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## Public Input

Throughout the development of the State Plan, Vermont engaged stakeholders in the development of the Vermont State Plan. These efforts began in December of 2015, with opportunities for public input occurring monthly—often multiple times each month—through November of 2016.

Regular public notice of plan-related topics, including those related to the processes and procedures for developing and adopting the consolidated state plan, was delivered through the Field Input Team (FIT), a standing and diverse team of roughly 20 public stakeholders who met every six weeks throughout 2016 to discuss the plan’s development and the role of the public in that work. FIT recommendations led to further public input that included additional stakeholders suggested by FIT members, and confirmed (and often expanded upon) by the VT AOE. FIT meetings always included updates on the plan’s anticipated development and submission process.

FIT members included, but were not limited to, participants representing the following groups:

- Community of Practitioners
- Community Leaders and advocates
- English Learner educators
- Institutions of Higher Education
- Vermont Association for School Business Officials
- Vermont Curriculum Leaders’ Association
- Vermont National Education Association (including Special Educators)
- Vermont Principals’ Association
- Vermont State Board of Education
- Vermont State Legislature
- Vermont Superintendents’ Association

FIT meetings were held on February 29, April 18, May 31, July 11, August 22, and November 14, all in 2016. Please Appendix 1 for a sample FIT agenda.

Public Notice of development processes and procedures was also regularly delivered at professional meetings and conferences: at plenary sessions, breakout sessions, and as items on meeting agendas, including legislative sessions, State Board of Education meetings, meetings with the Vermont Governor’s office, and public input sessions within the State Plan development process. A partial list of professional events where State Plan development

updates were presented is described below. Event agendas are included as appendices, where indicated with an “\*”:

- Title Committee of Practitioners Meeting: February 25
- Consolidated Federal Programs Rollout Conference: March 2 (Please see Appendix 2)
- Vermont Superintendents’ Association Meeting: March 31
- Vermont Curriculum Leaders’ Association Meeting: April 1
- Meeting with Senator Bernie Sander’s Staff: May 5
- Public Input Session: School Effectiveness: June 6
- Public Input Session: Accountability Measures: June 16
- Special Education Advisory Council Meeting: June 20
- ESSA Public Input Retreat: August 10-11 (Please see Appendix 3)
- State Board of Education Meeting: September 20
- Vermont School Boards Association Presentation: October 14
- Vermont School Boards Association Retreat: October 20

And finally, public notice of state plan development was delivered through multiple channels electronically. The primary channels of distribution were Vermont’s Weekly Field Memo, an electronic newsletter which had 45,162 unique pageviews in 2015, and which drew attention to the development process and directed traffic to the Vermont Agency of Education website; and the website itself, which included a set of dedicated ESSA pages providing multiple resources describing the anticipated Plan development and submission process. A sample Field Memo (Appendix 4) and sample newsletter (Appendix 5) are included in our appendices.

## **Outreach and Input**

### **Challenging Academic Standards and Academic Assessments**

As a part of reviewing decision points within the development of a Vermont State Plan, the Agency of Education considered whether or not to revisit its adoption of the Common Core State Standards (CCSS) for English and Math, and the Next Generation Science Standards (NGSS). While the Agency went into this process recognizing that resources and time had been spent implementing CCSS and NGSS since their prior adoption as state academic standards, we were prepared to revisit this conversation if educators and the public strongly believed that the standards were not a good fit for the state. We also began this process with the understanding that CCSS and NGSS had been initially adopted with public input, through an extensive process coordinated by the Agency, and approved by Vermont’s State Board of Education.

The question of revisiting CCSS and NGSS adoption was raised through multiple channels. It was initially raised at a Vermont Curriculum Leaders Association (VTCLA) meeting in December 18, 2015. The VTCLA meeting was attended by roughly 30 SU/SD-level curriculum leaders, who unanimously agreed that Vermont should continue implementation of CCSS and NGSS. Their rationale was that the standards were effective instructional resources; that the

standards supported Vermont's current prioritization of proficiency-based learning and 21<sup>st</sup> Century skill development; and that a change to the standards at this time would be jarring for educators, and reversing years of implementation work statewide.

