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Accountability

Introduction: Framing this Document within Vermont Policy

Over the past three years, the educational landscape of Vermont has changed substantially. Through multiple pieces of policy and legislation that emphasize personalized learning, proficiency-based frameworks, and the need for consistency in the availability of educational services and supports, Vermont schools are reconsidering how, what, and where students learn and teachers teach. These changes in Vermont have been driven by equity concerns: concerns about eliminating equity gaps across traditionally underserved student groups in the state, and about providing equitable access, statewide, to a shared baseline of educational services and supports.

In this way, Vermont is uniquely positioned to make the most of the opportunities presented through the Federal Every Student Succeeds Act (ESSA). While some elements of ESSA stand in contrast to Vermont policy, most echo and emphasize commitments that the state has already made. We have not only articulated a commitment to supporting equity in our state's education system, but we have policies in place that provide a foundation for the realization of that goal. Prominent examples of those Vermont policies—Act 77 (the Flexible Pathways Initiative), and The Education Quality Standards and Education Quality Reviews—are described below.

In June 2013, the Vermont legislature passed Act 77, outlining the state's Flexible Pathways Initiative. This Act required schools to create Personalized Learning Plans for all students in grades 7-12, and to offer opportunities for learning that fell outside of a traditional school setting. The equitable offering and promotion of those opportunities have been proposed in this State Plan as school performance measures, emphasizing both Vermont's commitment to this Act, and its alignment with the equity-driven goals of ESSA.

In April of 2014, the Vermont State Board of Education released the Education Quality Standards (EQS), which describe what Vermont schools are expected to provide to all students. These standards prioritize the importance of a well—rounded education that prepares our youth to fully participate in the civic and economic future of the state. These standards call on the Agency of Education, in partnership with school communities, to engage in reviews of the quality of educational endeavors, and to engage in continuous improvement efforts, with an eye towards increasing equitable outcomes for students historically underserved in education. To that end, the Agency engaged with stakeholders to create the Education Quality Reviews, which include both quantitative and qualitative data collections that school systems use to identify strengths and opportunities for growth. The quantitative component is addressed through a comprehensive dashboard of five critical areas 1) academic proficiency; 2) personalization; 3) safe, healthy schools; 4) high quality staffing and 5) financial efficiencies. The qualitative component is addressed through the Integrated Field Review process, which is currently beginning its fourth pilot phase.

In 2017, Vermont Governor Phil Scott described his goals for Vermont education reform, going forward. Those goals— to 1) prioritize support for the most vulnerable students in the state; 2) prepare students to be members of a healthy and growing Vermont economy, and; 3) develop reform solutions that will be affordable to implement and maintain—are well represented in this draft accountability proposal. Supporting vulnerable students (also referred to in the draft Plan as “Historically Marginalized Students”) has been prioritized throughout this section, with vulnerable student performance as a major touchpoint in making school accountability determinations. Multiple accountability performance measures—including measures tied to post-secondary outcomes—support developing students as members of a thriving Vermont economy. And the affordability of these proposals was evaluated throughout the past year as a part of the Plan development process. Specific connections between Governor Scott’s goals and the content of this plan have been highlighted in narratives preceding multiple Plan sections.

For Vermonters reading this plan, and providing comments on it, we ask that you please remember that this plan describes how Vermont intends to meet ESSA requirements, and that ESSA is just one piece of education legislation. This plan does not encompass the full complement of supports available to schools, or requirements that schools will be held to. If you do not see a section in this document related to something that you’re passionate about, it may very well be represented through other state, federal, or local-level policies or initiatives.

Reconciling Vermont and Federal Accountability Requirements

After careful consideration and input from our stakeholders, AOE has determined that we are not able to submit a single plan of accountability that will meet the needs of Vermont and satisfy ESSA. As a result, Vermont is submitting a portion of our State Accountability Plan here that addresses federal requirements under ESSA, through the state’s Education Quality Review process. State requirements described in Vermont’s Education Quality Standards, and not addressed within this State Plan, will be reviewed through the State-accountability portion of the Education Quality Reviews.

Initially, the Agency of Education hoped that our Education Quality Reviews which reflect the core values of our state could be used in total to meet the requirements of Federal ESSA. Both have firm commitments to improving equitable educational outcomes for youth and both see to use data as a way to inform improvement efforts. However, after careful consideration and stakeholder input, the Agency has determined that only a subset of our Education Quality Reviews can be used to meet ESSA.

Briefly, of the quantitative measures selected for our EQR dashboard, only some meet the technical criteria required to be used in ESSA or their use in ESSA would change the nature of the process such that it no longer served local needs. As a result, the Agency has identified a sub-set of the Education Quality Reviews that can simultaneously meet the federal requirements.

Student Groups

ESSA requires that Vermont track the performance of several student groups. In some cases, the information on the performance of these student groups must be used for reporting: made publically available. In other cases, the data must be made publicly available, and must also be used to make accountability determinations about schools.

A cornerstone of Vermont education has long been a commitment to equitable outcomes for students. By disaggregating the data for different student groups, we better understand if all students are experiencing school in the same way, or if some students are not being served as well as others. It is the examination of this data which helps us to guide and shape our improvement efforts as we seek ever more equitable outcomes.

Vermont has opted to include two additional groups to the required student groups: Historically Marginalized Students and Historically Privileged Students. Historically Marginalized Students are those students who have been historically underserved by educational institutions for any one, or more than one, characteristic including ethnic and racial minorities, English Learners, students with Free and Reduced Lunch, students with disabilities, and students who are migrant, foster or homeless. Historically Privileged Students are those students with none of the characteristics that would be associated with being underserved.

We have opted to include these two additional groups primarily to increase transparency around student performance. Vermont's small schools and relatively low levels of diversity, often mean that student groups are too small to show data which might point to inequities in experience. By creating a larger group that accounts for many characteristics, we will be able to share with the public more information about equitable learning experiences in Vermont.

Table 1: Student groups, data source, and number of students in Vermont for each group, and whether or not those student groups will be measured for reporting, accountability, or both purposes (preK-12 enrollment in 2015-16).

Student Group	Number	Percent	Data Used in Reporting	Data used in Accountability
All Students	77,130		X	X
Accountability Categories				
Ethnic and Racial Categories:				
American Indian or Alaskan Native	195	0.3%	X	X
Asian	1,549	2.0%	X	X
Black	1,584	2.1%	X	X
Hispanic	1,408	1.8%	X	X
Native Hawaiian or other Pacific Islander	49	0.1%	X	X
White	69,933	90.7%	X	X
English Learners	1,298	1.7%	X	X
Non-English Learners	75,832	98.3%	X	X
Students with Free and Reduced Lunch	30,118	39.1%	X	X
Non-Students with Free and Reduced Lunch	47,012	61.0%	X	X
Students with Disabilities	11,553	15.0%	X	X
Non-Students with Disabilities	65,577	85.0%	X	X
Historically Marginalized Students	37,861	49.1%	X	X
Historically Privileged Students	39,269	50.9%	X	X
Additional Reporting Categories				
Female	37,333	48.4%	X	
Male	39,797	51.6%	X	
Migrant Students*	346	.5	X	
Military-Affiliated Students	*	*	X	
Homeless Students	*	*	X	
Students in Foster Care	*	*	X	

* These student classification have not been previously reported and we do not have data to present at this time.

Membership After Reclassification

Under ESSA, states were given the flexibility to make a determination regarding the definition of students with disabilities, and students learning English. Essentially two options were available, 1) to only count these students as members of the student subgroup when they are actively members of that subgroup or 2) to count these students for up to 4 years after the time they left the subgroup due to reclassification. Stakeholder input on this topic was mixed. In the end, the Agency of Education has decided to count students as having

disabilities or learning English only when they have an active status and not after reclassification. We do this in order to maintain a strong focus on serving students with specific needs, and to avoid possible score inflation for these students.

Minimum N for Reporting and Accountability

Vermont is a very small state with very small schools. As a result, data suppression to protect student privacy and to ensure reliability of results is a frequent issue.

Virtually none of the student characteristics of concern under ESSA can be reported at the school level. In fact, we are not able to report data for the vast majority of our schools in any disaggregated field (highest is male/female and then students qualifying for free and reduced lunch (FRL)). As a state, we can see that the persistent achievement gaps reported nationally occur in Vermont as well. However, the smallness of our school units prohibit the release of data to hold schools accountable for results, as happens with larger schools in other parts of the nation.

However, we are also troubled by producing accountability determinations on a number deemed too small to be reliable. As a result, Vermont has set the “minimum-N” to 25 unique students, identified over three consecutive years, for accountability purposes. This would likely mean that schools would need to have roughly 8 students per year in any given group of students being analyzed to produce accountability data. Data for student groups will be reported annually, provided the student group is not smaller than 11 or to protect student privacy.

Current school configurations suggest that with an N-size of 25, many of Vermont’s schools will still not be large enough students to be produce data for accountability in a single year. In the first year of accountability, only 42% percent of elementary schools and 67% of our secondary schools will have sufficient numbers of students to be held accountable for results for the “*all students*” group. In looking at student groups, almost no schools will be held accountable for any of the ethnic and racial categories at either the elementary or secondary level. Only one school (secondary) will be held accountable for English Learners. For students qualifying for free and reduced lunch, approximately 10% of elementary schools will be held accountable, while 37% of secondary schools will. For students with disabilities, approximately 1% of elementary schools will be held accountable for student results compared to 12.5% of secondary schools. Racial and ethnic groups are not large in Vermont ($\approx 10\%$) and less than 1% of elementary and secondary schools will be held accountable for the performance of any non-white student group.

Table 2: Number and percent of schools with grades 3-6 able to annually report data and participate in the accountability system with a minimum N of 25.

Grades 3-6	State Data Reporting	Schools Not Reporting N<25		Schools Reporting N≥25	
		#	%	#	%
All Students	Yes	121	57.9%	89	42.1%
Accountability Categories					
Ethnic and Racial Categories:					
American Indian or Alaskan Native	Yes	210	100.0%	0	0.0%
Asian	Yes	210	100.0%	0	0.0%
Black	Yes	210	99.9%	0	0.1%
Hispanic	Yes	210	100.0%	0	0.0%
Native Hawaiian or other Pacific Islander	Yes	210	100.0%	0	0.0%
White	Yes	129	61.4%	82	38.6%
English Learners	Yes	210	100.0%	0	0.0%
Students with Free and Reduced Lunch	Yes	187	89.1%	23	10.9%
Students with Disabilities	Yes	208	99.1%	2	0.9%
Non-Students with Disabilities	Yes	139	63.2%	72	36.8%
Historically Marginalized Students	Yes	177	84.1%	33	15.9%
Historically Privileged Students	Yes	180	85.7%	30	14.3%
Additional Reporting Categories					
Female	Yes	179	85.1%	31	14.9%
Male	Yes	174	83.0%	36	17.0%
Migrant Students	Yes	*	*	*	*
Military-Affiliated Students	Yes	*	*	*	*
Homeless Students	Yes	*	*	*	*
Students in Foster Care	Yes	*	*	*	*

* These student classification have not been previously reported and we do not have data to present at this time.

Table 3: Number and percent of schools with grades 7-9 able to annually report data and participate in the accountability system with a minimum N of 25

Grades 7-9	State Data Reporting	Schools Not Reporting N<25		Schools Reporting N≥25	
		#	%	#	%
All Students	Yes	37	33.4%	63	66.6%
Accountability Categories					
Ethnic and Racial Categories:					
American Indian or Alaskan Native	Yes	101	100.0%	0	0%
Asian	Yes	100	99.4%	1	0.6%
Black	Yes	100	99.4%	1	0.5%
Hispanic	Yes	101	100.0%	0	0%
Native Hawaiian or other Pacific Islander	Yes	101	100.0%	0	0%
White	Yes	39	35%	61	65%
English Learners	Yes	100	99.4%	1	0.6%
Students with Free and Reduced Lunch	Yes	69	63.5%	32	36.5%
Students with Disabilities	Yes	92	88.5%	8	11.5%
Non-Students with Disabilities	Yes	45	40.6%	56	59.4%
Historically Marginalized Students	Yes	61	55.7%	40	44.3%
Historically Privileged Students	Yes	58	53.3%	43	46.7%
Additional Reporting Categories					
Female	Yes	58	53.8%	42	46.2%
Male	Yes	56	51.9%	44	48.1%
Migrant Students	Yes	*	*	*	*
Military-Affiliated Students	Yes	*	*	*	*
Homeless Students	Yes	*	*	*	*
Students in Foster Care	Yes	*	*	*	*

* These student classification have not been previously reported and we do not have data to present at this time.

A Second Tier of Accountability

In order to bring more schools into the state’s accountability system, Vermont proposes to initiate additional school accountability at the Supervisory Union/Supervisory District level. Vermont’s Supervisory Union/Supervisory District are akin to school districts in other states. They have superintendents and central office staff who support the principals and teachers in their jurisdictions. However, it is important to note that even our Supervisory Union/Supervisory Districts are small: the smallest includes a single school with 183 students, the largest has just over 4,000 students and 5 schools. Vermont has none of the larger urban or county districts typical of other states. In many states, our largest Supervisory Union/Supervisory District would be considered a moderately sized high school.

