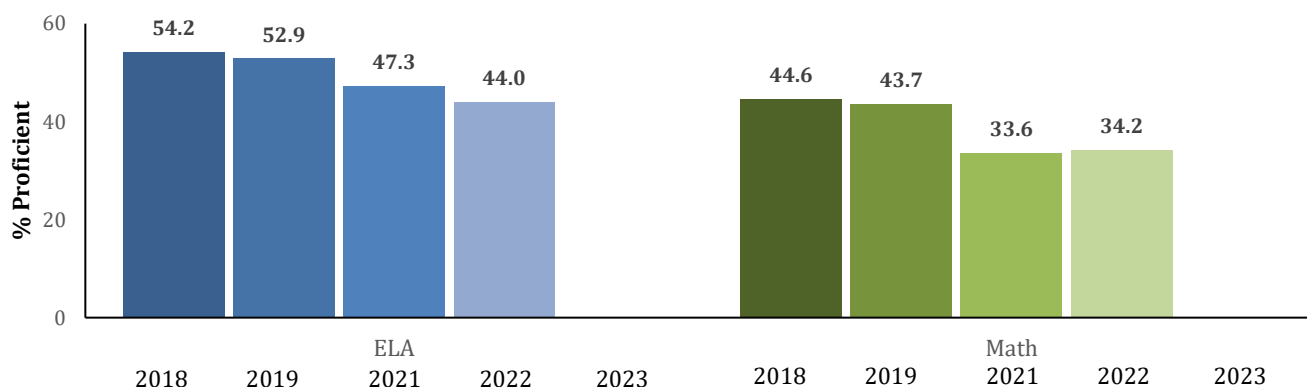# 2022 State Test Score Results:
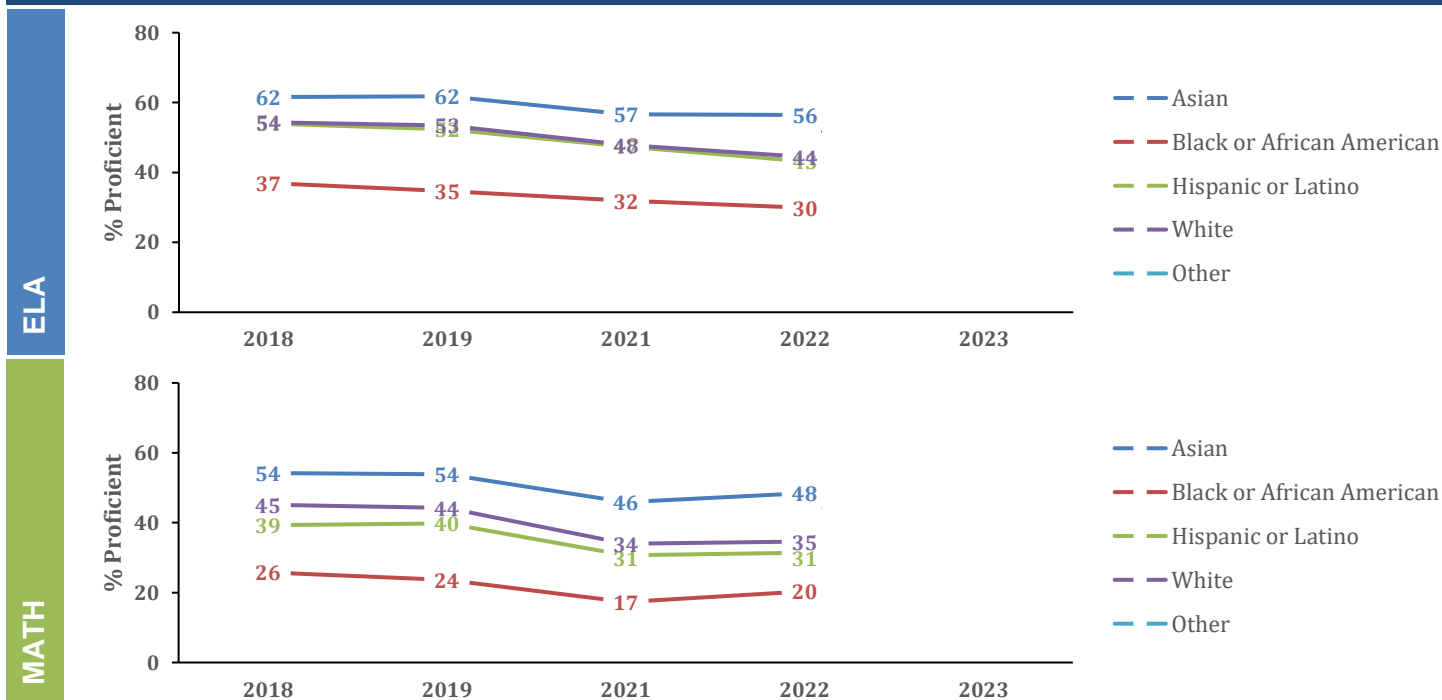# VERMONT

