proficiency was not included in Rhode Island's statewide accountability system until 2023.

1. First calculate the **Proficiency Index** for ELA, math, and science, and **Growth Index** for ELA and math for all schools through the methods described in 3.1.C, 3.2C, and 3.3.B.
2. Then calculate **Z-Scores**—the number of standard deviations from the mean—for each school for each of the five indices.
    a. For each z-score calculation, exclude schools with fewer than 10 students included in the index calculation.
3. Average the available z-scores for each school. This is the **Z-Score Average**.
4. Find the **Initial Bottom 5%** of schools based on their Z-Score Average by rank ordering the Z-Score Average for all schools. The denominator for determining five percent of schools is the number of schools where the Academic Achievement indicators are applicable given schools' grades of enrollment and n-size.
5. The ranked Z-Score Average and Initial Bottom 5% of schools within it can be represented as a 5-dimensional sphere. However, to create clear targets for schools, this sphere is translated to distinct cut scores for each of the five indices.
    a. To do this, first find the 3rd highest ELA proficiency index, 3rd highest math proficiency index, 3rd highest science proficiency index, 3rd highest ELA growth index, and 3rd highest math growth index of the Initial Bottom 5% of schools, rounding the proficiency indices to the whole number and the growth indices to the hundredths place. These are the **Initial Cut Scores**.
    b. Apply the Initial Cut Scores to all schools for the indices where they meet the minimum n-size of 20. Exclude schools which do not meet the minimum n-size for at least the ELA proficiency index and math proficiency index.
    c. Typically, less than 5% of schools will fall within the Initial Cuts. If this is the case, increase the cut scores until reaching 5% of schools.
        i. To do this, cycle through the five indicators, increasing each indicator's cut score by enough to include at least one additional 1-star school in each cycle. Prioritize the indicator(s) with the lowest performance relative to the other indicators and lowest z-score relative to the other indicators.
        ii. Check that this 5% of schools includes at least the bottom 5% of Title I schools. If not, continue increasing the cut scores until at least the bottom 5% of Title I schools is included.
    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 2024 the five cuts were 26 for the ELA proficiency index, 25 for the math proficiency index, 31 for the science proficiency index, 0.79 for the ELA growth index, and 0.79 for the math growth index. All schools falling below all five of these cuts were identified for Comprehensive Support and Improvement.

6. Apply the Final Cuts to all schools which meet the n-size of 20 for both Academic Achievement measures, even if they do not meet the n-size for science proficiency or the growth measures. Identify schools which fail to meet any of the cuts (with a measure where they meet the minimum n-size) for CSI due to performance in the Bottom 5% of schools.
    a. If a school meets the minimum n-size for both achievement measures and one or two but not all of the science proficiency and growth measures, apply the cut for each measure where the school meets the minimum n-size. Meeting or exceeding any of the cuts for a measure where the school meets the minimum n-size means the school will *not* be identified.

**Graduation Rate** – To identify schools with four-year graduation rates at or below two thirds of students:

1. First calculate each school's **Base Graduation Rate** according to the Graduation indicator calculation described in 3.5.B. This indicator runs on a one-year lag due to its collection and validation timeline.
    a. As described in 3.5.B, if a school does not meet the minimum n-size of 20 students in the most recent four-year graduation cohort, up to two additional years of data are added to reach 20 students.
2. For schools meeting the minimum n-size of 20 students when including up to three years of data, if the Base Graduation Rate is less than or equal to two thirds, identify the school for CSI due to Graduation Rate.[67] This is the same cut as that to earn one point on the Graduation indicator.

**Overall Low Performance** – To identify schools for overall low performance:

1. Schools must have enough indicators available to be eligible for this identification.
    a. Schools without Graduation Rate must meet the minimum n-size to have results for at least two of the following columns:
        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 minimum n-size for at least 2 of the 5 indicators in the SQSS column.
    b. Schools with Graduation Rate must meet the minimum n-size to have results for at least three of the following columns:
        i. Achievement or Achievement and Growth
        ii. English Language Proficiency (ELP)
        iii. Graduation
        iv. Diploma Plus

[67] This is the only cut score in the statewide accountability system where an indicator is not rounded to a set number of digits. Rhode Island does this to exactly match the requirement in ESSA to identify "all public high schools in the State failing to graduate one third or more of their students."

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 indicators in the SQSS column.

