

## **Business Rules for Risk Factor / Exemplar Flag Assignment**

As part of our proposed system of accountability, school officials will have access to detailed information to better target services for underperforming student groups. Additionally, to facilitate identification and proliferation of best practices designed to improve student achievement, the state will also highlight exemplary performance of student groups within schools. The state's Annual Performance Report will indicate **risk factors** and **exemplar flags**, respectively, in an effort to promote these important school improvement processes.

Risk factors and exemplar flags would be assigned under the following circumstances:

### I. Rules for School-Level Risk Factor / Exemplar Flag Assignment

- (1) The percent proficient (i.e., percent with Proficient or Advanced-level achievement) will be calculated for each combination of subject area and grade level annually. School-level percent proficient values within each combination will be ranked, and the 10<sup>th</sup> and 90<sup>th</sup> percentiles will be determined. Performance at or below the 10<sup>th</sup> percentile, or at or above the 90<sup>th</sup> percentile, will be flagged for reporting.
  - a. *For example*, in schools with a 3<sup>rd</sup>-grade population for which at least 30 reportable communication arts scores are available, 3<sup>rd</sup>-grade communication arts proficiency rates will be calculated, then schools will be ranked according to this measure. Those schools with a 3<sup>rd</sup>-grade communication arts proficiency rate in the bottom 10<sup>th</sup> percentile would be assigned one risk factor. Risk factor reporting will include descriptive labels so that school officials can readily determine that the risk factor resulted from poor 3<sup>rd</sup>-grade communication arts performance.
  - b. Identical reporting processes would be used for exemplar flags, except scores would be flagged if they meet or exceed the 90<sup>th</sup> percentile.
- (2) The percent proficient (i.e., percent with Proficient or Advanced-level achievement) will be calculated annually for each ESEA subgroup—i.e., White, African American, Hispanic, Multiracial, Asian, American Indian, IEP Students, LEP Students, and Free and Reduced Lunch Students—and subject area. Then, a “proficiency gap” will be calculated for each group reflecting the distance between that group’s proficiency rate and the proficiency rate of the state as a whole (i.e., group of total). The proficiency gaps within each subgroup will be ranked, and the 10<sup>th</sup> and 90<sup>th</sup> percentiles—denoting the largest and smallest gaps, respectively—will be determined. Performance at or below the 10<sup>th</sup> percentile, or at or above the 90<sup>th</sup> percentile, will be flagged for reporting, much as above.

### II. Rules for District-Level Risk Factor / Exemplar Flag Assignment

While the above rules specifically refer to risk factor and exemplar flag assignment for schools, LEAs would also be evaluated for potential risk factors and exemplar flags. For subgroup determinations, the same rules provided above under (2) and (3) would be applied to LEAs in an effort to identify systemic issues affecting multiple schools and highlight district-wide policies contributing to poor or exemplary student performance.

Additionally, risk factors and exemplar flags will be assigned based on grade span performance by subject area. This would be accomplished by pooling district-wide assessment scores into three groupings based on student grade level—grades 3-5 (Elementary), 6-8 (Middle), and 9-12 (High School)—and calculating proficiency rates for each grade span/subject area combination. Thus, districts could be assigned up to three risk factors or exemplar flags per district per subject area.

Consistent with the school-level methodologies, performance at or below the 10<sup>th</sup> percentile, or at or above the 90<sup>th</sup> percentile, indicates a risk factor or exemplar flag, respectively.

### III. Interventions

Schools with grade level risk factors and/or subgroup risk factors will receive targeted interventions based on the number of risk factors and types of risk factors identified. All such schools will be required to develop an accountability plan that includes specific action steps to address each risk factor. Schools with risk factors representing at least 25 percent of the school's student population will be subject to a more intensive review and potential sanctions for continued failure to eliminate risk factors over a period of years.