

Vermont State Plan: Progress Update

Vermont House of
Representatives Education
Subcommittee

January 11, 2017

Primary Goals of This Presentation

- Overview of the Vermont State Plan work done thus far
 - Agency of Education efforts
 - Integration of public input
- Current Plan status and next steps
- Opportunity for Q & A

Major Themes of Today

- We're in the final stretch of development
- This draft has been heavily informed by public input
 - Lengthy and complex public input process

Major Themes of Today

Connections between the draft plan and:

- Vermont law and policy
- Federal law and policy
- The stated education goals of a Scott administration
 - Supporting our most vulnerable students
 - Education as a part of growing Vermont's economy
 - Identifying education solutions that are affordable for the state

Today's Topics

- Early realizations
 - Applicable Vermont and Federal Laws
 - Vermont and federal overlap
 - Vermont State Plan decision logic

Today's Topics

- Update since the last ESSA presentation
 - Creating a Performance Management System
 - Public input to date in the plan development process
 - Current Vermont State Plan status
 - Revision and submission timeline
 - Public comment period

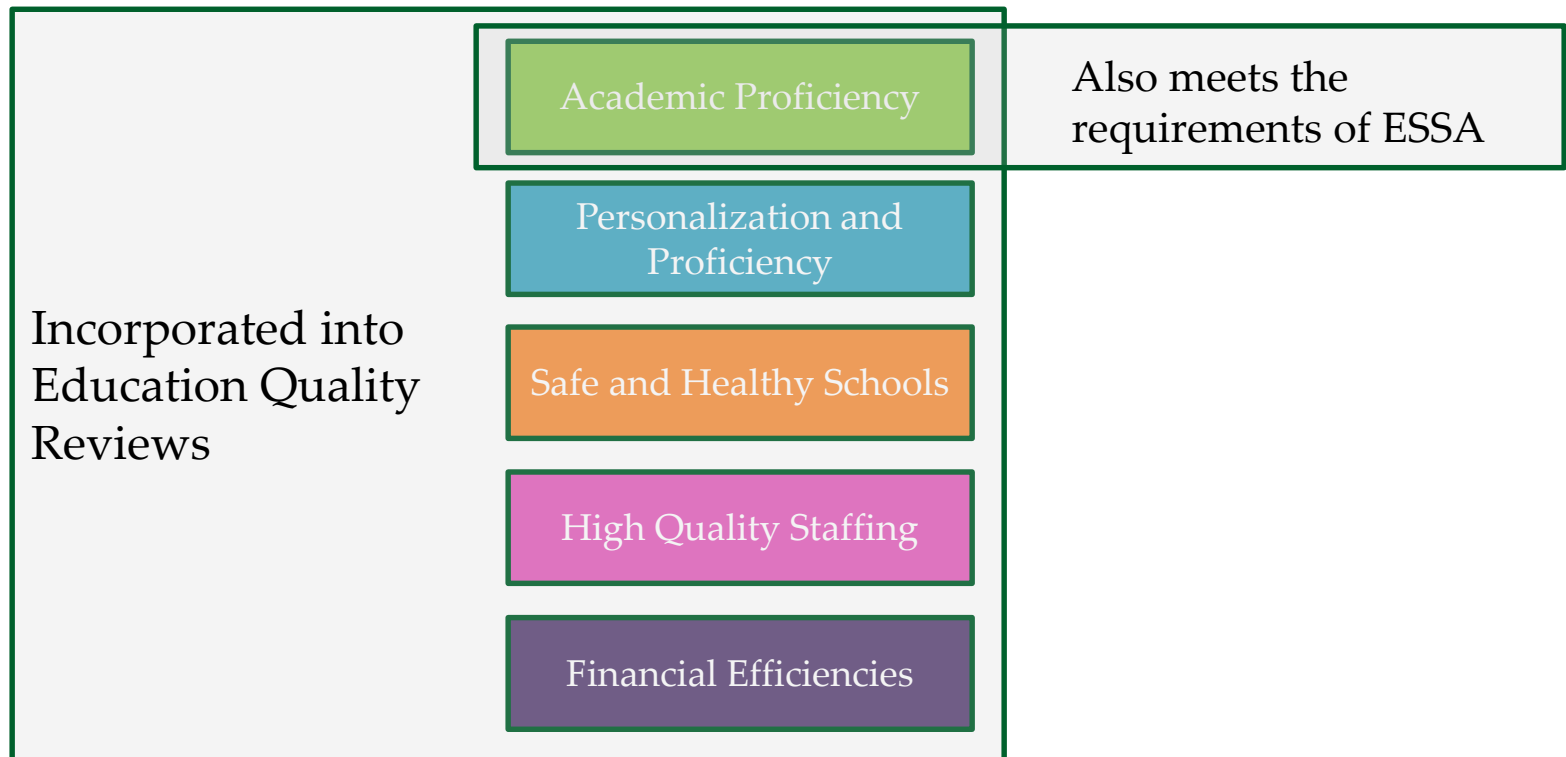
Vermont State Plan: Early Realizations

What is the Vermont State Plan?

- A description of how the state will meet the requirements of the Federal **Every Student Succeeds Act (ESSA)**...
- ...within the larger context of a Vermont plan reflecting Vermont priorities
 - Vermont's Education Quality Standards (EQS)
 - Vermont's Act 77
- Largely a description of our school and SU/SD accountability model

Education Quality Reviews

- Example: meeting federal requirements within a Vermont accountability model



Guiding Rules and Laws

Federal: Every Student Succeeds Act (ESSA), 2015

- Seeks to reduce equity gaps for our most vulnerable students through:
 - Federal financial supports
 - School accountability frameworks

Vermont: Education Quality Standards (2014) and Act 77 (2013)

- Seeks to support all students, with an emphasis on reducing equity gaps for our most vulnerable students
