

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, Rhode Island introduced the New England Common Assessment Program (NECAP) tests for Grades 3 through 8. High-school students (Grade 11) took their first NECAP tests in 2007-08.

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.

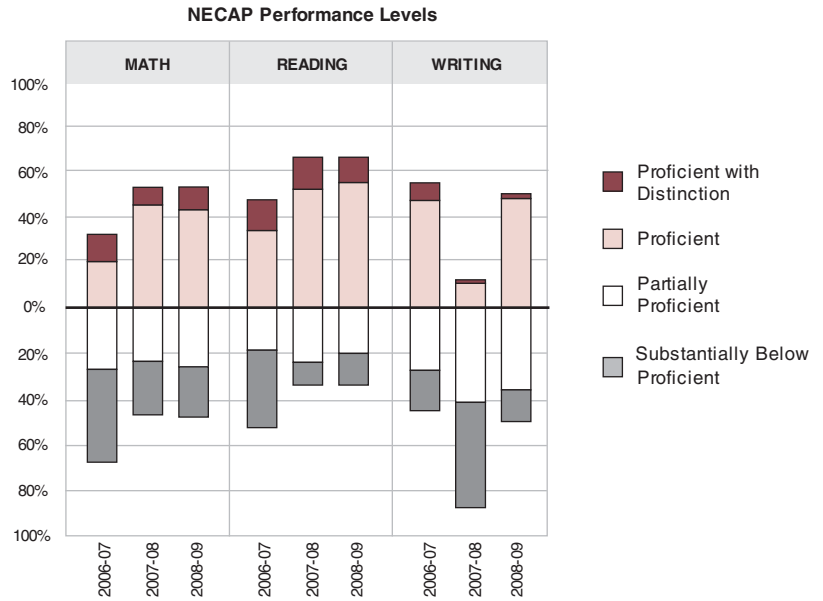
SCHOOLS AND DISTRICTS	
Core Subject	English language arts (ELA)
Groups of students	1. African-American
	2. Asian
	3. Hispanic
	4. Native American
	5. White
	6. English-language Learners
	7. Students with Disabilities
	8. Students Living in Poverty

NECAP Performance Levels

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.



Index Proficiency Scale

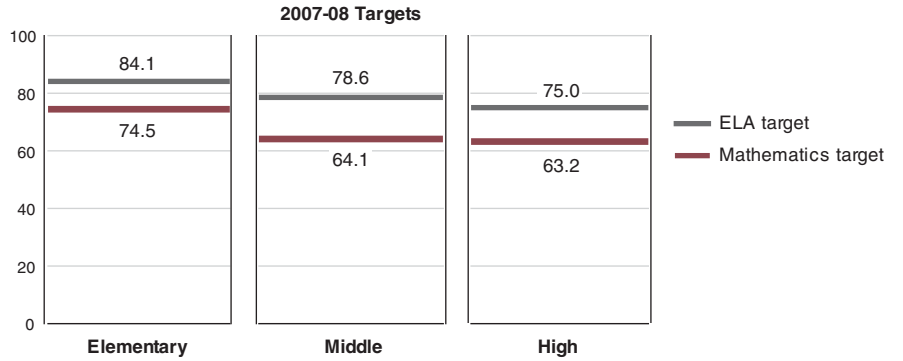
The Index Proficiency Score ranges from 0-100.

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

Performance Chart	Performance Levels	Index Proficiency Scale
	Proficient with Distinction	100
	Proficient	100
	Partially Proficient	75
	Substantially Below Proficient: Upper Range	50
	Substantially Below Proficient: Lower Range	25
	No Evidence of Achievement	0

Baseline Targets

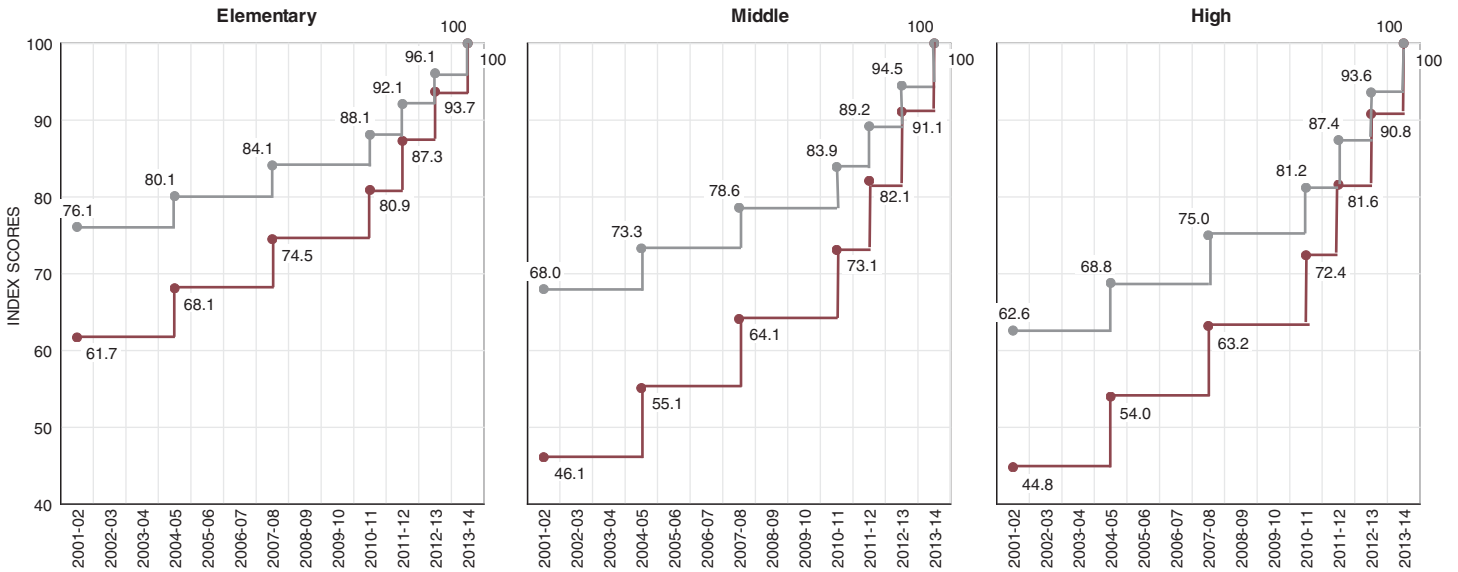
Using the Index Proficiency Score, RIDE has established annual targets for each school level based on assessments.



