

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).

Index Proficiency Scores

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

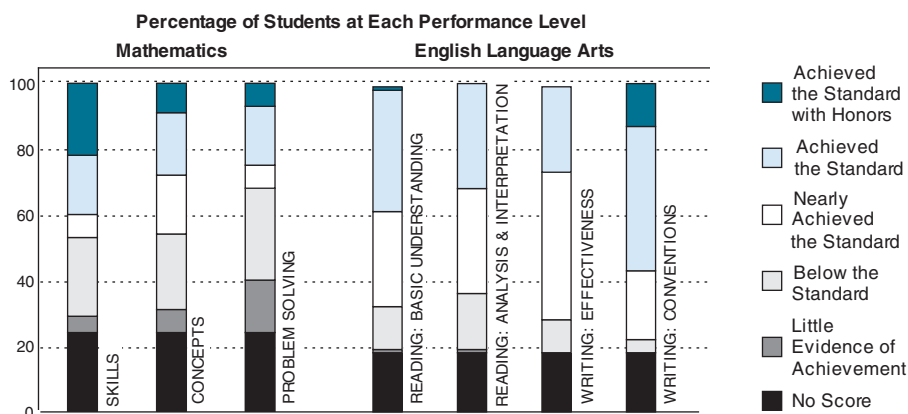
Each school (and district) receives a score in each core subject (mathematics and English language arts), based upon the past three years of test data. Scores are also calculated for eight groups of students within each school and district.

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

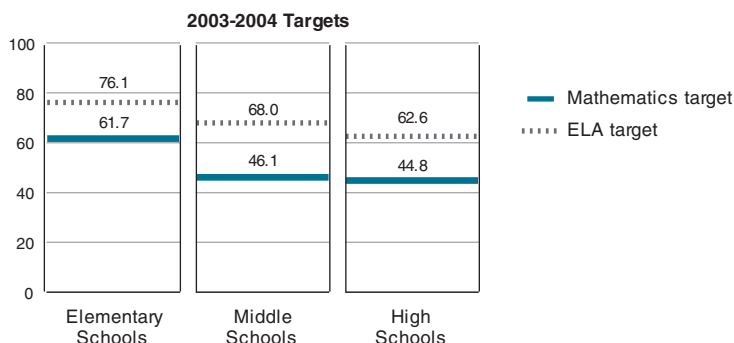
The score, from 0 to 100, is calculated by assigning a point value to each scoring level for each subtest in the New Standards Reference Exams.

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

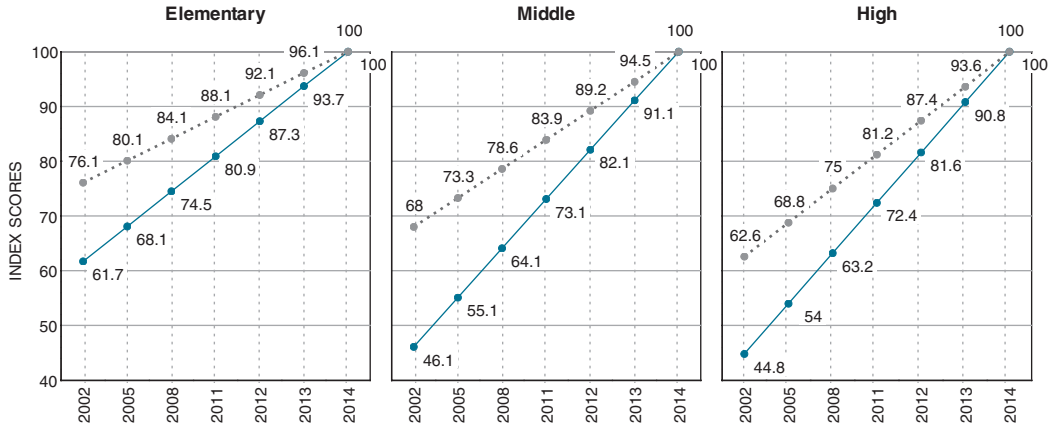
Using the Index Proficiency Score, RIDE has established targets for each school year.



Annual Measurable Objectives, or Targets - Assessments

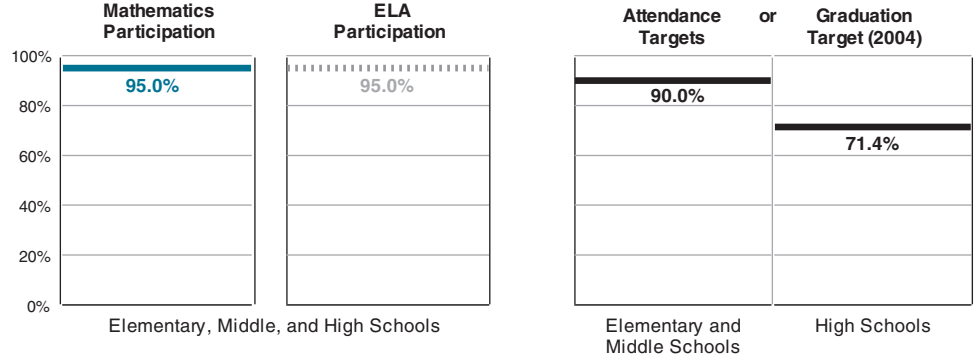
In accordance with NCLB, from each baseline RIDE has set five intermediate goals, culminating in a final goal of a score of 100 (100-percent proficient) in the year 2014.

