

Name:

Academic Proficiency Measures	AOE Rec. Weights	Agree	Disagree (add weights below)
<b>Standards Assessments</b>			
English Language Arts	20%		
Math	20%		
Science	5%		
Physical Education	5%		
<b>Graduation Rate</b>	20%		
<b>English Language Proficiency</b>	10%		
<b>Career and College Readiness</b>			
Career and College Ready Assessment	10%		
Alumni College and Career Outcomes	10%		

Notes:

Personalization Measures	AOE Rec. Weights	Agree	Disagree (add weights below)
<b>Flexible Pathways</b>			
A. % participation in an EQS pathway	25%		
B. # of paths offered at school	25%		
<b>Personalized Learning Plans</b>			
C. % of students with current PLP	25%		
D. % positive student perception of PLP through climate survey	25%		

Notes:



Safe, Healthy Schools Measures	AOE Rec. Weights	Agree	Disagree (add weights below)
<b>Exclusionary Discipline</b>			
A. The average days of lost instruction per capita	33%		
<b>School Climate</b>			
B. % of students with positive view of school climate	33%		
C. % of teachers with positive view of school climate	33%		

Notes:

High Quality Staffing Measures	AOE Rec. Weights	Agree	Disagree (add weights below)
<b>A. % of students taught in courses where the teacher is fully licensed</b>	25%		
<b>B. Index of educational stability-teachers, principals &amp; superintendents.</b>	25%		
<b>Professional Satisfaction</b>			
C. % of teachers satisfied with professional development	25%		
D. % teachers satisfied with evaluation process	25%		

Notes:

High Quality Staffing Measures	AOE Rec. Weights	Agree	Disagree (add weights below)
<b>A. An index describing how well the school has met the required ratios in EQS</b>	25%		
B. A scale regarding the per student expenditure*	25%		
C. A calculated return on investment (ROI)	50%		

Notes:





# VERMONT STATE PLAN WORKING SESSION #3

Review of Statutory Authority

Review of Education Quality Reviews (EQR)

Central Questions

1. Discuss: 5 Domains
2. Discuss: Design Principles
3. Discuss: Review path to measures
4. Discuss: Proposals for Weighting of Measures

# STATUTORY AUTHORITY § 164

- § 164. State Board; general powers and duties
- The State Board shall evaluate education policy proposals, including timely evaluation of policies presented by the Governor and Secretary; engage local school board members and the broader education community; and establish and advance education policy for the State of Vermont...
  - 17) ***Report annually on the condition of education statewide and on a school-by-school basis.*** The report shall include information on attainment of standards for student performance adopted under subdivision (9) of this section, number and types of complaints of harassment, hazing, or bullying made pursuant to chapter 9, subchapter 5 of this title and responses to the complaints, financial resources and expenditures, and community social indicators. ***The report shall be organized and presented in a way that is easily understandable by the general public and that enables each school to determine its strengths and weaknesses. The Secretary shall use the information in the report to determine whether students in each school are provided educational opportunities substantially equal to those provided in other schools pursuant to subsection 165(b) of this title.***

# STATUTORY AUTHORITY § 165

- **§ 165. Education quality standards; equal educational opportunities; independent school** meeting education quality standards
- (b) Every two years, the Secretary shall determine whether students in each Vermont public school are provided educational opportunities substantially equal to those provided in other public schools. If the Secretary determines that a school is not meeting the education quality standards listed in subsection (a) of this section or that the school is making insufficient progress in improving student performance in relation to the standards for student performance set forth in subdivision 164(9) of this title, he or she shall describe in writing actions that a district must take in order to meet either or both sets of standards and shall provide technical assistance to the school. If the school fails to meet the standards or make sufficient progress by the end of the next two-year period, the Secretary shall recommend to the State Board one or more of the following actions:
  - (1) continue technical assistance;
  - (2) adjust supervisory union boundaries or responsibilities of the superintendent;
  - (3) assume administrative control only to the extent necessary to correct deficiencies; or
  - (4) close the school and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of this title.

