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National Assessment of Educational Progress 2017 Results Released

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Correction 4/11/18: The Agency of Education initially reported a 12-point decrease for the “not white” population in grade four on the reading assessment. The correct decrease is 13 points. In the grade eight data, the agency initially reported a decrease of nine points for students with disabilities on the mathematics assessment. The decrease was three points. Mathematics scores for “not white” grade eight students were initially reported as a 10-point decrease. Scores actually increased by two points. The agency also initially reported that all but two eighth grade student groups showed declines in average scale scores – in fact all but three student groups showed declining scores. All other data has been confirmed. We apologize for the errors.

Barre, VT. – The National Assessment of Educational Progress (NAEP) today released the statewide performance results from the 2017 assessments in reading and mathematics.

While Vermont students continued to perform at or above the national average on the assessment, students showed a decline in average scale scores compared to the 2015 results.

NAEP is the largest nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in various subjects, including reading, language arts, mathematics, science and the arts. NAEP provides state and national level results, but does not report results for individual students, classrooms, schools or school districts. These results represent the first administration of NAEP's new computer-delivered assessment system.

In Vermont in 2017, all public school students were assessed in Reading and Mathematics at grades four and eight. The results are reported as average scores on a zero to 500 point scale.

On average, Vermont students performed significantly higher than the national average in mathematics and Reading in grades four and eight. However, that difference in performance is smaller compared to 2015.

	Reading				Mathematics			
	Grade 4		Grade 8		Grade 4		Grade 8	
<i>Year</i>	2017	2015	2017	2015	2017	2015	2017	2015
<i>Vermont</i>	226*	230	273	274	241*	243	288*	290
<i>National Public</i>	221	221	265	264	239	240	282	281
<i>Difference</i>	5	9	8	10	2	3	6	9

*significantly different

In comparison to the 2015 NAEP results, all grade four student groups except one showed a decline in average scale scores in both reading and mathematics. The one exception was students without disabilities who had the same mathematics score both years.

		MATHEMATICS			READING		
		2017	2015	↑↓↔	2017	2015	↑↓↔
Grade 4	All Students	241*	243	2↓*	226*	230	4↓
	<i>White</i>	241	244	3↓	228*	231	3↓
	<i>Not White</i>	237	238	1↓	212*	225	13↓
	<i>National School Lunch Program Eligible</i>	229	232	3↓	211*	217	6↓
	<i>Not National School Lunch Program Eligible</i>	249	252	3↓	237	239	2↓
	<i>Male</i>	241	243	2↓	223	226	3↓
	<i>Female</i>	240	244	4↓	230*	234	4↓
	<i>Students with Disabilities</i>	207*	218	11↓	180*	191	11↓
	<i>Students without Disabilities</i>	248	248	0↔	236	238	2↓

↑: Increase, ↓: Decrease; ↔ unchanged, * significantly different

Overall, **all but three eighth** grade student groups showed a decline in average scale scores compared to 2015 results in both mathematics and reading.

		MATHEMATICS			READING		
		2017	2015	↑↓↔	2017	2015	↑↓↔
Grade 8	All Students	288*	290	2↓	273	274	1↓
	<i>White</i>	288*	291	3↓	274	275	1↓
	<i>Not White</i>	284	282	2↑	264*	267	3↓
	<i>National School Lunch Program Eligible</i>	272*	278	6↓	260	261	1↓
	<i>Not National School Lunch Program Eligible</i>	296	299	3↓	280	282	2↓
	<i>Male</i>	287*	292	5↓	267	269	2↓
	<i>Female</i>	288	289	1↓	281	279	+2↑
	<i>Students with Disabilities</i>	251	252	1↓	236*	241	5↓
	<i>Students without Disabilities</i>	296	299	3↓	282	281	1↑

↑: Increase, ↓: Decrease; ↔ unchanged;

*significantly different

This is the second source of data showing a decline in student performance on assessments for Vermont students. Smarter Balanced results released in August 2017 also showed lower scores in English language arts and math scores in comparison to the 2015-2016 school year results.

"Declines in two different assessments in both English/language arts and math send a clear message that all schools need to re-commit to promoting these foundational skills for our young people that will help them to secure a vibrant future as members of our social, economic and civic communities," said Deputy Secretary Amy Fowler.

The Agency of Education plans to sustain efforts to improve outcomes through supporting school systems in developing local assessment systems to better understand student progress towards meeting standards throughout the year and providing professional development related to early literacy, high-leverage instructional practices and support for improving school climate and responsive teaching.

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