



THE VERMONT ANNUAL SNAPSHOT

VERMONT BOARD OF EDUCATION

17 JULY 2019

- Purpose
- Tour
- Statewide Trends
- Equity
- Communication
- Comprehensive and Equity Supports



PURPOSE



Education Quality Reviews



Academic Proficiency



Personalization



Safe, Healthy Schools



High-Quality Staffing



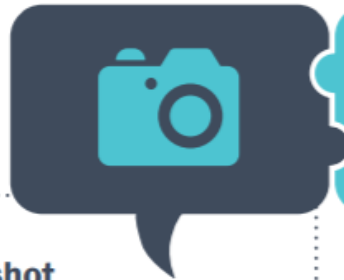
Investment Priorities



Education Quality Standards

Provides a policy baseline when identifying data points.

Frames



Annual Snapshot

State and federal school and LEA accountability data.

Informs



Integrated Field Review

Collaborative site review to identify commendations and recommendations.

Produces

Continuous Improvement Plans

Addressing needs and recommendations through action planning.





“(ESEA) represents a major new commitment of the federal government to quality and equality in the schooling that we offer our young people....As a son of a tenant farmer, I know that education is the only valid passport from poverty. As a former teacher...I have great expectations of what this law will mean for all of our young people. As President of the United States, I believe deeply no law I have signed or will ever sign means more to the future of America.”

-Lyndon Johnson, 11 April 1965

WHAT THE SNAPSHOT IS DESIGNED TO DO

- Reflect EQS Goals
- Help Stakeholders Identify Strengths and Needs
- Guide Continuous Improvement
- Provide Holistic View of School Systems
- Reduce Reporting Burden for Schools and SU/SDs
- Hone in on Equity
- Determine Eligibility for Comprehensive and Equity Schools

WHAT THE SNAPSHOT IS NOT DESIGNED TO DO

- Rank Schools or Compare Schools to Each Other
- Shame or Blame Schools
- Define Accountability Only as Assessment Scores
- Fully Represent a School System



TOUR

QUALIFIERS

- SU/School-level data in presentation are for demonstration only. They do not represent actual data.
- The data represent the 2017-18 academic year and school organizations.
- Student groups smaller than 11 are suppressed from public view.

Vermont Annual Snapshot

Get a snapshot of the performance for any school, district, or supervisory union

[View Directory](#) [View Vermont State Snapshot](#)



What the Snapshot does

The Annual Snapshot is an online tool where you can find quantitative data about Vermont schools. You can see how your school, Supervisory Union/District, or the state are doing, based on measures Vermont has decided are important. The Annual Snapshot exists to support schools, not rank them. The goal of the Annual Snapshot is to encourage communities to work together to improve educational outcomes for all students.

What the Snapshot tells you

Education Quality Standards (EQS)

The educational opportunities provided to all of Vermont's public school students. EQS implementation is measured across five domains, each composed of multiple data points, or indicators:



Academic Proficiency

How well do our schools provide students with opportunities to develop their skills and knowledge to be career and college ready?



Personalization

How well do our schools provide students with authentic engagement and opportunities to shape their own learning?



Safe, Healthy Schools

How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals?



High Quality Staffing

How well do our schools employ educators who are well trained and qualified to meet the needs of all student?



