New Education Accountability

Intersection of
Vermont's Education Quality Reviews (EQR)
and
US Every Student Succeeds Act (ESSA)

NCLB Summary in Vermont

Under NCLB-

- 100% of Vermont public schools were "low performing." During the same time Vermont ranked in the top 10 of states on NAEP
- A waiver could have altered this if we agreed to use student test scores to evaluate teachers/principals.
- Left with no viable alternative, we persisted in supporting schools and developing a state-based accountability system- Education Quality Reviews…

Our Goals

- To ensure all children develop the skills they need to thrive in civic life and in college and/or careers.
- To provide this education in the most effective, efficient and accountable way.
- To reduce inequity of outcomes across the state.

Education Quality Reviews:

The process by which the AOE, the State of Vermont and local communities answer the questions:

- Are school systems delivering on the promises set out in the Education Quality Standards?
- Are school systems providing substantially equal learning opportunities?
- Are school systems satisfactorily improving in their offerings?

Reviews are currently being piloted with participation from across the state.

Overarching Goals for Education Quality Reviews

- Understand the ***quality*** of local-based efforts and local-decisions regarding EQS implementation
- Recognize the ***full range*** of outcomes we expect schools to deliver
- Identify ***promising practices*** to lift up to share with other school systems
- Create ***networking*** opportunities among geographically proximate school systems
- Build a ***collective responsibility*** for all students in Vermont.

Education Quality Reviews:

- ***Defined by Vermont's EQS***
  1. Academic Achievement
  2. Personalized Learning
  3. Safe, School Climate
  4. High Quality Staffing
  5. Financial Efficiencies

- ***Part of a systematic program of continuous improvement***

Education Quality Reviews: Two Components

Annual Snapshot Review:

Quantitative review of school system: Data we can count

Integrated Field Review:

Qualitative review of school system: Data we see and hear

Annual Snapshot Review

- ✓ Vermont- data collection by level in all SU/SDs
- ✓ Only Numbers- Can do math with the data
- ✓ Collected by AOE- either currently or will be collected through SLDS
- ✓ Stable Collection-for the foreseeable future we would still collect it
- ✓ ≈Annual Collection window that is at least an annual reporting

Stylized Annual Snapshot

We are seeking to show an overall assessment of performance and to indicate the degree of equitable opportunity and outcome across the state, for students within the Supervisory Union/District and between schools.

Criteria	Overall Assessment	Between SU/SDs	Within SU/SD	Schools
Academic Achievement	●●●○○	≈		
Personalized Learning	●●●●○	>		
Safe, School Climate	●○○○○	<		
High Quality Staffing	●●●●○	≈		
Financial Efficiencies	●●○○○	≤	N/A	

Reviewing Snapshot Indicators

Launch Page	Category Page	Data Detail Page	Fine Detail Page
Criteria	**Category**	**Data Detail**	**Fine Detail**
Academic Achievement	State Assessments	SBAC ELA	ELA % Proficient/ Advanced
Personalized Learning	External Assessments	SBAC Math	ELA Scale Score
Safe, School Climate	Progression	DLM ELA	ELA Growth Score
High Quality Staffing	Career and College Readiness	DLM Math	ELA Participation Rate
Financial Efficiencies		NECAP Science	ELA Scale/ Participation rate
		DLM Science	

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Integrated Field Review

- ✓ Local data will vary by SU/SD and schools- local assessments, programs and opportunities are at the center.
- ✓ Format varies- could be local quantitative data or qualitative data
- ✓ Observed/Heard during visits- we must be in the schools to know it
- ✓ Flexible-Overtime how SU/SDs demonstrate this will change
- ✓ ≈Triennial Observations