- Mathematics targets
- ELA targets



Additional Targets

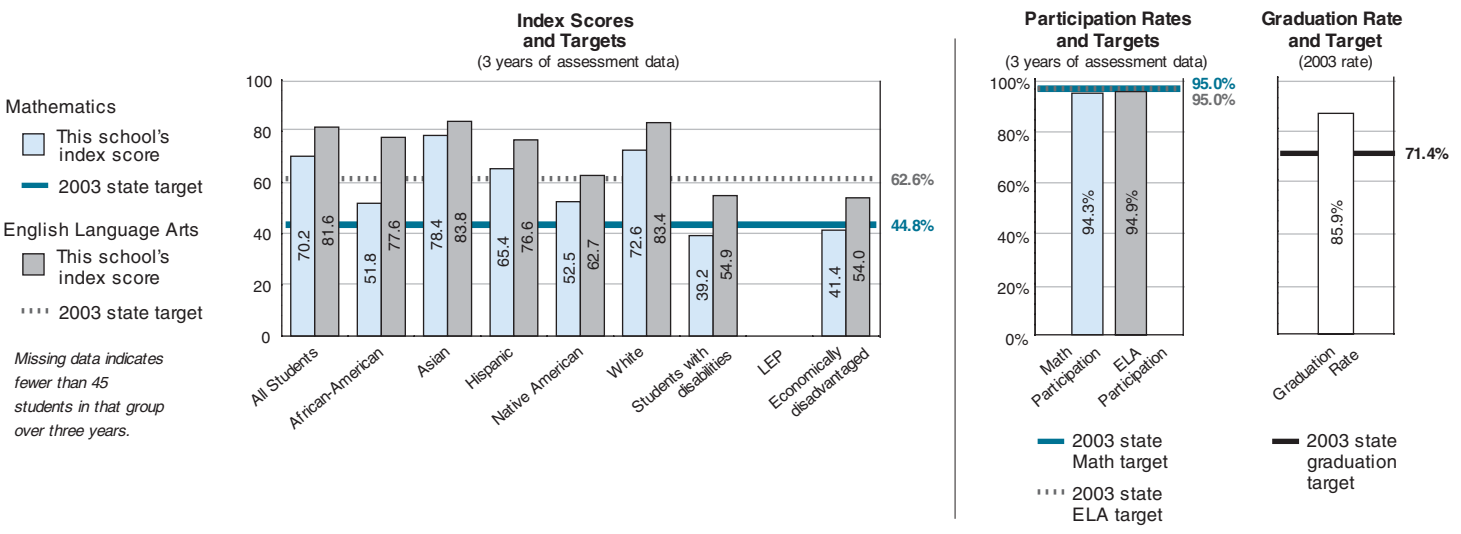
In addition to the targets based on the assessments, each school and district has three additional non-assessment targets.



School Performance Classifications: 21 Targets

An example from a Rhode Island High School

The graphs below from a 2003 school report show which targets were met and which were missed. This school missed both assessment targets for students with disabilities and for economically disadvantaged students. Note that this school has a small population of students with limited proficiency in English (LEP), and therefore no index scores were calculated for that student group. This school also missed both participation-rate targets. Because it missed targets, this school was classified as "in need of improvement."



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.

High/Moderate, with Caution

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

Schools in need of improvement

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

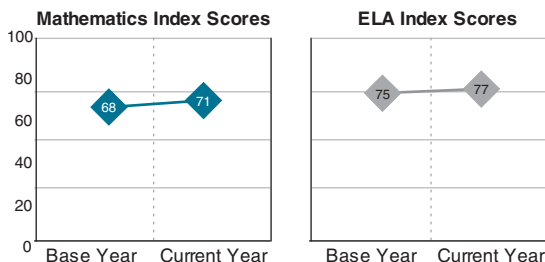
Improvement Status

Improving Schools

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

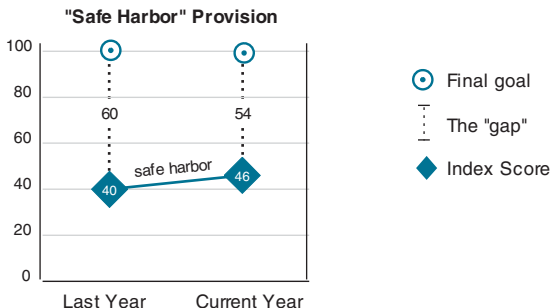
Sustaining Schools

- All other schools that met all targets.



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 percent.



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 or www.infoworks.ride.uri.edu

2004 School and District Reports

- Brochure on Accountability
- Technical Bulletin