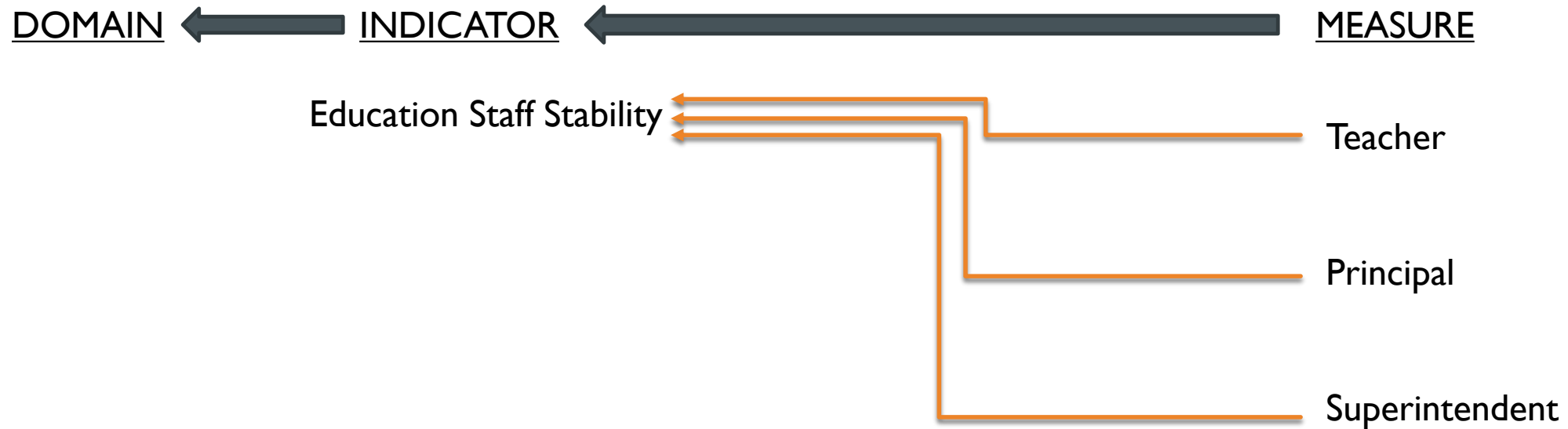
Investment Priorities

How well do our schools provide quality experiences at a price that the community believes is appropriate?

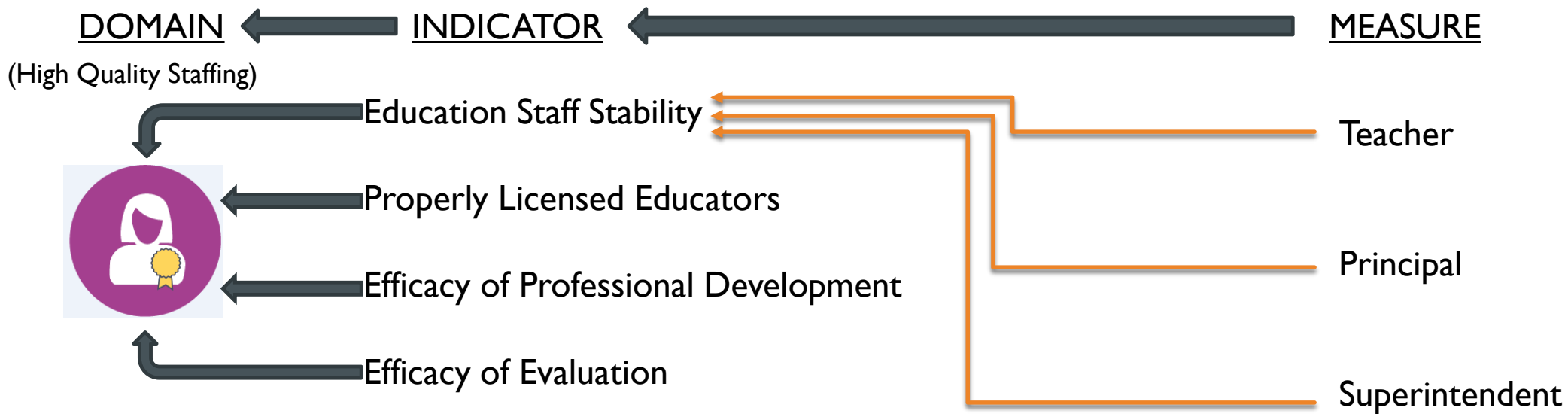
LOGIC OF TERMINOLOGY

DOMAIN ← INDICATOR ← MEASURE

LOGIC OF TERMINOLOGY



LOGIC OF TERMINOLOGY





Ratings

Reflect the calculated point value for the domain or indicator of interest. The scale that defines the icons differs for each of the Key Metrics and can be found here.

Performance



Not Meeting



Approaching



Meeting



Exceeding

Change



Declining



Not Improving



Improving
























Excelling



How it all comes together

The sample data displayed in the example are designed to explain the various sections of the snapshot and are not real data from an actual school system.

Education Quality Standards Domains	Performance		Equity Index	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
 <p>Academic Proficiency How well do our schools provide students with opportunities to develop their skills and knowledge to be career and college ready? Indicators include, Math, English Language Arts, Science, and Physical Education Assessments, English Language Proficiency, Graduation Rates, Career and College Ready Assessments and Outcomes.</p>	 Approaching	 Not Improving	 Not Meeting	 Not Improving
 <p>Personalization How well do our schools provide students with authentic engagement and opportunities to shape their own learning? Indicators include Flexible Pathway Participation and Offerings and Personalized Learning Plans.</p>	 Not Meeting	 Declining	 Exceeding	 Improving
 <p>Safe, Healthy Schools How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals? Indicators include Disciplinary Exclusion and Student and Staff School Climate Survey.</p>	 Meeting	 Excelling	 Approaching	 Improving
 <p>High Quality Staffing How well do our schools employ educators who are well trained and qualified to meet the needs of all student? Indicators include Rates of Licensed Teachers, Staff Stability, and Satisfaction with Professional Development and Evaluation Systems.</p>	 Approaching	 Declining	N/A	N/A
 <p>Investment Priorities How well do our schools provide quality experiences at a price that the community believes is appropriate? Indicators include Staffing Ratios, Per Student Expenditures, and School Return on Investment.</p>	 Approaching	 Not Improving	N/A	N/A