2. Of the schools which meet the requirements described in the previous step, identify schools with the following performance for all applicable indicators for CSI due to Overall Low Performance:
    a. 1 point each for Academic Achievement in ELA, Academic Achievement in Math, Science Proficiency, Growth in ELA, and Growth in Math;
    b. 1 point for English Language Proficiency (ELP);
    c. 1 or 2 points for Graduation Rate;
    d. 1 point each for Commissioner's Seal and Postsecondary Success; and
    e. 2-star level for the School Quality and Student Success (SQSS) column of the Star Chart.
        i. If all 5 indicators are available, this is 5-6 points.
        ii. If 4 indicators are available, this is 4-5 points.
        iii. If 3 indicators are available, this is 3-4 points.
        iv. If 2 indicators are available, this is 2 points.

3. In other words, any school which meets the minimum n-size and exceeds the points listed in the previous step for any indicator listed in (a) through (d), or the combined SQSS column as described in (e) is *not* identified for Overall Low Performance.

### 4.1.C Business Rules for Exiting Identification

Schools identified in 2018 or 2019 are evaluated to exit CSI identification every year. Schools identified in 2022 or later are evaluated to exit CSI identification every two years.

To exit CSI identification, schools must meet the exit criteria for each reason for which they were identified. If a school meets the exit criteria for one reason but not all reasons they were identified, the reason for which they met the exit criteria will be removed as of that year, but the school will still be identified for CSI due to the remaining reason(s).

If a school drops below the minimum n-size to be evaluated on these criteria for one year, that is assumed to be a temporary shift in enrollment and the school stays identified. If a school stays below the minimum n-size for a second consecutive year, the identification will no longer apply due to the school having two few students to be evaluated.

**Bottom 5%** – For each school identified due to performing in the bottom five percent in the prior year, whether newly identified or previously identified and continued without exiting through the prior year:

1. Determine whether the school falls within the bottom five percent for the current year through the process described above.
2. Determine whether the school meets either of the following criteria for demonstrating improvement:

a. For all CSI schools – Improvement by at least one index point on the ELA Proficiency Index, Math Proficiency Index, or Science Proficiency Index since the year of identification. Each index is rounded to the nearest whole number in both the year of identification and the current year; or, if applicable,

b. For CSI schools identified for this reason continuously since 2018 or 2019 – Rising above at least one of the cuts for the ELA Proficiency Index, Math Proficiency Index, ELA Growth Index, or Math Growth Index from the year they were first identified.

3. Schools must meet both requirements (1) and (2) to exit CSI identification due to performing in the Bottom 5%.

**Graduation Rate** – For each school identified due to graduation rate in the prior year, whether newly identified or previously identified and continued without exiting through the prior year:

1. Determine whether the school's **Base Graduation Rate** according to the Graduation indicator calculation described in 3.5.B exceeds two thirds of students.

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

2. For schools meeting the minimum n-size of 20 students when including up to three years of data, if the Base Graduation Rate is more than two thirds, the school exits CSI identification due to Graduation Rate.

**Overall Low Performance** – For each school identified due to Overall Low Performance in the prior year, whether newly identified or previously identified and continued without exiting through the prior year:

1. Determine whether the school meets the minimum n-size and exceeds the points listed in 4.1.B for any indicator listed in (a) through (d), or the combined SQSS column as described in (e). If so, the school exits CSI identification due to Overall Low Performance.

## 4.2 Targeted Support and Improvement (TSI)

In addition to Comprehensive Support and Improvement identification based on full school performance, ESSA also requires states to identify two categories of schools for support and improvement based on the performance of their accountability subgroups.[68] The first category, Targeted Support and Improvement (TSI), includes schools with one or more "consistently underperforming" accountability subgroups, based on all indicators in the statewide accountability system. ESSA requires states to identify schools for Targeted Support and Improvement for student subgroups every year.

[68] Student subgroups include the seven race and ethnicity categories, using federal definitions, economically disadvantaged students, multilingual learners, and differently abled students. See 2.3.

Each school identified for TSI is required to develop an annual School Improvement Plan (SIP) with superintendent approval by July 1st. The SIP must include a goal, initiative, or action step which outlines how the school will improve performance for any identified subgroup. Schools identified for TSI do not receive additional funding. RIDE provides universal statewide support to TSI schools and their LEAs including by providing technical assistance on understanding and using accountability data to create a SIP upon request.

