

# **Review of National and Statewide Summative Assessment Data for English Language Arts**

Presentation prepared by the Agency of Education  
for the  
Advisory Council on Literacy

October 27, 2021

# Today's Conversation

## Overview

- Introduction to AOE Act 28 team
- Description of support documents shared with the Council

## Focus for the Day

- Data review on two statewide summative assessments – National Assessment of Educational Progress (NAEP) and Smarter Balanced Assessment Consortium (SBAC)

## Invitation

- Data discussions are best viewed as conversations that take time – consider this the beginning of our conversation.

# Act 28 of 2021 - Framing for Consideration

Act 28 of 2021 defines its purpose as “*to continue the ongoing work to improve literacy for all students in the State [...] and refers to “methods of teaching literacy in the five key areas of literacy instruction, as identified by the National Reading Panel.”* These five areas are phonics, phonemic awareness, vocabulary, fluency, and reading comprehension.

## Question to consider:

Do we have an operational definition of literacy that is grounded in research and reflects our values and goals?

# Act 28 Framing for Consideration

*(b) The following data indicate Vermont needs to improve its literacy outcomes at the early grades:*

*(1) Smarter Balanced Assessment Consortium results from 2016 to 2018 indicate that only about 50 percent of students in grade three were proficient in English Language Arts in each of these years.*

*(2) From 2015 to 2019, Vermont's average scale in grade four reading on the National Assessment of Educational Progress dropped every year from a high of 230 to a low score of 222.*

## **Question to Consider:**

Do we understand how SBAC and NAEP results should inform our understanding of student literacy?

# **National Assessment of Educational Progress (NAEP)**

Presenter: Mabika Goma

# What Is NAEP?

- The National Assessment of Educational Progress (NAEP) is the largest continuing evaluation of the condition of education in the United States.
- Since 1969, NAEP has assessed students every other year in State-level NAEP and every four years in National-level NAEP.
- NAEP informs the public about what U.S. students know and can do in various subject areas and compares achievement across states, large urban districts, and various student groups.
- By law, NAEP is voluntary except for states, districts, and schools that receive Title 1 funds.

# What Is “Sampling”?

## School sampling

- NAEP uses the list of schools within each state to identify schools. They classify them by type of location (urban, rural, TUDA, suburban) and by racial/ethnic composition of those schools within those locations so that the distribution of sample is preserved.
- States and state agencies do not select schools. They are selected by the National Center of Education Statistics (NCES).
- Some schools are selected frequently; those schools' enrollment in the grade constitutes a relatively large proportion of the state's student population. Therefore, large schools are more likely to be selected than smaller ones.

## Student Sampling

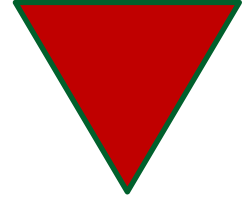
- NAEP uses random sampling methods to select students to be assessed. The sample should reflect the varying demographics of a specific jurisdiction (state, district).
- Every student has the same chance to be selected regardless of race/ethnicity, socioeconomic status, disability, status as an English learner, or any other factors.

# What Can We Learn from NAEP?

- NAEP results tell the public about students' performance in the U.S. by subgroups and over time
- NAEP results bring to life the issue of achievement gaps across the nation
- Researchers and policy makers have used NAEP results to conduct in-depth research and initiatives using specific questions raised by looking at NAEP data



# What Can't NAEP Data Tell Us?



- NAEP results cannot explain students' performance
- They cannot explain students' achievement on statewide assessments
- We cannot use NAEP results as a measure of the direct effect of a specific policy or initiative without in-depth additional studies

# NAEP Composite Scale Scores

- A composite scale is the overall score of combined sub-scales in any given subject.
- In Grade 4 Reading for example, the composite scale score is the average of two subscales - *Gain Information* and *Literacy Experience*. These subscale scores are weighted based on the number of items each has.
- NAEP reading scale scores range from 0 to 500 for all grade levels.

# Value in Comparing State to Nation

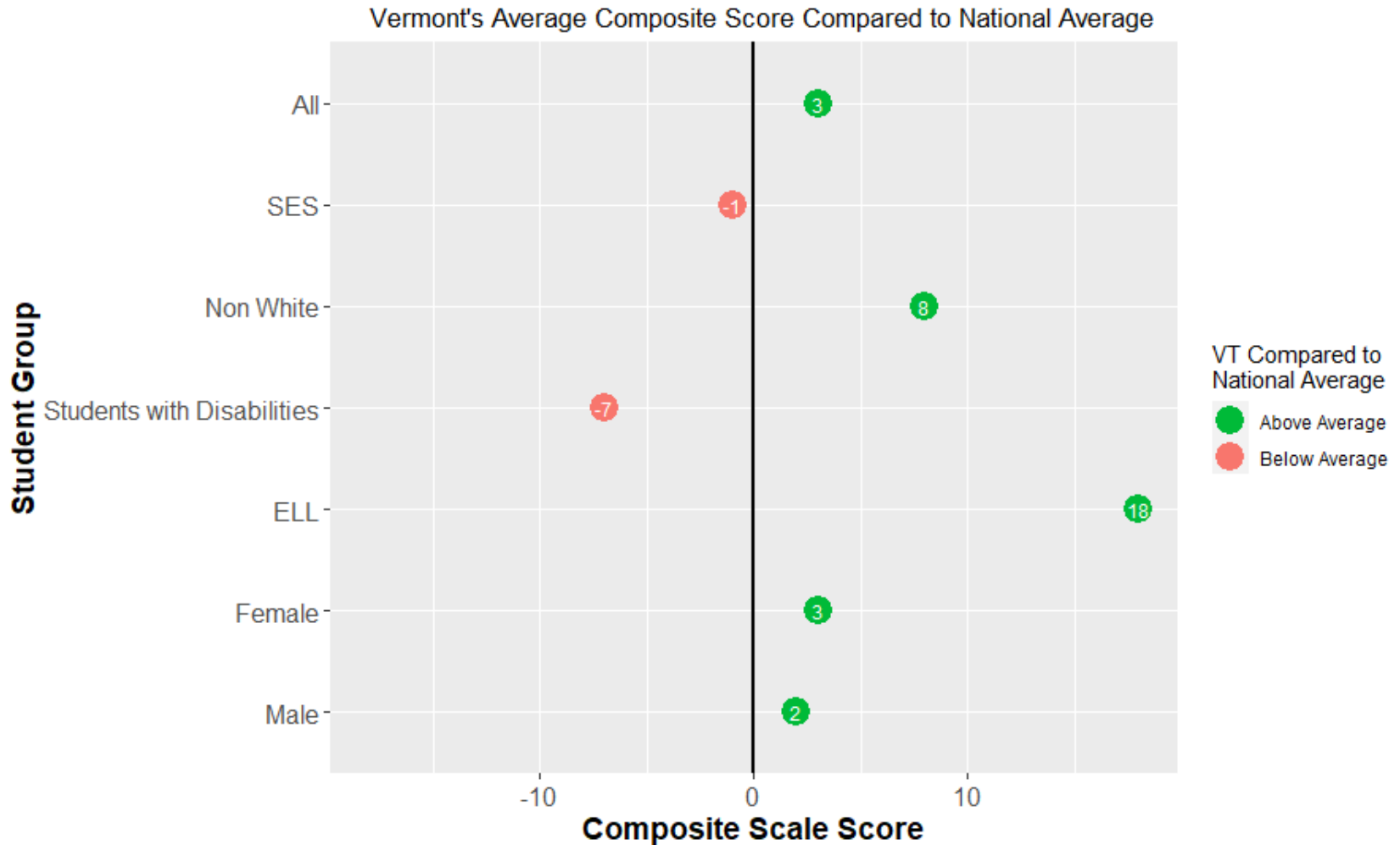
NAEP allows comparison across subgroups, jurisdictions, and across years to allow users to maximize their understanding and usefulness of the data.

# NAEP- 2019 Grade 4 Reading Assessment



- Vermont scored 3 points above the national average on the Reading Composite Scale.
- Vermont Non-White students scored 7 points above the national average.
  - **Caution:** The Vermont sample of Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and two or more races are too small to be reported alone. We had to combine them.
- Vermont scored above average in all student groups except students with disabilities (SD) and students eligible for the National School Lunch Program (NSLP)
  - SD scored 7 points below the national average
  - NSLP scored one point below national average

# VT's Average Score to National Average

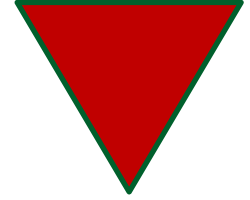


# VT's Average Score to National Average

## A Closer Look

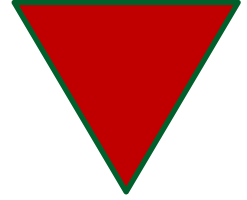
Group	National	Vermont	Difference
All	219	222	3
SES	207	206	-1
Non White	211	219	8
Students with Disabilities	180	173	-7
ELL	191	209	18
Female	223	226	3
Male	216	218	2

# NAEP - Limitations



- **Users are cautioned against interpreting NAEP results as implying causal relations.** Inferences related to student group performance or to the effectiveness of public and nonpublic schools, for example, should take into consideration the many socioeconomic and educational factors that may also have an impact on performance.
- The NAEP reading scale makes it possible to examine relationships between students' performance and various background factors measured by NAEP. However, **a relationship that exists between achievement and another variable does not reveal its underlying cause, which may be influenced by many variables.**

# NAEP – Limitations Cont'd.



- Similarly, the assessments do not reflect the influence of unmeasured variables.
- The results are most useful when they are considered in combination with other knowledge about the student population and the educational system, such as trends in instruction, changes in the school-age population, and societal demands and expectations.



# Questions

are very welcome

# **ELA Smarter Balanced Assessment**

Presenters: Glenn Bailey, Amanda Gorham

# Smarter Balanced (SBAC) State Assessment English Language Arts (ELA)

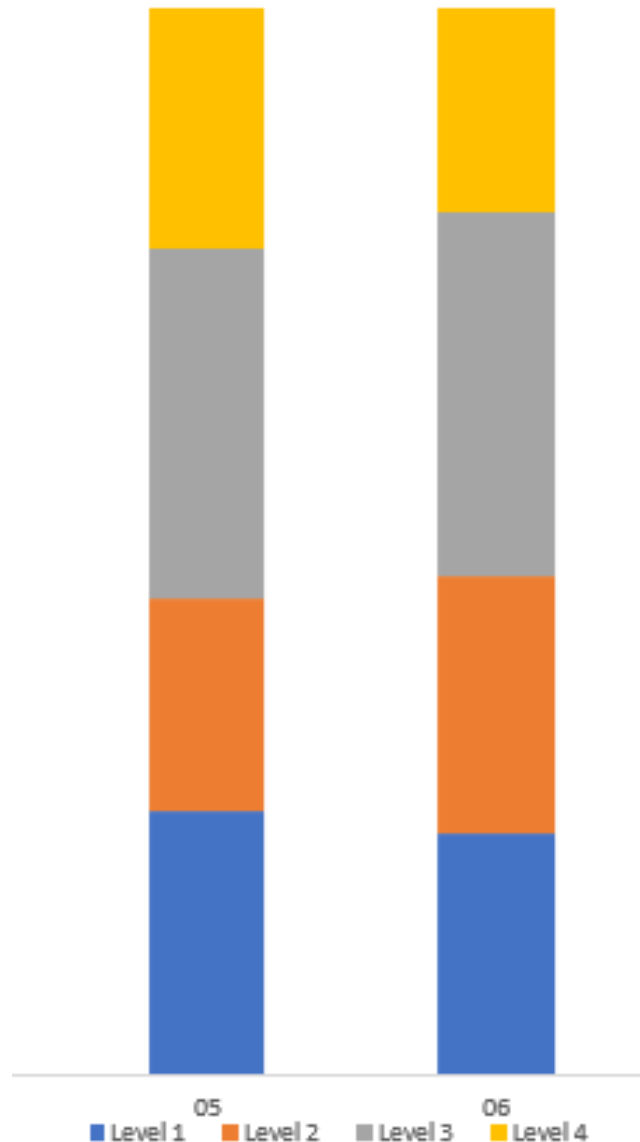
- Administered annually in the spring
- Grades 3 through 9
- Assessment was not administered in 2020
- Assessment was administered in-person (only) in 2021

# Smarter Balanced ELA Proficiency by Grade

- Approximately 50% of Grade 3 students scored proficient on the Smarter Balanced ELA assessment.
- Slightly more than 50% of Grade 5 through Grade 9 students scored proficient on the Smarter Balanced ELA assessment.

# Smarter Balanced ELA

## Interpreting the Data



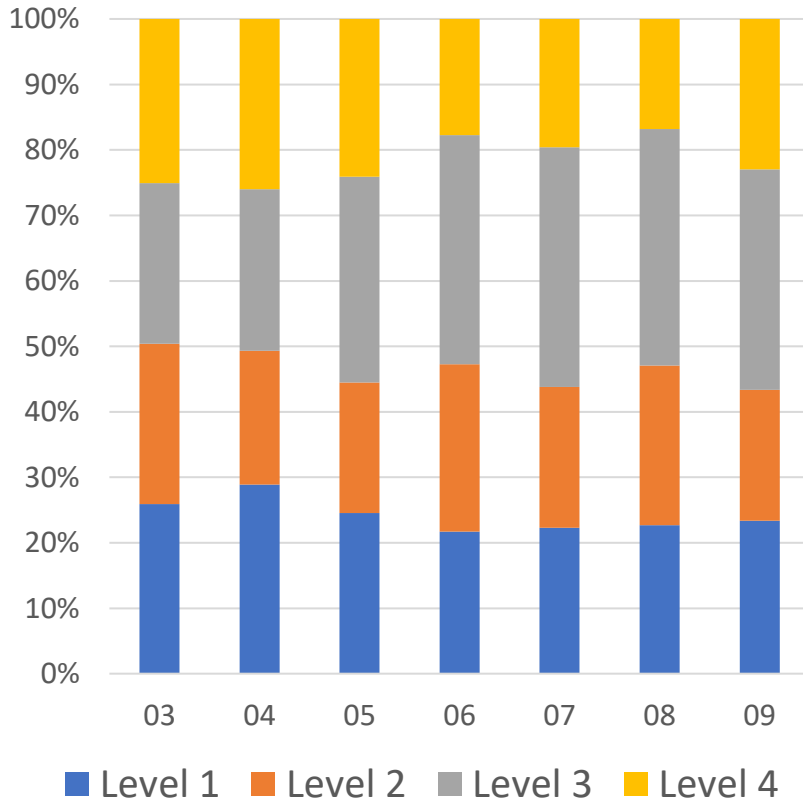
Level 1 and Level 2 are below proficient.

Level 3 is proficient.

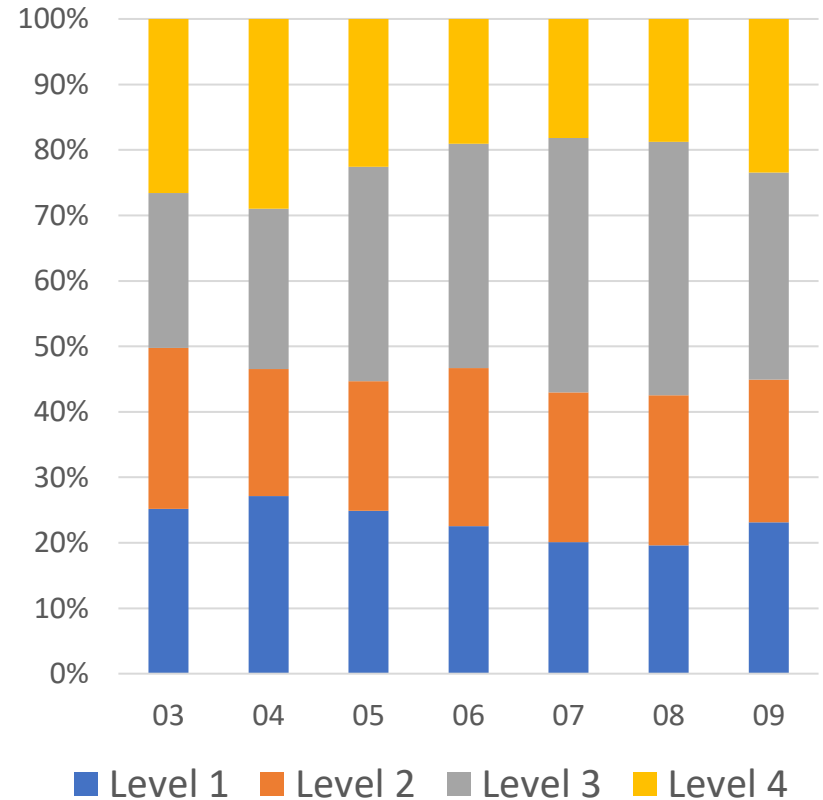
Level 4 is above proficient.

