



PSAT and SAT Assessment Results 2022



RIDE Rhode Island
Department
of Education

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OUR KIDS



World-Class Talent

We will strive to attract, recruit and retain a highly-skilled workforce, grow and diversify the educator pipeline and put professional learning at the center



Excellence in Learning

We will close equity gaps and increase academic achievement for all by setting high expectations, high standards, and a quality curriculum



Engaged Communities

We will elevate student and community voice by forging partnerships with the community and industry, inviting feedback, and creating responsive policies

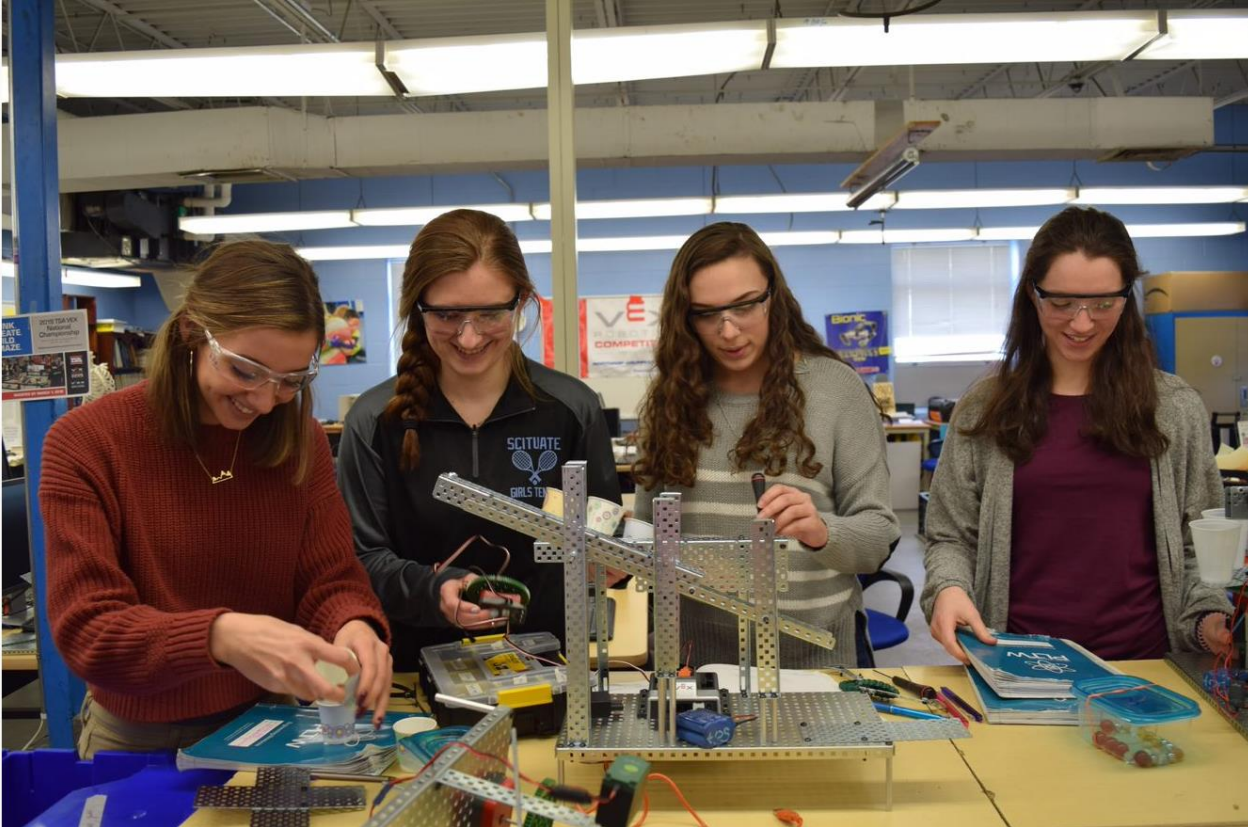


LEAP Task Force Priorities

The LEAP Task Force believes the following absolute priorities will accelerate student learning and move our PK-12 system forward. This work must elevate and center the needs of Rhode Island students who are multilingual, differently-abled, and who live in the urban core through an explicitly anti-racist, equity-focused lens.

1. Energize our school communities—students and educators— by launching a back-to-school campaign and statewide toolkit, with attention to students who are chronically absent and opportunity youth.
2. Ensure all students have access to high-quality and personalized support from adults, both during the school day and through extended learning, partnerships for before/after school, or summer learning opportunities.
3. Universally screen all students and align resources to need.
4. Improve and support student transitions, across grades and systems.
5. Close the digital divide.

The COVID Effect on Teaching & Assessment



- Despite schools being fully open last year, **COVID-19 still impacted most aspects of education**, making it more critical to assess student performance and identify needs and priority areas.
- Prior changes in school format **limited students' access to crucial academic and social-emotional supports**.
- **While participation on state assessments increased**, high school level participation is still below 95%, particularly for students already facing extraordinary barriers to participation. Some student groups were also over/underrepresented.
- The RI COVID-19 Academic Impact Report, released in April, 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.

PSAT and SAT Assessments

The **SAT** assessments are administered in English Language Arts (ELA) and mathematics to all 11th-grade high school students in Rhode Island to ensure our students are ready for college and career.

The **PSAT** assessments are administered in English Language Arts (ELA) and mathematics to all 10th-grade high school students in Rhode Island to ensure our students are ready for college and career.



Key Takeaways

2022

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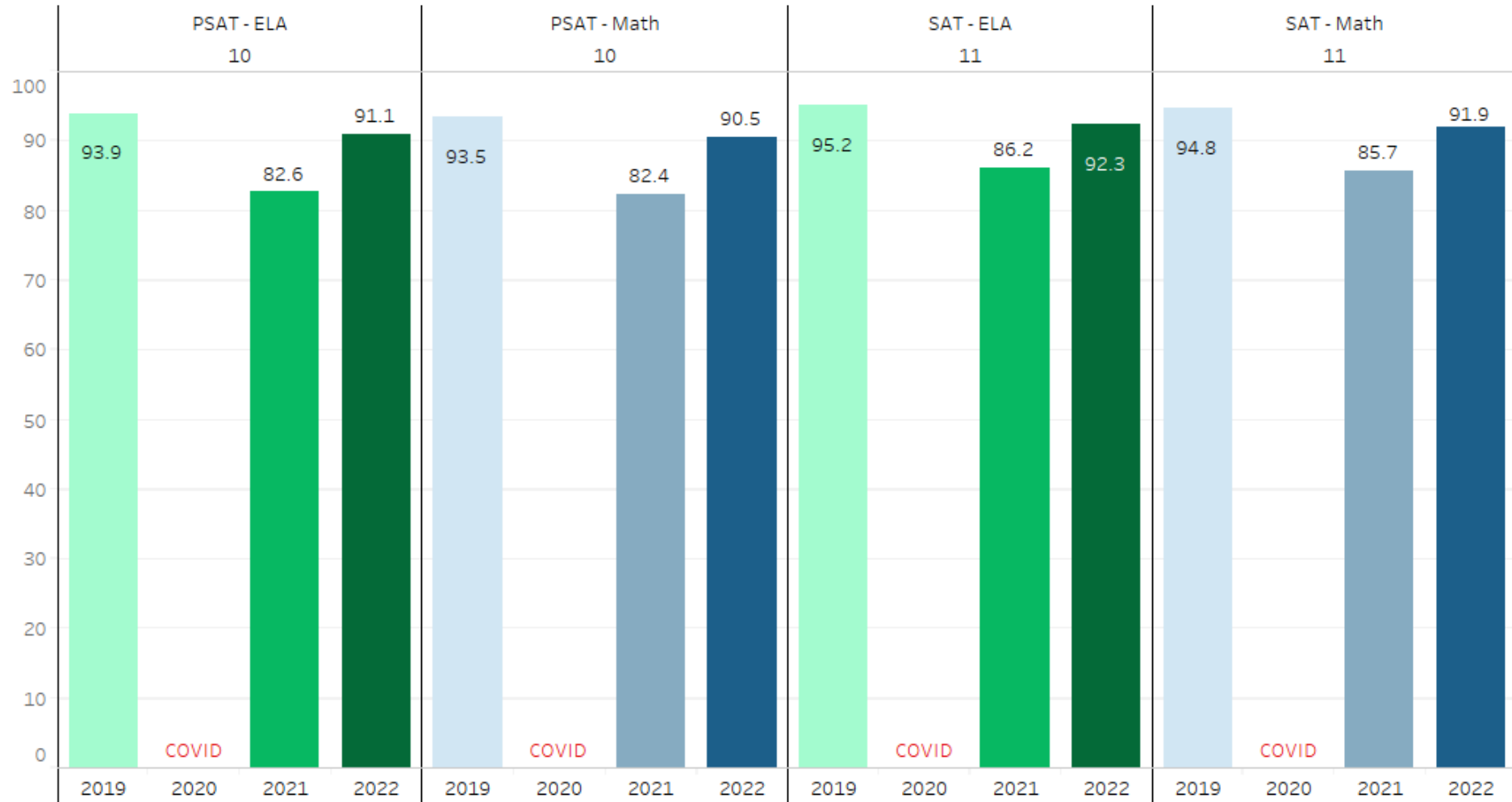
Major Takeaways for PSAT and SAT Assessments

1. Participation **increased for PSAT and SAT** compared to 2021 although continues to be below 95%.
2. ELA and mathematics performance on the PSAT and SAT is relatively unchanged from 2021, and lower than performance in 2019 - prior to the pandemic.
3. Rhode Island students aren't the only ones who are showing a decrease in performance from 2019, pre-pandemic. In fact, **our neighbors in Connecticut who also administer SAT as their state assessment saw similar decreases.**
4. There continues to be significant **differences in the levels of proficiency** by students in urban districts versus those in suburban districts.