STATE HIGHLIGHTS

- **Overall 2022 Results:** Vermont students have **continued to decline in ELA proficiency** following the COVID-19 pandemic (44.0% in 2022 vs. 52.9% in 2019). In math, proficiency rates have also made small gains following the pandemic, though they have not yet reached pre-pandemic levels (34.2% in 2022 vs. 43.7% in 2019).

- **Results by Race/Ethnicity:** Across all years, Vermont achievement outcomes reflect variation by race/ethnicity. In 2022, the widest achievement gap appeared for students identifying as Asian and Black or African American, both in ELA (56% vs. 30%) and math (48% vs 20%).

- **Results by District Poverty Level:** Data by district poverty level are not currently available for Vermont.
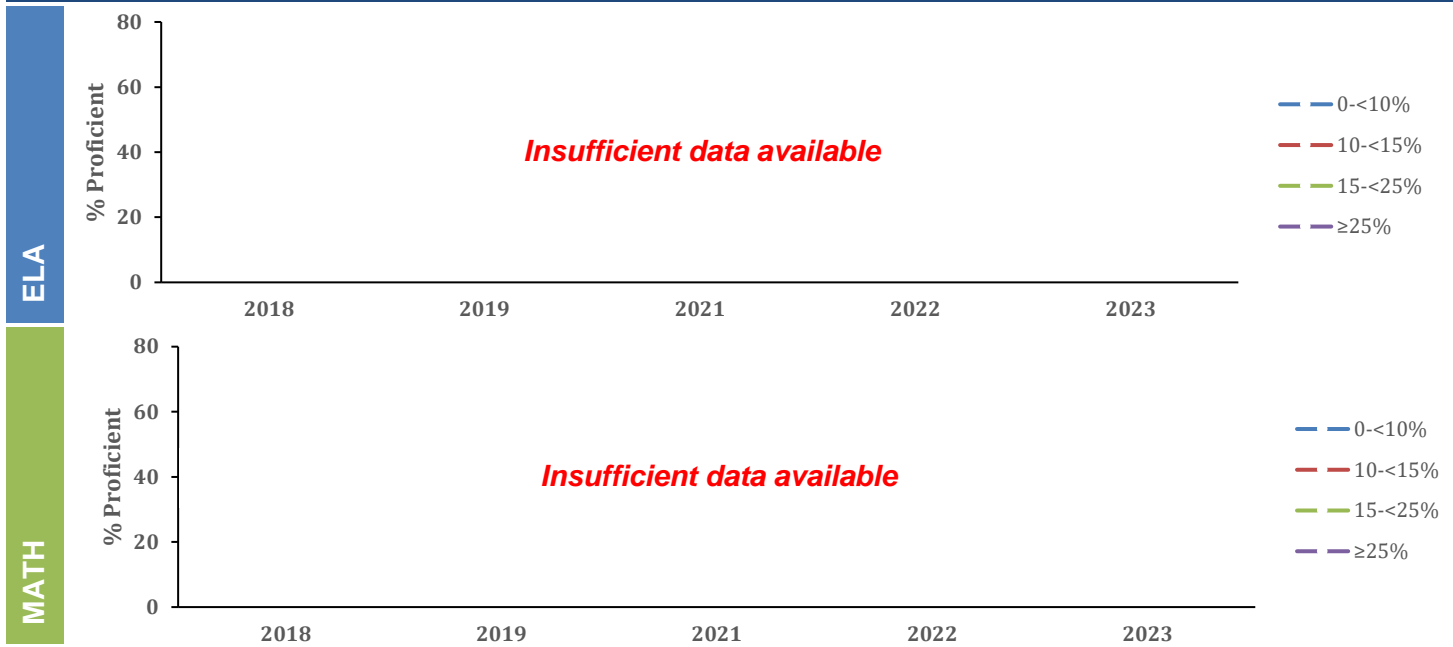
VERMONT 2022 ELA & MATH RESULTS, GRADES 3-8

