



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
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Fact Sheet

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Accelerating Schools Toward Greatness: The Rhode Island Accountability System – June 2012

How We Measure School Performance

Proficiency: How many students have attained proficiency or better?

This measure indicates the percent of students in each school who have reached or exceeded a level of proficient on the state assessments in mathematics and reading.

Distinction: How many students have attained distinction?

This measure indicates the percent of students in each school who have reached the level of proficient with distinction on the state assessments in mathematics and reading.

Participation: How many students are tested?

This measure indicates the percent of eligible students in each school who participated in the state assessments in mathematics and reading.

Gap-closing: Is the school serving all students, including those with disabilities and English Learners?

This measure indicates whether student groups in each school are closing achievement gaps. This measure compares the scores of a high-performing group of students within the district against the performance of other student groups within the school. (Charter public schools and state-operated schools are compared with the districts in which the school is located.)

Progress: Is the school approaching its 2017 targets?

This measure indicates whether each school as a whole is progressing at a rapid enough pace to meet its 2017 targets in mathematics and reading.

Growth (K-8): Are all students making progress?

This measure indicates whether most students are making sufficient annual growth, based on the yearly changes in their assessment scores.

Improvement (high schools): Is the school improving annually?

This measure indicates whether the grade-11 scores on state assessments in mathematics and reading are improving annually.

Graduation (high schools): Is the school reaching its graduation-rate goals?

This measure indicates whether most entering freshmen graduate from high school.

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How We Classify Schools

RIDE assigns point values to the measures of performance:

	K – 8	High School
Proficiency	30 points	30 points
Distinction	5 points	5 points
Gap-closing	30 points	30 points
Progress	10 points	10 points
Growth	25 points	
Improvement		5 points
Graduation		20 points
Total:	100 points	100 points

RIDE ranks schools by total point value, or Composite Index Score, to determine classifications:

Commended Schools have the highest index scores in the state and no achievement gaps; they are recognized because of either high performance or significant progress.

Leading Schools have an index score between 70 and 76.

Typical Schools have an index score between 50 and 70.

Warning Schools can be identified by any of seven criteria: index score less than 50; Proficiency of 10 or fewer points; Gap-closing of fewer than 15 points; Growth of 7.5 points or fewer; Improvement plus Graduation of 10 points or fewer; low graduation rate over time; or Participation rate of less than 95 percent.

Focus Schools have the lowest point totals in the state (excluding Priority Schools) for Proficiency or Gap-closing, regardless of their index score.

Priority Schools have the lowest Composite Index Scores in the state. Schools previously identified as Persistently Lowest Achieving are also Priority Schools.

How We Intervene in and Support Schools

On identification as a **Priority School**, the school and RIDE begin a three- to five-year intervention process:

Diagnosis and planning: The school will undergo a diagnostic screening and develop a plan for improvement that includes a comprehensive package of interventions, including at least nine strategies that respond to the diagnosis findings and are subject to the Commissioner's approval; the district may also opt to close the school or to reopen the school under new education management.

Implementation and monitoring: The district and school will put the improvement plan into action. District leadership will oversee this process, through quarterly performance reviews with RIDE.

On identification as a **Focus School**, the school, the district, and RIDE begin a two- to three-year intervention process similar to the process for Priority Schools though involving only seven strategies that respond to the diagnosis findings.

Warning Schools will implement a plan for improvement, but on a limited scale and without intensive RIDE oversight. RIDE expects **all other schools** to focus on meeting all Annual Measurable Objectives and to strive for continued improvement of student achievement.

For more information, see:
<http://www.ride.ri.gov/Commissioner/eseaflex.aspx>

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