While the smallness of our schools is a factor in this decision, it is not the sole reason for this determination. Vermont prides itself on local control and the ability of local groups to identify, name and solve the problems which face their communities. As a state, we have been moving to explicitly build preK-12 pathways that support student learning at all levels. By examining the systemic student achievement for the entire Supervisory Union/Supervisory District, we seek to build a deep commitment to supporting efforts on behalf of our all students in a manner that showcases the strong commitment to community and neighbors that Vermonters are rightfully proud of.

By examining at the Supervisory Union/Supervisory District level, we will be able to produce accountability results for 98% of communities in Vermont in the first year of accountability for the “all student group.” More importantly, by initiating analysis at the Supervisory Union/Supervisory District level, we will be able to see the performance of student groups where they would have otherwise been suppressed. At the Supervisory Union/Supervisory District, we will be able to report and hold systems accountable for students on free and reduced lunch (73%), students with disabilities (17%), students learning English (<1%), and students of racial minority groups including students who are American Indian (0%), Asian (<1%), Black (<1%), Hispanic, (<1%), Native Hawaiian or Pacific Islander <1%, and white (98%) However, by creating the Historically Marginalized Student group, we are able to hold 81% of schools systems accountable for students who have one or more characteristics commonly associated with negative educational outcomes.

Table 4: Number and percent of Supervisory Union/Supervisory Districts able to annually report data and participate in the accountability system with a minimum N of 25.

Student Subgroup	State Data Reporting	SU/SD Not Reporting N<25		SU/SD Reporting N≥25	
		#	%	#	%
All Students	Yes	1	0.7%	58	98.3%
Accountability Categories					
Ethnic and Racial Categories:	Yes				
American Indian or Alaskan Native	Yes	59	100.0%	0	0.0%
Asian	Yes	58	98.3%	1	0.7%
Black	Yes	58	98.3%	1	0.7%
Hispanic	Yes	59	100.0%	0	0.0%
Native Hawaiian or other Pacific Islander	Yes	59	100.0%	0	0.0%
White	Yes	1	0.7%	58	98.3%
English Learners	Yes	58	98.3%	1	0.7%
Students with Free and Reduced Lunch	Yes	16	27.1%	43	72.9%
Students with Disabilities	Yes	49	83.1%	10	16.9%
Non-Students with Disabilities	Yes	2	3.4%	57	96.6%
Historically Marginalized Students	Yes	11	18.6%	48	81.4%
Historically Privileged Students	Yes	14	23.7%	45	76.3%
Additional Reporting Categories					
Female	Yes	12	20.3%	47	79.7%
Male	Yes	10	16.9%	49	83.1%
Migrant Students	Yes	*	*	*	*
Military-Affiliated Students	Yes	*	*	*	*
Homeless Students	Yes	*	*	*	*
Students in Foster Care	Yes	*	*	*	*

* These student classifications have not been previously reported and we do not have data to present at this time.

Three Year Accountability

After three years, Vermont will be able to provide accountability data at the school level for 86.5% of elementary and nearly 100% of secondary communities.

Table 5: Number and percent of schools with grades 3-6 able to triennially report data and participate in the accountability system with a minimum N of 25.

Grades 3-6	State Data Reporting	Schools Not Reporting N<25		Schools Reporting N≥25	
		#	%	#	%
All Students	Yes	29	13.5%	186	86.5
Accountability Categories					
Ethnic and Racial Categories:	Yes				
American Indian or Alaskan Native	Yes	15	100.0%	0	0.0%
Asian	Yes	68	96.1%	3	3.9%
Black	Yes	79	97.5%	2	2.5%
Hispanic	Yes	106	100.0%	0	0.0%
Native Hawaiian or other Pacific Islander	Yes	10	100.0%	0	0.0%
White	Yes	10	14.0%	184	86.0%
English Learners	Yes	61	94.9%	3	5.1%
Students with Free and Reduced Lunch	Yes	106	49.7%	107	50.3%
Students with Disabilities	Yes	184	87.4%	27	12.6%
Non-Students with Disabilities	Yes	44	20.5%	170	79.5%
Historically Marginalized Students	Yes	88	41.1%	126	58.9%
Historically Privileged Students	Yes	97	45.3%	117	54.7%
Additional Reporting Categories					
Female	Yes	94	43.7%	121	56.3%
Male	Yes	22	21.4%	81	78.6%
Migrant Students	Yes	*	*	*	*
Military-Affiliated Students	Yes	*	*	*	*
Homeless Students	Yes	*	*	*	*
Students in Foster Care	Yes	*	*	*	*

* These student classifications have not been previously reported and we do not have data to present at this time.

Table 6: Number and percent of schools with grades 7-9 able to triennially report data and participate in the accountability system with a minimum N of 25.

Grade 7-9	State Data Reporting	Schools Not Reporting N<25		Schools Reporting N≥25	
		#	%	#	%
All Students	Yes	4	0.1%	100	99.9%
Accountability Categories					
Ethnic and Racial Categories:	Yes				
American Indian or Alaskan Native	Yes	16	93.9%	1	6.1%
Asian	Yes	46	90.1%	5	9.9%
Black	Yes	54	94.7%	3	5.3%
Hispanic	Yes	64	99.0%	1	1.0%
Native Hawaiian or other Pacific Islander	Yes	8	100.0%	0	0.0%
White	Yes	4	3.9%	102	96.1%
English Learners	Yes	38	93.4%	3	6.6%
Students with Free and Reduced Lunch	Yes	30	28.8%	73	71.2%
Students with Disabilities	Yes	58	57.0%	44	43.0%
Non-Students with Disabilities	Yes	9	8.7%	94	91.3%
Historically Marginalized Students	Yes	22	21.0%	81	79.0%
Historically Privileged Students	Yes	28	27.2%	75	72.8%
Additional Reporting Categories					
Female	Yes	25	24.5%	78	75.5%
Male	Yes	22	21.4%	103	78.6%
Migrant Students	Yes	*	*	*	*
Military-Affiliated Students	Yes	*	*	*	*
Homeless Students	Yes	*	*	*	*
Students in Foster Care	Yes	*	*	*	*

* These student classifications have not been previously reported and we do not have data to present at this time.

Levels of Performance Overview

ESSA requires that states establish a minimum of three levels of performance for each measure and for describing school performance as a whole. AOE has opted to leverage language consistent with our commitment to proficiency-based learning. For each measure and for the school as a whole, a scale is generated which describes the degree to which the school is meeting the “target.” Our current terms and iconography are best thought of as place holders while the formal reporting tool is developed.

Table 7: Levels of Performance

Level	Proposed Term	Proposed Iconography
1	Off-Target	
2	Near Target	
3	On-Target	
4	Bull's Eye	

Long Term Goals and Interim Targets Overview

ESSA requires that states establish long term goals and interim targets for each measure. Vermont has selected long-term goals based on input from stakeholders and our aspirations for our students. Vermont stands behind high standards and expectations for students. We want all students to achieve the same level of proficiency, the same positive outcomes, and the greatest opportunities for success. Setting high standards and then failing to meet them is not equivalent to being a failing school. Rather, schools that have yet to meet the extremely high standards we have set for our students simply have room to grow. The Agency of Education, our school systems, and our public are committed to moving from a language that focuses on schools as “failing to meet” targets to one that focuses on continuous improvement for all.

Long Term Goals

Long term goals are set in relation to the standards we hold for ourselves and our students. Generally, the long-term goal is a “Bull’s Eye.” These goals are intended to be aspirational, and we hope to achieve them within 3 accountability cycles or 9 years. For each measure described below, the long-term goal is identified as well as our current standing and recommended interim target for the state.

Interim Targets

Interim targets are set locally and at the state level in a staged approach. First, the state establishes a statewide interim target in relation to the accountability cycles we have established for the Comprehensive Support cycles. This state-wide target is designed to track our performance towards the long-term goal and to hold ourselves responsible for making strategic efforts today. The process for setting the interim target for each measure and student group is the same:

1. Calculate the difference between current school performance and the long-term target
2. Divide the difference by the number of accountability cycles remaining until the goal needs to be met.
3. Establish the school’s next interim target by adding the value of #2 to the value of the school’s current performance.

Our school-based staff may worry that the interim targets are replacing the Annual Measurable Objectives (AMOs) of No Child Left Behind. This is not the case. Under NCLB, a school that failed to meet the AMO

would be labelled as needing improvement, regardless of the reason for missing that target. Rather, this state-identified target represents the growth that the state is asking each school to make to achieve our shared goals. School systems will then examine their local data, using the same three step process identified above, to determine their annual interim targets, which will be reported to the state. Local systems will identify their commitments to:

1. **Exceed the state-specified goal:** based on local commitments and efforts, school systems may seek to exceed the state specified goal.
2. **Meet the state specified goal:** meet but not exceed the goal.
3. **Maintenance of the state-specified goal:** for any school currently performing above the long-term goal, that school may establish a unique improvement goal to maintain its current performance level.

Under ESSA, we have more flexibility for how we tie school performance into our plans for supporting schools, and don't have to create overly simplistic consequences for schools based on their ability to meet or not-meet targets. Please see later descriptions for how schools are identified as needing Comprehensive or Targeted Support.

Measures Overview

ESSA requires that states include the following measures for all schools:

1. Achievement in Reading/English Language Arts
2. Achievement in Mathematics
3. English Language Proficiency for students who are English Learners
4. An indicator of the state's choosing

ESSA also requires unique measures for specific types of schools:

1. Elementary Schools must have a measure of growth
2. High Schools must include a 4-year graduation rate.

Vermont's Measures

Vermont's academic proficiency segment of the Education Quality Review Dashboard includes measures that will address each of these requirements. Following Table 8 is a detailed description of each measure, including the rationale for selecting the measure as a critical component of preparing Vermont youth for full participation in civic and economic life.

Table 8: Proposed Indicators for the ESSA Accountability Plan

(A) Criteria	(B) Category	(C) Accountability Question	(D) Indicators	Meas.
Academic Proficiency	Standards	1) How well are students performing in ELA/reading in 3 rd -9 th grade?	Average scale score (3-9) Growth score (5-9)	<i>Scale Growth</i>
		2) How well are students performing in mathematics in 3 rd -9 th grade?	Average scale score (3-9) Growth score (5-9)	<i>Scale Growth</i>
		3) How well are students performing in science? 5,8,11	Average scale score in 3 grades	<i>Scale</i>
		4) How well are students performing in physical education? (grades to be determined)	Percent of students meeting fitness target or achieving the improvement target.	<i>TBD</i>
	English Language Proficiency	5) How well are English Learners gaining English proficiency?	Percent of students making appropriate progress (ELL only-all grades)	<i>EL Progress</i>
			Percent of students attaining proficiency (ELL only-all grades)	<i>EL Proficient</i>
	Graduation Rate	6) Are students staying in school until they <i>graduate</i> ?	Percent of 9 th grade cohort that graduates high school within 4 years or 6 years	<i>4-yr 6-yr</i>
	College and Career Readiness	7) 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: SAT, ACT , AP, IB, CLEP, ASVAB (military), IRC/CTE Certification	<i>CCR Assessment</i>
8) 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: Enrolled in college or trade school, enlisted or working full time	<i>CCR outcome</i>

Standards

Education Quality Standards specify seven Curriculum Content Areas and the Transferable Skills that are critical for student success (2120.5). The Agency of Education considered whether or not an assessment was necessary for each of these areas. Stakeholder input expressed a strong preference for focusing on fewer areas to reduce the need for additional state testing. The result is that four of seven areas have assessment measures designed to satisfy ESSA requirements, with the remaining areas being assessed through the qualitative component of our Education Quality Reviews.

AQ ELA 1) How well are students performing in English-Language Arts/reading in 3rd-9th grade?

Adopted Standards:

ESSA requires that states select challenging career and college ready standards in English-Language Arts/Reading. In 2010, the Vermont State Board of Education adopted the Common Core State Standards as our definition of what students in each grade level should know and be able to do in the Education Quality Standards curriculum area of literacy. These standards have been used to satisfy federal expectations under *No Child Left Behind*, and maintaining these as Vermont's standards provides for continuity in schools.

Under section 1111(b)(1)(B) of the ESSA, the state has the option to select alternate standards for students with significant disabilities. Vermont has opted not to pursue this option, as we seek to provide all students with access to a rich educational experience. Individual determinations for how best to meet these students' specific learning needs is delegated to local IEP teams, which should collaboratively set learning targets that are aligned to the grade level general education curriculum. This process includes students (where appropriate) and their families, in consultation with school-based educators. This decision is supported by past practice in Vermont.

Assessment:

ESSA requires that states select assessments that measure the full breadth of adopted standards, and meet technical requirements for validity and reliability for students in grades 3-8 and in grades 9-12.

Vermont intends to meet this requirement for 99% of students by using the computer adaptive Smarter Balanced Assessment for reading in grades 3 through 9. This test has been used for two years in Vermont and has been submitted to the federal Peer Review process. All studies of Smarter Balanced assessment have demonstrated that it is a valid and reliable tool for assessing the Common Core State Standards. The assessment includes reports to parents and schools that clearly articulate student performance on the assessment. Data can be disaggregated and used for accountability purposes.

