



219 North Main Street, Suite 402, Barre, VT 05641
 (p) 802-479-1030 | (f) 802-479-1835

ESSA State Plan: Recommendation Form

Development Cycle No: 1 and 2	Decision Point No(s): 1-7, form 1 of 6	Author: Amy Fowler
Date submitted: 6/3/16		Bounce Team Coordinating: Accountability
ESSA Citation: 1111(b)(2)(B)		ESSA Page Number: Page 24 - Link to ESSA
<p>Question(s) being considered: What <i>Academic Proficiency</i> questions and measures are currently being investigated and modelled by the AOE, for the purposes of <i>possible</i> inclusion in an accountability measures proposal for USED? <i>Please note that some of these questions and measures may not be included in a federal accountability model after undergoing further state and federal review.</i></p>		
<p>What ESSA requirements need to be met? ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures are being proposed to USED as a result.</p>		
Accountability Question	Proposed Reporting Measure(s): Text Formatting Key: <i>Required by ESSA for Federal Accountability; Required by ESSA for reporting;</i> Additional State-Selected Measures	Rationale for Proposed Measure (Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)
Standards and Assessment		Secretary's Initials:
1) How well are students performing in ELA/reading in 3 rd -9 th grade?	<ol style="list-style-type: none"> 1. <i>Percent of students proficient or better (3-9)</i> 2. <i>Percent participation (3-9)</i> 3. Average scale score (3-9) 4. Growth score (5-9) 	<p>These questions and measures 1 and 2 for each are required by ESSA. The AOE has added 3 and 4 because they reflect Vermont's interest in promoting growth and including more appropriate measures of student learning than coarse cut scores. This is feasible and efficient as they collect data from a single assessment and will not increase burdens on schools systems. Growth scores cannot be calculated if tests are not given year to year. Moving the high school testing year from grade 11 to grade 9 provides several advantages. First, schools can continue to use a growth metric as scores can be compared to those from the previous year. Additionally, in encouraging flexible pathways in high school, incorporating multiple assessment options for students in 11th grade (see question 5) provides for an assessment that better reflects the college and career readiness of students. Finally, students in the 11th grade already have a heavy burden of testing as many are already taking numerous assessments (SAT, APs, IBs, etc). This spreads out the testing demands over multiple years in high school.</p>
2) How well are students performing in mathematics in 3 rd -9 th grade?	<ol style="list-style-type: none"> 1. <i>Percent of students proficient or better (3-9)</i> 2. <i>Percent participation (3-9)</i> 3. Average scale score (3-9) 4. Growth score (5-9) 	
3) How well are students performing in science in 3 grades?	<ol style="list-style-type: none"> 1. <i>Percent of students proficient or better (3 grades)</i> 2. <i>Percent participation</i> 3. Average scale score 	
<p>Including a science metric ensures that students will be assessed on a broader range of content. This will better reflect student interest and provide a more holistic assessment of skills and knowledge. Including a science assessment will likewise incentivize dedicating classroom time and professional development to improving science learning and teaching.</p>		



