

ESSA Update and Discussion

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November 2016



Draft

- The following slides represent current thinking and not established decisions. The best draft of the plan will be presented for public input in December 2016-January 2017.
- Please see <http://education.vermont.gov/vermont-schools/education-laws/essa> for up to date information on ESSA planning.

Can we link our Vermont
Education Quality Standards to
ESSA and still serve our goals?



Different logics about how to help schools improve

EQS/EQR – focused on continuous improvement by all schools, belief that the “next level of work” is different in different schools

ESSA– focused on identifying and fixing “low performers” and helping them to “measure up”

- Requires VT AOE to identify lowest 5% of schools
“Comprehensive Support”
- Requires VT AOE to identify schools with large equity gaps for
“Targeted Supports”

Annual Snapshot Review

- ✓ **Vermont-** data collection by level in all SU/SDs
- ✓ **Only Numbers-** Can do math with the data
- ✓ **Collected by AOE-** either currently or will be collected through SLDS
- ✓ **Stable** Collection-for the foreseeable future we would still collect it
- ✓ **≈Annual** Collection window that is at least an annual reporting



Integrated Field Review



- ✓ **Local** data will vary by SU/SD and schools- local assessments, programs and opportunities are at the center.
- ✓ **Format varies-** could be local quantitative data or qualitative data
- ✓ **Observed/Heard during visits-** we must be in the schools to know it
- ✓ **Flexible-**Overtime how SU/SDs demonstrate this will change
- ✓ **≈Triennial Observations**

Not with one system, but with layers

1. Selecting one EQR Snapshot category to also count for federal accountability.
2. Proposing designation criteria that place equal value on scores and improvement
3. For schools designated as “Comprehensive” or “Targeted” we will:
 - A. use remaining EQR Snapshot data to help draft improvement plans and technical assistance
 - B. Use Integrated field reviews as a form of technical assistance and exit criteria

Last time we reviewed the plan we were wondering...





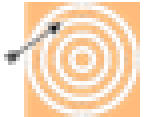


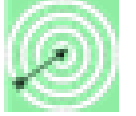








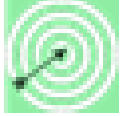




- How will the measures be combined to identify schools eligible for support?
- How will the measures be weighted across categories?
- How will the manner of combining indicators impact improvement supports and strategies?








Proposed Levels

Level	Proposed Term	Proposed Iconography
1	Off-Target	
2	Near Target	
3	On-Target	
4	Bull's Eye	

Proposed Snapshot Display

		All Students		Equity Index	
	Criteria	Current	Year-to-Year Change	Current	Year-to-Year Change
	Academic Proficiency				
	Personalized Learning				
	Safe, School Climate				
	High Quality Staffing			N/A	N/A
	Financial Efficiencies			N/A	N/A






Proposed Snapshot Display

		All Students		Equity Index	
	Criteria	Current	Year-to-Year	Current	Year-to-Year
	Academic Proficiency				
	Personalized Learning				
	Safe, School Climate				
	High Quality Staffing				
	Financial Efficiencies				

As a state,

1. We care about all of these things,
2. We want to set the agenda,
3. We don't want to reduce them to a single score,
4. We want to look at outcomes and inputs

Proposed Snapshot Display

		All Students		Equity Index	
	Criteria	Current	Year-to-Year Change	Current	Year-to-Year Change
	Academic Proficiency				

What we can do is leverage the State work to meet the federal requirements if we double purpose the Academic Proficiency Criteria.

1. They are all outcomes
2. They can be disaggregated
3. They meet technical criteria for assessment

Proposed Measures

(B) Category	(C) Accountability Question	ESSA Required?
Standards	1) How well are students performing in ELA/reading in 3 rd -9 th grade?	Yes 1 st Indicator 2 nd Indicator
	2) How well are students performing in mathematics in 3 rd -9 th grade?	Yes 1 st Indicator 2 nd Indicator
	3) How well are students performing in science? 5,8,11	No 5 th Indicator
	4) How well are students performing in physical education? (grades to be determined)	No 5 th Indicator
English Language Proficiency	5) How well are English Learners gaining English proficiency?	Yes 3 rd Indicator
Graduation Rate	6) Are students staying in school until they graduate?	Yes 4 th Indicator
College and Career Readiness	7) How well did seniors perform on career and college ready assessments?	No 5 th Indicator
	8) Are alumni pursuing a career and college ready outcome within 16 months of graduation?	No 5 th Indicator

