
ESEA Flexibility Request



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U.S. Department of Education
Washington, DC 20202

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Vermont Department of Education.	Requester's Mailing Address: 120 State Street Montpelier, VT 05620-2501.
State Contact for the ESEA Flexibility Request	
Name: John Fischer.	
Position and Office: Deputy Commissioner (Interim).	
Contact's Mailing Address: 120 State Street Montpelier, VT 05620-2501	
Telephone: (802) 828-0488.	
Fax: (802) 828-3146	
Email address: john.fischer@state.vt.us.	
Chief State School Officer (Printed Name): Commissioner Armando Vilaseca.	Telephone: (802) 828-3135.
Signature of the Chief State School Officer: 	Date: February 28, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all

subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

- A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Vermont is a state that is proud of its tradition of inclusion and collaboration in all that we do. In that spirit, we set out to make a prevailing effort to meaningfully engage and solicit input in the development of our Waiver request. Beginning in August, when the Department of Education was charged by the State Board of Education to work hand in hand with the Governor’s office to begin discussion of a new framework for Vermont’s accountability system, we convened a stakeholder meeting with the intent to discuss waiver options, accountability framework concepts and timelines. This stakeholder group consisted of leadership from the Governor’s office, the Vermont Superintendents Association, the Vermont Principals’ Association, the Vermont School Boards Association, the Vermont Council of Special Education Administrators, the Vermont National Education Association, and representatives from the Department of Education. Our foremost purpose was to create a model that would specifically identify ways in which Vermont can better serve educators in meeting student needs, particularly those students who are most disadvantaged in the current system. Once USED released the guidelines for ESEA Waiver Requests at the end of September, we reconvened our stakeholder group to form a Waiver Design Team, embodying Vermont’s Committee of Practitioners, to help in the development of Vermont’s ESEA Waiver Request. This Design Team has been thoroughly engaged in the thinking and planning of every aspect of the Request, meeting approximately every other week to join in the effort of drafting a plan that serves every student in the state of Vermont.

At the onset of this endeavor, we drafted a Communications Plan to characterize the ways in which we would engage our stakeholders and public. The primary elements of the plan included the following regular means of communication:

- An ESEA Waiver page on the Vermont DOE website that would serve as a destination for updates, memoranda, documents, and provide a vehicle for stakeholder and public questions and comments throughout the lifespan of the project. http://education.vermont.gov/new/html/pgm_esea.html
- ESEA Waiver updates distributed within regular Field memos from the Department to Educators, Principals, Superintendents, Curriculum Coordinators, Business Managers, Technology Coordinators, and School Board Members. These Field Memos are also open to the public as they are posted on the DOE website.
- A Weekly Recap email summarizing progress on the development of the Flexibility Request to the Design Team, State Board of Education, the Governor’s Office, the House and Senate Education Committees, and Education Associations.

After several months of crafting the waiver methodologies and implementation strategies, the Deputy Commissioner drafted an Executive Summary document that offered a foundation for the principle elements of the Flexibility Request. This Executive Summary, a Proposal Draft Summary and an Electronic Briefing Book were disseminated to educational associations and groups including but not limited to the following:

Vermont Superintendents' Association (VSA); Vermont Principals' Association (VPA); Vermont School Board of Professional Educators (VSBPE); Vermont Council of Special Education Administrators (VCSEA); Vermont School Board Association (VSBA); Agency of Human Services (AHS); Vermont National Education Association (VTNEA); Vermont State Colleges; the Common Core Implementation Team; The Vermont Task Force on Teacher/Leader Effectiveness; Congressional Delegates; ESEA Coordinators; The House and Senate Education Committees; Vermont Department of Disabilities, Aging and Independent Living; Department of Children and Families; Integrated Family Services; VR Transition Projects and JOBS Program; the Vermont Family Network; Child Development Division of DCF; the Family Services division of the Department for Children and Families; Department of Health; Department of Mental Health; Vocational Rehabilitation; Integrated Family Services; and the Federation for Families for Children's Mental Health.

In addition to soliciting comments from these groups, Department of Education staff met with Governor Shumlin and his Staff to discuss the Principles of the ESEA Flexibility Request and to provide documents for their review and to solicit comments.

On December 20, 2012, Vermont's ESEA Flexibility Request was discussed at the State Board of Education meeting. A panel consisting of Deputy Commissioner Rae Ann Knopf, Jeanne Collins, Superintendent of Burlington School District, Daniel French, Superintendent of Bennington-Rutland Supervisory Union, and Brent Kay, Superintendent of Orange-Southwest SU answered questions from the Board members about the Flexibility Request process, strategy and implementation plans. On behalf of Vermont superintendents and trustees, Jeff Francis, the Executive Director of the VSA voiced unanimous support for the waiver from their organization. Leaders from educational associations including the VTNEA, VSBPE, VPA, VSBA, and the VCSEA also communicated their unanimous support for the waiver on behalf of their organizations. Following a lengthy discussion and question and answer period, a motion was made for the State Board to support the concepts as developed by the Flexibility Request Design Team. The motion was seconded and was passed by a unanimous voice vote of 8-0. The Board applauded the efforts of the Design Team on the work completed so far, and the members of the Board expressed appreciation for the degree of stakeholder engagement that Deputy Commissioner and the Design Team sought to achieve throughout the process.

During the fall and winter months, Deputy Commissioner Knopf gave numerous presentations on the Flexibility Request methodologies and sought ideas and feedback from the following associations: the VCSEA, House and Senate Education Committees, the VSBPE, the VSA and VSBA Statewide Administrators Conference; and the VSA trustees

meeting. A schedule of when these presentations occurred is available in the project timeline that can be found in Attachment Label 1 Notice to LEAs.

The full Waiver proposal went before the Board for a final vote at the January 17th meeting. A vote was taken to accept/endorse the current draft plan for the ESEA Flexibility Waiver to be submitted on or before February 21, 2012 and to authorize the Commissioner to negotiate any necessary adjustments to the plan prior to final submission and during the Peer Review Process. The full proposal was then posted on the DOE ESEA Waiver web page, commencing a period for Public Comment that was conducted from January 18-February 3 Commissioner Vilaseca kicked off a two week statewide media campaign that included an Op-Ed and an interview on VPR to garner further input and reaction, the DOE and the Design Team also hosted two webinar sessions to discuss the Request with stakeholder groups and the interested public on January 30 and 31st. Feedback on the Proposal from the Public and Stakeholder Groups was collected via the DOE ESEA Waiver web page. Once all comments were reviewed and considered, modifications were implemented into the final narrative of the Waiver Request.

- A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Identifying and addressing the needs of our diverse communities has been of the utmost importance since we began to work on the Waiver. Within our Design Team, three of our leaders represent the interests and needs of students with disabilities and were asked to serve because of their professional expertise

The associations that we actively sought feedback from in the development of the Flexibility Request include the following special interest groups:

Agency of Human Services; Vermont Family Network ; Vermont Department of Disabilities, Aging and Independent Living; Department of Children and Families; Integrated Family Services; VR Transition Projects and JOBS Program; AHS; Child Development Division of DCF; the Family Services division of the Department for Children and Families; Department of Health; Department of Mental Health; Vocational Rehabilitation; ; the Federation for Families for Children’s Mental Health; Voices for Vermont Children; PreK-16 Council; ELL group; Vermont Business Round Table; Vermont Chamber of Commerce; The Abenaki Tribe; Diversity Now; The Human Rights Commission; Refugee Resettlement Program; Africans Living in Vermont; Vermont's Youth and Adults Transforming Schools Together; Student Members of the State Board of Education; Developmental Disability Law Practice; Disability Rights Vermont; Vermont Family Network; and the Federation for Families with Children with Mental Health Needs.

We successfully engaged our student population by contacting them via the Vermont Principals' Association and distributing a draft of the Proposal. We strongly encouraged students to share their ideas and provide input on the document. In addition, there are two student representatives serving on the State Board of Education and we sought their input throughout the process.

We conducted a webinar specifically intended for parents and students as the primary audience, the interested public and media attended as well. The webinar was a productive forum in which students, parents and other diverse stakeholder groups were able to share openly their comments and reactions with us, resulting in a rich and meaningful dialogue about the future of education for Vermont students and families.

