

# High Performing Schools

## DEFINITION

*High performing schools* is the percentage of schools in Rhode Island that were classified as high performing by the Rhode Island Department of Elementary and Secondary Education. Rhode Island's accountability system is designed to promote an increase in student test scores so all students reach proficiency by 2014, as required by the federal No Child Left behind Act of 2001.

## SIGNIFICANCE

The 2001 federal No Child Left Behind Act (NCLB) is aimed at closing achievement gaps and improving public schools. Through improved standards and accountability and increased testing and reporting requirements, NCLB is intended to focus on improving educational outcomes for all students with special attention paid to key demographic groups. The law is also intended to improve teacher quality and expand options for students.<sup>1</sup>

The concept of standards-based education relies on four cornerstones: making learning goals explicit, ensuring teachers are using curricula aligned with the standards, providing the necessary resources, and developing tests and implementing accountability systems closely aligned with the learning goals.<sup>2</sup> Accountability systems are insufficient without deliberate interventions to

improve teacher quality and to provide extra resources to students at risk of failure.<sup>3</sup>

Testing student performance in reading and mathematical skills can indicate how well schools are preparing students to succeed in higher education and the labor market. Students with higher test scores are more likely to graduate from high school, attend college, earn more and be unemployed less often as adults than students with lower test scores.<sup>4</sup>

High poverty schools can achieve high standards for student performance by regularly communicating high expectations for students and staff, nurturing positive relationships among adults and students, having a strong focus on academic instruction, using student assessments to individualize instruction, making decisions collaboratively, employing enthusiastic and diligent teachers, and effectively recruiting, hiring and assigning teachers to maximize success.<sup>5</sup>

Schools Making Insufficient Progress, Rhode Island, 2007		
	Elementary & Middle Schools	High Schools
Core Cities	35%	57%
Remainder of State	1%	29%
Rhode Island	11%	40%

Source: Rhode Island Department of Elementary and Secondary Education, 2006-2007 school year.



## Elementary and Middle School Performance Classifications, Rhode Island, 2007

- ◆ In Rhode Island in 2007, 171 (68%) elementary and middle schools were classified as “high performing,” 52 (21%) were classified as “moderately performing,” and 27 (11%) were classified as “making insufficient progress.”<sup>6</sup>
- ◆ Elementary and middle school classifications are based on 37 targets that include school-wide English language arts (ELA) and mathematics targets, ELA and mathematics targets for student groups, school-wide and student group test participation targets, and attendance rate targets.<sup>7</sup>
- ◆ Schools were classified as “high performing” if the school as a whole met the ELA and mathematics targets for the year 2011, no student groups fell below current year targets, and participation and attendance targets were met. Schools were classified as “moderately performing” if current year assessment targets for school-wide performance were met, targets for all student groups were met, and participation and attendance targets were met. Schools that missed up to 3 targets (other than school-wide ELA and mathematics targets) were classified as “high performing” or “moderately performing” for one year only. All other schools were classified as “making insufficient progress.”<sup>8</sup>



## High School Performance Classifications, Rhode Island, 2007

- ◆ In Rhode Island in 2007, 29 (50%) high schools were classified as “made adequate yearly progress (AYP),” 6 (10%) were classified as “with caution,” and 23 (40%) were classified as “making insufficient progress.”<sup>9</sup>
- ◆ High school classifications are based on 37 targets that include school-wide ELA and mathematics targets, ELA and mathematics targets for student groups, school-wide and student group test participation targets, and graduation rate targets.<sup>10</sup>
- ◆ Schools that did not miss any current targets were classified as “made AYP.” Schools that missed up to three targets (other than school-wide ELA and mathematics targets) were classified as “with caution” for one year only. Schools that missed a school-wide ELA or math target, more than 3 targets, or schools that missed any target for multiple years were classified as “making insufficient progress.”<sup>11</sup>

Table 42.