Vermont Annual Snapshot

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Search

[View Directory](#)

[View Vermont State Snapshot](#)



What the Snapshot does

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State Snapshot



Not Meeting
 Approaching
 Meeting
 Exceeding
 Declining
 Not Improving
 Improving
 Excelling

Education Quality Standards Domains

Performance Equity Index
 Current ⓘ Change ⓘ Current ⓘ Change ⓘ



Academic Proficiency

How well do our schools provide students with opportunities to develop their skills and knowledge to be career and college ready? Indicators include, Math, English Language Arts, Science, and Physical Education Assessments, English Language Proficiency, Graduation Rates, Career and College Ready Assessments and Outcomes.



Meeting



Declining



Not Meeting

Not
Calculated for
2017-18



Personalization

How well do our schools provide students with authentic engagement and opportunities to shape their own learning? Indicators include Flexible Pathway Participation and Offerings and Personalized Learning Plans.

N/A

N/A

N/A

Not
Calculated for
2017-18



Safe, Healthy Schools

How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals? Indicators include Disciplinary Exclusion and Student and Staff School Climate Survey.

N/A

N/A

N/A

Not
Calculated for
2017-18



High Quality Staffing

How well do our schools employ educators who are well trained and qualified to meet the needs of all student? Indicators include Rates of Licensed Teachers, Staff Stability, and Satisfaction with Professional Development and Evaluation Systems.

N/A

N/A

N/A

N/A



Investment Priorities

How well do our schools provide quality experiences at a price that the community believes is appropriate? Indicators include Staffing Ratios, Per Student Expenditures, and School Return on Investment.

N/A

N/A

N/A

N/A

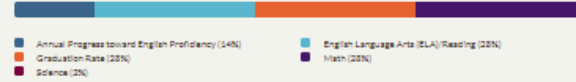


Overview

Overall Performance



Weight



Content Standards

Not Meeting Approaching Meeting Exceeding
 Declining Not Improving Improving Excelling

Indicator (Weight)	Performance		Equity Index	
	Current	Change	Current	Change
English Language Arts (ELA)/Reading (28.0%) 41,375 Students	Meeting	Not Improving	Not Meeting	Not Calculated for 2017-18
Math (28.0%) 41,385 Students	Approaching	Improving	Not Meeting	Not Calculated for 2017-18
Science (2.0%) 17,086 Students	Approaching	N/A	Not Meeting	Not Calculated for 2017-18
Physical Education (0.0%) 0 Students	These data will be included in the Annual Snapshot beginning in December 2019.			

English Language Proficiency

Not Meeting Approaching Meeting Exceeding
 Declining Not Improving Improving Excelling

Indicator (Weight)	Performance		Equity Index	
	Current	Change	Current	Change
Annual Progress toward English Proficiency (14.0%) 1,198 Students	Approaching	N/A	N/A	Not Calculated for 2017-18

Graduation Rate

Not Meeting Approaching Meeting Exceeding
 Declining Not Improving Improving Excelling

Indicator (Weight)	Performance		Equity Index	
	Current	Change	Current	Change
Graduation Rate (28.0%) 5,827 Students	Meeting	Declining	N/A	Not Calculated for 2017-18



Vermont

Academic Proficiency

2017-2018



Overview

Content Standards

English Language Proficiency

Graduation Rate

College and Career Readiness

Additional Information

Overview



Overall Performance



Exceeding

Weight



- ELA/Reading (28%)
- Graduation Rate (28%)
- Science (2%)

- English Proficiency for English Learner Students (14%)
- Math (28%)

Content Standards

○ Not Meeting ○ Approaching ● Meeting ● Exceeding
⬇ Declining ↻ Not Improving ↻ Improving ⬆ Excelling

Indicator (Weight)

Performance Equity Index
Current ⓘ Change ⓘ Current ⓘ Change ⓘ

English Language Arts (ELA)/Reading (28.0%)
41,375 Students



Meeting



Not
Improving



Not Meeting

Not
Calculated for
2017-18

Math (28.0%)
41,385 Students



Approaching



Improving



Not Meeting

Not
Calculated for
2017-18

Science (2.0%)
17,086 Students



Approaching



N/A



Not Meeting

Not
Calculated for
2017-18

Physical Education (0.0%)
0 Students

These data will be included in the Annual Snapshot
beginning in December 2019.



