Assessment Results
Webinar Series: RICAS

October 24, 2019
Agenda

• Statewide Assessment and RICAS

• Understanding RICAS Results

• 2019 RICAS Statewide Results for ELA and Math

• Using RICAS Data

• Resources to use with educators and parents
Statewide Assessment and RICAS

Why are statewide assessments important?
What is RICAS?
Why are statewide assessments important?

• Statewide assessments give teachers, students, and families information about student progress, school performance, and how to improve teaching and learning.

• These assessments fulfill federal requirements as well as help us measure how well our state, districts, and schools are doing in English Language Arts/Literacy, Mathematics, Science, and English Language Proficiency.
What is RICAS?

• The Rhode Island Comprehensive Assessment System (RICAS) is a high-quality assessment that fulfills federal requirements for annual assessments in English Language Arts (ELA) and mathematics for students in grades 3-8

• RICAS assesses the Common Core State Standards for English Language Arts/Literacy and the Common Core State Standards for Mathematics

• Rhode Island version of the MCAS assessment, which allows us to have a direct comparison with our neighboring state, a national leader in education
Understanding RICAS Results

How can we access results for statewide assessments?
How are results reported?
Key Concepts and Definitions
What information is on the RICAS Individual Student Report?
How can we access results for statewide assessments?

• RIDE’s Assessment Results page: [www.ride.ri.gov/Assessment-Results](http://www.ride.ri.gov/Assessment-Results)
  - Links to the public and confidential data portals
  - Links to interactive student growth charts (filter by school characteristics or performance for ELA and math)
  - Supplemental materials for current statewide assessments
  - Archive of results for current/past statewide assessments

• Public Rhode Island Assessment Data Portal (RI-ADP):
  - Aggregate data downloads and dashboard visualizations
  - In-depth presentation of district, school, and student subgroup data for all Rhode Island state assessments starting with SY 2017-18

• Confidential Educator Access through RIDEmap
  - Access for district leaders, school leaders, and educators to student level data through links created between educators and students from course data submitted by districts
  - If you do not have a RIDEmap account please register for a new account at [https://ridemap.ride.ri.gov](https://ridemap.ride.ri.gov) or contact your district data manager
How are results reported?

RICAS results are reported in a number of ways so that districts, schools, teachers, and parents can see how students performed on each assessment:

• Achievement Levels (and cut-scores)
• Scale Scores
• Growth Scores
• Reporting Category Points
• Individual Item Points

* Remember that all assessment data, scale scores, proficiency levels, and item statistics, should be used in conjunction with other data sources – attendance, local achievement data, observations – when making decisions.
Key Concepts: Achievement Levels

Broad, categorical levels that describe how well student(s) met the expectations for their grade level

- Four levels of achievement
  - Exceeding Expectations
  - Meeting Expectations
  - Partially Meeting Expectations
  - Not Meeting Expectations

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

- Mathematics Achievement Level Descriptors
- English Language Arts Achievement Level Descriptors
Key Concepts: Scale Scores

- Scale scores are numerical values that summarize the overall level of performance attained
  - RICAS scale ranges from 440 to 560
- Cut-scores are indicated by red circles on the chart and are the same for all grades and for ELA and math

The Standard error of measurement reflects the variability that would be expected in the scores that your student would likely receive if the assessment was taken multiple times.

The probable range of scores differs across forms and across level of performance within forms.
Key Concepts: What is the RIGM?

- The Rhode Island Growth Model (RIGM) is a statistical model that measures each student’s academic growth based on state assessment results.

- However, this growth is not expressed in gains or losses on test scores.

- Growth is expressed in Student Growth Percentiles (SGP).
  
  - A student growth percentile describes a student’s current achievement relative to his/her academic peers who scored similarly on previous state assessments.
  
  - Percentiles range from 1 to 99 – a higher percentile is better, but a low percentile still signifies growth.

<table>
<thead>
<tr>
<th>Growth Category</th>
<th>Student Growth Percentile (SGP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Growth</td>
<td>1 - 34</td>
</tr>
<tr>
<td>Typical Growth</td>
<td>35 - 69</td>
</tr>
<tr>
<td>High Growth</td>
<td>70 - 99</td>
</tr>
</tbody>
</table>
How is growth calculated?