In the Commissioner's media campaign, every effort to connect with these special interest groups was made to invite their comment on the proposal.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

EXECUTIVE SUMMARY

Introduction

In Vermont, we are using the ESEA flexibility opportunity as a catalyst to bring meaningful education goals and objectives together, converging our efforts toward a focal point of conceptual

change in education delivery in the 21st century – resulting in a true learner centered system of education. If you find yourself wondering why this is even necessary, please consider the following observations: School boards, superintendents, and the state department of education struggle to provide a comprehensive, engaging education for all students with finite resources. Teachers and principals work to make sense of being placed under a microscope that seeks not only the genesis of the optimal learning environment, but frames the problem as if they have had the solutions all along and just aren't using them. Young people and their families are bombarded with exponentially increasing access to information and learning opportunities. Yet throughout all this, common themes consistently emerge that both better define the problem and illuminate the way forward.

So what do we understand about the problem? The problem is that our current public education system was never designed with the objective of getting all students to a high school diploma, much less a college degree. The current system was designed to effectively sort all of America's children into categories that ensured the varied workforce needs of the early and mid twentieth century were met. When those workforce needs changed due to increased mobility, technological advances, and other global forces, our educational system did not respond in kind. The results we are getting right now are the results the system was intended to produce. The advent of IDEA and later NCLB, highlighted some of the areas we need to focus our attention on, but both are overly prescriptive and neither offer solutions to the problem defined above.

In Vermont, we have comparatively small communities and a small number of students. In relative time, the problem of diminishing local opportunities for our children post PreK-12 is fairly recent. This is not a result of the quality of education, but raising the quality of our education is a key element of the solution to establishing a higher standard for workforce development, eliminating poverty, and reducing rates of incarceration. Vermont is recognized for providing high quality education for all students regardless of economic circumstance or learning differences. We were one of the first to embrace the importance of early learning and high quality early child care. We have long been known as the gold standard for providing access to individualized special education services. When No Child Left Behind was introduced, we pursued the requirements with vigor – set high standards, developed statewide assessments, established high cut scores for student proficiency and set ambitious progress targets.

Having high standards and the ability to evaluate student learning progress is as important today as it was then. Unfortunately, we find after several years that application of these efforts is highly variable in our state. Much of our work serves only to point out problems, rather than provide opportunities for resolving them. The shift we seek in our plan is to reframe the concept of accountability. In our state, we will put problem recognition in its proper place; we will emphasize and provide more support to conceptualizing and creating the learning environment we seek; those environments that will ensure all Vermont young people have the best opportunity to learn and be prepared for the 21st century and beyond.

Vision

We envision a system that:

- Provides equitable access to effective instruction using multiple methods and flexible pathways,
- Results in demonstrated achievement of high learning standards relevant to the 21st century,

- Establishes accountability for continuous growth for the learner and continuous improvement at all levels of the education system.

Philosophy

Several elements frame our overall approach to this work.

1. Learners have very diverse strengths and abilities and the learning environment should be planning for, assessing and responding to the needs of the learner. While family life and economic circumstances have a significant impact on the learning life of a child, we have evidence to support educational experience can have a significant effect on the learning progress of all children, regardless of personal circumstance.
2. We know that personalized learning environments where high expectations for all students, play a significant role in ameliorating the effects of personal circumstance outside the learning environment, and in attending to the diverse needs of all learners.
3. Schools with significant populations of high need students merit our support at the local and state level in addressing the needs of those students, and this should never involve shaming tactics to generate improvement.
4. All learners should have access to high quality educational opportunities that prepare them to pursue post secondary aspirations of choice.
5. Assessments should be relevant first and foremost to the work of the teacher. The results need to inform adjustments to the instruction for the benefit of the learner.
6. Learner engagement is paramount. For learners in middle and high school in particular, this means high stakes assessments must have relevance and value to the learner beyond the test. Summative assessments in high school should have a direct correlation to student advancement to graduation, college or technical school entrance, and/or work-force preparedness.

Goals, Principles and Desired Outcomes

Our current state level system measures outputs and defines inputs, and after several years we see only marginal difference overall in the outcomes we seek for our children. The new system will do the opposite. We will work to identify, measure, and support inputs demonstrated to make the most difference for learners. Based on what we learn, we will work to scale those efforts in locally nuanced ways that work effectively in schools which are small by national standards, have low teacher student ratios, have high levels of community engagement and are often rural. Key attributes of these environments include:

- Developing strong leaders who foster high expectations for all learners;
- Supporting a professional teaching culture that involves – collaboration, use of student progress data to inform instruction, and professional learning opportunities that prepare teachers to address varying student learning needs;
- Creating a learning culture that is personalized, safe, supportive, and inviting to students and families of all demographics; and

- Supporting a local governance structure that encourages a focus on student learning and continuous improvement.

Vermont remains committed to accountability. We will continue to focus our efforts on creating a system of continuous improvement for all schools, where the needs are evident and the focus of our activities is intentional and measurable. Key principles include a system that:

1. Recognizes the learning continuum PK-16 by starting early, attending to transition points, and raising the standard from “high school completion” to “college and career readiness”.
2. Prioritizes closing achievement gaps for learners who face the greatest challenges.
3. Prioritizes resources – including partnerships with agencies, associations, and institutions of higher education – toward helping teachers and principals in schools with student populations of greatest need.
4. Increases student access to opportunities known to improve engagement and outcomes.
5. Benchmarks student and school progress against their own starting point, yet maintains rigorous expectations for those schools or groups with lower starting points.
6. Builds capacity at the local level to recognize and respond to achievement challenges.
7. Celebrates progress, highlighting and supporting replication of successful practices.

The outcomes we seek are the following:

- **All children enter kindergarten ready to learn.**
- **All children have strong foundations in reading and math when they enter 4th grade.**
- **All students have a portable, personalized learning plan and portfolio.**
- **All students graduate with the credentials they need to pursue college/career directions of choice.**

Unfortunately, many Vermont children still do not receive the supports and interventions necessary to ensure they have the opportunity to attain these outcomes. For this reason, Vermont seeks flexibility to the USED Elementary and Secondary Education Act requirements in order to implement systemic changes we believe will have greater impact on student learning outcomes than those imposed over the last 10 years through the No Child Left Behind Act.

In redefining our system, the VT DOE will accelerate our emphasis on education quality over school quality. Primary areas of focus include working to support school leaders in providing flexible pathways to student readiness for college and the work force; using aggregate information on student progress and needs to inform state policy and funding agendas; providing a tiered system of support for schools across the state where resources and attention are intensified based on the needs of the student population and the capacity building needs of the school; engaging critical partners to help in this work.

Much of this work is reflected in the SBE 2010 strategic plan; in the concurrent work of the VSBPE; in education associations such as the VSA, VPA, VSBA; and in ongoing collaborations such as NESSC (New England Secondary School Consortium), Early Learning Challenge Grant, and the PK-16 Council. Only a few specific areas require a waiver to proceed:

Eliminating the use of universal AYP targets that increase every three years – and replacing them with annual measurable objectives that start with the school’s 2010-11 NECAP results for all students and sub-groups and provides annual student growth targets of equal annual increments to reduce the number of non-proficient students in each category by 50% over the next six years.

Replacing the annual publication of schools that did not make AYP – with a publication for all schools with key information used for accountability as well as contextual information to support analysis and continuous improvement.

Eliminating progressive sanctions on schools that don’t meet unrealistically high targets – and continuing to implement a tiered approach to supporting schools where data and diagnostic tools and supports for effective interventions are provided universally, and more focused supports, interventions, and resources are provided to schools progressively based on demonstrated student need and school capacity to respond to that need.

Adding a fifth model for new School Improvement Grant participants based on the Turnaround Principles – that does not require dismissal of principals and teachers, is aligned with characteristics of highly effective schools and emphasizes rapid improvement strategies for generating student growth.

Eliminating federal Highly Qualified Teacher reporting and requirements – and supporting and guiding the creation of a coherent system of evaluation and development for principals and teachers that is informed by student growth; and provides teachers and principals with ongoing feedback, mentoring, and professional learning opportunities designed to address the needs of the students in their purview.

