

In May 2003, Rhode Island revised its accountability plan, establishing new procedures for determining school-performance classifications and for measuring yearly progress. The plan brings the state into full compliance with the federal No Child Left Behind Act (NCLB). As Rhode Island was going through the transition to a new assessment system, in the 2004-05 school year state tests were administered only at the high schools and the six early-grade schools. Only those schools received 2004-05 School-Performance Classifications.

Index Proficiency Scores

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

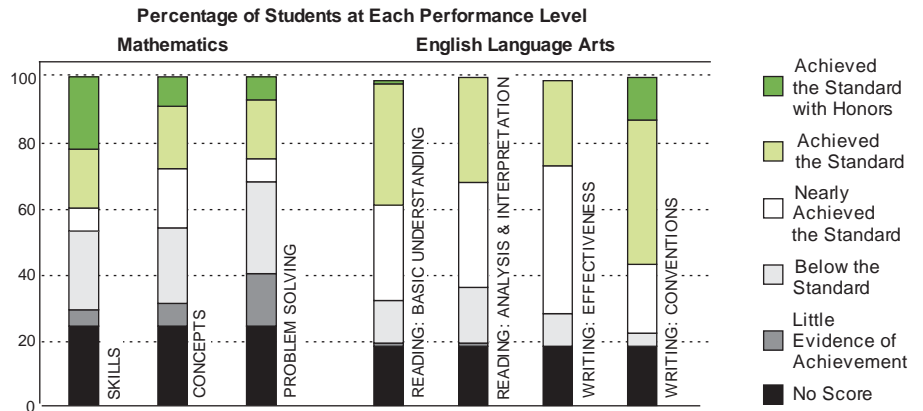
Each school (and district) receives a score in each core subject (mathematics and English language arts), based upon the past three years of test data. Scores are also calculated for eight groups of students within each school and district.

Core Subject	SCHOOLS AND DISTRICTS	
	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.



The Index Proficiency Scale

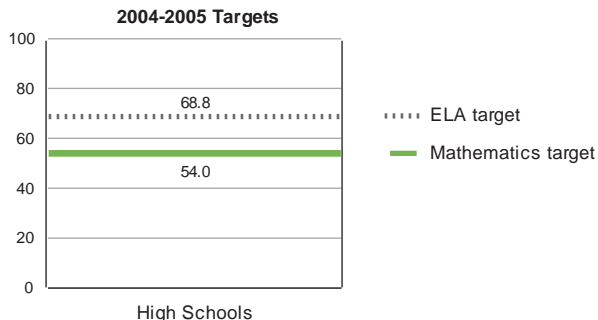
The score, from 0 to 100, is calculated by assigning a point value to each scoring level for each subtest in the New Standards Reference Exams.

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

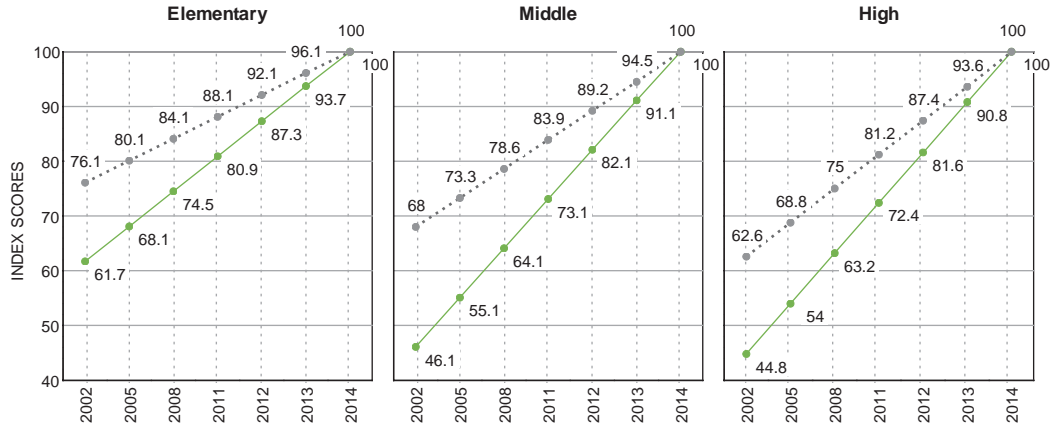
Using the Index Proficiency Score, RIDE has established targets for each school year.



Annual Measurable Objectives, or Targets - Assessments

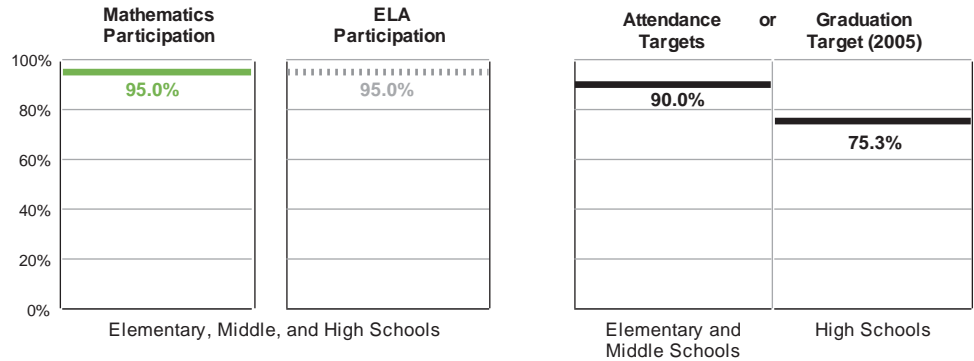
In accordance with NCLB, from each baseline RIDE has set five intermediate goals, culminating in a final goal of a score of 100 (100-percent proficient) in the year 2014.