- In order to calculate a SGP, each student’s growth is compared to the growth of his/her academic peers (students who scored similarly on previous assessments)
- Academic history is the only factor by which students are grouped
- At least 2 consecutive state assessment scores are needed to calculate a SGP (e.g., RICAS ELA grade 5 to grade 6)
How is growth calculated?

Grade 5:
RICAS ELA Assessment

Alisha: 505
Meets Expectations

Grade 6:
RICAS ELA Assessment

Alisha: 506
Meets Expectations

SGP 38
Why is the RIGM useful?

The Rhode Island Growth Model enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Currently, RICAS results can tell us whether Alisha has reached proficiency.

But with the growth model, we can also determine how much academic growth Alisha has made relative to her academic peers.

It allows us to ask:

• Are districts, schools, and students making progress?
• What level of progress is being made?
• Are there gaps in growth between subgroups?
RICAS Student Score Report
Spring 2019

• Achievement Level
  o Identifies if student is on-track with grade-level expectations

• Overall Score
  o Articulates Student’s Overall Score on ELA and Mathematics test Spring 2019
  o Score Range: 440-560

• Growth Percentile
  o Percent of Rhode Island students who had a similar score to student on the RICAS assessment
English Language Arts & Mathematics Score Information
What do the scores look like?

• Student’s score
  o A student receives a scale score between 440 and 560
  o 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**
  o Meeting Expectations means that students are able to demonstrate grade level expectations while Exceeding Expectations means that students are showing mastery of the grade level expectations
  o A triangle marks where the student’s score falls on the chart, with a gray bar showing the range of scores a student could receive if they took the test multiple times, like in this example:
What do the scores look like?

• Achievement comparison
  o If the student took RICAS last year, that score is listed
  o Average scores show how the student, their school, and their district compare with the state average
  o Scores are color coded to match the achievement level for quick reference, like in this example:

<table>
<thead>
<tr>
<th>Achievement</th>
<th>How your child performed compared to students in their school, district, and state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Child’s</td>
<td>Year</td>
</tr>
<tr>
<td>Grade</td>
<td>Score</td>
</tr>
<tr>
<td>4</td>
<td>509</td>
</tr>
<tr>
<td>3</td>
<td>513</td>
</tr>
</tbody>
</table>
What do the scores look like?

- Student growth percentiles (SGP) compared to average growth at the school, district, and state

On a scale of 1 (low growth) to 99 (high growth), the SGP describes your child’s learning over time compared with their academic peers (other Rhode Island students in the same grade who had similar scores on previous state level tests).
What are Reporting Categories and Item Level Information?

- Each content area has multiple reporting categories. This chart shows how many points the student received out of the total for each category, as well as the average statewide for students who performed close to a proficient score.
- This display also shows how many points the student earned on each question on the test.
- This information can be used, in conjunction with released items, item descriptions, and other materials, to see where a student is succeeding and where they may need additional support to enhance specific content area skills needed to master grade-level standards.

**ELA**
- three reporting categories for all grades

**Math**
- 4-5 reporting categories, varies by grade
2019 RICAS Statewide Results for ELA and Math

Participation in RICAS
RI Performance 2015-2019
Understanding the Data
Statewide ELA and Math: Achievement levels, 2018-19 grade level comparison, performance by subgroup
Participation in RICAS assessment

In grades 3-8, over 98% of students statewide participated in the RICAS English language arts and mathematics assessments.
RI Performance 2015-2019

Grades 3-8 Percent of Students Meeting and Exceeding Expectations

- RI Mathematics
- RI English Language Arts

RI PARCC 2015-2017
- 2015: 37%
- 2016: 40%
- 2017: 40%

RI RICAS 2018-2019
- 2018: 34%
- 2019: 38%
Understanding the Data

• It is typical, and to be expected, to see a bump in performance in the second year of a test administration.

• Although results are heading in the right direction, it is too early to determine trends.

