Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

OMB Number: XX
Expiration Date:

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See USED Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by ESSA.

SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Rebecca Holcombe Secretary, Vermont Agency of Education	Telephone: 802-479-1030
Mailing Address: 219 North Main Street, Suite 402 Barre. VT 05641	Email Address: rebecca.holcombe@vermont.gov
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Rebecca Holcombe	Telephone: 802.479.1030
Signature of Authorized SEA Representative	Date:
Governor (Printed Name) Phil Scott	Date SEA provided plan to the Governor under ESEA section 8540: 1 March 2017
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

The Vermont Agency of Education has reordered our state plan to accommodate and facilitate ease of review. The Vermont State Plan as presented to the public is available be following this link.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[2]

Standards

Vermont's Education Quality Standards specify seven Curriculum Content Areas and the Transferable Skills that are critical for student success (2120.5). The Vermont Agency of Education (VT-AOE) considered whether or not an assessment was necessary for each of these areas. Stakeholder input expressed a strong preference for focusing on fewer areas to reduce the need for additional state testing. The result is that four of seven areas have assessment measures designed to satisfy ESSA requirements, with the remaining areas being assessed through the qualitative component of our Education Quality Reviews. English language arts, math and science are described below; physical education is addressed later in our description of a 5th indicator.

1) English Language Arts (ELA)

Adopted Standards:

ESSA requires that states select challenging career and college ready standards in English-Language Arts/Reading. In 2010, the Vermont State Board of Education adopted the Common Core State Standards as our definition of what students in each grade level should know and be able to do in the Education Quality Standards (EQS) curriculum area of literacy. These standards have been used to satisfy federal expectations under *No Child Left Behind,* and maintaining these as Vermont's standards provides for continuity in schools.

Under section 1111(b)(1)(B) of ESSA, the state has the option to select alternate standards for students with significant disabilities. Vermont has opted not to pursue this option, as we seek to provide all students with access to a rich educational experience. Individual determinations for how best to meet these students' specific learning needs is delegated to local IEP teams, which collaboratively set learning targets that are aligned to the grade-level general education curriculum. This process includes students (where appropriate) and their families, in consultation with school-based educators. This decision is supported by past practice in Vermont.

Assessment:

ESSA requires that states select assessments that measure the full breadth of adopted standards and meet technical requirements for validity and reliability for students in grades 3-8 and in grades 9-12.

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

Vermont intends to meet this requirement for 99% of students by using the computer adaptive Smarter Balanced Assessment for reading in grades 3 through 9. This test has been used for two years in Vermont and has been submitted to the federal peer review process. All studies of the Smarter Balanced Assessment have demonstrated that it is a valid and reliable tool for assessing the Common Core State Standards. The assessment includes reports to parents and schools that clearly articulate student performance on the assessment. Data can be disaggregated and used for accountability purposes.

For the 1% of students with the most severe cognitive disabilities, Vermont will continue using the Dynamic Learning Map (DLM) that is developed and used by a multi-state consortium. The assessment is given in reading/language arts and mathematics. The DLM assessment has been created to align with the state's common core standards in reading/language arts and mathematics. It has been peer reviewed and has been shown to meet the technical qualities of assessment.

2) Mathematics

Adopted Standards:

ESSA requires that states select challenging career and college ready standards in Mathematics. In 2010, the Vermont State Board of Education adopted the Common Core State Standards as our definition of what students in each grade level should know and be able to do in the Education Quality Standards curriculum area of mathematical content and practices. These standards have been used to satisfy federal expectations under *No Child Left Behind,* and maintaining these as Vermont's standards provides for continuity in schools.

Under section 1111(b)(1)(B) of ESSA, the state has the option to select alternate standards for students with significant disabilities. Vermont has opted not to pursue this option, as we seek to provide all students with access to a rich educational experience. Individual determinations for how best to meet these students' specific learning needs is delegated to local IEP teams to collaboratively set learning targets that are aligned to the grade level general education curriculum. This process includes students (where appropriate) and their families, in consultation with school-based educators. This decision is supported by past practice in Vermont.

Assessment:

ESSA requires that states select assessments that measure the full breadth of adopted standards and meet technical requirements for validity and reliability for students in grades 3-8 and grades 9-12.

Vermont intends to meet this requirement by using the computer adaptive Smarter Balanced Assessment for reading in grades 3 through 9. This test has been used for two years in Vermont and has been submitted to the federal peer review process. All studies of Smarter Balanced

Assessment have demonstrated that it is a valid and reliable tool for assessing the Common Core State Standards.

Under section 1111(b)(2)(C)(iii) of ESSA, the state has the option to allow students in grade 8 to take the end of course exam for the advanced mathematics course they are taking, rather than taking the 8th grade assessment. As Vermont has opted to only assess mathematics once in high school, no end of course assessments exist; therefore, this option is not available in Vermont.

The assessment includes reports to parents and schools that clearly articulate student performance on the assessment. Data can be disaggregated and used for accountability purposes.

3) Science

Adopted Standards:

ESSA requires that states select challenging career and college ready standards in science. In 2013, the Vermont State Board of Education adopted the Next Generation Science Standards (NGSS) as our definition of what students in each grade level should know and be able to do in the Education Quality Standards curriculum area of scientific inquiry and content knowledge. These standards have been used to satisfy federal expectations under *No Child Left Behind* and maintaining these as Vermont's standards provides for continuity in schools.

Under section 1111(b)(1)(B) of ESSA, the state has the option to select alternate standards for students with significant disabilities. Vermont has opted not to pursue this option, as we seek to provide all students with access to a rich educational experience. Individual determinations for how best to meet these students' specific learning needs are delegated to local IEP teams to collaboratively set learning targets that are aligned to the grade level general education curriculum. This process includes students (where appropriate) and their families, in consultation with school-based educators. This decision is supported by past practice in Vermont.

Assessment:

ESSA requires that states select assessments that measure the full breadth of adopted standards and meet technical requirements for validity and reliability for students in three grade levels- elementary, middle, and high school.

For at least 99% of students, Vermont intends to meet this requirement by using a new science assessment that is under development with a consortium of other states. We intend for this test to be administered via computer to students in 5th, 8th, and 11th grades and eventually include simulations or performance tasks that will allow for the assessment of the full breadth of the NGSS standards. We have released a Request for Proposals (RFP) to identify the vendor who will be our partner in this work and are assessing proposals that have been submitted. As the assessment is developed, it will be peer-reviewed to ensure it meets standards of technical quality. The assessment includes reports to parents and schools that clearly articulate student performance. Data can be disaggregated and used for accountability purposes.

For the less than 1% of students who require an alternate assessment due to extreme cognitive disabilities, Vermont will use the New England Common Assessment Program (NECAP) alternate assessment until the state moves to an NGSS aligned assessment for science. The current peer-reviewed assessment is aligned to state science standards and has been shown to meet the technical qualities of assessment. In seeking a new vendor for this assessment, the state intends to make its determination based on the same criteria.

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4))*:
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
      - □ Yes
      - ☒ No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
      c. In high school:
         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
         2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
         3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

      - □ Yes
      - □ No

   iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.
   Click here to enter text.

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii))*:

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.
Click here to enter text.

Vermont has a very small population of English Learners—less than 2% of the student population that tested in 2017. Of these, no language is represented with greater than 0.40% frequency of all students assessed. Also, because our refugee and immigrant patterns differ significantly from year to year based on changing geo-political issues, the prevalence of native languages in Vermont is highly volatile.

Vermont defines languages as being present to a significant extent when the language represents 10% or more of the testing population or the most prevalent language if none are greater than 10%. Based on last year's assessment, Nepali is the only language that is considered significant at 0.40% of the testing population. The year before, Portuguese was the most prevalent language among test takers.

Table 1: Most common home languages and the percent of all test takers in 2017.

Language	Percent of Test Takers
Nepali	0.40%
Spanish	0.20%
Maay Maay	0.14%
Somali	0.13%
French	0.10%

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.
Click here to enter text.

Fortunately, Vermont is part of the Smarter Balanced Consortium. As a result, we are able to offer stacked Spanish assessments for English language arts and mathematics in all tested grades. We also provide single-language glossaries in 11 languages and 10 English-Language translation glossaries for all SBAC tests and subjects, including:

Table 2: Single-Language and English-Language Translation Glossaries Available in Vermont

Single-language Glossaries	English-Language Translation Glossaries
1. Spanish Glossary	1. English & Spanish Glossary
2. Arabic Glossary	2. English & Arabic Glossary
3. Cantonese Glossary	3. English & Cantonese Glossary
4. Mandarin Glossary	4. English & Mandarin Glossary
5. Filipino Glossary (Ilokano & Tagalog)	5. English & Filipino Glossary (Ilokano & Tagalog)
6. Korean Glossary	6. English & Korean Glossary
7. Punjabi Glossary (Eastern & Western)	7. English & Punjabi Glossary (Eastern & Western)
8. Russian Glossary	8. English & Russian Glossary
9. Ukrainian Glossary	9. English & Ukrainian Glossary
10. Vietnamese Glossary	10. English & Vietnamese Glossary

Our testing procedures allow for additional accommodations for English learners. Individual schools may choose to provide glossaries in languages in addition to those listed in Table 2 or use a human interpreter for those additional languages. These additional supports are available at all test grade levels.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.
Click here to enter text.

Assessments are not currently available in the native language of Nepali which, as the most prevalent language at 0.40% of the population is the only language considered present to a significant extent.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
Click here to enter text..

Vermont finds that it is not practicable to develop native language assessments when fewer than 10% of the assessed population speak a particular language. Vermont finds it is not practicable because:

1. Vermont has limited resources to support development of "stacked" native language assessments, and
2. Vermont has high volatility in the prevalence of languages in our population.
    a. Most of Vermont's English Learners are newcomer refugees and depending on the geo-political issues each year the language of the New Americans varies dramatically. In 2016, we may have predominantly Nepali speakers, in the next year it might be French, Korean or Portuguese.
    b. Languages may also be clustered in specific grade levels reflective of immigration patterns- for example, Nepali is prevalent among 3-5th grade students now but largely absent in other grade levels.

Should the percent of students speaking a language other than English exceed 10% and be a language for which we do not already have an assessment, VT-AOE will work with our assessment vendors to produce assessments in students' native language as expeditiously as possible.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:
    i. Subgroups *(ESEA section 1111(c)(2))*:
        a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B). Click here to enter text.

Student Groups

ESSA requires that Vermont track the performance of several student groups. In some cases, the information on the performance of these student groups must be used for reporting. In other cases, the data must be used for reporting and to make accountability determinations about schools.

A cornerstone of Vermont education has long been a commitment to equitable outcomes for all students. By disaggregating the data for different student groups, we better understand if all students are experiencing school in the same way or if some students are not being served as well as others. It is the examination of this data which helps us to guide and shape our improvement efforts as we seek ever more equitable outcomes.

Table 3: Student groups, data source, and number of students in Vermont for each group and whether or not those student groups will be measured for reporting, accountability, or both purposes (preK-12 enrollment in 2015-16).

Student Group	Number	Percent	Data Used in Reporting	Data used in Accountability
All Students	77,130		X	X
Accountability Categories				
Ethnic and Racial Categories:				
American Indian or Alaskan Native	195	0.3%	X	X
Asian	1,549	2.0%	X	X
Black	1,584	2.1%	X	X
Hispanic	1,408	1.8%	X	X
Native Hawaiian or other Pacific Islander	49	0.1%	X	X
White	69,933	90.7%	X	X
English Learners	1,298	1.7%	X	X
Students with Free and Reduced Lunch	30,118	39.1%	X	X
Students with Disabilities	11,553	15.0%	X	X
Historically Marginalized Students	37,861	49.1%	X	X
Historically Privileged Students	39,269	50.9%	X	X
Additional Reporting Categories				
Female	37,333	48.4%	X	
Male	39,797	51.6%	X	
Migrant Students*	346	0.5%	X	
Military-Affiliated Students	*	*	X	
Homeless Students	*	*	X	
Students in Foster Care	*	*	X	

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.
Click here to enter text.

Vermont has opted to include two additional groups to the required student groups: Historically Marginalized Students and Historically Privileged Students. Historically

Marginalized Students are those students who have been historically underserved by educational institutions for any one, or more than one, characteristic including ethnic and racial minorities, English Learners, students with Free and Reduced Lunch, students with disabilities, and students who are migrant, foster, or homeless. Historically Privileged Students are those students who have none of the characteristics that are associated with being underserved.

We have opted to include these two additional groups primarily to increase transparency around student performance. Vermont's small schools and relatively low levels of diversity often mean that student groups are too small to show data which might point to inequities in experience. By creating a larger group that accounts for many characteristics, we will be able to share with the public more information about equitable learning experiences in Vermont.

The Historically Marginalized Student group will not take the place of any single disaggregated group. For example, if a school had sufficient numbers of students who receive free and reduced lunch, have disabilities, and are Black, the school would receive data for each of the specific student groups and the Historically Marginalized Student group. However, if a school had students of the same groups in numbers too small to be individually reported, there is higher likelihood that taken together these students could be represented in publically reported data for the aggregated group. As with all data, school systems would have access to their unsuppressed data for planning purposes.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
   □ Yes
   ☒ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:
   ☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
   ☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
   ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.
   Click here to enter text.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for

accountability purposes.
Click here to enter text.

Vermont is a very small state with very small schools. As a result, data suppression to protect student privacy and to ensure reliability of results is a frequent issue.

Virtually none of the student characteristics of concern under ESSA can be reported at the school level. In fact, we are not able to report data for the vast majority of our schools in any disaggregated field (highest is male/female and then students qualifying for free and reduced lunch (FRL)). As a state, we can see that the persistent achievement gaps reported nationally occur in Vermont as well. However, unlike larger schools in other parts of the nation, the small size of our school units prohibits the release of data to hold schools accountable for results.

Likewise, we are troubled by producing accountability determinations on a number deemed too small to be reliable. As a result, Vermont has set the "minimum-N" to 25 unique students, identified over three consecutive years, for ***accountability purposes***. This would likely mean that schools would need to have roughly 8 students per year in any given group of students being analyzed to produce accountability data. The minimum N of 25 will be applied to all students and student groups in a consistent manner.

A Second Tier of Accountability

In order to bring more schools into the state's accountability system, Vermont proposes to initiate additional school accountability at the Supervisory Union/Supervisory District (SU/SD) level. Vermont's Supervisory Union/Supervisory District are akin to school districts in other states. They have superintendents and central office staff who support the principals and teachers in their jurisdictions. However, it is important to note that even our SU/SDs are small: the smallest includes a single school with 183 students, the largest has just over 4,000 students and 5 schools. Vermont has none of the larger urban or county districts typical of many states. Our largest Supervisory Union/Supervisory District would be considered a moderate-sized high school in most states.

While the size of our schools is a factor in this decision, it is not the sole reason for this determination. Vermont prides itself on local control and the ability of local groups to identify, name, and solve the problems which face their communities. As a state, we have been moving to explicitly build preK-12 pathways that support student learning at all levels. By examining the systemic student achievement for the entire Supervisory Union/Supervisory District, we seek to build a deep commitment to support efforts on behalf of all of our students in a manner that showcases the strong commitment to community and neighbors that Vermonters are rightfully proud of.

By examining at the Supervisory Union/Supervisory District level, we will be able to produce accountability results for 98% of communities in Vermont in the first year of accountability for the "all student group." More importantly, by initiating analysis at the SU/SD level, we will be able to see the performance of student groups where they would have otherwise been suppressed. At the Supervisory Union/Supervisory District, we will be able to report and hold

systems accountable for students on free and reduced lunch (73%), students with disabilities (17%), students learning English (<1%). We will still rarely report data for students of racial minority groups including students who are American Indian (0%), Asian (<1%), Black (<1%), Hispanic, (<1%), Native Hawaiian or Pacific Islander <1%, and white (98%). However, by including the previously discussed Historically Marginalized Student group, we are able to hold 81% of school systems accountable for students who have one or more characteristic commonly associated with negative educational outcomes.

b. Describe how the minimum number of students is statistically sound. Click here to enter text.

We weighed the relative benefits of a larger or smaller N-size, understanding that a higher N would allow for greater statistical reliability while limiting the number of schools in Vermont that were able to report out their accountability data. Conversely, a smaller N-size would allow for greater accountability at the school level, at the cost of statistical reliability.

Ultimately, we are proposing an N-size that allows for a high level of reliability, while maintaining some ability to report out accountability data in a single year. We believe that an N-size smaller than 25 as proposed would lead to misinterpretations of the data caused by a small number of outlier results.

An N size of 25 is sufficiently statistically sound for making accountability determinations at the school and LEA level. In all statistical analysis, the larger the sample size the greater the reliability. By selecting a minimum of N, Vermont has done so to increase the likelihood that differences between schools are due to actual difference in school quality rather than differences in cohorts or individual teachers. In most cases, a minimum N will be achieved by a single school over multiple years thereby reducing the effect of any particular cohort of students. In larger schools, the larger cohorts will also have multiple teachers as our teacher-to-student ratio is currently 1:7.

Current school configurations suggest that with an N-size of 25, the vast majority of Vermont's schools will not have large enough student enrollment to produce data for accountability in a single year. In the first year of accountability, only 42% percent of elementary schools and 67% of our secondary schools will have sufficient numbers of students to be held accountable for results for the "***all students***" group. In looking at student groups, almost no schools will be held accountable for any of the ethnic and racial categories at either the elementary or secondary level in the first year. Only one school (secondary) will be held accountable for English Learners. For students qualifying for free and reduced lunch, approximately 10% of elementary schools will be held accountable, while 37% of secondary schools will. For students with disabilities, approximately 1% of elementary schools will be held accountable for student results compared to 12.5% of secondary schools. Racial and ethnic groups are not large in Vermont (≈10%) and less than 1% of elementary and secondary schools will be held accountable for the performance of any non-white student group.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.
Click here to enter text.

The additional information below focuses on public involvement in this discussion.

Table 4: Number and percent of schools with grades 3-6 able to annually report data and participate in the accountability system with a minimum N of 25.

Grades 3-6	**Schools with No Accountability Determination N<25**		**Schools with Accountability Determination N≥25**	
	#	%	#	%
All Students	121	57.9%	89	42.1%
Accountability Categories				
Ethnic and Racial Categories:				
American Indian or Alaskan Native	210	100.0%	0	0.0%
Asian	210	100.0%	0	0.0%
Black	210	99.9%	0	0.1%
Hispanic	210	100.0%	0	0.0%
Native Hawaiian or other Pacific Islander	210	100.0%	0	0.0%
White	129	61.4%	82	38.6%
English Learners	210	100.0%	0	0.0%
Students with Free and Reduced Lunch	187	89.1%	23	10.9%
Students with Disabilities	208	99.1%	2	0.9%
Historically Marginalized Students	177	84.1%	33	15.9%
Historically Privileged Students	180	85.7%	30	14.3%
Additional Reporting Categories				
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Migrant Students	N/A	N/A	N/A	N/A
Military-Affiliated Students	N/A	N/A	N/A	N/A
Homeless Students	N/A	N/A	N/A	N/A
Students in Foster Care	N/A	N/A	N/A	N/A

* These student classifications have not been previously reported and we do not have data to present at this time.

Table 5: Number and percent of schools with grades 7-9 able to annually report data and participate in the accountability system with a minimum N of 25

Grades 7-9	**Schools with No Accountability Determination N<25**		**Schools with Accountability Determination N≥25**	
	#	%	#	%
All Students	37	33.4%	63	66.6%
Accountability Categories				
Ethnic and Racial Categories:				
American Indian or Alaskan Native	101	100.0%	0	0.0%
Asian	100	99.4%	1	0.6%
Black	100	99.4%	1	0.5%
Hispanic	101	100.0%	0	0.0%
Native Hawaiian or other Pacific Islander	101	100.0%	0	0.0%
White	39	35.0%	61	65.0%
English Learners	100	99.4%	1	0.6%
Students with Free and Reduced Lunch	69	63.5%	32	36.5%
Students with Disabilities	92	88.5%	8	11.5%
Historically Marginalized Students	61	55.7%	40	44.3%
Historically Privileged Students	58	53.3%	43	46.7%
Additional Reporting Categories				
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Migrant Students	N/A	N/A	N/A	N/A
Military-Affiliated Students	N/A	N/A	N/A	N/A
Homeless Students	N/A	N/A	N/A	N/A
Students in Foster Care	N/A	N/A	N/A	N/A

* These student classifications have not been previously reported and we do not have data to present at this time.

Table 6: Number and percent of Supervisory Union/Supervisory Districts able to annually report data and participate in the accountability system with a minimum N of 25.

Student Subgroup	Schools with No Accountability Determination N<25		Schools with Accountability Determination N≥25	
	#	%	#	%
All Students	1	1.7%	58	98.3%
Accountability Categories				
Ethnic and Racial Categories:				
American Indian or Alaskan Native	59	100.0%	0	0.0%
Asian	58	98.3%	1	1.7%
Black	58	98.3%	1	1.7%
Hispanic	59	100.0%	0	0.0%
Native Hawaiian or other Pacific Islander	59	100.0%	0	0.0%
White	1	1.7%	58	98.3%
English Learners	58	98.3%	1	0.7%
Students with Free and Reduced Lunch	16	27.1%	43	72.9%
Students with Disabilities	49	83.1%	10	16.9%
Historically Marginalized Students	11	18.6%	48	81.4%
Historically Privileged Students	14	23.7%	45	76.3%
Additional Reporting Categories				
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Migrant Students	N/A	N/A	N/A	N/A
Military-Affiliated Students	N/A	N/A	N/A	N/A

* These student classifications have not been previously reported and we do not have data to present at this time.

Three Year Accountability

After three years, Vermont will be able to provide accountability data at the school level for 86.5% of elementary and nearly 100% of secondary communities.

Table 7: Number and percent of schools with grades 3-6 able to triennially report data and participate in the accountability system with a minimum N of 25.

Grades 3-6	Schools with No Accountability Determination N<25		Schools with Accountability Determination N≥25	
	#	%	#	%
All Students	29	13.5%	186	86.5%
Accountability Categories				
Ethnic and Racial Categories:				
American Indian or Alaskan Native	15	100.0%	0	0.0%
Asian	68	96.1%	3	3.9%
Black	79	97.5%	2	2.5%
Hispanic	106	100.0%	0	0.0%
Native Hawaiian or other Pacific Islander	10	100.0%	0	0.0%
White	10	14.0%	184	86.0%
English Learners	61	94.9%	3	5.1%
Students with Free and Reduced Lunch	106	49.7%	107	50.3%
Students with Disabilities	184	87.4%	27	12.6%
Historically Marginalized Students	88	41.1%	126	58.9%
Historically Privileged Students	97	45.3%	117	54.7%
Additional Reporting Categories				
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Migrant Students	N/A	N/A	N/A	N/A
Military-Affiliated Students	N/A	N/A	N/A	N/A
Homeless Students	N/A	N/A	N/A	N/A
Students in Foster Care	N/A	N/A	N/A	N/A

* These student classifications have not been previously reported and we do not have data to present at this time.

Table 8: Number and percent of schools with grades 7-9 able to triennially report data and participate in the accountability system with a minimum N of 25.

Grade 7-9	**Schools with No Accountability Determination N<25**		**Schools with Accountability Determination N≥25**	
	#	**%**	**#**	**%**
All Students	4	0.1%	100	99.9%
Accountability Categories				
Ethnic and Racial Categories:				
American Indian or Alaskan Native	16	93.9%	1	6.1%
Asian	46	90.1%	5	9.9%
Black	54	94.7%	3	5.3%
Hispanic	64	99.0%	1	1.0%
Native Hawaiian or other Pacific Islander	8	100.0%	0	0.0%
White	4	3.9%	102	96.1%
English Learners	38	93.4%	3	6.6%
Students with Free and Reduced Lunch	30	28.8%	73	71.2%
Students with Disabilities	58	57.0%	44	43.0%
Historically Marginalized Students	22	21.0%	81	79.0%
Historically Privileged Students	28	27.2%	75	72.8%
Additional Reporting Categories				
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Migrant Students	N/A	N/A	N/A	N/A
Military-Affiliated Students	N/A	N/A	N/A	N/A
Homeless Students	N/A	N/A	N/A	N/A
Students in Foster Care	N/A	N/A	N/A	N/A

* These student classifications have not been previously reported and we do not have data to present at this time.

Table 9: Number and percent of Supervisory Union/Supervisory Districts able to triennially report data and participate in the accountability system with a minimum N of 25.

Student Subgroup	Schools with No Accountability Determination N<25		Schools with Accountability Determination N≥25	
	#	%	#	%
All Students	0	0.0%	59	100.0%
Accountability Categories				
Ethnic and Racial Categories:				
American Indian or Alaskan Native	58	98.3%	1	1.7%
Asian	54	92.0%	5	8.5%
Black	58	98.3%	1	1.7%
Hispanic	58	98.3%	1	1.7%
Native Hawaiian or other Pacific Islander	59	100.0%	0	0.0%
White	0	0.0%	59	100.0%
English Learners	47	79.7%	12	20.3%
Students with Free and Reduced Lunch	2	3.4%	57	96.6%
Students with Disabilities	12	20.3%	47	79.7%
Historically Marginalized Students	2	3.4%	57	96.6%
Historically Privileged Students	2	3.4%	57	96.6%
Additional Reporting Categories				
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Migrant Students	N/A	N/A	N/A	N/A
Military-Affiliated Students	N/A	N/A	N/A	N/A

* These student classifications have not been previously reported and we do not have data to present at this time.

Stakeholder Engagement

Throughout 2016, Vermont engaged stakeholders in the development of the Vermont State Plan, with opportunities for public input occurring monthly—often multiple times each month—through November of 2016.

Public Involvement in the minimum N conversation began with the Field Input Team (FIT), a standing and diverse team of roughly 20 public stakeholders who met every six weeks throughout 2016 to discuss the plan's development and the role of the public in that work. FIT

recommendations led to further public input that included additional stakeholders suggested by FIT members, and confirmed (and often expanded upon) by the VT-AOE.

FIT members included, but were not limited to, participants representing the following groups:

- Title Community of Practitioners
- Community leaders and advocates
- English Learner educators
- Institutions of higher education
- Vermont Association for School Business Officials
- Vermont Curriculum Leaders' Association
- Vermont National Education Association (including Special Educators)
- Vermont Principals' Association
- Vermont State Board of Education
- Vermont State Legislature
- Vermont Superintendents' Association

FIT meetings were held on February 29, April 18, May 31, July 11, August 22, and November 14, all in 2016.

On May 31, the question of Vermont's minimum N-size, for accountability purposes, was presented to FIT. FIT recommended that the Agency take this question out for additional public input.

On June 16, the Agency convened an input session specifically around the topic of N size. It was attended by roughly 20 people consisting of a mix of educators and non-educators, including teachers, administrators, policy-makers, and community stakeholders. The group members split their recommendations between high to low N sizes, but consistently expressed a desire for the VT-AOE to adopt a solution that would protect student privacy while ensuring that Vermont's exceptionally small minority student groups wouldn't slip through our accountability system unnoticed.

Based on this input, the VT-AOE developed the proposal described above. It was shared with the public for additional input, in draft form, at the following events and meetings:

- Public Input Retreat at Jay Peak Resort (10-11 August 2016—roughly 135 attendees)
- NAACP Rutland chapter meeting (February 1, 2017—roughly 20 attendees)

Input from these meetings was used to revise the proposal, and to clarify the text framing this proposal in the public comment version of the Vermont State Plan.

The public comment version of the plan was published on the VT-AOE's website on January 11, 2017. The plan was divided up into sections allowing readers to comment on each section individually. N-size was featured in a dedicated plan section. 16 people responded

anonymously with comments, with input being relatively evenly split between people supporting the proposal, people who felt that the proposed N-size was too high, and people who felt that it was too low. And, again, the driving desire expressed in the comments was that Vermont's N-size solution allow historically underserved students in the state to be represented in the accountability system. Vermont used this feedback to help frame a communications plan for this proposal that will be a part of the implementation phase of this plan, upon approval.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]
Click here to enter text.

As a small state with small schools, Vermont has always had a challenge when balancing the need to protect student privacy with the need to be transparent and support public accountability efforts.

Vermont has long recognized its responsibility to protect individual students' data privacy within an accountability framework when disseminating information to the public about Vermont schools and students. In 2008, the Vermont State Board of Education approved a policy (The Data Suppression Policy for Student Information) that formalized the VT-AOE practices of suppressing data when cell values linked to sensitive data (e.g. FRL, IEP status or Assessment outcome data) fell below 11.

This policy has evolved over time and reflects guidance issued by Institute of Educational Sciences (IES) https://nces.ed.gov/pubs2017/2017147.pdf and is currently practiced as follows:

- Cell suppression is applied whenever cell values reflecting sensitive data (e.g. FRL or IEP status or Assessment outcome data) fall below 11 or, when cross-tabulated or cross-referenced with other publicly reported data, could be used to back-calculate the suppressed cell value.
- Additional complementary suppression is also applied if the data product which contains the sensitive data include column or row totals which would facilitate back-calculation of a single suppressed cell. Complementary suppression is a practice by which the second and or third lowest cell values (until the threshold of 11 is met) must also be suppressed so as to prevent back calculation and reidentification of a suppressed cell value

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

These data protection practices apply to all reports which are generated by the Vermont Agency of Education and/or by VT-AOE's contractors and/or by third parties working on VT-AOE's behalf.

For the purposes of this policy

- **"Personally identifiable information"** is information which alone or in combination with other information is linked, or is linkable, to a specific student and which would thereby allow a reasonable person in the school or its community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
- **"Sensitive information"** is any information which is protected under federal and/or state statute.
- **"Suppression"** is a disclosure limitation method which involves removing data (e.g., from a cell or a row in a table) to prevent the identification of individuals in small groups or those with unique characteristics. See pages 6-7 of this document: http://ptac.ed.gov/sites/default/files/data_deidentification_terms.pdf
- **"Confidential information"** is any information which is both "sensitive information" and "personally identifiable information."

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.
Click here to enter text.

For the purposes of annually reporting, the state's minimum number of students is 11. This number for reporting is reflects guidelines issued by IES and referenced in Section A.4.ii.d.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

Long Term Goals Overview

ESSA requires that states establish long term goals for each measure. Vermont has selected long-term goals based on input from stakeholders and our aspirations for our students. Vermont stands behind high standards and expectations for students. We want all students to achieve the same level of proficiency, the same positive outcomes, and the greatest opportunities for success. Setting high standards and then failing to meet them is not equivalent to being a failing school. Rather, schools that have yet to meet the extremely high standards we have set for our students simply have room to grow. The Agency of Education, our school systems, and our public are committed to moving from a language that focuses on schools as "failing to meet" targets to one that focuses on continuous improvement for all.

Long Term Goals

Long term goals are set in relation to the standards we hold for ourselves and our students. Generally, the long-term goal is a "Bull's Eye." These goals are intended to be aspirational, and we hope to achieve them within 3 accountability cycles or 9 years.

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*
   1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.
      Click here to enter text.

In describing our long term goals, we begin first by providing a picture of where our school level performance is currently and, then, describing our long term goal.

Vermont intends to meet this requirement for 99% of students by using the computer adaptive Smarter Balanced Assessment for English language arts and mathematics in grades 3 through 9. This test has been used for two years in Vermont and has been submitted to the federal Peer Review process. All studies of Smarter Balanced Assessment have demonstrated that it is a valid and reliable tool for assessing the Common Core State Standards. The assessment includes reports to parents and schools that clearly articulate student performance on the assessment. Data can be disaggregated and used for accountability purposes.

For the 1% of students with the most severe cognitive disabilities, Vermont will continue using the Dynamic Learning Map (DLM) that is developed and used by a multi-state consortium. The assessment is given in reading/language arts and mathematics. The DLM assessment has been created to align with the state's common core standards in reading/language arts and mathematics. It has been peer reviewed, and has been shown to meet the technical qualities of assessment.

The VT-AOE notes that the Every Student Succeeds Act requires states to evaluate and report proficiency, but does not specify that proficiency needs to be reported only in terms of whether student score at or above a specific proficiency cut score (e.g., a binary determination of percent proficient). In fact, depending where the distribution of different student groups sit relative to the threshold scores, evaluations of percent proficient can distort and even reverse the reported direction of change in performance in ways that confound inferences about effectiveness and hamper efforts to improve performance.

For example, Andrew Ho notes that focusing on percentage of proficient students (PPS) statistics introduces considerable statistical and substantive costs into evaluation of school

performance. Specifically, he notes,"[t]he limitations are unpredictable, dramatic, and difficult to correct in the absence of other data. Interpretation of these depictions generally leads to incorrect or incomplete inferences about distributional change."[4]

Ho's research suggests any analyses of trend or magnitude of score gaps depend on where the proficiency thresholds sit relative to the distribution of test scores. For example, a school whose students initially score far below proficient might have very large gains in mean scale scores, but if the students are still scoring below the threshold for proficiency, these remarkable gains will not be captured by reporting in performance categories. In contrast, a school that demonstrates very modest gains (perhaps one point average scale score) may see a very large increase in the number of students scoring as proficient, if its students, on average, are scoring very close to the proficiency threshold to start. In this case, the second school would appear to be more effective, while in truth the first is the more effective school. Thus, focusing accountability on the percent of students who score as proficient distorts and misrepresents the true story of improvement.

Using Vermont's 2016 assessment data, we can see a high degree of correlation between the average scale scores and the percent of students proficient at the school level for all students (Table 10). Because the correlations are so high (>0.90), as scale scores increase there will also be more students scoring as proficient.

Table 10: Correlation between average scale score and percent proficient by School for All Students

Grade Level	English Assessment	Mathematics Assessment
3rd Grade	0.923	0.926
4th Grade	0.933	0.913
5th grade	0.933	0.937
6th Grade	0.932	0.909
7th Grade	0.938	0.922
8th Grade	0.929	0.935
11th Grade (included as in indication of high school performance)	0.952	0.917

[4] Ho, Andrew Dean. (2008). The Problem with "Proficiency": Limitations of Statistics and Policy Under No Child Left Behind. Educational Researcher.Vol. 37. No. 6, pp 351-360.

However, as Ho suggests, when the number of students is smaller for reported student demographic groups, correlations between average scale scores and percent proficient generally remain relatively high, but are less consistent. This is especially true for students with disabilities, as their numbers are quite small and thus the percent proficient can vacillate greatly (ELA 0.621-0.828 and Math -0.184-0.772) because each single student makes up a larger percentage of the student group. A small numbers of students in a group can affect reporting. For example, take a class of 20 students. If 10 are proficient the percent proficient is 50%; if one more is proficient the percent is 55%. In a class of 100, if 50 are proficient the percent proficient is 50%; if one more student is proficient the percent is 51%. For smaller schools and student groups there is more variability in reported percent proficient associated with the disproportionate affect or "weight" of one or two individuals on a percent proficient score, compared to the impact of one or two individuals on the percent proficient of a larger group.

Table 11: Correlation between school-level average scale score and percent proficient in English/Language Arts for all students, students on FRL, students with disabilities, and students learning English, 2016-17 Smarter Balanced results for schools with 11 or more students

Grade Level	All Students	FRL	IEP	ELL
3rd Grade	0.923	0.859	0.672	1.000
4th Grade	0.933	0.930	0.567	N/A
5th grade	0.933	0.887	0.828	N/A
6th Grade	0.932	0.851	0.621	N/A
7th Grade	0.938	0.903	0.707	N/A
8th Grade	0.929	0.875	0.804	N/A
11th Grade (included as in indication of high school performance)	0.952	0.889	0.685	N/A

Table 12: Correlation between school-level average scale score and percent proficient in mathematics for all students, students on FRL, students with disabilities, and students learning English, 2016-17 Smarter Balanced results for schools with 11 or more students

Grade Level	All Students	FRL	IEP	ELL
3rd Grade	0.926	0.843	0.772	0.307
4th Grade	0.913	0.887	0.577	N/A
5th grade	0.937	0.880	0.507	N/A
6th Grade	0.909	0.836	0.491	N/A
7th Grade	0.922	0.733	0.439	N/A
8th Grade	0.935	0.845	0.575	N/A
11th Grade (included as in indication of high school performance)	0.917	0.719	-0.184	N/A

VT-AOE's review of available research also suggests that a state-level focus on achieving proficiency is likely to have the unintended consequence of narrowing school-level improvement efforts on increasing scores of students whose proficiency is closest to the proficiency-cut score. Pushing those students over the proficiency threshold will yield the greatest increase in percent proficient, even in the absence of an increase in average mean score statewide. In addition to yielding a distorted picture of overall gains, this creates the perverse outcome of disincentivizing schools from supporting the learning of our highest and lowest performers, as improvements for those students will not yield an increase in percent proficient for the purposes of accountability. Jennifer Booher-Jennings (2008)[5] documented how holding schools accountable for the percent of students who score as proficient incentivizes the diversion of staff attention and resources to "bubble kids"—or kids scoring just below the proficiency threshold, as these are the students with whom educators have the greatest chance to affect the schools' accountability rating. [3] By prioritizing and reporting on growth and scale scores, Vermont aims to keep the focus in Vermont on improvement of learning for ALL students, and not just those students whose achievement level is near the proficiency thresholds. In fact, we believe that this will actually lead to improved outcomes for every child, as every student's improvement leads to school wide improvement in scale scores, regardless of whether they perform below, near or above the proficiency threshold.

In 2015, current ELA and mathematics performance levels for all students in the State of Vermont on the Smarter Balanced Assessment are as follows:

[5] Booher-Jennings, Jennifer. (2005). "Below the Bubble: 'Educational Triage' and the Texas Accountability System." *American Educational Research Journal.* 42, 2; ERIC pg. 231

Table 13: Current ELA SBAC Performance Levels

English Language Arts	Number of Test Takers	State Average Scale Score	State Smarter Balanced Performance Level	State Performance Level (PL)	Number of Schools in Each Level			
Grade 03	6,089	2438	3-Proficient	(3.2)	19	44	58	43
Grade 04	5,867	2477	3-Proficient	(3.1)	27	51	47	43
Grade 05	6,043	2515	3-Proficient	(3.3)	14	40	71	40
Grade 06	5,953	2539	3-Proficient	(3.1)	11	49	59	25
Grade 07	5,834	2562	3-Proficient	(3.2)	9	36	39	13
Grade 08	5,916	2580	3-Proficient	(3.2)	11	26	45	24
Grade 09	*5,950*	*2608*	3-Proficient*	(N/A)	*15*	*41*	*53*	*31*

*There is currently no SBAC ELA testing at ninth grade. The numbers for ninth grade are based on average performance for third through eighth grades.