In addition to the changes above that relate specifically to the accountability system, the following reference further changes to our system that will better situate us to focus our work toward the vision articulated earlier. In all, we find a common theme that requires we celebrate a spirit of inquiry and experimentation not only for the learner, but for the educators and leaders as well.

Create a state-wide continuous improvement cycle

- Emphasizing high quality early learning opportunities and kindergarten readiness assessments for all children to inform learning needs in primary grades.
- Analyzing data longitudinally by school, SU/D and state; aggregating student data on progress, growth, levels of attainment, and access to flexible yet rigorous learning opportunities; analyzing and incorporating trends in communications and strategy.
- Consolidating state requirements to report on disparate elements of education service delivery (e.g. school quality, service to diverse learners through Educational Support System Surveys and Special Education Service Plans) into one coherent report produced at the SU/D level that incorporates critical elements of school action plans related to continuous improvement.
- Reviewing action plans at the state level through a DOE continuous improvement team led by the Deputy Commissioner. Synthesizing trends, needs, and successes into one “Annual Education Progress Report” from the Commissioner’s Office. This report would highlight student demographics, learning outcomes, and information from the above reports in ways that are meaningful for the education community, state and local policy makers, and business, community and families across the state.

- Focusing available resources on statewide needs for educator and leadership development in meeting the diverse needs of students.
- Re-writing school quality standards to be reflective of education quality elements and aligned with 21st century learning priorities.
- Emphasizing and prioritizing efforts that moves towards learning communities that are not constrained by time or place.
- Promoting and resourcing high school opportunities that increase student engagement and provide opportunities for greater personal choice in defining flexible learning pathways toward post-secondary pursuits and careers of interest.
- Creating funding flexibility to maximize better integration of best practice and the move away from implementing isolated programs that show minimal benefit to students.
- Removing unnecessary burdens in state and local reporting and regulatory requirements that do not contribute to the health and success of the system as a whole.

We are committed to preparing all learners with the skills and abilities to pursue college and workforce directions of choice when exiting the PreK-12 system. In order to do this effectively, we need to reframe the paradigm of education accountability towards a system of quality where time and place are variable, and all student learning matters; where learner growth is evaluated for the benefit of the student and his or her family over time, and is used by educators and leaders to inform future practice and policy.

For years, Vermont has been edging toward transformation in education. Admittedly, it has been an ongoing, fragmented process. The moment for supporting conceptual change at the deepest level is now. Conceptual change cannot be approached piecemeal. We must envision what we want as a whole, and then continuously adjust the levers that drive us in that direction.

One final note as we think about how we use this opportunity to leverage our greater goals. A cautionary tale around a word that is already in danger of being overused and undervalued – the word is ‘learn.’ Peter Senge describes learning this way:

“Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life.”

This is the type of learning we want for all of our young people, all of our educators, and our leaders. All we need do is create the environment to support and compel it at every turn.

THE PLAN

The following pages outline a general plan of action for redefining accountability in ways that compel learning in Vermont communities, using methods that are dynamic rather than static and insist on preparing all of our young people to face the challenges of the 21st century and beyond.

We have organized our work around the following five action principles:

1. Raising learning expectations for all students –

- a. College and Career Ready State Standards (CCRSS) in all schools.
- b. Assessments meaningfully evaluate student learning gains towards achievement of CCRSS standards.
- c. State efforts focus available resources on schools and Supervisory Union/Districts (SU/Ds) demonstrating the lowest levels of – 1) attainment, 2) student learning progress, and 3) exposure to high quality personalized learning opportunities.
- d. High quality instruction is differentiated according to student need.

2. Focusing on Early Learning –

- a. Universal access to high quality early learning opportunities.
- b. Consistent evaluation of students’ readiness for kindergarten.
- c. Consistent application (in Pre-K, K, grades 1, 2, & 3) of formative assessment and interim/benchmark assessment methods with evidence of closing identified learning gaps for students applied across all students in all schools and aligned to the learning progressions in mathematics and English Language Arts (ELA) that lead to CCRSS.

3. Monitoring student progress and access to high quality education opportunities statewide by ensuring that the following elements are provided locally –

- a. Consistent access to a personalized learning environment that recognizes and attends to the diverse learning needs of and holds high expectations for all students.
- b. Consistent access to high quality local assessments for formative feedback and continuous progress monitoring of student learning and growth.
- c. Use of statewide summative assessment (grades 3-8 and 11), more comprehensive profile of student demographics and school needs as tools to highlight areas where additional supports are needed to assist teachers in meeting the needs of their students. An initial school profile will be developed by June 2013 that includes sets of indicators highly correlated with student achievement. For HS this might include indicators such as graduation rate, participation in AP/IB, rigorous industry certifications, post secondary readiness and participation in rigorous courses. For elementary and middle school indicators might include attendance, parent engagement and school culture.
- d. Student access to internships, cooperatives, early college, career interest planning, and college and work force readiness assessments that have value for them beyond high school (e.g. Accuplacer, SAT, ACT, Work Keys), so that they are more engaged in their learning and its relevance to fulfilling future goals and interests, and better informed and equipped to make decisions about their future.
- e. Student access to anywhere, anytime learning opportunities that go beyond the bounds of the school walls, but count toward their learning achievements and graduation.
- f. Teacher and principal evaluation systems that consider the following:
 - i. Measures of teachers content knowledge
 - ii. Multiple measures of student growth

- iii. Multiple formal and informal observations
 - iv. Personal and peer assessments/reflection
 - v. Student perceptions of learning environment
 - vi. Teachers' perceptions of working conditions and support
4. **Employing data systems where teachers, principals, parents, students, and policy-makers can readily access information about how students progress** through the system and into the workforce and college. Use of that data to inform instructional decisions and educational developments that improve student success and access to opportunities.
5. **Focusing the Department of Education on providing guidance, support, and ensuring accountability for equitable access to high quality educational opportunities.**

This includes:

- a. Providing clear communication and guidance on the use of State Board Rule, Vermont Statute, and Federal Statute, as it relates to education;
- b. Supporting education leaders in applying common principles with locally nuanced execution toward commonly understood educational outcomes for all Vermont learners;
- c. Providing technical assistance on evidence based practice and flexible use of funds; ensuring easy access to valid and reliable data;
- d. Convening educators to provide training and support for continuously improving instruction and learning outcomes;
- e. Publicizing and celebrating school successes and innovation; and
- f. Informing state policy direction based on identified needs of students in schools throughout the state.

As a member of SBAC, Vermont is moving to a balanced assessment system in literacy and mathematics. Starting in 2012-2013 with resources in assessment literacy and formative assessment and culminating in 2014-2015 with the addition of interim and summative assessments, all Vermont schools will have comparable tools and resources for assessing student progress toward career and college readiness in math and literacy. Over the next two years, additional resources for assessment will emerge as part of the multi-state implementation of the Common Core. Vermont has had a long-standing requirement for comprehensive local assessment in our School Quality Standards. Most schools are doing some form of progress monitoring using a variety of tools. This work can continue to be informed/improved by the Common Core, RTI, SBAC over the next two years but to focus extensive resources on resources that will be available within two years does not seem wise. Given that SBAC will not assess foundational skills in math and literacy, the quality and comparability of measures should focus here.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <ul style="list-style-type: none"> ▪ Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4) ▪ Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Challenge: One of Vermont’s greatest achievement gaps is the gulf between the rate at which our students graduate and the rate at which they pursue post-secondary institutions following graduation. In 2008, for every 100 students who entered 9th grade, 86 graduated but only 41 went on to college. Historic trajectories indicate only 24 of those could be expected to complete a four year degree within 6 years (NCES 2008). While we know various factors beyond our control contribute to this, there is one element within our purview that is long overdue for revision. Vermont’s current graduation requirements, as defined by State Board of Education Rule do not require students be held to and supported in achieving high expectations for learning to attain graduation. In fact they are so ambiguous that students in sub-group populations are often tracked into programs of lower standard at local discretion.

