VERMONT
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EVERY STUDENT SUCCEEDS ACT

VERMONT STATE BOARD OF EDUCATION—20 FEBRUARY 2019

- Education Quality Standards
- Every Student Succeeds Act and Vermont State Plan
- Annual Snapshot
- Integrated Field Review
- Continuous Improvement Plans
- Comprehensive and Equity Supports

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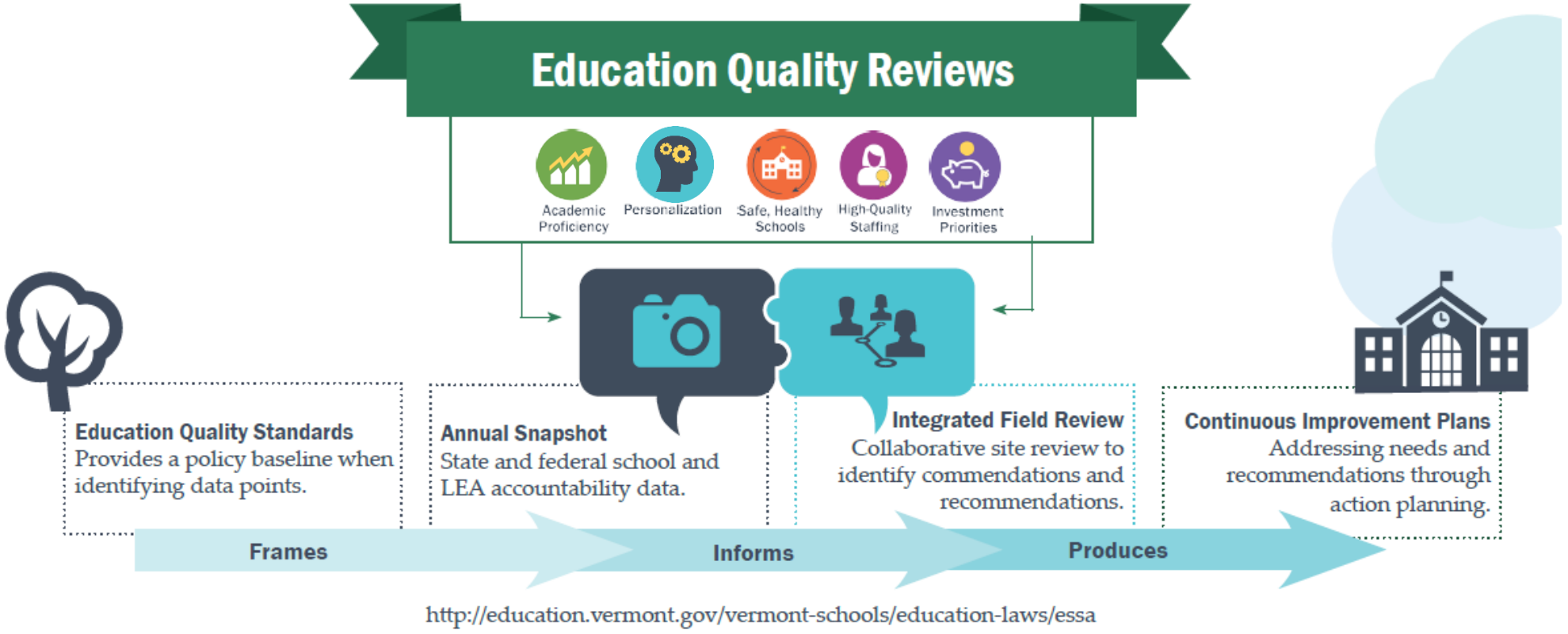
EDUCATION QUALITY STANDARDS

VERMONT EDUCATION POLICY AND LAW

- State: Education Quality Standards (EQS) and Act 77
  - Appeared in 2014 and 2013, respectively
  - Focus: support all of Vermont's students through accountability and continuous improvement efforts
  - New focus on personalization of learning, proficiency-based learning

PUTTING THE PIECES TOGETHER



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

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EDUCATION QUALITY STANDARDS DOMAINS

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?

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ESSA AND VERMONT STATE PLAN

President Obama signs the Every Student Succeeds Act into law on December 10, 2015.

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"(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

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CREATION OF STATE PLAN

- 70 Decision Points were identified to comply with ESSA statute
  - Input on Decision Points was gathered from multiple audiences:
    - 4 Internal AOE teams
    - Field Input Team
    - Public Input from more than 2,000 Vermonters
- All decisions viewed through the lenses of:
  - Equity
  - Alignment
  - Possible
  - Affordable

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EDUCATION QUALITY STANDARDS DOMAINS

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?

