

School Classification Ranking

Annual Measurable Objective
(AMO)

What is the difference?

NCLB Laws

- Make AYP determination for all schools and districts
- The *N* size = 45 before any subgroup is held accountable for performance
- All districts/schools/subgroups must reach 100% proficiency in reading (Language Arts) and mathematics by 2013-14
- Each student subgroup held accountable separately
- Increasing set of consequences for all who fail to make AYP, even if they fail by tiny amounts
- The failure of 1 AMO identified a school for sanctions
- One size fits all; every school and LEA has the same targets regardless of starting point

Flexibility Waiver

- Remove AYP and create school specific AMOs that will be publically reported
- Reduce the *N* size to 20
- All districts/schools/subgroups must close by half the gap between current proficiency and 100% proficiency by 2016-17
- Consolidated subgroups require almost every school to be held accountable for subgroup performance
- Use of multiple measures of student performance to build a Comprehensive Index System (CIS)
- Schools identified on more comprehensive sets of data rather than the failure of 1 AMO
- Differentiated support and intervention based on specific diagnostic review data

New System of Classification

Past	Present
2011 Annual Yearly Progress (AYP)	Annual Measureable Objective (AMO)
Commended	Commended
Met AYP	Leading
Caution	Typical
Delay	Warning
Insufficient Progress	Focus
In Need of Improvement	Priority

A New Approach to School Measurement

All schools will be assigned a composite index score between 20 and 100.

Measure	Definition	Elementary / Middle Schools	High Schools
Absolute Percent Proficient	How many students have attained proficiency or better?	30 points	30 points
Progress To 2017 Target	Is the school approaching its 2017 targets?	10 points	10 points
Achievement Gaps	Is the school serving all students, including those with disabilities and English Learners?	30 points	30 points
Percent of Students at Distinction Level	How many students have attained distinction?	5 points	5 points
Growth	Are all students making progress?	25 points	n/a
HS Graduation Rates	Is the school reaching its graduation-rate goals?	n/a	20 points
High School Scaled Score	Is the school improving annually?	n/a	5
TOTAL		100 possible points	100 possible points

A New Approach to School Classification

Primarily on the basis of their index score, all schools will be placed in one of six classifications.

Classification	Description
Commended	The highest performing schools that represent the strongest patterns of performance across metrics, test at least 95% of their students, and serve all students well
Leading	Strong achievement in reading and mathematics, small or no gaps in student performance, and/or are improving student achievement, and increasing graduation rates
Typical	Performance at or near the state average, sometimes with pockets of strength and/or challenges in one or more areas
Warning	A combination of low achievement in reading and math, unacceptable achievement gaps, and/or little or no progress in improving achievement or graduation rates.
Focus	Substandard achievement in reading and math, unacceptable achievement gaps, and little or no academic progress in improving student achievement or increasing graduation rates
Priority	The lowest achievement in reading and mathematics, intolerable gaps in student performance and demonstrate little or no progress in improving student outcomes.