• Rhode Island saw a similar bump in performance in our second year of PARCC.
RICAS English Language Arts improves by 5 percentage points
Mathematics improves, but continues to be area of weakness

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22.4%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Partially Meeting Expectations</td>
<td>50.3%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Meeting Expectations</td>
<td>25.3%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Exceeding Expectations</td>
<td>2.0%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

Not Meeting Expectations: 0% in 2018, 0% in 2019

Legend:
- Blue: Not Meeting Expectations
- Green: Partially Meeting Expectations
- Blue: Meeting Expectations
- Orange: Exceeding Expectations
English Language Arts improves in almost all grades

English Language Arts Percent Meeting and Exceeding Expectations by Grade

- Grade 3: 47.9% (2019) vs. 40.3% (2018), increase of 7.6%
- Grade 4: 37.2% (2019) vs. 38.2% (2018), decrease of 0.9%
- Grade 5: 39.1% (2019) vs. 37.5% (2018), increase of 1.6%
- Grade 6: 39.1% (2019) vs. 34.4% (2018), increase of 4.7%
- Grade 7: 31.5% (2019) vs. 23.9% (2018), increase of 7.6%
- Grade 8: 36.3% (2019) vs. 28.1% (2018), increase of 8.2%
Upward Trend for Mathematics

Mathematics Percent Meeting and Exceeding Expectations by Grade

- **Grade 3**: 35.4% (2018) to 36.1% (2019), +0.7%
- **Grade 4**: 26.8% (2018) to 32.6% (2019), +5.7%
- **Grade 5**: 26.8% (2018) to 30.1% (2019), +3.3%
- **Grade 6**: 25.3% (2018) to 27.9% (2019), +2.7%
- **Grade 7**: 27.0% (2018) to 27.6% (2019), +0.7%
- **Grade 8**: 22.9% (2018) to 24.5% (2019), +1.6%
Equity Gaps Persist

• Persistent equity gaps remain and require sustained attention.

• In particular, we are **significantly underserving** our differently abled and multilingual learners.

• On both ELA and math, differently abled and multilingual learners are performing at **single-digit** proficiency levels.

• It is essential that we call these gaps out and have intentional strategies to serve all students.
While subgroup performance improved, large gaps persist

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>Number Students Tested 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>63,155</td>
</tr>
<tr>
<td>Female</td>
<td>30,856</td>
</tr>
<tr>
<td>Male</td>
<td>32,299</td>
</tr>
<tr>
<td>Differently Abled Students</td>
<td>9,328</td>
</tr>
<tr>
<td>Low Income</td>
<td>31,232</td>
</tr>
<tr>
<td>Homeless</td>
<td>668</td>
</tr>
<tr>
<td>ELL/MLL</td>
<td>6,128</td>
</tr>
</tbody>
</table>

**English Language Arts Percent Meeting and Exceeding Expectations by Subgroup**

- **All Students**: 33.7% (2018), 40.0% (2019)
- **Female**: 38.5% (2018), 44.8% (2019)
- **Male**: 27.7% (2018), 32.4% (2019)
- **Differently Abled Students**: 4.5% (2018), 6.1% (2019)
- **Low Income**: 18.6% (2018), 22.5% (2019)
- **Homeless**: 14.2% (2018), 19.0% (2019)
- **ELL/MLL**: 5.8% (2018), 7.9% (2019)
Gaps Persist in Mathematics Too

RICAS Mathematics Percent Meeting and Exceeding Expectations by Subgroup

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>Number Students Tested 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>63,856</td>
</tr>
<tr>
<td>Female</td>
<td>31,179</td>
</tr>
<tr>
<td>Male</td>
<td>32,677</td>
</tr>
<tr>
<td>Differently Abled Students</td>
<td>9,346</td>
</tr>
<tr>
<td>Low Income</td>
<td>31,717</td>
</tr>
<tr>
<td>Homeless</td>
<td>663</td>
</tr>
<tr>
<td>ELL/MLL</td>
<td>6,828</td>
</tr>
</tbody>
</table>

- All Students: 2018 - 27.3%, 2019 - 29.8%
- Female: 2018 - 26.8%, 2019 - 29.2%
- Male: 2018 - 27.8%, 2019 - 30.3%
- Differently Abled Students: 2018 - 3.9%, 2019 - 5.0%
- Low Income: 2018 - 13.5%, 2019 - 15.7%
- Homeless: 2018 - 8.6%, 2019 - 9.0%
- ELL/MLL: 2018 - 5.8%, 2019 - 6.3%
Gaps Persist for Many Students