Table 14: Current Mathematics SBAC Performance Levels

Mathematics	Number of Test Takers	State Average Scale Score	State Smarter Balanced Performance Level	State Performance Level (PL)	Number of Schools in Each Level			
Grade 03	6,106	2443	3-Proficient	(3.2)	22	42	69	31
Grade 04	5,867	2482	Level 2	(2.9)	23	70	49	26
Grade 05	6,065	2509	Level 2	(2.4)	50	66	34	15
Grade 06	5,969	2522	Level 2	(2.2)	54	58	20	13
Grade 07	5,844	2548	Level 2	(2.5)	31	39	25	9
Grade 08	5,914	2564	Level 2	(2.4)	36	32	25	13
Grade 09	*5,961*	*2589*	Level 2*	(N/A)	*36*	*51*	*37*	*18*

*There is currently no SBAC mathematics testing at ninth grade. The numbers for ninth grade are based on average performance for third through eighth grades.

Vermont's long-term goal is that by 2025, 100% of our schools will show an average scale score that is at the mid-point of the proficiency range for each grade level they serve for both English language arts and mathematics (Bull's Eye). This goal applies to all subgroups of students in both ELA and mathematics. Such a goal establishes high expectations for all students and unites the community behind all students improving their performance.

There is no current ELA or mathematics assessment data for ninth grade. We have engaged with our contractor to establish the benchmark scores for each level of performance in ninth grade. Once we receive those scores, the midpoint of the proficient scale will become the long-term goal for ninth grade and interim goals will be based upon that goal in a manner consistent with determinations for all other grades, with 100% of Vermont's students being expected to reach this goal by 2025.

As yet, however, we do not have benchmark scores; therefore, in Tables 49 and 50 of Appendix A, we have included preliminary estimates for the current ninth grade performance level for all students and all subgroups on the ELA and mathematics SBAC assessments. To determine the estimates, we found the differences in growth from one grade level to the next on each assessment. We then found the average of those differences to approximate the performance for ninth graders. We repeated this process for all students and for each student subgroup.

Allow us to use the "All Students" group on the SBAC ELA assessment as an explanatory example. Please note all numbers bracketed by asterisks are approximations only.

Table 15: Determination of Predicted Ninth Grade Current Performance

Accountability Question	**Grade**	**Current Performance (2016)**	**Difference in Current Performance from the previous grade**
How well are students performing in ELA/ reading in 3rd-9th grade? SCALE	All Students		
	3rd	2438	N/A
	4th	2477	39 (2477-2438)
	5th	2515	38 (2515-2477)
	6th	2539	24 (2539-2515)
	7th	2562	23 (2562-2539)
	8th	2580	18 (2580-2562)
	9th	*2608*	*28*

*There is currently no SBAC ELA testing at ninth grade. The numbers for ninth grade are based on average performance for third through eighth grades.

The predicted difference in performance for ninth grade represents the average of the differences in performance for the previous grade levels, or (39+38+24+23+18)/5=28.4. The average of the differences was added to the eighth grade current performance to approximate ninth grade current performance, or 2580+28=2608. The current performance score for the Historically Marginalized Student subgroup represents the averages of current performance for all students included in this group.

We followed a similar method to approximate the mid-point of the proficiency range for ninth graders on each assessment, first finding the differences between the mid-point of the proficiency range from one grade level to the next and, then, averaging those differences. The mid-point of the proficiency range will become the ambitious target for all students and all subgroups of students.

Again, allow us to return to the example of the SBAC assessment for "All Students."

Table 16: Determination of Predicted Ninth Grade Mid-Point of Proficient Scale

Accountability Question	**Grade**	**Long term Goal** *Mid Point of Proficient Scale*	**Difference in Mid-point of Proficient scale from the previous grade**
How well are students performing in ELA/ reading in 3rd-9th grade? SCALE	All Students		
	3rd	2460	N/A
	4th	2502	42 (2502-2460)
	5th	2541	39 (2541-2502)
	6th	2574	33 (2574-2541)
	7th	2600	26 (2600-2574)
	8th	2617	17 (2617-2600)
	9th	*2648*	*31*

*There is currently no SBAC ELA testing at ninth grade. The numbers for ninth grade are based on average performance for third through eighth grades.

Following the method outlined in the current performance estimation above, we determined the predicted difference in the mid-point of the proficient scale moving from eighth to ninth grade, or (42+39+33+26+17)/5=31.4. The average of the differences was then added to the eighth grade mid-point of proficient scale to derive the approximate ninth grade mid-point of proficient scale, or 2617+31=2648.

The same process will be used to determine the ambitious target for ninth grade Mathematics, with 100% of Vermont's students being expected to reach this goal by 2025.

Additional tables, including tables for student groups, can be found in Tables 49 and 50 of Appendix A. At this time, the vast majority of schools are not performing at this level, making this an ambitious and important goal.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Tables showing the measurements of interim progress towards meeting the long-term goals are provided in Table 49 and 50 of Appendix A.

As we do not yet have data for ninth grade SBAC ELA or mathematics scores. To approximate the interim targets for ninth grade we found the difference between the predicted ninth grade current performance and the predicted ninth grade mid-point of the proficiency range. As we are setting interim targets every three years, we divided that difference by three. We added the quotient to the expected level of current student performance to achieve the first interim goal for year 2019. We added the quotient a second time to achieve the second interim goal for year 2022. We added the quotient a third time to derive the final long-term goal for year 2025.

Again, we will return to "All Students" on the SBAC ELA assessment as an example.

Table 17: Determination of Predicted Ninth Grade Interim Goals

Accountability Question	**Grade**	**Current Performance (2016)**	**Long term Goal** *Mid Point of Proficient Scale*	**Difference between Mid-point of proficient scale and current progress**	**Interim Targets**		
					2019 1	**2022 2**	**2025 3**
How well are students performing in ELA/ reading in 3rd-9th grade? SCALE	All Students						
	9th	*2608*	*2648*	*40*	*2621*	*2634*	*2648*

As the difference between the long term goal and the current performance was 40 (2648-2608), we divided the 40-point improvement needed to achieve the mid-point of the proficient scale across three the interim targets. Therefore, we predicted a 13-point growth for each interim period so that all students arrive at the mid-point of the proficient scale by 2025.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps. Click here to enter text.

Similar to other states, Vermont has struggled to meet the needs of vulnerable populations. We have set interim targets for all students and for each sub-group that allow for meaningful growth and improvement in reducing achievement gaps.

The state-identified goals and targets represent the growth that the state is asking each school to make to achieve our shared goals. School systems will examine their local data to determine their annual interim targets and will be report these targets to the state. Local systems will identify their commitments to:

1. **Exceed the state-specified goal**: based on local commitments and efforts, school systems may seek to exceed the state specified goal.
2. **Meet the state specified goal**: meet but not exceed the goal.
3. **Maintenance of the state-specified goal**: for any school currently performing above the long-term goal, that school may establish a unique improvement goal to maintain its current performance level.

Establishing a series of state-specified goals as a common point of reference gives local education systems a shared reference point in establishing local continuous improvement goals. The VT-AOE is then able to support LEAs in implementing their continuous improvement plans through specific technical assistance and networking of schools and LEAs with similar goals. Schools identified for Comprehensive and Targeted Supports (Equity Schools) will receive more state assistance, but all schools will receive cyclical evaluations within Vermont's Education Quality Review framework to ensure that continuous improvement efforts are aligned with state and locally-identified goals and targets.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.
   Click here to enter text.

ESSA requires that States hold schools accountable for the graduation rate using the federal definition of a 4-year cohort calculation. Vermont will meet this objective, but we also want to measure the percentage of students graduating within a 6-year extended graduation rate. In 2014, the Vermont State Board of Education adopted the Education Quality Standards, which requires a proficiency-based graduation requirement that emphasizes mastery rather than time as the critical factor in determining if a student has met career and college ready expectations. As such, students are encouraged to pursue flexible pathways that allow them to take full advantage of work-based learning, early college opportunities, and personalized learning experiences that enrich their learning and better prepare them for positive post-secondary outcomes. Consistent with this legislation, Vermont places greater value on completion of high school with mastery of critical skills than completion within a traditional time frame.

Table 18: 2015 4-year graduation rate for all Vermont students

Graduation Rate (4 year)	Number of Students in Cohort	State Average Grad Rate	State Performance Level (PL)	Number of Schools in Each Level			
All Students	6,172	87.6%		2	4	44	11

(Data for student groups is found in Appendix A.)

It is our goal that by 2025, 100% of our schools will have 90% of their students graduate within 4 years. This goal applies to all subgroups of students. Baseline data and a timeline for each subgroup are included in Table 51 of Appendix A. The interim goals vary by subgroups in order to ensure that all subgroups will reach the overall graduation goal at the same time.

As part of the New England Secondary School Consortium (NESSC), Vermont has joined with other New England states in aspiring to a 90% 4-year adjusted cohort graduation rate. In the current economy, it is critical that each young person graduate high school with a diploma that signals career and college readiness if they are to obtain sufficient financial security, and fully participate in their communities.

We considered setting a more ambitious target given that many of our student groups are currently graduating at this rate. However, in consultation with our stakeholders we learned that as school systems switch to a proficiency based graduation system where students must fully demonstrate their skill in key learning areas this would create a disincentive to insuring that students are not artificially promoted if their skills have not met standards.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Table 19: 2015 6-year graduation rate for all Vermont students

Graduation Rate (6 year)	Number of Students in Cohort	State Average Grad Rate	State Performance Level (PL)	Number of Schools in Each Level			
All Students	6,538	90.7%		2	3	40	16

It is our goal that by 2025, 100% of our schools will have 100% of their students meet graduation proficiencies within 6 years and Vermont opts to include an additional measure for the percentage of students graduating within a 6-year extended graduation rate. The higher target of 100% is set above the target for the 4-year rate to provide a more rigorous standard.

This goal applies to all subgroups of students. Baseline data and a timeline for each subgroup are included in Table 52 of Appendix A. The interim goals vary by subgroups in order to ensure that all subgroups will reach the overall graduation goal at the same time.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

Please see Tables 51 and 52 of Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.
Click here to enter text.

Establishing a series of state-specified goals as a common point of reference gives local education systems a shared reference point in establishing local continuous improvement goals. The VT-AOE is then able to support LEAs in implementing their continuous improvement plans through specific technical assistance and networking of schools and LEAs with similar goals. Schools identified for Comprehensive and Targeted Supports (Equity Schools) will receive more state assistance, but all schools will receive cyclical evaluations within Vermont's Education Quality Review framework to ensure that continuous improvement efforts are aligned with state and locally-identified goals and targets.

The interim goals vary by subgroups in order to ensure that all subgroups will reach the overall graduation goal at the same time.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*
   1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving

English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.
Click here to enter text.

All other assessments and accountability measures are administered to every student in the same grade level, regardless of the student groups to which they belong. The English Language Proficiency measure is different in that it is only administered to students who are learning English. States are required to examine school level performance either by:

1. The rate at which students who are English learners gain proficiency and whether or not they have met progress targets along the way to proficiency; or,
2. Whether or not students have met progress targets alone.

Vermont is choosing the latter option, assessing the percentage of students who meet their annual progress targets.

The current Vermont framework in place during NCLB did not mandate a minimum or maximum number of years for students to become proficient. We expect that this new proposal, which accounts for entry-level proficiency in determining goals for attaining full proficiency as measured by ACCESS, will provide a better scaffolding for the provision of ELP supports and will lead to improved student and SU/SD performance on this measure. Additionally, VT-AOE finds that the annual EL benchmark provides information for how each school is meeting the needs of students during that academic year. This places accountability for English Language instruction more appropriately on the school providing the instruction.

Long Term Goal and Interim Target:

Vermont's ambitious long-term goal is that by 2025, 100% of our schools will have 100% of students meeting their annual progress targets toward attaining English Proficiency. A full description of how these targets are set is described below.

Annual Progress towards English Proficiency:
ESSA allows states to identify specific student characteristics to associate with the length of time students have to gain proficiency. Vermont considered several characteristics with our stakeholder groups and ultimately determined that the most significant determinant of English proficiency is continual progress toward proficiency. This criteria is critical in establishing the individual benchmark targets for each student.

A student will take the ACCESS assessment annually to gauge annual growth, until the student achieves a score of overall EL proficiency. Vermont will look at the percentage of students in a school meeting their annual benchmarks on the ACCESS assessment to determine the school's

overall success in supporting EL students in making sufficient annual progress towards proficiency. This measure (fully explained in section 4.A.iv.d below) considers a student's initial level of proficiency to determine the number of years to attain proficiency.

Students who enter school with the lowest level of proficiency in English will have the most time to become proficient. This measure seeks to determine if students are gaining proficiency as measured by the ACCESS 2.0 assessment in time to enjoy the full benefits of their educational experience.

The timeline for students to gain proficiency is as follows:

- Students identified as Level 1 using ACCESS would have 5-years to attain proficiency;
- Students identified as Level 2 using ACCESS would have 4-years to attain proficiency;
- Students identified as Level 3 using ACCESS would have 3-years to attain proficiency;
- Students identified as Level 4 using ACCESS would have 2-years to attain proficiency;
- Students identified as Level 5 and 6 using ACCESS have already demonstrated proficiency in their use of the English language and are considered English Proficient.

Current Performance:
Vermont does not currently assign time frames associated with ELP acquisition. While Vermont can calculate the percentage of students taking the ACCESS in 2009-10 and attaining proficiency within the number of years associated with that ACCESS score, we are not currently able to track annual progress toward the determined annual proficiency benchmarks per the formula described in section 4.A.iv.d.

We provide the data in Table 20 as an estimate from past tracking of English Language Proficiency under Title III. This chart represents our best estimate of EL students in schools with an EL *N*-size of more than 25 students. At all of these schools, fewer than 10% of students met the proficiency bar on the ACCESS assessment. Better estimates and calculations will be available upon transition to ESSA.

When assigning values to school performance levels relative to student English Proficiency, Vermont started with our long-term goal of 100% of students achieving annual progress goals toward proficiency. From there, performance levels were determined based upon our best estimates of actual performance by schools.

Table 20: Current School Performance: English Learners Attaining Proficiency Within a State-Identified Time Frame

Percent Proficient	Number of EL taking ACCESS	State Average Percent Proficient	State Performance Level	Number of Schools in Each Level			
All grade levels	1146	Not calculated		17	0	0	0

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Vermont has used its limited data to identify interim targets for ELP performance. To calculate interim goals, Vermont took its current performance data (10% of students meeting ELP annual goals, statewide) and split the gap between our current performance and long term goals into three bands to identify interim goals for 2019 (40%), and 2022 (70%), with 2025 being the year that we intend to meet our long term proficiency goal of 100% of EL students attaining ELP on time. An example illustrating these goals can be found in Table 53 of Appendix A.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.
Click here to enter text.

In all cases, unless specifically mentioned, scores are averaged using a simple mean. When combining multiple grade levels, the scores are averaged with equivalent weights. When required to merge data over three years, we follow the same process of simple averages.

Levels of Performance Overview

This Levels of Performance overview applies to all of Vermont's identified performance indicators, within our accountability model.

VT-AOE has opted to leverage language consistent with our commitment to proficiency-based learning. For each measure and for the school as a whole, a scale is generated which describes the degree to which the school is meeting the "target." Vermont's current terms and iconography are best thought of as place holders while the formal reporting tool is developed.

Vermont will define the bands for each indicator and break each band into ten equal sections. Imagine two scaled scores falling between 2-3. Each score would be labelled as "Near Target." However, the first—just larger than 2—might receive a scale score of 2.1, while the second—just below the cut point for a 3 might receive a scale score of 2.9. A full chart of the deciles for each indicator is included in Appendix B.

Our current terms and iconography are best thought of as place holders while the formal reporting tool is developed.

Table 21: Bands of Performance

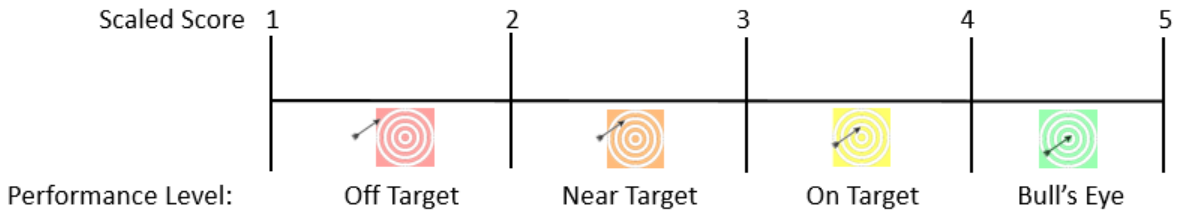


Table 22: Levels of Performance

Level	Proposed Term	Proposed Iconography
1	Off-Target	
2	Near Target	
3	On-Target	
4	Bull's Eye	

Both the ELA and mathematics indicator scores are determined through a combination of scale scores and growth. Generally—and it depends upon the grades taught at school (see weighting in section A.4.v.b for a full discussion)—the ELA and mathematics SBAC assessments each count as 20% of the total accountability score, or 40% in total. Using the ELA SBAC as an example, of that 20%, half (or 10% of the total accountability score) is determined by student scale scores and half is determined by student growth. Below is a discussion on the 10% deriving from scale scores. The scale scores and how they correspond to the Smarter Balanced proficiency cut scores for each assessment can be found here: http://www.smarterbalanced.org/assessments/scores/. Please see the next section for a full discussion on the growth determination.

Table 23: Proposed Scale Score Cuts for ELA Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		Off-Target	Near Target		On-Target		Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
How well are students performing in ELA/reading in 3rd-9th grade? SCALE	All	*Below lower bound*	*Mid Point of Basic Score*	*Proficient Scale Score-1*	*Proficient Scale Score*	*Mid Point of Proficient Scale*	*Above upper bound*
	3rd	*<2399*	*2399*	*2431*	*2432*	*2460*	*>2460*
	4th	*<2444*	*2444*	*2472*	*2473*	*2502*	*>2502*
	5th	*<2471*	*2471*	*2501*	*2502*	*2541*	*>2541*
	6th	*<2493*	*2493*	*2530*	*2531*	*2574*	*>2574*
	7th	*<2515*	*2515*	*2551*	*2552*	*2600*	*>2600*
	8th	*<2526*	*2526*	*2566*	*2567*	*2617*	*>2617*
	9th	*<*2551**	**2551**	**2593**	**2594**	**2648**	*>*2648**

*The cut scores for SBAC ELA are projects only. They were calculated in the same manner as described in section A.4.iii.a.1 above. We will update the ninth grade numbers after we receive cut scores from our contractor.

Table 24: Proposed Scale Score Cuts for Mathematics Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		Off-Target	Near Target		On-Target		Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
How well are students performing in mathematics in 3rd-9th grade? SCALE	All	**Below lower bound**	**Mid Point of Basic Score**	**Proficient Scale Score-1**	**Proficient Scale Score**	**Mid Point of Proficient Scale**	**Above upper bound**
	3rd	<2408	2408	2435	2436	2468	>2468
	4th	<2447	2447	2484	2485	2516	>2516
	5th	<2491	2491	2527	2528	2553	>2553
	6th	<2512	2512	2551	2552	2580	>2580
	7th	<2525	2525	2566	2567	2600	>2600
	8th	<2544	2544	2585	2586	2619	>2619
	9th	<*2571*	*2571*	*2616*	*2617*	*2649*	>*2649*

*The cut scores for SBAC mathematics are projects only. They were calculated in the same manner as described in section A.4.iii.a.1 above. We will update the ninth grade numbers after we receive cut scores from our contractor.

As these scores are determined by the Smarter Balanced Assessment Consortium (SBAC) performance, they are valid and reliable, can meaningfully differentiate between schools, and can be disaggregated for all student groups. Additionally, the indicators are used consistently across schools and LEAs by grade level.

Vermont will inform communities of school performance in English Language arts and mathematics using scale scores rather than the "percent proficient" previously used under No Child Left Behind. We have made this determination due for two reasons. First, in 2015, the results of our Smarter Balanced administration resulted in data suppression 178 times (8% of all data), because the suppressed school or sub group attained either 0% proficiency or 100% proficiency (neither of which can be reported without violating student privacy protections). This data suppression was disproportionately applied to sub group populations, effectively removing the transparency that ESSA seeks to provide. We can neither celebrate the victory of 100% proficiency nor shine a light on places with 0% proficiency in these circumstances.

Second, we have found that a state-level focus on achieving proficiency has had the unintended consequence of narrowing school-level focus to support the students most near the proficiency-cut score, in hopes of pushing those students over the threshold. In a landscape of scarce resources, this strategy has made sense to many well-meaning educators, but it is not the desired goal of the accountability efforts.

Vermont will use scale scores with a reference to the proficiency cut score to communicate school level performance to parents. By choosing this approach, we will be able to report all scores for all groups meeting the minimum N without fear of revealing personally identifiable information. In addition, it will rightfully focus schools on improving the educational outcomes of all students, so that gains made by students will be "counted" whether or not they cross an arbitrary line of proficiency. The diagrams below show two possible visualizations that could be used to help community members understand the performance of their schools and of student groups.

Diagram 1: Possible visualization of several schools.

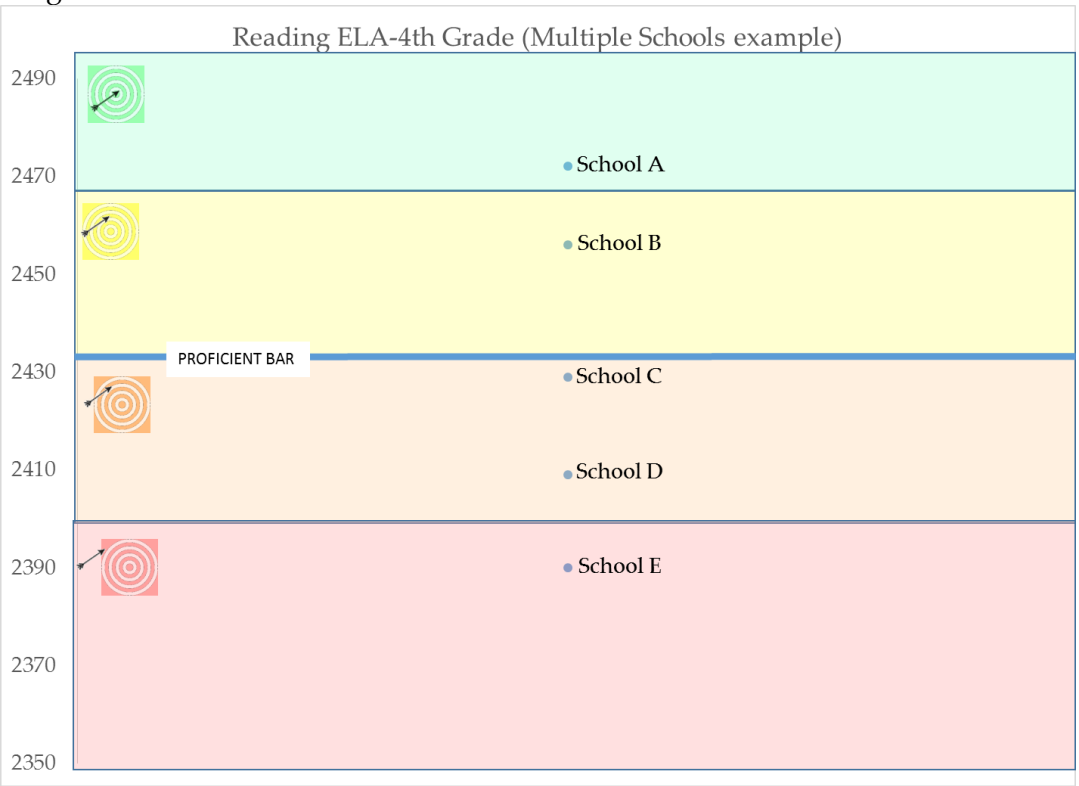
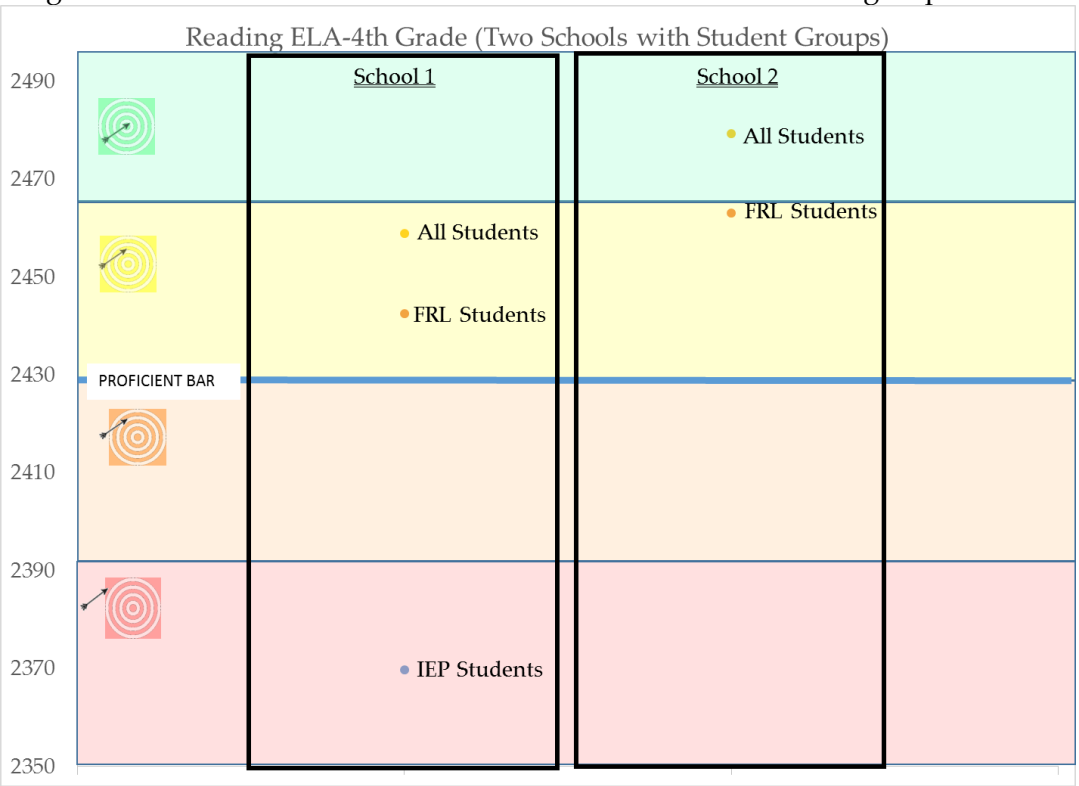


Diagram 2: Possible visualization of two schools and their student groups



As a part of assessing student performance against 9th grade ELA and Math assessments, the VT-AOE will also be including a growth measure for English/Language Arts and Mathematics in addition to the scale score. The growth and scale measures will each compose half of the overall 9th grade ELA and 9th grade Math score. The growth measure is described in detail in the next section (A.4.iv.b).

Vermont agrees that full participation in assessments is critical for making informed decisions. We will hold all schools to a 95% participation rate for all students and student groups. Please see Section A.4.vii.

This proposal reinforces expectations established in the Education Quality Standards and state law requiring that students are assessed annually. Vermont is also currently adopting proficiency based learning, which emphasizes that scores are for the learning demonstrated and not ancillary behaviors. By having participation named as a key variable and not hidden within a larger equation or weighting conversation we operate in parallel to that effort.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
Click here to enter text.

Growth Score:
Vermont intends to measure student growth in both English language arts and mathematics using the Student Growth Percentile (SGP) method. This method requires three consecutive years of data, making it a valid measurement for 5th-8th grades. We plan to use the baseline data from Spring 2016 as the first year of data for determining the growth calculation, so that the first year of growth scores will be available following assessments administered in Spring 2018.

We have selected this model because it is capable of providing a measure of individual student growth as well as capturing movement toward a particular criterion-based attainment level, while avoiding erroneous causal inferences that other models (e.g. value added models) have made in the past (Betebenner, 2009[6]). SGPs provide a means of illustrating a student's change in performance over time compared with students who share similar characteristics and who have performed in similar ways in the past (i.e. a student's academic peer group). They can be used with criterion-based reference points to predict the amount of growth students would need to attain in order to reach particular criteria levels in the future while still providing room for

[6] Betebenner, D. W. (2009). Norm- and Criterion-Referenced Student Growth. Educational Measurement: Issues and Practice, 28(4), 42–51. https://doi.org/10.1111/j.1745-3992.2009.00161.x

recognizing the growth students have made relative to their academic peers. In general, SGPs work as follows:

A student's current level of achievement is compared to that student's previous level of achievement in order to normatively determine the rate of achievement growth. The resultant percentile reflects the likelihood of a student achieving a certain outcome, given the student's prior achievement. The relationship between prior and current achievement scores for cohorts of students in the norm group can be used to generate growth trajectories based on historical and anticipated rates of growth to predict the likelihood of future achievement for students statewide (Betebenner, 2008, 2009) and may thereby enable assumptions regarding growth over time. (Kannan, 2016, p. 107)

Our intention is to model growth rates for Vermont and all of our schools, including high schools (see section A.4.iv.a above), using data gleaned in three assessments (2015, 2016, and 2017) to model the data. Following the analysis, we will convene stakeholders to review the data and assist in identifying the cut scores for the four levels of performance. We anticipate having this accomplished by December of 2017 and will provide an update to USED and stakeholders regarding the determination made at that point.

Table 25: Proposed Levels of Performance for Growth in ELA and Mathematics Assessments

Accountability Question	**Grade**	**4 Levels of Performance**					
		Off-Target	**Near Target**		**On-Target**		**Bull's Eye**
			Lower Bound	**Upper Bound**	**Lower Bound**	**Upper Bound**	
How well are students performing in ELA/reading in 5th-8th grade? GROWTH	All	**Below lower bound**	**25th**	**49th**	**50th**	**75th**	**Above upper bound**
How well are students performing in mathematics in 5th-8th grade? GROWTH	All	**Below lower bound**	**25th**	**49th**	**50th**	**75th**	**Above upper bound**

[7] Kannan, P. (2016). Vertical Articulation of Cut Scores Across the Grades: Current Practices and Methodological Implications in the Light of the Next Generation of K–12 Assessments (ETS Research Report Series). DOI: 10.1002/ets2.12115: Educational Testing Service. Retrieved from http://onlinelibrary.wiley.com/doi/10.1002/ets2.12115/abstract

As with the scale scores, these scores are determined by SBAC performance, they are valid and reliable, can meaningfully differentiate between schools, and can be disaggregated. Additionally, the indicators are determined consistently across all schools and LEAs with grades 5-8.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25). Click here to enter text.

Vermont has selected as its graduation indicator for all schools with twelfth grade a simple average of the 4-year adjusted and 6-year adjusted cohort graduation rates. It is based on our long-term goal such that schools receive the highest rating when they near the goal. The indicator is calculated for all students and then disaggregated for each of the student groups in our accountability system.

Vermont uses the federal definition of a 4-year cohort calculation. This calculation will be the same for all schools and all LEAs in Vermont with a twelfth grade.

Table 26: Proposed Graduation Rate Levels of Performance Based on Long-Term Goals

Accountability Question	**Grade**	**4 Levels of Performance**					
		Off-Target	**Near Target**		**On-Target**		**Bull's Eye**
			Lower Bound	**Upper Bound**	**Lower Bound**	**Upper Bound**	
Are students staying in school until they *graduate*?	4-year	***Below lower bound***	***67%***	***79%***	***80%***	***90%***	***Above upper bound***
	6-year	***Below lower bound***	***67%***	***79%***	***80%***	***94%***	***Above upper bound***

The 4- and 6-year graduation rates for a given school will then be averaged to determine the overall graduation rate indicator score. For example, if a school is "near target" (a 2 on a 4-level scale) with its 4-year indicator and "on-target" (a 3 on a 4-level scale) with its 6-year indicator, the combined final score for graduation rate would be a 2.5. It is this final score that would be weighted under the formula outlined in Section A.4.v.b.

The graduation rate indicators are valid and reliable, can meaningfully differentiate between schools, and can be disaggregated. Additionally, the indicators are determined in a consistent manner for all high schools in Vermont.

Vermont does not have an alternative diploma for students with the most significant cognitive disabilities.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment. Click here to enter text.

English Language Proficiency

Vermont will determine this measure by examining a school's success in supporting students in meeting annual growth benchmarks towards proficiency.

ESSA allows states to identify specific student characteristics to associate with the length of time students have to gain proficiency. Vermont considered several characteristics with our stakeholder groups and ultimately determined that the most significant determinant of how long it takes to learn English is the starting level of the student. As a result, students who enter school with the lowest level of proficiency in English will have the most time to become proficient as follows:

- Students identified as Level 1 using ACCESS would have 5 years to attain proficiency;
- Students identified as Level 2 using ACCESS would have 4 years to attain proficiency;
- Students identified as Level 3 using ACCESS would have 3 years to attain proficiency;
- Students identified as Level 4 using ACCESS would have 2 years to attain proficiency;
- Students identified as Level 5 and 6 using ACCESS have already demonstrated proficiency in their use of the English language

Annual Progress towards English Proficiency:

This indicator seeks to determine if students are gaining fluency at an annual rate that allows them to gain proficiency in English "in time." Proficiency Benchmarks specific to EL students' ACCESS Level 1-4 categories will be calculated annually and will serve as targets for educators supporting students in attaining English language proficiency**.** Benchmarks will be calculated using a combination of initial proficiency levels (identified using ACCESS), the state-

determined number of years that students associated with that level have to attain proficiency, and the ACCESS proficiency cut scores associated with each student's grade level.
In order to determine whether an English Learner makes acceptable progress in achieving English language proficiency for each year (grade) tested, the following **Annual Growth to Target** formula would apply:

Target score - Current Score / # years = Observed scale score gain

- **Target Score** = overall proficient scale score for attainment in X years, based on initial proficiency level
- **Current Score** = overall scale score
- **Years** = # years that remain to attain proficiency in pre-determined time frame.

The **expected growth target(s)** would be reset every year until proficiency is attained and would be unique to each student. If a student does not attain proficiency within the time frame identified for them, based on their initial performance on the ACCESS assessment, the "Years" variable in the above equation would be set as "1".

As these scores are determined by ACCESS performance, they are valid and reliable, can meaningfully differentiate between schools, and can be disaggregated. Additionally, the indicators are determined consistently across schools and LEAs.

Table 27: Proposed Levels of Performance for Students Gaining English Proficiency

Accountability Question	Grade	4 Levels of Performance					
		Off-Target	Near Target		On-Target		Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
5) How well are students gaining English Proficiency? Annual Progress toward Proficiency	All	*Below lower bound*	69%	79%	80%	90%	*Above upper bound*

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and

separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply. Click here to enter text.

To reflect a broad range of measures of school performance, Vermont has elected to propose four "fifth" indicators for inclusion in our accountability system:

- Science
- Physical Education
- Career and college readiness
- Post-secondary outcomes

Each of these proposed indicators will be used for all schools in the grade span for which they apply and are calculated consistently across these schools.

"Fifth" Indicator 1: How well are student performing in science?

ESSA does not require that schools be held accountable for student outcomes in science. Vermont has elected to include science performance in our accountability plan. We have made this determination in response to stakeholder input which asked that if students are required to sit for assessments, those assessments ought to provide data that informs the assessment of school quality. Additionally, by including more indicators than are required to assess standards implementation under Education Quality Standards, we remind all schools of the value that we place on all subjects and hope to avoid an over-narrowing of instruction to only literacy and mathematics.

Average Scale Score:
Consistent with our assessment of English-Language Arts and Mathematics, we intend to measure performance against scale scores.

Levels of Performance:
As previously stated, all indicators will be linked to a 4-level label to describe performance. The currently proposed scale score cuts link directly to the current NECAP performance levels. While the new science test is not yet created, the Agency is providing data, in Table 28, reflecting continued use of the current New England Common Assessment Program assessment (NECAP-Science). This table will be replaced to reflect the new, NGSS-aligned assessment and submitted to USED and stakeholders prior to the field-test in 2018.

Table 28: Proposed Scale Score Cuts for Science Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		Off-Target 1	Near Target 2		On-Target 3		Bull's Eye 4
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
How well are students performing in Science? SCALE	All	**Below lower bound**	**Mid Point of Basic Score**	**Proficient Scale Score-1**	**Proficient Scale Score**	**Mid Point of Proficient Scale**	**Above upper bound**
	4th	**<433**	**433**	**439**	**440**	**471**	**>471**
	8th	**<834**	**834**	**839**	**840**	**867**	**>867**
	11th	**<1134**	**1134**	**1139**	**1140**	**1166**	**>1166**

Current Performance:
In 2015, current performance levels for all students in the State of Vermont on the NECAP Science assessment are as follows:

Table 29: Current Science NECAP Performance Levels

Science	Number of Test Takers	State Average Scale Score	State Performance Level	Number of Schools in Each Level			
Grade 04	5898	439	2	9	87	88	0
Grade 08	5926	834	2	42	65	2	0
Grade 11	5853	1135	2	30	34	2	0

Long Term Goal and Interim Target:
Vermont's long-term goal is that by 2025, 100% of our schools will show an average scale score that is at the mid-point of the proficiency range for each grade level they serve. Such a goal establishes high expectations for all students and unites the community behind all students improving their performance.

As these scores will be determined by performance on the NGSS assessment under creation, they are valid and reliable, can meaningfully differentiate between schools, and can be disaggregated. Additionally, the indicator is used consistently across schools.

"Fifth" Indicator 2: How well are students performing in physical education?

ESSA does not require that schools be held accountable for student outcomes in physical education; however, this measure satisfies ESSA requirement for a 5th indicator.