Content Standards



Subject

- All Subjects
- English Language Arts (ELA)/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- EE
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

All Students

Equity Comparison Group

Historically Marginalized compared to Historically Privileged Students

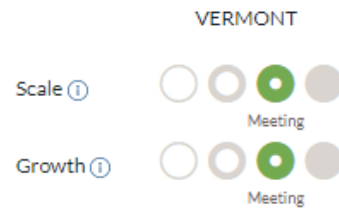
English Language Arts (ELA)/Reading

Scale: 41,375 Students

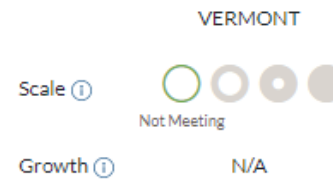
Growth: 27,254 Students

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Current Performance



Current Equity Index



Performance Change



Equity Index Change

Equity Index Change data cannot be calculated until the 2018-19 academic year as multiple data sources were not collected by student group prior to the 2017-18 academic year. Therefore, there are no data to determine the change in the Equity Index from the previous year.

Content Standards



Subject

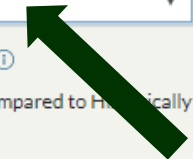
- All Subjects
- English Language Arts (ELA)/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- EE
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

Free and Reduced Lunch



Equity Comparison Group

Historically Marginalized compared to Historically Privileged Students

English Language Arts (ELA)/Reading

Scale: 16,510 Students
Growth: 10,507 Students

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

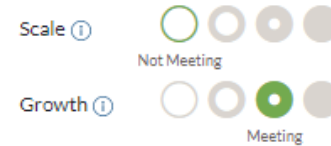
Current Performance

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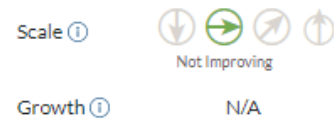
Current Equity Index

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Performance Change

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Equity Index Change

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English Language Proficiency

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Indicator (Weight)	Performance		Equity Index	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
Annual Progress toward English Proficiency (14.0%) 1,198 Students	 Approaching	N/A	N/A	Not Calculated for 2017-18

Graduation Rate

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Indicator (Weight)	Performance		Equity Index	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
Graduation Rate (28.0%) 5,827 Students	 Meeting	 Declining	N/A	Not Calculated for 2017-18

College and Career Readiness

- Not Meeting Approaching Meeting Exceeding
 Declining Not Improving Improving Excelling

Indicator (Weight)	Performance		Equity Index	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
Performance on Career/College-Readiness Assessments (0.0%) 0 Students	These data will be included in the Annual Snapshot beginning in December 2019.			
Career/College-Ready Outcomes Within 16 Months of Graduation (0.0%) 0 Students	These data will be included in the Annual Snapshot beginning in December 2019. >			



VERMONT

Personalization

2017-2018



Overview | Student Participation in Flexible Pathways | School Offerings of Flexible Pathways | Personalized Learning Plans




Indicator	Performance		Equity Index	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
Student Participation in Flexible Pathways 0 Students	These data will be included in the Annual Snapshot beginning in Autumn 2019.			
School Offerings of Flexible Pathways 0 Students	These data will be included in the Annual Snapshot beginning in December 2019.			
Personalized Learning Plans 0 Students	These data will be included in the Annual Snapshot beginning in December 2020.			



ELA Assessment	Yes	Yes	Yes	Yes
Math Assessment	Yes	Yes	Yes	Yes
Science Assessment	Yes	Yes	Yes	Yes
PE Assessment	No	No	Yes	Yes
English Proficiency	Yes	Yes	Yes	Yes
Graduation Rate	Yes	Yes	Yes	Yes
CCR Assessment	No	No	Yes	Yes
Post-Graduation Outcomes	No	No	Yes	Yes
Flexible Pathways Participation	No	Yes	Yes	Yes
Flexible Pathways Offered	No	No	Yes	Yes
Personalized Learning Plans	No	No	No	Yes



