

Vermont State Plan: Progress Update

VSBPE

16 February 2017

Today's Goals

- Plan overview
 - Educator Quality
 - Supporting All Students (CFP)
 - Accountability
 - Continuous Improvement
- Demystification
 - Revision and submission process
 - Federal regulations/"Pause"
 - Governor Scott/AOE alignment
- Questions

ESEA Born as a Civil Rights Bill



“(ESEA) represents a major new commitment of the federal government to quality and equality in the schooling that we offer our young people....As a son of a tenant farmer, I know that education is the only valid passport from poverty. As a former teacher...I have great expectations of what this law will mean for all of our young people. As President of the United States, I believe deeply no law I have signed or will ever sign means more to the future of America.”

-Lyndon Johnson, 11 April 1965

Section by Section Review

- Continuation of Practice v. New
- Not a substitute for reading the Plan online
 - Plan text, presentations, surveys
- 6 Sections (4 for today's discussion)
 - Accountability
 - Continuous Improvement
 - Performance Management
 - Public Input
 - Supporting Excellent Educators
 - Supporting All Students

Educator Quality

Continuation of Practice

- Educator Licensure
- Teacher Licensure program approval through ROPA
- No statewide teacher evaluation model
- Evaluating if Historically Marginalized Students are being disproportionately taught by “ineffective teachers”

New

- Leadership Academy
 - 3 year cohort model
 - For leaders of Comprehensive schools and others
 - Specifics still evolving

Supporting All Students (CFP)

Continuation of Practice

- Title I and IIA support continues for LEAs
- AOE Collaboration with UVM Extension to implement service delivery to migrant children
- McKinney-Vento: Support for Homeless students

New





- Formula for Title IIA distribution
- Title IV Formula Grants to support academic enrichment
- AOE-granted waiver for schools under 40% poverty to operate as a Title I Schoolwide Program
- Tweaks to EL entrance and exit procedures

Accountability

Education Quality Standards/Reviews

Meeting federal requirements within a more comprehensive Vermont accountability model

Also meets the requirements of ESSA

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

Federal Measures (Academic Proficiency)

Federally-Required

- ELA SBAC
- Math SBAC
- ELP
- Grad Rate
- Science NECAP

Additional State-Identified

- CCR assessments
- Post-secondary outcomes
- PE/Fitness

Continuous Improvement

Identification of Schools

- Comprehensive (more intensive)
 - Worst performing 5% of schools, minimum
 - Identified based on performance and growth
- Targeted (less intensive)
 - Schools that are consistently underserving one or more of their student groups
 - Identified based on equity gaps and change in gaps over time

Differentiation of Supports

Category	Supports
All Schools	Must complete a Continuous Improvement Plan biannually
Schools in years 1, 2, and 3 of consecutive Comprehensive identification	<ol style="list-style-type: none"> 1. CIP development: Annually 2. Application of federal funding: School-directed within AOE-set parameters 3. AOE Monitoring: Twice annually
Schools in years 4, 5, and 6 of consecutive Comprehensive identification	<ol style="list-style-type: none"> 1. CIP Development: Annually 2. Application of federal funding: School determined with heavier AOE involvement 3. AOE Monitoring: Quarterly
Schools in years 7, 8, and 9 of consecutive Comprehensive identification	State-determined action(s) drawn from 16 V.S.A. 165(b).
Schools in their first (T1), second (T2), and third (T3) years of Targeted identification	<ol style="list-style-type: none"> 1. CIP Development: Annually 2. Application of federal funding: Schools must link investments to equity gaps 3. Additional AOE Monitoring of plan implementation

Plan Status

- Draft plan is complete
- Anticipated timeline:
 - Feb 11: Public Comment closed
 - Feb-Mar: Revisions
 - April 3: Submission deadline

60-Day “Pause”

- Jan 20: Trump administration issued a blanket 60-day (maximum) “pause” on all Obama-era regulations not already in effect, including some ESSA regs
 - **Applies to ESSA regulations, not ESSA itself**
 - USED interpretation of ESSA
 - supplemental guidance
 - submission guidance
 - Regulations were originally supposed to take effect on 26 January

60-Day “Pause”

- Regulations impacted:
 - Accountability and state plan guidance (including submission template)
- Regulations not impacted (already in effect):
 - Assessment regulations
 - Innovative Assessment Pilot (N/A to VT)
- Regulations not impacted (withdrawn):
 - Supplement not supplant

At This Time

Stable

- ESSA
- VT Policy
- VT's commitment to doing the "right thing"

Unknown

- Regulations (interpretation of ESSA)
- Template
- Timelines for submission and review
- Eval Criteria

Major Talking Points

- In the absence of guidance/stability on the federal level, VT will fill the gap
- Our Vermont plan prioritizes solutions that increase equity of student opportunity and performance
- Our Vermont plan is dedicated to building local capacity for systemic improvement
- Our Vermont plan is aligned with state policy and the Governor's priorities as outlined in inaugural address

Alignment with Gov. Scott

State Plan

- Equity
- Alignment, Practicality
- CCR

Governor

- Equity
- Affordability
- Grow VT's economy

Submission and Approval

- Planned submission date of 3 April
- USED has 120 days to respond
- After response, AOE submits revised plan if necessary
- Hope to have approved plan before start of 2017-18 school year
- VT considered in good standing and funds will flow to state once plan is submitted

Post-Approval

- AOE will shift into implementation mode
- Process for that is TBD, but will likely involve a many staff members w/in the AOE
 - Ensure a shared understanding across the AOE
 - Ensure cohesion



LEA-level Accountability

- When school size prevents assessment of school performance, capture/share info at the LEA level
 - Supplements but does not replace school-level accountability

Comprehensive Schools: Exiting

- After three years in Comprehensive Status, schools must have demonstrated improved proficiency to exit. Options include:
 - Improved proficiency
 - Improved proficiency and growth
- Schools who do not exit move into the next tier of Comprehensive status.