



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

October 31, 2022

The Honorable Daniel French
Secretary
Vermont Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501

Dear Secretary French:

I am writing in response to Vermont's September 12, 2022, request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). Vermont requested these amendments to account for short-term changes to its system of annual meaningful differentiation for the 2021-2022 school year due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Vermont from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year.

Specifically, Vermont requested the amendments to:

- Revise the Academic Achievement indicator for high schools and the Other Academic indicator for elementary and secondary schools that are not high schools and calculate student growth by subtracting a student's performance in 2018-2019 from that student's performance in 2021-2022. Additionally, Vermont reduced the weight of growth within these indicators to 25% and increased the weight of the current year scale score to 75% (instead of growth and the current year scale score having equal weight). Finally, for the change component, use data from the 2018-2019 school year as compared to data from the 2021-2022 school year.
- Extend the State-determined timeline for an English learner to become proficient in English by one year when calculating student targets for the Progress in Achieving English Language Proficiency indicator and reduce the weight of the Progress in Achieving English Language Proficiency indicator for high schools from 10 to 5 percent within the system of annual meaningful differentiation.
- Eliminate the Physical Education School Quality or Student Success indicator and increase the weights for other SQSS indicators accordingly.
- Omit the 2019-2020 and 2020-2021 school years when determining whether a school has met the statewide exit criteria for comprehensive support and improvement and additional targeted support and improvement.

I am approving Vermont's short-term changes to its ESEA consolidated State plan. This letter and Vermont's approved Addendum for the 2021-2022 school year will be posted on the Department's website along with the currently approved version of Vermont's ESEA consolidated State plan

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

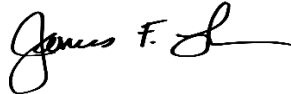
The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

(available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>).

Please be aware that approval of this amendment to Vermont’s consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Vermont’s responsibility to comply with these civil rights requirements.

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "James F. Lane". The signature is fluid and cursive, with a long horizontal stroke at the end.

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Patrick Halladay, Director, Education Quality Division