For the 1% of students with the most severe cognitive disabilities, Vermont will continue using the Dynamic Learning Maps (DLM) that is developed and used by a multi-state consortia. The assessment is given in reading/language arts and mathematics.). The DLM assessment has been created to align with the state's common core standards in reading/language arts and mathematics. It has been peer reviewed, and has been shown to meet the technical qualities of assessment.

Accountability:

ESSA requires that schools be held accountable for student performance on the selected outcomes. Vermont will meet this objective with two indicators.

Average Scale Score:

Proposed regulation §200.14(b)(1) requires that states report the percent proficient on the assessment used for accountability. Vermont rejects the use of percent proficient on two grounds.

First, in 2015, the results of our Smarter Balanced administration resulted in data suppression 178 times (8% of all data), because the suppressed school or sub group attained either 0% proficiency or 100% proficiency (neither of which can be reported without violating student privacy protections). This data suppression was disproportionately applied to sub group populations, effectively removing the transparency that ESSA seeks

to provide. We can neither celebrate the victory of 100% proficiency nor shine a light on places with 0% proficiency in these circumstances.

Second, we have found that a state-level focus on achieving proficiency has had the unintended consequence of narrowing school-level focus to support the students most near the proficiency-cut score, in hopes of pushing those students over the threshold.¹

In a landscape of scarce resources, this strategy has made sense to many well-meaning educators, but it is not the desired goal of the accountability efforts.

Instead, Vermont will use scale scores to communicate school level performance to parents. We are choosing this approach because:

It will enable us to report all scores for all groups meeting the minimum N without fear of revealing personally identifiable information.

It will rightfully focus schools on improving the educational outcomes of all students, so that gains made by students will be “counted” whether or not they cross an arbitrary line of proficiency.

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance. The proposed scale score cuts link directly to the current Smarter Balanced performance levels. As these levels are re-assessed by the consortia, the specific scale score numbers will be adjusted relative to the revised definitions provided for all grades.

¹ **Below the Bubble: "Educational Triage" and the Texas Accountability System**, Booher-Jennings, Jennifer, *American Educational Research Journal*; Summer 2005; 42, 2; ERIC pg. 231

Table 9: Proposed Scale Score Cuts for ELA Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		 Off-Target	 Near Target		 On-Target		 Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
1) How well are students performing in ELA/reading in 3 rd -9 th grade? SCALE	All	<i>Below lower bound</i>	<i>Mid Point of Basic Score</i>	<i>Proficient Scale Score-1</i>	<i>Proficient Scale Score</i>	<i>Mid Point of Proficient Scale</i>	<i>Above upper bound</i>
	3 rd	<2399	2399	2431	2432	2460	>2460
	4 th	<2444	2444	2472	2473	2502	>2502
	5 th	<2471	2471	2501	2502	2541	>2541
	6 th	<2493	2493	2530	2531	2574	>2574
	7 th	<2515	2515	2551	2552	2600	>2600
	8 th	<2526	2526	2566	2567	2617	>2617
	9 th	TBD	TBD	TBD	TBD	TBD	TBD

Current Performance:

In 2015, current performance levels for all students in the State of Vermont on the Smarter Balanced Assessment are as follows:

Table 10: Current ELA SBAC Performance Levels

English Language Arts	Number of Test Takers	State Average Scale Score	State Performance Level	Number of Schools in Each Level			
							
Grade 03	6089	2438	3	19	44	58	43
Grade 04	5867	2477	3	27	51	47	43
Grade 05	6043	2515	3	14	40	71	40
Grade 06	5953	2539	3	11	49	59	25
Grade 07	5834	2562	3	9	36	39	13
Grade 08	5916	2580	3	11	26	45	24
Grade 09	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Long Term Goal and Interim Target:

Vermont's long-term goal is that by 2025, 100% of our schools will show an average scale score that is at the mid-point of the proficiency range for each grade level they serve. Such a goal establishes high expectations for

all students, and unites the community behind all students improving their performance. Additional Tables for student groups can be found in Appendix F.

Table 11: Proposed ELA Long Term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
1) How well are students performing in ELA/reading in 3 rd -9 th grade? SCALE	3 rd	2438	2460	2445	2453	2460
	4 th	2477	2502	2485	2494	2502
	5 th	2515	2541	2524	2532	2541
	6 th	2539	2574	2551	2562	2574
	7 th	2562	2600	2575	2587	2600
	8 th	2580	2617	2592	2605	2617
	9 th		TBD			

Growth Score:

Proposed regulation §200.14(b)(2) requires that states report a growth score in either English-Language Arts/reading or mathematics. Vermont proposes to do both.

Vermont intends to measure student growth using the Student Growth Percentile (SGP) method. This method requires three consecutive years of data, making it a valid measurement for 5th-9th grades. We plan to use the baseline data from Spring 2016 as the first year of data for determining the growth calculation, so that the first year of growth scores will be available following assessments administered in Spring 2018.

We have selected this model because it is capable of providing a measure of individual student growth as well as capturing movement toward a particular criterion-based attainment level, while avoiding erroneous causal inferences that other models (e.g. value added models) have made in the past (Betebenner, 2009²). SGPs provide a means of illustrating a student’s change in performance over time, compared with students who share similar characteristics and who have performed in similar ways in the past (i.e. a student’s academic peer group). They can be used with criterion-based reference points to predict the amount of growth students would need to attain in order to reach particular criteria levels in the future while still providing room for recognizing the growth students have made relative to their academic peers. In general, SGPs work as follows:

² Betebenner, D. W. (2009). Norm- and Criterion-Referenced Student Growth. *Educational Measurement: Issues and Practice*, 28(4), 42–51. <https://doi.org/10.1111/j.1745-3992.2009.00161.x>

A student's current level of achievement is compared to that student's previous level of achievement in order to normatively determine the rate of achievement growth. The resultant percentile reflects the likelihood of a student achieving a certain outcome, given the student's prior achievement. The relationship between prior and current achievement scores for cohorts of students in the norm group can be used to generate growth trajectories based on historical and anticipated rates of growth to predict the likelihood of future achievement for students statewide (Betebenner, 2008, 2009) and may thereby enable assumptions regarding growth over time. (Kannan, 2016, p. 103)

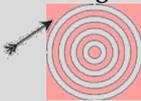
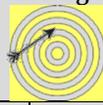
Goal:

Precisely because the SGP is norm-referenced, a clear goal for all schools cannot be set. Student performance on this measure is always calculated in comparison to peers, and it is impossible for all students to achieve a particular growth score. As a result, Vermont will report on outcomes relative to the growth score as a parallel measure to the scale score, but will not be setting a long-term goal or interim target.

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance. The model we have selected rests on three years of data. Our intention is calculate growth rates for Vermont and our schools using data gleaned in three assessments (2015, 2016 and 2017) to model the data. Following the analysis, we will convene stakeholders to review the data and assist in identifying the cut scores for the four levels of performance. We anticipate having this accomplished by December of 2017, and will provide an update to USED and stakeholders regarding the determination made at that point.

Table 12: Proposed Levels of Performance for Growth in ELA Assessments

Accountability Question	Grade	4 Levels of Performance					
		 Off-Target	 Near Target		 On-Target		 Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
1) How well are students performing in ELA/reading in 3 rd -9 th grade? GROWTH	All	<i>Below lower bound</i>	25 th	49 th	50 th	75 th	<i>Above upper bound</i>

³ Kannan, P. (2016). Vertical Articulation of Cut Scores Across the Grades: Current Practices and Methodological Implications in the Light of the Next Generation of K–12 Assessments (ETS Research Report Series). DOI: 10.1002/ets2.12115: Educational Testing Service. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/ets2.12115/abstract>

Current Performance:

Given that growth scores are a new measure for the state of Vermont, we are unable to provide state or school level assessments of our current performance for the Smarter Balanced Assessment by grade level and subject area. Preliminary analysis of all achievement on the NECAP for 2010-2012 suggest distributions would be similar to the following:

Table 13: Projected Number of Schools in Each Performance Level: ELA Growth Scores

Growth	Number of Test Takers	State Average SGP	State Performance Level	Number of Schools in Each Level			
							
School Wide	N/A	N/A		1	38	98	2

AQ Math 2) How well are students performing in mathematics in 3rd-9th grade?

Adopted Standards:

ESSA requires that states select challenging career and college ready standards in Mathematics. In 2010, the Vermont State Board of Education adopted the Common Core State Standards as our definition of what students in each grade level should know and be able to do in the Education Quality Standards curriculum area of mathematical content and practices. These standards have been used to satisfy federal expectations under *No Child Left Behind*, and maintaining these as Vermont’s standards provides for continuity in schools. Under section 1111(b)(1)(B) of the ESSA, the state has the option to select alternate standards for students with significant disabilities. Vermont has opted not to pursue this option, as we seek to provide all students with access to a rich educational experience. Individual determinations for how best to meet these students’ specific learning needs is delegated to local IEP teams to collaboratively set learning targets that are aligned to the grade level general education curriculum. This process includes students (where appropriate) and their families, in consultation with school-based educators. This decision is supported by past practice in Vermont.

Assessment:

ESSA requires that states select assessments that measure the full breadth of adopted standards, and meet technical requirements for validity and reliability for students in grades 3-8 and grades 9-12. Vermont intends to meet this requirement by using the computer adaptive Smarter Balanced Assessment for reading in grades 3 through 9. This test has been used for two years in Vermont and has been submitted to the federal Peer Review process. All studies of Smarter Balanced assessment have demonstrated that it is a valid and reliable tool for assessing the Common Core State Standards.

Under section 1111(b)(2)(C)(iii) of the ESSA, the state has the option to allow students in Grade 8 to take the end of course exam for the advanced mathematics course they are taking, rather than taking the 8th grade assessment. As Vermont has opted to only assess mathematics once in high school, no end of course assessments exist; therefore this option is not available to Vermont.

The assessment includes reports to parents and schools that clearly articulate student performance on the assessment. Data can be disaggregated and used for accountability purposes.

Accountability:

ESSA requires that schools be held accountable for student outcomes on the selected outcomes. Vermont will meet this objective with two indicators.

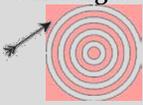
Average Scale Score:

Proposed regulation §200.14(b)(1) requires that states report the percent proficient on the assessment used for accountability. As previously explained, Vermont will use scale scores to communicate to parents the school level performance.

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance. The proposed scale score cuts link directly to the current Smarter Balanced performance levels. As these levels are re-assessed by the consortia, the specific scale score numbers will be adjusted relative to the revised definitions provided for all grades.

Table 14: Proposed Scale Score Cuts for Mathematics Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		Off-Target 	Near Target		On-Target		Bull's Eye 
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
2) How well are students performing in mathematics in 3 rd -9 th grade? SCALE	All	<i>Below lower bound</i>	<i>Mid Point of Basic Score</i>	<i>Proficient Scale Score-1</i>	<i>Proficient Scale Score</i>	<i>Mid Point of Proficient Scale</i>	<i>Above upper bound</i>
	3 rd	<2408	2408	2435	2436	2468	>2468
	4 th	<2447	2447	2484	2485	2516	>2516
	5 th	<2491	2491	2527	2528	2553	>2553
	6 th	<2512	2512	2551	2552	2580	>2580
	7 th	<2525	2525	2566	2567	2600	>2600
	8 th	<2544	2544	2585	2586	2619	>2619
	9 th	TBD	TBD	TBD	TBD	TBD	TBD

Current Performance:

In 2015, current performance levels for all students in the State of Vermont on the Smarter Balanced Assessment are as follows:

Table 15: Current Mathematics SBAC Performance Levels

Mathematics	Number of Test Takers	State Average Scale Score	State Performance Level	Number of Schools in Each Level			
							
Grade 03	6106	2442		22	42	69	31
Grade 04	5867	2482		23	70	49	26
Grade 05	6065	2509		50	66	34	15
Grade 06	5969	2522		54	58	20	13
Grade 07	5844	2548		31	39	25	9
Grade 08	5914	2564		36	32	25	13
Grade 09	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Long Term Goal and Interim Target:

Vermont’s long-term goal is that by 2025, 100% of our schools will show an average scale score that is at the mid-point of the proficiency range for each grade level they serve. Such a goal establishes high expectations for all students, and unites the community behind all students improving their performance.

Table 16: Proposed Mathematics Long Term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
1) How well are students performing in ELA/reading in 3 rd -9 th grade? SCALE	3 rd	2442	2468	2451	2459	2468
	4 th	2482	2516	2493	2505	2516
	5 th	2509	2553	2524	2538	2553
	6 th	2522	2580	2541	2561	2580
	7 th	2548	2600	2565	2583	2600
	8 th	2564	2619	2582	2601	2619
	9 th		TBD			

Growth Score:

Proposed regulation §200.14(b)(2) requires that states report a growth score in either English-Language Arts/reading or mathematics. Vermont proposes to do both.

Vermont intends to measure student growth using the Student Growth Percentile (SGP) method. This method requires three consecutive years of data making it a valid measurement for 5th-9th grades. We plan to use the baseline data from Spring 2016 as the first year of data for determining the growth calculation so that the first year of growth scores will be available following assessments administered in Spring 2018.

