



Rhode Island Assessment Results 2025

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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

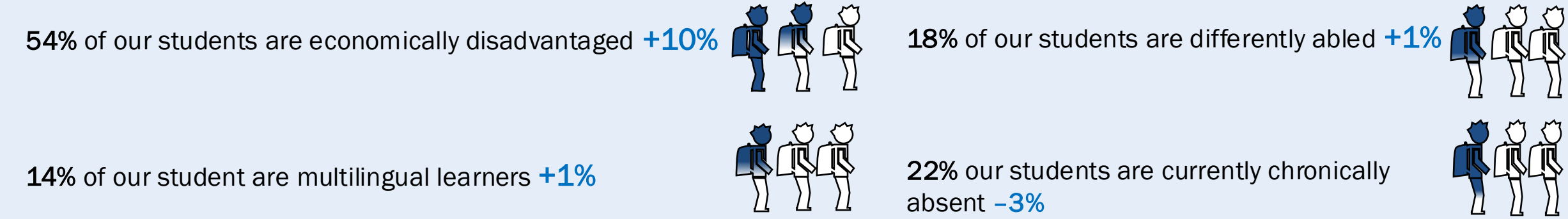
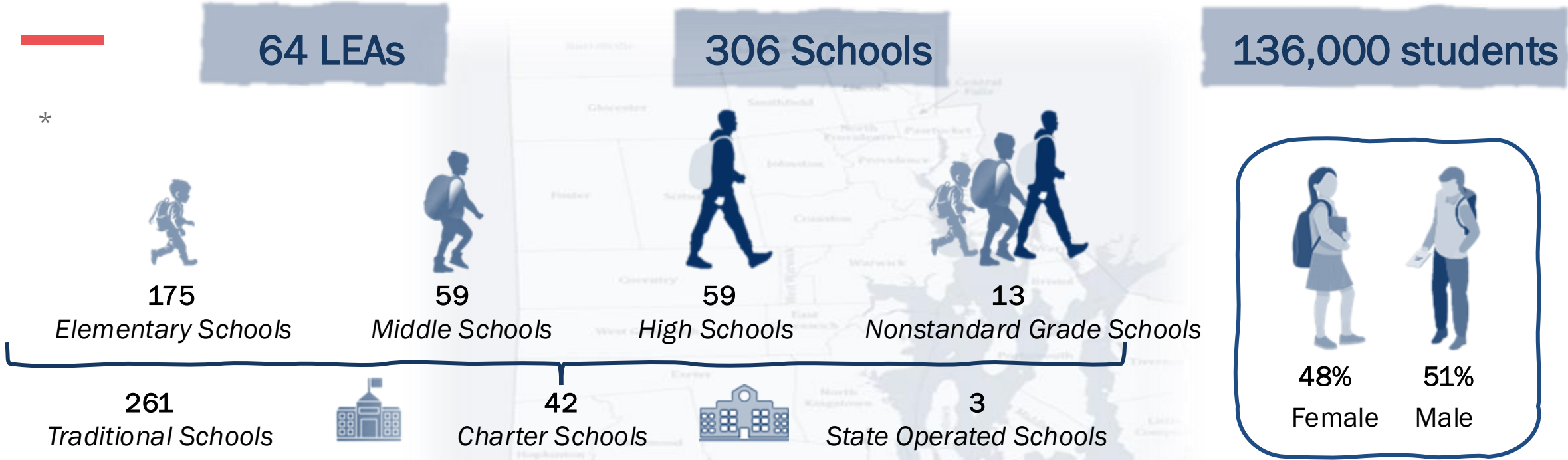
Deep focus on high quality teaching and learning to improve outcomes in ELA and Math, across all grade levels.



Opportunity Gaps

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

Rhode Island's Student Population- Meeting the Needs of All



*Data retrieved from [RIDE Report Card - State At A Glance](#)

**Data retrieved from [Schools Directory | RIDE Data Center](#)

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



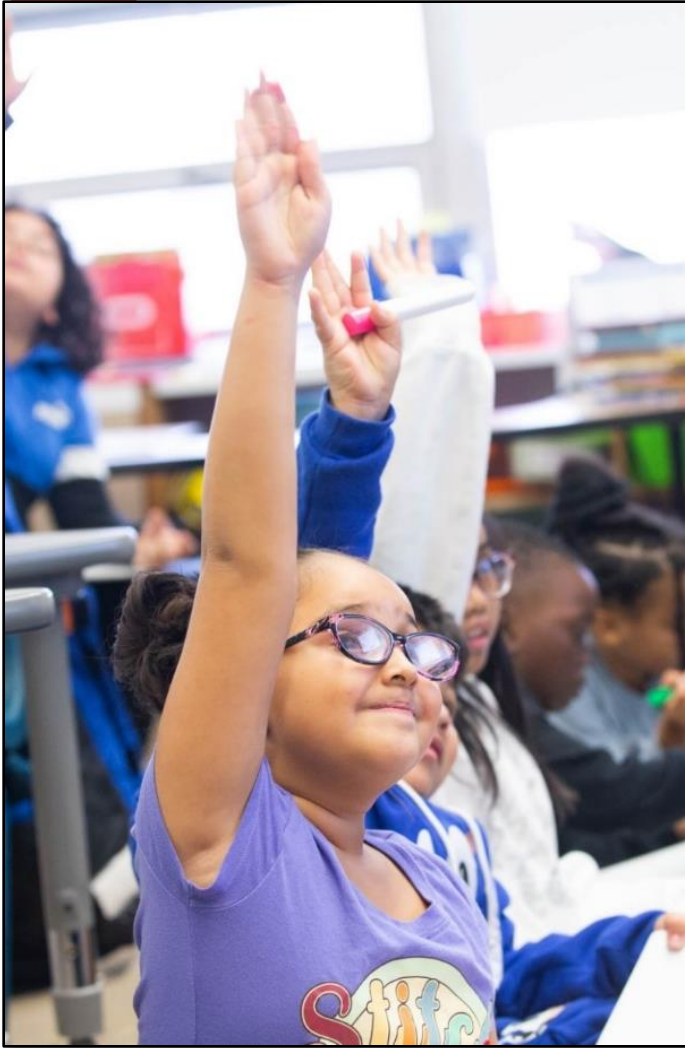
Ensuring students are
in-school learning
180 days a year
(Grades K-12)

FAFSA Completion



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

Attendance Matters Rhode Island



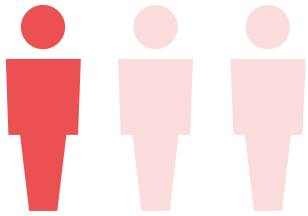
Rhode Island is recognized nationally and internationally as a **leader in reducing student chronic absenteeism.**

- **Chronic absenteeism continued to decline last year**, from 24.7% in SY24 to 22.1% in SY25.
- Since the height of the pandemic in the 21-22 school year, through the **#AttendanceMattersRI** campaign, there has been a 12-percentage point decrease with the total reduction in absences equaling **approximately 3.7 million more instructional hours.**
- Data consistently shows how chronic absenteeism **negatively impacts academic, graduation, and health outcomes for students.**

Visit www.AttendanceMattersRI.org to see how RIDE is supporting schools and communities, engage in innovative data-visualizations, and learn more about how RI is reducing student chronic absenteeism.

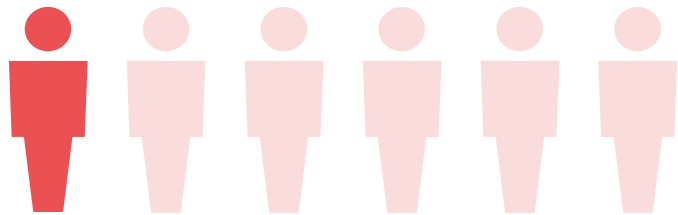
Our Kids are Struggling with their Mental Health

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.



More than 1 in 3

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

RIDE Continues to Address the Lingering Effects of the Pandemic

- According to the [Education Recovery Scorecard](#), nationally, Rhode Island ranks 14th in math recovery and 13th in reading recovery between 2019 and 2024. RI is leading recovery in New England.
- 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.
- Nationally, school leaders are reporting negative impacts of cell phone use on academic performance according to the School Pulse Panel data by the National Center for Education Statistics.



Takeaways

—
2025

RHODE
ISLAND

By the Numbers: 2025 Rhode Island Assessments

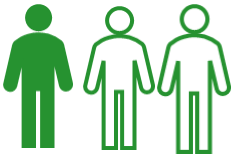
Number of Students Tested in RI:

RICAS		NGSA	SAT	
ELA	Math	Science	ELA	Math
58,156	58,948	29,738	10,002	10,069

RICAS Subgroup Performance

20.9%	of economically disadvantaged students are proficient in ELA	18.5%	of economically disadvantaged students are proficient in math
6.5%	of differently-abled students are proficient in ELA	8%	of differently-abled students are proficient in math
5.7%	of multilingual learners are proficient in ELA	8.8%	of multilingual learners are proficient in math
42.4%	of recently exited multilingual learners are proficient in ELA	39.2%	of recently exited multilingual learners are proficient in math

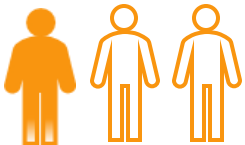
33.7%
Percent of students proficient in ELA gr. 3-8 on RICAS



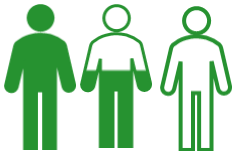
31.4%
Percent of students proficient in math gr. 3-8 on RICAS



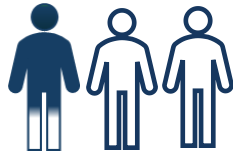
30.8%
Percent of students proficient in science on NGSA



51.6%
Percent of students proficient in ELA gr. 11 on the SAT



23.3%
Percent of students proficient in math gr. 11 on the SAT



Participation in ELA and math RICAS for 2025 continue an upward trend with rates greater than 98%.



Participation in NGSA has increased from 2024 resulting in an overall rate greater than 97%.



Participation rates in ELA and math SAT continue to be above 95%.



Key Takeaways

1

ELA



Grades 3-8 show a steady increase from 30.8% proficient to 33.7% in 2025.

High school has now exceeded 2019 levels at 51.6%.

2

Math



Grades 3-8 show a steady increase from 30.1% proficient to 31.4% in 2025.

Scores increase on SAT to 23.3% proficient from 21.7% in 2024.

3

Cross State Data



Overall, RI's rankings on NAEP improved.

RI continues to narrow results gap with Mass.

4

Science



In RI, Science performance remained relatively unchanged.

Recent NAEP scores show a national decline in science achievement in the US.

5

Chronic Absenteeism



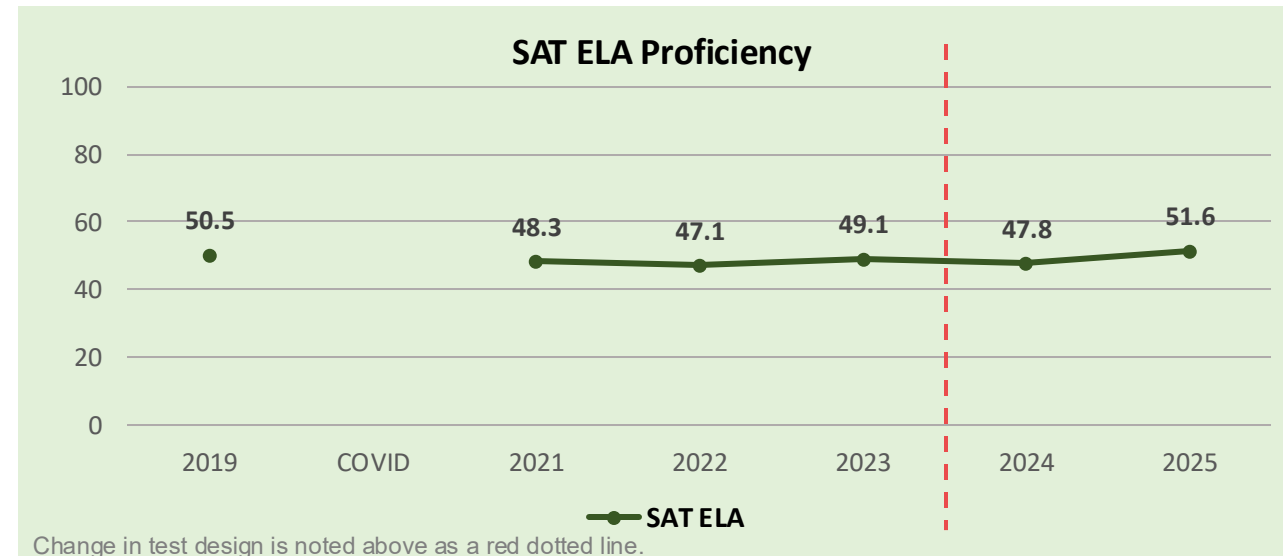
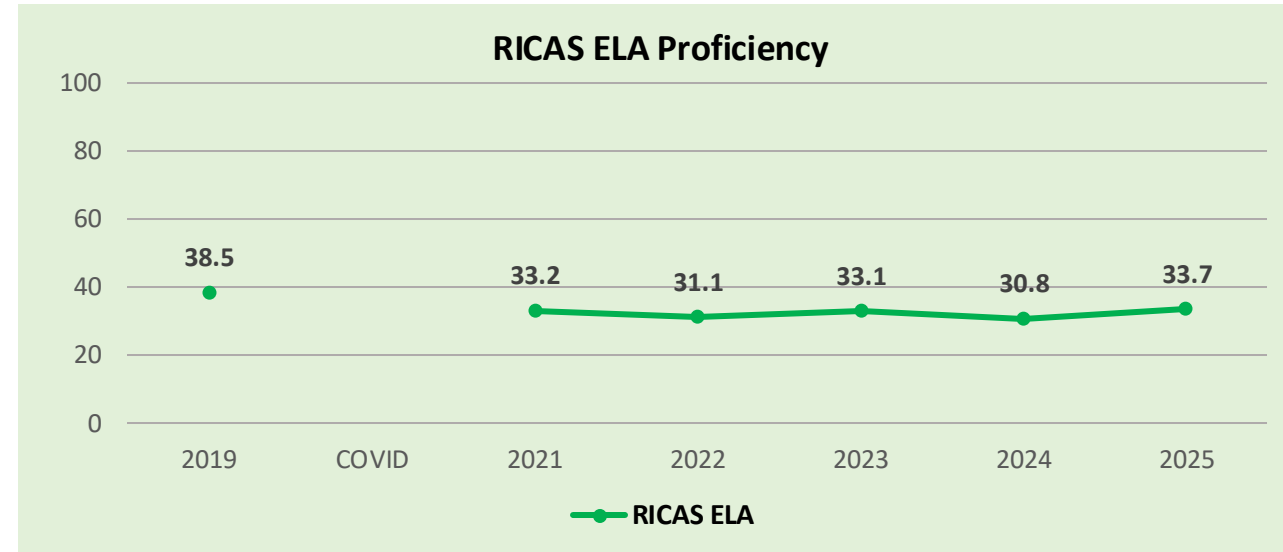
Being chronically absent in K impacts learning.

Students not chronically absent perform 2x higher on RICAS.

Takeaway 1: Student Performance in ELA

What the data tells us:

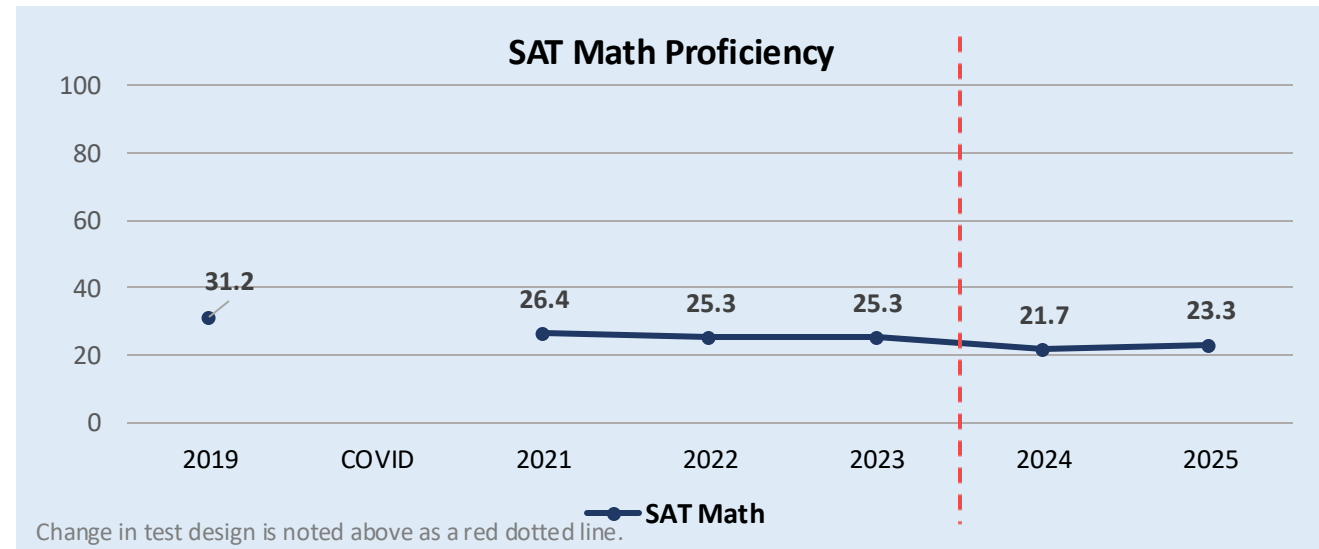
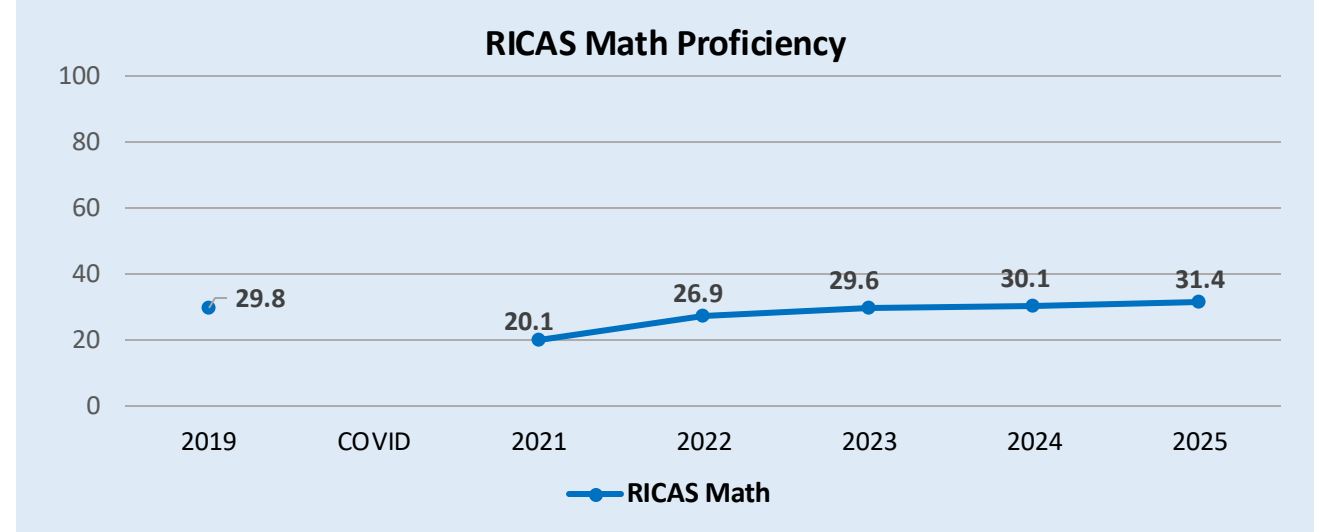
- RICAS data indicates that RI continues to make steady progress in increasing ELA performance increasing from 30.8% proficient in 2024 to 33.7% in 2025.
- SAT scores in ELA also demonstrate that RI continues to make steady progress in improving student achievement as student performance is higher than 2024 and surpassing pre-pandemic level performance.
- **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.*



Takeaway 2: Student Performance in Math

What the data tells us:

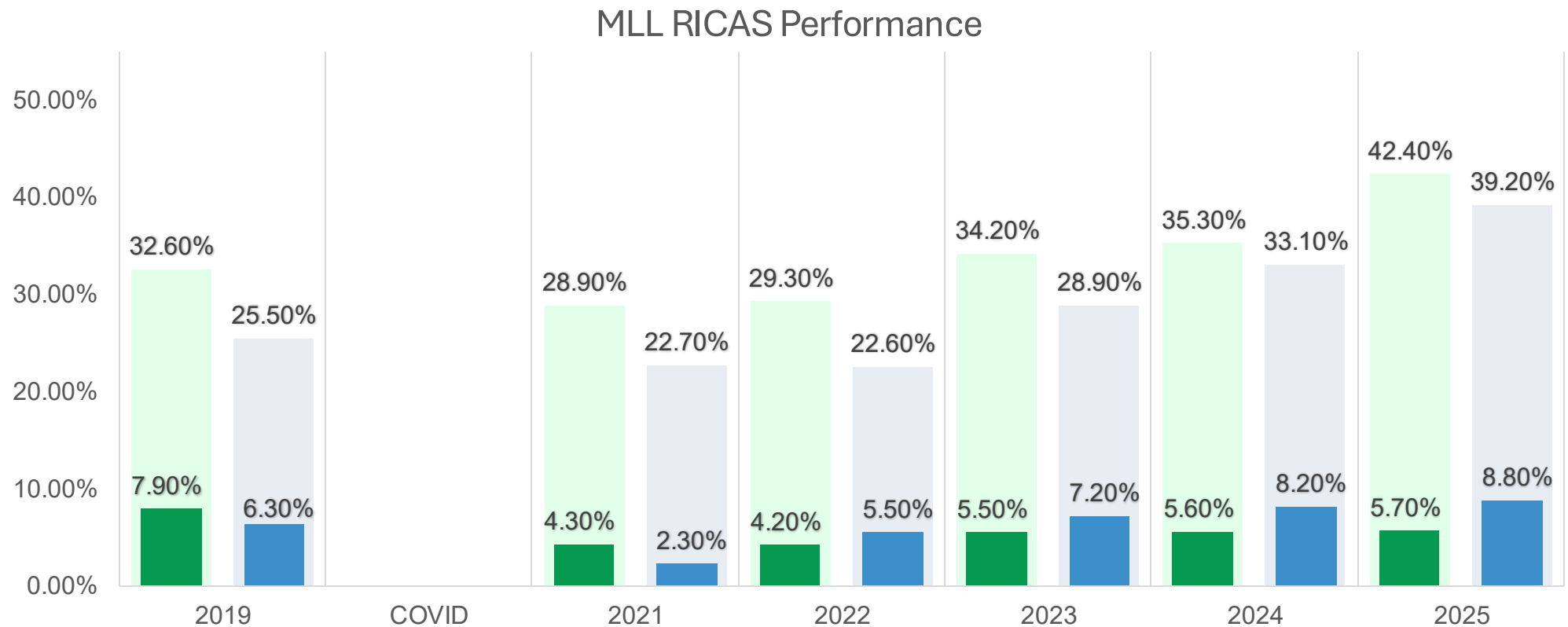
- RI continues its steady improvement of mathematics performance, with consistent improvement since 2021 and surpassing pre-pandemic performance.
- After setting a new baseline with the redesigned SAT in 2024, scores in Math show improvement with an increase from 21.7% proficient in 2024 to 23.3% in 2025.
- **How RI is addressing this:**
- 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.
- The RI Math Matters campaign has elevated the importance of mathematics education across Rhode Island and provided \$2.85 million to support out-of-school math programming across 38 communities.



Subgroup Performance – Multilingual Learners- RICAS

What the data tells us:

- When MLLs reach English proficiency, they are more successful on state assessments (shadow bars).
- RIDE is currently addressing this with the MLL Blueprint, Strategic Plan and revision of the state MLL Regulations.

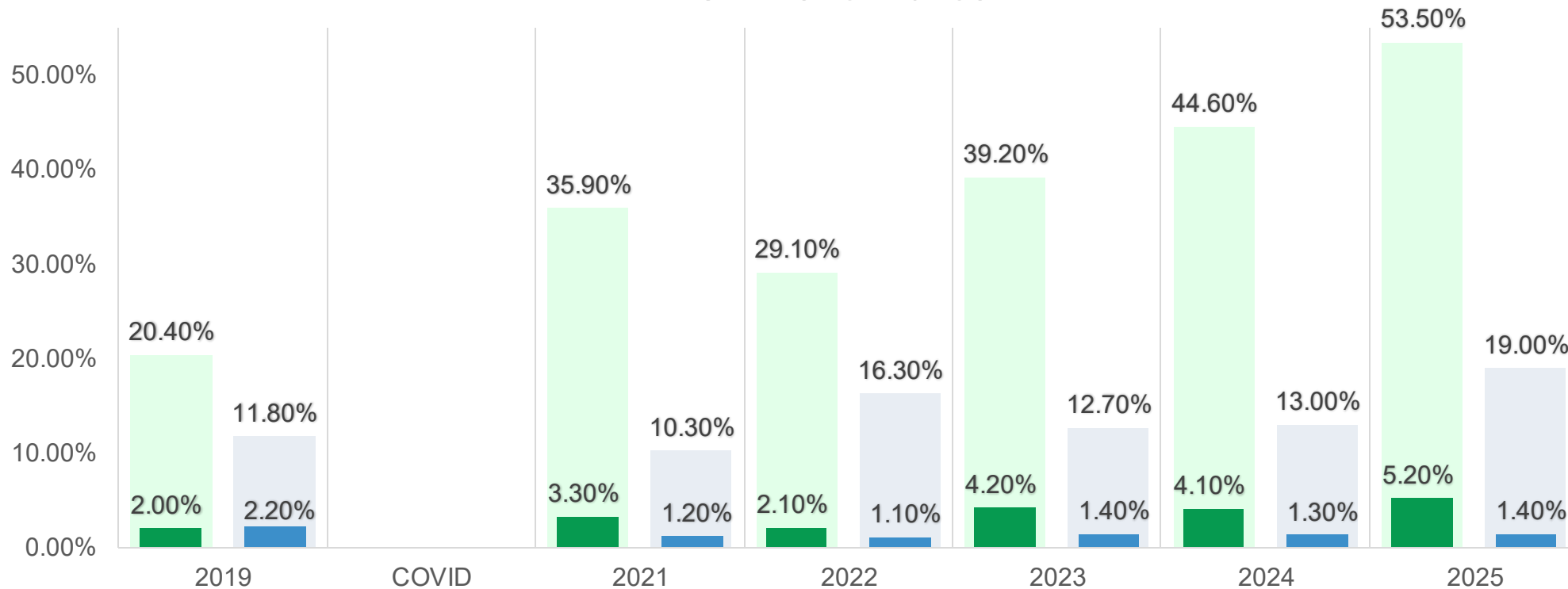


Subgroup Performance – Multilingual Learners – SAT

What the data tells us:

- When MLLs reach English proficiency, they are more successful on state assessments (shadow bars).
- RIDE is currently addressing this with the MLL Blueprint, Strategic Plan and revision of the state MLL Regulations.

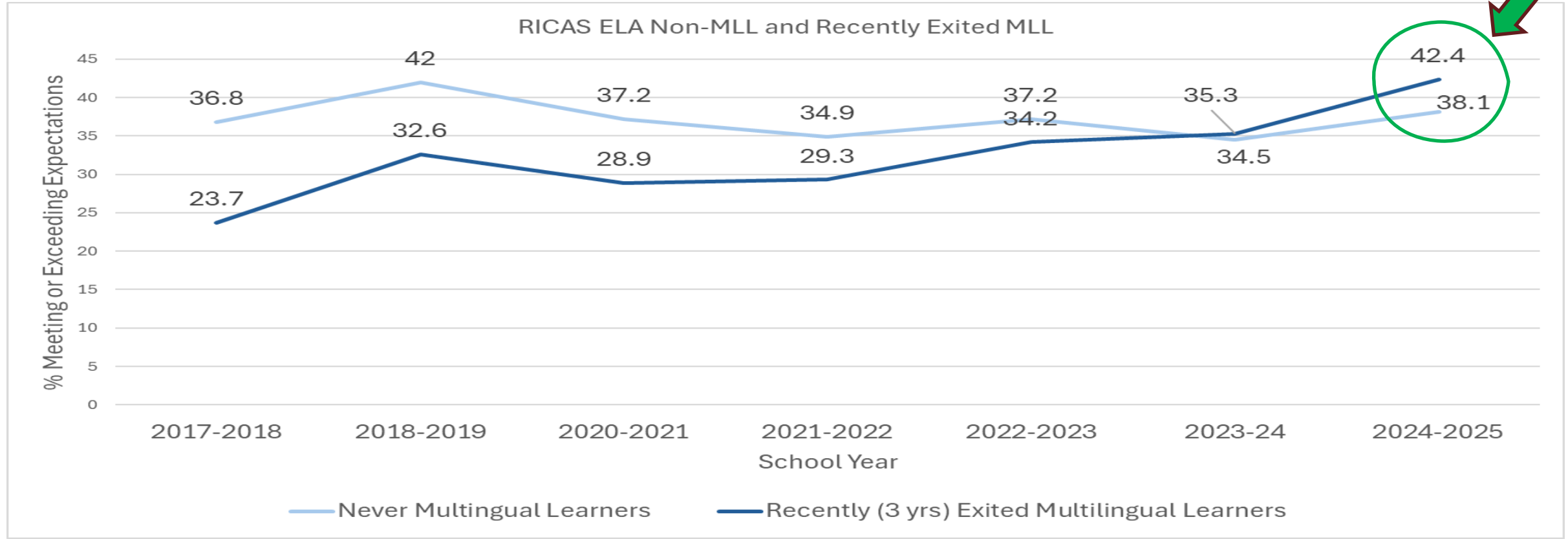
MLL SAT Performance



Closing Performance Gaps for MLLs and Never MLLs

What the data tells us:

While overall performance gaps for MLLs still exist, **students who recently exit MLL status are again 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.

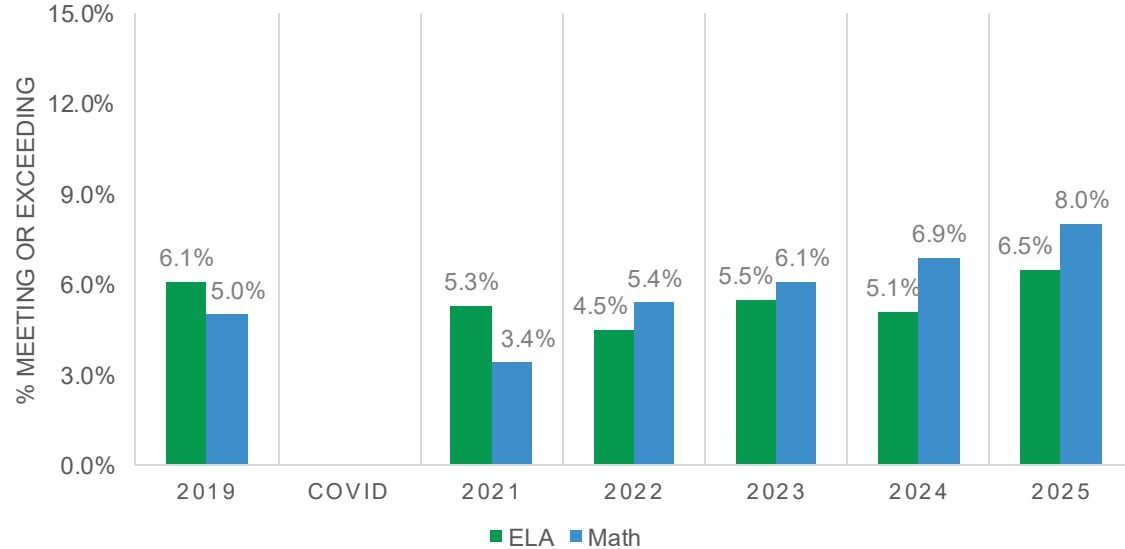


Subgroup Performance – Differently-abled Students

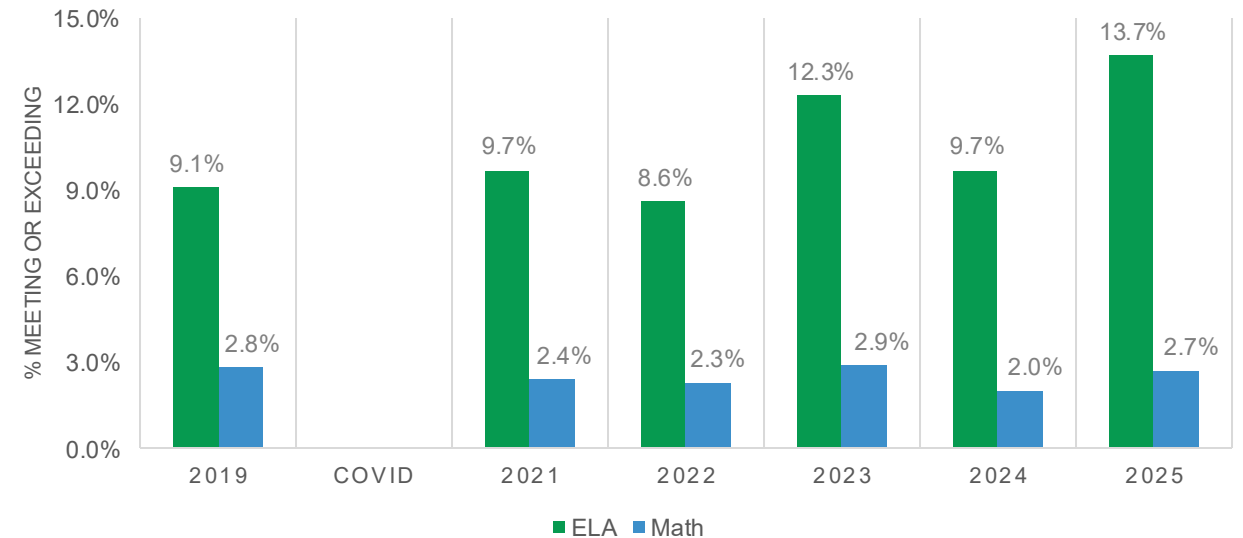
What the data tells us:

- DAS performance over the years has fluctuated.
- RIDE is investing in focused professional learning for Algebra High Quality Curriculum implementation.
- RIDE is launching the DAS Blueprint this fall to support strategic improvement for DAS.

