

VERMONT TIMELINE FOR IMPLEMENTATION OF ESEA FLEXIBILITY

Principle or waiver	Required during initial waiver period				Required if approved for extension
	At submission	SY 2011–2012	SY 2012–2013	SY 2013–2014	SY 2014–2015
Adopt college- and career-ready standards	<p>Request includes evidence that the State formally adopted college- and career-ready standards.</p> <p>Request includes MOU with Smarter Balanced Assessment Consortium.</p>	<p>Common Core adopted by State Board of Education</p> <p>MOU executed as Governing State in Smarter Balanced Assessment Consortium</p> <p>Common Core Implementation Survey being conducted</p> <p>Common Core Implementation Committee and Policy Group convening</p> <p>Regional meetings - District Leadership</p> <p>State Team participation in national Common Core implementation collaborative</p>	<p>Review and revise VT Framework of Standards and Learning Opportunities to align with CCSS (which will replace the Grade Expectations in mathematics and ELA/literacy currently aligned to Framework) and to ensure that the more comprehensive cross-cutting standards (the Vital Results) adequately capture the 21st century skills and knowledge for all Vermont students.</p>	<p>Schools implementing Common Core</p> <p>Last year of NECAP</p> <p>Pilot year of SBAC</p> <p>Schools begin reporting progress monitoring data on literacy and mathematics and other data metrics defined for high school</p>	

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Implement college- and career-ready standards	Request includes plan for transitioning to and implementing college- and career-ready standards	SEA and LEAs prepare to implement college- and career-ready standards <i>Assessment of statewide level of implementation, revision of standards and professional development on-going</i>		SEA and LEAs implement college- and career-ready standards	
Develop and administer high-quality assessments aligned with college- and career-ready standards	Request includes plan for developing and administering high-quality assessments aligned with college- and career-ready standards, and assurance that SEA will develop and administer alternate assessments consistent with 34 C.F.R. § 200.6(a)(2)	SEA develops statewide high-quality assessments aligned with college- and career-ready standards <i>Full participation in Smarter Balanced Assessment Consortium as a Governing State</i>		SEA administers pilot high-quality assessments aligned with college- and career-ready standards	SEA administers high-quality assessments aligned with college- and career-ready standards
Adopt ELP standards that correspond to college- and career-ready standards	Request includes assurance that SEA will adopt ELP standards	<i>Vermont DOE will participate in a twenty-three state consortium, Assessment Services Supporting ELs through Technology Systems (ASSETS), led by WIDA.</i>		SEA adopts ELP standards that correspond to State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2)	SEA develops and administers ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii)
Develop and administer ELP assessments	Request includes assurance that SEA will develop and administer ELP assessments	<i>Vermont DOE will participate in a twenty-three state consortium, Assessment Services Supporting ELs through Technology Systems (ASSETS), led by WIDA.</i>			

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Annually report college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State	Request includes assurance that SEA will annually report to the public the required data	Data reporting elements will be developed and collection and reporting planned as part of School Profile work			SEA annually reports to the public college-going and college credit-accumulation rates, as defined under State Fiscal Stabilization Fund Indicators (c)(11) and (c)(12)
Waiver to set new ambitious but achievable AMOs	Request includes proposed new AMOs and justification that they are ambitious but achievable	<p>SEA may apply new AMOs to AYP determinations beginning with SY 2011-2012 assessment results</p> <p>Priority, Focus and Reward schools recognized based on 2010/2011 NECAP data</p> <p>New baselines and AMOs established based on</p>	<p>Four action teams formed to address the following:</p> <p>School Profile data elements, template and reporting</p> <p>Kindergarten Readiness assessment Guidelines for common continuous progress monitoring systems in all</p>	<p>Continuous Improvement plan reporting developed/ revised with specific differentiated interventions and supports</p> <p>Additional measures developed and piloted (SBAC, K readiness, H.S.)</p> <p>First progress measures for School Profile data and AMO's on new</p>	<p>Continue applying new AMOs</p> <p>SBAC full implementation and additional measures</p>

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		2011/2012 NECAP data	schools (e.g. RTI, NWEA maps, etc.) Develop process and format for SU Continuous Improvement Plan review with DOE High school assessment array (e.g. Accuplacer, ACT, SAT, SBAC, Work Keys, Industry certifications, End of Course Assessments) Policy changes necessary for ensuring consistent access to rigor and opportunity Rule/Statutory revisions necessary for full implement. of waiver proposal	baseline reported First Annual Commissioner’s Report on Education Quality released	