In order to ensure that this question was brought to a broader cross section of stakeholders in the state, it was subsequently raised at a Field Input Team (FIT) meeting on February 29, 2016. The composition of FIT is described more fully in section 2.1A of this template, and includes representatives from numerous education, legislative, and policy-making groups, as well as representatives from community organizations, higher education, and student advocacy groups. When the question was put to FIT, they unanimously agreed that CCSS and NGSS should not be revisited at this time, as the state's academic standards for ELA, Mathematics, and Science.

Finally, the question of continued adoption of CCSS and NGSS was raised at the Agency's annual Consolidated Federal Programs Rollout event (the CFP Rollout) on March 29. The Rollout was attended by SU/SD teams of educators from around the state, including Business Managers, Superintendents, Principals, Teacher leaders, and Curriculum Leaders. The conference included plenary sessions in the morning and breakout sessions in the afternoon; at one of the breakouts, continued CCSS and NGSS adoption was raised. Although session attendees believed that the standards needed additional implementation support, they also overwhelmingly agreed that continued adoption and implementation was the best approach for the state.

After receiving all stakeholder feedback, the Agency decided to continue supporting CCSS and NGSS as the state's academic learning standards for ELA, Mathematics, and Science. That decision is represented within this draft State Plan.

### **Accountability and Support for Schools**

Related to the provision of supports for schools, the VT AOE identified several questions requiring field input early on in our plan writing process. These included questions about which VT AOE supports could best facilitate SU/SD and school-level improvement, and which SU/SD supports could best effect school-level improvement.

The question of how to incorporate the public into this discussion was brought to the Field Input Team (FIT) on February 29, 2015. FIT members unanimously agreed that these questions were important enough to require face to face input sessions, and recommended making those discussions open to the public, while primarily targeting practicing educators, as participants.

Following this input, the VT AOE decided to develop and host several public input sessions on these topics. Sessions were framed around a combination of evaluating the efficacy, relevancy, and practicality of existing VT AOE and SU/SD continuous improvement supports, while also

identifying and recommending new supports. The VT AOE's goal in collecting this input was to develop a new continuous improvement framework for use statewide—a framework that would be aligned with the goals of ESSA and Vermont's Education Quality Standards, and which could be incorporated into the Education Quality Review process.

The first input session was designed for professional educators, and held as a breakout session at Vermont's annual CFP Rollout conference on March 29, 2015. Conference attendees were professional educators and SU/SD staff. Recommendations coming out of that breakout session were used to narrow the focus for the second session: an all-day input session for professional educators and the general public held on April 19, 2016.

The input from these sessions affirmed some current approaches to practice and challenged others, and ultimately informed the subsequent direction that the state would take with its continuous improvement supports. Following these sessions, the Education Quality Assurance team developed a Continuous Improvement and Education Quality Framework (referred to here as the Framework), which included guidance on the SU/SD and VT AOE supports necessary to implement the Framework effectively.

Input from Vermont stakeholders represented in the current draft of the Framework includes:

- Using Integrated Field reviews to dig deeper into inequities impacting historically disadvantaged students;
- Incorporating multiple measures of school performance (in addition to standardized test scores) into school performance reviews, within an Education Quality Review model;
- Deeper and more intensive provision of VT AOE technical assistance supports to schools and SU/SDs demonstrating the greatest need
- Quarterly progress monitoring of schools and SU/SDs identified as needing comprehensive support by the VT AOE
- Provide multiple peer-to-peer networking opportunities for the exchange of best practices, and the development of new partnerships
- Provide a simplified VT AOE-developed continuous improvement planning template to the field that emphasizes data-based decision making
- Provide a VT AOE-identified or VT AOE-developed self-evaluation tool for SU/SDs and schools

### **Supporting Excellent Educators**

ESSA gives VT AOE's the option of reserving up to 3% of the amount held for SU/SD subgrants for school leadership training. In determining whether or not to exercise this option, the VT AOE reviewed both internal opinions and the practices of other states, ultimately determining that school leadership training had the potential to be both high impact and an effective component of a larger statewide continuous improvement framework.

