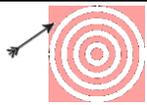




ESSA State Plan: Recommendation Form

| | | |
|--|--|---------------------------|
| Development Cycle No: Supplemental | Decision Point No(s): 23b | Author: Amy Fowler |
| Date submitted: 10/21/16 | Bounce Team Coordinating: Accountability | |
| ESSA Citation: 1111(e)(1)(B)(iii)(IV) | ESSA Page Number: 44 - Link to ESSA | |
| Question(s) being considered: How will indicators be weighted to identify the schools performing in the lowest 5% of schools for the federal ESSA accountability system? | | |
| What ESSA requirements need to be met?: The State Plan must include the weight of any measure or indicator used to identify or meaningfully differentiate schools within a federal accountability system. | | |
| Solution being proposed: <ul style="list-style-type: none"> Schools will receive 2 markings for each criteria and the accountability questions underneath <ol style="list-style-type: none"> School Attainment- The rating for the school on this year’s data. School Change- The difference between this year’s attainment rating and the prior year’s attainment rating. These data will be arrayed according so that every school is placed in a grid like that on page 2. <ol style="list-style-type: none"> The current numbers for each descriptor are placeholders that will be replaced once the Agency has modeled the data accumulated from 2015-2016. Schools will be identified in priority order according to the grid until at least 5% are identified. | | |
| Rationale: Explain why your proposal supports each decision logic element below: <i>Equity:</i> <ul style="list-style-type: none"> By considering both attainment and year-to-year change, we identify the schools that are most in need of support to improve outcomes for students. <i>Alignment with current VT policy and practice:</i> <ul style="list-style-type: none"> EQR input sessions have emphasized the importance of understanding improvement over time as important to understanding school performance as attainment. <i>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</i> <ul style="list-style-type: none"> This plan focuses supports to schools that are having low rates of attainment and low rates of growth on their own; given that we have insufficient resources to deeply support all schools it is imperative that we provide assistance to those who are not yet showing positive gains. <i>Possibility (implementation feasibility for the AOE and impacted stakeholders):</i> <ul style="list-style-type: none"> This recommendation will create no new implementation burden for the state. | | |
| Identify any known or potential risks associated with your proposed solution: <ul style="list-style-type: none"> Known: There will be insufficient resources to fund supports to all schools in Priority Levels 1-4. Potential: Input sessions have shown that the public would generally prefer a single attainment metric while those in the education field generally prefer a single metric that shows improvement over time. This solution addresses both requests. | | |
| What are the expected benefits associated with your proposed solution?: <ul style="list-style-type: none"> This method reinforces the State’s emphasis on improvement over time as a critical element of accountability. | | |
| Secretary’s Decision | Date: 11/6/16 | Initials: |
| <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: | | |

| Attainment Results | | | | | |
|-----------------------|-------------------------|--|---|--|--|
| Criteria Level Scores | | Year to Year Change | | | |
| | | Off Target <0.0  | Near Target 0.0-0.49  | On Target 0.5-.99  | Bull' Eye > 1.0  |
| Attainment | Off Target 1-1.75 | Comprehensive Priority 1 | Comprehensive Priority 3 | | |
| | Near Target 1.76-2.5 | Comprehensive Priority 2 | Comprehensive Priority 4 | | |
| | On Target 2.51-3.25 | | | | |
| | Bull's Eye 3.26-4.0 | | | | |

N.B., The scales presented above are placeholders only and used here for demonstration and clarification purposes. More modelling is required before determining the final scales.