

The criteria that determine IMPROVING vs. NOT IMPROVING schools

Information Works! Performance Progress Field (sample school)

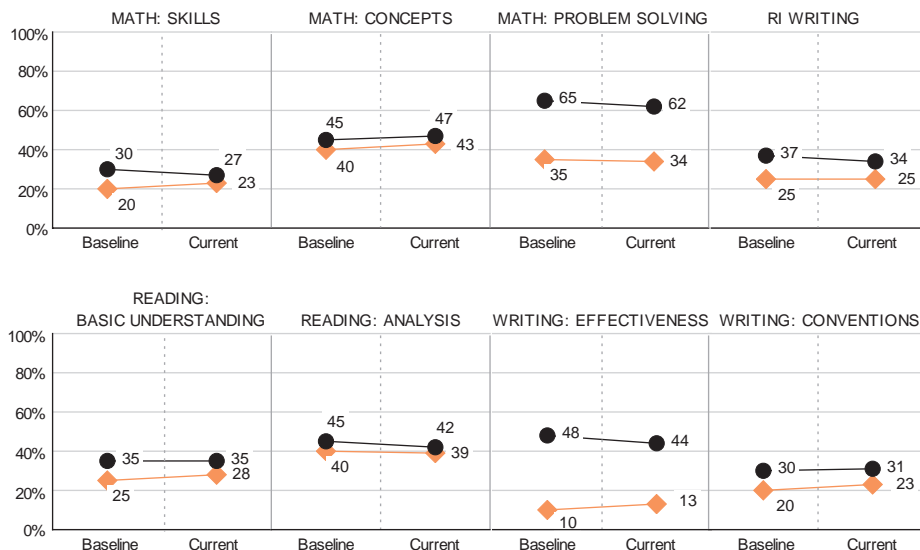
Question: Did this school **DECREASE** low-level performance and **INCREASE** student proficiency?

Performance progress

- Percent of students in lowest performance levels
- ◆ Percent of students demonstrating proficiency

Baseline: Cumulative '98-'99

Current: Cumulative '00-'01



Answer: This school is improving in both Math and ELA.

Requirements for Improving Schools

Checkmarks indicate where this school **increased** the percent of students demonstrating proficiency by at least 3% from the baseline to the current year:

(Look at blue diamonds ◆ to determine an increase.)

Mathematics (Need 2 out of 3)

- Skills
- Concepts
- Problem Solving

English Language Arts (Need 3 out of 4)

- Reading: Basic Understanding
- Reading: Analysis & Interpretation
- Writing: Effectiveness
- Writing: Conventions

ALTERNATE (This test can be substituted for one of the other Writing tests.)

- RI Writing

Checkmarks indicate where this school **decreased** the percent of students performing at the lowest proficiency levels by at least 3% from the baseline to the current year:

(Look at black circles ● to determine a decrease.)

Mathematics (Need 2 out of 3)

- Skills
- Concepts
- Problem Solving

English Language Arts (Need 3 out of 4)

- Reading: Basic Understanding
- Reading: Analysis & Interpretation
- Writing: Effectiveness
- Writing: Conventions

ALTERNATE (This test can be substituted for one of the other Writing tests.)

- RI Writing

Improving Schools

Improving schools are those that meet the above requirements. Schools can qualify as improving in both Mathematics and English Language Arts, or in Math alone or ELA alone. K-3 schools are only tested in RI Writing, so this is the only test used to determine their status.

Non-Improving Schools

Non-improving schools are those that do not meet the requirements listed above.