- Mathematics targets
- ELA targets



Additional Targets

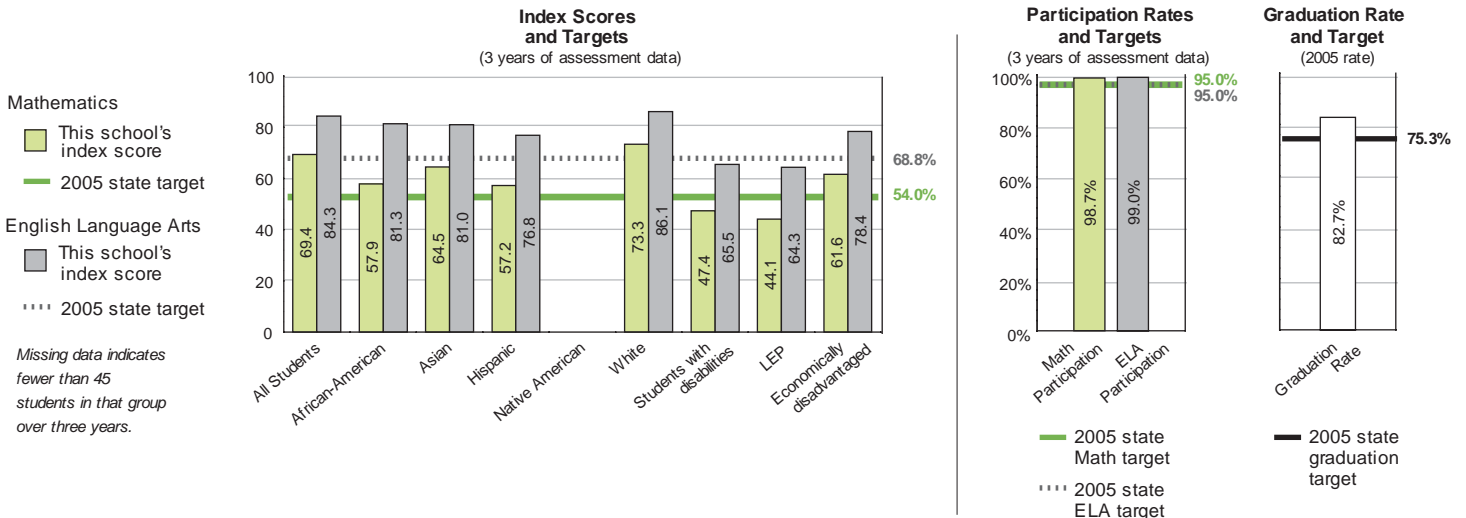
In addition to the targets based on the assessments, each school and district has three additional non-assessment targets.



School Performance Classifications: 21 Targets

An example from a Rhode Island High School

The graphs below from a sample 2005 school report show which targets the school met and which it missed. The school missed both assessment targets (English language arts and mathematics) for students with disabilities and for students with limited proficiency in English (LEP). Note that this school has a small population of Native-American students, and therefore no index scores were calculated for that student group. The school met all of the remaining 15 targets.



Missing data indicates fewer than 45 students in that group over three years.

School Performance Classifications

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

Moderately Performing Schools

- Met all targets

Schools in need of improvement

- Missed targets for more than one year or
- Missed more than two targets or
- Missed targets for more than one student group

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

High/Moderate, with Caution

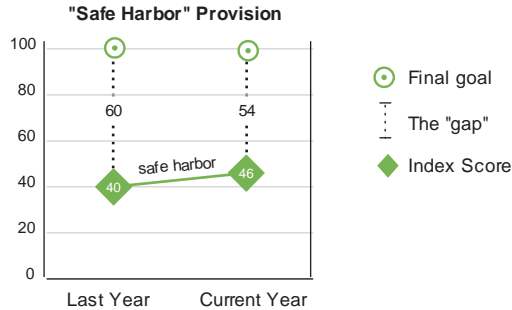
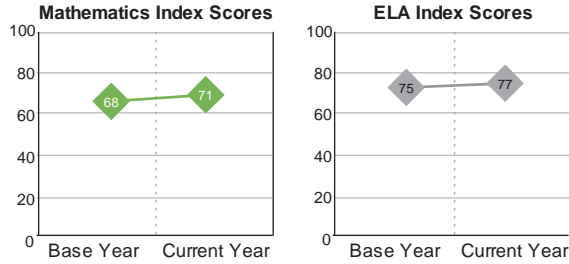
- Schools that miss only one target or both the ELA and Mathematics targets for the same student group are classified as high or moderate, with caution, for one year only

Safe Harbor Schools

- 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

Insufficient Progress

- All other schools that missed targets



Adequate Yearly Progress

Schools identified for improvement

- Targets missed for two years in a row in the same subject area or indicator (participation, attendance, graduation rate)

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

- In the first year** identified for improvement, students may transfer to other schools in the district (school choice).
- In the second year** identified for improvement, students may receive free supplementary educational services.
- In the third year** identified for improvement, the school may be subject to corrective action.
- In the fourth year** identified for improvement, the school may be subject to restructuring.

For Additional Information

Go to www.ride.ri.gov or www.infoworks.ride.uri.edu.

- 2005 School, District, State Report Cards: The R.I. Accountability System, A Brochure
- Assessment and Accountability News: Accountability Technical Bulletin 2005