Takeaway 1: Participation Rates Increased

What the data tells us:

- Participation rates for the PSAT and SAT increased across both content areas as compared to 2021.
- The increase in participation for **PSAT** is approximately **8%** points.
- The increase in participation rates for **SAT** was approximately **6%** points.
- Participation rates still fell below 95%.



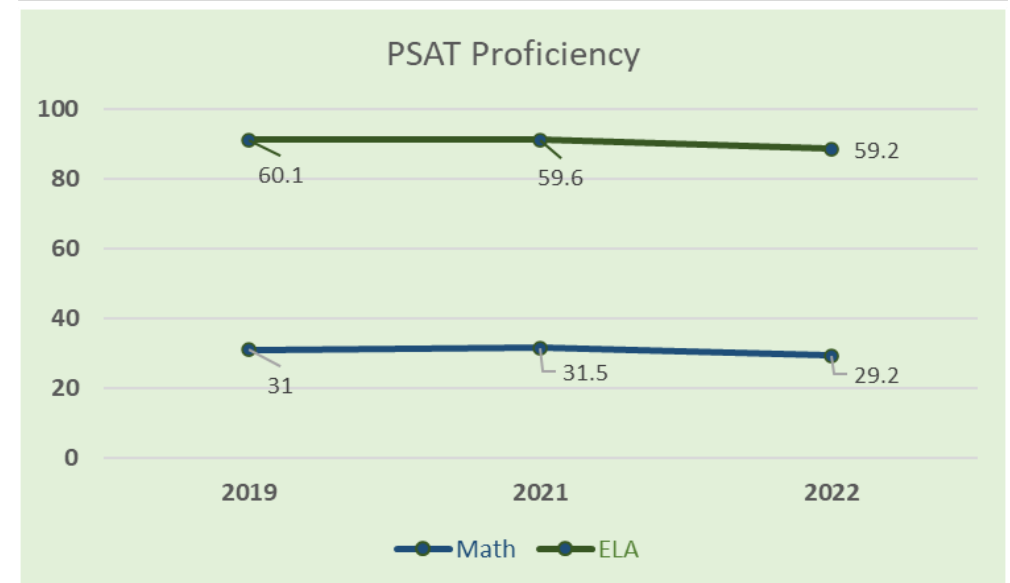
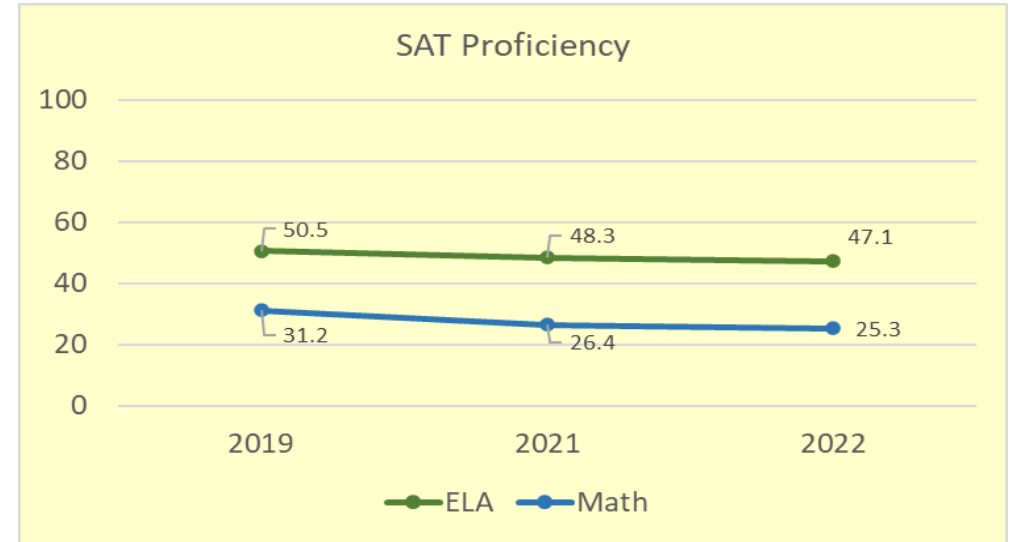
Takeaway 2: Student Performance Relatively Unchanged

What the data tells us:

- ELA and mathematics performance on the PSAT and SAT is relatively unchanged from 2021 and lower than performance in 2019 - prior to the pandemic.
- SAT performance rates showed **no significant change** in ELA or math as compared to 2021.
- PSAT performance rates showed **no significant change** in ELA and a decrease in math as compared to 2021.

How RI is addressing this:

- RI continues to expand access to advanced courses through AP and dual and concurrent enrollment.
- We are working with districts to review their assessment results and refocus ESSA plans based on areas of greatest need.
- Most 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.



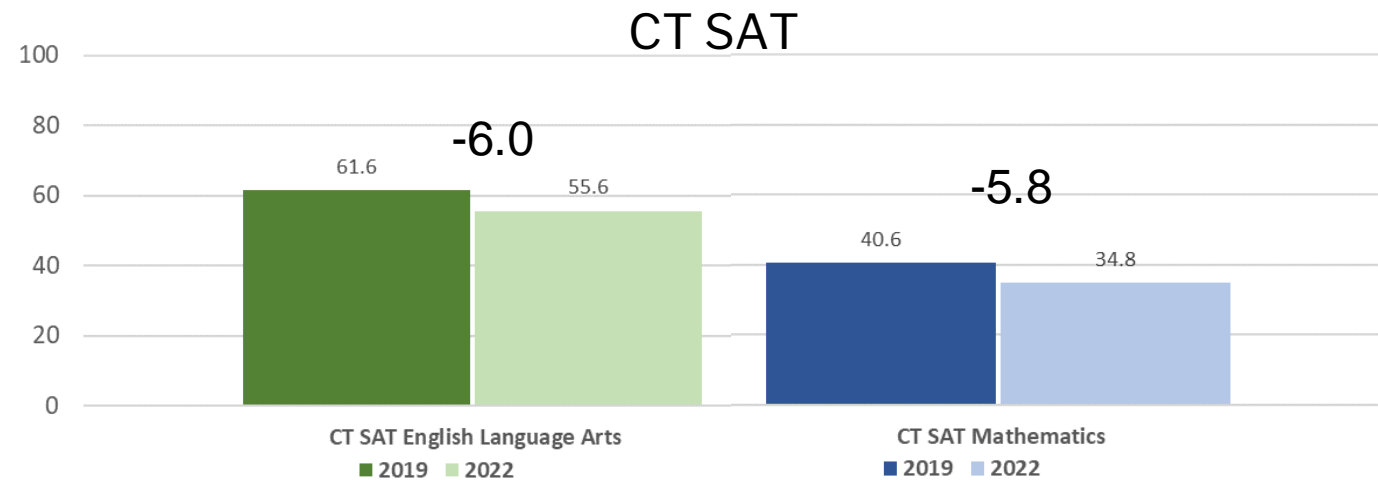
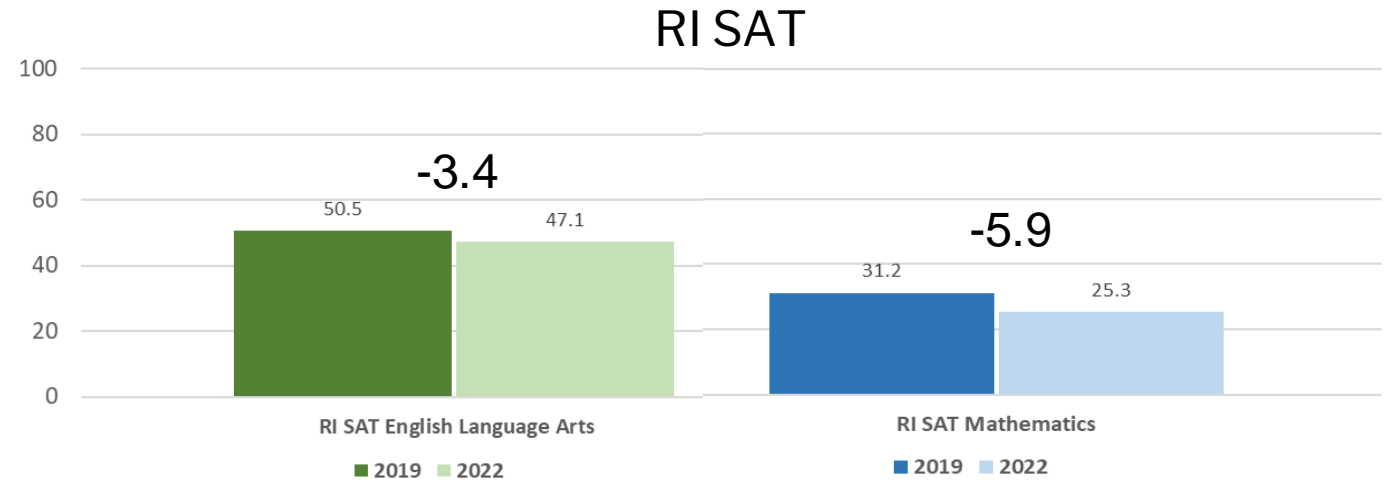
Takeaway 3: Cross-State Comparisons

What the data tells us:

- Rhode Island performance is lower than in 2019 consistent with Connecticut who also uses SAT as their high school state assessment.
- RI remains behind CT in its overall proficiency scores.

