

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). In 2005-06, the state testing system was expanded. Tests were administered in all grades 3 through 8 plus grade 11. Elementary-school and middle-school students took a new test, the NECAP. High-school students took the New Standards Reference Exam.

Index Proficiency Scores

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

Each school and district receives a score in two core subjects (mathematics and English language arts). Scores are also calculated for 8 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

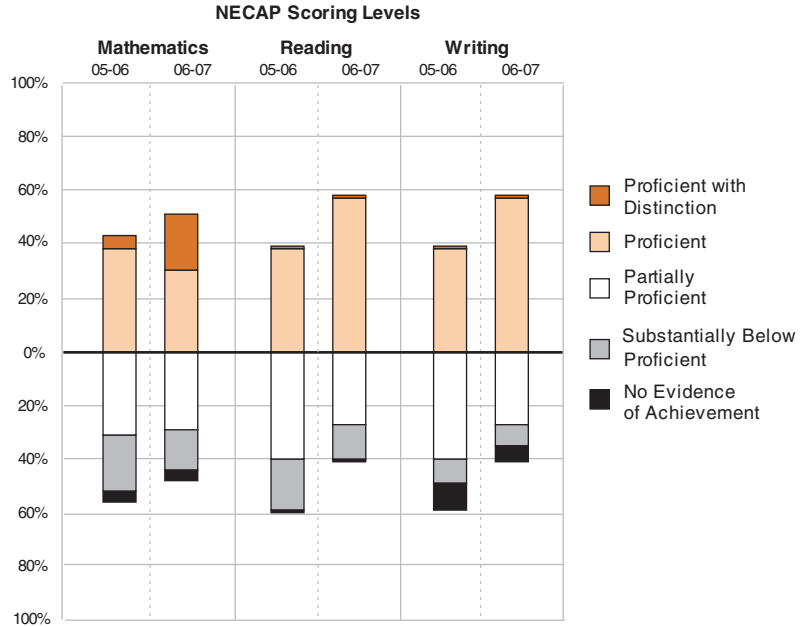
NECAP Scoring Levels

Elementary and Middle Schools

Each scoring level on the NECAP exam is assigned a point value.

This point value is used to calculate an Index Proficiency Score.

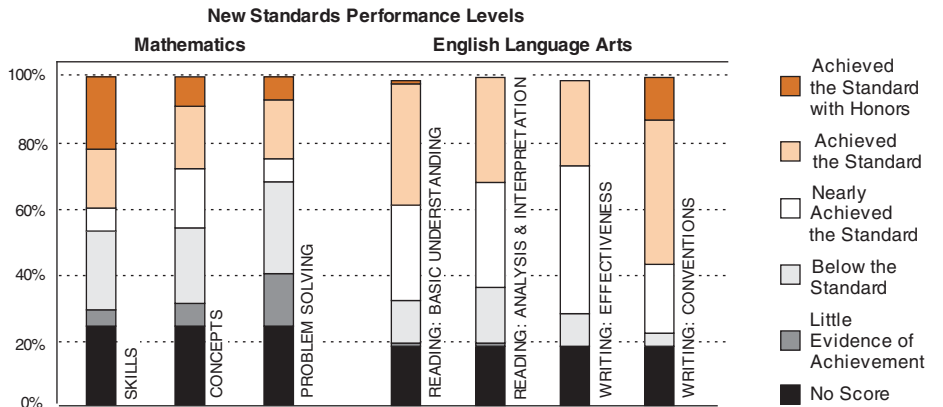
Percent is based on tested students.



New Standards Performance Levels
High Schools

Each performance level on the New Standards Reference Exam is assigned a point value.







This point value is used to calculate an Index Proficiency Score.



Index Proficiency Scale

The Index Proficiency Score ranges from 0-100.

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

Performance Chart	Elementary and Middle School Scoring Levels	High School Performance Levels	Index Proficiency Scale
	Proficient with Distinction	Achieved the Standard with Honors	100
	Proficient	Achieved the Standard	100
	Partially Proficient	Nearly Achieved the Standard	75
	Substantially Below Proficient (Upper Range)	Below the Standard	50
	Substantially Below Proficient (Lower Range)	Little Evidence of Achievement	25
	No Evidence of Achievement	No Score	0