Proposed Measures

(B) Category	(C) Accountability Question	ESSA Required?
Standards	1) How well are students performing in ELA/reading in 3 rd -9 th ? Current Performance Growth Performance	Yes 1 st Indicator 2 nd Indicator
	2) How well are students performing in mathematics in 3 rd -9 th ? Current Performance Growth Performance	Yes 1 st Indicator 2 nd Indicator
	3) How well are students performing in science? 5,8,11	No 5 th Indicator
	4) How well are students performing in physical education? (grades to be determined)	No 5 th Indicator

1. Standards are approved by the Vermont Board of Education for core academic areas listed in EQS 2120.5
2. Assessments are approved by the Vermont Board of Education.
3. To balance out the emphasis on ELA and Math, we have added 2 other assessments
 - a) Science: Must assess but it is our option to include in the accountability determination
 - b) Physical Education: We are including it to ensure that schools maintain commitment to PE, recess, health and nutrition.

Proposed Measures

(B) Category	(C) Accountability Question	ESSA Required?
English Language Proficiency	5) How well are English Learners gaining English proficiency?	Yes 3 rd Indicator
	<ul style="list-style-type: none"> • Meeting annual interim targets • Meeting long term proficiency rates 	Required Required

1. Standards are approved by the Vermont Board of Education.
2. Assessments are approved by the Vermont Board of Education.
3. While not explicitly mentioned in EQS, the reference to the PLP (2120.4) and MTSS (2121.5) suggest the commitment of the Board of Education to support each student in developing the skills needed for academic success, among them is learning English.

Proposed Measures

(B) Category	(C) Accountability Question	ESSA Required?
Graduation Rate	6) Are students staying in school until they graduate?	Yes 4 th Indicator
	<ul style="list-style-type: none"> • 4-year rate • 6-year rate 	Required Optional

1. EQS 2120.7- Board of Education has determined that a student is ready to graduate when they have met the criteria of content proficiency in each area specified in 2120.5
2. EQS 2120.8- Local School Boards set graduation policy and may not give credits based only on time in class, must include proficiencies.
3. We have included the 6-year rate to maintain our commitment to a student graduating when they are proficient rather than an arbitrary time period.

Proposed Measures

(B) Category	(C) Accountability Question	ESSA Required?
College and Career Readiness	7) How well did seniors perform on career and college ready assessments? -Percent of students meeting or exceeding career and college ready assessment on any national test of their choice.	No 5 th Indicator
	8) Are alumni pursuing a career and college ready outcome within 16 months of graduation? -Percent of students engaged in career, post-secondary education/training, or military/	No 5 th Indicator

1. Supports flexible pathways and towards career and college readiness as described in Act 77 and EQS 2120.2.
2. Assessments will be selected by the student, through the PLP, from a menu of options linked to different pathways.

Proposed Weights

Accountability Question	School-Level Weights					
	High School		No High School Present			
	EL Present	No EL Present	EL Present		No EL Present	
		Science	No Sci.	Science	No Sci.	
1) How well are students performing in ELA/reading?	20%	22%	35%	37.5%	37.5%	40%
2) How well are students performing in mathematics?	20%	22%	35%	37.5%	37.5%	40%
3) How well are students performing in science?	5%	6%	10%		12.5%	
4) How well are students performing in physical education?	5%	6%	10%	12.5%	12.5%	20%
5) How well are English Learners gaining English proficiency?	10%		10%	12.5%		
6) Are students staying in school until they graduate?	20%	22%				
7) How well did seniors perform on career and college ready assessments?	10%	11%				
8) Are alumni pursuing a career and college ready outcome within 16 months of graduation?	10%	11%				
Potential Organization of Schools	PK-12, 6-12, 9-12		PK-5, PK-8, 6-8	PK-2, PK-4	PK-5, PK-8, 6-8	PK-2, PK-4

Comprehensive Support

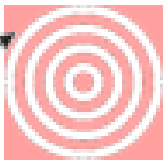
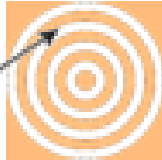
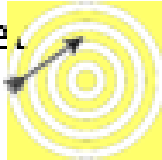
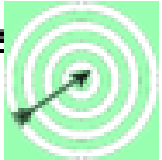