English Language Arts Percent Meeting and Exceeding Expectations by Race/Ethnicity

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>Number Students Tested 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>63,155</td>
</tr>
<tr>
<td>American Indian</td>
<td>458</td>
</tr>
<tr>
<td>Asian</td>
<td>2,065</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5,441</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>16,542</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>95</td>
</tr>
<tr>
<td>White</td>
<td>35,612</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2,942</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>273</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>33.7%</td>
<td>38.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>15.3%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>44.1%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>17.8%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>18.2%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>24.1%</td>
<td>30.5%</td>
</tr>
<tr>
<td>White</td>
<td>43.1%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>28.5%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>22.1%</td>
<td>45.1%</td>
</tr>
</tbody>
</table>

2018  2019
## Mathematics Performance by Race/Ethnicity

### RICAS Mathematics Percent Meeting and Exceeding Expectations by Race/Ethnicity

<table>
<thead>
<tr>
<th>Sub-Group</th>
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<tbody>
<tr>
<td>All Students</td>
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<tr>
<td>American Indian</td>
<td>460</td>
</tr>
<tr>
<td>Asian</td>
<td>2,107</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5,520</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17,034</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>96</td>
</tr>
<tr>
<td>White</td>
<td>35,692</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2,947</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>273</td>
</tr>
</tbody>
</table>

### Table Data

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>27.3%</td>
<td>29.8%</td>
</tr>
<tr>
<td>American Indian</td>
<td>10.2%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>42.0%</td>
<td>44.7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>12.6%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>13.5%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>17.0%</td>
<td>18.8%</td>
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<tr>
<td>White</td>
<td>35.7%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>23.1%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>42.2%</td>
<td></td>
</tr>
</tbody>
</table>
**Multilingual Learner ELA Performance**

RICAS English Language Arts 2019
Percent Meeting and Exceeding Expectations

- Never ELL/MLL: 42.5%
- Former ELL/MLL: 30.5%
- ELL/MLL Exited yr1-yr3: 32.6%
- MLL/ELL: 7.9%
- Differently Abled ELL/MLL Exited yr1-yr3: 3.2%
- Differently Abled ELL/MLL: 1.7%
- All Students: 38.5%

*Former ELL/MLL exited more than 1 or more years*

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>Number Students Tested 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never ELL</td>
<td>54,905</td>
</tr>
<tr>
<td>*Former ELL/MLL</td>
<td>3,574</td>
</tr>
<tr>
<td>ELL/MLL Exited yr1-yr3</td>
<td>1,646</td>
</tr>
<tr>
<td>MLL/ELL</td>
<td>7,039</td>
</tr>
<tr>
<td>Differently Abled ELL/MLL Exited yr1-yr3</td>
<td>173</td>
</tr>
<tr>
<td>Differently Abled ELL/MLL</td>
<td>1,323</td>
</tr>
<tr>
<td>All Students</td>
<td>65,518</td>
</tr>
</tbody>
</table>
Multilingual Learner Mathematics Performance

RICAS Mathematics 2019
Percent Meeting and Exceeding Expectations

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>Number Students Tested 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never ELL/MLL</td>
<td>53,514</td>
</tr>
<tr>
<td>*Former ELL/MLL</td>
<td>3,514</td>
</tr>
<tr>
<td>ELL/MLL Exited yr1-yr3</td>
<td>1,618</td>
</tr>
<tr>
<td>MLL/ELL</td>
<td>6,828</td>
</tr>
<tr>
<td>Differently Abled ELL/MLL Exited yr1-yr3</td>
<td>156</td>
</tr>
<tr>
<td>Differently Abled ELL/MLL</td>
<td>1,214</td>
</tr>
<tr>
<td>All Students</td>
<td>63,856</td>
</tr>
</tbody>
</table>

*Former ELL/MLL exited more than 1 or more years
Massachusetts Continues to Outperform

Percentage of Students in Grades 3-8 Meeting and Exceeding Expectations in Mathematics and English Language Arts

- **RICAS ELA**: 
  - 2018: 34%
  - 2019: 38%
- **MCAS ELA**: 
  - 2018: 51%
  - 2019: 52%
- **RICAS Mathematics**: 
  - 2018: 27%
  - 2019: 30%
- **MCAS Mathematics**: 
  - 2018: 48%
  - 2019: 49%
Using RICAS Data

How can we use this data?
Using RICAS Scores
What other data and resources can we use with RICAS?
Some queries to use with the RI-ADP
Item Analysis
How can we use this data?