# Smarter Balanced ELA Proficiency by Grade

2019 Smarter Balanced ELA Proficiency by Grade



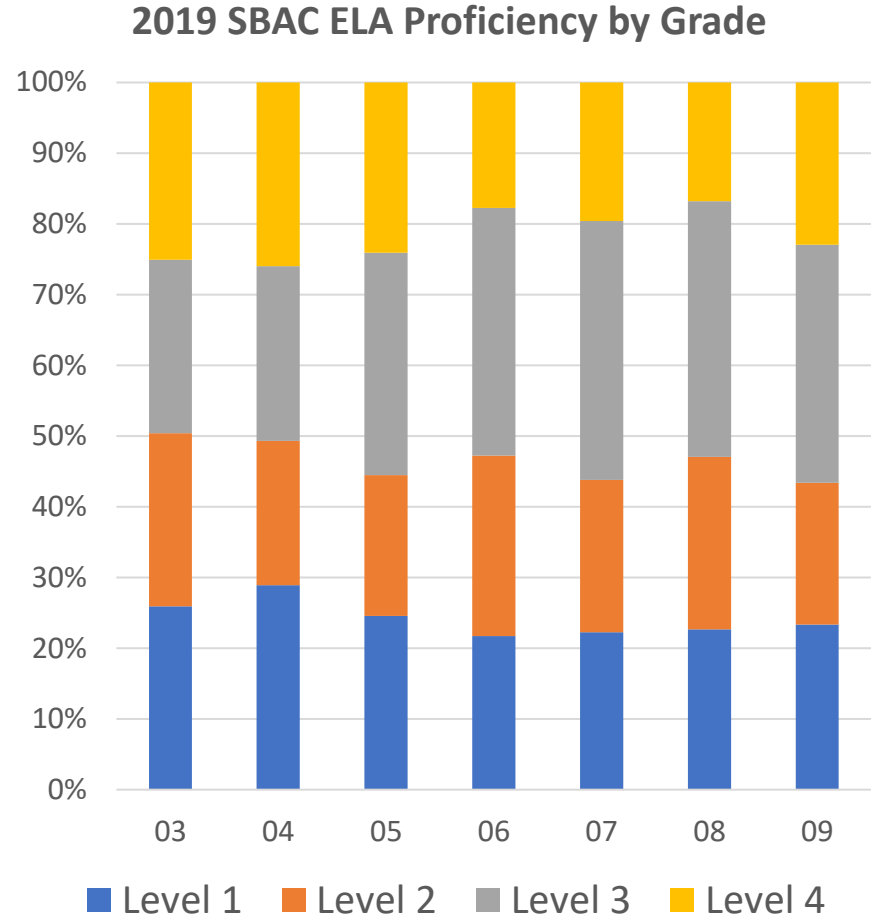
2018 Smarter Balanced ELA Proficiency by Grade



Level 1 and Level 2 are below proficient. Level 3 is proficient, and Level 4 is above proficient.

# SBAC ELA Proficiency by Grade, 2019

2019 Smarter Balanced ELA Proficiency by Grade					
Grade	Level 1	Level 2	Level 3	Level 4	Proficient
03	25.9%	24.5%	24.5%	25.1%	49.6%
04	28.9%	20.4%	24.7%	26.0%	50.7%
05	24.6%	19.9%	31.4%	24.1%	55.5%
06	21.7%	25.5%	35.0%	17.8%	52.7%
07	22.3%	21.5%	36.6%	19.6%	56.2%
08	22.7%	24.4%	36.1%	16.8%	52.9%
09	23.4%	20.0%	33.7%	22.9%	56.6%

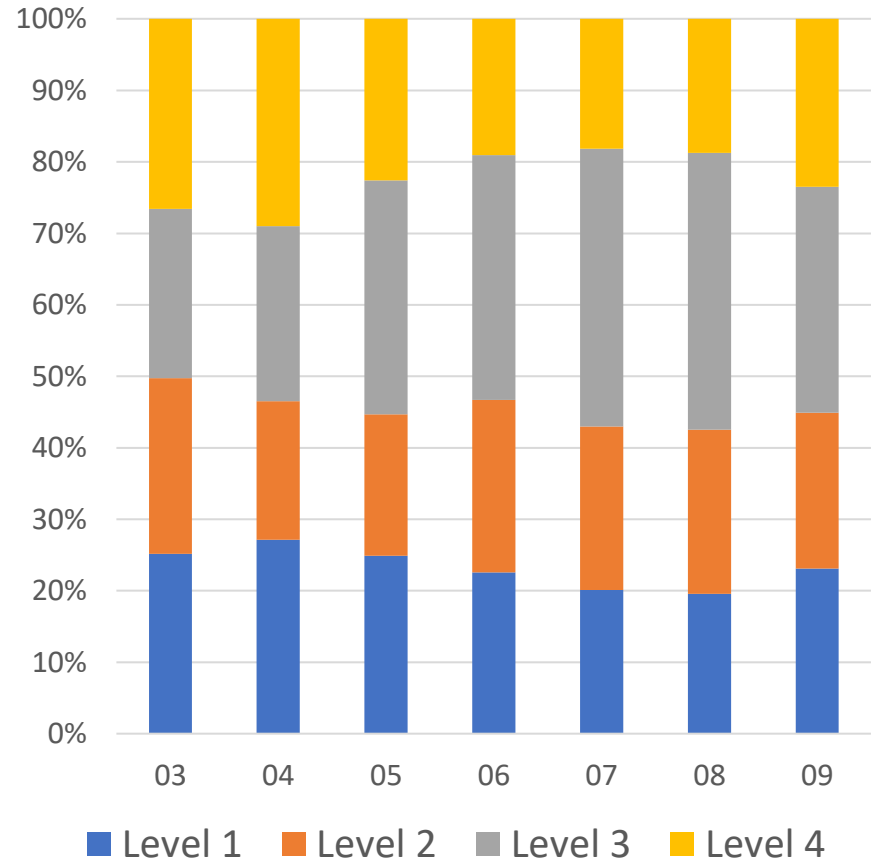


Level 1 and Level 2 are below proficient.  
 Level 3 is proficient, and Level 4 is above proficient.

# SBAC ELA Proficiency by Grade, 2018

2018 Smarter Balanced ELA Proficiency by Grade					
Grade	Level 1	Level 2	Level 3	Level 4	Proficient
03	25.2%	24.6%	23.6%	26.6%	50.2%
04	27.1%	19.4%	24.5%	29.0%	53.5%
05	24.9%	19.8%	32.7%	22.6%	55.3%
06	22.6%	24.1%	34.3%	19.0%	53.3%
07	20.1%	22.9%	38.9%	18.2%	57.0%
08	19.6%	23.0%	38.7%	18.8%	57.5%
09	23.1%	21.8%	31.6%	23.5%	55.1%

2018 SBAC ELA Proficiency by Grade



Level 1 and Level 2 are below proficient.  
 Level 3 is proficient, and Level 4 is above proficient.



# Smarter Balanced ELA

## Average Scale Score by Grade

Smarter Balanced ELA Average Scale Score by Grade				
Grade	Cut Score	2019	2018	
03	2432	2426	2428	
04	2473	2468	2474	
05	2502	2509	2507	
06	2531	2530	2532	
07	2552	2557	2559	
08	2567	2567	2577	
09	2571	2580	2579	

# SBAC ELA Proficiency by Grade and Historically Marginalized Group (HMG) Status

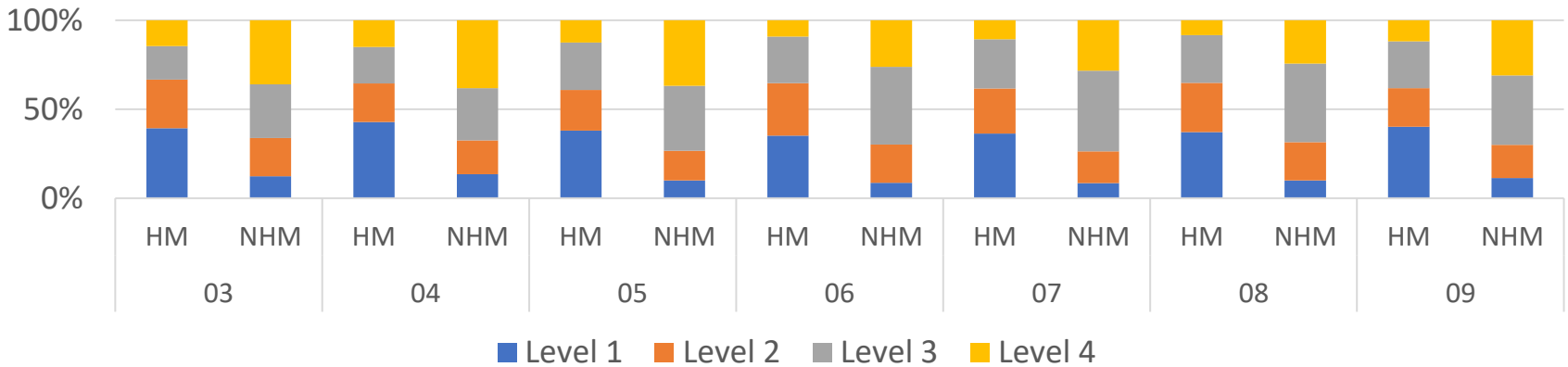


- There is a substantial gap in performance between historically underserved populations compared to their counterparts.
- The gap widens as students progress through the grades.
- The largest differences in performance levels is between the 1st and 4th proficiency levels in early grades while in later grades there is a gap in the 3rd level as well (as the gap for the 4th level becomes smaller).

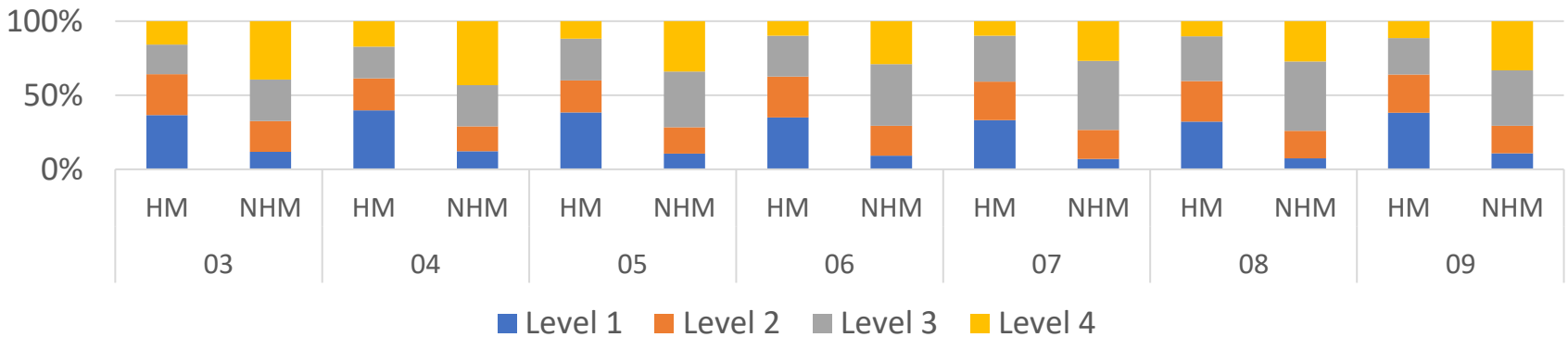
\* The Historically Marginalized group includes non-white racial/ethnic groups, students with disabilities, English learners, students in poverty, homeless students and migrant students

