

Act 173 and Education Recovery

Agency of Education
February 2021

Purpose of Act 173

To enhance the **effectiveness**, **availability**, and **equity** of services provided to all students who require additional support in Vermont's schools.



Act 173 Components

Finance

Multi-year transition to census-based funding system, including rulemaking and procedural development.

Practice

- Established Advisory Group to inform proposed rulemaking and procedures
- Resources to support implementation



District-Level Approach

Systems that strengthen each of the following levers will result in successful implementation of Act 173

- Coordinated curriculum
- Educational Support Teams
- Local Comprehensive Assessment
- Needs-based Professional Development

Program Updates

- Series of technical assistance and guidance docs and workshops, office hours (4 levers)
- VTmtss Framework tools and driver diagram work
- Master scheduling tool and coaching
- Data literacy initiative
- SEL virtual platform

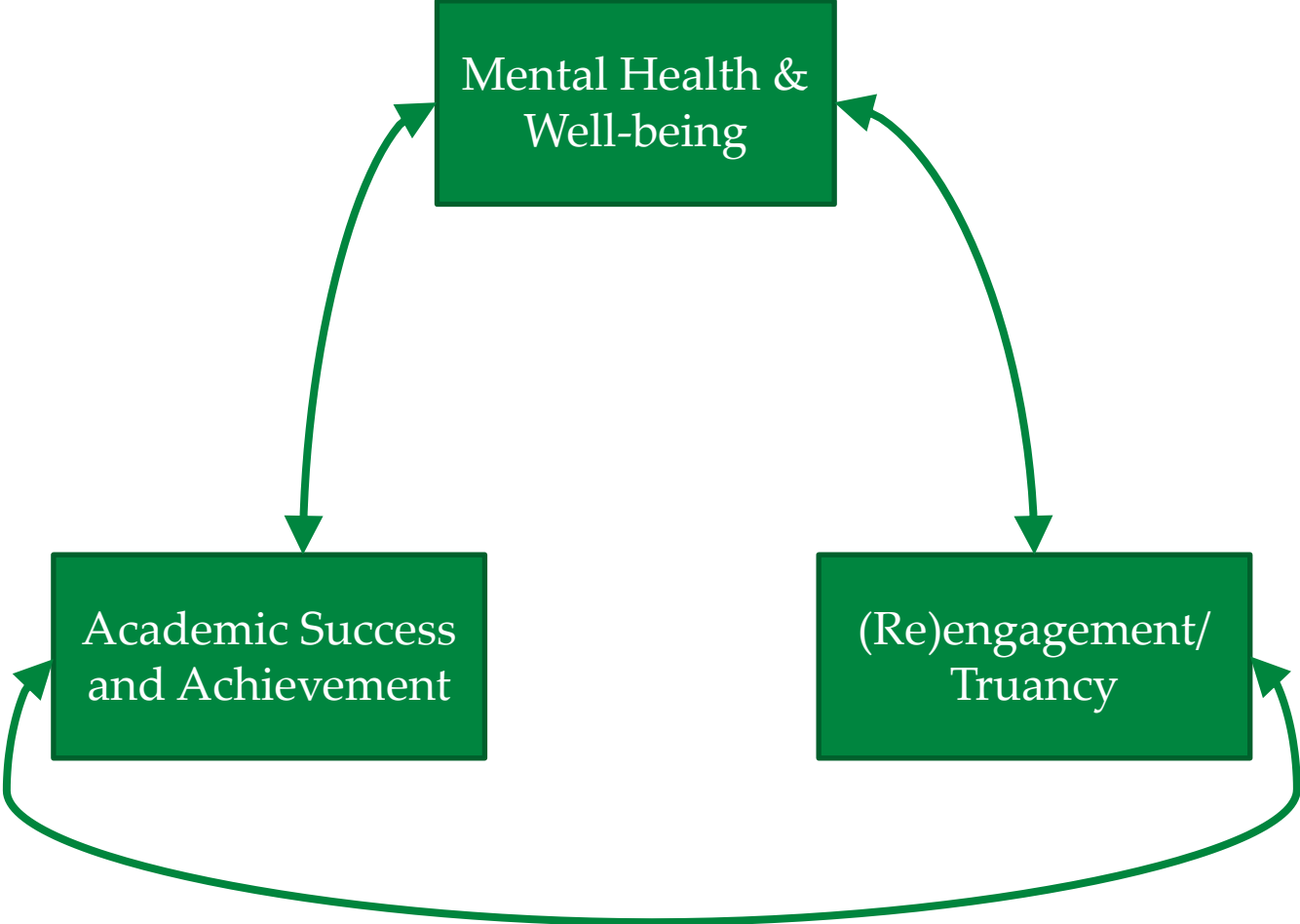
Education Recovery

- State bears responsibility for ensuring equitable access to education for all Vermont children.
- As a result of COVID-19 pandemic response:
 - Existing equity gaps may have widened
 - Impact of pandemic on education and well-being likely related to:
 - Region of state
 - Community resources and characteristics
 - Quality of learning remote, hybrid, in-person implementation
 - Student and family characteristics
 - Some students have excelled in novel educational context

What is education recovery?

