



# VTCLA: ESSA UPDATE

APRIL 7, 2017

- Plan Status
- Broad Strokes
  - Key Distinctions: State v. Federal Accountability
  - Academic Achievement performance measures
- Answers to advance questions
- Open Q&A (if time allows)

# WHAT IS ESSA?

- ESEA reauthorized
  - More state choice/ownership
- Signed into law on December, 2015
- Focus on reducing equity gaps through continuous improvement, supported by:
  - A state/federal accountability framework
  - Federally-funded programs and services

# MOVING FROM ACCOUNTABILITY TO CONTINUOUS IMPROVEMENT

## Accountability (as practiced, including rankings based on overall performance.)

- An external evaluation of the quality of a school; determinations are made that schools have met or not met targets.
- Some schools are “good”; some schools are “bad.”
- It is the state’s obligation to intervene in schools that are “bad.”

## Continuous Improvement

- An internal process of identifying areas for growth based on shared external and internal data that is responsible to the needs of the community and aligned to shared objectives.
- **All schools engage in improvement efforts, because there is always room to get better.**
- It is the state’s obligation to support improvement in differentiated ways but always in partnership with local leaders.

# VERMONT STATE PLAN: CURRENT STATUS

- Submitted to US ED on April 3
  - The submitted version is on the AOE's website
- US ED has 120 days to respond to VT's proposed plan
- Anticipated implementation: 2018-19, with 2017-18 as a transition year
  
- **Keep in mind:**
  - This Plan is still a proposal
  - The details may change pending a review by US ED

---

## Q: Tell me about...

- The Education Quality and Continuous Improvement Framework
- The CIP template
- AOE Continuous Improvement TA and resources for schools and LEAs

---

**A: Come to the CFP Annual Conference on April 11 for more information from the Education Quality Assurance Team**

## CORRECTION TO A PREVIOUS MEMO

What was sent out last week:

- Continuous Improvement Plans (CIPs) will be due to the AOE by April 2017

What we anticipate:

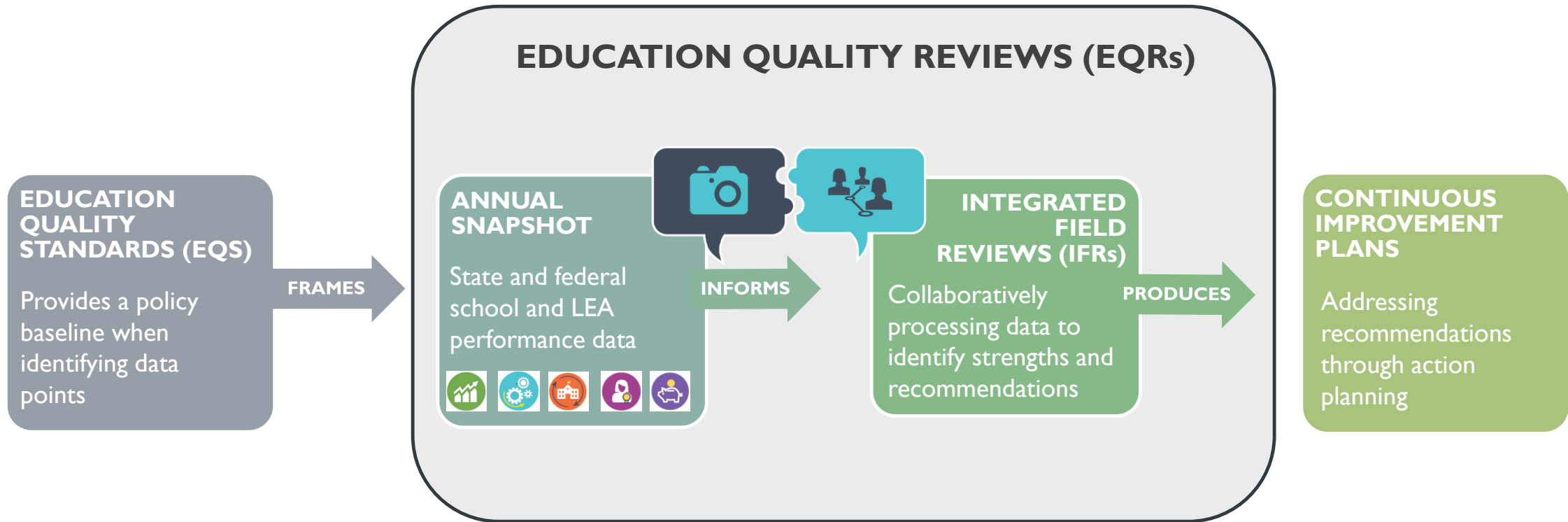
- CIPs will be submitted in April 2018, to coincide with CFP investment planning

---

How do EQS, EQRs, IFRs, Snapshots, CIPs, and ESSA fit together?



