

Small Schools Grants Under 16 V.S.A. § 4015, Effective July 1, 2019: Academic Excellence and Operational Efficiency Metrics

16 V.S.A. § 4015

Eligible school district means a school district that:

(A) Operates at least one school with an average grade size of 20 or fewer; and

(B) Has been determined by the State Board, on an annual basis to be eligible due to either:

(i) the lengthy driving times or inhospitable travel routes between the school and the nearest school in which there is capacity; or

(ii) the academic excellence and operational efficiency of the school, which shall be based upon consideration of:


























(I) the school's measurable success in providing a variety of high-quality educational opportunities that meet or exceed the educational quality standards adopted by the State Board pursuant to section 165 of this title;

(II) the percentage of students from economically deprived backgrounds, as identified pursuant to subsection 4010(d) of this title, and those students' measurable success in achieving positive outcomes;

(III) the school's high student-to-staff ratios; and

(IV) the district's participation in a merger study and submission of a merger report to the State Board pursuant to chapter 11 of this title or otherwise.

Option A1/A2: Metrics I, II and III Based on Annual Snapshot Indicators

Education Quality Standards	Performance i	Change i	Equity Index i	Equity Change i
 Academic Proficiency Provides students with opportunities to develop their skills and knowledge to be career and college ready.				
 Personalization Provides students with opportunities to shape their own learning and to provide authentic engagement.				
 Safe, Healthy Schools Provides environments where students feel healthy, safe and supported in achieving their goals.				
 High Quality Staffing Provides educators who are well trained and qualified to meet the needs of all student.				
 Investment Priorities Provides quality experiences at a price that the community believes is appropriate.				

Option A1/A2: Metrics I and II Based on Annual Snapshot Indicators

Education Quality Standards



Academic Proficiency

Provides students with opportunities to develop their skills and knowledge to be career and college ready.

Metric I, Option A: Use the Academic Proficiency measure of school vs. statewide average.

Metric II, Option A: Use the equity index of school vs. statewide average equity index.



Accountability Questions: Academic Proficiency	Proposed Reporting Measure(s)
How well are students performing in English language arts in grades 3-9?	OUTCOME: Average scale score (3-9) and Growth score (5-9).
How well are students performing in mathematics in grades 3-9?	OUTCOME: Average scale score (3-9) and Growth score (5-9).
How well are students performing in science in grades 5, 8, and 11?	OUTCOME: Average scale score in 5, 8, and 11.
How well are students performing in physical education? (grades to be determined)	OUTCOME: Percent of students meeting fitness target or achieving the improvement target.
How well are English Learners (EL) gaining English proficiency?	OUTCOME: Percent of EL students making appropriate progress (all grades); Percent of EL students attaining proficiency (all grades).
Are students staying in school until they graduate?	OUTCOME: Percent of 9th grade cohort graduating high school within 4 years; Percent of 9th grade cohort graduating high school within 6 years.
How well did seniors perform on career and college ready assessments?	OUTCOME: 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.
Are alumni pursuing career and college ready outcomes?	OUTCOME: Percent of graduates who, within 16 months following graduation, are enrolled in college or trade school, enlisted or working full time in a job that provides insurance.

Option A1/A2: Metric III Based on Annual Snapshot Indicators



High Quality Staffing

Provides educators who are well trained and qualified to meet the needs of all student.



Investment Priorities

Provides quality experiences at a price that the community believes is appropriate.

Metric III, Option A: Use the HQ Staffing and Investment Priorities measures vs. statewide average. Require equal to or better than statewide average on either HQ Staffing, Investment, or both.



Accountability Questions: High Quality Staffing

Do students learn in schools where educators are appropriately licensed?

Proposed Reporting Measure(s)

INPUT: Percent of course taught by teachers who have a Level 1 or Level 2 license that matches the course they are teaching

How stable is the education force?

INPUT: Index of teacher, principal and superintendent turnover.

Are teachers satisfied with their professional development?

OUTCOME: Percent of teachers agreeing with statements assessing the effectiveness of their professional development (specific survey items under development).

Are teachers satisfied with their evaluation system?

OUTCOME: Percent of teachers agreeing with statements assessing the effectiveness of their teacher evaluation systems (specific survey items under development).



Accountability Questions: Investment Priorities

Is the school adequately staffed to meet EQS?

