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.

### 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

<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>Index Proficiency Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient with Distinction</td>
<td>100</td>
</tr>
<tr>
<td>Proficient</td>
<td>100</td>
</tr>
<tr>
<td>Partially Proficient</td>
<td>75</td>
</tr>
<tr>
<td>Substantially Below Proficient: Upper Range</td>
<td>50</td>
</tr>
<tr>
<td>Substantially Below Proficient: Lower Range</td>
<td>25</td>
</tr>
<tr>
<td>No Evidence of Achievement</td>
<td>0</td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th></th>
<th>Participation Target</th>
<th>Attendance Target</th>
<th>Graduation Target (2007-08)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>ELA</td>
<td>School as a whole</td>
</tr>
<tr>
<td>8 student groups</td>
<td>95%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>90%</td>
<td></td>
<td>High Schools</td>
</tr>
</tbody>
</table>
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.

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 and Adequate Yearly Progress

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

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.

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