Baseline Targets

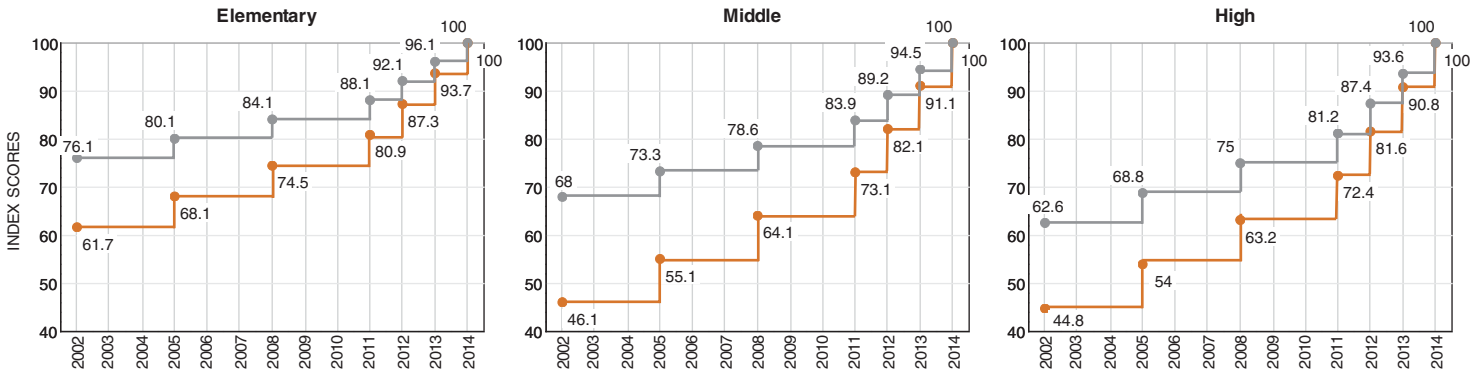
Using the Index Proficiency Score, RIDE has established annual targets for each school level based on assessments.



Annual Measurable Objectives, or Targets - Assessments

In accordance with NCLB, from each baseline RIDE has set 5 intermediate goals, culminating in a final goal of a score of 100 (100% proficient) in the year 2014.

- English language arts targets
- Mathematics targets



Additional Targets

In addition to the targets based on assessments, each school and district has 19 nonassessment targets.

	Participation Target		Attendance Target or Graduation Target	
	Math	ELA	Elementary and Middle	High Schools
School as a whole	95%	95%	90%	73%
8 student groups	95%	95%		

School Performance Classifications: 37 Targets

The graphs below from a sample 2006 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 English-language learners. 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 shown here. Schools must also meet the participation-rate target for each subject tested for the school as a whole and for each student group (chart indicates the rate for the school as a whole).

Schools and districts are evaluated on a target only when the population in the student group is 45 or more. Thus, few if any schools in the state are evaluated on all 37 targets.

School Classification Indicators and Targets

Mathematics

- 2006 state target
- This school's index score

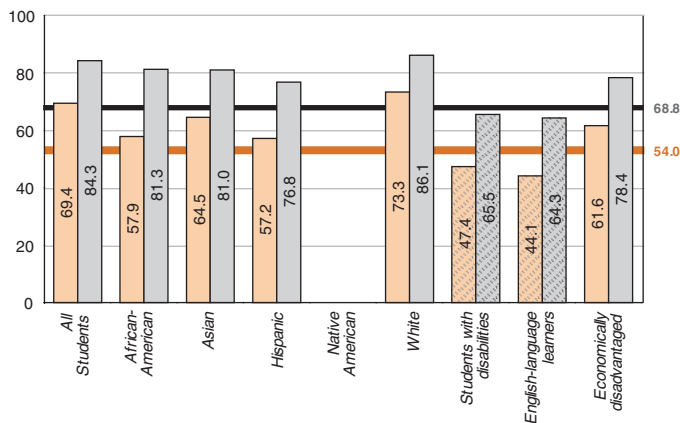
English Language Arts

- 2006 state target
- This school's index score

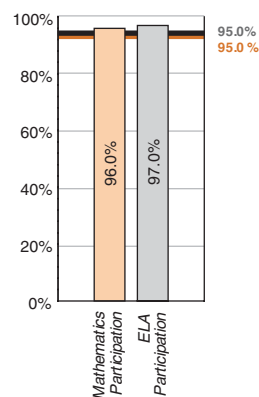
Shaded bars indicate that this school has missed the target.

Missing data indicates fewer than 45 students in that group.

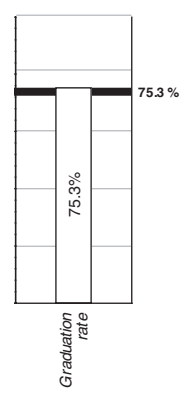
Index Scores and Targets



Participation Rates and Targets



Graduation Rate and Target



The federal No Child Left Behind Act mandates that schools meet targets for the school as a whole and for eight groups of students within the school. Schools that miss targets have not made "Adequate Yearly Progress."

Schools get credit for meeting a target if they made significant progress toward that target.

School Performance Classifications

High Performing Schools

School as a whole achieved the index scores for year 2011 in both English language arts and mathematics.

Moderately Performing Schools

School has met schoolwide targets for the current (2005-06) school year.

Insufficient Progress

School missed targets.

Commendations and Cautions

Regents' Commended Schools

Schools that have improved substantially in both ELA and mathematics for 2 years or that have achieved exceptionally high scores in both subjects are Regents' Commended Schools.

With Caution

High-performing and moderately performing schools that have missed up to 3 targets are classified as "With Caution." They may retain this classification for one year only.

Adequate Yearly Progress

Did not make AYP

Targets missed. All schools classified as "With Caution" or "Insufficient Progress" did not make AYP.

Made AYP

Targets met. All schools other than With Caution and Insufficient Progress made AYP.

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.

See [School Report Cards: The RI Accountability System](#)

See [Offices: Assessment and Accountability: 2006 Accountability Technical Bulletin](#)