Note. In 2022, 44.0 of students in Gr 3-8 included in the analysis reached proficiency or above in ELA (*n*=14,578/33,120), compared to 34.2% of students who did so in mathematics (*n*=11,328/33,121). Vermont released 2022 data in September 2023; data for 2023 are not yet available.

VERMONT 2022 PROFICIENCY BY RACE/ETHNICITY, GRADES 3-8

Note. Each student subgroup varies in total students tested each year. In 2022, 56% of students identified as Asian reached ELA proficiency (*n*=558), compared to 30% of students who were Black or African American (*n*=315), 43% of students who were Hispanic or Latino (*n*=284), and 44% of students who were white (*n*=13,981). Data for additional student subgroups are not available. Data labels with similar values may affect visibility. Vermont released 2022 data in September 2023; data for 2023 are not yet available.

VERMONT 2022 PROFICIENCY BY DISTRICT POVERTY LEVEL, GRADES 3-8

ELA

% Proficient

Insufficient data available

Legend: 0-<10%, 10-<15%, 15-<25%, ≥25%

2018 | 2019 | 2021 | 2022 | 2023

MATH

% Proficient

Insufficient data available

Legend: 0-<10%, 10-<15%, 15-<25%, ≥25%

2018 | 2019 | 2021 | 2022 | 2023

Note. School district poverty data are drawn from the 2021 Small Area Income and Poverty Estimates program (SAIPE) of the U.S. Census Bureau. Categorizations are based on overall U.S. quartiles. In Vermont, sufficient data are not available to provide comparisons across district poverty levels.

STATE ASSESSMENT DATA

The student outcome data used in this Data Brief come from the VT Smarter Balanced assessment. The data represent outcomes for students in Grades 3–8 in math and ELA.

Measuring Proficiency
The VT Smarter Balanced assessment includes four proficiency levels: *Substantially Below Proficient, Partially Proficient, Proficient,* and *Proficient with Distinction.* In this report, "**proficient**" = *Proficient/Proficient with Distinction.*

Years Included in Analysis
This report reflects school years (SY) 2017-18 through 2021-22. Data for SY 2019-20 are not available, as the assessment was not administered due to the COVID-19 pandemic. Data for SY 2022-23 are not yet available.

Participation Rate Data
In Spring 2021, the U.S. Department of Education waived the requirement that 95% of all students complete the state's annual academic assessment, leading to varied participation rates by state. In Vermont, approximately 88% of students participated in the assessments in 2021. In Spring 2022, districts were again required to measure the achievement of not less than 95% of all students and students in each subgroup on its annual statewide assessments in ELA and math.

Additional Information
More information about Vermont's assessments can be found at https://education.vermont.gov/data-and-reporting/vermont-education-dashboard/vermont-education-dashboard-assessment.

ABOUT THE DATA SERIES

*The **State Test Score Results Data Series** explores state-level trends in ELA and math proficiency outcomes on state standardized assessments, both before and after the COVID-19 pandemic. Specifically, the Data Series presents math and ELA proficiency trends on state assessments between Spring 2018-Spring 2023, as available. Results are presented for the state overall, by race/ethnicity, and by district poverty levels for school-age children.*

Data presented in this State Brief are specific to this state's assessment and are not comparable to other states.

For any questions, please email statetestscoreresults@gmail.com.