



VERMONT STATE PLAN OVERVIEW

SESSION 1: INTRODUCTION TO EQR, ESSA AND CONTINUOUS IMPROVEMENT

What is EQS?

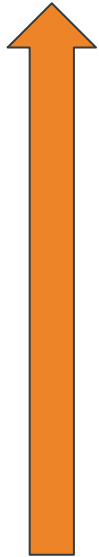
What is ESSA?

How will life be different under ESSA?

Continuous Improvement vs Accountability

CONTINUOUS IMPROVEMENT PROCESS

Continuous Improvement



Accountability

THE VERMONT EDUCATION ACCOUNTABILITY SYSTEM. A journey.

THE ESSA STATE PLAN: CURRENTLY IN DEVELOPMENT
This plan is required by the federal government, and will describe how the state intends to meet ESSA requirements, while also preserving the spirit and critical components of EQS and EQR



FUTURE
Achieving a coherent system of education in Vermont to ensure all students succeed

THE EVERY STUDENT SUCCEEDS ACT (ESSA):
ESSA replaces NCLB as the nation's guiding body of education law. It has elements in common with both NCLB and EQS, and its implications for Vermont's future are still being teased out



EDUCATION QUALITY REVIEWS
These reviews combine peer-to-peer discussions of quantitative school data with examinations of more qualitative measures that hadn't been a part of accountability conversations previously



EDUCATION QUALITY STANDARDS (EQS):
Reflects the values and priorities of Vermont educators: emphasizing the importance of personalizing instruction and assessment, and framing school reviews that incorporate performance measures



NO CHILD LEFT BEHIND (NCLB):
Schools' effectiveness was primarily determined by examining their math and English standardized test scores



2016
ESSA replaces NCLB



VERMONT EDUCATION POLICY AND LAW

- State: Education Quality Standards (EQS) and Act 77
 - Appeared in 2014 and 2013, respectively
 - Includes new requirements for personalization of learning, proficiency-based learning

Vermont Education Quality Standards available at the VT AOE website

PIECE #1—EDUCATION QUALITY STANDARDS

EDUCATION
QUALITY
STANDARDS (EQS)

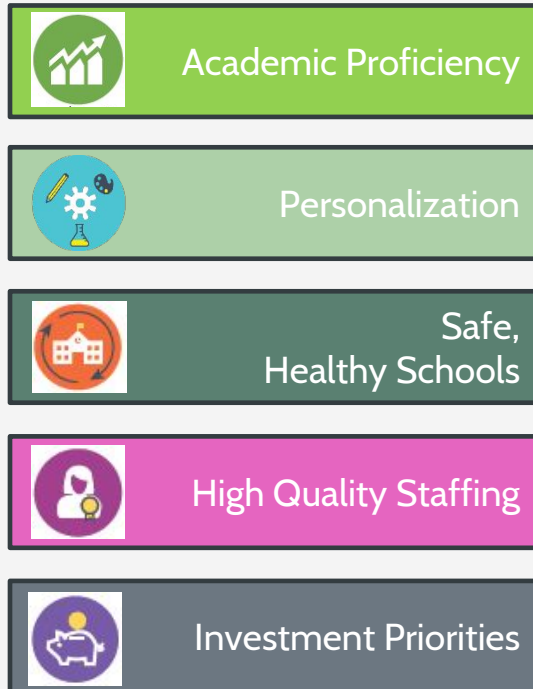


Education Quality Standards (EQS) is Vermont's definition of what all schools are responsible for providing to all of their students