- Mitigate the impact of the COVID-19 emergency on the education and healthy development of our students.
- Ensure that all students are doing well in three key domains
 - All three are critical
 - Prioritize at local level

Conceptual Model for Recovery



Mental Health and Well-being

Early indications (anecdotal)

- Increase in anxiety and depression (already on the rise prior to COVID-19)
- Increase in # 504 plans
- Increase in emergency room visits by young people for mental health
- Impact of pandemic and required response on adults in the LEA system.
- Some students are doing well in current learning setup

Student Engagement

Early indications (anecdotal)

- Less engagement, apathy, why bother?
- Reduced motivation to learn
- Decline in attendance
- Increase in truancy
- “Lost” students
- Some students are doing well in current learning setup



Academic Achievement

Early indications (anecdotal)

- Increase in frustration, confusion, teaching themselves
- Reduced motivation to learn
- Increase in % failing
- Widened equity gaps, historically marginalized students
- Impact on students who need learning accommodations (IEPs, 504 plans)
- Worse impact for Math versus ELA?
- Some students are doing better in current setup

Recovery Planning Process



- Assessing need at the local level, using data readily available
- Creating an action plan to meet that local need
- Executing initial implementation of the action plan
- Tuning and refining the plan over time

LEA Plans

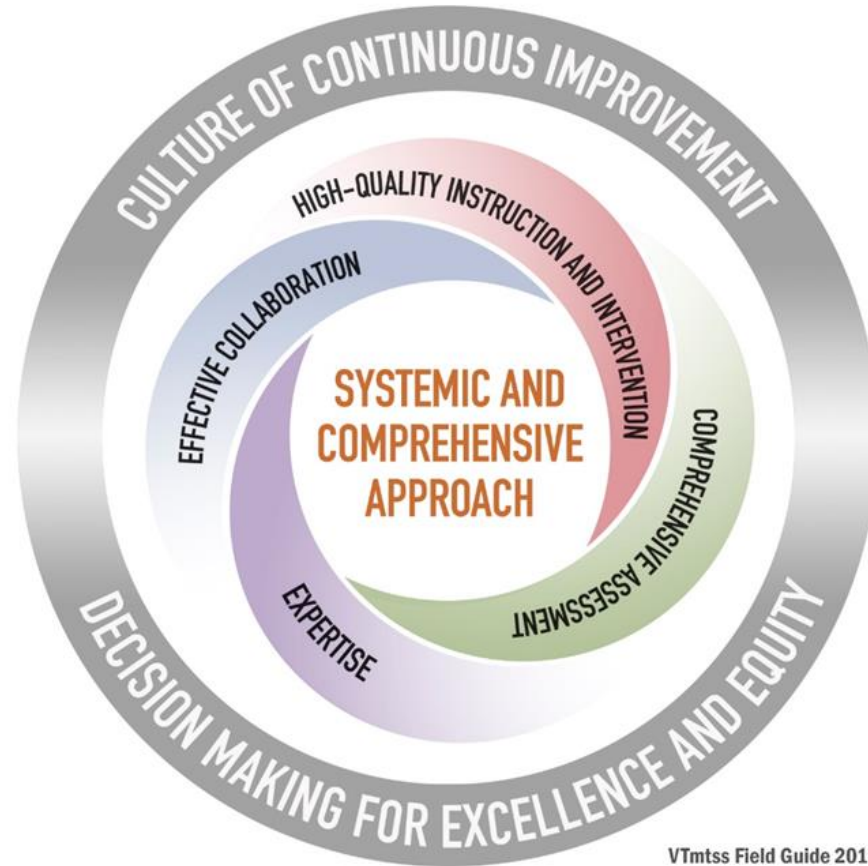
- District-level focus, including district-level EST
- Leverage four elements of EQS (per AOE guidance re Act 173)
 - Coordinated curriculum
 - Local comprehensive assessments
 - Needs-based professional development
 - EST

LEA Plans (cont.)

- Written plan, approved by AOE
- Each LEA assigned state team of agency professionals to assist in recovery planning and implementation
- Suggested best practices, ongoing support, technical assistance
- Assistance from state in regional system collaboration (e.g., mental health, DCF)
- Timeline and details, template and toolkit materials TBA

Rulemaking Update

The VTmtss Framework



The VTmtss Framework

- **Unifies general and special education through intentional, ongoing collaboration**
- **Provides a layered system of high-quality, evidence-based instruction, intervention and assessment practices**
- **Collective expertise of educators, students, families and community partners**
- **Systemic approach to decision-making and continuous improvement that ensures positive outcomes for all students.**

Licensing Update

- Overview

- Core Teaching/Leadership Standards and Endorsement

- Level I (3 years)

- 45 hours of professional learning (PL); 15 hours in endorsement area*

- Level II (5 years, as of 2015)

- 90 hours of PL; 30 in endorsement area

- Provisional, Apprentice, Emergency licenses

- All licenses expire on 30 June

*1 university credit equals 15 hours of PL

Licensing Update

- 2020, by the numbers:
 - 15 October—extended expiration date
 - 1,278—Initial (Level I) licenses
 - 1,346—Level I renewals
 - 3,618—Level II renewals (5- and 7- year)
 - 528—endorsements added via Transcript Review

Licensing Update

- 2021
 - Currently holding 30 June expiration date
 - Monitoring fingerprinting
 - Monitoring access to PL
 - Last year of 5- and 7-year renewals (about 5,000 educators up for renewal)

Endorsement Standards

- Core Teaching/Leadership (CTS/CLS) and Endorsement Standards
 - Define minimum standards of practice
 - Revised every 5 years
 - Based on national standards
 - Professional revision
 - VSBPE Approval
 - Rulemaking

Endorsement Standards

- Standards drive:
 - Education preparation program (EPP) design
 - EPP review (ROPA)
 - Initial licensure
 - Evidence of meeting standards
 - Relicensure
 - PL addresses CTS/CLS and endorsement standards

Standards Boards

- Professional control (law, medicine, accounting)
 - Local/Regional Standards Boards
 - Approve professional learning for relicensure
 - Transition from Level I to Level II
 - Vermont Standards Board for Professional Educators (VSBPE)
 - 13 members, teacher majority
 - Rule Series 5100
 - Endorsement standards
 - Licensing
 - Educator preparation