 - Includes guidelines for Vermont school accountability

Vermont and Federal Overlap

ESSA Goals and Requirements	Vermont Goals and Requirements
<p>EQUITY: Protect our most vulnerable students through the elimination of equity gaps</p>	<p>EQUITY: Protect our most vulnerable students through the elimination of equity gaps</p>
<p>DIFFERENTIATION of supports through:</p> <ul style="list-style-type: none">• Targeted School Improvement efforts• Intentional use of federal funding	<p>DIFFERENTIATION of supports through:</p> <ul style="list-style-type: none">• Targeted School Improvement efforts• Intentional use of federal funding• Diverse performance measures• Rich needs assessment and state-developed school and SU/SD review processes

Proposed Improvement Supports

- Example: Differentiation to support most vulnerable

Category	Supports
All Schools	Must complete a Continuous Improvement Plan biannually
Comprehensive 1 (C1) Schools (Years 1, 2, and 3 of consecutive Comprehensive Identification)	<ol style="list-style-type: none"> 1. CIP development: Annually 2. Application of federal funding: School-directed within AOE-set parameters 3. AOE Monitoring: Twice annually
Comprehensive 2 (C2) Schools (Years 4, 5, and 6 of consecutive Comprehensive Identification)	<ol style="list-style-type: none"> 1. CIP Development: Annually 2. Application of federal funding: School determined with heavier AOE involvement 3. AOE Monitoring: Quarterly
Comprehensive 3 (C3) Schools (Years 7, 8, and 9 of consecutive Comprehensive Identification)	State-determined action(s) drawn from 16 V.S.A. 165(b).
Supports for Targeted Schools in their first (T1), second (T2), and third (T3) years of identification	<ol style="list-style-type: none"> 1. CIP Development: Annually 2. Application of federal funding: Schools must link investments to equity gaps 3. Additional AOE Monitoring of plan implementation

Vermont State Plan Decision Logic

- All solutions proposed in the Plan had to:
 - Protect Vermont’s most vulnerable students through the reduction of **equity** gaps
 - Be **aligned**, when possible, with state policy and practice
 - Promote **efficient** practices and systems
 - Be **affordable** to implement and maintain