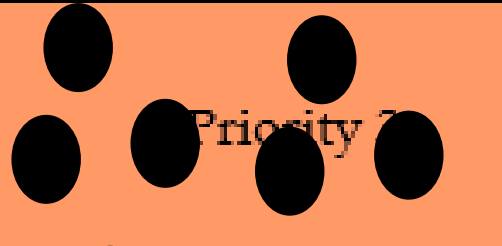
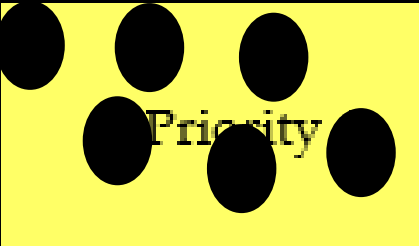
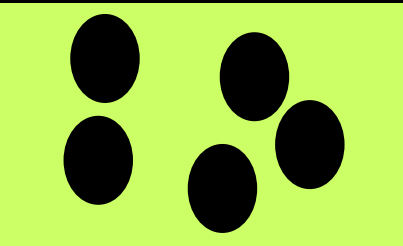
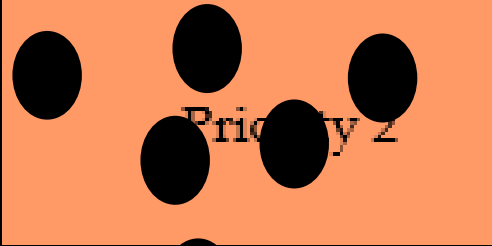
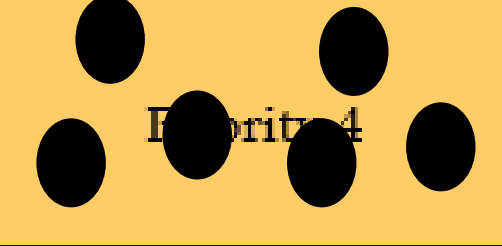
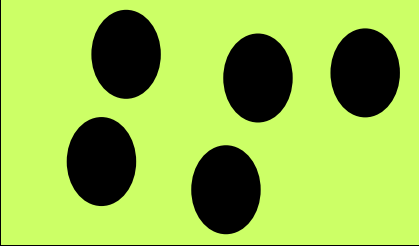
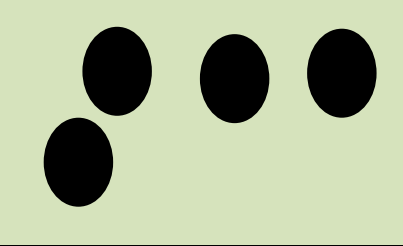

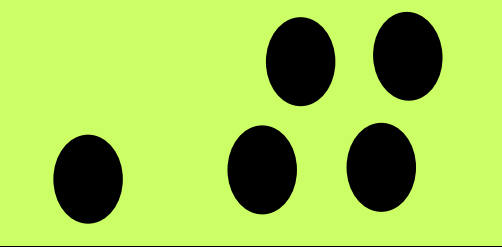
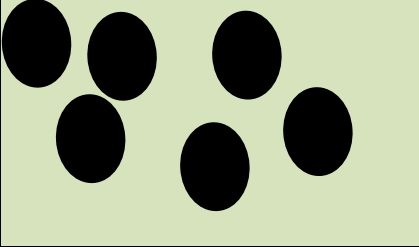
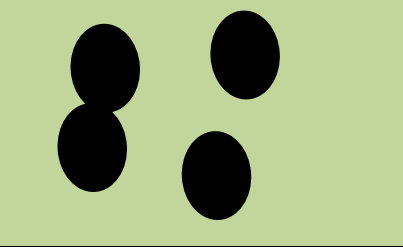
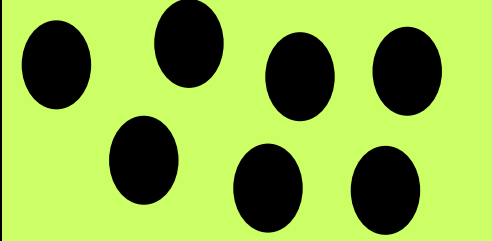
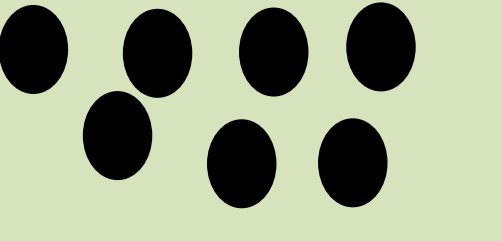
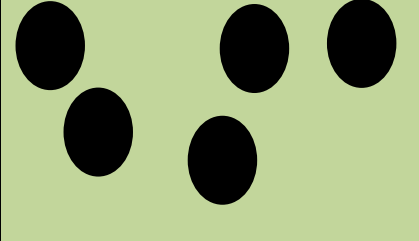

ESSA:

1. Must identify the 5% of lowest performing Title I schools (VT=12), may identify more than 5%
2. Must provide “significant resources” to the school and LEA-
 - Current regulations would be exhausted by 9 schools if all were in different SU/SD

