

In May 2003, Rhode Island revised its accountability plan, establishing new procedures for determining school-performance classifications and for measuring yearly progress. The new plan brings the state into full compliance with the federal No Child Left Behind Act.

**Index Proficiency Scores**

The accountability system is based on a measure called the **Index Proficiency Score**.

Each school (and district) receives a score in each core subject (mathematics and English language arts), based upon the past three years of test data. Scores are also calculated for eight groups of students within each school and district.

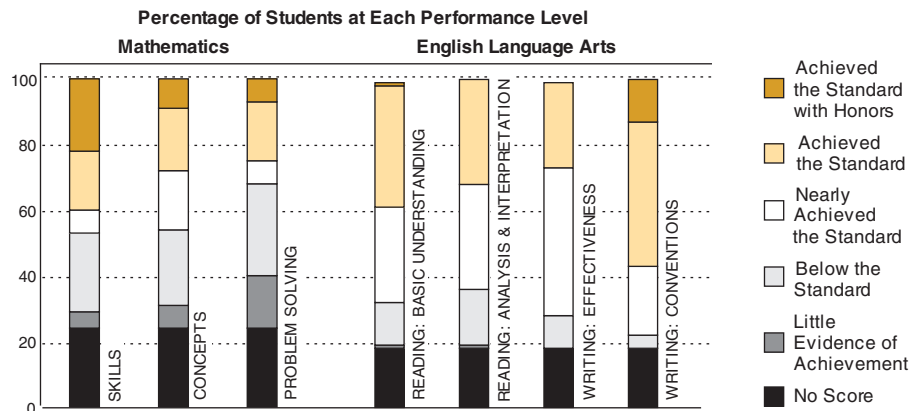
SCHOOLS AND DISTRICTS	
Core Subject	Mathematics   English language arts (ELA)
Groups of students	1. African-American
	2. Asian
	3. Hispanic
	4. Native American
	5. White
	6. English-language Learners
	7. Students with Disabilities
	8. Students Living in Poverty

**The New Standards Reference Exam**

Each subtest in the New Standards Reference Exams is used to calculate the Index Score.

This chart is a sample of the Assessment charts from an Information Works! School Report Card, showing the New Standards Reference Exam subtests.

Please note that this chart indicates one year of data only.



**The New Index Proficiency Scale**

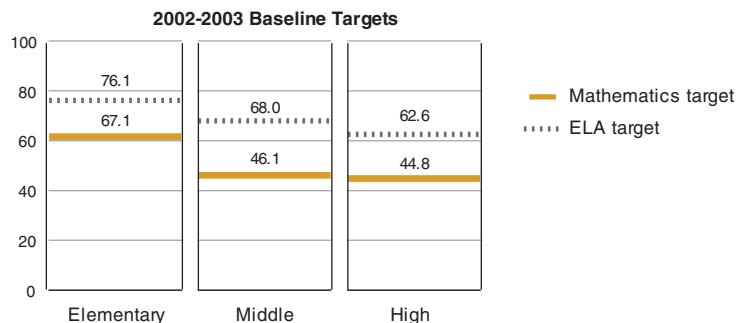
The score, from 0 to 100, is calculated by assigning a point value to each scoring level for each subtest in the New Standards Reference Exams.

A score of 100 indicates that all students in the school (or district) have achieved proficiency.

Rhode Island's Performance Levels	Index Proficiency Scale
Achieved the Standard with Honors	100
Achieved the Standard	100
Nearly Achieved the Standard	75
Below the Standard	50
Little Evidence of Achievement	25
No Score	0

