



EVERY STUDENT SUCCEEDS ACT

HOUSE EDUCATION COMMITTEE—31 JANUARY 2019

- Every Student Succeeds Act and Vermont State Plan
- Annual Snapshot
- Integrated Field Review
- Continuous Improvement Plans
- Comprehensive and Equity Supports



ESSA AND VERMONT STATE PLAN





President Obama signs the Every Student Succeeds Act into law on December 10, 2015.



“(ESEA) represents a major new commitment of the federal government to quality and equality in the schooling that we offer our young people...As a son of a tenant farmer, I know that education is the only valid passport from poverty. As a former teacher...I have great expectations of what this law will mean for all of our young people. As President of the United States, I believe deeply no law I have signed or will ever sign means more to the future of America.”

-Lyndon Johnson, 11 April 1965

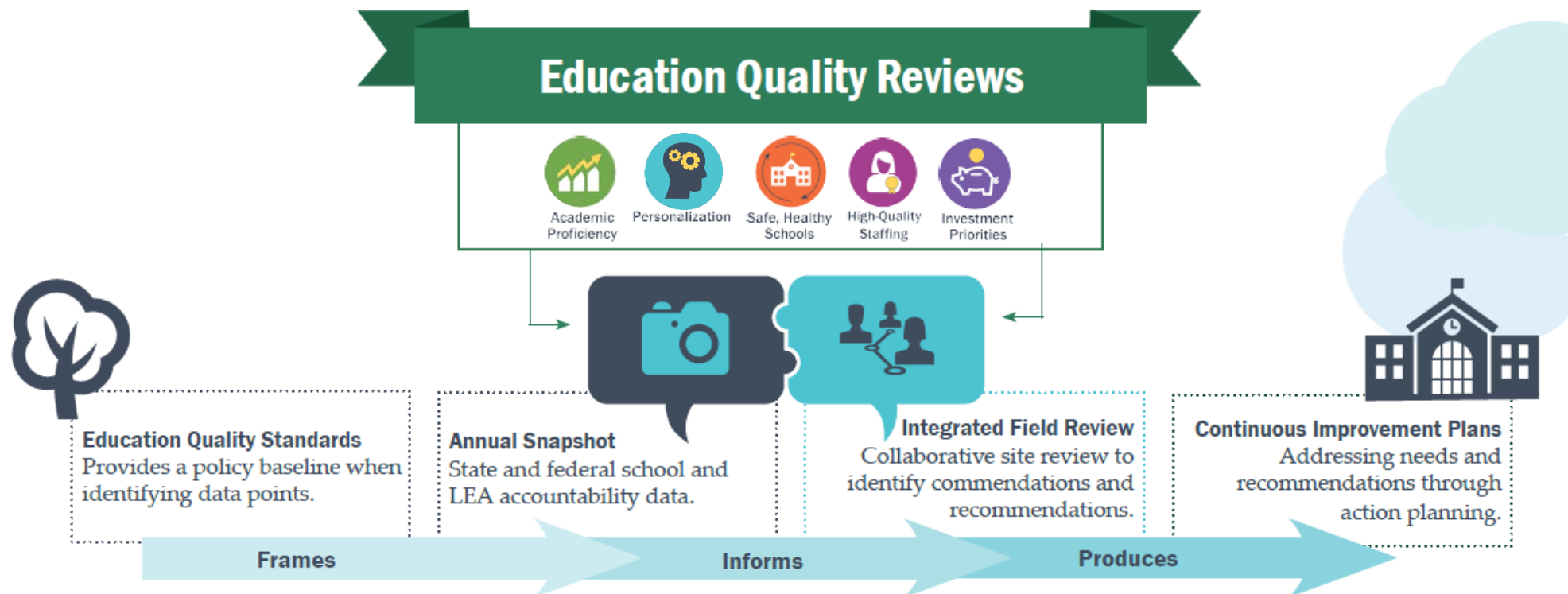
VERMONT EDUCATION POLICY AND LAW

- State: Education Quality Standards (EQS) and Act 77
 - Appeared in 2014 and 2013, respectively
 - Focus: support all of Vermont's students through accountability and continuous improvement efforts
 - Includes new requirements for personalization of learning, proficiency-based learning

CREATION OF STATE PLAN

- 70 Decision Points were identified to comply with ESSA statute
 - Input on Decision Points was gathered from multiple audiences:
 - 4 Internal AOE teams
 - Field Input Team
 - Public Input from more than 2,000 Vermonters
- All decisions viewed through the lenses of:
 - Equity
 - Possible
 - Alignment
 - Affordable

PUTTING THE PIECES TOGETHER



<http://education.vermont.gov/vermont-schools/education-laws/essa>

EDUCATION QUALITY STANDARDS DOMAINS



Education Quality Standards (EQS)

The educational opportunities provided to all of Vermont's public school students. EQS implementation is measured across five domains, each composed of multiple data points, or indicators:



Academic Proficiency

How well do our schools provide students with opportunities to develop their skills and knowledge to be career and college ready?