# PIECE #1—EDUCATION QUALITY STANDARDS

## EDUCATION QUALITY STANDARDS (EQS)

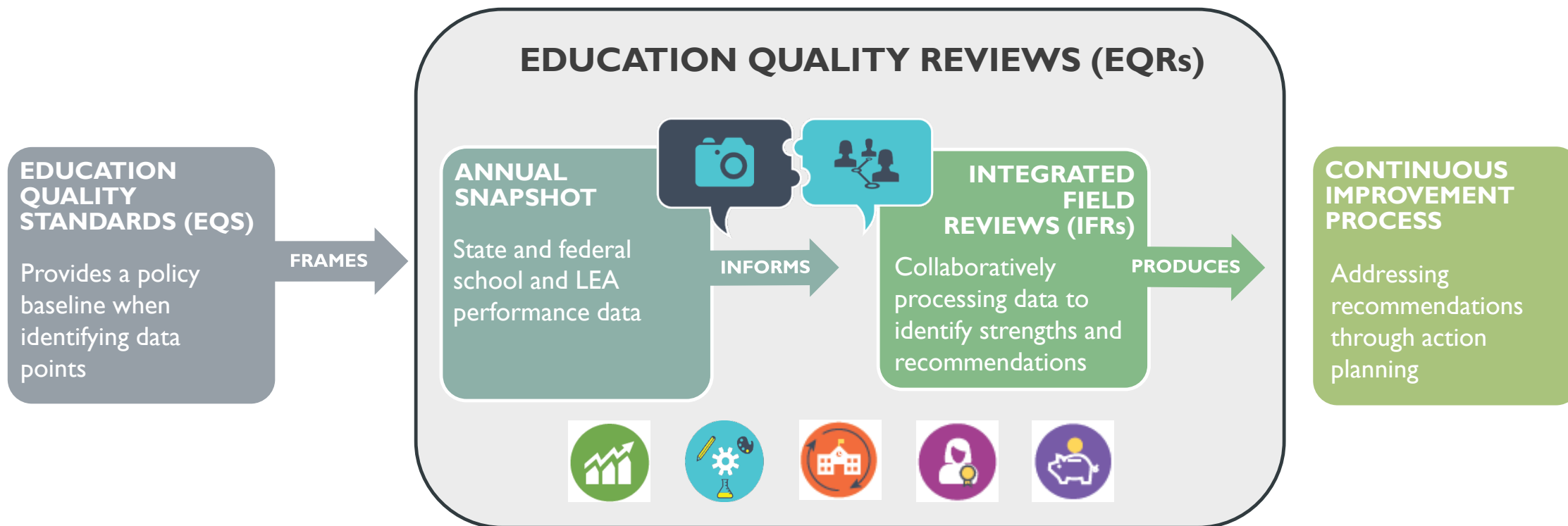
Provides a policy  
baseline when  
identifying data points

FRAMES

Education Quality Standards (EQS) is Vermont's definition of what all schools are responsible for providing to all of their students.

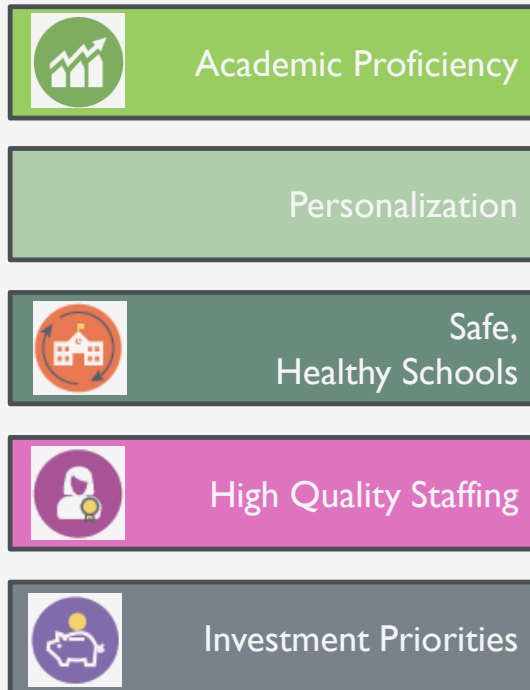
- The performance measures and content of the Vermont State Plan reflect EQS priorities and curriculum content areas.
- The accountability system articulated in the ESSA Plan fulfills EQS requirements and will supplement Vermont's existing Education Quality Review process.

# PUTTING THE PIECES TOGETHER



# ITEM 1: AFFIRMING EDUCATION QUALITY STANDARDS' DOMAINS

## 5 Domains of Education Quality Standards



The Education Quality Standards can be broken into five domains demonstrating the diversity of the work done in schools and EQS's concern with development of the whole child.

At our last meeting, the Board indicated you prefer Domains to all Measures.

Straw Poll Question: Do these Domains reflect the different aspects of education quality you expect?



## ITEM 2: DESIGN LOGIC

### ESSA

- **EQUITY:** proposed solutions should support equitable outcomes and learning opportunities for all of Vermont's students.
- **ALIGNMENT:** proposed solutions should align with the stated goals and values of state education policy (EQS) wherever possible.
- **EFFICIENCY:** proposed solutions should obtain useful results for the lowest possible cost of time and financial resources.
- **PRACTICALITY:** proposed solutions should reflect the AOE and field's capacity to support implementation, and should avoid creating unnecessary burdens and duplicative processes.

### Education Quality Reviews

- **Straw Poll:** Do these design principles align with the Board's goals?



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# Board of Education

- Vermont should hold schools accountable for having a “Safe, Healthy School”.

# Secretary

- To meet the Board’s goal, Vermont will measure “Safe, Healthy School” through the results of student climate surveys, staff climate surveys, and exclusionary discipline.