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Waiver of requirements to identify schools and LEAs for improvement status		Beginning with release of AYP determinations based on SY 2011–2012 assessments, SEA and LEAs need not identify LEAs or schools, respectively, for improvement			Continue waiver
Waiver of requirements for schools and LEAs in improvement status to take certain specified actions			Beginning in SY 2012-2013, LEAs and schools need not take required actions under ESEA section 1116(b) or (c) (per the waiver discussed in the preceding row, LEAs and schools will no longer be in improvement status)		Continue waiver
Develop and implement a State-based system of differentiated recognition, accountability, and support	Request includes a description of the SEA’s differentiated recognition, accountability, and support system and the SEA’s plan for implementation	Continue to implement school improvement support and intervention strategies with Priority and Focus schools	SEA implements its system of differentiated recognition, accountability, and support		Continue implementing differentiated recognition, accountability, and support system
Annually identify and recognize or reward highest-performing and high-progress Title I schools	Request includes SEA’s methodology for identifying schools and list of schools based on SY 2010-2011 assessment results	SEA annually publicly identifies and recognizes or rewards highest-performing and high-progress Title I schools			Continue annually publicly identifying reward schools
Implement school interventions consistent with the	Request includes SEA’s methodology for identifying schools, list of	SEA makes public its list of priority schools	LEAs implement interventions consistent with the turnaround principles in each Title I school		Continue implementing interventions in

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turnaround principles in priority schools	schools based on SY 2010–2011 assessment results, and a plan to implement interventions consistent with the turnaround principles in such schools over the period of the flexibility		identified as a priority school and consistent with SEA’s timeline for implementing such interventions in all of those schools over the period of the flexibility		priority schools
Implement interventions in focus schools	Request includes SEA’s methodology for identifying schools, list of schools based on SY 2010–2011 assessment results, SEA’s process for ensuring LEAs implement interventions based on needs, and examples of interventions	SEA makes public its list of focus schools	LEAs implement interventions in each Title I school identified as a focus school		Continue implementing interventions in focus schools
Build capacity to improve student learning	Request includes description of the SEA’s process for building SEA, LEA, and school capacity		SEA implements its process for building SEA, LEA, and school capacity through monitoring and technical assistance; holding LEAs accountable for improving school and student performance; and ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other identified schools		
Waiver of poverty threshold for			LEAs may operate a schoolwide program in their priority schools to		Continue waiver

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priority and focus schools to operate a schoolwide program			implement interventions consistent with the turnaround principles and in their focus schools to implement interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school		
Waiver providing flexibility for rural LEAs			LEAs that receive Small, Rural School Achievement Program or Rural and Low-Income School Program funds may use those funds for any authorized purpose regardless of their AYP status		Continue waiver
Develop, adopt, and implement teacher and principal evaluation and support systems	Request includes a plan to develop guidelines for evaluation and support systems, process for ensuring LEA implementation, and assurance that SEA has provided student growth data to teachers or will do so by the deadline required under the State Fiscal Stabilization Fund Creation of the VT Task Force for Teacher/Principal Effectiveness	SEA adopts guidelines for teacher and principal evaluation and support systems SEA provides student growth data to teachers Development of Teacher/Principal evaluation Standards and performance levels completed	LEAs develop evaluation and support systems consistent with State guidelines SU plans for new evaluation systems reviewed with VTDOE	LEAs pilot implementation of evaluation and support systems (e.g., pilot in a few schools; implement in all schools but do not publicize results) or fully implement evaluation and support systems Piloting evaluation and support system SUs will be developing their evaluation systems	LEAs fully implement evaluation and support systems Full implementation of evaluation and support systems

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	Evaluation system piloted in limited number of school districts	Guidelines and protocols developed and published Professional Development networks established DOE materials prepared and development opportunities provided for the field		based on the guidelines of the Task Force	
Waiver of limits on transferability of funds and requirements to report transfers prior to transferring funds		Limits on transferability do not apply to FY 2011 and subsequent funds			Continue waiver
Waiver for flexibility to support school improvement			SEA may allocate ESEA section 1003(a) funds to any LEA in order to serve focus and priority schools identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most in need of additional support	Continue waiver	
Waiver for flexibility to reward			SEA may use funds reserved under ESEA section 1117(c)(2)(A) to provide	Continue waiver	

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schools			financial rewards to any reward school identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most appropriate for financial rewards		
Waiver regarding Highly Qualified Teacher (HQT) improvement plan		LEAs that do not meet the State’s HQT targets need not develop an improvement plan or restrict their use of Title I and Title II funds; SEA need not implement HQT plans or agreements regarding the use of funds and need not provide technical assistance to LEAs in implementing their plans			Continue waiver
Waiver to use SIG funds to support priority schools		SEA may award SIG funds to an LEA to implement one of the four SIG models in a priority school, even if that school is not otherwise a Tier I or Tier II school			Continue waiver
Review and evaluate State-level administrative and reporting requirements to reduce duplication and unnecessary burden	SEA assures it will review and evaluate State-level administrative requirements and adjust appropriately in order to reduce duplication and unnecessary burden on LEAs and schools.	SEA reviews and evaluates State-level administrative and reporting requirements and adjusts appropriately in order to reduce duplication and unnecessary burden on LEAs and schools.			Continue reviewing, evaluating, and adjusting administrative and reporting requirements