Also meets ESSA requirements



Personalization

How well do our schools provide students with authentic engagement and opportunities to shape their own learning?



Safe, Healthy Schools

How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals?



High Quality Staffing

How well do our schools employ educators who are well trained and qualified to meet the needs of all student?



Investment Priorities

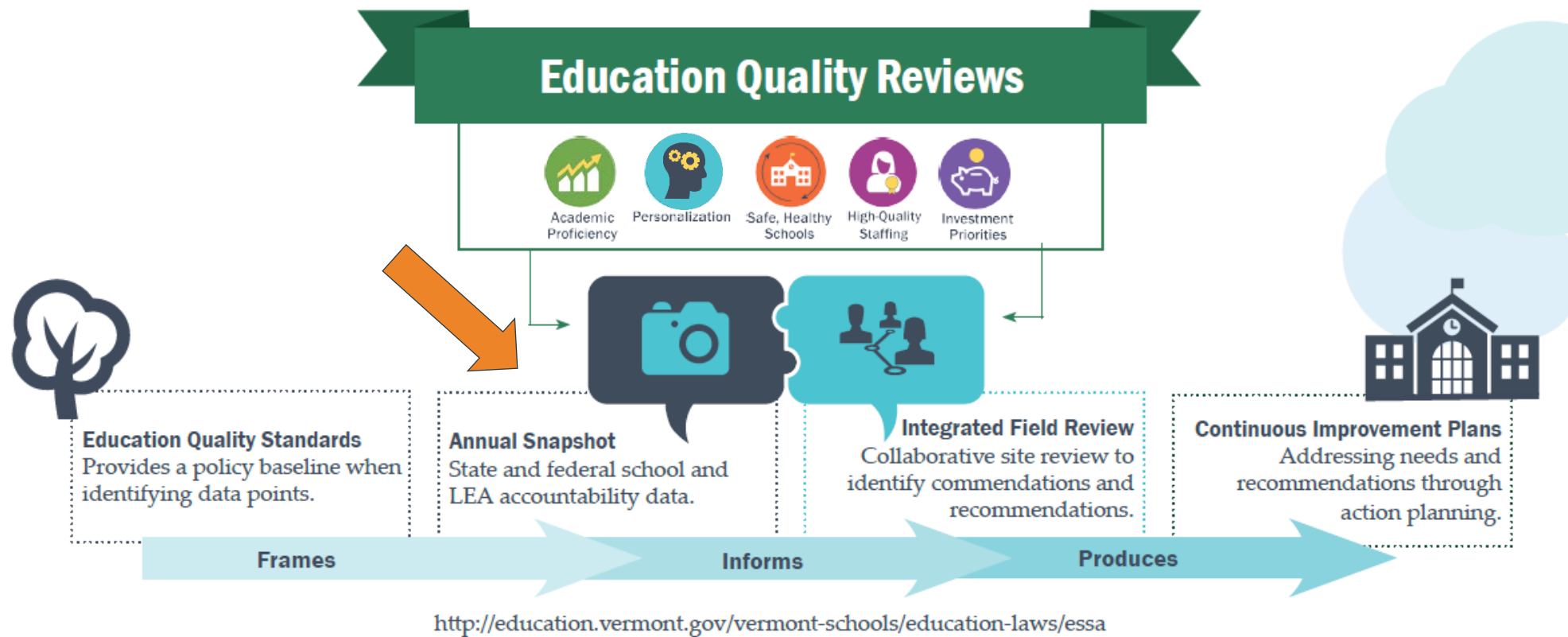
How well do our schools provide quality experiences at a price that the community believes is appropriate?



