RHODE ISLAND SCHOOL AND DISTRICT ACCOUNTABILITY SYSTEM

TECHNICAL BULLETIN

October 2017

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Commissioner

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THE RHODE ISLAND STATE CONTEXT

Rhode Island's School Accountability system is in a period of transition to ESSA. The accountability data released October 2017 is based on the 2016-17 administration of the PARCC assessment. Results from the Multi-State Alternate Assessment in ELA/literacy and mathematics are also included. The results of this testing confirm the need for us to continue our hard work of transitioning to more rigorous expectations for students through personalization, aligned curriculum, and expert instruction. Our accountability system is intended to shine a light on the progress our schools are making on these efforts and to provide public information that allows us to:

- Focus on learning gaps;
- Document and learn from schools that are making great progress;
- Provide information that raises questions for further investigation; and
- Identify schools that need additional support and attention.

This year's accountability is sensitive to this transition period. This approved plan allowed us to adjust our accountability system and begin to pivot to the new ESSA law. This year's plan requires RI to calculate an accountability index for every school under an abbreviated set of measures; to identify Commended Schools, and schools In Good Standing; and to maintain our list of Priority and Focus Schools unless they met agreed upon exit criteria from that status.

This Technical Bulletin for classifying schools is based on this approved system for 2016-17 school year. The following pages describe the process that is used to classify schools for the 2016-17 school year only. We urge you to review the data with an understanding that we are in the midst of important change.

SCHOOL AND DISTRICT CLASSIFICATION AND MEASURES OF PERFORMANCE

For School Year 2016/2017 RIDE classifies schools in one of three categories:

- Commended Schools
- Focus
- Priority

Classification is based on three (3) metrics or measures of performance based on school level:

- Percent Meets Expectations (also called "Proficiency" for short), for English Language Arts (ELA) and Mathematics
- Performance Gaps (or "Gap-Closure"), for ELA and Mathematics
- Student Growth (or "Growth") – ELA and Mathematics for elementary and middle level only, and

- High School Graduation Rate (or "Graduation) – high school level only.

It is important to note that a school is classified at only one level (elementary, middle or high). As a general rule, this is the highest grade the school includes and for which it has sufficient numbers to calculate the above metrics. If there are sufficient metrics in a different level other than the level containing the highest grade, then the school is classified under that level. A district is classified separately at each appropriate level. Therefore a district with grades K-12 would be evaluated at the elementary level, at the middle level and at the high school level.

COMPOSITE INDEX SCORE (CIS)

Each of Rhode Island's schools will have a Composite Index Score (CIS) ranging from 20 to 100 points in order to be classified appropriately. Each district will have a CIS for each applicable level (i.e. elementary, middle and high). Within each metric, cut scores were assigned to divide the range of scores into five levels of performance. There are also two metrics that may influence the classification of schools and districts. These are the Graduation Rate Target and the Participation Rate.

Each of the metrics of the accountability system, except for the high school graduation rate, is calculated for English Language Arts and Mathematics.

For all of the metrics, each content area is measured separately. For the point-bearing metrics, each content area is scored using the five levels. The scores for each content area for the metric are weighted with possible maximums between 15 and 20 points, together totaling a possible maximum of 100 points. The individual scores for each metric are then added together to arrive at a total score (i.e. the CIS). Table 1 below provides a summary of the metrics of performance and the weights assigned.

Table 1: Composite Index Score Point Totals

Accountability Design Weights			
Measure	**Components**	**Elementary/ Middle**	**High School**
Percent Meets Expectations	All Students - ELA	20	20
	All Students - Math	20	20
Gap Closure	All Students - ELA	15	15
	All Students - Math	15	15
Growth	All Students - ELA	15	n/a
	All Students - Math	15	
HS Graduation Rates	All Students	n/a	30
TOTAL		100	100

CUT SCORES

For each of the three accountability components, cut scores were assigned to create five increments. Cut scores were adjusted to reflect the PARCC assessments. Cut points within each component were assigned within the following framework:

1. The highest levels of performance reflect current achievement data in each category. They outline achievable yet aspirational goals for each school.

2. The lowest levels of performance reflect the current unacceptably low performance in each category.

3. The middle ranges attempt to differentiate among the ranges of school performance based on the most recent data sets we have for schools.