Also meets ESSA requirements

Personalization

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

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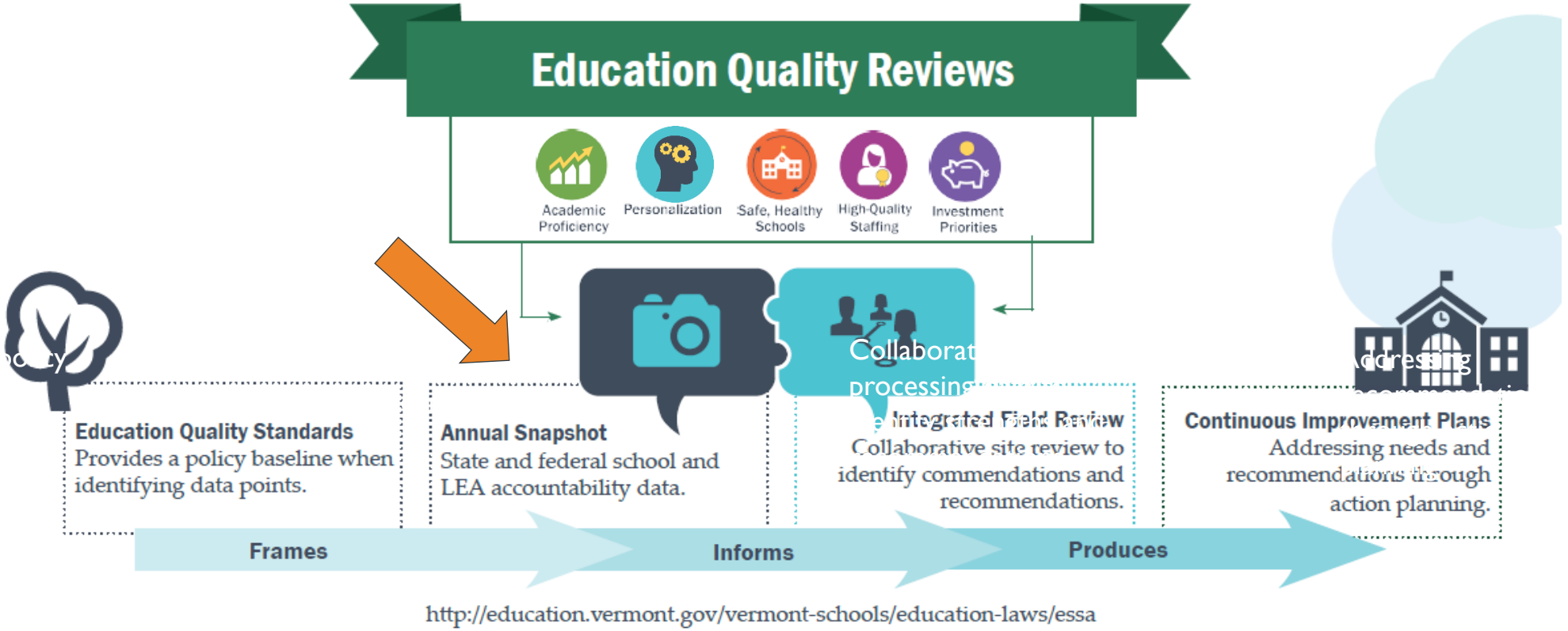
ANNUAL SNAPSHOT

PUTTING THE PIECES TOGETHER



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WHAT THE SNAPSHOT IS DESIGNED TO DO

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

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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

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Vermont Annual Snapshot

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

School, Supervisory Union/District, or Town

Search

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.

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Annual Snapshot: Multiple Measures

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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. Physical Education
2. English Language Proficiency
3. Graduation Rate
4. Career and College Ready
    - A. Assessments
    - B. Post-Secondary Outcomes

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

Personalization

1. Student Participation in Flexible Pathways
3. Flexible Pathways Offerings
2. Personalized Learning Plans

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

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

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How it all comes together

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

Education Quality Standards Domains	Performance		Equity Gap	
	Current	Change	Current	Change
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.	Approaching	Not Improving	Not Meeting	Not Improving
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.	Not Meeting	Declining	Exceeding	Improving
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.	Meeting	Excelling	N/A	N/A
High Quality Staffing How well do our schools provide 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.	Approaching	Declining	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.	Approaching	Not Improving	N/A	N/A