ANNUAL SNAPSHOT



PUTTING THE PIECES TOGETHER



WHAT THE SNAPSHOT IS DESIGNED TO DO

- Reflect EQS Goals
- Help Stakeholders Identify Strengths and Needs
- Hone in on Equity
- Guide Continuous Improvement
- Provide Holistic View of School Systems
- Reduce Reporting Burden for Schools and SU/SDs

WHAT THE SNAPSHOT IS NOT DESIGNED TO DO

- Rank Schools or Compare Schools to Each Other
- Shame or Blame Schools
- Define Accountability Only as Assessment Scores
- Fully Represent a School System

Vermont Annual Snapshot

Get a snapshot of the performance for any school, district, or supervisory union

[View Directory](#) [View Vermont State Snapshot](#)



What the Snapshot does

The Annual Snapshot is an online tool where you can find quantitative data about Vermont schools. You can see how your school, Supervisory Union/District, or the state are doing, based on measures Vermont has decided are important. The Annual Snapshot exists to support schools, not rank them. The goal of the Annual Snapshot is to encourage communities to work together to improve educational outcomes for all students.

Annual Snapshot: Multiple Measures

In Vermont, one way that we look at education quality is by examining numerical data displayed through an Annual Snapshot. These data have been selected by the Agency to represent common data collected across all Vermont public schools that address some, but not all, aspects of the Education Quality Standards. Each of these measures is evaluated by a specific method of calculation and from reliable data sources.



Academic Proficiency

1. Content Standard Performance
 - A. English Language Arts
 - B. Mathematics
 - C. Science
 - D. Physical Education
2. English Language Proficiency
3. Graduation Rate
4. Career and College Ready
 - A. Assessments
 - B. Post-Secondary Outcomes

Note: All of the Academic Proficiency items are also used to satisfy federal requirements under ESSA.



Personalization

1. Student Participation in Flexible Pathways
3. Flexible Pathways Offerings
2. Personalized Learning Plans



High Quality Staffing

1. Licensed Teachers
2. Education Staff Stability
3. Staff Satisfaction
 - A. Professional Development
 - B. Evaluation



Safe, Healthy Schools

1. Disciplinary Exclusion
2. School Climate
 - A. Student Survey
 - B. Staff Survey






















Investment Priorities

1. EQS Staffing Ratios
2. Per Student Expenditures
3. Return on Investment



How it all comes together

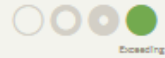
The sample data displayed in the snapshot example is designed to explain the various sections of the snapshot and are not from an actual organization.

Education Quality Standards Domains	Performance		Equity Gap	
	Current <small>i</small>	Change <small>i</small>	Current <small>i</small>	Change <small>i</small>
 <p>Academic Proficiency How well do schools provide students with opportunities to develop their skills and knowledge to be career and college ready? Indicators include, Math, English Language Arts, Science, and Physical Education Assessments, English Language Proficiency, Graduation Rates, Career and College Ready Assessments and Outcomes.</p>	 Approaching	 Not Improving	 Not Meeting	 Not Improving
 <p>Personalization How well do our schools provide students with opportunities to shape their own learning and to provide authentic engagement? Indicators include Flexible Pathway Participation and Offerings and Personalized Learning Plans.</p>	 Not Meeting	 Declining	 Exceeding	 Improving
 <p>Safe, Healthy Schools How well do our schools provide environments where students feel healthy, safe and supported in achieving their goals? Indicators include Disciplinary Exclusion and Student and Staff School Climate Survey.</p>	 Meeting	 Excelling	N/A	N/A
 <p>High Quality Staffing How well do our schools provide educators who are well trained and qualified to meet the needs of all student? Indicators include Rates of Licensed Teachers, Staff Stability, and Satisfaction with Professional Development and Evaluation Systems.</p>	 Approaching	 Declining	N/A	N/A
 <p>Investment Priorities How well do our schools provide quality experiences at a price that the community believes is appropriate? Indicators include Staffing Ratios, Per Student Expenditures, and School Return on Investment.</p>	 Approaching	 Not Improving	N/A	N/A

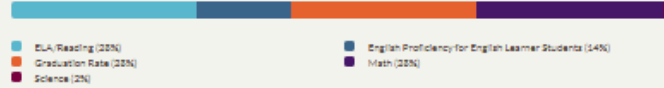


Overview

Overall Performance



Weight



Content Standards



Not Meeting Approaching Meeting Exceeding
 Declining Not Improving Improving Excelling



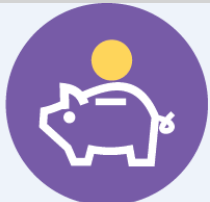
Measure (Weight)	Performance		Equity Gap	
	Current	Change	Current	Change
ELA/Reading (28.0%) 35,943 Students	Meeting	Not Improving	N/A	Not Calculated for 2017-18
Math (28.0%) 35,989 Students	Meeting	Not Improving	N/A	Not Calculated for 2017-18
Science (2.0%)	N/A	N/A	N/A	Not Calculated for 2017-18
Physical Education (0.0%)	These data will be included in the Annual Snapshot beginning in Autumn 2019.			