Vermont AOE:

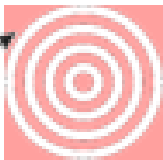
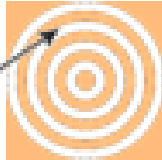
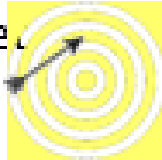
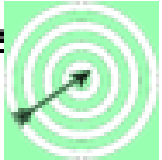
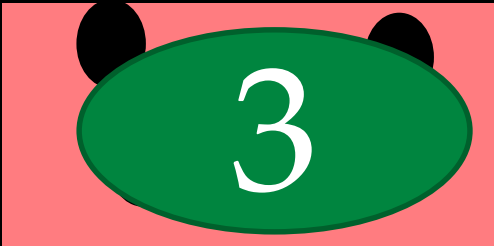

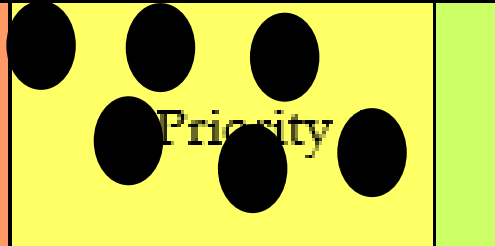
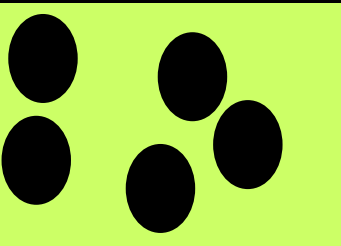

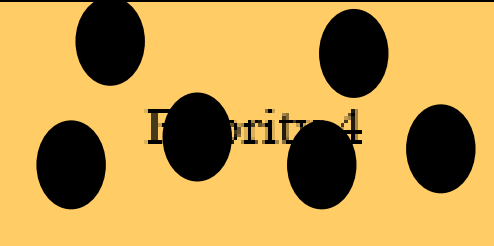
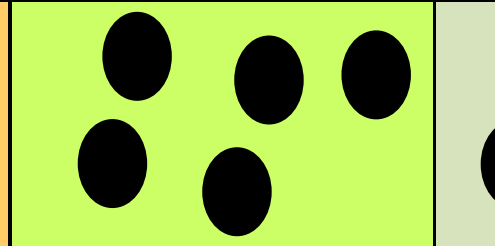
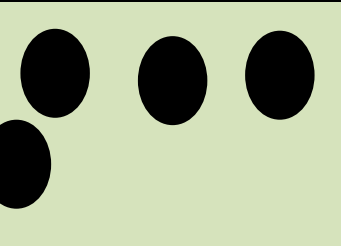

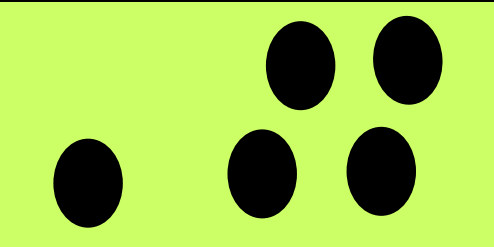
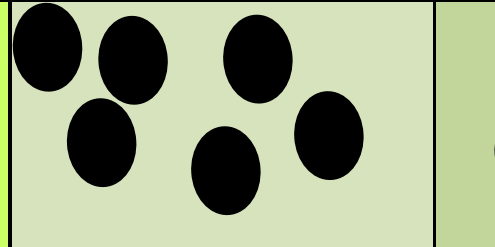
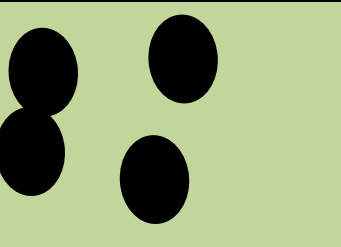
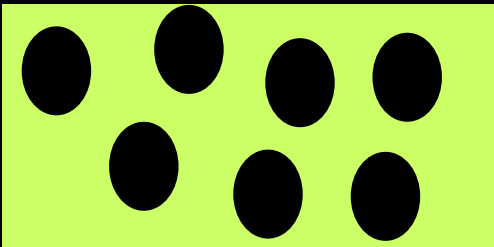
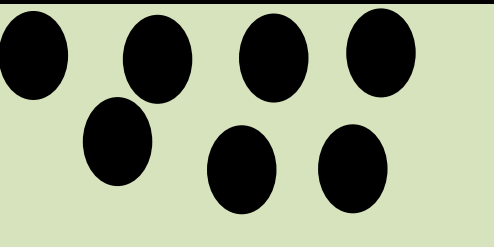
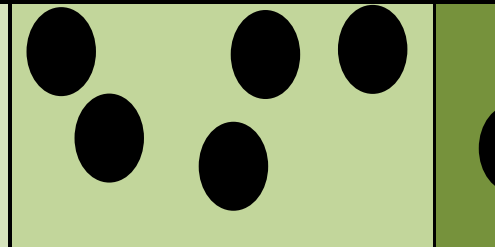
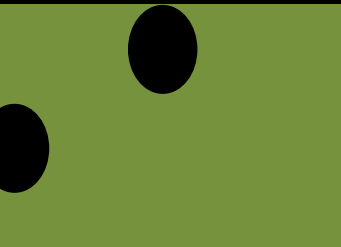
1. Will identify up to 15 schools based on current score and year-to-year difference; we will not produce a rank-order list.
2. Will provide virtually all resources available under this budget for the Comprehensive Schools and LEAs

