

Student Performance in English Language Arts and Mathematics

Results of Spring 2018 RICAS Assessments
for Grades 3-8

All Data are Embargoed Until
November 29, 2018 at 9:00am



Ensuring Rigor in Rhode Island

Adoption of Common
Core State Standards
(CCSS)
July 2010

Administration of PARCC
Assessments to evaluate
student progress on CCSS
**SY2014-2015 through
SY2016-2017**

First administration of
RICAS, PSAT, and SAT to
evaluate student progress
on CCSS
SY 2017-2018



Why transition to RICAS?

- The PARCC Consortium originally consisted of 24 states, but today, only a handful of states remain.
- Seeing this shift take place, we decided to align to Massachusetts, a global leader in education.
- This transition allowed us to maintain the same learning standards while cutting down on testing time.
- For the first time, we now have an apples-to-apples comparison to Massachusetts when it comes to student achievement.



How do I compare my results to last year?

- A true year-over-year comparison is not possible, because although our learning standards have remained the same, the assessment has a more difficult performance standard.
- The most important message this year is to explain *why* we switched assessments, and how this transition will position Rhode Island well over the next decade.
- We calculated growth scores to help educators, and especially families, understand student progress over time.
- A growth score explains how a students' change in learning compares to students who performed similarly to them the prior year. Growth scores will be included in the parent reports.



Keep in mind...

- RICAS is the Massachusetts MCAS test rebranded for Rhode Island.
- While we are measuring the same learning standards, RICAS has a more rigorous performance standard than our previous assessment.
- In both subjects and grades, fewer students scored Meeting or Exceeding Expectations this year than in previous years. This does NOT mean that students learned less; it reflects the fact that the RICAS has more rigorous performance expectations than did the PARCC test.

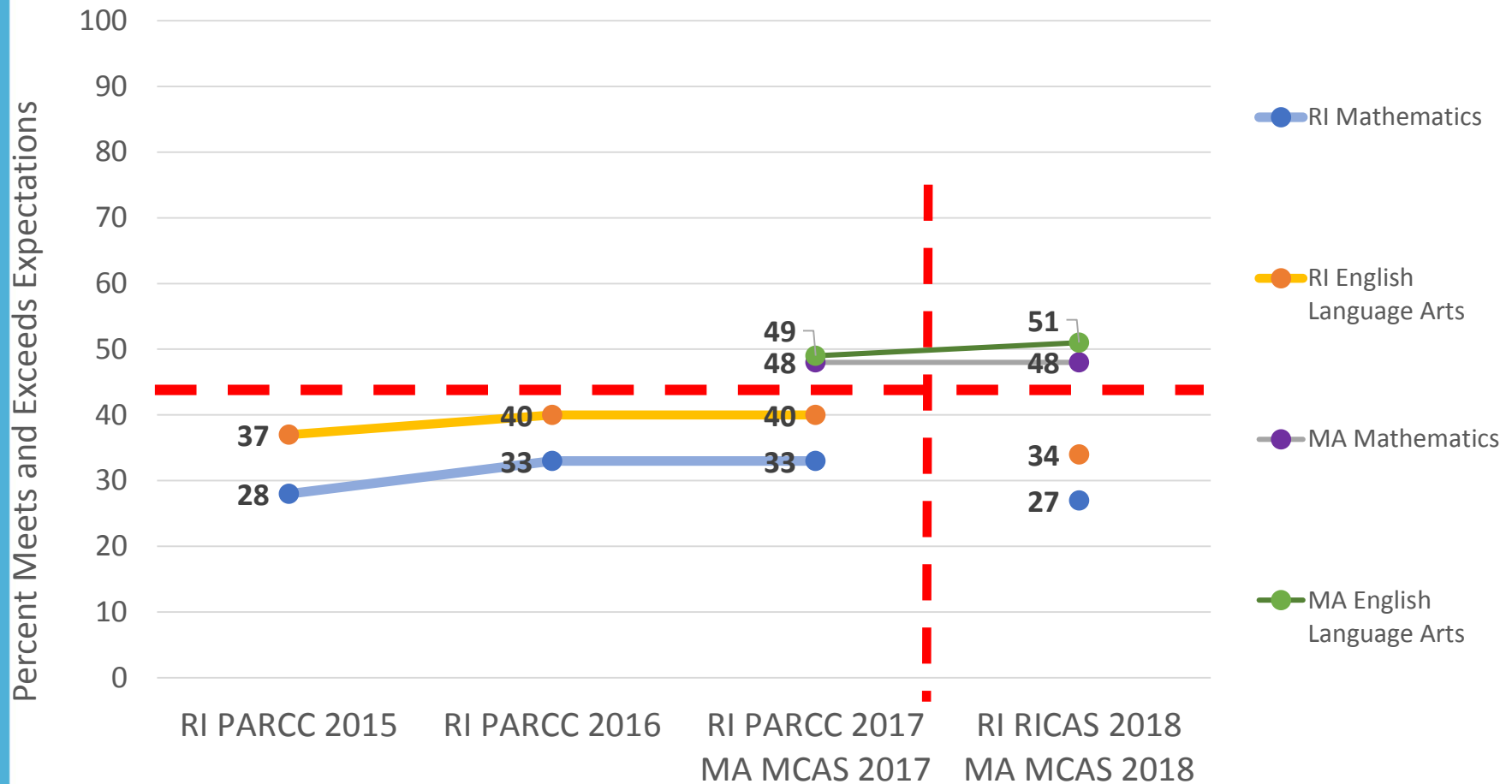


Comparison to Massachusetts

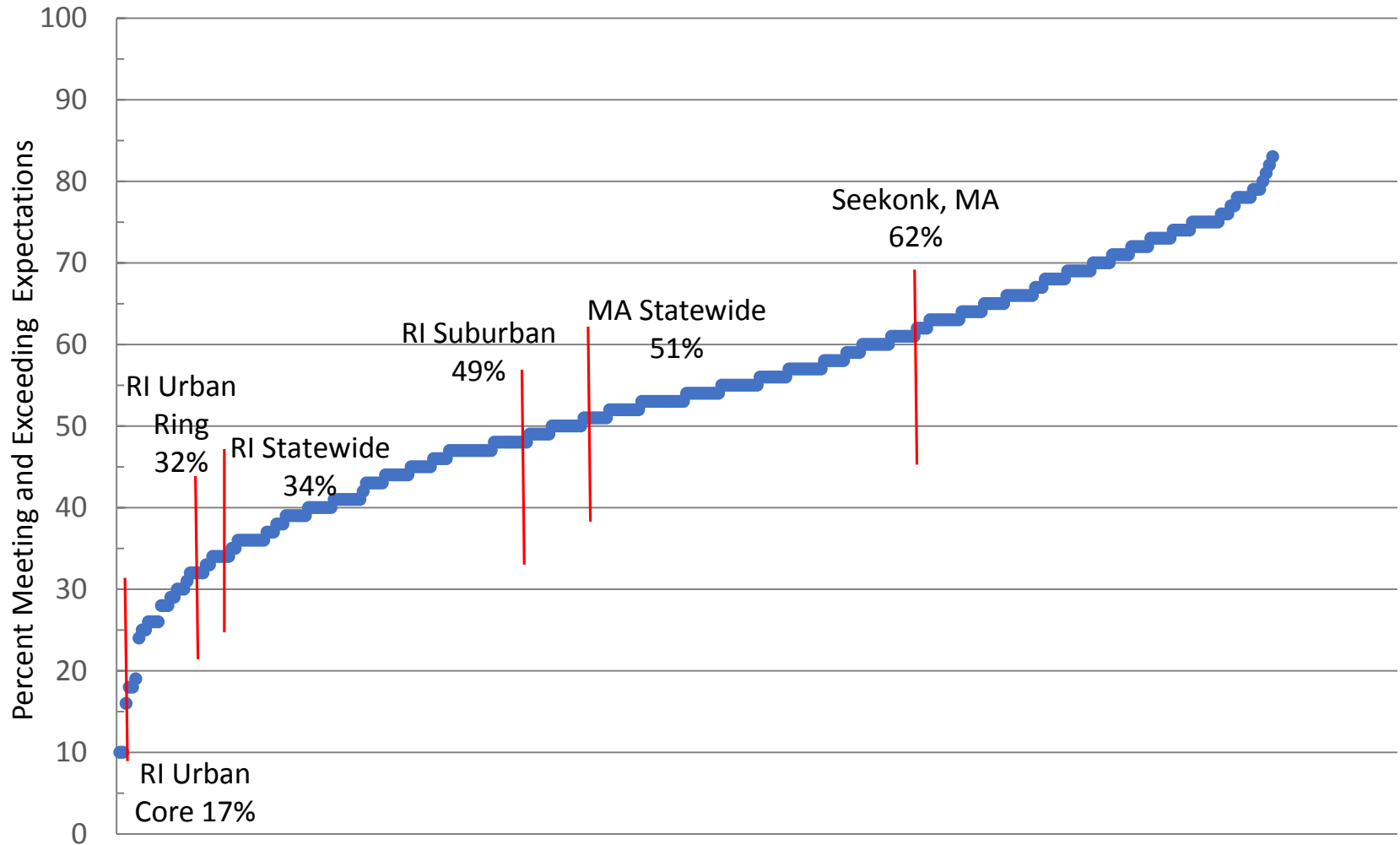
- On average, Rhode Island scored 17 percentage points lower than Massachusetts in ELA and 20 percentage points lower in mathematics.
- No Rhode Island LEA scored within the top 10 percent of Massachusetts LEAs, and if Rhode Island were a single LEA in Massachusetts, we would fall into the bottom 10 percent of Massachusetts LEAs overall.
- This transition isn't just about how we compare, but also how we can improve.
- Rhode Island can learn from the lessons of Massachusetts over the past 20 years, and using the same assessment tool allows us to more closely chart progress as we make additional investments and improvements to teaching and learning in our state.