**Baseline Targets**

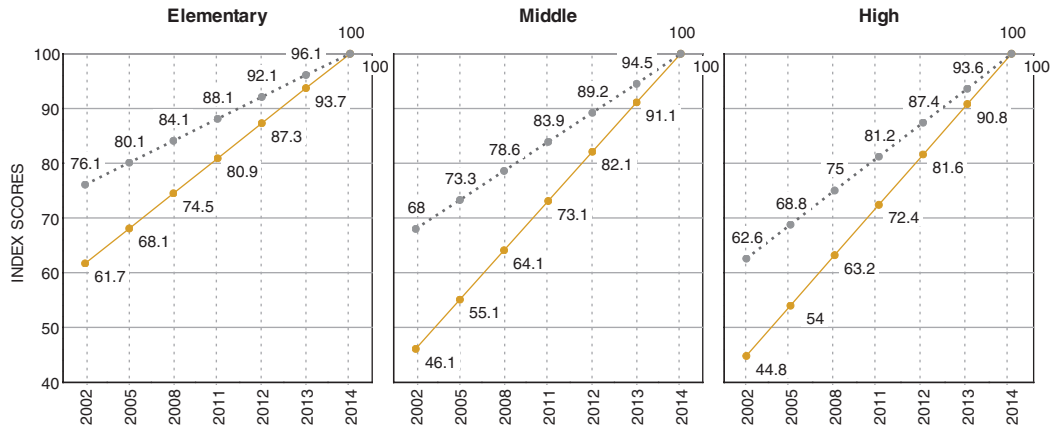
Using the Index Proficiency Score, RIDE has established baseline targets for the 2002-2003 school year.



**Annual Measurable Objectives, or Targets - Assessments**

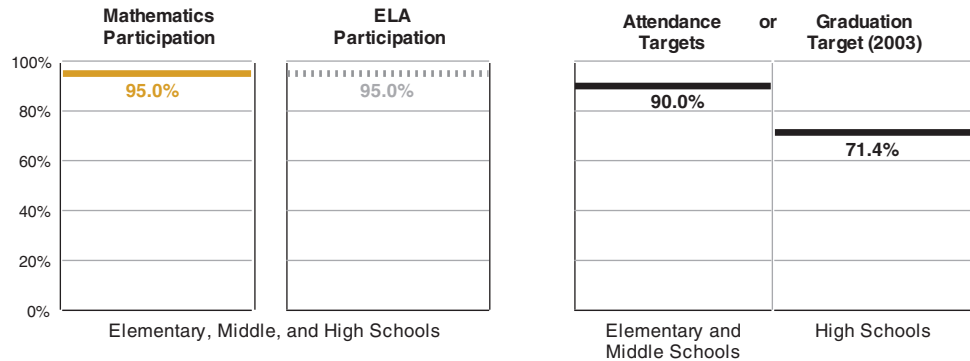
In accordance with the NCLB, from each baseline RIDE has set five intermediate goals, culminating in a final goal of a score of 100 (100-percent proficient) in the year 2014.

- Mathematics targets
- ELA targets



**Additional Targets**

In addition to the targets based on the assessments, each school and district has three additional non-assessment targets.

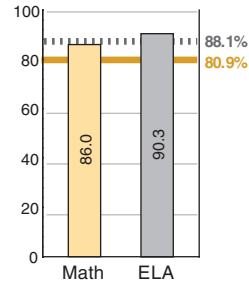


**School Performance Classifications**  
(Charts indicate a sample Elementary School)

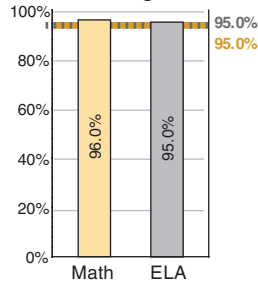
**High Performing Schools**

- Met all targets.
- School as a whole has achieved index scores for the third intermediate goal (year 2011) in both mathematics and English language arts.

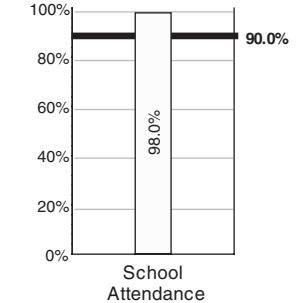
Index Scores and Targets (all students)



Participation Rates and Targets



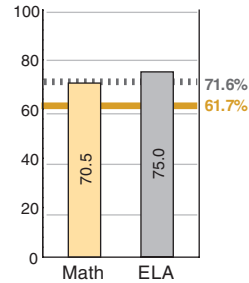
Attendance or Graduation Rate and Targets



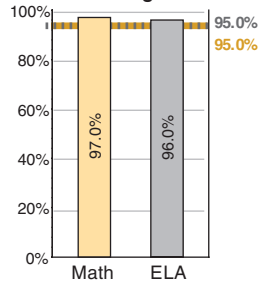
**Moderately Performing Schools**

- Met all targets.

