



THE VERMONT ANNUAL SNAPSHOT

EDUCATION COMMITTEE, VERMONT HOUSE OF REPRESENTATIVES

10 JANUARY 2020

- Purpose
- Tour
- Equity



PURPOSE

Allow all stakeholders to:

- ask informed questions about their schools
- track improvement over time
- provide cogent input on school improvement needs
- better understand performance of student groups

Education Quality Standards (EQS)

2014

Vermont

Personalization/Flexible Pathways

Definition of Good Teaching and
Learning in Vermont

State-determined Indicators

Every Student Succeeds Act (ESSA)

2015

Federal

Great Society/War on Poverty (1965)

State Plan for Accountability for All
Students

Specific Required Indicators and
Flexibility for Additional

Continuous Improvement

Education Quality Reviews

Academic Proficiency also meets ESSA accountability requirements



Education Quality Standards
Provides a policy baseline when identifying data points.

Annual Snapshot
State and federal school and SU/SD accountability data.

Integrated Field Review
Collaborative site review to identify commendations and recommendations.

Continuous Improvement Plans
Addressing needs and recommendations through action planning.

Frames

Informs

Produces



WHAT THE SNAPSHOT IS DESIGNED TO DO

- Serve a series of thermometers
- Provide Holistic View of School Systems
- Reduce Reporting Burden for Schools and SU/SDs
- Hone in on Equity
- Determine Eligibility for Comprehensive and Equity Schools

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

TIMELINE

Snapshot released in multiple waves

- Version I released June 2019 (5 of 20 indicators)
- Version II released on September 2019 (4 of 20 indicators)
- Version III scheduled to be released in Spring 2020 (6 of 20 indicators)
- Released annually in Winter in subsequent years
- Collection method of five additional indicators to be determined




TOUR

QUALIFIERS

- SU/School-level data in presentation are for demonstration only. They do not represent actual data.
- The data represent the 2017-18 academic year and school organizations.

Vermont Annual Snapshot

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

 *School, Supervisory Union/District, or Town*

Search

[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.

Help

Welcome to the Vermont Annual Snapshot Help Page. Below you will find a variety of resources to help you navigate the Vermont Annual Snapshot. Additionally, contact information is listed below if you require further or specialized support.

Help documents

- [Vermont Annual Snapshot Overview](#)
- [Vermont Annual Snapshot User Guide](#)
- [Public FAQ](#)
- [Glossary](#)
- [Videos](#)

Administrators can login to access more resources.

Still have questions?

Email us at aoe.schoolsnapshothelp@vermont.gov

Call us at (802) 479-1030

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What the Snapshot tells you

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?



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?



Ratings

Reflect the calculated point value for the domain or indicator of interest. The scale that defines the icons differs for each of the Key Metrics and can be found here.

Performance



Not Meeting



Approaching



Meeting



Exceeding

Change



Declining



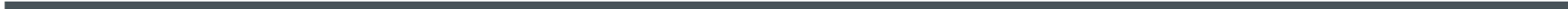
Not Improving



Improving
























Excelling



How it all comes together

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

Education Quality Standards Domains	Performance		Equity Index	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
 <p>Academic Proficiency How well do our 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 authentic engagement and opportunities to shape their own learning? 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	 Approaching	 Improving
 <p>High Quality Staffing How well do our schools employ 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

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State Snapshot



○ Not Meeting ○ Approaching ● Meeting ● Exceeding
⊖ Declining ⊕ Not Improving ⊗ Improving ⊕ Excelling

Education Quality Standards Domains

Performance Equity Index
Current ⓘ Change ⓘ Current ⓘ Change ⓘ



Academic Proficiency

How well do our 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.



Meeting



Declining



Not Meeting

Not Calculated for 2017-18



Personalization

How well do our schools provide students with authentic engagement and opportunities to shape their own learning? Indicators include Flexible Pathway Participation and Offerings and Personalized Learning Plans.



Exceeding



N/A



Exceeding

Not Calculated for 2017-18



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.



Meeting



Excelling



Not Meeting

Not Calculated for 2017-18



High Quality Staffing

How well do our schools employ 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.



Meeting



Declining



N/A

N/A



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.



