



Data Dashboard for EQR
State Board of Education
November 14, 2017

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.



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

What the State Board wants to know:

For the State:

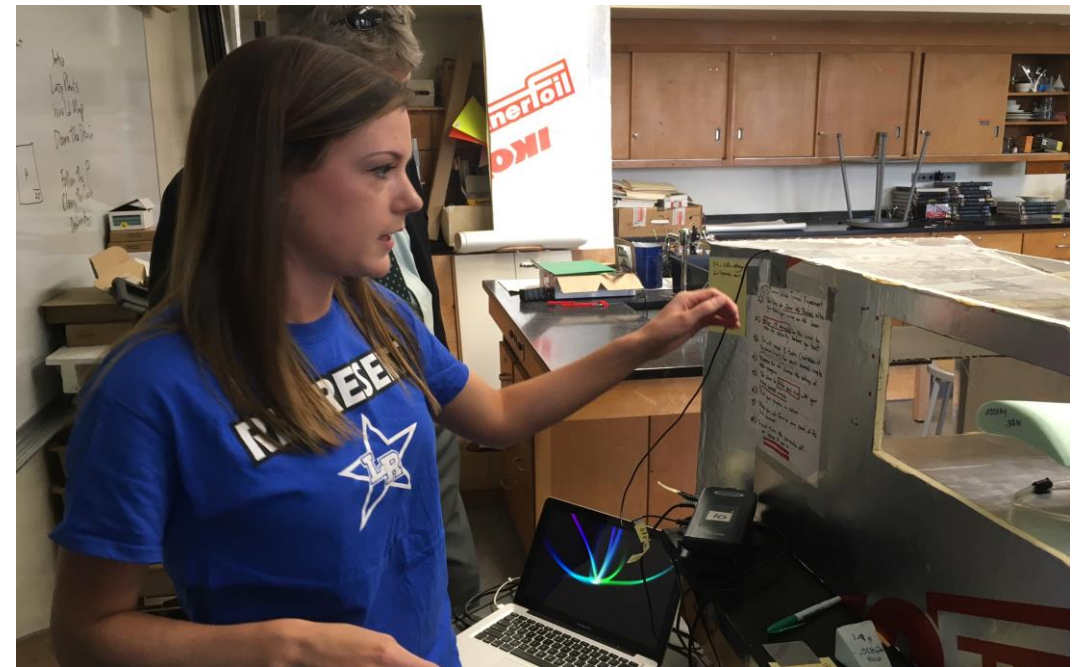
- How well do we do overall? **(Excellence)**
- How equitable is performance across our systems? **(Equity)**
- How equitable is performance within each system? **(Equity)**
- How much are we spending overall to get these results? **(Efficiency)**



What the State Board wants to know:

For each system:

- How well is each system doing? **(Excellence)**
- How equitable is performance across schools within SUs/SDs? **(Equity)**
- How equitable is performance within each school? **(Equity)**
- What investments are systems and schools making to get these results? **(Efficiency)**



Education Quality Reviews

The process of reviewing the five measures of EQS.

Education Quality Reviews



Academic Proficiency



Personalization



Safe, Healthy Schools



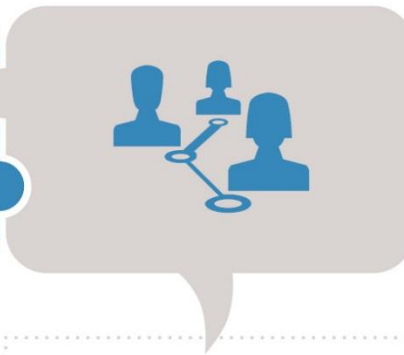
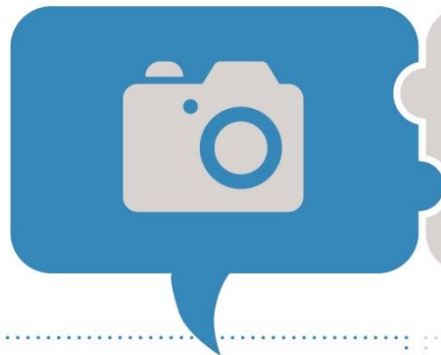
High-Quality Staffing



Investment Priorities

Report Card

Vermont's school report card will provide data on school performance and change for the five domains of the Education Quality Standards.



