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ESSA State Plan: Recommendation Form

Development Cycle No:	Decision Point No(s): 17	Author: Debi Price
Date submitted: 4/11/16	Bounce Team Coordinating: Ed Quality	
ESSA Citation: 1111(g)(1)(B)	ESSA Page Number: 45 - Link to ESSA	
Question(s) being considered: What measures will be used when reporting that low-income and minority children are being/not being disproportionately served by less-qualified educators?		
What ESSA requirements need to be met? Each state plan shall describe how low-income and minority children enrolled in the State’s schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State will use when assessing the existence of this potential inequity.		
Solution being recommended (in bullet point format): The measures we are proposing to report are: <ul style="list-style-type: none"> • % 1st year teachers (experience indicator) • % on provisional/emergency licensed teachers (out of field) • % teachers new to a Supervisory Union/District 		
Rationale: Explain why your proposal supports each decision logic element below: <i>Equity:</i> <ul style="list-style-type: none"> • Research suggests that new educators lead to less effective student outcomes; we want to assure that disadvantaged students are not taught disproportionately by teachers new to the profession or the school • Provisionally/Emergency licensed teachers may be teaching outside of their content or grade level area; we want to assure that disadvantaged students are not taught disproportionately by teachers on a provisional or emergency license <i>Alignment with current VT policy and practice:</i> <ul style="list-style-type: none"> • This is data we are already collecting as part of the state equity plan to meet the federal educator equity report. • EQS 2121.2 requires staff to be properly licensed and prepared for their teaching assignment. <i>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</i> <ul style="list-style-type: none"> • The examination of this data takes advantage of data already being collected and analyzed through the state educator equity plan. <i>Practicality (implementation feasibility for the AOE and impacted stakeholders):</i> <ul style="list-style-type: none"> • As this uses data that is already being collected and is consistent with the goals of EQS, collecting and analyzing this data to ensure that disadvantaged students are not disproportionately taught by novice or out-of-field teachers is a relatively achievable task. 		
Identify any known or potential risks associated with your proposed solution: <ul style="list-style-type: none"> • This could potentially bring negative attention to SUs where recruitment and retention of teachers are a particular challenge and where solutions to this challenge are limited. 		
What are the expected benefits associated with your proposed solution: <ul style="list-style-type: none"> • We will have a better sense as to whether there are SUs in which students are disproportionately taught by inexperienced and out-of-field teachers allowing for the determination of proper resources to address the concern. 		
Secretary’s Decision		Date: 5/20/16
<input checked="" type="checkbox"/> Confirm recommendation of ESSA State Plan Management Team <input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing)		Initials: 