Proposed Reporting Measure(s)

INPUT: Index that compiles the required staffing formulas in EQS.

What are we spending per student?

INPUT: A calculation of the state and federal dollars spent per average student.

What is the return on investment for the dollars spent on education?

INPUT: The overall performance of the school on the previous indicators divided by the spending per equalized pupil.

Option B1/B2, Academic Excellence Criteria, I-II:

Board Discussion:

- The Board should determine how to evaluate the available data to determine what is “good enough.” This definition should be used for both the All student and student groups that are disaggregated.

Comparison of above or below standard in Math and ELA used in ESSA for All Students

	Math Below	Math Above
ELA Below	Metric Not Satisfied	Metric Satisfied
ELA Above	Metric Satisfied	Metric Satisfied

Comparison of above or below tolerance level for equity gap on Math and ELA

	Equity Gap on Math Larger than Goal	Equity Gap on Math Smaller than Goal
Equity Gap on ELA Larger than Goal	Metric Not Satisfied	Metric Satisfied
Equity Gap on ELA Smaller than Goal	Metric Satisfied	Metric Satisfied

Option B1/B2, Operational Efficiency, III-IV:

Board Discussion:

- To measure ratios, will you exclude any/all of the following:
 - Preschool/PreK teachers
 - Enterprise Operations
 - Community Services Operations
 - Facilities Construction
 - Food Service
 - Maintenance and Security
 - Student Transportation
- Determine a ratio against which to evaluate this metric. The current statewide average is 5.15, if staff above is excluded.

Board Discussion:

- Whether an “existing” district, through its submission of an Act 49, section 3-4 report, satisfies Metric IV.

AOE Recommendations:

- Exclude staff in categories listed below, and pro-rate supervisory union employees based on the applicant district’s enrollment
- Require a ratio equal to or better than the state average.
- Do not include “existing” district to satisfy Metric IV.

Two Approaches to SSGs Metrics with Two Possible Variations on Grant Eligibility

	A1	A2	B1	B2
Academic Measures, all students	Equal to or better than statewide average on Academic Proficiency Snapshot indicator	Equal to or better than statewide average on Academic Proficiency Snapshot indicator	Proficient aggregate score in either ELA, Math, or both	Proficient aggregate score in either ELA, Math, or both
Equity Measures, economically disadvantaged students	Equal to or better than statewide average on Equity Index Snapshot indicator	Equal to or better than statewide average on Equity Index Snapshot indicator	Subgroup performs equal to or smaller than goal gap in either ELA, Math, or both	Subgroup performs equal to or smaller than goal gap in either ELA, Math, or both
Student-to-Staff Ratio Measures	Equal to or better than statewide average on High Quality Staffing <u>or</u> Investment Priorities Snapshot indicator or both	Equal to or better than statewide average on High Quality Staffing <u>or</u> Investment Priorities Snapshot indicator or both	Equal to or higher ratio than statewide average.	Equal to or higher ratio than statewide average.
Submission of Merger Report	Require submission of merger report to SBE	Require submission of merger report to SBE	Require submission of merger report to SBE	Require submission of merger report to SBE
Measures necessary for grant receipt in current year	4 of 4 required	3 of 4 required	4 of 4 required	3 of 4 required

Option A1 and A2 Examples:

	Statewide Indicators	Small School Applicant 1	Small School Applicant 2
Academic Measures	Meeting	Exceeding	Approaching
Equity Measures	Approaching	Approaching	Meeting
High Quality Staffing, Investment Priorities	Approaching	Approaching	Not Meeting
	Meeting	Not Meeting	Meeting
Submission of Report	N/A	No	Yes
Outcome Under A1	N/A	Not Eligible	Not Eligible
Outcome Under A2	N/A	Eligible	Eligible

Option B1 and B2 Examples:

	Statewide Indicators	Small School Applicant 1	Small School Applicant 2
ELA	Above	Above	Below
Math	Below	Above	Above
FRL Student ELA	Above	Smaller Gap	Smaller Gap
FRL Student Math	Above	Larger Gap	Smaller Gap
Student-to-Staff Ratios	5.15	5.01	5.75
Submission of Report	<i>N/A</i>	No	Yes
Outcome Under B1	<i>N/A</i>	Not Eligible	Eligible
Outcome Under B2	<i>N/A</i>	Not Eligible	Eligible