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Student achievement is monitored through Providence’s Districtwide Assessment Program. The program involves the following assessments.

**State Mandated outcome measures:** NECAP, ACCESS, the Stanford Reading First Assessment for schools participating in the Reading First grant, and RI Alternate Assessment for those students in grades 2-8 and 10 who meet the eligibility criteria for the RIAA. NECAP is administered to all students in grades 3-8 except students who have taken the alternate assessment. Students new to the country take only the Mathematics test. ACCESS is taken by all English language learner students in grades K through 12. The Stanford Reading First is administered to all students in grades K – 3 and students taking the Alternate Assessment may be exempted upon request.

**Locally Mandated outcome measures administered to all students:** Stanford 10 Assessment in Reading and Mathematics (grades 4 – 11), Stanford Reading First Assessment (grades K – 3) measuring the five key components of reading (also administered to schools not participating in the Reading First grant). In the fall, teachers receive student profile reports for the Stanford 10 that provide a breakout of performance on specific skills assessed by the test.

**Locally Mandated progress monitoring measures administered specific to the school’s program:** Schools that have the Reading First program, SRA Direct Instruction program, or are piloting core reading programs (Reading Street or Imagine It) will administer DIBELS (K-3), and IDEL (self contained bilingual students who have not transitioned into English yet). Elementary schools that do not fall into any of these program categories administer PALS in grades K – 3 three times per year. Additionally, three times per year teachers in elementary schools report students’ reading levels and Personal Literacy Plan (PLP) status. Students in these programs with IEPs are monitored along with their non-IEP counterparts.

Students requiring interventions are administered program specific progress monitoring assessments. In the elementary grades these include assessments specific to SRA Direct Instruction and for the core programs being piloted they include assessments specific to My Sidewalks and Corrective Reading. These assessments are both progress monitoring and diagnostic in purpose. For grades 5 – 9 students take Read180 with progress monitoring and diagnostic assessments regularly administered. Students requiring more intensive intervention at the middle school and high school level may also receive instruction through the Language! program with its progress monitoring and diagnostic assessments administered regularly. All students in these programs whether or not they have IEPs participate in the progress monitoring and diagnostic assessments as their IEPs dictate.

For mathematics, students requiring intervention participate in the following programs that include progress monitoring and diagnostic assessments administered regularly. Elementary grades take Real Math, Middle school grades take Number Worlds and grades 8-9 participate in Algebra Readiness. All students in these programs whether or not they have IEPs participate in the progress monitoring and diagnostic assessments as their IEPs dictate.