

SBAC Test Results

What do the results tell us?

September 2019

Assessment Data Discussion

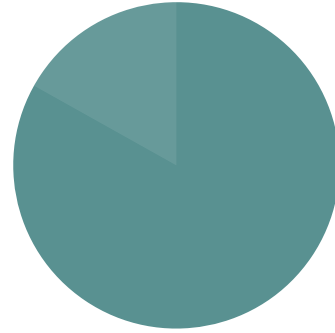
Mary Wunderlich, SBAC Coordinator



SBAC

Smarter Balanced Assessment Consortium

The tests, created by the Smarter Balanced Assessment Consortium, are administered to children in grades 3, 4, 5, 6, 7, 8 and 9.



Thetford Elementary School: Who Are We?

Serves Grades K - 6

27% FRL* (25% of 2019 SBAC test-takers)**

96.9% White 1.3% Hispanic 1.3% (2 or more races)*

Number of Students: 194

Percent on IEPs: 20%

Student : Teacher Ratio 10.7*

Average Class Size = 17 student

**According to data published by VT AOE

*According to SchoolDigger.com





End-of-year summative assessment

- English Language Arts (ELA)
- Mathematics
- **Computer Adaptive**
- **Administered digitally (TES students use iPads or laptops)**
- **Types of Questions: (12 different types)**
 - Selected-response items
 - Non-traditional response questions
 - Constructed-response questions
 - Performance tasks



About Test Items

Select an Item Type

Evidence-Based Selected Response

Equation

Grid Item: Drag and Drop

Grid Item: Hot Spot

Grid Item: Graphing

Hot Text

Matching Item

✓ Multiple Choice

Multi Select

Short Answer

Table Item

Writing Extended Response

students with a number of answer options.

The student may select only one option.

About This Item



Read the passage and answer the questions.

Treasure in the Field

by Marilyn Bolchunos

Once there was a man who lived with his two young sons on a farm in Vietnam. Since the man had to tend the field, the boys took care of the house. That is, they were supposed to take care of the house.

Often the father returned home to find that nothing had been done—he even had to cook

2884

Read the sentences from the passage.

Day after day they dug. Their neighbor was astonished to see how long and hard the young men worked.

What does the word astonished **most likely** mean?

- (A) disappointed
- (B) discovered
- (C) satisfied
- (D) surprised



Statistical Significance vs Educational Significance

- Small sample sizes
- Margin of error not represented in all data
- 3-years is recommended for any data analysis. Year 2014-2015 was a trial year but was included in 2017 data analysis.

Key Findings:

- Our performance is in line with other comparable schools.
- Students who receive FRL performed significantly lower than those who are not, particularly in ELA.
- There is a significant gap between boys' and girls' performance in ELA.
- Overall school performance has not changed significantly in the last three years of testing.

Next Steps:

- Examine our ELA and Math instruction of socioeconomically disadvantaged students.
- Examine our instruction of boys in ELA.
- Examine our interim assessments in ELA and Math. Do our other methods of assessing students match what the SBAC tells us?