Establishing a New Baseline



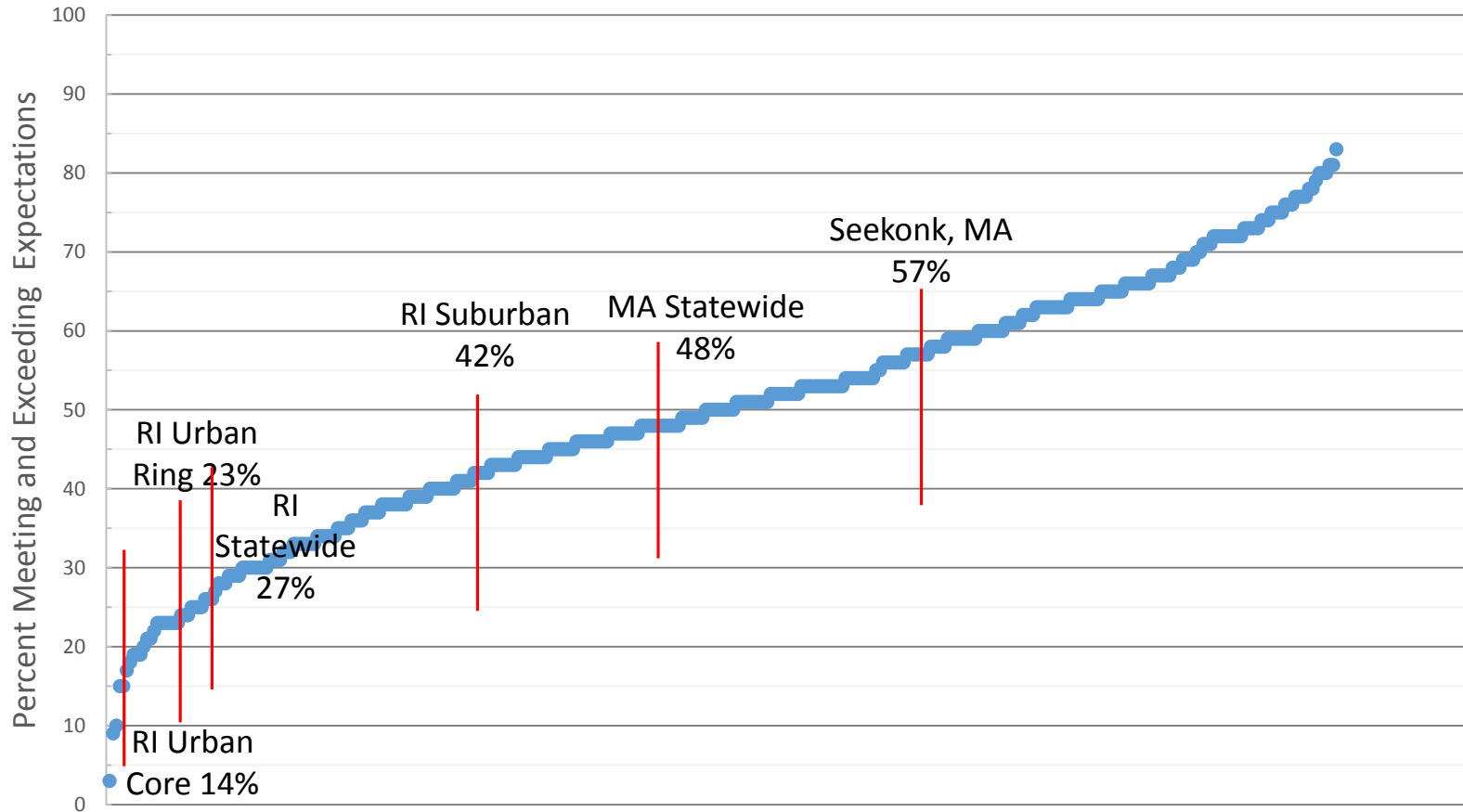
Massachusetts ELA Proficiency



Massachusetts LEAs by Percent Meeting and Exceeding Expectations



Massachusetts Mathematics Proficiency



Massachusetts LEAs by Percent Meeting and Exceeding Expectations



RICAS Assessment Results

Spring 2018 Administration



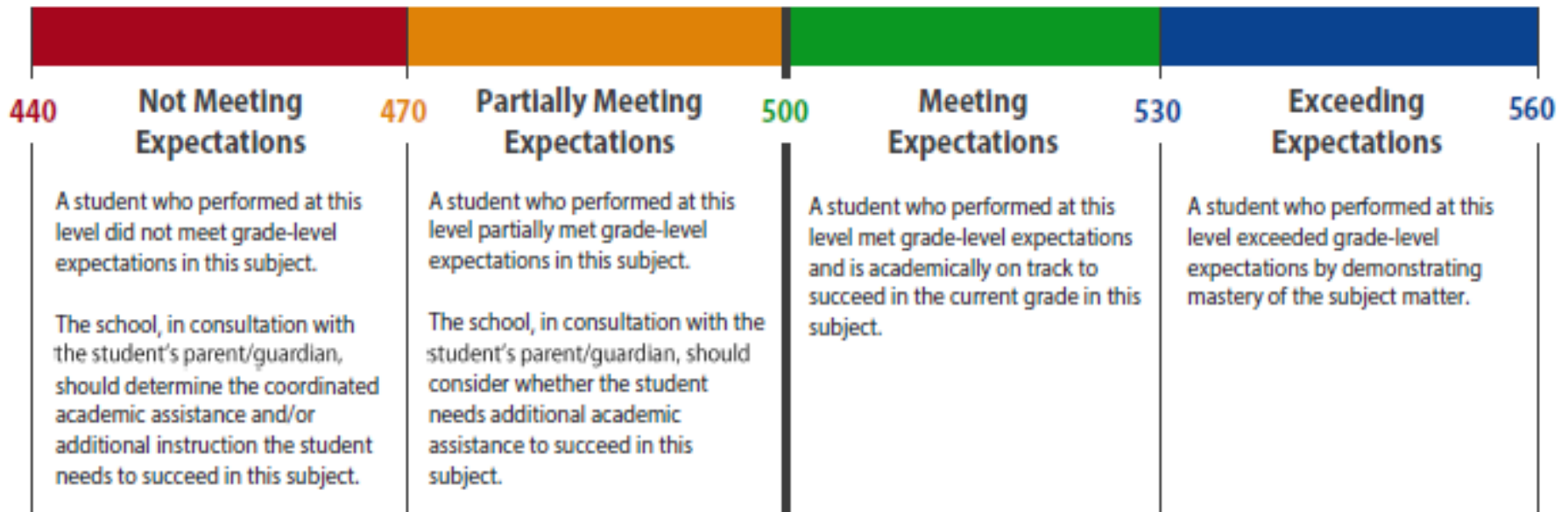
Participation in RICAS assessment

In grades 3-8, over 98% of students statewide participated in the English language arts and mathematics assessments