219 North Main Street, Suite 402, Barre, VT 05641
(p) 802-479-1030 | (f) 802-479-1835

English Language Proficiency		Secretary's Initials:
4) How well are English Learners gaining English proficiency?	<ol style="list-style-type: none"> 1. <i>Percent of students making appropriate progress (ELL only-all grades)</i> 2. <i>Percent of students attaining proficiency (ELL only-all grades)</i> 	This question and these measures are required by ESSA.
College and Career Readiness		Secretary's Initials:
5) How well did seniors perform on career and college ready assessments?	Percent of seniors with one or more tests that meet the career and college ready benchmark on these assessments: <ol style="list-style-type: none"> 1. SAT and ACT 2. AP and IB Exams 3. CLEP Assessments 4. ASVAB (military) 5. IRC/CTE Certification 	Accepting a wider variety of testing options beyond the SAT and ACT promotes the use of Flexible Pathways, and encourages schools to approach all of the listed testing options as being comparatively equal for the purposes of school accountability. The AOE does not intend to incentivize students' taking multiple tests or schools teaching test-aligned curriculum; neither are these options for assessment intended to sort students into tracks. Rather they are intended to provide options that more accurately reflect flexible pathways students are pursuing.
Graduation Rates		Secretary's Initials:
6) Are students staying in school until they graduate?	<ol style="list-style-type: none"> 1. <i>Percent of 9th grade cohort that graduates high school within 4 years</i> 2. Percent of 9th grade cohort that graduates high school within 5 years 3. Percent of 9th grade cohort that graduates high school within 6 years 	Including 5 and 6-year time frames for graduation better supports utilization of Flexible Pathway options, and reflects a Proficiency-Based Learning mindset.
Career and College Ready Outcomes		Secretary's Initials:
7) Are alumni pursuing a career and college ready outcome within 16 months of graduation?	Total percent of graduates who, within 16 months following graduation are: <ol style="list-style-type: none"> 1. Enrolled in college (2-year, 4-year, public, private) 2. Enrolled in a trade school 3. Enlisted 4. Working full time 	Including "career and college ready outcomes" beyond college and trade school enrollment better supports the goals of flexible pathways.
Secretary's Decision Date: 7/18/16 Initials:		<input checked="" type="checkbox"/> 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.) <input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:



219 North Main Street, Suite 402, Barre, VT 05641
 (p) 802-479-1030 | (f) 802-479-1835

ESSA State Plan: Recommendation Form

Development Cycle No: 1 and 2	Decision Point No(s): 1-7, Part 2 of 6	Author: Amy Fowler
Date submitted: 6/3/16		Bounce Team Coordinating: Accountability
ESSA Citation: 1111(b)(2)(B)		ESSA Page Number: 24 - Link to ESSA
<p>Question(s) being considered: What <i>Personalized Learning</i> questions and measures are currently being investigated and modelled by the AOE, for the purposes of <i>possible</i> inclusion in an accountability measures proposal for USED? <i>Please note that some of these questions and measures may not be included in a federal accountability model after undergoing further state and federal review.</i></p>		
<p>What ESSA requirements need to be met?: ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures are being proposed to USED as a result.</p>		
Accountability Question	<p>Proposed Reporting Measure(s): Text Formatting Key: <i>Required by ESSA for Federal Accountability;</i> Required by ESSA for reporting: Additional State-Selected Measures</p>	<p>Rationale for Proposed Measure (Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)</p>
Flexible Pathways		Secretary's Initials:
8) Did seniors complete at least one non-traditional learning experience?	<p>Total percent of seniors who in their high school years have successful completion of at least two experiences in one of the following:</p> <ol style="list-style-type: none"> 1. Early College 2. Dual Enrollment 3. CTE Course 4. Service Learning 5. Work-Based Learning 6. Virtual Learning 	Aligns with Vermont Flexible Pathways requirements. This measure will be further examined to determine that it doesn't unintentionally promote "ruts", or the artificial sorting and placement of students by schools into specific flexible pathways options.
9) How many types of non-traditional learning experiences were offered to seniors?	<p>Count of the number of programs offered to seniors during their high school careers:</p> <ol style="list-style-type: none"> 1. Early College 2. Dual College 3. CTE Course 4. Service Learning 5. Work-Based Learning 6. Virtual Learning 7. Other specified type 	Aligns with Vermont Flexible Pathways requirements and personalization requirements; allows viewing of which pathways are being predominantly used, and if there are equity gaps associated with different flexible pathways options.
Personalized Learning Plans		Secretary's Initials:
10) Do student find their current PLPs valuable?	<ol style="list-style-type: none"> 1. % of 7th graders with PLP created 2. % of 8th- 12th graders with PLP created and revised within last year (will be more grades over 	Aligns to Act 77 and EQS requirements: existence of PLPs and student participation.



219 North Main Street, Suite 402, Barre, VT 05641
(p) 802-479-1030 | (f) 802-479-1835

	<p>time)</p> <p>3. Percent of students agreeing with the following statements (survey collection required):</p> <ul style="list-style-type: none">a) I contributed to creating my PLPb) My parents/guardians participated in completing my PLPc) My PLP is used to help design my learning experiences.d) My PLP reflects my interestse) My PLP advisor knows me well.	
--	--	--

Secretary's Decision

Date: 7/18/16

Initials:

Handwritten initials in blue ink, appearing to be "RH".