District Participation Rates

LEVEL	ENR*	RATE**
ELEM	433	99.08
MID	922	99.24
HIGH	245	97.14

* = # of students eligible to be tested in October 2011

** = test participation rate

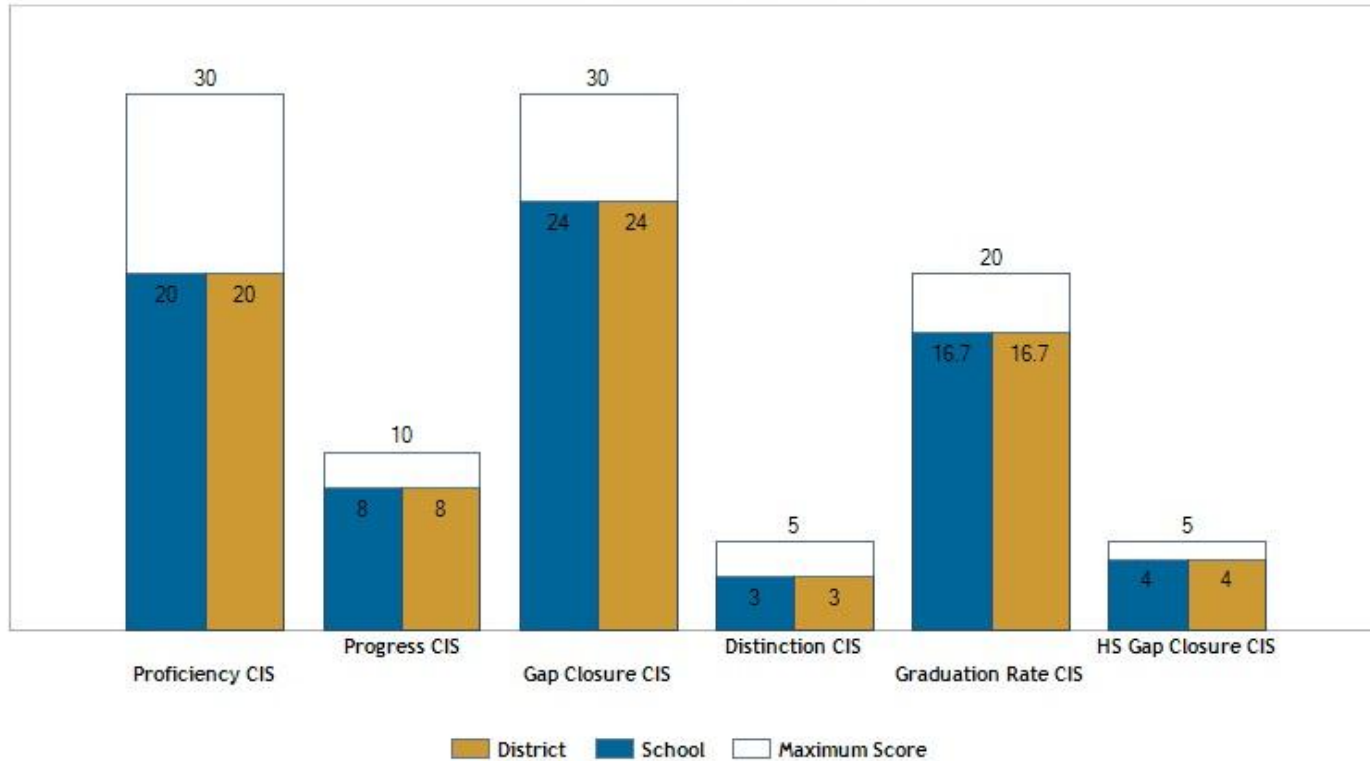
Westerly Public Schools Classification rankings

School	Classification
Bradford Elementary School	Typical
Dunn's Corners School	Typical
Springbrook Elementary School	Leading
State Street School	Typical
Westerly High School	Leading
Westerly Middle School	Typical

