

## Part B State Annual Performance Report (APR) for 2006

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

### Monitoring Priority:

**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

### Measurement:

- A. Percent =  $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$ .
- B. Participation rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in regular assessment with no accommodations (percent =  $[(b) \div (a)] \times 100$ );
  - c. # of children with IEPs in regular assessment with accommodations (percent =  $[(c) \div (a)] \times 100$ );
  - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent =  $[(d) \div (a)] \times 100$ ); and
  - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent =  $[(e) \div (a)] \times 100$ ).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

**Actual Target Data for FFY 2006**

<b>Indicator 3A:</b> Percent = # of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total of districts that have a disability subgroup that meets the State’s minimum “n” size times 100.	
Districts meeting AYP for Students with Disabilities	In ELA & Mathematics
2006-2007	66.67%

**Indicator 3B:** Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade-level standards; alternate assessment against alternate achievement standards.

Statewide Assessment – 2006-2007		Math Assessment								Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%	
a	Children with IEPs	1898	2152	2202	2321	2397	2326	1733	15029		
b	IEPs in regular assessment with no accommodations	777 (40.6%)	805 (37.3%)	573 (26.02%)	714 (30.8%)	787 (32.8%)	970 (41.7%)	952 (54.9%)	5578	37.11	
c	IEPs in regular assessment with accommodations	1008 (53.1%)	1236 (68.5%)	1509 (63.9%)	1484 (61.5%)	1473 (61.6%)	1191 (51.2%)	642 (37.05%)	8543	56.8	
d	IEPs in alternate assessment against grade-level standards	RI does not have an alternate assessment that test children against grade level standards.									

e	IEPs in alternate assessment against alternate standards	66 (3.5%)	63 (2.9%)	80 (3.6%)	60 (2.92%)	70 (2.93%)	90 (3.9%)	64 (3.7%)	493	3.3
	Overall (b+c+d+e) Baseline	1851 (97.5%)	2104 (98.8%)	2162 (98.2%)	2258 (97.3%)	2330 (97.2%)	2251 (96.8%)	1658 (95.7%)	14614	97.2
Children included in a but not included in the other counts above										
	Exemptions	15	12	11	23	22	17	39	139	
	Not Tested Other	32	36	29	40	45	58	40	280	

Statewide Assessment – 2006-2007		Reading/English Language Arts								Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%	
a	Children with IEPs	1898	2152	2202	2321	2397	2326	1746	15042		
b	IEPs in regular assessment with no accommodations	776 (40.9%)	804 (37.4%)	570 (25.9%)	712 (30.7%)	788 (32.9%)	970 (41.7%)	935 (53.6%)	5555	36.9	
c	IEPs in regular assessment with accommodations	1007 (53.1%)	1236 (57.4%)	1508 (68.5%)	1483 (63.9%)	1474 (61.5%)	1194 (51.3%)	680 (39%)	8582	57	
d	IEPs in alternate assessment against grade- level standards*	RI does not have an alternate assessment that test children against grade level standards.									
e	IEPs in alternate assessment against alternate standards	66 (3.5%)	63 (2.9%)	80 (3.6%)	60 (2.6%)	70 (2.9%)	90 (3.9%)	64 (3.7%)	493	3.3	
	<b>Overall (b+c+d+e) Baseline</b>	1849 (97.4%)	2103 (97.7%)	2158 (98%)	2255 (97.2%)	2332 (97.3%)	2254 (96.9%)	1679 (96.2%)	14630	97.3	
Children included in a but not included in the other counts above											
	Exemptions	17	16	15	28	20	19	37	152		
	Not Tested Other	32	33	29	38	45	53	34	264		

**Indicator 3C.** Proficiency rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade-level standards; alternate assessment against alternate achievement standards.

Statewide Assessment 2006-2007	Math Assessment								Total
	Grade	Grade	Grade	Grade	Grade	Grade	Grade		

		3	4	5	6	7	8	11	#	%
a	Children with IEPs	1898	2152	2202	2321	2397	2326	1733	15029	
b	IEPs in regular assessment with no accommodations	413 (21.8%)	394 (18.3%)	272 12.4%	265 (11.4%)	249 (10.4%)	236 (10.1%)	128 (7.3%)	2059	13.7%
c	IEPs in regular assessment with accommodations	200 (10.5%)	242 (11.2%)	328 (14.9%)	305 (13.1%)	249 (10.4%)	177 (7.6%)	62 (3.6%)	1613	10.7%
d	IEPs in alternate assessment against grade- level standards*	RI does not have an alternate assessment that test children against grade level standards.								
e	IEPs in alternate assessment against alternate standards	31 (1.6%)	38 (1.8%)	48 (2.2%)	35 (1.5%)	38 (1.6%)	53 (2.3%)	19 (1.1%)	262	1.7%
Overall (b+c+d+e) Baseline Proficient		644 (33.9%)	674 (31.3%)	648 (29.4%)	605 (26.1%)	536 (22.4%)	466 (20%)	209 (12.1%)	3782	25.2%

