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Vermont State Plan: ESSA Decision Point Chart

Cycle 1 and 2: February 25- April 15, April 16-May 27 "What measures will we be using?"									
No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
Soliciting Additional Internal/External Input									
1	1111(b)(2)(B)	<p>State-established accountability systems must include information on Academic Indicators</p> <ul style="list-style-type: none"> * Academic achievement based on the annual assessments and on the State's goals. * A measure of student growth or other statewide academic indicator for elementary and middle schools. * Graduation rates for high schools based on the State's goals. 	<p>What academic measures should we be using? AOE believes there should be 3: proficiency (required); growth, and an expected value measure.</p>		Acc	2/29	<p>Consult field for input, method should vary based on AOE-identified need and narrowing of question</p>	<p>Round 1 CFP conf 3/29 VSA Mtg 3/31 VPA Regional Meetings 4/5</p> <p>Round 2 Stakeholder Mtg 4/28</p>	RH 6/2

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

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2	1111(b) (2)(B)	State-established accountability systems must include information on measures of school quality, or student success, and any additional information the state wishes to provide.	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	Round 1 CFP conf 3/29 VSA Mtg 3/31 VPA Regional Meetings 4/5 Round 2 Stakeholder Mtg 4/28	RH 6/2
3	1111(b) (2)(B)	States must adopt English language proficiency standards. Standards would have to be aligned with the challenging State academic standards.	What measures should we use to measure ELL progress towards achieving English proficiency in each grade 3-8 and the same high school grade that the state assesses for ELA/Math	Recommendation: <i>We are looking for input from the field on the ELL indicators.</i>	Acc	2/29	Consult field for input, method should vary based on AOE-identified need and narrowing of question	Round 1 CFP conf 3/29 VSA Mtg 3/31 VPA Regional Meetins 4/5 Round 2 Stakeholder Mtg 4/28	RH 6/2

Cycle 1 and 2: February 25- April 15, April 16-May 27

“What measures will we be using?”

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4	1111(b)(2)(B)	Starting in 2017, states must identify the rate at which students in high schools enroll in postsecondary education	How should we be collecting required post-secondary data? (ex: the rate at which high school students enroll in post-secondary programs)	Recommendation: <i>We are looking for input from the field to determine how to collect data</i>	Acc	2/29	Consult field for input, method should vary based on AOE-identified need and narrowing of question	Round 1 CFP conf 3/29 VSA Mtg 3/31 VPA Regional Meetins 4/5 Round 2 Stakeholder Mtg 4/28	RH 6/2
5	1111(b)(2)(B)	Assessments may, at the state’s discretion, measure individual student growth.	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	Round 1 CFP conf 3/29 VSA Mtg 3/31 VPA Regional Meetings 4/5 Round 2 Stakeholder Mtg 4/28	RH 6/2
6	1111(b)(2)(B)		Should the state be using a 4 or 6 year term when determining	Recommendation: <i>We must use the 4-year cohort graduation</i>	Acc	2/29	Consult field for input, method should vary based on	Round 1 CFP conf 3/29 VSA Mtg 3/31 VPA Regional Meetings 4/5	RH 6/2

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			"graduation rate"?	<p><i>rate; we believe the 6-year rate is useful for capturing all graduates.</i></p> <p><i>Fold into Measures conversation</i></p>			AOE-identified need and narrowing of question	Round 2 Stakeholder Mtg 4/28	
7	1111(b)(2)(B)	<p>Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science.</p> <p>states may allow an LEA to use a nationally-recognized high school academic assessment in lieu of a state assessment</p>	<p>If SBAC is moved to 9th grade, should we offer a college prep assessment (SAT, ACT) as an 11th grade academic assessment?</p> <p>Can SAC be made a 9th grade assessment? (Michael Hock is reviewing)</p>		Acc	2/29	Consult field for input, method should vary based on AOE-identified need and narrowing of question	Move SBAC to grade 9	RH 10/14

