

Vermont Student Performance in a National Context

Art Woolf

VT State Board of Education

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awoolf@uvm.edu

Vermont is Different: Students by Race and Ethnicity

	United States	Vermont
White	48.2%	90.7%
Black	15.3%	2.0%
Hispanic	26.4%	1.9%
Digest of Education Statistics 2018, Table 203.70, fall 2016 data		

4th Grade Math NAEP Percent Proficient or Above

	United States	Vermont	Vermont Rank
All Students	40%	39%	#33
White Students	52%	40%	#47

Note: Rank is highest to lowest for all slides

Vermont and US: Race and Ethnicity

8th Grade Math NAEP Percent Proficient or Above

	United States	Vermont	Vermont Rank
All Students	33%	38%	#11
White Students	43%	39%	#31

4th Grade Reading NAEP Percent Proficient or Above

	United States	Vermont	Vermont Rank
All Students	34%	37%	#15
White Students	44%	37%	#44

8th Grade Reading NAEP Percent Proficient or Above

	United States	Vermont	Vermont Rank
All Students	32%	40%	#4
White Students	41%	41%	#25

4th Grade Science NAEP (2015) Percent Proficient or Above

	United States	Vermont	Vermont Rank
All Students	37%	48%	#2
White Students	50%	49%	#25

8th Grade Science NAEP (2015) Percent Proficient or Above

	United States	Vermont	Vermont Rank
All Students	33%	44%	#5
White Students	46%	45%	#21

Vermont and US: Poverty, Race and Ethnicity

4th Grade Math NAEP Percent Proficient or Above Low Income Students

	United States White	Vermont White	Vermont Rank
Free and Reduced Price Lunch Eligible	35%	28%	#48
Not eligible	61%	48%	#49

8th Grade Math NAEP Percent Proficient or Above Low Income Students

	United States White	Vermont White	Vermont Rank
Free and Reduced Price Lunch Eligible	24%	23%	#30
Not eligible	51%	47%	#32

4th Grade Reading NAEP Percent Proficient or Above Low Income Students

	United States White	Vermont White	Vermont Rank
Free and Reduced Price Lunch Eligible	28%	21%	#49
Not eligible	53%	47%	#42

8th Grade Reading NAEP Percent Proficient or Above Low Income Students

	United States White	Vermont White	Vermont Rank
Free and Reduced Price Lunch Eligible	26%	29%	#12
Not eligible	48%	47%	#23

Other Measures of Student Performance:

High School Dropouts as Percent of 16-24 Year-Olds 2013-2017

	United States	Vermont	Vermont Rank
All	6.0%	4.0%	#7
White	4.5%	3.9%	#21

2018 Digest of Education Statistics, Table 219.85b

U.S. and Vermont Comparisons

	United States	Vermont	Vermont Rank
Student/Teacher Ratio fall 2016	16.0	10.8	#1 lowest
Student/Staff Ratio fall 2016	7.8	4.9	#1 lowest
Average Elementary Class Size 2011-12	21.2	16.6	#1 lowest
Average High School Class Size 2011-12	26.8	19.8	#4 lowest
Average Teacher Salary 2017-18	\$60,483	\$58,527	#15 highest
Pct of Teachers with Master's Degree 2011-12	47.7%	52.0%	#15 highest (46 states)
Pct of Students IDEA 2017-18	13.7%	16.7%	#9 highest
Pct of Students ELL 2016-17	9.6%	1.7%	#2 lowest
Pct of Students FRL 2015-16	52.1%	38.4%	#9 lowest
Spending per Student 2015-16	\$11,841	\$19,023	#4 highest

Conclusions: Compared to the U.S.