A school is only measured on any metric if there are results for at least 20 students. Cut scores may vary based on grade span (i.e. elementary, middle and high) and on subject area but they do not vary by subgroup. The cut scores are provided in tables below in the appropriate section for each metric.

In general, the points a school earns for each metric evaluated is multiplied by the metric weight and divided by 5 (representing the 5 point scale). For example, Percent Meets Expectations for Mathematics is worth a maximum of 20 possible points; the points a school receives for this metric = (Score * 20) / 5.

ACHIEVEMENT LEVELS

Rhode Island's Assessment and Accountability System is aligned to Common Core Standards that have been presented to districts to use as guides for assessment and curriculum development. For each of the English language arts and mathematics assessments, students receive a scaled score. The scaled score is a numerical value that summarizes the overall level of performance attained by that student. Performance levels are the broad, categorical levels used to report student performance on an assessment that describe how well student(s) met the expectations for their grade level or course. Each performance level is defined by a range of scores for the assessment. There are five performance levels for PARCC assessments:

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

Students performing at levels 4, and 5 *Met* or *Exceeded Expectations*, and have demonstrated readiness for the next grade level and, ultimately, are on track for college and careers.

There are four performance levels for the Multi-State Alternate Assessment. Students performing at levels 3 and 4 *Met* or *Exceeded Expectations*.

Cut scores between the different achievement levels may vary for each grade and content area. Throughout this bulletin, the percentage of students that *Exceeded Expectations* or Met *Expectations* will be referred to collectively as the Percent Meets Expectations.

If a student was not continuously enrolled in a school from October 1, 2016 to the end of the 2016/2017 school-year, then their scores are excluded from Percent Meets Expectations calculations. Certain students are exempted from analysis (see the Student Exemptions section on page 15).

District Percent Meets Expectations rates combine student scores for all grades from all district schools as well as for students tested at "outplacement" schools.

PERCENT MEETS EXPECTATIONS

PARCC data and Multi-State Alternate Assessment data from 2016 and 2017 are combined to determine values for the Index Proficiency metric. ELA and Mathematics are treated as separate measures.

Points are assigned based on student achievement level on the ELA and Mathematics state

assessments. Additional Student Success Factor (.25) is assigned to students with disabilities (IEP) students receiving ELL services, students living in poverty.

Points are assigned to each group based on the chart below:

Table 2: Percent Meets Expectations Points

Achievement Level		Students with IEPs, who are English Learners, or who live in poverty	
	PARCC	PARCC	Multi-State Alternate Assessment
1	0	0	0
2	1/3	1.25*1/3	1.25*1/2
3	2/3	1.25*2/3	1.25*1
4	1	1.25*1	1.25*1
5	1	1.25*1	NA

These points are summed up for all students and tests within a school to determine total raw points. School Total Points 100*(Raw Points)/N, where N= (Tested Population).

Once the Total Points are known, metric scores are assigned based on the following tables.

Table 3: Percent Meets Expectations Cut Scores

Measure	Meets Expectations Cut Points				
	1	2	3	4	5
Elementary ELA	< 40	≥ 40 < 65	≥ 65 < 75	≥ 75 < 85	≥ 85
Middle ELA	< 40	≥ 40 < 65	≥ 65 < 75	≥ 75 < 85	≥ 85
High ELA	< 30	≥ 30 < 45	≥ 45 < 60	≥ 60 < 80	≥ 80
Elementary Math	< 40	≥ 40 < 65	≥ 65 < 75	≥ 75 < 85	≥ 85
Middle Math	< 40	≥ 40 < 55	≥ 55 < 70	≥ 70 < 80	≥ 80
High Math	< 30	≥ 30 < 45	≥ 45 < 60	≥ 60 < 80	≥ 80

This metric is weighted 20 points each for ELA and Mathematics. The metric points are calculated as: Percent Meets Expectations Points = 20 * cut score points / 5

GAP CLOSURE

Gap Closure measures the average performance of the bottom 25 % of all student scores for each content area within each school against the minimum scale score to meet expectations. PARCC data from 2016 and 2017 are combined to determine values for the Gap Closure metric.