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		as long as such assessment is aligned to the State's standards and meet other requirements.	On 8/9, we need RH to decide that we can investigate moving from 11 to 9 th grade. Publish, then address the questions above						
8	1003	LEAs must develop comprehensive support and improvement plans for schools identified. Plans are required to include evidence-based interventions, be based on a school-level needs assessment, identify resource inequities, be approved by the school, LEA and State Educational Agency (SEA), and be periodically monitored	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	3/29: CFP Rollout 4/19: 12-4PM	RH 6/9
9	1003	resource inequities, be approved by the school, LEA and State Educational Agency (SEA), and be periodically monitored	What types of improvement supports should LEAs be providing to		SE	2/29	Consult field for input. Narrow question through		RH 6/9

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		and reviewed by the SEA.	schools under ESSA				survey, then face to face		
10	1003A	States may reserve 3% of their Title I allocation to provide competitive grants to LEAs to provide "direct student services" (tutoring and/or to pay for the	How should we be allocating set aside funding to a subset of LEAs?		CFP	2/29	Consult field for input— face to face. Recommend March CFP rollout as venue	3/29 CFP Rollout	RH 5/20
11	1003A	costs of transportation associated with public school choice). Also includes activities which may be supported to include the ability for students to enroll in courses not otherwise available at their school, such as advanced placement as well as credit recovery and academic acceleration courses that lead to a regular diploma.	Within the menu of options for set aside 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		RH 5/20

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12	1003	Increases the set-aside from 4% to 7% (or, if a greater amount, the sum of the prior set-aside in addition to the funds received by the State under 1003(g) in the prior fiscal year). Funds are for states to carry out a statewide system of technical assistance and support for LEAs. Note, that as under current law, the amount reserved by the State must not decrease the amount of funds received by each LEA in the prior year.	What are the best SEA uses for Title 1 set aside that needs to be devoted to school improvement?		CFP	2/29	Consult field for input— face to face. Recommend March CFP rollout as venue		RH 6/9
Internal Decisions									
13	1111(2)(B)(viii)	State systems can measure achievement through an annual summative assessment or multiple statewide	Should we calculate student achievement through a single	Recommendation: <i>While a single test has its drawback, having</i>	Acc	2/29	AOE should make this decision without	CFP Conf 3/29 Round 2 Stakeholder Mtg 4/28	RH 5/20

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		assessments, the results of which would be required to be combined to produce a summative score.	or multiple state assessments?	<i>multiple data collections or assessments will increase the total amount of time in state testing. The Agency would only be interested in pursuing this if the field felt strongly that more assessment could be supported</i>			additional field input		
14	1111(2)(B)(viii)	Allows, but does not require, states to set a limit on the amount of time devoted to the aggregate amount of time devoted to assessment	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	Acc	2/29	AOE should make this decision without additional field input	CFP Conf 3/29	RH 5/20

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No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
		administration for each grade.		time for any grade level;					
16	1202	Authorizes funds for states and local educational agencies to audit their state and local assessment system with the goal of eliminating unnecessary assessments and streamlining assessment systems. This authority allows for the buying out of existing assessment contracts.	Should VT apply for grant funding to evaluate state and LEA assessment systems (SLDS, LCAS)?	Recommendation: <i>Given that a local assessment system is required under EQS, this is a good use of federal dollars to support a local need. We should pursue</i>	Acc	2/29	AOE should make this decision without additional field input	CFP Conf 3/29	SPMT 10/7 RH 10/14
17	1111(g) (1)(B)	States are also required, as part of their state plan, to describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced teachers, principals or other school leaders.	What measures will be used when reporting that low-income and minority children are being/not being disproportionately served by poor educators?		Ed Q	2/29	AOE should make this decision without additional field input	N/A	RH 5/20

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		States are required to describe the measures they will use to evaluate and publicly report on this requirement.							
18	multiple	Assurances Compilation	How will we assure all are identified and represented?		PM	N/A	N/A	N/A	Feds issued template that we will use: complete
19	N/A		Application across all the Titles, especially if IV gets funding – what sources of funding do we want in a consolidated application in Grantium?	Process Every Grant that we can through Grantium.	AF, MM, JG				RH on 7/22

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22	N/A		What are going to be the implications of the requirements of Title VIII Subparts 2, 3, 4 & 5? Less making a decision than identifying implications and determine who would carry this forward. Remember that the SBE may have to take action on a number of these.	For any fed assurances, leave in Grantium For state only, let's have them in state assurance doc, crosswalk to ensure no duplication	CC/PH will coordinate as assurance work unfolds				N/A

Cycle 3: May 28-July 8
 "How will the measures be weighted?"