- Vermont is very different demographically
- Demographic characteristics point to better student outcomes
- Demographic-adjusted outcomes are not better
- Vermont's K-12 education spending is one of the highest in the nation
- Taxpayers spend a lot for average performance at best

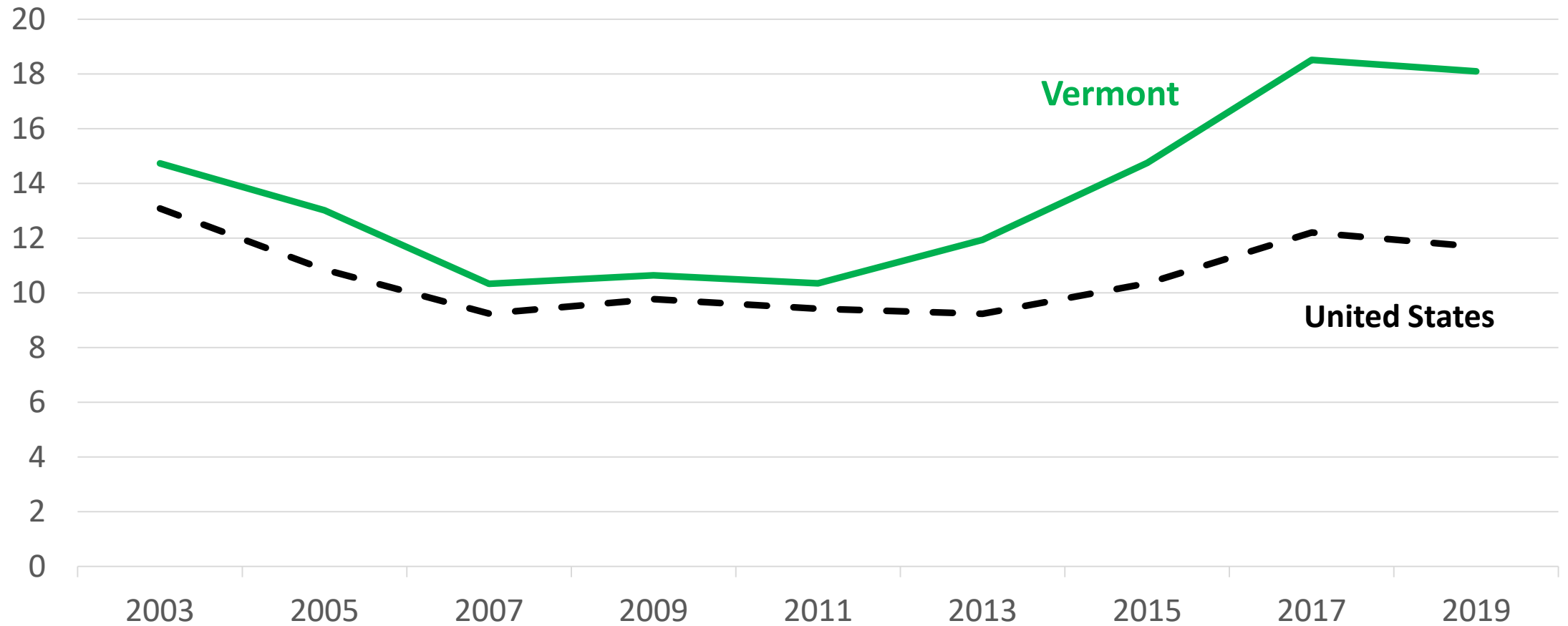
Thank you

Supplemental slides follow

2019 NAEP: Percent Below Basic

Grade and Test	United States White Students	Vermont White Students	Vermont Rank
4 th Grade Math	12%	18%	#2
4 th Grade Reading	24%	31%	#5
8 th Grade Math	21%	24%	#13
8 th Grade Reading	19%	22%	#9
4 th Grade Science (2015)	12%	14%	#14
8 th Grade Science (2015)	19%	19%	#24

