Rhode Island Assessment Results 2024

RIDE Rhode Island Department of Education

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Agency Priorities

RIDE's focus on improving outcomes for Rhode Island students

Attendance

Significantly reduce chronic absenteeism. Create the conditions that enable students to be in school and learning.

Postsecondary Success

Students are graduating prepared to succeed after K-12 in college and/or careers

High-Quality Teaching & Learning

Deep focus on high quality teaching and learning to improve outcomes in ELA and Math, across all grade levels

Equity Gaps

For each of these outcomes, focus on closing historic equity gaps, with a focus on MLL and DAS student populations

2030 Performance Metrics-Learn365RI

The Governor has identified the following key performance metrics to help focus and galvanize stakeholders to support schools in improving student outcomes by 2030.

RICAS ELA

Providing students foundational reading and writing skills
(Grades 3-8)

RICAS Math

Providing students foundational mathematical skills
(Grades 3-8)

Student Chronic Absenteeism

Ensuring students are in-school learning
180 days a year
(Grades K-12)

FAFSA Completion

Removing critical financial barriers for students to go to College
(Grade 12)

Teaching and Learning: Lingering Effects of the Pandemic

- Meeting **increased student needs for additional academic and social-emotional supports** continues to be a challenge for schools while addressing learning gaps, chronic absenteeism, and constrained budgets.

- The RI COVID-19 Academic Impact Report, released in 2022, found significant impacts across the state, concluding that **recovering to pre-pandemic levels of student achievement will require 3-5 years of accelerated learning strategies.**

- The average student has recovered about one third of their pandemic-era learning losses in math and a quarter in reading, according to a 30-state analysis by Harvard's Center for Education Policy Research.

5

Why Attendance Matters

RI has collectively focused on significantly reducing student chronic absenteeism through the statewide, nationally-recognized #AttendanceMattersRI strategy.

Why Attendance Matters:

- Significantly exacerbated during the pandemic

- Clear performance gaps for chronically absent students

- Single biggest predictor of dropping out before graduation

- Linked to suspension and mental health issues

Visit www.AttendanceMattersRI.com to learn how RIDE is supporting schools and communities and how RI reduced chronic absenteeism by ~6,000 students in 2023-24.

Rhode Island's Growing Multilingual Learner Population

MLL Incidence in New England

MLL %
12.2
2.3

Maine
3.1

Vermont
2.3

New Hampshire
2.9

Massachusetts
10.2

12.2

Connecticut
8

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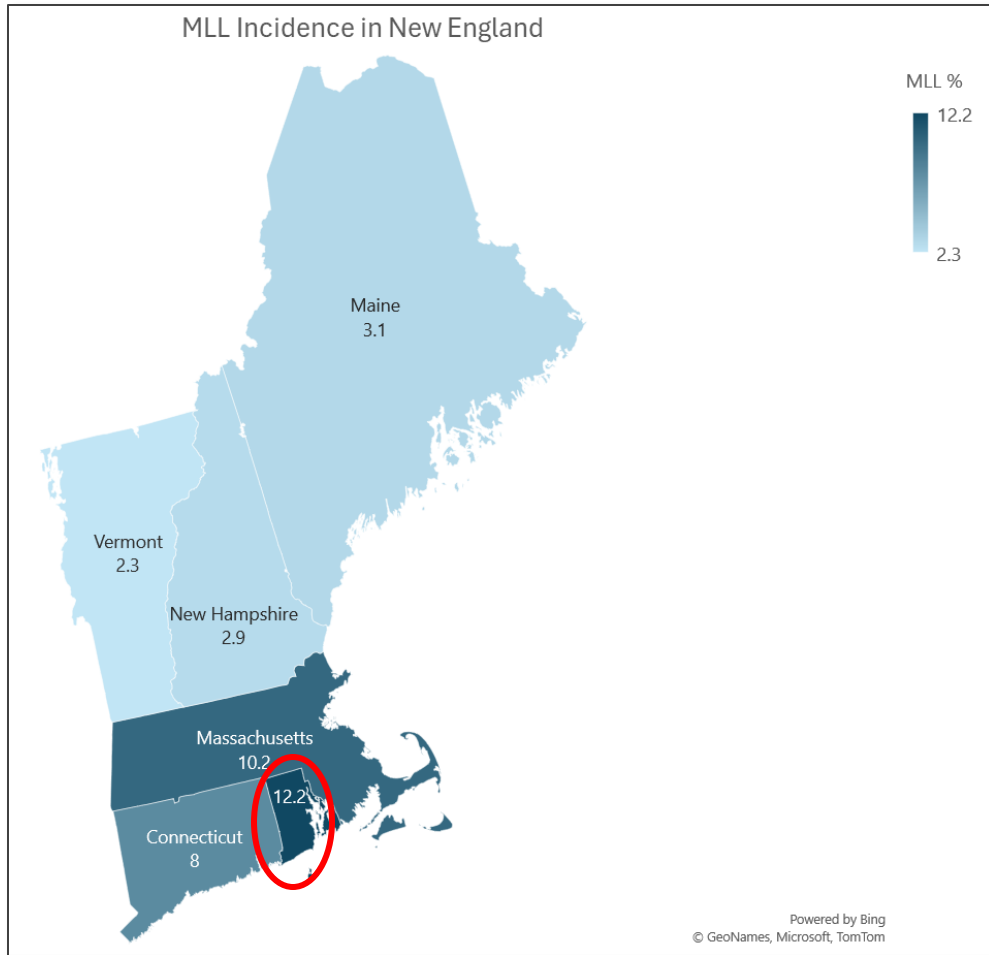
Based off of 2020 National Center for Education Studies data release on ELL student growth by state

- **#1 growth in the nation** in terms of % Multilingual Learner (MLL) enrollment increases from 2010 to 2020

- **5th highest overall MLL enrollment %** in the nation and highest in New England

- **MLL growth has occurred across the entire state,** not just the urban core

- Many urban ring and suburban communities have seen a **100%-400% increase in MLLs** over the last 10 years.

Differently-Abled Students

Over the last 5 years, Rhode Island has seen a nearly 2.5% increase in DAS.

- **19%,** or nearly **1 in 5** students in the 2023-24 school year, compared to **1 in 6** in 2019-20.

- **10th highest percent** of differently abled students among the 50 states and DC.

Percent of Enrolled Students Who Are Differently Abled
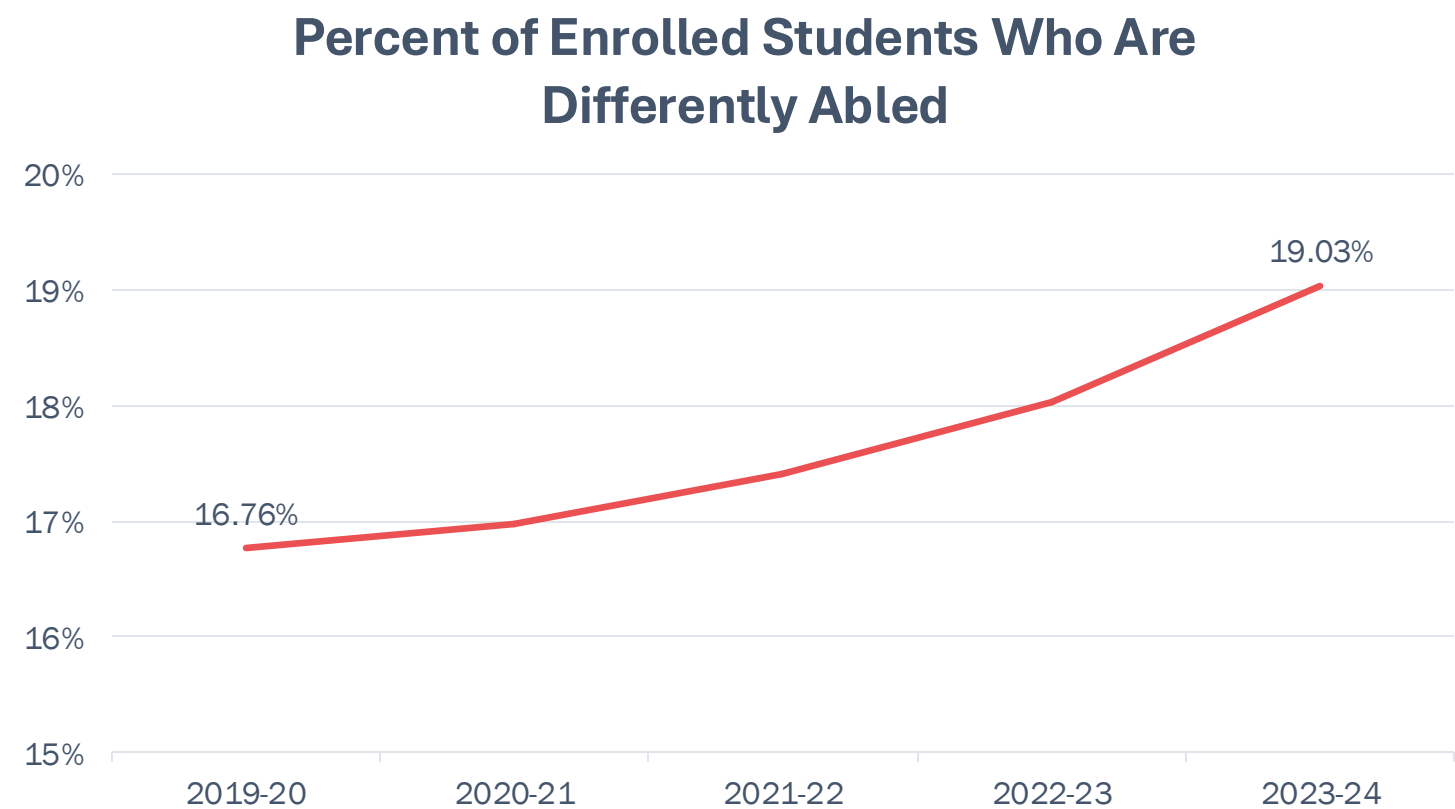
Our kids are struggling with their mental health

Behavioral health issues remain a persistent challenge and are escalating over time. These concerns are affecting more kids across various demographics. As a result, the demand for mental health support and resources continues to grow.
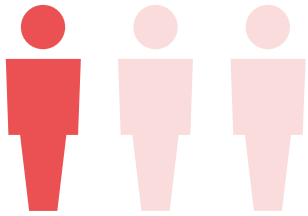
Nearly 1 in 3

Rhode Island middle and high school students reported feeling sad or hopeless over a two-week period that they stopped doing their usual activities.*
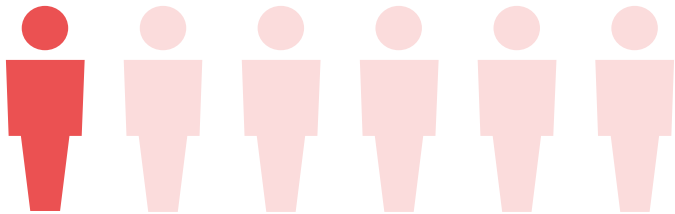
Nearly 1 in 6

Rhode Island middle and high school students who reported seriously considered attempting suicide over the past 12 months.*

*According to the Youth Risk Behavior Surveillance System (YRBS) administered by the Centers for Disease Control and Prevention at the United States Department of Health and Human Services.

Takeaways

2024

RHODE ISLAND

By the Numbers: 2024 Rhode Island Assessments

30.8
Percent of students proficient in ELA on RICAS

30.1
Percent of students proficient in math on RICAS

31.2
Percent of students proficient in science on NGSA

47.8
Percent of students proficient in ELA on SAT

21.7
Percent of students proficient in math on SAT
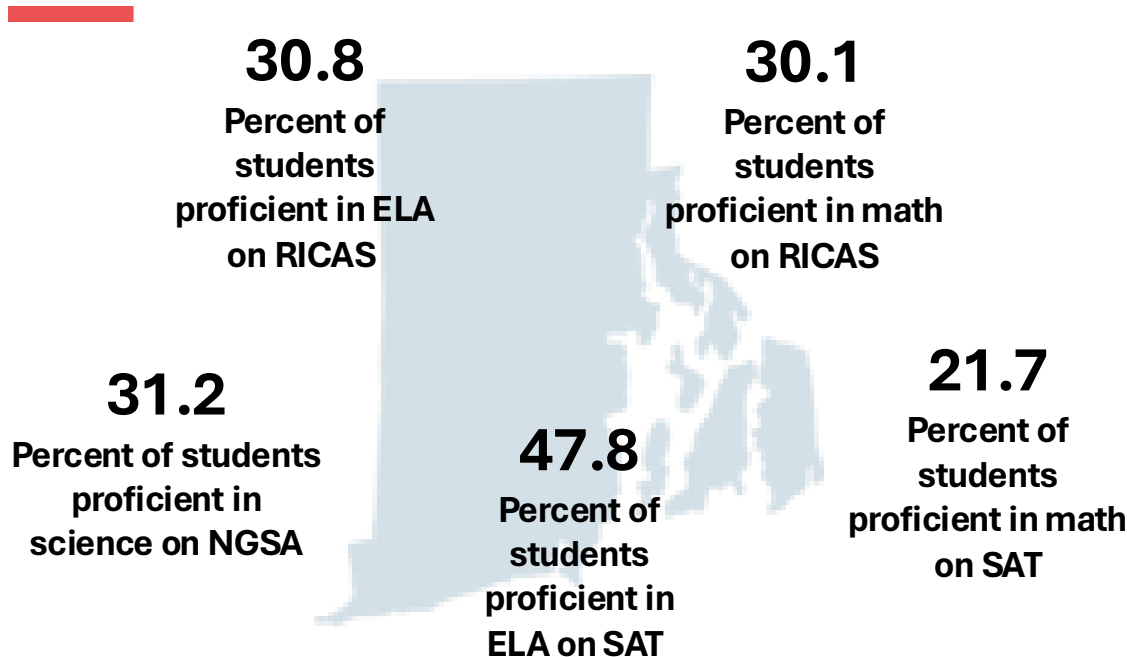
Number of Students Tested in RI:

RICAS		NGSA	SAT	
ELA	Math	Science	Math	ELA
57,976	58,963	29,663	10,124	10,071

RICAS Subgroup Performance

16.5% of economically disadvantaged students are proficient in ELA

15.5% of economically disadvantaged students are proficient in math

5.1% of differently-abled students are proficient in ELA

6.9% of differently-abled students are proficient in math

5.6% of multilingual learners are proficient in ELA

8.2% of multilingual learners are proficient in math

35.3% of recently exited multilingual learners are proficient in ELA

33.1% of recently exited multilingual learners are proficient in math

↑ Participation in ELA and math RICAS for 2024 continue an upward trend with rates greater than 98%.

↑ Participation in ELA and math SAT have increased approximately 1.5% resulting in rates above 95%.

↑ Participation in NGSA has continued to increased resulting in rates greater than 96%.

Major Takeaways

ELA/Math	Cross-state Comparison	Urbanicity	Science	Chronic Absenteeism
Decrease in ELA performance Unchanged across grades in math Too few MLL and differently-abled students proficient in ELA and math	New baseline starting for 2024 due to changes to the SAT assessment Performance gap with MA is shrinking	Suburban and urban ring LEAs are not recovering as quickly as urban LEAs	NGSA Science performance showed a slight increase overall	Attendance Matters! Students not chronically absent are outperforming their chronically absent peers in all assessments

Takeaway 1: Student Performance in ELA and Math Mixed

What the data tells us:

- RICAS data indicates a decrease in student performance overall **across the state** in ELA while math performance remains unchanged. Performance in mathematics is similar to results prior to the pandemic.

- SAT scores in ELA and Math are lower than 2023, although it is unclear how much this decrease is due to changes in test design and how much is related to student skills. Given the changes to SAT, the spring 2024 administration of SAT sets a new baseline for Rhode Island.

How RI is addressing this:

- RIDE, along with schools and districts, have been providing educators with professional learning on the Science of Reading and Structured Literacy in support of the Right to Read Act and just received a $40 million-dollar federal grant to improve literacy outcomes.

- RIDE continues to provide technical assistance using assessment and accountability data to refocus strategic plans on areas of greatest need.

- LEAs have adopted high quality curriculum materials and have now shifted their focus to the multiyear *process of supporting educators to teach new materials effectively*.

RICAS Proficiency — Percent of Students Meeting or Exceeding
ELA: 2019 = 38.5, 2021 = 33.2, 2022 = 31.1, 2023 = 33.1, 2024 = 30.8
Math: 2019 = 29.8, 2021 = 20.1, 2022 = 26.9, 2023 = 29.6, 2024 = 30.1

SAT Proficiency — Percent of Students Meeting or Exceeding
ELA: 2019 = 50.5, 2021 = 48.3, 2022 = 47.1, 2023 = 49.1, 2024 = 47.8
Math: 2019 = 31.2, 2021 = 26.4, 2022 = 25.3, 2023 = 25.3, 2024 = 21.7
New Baseline
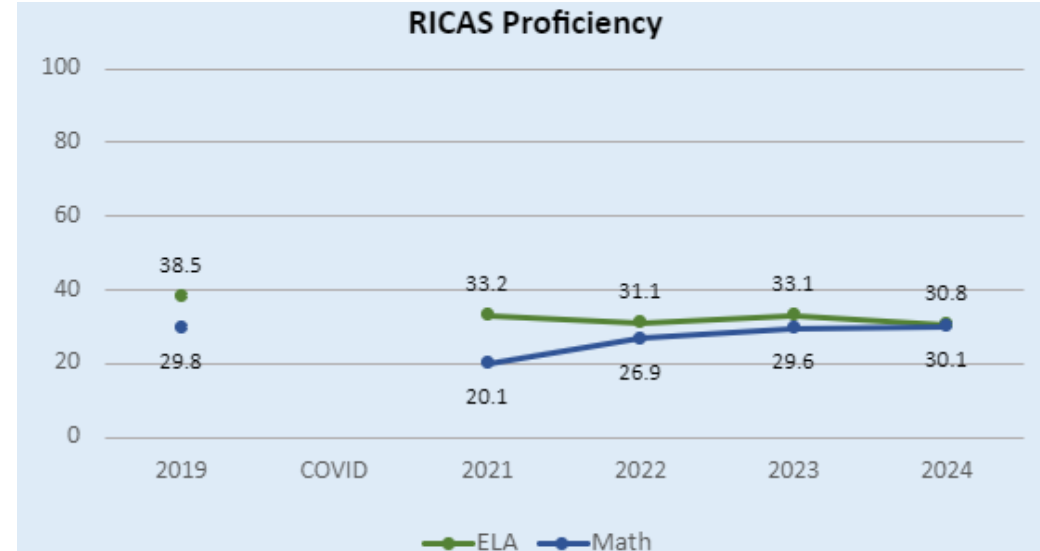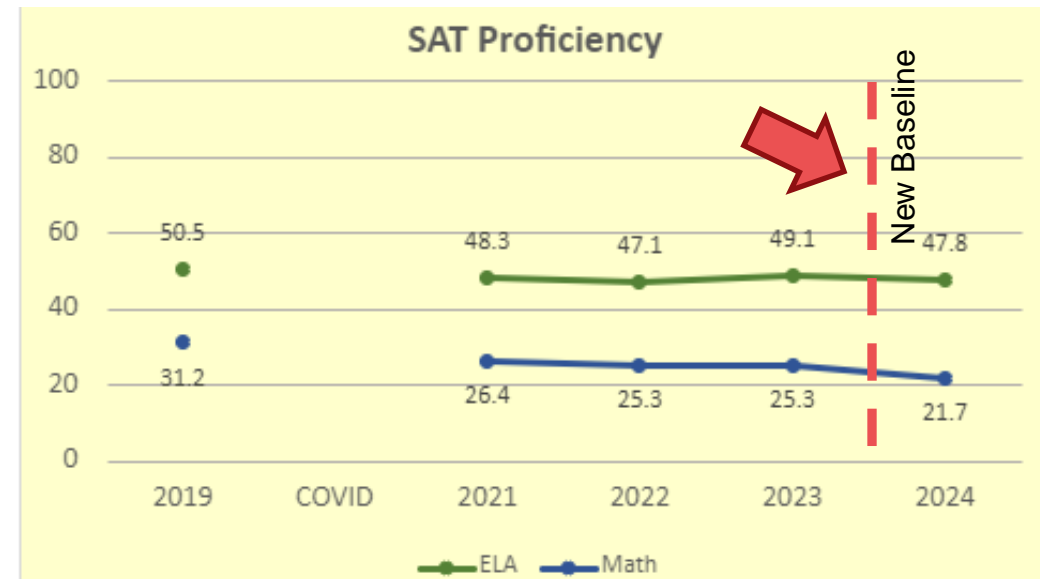
Subgroup Performance – Multilingual Learners

What the data tells us:

- MLL performance over recent has remained flat.
- RIDE is currently addressing the underlying factors contributing to this flat trend with the MLL Blueprint, Strategic Plan and revision of the state regulations

MLL RICAS PERFORMANCE — Math 8.2%, ELA 5.6% (2024)
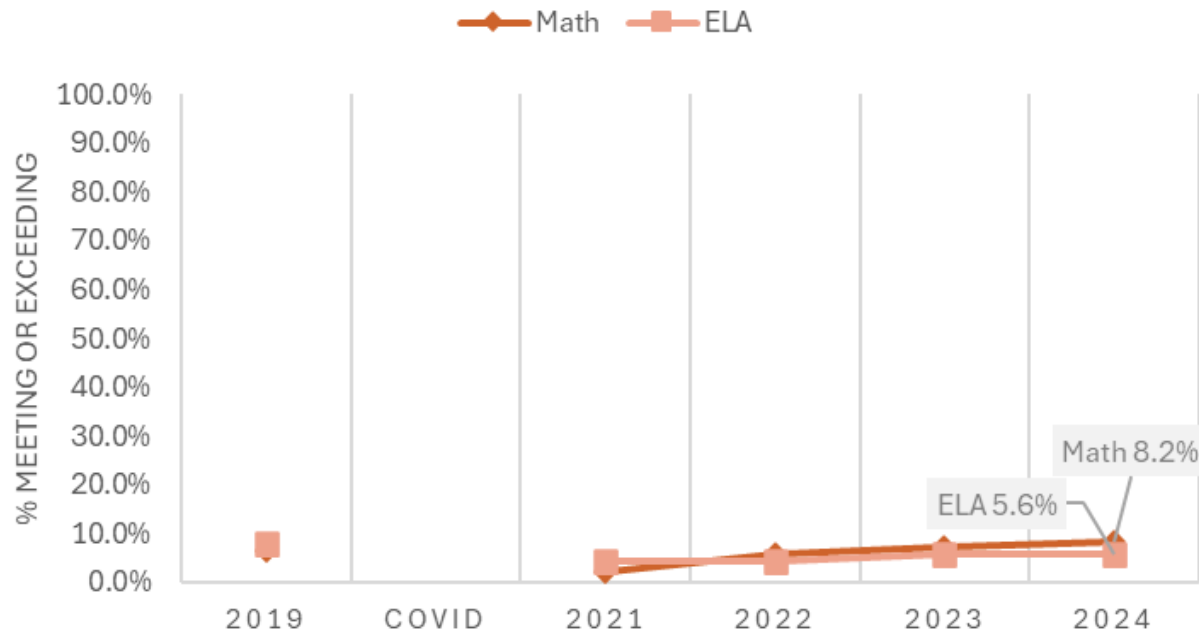
MLL SAT PERFORMANCE — ELA 4.1%, Math 1.3% (2024)
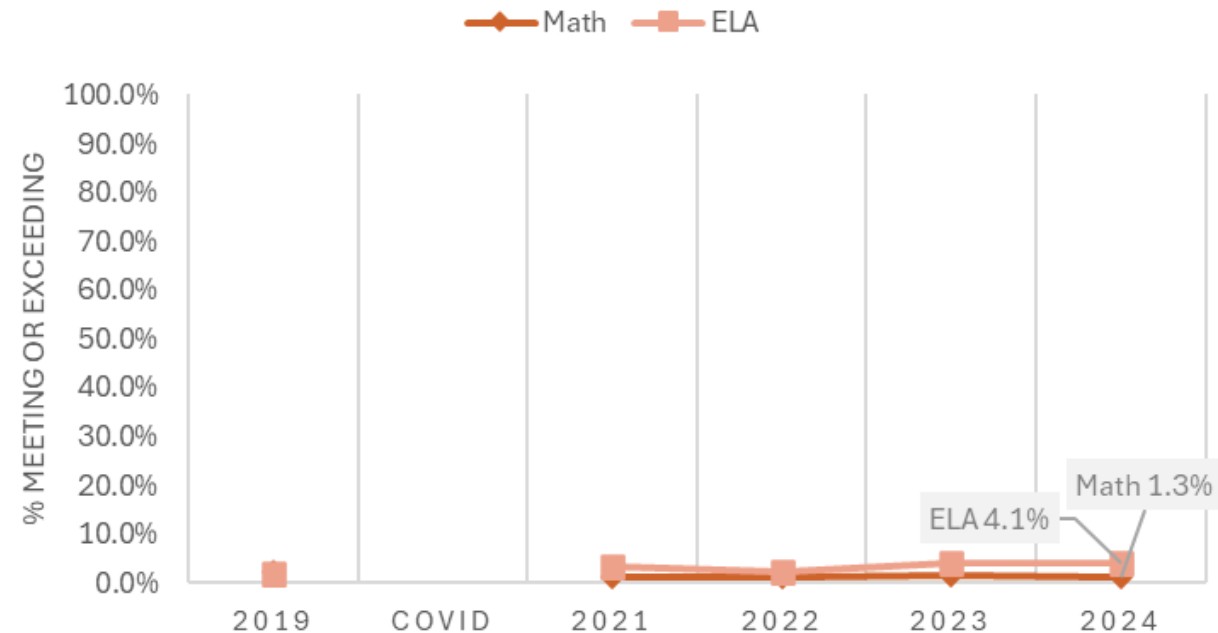
Closing Performance Gaps for MLLs

What the data tells us:

While overall performance gaps for MLLs still exist, students who recently exited MLL status are now outperforming students who were never identified as MLLs on RICAS ELA. Recently exited MLLs are also now outperforming state averages for RICAS Math, and demonstrated gains across all state assessments in both ELA and Math.

RICAS ELA Results: Non-MLL vs Recently Exited MLL Students

- Never Multingual Learners
- Recently (3 yrs) Exited Multilingual Learners

(Never MLL: 2017-2018 = 36.8, 2018-2019 = 42, 2020-2021 = 37.2, 2021-2022 = 34.9, 2022-2023 = 37.2, 2023-24 = 34.5)

(Recently Exited MLL: 2017-2018 = 23.7, 2018-2019 = 32.6, 2020-2021 = 28.9, 2021-2022 = 29.3, 2022-2023 = 34.2, 2023-24 = 35.3)

-13.1% Gap · +0.8% Gap
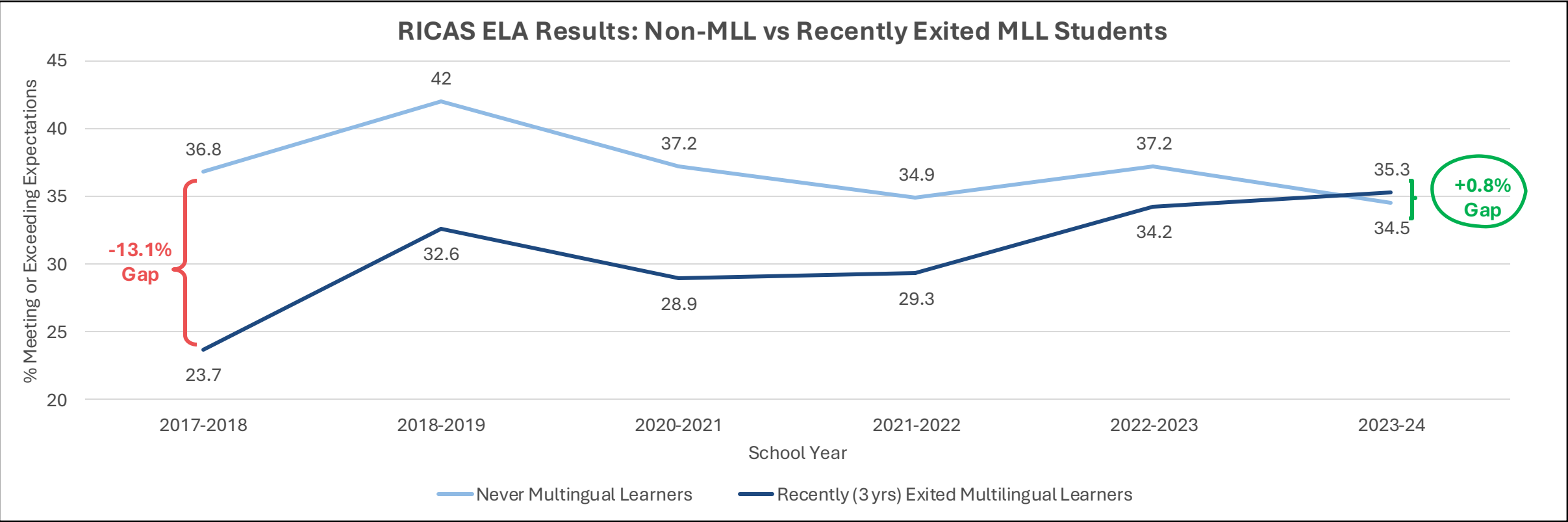
Subgroup Performance – Differently-abled Students

What the data tells us:
- DAS performance over the years has fluctuated.
- RIDE is investing in Foundations of Math Training
- RIDE is launching the DAS Blueprint this fall to support strategic improvement for DAS.