For each year, students are placed into quartiles based on their annual scaled scores, school code and test. After data is combined, school mean scaled scores at the bottom quartile are calculated. The school gap is defined as gap equals 750 (the minimum scale score for proficiency minus the average scale score of the bottom quartile. Schools where the bottom quartile population over two years is fewer than 20 will not have a gap metric calculated. Points are then assigned as follows:

Table 4: Gap Closure Cut Scores

Measure	Gap Closure Cut Points				
	1	2	3	4	5
Elementary ELA	≥ 65	$\geq 50 < 65$	$\geq 40 < 50$	$\geq 30 < 40$	< 30
Middle ELA	≥ 65	$\geq 50 < 65$	$\geq 40 < 50$	$\geq 30 < 40$	< 30
High ELA	≥ 65	$\geq 50 < 65$	$\geq 40 < 50$	$\geq 30 < 40$	< 30
Elementary Math	≥ 65	$\geq 50 < 65$	$\geq 40 < 50$	$\geq 30 < 40$	< 30
Middle Math	≥ 65	$\geq 50 < 65$	$\geq 40 < 50$	$\geq 30 < 40$	< 30
High Math	≥ 75	$\geq 60 < 75$	$\geq 50 < 60$	$\geq 30 < 50$	< 30

Finally, Gap Closure metric scores are calculated from Gap Metric Points = 15* cut point/5

STUDENT GROWTH

The Rhode Island Growth Model (RIGM) is a statistical model that provides a new way of looking at student achievement, a Student Growth Percentile. The Student Growth Percentile (SGP) methodology was developed by Damian Betebenner (www.nciea.org/publication_PDFs/normative_criterion_growth_DB08.pdf). An SGP describes a student's progress relative to their academic peers on the PARCC assessment in Mathematics and ELA. Academic peers are students who have scored similarly on the PARCC in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

The Student Growth metric is calculated using the SGPs from the 2016-2017 administration of the PARCC assessment. Students participating in the Multi State Alternate Assessment are not included in this metric. To calculate the growth metric the percent of students in each school with a Student Growth Percentile (SGP) below 35 is identified. This percentage is then used to

assign metric points as follows:

Table 5: Student Growth Cut Scores

	Student Growth Cut Points				
	1	2	3	4	5
All Students	≥ 50	$\geq 40 < 50$	$\geq 30 < 40$	$\geq 20 < 30$	< 20

Student Growth points are then weighted as 15% of the CIS for each content area.
Growth Score = 15* cut points /5

HIGH SCHOOL GRADUATION RATE

The High School Graduation Rate accounts for 30 points for high schools in Rhode Island's classification system. For each school or district, four different graduation rates are calculated based on cohorts:

1. The 4-year graduation rate is based on the cohort of students who entered 9th grade for the first time in 2013-2014.
2. The 5-year graduation rate is based on the cohort of students who entered 9th grade for the first time in 2012-2013.
3. The 6-year graduation rate is based on the cohort of students who entered 9th grade for the first time in 2011-2012.
4. From these rates, a weighted graduation rate is calculated based on 50% of the 4-year cohort rate, 25% of the 5-year cohort rate and 25% of the 6-year cohort rate. This weighted rate is referred to as the "Composite Graduation Rate".

The graduation rate for accountability purposes is the higher of the 4-year rate and the composite rate. For the purposes of this measure, rates are only calculated for the All Students subgroup, provided that there were at least 20 students in the cohort. The graduation rate is then compared to the cut scores provided below.

Table 6: High School Graduation Rate Cut Scores

	High School Graduation Rates Cut Points				
	1	2	3	4	5
All Students	< 65	$\geq 65 < 75$	$\geq 75 < 85$	$\geq 85 < 90$	≥ 90

Points from 1 to 5 are then assigned based on the graduation rate and the cut points shown in the table above.

In addition, the graduation rate score also includes a sixth possible point. If the 2016-17 graduation rate (i.e. the higher of the 4-year rate and the composite rate) is greater than or equal to the Graduation Rate Target or if it is greater than the statewide average graduation rate, then the school or district is assigned an extra point.

The equation below is used to assign High School Graduation Rate points in each high school or district for the high school level. $30*(\text{Total Points out of 6})/6$.