Integrated Field Review

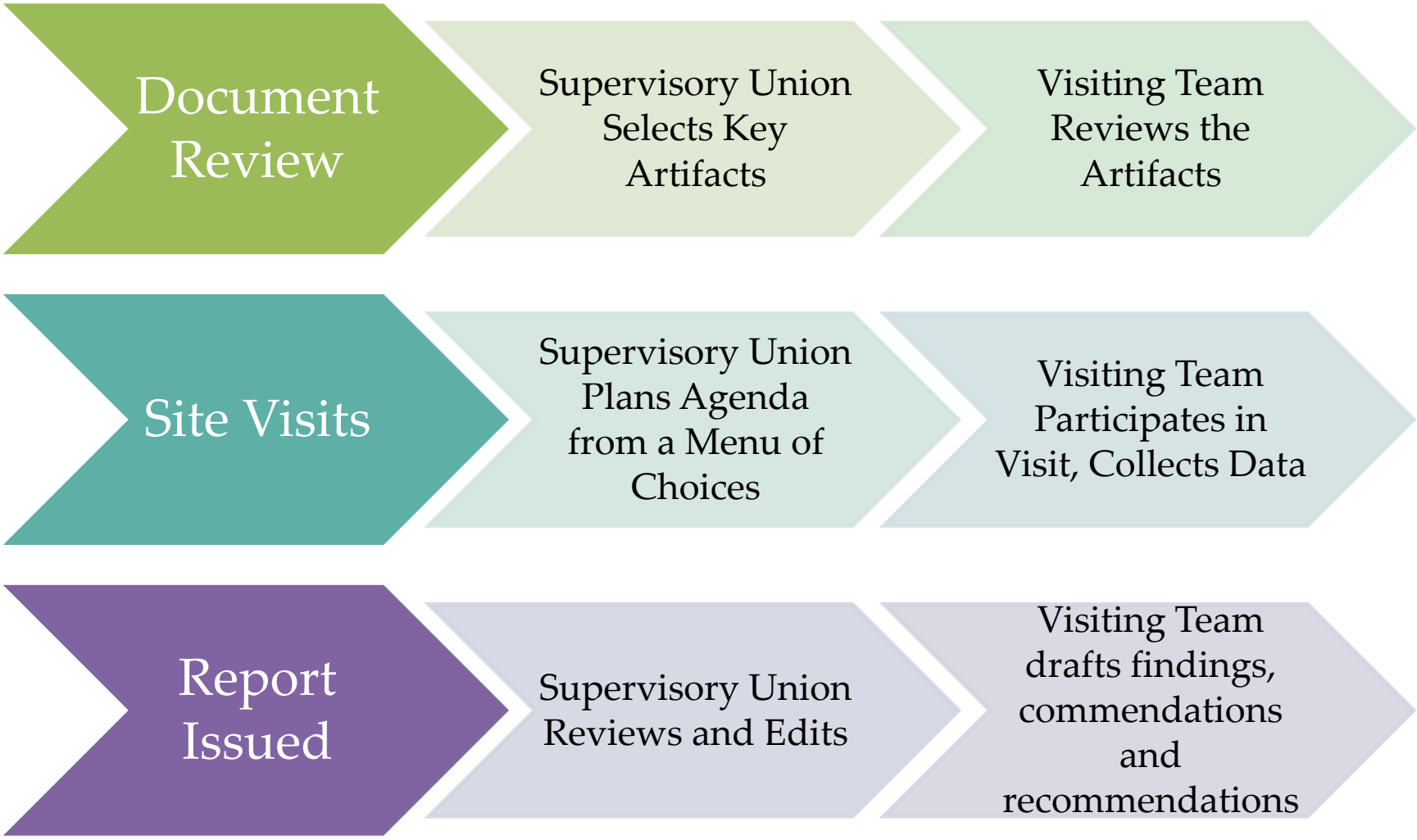
- 2 days of training for all teams
- 1 full day visit
- Visiting Team Membership:

Criteria	SU with 5 schools
2 staff members per school in an SU/SD- Must include: 1 superintendent or curriculum director 1 principal 1 elementary teacher 1 secondary teacher 1 special educator 1 business manager	10 staff members 6 required; 4 assigned by AOE
1 student per school in an SU/SD	5 students
5 AOE staff members	5 AOE staff

What will Integrated Field Reviews examine?

Criteria	Examples of Evidence:
Academic Achievement	• curriculum coordination • proficiency-based learning • local assessment system • full breadth of academic offerings • sound instructional practices
Personalized Learning	• Personalized Learning Plan (PLP) development and usage • flexible pathways • student choice and voice in learning
Safe, School Climate	• activities to prevent discipline problems • safe (physical and emotional) learning spaces
High Quality Staffing	• strong evaluation systems • personnel recruitment and retention practices • systematic and individualized professional development
Financial Efficiencies	• policies and practice prescribed by statute and regulation • efforts to curb costs in educationally sound ways • evaluation of cost effectiveness of programs and practices

Big Picture of the Visit



Pilot Phase 2015-16

- We have completed three field visits and are starting the next five.
- Overwhelmingly the response has been positive:
  1. 1 day is sufficient; the structure works well for highlighting strengths and areas for growth
  2. Goal EQS Local Implementation and Full Range of Outcomes: It is building understanding of EQS for participants and how it can differ by SU/SD and still be substantially equal
  3. Goal Networking and Promising Practices: Collaboration and cross-SU relationships have been built
  4. Goal EQS Local Implementation and Improvement: Participants have noted that they have been validated to hear that the visiting team is able to identify the same strengths and areas of growth in their systems- there have been few surprises; but several mentioned they hadn't yet raised them publically.

and then....