Vermont has elected to include the physical fitness indicator in our accountability system in response to stakeholder input. Specifically, stakeholders value the idea of including an assessment of fitness because they believe it will provide incentives to maintain required time for activity, physical education, and health education as required by the Education Quality Standards. They also felt that including the physical fitness assessment would support schools in attending to the whole child and supporting school nutrition programs and instruction that will promote a life time of healthy living.

Adopted Standards:
Health and Physical Education are identified as two of Vermont's seven required Education Quality Standards Curriculum Content Areas (2120.5). In 2015, the Vermont State Board of Education adopted the National Health Education Standards (NHES) and 2014 SHAPE America National Standards and Grade-Level Outcomes for Physical Education to frame what Vermont students should know and be able to do in health and physical education.

Assessment:
After careful consideration, Vermont has elected to adopt FitnessGram as our physical fitness assessment. The Brockport Physical Fitness Test will also be offered to schools as an alternate assessment for students as needed due to student needs.

The assessments will be required for students in 4th, 7th, and 10th grades. 2017-18 will be used as a statewide field test. Data collected during this field test will be used to determine performance targets, long-term targets, and interim goals for when the assessment is incorporated into accountability determinations, beginning in 2018-19

The assessment will include reports to parents and schools that clearly articulate student performance, in alignment with policies that provide sufficient protection for privacy related to health information. Data can be disaggregated and used for accountability purposes.

a. Healthy or Becoming Healthy:
Specific numerical goals will be articulated with the aid of data collected during the 2017-18 field test of the assessment. Data will be used to determine goals related to:
    a. The percentage of students who are assessed as being within a Presidential Youth Fitness Program-aligned "healthy zone" and
    b. The percentage of students who are assessed as making sufficient progress towards that "healthy zone"

Levels of Performance:
As previously stated, all indicators will be linked to a 4-level label to describe performance. The currently proposed scale score cuts are shown below.

Table 30: Proposed Scale Score Cuts for Heath Assessment Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		Off-Target	Near Target		On-Target		Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
How well are students performing in physical education? SCALE	All	**Below lower bound**	**Mid Point level 2 score**	**Healthy Zone Scale Score-1**	**Healthy Zone Scale Score**	**Mid Point of Healthy Zone Scale Score**	**Above upper bound**
Progress		To be determined					

Current Performance:

Table 31: Current Health Assessment Performance Levels

Physical Education	Number of Test Takers	State Average Scale Score	State Performance Level	Number of Schools in Each Level			
TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Long Term Goal and Interim Target:

Vermont's long-term goal is that by 2025, 100% of our schools will have 100% of students in the healthy zone, or making progress towards the healthy zone.

Table 32: Proposed Heath Assessment Long Term Goals and Interim Targets

Accountability Question	Grade	Current Performance (2016)	Long term Goal Mid Point of Healthy Zone	Interim Targets		
				2019 1	2022 2	2025 3
How well are students performing in physical education? SCALE	All	To be determined using the same procedures as used for Smarter Balanced Assessments.				

Central to the selection of FitnessGram as Vermont's PE assessment were our findings that the performance results are valid and reliable, can meaningfully differentiate between schools, and

can be disaggregated. Additionally, the indicator will be used consistently across schools and LEAs.

Career and College Readiness:
We are proposing two indicators of Career and College Readiness that are averaged to create a single indicator of performance. The first looks at how students are performing while still in school and the second examines the experiences of alumni.

"Fifth" Indicator 3: Are students career and college ready prior to graduation?
Consistent with Vermont's Act 77 and the Education Quality Standards, stakeholders were interested in a summative measure that could capture the broad range of outcomes we work to prepare our graduates for. Building on our commitment to flexible pathways, we leveraged students personalized learning plans to identify the assessments students could take in order to demonstrate that they are career and college ready prior to graduation.

This indicator also meets ESSA goal for a unique indicator not used in other measures.

Assessment:
In establishing whether or not students are college and career ready, the Agency of Education has opted to include a broad measure that allows for flexibility depending on students' differing life goals and educational pathways. In this indicator, each year we will count the number of students in each school who have met an externally validated assessment of career and college readiness and divide by the total number of students who have concluded their educational experiences during the 12th grade year or the Adult without Diploma year (graduates, completers of alternative educational programs and drop outs). Students who remain in high school for extended learning to meet graduation requirements will count in the cohort for their year of exit. The following assessments are currently acceptable for meeting this requirement:

Table 33: Acceptable Assessments of College and Career Readiness

Assessment	Link	Cut score for Career and College Readiness
College Course Completion	N/A	C or better in any accredited college course
SAT	https://collegereadiness.collegeboard.org/sat	R/W:480 Math 530
ACT	https://www.act.org/content/act/en.html	Composite 21
Advanced Placement Test	https://apstudent.collegeboard.org/home	Score of 3 or higher
IB Assessments	http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/	Score of 24 points or higher
CLEP Assessments	https://clep.collegeboard.org/	Score of 50 or higher
ASVAB (military)	http://official-asvab.com/index.htm	Depending on branch minimum scores range from 31 to 36
Industry Recognized Credential (IRC)	http://education.vermont.gov/documents/career-tech-approved-industry-recognized-credentials	No Standardized Cut Score across certifications

This indicator is new for the state but based on analysis of variation in school level performance on SAT and ACT, we believe this indicator will meaningfully differentiate across schools and supervisory unions. The indicator is a valid assessment of career and college readiness as the component assessments developed by external entities have been found to correlate with student readiness for career and college pursuits. These externally developed assessments have met the technical standards associated with their administration and are widely accepted as reliable tools for measuring performance. Finally, all assessments can be disaggregated by all student groups. Additionally, the indicator will be used consistently across Vermont high schools.

"Fifth" Indicator 4: Post-Secondary Outcomes: Are alumni participating in career and college outcomes within 16 months of graduation?

Consistent with Vermont's Act 77 and Education Quality Standards, stakeholders were interested in a summative measure that could capture the broad range of outcomes we want our graduates to pursue. We treat all college and career-related outcomes as being equal within this performance indicator.

Assessment:

In establishing whether or not students are participating in college and career ready outcomes, the Agency will be reviewing data from several sources, including the National Clearinghouse data set which provides student level information for college enrollment, data from the Department of Labor related to enrollment in trade schools and the work force, and data from the military for enlistments. In this indicator, we will count the number of students who have

met the definition of "participating in career and college outcomes" and divide by the total number of students who have concluded their educational experiences during the 12th grade year or the Adult without Diploma year (graduates, completers of alternative educational programs and drop outs)at 16 months after the month of graduation for that school year. Students who remain in high school for extended learning to meet graduation requirements will count in the cohort for their year of exit.

Accountability:

Levels of Performance:

As previously stated, all indicators will be linked to a 4-level label to describe performance.

Table 34: Proposed Post-secondary Outcomes Performance Levels

Accountability Question	Grade	4 Levels of Performance					
		Off-Target	Near Target		On-Target		Bull's Eye
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	
How well did seniors perform on career and college ready assessments?	12th	**Below lower bound**	**45%**	**59%**	**60%**	**75%**	**Above upper bound**
Are alumni pursuing a career and college ready outcome within 16 months of graduation?	Alumni	**Below lower bound**	**45%**	**59%**	**60%**	**75%**	**Above upper bound**

Current Performance:

We anticipate having baseline data for review by August 1, 2017.

This indicator is also new for the state but based on analysis of variation in school level performance in graduation and college-going, we believe this indicator will meaningfully differentiate across schools and supervisory unions. The indicator is a valid assessment of career and college readiness as the employment and educational options alumni pursue are strong indicators of their readiness for those endeavors. As this indicator is a count of students,

reliability in a technical sense does not apply. Finally, this indicator can be disaggregated by all student groups and will be used consistently across high schools.

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.
Click here to enter text.

Vermont's accountability system includes all indicators in our calculations for determining overall school and LEA performance. The indicators are weighted (see next section) depending on the grade span of the school and whether or not the specific indicator is present in the school. The formula is applied to "all students" and to each of the student groups identified for accountability in the same manner.

At this time, Vermont does not have charter schools.

The results of the calculation (described in the weighting section) are used to place schools and LEAs on the grid below taking into consideration both their current level of performance and the change over time.

The school report card will show four indicators. The first two will assess the performance of the school in total; the second two will look at the indicator we will use to focus Targeted Support. The report card will allow the public to drill down to each performance indicator and to access data for all student groups.

Diagram 3: Preliminary Interface for School Report Card

		All Students		Equity Index	
	Criteria	**Current**	**Year-to-Year Change**	**Current**	**Year-to-Year Change**
	Academic Proficiency				

Table 35: Proposed Point Distribution for Summative Scores of School Performance

Level	Proposed Term	Proposed Iconography	Current Score Range	Year-to-Year Proposed Range
1	Off-Target		1-1.88	≤0
2	Near Target		1.89-2.75	.01-.15
3	On-Target		2.76-3.65	0.16-0.3
4	Bull's Eye		3.66-5.0	≥0.30

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.
Click here to enter text.

Weighting Overview
ESSA requires that states identify a summative evaluation for each school that is easily understood to the public and educators.

Weights
The following weights have been created to provide valid estimates across the numerous school configurations in Vermont.

In determining the distribution of weight, the Agency has signaled priorities. Literacy and mathematics performance and graduation rates each account for 20% of a school's overall performance rating, together accounting for 60% of the total score. We have opted for this weighting because all three indicators are critical for success in civic and economic life. It is the rare individual who finds a path out of poverty if they neither read, write, do math well, nor graduate from high school. A commitment to equity requires prioritizing these measures.

The remaining 40% of the summative rating is distributed to English language proficiency (10%) and the 5th indicators. ESSA stipulates that English language proficiency be of relatively substantial weight, however given that only 3% of schools in Vermont have English Learners in sufficient numbers for the indicator to count, the weight will frequently be distributed to other indicators. Vermont has determined that a 10% weight for the English proficiency indicator is substantial in setting the overall scope of assessment. At the same time, very few of our schools have sufficient numbers of English Learners to give this indicator value; in 97% of cases, this value will not be populated and the weight will be distributed to other indicators.

Missing Measures

Because of the many school configurations and the relative scarcity of English Learners, the Agency of Education has described how weights will be shifted for schools with different grade configurations and the relative scarcity of English learners. In general, when an indicator is not available (e.g. a school with no high school grades would not have Career and College Readiness indicators), the resulting weight will be redistributed to the remaining indicators to maintain the remaining indicators' relative comparative value.

2017-18 Academic Year

All four of Vermont's school quality and student success indicators will be in the pilot or field test stage for the 2017-18 academic year. As such, for the 2017-18 academic year, Vermont will only be using the science assessment as an additional indicator. Even though the science assessment will be a new assessment—as it will be aligned to the Next Generation Science Standards for the first time—it will be conceptually similar to the existing science assessment, allowing continuity and ease of implementation for schools. In this first year, the science assessment will only be weighted as 2% of the total accountability system.

Table 36: Proposed Weighting of Academic Proficiency Measures

Criteria	Category	Accountability Question (Indicators)	School-Level Weights					
			High School Present		No High School Present			
			EL Present	No EL Present	EL Present		No EL Present	
					Science	No Sci.	Science	No Sci.
Academic Proficiency	Content Standards	How well are students performing in ELA/reading?	***20%***	***22%***	***35%***	***37.5%***	***37.5%***	***40%***
		How well are students performing in mathematics?	***20%***	***22%***	***35%***	***37.5%***	***37.5%***	***40%***
		How well are students performing in science?	***5%***	***6%***	***10%***	***0%***	***12.5%***	***0%***
		How well are students performing in physical education?	***5%***	***6%***	***10%***	***12.5%***	***12.5%***	***20%***
	English Language Proficiency	How well are English Learners gaining English proficiency?	***10%***	***0%***	***10%***	***12.5%***	***0%***	***0%***
	Graduation Rate	Are students staying in school until they *graduate*?	***20%***	***22%***	***0%***	***0%***	***0%***	***0%***
	College and Career Readiness	How well did seniors perform on career and college ready assessments?	***10%***	***11%***	***0%***	***0%***	***0%***	***0%***
		Are alumni pursuing a career and college ready outcome within 16 months of graduation?	***10%***	***11%***	***0%***	***0%***	***0%***	***0%***
		Organizational Examples	**PK-12, 6-12, 9-12**		**PK-5, PK-8, 6-8**	**PK-4**	**PK-5, PK-8, 6-8**	**PK-4**
		FY '16 Count by Structure*	**61**		**217**	**14**	**217**	**14**

*For seven schools, second grade is the highest student grade. For these schools their accountability will be determined through our second layer of accountability at the Supervisory Union/Supervisory District level.

Because not all indicators are available in each year, the weights used to make accountability determinations will vary in the first year of implementation. Table 37 shows the weights that will be used in 2017-18 to make initial determinations.

Table 37: Weighting of Academic Proficiency Measures (2017-18 Academic Year Only)

Criteria	Category	Accountability Question (Indicators)	School-Level Weights					
			High School Present		No High School Present			
			EL Present	No EL Present	EL Present		No EL Present	
					Science	No Sci.	Science	No Sci.
Academic Proficiency	Content Standards	How well are students performing in ELA/reading?	***28%***	***29.3%***	***44%***	***44%***	***49%***	***50%***
		How well are students performing in mathematics?	***28%***	***29.3%***	***44%***	***44%***	***49%***	***50%***
		How well are students performing in science?	***2%***	***2%***	***2%***	***0%***	***2%***	***0%***
	English Language Proficiency	How well are English Learners gaining English proficiency?	***14%***	***0%***	***10%***	***12%***	***0%***	***0%***
	Graduation Rate	Are students staying in school until they *graduate*?	***28%***	***29.3%***	***0%***	***0%***	***0%***	***0%***
		Organizational Examples	**PK-12, 6-12, 9-12**		**PK-5, PK-8, 6-8**	**PK-4**	**PK-5, PK-8, 6-8**	**PK-4**
		FY '16 Count by Structure*	**61**		**217**	**14**	**217**	**14**

*For seven schools, second grade is the highest student grade. For these schools their accountability will be determined through our second layer of accountability at the Supervisory Union/Supervisory District level.

c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.
Click here to enter text.

P-2 and K-2 Schools

There are currently eight schools in Vermont that exclusively serve students in PK-2, or K-2 (referred to in the remainder of this section as "P-2 schools"). The students in those schools will not be taking the statewide tests described in this plan, will not be graduating students, and cannot be measured using any indicator related to career and college readiness. At the same time, Vermont is committed to creating an accountability system that measures the performance of all of our state's public schools, including those serving our youngest students.

Throughout this plan, the VT-AOE has stated its driving belief that challenges in one of our state's schools are often indicative of more systemic challenges within that school's LEA, and that accountability for those larger systems is critical for ensuring all schools are meeting all of their students' needs. With this in mind, Vermont will determine P-2 schools' eligibility for Comprehensive Supports using a two-pronged test, as follows:

1. If the P-2 school is in an SU/SD that is in the lowest performing 5% of SU/SDs in the state, that school would be seen as being a part of a larger education system in need of VT-AOE support, and would automatically be eligible to receive Comprehensive Supports.

2. If the P-2 school is in an SU/SD that is NOT in the lowest performing 5% of SU/SDs in the state, a P-2 School would be identified as eligible for Comprehensive Supports if the third grade that the P-2 school feeds into is one of the 5% lowest performing third grade programs in the state,

   This determination will be made by reviewing statewide assessment data from the third grade classes that attended the specific P-2 schools and not by reviewing the overall performance of the school receiving those students, across all grade levels. This would mean making a determination based on third grade ELA and Math data, with ELA and Math being weighted equally (at 50%) in this calculation.

If neither of the above scenarios applies, the P-2 school would not be found eligible to receive Comprehensive Supports. The same methodology will also be applied when examining the need for Targeted Support Schools (Equity Schools).

Small Schools

ESSA requires that states establish alternative protocols for assessing student performance when the number of students falls below minimum numbers required for assessment. This describes many schools in Vermont. By introducing our second tier of accountability at the Supervisory Union/Supervisory District level, we will be able to work with these leadership teams to identify which schools, including those too small to display through the previously-described model, are contributing to the overall performance of the system and which require Comprehensive or Target Supports.

Special Populations Schools

ESSA requires that states establish alternative protocols for assessing student performance when a public school exists for a specific population: for example, students receiving programming in non-traditional educational settings, students attending juvenile rehabilitation centers, students enrolled in state public schools for the blind, or schools exclusively serving recently arrived English learners. Currently Vermont does not have public schools that meet these descriptions; however, all Vermont students who attend these types of independent institutions inside of Vermont must take Vermont's state assessments, and their data is linked back to the Supervisory Union/Supervisory District that pays their educational tuition. By creating the second tier of accountability at the SU/SD level, Vermont is able to include a larger number of these students when making accountability determinations.

Newly Opened Schools

ESSA requires that states establish alternative protocols for assessing student performance when a new public school opens. Currently, Vermont is experiencing declining enrollment in virtually all of our communities; opening large numbers of new schools due to increasing student enrollment is not a situation that we anticipate facing. A more likely experience in Vermont will be the merging of two existing schools into a new school with combined populations. In these circumstances, the standing of a new school within an accountability system is based on a weighted formula. For example, if 56% of the new school's students had attended a Priority 1 school, and 44% had attended a Priority 2 school, the new school would be a Priority 1 school. (Please see the following section for a full discussion on priority schools)

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.
Click here to enter text.

Calculating Scores

"All Students"

To calculate the overall score for all students, the Agency of Education will perform the process described below. A worked example is provided in Appendix C.

1. Each indicator's actual performance level will be converted into the corresponding conversion point value that aligns with the previously described 4 performance-level score.
2. If the indicator includes multiple entries for different grade levels, these performance-level scores will be averaged (mean) with equivalent weights to produce a value for the Accountability Question score.
3. Each Current Score will then be calculated using a weighted average of the Accountability Question Scores.

4. Each overall Current Score will then be converted to a range that describes overall performance. The table below defines the point distribution for each summative score.

Table 38: Proposed Point Distribution for Summative Scores of School Performance

Level	Proposed Term	Proposed Iconography	Current Score Proposed Range
1	Off-Target		1-1.88
2	Near Target		1.89-2.75
3	On-Target		2.76-3.65
4	Bull's Eye		3.66-5

Table 39 (below) illustrates the annual overall change in a school's performance. It represents the difference in the summative score between the current year and the previous year. A positive score represents an improvement over the previous year's performance.

Table 39: Proposed Year-to-year score to Performance Level Conversion Scale

Level	Proposed Term	Proposed Iconography	Year-to-Year Proposed Range
1	Off-Target		≤0
2	Near Target		.01-.15
3	On-Target		0.16-0.3
4	Bull's Eye		≥0.30

Identification

Vermont had 234 Title I schools as of November 2016. Based on that number, we expect a minimum of 12 schools to attain Comprehensive Support status, although that number could increase based on the process described below.

After the scores have been calculated, schools will be placed on the grid in Table 40 (below) based on their performance against the state's accountability indicators. Once schools are placed, we will begin building our set of Comprehensive Support schools by starting with Priority 1 schools, and adding schools from each subsequent priority category until we have identified **at least** 5% of Title I schools in the state. This number could exceed 5% depending on schools' placement by Priority category; for example, if there were 3 schools in Priority 1, 6 in Priority 2, and 8 in Priority 3, then all 15 would be identified for Comprehensive Support, and we would not look to Priority 4 schools. This approach will allow us to meet the requirement to identify 5% of Vermont's schools for Comprehensive Support, while also allowing for the expansion of that cohort to include additional schools, if the need to provide comprehensive supports to those additional schools has been demonstrated.

Table 40: Identification of School Priority for Comprehensive Supports

Criteria Level Scores		Year to Year Change			
		Off Target <0.0	**Near Target 0.01-0.15**	**On Target 0.16-0.3**	**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 3.66-5				

It is possible that such a methodology could lead to the identification of more schools for Comprehensive Supports than could be adequately served. For example, if there were 6 schools in Priority 1, 5 in Priority 2, and 14 in Priority 3, this would result in 25 schools being identified for Comprehensive Supports—more than Vermont's available fiscal resources would effectively support. In such a case, the VT-AOE would support all 11 Priority 1 and 2 schools. Priority 3 schools joining that cohort would be selected based on the number of priority points earned by each school with those serving the greatest number of students being most likely to be selected. A breakdown of how priority points will be calculated in this scenario, follows:

1. Number of students in the Historically Marginalized Student group (each student counts at 1 point)
2. Does a school count as a School-Wide Title I? (yes=10 points)
3. Does a school has a reportable EL student group? (yes=10 points)
4. Is the school a member of an SU/SD with another school in Comprehensive Support? (yes=10 points)

Schools will be identified for Comprehensive Support and improvement beginning in the 2018-19 academic year.

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.
Click here to enter text.

Once Vermont's 5% lowest performing schools have been identified using the process described above, we will add any as yet-unidentified high schools to the list that have an overall 4-year adjusted cohort graduation rate of less than 67%. Schools will first be identified for Comprehensive Supports and improvements in the 2018-19 school year.

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.
Click here to enter text.

Section A.4.vi.f describes the process by which schools are identified as eligible for Targeted Supports as Equity Schools, with Table 41 illustrating how schools can exit this status. If a school continues to consistently underperform related to the same student group for three consecutive years, in the fourth consecutive year that school will attain comprehensive status, and will be eligible to receive Comprehensive Supports. Equity determinations are made annually, while Comprehensive determinations are made every three years; a school entering Comprehensive status through the Targeted school track would move through Targeted and Comprehensive status as described below:

Table 41: Number of Years and Related Identification Status for Schools Entering Comprehensive Status as Targeted Schools

Status	Entry	Exit Criteria	Escalation of Supports if not Exited
Equity 1	For each student group, a gap and reduction of gap that result in placement in the three Equity squares in Table 45.	Schools exit when they no longer meet the **entry** criteria for Equity 1.	If a school is identified as Equity 1 for two years in a row, it becomes eligible for, though is not automatically placed in, Equity 2. If the school does not become Equity 2, it remains an Equity 1 school.
Equity 2 (Consistently Underperforming)	For each student group, the school is identified as Equity 1 for two consecutive years and either 1. declining performance of the all student group ***or*** 2. the student group of interest is in the lowest 5% of "Equity 1" schools for ***gap closure***	Schools exit when they 1. no longer meet the entry criteria for Equity 1 or 2. no longer meet the entry criteria for Equity 2	If a school is identified as Equity 2 for two years in a row, it becomes eligible for Comprehensive Support in the next cycle.
Equity 3 (Additional Targeted Support)	2018-19 Equity 1 schools where the performance is lower than the "All Students" group in the highest performing of the Comprehensive Support Schools. 2019-20 and beyond For each student group, the school is identified as Equity 2 and the student performance is lower than the highest performing of the "All Students" group in the Comprehensive Support Schools.	Schools exit when they 1. no longer meet the entry criteria for Equity 1 or 2. no longer meet the entry criteria for Equity 3	If a school does not exit E3 status by the end of its second consecutive year of identification (e.g., E3 for a third consecutive year), it becomes eligible for Comprehensive Support in the next cycle. If the school is a Title I school, it automatically receives Comprehensive Supports in the next cycle.

Schools will first be identified as Equity 1 and Equity 3 schools in determinations made in 2018 based on data from the 2017-18 school year. Equity 2 determinations will be made in 2019 based on data from the 2018-19 school year. As a result, a school that does not exit from equity 2 or 3 by the end of its second year of E2 or E3 identification (e.g., E3 for a third consecutive year) will be eligible for Comprehensive Supports in the determination made in 2021 from data gathered in the 2020-21 school year. If the school in question is a Title I school, it will automatically receive Comprehensive Supports if it has not exited E3 identification by the end a second consecutive year.

d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.
Click here to enter text.

Vermont will make its first identification of schools requiring Comprehensive Support in Fall of 2018 based on student performance on indicators collected during the 2017-18 school year. Schools will remain in this cohort until the next identification cycle in 2021. Future identification cycles will begin in 2024 and then again in 2027.

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*
Click here to enter text.

ESSA requires Vermont to identify schools that will receive "Targeted Support." To accomplish this requirement, Vermont has three levels of identification that will include declining numbers of schools.

1. Equity 1 (E1)-This category exercises the optional category for identification and is described in section A.4.vi.g
2. Equity 2 (E2)- This category meets the ESSA requirement for Consistently Underperforming and is described in this section A.4.vi.e.
3. Equity 3 (E3)- This category meets the ESSA requirement for Additional Targeted Support and is described in section A.4.vi.f below.

Vermont defines an "Equity 2" school to be "consistently underperforming school." An "Equity 2" school is one where the following conditions are met:

3. In two consecutive years, the school is identified as "Equity 1" for the same student group **and** one of the following conditions:

a. The school has closed the gap due to declining performance of the all student group ***or***
b. The student group of interest is in the lowest 5% of "Equity 1" schools for ***improvement*** for that student group.

Table 42: An Example of Equity 2 Identification

School	Year 1	Year 2	Declining "All Students"	Lowest 5% Improvement	Equity 2 Status
Smith Elementary	E1-ELL	E1-ELL	No	No	None
Jones Elementary	E1-ELL	None			None
Brown Elementary	E1-ELL	E1-ELL	No	Yes	Equity 2-ELL
Green Elementary	E1-ELL	E1-ELL	Yes	No	Equity 2-ELL
Maple Elementary	E1-ELL	E1-ELL	Yes	Yes	Equity 2-ELL

Vermont will make its first identification for Equity 1 support when determinations are made in the 2018 based on student performance on indicators collected during the 2017-18 school year. As the Equity 2 identification requires two years of data, the soonest that a school would be identified as "consistently underperforming" would be the determination made after the 2018-2019 academic year. These identifications will occur on an annual basis based on the prior two years' performance.

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*
Click here to enter text.

In Vermont, schools requiring "Additional Targeted Support" are identified as Equity 3 schools.

In 2018-19, these schools will be identified from among the schools that are identified as Equity 1 Schools (A.4.vi.g). We will identify those with student groups that are performing at or below the level of performance for all students in the highest performing of the Comprehensive Support Schools (lowest 5%).

In 2019-20, These schools will be identified from among the schools that were identified as *Equity 2 Schools* (A.4.vi.e). VT-AOE will identify these schools as those with student groups that are performing at or below the level of performance for all students in the highest performing of the Comprehensive Support Schools (lowest 5%).

Table 43: An Example of Equity 3 Identification

School	Equity 2 Status	Performance Score-ELL	Comp. Support Score-All	Equity 3 Status
Smith Elementary	None	E1-ELL	E1-ELL	No
Jones Elementary	None	E1-ELL	None	
Brown Elementary	Equity 2-ELL	1.71	1.60	No
Green Elementary	Equity 2-ELL	1.45	1.60	Equity 3-ELL
Maple Elementary	Equity 2-ELL	1.53	1.60	Equity 3-ELL

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.
Click here to enter text.

"Equity 1 Identification"
A high priority for the Vermont Board of Education and our community is ensuring equitable outcomes for all of our students. As such, an important piece of information to display for each school is the degree to which it is contributing to the state goal of eliminating gaps in educational opportunities for historically marginalized students. For this reason, Vermont is electing to include an additional statewide category of identification called "Equity 1."

The purpose of this identification is to alert schools and their communities that large equity gaps are present in the school and the degree to which those gaps are closing over time. This identification primarily serves local continuous planning efforts with no specific interventions prescribed by the VT-AOE.

To identify the Equity 1 schools, Vermont calculates the "Equity Gap" between each student demographic group and the "all student" group for the school using the summative score generated in the overall school assessment described in section A.4.vi.a. For example, if the all student score were a 3.15 and the students learning English student group was 2.25, the equity gap would be calculated as 0.85 (3.15-2.25). A negative number would indicate that the student group of interest was outperforming the "all student" group. This process would be replicated for each student group meeting the minimum N of 25 for accountability. The calculation is

consistent across all schools and LEAs. That process is described below. An example of the application of this process is provided in Appendix D.

1. The "Current Score" for each reporting group is calculated in the same manner as the previously described for "All Students" score.
2. The "Current Score" for each historically marginalized subgroup is subtracted from the corresponding "Current Score" for the "all students" group. This number becomes the "Equity Gap" for each student group.

Table 44: Proposed Equity Gap Performance Levels

Level	Proposed Term	Proposed Iconography	Equity Gap Proposed Range
1	Off-Target		>0.50
2	Near Target		0.25-0.50
3	On-Target		0.10-0.24
4	Bull's Eye		<0.10

Year-to-Year Score

The "Year-to-Year Score" is simply the aggregate change this year from last year for the Equity Gap.

Calculating Scores

Year-to-Year scores will be calculated by subtracting last year's "Equity Gap" score from the corresponding score for this year. Continuing our example, for students learning English the equity gap in the first year was 0.85, in the second year the gap is 0.72 for a gap reductions of 0.13. A negative number will appear when the performance in the more recent year is lower than the prior year.

Schools will then be arrayed on the matrix below. All schools who fall in the three red boxes will be identified as an Equity 1 school and encouraged to include specific strategies for addressing their specific achievement gaps through their continuous improvement plans.

Table 45: Identification of Equity 1 Status

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

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.
Click here to enter text.

Vermont schools' participation rates on the ELA and mathematics assessments currently consistently exceed the 95% threshold established by US ED.

The summative score for each school and student group will be multiplied by the percent of test takers if participation falls below 95% and the test-taking group has 25 or more students.

Example 1:

Student Group	Initial Math/ELA Scale Score	Percent Participation	Final Math/ELA Scale Score
All Students	3.7	97%	3.7
Students with IEPs	2.6	82%	2.1

Example 2:

Student Group	Initial Math/ELA Scale Score	Percent Participation	Final Math/ELA Scale Score
All Students	3.3	93%	3.1
Students with IEPs	2.8	96%	2.8

This proposal reinforces expectations established in Vermont policy (the Education Quality Standards) and state law requiring that students are assessed annually. Vermont is also currently adopting proficiency based learning, which emphasizes that scores are for the learning demonstrated and not ancillary behaviors. By having participation named as a key variable, and not hidden within a larger equation or weighting conversation, we operate in parallel to that effort.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.
Click here to enter text.

Three years after receiving their initial comprehensive identification, schools identified for Comprehensive Supports can exit identification by "moving" two squares down or one square diagonally and to the right of their initial designation within Table 45 above. In other words, their annual performance has improved by two level or their performance has improved by one level and they also have significant positive improvement in scores over time. For example, a school that began as Priority 1 could exit Comprehensive Supports if it falls in Priority 5 or Priority 4 in the subsequent year of review. However, while the schools in this scenario would be improving, it is also possible that other schools in Vermont would be improving at the same time and that a school that would otherwise exit Comprehensive Supports might still find itself in the bottom 5% of schools in the state. In this scenario, an SU/SD would remain in Comprehensive Support as it is still in the bottom 5% of the Title I schools in the state and would receive more rigorous support from the Agency of Education in terms of technical assistance to achieve their improvement goals. The SU/SD would remain in Comprehensive Support 1 and participate in the state's financial support and technical assistance.

This model ensures that a school exists Comprehensive Supports and improvements based on demonstrating improved student performance, as measured by the year-to-year change in the matrix in section A.4.vi.a above.

If a school does not meet the exit criteria, additional technical support and monitoring occurs.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.
Click here to enter text.

Each year, schools will be re-assessed for Equity 1 Support. In any year where the school has moved to one of the yellow or green boxes, it is no longer deemed an Equity 1 Support for the next year.

Section A.4.vi.f describes the process by which schools are identified as eligible for Targeted Supports as Equity Schools, with Table 46 illustrating how schools can exit this status. If a school continues to consistently underperform related to the same student group for two consecutive years, in the third consecutive year that school will attain comprehensive status, and will be eligible to receive Comprehensive Supports. Equity determinations are made annually, while Comprehensive determinations are made every three years; a school entering Comprehensive status through the Targeted school track would move through Targeted and Comprehensive status as described below:

Table 46: Number of Years and Related Identification Status for Schools Entering Comprehensive Status as Targeted Schools

Status	Entry	Exit Criteria	Escalation of Supports if not Exited
Equity 1	For each student group, a gap and reduction of gap that result in placement in the three Equity squares in Table 45.	Schools exit when they no longer meet the exit criteria for Equity 1.	If a school is identified as Equity 1 for two years in a row, it becomes eligible for, though is not automatically placed in, Equity 2. If the school does not become Equity 2, it remains an Equity 1 school.
Equity 2 (Consistently Underperforming)	For each student group, the school is identified as Equity 1 for two consecutive years and either 1. declining performance of the all student group ***or*** 2. the student group of interest is in the lowest 5% of "Equity 1" schools for ***gap closure***	Schools exit when they 1. no longer meet the entry criteria for Equity 1 or 2. no longer meet the entry criteria for Equity 2	If a school is identified as Equity 2 for two years in a row, it becomes eligible for Comprehensive Support in the next cycle.
Equity 3	2018-19 Equity 1 schools where the performance is lower than the "All Students" group in the highest performing of the Comprehensive Support Schools. 2019-20 and beyond For each student group, the school is identified as Equity 2 and the student performance is lower than the highest performing of the "All Students" group in the Comprehensive Support Schools.	Schools exit when they 3. no longer meet the entry criteria for Equity 1 or 1. no longer meet the entry criteria for Equity 3	If a school does not exit E3 status by the end of its second consecutive year of identification (e.g., E3 for a third consecutive year), it becomes eligible for Comprehensive Support in the next cycle. If the school is a Title I school, it automatically receives Comprehensive Supports in the next cycle.

Schools will first be identified for as Equity 1 schools in determinations made in 2018 based on data from the 2017-18 school year. Equity 2 and Equity 3 determinations will be made in 2019 based on data from the 2018-19 school year. As a result, a school that does not exit from equity 2 or 3 by the end of its second year of E2 or E3 identification (e.g., E3 for a third consecutive year) will be eligible for Comprehensive Supports in the determination made in 2021 from data gathered in the 2020-21 school year. If the school in question is a Title I school, it will automatically receive Comprehensive Supports if it has not exited E3 identification by the end a second consecutive year.

If a school exits Equity 1 status related to one subgroup, but retains targeted status for others, its Equity label will continue to scale up (Equity 2, Equity 3) if it meets the entry criteria. If a school exits Equity 1 Supports for all student groups and then is identified for Equity 1 status the following year for a new student group, it will enter Targeted Supports again as an Equity 1 school. An example is provided below:

- Year 1: School is identified for underserving Students with Disabilities
    a. Status: Equity 1 School (SWD)
- Year 2: School is identified for underserving Students with Disabilities and English Learners
    a. Status: Equity 1 School (SWD, EL)-School performance is evaluated to see if it qualifies as Equity 2 or Equity 3 for Students with Disabilities
- Year 3: School is identified for underserving English Learners
    a. Status: Equity 1 School (EL)

This model ensures that a school exits target supports and improvements based on demonstrating narrowed equity gaps and improved overall student performance, as measured by the year-to-year change in the matrix in section A.4.vi.e above.

c. <u>More Rigorous Interventions</u>. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.
Click here to enter text.

Comprehensive 1 schools will receive rigorous VT-AOE supports, but will play the primary role in determining how to apply resources and interventions to address the identified needs that contributed to their accountability determination.

If, however, the identified needs persist over time such that the school is identified as a Comprehensive 2 school (school in years 4-6 of comprehensive identification), the AOE's supports will be more rigorous, consistent with the persistence of need. Specifically, the VT-AOE will more rigorously review both the fit of the chosen actions to address needs, as well as the fidelity of implementation, and the VT-AOE will assume responsibility for making final determinations about how Comprehensive 2 schools' improvement resources are allocated. Comprehensive 2 schools' improvement plans will still be reviewed annually, but this time through a more intensive process with an AOE-led panel of educators. The VT-AOE will also monitor these schools' plan implementation efforts quarterly, as opposed to the twice annually schedule for Comprehensive 1 schools. In short, Comprehensive 2 schools' supports are more intensive, compared to Comprehensive 1 schools, with the VT-AOE playing a much stronger oversight role in determining those schools' improvement efforts.

The most rigorous interventions, required for schools in years 7, 8, and 9 of Comprehensive Supports are drawn from current Vermont statute and reflect Vermont's interest in tailoring a solution to the needs of the challenge at hand while also having several intensive intervention options available to implement as is necessary.

Schools not exiting Comprehensive Support after their second three-year identification period will face state-determined action(s) drawn from the list cited in 16 V.S.A. 165(b).

1. Continue technical assistance;
2. Adjust Supervisory Union/Supervisory District boundaries or responsibilities of the superintendency;
3. Assume administrative control only to the extent necessary to correct deficiencies; or
4. Close the school and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of this title.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Vermont is currently developing a Uniform Chart of Accounts and financial data reporting/collection system for use by all LEAs. When completed, this system will standardize the process for collecting and disaggregating per pupil expenditure data in compliance with the data collection requirements associated with ESSA. The project was started in 2014 in response to Vermont's Act 153; this ESSA requirement also reflects Vermont statutory requirements and our state's understanding of high quality practice around data collection and reporting.

Although the Uniform Chart of Accounts is currently under development, progress towards completion has been complicated by the implementation of Vermont's Act 46, an Act providing Vermont's LEAs with several merger options in the interest of reducing the expenses associated

with our smallest education systems. Vermont's LEAs are currently in the process of weighing their consolidation options, proposing consolidations, and making the transition into new, merged systems. This merger activity will mean that many currently existing LEAs will no longer exist post-consolidation. Any new districts forming through this process will not have per pupil expenditures to report until they begin operating. Additionally, there is usually a one-year transition for the former district to dissolve and the new district to be fully operational.

The number of transitions occurring at this time are making launching an LEA-level data collection system highly impractical. Vermont does not have the resources to create and then overhaul a data collection system over a short period of time, given that the content of the data collection system is dependent on the finalization of LEA structures post Act-46 implementation. Because of this, the VT-AOE needs to implement its Uniform Chart of Accounts beginning in Academic Year 2019-20, after the LEA consolidation process described in Act 46 is anticipated to have concluded.