Vermont’s current learning standards end at 10th grade, and do not currently define learning expectations which would adequately prepare a student to be college and career ready upon graduation. This leaves a potential void of preparedness for students during the last two critical years of high school. While some local school boards reconcile this disparity on their own, data on students attending Career and Technical Education centers and on special education students in particular, indicate that even when these more rigorous requirements are in place, they are frequently waived for students seen to be “less capable.”

Vermont State Graduation requirements -

A student meets the requirements for graduation if, at the discretion of each secondary school board:

- (1) the student demonstrates that he or she has attained or exceeded the standards contained in the Framework or comparable standards as measured by results on performance-based assessments; or
 (2) the student successfully completes at least 20 Carnegie units, including at minimum the following courses of instruction aligned with the Framework:

1. four years of English language arts,
2. three years of science,
3. three years of mathematics,
4. three years of civics, history and the social sciences, one year of which shall be in U.S. history and government,
5. one year of the arts,
6. one and one-half years of physical education; or

(3) any combination of 1 and 2 above that demonstrates that the student has attained or exceeded the Framework or comparable standards.

Nothing herein shall be construed to prohibit a school board from establishing additional local graduation requirements.

Strategies to Address Challenge:

- A. Vermont has adopted the Common Core State Standards which include College and Career Readiness Standards and the K-12 Learning Progressions to support all students attaining college and career readiness.
 - i. In August 2010, the Vermont State Board of Education adopted the Common Core State Standards in English Language Arts and Mathematics.
- B. Transitioning to the Common Core College State Standards
 - i. Since August 2010, the DOE has worked with educators across the state and regionally to prepare for and implement the changes required to affect the necessary shifts in pedagogy and instruction in response to higher and deeper learning expectations across the PreK-12 spectrum. This work will continue through the next three years. The Common Core State Standards in mathematics and ELA will

replace current Grade Expectations in those subject areas. The *Vermont Framework of Standards and Learning Opportunities* will be revised in 2012 to ensure alignment with more comprehensive College and Career Readiness expectations across all Fields of Knowledge and Vital Results. Graduation requirements will be revised to reflect the rigor and engagement required for college and career readiness for all students. In line with Vermont's commitment to personalized learning and providing flexible pathways to graduation and college and workforce preparedness, new requirements will place more emphasis on desired student performance outcomes and competencies needed for 21st century preparedness aligned to the CCR expectations with less or no emphasis on seat time, location of learning, and Carnegie units/credit hours.

C. Develop and Administer Annual, Statewide, Aligned, High Quality Assessments that Measure Student Growth

- i. The Vermont State Board of Education Chair and Commissioner signed an MOU in 2010 for Vermont to be a governing state with the SMARTER Balanced Assessment Consortium (SBAC). Assessment development is under way and Vermont schools are expected to have access in the 2014/2015 school year, to formative, interim and summative assessments and end of course assessments in high school; all aligned with the Common Core State Standards. These evaluation tools will in large part be administered electronically, are individually adaptive and unconstrained by grade level, with significant accessibility and accommodations built in for all students. A digital library of formative tools and professional resources as well as interim assessments will be available on an ongoing basis for teachers. These resources will support the real time monitoring of student progress toward college and career readiness standards. Summative results will be available, individualized by student, class, grade, school, Supervisory Union/District and State, within 90 days.
- ii. Accommodations will be provided for students with special assessment needs as determined by their IEP (Individualized Education Plan as required by IDEA), and an alternate assessment will be provided for students with significant cognitive deficits whose skills cannot be measured accurately by the regular assessments, even with accommodations.
- iii. Evaluation of students' readiness for kindergarten will be valid for all subgroups and will provide teachers with timely reports that inform instruction. Vermont currently uses a Ready Kindergarteners Survey that is completed by kindergarten teachers in the first two months of the students' kindergarten year. The survey was developed and is administered jointly by the DOE and Agency of Human Services. By fall 2012 improvements will be made to the delivery system for the survey that will make it easier for teachers to enter student data and receive student and class reports. In addition, the new system will have improved capability to generate school, SU and state reports. During SY 2012-2013 VTDOE staff will convene a group of AHS partners, kindergarten and pre-school teachers, school and SU

administrators, early care providers, parents and representatives of higher education to review and revise the current survey to ensure that it is valid for all subgroups and provides results that inform decisions about child, class, school, SU and state. One goal of these changes is 100% participation for the kindergarten class entering school in September 2013.

- iv. Consistent application (in Pre-K, K, grades 1, 2, & 3) of formative and interim/benchmark assessments with evidence of closing identified learning gaps for students in English Language Arts and Mathematics will be applied across all students in all schools and aligned to the learning progressions that lead to CCRSS. Following revisions of the Vermont Early Learning Standards to align these with the CCSS the VTDOE will convene a task force to make recommendations for a consistent pre-K through grade 3 progress monitoring system. The group will look at ways to expand the use of current assessments including Teaching Strategies Gold as well as make recommendations for new assessment tools based on Common Core State Standards and Vermont Early Learning Standards. Teaching Strategies Gold is currently required for all publicly supported preschool programs and licensed child care providers in Vermont. An extension of Teaching Strategies Gold for kindergarten through grade two will be available for SY 2012-2013. This is aligned with the CCSS and will give information about student progress towards meeting CCSS standards prior to the statewide assessment in Grade 3. We plan to pilot Teaching Strategies Gold as a K-2 assessment in SY 2012-2013.

Vermont's School Quality Standards require all SUs to have a comprehensive local assessment system. VTDOE staff developed guidelines for these several years ago. In addition VTDOE has sponsored extensive training of trainers in a formative assessment model based on the work of Dylan Wiliam. The progress monitoring task force can use this work as well as results of a survey conducted to gather information for the waiver request and forthcoming information about SBAC interim assessments as a foundation for developing guidelines for a statewide progress monitoring system. Included in the guidelines will be information regarding validity and reliability of assessments where appropriate, process for selecting assessments appropriate to purpose and student level, training and support needed to administer assessments with fidelity, frequency of administration and training and support for using assessment information to inform instruction. When the guidelines are complete VTDOE will work with external providers to provide training and technical assistance on use of the guidelines and protocols. Results of the interim/benchmark assessments will become part of the school profile that is being developed.

- v. NECAP will be administered in grades 3-8 and 11 in Fall 2012 and Fall 2013. In 2012/2013 and 2013/2014, all students in grade 10 in Priority and Focus schools, will take the ACT PLAN to inform their current level of college readiness, provide diagnostic review for interventions for the remainder of the high school course-taking and complete a career interest inventory. The results will assist in the

development of Personalized Learning Plans for the remaining years of high school. A component of each plan will identify areas of academic need and interventions to ensure students are on track for CCR. The results of the ACT PLAN will be used to make adjustments to Personalized Learning Plans based on academic needs, explore career and training options and to make plans for the remaining years of high school and post-secondary. The ACT PLAN includes college readiness benchmarks that will provide feedback to students, teachers, school counselors and parents.

Aggregate reports from ACT PLAN, as well as from instructional demands of the Common Core, will help educators identify gaps in the curriculum and assist with designing rigorous learning opportunities.