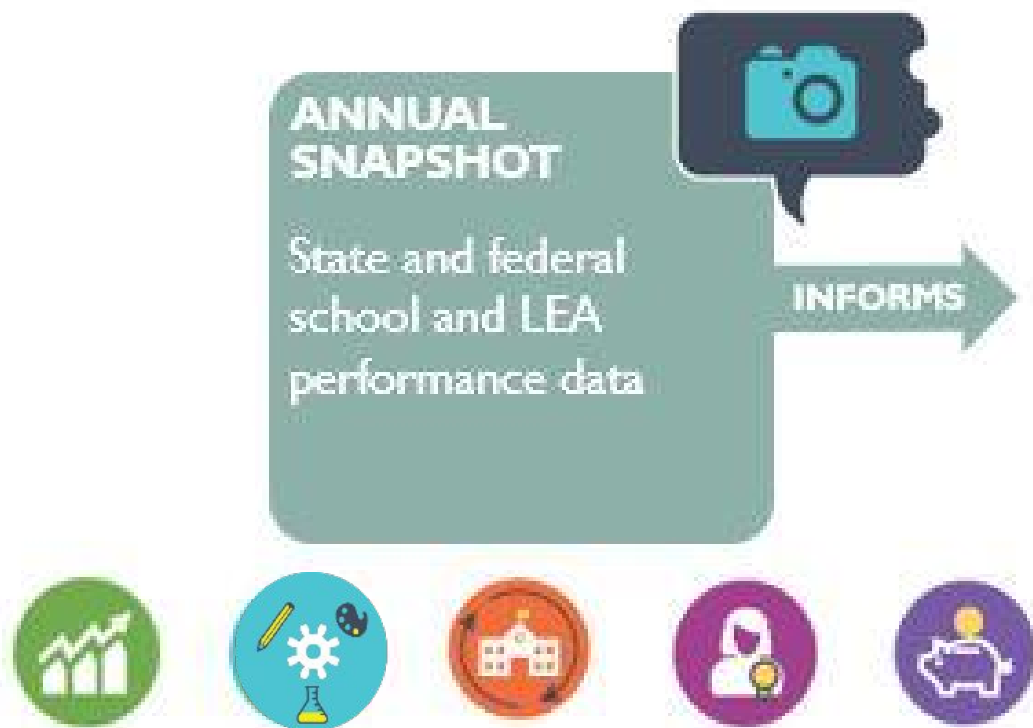
PIECE #1—EQS

The Education Quality Standards can be broken into five domains demonstrating the diversity of the work done in schools and EQS's concern with development of the whole child.

5 Domains of Education Quality Standards



PIECE #2—ANNUAL SNAPSHOT



Annual Snapshots provide schools yearly data to schools on a wide variety of measures reflecting the

5 domains of the EQS

Academic Proficiency

Personalization

Safe, Healthy Schools

High Quality Staffing

Investment Priorities

the other four

WHAT ARE THE OTHER INDICATORS OF EDUCATION QUALITY?



Same as under No Child Left Behind:

- These measures are currently collected for other purposes

New Under Vermont EQR and ESSA:

- **New Data Collection: Staff and Student Climate Survey will be administered to assess these items.**