DAS RICAS PERFORMANCE



DAS SAT PERFORMANCE



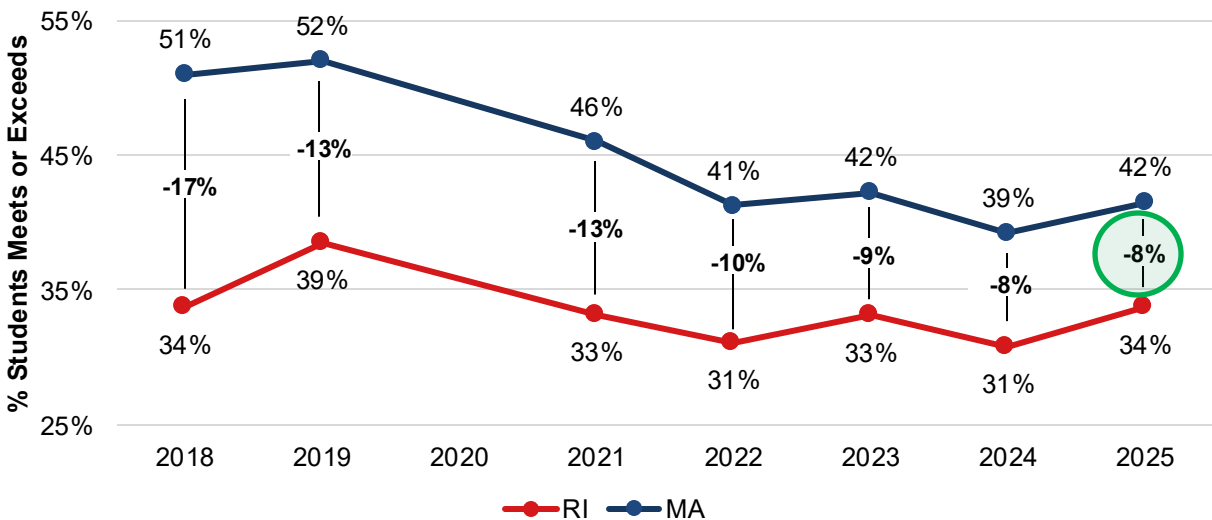
Takeaway 3: Cross-State Comparisons – RICAS/MCAS

What the data tells us:

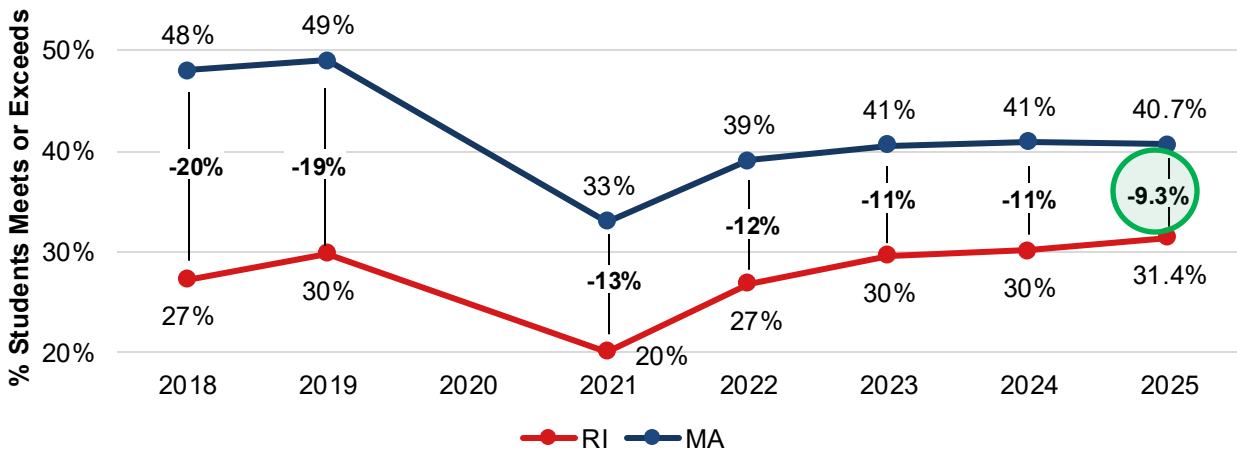
RI is continuing to shrink the performance gap with MA, with the gap in ELA and Math now both closed by more than 50%. Compared to 2018 RICAS Results:

- The ELA performance gap has closed from 17% to 8%, including 0.6%pts from SY23-24 to SY24-25.
- The Math performance gap has closed from 20% to 9%, including 1.5%pts from SY23-24 to SY24-25.

ELA: RI vs. MA RICAS Performance with 2025 Actual Performance



Math: RI vs. MA RICAS Performance with 2025 Actual Performance



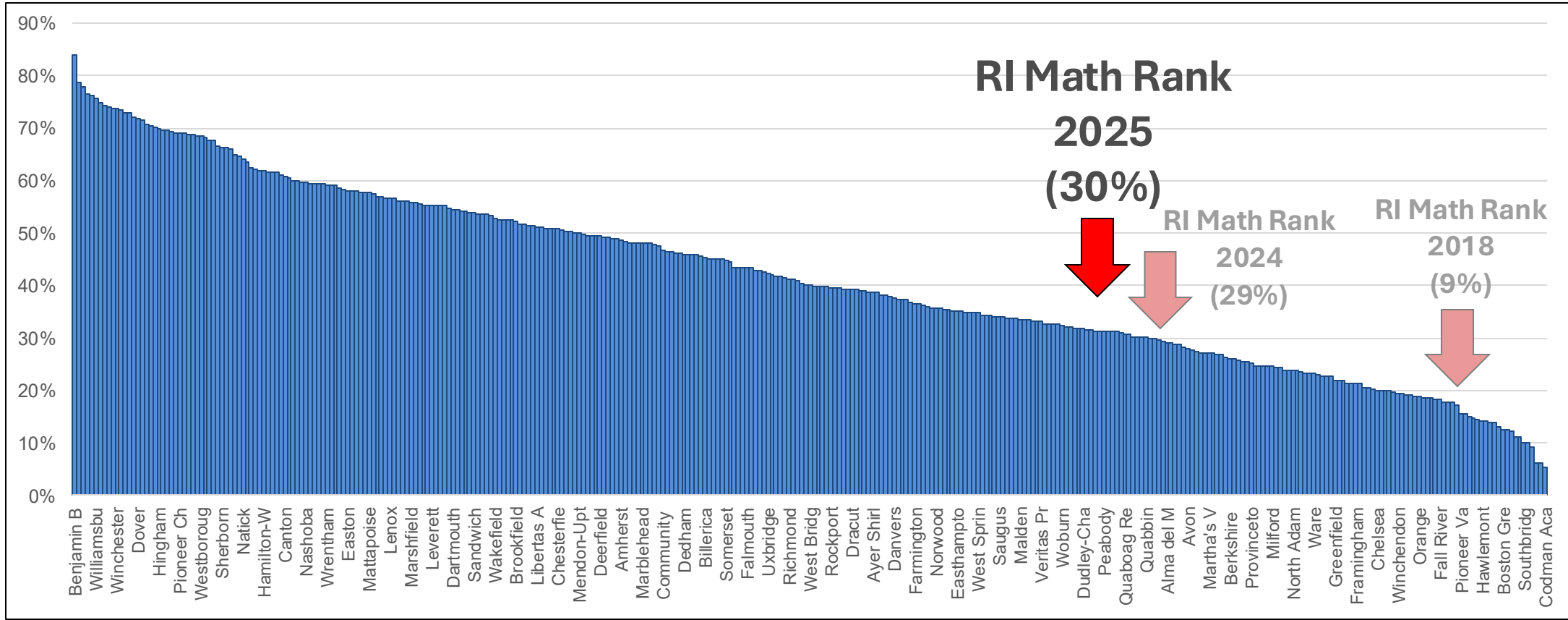
To close the Gap with MA by 2030, RI is continuing to focus on:

- 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 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

If Rhode Island was treated as an LEA in Massachusetts, **now ranking at the 30th percentile for both Math and ELA based on 2025 results**. This is an increase in Math from 2024 and from both Math and ELA from 2018 when Rhode Island would have been in the bottom 10% of Massachusetts LEAs.

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



Note: The chart for ELA is almost identical

NAEP Reading Scale Scores (SS) and Rank by Year

New England States and National Public

In Grade 4, RI improved from being ranked 21 in 2022 to 14 in 2024

In Grade 8, RI improved from being ranked 34 in 2019 to 25 in 2024

	Grade 4						Grade 8					
	2019		2022		2024		2019		2022		2024	
	SS	rank	SS	rank	SS	rank	SS	rank	SS	rank	SS	rank
National Public	219	-	216	-	214	-	262	-	259	-	257	-
Connecticut	224	8	219	9	219	9	270	4	264	5	263	6
Maine	221	21	213	40	210	43	265	14	257	38	255	35
Massachusetts	231	2	227	2	225	2	273	2	269	3	268	2
New Hampshire	224	9	223	7	221	5	268	6	263	9	264	5
Rhode Island	220	25	217	21	216	14	262	34	259	24	258	25
Vermont	222	17	217	23	213	37	268	5	264	6	259	21

NAEP Mathematics Scale Scores (SS) and Rank by Year

New England States and National Public

In Grade 4, RI improved from being ranked 32 in 2022 to 29 in 2024

In Grade 8, RI improved from being ranked 35 in 2022 to 33 in 2024. In 2019, RI ranked 41st in Grade 8 math.

	Grade 4					
	2019		2022		2024	
	SS	rank	SS	rank	SS	rank
National Public	240	-	235	-	237	-
Connecticut	243	14	236	22	239	19
Maine	241	23	233	35	233	43
Massachusetts	247	3	242	3	246	2
New Hampshire	245	9	239	10	242	5
Rhode Island	239	29	234	32	237	29
Vermont	239	32	234	30	235	37

Grade 8					
2019		2022		2024	
SS	rank	SS	rank	SS	rank
281	-	273	-	272	-
286	11	276	17	277	18
282	24	273	28	273	27
294	1	284	2	283	2
287	6	279	13	280	10
276	41	270	35	270	33
287	9	276	18	276	22

Cross-State Comparisons- Recovery Struggles Continue

Across New England States and the US, chronic absenteeism, enrollment, and academic gaps continue

BOSTON GLOBE

Massachusetts students still lag behind pre-pandemic levels, MCAS results show

September 29, 2025

CT INSIDER

Connecticut students improved test scores and attendance in 2025, but still below pre-COVID levels

August 28, 2025

NBC10 BOSTON

Newly released MCAS results show students are still struggling post-COVID

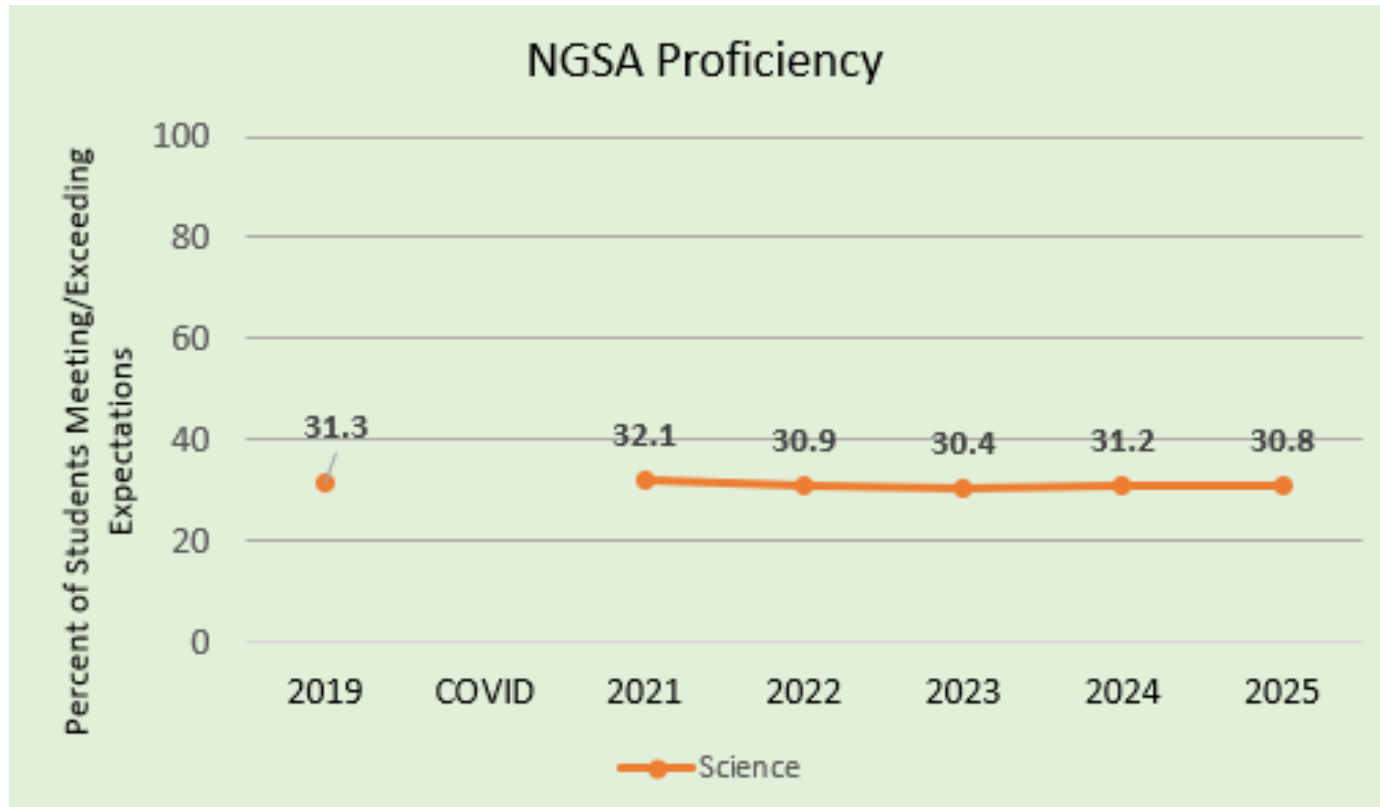
September 29, 2025

PBS News

U.S. high school students continue to lose ground in math and reading, as yearslong decline persists

September 9, 2025

Takeaway 4: Science Achievement: A Shared Challenge for RI and the Nation



NGSA proficiency scores are unchanged in Rhode Island. In 2024, the average NAEP science score at eighth grade was 4 points lower compared to 2019.

Educators need continued support to make the instructional shifts necessary toward more inquiry and experiential based practices to implement the NGSS standards and High-Quality Instructional Materials (HQCM).

With RIDE support, 25 LEAs are piloting HQCM in science. 29 LEAs adopted middle school HQCM and 6 LEAs adopted elementary HQCM in science.

Takeaway 5: Attendance Matters



RIDE's nation-leading analysis on the intersection of academic results with student chronic absenteeism continues to reinforce that **student chronic absenteeism has a significant impact on academic outcomes**. Based on 2025 assessment results:

- On RICAS ELA & Math, **students who were not chronically absent performed at rates 2x higher than students who were chronically absent**. PSAT & SAT results show similar trends.
- These performance gaps start in 3rd grade and are consistent across grade levels and urbanities.
- Performance gaps widen the more a student is chronically absent.
- Good news: getting back on track with attendance makes an impact. Students who get back on track and stay on track with attendance consistently see improved academic results.

Overall Chronic Absenteeism Performance Gaps

What the data tells us:

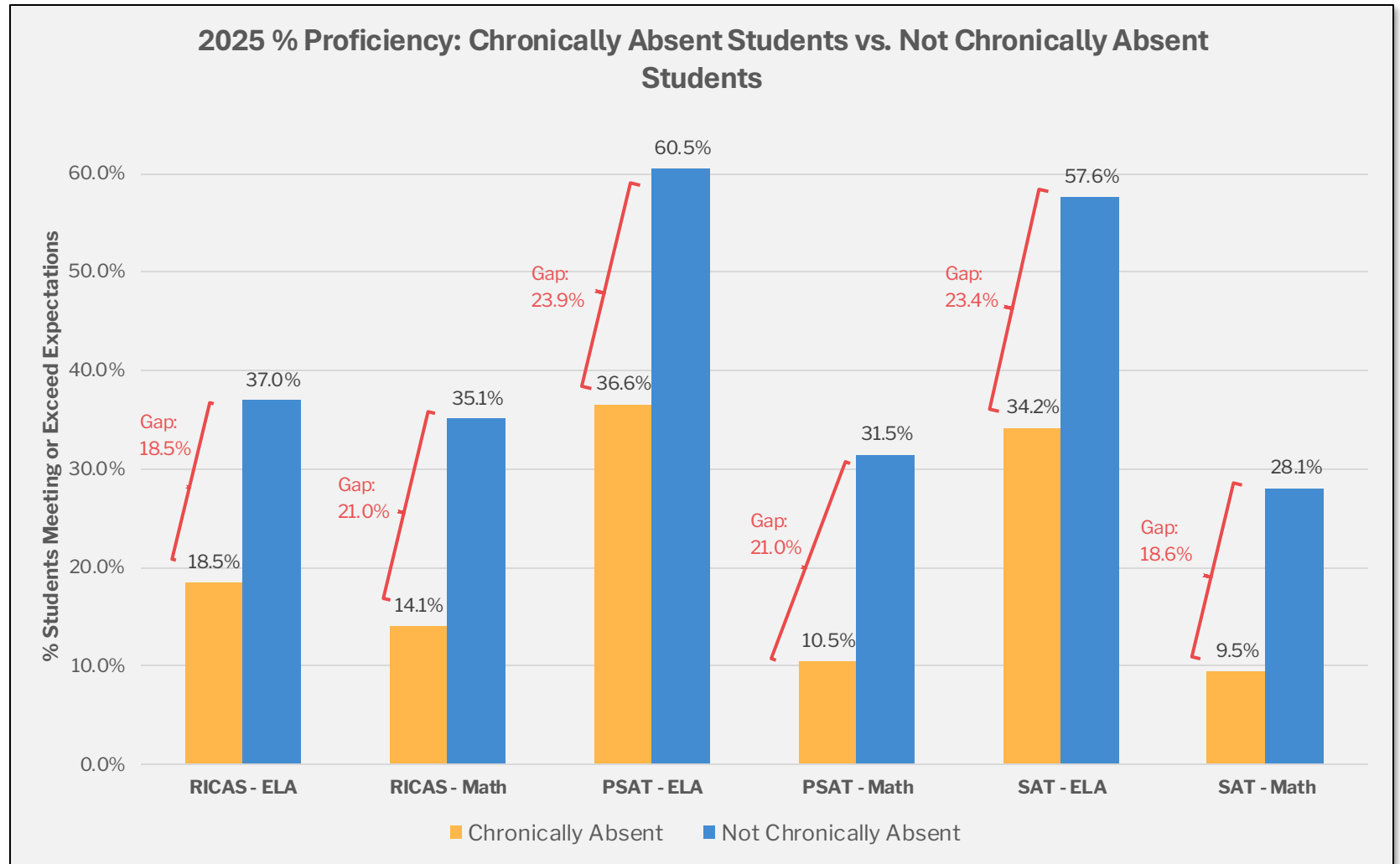
The data is clear: being in school makes a difference on student performance.

Chronically absent students, on average, consistently perform lower than their not chronically absent peers.

For RICAS ELA and Math, not chronically absent students performed at rates 2x higher than chronically absent students.

The performance gaps for chronically absent vs. not chronically absent students are:

- RICAS ELA: 18.5%
- RICAS Math: 21.0%
- PSAT ELA: 23.9%
- PSAT Math: 21.0%
- SAT ELA: 23.4%
- SAT Math: 18.6%

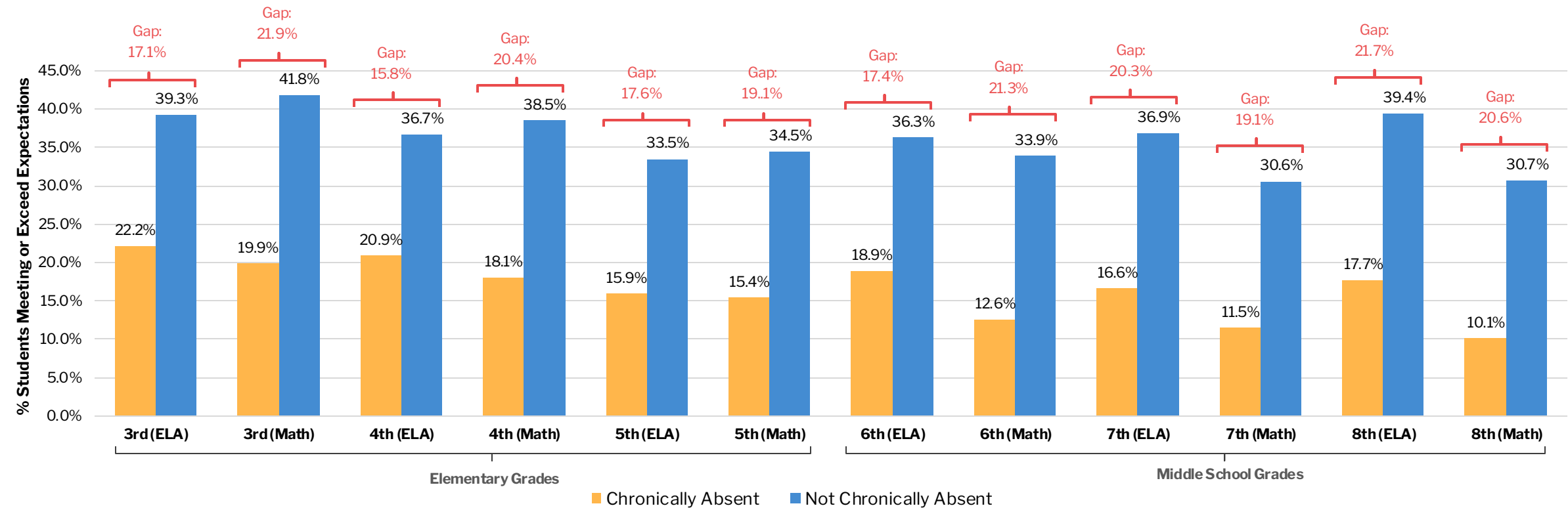


CA Performance Gaps by Grade Level

What the data tells us:

Chronic absenteeism’s impact is immediately apparent starting in early grades when students first start taking RICAS. In 3rd grade, there is a 21.9%pt performance gap in RICAS Math between chronically absent and not chronically absent students. These performance gaps persist in future grades.

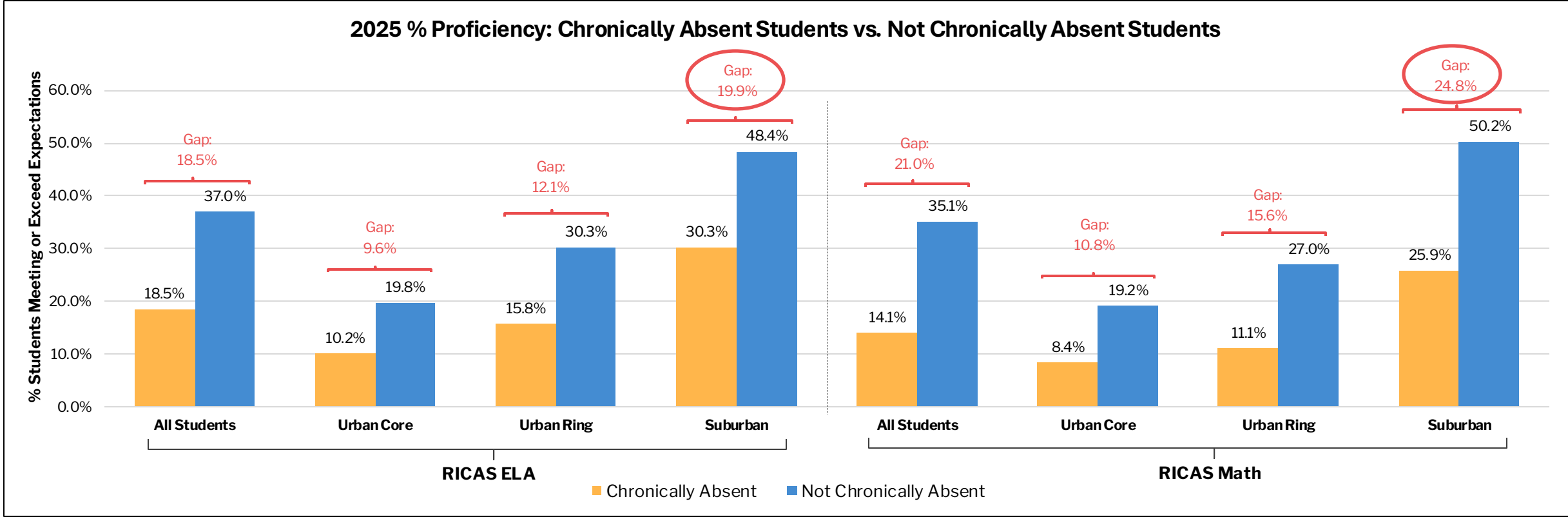
2025 % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students



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.

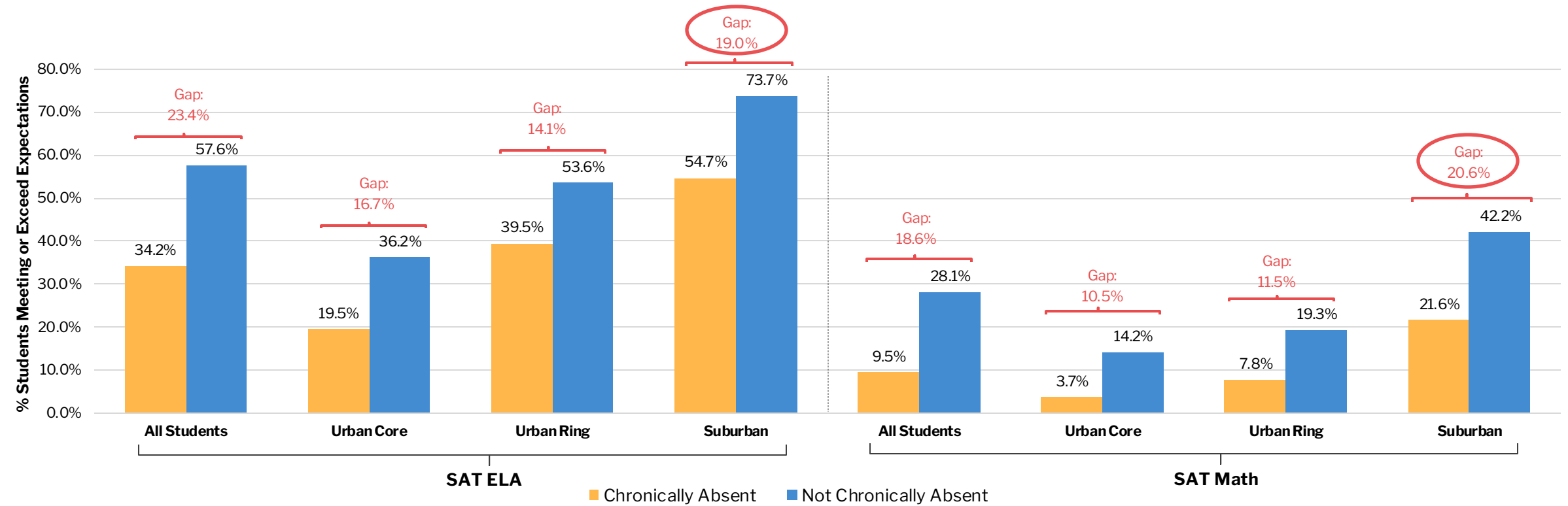


CA Performance Gaps by Urbanicity, SAT

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.

2025 % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students

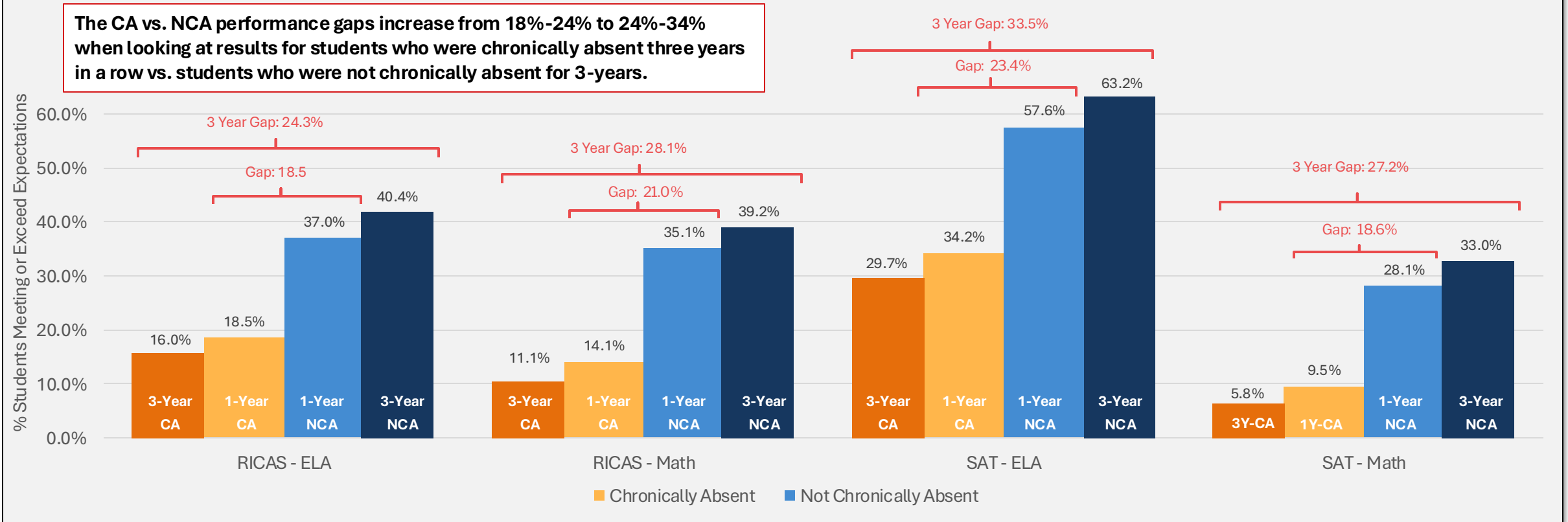


Impact of Long-Term Chronic Absenteeism

What the data tells us:

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

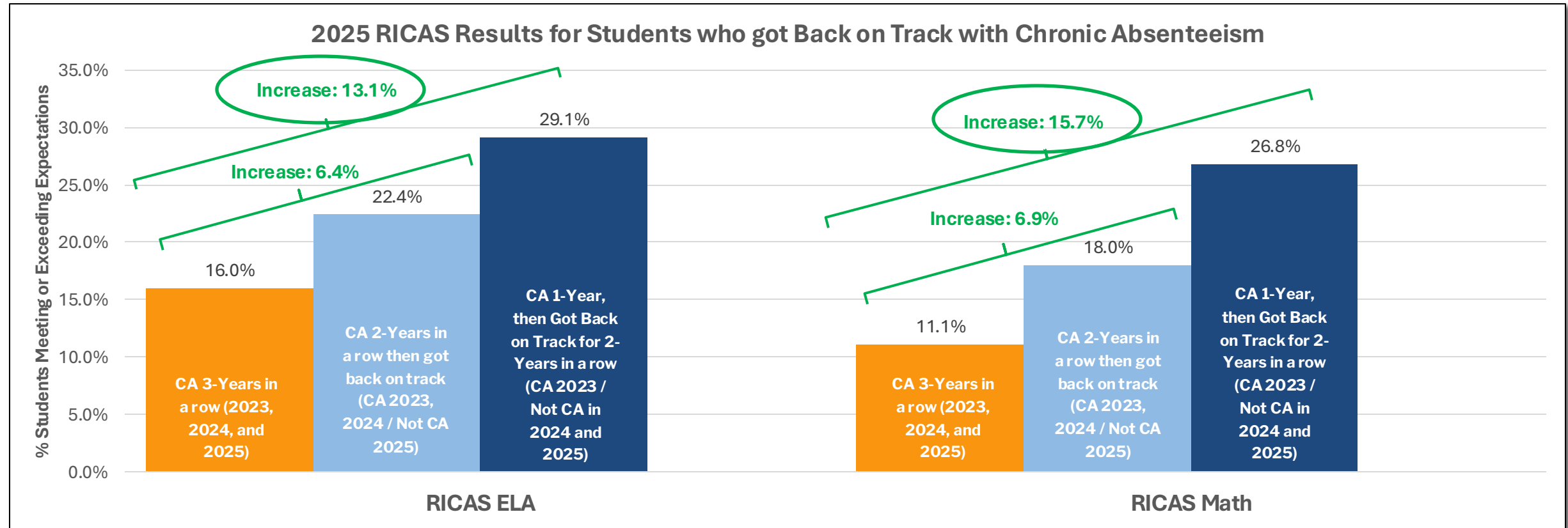
2025 % Proficiency: Chronically Absent Students vs. Not Chronically Absent Students



Getting Back on Track with Attendance Helps Students

What the data tells us:

Getting students back on track and staying on track with no longer being chronic absent **makes a huge difference in student outcomes**. Students who were chronically absent in 2023 **but got back on track** and were not chronically absent in 2024 and 2025 outperformed students who remained chronically absent both years up by 13-16%pts if they were back on track for two-years.

