



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: 6	Decision Point No(s): 45 and 46	Author: Amy Fowler and Josh Souliere
Date submitted: 11/16/16		Bounce Team Coordinating: Accountability and School Effectiveness
ESSA Citation: 1111(d)(3)(A)(i)		ESSA Page Number: 42 - Link to ESSA
Question(s) being considered: <ul style="list-style-type: none"> How often will identification take place for schools needing Comprehensive and Targeted supports? How can schools exit identification once they've been identified? What are the consequences for Comprehensive and Targeted schools that have not exited identification within their state-determined time frames? 		
What ESSA requirements need to be met? <ul style="list-style-type: none"> States must establish exit criteria for Comprehensive and Targeted Schools. States must identify the rigorous action that schools will face when they do not exit Comprehensive identification. States must determine when schools that do not exit Targeted identification shall begin to receive state supports for Comprehensive schools. 		
Solutions being proposed: <ol style="list-style-type: none"> 1. How often will identification take place for schools needing Comprehensive and Targeted supports take place? <ul style="list-style-type: none"> Comprehensive: Vermont will identify schools needing Comprehensive support on a three-year cycle, beginning with the first year of the adoption of the Vermont State Plan. Targeted: Vermont will identify schools needing Targeted supports annually. 2. How are schools identified for Comprehensive and Targeted Support? <ul style="list-style-type: none"> Comprehensive: Upon identification, schools needing Comprehensive Supports will be identified based on their placement on the table below. We will serve the first 12-15 Title I schools beginning with Priority 1 and moving through to priority 6. If more than 12-15 schools are present in priority 1, preference will be given to schools that serve the greatest number of Historically Marginalized students. Scale values listed in the table are only placeholders, and may be changed before being proposed to the U.S. Department of Education. 		

TABLE 1: Identification of Comprehensive Schools

Criteria Level Scores		Year to Year Change			
		Off Target <0.0 	Near Target 0.0-0.49 	On Target 0.5-.99 	Bull's Eye > 1.0 
Current Score	Off Target 1-1.75	Priority 1	Priority 3	Priority 6	
	Near Target 1.76-2.5	Priority 2	Priority 4		
	On Target 2.51-3.25	Priority 5			
	Bull's Eye 3.26-4.0				

- Targeted:** Schools not identified as Comprehensive schools, but whose scores place them in the "Targeted" boxes in the table below for the equity index (which combines all federal reporting groups and the Historically Marginalized Student group), will be identified as Targeted Schools. This identification process will take place annually.

TABLE 2: Identification of Targeted Schools

Criteria Level Scores		Year-to-Year Change			
		Off Target <0.0 	Near Target 0.0-0.10 	On Target 0.11-.20 	Bull's Eye > .20 
Equity Gap	Off Target >.50	Targeted	Targeted		
	Near Target .24-.50	Targeted			
	On Target 0.10-.25				
	Bull's Eye <0.10				

3. How can schools exit identification, once they've been identified?

- **Comprehensive:** Three years after receiving their initial Comprehensive identification, schools identified for Comprehensive supports can exit identification by “moving” two squares down, or one square diagonally and to the right, of their initial designation within Table 1 above.
 - If a school meets this improvement goal after three years, but is still identified as needing Comprehensive supports by performing in the bottom 5% of schools statewide, that school can opt to not be identified for the next three year cycle, or can choose to remain identified and accept the related state supports.
- **Targeted:** If a Targeted school performs in the yellow or green boxes in Table 2 for any one year within a three-year period following their initial targeted identification, they will no longer be identified as Targeted.
 - If a school that has exited Targeted identification is re-identified as Targeted in future years, the school’s timetable for exiting Targeted identification will reset.

4. What are the consequences for schools who have been identified for supports?

Comprehensive:

- **Comprehensive 1:** LEAs will work with identified schools to develop their EQS-required Continuous Improvement Plans:
 - Continuous improvement planning must follow the SEA’s Education Quality and Continuous Improvement Framework, and must include assistance from the AOE.
 - When using federal funds for school improvement efforts, schools must choose from a State-identified menu of research-based practices designed to impact their area(s) of identification.
- **Comprehensive 2:** Schools not exiting Comprehensive status after their first three-year identification period will perform the actions of Comprehensive 1 schools and:
 - School improvement planning will receive more rigorous technical assistance from the AOE.
 - The AOE will further limit the menu of state-approved research-based strategies that the school can choose from when using federal funding for continuous improvement.
 - Continuous Improvement Plans must be reviewed and approved by a panel of educators composed of members recognized for outstanding practice in education. Plan approval will be based on the perceived impact of the Plan on the challenges leading to the school’s identification.
- **Comprehensive 3:** Schools not exiting Comprehensive status after their second three-year identification period will face state-determined action(s) drawn from the list cited in 16 V.S.A. 165(b).
 1. Continue technical assistance;
 2. Adjust supervisory union boundaries or responsibilities of the superintendency;
 3. Assume administrative control only to the extent necessary to correct



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- deficiencies; or
- 4. Close the school and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of this title.

Targeted:

- If a school is identified as Targeted for four consecutive years, they will be identified as being eligible for inclusion in a Comprehensive 1 school cohort, with all of the requirements that that would entail.
 - If the school’s fourth year of identification coincides with the first year of a Comprehensive School cycle, the school will become a part of that Comprehensive cohort.
 - If the fourth Targeted year does not align with the start of a 3-year Comprehensive cycle, the AOE will determine if placement in a Comprehensive cohort should be deferred until the next cycle, or if it should begin immediately, depending on current resource availability.

Rationale: Explain why your proposal supports each decision logic element below:

Equity:

- This approach is designed to ensure that Continuous Improvement Plans reflect best practice designed to reduce equity gaps, and address the underlying cause(s) of a school’s identification.

Alignment with current VT policy and practice:

- This approach ties together existing Vermont statute and policy requirements with developing AOE Continuous Improvement processes.

Efficiency (streamlining processes, eliminating duplicative systems or requirements):

- Extensive ties with existing VT practices and policy eliminates the potential for duplicative systems.

Possibility (implementation feasibility for the AOE and impacted stakeholders):

- This proposal does not include an undue implementation burden.

What are the expected benefits associated with your proposed solution:

- Coordination of state and federal policy
- Integration of state and local continuous improvement resources
- Increased local-level use of research-based improvement practices
- Fostering of increased partnership between state educators through peer review processes

Secretary’s Decision

Date: 11/21/16

Initials:

Confirm recommendation of ESSA State Plan Management Team

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