Education Quality Standards

Provides a policy baseline when identifying data points.

Annual Snapshot

State and federal school and LEA accountability data.

Integrated Field Review

Collaborative site review to identify commendations and recommendations.

Continuous Improvement Plans

Addressing needs and recommendations through action planning.

Frames

Informs

Produces

Excellence:

How will the Board know if Supervisory Unions/Districts are meeting the **expectations** of the EQS?



Snapshot: will help the community to see how well the high expectations of EQS are being met.



Integrated Field Review: will help the community to see what aspects of EQS have been met and what next steps can be taken to improve.

Equity across Systems:

How will the Board know if Supervisory Unions/Districts are ensuring **equity across schools and systems?**



Snapshot: To understand the degree to which there is equity *across the state* we look at the distribution of schools on the measures.



Integrated Field Review: Reports are written at the SU/SD level and a key theme is the degree to which SU/SD practices are consistently and equitably distributed.

Equity within Systems:

How will the Board know if Supervisory Unions/Districts are ensuring **equity for students within their system?**



Snapshot: To understand the degree to which there is equity **across students** within systems.



Integrated Field Review: Reports are written at the SU/SD level and a key theme is the degree to which SU/SD practices are consistently and equitably distributed across subgroups.

Efficiency within Systems:

How will the Board evaluate the relationship between investments and outcomes?



- Snapshot: To understand what systems buy with the dollars they spend, and how this compares to their results (Administrator to Student ratios, staff to student ratios, expenditures per student, relationship between investment and critical outcomes).



- Integrated Field Review: Reports are written at the SU/SD level and a key theme is the degree to which SU/SD access to EQS opportunities are consistently and equitably distributed across schools and student subgroups (compliance with EQS).

How to proceed?

Next steps:

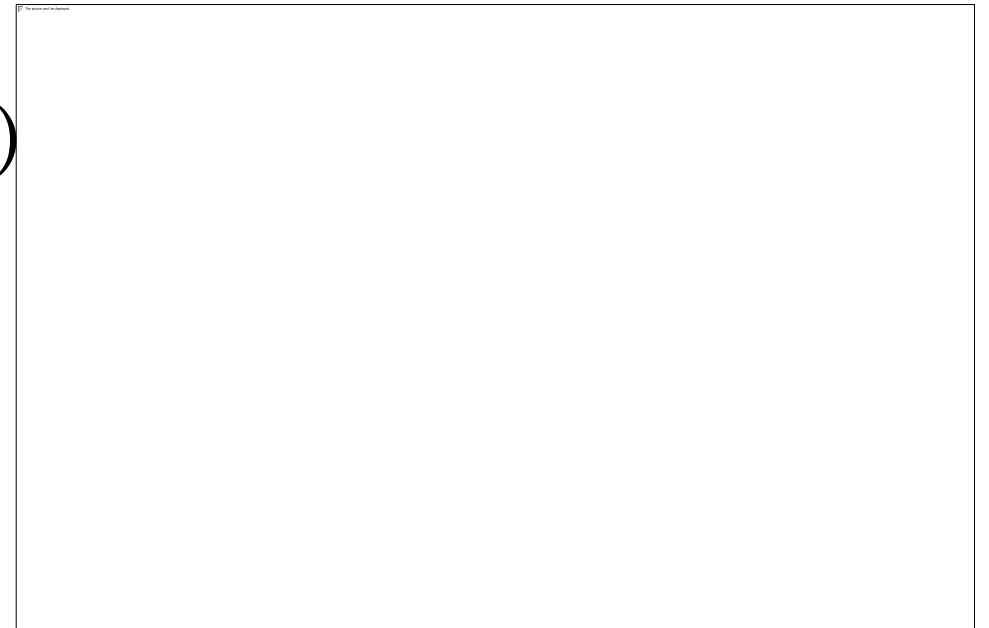
- Every decision for academic proficiency made with stakeholder input.
- Had to determine score bands and decile ratings within.
- Had to determine how to weight for ESSA and feds to make the composite score.
- Had to create the grids that intersect performance with change.