How we're addressing this:

- Adopted the RI Core Standards aligned with Massachusetts Frameworks.
- Support curriculum adoption and implementation.
- Expand statewide supports for high-dosage tutoring.
- Continue to work with LEAs to expand dual and concurrent enrollment opportunities as well as AP courses.
- Revise high school regulations to ensure students are prepared for post-secondary opportunities and success.



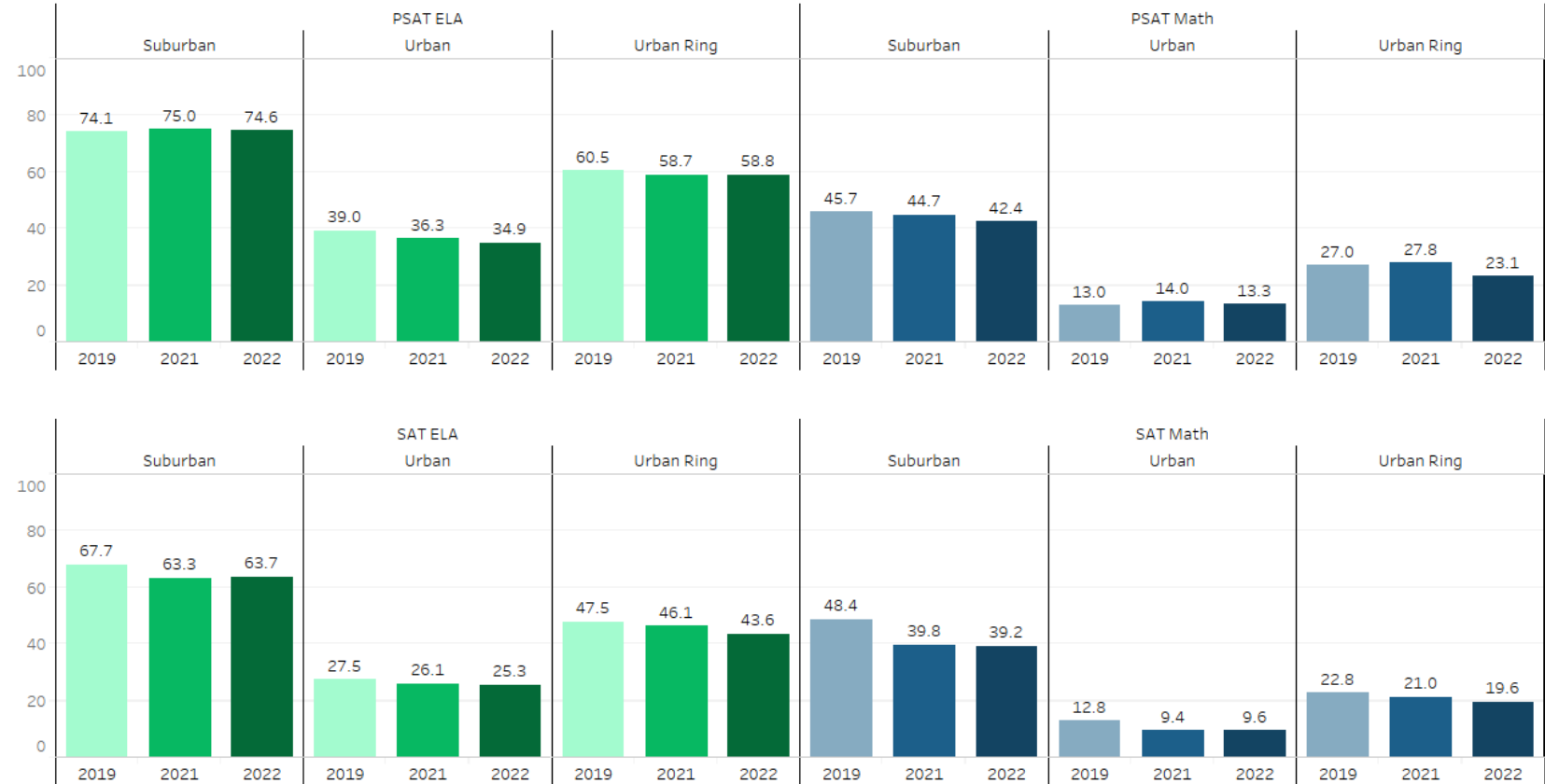
Takeaway 4: Performance by Urbanicity


What the data tells us:

- A wide gap continues to persist between the performance of suburban districts and urban districts in both PSAT and SAT, across content areas.

How we're addressing this:

- We're using LEAP Task Force recommendation to accelerate learning through the All Course Network (ACN) serving students statewide.
- The ACN offers SAT prep and classes that combinestudents from multiple areas, providing urban students greater access to a variety of rigorous courses.
- RIDE launched the District Support Program (DSP) to assist communities disproportionately impacted by the pandemic in recovery.





PSAT

English Language Arts and Mathematics

2022

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PSAT Achievement Level Descriptors

Mathematics Achievement Level Descriptors

On Track to be College and Career Ready

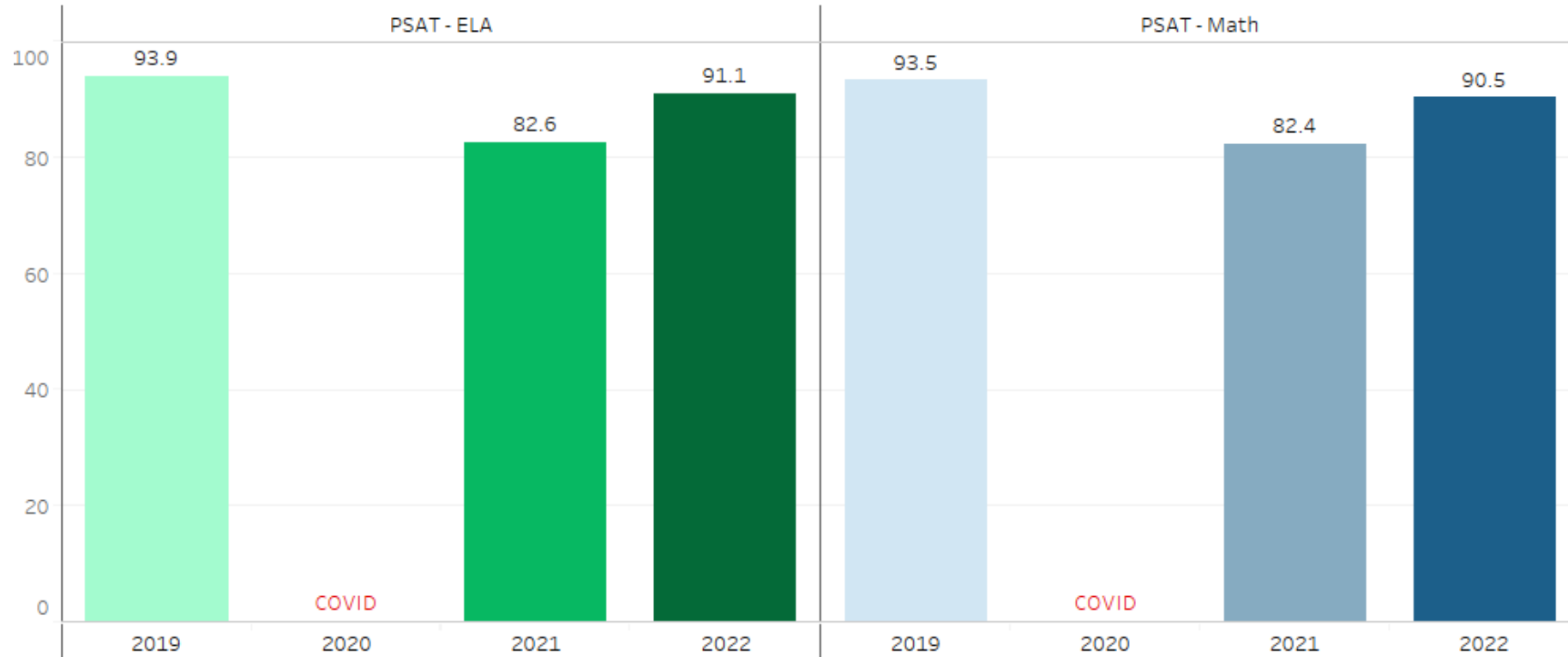
Achievement Level 4: Exceeding Expectations	Achievement Level 3: Meeting Expectations	Achievement Level 2: Partially Meeting Expectations	Achievement Level 1: Not Meeting Expectations
Score Range: 600-760	Score Range: 480-590	Score Range: 390-470	Score Range: 160-380
The student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed <i>to be on track</i> for college and career readiness and achievement relative to the RI Mathematics Content Standards.	The student has met the achievement level and demonstrates an <i>adequate</i> understanding of, and ability to apply the mathematics knowledge and skills needed <i>to be on track</i> for college and career readiness and achievement relative to their Mathematics Content Standards.	The student has partially met the achievement level and demonstrates an <i>incomplete</i> understanding of, and ability to apply the mathematics knowledge and skills needed <i>to be on track</i> for college and career readiness and Achievement relative to the RI Mathematics Content Standards.	The student has not met the achievement level and demonstrates a <i>minimal</i> understanding of, and ability to apply the mathematics knowledge and skills needed <i>to be on track</i> for college and career readiness and achievement relative to the RI Mathematics Content Standards.

English Language Arts Achievement Level Descriptors

Achievement Level 4: Exceeding Expectations	Achievement Level 3: Meeting Expectations	Achievement Level 2: Partially Meeting Expectations	Achievement Level 1: Not Meeting Expectations
Score Range: 590-760	Score Range: 430-580	Score Range: 370-420	Score Range: 160-360
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 RI ELA/Literacy Content Standards	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 RI ELA/Literacy Content Standards.	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 RI ELA/Literacy Content Standards.	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 RI ELA/Literacy Content Standards.