# THE STATE PLAN FRAMES THESE INTERRELATIONSHIPS:



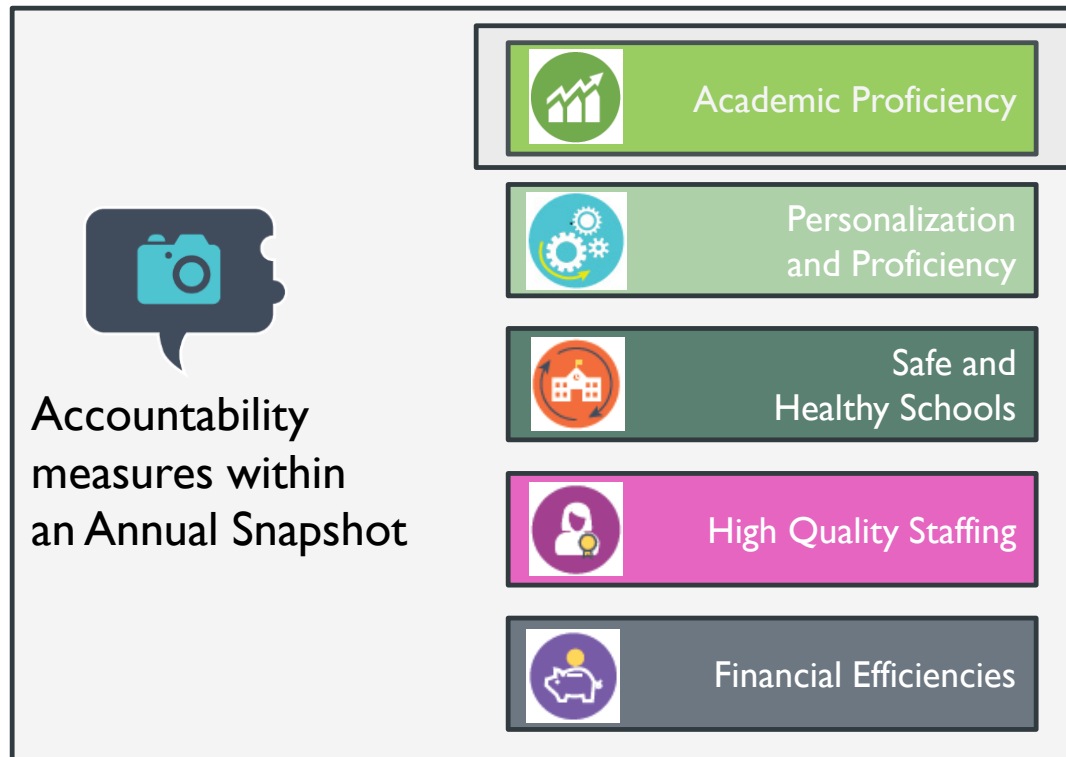
## HOW DO THE PIECES FIT TOGETHER?

- Within the range of requirements articulated under EQS (and other prominent VT education law):
  - Use needs assessments and site-level discussions (including IFRs) to determine your priorities for change
    - Your applications of CFP funding will reflect this
  - Use CIPs to capture your approaches to addressing your priority needs

# FEDERAL ACCOUNTABILITY WITHIN A STATE FRAMEWORK



# FEDERAL ACCOUNTABILITY WITHIN A STATE FRAMEWORK



Also meets the requirements of ESSA

- ELA
- Math
- Science
- PE
  
- Grad Rate
- ELP
- Career and College Readiness
- Post Secondary Outcomes



## WHERE DO WE GO FROM HERE?

- What assessments are being proposed within the Plan?
- When will my SU/SD have its Integrated Field Review?
- How will Annual Snapshot data be collected? What will the new local-level implementation burden be?
- How are schools identified as needing Comprehensive and Targeted Supports?

---

What assessments are being proposed within the Plan?

# EQS CURRICULUM CONTENT AREAS AND ACCOUNTABILITY

EQS Content Area	<b>Snapshot Data: Statewide Assessment and Grade(s) Administered (used for ESSA)</b> 	 <b>Examined within an Integrated Field Review (state accountability model)</b>
ELA	SBAC: 3-8, 9	Yes
Mathematics	SBAC: 3-8, 9	Yes
Science	NGSS-aligned (TBD); 5, 8, 11	Yes
Global Citizenship	No assessment	Yes
Physical Education	TBD;TBD	Yes
Health Education	No assessment	Yes
Fine Arts	No assessment	Yes
Transferable Skills	No assessment	Yes

# COLLEGE AND CAREER READINESS ASSESSMENT OPTIONS






Assessment	Cut score for Career and College Readiness
College Course Completion	C or better in any accredited college course
SAT	R/W:480 Math 530
ACT	Composite 21
Advanced Placement Test	Score of 3 or higher
IB Assessments	Score of 24 points or higher
CLEP Assessments	Score of 50 or higher
ASVAB (military)	Depending on branch minimum scores range from 31 to 36
Industry Recognized Credential (IRC)	No Standardized Cut Score across certifications



---

When will my SU/SD have its Integrated Field Review?