Board indicated a preference for composite reporting for each domain in a previous meeting: How do you want this?

Previously:






The SBE indicated a preference for a landing page with a single score for each domain:

- Academic achievement (proficiency)
- Personalization
- Safe and Healthy Schools
- High Quality Staffing
- Investment Priorities



Note: Data are not inferences. Inferences are the conclusions the SBE makes, based on data.

Vermont Report Card Excellence (Performance)

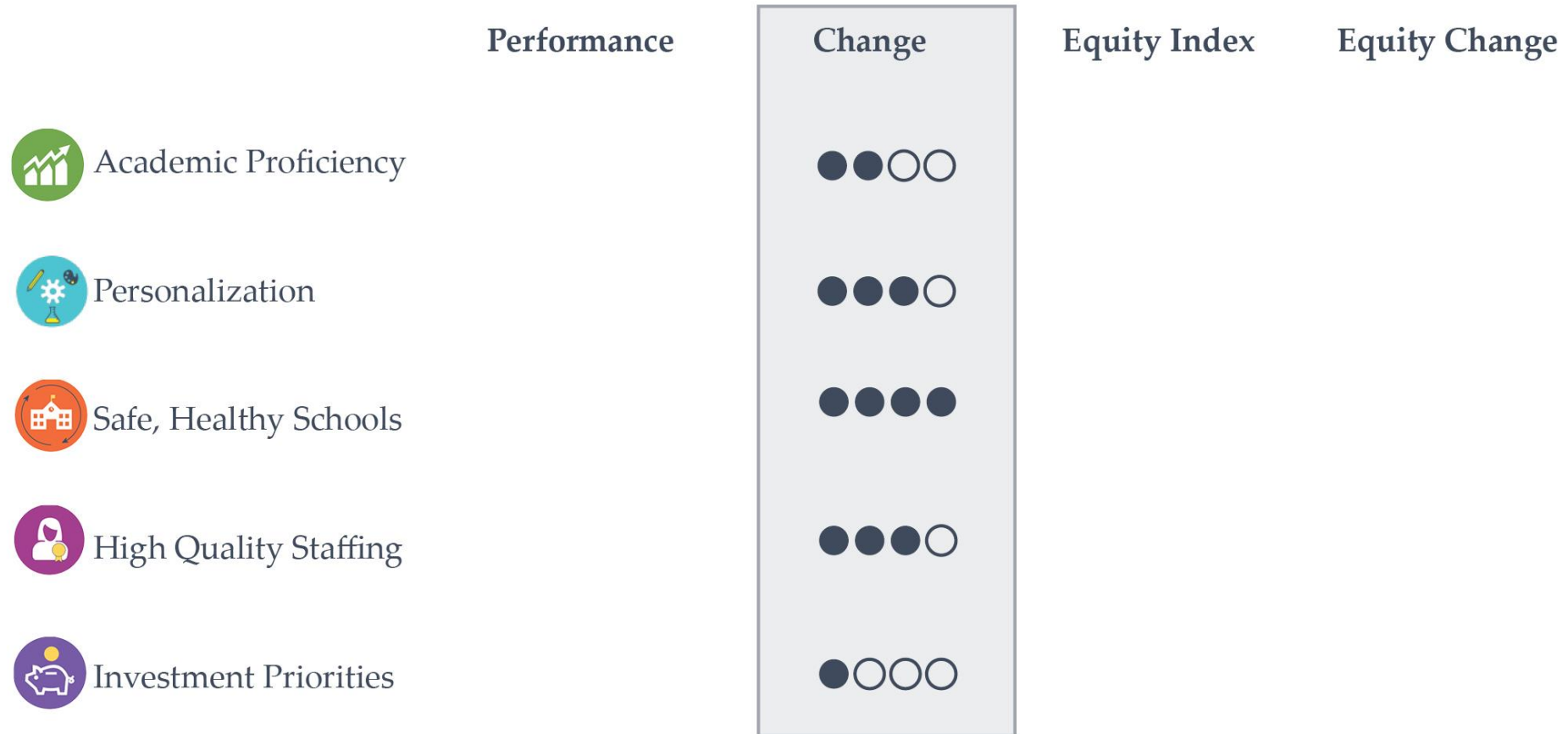
	Performance	Change	Equity Index	Equity Change
 Academic Proficiency	●●○○			
 Personalization	●●●○			
 Safe, Healthy Schools	●●○○			
 High Quality Staffing	●●●●			
 Investment Priorities	●○○○			