Vermont State Plan: Constructing a Performance Management System

System Baseline: State Level

- Set all of Vermont's students up for success after high school
 - while emphasizing supports for the most vulnerable
- Meet the requirements of ESSA
 - while reflecting the goals and requirements of Vermont policy
- Don't create duplicative state and federal systems

System Baseline: Local Level

- Support continuous improvement for all schools and SU/SDs through
 - Reliable data
 - Education Quality Reviews
- Provide additional supports for the education systems that are struggling the most
- Facilitate systemic change that:
 - Is practical
 - Is affordable
 - Recognizes the complexity of education systems

To Create this System

The AOE identified roughly 70 “Decision Points”

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)	State-established accountability systems must include information on Academic Indicators <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. 	What academic measures should we be using? AOE believes there should be 3: proficiency (required); growth, and an expected value measure.		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
2	1111(b)(2) (B)	State-established accountability systems	What additional measures of school		Acc	2/29	Consult field for input	Round 1 CFP conf 3/29	RH 6/2

Grain Size of a Decision Point

Not This:

- What should our accountability system be?

This:

- What is the best way to measure high school achievement of the Common Core Standards? SBAC? College Entrance Exam? Other?
 - How will this decision interact with Act 77 and EQS?

Public Input To Date

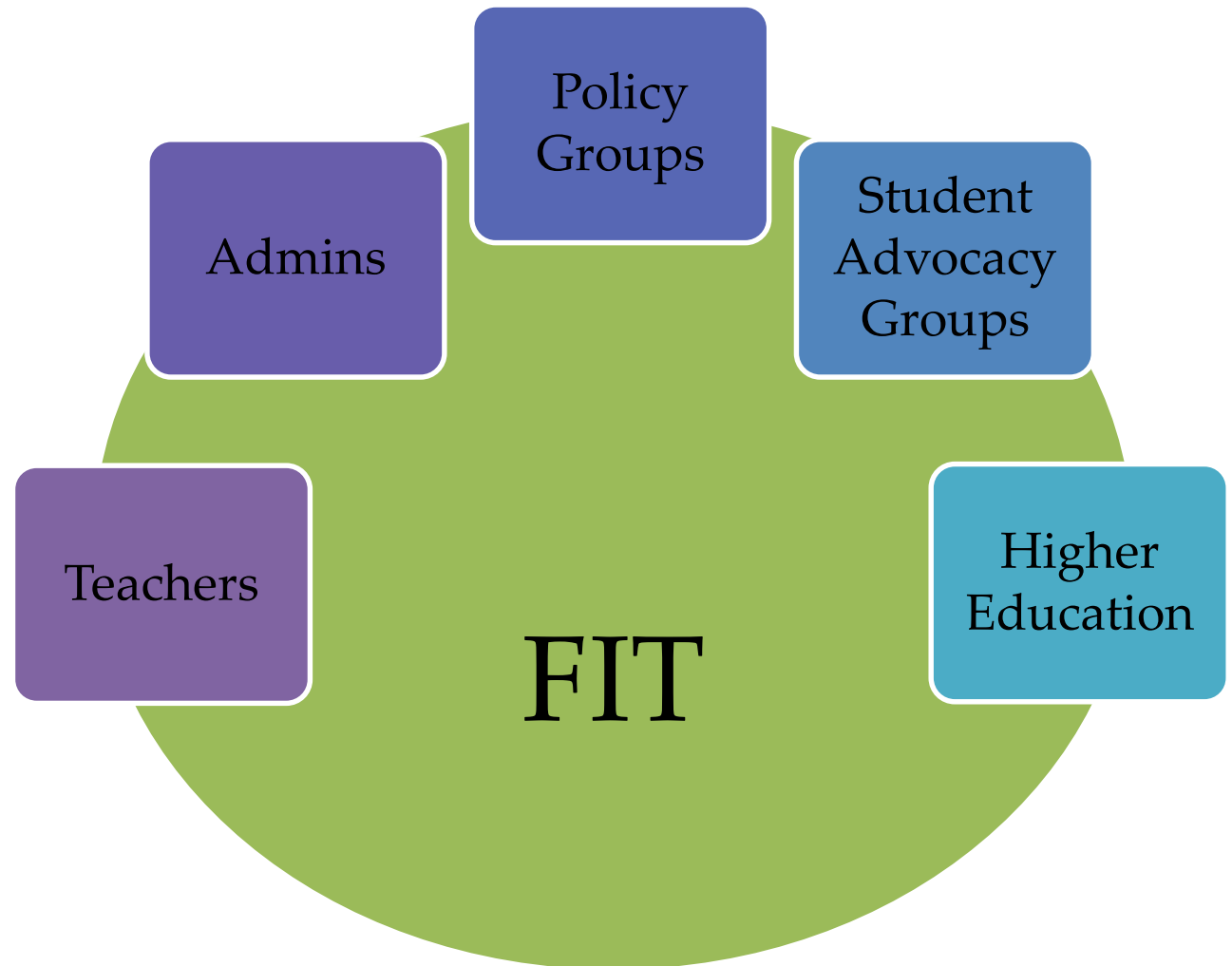
Who has provided input so far?

