

2123 STATE AND LOCAL COMPREHENSIVE ASSESSMENT SYSTEM

2123.1. Participation in the State Comprehensive Assessment System.



Each school shall administer assessments of student performance using methods developed by the State Board of Education under 16 V.S.A. §164 (9). Students who are unable to participate in district or state assessments shall be given an alternate assessment in accordance with law. Each school shall account for 100 percent of its students regarding their participation in the state assessments.

2123.2. Development and Implementation of Local Comprehensive Assessment System.

Each SU/SD shall develop, and each school shall implement, a local comprehensive assessment system that:

- a) assesses the standards approved by the State Board of Education;
- b) employs a balance of assessment types, including but not limited to, teacher-or student- designed assessments, portfolios, performances, exhibitions, ~~and~~ projects, and surveys or other tools to measure the social-emotional health of students;
- c) includes both formative and summative assessments, including those that establish annual protocols and timelines for assessing the progress and needs of English Language Learners (ELL) beginning at the point of enrollment and continuing at designated intervals during the year as determined by the teachers and parents or legal guardians of ELL students or as mandated in law or policy.
- d) enables decisions to be made about student progression and graduation, including measuring proficiency-based learning, ~~and the social-emotional wellbeing of students, the existence and severity of opportunity and achievement gaps or deficiencies, and the state of progress on local, state and national directives intended to advance social and academic equity initiatives;~~
- e) informs the development of Personalized Learning Plans and student support;
- f) provides data that informs decisions regarding instruction, professional learning, and educational resources and curriculum; and
- g) reflects strategies and goals outlined in the district's Continuous Improvement Plan.

The performance criteria of the assessment system shall be clear and be communicated to teachers, administrators, to students and their parents or legal guardians, and other community members in their home language(s), and in an accessible format. Students and parents shall be informed at least annually regarding progress toward achieving the standards. This communication includes accommodating linguistic diversity and providing information in students' native home language(s) and or otherwise in accessible formats.

Implementation and support by the Agency will be determined by the Secretary.

2124 REPORTING OF RESULTS.

Each SU/SD shall report student and system performance results to the community at least annually in formats selected by the school board. SU/SDs shall at minimum report on indicators provided by the Vermont Agency of Education, those identified in 16 VSA Section 165(a), and other locally determined indicators, including, but not be

limited to, indicators that describe students’:

- a) Academic performance using data from the most recent state and local assessments and other information related to student academic performance that describe student progress toward meeting academic standards;
- b) Graduation, dropout, retention and school attendance rates;
- c) Enrollment in and completion of in flexible pathways, including career and technical education, virtual learning, work-based learning, service learning and internships, community research and civic and community engagement, dual enrollment, and early college;
- d) Social and emotional well-being;
- e) Discipline, including suspensions and detention actions; and
- f) Referrals to and participation in programs for students with disabilities, including Section 504 and special education as defined by federal and state law; and
- g) Participation in school programs, including enrollment and successful completion of flexible pathways, career training opportunities, advanced placement courses, and extracurricular activities.

Student level indicators shall be disaggregated at least by school and according to student subgroups, including students identified:

- a. as economically disadvantaged;
- b. from major racial and ethnic groups;
- c. as having a disability, inclusive of students with Section 504 plans and students with individualized education programs (IEPs), separately and in total; and
- d. with limited English proficiency, including immigrant children and youth.

Student subgroups should be defined consistent with federal and state statutes and regulations and Agency of Education policy. In no case shall a SU/SD reveal personally identifiable information about an individual student or violate the State’s minimum group size for reporting.

The SU/SD’s performance criteria shall be clear and be communicated to administrators, educators, and other building staff.

Each SU/SD shall establish a secure student data system that enables regular access for teachers and administrators. Teachers shall have access to academic performance data on individual students whom they teach and aggregate data on SU/SD and school performance results. District and school administrators shall have access to individual student data and on student and system performance results.

2125 Continuous Improvement Plan

Each SU/SD shall develop and implement a Continuous Improvement Plan as required by 16 V.S.A. §165. The plan shall be designed to improve student learning and maintain a safe, orderly, civil learning environment that is equitable, anti-racist, culturally responsive, anti-discriminatory, and inclusive; and free from harassment, hazing and bullying. The Plan should serve as the overall strategic plan for the SU/SD, incorporating reporting, planning, and implementation requirements articulated by federal and state law and regulation and other local requirements into a single planning document.

The Plan shall be developed with the involvement of board members, students, teachers, administrators, families ,

and other community members. If an SU/SD comprises more than one school building, a combined plan for some or all the buildings may be developed; however, the Plan should reflect the different needs of individual schools. The Plan shall be reviewed at least annually for effectiveness toward meeting the stated goals and shall be revised as necessary.

The Plan shall include indicators provided by the Vermont Agency of Education, including those identified in 16 VSA Section 165(a) and additional indicators determined locally, including but not limited to indicators reported pursuant to Section 2124 of this rule. The Plan shall report student level indicators aggregated for the SU/SD and disaggregated according to school and student subgroups as identified by Section 2124 of this rule. In no case shall a SU/SD reveal personally identifiable information about an individual student or violate the State's minimum group size for reporting.

The Plan shall also report on and consider findings from the SU/SD's self-evaluation conducted in accordance with Rule **//INSERT DQS REFERENCE HERE** and at a minimum contain:

- a) goals and objectives for improved student learning;
- b) educational strategies and activities specifically designed to achieve these goals, including professional learning of administrative and instructional staff;
- c) strategies and support systems to ensure the school maintains a learning and social environment that is safe, orderly, civil, and positive and equitable, anti-racist, culturally responsive, anti-discriminatory, inclusive and free from harassment, hazing and bullying; and
- d) required technical assistance from the Vermont Agency of Education as appropriate or determined by law.

A SU/SD's school board shall approve the Plan at least annually.