Cells highlighted in green are dependent on VTCLIM

Domain	Indicator	Version I (June '19)	Version II (Sept '19)	Version III (Dec '19)	Version IV (Dec '20)
	Properly Licensed Teachers	No	Yes	Yes	Yes
	Education Staff Stability	No	Yes	Yes	Yes
	Staff Satisfaction with Prof. Development	No	No	No	Yes
	Staff Satisfaction with Evaluation	No	No	No	Yes
	Disciplinary Exclusion	No	Yes	Yes	Yes
	School Climate Survey—Student	No	No	No	Yes
	School Climate Survey—Staff	No	No	No	Yes
	EQS Staffing Ratios	No	Yes	Yes	Yes
	Per Student Expenditures	No	No	Yes	Yes
	Return on Investment	No	No	Yes	Yes

Cells highlighted in green are dependent on VTCLIM

Vermont Annual Snapshot

Get a snapshot of the performance for any school, district, or supervisory union



Birch Supervisory Union

Search

- JUSTIN MORRILL HIGH SCHOOL SCHOOL
- BIRCH SU SU/SD
- LINDA RICHARDS MIDDLE SCHOOL SCHOOL



BIRCH SU

2017-2018

Address and Contact

16 MAIN STREET
WINDSOR, VT 05089
(802) 555-1777

Superintendent

FANNY ALLEN (as of 5/07/2019)

Schools

ROBERT FROST ELEMENTARY SCHOOL
LINDA RICHARDS MIDDLE SCHOOL
JUSTIN MORRILL HIGH SCHOOL

Supervisory Union/Supervisory District Snapshot



Enrollment: 2,401 students

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Education Quality Standards Domains



Academic Proficiency

How well do schools provide students with opportunities to develop their skills and knowledge to be career and college ready? Indicators include, Math, English Language Arts, Science, and Physical Education Assessments, English Language Proficiency, Graduation Rates, Career and College Ready Assessments and Outcomes.



Personalization

How well do our schools provide students with opportunities to shape their own learning and to provide authentic engagement? Indicators include Flexible Pathway Participation and Offerings and Personalized Learning Plans.

	Performance		Equity Gap	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
Academic Proficiency				Not Calculated for 2017-18
Personalization	N/A	N/A	N/A	Not Calculated for 2017-18

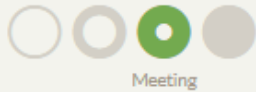


- Overview
- Content Standards
- English Language Proficiency
- Graduation Rate
- College and Career Readiness
- Additional Information

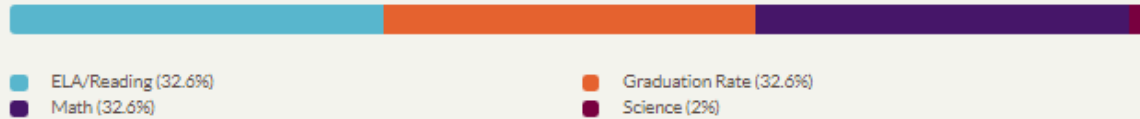
Overview



Overall Performance



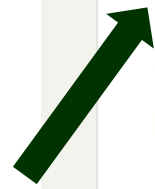
Weight



Content Standards

- Not Meeting
- Approaching
- Meeting
- Exceeding
- ⬇ Declining
- ➡ Not Improving
- ➡ Improving
- ⬆ Excelling

Measure (Weight)	Performance		Equity Gap	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
ELA/Reading (32.6%) 966 Students	Meeting	Declining	Not Meeting	Not Calculated for 2017-18
Math (32.6%) 963 Students	Meeting	Not Improving	Not Meeting	Not Calculated for 2017-18



Content Standards



Subject

- All Subjects
- ELA/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- EE
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

All Students

Equity Comparison Group

Historically Marginalized compared to Historically Privileged Students

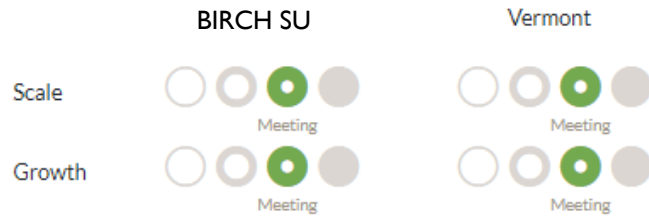
ELA/Reading

Scale: 966 Students

Growth: 610 Students

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

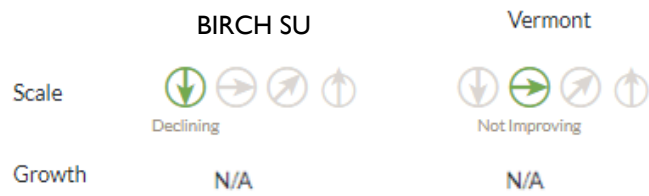
Current Performance



Current Equity Gap



Performance Change



Equity Gap Change

Equity Index Change data cannot be calculated until the 2018-19 academic year as multiple data sources were not collected by student group prior to the 2017-18 academic year. Therefore, there are no data to determine the change in the Equity Index from the previous year.