No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
Soliciting Additional Internal/External Input									
23	1111(c)(4)(C)	State Index – The State-defined index must include multiple indicators expressed as a single value "Substantial weight" is required to be given the Academic Indicators (described above) and these 4 indicators must, in the aggregate be given "much greater weight" in the differentiation process than any Measures of School Quality or Student Success (described above).	How should the items in the index be weighted, relative to each other?		Acc	4/18	Face to face discussion Combine w Mon N–2 conversations Chris will find 2 full days –1 one month out, 1 2 months out, make survey to sign up		9/2: we can pursue 2 paths
24	1111(c)(4)(C)	While not specifically named as an indicator in the accountability system, States are required to annually	How should the 95% Assessment Participation Rate requirement		Acc	4/18			9/2: we can pursue 2 paths

Cycle 3: May 28-July 8
 "How will the measures be weighted?"

No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
		measure the achievement of not less than 95% of all students and subgroups of students in public schools using Title I State assessments. States are permitted to and must provide a clear and understandable explanation of how the 95% assessment requirement will factor into the accountability system.	factor into accountability?						SPMT 10/25 RH 10/28
25	1111(d)(1)(B)	LEAs must develop comprehensive support and improvement plans for schools identified. Plans are required to include evidence-based interventions, be based on a school-level needs assessment, identify resource inequities, be	How should the EQS Continuous Improvement Plan be revised to reflect ESSA requirements?		SE	4/18	Face to face, possibly using EQR pilot vets, needs to be coupled w EQS education		7/22

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		approved by the school, LEA and State Educational Agency (SEA), and be periodically monitored and reviewed by the SEA.							
26	1111(e)(1)(B)(iii) (I)(bb)(V III)	State should identify the minimum number of students for subgroups to be included in accountability and reporting;	N size for subgroups?		Acc	4/18	Question for field: "what values do we have around N size selection" Link to weighting group conversation	6/16 session held	
Internal Dec									

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 “How will the measures be weighted?”

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isions									
27	N/A	Definition of preschool	ESSA is using the definition of preschool from HEA. How does pre-K definitely impact ESSA programs?		CFP/EE E		How do we count public PreK, what impact does that have on funding?		RH 9/2
28	N/A	Title IV	Are we going to have a Title IV coordinator, or divide that work up across teams? Jen/MM have met w DP, will propose to AF		AF, MM, JG				Approved RH
29	5103		Will the SEA be transferring funds between titles as outlined in Title V?		CFP		Yes, we’ll be transferring funds		SPMT 9/15 RH 9/23

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 "How will the measures be weighted?"

No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
30	8203		<p>Will we continue to allow LEA consolidation of administrative funds?</p> <p>Saves LEAs time and effort, gives them flexibility</p> <p>Recommendation: Continue to allow them to do that. Wherever possible, maintain current practice when current practice is effective</p>						7/22 RH
31	Sec. 8305(d)		<p>What information will we require in a consolidated LEA</p>		CFP propose to Amy, AF/MM take to fiscal, L-				

Cycle 3: May 28-July 8
 "How will the measures be weighted?"

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			plan/application ?		Team, Deputies				

Cycle 4: July 9-August 19
 “How do schools become identified?”

No.	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision And Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
Soliciting Additional Internal/External Input									
32	1111(c)(4) (A)	States must establish “ambitious State-designed long term goals” with measurements of interim progress for all students and subgroups of students on improved academic achievement on State assessments.	What goals/benchmarks should we set for academic improvement?		Acc	5/31	Face to face: “retreat”? Send out a WFM—we’re having a convening into early decisions ESSA—July. Can redo if necessary in Fall/summer if necessary 2 days, 4 half day sessions, breakouts		RH 10/24
33	1111(c)(4) (A)	States must establish “ambitious State-designed long term goals” with measurements of interim progress for all students	Are these goals being determined categorically or individually?		Acc	5/31	Face to face retreat		RH 10/24