# Smarter Balanced ELA Proficiency by Grade and HMG Status - 2019/2018

2019 Smarter Balanced ELA Proficiency by Grade and HMG Status

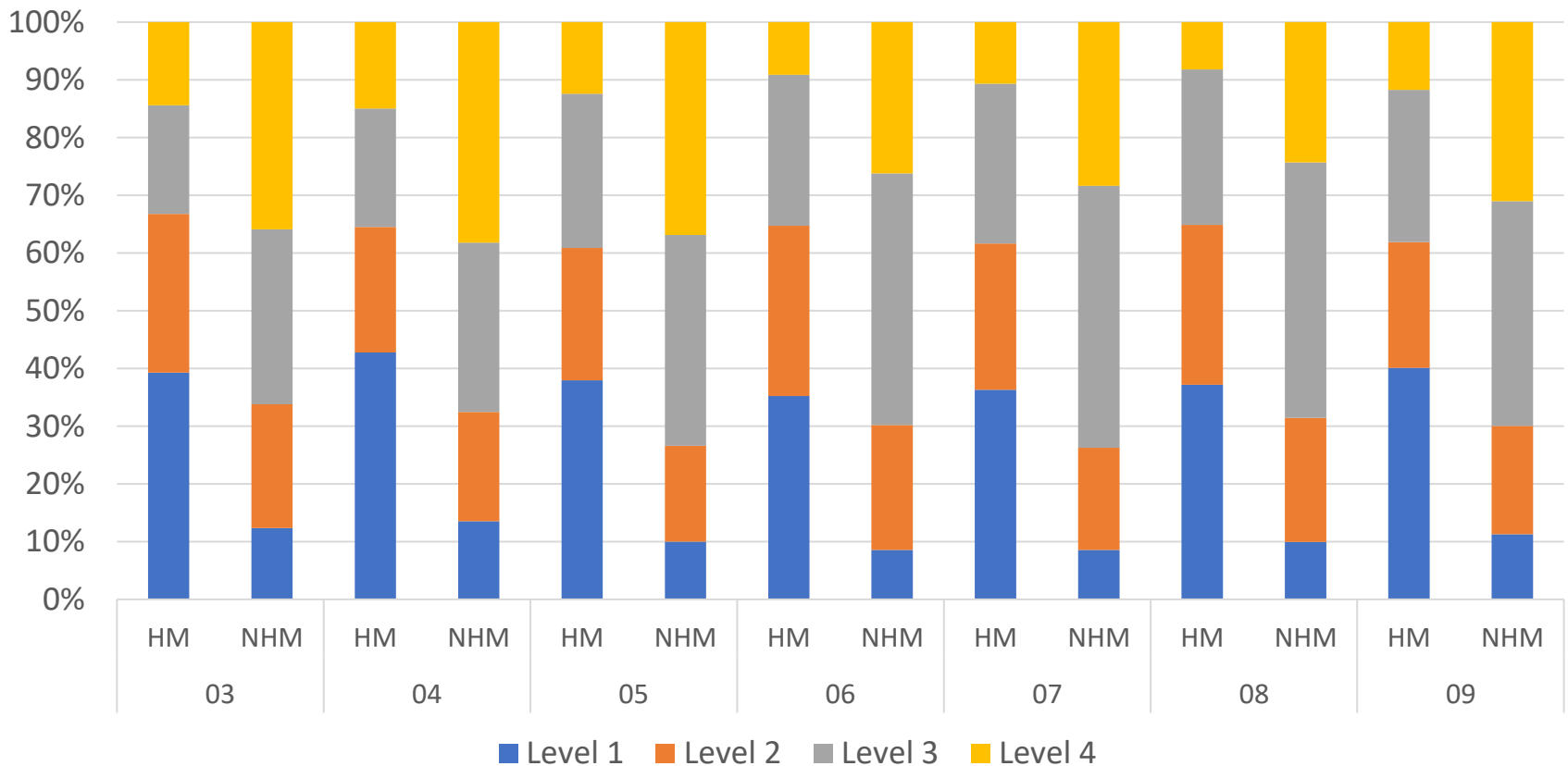


2018 Smarter Balanced ELA Proficiency by Grade and HMG Status



# Smarter Balanced ELA Proficiency by Grade and HMG Status, 2019

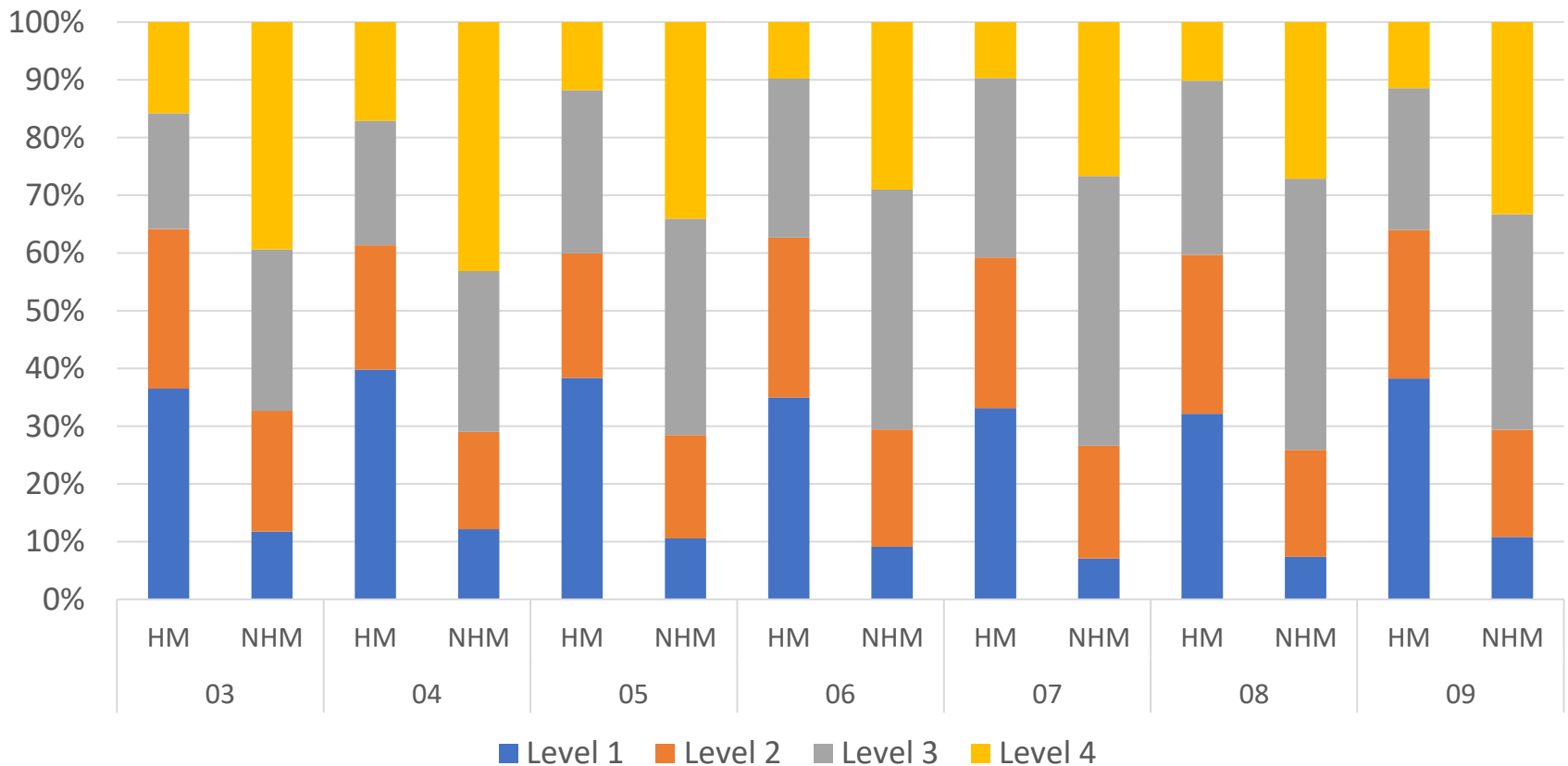
2019 Smarter Balanced ELA Proficiency by Grade and Historically Underserved Status



- HM - Historically marginalized
- NHM - Not historically marginalized

# Smarter Balanced ELA Proficiency by Grade and HMG Status, 2018

2018 Smarter Balanced ELA Proficiency by Grade and Historically Underserved Status



- HM - Historically marginalized
- NHM – Not historically marginalized

# Smarter Balanced ELA Average Scale Score by Grade and HMG Status

2019 Smarter Balanced ELA Average Scale Score by  
Grade and HMG Populations

Grade	Historically Marginalized	Not Historically Marginalized	Gap
03	2394	2459	65
04	2434	2506	72
05	2471	2550	79
06	2491	2568	77
07	2516	2598	82
08	2524	2605	82
09	2528	2616	88

2018 Smarter Balanced ELA Average Scale Score  
by Grade and HMG Populations

Grade	Historically Marginalized	Not Historically Marginalized	Gap
03	2398	2463	65
04	2441	2513	73
05	2471	2546	75
06	2496	2571	76
07	2521	2598	77
08	2537	2616	79
09	2527	2621	94

# Smarter Balanced ELA - Claims

- A claim represents a subdomain of the overall ELA content area
- ELA assessment is made up of 4 claims
  - Reading
  - Listening and Speaking
  - Writing
  - Research and Inquiry
- ELA scores are not an accurate measure of literacy

# Smarter Balanced ELA Claims

## How Did Your Child Perform on Different Areas of the Test?



Above Standard











At/Near Standard



Below Standard

The table and the graph below indicate student performance on individual claims. The black dot indicates the student's score on each claim. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

4

Claim	Performance	Performance Category	Performance Category Description
Listening	 Below the Standard      Above the Standard		Student can employ effective listening skills for a range of purposes and audiences.
Reading	 Below the Standard      Above the Standard		Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Research/Inquiry	 Below the Standard      Above the Standard		Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
Writing	 Below the Standard      Above the Standard		Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences.



# Smarter Balanced ELA Claims

## 6.3 Rules for Calculating Strengths and Weaknesses for Reporting Categories

For reporting categories, relative strengths and weaknesses are reported for each student at the reporting category (claim) level. The difference between the proficiency cut score and the claim score plus or minus 1.5 times standard error of the claim is used to determine the relative strengths and weaknesses.

For the reporting category scores in summative and ICA, and IAB/FIAB block scores, the specific rules are as follows:

- Below Standard (Code = 1): if  $\text{round}(SS_{rc} + 1.5 * SE(SS_{rc}),0) < SS_p$
- At/Near Standard (Code = 2): if  $\text{round}(SS_{rc} + 1.5 * SE(SS_{rc}),0) \geq SS_p$  and  $\text{round}(SS_{rc} - 1.5 * SE(SS_{rc}),0) < SS_p$ , a strength or weakness is indeterminable
- Above Standard (Code = 3): if  $\text{round}(SS_{rc} - 1.5 * SE(SS_{rc}),0) \geq SS_p$

where  $SS_{rc}$  is the student's scale score on a reporting category;  $SS_p$  is the proficiency scale score cut (Level 3 cut); and  $SE(SS_{rc})$  is the standard error of the student's scale score on the reporting category.

# Smarter Balanced ELA Claims Assessment Blueprint Grade 3-5

Blueprint Table ELA/Literacy Grades 3-5						
Claim/Score Reporting Category <sup>1</sup>	Content Category <sup>2</sup>	Stimuli		Items		Total Items by Claim
		CAT	PT <sup>3</sup>	CAT Items <sup>4</sup>	PT Items <sup>5</sup>	
1. Reading	Literary	2	0	7-8	0	14-16
	Informational	2	0	7-8		
2. Writing	Organization/Purpose	0	1	3	1 <sup>6</sup>	9 <sup>7</sup>
	Evidence/Elaboration	0			1 <sup>6</sup>	
	Conventions	0		3	1 <sup>6</sup>	
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9
4. Research	Research	0	1	8	1	9

<https://portal.smarterbalanced.org/library/en/elaliteracy-summative-assessment-blueprint.pdf>

# Smarter Balanced ELA Claims Assessment Blueprint Grade 6-8

Blueprint Table ELA/Literacy Grades 6-8						
Claim/Score Reporting Category <sup>1</sup>	Content Category <sup>2</sup>	Stimuli		Items		Total Items by Claim
		CAT	PT <sup>3</sup>	CAT Items <sup>4</sup>	PT Items <sup>5</sup>	
1. Reading	Literary	1-2	0	4-7	0	14-17
	Informational	2-3	0	10-12		
2. Writing	Organization/Purpose	0	1	3	1 <sup>6</sup>	9 <sup>7</sup>
	Evidence/Elaboration	0			1 <sup>6</sup>	
	Conventions	0		3	1 <sup>6</sup>	
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9
4. Research	Research	0	1	8	1	9

<https://portal.smarterbalanced.org/library/en/elaliteracy-summative-assessment-blueprint.pdf>

# Smarter Balanced ELA Claims Assessment Blueprint Grade 9-11

Blueprint Table ELA/Literacy Grade 11

Claim/Score Reporting Category <sup>1</sup>	Content Category <sup>2</sup>	Stimuli		Items		Total Items by Claim
		CAT	PT <sup>3</sup>	CAT Items <sup>4</sup>	PT Items <sup>5</sup>	
1. Reading	Literary	1	0	4	0	15-16
	Informational	3	0	11-12		
2. Writing	Organization/Purpose	0	1	3	1 <sup>6</sup>	9 <sup>7</sup>
	Evidence/Elaboration	0			1 <sup>6</sup>	
	Conventions	0		3	1 <sup>6</sup>	
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9
4. Research	Research	0	1	8	1	9

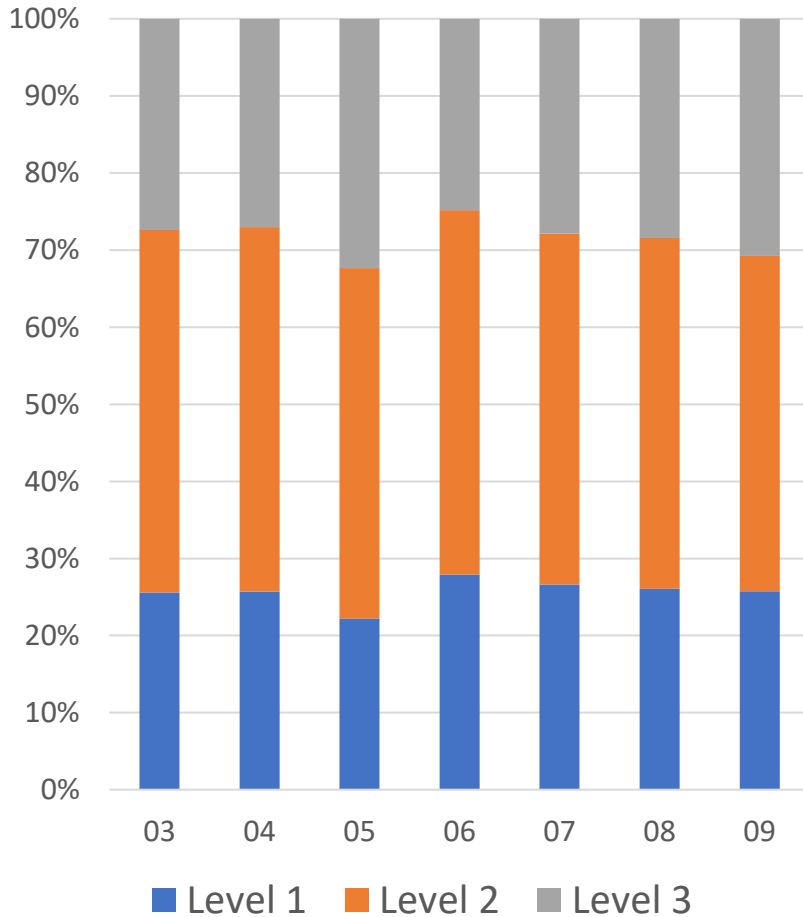
# SBAC - Reading Claim by Grade

*Summarizing statement of slides 36-38*

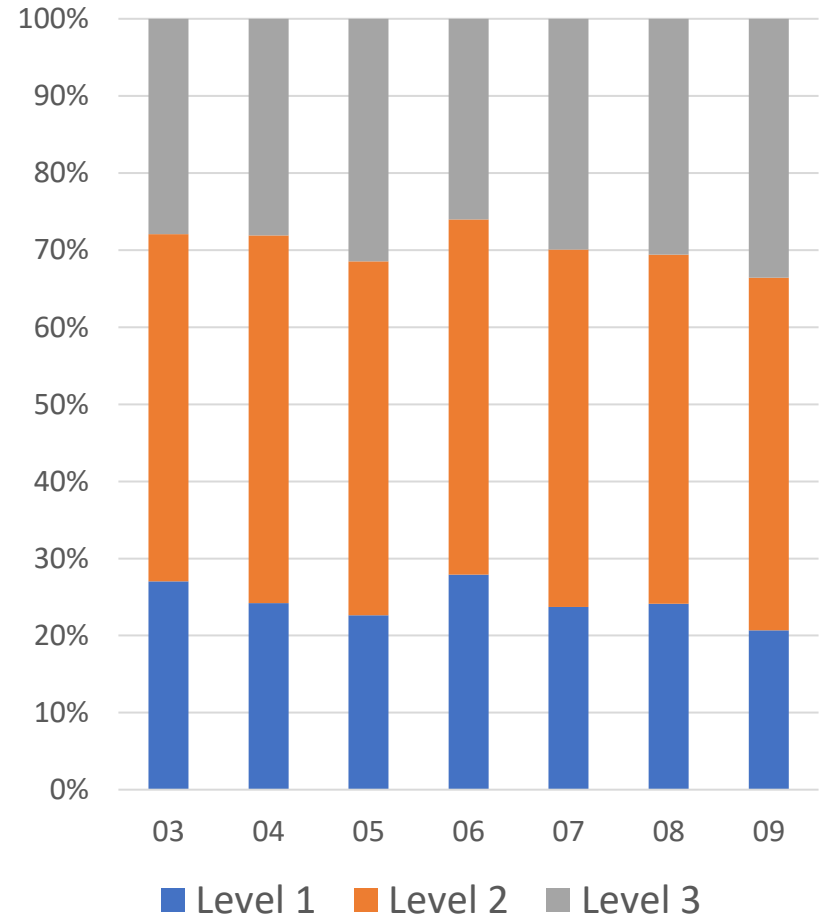
- Just under 50% of students scored at or near the standard for the reading claim (**orange**)
- Approximately 25% of students scored below the standard for the reading claim (**blue**) and 25% above the standard (**grey**)

# SBAC Reading Claim by Grade

## 2019 SBAC Reading Level by Grade



## 2018 SBAC Reading Level by Grade

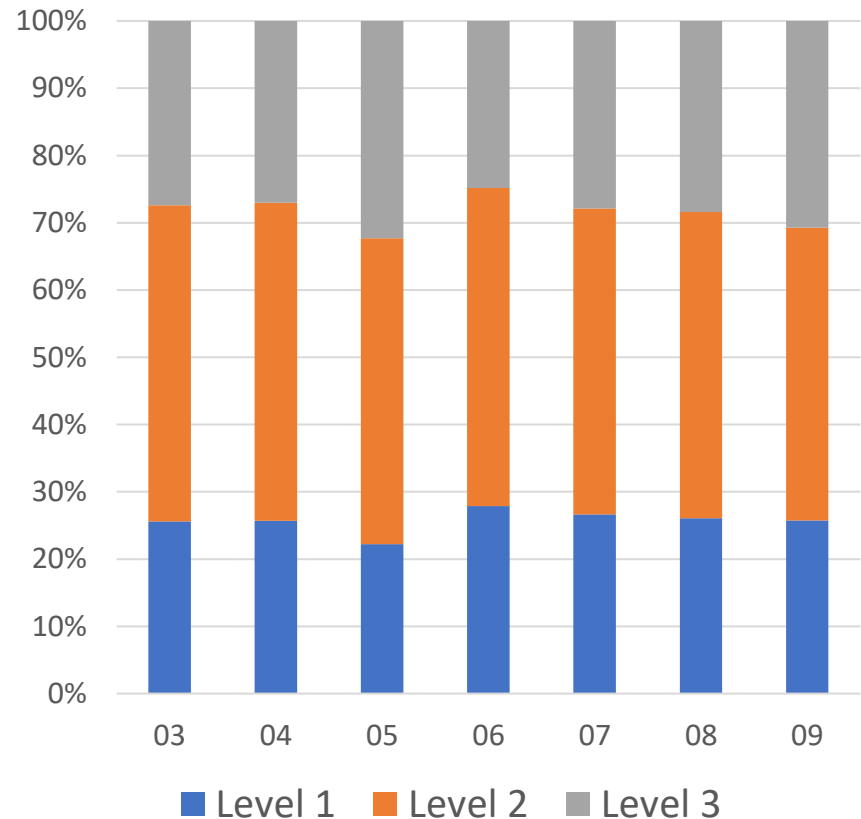


# SBAC Reading Claim by Grade, 2019

2019 Smarter Balanced Reading Level by Grade			
Grade	Level 1	Level 2	Level 3
03	25.6%	47.0%	27.4%
04	25.7%	47.3%	27.0%
05	22.2%	45.5%	32.3%
06	27.9%	47.3%	24.8%
07	26.6%	45.5%	27.9%
08	26.1%	45.5%	28.4%
09	25.7%	43.5%	30.7%