In determining how to frame this issue to the public, the VTAOE opted to publicly commit to the use of 3% of the SU/SD subgrant funding for school leadership training. The VT AOE initially collected stakeholder input on potential uses for that funding through a breakout session held during the VT AOE's annual CFP Rollout conference on March 29, 2016. The conference was attended by a variety of SU/SD and school-level professional educators, including superintendents, business officers, principals, and instructional leaders. Conference attendees were provided a list of allowable activities for the 3% set aside and asked to identify which activities would be beneficial. Conference attendee input favored professional learning for school leadership, possibly through an academy or institute approach.

This feedback was shared with attendees of a second round of public input sessions, which were held at the VT AOE-led ESSA Public Input Retreat at Jay Peak Resort on August 10 and 11, 2016. Retreat input was collected through two retreat breakout sessions. The first was held on the 10<sup>th</sup>, and was designed for retreat attendees who were not professional educators, including legislators, parents, and community and student advocates. The second was held on August 11; it built on and incorporated the input from the August 10 session, and was intended for an audience of professional educators, including teachers, superintendents, principals, and curriculum leaders. Attendees at both sessions were presented with the Academy format as the VT AOE's preferred approach, coming out of the first input session, and were asked about possible Academy content and structure.

Based on public input, the VT AOE has settled on a Principal's Academy format and is also using public input to inform the development of Academy content. Additionally, following recommendations from the public, the VT AOE has incorporated the Academy into its support structure for Comprehensive Schools identified under ESSA.

## **Supporting All Students**

In February of 2016, the Agency of Education brought the following question to the public for input: Should the VT AOE distribute the 7% set aside (from the State's Title I allocation) designated specifically for school improvement to SU/SDs through competitive grants or by formula-based calculations? A secondary question tied to this issue was whether or not the State should provide some services that SU/SDs could "purchase" in lieu of asking SU/SDs to find service providers in rural locations where those services might not be readily accessible.

Initially, the Agency preferred to distribute this funding through a competitive grant process with the rationale that competitive grants would allow funding to go to applicants who needed it the most.

On February 29, this question was brought before the Field Input Team (FIT) for discussion. FIT members overwhelmingly felt that the VT AOE should distribute funding on a formula basis. They argued that this would allow more SU/SDs to take advantage of the funding and that a formula could target SU/SDs most in need of support. FIT members also felt that competitive grant processes often favored communities with more resources to allocate towards grant writing or with better access to grant writers, not necessarily reflecting the communities with the greatest need.

The FIT recommended that this conversation continue with the public so it was presented as a breakout session at the CFP Spring Conference on March 29, 2016. That conference was attended by educators from across the state, including educators from SU/SDs most likely to be affected by this decision. Through the breakout session, and after a long discussion of the pros and cons of a competitive structure versus a formula structure, the public voiced strong support for a formula structure.

The public also supported the idea of the VT AOE developing resources to support school improvement. The public stated that paying for external tutors and the other allowable activities under this section did not seem very effective given the rural nature of Vermont and the past efficacy of such activities. They felt that schools and SU/SDs would be able to create effective supports for students in a much more efficient and cost-effective manner. They were also clear that they did not prefer additional reserves at the state level if that would reduce the amount of Title I funds available locally.

After considering public input, the Agency decided to reverse its anticipated direction on the question of allocating the 7% set aside using competitive versus formula grants to support the public's recommendations. This proposal is now a part of our State Plan submitted for federal review.