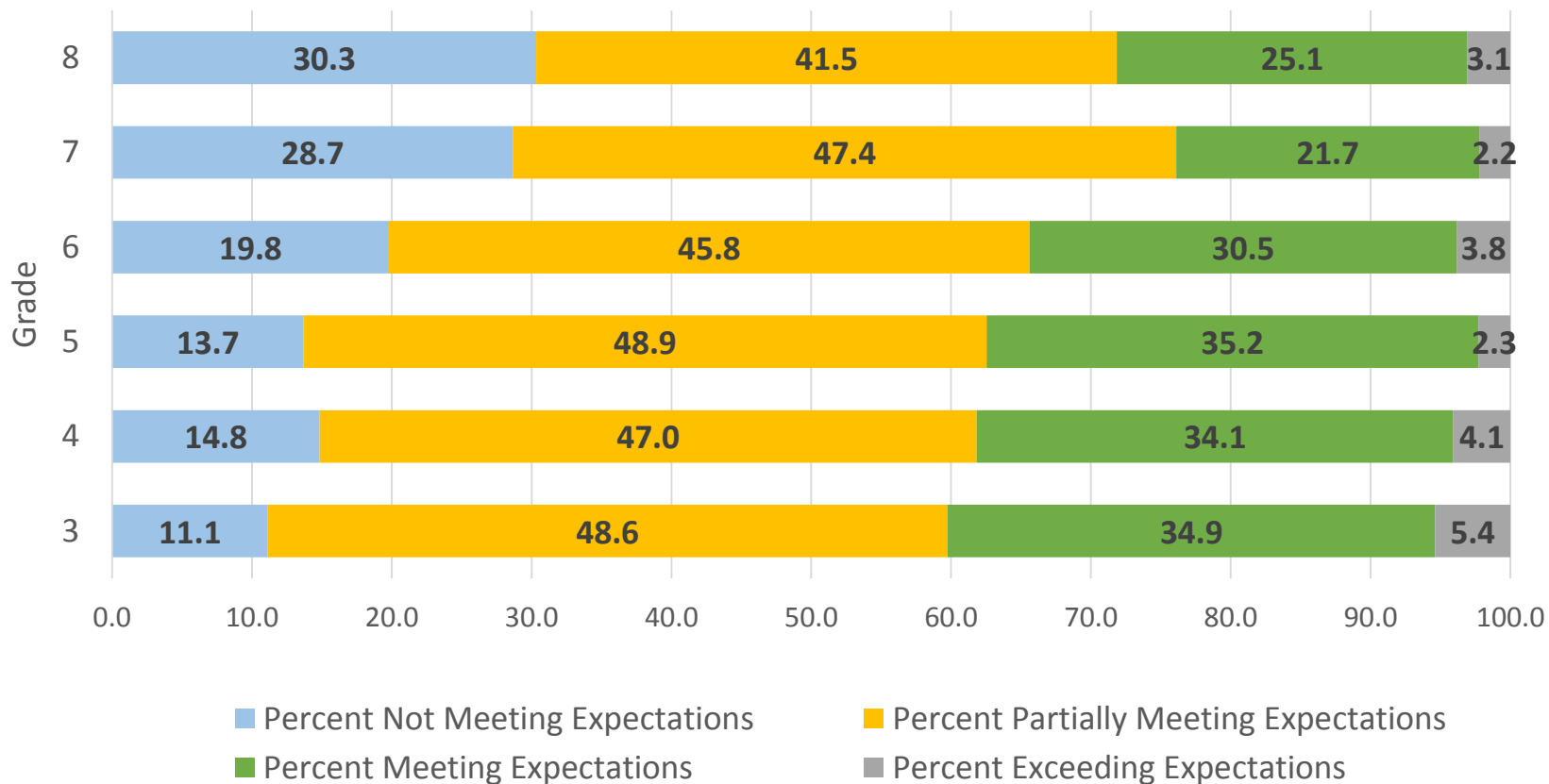
Understanding RICAS Results

- RICAS uses four performance levels that delineate the knowledge, skills, and practices students were able to demonstrate on the RICAS assessment.
- The RICAS assessments have **scale scores** that range from 440 to 560 for overall performance in mathematics and English Language Arts. Scale scores are useful to capture changes in performance over time.



Elementary Grades Outperform Middle Grades in English Language Arts

Rhode Island RICAS English Language Arts



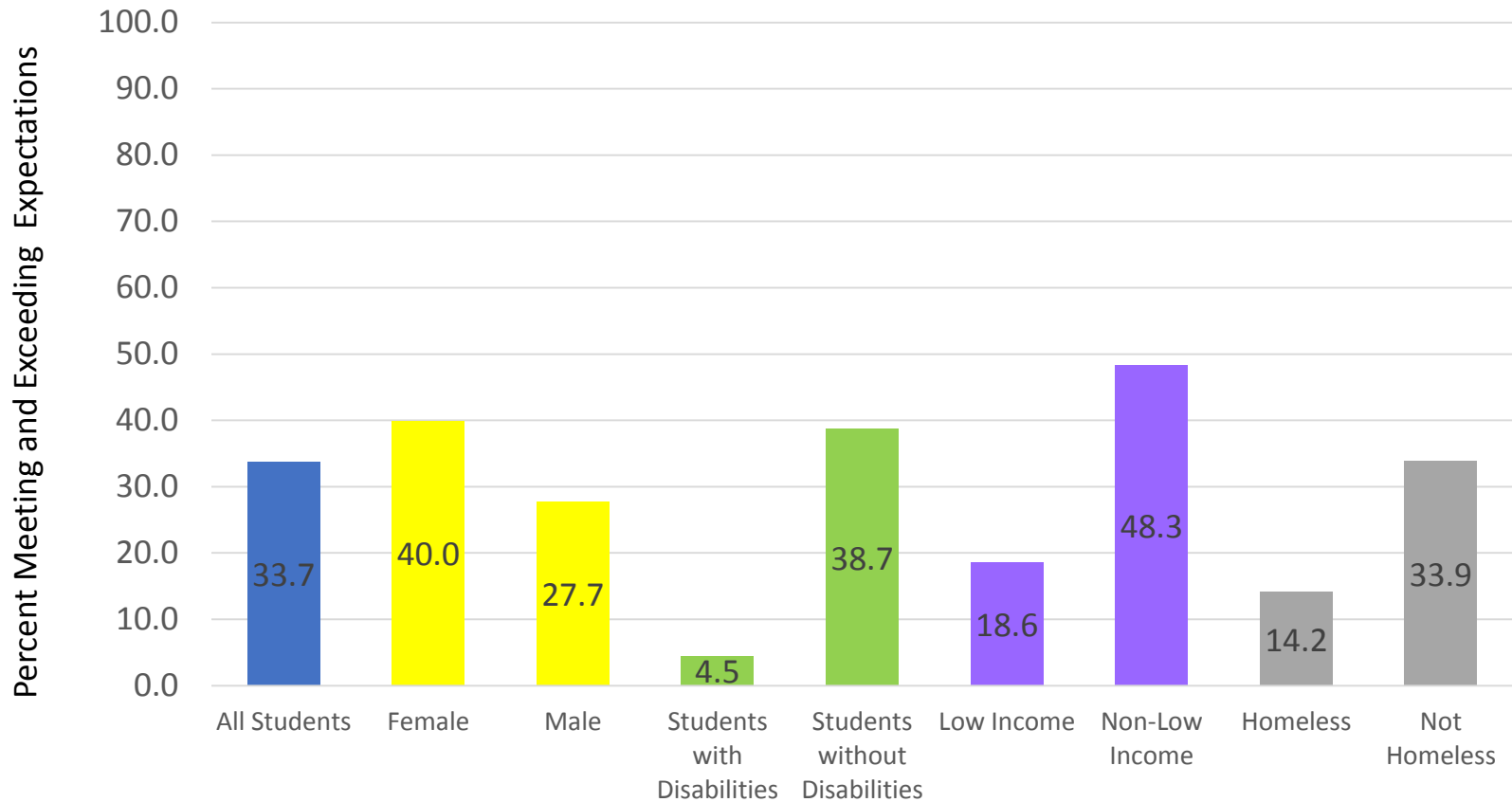
RICAS English Language Arts

	% Not Meeting Expectations	% Partially Meeting Expectations	% Meeting Expectations	% Exceeding Expectations	% Meeting & Exceeding Expectations	Average Scale Score
State Overall	19.8	46.5	30.2	3.5	33.7	490
Grade 3	11.1	48.6	34.9	5.4	40.3	495
Grade 4	14.8	47.0	34.1	4.1	38.2	493
Grade 5	13.7	48.9	35.2	2.3	37.5	493
Grade 6	19.8	45.8	30.5	3.8	34.4	490
Grade 7	28.7	47.4	21.7	2.2	23.9	484
Grade 8	30.3	41.5	25.1	3.1	28.1	484