Statewide Assessment 2006-2007		Reading/English Language Arts								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total	
		#	%	#	%	#	%	#	%	#
a	Children with IEPs	1898	2152	2202	2321	2397	2326	1746	15042	
b	IEPs in regular assessment with no accommodations	414 (21.8%)	394 (18.3%)	272 (12.4%)	265 (11.4%)	249 (10.4%)	237 (10.2%)	230 (13.2%)	2061	13.7%
c	IEPs in regular assessment with accommodations	200 (10.5%)	302 (14%)	328 (14.9%)	305 (13.1%)	250 (10.4%)	177 (7.6%)	112 (6.4%)	1674	11.1%
d	IEPs in alternate assessment against grade- level standards*	RI does not have an alternate assessment that test children against grade level standards.								
e	IEPs in alternate assessment against alternate standards	31 (1.6%)	38 (1.8%)	48 (2.2%)	35 (1.5%)	38 (1.6%)	53 (2.3%)	22 (1.3%)	265	1.8%
Overall (b+c+d+e) Baseline Proficient		645 (34%)	734 (34.1%)	648 (29.4%)	605 (26.1%)	537 (22.4%)	467 (21.2%)	364 (20.8%)	4000	26.6%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

During the 2006-2007 academic year, Rhode Island students participated in the New England Common Assessment Program (NECAP). Students were assessed in reading and mathematics in grades 3 through 8, as well as writing at grades 5, and 8. Eleventh grade students were assessed using the New Standards Reference Exam (NSRE) in English Language Arts and Mathematics for its final year. Eleventh grade students will take the NECAP in FFY 2007. Students with significant cognitive disabilities who met the state’s alternate assessment criteria were assessed using the Operational Alternate

Assessment or the Pilot Alternate Assessment during the 2005-2006 academic year. Students in grades 2-8 and 10 were assessed in English/Language Arts (ELA) and Mathematics.

Assessment data is reported to the public at the state and district level disaggregated by content area, assessment and population subgroup (African American, Asian, Hispanic, Native American, White, Male, Female, Students living in Poverty, English-language Learners, Students with Disabilities, and Migrant students). This data is reported through the state Information Works website and publication.

Assessment results are not reported for groups fewer than ten students. Since the NECAP is a fall test it assesses the prior years learning. Therefore aggregating those results assesses student learning over the same academic year. Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an English Language Learner (ELL) exemption in the content area of ELA only for student who have been in the United States for less than one year. The ELL exemption is in compliance with Federal Law.

During the 2006-2007 school year, twenty four of Rhode Island's 36 districts (67%) met the states AYP objectives for progress for disability subgroup exceeding its target of 65% of districts meeting AYP. Districts not making AYP received classifications according to the state accountability and classification process. These classifications require different levels of intervention depending on the number of years in which they have not met AYP requirements.

Rhode Island did not meet its target of 100% participation for children with IEPs on the state assessment. The participation rate was 97.3% in Reading/ELA and 97.2% in Mathematics. This was a decrease from last year. Slippage in participation can more likely be attributed to improvements in Rhode Island's data system rather than a significantly lower number of students being assessed. In analyzing Rhode Island's state assessment proficiency results, Rhode Island has met several of its targets. In Mathematics, Rhode Island met or exceeded all of its grade specific targets for proficiency rate for grades three through eight. Rhode Island did not meet its target in Mathematics for grade eleven. In Reading/ELA, Rhode Island met or exceeded its targets for the proficient rate for grades three through seven. Rhode Island did not meet the proficiency target in Reading/ELA for grades eight and eleven. Progress or slippage in proficiency rates may be attributed to a variety of factors including teacher professional development in differentiated instruction and instruction for students eligible for the RIAA, high school reform efforts, changes in curriculum, and inclusion.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2006)

Improvement Activity	Timelines	Resources
<p><u>State Assessment Program:</u> NECAP will be administered grades 3-8 and 11 during the 2007-2008 academic year.</p> <p>In the fall of 2007 Rhode Island will continue to implement Rhode Island Alternate Assessment including grades 2-8 and 10. The new Rhode Island alternate assessment system (RIAA) is based on Alternate Assessment Grade Span Expectations (AAGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). The alignment study conducted in February 2007 provided information for necessary revisions of the AAGSE's to improve alignment with the state GLSs. These revisions are to be completed during the 2007-2008 academic year. In addition, RIAA training for teachers has focused on improving instruction for students who are eligible for the RIAA.</p>	<p>Academic year 2007-2008</p>	<p>RI Department of Education, Office for Diverse Learners and Office of Assessment and Accountability personnel</p>

<p>Rhode Island’s Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs’ state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.</p>	<p>Ongoing to the year 2011</p>	<p>RI Department of Education, Office of Special Populations personnel  RI Technical Assistance Project personnel  RI Department of Education, Office of Assessment and Accountability personnel</p>
<p>Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.</p>	<p>Ongoing through 2007-2008 academic year</p>	<p>RI Department of Education Office for Diverse Learners personnel</p>
<p><u>Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning:</u>  We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.</p>	<p>Ongoing through 2007-2008 academic year</p>	<p>RI Department of Education Office for Diverse Learners personnel  University Center on Disabilities (The Sherlock Center)</p>
<p><u>High School Reform:</u> Access to all the standards in the general curriculum is required as a part of the RI Proficiency Based Graduation Requirements (PBGR).</p>	<p>Ongoing, full implementation will take effect in 2008</p>	<p>RI Department of Education, Office of Middle and High School Reform personnel  RI Department of Education Office for Diverse Learners personnel</p>