Having said this, the unique nature of Vermont schools renders the likelihood of usable data to be quite small. In analyzing our data, we find that approximately 150 of 305 schools will have data to analyze. This is because 65 schools are smaller than the 100 student threshold and another 70 are the only school of their configuration in their grade span which excludes them from the requirement. In fact, 11 of our roughly 60 LEAs will have no schools with data and on the other end of the spectrum only 4 of the LEAs would have every school included in the data. Vermont applauds the goal of insuring that all students have equitable funding; this has long been our value. We support the effort to wisely allocate resources and given the current constraints we are prepared to meet this requirement in the future.

As part of our state's local accountability, Education Quality Reviews, the VT-AOE will review the financial information regarding student level expenditures and resource distribution on an annual basis. This information will be published alongside local achievement data and other characteristics of school quality required under our state law so that communities can better judge the effectiveness of their investments and the VT-AOE can ensure equitable investments across the state.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.
Click here to enter text.

Continuous Improvement Overview

Under Vermont's Education Quality Standards, all of the state's schools and school systems are in an iterative cycle of continuous improvement. In meeting the requirements of ESSA, we have built upon our longstanding practice and commitment to the differentiation of school and

SU/SD supports to reflect the identified needs of those institutions' most vulnerable student populations.

The VT-AOE Education Quality Assurance Team has developed an Education Quality and Continuous Improvement Framework containing resources for identifying and selecting evidence-based interventions. Additionally, this team will support SU/SDs—who will in turn support schools—through the Continuous Improvement Plan (CIP) development, implementation, and review and revision process and will follow VT-AOE established CIP monitoring and evaluation protocols for all interim and long-term goals.

Overview of Equity School Supports

Vermont's schools qualifying for Equity supports are the equivalent of Targeted schools, Consistently Underperforming Schools, and Additional Targeted Support schools, using the language of the Every Student Succeeds Act.

As was described earlier, Vermont's Equity Schools will fall into three categories: Equity 1 (E1), Equity 2 (E2), and Equity 3 (E3) schools. The AOE's intention when determining categorical supports for Equity schools was to provide targeted support around narrowly identified challenges, so that the bulk of the state's supports could address the more systemic challenges faced by schools in Comprehensive status.

Equity 1 schools will receive increased VT-AOE support in the form of an annual review of local Continuous Improvement Plans, with an emphasis on ensuring that the school is addressing the equity gap(s) that led to its identification.

Vermont considers schools with persistent equity gaps to meet the ESSA terminology of "consistently underperforming." Many of these schools will have overall high performance for "all students" than other schools. As a result, E2 and E3 schools will receive more rigorous VT-AOE supports in the form of increased VT-AOE monitoring of the Continuous Improvement Plan implementation and school efforts to narrow gaps.

Overview of Comprehensive School Supports

Vermont's Education Quality and Continuous Improvement Framework is designed with two goals in mind, related to supports for Comprehensive Schools:

1. To ensure that Vermont's students receive equitable opportunities for a high-quality education.
2. To ensure that schools receive more rigorous and intensive supports from the VT-AOE the longer they are eligible for Comprehensive Supports.

To frame local-level improvement conversations with equitable student outcomes in mind, Vermont's accountability system will generate data illustrating inequities in our state and local education systems. School and SU/SD-specific goals for this work will be identified by data-rich

comprehensive needs assessments and will reflect, in part, the requirements of Vermont's Education Quality Standards. This work will also be done in partnership with our local-level colleagues. The VT-AOE will support SU/SD's in completing their needs assessments and identifying high-leverage interventions that are specific to areas of need. The VT-AOE will work with SU/SDs to develop and implement interventions through processes informed by improvement science (e.g. plan-do-study-act). Through focused support, VT-AOE will support and build local capacity and agency to create and lead equity-driven initiatives at the local level that target and sustain involvement in their identified areas of need. Schools moving through increasing levels of Comprehensive status will receive more rigorous supports from the Agency of Education as they progress, with the VT-AOE focusing its resources on schools demonstrating the greatest needs. The VT-AOE's goal throughout is to apply resources where and how they will have the greatest impact on improving opportunities and learning for the children most in need.

Comprehensive 1 schools (schools in years 1-3 of Comprehensive identification) will receive rigorous support from the AOE, in collaboration with that school's Supervisory Union or District. Comprehensive schools' needs assessments will be examined for quality by the AOE, in contrast to the review for compliance that is performed for schools not in identification. Needs assessment results should reflect Comprehensive 1 schools' accountability determinations, and will guide schools' resulting continuous improvement plans. The VT-AOE review of submitted plans from Comprehensive schools will also be more rigorous than reviews of unidentified schools, with a focus on the likeliness of the plan to impact the school's performance in specific areas of identified needs. VT-AOE staff will also review Comprehensive 1 schools' decisions around the allocation of federal funding to support school improvement efforts, with the VT-AOE approving schools' preferred improvement strategies. The VT-AOE will also monitor Comprehensive 1 schools' Continuous Improvement Plans twice annually, in contrast to the lack of monitoring for unidentified schools.

Comprehensive 1 schools will receive rigorous VT-AOE supports, but will play the primary role in determining how to apply resources and interventions to address the identified needs that contributed to their accountability determination.

If however, the identified needs persist over time such that the school is identified as a Comprehensive 2 school (school in years 4-6 of comprehensive identification), the AOE's supports will be more rigorous, consistent with the persistence of need. Specifically, the VT-AOE will more rigorously review both the fit of the chosen actions to address needs, as well as the fidelity of implementation, and the VT-AOE will assume responsibility for making final determinations about how Comprehensive 2 schools' improvement resources are allocated. Comprehensive 2 schools' improvement plans will still be reviewed annually, but this time through a more intensive process with an AOE-led panel of educators. The VT-AOE will also monitor these schools' plan implementation efforts quarterly, as opposed to the twice annually schedule for Comprehensive 1 schools. In short, Comprehensive 2 schools' supports are more

intensive, compared to Comprehensive 1 schools, with the VT-AOE playing a much stronger oversight role in determining those schools' improvement efforts.

Comprehensive 3 schools (schools in years 7-9 of Comprehensive identification) will receive supports and consequences that are currently prescribed under Vermont statute. Those statutory options are:

1. Continue technical assistance;
2. Adjust Supervisory Union/Supervisory District boundaries or responsibilities of the superintendency;
3. Assume administrative control only to the extent necessary to correct deficiencies; or
4. Close the school and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of this title.

The specific approach taken with Comprehensive needs schools would be determined by Vermont's State Board of Education, in response to a recommendation provided by the AOE. When making a determination about which statutory option to pursue, the VT-AOE would select the option that would best ensure improved and equitable outcomes for that school's students. If the first option, "continue technical assistance," was selected, VT-AOE supports would be at least as rigorous as those in place for Comprehensive 2 schools. And for any Comprehensive 3 school receiving continued technical assistance, the VT-AOE would reserve the right to select a different statutory option in the school's second or third year of Comprehensive 3 identification, if it was determined that continued technical assistance was not achieving the desired results.

Table 47, below, captures the approaches descried above, with requirements and VT-AOE supports becoming increasingly rigorous as schools' time in identification increases.

Table 47: Improvement Supports for Vermont Schools, Including Comprehensive and Targeted Schools (Equity Schools)

Strategy	Requirements
Support for Vermont Schools not Identified as Comprehensive or Targeted	All school systems not identified as Comprehensive or Targeted must complete ***bi-annual*** Continuous Improvement Plans (EQS 2126.1) in a manner that conforms to the procedures set forth in the Education Quality and Continuous Improvement Framework.
Support for Comprehensive 1 (C1) Schools (Years 1, 2, and 3 of consecutive Comprehensive Identification)	1. **CIP development:** Supervisory Union/Supervisory Districts and schools complete ***annual*** Continuous Improvement Plans or amendments with assistance from VT-AOE. 2. **Application of federal funding:** When using federal funds for school improvement efforts, SU/SDs and schools will choose, with the support of VT-AOE staff, from a State-identified menu of research-based practices designed to impact their area(s) of identification. When complete, this menu will be embedded in the Education Quality and Continuous Improvement Framework. 3. **Monitoring:** VT-AOE monitoring of Comprehensive 1 schools will happen twice annually, with ongoing monitoring by the schools' SU/SDs.
Support for Comprehensive 2 (C2) Schools (Years 4, 5, and 6 of consecutive Comprehensive Identification)	1. **CIP Development:** Supervisory Union/Supervisory Districts and schools complete ***annual*** Continuous Improvement Plans or amendments with more rigorous technical assistance from VT-AOE. 2. **Application of federal funding:** The VT-AOE will limit the menu of state-approved research-based strategies that the SU/SD and school can choose from when using federal funding for continuous improvement, and will participate in the strategy-selection process. • Continuous Improvement Plans must be reviewed and approved by a panel of educators composed of members recognized for outstanding practice in education. • Plan approval will be based on the perceived impact of the Plan on the challenges leading to the school's identification. 3. **Monitoring:** VT-AOE monitoring of Comprehensive 2 schools will happen quarterly, with ongoing monitoring by the schools' SU/SDs.
Support for Comprehensive 3 (C3) Schools (Years 7, 8, and 9 of consecutive Comprehensive Identification)	Schools not exiting Comprehensive status after their second three-year identification period will face state-determined action(s) drawn from the list cited in 16 V.S.A. 165(b). 1. Continue technical assistance; 2. Adjust Supervisory Union/Supervisory District boundaries or responsibilities of the superintendency; 3. Assume administrative control only to the extent necessary to correct deficiencies; or 4. Close the school and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of this title.
Supports for Equity Schools (E1, E2, and E3) Schools in various stages of identification	1. **CIP Development:** Supervisory Union/Supervisory Districts and schools complete ***annual*** Continuous Improvement Plans or amendments 2. **Application of federal funding:** When using federal funds for school improvement efforts, schools must explicitly link investments to the equity gaps that placed them in Targeted status. 3. **Monitoring:** E2 and E3 schools will have additional monitoring of their implementation of their plans, with ongoing monitoring by the schools' SU/SDs.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.
Click here to enter text.

VT-AOE anticipates that due to regional differences within the state, certain LEAs are more likely to have multiple schools in need of Comprehensive and Targeted Supports. As we expect schools to be concentrated in a few LEAs, this will allow the VT-AOE to invest in capacity building at the LEA level to a greater extent than if school are dispersed across the state. Unlike other states, the LEAs we are referencing frequently only have a single school at each grade span. As a result, we anticipate a focused investment across the LEA to have a substantive impact across the entire LEA.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[8]
Click here to enter text.

As indicated in Table 48, low income and minority students in Vermont schools are currently not being disproportionately served by ineffective, out-of-field, or inexperienced teachers:

[8] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation sy

Table 48: Rates at which Low Income and Minority Students Are Being Served by Ineffective Teachers.

		VT	Poverty Comparisons			Minority Comparisons		
			High-poverty Quartile	Low Poverty Quartile	Dis - advantage?	High Minority Quartile	Low Minority Quartile	Dis - advantage?
		Mean	Mean	Mean		Mean	Mean	
Teacher Data	**Percent of 1st Year Teachers**	4.7%	5.9%	3.0%	High-poverty	3.5%	6.3%	Low Minority
	Percent of Teachers Not HQT	4.5%	5.2%	4.7%	High-poverty	2.7%	4.9%	Low Minority
	Percent of Teachers with Provisional	1.7%	1.6%	2.0%	Low Poverty	0.2%	0.8%	Low Minority
	Adjusted Average Salary	$47,821	$47,446	$48,638	High-poverty	$49,886	$46,578	Low Minority
	Student: Teacher Adjusted Average Salary	$4,664	$4,460	$4,813	High-poverty	$4,919	$4,551	Low Minority
Principal Data	**Number of Principals in last 5 years**	1.93	2.00	1.95	High-poverty	1.80	2.00	Low Minority
	Adjusted Average Principal Salary	$80,483	$78,244	$85,034	High-poverty	$84,154	$75,955	Low Minority
	Student: Principal Adjusted Average Salary	$551	$524	$475	Low Poverty	$429	$808	High Minority
	FTE:P Adjusted Average Salary	$5621	$5033	$5870	High-poverty	$5,097	$7,406	High Minority
Superintendent Data	**Number of Superintendents in last 5 years**	1.85	1.88	1.82	High-poverty	1.80	1.83	Low Minority
	Adjusted Average Salary	$101,975	$105,412	$99,131	Low Poverty	$106,029	$98,272	Low Minority
	Student: Superintendent Adjusted Average Salary	$88	$100	$65	Low Poverty	$64	$103	High Minority

As such, Vermont does not currently need to intervene to correct problems of disproportionate access to ineffective teachers, but we will continue to review a number of measures to ensure that this does not become an issue in our state.

The VT-AOE used the Educator Equity plan as an opportunity to ensure that historically marginalized students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Definitions

We use several terms to describe conditions which might contribute to inequities in the teaching force across the state. These terms are employed throughout the Educator Equity Report to investigate whether there are schools where students may be receiving less effective instruction based upon teacher characteristics.

- **Ineffective teacher**—Teachers who are teaching out-of-field on an emergency or temporary license
- **Out-of-field teacher**—An educator currently assigned to teach a subject and/or grade that is outside the field specified by their full license, or those who hold a provisional, apprentice, or emergency license for a placement where they have been assigned students.
- **Inexperienced teacher**—An educator in his or her first year of teaching.
- **Low-income student**—Students who participate in the Free and Reduced Price Lunch program.
- **Minority student**—Students who have identified with any race or ethnicity that is not white/Caucasian (e.g., African American, Hispanic, Asian, Native American, and Pacific Islander/Alaskan Native)

Rates and Disproportionalities

In Vermont, like other rural states, the expected patterns of disadvantage do not always appear readily, and the solutions which work in urban contexts are not easily transferable. In Vermont, instructional practices supporting low-income and minority students are not necessarily correlated to teaching strategies associated with low performance. Many of our schools with high percentages of minority students relative to state averages enjoy teachers with proportionally higher experience who are not teaching out-of-field. Only in schools that are both rural and poor do teaching characteristics associated with limited effectiveness begin to surface and, then, only marginally.

The educator characteristics Vermont is proposing to report are:

- Percentage of teachers in a school in their first year of teaching (experience indicator)
- Percentage of teachers in a school on a provisional or emergency license (out-of-field indicator)
- Percentage of teachers in a school new to their Supervisory Union/Supervisory District

These data are attempts to ensure that disadvantaged students are not taught disproportionately by teachers on a provisional or emergency license or who are new to the profession or the school. Research suggests that new educators and those teaching outside of their endorsement area lead to less effective student outcomes. If these characteristics cluster around individual schools, that would be evidence of educator inequity. These are data already being collected at the State as part of the educator equity plan. Additionally, rule 2121.2 of the Education Quality Standards requires staff to be properly licensed and prepared for their teaching assignment.

Though the data suggest that educator equity and mobility is a limited challenge across the state, our goal is the reduction of disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety. Click here to enter text.

The academic indicators proposed in this plan—indicators tied to ELA and Math performance, Science, PE, Career and College Readiness, Post-Secondary Outcomes, and Graduation Rate—are a critical part of Vermont's larger accountability system. But Vermont will also include other categories of performance measures its accountability framework—measures that would be challenging to use as a differentiation tool, but which represent ideas and goals that the state feels a need to support.

One of those categories of performance measures, Safe and Healthy Schools, will include school climate data. Local education systems who can link improved student academic outcomes to addressing bullying and harassment challenges will be encouraged to invest Title I, Part A funding in interventions that will correct those problems, with school climate as a focus of that federally-funded work.

Vermont has long been actively working to reduce hazing, harassment and bullying in schools. EQS 2122.1 requires that each school maintain a safe, orderly, civil, flexible, and positive learning environment, which is free from hazing, harassment, and bullying and based on sound instructional and classroom management practices and clear discipline and attendance policies that are consistently and effectively enforced. Towards that end, we have established a statewide advisory council to address matters related to hazing, harassment, and bullying and required that each local LEA designate individuals in schools that respond to complaints made by victims, bystanders or advocates when incidents occur. Most schools participate in formal

school climate programs like PBiS, SWIFT, or other programs to reduce negative school interactions and promote positive learning for all.

Another Safe and Healthy Schools indicator will examine the rate of exclusionary discipline in education systems. This measure is specifically designed to frame data-supported conversations about exclusionary discipline, as applied to all students, with an emphasis on their disproportionate application to Historically Disadvantaged Students. Within Vermont's continuous improvement framework, the VT-AOE will support LEAs and schools in identifying alternatives to these disciplinary measures, with an emphasis on ensuring that students stay on a school campus and have access to classroom supports, even when disciplinary action is warranted.

Vermont does not support the use of aversive behavioral interventions that compromise student health and safety in schools. The state has two ways to address this through its school improvement work—examining underlying causes contributing to any reported cases of aversive behavioral interventions and utilizing widespread preventative programs (like Positive Behavioral Interventions and Supports—or PBIS) to minimize the risk of these interventions occurring. If the need for preventing or finding alternatives to aversive behavioral interventions doesn't arise through examining data on reported incidents, it may come through as a result of reviewing school climate survey data. In that case, addressing this problem would become a part of a school or LEA's continuous improvement work and could be supported with Title funding and related VT-AOE monitoring supports, if it could be linked to improving students' academic outcomes.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.
Click here to enter text.

Vermont has a relatively small number of public schools, compared to other states, but there's a lot of organizational variety within those schools, including the grades that various Vermont schools serve. Examples include schools serving K-12 students, K-2, K-8, 6-8, 5-8, and 7-12, with schools serving different but overlapping grades (K-2, K-6) sometimes being housed within the same LEA.

Because of the organizational complexity that this creates, conversations about student transitions and graduation and dropout rates between schools have to be specifically tailored to the needs and circumstances of each LEA. Fortunately, Vermont has a continuous improvement framework that supports customized supports for LEAs and which specifically incorporates performance measures that would inform this conversation.

The current continuous improvement framework in Vermont revolves around examining systemic efficacy at every level: LEA, school, and classroom. It was developed on the back of a longstanding MTSS framework that included numerous culture and climate indicators, graduation indicators, and an indicator about supporting students transitioning from school to school within an LEA. Vermont's current continuous improvement model, which is framed by the Education Quality Review (EQR) process, feeds similar data sets into school and LEA-level conversations related to transitions and dropout: it currently includes data around graduation rates and will include climate data once Vermont identifies a statewide climate survey (a project that is currently in progress, with an anticipated 2017-18 pilot date).

These data would be discussed and drilled into as a part of the local-level conversations that make EQRs such an effective school improvement tool. Those conversations begin with a data-driven comprehensive needs assessment of the LEA under review and its schools, and include VT-AOE staff, as well as local-level school and LEA staff, community members, and students. Through these conversations, the graduation rate data that will be a part of our federally-required school accountability work will be examined more closely—if dropout rate and supporting student transitions are identified through the needs assessment and subsequent conversations as high-priority challenges, then LEAs and schools will address those challenges through their state-mandated improvement plans. Implementation of those plans would be monitored over time by VT-AOE staff.

Local education systems who can link improved student academic outcomes to addressing challenges stemming from school transitions will be encouraged to invest Title I, Part A funding in evidence based interventions that will correct those problems. The VT-AOE will review the use of that funding through its continuous improvement model, which includes monitoring and evaluation of the use of Title funds within local-level continuous improvement efforts.

Vermont State Board Rule 4500, The Use of Restraint and Seclusion in Vermont Schools, has been in effect since August, 2011. The purposes of Rule 4500 are to (a) create and maintain a positive and safe learning environment in schools, (b) promote positive behavioral interventions and supports in schools, and (c) ensure that students are not subjected to inappropriate use of restraint or seclusion. Rule 4500 is based upon Federal guidance and Vermont has consistently ranked among the states receiving the highest ratings for the breadth and depth to which this rule provides safeguards for Vermont students. The report "How Safe is the Schoolhouse? An Analysis of State Seclusion and Restraint Laws and Policies," published by Jessica Butler (jessica@jnba.net) in July 2015 includes Vermont as one of 23 states that provide meaningful protection by law for all children regarding restraint and seclusion. The report also indicates that Vermont is one of 18 states that limits the use of restraint to emergency threats of physical harm for all children.

Under Rule 4500, the superintendent of a LEA must report the use of a restraint or seclusion to the **Secretary of the Agency of Education** within 3 school days of receipt of a report that includes any of the following:

- (a) The intervention results in death or injury (to the student or staff) that requires outside medical attention
- (b) The intervention was administered in violation of Rule 4500
- (c) The intervention lasted for a duration of more than 30 minutes

Relatively few instances occur each year, but all are investigated and VT-AOE track data to ensure that LEAs with repetitive reports receive technical assistance and training in de-escalation strategies.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
   i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
   ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
   iii. The integration of services available under Title I, Part C with services provided by those other programs; and
   iv. Measurable program objectives and outcomes.

   Click here to enter text.

Consistent with Vermont's overall commitment to equity for all students, Vermont takes meeting the needs of migratory children seriously. Essential to this process is collaboration with other agencies supporting Vermont's migrant population. The process of identification, enrollment, and determination of "priority for services" is outlined below. This process is a continuation of current practice.

The primary goal of the Vermont Migrant Education Program (VMEP) Identification and Recruitment is to find and enroll every migratory child and youth in the state under the age of 22 who has moved with a family member, a guardian, or independently in order to seek or obtain temporary or seasonal work in qualifying agricultural activities. To achieve this goal, VT-AOE partners with the University of Vermont Extension Program.

The Vermont Migrant Education Program recognizes that positive relationships between parents, students, and schools are essential to the success of every child's academic life. Furthermore, the VMEP recognizes that youth who are not formally enrolled in an academic institution yet lack a high school diploma or its equivalent are also entitled to receive quality educational opportunities. UVM Extension MEP Recruitment staff support this philosophy and recognize that without an efficient, comprehensive, and multi-tiered statewide recruitment plan, necessary educational services will not reach eligible migratory students. UVM Extension MEP Recruitment staff form the essential bridge of the program by locating eligible migrant

families and individuals so they can receive the supplemental educational support and services VMEP offers.

UVM Extension MEP Recruitment staff works closely with Supervisory Union/Supervisory Districts, local schools, teachers, Vermont Adult Learning, parents, social service agencies, and the agricultural community to identify and recruit eligible migratory children and youth following the requirements in MEP legislation, regulations, and guidance. Statewide recruitment is carried out by a creative combination of staff arrangements; part-time seasonal staff, part-time year round staff, and a part-time State Identification and Recruitment Program Coordinator. The state is divided into five designated recruitment areas: the 3 higher density farming regions (Franklin and Addison County and the Northeast Kingdom) are covered by part-time year round staff while the 2 remaining regions are covered by part-time seasonal staff. Recruiters are expected to visit each school and farm in their regions at least annually. Farms that have an historically high turnover rate will be visited by recruiters more frequently. In addition, all schools disseminate an agricultural employment survey with school registration packets and those are then sent to UVM Extension to follow up on students potentially eligible for VMEP. The goal of Vermont's identification and recruitment program is to assure timely and accurate identification and recruitment of all eligible migratory students.

The recruiter completes a Certificate of Eligibility (COE) for the student once identified. The COE is checked for accuracy and eligibility by the State Identification and Recruitment Program Coordinator, reviewed by the VMEP Data Technician, and, finally, reviewed and signed by the State Director of VMEP. VMEP enters student information into the MIS2000 data system. Student COE information is checked against current information in that system and also in the national Migrant Student Records Exchange Initiative (MSIX) database. To ensure the accuracy of student data, each year a residency check is completed and a minimum of 10% of new COEs are selected for prospective re-interviews. Every 3 years, the State completes an intensive re-interview process to determine the accuracy of our recruitment system.

Assessing migrant student needs begins at identification and recruitment when the recruiters complete either an *Out-of-School Youth Profile* or an *In-School Youth Profile*. Both profiles are modeled after the profile developed by the Out of School Youth (OSY) Consortium – a multi-state consortium funded to identify the needs of migrant out-of-school youth and to develop appropriate services for that population. The profiles contain information such as last grade completed, health issues, social issues, home language, and other data informing staff of the unique needs of each student. In addition, families and school staff are interviewed to determine needs and barriers that must be addressed so that each student can succeed academically. When available, state and local assessment data is used to further pinpoint students' academic needs.

The state needs assessment is a formal process directed by the Office of Migrant Education guidance that includes a committee comprised of people familiar with the migrant population in Vermont. The needs assessment includes an examination of efficacy in meeting individual

student progress to determine effective programming, along with an analysis of various demographic data.

Vermont's service delivery plan focuses on our three groups of students with unique needs: migrant pre-school students, migrant in-school students, and migrant out-of-school youth. Pre-school students benefit from Vermont's newly implemented law, Act 166, subsidizing high-quality pre-school program to all 3 and 4 year olds and 5 year olds not yet in kindergarten. Our first goal is to enroll migrant preschoolers into those programs. Program mentors and teachers work with the families and schools to eliminate barriers to attendance. For our migrant families those barriers most commonly involve addressing transportation and home language barriers. For our migrant children under 3 years old, mentors and teachers work with the families using a research-based family literacy program.

Vermont's in-school migrant students benefit from a comprehensive continuum of services offered in the school and community. VMEP's first goal with in-school students is to assure that they are accessing all the services the school has to offer. Those services include Title I support, Title III and federally required ELL services, afterschool and summer learning programs, extracurricular activities, and other academic and social supports. VMEP's mentor/teachers work with both the families and schools to meet individual student needs and to enable the students to meet State academic achievement goals, including assisting secondary students in accruing credit towards high school graduation. If needed, the program will provide additional tutoring to assure student success. All enrolled preschool and in-school students receive all the benefits of federal child nutrition programs as a directly certified student.

Vermont's out-of-school migrant population presents the hardest challenges. Most have left school to work and many were disengaged from school when they did attend. VMEP hires tutors to assess the student's academic and English language acquisition needs. They then create and implement an educational plan. Some students receive individual tutoring each week while others attend classes jointly offered by VMEP and Vermont Adult Learning. Resources and tools developed by Vermont participation in the OSY Consortium are used to meet previously identified student needs.

VMEP has recently completed the work on our comprehensive needs assessment and service delivery plan. The plan identifies measureable program objectives and strategies for in-school migratory children, pre-school migratory children, and migratory children who have dropped out of school. See Appendix E.

The service delivery plan and ongoing services are jointly planned with staff from the following programs:

- McKinney-Vento Homeless Education Program,
- Title III – Supporting English Learners,
- Title I, Part A,
- Child Nutrition Programs,

- Title IV, Part B – 21st Century Community Learning Centers,
- Head Start,
- VAOE Early Childhood Programs,
- LEAs and local school staff.

In addition, parents of migratory children, classroom teachers, migrant education teachers, and students themselves are surveyed and interviewed to include their thoughts of how to best meet the needs of migratory children in Vermont.
VMEP's service delivery plan emphasizes that migratory students receive services from all other programs. The following are results from joint planning and coordination of services:

- VMEP staff are trained by the State Coordinator of Homeless Education and work jointly on migratory children who are also homeless to ensure immediately enrollment and elimination of barriers;
- The State Director of Migrant Education works closely with the State Director of Title III to ensure that English language learners that are also migratory receive the appropriate supports to fully access the school's curriculum;
- All in-school migratory children are automatically enrolled in child nutrition programs when the State Directors of both programs certify the child's status as migrant for local food service providers;
- All migratory students receive priority enrollment in 21st Century afterschool and summer programs;
- VMEP staff work with Head Start and other pre-school programs to ensure that all migratory pre-school children are enrolled for at least 10 hours per week; and
- VMEP staff work with LEAs and local schools to ensure that migratory students are enrolled or receiving services the students need to succeed academically.

As with planning, the above organizations are asked to assist in evaluating the effectiveness of the program as well as participate in the comprehensive needs assessment formally completed every three years. The evaluation measures services and outcomes for VMEP's in-school population, preschool population, and our out-of-school youth population as well as indicators on the quality of the staff that work with our migratory students. The evaluation plan starts on page 27 of the Service Delivery Plan in Appendix E.

2. Promote Coordination of Services (*ESEA section 1304(b)(3))*: Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.
   Click here to enter text.

Educational continuity is the highest priority for Vermont's migratory students. Once a student or family is located, the first goal is to ensure that the family's children are enrolled in school. If needed, migrant staff will accompany the family to the appropriate school to register the children. Record transfer, health information including immunization records, and other

requests from the school registrar is of secondary importance to enrollment. VMEP staff work with schools within the state to ensure all records are transferred in a timely manner. This is especially important for students experiencing homelessness, those in the process of or have been identified for special education services, and English learners. VMEP staff meet regionally each month to discuss common students following a case study design.

Through Vermont's participation in two Migrant Education Program consortia, staff have developed strong relationships with state leadership and program staff from other states. This is especially true within the New England region where students tend to be transitory across state lines. As soon as VMEP staff identify where a student resided previously, that state is contacted for all appropriate student information.

VMEP uses the MSIX to determine where a student previously attended school as well as other pertinent information. That information is passed along to the current school to make sure the student records are transferred in a timely manner. If leaving Vermont, a student or his or her family can inform VMEP of an impending move, allowing the VMEP staff to expedite the transition to the new school and minimize a student's time out of school.

VMEP recognizes that parents play a central role in the academic success of their children. As such, parent input into the design and implementation of the program is extremely important. Mentor/teachers are in frequent contact with parents to ascertain both a student's needs and to determine if the supports provided are helpful to the student's success. Parents are asked to complete a parent survey (currently available in English and Spanish) annually, in which they are able to comment on the services they received and suggest improvements to the program.

Additionally, VMEP has implemented regional, day-long, family events at least twice a year. These events include family learning activities, student activities, and time reserved for a parent meeting. The parents select a topic of interest (that typically originates with a parent suggestion) and then spend time in a facilitated discussion on the planning and implementation of the VMEP. From the participating parents, representatives are nominated to represent the region in the annual statewide parent advisory meeting.

The agenda for the state-wide meeting includes team building activities and, most importantly, an opportunity for parents to register their thoughts on strengths and limitations of the VMEP's services for students. For example, the measureable program objectives and strategies will be presented to parents at the advisory council. Parents provide feedback. The feedback guides modifications to program objectives and strategies.

The VMEP In-School Coordinator's job description includes organizing the regional meetings, the annual meeting, and the responsibility for meeting the parent advisory council requirements of MEP under ESSA.

3. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.
   Click here to enter text.

VMEP is currently engaged in completing a comprehensive needs assessment and service delivery plan. In the summer of 2016, VMEP contracted with META Associates to facilitate the comprehensive needs assessment following the guidance set forth by the Office of Migrant Education. A needs assessment committee was chosen, met, and reviewed the following data:

- Student demographics including recent changes
- State assessment data for participating migrant students
- Parent survey results
- Staff survey results
- Out of school youth performance and survey data
- Concerns expressed from committee members

The needs assessment process initially identified the following challenges for migrant students in Vermont.

- A low percentage of migratory students is proficient in reading and English language arts as measured by the State assessment. Additionally, there is a significant achievement gap between the performance of migratory students and non-migratory students in Vermont.
- A low percentage of migratory students is proficient in mathematics as measured by the State assessment. Additionally, there is a significant achievement gap between the performance of migratory students and non-migratory students in Vermont.
- VMEP is not currently assessing the ELA and mathematics skills of out-of-school youth.
- Migrant children under age 5 do not have consistent and sufficient early education due to lack of transportation, parental work schedules, limited of English proficiency, and limited access to available and appropriate PK programs.
- Parents who are migratory lack abundant strategies to support their pre-school and in-school children's academic success.
- Secondary students who are both migratory and OSY struggle to attain their educational goals.
- OSY who have limited English proficiency have commensurate limited access to education and other associated services, resources, and opportunities.

Under ESSA, students are identified as "priority for service" if they have made a qualifying move within the previous one-year period and are failing—or most at-risk of failing—to meet the challenging State academic standards or who have dropped out of school. To identify these students, a monthly list of all students who have a qualifying move within the previous twelve months is created from our MIS2000 database. All students who are currently out-of-school will be priority for service students. From the remaining names on the list, mentor/teachers are asked to identify which students are failing or at risk of failing by one or more of the following criteria:

- Scoring below proficient on the ELA, mathematics, or science state assessments
- Scoring below proficient on a valid local assessment in literacy or math
- Retention at any time in the last 3 years
- Previously dropped out of school
- Performing below grade level in literacy or math according to the classroom teacher
- Receiving one or more "D's" or below on the last student report card
- Missing 10 or more days of school since the beginning of the school year.

The responsibility of documenting priority for services determination ultimately falls to the State Director of Migrant Education, who uses the monthly list to prioritize services, beginning with out-of-school youth. The remainder of the list is sent to the mentor/teachers to make determinations based on the criteria listed above. After the initial determination is made, the VMEP program manager makes a final determination of priority status.

Priority for Service (PFS) students receive services immediately. Currently, VMEP has sufficient funds to serve all students, but PFS receive further support—more time, more services, more supplies—as needed to succeed academically or, in the case of a secondary student, to stay in school and progress to graduation.

VMEP is a year-round program. Each month, the State Director sends the Program Coordinator and the regional mentor/teachers the list of eligible students, the list of students needing PFS determinations, and the list of students currently designated as PFS. The reports are run at the beginning of every month and made available to the Program Coordinator at that time. As Vermont moves to the MIS2000 web-based platform, field staff will receive training on how to create and run a report themselves, allowing a timely list of all currently eligible students with the PFS determination. VMEP's goal is to move to a system where information about our students is available immediately to all full and part-time staff that work with our students.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

a. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.
Click here to enter text.

Vermont has only two correctional facilities that serve eligible delinquent youth. Our adult correctional system has one educational program – the Community High School of Vermont serving students aged 18 and up who do not yet have a high school diploma. There is one facility for delinquent youth under the age of 18. This program maintains the student's enrollment in their home high school and offers a full range of classes so that students may continue their progression toward a high school diploma. The numbers of eligible students in both programs are low and has been declining over time, especially in the adult correctional facility. Both facilities offer transition counseling as part of the educational services offered to students. The counseling focuses on successful transition to their home high school, post-secondary courses, appropriate vocational programs, job-training, other educational programs, and employment.

b. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.
Click here to enter text.

Vermont Agency of Education's Title I, Part D program has two goals for youth in neglected or delinquent facilities:

1. Provide educational and support services for youth in neglected or delinquent programs so that they will achieve proficiency on the state assessments and progress towards a high school diploma.
2. Provide youth in institutions for neglected or delinquent programs with services to make a successful transition from institutionalization to further schooling (including career and technical centers, and post-secondary institutions) or employment.

These goals will be achieved by:

1. To assist in the transition between the educational program last attended and the educational programs at the facilities, each student will be evaluated upon entry using the student's school records (including Individual Education Plans) and a range of assessments designed to determine proficiency in math and literacy including their current status on progress towards a high school diploma. Often the respective education staff will communicate to develop the best educational plan for the student. Each student will have an individual educational plan based on their needs that includes education, career and technical skills, and employment skills and includes the needed supports.

2. While in the institutions, students will achieve the goals of their plans and work towards a high school diploma (including if appropriate, successfully transitioning back to their home school or technical center). Students will achieve goals that include workplace readiness such as development of a resume, interview skills, and succeeding in a workplace.

D. Title II, Part A: Supporting Effective Instruction

a. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.
Click here to enter text.

The Education Quality Standards are built on the premise of continuous improvement for all schools. It follows, then, that we should expect the same for our educators. As allowed by statute, one percent of the Title IIA monies will be used for proper and efficient administration of the program. An additional four percent will be reserved at the state level to monitor and provide technical assistance to location education agencies in their efficient use of Title IIA funds at the local level. The SEA will provide professional development for and provide assistance to LEA leaders so that they can better implement evidence-based practices, improve student achievement, and implement high quality local professional development. Vermont is fortunate to have an experienced Title IIA administrator who will continue to guide and support SU/SDs on how to most effectively use local funds, with evidence-based approaches to improving teacher effectiveness. To ensure that SU/SDs are developing, implementing, and evaluating investment plans that meet the academic and non-academic needs of all students, Vermont will utilize a continuous improvement planning cycle to provide differentiated technical assistance, progress monitoring, compliance review, and corrective action in support of evidence-based practice.

Consistent with our dedication to equity for all students, the State will employ SU/SD level funding to provide ongoing support for teachers on identifying and providing high quality instruction to students with specific learning needs. The supports will include, but not be limited to:

- Alignment of efforts to standards including the Vermont Professional Learning Standards, Education Quality Standards, and the Core Teaching and Leadership Standards for Vermont Educators.
- Collaborative (cross-agency) collection of data to inform continuous improvement, starting with a comprehensive needs assessment to determine the specific and contextual needs within an SU/SD. Data will be used to determine the most effective path to narrowing gaps in achievement.
- A determination of which evidence-based activities, strategies, and interventions are most likely to have a measurable impact on student achievement. Funding decisions will be determined by the SU/SD's identified needs, and the presence of evidence-based actionable plans likely to have a positive impact on student learning.

- Collection, analysis, and presentation of evidence to support requests for the continuation of funding of subsequent investments.
- Institution of a systemic process for the collection of evidentiary practices across the state to extend, expand, and refine state-wide use of the evidence-based levels
- Development of a state-wide Community of Practice (in alignment with other state-wide professional learning networks such as the VT-Professional Learning Network) to support the dissemination of information about teaching strategies and interventions that are having a measurable impact on students.

b. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.
Click here to enter text.
We do not intend to use our Title II, Part A funds for equitable access to effective teachers. In Vermont, access to effective teachers is not correlated to student characteristics. For further information, please refer to the Vermont Educator Equity Report or Section A.5 of this plan.

c. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.
Click here to enter text.
The Vermont Agency of Education (VT-AOE) is proud of the relationship it has developed with the field to coordinate educator licensing- inclusive of teachers and administrators including principals, curriculum directors and other school leaders. Initial licensing is largely the result of alignment between the VT-AOE and state-accredited educator education programs. Licensing renewal involves collaboration between the VT-AOE, the Vermont Standards Board for Professional Educators (VSBPE), and local and regional standards boards across the state. While this cooperation is essential to the quality and success of the licensure program, the responsibility for validation of educators' credentials rests solely with the VT-AOE.

