

# High Performing Schools

## DEFINITION

*High performing schools* is the percentage of schools in Rhode Island that are classified as high performing, based on new guidelines that meet the provisions of the No Child Left Behind Act of 2001, the federal education law. As required by federal law, the Rhode Island Department of Elementary and Secondary Education established 21 annual targets for each school level, out to the year 2014. A school is classified as high performing if the school as a whole has 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>

In 2003, 29% of schools in Rhode Island were categorized as high performing. In the core cities only 2% of schools were high performing and 79% were schools in need of improvement.<sup>7</sup> Schools which are considered in need of improvement are classified as making progress or insufficient progress.<sup>8</sup> In 2003, of 123 schools in need of improvement, only 21 were making progress. Seven of these were in the core cities.<sup>9</sup>



## Annual School Performance Targets

- ◆ 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 as required by federal law, 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>

Source: Rhode Island Department of Elementary and Secondary Education.



## School Performance Classifications, Rhode Island 2003

- ◆ 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. A total of 92 schools (29%) across Rhode Island were classified as high performing.<sup>11</sup>
- ◆ Schools are moderately performing if they have met all of their current year targets. There were 106 schools (33%) classified as moderately performing.<sup>12</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. Across Rhode Island, 123 schools (38%) were classified as in need of improvement. Of these, 21 schools (7% of all schools) were classified as in need of improvement / making progress and 102 schools (32% of all schools) are in need of improvement / insufficient progress.<sup>13</sup>

## School Performance, Rhode Island 2003

Table 32.

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	3	3	0	0	50%	0%
Bristol-Warren	9	1	4	1	3	11%	44%
Burrillville	5	0	2	2	1	0%	60%
Central Falls	7	0	1	0	6	0%	86%
Chariho	6	5	0	1	0	83%	17%
Coventry	8	3	3	0	2	38%	25%
Cranston	24	11	11	1	1	46%	8%
Cumberland	8	2	4	0	2	25%	25%
East Greenwich	6	4	2	0	0	67%	0%
East Providence	11	1	6	2	2	9%	36%
Exeter-W. Greenwich	5	1	3	0	1	20%	20%
Foster	1	1	0	0	0	100%	0%
Foster-Glocester	2	1	1	0	0	50%	0%
Glocester	2	2	0	0	0	100%	0%
Jamestown	2	2	0	0	0	100%	0%
Johnston	9	2	4	1	2	22%	33%
Lincoln	7	2	1	0	4	29%	57%
Little Compton	2	2	0	0	0	100%	0%
Middletown	5	2	3	0	0	40%	0%
Narragansett	3	3	0	0	0	100%	0%
New Shoreham	3	3	0	0	0	100%	0%
Newport	8	1	4	1	2	13%	38%
North Kingstown	9	4	3	0	2	44%	22%
North Providence	9	0	7	0	2	0%	22%
North Smithfield	3	2	1	0	0	67%	0%
Pawtucket	15	0	3	3	9	0%	80%
Portsmouth	5	3	2	0	0	60%	0%
Providence	44	1	3	2	38	2%	91%
Scituate	5	5	0	0	0	100%	0%
Smithfield	6	3	3	0	0	50%	0%
South Kingstown	11	5	1	0	5	45%	45%
Tiverton	5	3	2	0	0	60%	0%
Warwick	26	9	11	3	3	35%	23%
West Warwick	5	0	2	0	3	0%	60%
Westerly	7	3	4	0	0	43%	0%
Woonsocket	12	0	4	1	7	0%	67%
Charter Schools	13	2	7	3	1	15%	31%
State Run Schools	5	0	1	0	4	0%	80%
Rhode Island Training School	1	0	0	0	1	0%	100%
Urban Collaborative Accelerated Program	1	0	0	0	1	0%	100%
Core Cities	91	2	17	7	65	2%	79%
Remainder of State	210	88	81	11	30	42%	20%
Rhode Island	321	92	106	21	102	29%	38%

### Note to Table

Rhode Island school performance classifications for 2003 are not comparable to those for previous years due to change in performance criteria necessitated by compliance with the federal No Child Left Behind Act of 2001.

### Source of Data for Table/Methodology

All data are from the Rhode Island Department of Elementary and Secondary Education. (March 2004). School performance data are based on the past three years of assessment data (2001-2003), except that the current single year of assessment data is used where it improves a school's classification from school in need of improvement to moderately performing. See Methodology on p.134

The denominator is the total number of categorized schools in each school district. In several communities and charter schools one school building may house elementary, middle and/or high school grades. For purposes of this table they are reported as separate schools.

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

### References for Indicator

<sup>1</sup> *School and District Performance and Accountability System, Technical Assistance Bulletin* (Incorporating the NCLB Accountability System). (August 2003). Providence, RI: Rhode Island Department of Elementary and Secondary Education.

<sup>2,3</sup> Linn, R. (April 2001). *The Design and Evaluation of Educational Assessment and Accountability Systems* (CSE Technical Report 539). Los Angeles, CA: Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, University of California, Los Angeles.

<sup>4</sup> Briars, D. (August 2000). *Standards, Assessments—and What Else? The Essential Elements of Standards-Based School Improvement*. CSE Technical Report 528. Los Angeles, CA: Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, University of California, Los Angeles.

<sup>5</sup> *America's Children: Key National Indicators of Well-Being, 2003*. (2003). Washington, DC: Federal Interagency Forum on Child and Family Statistics, Government Printing Office.

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