The **Performance column** represents how well the school has performed this year for all students.

Vermont Report Card

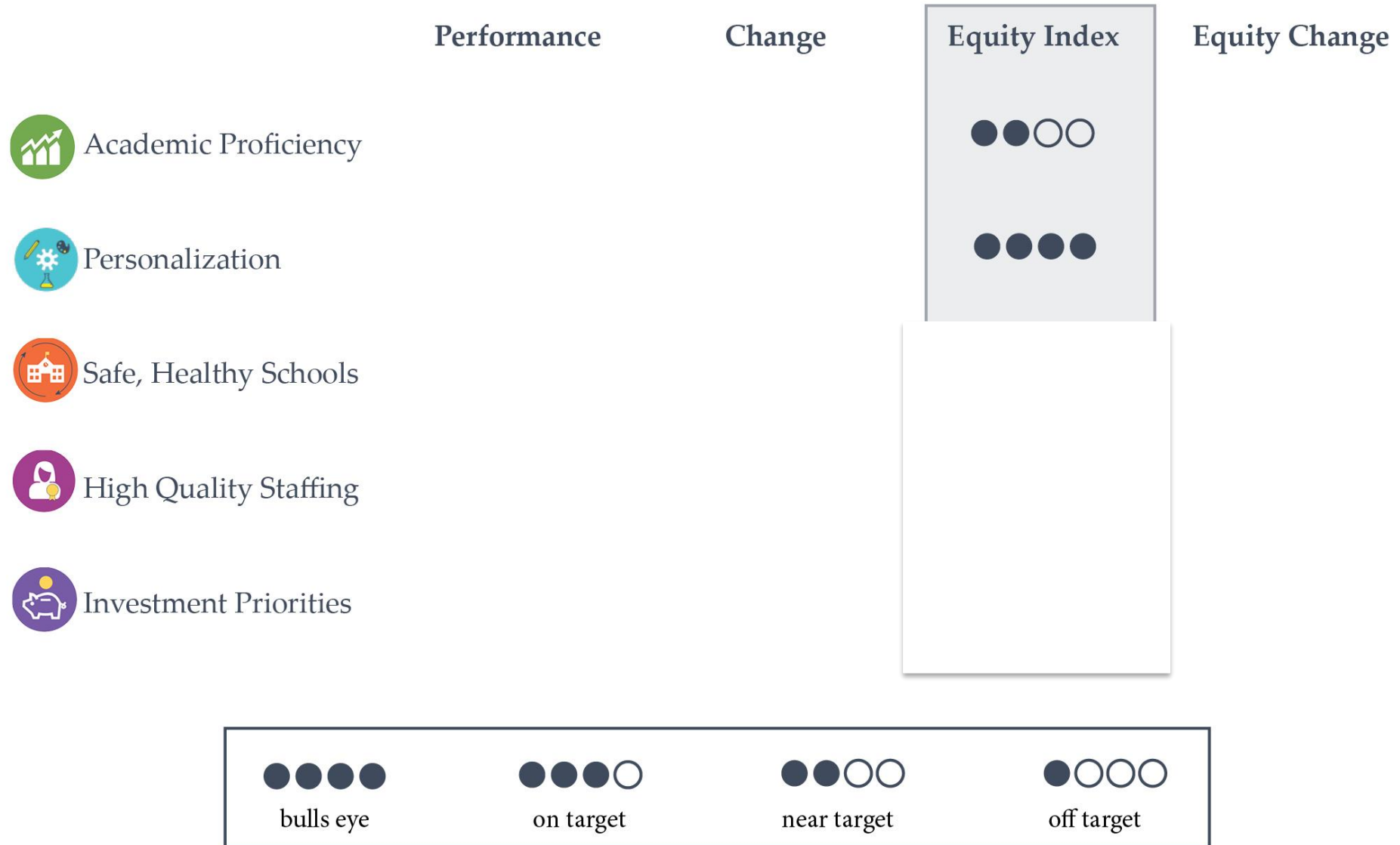
Change in Excellence (Performance and Improvement)