2012 Rhode Island School Accountability Summary

RI SCHOOL: **Westerly High School**
 RI DISTRICT: **Westerly**

Composite Index Measures
 Total Available Points = 100

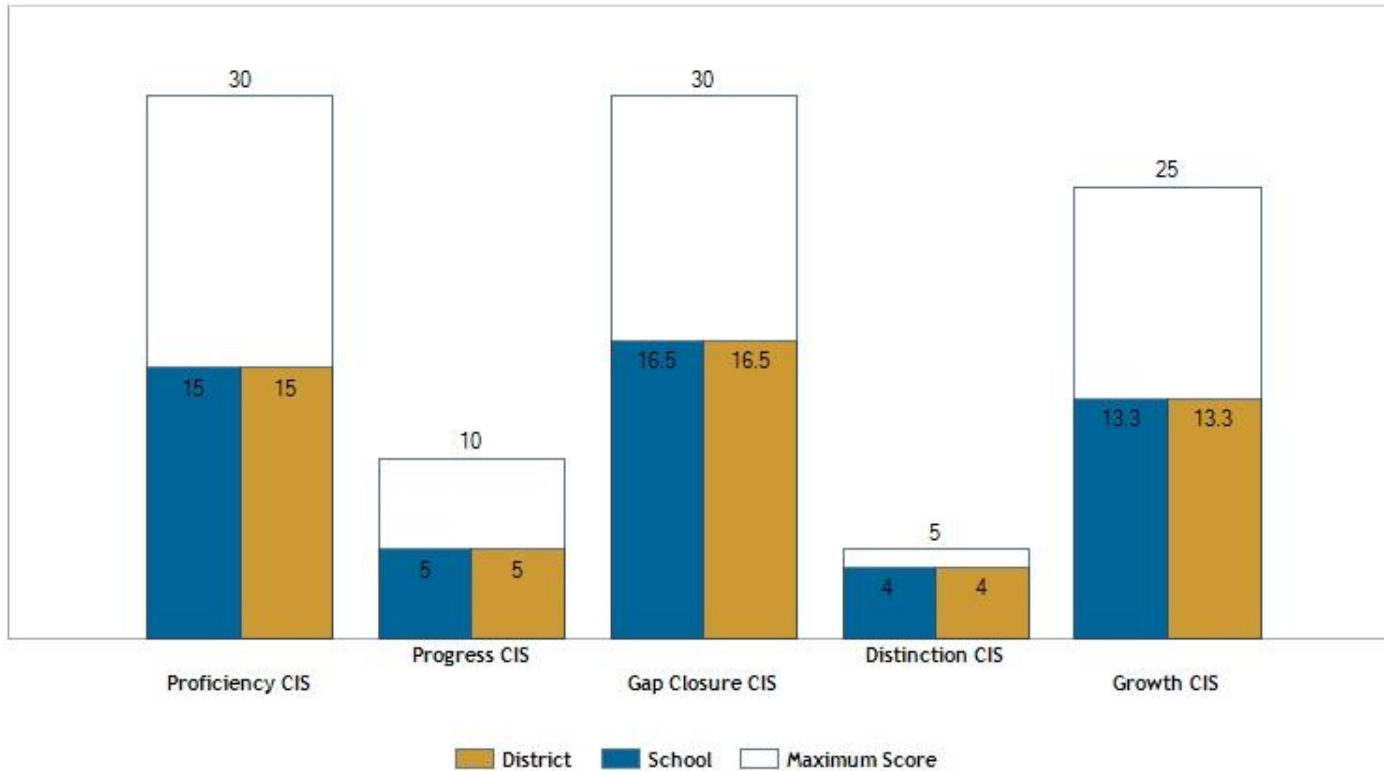


This School Is Classified As			
Leading			
School	District	State	Total Points
75.7	75.7	55.3	100.0