• RICAS data is useful for:
  o Analyzing overall school and district performance on a particular standard or reporting category
  o Indicating areas of strength and areas for growth at the school and district level
  o Measuring individual student performance on a particular set of standards

• Cautions to keep in mind:
  o RICAS data should be used in conjunction with other sources of data to provide a complete picture of student performance, as well as overall teaching and learning – it should not be the sole data used to decide students’ supports or coursework
  o Item-level analyses are useful, but need to be undertaken in the context of the instruction and curriculum as actually taught and used in the classroom
Using RICAS Scores

• Achievement Levels
  o Best measure of whether students met expectations for their grade level
  o Useful to evaluate individual student, subgroup, school, district, and state performance
  o Best statistic: percent of students at each performance level

• Scale Scores
  o Most useful to capture performance changes over time, particularly with relation to the cut points for the achievement levels
  o Best statistic: Average scaled score within a test/grade level
  o Not to be confused or interchanged with “percent correct”
What other data and resources can we use with RICAS?

- RICAS released items (CBT, PBT; Digital Item Library)
- ACCESS (e.g., comparing achievement levels on ACCESS and RICAS)
- Released student work samples
- Local summative assessments
- Formative and interim assessments
- Attendance data
Some queries to use with the RI-ADP:

- Subgroup performance (e.g., students without disabilities vs. students with disabilities)
- RICAS by ACCESS ELP level (e.g., RICAS meeting expectations vs. ACCESS bridging or reaching)
- Schools within your district at the same grade level
- Compare achievement level data for your school with local attendance data
- Subscore analysis to identify specific areas of strength and areas for growth
Item Analysis

- RIDE’s item analysis tools can assist schools and districts in utilizing the RICAS assessment data as they review and improve curriculum and instruction.

- Excel and Google Sheets include a drop-down menu for school selection – no need for data transfer.
How to explain data to families

• Individual Student Reports
  o Go through full score report
  o Include details from curriculum (e.g., how covering topics/skills, how plan to address areas for growth)

• School and District Data
  o What you learned from analyzing data: what you found are areas of strength and areas for growth

• RIDE’s “Resources for Families” page: www.ride.ri.gov/Families
  o FAQs about content standards and assessments
  o Guidance and flyers explaining assessment concepts
  o Report shells in various languages for all assessments
Next Steps...

• As part of RICAS Analysis:
  o Review Data at District, School, and Student level

• Identify areas for improvement:
  o Reporting Category, Standard, and/or Item Type

• Dig into the Released Items, Student Work Samples, & Rubrics

• Calibrate RICAS expectations – both for educators & students

• Review curriculum and current instructional practices

• How might this analysis refocus current standards instruction?
Resources
RICAS Resources

- RIDE Assessment Results: [www.ride.ri.gov/Assessment-Results](http://www.ride.ri.gov/Assessment-Results) (includes resources to support interpretation of results: RIGM information, ISR shells and translations)

- Released Items:
  - RIDE Released Items: [www.ride.ri.gov/Released-Items](http://www.ride.ri.gov/Released-Items) (CBT and PBT for 2018 and 2019; Item Analysis Tool)
  - Rhode Island Digital Item Library: [https://ricas.digitalitemlibrary.com/home](https://ricas.digitalitemlibrary.com/home)

- RIDE Resources for Families: [www.ride.ri.gov/Families](http://www.ride.ri.gov/Families)


- RI Assessment Data Portal:
  - Public: [https://lms.backpack.education/public/ride](https://lms.backpack.education/public/ride)
  - Confidential: [http://ridemap.ride.ri.gov](http://ridemap.ride.ri.gov)
  - September 2019 Test Coordinator Webinar: information about accessing the RI-ADP
Thank you!

If you have questions about this presentation, please contact assessment@ride.ri.gov