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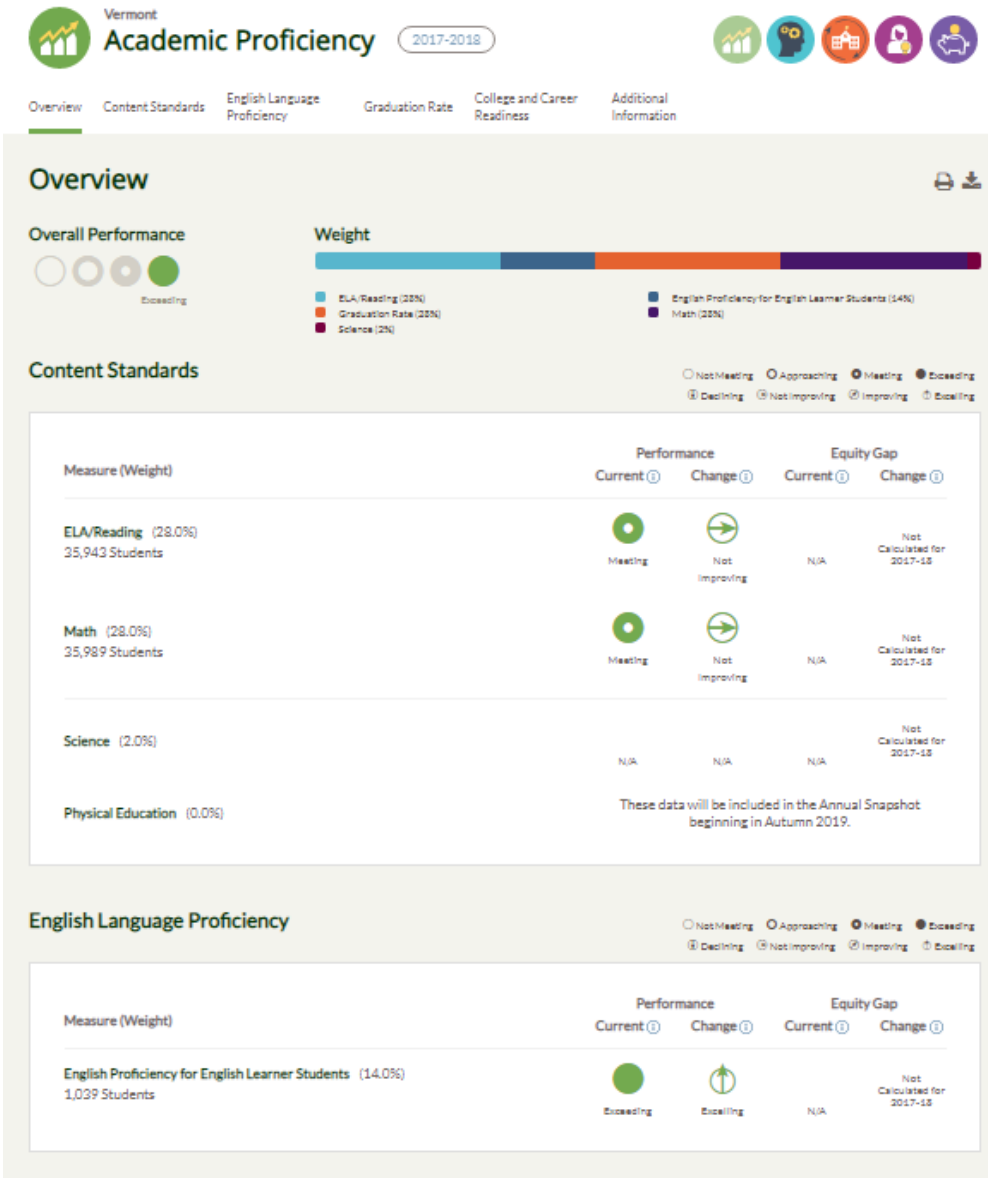

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Domain	Indicator	Spring 2019	Autumn 2019
Academic Proficiency	ELA Assessment	Yes	Yes
Academic Proficiency	Math Assessment	Yes	Yes
Academic Proficiency	Science Assessment	Yes	Yes
Academic Proficiency	PE Assessment	No	Yes
Academic Proficiency	English Proficiency	Yes	Yes
Academic Proficiency	Graduation Rate	Yes	Yes
Academic Proficiency	CCR Assessment	No	Yes
Academic Proficiency	Post-Graduation Outcomes	No	Yes
Personalization	Flexible Pathways Participation	Yes	Yes
Personalization	Flexible Pathways Offered	No	Yes
Personalization	Personalized Learning Plans	No	Yes

Domain	Indicator	Spring 2019	Autumn 2019
Hiqh-Quality Staffing	Properly Licensed Teachers	Yes	Yes
High-Quality Staffing	Education Staff Stability	Yes	Yes
High-Quality Staffing	Staff Satisfaction with Professional Development	No	Yes
High-Quality Staffing	Staff Satisfaction with Evaluation	No	Yes
Safe, Healthy Schools	Disciplinary Exclusion	Yes	Yes
Safe, Healthy Schools	School Climate Survey—Student	No	No
Safe, Healthy Schools	School Climate Survey—Staff	No	No
Investment Priorities	EQS Staffing Ratios	Yes	Yes
Investment Priorities	Per Student Expenditures	No	Yes
Investment Priorities	Return on Investment	No	Yes

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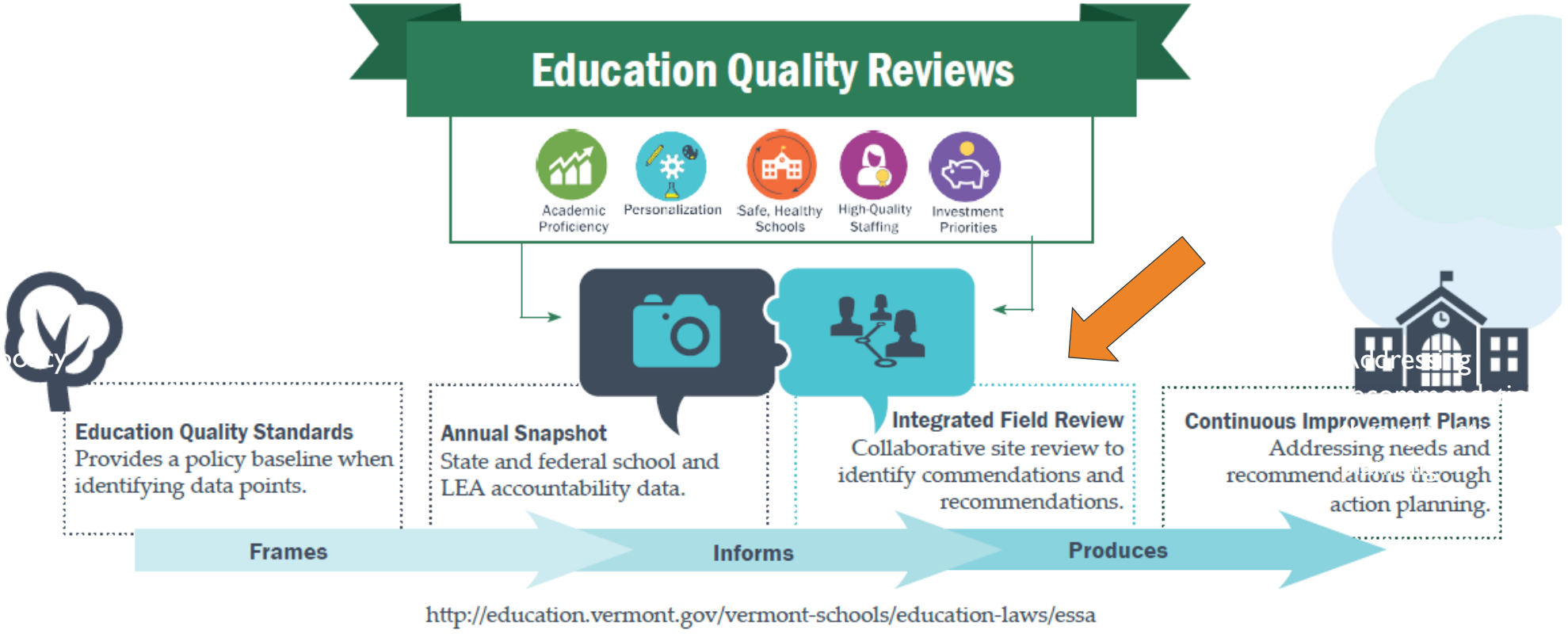
INTEGRATED FIELD REVIEW