		and subgroups of students on EL proficiency							
34	1111(c)(4)(A)	States must establish “ambitious State-designed long term goals” with measurements of interim progress for all students and subgroups of students on graduation rates.	What goals should we set for improving grad rates?		Acc	5/31	Face to face: “retreat”?		RH 10/24
35	1111(e)(1)(B)(iii)(V)	Based on the performance of schools and subgroups in schools on the indicators described above, States are required to “meaningfully differentiate” public schools in the State on an annual basis.	How will data be used to sort/categorize schools?		SE	5/31	Face to face: “retreat”?		
36a		Up to an additional 3% for additional state	What are the most effective uses of Title II set	Funding principal’s	Ed Q leading	5/31	Face to face at JP re: 3%		

		activities for principals and other school leaders	aside for training school leaders?	academy with 3%	support from CFP				
36b		Remaining state-level funds, which would be capped at 5% total, except as described below for additional state-level activities – 21 activities authorized (reform of certification, licensure and tenure systems; development and implementation of teacher evaluation and support systems; residency programs, etc.)		1% admin funding for MC 4%: established feedback, but we don't know the amount of \$ that's available, can't come up w a recommendation until we know more. Q: will it be used for staff funding or something else?	CFP		5%: Public input through CFP rollout/March		
63			How many school performance levels will there		Acc				RH 10/24

			be? What will they be called?					
64			Will Vermont exercise the option of including students who were members of the EL and SWD subgroup, but who have exited that subgroup, as members of that subgroup for one or two additional years of accountability?		JM and CM w Acc	7/11		RH 10/24
65			Will Vermont exercise the option of including, for not more than four years after a student exits the EL subgroup, former EL students' scores as a part of making annual determinations?		JM w Acc	7/11		RH 10/24

Internal Decisions									
37		Eliminates any requirements related to highly qualified teachers and replaces them with a requirement for teachers working in Title I programs to meet applicable state certification and licensure standards.	State must require teachers to meet licensing requirements. Which requirements should we use?	Recommendation: <i>We recommend leaving current licensing requirements in place.</i>	Ed Q				SPMT 9/15 RH 9/23
38		Replaces current law “core academic subject” with a new term, “well-rounded education” which includes, among other subjects, STEM and computer science.	Should we adopt the ESSA “well rounded education” definition?	Replaces current law “core academic subject” with a new term, “well-rounded education” which includes, among other subjects, STEM and computer science.	Acc				SPMT 9/15 RH 9/23
67			Should Vermont hold each education		Acc				

			governance body accountable for the learning outcomes of the students they are responsible for regardless of where those students attend school? Or Who “counts” for determining the overall quality of schooling provided by a community?						
39	Sec. 1117(a)(3)(B)	Independent Schools Ombudsman – Sec. 1117(a)(3)(B) – addresses issues with equitable services with Independent Schools in Titles I, II, III and IV. Includes monitoring, compliance and a	How do we take on this monitoring/compliance for an AOE-wide position that has no funding associated w it?	CFP team convenes this and makes a recommendation based on recommendation from the team to SPMT (8/10 SPMT)	CFP	N/A	N/A	N/A	RH 9/2

		formal complaint process.							
40	Sec. 1111(g)(1) (E)	Tracking foster children and children of military personnel and ensuring appropriate placement	How will we disaggregate this data? Some of this falls under current state practice but some will require new partnerships.		CFP	N/A	N/A	N/A	RH 10/24
41		Transportation, Costs, and complaint process for foster/homeless students			CFP				RH 10/24
42	Sec. 2103(b)		Prioritization of uses for Title IIA funds at the local level	NA – PRESERVE FLEXIBILITY FOR FUTURE	Ed Q				NA
43	Sec. 1114(a)	Schoolwide Waiver Approval Process	Who should design the process, what factors should be considered?		CFP				SPMT 10/7 RH 10/14
44a			How to handle removal of HQ Paras from ESSA?	Continuation of practice supports ESSA	Not a DP				Not a DP

				<ul style="list-style-type: none"> - Paras no longer have to take test - Role of paras: continuation of practice 					
44b			IDEA feds have interpreted removal of HQT in IDEA as a result of ESSA to mean that a state can't grant provisional licenses to SPED educators (without a consequence?)						