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:



219 North Main Street, Suite 402, Barre, VT 05641
(p) 802-479-1030 | (f) 802-479-1835

ESSA State Plan: Recommendation Form

Development Cycle No: 1 and 2	Decision Point No(s): 1-7, Part 3 of 6	Author: Amy Fowler
Date submitted: 6/3/16	Bounce Team Coordinating: Accountability	
ESSA Citation: 1111(b)(2)(B)	ESSA Page Number: 24 - Link to ESSA	
Question(s) being considered: What <i>Safe and Healthy Schools</i> questions and measures are currently being investigated and modelled by the AOE, for the purposes of <i>possible</i> inclusion in an accountability measures proposal for USED? <i>Please note that some of these questions and measures may not be included in a federal accountability model after undergoing further state and federal review.</i>		
What ESSA requirements need to be met?: ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures are being proposed to USED as a result.		
Accountability Question	Proposed Reporting Measure(s): Text Formatting Key: <i>Required by ESSA for Federal Accountability;</i> Required by ESSA for reporting; Additional State-Selected Measures	Rationale for Proposed Measure (Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)
Physical Health		Secretary's Initials:
11) How healthy have our students become?	Pre and Post assessment of Fitness Assessment (selected through RFP) results as the percentage of student in the healthy zone or showing >10% improvement (some grade levels yet to be determined) <ul style="list-style-type: none"> 1. Aerobic Capacity 2. Muscular Strength 3. Muscular Endurance 4. Flexibility 	Aligns to the interest of Vermont in seeing more than just academic assessments. Assessing health and fitness based on individual student growth, as opposed to attainment, is more meaningful, and supports personalization. This measure is also intended to ensure the substantive inclusion of Health and Physical Education instruction in all Vermont schools.
Discipline		Secretary's Initials:
12) Is out-of-school suspension an infrequent occurrence?	Percent of enrolled students receiving 2 or more out-of-school suspensions annually	Encourages schools to consider alternate approaches to out of school suspensions, which have been applied inequitably in the past. Multiple out of school suspensions may indicate repetitive behavior that schools will want to address in improving school climate and learning.
School Climate		Secretary's Initials:
13) Is the school climate supportive of learning?	The percent of positive staff and student responses to a validated school climate survey. (3-5 grade	Surveying both staff and students provides a richer picture of school climate than either group would



219 North Main Street, Suite 402, Barre, VT 05641
(p) 802-479-1030 | (f) 802-479-1835

	levels, yet to be determined)	provide on its own. Measuring school climate aligns with EQS requirements around Multi-Tiered Systems of Support (MTSS) and responds to public interest in supportive school climate. Data gathered through this survey could be applied to initiatives supporting equity, and the provision of a “well-rounded education”, as defined by ESSA and EQS.
--	-------------------------------	---

Secretary’s Decision

Date: 7/18/16

Initials:

Handwritten initials in blue ink, appearing to be "RH".

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:



219 North Main Street, Suite 402, Barre, VT 05641
 (p) 802-479-1030 | (f) 802-479-1835

ESSA State Plan: Recommendation Form

Development Cycle No: 1 and 2	Decision Point No(s): 1-7, Part 4 of 6	Author: Amy Fowler
Date submitted: 6/3/16		Bounce Team Coordinating: Accountability
ESSA Citation: 1111(b)(2)(B)		ESSA Page Number: 24 - Link to ESSA
Question(s) being considered: What <i>High Quality Staffing</i> questions and measures are currently being investigated and modelled by the AOE, for the purposes of <i>possible</i> inclusion in an accountability measures proposal for USED? <i>Please note that some of these questions and measures may not be included in a federal accountability model after undergoing further state and federal review.</i>		
What ESSA requirements need to be met?: ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures are being proposed to USED as a result.		
Accountability Question	Proposed Reporting Measure(s): Text Formatting Key: <i>Required by ESSA for Federal Accountability;</i> Required by ESSA for reporting: Additional State-Selected Measures	Rationale for Proposed Measure (Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)
Staff Credentials		Secretary's Initials:
14) What percent of students learn in schools where educators are appropriately licensed?	<ol style="list-style-type: none"> 1. Percent of course taught by teachers who have a Level 1 or Level 2 license that matches the course they are teaching. 2. For all educators (teachers, nurses, principals, etc.) calculate the percent of their role that is appropriately licensed on average across the school. 	Supports evaluating credentials of staff, while also broadening the definition of "staff" beyond instructional staff. This directly related to EQS requirements.
Staff Stability		Secretary's Initials:
15) How stable is the education force?	Index of stability including <ol style="list-style-type: none"> 1. Percent of first year teachers. 2. Average percent of new teachers to the school each year for three years 3. Number of principals in the last three years. 4. Number of superintendents in the last three years 	The stability of staff impacts the continuity and quality of school improvement efforts.
Professional Development		Secretary's Initials:
16) Do teachers have sufficient professional development?	Percent agreement with teacher survey items	A professional development metric reflects the need to measure



