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Vermont 2016-17 Assessment Results Released

Correction 09/19/17: The Agency of Education initially reported 59 percent of 4th grade students were proficient in English Language Arts in the statewide results table. The correct number is 49 percent. Figures presented in the disaggregated data table for Percent Proficient in Math also have been updated for Native Hawaiian or Pacific Islander and special education students. Scale scores for 11th grade female students were also updated. The corrections are highlighted in the chart below. All other data have been double checked. We apologize for the errors.

BARRE – Secretary of Education Rebecca Holcombe today announced statewide results from the 2016-17 Smarter Balanced Assessments, a set of computer adaptive tests for English Language Arts and Mathematics developed by a national consortium currently made up of 15 states, the U.S. Virgin Islands, and the Bureau of Indian Education. This was the third year Vermont students, statewide, participated in the Smarter Balanced program.

These tests, which were administered this spring to students in grades three through eight and grade 11, were designed to assess student mastery of the Common Core State Standards for English Language Arts and Mathematics. These standards are deliberately ambitious, to ensure we have high expectations for our students. Over time, the results will provide community members, teachers and parents with an increasingly reliable and accurate snapshot of children’s mastery of these standards as well as the progress of our schools at improving the performance of our students relative to these standards.

Vermont’s statewide results:

2017 Smarter Balanced Math Results	Total Proficient and Above	Scale Score		2017 Smarter Balanced English Language Arts Results	Total Proficient and Above	Scale Score	
		Proficient Score	State Average			Proficient Score	State Average
Grade 3	52%	2436	2438	Grade 3	49%	2432	2425
Grade 4	47%	2485	2476	Grade 4	49%	2473	2466
Grade 5	42%	2528	2505	Grade 5	55%	2502	2508
Grade 6	39%	2552	2519	Grade 6	52%	2531	2531
Grade 7	44%	2567	2541	Grade 7	55%	2552	2555
Grade 8	41%	2586	2555	Grade 8	55%	2567	2570
Grade 11	37%	2628	2576	Grade 11	59%	2583	2599

Like several other consortium member states, Vermont saw its scores decline slightly this past year.

“The relationship between strong academic skills and financial security and wellbeing is stronger than it has ever been, regardless of whether our students are headed to careers or college when they graduate. Tests don’t measure everything that matters to a happy and successful life, including our ability to participate in democratic life, but there is no path to prosperity for students who don’t master reading, writing and mathematics,” said Secretary of Education Rebecca Holcombe. “We were disappointed to see those score declines. The achievement gaps between our vulnerable youth and students with greater privilege remain, and in some cases were narrowed, but this was largely a result of score declines for more privileged groups. As we work to implement more personalized learning and flexible pathways, we need to make sure we continue to challenge and engage all our students, while providing the extra support our more vulnerable children need to thrive. And, we need to support our schools and teachers as they figure out how to support better learning outcomes.”

This is the first year scores will be used to calculate the growth measures (to show change in performance from the preceding year) in Vermont’s state plan for the federal Every Student Succeeds Act (ESSA). Federal dollars are used to provide extra support for students for whom those dollars will make the greatest difference. When all students have higher levels of mastery, we all benefit from that greater productivity, Deputy Secretary Amy Fowler said.

“We can’t know for sure why scores declined, but several factors could contribute,” Fowler said. “It could be in the last year people were focused on issues other than assessment. It could be as people are moving to implement the Education Quality Standards and other initiatives, attention has been diverted from improving learning, or any other number of factors.”

The Smarter Balanced Assessments, which challenge students to apply their knowledge and skills in areas such as critical thinking, analytical writing and problem solving, are computer adaptive tests, administered online. Computer adaptive tests adjust the difficulty of the test question based on how a test taker responds to each successive question. If a student answers incorrectly, for example, the computer delivers a slightly easier question. If the student answers correctly, the next question is a bit harder. This process continues until the best possible prediction of a student’s ability is determined. This means very few children take a test that feels too hard or too easy. It also means the test can provide a more precise measure of what students can and cannot do.

[Individual school data is available on the AOE website.](#)

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Subject	Grade	All Students	Race/Ethnicity						Gender		Other Characteristics			
			American Indian or Alaskan Native	Asian	Black	Hispanic	Native Hawaiian or Pacific Islander	White	Female	Male	FRL	Migrant	ELL	Special Ed
Percent Proficient and Above														
English Language Arts	3	49%	30%	50%	36%	42%	47%	50%	53%	46%	35%		32%	12%
	4	49%	37%	61%	32%	44%	76%	50%	54%	45%	35%		10%	10%
	5	55%	33%	65%	36%	48%	69%	56%	62%	49%	37%		13%	13%
	6	52%	44%	57%	30%	51%	53%	53%	60%	45%	37%		5%	11%
	7	55%	46%	65%	37%	54%	63%	56%	62%	49%	39%		8%	56%
	8	55%	40%	65%	36%	45%	57%	55%	64%	46%	39%		10%	9%
	11	59%	43%	57%	35%	57%	69%	60%	65%	52%	40%		1%	11%
Math	3	52%	35%	54%	41%	45%	47%	53%	52%	53%	37%		38%	15%
	4	47%	37%	53%	25%	38%	62%	48%	46%	48%	32%		16%	13%
	5	42%	21%	57%	27%	40%	69%	43%	41%	44%	26%		6%	8%
	6	39%	33%	50%	19%	32%	41%	39%	41%	38%	26%		11%	6%
	7	44%	30%	57%	22%	41%	63%	44%	43%	44%	29%		5%	5%
	8	41%	29%	50%	18%	38%	43%	42%	45%	38%	26%		12%	4%
	11	37%	20%	44%	17%	40%	46%	37%	38%	35%	17%		1%	2%
Scale Score														
English Language Arts	3	2425	2389	2427	2397	2418	2421	2426	2434	2418	2397		2390	2344
	4	2466	2446	2482	2427	2456	2504	2467	2478	2455	2434		2375	2368
	5	2508	2469	2531	2473	2495	2531	2539	2523	2494	2469		2401	2404
	6	2531	2514	2540	2484	2529	2563	2533	2549	2515	2500		2396	2433
	7	2555	2531	2573	2511	2569	2576	2556	2572	2538	2518		2428	2441
	8	2570	2545	2595	2524	2553	2585	2571	2593	2548	2533		2452	2453
	11	2599	2552	2603	2535	2604	2641	2602	2621	2579	2546		2423	2463
Math	3	2437	2403	2439	2408	2425	2428	2438	2436	2438	2410		2411	2357
	4	2476	2460	2489	2432	2456	2489	2477	2474	2477	2448		2405	2391
	5	2505	2461	2529	2464	2492	2538	2506	2502	2507	2470		2409	2417
	6	2519	2496	2541	2461	2509	2516	2520	2524	2513	2485		2394	2415
	7	2541	2517	2575	2490	2541	2563	2543	2545	2538	2504		2406	2419
	8	2555	2527	2588	2489	2538	2577	2556	2566	2544	2512		2424	2425
	11	2576	2522	2595	2498	2585	2608	2579	2582	2569	2512		2404	2420