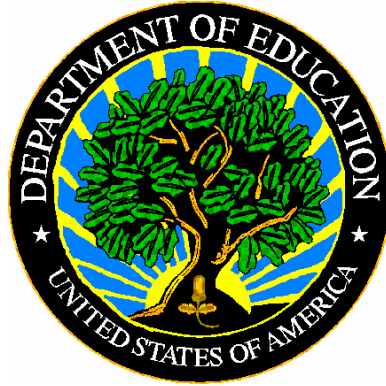


Consolidated State Application Accountability Workbook State of Vermont

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**DUE: JANUARY 31, 2003
Revised: July 24, 2006**



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

**Summary of Implementation Status for Required Elements of
State Accountability Systems**

Status

State Accountability System Element

Principle 1: All Schools

F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
P	1.6	Accountability system includes <i>rewards and sanctions</i> .

Principle 2: All Students

F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .

Principle 3: Method of AYP Determinations

F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .

F 3.2c Accountability system establishes *intermediate goals*.

Principle 4: Annual Decisions

P 4.1 The accountability system *determines annually the progress* of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
---	-----	---

Principle 7: Additional Indicators

P	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

P	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
---	-----	---

Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

Principle 1: All Schools

1.1 Accountability system includes all schools and districts in the state.

1.2 Accountability system holds all schools to the same criteria.

Comments below relate to 1.1 and 1.2.

In September 2004, revised Rules for Vermont's School Accountability System Based on Student Achievement took effect, replacing the rules adopted in July 2000. A copy of the rules is attached.

In 2004, through Act 114, Sec. 3 (adding section 26 to 16 V.S.A. 563), the legislature made local school districts LEAs for purposes of meeting NCLBA accountability requirements. Under the Workbook of June 2003, Vermont's supervisory unions were LEAs.

With the New England Common Assessment Program (NECAP, with New Hampshire and Rhode Island) reading and mathematics examinations in grades 3-8, and NECAP writing in grades 5 and 8, first implemented in Fall 2005, and with the administration of the New Standards Reference Exam in grade 10 in March 2006, all Vermont schools have testing required by NCLBA. There will be new NECAP reading, mathematics, and writing in high schools beginning in Fall 2007.

With the implementation of NECAP testing, Vermont no longer uses the Small Schools Review described in the 2003 Workbook. Instead, the State will make AYP decisions for all schools for the All Student Group, regardless of the "n" size, using the indexes. Vermont will apply a minimum 'n' of 40 or more students for subgroup decisions for one year of results (no longer combining two years of results into a rolling average) and continue to use a confidence interval of .01.

1.3 Accountability system incorporates the academic achievement standards.

For the new NECAP tests, Vermont has adopted four performance levels (with corresponding index values) – proficient with distinction (500 points), proficient (375 points), partially proficient (375 points), and substantially below proficient (250 and 125 points based on scale scores within that achievement level). Vermont will report percent proficient regardless of whether the index scores are reported.

With four achievement levels for NECAP instead of five for NSRE, the substantially below proficient band is larger. We have split it into two segments by using scale scores and will assign 250 points to those students in the upper segment (closer to the cut point for partially proficient) and 125 to those in the lower segment. Students who participate in NECAP but do not have a scale score receive 0 points.

1.4 Accountability system provides information in a timely manner.

As indicated above, the new NECAP assessments in grades 3-8 are given in the fall, with results available in late winter/early spring. This will become the case for high schools with the Fall 2007 tests.

The following table illustrates how Vermont will provide accountability information in a timely manner

When Learning/Teaching Occurs	When Assessment Occurs & When AYP Determinations are Made	When AYP Consequences Apply
SY 2004-2005	Assessment, Fall 2005 AYP Determination, Winter/Spring 2006	SY 2006-2007
SY 2005-2006	Assessment, Fall 2006 AYP Determination, Winter/Spring 2007	SY 2007-2008

As indicated above, the new NECAP assessments in grades 3-8 are given in the fall, with results available in late winter/early spring. This will become the case for high schools with the Fall 2007 tests.

AYP decisions for 9-12 high schools will be made as soon after receiving and verifying Spring 2006 NSRE results as possible – most likely October 2006. These decisions will apply to SY06-07. In Spring 2007, when we make AYP decisions to apply to SY07-08, decisions for 9-12 high schools will be based only on the academic indicator (graduation rate) for this one-time transitional decision. In Spring 2008, results from NECAP 2007 fall testing at grades 3-8 and grade 11 will determine school status for SY08-09.

1.5 Accountability system includes report cards

1.6 Accountability system includes rewards and sanctions

The issue of rewards was discussed during the recent Title I monitoring visit. We met with the Committee of Practitioners on June 22, 2006 and they recommended that:

Since the criteria for Academic Achievement Recognition (AAR) must be based on AYP results, schools that meet the criteria for receiving AAR will have that status published on their AYP report and information about these schools will be released as part of the AYP press release.