DAS RICAS PERFORMANCE — % MEETING OR EXCEEDING, Math and ELA, 2019, COVID, 2021, 2022, 2023, 2024. Math 6.9%, ELA 5.1%
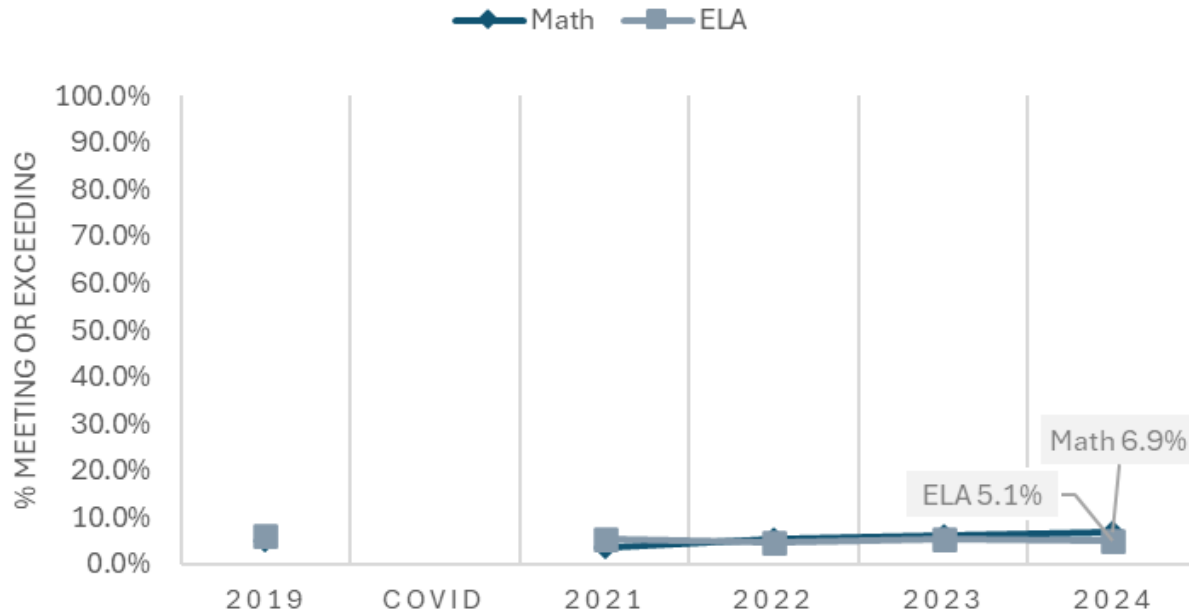
DAS SAT PERFORMANCE — % MEETING OR EXCEEDING, Math and ELA, 2019, COVID, 2021, 2022, 2023, 2024. ELA 9.7%, Math 2.0%
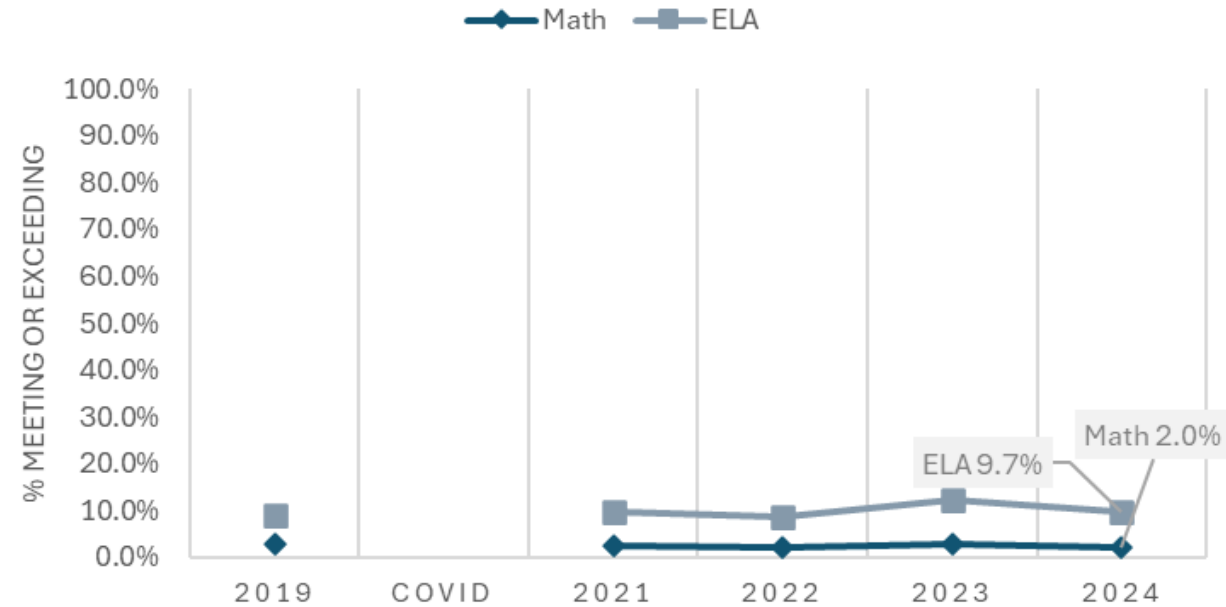
What the data tells us:

RI is continuing to shrink the performance gap with MA, with the gap in ELA closed by more than 50%. Compared to 2018 RICAS Results:

- The ELA performance gap has closed from 17% to 8%
- The Math performance gap has closed from 20% to 11%

Math: RI vs. MA RICAS Performance with 2024 Actual Performance
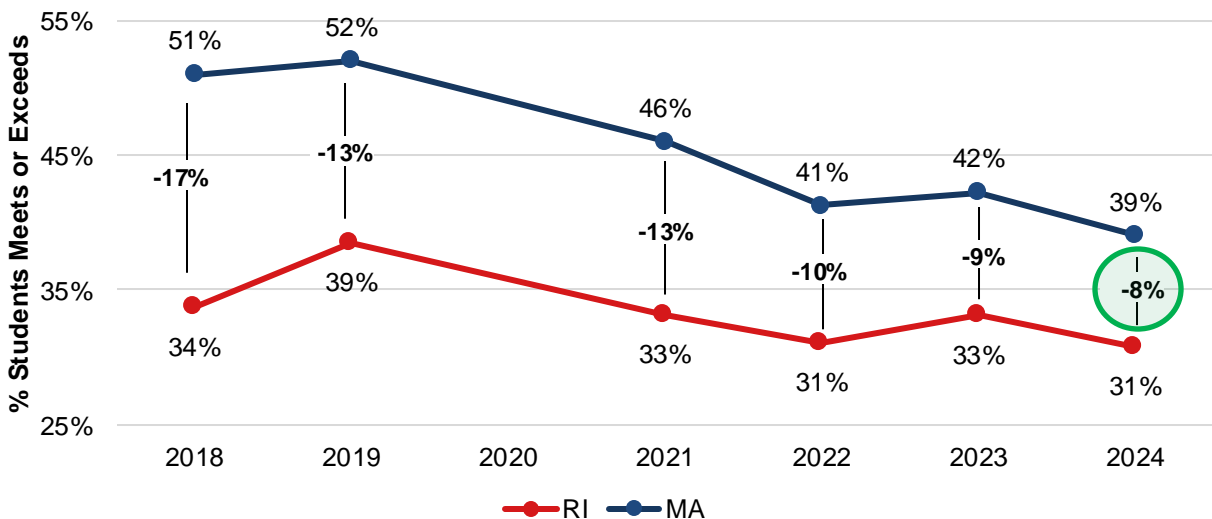
ELA: RI vs. MA RICAS Performance with 2024 Actual Performance
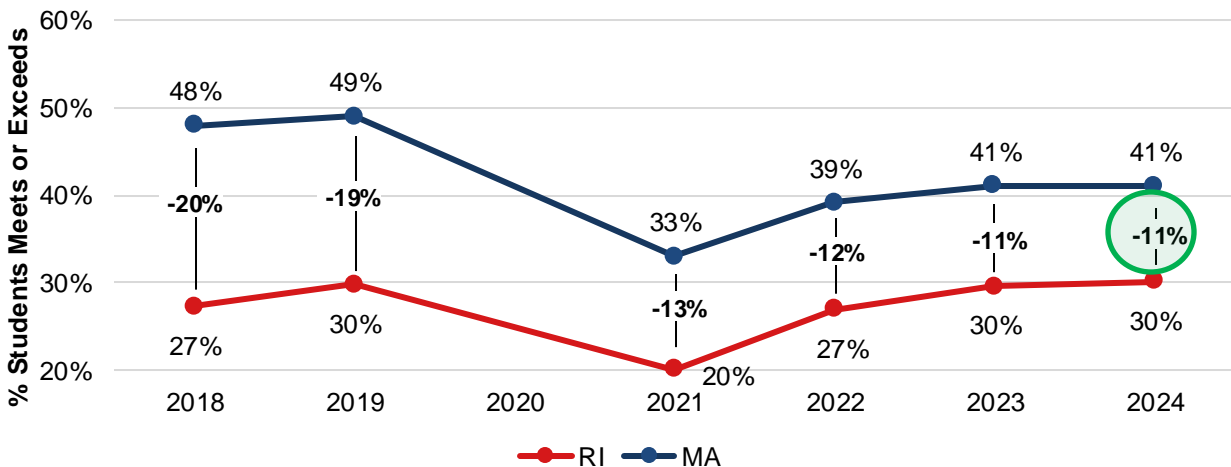
To close the Gap with MA by 2030, RI is continuing to focus on:

- Galvanizing state-wide collective efforts in our nation-leading strategy to reduce chronic absenteeism
- Implementing high-quality curriculum and the Right to Read Act
- Closing equity gaps, especially for Multilingual Learners and Differently-Abled students
- Establishing partnerships with municipal leaders for out-of-school learning opportunities and social-emotional learning

Comparing RI to MA: Updated Progress on RICAS Results

Rhode Island has made significant progress on how it would comparably rate if it were treated as an LEA in Massachusetts, now ranking at the 30th percentile for ELA and 29th percentile for math based on 2024 results.

RI ELA RICAS (if RI were treated as an LEA in MA)

RI Rank 2024 (30%)

RI Rank 2018 (10%)
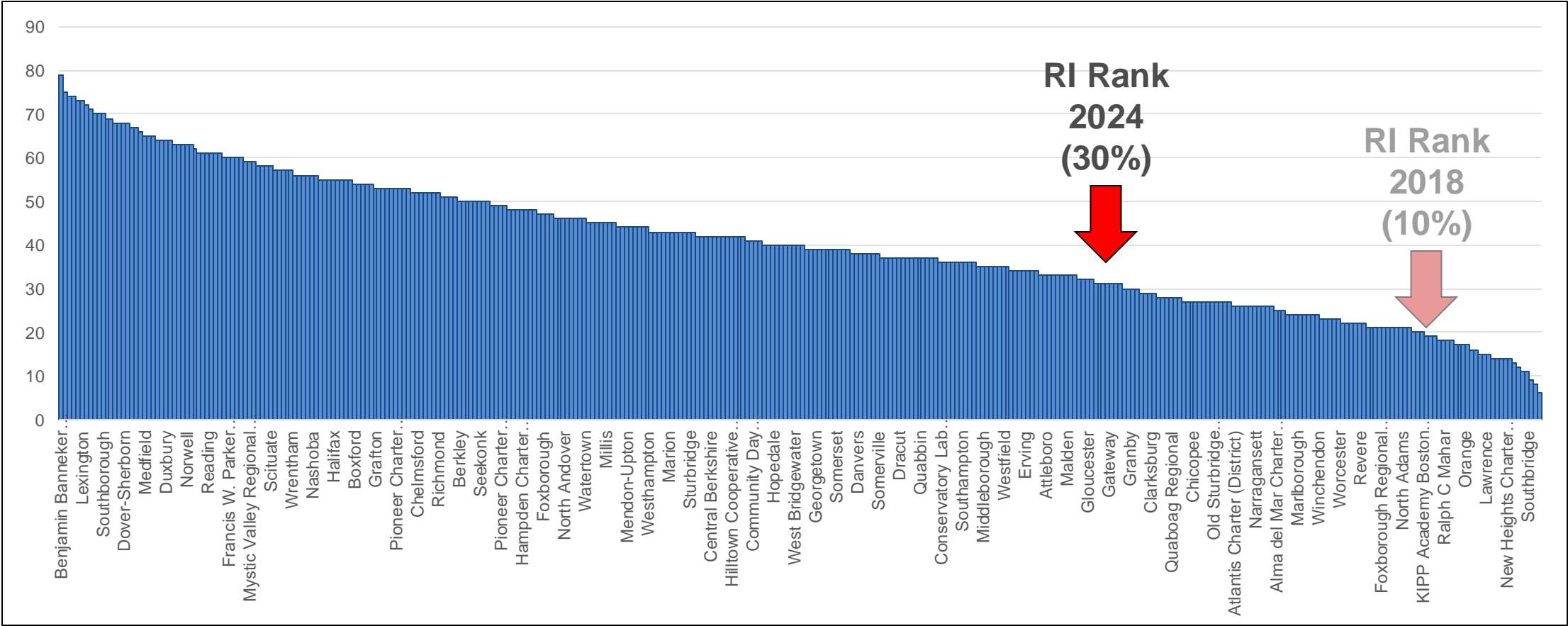
Note: The chart for Math is almost identical

Cross-State Comparisons

Change in Overall Math Proficiency Levels 2019 through 2024

Change in Overall ELA Proficiency Levels 2019 through 2024
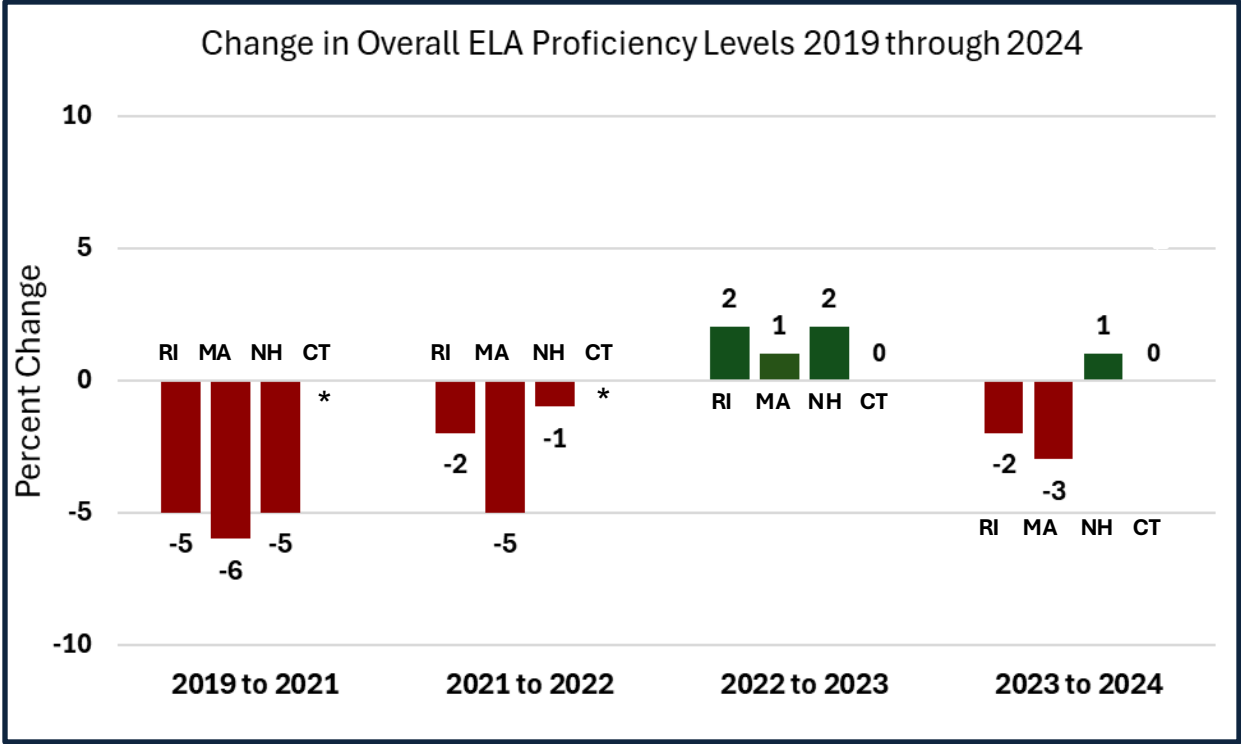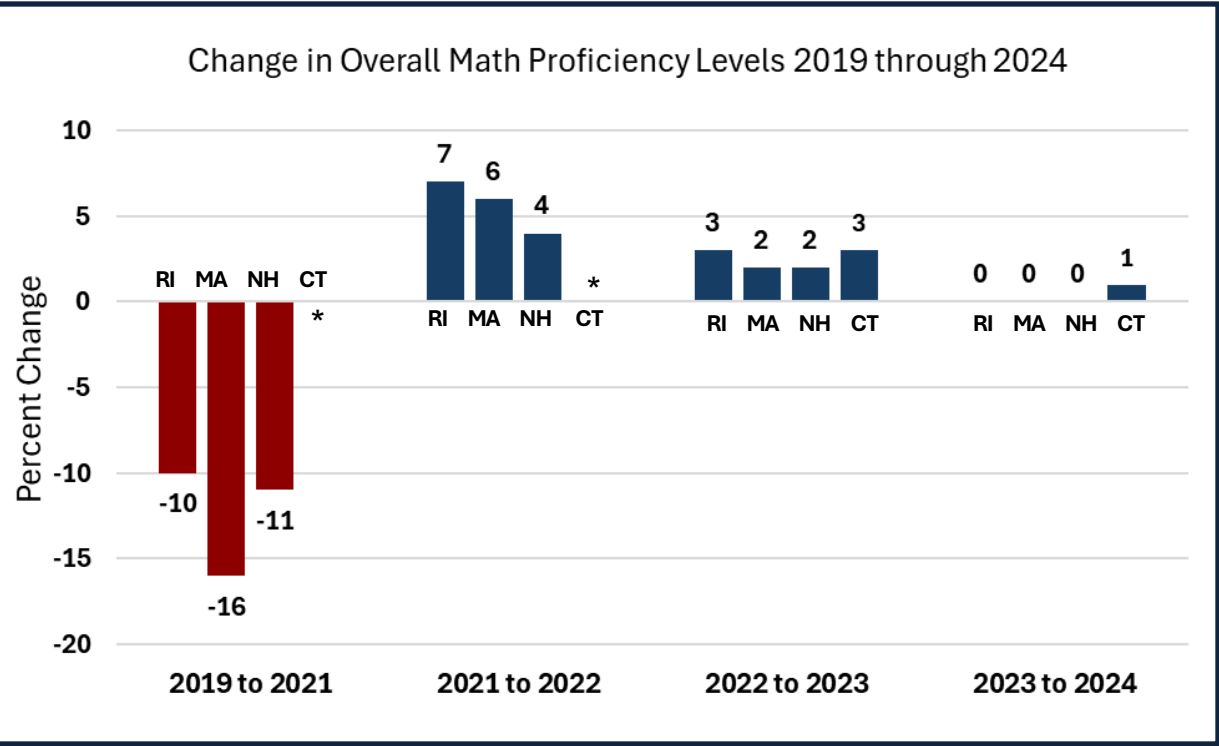
No data was reported for that year

Cross-State Comparisons

Across New England States: chronic absenteeism, enrollment, and academic gaps continue.

BOSTON GLOBE

2024 MCAS scores show Massachusetts falling further behind post-pandemic

CT MIRROR

CT sees improvements in math, science, chronic absenteeism rate; ELA remains the same

MAINE MIRROR

How well Maine's recovery efforts are working to catch students back up is unclear, because state assessments change every few years and can't be compared to pre-pandemic years.

BOSTON HERALD

'Concerning:' 2024 MCAS test scores show slips, continue lag behind pre-pandemic marks across Massachusetts

Takeaway 3: Performance by Urbanicity

What the data tells us:

- RICAS Math shows a positive trend in overall proficiency regardless of urbanicity

- A wide gap continues to persist in both ELA and math between the performance of suburban districts and urban districts

- In SAT, math and ELA decline in suburban districts

How RI is addressing this:

- Implementing HQCM

- Addressing high school course taking patterns in mathematics

- Providing coaching Professional Learning in ELA and Math across the state
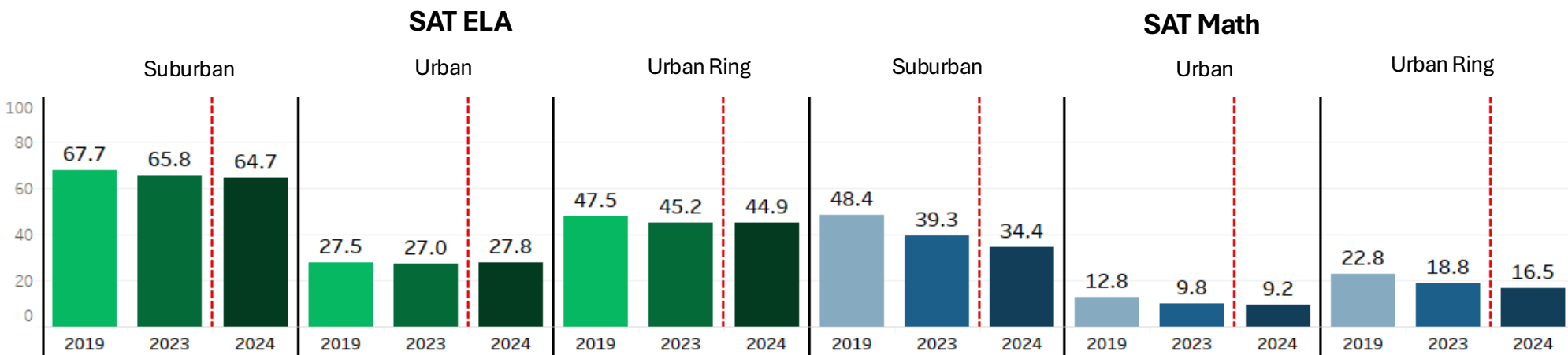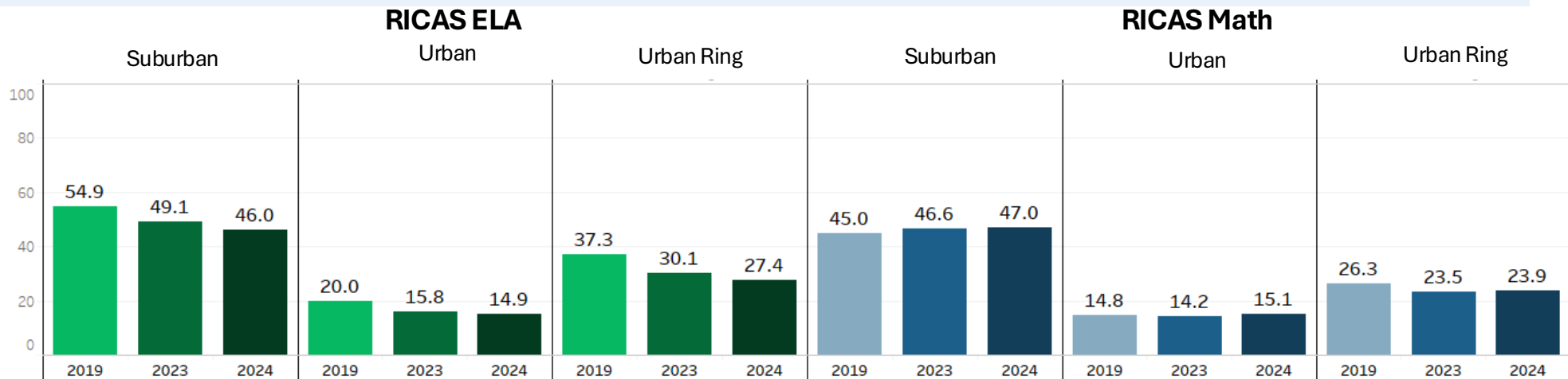
RICAS ELA

RICAS Math

SAT ELA

SAT Math

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

Urban: Central Falls, Pawtucket, Providence, Woonsocket
Charter schools are grouped by their geographical location.

Urban Ring: Cranston, East Providence, Johnston, Newport, North Providence, Warwick, West Warwick

Takeaway 4: Science Performance Increases Slightly

NGSA Proficiency

Percent of Students Meeting/Exceeding Expectations

31.3   32.1   30.9   30.4   31.25

2019   COVID   2021   2022   2023   2024
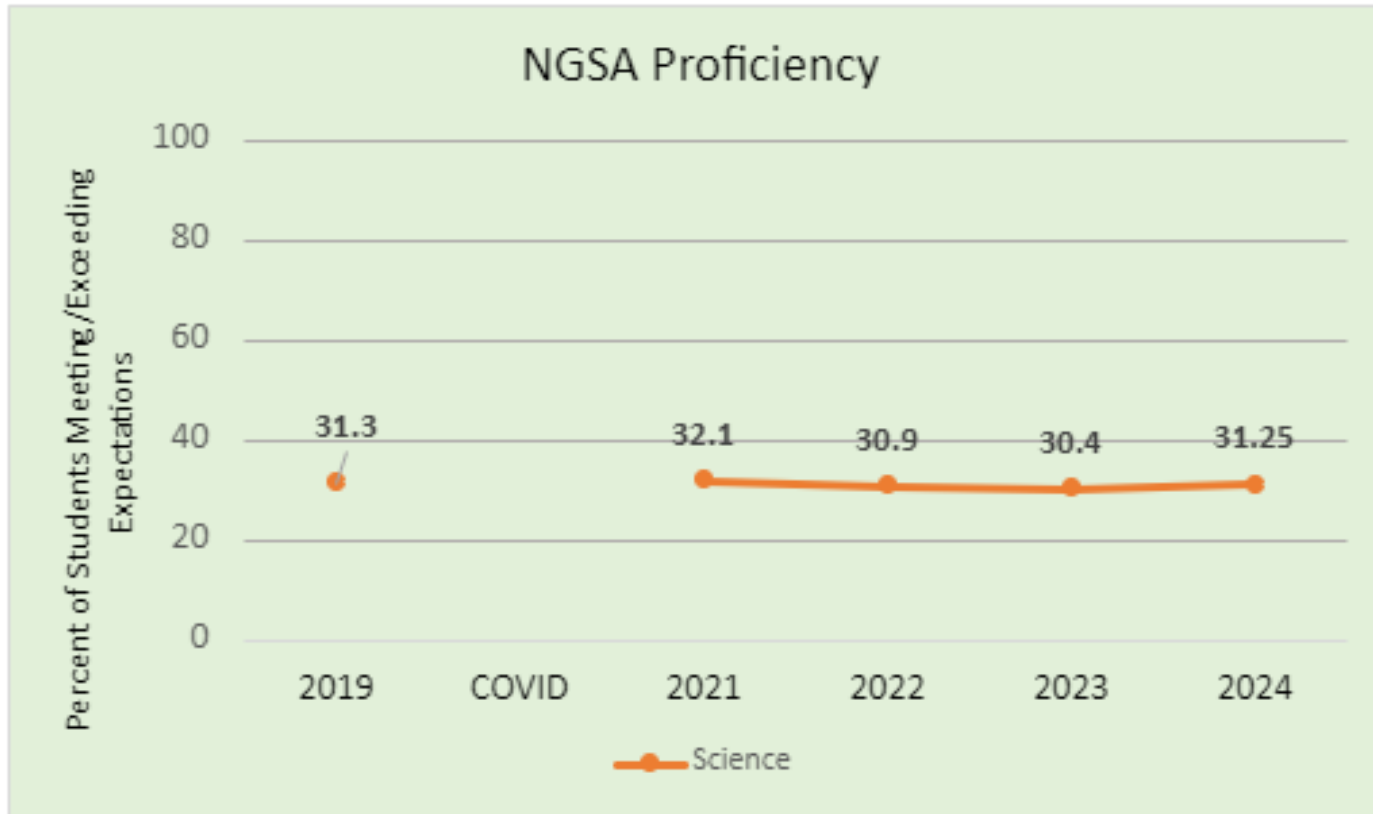
Science

What the data tells us:

NGSA proficiency scores overall are slightly improved

How RI is addressing this:

RIDE will work with schools to use the Science Interim Assessments as a formative screener to support improvement and inform instruction

High Quality Curriculum Instructional Materials

14 districts and over 80 teachers will pilot an Ed Reports approved curriculum fall 2024. This is an expansion of the 2023 pilot.

Takeaway 5: Attendance Matters

Building off RIDE's first-time analysis of assessment results by chronic absenteeism in 2023, a deeper analysis of 2024 results by chronic absenteeism reveals the following key themes:

1) **Overall Gaps:** Significant performance gaps still exist for chronically absent students

2) **Long-term Impact:** Gaps widen further for students that have been chronically absent for three years straight

3) **Statewide Impact:** CA performance gaps exist across the entire state, and are largest in suburban districts

4) **Elementary Grades & Math:** CA performance gaps are noticeably larger in Math in elementary grades

5) **Students Can get Back on Track:** Getting students back on track with attendance helps improve performance

6) **Statistically Significant Relationship:** Between improving chronic absenteeism and test results

Overall Chronic Absenteeism Performance Gaps

What the data tells us:

The data is clear: being in school makes a difference on student performance.

Chronically absent students, on average, performed lower than their not chronically absent peers by:

- RICAS ELA: 18.0%
- RICAS Math: 21.2%
- PSAT ELA: 21.3%
- PSAT Math: 16.4%
- SAT ELA: 24.8%
- SAT Math: 20.8%

These performance gaps are predominantly consistent with previous chronic absenteeism performance gaps reported for the first time in 2023.

2024 % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students
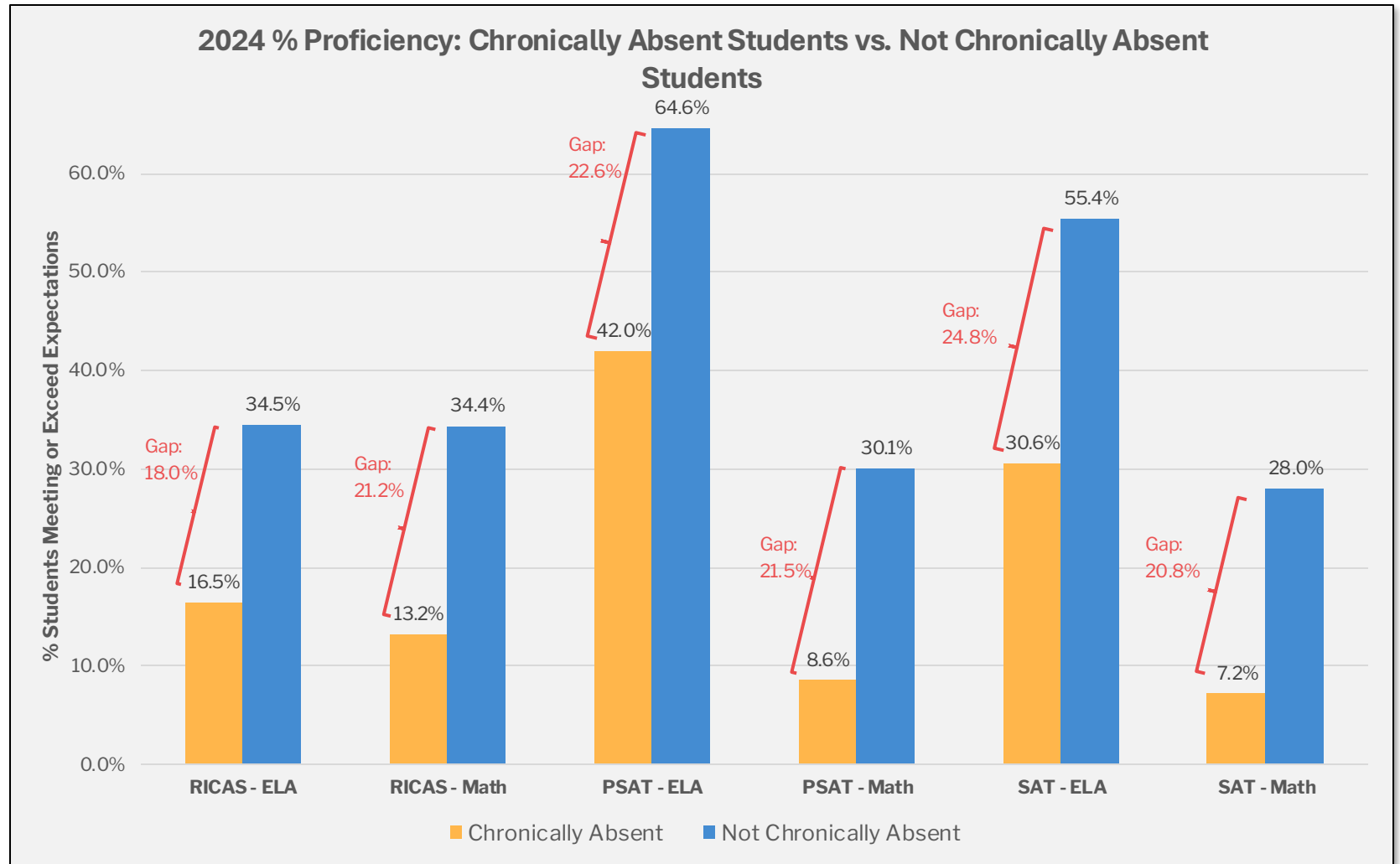
Impact of Long-Term Chronic Absenteeism

What the data tells us:

Long-term chronic absenteeism has a **compounding, negative impact on student performance** and widens performance gaps.

2024 % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students

The CA vs. NCA performance gaps increase from 18%-25% to 25%-34% when looking at results for students who were chronically absent three years in a row vs. students who were not chronically absent for 3-years.
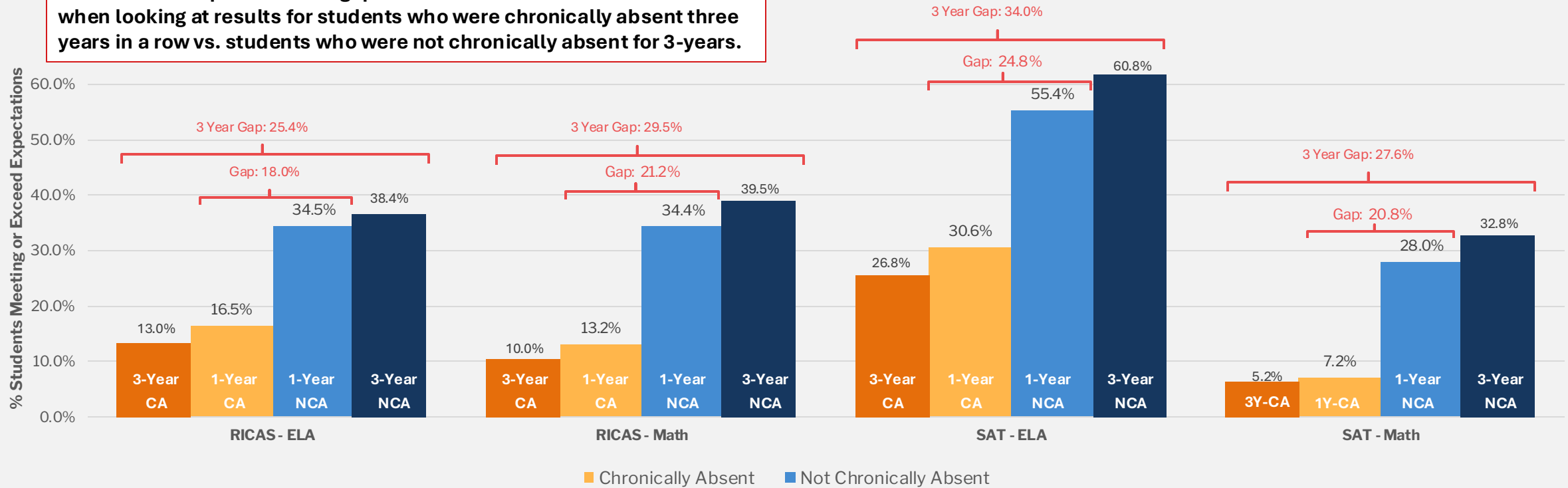
CA Performance Gaps by Urbanicity, RICAS

What the data tells us:

The performance gap between chronically absent and not chronically absent students is the largest in RI's suburban districts, reinforcing the need for RI to collectively focus on addressing chronic absenteeism in all LEAs across the entire state.

