

AOE Technical Updates to EQS (5/8/23):

pg . 8:

1. In the proposed definition for "Equity"/"Equitable" there is a reference to "occupational training." I believe the AOE recommended that other references to occupational training in the EQS be revised to "technical education." Should this instance be revised as well? **[yes, please change to “career technical education” for consistency.]**
18. “Equity” or “Equitable” means that each student receives the resources and educational opportunities to learn and thrive in the classroom and in all aspects of learning, school life, **career technical education**, and community-school interactions, and to discover and cultivate their talents and interests. To be achieved, equity requires an inclusive school environment and may necessitate an unequal distribution of resources and services based on the needs of each student.

Pg. 14-15:

1. In Section 2120.2, a question was raised about whether this should read "must." We believe this statement is consistent with 16 VSA 941, which creates a requirement. And, this language is unchanged from the prior EQS. That said, we wanted to confirm with AOE that the Agency agrees that this should be a "must" and not a "may." **[Agree with “must.” I think practical issues have arisen about whether districts must offer every flexible pathway or must offer a range of the listed flexible pathways. Our team has landed on the latter simply given resources and capacity at the local level.]**

Pg. 29-30:

1. Could you confirm (or point us to) the data that SU/SD's must report for the ESSA State Plan, including the student characteristics for disaggregation? A question came up about the extent to which the EQS requirements align with reporting requirements for the federal government. [see [https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/policy/ESSA-Accountability-FAQ\\_May112016.pdf](https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/policy/ESSA-Accountability-FAQ_May112016.pdf), #7]. See below:
  - *7. Are schools and districts still required to disaggregate student subgroup data? Are the subgroups the same? Most agree that one of the positive aspects of NCLB was data collection and reporting, so ESSA maintains the requirement for data disaggregation for accountability purposes for the following subgroups: **race/ethnicity, gender, socioeconomic status, disability, and English language learners (ELLs)**. ESSA also adds three new subgroups for data*

reporting, but not accountability purposes: **homeless status, students with a parent in the military, and students in foster care.**

- 9. Will states continue to make data public through annual report cards? Yes, states must still issue annual report cards that include the following:
  - • A detailed description of the state's accountability system
  - • Schools identified by the state as being in need of support and improvement
  - • Student test results disaggregated by subgroup
  - • Student participation rates in assessments
  - • Student performance on other academic indicators
  - • Performance on the statewide non-academic indicator
  - • Graduation rates and postsecondary enrollment
  - • English language learner proficiency rates
  - • Per-pupil expenditures of federal, state, and local funds, including actual personnel costs
  - • Results from the National Assessment of Educational Progress
  - • Teacher qualifications, including those with emergency or provisional status
  - • The number and percentages of students taking alternative assessments
  - • Data collected pursuant to the Civil Rights Data Collection survey
  - 
  - States may, of course, collect or include any other information that they choose.

Pg. 14:

- Are PLPs required to be overseen by a licensed educator, as suggested by the prior EQS language? There was some question about whether this was the case. The Committee's understanding is that they should be. **[yes they are. There must be a licensed educator of record for every FP experience that ensures alignment to local graduation proficiencies.]**