- vi. In 2012/2013, we will begin baseline data collection to inform student access and participation rates in high quality education opportunities such as dual enrollment, virtual learning, internships, cooperatives, Senior projects, rigorous coursework in mathematics and science, and individual portfolio development.
- vii. In 2012/2013, new graduation requirements aligned with college and career readiness will be developed. An accompanying implementation schedule will be created and activated.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than</p>	<p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the</p>

	<p>the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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Principal 1 Timeline: College and Career Ready Expectations for All Students					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Vermont signed MOU as a governing state in the SMARTER Balanced Assessment Consortium	June 10, 2010	Commissioner and State Board Chair	See MOU dated 6/10/2010	Vermont has three staff members in leadership roles—one on the executive committee and two who are work group co-chairs for two of the 10 SBAC workgroups	Vermont is making a significant investment of staff time to SBAC. These same staff are also in leadership roles with current assessment (NECAP) and Common Core implementation
Vermont State Board of Education adopted the Common Core	August 17, 2010	State Board of Education	See SBE minutes for 8/17/2010.		
Convened Common Core Implementation Committee and Policy Group and established goals and timeline. During 2010-11, CC Committee provided input on a variety of resources, in particular, the recommendation for professional learning	September 1, 2010 (additional meetings Dec 9, 2010 and March 22 and May 18, 2011)	SEA staff with committee input	Implementation Plan Timeline Document		Because SEA has limited capacity, implementation goal for CCSS has recognized from the onset that the SEA alone cannot provide the professional learning opportunities necessary for every Vermont

contained in VT's Transition to the CCSS: ELA and mathematics.					educator, therefore the plan clearly states the responsibility of each level of the system—state, district and school—for providing resources and support.
Established the Common Core WIKI site for sharing resources and links to high quality resources	October 2010	SEA Common Core Team – Julie Conrad – WIKI Maintenance	http://sites.google.com/site/commoncoreinvermont/home		WIKI provides one location for our Common Core resources and information but does not provide the opportunity for on-line collaborative work. VT-DOE is currently working with Intrafinity to develop an online collaboration tool that we will begin to use in summer/fall 2012
Conducted 5 regional Common Core Awareness Meetings for District leadership	November 1,2,8,9, and 10, 2010	SEA Common Core team	Materials used and evaluations posted on WIKI		
Teacher Leaders from existing Vermont Professional Development Networks in literacy, mathematics and science developed and reviewed materials to support building awareness of Common Core amongst educators	2010-2011 SY	VT-DOE Common Core Team and Network Leaders	Materials identified or developed posted on WIKI under Phase 1: Building Educator Awareness		
To ensure that teacher candidates in VT's teacher prep programs are prepared to use CCSS in their instruction, DOE CC staff presented at Vermont	April 2010	DOE staff VCTE co-chairs	Agenda		

Council of Teacher Educators (VCTE) meeting					
Development of professional learning recommendations to guide the work of Phase 2 - Going Deeper: Examining Systems and Shifts in Instruction	May 2010- August 2010	DOE content leads; Members of VPDN; CC Implementation Committee and other VT providers of professional learning to schools and districts	These plans are on the WIKI		
In partnership with the regional Educational Service Agencies, VT-DOE provided a fall “train the trainers” day in mathematics and in ELA based on the professional learning recommendation released in August 2011. ELA sessions targeted instruction of complex text and literacy across content areas; math targets integration of math practices K-12 (focus on precision and augmentation) and on how content strands “progress” to CCR.	2011-12 SY October 26, November 1,2,3,8,9,10,14,21, and 22	VT-DOE Common Core team and Regional ESA Directors	Materials and evaluations on WIKI under Phase 2: Going Deeper: Examining Systems and Significant Shifts in Instruction		
Presented professional learning recommendation to fall meeting of VCTE (including cooperating schools/teachers K-12)	October 10, 2011	VCTE staff; DOE staff including CC and Educator Quality	Agenda		
In response to tiered responsibilities for CC implementation in VT plan, ESAs and Districts are extending CC professional learning (beyond the common trainings DOE can provide) with	2010-11 SY	ESA and District Curriculum Leaders; individual consultants	ESA websites indicate various opportunities		

workshop series and embedded professional learning supported by consultants many of whom have partnered with VT-DOE in development of the professional learning plans					
VT DOE and UVM I-Team (Focus on students with most intensive needs) collaborate to provide professional development to VT educators on instruction in math, literacy and science. Vermont will evaluate the assessment systems currently being developed under two enhanced assessment grants to make an informed decision to continue with VTAAP and ensure alignment with CCSS or implement another assessment by 2014 – 2015.	2011-2013	DOE Alternate Assessment and Common Core Team; Vermont Special Ed Coordinators; Low-incidence Consultant Intensive Needs Team at UVM			
Ensure that all students with disabilities have the opportunity to achieve college and career ready standards. Review of RTI materials to ensure appropriate inclusion of CCSS	2011-2013	VT DOE CC staff and RTI staff; CC is represented on a newly established RTI state steering committee			
Fall 2011 –Met with Academic Dean designated by Chancellor of State Colleges to develop a plan for DOE to meet with Academic Deans from all state	2011-2013	DOE CC staff VSC Academic deans, led by Joe Marks, Castleton and Donna Dalton, Lyndon, who joined state CC			

<p>colleges in March 2012 to develop materials that will be used at full faculty retreat in May</p>		<p>team at CCSSO’s ICCS meeting in December because of focus on IHE and career and college readiness</p>			
<p>Revise ELP standards/assessments to support ELLs in accessing College and Career Ready Standards.</p>	<p>2011-2015</p>	<p>Vermont DOE will participate in a twenty-three state consortium, Assessment Services Supporting ELLs through Technology Systems (ASSETS), led by WIDA.</p>	<p>See attached MOU</p>		
<p>Meeting to discuss next steps in professional learning and implementation of the Common Core for Spring 2012 and beyond – to better define key activities from Phases 2-4</p>	<p>January 10, 2012</p>	<p>DOE CC staff; CC Implementation Committee; ESA Directors</p>		<p>VT-DOE CC staff are currently developing a proposal for next phase of professional learning based on the surveys and conversations with stakeholders and partners. It will be finalized over the next several weeks; however, it is likely to include a follow-up on-line meeting for the participants in the fall sessions; a plan for aligning our reading assessment item bank with text complexity of CC; some</p>	

				identified summer work and fall and spring regional sessions.	
Review and revise VT Framework of Standards and Learning Opportunities to align with CCSS (which will replace the Grade Expectations in mathematics and ELA/literacy currently aligned to Framework) and to ensure that the more comprehensive cross-cutting standards (the Vital Results) adequately capture the 21 st century skills and knowledge for all Vermont students.	2012 -2013	Stakeholder group staffed by Dept.; Alignment with P21 work; adoption of the revised Framework by SBE			

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Challenge: Vermont’s current algorithm for making school progress determinations includes factors such as a high (compared to population demographics) minimum “n” of 40, wide confidence intervals, and other conditioning elements that result in decisions being withheld for many small schools or schools with less than 40 students in a particular subgroup. As an extremely small population State, this has a significant effect on which schools are identified in need of priority assistance. This is further complicated by the allowance of variable “school” definitions. For instance, low high school student performance indicators are obscured when averaged in with higher performing elementary grade results. Predetermined, “one size fits all” federal and state sanctions and “required actions” make it difficult to provide flexibility and local context.

Strategies to Address the Challenge:

A. School Definitions

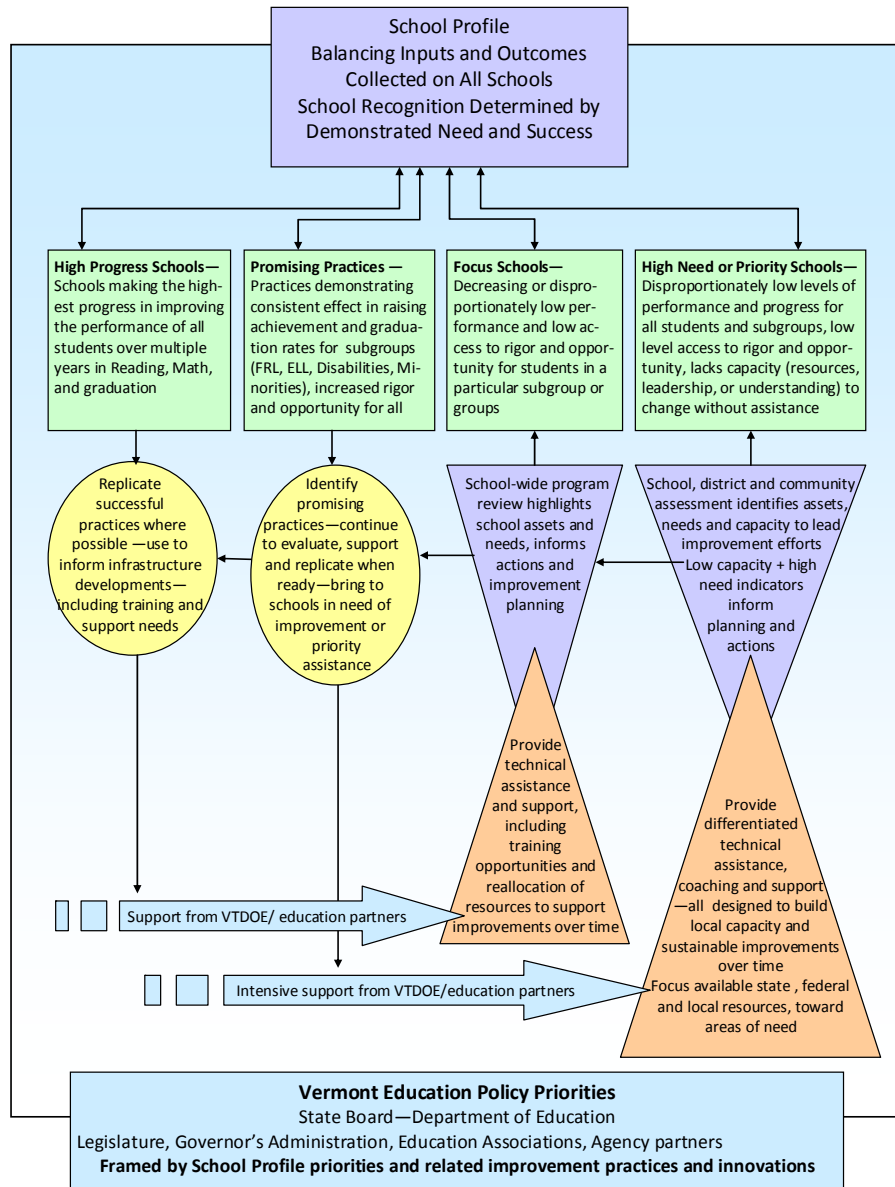
Moving forward, Vermont will use more focused methods to ensure all students and schools are included equally in the analysis of school progress and need. Schools facing exceptional circumstances will be identified as in need of significant improvement and addressed individually. Because high school performance levels in ELA and mathematics tend to be significantly lower than K-8 grades, a separate analysis for “high schools” (9-12 grade spans) is warranted