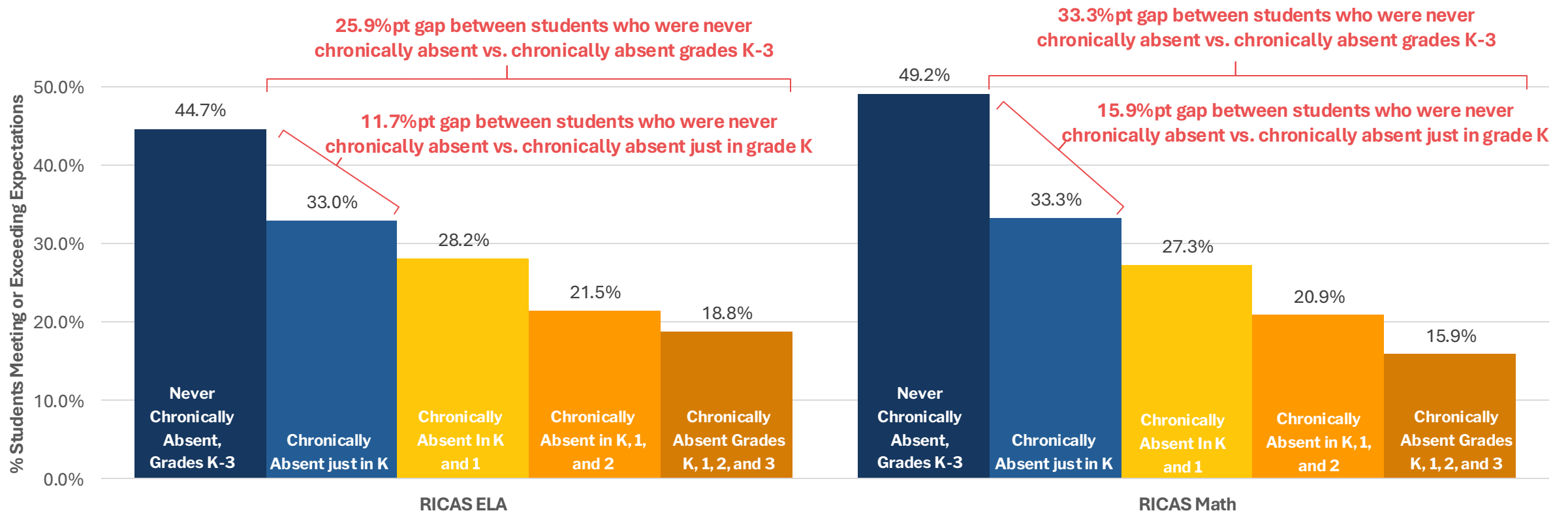


Starting Strong with Attendance in Kindergarten Matters

What the data tells us:

Chronic absenteeism in Kindergarten impacts academic results starting in 3rd grade. Even if students are chronically absent just in Kindergarten and get back on track, their 3rd grade results are still 12-16%pts lower than students who were never chronically absent.

2025 3rd Grade Statewide RICAS Results By Chronic Absenteeism



Spotlighting School-Level Attendance Improvement



The following schools significantly improved by at least 5% in reducing chronic absenteeism AND improved by at least 5% in both ELA and Math for either RICAS or SAT (also known as the “5-5-5-Club”)

Elementary / Middle Schools

- Excel Academy Rhode Island
- Gaudet Learning Academy (Middletown)

High Schools

- Beacon Charter School
- Blackstone Valley Prep High School
- South Kingstown High School

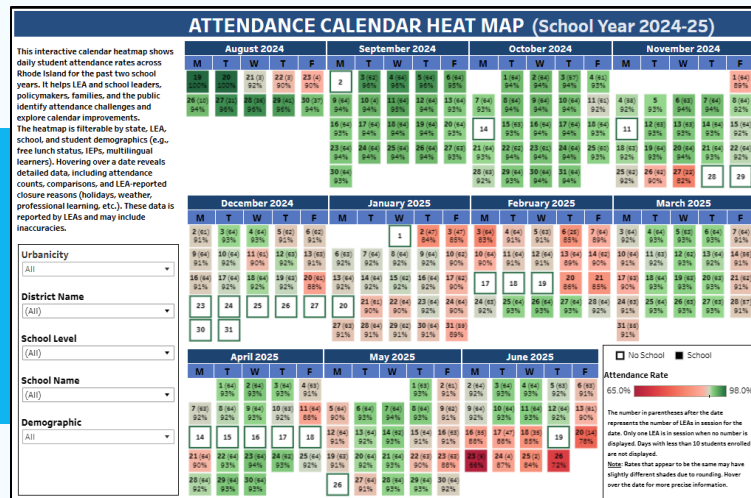
NEXT STEPS

Attendance, Mental
Health and Instruction

#AttendanceMattersRI

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

Innovative, Data-Driven Supports




New Attendance School Calendar Heat Map!
www.attendancemattersri.org/data

Building School Capacity for Attendance Teams



New Guidance to Support Students



Attendance and Academic Achievement Guidance for Local Education Agencies (LEAs)

September 2025

Mental Health Supports



RIDE has created partnerships to expand student access to comprehensive, virtual mental health services to students across the state.



Hazel Health

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.



Bradley Hospital

Expanded professional development to LEAs to increase the number of school staff who are trained to support student mental health needs.



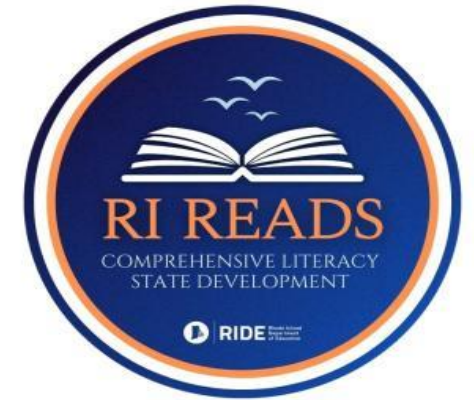
Exploring Strategies to Increase Resources to Support Mental Health in Schools

RIDE along with EOHHS is exploring strategies to increase funding to support school-based health services, through a Medicaid waiver, which would allow LEAs to bill for services provided to all Medicaid eligible students.

Instructional Supports






RIDE is prioritizing efforts for the multi-year process of strong implementation for high quality curriculum materials, science of reading, shifts in science instruction and high school regulations.

- Pilot Open Sci Ed High School for implementing high quality science
- Provide professional learning to plan more deeply for implementing curriculum materials with differently abled students
- Establish coherence for the student experience across MTSS Tiers
- Ensure an aligned high school math sequence for career and college
- Assess curriculum status with LEAs and schools to plan for deeper implementation
- Continue literacy coaching for curriculum and science of reading in districts awarded a Comprehensive Literacy State Development Grants
- Launch professional learning to ensure all educators are equipped to support English language development in content classrooms
- Accessing Khan Academy and Khanmigo to advance student learning in high schools
- Ensure CSI schools use evidence-based strategies targeted at improving curriculum implementation, including instructional walkthroughs to drive improvement








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

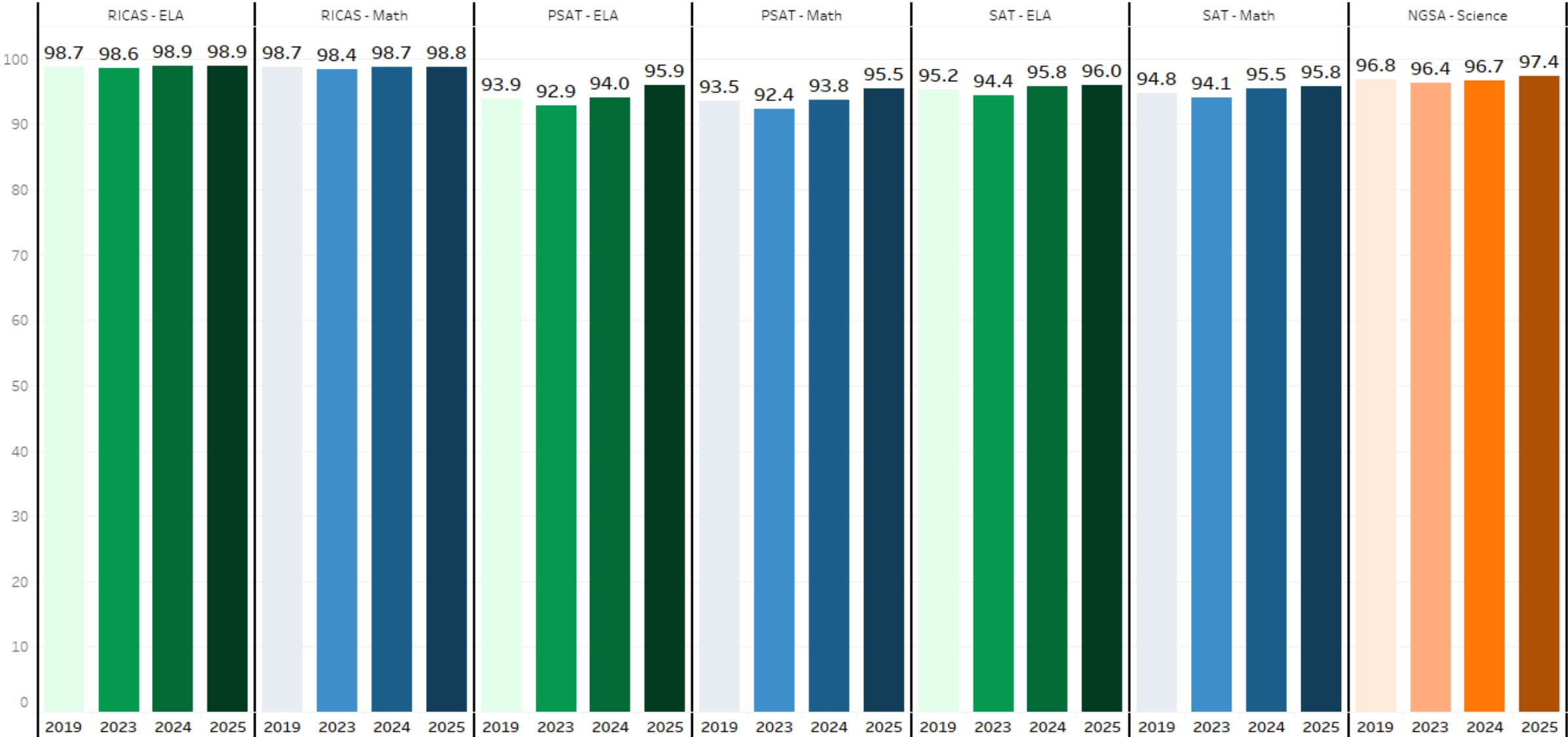
-  Share data with staff
-  Develop plans for communicating and supporting families in interpreting student data
-  Communicate with families around school wide data reporting events
-  Review strategic plans and school improvement plans to align with areas of greatest need
-  Ensure structures and systems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

Assessment Data Details

2025

Participation Rates Increase

Participation rates for all assessments continue to rise and remain above 95% across the state.



RICAS Summary

2025

**RHODE
ISLAND**

RICAS Statewide Percent Meeting and Exceeding Expectations

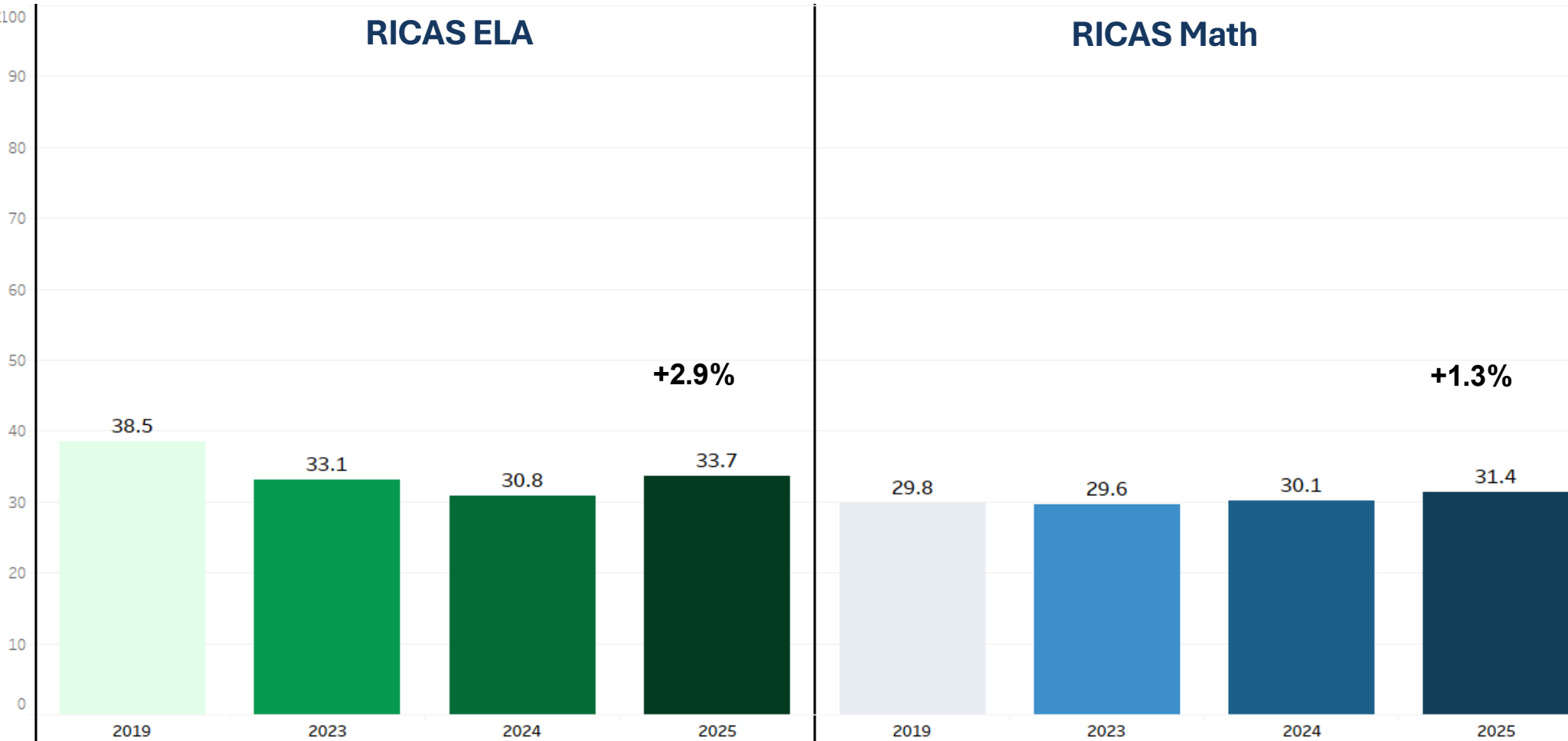


About one in three RI students is **proficient in reading and mathematics** in grades 3-8.

RI performance in **ELA** increased by **2.9%** overall from 2024, while **mathematics** increased by 1.3% from 2024.

Number of Students Tested

Year	ELA	Math
2019	63,155	63,856
2023	58,624	59,272
2024	57,976	58,963
2025	58,156	58,948



RICAS

English Language Arts

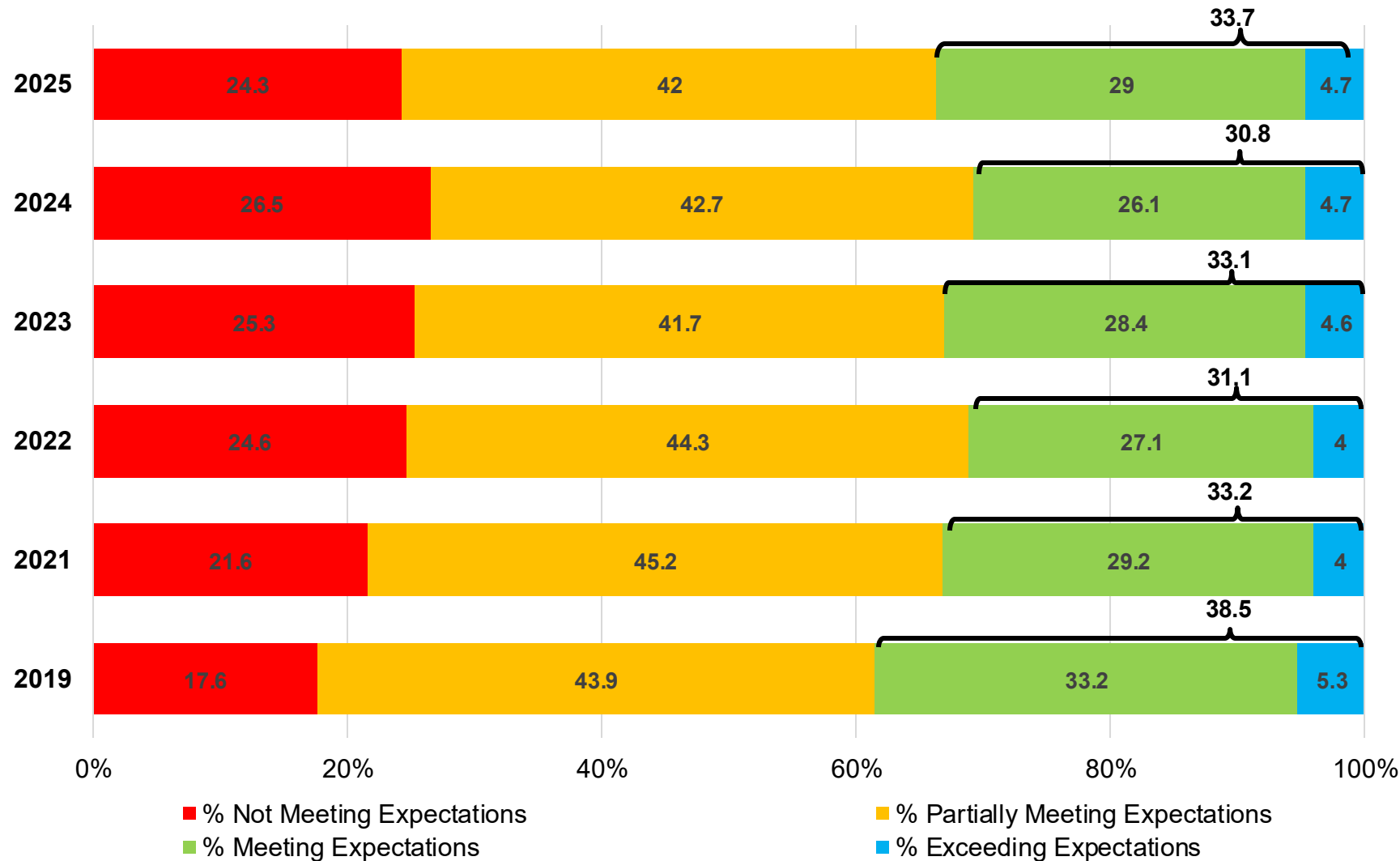
2025

RHODE
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RICAS ELA: Statewide Performance Levels

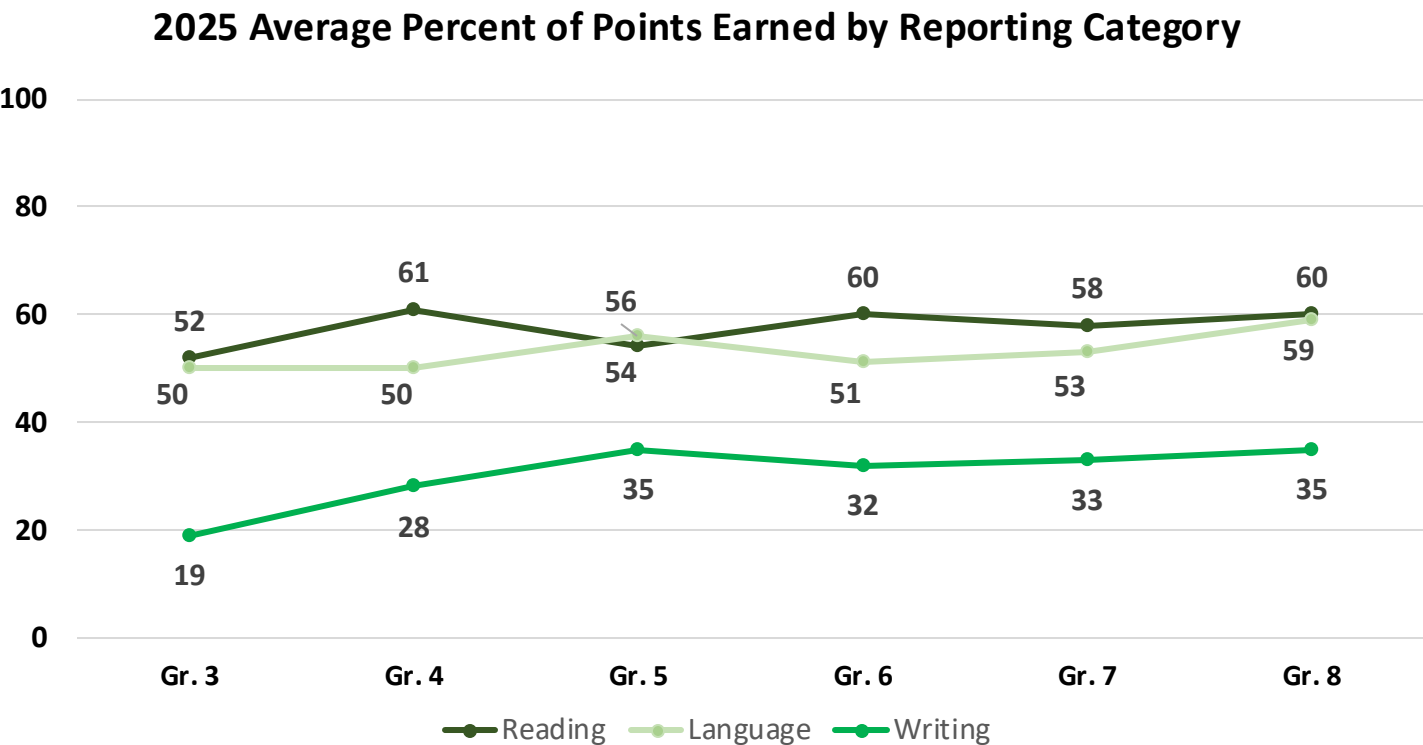
Overall, the percentage of students meeting expectations has increased while the percentage at not meeting level across the state has decreased since 2024.

Year	Number Tested
2019	63,155
2021	55,005
2022	59,399
2023	58,624
2024	57,976
2025	58,156



33.7%

2025 RICAS ELA By Strand



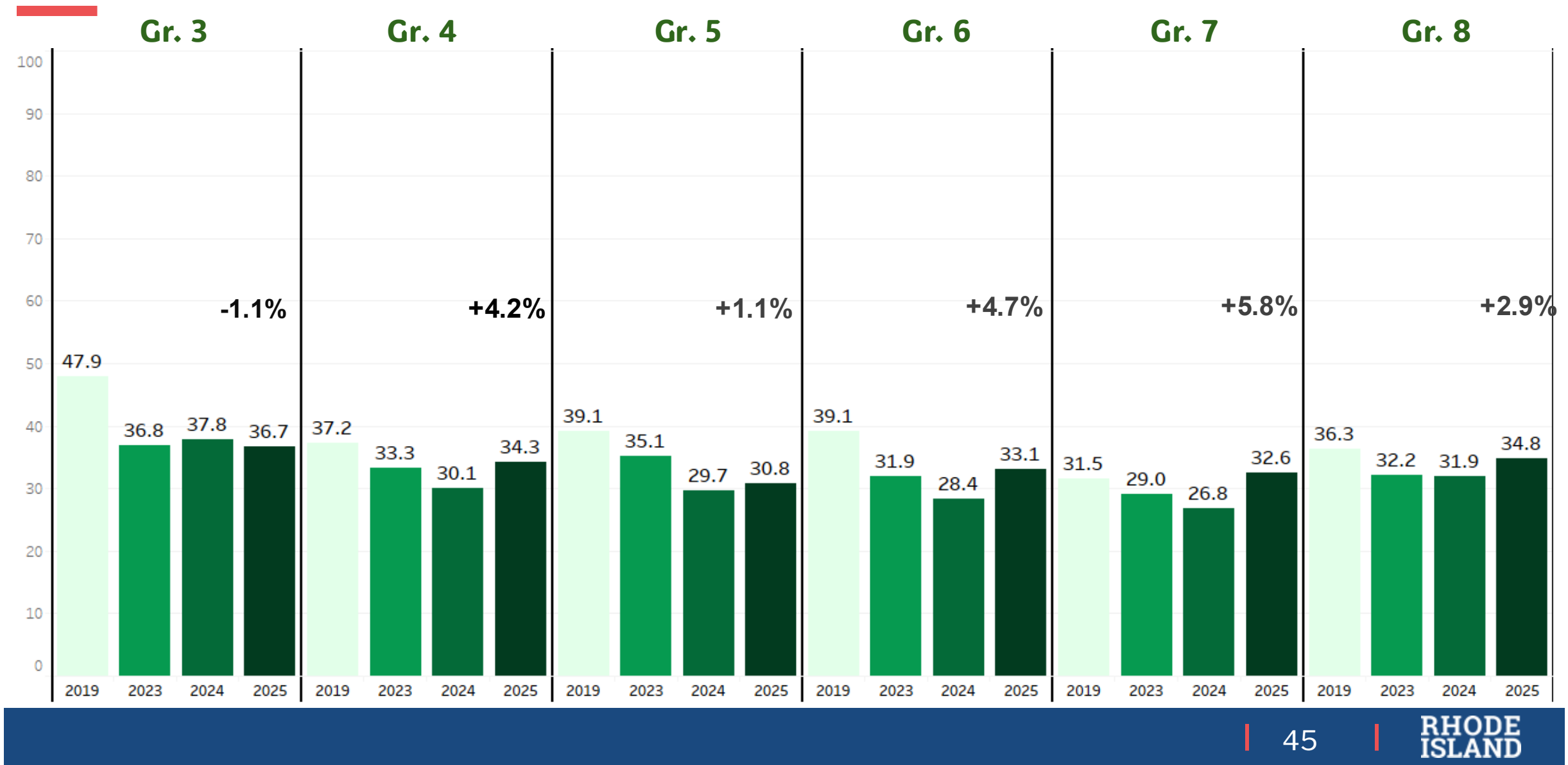
Students consistently struggle with **idea development**:

- 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** range from 52% to 61%.
- The average percent of points earned in **language** range from 50% to 59%.
- The average percent of points earned in **writing** range from 19% to 35%.

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

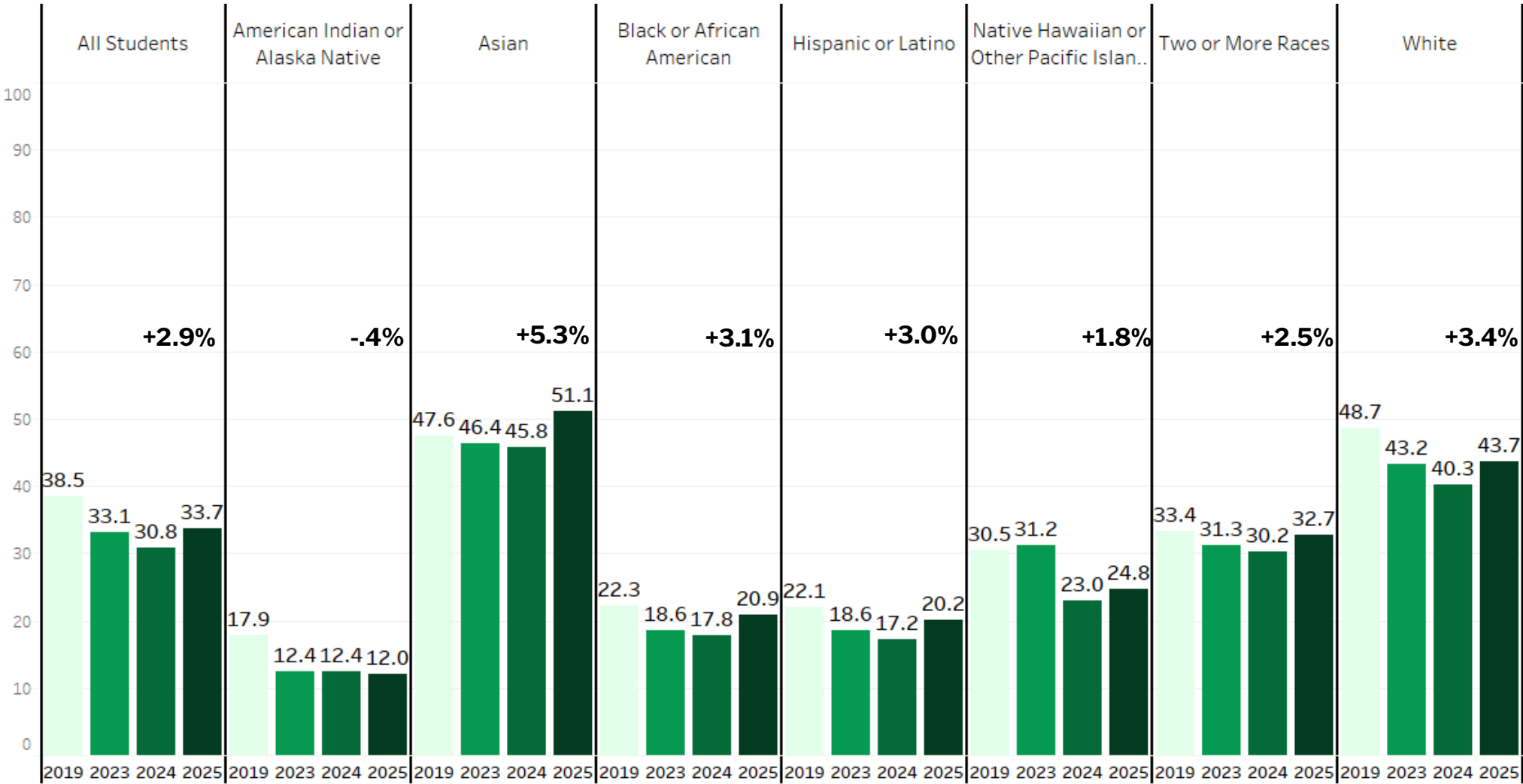


RICAS ELA: Percent of Students Meeting/Exceeding Expectations by Race/Ethnicity



In ELA, there was an increase in the percent of students who met or exceeded proficiency across **most race/ethnicity groups** as compared to **2024**.