PUTTING THE PIECES TOGETHER



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INVOLVEMENT THROUGH INTEGRATED FIELD REVIEWS

- Reviews are completed by teams of educators who are also implementing EQS
- Teams members are largely identified at the local-level
  - Superintendents select a team- AOE ask for diverse membership—roles and perspectives
- Team members are trained by the AOE in the summer/early fall preceding their visit

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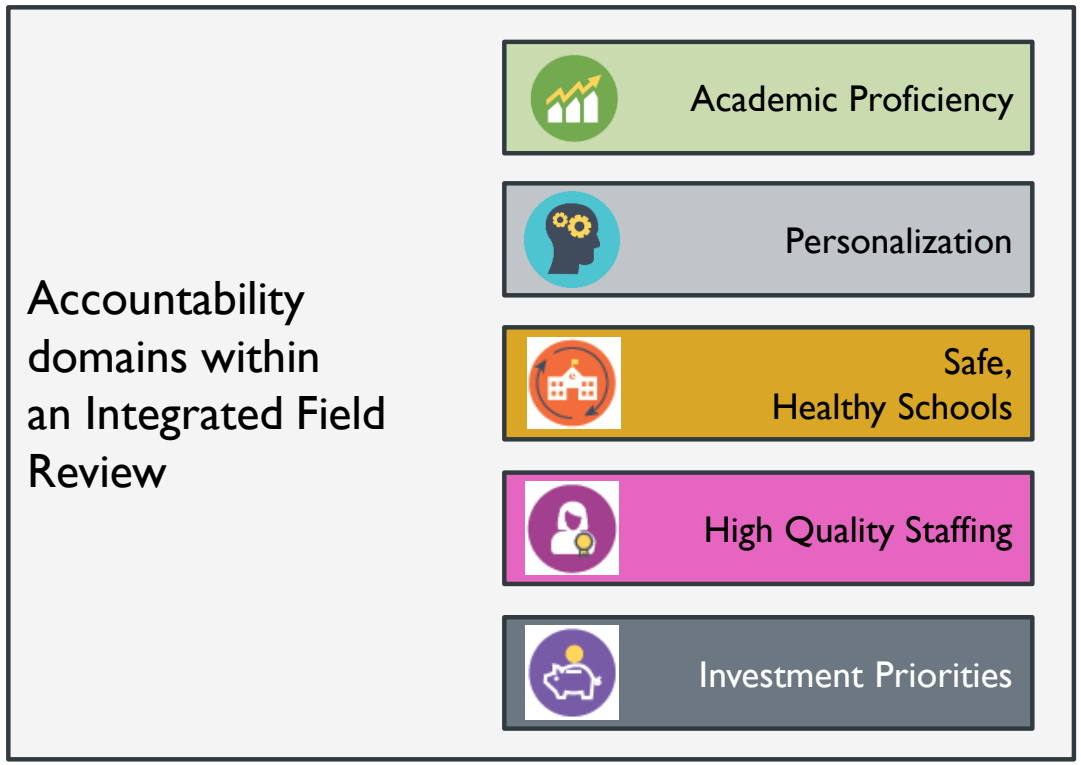
WHICH DOMAINS INFORM THE IFR?



- All categories are examined
- Reports include findings, 1-2 commendations and 1-2 recommendations
- School Systems should identify high priority recommendations to address in Continuous Improvement Plans

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EXAMPLES: COMMENDATIONS

1. Schools are beginning to implement personalized learning and personalized learning plans at the elementary level.

1. Schools are beginning to change their schedules to add flextime to accommodate individual student needs.

1. The SU makes a variety of self-directed, interest-based and non-traditional learning options available to older students.

1. The SU has developed a Teacher Adviser program to support students in navigating their school experience.

EXAMPLES: RECOMMENDATIONS

Personalization (STATE LEVEL)

1. The state should provide professional learning and communication on the purpose and process of PLP development.

2. The state should provide technical assistance around incorporating student input and involvement in developing personalized learning environments.