The VT-AOE ensures that all teachers, school leaders and paraprofessionals working in a program supported with funds under part 1111(g)(2)(J) meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes. Vermont will continue to follow the licensing pathways established and defined by VSBPE under Rule 5300. Educators can earn a license through a traditional educator preparation program, the NASDTEC Interstate Agreement, or alternate routes.

Current Licensing requirements reflect the importance of providing a quality education for all of Vermont's students. The Vermont Standards Board of Professional Educators has the

statutory responsibility for the development of rules regarding the licensure of Vermont educators including teachers and administrators including principals, curriculum directors and other school leaders. In 2016, the VSBPE went through the Legislative Committee on Administrative Rules for revisions of current rules. This process includes stakeholder input/comment. The VSBPE will continue with rule revisions based on changing educational landscape and research on educator effectiveness. This dedication to reflecting current high quality practice affirms Vermont's commitment to the quality education of all students in the state and reflects a continuation of current practice.

d. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Click here to enter text.

As provided by the statute, Vermont will reserve an additional three percent of Title IIA funds to provide high quality, professional learning for principals and other school leaders through the creation and implementation of a Vermont Leader's Professional Learning Academy/Institute. By supporting the use of robust and actionable data to provide professional learning for principals and other school leaders, the Vermont Agency of Education will build state-wide communities of practice to engage in high quality professional learning with clearly articulated and measurable outcomes.

The Academy will be aimed at improving student outcomes in low-performing schools. Consistent with research on the impact of highly effective school leaders on student performance, the Academy will aim to increase the capacity of school leaders to recruit, retain, and support effective educators. Specifically, the Academy will:

- Concentrate on improving the capacity of school leaders, primarily those leading schools identified for Comprehensive or Targeted Supports.
- Employ a curriculum informed by input from stakeholders (state accountability data and evidence collected from the Education Quality Review process) and aligned with Standards including Vermont's Professional Learning Standards, Education Quality Standards, and the Core Teaching and Leadership Standards for Vermont Educators.
- Develop outcome-oriented performance metrics that will be utilized to measure the impact of the professional learning in areas such as standards-based, data-driven, and differentiated instruction, equitable access to high quality instruction, cultural competence, subject and

content-specific issues, and the effective leveraging of resources to address equity and excellence.

- Utilize the VT-AOE Leadership Team model as the foundational forum for ongoing conversation and review of the initiative to support evidence gathering.
- Minimize duplication of effort by collaborating with other professional learning providers in the development and implementation stages of the professional learning.

Additionally, Vermont will continue its ongoing efforts to improve the skills of educators serving specific groups of students with unique learning needs. This includes educators serving students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels. In some cases, Vermont will continue or expand existing efforts to serve these educators; in others, Vermont will begin new efforts stemming from newly acquired funding sources, or new and recent state education policy.

Examples of how the VT-AOE supports educators serving these student groups are identified below:

Students with Disabilities:

- Vermont is currently in the second year of a pilot program that trains educators in the identification of students with disabilities using a Response to Instruction method. This approach emphasizes identifying students' needs and making supports available before they "fail" at school. This allows teachers to take advantage of years of instructional time that might otherwise be lost if a school chose to wait for a student to fall behind, academically, before assessing their needs. This program was piloted in three SU/SDs (housing 7 schools) in 2016-17, and will be introduced into two additional SU/SDs (housing 7 schools) in 2017-18.
- Vermont is in the process of providing statewide Adverse Effect training to educators serving students with disabilities. Training began in the 2016-17 school year, and will continue through 2018-19, at a minimum, using a train-the-trainer model to promote long-term initiative sustainability. This training provides additional structure to local-level identification of interventions, ensuring that students' interventions more accurately reflect their specific needs.
- Within its State Systemic Improvement Plan (SSIP) responding to IDEA indicators, Vermont has described a plan for providing professional development and technical assistance to teachers working with Students with Emotional Disturbance in grades 3-5 who are performing poorly in math. In the past year, participating pilot schools were identified, and the VT-AOE provided them with introductory technical assistance around trauma-informed practice. The full program is being introduced to these schools in 2017-18, with the intent to expand the initiative to include other schools in 2018-19.

English Learners

- The VT-AOE awards Title III English Learner and Immigrant subgrants to eligible SU/SDs, and provides grant recipients with technical assistance and professional learning related to meeting the diverse needs of English Learners. This includes training on:
    - Planning and implementing effective language instruction education programs
    - Developing curricula specific to teaching English Learners
    - Identifying, developing, and implementing measures of English language proficiency
    - Strengthening parent, family, and community engagement in programs that serve English Learners
- Through a partnership with WIDA, the VT-AOE has been able to take advantage of existing WIDA resources when offering professional development to Vermont's teachers. These resources include WIDA-developed instructional tools, academic studies, and training resources designed to help schools and SU/SDs meet legal and instructional requirements in their work with English Learners. WIDA resource implementation is supported at the local-level by the AOE, or by WIDA staff that the VT-AOE contracts with. Resources include:
    - A Prek-12 WIDA Framework for English Language Development (ELD) Standards and Instruction
    - Assessments of English Proficiency and content proficiency
    - Research studies
    - Professional development models
- Every January, the VT-AOE uses a needs assessment to determine the priority needs of Vermont's English Learner educators. After identifying 1-2 priority areas, the VT-AOE contracts with WIDA to provide training in those areas to Vermont educators. WIDA courses aligning with priority areas are also an option for educators, with educators receiving professional development credit for completing those courses.

Students who are Gifted and Talented

- Although Vermont does not formally identify students as being Gifted and Talented, the VT-AOE offers multiple programs that support gifted learners, and offers professional development opportunities to educators seeking to better serve that student group. The policies framing those trainings and programs are the Proficiency-Based Learning components of Vermont's Education Quality Standards, and the Personalization components of the Education Quality Standards and Vermont's Act 77, which identifies multiple pathways that students can take to reach proficiency against graduation requirements.
- These components of state education policy are designed to serve all of our state's students, including gifted students. By offering gifted students programmatic options that can be

customized to reflect their needs and interests, and that can offer them accelerated learning opportunities, gifted students can better realize their academic potential, and can get a head start on the post-secondary path of their choice.

- With this in mind, the VT-AOE offers Personalization and Proficiency-Based Learning professional development opportunities to Vermont educators, as described below. While these trainings are meant to enhance education opportunities for all of Vermont's students, teachers can use the resources from these trainings to serve students who are gifted and talented, as desired.
- Through Vermont's Mathematics and Science Partnership projects, educators are trained to provide deep math and science instruction that meets the needs of all learners, and receive strategies for challenging students who are gifted and talented.
- Through the Vermont Science Initiative, educators learn techniques that are designed to enable students to develop advanced critical thinking skills.
- Vermont is in the middle of a series of performance assessment initiatives that support educators in assessing student proficiency in complex ways, and in ways that recognize consistently exceptional performance against expectations. These initiatives include training educators in the assessment of 21st century skills (called Transferable Skills in Vermont), and in the assessment of multiple academic areas, including ELA, Math, and Global Citizenship.
- Vermont's MTSS model describes customized educational supports for all of Vermont's students, with gifted and talented students receiving more intensive Tier 2 and 3 supports. Educators have been offered MTSS training through multiple channels since 2013, and will continue to be trained in Vermont's MTSS model, going forward. Vermont MTSS initiatives that feature educator training include:
    - State Performance Development Grant-funded projects
    - Schools utilizing the University of Kansas's SWIFT model

      Vermont will also be revising its primary MTSS guidance document—the MTSS Field Guide—in 2017-19. Field guide rollout and related professional development for educators is expected to occur throughout 2018-19.
- Under Act 77, Vermont students, including gifted students, can access early college and dual enrollment courses to enhance their secondary school experience, and/or to get an early start on a post-secondary pathway. These are options that the VT-AOE expects students who are gifted and talented to take advantage of, as they represent diverse and accelerated learning opportunities beyond what many Vermont secondary schools can currently offer. The VT-AOE is in the process of training educators on the availability and application of these courses, with fall 2017 trainings focusing on equity of access to classes, and the new registration platform for classes, which will go live in October.

- The VT-AOE offers Flexible Pathways grants, and related guidance, to encourage expanded learning providers to partner with schools in bring academic enrichment activities into the school day.
- Under a Flexible Pathways model, students, including gifted students, can partner with their principal and personalized learning plan team to draft independent, accelerated projects that align with proficiencies that count towards that student's graduation requirements. Ongoing Flexible Pathways trainings provide this information to educators, and frame possible applications of this legislation that could be implemented at the local level.

Students with low literacy levels:

- In Title funding investment applications, if a school or SU/SD identifies literacy as a high priority need following a needs assessment, the VT-AOE will grant that entity Title IIA funding, provided that the request is reasonable, necessary, allowable, and allocable. These literacy investment requests often include funding for professional development, and target students who need the most support improving their literacy outcomes.
- In the past, Vermont has used state and federal funding to support the Vermont Reads Institute (VRI) in providing in-depth literacy trainings at elementary, middle, and high school levels. In doing this work, VRI focused on helping educators to develop new teaching strategies, and improving outcomes for low-performing students. The VT-AOE anticipates this partnership to evolve in the future as VRI (now called PLL, or Partnerships for Literacy and Learning) continues to support multiple longstanding literacy programs in the state, which all feature educator training components. Those programs include:
    - The Bridging Project, which works to improve learning outcomes in Vermont middle and high schools
    - The Vermont Adolescent Literary and Learning Initiative (VALLI): a program providing literacy instructional modules and coaching to Vermont educators
- Vermont's last SPDG grant served a cohort of 72 schools, which could choose literacy as a focus area, if desired. Roughly one third of this cohort chose to focus on improving literacy outcomes, and received literacy training and coaching, including developing K-12 instructional models with coaching support. Although this work will not be SPDG-funded going forward, the VT-AOE will continue to support it with IDEA funding: maintaining promised trainings, and providing uninterrupted access to literacy coaching.
- The VT-AOE is currently implementing early childhood education programs funded by a Race To the Top early challenge grant. These programs seek to improve outcomes for students in grades PK-3, including early language and literacy outcomes, and offer training to educators as a part of program implementation.

- The AOE's Proficiency-Based Learning team is in the process of training literacy coaches, who will work directly with schools and SU/SDs in 2017-18 to improve local level literacy outcomes.
- Beginning in 2015, the AOE, in conjunction with Vermont educators, developed the Vermont Transferable Skills Assessment Supports (VTSAS), which included criteria for performance assessments that could be used to assess student literacy. These resources have been refined over time in partnership with Stanford University, with the goal of improving their quality, and making them complex enough to allow for the assessment of students across skill levels, including low literacy levels. These resources were introduced to Vermont educators over the past several years, and have been piloted in some schools with VT-AOE guidance. The VT-AOE anticipates that these resources will continue to be refined in 2017-18, and will be reintroduced to the field with additional accompanying guidance for teachers.

e. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.
Click here to enter text.
The Vermont VT-AOE will use our continuous improvement model to gather and evaluate data to update and improve activities supported under Title II, Part A. For a thorough examination of our continuous improvement model, please see Section A.4.viii.e above.

In addition to the continuous improvement process, VT-AOE convenes the Committee of Practitioners quarterly to consider the efficacy of the activities supported under Title II, Part A. The Committee of Practitioners is fully composed of the membership as outlined in ESSA 1603(b).

f. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.
Click here to enter text.
On behalf of VSBPE, the Vermont Agency of Education operates the Results Oriented Program Approval (ROPA) process to facilitate the recommendation of Level I licensure to Vermont–based educator preparation programs. Preparation programs must demonstrate that their candidates meet the requisite standards for professional practice and that the institution allocates sufficient resources and support to ensure the long-term success of the program. Among these standards is the educator preparation program requirement of demonstrating that candidates for licensure understand individual differences and diverse cultures, providing a variety of high-quality field experiences with a diverse population of students and educators,

and recruiting, admitting, supporting, and retaining candidates, faculty, and cooperating teachers from diverse backgrounds.

These standards provide ROPA review teams with a mechanism to evaluate institutional commitment to preparing candidates to meet the needs of diverse learners and cultures, and to ensure that our most disadvantaged students have educational professionals who are trained to meet their personalized needs. Continued use of the ROPA standards and review process will constitute a continuation of practice. Improving preparation programs with a focus on addressing the needs of all students, including Historically Marginalized Students will ensure that all students are taught by qualified teachers according to accepted standards of practice.

The ROPA process is reviewed annually and revised based on changes in Vermont policy and practice for Teacher Preparation. This will largely be a continuation of current strategy, with the addition of an evaluation process beginning in 2017. Vermont will continue to use Title IIA funds to support part of the work of the pre-service education quality coordinator. This position works with the field to establish professional standards and competencies for all educational endorsement areas offered in the State, and works with the educator preparation programs in the state to align their coursework with these competencies. The position also aides in the five-year review of educator preparation programs. Through this position, we can align educator standards, student learning goals, and policy decisions, ensuring that graduates are familiar with state priorities and well-prepared to teach in Vermont schools.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.
   Click here to enter text.

Students who are English Learners are an expanding population in Vermont. They are among the most vulnerable students, a valuable cultural and linguistic asset, and an important source of population growth to meet Vermont's economic challenges. This section of the state plan addresses the identification, entrance, and exit procedures for English Learners in Vermont. How English learners fit into the broader school accountability system is addressed in greater detail in the Accountability section of the state plan. Though there are some updates to the assessments being used for identification and exiting of services, conceptually, this is a continuation of current practice.

Vermont is a member of the WIDA state assessment consortium that has been actively involved in the collaborative work to develop a "common definition of English learner." This work, encapsulated in CCSSO's *Moving Toward a More Common Definition of English Learner*, has guided the standardization and strengthening of Vermont's entrance and exit procedures. The VT-AOE also met with roughly 15 representatives from across the state's EL educator community during a public input session on August 11, 2017. The subject of entrance and exit criteria was raised then, and the outcome of that discussion—that entrance criteria should be relatively simple and standardized, and that exit criteria should be simple, and should possibly include locally-identified data points—informed the decision that the VT-AOE is proposing. The VT-AOE plans to host additional consultations with SU/SDs to share the guidance learned through WIDA collaboration.

Vermont's standardized entrance procedures

Vermont's standardized entrance procedure includes two parts, identification and classification. For identification, the VT-AOE requires all schools in Vermont use the home language survey form to determine potential English Learners. Typically, SU/SDs administer the survey to parents/guardians at the time of a student's initial school enrollment; in any case, all students who may be English Learners will be assessed to determine their EL status within 30 days of enrollment in a Vermont public school. Based on survey responses and, when additional

clarification is needed, a follow-up parent interview, an English learner professional evaluates whether further screening/assessment of the student's English language proficiency is required.

After a student has been identified as a potential English learner, Vermont uses a screener to confirm whether a student should be classified as an EL and, if so, to determine the student's current level of English proficiency. Previously there were multiple screeners used by SU/SDs across the state; however, beginning in the 2017-18 school year, all Vermont schools will begin using the WIDA Screener for initial classification/placement purposes. The screener was developed through an enhanced assessment grant to the WIDA "*ASSETS*" project and is more valid and reliable for classifying initial listening, speaking, reading, and writing skills than the screeners currently allowed. Moving to a single screener will also create consistency in eligibility determinations across Supervisory Union/Supervisory Districts.

Description of Vermont's standardized exit procedures

Once identified, English learners take an English language proficiency assessment annually to gauge their progress toward achieving proficiency. Proficient scores in numerous domains are required to exit services. For a more in-depth discussion of the how targets are set for English learners, please see the Accountability section of the state plan. Starting in school year 2015-2016, Vermont transitioned to the ACCESS 2.0 online assessment of English language proficiency for ELs in Grades 1-12. Kindergarten students still take a paper form of the ACCESS test. Students with severe cognitive disabilities take the ACCESS Alternate Assessment.

Consistent with guidance from WIDA, Vermont requires a composite proficiency level score of 5.0 on the ACCESS 2.0 assessment, plus a minimum score of 4.0 or higher on the reading and writing domains of the test to exit supports. Kindergarten students are required to be assessed again in Grade 1 before they can exit.

Currently, Vermont uses only the state English language proficiency assessment for purposes of exit from EL status. The State does *not* include performance on an academic content assessment as an exit criterion from EL status. The legislation allows for consideration of other measures, and the WIDA Consortium is helping states calibrate EL proficiency scores with scores on state content assessments, including the SBAC. In the future, we will monitor these developments and consult to the field to see if pursuit of a multiple measure determination of proficiency is desired and possible. If the field and data trend in this direction, we would consider a revision of our state plan. For now, however, we will continue to use only ACCESS to make determinations of English language proficiency.

With these resources and supports, the VT-AOE will share proposed changes to state-wide entrance procedures and exit criteria with Title III Directors, EL teachers, and other stakeholders. Additionally, we intend to seek input during face-to-face meetings and explore formation of continued communities of practice.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

ii. The challenging State academic standards.

Click here to enter text.

The VT-AOE will follow the continuous improvement process outlined in Section A.4.viii.e to help eligible entities meet state long-term and interim targets and challenging academic standards. In this process, a VT-AOE developed needed assessment, and federal accountability data (including ELP data and the performance of ELs against statewide assessments and other measures of academic performance described in this plan) will drive continuous improvement planning. Equity gaps identified with the help of this data will result in the development of action plan components supporting ELs. These plan components will be required to include tangible goals, measures, and improvement strategies related to their identified problems of practice.

The VT-AOE will support these efforts through some combination of monitoring, evaluation, and the provision of technical assistance, with the specific supports varying from school to school and LEA to LEA, in accordance with each educational systems' needs. LEAs receiving Comprehensive or Targeted Supports will garner greater support to meet their goals. However, the VT-AOE will monitor the progress of all LEAs in meeting their goals.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:

iii. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

iv. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Click here to enter text.

Since accountability for English Learners' performance on English language proficiency assessments has shifted from Title III to Title I under ESSA, the VT-AOE is developing a more integrated, collaborative approach to monitoring the progress of Title III subgrantees in helping ELs achieve proficiency. Title III and Title I staff are working together to plan and better coordinate protocols used to monitor LEAs' progress, including:

- Design of Consolidated Federal Program application as basis for review and approval of grants
- Use of State-level indicators for progress in achieving ELP and proficiency on academic content assessments
- Local collection and reporting of EL longitudinal student performance data as part of continuous improvement
- Desk audits and on-site program reviews of LEA Title III plans, implementation, and evaluation of evidence-based strategies, LIEPs, and participation of ELs in academic programs

As outlined in the continuous improvement section, the VT-AOE will monitor LEAs progress in meeting their continuous improvement goals. Those LEAs not making progress or showing improvement in targeted areas will receive tiered supports determined by their vicinity to their goals. Those schools with greater needs will be eligible for greater supports. Schools not meeting their goals for multiple years might be eligible for supports that include more coordination with the VT-AOE in the construction of the continuous improvement plans, more technical assistance in determining and enacting interventions, and more monitoring of an LEAs success in meeting their goals. Tiered supports include technical assistance in conducting needs assessments or developing continuous improvement plans and participation in networked improvement communities with other schools in need of similar Targeted Supports.

When VT-AOE individual staff members and/or teams monitor and find evidence that Title III-funded LEAs are not meeting long-term goals for ELs' progress in achieving proficiency, they will provide evidence-based, differentiated technical assistance, resources, and professional learning opportunities based on a continuous improvement framework. The VT-AOE's efforts to better connect and coordinate the work of the teams that monitor, lead continuous improvement planning, and provide technical assistance should ultimately lead to stronger support for LEAs in improving language instruction educational programs and academic outcomes for English Learners.

G. Title IV, Part A: Student Support and Academic Enrichment Grants

a. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.
Click here to enter text.

Title IV provides states with funds for well-rounded educational opportunities. ESSA outlines numerous permitted activities for the funds. The vast majority of the funds must be used for allocations to SU/SDs; however, the state can reserve limited funds for monitoring, training, and technical assistance with the grants. As these are an expansion of funds, this constitutes a proposed change in practice.

Vermont is planning to use its limited state level funds for Title IV to support Supervisory Union/Supervisory District Title IV Coordinators. The VT-AOE will reserve funds at the state level to ensure there is support and appropriate allocation of local funds before engaging in other statewide activities. These funds will be used to hire a full-time employee to monitor and provide technical assistance to Supervisory Union/Supervisory Districts receiving Title IV, Part A money through the formula grant, as well as institute an in-house advisory group of VT-AOE staff whose work intersects with Title IV, Part A. This group of staff members will ensure that school systems know the different agency and state level programs available to them to support the goals of Title IV at the local level. Housing coordination with one individual streamlines communication within the VT-AOE and creates transparency and confidence for Supervisory Union/Supervisory Districts.

The Title IV, Part A coordinator will continue to engage with the consolidated federal programs team and the Education Quality staff. This coordinator will have a greater focus on Comprehensive School Supports allowing 21st Century Learning grants to provide wrap-around services for those receiving schools, while augmenting existing implementation of comprehensive improvement plans.

Title IV, Part A will be used to grant funds to schools eligible for Comprehensive Support in accordance with their continuous improvement plans and in coordination with the Education Quality team. The Title IV, Part A coordinator will continue working closely with the Education Quality staff in order to ensure efficient use of funds at the SU/SD and school level.

Ninety-five percent of the funds must be used for allocations to LEAs; however, the state can reserve one percent for administration and an additional 4% of the funds for state activities including monitoring, training, and technical assistance. As these are an expansion of funds, this constitutes a proposed change in practice for LEAs.

The Title IV, Part A coordinator will be a member of the Consolidated Federal Programs team and work closely with the Education Quality staff. The funds will be part of the Consolidated Federal Program application in order to make it easier to braid Title IV, Part A funds with the other ESSA funds to achieve local and state goals.

b. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).
Click here to enter text.

The VT-AOE has determined the Title IV, Part A funds will be distributed as a formula grant to allow access to all LEAs seeking these funds. The VT-AOE's Fiscal Team creates spreadsheets with the allocation formulas built in for all formula grants. A preliminary spreadsheet with the Title IV, Part A formula detailed in ESSA (section 4105) has been created and tested using a sample allocation. The formula used includes the SEA portion for administration and state activities and then follows section 4105 for allocations to each LEA (none receiving less than the $10,000 minimum).

G. Title IV, Part B: 21st Century Community Learning Centers

A. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.
Click here to enter text.

Vermont's Title IV part B program (21CCLC) is designed to align and support the state level strategies for all students articulated in this state plan and in Vermont's Education Quality Standards. Funds are intentionally integrated into local level needs assessment planning, continuous improvement activity, and school-wide strategies. Program access and design in funded programs include services that support the state, school, and community goals for youth including those designated as migrant, homeschooled, homeless, those in Title I caseloads, and English Language Learners including meaningful and equitable consultation for private school students in individually funded communities.

At the Vermont Agency of Education, the Title IV part B 21CCLC program is part of team focused on personalized learning and flexible pathways and works with program managers across the Agency including, but not limited to, School Improvement, Title I, Title IIA, Title II, Title III, Title IV Part A, Special Education, and the fiscal monitoring team. Regular communication and collaboration occurs among these state programs which results in strategic and programmatic cohesion around planning, goals, technical assistance, and professional development. Systemic inter-agency collaborative strategies achieved that support state goals include:

- Significant annual use of Title I funds for academic tutoring and academic afterschool and summer programming
- Use of federal child nutrition programs in all funded sites, including snack and meal programs
- Use of the PBIS and other evidence based behavior systems in afterschool programs
- Aligned monitoring and cross team membership on site-visit teams
- Supporting technical assistance around inclusion (there is parity for percentages of afterschool regular attendees on an IEP)
- Funding integration and RFP alignment around personalization, proficiency based learning, and the Vermont Educator Quality Standards
- Fiscal and programmatic monitoring alignment to support compliance and healthy financial structures at the 21c grantee level

The 21CCLC program will continuously improve each year in its efforts to support all students in communities where funds are awarded. Based on a system and evaluation design created around principles of access, equity, and quality, in particular for communities with the most need, current 21CCLC systems' components will improve learning from the last thirteen years of operation. The items below all support state goals and at the same time are targeted to the particular needs of Title IV part B funds:

- The current statewide evaluation plan has four major goal areas, fifteen indicators, and fifty-one measures that are tracked. This plan drives all activity and action and is used for continuous improvement and as a driver for change system-wide. Grantees may adopt the statewide plan and merge it with locally designed evaluation activities. Statewide Evaluation will be improved to continually assess not only baseline program, academic and social indicators tied to need, but over time may embed emerging indicators related to items including personalization, transferable skills, and proficiency based models when these systems come to fuller fruition in Vermont, in particular for youth in secondary schools that receive 21c funding.
- Technical Assistance and Professional Development systems will continue to support the evaluation areas as well, with an on-going analysis if more expansive readiness and support activities are needed for identified stages of program development. The program's current practice of focusing resources on supporting quality and effective leadership at the project and site level will guide action with considerations analyzed for investments in more intensive, embedded and sustained methodologies.
- Vermont's robust monitoring, and reporting system will be continued and enhanced annually. Multiple monitoring activities will occur during the performance period for each grantee, based on a risk assessment of need, and covering a broad spectrum of inquiry. The current process is intentionally aligned to the statewide evaluation plan components and additional legal requirements covering nineteen areas, (e.g. evaluation, safety, facilities, programming, staffing, sustainability and budgeting). State follow-up occurs and is documented until all defined areas of concern are addressed. Annual reporting and tracking follows a similar design and framework.

Administrative and statewide activity funds will be allocated and used for the activities above as allowable by statute.

B. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The 21st Century Community Learning Center program annually or semi-annually releases applications six months prior to the applicant due date. The grant application is produced and reviewed annually including where statewide goals are articulated as well as addressing all of the areas required within the 21st Century Community Learning Center program statute. Awards are awarded for 5 years for no less than $50,000 provided that funds are available and performance objectives met. The applicant 'bidder' meetings and the technical assistance period starts four months before the due date. The consistency with system level expectations noted above is intentionally embedded in the meetings, technical assistance, and resources for both

applicants and panelists. A letter of intent is due three months before the due date. After the applications are received, a team of independent panelists are trained, who then independently review the applications and provide scores and comments, which at the end of the process are shared with all applicants. This panel may consist of individuals with diverse expertise including educational and non-educational organizations, experts in non-profit management, including principals, retired 21st Century directors, site coordinators, private-sector individuals involved in education, and state agency personnel with relevant experience. Conditions for funding and scores are fully documented.

Panelist responsibilities include:

- Participation in a panelist training to understand roles, expectations, and rules
- Reading, scoring, and commenting on individual applications
- Participation in face to face full panel day(s) to make final applicant decisions
- Making decisions on whether to fund, fund with conditions, or do not fund applications
- Setting conditions for funding
- Providing process feedback to the Agency of Education

Eligibility will guide initial priority as articulated in the Title IV Part B legislation in section 4203(a) (3). Competitive priority will include but not be limited to indicators of need including high poverty and will compliment but not duplicate the indicators used to determine comprehensive and targeted schools. Regular and on-going objective assessments of the application process will take place to ascertain if substantial progress towards state goals is being met and if any adaptations need to be made. The application process as a whole is designed to assure that grantees can meet and be held accountable to both local and statewide goals.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.
   Click here to enter text.

In Vermont, the greatest equity gap is often seen between students in and out of poverty. This equity gap often aligns with rural/non-rural jurisdictions. In these cases, an equity gap can be closed through increased academic achievement. Vermont will use the Rural and Low-Income School Program grants to assist rural districts in meeting the program objectives of increased overall student academic achievement and to reduce the achievement/equity gap. At least 95% of the funds will be granted out to eligible districts through formula. The eligible districts will be encouraged to braid the RLIS funds with other ESEA funds to address the needs identified through their comprehensive needs assessment. Under a district's Continuous Improvement Plan, which contains the comprehensive needs assessment, specific outcomes will be aligned with program activities and academic standards. These alignments will be outlined in the district application. Each application will be granted and monitored based on the range of allowable activities and the extent that the activity is likely to meet the identified needs and the stated program objectives.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.
   Click here to enter text.

Once the list of eligible districts is identified, the VT-AOE will provide a training—in person or by webinar—to those districts. This program is new to Vermont in the 2017-18 school year and, as such, the districts will be unfamiliar with the allowable uses, how to effectively braid the funds with other sources, and reporting requirements. The VT-AOE will work with the eligible districts on their application and then provide ongoing technical assistance throughout the year. The Title V Coordinator is part of the Agency's Consolidated Federal Programs team, allowing full access to the expertise of the team regarding use of funds. The coordinator will use that expertise to train the eligible districts.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.
   Click here to enter text.

Title IX outlines the supports Vermont is responsible to meet to support children and youth experiencing homelessness. Consistent with Vermont's overall commitment to equity for all students, Vermont takes meeting this responsibility seriously. Essential to this process is collaboration with other agencies supporting Vermont's homeless population.

McKinney-Vento exists to ensure school entrance and supports for students experiencing homelessness. SU/SD-level liaisons receive training in identification of students potentially experiencing homelessness.

Under the Vermont process, each SU/SD must name a Homeless Liaison in the SU/SD's Consolidated Federal Program application. Once identified, the liaison participates in trainings that are staggered throughout the year (in person and via the National Association for the Education of Homeless Children and Youth's (NCHE) webinars). These trainings are intended to assist Homeless Liaisons in understanding the McKinney-Vento definition of homelessness and how to assess students' needs. There are numerous ways in which children who are experiencing homelessness can be identified in Vermont. The redundancies are intentional to minimize the chances that students would be missed. Identification strategies include:

- Homeless families and unaccompanied youth self-identify as homeless to school staff.
- Schools identify potential homeless families through their registration process and make a referral to the SU/SD's Homeless Liaison.
- Teachers, counselors, after-school providers, school nutrition, and other school staff identify potential homeless families and unaccompanied youth and make a referral to the SU/SD's Homeless Liaison.
- Community partners (housing providers, social service agencies, pediatricians, faith-based organizations, etc.) refer homeless families and unaccompanied youth to the SU/SD's Homeless Liaison.
- Liaisons post informational posters in places where homeless families and unaccompanied youth will likely see them. The posters include the Homeless Liaison's contact information.

Once a student is identified and is enrolled in school, a needs assessment closely follows. Parents/guardians and unaccompanied youth are informed of supports available to them under McKinney-Vento and school staff assess academic and social/emotional needs and arrange additional supports for students when needed. Homeless liaisons identify individual student needs to determine the services the SU/SD will provide to homeless students. Those identified services are then used to create investments in the CFP application.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless

children and youth.
Click here to enter text.

The VT-AOE has established an SU/SD-level dispute resolution process so all SU/SDs are consistent and timely with their response to disputes. The process begins with the State Director informing and training SU/SD Homeless Liaisons of their responsibility to inform homeless families and unaccompanied youth of their right to appeal decisions related to eligibility and school placement.

Students and their families are given information regarding their rights based on their homeless status. The State Director's contact information is given to parents/guardians and unaccompanied youth; they are encouraged to call if they have questions or concerns about the dispute process. If the family or unaccompanied youth is not satisfied with the outcome of the SU/SD-level dispute process, they can make an appeal to the VT-AOE. In the event of an appeal, the VT-AOE employs an established appeal procedure that clearly defines the process and timelines for each step. See Appendix F for a more detailed discussion of the appeals process. The State Director, the Vermont Secretary of Education or designee, and the VT-AOE legal staff work as a team to resolve McKinney-Vento disputes in a timely manner.

Homeless families and unaccompanied youth are enrolled (or stay enrolled) in the school where placement is desired and provided the services they are entitled to under the McKinney-Vento Act until the dispute process on the SU/SD or VT-AOE (if applicable) level is complete.

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.
   Click here to enter text.

In addition to the regular trainings referenced above, there are several additional supports available to SU/SD homeless liaisons. Liaisons have both the responsibility to work with the homeless population in the SU/SD and to work with other educators to create a supportive environment where students experiencing homelessness have access to a high quality education.

- Homeless liaisons regularly receive technical assistance from the State Director of Homeless Education via email and phone.
- Homeless liaisons can access the National Center for Homeless Education (NCHE) helpline if there is an immediate need for technical assistance and the State Director is not available.
- The VT-AOE maintains a listserv for the SU/SD Homeless Liaisons and the State Director sends out reminders and resources on a regular basis.
    - The State Director provides targeted technical assistance during the McKinney-Vento grantee and Consolidated Federal Programs monitoring processes.

- The State Director notifies the SU/SD Homeless Liaisons of the requirement to train school staff, especially registrars, on the McKinney-Vento Act, and ensures SU/SD Homeless Liaisons have the resources they need to do so.
- The VT-AOE offers in-person training to the SU/SD Homeless Liaisons at least once a year (more if time and resources allow). Topics are chosen by the liaisons based on perceived need.
- All SU/SD Homeless Liaisons are trained in the process to direct certify students experiencing homelessness for programs covered under the Child Nutrition Act.
- The State Director and SU/SD Homeless Liaisons participate in the NCHE webinars and other state and local training opportunities focused on supporting homeless children and youth. Liaisons also use these webinars and other NCHE resources when they train school staff.
- The State Director encourages the Homeless Liaisons to attend the NCHE's annual conference and provides technical assistance on the sources of funds that may be used to attend.

In addition to those supports provided to the homeless liaisons, SU/SD Title I coordinators also have access to trainings offered by the State Director on the homeless education set-aside requirement.

It is an absolute requirement in the CFP application to set aside Title I funds for the needs of homeless students. An application will not be approved without at least a minimum set-aside. The CFP application includes a set of McKinney-Vento assurances for SU/SDs and participating schools that they agree to upon submission of the application.

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
    i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
    ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
    iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
    Click here to enter text.

By State law, Vermont's public education system includes universal preschool for all 3 and 4 year olds and 5 year olds not yet enrolled in kindergarten. In addition to assurance of school enrollment, the State SEA provides Homeless Liaisons with monthly and quarterly technical

assistance, as well as, intensive training to build McKinney-Vento school personnel capacity regarding preschool-aged children. Annual training focuses on elimination of barriers to immediate school enrollment and access to allowable supplemental supports, under the law. The SEA collaborates with the preschool team at VT-AOE to obtain pertinent programmatic updates and to insure fidelity with Federal and State laws. If a family loses their housing, the homeless liaison follows the same process for preschool students as they would for K-12 students. Preschool students are immediately enrolled in the school determined to be in their best interest to attend and SU/SD Homeless Liaisons ensure that preschool students have access to the supports they are entitled to under McKinney-Vento. The VT-AOE will provide technical assistance on how best to serve homeless preschoolers.

VT-AOE ensures the eligible homeless children and youth do not face barriers to accessing the programs and services that are available to all other students in Vermont. As LEAs apply for Title I funds, they sign an assurance stating that students determined as homeless will be immediately enrolled and then homeless liaisons are trained to determine the barriers to full participation in the academic and extracurricular programs of the school. Strategies employed to ensure full participation include:

- For the full range of academic programs, Homeless Liaisons together with the child's parent(s), determine appropriate academic programming, including Title I services and arrange entry.
- For extracurricular activities, the Homeless Liaisons will pay, from Title I funds, an associated fee or remove barriers. This could include such costs as the rental of a musical instrument, athletic shoes for a sports program, or arranging late transportation for an afterschool activity.
- For afterschool and summer programs, the Homeless Liaisons work with the local 21st Century Program director or school program director to ensure access. If fees are required, the liaisons will use Title I funds to cover the costs. 21st Century personnel have and will continue to be trained on the needs of homeless students.
- For magnet schools – only one school district in Vermont has magnet schools. In that district, the Homeless Liaison works with the parent and school personnel to determine which of the magnet schools in the district would be most appropriate for the students and then they are immediately enrolled.
- Vermont has no charter schools (by law).
- For advanced placement classes and Career and Technical programs, the Homeless Liaison works with the local school counselors to ensure that homeless students have and do access AP classes and CTE programs. If needed, Title I funds are used for the costs associated with AP exams and any costs associated with the CTE program.
- For virtual classes and online learning, the Homeless Liaisons ensure that homeless students are able to enroll in virtual learning classes and if needed, will provide the devices and internet access needed to participate.

In all cases, the local Homeless Liaisons are critical to ensuring that homeless students have full access to the programs and services offered at Vermont's schools. As such, this group receives from the SEA annual training, information through a listserv, and frequent technical assistance.

The SU/SD Homeless Liaison and appropriate school staff have the responsibility to ensure homeless students have equal access to academic programs and extracurricular activities by assessing and then addressing the individual student's needs. They work closely with other federally funded programs like Title I, 21st Century, and locally supported academic and extracurricular program staff to enroll homeless students. If extracurricular activities include fee, uniform, or other requirements, the Homeless Liaison or designated staff person ensures the student has access to financial and other supports needed to meet the enrollment/registration requirements. Often community programs provide students the supports they require for full participation and to remove barriers.

The SU/SD Homeless Liaisons also work closely with the school nutrition staff to ensure that homeless students have access to free meals upon enrollment. Homeless students are automatically eligible (directly certified) for free meals and are not required to complete paperwork or produce income documentation. Some schools are food pantry satellite locations and will ensure homeless students and their families have access to food to take home with them. The State Director works closely with the VT-AOE child nutrition staff to ensure the programs they coordinate are aware of this entitlement.
Secondary youth experiencing homelessness are identified in the same manner as described above; however, for youth separated from the public school system there are additional considerations in the identification process, including:

- The VT-AOE actively partners with statewide community organizations serving youth experiencing or at risk of experiencing homelessness. These include the Runaway and Homeless Youth Act and the U.S. Department of Housing and Urban Development funded programs. Other statewide partners include the Vermont Department of Children and Families, Vermont Coalition to End Homelessness, the Vermont Migrant Education Program, and the Vermont Network against Domestic and Sexual Violence.
- The State Director ensures that SU/SD Homeless Liaisons are familiar with locally affiliated programs.
- The SU/SD Homeless Liaisons partner with the locally affiliated programs mentioned above and other local programs: pediatricians, law enforcement, faith-based organizations and food shelves, and other programs serving children and youth who may be disenfranchised from school. These local social service programs encourage youth to re-enroll in school and the Homeless Liaisons make sure they have the support they need to attend and participate in school.