2024 % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students

RICAS ELA:
- All Students: Chronically Absent 16.5%, Not Chronically Absent 34.5%, Gap: 18.0%
- Urban Core: Chronically Absent 9.5%, Not Chronically Absent 17.2%, Gap: 7.7%
- Urban Ring: Chronically Absent 15.8%, Not Chronically Absent 30.3%, Gap: 14.5%
- Suburban: Chronically Absent 30.3%, Not Chronically Absent 48.4%, Gap: 18.1%

RICAS Math:
- All Students: Chronically Absent 13.2%, Not Chronically Absent 34.4%, Gap: 21.2%
- Urban Core: Chronically Absent 7.6%, Not Chronically Absent 18.3%, Gap: 10.7%
- Urban Ring: Chronically Absent 11.1%, Not Chronically Absent 27.0%, Gap: 15.9%
- Suburban: Chronically Absent 25.9%, Not Chronically Absent 50.2%, Gap: 24.3%

Y-axis: % Students Meeting or Exceed Expectations

Legend: Chronically Absent, Not Chronically Absent

CA Performance Gaps by Urbanicity, SAT

What the data tells us:

The performance gap between chronically absent and not chronically absent students is the largest in RI's suburban districts, reinforcing the need for RI to collectively focus on addressing chronic absenteeism in all LEAs across the entire state.

2024 % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students

SAT ELA:
- All Students — Chronically Absent: 30.6%, Not Chronically Absent: 55.4%, Gap: 24.8%
- Urban Core — Chronically Absent: 19.0%, Not Chronically Absent: 35.1%, Gap: 16.1%
- Urban Ring — Chronically Absent: 32.8%, Not Chronically Absent: 50.2%, Gap: 17.4%
- Suburban — Chronically Absent: 48.9%, Not Chronically Absent: 68.5%, Gap: 19.6%

SAT Math:
- All Students — Chronically Absent: 7.2%, Not Chronically Absent: 28.0%, Gap: 20.8%
- Urban Core — Chronically Absent: 3.6%, Not Chronically Absent: 13.7%, Gap: 10.1%
- Urban Ring — Chronically Absent: 6.1%, Not Chronically Absent: 20.9%, Gap: 14.8%
- Suburban — Chronically Absent: 14.5%, Not Chronically Absent: 39.1%, Gap: 24.6%

Y-axis: % Students Meeting or Exceed Expectations

Legend: ■ Chronically Absent ■ Not Chronically Absent

CA Performance Gaps by Grade Level

What the data tells us:

- **Largest Gaps in 8th Grade:** For both RICAS ELA & Math, the largest performance gaps between Chronically Absent and Not Chronically Absent students is in 8th Grade.

- **Consistent ELA & Math Gaps in Middle School:** For grades 6th through 8th, the performance gaps of Chronically Absent ad Not Chronically Absent students are relatively close, with slightly higher gaps in Math.

- **Larger Math Gaps in Elementary:** Performance gaps for chronically absent students are significantly higher for RICAS Math in Grades 3rd through 5th compared to RICAS ELA.

2024 RICAS % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students, by Grade Level

Elementary Grades / Middle School Grades

- Chronically Absent
- Not Chronically Absent
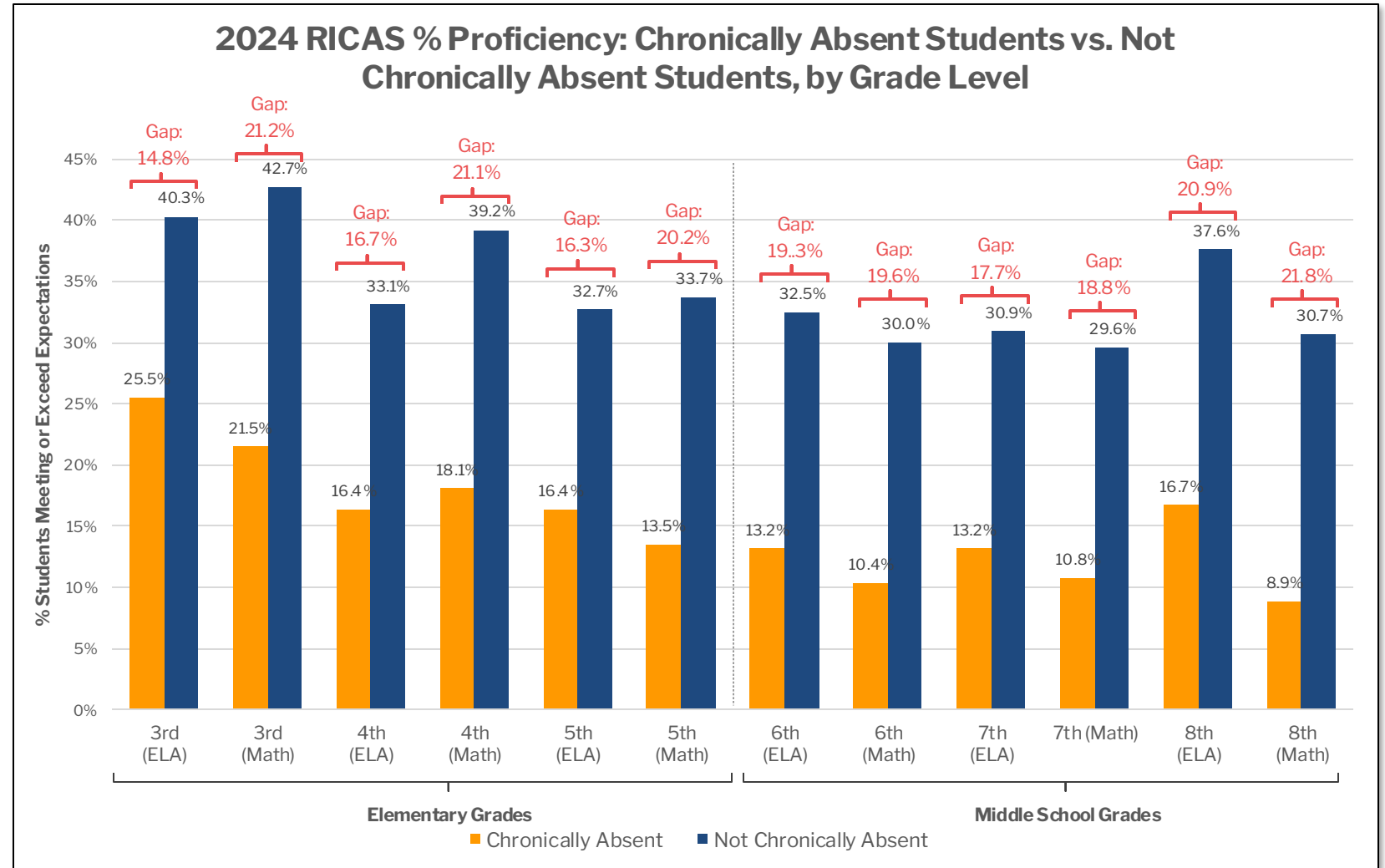
CA Performance Gaps for MLLs, ACCESS

What the data tells us:

Within every proficiency category, Chronically Absent MLLs grew less on ACCESS between 2023 & 2024 than their non-CA peers

- On average, chronically absent Expanding MLLs who were not exited regressed from one year to the next

- The adverse impact of chronic absenteeism is amplified even further for Long term MLLs & MLLs with IEPs
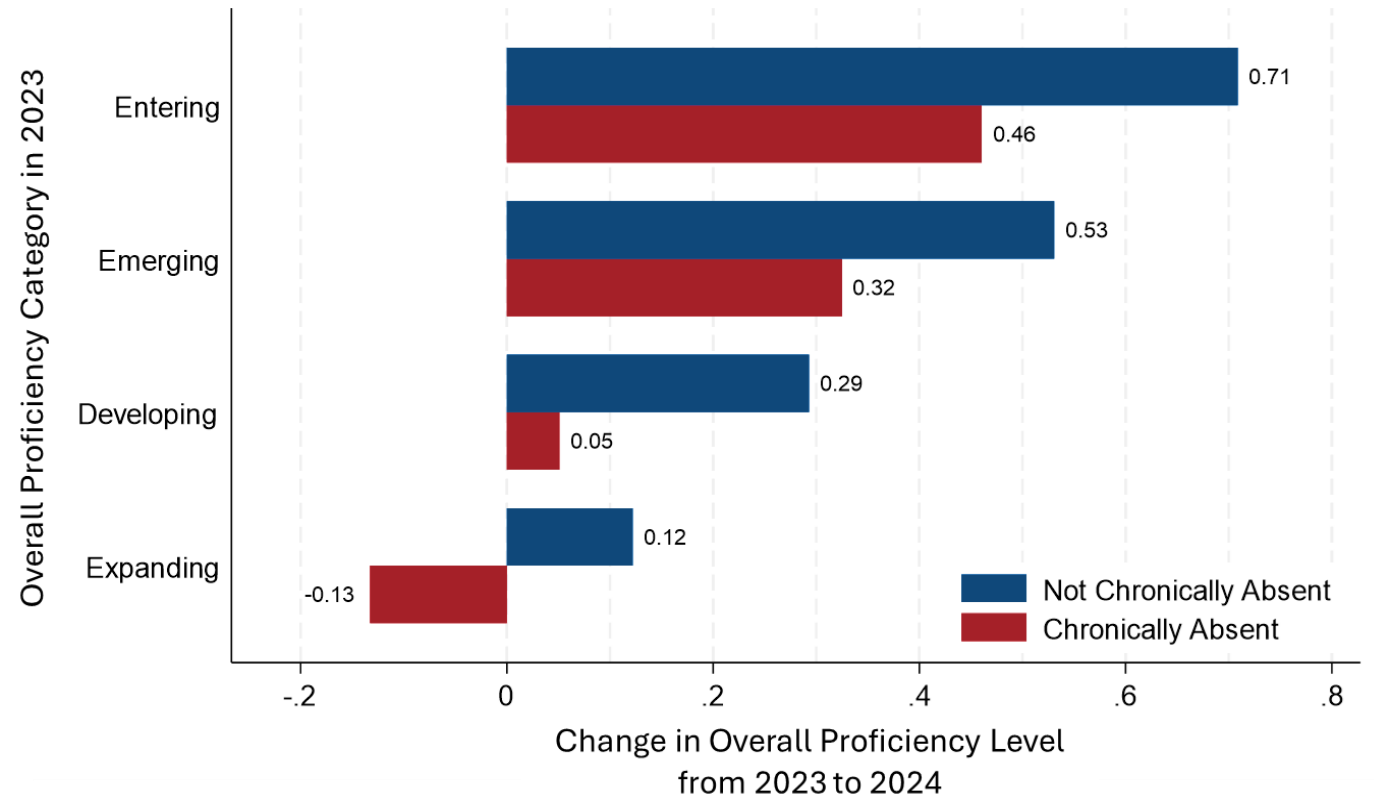
Getting Back on Track with Attendance Helps Students

What the data tells us:

Getting students back on track with no longer being chronic absent makes a difference. Students who were chronically absent in 2023 but got back on track and were not chronically absent in 2024 outperformed students who were chronically absent both years.

2024 % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students

Student who got back on track and were no longer chronically absent performed 7% – 11%pts higher on RICAS and SAT than students who were still chronically absent

% Students Meeting or Exceed Expectations

RICAS - ELA
- CA Both Years: CA in 2023 & 2024 — 14.4%
- Back on Track: CA in 2023 but NCA in 2024 — 23.2%
- Increase: 8.8%

RICAS - Math
- CA Both Years: CA in 2023 & 2024 — 11.2%
- Back on Track: CA in 2023 but NCA in 2024 — 21.7%
- Increase: 10.5%

SAT - ELA
- CA Both Years: CA in 2023 & 2024 — 28.6%
- Back on Track: CA in 2023 but NCA in 2024 — 39.6%
- Increase: 11.0%

SAT - Math
- CA 2023 & 2024 — 6.0%
- Back on Track: CA in 2023 but NCA in 2024 — 13.2%
- Increase: 7.2%

Improving CA & Improving Performance

What the data tells us:

There was a **statistically significant** relationship at the school level between **improved chronic absenteeism** from SY22-23 to SY23-24 and **improved student proficiency** rates between SY22-23 and SY23-24.

This statistically significant relationship exists for RICAS and SAT in both ELA and Math.

This statistical relationship is strongest for SAT ELA, and for urban core schools across all assessments.
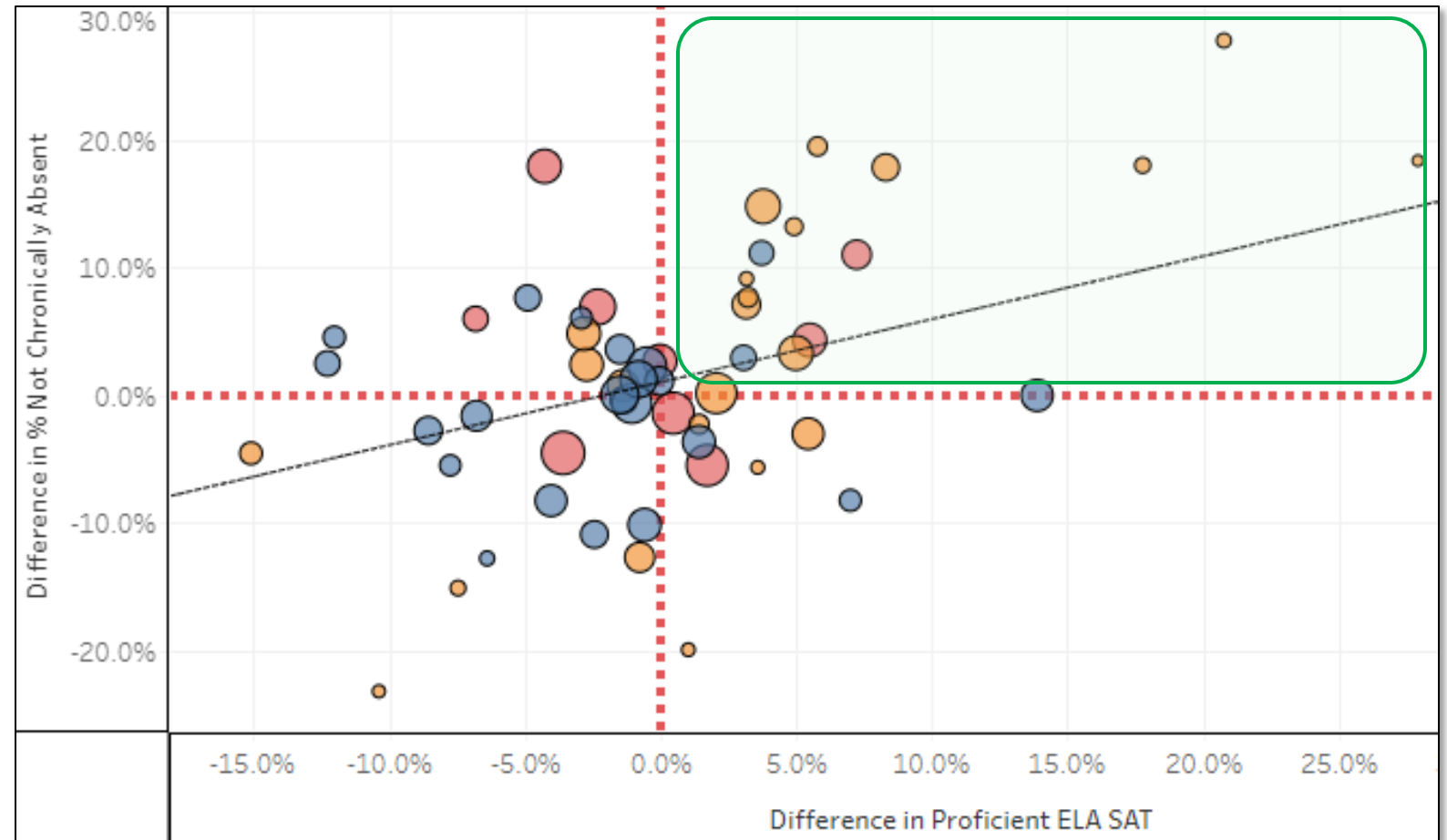
Example: School Scatterplot of Changes in CA % vs. SAT ELA % Proficient

Spotlighting School-Level Improvement

The following schools significantly improved by at least 5% in reducing chronic absenteeism <u>AND</u> improved by at least 5% in both ELA and Math for either RICAS or SAT.

Elementary / Middle Schools

- Aquidneck School (Middletown)

- Asa Messer Elementary School (Providence)

- Block Island School (New Shoreham)

- Henry J. Winters School (Pawtucket)

- Melville Elementary School (Portsmouth)

- Reservoir Avenue School (Providence)

High Schools

- Juanita Sanchez Educational Complex (Providence)

- Providence Career and Technical Academy (Providence)

- The Greene School

NEXT STEPS

Mental Health, Attendance, and Instruction

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#AttendanceMattersRI

RIDE will continue the statewide, nationally-recognized #AttendanceMattersRI campaign to reduce chronic absenteeism through the following key initiatives:

Raising Awareness through Media Campaign

Providing Data-Driven, Direct Supports
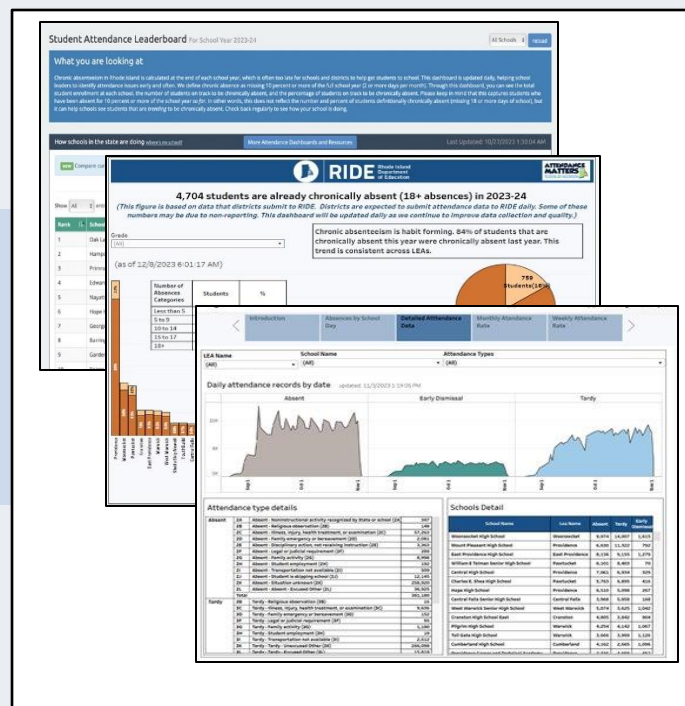
Codifying Best-Practices via Upcoming Regulations

Mental Health Supports

hazel

RIDE has partnered with Hazel Health to provide comprehensive, virtual mental health services to students across the state.

Equitable services that meet students and families where they are

Through a referral process and at no cost to school districts, students can meet with a licensed mental health provider virtually, at home or at school.

Proven track record

Hazel's therapy programs span 4,600 schools across 16 states, including Massachusetts. Approximately 40% of providers are bilingual, speaking 31 languages.

Aligned with state mental health and attendance goals

A recent study by Clemson University found the program significantly reduced symptoms of depression and anxiety in 75% of 3,500 students studied. Early research also indicates Hazel's therapy program can move the needle on chronic absenteeism.

Instructional Supports

RIDE and the College Board will provide all LEAs access to Khan for Districts to strengthen PSAT and SAT preparation in our high schools.

Khan Academy District complements Khan Academy's free resources by providing LEAs with the Khan Academy district dashboard, rostering and single sign-on support for schools and usage and performance data that provide views of student progress, growth and academic strengths and weaknesses to support targeted improvement.

Rhode Island LEAs* will have access to Khan Academy District for the 2024-25 and 2025-26 school year and Khanmigo for the 2025-26 school year for all high school students at no cost to the school or district.

LEAs with less than 250 high school students will receive access to Khanmigo during the 2024-25 school year.

Official preparation partner of the College Board

Khan Academy worked with the College Board to design practice questions, lessons, and videos to prepare your students. Our technology will help your students master the 37 math skills and 11 reading and writing skills they need to know.

Reach every student with a district-wide SAT strategy

Using Official SAT Digital Prep from Khan Academy helps you implement a district-wide SAT strategy and ensure all students are prepared for the SAT.

Next Steps for LEAs

District

- Communicate data with schools and families
- Communicate with schools around family data reporting events
- Continue strategies to address absenteeism, mental health, & instructional gaps
- Review detailed results and revise local plans to align actions with needs
- Review implementation of high-quality curriculum materials and science of reading

School

- Share data with staff
- Develop plans for communicating and supporting families in interpreting student data
- Communicate with families around school wide data reporting events
- Send Individual Score Reports to families
- Review strategic plans and school improvement plans to align with areas of greatest need
- Ensure structures and systems exist for students requiring additional support

Participation Rates Increased

Across all state assessments in mathematics, ELA and science, participation rates have increased from 2023.

	RICAS - ELA			RICAS - Math			PSAT - ELA			PSAT - Math			SAT - ELA			SAT - Math			NGSA - Science		
	2019	2023	2024	2019	2023	2024	2019	2023	2024	2019	2023	2024	2019	2023	2024	2019	2023	2024	2019	2023	2024
	98.7	98.6	98.9	98.7	98.4	98.7	93.9	92.9	94.0	93.5	92.4	93.8	95.2	94.4	95.8	94.8	94.1	95.5	96.8	96.4	96.7
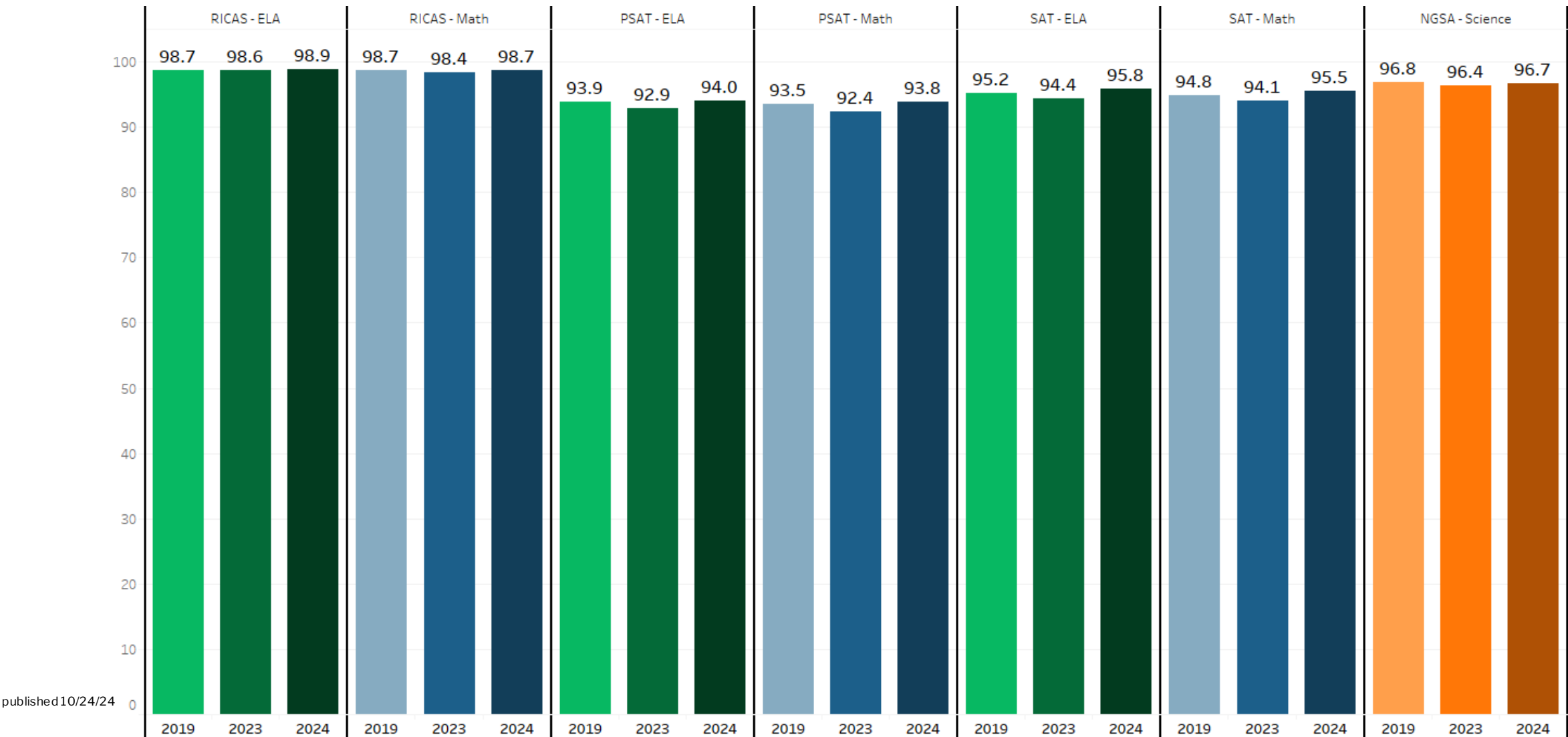
RICAS
Summary

2024

RICAS Statewide Percent Meeting and Exceeding Expectations

- **Approximately one in three** RI students is **proficient in reading and mathematics** in grades 3-8.

- RI performance in **ELA decreased 2% overall** from 2023, while **mathematics** remained **relatively unchanged**.

- Similar trends are seen in Massachusetts with a **3% overall decrease in ELA** and **no change in mathematics** from 2023.

Number of Students Tested

Year	ELA	Math
2019	63,155	63,856
2021	55,005	54,711
2022	59,399	59,741
2023	58,624	59,272
2024	57,976	58,963

RICAS ELA

-2.3%

2019	2021	2022	2023	2024
38.5	33.2	31.1	33.1	30.8

RICAS Math

+.5%

2019	2021	2022	2023	2024
29.8	20.1	26.9	29.6	30.1
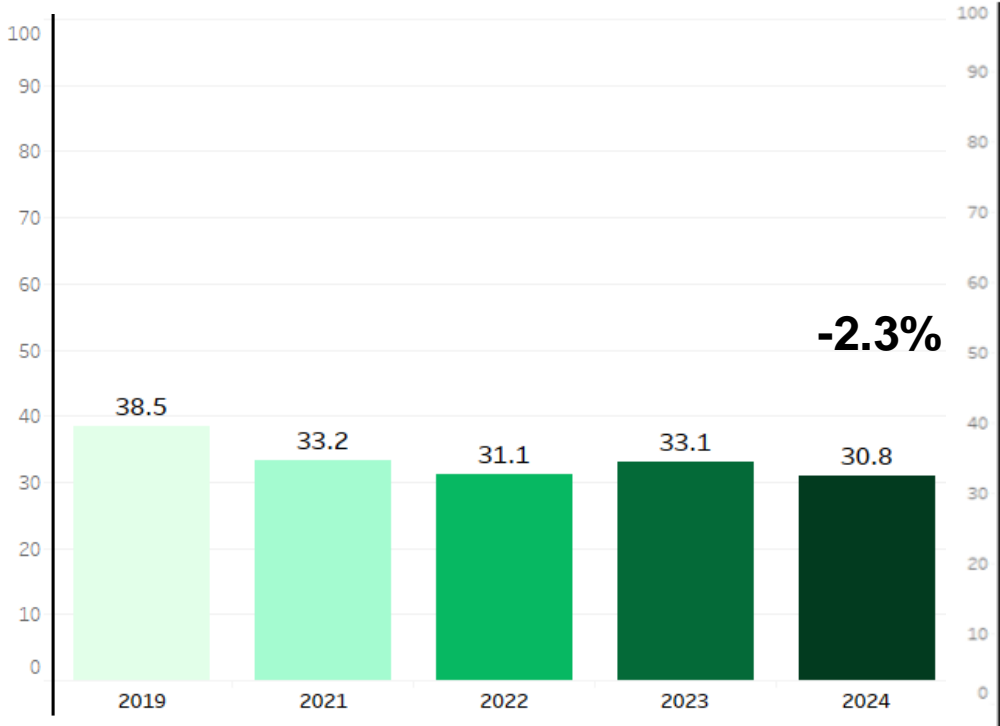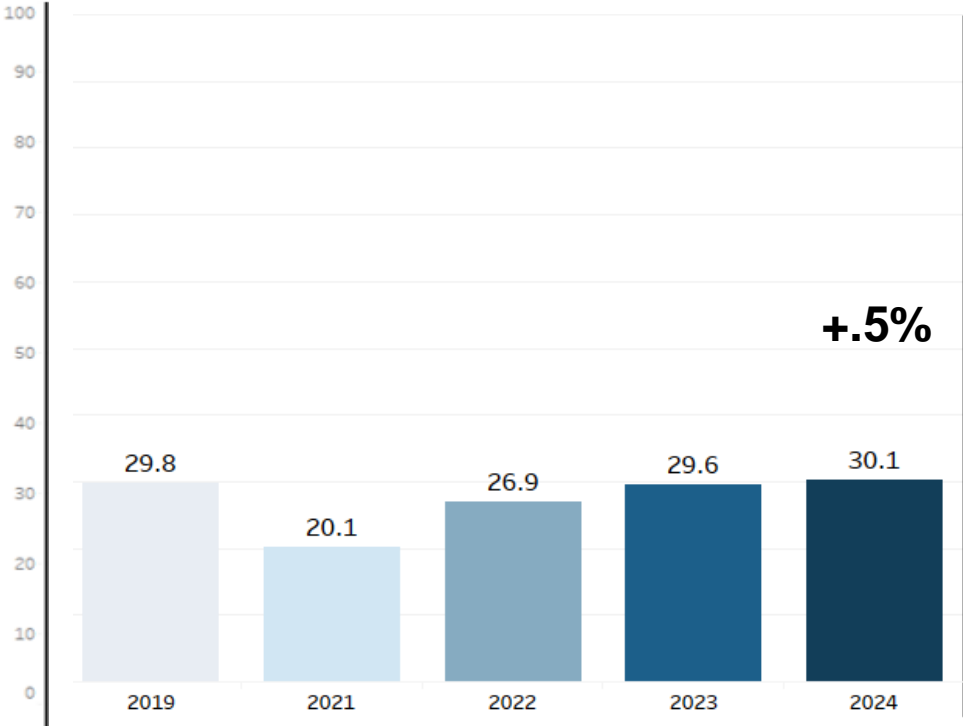
RICAS
English Language Arts

2024

RICAS ELA: Statewide Performance Levels

Overall, the percentage of students meeting expectations has decreased while the percentage at not meeting and partially meeting levels across the state have increased since 2019.