English Language Proficiency

Not Meeting Approaching Meeting Exceeding
 Declining Not Improving Improving Excelling

Measure (Weight)	Performance		Equity Gap	
	Current	Change	Current	Change
English Proficiency for English Learner Students (14.0%) 1,039 Students	Exceeding	Excelling	N/A	Not Calculated for 2017-18

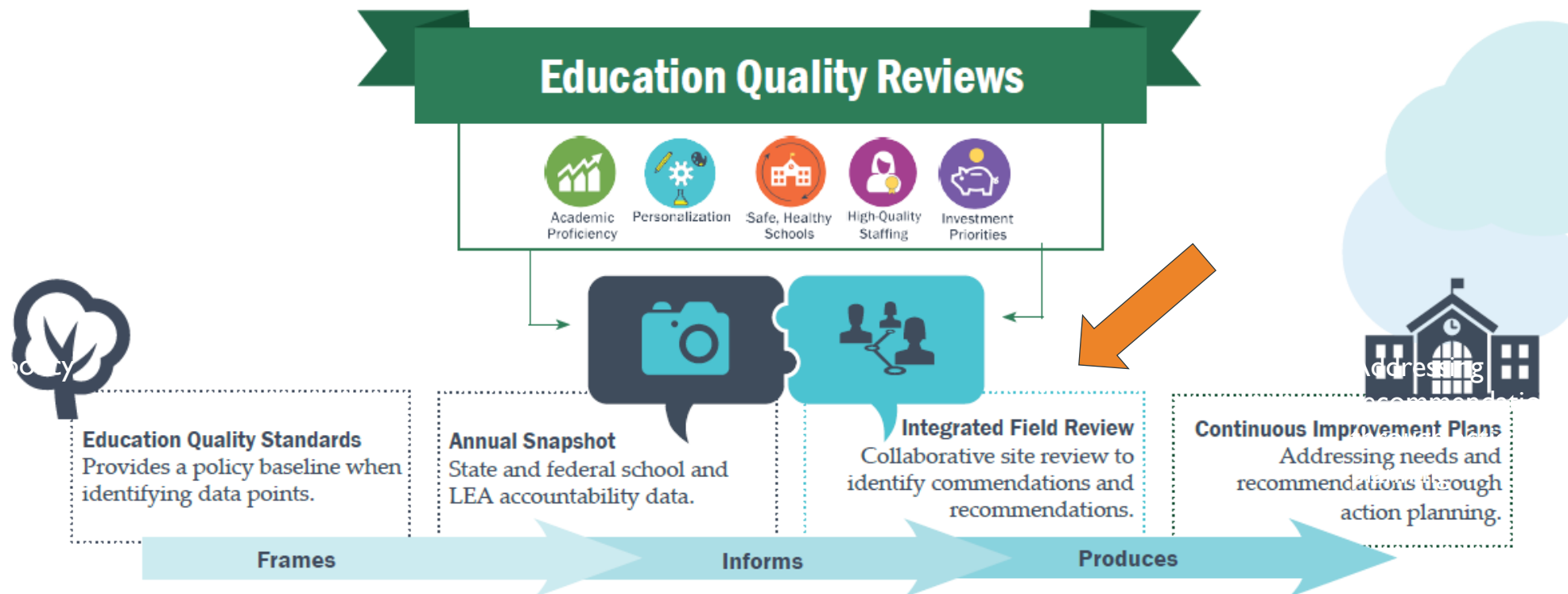
Domain	Indicator	Spring 2019	Autumn 2019
	ELA Assessment	Yes	Yes
	Math Assessment	Yes	Yes
	Science Assessment	Yes	Yes
	PE Assessment	No	Yes
	English Proficiency	Yes	Yes
	Graduation Rate	Yes	Yes
	CCR Assessment	No	Yes
	Post-Graduation Outcomes	No	Yes
	Flexible Pathways Participation	Yes	Yes
	Flexible Pathways Offered	No	Yes
	Personalized Learning Plans	No	Yes

