

Annual Snapshot:

2021 COVID-Related Context and Caveats

Context

In reporting these data, we must remain mindful of the broader context these data represent. Specifically, the general student experience during the 2019-2020 and 2020-2021 school years was vastly different than in any other year. From March 2020 through June 2020, all students abruptly transitioned to remote learning. We understand that how students received instruction and services varied across the state. During the 2020-2021 school year, learning modality varied widely throughout Vermont and over the course of the school year.

With this in mind, we understand that all Vermont's SU/SDs and schools took great care to offer and facilitate opportunities for every student while also maintaining a safe and secure space for students and educators. This careful and thoughtful practice provided students, families, and schools with information about how individual students were learning.

ENGLISH LANGUAGE ARTS (ELA)/READING, MATH and SCIENCE ASSESSMENT RESULTS

During school year 2020-2021, all summative assessments were only administered in person and participation was variable for many reasons. For example, we observed students not testing due to being medically vulnerable and unable to come into their school building, among other scenarios.

Given these contextual features and the conditions of test administration, we must also consider the basic challenges for interpreting results in terms of growth and trends. We do not have assessment results (ELA, math, science) for the 2019-2020 school year and because test administration during 2020-2021 was impacted by several, novel variables, we discourage comparing 2020-2021 results to any prior year's results.

It very difficult to interpret 2021 ELA, Math, and Science assessment results due to lower and uneven participation rates. Because estimated participation rates appear to be much lower than prior years, the accuracy of aggregate results is questionable. This is especially true if participation rates varied based on student group membership.

ENGLISH LANGUAGE PROFICIENCY

During school year 2020-2021, the ELP assessment was only administered in person and therefore participation rates were lower and variable across districts. For example, while participation rates are stable across years and across districts, participation rates were lower for each of the 4 districts with the highest number of English Learners, but the amount lower varied widely. Additionally, while growth rates are stable across years by district, the percent achieving growth was lower for each of the 4 districts, but the amount of drop across districts varied widely. Consequently, results are very difficult to interpret.

GRADUATION RATES

There aren't clear effects of covid on grad rate from the data. There has been a smaller proportion of 12th graders graduating in 2020 and 2021, a slightly smaller proportion of 12th graders exiting for college without a diploma and a slightly smaller proportion of 12th graders not exiting, but it's not clear enough to make a positive link.

COLLEGE/CAREER-READINESS ASSESSMENTS

There was an 86% decline in the number of students passing the ACT assessment in 2021 likely due to the pause in the administration of the assessment in 2020. There was also a 32% decline in the number of students passing the SAT assessment in 2021 likely due to the pause in the administration of the assessment in 2020. There was also a 13% decline in the number of students passing a College Course, a number that had been increasing steadily prior to COVID.

COLLEGE/CAREER-READY OUTCOMES WITHIN 16 MONTHS OF GRADUATION

TBD

STUDENT PARTICIPATION IN FLEXIBLE PATHWAYS

TBD

SCHOOL OFFERINGS IN FLEXIBLE PATHWAYS

TBD

DISCIPLINARY EXCLUSION

During the pandemic (school year 2020 and 2021) there was a sharp decline in the number of exclusionary discipline incidents. As we returned to school (school year 2022) there has been an increase in those disciplinary incidents to similar levels as pre pandemic. The AOE has increased awareness of the needs of returning students in the area of social emotional wellness.

PROPERLY LICENSED TEACHERS

TBD

EDUCATOR RETENTION

TBD

EDUCATION QUALITY STANDARDS STAFFING RATIO

TBD