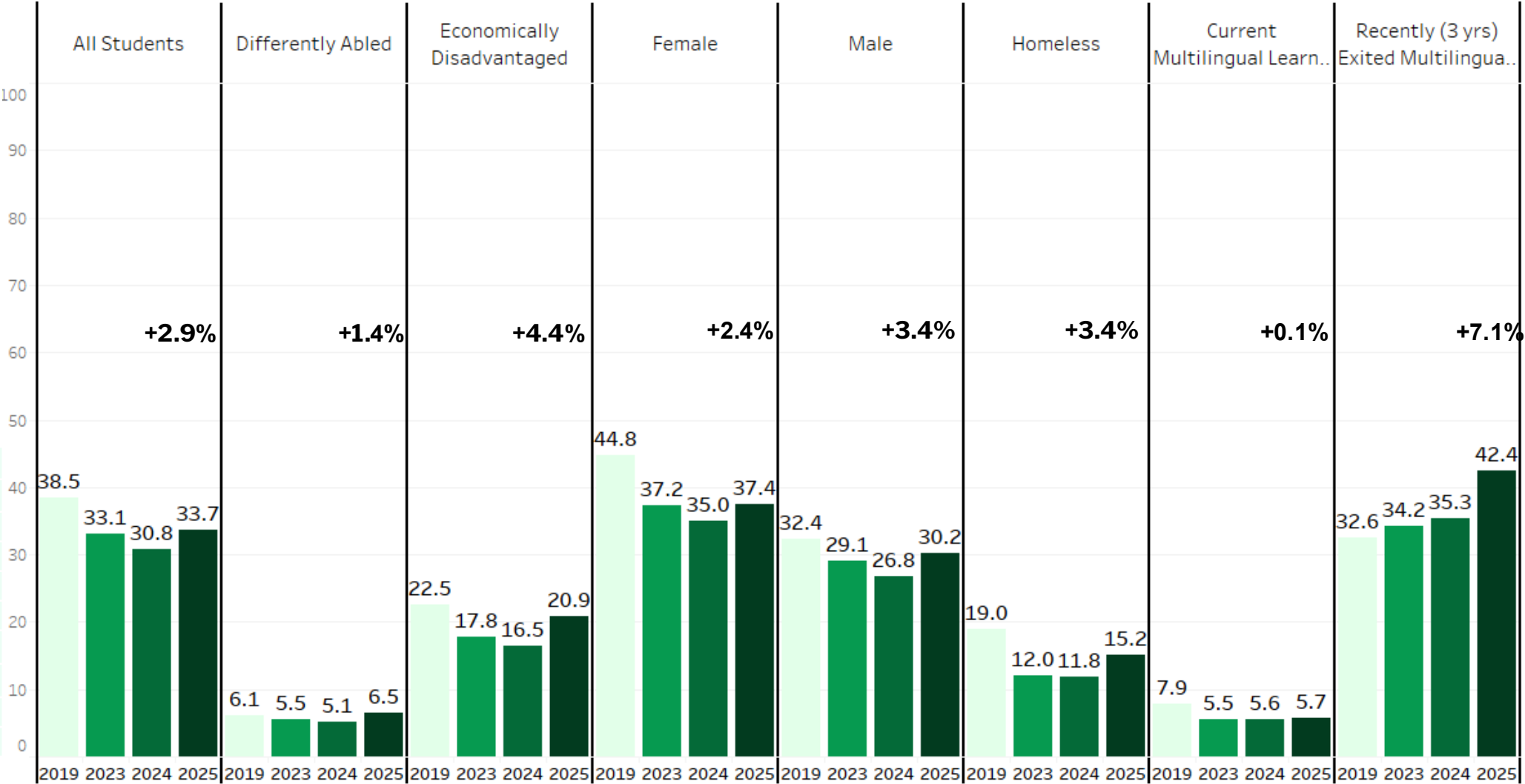
Number of Students Tested	
Subgroup	2025
All Students	58,156
American Indian or Alaska Native	449
Asian	1,870
Black or African American	5,328
Hispanic or Latino	17,967
Native Hawaiian or Other Pacific Islander	105
Two or More Races	3,178
White	29,259



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

- In ELA, data indicates a positive trend across all subgroups as compared to 2024.
- **Differently Abled** students and **Current Multilingual Learners** continue to have the largest achievement gaps of all subgroups.

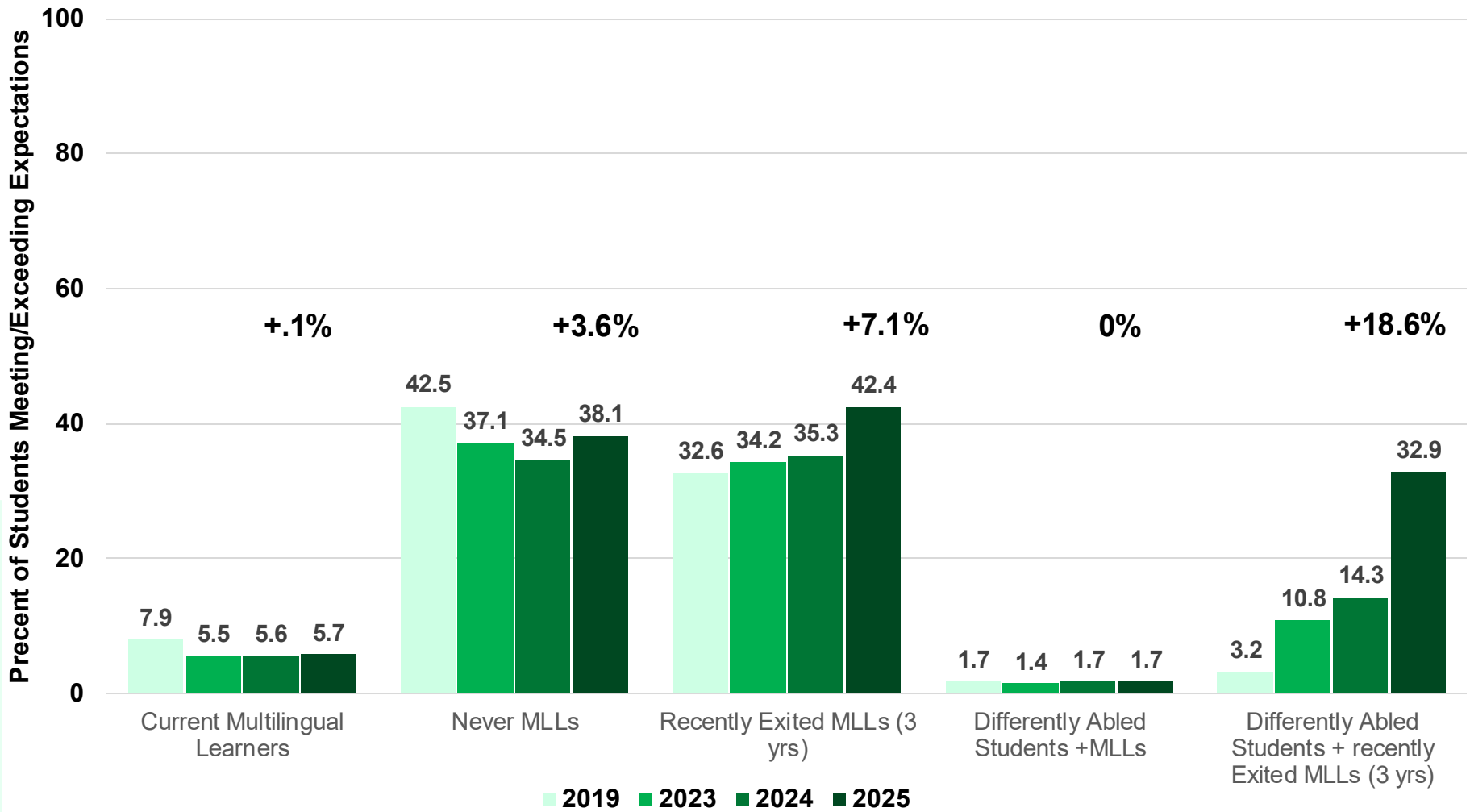
Number of Students Tested	
Subgroup	2025
All Students	58,156
Differently Abled Students	10,650
Economically Disadvantaged	33,841
Female	28,464
Male	29,684
Homeless	810
Multilingual Learners	8,258
Recently Exited MLLs Yr1-3	1,754



RICAS ELA: Meeting/Exceeding Expectations by Multilingual Learner Status

- In ELA, proficiency scores in most MLL subgroups increased in comparison to 2024, however students who recently exited MLL services continue to trend positive.
- The Differently Abled MLL Student** subgroup continues to demonstrate proficiency **below 5%**.

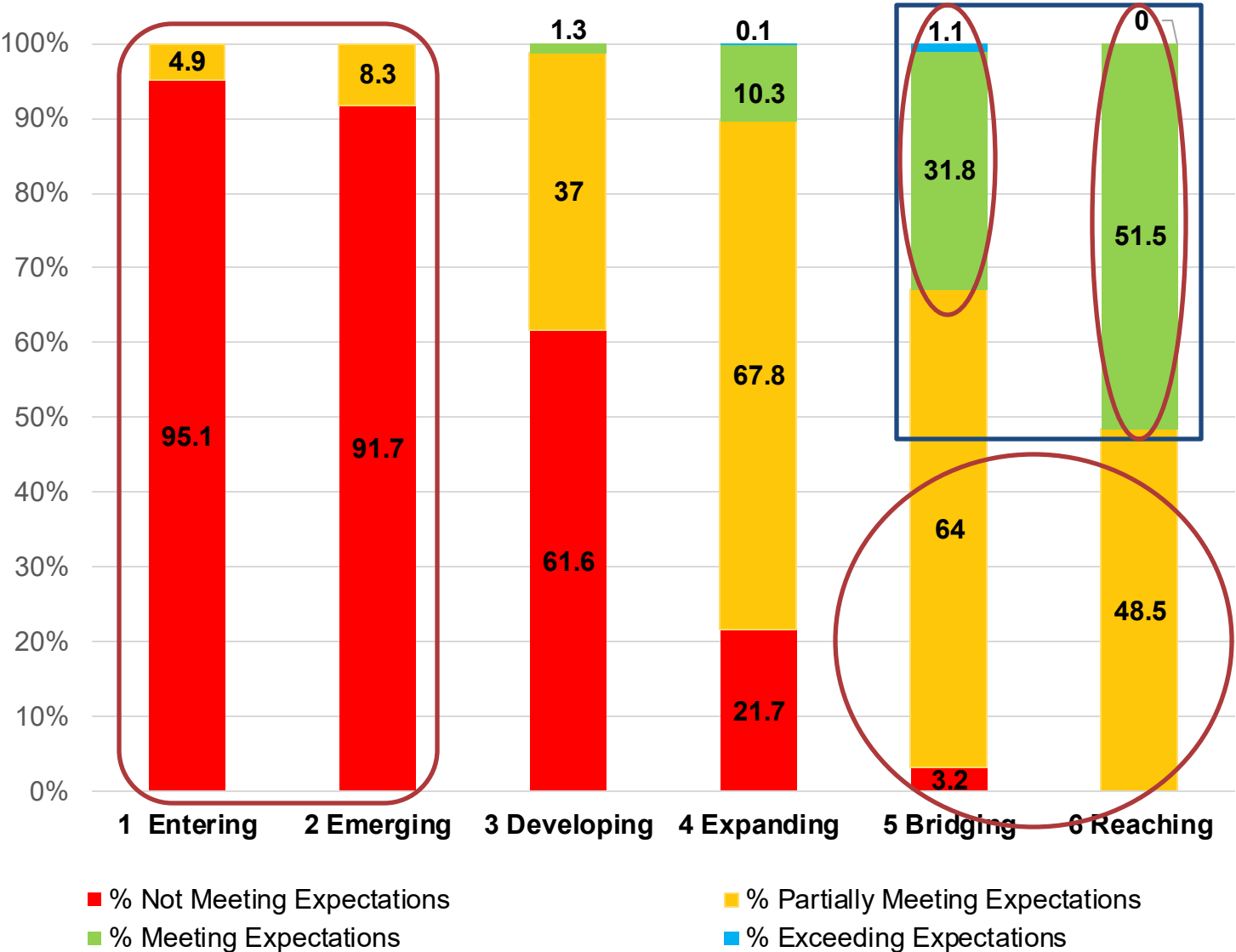
Number of Students Tested				
Subgroup	2019	2023	2024	2025
Current MLLs	6,128	7,492	7,742	8,258
Never MLL	53,510	48,912	48,074	47,608
Recently (3 yrs) Exited MLLs	1,620	1,509	1,450	1,754
Differently Abled Students (DAS) + MLL	1,211	1,484	1,650	1,800
DAS + MLL Recently (3yrs) Exited	157	74	63	70



2025 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

2025

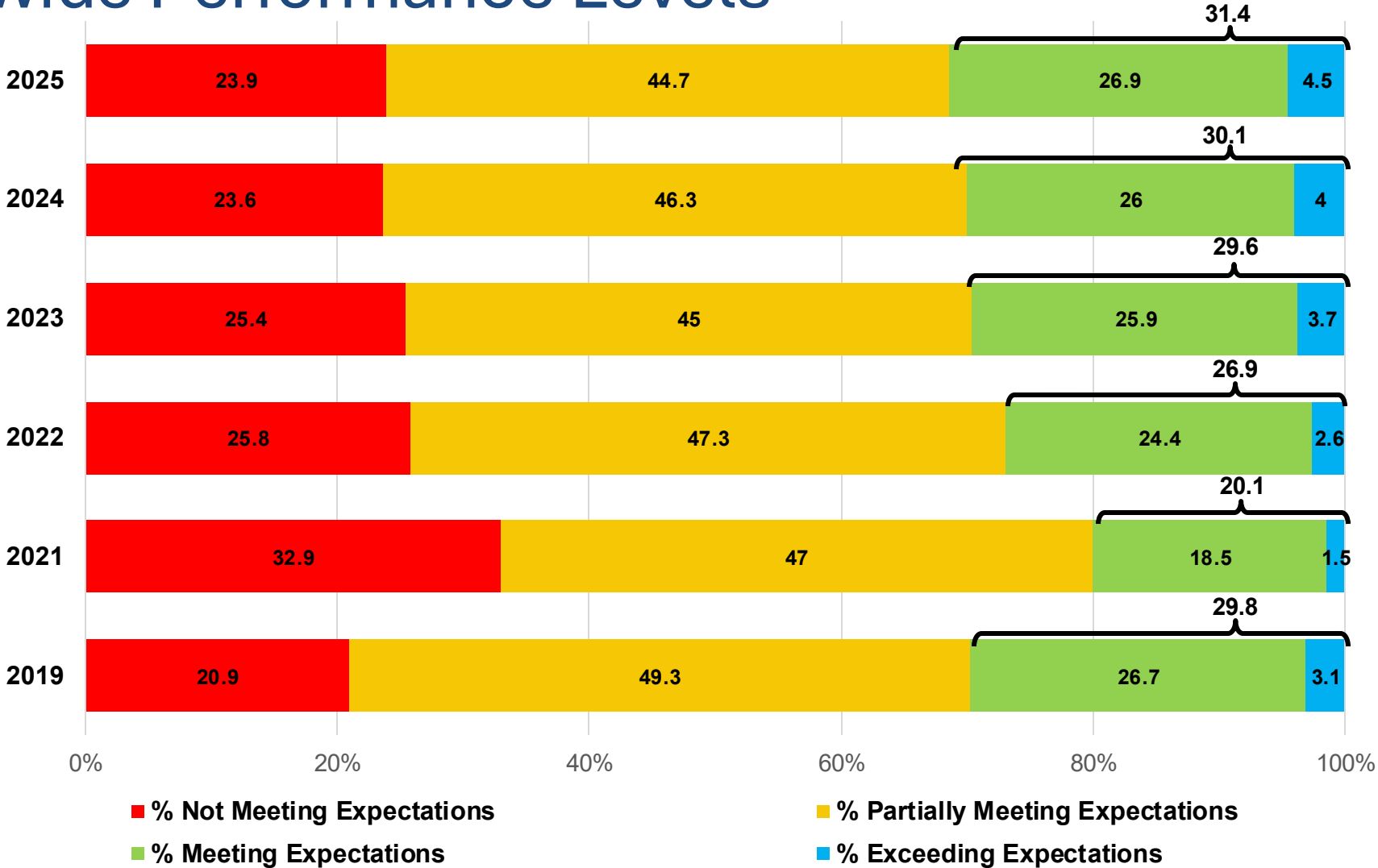
RHODE
ISLAND

RICAS Math: Statewide Performance Levels

31.4% of students (1 in 3) are **proficient** in math in grades 3-8 for 2025.

Overall, math performance levels across the state are steadily increasing.

Year	Number Tested
2019	63,856
2021	54,711
2022	59,741
2023	59,272
2024	58,963
2025	58,948



31.4%

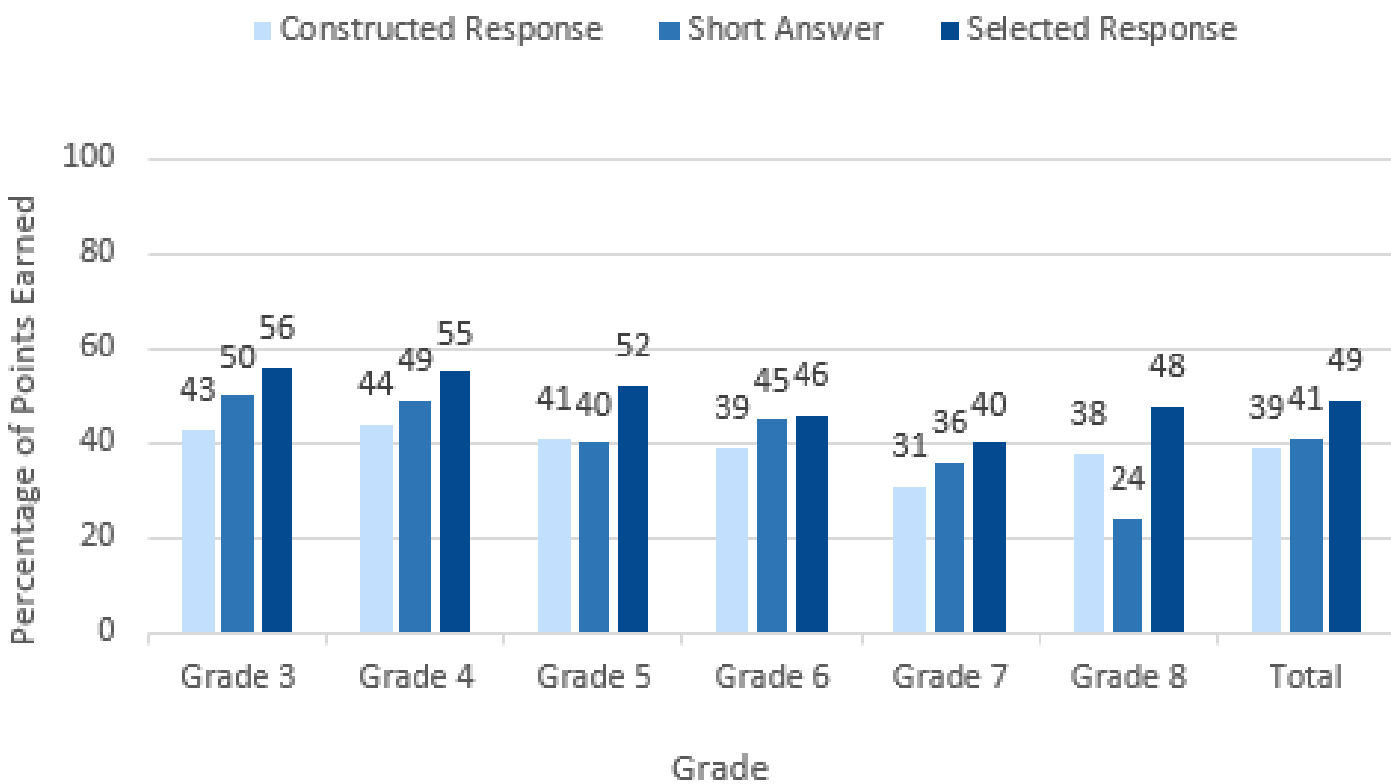
RICAS Math By Item Type

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.

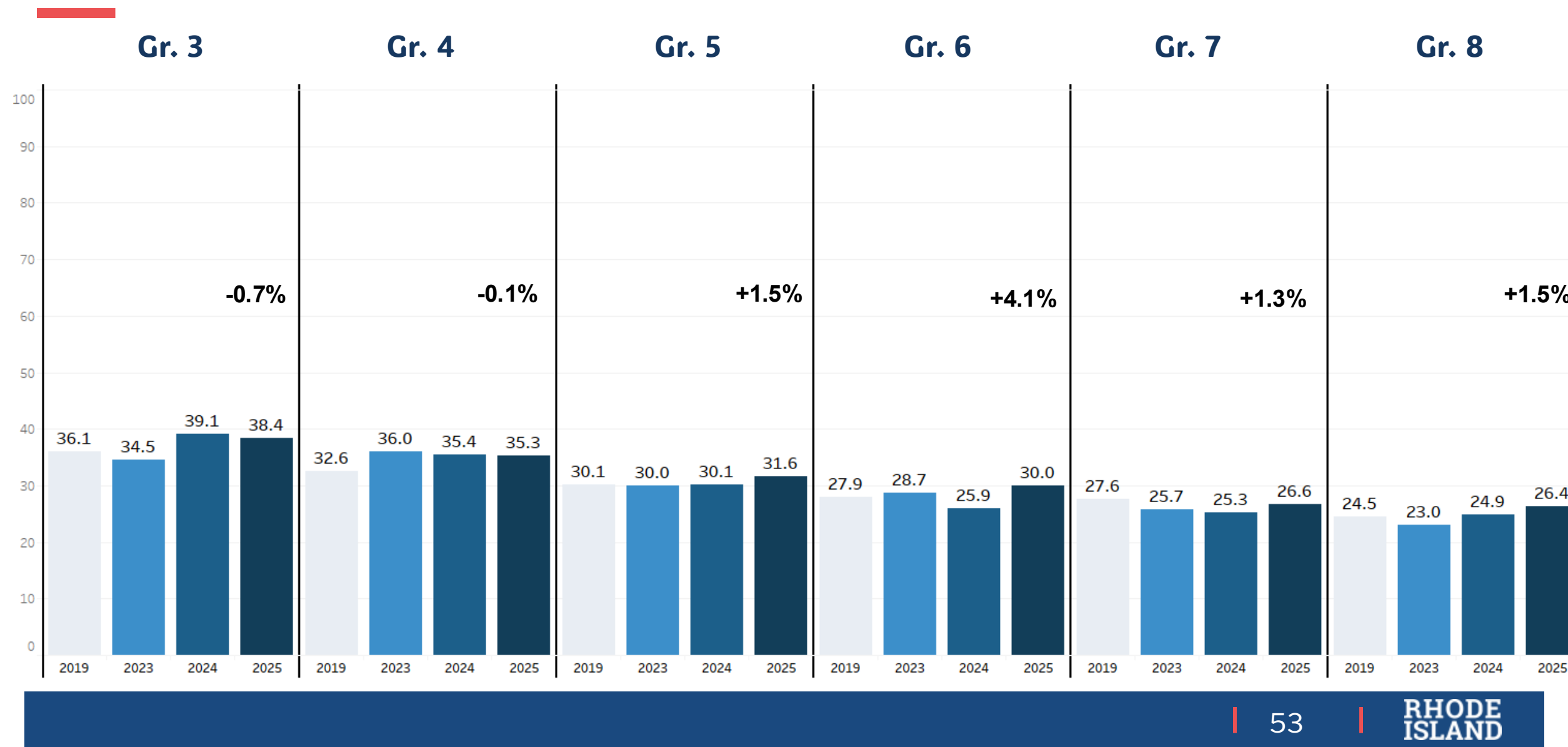
Constructed response items, in which students answer multi-part questions, showing calculations and work or explanations, continued to be the most difficult questions when considering the entire tested student population.

2025 Percentage of Points Earned By Item Type



Students can benefit from being provided with regular opportunities to solve multi-part problems, show their work, and explain their reasoning.

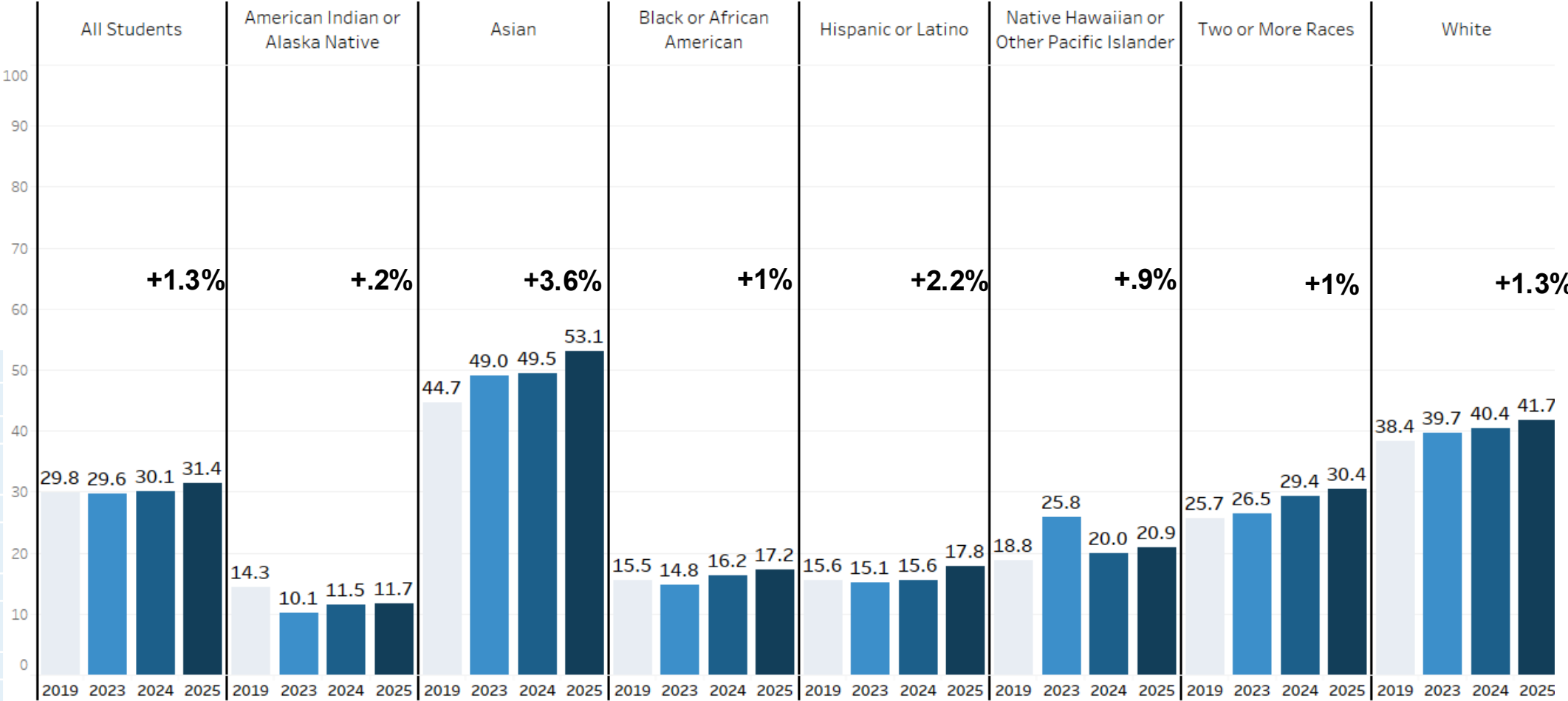
RICAS Math: Percent of Students Meeting and Exceeding Expectations by Grade Level



RICAS Math: Meeting/Exceeding Expectations by Race/Ethnicity

In math,
all subgroups
demonstrated
higher performance
on average.

Number of Students Tested	
Subgroup	2025
All Students	58,948
American Indian or Alaska Native	446
Asian	1,932
Black or African American	5,456
Hispanic or Latino	18,511
Native Hawaiian or Other Pacific Islander	110
Two or More Races	3,179
White	29,314

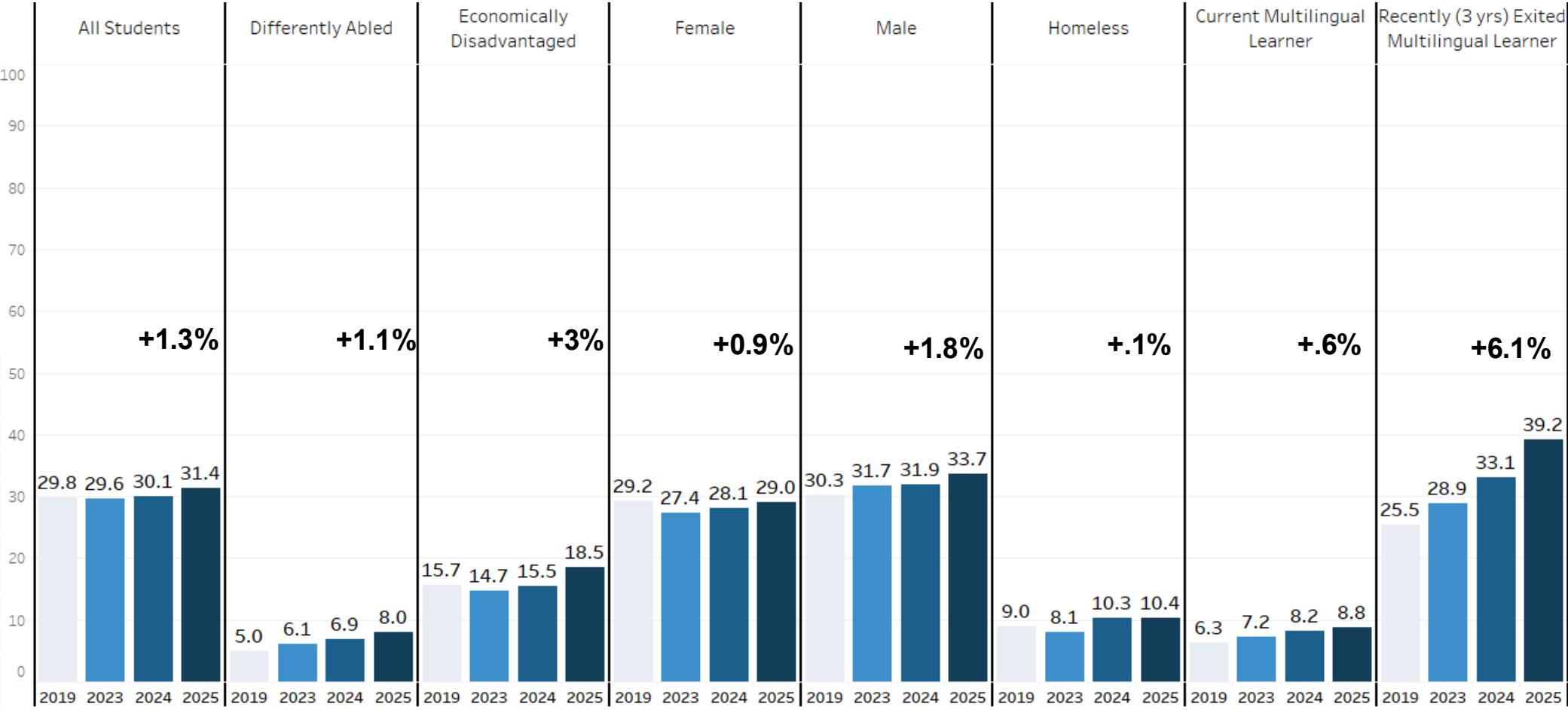


RICAS Math: Meeting/Exceeding Expectations by Subgroup

In math, data indicates a positive trend in **all subgroups** as compared to 2024 with the largest increase in the **Recently Exited MLLs**.