Domain	Indicator	Spring 2019	Autumn 2019
	Properly Licensed Teachers	Yes	Yes
	Education Staff Stability	Yes	Yes
	Staff Satisfaction with Professional Development	No	Yes
	Staff Satisfaction with Evaluation	No	Yes
	Disciplinary Exclusion	Yes	Yes
	School Climate Survey—Student	No	No
	School Climate Survey—Staff	No	No
	EQS Staffing Ratios	Yes	Yes
	Per Student Expenditures	No	Yes
	Return on Investment	No	Yes



INTEGRATED FIELD REVIEW

PUTTING THE PIECES TOGETHER



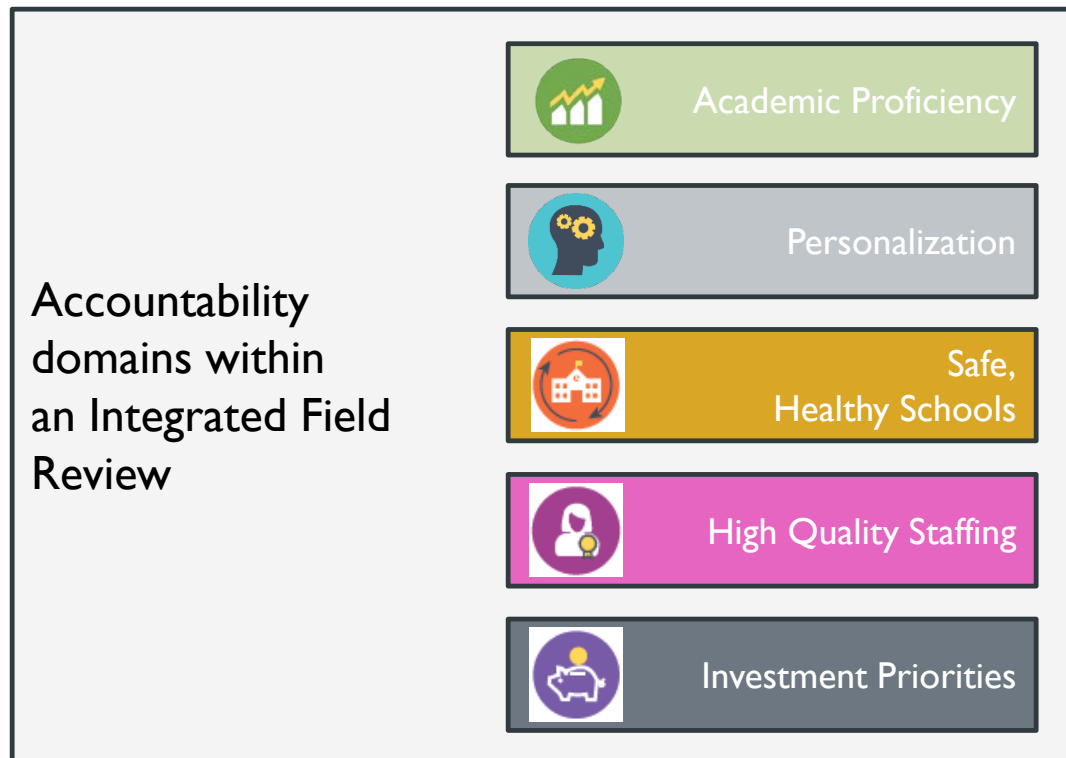
<http://education.vermont.gov/vermont-schools/education-laws/essa>

INVOLVEMENT THROUGH INTEGRATED FIELD REVIEWS



- Reviews are completed by teams of educators who are also implementing EQS
- Teams members are largely identified at the local-level
 - Superintendents select a team- AOE ask for diverse membership—roles and perspectives
- Team members are trained by the AOE in the summer/early fall preceding their visit

WHICH DOMAINS INFORM THE IFR?



- All categories are examined
- Reports include findings, 1-2 commendations and 1-2 recommendations
- School Systems should identify high priority recommendations to address in Continuous Improvement Plans

EXAMPLES: COMMENDATIONS



Personalization (LEA LEVEL)

- I. Schools are beginning to implement personalized learning and personalized learning plans at the elementary level.
- I. Schools are beginning to change their schedules to add flextime to accommodate individual student needs.