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	
	Math	ELA
School as a whole	95%	95%
8 student groups	95%	95%

Attendance Target	or	Graduation Target (2007-08)
Elementary and Middle		High Schools
90%		79.2%

School Performance Classifications: 37 Targets

The graphs below from a sample 2008 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. 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

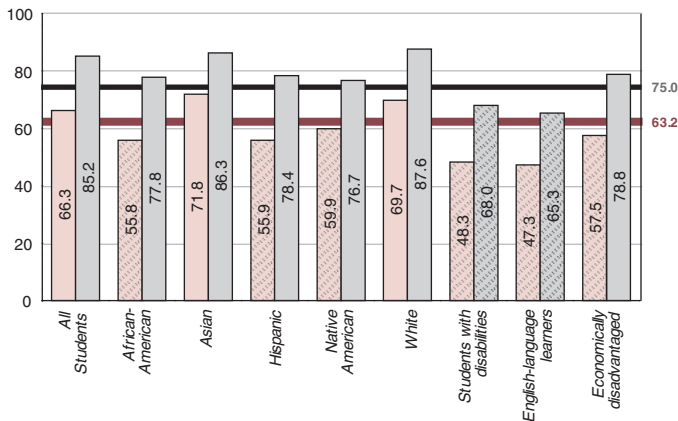
Mathematics
 — 2008 state target
 ■ This school's index score

English Language Arts
 — 2008 state target
 ■ This school's index score

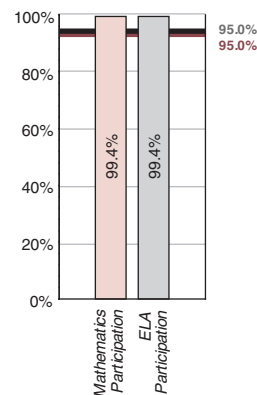
Shaded bars indicate that this school has missed the target.

Missing data indicates fewer than 45 students in that group.

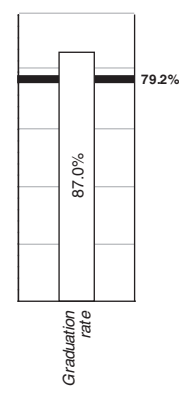
Index Scores and Targets



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.

— 2008 state Mathematics target
 — 2008 state ELA target

— State graduation target
 * 2007 non-cohort rate

School Performance Classifications

Made Adequate Yearly Progress (AYP): Met all targets.
Did not make AYP: Missed one or more targets.

Commendations

Regents' Commended Schools: Schools that have made AYP and have been improving for two years or more in English language arts and mathematics or are achieving at an exceptionally high level are designated as Regents Commended Schools. They may be honored for High Achievement, Closing Equity Gaps, or Making Significant Improvement.

Cautions and Sanctions

First Year Making Progress: Schools that have made AYP but made Insufficient Progress (see below) in the previous year are designated as "First Year Making Progress." These schools are still Identified for School Improvement (see below).

With Caution: Schools that have not made AYP but have (1) made AYP in the previous year, (2) made the "All Students" target in both English language arts and mathematics, and (3) missed no more than 3 targets are designated as "With Caution."

Insufficient Progress: Schools that have not made AYP and do not qualify for the caution designation are designated as making "Insufficient Progress."

Identified for School Improvement: Schools that have missed targets for two years in a row in the same subject area (English language arts, mathematics) or indicator (attendance or graduation rate), as well as schools designated as "First Year Making Progress," are "Identified for School Improvement."

Schools that receive federal funds under the Title I program for high-poverty schools are subject to provisions of NCLB:
 In the 1st year identified for school improvement, students may transfer to other schools in the district (school choice).
 In the 2nd year identified for school improvement, students may receive free supplementary educational services.
 In the 3rd year identified for school improvement, the school may be subject to corrective action.
 In the 4th year identified for school improvement, the school may be subject to restructuring.

For Additional Information

Go to www.ride.ri.gov.
 See [School Report Cards - 2008 Report Cards - The RI Accountability System](#)
 See [Offices: Assessment and Accountability - Accountability Information - 2008 Accountability Technical Bulletin](#)