## Coordination Across Title Funding Pools

The Titles that Vermont is applying for in its consolidated application are:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part B, Section 1201: Grants for State Assessments and Related Activities
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Migrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act: Education for Homeless Children and Youths

To ensure cohesion in this work, the VT AOE Leadership Team meets weekly with the goal of coordinating of all of the teams involved in the consolidated application and fostering alignment between the work of those teams and larger Agency goals.

The Agency's Federal and Education Support Programs (FESP) Team administers Title I, Parts A, C, D; Title IIA; Title III; Title IV, and Title VII. FESP works closely with the Agency's Assessment & Accountability Team, and the Agency's Education Quality team, in identifying schools and SU/SDs most in need of support and to plan and deliver data-driven technical assistance.

Applications for uses of Title IA, Title IIA, Title III, Title IV, and school improvement (1003) funds are proposed by SU/SDs through the SU/SDs' consolidated federal programs application. This allows SU/SDs to link their Title-funded programs and services to the goals outlined in their state-mandated Continuous Improvement Plans with SU/SDs being strongly encouraged to blend and braid funding sources together to meet their identified needs.

The Agency's Title IIA staff works closely with the Educator Licensing division to develop and support programs designed to improve effective teaching and school leadership. Title IIA staff also administers the Professional Learning Network (PLN), a team of Agency staff and field practitioners that provides training and technical to assistance to schools and SU/SDs. FESP also administers grant programs for special populations—migrant, neglected & delinquent, and homeless students—and seeks to align those programs with state goals for student achievement.

The Education Quality Division works closely with the Agency staff in the Integrated Support for Learning Division to provide schools and SU/SDs the supports needed to improve student

outcomes. Education Quality uses data from our state-developed Accountability process—the Education Quality Reviews—to identify and target needed supports for schools and SU/SDs. Once those supports have been identified, the Education Quality team meets regularly with VT AOE staff from other teams and divisions to collaborate on supporting SU/SD and school-level continuous improvement efforts.

Title IV, Part B and 21C Programs' Learning Communities are administered by the Agency's Transformation and Innovation team. The Agency's Title I, Part A and Education Quality teams work closely with this program and recognize the value that high quality afterschool and summer programming play in school improvement efforts.

## **Appendix 1—FIT Agenda**

**FIT Agenda  
5/31/16  
Virtual Meeting  
9:00 AM- 11:00 PM**

**9:00 AM:** Welcome and Introductions

**9:20 AM:** ESSA Review

**9:45 AM:** Update on FIT Recommendations

**10:00 AM:** ESSA decision points: formal input and discussion

- Should the Agency engage the public in a discussion related to how the state shall set the goals/benchmarks for the “ambitious goals” that must be set for academic achievement, English language proficiency, and our other metrics?
  - Should we set the goal at 100% of students meeting the metric or a lesser percentage?
  - Should the goal change periodically towards the ultimate goal or be constant?
- Should the Agency engage the public in a discussion related how data will be used to sort/categorize schools?
- Title II, Part A (Supporting Effective Instruction) allows the State to reserve 4% of the State’s allocation to carry out 1 or more of 21 allowable activities. Should the Agency engage the public in a discussion related to what would be the most effective use(s) of these funds to meet the intent of this section?