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

Number of Students Tested	
Subgroup	2025
All Students	58,948
Differently Abled Students	10,636
Economically Disadvantaged	34,501
Female	28,854
Male	30,086
Homeless	839
Multilingual Learners	9,128
Recently Exited MLLs Yr1-Yr3	1,749



RICAS Math: Meeting/Exceeding Expectations by Multilingual Learner Status

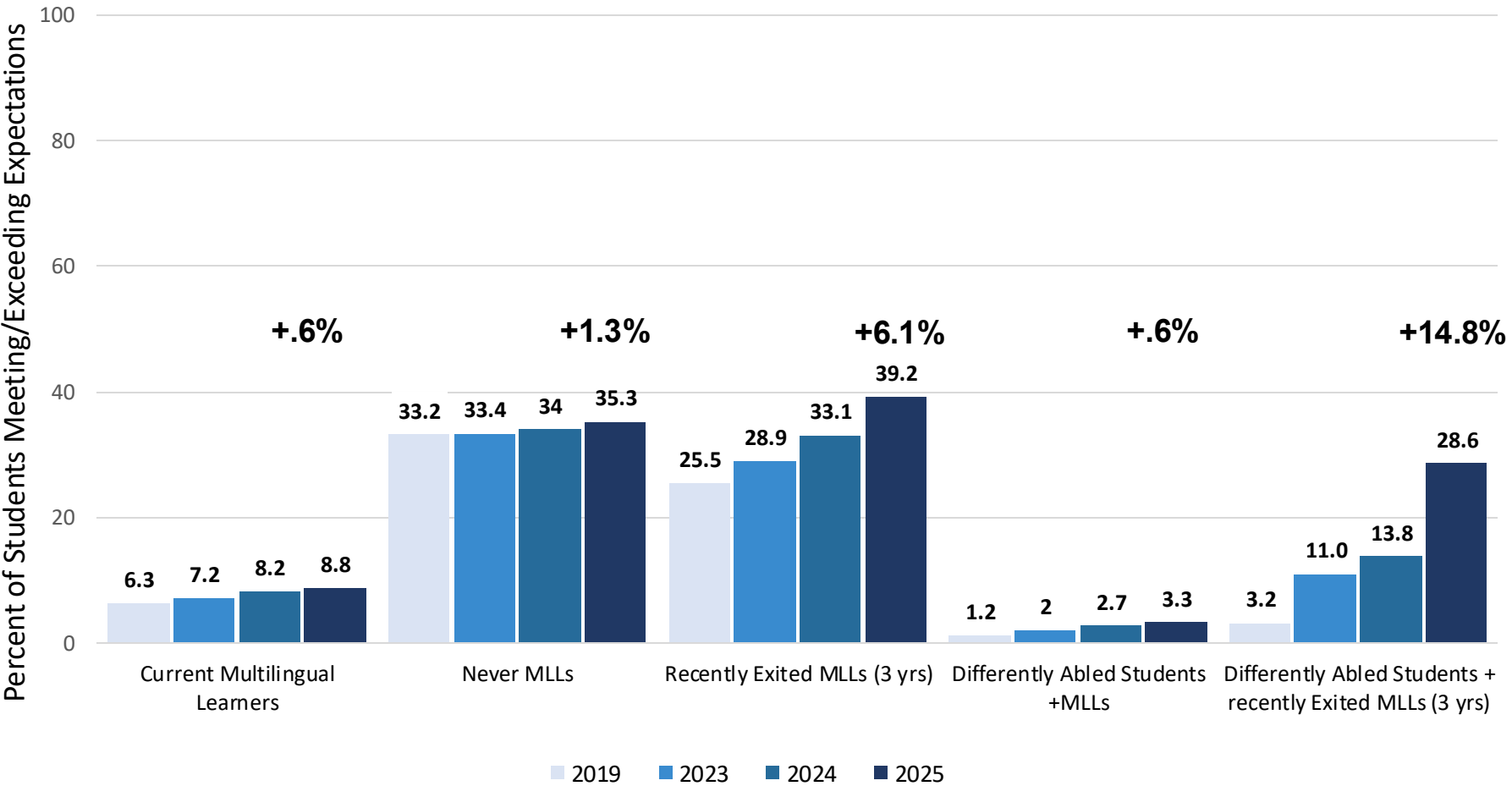


In Math, all subgroups including MLLs, demonstrated **increases** in proficiency, with the most significant increase in the **Recently Exited MLLs (3 yrs)** subgroup.

Differently Abled + MLL Students continue to maintain the largest achievement gap with **3.3%** of students meeting or exceeding expectations.

Number of Students Tested

Subgroup	2019	2023	2024	2025
Current MLLs	6,828	8,205	8,812	9,128
Never MLL	53,514	48,850	47,993	47,536
Recently (3 yrs) Exited MLLs	1,618	1,505	1,452	1,749
Differently Abled Students (DAS) + MLL	1,214	1,495	1,653	1,805
DAS + MLL Recently (3yrs) Exited	156	73	65	70



SAT

English Language Arts and Mathematics

2025

Reminder- Changes to the SAT Suite of Assessments in 2024

- 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.

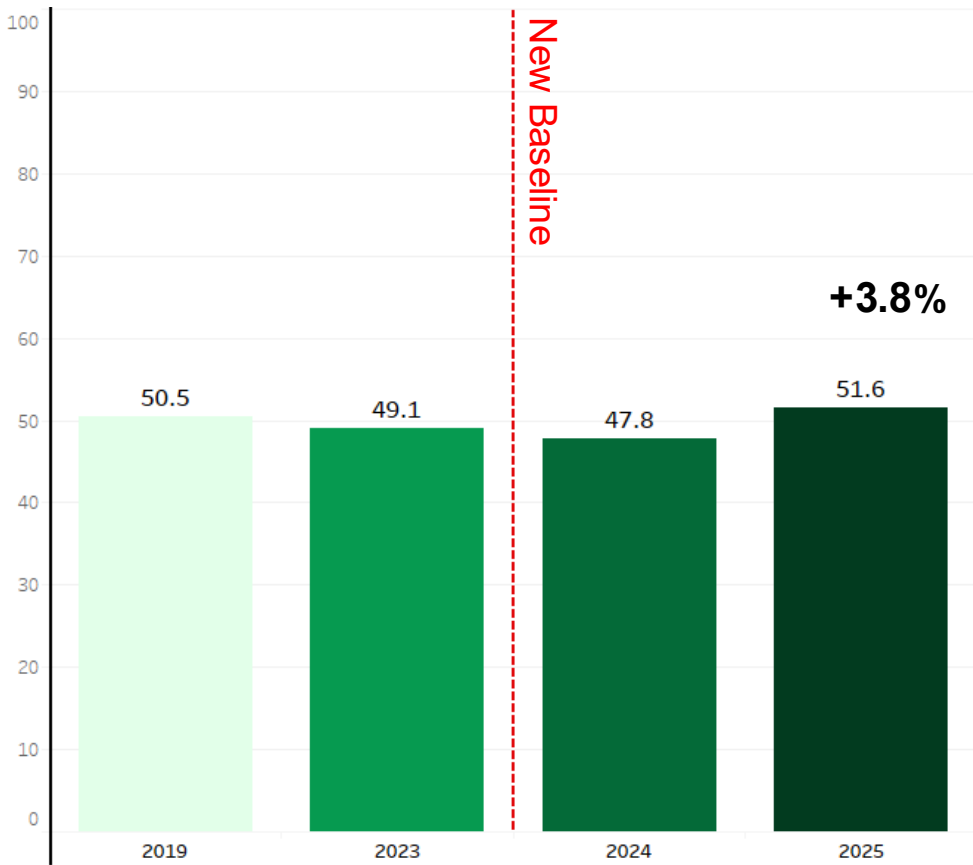
SAT: Percent of Students Meeting the College and Career Ready (CCR) Benchmark in ELA and Math

The percent of students who **met or exceeded expectations/ CCR** in 2025 in ELA has **significantly increased at 3.8% with a steady increase of 1.6%** in math.

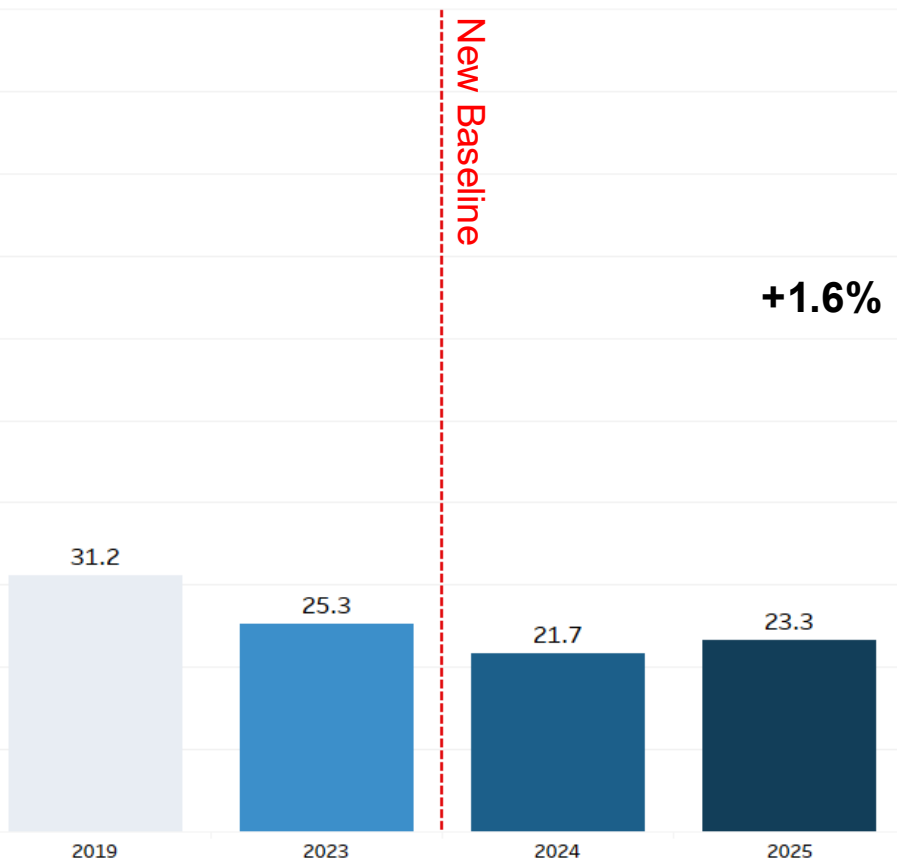
Almost **half** of RI students met expectations for high school ELA, and just over **20%** met expectations in math.

10 states use SAT for accountability reporting.

ELA



Math



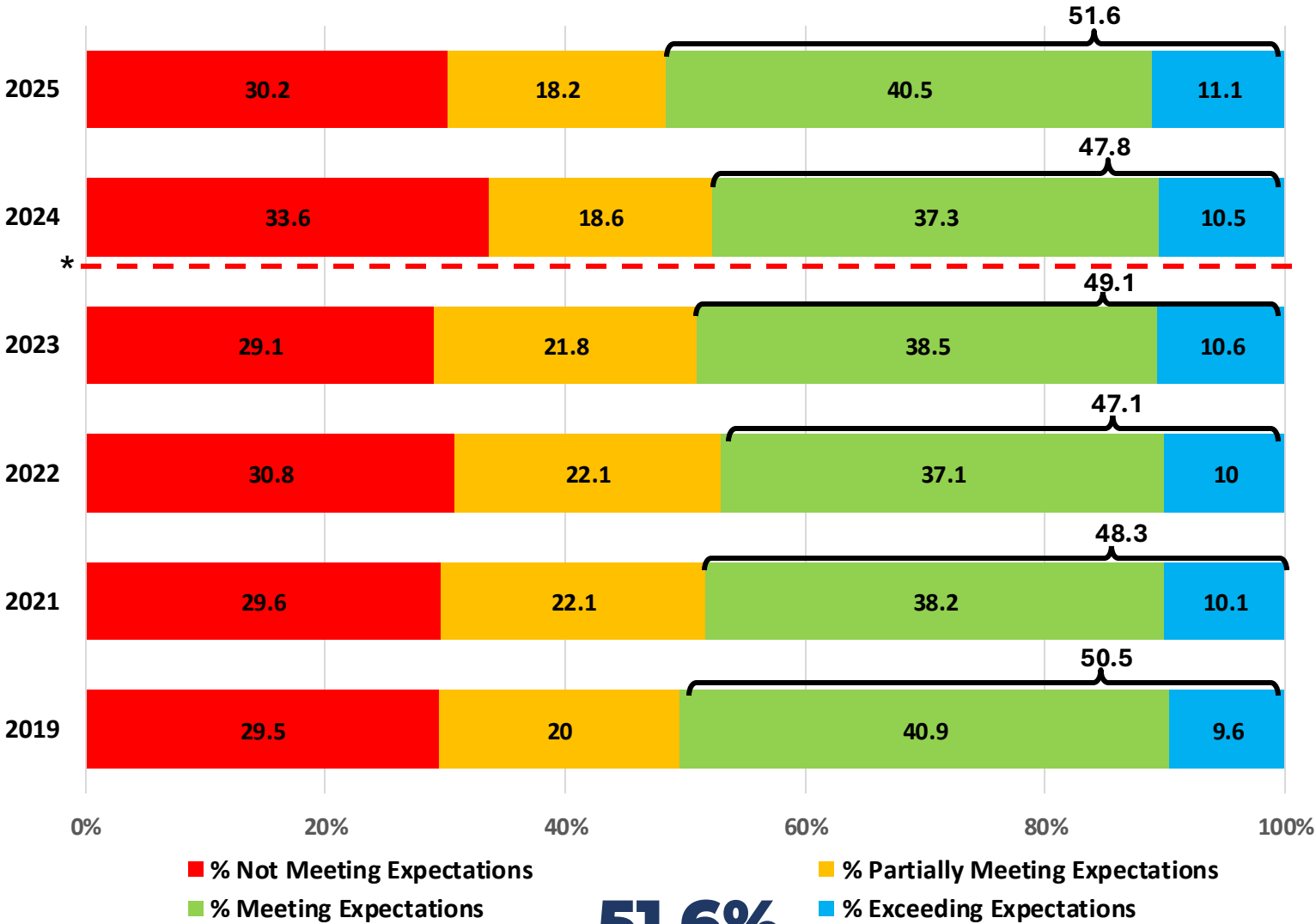
Change in test design is noted above as a red dotted line.

Number of Students Tested				
	2019	2023	2024	2025
ELA	9,893	9,384	10,071	10,002
Math	9,880	9,430	10,124	10,069

SAT ELA: Statewide Performance Levels

The percentage of students who met or exceeded expectations on SAT ELA increased 3.8% since 2024 and is exceeding pre-pandemic levels.

Year	Number Tested
2019	9,893
2021	9,085
2022	9,442
2023	9,384
2024	10,071
2025	10,002



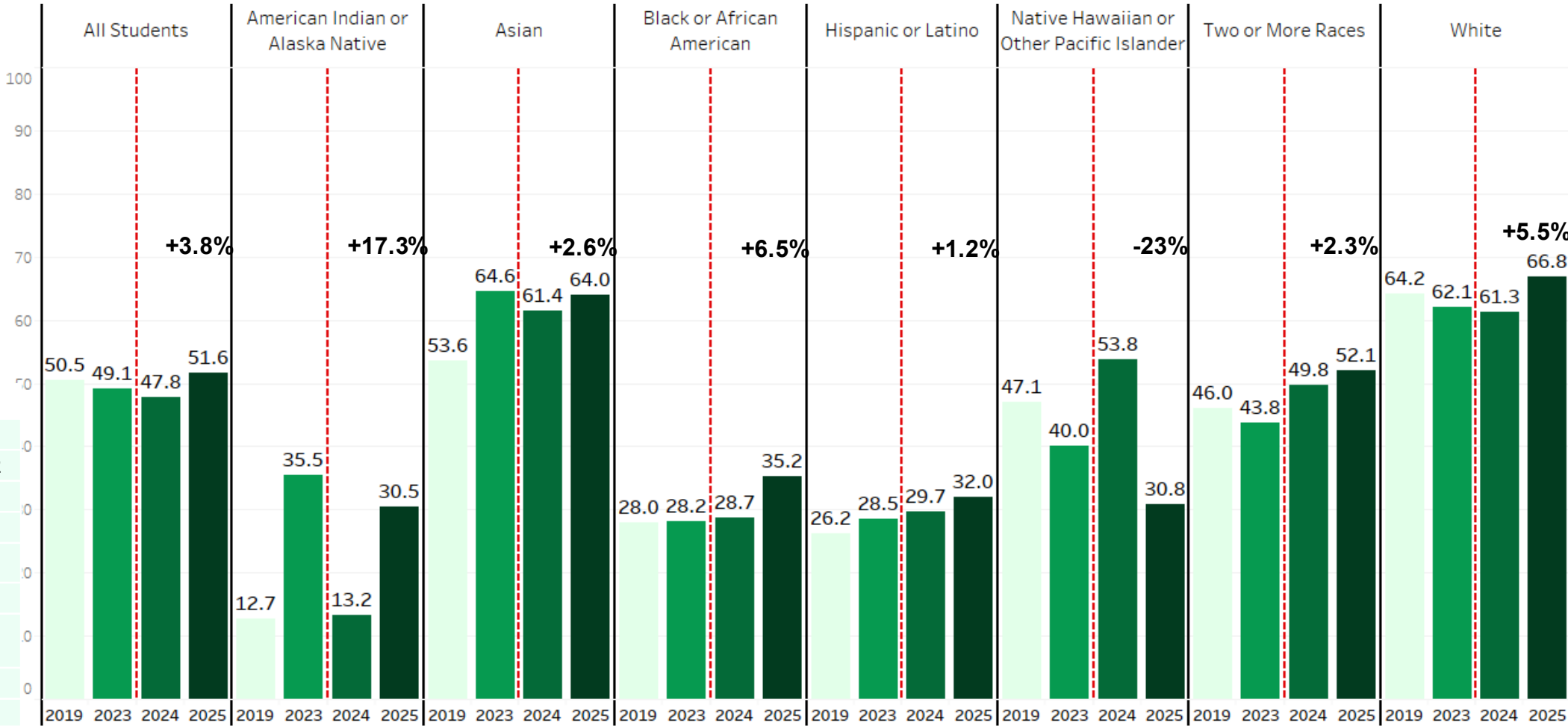
* — — Represents new baseline of digital test

51.6%

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

Positive trends across all groups are seen for the percent of students who **met or exceeded** the expectations on the College and Career Ready benchmark as compared to 2024.

Number of Students Tested	
Subgroups	2025
All Students	10,002
American Indian	59
Asian	367
Black or African American	990
Hispanic or Latino	3,180
Native Hawaiian or Pacific Islander	13
Two or More Races	422
White	4,971



Change in test design is noted above as a red dotted line.

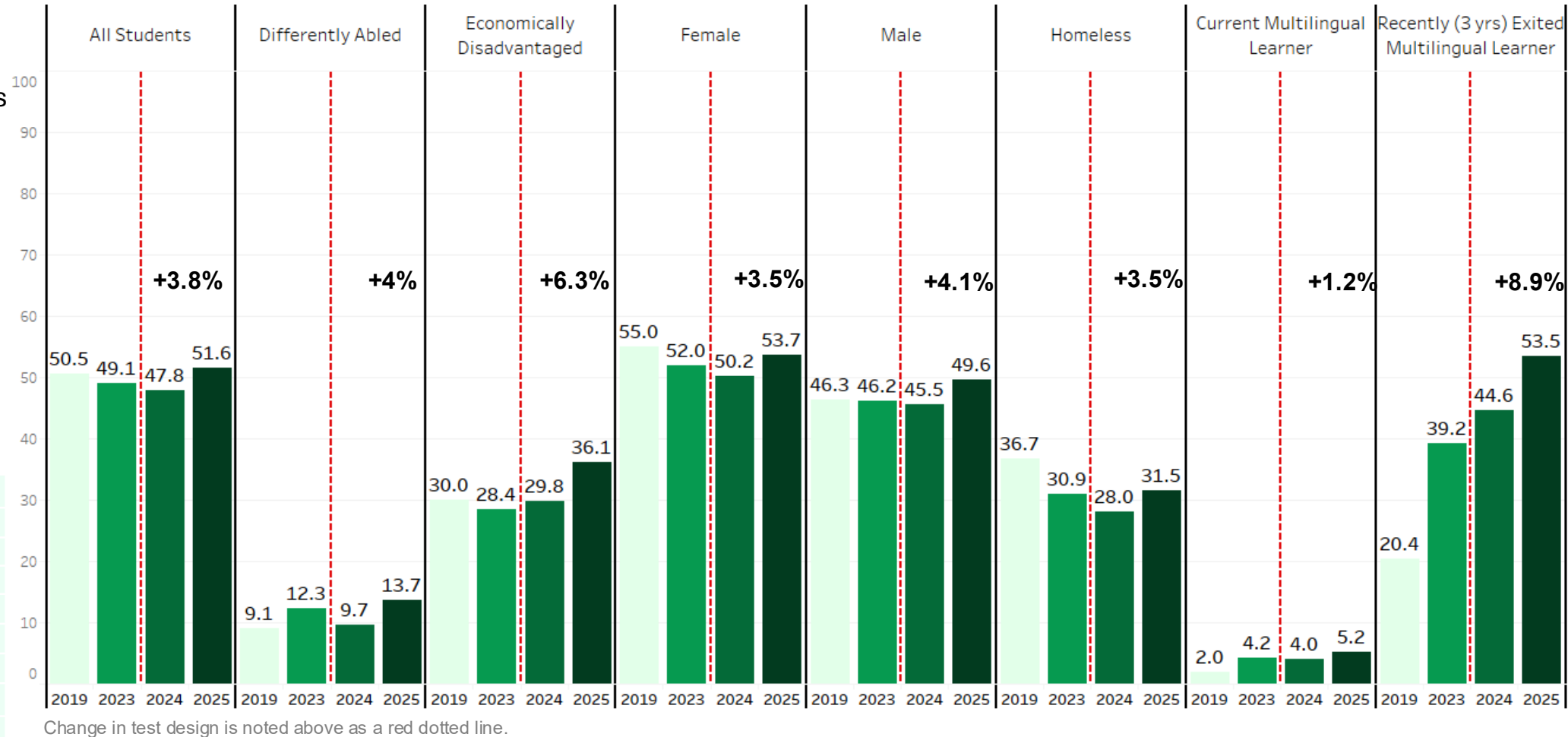
SAT ELA: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

Positive trends across all groups are seen for the percent of students who **met or exceeded** the expectations on the College and Career Ready benchmark.

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

Number of Students Tested

Subgroups	2025
All Students	10,002
Differently Abled Students	1,233
Economically Disadvantaged	5,493
Female	4,928
Male	5,071
Homeless	92
Multilingual Learners	1,412
Recently Exited MLLs 3yrs	142

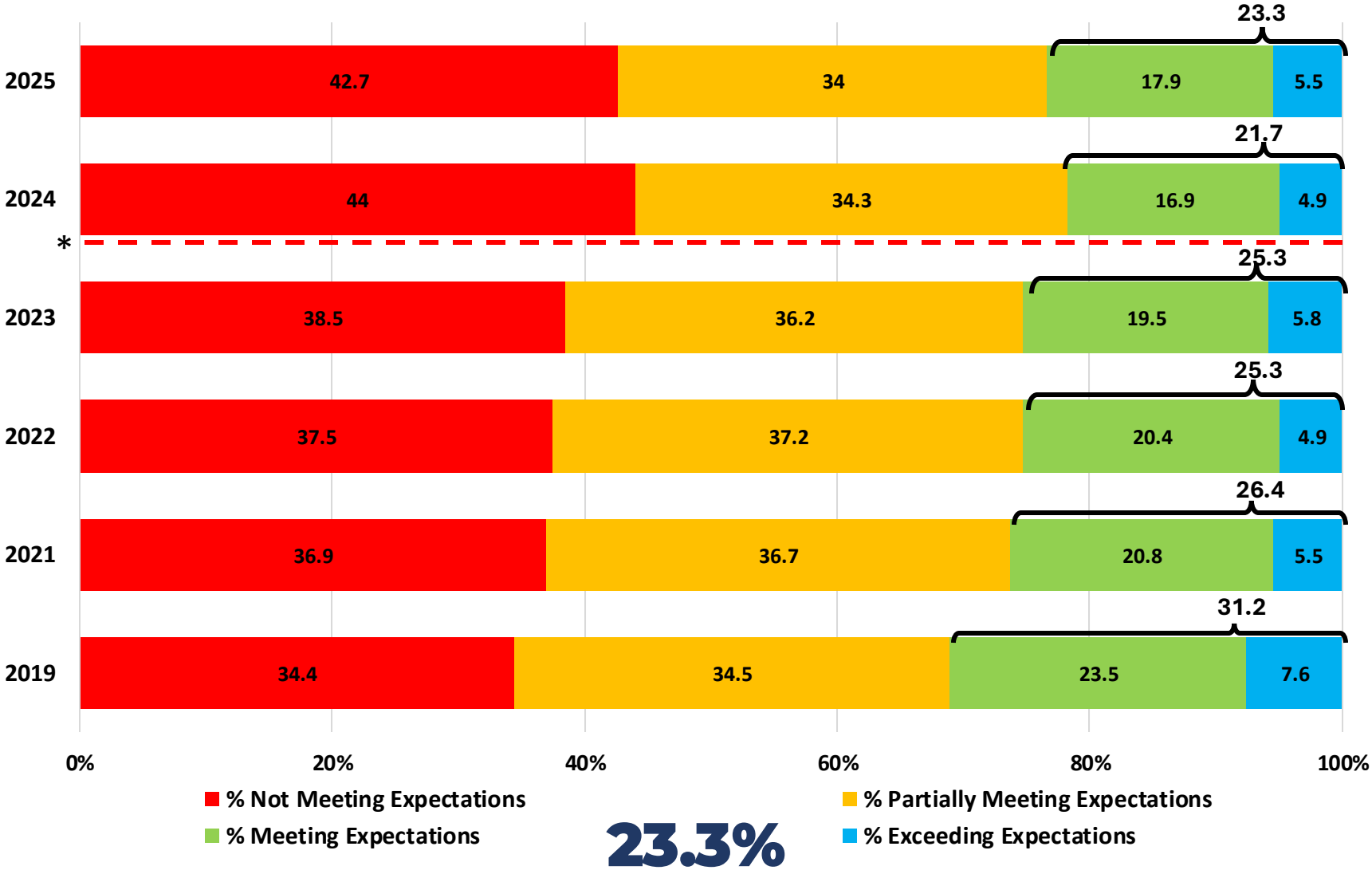


SAT Math: Statewide Performance Levels

Performance on SAT Math has increased since 2024.

About one in four students met or exceeded expectations.

Year	Number Tested
2019	9,880
2021	9,049
2022	9,467
2023	9,430
2024	10,124
2025	10,069

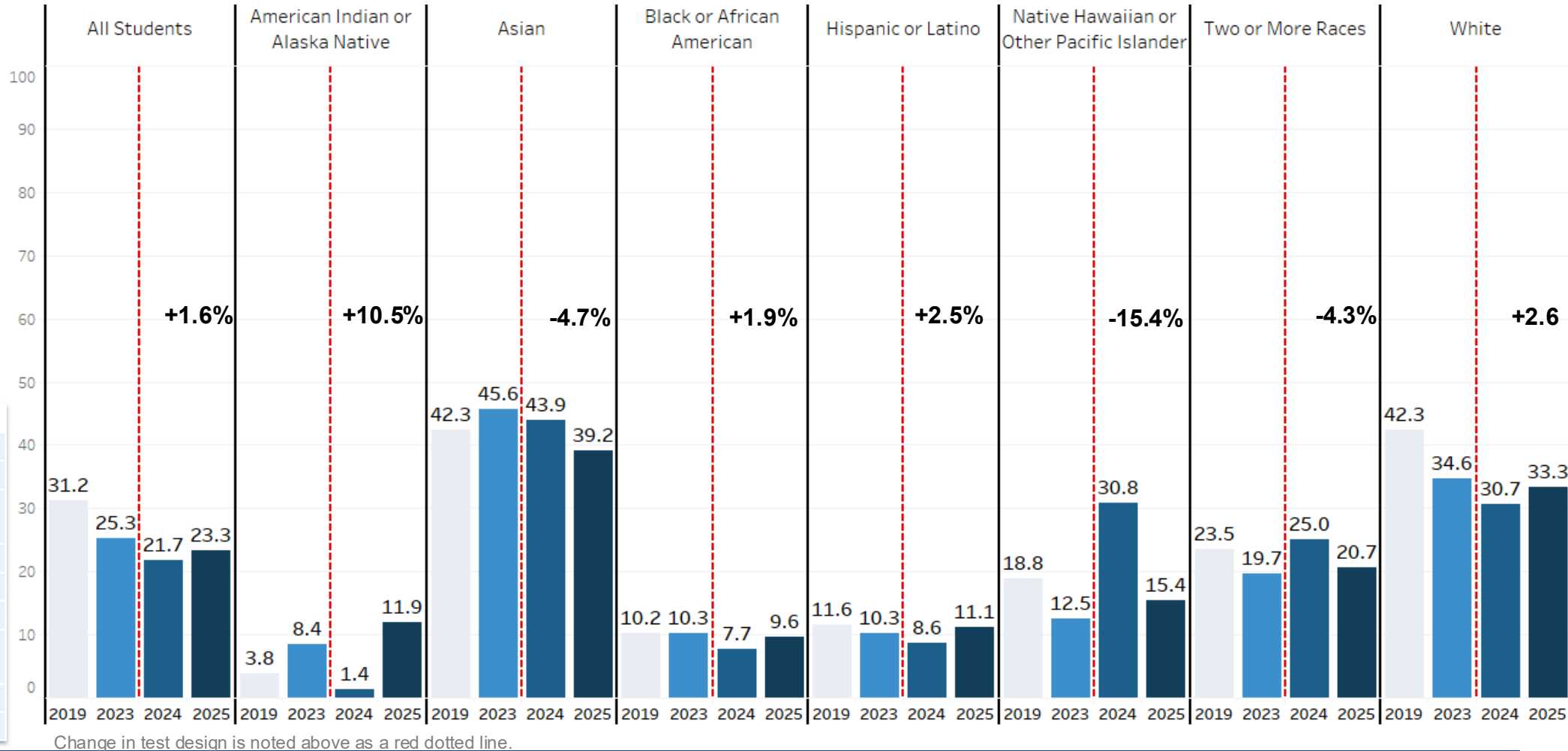


* --- Represents new baseline of digital test

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

Results are mixed across subgroups for those who **met or exceeded** the expectations on the College and Career Ready benchmark.

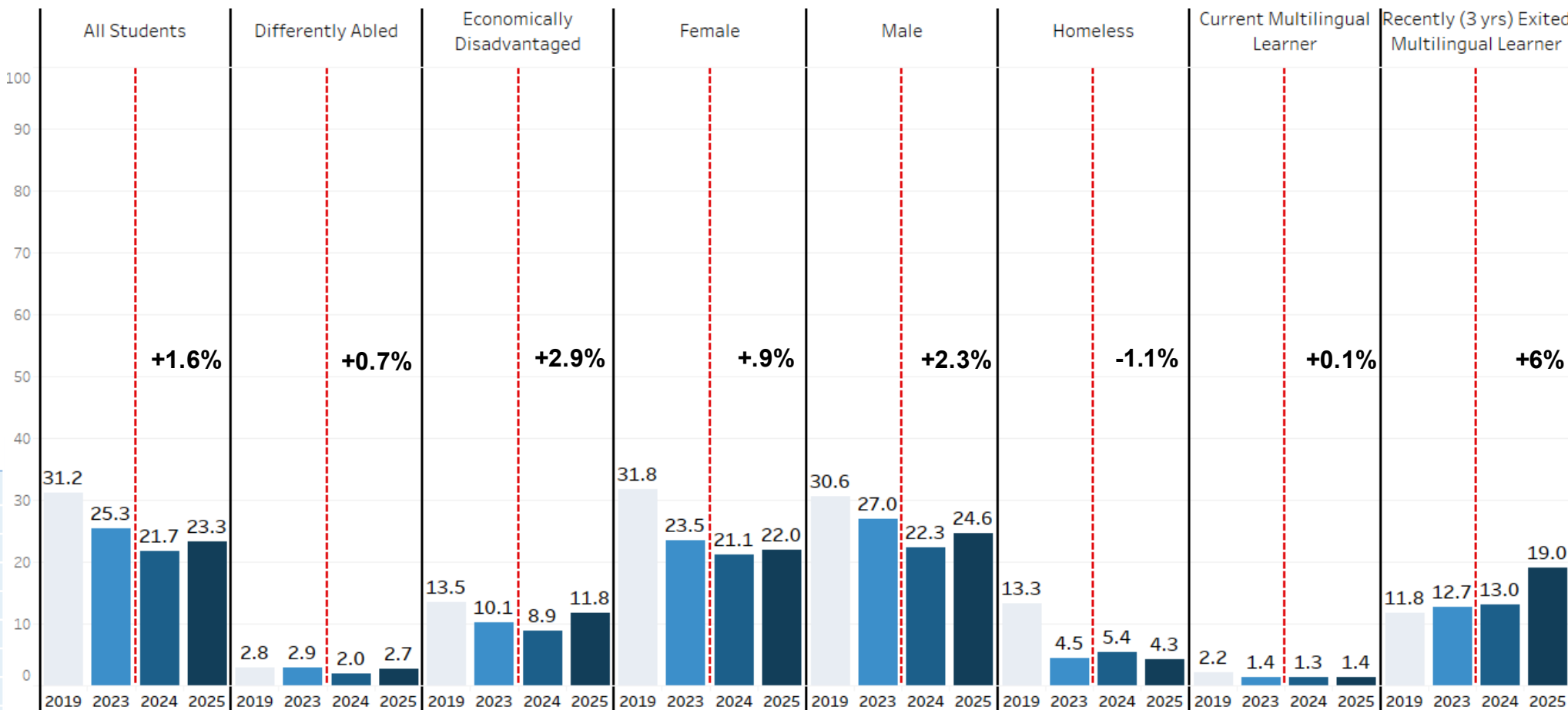
Number of Students Tested	
Subgroups	2025
All Students	10,069
American Indian or Native Alaskan	59
Asian	370
Black or African American	1,003
Hispanic or Latino	3,234
Native Hawaiian or Pacific Islander	13
Two or More Races	421
White	4,969





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 most subgroups increased compared to 2024.