The **Change column** lets us know how things have changed since last year.

Vermont Report Card

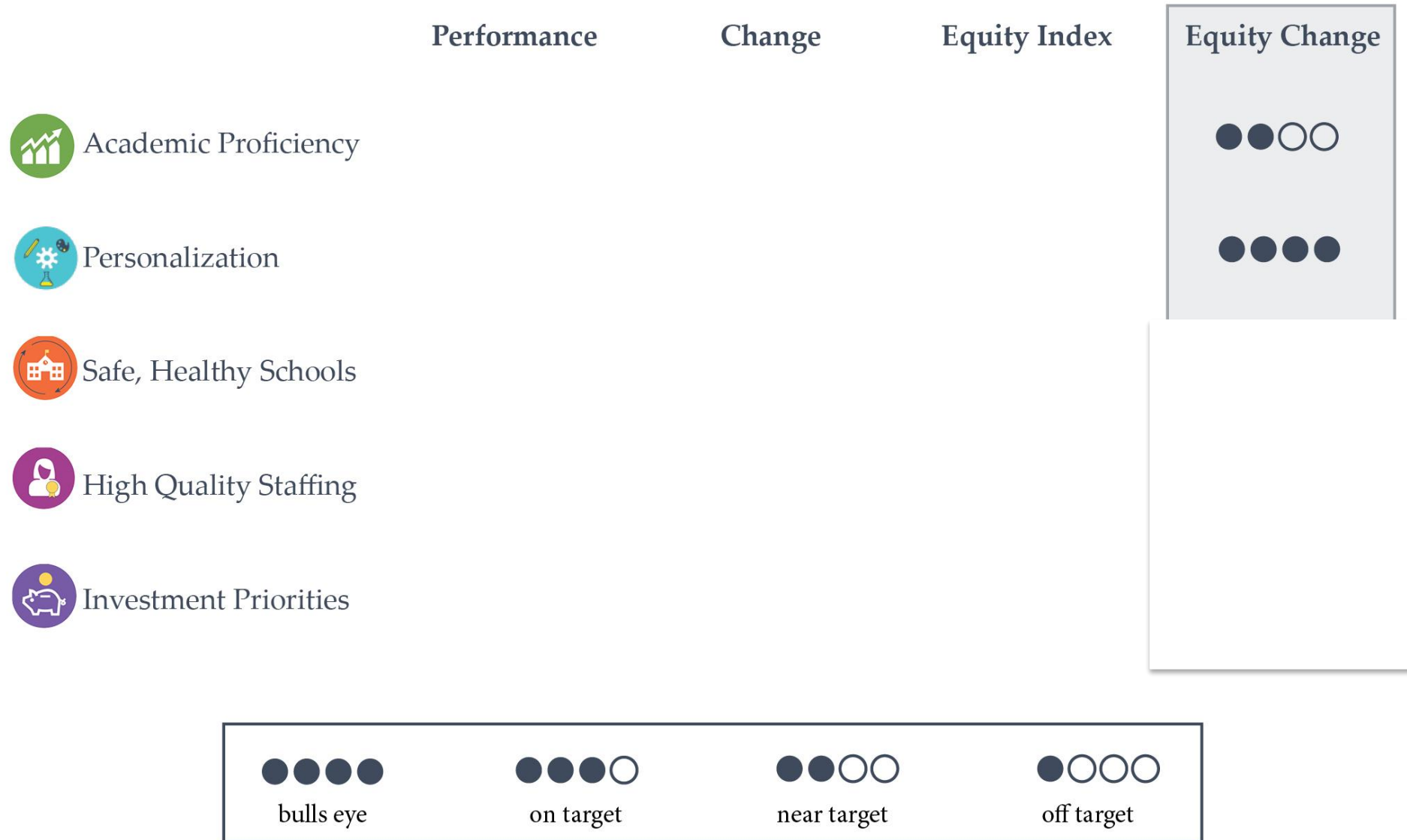
Equity Index



The **Equity Index** helps us to see equity within a school.

Vermont Report Card


Change in Equity (Equity and Improvement)



The **Equity Change** assesses a school's success in closing that gap over time. 1

Vermont Report Card

Academic Proficiency

	Performance	Change	Equity Index	Equity Change
 Academic Proficiency	●●●○	●●○○	●●●○	●○○○

 Personalization

 Safe, Healthy Schools

 High Quality Staffing

 Investment Priorities



The **Equity Change** assesses a school's success in closing that gap over time. 1

Question: do you want a single aggregate score for each domain, or separate scores within each

Context:

ESSA required us to describe our academic measures, and their respective weights within an accountability system.

For its purposes, does the SBE want to stick with the ESSA weights?






Or, does the SBE want different weights?

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%

Vermont Report Card

Personalization

	Performance	Change	Equity Index	Equity Change
 Academic Proficiency				
 Personalization	●●●●	●●○○	●●●○	●○○○
 Safe, Healthy Schools				
 High Quality Staffing				
 Investment Priorities				



The **Equity Change** assesses a school's success in closing that gap over time. 1

Personalization?

Personalization	Weight?
Flexible Pathways	
A. % participation in an EQS pathway	25%
B. # of paths offered at school	25%
Personalized Learning Plans	
C. % of students with current PLP	25%
D. % positive student perception of PLP through climate survey	25%