**10:45 AM:** Next Steps/Future Meetings

## Appendix 2: Consolidated Federal Programs Conference



# Consolidated Federal Programs Annual Conference

## AGENDA

8:00 a.m. – 8:45. a.m.	Registration	
8:00 a.m. – 8:45 a.m.	Continental Breakfast	
8:45 a.m. – 10:00 a.m.	<b>Welcome</b> <i>Mary Mulloy, State Director, Title I, Agency of Education</i>	<b>Oscar Wilde Ballroom</b>
	<b>Setting the Table for ESSA</b> <i>Amy Fowler, Deputy Secretary, Agency of Education</i>	
	<b>What's New in the CFP?</b> <i>Mary Mulloy, State Director, Title I, Agency of Education</i>	
10:15 a.m. – 12:00 p.m.	<b>ESSA Input Gathering Sessions with Stakeholders</b> <ul style="list-style-type: none"><li>• AOE Communications Strategies Regarding ESSA, EQS, and EQRs</li><li>• Assessment &amp; Accountability</li><li>• Educator Quality</li><li>• Implementing Comprehensive and Targeted Improvement Supports with LEAs and Schools</li><li>• Transition Plan for SES &amp; Choice plus Reservation of Title I Funds under ESSA</li></ul>	
12:15 p.m. – 1:15 p.m.	Lunch <b>Preparing for Personalized Online Learning</b> <i>Jeff Renard, Director, Vermont Virtual Learning Cooperative</i>	<b>Oscar Wilde Ballroom</b>
1:30 p.m. – 3:00 p.m.	<b>Afternoon Workshops</b> <ul style="list-style-type: none"><li>• Allowable Uses for Title II, Part A Funds &amp; Methods for Evaluating Impact</li><li>• Coaching as Professional Learning: Guidance for Implementing Effective Coaching Systems</li><li>• Never Enough Resources: Conducting a Needs Assessment</li><li>• Procurement and What's New in the CFP Application</li><li>• Serving Homeless Children and Youth through Title I</li><li>• Using Title I to Engage Learning</li></ul>	
3:15 p.m. – 4:00 p.m.	<b>Consultation with Agency of Education Staff</b>	<b>Oscar Wilde Ballroom</b>

### Appendix 3: Jay Peak Public Input Retreat



## ESSA Public Input Retreat: Jay Peak

### AGENDA

#### Wednesday, August 10

Time	Activity	Location
8:00-9:00	Registration and Breakfast	Haynes
9:00-9:30	Opening Comments: Secretary Rebecca Holcombe	Foeger I and II
9:30-10:00	Retreat Overview and Agenda Setting <i>Chris Case</i>	Foeger I and II
10:15-12:00	Plenary Public Input Session: State Report Cards <i>Patrick Halladay</i>  Description: Participants will review examples of state-level report cards from other states. We will collect feedback on the strengths and limitations of various formats, and on which elements might be the best fit for Vermont.	Foeger I and II
12:00-1:00	Lunch	Haynes
12:10-12:50	ESSA 101: Optional Information and Q&A Session <i>Chris Case, Patrick Halladay</i>  Description: This optional lunchtime session will provide an overview of the themes and sections of ESSA and of the process that Vermont is using to develop its state plan. This session is intended for attendees who are unfamiliar with ESSA and the state plan development process, or who have general questions about the work.	Pepin

Afternoon Breakout Session Options (pick one)		
Time	Session Topic	Location
1:00-4:00	<p><b>Session 1: Evaluating Performance</b> <i>Amy Fowler</i></p> <p><b>Description:</b> ESSA requires that we set long-term goals for each of our accountability measures and that we measure school performance relative to those goals. In this session, we will consider the following questions:</p> <ul style="list-style-type: none"> <li>▪ What helps you to understand if schools have and have not met the long term goals of ESSA?</li> <li>▪ What helps you to understand how close (or far) schools are from the long term goals of ESSA?</li> <li>▪ How might we describe levels of performance for accountability?</li> </ul>	Pepin
1:00-4:00	<p><b>Session 2: Principal &amp; School Leader Professional Learning</b> <i>Debi Price, M.C. Moran</i></p> <p>Please note that this session is primarily intended for non-educators. Another session on this topic—designed for educators--will be held on 8/11 from 9:00AM-12:00PM.</p> <p><b>Description:</b> The role of an education leader has shifted from administrative command to responsibility and accountability for teaching and learning. Principals have a critical impact on student performance on a per-staff basis, and also influence the hiring, training, and retention of teachers. The AOE will begin a Principal and School Leader Academy in 2017; participants in this session will be introduced to the Vermont Leadership Standards, and will provide input on which Standards should be addressed within an Academy</p>	Foeger II
1:00-4:00	<p><b>Session 3: Establishing Long Term Goals</b> <i>Michael Hock, Chris Case</i></p> <p><b>Description:</b> ESSA requires that we set long-term goals for each of our federal accountability measures. In this session, participants will provide input on two key questions using reading and mathematics proficiency as an example:</p> <ol style="list-style-type: none"> <li>1. In 10 years, what percent of Vermont students should be proficient in reading and math? What are the implications of this decision?</li> <li>2. Between now and 2028, should our goal for student proficiency be constant, or should it increase over time? What are the implications of this decision?</li> </ol>	Foeger I
1:00-4:00	<p><b>Session 4: School Criteria for Exiting Identification</b> <i>Josh Souliere, Jesse Roy, Donna Stafford</i></p> <p><b>Description:</b> What goals should schools have to meet before they can exit identification under ESSA, once they've been identified? How many years should a school remain identified before having the opportunity to exit identification? What actions should the state take for schools that haven't met those goals? In this session, participants will discuss the criteria for schools to meet as a condition of exiting identification under ESSA. Additionally, participants will discuss possible SEA actions for schools that are unable to exit identification status.</p>	Foeger III