\* This information was shared with Superintendents on March 23 at a VSA event

2017-2018 	2018-2019 	2019-2020 
<p>Battenkill Valley SU            Bennington-Rutland SU            SAU 70 (Marion W. Cross)            Hartford SD            Mill River SD            Orange East SU            Orange North SU            Rivendell Interstate SD            Southwest Vermont SU            Springfield SD            Two Rivers SD            Washington South SU            White River Valley SU            Windham Central SU            Windham Northeast SU            Windham Southeast SU            Windham Southwest SU            Windsor Southeast SU</p>	<p>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</p>	<p>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 Southwest SU            Orleans Central SU            Orleans Southwest SU            St. Johnsbury SD            Washington Central SU            Washington Northeast SU            Washington West SU            Windsor Central SU</p>

---

How will Annual Snapshot data be collected? What will the new local-level implementation burden be?

# ANNUAL SNAPSHOT DATA



- Continuation of practice
  - **Math/ELA:** still coming through SBAC
  - **Science:** will come through a new company, as NECAPs are now
  - **ELP:** still using ACCESS
  - **Grad rate:** still using census data
  
- New measures
  - **PE:** new, will require data entry, but will likely be done in a way similar to the science assessment—no/limited new data burden
  - **Career and College Readiness measures:** state is executing MOUs with assessment companies that have that data—no new local data burden

## ANNUAL SNAPSHOT DATA



...and this echoes the larger idea that the State Plan is a framework that includes some details, but that more policy and guidance documents tied to Plan content still need to be developed.

---

What might a school-level report card include?

# STATE REPORT CARD: KNOW YOUR ICONS



Academic Achievement



Personalization



Safe and Healthy Schools



High Quality Staffing



Financial Efficiency



Bull's Eye



On Target
























Near Target



Off Target

Please note that this a sample report card **ONLY**, presented here to demonstrate the concepts we intend to address. The actual product remains in development and will look substantially different than this version.






















# STATE OF VERMONT

	Performance	Change	Equity Index	Equity Change
 Academic Achievement				
 Personalization				
 Safe and Healthy Schools				
 High Quality Staffing			?	?
 Financial Efficiency			?	?

Please note that this a sample report card **ONLY**, presented here to demonstrate the concepts we intend to address. The actual product remains in development and will look substantially different than this version.
























# BURNT ROCK MOUNTAIN SUPERVISORY DISTRICT (PK-12)

	Performance	Change	Equity Index	Equity Change
 Academic Achievement				
 Personalization				
 Safe and Healthy Schools				
 High Quality Staffing			?	?
 Financial Efficiency			?	?

























Please note that this a sample report card **ONLY**, presented here to demonstrate the concepts we intend to address. The actual product remains in development and will look substantially different than this version.

# BREADLOAF SCHOOL (PK-8)

	Performance	Change	Equity Index	Equity Change
 Academic Achievement				
 Personalization				
 Safe and Healthy Schools				
 High Quality Staffing			?	?
 Financial Efficiency			?	?



















Please note that this a sample report card **ONLY**, presented here to demonstrate the concepts we intend to address. The actual product remains in development and will look substantially different than this version.

# ACADEMIC ACHIEVEMENT—A CLOSER LOOK

	Scale	Change		Scale	Change
 SBAC ELA			 Graduation Rate		
 SBAC Math			 English Proficiency		
 NGSS-aligned Science			 CCR Assessment		
 Physical Education			 Alumni Measure		
















Please note that this a sample report card **ONLY**, presented here to demonstrate the concepts we intend to address. The actual product remains in development and will look substantially different than this version.

# SBAC ELA—A CLOSER LOOK

Grade	Scale	Growth	Overall
3		N/A	
4			
5			
6			
7			
8			
9			















Please note that this is a sample report card **ONLY**, presented here to demonstrate the concepts we intend to address. The actual product remains in development and will look substantially different than this version.