Content Standards



Subject

- All Subjects
- ELA/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- EE
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

- Asian
- Equity Comparison Group ⓘ
- Non-Asian

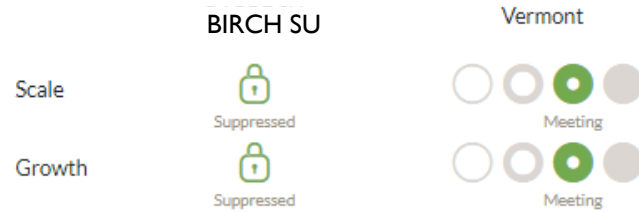


ELA/Reading

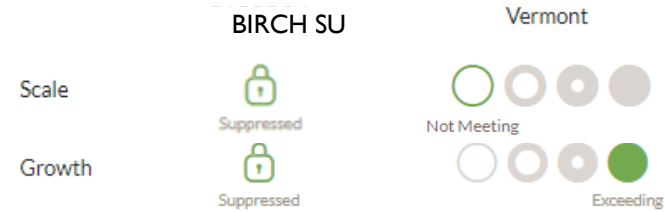
Scale: 13 Students
Growth: 8 Students

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

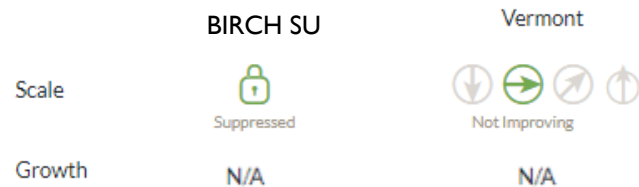
Current Performance ⓘ



Current Equity Gap ⓘ



Performance Change ⓘ



Equity Gap Change ⓘ

Equity Index Change data cannot be calculated until the 2018-19 academic year as multiple data sources were not collected by student group prior to the 2017-18 academic year. Therefore, there are no data to determine the change in the Equity Index from the previous year.



BARRE SU

Academic Proficiency

2017-2018



AGENCY OF EDUCATION

ADMIN LOGIN

Email

Password

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VERMONT TRENDS



OVERALL TRENDS

- Students are meeting academic most performance standards.
- Performance is lower in 2017-18 than it was in 2016-17.
- Achievement gaps persist between our Historically Marginalized Students and their historically privileged peers.
- ELA performance is consistent across grade levels.
- Math performance declines steadily from grades 3-9.
 - This trends holds for all student groups, though is the least pervasive for females.

EQUITY GAPS

- ELA and Math:
 - There are large gaps in **Performance** for all Historically Marginalized Student groups.
 - Gaps in **Growth** for Historically Marginalized Student groups are generally smaller.
- Graduation Rates:
 - Gaps in graduation rates are small for most Historically Marginalized Student groups when compared to gaps in ELA and Math performance.
 - English learners have the lowest 4-year graduation rate of any student group.
 - The gap in 6-year graduation rates is substantially lower for English learners.

POTENTIAL NEXT STEPS

- Develop better understanding of math decline
 - Girls' relative success in math might be instructive
- Investigate models for successfully reducing achievement gaps
- Promote 6-year graduation rate flexible pathway



EQUITY

- 7
- 8
- 9
- 10
- 11
- 12

Student Group

Equity Comparison Group (i)

Historically Privileged

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Current Ec

BIRCH SU



Approaching

Scale (i)



Not Meeting

Growth (i)

N/A



Approaching

HISTORICALLY MARGINALIZED STUDENT GROUP

- Student group data (racial/ethnic groups, students with disabilities, English learners, and students in poverty) are often suppressed due to small school size
- “Historically Marginalized Student” (HMS) group is the aggregation of all student groups historically underserved by educational institutions
- Can report much more data as an aggregated group
- Measure how HMS perform compared to their Historically Privileged peers
- Communities lack the data to support the achievement of many student groups this law was intended to support

7 12

8

9

10

11

Student Group

IEP

Equity Comparison Group (i)

Non-IEP

Not Meeting Approaching Meeting Exceeding

Declining Not Improving Improving Excelling

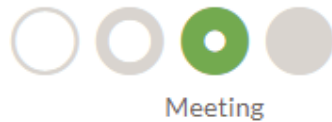
Current Equity Index (i)