Personalization (LEA LEVEL)

- I. The SU makes a variety of self-directed, interest-based and non-traditional learning options available to older students.
- I. The SU has developed a Teacher Adviser program to support students in navigating their school experience.

Recommendations and Commendations for each EQS domain at state and local levels

EXAMPLES: RECOMMENDATIONS



Personalization (STATE LEVEL)

1. The state should provide professional learning and communication on the purpose and process of PLP development.
2. The state should provide technical assistance around incorporating student input and involvement in developing personalized learning environments.



Personalization (LEA LEVEL)

1. SU should continue work to implement Personalized Learning Plans on a broader scale.
2. SU should explore the equity of extracurricular and enrichment options available to elementary students.

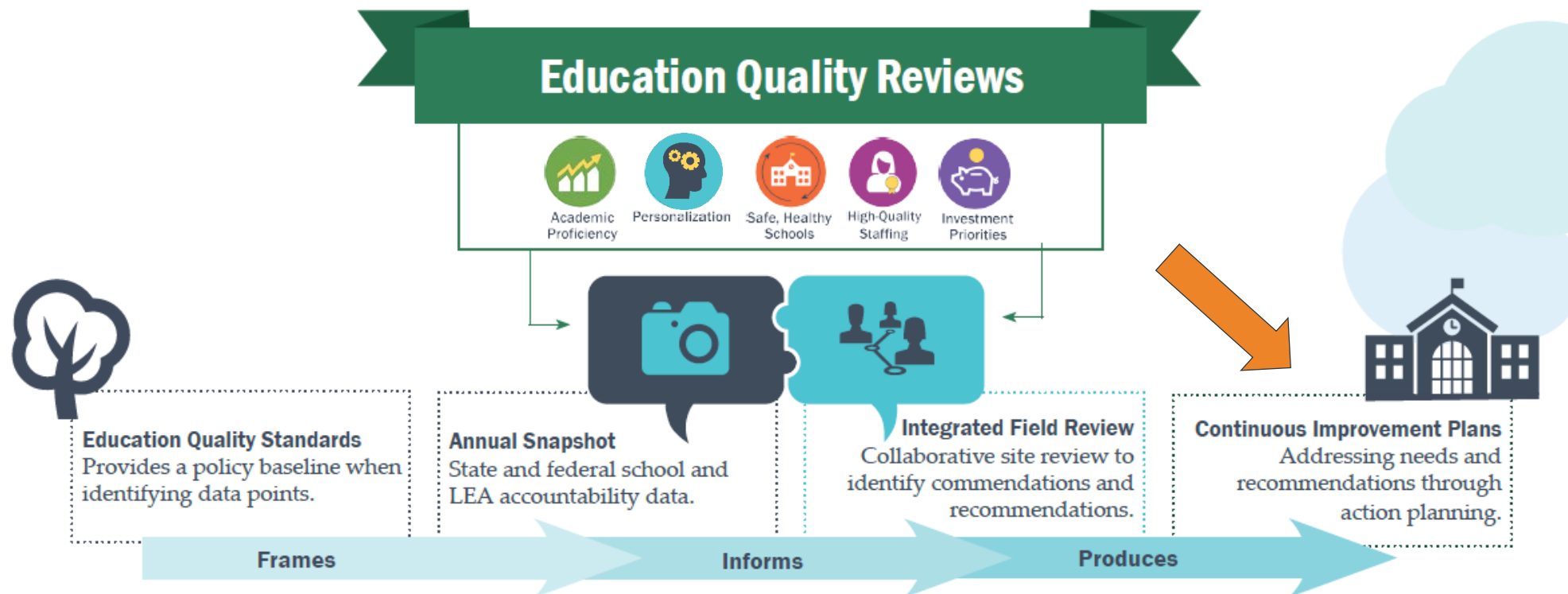
Recommendations and Commendations for each EQS domain at state and local levels



CONTINUOUS IMPROVEMENT PLAN



PUTTING THE PIECES TOGETHER



<http://education.vermont.gov/vermont-schools/education-laws/essa>

CONTINUOUS IMPROVEMENT PLANS

Supervisory Union/District

Needs identified through Annual Snapshot and Integrated Field Review determine SU/SD improvement priorities and investments