Level 1 – Below standard  
 Level 2 – At/near standard  
 Level 3 – Above standard

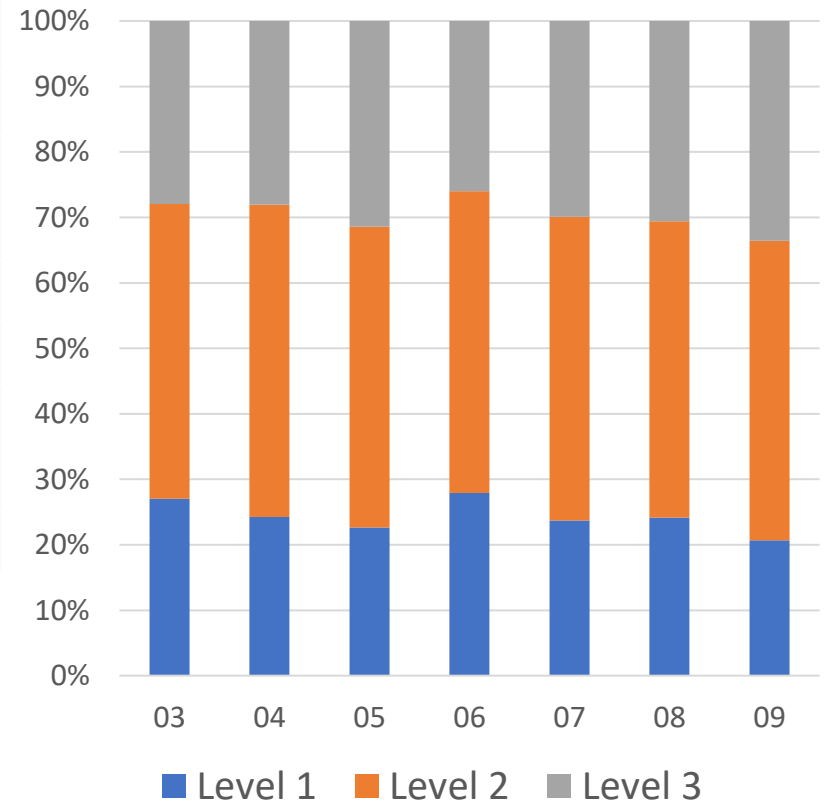
2019 Smarter Balanced Reading Level by Grade



# SBAC Reading Claim by Grade, 2018

2018 Smarter Balanced Reading Level by Grade

2018 Smarter Balanced Reading Level by Grade			
Grade	Level 1	Level 2	Level 3
03	27.1%	45.0%	27.9%
04	24.2%	47.7%	28.1%
05	22.6%	45.9%	31.4%
06	27.9%	46.1%	26.0%
07	23.7%	46.4%	29.9%
08	24.1%	45.3%	30.6%
09	20.7%	45.8%	33.6%



Level 1 – Below standard  
 Level 2 – At/near standard  
 Level 3 – Above standard



# SBAC Reading Claim by Grade and HMG Status

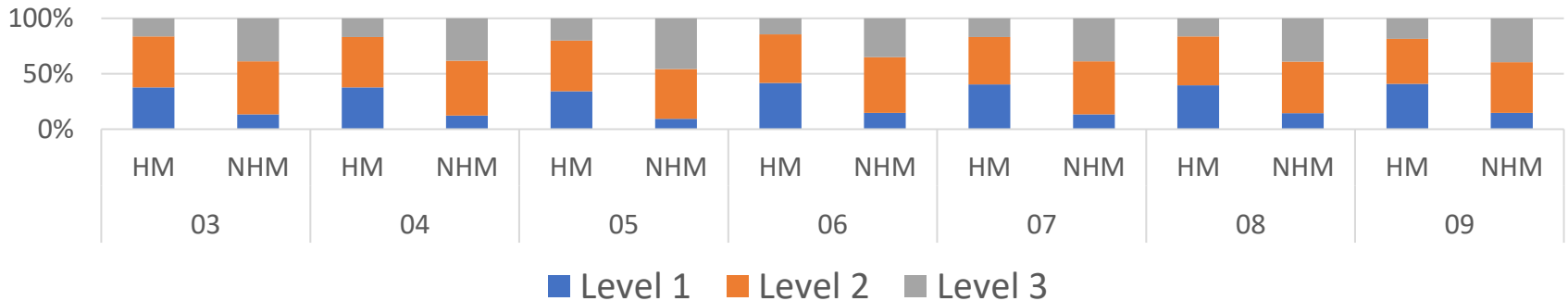
*Summarizing statement for slides 40-42*

- There is a substantial gap in performance on the reading claim between historically marginalized populations compared to their non-HMG counterparts.
- Approximately 25% more students from HMG populations score below the standard in the reading claim compared to their non-HMG counterparts.

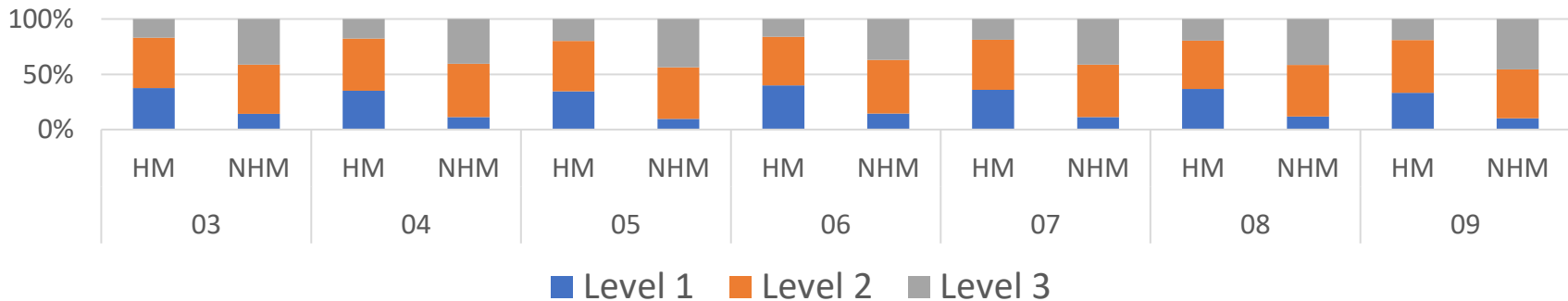


# Smarter Balanced ELA Proficiency by Grade and HMG Status

## 2019 Smarter Balanced Reading Level by Grade and HMG Status

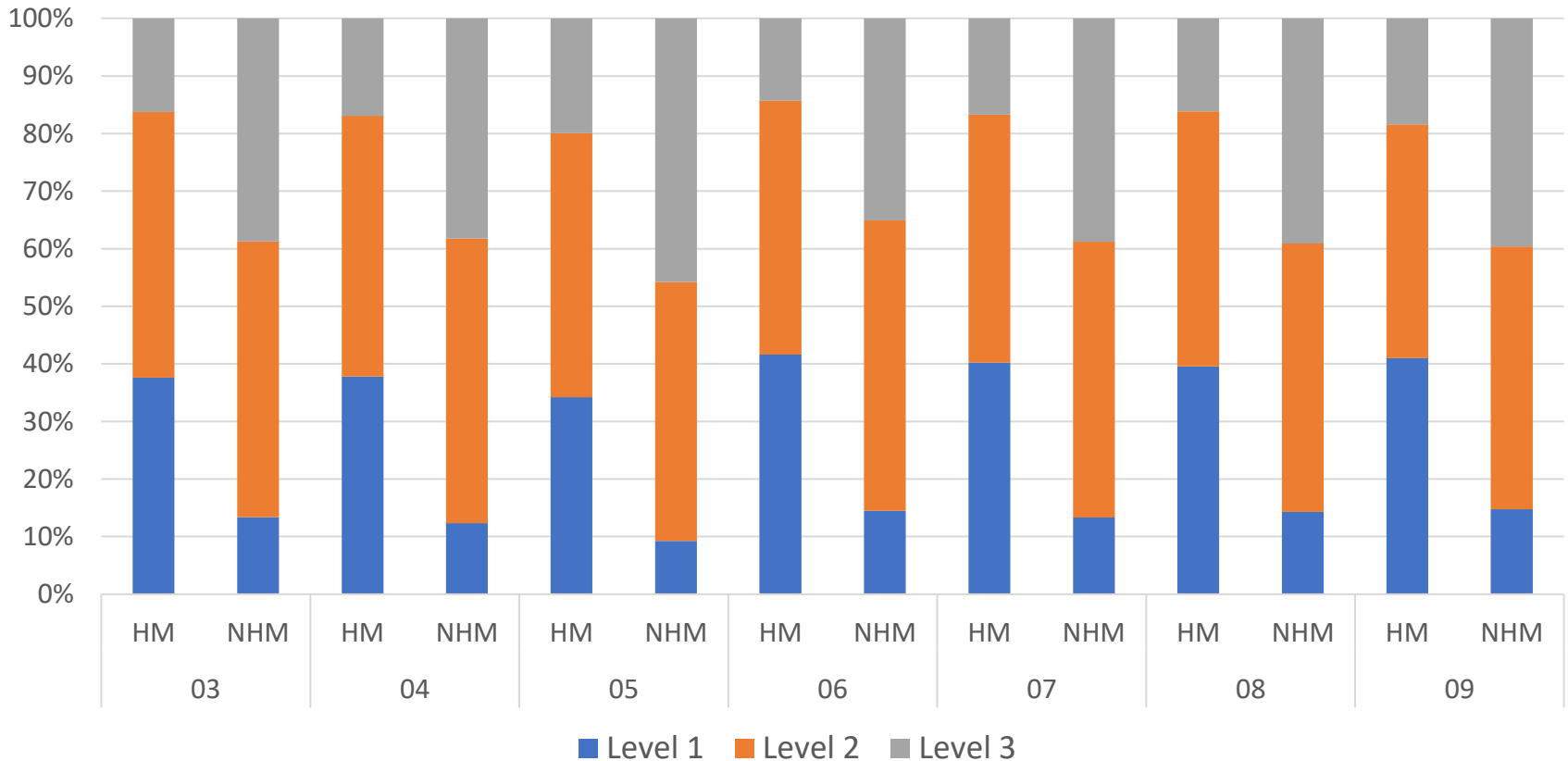


## 2018 Smarter Balanced Reading Level by Grade and HMG Status



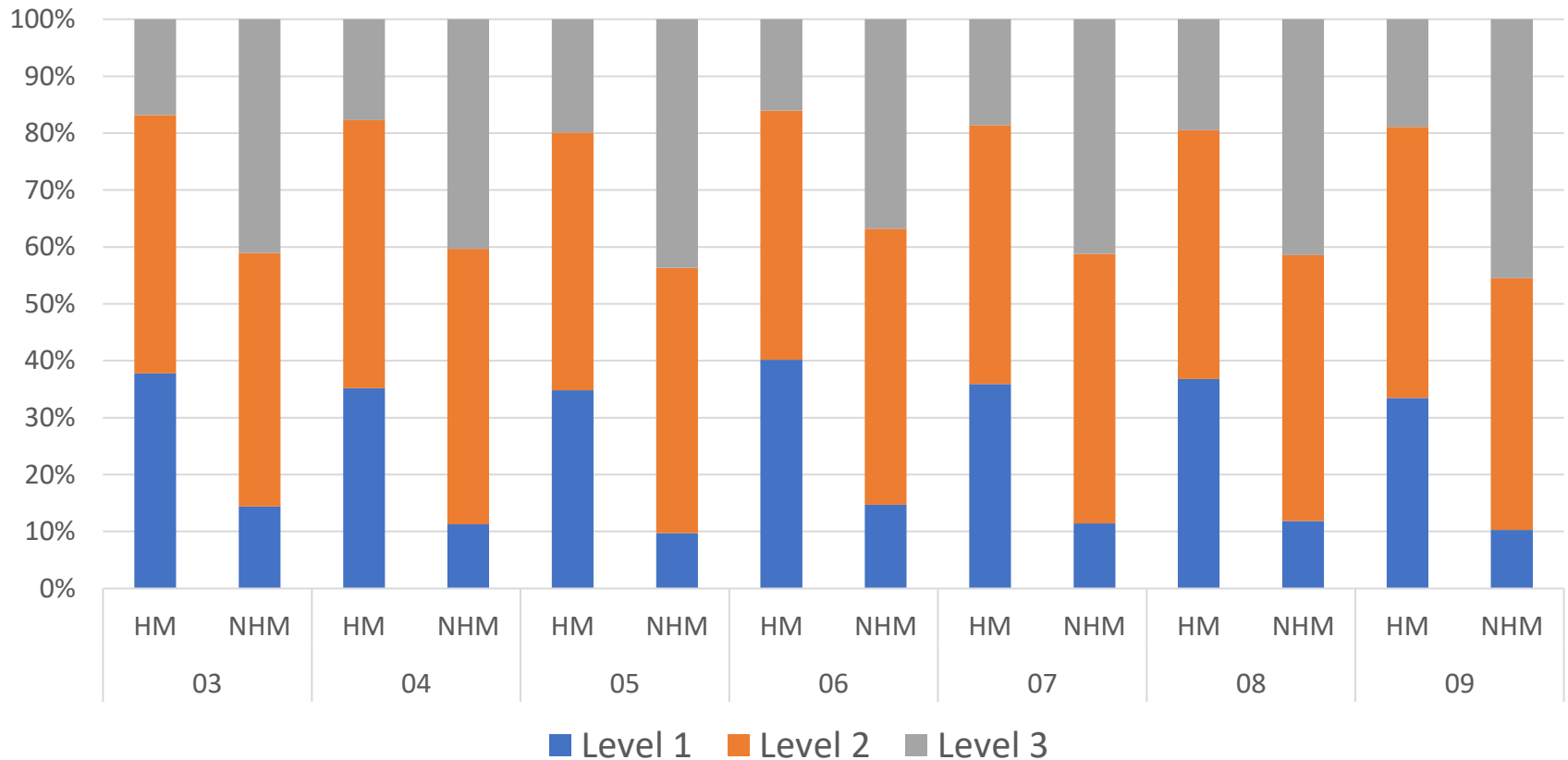
# SBAC Reading Claim by Grade and HMG Status, 2019