We have selected this model because it is capable of providing a measure of individual student growth as well as capturing movement toward a particular criterion-based attainment level, while avoiding erroneous causal inferences that other models (e.g. value added models) have made in the past (Betebenner, 2009⁴). SGPs provide a means of illustrating a student’s change in performance over time, compared with students who share similar characteristics and who have performed in similar ways in the past (i.e. a student’s academic peer group). They can be used with criterion-based reference points to predict the amount of growth students would need to attain in order to reach particular criteria levels in the future while still providing room for recognizing the growth students have made relative to their academic peers. In general, SGPs work as follows:

⁴ Betebenner, D. W. (2009). Norm- and Criterion-Referenced Student Growth. *Educational Measurement: Issues and Practice*, 28(4), 42–51. <https://doi.org/10.1111/j.1745-3992.2009.00161.x>

A student's current level of achievement is compared to that student's previous level of achievement in order to normatively determine the rate of achievement growth. The resultant percentile reflects the likelihood of a student achieving a certain outcome, given the student's prior achievement. The relationship between prior and current achievement scores for cohorts of students in the norm group can be used to generate growth trajectories based on historical and anticipated rates of growth to predict the likelihood of future achievement for students statewide (Betebenner, 2008, 2009) and may thereby enable assumptions regarding growth over time. (Kannan, 2016, p. 10⁵)

Goal:

Precisely because the SGP is norm-referenced, a clear goal for all schools cannot be set. Student performance on this measure is always calculate in comparison to peers and it is impossible for all students to achieve a particular growth score. As a result, Vermont will report on outcomes relative to the growth score as a parallel measure to the scale score but will not be setting a long-term goal or interim target.

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance. The model we have selected rests on three years of data. Our intention is calculate growth rates for Vermont and our schools using data gleaned in three assessments (2015, 2016 and 2017) to model the data. Following the analysis, we will convene stakeholders to review the data and assist in identifying the cut scores for the four levels of performance. We anticipate having this accomplished by December of 2017 and will provide an update to USED and stakeholders regarding the determination made at that point.

Table 17: Proposed Levels of Performance for Growth in Mathematics Assessments

Accountability Question	Grade	4 Levels of Performance					
		 Off-Target	 Near Target		 On-Target		 Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
2) How well are students performing in mathematics in 3 rd -9 th grade? GROWTH	All	<i>Below lower bound</i>	25 th	49 th	50 th	75 th	<i>Above upper bound</i>

⁵ Kannan, P. (2016). Vertical Articulation of Cut Scores Across the Grades: Current Practices and Methodological Implications in the Light of the Next Generation of K–12 Assessments (ETS Research Report Series). DOI: 10.1002/ets2.12115: Educational Testing Service. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/ets2.12115/abstract>

Current Performance:

Given that growth scores are a new measure for the state of Vermont, we are unable to provide state or school level assessments of our current performance for the Smarter Balanced Assessment by grade level and subject area. Preliminary analysis of all achievement on the NECAP for 2010-2012 suggest distributions would be similar to the following:

Table 18: Projected Number of Schools in Each Performance Level: ELA Growth Scores

Growth	Number of Test Takers	State Average SGP	State Performance Level	Number of Schools in Each Level			
							
School Wide	N/A	N/A		1	38	98	2

AQ Science 3) How well are students performing in science?

Adopted Standards:

ESSA requires that states select challenging career and college ready standards science. In 20##, the Vermont State Board of Education adopted the Next Generation Science Standards (NGSS) as our definition of what students in each grade level should know and be able to do in the Education Quality Standards curriculum area of scientific inquiry and content knowledge. These standards have been used to satisfy federal expectations under *No Child Left Behind* and maintaining these as Vermont’s standards provides for continuity in schools.

Under section 1111(b)(1)(B) of ESSA, the state has the option to select alternate standards for students with significant disabilities. Vermont has opted not to pursue this option, as we seek to provide all students with access to a rich educational experience. Individual determinations for how best to meet these students’ specific learning needs are delegated to local IEP teams to collaboratively set learning targets that are aligned to the grade level general education curriculum. This process includes students (where appropriate) and their families, in consultation with school-based educators. This decision is supported by past practice in Vermont.

Assessment:

ESSA requires that states select assessments that measure the full breadth of adopted standards, and meet technical requirements for validity and reliability for students in three grade levels- elementary, middle and high school.

For at least 99% of students, Vermont intends to meet this requirement by using a new science assessment that is under development with a consortia of other states. We intend for this test to be administered via computer to students in 5th, 8th and 11th grades, and to eventually include simulations or performance tasks that will allow for the assessment of the full breadth of the NGSS standards. We are currently in the process of drafting a Request for Proposals (RFP) to identify the vendor who will be our partner in this work. As the assessment is

developed, it will be peer-reviewed to ensure it meets standards of technical quality. The assessment includes reports to parents and schools that clearly articulate student performance.. Data can be disaggregated and used for accountability purposes.

For the less than 1% of students who require an alternate assessment due to extreme cognitive disabilities, Vermont will use the NECAP Alternate assessment until the state moves to an NGSS aligned assessment for science. The current peer-reviewed assessment is aligned to state science standards, and has been shown to meet the technical qualities of assessment. In seeking a new vendor for this assessment, the state intends to make its determination based on the same criteria.

Accountability:

ESSA does not require that schools be held accountable for student outcomes in science. Vermont has elected to include science performance in our accountability plan. We have made this determination in response to stakeholder input which asked that if students are required to sit for assessments, those assessments ought to provide data that informs the assessment of school quality. Additionally, by including more indicators than are required to assess standards implementation under Education Quality Standards, we remind all schools of the value that we place on all subjects, and hope to avoid an over- narrowing of instruction to only literacy and mathematics.

Average Scale Score:

Consistent with our assessment of English-Language Arts and Mathematics, we intend to measure performance against scale scores.

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance. The currently proposed scale score cuts link directly to the current NECAP performance levels. While the new science test is not yet created, the Agency is providing data, in Table 17, reflecting continued use of the current New England Common Assessment Program assessment (NECAP-Science). This table will be replaced to reflect the new, NGSS-aligned assessment, and submitted to USED and stakeholders prior to the field-test in 2018.

Table 19: Proposed Scale Score Cuts for Science Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		1  Off-Target	2  Near Target		3  On-Target		4  Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
3) How well are students performing in Science SCALE	All	<i>Below lower bound</i>	<i>Mid Point of Basic Score</i>	<i>Proficient Scale Score-1</i>	<i>Proficient Scale Score</i>	<i>Mid Point of Proficient Scale</i>	<i>Above upper bound</i>
	4 th	<433	433	439	440	471	>471
	8 th	<834	834	839	840	867	>867
	11 th	<1134	1134	1139	1140	1166	>1166

Current Performance:

In 2015, current performance levels for all students in the State of Vermont on the NECAP Science assessment are as follows:

Table 20: Current Science NECAP Performance Levels

Science	Number of Test Takers	State Average Scale Score	State Performance Level	Number of Schools in Each Level			
							
Grade 04	5898	439	2	9	87	88	0
Grade 08	5926	834	2	42	65	2	0
Grade 11	5853	1135	2	30	34	2	0

Long Term Goal and Interim Target:

Vermont’s long-term goal is that by 2025, 100% of our schools will show an average scale score that is at the mid-point of the proficiency range for each grade level they serve. Such a goal establishes high expectations for all students, and unites the community behind all students improving their performance.

Table 21: Science Long Term Goals and Interim Targets, 4th, 8th and 11th Grades

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
3) How well are students performing in Science?	All	To be determined when new assessment is available using the same procedures as used for Smarter Balanced Assessments.				
	4 th					
	8 th					
SCALE	11 th					

AQ PE 4) How well are students performing in physical education? (grades to be determined)

Adopted Standards:

ESSA does not require that Vermont set standards in physical education or health, but Vermont’s Education Quality Standards document does. Health and Physical Education are identified as two of Vermont’s seven required Education Quality Standards Curriculum Content Areas (2120.5). In 2015, the Vermont State Board of Education adopted the National Health Education Standards (NHES) and 2014 SHAPE America National Standards and Grade-Level Outcomes for Physical Education to frame what Vermont students should know and be able to do in health and physical education.

Under section 1111(b)(1)(B) of ESSA, the state has the option to select alternate standards for students with significant disabilities. Vermont has opted not to pursue this option for health and physical education, as we seek to provide all students with access to a rich educational experience. Individual determinations for how best to meet these students’ specific learning needs is delegated to local IEP teams to collaboratively set learning targets that are aligned to the grade level general education curriculum. This process includes students (where appropriate) and their families, in consultation with school-based educators. This decision is supported by past practice in Vermont.

Assessment:

ESSA requires that states select a 5th indicator that captures a dimension of school quality that is not one of the required elements. Vermont is electing to include student performance on a yet-to-be-selected physical education assessment, as that 5th indicator.

We have begun the process of identifying a vendor for a physical fitness assessment that meets technical requirements for validity and reliability. We are not yet clear as to which grade levels we will assess, as this will largely depend on the cost of the assessment that we select. We prefer to select a better assessment and administer to fewer grade levels, if given the option. In addition, we hope to avoid assessment at the 5th, 8th and 11th grade levels as these grades are also participating in the science assessment.

The assessment will include reports to parents and schools that clearly articulate student performance, in alignment with policies that provide sufficient protection for privacy related to health information. Data can be disaggregated and used for accountability purposes.

Accountability:

ESSA does not require that schools be held accountable for student outcomes in physical education; however, this measure satisfies the ESSA requirement for a 5th indicator.

Vermont has elected to include the physical fitness indicator in our accountability system in response to stakeholder input. Specifically, stakeholders value the idea of including an assessment of fitness because they believe it will provide incentives to maintain required time for activity, physical education, and health education as required by Education Quality Standards. They also felt that including the physical fitness assessment would support schools in attending to the whole child, supporting school nutrition programs and instruction that will promote a life time of healthy living.

Healthy or Becoming Healthy:

The specifics of the measure will depend on the vendor which we select through the procurement process. However, stakeholders have expressed a clear preference for including two specific measures:

- a. The percentage of students that are assessed as being within a Presidential Youth Fitness Program-aligned “healthy zone” and
- b. The percentage of students that are assessed as making sufficient progress towards that “healthy zone”

These measures will be further defined in summer 2017 following the successful award of a contract to a specific vendor.

Levels of Performance:

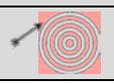
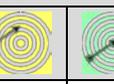
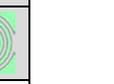
As previously stated, all measures will be linked to a 4-level label to describe performance. The currently proposed scale score cuts are shown below.

Table 22: Proposed Scale Score Cuts for Health Assessment Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		 Off-Target	 Near Target		 On-Target		 Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
4) How well are students performing in physical education	All	<i>Below lower bound</i>	<i>Mid Point level 2 score</i>	<i>Healthy Zone Scale Score-1</i>	<i>Healthy Zone Scale Score</i>	<i>Mid Point of Healthy Zone Scale Score</i>	<i>Above upper bound</i>
SCALE							
Progress		To be determined when assessment is selected					

Current Performance:

Table 23: Current Health Assessment Performance Levels

Physical Education	Number of Test Takers	State Average Scale Score	State Performance Level	Number of Schools in Each Level			
							
TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Long Term Goal and Interim Target:

Vermont’s long-term goal is that by 2025, 100% of our schools will have 100% of students in the healthy zone, or making progress towards the healthy zone.

Table 24: Proposed Health Assessment Long Term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Healthy Zone</i>	Interim Targets		
				2019 1	2022 2	2025 3
4) How well are students performing in physical education	All	To be determined when new assessment is available using the same procedures as used for Smarter Balanced Assessments.				
SCALE	TBD					
	TBD					
	TBD					

English Learners

Vermont has a very small population of English Learners, less than 1% of the student population which tested in 2016. Of these, no language is represented with greater than 0.2% frequency of all students assessed.

While the numbers of students are low, Vermont believes that whenever possible, students should be afforded opportunities to assess or be supported in their native language. As a result, we have set the minimum threshold for a required assessment in a language other than English at 10% of the testing population, significantly lower than the 30% threshold recommended by the Center on Standards and Assessment Implementation⁶. Currently, no language meets Vermont’s threshold.

Table 25: Most common home languages and the percent of all test takers in 2016.