Cycle 5: August 20-October 7

“What happens after schools become identified?”

No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
Soliciting Additional Internal/External Input									
45		After a state-determined period of years (not to exceed 4 years) States must take more rigorous state determined action if a school identified for comprehensive support and intervention has not met the exit criteria.	How can schools exit identification? Criteria and no. of years?		SE	7/11			RH 10/24
46			What state action should be the consequence for schools who don't exit identification?		SE	7/11			RH 10/24
47		For all students and, the accountability subgroups, information on the elementary school indicator and high school graduation rates used as part of a state's accountability system (with disaggregation on homeless and foster	How to collect data on new subgroups? (Homeless, foster, military-affiliated?)		CFP	7/11			RH 10/24

Cycle 5: August 20-October 7

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		youth with respect to graduation rates);							
48	1111(b)(3)(A)(i)	<ul style="list-style-type: none"> Under the State’s accountability system, for recently arrived English learners taking the reading/ELA assessment, a state may: In the first year of enrollment exclude the results of such assessments; In the second year of enrollment, include a measure of student growth on such assessments; and In the third and subsequent years of enrollment, include proficiency 	Under what circumstances should a new EL student be excluded from taking the SBAC?		Acc	7/11?			

Cycle 5: August 20-October 7

“What happens after schools become identified?”

No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
		on such assessments.							
49		State must identify per-pupil expenditures of federal, state and local funds, disaggregated by source of funds;	How do we collect data related to per-pupil expenditures of federal, state and local funds, disaggregated by source of funds;	Recommendation: <i>We are looking for input from the field to determine how to collect data</i>	Bill and Sean Cousin o	7/11?	Producing a new system due July 1 2019 – Act 46 and mergers will change things, trying to change system by FY 2020		
66	CONSOLIDATED w 33	CONSOLIDATED w 33	What should the uniform procedure be for identifying long term and interim academic proficiency goals for EL students? Should it be applied individually or categorically?	CONSOLIDATED w 33	JM w Acc	8/22	CONSOLIDATED w 33	CONSOLIDATED w 33	NA

Cycle 5: August 20-October 7

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No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
67			What period of time do we expect EL to attain proficiency within, after identification?		JM w Acc	8/22			RH 10/24
Internal Decision									
15		Includes Secretary authority to provide up to 7 states initial authority (with potential of expansion) to carry out innovative assessments such as competency-based, cumulative year-end assessments.	Should VT apply to be one of a small group of state creating a more innovative assessment system model?	Recommendation: <i>Given the local need to focus on implementation of EQS and Act 46, this feels as if we would be taking on too much in the short term. Recommend we wait for 2nd pilot if approached.</i>	Acc	2/29	AOE should make this decision without additional field input	Deputy conv before public-not there yet	SPMT 9/15 RH 10/23 Chris will draft

Cycle 6: October 8-November 10

“What info should be expressed on the school report card?”

No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team	FIT Date	FIT Input	Public Input Docs Completed?	Status
Soliciting Additional Internal/External Input									
50		Maintains a requirement for state and LEA report cards. Elements included on the state report card include: A concise description of the accountability system, goals, indicators and weights of indicators used in such system	Along with what is required by ESSA, what other info should go on the state and LEA report cards? Could the EQS snapshot become the LEA report card?	Reminder: remember burden of data collection	Acc				SPMT 9/15 RH 9/23
Internal Decisions									
51		Repeals the MSP program. Includes a new authority for a STEM Master Teacher Corps, (authorized for under \$2 million) which allows the Secretary to award grants to SEAs to develop such teacher corps, or to fund grants to SEAs or	Is the STEM Master Teacher Corps Grant something that VT wants to apply for?	Recommendation: <i>This changes the funding support for VMI- we are interested in input from the field on whether or not</i>	CFP	N/A	N/A	N/A	Doesn't need to be in plan/need to be proposed. Funding does not appear to be

		nonprofits in partnership with SEAs to support the implementation, replication, or expansion of effective STEM professional development across the State (not more than 2% of the subpart 4 allocation)		<i>the parameters of this grant make sense for Vermont.</i>					available at this time— will revisit when funding questions become clear CONFIRM 9/15 SPMT
20		Maintenance of Effort	Will MOE still be calculated by Fiscal? And its implications around Act 46. An FAQ piece as part of the ESSA rollout?		AF w/ BT and KF				RH 10/24
21			Ed-Flex Waiver – what will be our process? Explain the process by which we’ll make the determination.		MM makes proposal. Shares with AF. AF shares with RH				