Year	ELA Number Tested
2019	63,155
2021	55,005
2022	59,399
2023	58,624
2024	57,976

2023-24 — 26.5 | 42.7 | 26.1 | 4.7 — **30.8%**
2022-23 — 25.3 | 41.7 | 28.4 | 4.6 — **33.1%**
2021-22 — 24.6 | 44.3 | 27.1 | 4 — **31.1%**
2020-21 — 21.6 | 45.2 | 29.2 | 4 — **33.2%**
2018-19 — 17.6 | 43.9 | 33.2 | 5.3 — **38.5%**

■ % Not Meeting Expectations ■ % Partially Meeting Expectations ■ % Meeting Expectations ■ % Exceeding Expectations
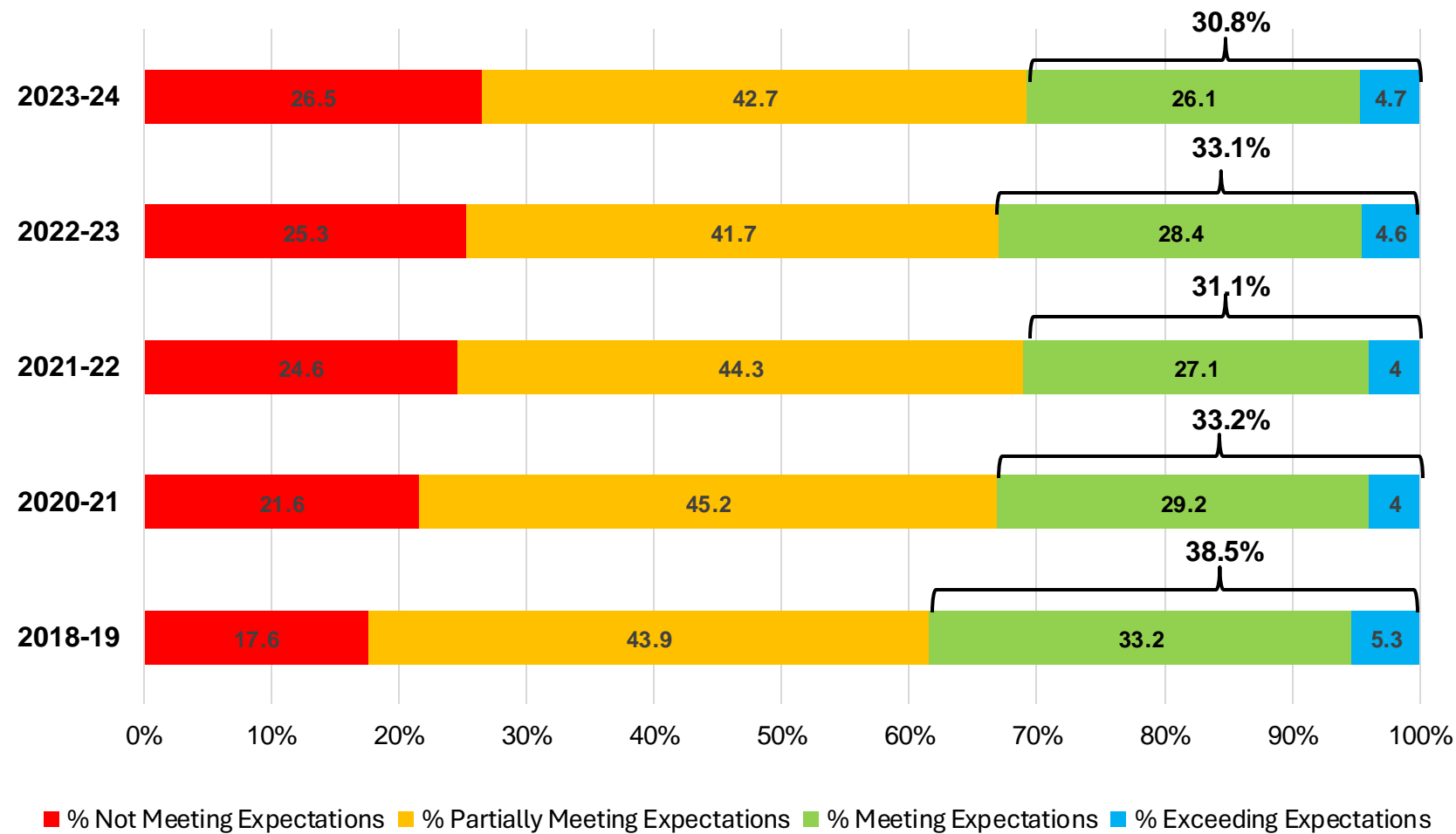
30.8%

2024 RICAS ELA By Strand

2024 Average Percent of Points Earned by Reporting Category
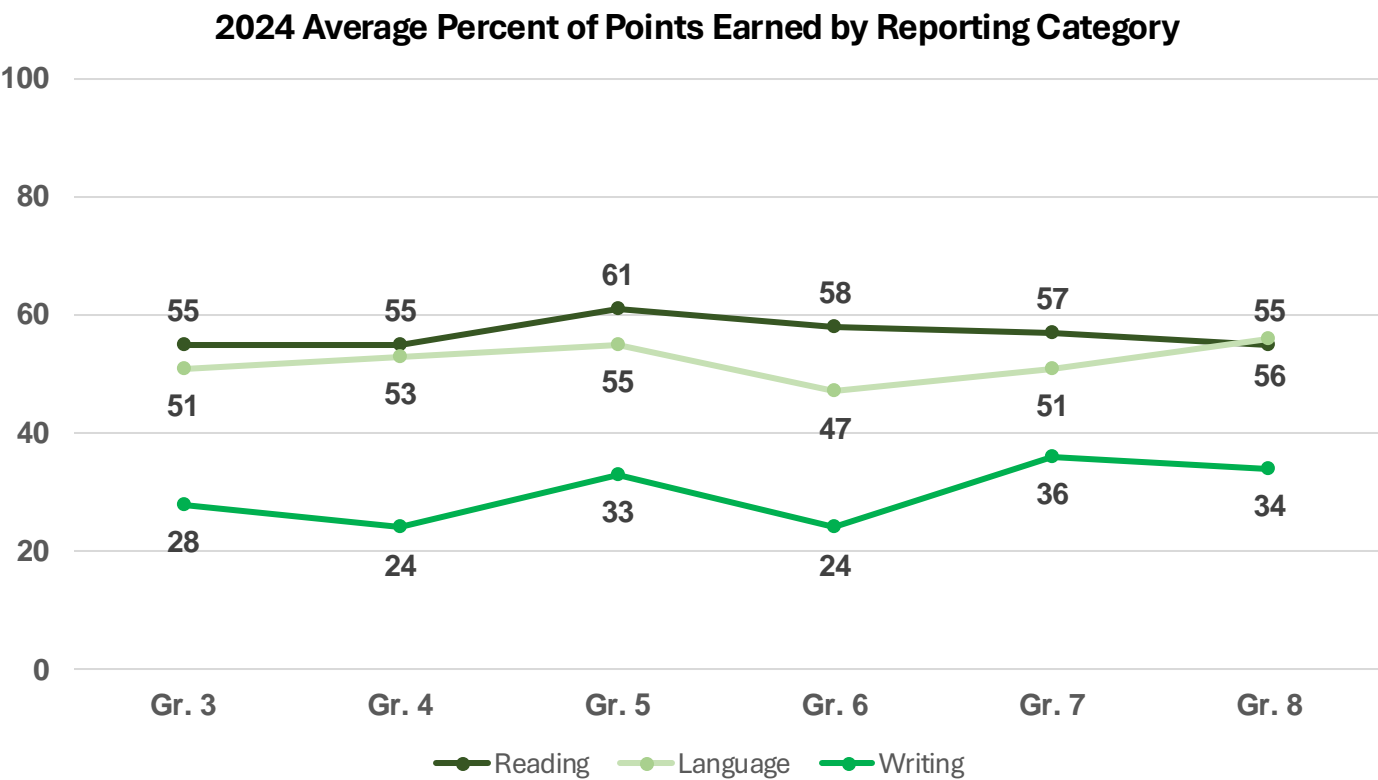
Students consistently struggle with **idea development:**

- Development of central idea
- Selection and explanation of evidence and/or details
- Organization
- Expression of ideas
- Awareness of task

Writing continues to be the ELA area where the average percent of points earned is the lowest of the three categories: Reading, Language and Writing.

- The average percent of points earned in **reading** ranges from 56% to 61%.
- The average percent of points earned in **language** ranges from 47% to 56%.
- The average percent of points earned in **writing** ranges from 24% to 34%

RICAS ELA: Percent of Students Meeting and Exceeding Expectations by Grade Level

Grade	3			4			5			6			7			8		
Change	+1%			-3.2%			-5.4%			-3.5%			-2.2%			-.3%		
Year	2019	2023	2024	2019	2023	2024	2019	2023	2024	2019	2023	2024	2019	2023	2024	2019	2023	2024
Percent	47.9	36.8	37.8	37.2	33.3	30.1	39.1	35.1	29.7	39.1	31.9	28.4	31.5	29.0	26.8	36.3	32.2	31.9
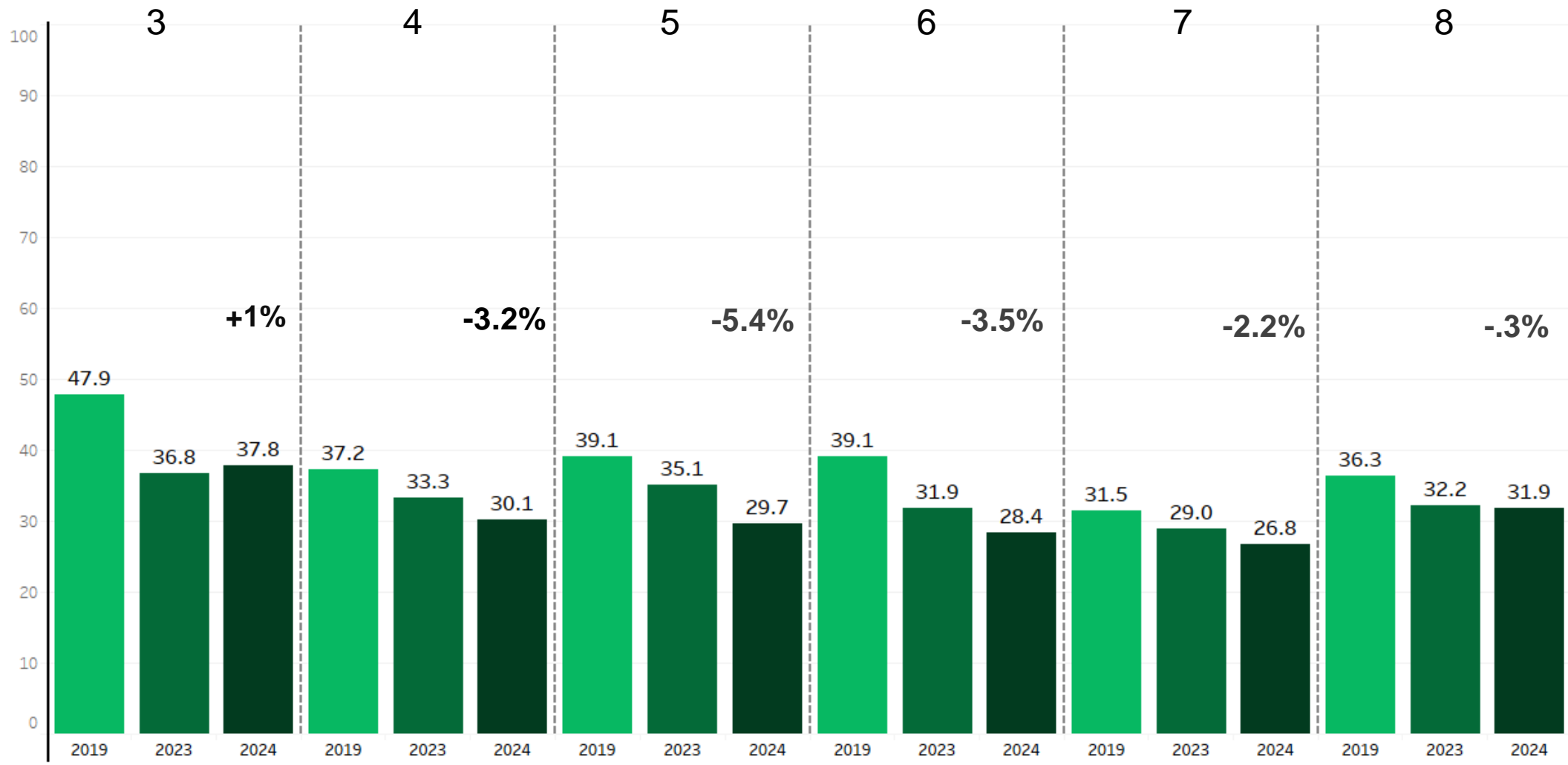
RICAS ELA: Percent of Students Meeting/Exceeding Expectations by Race/Ethnicity

In ELA, there was a decline in the percent of students who met or exceeded proficiency across **most race/ethnicity groups** as compared to **2023.**
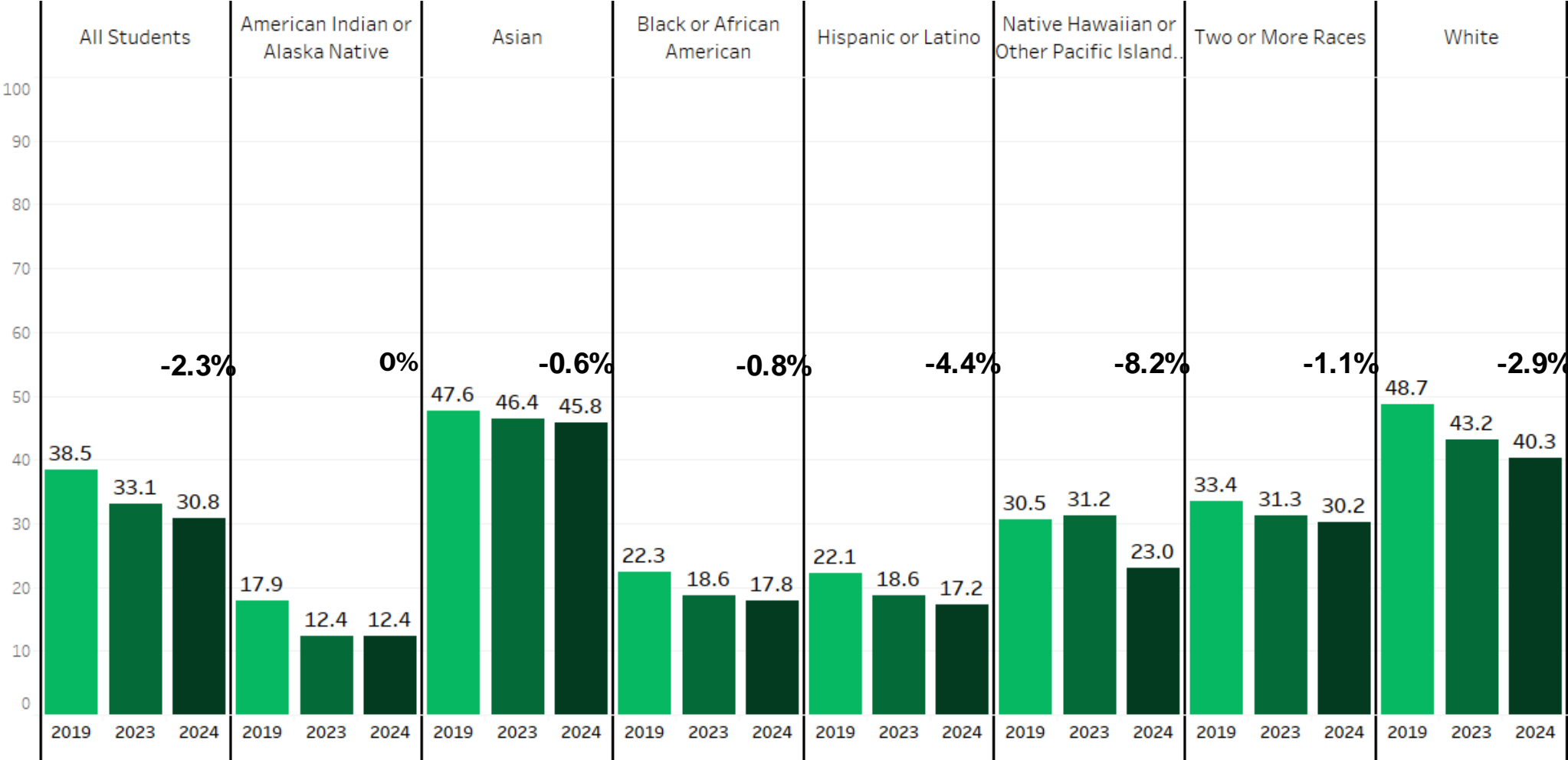
Number of Students Tested	
Subgroup	**2024**
All Students	57,976
American Indian or Alaska Native	442
Asian	1,912
Black or African American	5,196
Hispanic or Latino	17,359
Native Hawaiian or Other Pacific Islander	100
Two or More Races	3,121
White	29,846

All Students
-2.3%
- 2019: 38.5
- 2023: 33.1
- 2024: 30.8

American Indian or Alaska Native
0%
- 2019: 17.9
- 2023: 12.4
- 2024: 12.4

Asian
-0.6%
- 2019: 47.6
- 2023: 46.4
- 2024: 45.8

Black or African American
-0.8%
- 2019: 22.3
- 2023: 18.6
- 2024: 17.8

Hispanic or Latino
-4.4%
- 2019: 22.1
- 2023: 18.6
- 2024: 17.2

Native Hawaiian or Other Pacific Island..
-8.2%
- 2019: 30.5
- 2023: 31.2
- 2024: 23.0

Two or More Races
-1.1%
- 2019: 33.4
- 2023: 31.3
- 2024: 30.2

White
-2.9%
- 2019: 48.7
- 2023: 43.2
- 2024: 40.3

RICAS ELA: Percent of Students Meeting/Exceeding Expectations by Subgroup

- In ELA, data indicates a negative trend across most subgroups as compared to 2023, except for the **Recently Exited MLLs subgroup.**

- **Differently Abled** students and **Current Multilingual Learners** continue to have the largest achievement gaps of all subgroups.

Number of Students Tested

Subgroup	2024
All Students	57,976
Differently Abled Students	10,274
Economically Disadvantaged	26,758
Female	28,248
Male	29,713
Homeless	803
Multilingual Learners	7,742
Recently Exited MLLs Yr1-3	1,450
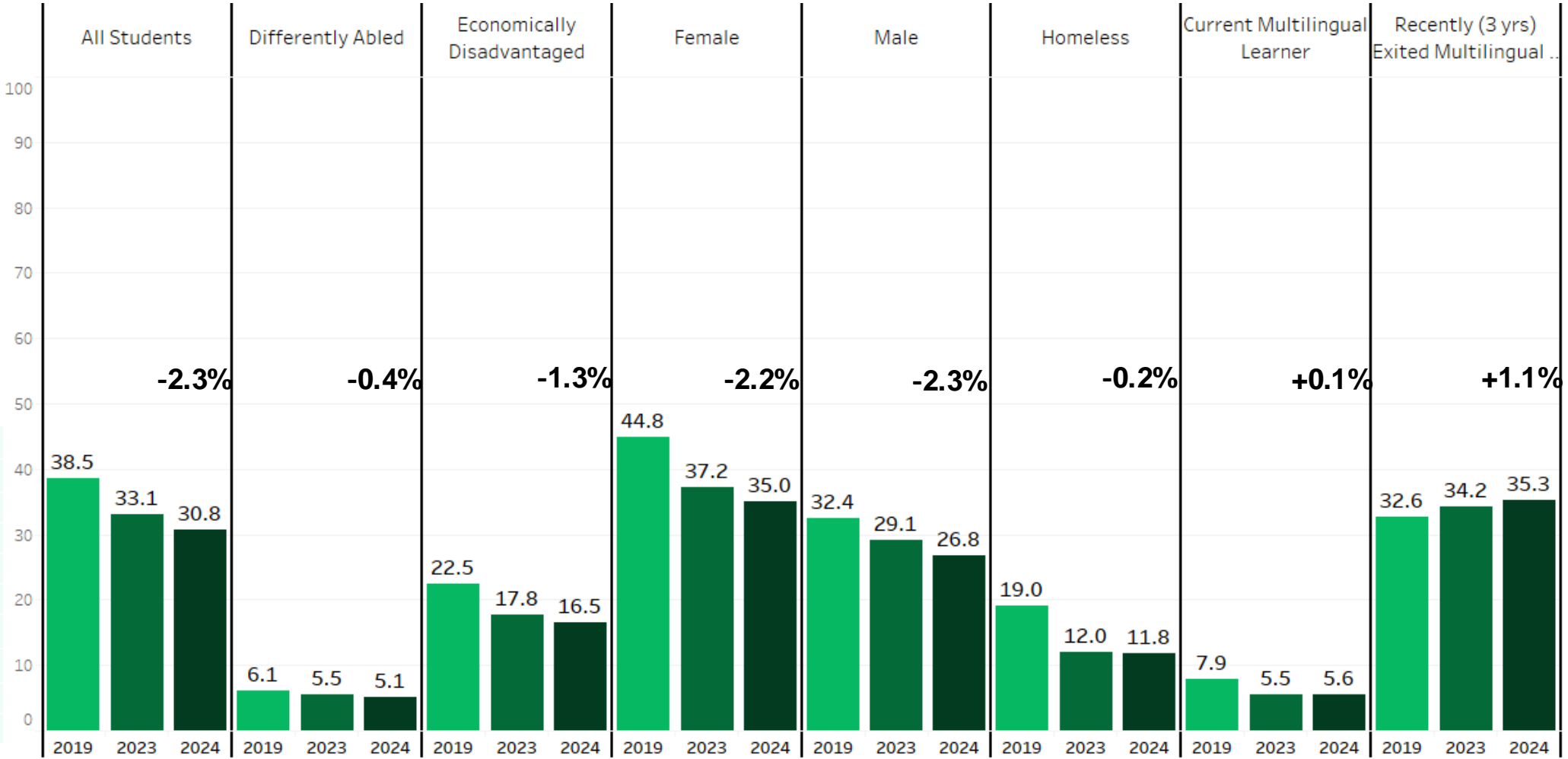
RICAS ELA: Meeting/Exceeding Expectations by Multilingual Learner Status-

- In ELA, proficiency scores in most MLL subgroups are relatively unchanged in comparison to 2023, however students who recently exited MLL services continue to trend positive.

- **The Differently Abled MLL Student** subgroup continues to demonstrate proficiency **below 5%.**

Number of Students Tested

Subgroup	2019	2023	2024
Current MLLs	6,128	7,492	7,742
Never MLL	53,510	48,912	48,074
Recently (3 yrs) Exited MLLs	1,620	1,509	1,450
Differently Abled Students (DAS) + MLL	1,211	1,484	1,654
DAS + MLL Recently (3yrs) Exited	157	74	63

RICAS ELA

Precent of Students Meeting/Exceeding Expectations

Category	0%	-2.6%	+1.1%	+0.3%	+3.8%

Current Multilingual Learners: 7.9, 5.5, 5.5
Never MLLs: 42.5, 37.1, 34.5
Recently Exited MLLs (3 yrs): 32.6, 34.2, 35.3
Differently Abled Students +MLLs: 1.7, 1.4, 1.7
Differently Abled Students + recently Exited MLLs (3 yrs): 3.2, 10.8, 14.2

■ 2019 ■ 2023 ■ 2024
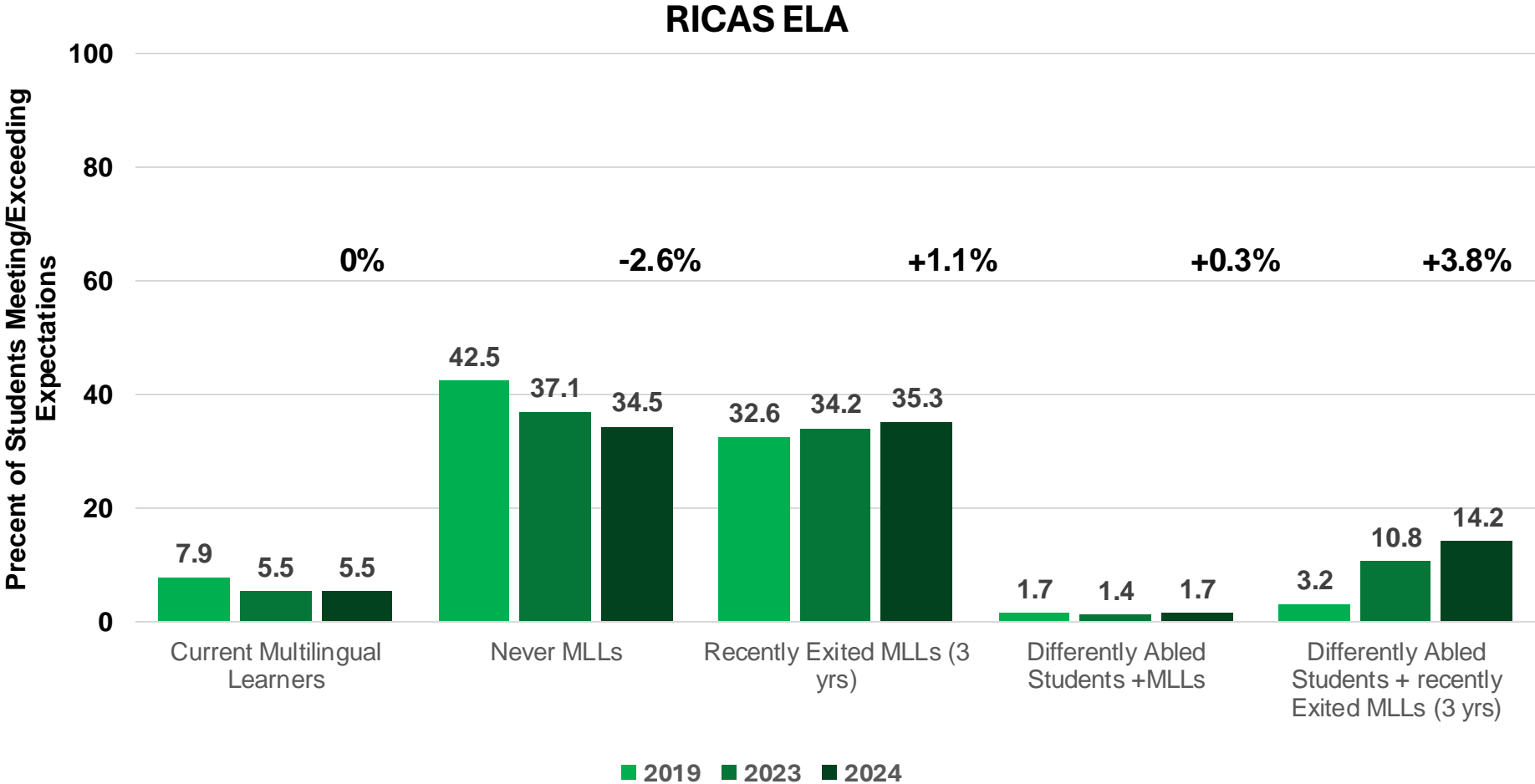
2024 RICAS ELA with English Language Proficiency Levels

Multilingual learners' proficiency on RICAS increases as their English Language Proficiency scores on ACCESS increase.

When students reach the **Bridging** level, their proficiency is **similar to the statewide performance** on RICAS.
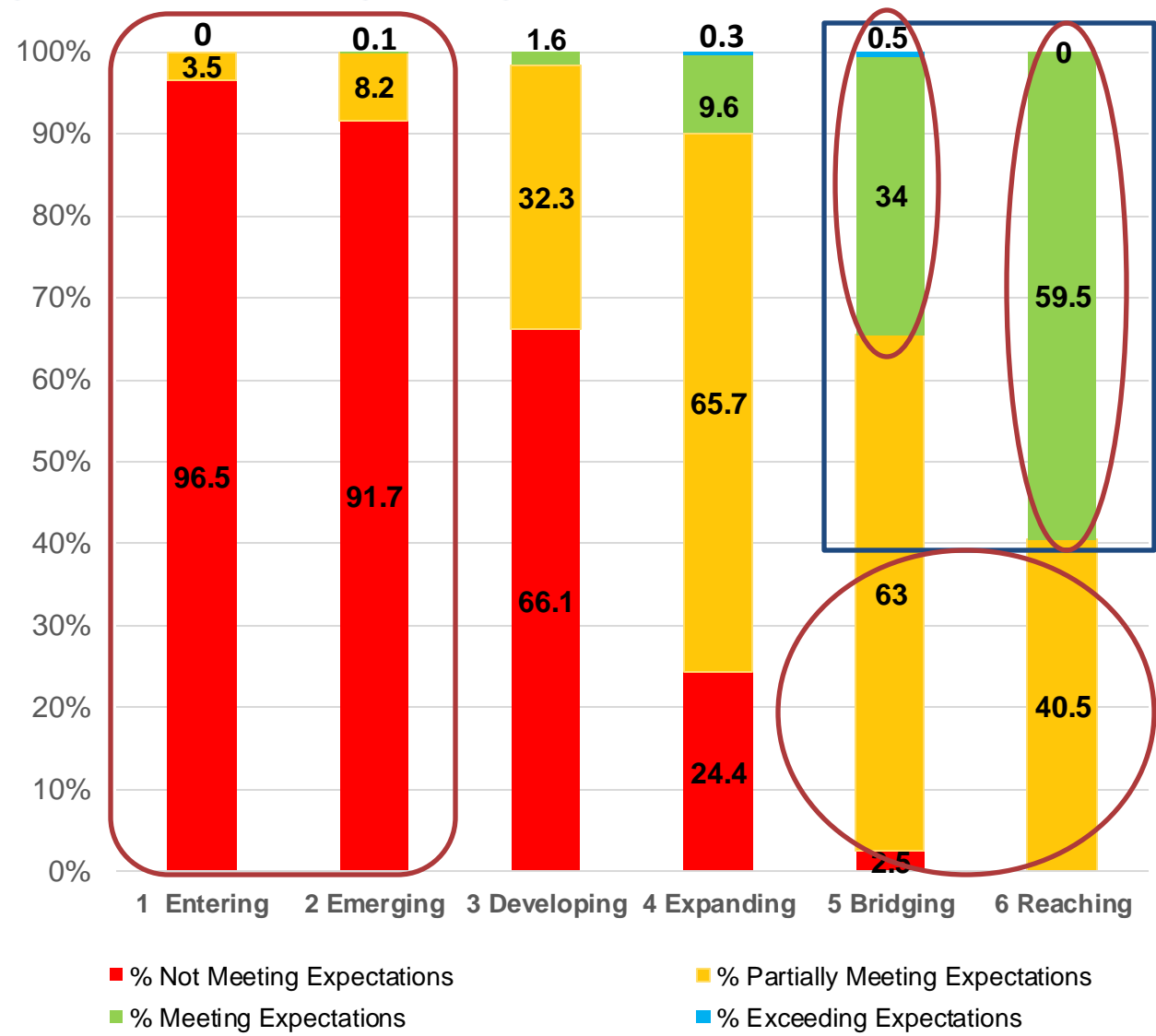
RICAS Mathematics

2024

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RICAS Math: Statewide Performance Levels

- **30.1%** of students (about 1 in 3) are **proficient** in math in grades 3-8 for 2024.

- **Overall** math performance levels across the state are relatively unchanged.

- In math, the percent of students who did not meet expectations **decreased** by **1.8%** points in comparison to 2023.

Year	Math Number Tested
2019	63,856
2021	54,711
2022	59,741
2023	59,272
2024	58,963

Chart: Statewide Performance Levels

Year	% Not Meeting Expectations	% Partially Meeting Expectations	% Meeting Expectations	% Exceeding Expectations	Proficient
2024	20.3	44.3	26	4	30.1%
2023	25.4	45	25.9	3.7	29.6%
2022	25.8	47.3	24.4	2.6	26.9%
2021	32.9	47	18.5	1.5	20.1%
2019	20.9	49.3	26.7	3.1	29.8%

Legend:
- ■ % Not Meeting Expectations
- ■ % Partially Meeting Expectations
- ■ % Meeting Expectations
- ■ % Exceeding Expectations

30.1%

RICAS Math By Item Type

Compared to the previous year, students scored similarly on the Mathematics RICAS across all response types—selected response, short answer, and constructed response.

Overall, students continued to score highest on **selected response** questions.

Constructed response items, in which students answer multi-part questions, showing calculations and work or explanations, continued to be the most difficult questions when considering the entire tested student population.