- The Every Student Succeeds Act (ESSA) was passed and signed into law in December 2015
- We need to stop in our tracks and think about next steps

Timeline for ESSA State Plan

Dec 2015
- ESSA Passed
- Begin making decisions and drafting State Plan

Oct 2016
- ESSA Rules and Regulations expected
- Finalize State Plan in relation to Rules and Regulations

Dec 2016
- State Plan posted for public input
- State Plan modified based on public input

Jan 2017
- State Plan submitted for USED approval (maximum of 120 days)
- Revisions made if required

June 2017
- State Plan accepted by USED
- Public messaging around new Accountability System

August 2017
- New Accountability System in use

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Can we link EQR and ESSA and still serve Vermont's goals?

Different logics about how to help schools improve

EQS/EQR – focused on continuous improvement by all schools

ESSA– focused on identifying and fixing "low performers" and helping them to "measure up"

ESSA as an Opportunity: Making Decisions with Equity in Mind

Topic	ESSA	EQR
What is measured	**Must**: math, reading/ELA, science and graduation and 1 other item **May**: as many items as States want	EQS includes all of ESSA requirements, and then some
Equity	Track/reduce equity gaps	Ensure schooling is essentially equal/reduce equity gaps.
Local improvement	States support local SU/SD	Support local SU/SD
Technical Assistance	States must provide to SU/SD	Provide to SU/SD
Publish Report cards	At the state and local level; disaggregate where possible	Snapshot meets this requirement

ESSA as a Challenge: Making Decisions with Equity in Mind

Topic	ESSA	EQR
Index of School Quality	States must specify the weighting of measures in generating an index of school quality.	We had intended to report scores for measures but not collapse to a single index
Identification of struggling schools	States must identify the lowest 5% of schools; 67%+ dropout schools and schools with high equity gaps.	We did not intend to identify a specific percentage of schools for intervention
Annual determinations	States must use measures to make an annual determination each year	We planned on field reviews every 3 years
Measures	Must be valid and reliable outcome measures	We had planned to include a mix of input and outcome measures

If we can link, then we will...

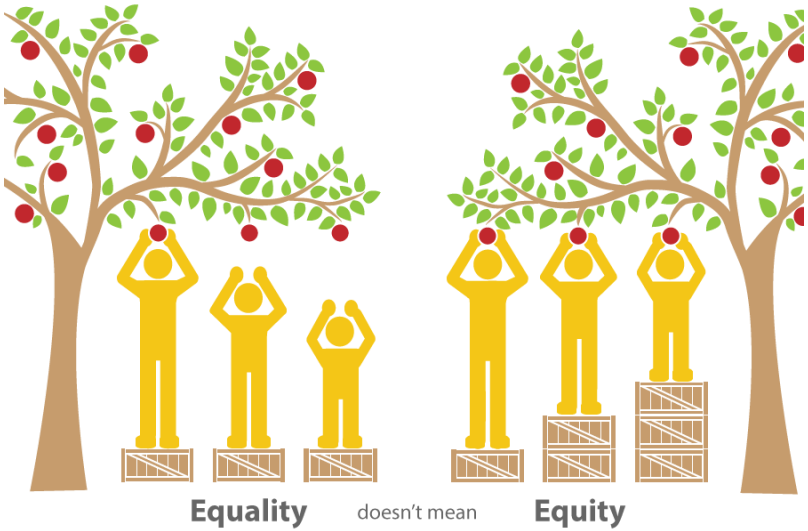
- Provide a single, coherent accountability system
- Leverage federal and state resources to support the same work
- Reduce the strain of implementing two parallel accountability systems on schools and AOE
- Accomplish this without losing our hard work on EQR to date by
  - Selecting Snapshot "outcomes indicators" to create the index
  - Using Snapshot "input indicators" to shape improvement plans and technical assistance
  - Using Integrated Field Reviews as a form of technical assistance or exit criteria

Next Steps

- AOE is using a vacancy to hire a project manager to support the planning work
- AOE is convening a key stakeholder group to provide input on key topics every 6-8 weeks
- AOE will be launching a new web page to assist in gathering information and publishing the key decisions that are made

EQR/ESSA Decision Logic

Make decisions with equity in mind: when faced with competing recommendations, make decisions will best serve the interests of our most vulnerable students.