Personalization (LEA LEVEL)

1. SU should continue work to implement Personalized Learning Plans on a broader scale.

2. SU should explore the equity of extracurricular and enrichment options available to elementary students.

Recommendations and Commendations for each EQS domain at state and local levels

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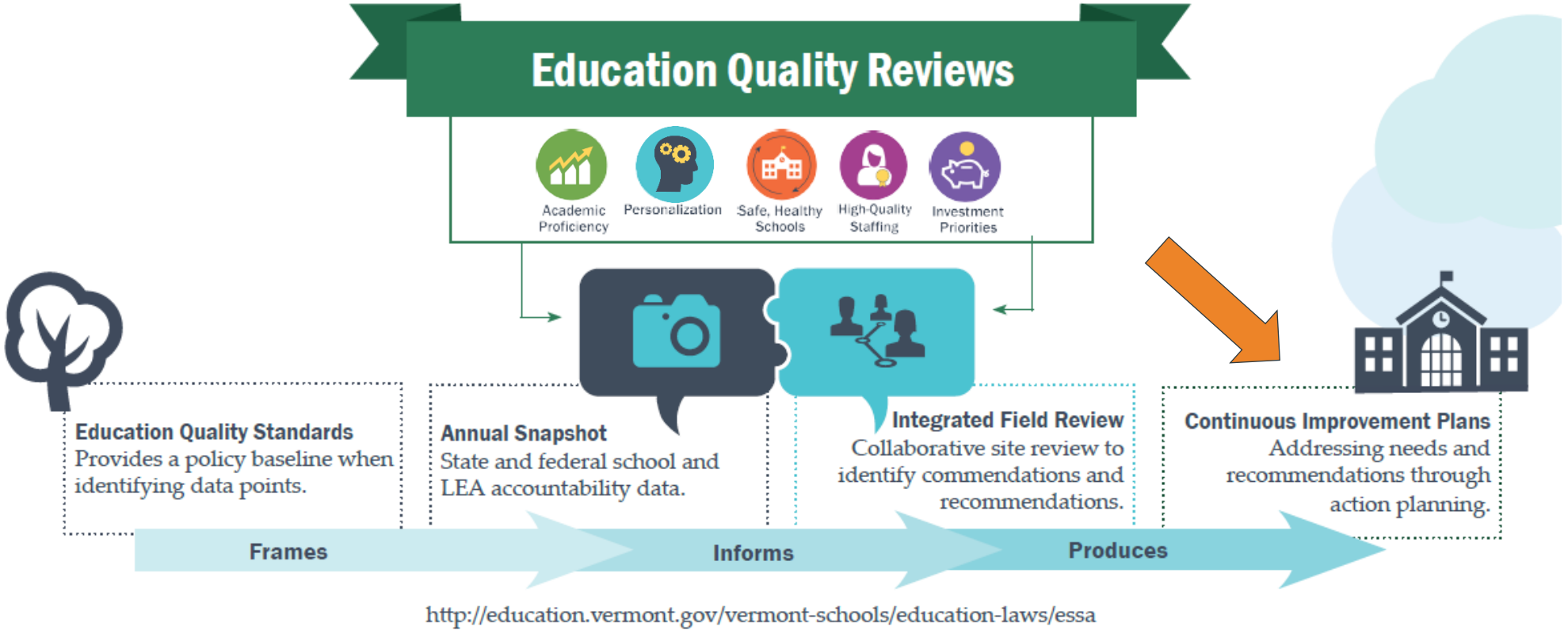
CONTINUOUS IMPROVEMENT PLAN

PUTTING THE PIECES TOGETHER



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CONTINUOUS IMPROVEMENT PLANS

Supervisory Union/District

Needs identified through Annual Snapshot, Integrated Field Review, and local data determine SU/SD improvement priorities and investments

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- AOE staff support SU/SDs in the development of their plan
- AOE team composition unique to the needs and context of the SU/SD

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COMPREHENSIVE AND EQUITY SUPPORTS

COMPREHENSIVE SUPPORTS

"Schools most in need of supports"

- Federal (ESSA) Mandate
  - At least 5% of Title I schools
  - For Vermont, 12-15 schools
- Additional Federal Funds
- Additional AOE Support
- Additional AOE Monitoring

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EQUITY SUPPORTS

- Federal (ESSA) Mandate ("Targeted" Supports)
- Schools with large and pervasive gaps between Historically Marginalized and Historically Privileged Students
- Additional AOE Support
- Additional AOE Monitoring

ADDITIONAL RESOURCES

- Text of Vermont State Plan
- State Plan Summary Documents
- State Plan Implementation
- US Department of Education—ESSA
- Education Quality Standards

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Thank you!

Patrick Halladay
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479.1701

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VERMONT / ACADEMIC PROFICIENCY

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%)

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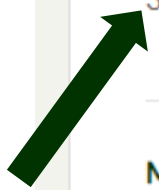
Content Standards

○ Not Meeting ○ Approaching ● Meeting ● Exceeding
Declining Not Improving Improving Excelling

Measure (Weight)	Performance		Equity Gap	
	Current	Change	Current	Change
ELA/Reading (28.0%) 35,943 Students	Meeting	Not Improving	N/A	Not Calculated for 2017-18
Math (28.0%) 35,989 Students	Meeting	Not Improving	N/A	Not Calculated for 2017-18
Science (2.0%)	N/A	N/A	N/A	Not Calculated for 2017-18
Physical Education (0.0%)	These data will be included in the Annual Snapshot beginning in Autumn 2019.			