- Over 2000 participants* have attended input sessions over the past 12 months
 - Field Input Team (FIT)
 - Professional events (educators)
 - Public input sessions (educators/general public)
 - Public Input Retreat (educators/general public)

* A small portion of these were not “unique” participants

FIT: Field Input Team

FIT reviews AOE plans and helps determine field input. Meets every 6 weeks.



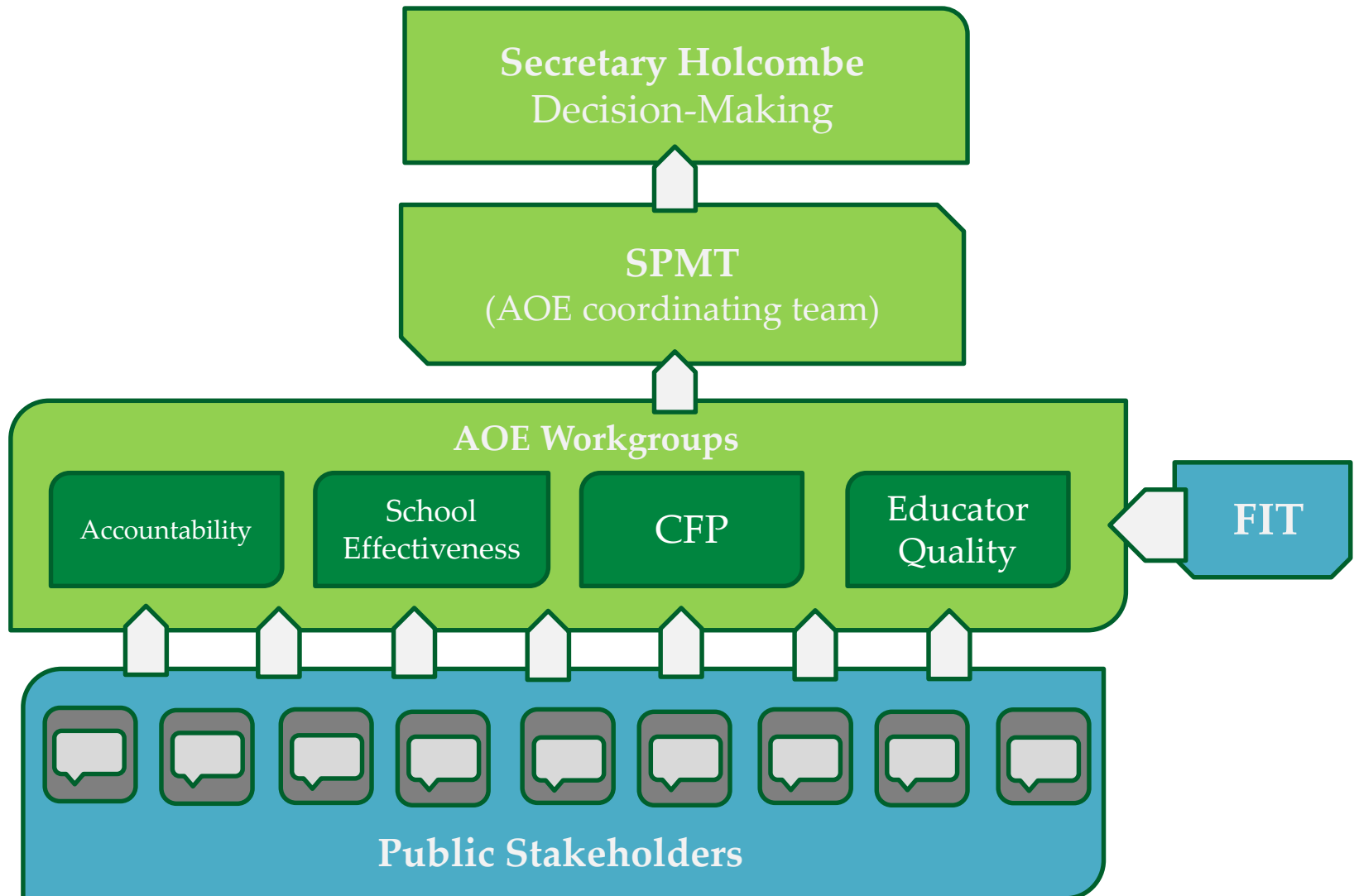
The Role of FIT Input

- The AOE identified 70 Decision Points to consider in this process. For each decision brought to FIT:
 - FIT recommended a level of additional public input necessary to resolve the question
 - FIT recommended a method for collecting public input
 - FIT recommends stakeholders key to the decision-making process
- FIT feedback informed all of the AOE's discussions about stakeholder participation

Public Input Opportunities

- Professional Events
 - Existing state conferences
 - Scheduled educator meetings
- Public Input Sessions
 - Participants targeted as recommended by FIT
 - The general public was also invited to all sessions
- Public Input Retreat
 - 10-11 August
 - 130+ attendees
 - General invitation to public
 - Concurrent sessions considering multiple decision points

Flow of Public Input



What Has Been Done With Public Input?

- Feedback has been used to:
 - Alter AOE thinking
 - Confirm AOE thinking
 - Shape or narrow the scope of the question being asked
 - Lead to further questions and input session development
- **Public input has substantially shaped this document**

Example:

Identifying Performance Measures

- Started with over 500 possible measures
 - Reviewed with professional educators and members of the community through the 2015 Education Quality Review (EQR) pilot process