Criteria:

- A school may achieve AAR in either reading and/or mathematics but must meet the criteria for the student groups described in NCLBA 1111 (b) (2) and must also meet the Academic Indicator for the school.

A school can achieve AAR if those student groups in NCLBA 1111 (b) (2):

- Have an index score at least one point above the required AMO for two consecutive years, or,
- Increase their index by a specific point value from one year to the next

Principle 2: All Students

2.1 Accountability system includes all students

2.2 Accountability system has a consistent definition of full academic year

2.3 Accountability system properly includes mobile students

Comments below apply to 2.1, 2.2, and 2.3 above.

Vermont has adopted a new definition for “full academic year” because the State is tracking students through its fall and spring data collections. The new definition holds schools accountable for those students who have been continuously enrolled from the first day of school to the last.

For AYP, because the NECAP is administered in the fall but assesses the learning that students did during the prior school year, we count student results at the school in which they did the learning. If students attended the school where they did the learning for the full academic year, their results are included for that school in its AYP index. We hold schools accountable for participation based on where students take the test.

Principle 3: Method of AYP Determinations

3.1 Accountability system expects all student subgroups, public schools, and LEAs to reach proficiency by 2013-2014.

With the adoption of NECAP tests in grades 3-8, Vermont no longer averages test results over two years; annual determinations are made with one year of results. In addition, adoption of the new tests no longer requires placing equal weight on basic and analytical reporting areas, as each new NECAP (reading, mathematics, and writing) test reports one overall score. We will continue to index the 10th grade NSRE as we have in the past until the new high school NECAP tests are available.

AYP decisions for 9-12 high schools will be made as soon after receiving and verifying Spring 2006 NSRE results as possible – most likely October 2006. These decisions will apply to SY06-07. In Spring 2007, when Vermont makes AYP decisions to apply to SY07-08, decisions for 9-12 high schools will be based only on the academic indicator (graduation rate) for this one-time transitional decision. In Spring 2008, results from NECAP 2007 fall testing at grades 3-8 and grade 11 will determine school status for SY08-09.

The following table shows that in our transition plan we measure student learning for each school year and test a unique cohort each year. Moving from spring to fall testing, this plan avoids testing the same cohort of students twice, with most of the time between the two tests being summer vacation.

Assessment of SY 04-	Accountability for SY 05-06	Accountability for SY 06-07	Assessment of SY 05-	Accountability for SY 07-08	Assessment of SY 06-	Accountability For SY 08-09
----------------------	-----------------------------	-----------------------------	----------------------	-----------------------------	----------------------	-----------------------------

05 Based on:			06 Based on:		07 Based on:	
For all schools except those schools that are 9-12 high schools						
Fall 2005 NECAP & Spring 2005 10 th grade NSRE	Determined in Fall 2005 using Academic Indicator (Transition)	Determined in Spring 2006 using Fall 2005 NECAP and Spring 2005 NSRE	Fall 2006 NECAP and Spring 2006 NSRE	Determined in Spring 2007 using 2006 NECAP, 2006 NSRE, academic indicator and participation	Fall 2007 NECAP	Determined in Spring 2008 using 2007 NECAP, academic indicator and participation
For 9-12 high schools only						
Spring 2005 10 th grade NSRE	Determined in Fall 05 using Spring 2005 NSRE, academic indicator and participation	<u>Determined in Fall 2006 using Spring 2006 NSRE, academic indicator and participation</u>	Spring 2006 NSRE	<u>Determined in Spring 2007 using academic indicator (graduation rate)</u>	Fall 2007 NECAP	Determined in Spring 2008 using 2007 NECAP, academic indicator and participation

As stated in 1.2 above, Vermont no longer applies the Small Schools review. Decisions are made at the all student level for all schools using the indexes.

Vermont continues to determine AYP for subgroups with more than 40 students in an assessment area in one year.

Because Vermont has just this year implemented the NECAP assessments, we are unable to apply Safe Harbor in 2006. In 2007 we will review Safe Harbor and will consider the adoption of a growth component to determine AYP. In addition, as shown in Rule 2568, school boards may use the appeals process after being identified for improvement or other consequences.

Preliminary data suggest that there will be an increase in the number of schools not making AYP – possibly from 13% to 20% of our schools (approximately 60 schools).

3.2 Accountability system has a method for determining whether student subgroups, public schools, and LEAs made adequate yearly progress.

3.2a Accountability system establishes a starting point

3.2b Accountability system establishes statewide annual measurable objectives

3.2c Accountability system establishes intermediate goals

Comments below address 3.2, 3.2a, 3.2b, and 3.2c above.