2019 Smarter Balanced Reading Level by Grade and HMG Status



# SBAC Reading Claim by Grade and HMG Status, 2018

2018 Smarter Balanced Reading Level by Grade and HMG Status



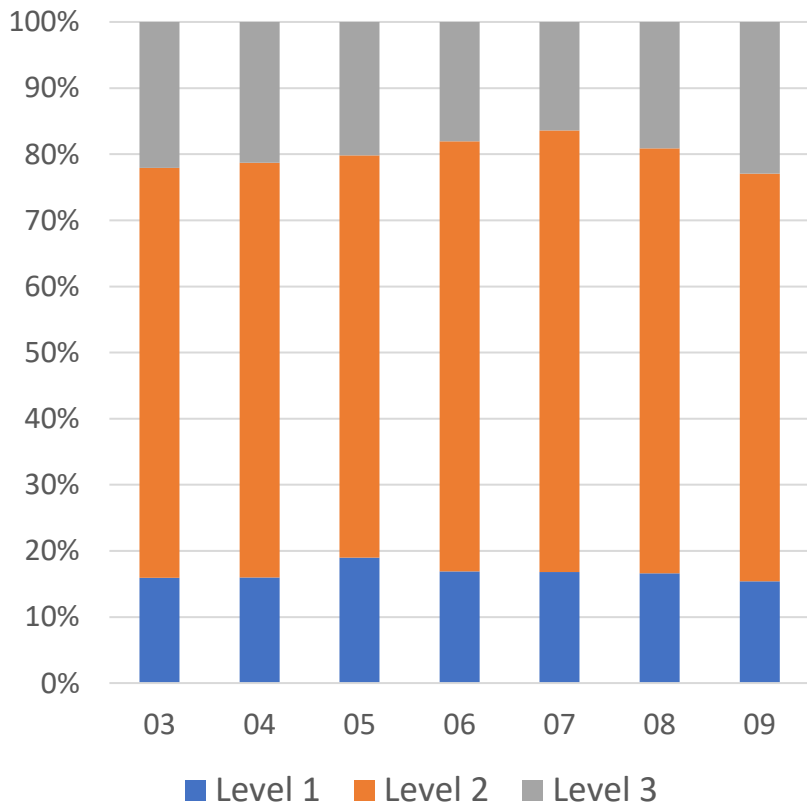
# SBAC - Listening and Speaking Claim by Grade

*Summarizing statement for slides 44-46*

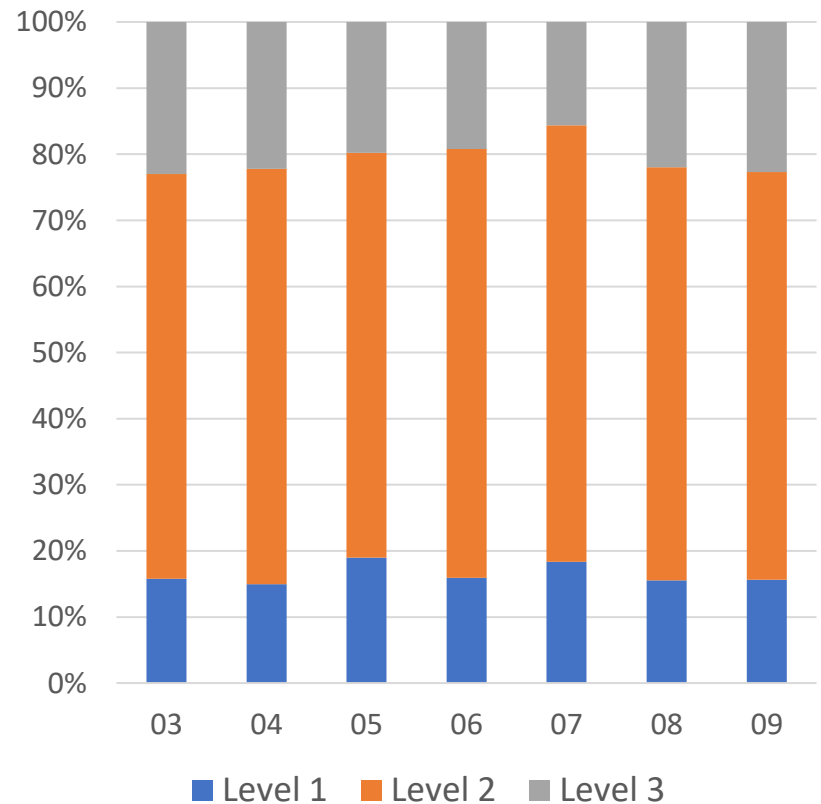
- 60-65% of students scored at or near the standard for the listening and speaking claim
- Approximately 16% of students scored below the standard for the listening and speaking claim

# SBAC Listening & Speaking Claim by Grade

2019 SBAC Listening and Speaking Level by Grade



2018 SBAC Listening and Speaking Level by Grade

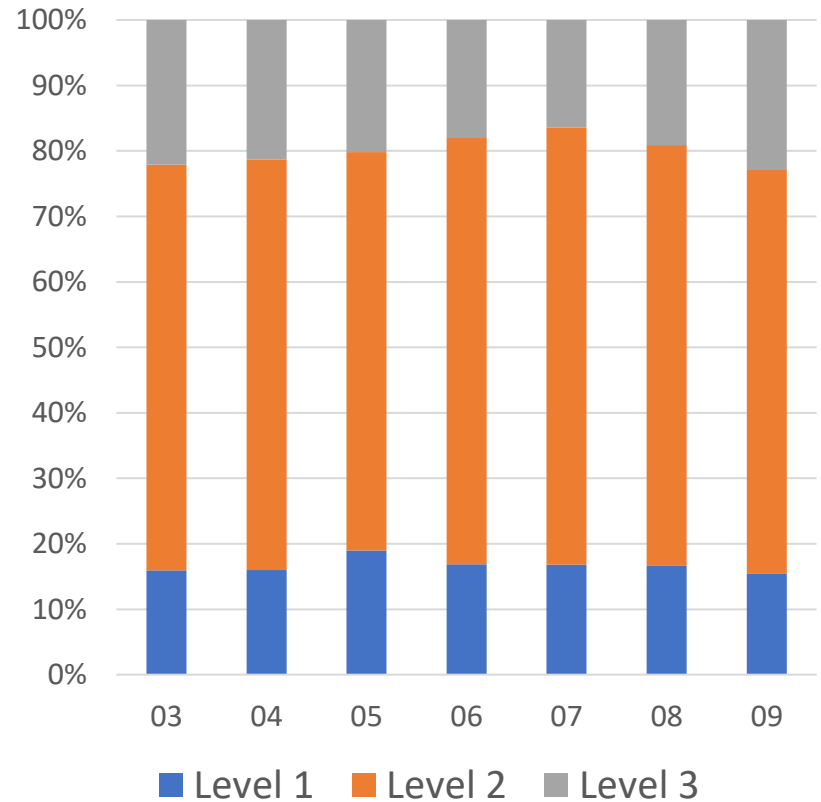


# SBAC Listening & Speaking Claim by Grade, 2019

2019 Smarter Balanced Listening and Speaking Level by Grade

Grade	Level 1	Level 2	Level 3
03	16.0%	62.0%	22.1%
04	16.0%	62.7%	21.3%
05	19.0%	60.9%	20.2%
06	16.9%	65.1%	18.0%
07	16.8%	66.8%	16.4%
08	16.6%	64.3%	19.1%
09	15.4%	61.7%	22.9%

2019 SBAC Listening & Speaking  
Level by Grade

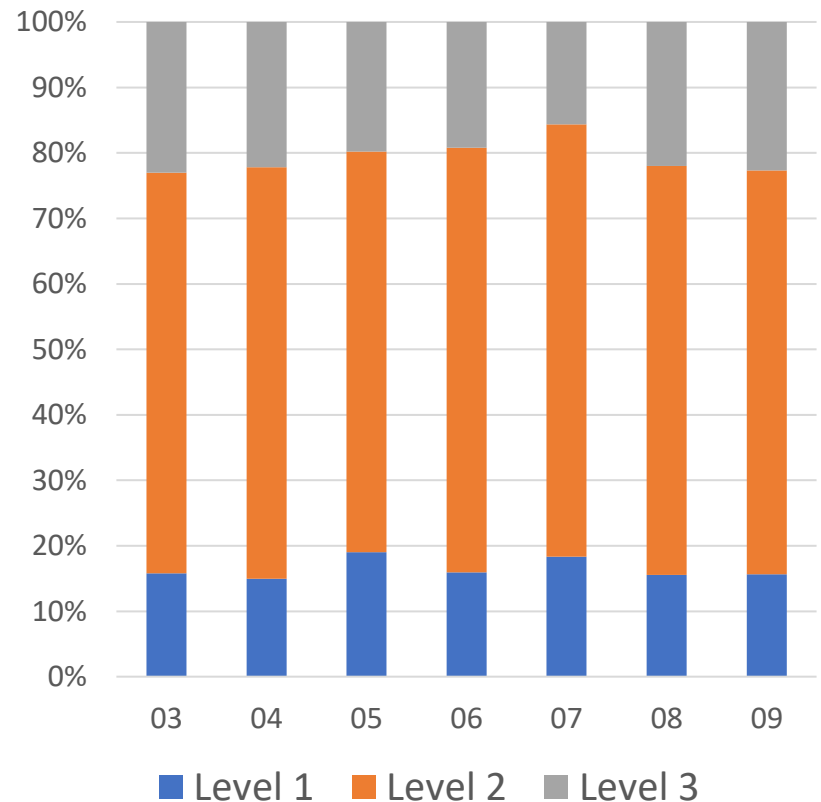


# SBAC Listening & Speaking Claim by Grade, 2018

2018 Smarter Balanced Listening and Speaking Level by Grade

Grade	Level 1	Level 2	Level 3
03	15.8%	61.2%	23.0%
04	15.0%	62.8%	22.2%
05	19.0%	61.2%	19.8%
06	15.9%	64.9%	19.2%
07	18.3%	66.0%	15.6%
08	15.6%	62.5%	22.0%
09	15.7%	61.7%	22.7%

2018 SBAC Listening and Speaking  
Level by Grade





# SBAC Listening and Speaking Claim by Grade and HMG Status

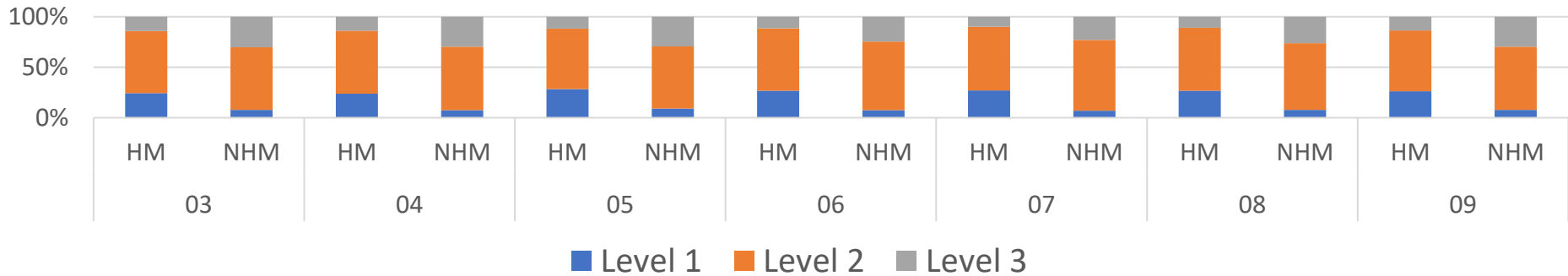
*Summarizing statement of slides 48-50*

- There is a substantial gap in performance on the listening and speaking claim between HMG populations compared to their non-HMG counterparts.
- Just under 20% more students from HMG populations score below the standard in the listening and speaking claim compared to their non-HMG counterparts.