### 4.2.A Description

Rhode Island identifies schools for Targeted Support and Improvement (TSI) if one or more of their accountability subgroups meets the minimum n-size of 20 and the criteria for a **one-star rating**[69] based on the statewide accountability system as if that subgroup were its own school.

ESSA does not require states to specify criteria which schools must meet to exit identification for Targeted Support and Improvement. Each year, Rhode Island determines whether each accountability subgroup within each public school meets the criteria for Targeted Support and Improvement or not, and schools are either identified for Targeted Support and Improvement or not, accordingly.

### 4.2.B Business Rules for Identification

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

1. The student group met the minimum n-size of at least 20 students and earned 1 point on ELA Achievement and 1 point on Math Achievement. If the student group also met the n-size for Science Proficiency, ELA Growth and/or Math Growth, they scored 1 point on each of those indicators as well.
2. The student group scored 1 point for Graduation Rate, meaning their **Base Graduation Rate** according to the Graduation indicator calculation described in 3.5.B is two thirds or less.

## 4.3 Additional Targeted Support and Improvement (ATSI)

The second category of student subgroup identification required by ESSA is Additional Targeted Support and Improvement (ATSI). ATSI identification indicates greater need than TSI identification. ESSA requires states to identify schools for Additional Targeted Support and Improvement at a state-determined frequency. As of 2024, Rhode Island identifies schools for ATSI once every two years.[70]

Each school identified for ATSI is required to develop an annual School Improvement Plan (SIP) with superintendent approval by July 1st. ATSI schools must identify resource inequities and, paying specific

[69] See 2.5.B

[70] Prior to 2024, Rhode Island identified schools for ATSI every year, excluding 2020 and 2021, when federal accountability requirements were waived.

attention to how those inequities impact their identified subgroups, include a plan to address them within their SIP. Schools identified for ATSI do not receive additional funding.

RIDE conducts Desktop Resource Allocation Reviews (RARs) in LEAs with 80% or more of their schools identified for TSI or ATSI. LEAs are eligible for a Desktop RAR once every two years. RIDE also provides universal statewide support to ATSI schools and their LEAs including by providing technical assistance on understanding and using accountability data to create a SIP upon request.

### 4.3.A Description

Schools are identified for Additional Targeted Support and Improvement (ATSI) if one or more of their accountability subgroups meets the minimum n-size of 20 and the criteria to be identified as in need of Comprehensive Support and Improvement (CSI) when considered on its own. In other words, the rules for identifying full schools for CSI are also applied to accountability subgroups to identify schools for ATSI.

Schools with accountability subgroups which meet the criteria for a one-star rating and one or more of the following criteria for CSI are identified as in need of Additional Targeted Support and Improvement:

- **Bottom 5%** – Performance within the level of the lowest performing five percent of schools, as calculated for CSI based on five indicators: Academic Achievement in ELA, Academic Achievement in Math, Science Proficiency, Growth in ELA, and Growth in Math;
- **Graduation Rate** – A four-year graduation rate at or below two thirds of students; and
- **Overall Low Performance** – Performance at the lowest level for each non-graduation column in the state's Star Chart and at one or two points for Graduation Rate, if applicable.

ESSA also requires states to establish criteria which schools must meet to exit identification for Additional Targeted Support and Improvement. In Rhode Island, these criteria are the same as the criteria for exiting CSI identification. Most simply, the CSI and ATSI exit criteria require schools to no longer meet the criteria for identification and to demonstrate improvement from the year they were identified. Each student group for which a school is identified and each reason for identification is considered separately based on the year the school was first identified for that student group and reason.

Rhode Island updated its CSI and ATSI exit criteria in 2024. Due to statewide impacts of COVID-19 on student performance, schools identified for ATSI for a student subgroup since prior to 2022 are also able to exit this status by meeting the state's prior exit criteria. Unlike CSI, all schools identified for ATSI are evaluated to exit identification annually. The following table describes the ATSI exit criteria for schools, depending on when they were identified and their reason(s) for identification.