CIS CALCULATION

Based on the scores earned for each metric, a Composite Index Score (CIS) is calculated for each Rhode Island school and for each district at each applicable level (i.e. elementary, middle and high). In most cases, this is the sum of scores for each metric. In some circumstances, however, no score can be calculated for a metric. This may occur because of the grade span of a school (e.g. a K-2 school will not have any students tested on PARCC) or a school may not have been in existence long enough to calculate graduation rates, growth, or gaps. In addition, if no component of a metric meets the n-size requirement of greater than or equal to 20 students, that metric is not calculated. It is important to remember that adjustments were made to the calculation of the CIS this year because of the transition to the new assessment system. For this reason, comparisons to last year's CIS would be invalid and the rules used previously to determine school classifications are no longer in place.

If all but one metric has a score, then the points associated with that metric are distributed to the other metrics that have points. For example, all K-3 schools do not have growth points. 15 points associated with ELA growth is distributed to ELA proficiency and ELA gaps based on their respective weights. Since ELA proficiency has 20 points and ELA gaps has 15 points, $20*15/(20+15) =8.57$ is added to ELA Proficiency to make its total weight equal to 28.57 and $15*15/(20+15)=6.43$ is added to ELA Gaps to make its total weight equal to 21.43 for all those K3 schools.

There are a few high schools which do not have graduation rate points but do have growth points because those schools also house K-8 students. For those schools, we substitute growth points in ELA and Math for the graduation rate points.

Where a school is missing more than one metric, then no CIS is calculated for the school.

PARCTICIPATION RATE

The Participation Rate is not assigned points for the CIS, but remains an important consequential factor in Rhode Island's accountability system. Schools and districts must test at least 95% of their enrolled students in reading and mathematics. Allowable exemptions from test participation are listed in the Student Exemptions section on page 13.

If a school has a CIS that falls within the Commended range but fails to test at least 95% of its students in the All Students subgroup in either ELA or mathematics for the 2016-17 school year, it will not earn the Commended classification, regardless of the Composite Index Score.

GRADUATION RATE TARGET

Similar to the Participation Rate, the Graduation Rate Target is an important factor in Rhode Island's accountability system. High schools and school districts are expected to cut in half the percentage of students not graduating by 2016/17. Graduation rates of the class of 2010 are used as baseline for this process. The annual targets from 2010 increase annually by the same amount to the 2016 target. This operationally defines graduation rate targets for schools and districts from 2011 to 2016.

The steps used to calculate annual targets are as follows:
1. The Baseline is defined as the 2010 accountability graduation rate (i.e. the higher of the 4-year and the composite rate).
2. The 2016 Target is defined as the midpoint between the Baseline and 100%.

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

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

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

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

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

Or, written differently,

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

5. If the current year's accountability graduation rate (i.e. the higher of the 4-year and the composite rate) is greater than or equal to the Annual Target, then the school or district is considered to have met the target.

   Example: A school has a graduation rate of 76% in 2010 (Baseline).

   $$Growth\ Provision\ Rate\ =\ Prior\ Rate\ +\ \frac{(100\ \ Prior\ Rate)}{10}$$

   This means that it has 24% of its students not graduating; which must be reduced to 12% by 2016. 2016 Target = 76% + (100-76%)/2 OR 2016 Target = 88%. And the annual targets increase by 2% every year, as shown in Table 7.

Table 7: Graduation Rate Target Example

Year	Graduation
2010 (Baseline)	76%
2011 Target	78%
2012 Target	80%
2013 Target	82%
2014 Target	84%
2015 Target	86%
2016 Target	88%

If any cohort has less than 20 students, then a graduation rate cannot be calculated. If, as a result, either the Baseline or the current year cannot be calculated, then the graduation rate metric is not evaluated.

Growth provisions, similar to safe harbor provisions, are available to schools and districts which fail to meet their graduation rate. This requires that there is at least a 10% reduction in the gap between the accountability graduation rate of the prior year and 100% graduation. This is calculated as follows:

1. Prior Rate is defined as the previous year's graduation rate.

2. If the current year's accountability graduation rate (i.e. the higher of the 4-year and the composite rate) is greater than or equal to the Growth Provision Rate, then the school or district is considered to have met the graduation rate annual target.