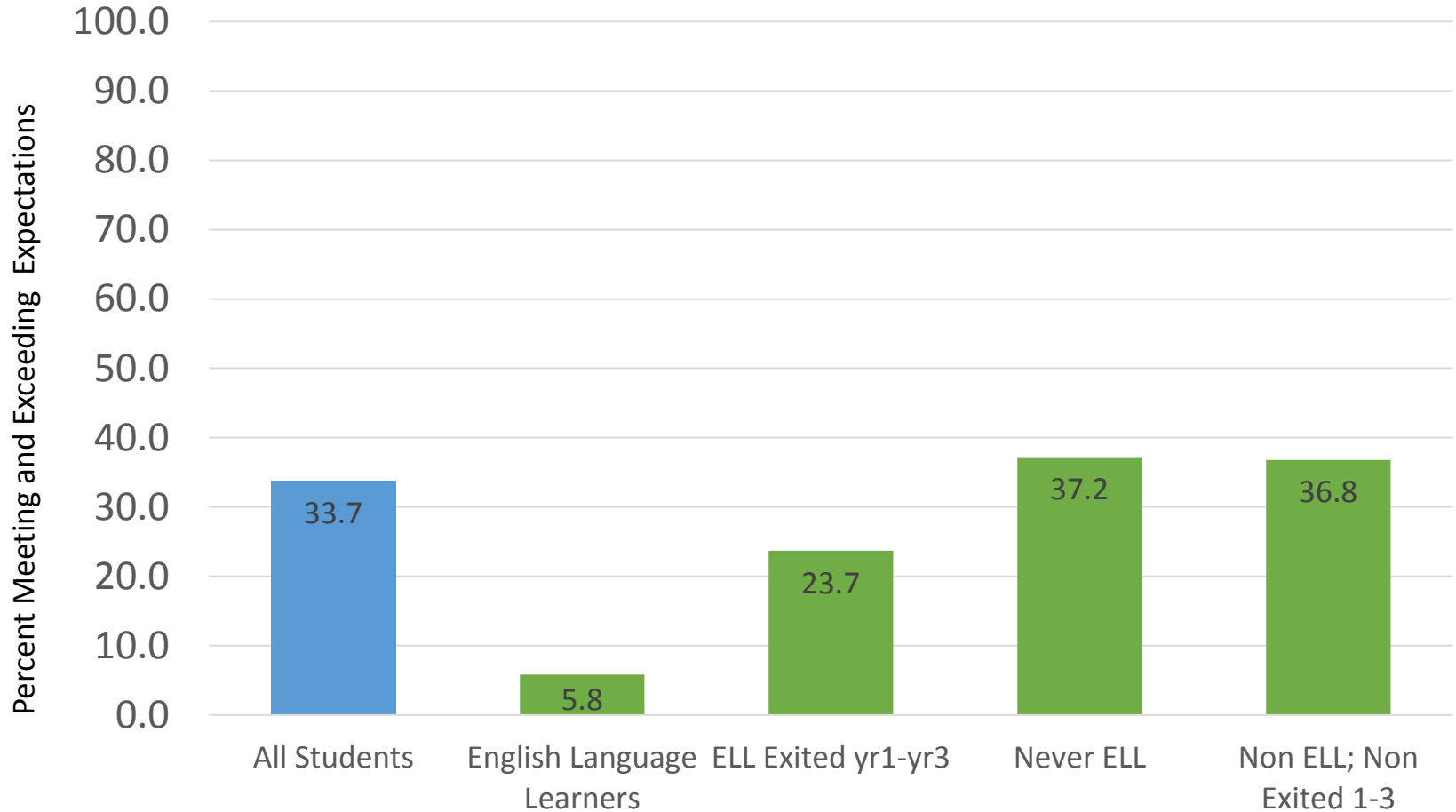


Performance Gaps Persist

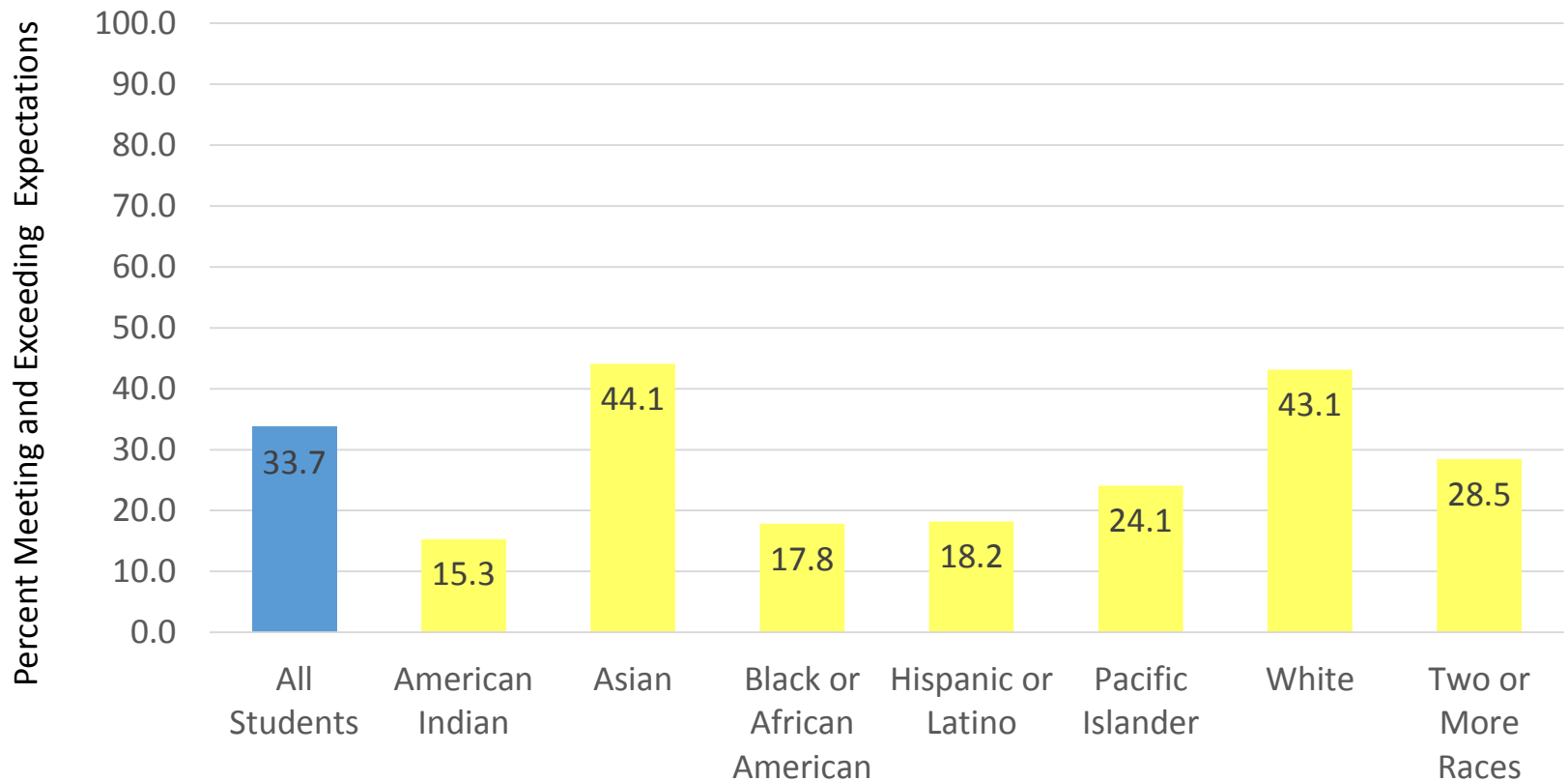
Percent Meeting and Exceeding Expectations RICAS English Language Arts