Vermont has set new grade span AMOs using the original 20th percentile model. We have adopted two grade span AMOs for the Spring 2006 AYP determinations – grades 3-8 and 7-12. The AMOs for grades 9-12 will continue as before until new NECAP tests are introduced in school year 2007-2008.

These AMOs apply to both schools and LEAs with grade spans that include just 3-8; those that include 7-12 and those that include 9-12.

	3-8	3-8		3-8 & 10	3-8 & 10		9-12	9-12
Year	Math AMOs	Reading AMOs		Math AMOs	Reading AMOs		Math AMOs	Reading AMOs
2006	390	403		341	377		326	384
2007	390	403		341	377		326	384
2008	427	435		394	418		384	423
2009	427	435		394	418		384	423
2010	427	435		394	418		384	423

2011	463	468		447	459		442	462
2012	463	468		447	459		442	462
2013	463	468		447	459		442	462
2014	500	500		500	500		500	500

Principle 4 Annual Decisions

Accountability system determines annually the progress of schools and districts

Through Act 64 of 2003 and Act 114 of 2004, the legislature authorized the Commissioner of Education to determine annually whether schools and LEAs are meeting state standards and making adequate yearly progress through school year 2006. This year, through Sec. 23 of H.867 (the Education Technical Corrections bill), the legislature extended this annual authority through school year 2008.

Principle 5 Subgroup Accountability

5.1 Accountability system includes all the required subgroups

5.2 Accountability system holds schools and LEAs accountable for the progress of student subgroups

5.3 Accountability system includes students with disabilities

5.4 Accountability system includes limited English proficient students

Comments below cover 5.1, 5.2, 5.3, and 5.4 above.

To ensure reliable decisions, Vermont will apply adequate yearly progress determinations only to subgroups with a minimum ‘n’ of 40 or more students in each reporting area in one year and across all grade levels.

Concerning the use of alternate assessments in accountability for students with disabilities, Vermont is preparing materials that update our alternate assessment system for the May 2006 Peer Review.

LEP students are included in the academic assessments following the flexibility provided by U.S. Department of Education LEP students who have attended school in the United States for less than one year are not required to participate in Reading/ELA assessments, but must participate in the mathematics and English language proficiency assessments. Vermont clarifies that it does not count fluent English proficient students in the LEP subgroup at this time.

5.5 Vermont has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.

5.6 Accountability system protects the privacy of students when reporting results and when determining AYP.

Comments here apply to 5.5 and 5.6 above.

See comment at 5.4 above.

Principle 6 Based on Academic Assessments

6.1 Accountability system is based primarily on academic assessments

Please see comments under 1.1 and 1.2 above for a description of new assessments Vermont has adopted.

As stated before, we no longer use the Small Schools review.

Principle 7 Additional Indicators

7.1 Accountability system includes graduation rate for high schools.

7.2 Accountability system includes an additional academic indicator for elementary and middle schools.

7.3 Additional indicators are valid and reliable.

Comments below relate to 7.1, 7.2, and 7.3.

Vermont's updated calculation of graduation rate for high schools is a longitudinal cohort count and will allow for the disaggregation of subgroups, if needed, for safe harbor. Because this calculation counts transfers-in for the first time, the State has set the graduation rate at 72%. This change does not impact the number of schools that are below the threshold for not making AYP.

For the Spring 2006 AYP decision, Vermont will use the achievement of students in the bottom performance level of the NECAP Reading test for all grades tested in a school as the "additional academic indicator" for AYP purposes. This aligns with the State's past use of the bottom two-achievement levels of the NSRE Reading Basic Understanding reporting area for schools that did not have grade 2 VT-DRA results. The criterion for identification remains unchanged at 15% or more of students in the lowest achievement level.

Principle 8 Separate Decisions for Reading/Language Arts and Mathematics

8.1 Accountability system holds students, schools, and districts separately accountable for reading/language arts and mathematics

There is no change in this section.

Principle 9 System Validity and Reliability

9.1 Accountability system produces reliable decisions

Apart from the use of a minimum 'n' of 40 students each year (instead of combining two years of test results in earlier years), there has been no change in the section.

9.2 Accountability system produces valid decisions

Vermont has in place, as required by Rule 2528, a Technical Advisory Panel (including a number of nationally recognized assessment and accountability experts), whose members help to ensure that state assessments and the Accountability System lead to valid (i. e., technically and educationally sound) decisions.

9.3 Accountability system has a plan for addressing changes in assessment and student population.

As shown by the successful development, adoption, and implementation of the NECAP tests, Vermont has in place a sound system for incorporating into its definition of AYP anticipated changes in assessments.

Principle 10 Participation Rate

10.1 Accountability system has a means for calculating the rate of participation in statewide assessments.

10.2 Accountability system has a means for applying the 95% assessment criteria to student subgroups and small schools