PSAT ELA and Math Participation

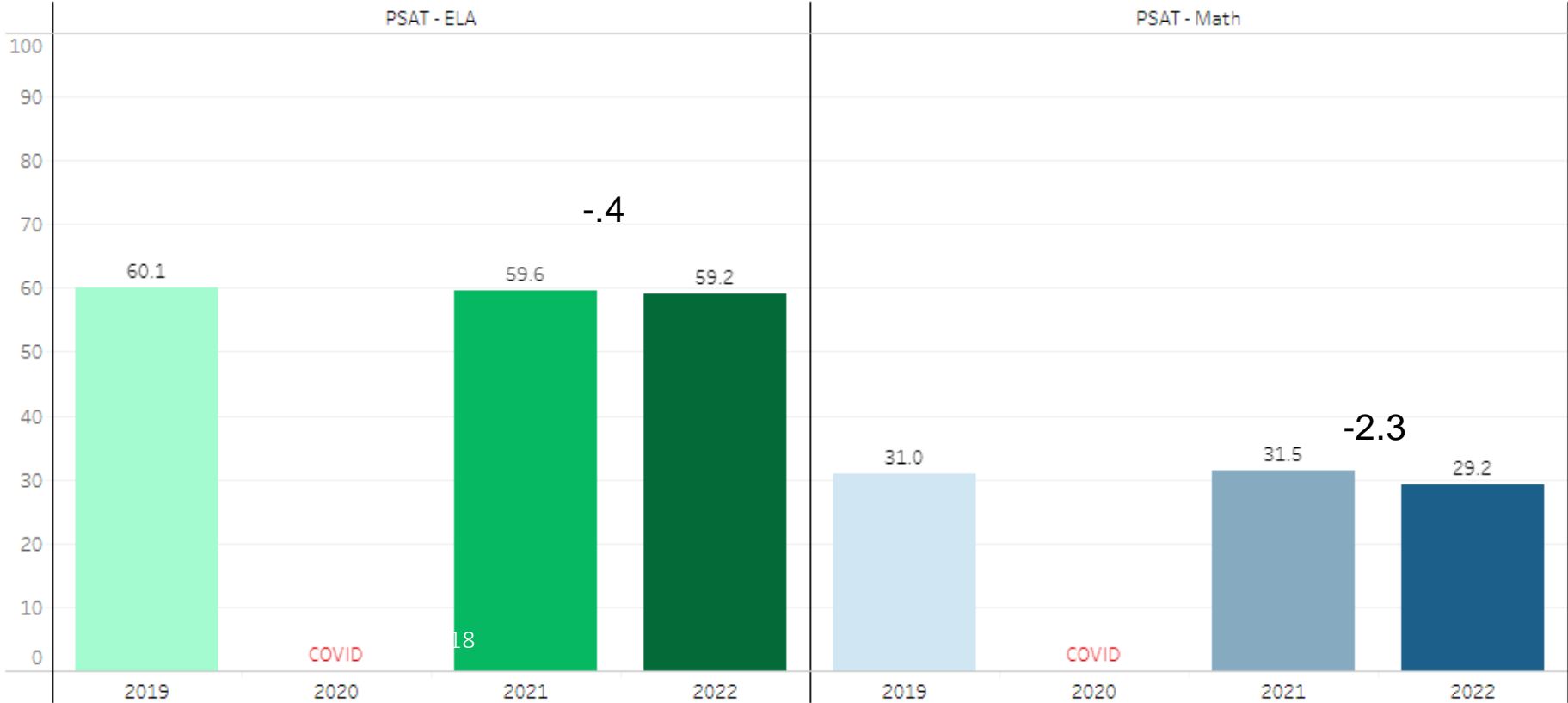
- The **increase** in participation across both ELA and math was approximately **8%** from 2021 to 2022.
- Participation is still below the federal 95% requirement.



Number of Students Tested			
	2019	2021	2022
ELA	10,164	9,111	9,460
Math	10,167	9,089	9,465

PSAT: Percent of Students Meeting or Exceeding Expectations/ College and Career Ready (CCR) Benchmark in ELA and Math

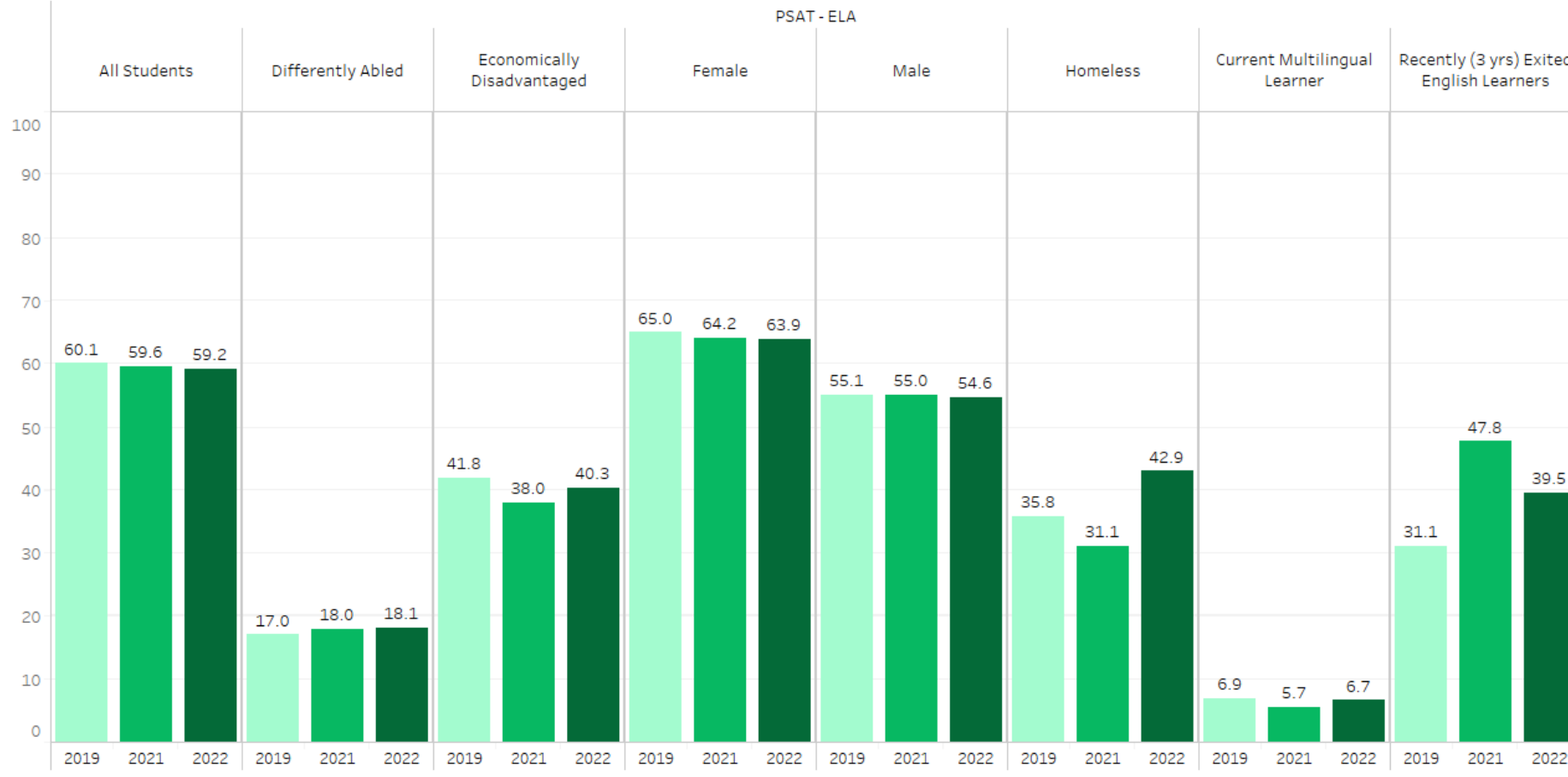
- The percent of students who **meet or exceed expectations/ CCR Benchmark** in 2022 **decreased in math and is relatively unchanged in ELA** from 2021.
- Over **half** of RI students meet expectations for high school ELA, but only just over **25%** meet expectations in math.



Number of Students Tested			
	2019	2021	2022
ELA	10,164	9,111	9,460
Math	10,167	9,089	9,465

PSAT ELA: Percent of Students by Subgroup Meeting or Exceeding Expectations

The percent of students who met or exceeded the expectations/CCR Benchmark in 2022 was relatively unchanged in most subgroups from 2021.