School Performance, Rhode Island District Profiles, 2007

SCHOOL DISTRICT	# OF ELEMENTARY & MIDDLE SCHOOLS	% MAKING INSUFFICIENT PROGRESS	% MODERATELY PERFORMING	% HIGH PERFORMING	# OF HIGH SCHOOLS	% MAKING INSUFFICIENT PROGRESS	% CAUTION	% MADE AYP
Barrington	5	0%	0%	100%	1	0%	0%	100%
Bristol-Warren	7	0%	0%	100%	1	100%	0%	0%
Burrillville	3	0%	0%	100%	1	100%	0%	0%
Central Falls	5	60%	40%	0%	1	100%	0%	0%
Chariho	6	0%	0%	100%	2	0%	50%	50%
Coventry	7	0%	0%	100%	1	0%	0%	100%
Cranston	20	0%	5%	95%	3	33%	0%	67%
Cumberland	7	14%	0%	86%	1	0%	100%	0%
East Greenwich	5	0%	0%	100%	1	0%	0%	100%
East Providence	10	0%	30%	70%	1	0%	0%	100%
Exeter-West Greenwich	3	0%	0%	100%	1	0%	0%	100%
Foster	1	0%	0%	100%	NA	NA	NA	NA
Foster-Glocester	1	0%	0%	100%	1	0%	0%	100%
Glocester	2	0%	0%	100%	NA	NA	NA	NA
Jamestown	2	0%	0%	100%	NA	NA	NA	NA
Johnston	7	0%	14%	86%	1	0%	0%	100%
Lincoln	5	0%	0%	100%	1	100%	0%	0%
Little Compton	1	0%	0%	100%	NA	NA	NA	NA
Middletown	4	0%	50%	50%	1	0%	0%	100%
Narragansett	2	0%	0%	100%	1	0%	100%	0%
New Shoreham	1	0%	0%	100%	1	0%	0%	100%
Newport	6	33%	50%	17%	1	0%	0%	100%
North Kingstown	8	0%	0%	100%	1	0%	0%	100%
North Providence	8	0%	25%	75%	1	100%	0%	0%
North Smithfield	3	0%	0%	100%	1	0%	0%	100%
Pawtucket	13	38%	38%	23%	2	50%	50%	0%
Portsmouth	4	0%	0%	100%	1	0%	0%	100%
Providence	33	36%	58%	6%	15	53%	0%	47%
Scituate	4	0%	0%	100%	1	0%	0%	100%
Smithfield	5	0%	0%	100%	1	100%	0%	0%
South Kingstown	6	0%	0%	100%	1	100%	0%	0%
Tiverton	4	0%	25%	75%	1	0%	0%	100%
Warwick	23	0%	4%	96%	3	67%	0%	33%
West Warwick	5	20%	40%	40%	1	100%	0%	0%
Westerly	6	0%	0%	100%	1	0%	100%	0%
Woonsocket	10	20%	70%	10%	1	100%	0%	0%
Charter Schools	6	0%	33%	67%	2	0%	0%	100%
State-Operated Schools	1	0%	100%	0%	4	50%	25%	25%
UCAP	1	100%	0%	0%	NA	NA	NA	NA
Core Cities	72	35%	53%	13%	21	57%	5%	38%
Remainder of State	170	1%	6%	93%	31	29%	13%	58%
Rhode Island	250	11%	21%	68%	58	40%	10%	50%

### Source of Data for Table/Methodology

All data are from the Rhode Island Department of Elementary and Secondary Education, 2006-2007 school year.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

2007 independent charter schools are BEACON Charter School, Blackstone Academy Charter School, The Compass School, CVS Highlander Charter School, the International Charter School, Kingston Hill Academy, The Learning Community Charter School, and Paul Cuffee Charter School. 2007 state-operated schools are the William M. Davies Jr. Career-Technical High School, DCYF schools, Metropolitan Regional Career & Technical Center, and the Rhode Island School for the Deaf.

See Methodology Section for more information.

### References

- <sup>1</sup> *Beyond NCLB: Fulfilling the promise to our nation's children (Executive Summary)*. (2007). Washington, DC: The Aspen Institute for The Commission on No Child Left Behind.
- <sup>2</sup> Olson, L. (January 2006). Quality counts at 10: A decade of standards-based education. *Education Week*, 25 (17), 8-10,12,14,16,18-21.
- <sup>3</sup> Fuhrman, S. (September 2003). *Redesigning accountability systems for education: Policy brief RB-38*. Consortium for Policy Research in Education.
- <sup>4</sup> Child Trends Data Bank. (n.d.). *Mathematics proficiency & Reading proficiency*. Retrieved January 17, 2008 from [www.childtrendsdatabank.org/WhatWorks.cfm](http://www.childtrendsdatabank.org/WhatWorks.cfm)
- <sup>5</sup> Kannapel, P. J. & Clements, S. K. (2005). *Inside the black box of high-performing high-poverty schools*. Lexington, KY: Prichard Committee for Academic Excellence.
- <sup>6,9</sup> Rhode Island Department of Elementary and Secondary Education, 2005-2006 school year.
- <sup>7,8,10,11</sup> Rhode Island Department of Elementary and Secondary Education. (December 2007). *Rhode Island school performance accountability system: Schools and districts*. Providence, RI: Rhode Island Department of Elementary and Secondary Education, Office of Assessment and Accountability.