Language	Percent of Test Takers
Portuguese	0.20%
Spanish	0.10%
Nepali	0.10%
Russian	0.10%
Norwegian	0.07%

Fortunately, Vermont is part of the Smarter Balanced Consortia, and as a result, we are able to offer stacked Spanish Assessments and single-language glossaries in 11 languages and 10 English-Language translation glossaries, including:

Table 26: Single-Language and English-Language Translation Glossaries Available in Vermont

Single-language Glossaries	English-Language Translation Glossaries
1. English Glossary (default)	1. English & Spanish Glossary
2. Spanish Glossary	2. English & Arabic Glossary
3. Arabic Glossary	3. English & Cantonese Glossary
4. Cantonese Glossary	4. English & Mandarin Glossary
5. Mandarin Glossary	5. English & Filipino Glossary (Ilokano & Tagalog)
6. Filipino Glossary (Ilokano & Tagalog)	6. English & Korean Glossary
7. Korean Glossary	7. English & Punjabi Glossary (Eastern & Western)
8. Punjabi Glossary (Eastern & Western)	8. English & Russian Glossary
9. Russian Glossary	9. English & Ukrainian Glossary
10. Ukrainian Glossary	10. English & Vietnamese Glossary
11. Vietnamese Glossary	

⁶ (<http://www.csai-online.org/sites/default/files/Updated%20Inclusion%20of%20ELL%20in%20Assessment%20201604.pdf>)

English Language Proficiency:

ESSA requires that states hold schools who serve students learning English accountable for those students gaining fluency in English as soon as possible. ESSA also requires states to support appropriate annual growth in order to meet those targets. Fewer than 5% of Vermont schools have sufficient numbers of students learning English to be accountable under ESSA, but the state is committed to supporting English language proficiency as a key lever for gaining access to educational opportunity.

AQ EL 5) 1 How well are English Learners gaining English proficiency?

Adopted Standards:

Since 2003, Vermont has been a part of the national WIDA Consortium, and has used the WIDA English Language Development (ELD) standards to help frame instruction and assessment for ELs in grades K-12. The WIDA ELD standards describe language use in an academic context in order to better support student achievement in school settings. The WIDA Consortium's Standards Framework and its Theoretical Foundations are also well aligned with Vermont policy and practice; its standards correspond to the Common Core standards that Vermont has adopted, and the WIDA standards framework includes guidelines for assessing student proficiency, which reflects the proficiency-based learning priorities of the state.

Assessment:

The ACCESS assessment measures students' English language proficiency against WIDA standards, as reflected through language students use with peers and teachers, and across instructional settings. ACCESS is divided into grade-level clusters. For each grade-level cluster, there is a test in each of the four language domains identified in the Common Core State Standards (Listening, Reading, Writing, and Speaking).

ACCESS assessments are designed to allow ELs to demonstrate their academic English language proficiency. Test items are presented thematically, requiring students to make fewer cognitive leaps between items, and are adaptive, with students taking test items that are best suited to their abilities.

The ACCESS assessment will be the sole tool that the state of Vermont will use to determine a student's identification into the EL group. The ACCESS assessment will also be the sole measure of a student's proficiency that Vermont educators will use to determine whether or not a student is ready to exit the group.

Accountability:

Proposed regulation §200.14(b)(4) requires that Vermont hold schools accountable for whether or not students are making satisfactory progress in learning English. To meet this requirement, Vermont will measure two specific outcomes.

Identification of English Learner Status:

ESSA allows states to identify specific student characteristics to associate with the length of time students have to gain proficiency. Vermont considered several characteristics with our stakeholder groups and ultimately determined that the most significant determinant of how long it takes to learn English is the starting level of the student. As a result, students who enter school with the lowest level of proficiency in English will have the most time to become proficient. This measure seeks to determine if students are gaining proficiency as measured by the ACCESS 2.0 assessment in time to enjoy the full benefits of their educational experience.

- Students identified as Level 1 using ACCESS would have 6-years to attain proficiency;

- Students identified as Level 2 using ACCESS would have 5-years to attain proficiency;
- Students identified as Level 3 using ACCESS would have 4-years to attain proficiency;
- Students identified as Level 4 using ACCESS would have 3-years to attain proficiency;
- Students identified as Level 5 using ACCESS would have 2 years to attain proficiency.
- Students identified as Level 6 using ACCESS have already demonstrated proficiency in their use of the English language

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance. The proposed levels denoted the percentage of students who attain English Language Proficiency within the timeframe associated with their ACCESS proficiency score.

Schools will be given a portion of a “full student credit” for students attaining English Language Proficiency after the closing of the timeline associated with their ACCESS proficiency score, as follows:

- Students attaining proficiency within their timeline = 1.0 points
- Students attaining proficiency 1 year after timeline= 0.75 points
- Students attaining proficiency 2 years after timeline= 0.50 points
- Students attaining proficiency 3 years or more after timeline= 0.25 points

Table 27: Proposed Levels of Performance for Students Gaining English Proficiency

Accountability Question	Grade	4 Levels of Performance					
		Off-Target 	Near Target		On-Target		Bull's Eye 
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
5) How well are students gaining English Proficiency? Percent Proficient in "time"	All	<i>Below lower bound</i>	69%	79%	80%	90%	<i>Above upper bound</i>

Current Performance:

The current Vermont framework in place during NCLB does not mandate a minimum or maximum number of years for students to become proficient. We expect that this new proposal, which accounts for entry level proficiency in determining goals for attaining full proficiency as measured by ACCESS, will provide a better scaffolding for the provision of ELP supports, and will lead to improved student and SU/SD performance on this measure.

Because Vermont does not currently assign time frames associated with ELP acquisition, current school and state performance levels in the table below cannot be calculated.

Table 28: Current School Performance: English Learners Attaining Proficiency Within a State-Identified Time Frame

Percent Proficient	Number of Test Takers	State Average Percent Proficient	State Performance Level	Number of Schools in Each Level			
							
All grade levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Long Term Goal and Interim Target:

Vermont’s long-term goal is that by 2025, 100% of our schools will have 100% of students attain English Proficiency within the time frame defined when they are first identified as learners of English.

Because Vermont does not currently assign time frames associated with ELP acquisition, we cannot provide a “Current Performance” percentage in the table below.

Table 29: Proposed English Language Proficiency Long Term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal	Interim Targets		
				2019 1	2022 2	2025 3
5) How well are students gaining English Proficiency? Percent Proficient in "time"	All	N/A	100%	100%	100%	100%

Annual Proficiency Benchmarks:

This measure seeks to determine if students are gaining fluency at an annual rate that allows them to gain proficiency in English "in time."

Proficiency Benchmarks specific to EL students' ACCESS Level 1-5 categories will be calculated annually, and will serve as targets for educators supporting students in attaining Proficiency Benchmarks will be calculated using a combination of initial proficiency levels (identified using ACCESS), the state-determined number of years that students associated with that Level have to attain proficiency, and the ACCESS proficiency cut scores associated with each student's grade level.

In order to determine whether an English Learner makes acceptable progress in achieving English language proficiency for each year (grade) tested, the following **Annual Growth to Target** formula would apply:

Target score - Current score / # years = Observed scale score gain

- **Target Score** = overall proficient scale score for attainment in X years, based on initial proficiency level
- **Current Score** = overall scale score
- **Years** = # years that remain to attain proficiency in pre-determined time frame.

The **expected growth target(s)** would be reset every year until proficiency is attained and would be unique to each student. If a student does not attain proficiency within the time frame identified for them, based on their initial performance on the ACCESS assessment, the "Years" variable in the above equation would be set as "1".

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance. The proposed levels denoted the percentage of students who attain their individual level of progress on ACCESS.

Table 30: Proposed Levels of Performance for Percent of Students Progressing in English Language Proficiency Assessments

Accountability Question	Grade	4 Levels of Performance					
		Off-Target 	Near Target		On-Target		Bull's Eye 
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
5) How well are students gaining English Proficiency? Percent Progressing	All	<i>Below lower bound</i>	69%	79%	80%	90%	<i>Above upper bound</i>

Current Performance:

Because our current system does not include specified time frames for attainment of ELP, Vermont also does not currently have proficiency benchmarks for students to progress towards, and current school and state performance levels in the table below cannot be calculated.

Table 31: Students Currently Attaining English Language Proficiency Benchmarks on Time

Percent Proficient	Number of Test Takers	Percent Attaining Proficiency on Time	State Performance Level	Number of Schools in Each Level			
							
All grade levels	1480	N/A	N/A	N/A	N/A	N/A	N/A

Long Term Goal and Interim Target:

Vermont’s long-term goal is that by 2025, 100% of our schools will have 100% of students meet their benchmarks for gaining English proficiency

Because Vermont does not currently calculate benchmark targets for English Language Proficiency, we cannot provide a “Current Performance” percentage in the table below.

Table 32: Attainment of English Language Proficiency Benchmarks: Proposed Long Term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal	Interim Targets		
				2019 1	2022 2	2025 3
5) How well are students gaining English Proficiency Percent progressing	All	N/A	100%	100%	100%	100%

Graduation Rate

AQ Grad 6) Are students staying in high school until they graduate?

Accountability:

Proposed regulation §200.14(b)(3) requires that States hold schools accountable for the graduation rate using the federal definition of a 4-year cohort calculation. Vermont will meet this objective, but we also want to measure the percentage of students graduating within a 6-year extended graduation rate. In 2014, the Vermont State Board of Education adopted the Education Quality Standards, which requires a proficiency-based graduation requirement that emphasizes mastery over time as the critical factor in determining if a student has met career and college ready expectations. As such, students are encouraged to pursue flexible pathways that allow them to take full advantage of work-based learning, early college opportunities, and personalized learning experiences that enrich their learning and better prepare them for positive post-secondary outcomes. Consistent with this legislation, Vermont places greater value on completion of high school with mastery of critical skills than completion within a short time frame.

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance.

Table 33: Proposed Graduation Rate Levels of Performance

Accountability Question	Grade	4 Levels of Performance					
		Off-Target 	Near Target 		On-Target 		Bull's Eye 
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
5) Are students staying in school until they graduate?	4-year 6-year	<i>Below lower bound</i>	67%	79%	80%	94%	<i>Above upper bound</i>

Current Performance:

Results for our 4 and 6 year graduation rate are shown below.

Tables 34: Current 4 year Graduation Rate Levels of Performance

Graduation Rate (4 year)	Number of Students in Cohort	State Average Grad Rate	State Performance Level	Number of Schools in Each Level			
All Students	6,172	87.6%		2	4	44	11
Accountability Categories							
Ethnic and Racial Categories:							
American Indian or Alaskan Native	97	80.4%		8	2	1	12
Asian	168	80.0%		3	3	1	25
Black	193	79.8%		6	1	7	29
Hispanic	115	80.9%		10	3	2	21
Native Hawaiian or other Pacific Islander	20	100.0%		0	0	0	18
White	5,892	88.0%		2	4	44	11
English Learners	141	68.1%		9	1	1	10
Non-English Learners	6,031						
Students with Free and Reduced Lunch	2,733	78.0%		7	20	29	5
Non-Students with Free and Reduced Lunch	3,439						
Students with Disabilities	1,009	71.9%		23	18	9	10
Non-Students with Disabilities	5,163						
Historically Marginalized Students							
Historically Privileged Students							
Additional Reporting Categories							
Female	3,021	89.6%		3	2	28	18
Male	3,151	85.8%		6	6	40	9
Migrant Students	6	16.7%		4	0	0	0
Military-Affiliated Students							
Homeless Students							
Students in Foster Care							

Table 35: Current 6 year Graduation Rate Levels of Performance

Graduation Rate (6 year)	Number of Students in Cohort	State Average Grad Rate	State Performance Level	Number of Schools in Each Level			
							
All Students	6538	90.7%		2	3	40	16
Accountability Categories							
Ethnic and Racial Categories:							
American Indian or Alaskan Native	99	80.8%		6	1	2	10
Asian	161	93.2%		2	0	1	28
Black	194	84.0%		6	4	6	27
Hispanic	101	86.1%		8	0	1	28
Native Hawaiian or other Pacific Islander	19	100.0%		0	0	0	14
White	6,307	90.7%		1	4	39	17
English Learners	130	82.3%		4	1	2	18
Non-English Learners	6,408						
Students with Free and Reduced Lunch	2,685	82.3%		5	17	31	8
Non-Students with Free and Reduced Lunch	3,853						
Students with Disabilities	1,063	79.3%		11	14	21	14
Non-Students with Disabilities	5,475						
Historically Marginalized Students							
Historically Privileged Students							
Additional Reporting Categories							
Female	3,219	91.1%		1	7	32	21
Male	3,319	90.2%		1	7	36	17
Migrant Students	5	100%		0	0	0	5
Military-Affiliated Students	*	*	*	*	*	*	*
Homeless Students	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*

Long Term Goal and Interim Target:

It is our goal that by 2025, 100% of our schools will have

1. 100% of students meet graduation proficiencies within 6 years and;
2. 90% graduate within 4 years.

As part of the New England Secondary School Consortia (NESSC), Vermont has joined with other New England states in aspiring to a 90% 4-year adjusted cohort graduation rate. In addition, we expect that 100% of our students will attain graduation proficiencies within 6 years. In the current economy, it is critical that each young person graduate high school with a diploma that signals career and college readiness, if they are to obtain sufficient financial security, and fully participate in their communities.

Table 36: Proposed Graduation Rate Long-term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal	Interim Targets		
				2019 1	2022 2	2025 3
5) Are students staying in school until they <i>graduate</i> ?	4 Year	87.6%	90%	88%	89%	90%
	6 Year	90.7%	100%	94%	97%	100%

Career and College Ready

AQ CCR Assess 7) Are students career and college ready prior to graduation?

Consistent with Vermont’s Act 77 and Education Quality Standards, stakeholders were interested in a summative measure that could capture the broad range of outcomes we work to prepare our graduates for. Building on our commitment to flexible pathways, we leveraged students personalized learning plans to identify the assessments students could take in order to demonstrate that they are career and college ready prior to graduation.