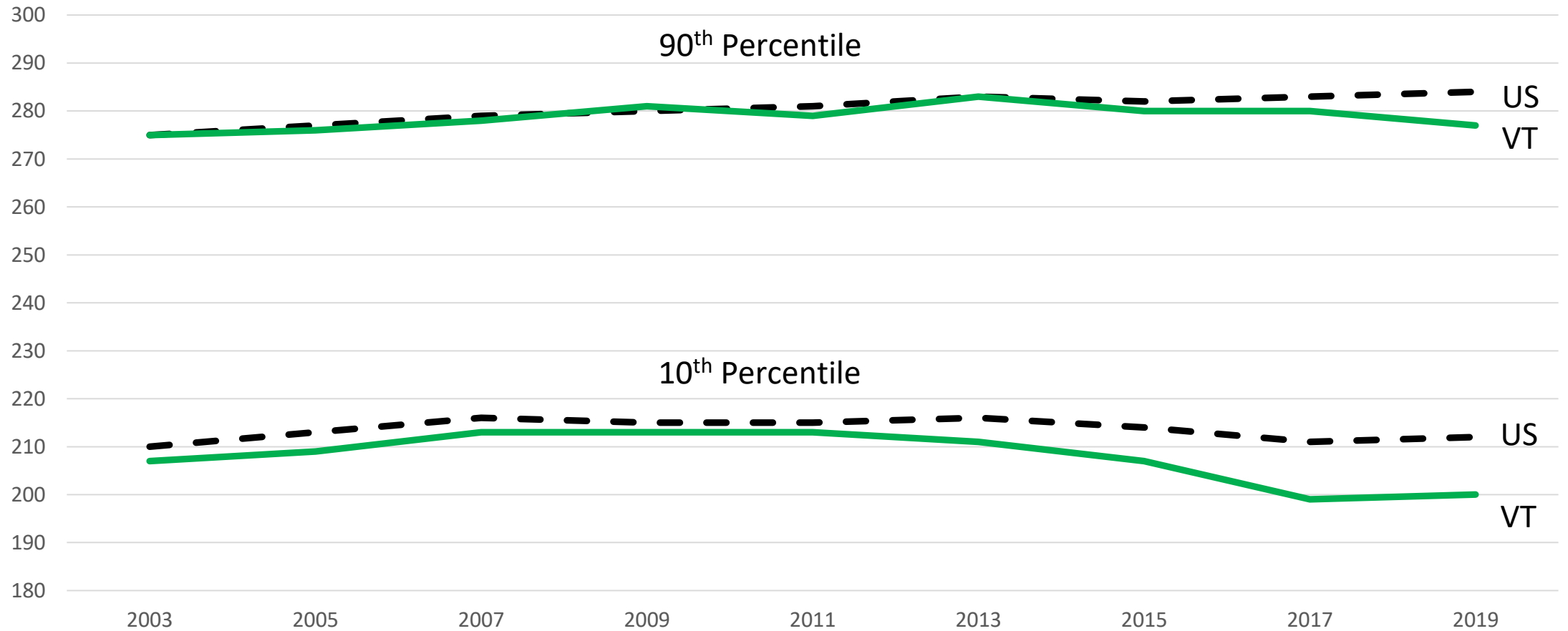
4th Grade Math: Percent of White Students Below Basic



Gender Issues: 4th Grade Math

	U.S.	Vermont
	Percent Proficient or Above	
White Boys	55%	42%
White Girls	49%	37%
	Percent Below Basic	
White Boys	11%	17%
White Girls	12%	19%

4th Math 10th and 90th Percentiles White Students



4th Grade Math Sample Question, Medium Level of Difficulty

A rule for a number pattern is shown in the box.

After the first number, each number in the pattern is 7 more than the previous number.

Which of the following number patterns follows the rule?

A $7, 7, 7, 7, 7$

B $7, 17, 27, 37, 47$

C $2, 7, 14, 21, 28$

D $2, 9, 16, 23, 30$

Clear Answer

8th Grade Math Sample Question, Hard Level of Difficulty

The sale price of milk at a store is 25 percent off the regular price.

Which of the following statements describes the sale price of milk at the store?

- A $\frac{1}{25}$ off the regular price
- B $\frac{1}{5}$ off the regular price
- C $\frac{1}{4}$ off the regular price
- D $\frac{1}{3}$ off the regular price
- E $\frac{2}{5}$ off the regular price

Clear Answer

NAEP Basic
(214)

Fourth-grade students performing at the *NAEP Basic* level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.

Fourth-graders performing at the *NAEP Basic* level should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals, and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses will often be minimal and presented without supporting information.

NAEP Proficient
(249)

Fourth-grade students performing at the *NAEP Proficient* level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.

Fourth-graders performing at the *NAEP Proficient* level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the *NAEP Proficient* level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.