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ESSA State Plan: Recommendation Form

Development Cycle No: 5	Decision Point No(s): 32 and 34	Author: Amy Fowler																		
Date submitted: 10/28/16		Bounce Team Coordinating: Accountability																		
ESSA Citation: 1111(4)(A)		ESSA Page Number: 36 - Link to ESSA																		
Question(s) being considered: What academic performance goals will we expect schools to meet within a Vermont accountability system?																				
What ESSA requirements need to be met?: States are required to set ambitious long term goals, which shall include measurements of interim progress toward meeting those goals.																				
Solution being proposed: <ul style="list-style-type: none"> • Vermont will set long term goals for each of the academic performance measures within our accountability system, as follows: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Accountability Measure</th> <th style="width: 50%; text-align: center;">Aspirational Goal</th> </tr> </thead> <tbody> <tr> <td>1. <i>How well are students performing in ELA/reading in 3rd-9th grade?</i></td> <td>100% of Vermont's students will score proficient on the SBAC ELA assessment.</td> </tr> <tr> <td>2. <i>How well are students performing in mathematics in 3rd-9th grade?</i></td> <td>100% of Vermont's students will score proficient on the SBAC Math assessment.</td> </tr> <tr> <td>3. <i>How well are students performing in science in grades 5, 8, and 11?</i></td> <td>100% of Vermont's students will score proficient on an NGSS-aligned Science assessment.</td> </tr> <tr> <td>4. <i>How well are English Learners gaining English proficiency?</i></td> <td>100% of Vermont's EL students will: <ul style="list-style-type: none"> • Make appropriate progress or • attain English language proficiency within the identified time frame. </td> </tr> <tr> <td>5. <i>How well did seniors perform on career and college ready assessments?</i></td> <td>100% of Vermont's seniors will meet the career and college ready benchmark on one or more state-identified assessments.</td> </tr> <tr> <td>6. <i>Are students staying in school until they graduate?</i></td> <td>100% of Vermont's students will graduate high school within a 4-6 year time frame.</td> </tr> <tr> <td>7. <i>Are alumni pursuing a career and college ready outcome within 16 months of graduation?</i></td> <td>100% of Vermont's students will be pursuing a state-identified career and college-ready outcome within 16 months of graduation.</td> </tr> <tr> <td>8. <i>How healthy have our students become?</i></td> <td>100% of Vermont's students will score in a state-identified "healthy zone" or show 10% improvement on a state fitness assessment.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Vermont will establish interim goals for each of the above accountability measures. School performance against those interim goals will be translated into numerical 1-4 scales within Vermont's accountability system, and used to identify schools in need of Comprehensive and Targeted supports. • Interim goals for all performance measures will be recalculated every three years at a minimum, in order to ensure that expectations for growth reflect improvement patterns in the state. 			Accountability Measure	Aspirational Goal	1. <i>How well are students performing in ELA/reading in 3rd-9th grade?</i>	100% of Vermont's students will score proficient on the SBAC ELA assessment.	2. <i>How well are students performing in mathematics in 3rd-9th grade?</i>	100% of Vermont's students will score proficient on the SBAC Math assessment.	3. <i>How well are students performing in science in grades 5, 8, and 11?</i>	100% of Vermont's students will score proficient on an NGSS-aligned Science assessment.	4. <i>How well are English Learners gaining English proficiency?</i>	100% of Vermont's EL students will: <ul style="list-style-type: none"> • Make appropriate progress or • attain English language proficiency within the identified time frame. 	5. <i>How well did seniors perform on career and college ready assessments?</i>	100% of Vermont's seniors will meet the career and college ready benchmark on one or more state-identified assessments.	6. <i>Are students staying in school until they graduate?</i>	100% of Vermont's students will graduate high school within a 4-6 year time frame.	7. <i>Are alumni pursuing a career and college ready outcome within 16 months of graduation?</i>	100% of Vermont's students will be pursuing a state-identified career and college-ready outcome within 16 months of graduation.	8. <i>How healthy have our students become?</i>	100% of Vermont's students will score in a state-identified "healthy zone" or show 10% improvement on a state fitness assessment.
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Rationale: Explain why your proposal supports each decision logic element below:																				
<i>Equity:</i>																				
<ul style="list-style-type: none"> • 100% aspirational goals ensures that the needs of all students are being considered as a part of local-level 																				



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continuous improvement efforts. Interim improvement goals ensure that schools are being held to more realistic expectations as they work to provide all students with supports.

Alignment with current VT policy and practice:

- A 100% aspirational goal is in sync with Vermont's Proficiency-Based Learning and Multi-Tiered Systems of Supports philosophies, as described in EQS and Act 77, which are built around the idea that all students are capable of success, and should be appropriately supported.

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

- This system will not be duplicative, but will expand upon the current accountability system in place in Vermont under NCLB.

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

- The expansion of Vermont's accountability system will come with additional implementation responsibilities for the state, associated with data collection, management, and analysis. Vermont believes that the benefits associated with this approach justify the related increase in workload.

Identify any known or potential risks associated with your proposed solution:

- Schools may feel that periodically recalculating interim goals complicates representing the outcomes of those efforts within their communities.
- Schools may see 100% goals as a continuation of the school improvement policies under NCLB that have been rejected by many educators and state officials.
- In order to address these potential concerns, the AOE recognizes that messaging and communication efforts will be a critical part of introducing this new system. The AOE also encourages schools to look at goal setting within the context of consequences for identification, and the types of supports for schools proposed in Decision Points 8-9.

What are the expected benefits associated with your proposed solution?:

- See above

Secretary's Decision

Date: 10/28/16

Initials:

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

Confirm recommendation of ESSA State Plan Management Team

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