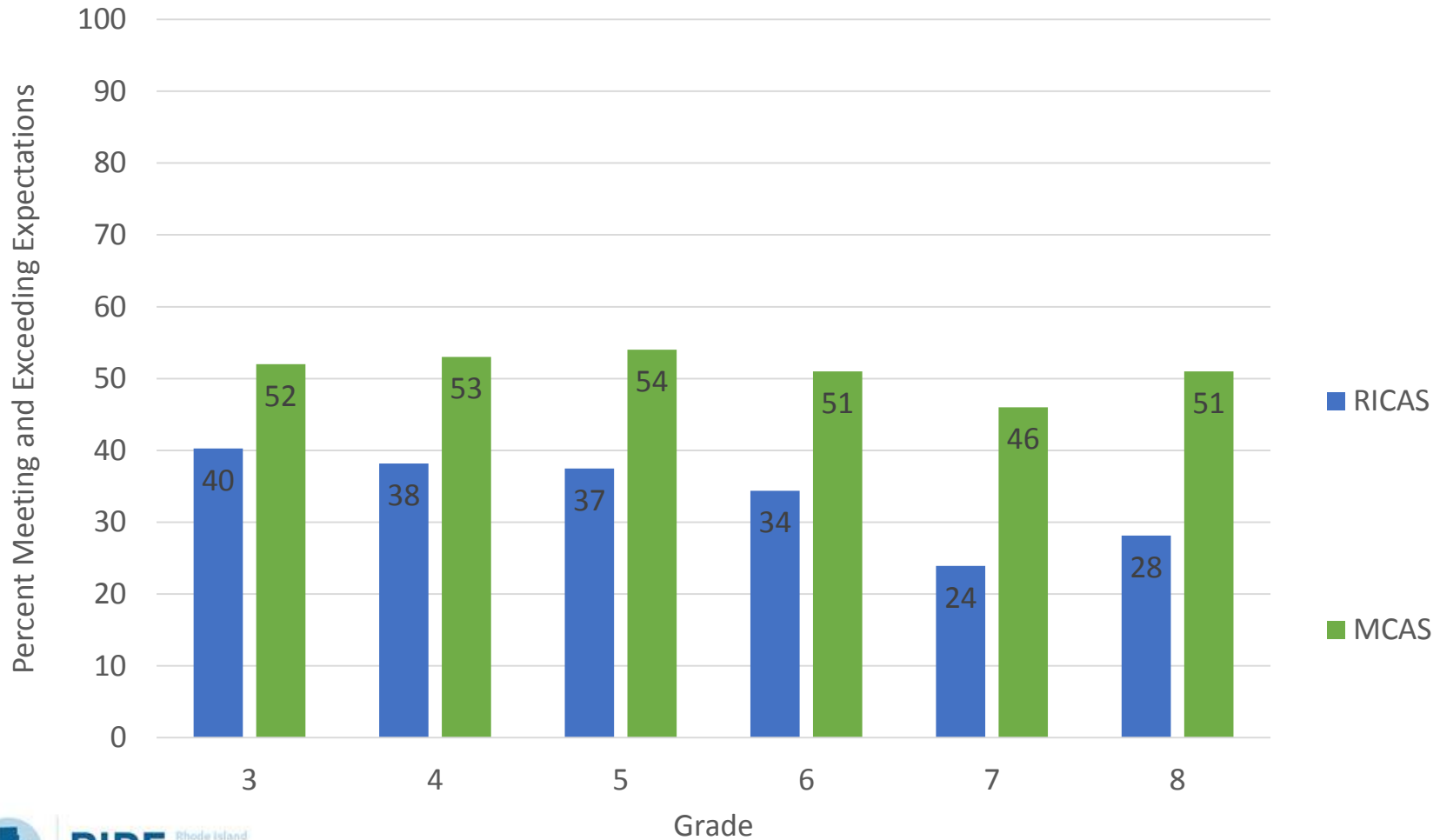
Percent Meeting and Exceeding Expectations RICAS English Language Arts