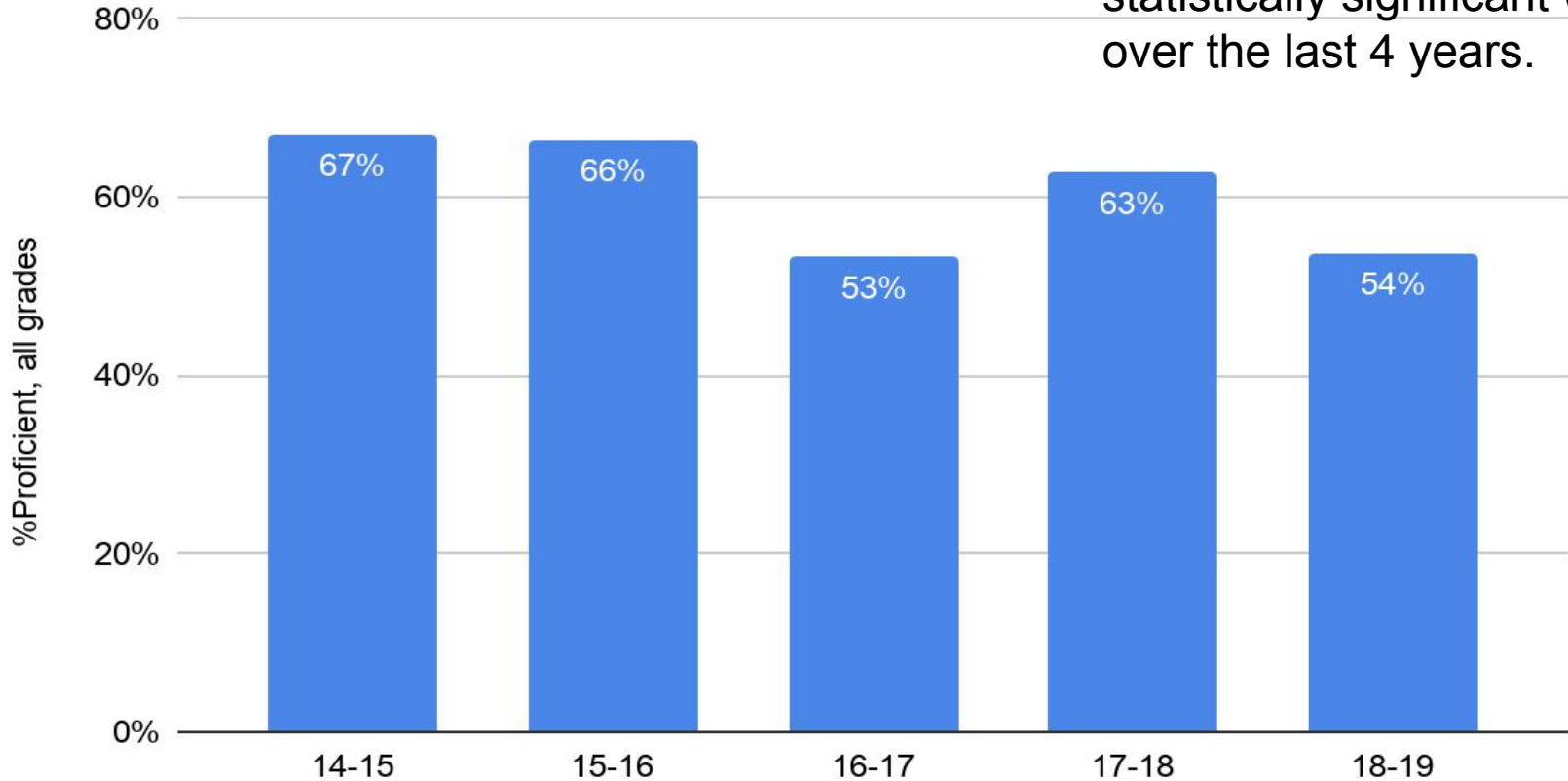
Update Sept 2019*

4 years of SBAC data (2 additional years)

How are we doing?