## Thursday, August 11

Time	Activity	Location
8:00-8:45	Breakfast	Haynes
8:45-9:00	Opening	<i>Chris Case and Patrick Halladay</i> Foeger I and II

Morning Breakout Session Options (pick one)		
Time	Session Topic	Location
9:15-12:00	<p><b>Session 1: Evaluating Performance</b> <i>Amy Fowler</i></p> <p><b>Description:</b> ESSA requires that we set long-term goals for each of our accountability measures and that we measure school performance relative to those goals. In this session, we will consider the following questions:</p> <ul style="list-style-type: none"> <li>▪ What helps you to understand if schools have and have not met the long term goals of ESSA?</li> <li>▪ What helps you to understand how close (or far) schools are from the long term goals of ESSA?</li> <li>▪ How might we describe levels of performance for accountability?</li> </ul>	Foeger I
9:15-12:00	<p><b>Session 2: Principal &amp; School Leader Professional Learning</b> <i>Debi Price, M.C. Moran, Veronica Newton</i></p> <p><b>Please note that this session is primarily intended for professional educators. Another session for non-educators on this topic will be held on 8/10 from 1:00PM-4:00PM.</b></p> <p><b>Description:</b> The role of an education leader has shifted from administrative command to responsibility and accountability for teaching and learning. Principals have a critical impact on student performance on a per-staff basis, and also influence the hiring, training, and retention of teachers. The AOE will begin a Principal and School Leader Academy in 2017; participants in this session will be introduced to the Vermont Leadership Standards, and will provide input on which Standards should be addressed within an Academy.</p>	Foeger II
9:15-12:00	<p><b>Session 3: Establishing Long Term Goals</b> <i>Michael Hock, Patrick Halladay</i></p> <p><b>Description:</b> ESSA requires that we set long-term goals for each of our federal accountability measures. In this session, participants will provide input on two key questions using reading and mathematics proficiency as an example:</p> <ol style="list-style-type: none"> <li>1. In 2028 (10 years), what percent of Vermont students should be proficient in reading and math? What are the implications of this decision?</li> <li>2. Between now and 2026, should our goal for student proficiency be constant, or should it increase over time? What are the implications of this decision?</li> </ol>	Foeger III
9:15-12:00	<p><b>Session 4: Setting Long Term Goals for English Learners</b> <i>Jim McCobb</i></p> <p><b>Description:</b> Participants in this session will discuss the following questions related to students who speak English as a second language:</p> <ol style="list-style-type: none"> <li>1. Should all English Learners in Vermont have the same English language proficiency goals within a federal accountability system? Alternately, should different proficiency goals be set for different subcategories of English Learners? Should those goals be set individually, from student to student?</li> <li>2. If English language proficiency goals are set through subcategories, how should those subcategories be determined?</li> <li>3. If English language proficiency goals are determined student-to-student using a standardized process, what criteria/considerations should be part of that process?</li> </ol>	Pepin