Agency of Education

- AOE staff support SU/SDs in the development of their plan
- AOE team composition unique to the needs and context of the SU/SD



COMPREHENSIVE AND EQUITY SUPPORTS

COMPREHENSIVE SUPPORTS

- Federal (ESSA) Mandate
 - At least 5% of Title I schools
 - For Vermont, 12-15 schools
- Additional Federal Funds
- Additional AOE Support
- Additional AOE Monitoring

EQUITY SUPPORTS

- Federal (ESSA) Mandate (“Targeted” Supports)
- Schools with large and pervasive gaps between Historically Marginalized and Historically Privileged Students
- Additional AOE Support
- Additional AOE Monitoring

ADDITIONAL RESOURCES

- [Text of Vermont State Plan](#)
- [State Plan Summary Documents](#)
- [State Plan Implementation](#)
- [US Department of Education—ESSA](#)
- [Education Quality Standards](#)

Thank you!

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Vermont

Academic Proficiency

2017-2018



Overview

Content Standards

English Language Proficiency

Graduation Rate

College and Career Readiness

Additional Information

Overview



Overall Performance



Exceeding

Weight



- ELA/Reading (28%)
- Graduation Rate (28%)
- Science (2%)

- English Proficiency for English Learner Students (14%)
- Math (28%)

Content Standards

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Measure (Weight)

Performance: Current ⓘ Change ⓘ Equity Gap: Current ⓘ Change ⓘ

ELA/Reading (28.0%)
35,943 Students



Meeting



Not Improving

N/A

Not Calculated for 2017-18

Math (28.0%)
35,989 Students



Meeting



Not Improving

N/A

Not Calculated for 2017-18

Science (2.0%)

N/A

N/A

N/A

Not Calculated for 2017-18

Physical Education (0.0%)

These data will be included in the Annual Snapshot beginning in Autumn 2019.

Content Standards



Subject

- All Subjects
- ELA/Reading
- Math
- Science
- Physical Education

Grade

- All Grades

Student Group

All Students

ELA/Reading

Scale: 35,943 Students

Growth: 21,680 Students

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Current Performance ⓘ

Vermont



Current Equity Gap ⓘ

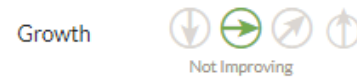
Vermont

Scale N/A



Performance Change ⓘ

Vermont



Equity Gap Change ⓘ

Equity Gap Change data can not be calculated for the 2017-18 school year due to...

Content Standards



Subject

- All Subjects
- ELA/Reading
- Math
- Science
- Physical Education

Grade

- All Grades

Student Group

Free and Reduced Lunch



ELA/Reading

Scale: 14,911 Students

Growth: 8,734 Students

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Current Performance ⓘ

Vermont

Scale



Approaching

Growth



Meeting

Current Equity Gap ⓘ

Vermont

Scale



Not Meeting

Growth



Meeting

Performance Change ⓘ

Vermont

Scale



Declining

Growth



Not Improving

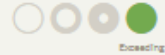
Equity Gap Change ⓘ

Equity Gap Change data can not be calculated for the 2017-18 school year due to...



Overview

Overall Performance



Exceeding

Weight



- ELA/Reading (28%)
- Math (28%)
- Graduation Rate (22%)
- English Proficiency for English Learner Students (14%)
- Science (2%)

Content Standards

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Measure (Weight)	Performance		Equity Gap	
	Current	Change	Current	Change
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English Language Proficiency



- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Measure (Weight)	Performance		Equity Gap	
	Current	Change	Current	Change
English Proficiency for English Learner Students (14.0%) 1,039 Students	Exceeding	Excelling	N/A	Not Calculated for 2017-18





English Language Proficiency

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Measure (Weight)	Performance		Equity Gap	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
English Proficiency for English Learner Students (14.0%) 1,039 Students	 Exceeding	 Excelling	N/A	Not Calculated for 2017-18

Graduation Rate

- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Measure (Weight)	Performance		Equity Gap	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
Graduation Rate (28.0%) 5,937 Students	 Exceeding	 Excelling	N/A	Not Calculated for 2017-18

College and Career Readiness

Not Meeting Approaching Meeting Exceeding
 Declining Not Improving Improving Excelling

Measure (Weight)	Performance		Equity Gap	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
Performance on Career/College-Readiness Assessments (0.0%)				
Career/College-Ready Outcomes Within 16 Months of Graduation (0.0%)				

These data will be included in the Annual Snapshot beginning in Autumn 2019.