2012 Rhode Island School Accountability Summary

RI SCHOOL: **Westerly Middle School**
 RI DISTRICT: **Westerly**

Composite Index Measures
 Total Available Points = 100



This School Is Classified As

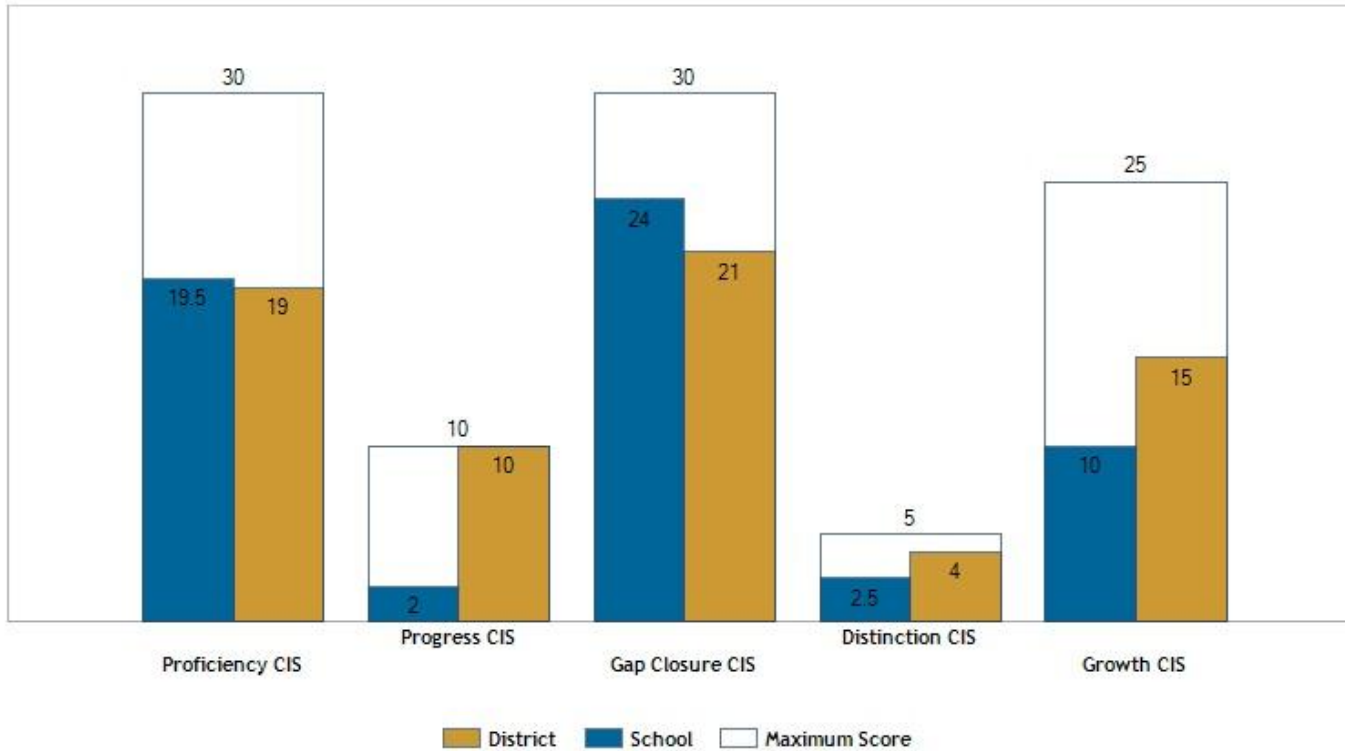
Typical

School	District	State	Total Points
53.8	53.8	57.5	100.0

2012 Rhode Island School Accountability Summary

RI SCHOOL: **Bradford Elementary School**
 RI DISTRICT: **Westerly**

Composite Index Measures