12:00-1:00	Lunch	Haynes
Afternoon Breakout Session Options (pick one)		
Time	Session Topic	Location
1:00-4:00	<b>Session 1: State Report Card Follow Up</b> <i>Patrick Halladay</i> <b>Description:</b> Participants will take a deeper dive into the State report card feedback collected the first morning of the retreat. We will be discussing what report card formats would work best for Vermont: what various existing and proposed formats emphasize, how to best highlight state priorities through a report card, and which report card format would best support communication across educator and non-educator stakeholder groups.	Foeger II
1:00-4:00	<b>Session 2: ESSA Input Grab Bag</b> <i>Chris Case</i> <b>Description:</b> Did you have an ESSA question that you wanted to provide input on? This session is a chance for participants to discuss and provide feedback on ESSA questions that weren't discussed through this retreat. Attendee input will be considered as the AOE frames the Vermont State Plan for federal review in 2017.	Foeger III
1:00-4:00	<b>Session 3 (Repeated from 8/10 PM): School Criteria for Exiting Identification</b> <i>Josh Souliere, Donna Stafford, Jesse Roy</i> <b>Description:</b> What goals should schools have to meet before they can exit identification under ESSA, once they've been identified? How many years should a school remain identified before having the opportunity to exit identification? What actions should the state take for schools that haven't met those goals? In this session, participants will discuss the criteria for schools to meet as a condition of exiting identification under ESSA. Additionally, participants will discuss possible SEA actions for schools that are unable to exit identification status.	Pepin
1:00-4:00	<b>Session 4: Evaluating Performance</b> <i>Amy Fowler</i> <b>Description:</b> ESSA requires that we set long-term goals for each of our accountability measures and that we measure school performance relative to those goals. In this session, we will consider the following questions: <ul style="list-style-type: none"> <li>▪ What helps you to understand if schools have and have not met the long term goals of ESSA?</li> <li>▪ What helps you to understand how close (or far) schools are from the long term goals of ESSA?</li> <li>▪ How might we describe levels of performance for accountability?</li> </ul>	Foeger I
4:15-4:30	Closing	<i>Chris Case, Patrick Halladay</i> Foeger I and II

## **Appendix 4: Weekly Field Memo**

WEEKLY FIELD MEMO

### **VOLUME 10, ISSUE 37**

12 October 2016

- [The Vermont State Plan is Being Drafted](#)
- [Collaborative Learning Groups and Education Quality Standards](#)
- [Delayed Due Date for Digital Learning Plans](#)
- [Moving Toward Proficiency in Text-Based Writing: Learning from Student Work](#)
- [HQT Reports for the 2015-2016 School Year](#)
- [Governor's Statewide School Safety Training Conference](#)
- [Two Upcoming Statewide School Maker Fairs and Engineering Challenge](#)
- [31st Annual Vermont Fest](#)
- [Vermont Emergency Preparedness Conference](#)
- [New School Safety Website](#)
- [New School Safety Survey](#)
- [Fall for FAFSA Scholarship Opportunity](#)
- [Opportunity for Technical Assistance](#)
- [Courtesy Postings](#)

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#### **The Vermont State Plan is Being Drafted**

Audience: All

After months of consultation with Vermont educators and members of the general public, the Vermont State plan is currently being drafted for federal review. In the weeks ahead, please look at the [AOE website](#) for additional proposals that will be included in the draft plan, and an updated timeline for the public comment period and anticipated plan submission date.

