

# High Performing Schools

## DEFINITION

*High performing schools* is the percentage of schools in Rhode Island that are classified as high performing by the Rhode Island Department of Elementary and Secondary Education through the Rhode Island School and District Performance and Accountability System. As required by the No Child Left Behind Act of 2001, the Rhode Island Department of Education established 21 annual targets for each school level, out to the year 2014. Schools are classified as high performing if they have already met the targets for the year 2011.<sup>1</sup>

## SIGNIFICANCE

Appropriate accountability systems that regularly measure student performance can improve instruction and student learning. Accountability standards make intended learning goals explicit and provide periodic feedback to parents, students, teachers, policymakers and the public.<sup>2</sup> It is important that performance assessments are consistent with the schools' content standards specifying what teachers are supposed to teach and what students are expected to learn.<sup>3,4</sup>

Reading and mathematical skills as well as the ability to reason and communicate effectively are factors that affect a student's ability to succeed in

the labor market. On average, students with higher test scores will earn more and be unemployed less often than students with lower test scores. Mathematics and reading achievement test scores are important measures of student skills in these subject areas as well as good indicators of overall achievement in school.<sup>5</sup>

National research indicates that schools serving low-income and educationally disadvantaged students can achieve high standards for student performance. High poverty schools that exceed expectations for school performance have a common set of core practices in place. These schools use standards to inform curriculum design; evaluate both students and teachers based on state standards; spend more time on the basics of reading and math; invest in professional development; closely monitor individual student performance and provide additional supports when students are struggling; and involve parents.<sup>6</sup>

### 2004 School Performance

	% HIGH PERFORMING	% IN NEED OF IMPROVEMENT
Core Cities	12%	65%
Remainder of State	73%	10%
Rhode Island	53%	26%

Source: Rhode Island Department of Education, 2004.

## School Performance Classifications, Rhode Island 2004

- ◆ Schools are considered to be high performing if the school as a whole has already met the English Language Arts and Mathematics targets for the year 2011 and no subgroup of students has fallen below current year targets. In 2004 a total of 168 schools (53%), compared to 92 schools (29%) in 2003, across Rhode Island were classified as high performing.<sup>7</sup>
- ◆ Schools are moderately performing if they have met all of their current year targets. There were 65 schools (21%) classified as moderately performing.<sup>8</sup>
- ◆ Schools are in need of improvement if they missed any of the 21 targets, for the school as a whole or for any of the 8 subgroups of students: Asian, Black, Hispanic, Native American, White, students in poverty, students with disabilities and English language learners (ELL). In 2004 in Rhode Island, 83 schools (26%) (compared to 123 schools (38%) in 2003) were classified as in need of improvement. Of these, 28 schools (9% of all schools) were classified as in need of improvement / making progress and 55 schools (17% of all schools) are in need of improvement / insufficient progress.<sup>9</sup>

## Annual School Performance Targets

As required by federal law, Rhode Island has in place an accountability program which classifies schools as "high performing", "moderately performing" or "in need of improvement" based on 21 annual targets including:

- ◆ Targets for the performance of the school as a whole in English Language Arts and Mathematics on *New Standards Reference Examinations*.
- ◆ Targets for the performance of 8 subgroups of students in English Language Arts and Mathematics, including Asian, Black, Hispanic, Native American, White, students in poverty, students with disabilities, and English language learners.
- ◆ Targets for participation rates on state tests.
- ◆ Targets for attendance (for elementary schools and middle schools) or graduation rates (for high schools).<sup>10</sup>

School Performance, Rhode Island District Profile 2004

Table 37.