 Total Available Points = 100



This School Is Classified As

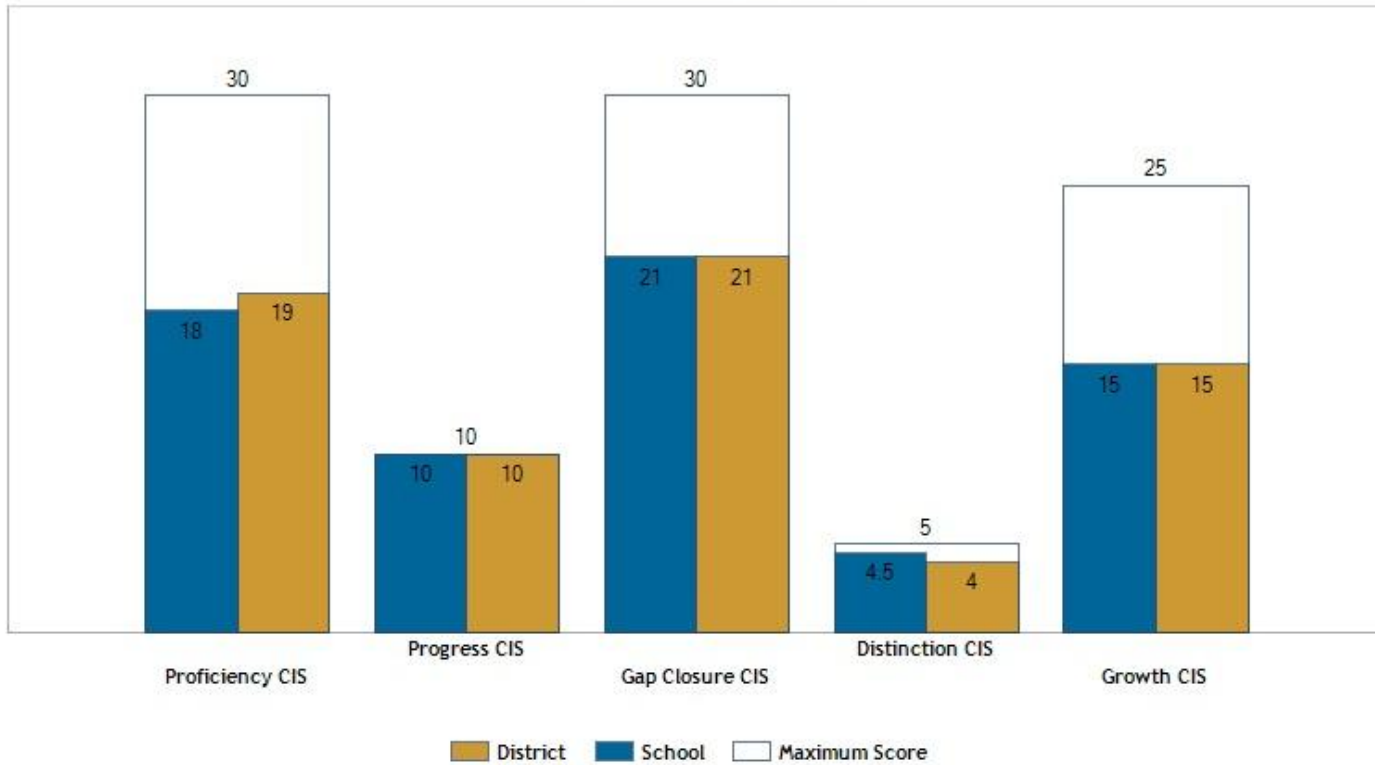
Typical

School	District	State	Total Points
58.0	69.0	49.3	100.0

2012 Rhode Island School Accountability Summary

RI SCHOOL: **State Street School**
 RI DISTRICT: **Westerly**

Composite Index Measures Total Available Points = 100

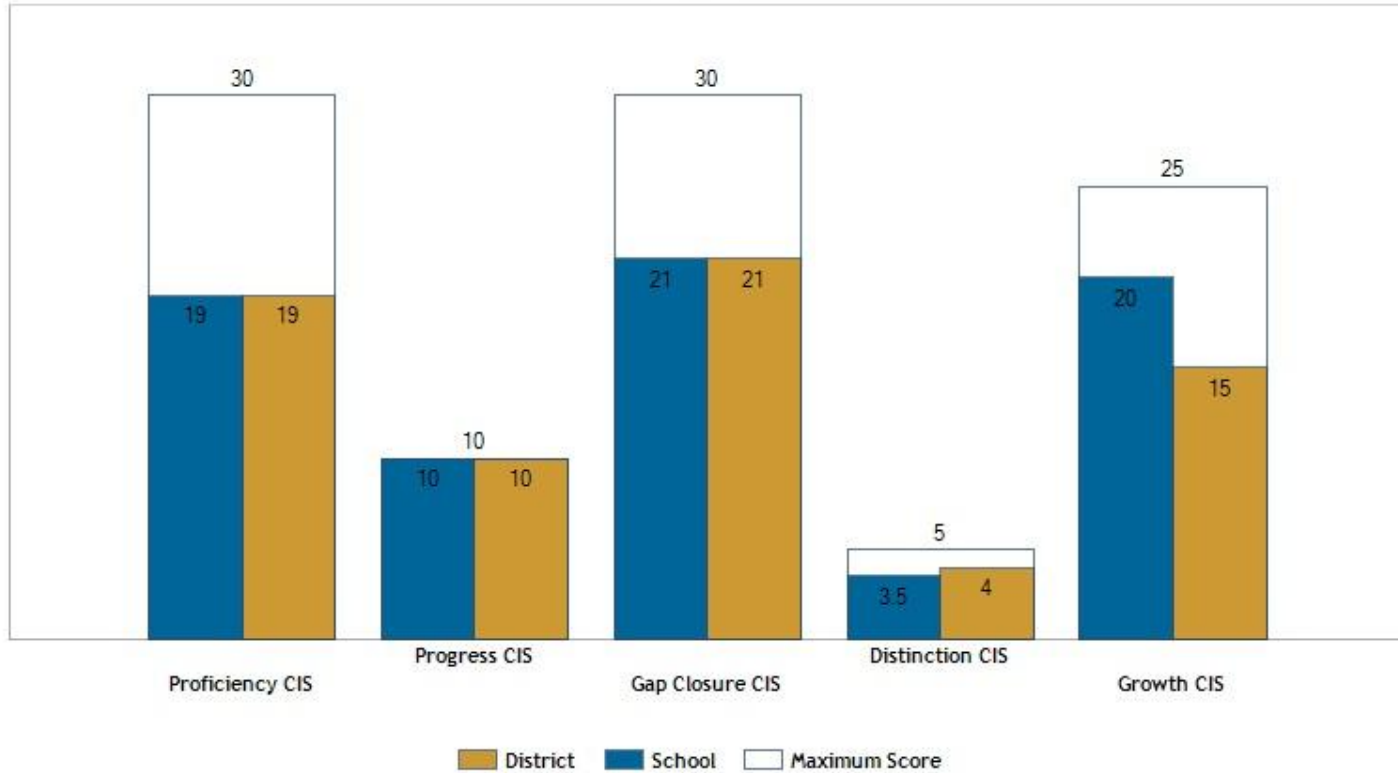


This School Is Classified As			
Typical			
School	District	State	Total Points
68.5	69.0	49.3	100.0