This measure also meets the ESSA requirement proposed in regulation §200.14(c) for a unique indicator not used in other measures.

Assessment:

In establishing whether or not students are college and career ready, the Agency of Education has opted to include a broad measure that allows for flexibility depending on students’ differing life goals and educational pathways. In this measure, we will count the number of students in each school that have met an externally validated assessment of career and college readiness. Assessments currently acceptable for meeting this requirement include:

Table 37: Acceptable Assessments of College and Career Readiness

Assessment	Link	Cut score for Career and College Readiness
College Course Completion	N/A	C or better in any accredited college course
SAT	https://collegereadiness.collegeboard.org/sat	R/W:480 Math 530
ACT	https://www.act.org/content/act/en.html	Composite 21
Advanced Placement Test	https://apstudent.collegeboard.org/home	Score of 3 or higher
IB Assessments	http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/	Score of 24 points or higher
CLEP Assessments	https://clep.collegeboard.org/	Score of 50 or higher
ASVAB (military)	http://official-asvab.com/index.htm	Depending on branch minimum scores range from 31 to 36
Industry Recognized Credential (IRC)	http://education.vermont.gov/documents/career-tech-approved-industry-recognized-credentials	No Standardized Cut Score across certifications

Accountability:

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance. The proposed levels denoted the percentage of students who attain the proficiency standard on one or more of the career and college ready assessments described above.

Table 38: Proposed Career and College Readiness Assessment Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		Off-Target 	Near Target 		On-Target 		Bull's Eye 
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
7) How well did seniors perform on career and college ready assessments?	12 th	<i>Below lower bound</i>	45%	59%	60%	75%	<i>Above upper bound</i>

Current Performance:

This is a new measure for us and we do not yet have base line data for all metrics. We anticipate having baseline data for review by August 1, 2017.

Long Term Goal and Interim Target:

It is our goal that by 2025, 100% of our schools will have 100% of students demonstrate career and college readiness through one or more assessments.

Table 39: Proposed Career and College Readiness Assessment Long-Term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal	Interim Targets		
				2019 1	2022 2	2025 3
7) How well did seniors perform on career and college ready assessments?	12 th			To be determined as data is modeled using the same procedures used for Smarter Balanced Assessments.		

AQ CCR Outcomes 8) Are alumni participating in career and college outcomes within 16 months of graduation?

Consistent with Vermont’s Act 77 and Education Quality Standards, stakeholders were interested in a summative measure that could capture the broad range of outcomes we want our alumni to pursue. We treat all college and career-related outcomes as being equal, within this performance measure.

This measure also meets the ESSA requirement proposed in regulation §200.14(c) for a unique indicator not used in other measures.

Assessment:

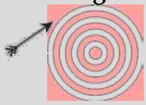
In establishing whether or not students are participating in college and career ready outcomes, the Agency will be reviewing data from several sources, including the National Clearinghouse data set which provides student level information for college enrollment, data from the Department of Labor related to enrollment in trade schools and the work force, and data from the military for enlistments.

Accountability:

Levels of Performance:

As previously stated, all measures will be linked to a 4-level label to describe performance.

Table 40: Proposed Post-secondary Outcomes Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		Off-Target 	Near Target 		On-Target 		Bull's Eye 
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
8) Are alumni pursuing a career and college ready outcome within 16 months of graduation?	Alumni	<i>Below lower bound</i>	45%	59%	60%	75%	<i>Above upper bound</i>

Current Performance:

This is a new measure for us and we do not yet have base line data for all metrics. We anticipate having baseline data for review by August 1, 2017.

Long Term Goal and Interim Target:

It is our goal that by 2025, 100% of our schools will have 100% of students engaged in a career or college-ready outcome within 16 months of graduation.

Table 41: Proposed Post-secondary Outcomes Long Term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Healthy Zone</i>	Interim Targets		
				2019 1	2022 2	2025 3
8) Are alumni pursuing a career and college ready outcome within 16 months of graduation?	Alumni	To be determined as data is modeled using the same procedures as used for Smarter Balanced Assessments.				

Reporting Overview

The Vermont Agency of Education finds that a single summative rating is the least valuable tool for understanding school performance; rather, schools and communities can better support improvement by looking at the data underlying the source of those ratings. Having said this, stakeholder feedback was clear. Parents and non-educators prefer a simple indication of how schools are meeting the needs of the students we serve. Conversely, educators prefer an indication that shows not only how schools are performing, but also whether or not the performance has changed over time, and how well are schools serving students who are traditionally underserved. As a result, the Vermont Agency of Education will provide a State Reportcard that begins with a display that captures both of these dimensions, and then allows for a deeper data into each indicator.

The launch pad for the reporting of ESSA achievement may look something like this⁷. We will use pictographs with colors to communicate the performance of schools at the criteria level and give 4 ratings for each criteria. This reflects our interest in two dimensions of school improvement for two groups of students. First, in any given year, we want to know how well the school is performing for “All Students” and for the “Priority Student Group”- this is identified below as “Current.” Second, we want to know each year if the school is improving for those two groups of students or not. The pictographs will be the same as those used for the 4 performance-levels previously described, to aid in interpretability.

The methods by which the Current Scores and Year-to Year Change is calculated is described below.

		All Students		Equity Index	
	Criteria	Current	Year-to-Year Change	Current	Year-to-Year Change
	Academic Proficiency				

Current Score

The “Current Score” can best be thought of as a picture in time. It is merely a snapshot of how the school has performed on the selected measures for the prior year. . It is created through combining scores on each of the measures in order to generate a summative score in accordance with proposed regulation §200.18.

Weighting Overview

ESSA requires that states identify a summative evaluation for each school that is easily understood to the public and educators.

Regulated Weights

To produce this score, ESSA proposed regulation §200.18 requires that performance in English-Language Arts/Reading, Mathematics, English Learning Proficiency and Graduation Rates all be given “substantial weight” in overall determinations. The following proposed weights have been created to provide valid estimates across the many school configurations in Vermont.

In determining the distribution of weight, the Agency has signaled priorities. Literacy and Mathematics performance and graduation rates each account for 20% of a school’s overall performance rating. Together, they account for 60% of the total score. We have opted for this weighting because all three measures are critical

⁷ Current images are for display purposes only, names of labels and pictographs will likely change as the dashboard is created.

for success in civic and economic life. It is the rare individual who finds a path out of poverty if they do not read, write and do math well or fail to graduate from high school. A commitment to equity requires prioritizing these measures.

ESSA regulations also require that English Learning Proficiency have substantial weight in the overall determination. Vermont has determined that a 10% weight for this measure is substantial in setting the overall scope of assessment. At the same time, very few of our schools have sufficient numbers of English Learners to give this measure value; in 97% of cases, this value will not be populated, and the weight will be distributed to other indicators.

Table 42: Proposed Weighting of Academic Proficiency Measures

Criteria	Category	Accountability Question	School-Level Weights					
			High School Present		No High School Present			
			EL Present	No EL Present	EL Present		No EL Present	
					Science	No Sci.	Science	No Sci.
Academic Proficiency	Content Standards	1) How well are students performing in ELA/reading?	20%	22%	35%	37.5%	37.5%	40%
		2) How well are students performing in mathematics?	20%	22%	35%	37.5%	37.5%	40%
		3) How well are students performing in science?	5%	6%	10%	0%	12.5%	0%
		4) How well are students performing in physical education?	5%	6%	10%	12.5%	12.5%	20%
	English Language Proficiency	5) How well are English Learners gaining English proficiency?	10%	0%	10%	12.5%	0%	0%
	Graduation Rate	6) Are students staying in school until they <i>graduate</i> ?	20%	22%	0%	0%	0%	0%
	College and Career Readiness	7) How well did seniors perform on career and college ready assessments?	10%	11%	0%	0%	0%	0%
		8) Are alumni pursuing a career and college ready outcome within 16 months of graduation?	10%	11%	0%	0%	0%	0%
		Organizational Examples	PK-12, 6-12, 9-12		PK-5, PK-8, 6-8	PK-4	PK-5, PK-8, 6-8	PK-4
		FY '16 Count by Structure*	61		217	14	217	14

*For seven schools second grade is the highest student grade. For these schools their accountability will be determined through our second layer of accountability at the Supervisory Union/Supervisory District level.

Missing Measures

Because of the many school configurations and the relative scarcity of English Learners, the Agency of Education has described how weights will be shifted for schools with different configurations of learners and student groups. In general, when a measure is not available (e.g. a school with no high school grades would not have Career and College Readiness measures), the resulting weight will be redistributed to the remaining measures to maintain the remaining measures' relative comparative value.

Calculating Scores

“All Students”

To calculate the overall score for all students, the Agency of Education will perform the process described below. A worked example is provided in Appendix B.

1. Each measure’s actual performance level will be converted into the corresponding conversion point value that aligns with the previously described 4 performance-level score.
2. If the measure includes multiple entries for different grade levels, these performance-level scores will be averaged (mean) with equivalent weights to produce a value for the Accountability Question score.
3. Each Current Score will then be calculated using a weighted average of the Accountability Question Scores.
4. Each overall Current Score will then be converted to a range that describes overall performance. The table below defines the point distribution for each summative score.

Table 43: Proposed Point Distribution for Summative Scores of School Performance

Level	Proposed Term	Proposed Iconography	Current Score Proposed Range
1	Off-Target		1-1.88
2	Near Target		1.89-2.75
3	On-Target		2.76-3.65
4	Bull’s Eye		3.66-4.5

“Equity Index”

A high priority for the Vermont Board of Education and our community is ensuring equitable outcomes for our students. As such, an important piece of information to display for each school is the degree to which it is contributing to the state goal of eliminating gaps in educational opportunities for historically marginalized students.

To calculate the Equity Index, a similar process is followed for each student group. That process is described below. An example of the application of this process is provided in Appendix C.

1. The “Current Score” for each reporting group is calculated in the same manner as the previously described “All Students” score (See Page 21).
2. The “Current Score” for each historically marginalized subgroup is subtracted from the corresponding “Current Score” for the historically advantaged subgroup. This number becomes the “Subgroup Performance Gap” for each subgroup. (Students with disabilities, English learners, students in poverty, students from a racial or ethnic group other than white are identified as historically marginalized students.)

3. The “Current Scores” for each historically marginalized student subgroup are weighted to reflect their prevalence in the school.
4. The “Current Score” for historically advantaged students is determined in the same manner.
5. The “Current Score” for historically marginalized students is subtracted from the “Current Score” of historically marginalized students.
6. The difference is the school “Equity Index.”

Table 44: Proposed Equity Index Performance Levels

Level	Proposed Term	Proposed Iconography	Equity Index Proposed Range
1	Off-Target		>0.50
2	Near Target		0.25-0.50
3	On-Target		0.10-0.24
4	Bull’s Eye		<0.10

Year-to-Year Score

The “Year-to-Year Score” is simply the aggregate change this year from last year for either the current score earned by “All Students”, or as part of the Equity Index. It is our hope that all schools will show improvement each and every year, however we recognize that this may not always be possible.

Calculating Scores

Year-to-Year scores will be calculated by subtracting last year’s score from the corresponding score for this year. A negative number will appear when the performance in the more recent year is lower than the prior year.

The following is the proposed conversion scale for the Year-to-Year scores and applies to both the All Student Metric and the Equity Gap Metric.

Table 45: Proposed Year-to-year score to Performance Level Conversion Scale

Level	Proposed Term	Proposed Iconography	Year-to-Year Proposed Range
1	Off-Target		≤ 0
2	Near Target		.01-.15
3	On-Target		0.16-0.3
4	Bull's Eye		≥ 0.30

Accountability Transition Plan

ESSA provides states the flexibility to develop a transition between the current accountability structure under No Child Left Behind, and the full implementation of accountability under ESSA. Because Vermont has opted to include a number of measures that have not previously been used, we plan to use the first year of operation under ESSA for transition.

Continuing Measures

ESSA, while a new conceptualization of accountability, contains many key indicators of school performance that Vermont has used and will continue to use moving forward.

ELA and Mathematics

Vermont has been using the Smarter Balanced assessment for validating student learning in Reading/English Language Arts and mathematics for two years, and will be administering the test again in spring 2017. In 2015, USED granted Vermont's request to refrain from using the data for accountability purposes, and we used 2016 assessments as the baseline for future performance. As a result, we are able to use scale scores for accountability determinations beginning in the first year of ESSA determinations, 2017-18. Growth scores rely on three years of data. We intend to share with schools their performance on these growth measures following the spring 2017 assessment, and then use them for accountability in the first year of ESSA as well.

English Language Proficiency

Vermont has been using the Access language assessment through the WIDA consortia. This represents a continuation of past practice and will be included for accountability in the first year of implementation.

Graduation Rate

Vermont has been the national formula for calculating 4-year graduation rates and, in partnership with the New England Secondary School Consortia, we have applied that formula to the 6-year graduation rates. This represents a continuation of past practice, and will be included for accountability in the first year of implementation.

New Measures

Under ESSA, we will be including several new measures for accountability that will not be included in the first year of implementation.