# AOE Staff

- To meet the Secretary’s commitment, Vermont will select a climate survey vendor, review questions, create procedures for data collection and calculations and communicate with the field.

## ITEM 3: PATH TO ESSA MEASURES

Date	Description	Resulting Measures
Feb-June 2015	EQR Summits with 45 stakeholders including representatives of the SBE and built initial ideas for EQR when NCLB was still the federal law.	500+
June-Dec	AOE Staff refined EQR measures to ensure that all met the collection requirements.	300
Dec	ESSA passes.	
March 2016	AOE refinement of measures for all Domains from multiple presentations and survey with responses from over 300 people.	35
May	AOE refinement of measures following stakeholder working group with SBE participation.	26
July	Secretary confirmation of all the measures for all Domains.	21
Oct	Secretary concludes that not all measures can be used for ESSA, determine to only use the Academic Proficiency Domain for ESSA; the remaining measures for state accountability.	8

# Annual Snapshot: Multiple Measures

Proposed within the Vermont State Plan to the U.S. Department of Education, as a part of the State Plan approval process.



In Vermont, one way that we look at education quality is by examining numerical data displayed through an Annual Snapshot. These data have been selected by the Agency to represent common data collected across all Vermont public schools that address some, but not all, aspects of the Education Quality Standards. Each of these measures is evaluated by a specific method of calculation and from reliable data sources.



## Academic Proficiency

1. Content Standard Performance
  - A. English Language Arts
  - B. Mathematics
  - C. Science
  - D. PE/Fitness
2. English Language Proficiency
3. Graduation Rate
4. Career and College Ready
  - A. Student-selected assessment
  - B. Post-Secondary Outcomes

Note: All of the Academic Proficiency items are also used to satisfy federal requirements under ESSA.



## Personalization

1. Flexible Pathways
  - A. Student Participation
  - B. School Offerings
2. Personalized Learning Plans
  - A. Development
  - B. Student Satisfaction



## High Quality Staffing

1. Licensed Teachers
2. Education Staff Stability
3. Staff Satisfaction
  - A. Professional Development
  - B. Evaluation



## Safe, Healthy Schools

1. Disciplinary Exclusion
2. School Climate
  - A. Student Survey
  - B. Staff Survey



## Investment Priorities

1. EQS Staffing Ratios
2. Per Student Expenditures
3. Return on Investment

These measures have been fully vetted, are all possible and met all design criteria for the ESSA State Plan.

The Board of Education adopted all of these measures (plus a few more) in your Alternative Structures Rules.

We reviewed these measures together at the Board Retreat at Jay this past summer.

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<http://education.vermont.gov/vermont-schools/education-laws/essa>

## ITEM 4:WEIGHTING ACADEMIC PROFICIENCY

ESSA required us to describe weights and measures in our accountability work. Vermont's response does this for the "Academic Proficiency."

If you agree to using these weights for EQR check agree.

If you recommend changing the weights, indicate your preferred weights. Remember it must total to 100.

### ESSA WEIGHTS (for a PK-12 system)

- ELA 20%
- Math 20%
- Science 5%
- PE 5%
- Graduation 20%
- EL 10%
- College and Career Ready Assessment 10%
- Alumni College and Career Outcomes 10%

## ITEM 4:WEIGHTING PERSONALIZATION

Personalization Measures	Recommended Weight
<b>Flexible Pathways (high school only)</b>	
A. % participation in an EQS pathway	25%
B. # of paths offered at school	25%
<b>Personalized Learning Plans (middle-high only)</b>	
C. % of students with current PLP	25%
D. % positive student perception of PLP through climate survey	25%

## ITEM 4:WEIGHTING SAFE, HEALTHY SCHOOLS

Safe, Healthy Schools Measures	Recommended Weight
<b>Exclusionary Discipline</b>	
A.The average days of lost instruction per capita	33%
<b>School Climate</b>	
B. % of students with positive view of school climate	33%
C. % of teachers with positive view of school climate	33%

## ITEM 4:WEIGHTING HIGH QUALITY STAFFING

High Quality Staffing Measures	Recommended Weight
A. % of students taught in courses where the teacher is fully licensed	25%
B. Index of educational stability-teachers, principals & superintendents.	25%
<b>Professional Satisfaction</b>	
C. % of teachers satisfied with professional development	25%
D. % teachers satisfied with evaluation process	25%



## ITEM 4:WEIGHTING INVESTMENT PRIORITIES

Investment Priorities Measures	Recommended Weight
A. An index describing how well the school has met the required ratios in EQS	25%
B. A scale regarding the per student expenditure*	25%
C. A calculated return on investment (ROI)	50%

\*This measure is required by ESSA for reporting but not for use in federal accountability.

## NEXT BOARD MEETING

- Reporting out on the measures weights and any changes to the recommendations
- Votes (only if needed)
- Discussion of the Secretary's recommended process for determining if a school is "not substantially equal" or failing to meet "EQS."