



EAST GREENWICH
PUBLIC SCHOOLS

East Greenwich Public Schools

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All Six EGPS Schools Earn Five Stars in RIDE Accountability Ratings

EAST GREENWICH, RI – East Greenwich Superintendent Dr. Brian G. Ricca announced that all six schools have earned five-star status, the highest designation. East Greenwich High School is one of only two high schools statewide earning this distinction.

School star ratings are a visual reflection of the state accountability metrics and can be found within [RIDE's Report Card](#), an online platform that displays a range of performance data. Each school star rating is found within the Report Card platform and includes a variety of data with a significant portion focused on accountability.

School	Star Rating	Focus Areas
Frenchtown Elementary	★★★★★	ELA/ Math Achievement
Meadowbrook Farms School	★★★★★	ELA/ Math Achievement
Eldredge Elementary	★★★★★	ELA Achievement, Math Growth, and Achievement
Hanaford Elementary	★★★★★	ELA/ Math - Growth and Achievement
Archie Cole Middle School	★★★★★	ELA - Growth and Achievement, Math-Achievement
East Greenwich High School	★★★★★	ELA/ Math Achievement, Commissioners Seal

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The RIDE accountability system establishes clear expectations for growth and achievement, including all students across the state. The data reflects an aggregation of all students within East Greenwich, including students in outplacement settings. This information is critical in the wake of recently anticipated budget shortfalls across Rhode Island that are needed to support strategic and school improvement planning.

The information contained within each school report card will help monitor progress and performance towards targeted areas of growth and improvement for each of our schools. This includes critical work refining implementation and use of High-Quality Curriculum with unified protocols for the Collaborative Planning process.

The Indicators for the Star Ratings (LEA Accountability) include:

1. Achievement: Illustrates how students perform on RICAS, NGSA, SAT tests, and the DLM alternate assessment.
2. Growth: Calculated from student growth percentiles, it recognizes student progress in ELA and math compared to their academic peers.
3. English Language Proficiency: Measures the progress of Multilingual Learners in reaching English language proficiency. It measures the adequacy of each student's annual progress toward proficiency. The ELP indicator represents the progress made toward each student's annual growth target.
4. Graduation Rates: The Composite Graduation Rate includes four-, five-, and six-year adjusted cohort graduation rates, with each cohort rate weighted equally. For each school or LEA, this incorporates information on three different cohorts; the graduates and number of students in each of the four-, five-, and six-year graduation cohorts for the most recent reporting year. It is important to note that in any given year, the Composite Graduation Rate is based on three different cohorts of students.
5. Diploma Plus Measures: The Diploma Plus measures are designed to recognize when schools better prepare students for postsecondary success by measuring two main features of preparedness: academic proficiency as determined by students earned a Commissioner's Seal, and postsecondary credentials such as industry-recognized credentials, college credit, and Advanced Placement (scores of a three or higher).
6. School Quality and Student Success: The five measures are: ELA Exceed Expectations, Math Exceed Expectations, Student Suspensions, Student Chronic Absenteeism, and Teacher Chronic Absenteeism. The two Exceeds Expectations measures report the percentage of students who perform at a Level 4 on the state assessments in ELA and mathematics out of tested students who meet the requirements for accountability reporting.

The current star ratings (accountability results) offer key takeaways statewide as they relate to categories for growth and achievement. A [report released by the National Center for the Improvement of Educational Assessment in April 2022](#) indicated that it would take three to five years of accelerated learning for Rhode Island students to return to pre-pandemic academic achievement.

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Paragraph on RIDE Accountability

Today, the Rhode Island Department of Education (RIDE) issued the first release of its **Local Education Accountability (LEA)** results. The release meets a state requirement established by the Education Accountability Act of 2019 - [RIGL 16-97.1-2\(a\)\(1\)](#) - requiring RIDE to provide a mechanism to review and report on the efforts of schools, charter schools, and school districts, including regional school districts, to improve the academic achievement of their students.

Rhode Island has adopted a system of LEA Accountability that is congruent with the established system of school accountability; is aligned with the requirements of the U.S. Department of Education; and emphasizes improvement and equity with in-depth profiles of districts and key indicators for school leaders to monitor and consider for improvement. The LEA Accountability system does not provide star ratings for districts, but rather detailed visualizations for each metric factored to help districts identify root causes and determine actionable steps to improve academic outcomes.

Courtemanche-O'Brien quote

“This data will help our schools pragmatically evaluate their achievements and areas for improvement while shifting to expand tiered supports as necessary. By strengthening our systems and aligning processes for instructional planning, we continue to refine HQCM implementation with differentiated instructional delivery. This is critical in our commitment to excellence in education for all.”

There will be a deeper dive into these numbers at the School Committee's regular meeting on Tuesday, January 14, 2025.

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