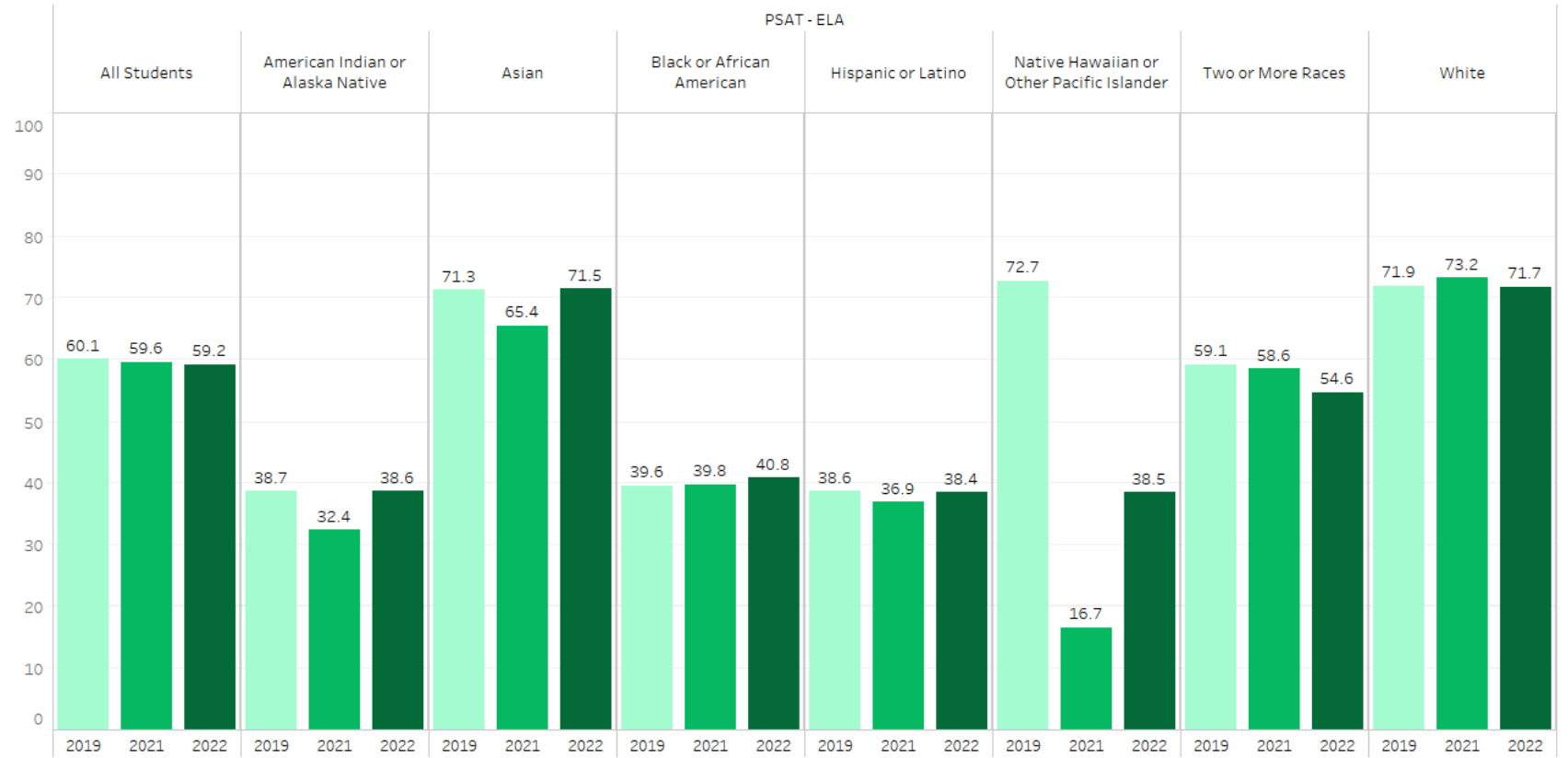
Number of Students Tested			
Subgroups	2019	2021	2022
All Students	10,164	9,111	9,460
Female	5,067	4,572	4,648
Male	5,097	4,536	4,799
Differently Abled Students	1,315	1,109	1,174
Economically Disadvantaged	4,424	3,415	3,671
Homeless	67	45	77
Multilingual Learners	792	751	815
MLL Exited yr1-yr3	135	92	81

Despite what appears to be large changes in performance from 2021 to 2022, no changes were statistically significant.

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

The percent of students who met or exceeded expectations/ CCR Benchmark was relatively unchanged for subgroups from 2021.

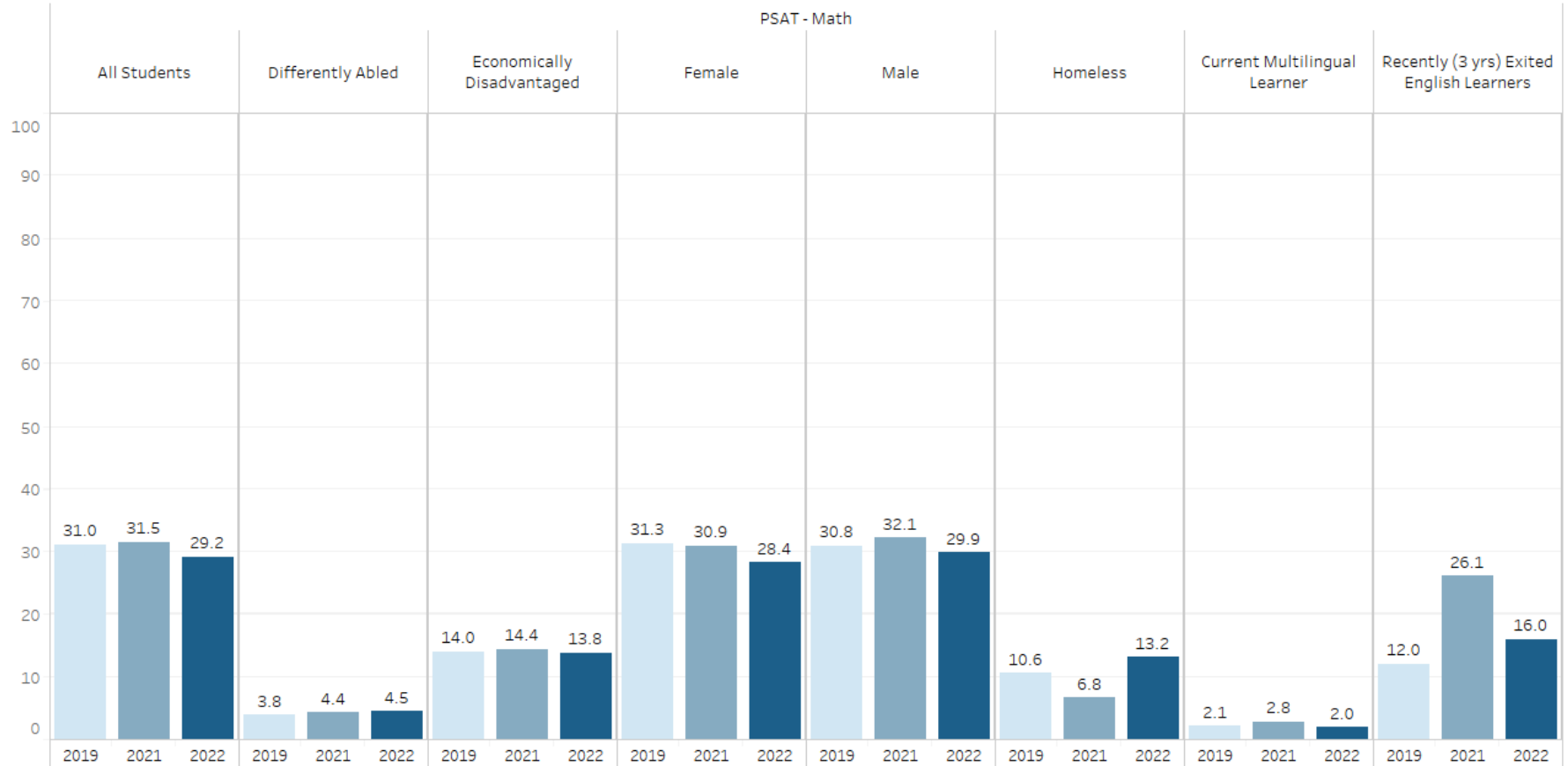
Number of Students Tested			
Subgroups	2019	2021	2022
All Students	10,164	9,111	9,460
American Indian	62	68	57
Asian	293	254	288
Black or African American	898	822	792
Hispanic or Latino	2,540	2,378	2,552
Native Hawaiian or Other Pacific Islander	11	12	13
White	6,020	5,241	5,381
Two or More Races	340	336	377



Despite what appears to be large changes in performance from 2021 to 2022, no changes were statistically significant.

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

While the percent of students who meet or exceed expectations/ CCR Benchmark overall was significantly lower, performance of subgroups was relatively unchanged.