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Content Standards

Subject

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

Grade

- All Grades

Student Group

All Students

ELA/Reading

Scale: 35,943 Students
Growth: 21,680 Students

Not Meeting · Approaching · Meeting · Exceeding
Declining · Not Improving · Improving · Excelling

Current Performance

	Vermont
Scale	Meeting
Growth	Meeting

Current Equity Gap

	Vermont
Scale	N/A
Growth	Meeting

Performance Change

	Vermont
Scale	Not Improving
Growth	Not Improving

Equity Gap Change

Equity Gap Change data can not be calculated for the 2017-18 school year due to...

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Content Standards

Subject

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

Grade

- All Grades

Student Group

Free and Reduced Lunch

ELA/Reading

Scale: 14,911 Students
Growth: 8,734 Students

Not Meeting · Approaching · Meeting · Exceeding
Declining · Not Improving · Improving · Excelling

Current Performance

	Vermont
Scale	Approaching
Growth	Meeting

Current Equity Gap

	Vermont
Scale	Not Meeting
Growth	Meeting

Performance Change

	Vermont
Scale	Declining
Growth	Not Improving

Equity Gap Change

Equity Gap Change data can not be calculated for the 2017-18 school year due to...

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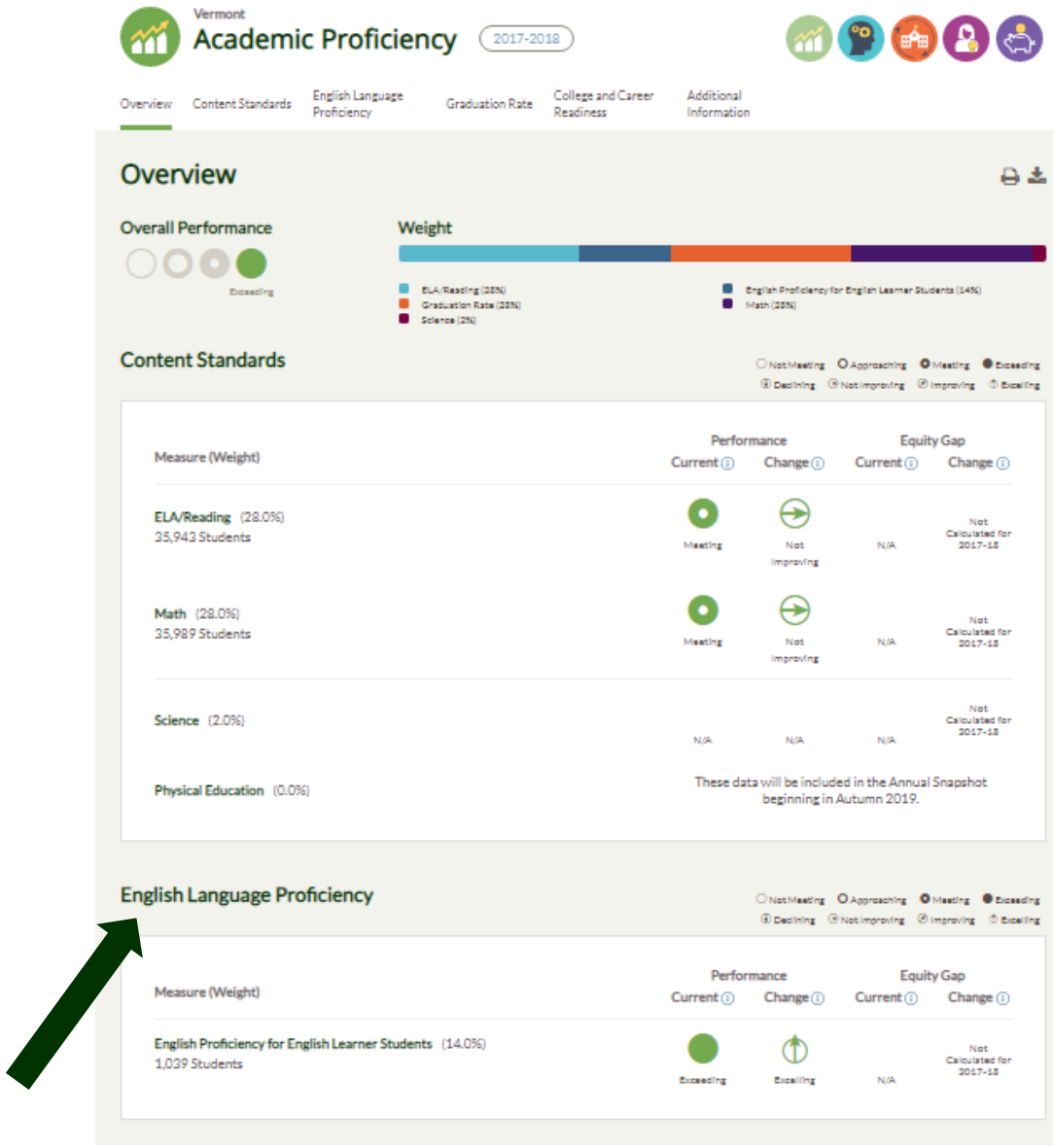

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English Language Proficiency

Not Meeting | Approaching | Meeting | Exceeding
Declining | Not Improving | Improving | Excelling

Measure (Weight)	Performance		Equity Gap	
	Current	Change	Current	Change
English Proficiency for English Learner Students (14.0%) 1,039 Students	Exceeding	Excelling	N/A	Not Calculated for 2017-18