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

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

Or, written differently,

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

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

CLASSIFICATION OF SCHOOLS

Classification of schools into Commended, Focus and Priority is based on the Composite Index Score and the Participation rates and the Graduation Rate Target and prior year classification. Classification is calculated based on the criteria outlined in Table 8 below.

Table 8: Classification Criteria

Criteria	Classification
CIS Score ≥ 90	Commended
Focus and Priority Schools (No new schools identified; currently classified schools have the opportunity to exit if criteria are met.	Focus Priority
All other schools. (An ALERT flag may be added indicating the school did not meet 95% participation rate or has a graduation rate below 70%)	A School with an Alert flag can lose Commended standing

FLEXIBILITY WITHIN THE ACCOUNTABILITY SYSTEM

Rhode Island's school and district accountability system includes several flexibilities to ensure as much fairness as possible. These aspects of the accountability system serve to add reliability to the system. The flexibilities include:

- Student Exemptions
- Error Bands
- Rounding Rules
- Cell Size

STUDENT EXEMPTIONS

ELL Students in the U.S. for Less Than One Year: These students are exempt from participating in the PARCC reading or writing exams if they have entered the U.S. after October 1st of the testing year. All students must participate in the mathematics exam. For the reading exam, ELL students in the U.S. for less than one year are excluded from proficiency calculations and the test participation rate. For the mathematics exam, ELL students in the U.S. for less than one year are included in the participation rate, but excluded from proficiency calculations.

State-Approved Special Consideration: Typically, these students have acute medical, emotional or other conditions that prevent them from participating in state assessments. The superintendent applies for a State Approved Special Consideration. Once approved, that student

is then removed from accountability calculations.

Home-schooled Students: Home-schooled students may have an arrangement with the district to be tested. However, these students, and their scores, are removed from all accountability calculations for the school and the district.

Students who Enroll or Withdraw from a School During the Period of Testing: Such students are removed from enrollment rosters and their scores are not used in accountability calculations of the school.

It bears noting that some students with significant cognitive disabilities take the **Multi State Alternate Assessment** in place of the PARCC exams. These students are included in the accountability system calculations. Similarly, students who are tuitioned to "outplacement" educational services within Rhode Island are expected to take either the PARCC assessments or the Multi State Alternate Assessment. These outplacement students are assigned to the district of financial responsibility when district-level accountability reports are produced.

ERROR BANDS

Errors are inherent to any assessment system. Rhode Island's accountability process considers measurement errors associated with its testing program. To be sure that school or district proficiency rates, and the rates for each subgroup, are related to actual improvement over time rather than random or measurement errors error bands are used in calculating AMOs.

For the purposes of this report, *Standard Error* (SE) is defined as a measurement of the standard error of a percentage (e.g., *% Meets and Exceeds Expectations*, used throughout this report). Mathematically, SE's were calculated as follows:

$$(SE) = \sqrt{\left(\frac{pq}{N}\right)}$$, where p is the percent of students who are proficient, $q = (100-p)$ and N is the population or group size.

It is important to note that the derived SE is based on the size of the group being examined and its respective performance (read*: % Meets and Exceeds Expectations*) on the PARCC tests. Standard errors can be used to create a confidence interval around the derived percentage so that you can see the range in which the "true" (e.g., measured without error) value is located. To do so, you can take the SE and multiply it by 1.96 (for a 95% confidence interval). The resultant product is then added and subtracted from the percent proficient, p, for example, to create a range of values in which you can be 95% confident that the "true" value is located. For example, viewing the percent proficient (p) as the center point, if one adds the value of SE (1.96) to p and also subtracts this value from p, then the full confidence interval is created with both an upper and lower boundary. So, if p equals 70% and the SE equals .5, then the

product of SE and 1.96 equals .5(1.96) or .965.

Adding and subtracting this number from 70% creates the confidence interval, which ranges from 69.04% to 70.97%. This is the range in which one can be 95% confident that the "true" lies.

DATA ROUNDING RULES

Data rounding is used for participation rates. A rate of 94.5% or higher is allowed to meet the 95% target. Data rounding is not used for the graduation rate.

CELL SIZE

Since determinations are made about school performance based on student populations, an effort is made to avoid making decisions based on a small number of students (*n)* that would make a school's classification statistically unreliable. For this purpose, decisions are made about subgroups only when there is a minimum of 20 students within the group assessed.