Meeting



Not Improving



N/A

N/A

Overview

Overall Performance



Weight



- Annual Progress toward English Proficiency (14%)
- Graduation Rate (28%)
- Science (2%)
- English Language Arts (ELA)/Reading (28%)
- Math (28%)

Content Standards

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

Indicator (Weight)	Performance		Equity Index	
	Current	Change	Current	Change
English Language Arts (ELA)/Reading (28.0%) 41,375 Students	● Meeting	↗ Not Improving	○ Not Meeting	Not Calculated for 2017-18
Math (28.0%) 41,385 Students	○ Approaching	↗ Improving	○ Not Meeting	Not Calculated for 2017-18
Science (2.0%) 17,086 Students	○ Approaching	N/A	○ Not Meeting	Not Calculated for 2017-18
Physical Education (0.0%) 0 Students	These data will be included in the Annual Snapshot beginning in December 2019.			

English Language Proficiency

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

Indicator (Weight)	Performance		Equity Index	
	Current	Change	Current	Change
Annual Progress toward English Proficiency (14.0%) 1,198 Students	○ Approaching	N/A	N/A	Not Calculated for 2017-18

Graduation Rate

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

Indicator (Weight)	Performance		Equity Index	
	Current	Change	Current	Change
Graduation Rate (28.0%) 5,827 Students	● Meeting	↓ Declining	N/A	Not Calculated for 2017-18

Content Standards

○ Not Meeting ● Approaching ● Meeting ● Exceeding
⊕ Declining ⊖ Not Improving ⊗ Improving ⊕ Excelling

Indicator (Weight)

Performance Equity Index
Current ⓘ Change ⓘ Current ⓘ Change ⓘ

English Language Arts (ELA)/Reading (28.0%)
41,375 Students



Meeting



Not
Improving



Not Meeting

Not
Calculated for
2017-18

Math (28.0%)
41,385 Students



Approaching



Improving



Not Meeting

Not
Calculated for
2017-18

Science (2.0%)
17,086 Students



Approaching



N/A

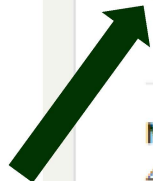


Not Meeting

Not
Calculated for
2017-18

Physical Education (0.0%)
0 Students

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



Content Standards



Subject

- All Subjects
- English Language Arts (ELA)/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- EE
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

All Students

Equity Comparison Group

Historically Marginalized compared to Historically Privileged Students

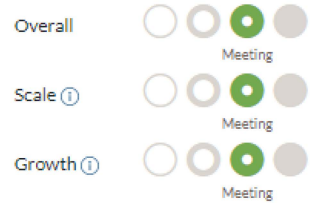
English Language Arts (ELA)/Reading

Overall: 41,375 Students
Scale: 41,375 Students
Growth: 27,254 Students

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

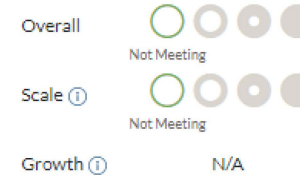
Current Performance

VERMONT



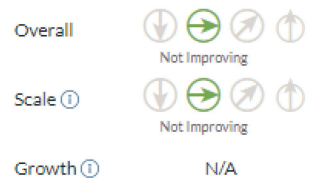
Current Equity Index

VERMONT



Performance Change

VERMONT



Equity Index Change

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Vermont Annual Snapshot

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



Birch Supervisory Union

Search

- JUSTIN MORRILL HIGH SCHOOL SCHOOL
- BIRCH SU SU/SD
- LINDA RICHARDS MIDDLE SCHOOL SCHOOL



BIRCH SU

2017-2018

Address and Contact

16 MAIN STREET
WINDSOR, VT 05089
(802) 555-1777

Superintendent

FANNY ALLEN (as of 5/07/2019)

Schools

ROBERT FROST ELEMENTARY SCHOOL
LINDA RICHARDS MIDDLE SCHOOL
JUSTIN MORRILL HIGH SCHOOL

Supervisory Union/Supervisory District Snapshot



Enrollment: 2,401 students

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

Education Quality Standards Domains



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.



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.

