

Cycle 1 and 2: February 25- April 15, April 16-May 27
 "What measures will we be using?"

No.		Summary of ESSA Language	AOE Question	Decision	Rationale	Known Risks	Expected Benefits	Bounce Team	FIT Date	FIT Input	Additional Public Input gathered		Status	
											Links to materials used to get feedback	Link to summary of input		
Group 1: What measures will we be using?														
1			What academic measures should we be using? AOE believes there should be 3: proficiency (required); growth, and an expected value measure.						Ed Q	2/29	Consult field for input, method should vary based on AOE-identified need and narrowing of question			
2			What additional measures of school quality and student success (including climate, etc.) should we be considering?						Acc	2/29	Consult field for input, method should vary based on AOE-identified need and narrowing of question			
3			What measures should we use to measure ELL progress towards achieving English						Acc	2/29	Consult field for input, method should vary based on			

			proficiency in each grade 3-8 and the same high school grade that the state assesses for ELA/Math							AOE-identified need and narrowing of question			
4			What post secondary data should we collect (ex: the rate at which high school students enroll in post-secondary programs)					Acc	2/29	Consult field for input, method should vary based on AOE-identified need and narrowing of question			
Group 2: Other Decisions													
5			Should the SBAC be used to measure individual student growth?					Acc	2/29	Consult field for input, method should vary based on AOE-identified need and narrowing of question			
6			Should the state be using a 4 or 6 year term when determining "graduation rate"?					Acc	2/29	Consult field for input, method should vary based on AOE-identified			

										need and narrowing of question			
7			What should our 11 th grade academic assessment be (SBAC, SAT, ACT?)					Acc	2/29	Consult field for input, method should vary based on AOE-identified need and narrowing of question			
8			How can the AOE best provide improvement supports to LEAs and schools under ESSA?					SE	2/29	Consult field for input. Narrow question through survey, then face to face			
9			What types of improvement supports should LEAs be providing to schools under ESSA					SE	2/29	Consult field for input. Narrow question through survey, then face to face			
10			How should we be allocating setaside funding to a subset of LEAs?					CFP	2/29	Consult field for input—face to face. Recommend March CFP rollout as venue			

11			Within the menu of options for setaside spending that USED is flexible on/gives SEAs control over, how should VT spend that money?					CFP	2/29	Consult field for input— face to face. Recommend March CFP rollout as venue			
12			What are the best SEA uses for Title 1 setaside that needs to be devoted to school improvement?					CFP	2/29	Consult field for input— face to face. Recommend March CFP rollout as venue			
Group 3: Blue Dot Decisions													
13			Should we calculate student achievement through a single or multiple state assessments?					Acc	2/29	AOE should make this decision without additional field input			
14			Should Vermont set a new limit on the aggregate time devoted annually to statewide testing?	Recommendation: limit assessments taken for state accountability to 1% of instructional time for any grade level; utilize multiple assessments for measurement				Acc	2/29	AOE should make this decision without additional field input			

				only if it can be accomplished without increasing assessment time beyond the recommended limit; utilize funding to support audits of local assessment systems to maintain less than 10% of instructional time for state and local testing									
15			Should VT apply to be one of a small group of state creating a more innovative assessment system model?					Acc	2/29	AOE should make this decision without additional field input			
16			Should VT apply for grant funding to evaluate state and LEA assessment systems (SLDS, LCAS)?					Acc	2/29	AOE should make this decision without additional field input			
17			What measures will be used when reporting that					Ed Q	2/29	AOE should make this decision			

			low-income and minority children are being/not being disproportionately served by poor educators?							without additional field input			
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Cycle 3: May 28-July 8 "How will the measures determine categorization?"													
No.	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision	Rationale	Known Risks	Expected Benefits	Bounce Team	FIT Date	FIT Input	Additional Public Input gathered		Status
											Links to materials used to get feedback	Link to summary of input	
18			How should the items in the index be weighted, relative to each other?					Acc					
19			How should the 95% Assessment Participation Rate requirement factor into accountability?					Acc					
20			How will data be used to					SE					

			sort/categorize schools?										
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Cycle 4: May 28-July 8 "How do schools become identified?"													
No.	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision	Rationale	Known Risks	Expected Benefits	Bounce Team	FIT Date	FIT Input	Additional Public Input gathered		Status
											Links to materials used to get feedback	Link to summary of input	
Group 1: How do schools become identified?													
21			What goals/benchmarks should we set for academic improvement?					Acc					
22			What goals/benchmarks should we set for improving ELL proficiency?					Acc					
23			What goals should we set for improving grad rates?					Acc					
Group 2: Other Decisions													