2024 Percentage of Points Earned By Item Type

Legend: Constructed Response, Short Answer, Selected Response

Grade	Constructed Response	Short Answer	Selected Response
Grade 3	39	59	53
Grade 4	56	49	50
Grade 5	40	53	37
Grade 6	26	46	46
Grade 7	32	31	42
Grade 8	36	37	47
Average	38	43	48
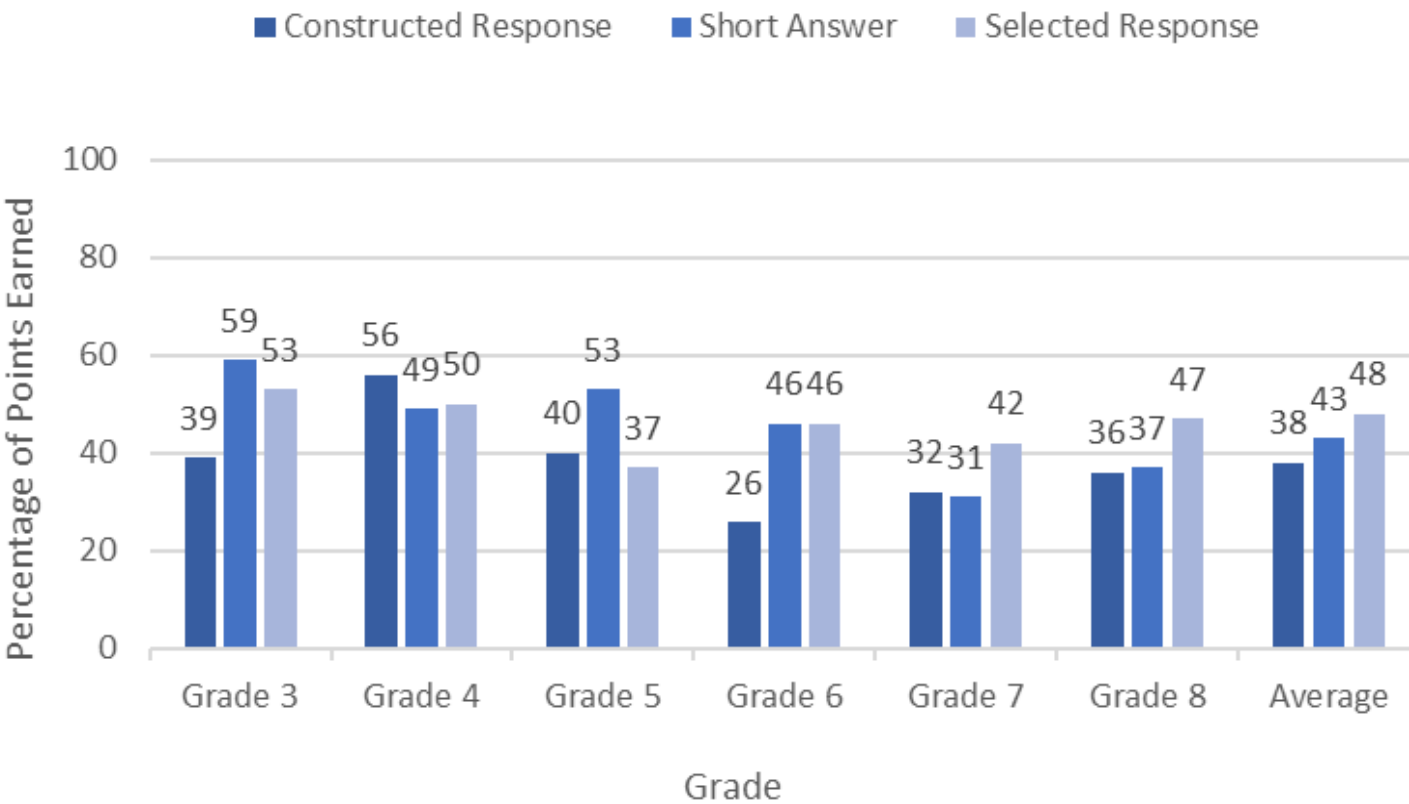
Students can benefit from being provided with regular opportunities to solve multi-part problems, show their work and explain their reasoning.

RICAS Math: Percent of Students Meeting and Exceeding Expectations by Grade Level

	3	**4**	**5**	**6**	**7**	**8**
	+4.6%	**-.6%**	**+.1%**	**-2.8%**	**-.4%**	**+1.9%**

Grade 3: 2019 = 36.1, 2023 = 34.5, 2024 = 39.1
Grade 4: 2019 = 32.6, 2023 = 36.0, 2024 = 35.4
Grade 5: 2019 = 30.1, 2023 = 30.0, 2024 = 30.1
Grade 6: 2019 = 27.9, 2023 = 28.7, 2024 = 25.9
Grade 7: 2019 = 27.6, 2023 = 25.7, 2024 = 25.3
Grade 8: 2019 = 24.5, 2023 = 23.0, 2024 = 24.9
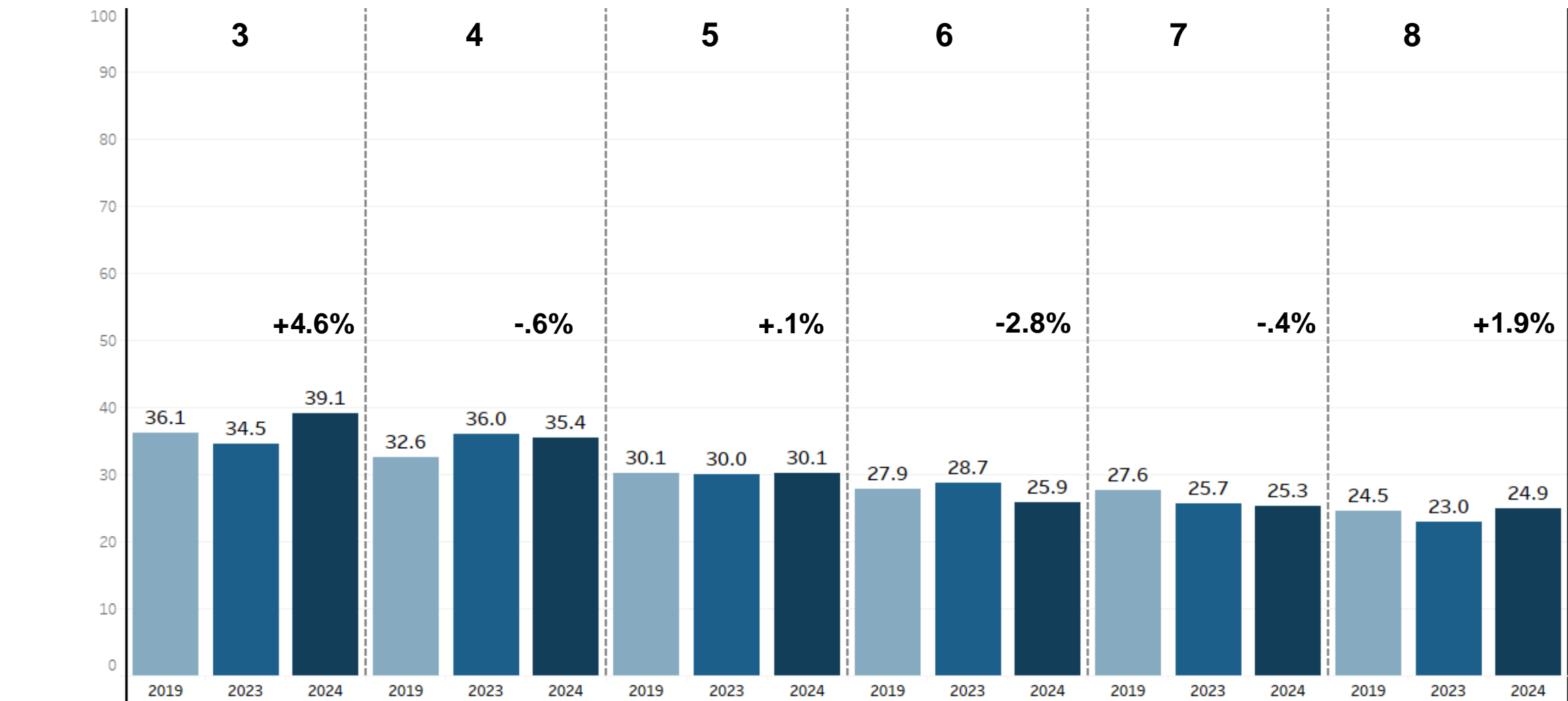
RICAS Math: Meeting/Exceeding Expectations by Race/Ethnicity

In math, **most** subgroups demonstrated **higher performance** on average.

Number of Students Tested	
Subgroup	**2024**
All Students	58,963
American Indian or Alaska Native	462
Asian	1,960
Black or African American	5,338
Hispanic or Latino	18,068
Native Hawaiian or Other Pacific Islander	110
Two or More Races	3,126
White	29,899

All Students +0.5%: 2019: 29.8, 2023: 29.6, 2024: 30.1

American Indian or Alaska Native +1.4%: 2019: 14.3, 2023: 10.1, 2024: 11.5

Asian +0.6%: 2019: 44.7, 2023: 49.0, 2024: 49.6

Black or African American +1.4%: 2019: 15.5, 2023: 14.8, 2024: 16.2

Hispanic or Latino +0.5%: 2019: 15.6, 2023: 15.1, 2024: 15.6

Native Hawaiian or Other Pacific Island.. -5.8%: 2019: 18.8, 2023: 25.8, 2024: 20.0

Two or More Races +2.9%: 2019: 25.7, 2023: 26.5, 2024: 29.4

White +0.7%: 2019: 38.4, 2023: 39.7, 2024: 40.4
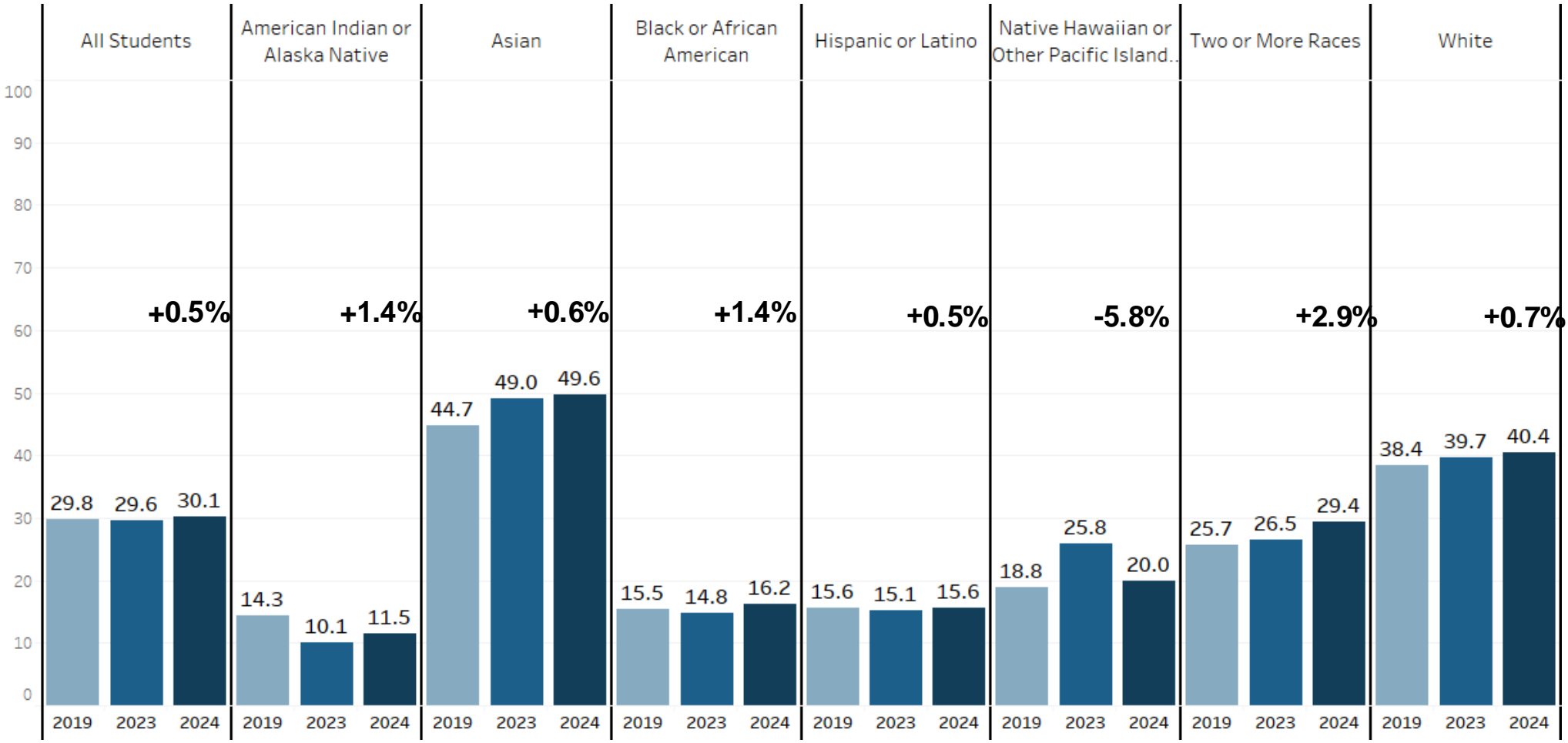
RICAS Math: Meeting/Exceeding Expectations by Subgroup

- In math, data indicates a positive trend in **most subgroups** as compared to 2023 with the largest increase in the **Recently Exited MLLs (42%** points).

- **Differently Abled** students and **Current Multilingual Learners** continue to have the largest achievement gaps of all subgroups.

Number of Students Tested	
Subgroup	**2024**
All Students	58,963
Differently Abled Students	10,266
Economically Disadvantaged	27,365
Female	28,705
Male	30,243
Homeless	807
Multilingual Learners	8,811
Recently Exited MLLs Yr1-Yr3	1,452

Chart: RICAS Math Meeting/Exceeding Expectations by Subgroup (2019, 2023, 2024)

- All Students: 29.8, 29.6, 30.1 — +0.5%
- Differently Abled: 5.0, 6.1, 6.9 — +0.8%
- Economically Disadvantaged: 15.7, 14.7, 15.5 — +0.8%
- Female: 29.2, 27.4, 28.1 — +0.7%
- Male: 30.3, 31.7, 31.9 — +0.2%
- Homeless: 9.0, 8.1, 10.3 — +2.2%
- Current Multilingual Learner: 6.3, 7.2, 8.2 — +1.0%
- Recently (3 yrs) Exited Multilingual L..: 25.5, 28.9, 33.1 — +4.2%
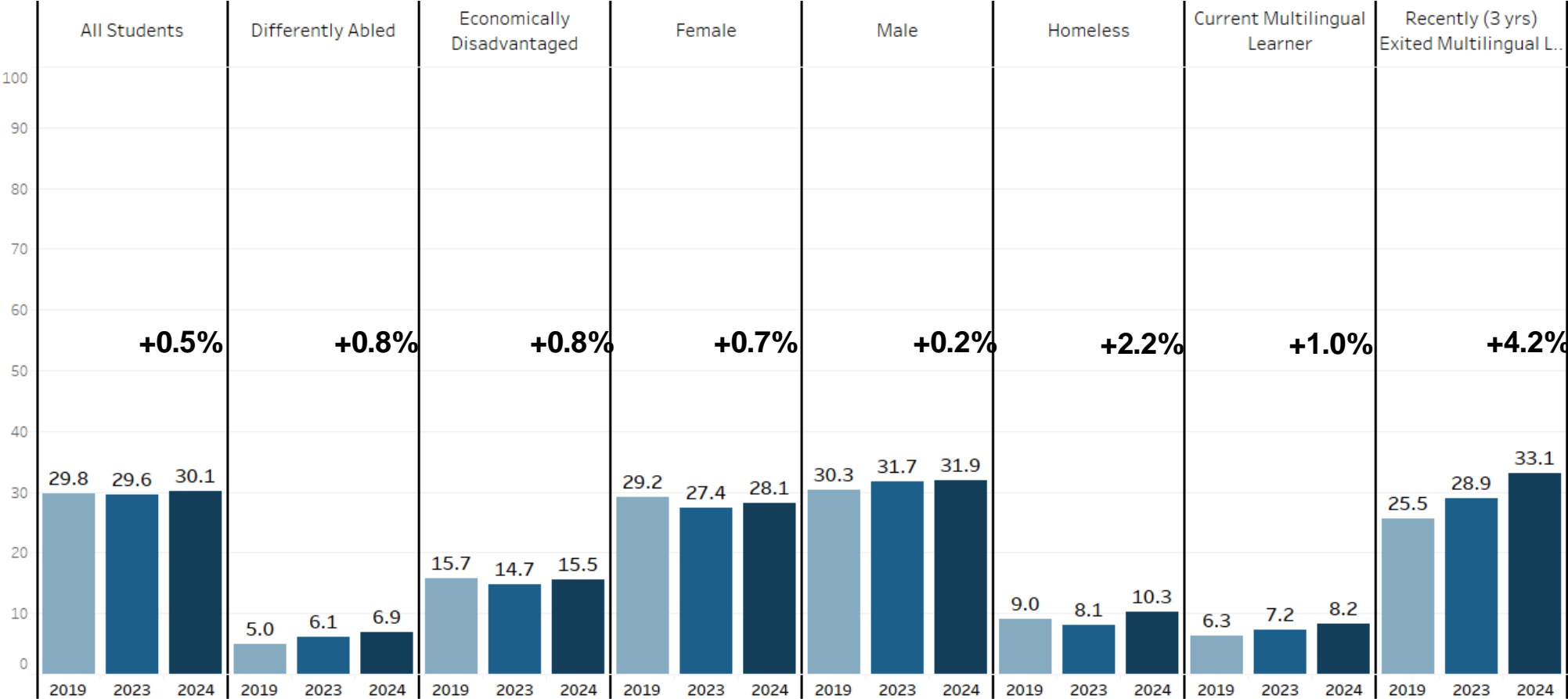
RICAS Math: Meeting/Exceeding Expectations by Multilingual Learner Status

- In Math, most subgroups including MLLs, demonstrated **increases** in proficiency**,** with the most significant increase in the **Recently Exited MLLs (3 yrs) subgroup (4.2%).**

- **Differently Abled + MLL Students** continue to maintain the largest achievement gap with **2.9%** of students meeting or exceeding expectations.

Number of Students Tested

Subgroup	2019	2023	2024
Current MLLs	6,828	8,205	8,812
Never MLL	53,514	48,850	47,993
Recently (3 yrs) Exited MLLs	1,618	1,505	1,452
Differently Abled Students (DAS) + MLL	1,214	1,495	1,653
DAS + MLL Recently (3yrs) Exited	156	73	65

RICAS Math

Precent of Students Meeting/Exceeding Expectations

	+0.9%	+0.7%	+4.2%	+0.6%	+2.9%
2019	6.2	33.2	25.5	1.2	3.2
2023	7.2	33.3	28.9	2	10.9
2024	8.1	34	33.1	2.6	13.8

Categories: Current Multilingual Learners | Never MLLs | Recently Exited MLLs (3 yrs) | Differently Abled Students +MLLs | Differently Abled Students + recently Exited MLLs (3 yrs)

Legend: ■ 2019 ■ 2023 ■ 2024

SAT
English Language Arts and Mathematics
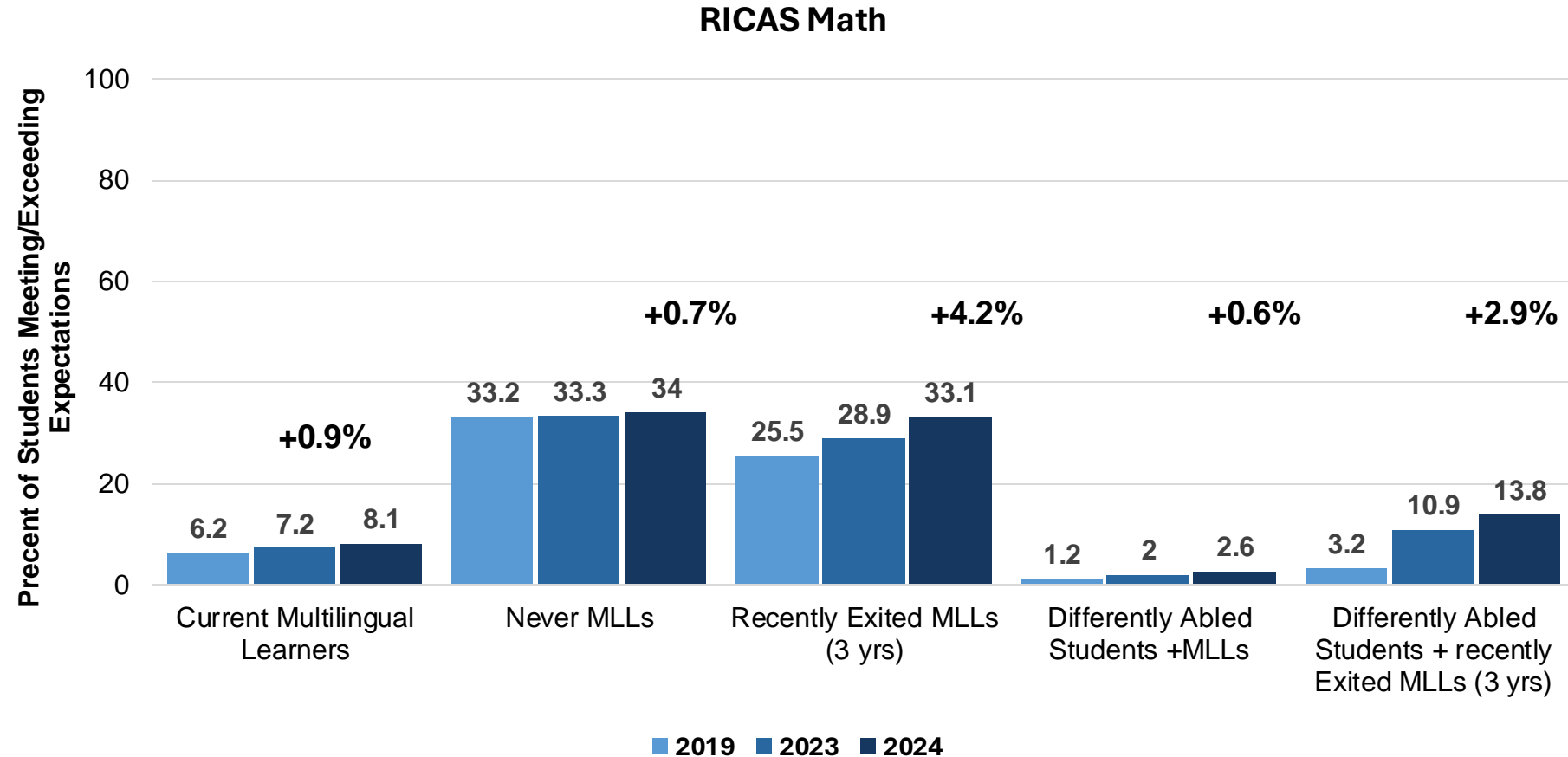
2024

RHODE ISLAND

Changes to the SAT Suite of Assessments

- As of March 2024, College Board fully transitioned to the digital SAT Suite of Assessments. Here's what we need to know:

  - SAT continues to measure the same core reading, writing and mathematics with updates to item types.
  - The digital SAT assessments are adaptive, giving each student a unique test.
  - College Board implemented a new scoring methodology. The new process is more precise and measures students' knowledge and skills with more accuracy.
  - This scoring method is used by many national assessments including NAEP, PARCC, and most state assessments.
  - These enhancements may have affected student testing experiences and results for spring 2024.

- While these changes are a step forward toward a modern assessment program, the updates to the testing mode, new item types and new scoring method must be considered when comparing scores from prior years. Changes in performance may be impacted by changes to the assessment.

- The 2024 digital SAT marks a new baseline for score comparisons, so comparing scores to the paper-based version of the assessment must be done with caution.

SAT: Percent of Students Meeting the College and Career Ready (CCR) Benchmark in ELA and Math

- The percent of students who **met or exceeded expectations/** CCR in 2024 stayed relatively the same with a slight decrease of 1.3%, however, a significant **decrease of 3.6%** is seen in math.

- Almost **half** of RI students meet expectations for high school ELA, but only just over **20%** meet expectations in math.

- 10 states use SAT for accountability reporting.
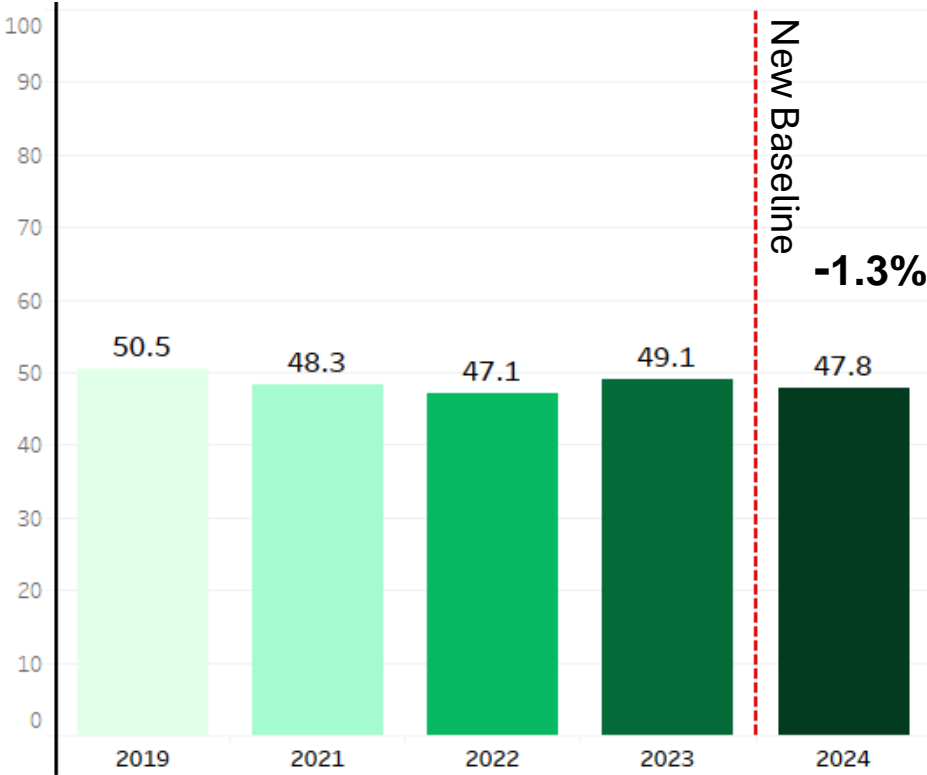
Number of Students Tested					
	2019	2021	2022	2023	2024
ELA	9,893	9,085	9,442	9,384	10,071
Math	9,880	9,049	9,467	9,430	10,124

SAT ELA

New Baseline

-1.3%

Year	Value
2019	50.5
2021	48.3
2022	47.1
2023	49.1
2024	47.8

SAT Math

New Baseline

-3.6%

Year	Value
2019	31.2
2021	26.4
2022	25.3
2023	25.3
2024	21.7

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

SAT ELA: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark

Trends are mixed for the percent of students who **met or exceeded** the expectations on the College and Career Ready benchmark.
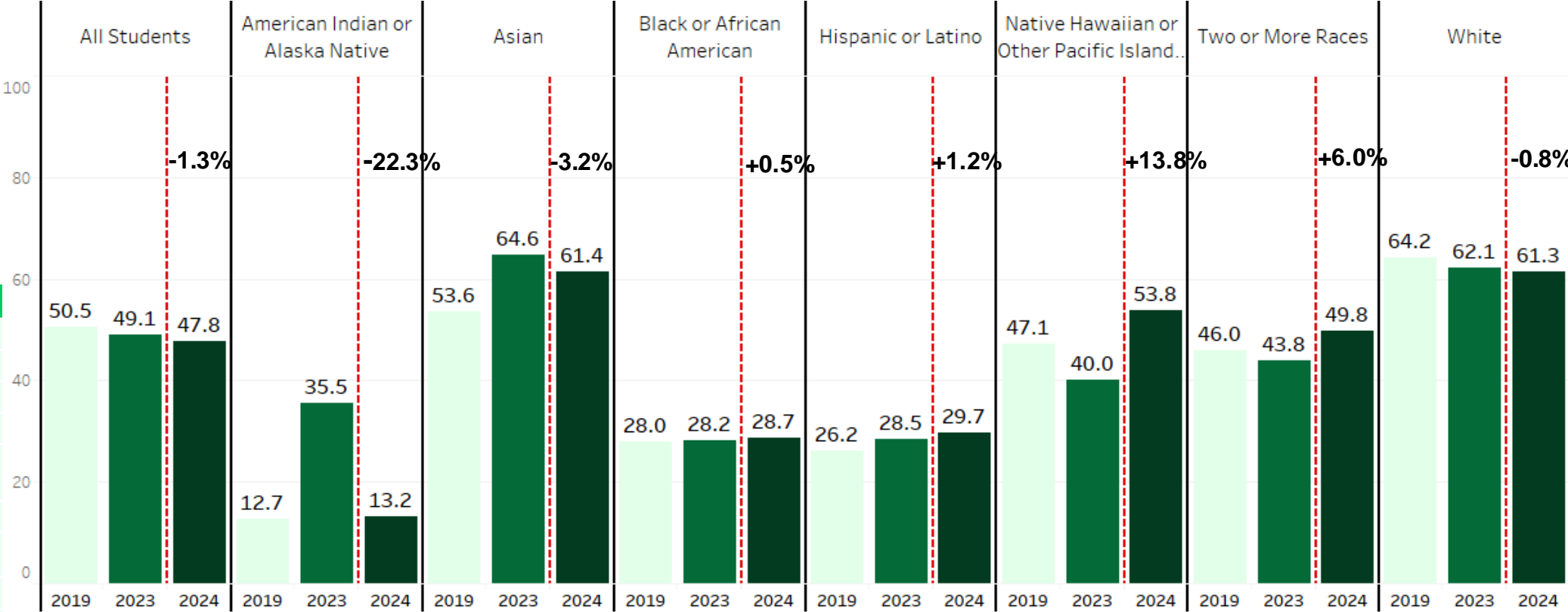
Number of Students Tested	
Subgroups	**2024**
All Students	10,071
American Indian	68
Asian	311
Black or African American	985
Hispanic or Latino	3,001
Pacific Islander	13
Two or More Races	506
White	5,187

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

SAT ELA: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

- Trends are mixed for the percent of students who **met or exceeded** the expectations on the College and Career Ready benchmark, however a **significant increase of 5.4% is seen with Recently Exited MLLs.**

- The most significant equity gaps continue to be differently abled students and current multilingual learners.