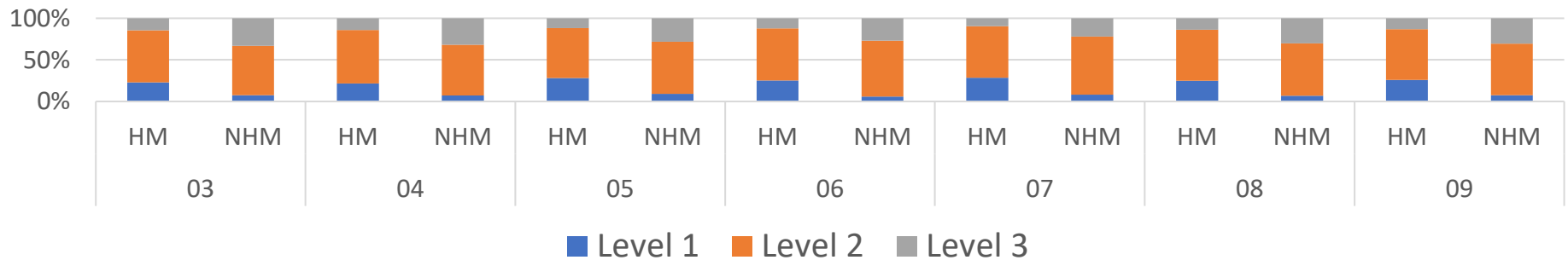


# SBAC Listening and Speaking Claim by Grade and HMG Status

## 2019 SBAC Listening & Speaking Level by Grade and HMG Status

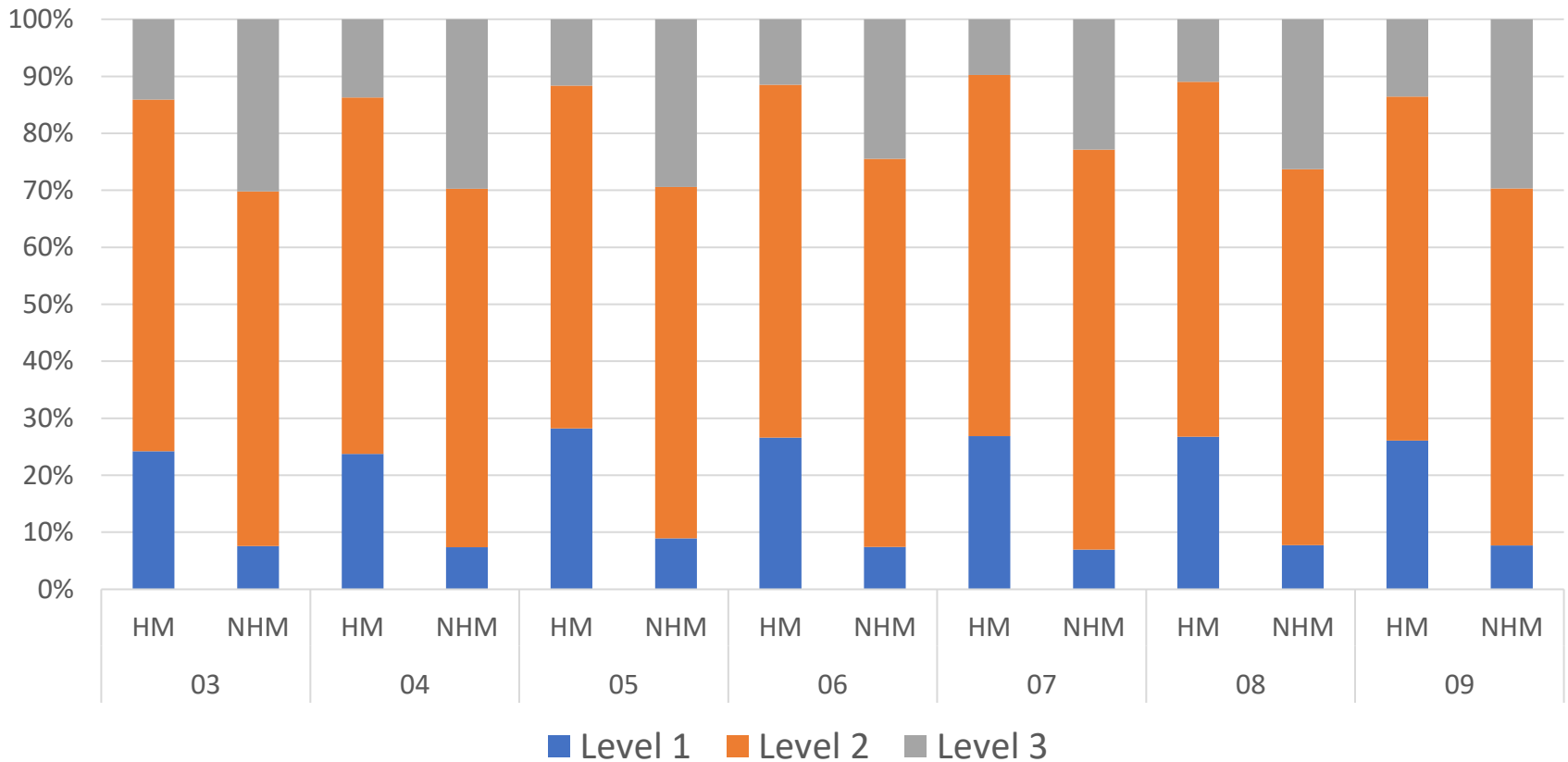


## 2018 SBAC Listening & Speaking Level by Grade and HMG Status



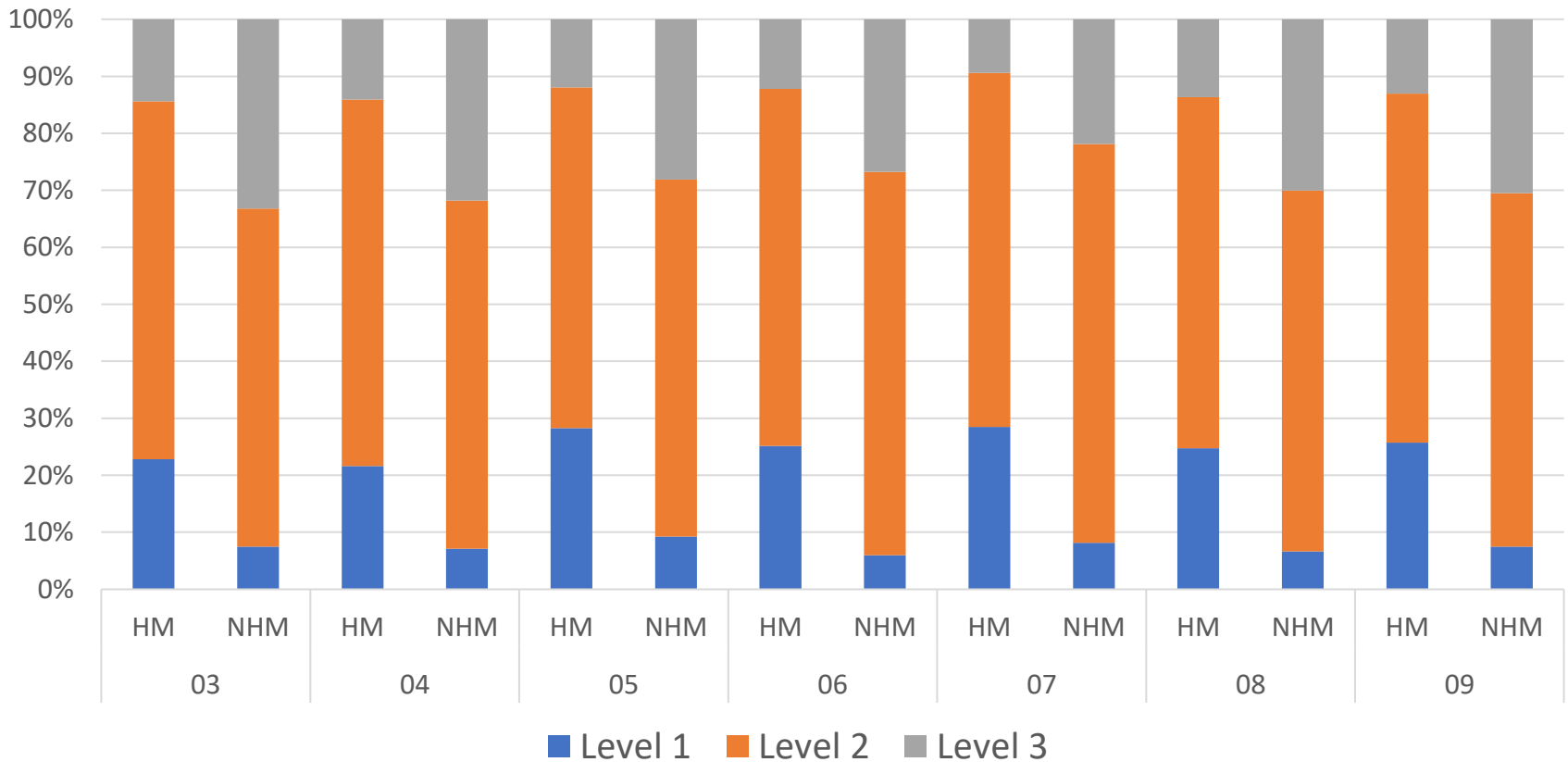
# SBAC Listening and Speaking Claim by Grade and HMG Status, 2019

2019 SBAC Listening & Speaking Level by Grade and HMG Status



# SBAC Listening and Speaking Claim by Grade and HMG Status, 2018

2018 SBAC Listening and Speaking Level by Grade and HMG Status



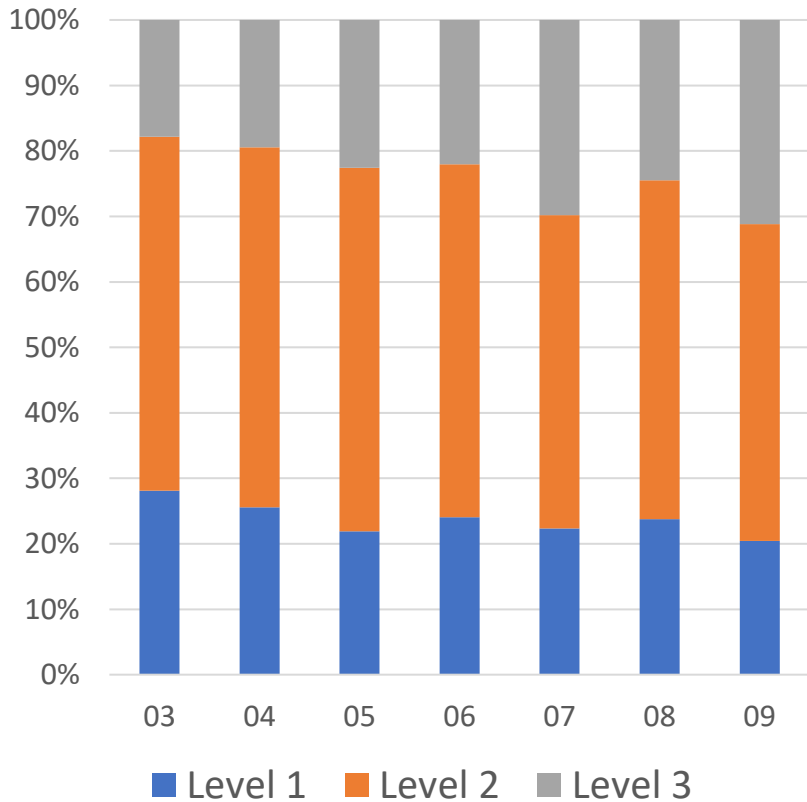
# SBAC - Writing Claim by Grade

*Summarizing statement for slides 52-54*

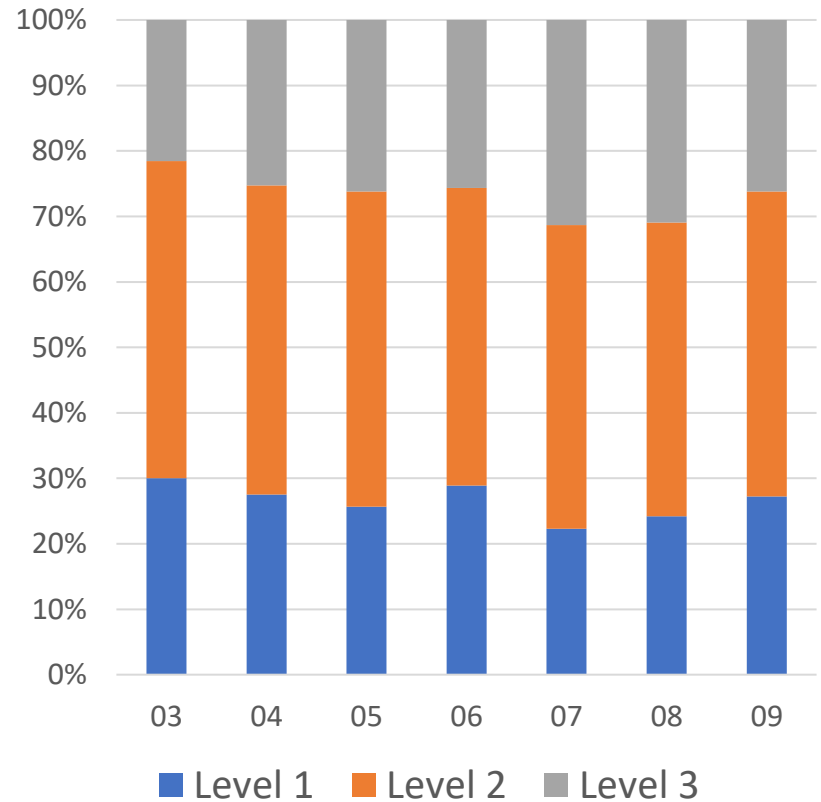
- Just over 50% of students scored at or near the standard for the writing claim
- Approximately 25% of students scored below the standard for the writing claim with fewer students performing below the standard as they progress through the grades

# SBAC Writing Claim by Grade

## 2019 Smarter Balanced Writing Level by Grade



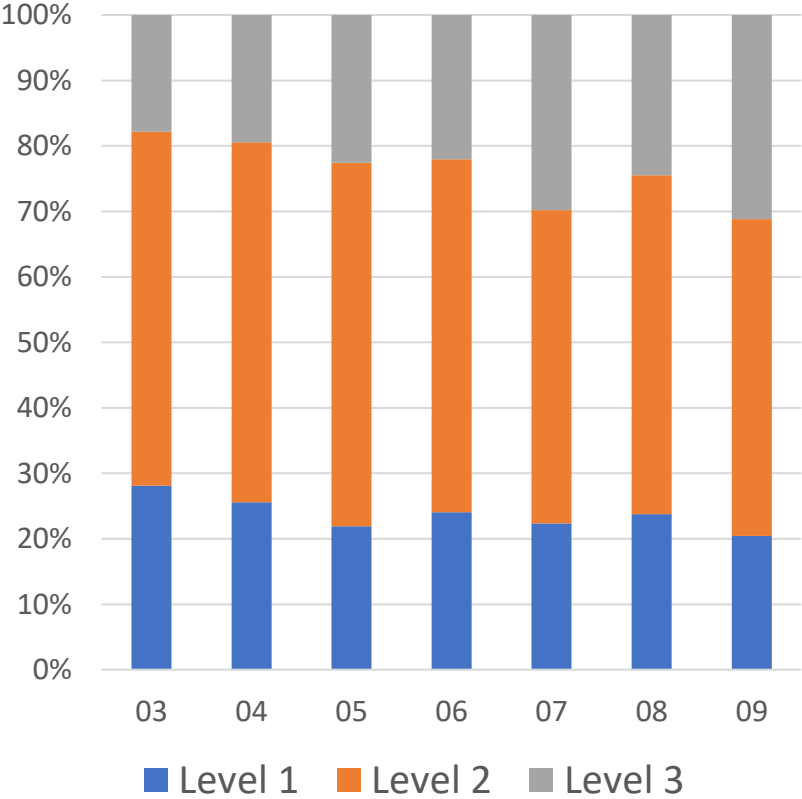
## 2018 Smarter Balanced Writing Level by Grade



# SBAC Writing Claim by Grade, 2019

2019 Smarter Balanced Writing Level by Grade

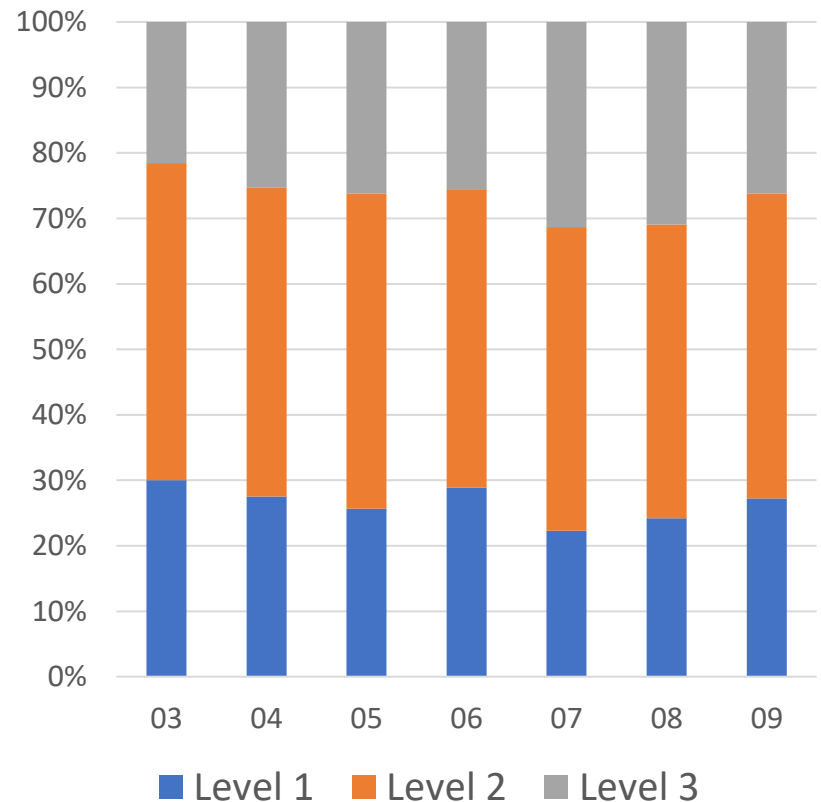
2019 Smarter Balanced Writing Level by Grade			
Grade	Level 1	Level 2	Level 3
03	28.1%	54.1%	17.8%
04	25.6%	55.0%	19.5%
05	21.9%	55.5%	22.6%
06	24.0%	54.0%	22.0%
07	22.3%	47.9%	29.8%
08	23.8%	51.8%	24.5%
09	20.5%	48.4%	31.2%



# SBAC Writing Claim by Grade, 2018

2018 Smarter Balanced Writing Level by Grade

2018 Smarter Balanced Writing Level by Grade			
Grade	Level 1	Level 2	Level 3
03	30.0%	48.4%	21.5%
04	27.5%	47.2%	25.3%
05	25.7%	48.1%	26.2%
06	28.9%	45.5%	25.6%
07	22.3%	46.4%	31.3%
08	24.2%	44.9%	30.9%
09	27.2%	46.6%	26.2%





# SBAC Writing Claim by Grade and HMG Status

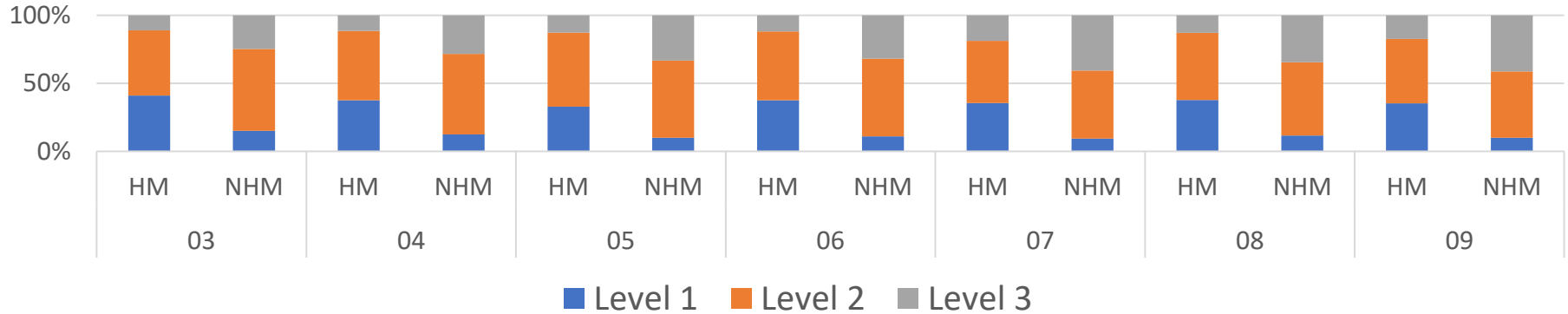
*Summarizing statement for slides 57-59*

- There is a substantial gap in performance on the writing claim between HMG populations compared to their counterparts.
- Approximately 25% more students from HMG populations score below the standard in the writing claim compared to their non-HMG counterparts.