No Field Input Required

No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team Coordinating	FIT Date	FIT Input	Additional Public Consultation	Status
52	1111(b)(1)(A)	<p>Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science.</p> <p>States may use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system.</p>	Should assessment timelines from current law be maintained?	Continue Using SBAC for grades 3-8	Acc	N/A	N/A	<p>12/16/15: Event: Reauthorization of ESSA meeting VSA, VPA, NEA, VSBPE representatives, discussion</p> <p>12/18/15: VTCLA Meeting, discussion</p>	RH 6/2
53	1111(b)(1)(C)	States must provide an assurance that they have adopted challenging academic content and	Which learning standards should VT use	Continue using Common Core as ELA	Acc	N/A	N/A	12/16/15: Event: Reauthorizati	RH 5/20

No Field Input Required

No	ESSA Section Number	Summary of ESSA Language	AOE Question	Decision and Rationale	Bounce Team Coordinating	FIT Date	FIT Input	Additional Public Consultation	Status
		achievement standards in mathematics, reading or language arts and science. The achievement standards would have to include not less than 3 levels of achievement.	for ELA and Math?	and Math learning standards				on of ESSA meeting VSA, VPA, NEA, VSBPE representative s, discussion 12/18/15: VTCLA Meeting, discussion	
54	1111(b)(1)(C)	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 than 3 levels of achievement.	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: Reauthorizati on of ESSA meeting VSA, VPA, NEA, VSBPE representative s, discussion 12/18/15: VTCLA Meeting, discussion	RH 5/20

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55		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	RH 5/20
56		Continues authorization for grants to states for the development of assessments with some modifications, including allowing states to use funds to refine science assessments in order to integrate engineering design skills and	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				RH 6/2

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		practices into such assessments.							
57		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	Does VT need to adopt new learning standards with CTE standards and Higher Ed requirements in mind?	Vermont's CCSS and NGSS already meet this requirement , and do not need to be replaced.	Acc				SPMT 9/15 RH 9/23 Chris will draft
58		The conference report reserves 36% of funds in FYs 2017 and 2018 and 42% in FY2019 of Title IV, Part F National Activities for the Education Innovation and Research Initiative. * DECISION POINT: This initiative would provide grants to	Do we apply for this grant? Is this even going in the plan?	Recommendation: <i>This is a compelling competitive grant and could support the implementation of personalization, flexible</i>	CFP				Will not draft form for RH

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		develop, create implement, replicate or scale entrepreneurial, evidence-based innovations and evaluate such innovations.		<i>pathways or MTSS in a range of areas across the state. Recommend that the AOE either apply themselves or identify SU/SD consortia that could apply on behalf of a region.</i>					
59		The conference report authorizes a Preschool Development Grants program. Funds are authorized through the Department of Health and Human Services (HHS) and the program is jointly administered by HHS and ED. ED is	Do we apply for this grant? Is this even going in the plan?	Recommendation: <i>We recommend determining if the state can access these funds again to extend pre-k and possibly</i>	CFP				Will not draft form for RH

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		specifically prohibited from making taking any unilateral programmatic or regulation actions with respect to the operation of the program.		<i>reduce the current burdens of a 10-hour preschool experience.</i>					
60		Under this authority, .5% is reserved for the Bureau of Indian Education and the Outlying Areas, with 2% reserved for technical assistance and capacity building by the Secretary. Of the remainder, states which submit plans receive formula grants and allocate 95% to LEAs and reserve 5% for State level activities and administration.	NA for VT	Recommendation: <i>AOE believes we should pursue this to expand flexible pathway opportunities and for support of safe schools and technology.</i>					Will not draft form for RH

No Field Input Required

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61			Should we consolidate our admin funding?	Timeline needed	CFP		Consolidate with DP 29		SPMT 9/15, RH 9/23 under DP 29
62			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?	Timeline needed	CFP		SU/SD is LEA		No form Needed