Personalization

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



High Quality Staffing

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

7



Safe, Healthy Schools

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



Investment Priorities

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

PIECE #3—INTEGRATED FIELD REVIEWS



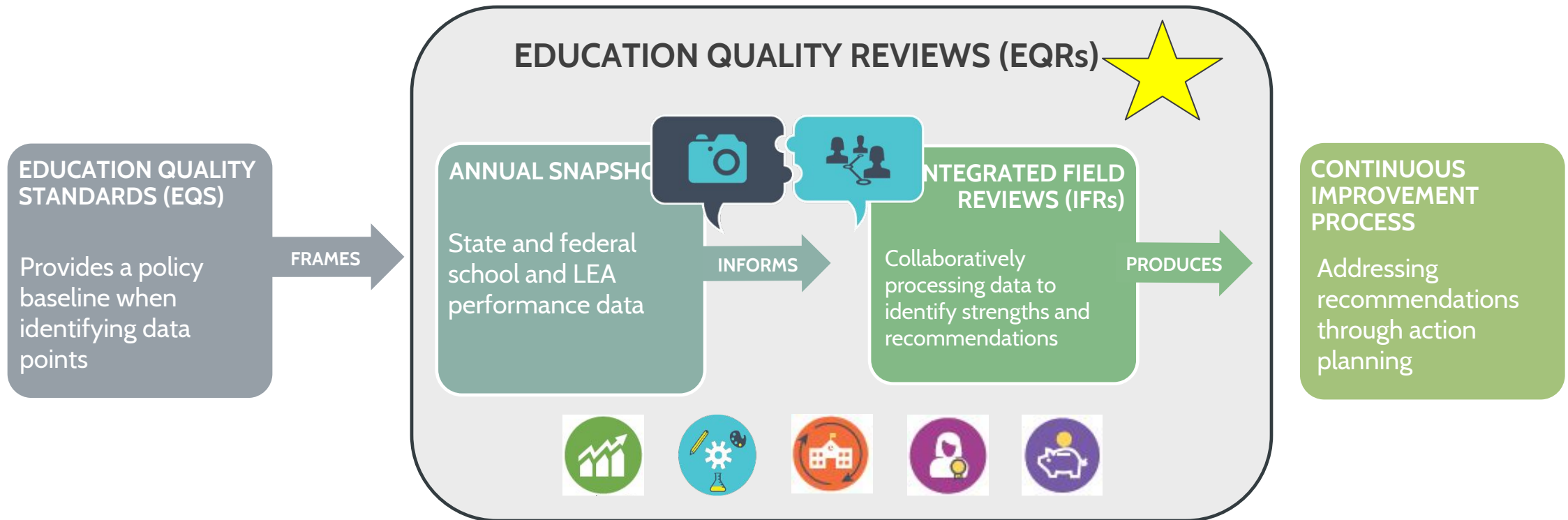
Integrated Field Reviews are site visits allowing school systems to show local implementation of EQS to a team of visiting peers. They occur **every three years**.

PIECE #4—CONTINUOUS IMPROVEMENT PROCESS

CONTINUOUS IMPROVEMENT PROCESS

The Continuous Improvement (CI) Process uses data gathered through the Annual Snapshot and Integrated Field Review to determine a school's greatest needs and outlines a plan to result in improved outcomes for all students.

PUTTING THE **FOUR** PIECES TOGETHER - THE PROCESS



EQR MEASURES



Five EQS Domains

- a) Academic Proficiency
- b) Personalization
- c) Safe, Healthy Schools
- d) High Quality Staffing
- e) Investment Priorities

Important Changes in Practice

- a) Smarter Balanced **Scale Scores**
Replace Proficiency Benchmarks
- b) High School Smarter Balanced Change
from 11th grade to **9th**
- c) New **NGSS-aligned Science**
Assessment (5th, 8th, 11th)
- d) New **PE Assessment (4th, 7th, 10th)**
- e) **CCR and Post-graduation** Measures

EQS CURRICULUM CONTENT AREAS AND ACCOUNTABILITY

EQS Content Area	Snapshot Data: Statewide Assessment and Grade Administered (used for ESSA)  	Examined within an Integrated Field Review (state accountability model)
English Language Arts	Smarter Balanced & DLM: 3-8, 9	Yes
Mathematics	Smarter Balanced & DLM: 3-8, 9	Yes
Science	New NGSS Assessment: 5, 8, 11	Yes
Global Citizenship	No assessment	Yes
Physical Education	Fitness Gram: TBD	Yes
Health Education	No assessment	Yes
Fine Arts	No assessment	Yes
Transferable Skills	No assessment	Yes

Annual Snapshot IMPLEMENTATION TIMELINE



Academic Proficiency

Measure	2017-18	2018-19
English Language Arts	Yes	Yes
Mathematics	Yes	Yes
Science	Pilot	Yes
Physical Education	Pilot	Yes
English Language Proficiency	Yes	Yes
Graduation Rate	Yes	Yes
Career/College Ready Assessment	Pilot	Yes
Post-Secondary Outcomes	Pilot	Yes

ANNUAL SNAPSHOT: KNOW YOUR ICONS



Academic Proficiency



Personalization



Safe, Healthy Schools



High Quality Staffing



Investment Priorities



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.