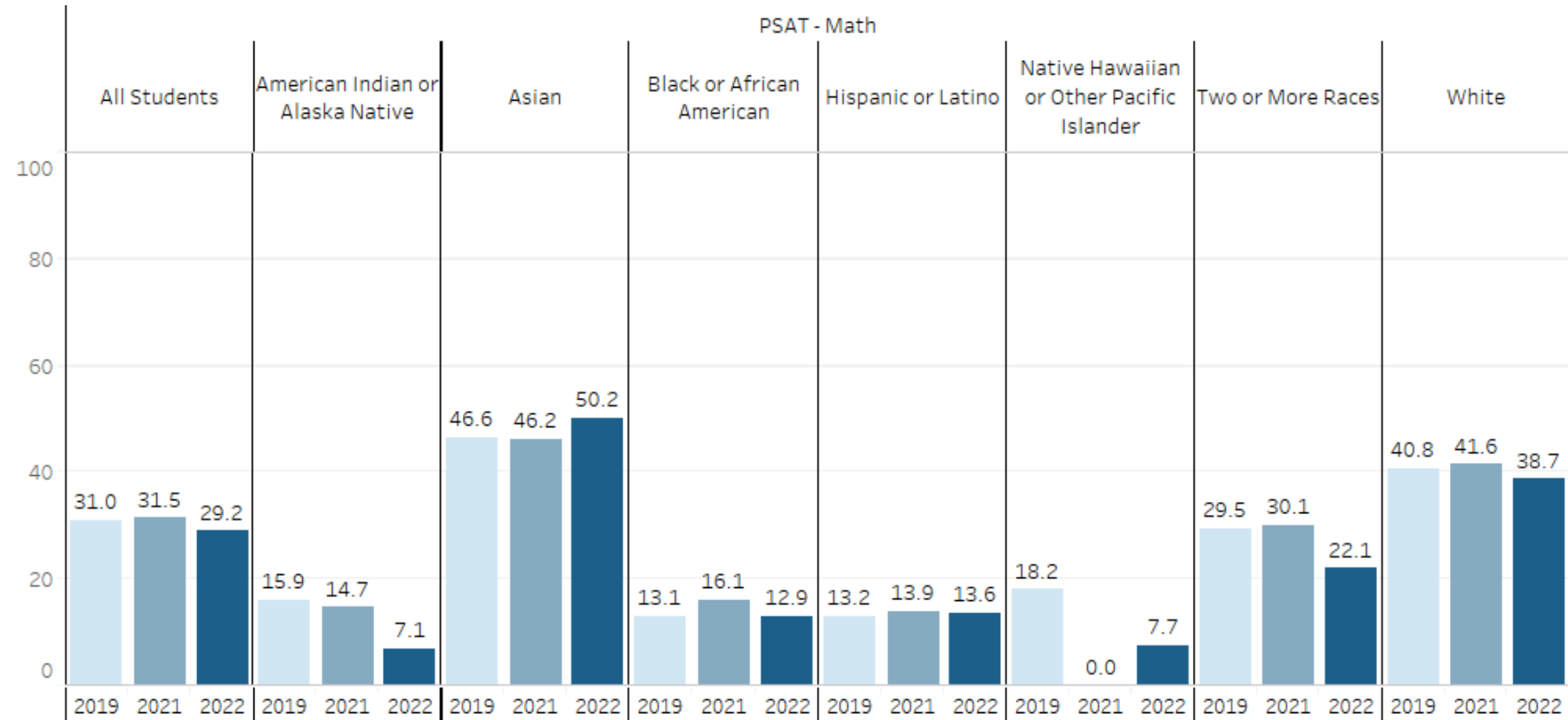
Number of Students Tested			
Subgroup	2019	2021	2022
All Students	10167	9089	9465
Female	5067	4560	4657
Male	5100	4265	4795
Differently Abled Students	1297	1102	1158
Economically Disadvantaged	4425	3404	3666
Homeless	66	44	76
Multilingual Learners	824	754	852
Recently Exited MLLs 3Yrs	133	92	81

Despite what appears to be large changes in performance from 2021 to 2022, no changes were statistically significant.

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

While the percent of students who meet or exceed expectations/ CCR Benchmark overall was significantly lower, performance of subgroups was relatively unchanged.

Number of Students Tested			
Subgroups	2019	2021	2022
All Students	10,167	9,089	9,465
American Indian	63	68	56
Asian	294	253	289
Black or African American	905	819	796
Hispanic or Latino	2,550	2,376	2,564
Native Hawaiian or Other Pacific Islander	11	12	13
White	6,008	5,225	5,372
Two or More Races	336	336	375



Despite what appears to be large changes in performance from 2021 to 2022, no changes were statistically significant.



SAT

English Language Arts and Mathematics

2022

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SAT Achievement Level Descriptors

Mathematics Achievement Level Descriptors

College and Career Ready

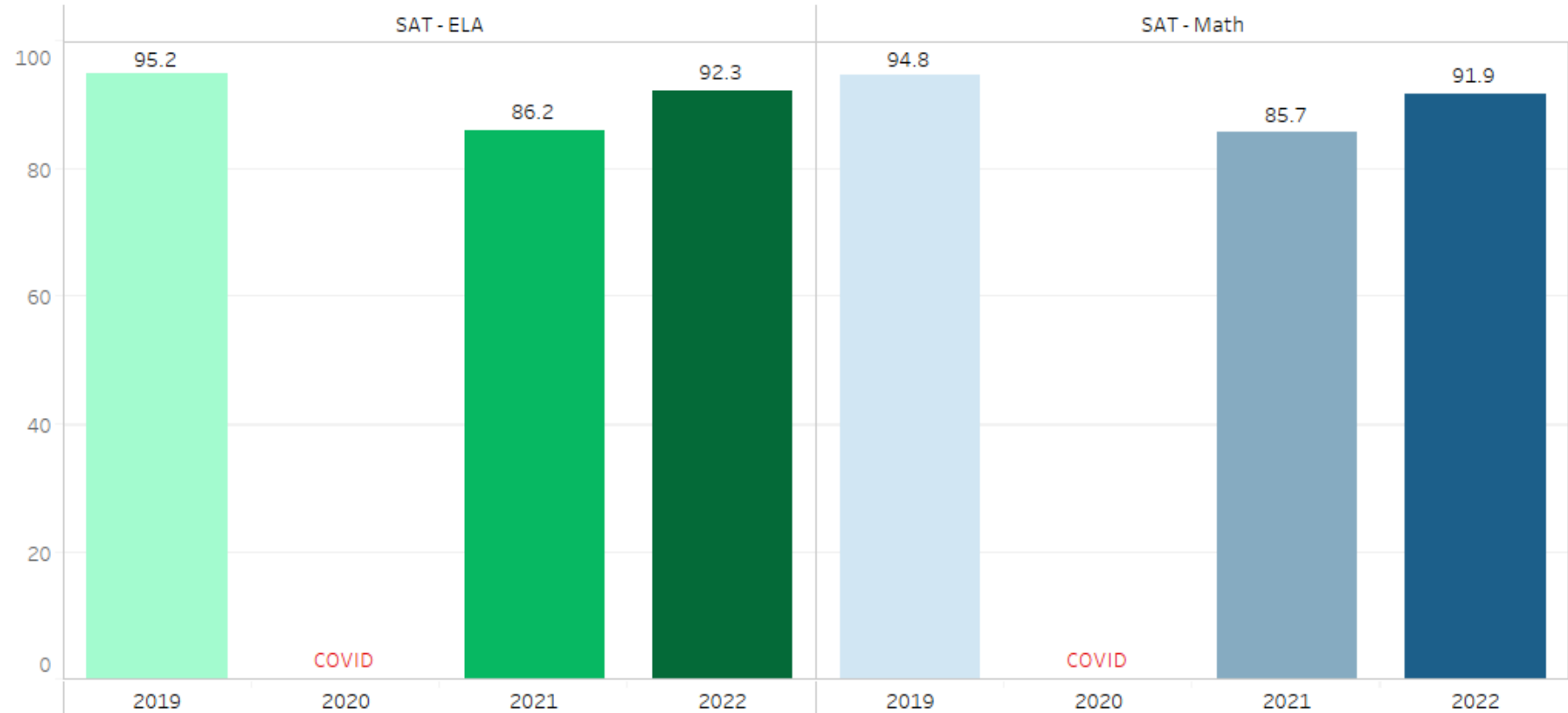
Achievement Level 4: Exceeding Expectations	Achievement Level 3: Meeting Expectations	Achievement Level 2: Partially Meeting Expectations	Achievement Level 1: Not Meeting Expectations
Score Range: 650-800	Score Range: 530-640	Score Range: 420-520	Score Range: 200-410
The student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the RI Mathematics Content Standards.	The student has met the achievement level and demonstrates an <i>adequate</i> understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the RI Mathematics Content Standards.	The student has partially met the achievement level and demonstrates an <i>incomplete</i> understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the RI Mathematics Content Standards.	The student has not met the achievement level and demonstrates a <i>minimal</i> understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the RI Mathematics Content Standards.

English Language Arts Achievement Level Descriptors

Achievement Level 4: Exceeding Expectations	Achievement Level 3: Meeting Expectations	Achievement Level 2: Partially Meeting Expectations	Achievement Level 1: Not Meeting Expectations
Score Range: 630-800	Score Range: 480-620	Score Range: 420-470	Score Range: 200-410
The student has 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 RI ELA/Literacy Content Standards..	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 RI ELA/Literacy Content Standards.	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 RI ELA/Literacy Content Standards.	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 RI ELA/Literacy Content Standards.

SAT ELA and Math Participation

- The **increase** in participation across both ELA and math was approximately **6%** from 2021 to 2022.
- Participation is still below the federal 95% requirement.