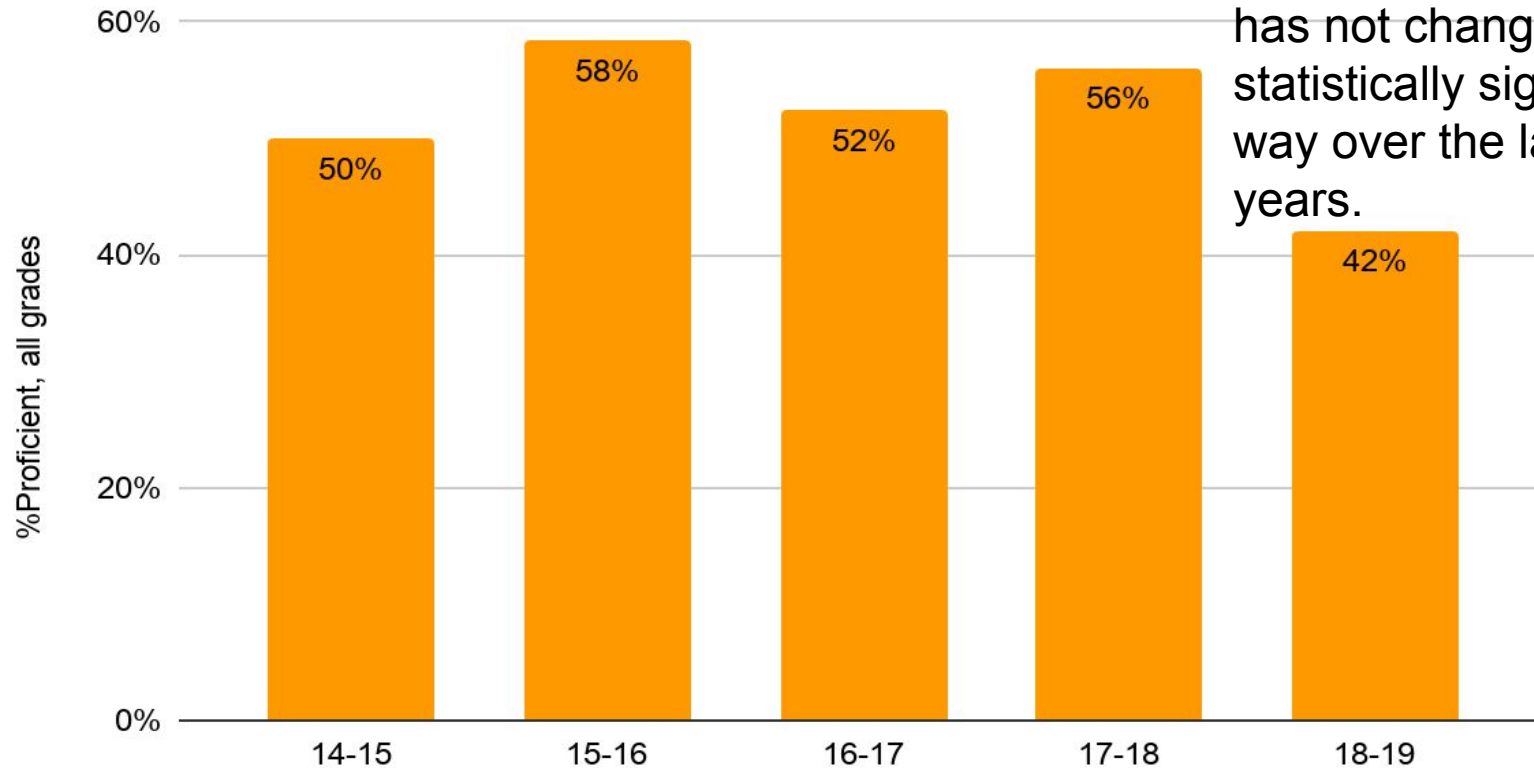
*Update to Data from Vermont Agency of Education Assessment Portal

