

Schools Making Insufficient Progress

DEFINITION

Schools making insufficient progress is the percentage of Rhode Island public schools making insufficient progress as classified by the Rhode Island Department of Elementary and Secondary Education. Classification levels include: “Insufficient Progress,” “Caution,” “Met Adequate Yearly Progress (AYP),” and “Met AYP and Commended.” Classifications are based on 37 measures of school performance. Rhode Island’s accountability system is designed to promote an increase in educational outcomes 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 educator quality and expand options for students.¹

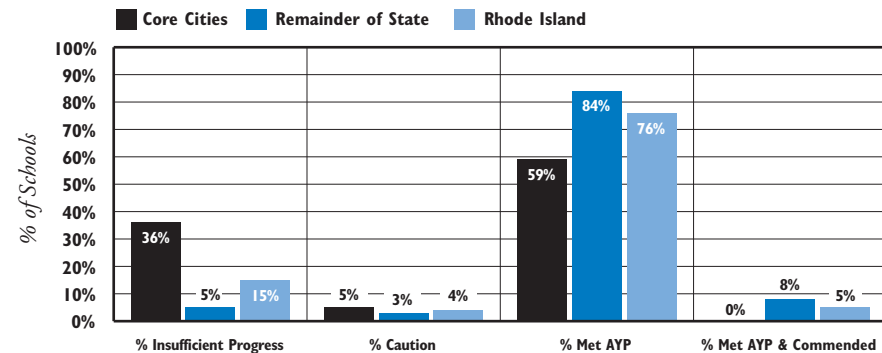
The concept of standards-based education relies on four cornerstones: making learning goals explicit, ensuring

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.² Accountability systems are insufficient without deliberate interventions to improve educator quality and to provide extra resources to students at risk of failure.³

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 have more stable employment than students with lower test scores.⁴

High poverty schools can improve 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, providing ongoing professional development for staff connected to student achievement data, using student assessments to individualize instruction, making decisions collaboratively, employing enthusiastic and diligent teachers, and effectively recruiting, hiring and assigning teachers to maximize success.⁵

2009 Rhode Island School Performance Classifications



Source: Rhode Island Department of Education, 2008-2009 school year.

◆ In Rhode Island in 2009, 225 schools (76%) were classified as “Met Adequate Yearly Progress (AYP),” 16 additional schools (5%) were classified as “Met AYP and Commended,” 12 schools (4%) were classified as “Caution,” and 44 schools (15%) were classified as making “Insufficient Progress.”⁶

◆ School classifications are based on 37 targets that include school-wide English and mathematics targets, English and mathematics targets for student groups, school-wide and student group test participation targets, and attendance or graduation rate targets (depending on whether the school is an elementary/middle school or a high school). English and mathematics targets are evaluated using *New England Common Assessment Program (NECAP)* test and other state test results.⁷

◆ Schools that do not miss any current targets are classified as “Met AYP.” Schools that achieve exceptionally high performance in English or Mathematics for two years, make significant progress for two years or significantly closed achievement gaps between student groups are designated as Regents Commended Schools (“Met AYP and Commended”). Schools that miss up to three targets for the first time (other than school-wide English and mathematics targets) may be classified as “Caution” for one year only. Schools that miss a school-wide English or math target, more than three targets, or schools that miss any target for multiple years are classified as making “Insufficient Progress.”⁸

◆ Schools that are classified as making “Insufficient Progress” may face state interventions, including the implementation of a corrective action plan or restructuring by the state.⁹

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Table 46.