Percent Meeting and Exceeding Expectations RICAS English Language Arts

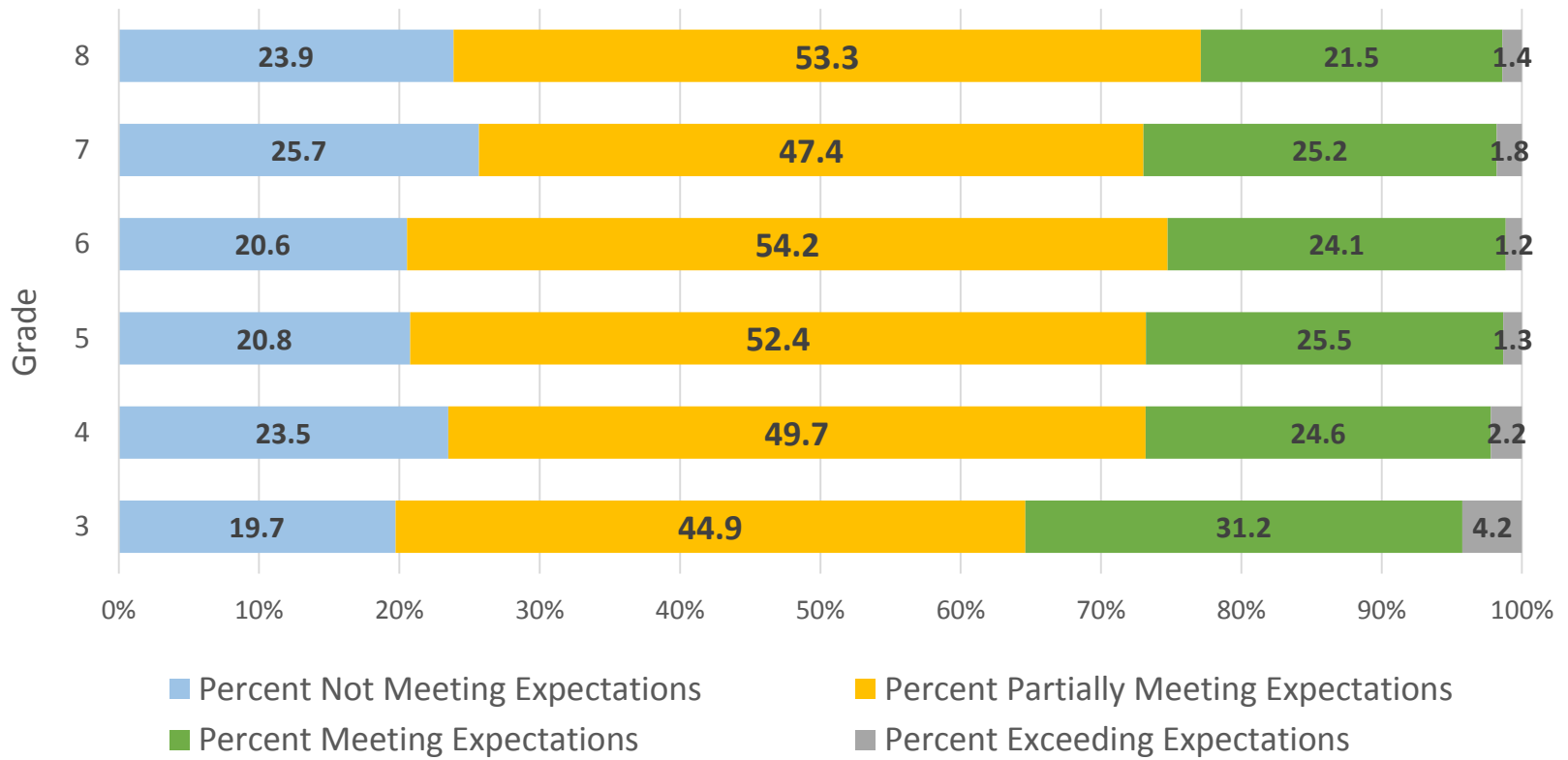


RICAS and MCAS Proficiency in English Language Arts



Mathematics continues to be area of comparative weakness

Rhode Island RICAS Mathematics

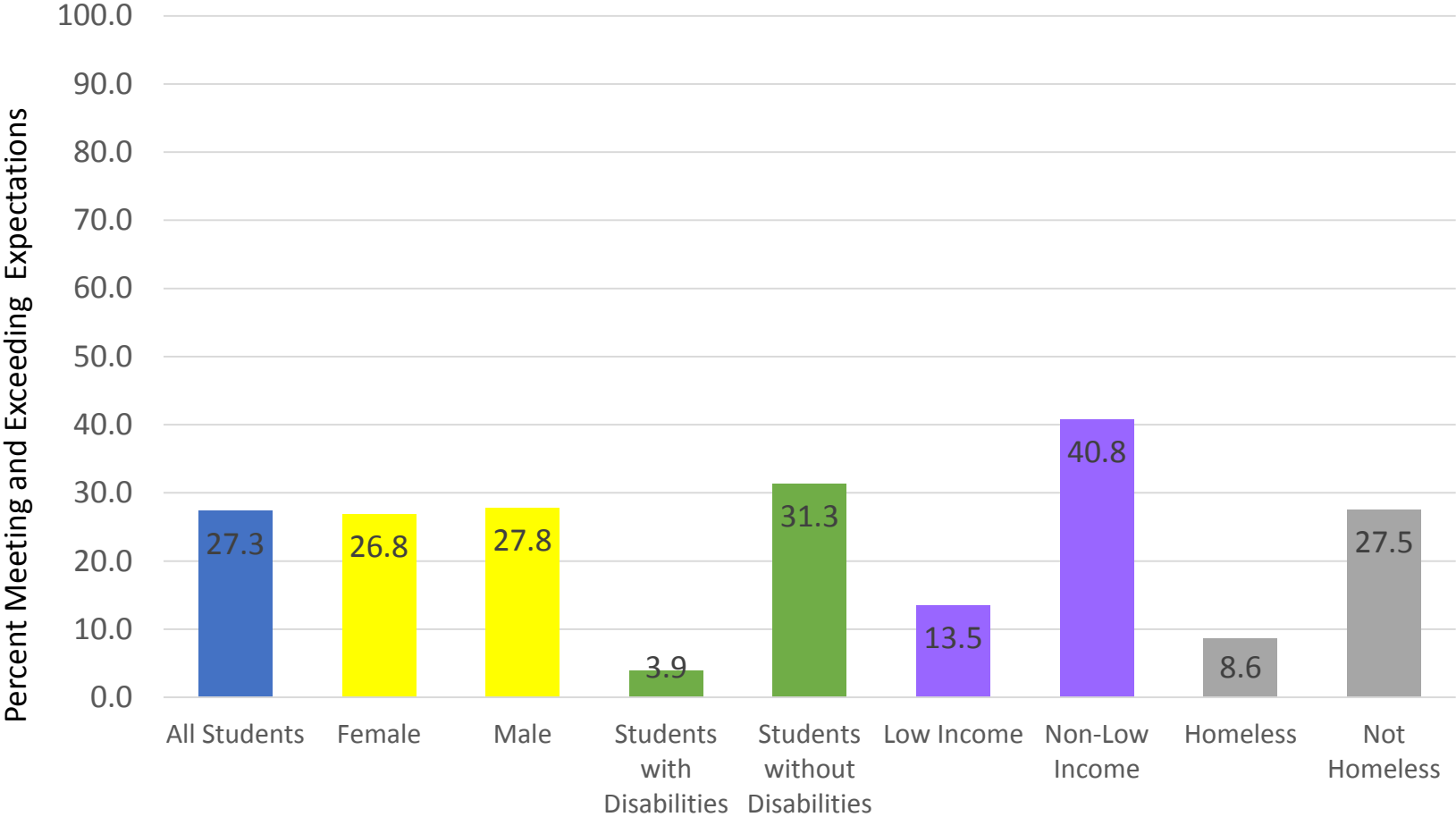


RICAS Mathematics

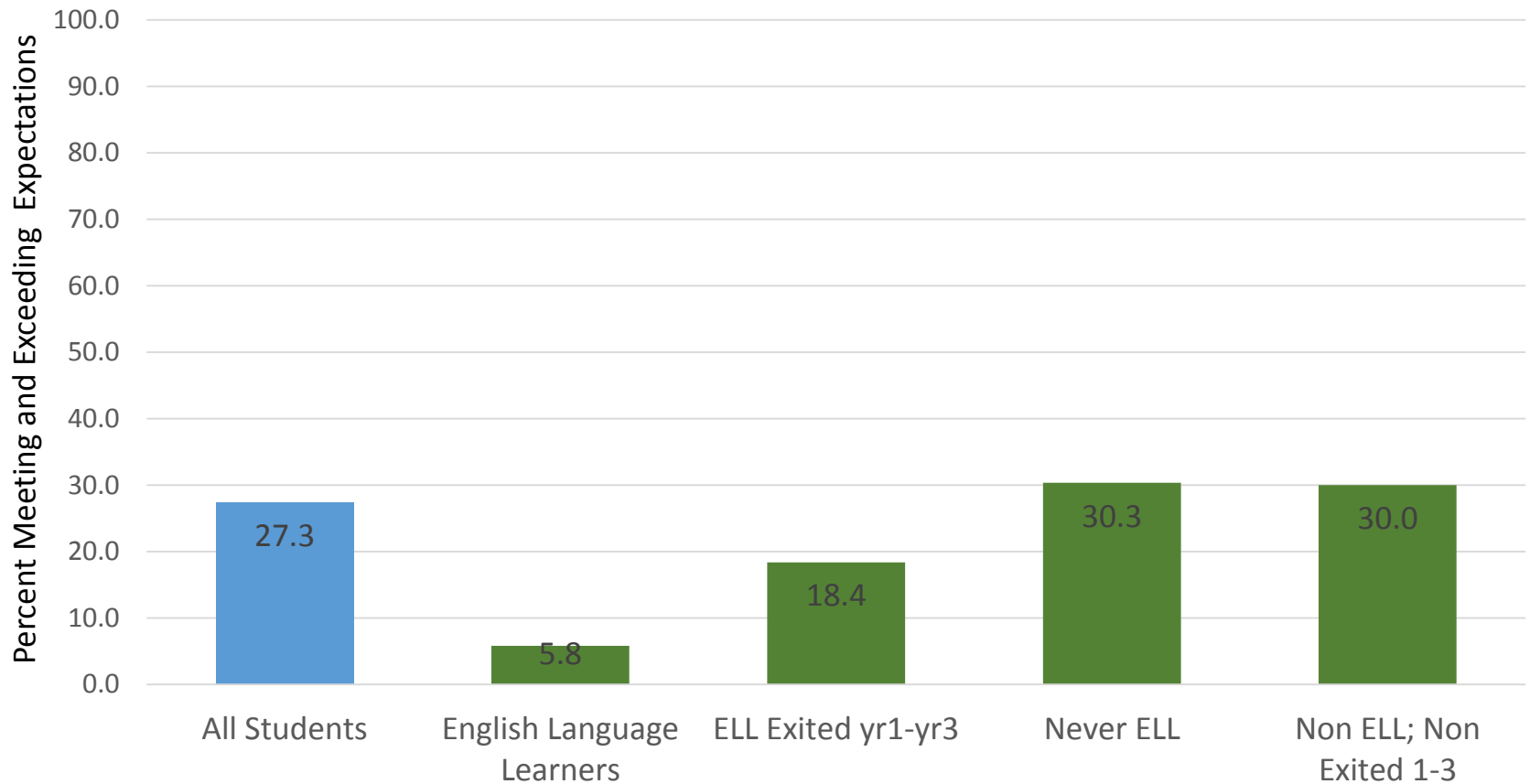
	% Not Meeting Expectations	% Partially Meeting Expectations	% Meeting Expectations	% Exceeding Expectations	% Meeting & Exceeding Expectations	Average Scale Score
State Overall	22.4	50.3	25.3	2.0	27.3	487
Grade 3	19.7	44.9	31.2	4.2	35.4	491
Grade 4	23.5	49.7	24.6	2.2	26.8	486
Grade 5	20.8	52.4	25.5	1.3	26.8	487
Grade 6	20.6	54.2	24.1	1.2	25.3	486
Grade 7	25.7	47.4	25.2	1.8	27.0	485
Grade 8	23.9	53.3	21.5	1.4	22.9	484