Performance		Equity Gap	
Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ



Meeting



Declining



Not Meeting

Not Calculated for 2017-18

N/A

N/A

N/A

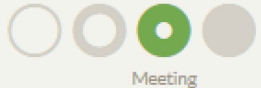
Not Calculated for 2017-18



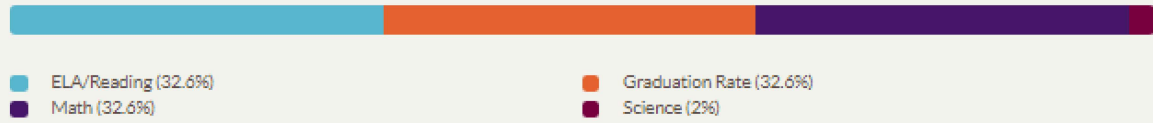
Overview



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 (32.6%) 966 Students	● Meeting	⬇️ Declining	○ Not Meeting	Not Calculated for 2017-18
Math (32.6%) 963 Students	● Meeting	➡️ Not Improving	○ Not Meeting	Not Calculated for 2017-18



Content Standards



Subject

- All Subjects
- English Language Arts (ELA)/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

All Students

Equity Comparison Group

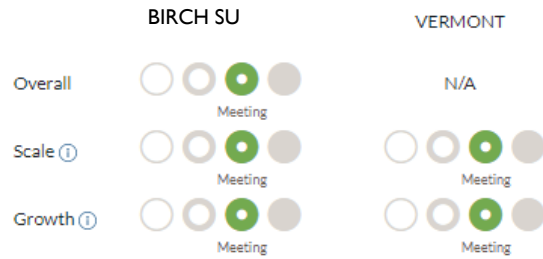
Historically Marginalized compared to Historically Privileged Students

English Language Arts (ELA)/Reading

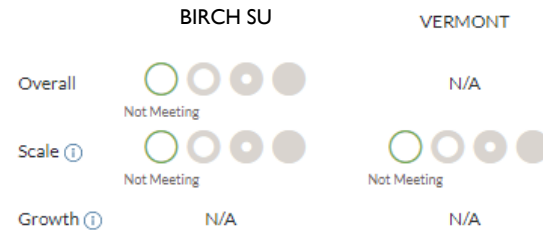
Overall: 1,097 Students
 Scale: 1,097 Students
 Growth: 754 Students

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

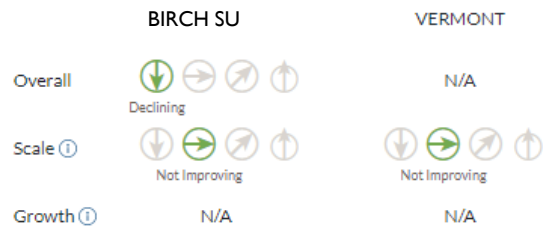
Current Performance



Current Equity Index





Performance Change






Equity Index Change

Equity Index Change data cannot be calculated until the 2018-19 academic year as multiple data sources were not collected by student group prior to the 2017-18 academic year. Therefore, there are no data to determine the change in the Equity Index from the previous year.

Domain	Indicator	Version I (June '19)	Version II (Sept. '19)	Version III (Spring '20)
	ELA Assessment	Yes	Yes	Yes
	Math Assessment	Yes	Yes	Yes
	Science Assessment	Yes	Yes	Yes
	PE Assessment	No	No	Yes
	English Proficiency	Yes	Yes	Yes
	Graduation Rate	Yes	Yes	Yes
	CCR Assessment	No	No	Yes
	Post-Graduation Outcomes	No	No	Yes
	Flexible Pathways Participation	No	Yes	Yes
	Flexible Pathways Offered	No	No	Yes
	Personalized Learning Plans	No	No	No

Collection methods to be determined for indicators highlighted in green

Domain	Indicator	Version I (June '19)	Version II (Sept. '19)	Version III (Spring '20)
	Properly Licensed Teachers	No	No	Yes
	Education Staff Stability	No	Yes	Yes
	Staff Satisfaction with Prof. Development	No	No	No
	Staff Satisfaction with Evaluation	No	No	No
	Disciplinary Exclusion	No	Yes	Yes
	School Climate Survey—Student	No	No	No
	School Climate Survey—Staff	No	No	No
	EQS Staffing Ratios	No	Yes	Yes
	Per Student Expenditures	No	No	Yes

Collection methods to be determined for indicators highlighted in green



EQUITY

A solid dark grey horizontal bar at the bottom of the page.