Designating Comprehensive Support

Criteria Level Scores		Year to Year Change			
		Off Target <0.0 	Near Target 0.0-0.49 	On Target 0.5-.99 	Bull' Eye > 1.0 
Current Score	Off Target 1-1.75	Priority 1 	Priority 2 	Priority 3 	
	Near Target 1.76-2.5	Priority 2 	Priority 4 		
	On Target 2.51-3.25	Priority 5 			
	Bull's Eye 3.26-4.0				

Current cut scores are estimates for illustrative purposes and will be adjusted based on data model.

Designating Comprehensive Support

Criteria Level Scores		Year to Year Change			
		Off Target <0.0 	Near Target 0.0-0.49 	On Target 0.5-.99 	Bull' Eye > 1.0 
Current Score	Off Target 1-1.75				
	Near Target 1.76-2.5				
	On Target 2.51-3.25				
	Bull's Eye 3.26-4.0				

Current cut scores are estimates for illustrative purposes and will be adjusted based on data model.

Comprehensive Support

- Deeper level dive for Integrated Field Review based on identification
- Expectations for LEAs and Schools to expend federal dollars on efforts to address equity gaps
- LEA and Schools will co-construct strategies for interventions with AOE staff and other experts as relate to the improvement plans of LEAs and Schools
- Networked learning communities
- Significant financial support for improvement plans
- Quarterly progress monitoring check-ins

Targeted Support

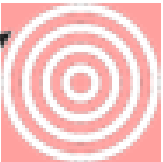
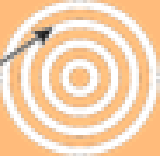

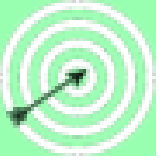
ESSA:

1. Must identify any school with a student group that performs at the same level as the best performing Comprehensive Support School.
2. May use state-level resources if there are some left after supporting the Comprehensive Support schools.

Vermont AOE:

1. Will identify “Targeted Support” schools as those with the largest equity gaps.
2. Will leverage state-level resources for professional development, local Title I and IIa expenditures, and networking to support Targeted Support.
3. Will require Priority 1-3 systems to participate; Priority 4-6 may decline participation if they have an alternative plan.

Designating Targeted Support

Criteria Level Scores		Year to Year Change			
		Off Target <0.0 	Near Target 0.0-0.10 	On Target 0.11-.20 	Bull' Eye > .20 
Equity Gap	Off Target >.50	Priority 1	Priority 3	Priority 6	
	Near Target .24-.50	Priority 2	Priority 4		
	On Target 0.10-.25	Priority 5			
	Bull's Eye <0.10				

Current cut scores are estimates for illustrative purposes and will be adjusted based on data model.

Targeted Support

- Deeper level dive for Integrated Field Review based on identification
- Expectations for LEAs and Schools to expend federal dollars on efforts to address equity gaps
- LEA and Schools will co-construct strategies for interventions with AOE staff and other experts as relate to the improvement plans of LEAs and Schools
- Networked learning communities

State Plan Communications: Public Comment

- Public Comment window will run from Jan 1-Jan 31, 2017
 - Notice provided through multiple channels, including Weekly Field Memo, professional organizations, educator listservs, and Front Porch Forum
 - Survey Monkey as data collection tool
 - Format will allow for commenting on focused areas of individual interest
- Supported by a series of AOE public information sessions across the state

State Plan: Post Public Comment

- February:
 - Revise plan in response to public comment
 - Receive approval on revised plan from Governor's office
- Draft plan will be submitted by March 6, 2017
 - US ED has 120 days to respond