Number of Students Tested	
Subgroups	**2024**
All Students	10,071
Differently Abled Students	1,260
Economically Disadvantaged	3,897
Female	4,904
Male	5,153
Homeless	93
Multilingual Learners	1,212
Recently Exited MLLs 3yrs	92
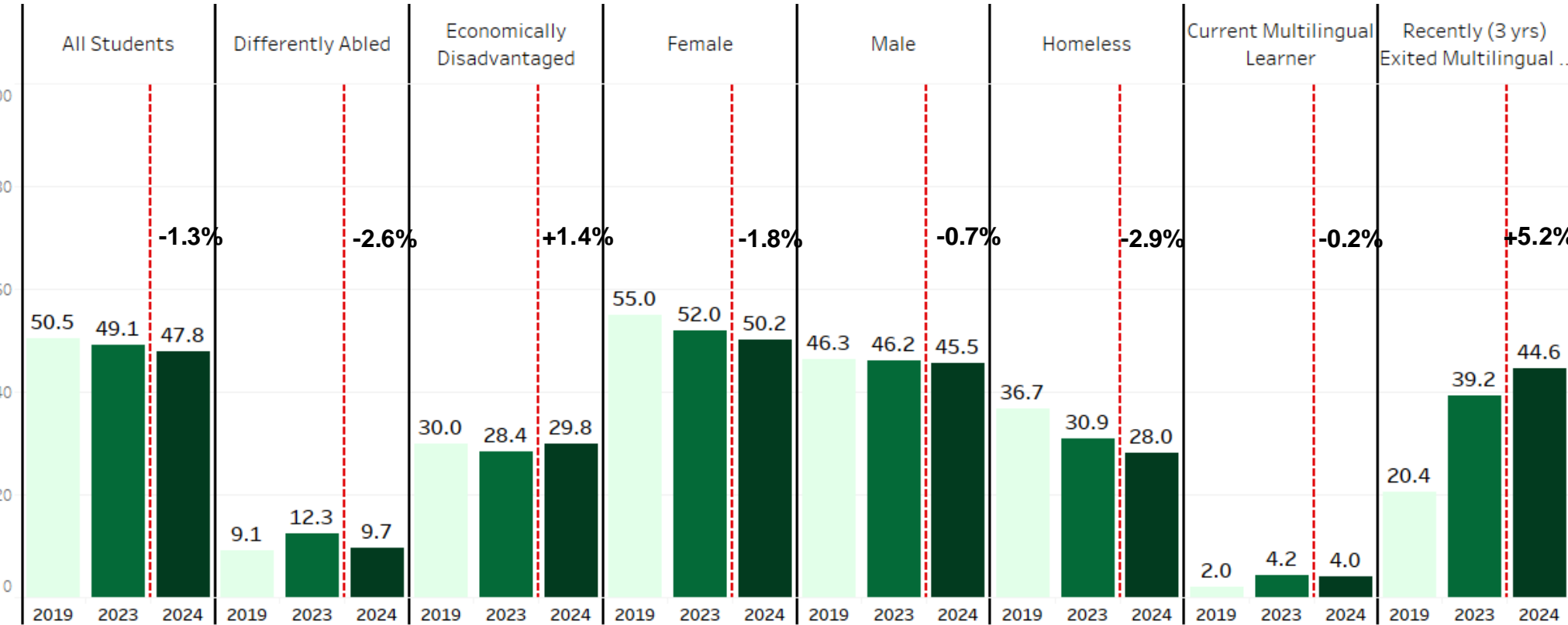
All Students — 2019: 50.5, 2023: 49.1, 2024: 47.8 (-1.3%)
Differently Abled — 2019: 9.1, 2023: 12.3, 2024: 9.7 (-2.6%)
Economically Disadvantaged — 2019: 30.0, 2023: 28.4, 2024: 29.8 (+1.4%)
Female — 2019: 55.0, 2023: 52.0, 2024: 50.2 (-1.8%)
Male — 2019: 46.3, 2023: 46.2, 2024: 45.5 (-0.7%)
Homeless — 2019: 36.7, 2023: 30.9, 2024: 28.0 (-2.9%)
Current Multilingual Learner — 2019: 2.0, 2023: 4.2, 2024: 4.0 (-0.2%)
Recently (3 yrs) Exited Multilingual — 2019: 20.4, 2023: 39.2, 2024: 44.6 (+5.2%)

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

SAT Math: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark

Data shows that the **percent of students who met or exceeded** the expectations on the College and Career Ready benchmark in each subgroup decreased or stayed relatively the same.
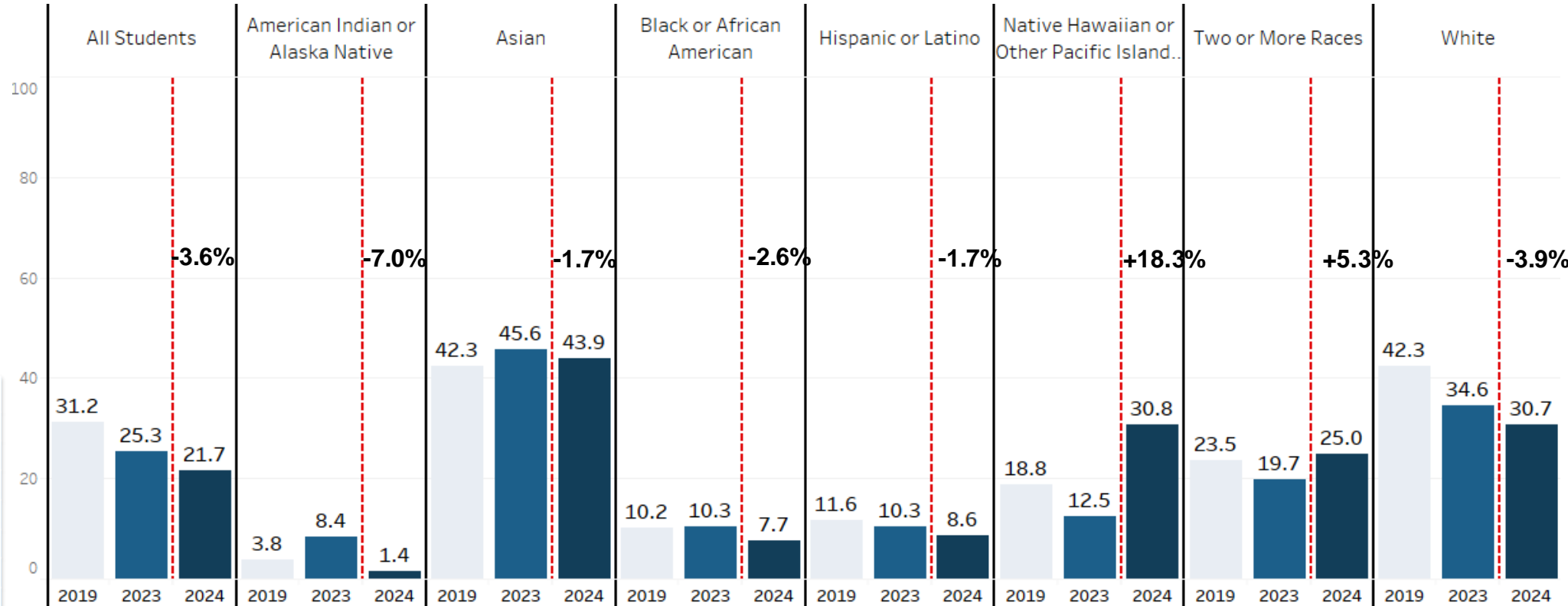
Number of Students Tested	
Subgroups	**2024**
All Students	10,124
American Indian	69
Asian	314
Black or African American	989
Hispanic or Latino	3,043
Pacific Islander	13
White	508
Two or More Races	5,188

All Students −3.6%: 2019 = 31.2, 2023 = 25.3, 2024 = 21.7

American Indian or Alaska Native −7.0%: 2019 = 3.8, 2023 = 8.4, 2024 = 1.4

Asian −1.7%: 2019 = 42.3, 2023 = 45.6, 2024 = 43.9

Black or African American −2.6%: 2019 = 10.2, 2023 = 10.3, 2024 = 7.7

Hispanic or Latino −1.7%: 2019 = 11.6, 2023 = 10.3, 2024 = 8.6

Native Hawaiian or Other Pacific Island.. +18.3%: 2019 = 18.8, 2023 = 12.5, 2024 = 30.8

Two or More Races +5.3%: 2019 = 23.5, 2023 = 19.7, 2024 = 25.0

White −3.9%: 2019 = 42.3, 2023 = 34.6, 2024 = 30.7

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

SAT Math: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

Data shows that the percent of students who **met or exceeded** the expectations on the College and Career Ready benchmark in each subgroup decreased or stayed relatively the same.

Number of Students Tested	
Subgroups	**2024**
All Students	10,124
Differently Abled Students	1,252
Economically Disadvantaged	3,931
Female	4,939
Male	5,171
Homeless	93
Multilingual Learners	1,279
Recently Exited MLLs 3 yrs	92

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

Change in test design is noted above as a red dotted line.
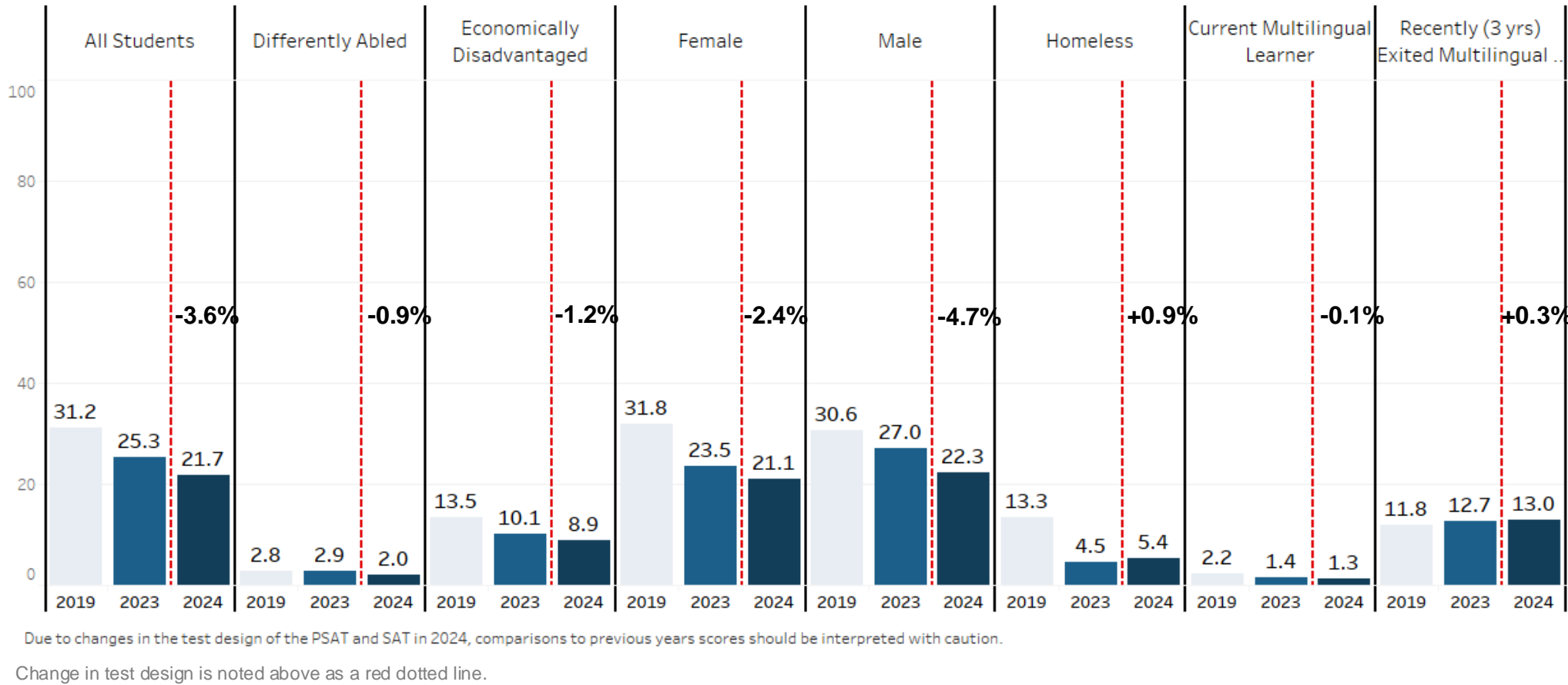
PSAT
English Language Arts and Mathematics

2024

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PSAT: Percent of Students Meeting the College and Career Ready (CCR) Benchmark in ELA and Math

- The percent of students who **met or exceeded expectations/**CCR Benchmark in 2024 **increased 3.4 % in ELA, while data shows a decrease of 2.7% in math.**

- Over **half** of RI students meet expectations for high school ELA, however about **25%** of students meet expectations in math.

PSAT ELA
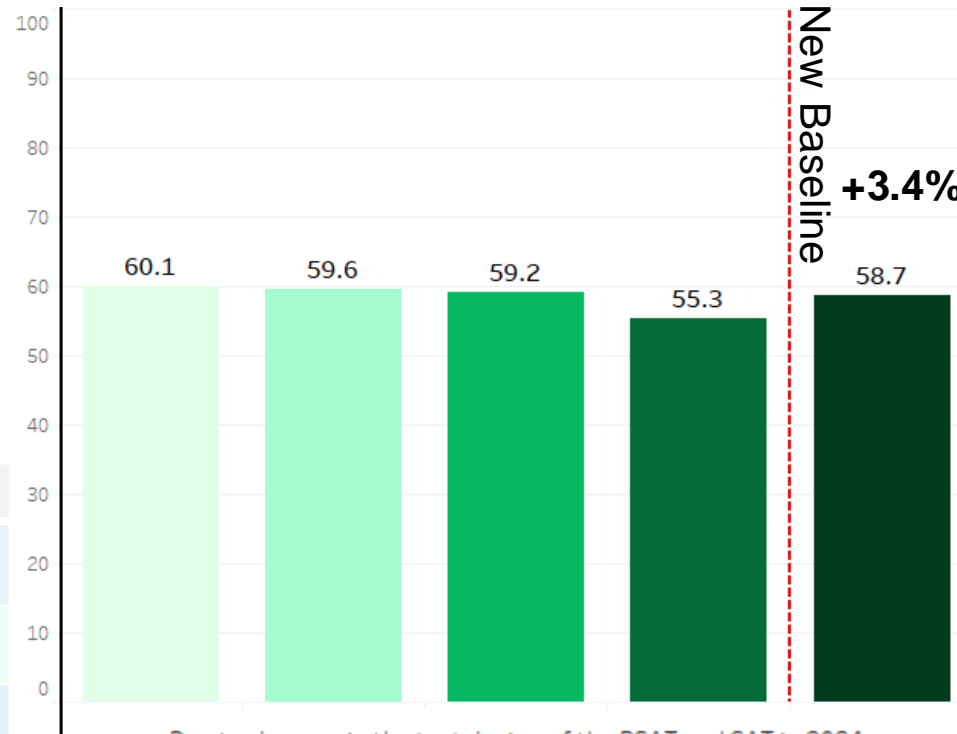
PSAT Math
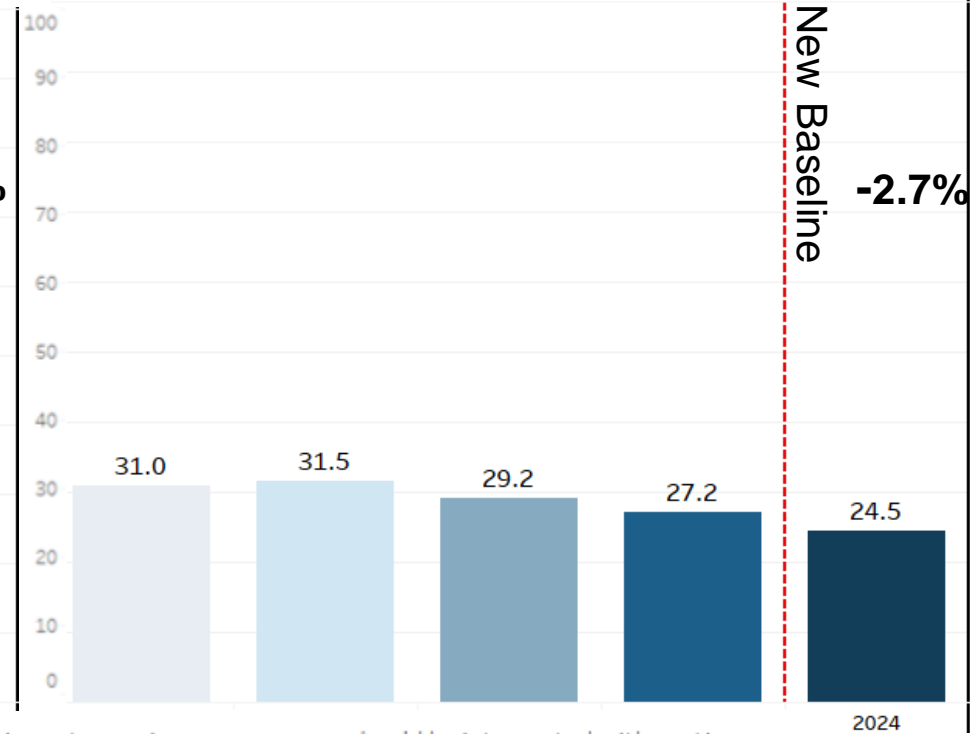
New Baseline

+3.4%

-2.7%

60.1   59.6   59.2   55.3   58.7

31.0   31.5   29.2   27.2   24.5

2024

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

Number of Students Tested

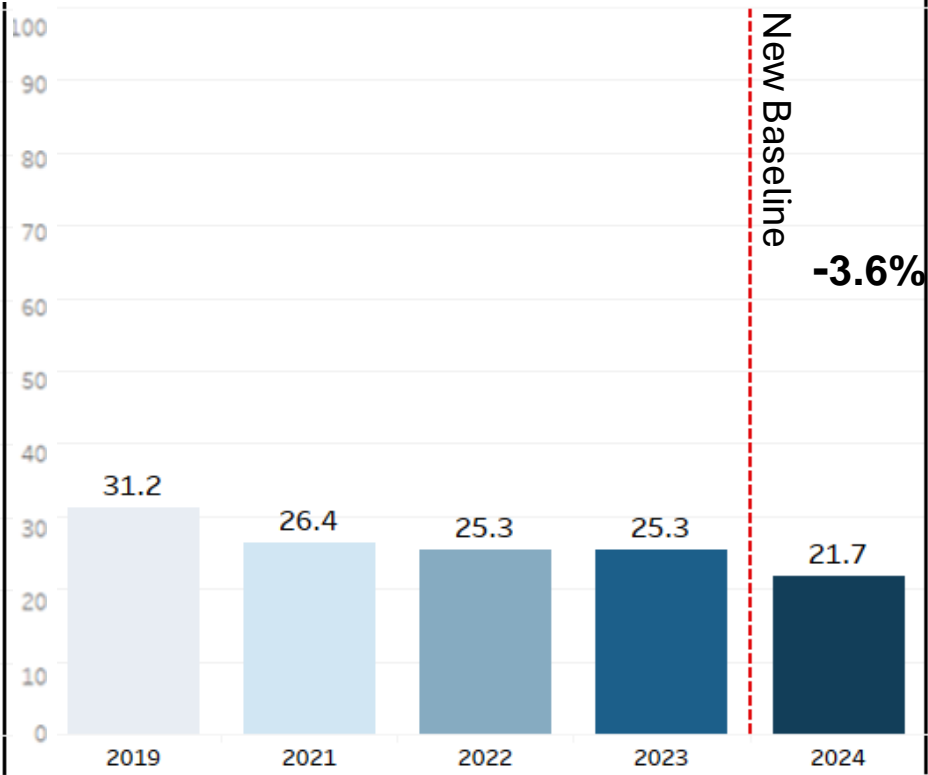|	2019	2021	2022	2023	2024
ELA	10,164	9,111	9,460	10,259	10,119
Math	10,167	9,089	9,465	10,312	10,227

PSAT ELA: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark

In ELA, the percent of students who met or exceeded the CCR Benchmark increased across most subgroups. The most significant increase is seen in the Black or African American subgroup with an **increase of 5.5%**.

Number of Students Tested	
Subgroups	**2024**
All Students	10,119
American Indian	70
Asian	367
Black or African American	969
Hispanic or Latino	3,095
Pacific Islander	13
Two or More Races	433
White	5,172

All Students +3.4%
- 2019: 60.1
- 2023: 55.3
- 2024: 58.7

American Indian or Alaska Native -8.2%
- 2019: 38.7
- 2023: 42.5
- 2024: 34.3

Asian +4.7%
- 2019: 71.3
- 2023: 68.9
- 2024: 73.6

Black or African American +5.5%
- 2019: 39.6
- 2023: 36.5
- 2024: 42.0

Hispanic or Latino +2.9%
- 2019: 38.6
- 2023: 38.8
- 2024: 41.7

Native Hawaiian or Other Pacific Island.. -3.3%
- 2019: 72.7
- 2023: 57.1
- 2024: 53.8

Two or More Races +2.6%
- 2019: 59.1
- 2023: 57.0
- 2024: 59.6

White +4.1%
- 2019: 71.9
- 2023: 67.1
- 2024: 71.2

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

PSAT ELA: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

- The percent of students who **met or exceeded** the expectations in 2024 **increased across all subgroups** from 2023.

- The most significant increase in percent of students who **met or exceeded** the expectations in the Recently Exited MLLs subgroup with an **increase of 11.6%.**

Number of Students Tested	
Subgroups	**2024**
All Students	10,119
Differently Abled Students	1,308
Economically Disadvantaged	4,117
Female	4,955
Male	5,154
Homeless	99
Current Multilingual Learners	1,322
MLL Exited yr1-yr3	90
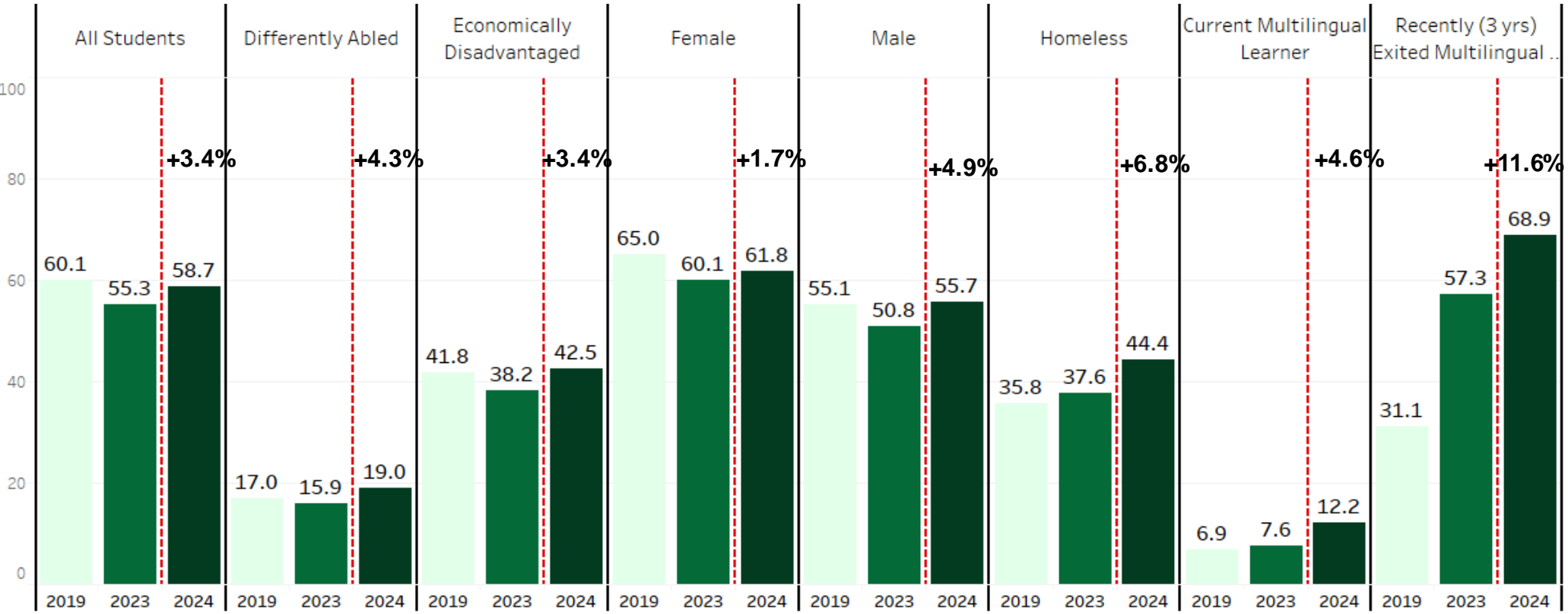
Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

PSAT Math: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark

Decreases in the percent of students meeting or exceeding the College and Career Ready benchmark can be seen across all **subgroups as compared to** 2023. The most significant decrease can be seen in the Two or More Races subgroup with a **decrease of 8.9%.**

Number of Students Tested	
Subgroups	**2024**
All Students	10,227
American Indian or Alaska Native	73
Asian	369
Black or African American	978
Hispanic or Latino	3,181
Pacific Islander	14
Two or More Races	434
White	5,178
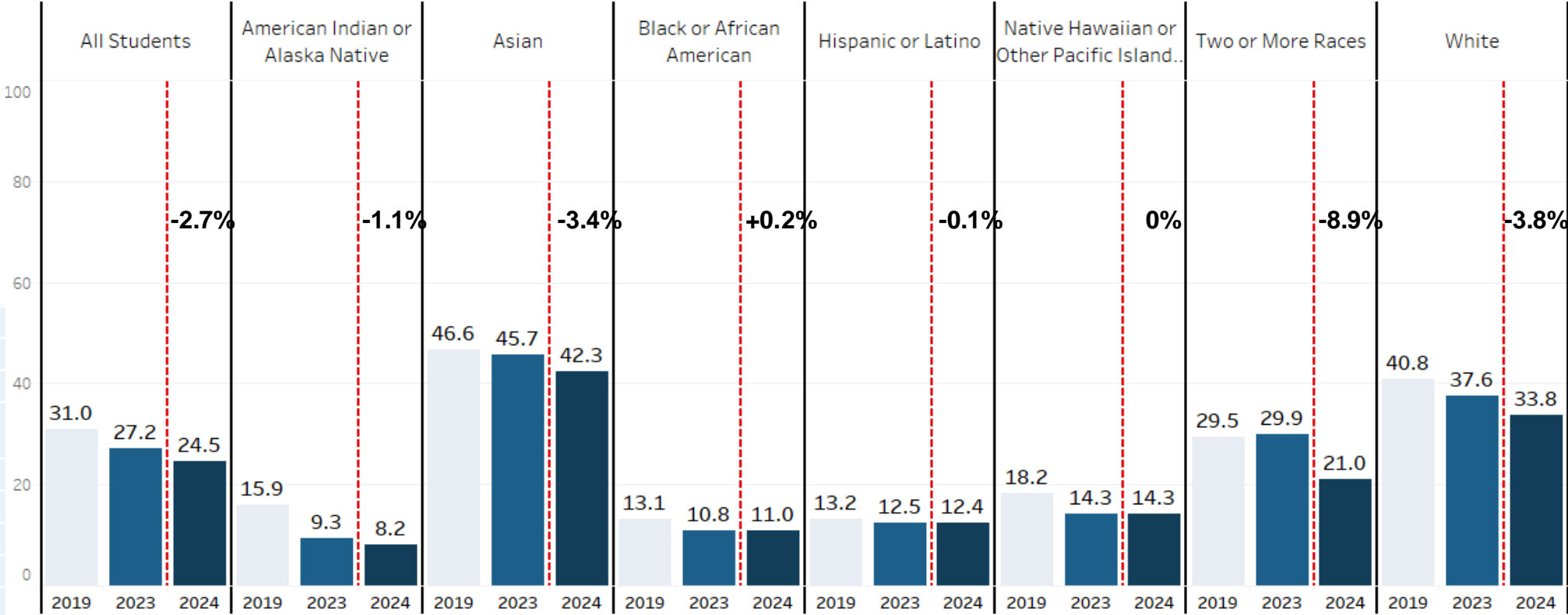
Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

PSAT Math: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

The percent of students meeting or exceeding the College and Career Ready benchmark **decreased** across most subgroups with the exception of Recently Exited MLLs. A **significant increase of 9.9%** is seen in that subgroup as compared to 2023.

Number of Students Tested

Subgroup	2024
All Students	10,227
Differently Abled Students	1,300
Economically Disadvantaged	4,176
Female	5,014
Male	5,203
Homeless	101
Current Multilingual Learners	1,448
Recently Exited MLLs 3Yrs	89
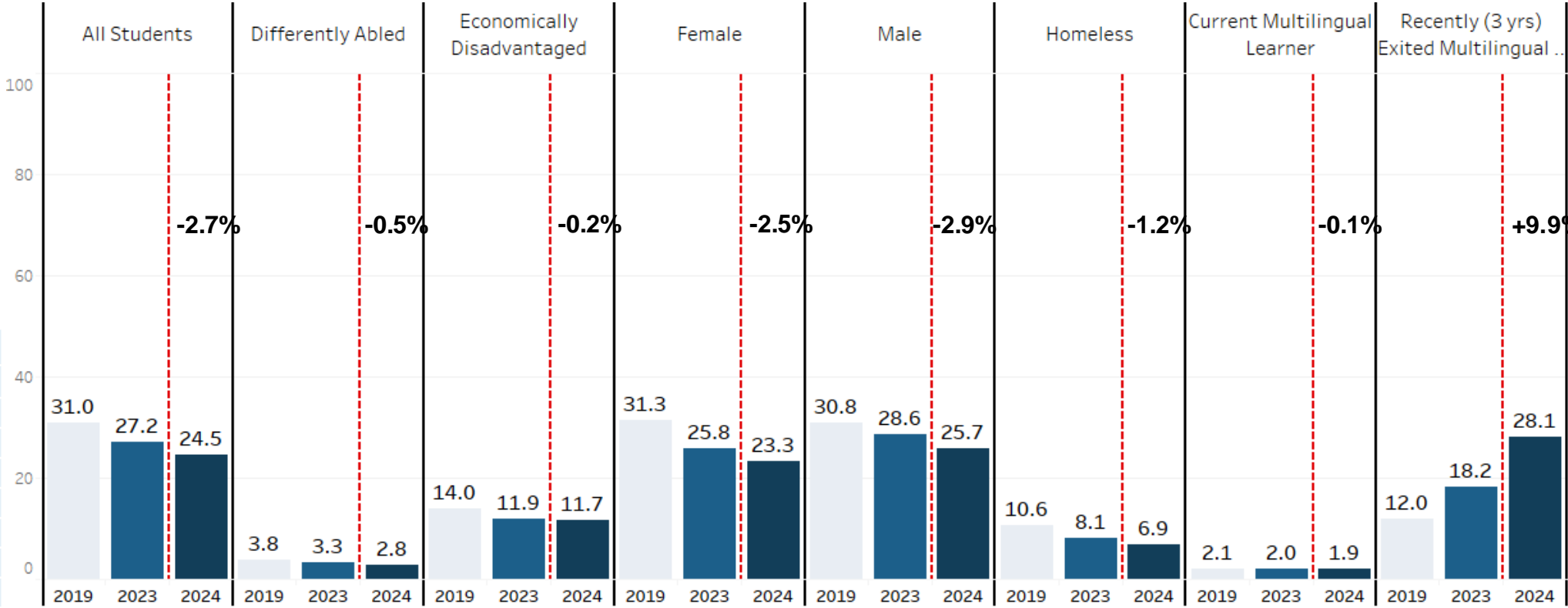
Chart showing percent of students by subgroup (2019, 2023, 2024):

- All Students: 31.0, 27.2, 24.5 — -2.7%
- Differently Abled: 3.8, 3.3, 2.8 — -0.5%
- Economically Disadvantaged: 14.0, 11.9, 11.7 — -0.2%
- Female: 31.3, 25.8, 23.3 — -2.5%
- Male: 30.8, 28.6, 25.7 — -2.9%
- Homeless: 10.6, 8.1, 6.9 — -1.2%
- Current Multilingual Learner: 2.1, 2.0, 1.9 — -0.1%
- Recently (3 yrs) Exited Multilingual: 12.0, 18.2, 28.1 — +9.9%

Due to changes in the test design of the PSAT and SAT in 2024, comparisons to previous years scores should be interpreted with caution.

NGSA

Science

2024

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NGSA: Statewide Performance Levels

- The overall percentage of students who **met and exceeded** expectations **increased slightly** as compared to 2023.

- **31%** or 1 in 3 students are **proficient** in science overall for 2024.

Year	Number of Students Tested
2019	31,072
2021	26,113
2022	29,347
2023	29,108
2024	29,663

Chart: NGSA Statewide Performance Levels by year

Year	% Not Meeting Expectations	% Partially Meeting Expectations	% Meeting Expectations	% Exceeding Expectations	Proficient
2023-24	22	46.8	17.9	13.3	31.2%
2022-23	21.6	48	18.1	12.3	30.4%
2021-22	22.5	46.6	18.3	12.6	30.9%
2020-21	20.4	47.5	19.4	12.7	32.1%
2018-19	18.4	50.3	19.8	11.4	31.3%

Legend:
- % Not Meeting Expectations
- % Partially Meeting Expectations
- % Meeting Expectations
- % Exceeding Expectations

31.2%

NGSA: Percent of Students Meeting or Exceeding Expectations by Grade Level

The percent of students at each grade level who **met and exceeded** expectations is **mixed** in comparison to 2023. Grades 5 and 8 show slight increases with a slight decrease in grade 11.