These data will be included in the Annual Snapshot beginning in Autumn 2019.

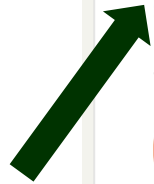
State Snapshot



- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Education Quality Standards Domains

	Performance		Equity Gap	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
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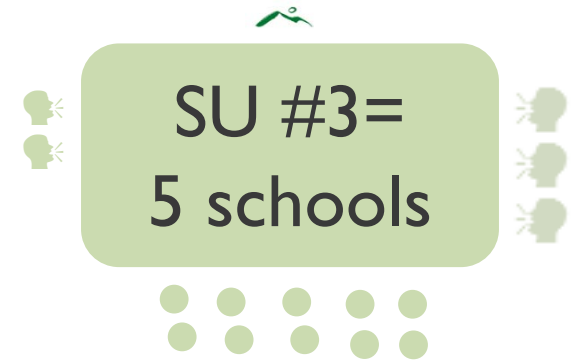
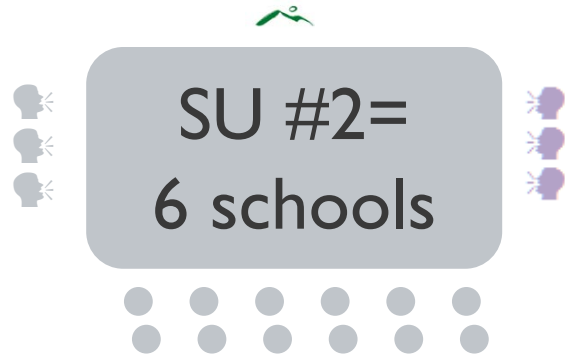
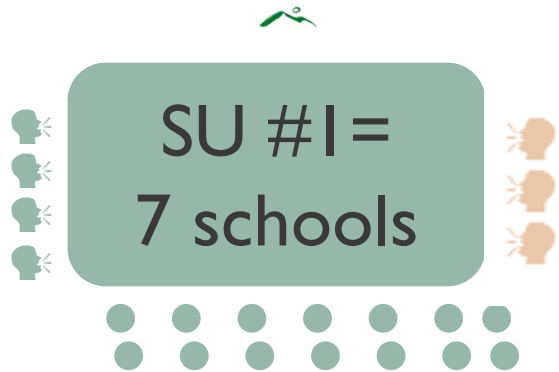
Vermont

Personalization

2017-2018



Measure	Performance		Equity Gap	
	Current i	Change i	Current i	Change i
Student Participation in Flexible Pathways	These data will be included in the Annual Snapshot beginning in Spring 2019.			
School Offerings of Flexible Pathways	These data will be included in the Annual Snapshot beginning in Autumn 2019.			
Personalized Learning Plans	These data will be included in the Annual Snapshot beginning in Autumn 2019.			



= Students
 = Staff
 = 5 AOE Staff to all school systems

2017-2018



Battenkill Valley SU
Bennington-Rutland SU
SAU 70 (Marion W. Cross)
Hartford SD
Mill River SD
Orange East SU
Rivendell Interstate SD
Southwest Vermont SU
Springfield SD
Two Rivers SD
White River Valley SU
Windham Central SU
Windham Northeast SU
Windham Southeast SU
Windham Southwest SU
Windsor Southeast SU

2018-2019



Addison Central SU
Addison Northeast SU
Addison Northwest SU
Addison Rutland SU
Burlington SD
Chittenden Central SU
Chittenden South SU
Colchester SD
Essex Town SD
Franklin Central SU
Franklin Northeast SU
Franklin Northwest SU
Franklin West SU
Grand Isle SU
Milton Town SD
Rutland Central SU
Rutland City SD
Rutland Northeast SU
Rutland Southwest SU
South Burlington SD
Winooski SD

2019-2020



Barre SU
Blue Mountain Union SD
Caledonia Central SU
Caledonia North SU
Chittenden East SU
Essex Caledonia SU
Essex North SU
Lamoille North SU
Lamoille South SU
Montpelier SD
North Country SU
Orange North SU
Orange Southwest SU
Orleans Central SU
Orleans Southwest SU
St. Johnsbury SD
Washington Central SU
Washington South SU
Washington Northeast SU
Washington West SU
Windsor Central SU