219 North Main Street, Suite 402, Barre, VT 05641
(p) 802-479-1030 | (f) 802-479-1835

	<ol style="list-style-type: none"> 1. Number of hours per week paid professional development 2. Professional development is job embedded 3. Professional development is valuable/useful 4. Professional development is linked to school needs 5. Professional development is linked to personal professional goals 	<p>outcomes tied to Title II spending, and initiatives stemming from EQS professional learning requirements.</p>
Staff Evaluation		Secretary's Initials:
<p>17) Does the teacher evaluation system function well?</p>	<p>Percent agreement from teacher survey results</p> <ol style="list-style-type: none"> 1. Evaluation procedures are followed 2. Evaluation procedures support professional growth 3. Evaluation procedures focus on important aspects of teaching 4. Evaluation supports poor performing teachers to improve or leave 	<p>This question and set of measures reflect an EQS requirement.</p>
<p>Secretary's Decision Date: 7/18/16 Initials: </p> <p><input checked="" type="checkbox"/> Confirm recommendation of ESSA State Plan Management Team <i>(Note that all approved decision points will be reevaluated when final regulations have been released by the US Department of Education.)</i></p> <p><input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: The language of each staff evaluation survey item will be revisited when the final measures are crafted.</p>		



219 North Main Street, Suite 402, Barre, VT 05641
 (p) 802-479-1030 | (f) 802-479-1835

ESSA State Plan: Recommendation Form

Development Cycle No: 1 and 2	Decision Point No(s): 1-7, Part 5 of 6	Author: Amy Fowler
Date submitted: 6/3/16	Bounce Team Coordinating: Accountability	
ESSA Citation: 1111(b)(2)(B)	ESSA Page Number: 24 - Link to ESSA	
<p>Question(s) being considered: What <i>Finance</i> questions and measures are currently being investigated and modelled by the AOE, for the purposes of <i>possible</i> inclusion in an accountability measures proposal for USED? <i>Please note that some of these questions and measures may not be included in a federal accountability model after undergoing further state and federal review.</i></p>		
<p>What ESSA requirements need to be met?: ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures are being proposed to USED as a result.</p>		
Accountability Question	Proposed Reporting Measure(s): Text Formatting Key: <i>Required by ESSA for Federal Accountability;</i> Required by ESSA for reporting: Additional State-Selected Measures	Rationale for Proposed Measure (Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)
Staffing		Secretary's Initials:
18) Is the school adequately positioned to meet EQS?	An index that compiles the required staffing formulas in EQS.	This measure will determine whether or not EQS staffing requirements are being met.
Outcomes		Secretary's Initials:
19) What is the return on investment for the dollars spent on education?	The overall performance of the school on the previous indicators divided by the spending per equalized pupil.	This provides a measure of the overall value of the state and community's fiscal investment.
Secretary's Decision		Initial: 
<input checked="" type="checkbox"/> Confirm recommendation of ESSA State Plan Management Team <i>(Note that all approved decision points will be reevaluated when final regulations have been released by the US Department of Education.)</i>		
<input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:		