- Winnowed to about 60 possible measures through multiple professional educator input sessions from January-March, 2016
 - Established framing the measures within the 5 EQR categories
- Finalized proposed list through multiple public input sessions and AOE input sessions in April-May, 2016

Vermont State Plan: Current Status

Timeline

10 January-10 February 2017	Public comment window
February 2017	AOE review of public comment
March 2017	Finalize Plan Reformat plan for US Dept. of Ed. Coordinate with Governor's office
3 April 2017	Submit final plan to US Dept. of Ed.

Plan Status

- Draft plan is complete
 - Draft proposed solutions have been identified
 - Secretary Holcombe: Collect public comment before refining the plan further
- Supplemental resources have been developed (powerpoints and videos)

Public Comment

- Goals:
 - Further refine plan content
 - Help the AOE to identify any critical flaws that we may have missed
- Process:
 - Input will be reviewed by the AOE staff authoring the plan
 - Revisions will be made, but we know that consensus on all things will not be possible

6 Sections of State Plan for Public Comment

- **Accountability:** How is school performance measured?
- **Continuous Improvement:** What results from identification?
- **Educator Quality:** Ensuring high standards of quality for Vermont Educators?
- **Supporting All Students:** How will federal funding for school programs be allocated/utilized?
- **Performance Management System:** How do the pieces of the plan work together?
- **Public Input:** What public input opportunities has the AOE coordinated around this work?

For More Information

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