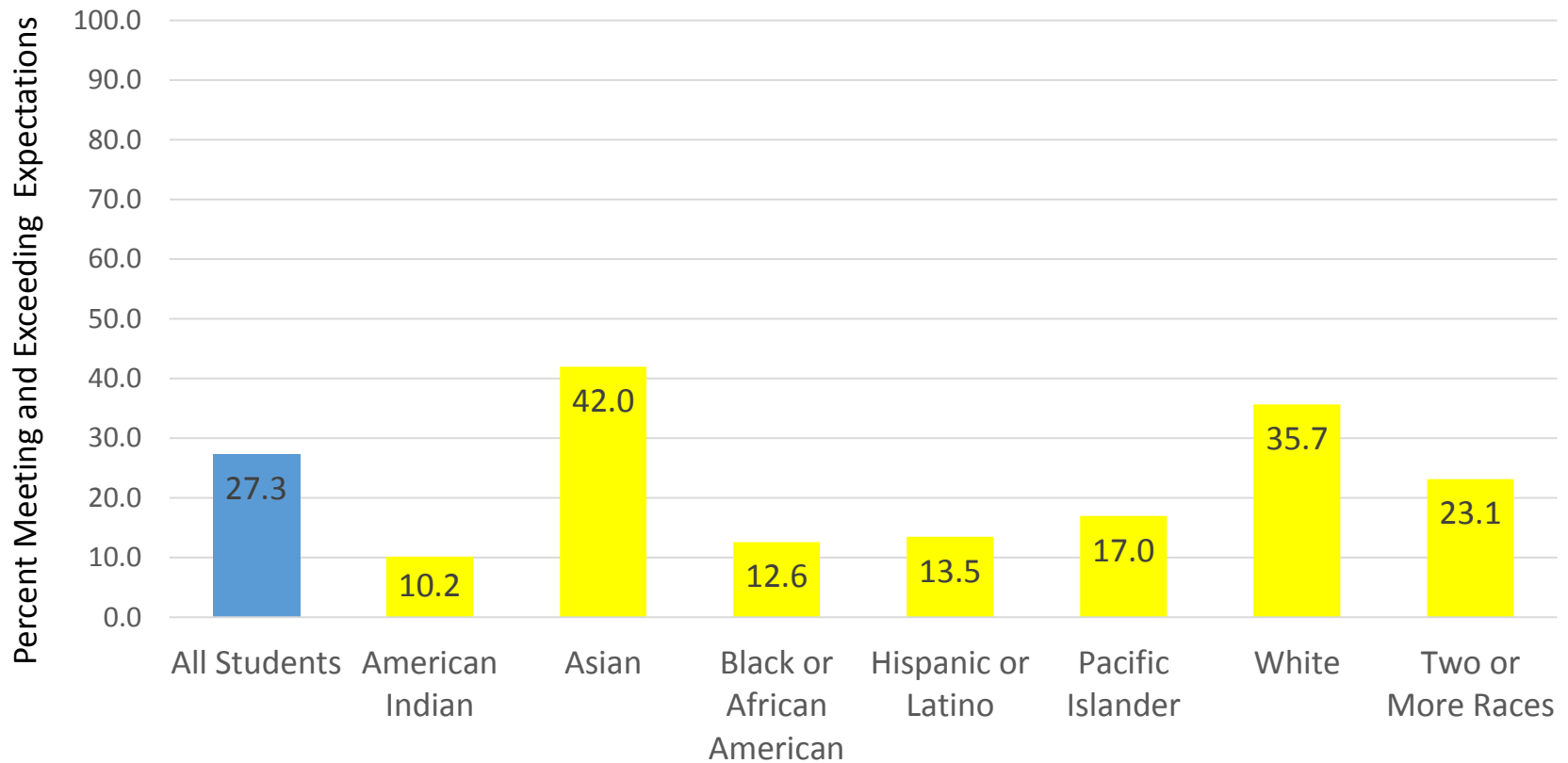
Percent Meeting and Exceeding Expectations RICAS Mathematics



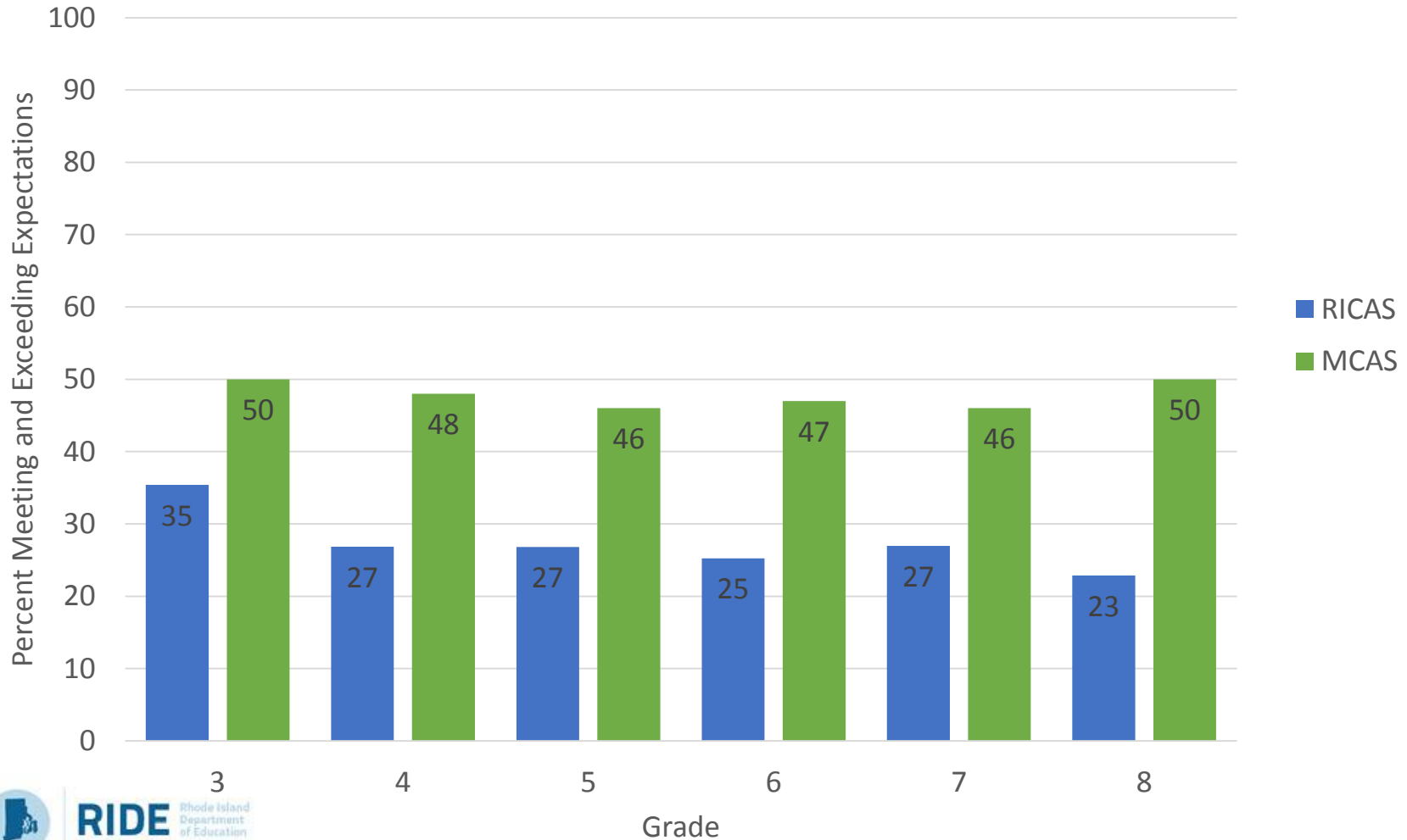
Percent Meeting and Exceeding Expectations RICAS Mathematics



Percent Meeting and Exceeding Expectations RICAS Mathematics



RICAS and MCAS Proficiency in Mathematics



What do the results tell us about our progress in meeting challenging academic content?

- In grades 3-8, 34% of students are Meeting and Exceeding Expectations in ELA and 27% in mathematics.
- Performance at the elementary grades is higher than performance at the middle grades in ELA.
- There is wide variability in the percent of students meeting expectations in ELA and Mathematics across LEAs. In ELA, LEA performance ranged from <5% to 71% and school performance ranged from <5% to 80%. In Mathematics LEA performance ranged from <5% to 67% and school performance ranged from <5% to 76%.



What do the results tell us about our progress among subgroups?