| Exit Criteria for Additional Targeted Support and Improvement (ATSI) Schools<br>*(evaluated every year, for each student subgroup and reason)* | | |
|---|---|---|
| **Reason for Identification** | **Student Subgroups Identified in 2018 or 2019** | **Student Subgroups Identified in 2022 or Later** |
| Bottom 5% | Student group rises above at least one of the cuts for the current year and demonstrates improvement by meeting either of the following criteria:<br>• improves by at least one index point on the ELA Proficiency Index or Math Proficiency Index[71] since the year they were identified or<br>• rises above at least one of the cuts from the year they were identified. | Student group rises above at least one of the cuts for the current year and improves by at least one index point on the ELA Proficiency Index, Math Proficiency Index, or Science Proficiency Index since the year they were identified. |
| Graduation Rate | More than two thirds of the student group graduate within four years. | |
| Overall Low Performance | Student group no longer meets the criteria for Overall Low Performance. | |

Schools which fail to exit ATSI identification for a subgroup within six years (excluding 2020 and 2021)[72] will be identified for Comprehensive Support and Improvement.

### 4.3.B Business Rules for Identification

Since 2024, schools are identified for ATSI every two years, on even accountability reporting years (e.g. Fall 2024 and Fall 2026).

**Bottom 5%** – To identify schools with student subgroups performing at the level of the bottom 5% of schools for Academic Achievement in ELA and Math, Science Proficiency, and Growth in ELA and Math:

1. Apply the Final Cuts determined in 4.1.B for Comprehensive Support and Improvement (CSI) schools performing in the bottom 5% to all student subgroups meeting the minimum n-size of 20 for both Academic Achievement indicators.
    a. For these schools, use a minimum n-size of 20 for Academic Achievement in ELA and Math and Science Proficiency, and a minimum n-size of 10 for Growth in ELA and Math.

[71] These schools are not able to demonstrate improvement in Science Proficiency since the year of identification because Science Proficiency was not included in Rhode Island's statewide accountability system until 2023.
[72] In 2022, the U.S. Department of Education gave states the option to not count the 2019-20 and 2020-21 school years towards the number of years after which schools identified for CSI much undergo more rigorous intervention if they do not exit such status. Rhode Island opted to not count those years through its 2022 State Plan Addendum and then incorporated this into its state plan in 2023.

2. Identify schools with student subgroups which fail to meet any of the cuts for ATSI due to performance at the level of the Bottom 5% of schools.

**Graduation Rate** – To identify schools with student subgroups that have four-year graduation rates at or below two thirds of students:

1. First calculate each student subgroup's **Base Graduation Rate** according to the Graduation indicator calculation described in 3.5.B. This indicator runs on a one-year lag due to its collection and validation timeline.
    a. As described in 3.5.B, if a student subgroup does not meet the minimum n-size of 20 students in the most recent four-year graduation cohort, up to two additional years of data are added to reach 20 students.
2. For student subgroups meeting the minimum n-size of 20 students when including up to three years of data, if the Base Graduation Rate is less than or equal to two thirds, identify the school for ATSI due to Graduation Rate.[73]

**Overall Low Performance** – To identify schools with student subgroups that have overall low performance:

1. Student subgroups must have enough indicators available to be eligible for this identification.
    a. Groups without Graduation Rate must meet the minimum n-size to have results for at least two of the following columns:
        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 student subgroup must meet the minimum n-size for at least 2 of the 5 indicators in the SQSS column.
    b. Groups with Graduation Rate must meet the minimum n-size to have results for at least three of the following columns:
        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 student subgroup must meet the n-sizes for at least 2 of the 5 indicators in the SQSS column.

[73] This is the only cut score in the statewide accountability system where an indicator is not rounded to a set number of digits. Rhode Island does this to exactly match the requirement in ESSA to identify "all public high schools in the State failing to graduate one third or more of their students."

2. Identify schools for ATSI due to Overall Low Performance if they have any student subgroups that meet the requirements described in the previous step and have the following performance for all applicable indicators:
    a. 1 point each for Academic Achievement in ELA, Academic Achievement in Math, Science Proficiency, Growth in ELA, and Growth in Math;
    b. 1 point for English Language Proficiency (ELP);
    c. 1 or 2 points for Graduation Rate;
    d. 1 point each for Commissioner's Seal and Postsecondary Success; and
    e. 2-star level for the School Quality and Student Success (SQSS) column of the Star Chart.
        i. If all 5 indicators are available, this is 5-6 points.
        ii. If 4 indicators are available, this is 4-5 points.
        iii. If 3 indicators are available, this is 3-4 points.
        iv. If 2 indicators are available, this is 2 points.