Number of Students Tested	
Subgroups	2025
All Students	10,069
Differently Abled Students	1,226
Economically Disadvantaged	5,549
Female	4,956
Male	5,110
Homeless	93
Multilingual Learners	1,494
Recently Exited MLLs 3 yrs	142



Change in test design is noted above as a red dotted line.



PSAT

English Language Arts and Mathematics

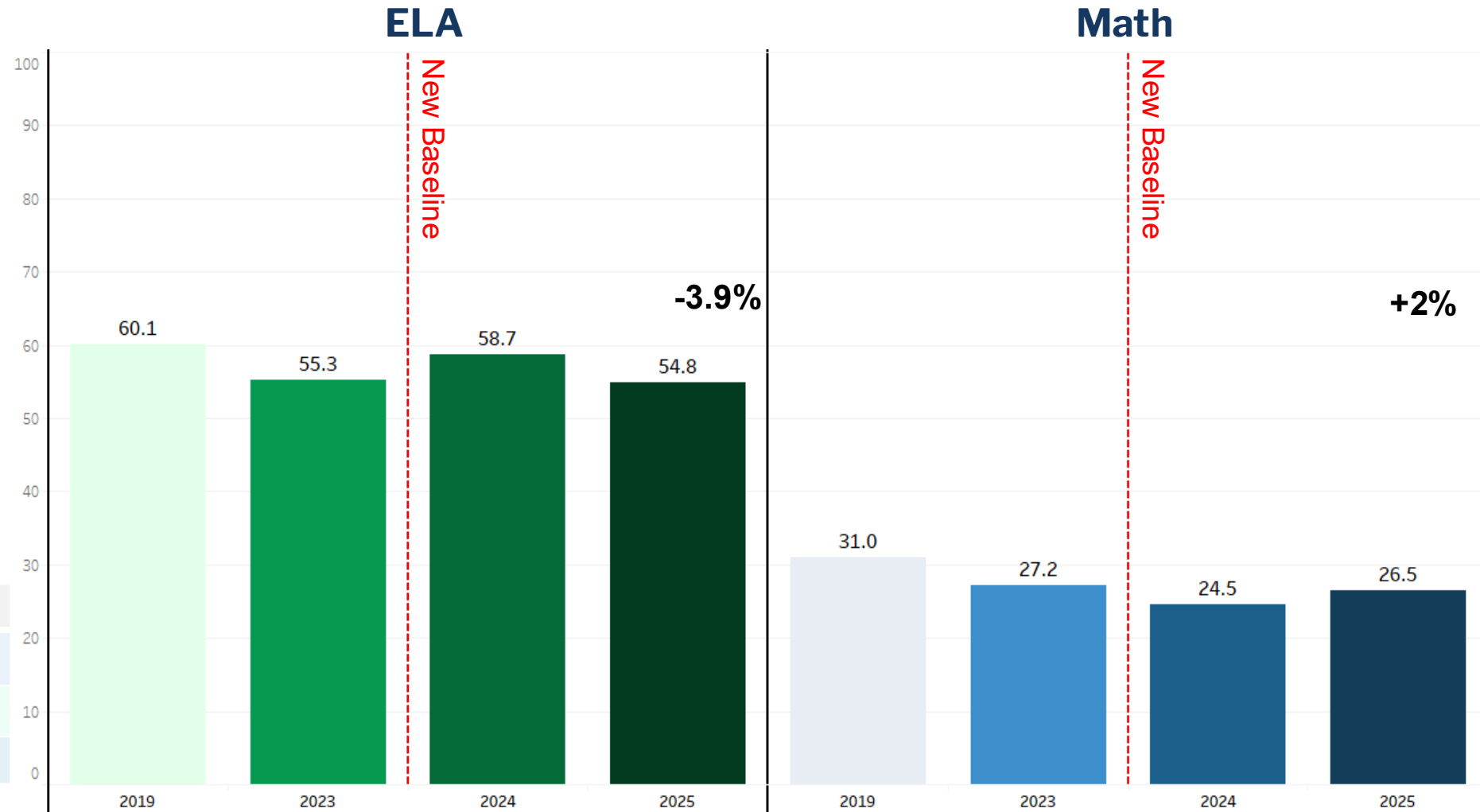
2025

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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 2025 **decreased 3.9% in ELA**, while data shows an **increase of 2% in math**.
- Over **half** of RI students met expectations for high school ELA, while about **26%** of students met expectations in math.

Number of Students Tested				
	2019	2023	2024	2025
ELA	10,164	10,259	10,119	9,923
Math	10,167	10,312	10,227	9,988



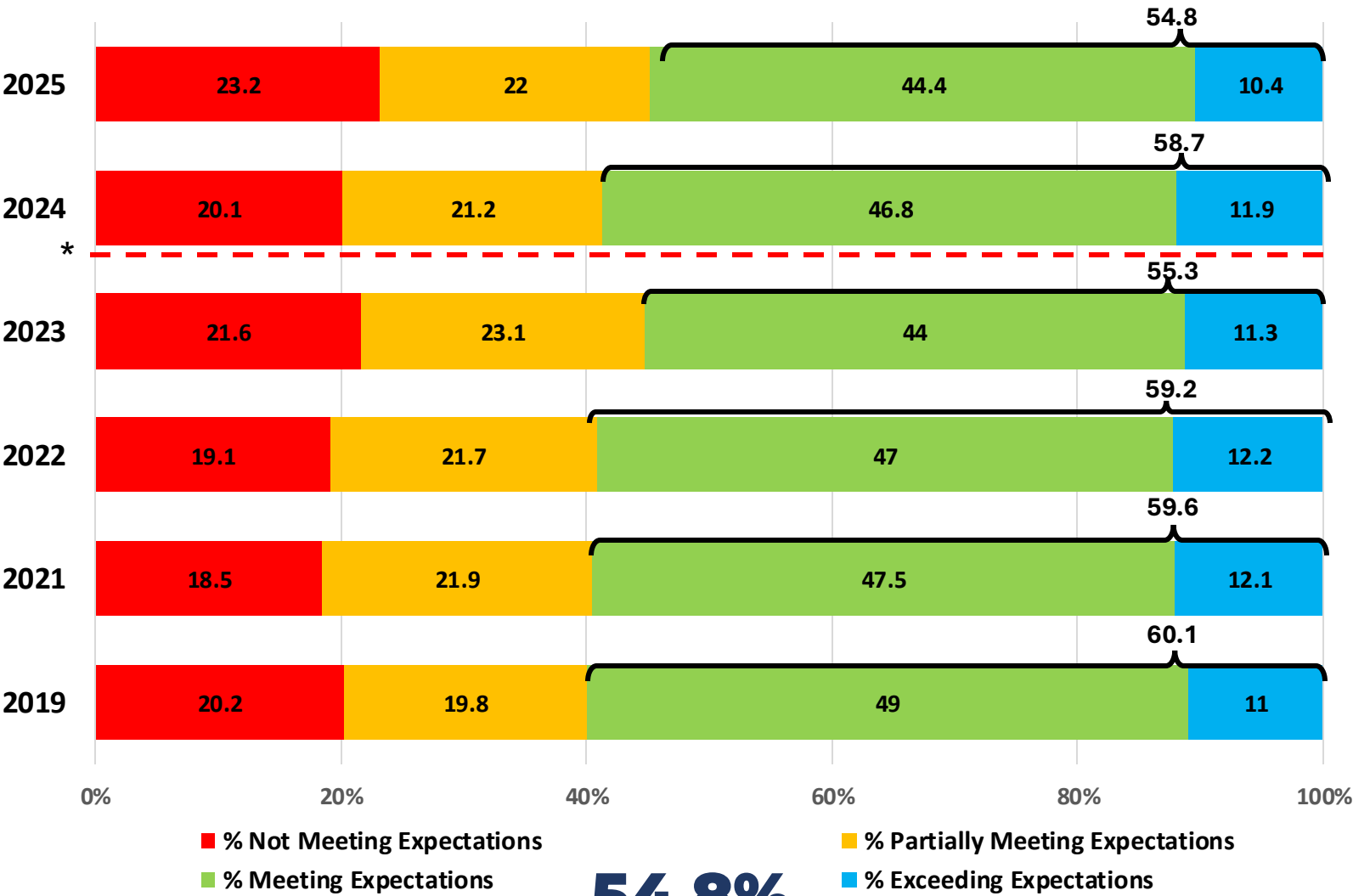
Change in test design is noted above as a red dotted line.

PSAT ELA-Statewide Performance Levels



Performance on PSAT ELA decreased from 58.7% proficient in 2024 to 54.8% in 2025.

Year	Number Tested
2019	10,164
2021	9,111
2022	9,460
2023	10,259
2024	10,119
2025	9,923



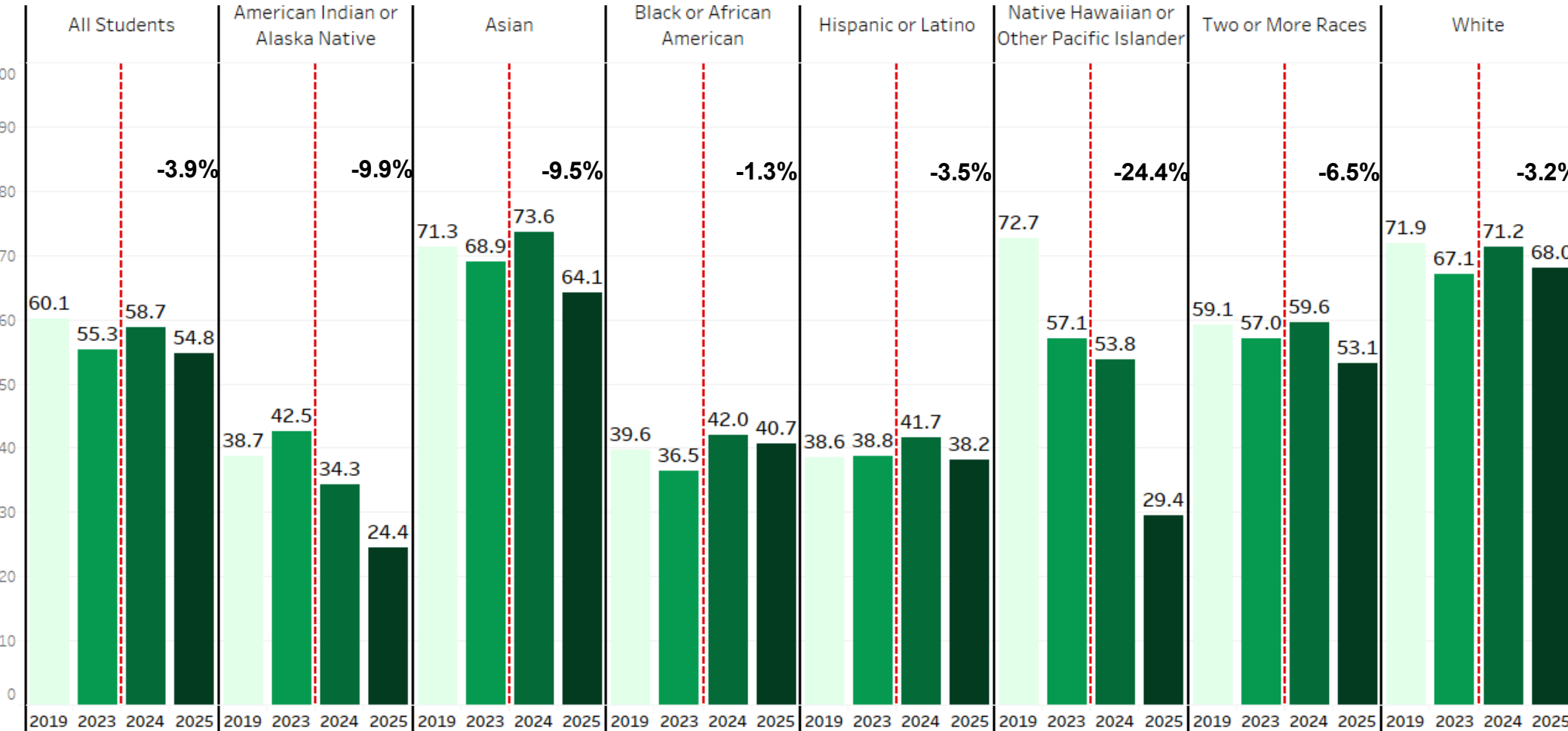
54.8%

* - - Represents new baseline of digital test

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 decreased across all subgroups. The most significant decrease is seen in the Native Hawaiian or Other Pacific Islander subgroup with a decrease of 24.4%.

Number of Students Tested	
Subgroups	2025
All Students	9,923
Native American or Alaskan Native	82
Asian	326
Black or African American	910
Hispanic or Latino	3,142
Native Hawaiian or Pacific Islander	17
Two or More Races	475
White	4,971



Change in test design is noted above as a red dotted line.

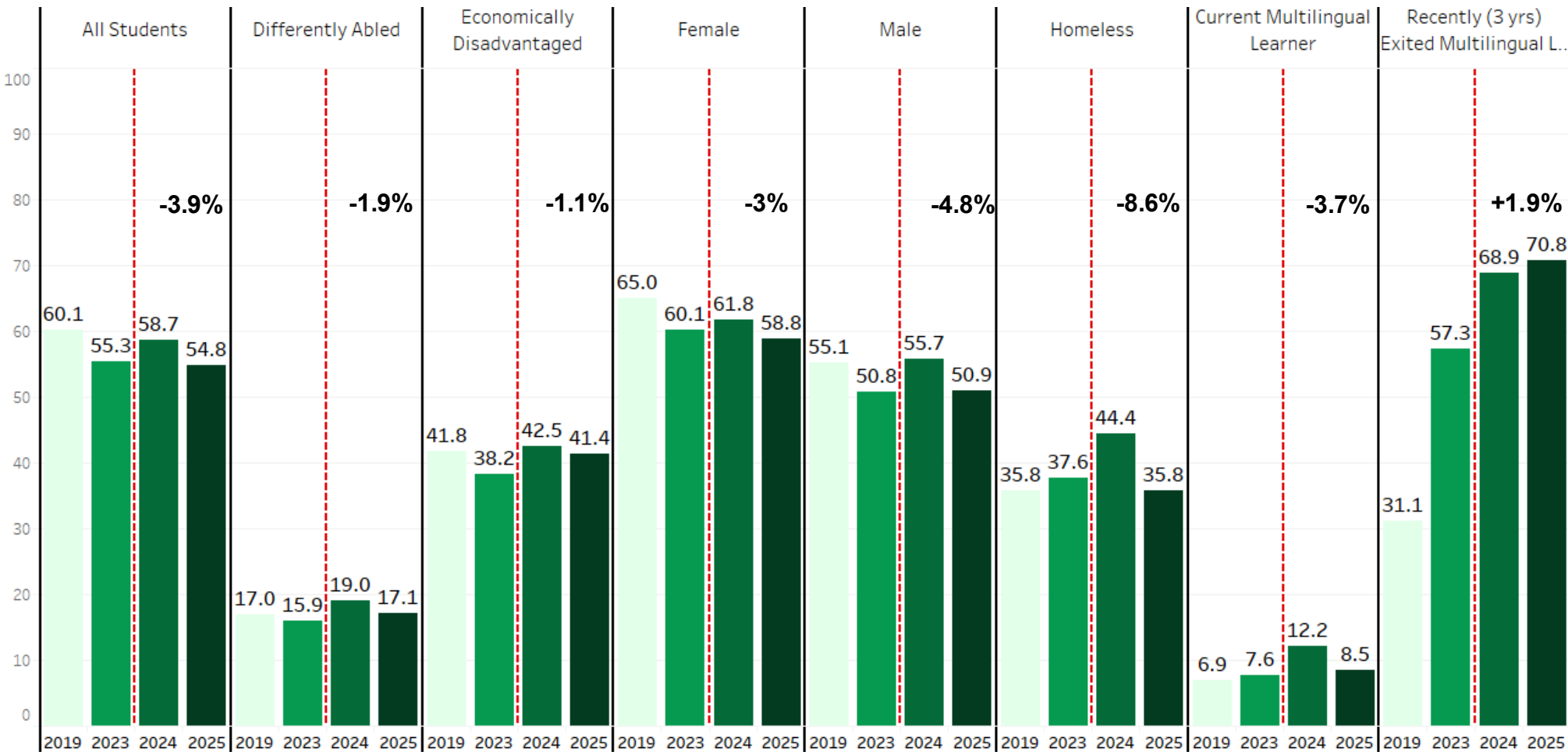
PSAT ELA: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark



The percent of students who **met or exceeded** the expectations in 2025 **decreased across all subgroups** from 2024 except for exited MLLs which increased by 1.9%.

Number of Students Tested

Subgroups	2025
All Students	9,923
Differently Abled Students	1,479
Economically Disadvantaged	5,583
Female	4,794
Male	5,124
Homeless	106
Current Multilingual Learners	1,430
MLL Exited yr1-yr3	106

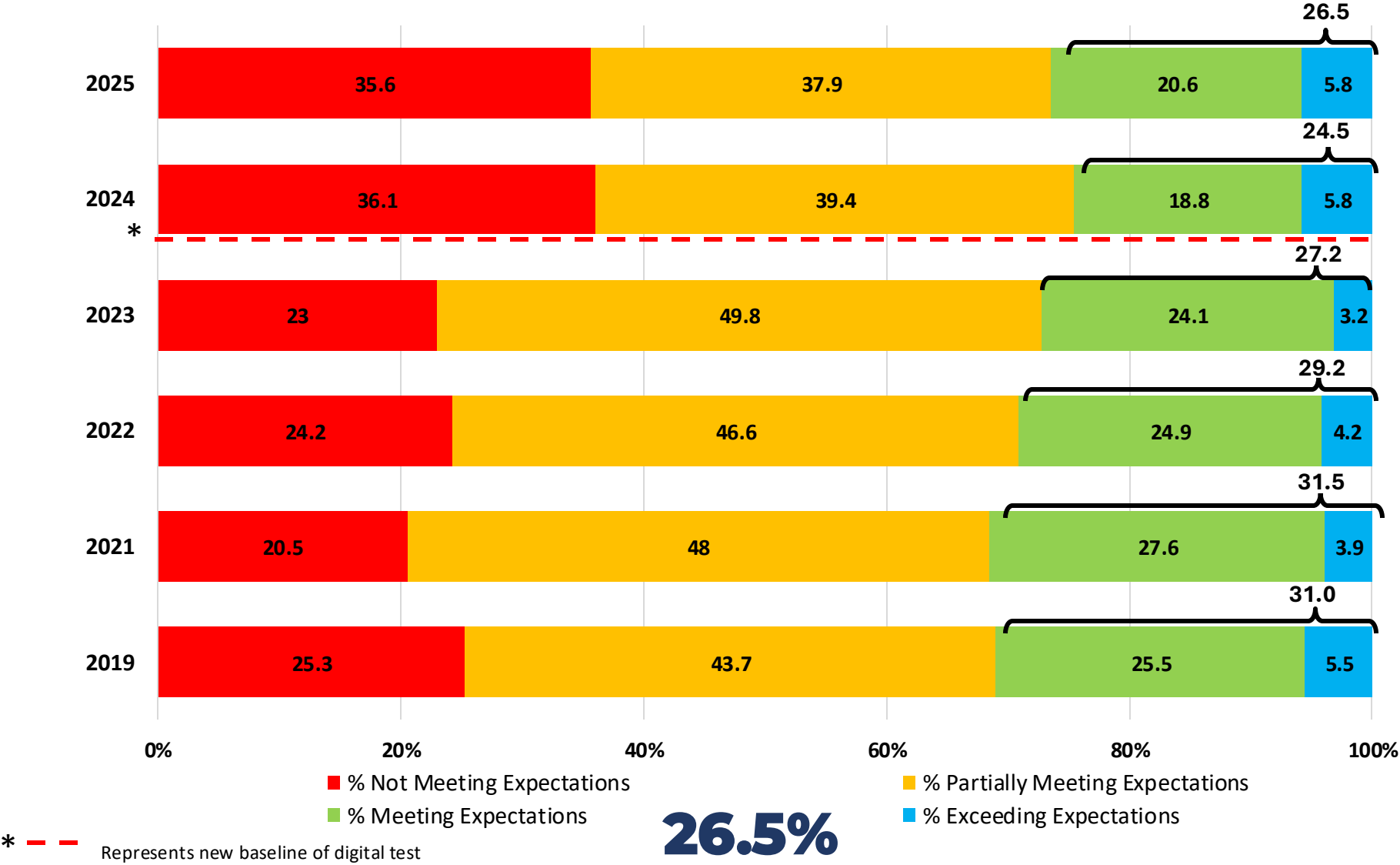


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PSAT Math-Statewide Performance Levels

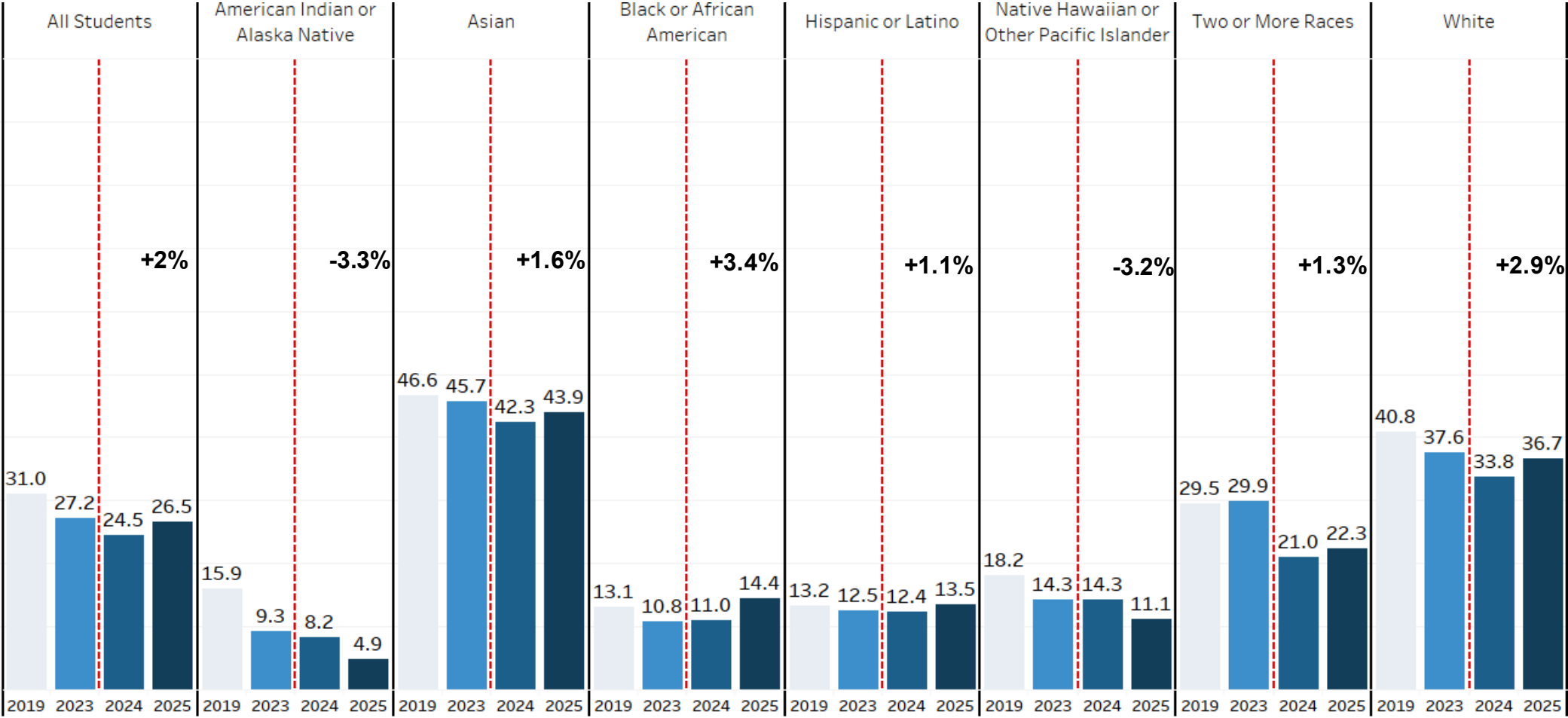
RI saw the first increase in the percentage of students demonstrating proficiency on PSAT Math since the pandemic. The percent of students proficient increased from 24.5% in 2024 to 26.5% in 2025.

Year	Number Tested
2019	10,167
2021	9,089
2022	9,465
2023	10,312
2024	10,227
2025	9,988



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

Increases in the percent of students who met or exceeded the College and Career Ready benchmark appear in most **subgroups as compared to 2024**. Decreases can be seen in the American Indian or Alaska Native and Native Hawaiian Other Pacific Islander subgroups.



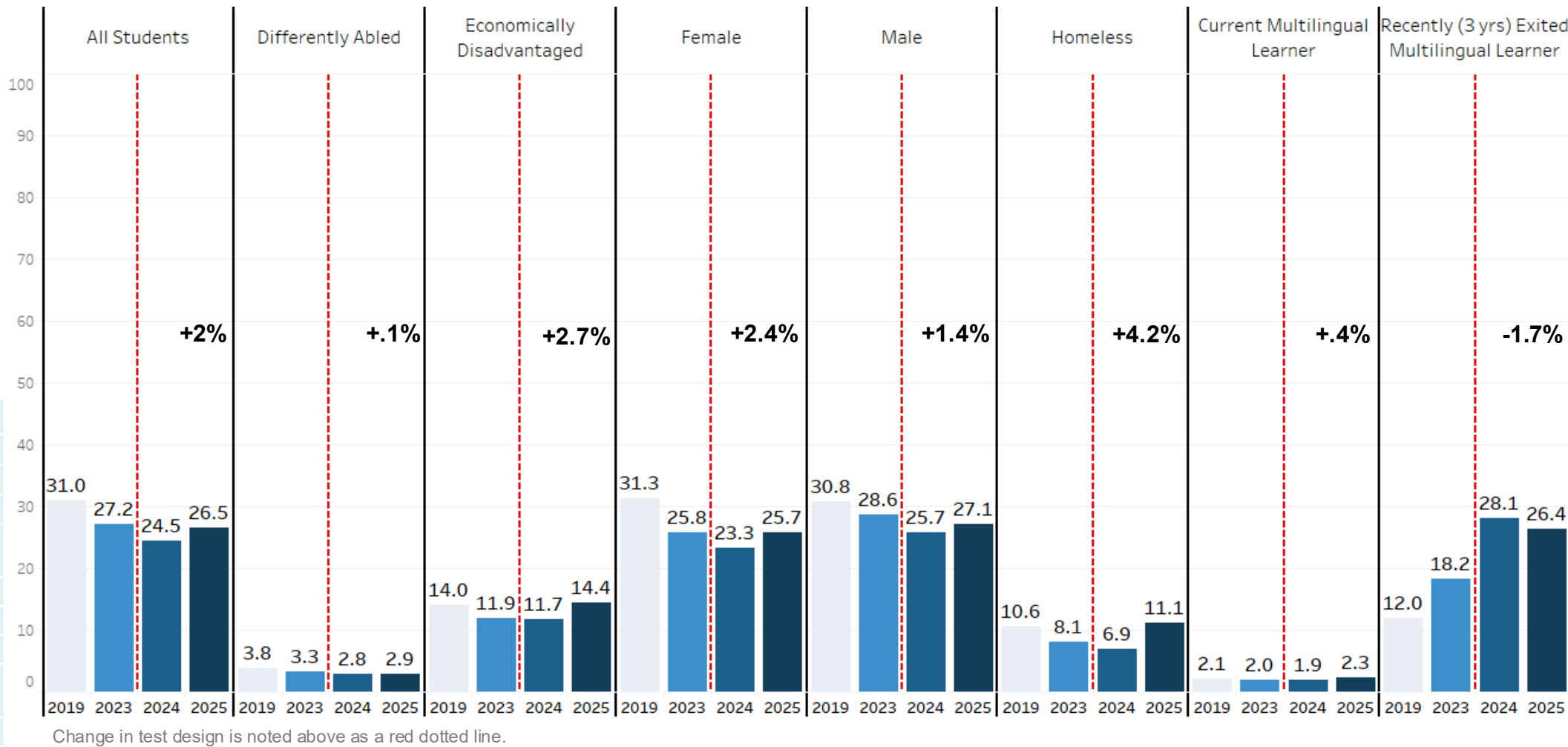
Change in test design is noted above as a red dotted line.

Number of Students Tested	
Subgroups	2025
All Students	9,988
American Indian or Alaska Native	81
Asian	326
Black or African American	918
Hispanic or Latino	3,205
Pacific Islander	18
Two or More Races	475
White	4,965

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

The percent of students who met or exceeded the College and Career Ready benchmark **increased** across most subgroups except for Recently Exited MLLs. A **slight decrease of 1.7%** is seen in that subgroup as compared to 2024.

Number of Students Tested	
Subgroup	2025
All Students	9,988
Differently Abled Students	1,459
Economically Disadvantaged	5,641
Female	4,821
Male	5,162
Homeless	108
Current Multilingual Learners	1,533
Recently Exited MLLs 3Yrs	106



Change in test design is noted above as a red dotted line.

Next Generation Science Assessment (NGSA)

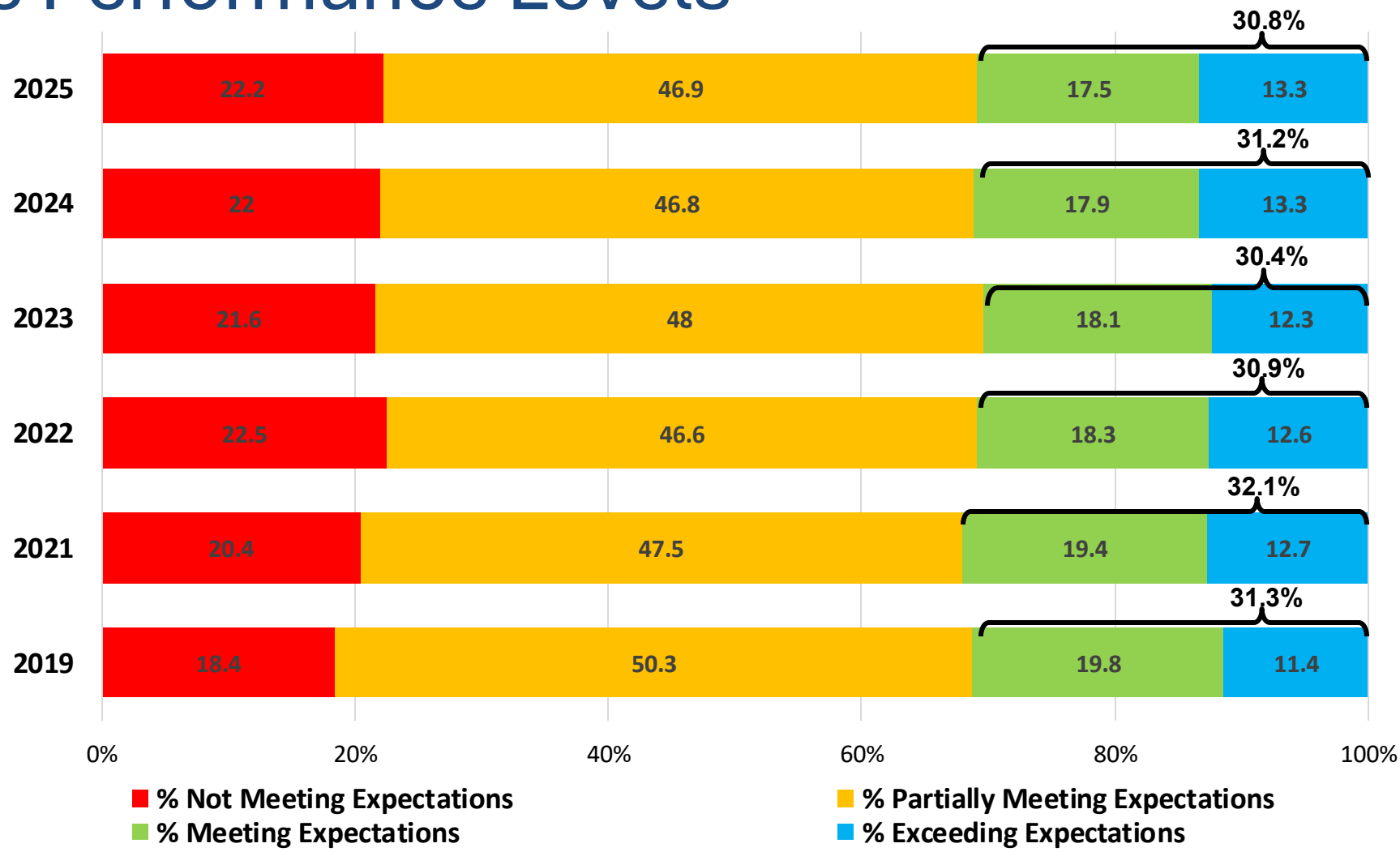
2025

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ISLAND**

NGSA: Statewide Performance Levels

- The overall percentage of students who **met and exceeded** expectations **stayed relatively the same** from 2024.
- About 1 in 3 students are **proficient** in science overall for 2025.