VERMONT

Scale (i)



Growth (i)



- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

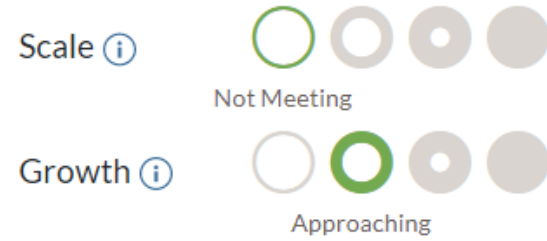
Equity Comparison Group ⓘ

Non-IEP

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Current Equity Index ⓘ

VERMONT



EQUITY INDEX RATIONALE

- Provide data to help understand where the gaps are
- Provide data to help understand impact of efforts over time
- Help community understand where needs lie
- Help state understand where needs lie
- **Inform Continuous Improvement**



COMMUNICATION

RESOURCES



AGENCY OF EDUCATION

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Help

Welcome to the Vermont Annual Snapshot Help Page. Below you will find a variety of resources to help you navigate the Vermont Annual Snapshot. Additionally, contact information is listed below if you require further or specialized support.

Help documents

- [Vermont Annual Snapshot Overview](#)
- [Vermont Annual Snapshot User Guide](#)
- [Public FAQ](#)
- [Glossary](#)
- [Videos](#)

Administrators can login to access more resources.

Still have questions?

Email us at aoe.schoolsnapshothelp@vermont.gov

Call us at (802) 479-1030

Annual Snapshot User Guide



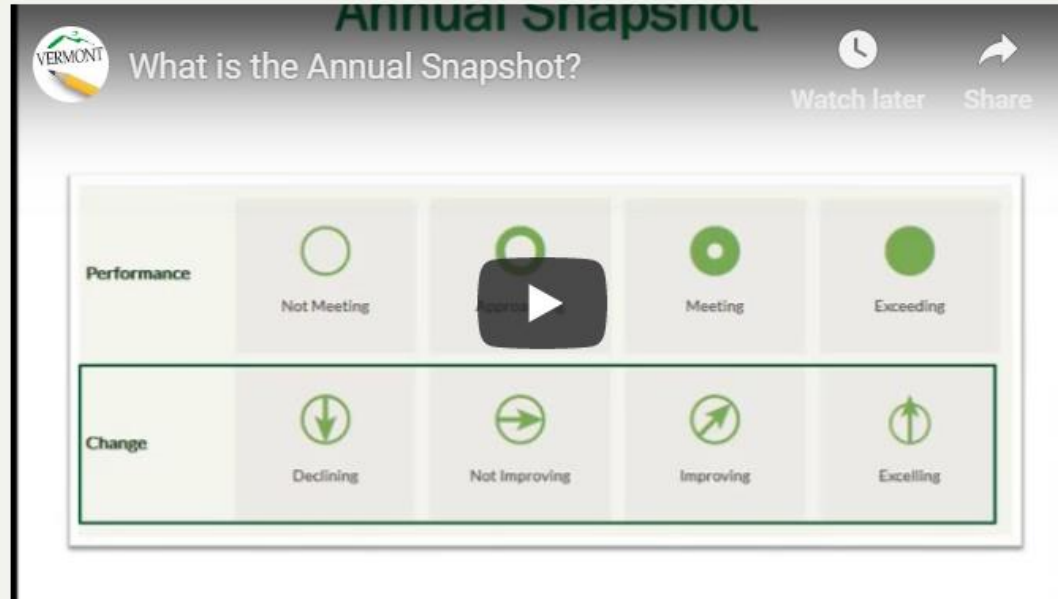
Vermont Annual Snapshot

User Guide



Here you can find video tutorials to help us understand how to navigate and understand the Annual Snapshot.

What is the Annual Snapshot?



What Does the Annual Snapshot Tell You?