Number of Students Tested			
Grade	2019	2023	2024
5	10,798	9,811	9,892
8	10,544	10,089	9,918
11	9,730	9,208	9,853

5

+2.0%

Year	Value
2019	32.1
2023	31.6
2024	33.6

8

+1.3%

Year	Value
2019	31.1
2023	28.4
2024	29.7

11

-1.1%

Year	Value
2019	30.5
2023	31.4
2024	30.3
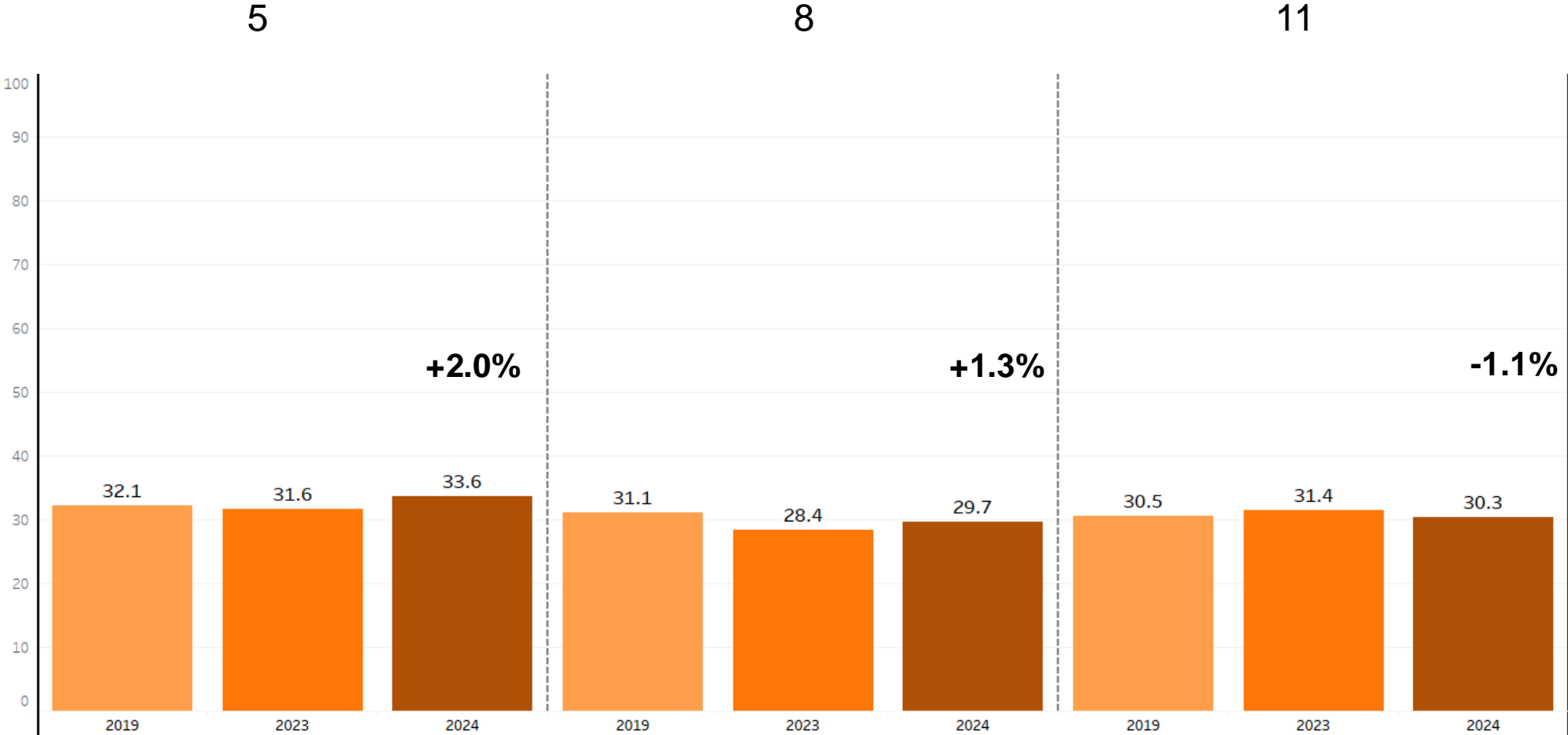
NGSA: Percent of Students Meeting or Exceeding Expectations by Race/Ethnicity

The percent of students who **met and exceeded** expectations shows **mixed** results from 2023.

Number of Students Tested	
Subgroup	**2024**
All Students	29,663
American Indian or Alaska Native	208
Asian	969
Black or African American	2,701
Hispanic or Latino	9,053
Native Hawaiian or Other Pacific Islander	47
Two or More Races	1,535
White	15,150

Bar chart showing percent of students meeting or exceeding expectations by race/ethnicity for 2019, 2023, and 2024.

- **All Students** +0.8%: 2019: 31.3, 2023: 30.4, 2024: 31.2
- **American Indian or Alaska Native** -3.2%: 2019: 12.0, 2023: 16.2, 2024: 13.0
- **Asian** +2.5%: 2019: 41.2, 2023: 43.7, 2024: 46.2
- **Black or African American** +1.3%: 2019: 12.5, 2023: 13.7, 2024: 15.0
- **Hispanic or Latino** +0.8%: 2019: 13.8, 2023: 14.9, 2024: 15.7
- **Native Hawaiian or Other Pacific Islander** -5.5%: 2019: 16.2, 2023: 28.9, 2024: 23.4
- **Two or More Races** +7.8%: 2019: 25.9, 2023: 24.7, 2024: 32.5
- **White** +1.0%: 2019: 42.0, 2023: 41.5, 2024: 42.5

NGSA: Percent of Students Meeting or Exceeding Expectations by Subgroup

In science, subgroup performance shows **slight increases** across subgroups as compared to 2023

Number of Students Tested	
Subgroup	**2024**
All Students	29,663
Differently Abled Students	4,482
Economically Disadvantaged	12,927
Female	14,495
Male	15,149
Homeless	373
Multilingual Learners	3,991
Recently Exited MLLs 3 yrs	595

Chart: Percent of students meeting or exceeding expectations by subgroup (2019, 2023, 2024)

- All Students: 31.3, 30.4, 31.2 — +0.8%
- Differently Abled: 6.1, 6.3, 7.1 — +0.8%
- Economically Disadvantaged: 15.1, 15.1, 16.2 — +1.1%
- Female: 31.6, 29.9, 30.4 — +0.5%
- Male: 30.9, 30.9, 31.9 — +1.0%
- Homeless: 16.9, 10.3, 13.4 — +3.1%
- Current Multilingual Learner: 2.5, 2.9, 3.7 — +0.8%
- Recently (3 yrs) Exited Multilingual Learner: 22.3, 26.5, 31.8 — +5.3%
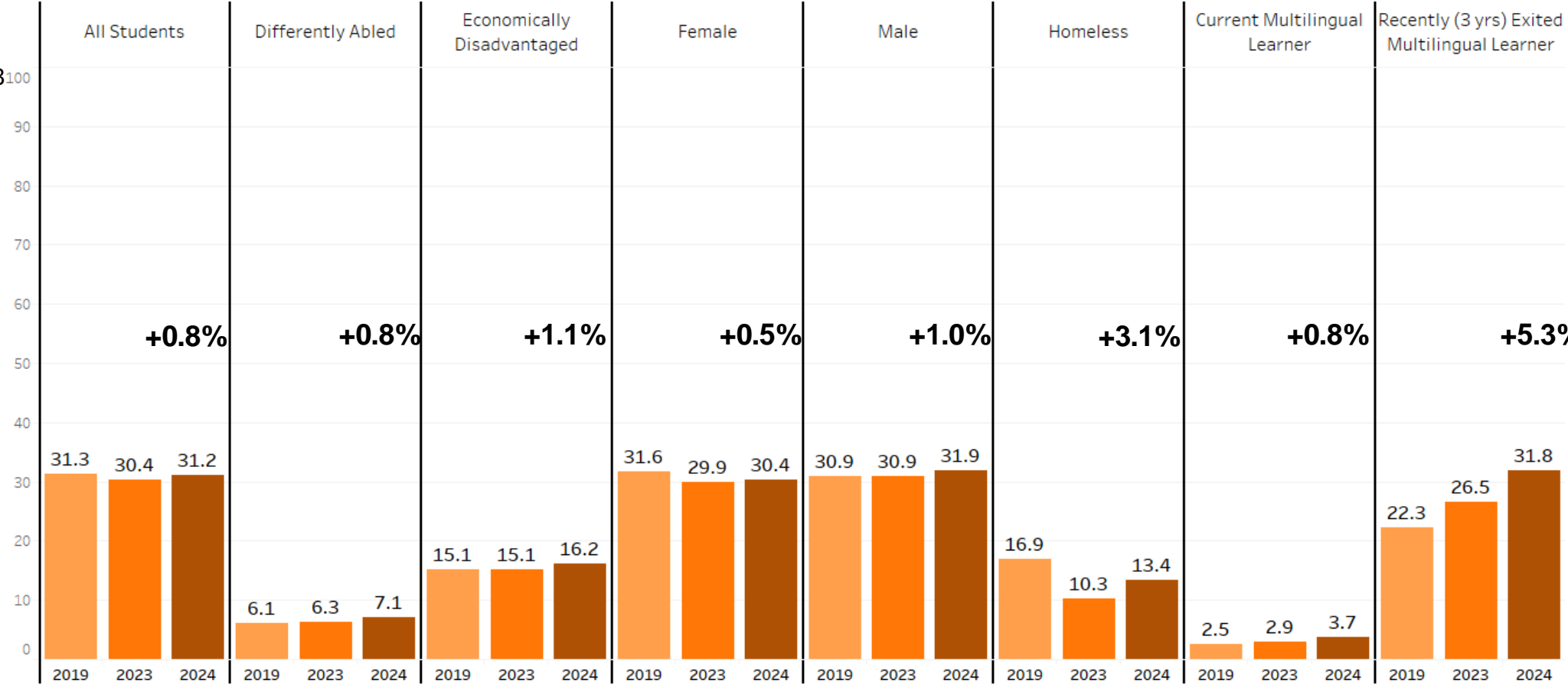
Dynamic Learning Maps (DLM)

2024

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DLM ELA: Percent of All Students by Achievement Level

The percentage of students at all achievement levels **remains relatively unchanged** from 2023. There's a **slight increase** in the percent of students At Target or Advanced.

Number of Students Tested					
	2019	2021	2022	2023	2024
ELA	933	817	905	900	982

ELA 2024: 56.4 | 21 | 20.5 | 2.1 — 22.6%
ELA 2023: 54.6 | 24.3 | 17.7 | 3.4 — 21.1%
ELA 2022: 53.8 | 24.3 | 19.4 | 2.4 — 21.9%
ELA 2021: 51.2 | 22.4 | 22 | 4.4 — 26.4%
ELA 2019: 55.4 | 20.9 | 20 | 3.6 — 23.7%

Legend: % Emerging | %Approaching | %At Target | %Advanced
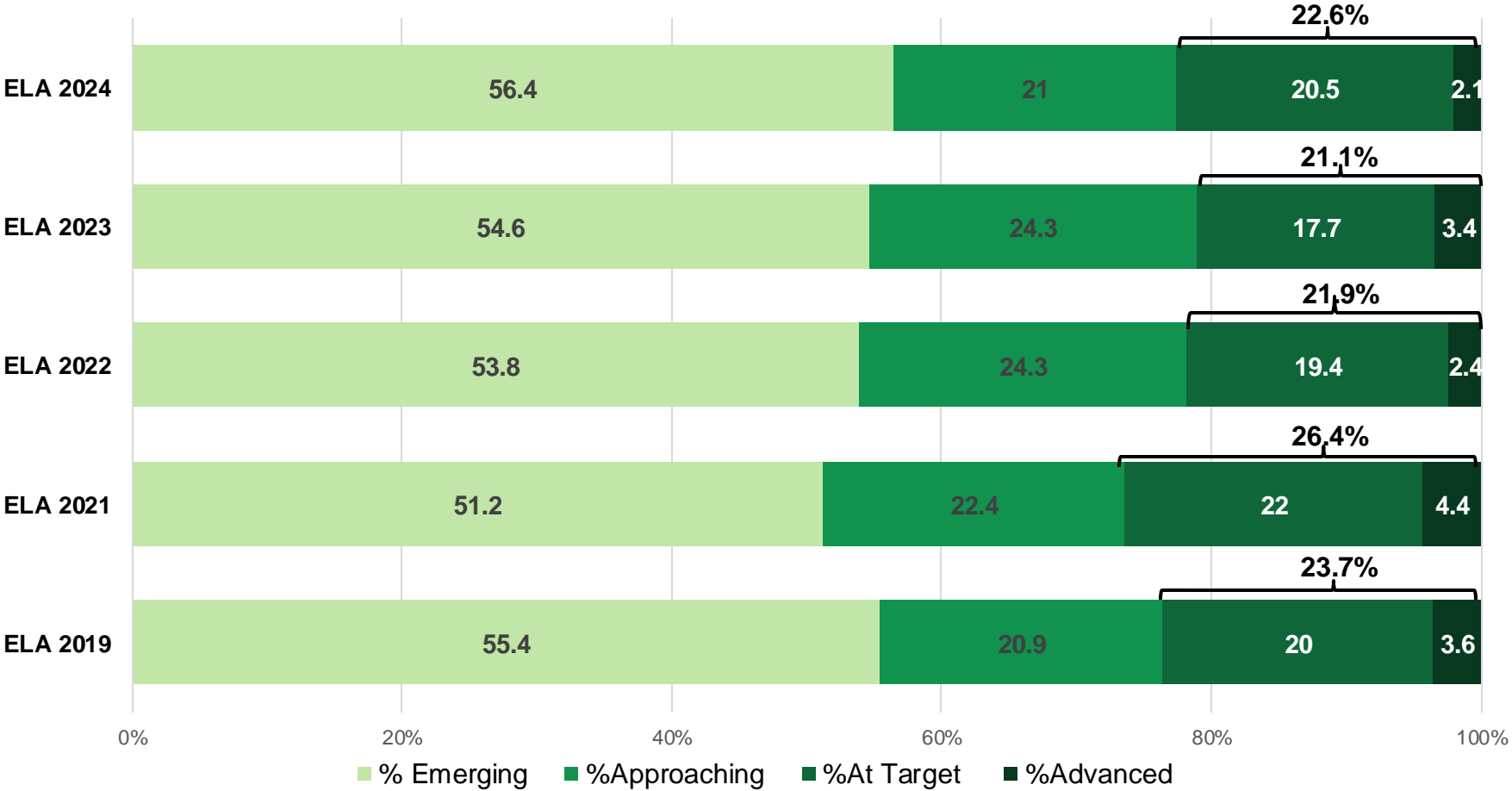
22.6%

DLM Math: Percent of All Students by Achievement Level

The percentage of students at all achievement levels **remains relatively unchanged** from 2023. However, the % At Target or Advanced **declined slightly**.
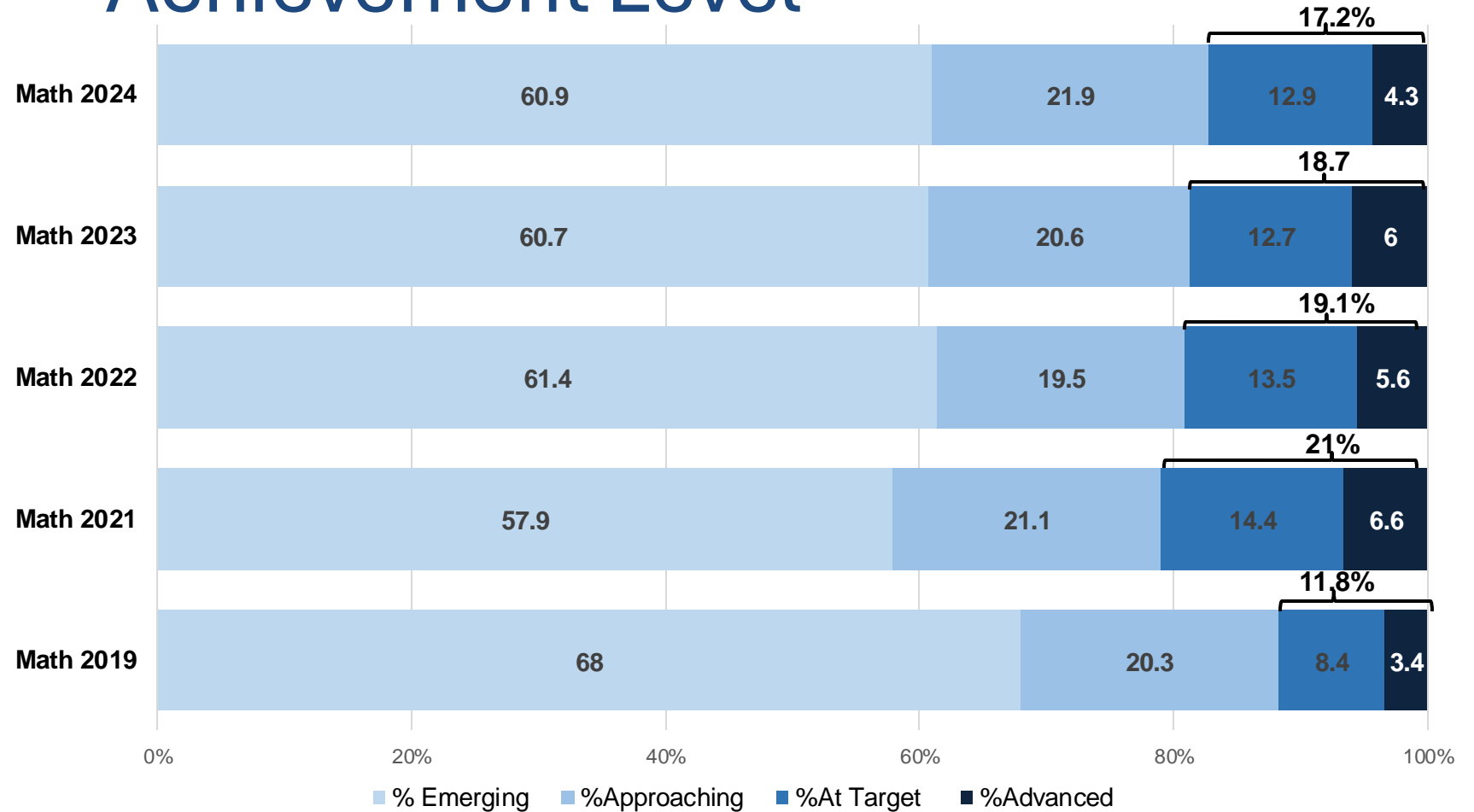
Number of Students Tested					
	2019	2021	2022	2023	2024
Math	933	815	904	899	890

Math 2024 — 60.9 | 21.9 | 12.9 | 4.3 — 17.2%

Math 2023 — 60.7 | 20.6 | 12.7 | 6 — 18.7

Math 2022 — 61.4 | 19.5 | 13.5 | 5.6 — 19.1%

Math 2021 — 57.9 | 21.1 | 14.4 | 6.6 — 21%

Math 2019 — 68 | 20.3 | 8.4 | 3.4 — 11.8%

% Emerging   %Approaching   %At Target   %Advanced

17.2%

DLM Science: Percent of All Students by Achievement Level

The percentage of students at all achievement levels **increased 2%** from 2023.

Number of Students Tested				
	2019	**2021**	**2022**	**2023**	**2024**
Science	414	356	407	403	391

18.2%
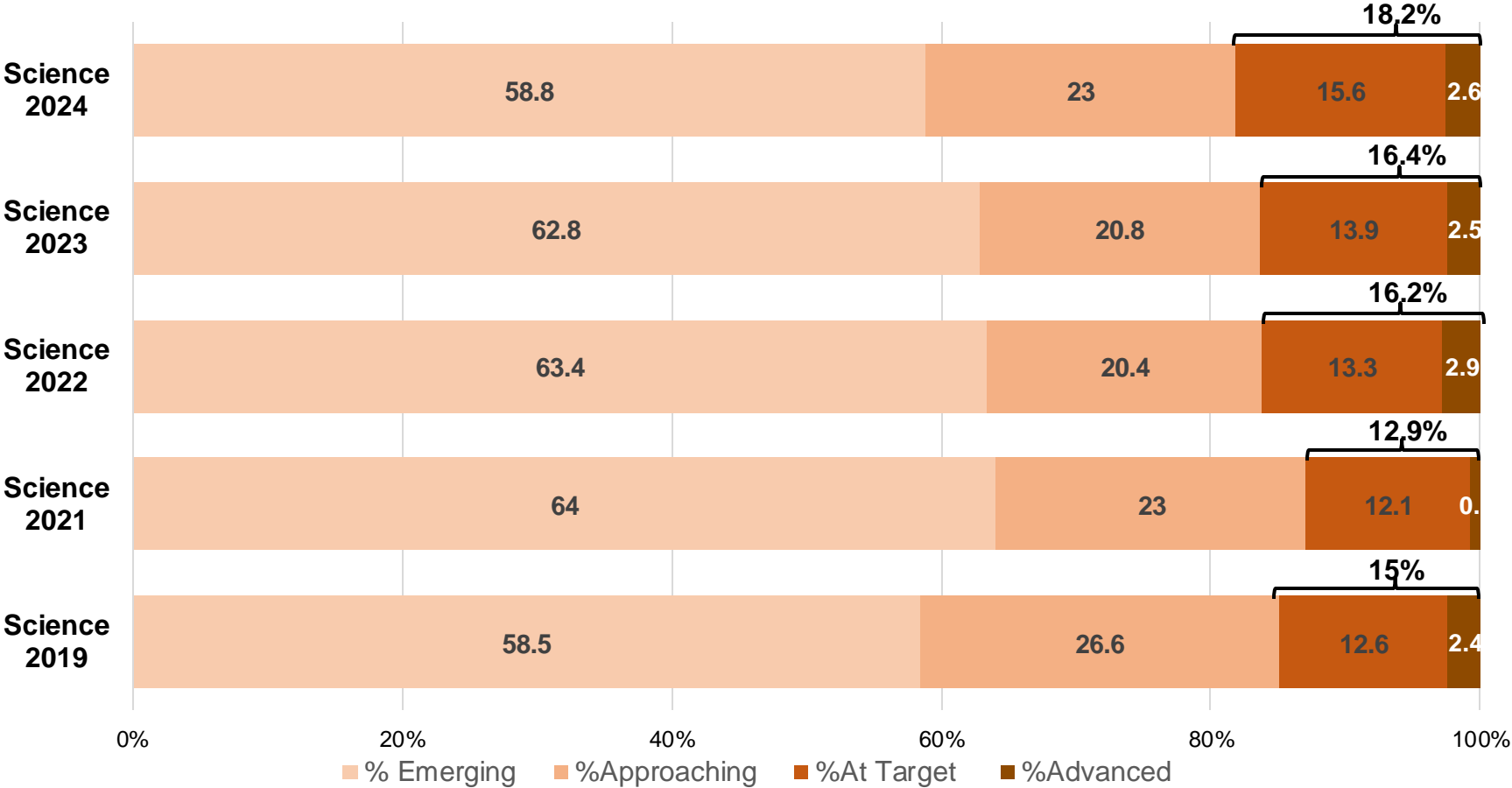
Summary of 2023-24 ACCESS Participation

- In 2023-2024, Rhode Island saw an increase of 9.1% in the number of students tested.

- 2023-24 ACCESS participation rates increased for the third consecutive year, yet did not fully return to the pre-pandemic levels of over 98% of eligible students being tested.

- In the last six years, the number of MLLs increased by 38%, accounting for an increase of 5,394 students.

School Year	Students Tested	Participation Rates
2023-24	**18,941**	**97.2%**
2022-23	17,364	96.7%
2021-22	15,943	96.2%
2020-21	13,517	88.7%
2019-20	15,555	98.9%
2018-19	13,882	98.5%

MLL Student Groups

Ever MLL

Any student ever classified as an MLL

Current MLL

A student participating in MLL services*

Former MLL

A student who exited MLL services

Newcomer MLL

In RI Schools for < 3 years

Developing MLL

In RI Schools for < 6 years

Long-Term MLL

In RI Schools for > 6 years

Monitored MLL

Recently Exited < 2 years

Reclassified MLL

Exited since > 2 years
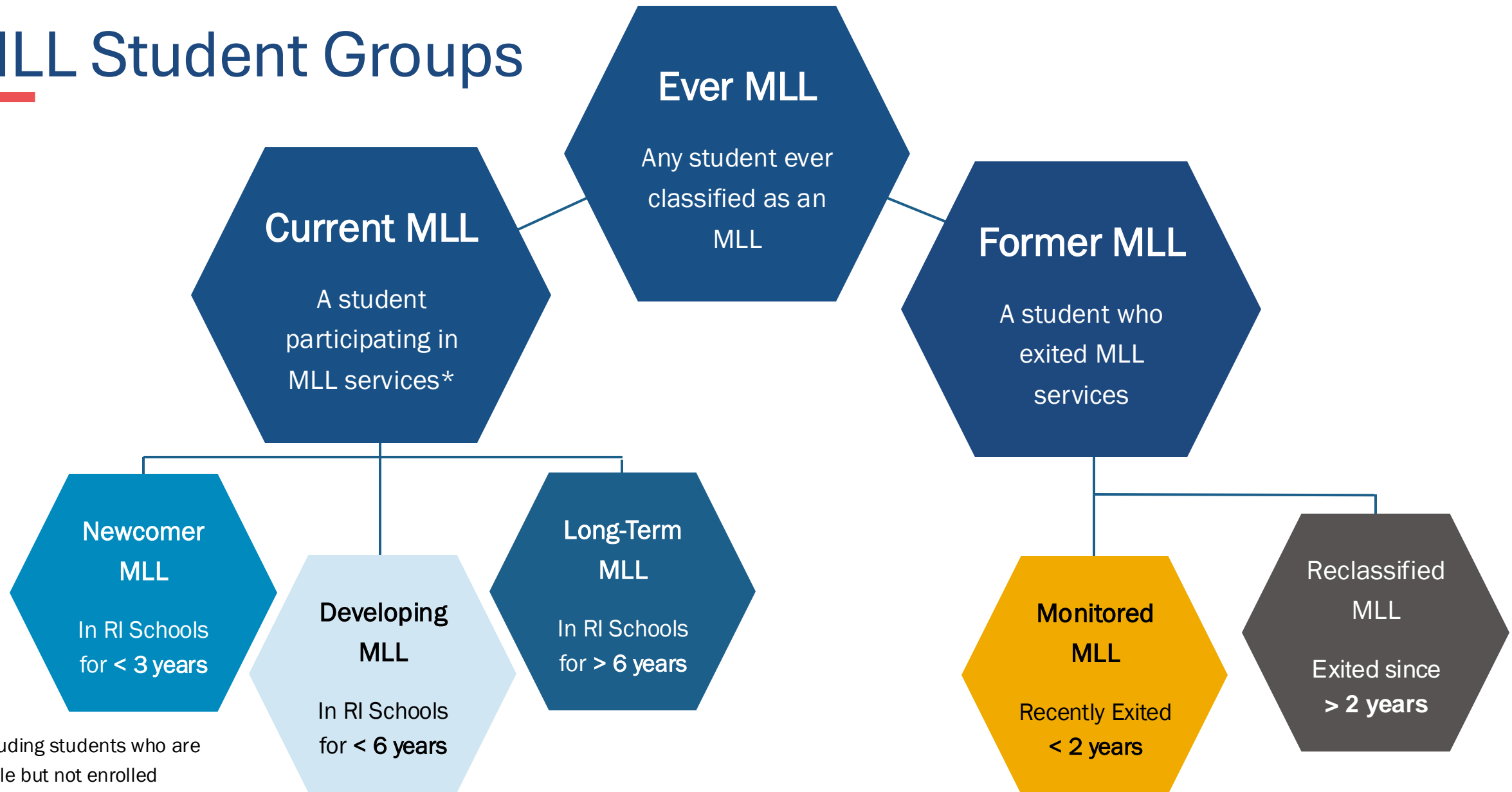
*Including students who are eligible but not enrolled

Demographic Shifts in MLL Population

- Demographics have shifted in Rhode Island's MLL population over time.

- There has been a statewide decrease of Developing MLLs (3-6 years of service) for the first time in 5 years, whereas Newcomers (0-2 years of service) and Long-Term MLLs (7+ years) have increased for 3 consecutive years.

- 30% of long-term MLLs have an Individualized Education Program (IEP)

MLL Counts by Subgroup

Legend: Newcomer, Developing, Long-Term
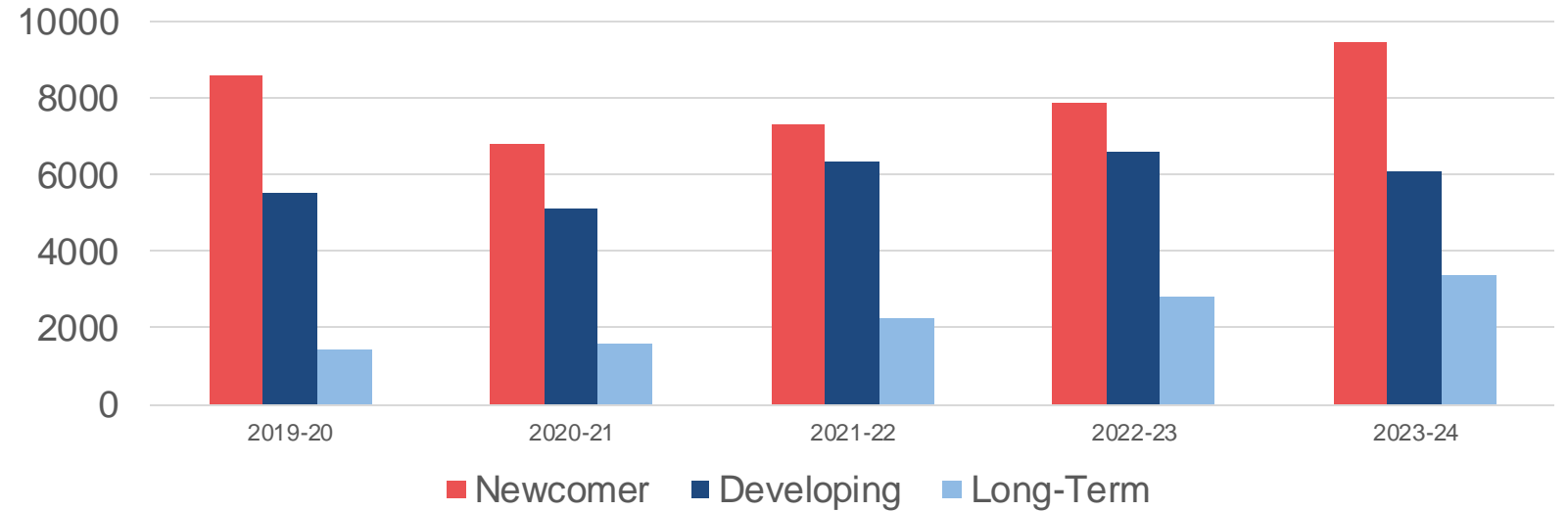
Breakdown of MLLs in 2018-19

8%, 36%, 56%
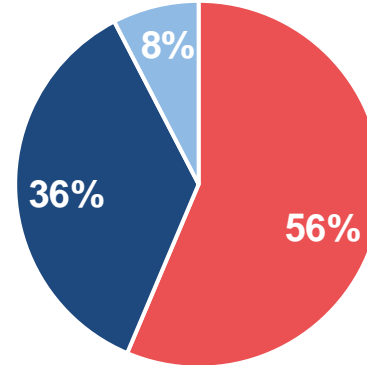
Breakdown of MLLs in 2023-24

18%, 32%, 50%
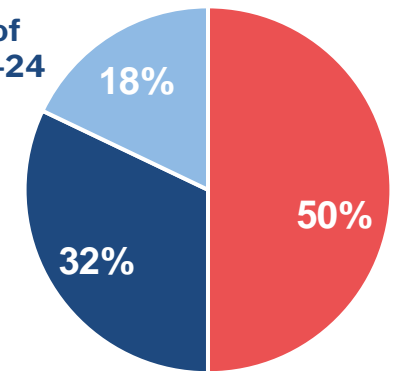
2023-24 ACCESS Results by Grade

- In primary grades, scores trend upward with grades 4-5 showing the highest levels of English Language Proficiency (ELP) in K-12.

- In secondary grades, ACCESS performance declines sharply with scores at *Entering* and *Emerging* levels accounting for:
  - over a third of MLLs in grades 6-8 and
  - approximately half in grades 9-12.