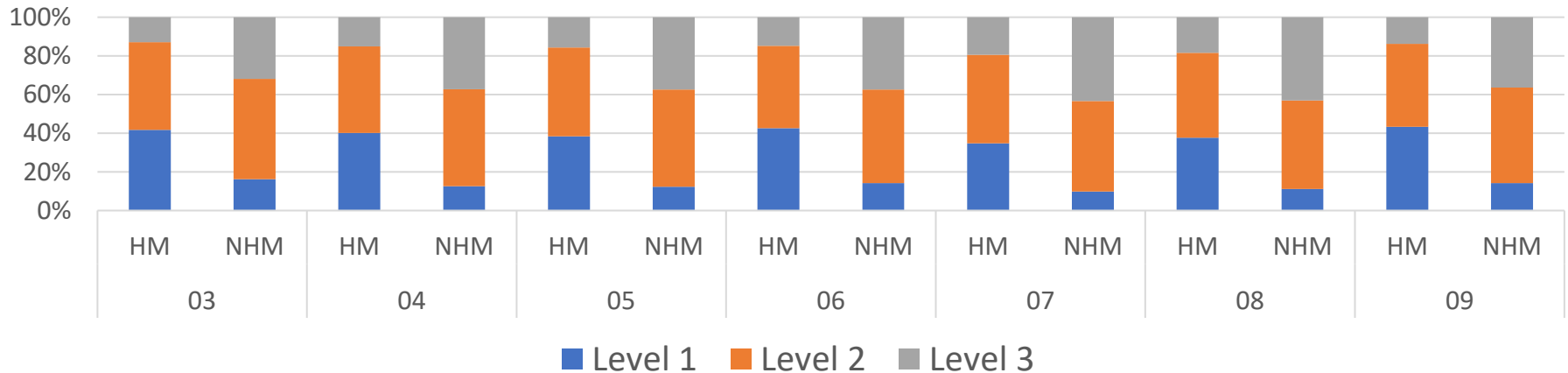


# SBAC Writing Claim by Grade and HMG Status

## 2019 Smarter Balanced Writing Level by Grade and HMG Status

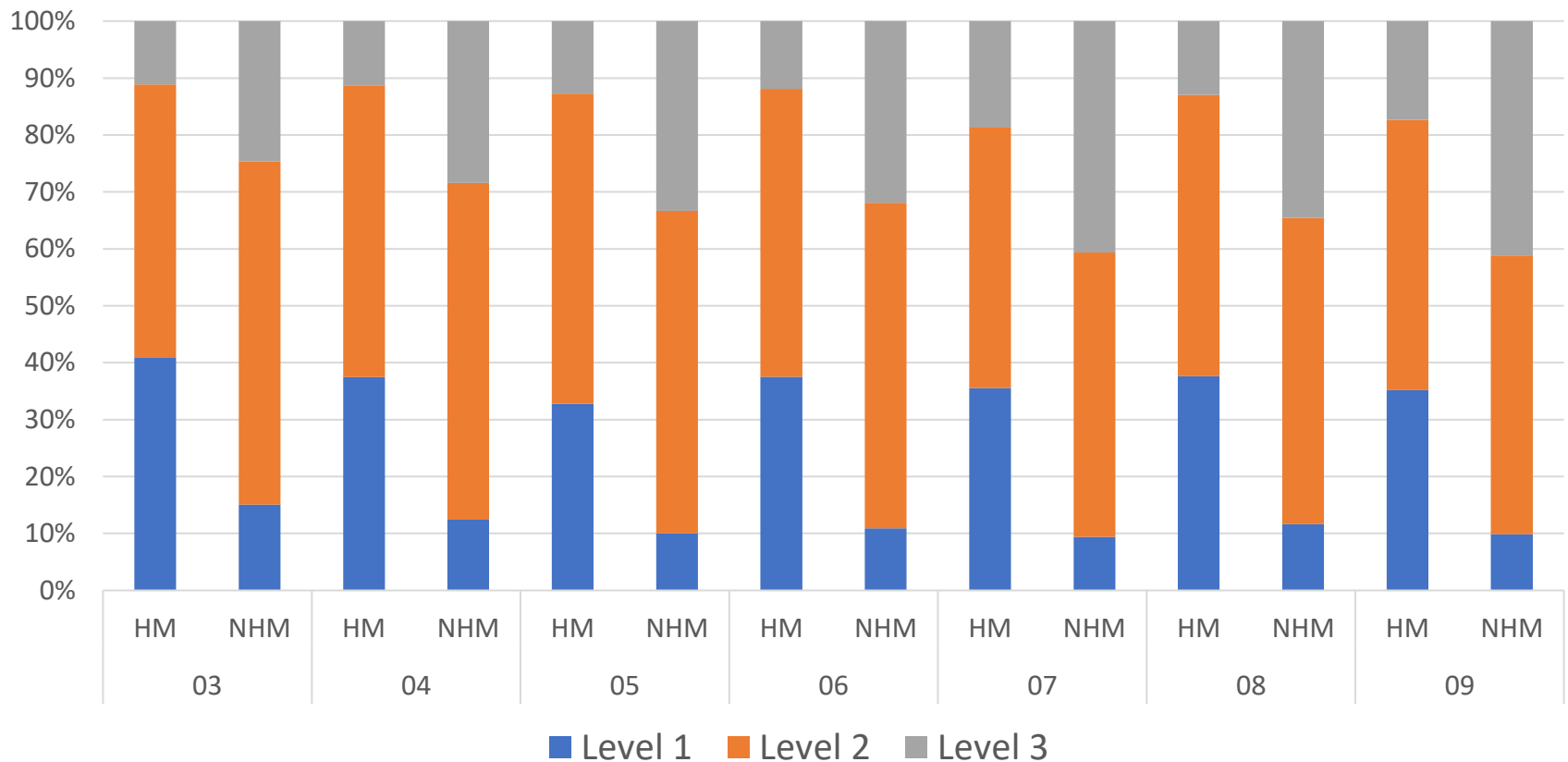


## 2018 Smarter Balanced Writing Level by Grade and HMG Status



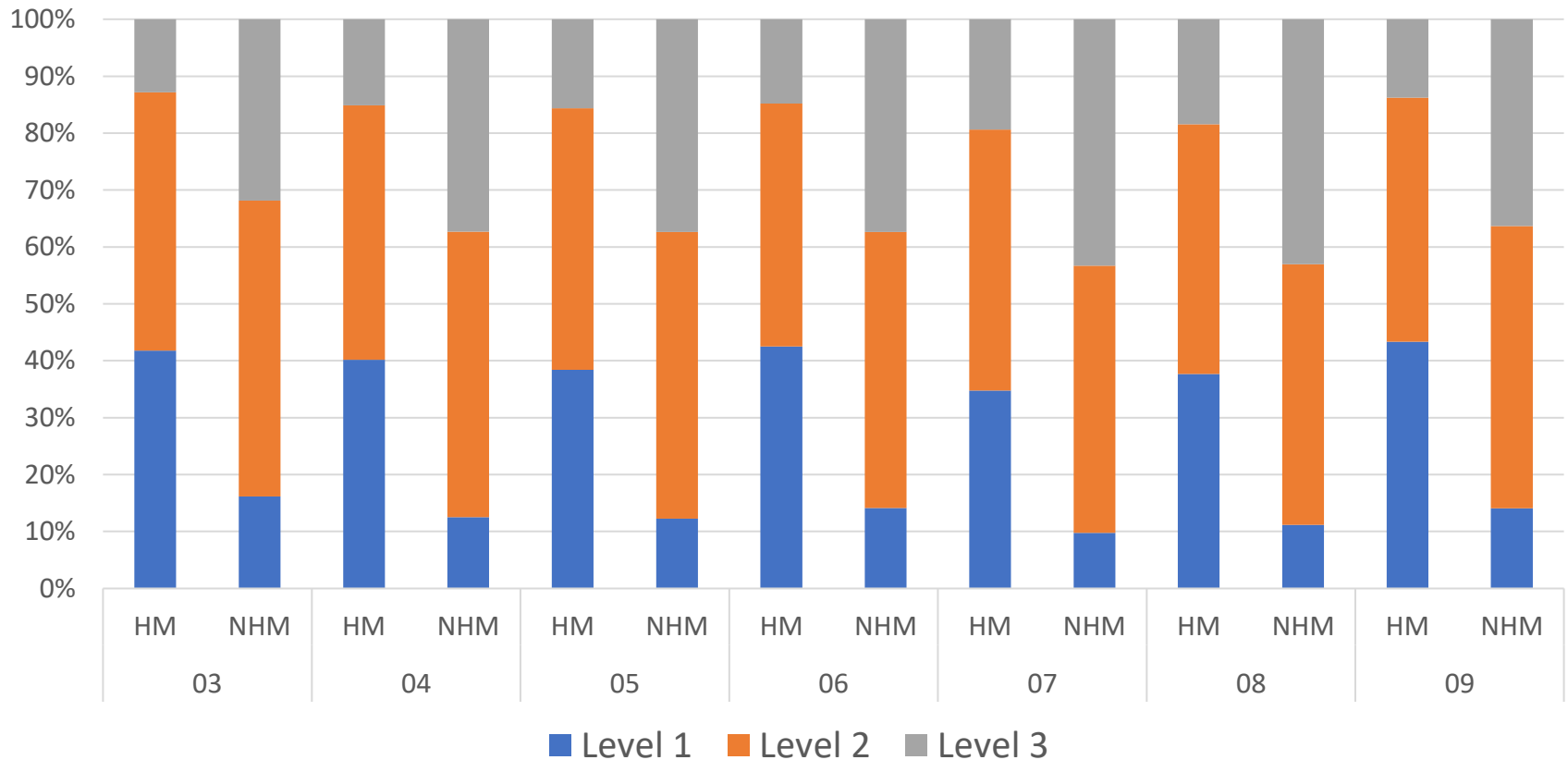
# SBAC Writing Claim by Grade and HMG Status, 2019

2019 Smarter Balanced Writing Level by Grade and HMG Status



# SBAC Writing Claim by Grade and HMG Status, 2018

2018 Smarter Balanced Writing Level by Grade and HMG Status



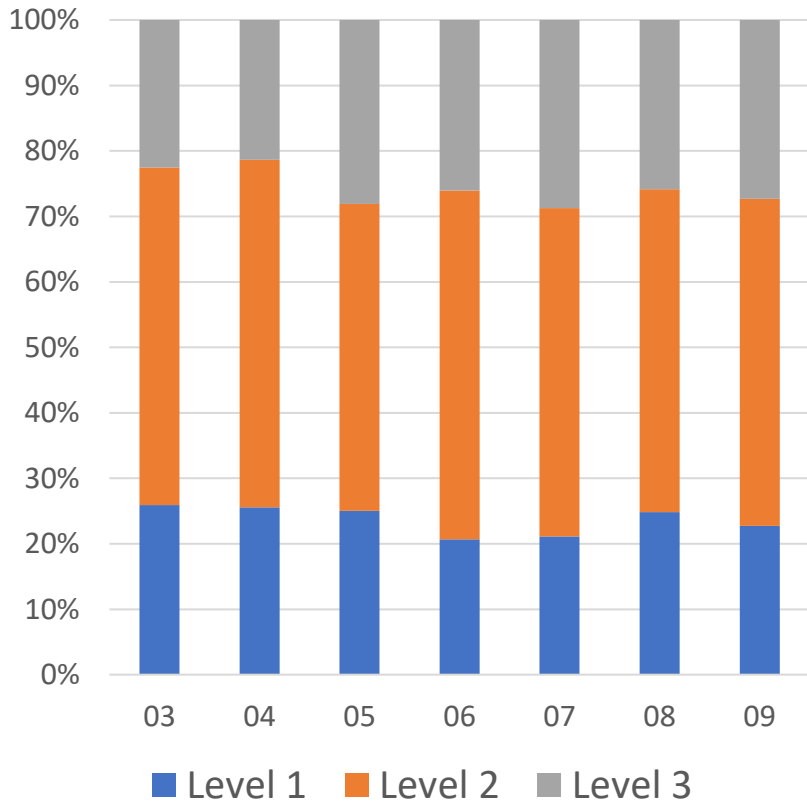
# SBAC Research and Inquiry Claim by Grade

*Summarizing statement for slides 62-64*

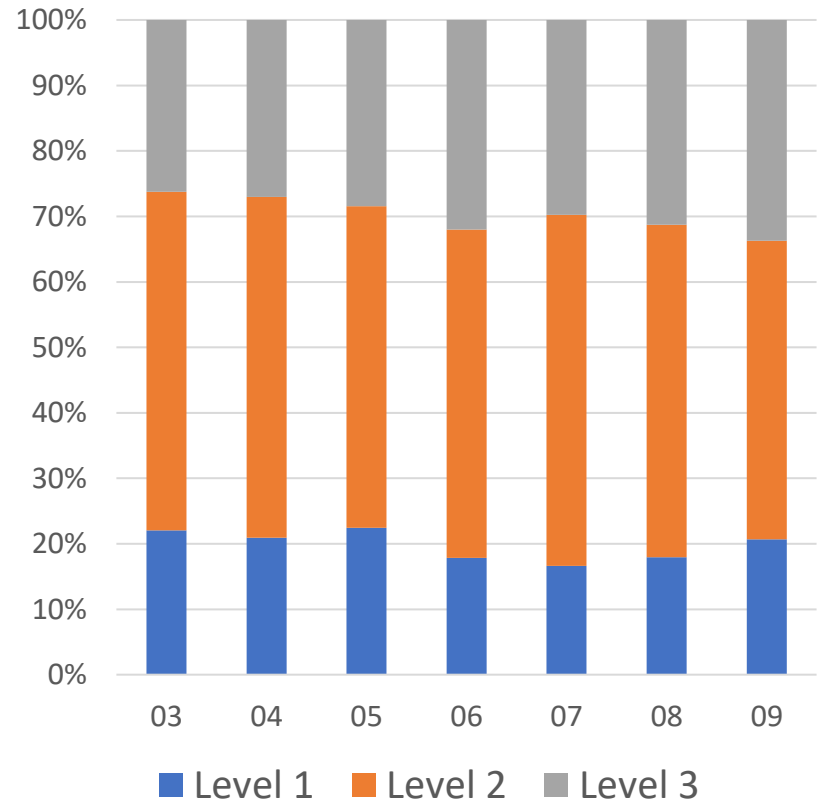
- Just over 50% of students scored at or near the standard for the research and inquiry claim
- Approximately 25% of students scored below the standard for the research and inquiry claim with fewer students performing below the standard as they progress through the grades

# SBAC Research and Inquiry Claim by Grade

## 2019 SBAC Research and Inquiry Level by Grade



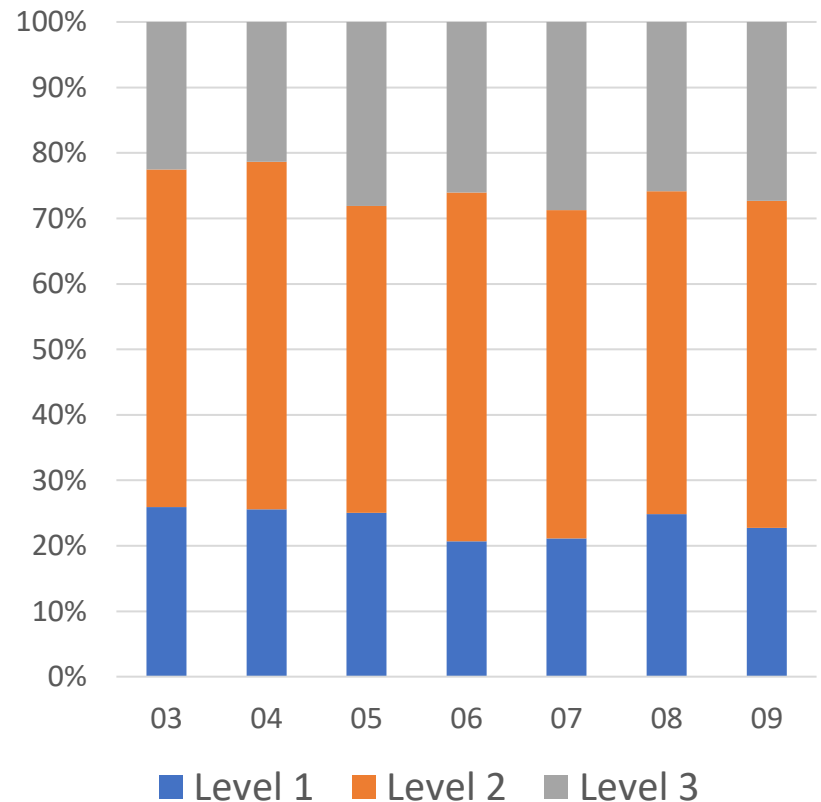
## 2018 SBAC Research and Inquiry Level by Grade