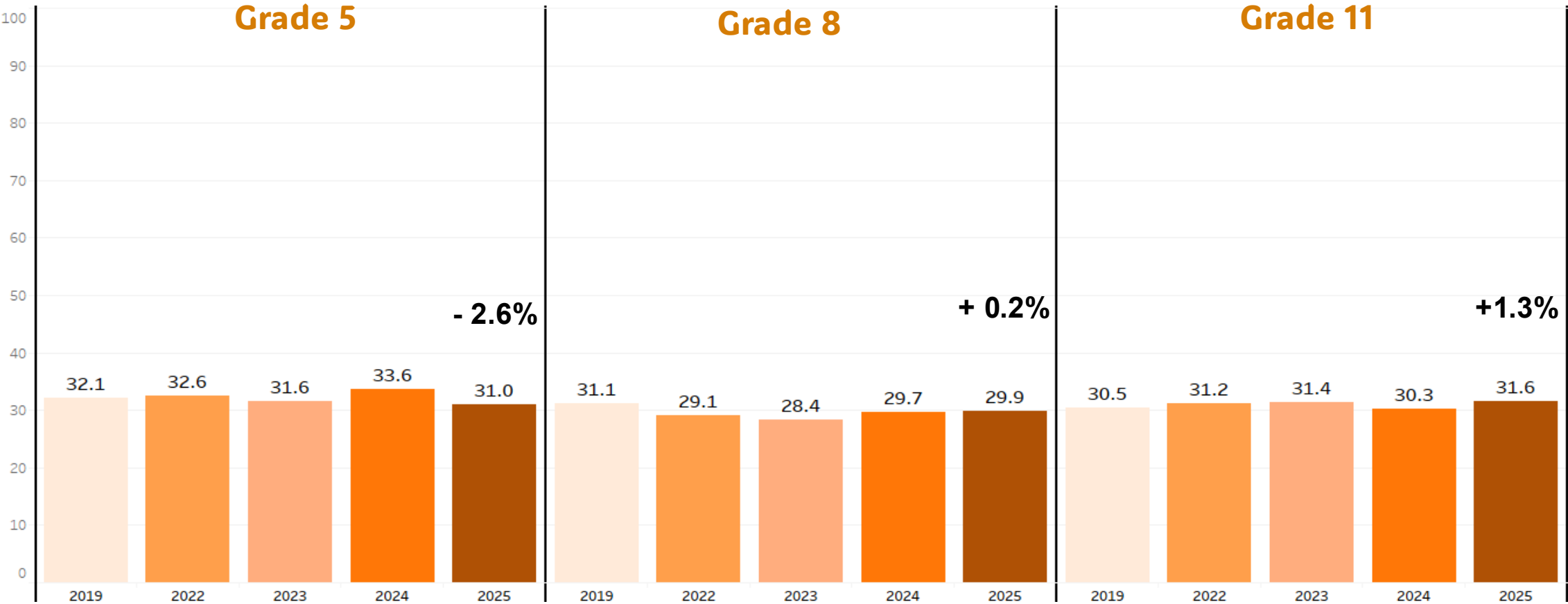
Year	Number of Students Tested
2019	31,072
2021	26,113
2022	29,347
2023	29,108
2024	29,663
2025	29,738



30.8%

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

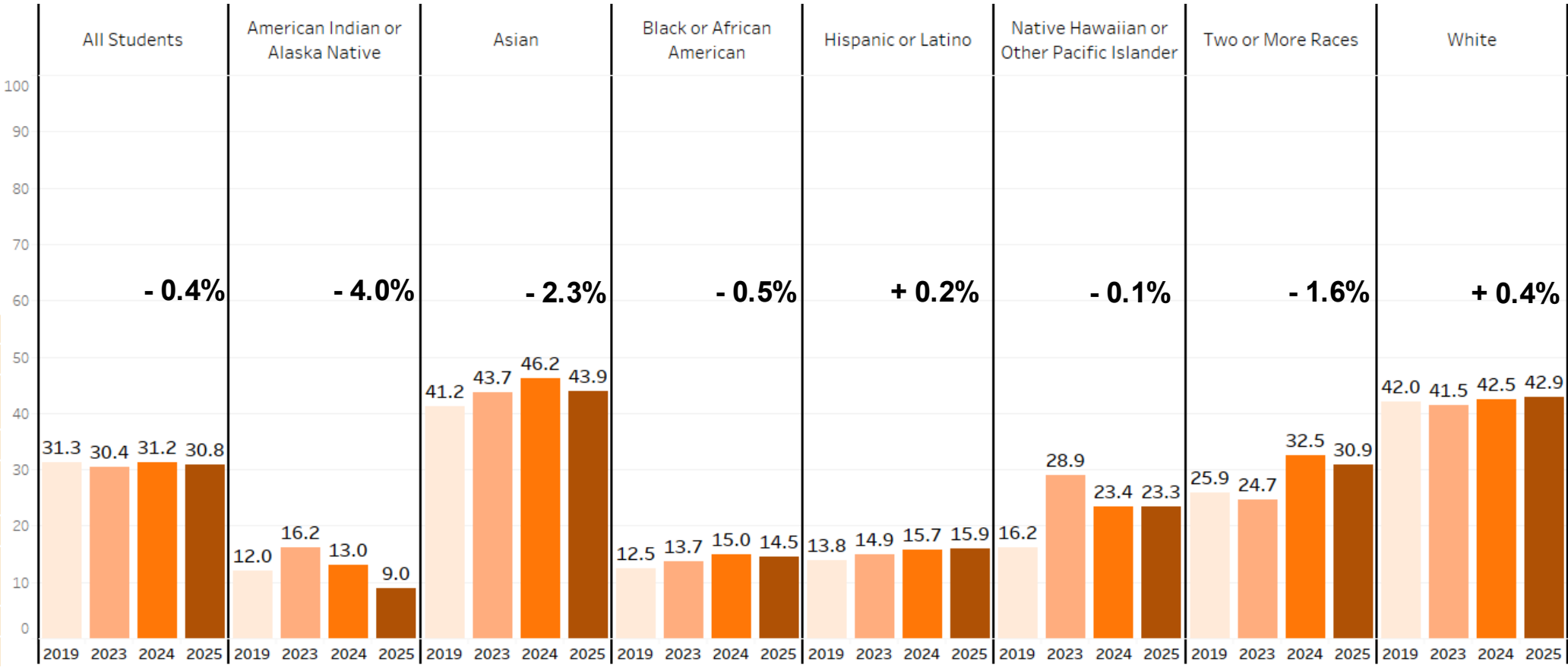
The percentage of students at each grade level who **met and exceeded** expectations was **mixed** compared to 2024. Grade 5 showed a decrease while grades 8 and 11 remained relatively unchanged.



NGSA: Percent of Students Meeting or Exceeding Expectations by Race/Ethnicity

The percentage of students who **met and exceeded** expectations decreased across most subgroups from 2024.

Number of Students Tested	
Subgroup	2025
All Students	29,738
American Indian or Alaska Native	222
Asian	1,001
Black or African American	2,946
Hispanic or Latino	9,272
Native Hawaiian or Other Pacific Islander	60
Two or More Races	1,435
White	14,802

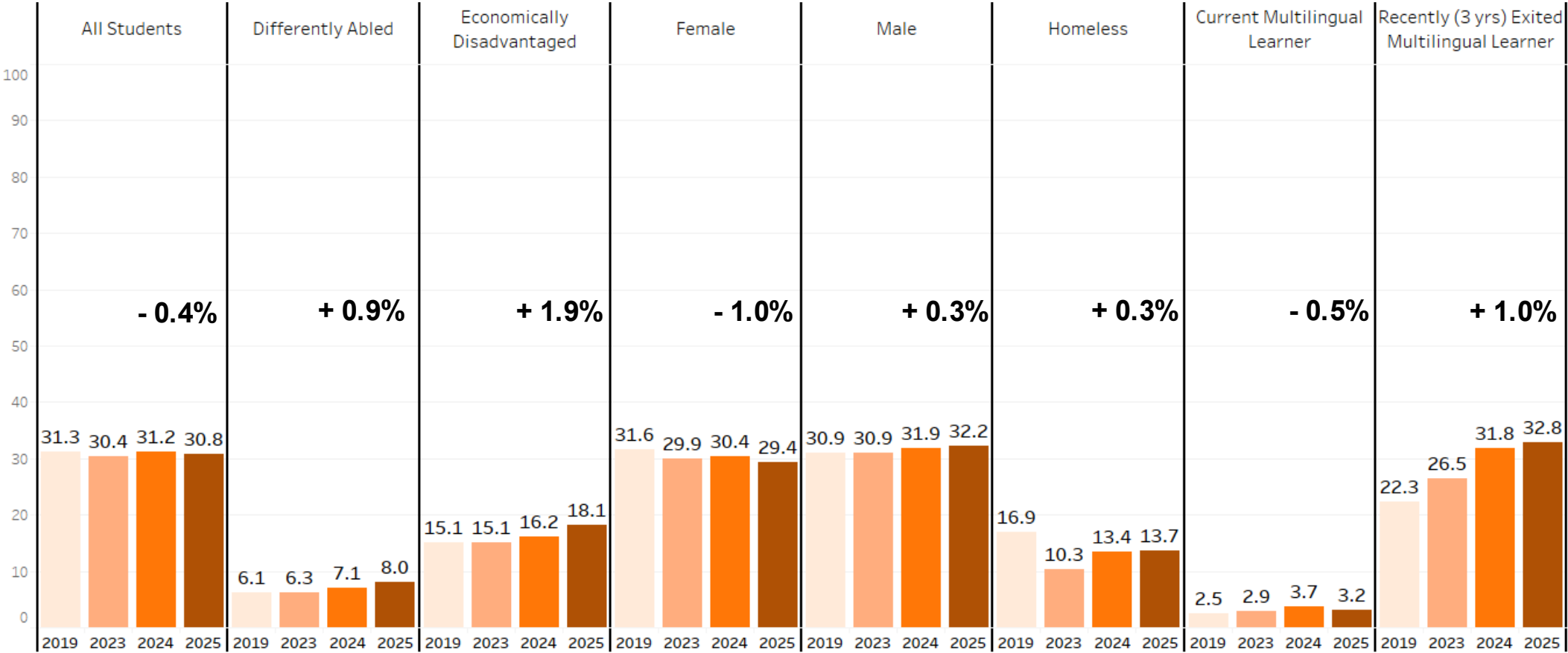


NGSA: Percent of Students Meeting or Exceeding Expectations by Subgroup

In science,
performance is mixed
across subgroups
compared to 2024.

Number of Students Tested

Subgroup	2025
All Students	29,738
Differently Abled Students	4,707
Economically Disadvantaged	16,988
Female	14,470
Male	15,262
Homeless	351
Multilingual Learners	4,455
Recently Exited MLLs 3 yrs	786



Dynamic Learning Maps (DLM)

2025

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DLM ELA: Percent of All Students by Achievement Level

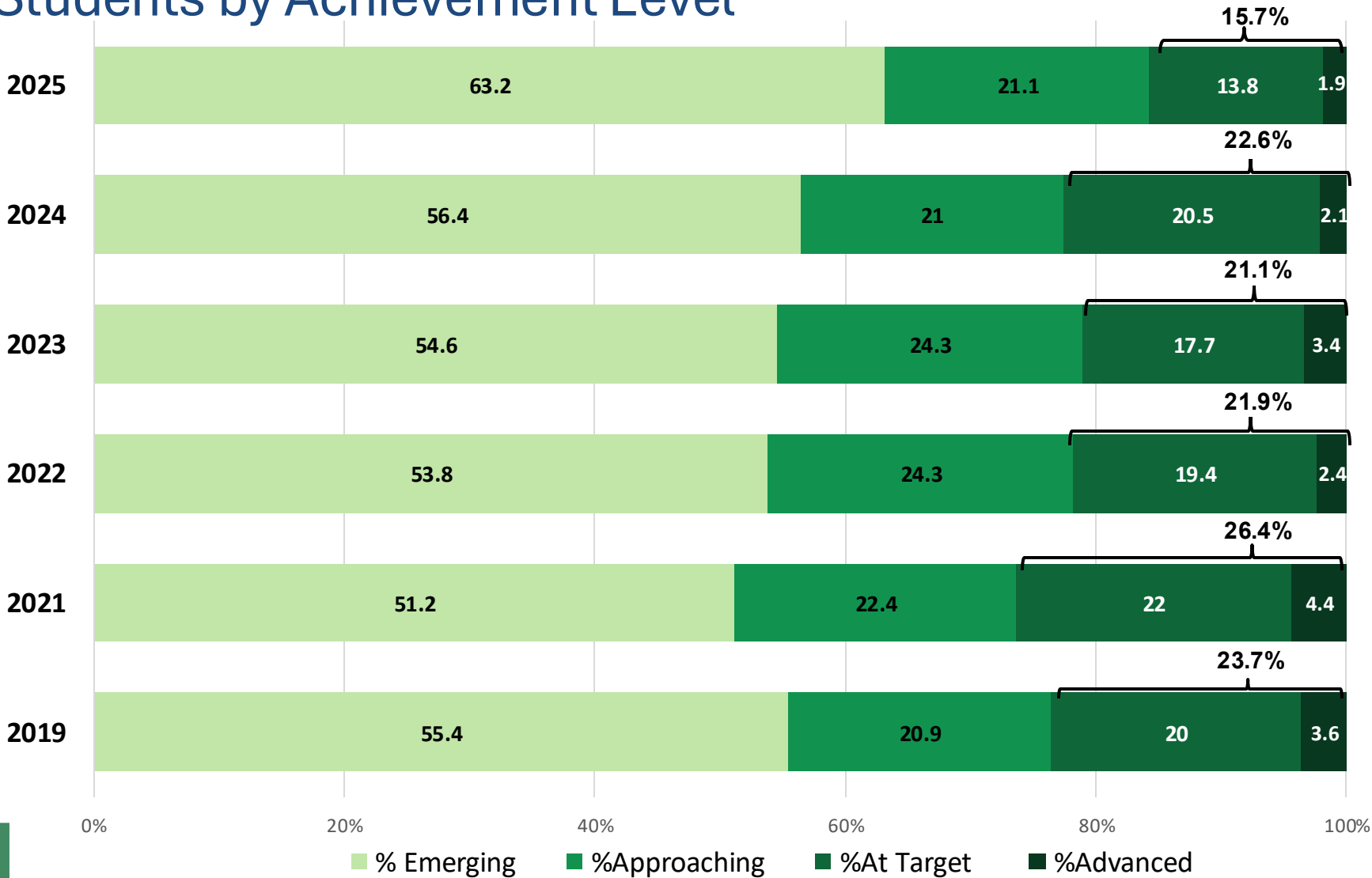


In 2025, the number of students who took the ELA alternate assessment decreased by 31 students. RI tested 1.32% on DLM in 2024 and 1.25% of students in 2025. RI is moving toward meeting the federal requirement of testing no more than 1% of students on DLM.

The percentage of students in the At Target or Advanced achievement levels **decreased** by nearly 7% from 2024.

Number of Students Tested

	2019	2021	2022	2023	2024	2025
ELA	933	817	905	900	892	861

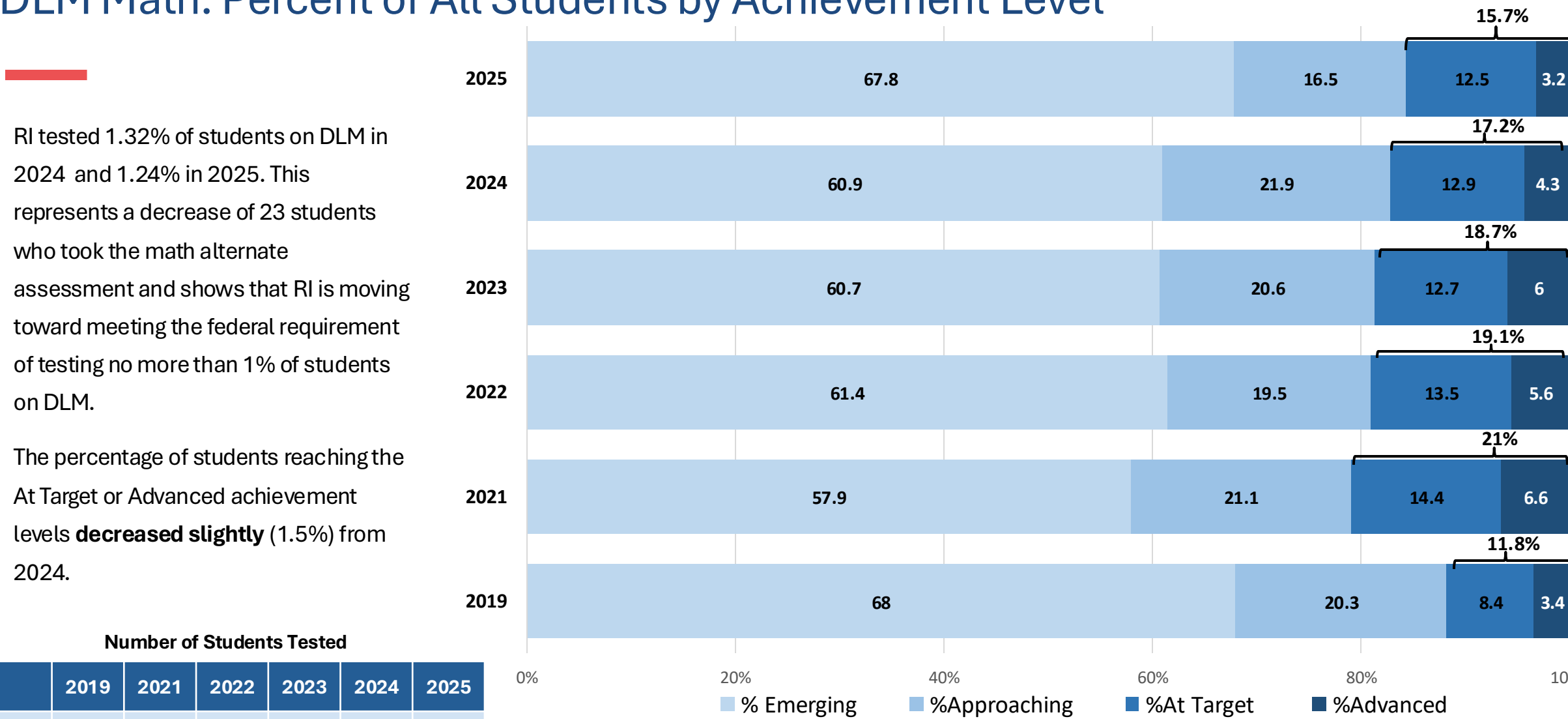


15.7%

DLM Math: Percent of All Students by Achievement Level

RI tested 1.32% of students on DLM in 2024 and 1.24% in 2025. This represents a decrease of 23 students who took the math alternate assessment and shows that RI is moving toward meeting the federal requirement of testing no more than 1% of students on DLM.

The percentage of students reaching the At Target or Advanced achievement levels **decreased slightly** (1.5%) from 2024.



Number of Students Tested

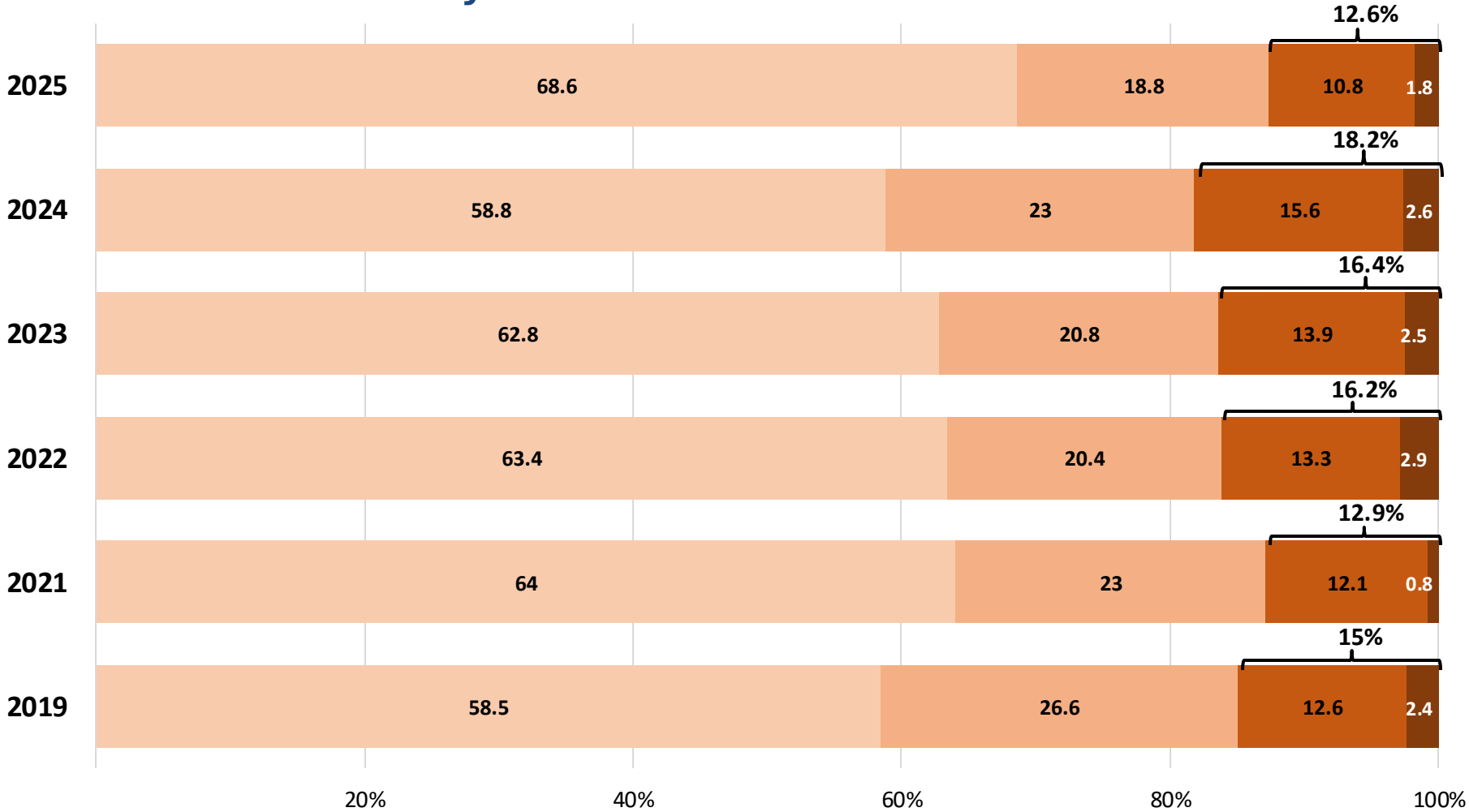
	2019	2021	2022	2023	2024	2025
Math	933	815	904	899	890	867

15.7%

DLM Science: Percent of All Students by Achievement Level

From 2024 to 2025, 66 fewer students took the science alternate assessment. RI tested 1.30% on DLM science in 2024 and 1.08% of students in 2025, making science the content area with the most progress toward meeting the federal requirement of testing no more than 1% of students on DLM.

The percentage of students reaching the At Target or Advanced achievement levels **decreased** by 5.6% from 2024.



Number of Students Tested						
	2019	2021	2022	2023	2024	2025
Science	414	356	407	403	391	325

% Emerging %Approaching %At Target %Advanced

12.6%

ACCESS

2025

RHODE
ISLAND

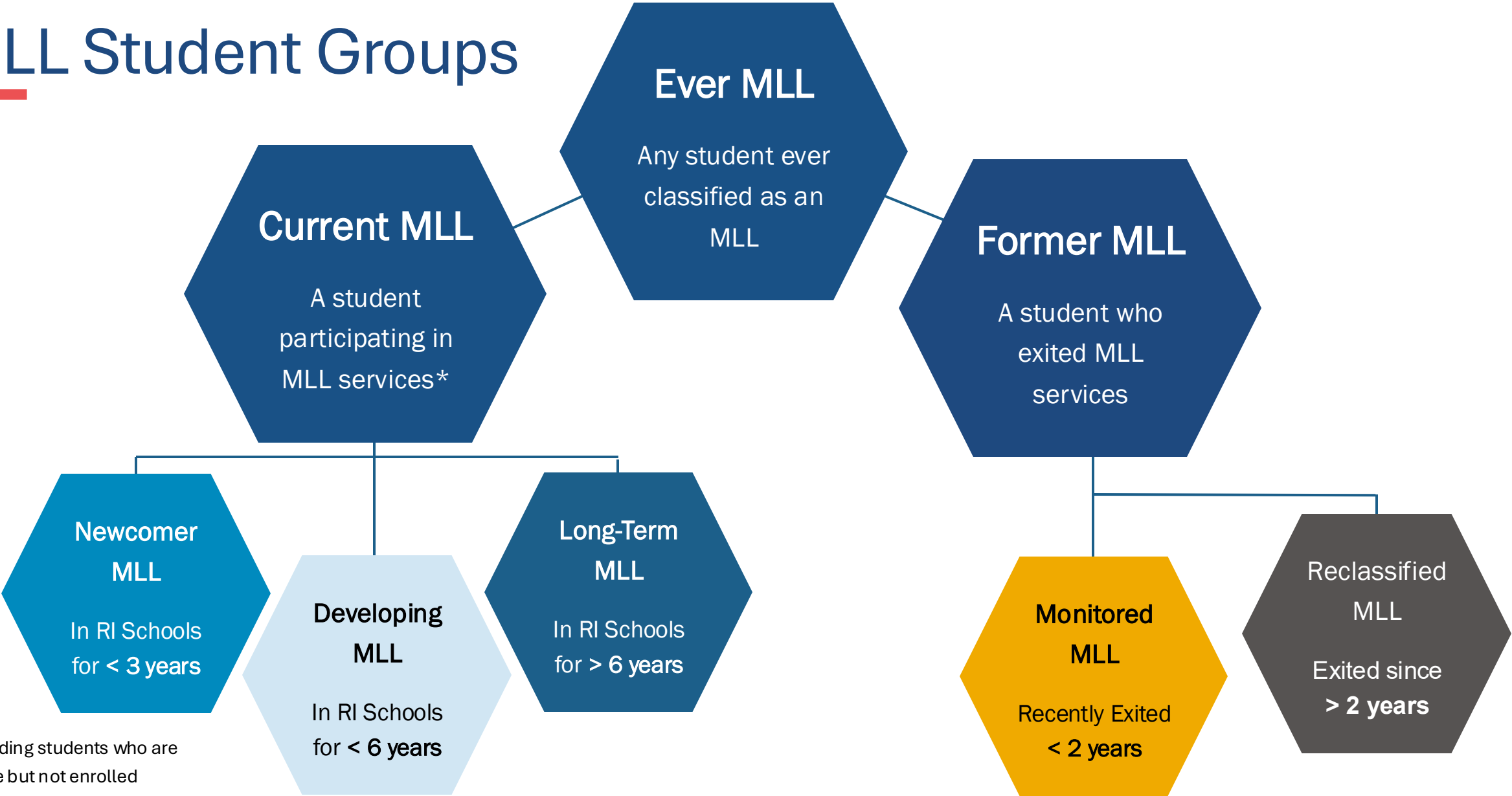
Summary of 2024-25 WIDA ACCESS Participation

- In 2024-25, Rhode Island saw an increase of 6.6% in the number of students tested compared to the previous year.
- WIDA ACCESS participation rates increased for the fourth consecutive year yet did not fully return to the pre-pandemic level* of over 98% of eligible students being tested.
- Since 2020-21, the number of MLLs tested increased by 49.4%, accounting for an increase of 6,682 students.

School Year	Students Tested	Participation Rates
2024-25	20,199	97.7%
2023-24	18,941	97.2%
2022-23	17,364	96.7%
2021-22	15,943	96.2%
2020-21	13,517	88.7%
2018-19	13,882	98.5%

* 2019-2020 participation was 98.9%

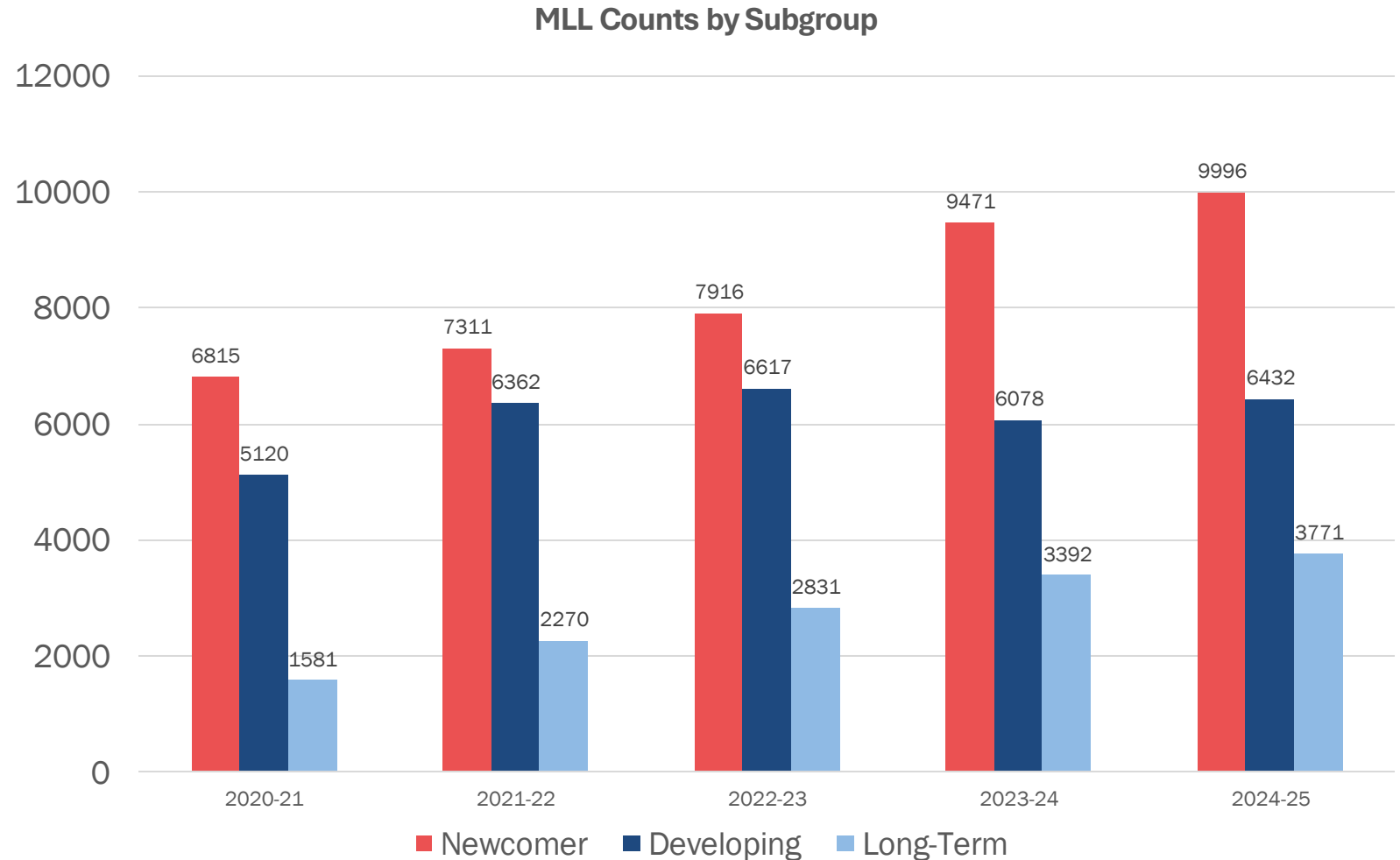
MLL Student Groups



*Including students who are eligible but not enrolled

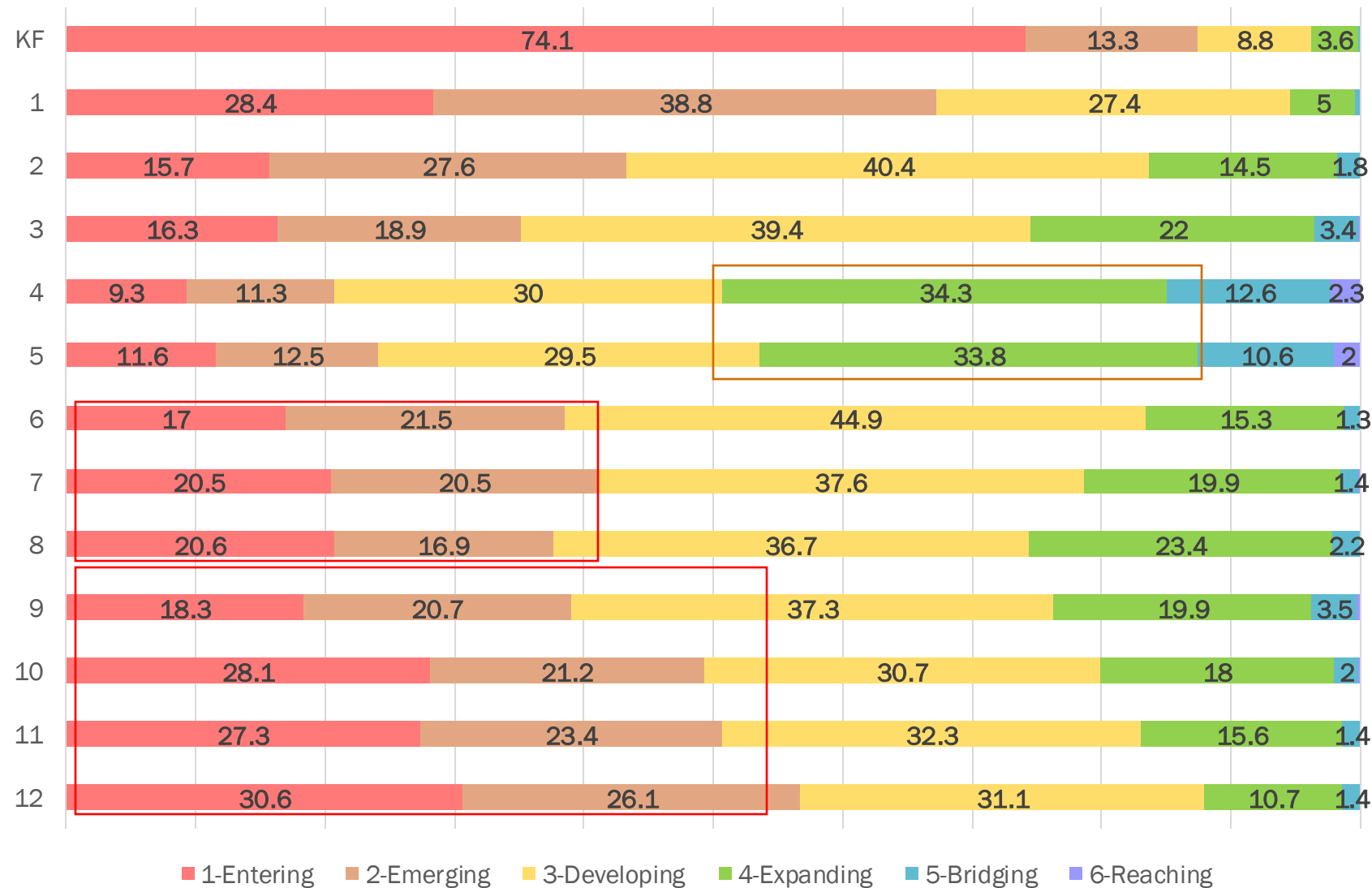
Demographic Shifts in MLL Population

- Demographics changes in Rhode Island's MLL population continue.
- Although counts of *Newcomer* and *Long-Term* MLLs continue to rise, the *Developing* MLL count remains relatively stable.
- Among MLLs with *Long-Term* status, 29% have an Individualized Education Program (IEP).