24			How should the EQS Continuous Improvement Plan be revised to reflect ESSA requirements?					SE					
Group 3: Blue Dot Decisions													
25			State must require teachers to meet licensing requirements. Which requirements should we use?					Ed Q					
26			Should we adopt the ESSA “well rounded education” definition?					Acc					

Cycle 5: August 20-October 7 “What happens after schools become identified?”													
No.	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision	Rationale	Known Risks	Expected Benefits	Bounce Team	FIT Date	FIT Input	Additional Public Input gathered		Status
											Links to materials used to get feedback	Link to summary of input	
Group 1: What happens after schools become identified?													

27			How can schools exit identification? Criteria and no. of years?					SE					
28			What state action should be the consequence for schools who don't exit identification?					SE					
Group 2: Other Decisions													
29			How should VT collect post secondary data be collected?					Acc					
30			N size for subgroups?					Acc					
31			How to collect data on new subgroups?: Homeless, foster, military-affiliated?					Acc					
32			Under what circumstances should a new ELL student be excluded from taking the SBAC?					Acc					

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Group 1: What info should be on the school report card?													
33			Along with what is required by ESSA, what other info should go on the state and LEA report cards?	Reminder: remember burden of data collection				Acc					
Group 2: Other Decisions													
34			Is the STEM Master Teacher Corps Grant something that VT wants to apply for?					CFP					
35			What are the most effective uses of Title II setaside for training school leaders?					CFP					

No Field Input Required

No.	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision	Rationale	Known Risks	Expected Benefits	Bounce Team Coordinating	FIT Date	FIT Input	Additional Public Consultation	Status
36		Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science.	Should assessment timelines from current law be maintained?	Continue Using SBAC for grades 3-8				Acc	N/A	N/A	12/16/15: Event: Reauthorization of ESSA meeting VSA, VPA, NEA, VSBPE representatives, discussion 12/18/15: VTCLA Meeting, discussion	
37		States must provide an assurance that they have adopted challenging academic content and achievement standards in mathematics, reading or language arts and science. The achievement standards would have to include not less	Which learning standards should VT use for ELA and Math?	Continue using Common Core as ELA and Math learning standards				Acc	N/A	N/A	12/16/15: Event: Reauthorization of ESSA meeting VSA, VPA, NEA, VSBPE representatives, discussion 12/18/15: VTCLA Meeting, discussion	

		than 3 levels of achievement.										
38		States must provide an assurance that the state's standards are aligned with: entrance requirements for credit-bearing coursework in the system of public higher education in the state and relevant State career and technical education standards	Which science learning standards should VT use?	Continue using Next Generation Science Standards as Science learning standards				Acc	N/A	N/A	12/16/15: Event: Reauthorization of ESSA meeting VSA, VPA, NEA, VSBPE representatives, discussion 12/18/15: VTCLA Meeting, discussion	
39		Maintains the requirement to have English language proficiency standards. Standards would have to be aligned with the challenging State academic standards.	Which ELL Proficiency Standards should VT adopt?	Continue using current standards to measure ELL proficiency				Acc	N/A	N/A	12/16/15: Event: Reauthorization of ESSA meeting VSA, VPA, NEA, VSBPE representatives, discussion 12/18/15: VTCLA Meeting, discussion	

40			Should VT continue using grant funding to develop a refined Next Generation Science Standards-aligned assessment?	Continue using grant funding to develop a refined Next Generation Science Standards-aligned assessment					Acc				
41			To what degree do we need to standardize the definition of a Local Education Agency, in the context of title funding, to facilitate ESSA implementation?						CFP				
42			Should we consolidate our Title I admin funding?						CFP				