The SU/SD Homeless Liaison works closely with the appropriate school system staff to make sure secondary students experiencing homelessness have equal access to education and support services. They support each student individually to meet their unique needs and make sure there are no barriers to full participation in school, credit accrual, or graduation. If needed, Title

I set-aside funds are used to remove barriers. For homeless students who have been enrolled in multiple high schools, tracking credit accumulation can be a major impediment to graduation. As outlined in Vermont's Education Quality Standards and supported by Act 77, Vermont high schools have moved toward a proficiency model for high school graduation. Students in schools need to demonstrate proficiency in order to complete individual classes and, ultimately, earn a diploma. As such, schools do not issue Carnegie credits and the accumulation of such credits do not lead to graduation; instead, schools acknowledge the proficiencies a student has demonstrated at previous schools in the accumulation of proficiencies leading to graduation. Ultimately, the school granting the diploma determines that a student has met sufficient proficiencies for graduation.

The State McKinney-Vento Director works closely with all LEA Homeless Liaisons to develop, implement and evaluate, annually, the effectiveness of supervisory union and school enrollment practices. To insure barrier free enrollment for all eligible students, annual training and on-call technical assistance, focusing on enrollment best practice is provided by the SEA. Specific strategies to eliminate barriers to enrollment include:

- Health Records: It is the policy that students experiencing homelessness will be enrolled immediately with or without immunization and other required health records. LEAs have on-site capacity with either a school nurse or other medical professionals to help students and their parents retrieve prior health records (including immunization records from a prior school enrollment) or if not up-to-date, provide access to immunizations, and other needed medical services for eligible students .
- Residency Requirements: LEAs are required to enroll students experiencing homelessness immediately with or without proof of current residency. Registrars and Homeless Liaisons are trained to listen to clues that families and/or students might give that might indicate that a student is currently experiencing homelessness. Homeless Liaisons are trained annually to determine a student's school of origin and school of current residency. If questions arise, the schools are instructed to enroll a student immediately and then to clarify issues around enrollment.
- Lack of Documentation: It is the policy that students experiencing homelessness will be enrolled immediately with or without a birth certificate, prior school records, and other documentation. The registrar and/or Homeless Liaison will then, after enrollment, work with the family to obtain the required documents. Often the documents needed may be in the student's records from the last school attended. As per federal law, documentation regarding citizenship of the child or parents is never required for enrollment.
- Guardianship Issues: It is the policy that students experiencing homelessness will be enrolled immediately with or without documentation of guardianship. This is especially needed for unaccompanied minors. For other students experiencing homelessness, if they are not living with a parent or under the State custody, then the registrar and/or Homeless Liaison works to ensure that appropriately paperwork is on file at the school with the information on who is able to give permission for activities or services when needed. In all cases, students continue enrollment while the issues are worked out.

- Uniform or Dress Code Requirements: Only a few private schools in Vermont require a uniform and for most schools, the dress code requirement is minimal. In all cases, appropriate attire is not a barrier to immediate enrollment. Often the school, in coordination with the Homeless Liaison will assess the needs, including clothing needs of a student experiencing homelessness. In Vermont, the need is often for a warm winter coat, boots, or clothing appropriate for school. Those are supplied using both Title I funds and community resources.

Monitoring of LEA procedures, practices and documentation is done on a regular basis. Monitoring includes recommendations for implementation of future best practice with Liaisons. Monitoring reports help to inform both the SEA and LEAs of continual annual improvement in removing barrier for McKinney-Vento eligible students throughout the State.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.
   Click here to enter text.

The policy in Vermont is that students will be enrolled immediately. After enrollment, the LEA Homeless Liaison and/or the school social worker or registrar will work with the family on obtaining enrollment requirements/documents. They are empowered to take the steps necessary to ensure a student experiencing homelessness receives the support necessary to fully participate in school. When needed, technical assistance is available from the VT-AOE.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.
   Click here to enter text.

It is the State's priority to ensure that homeless children and youth are enrolled in school immediately and that enrollment delays are minimized. To achieve this goal, the VT-AOE assists SU/SD Homeless Liaisons. Homeless Liaisons are proactive and try to reduce the number of problems by ensuring staff are regularly trained on McKinney-Vento requirements. Most schools provide registration materials that include housing questions that cue the registrars and school secretaries that the family or unaccompanied youth is experiencing homelessness. If the family or unaccompanied youth indicates on the paperwork or verbally that they may be homeless, the registrar immediately enrolls the family and makes a referral to the Homeless Liaison. The VT-AOE works closely with the State Department for Children and Families (DCF).

If DCF suspects that a family is homeless and not attending school, they will notify the SU/SD Homeless Liaison or the State Director and the family will be contacted.

When problems arise, the Homeless Liaison works quickly to resolve them. If there is an issue of enrollment, the liaison works with the school administrator and registrar to enroll the student as quickly as possible. If transportation is an issue, the Homeless Liaison works with the previous SU/SD attended to ensure that transportation or the cost of transportation is not as barrier to school attendance. If homeless families or unaccompanied youth lack typical enrollment documentation requirements such as health records, guardianship paperwork, birth certificates, and other required documents, the Homeless Liaison or other designated staff determine what is absolutely necessary and works with the family or unaccompanied youth to help obtain them. These activities occur after the student is enrolled and attending school. If the family or unaccompanied youth need financial support to obtain the required documents, school staff work with the Title I Coordinator or use other funding to help pay those fees.

If a homeless child or youth needs academic support, they are enrolled in Title I or other academic supports including afterschool and summer programming. If social-emotional support is needed, the school counselor and/or nurse is connected to work with the student. Homeless Liaisons and other key staff check in regularly on homeless students and touch base with teachers and families about supports needed to attend and participate in school. Supports may include transportation, school supplies, tutoring, afterschool programming, credit accrual support, and social services referrals. If a student disengages with the school, the Homeless Liaison and school staff contact the family or unaccompanied youth to offer supports to get the student back in school. School staff also partner with community organizations who provide the supports the family or unaccompanied youth might need reengage in school.

Furthermore, school personnel, trained annually, provide discreet enrollment processes that include the elimination of fees required to participate in extra-curricular activities, typically available to all students enrolled in a LEA. Additionally, Homeless Liaisons are required to develop a system for addressing, implementing and documenting processes for elimination of any outstanding fines that an eligible student may have incurred due to the adversity an eligible family may have faced, because of their homelessness. Homeless Liaisons work with the school of enrollment to ensure that students are not retained due to a number of absences that are the result of homelessness. In most cases, the school and/or the Homeless Liaison has been working with the family and/or student in coordination with other community organizations, to ensure that students are able to get to school each day. McKinney-Vento eligible students are not retained or not enrolled due to unpaid fines, fees, or excessive absences.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.
   Click here to enter text.

Secondary youth that are McKinney-Vento eligible work with school guidance counselors on post-secondary options – including college. Whenever possible, students will be enrolled in college readiness programs like Gear-Up and Talent Search.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

Interim Targets Overview

ESSA requires that states establish interim targets for each measure. Interim targets are set locally and at the state level in a staged approach. First, the state establishes a statewide interim target in relation to the accountability cycles we have established for the Comprehensive Support cycles. This state-wide target is designed to track our performance towards the long-term goal and to hold ourselves responsible for making strategic efforts today. The process for setting the interim target for each measure and student group is the same:

1. Calculate the difference between current school performance and the long-term target
2. Divide the difference by the number of accountability cycles remaining until the goal needs to be met.
3. Establish the school's next interim target by adding the value of #2 to the value of the school's current performance.

A. Academic Achievement

Table 49: ELA Performance Charts for Student Groups

*Please note that all numbers with an asterisk are approximations only. For a full explanation of how they were derived, please see section A.4.iii.a.1 above.

The Smarter Balanced Assessment has 4 performance levels (PL). Each assessment and grade level test covers a different range of scale points. Level 3 is considered proficient.

Accountability Question	**Grade**	**Current Performance**	**PL**	**Long term Goal**	**Interim Targets**					
		2016		***Mid Point of Proficient Scale***	**2019**	**PL**	**2022**	**PL**	**2025**	**PL**
					1		**2**		**3**	
How well are students performing in ELA/ reading in 3rd-9th grade? SCALE	All Students									
	3rd	2438	3.2	2460	2445	3.4	2453	3.7	2460	3.9
	4th	2477	3.1	2502	2485	3.4	2494	3.7	2502	3.9
	5th	2515	3.3	2541	2524	3.5	2532	3.7	2541	3.9
	6th	2539	3.1	2574	2551	3.4	2562	3.7	2574	3.9
	7th	2562	3.2	2600	2575	3.4	2587	3.7	2600	3.9
	8th	2580	3.2	2617	2592	3.5	2605	3.7	2617	3.9
	9th	*2608*		*2648*	*2621*		*2634*		*2648*	
	American Indian or Alaskan Native									
	3rd	2415	2.5	2460	2430	2.9	2445	3.4	2460	3.9
	4th	2432	1.6	2502	2455	2.3	2479	3.2	2502	3.9
	5th	2496	2.8	2541	2511	3.2	2526	3.6	2541	3.9
	6th	2526	2.8	2574	2542	3.2	2558	3.6	2574	3.9
	7th	2530	2.3	2600	2553	3.0	2577	3.5	2600	3.9
	8th	2535	2.2	2617	2562	2.9	2590	3.4	2617	3.9
	9th	*2559*		*2648*	*2588*		*2618*		*2648*	
	Asian									
	3rd	2453	3.7	2460	2455	3.7	2458	3.8	2460	3.9
	4th	2496	3.7	2502	2498	3.8	2500	3.9	2502	3.9
	5th	2528	3.6	2541	2532	3.7	2537	3.8	2541	3.9
	6th	2553	3.5	2574	2560	3.6	2567	3.8	2574	3.9
	7th	2577	3.5	2600	2585	3.6	2592	3.8	2600	3.9
	8th	2597	3.6	2617	2604	3.7	2610	3.8	2617	3.9
	9th	*2626*		*2648*	*2633*		*2640*		*2648*	
	African-American									
	3rd	2407	2.2	2460	2425	2.8	2442	3.3	2460	3.9

Accountability Question	Grade	Current Performance	PL	Long term Goal	Interim Targets					
		2016		*Mid Point of Proficient Scale*	2019	PL	2022	PL	2025	PL
					1		2		3	
SCALE	4th	2445	2.0	2502	2464	2.6	2483	3.3	2502	3.9
	5th	2475	2.1	2541	2497	2.8	2519	3.4	2541	3.9
	6th	2495	2.0	2574	2521	2.7	2548	3.3	2574	3.9
	7th	2512	1.9	2600	2541	2.6	2571	3.3	2600	3.9
	8th	2545	2.4	2617	2569	3.0	2593	3.5	2617	3.9
	9th	*2573*		*2648*	*2598*		*2623*		*2648*	
	Hispanic									
	3rd	2425	2.8	2460	2437	3.1	2448	3.5	2460	3.9
	4th	2456	2.4	2502	2471	2.9	2487	3.4	2502	3.9
	5th	2510	3.2	2541	2520	3.4	2531	3.7	2541	3.9
	6th	2548	3.3	2574	2557	3.6	2565	3.7	2574	3.9
	7th	2548	2.8	2600	2565	3.2	2583	3.6	2600	3.9
	8th	2596	3.5	2617	2603	3.7	2610	3.8	2617	3.9
	9th	*2630*		*2648*	*2636*		*2642*		*2648*	
	Native Hawaiian or Pacific Islander									
	3rd	2453	3.7	2460	2455	3.7	2458	3.8	2460	3.9
	4th	2504	4.0	2502	2503	4.0	2503	4.0	2502	3.9
	5th	2528	3.6	2541	2532	3.7	2537	3.8	2541	3.9
	6th	2571	3.9	2574	2572	3.9	2573	3.9	2574	3.9
	7th	2561	3.2	2600	2574	3.4	2587	3.7	2600	3.9
	8th	2549	2.5	2617	2572	3.1	2594	3.5	2617	3.9
	9th	*2568*		*2648*	*2595*		*2622*		*2648*	
	White									
	3rd	2438	3.2	2460	2445	3.4	2453	3.7	2460	3.9
	4th	2478	3.1	2502	2486	3.4	2494	3.7	2502	3.9
	5th	2517	3.3	2541	2525	3.5	2533	3.7	2541	3.9
	6th	2540	3.2	2574	2551	3.4	2563	3.7	2574	3.9
	7th	2563	3.2	2600	2575	3.4	2588	3.7	2600	3.9
	8th	2581	3.2	2617	2593	3.5	2605	3.7	2617	3.9
	9th	*2610*		*2648*	*2622*		*2635*		*2648*	
	English Learner									

Accountability Question	Grade	Current Performance	PL	Long term Goal	Interim Targets					
		2016		*Mid Point of Proficient Scale*	2019	PL	2022	PL	2025	PL
					1		2		3	
SCALE	3rd	2410	2.3	2460	2427	2.9	2443	3.3	2460	3.9
	4th	2383	1.0	2502	2423	1.3	2462	2.6	2502	3.9
	5th	2406	1.0	2541	2451	1.3	2496	2.8	2541	3.9
	6th	2408	1.0	2574	2463	1.2	2519	2.6	2574	3.9
	7th	2437	1.0	2600	2491	1.4	2546	2.7	2600	3.9
	8th	2464	1.0	2617	2515	1.7	2566	2.9	2617	3.9
	9th	*2475*		*2648*	*2532*		*2590*		*2648*	
	Students with Free and Reduced Lunch									
	3rd	2406	2.2	2460	2424	2.8	2442	3.3	2460	3.9
	4th	2441	1.9	2502	2461	2.5	2482	3.3	2502	3.9
	5th	2480	2.3	2541	2500	2.9	2521	3.4	2541	3.9
	6th	2502	2.2	2574	2526	2.8	2550	3.4	2574	3.9
	7th	2520	2.1	2600	2547	2.8	2573	3.4	2600	3.9
	8th	2541	2.3	2617	2566	2.9	2592	3.5	2617	3.9
	9th	*2568*		*2648*	*2595*		*2622*		*2648*	
	Students With Disabilities									
	3rd	2353	1.0	2460	2389	1.6	2424	2.8	2460	3.9
	4th	2385	1.0	2502	2424	1.3	2463	2.6	2502	3.9
	5th	2416	1.0	2541	2458	1.5	2499	2.9	2541	3.9
	6th	2431	1.0	2574	2479	1.6	2526	2.8	2574	3.9
	7th	2448	1.0	2600	2499	1.6	2549	2.8	2600	3.9
	8th	2465	1.0	2617	2516	1.7	2566	2.9	2617	3.9
	9th	*2485*		*2648*	*2539*		*2593*		*2648*	
	Male									
	3rd	2427	2.9	2460	2438	3.2	2449	3.5	2460	3.9
	4th	2465	2.7	2502	2477	3.1	2490	3.5	2502	3.9
	5th	2499	2.9	2541	2513	3.2	2527	3.6	2541	3.9
	6th	2523	2.7	2574	2540	3.2	2557	3.6	2574	3.9
	7th	2543	2.7	2600	2562	3.2	2581	3.5	2600	3.9
	8th	2561	2.8	2617	2580	3.2	2598	3.6	2617	3.9

Accountability Question	Grade	Current Performance	PL	Long term Goal	Interim Targets					
		2016		*Mid Point of Proficient Scale*	2019	PL	2022	PL	2025	PL
					1		2		3	
	9th	*2588*		*2648*	*2608*		*2628*		*2648*	
	Female									
	3rd	2449	3.5	2460	2453	3.7	2456	3.8	2460	3.9
	4th	2490	3.5	2502	2494	3.7	2498	3.8	2502	3.9
	5th	2533	3.7	2541	2536	3.8	2538	3.9	2541	3.9
	6th	2556	3.5	2574	2562	3.7	2568	3.8	2574	3.9
	7th	2582	3.6	2600	2588	3.7	2594	3.8	2600	3.9
	8th	2600	3.6	2617	2606	3.7	2611	3.8	2617	3.9
	9th	*2630*		*2648*	*2636*		*2642*		*2648*	
	Migrant									
	3rd	2363	1.0	2460	2395	1.8	2428	2.9	2460	3.9
	4th	N<11		2502					2502	3.9
	5th	N<11		2541					2541	3.9
	6th	N<11		2574					2574	3.9
	7th	N<11		2600					2600	3.9
	8th	N<11		2617					2617	3.9
	9th	N<11		*2648*						
	Historically Marginalized Students									
	3rd	*2415*	2.5	2460	*2430*	2.9	*2445*	3.4	2460	3.9
	4th	*2443*	1.9	2502	*2462*	2.6	*2482*	3.3	2502	3.9
	5th	*2480*	2.3	2541	*2500*	2.9	*2520*	3.4	2541	3.9
	6th	*2504*	2.2	2574	*2527*	2.8	*2550*	3.4	2574	3.9
	7th	*2516*	2.0	2600	*2544*	2.7	*2572*	3.4	2600	3.9
	8th	*2537	2.2	2617	*2563*	2.9	*2590*	3.4	2617	3.9
	9th	*2561*		*2648*	*2590*		*2619*		*2648*	

Table 50: Math Performance Charts for Student Groups

Accountability Question	Grade	Current Performance	PL	Long term Goal	Interim Targets					
		2016		*Mid Point of Proficient Scale*	2019	PL	2022	PL	2025	PL
					1		2		3	
How well are students performing in mathematics in 3rd-9th grade? SCALE	All Students									
	3rd	2443	3.2	2468	2468	3.9	2493	4.7	2468	3.9
	4th	2482	2.9	2516	2493	3.2	2504	3.6	2516	3.9
	5th	2509	2.4	2553	2523	2.8	2538	3.3	2553	3.9
	6th	2522	2.2	2580	2541	2.7	2560	3.2	2580	3.9
	7th	2548	2.5	2600	2565	2.9	2582	3.4	2600	3.9
	8th	2564	2.4	2619	2582	2.8	2600	3.4	2619	3.9
	9th	*2589*		*2649*	*2609*		*2629*		*2649*	
	American Indian or Alaskan Native									
	3rd	2428	2.7	2468	2441	3.1	2454	3.5	2468	3.9
	4th	2440	1.8	2516	2465	2.5	2490	3.1	2516	3.9
	5th	2487	1.9	2553	2509	2.4	2541	3.5	2553	3.9
	6th	2498	1.6	2580	2525	2.3	2552	3.0	2580	3.9
	7th	2512	1.6	2600	2541	2.3	2570	3.1	2600	3.9
	8th	2511	1.1	2619	2547	2.0	2583	2.8	2619	3.9
	9th	*2527*		*2649*	*2567*		*2607*		*2649*	
	Asian									
	3rd	2459	3.7	2468	2462	3.8	2465	3.8	2468	3.9
	4th	2498	3.4	2516	2504	3.6	2510	3.7	2516	3.9
	5th	2523	2.8	2553	2533	3.2	2543	3.5	2553	3.9
	6th	2545	2.8	2580	2556	3.1	2568	3.5	2580	3.9
	7th	2569	3.0	2600	2579	3.3	2589	3.6	2600	3.9
	8th	2598	3.3	2619	2605	3.5	2612	3.7	2619	3.9
	9th	*2626*		*2649*	*2633*		*2641*		*2649*	
	African-American									
	3rd	2402	1.8	2468	2424	2.5	2444	3.2	2468	3.9
	4th	2446	1.9	2516	2469	2.5	2492	3.7	2516	3.9
	5th	2465	1.3	2553	2494	2.0	2513	3.5	2553	3.9
	6th	2466	1.0	2580	2504	1.8	2542	3.5	2580	3.9

Accountability Question	Grade	Current Performance	PL	Long term Goal	Interim Targets					
		2016		*Mid Point of Proficient Scale*	2019	PL	2022	PL	2025	PL
					1		2		3	
	7th	2487	1.0	2600	2524	1.9	2562	3.6	2600	3.9
	8th	2506	1.0	2619	2543	1.9	2581	3.7	2619	3.9
	9th	*2523*		*2649*	*2565*		*2607*		*2649*	
	Hispanic									
	3rd	2427	2.6	2468	2440	3.1	2454	3.5	2468	3.9
	4th	2464	2.4	2516	2481	2.9	2498	3.4	2516	3.9
	5th	2496	2.1	2553	2515	2.6	2534	3.2	2553	3.9
	6th	2520	2.2	2580	2540	2.7	2560	3.2	2580	3.9
	7th	2537	2.2	2600	2558	2.7	2579	3.3	2600	3.9
	8th	2569	2.5	2619	2585	2.9	2602	3.4	2619	3.9
	9th	*2616*		*2649*	*2627*		*2638*		*2649*	
	Native Hawaiian or Pacific Islander									
	3rd	2450	3.4	2468	2456	3.6	2462	3.8	2468	3.9
	4th	2513	2.8	2516	2514	3.9	2515	3.9	2516	3.9
	5th	2500	2.2	2553	2517	2.7	2535	3.2	2553	3.9
	6th	2558	3.2	2580	2565	3.4	2572	3.6	2580	3.9
	7th	2551	2.6	2600	2567	3.0	2583	3.4	2600	3.9
	8th	2513	1.2	2619	2548	2.1	2583	2.8	2619	3.9
	9th	*2524*		*2649*	*2565*		*2607*		*2649*	
	White									
	3rd	2442	3.1	2468	2450	3.4	2459	3.7	2468	3.9
	4th	2483	2.9	2516	2494	3.2	2505	3.6	2516	3.9
	5th	2510	2.5	2553	2524	2.9	2538	3.4	2553	3.9
	6th	2523	2.2	2580	2542	2.7	2561	3.3	2580	3.9
	7th	2549	2.5	2600	2566	2.9	2583	3.4	2600	3.9
	8th	2565	2.4	2619	2583	2.8	2601	3.4	2619	3.9
	9th	*2590*		*2649*	*2609*		*2629*		*2649*	
	English Learner									
	3rd	2426	2.6	2468	2440	3.1	2454	3.5	2468	3.9
	4th	2411	1.1	2516	2446	1.9	2471	2.6	2516	3.9
	5th	2423	1.0	2553	2466	1.3	2509	2.4	2553	3.9

Accountability Question	Grade	Current Performance	PL	Long term Goal	Interim Targets					
		2016		*Mid Point of Proficient Scale*	2019	PL	2022	PL	2025	PL
					1		2		3	
	6th	2382	1.0	2580	2448	1.0	2514	2.0	2580	3.9
	7th	2431	1.0	2600	2487	1.0	2543	2.4	2600	3.9
	8th	2421	1.0	2619	2487	1.0	2553	2.2	2619	3.9
	9th	*2420*		*2649*	*2496*		*2572*		*2649*	
	Students with Free and Reduced Lunch									
	3rd	2414	2.2	2468	2432	2.8	2440	3.1	2468	3.9
	4th	2452	2.1	2516	2473	2.6	2494	3.2	2516	3.9
	5th	2477	1.6	2553	2402		2527	2.9	2553	3.9
	6th	2485	1.3	2580	2516	2.1	2548	2.9	2580	3.9
	7th	2506	1.6	2600	2537	2.2	2568	3.0	2600	3.9
	8th	2518	1.3	2619	2551	2.1	2585	2.9	2619	3.9
	9th	*2539*		*2649*	*2575*		*2612*		*2649*	
	Students With Disabilities									
	3rd	2354	1.0	2468	2392	1.4	2430	2.8	2468	3.9
	4th	2406	1.0	2516	2442	1.8	2479	2.8	2516	3.9
	5th	2421	1.0	2553	2465	1.3	2509	2.4	2553	3.9
	6th	2408	1.0	2580	2465	1.0	2522	2.2	2580	3.9
	7th	2424	1.0	2600	2482	1.0	2541	2.3	2600	3.9
	8th	2435	1.0	2619	2496	1.0	2557	2.3	2619	3.9
	9th	*2451*		*2649*	*2517*		*2583*		*2649*	
	Male									
	3rd	2442	3.1	2468	2450	3.4	2459	3.7	2468	3.9
	4th	2485	3.0	2516	2495	3.3	2505	3.6	2516	3.9
	5th	2507	2.5	2553	2522	2.8	2537	3.3	2553	3.9
	6th	2519	2.1	2580	2539	2.6	2559	3.2	2580	3.9
	7th	2541	2.3	2600	2560	2.8	2580	3.3	2600	3.9
	8th	2557	2.3	2619	2577	2.7	2598	3.3	2619	3.9
	9th	*2579*		*2649*	*2602*		*2625*		*2649*	
	Female									
	3rd	2442	3.1	2468	2450	3.4	2459	3.7	2468	3.9
	4th	2480	2.8	2516	2492	3.2	2504	3.6	2516	3.9

Accountability Question	Grade	Current Performance	PL	Long term Goal	Interim Targets					
		2016		*Mid Point of Proficient Scale*	2019	PL	2022	PL	2025	PL
					1		2		3	
	5th	2510	2.5	2553	2524	2.9	2538	3.4	2553	3.9
	6th	2525	2.3	2580	2543	2.7	2561	3.3	2580	3.9
	7th	2555	2.7	2600	2570	3.1	2585	3.5	2600	3.9
	8th	2570	2.6	2619	2586	3.0	2602	3.4	2619	3.9
	9th	*2596*		*2649*	*2613*		*2631*		*2649*	
	Migrant									
	3rd	2377	1.0	2468	2407	1.9	2437	2.9	2468	3.9
	4th	N<11		2516					2516	3.9
	5th	N<11		2553					2553	3.9
	6th	N<11		2580					2580	3.9
	7th	N<11		2600					2600	3.9
	8th	N<11		2619					2619	3.9
	9th	N<11		*2649*					*2649*	
	Historically Marginalized Students									
	3rd	*2420*	2.4	2468	*2436*	2.9	*2452*	3.4	2468	3.9
	4th	*2454*	2.1	2516	*2474*	2.2	*2495*	3.3	2516	3.9
	5th	*2474*	1.5	2553	*2500*	2.2	*2526*	2.9	2553	3.9
	6th	*2483*	1.2	2580	*2514*	2.0	*2546*	2.8	2580	3.9
	7th	*2502*	1.4	2600	*2534*	2.2	*2567*	3.0	2600	3.9
	8th	*2508*	1.1	2619	*2545*	2.0	*2582*	2.8	2619	3.9
	9th	*2528*		*2649*	*2568*		*2608*		*2649*	

Table 51: Proposed Graduation Rate Long-term Goals and Interim Targets

Graduation Rate (4 year)	Number of Students in Cohort	Current Performance 2016	PL	Long Term Goal	Interim Goals					
					2019 1	2019 PL	2022 2	2022 PL	2025 3	2025 PL
All Students	6,172	87.6%	3.4	90%	88.4%	3.5	89.2%	3.6	90%	3.6
Accountability Categories										
Ethnic and Racial Categories:										
American Indian or Alaskan Native	97	80.4%	3.0	90%	83.6%	3.2	86.8%	3.4	90%	3.6
Asian	168	80.0%	3.0	90%	83.3%	3.2	86.7%	3.4	90%	3.6
Black	193	79.8%		90%	83.2%	3.2	86.6%	3.4	90%	3.6
Hispanic	115	80.9%	3.0	90%	83.9%	3.2	87.0%	3.4	90%	3.6
Native Hawaiian or other Pacific Islander	20	100.0%	5.0	90%	90.0%	3.6	90.0%	3.6	90%	3.6
White	5,892	88.8%	3.6	90%	89.2%	3.6	89.6%	3.6	90%	3.6
English Learners	141	68.1%	2.1	90%	75.4%	2.6	82.7%	3.2	90%	3.6
Students with Free and Reduced Lunch	2,733	78.0%	2.9	90%	82.0%	3.1	86.0%	3.4	90%	3.6
Students with Disabilities	1,009	71.9%	2.4	90%	77.9%	59	84.0%	3.2	90%	3.6
Historically Marginalized Students									90%	3.6
Historically Privileged Students										
Additional Reporting Categories										
Female	3,021	89.6%	3.6	90%	89.7%	3.6	89.9%	3.6	90%	3.6
Male	3,151	85.8%	3.4	90%	87.2%	3.4	88.6%	3.6	90%	3.6
Migrant Students	6	16.7%	1.0	90%	41.1%	1.0	65.6%	1.9	90%	3.6
Military-Affiliated Students	*	*							90%	3.6
Homeless Students	*	*							90%	3.6
Students in Foster Care	*	*							90%	3.6

* Data is not currently available.

Table 52: Current 6-year Graduation Rate Levels of Performance

Graduation Rate (6 year)	Number of Students in Cohort	Current Performance 2016	PL	Long Term Goals	Interim Goals					
					2019 1	2019 PL	2022 2	2022 PL	2025 3	2025 PL
All Students	6,538	90.7%	3.7	100%	93.8%	3.9	96.9%	4.4	100%	5.0
Accountability Categories										
Ethnic and Racial Categories:										
American Indian or Alaskan Native	99	80.8%	3.0	100%	87.2%	3.4	93.6%	3.9	100%	5.0
Asian	161	93.2%	3.8	100%	95.5%	4.1	97.7%	4.6	100%	5.0
Black	194	84.0%	3.2	100%	89.3%	3.6	94.7%	4.0	100%	5.0
Hispanic	101	86.1%	3.4	100%	90.7%	3.7	95.4%	4.0	100%	5.0
Native Hawaiian or other Pacific Islander	19	100.0%	5.0	100%	100.0%	5.0	100.0%	5.0	100%	5.0
White	6,307	90.7%	3.7	100%	93.8%	3.9	96.9%	4.4	100%	5.0
English Learners	130	82.3%	3.1	100%	88.2%	3.5	94.1%	3.9	100%	5.0
Students with Free and Reduced Lunch	2,685	82.3%	3.1	100%	88.2%	3.5	94.1%	3.9	100%	5.0
Students with Disabilities	1,063	79.3%	3.0	100%	86.2%	3.4	93.1%	3.8	100%	5.0
Historically Marginalized Students									100%	5.0
Historically Privileged Students									100%	5.0
Additional Reporting Categories										
Female	3,219	91.1%	3.7	100%	94.1%	3.9	97.0%	4.3	100%	5.0
Male	3,319	90.2%	3.6	100%	93.5%	3.9	96.7%	4.3	100%	5.0
Migrant Students	*	*							100%	5.0
Military-Affiliated Students	*	*							100%	5.0
Homeless Students	*	*							100%	5.0
Students in Foster Care	*	*							100%	5.0

* Data is not currently available.

Table 53: Proposed English Language Proficiency Baseline Data and Interim Targets

Accountability Question	Grade	Current Performance 2016	PL	Long term Goal	Interim Targets					
					2019 1	2019 PL	2022 2	2022 PL	2025 3	2025 PL
How well are students gaining English Proficiency? Annual Progress toward Proficiency	All	10%	1.0	100%	40%	1.5	70%	3.6	100%	5.0

Appendix B

Table 54: Decile point values for scoring- ELA

Point Value	ELA Scale							ELA Growth
	3rd	4th	5th	6th	7th	8th	9th*	
1.0	<2369	<2414	<2441	<2453	<2475	<2486	<2506	0
1.1	2372	2417	2444	2457	2479	2490	2510	3
1.2	2375	2420	2447	2461	2483	2494	2515	5
1.3	2378	2423	2450	2465	2487	2498	2519	8
1.4	2381	2426	2453	2469	2491	2502	2524	10
1.5	2384	2429	2456	2473	2495	2506	2528	13
1.6	2387	2432	2459	2477	2499	2510	2532	15
1.7	2390	2435	2462	2481	2503	2514	2537	18
1.8	2393	2438	2465	2485	2507	2518	2541	20
1.9	2396	2441	2468	2489	2511	2522	2546	23
2.0	2399	2444	2471	2493	2515	2526	2550	25
2.1	2402	2447	2474	2497	2519	2530	2554	28
2.2	2406	2450	2477	2501	2523	2534	2559	30
2.3	2409	2453	2480	2504	2526	2538	2563	33
2.4	2412	2456	2483	2508	2530	2542	2568	35
2.5	2416	2459	2486	2512	2534	2546	2572	38
2.6	2419	2462	2489	2516	2537	2550	2576	40
2.7	2422	2465	2492	2520	2541	2554	2581	43
2.8	2425	2468	2495	2523	-2545	2558	2585	45
2.9	2429	2471	2498	2527	2548	2562	2590	48
3.0	2432	2473	2502	2531	2552	2567	2594	50
3.1	2435	2476	2506	2535	2557	2572	2599	53
3.2	2438	2479	2510	2540	2562	2577	2605	55
3.3	2441	2482	2514	2544	2567	2582	2610	58
3.4	2444	2485	2518	2549	2572	2587	2616	60
3.5	2446	2488	2522	2553	2577	2592	2621	63
3.6	2449	2491	2526	2557	2582	2597	2626	65
3.7	2452	2494	2530	2562	2587	2602	2632	68
3.8	2455	2497	2534	2566	2592	2607	2637	70
3.9	2458	2500	2538	2571	2597	2612	2643	73
4.0	2461	2503	2542	2575	2601	2618	2648	75
4.1	2464	2506	2546	2579	2606	2623	2653	78
4.2	2467	2509	2550	2584	2611	2628	2659	80
4.3	2470	2512	2554	2588	2616	2633	2664	83
4.4	2473	2515	2558	2593	2621	2638	2670	85
4.5	2476	2518	2562	2597	2626	2643	2675	88
4.6	2479	2521	2566	2601	2631	2648	2680	90
4.7	2482	2524	2570	2606	2636	2653	2686	93
4.8	2485	2527	2574	2610	2641	2658	2691	95
4.9	2488	2530	2578	2615	2646	2663	2697	98
5.0	>2491	>2533	>2582	>2619	>2651	>2668	>2702	100

Table 55: Decile point values for scoring- Math

Point	Math Scale							Math Growth
Value	3rd	4th	5th	6th	7th	8th	9th*	
1.0	<2378	<2407	<2451	<2472	<2485	<2504	<2527	0
1.1	2381	2411	2455	2476	2489	2508	2531	3
1.2	2384	2415	2459	2480	2493	2512	2535	5
1.3	2387	2419	2463	2484	2497	2516	2540	8
1.4	2390	2423	2467	2488	2501	2520	2544	10
1.5	2393	2427	2471	2492	2505	2524	2549	13
1.6	2396	2431	2475	2496	2509	2528	2553	15
1.7	2399	2435	2479	2500	2513	2532	2558	18
1.8	2402	2439	2483	2504	2517	2536	2562	20
1.9	2405	2443	2487	2508	2521	2540	2567	23
2.0	2408	2447	2491	2512	2525	2544	2571	25
2.1	2411	2451	2495	2516	2529	2548	2576	28
2.2	2414	2455	2498	2520	2533	2553	2580	30
2.3	2416	2458	2502	2524	2538	2557	2585	33
2.4	2419	2462	2506	2528	2542	2561	2589	35
2.5	2422	2466	2510	2532	2546	2565	2594	38
2.6	2425	2470	2513	2536	2550	2569	2598	40
2.7	2428	2474	2517	2540	2554	2573	2603	43
2.8	2430	2477	2521	2544	2559	2578	2607	45
2.9	2433	2481	2524	2548	2563	2582	2612	48
3.0	2436	2485	2528	2552	2567	2586	2616	50
3.1	2439	2488	2531	2555	2570	2589	2619	53
3.2	2443	2491	2533	2558	2574	2593	2623	55
3.3	2446	2495	2536	2561	2577	2596	2626	58
3.4	2449	2498	2538	2564	2581	2600	2629	60
3.5	2453	2501	2541	2567	2584	2603	2633	63
3.6	2456	2504	2544	2570	2587	2606	2636	65
3.7	2459	2507	2546	2573	2591	2610	2639	68
3.8	2462	2511	2549	2576	2594	2613	2642	70
3.9	2466	2514	2551	2579	2598	2617	2646	73
4.0	2469	2517	2554	2581	2601	2620	2649	75
4.1	2472	2520	2557	2584	2604	2623	2652	78
4.2	2476	2523	2559	2587	2608	2627	2656	80
4.3	2479	2527	2562	2590	2611	2630	2659	83
4.4	2482	2530	2564	2593	2615	2634	2662	85
4.5	2486	2533	2567	2596	2618	2637	2666	88
4.6	2489	2536	2570	2599	2621	2640	2669	90
4.7	2492	2539	2572	2602	2625	2644	2672	93
4.8	2495	2543	2575	2605	2628	2647	2675	95
4.9	2499	2546	2577	2608	2632	2651	2679	98
5.0	>2502	>2549	>2780	>2611	>2634	>2654	>2682	100

Table 56: Decile point values for scoring- Science, PE, EL, Grad Rate, and CCR

Point	Science Scale			PE		EL	Grad. Rate		CCR	
Value	5th	8th	11th	Scale	Growth	Progress	4-year	6-year	Tests	Alumni
1.0						<36	<58	<58	<36	<36
1.1						36	58	58	36	36
1.2						37	59	59	37	37
1.3						38	60	60	38	38
1.4						39	61	61	39	39
1.5						40	62	62	40	40
1.6						41	63	63	41	41
1.7						42	64	64	42	42
1.8						43	65	65	43	43
1.9						44	66	66	44	44
2.0						45	67	67	45	45
2.1						47	68	68	47	47
2.2						48	69	69	48	48
2.3						50	71	71	50	50
2.4						51	72	72	51	51
2.5						53	73	73	53	53
2.6						54	75	75	54	54
2.7						56	76	76	56	56
2.8						57	77	77	57	57
2.9						59	78	78	59	59
3.0	to be determined			to be determined		60	80	80	60	60
3.1						62	82	82	62	62
3.2						63	83	83	63	63
3.3						65	85	85	65	65
3.4						66	86	86	66	66
3.5						68	88	88	68	68
3.6						69	89	89	69	69
3.7						71	91	91	71	71
3.8						72	92	92	72	72
3.9						74	94	94	74	74
4.0						76	95	95	76	76
4.1						78	95.5	95.5	78	78
4.2						81	96	96	81	81
4.3						83	96.5	96.5	83	83
4.4						86	97	97	86	86
4.5						88	97.5	97.5	88	88
4.6						90	98	98	90	90
4.7						93	98.5	98.5	93	93
4.8						95	99	99	95	95
4.9						98	99.5	99.5	98	98
5.0						100	100	100	100	100

Appendix C-- Table 57: Worked Example of Calculating Score

A school and/or SU/SD summary composite score for each Criteria is calculated by first converting the actual school-level performance (F) into the 4-Level Performance score. These Indicator 4-Level Performance Scores are then averaged to create an Indicator Summary (H). Indicator Summary Scores are then averaged again to create an Accountability Question Summary Score (I). The Accountability Question Summary Scores are then combined with a weighted average to produce the Criteria Current Score (K). Finally, the prior year's Current Score is subtracted from the current year current score to calculate the change from year-to-year.