2012 Rhode Island School Accountability Summary

RI SCHOOL: **Springbrook Elementary School**
 RI DISTRICT: **Westerly**

Composite Index Measures
 Total Available Points = 100



This School Is Classified As

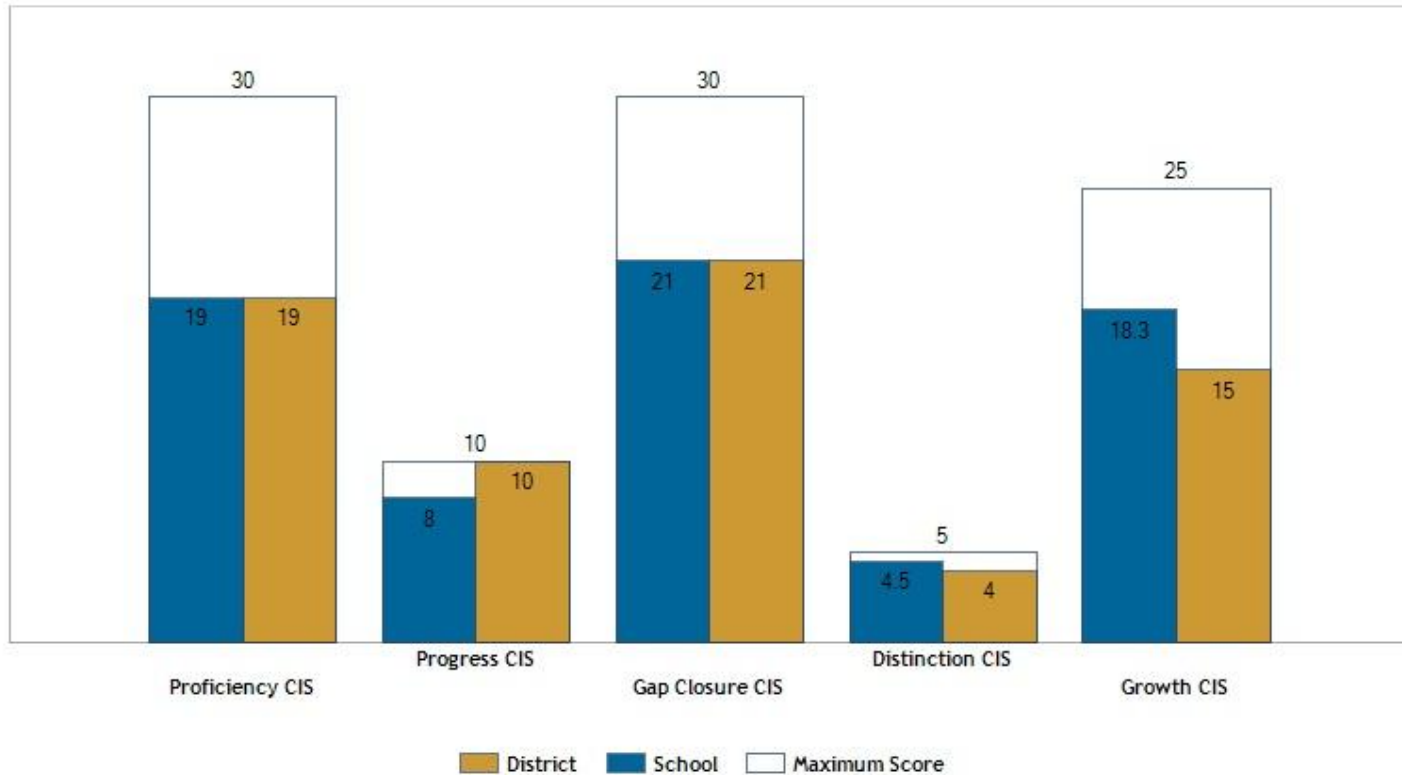
Leading

School	District	State	Total Points
73.5	69.0	49.3	100.0

2012 Rhode Island School Accountability Summary

RI SCHOOL: **Dunn's Corners School**
 RI DISTRICT: **Westerly**

Composite Index Measures
 Total Available Points = 100



This School Is Classified As

Leading

School	District	State	Total Points
70.8	69.0	49.3	100.0

Where Westerly Stands

School	2012
Bradford Elementary School	75th (55th percentile)
Dunn's Corners School	29th (83rd percentile)
Springbrook Elementary School	23th (86th percentile)
State Street School	37th (78th percentile)
Westerly High School	7th (87th percentile)
Westerly Middle School	38th (27th percentile)

Where we go from here...

- Improve Student Achievement
 - Use data to inform instruction, assessment and intervention
 - Work to close achievement gaps in subgroups
 - Increase the number of students who are proficient and proficient with distinction