Content Standards



Subject

- All Subjects
- English Language Arts (ELA)/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

All Students

Equity Comparison Group

Historically Marginalized compared to Historically Privileged Students



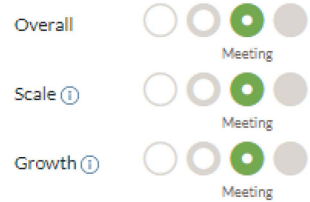
English Language Arts (ELA)/Reading

Overall: 41,375 Students
Scale: 41,375 Students
Growth: 27,254 Students

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

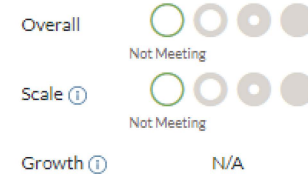
Current Performance

VERMONT



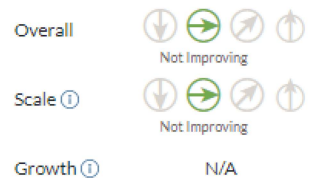
Current Equity Index

VERMONT



Performance Change

VERMONT



Equity Index Change

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Content Standards



Subject

- All Subjects
- English Language Arts (ELA)/Reading
- Math
- Science
- Physical Education

Grade

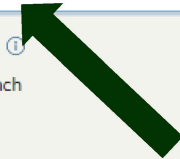
- All Grades
- EE
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

Free and Reduced Lunch

Equity Comparison Group

Non-Free and Reduced Lunch



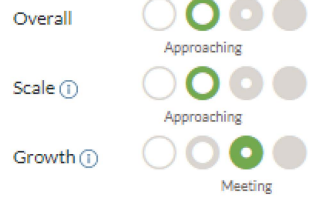
English Language Arts (ELA)/Reading

Overall: 16,510 Students
Scale: 16,510 Students
Growth: 10,507 Students

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

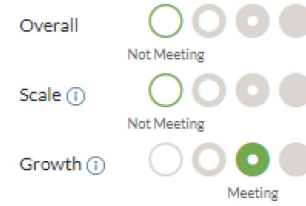
Current Performance

VERMONT



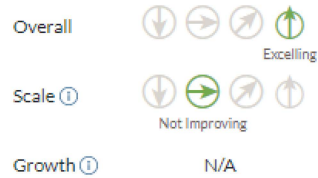
Current Equity Index

VERMONT



Performance Change

VERMONT



Equity Index Change

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Content Standards



Subject

- All Subjects
- English Language Arts (ELA)/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

English Learner

Equity Comparison Group

Non-English Learner

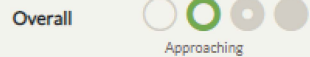
English Language Arts (ELA)/Reading

Scale: 801 Students
Growth: 243 Students

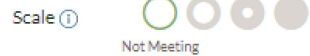
- Not Meeting
- Approaching
- Meeting
- Exceeding
- Declining
- Not Improving
- Improving
- Excelling

Current Performance

VERMONT



Approaching



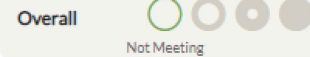
Not Meeting



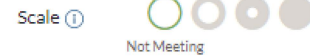
Meeting

Current Equity Index

VERMONT



Not Meeting



Not Meeting



Exceeding

Performance Change

VERMONT



Excelling



Not Improving

Growth N/A

Equity Index Change

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Content Standards



Subject

- All Subjects
- English Language Arts (ELA)/Reading
- Math
- Science
- Physical Education

Grade

- All Grades
- EE
- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Student Group

English Learner

Equity Comparison Group

Non-English Learner

English Language Arts (ELA)/Reading

Scale: 82 Students
Growth: 54 Students

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

Current Performance

VERMONT

Overall N/A

Scale
Not Meeting

Growth
Approaching

Current Equity Index

VERMONT

Overall N/A

Scale
Not Meeting

Growth
Approaching

Performance Change

VERMONT

Overall N/A

Scale
Not Improving

Growth N/A

Equity Index Change

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Thank you!

Patrick Halladay

patrick.halladay@vermont.gov

802.793.1191



STUDENT GROWTH PERCENTILE (SGP)

SGP measures demonstrate how students in a school performed compared to a group of other students in the same grade across the state who performed similarly in the past. **These measures show differences in how schools are serving students at the same proficiency level.**

Did students in this school do better than their peers even if they didn't improve much?