# SBAC Research and Inquiry Claim by Grade, 2019

2019 Smarter Balanced Research and Inquiry Level by Grade			
Grade	Level 1	Level 2	Level 3
03	25.9%	51.5%	22.5%
04	25.6%	53.1%	21.4%
05	25.0%	46.8%	28.1%
06	20.7%	53.3%	26.0%
07	21.1%	50.2%	28.7%
08	24.8%	49.4%	25.8%
09	22.7%	50.0%	27.3%

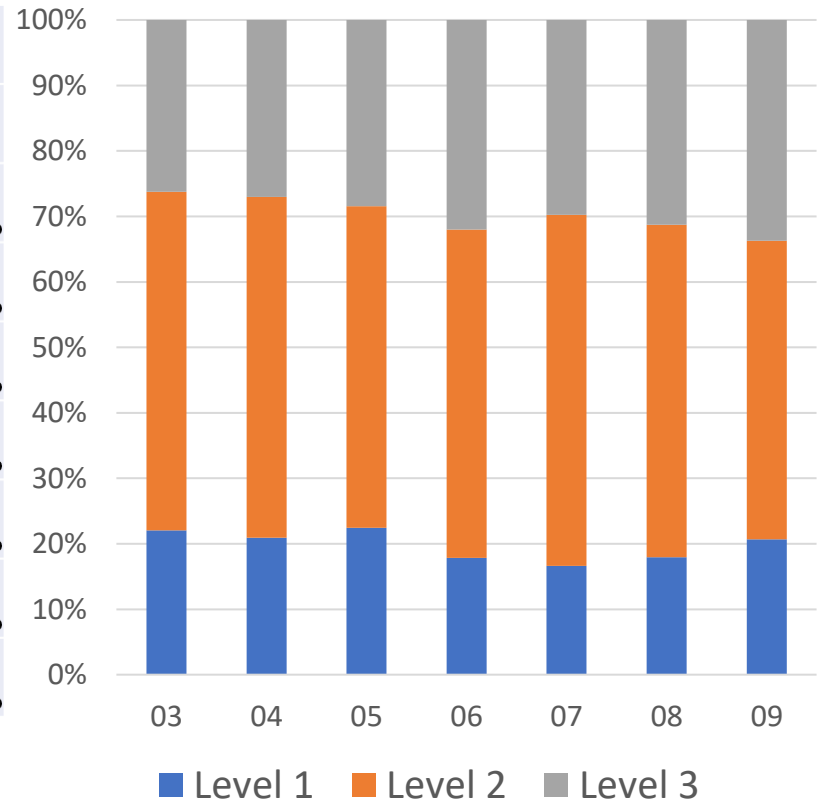
2019 SBAC Research and Inquiry  
Level by Grade



# SBAC Research and Inquiry Claim by Grade

2018 SBAC Research and Inquiry Level by Grade

2018 Smarter Balanced Research and Inquiry Level by Grade			
Grade	Level 1	Level 2	Level 3
03	22.1%	51.7%	26.2%
04	20.9%	52.0%	27.0%
05	22.5%	49.1%	28.4%
06	17.8%	50.1%	32.0%
07	16.6%	53.6%	29.8%
08	18.0%	50.8%	31.3%
09	20.7%	45.6%	33.7%





# SBAC Research and Inquiry Claim by Grade and HMG Status

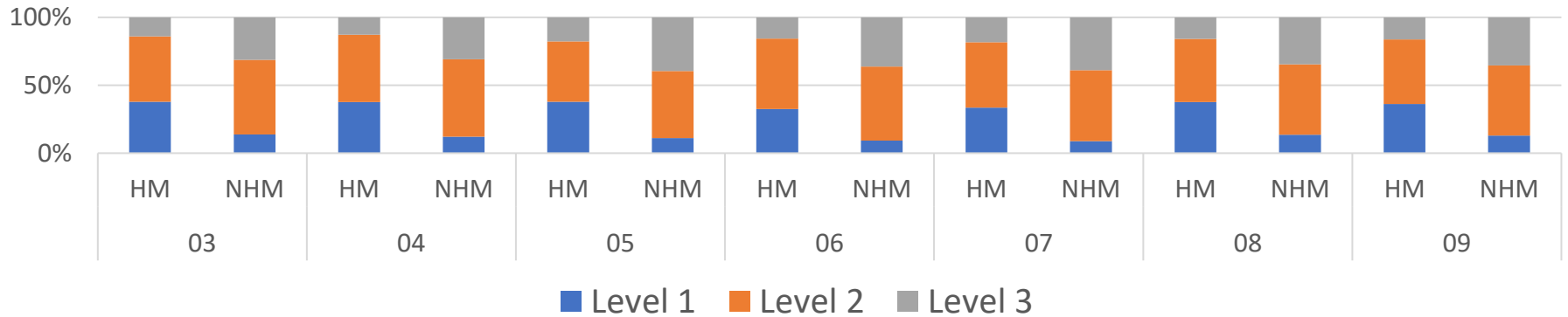
*Summarizing statement for slides 66-69*

- There is a substantial gap in performance on the research and inquiry claim between historically underserved populations compared to their counterparts
- Approximately 25% more students from HMG populations score below the standard in the research and inquiry claim compared to their non-HMG counterparts

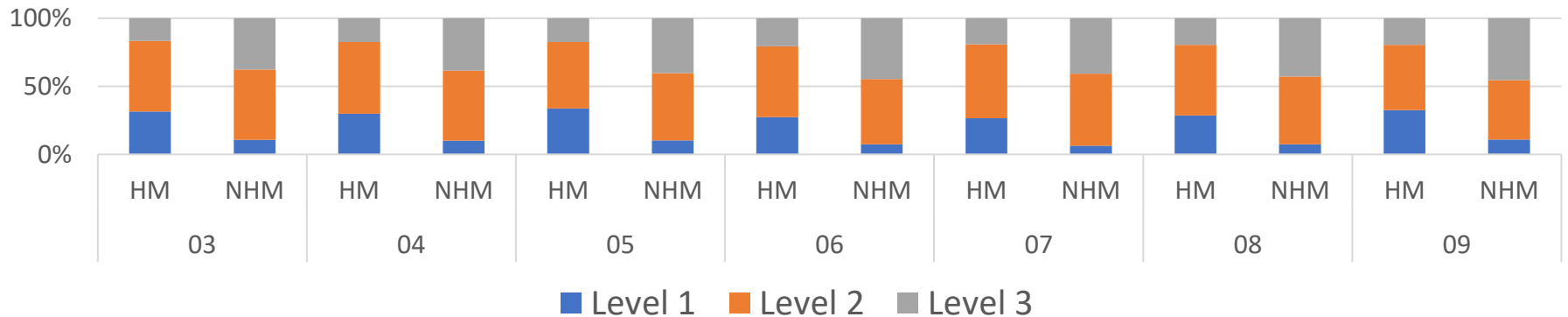


# SBAC Research and Inquiry Claim by Grade and HMG Status

## 2019 SBAC Research and Inquiry Level by Grade and HMG Status

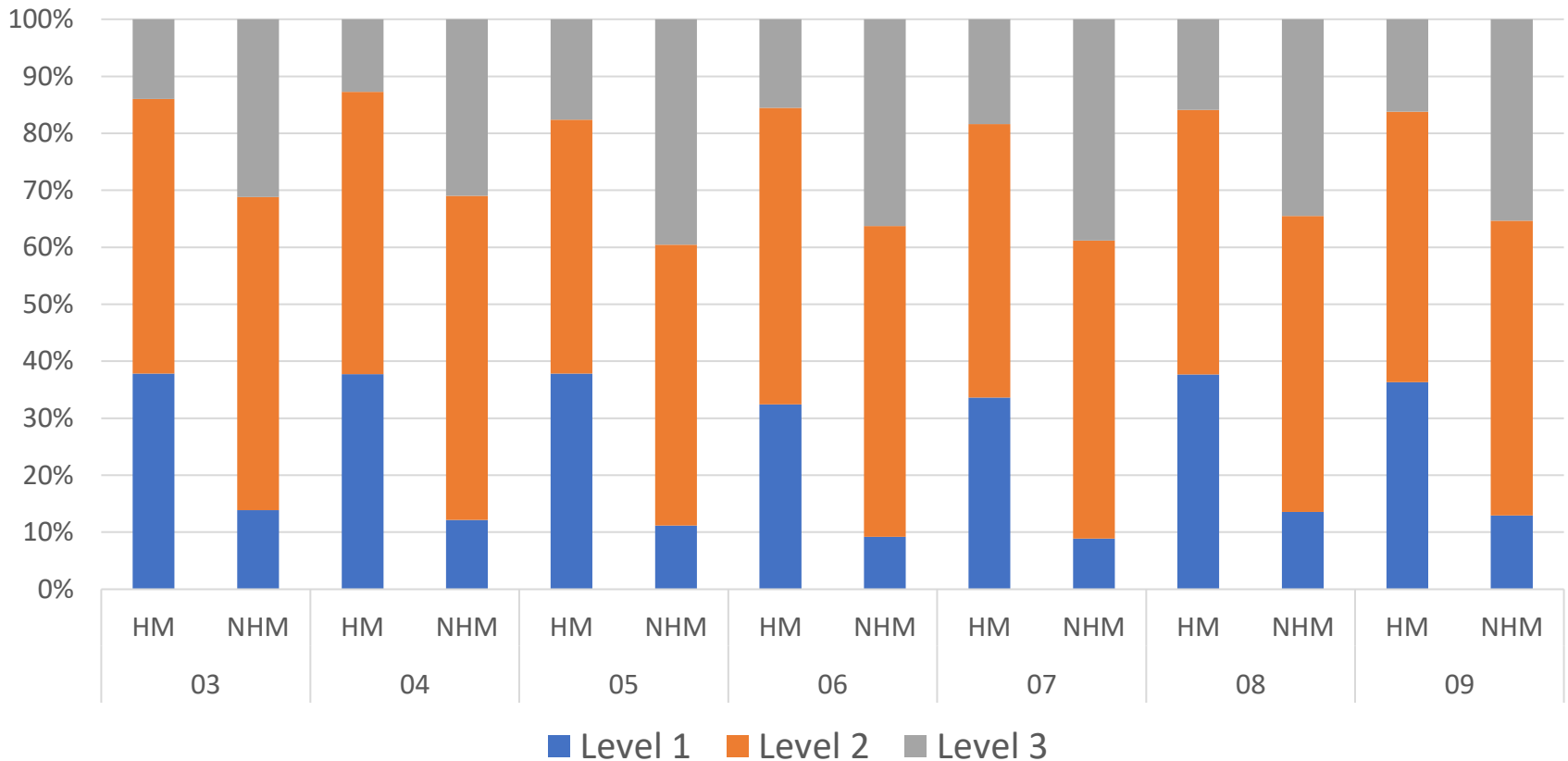


## 2018 SBAC Research and Inquiry Level by Grade and HMG Status



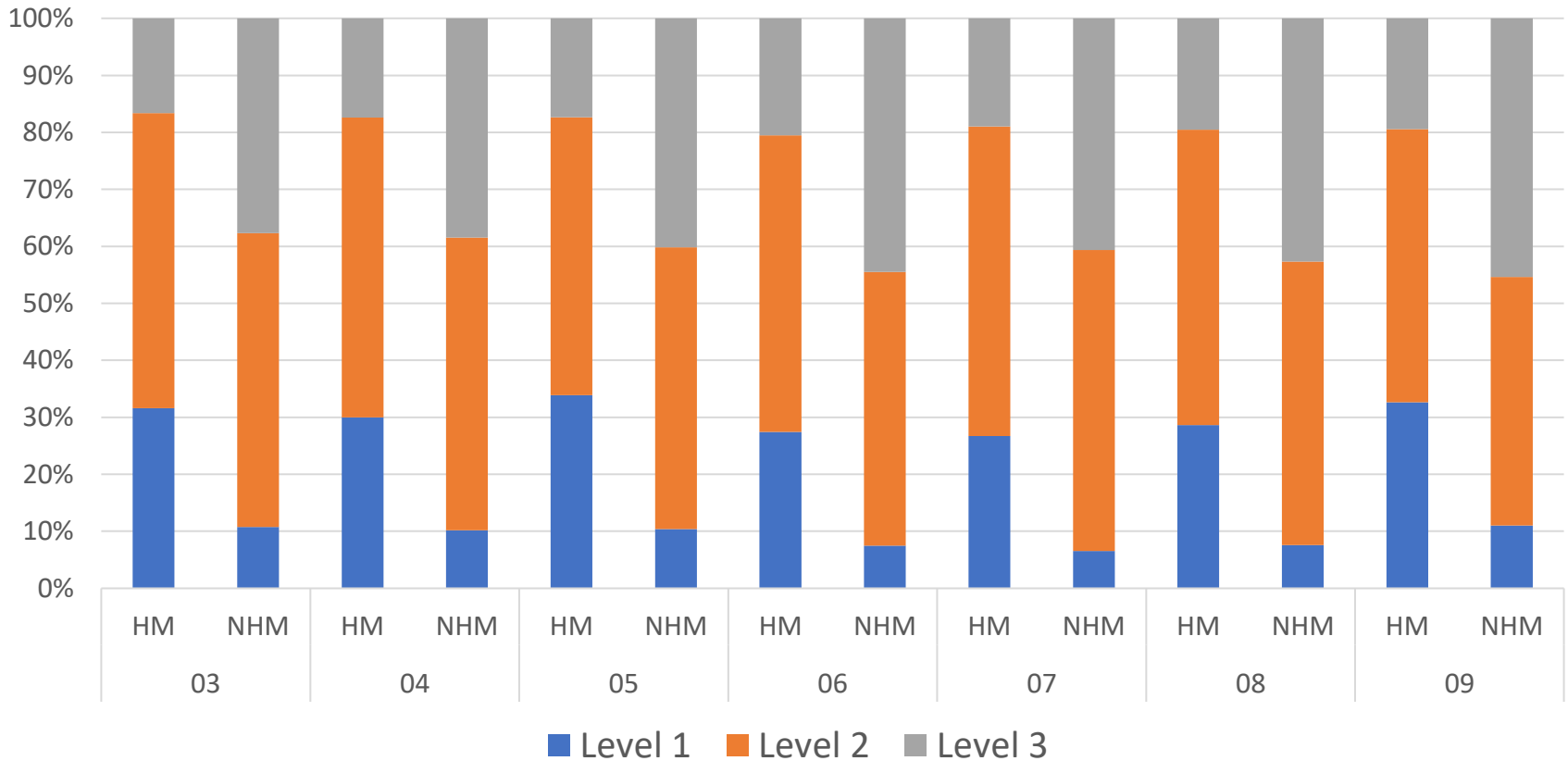
# SBAC Research and Inquiry Claim by Grade and HMG Status, 2019

2019 SBAC Research and Inquiry Level by Grade and HMG Status



# SBAC Research and Inquiry Claim by Grade and HMG Status, 2018

2018 SBAC Research and Inquiry Level by Grade and HMG Status

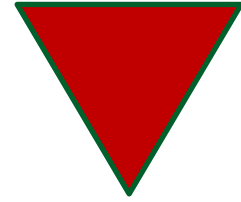


# Smarter Balanced ELA Assessment Summary

- 50% to 57% of students scored proficient on the Smarter Balanced ELA assessment
- Approximately 16% to 26% of students scored below the standard for the individual claims
- Substantial achievement gaps existed for all claims and all grades between HMG populations compared to their non-HMG counterparts



# Limitations



- Claims on the SBAC are made up of very few items. This means the reliability of these scores is lower.
  - When interpreting, one should keep in mind that the sample of items representing the universe of content is limited.
- Our statewide summative assessments, like the ELA SBAC, are one indicator of student achievement.
  - When interpreting, one should include other related data sources for a more robust analysis.
- The presented data is from the 2019 and 2018 administrations of the ELA SBAC.
  - When interpreting, one should keep in mind that these data do not reflect current performance, which, due to the pandemic conditions of 2020 and 2021, has been challenging to capture.

# Equity Spotlight – Learning Forward



As a next step...

- The Agency can present an analysis of assessment data for English Learners (EL), focusing on how students are progressing on the ELA Smarter Balanced assessment in relation to their English Proficiency Level (determined by the statewide English Language Proficiency assessment).
- The Agency can analyze results for students with significant cognitive disabilities who take the Vermont Alternate Assessment.

# Questions

are very welcome