The Indicators of Education Quality play a vital role in supporting learning in Vermont outlining the outcomes, practices, and inputs. These indicators are designed to provide guidance and direction while at the same time maximizing creativity dependent upon local context. In addition, these indicators serve as a foundational piece to support equity across Vermont, ensuring that all students get equal opportunities to learn and that graduation from the K-12 system in Vermont represents a core of commonality—even as we promote additional and unique learning for each student.

These Indicators are not exhaustive and while covering three areas, place increased emphasis on the outcomes of the system. No two good schools need to look alike even as we ensure all students reach deep learning.

(Note: All of these indicators will need clear metrics to go along with them. Also, indicators in italics have been suggested by individual commission members but have not been discussed and vetted collaboratively across commission members. Also, these do not represent the full spectrum of indicators that may eventually be identified)

Outcome Indicators (or Student Growth Indicators?):

1) Percent of students who graduate ready for college in four years and in five years
2) Percent of students who enroll in 2-year, 4-year, or certificate programs within one year of high school graduation
3) Percent of students reading on grade level at grades 3 and 8
4) Percent of students computing on grade level at grade 5
5) Percent of students who demonstrate growth on VT Reasoning and Problem Solving Vital Standards (questioning; problem solving; approach; abstract and creating thinking) (or VSA growth indicators of creativity, innovation, engagement, self-monitoring, and civic/social responsibility?) at grades 4 and 8, and proficiency at grade 11 using a common state-wide rubric/continuum applied to district/school/student designed demonstration tasks. (This will require the determination of learning progressions around each of these four Vital Standards or the VSA standards, progressions that are not aligned with grade levels. In addition, the state will need to provide training for calibration and moderation to ensure reliability across schools and districts).
6) A set of unique district indicators (kept common within the district for at least five years) noting 2 – 5 additional metrics and approved (process?) but the state secretary of education.

Practice/Output Indicators:

1) Within three years of being hired by a district, all teachers will have demonstrated proficiency regarding differentiated instruction, assessment
development, and data analysis. All K-8 teachers will have demonstrated proficiency regarding literacy instruction.

2) Each school, coordinated with the district, will have created a set of flexible learning pathways that enable students to demonstrate proficiency on the state standards (at this point, the Common Core and VT Vital Results in the content areas). Appropriate assessments will be developed to track progression on these learning pathways. Pathways should be a combination of teacher developed options with embedded student choice and student developed options with teacher assistance.

3) Each school, in coordination with the district, will have created a set of core learning standards that all students will achieve regardless of the learning pathway they take. Graduation proficiency on each of these standards will be clearly defined.

Inputs:

1) The school must provide a minimum of 175 days of learning opportunity for all students. The school must also provide a provision of differentiated time for student learning depending upon demonstrated student need. Total additional time available across all students should be 10 days times the total number of students. Time can be used either for extra support or enrichment.

2) The school must implement a school leadership team that includes administrators, teachers, students, and parents with rational (although potentially different) compensation (which must include time within the teacher day for teachers). Each leadership team must have a charter that clearly delineates roles and decision-making responsibility. Leadership team members must be provided leadership training on an ongoing basis either using internal or external assistance. Unless given a waiver (process?), this leadership team must be given authority regarding_______________________________.

3) Planned and embedded professional learning and planning time for all teachers equal to (10%?) of student class time. (For example, in a school calendar with 6.5 hours of student time over 180 days for a total of 1,170 hours, teachers would be provided with 117 hours of professional learning and planning time.) No more than 20% of this total learning and planning time can be used for individual tasks. Also, all months between September and June must include professional learning and planning time.

4) All schools must be have wireless connections to the internet available for students, teachers, parents, and community members. Students in grade 7 and beyond (either determined by age, time in school, or placement on a learning progression) will be provided with technology tools that allow access to the internet.

5) Free breakfast and lunch for all students?

6) Teacher/student ratio?