B. System Overview

The diagram on the right is an overview of Vermont’s future system:

- i. Spring 2012 – Vermont will no longer report AYP index scores or a list of “identified” schools.
- ii. All schools will be given new baseline data

derived from the results of NECAP testing. As before, this data will be available for all students and disaggregated by gender, race, socio-economic, disability and ELL status. Instead of identifying schools as failing to make adequate yearly progress toward one uniform target, each school will be



given their own new measurable objectives for student learning growth, against their own baseline. This is the data that will be reported for all schools.

Applying the measures described in the following sections, schools may be recognized as needing long range support (**priority**), intensive focus of resources and new and/or different resources to better address the needs of their student populations. Additionally, schools with one or more populations in need of significant attention will be required to develop a plan to more effectively focus available resources on the needs of those students (**focus**). Schools demonstrated to have made significant progress in addressing the needs of all students, including high need populations, will be recognized for their efforts (**reward**). Vermont also proposes to classify all schools that are not Priority, Focus or Reward into additional categories for the purposes of communicating critical information about their status for purposes of recognition, warning and targeting of school improvement efforts. (Goal and Recognition)

All schools will be required to report annually through their SU/D office to VTDOE – articulated data elements, progress toward goals as defined, and revisions as indicated to progress in their continuous improvement (**action**) plan.

For this first year of the new system, schools may be recognized as a high need or **priority** school. These schools will join the 10 existing Tier I and Tier II SIG schools in forming the first cohort of high need schools for purposes of State level intervention and support. Schools with subgroups (FRL, SWD, ELL) may be part of the first cohort of **focus** schools for purposes of State level intervention and support targeted to those subgroups. Schools who are not recognized as a high need or **priority** school or a school with a need for intensive **focus** on one or more subgroups, and who are currently working under **required actions** including the parameters of formal restructuring plans will be expected to complete their work but will be removed from “identified” status and given a new baseline and targets for student learning and growth over the next six years. As mentioned above, Tier I and Tier II schools under the requirements of the SIG 2009 grant award, will continue to implement the transformation model as articulated in the scope of work for their SIG grant award. These 10 schools will be part of the first cohort of Priority schools as defined by ESEA flexibility guidelines. New priority and focus schools will be eligible to receive funds in March 2012, 2013, and 2014 under the new SIG 2010 grant award (once approved).

During the 2012/2013, school/SU/D progress against student growth targets will be reported. Schools falling below the lowest performing threshold established by 2011/2012 baseline data could be recognized as high need for priority intervention and support and/or focus on specific sub group populations.

Over this and the next several years, Vermont will further develop additional indicators as described below in School Profiles, to use in a matrixed approach to reviewing school progress and recognizing school needs annually. As warranted through data review and analysis, new Priority, Focus and Reward schools will be recognized and held to the same requirements defined in this document.

C. School Profiles

Beginning in spring of the 2012/2013 school year, every Vermont school will receive critical achievement, demographic, and opportunity data back in the form of an interactive self-assessment tool designed to inform decision making about school improvement needs. Contents of the profile

will build over the next three years to include the following: student demographic data which we already collect or produce, such as – age, race, gender, socio-economic status, and disability status; student achievement data for grades include scale scores and percent proficient for all students and subgroups in reading/language arts, math, science, and writing; all student and sub-group performance in reading and math further articulated in the form of student gains over time, and gaps toward proficiency for each group; kindergarten readiness assessment results, and cohort graduation rates. Additional information collected will include – progress monitoring results in reading/language arts and math in grades 1, 2, and 3 for all students and sub-groups; cohort post-secondary transition rates, performance rates on high school assessments for all students and subgroups. One of the four action teams being formed this spring will be charged with determining an appropriate array to ensure that all students will demonstrate the skills and knowledge necessary to be college and career ready. This goal will be accomplished within a system that values student engagement, practicality of administration, cost effectiveness, and meets any state or federal requirements. High priority will be given to options that also provide students with necessary post secondary credentials for entering college and/or the work force. Also included in the profile will be additional contextual education quality and opportunity data such as – Pre-K participation, student attendance, school climate information including discipline data and Youth Risk Behavior Survey outcomes, Educational Support Team data (number of students referred, with a plan and exiting a plan), Special Education data (number of students by disability, number of students referred, number of students with an IEP and exiting IEP, and percentages of students being educated in less restrictive environments), number of out of district placements and “alternative” day placements, teacher absence rates, highly qualified teacher status (ultimately to be replaced with teacher and leader effectiveness data), per pupil spending rates, and student participation rates in dual enrollment, AP courses, honors courses, virtual learning, internships and cooperatives, capstones, and rigorous secondary coursework.

D. K-3 Readiness

2012/2013/2014 - Schools will begin reporting results of kindergarten readiness surveys, progress monitoring results by grade in reading and math, and elements of baseline quality and opportunity data that are not already reported, as described above.

All schools will have this information and tools developed with the Center on Innovation and Improvement (CII) as resources to inform development of the statutorily required school **action plan** (Continuous Improvement Plan). These tools include Indistar, an online research-based school improvement planning and evaluation process developed by the Center on Innovation and Improvement, tailored to Vermont context and priorities. The components of the school action plan will also be revised to reflect elements of currently required School Quality Standards and/or newly defined Education Quality Standards, and Educational Support Systems surveys so schools will not have to submit to three separate inquiries. Significant focus will be placed on the personalization of learning and increasing achievement, access to opportunity, and attainment for each student. As a form of monitoring this work, SU administrators will be required to submit annually to VTDOE, electronic copies of a summary of school action planning and SU/D administrative focus to assist schools in improvement efforts (currently the school level plan is required by State Board Rule and VSA Title 16, but not the SU/D summary and action plan – future reviews will be of the combined report including school and SU/D level actions and goals). DOE staff will review action plans with SU/D and school administrators annually and will use this information to guide state and regional support and intervention needs.