Grade	1-Entering	2-Emerging	3-Developing	4-Expanding	5-Bridging	6-Reaching
KF	73.2	13.7	9.6	3.2		
1	26.6	35.6	29.9	5.9		
2	14.4	30.6	42.9	10.6	1.5	
3	13	21.1	40.5	21.2	3.9	
4	10	11.3	30.2	34.8	12.2	1.6
5	13	12.9	30.2	33.9	9.4	0.5
6	14.8	22.5	48	14.2	0.5	
7	19.3	21.5	38.5	19	1.6	
8	19.5	20.1	36.8	21.7	1.8	
9	20.8	22.9	35.7	17.6	2.8	
10	23.9	23.7	33.7	16.8	1.9	
11	27.2	27.1	30.9	13	1.7	
12	25.3	28.8	32.7	11	2.2	
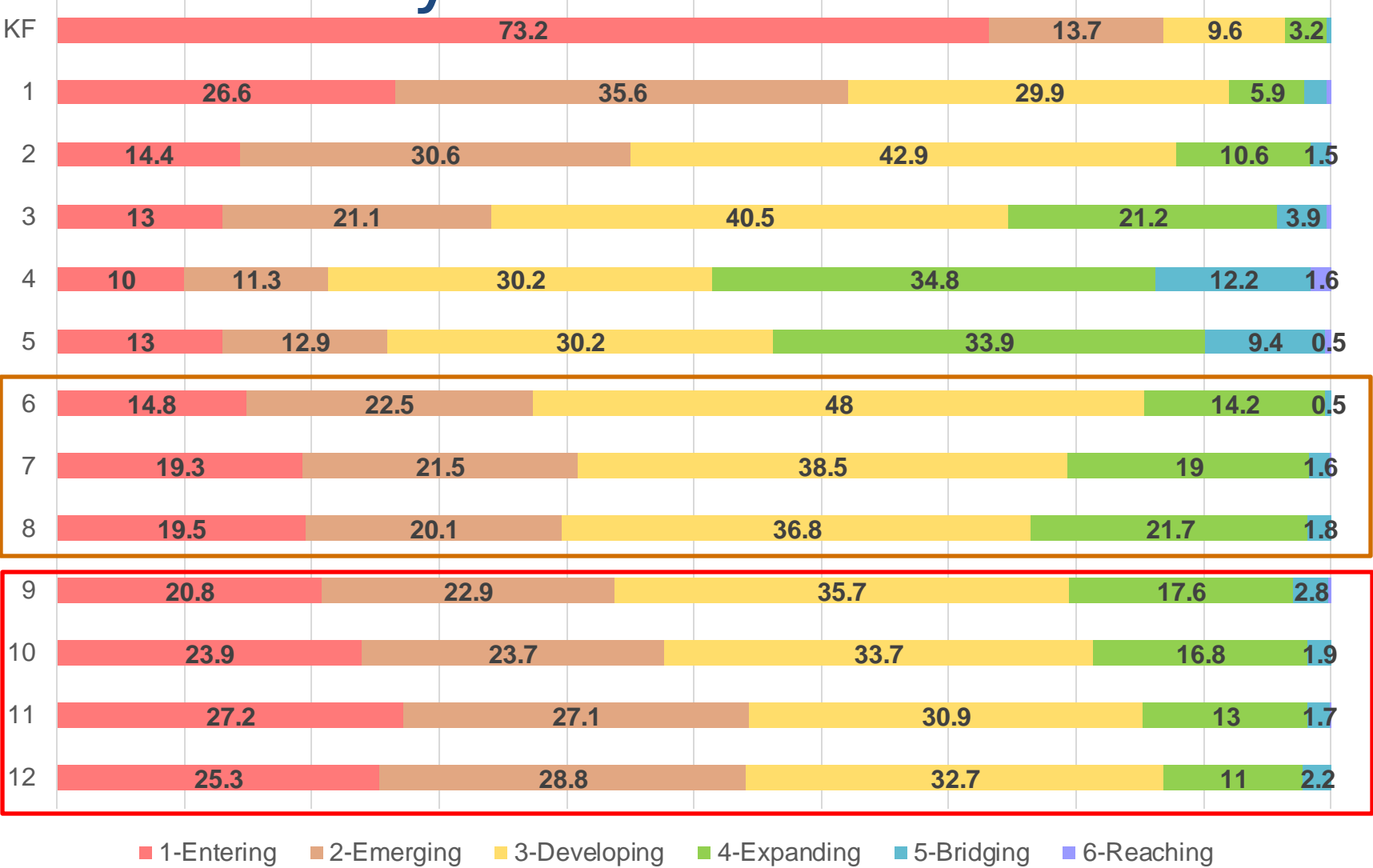
Five-Year Comparison on ACCESS

- Generally, there has been little change in ACCESS performance in the past years.

- In the last three years, there has been an increase in the percentage of students at the *Expanding* and *Bridging* levels, which is promising.

Year	1-Entering	2-Emerging	3-Developing	4-Expanding	5-Bridging	Expanding+Bridging
2023-24	23.2	22.4	33.6	17.2	3.3	20.8%
2022-23	23.6	22.7	34.6	16.2	2.7	19.3%
2021-22	23.7	23	34.4	15.9	2.7	18.9%
2020-21	23.4	24.5	35.5	14.4	2	16.6 %
2019-20	24.8	22	32	17.8	3.2	21.3%

Legend: ■ 1-Entering ■ 2-Emerging ■ 3-Developing ■ 4-Expanding ■ 5-Bridging ■ 6-Reaching
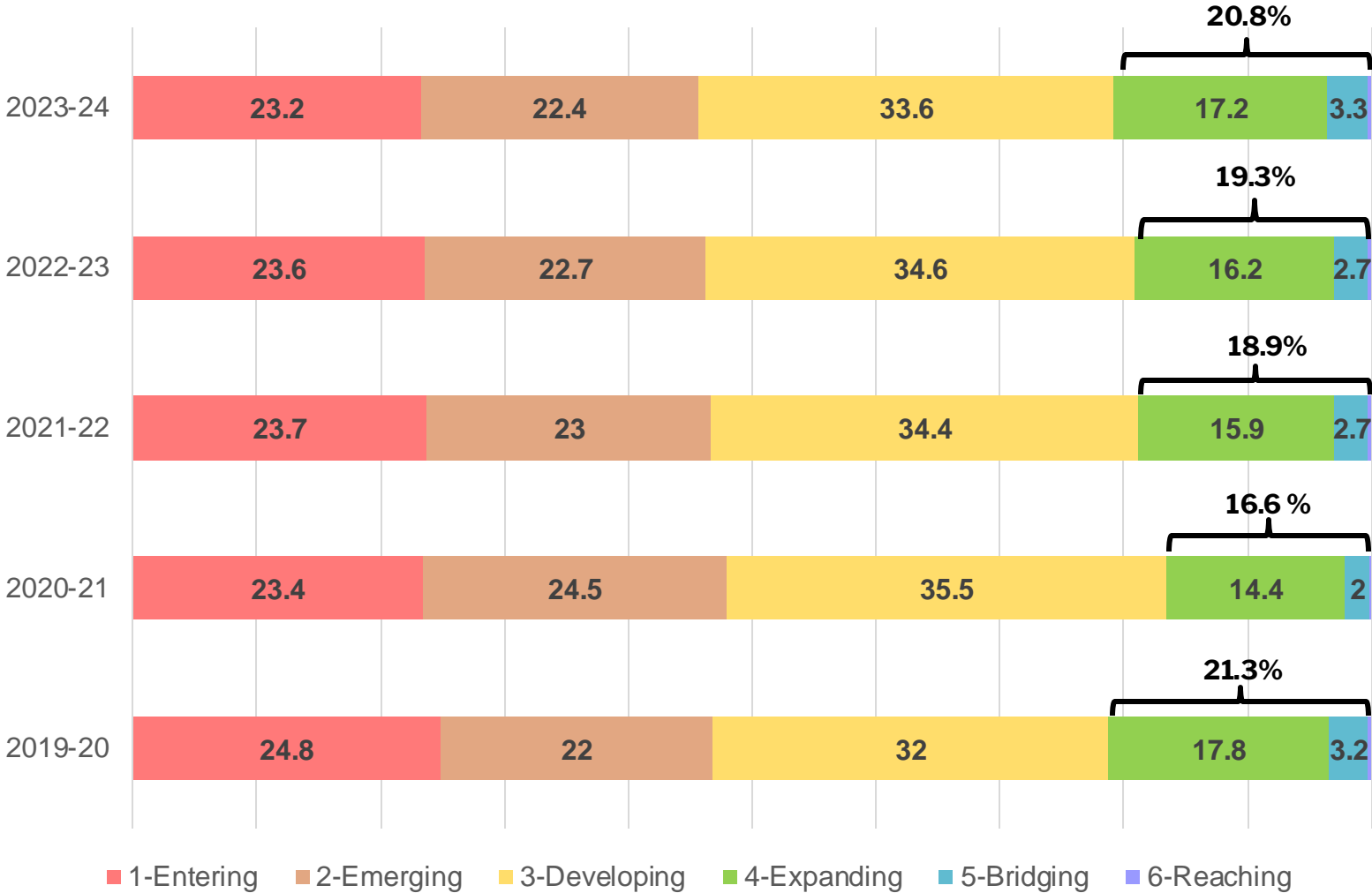
Newcomer MLLs: ACCESS Results Over Time

- As the number of MLLs and Newcomers in Rhode Island increases, their ACCESS performance and participation have remained stable.

- About 40% of Newcomers tested continue to score at the *Entering* level, consistent across the last 5 years.

Year	1- Entering	2- Emerging	3- Developing	4- Expanding	5- Bridging	Newcomer Participation Rate By Year
2023-24	39.1	25.5	24.3	8.8	2.1	97.2%
2022-23	40.4	24.1	24.8	8.9	1.7	97.8%
2021-22	40.7	25.2	23.7	8.7	1.5	97.9%
2020-21	38	26.7	25.1	8.6	1.6	91.2%
2019-20	38.3	24.5	24.2	10.8	2	98.8%

Legend: ■ 1- Entering ■ 2- Emerging ■ 3- Developing ■ 4- Expanding ■ 5- Bridging ■ 6- Reaching
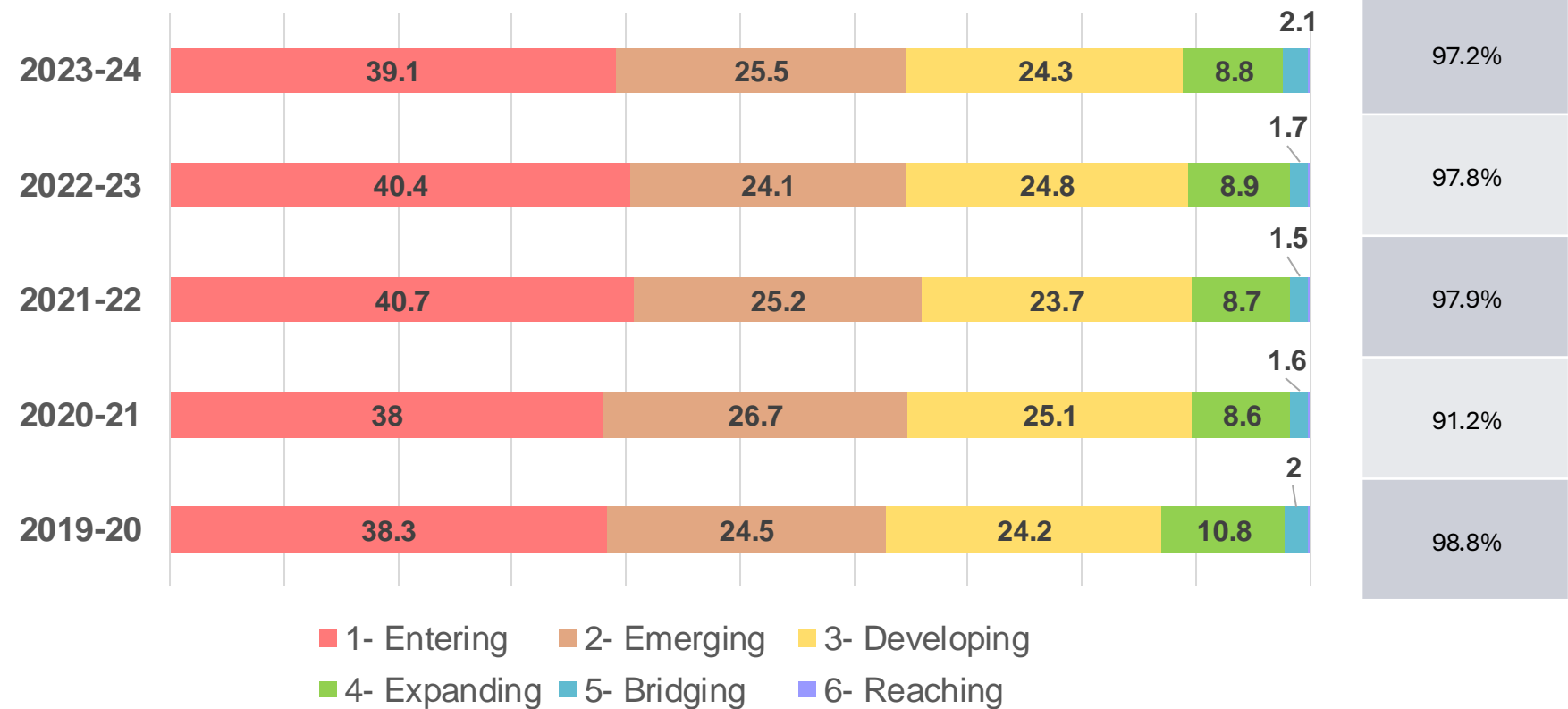
Newcomer: An MLL in RI public schools for less than 3 years (0-2 years of service)

Long-Term MLLs: ACCESS Results Over Time

- Statewide, Long-Term MLL performance was higher in 2023-24 than it was in the past four years. Nearly 26% of Long-Term MLLs scored at the *Expanding* and *Bridging* levels, compared to 20% in 2022-23.

- Long-Term MLLs exited at a higher rate in 2023-24 than years past. In 2023-24, 3.8% of Long-Term MLLs who took ACCESS exited compared to 2.0% in 2022-23.

- Participation for Long-Term MLLs reached over 95% for the first time in 4 years.

Year	1- Entering	2- Emerging	3- Developing	4- Expanding	5- Bridging
2023-24	6	20.4	47.7	23.9	2
2022-23	6.8	23.5	49.9	18.6	1.2
2021-22	6.4	24.5	50	17.8	1.2
2020-21	5.9	25.7	52.7	15.1	0.6
2019-20	8	23.3	51.1	16.5	1.2

Legend: ■ 1- Entering ■ 2- Emerging ■ 3- Developing ■ 4- Expanding ■ 5- Bridging ■ 6- Reaching

Long-Term Participation Rate By Year
95.5%
92.9%
90.5%
80.8%
98.5%
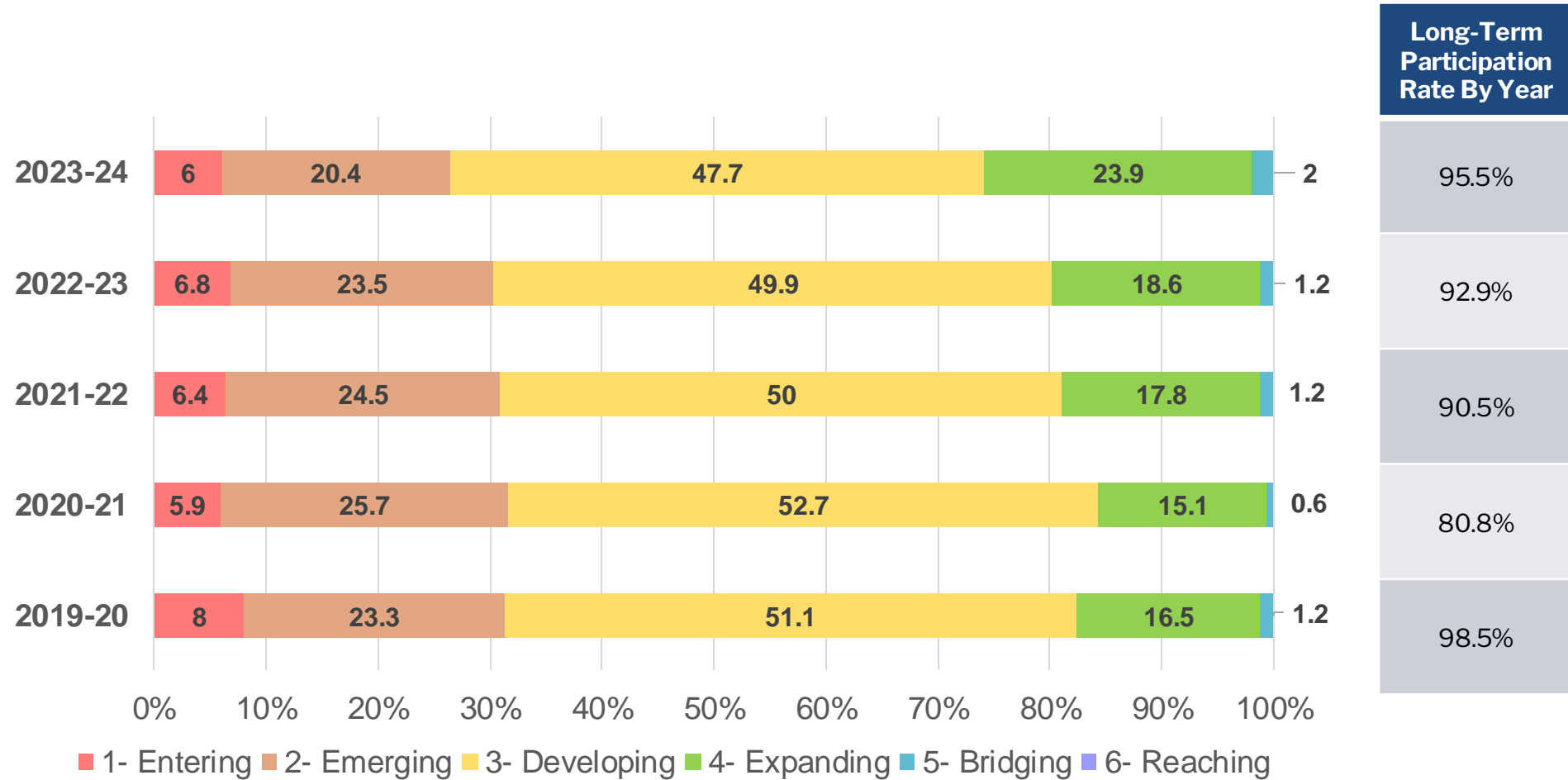
Long-Term MLL: A student who has completed more than 6 years of MLL services in a RI public school (7+ years of service)

RHODE ISLAND

Alternate ACCESS

New Alternate ACCESS Test

- For the 2023-24 school year, a new version of the Alternate ACCESS test was administered, with new scale scores and proficiency levels. Standard setting occurred over the summer of 2024 and will be finalized in Fall 2024.

- Currently, no scores are available for this administration of the Alternate ACCESS test.

- For purposes of exiting students from MLL service, RIDE compared scale scores using a concordance table provided by WIDA, and determined 3 students were eligible to exit MLL service based on their Alternate ACCESS Performance.

- For the 2024-25 administration of Alternate ACCESS, states will have to determine a new set of exit criteria for students to exit MLL status.

Appendix

Achievement Levels

Rhode Island State Assessments

English Language Arts

The **Rhode Island Comprehensive Assessment System (RICAS)** assessments are administered in grades 3-8

The **Dynamic Learning Maps (DLM)** assessments are administered to students with significant cognitive disabilities in English language arts in grades 3-8 and 11.

The **PSAT and SAT** assessments are administered to all 10th and 11th grade students respectively in Rhode Island to ensure our students are ready for college and career.

Mathematics

The **Rhode Island Comprehensive Assessment System (RICAS)** assessments are administered in grades 3-8

The **Dynamic Learning Maps (DLM)** assessments are administered to students with significant cognitive disabilities in mathematics in grades 3-8 and 11.

The **PSAT and SAT** assessments are administered to all 10th and 11th grade students respectively in Rhode Island to ensure our students are ready for college and career.

English Language Proficiency

Science

The **ACCESS Assessments** are administered in grades K-12 to all multilingual learners, in order to assess students' social and academic proficiency in English across the four language domains of speaking, listening, reading, and writing.

The **Next Generation Science Assessment** is administered to all students in grades 5, 8 and 11 to assess proficiency in science.

The **Dynamic Learning Maps (DLM)** assessments are administered to students with significant cognitive disabilities in mathematics in grades 3-8 and 11.

RICAS Achievement Levels

- A student receives a scale score between 440 and 560

- RICAS uses four performance levels that describe how well student(s) meet the expectations for their grade level: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**

- Meeting Expectations means that students are able to demonstrate grade level expectations while Exceeding Expectations means that students are showing mastery of the grade level expectations

440	Not Meeting Expectations	470	Partially Meeting Expectations	500	Meeting Expectations	530	Exceeding Expectations	560
	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.		A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.		A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.		A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.	

PSAT ELA Achievement Levels

- A student receives a scale score between 160 and 760

- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**

- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.

| 160 | 370 | 430 | 590 | 760 |

Level 1: Not Meeting Expectations

The student has not met the grade level expectations and demonstrates a minimal understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards

Level 2: Partially Meeting Expectations

The student partially meets the grade level expectations and demonstrates an incomplete understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards.

Level 3: Meeting Expectations

The student has met the grade level expectations and demonstrates adequate understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards

Level 4: Exceeding Expectations

The student exceeded grade level expectations and demonstrates a thorough understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards.

PSAT Math Achievement Levels

- A student receives a scale score between 160 and 760

- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**

- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.

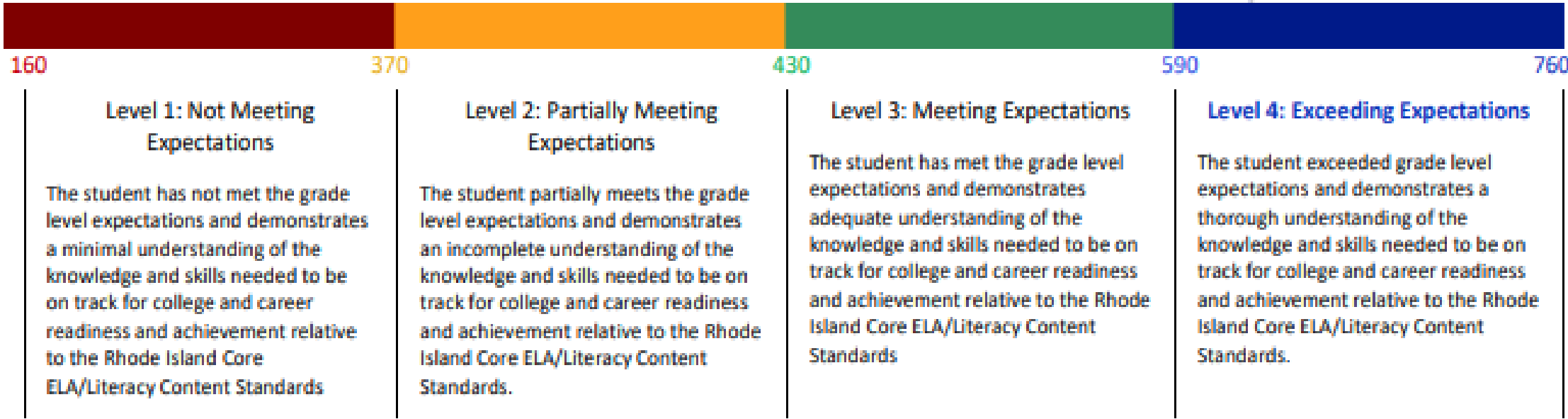| 160 — 390	390 — 480	480 — 600	600 — 760
Level 1: Not Meeting Expectations The student has not met the grade level expectations and demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards	**Level 2: Partially Meeting Expectations** The student has partially met the achievement level and demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards.	**Level 3: Meeting Expectations** The student has met the achievement level and demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards.	**Level 4: Exceeding Expectations** The student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards.

RHODE ISLAND

SAT ELA Achievement Levels

- A student receives a scale score between 200 and 800

- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**

- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.

| 200 | 420 | 480 | 630 | 800 |

Level 1: Not Meeting Expectations

The student has not met the grade level expectations and demonstrates a minimal understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards.

Level 2: Partially Meeting Expectations

The student partially meets the grade level expectations and demonstrates an incomplete understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards.

Level 3: Meeting Expectations

The student has met the grade level expectations and demonstrates adequate understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards.

Level 4: Exceeding Expectations

The student exceeded grade level expectations and demonstrates a thorough understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards.
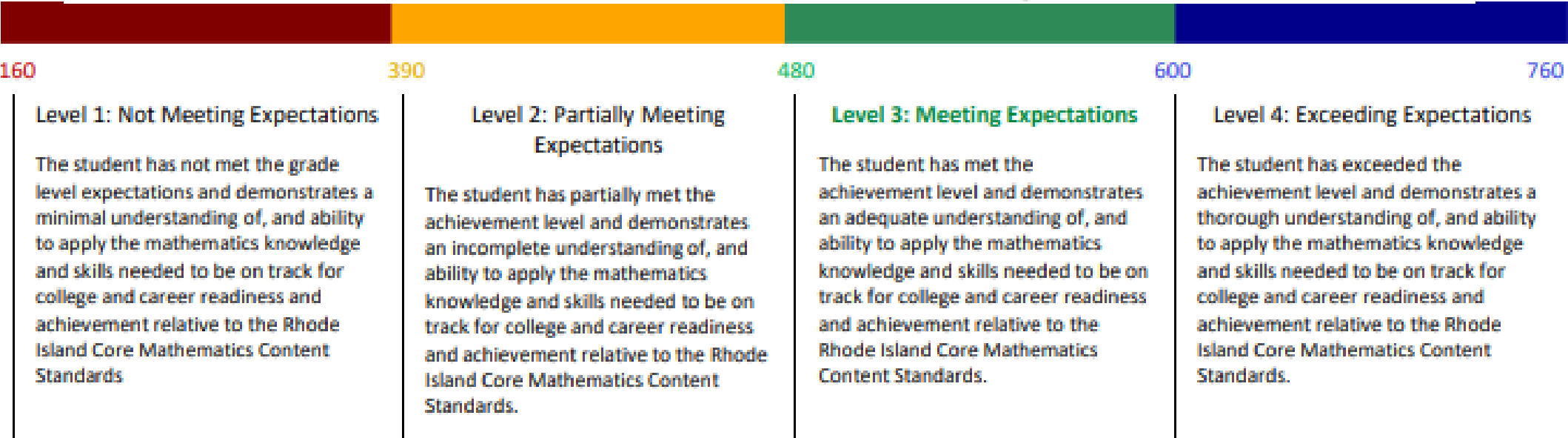
RHODE ISLAND

SAT Math Achievement Levels

- A student receives a scale score between 200 and 800

- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**

- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.
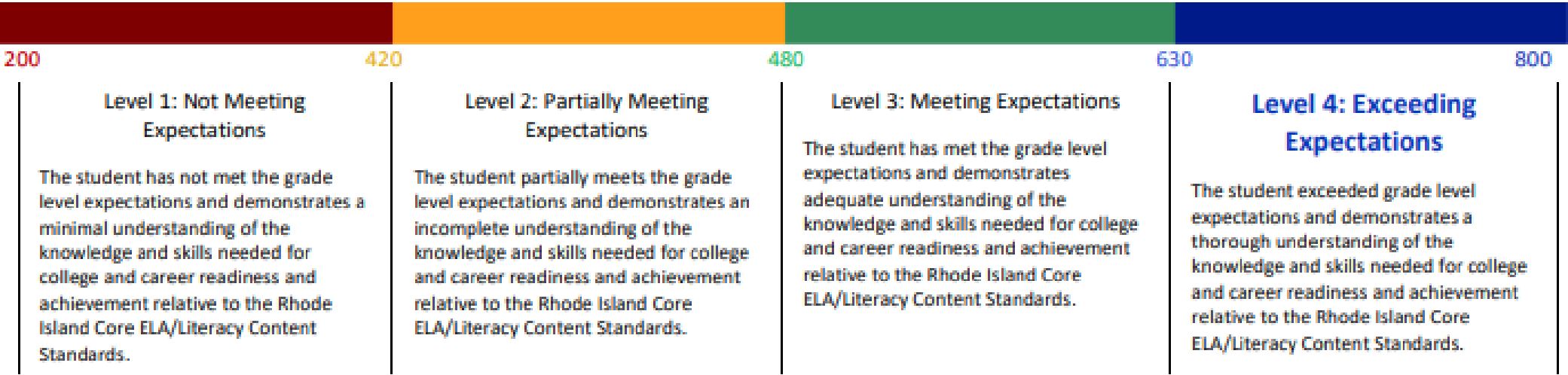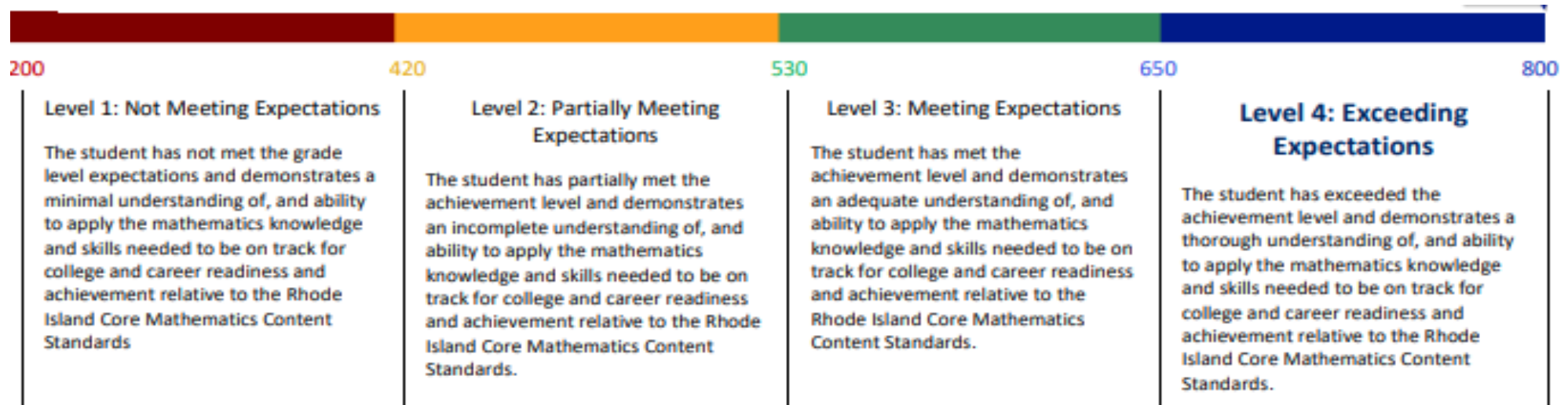
| 200 | 420 | 530 | 650 | 800 |

Level 1: Not Meeting Expectations

The student has not met the grade level expectations and demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards

Level 2: Partially Meeting Expectations

The student has partially met the achievement level and demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards.

Level 3: Meeting Expectations

The student has met the achievement level and demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards.

Level 4: Exceeding Expectations

The student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards.

RI NGSA Achievement Levels

Grade	Level 1	Level 2	Level 3	Level 4
5	1-37	38-59	60-71	72-120
8	1-37	38-59	60-74	75-120
11	1-35	36-59	60-70	71-120

- Scale scores are numerical values that summarize the overall level of achievement attained
  - NGSA scale ranges from 0 to 120
- Cut-scores are the scores between each performance level and vary by grade, as noted on the grade 5 example

1 — Beginning to Meet Expectations	37 — Approaching Expectations	60 — Meeting Expectations	72 — Exceeding Expectations — 120
Students who achieve at this level demonstrate initial understanding of knowledge and skills needed to apply three dimensions of science to question, evaluate and explain science phenomena. Student performance based on assessment results begins to meet grade level expectations.	Students who achieve at this level demonstrate minimal understanding of knowledge and skills needed to apply three dimensions of science to question, evaluate and explain science phenomena. Student performance based on assessment results partially meets grade level expectations.	Students who achieve at this level demonstrate satisfactory understanding of knowledge and skills needed to apply three dimensions of science to question, evaluate and explain science phenomena. Student performance based on assessment results meets grade level expectations.	Students who achieve at this level demonstrate advanced understanding of knowledge and skills needed to apply three dimensions of science to question, evaluate and explain science phenomena. Student performance based on assessment results exceeds grade level expectations.

DLM Achievement Levels

- "At target" means your child has met the alternate achievement standards in this subject at your child's grade level.

EMERGING:	The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
APPROACHING THE TARGET:	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
AT TARGET:	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
ADVANCED:	The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

ACCESS Achievement Levels

ACCESS Overall Composite Levels

Language Domain	
Listening	
Speaking	
Reading	
Writing	
Oral Language 50% Listening + 50% Speaking	
Literacy 50% Reading + 50% Writing	
Comprehension 70% Reading + 30% Listening	
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	

1
- Entering
- Knows and uses minimal social language and minimal academic language with visual and graphic support

2
- Emerging
- Knows and uses some social English and general academic language with visual and graphic support

3
- Developing
- Knows and uses social English and some specific academic language with visual and graphic support

4
- Expanding
- Knows and uses social English and some technical academic language

5
- Bridging
- Knows and uses social and academic language working with grade level material

6
- Reaching
- Knows and uses social and academic language at the highest level measured by this test

Grade	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging	Level 6: Reaching
K	100-228	229-260	261-292	293-324	325-349	350-600
1	100-241	242-273	274-314	315-343	344-367	368-600
2	100-253	254-288	289-328	329-358	359-382	383-600
3	100-264	265-299	300-339	340-370	371-395	396-600
4	100-278	279-308	309-349	350-381	382-405	406-600
5	100-285	286-316	317-357	358-389	390-414	415-600
6	100-290	291-323	324-364	365-398	399-422	423-600
7	100-297	298-330	331-371	372-405	406-430	431-600
8	100-303	304-336	337-377	378-411	412-437	438-600
9	100-310	311-343	344-384	385-417	418-445	446-600
10	100-317	318-349	350-390	391-423	424-452	453-600
11	100-324	325-355	356-396	397-428	429-458	459-600
12	100-330	331-361	362-401	402-433	434-465	466-600