219 North Main Street, Suite 402, Barre, VT 05641
 (p) 802-479-1030 | (f) 802-479-1835

ESSA State Plan: Recommendation Form

Development Cycle No: 1 and 2	Decision Point No(s): 1-7, Part 6 of 6	Author: Amy Fowler
Date submitted: 6/3/16		Bounce Team Coordinating: Accountability
ESSA Citation: 1111(b)(2)(B)		ESSA Page Number: 24 - Link to ESSA
Question(s) being considered: What measures and questions are being <i>rejected</i> at this time from Vermont's federal accountability system?		
What ESSA requirements need to be met?: ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures were reviewed and rejected by the AOE after receiving some support from the public through input sessions.		
Question Considered	Reporting Measure(s) Considered	Rationale for Rejection
Extended Learning Opportunities		Secretary's Initials:
20) Do students benefit from learning experiences that extend learning opportunities?	<ol style="list-style-type: none"> 1. What percent of students- (Student survey items) <ol style="list-style-type: none"> a) Attended a school affiliated afterschool program for 5+ hours per week b) Attended a summer learning program c) Attended the Governor's Institute d) Attended one or more learning centered field trips 2. What percent of students received PreK prior to enrolling as K students (enrollment records) 	It would be highly difficult to capture all of the types of opportunities that would qualify as extended learning under EQS. The AOE does not want to discourage schools or students from fully taking advantage a wide variety of Flexible Pathways options.
Career and College Ready Outcomes (Part 2)		Secretary's Initials:
21) Are 3 rd year alumni pursuing a career and college ready outcome upon graduation?	<p>Total percent of graduates who, in the year following graduation are:</p> <ol style="list-style-type: none"> 1. Enrolled in college (2-year, 4-year, public, private) 2. Enrolled in a trade school 3. Enlisted 4. Working full time <p>Total percent of graduates who, in the year following graduation are:</p> <ol style="list-style-type: none"> 1. Enrolled in college (2-year, 4-year, public, private) 2. Enrolled in a trade school 	This may be a question to include in the future, but doesn't meaningfully enhance our understanding of college and career readiness (CCR) beyond what we would learn from the first CCR metric and is distant in time from graduation. Using this metric now would hold schools accountable for students they have not seen for three years..



219 North Main Street, Suite 402, Barre, VT 05641
(p) 802-479-1030 | (f) 802-479-1835

	Total percent of graduates who, in the year following graduation are enrolled in college (2-year, 4-year, public, private).	
Least Restrictive Environment		Secretary's Initials:
22) How much general education is provided to special education students?	Average percent of general education experience for all students with IEPs in the school.	This criteria provides an understanding of access, but doesn't contribute to an understanding of the quality of the education being provided. The data source only allows for the planned delivery method, and not the actual experience of students, so it masks equity issues within and across schools. The need to measure LRE placement is real, and will be revisited by the AOE, but this needs to be done using more effective measures.
Attendance		Secretary's Initials:
23) Is attendance good/is the truancy rate low?	Percent of students missing less than 10% of the school year for any reason. Percent of students who meet the Federal truancy definition (lower is better).	This criteria doesn't contribute to understanding if a school is providing a quality education for students. There is a lack of differentiation between and among schools for this measure, making it an ineffective tool for federal accountability. Attendance is also highly correlated with climate measures, meaning that this measure and other factors contributing to attendance and truancy rates may be addressed through an AOE-adopted climate survey.
Staff Satisfaction		Secretary's Initials:
24) Are staff satisfied with the professional culture of the school?	Percent positive response on a validated staff (all staff- teachers, support staff, leaders, para-educators, etc.) satisfaction survey. Percent positive response on a validated teacher satisfaction survey.	This measure is likely redundant with what would be gathered through a school climate survey and the items related to teacher professional development and teacher evaluation processes.
Instructional Spending		Secretary's Initials:



219 North Main Street, Suite 402, Barre, VT 05641
(p) 802-479-1030 | (f) 802-479-1835

25) Are our schools prioritizing funding on instructional costs?	Percent of all funding (federal, state and local) spent on instructional purposes. Percent of all funding (federal, state and local) spent on instructional staffing costs.	This measure is redundant to staffing; 80% of instructional funds are on salary allocations.
--	--	--

Secretary's Decision

Date: 7/18/16

Initials:

A small square box containing handwritten initials in blue ink, which appear to be "RH".

- 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:**