Vermont Report Card

High Quality Staffing

Performance

Change

Equity Index

Equity Change



Academic Proficiency



Personalization

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Equity Index

Equity Cha



Academic Proficiency



Personalization



bulls eye



on target



near target



Off target

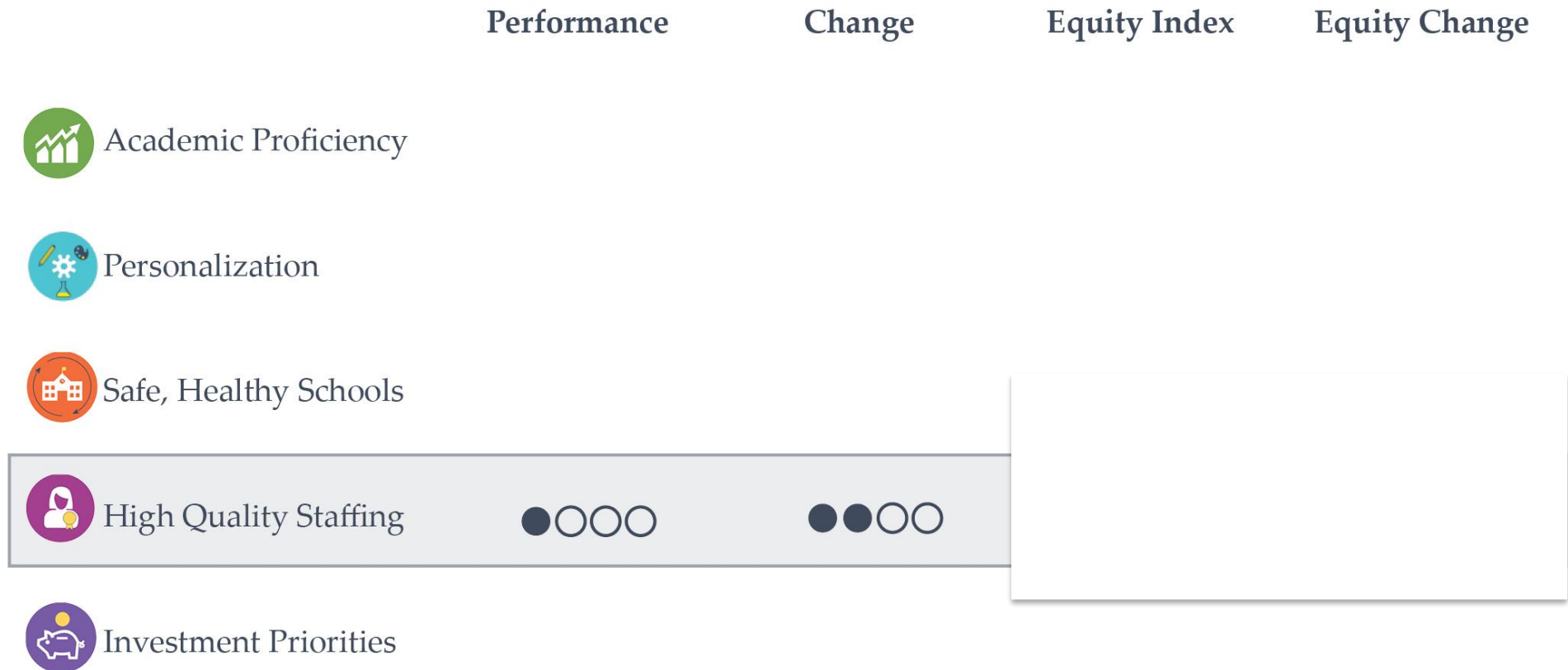
The **Equity Change** assesses a school's success in closing that gap over time. 1