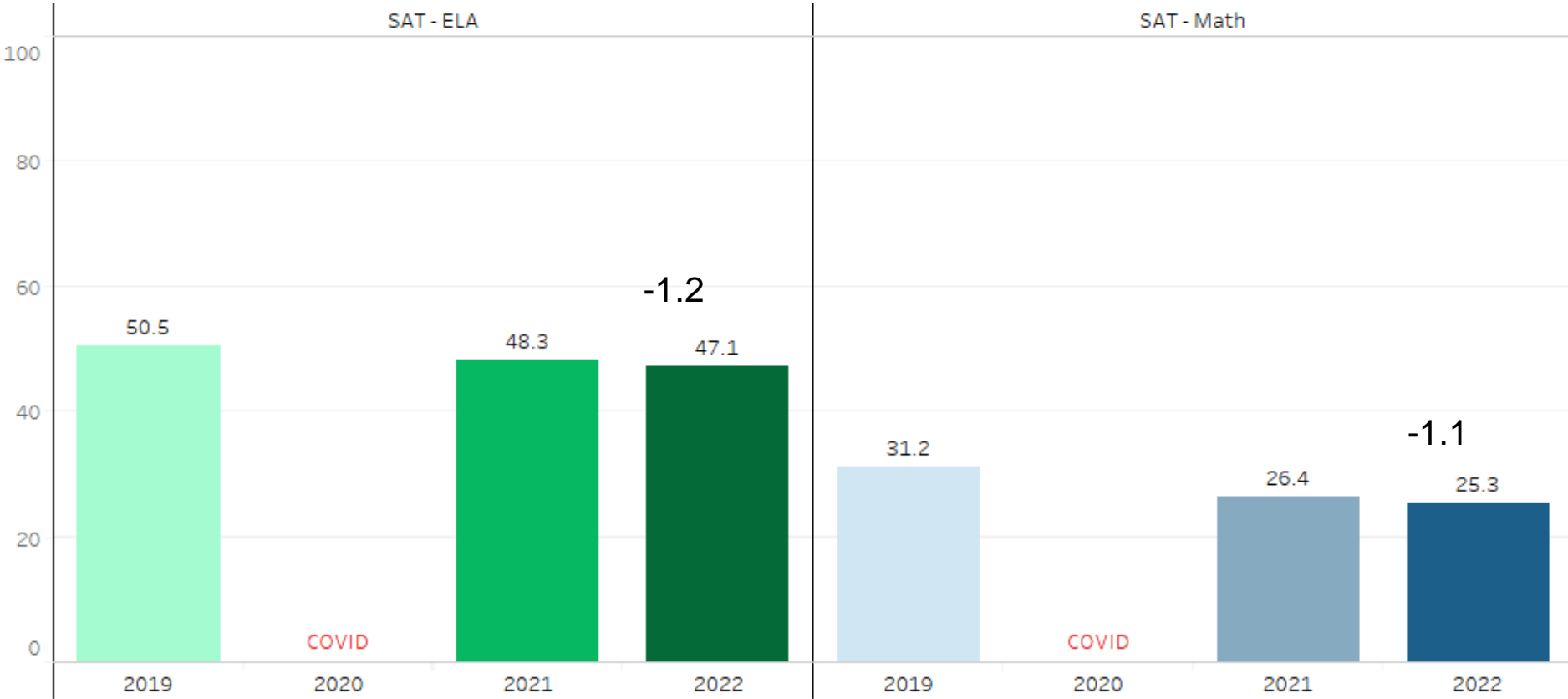


	2019	2021	2022
ELA	9895	9085	9442
Math	9882	9049	9467

SAT: Percent of Students Meeting or Exceeding Expectations/ College and Career Ready (CCR) Benchmark in ELA and Math

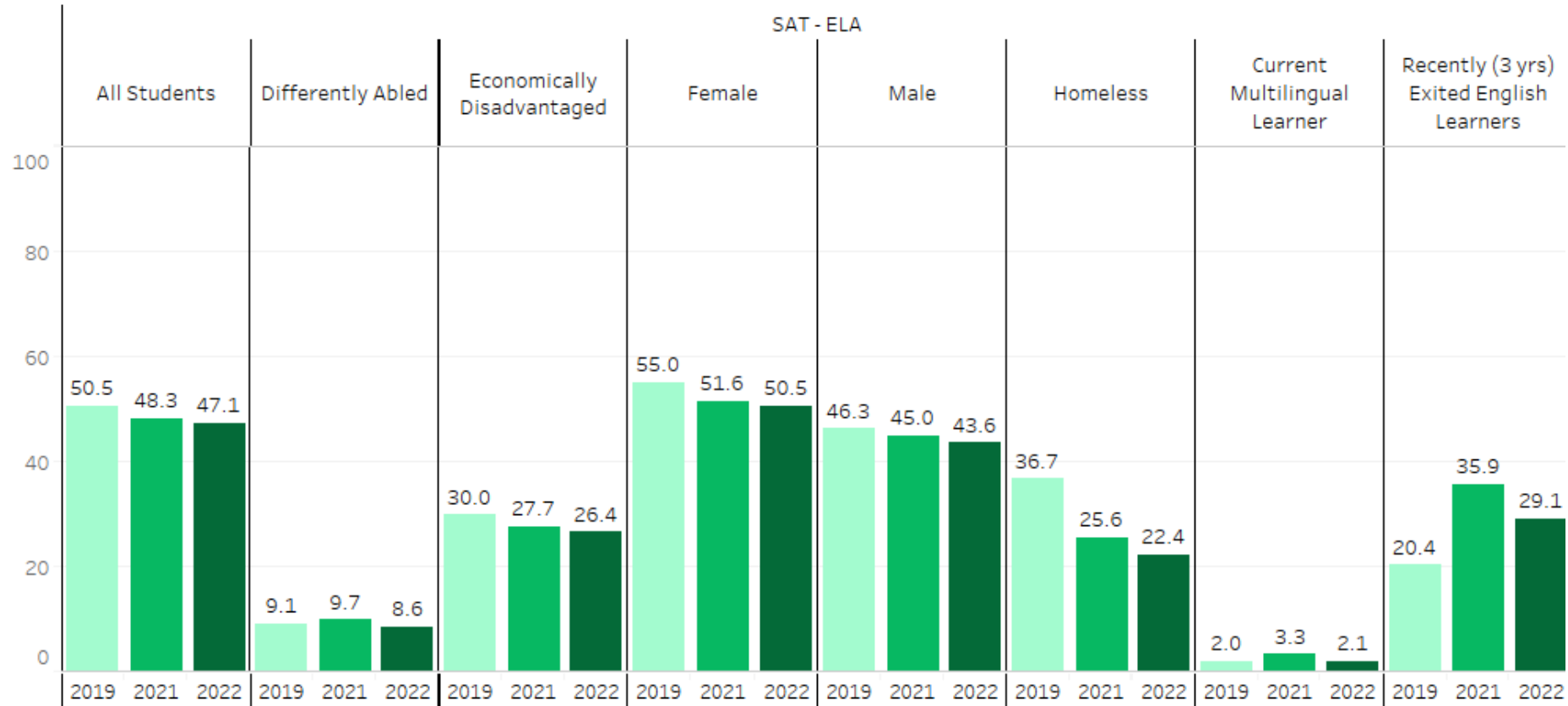
- The percent of students who **met or exceeded expectations/ CCR** in 2022 was relatively unchanged from 2021 in both the **ELA and math**.
- Almost **half** of RI students meet expectations for high school ELA, but only just over **25%** meet expectations in math.

	2019	2021	2022
ELA	9893	9085	9442
Math	9880	9049	9467



SAT ELA: Percent of Students by Subgroup Meeting or Exceeding Expectations

The percent of students who met or exceeded the expectations/CCR benchmark in 2022 was **relatively unchanged** from 2021 across subgroups.



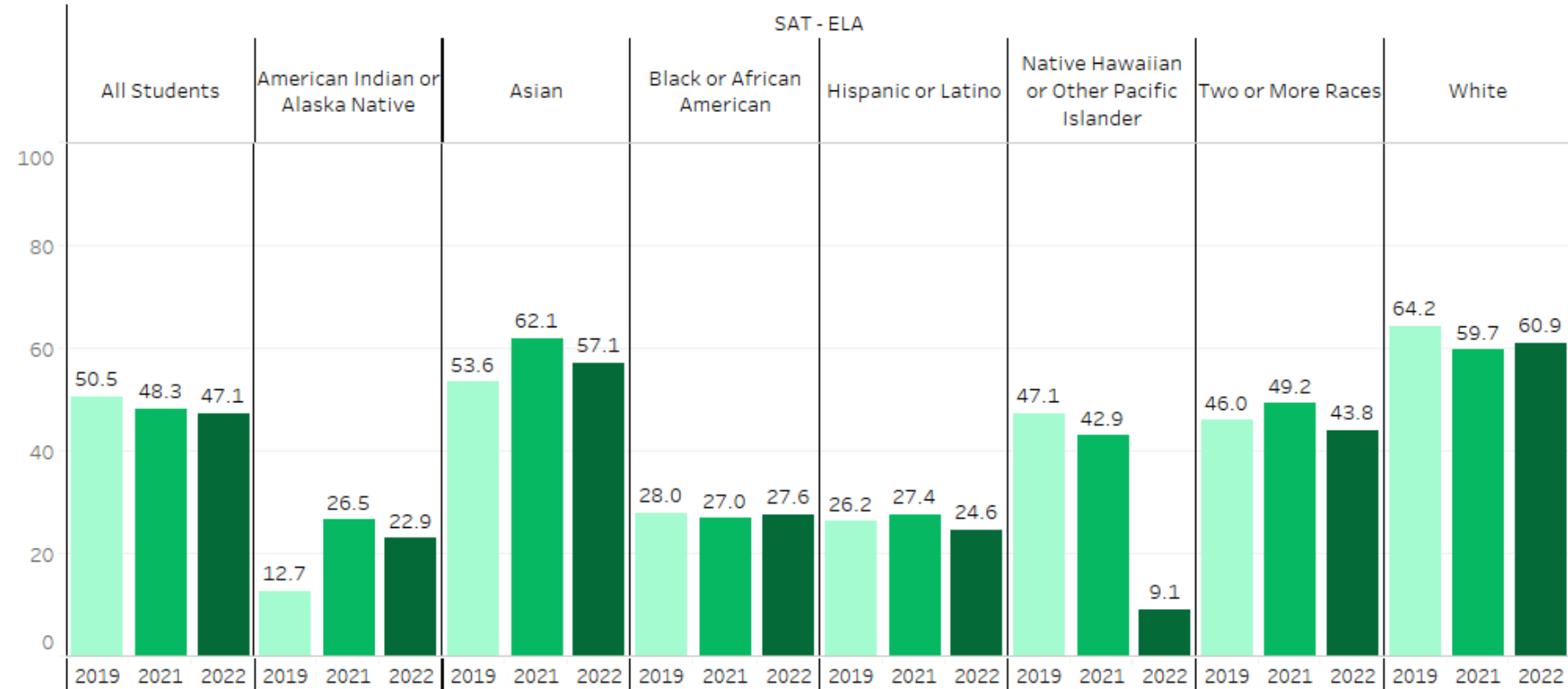
Number of Students Tested			
Subgroups	2019	2021	2022
All Students	9895	9085	9442
Female	4834	4523	4760
Male	5061	4558	4673
Differently Abled Students	1111	1059	1137
Economically Disadvantaged	4058	3296	3528
Homeless	60	39	76
Multilingual Learners	813	671	815
MLL Exited yr1-yr3	137	78	86

Despite what appears to be large changes in performance from 2021 to 2022, no changes were statistically significant.