E. Tiered State-wide System of Support

VT DOE has been working with Center on Innovation and Improvement over the last 18 months in redesigning school improvement support efforts in ways that will apply a tiered approach to supporting all Vermont schools, but focus intensive resources on schools and students who need it most. We will continue to use the work of this group to inform further design of a differentiated system of support for continuous school improvement, including appropriate supports for addressing the needs of high priority sub groups. Particular attention will be paid to the **turn-around principles** as they are defined in the flexibility guidelines. An analysis of these principles has already been conducted and we find them to be consistent with the eight characteristics of highly effective schools as articulated by the Roots of Success (Vermont Department of Education, 2008) study, and the Global Best Practices Internationally Benchmarked Self Assessment Toolkit (2010) for high schools as developed with the New England Secondary School Consortium, and current research on rapid improvement strategies. For priority and focus schools, the self-assessment will be vetted by an external coach who will work intensively with the school/SU/D team to conduct the analysis on these indicators to better define rapid turnaround strategies that form the basis of the schools continuous improvement plan. This systemic approach to improvement and local capacity building includes research based practices in school improvement such as the use of effective data systems, strategic intensive technical assistance that guides SU/D coaching and leadership teams, school-wide improvement coaching certification, implementation of school-wide change models based on Response to Intervention (RTI) frameworks for improving academic and behavioral outcomes using a tiered approach to providing systemic supports universally throughout the school and SU/D, and community and family engagement. Most importantly, the Statewide System of Support approach recognizes that neither schools, nor state departments have the resources or capacity to do this work alone. Critical friends, such as education associations, institutions of higher education, education services agencies, interagency, business, and community partners must be engaged as well if we are to affect meaningful change and sustain high quality education offerings.

F. RTI Steering Committee

In the fall of 2011 a steering committee was formed to develop policy guidelines for Response to Intervention (RtI) for Vermont. Committee members include superintendents, principals, general and special education teachers, reading specialists, math specialists, data specialists, representatives of teacher education programs at Vermont private and public institutions of higher education, private professional development providers and VTDOE staff. At the initial meeting in November the group identified the following areas related to RtI for subgroup work: Systems issues, collaboration, professional development, instruction and intervention and assessment. Following the November meeting subgroups met to research and discuss each area. At the January full group meeting each subgroup shared a definition/description of the topic, big issues associated with the topic, big questions about the topic, initial agreements /conclusions and next steps. At this meeting the format of the final product was also discussed. The steering committee will have draft guidelines ready for review at the final full group meeting in June.

In June 2012, the Vermont Task Force on Teacher/Leader Effectiveness will publish guidelines for schools to use in ensuring consistent application of teacher and principal evaluation systems that inform teacher and principal performance and development needs in relation to student growth and learning outcomes. The DOE will work with the SBE to adopt these guidelines and will create technical assistance and training opportunities to support schools in implementing new evaluation practices. Information gleaned from the new evaluation systems will also be used to inform state

and regional needs for professional development and will also inform in-state educator preparation programs and certification needs.

G. Support for ELL

The VT DOE will provide professional development for ELL & Content Teachers, Curriculum Specialists, Instructional Leaders & Coaches in the areas of:

1. Standards-Based Curriculum Development & Instruction using the WIDA English Language Development (ELD) Standards
 - Understanding the background and structure of the WIDA ELD Standards and applying them to instructional practices for ELLs at varying grade, language proficiency and academic achievement levels, i.e., specific to their educational settings;
 - Providing in-depth opportunities to adapt and differentiate materials to include academic language development in their lessons, thus making content accessible to students of varying ELL proficiency levels;
 - Using the CAN DO Descriptors (of students' linguistic abilities) and/or transforming model performance indicators (MPIs) in order to enhance students' understanding and engagement of the content to differentiate language during content instruction and assessment;
 - Collaborative methods and models for planning, instruction, and assessment of ELLs, using the WIDA ELD Standards;
 - Evaluating and selecting instructional methods and materials to determine their representation of (and correlation to) the WIDA ELD standards and the Common Core standards.
2. **Assessment:**
 - Understanding the purpose and use of both summative and formative language assessments for ELLs;
 - Understanding the ELP levels of their students with respect to the WIDA ELD Standards' levels 1-6 and using the assessment information to enhance instruction and learning for ELLs;
 - Understanding the larger relationship between language development and academic achievement, and more specifically, how the ACCESS for ELLs, Vermont's summative assessment for annual measure of English Language Development (growth and attainment), serves as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and in state academic content tests without accommodations;
 - Using formative assessments to guide instruction in the language domains of listening, speaking reading, and writing for academic purposes.
3. **Data-Based Decision Making:**
 - Learning about the different types of score reports available for the ACCESS for ELLs test, uses of each report and helping parents understanding their child's educational progress, educational needs, and program goals;
 - Using summative assessment data to aid in evaluating the effectiveness of their district or school's programs for English language and academic development and conduct curricular/program planning;
 - School or district team-based workshops designed to systematically (on a regular yearly cycle) contextualize, analyze, and interpret multiple years of ACCESS for ELLs data for the purposes of program improvement and development of implementation plans including goals, activities, resources, and timelines.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p>8. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>9. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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For purposes of accountability classifications and identification of reward, priority and focus schools, initially only state assessment (NECAP) results in reading and mathematics will be used.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>1. Provide the new AMOs</p>
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<p>current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<p>proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<p>and an explanation of the method used to set these AMOs.</p> <ol style="list-style-type: none"> 2. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. 3. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)
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Vermont has used an index to describe the academic proficiency of students in schools and districts since the beginning of its accountability system in 1998. The use of the index credits schools and districts with a higher point value for students who are partially proficient compared with those who are substantially below proficient. It is a method to appropriately reward schools whose students are getting closer to proficiency. It also allows us to include results from our alternate assessment with results from the regular assessment. Students who are proficient with distinction receive the same point value as students who are proficient to ensure that they are not masking students below proficient.

Vermont will continue to use our mathematics and reading indices as two indicators in our differentiated accountability system. Given that Vermont will be moving to a new assessment of the Common Core (SBAC) in 2014-15 and that the reauthorization of ESEA should occur before then, continuing to use the index with which schools are familiar makes sense leading up to transitions that will likely bring additional changes. We will establish individual school (and district) AMOs using each school’s 2011 indices (2009-2010 teaching year results) as the baseline. These AMOs will be set in annual equal increments toward a goal of reducing by half in 6 years the non-proficient students in the “all students” group and the non-duplicated focus group (each student who is an English language learner, receive free or reduced lunch, has disabilities or is non-white will be counted once in this group.

A Multi-Stage Model for Assigning Each Vermont School to One of Five Accountability Designation

Purpose	Stage	Procedures	Logic/Rationale
To prepare the indices and databases needed to select schools for each of the five accountability designations and to provide data for analysis and reporting.	ONE: Develop Accountability Indices and determine if schools have met Annual Measureable Objective (AMOs)	<ol style="list-style-type: none"> 1. Prepare Status Indices for (1) All Students-Reading, (2) All Students-Math,(3) Non-Duplicated Count Focus Group (NCFG) – Reading and (4) Non-Duplicated Count Focus Group – Math 2. Identify Schools that did and did not achieve Annual Measurable Objectives 3. Calculate each school’s graduation rates for all students and for the NCFG and organize the schools on each list in descending order 	The Accountability Indices provide information of the relative status of schools, progress toward increasing the number of proficient students in the school, and whether or not the school has met its accountability targets. This information is used throughout the process for selecting schools for the five accountability designations

A one-sided 95% confidence interval will be added to the average index for both groups. In order to compute each school’s confidence interval, a common standard deviation will be calculated by taking the statewide average of each school’s standard deviation from its average index. The standard deviations will be calculated separately based on content areas and school grade span (i.e. elementary/middle reading, elementary/middle math and high school math). The same standard deviations will be used in confidence interval calculations for both the “all students’ and the “non-duplicated focus” group.