Graduation Rate

Not Meeting | Approaching | Meeting | Exceeding
Declining | Not Improving | Improving | Excelling

Measure (Weight)	Performance		Equity Gap	
	Current	Change	Current	Change
Graduation Rate (28.0%) 5,937 Students	Exceeding	Excelling	N/A	Not Calculated for 2017-18

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College and Career Readiness

○ Not Meeting ○ Approaching ● Meeting ● Exceeding
Declining Not Improving Improving Excelling

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

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State Snapshot

○ Not Meeting ○ Approaching ● Meeting ● Exceeding
⊖ Declining ⊖ Not Improving ⊕ Improving ⊕ Excelling

Education Quality Standards Domains	Performance Current	Performance Change	Equity Gap Current	Equity Gap Change
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.	Exceeding	Declining	N/A	Not Calculated for 2017-18
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.	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 provide 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	Not Calculated for 2017-18
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	Not Calculated for 2017-18

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Vermont

Personalization

2017-2018

Measure	Performance		Equity Gap	
	Current	Change	Current	Change
Student Participation in Flexible Pathways	These data will be included in the Annual Snapshot beginning in Spring 2019.			
School Offerings of Flexible Pathways	These data will be included in the Annual Snapshot beginning in Autumn 2019.			
Personalized Learning Plans	These data will be included in the Annual Snapshot beginning in Autumn 2019.			

SU #2=
6 schools

SU #1=
7 schools

SU #3=
5 schools

SU #4=
6 schools

=Students
● =Staff
= 5 AOE Staff to all school systems

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2017-2018	2018-2019	2019-2020
Battenkill Valley SU	Addison Central SU	Barre SU
Bennington-Rutland SU	Addison Northeast SU	Blue Mountain Union SD
SAU 70 (Marion W. Cross)	Addison Northwest SU	Caledonia Central SU
Hartford SD	Addison Rutland SU	Caledonia North SU
Mill River SD	Burlington SD	Chittenden East SU
Orange East SU	Chittenden Central SU	Essex Caledonia SU
Rivendell Interstate SD	Chittenden South SU	Essex North SU
Southwest Vermont SU	Colchester SD	Lamoille North SU
Springfield SD	Essex Town SD	Lamoille South SU
Two Rivers SD	Franklin Central SU	Montpelier SD
White River Valley SU	Franklin Northeast SU	North Country SU
Windham Central SU	Franklin Northwest SU	Orange North SU
Windham Northeast SU	Franklin West SU	Orange Southwest SU
Windham Southeast SU	Grand Isle SU	Orleans Central SU
Windham Southwest SU	Milton Town SD	Orleans Southwest SU
Windsor Southeast SU	Rutland Central SU	St. Johnsbury SD
	Rutland City SD	Washington Central SU
	Rutland Northeast SU	Washington South SU
	Rutland Southwest SU	Washington Northeast SU
	South Burlington SD	Washington West SU
	Winooski SD	Windsor Central SU

Identification for Comprehensive Supports

Criteria Level Scores		Year to Year Change			
Current Score		Priority 1	Priority 3	Priority 6	
		Priority 2	Priority 4		
		Priority 5			

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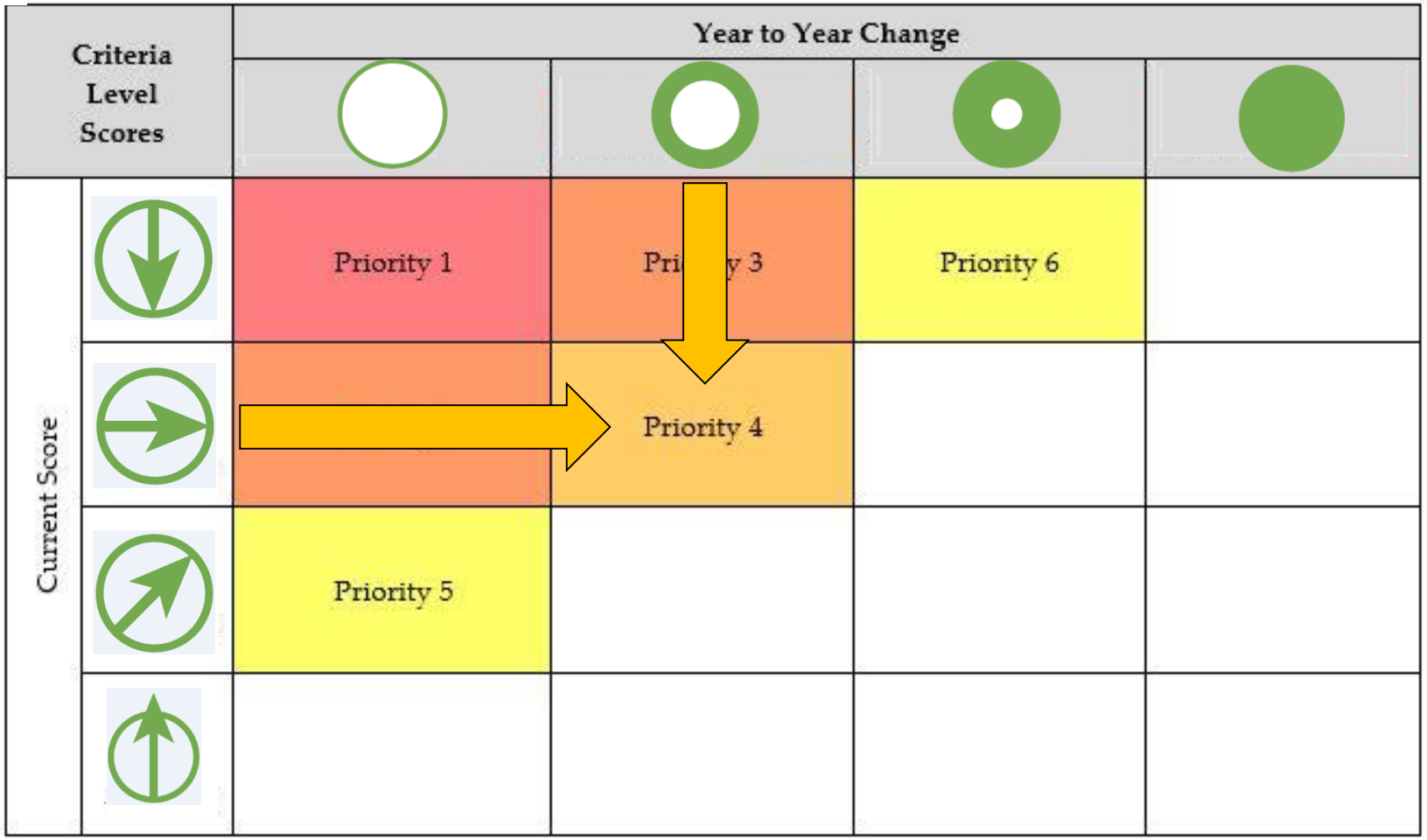
Identification for Comprehensive Supports



