

Long Term and Interim Goals

Under ESSA, Vermont is required to set ambitious long term goals for each academic proficiency measure and to identify the interim benchmarks that can be used to track state and school-level progress towards attaining those goals. This echoes Vermont's interest in supporting all students in achieving ambitious goals and meeting high standards for academic performance.



Long-Term Academic Goals

Vermont's long-term goals are aspirational, reflecting high standards and expectations that we have for our students. By 2025, we expect that all Vermont Schools will have:

- Average scores in a proficient range for English language arts, mathematics, and science
- Average scores in a healthy zone for physical education
- 100% 6-year graduation rate and 90% 4-year graduation rate
- 100% of English Learners attain English proficiency on time and meet benchmarks for progress
- Increasing numbers of students demonstrate career and college readiness

Interim Academic Goals

Vermont's interim goals were identified by examining the current performance of the state against the long-term goals that we aspire to reach.

- For each indicator, long term goals were set. Each student group has a different interim goal, depending on their current performance.
- In cases where the performance indicator is new for Vermont, interim goals represent the AOE's best estimate of a reasonable target, given current available data.

How do the goals in the Vermont State Plan differ from those developed under NCLB?

The accountability systems under ESSA and NCLB both include long-term and interim goals, but these goals differ in several important respects. Whereas not making an interim goal under NCLB automatically led to identification, and possibly additional punitive consequences, interim goals in the Vermont State Plan:

- Are primarily provided as benchmarks to inform local-level continuous improvement planning.
- Do not automatically result in the identification of the school when not met.