# SBAC ELA 4<sup>th</sup> Grade—A CLOSER LOOK

Grade	Growth	Scale	Overall
All Students			
American Indian or Alaska Native	Insufficient Data	Insufficient Data	Insufficient Data
Asian	Insufficient Data	Insufficient Data	Insufficient Data
African-American	Insufficient Data	Insufficient Data	Insufficient Data
Hispanic	Insufficient Data	Insufficient Data	Insufficient Data
Native Hawaiian or Pacific Islander	Insufficient Data	Insufficient Data	Insufficient Data
White			
English Learner			
Students with Free and Reduced Lunch			
Students with Disabilities			

Please note that this a sample report card **ONLY**, presented here to demonstrate the concepts we intend to address. The actual product remains in development and will look substantially different than this version.

# SBAC ELA STUDENT ON FREE/REDUCED LUNCH—A CLOSER LOOK

Grade	Growth	Scale	Overall
3	N/A		
4	Insufficient Data	Insufficient Data	Insufficient Data
5			
6			
7	Insufficient Data	Insufficient Data	Insufficient Data
8			
9			

Please note that this is a sample report card **ONLY**, presented here to demonstrate the concepts we intend to address. The actual product remains in development and will look substantially different than this version.

---

How are schools identified as needing Comprehensive and Targeted Supports?

# ELIGIBILITY FOR COMPREHENSIVE SUPPORTS

- ESSA: minimum of 5% of Title I schools most in need of support
  - VT: 5% is currently about 12 schools
- Current performance and growth as factors
- Begin identification with schools in the highest “priority” category, continue from there until at least 5% of schools in the state have been identified
- Eligibility is calculated every three years
- **Exiting:** Improved proficiency or improved proficiency+growth



## Identification for Comprehensive Supports

Criteria Level Scores		Year to Year Change			
		Off Target <0.0 	Near Target 0.16-0.30 	On Target 0.5-.99 	Bull' Eye > 0.30 
Current Score	Off Target 1-1.88	Priority 1	Priority 3	Priority 6	
	Near Target 1.89-2.75	Priority 2	Priority 4		
	On Target 2.76-3.65	Priority 5			
	Bull's Eye 3.66-4.50				

# ELIGIBILITY FOR TARGETED SUPPORTS

- **ESSA:** schools with “consistently underperforming” student groups
  - Vermont: Based on a combination of a school’s equity gap, and the degree of reduction of that gap over time for each student group
  - Targeted: Big equity gap and little to no gap reduction over time
- Eligibility is calculated annually
- **Exiting:** Reduction of equity gap for all underperforming subgroups
  - Schools that don’t exit after three consecutive years of eligibility for the same subgroup(s) will become eligible for Comprehensive supports

# Identification for Targeted Supports

Criteria Level Scores		Year-to-Year Change			
		Off Target <0.0 	Near Target 0.0-0.10 	On Target 0.11-.20 	Bull' Eye > .20 
Equity Gap	Off Target >.50	Targeted 1	Targeted 3		
	Near Target .24-.50	Targeted 2			
	On Target 0.10-.25				
	Bull's Eye <0.10				

## Differentiated Supports for Schools

Category	Supports
<b>All Schools</b>	Must complete a Continuous Improvement Plan biannually
<b>Schools Eligible For Comprehensive Supports (Years 1-3)</b>	<ol style="list-style-type: none"> <li>1. CIP development: Annually</li> <li>2. Application of federal funding: School-directed within AOE-set parameters</li> <li>3. AOE Monitoring: Twice annually</li> </ol>
<b>Schools Eligible For Comprehensive Supports (Years 4-6)</b>	<ol style="list-style-type: none"> <li>1. CIP Development: Annually</li> <li>2. Application of federal funding: School determined with heavier AOE involvement</li> <li>3. AOE Monitoring: Quarterly</li> </ol>
<b>Schools Eligible For Comprehensive Supports (Years 7-9)</b>	State-determined action(s) drawn from 16 V.S.A. 165(b).
<b>Schools Eligible for Targeted Supports (Years 1-3)</b>	<ol style="list-style-type: none"> <li>1. CIP Development: Annually</li> <li>2. Application of federal funding: Schools must link investments to equity gaps</li> <li>3. Additional AOE Monitoring of plan implementation</li> </ol>

---

## Contact Information

Continuous Improvement: Josh Souliere, [josh.souliere@vermont.gov](mailto:josh.souliere@vermont.gov)

Accountability: Amy Fowler, [amy.fowler@vermont.gov](mailto:amy.fowler@vermont.gov)

CFP: Mary Mulloy, [mary.mulloy@vermont.gov](mailto:mary.mulloy@vermont.gov)

Educator Quality: Debi Price, [deboraprice@vermont.gov](mailto:deboraprice@vermont.gov)

General State Plan questions:

- Chris Case, [chris.case@vermont.gov](mailto:chris.case@vermont.gov)
- Patrick Halladay, [patrick.halladay@vermont.gov](mailto:patrick.halladay@vermont.gov)