Questions?

Appendices

- Proposed EQR Snapshot Metrics
- EQR Field Review Visit Logistics

Snapshot Metrics
Academic Achievement

draft metrics-still be revised

Criteria	Category	Detailed Data	Fine Detail
Academic Achievement	State Assessments	SBAC ELA SBAC Math DLM ELA DLM Math NECAP Science DLM Science	For all tests: % Proficient Average Scale Score Growth Percentile (not sci) By grades
	External Assessments	SAT/ACT PSAT AP Exams CLEP ASAVB (military) CTE Certification	For all tests: % Passing % Participating % Passing%Participating
	Progression	Mastery of Standards (a-g) 4-year HS Grad Rates 6-year HS Grad Rates Retention Rates	% Passing grade level standards in content areas in years not tested
	Career and College Readiness	College Data Trade School Data Workforce Data Military Data	College- enroll, persist, graduate Trade- enroll, complete Work- entry, wages Military-entry, commission

Snapshot Metrics
Personalization

draft metrics-still be revised

Criteria	Category	Detailed Data	Fine Detail
Personalization	Variety of Learning Experiences	Dual Enrollment Early College Work-Based Learning Service-Learning CTE Traditional	All % participating ever % passing (as applicable)
	Personalized Learning Plans	% of Current PLP % of staff serving as advisors Advisory/student PLP Ratio	
	Least Restrictive Environment	% of general education exposure for child count students (by IEP or schedule)	
	Extended Learning Opportunities	% of students in extended learning (summer, after, etc.)	Summer programs After/Before School programs

Snapshot Metrics
Safe, School Learning Environment

draft metrics-still be revised

Criteria	Category	Detailed Data	Fine Detail
Safe, School Climate	Attendance	Truancy Rate (federal definition) % students with >90% attendance	
	Exclusions	Suspension rate per ADM Average Length of Suspension Average incidents leading to exclusion per ADM	
	Disruptions to Positive School Climate	Incidents/ADM of: bullying/harassment/hazing substance abuse/use at school violence against others	

Snapshot Metrics
High Quality Staffing

draft metrics-still be revised

Criteria	Category	Detailed Data	Fine Detail
High Quality Staffing	Staff Credentials	% of staff working on full license % of staff working on provisional	
	Staff Stability	Turnover of staff including teachers, principals, SU staff, operations, educational staff, paras	
	Staff Experience	Average experience of staff including teachers, principals, SU staff, operations, educational staff, paras	
	Professional Development	Percent of staff work schedule devoted to on-site PD Percent of grant funds for PD Percent of all expenditures for PD Percent of staff participating in PD expenditures	
	Staff-Community Connectedness	Index of staff residential distance to community	
	Shared Leadership	Presence of Leadership Teams Diversity of membership in leadership teams among stakeholders	

Snapshot Metrics
Financial and Regulatory Commitments

draft metrics-still be revised

Criteria	Category	Detailed Data	Fine Detail
Financial and Regulatory Commitments	Staffing Outlays	Educational Staff Teachers Support Staff Counseling Para-professional Operational Staff Administrative Staff SU Staff	All staff comparisons % of expenditures Expenditures/ADM Staff FTE/ADM
	Special Education	Extraordinary Spending Contract Spending Residential Placements	
	Capital Outlays	Capital Investments Deferred Maintenance	
	Audits	Completed as required Number of negative findings	
	Outcomes	Purchasing power of other EQR categories per ADM expenditure	

Field Review
Basic Logistics-Morning

Event	Location	Time	Support Materials
Opening	Single Meeting Space	8-8:30	Overall Agenda Superintendent Opening remarks (15) AOE Orientation (15) Coffee/morning start Access to internet
Site Visit 1	All sites	8:30-11:30	Site based agendas Includes travel Site maps and schedules Access to internet at all locations
Working Lunch	In 1 location or by regions; discuss with AOE	11:30 - 1:00	Lunch for visiting team Access to internet Quiet meeting space for visiting team to work without disruption

Field Review
Basic Logistics-Afternoon

Event	Location	Time	Support Materials
Data Preparation	Single Meeting Space	1-4 pm	A single room for AOE staff to compile data that will not be disturbed or accessed for any other purpose.
Site Visit 2	All sites	1-4 pm	Site based agendas Includes travel Site maps and schedules Access to internet at all locations
Visiting Team Data Review	Single Meeting Space	4-5:30	Coffee/afternoon break Access to internet & LCD
Presentation of Findings	Single Meeting Space	5:30-6	AV for the meeting space depending on audience invited by the superintendent