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ESSA State Plan: Recommendation Form

Development Cycle No: 3	Decision Point No(s): 26	Author: Amy Fowler
Date submitted: 6/8/2016		Bounce Team Coordinating: Accountability
ESSA Citation: 1111(e)(1)(B)(iii)(I)(bb)(VIII)		ESSA Page Number: 36 - Link to ESSA
Question(s) being considered: What should Vermont establish as the “minimum N” for reporting and accountability determinations?		
What ESSA requirements need to be met?: ESSA requires that states identify the minimum number of students it will include in disaggregated tables in order to 1) protect student privacy rights, 2) yield reliable data for accountability, and 3) provide the greatest amount of information to the public regarding school quality. Further, regulations prohibit a minimum N greater than 30.		
Solution being proposed:		
<p>(a) The minimum N for reporting and accountability should be the same number.</p> <p>(b) Collect measures by distinct grade levels to lead to valid interpretations of data.</p> <p>(c) Use rolling averages to report data; report at the school and SU/SD level</p> <ol style="list-style-type: none"> Year 1-only report for schools that achieve the minimum N Year 2- only report for schools that achieve the minimum N over 2 years and average data equally for all schools Year 3- only report for schools that achieve the minimum N over 3 years and average data equally for all schools Rolling averages will apply to all schools, not just those with student populations below the minimum N <p>(d) Minimum N=25 unique students</p>		
Rationale: Explain why your proposal supports each decision logic element below:		
<p><i>Equity:</i></p> <ul style="list-style-type: none"> By utilizing a 3 year rolling average we'll eventually accumulate the number of students needed to meet the minimum N. <p><i>Alignment with current VT policy and practice:</i></p> <ul style="list-style-type: none"> Accurately measures student performance on grade level assessments and reduces confusion in interpretation. Aligns with the goals of Act 46 and EQS to hold Supervisory Unions/Districts accountable for student outcomes. <p><i>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</i></p> <ul style="list-style-type: none"> For each school that does not have reportable data for Total Enrollment, we would need to conduct an alternative accountability review. The greater the number of schools with scores in the accountability system, the more efficient. <p><i>Possibility (implementation feasibility for the AOE and impacted stakeholders):</i></p> <ul style="list-style-type: none"> Follows existing protocols. 		
Identify any known or potential risks associated with your proposed solution:		
<p>Known:</p> <ol style="list-style-type: none"> People are accustomed to all grade levels being combined and may expect this. Majority of school communities that used to receive data (reporting n=11) will lose access to data and transparency. Advocates for student groups that have been historically marginalized would prefer a lower N at 11 and there are substantial reductions in data with the more reliable N. <p>Potential:</p> <ol style="list-style-type: none"> 25 may lack the reliability for strong recommendations for improvement. Could create perverse incentives to have smaller schools; if there are fewer than 25 students in a grade level over 3 years, accountability would be kept at bay. Utilizing a three year rolling average may prolong the time that schools spend being “identified” The three year rolling average may mask trend lines in larger schools. 		



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What are the expected benefits associated with your proposed solution:

- Discrete grade level assessments decrease opportunity for inappropriate inferences.
- Reduced confusion over two different minimum Ns (reporting and accountability)

Secretary's Decision Date: 07/18/2016

Initials:

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Confirm recommendation of ESSA State Plan Management Team (*Note that all approved decision points will be reevaluated when final regulations have been released by the US Department of Education.*)

Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: