

# ESSA Update

Amy Fowler, Deputy  
May 17, 2016

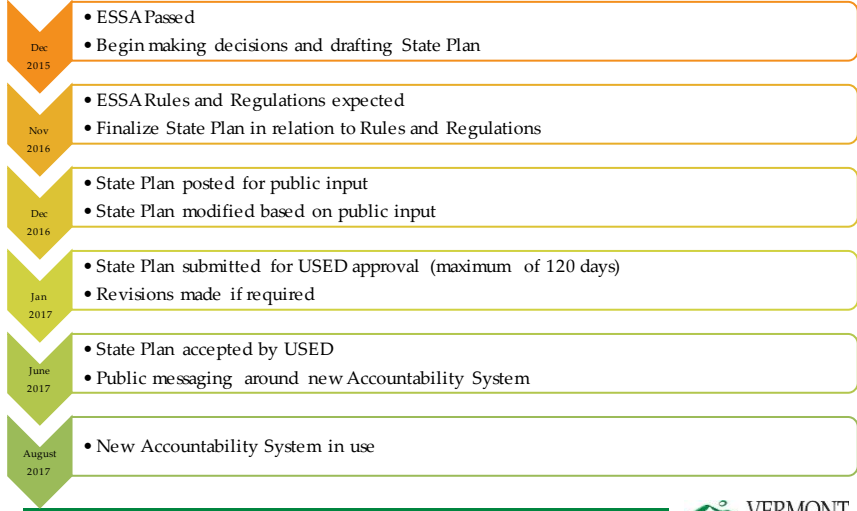


## Linking ESSA and EQR

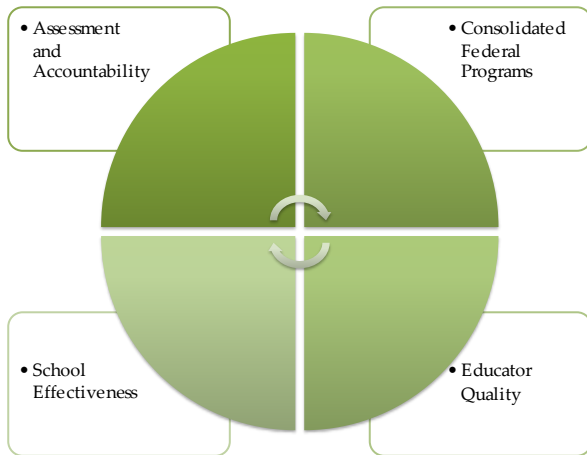
- Provide a single, coherent accountability system
- Leverage federal and state resources to support the same work
- Reduce the strain of implementing two parallel accountability systems on schools and AOE
- Accomplish this without losing our hard work on EQR to date by
  - Selecting Snapshot “outcomes indicators” to create the index
  - Using Snapshot “input indicators” to shape improvement plans and technical assistance
  - Using Integrated Field Reviews as a form of technical assistance or exit criteria



## Timeline for ESSA State Plan



## State Plan Management Team

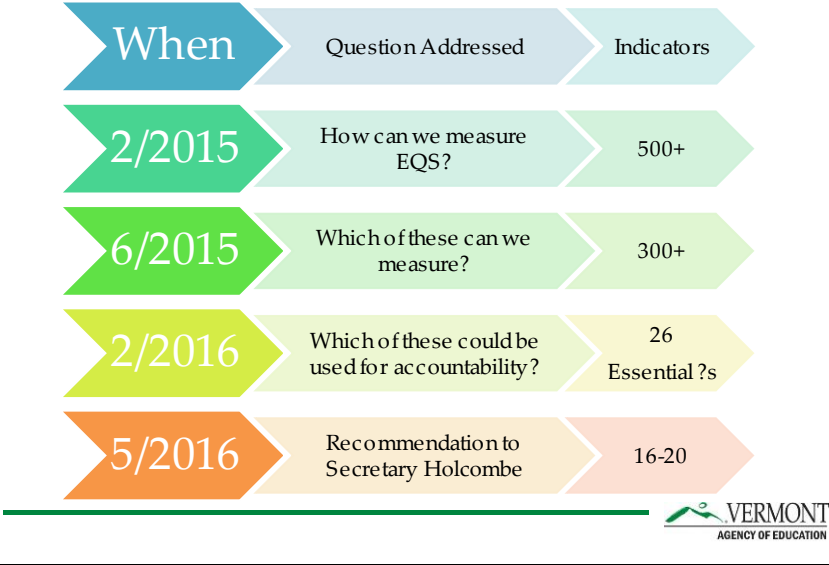


AOE Staff lead four teams dedicated to making recommendations to Secretary Holcombe on the 50+ options for flexibility ESSA provides. The public can track these recommendations and decisions on the AOE website.

<http://education.vermont.gov/essa>



### Identifying Indicators and Measures



### EQS is Vermont's Definition of a "well-rounded education"

Category	A good education provides students with...
<b>Academic Proficiency</b>	Opportunities to develop their skills and knowledge to be career and college ready.
<b>Personalized Learning</b>	Opportunities to shape their own learning and to provide authentic engagement.
<b>Safe, School Climate</b>	Environments where students feel healthy, safe and supported in achieving their goals.
<b>High Quality Staffing</b>	Educators who are well trained and qualified to meet their needs.
<b>Financial Efficiencies</b>	Quality experiences at a price which the community believes is appropriate.

### Next Discussion Topic

Date:

Meeting location:

- How will the measures be combined to identify schools eligible for support?
- How will the measures be weighted across categories?
- How will the manner of combining indicators impact improvement supports and strategies?



### Sample Data

School	Reading/ELA	Math	Science	Grad. Rate	PIP	Climate	Staff Satisfaction	Return on Investment	Average
Jones High School	58	65	61	98	72	64	76	15	63.6
Smith Academy High	35	37	36	76	79	56	39	29	48.4
Frakes Secondary School	24	29	31	59	21	75	35	26	37.5
Madson High School	86	80	85	43	54	96	80	82	75.8
Darwish Secondary High School	32	25	35	72	70	57	58	56	50.6
Icenogle High School	86	84	79	84	61	25	72	78	71.1
Palmquist Secondary School	95	89	82	94	35	68	92	89	80.5
Solina High School	31	26	36	35	63	95	47	16	43.6
Spencer Community School	65	63	70	61	49	64	63	73	63.5
Lindsay High School	23	27	25	57	67	43	50	64	44.5



## Policy Update: Supplement, Not Supplant

- The new ESSA statutory language reads as follows:
  - (1) IN GENERAL. — A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
  - (2) COMPLIANCE. — To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.1



## Policy Update: Comparability

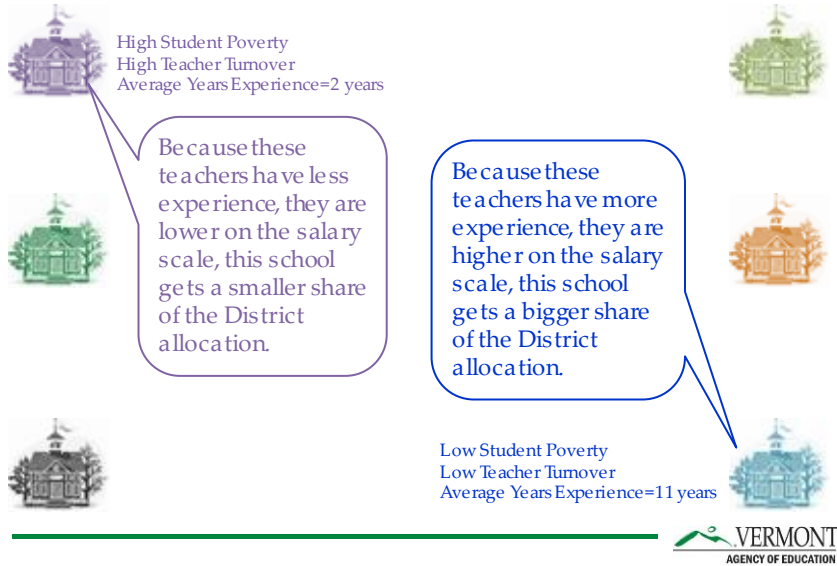
“This provision requires that a comparable level of services be provided with state and local funds in Title I-A schools compared with non-Title I-A schools prior to the receipt of Title I-A funds. The statutory language states that an LEA will be considered to have met this requirement if the LEA has filed a written assurance with the SEA that such LEA has established and implemented:

1. a LEA agency-wide salary schedule;
2. a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
3. a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

However, in making a determination regarding comparability, there is a statutory prohibition against LEAs using staff salary differentials for years of employment when determining expenditures per pupil from state and local funds or instructional salaries per pupil from state and local funds.”



## Policy Update: What does this mean?



## Impact on Vermont

- Vermont has a long history of attending to equitable inputs- we support the idea but are concerned about the method for tracking and accounting.
- Possible Problems:
  - Tracking services paid for at the SU/SD level to schools.
  - Current SU (our LEA for ESSA) have different town budgets that fund different services and pay different contractual rates.
  - Degree to which the Chart of Accounts work will support or be hindered by this change
  - Lack of information related to the auditing process

# Questions and Discussion