Safe, Healthy Schools

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

Vermont Report Card

High Quality Staffing



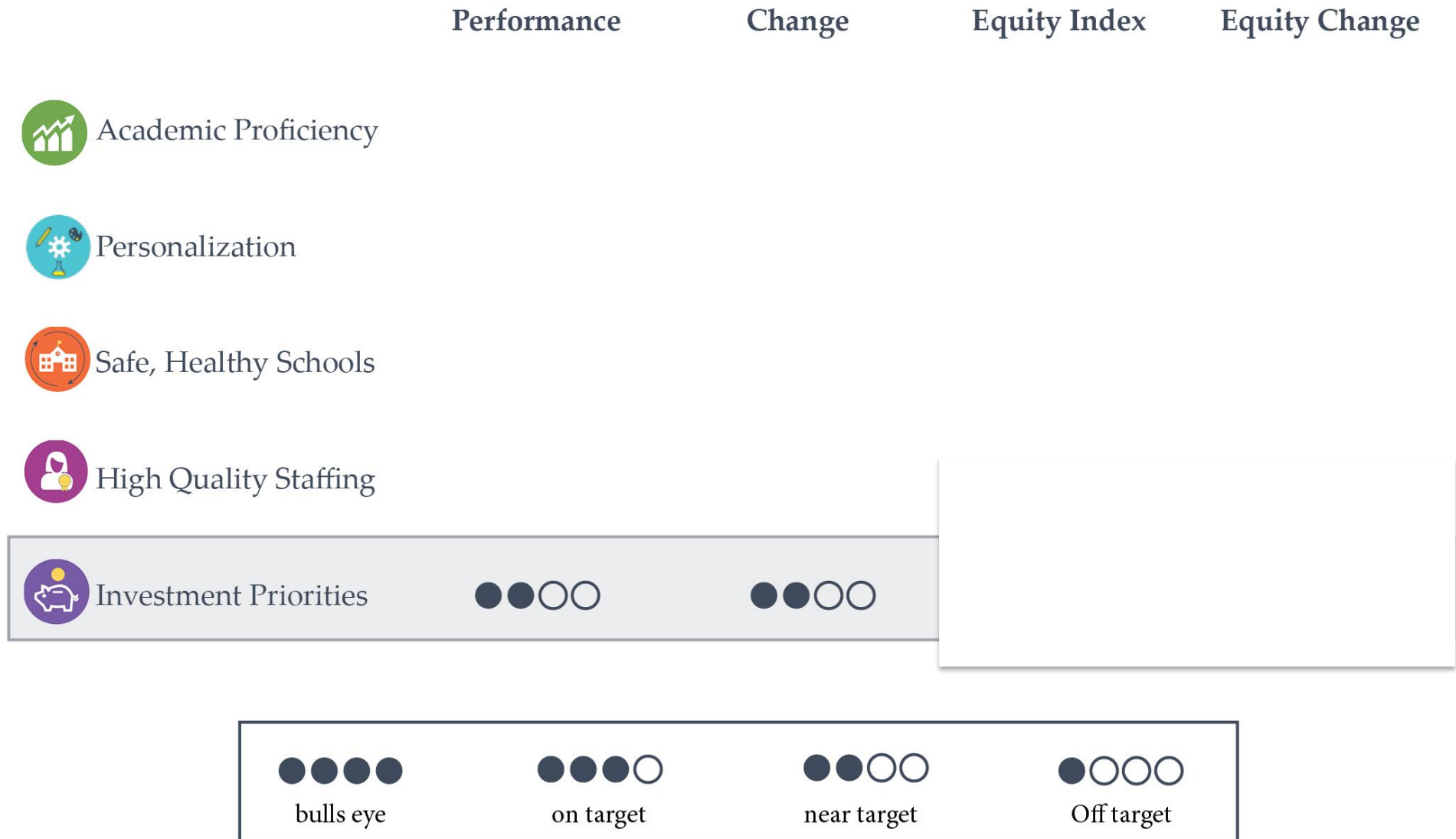
The **Equity Change** assesses a school's success in closing that gap over time. 1

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%
Professional Satisfaction	
C. % of teachers satisfied with professional development.	25%
D. % teachers satisfied with evaluation process.	25%

Vermont Report Card

Investment Priorities








The **Equity Change** assesses a school's success in closing that gap over time. 1

Efficiency: Investment Priorities

Investment Priorities	Weight
A. An index describing how well the school has met the required ratios in EQS.	25%
B. A scale regarding 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.

Vermont Report Card Sample

	Performance	Change	Equity Index	Equity Change
 Academic Proficiency	●●○○	●○○○	●●●○	●●○○
 Personalization	●●●●	●●○○	●●●○	●●○○
 Safe, Healthy Schools	●●○○	●●○○		
 High Quality Staffing	●●○○	●●●○		
 Investment Priorities	●○○○	●●○○		

●●●●	●●●○	●●○○	●○○○
bulls eye	on target	near target	Off target

Standards for High Expectations

We need a statement as to the Board's intent for what meets high expectations that:

- Includes reference to the Performance Rating for All Students
- Includes reference to the Change for All Students



Standards for Equity

Because some schools will meet or exceed expectations, schools that are not meeting them are by definition inequitable *across* the state.

- We need a statement as to the Board's intent for what demonstrates Equity *within* schools and SU/SDs
 - Includes reference to the Equity Index Rating
 - Includes reference to the Equity Index Change



Expectations for Efficiency

What does the Board expect in terms of Efficiency?

- We need a statement as to the Board's intent for what demonstrates Efficiency



Summary of requested input

- Sense of the Board on Weighting for composite indicators for each domain
- Statement of the Board on expectations for Excellence and improvement in Excellence
- Statement of Board on expectations for Equity and improvement in Equity
- Statement of the Board on Efficiency (Investment Priorities) and improvement in Efficiency

Recommend: 2-3 people to review.