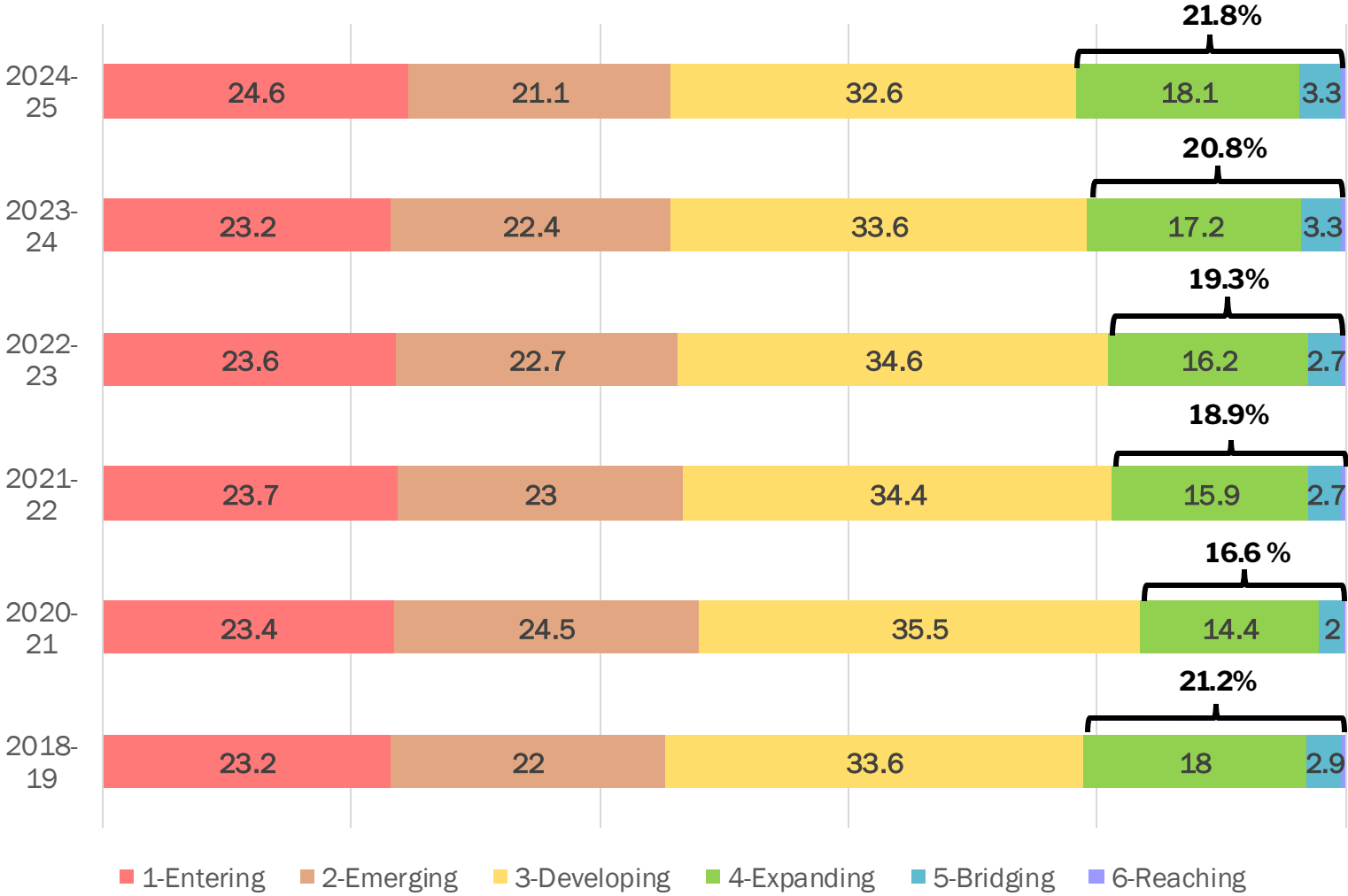
2024-25 WIDA ACCESS Results by Grade

- In elementary grades, students in the 4-5 span show the highest levels of English Language Proficiency (ELP) in K-12.
- In middle grades, the number of long-term MLLs in grade 6 is 2.4% of all MLLs while those in grade 7 account for 42.9%.
- The incidence of long-term MLLs in high school peaks in grade 9 accounting for 47.5% and is lowest in 10th grade at 40.5%.



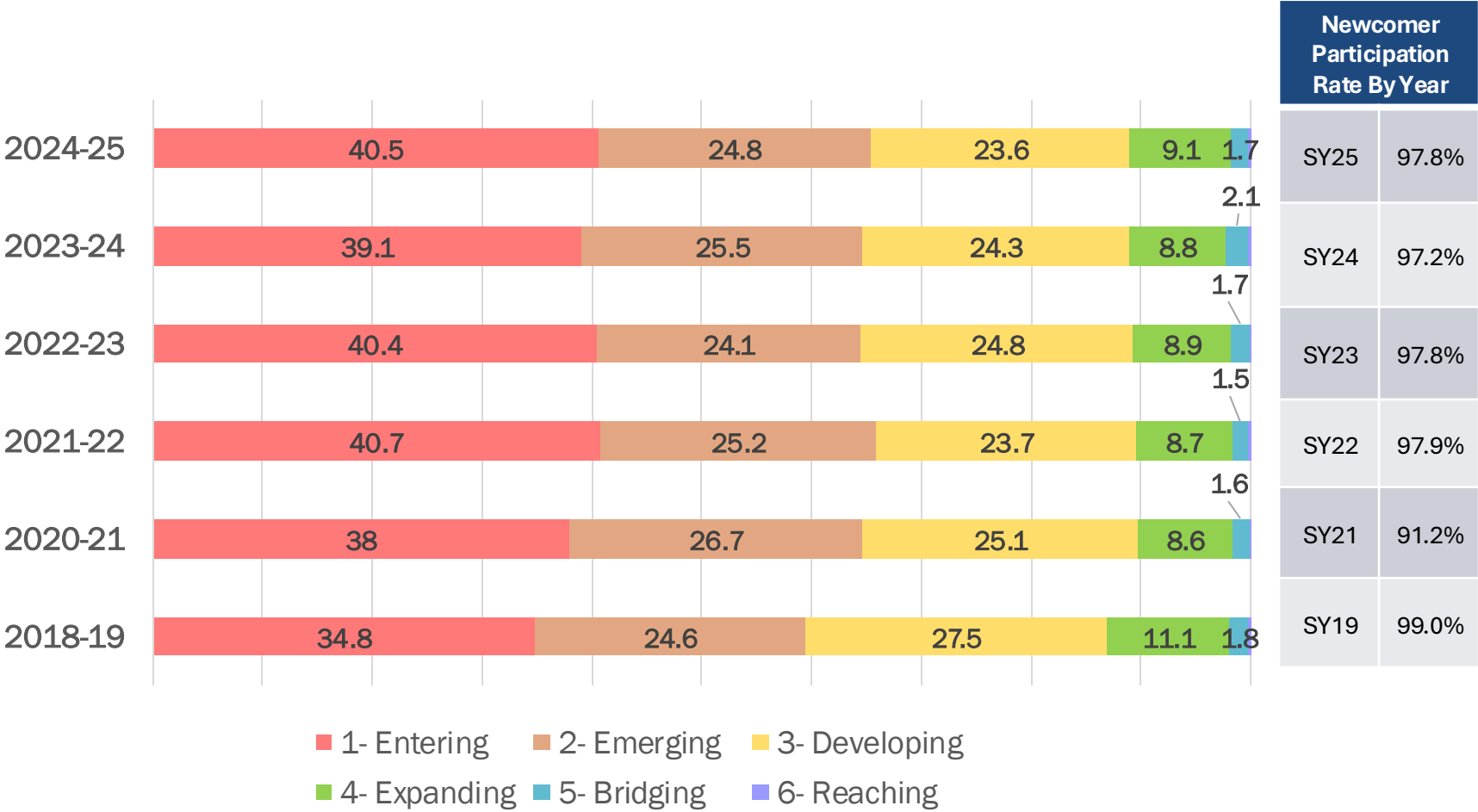
Five-Year Comparison on WIDA ACCESS

- By 2024-25, *Expanding* and *Bridging* levels surpassed pre-pandemic levels in line with a consistent upward trend and accounting for an increase of 5.2% since 2020-21.
- This trend has been maintained as the number of multilingual learners in Rhode Island continues to grow.



Newcomer MLLs: ACCESS Results Over Time

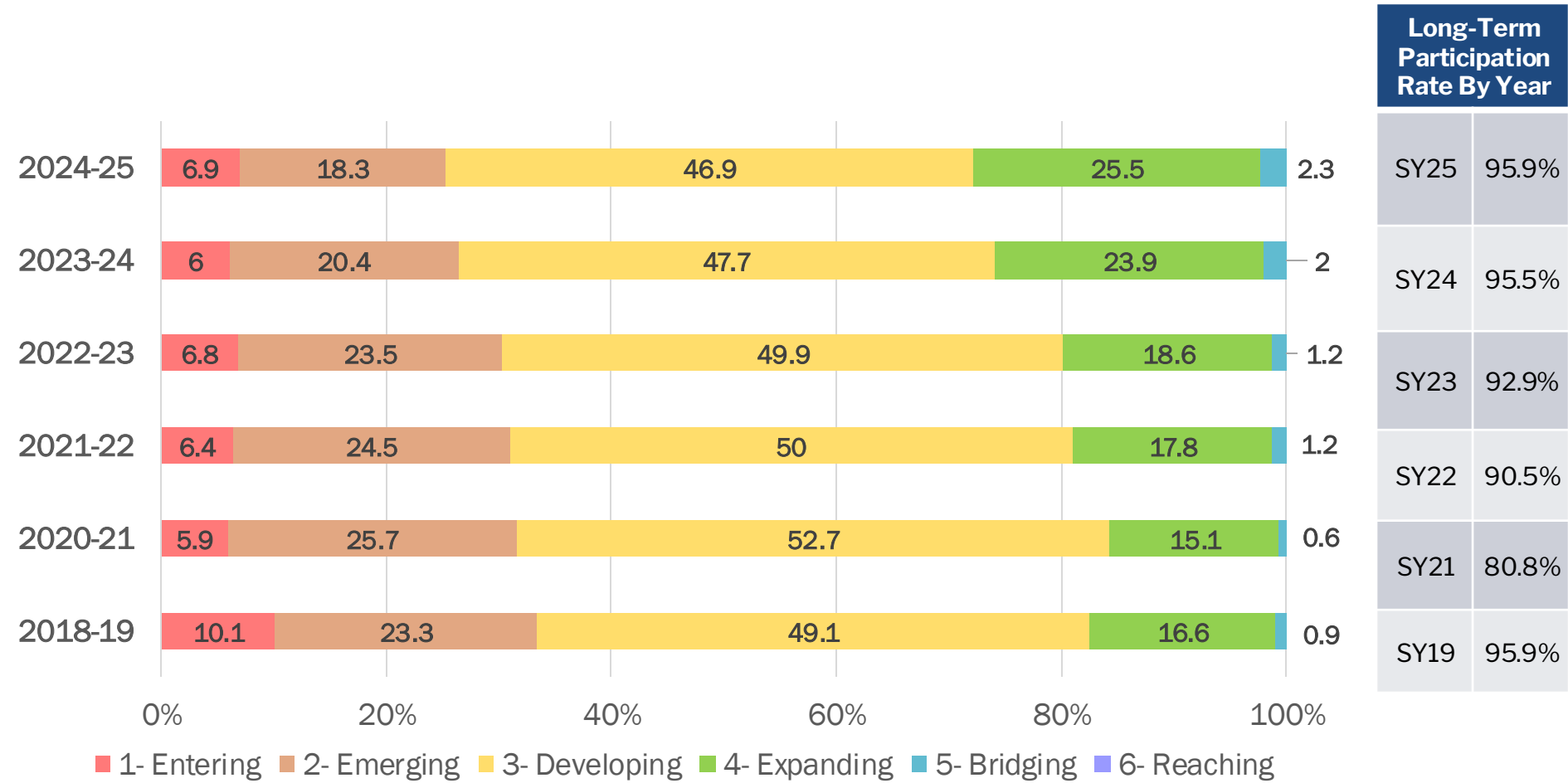
- As the number of MLLs and *Newcomers* in Rhode Island increases, their ACCESS performance has remained unchanged.
- The participation rate for this subgroup increased compared to last year.
- In each of the past five years, approximately 40% of *Newcomers* in RI have scored at the *Entering* level.



Newcomer: An MLL in US public schools for less than 3 years (0-2 years of service)

Long-Term MLLs: ACCESS Results Over Time

- Nearly 28% of Long-Term MLLs scored at the *Expanding* and *Bridging* levels, compared to approx. 16% in 2020-21.
- In 2024-25, 5.4% of *Long-Term* MLLs who took ACCESS exited compared to 3.8% in 2023-24.



Long-Term MLL: A student who has completed more than 6 years of MLL services in a US public school (7+ years of service)

Appendix

Achievement Levels

Rhode Island State Assessments



English Language Arts

The **Rhode Island Comprehensive Assessment System (RICAS)** measures student achievement in English language arts 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.

The **NAEP (National Assessment of Educational Progress)** measures student achievement across the country in reading in grades 4, 8 & 12.

Mathematics

The **Rhode Island Comprehensive Assessment System (RICAS)** measures student achievement in mathematics 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.

The **NAEP (National Assessment of Educational Progress)** measures student achievement across the country in mathematics in grades 4, 8 & 12.

English Language Proficiency

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

Science

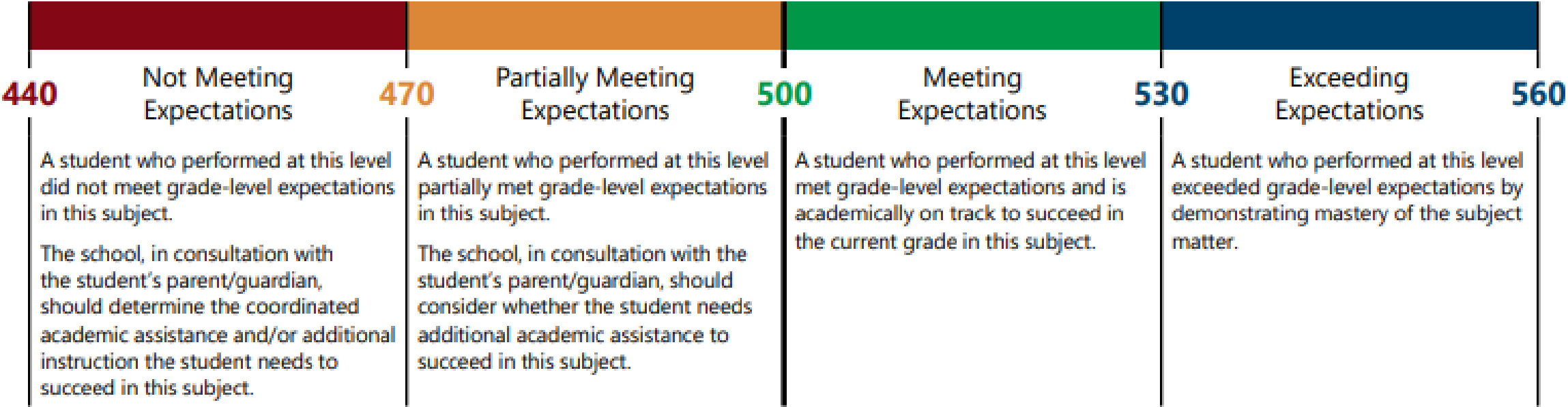
The **Next Generation Science Assessment** is administered to all students in grades 5, 8 and 11 to assess proficiency in science.

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

RICAS Achievement Levels

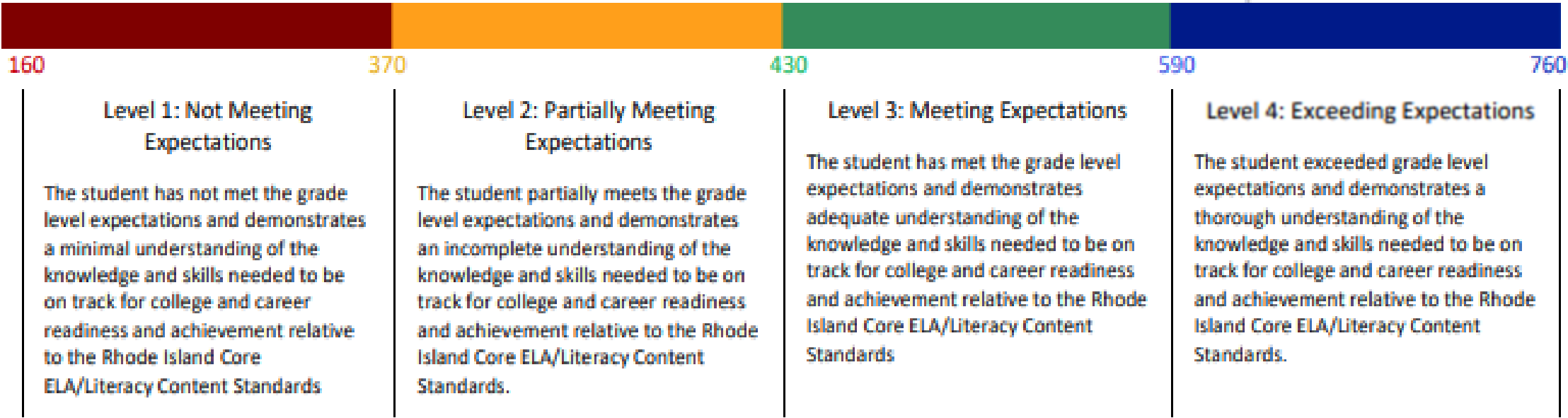


- A student receives a scale score between 440 and 560
- RICAS uses four performance levels that describe how well student(s) meet the expectations for their grade level: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students are showing mastery of the grade level expectations



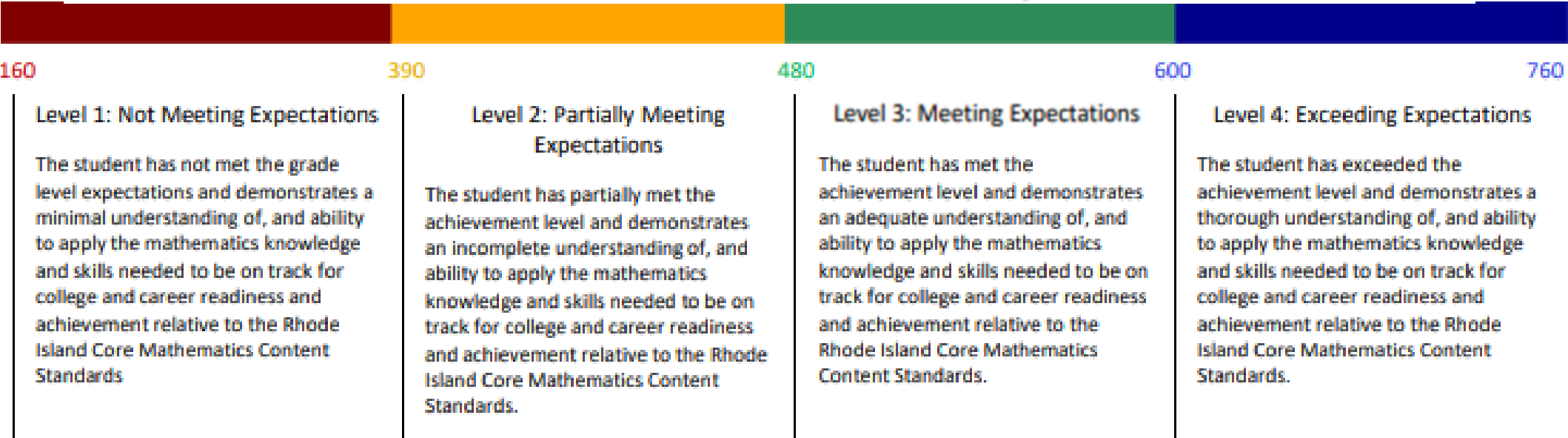
PSAT ELA Achievement Levels

- A student receives a scale score between 160 and 760
- PSAT 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



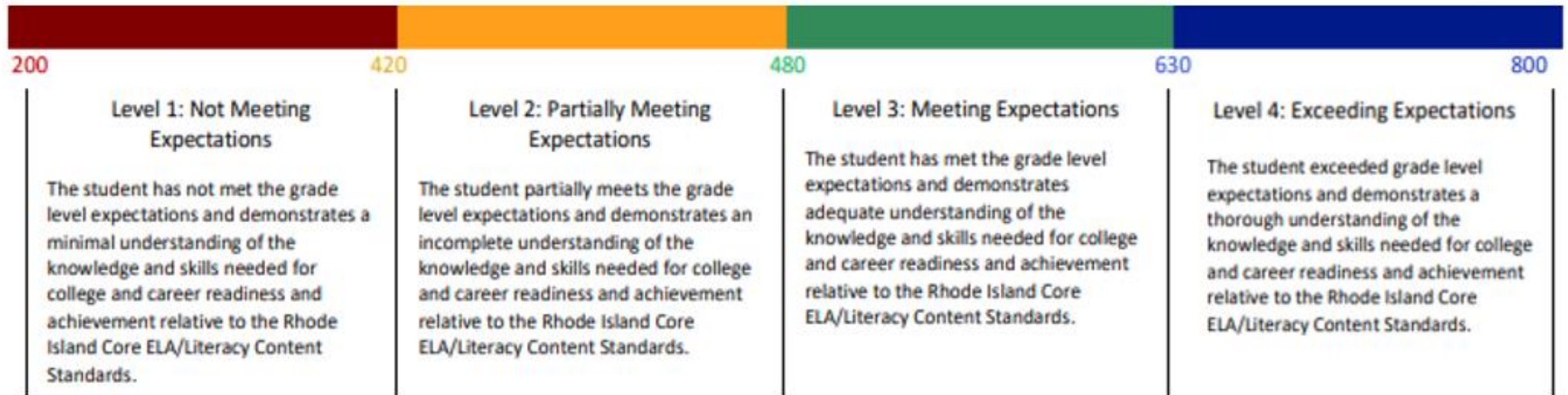
PSAT Math Achievement Levels

- A student receives a scale score between 160 and 760
- PSAT 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



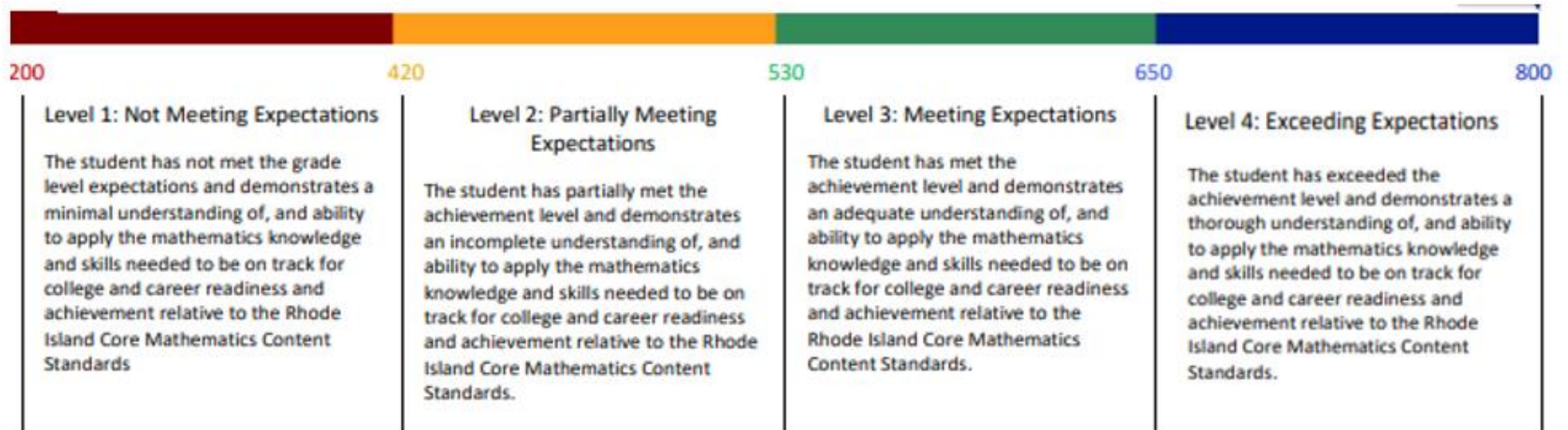
SAT ELA Achievement Levels

- 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



SAT Math Achievement Levels

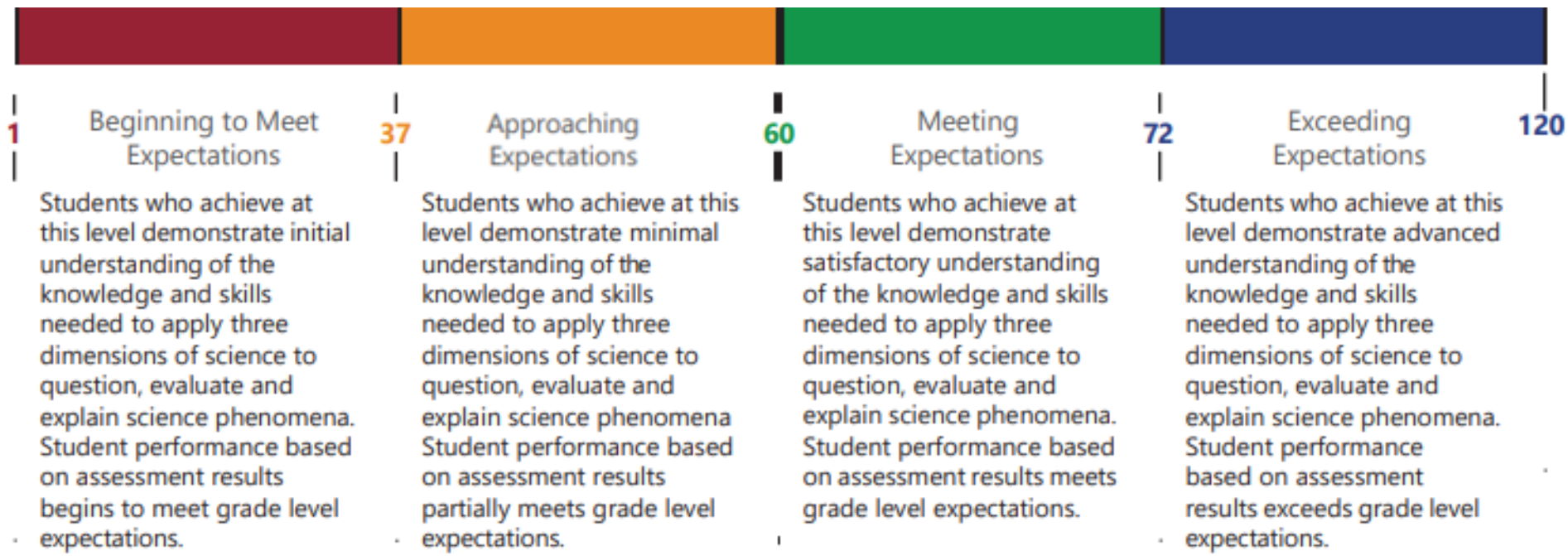
- A student receives a scale score between 200 and 800
- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level



RI NGSA Achievement Levels

- 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

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



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.

WIDA 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	<ul style="list-style-type: none">• Entering• Knows and uses minimal social language and minimal academic language with visual and graphic support
2	<ul style="list-style-type: none">• Emerging• Knows and uses some social English and general academic language with visual and graphic support
3	<ul style="list-style-type: none">• Developing• Knows and uses social English and some specific academic language with visual and graphic support
4	<ul style="list-style-type: none">• Expanding• Knows and uses social English and some technical academic language
5	<ul style="list-style-type: none">• Bridging• Knows and uses social and academic language working with grade level material
6	<ul style="list-style-type: none">• 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

WIDA Alternate ACCESS Achievement Levels

- Alternate ACCESS proficiency levels are unique. A student who scores a PL1 Entering on Alternate ACCESS is not necessarily performing at the same level as a student who scores at the Entering proficiency level on WIDA ACCESS.
- Alternate Proficiency Level Descriptors
 - are cumulative;
 - are not grade-specific, and
 - can be applied across grade-appropriate alternate academic content.



The Alternate PLDs are written along three dimensions of language use: discourse, sentence, and word/phrase.

- The **discourse dimension** communicates overall meaning across an entire text, including how a language user constructs, communicates, or understands the overall message conveyed, including its organization, connectedness, and degree of detail.
- For multilingual learners with the most significant cognitive disabilities, this also includes the **sentence dimension** as an indication of grammatical complexity of clause structures (i.e., chunks of language, and simple, compound, or complex sentences).
- The discourse dimension is supported by the **word/phrase dimension**, which adds precision and specificity to communication. Like all language learners, multilingual learners with the most significant cognitive disabilities may often use high-frequency words, but as language develops, they can use and interpret cross-disciplinary and content-area specific language to express ideas and interpret concepts. The precision of student communication is also impacted by the degree to which it is embedded in context.