3. In other words, any student subgroup which meets the minimum n-size and exceeds the points listed in the previous step for any indicator listed in (a) through (d), or the combined SQSS column as described in (e) is *not* identified for Overall Low Performance.

### 4.3.C Business Rules for Exiting Identification

Schools are evaluated to exit ATSI identification every year.

To exit ATSI identification for a student subgroup, schools must meet the exit criteria for each reason they were identified for that student subgroup. If a school meets the exit criteria for one reason but not all reasons for which they were identified for that student subgroup, the reason for which they met the exit criteria will be removed as of that year, but the school will still be identified for ATSI for that student subgroup due to the remaining reason(s).

If a student subgroup drops below the minimum n-size to be evaluated on these criteria for one year, that is assumed to be a temporary shift in enrollment and the school stays identified. If a student subgroup stays below the minimum n-size for a second consecutive year, the identification will no longer apply due to the school having two few students in that student subgroup to be evaluated.

**Bottom 5%** – For each school identified due to having a student subgroup performing at the level of the bottom five percent of schools in the prior year, whether newly identified or previously identified and continued without exiting through the prior year:

1. Determine whether the student subgroup's performance falls within the bottom five percent of schools for the current year through the process described above.
2. Determine whether the student subgroup meets the following criteria for demonstrating improvement:

a. For all ATSI schools – Improvement by at least one index point on the ELA Proficiency Index, Math Proficiency Index, or Science Proficiency Index since the year of identification. Each index is rounded to the nearest whole number in both the year of identification and the current year.

b. For ATSI schools identified for this student subgroup and reason continuously since 2018 or 2019 – Rising above at least one of the cuts for the ELA Proficiency Index, Math Proficiency Index, ELA Growth Index, or Math Growth Index from the year they were first identified.

3. Schools must meet both requirements (1) and (2) to exit ATSI identification due to having a student subgroup performing in the Bottom 5%.

**Graduation Rate** – For each school identified due to a student subgroup's graduation rate in the prior year, whether newly identified or previously identified and continued without exiting through the prior year:

1. Determine whether the student subgroup's **Base Graduation Rate** according to the Graduation indicator calculation described in 3.5.B exceeds two thirds of students.

    a. As described in 3.5.B, if a student group does not meet the minimum n-size of 20 students in the most recent four-year graduation cohort, up to two additional years of data are added to reach 20 students.

3. For student groups meeting the minimum n-size of 20 students when including up to three years of data, if the Base Graduation Rate is more than two thirds, the school exits ATSI identification due to Graduation Rate.

**Overall Low Performance** – For each school identified due to having a student subgroup with Overall Low Performance in the prior year, whether newly identified or previously identified and continued without exiting through the prior year:

2. Determine whether the student subgroup meets the minimum n-size and exceeds the points listed in 4.3.B for any indicator listed in (a) through (d), or the combined SQSS column as described in (e). If so, the school exits ATSI identification due to Overall Low Performance.

## 4.4 LEA Low-Performing Student Subgroup Identifications

In addition to the federally required school identifications, Rhode Island also reports student subgroup identifications for LEAs. The state reports one type of subgroup identification for LEAs each year: Low-Performing Student Subgroups.[74]

[74] Rhode Island started reporting LEA Low Performing Student Subgroups in 2022, when the state started reporting accountability results for full LEAs in addition to schools.

LEAs with Low-Performing Student Subgroups should pay special attention to the group(s) identified and address the identification(s) in their Strategic Plan and budget by developing priorities, measurable goals, initiatives, and/or action steps that aim to improve performance of the identified groups based on their reasons for low performance. These LEAs do not receive any additional funding. RIDE provides support to LEAs with Low-Performing Student Subgroups upon request, such as by providing technical assistance on understanding and using accountability data in their strategic plans.

### 4.4.A Description

Rhode Island applies the same rules for identifying schools for Targeted Support and Improvement (TSI) to identify Low-Performing Student Subgroups in LEAs. Specifically, LEAs are identified as having Low-Performing Student Subgroups if one or more of their accountability subgroups meets the minimum n-size of 20 and the criteria for a one-star rating[75] based on the statewide accountability system as if that subgroup were a full school.

Each year, Rhode Island determines whether each accountability subgroup within each LEA meets the criteria for identification as a Low-Performing Student Subgroup or not, and LEAs are either identified or not, accordingly.