Science

Vermont is in the process of developing a new science assessment, in alignment with the Next Generation Science Standards (NGSS), Vermont's adopted academic standards for Science as a curriculum content area. We anticipate the assessment will be piloted and field tested for the first time in Spring 2018. As the test will not be validated at that time we feel it unwise to include in the 2017-18 accountability determinations for schools but will still report performance on the assessment. It is anticipated that the assessment will be validated and available in the second year of ESSA implementation, 2018-19.

Physical/Health Education

Vermont is in the process of selecting a nationally validated health assessment. After adoption, AOE wishes to give schools a year of experience with the assessment prior to using the results for accountability. It is anticipated that the assessment will be available in the second year of ESSA implementation, 2018-19, and will be incorporated into accountability determinations by 2019-20.

Career and College Readiness

Both indicators for career and college readiness require the development of data-sharing agreements with a number of external partners, and the development of processes for generating summary results. It is Vermont's goal to create the infrastructure for each of these measures, and to provide data for pilot purposes during the first year of ESSA. It is anticipated that these indicators will be available in the second year of ESSA implementation, 2018-19.

Table 46: Proposed Academic Proficiency Accountability Questions and Timetable for Incorporation

(A) Criteria	(B) Category	(C) Accountability Question	(D) Indicators	Meas.	2017-18	2018-19
Academic Proficiency	Standards	1) How well are students performing in ELA/reading in 3 rd -9 th grade?	ELA: Average scale score (3-9) ELA: Growth Score (5-9)	Scale Score Growth	Accountability Accountability	Accountability Accountability
		2) How well are students performing in mathematics in 3 rd -9 th grade?	Math: Average scale score (3-9) Math: Growth Score (5-9)	Scale Score Growth	Accountability Accountability	Accountability Accountability
		3) How well are students performing in science? 5,8,11	Science: Average scale score	Scale Score	Pilot	Accountability
		4) How well are students performing in physical education? (grades to be determined)	Percent of students meeting fitness target or achieving the improvement target.	TBD	Pilot	Accountability
	English Language Proficiency	5) How well are English Learners gaining English proficiency?	Percent of students making appropriate progress (ELL only-all grades)	EL Progress	Accountability	Accountability
			Percent of students attaining proficiency (ELL only-all grades)	EL Proficient	Accountability	Accountability
	Graduation Rate	6) Are students staying in school until they graduate?	Percent of 9 th grade cohort that graduates high school within 4 years or 6 years	4-yr 6-yr	Accountability	Accountability
	College and Career Readiness	7) 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: SAT, ACT , AP, IB, CLEP, ASVAB (military), IRC/CTE Certification	CCR Assessment	Pilot	Accountability
8) 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: Enrolled in college or trade school, enlisted or working full time	CCR outcome	Pilot	Accountability

Because not all measures are available in each year, the weights used to make accountability determinations will vary in the first year of implementation. Table 46 shows the weights that will be used in 2017-18 to make initial determinations.

Table 47: Proposed 2017-18 Weights

Criteria	Category	Accountability Question	School-Level Weights			
			High School Present e.g., PK-12; 6-12; 9-12 N=61		No High School Present e.g., PK-4, PK-8, PK-5 N=231	
			EL Present	No EL Present	EL Present	No EL Present
Academic Proficiency	Content Standards	1) How well are students performing in ELA/reading?	30%	35%	40%	50%
		2) How well are students performing in mathematics?	30%	35%	40%	50%
		3) How well are students performing in science?	<i>Piloting</i>			
		4) How well are students performing in physical education?	<i>Piloting</i>			
	English Language Proficiency	5) How well are English Learners gaining English proficiency?	15%	0%	20%	0%
	Graduation Rate	6) Are students staying in school until they <i>graduate</i> ?	25%	30%	0%	0%
	College and Career Readiness	7) How well did seniors perform on career and college ready assessments?	<i>Piloting</i>			
		8) Are alumni pursuing a career and college ready outcome within 16 months of graduation?	<i>Piloting</i>			

In addition, because there will be no ability to compare the first year Academic Proficiency Score to the prior year's score, all determinations for both the "All Student" group and the Equity Index will be made based on each school's placement within the second column of each determination chart (this includes schools that have made no growth from one year to the next). Unique Determinations.

In some cases, schools may exist that do not adhere to a more traditional public school model. Under ESSA, the state must have an accountability plan that will support each of those schools as well.

Small Schools

ESSA requires that states establish alternative protocols for assessing student performance when the number of students falls below minimum numbers required for assessment. This describes many schools in Vermont. By introducing our second tier of accountability at the Supervisory Union/Supervisory District level, we will be able to work with these leadership teams to identify which schools, including those too small to display through the previously-described model, are contributing to the overall performance of the system, and which require Error! Not a valid bookmark self-reference. or Targeted Support.

Special Populations Schools

ESSA requires that states establish alternative protocols for assessing student performance when a public school exists for a specific population: for example, students receiving programming in non-traditional educational settings, students attending juvenile rehabilitation centers, students enrolled in state public schools for the blind, or schools exclusively serving recently arrived English learners. Currently Vermont does not have schools that meet these descriptions. However, all Vermont students who attend these types of independent institutions outside of Vermont must take Vermont's state assessments, and their data is linked back to the Supervisory Union/Supervisory District that pays their educational tuition. By creating the second tier of accountability at Supervisory Union/Supervisory District level, Vermont is able to include a larger number of these students when making accountability determinations.

Newly Opened Schools

ESSA requires that states establish alternative protocols for assessing student performance when a new public school opens. Currently, Vermont is experiencing declining enrollment in virtually all of our communities; opening large numbers of new schools due to increasing student enrollment is not a situation that we anticipate facing. A more likely experience in Vermont will be the merging of two existing schools into a new school with combined populations. In these circumstances, the standing of a new school within an accountability system is based on a weighted formula. For example, if 56% of the new school's students had attended a Priority 1 school, and 44% had attended a Priority 2 school, the new school would be a Priority 1 school.

Appendix A

Each Criteria (A) is comprised of a number of Categories (B), Accountability questions and Indicators that create a robust vision of the Criteria. The full table of all indicators is included in Appendix A. For example, in the Criteria of Academic Proficiency there are 4 Categories (Standards, English Language Proficiency, Graduation Rate and Career and College Readiness). Each of these Categories has one or more Accountability Questions and these also include individual Indicators. All Indicators a corresponding 4-Level Performance Scale (E) that differentiates school-level performance specific to the Indicator.

(A) Criteria	(B) Category	(C) Accountability Question	(D) Indicators	Meas.	(E) 4 Level Performance Scale					
					Off Target=1	Near Target=2		On Target=3		Bull's Eye=4
						Lower Bound	Upper Bound	Lower Bound	Upper Bound	
Academic Proficiency	Standards	1) How well are students performing in ELA/reading in 3 rd -9 th grade?	Average scale score (3-9)- used for ELA, Math, Science	<i>Scale Score</i>	Below lower bound	<i>Mid Point of Basic Score</i>	<i>Proficient Scale Score-1</i>	<i>Proficient Scale Score</i>	<i>Mid Point of Proficient Scale</i>	Above upper bound
		2) How well are students performing in mathematics in 3 rd -9 th grade?	Growth score (5-9) ELA and Math only	<i>Growth</i>		25 th	49 th	50 th	75 th	
		3) How well are students performing in science? 5,8,11	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) 1. Aerobic Capacity 2. Muscular Strength 3. Muscular Endurance 4. Flexibility	<i>Growth</i>		TBD	TBD	TBD	TBD	
		4) How healthy have our students become?								
	English Language Proficiency	5) How well are English Learners gaining English proficiency?	Percent of students making appropriate progress (ELL only-all grades)	<i>EL Progress</i>		45%	59%	60%	75%	
			Percent of students attaining proficiency (ELL only-all grades)	<i>EL Proficient</i>		45%	59%	60%	75%	
	Graduation Rate	6 Are students staying in school until they <i>graduate</i> ?	Percent of 9 th grade cohort that graduates high school within 4 years or 6 years	<i>4-yr 6-yr</i>		67%	79%	80%	94%	

	College and Career Readiness	7) How well did seniors perform on career and college ready assessments? 8) Are alumni pursuing a career and college ready outcome within 16 months of graduation?	Percent of seniors with one or more tests that meet the career and college ready assessment. Total percent of graduates who, within 16 months following graduation are in a CCR position: College, trade school, work, military, etc.	CCR Assessment		45%	59%	60%	75%	
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Appendix B

A school and/or SU/SD summary composite score for each Criteria is calculated by first converting the actual school-level performance (F) into the 4-Level Performance score. These Indicator 4-Level Performance Scores are then averaged to create an Indicator Summary (H). Indicator Summary Scores are then averaged again to create an Accountability Question Summary Score (I). The Accountability Question Summary Scores are then combined with a weighted average to produce the Criteria Current Score (K). Finally, the prior year's Current Score is subtracted from the current year current score to calculate the change from year-to-year.

Criteria	Category	Accountability Question	Indicators					Accountability		Criteria			
			Indicators	Grades	(F)Actual Score	(G) 4-Level Performance	(H) Indicator Summary	(I) Summary	(J) Weight	(K) Current Score	(L) Change Y-Y		
Academic Proficiency	Content Standards	1) How well are students performing in ELA/reading? (3-9)	Scale	6 7 8	2557 2548 2610	3.6 2.8 3.8	3.40	3.10	35%	2.9875	N/A until 2018, for illustrative purposes, assume last year was 2.850		
			Growth	All	45.2%	2.8						2.80	
		2) How well are students performing in mathematics? (3-9)	Scale	6 7 8	2533 2532 2569	2.5 2.1 2.6	2.40					2.85	35%
			Growth	All	57.8%	3.3							
		3) How well are students performing in science? (5,8,11)	Scale	8	833	2.9	2.90					2.90	10%
		4) How well are students performing in PE	Scale	6-8	TBD	3.1	3.10					3.10	10%
	English Language Proficiency	5) How well are English Learners gaining English proficiency?	% Progress	6-8	64%	3.3	3.05	3.05	10%				
			% Proficient	6-8	58%	2.8							
	Graduation Rate	6) Are students staying in school until they graduate?	4-year Grad. Rate 6-year Grad. Rate	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	0%				
	College and Career Readiness	7) How well did seniors perform on career and college ready assessments?	% CCR on tests	N/A	N/A	N/A	N/A	N/A	0%				
8) Are alumni pursuing a career and college ready outcome within 16 months of graduation?		% CCR as Alums	N/A	N/A	N/A	N/A	N/A	0%					
+ .1375													

Appendix C

After the Current (K) and Change in Year-to-Year performance scores are calculated the gaps are calculated. To determine the Equity Index Gap (M) the performance of the historically marginalized group is subtracted from the historically advantaged group. The higher the number the more problematic as the gap between student groups is large. These Gaps are then averaged to calculate the overall Equity Index (N).

To determine the Equity Gap Reduction, the difference in current performance this year from the performance last year. The change for each student group is compared and the historically marginalized group is subtracted from the historically advantaged group. In this case, a large positive number means that the historically marginalized group is improving at a rate that is faster than that of the historically advantaged group.

Criteria	Student Group	(K) Current	(M) Gap (HM-HA Perform Gap)	(N) Equity Index	(L) Change Year-to- Year	(O) Gap Reduction (HA-HM Perform Group)	(P) Equity Gap Reduction Year-to- Year
Academic Proficiency	All Students	2.988			+0.225		
	<i>FRL*</i>	2.513	0.987	1.114	+0.325	+.175	+0.155
	<i>Non-FRL</i>	3.500			+0.150		
	<i>SPED*</i>	***	***		***	***	
	<i>Non-SPED</i>	***	***		***	***	
	<i>EL*</i>	2.343	1.368		+0.295	+.160	
	<i>Non-EL</i>	3.711			+0.135		
	<i>White</i>	3.108	N/A		+0.195	N/A	
	<i>Asian</i>	***	***		***	***	
	<i>Black*</i>	***	***		***	***	
	<i>Hispanic*</i>	***	***		***	***	
	<i>Native American*</i>	***	***		***	***	
	<i>Pacific Islander*</i>	***	***		***	***	
	Historically Marginalized (HM) Students*	2.513	0.987		+0.320	+.130	
	Historically Advantaged (HA) Students	3.500			+0.190		

Appendix D

		Current 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
Current	Off Target 1-1.75	Supports: 1. CIP ⁸ written in collaboration with AOE/external partner 2. CFG ⁹ reviewed for CIP alignment 3. CIP monitoring monthly	Supports: 1. CIP reviewed for need alignment 2. CFG reviewed for CIP alignment 3. CIP monitored quarterly	Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. CIP monitored annually	⚠ Change Recognition Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring
	Near Target 1.76-2.5	Supports: 1. CIP reviewed for need alignment 2. CFG reviewed for CIP alignment 3. CIP monitored quarterly	Supports: 1. CIP reviewed for need alignment 2. CFG reviewed for CIP alignment 3. CIP monitored bi-annually	Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring	⚠ Change Recognition Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring
	On Target 2.51-3.25	Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. CIP monitored annually	Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring	Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring	⚠ Change Recognition Supports: 1. CIP expedited review 2. CFG reviewed for CIP alignment 3. No CIP monitoring

⁸ CIP= Continuous Improvement Plan required of all schools and Supervisory Union/Supervisory Districts in Vermont EQS ####

⁹ CFG= Consolidated Federal Grant required of all SU/SDs accessing federal Title I, Title IIa, Title III and Title IV dollars.