COMPREHENSIVE AND EQUITY SUPPORTS



COMPREHENSIVE SUPPORTS ELIGIBILITY

Year to Year Change

	Declining <0.0	Not Improving 0.0-0.15	Improving 0.16-0.3	Excelling >0.3
Current Year Performance	Not Meeting 1-1.88	Priority 1	Priority 3	Priority 6
	Approaching 1.89-2.75	Priority 2	Priority 4	
	Meeting 2.76-3.65	Priority 5		
	Exceeding 3.66-5.00			

COMPREHENSIVE SUPPORTS

- Supports include:
 - Formula based funding
 - AOE Support Team
 - Focused Continuous Improvement Goal
 - Additional Monitoring

EQUITY SUPPORTS ELIGIBILITY

Year to Year Gap Reduction

	Declining <0.0	Not Improving 0.0-0.10	Improving 0.11-0.2	Excelling >0.2
Equity Gap	Not Meeting >0.5	Equity Eligible	Equity Eligible	
	Approaching 0.25-0.5	Equity Eligible		
	Meeting 0.10-0.24			
	Exceeding <0.10			

EQUITY SUPPORT

- Determined by performance gaps between Historically Marginalized Students and Historically Privileged Peers
- Limited to focused Continuous Improvement Goal and AOE consultation
- Professional Development opportunities linked to Core Teaching Standards under development

<https://schoolsnapshot.vermont.gov/>

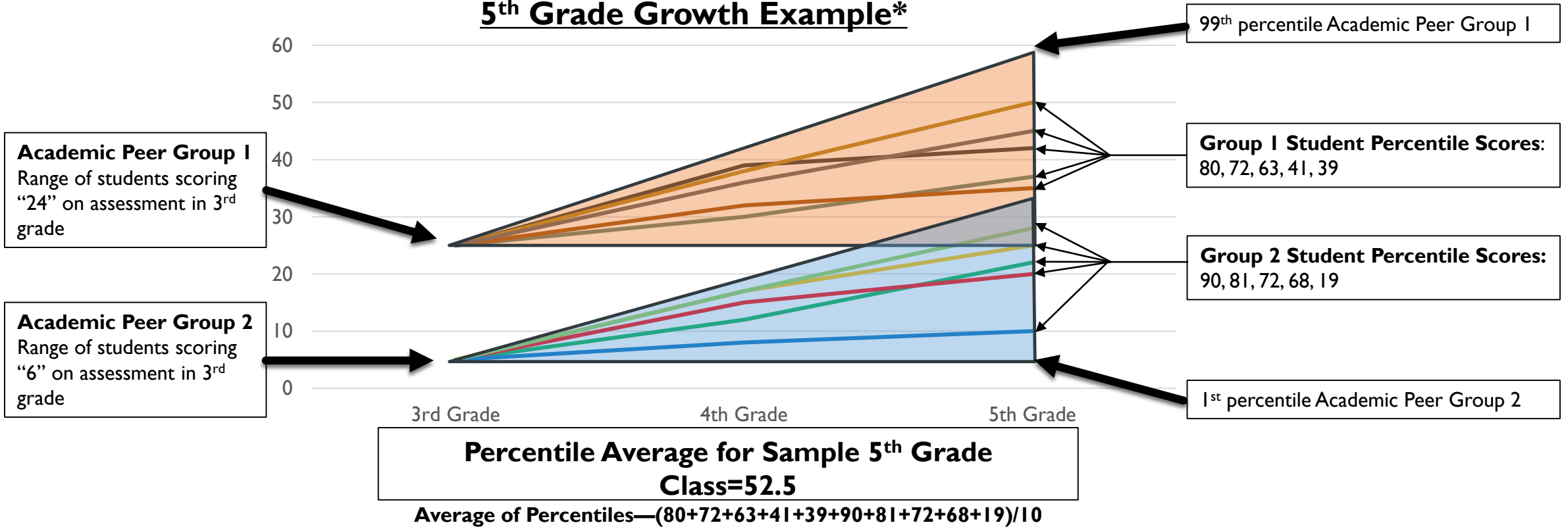
Thank you!

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5th Grade Growth Example*



*For simplicity, this example assumes an assessment with a scale score range between 0-60. 10 students in a hypothetical class took the 5th grade assessment, half of whom scored "24" and half of whom scored "6" on the 3rd grade assessment. In practice, there will be an Academic Peer group for every initial (here, 3rd grade) score, not just these samples.

MAKING SENSE OF GROWTH

- English Language Arts and Math are composed equally of current year performance and student growth over a three-year span.
- Growth: How performance has changed over the past three years compared to “Academic Peers”
- Academic Peers: Groups of students with similar assessment scores three years ago based on statewide results
- Growth ranked by percentile based on current year performance compared to “Academic Peers”
- Determined by three years of scores (e.g., 5th grade growth score based on average percentile of “Academic Peer” group formed in 3rd grade; 6th grade based on 4th grade “Academic Peer” Group, etc.)
- School growth scores are the average of all percentiles for that school
- SU/SD level growth scores are the average of all percentiles for that SU/SD