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## FACT SHEET

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### **Accelerating Schools Toward Greatness: The Rhode Island Accountability System**

#### **How We Measure School Performance School Year 2014-15**

School accountability results for the 2014-15 school year are based on an abbreviated accountability model and on the results from a new set of state assessments (PARCC assessments). As noted with the release of PARCC assessment results, this first administration of PARCC establishes a baseline year. We cannot make comparisons with the assessment results from previous years or previous assessments (NECAP assessments). The same holds true for accountability during this baseline year. Therefore 2014-15 index scores are not comparable to scores from previous years. Rules and procedures RIDE previously used to determine school classifications are no longer in place. In addition, this year only commended schools will receive a label based on the Comprehensive Index Score (CIS). Priority and Focus schools will keep their label unless they met their exit criteria. All other schools will have no label this year. These adaptations for the baseline year of accountability were agreed to as part of Rhode Island's ESEA Waiver.

Each metric below contributes to a Comprehensive Index Score. There are some previously used metrics that are not used due to the transition to a new testing program.

**Proficiency:** How many students have attained the level of "Meeting Expectations" or better?

*This measure indicates the percent of students in each school who have met or exceeded expectations on the state assessments in mathematics and English Language Arts (ELA)/Literacy.*

**Distinction:** How many students have attained distinction?

*This measure indicates the percent of students in each school who have exceeded expectations on the state assessments in mathematics and ELA/Literacy.*

**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 ELA/Literacy.*

**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)*

**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.*

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

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

### Commended Schools

There are 17 Commended Schools. These schools represent 6% of schools in RI. They are:

District	School	Consecutive Years Commended
Barrington	SOWAMS ELEMENTARY SCHOOL	
Barrington	BARRINGTON MIDDLE SCHOOL	
Charter School	BLACKSTONE VALLEY PREP ELEMENTARY 2 SCHOOL	
Charter School	BLACKSTONE VALLEY PREP HIGH SCHOOL	
Bristol Warren	ROCKWELL SCHOOL	4 Years
Chariho	HOPE VALLEY ELEMENTARY SCHOOL	
Cranston	ORCHARD FARMS ELEMENTARY SCHOOL	
Cranston	STONE HILL SCHOOL	2 Years
East Greenwich	ARCHIE R. COLE MIDDLE SCHOOL	2 Years
Jamestown	JAMESTOWN SCHOOL-MELROSE	
Johnston	BROWN AVENUE SCHOOL	
Lincoln	LINCOLN CENTRAL ELEMENTARY SCHOOL	
South Kingstown	MATUNUCK SCHOOL	2 Years
South Kingstown	PEACE DALE ELEMENTARY SCHOOL	
South Kingstown	WAKEFIELD ELEMENTARY SCHOOL	
Charter School	THE COMPASS SCHOOL	
Tiverton	FORT BARTON SCHOOL	4 years

### How We Classify Schools

RIDE assigns point values to the measures of performance:

	<b>K - 8</b>	<b>High School</b>
Proficiency	34 points	34 points
Distinction	6 points	6 points
Gap-closing	34 points	34 points
Growth	26 points	
Graduation		26 points
<b>Total:</b>	<b>100 points</b>	<b>100 points</b>

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.

**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.

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