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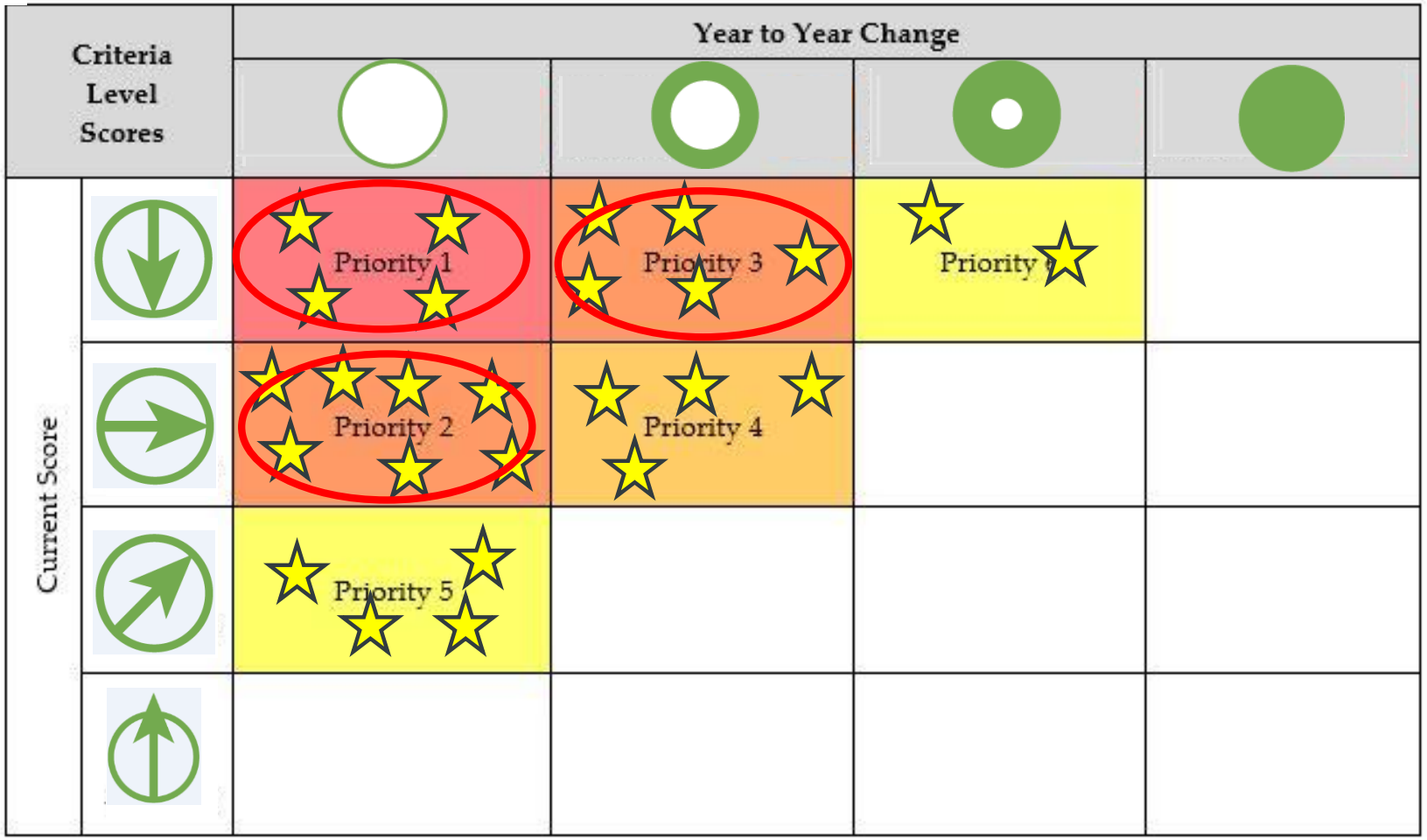
Identification for Comprehensive Supports



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