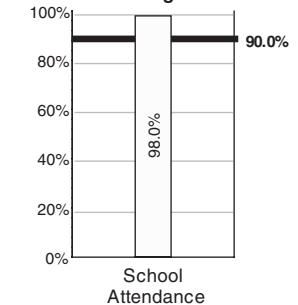
Index Scores and Targets (all students)



Participation Rates and Targets



Attendance or Graduation Rate and Targets



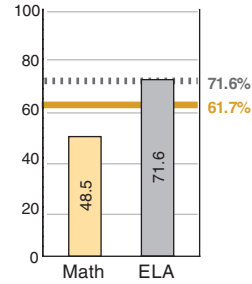
**Moderate, with Caution**

- Schools that miss only one non-assessment target are classified as "moderate, with caution" for one year only.

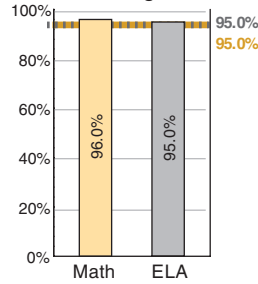
**Schools in need of improvement**

- Missed more than one target.
- or
- Missed one or more assessment targets.

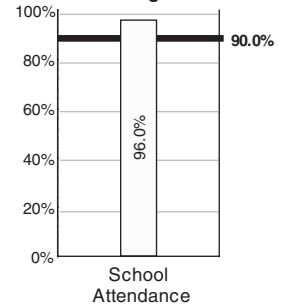
**Index Scores and Targets (all students)**



**Participation Rates and Targets**



**Attendance or Graduation Rate and Targets**



**Improvement Status**

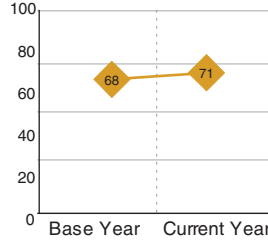
**Improving Schools**

- Met all targets (high or moderately performing).
- Increased Index Scores for school as a whole in Mathematics and ELA by 2 points.

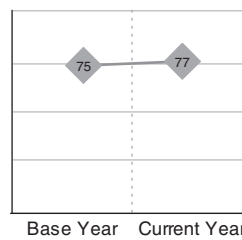
**Sustaining Schools**

- All other schools that met all targets.

**Mathematics Index Scores**



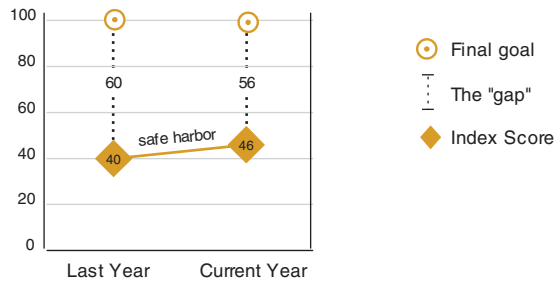
**ELA Index Scores**



**Schools Making Progress**

- Schools that missed one or more targets but are moving toward those targets at a rapid rate.
- This rate is defined in the "safe harbor" provision of NCLB as a rate sufficient to close the gap between last year's score and a score of 100 by 10 percent.

**"Safe Harbor" Provision**



**Insufficient Progress**

- All other schools that missed more than one target or one or more assessment targets.

**Adequate Yearly Progress**

**Schools identified for improvement**

- Insufficient progress for two years in a row.
- Note: Prior to 2003, "insufficient progress" is "low performing, not improving" as defined under the previous accountability system.

**Schools that receive federal funds under the Title I program for high-poverty schools are subject to provisions of NCLB.**

- After two years** of insufficient progress, students may transfer to other schools in the district (school choice).
- After three years** of insufficient progress, students may receive free supplementary educational services.
- After four years** of insufficient progress, the school may be subject to various forms of corrective action, such as restructuring.

**District Classifications**

**Districts in need of improvement**

- Missed one or more targets at more than one school level (elementary, middle, high school).
- or
- More than 40 percent of the schools are making insufficient progress.

**For Additional Information**

- Go to [www.ridoe.net](http://www.ridoe.net).
- 2003 School and District Reports
- Brochure on Accountability
- Technical Bulletin