Criteria	Category	Accountability Question	Indicators					Accountability		Criteria	
			Indicators	Grades	(F) Actual Score	(G) 4-Level Performance	(H) Indicator Summary	(I) Summary	(J) Weight	(K) Current Score	(L) Change Y-Y
Academic Proficiency	Content Standards	How well are students performing in ELA/reading? (3-9)	*Scale*	**6** **7** **8**	**2557** **2548** **2610**	***3.6*** ***2.8*** ***3.8***	***3.40***	***3.10***	***35%***	***2.993***	***N/A until 2018, for illustrative purposes, assume last year was 2.850*** ***+.143***
			Growth	**All**	**45.2%**	***2.8***	***2.80***				
		How well are students performing in mathematics? (3-9)	*Scale*	**6** **7** **8**	**2533** **2532** **2569**	***2.5*** ***2.1*** ***2.6***	***2.40***	***2.85***	***35%***		
			Growth	**All**	**57.8%**	***3.3***	***3.30***				
		How well are students performing in science? (5,8,11)	*Scale*	**8**	**833**	***2.9***	***2.90***	***2.90***	***10%***		
		How well are students performing in PE	*Scale*	**6-8**	**TBD**	***3.1***	***3.10***	***3.10***	***10%***		
	English Language Proficiency	How well are English Learners gaining English proficiency?	*% Progress*	**6-8**	***62%***	***3.1***	***3.10***	***3.10***	***10%***		
	Graduation Rate	Are students staying in school until they *graduate*?	*4-year Grad. Rate* *6-year Grad. Rate*	**N/A** **N/A**	***N/A***	***N/A***	***N/A***	***N/A***	***0%***		
	College and Career Readiness	How well did seniors perform on career and college ready assessments?	*% CCR on tests*	**N/A**	***N/A***	***N/A***	***N/A***	***N/A***	***0%***		
		Are alumni pursuing a career and college ready outcome within 16 months of graduation?	% CCR as Alums	N/A	***N/A***	***N/A***	***N/A***	***N/A***	***0%***		

Appendix D

After the Current (K) and Change in Year-to-Year performance scores are calculated the gaps are calculated. To determine the Equity Gap (M) the performance for each of the historically marginalized groups is subtracted from the "All Students" group. A large positive number indicates that each student group of interest is underserved. A negative score represents a student group that is out-performing the "All Students" group.

To determine the Equity Gap Reduction, we calculate the difference between the current year's equity gap and the prior year's equity gap for each student groups. A large positive number indicates that the equity gap for the student group of interest is shrinking.

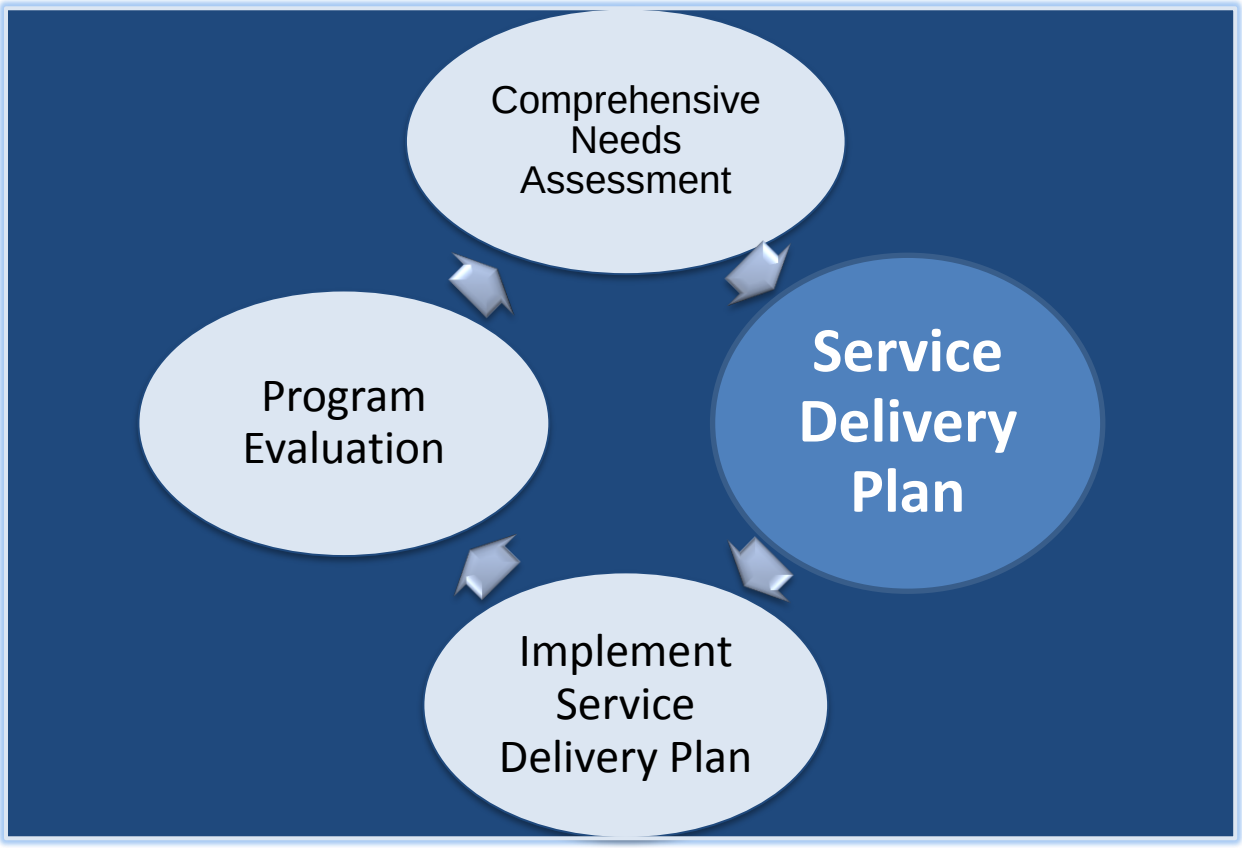
Table 58: Worked Example of "Equity Gap" for Equity 1 Schools

Criteria	Student Group	(K) Current	(M) Equity Gap All-Group Perform Gap (K)	(L) Change Year-to- Year	(N) Gap Reduction Group-All Change (L)
Academic Proficiency	**All Students**	2.993		+0.143	
	*FRL**	2.513	0.400	+0.325	+0.182
	Non-FRL	3.500	-0.587	+0.150	+0.007
	*SPED**	***	***	***	***
	Non-SPED	***	***	***	***
	*EL**	2.343	0.545	+0.295	+0.152
	Non-EL	3.711	-0.798	+0.135	-0.008
	White	3.108	-0.115	+0.195	+0.052
	Asian	***	***	***	***
	*Black**	***	***	***	***
	*Hispanic**	***	***	***	***
	*Native American**	***	***	***	***
	*Pacific Islander**	***	***	***	***
	Historically Marginalized (HM) Students*	2.513	0.400	+0.320	+0.177
	Historically Advantaged (HA) Students	3.500	-0.507	+0.190	+0.047

Appendix E:

Vermont Migrant Education Program

Service Delivery Plan



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Service Delivery Plan Update Committee

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Acronyms

AMO	Annual Measurable Objective
CAMP	College Assistance Migrant Program
CAS	Comprehensive Assessment System
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ECE	Early Childhood Education
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act

GOSOSY	Graduation and Outcomes for Success for OSY
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IMEC	Interstate Migrant Education Council
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MiraCORE	Migrant reading achievement: comprehensive Online Reading Education
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NASDME	National Association of State Directors of Migrant Education
NCFH	National Center for Farmworker Health
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PARCC	Partnership for Assessment of Readiness for College and Careers
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Service
PK	Pre-Kindergarten
PLP	Personalized Learning Plan

QAD	**Qualifying Arrival Date**
QSI	**Quality of Strategy Implementation**
SDP	**Service Delivery Plan**
SEA	**State Education Agency**
STEM	**Science, Technology, Engineering and Math**
TA	**Technical Assistance**
UVM	**University of Vermont**
VAE	**Vermont Agency of Education**
VT	**Vermont**

Introduction

The Vermont Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the state. This Service Delivery Plan (SDP), which was developed collaboratively by a broad-based SDP Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

The SDP committee met to identify and address the unique educational needs of migrant children in accordance with a comprehensive plan that:

- Is integrated with other federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, state, and federal educational programs;
- Is the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- Provides for the integration of services available under Title I Part C with services provided by such other programs.

The components included this comprehensive SDP include those suggested in the Office of Migrant Education (OME) SDP Toolkit 2012 (http://nche.ed.gov/ome_toolkits/sdp/toolkit.pdf). These are:

1. *Performance Targets*. The plan must specify the performance targets that the state has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the state has identified for migrant children. (34 CFR 200.83(a)(1).)

2. *Needs Assessment*. The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)

3. *Measurable Program Outcomes (MPOs)*. The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or

educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment (CNA). The measurable outcomes should also help achieve the state's performance targets.

4. *Service Delivery*. The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The state's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

5. *Evaluation*. The plan must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

Optional information that may be contained in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- *Priority for Services*. A description of how, on a statewide basis, the state will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and (2) whose education has been interrupted during the regular school year.

- *Parent Involvement*. A description of the SEA's consultation with parents (or with the state parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.

- *Identification and Recruitment*. A description of the state's plan for identification and recruitment activities and its quality control procedures.

- *Student Records*. A description of the state's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

Developers of the SDP

Vermont updated its CNA in October 2016 and subsequently has updated the SDP with the information that is contained in this report. The CNA and SDP resulted from a systematic process that involved a broad-based representation of stakeholders. For continuity, many members of the CNA Committee also served on the SDP Committee. Meetings were held July 27, 2016 and November 26, 2016.

The SDP Committee participants included Vermont Agency of Education (VAE) representatives, subject matter experts, MEP administrative staff, instructional staff, identification and recruitment (ID&R) experts, secondary advocates, migrant health experts, and representatives of parents. A complete listing of the members of the SDP Committee and their affiliations is found at the beginning of this report.

Organization of the SDP

The report contains 11 sections and supporting appendices:

Section 1-Introduction - This section includes legislative mandates, developers of the CNA which serves as the foundation for the SDP, and an overview of the SDP report.

Section 2-Needs Identified through the Statewide CNA - This section outlines the statewide process that Vermont undertook to explore the unique educational needs of migrant students; includes conclusions regarding concerns; and reports how CNA results are aligned with state systems and resources.

Section 3-Performance Goals and Targets - This section specifies the Vermont designations for Priority for Service (PFS) and spells out performance targets and goals set for all migrant students in the state.

Section 4-Measurable Program Outcomes and Statewide Service Delivery Strategies – This section outlines how the state and its Local Operating Agencies (LOAs) will meet migrant student needs with specific implementation strategies. Outcomes for these strategies are described in the areas of reading and mathematics, school readiness, graduation from high school and services for out-of-school youth (OSY), and ancillary and support services.

Section 5-Monitoring and Technical Assistance Plan – This section is a plan for monitoring and technical assistance, clarifying the role that the SEA, LOAs, and outside experts will play in the technical assistance process.

Section 6-Professional Development Plan for Staff – This section provides the systematic plan for providing professional development for Vermont educators, administrators, recruiters, clerks, liaisons, and other service providers.

Section 7-Parent Involvement Plan – This section includes the plan for the state MEP services to parents. It considers the various roles of parents and how the state plans to address parent needs, especially as they help their children to be successful in school.

Section 8-Identification and Recruitment Plan – In this section, the roles and responsibilities of recruiters are specified with Vermont's plan for quality control in recruitment.

Section 9 -Interstate and Intrastate Collaboration and Coordination – This section outlines how the state participates in coordination and collaboration efforts with other states and within the state, including description of the use of Migrant Student Information Exchange (MSIX) for records transfer.

Section 10-Evaluation Plan – This section contains the state plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. The systems for data collection and reporting are specified along with how the Vermont MEP will use the evaluation results for making mid-course corrections and improvement.

Section 11-Summary and Next Steps – This section offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for migrant students.

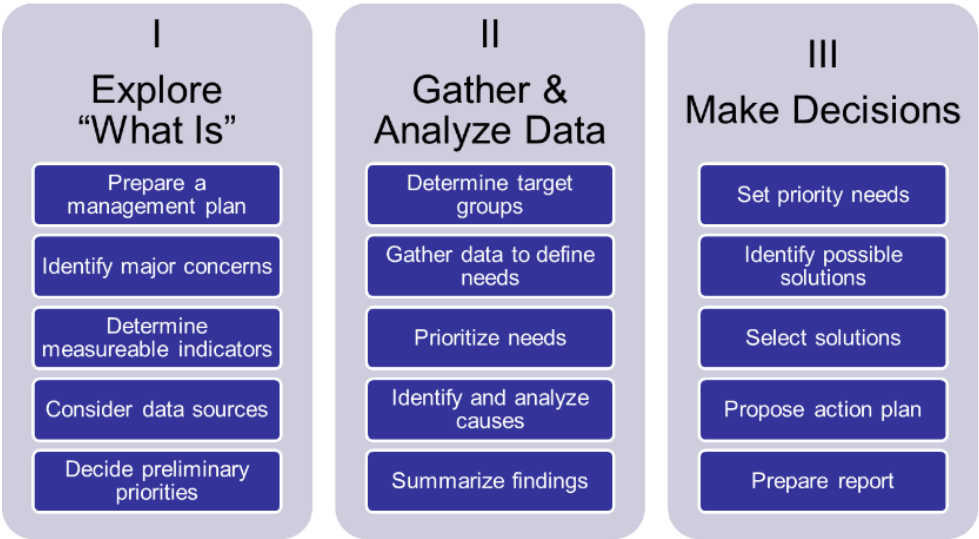
Appendices – The appendices include: (A) a strategic planning chart with committee decisions, (B) the CNA table of contents, and (C) SDP meeting agenda.

Needs Identified Through the Statewide CNA

2

Statewide CNA Update Process

The Vermont CNA was conducted using the guidance found in the Migrant Education CNA Toolkit (2012) found online at http://nche.ed.gov/ome_toolkits/cna/toolkit.pdf. The graphic below summarizes the organization of the meetings and activities the committee undertook to develop the CNA.



The CNA was designed to develop an understanding of the unique educational needs of Vermont migrant students and their families. Not only does this analysis of needs provide a foundation to direct the Vermont MEP through the service delivery planning process, but it also supports the overall MEP continuous improvement and quality assurance processes and the overall State Plan. The needs analysis was adapted to the resources and structures available in Vermont.

The Needs Assessment Committee (NAC) formulated a comprehensive understanding of the characteristics of the migrant student population in Vermont. A profile of Vermont migrant students was developed based on the most recently available information. The NAC used the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. The prioritized concerns follow. The full CNA report is on file with VAE, and the table of contents for this report is included as Appendix B.

In response to identified needs and alignment with goals for all students, Vermont adopted the goal areas below during the NAC meeting and continued their use throughout the completion of the SDP.

Goal 1: English Language Arts (ELA)/Literacy Achievement

Goal 2: Mathematics Achievement

Goal 3: School Readiness

Goal 4: OSY/High School Graduation

The planning chart in Appendix A shows the alignment of CNA concerns and solutions in each goal area with the strategies and MPOs developed for the SDP. The following concern statements guided the SDP committee in the development of statewide strategies and MPOs.

ELA/Literacy Achievement Concerns

1.1) We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY.

1.2) We are concerned that MEP staff do not have access to ELA/Literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant.

1.3) We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.

Mathematics Achievement Concerns

2.1) We are concerned that MEP staff do not have access to data in a timely way to identify needs and deliver appropriate math instruction to students who are migrant.

2.2) We are concerned that students who are migrant do not have the fundamental math skills to be successful in later grades and their adult lives.

2.3) We are concerned that parents who are migrant do not have sufficient strategies to support their children with math homework.

School Readiness Concerns

3.1) We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient early education due to lack of transportation, parents' work schedules, lack of English proficiency, and lack of available and appropriate PK programs.

3.2) We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.

3.3) We are concerned that preschool students who are migrant do not have access to high quality preschool (minimum of 10 hours/ week)

3.4) We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.

OSY/High School Graduation Concerns

4.1) We are concerned that over 50% of OSY have not attended school beyond 8th grade and have limited literacy.

4.2) We are concerned that H.S. students who are migrant and OSY are not able to attain their educational goals.

4.3) We are concerned that secondary-aged students exhibit many characteristics associated with at-risk for H.S. dropout.

4.4) We are concerned that nearly all OSY are limited in English proficiency which limits their access to education and other services, resources, and opportunities.

4.5) We are concerned that schools are not assessing OSY readiness for high school programs.

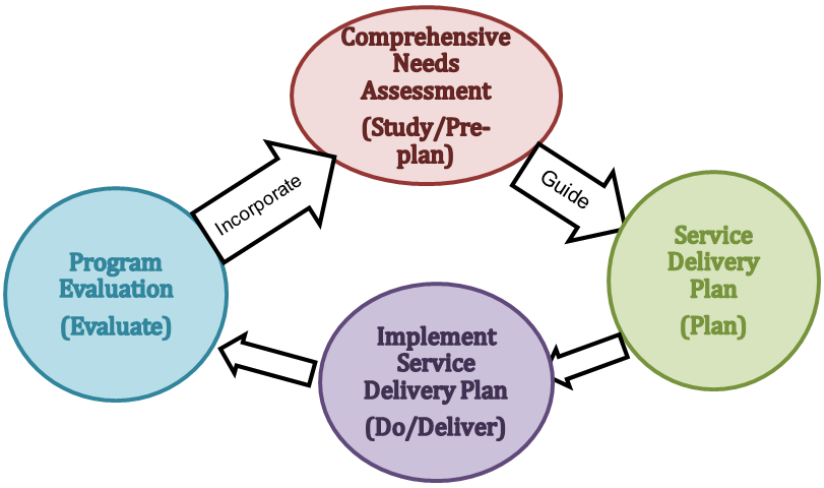
4.6) We are concerned that OSY do not have access to, or skills to use, computers and the Internet

How CNA Results Informed the Service Delivery Planning Process

The diagram below summarizes the continuous improvement process adopted by the MEP and shows the relationship of the CNA, SDP, program implementation and program evaluation. The process

begins with the CNA, which informs the development of the SDP and continues on through the implementation and evaluation.

The primary purpose of the CNA is to guide the overall design of the Vermont MEP on a statewide basis as well as to assure that the findings of the CNA are folded into the Comprehensive State Plan for Service Delivery. The SDP committee considered the goal areas and concerns developed by the NAC. In addition, the SDP committee used the data from the CNA and program evaluation to set MPOs considered to be achievable on a statewide basis, provide useful information for program improvement, and describe the extent to which MEP services were making a difference toward achieving statewide performance targets.



Going forward, the SDP will help the Vermont MEP develop and articulate a clear vision of: 1) the needs of Vermont migrant children; 2) the services the Vermont MEP will provide on a statewide basis; 3) the Vermont MEP's measurable program outcomes and how they help achieve the state's performance targets; and 4) how to evaluate whether and to what degree the program is effective.

Appendix A contains the strategic planning chart of the SDP decisions that were determined by the SDP Committee. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and as a result of the decisions made through the CNA process, the areas of the chart that were filled in included *Need/concern*, *Solution Identified in the CNA*, and *Performance Targets*.

There were two meetings of the CNA/SDP Committee, both held at the University of Vermont (UVM) Extension Office in Barre, VT. (See Appendix C for meeting agendas.) The activities conducted during the meetings are described below.

CNA Meeting 1) Understand the CNA process; 2) Review data collected through the State MEP CNA process and prepare need statements; 3) Review and update CNA concern

statements and possible solutions; and 4) Determine follow-up data needed in preparation to revise the VT MEP SDP.

SDP Meeting 1) Understand the SDP process; 2) Update MEP strategies; 3) Update MPOs to evaluate strategies; and 4) Review and update other SDP components.

Aligning CNA and SDP Results with State Systems and Resources

A key activity of the SDP was to ensure that MEP activities were aligned with initiatives and other programs serving similar populations within the state. The four goal areas are aligned with the Vermont state performance targets and consider the Common Core Standards and state initiatives.

State and Local Resources

There are state systems and resources available that the Vermont MEP has considered in the alignment of the CNA results and the development of its SDP. Listed below are examples of key state systems, resources, and Vermont initiatives.

- The VAE maintains a website with valuable information about the MEP and other programs that provide services to all students, including migrant students. http://education.vermont.gov/student-support/federal-programs/migrant-education
- The VAE operates the MEP in conjunction with the **UVM Extension**. All recruitment and student services are provided through a sub grant to the UVM. UVM and VAE staff work closely to ensure that all requirements are met. http://www.uvm.edu/extension/agriculture/vermont_migrant_education_program_vmep
- Vermont has adopted standards to provide a consistent set of learning goals for all students in all schools. The VAE coordinates the implementation and administration of all components of the Vermont **Comprehensive Assessment System (CAS)**, including the development of alternate assessments, assessments that have been modified to accommodate the specific testing needs of students who have disabilities. The Agency also identifies, analyzes, and reports on outcomes and data measured by the CAS. http://education.vermont.gov/student-learning/assessments/state-assessments
- Coordination with other Elementary and Secondary Education Programs, including but not limited to; Title I, Title III and 21st Century Programs.

National Resources

The organizations and websites below are national sources of information regarding national migrant initiatives.

- The Child and Adult Care Food Program improves the quality of day care for children and elderly adults by making care more affordable for many low-income families. http://www.fns.usda.gov/cnd/care/
- The GOSOSY MEP Consortium supports the delivery of services to migrant OSY. http://osymigrant.org
- The Identification and Recruitment Rapid Response Consortium (IRRC) promotes interstate coordination for ID&R leading to improved educational continuity for migrant students. http://www.idr-consortium.net/
- The School Breakfast Program (SBP) provides cash assistance to States to operate nonprofit breakfast programs in schools and residential childcare institutions. http://www.fns.usda.gov/cnd/breakfast/
- The Summer Food Service program is designed to provide free and reduced-price breakfast and lunch during the summer. All migrant children are categorically eligible for Summer Food Service Program. http://www.summerfood.usda.gov/
- Title I, Part A of ESEA provides financial assistance to local operating agencies (LOAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. http://www2.ed.gov/programs/titleiparta/index.html
- Title III of ESEA assists SEAs and LEAs with the development of high-quality language instruction to ensure children who have limited English proficiency, including immigrant children, meet the same challenging state academic standards as all children are expected to meet. http://www2.ed.gov/about/offices/list/oela/index.html
- Title IV, Part B of ESEA supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. http://www2.ed.gov/programs/21stcclc/index.html
- Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11431) and now in ESSA ensures that homeless children and youth receive a free and appropriate public education and removes barriers to their educational access, attendance, and success. http://www2.ed.gov/programs/homeless/index.html

Performance Goals/Targets and Priority for Services

3

State Performance Goals/Targets

The VAE does not have an ESEA Flexibility Waiver request approved by the U.S. Department of Education; therefore, the state performance targets remain those originally established under the No Child Left Behind (NCLB) Act. It is anticipated that targets will change under ESSA; however, these were not available at the time the report was completed. Under NCLB targets, 100% of students will demonstrate proficiency in ELA and mathematics on the state standardized assessment. When new targets are available, the state will update the evaluation plan for the MEP.

Note: according to technical assistance provided by the Office of Migrant Education (OME) in the Small State Evaluation Webinar on March 31, 2016, small states (defined as N<30 per grade level) do not need to disaggregate PFS student achievement in performance indicators or results. In the past, Vermont has not had more than 30 students per grade level.

In addition, the state has not set graduation or dropout targets for migrant students due to the small numbers of migrant secondary students who are resident in the state for the regular school term. The state will continue to report the number of graduates annually as required per the OME Small State Evaluation Webinar.

Priority for Services

In accordance with the ESEA—Section 1304(d), migrant education programs in Vermont must give **PFS** to migrant children who meet the following definition:

> In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

The Vermont MEP has established further description of how these criteria are met. A migrant student, child, or youth must fit criterion A and criterion B or C to be PFS.

A. Current Qualifying Move

A qualifying move within the previous 1-year period means that a migrant student, child, or youth has a Qualifying Arrival Date (QAD) recorded on a Certificate of Eligibility (COE) that is within 365 days of the first day of enrollment.

AND

B. Failing, or most at risk of failing, to meet the challenging state academic standards

A migrant student is at risk of failing if they have not demonstrated proficiency on the state assessment in reading, math, or science.

OR

For students for whom no state assessment is available, one of the following must exist:

- Scoring below proficient on the ELA, mathematics, or science state assessments;
- Scoring below proficient on a valid local assessment in literacy or math;
- Retention at any time in the last 3 years;
- Previously dropped out of school;
- Performing below grade level in literacy or math according to the classroom teacher;
- Receiving one or more “D’s” or below on the last student report card; or
- Missing 10 or more days of school since the beginning of the school year.

OR

C. Dropped out of school

A student has dropped out of school if age-eligible to enroll in high school but is not enrolled in an accredited secondary program.

The LOA is responsible for maintaining documentation that PFS students have met the definition.

4 Measurable Program Outcomes and Service Delivery Strategies

Goal Area MPOs and Strategies

The SDP helps the state MEP develop and articulate a clear vision of the **needs** of migrant children on a statewide basis, the **strategies and services** the state will use to address the needs, the **MPOs** that will be used to evaluate the effectiveness of strategies, and how the strategies will help achieve the state's **performance goals/targets**.

This section of the report outlines how Vermont' MPOs will produce statewide results through specific educational or educationally-related services. The MPOs will allow the MEP to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the CNA.

ELA/Literacy Achievement	
Key Strategies	MPOs
1.1) Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate ELA skills.	**1a:** Each year, 80% of children enrolled in grades K-12 and participating in MEP services will be promoted to the next grade or graduate as reported by the children's school. **1b:** Each year, 80% of MEP students receiving services for at least six months will increase ELA skills as reported on the Classroom Teacher Survey.

Mathematics Achievement	
Key Strategies	MPOs
2.1) Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate math skills.	**2a**: Each year, 80% of MEP students receiving services for at least six months will increase math skills as reported on the Classroom Teacher Survey.

School Readiness	
Key Strategies	MPOs
3.1 Provide year-round coordination and mentoring for preschool students and their families to increase school readiness and	**3a**: Each year, 80% of 3-5 year old children enrolled in a high quality preschool for at least 10 hours/week or receiving at least six in-home early

School Readiness	
Key Strategies	MPOs
enrollment in high quality preschool programs.	literacy interventions per trimester, will receive an age-appropriate score on the Vermont Ready for Kindergarten! Survey.
3.2 Develop and support family literacy through early literacy intervention services and increase parents' ability to support their children's education.	**3b:** Each year after participating in family literacy services, 80% of participating parents will report an increased ability to support their children's education through a rating of three or four on a four-point scale.

High School Graduation and Out-of-School Youth	
Key Strategies	MPOs
4.1 Provide secondary-aged migrant students with individualized year-round guidance, mentoring, and counseling that leads to high school graduation and informed by their Personalized Learning Plan (PLP).	**4a:** Each year, 80% of MEP students in grades 9-12 will be on track toward graduation as measured by a PLP that meets Vermont's Education Quality Standards' requirements.
4.2 Provide year-round coordination and mentoring for OSY to increase academic skills to include English language lessons, life skills, and technology skills.	**4b:** Each year, 75% of OSY receiving direct instruction for at least 10 hours will score proficient on at least three appropriate OSY lessons.
4.3 Assist OSY to articulate goals and create a personalized learning plan in coordination with the OSY consortium materials.	**4c:** Each year, all OSY who enter Tier 2 services will have a personalized learning plan that meets VT MEP standards.
4.4 Provide year-round coordination and mentoring for OSY to make progress on their personalized learning plan toward career and/or high school graduation.	**4d:** Each year, 80% of OSY participating in Tier 2 services for at least 30 hours will complete at least 50% of their personalized learning plan objectives.
Highly Qualified Staff	
Key Strategies	MPOs
5.0 Provide professional development on identification, recruitment, and instructional services for MEP-funded administrative and instructional staff to include an average of 4 hours per month for .75 to full-time staff and an average of 2 hours per month for staff funded at least half-time.	**5a:** Each year, 75% of .75 to full-time staff participating in a monthly average of four hours of professional development will report an increased capacity for delivering instruction or providing services as measured by the Staff Professional Development Survey.
5.1 Ensure that all .75 and full time staff have a professional development plan in place that responds to their annual performance appraisal for continuous program improvement.	**5b:** Each year, all .75 to full-time staff will have a professional development plan that supports their needs and goals as outlined in their annual performance appraisal.

Measurement Tool Descriptions and Progress Indicators

For determining progress toward achieving the MPOs, a variety of strategies and tools will be employed as a means to gather evidence of program success and to determine areas needing improvement. These tools include:

- Analysis of state assessment results for non-migrant students and for migrant students for determining progress toward state performance targets;
- Informal and formal assessment results forming a body of achievement evidence such as the MEP Classroom Teacher Survey;
- Migrant staff, OSY student, and parent surveys;
- Reviews of professional development and parent development materials, meeting summaries, satisfaction surveys, agendas, and other outcomes;
- Records reviews, monitoring outcomes, technical assistance logs;
- Migrant student progress reports (e.g., PLPs, graduation plans, and coordination meeting results);
- Graduation data (comparing migrant students and all students); and
- Migrant student demographic data.

A detailed plan that matches the MPOs with specific instruments is found in *Section 10, Evaluation Plan*. This section provides the plan for evaluating MEP implementation and data collection and reporting.

Monitoring and Technical Assistance Plan

5

State Monitoring Process

The monitoring of local MEPs is the responsibility of the Vermont Agency of Education. The State provides ongoing coordination with the primary sub grantee: the UVM Extension and schools/districts in which migrant students are located. In the State Title I application, there are assurances that LOAs must sign related to services provided to migrant students. Also, they must describe how they will coordinate with other federal programs to reduce duplication and fragmentation and increase collaboration between the programs. To ensure compliance and to improve quality, the State MEP director reviews the LOA plan of service individually with the project director. In addition, at quarterly statewide meetings, an agenda item always includes a service category (e.g., parent engagement, mandatory lessons for OSY, providing supplemental math services) and staff share their services and how they are meeting the requirements of the law.

The accuracy of documentation for Certificates of Eligibility (COEs) and other quality control processes is monitored and verified by the VAE and the State ID&R Coordinator. These activities are discussed further in *Section 8: Identification and Recruitment*. UVM Extension provides an annual report of activities, services, and other information as is needed for reporting and evaluation. All monitoring forms and checklists are on file with VAE.

Technical Assistance Process

Technical assistance is provided to the LOA through activities designed to assist projects to meet compliance requirements, improve program implementation, increase student outcomes, and assist sites to make sound programmatic decisions about curriculum, instruction, student assessment, program evaluation, parent involvement, and other areas essential to migrant education program success.

Ongoing technical assistance is provided through phone calls, correspondence, meetings/trainings, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual staff for assistance with a) follow-up to the monitoring findings, b) response to specific issues of eligibility or implementation encountered locally, or 3) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (such as the rollout of new strategies in the SDP).

Proper maintenance of student eligibility and services information is a critical area for proper operation of a project. Project student data is entered in the MIS2000 database. Data entry personnel receiving ongoing training on the MIS2000, coordination with the VAE student specific-database, and MSIX.

6 Professional Development for MEP Staff

The Vermont MEP provides extensive professional development to prepare Teachers and Mentors to adapt instruction to address the unique educational needs of migrant students, implement consortium incentive grant initiatives, and coordinate with other states and agencies. Local and national trainings are provided to help staff learn the strategies needed to implement the SDP, with an emphasis on math strategies, literacy strategies, early literacy strategies, strategies for high school graduation, and engaging and instructing OSY.

Improving educator quality for migrant children is built into the strategies and MPOs. A component of professional development is creating a plan in collaboration with a supervisor that clarifies professional goals, identifies goals to improve competencies, and identifies strengths and talents. State objectives supporting the professional development of Vermont MEP staff include:

- Collaboration with higher education and other agencies to ensure educators have the preparation and background to employ research-based techniques in a variety of settings for students from various backgrounds;
- Networks of services providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- Creation of a professional development framework which supports sustained, ongoing, instructional improvement.

Within this framework, the Vermont state MEP and UVM Extension offer and/or participate in professional development activities such as:

- CNA and SDP meetings
- Collaboration Meetings with Vermont Service Providers
- The ID&R Forum and Training for Recruiters
- Vermont MEP Administrators' Meetings
- Interstate Coordination and CIG Sessions
- National Associate of State Directors of Migrant Education (NASDME)
- Interstate Migrant Education Council Symposium (IMEC)
- UVM Extension's annual professional development conference "EPIC"
- Champlain Valley Educator Development Center (CVEDC) WIDA training

In addition to the wide variety of training at the local and state levels, Vermont leverages national sources of professional development. The organizations represented below have online and print materials, presentations, and conferences that are useful for providing more information about the needs of migrant students and best practices for providing services. In addition, many organizations also have resources in English language arts, math, school readiness, parent involvement, identification and recruitment, and graduation from high school.

- **ESCORT** is a national resource center located in Oneonta, New York, for improving the educational opportunities for migrant children. The website is found at www.escort.org
- **Federal Resources for Educational Excellence** sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English learners. For more information, visit www.free.ed.gov/displaydate.cfm
- **Graduation and Outcomes for Success for OSY (GOSOSY)** is a Consortium Incentive Grant funded in 2015 and projected through 2018 by OME at the USDE to build capacity in states with their secondary-aged migrant out-of-school youth population. GOSOSY sponsors a dissemination event designed to help participants identify migrant OSY and provide services to meet their unique needs. The website is found at http://osymigrant.org
- **The Handbook for Educators Working with Children of Mexican Origin** can be found at http://people.uncw.edu/martinezm/Handbook/html/index.htm
- **Interstate Migrant Education Council (IMEC)**: IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. http://imec-migranted.org/
- **Migrant Library**: Sponsored by the *Geneseo Migrant Center*, the books listed in the Migrant Library serve as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. For more information, see www.migrantlibrary.org
- The **National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8 http://www.naeyc.org
- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.org
- **Guided Language Acquisition Design** is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. The project is based on years of experience with integrated approaches for teaching language. Tied to the Common Core State Standards and State Standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum. http://www.projectglad.com/
- **Teaching of English to Speakers of Other Languages** offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. http://tesol.org/

- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers and individuals involved in farmworker health. http://www.ncfh.org/
- **Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE)** consortium is committed to improving the interstate coordination of MEPs by sharing and developing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth. https://www.migrantliteracynet.com/
- **Office of Migrant Education,** hosts a national website to support MEP state programs to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. https://results.ed.gov/
- **Migrant Student Information Exchange**, (MSIX) helps meet the needs of migratory children by making current educational and health information on those children immediately available to school and program staff where migratory children enroll after they move. MSIX is a Web-based platform that allows authorized users to access a migratory child's MSIX record via a Web browser. https://msix.ed.gov

7 Parent Involvement Plan

The Vermont MEP jointly develops with parents the plan for coordination with the Parent Advisory Council; parent involvement activities to improve student academic achievement and school performance; build parents' capacity for strong parent involvement; coordinate and integrate parent involvement strategies with other programs; and involve parents in the activities of the schools.

The VAE coordinates with agencies to broaden its resources for involving and supporting parents and families. The MEP coordinates with the community to facilitate adult education; family literacy; health education; and home study. In addition, Vermont has a State Parent Advisory Council in place that encourages the involvement of migrant parents. VMEP supports parent involvement by enlisting parents to help their children do well in school. **Migrant parents are consulted in an ongoing and timely way in the planning, review, and improvement of the MEP.**

Migrant staff serve as liaisons through which information is passed between parents and the school with ongoing communication occurring during home visits, regular parent activities, and through surveys and phone calls. This individualized model supports other parent involvement efforts to engage parents and ensure that their voices are heard. Vermont is required to have a statewide parent advisory committee and an OSY advisory committee. In addition, VMEP surveys all parents and OSY about the quality of services received and suggestions for additional services.

The LOA coordinates parent involvement activities to engage parents in the education of their children through:

- Two regional family literacy events per year with both parents and their children invited to participate;
- Workshops designed to strengthen parents' involvement in their children's education covering topics ranging from good nutrition and positive disciplining to communicating with the school and understanding the U.S. school system;
- Facilitation for participation at the Parent Advisory Council (PAC);
- In-School Youth Family Profile survey;
- Learning kits containing books, manipulatives, and other learning materials that are sent home with students;
- Visits to libraries to obtain library cards, attend read-with-your children activities, and familiarize parents with the importance of participating with their children in reading;

- Parent/teacher conferences to review students' learning activities and outcomes; and
- Ongoing contact with parents through center activities, home visits, and telephone conversations to follow up and keep parents informed.

8 Identification and Recruitment

Eligibility for services through the MEP is determined per the Title I, Part C, Education of Migratory Children section of the ESSA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, OME. (Note that eligibility determinations are made following existing regulations and guidance developed under NCLB. When OME provides updated regulations and guidance, the ID&R plan will be updated accordingly.)

Children are eligible to receive Vermont MEP services if they meet the federal definition of "migratory child" and if the basis for their eligibility is properly recorded on the Vermont COE, which is aligned to the national COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter's assessment of key eligibility information, a thorough review by the state ID&R Coordinator and then certification by the State Director that the recruiter's determination is correct.