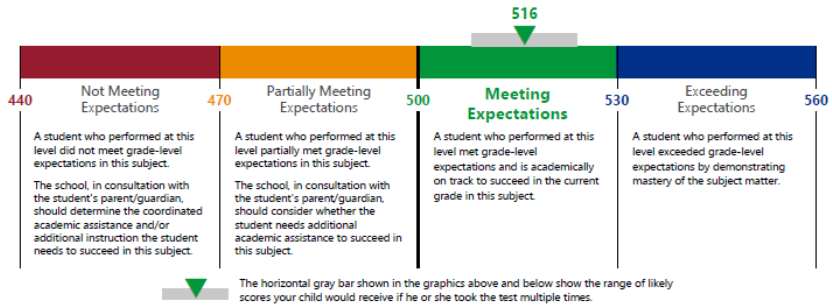
- In ELA, Females are more likely by half to be meeting expectations than males.
- Fewer than 1 out of 20 students receiving special education support are meeting expectations in ELA and Mathematics.
- Students who have been exited from EL support services are more likely to meet expectations than students currently in programs.
- Students who are not in a low-income household are two times more likely in ELA and three times more likely in mathematics to meet expectations than students who are in a low-income household.
- White students are more than twice as likely to meet expectations than Hispanic, Black, or American Indian students.



RICAS Student Reporting

Name: _____ English Language Arts _____ Grade 4
 SASID: _____ Spring 2018
 Computer-based test

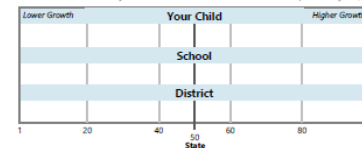
Your Child's Achievement Level: **Meeting Expectations**
 Your Child's Score: **516**



Achievement
 How your child performed compared to students in their school, district, and state.

Year	Your Child's Score	Average Score		
		School	District	State
2018	516	506	506	493

2018 Student Growth Percentiles
 Your child's score this year is the same as or better than _____ percent of Rhode Island students who had a similar score to your child on the PARCC assessment in a previous year(s).



How your child performed in each reporting category and on each individual test question

Reporting Category	Points Earned by Your Child	Total Possible Points	Average Number of Points Earned by Students Meeting Expectations at the State Level Who Scored Close to 500
Reading	21	26	19.7
Writing	5	8	2.9
Language	8	10	6.4

Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Points Earned	1/1	0/1	0/1	1/1	1/1	2/2	2/2	4/7	1/1	1/1	1/1	0/1	2/2	1/2	6/7	1/1	1/1	0/1	1/1	1/1	2/2	2/2	2/3		

Key: x/y = x points earned out of y points possible Blank space = no answer

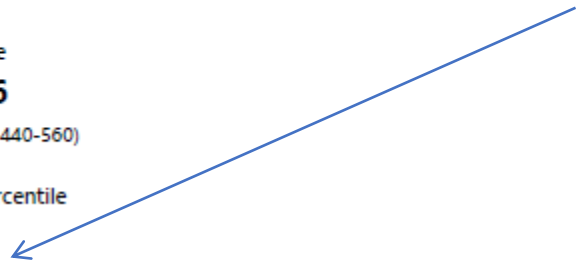
- LEAs will receive Individual Student Reports (ISRs) to be shared with families in early December
- LEAs will also receive a RICAS label with student scores for LEA records
- LEA educators can view student level results in RI Assessment Data Portal

ISR Student Growth Information

English Language Arts
Achievement Level
Meeting Expectations

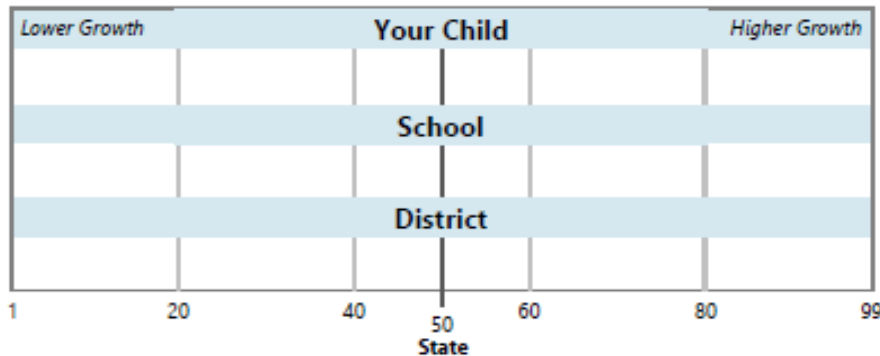
Score
516
(Score range: 440-560)

Growth Percentile
63



2018 Student Growth Percentiles

Your child's score this year is the same as or better than percent of Rhode Island students who had a similar score to your child on the PARCC assessment in a previous year(s).



- A student growth percentile (SGP) describes a student's learning over time compared with his or her academic peers (peers are other students with similar scores on previous state tests). Only grade 4-8 students with prior state test scores have SGPs.
- An SGP is a number between 1 (least growth) and 99 (most growth). An SGP of 80 indicates that a student showed more growth than 80 percent of peers.
- Growth percentiles can be used with scores and achievement levels to understand progress towards grade level expectations.



LEA and School Reporting

- LEA and School level reports will be available on the public reporting as well as the RI Assessment Data Portal.
- The public reporting includes an interactive tool to look at specific LEA, school, or state data as well as the ability to download state, LEA, and school assessment results.
- The RI Assessment Data Portal is designed to allow educators to drill into subjects, grades, schools and subgroups to understand student performance as well as view and download student rosters.
- LEA and school level proficiency and growth information is provided.



Understanding Student Growth

- The Rhode Island Growth Model (RIGM) provides students, parents, teachers, districts, and the state with another piece of data that contributes to a fuller, more descriptive picture of student achievement.
- With this information, not only can we see students' proficiency levels, we can also see how much growth they're making relative to other students with similar test score histories.
- The student's growth is measured and reported as a "Student Growth Percentile" ranging from 1-99, with higher values indicating more growth relative to academic peers.
- At the LEA, School, and Subgroup level the average student growth percentile is provided.



Resources

- State Results PowerPoint
- RI Assessment Data Portal – LEA, School and Teacher access
- RI Public Reporting
- Excel graph templates for RICAS results
- Understanding RICAS PowerPoint
- RICAS Released Items
- Annotated Individual Student Report Shell PowerPoint
- Translated Individual Student Report Shells
- RICAS Release LEA FAQ
- Parent Guide to Student Growth Percentiles
- Student Growth Guide/FAQ for Districts and Schools
- Data Workshops (January)

What is our topline message?

- We know that we have a challenge ahead of us. Just over the state border, Massachusetts significantly outperforms Rhode Island, and our new baseline shows us that we have a lot of work to do if we want to see the kind of progress our kids and families deserve.
- We cannot make excuses or shy away from that challenge. We adopted the RICAS because we needed to know exactly where we stand.
- This is one piece in what needs to be a long-term, coherent, consistent strategy to improve outcomes for students, including high expectations, quality curriculum, and ongoing professional learning. We need to stay the course for the next 20 years.



What progress have we made?

Over the past three years, Rhode Island has made considerable investments and gains in high-impact programs.

- With full-day kindergarten in place and three times the number of state-funded pre-K slots, we are a national leader in quality pre-K.
- We implemented the high quality Focus on K2 Boston Public Schools curriculum in 42 classrooms, with plans for further expansion.
- Computer Science for Rhode Island is integrated into every school
- Rhode Island has increased participation across the board in advanced coursework opportunities like Advanced Placement, Advanced Course Network, and early college through dual and concurrent enrollment.
- We launched the LeadRI Partnership to provide leadership development to 75 administrators and principals and counting.
- In November, Rhode Island voters approved the \$250 million school facilities bond that RIDE helped propose.



And where do we go from here?

- Massachusetts is successful because they adopted a long-term strategy more than 20 years ago. We need that same consistency. We need to stay the course, and dive in to the hard work ahead.
- Our focus must be on the levers that we know move the needle for teaching and learning:

 <h2>Strong Foundation</h2> <ul style="list-style-type: none">• 3rd Grade Reading Challenge<ul style="list-style-type: none">• Fractions• Curriculum	 <h2>Shared Responsibility</h2> <ul style="list-style-type: none">• ESSA • Diversity Pipeline• Teaching & Leadership Development
 <h2>Career Pathways</h2> <ul style="list-style-type: none">• CTE • PrepareRI Early College<ul style="list-style-type: none">• Diploma Endorsements• Advanced Course Network	 <h2>School Operations</h2> <ul style="list-style-type: none">• Investments in Facilities• Data Transparency• School Finance

July 2018



Questions

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