School Classifications, Rhode Island, 2009

SCHOOL DISTRICT	TOTAL # OF SCHOOLS	# MET AYP & COMMENDED	% MET AYP & COMMENDED	# MET AYP	% MET AYP	# CAUTION	% CAUTION	# MAKING INSUFFICIENT PROGRESS	% MAKING INSUFFICIENT PROGRESS
Barrington	6	6	100%	0	0%	0	0%	0	0%
Bristol Warren	6	0	0%	6	100%	0	0%	0	0%
Burrillville	4	0	0%	4	100%	0	0%	0	0%
Central Falls	6	0	0%	3	50%	0	0%	3	50%
Chariho	7	1	14%	6	86%	0	0%	0	0%
Coventry	8	0	0%	6	75%	1	13%	1	13%
Cranston	23	1	4%	20	87%	0	0%	2	9%
Cumberland	8	0	0%	6	75%	0	0%	2	25%
East Greenwich	6	3	50%	3	50%	0	0%	0	0%
East Providence	11	1	9%	7	64%	1	9%	2	18%
Exeter-West Greenwich	4	0	0%	3	75%	1	25%	0	0%
Foster	1	0	0%	1	100%	0	0%	0	0%
Foster-Glocester	2	0	0%	2	100%	0	0%	0	0%
Glocester	2	0	0%	2	100%	0	0%	0	0%
Jamestown	2	0	0%	2	100%	0	0%	0	0%
Johnston	6	0	0%	5	83%	1	17%	0	0%
Lincoln	6	0	0%	6	100%	0	0%	0	0%
Little Compton	1	0	0%	1	100%	0	0%	0	0%
Middletown	5	0	0%	5	100%	0	0%	0	0%
Narragansett	3	0	0%	3	100%	0	0%	0	0%
New Shoreham	1	0	0%	1	100%	0	0%	0	0%
Newport	7	0	0%	7	100%	0	0%	0	0%
North Kingstown	9	0	0%	8	89%	0	0%	1	11%
North Providence	9	0	0%	9	100%	0	0%	0	0%
North Smithfield	4	0	0%	3	75%	1	25%	0	0%
Pawtucket	16	0	0%	12	75%	1	6%	3	19%
Portsmouth	5	0	0%	5	100%	0	0%	0	0%
Providence	47	0	0%	22	47%	3	6%	22	47%
Scituate	5	0	0%	5	100%	0	0%	0	0%
Smithfield	6	2	33%	4	67%	0	0%	0	0%
South Kingstown	7	0	0%	6	86%	0	0%	1	14%
Tiverton	5	0	0%	5	100%	0	0%	0	0%
Warwick	23	0	0%	22	96%	1	4%	0	0%
West Warwick	6	0	0%	4	67%	1	17%	1	17%
Westerly	7	1	14%	6	86%	0	0%	0	0%
Woonsocket	10	0	0%	6	60%	0	0%	4	40%
Charter Schools	8	1	13%	6	75%	1	13%	0	0%
State-Operated Schools	4	0	0%	2	50%	0	0%	2	50%
UCAP	1	0	0%	1	100%	0	0%	0	0%
Core Cities	92	0	0%	54	59%	5	5%	33	36%
Remainder of State	192	15	8%	162	84%	6	3%	9	5%
Rhode Island	297	16	5%	225	76%	12	4%	44	15%

Source of Data for Table/Methodology

All data are from the Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.

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

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. 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. UCAP is the Urban Collaborative Accelerated Program.

See the Methodology Section for more information.

References

- ¹ 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.
- ² Olson, L. (January 5, 2006). A decade of effort. *Education Week*, 25 (17), 8-10,12,14,16,18-21.
- ³ Fuhrman, S. (2003). *Redesigning accountability systems for education: Policy brief RB-38*. Philadelphia, PA: Consortium for Policy Research in Education.
- ⁴ Child Trends Data Bank. (n.d.). *Mathematics proficiency & Reading proficiency*. Retrieved January 17, 2008 from www.childtrendsdatabank.org/WhatWorks.cfm
- ⁵ Kannel, P. J. & Clements, S. K. (2005). *Inside the black box of high-performing high-poverty schools*. Lexington, KY: Prichard Committee for Academic Excellence.
- ⁶ Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.
- ^{7,8} *Rhode Island school performance and accountability system: Schools and districts: School performance classifications—an explanation of the process*. (May 2009). Providence, RI: Rhode Island Department of Elementary and Secondary Education.
- ⁹ *School classifications: 81% of Schools met all annual targets* (RIDE press release). (May 27, 2009). Providence, RI: Rhode Island Department of Elementary and Secondary Education.