### 4.4.B Business Rules for Identification

LEAs with Low-Performing Student Subgroups have accountability subgroups which would earn a one-star rating if they were a full school. This means that either:

1. The student group met the minimum n-size of at least 20 students and earned 1 point on ELA Achievement and 1 point on Math Achievement. If the student group also met the n-size for Science Proficiency, ELA Growth and/or Math Growth, they scored 1 point on each of those indicators as well.
2. The student group scored 1 point for Graduation Rate, meaning their **Base Graduation Rate** according to the Graduation indicator calculation described in 3.5.B is two thirds or less.

[75] See 2.5.B

# 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. They were also shifted by two years in 2022 due to impacts of COVID-19 on student performance.

| English Language Arts - All Grades (3-8 and high school) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Group** | **#** | **Baseline** | **2019** | | **2022** | **2023** | **2024** | **2025** | **2026** | **2027** | **2028** | **2029** | **2030** | **2031** | **2032** |
| **All Students** | 74,721 | 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** | 2,373 | 46 | 53 | | 59 | 64 | 68 | 72 | 76 | **79** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Black or African American** | 6,312 | 19 | 29 | | 38 | 46 | 53 | 59 | 64 | **68** | 72 | 75+ | 75+ | 75+ | 75+ |
| **Hispanic or Latino** | 18,990 | 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** | 43,197 | 46 | 52 | | 58 | 64 | 68 | 72 | 76 | **79** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Two or More Races** | 3,182 | 30 | 39 | | 47 | 53 | 59 | 64 | 69 | **73** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Differently Abled Students** | 11,777 | 7 | 18 | | 29 | 38 | 45 | 52 | 58 | **63** | 68 | 72 | 75 | 75+ | 75+ |
| **Multilingual Learners** | 8,449 | 11 | 22 | | 32 | 40 | 48 | 54 | 60 | **65** | 69 | 73 | 75+ | 75+ | 75+ |
| **Economically Disadvantaged** | 35,930 | 20 | 30 | | 39 | 46 | 53 | 59 | 64 | **69** | 73 | 75+ | 75+ | 75+ | 75+ |

| Mathematics - All Grades (3-8 and high school) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Group** | **#** | **Baseline** | **2019** | | **2022** | **2023** | **2024** | **2025** | **2026** | **2027** | **2028** | **2029** | **2030** | **2031** | **2032** |
| **All Students** | 74,680 | 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** | 2,371 | 42 | 50 | | 57 | 63 | 68 | 73 | 77 | **80** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Black or African American** | 6,305 | 13 | 25 | | 36 | 45 | 52 | 59 | 65 | **70** | 74 | 75+ | 75+ | 75+ | 75+ |
| **Hispanic or Latino** | 18,973 | 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** | 43,184 | 36 | 45 | | 53 | 59 | 65 | 70 | 74 | **78** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Two or More Races** | 3,179 | 24 | 34 | | 44 | 51 | 58 | 64 | 69 | **73** | 75+ | 75+ | 75+ | 75+ | 75+ |
| **Differently Abled Students** | 11,766 | 5 | 18 | | 29 | 39 | 48 | 55 | 61 | **67** | 71 | 75 | 75+ | 75+ | 75+ |
| **Multilingual Learners** | 8,449 | 9 | 22 | | 33 | 42 | 50 | 57 | 63 | **68** | 73 | 75+ | 75+ | 75+ | 75+ |
| **Economically Disadvantaged** | 35,910 | 14 | 26 | | 36 | 45 | 53 | 59 | 65 | **70** | 74 | 75+ | 75+ | 75+ | 75+ |

## A.2 Graduation Rate

| Student Group | # | Baseline | 2018 | 2019 | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 11,122 | 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** | 2,494 | 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** | 6,937 | 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+ |
| **Differently Abled Students** | 1,925 | 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** | 5,990 | 75 | 78 | 82 | | 84 | 87 | 89 | 90 | 92 | **93** | 94 | 95 | 95+ | 95+ | 95+ | 95+ |

## A.3 Progress in Achieving English Language Proficiency

| Student Group | # | Baseline | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
|---|---|---|---|---|---|---|---|---|
| **Multilingual Learners** | 14,626 | 67 | 71 | 75 | 79 | 82 | 86 | 90 |