

## HUUSD and Vermont 2016-17 Assessment Results Released

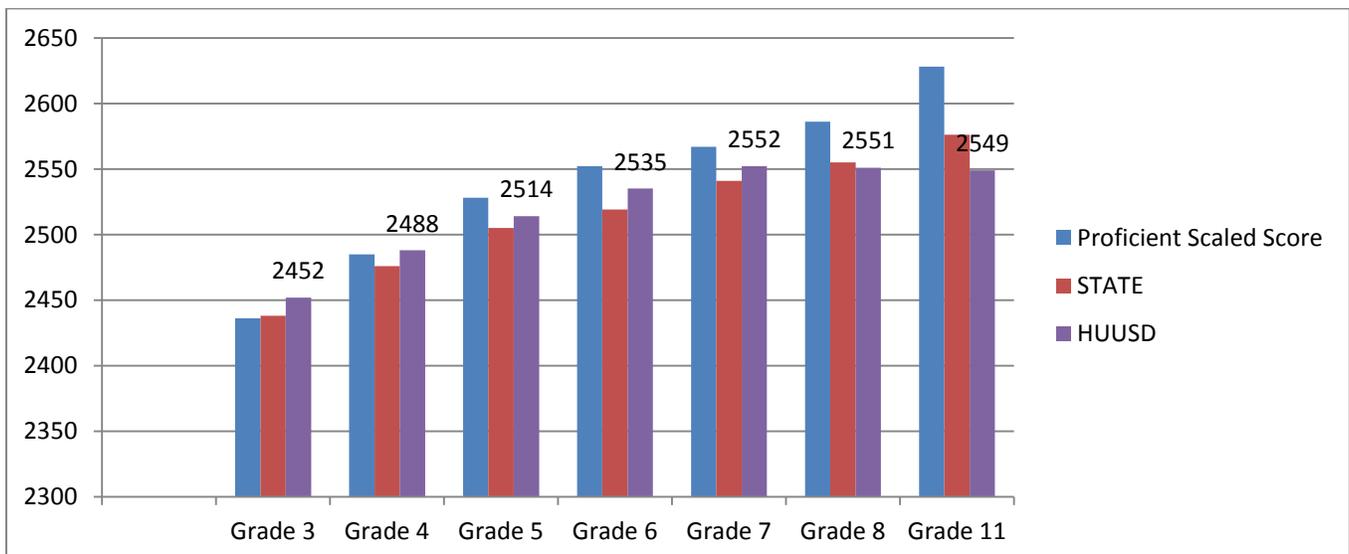
On 9/13/17 Secretary of Education Rebecca Holcombe announced statewide results from the 2016-17 Smarter Balanced Assessments, a set of computer adaptive tests for English Language Arts and Mathematics developed by a national consortium currently made up of 15 states, the U.S. Virgin Islands, and the 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.

HUUSD and Vermont's statewide results:

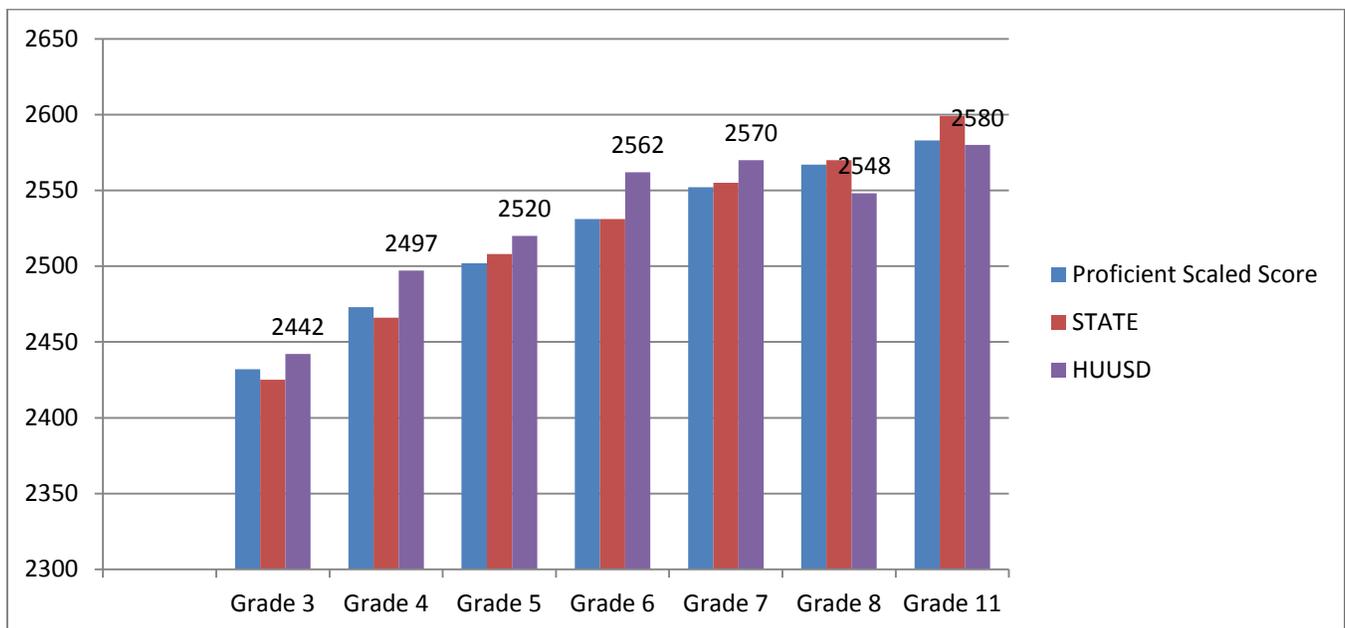
### MATHEMATICS

2017 Smarter Balanced Results	Proficient Scaled Score	STATE of VERMONT		HUUSD	
		Scale Score	Total Proficient and Above	Scale Score	Total Proficient and Above Proficient
Grade 3	2436	2438	52%	2452	62%
Grade 4	2485	2476	47%	2488	54%
Grade 5	2528	2505	42%	2514	46%
Grade 6	2552	2519	39%	2535	41%
Grade 7	2567	2541	44%	2552	50%
Grade 8	2586	2555	41%	2551	43%
Grade 11	2628	2555	37%	2549	25%



## ENGLISH LANGUAGE ARTS

2017 Smarter Balanced Results	<b>Proficient Scaled Score</b>	STATE of VERMONT		HUUSD	
		Scale Score	Total Proficient and Above	Scale Score	Total Proficient and Above Proficient
Grade 3	2432	2425	49%	<b>2442</b>	<b>60%</b>
Grade 4	2473	2466	59%	<b>2497</b>	<b>63%</b>
Grade 5	2502	2508	55%	<b>2520</b>	<b>61%</b>
Grade 6	2531	2531	52%	<b>2562</b>	<b>72%</b>
Grade 7	2552	2555	55%	<b>2570</b>	<b>59%</b>
Grade 8	2567	2570	55%	<b>2548</b>	<b>51%</b>
Grade 11	2583	2599	59%	<b>2580</b>	<b>54%</b>



Like several other SBAC 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.

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.

Comparative results showing HUUSD in relation to other schools like us and showing result over the three years will be compiled and posted to the HUUSD website soon. This entire data report will include demographic breakouts including Gender, Social Economic Status, and IEP comparisons.