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

The percent of students who **met or exceeded** expectations/ CCR benchmark **decreased among all subgroups.**

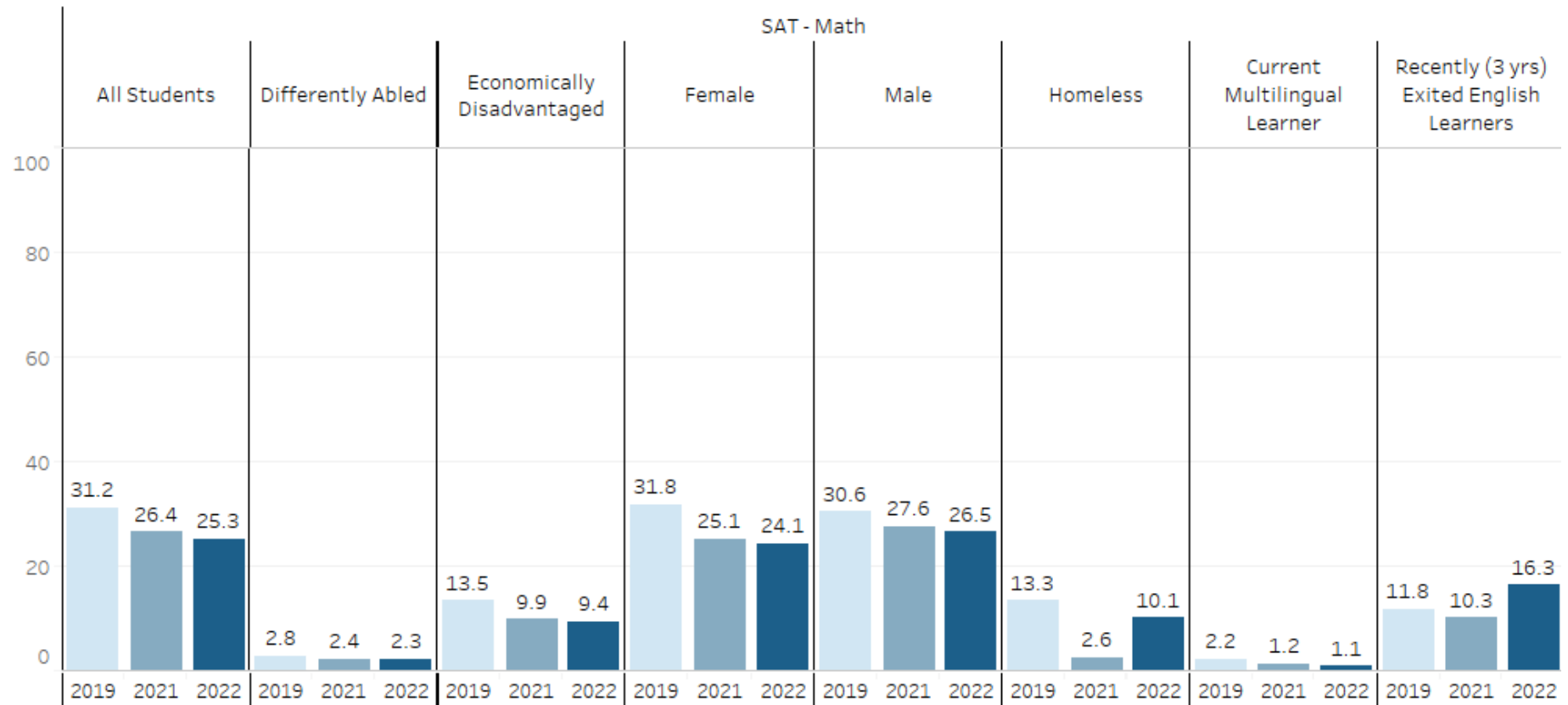
Number of Students Tested			
Subgroups	2019	2021	2022
All Students	9,893	9,085	9,442
American Indian	79	49	70
Asian	330	306	273
Black or African American	853	807	867
Hispanic or Latino	2,392	2,258	2,496
Pacific Islander	17	21	11
White	5,911	5,325	5,360
Two or More Races	311	319	365



Despite what appears to be large changes in performance from 2021 to 2022, no changes were statistically significant.

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

The percent of students who **met or exceeded** expectations/ CCR benchmark **was relatively unchanged** for all subgroups.



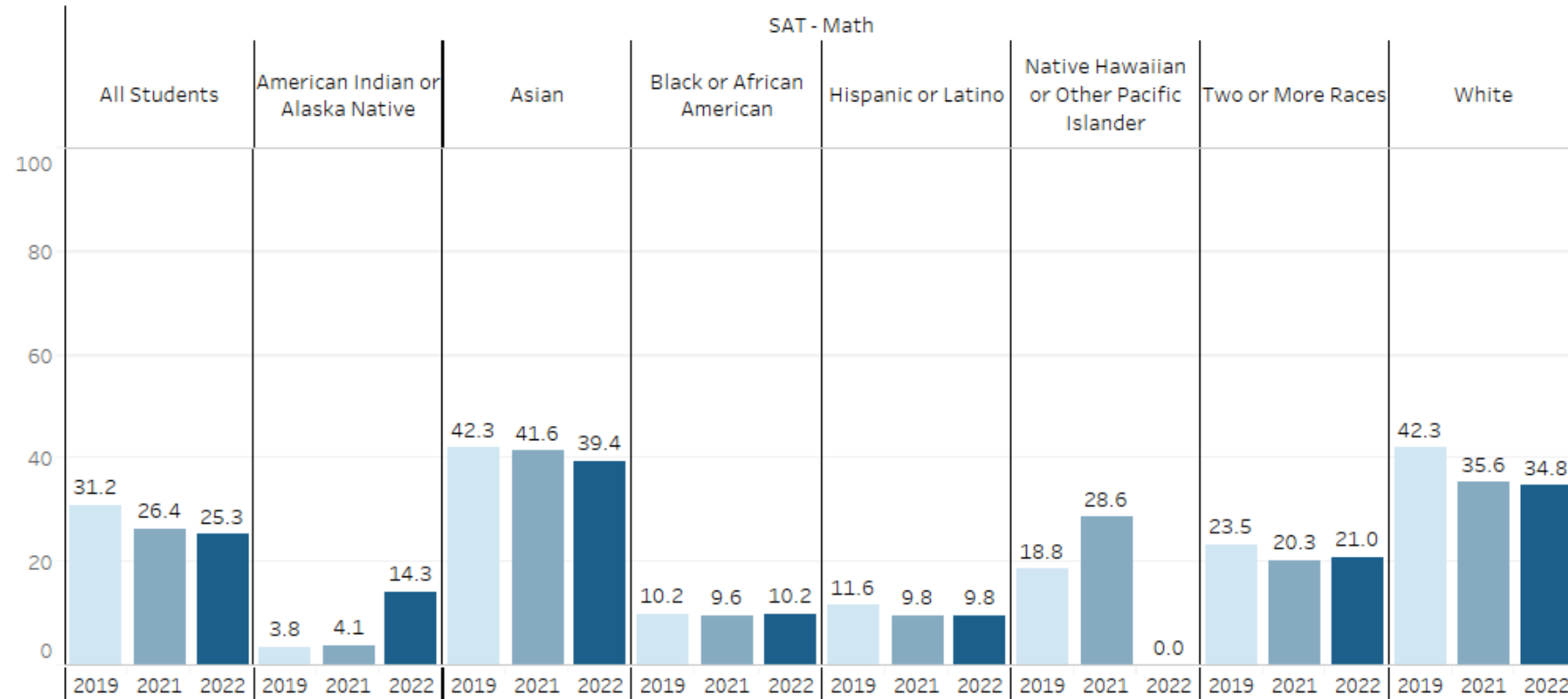
Despite what appears to be large changes in performance from 2021 to 2022, no changes were statistically significant.

Number of Students Tested			
Subgroups	2019	2021	2022
All Students	9880	9049	9467
Female	4835	4510	4776
Male	5045	4535	4682
Differently Abled Students	1097	1042	1130
Economically Disadvantaged	4047	3274	3534
Homeless	60	39	79
Multilingual Learners	827	675	851
MLL Exited yr1-yr3	136	78	86

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

The percent of students who **met or exceeded** expectations/ CCR benchmark **was relatively unchanged** for all subgroups.

Number of Students Tested			
Subgroups	2019	2021	2022
All Students	9880	9049	9467
American Indian	80	49	70
Asian	331	305	274
Black or African American	859	801	870
Hispanic or Latino	2386	2249	2519
Native Hawaiian or Other Pacific Islander	16	21	11
White	5898	5308	5357
Two or More Races	311	316	366



Despite what appears to be large changes in performance from 2021 to 2022, no changes were statistically significant.

Next Steps

District

- ✓ Communicate district wide data with schools
- ✓ Communicate with schools around family data reporting events
- ✓ Communicate district wide data with families
- ✓ Review district strategic plans and ESSER funding plans to align with areas of greatest need

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