Current 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
Bull's Eye 3.26-4.0	 <p>⚠ Current Score Recognition Supports:</p> <ol style="list-style-type: none"> 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring 	 <p>⚠ Current Score Recognition Supports:</p> <ol style="list-style-type: none"> 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring 	 <p>⚠ Current Score Recognition Supports:</p> <ol style="list-style-type: none"> 1. CIP expedited review 2. CFG reviewed for CIP alignment 3. No CIP monitoring 	 <p>⚠ Current Score Recognition ⚠ Change Recognition Supports:</p> <ol style="list-style-type: none"> 1. CIP expedited review 2. CFG reviewed for CIP alignment 3. No CIP monitoring

Appendix E

Criteria Level Scores		Equity Gap Analysis Results			
		Year to Year Change			
		Off Target <0.0	Near Target 0.16-0.30	On Target 0.5-.99	Bull' Eye > 0.30
Current	Off Target >.75	Supports: 1. SU/SD/School identified for Targeted Support 2. CIP must prioritize marginalized groups 3. CFG ¹⁰ reviewed for CIP alignment 4. CIP monitoring monthly	Supports: 1. SU/SD/School identified for Targeted Support 2. CIP must prioritize marginalized groups 3. CFG reviewed for CIP alignment 4. CIP monitoring quarterly	Supports: 1. CIP must prioritize marginalized groups 2. CFG reviewed for CIP alignment 3. CIP monitoring annually	† Equity Change Recognition Supports: 1. CIP must prioritize marginalized groups 2. CFG reviewed for CIP alignment 3. No CIP monitoring
	Near Target .46-75	Supports: 1. SU/SD/School identified for Targeted Support 2. CIP must prioritize marginalized groups 3. CFG reviewed for CIP alignment 4. CIP monitoring quarterly	Supports: 1. CIP must prioritize marginalized groups 2. CFG reviewed for CIP alignment 3. CIP monitoring bi-annually	Supports: 1. CIP must prioritize marginalized groups 2. CFG reviewed for CIP alignment 3. No CIP monitoring	† Equity Change Recognition Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring
	On Target .16-.45	Supports: 1. CIP reviewed for need alignment 2. CFG reviewed for CIP alignment 3. CIP monitoring annually	Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring	Supports: 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring	† Equity Change Recognition Supports: 1. CIP expedited review 2. CFG reviewed for CIP alignment 3. No CIP monitoring

¹⁰ CFG= Consolidated Federal Grant required of all SU/SDs accessing federal Title I, Title IIa, Title III and Title IV dollars.

Equity Gap Analysis Results

Criteria Level Scores		Year to Year Change			
		Off Target <0.0 	Near Target 0.16-0.30 	On Target 0.5-.99 	Bull' Eye > 0.30 
Bull's Eye <0-0.15	¶ Equity Index Recognition <u>Supports:</u> 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring	¶ Equity Index Recognition <u>Supports:</u> 1. CIP alignment reviewed 2. CFG reviewed for CIP alignment 3. No CIP monitoring	¶ Equity Index Recognition <u>Supports:</u> 1. CIP expedited review 2. CFG reviewed for CIP alignment 3. No CIP monitoring	¶ Equity Index Recognition ¶ Equity Change Recognition <u>Supports:</u> 1. CIP expedited review 2. CFG reviewed for CIP alignment 3. No CIP monitoring	



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Appendix F- ELA Performance Charts for Student Groups

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
All Students						
1) How well are students performing in ELA/reading in 3 rd -9 th grade? SCALE	3 rd	2438	2460	2445	2453	2460
	4 th	2477	2502	2485	2494	2502
	5 th	2515	2541	2524	2532	2541
	6 th	2539	2574	2551	2562	2574
	7 th	2562	2600	2575	2587	2600
	8 th	2580	2617	2592	2605	2617
	9 th		TBD			
American Indian or Alaskan Native						
	3 rd	2415	2460	2430	2445	2460
	4 th	2432	2502	2455	2479	2502
	5 th	2496	2541	2511	2526	2541
	6 th	2526	2574	2542	2558	2574
	7 th	2530	2600	2553	2577	2600
	8 th	2535	2617	2562	2590	2617
	9 th		TBD			
Asian						
	3 rd	2453	2460	2455	2458	2460
	4 th	2496	2502	2498	2500	2502
	5 th	2528	2541	2532	2537	2541
	6 th	2553	2574	2560	2567	2574
	7 th	2577	2600	2585	2592	2600
	8 th	2597	2617	2604	2610	2617
	9 th		TBD			
African-American						
	3 rd	2407	2460	2425	2442	2460
	4 th	2445	2502	2464	2483	2502
	5 th	2475	2541	2497	2519	2541
	6 th	2495	2574	2521	2548	2574
	7 th	2512	2600	2541	2571	2600
	8 th	2545	2617	2569	2593	2617
	9 th		TBD			
Hispanic						
	3 rd	2425	2460	2437	2448	2460
	4 th	2456	2502	2471	2487	2502
	5 th	2510	2541	2520	2531	2541
	6 th	2548	2574	2557	2565	2574

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
	7 th	2548	2600	2565	2583	2600
	8 th	2596	2617	2603	2610	2617
	9 th		TBD			
	Native Hawaiian or Pacific Islander					
	3 rd	2453	2460	2455	2458	2460
	4 th	2504	2502	2503	2503	2502
	5 th	2528	2541	2532	2537	2541
	6 th	2571	2574	2572	2573	2574
	7 th	2561	2600	2574	2587	2600
	8 th	2549	2617	2572	2594	2617
	9 th		TBD			
	White					
	3 rd	2438	2460	2445	2453	2460
	4 th	2478	2502	2486	2494	2502
	5 th	2517	2541	2525	2533	2541
	6 th	2540	2574	2551	2563	2574
	7 th	2563	2600	2575	2588	2600
	8 th	2581	2617	2593	2605	2617
	9 th		TBD			
	English Learner					
	3 rd	2410	2460	2427	2443	2460
	4 th	2383	2502	2423	2462	2502
	5 th	2406	2541	2451	2496	2541
	6 th	2408	2574	2463	2519	2574
	7 th	2437	2600	2491	2546	2600
	8 th	2464	2617	2515	2566	2617
	9 th		TBD			
	Students with Free and Reduced Lunch					
	3 rd	2406	2460	2424	2442	2460
	4 th	2441	2502	2461	2482	2502
	5 th	2480	2541	2500	2521	2541
	6 th	2502	2574	2526	2550	2574
	7 th	2520	2600	2547	2573	2600
	8 th	2541	2617	2566	2592	2617
	9 th		TBD			
	Students With Disabilities					
	3 rd	2353	2460	2389	2424	2460
	4 th	2385	2502	2424	2463	2502
	5 th	2416	2541	2458	2499	2541
	6 th	2431	2574	2479	2526	2574
	7 th	2448	2600	2499	2549	2600
	8 th	2465	2617	2516	2566	2617
	9 th		TBD			
	Male					
	3 rd	2427	2460	2438	2449	2460
	4 th	2465	2502	2477	2490	2502

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
	5 th	2499	2541	2513	2527	2541
	6 th	2523	2574	2540	2557	2574
	7 th	2543	2600	2562	2581	2600
	8 th	2561	2617	2580	2598	2617
	9 th		TBD			
	Female					
	3 rd	2449	2460	2453	2456	2460
	4 th	2490	2502	2494	2498	2502
	5 th	2533	2541	2536	2538	2541
	6 th	2556	2574	2562	2568	2574
	7 th	2582	2600	2588	2594	2600
	8 th	2600	2617	2606	2611	2617
	9 th		TBD			
	Migrant					
	3 rd	2363	2460	2395	2428	2460
	4 th	<11	2502			2502
	5 th	<11	2541			2541
	6 th	<11	2574			2574
	7 th	<11	2600			2600
	8 th	<11	2617			2617
	9 th		TBD			
	Historically Marginalized Students					
	3 rd		2460			2460
	4 th		2502			2502
	5 th		2541			2541
	6 th		2574			2574
	7 th		2600			2600
	8 th		2617			2617
	9 th		TBD			

Appendix G- Math Performance Charts for Student Groups

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
All Students						
1) How well are students performing in ELA/reading in 3 rd -9 th grade? SCALE	3 rd	2438	2460	2445	2453	2460
	4 th	2477	2502	2485	2494	2502
	5 th	2515	2541	2524	2532	2541
	6 th	2539	2574	2551	2562	2574
	7 th	2562	2600	2575	2587	2600
	8 th	2580	2617	2592	2605	2617
	9 th		TBD			
American Indian or Alaskan Native						
	3 rd	2428	2460	2439	2449	2460
	4 th	2440	2502	2461	2481	2502
	5 th	2487	2541	2505	2523	2541
	6 th	2498	2574	2523	2549	2574
	7 th	2512	2600	2541	2571	2600
	8 th	2511	2617	2546	2582	2617
	9 th		TBD			
Asian						
	3 rd	2459	2460	2459	2460	2460
	4 th	2498	2502	2499	2501	2502
	5 th	2523	2541	2529	2535	2541
	6 th	2545	2574	2555	2564	2574
	7 th	2569	2600	2579	2590	2600
	8 th	2598	2617	2604	2611	2617
	9 th		TBD			
African-American						
	3 rd	2402	2460	2421	2441	2460
	4 th	2446	2502	2465	2483	2502
	5 th	2465	2541	2490	2516	2541
	6 th	2466	2574	2502	2538	2574
	7 th	2487	2600	2525	2562	2600
	8 th	2506	2617	2543	2580	2617
	9 th		TBD			
Hispanic						
	3 rd	2427	2460	2438	2449	2460
	4 th	2464	2502	2477	2489	2502
	5 th	2496	2541	2511	2526	2541
	6 th	2520	2574	2538	2556	2574
	7 th	2537	2600	2558	2579	2600
	8 th	2569	2617	2585	2601	2617
	9 th		TBD			
Native Hawaiian or Pacific Islander						

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
	3 rd	2450	2460	2453	2457	2460
	4 th	2513	2502	2509	2506	2502
	5 th	2500	2541	2514	2527	2541
	6 th	2558	2574	2563	2569	2574
	7 th	2551	2600	2567	2584	2600
	8 th	2513	2617	2548	2582	2617
	9 th		TBD			
	White					
	3 rd	2442	2460	2448	2454	2460
	4 th	2483	2502	2489	2496	2502
	5 th	2510	2541	2520	2531	2541
	6 th	2523	2574	2540	2557	2574
	7 th	2549	2600	2566	2583	2600
	8 th	2565	2617	2582	2600	2617
	9 th		TBD			
	English Learner					
	3 rd	2426	2460	2437	2449	2460
	4 th	2411	2502	2441	2472	2502
	5 th	2423	2541	2462	2502	2541
	6 th	2382	2574	2446	2510	2574
	7 th	2431	2600	2487	2544	2600
	8 th	2421	2617	2486	2552	2617
	9 th		TBD			
	Students with Free and Reduced Lunch					
	3 rd	2414	2460	2429	2445	2460
	4 th	2452	2502	2469	2485	2502
	5 th	2477	2541	2498	2520	2541
	6 th	2485	2574	2515	2544	2574
	7 th	2506	2600	2537	2569	2600
	8 th	2518	2617	2551	2584	2617
	9 th		TBD			
	Students With Disabilities					
	3 rd	2354	2460	2389	2425	2460
	4 th	2406	2502	2438	2470	2502
	5 th	2421	2541	2461	2501	2541
	6 th	2408	2574	2463	2519	2574
	7 th	2424	2600	2483	2541	2600
	8 th	2435	2617	2496	2556	2617
	9 th		TBD			
	Male					
	3 rd	2442	2460	2448	2454	2460
	4 th	2485	2502	2491	2496	2502
	5 th	2507	2541	2518	2530	2541
	6 th	2519	2574	2537	2556	2574
	7 th	2541	2600	2561	2580	2600
	8 th	2557	2617	2577	2597	2617

Accountability Question	Grade	Current Performance (2016)	Long term Goal <i>Mid Point of Proficient Scale</i>	Interim Targets		
				2019 1	2022 2	2025 3
	9 th		TBD			
	Female					
	3 rd	2442	2460	2448	2454	2460
	4 th	2480	2502	2487	2495	2502
	5 th	2510	2541	2520	2531	2541
	6 th	2525	2574	2541	2558	2574
	7 th	2555	2600	2570	2585	2600
	8 th	2570	2617	2586	2601	2617
	9 th		TBD			
	Migrant					
	3 rd	2377	2460	2405	2432	2460
	4 th		2502			2502
	5 th		2541			2541
	6 th		2574			2574
	7 th		2600			2600
	8 th		2617			2617
	9 th		TBD			
	Historically Marginalized Students					
	3 rd		2460			2460
	4 th		2502			2502
	5 th		2541			2541
	6 th		2574			2574
	7 th		2600			2600
	8 th		2617			2617
	9 th		TBD			