5 Years of ELA at TES, all grades



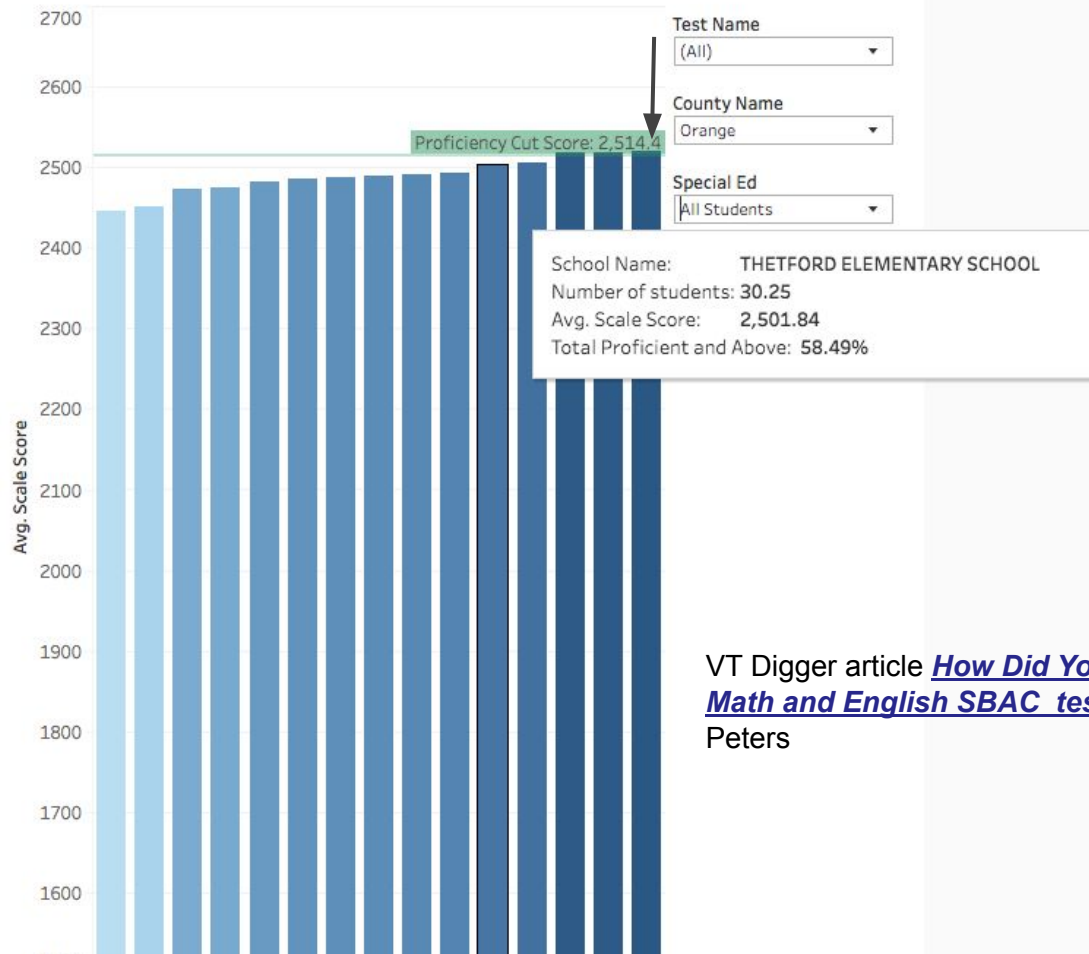
Schoolwide proficiency in ELA has not changed in a statistically significant way over the last 4 years.

5 Years of Math at TES, all grades



Schoolwide proficiency in Math has not changed in a statistically significant way over the last 4 years.

2018 Smarter Balanced Test Scores: Orange County



VT Digger article [How Did Your School Fare on 2018's Math and English SBAC tests?](#) by Lola Duffort and Stacey Peters



What is TES doing differently?

- New Math program, Bridges for grades K-5th started in 2018-2019
- Principal leadership changes, 3 different principals in the last 5 years.
- New ParaEducator configuration, last 3 years have brought more 1-1 assignments
- Increased IEPs (39 this year)
- Last year for Track My Progress Assessments
- Return of Math Coach
- Mentor Matters Program started this year
- Multi-grade Classrooms for all grades 1st-6th



Next Steps:

Next year STAR District-wide assessment will replace Track My Progress

MTSS Multi Tiered Systems of Supports (Academics and Behavior)

Instruction: PBL and Responsive Classroom (Deeper vs Broader)

Interim SBAC Testing

Infinite Campus

Teacher Leader Cabinet -OESU