Baseline and Current Years

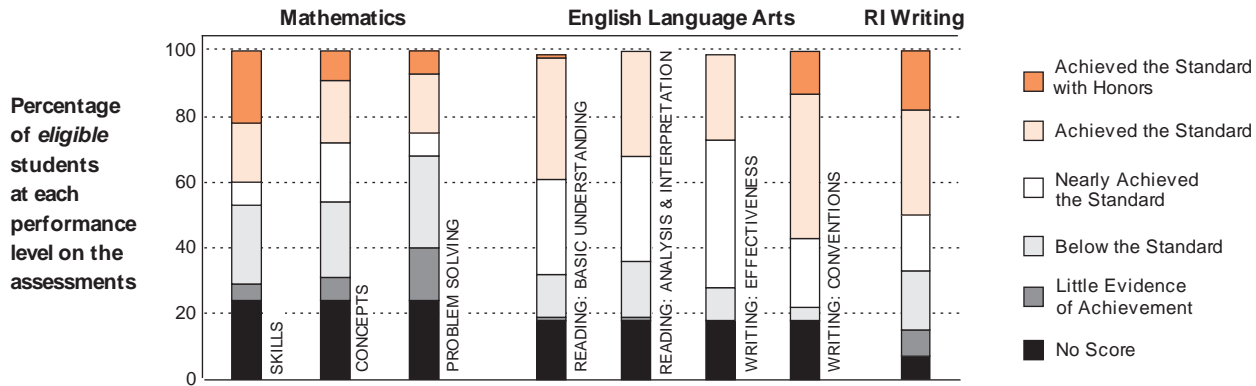
The 2-year cumulative percentage of the 1998-1999 scores is compared with the 2-year cumulative percentage of the 2000-2001 scores. Cumulative does not mean that the average (mean) of two years is averaged together, but that performance across both years is summed and then divided by the total number of students required to take the tests over the two years.

Further Resources

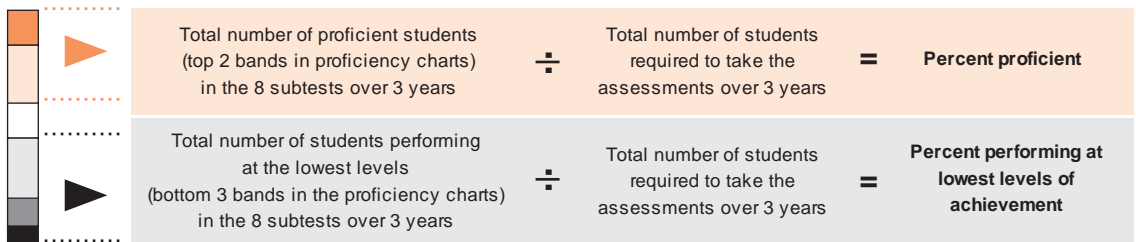
Go to the Information Works! Web site (www.infoworks.ride.uri.edu) for the Performance Progress field showing all 8 subtests for every school.

The criteria that determine PERFORMANCE levels

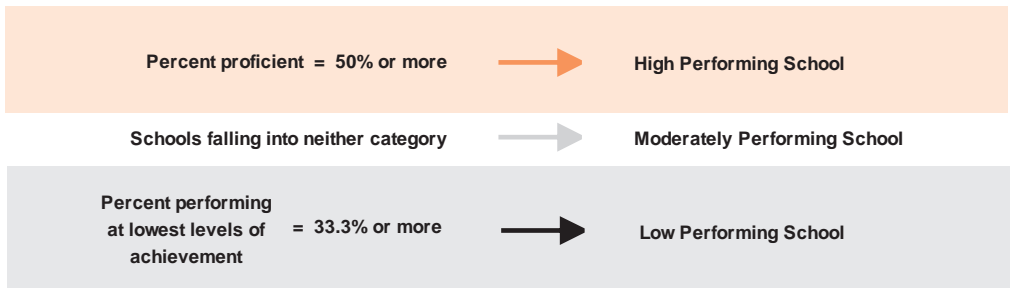
Information Works! Proficiency Field (sample chart shows one year of data)



Three years' proficiency data (1999, 2000, and 2001) are used to calculate the following percentages:



Designating High, Moderate, and Low Performing Schools



Non-Categorized Schools

Schools that do not have grade levels at which the state administers tests (K-2) and schools that were recently created and have only one or two years of test data are not categorized into the performance levels.