Migrant education recruiters are overseen by a State ID&R Coordinator and are responsible for local identification, recruitment, and enrollment of migrant students. MEP recruiters find, identify, and enroll migrant students; confirm their eligibility; and conduct ongoing data checks designed for quality control. In collaboration with the VAE Migrant Data Specialist, the LOA is responsible for maintaining accurate records and data entry to the migrant student database.

The VAE contracts with the UVM Extension to identify and recruit eligible migratory students on a statewide level. Staffing is established to best meet the needs of agricultural enterprises in Vermont within the limits of available funding. Statewide recruitment is carried out by a creative combination of staff arrangements; part-time seasonal staff, part-time year round staff and a full-time State ID&R program coordinator.

The coordinator ensures that quality control procedures are in place and monitored, are shared with regional recruitment staff , and are clearly spelled out through training and ongoing technical assistance. In addition, the coordinator reviews eligibility determinations and makes final decisions about eligibility questions as well as monitoring recruitment to ensure that all eligible migrant students are identified.

The state is divided into five designated recruitment areas; the three higher density farming areas (Franklin and Addison Counties and the Northeast Kingdom) are covered by part-time year-round staff while the two remaining areas are covered by part-time seasonal staff. The State ID&R program coordinator fills in gaps wherever and whenever necessary to assure timely and accurate identification and recruitment of all eligible migratory students.

Components of ID&R include eligibility determination, the COE, the migrant student database and record transfer system, the child count, quality control, and collaboration with migrant service providers throughout the state. These components result in migrant student enrollment in the MEP system, ultimately allowing for service provision that targets the educational services needed by individual migrant students while they are in Vermont.

Training for ID&R Staff

All newly hired recruitment staff participate in the comprehensive state developed ID&R specific 3 day training which utilizes components of the nationally developed ID&R manual.

Annually, regularly scheduled training in ID&R includes the following topics:

- Knowledge of MEP eligibility definitions;
- Proficiency in eCOE completion;
- Understanding of the decision-making process used to determine eligibility for the MEP;
- Knowledge of local agricultural production and processing activities;
- Familiarity with local growers, farmers, processors, etc.;
- Proficiency in accurately, completely, and clearly filling out all sections of the COE;
- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE;
- Quality control in ID&R;
- Interview skills;
- Process for resolving eligibility questions;
- Vermont MEP ID&R policies and procedures; and
- Process for resolving eligibility issues.

Additional resources that will help with the identification and recruitment of eligible migrant students include:

- **Local School personnel** can assist with ID&R by distributing enrollment surveys to new families to find those who have moved in the previous 36 months for agricultural employment.
- **School staff** are valuable resources for identification and recruitment because of their regular interaction with possible migrant students.
- **Parents, students, and other migrant families** can be accessed through the MEP and are valuable resources in recruitment of additional migrant students arriving in school districts throughout Vermont.
- **VMEP Farm Database** was developed by the UVM Extension ID&R team to support recruitment efforts on all farms in the state of Vermont. This database tracks qualifying activities, size of agricultural businesses, important contacts, farm housing, worker turnover etc.
- **Agricultural Employers** who are familiar with the VMEP frequently reach out to the ID&R team to make personal employee referrals so their workforce and the children of their workforce can receive the important educational services provided but the program.
- **Other community level resources** include migrant farmworker employers, community gatherings/functions, HEP/CAMP programs, migrant service agencies, community service organizations, and health providers.

ID&R Activities and Roles and Responsibilities

The mandatory ID&R activities conducted in the State of Vermont include:

- the ID&R coordinator develops a written recruitment plan in collaboration with the VAE;
- recruitment staff and the ID&R coordinator actively pursue the ID&R of all eligible MEP students in the State of Vermont in a timely manner;
- COEs are completed for every eligible child in their appropriate language along with a supplemental interview questionnaire that documents migratory history as well as other key data elements which support students' eligibility;
- the ID&R coordinator and recruitment staff continuously develop and maintain effective recruitment networks and positive relationships between schools, agriculturally-related businesses and employers, as well as, applicable community agencies and outreach groups;
- recruitment staff distribute MEP promotional materials to area agencies, agricultural sources, and other community locations where migrant-eligible families may be found;
- recruitment staff and the program coordinator engage in outreach activities for migrant families (e.g., assist them to gain access to education, health, nutrition, social services and applicable programs available from other agencies) within a timely manner through

collaboration between MEP community partners or directly through the area recruiter in unserved regions;

- staff distribute welcome packets containing local resources and other appropriate educational materials (in the primary language of the family) to newly enrolled families and make books and other educational materials available to qualifying families;
- staff distribute books and other educational materials every 6 months to eligible migrant students not receiving services through site-based or home-based instructional services;
- recruitment staff monitor monthly MEP regional *Recruiter Reports* in MIS2000 for accuracy and report any errors to the program coordinator and/or data technician;
- recruitment staff meet with their corresponding regional staff team on a monthly basis to review child enrollments, mobility and services;
- migrant staff use the UVM Extension network to promote awareness of the MEP as appropriate opportunities arise;
- ID&R office staff maintain data on types of activities that are "qualifying activities;"
- the ID&R coordinator assists the State with an annual update of all identified children, including the residency verification process; and
- the Vermont Statewide Recruiter Handbook and Training Manual is updated annually and on an as needed basis.

Quality Control Plan

The Vermont MEP is in the process of revising its Quality Control Procedures as of the completion of this report. This manual is intended to meet the requirements set out in the Title I, Part C Non-Regulatory Guidance document, which specifically states that a quality control system should include at least the following components:

1. Training for recruiters on various aspects of the job;
2. A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
4. A process for the SEA to validate that eligibility determinations were properly made;
5. Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. A process for implementing corrective action in response to internal audit findings and recommendations.

The complete ID&R Manual including the quality control procedures is on file with the VAE.

Interstate and Intrastate Coordination and Collaboration

Interstate Collaboration and Records Transfer

The Vermont MEP promotes interstate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. Vermont uses MSIX to ensure accurate placement and credit transfer for migrant students. State and local staff receive ongoing training on using data systems to record student progress and transfer records between school systems in the state and from other states. When necessary, migrant staff coordinate with local school systems to ensure that migrant students are placed appropriately and that credits toward graduation are counted.

Because of migrant family mobility, Vermont shares the responsibility for the education of migrant students with several other states. To ensure that students receive instruction that will help them achieve high standards in schools inside and outside of Vermont, interstate coordination is a critical component of the Vermont MEP. Some interstate coordination activities included:

- National Association of State Directors of Migrant Education (NASDME) Conference;
- Use of MSIX to notify states of student movement;
- National ID&R Forum; and
- OME's annual State MEP Directors' Meeting.

In addition to the interstate coordination activities listed above, Vermont participates in incentive grants (CIGs): **MiraCORE** (Migrant reading achievement: comprehensive Online Reading Education) and **GOSOSY** (Graduation and Outcomes for Success for Out-of-School Youth). The goals and objectives of these two CIGs match the needs identified in the state for providing high quality services to migrant children and youth.

Vermont participated in the **MiraCORE** consortium led by Utah along with 10 other states beginning the current cycle in the 2015-16 school year and has participated in previous reading consortiums. MiraCORE's goal is to improve the interstate coordination of migrant education programs by sharing and developing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth. MiraCORE addresses the comprehensive literacy needs of migrant students through an innovative website (at www.migrantliteracynet.com) containing lessons aimed at building and supporting foundational literacy skills. Some key activities that Vermont undertakes to further interstate coordination goals include:

- participating in Steering Team meetings;
- participating in a training-of-trainers;
- pilot testing student tutorials; and
- sharing pilot test and evaluation results with the other MiraCORE states.

The **GOSOSY** CIG consists of 18 states whose goal is to improve the educational attainment of OSY whose education is disrupted. Key activities in which Vermont participated included:

- developing an OSY State Plan;
- pilot testing GOSOSY materials;
- participating in training-of-trainers;
- participating in State Steering Team meetings;
- participating in Technical Support Team meetings, workgroups, and materials development activities;
- providing supplemental instructional and support services to OSY;
- utilizing GOSOSY materials and content-based assessments with OSY;
- piloting pre/post curriculum-based assessments; and
- updating the MEP CNA and SDP to include data and strategies specific OSY.

Intrastate Collaboration

The Vermont MEP collaborates with other organizations that serve similar groups of students and youth in an effort to provide the best possible services, maximize the small amount of resources available, and reduce the duplication of efforts. The organizations with which Vermont collaborates are described below.

<u>The University of Vermont Extension Migrant Education Program</u>

The Vermont MEP Identification and Recruitment Program worked in partnership with VAE to find and enroll every migratory child and youth in the state who is under the age of 22 and who has moved with a family member, a guardian, or independently on their own in order to seek or obtain temporary or seasonal work in qualifying agricultural or logging activities. All staff during the 2015-16 school year were bilingual and served as a bridge connecting farm workers to various educational, community and health services. The ID&R specialists discussed resources and supplementary instructional and support services available for eligible children of farm workers and/or OSY farmworkers.

<u>UVM Extension, Bridges to Health</u>

Bridges to Health is an outreach program for migrant farmworkers in Vermont. Using a care coordination model carried out by regional Migrant Health Promoters, the program empowers farmworkers to make timely health decisions. In addition to offering care coordination to migrant farmworkers in need of health care services, Bridges to Health creates capacity building opportunities for local health entities to implement linguistically and culturally appropriate services. Bridges to Health outreach program fosters improved healthcare access for migrant farm workers while increasing cultural awareness for healthcare professionals.

UVM Extension, Huertas Project

Huertas is a community-based food security project that enables Latino/a migrant farmworkers and families living on Vermont's dairies to access culturally familiar and local foods through cultivating kitchen gardens. Now in its sixth year, with an established network of farmworkers, growers, and volunteers, Huertas builds gardens and distributes seeds and plant starts to Latino/a migrant farmworkers living in rural Vermont.

Migrant Justice

Migrant Justice's mission is to build the voice, capacity, and power of the farmworker community and engage community partners to organize for economic justice and human rights. We gather the farmworker community to discuss and analyze shared problems and envision collective solutions. Through this ongoing investment in leadership development, members deepen their skills in community education and organizing for long-term systemic change. From this basis members have defined community problems as a denial of rights and dignity and have prioritized building a movement to secure these fundamental human rights to: 1) Dignified Work and Quality Housing; 2) Freedom of Movement and Access to Transportation; 3) Freedom from discrimination; 4) Access to Health Care. This project was instrumental in passing legislation for driver's privilege cards for undocumented migrant workers.

CAMP!

Camp Exclamation Point, Inc. (CAMP!) is a Vermont-based non-profit organization that gives over 100 children from rural Vermont communities a week of residential summer camp. Participating children

came from homes with limited financial resources. Many campers' families were involved with the agriculture, dairy, or logging industries within the state and often moved to follow seasonal work. In addition to a traditional summer camp program, older campers attended a teen leadership training program. Many of Vermont's migrant education students attended CAMP!

Vermont Adult Learning

Vermont Adult Learning (VAL) provides adults 16 years and older with necessary skills to successfully transition to employment and post-secondary education. In collaboration with local migrant education offices, VAL has begun to host site-base English language classes for area farmworkers.

Evaluation Plan

10

Evaluation of Implementation and MPO Results

The evaluation of the Vermont MEP will be completed by the state or with the assistance of an experienced evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the state context, and the operation of the Vermont MEP. The evaluation will systematically collect information about program implementation and results and to help the state make decisions about program improvement and success.

The evaluation reports both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in all goal areas have been addressed and met and to determine the quality of strategy implementation.

Questions answered by implementation data include the examples below.

- Was the project implemented as described in the SDP? If not, what changes were made and why?
- What worked in implementation of the state MEP?
- What challenges did the MEP encounter and how were these issues overcome?
- What improvements should be made?

Questions answered by outcome data include the examples below.

- To what extent did migrant students achieve performance targets on state assessments?
- To what extent were MPOs addressed and met?
- To what extent did students meet expectations for promotion to the next grade level?
- To what extent did subgroups of the MEP population (e.g., PFS students) meet MPOs? (when N is grade than 30 PFS)
- What factors impacted MPOs that were not met or not addressed?

Data on migrant students and services are collected by the state LOA, UVM Extension. Primary data sources include: migrant parents, recruiters, migrant program staff, classroom teachers and other staff as appropriate.

Data are collected using a variety of surveys, structured interviews, and records reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures include descriptive statistics based on Vermont migrant student demographics, program

implementation, and student and program outcomes. Means and frequencies are calculated, and trend analyses are noted.

To comply with federal guidelines, Vermont prepares an annual results evaluation. Through the evaluation, data are collected annually and reviewed by the state to systematically and methodically improve the program. Further, a written report on the progress made by the Vermont MEP toward meeting its MPOs is prepared annually. This report includes recommendations for improving services to help ensure that the unique educational needs of migrant students who are served in Vermont are being met.

Vermont uses the assessment from the **Smarter Balanced Assessment Consortium** (SBAC) to determine the extent to which all students, including migrant students, achieve state standards. The SBAC was adopted in 2015 and is aligned with the Common Core State Standards. Students in grades 3 through 8 and grade 11 are assessed.

Results Evaluation Data Collection Plan

Data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables on the following pages. Following each data element is information on the methods for calculating whether MPOs were met, data collection tools, and the reporting timeline.

Measurable Program Outcomes (MPO)	Method of calculation	Reporting Tool	Reporting Timeline
ELA/Literacy Achievement			
1a: Each year, 80% of children enrolled in grades K-12 and participating in MEP services will be promoted to the next grade or graduate as reported by the children's school.	Number of K-12 migrant students participating in the program year who were promoted divided by the total participating	State Data Specialist Report	End of program year and annually
1b: Each year, 80% of MEP students receiving in-school services for at least five months will increase ELA skills by one or more levels as reported on the Classroom Teacher Survey.	Number of K-8 migrant students increasing skills by one level divided number participating in in-school services for five months	Classroom Teacher Survey	End of program term annually

Measurable Program Outcomes (MPO)	Method of calculation	Reporting Tool	Reporting Timeline
Mathematics Achievement			
2a: Each year, 80% of MEP students receiving in-school services for at least five months will increase math skills by one or more levels as reported on the Classroom Teacher Survey.	Number of K-8 migrant students increasing skills by one level divided number participating in in-school services for five months	Classroom Teacher Survey	End of regular term annually
School Readiness			
3a: Each year, 80% of 3-5 year old children enrolled in a high quality preschool for at least 10 hours/week or receiving at least six in-home early literacy interventions per trimester, will receive an age-appropriate score on the Vermont Ready for Kindergarten! Survey.	Number of migrant students receiving an age-appropriate score divided by total with scores who received early literacy interventions	In-school Coordinator Report	End of program year annually
3b: Each year after participating in family literacy services, 80% of participating parents will report an increased ability to support their children's education through a rating of four-point scale.	Number reporting increased abilities on a 4 point scale divided by total number responding	Parent Survey	Following parent involvement activities
High School Graduation and OSY			
4a: Each year, 80% of MEP students in grades 9-12 will be on track toward graduation as measured by a PLP that meets Vermont's Education Quality Standards' requirements.	Number of "on track" ratings divided by total with PLP	In-School Coordinator Report	End of program year annually
4b: Each year, 75% of OSY receiving direct instruction for at least 10 hours will score proficient on at least one appropriate OSY lesson.	Number scoring proficient divided by total with assessment results	MIS2000 Services Report	End of program year annually
4c: Each year, all OSY who enter Tier 2 services* will have a personalized learning plan that meets VT MEP standards.	Number with PLP divided by total with Tier 2 services	OSY Coordinator Report	End of program year annually
4d: Each year, 80% of OSY participating in Tier 2 services* for at least 30 hours will complete at least 50% of their personalized learning plan objectives.	Number completing 50% of identified goals divided by number with PLP	OSY Coordinator Report	End of program year annually

Measurable Program Outcomes (MPO)	Method of calculation	Reporting Tool	Reporting Timeline
Highly Qualified Staff			
5a: Each year, 75% of .75 to full-time staff participating in a monthly average of four hours of professional development will report an increased capacity for delivering instruction or providing services as measured by the staff survey.	Number reporting one level increase on 5-point scale divided by total responding with pre-rating less than 5	Staff Professional Development Survey	End of program year annually
5b: Each year, all .75 to full-time staff will have a professional development plan that supports their needs and goals as outlined in their annual performance appraisal.	Count of UVM .75 to full-time staff and number of professional development plans	Staff Professional Development Survey	End of program year annually

*Tier 2 services are provided to students who are available for a minimum of 30 hours and agree to participate in instruction designed to help them meet their educational goals.

Data Collection and Reporting Systems

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information is compiled, analyzed, and summarized each year by the Vermont MEP. These activities help the state determine the degree to which the MEP is effective compared with performance targets, MPOs, and strategies. Data is collected by VAE and UVM Extension and used to inform an annual evaluation report.

MIS2000 is the migrant-specific database used to collect information unique to the Migrant Education Program. The system is a Microsoft Windows based solution for the information needs of states serving migrant children. MIS2000 is fully customized to meet the needs of migrant students in Vermont. The system provides for the storage, retrieval and reporting of student information. Records are electronically transferred and fully compliant with minimum data element and file transfer requirements for MSIX. This database allows us to review and report on student enrollments and services at any time. We use this database to report formally on an annual basis.

MSIX is a web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the states. MSIX produces a single, consolidated record for each migrant child that contains the information from each state in which the child has enrolled. It contains the data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. Vermont uses the information in

MSIX to help transfer records and place students appropriately, and Vermont participates in all required MSIX functions such as student matching and review of student records upon enrollment. For more information on MSIX, go to http://msix.ed.gov.

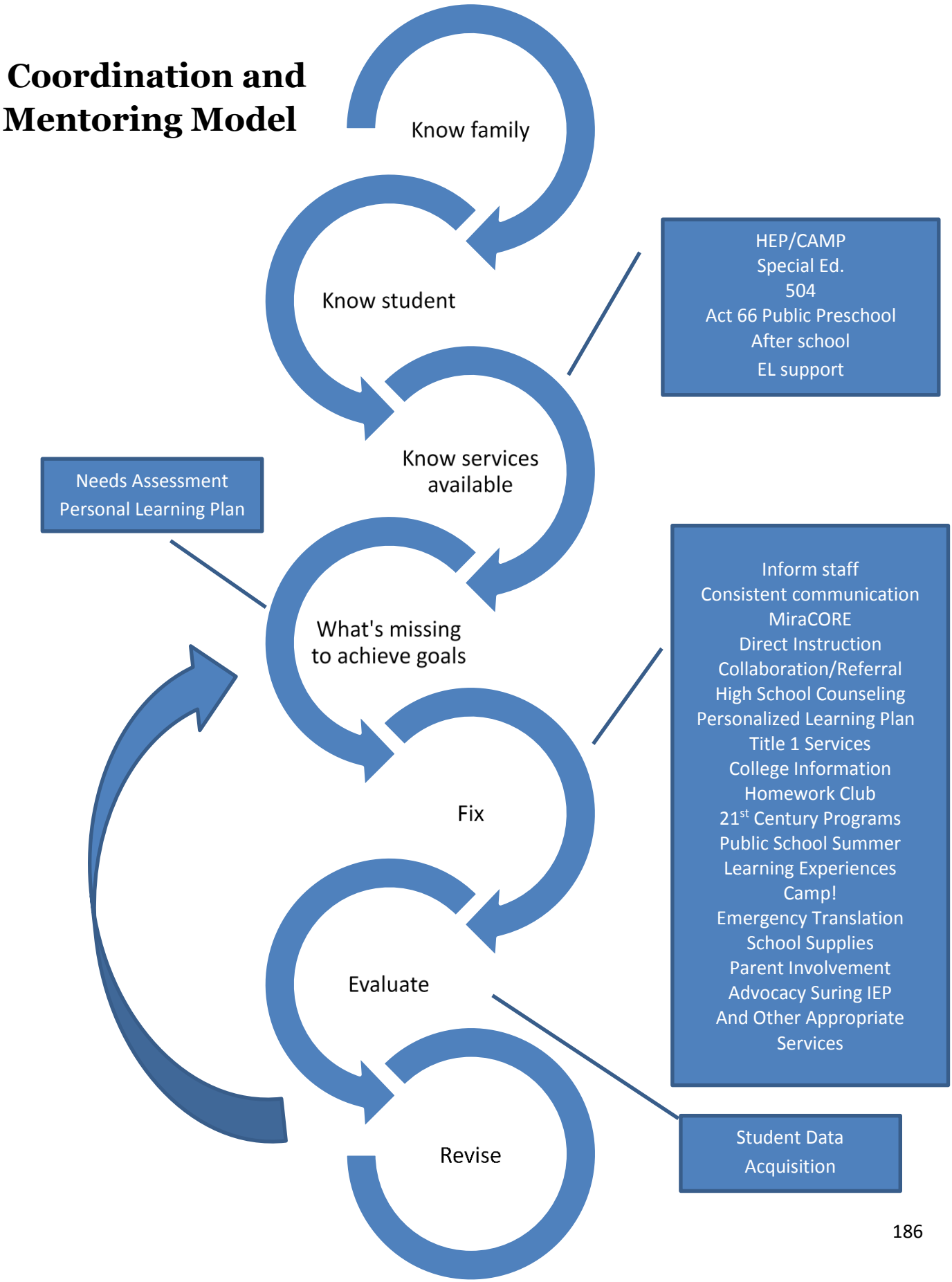
11 Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Vermont MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of reading, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migrant students and families. Vermont will begin implementation of the new SDP once the alignment activities are completed, expected for the 2017-18 program year.

In the summer and fall of 2017, the Vermont MEP will continue its strategic planning and systems alignment process by undertaking the following key activities:

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of VAE personnel including an SEA staff member with expertise in data collection and reporting, UVM staff, the in-school coordinator, and others knowledgeable about the Vermont MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting for new strategies and MPOs.
- Revisit the Vermont MEP monitoring tool to include accountability for progress made toward meeting the Vermont MPOs and other aspects of the new SDP.
- Revise the evaluation tool as needed to ensure that it is aligned to the new strategies, and ensure that the procedures for observing and evaluating the implementation of strategies is in place. This activity will help confirm that the data needed for the implementation evaluation is collected each year to include in the annual evaluation report.

Appendix A - Coordination and Mentoring Model



APPENDIX B – Vermont Migrant Education Program SDP Strategic Planning Chart

GOAL AREA 1: English Language Arts/Literacy Achievement

CONCERNS: **1.1)** We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY. **1.2)** We are concerned that MEP staff do not have access to ELA/Literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant. **1.3)** We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.

Solution strategy identified in the CNA	**Performance Target/AMO**	**Strategy**	**MEP Measurable Program Outcome (Objective)**	**Evaluation Tools**
1.1a) Provide full access to the variety of high quality intervention programs in schools 1.1b) Work with schools to share data on students' ELA progress quarterly and problem solve around student needs (sharing results, info, etc.)	**100% proficient on the state assessment in English Language Arts**	1.1 Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate ELA skills.	1a) Each year, 80% of children enrolled in grades K-12 and participating in MEP services will be promoted to the next grade or graduate as reported by the children' school.	• State Data Specialist Report

CONCERNS: **1.1)** We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY. **1.2)** We are concerned that MEP staff do not have access to ELA/Literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant. **1.3)** We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.				
Solution strategy identified in the CNA	**Performance Target/AMO**	**Strategy**	**MEP Measurable Program Outcome (Objective)**	**Evaluation Tools**
1.1c) Identify appropriate ways to assess the literacy level of OSY in English and/or home language 1.2a) Collaborate with the VAE staff to obtain their assistance with the timely sharing of progress reports and emphasize the needs of migrant children to local principals. 1.2b) Establish communication structures and identify individuals responsible for specific actions to address barriers identified 1.2c) Conduct internal ELA/literacy assessments to establish baseline with post assessment after migrant students receive services 1.2d) Provide training for schools on sensitivity to migrancy and mobility, the importance of making communications accessible, and resources for migrant families to assist with interpretation and translation 1.2e) Inform schools of their legal responsibilities to provide appropriate language services and share lists of translators/interpreters 1.3a) Continue family fields to increase family learning/development of ELA/literacy skills			1b) Each year, 80% of MEP students receiving in-school services for at least five months will increase ELA skills by one or more levels as reported on the Classroom Teacher Rubric.	• Classroom Teacher Survey (new)

CONCERNS: **1.1)** We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY. **1.2)** We are concerned that MEP staff do not have access to ELA/Literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant. **1.3)** We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.				
Solution strategy identified in the CNA	**Performance Target/AMO**	**Strategy**	**MEP Measurable Program Outcome (Objective)**	**Evaluation Tools**
1.3b) Provide two or more age/grade appropriate ELA/literacy resources, games, activities, and other ELA/literacy materials to parents 1.3c) Offer parent workshops covering strategies for helping with ELA/literacy homework, school-readiness pre-literacy, and how to set up homework space in the home				

GOAL AREA 2: Mathematics Achievement

NEED/CONCERN: **2.1)** We are concerned that MEP staff do not have access to data in a timely way to identify needs and deliver appropriate math instruction to students who are migrant. **2.2)** We are concerned that students who are migrant do not have the fundamental math skills to be successful in later grades and their adult lives. **2.3)** We are concerned that parents who are migrant do not have sufficient strategies to support their children with math homework.				
Solution identified in the CNA	**Performance Target (Goal)**	**Strategy**	**MEP Measurable Program Outcome (Objective)**	**Evaluation Tools**

2.1a) Collaborate with the VAE staff to obtain their assistance with the timely sharing of progress reports and emphasize the needs of migrant children to local principals. 2.1b) Establish communication structures and identify individuals responsible for specific actions to address barriers identified 2.1c) Conduct independent math assessments and/or internal math assessments to establish baseline with post assessment after migrant students receive services 2.2a) Contract tutors for migrant students who are behind their non-migrant peers in math 2.2b) Enroll migrant students with needs in math in existing after-school academic/homework support programs 2.2c) Provide activities/technology applications/resources in the home to increase evidence-based math skills through apps, games, etc. 2.3a) Provide two or more age/grade appropriate math resources to parents to support their child's math achievement	**100% proficient on the state assessment in mathematics**	2.1 Provide individualized year-round coordination and mentoring services for students in grades K-12 in collaboration with schools to increase grade-appropriate math skills.	2a) Each year, 80% of MEP students receiving in-school services for at least five months will increase math skills by one or more levels as reported on the Classroom Teacher Rubric.	• Classroom Teacher Survey (new)

2.3b) Offer parent workshops covering strategies for helping with math homework, school-readiness pre-math, homework space, doing routine math games 2.3c) Provide math activities, games, manipulatives, and resources to help parents assist their children in the home with math homework and studies				

GOAL AREA 3: School Readiness

NEED/CONCERN: **3.1)** We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient early education due to lack of transportation, parents' work schedules, lack of English proficiency, and lack of available and appropriate PK programs. **3.2)** We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.
3.3) We are concerned that preschool students who are migrant do not have access to high quality preschool (minimum of 10 hours/ week).
3.4) We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.

Solution identified in the CNA	**Performance Target (Goal)**	**Strategy**	**MEP Measurable Program Outcome (Objective)**	**Evaluation Tools**
3.1a) Support parents/schools in identifying local transportation options when needed. 3.1b) Promote networking to help provide transportation to early education and preschool programs for children ages 0-5. 3.1c) Provide professional development for staff and providers on how to overcome barriers that impede full participation in early education by children ages 0-5 who are migrant.	N/A	3.1 Provide year-round coordination and mentoring for preschool students and their families to increase school readiness and enrollment in high quality preschool programs.	3a) Each year, 80% of 3-5 year old children enrolled in a high quality preschool for at least 10 hours/week or receiving at least six in-home early literacy interventions per trimester, will receive an age-appropriate score on the Vermont Ready for Kindergarten! Survey.	• In-school Coordinator Report (new)

3.2a) Provide instructional home visits to model school readiness strategies 3.2b) Establish networks within the school and community to which parents can be referred to meet medical, dental, social services, ELL, and other needs. 3.2c) Provide parent leadership activities. 3.2d) Provide training for parents and prepare materials for parent use in the home to assist with preparing their children to be ready for school. 3.2e) Provide literacy resource materials for parents to use with their children in the home. 3.3a) Work with state ECE leadership to coordinate assessments and facilitate communication about pre-K services. 3.3b) Work with parents to identify and access high quality preschool, and help problem-solve barriers to attendance. 3.3c) Coordinate with community resources providers to remove barriers to migrant children's attendance in pre-K programs. 3.4a) Support parents with literacy materials including books to read to their children 3.4b) Provide family literacy home visits to model activities that parents can do with their children		3.2 Develop and support family literacy through early literacy intervention services and increase parents' ability to support their children's education.	3b) Each year after participating in family literacy services, 80% of participating parents will report an increased ability to support their children's education through a rating of four or five on a five-point scale.	• Parent Survey for Early Literacy (new)

3.4c) Sponsor parent events that promote pre-literacy strategies and activities to do in the home.				

GOAL AREA 4: High School Graduation and Out-of-School Youth

NEED/CONCERN: **4.1)** We are concerned that over 50% of OSY have not attended school beyond 8th grade and have limited literacy. **4.2)** We are concerned that H.S. students who are migrant and OSY are not able to attain their educational goals. **4.3)** We are concerned that secondary-aged students exhibit many characteristics associated with at-risk for H.S. dropout. **4.4)** We are concerned that OSY are limited in English proficiency which may limit their access to education and other services, resources, and opportunities. **4.5)** We are concerned that schools are not assessing OSY readiness for a high school programs. **4.6)** We are concerned that OSY do not have access to, or skills to use, computers and the Internet.

Solution identified in the CNA	**Performance Target (Goal)**	**Strategy**	**MEP Measurable Program Outcome (Objective)**	**Evaluation Tools**

4.1a) Offer professional development for staff on migrancy/mobility and H.S. completion strategies 4.1b) Provide targeted instruction based on assessment data on OSY 4.2a) Promote the economic benefits of education to students who have not attained their established educational goals 4.2b) Work with schools on flexible graduation plans using a template (i.e., HSCP) 4.2c) Establish goal setting incorporating student work and economic goals 4.3a) Provide guidance, mentoring, and counseling assistance to migrant families on the benefits of staying in school & post-secondary options 4.3b) Develop research/evidence-based literacy instruction for OSY 4.4a) Partner with ABE providers for local ELL classes 4.4b) Bring formal, practical English classes onsite with employer buy-in 4.4c) Continue to promote distance learning and "bite-sized" app-based practice 4.5a) Identify instruments to assess OSY readiness for high school programs (e.g., TABE-M) 4.5b) Help students and staff request transcripts 4.5c) Utilize the OSY Consortium to identify promising practices in assessment in other states	**Number of 12th grade migrant students is less than 30. Number of graduate is reported**	4.1 Provide secondary-aged migrant students with individualized year-round guidance, mentoring, and counseling that leads to high school graduation and informed by their Personalized Learning Plan (PLP).	4a) Each year, 80% of MEP students in grades 9-12 will be on track toward graduation as measured by a PLP that meets Vermont's Education Quality Standards' requirements.	• In-School Coordinator report (new)
		4.2 Provide year-round coordination and mentoring for OSY to increase academic skills to include English language lessons, life skills, and technology skills.	4b) Each year, 75% of OSY receiving direct instruction for at least 10 hours will score proficient on at least one appropriate OSY lesson.	• MIS2000 Services Report
		4.3 Assist OSY to articulate goals and create a personalized learning plan in coordination with the OSY consortium materials.	4c) Each year, all OSY who enter Tier 2 services will have a personalized learning plan that meets VT MEP standards.	• OSY Coordinator report (new)
		4.4 Provide year-round coordination and mentoring for OSY to make progress on their personalized learning plan toward career and/or high school graduation.	4d) Each year, 80% of OSY participating in Tier 2 services for at least 30 hours will complete at least 50% of their personalized learning plan objectives.	• OSY Coordinator report (new)

4.6a) Provide technology mentors 4.6b) Increase access to basic computer classes through local ABE providers 4.6c) Establish a system for a device setup and distribution program 4.6d) Use the OSY Profile and Farm Sheet to monitor OSY with Internet and cell service				

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Appendix D: SDP Meeting Agenda

AGENDA

Vermont Agency of Education

Migrant Education Program

Service Delivery Plan Meeting

October 26, 2016

8:30 – 8:45	Welcome, introductions, and overview of the meeting
8:45 – 9:00	Getting on the same page: The SDP Update, MEP planning cycle, and SDP requirements
9:00 – 9:30	Reviewing the existing Vermont MEP SDP -- Activity #1 (Individual): Identify key strategies and components -- Identify direct student services to evaluate
9:30 – 9:45	Break
9:45 – 10:00	Review and discuss solution strategies from the CNA
10:00 – 11:00	Activity #2 (Small group) Discuss and write strategies for the SDP update. Use the solutions identified during the CNA meeting as a guide.
11:00 – 11:30	Activity #3: Review strategies from other groups and make changes and suggestions.

11:30 – 12:00 Review existing MPOs and state performance targets

12:00 – 1:00 Working lunch will be provided

1:00 – 2:00 Activity #4 (Small Group): Discuss and write MPOs for measuring the effectiveness of the strategies.

2:00 – 2:30 Activity #5: Discuss and make recommendations about MPOs; debrief as a large group

2:30 -3:00 Review and discuss other SDP components

-- Making PFS determinations

-- State monitoring and technical assistance plan

-- Professional development plan

-- Parent involvement plan

-- Identification and recruitment plan

3:00 – 3:30 Wrap up and next steps

Meeting Objectives

1) Understand the SDP process
2) Update MEP strategies
3) Update MPOs to evaluate strategies
4) Review and update other SDP components

Appendix F: Homeless Appeal Procedure

McKinney-Vento Homeless Assistance Act Appeal Processing Procedure

Purpose

This procedure sets forth the steps for processing a written appeal submitted by a parent/ guardian or unaccompanied youth (referred to as appellant) regarding a decision made by a Local Education Agency (LEA) related to the McKinney-Vento Homeless Assistance Act (http://www2.ed.gov/policy/elsec/leg/esea02/pg116.html). *Please note that an appeal submitted via email is acceptable.*

Investigation and Resolution of an Appeal

1. *Written Receipt.* When a written appeal is received, the State Education Agency (SEA) will provide a written receipt to the appellant via email and return receipt mail within 10 business days, which will include the following information:
    a. The date that the appeal was received;
    b. A tentative resolution date;
    c. The name and phone number of a contact person for status updates;
    d. A copy of the SEA's appeal procedure.
2. *Investigation and Resolution*. On behalf of the Vermont Secretary of Education, the SEA Homeless Coordinator will:
    a. Notify the superintendent of the LEA involved within 10 business days of receipt of the appeal via email and return receipt mail. The notification will include instructions for requesting a copy of the appeal.
    b. Request documentation needed from the appellant and the LEA to clarify the facts.
    c. Review documentation and, if needed, request additional documentation and/or interview the parties involved.
3. *Recommendation and Final Decision.* Within 30 business days of receipt of the appeal, the Homeless Coordinator will make a recommendation to the Secretary of Education, who will make the final decision to support or deny the appeal. The timeframe for this step may be extended if additional investigation time is needed. The appellant and the LEA involved will be notified if additional time is required.
4. *Notification and File*. The SEA will notify the appellant and the LEA involved of the final decision and, if the appeal is granted, the LEA will be expected to follow through on the Secretary's ruling. The SEA will retain a record of all appeals, findings and final decisions. These documents are considered public record and may be made available to the appellant, the LEA, and other members of the general public in a format that meets privacy law requirements.

USED Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANT

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Vermont remains committed to providing students equitable access to and participation in educational programs in accordance with state and federal civil rights protections, including section 427 of the General Education Provisions Act (GEPA). Section 427 of GEPA aligns with VT-AOE's commitment to ensure all students are provided a high-quality education.

In Vermont, all districts that carry out programs related to ESSA must also comply with 9 V.S.A. § 4502 (2017), Public Accommodations, which provides the following purpose; "(a) An owner or operator of a place of public accommodation or an agent or employee of such owner or operator shall not, because of the race, creed, color, national origin, marital status, sex, sexual orientation, or gender identity of any person, refuse, withhold from, or deny to that person any of the accommodations, advantages, facilities, and privileges of the place of public accommodation."

Under 9 V.S.A § 4501(1), public schools are defined as a place of public accommodation. The Vermont Attorney General's Office interprets this statute to include private schools, as well.

Furthermore, 16 V.S.A § 165 codifies *Brigham v. State of Vermont (1997)* and requires that all Vermont children will be afforded equal educational opportunity and Vermont must ensure that schools maintain a safe, orderly, civil and positive learning environment that is free from harassment, hazing, and bullying. Harassment is defined in 16 V.S.A § 11(a)(26) with reference to sexual harassment, racial harassment and conduct aimed at a student's (or student's family) actual or perceived creed, national origin, marital status, sex, sexual orientation, gender identity, or disability. Additionally, 16 V.S.A § 165 requires the Secretary to determine every 2 years whether students in each Vermont public school are provided educational opportunities substantially equal to those provided in other public schools. If the Secretary determines that a

school is not meeting the education quality standards listed in §165, s/he must describe in writing what actions the district shall take.

Act 5 (2017) confirmed Vermont's commitment that Vermont residents be free from discrimination based on any of these characteristics.

Article 1 of the Vermont Constitution enshrines the fundamental principal that all persons are born equally free and independent.

VT-AOE will identify whether barriers may prevent students, teachers, etc. from such access or participation in, federally-funded projects or activities and will take the necessary steps to overcome barriers to equitable access to all federally funded programs included here. Such steps will include, but are not limited to:

1. Ensuring LEA compliance with section 427 of the GEPA for all federally funded programs and with state regulations regarding equity (see above);
2. Ensuring ESSA-related educational materials are accessible to individuals with disabilities and English learners (including translating material, when appropriate); and
3. Providing guidance and technical assistance to ensure LEAs elicit stakeholder input on student needs and federally-funded programs to address those needs from traditionally underrepresented populations including parents and families of students with disabilities, English learners, and economically disadvantaged students.

In accordance with section 427 of the GEPA, VT-AOE will continue to ensure compliance with these regulations as it pertains to all locally developed educational programs, including those under ESSA.