DISTRICT	TOTAL # OF SCHOOLS	HIGH PERFORMING SCHOOLS	MODERATELY PERFORMING SCHOOLS	SCHOOLS IN NEED OF IMPROVEMENT		% HIGH PERFORMING SCHOOLS	% SCHOOLS IN NEED OF IMPROVEMENT
				MAKING PROGRESS	INSUFFICIENT PROGRESS		
Barrington	6	6	0	0	0	100%	0%
Bristol-Warren	9	5	1	1	2	56%	33%
Burrillville	5	3	0	2	0	60%	40%
Central Falls	7	1	0	4	2	14%	86%
Charlho	7	6	0	0	1	86%	14%
Coventry	9	7	1	1	0	78%	11%
Cranston	25	19	6	0	0	76%	0%
Cumberland	8	5	2	1	0	63%	13%
East Greenwich	6	6	0	0	0	100%	0%
East Providence	11	3	6	1	1	27%	18%
Exeter-W. Greenwich	5	3	1	1	0	60%	20%
Foster	1	1	0	0	0	100%	0%
Foster-Glocester	2	2	0	0	0	100%	0%
Glocester	2	2	0	0	0	100%	0%
Jamestown	2	2	0	0	0	100%	0%
Johnston	9	6	2	1	0	67%	11%
Lincoln	8	4	1	1	2	50%	38%
Little Compton	1	1	0	0	0	100%	0%
Middletown	5	5	0	0	0	100%	0%
Narragansett	3	3	0	0	0	100%	0%
New Shoreham	1	1	0	0	0	100%	0%
Newport	8	1	7	0	0	13%	0%
North Kingstown	10	8	1	0	1	80%	10%
North Providence	9	2	5	1	1	22%	22%
North Smithfield	4	3	0	0	1	75%	25%
Pawtucket	15	3	3	3	6	20%	60%
Portsmouth	5	5	0	0	0	100%	0%
Providence	45	2	5	9	29	4%	84%
Scituate	5	5	0	0	0	100%	0%
Smithfield	6	5	1	0	0	83%	0%
South Kingstown	9	7	0	0	2	78%	22%
Tiverton	5	4	1	0	0	80%	0%
Warwick	26	19	6	0	1	73%	4%
West Warwick	6	1	2	1	2	17%	50%
Westerly	7	7	0	0	0	100%	0%
Woonsocket	12	3	5	1	3	25%	33%
<i>Charter Schools</i>	<i>7</i>	<i>2</i>	<i>5</i>	<i>0</i>	<i>0</i>	<i>29%</i>	<i>0%</i>
<i>State Run Schools</i>	<i>3</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>0</i>	<i>0%</i>	<i>0%</i>
<i>RITS</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0%</i>	<i>100%</i>
<i>UCAP</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0%</i>	<i>0%</i>
<i>Core Cities</i>	<i>93</i>	<i>11</i>	<i>22</i>	<i>18</i>	<i>42</i>	<i>12%</i>	<i>65%</i>
<i>Remainder of State</i>	<i>221</i>	<i>155</i>	<i>34</i>	<i>10</i>	<i>12</i>	<i>73%</i>	<i>10%</i>
<i>Rhode Island</i>	<i>316</i>	<i>168</i>	<i>65</i>	<i>28</i>	<i>55</i>	<i>53%</i>	<i>26%</i>

**Source of Data for Table/Methodology**

All data are from the Rhode Island Department of Elementary and Secondary Education. This year, the Rhode Island Department of Elementary and Secondary Education determined school performance classifications based on whichever was higher – the average of the past three years of data (2002-2004) or the current single year (2004).

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

See methodology on page 143.

**References for Indicator**

<sup>1,10</sup> Rhode Island school and district performance and accountability system: School performance classifications, an explanation of the process. (2004). Providence, RI: Rhode Island Department of Elementary and Secondary Education.

<sup>2,3</sup> Linn, R. (2001). *The design and evaluation of educational assessment and accountability systems (CSE technical report 539)*. Los Angeles, CA: University of California, Los Angeles, Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing.

<sup>4</sup> Briars, D. (2000). *Standards, assessments—and what else? The essential elements of standards-based school improvement. (CSE technical report 528)*. Los Angeles, CA: University of California, Los Angeles, Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing.

<sup>5</sup> Federal Interagency Forum on Child and Family Statistics. (2003). *America's children: key national indicators of well-being, 2003*. Washington, DC: Government Printing Office.

<sup>6</sup> *Dispelling the myth: High poverty schools exceeding expectations*. (1999). Washington, DC: The Education Trust; *Dispelling the Myth Revisited*. (2001). Washington, DC: The Education Trust; and *Dispelling the Myth... Over Time*. (May 2002). Washington, DC: The Education Trust.

<sup>7,8,9</sup> Rhode Island Department of Education, 2004 School Performance Classification.