Table 9: Minimum Cell Size Example: (Elementary School)

Group	*Number of Students Tested by Grade and Student Group*			
	Grade 3	**Grade 4**	**Grade 5**	*TOTAL*
IEP	15 +	24 +	21 =	60
ELL	5 +	6 +	7 =	18
Black	5 +	4 +	6 =	15
Hispanic	16 +	14 +	18 =	48

NOTE: For ELL students, the tally to determine whether 20 or more students are represented is based on the number of students receiving ELL services plus ELL monitored students. ELL monitored students are former ELL students who were exited from ELL program services within the past two years. IEP students include those who are receiving IEP services as well as students who have exited the IEP program within the last two years.

In the example in Table 13, rates would be calculated for the IEP (*n = 60)* and Hispanic (*n = 48)* subgroups. Rates would not be calculated for the ELL (*n = 18)* and the Black (*n = 15)* subgroups because this school does not have at least than 20 students across the three grades with test data.

CLASSIFICATION AND APPEALS PROCESS TIMELINE

The last opportunity for review of assessment data is the appeal process. A school or district will have 14 days to challenge the accuracy of the data that would lead to its classification. The timeline for 2016/2017 classifications using PARCC assessments at

grades 3-8 and 11 are found in Table 14 below:

Table 10: Timeline for Classification and Appeals

Time Frame	Process or Product
July 17, 2017	Data files sent to districts/schools through District Exchange
July 28, 2017	File changes returned to RIDE through District Exchange. Files not returned by this date will be assumed correct.
October 6, 2017	Embargoed files sent to districts through District Exchange
October 12, 2017	Public Release.

APPEALS PROCESS

Federal law specifies an appeals period to allow Title I schools and districts to challenge their classifications. In Rhode Island, this is typically interpreted as a chance to request formally a review of the accuracy of student enrollment counts or the coding of student background or program characteristics, as well as the accuracy of exemption codes or other similar issues. **A request to give the Commissioner of Education discretion to review an appeal when a single target is missed by a very small margin in the context of other performance indicators was denied by the US Department of Education.**

RIDE makes every effort to respond to appeals by schools that could potentially change their classification. Reviews are performed as resources permit. RIDE takes the position that the accuracy of student coding and enrollment counts should be guaranteed by districts at the beginning of the testing process rather than at the end.

Appeals must be submitted by the school district superintendent to:

Ken Wagner, Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

DISTRICT ACCOUNTABILITY AND CLASSIFICATION PROCESS

Accountability calculations are made for school districts at each applicable level (elementary, middle and high) in addition to those made for all individual schools within a district. All students who have received instruction in the district for at least one school year are included

in an analysis of reading and mathematics performance. The review is done separately for all elementary schools merged into one data set, all middle schools merged and all high schools merged. Districts are also held to the same test participation rate, graduation rate and requirements that exist for schools. Students tuitioned to "outplacement" schools are included in the analysis of district performance. Calculation of proficiency rates, CIS points and other procedural methods parallel the methods described earlier for schools.

District accountability measurements may sometimes appear to be inconsistent with school classifications. However, it often occurs that subgroups are not reviewed for individual schools because they have fewer than 20 students, but are reviewed at the district level when schools are combined for analysis. In addition, data for "outplacement" students are added into district analyses, but are not used for school analyses.

SCHOOL AND DISTRICT ACCOUTABILITY REPORT CARDS

The 2017 Rhode Island school, district and state Report Cards will be placed on the RIDE website (www.ride.ri.gov) as soon as they are available. There are two types of report cards:
1. The School Report Card, which includes information on all applicable groups and participation rates, plus the graduation rate (high schools only).
2. The Accountability Report Card includes the points received in each individual metric and total CIS, and the overall accountability classification for Commended schools.

The information in this *Technical Bulletin* explains how the calculations were done in order to create the Report Cards for schools and districts. It is important to note that the assessment reports prepared by the assessment contractor, Pearson, cannot be directly compared to the school and district Report Cards. Students not enrolled in a school for a full academic year are included in basic assessment reports, but are not included in accountability analyses or published report cards. PARCC assessment reports have already been completed by the assessment contractor and were delivered to schools and districts in the basic delivery of assessment results in August 2017.