BURNT ROCK MOUNTAIN SUPERVISORY DISTRICT (PK-12)

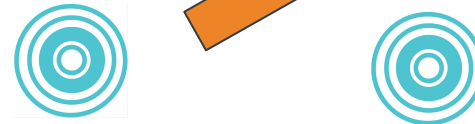


Performance Change

 Academic Proficiency



 Personalization



 Safe, Healthy Schools



 High Quality Staffing



 Investment Priorities



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MINIMUM *N*-SIZE

What is Vermont proposing?

A minimum *N*-size of:




- 11 for reporting student data
 - 25 for accountability determinations over three years
-
- Applies to all student groups.
 - Appropriate school staff will be able to see student data for groups fewer than 11.

HISTORICALLY MARGINALIZED STUDENT GROUP

Historically Marginalized Student Group

- Student group data (racial/ethnic groups, students with disabilities, English learners, and students in poverty) is often suppressed due to small school size
- **Historically Marginalized Student” (HMS)** group is the aggregation of all student groups historically underserved by educational institutions
- As an aggregated group, schools can report much more data.

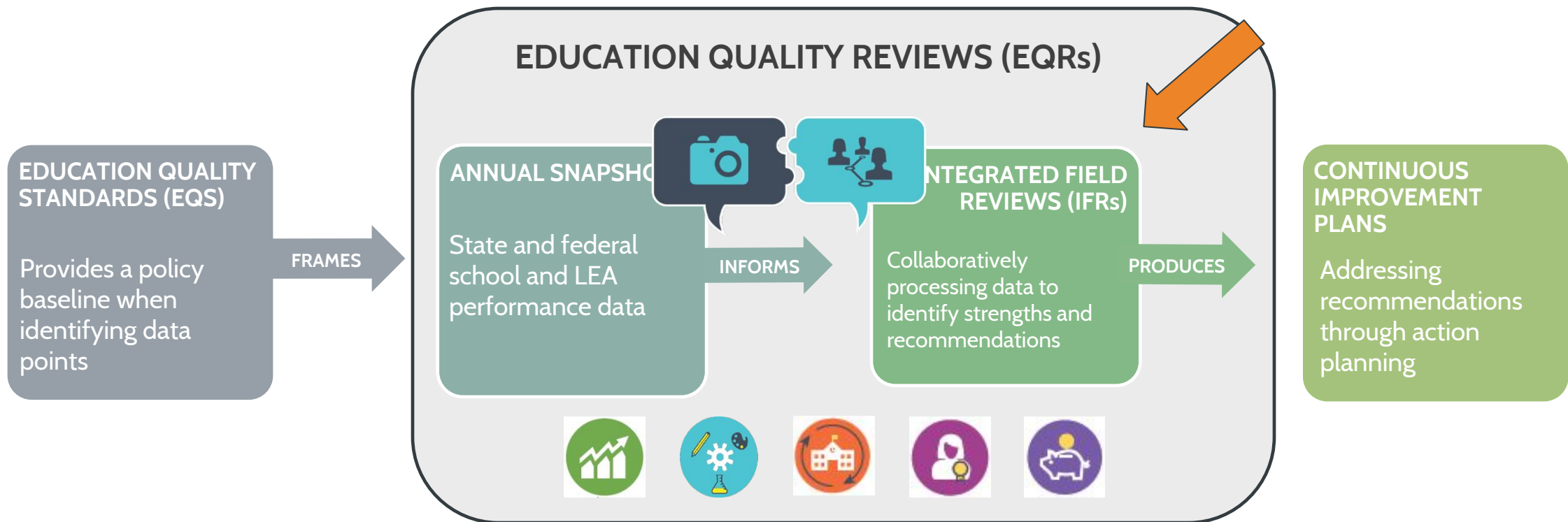
BURNT ROCK MOUNTAIN SUPERVISORY DISTRICT (PK-12)

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

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 Bull's Eye
  On Target
  Near Target
  Off Target

Integrated Field Review (IFR):





WHAT CATEGORIES 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
- Schools so far, have positive feelings/reports about the process

WHAT GETS MEASURED IN THE IFR?