Contact: Chris Case, education project manager, at (802) 479-1179 or [chris.case@vermont.gov](mailto:chris.case@vermont.gov) or Patrick Halladay, education project manager, at (802) 479-1712 or [patrick.halladay@vermont.gov](mailto:patrick.halladay@vermont.gov)

## **Appendix 5: Sample Newsletter**

### **What is the Every Student Succeeds Act?**

The Every Student Succeeds Act (ESSA) is the major federal legislation aimed at supplementing public school funding to support the learning needs of students from poverty, English Language Learners, and other students who have been educationally disenfranchised. This legislation was first passed in 1965 (originally known as the Elementary and Secondary Education Act) as part of President Johnson’s “War on Poverty.” It has been reauthorized numerous times, including in 2001 as the “No Child Left Behind Act.” The most recent reauthorization was in December 2015 as ESSA.

### **How Will the ESSA Impact Vermont?**

The Vermont Agency of Education is currently in the process of determining which state practices will change, which will evolve, and which will remain based on ESSA’s requirements. As a part of this work, the state remains committed to the core tenets of Vermont’s Education Quality Standards: personalization, proficiency, and high-quality, equitable learning opportunities for all Vermont students. All states are required to develop a plan to meet ESSA’s goals. Over 60 decision points will guide Vermont’s state plan, which will be drafted by November 2016.

### **How Are Decisions Made?**

For each decision point, the VT AOE considers questions of equity, alignment, efficiency, and practicality in reaching a recommendation. Many of these decisions require stakeholders’ perspectives and expertise. We will make decisions in six distinct cycles, with each cycle honing in on more pragmatic questions.

### **How Do I Get Involved?**

Stakeholders can participate across a continuum—from public input sessions to surveys to being informed. If you would like to get learn more, check out the latest online: <http://education.vermont.gov/essa>.

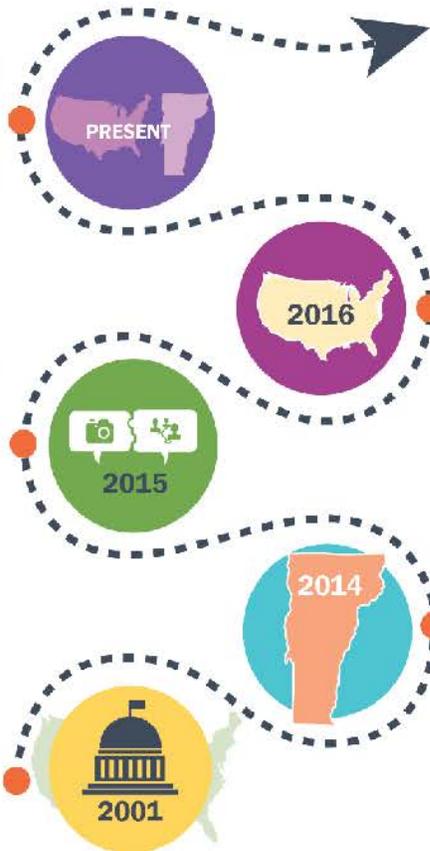


# THE VERMONT EDUCATION ACCOUNTABILITY SYSTEM. A journey.

**THE ESSA STATE PLAN:  
CURRENTLY IN DEVELOPMENT**  
This plan is required by the federal government, and will describe how the state intends to meet ESSA requirements, while also preserving the spirit and critical components of EQS and EQR

**EDUCATION QUALITY REVIEWS**  
These reviews combine peer-to-peer discussions of quantitative school data with examinations of more qualitative measures that hadn't been a part of accountability conversations previously

**NO CHILD LEFT BEHIND (NCLB):**  
Schools' effectiveness was primarily determined by examining their math and English standardized test scores



**FUTURE**

Achieving a coherent system of education in Vermont to ensure all students succeed

**THE EVERY STUDENT SUCCEEDS ACT (ESSA):**

ESSA replaces NCLB as the nation's guiding body of education law. It has elements in common with both NCLB and EQS, and its implications for Vermont's future are still being teased out

**EDUCATION QUALITY STANDARDS (EQS):**

Reflects the values and priorities of Vermont educators: emphasizing the importance of personalizing instruction and assessment, and framing school reviews that incorporate performance measures