Observation

Integrated Field Review teams visit schools and observe instruction, buildings, materials, etc. to see first hand how EQS is being implemented in schools.

Interviews

Integrated Field Review teams talk with students, families, and all types of educators to hear about the efforts being made to implement EQS.





Artifact Review

Integrated Field Review teams review published documents that illuminate the efforts being made to implement EQS.

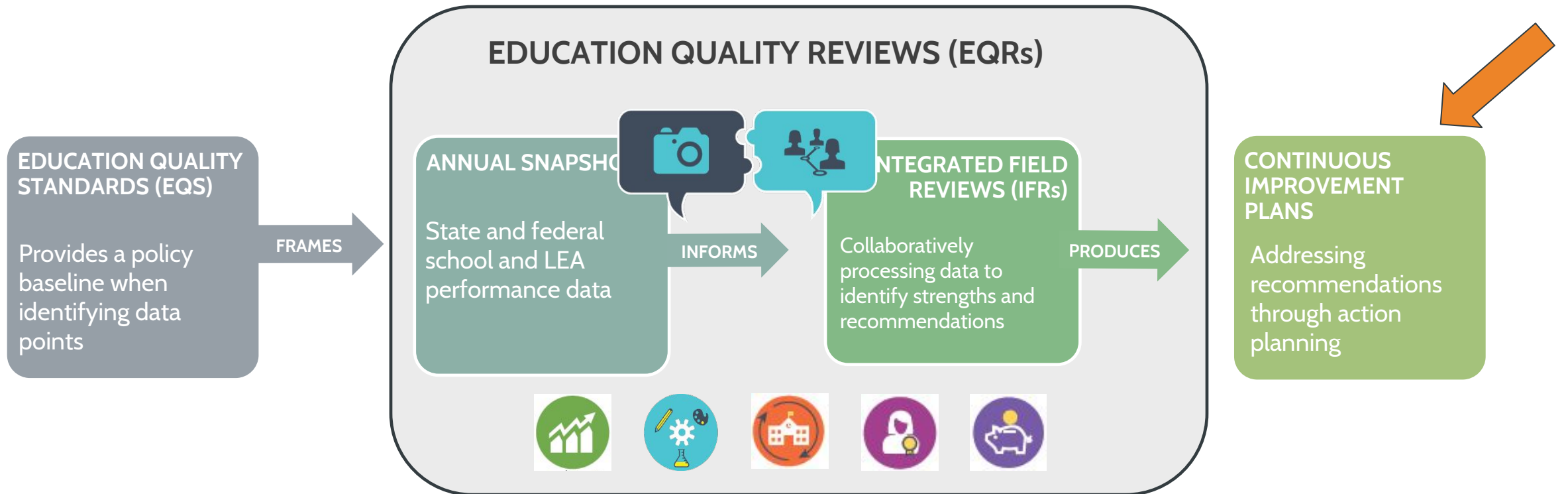
Local Data Review

Integrated Field Review teams review data provided by the SU that reflects local assessments or other data that illuminate the efforts being made to implement EQS.

Vermont Agency of Education Integrated Field Review Timeline

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>

Continuous Improvement Plan:



Continuous Improvement Plan: What do we need to do?

- Every district will need a CIP
- Each school will need to develop their own CIP based on the district's CIP
- Format is flexible as long as we have all of the necessary components



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QUESTIONS ? ? ?