Vermont’s rationale for using the “non-duplicated focus” group for accountability

Number of Schools with Fewer Students in Subgroup(s) Than Minimum Group Size		
Minimum Group Size	Non-Duplicated Focus Group	No Subgroups Schoolwide
40	159 (47%)	199 (59%)
20	58 (17%)	93 (28%)
11	21 (6%)	30 (9%)

Number of Schools Whose Subgroup(s) Meet Minimum Group Size									
Minimum Group Size	Non-Duplicated Focus Group	FRL	IEP	LEP	African Am	Am Indian	Asian	Hispanic	Native HI
40	178 (53%)	137 (41%)	23 (7%)	2 (1%)	3 (1%)	2 (1%)	0 (0%)	0 (0%)	0 (0%)
20	279 (83%)	244 (72%)	99 (29%)	11 (3%)	11 (3%)	6 (2%)	8 (2%)	1 (0%)	0 (0%)
11	316 (94%)	305 (91%)	203 (60%)	20 (6%)	23 (7%)	8 (2%)	21 (6%)	2 (1%)	0 (0%)

Student excluded from accountability decisions statewide

	Non-Duplicated Focus Groups	Subgroups	Additional Students
n = 40	3,691	7,229	3,538
n = 20	678	3,166	2,488
n = 11	119	1,357	1,238

Vermont has many small schools and often low-incidence populations in most subgroups. In our previous AYP system we did not make accountability decisions for any subgroup unless there were 40 students in that group. Many of our schools did not meet the minimum n of 40 thresholds for any or even all subgroups. (see table) In this proposal we wanted to make more consistent determinations across all schools for all students who are members of any of the ESA subgroups. By measuring achievement and progress for the” non-duplicated focus” group which includes all students with disabilities, English language learned, students receiving free/reduced lunch and any non-white students and dropping our minimum N to 11 we are able to hold 138 more schools accountable and include over 7,000 additional students (the equivalent of one grade of students) statewide in accountability determinations. In Vermont, FRL status is the most common demographic characteristic and is shared by all but 20% of the students in the” non-duplicated focus” group.

Effective schools research (including Vermont’s own Roots of Success study) demonstrates that there are critical systems and school cultures that support all students. Additionally, both RTI and the Common Core demand rigorous and relevant first instruction for all students. However, in Vermont’s system of differentiated support, additional safeguards and expectations will be in place to ensure that attention and appropriate resources and strategies are included to address specific needs of any included child and subgroup.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

All schools will be ranked according to their achievement index AND ranked according to their progress toward meeting their AMO for the “all student” group based on Option A under 2.B in both mathematics and reading. High schools will also be ranked on their grad rate for “all students” group. Since a school recognized as “highest-performing” must be making AYP for the “all students” group and all subgroups, any school not meeting or exceeding their AMO will not be considered for reward as a highest- performing school. Any schools that are making AYP for all groups and, if a high school, meet goal/target for all students (or all subgroups) will then be tested for any significant gaps. Significance will be determined as less than one standard deviation. If a school appears in the highest quintile on all four indices, achieves all four AMOs, has no gaps more than one standard deviation and demonstrates aggregate student growth of 1 or higher for all groups, it can be a Reward school.

Purpose	Stage	Procedures	Logic/Rationale
<p>Reward Schools</p> <p>To recognize and learn from the highest performing schools, defined as the schools with the highest levels of achievement across groups and content areas, with evidence of adequate student growth and the smallest achievement gaps</p>	<p>ONE: Identify the relative status of schools in the highest quintile for achievement in each group and content area.</p>	<ol style="list-style-type: none"> 1. Identify the pools of schools that represent the highest quintiles in each of the four indices 2. List the schools on each index in descending order by index scores 	<p>These procedures provide ordered lists for each content area and each student group that will include any school that has the potential to be selected as a High Performing Reward School.</p>
	<p>TWO: Finalize the list by applying conditional rules</p>	<p>Highest Performing Reward School will be those which meet all of the following conditions:</p> <ol style="list-style-type: none"> 1. Appear in the highest quintile on all four indices 2. Achieve all four AMOs 3. If there are any gaps between the NCFG and the All-Students group, they are less than 1 Standard Deviation 4. Demonstrate an aggregate growth score of 1 or higher for the All-Students Group and the NCFG 5. High schools have graduation rates in the highest quintile for both the All-Students Group and the NCFG 	<p>Meeting these conditions demonstrates that a school is high performing based both on relative and absolute criteria. They must demonstrate high achievement in comparison to other schools in the state, but also continuous progress for the school and annual growth for individual students. Any gaps between student groups are small in comparison to state averages. Relative to other schools in the state, High Schools have the highest graduation rates for all groups of students. These are schools of merit that can provide models that can help other schools improve.</p>

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Process for Recognizing Reward Schools

Vermont school personnel have commented that a formal state recognition of achievement and progress would be welcomed not only by them but by their local communities. When appropriate, Vermont will honor both **highest performing** and **high progress** schools, through a state level recognition involving the governor's office, the legislature, the State Board of Education and the State Department of Education. Additionally, DOE will create opportunities for best practices and innovations to be shared statewide.

The DOE will make small grants available to schools recognized in this category. These grants will be designed to support educators in continuing to develop best practice and innovation in optimizing the learning experience.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

	Purpose	Stage	Procedures	Logic/Rationale
All Annual Measurable Objectives (AMO)	<p>Priority Schools</p> <p>To target resources toward PRIORITY SCHOOLS, defined as the 5% of schools demonstrating the lowest levels of achievement for the “all students” group, high schools with a graduation rate lower than 60% and Tier I or Tier II schools under the USED School Improvement Grant (SIG)</p>	ONE: Identify the relative status of schools in the lowest quintile for achievement of their all students group	<ol style="list-style-type: none"> 1. Identify the pools of schools that represent the lowest quintile in the All Students-Reading Index 2. Identify the pools of schools that represent the lowest quintile in the All Students-Math Index 3. List the schools in ascending order by index scores 	These procedures provide ordered lists for both reading and mathematics that are large enough to ensure selection of the lowest 5% of low achieving schools
		TWO: Remove high progress schools	<ol style="list-style-type: none"> 1. Determine which of the listed schools, if any, achieved their AMOs for the all students group 2. Remove schools that achieved both mathematics and reading AMOs for any content for which they were in the bottom quintile. 3. Reorder the list of remaining schools 	AMOs are based on schools making incremental annual progress toward reducing by half the students in the all students group who are not proficient within six years. Therefore, if a school both of its AMOs for all students group it would not be among the schools with the greatest needs for improvement and support.
		THREE: Determine	1. Calculate a combined index	The combined index score will help ensure that priority

Did Not Achieve

		which schools have the lowest combined achievement levels	score for each school using weighted averages of the reading and math index scores 2. List the schools in ascending order by the combined index scores.	schools are those that demonstrate low achievement across content areas
		FOUR: Remove high growth schools	1. Remove schools with an aggregate growth score of greater than 1 2. List the remaining schools in ascending order	Because the individual student index scores used for measuring AMOs change only when the student moves to another achievement level, the index score is not sensitive to individual student growth within an achievement level. Use of the aggregate growth score, which is based on NECAP scaled scores, is sensitive to growth within proficiency levels. An aggregate growth score of 1 would indicate that overall student growth in the school is stagnant. Greater than 1 would indicate accelerated growth, and less than 1 would indicate further decline. Schools with aggregate growth scores of 1 or less would be of the greatest priority.
		FIVE: Select Priority Schools	1. Calculate the number of schools that represent 5% of schools in the state 2. Develop the list of Priority Schools, starting with the following: a. All high schools with a graduation rate lower than 60% b. All Tier I and Tier 2 SIG schools 3. Starting at the bottom of the ordered list developed in stage 4, select additional schools until the number of schools representing 5% of all schools in the state is reached. 4. Add additional schools if any have the same combined index score as the last school selected at step 3.	The schools selected will have the lowest achievement for the all students group, across the two achievement levels, with little or no evidence of progress toward increasing the number of proficient students. The list will include high schools with low graduation rates, as well as schools previously identified through the SIG Grant tiers.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Priority Schools will participate in an Academy of Pacesetter Districts to build capacity for SU/D leadership in the districts. The goals of the academy include increasing the capacity of the district central office to effectively support school improvement, including reallocation of resources to affect significant reform where that is required, in order to raise levels of student learning and demonstrated achievement. Academy components include program and systems assessment, evaluation and development of an operations manual that documents system of supports to all schools in the district. Only seven states were trained in this highly sophisticated approach to school improvement this year. Vermont is one of three states that has already acted on this training and in fact conducted the first phase of professional development and coaching with three priority schools in January 2012.

Academy of Pacesetting Districts-Seeing Change Through To The Classroom

- LEA administrators participate in a year-long opportunity to analyze their district operations in relation to the school improvement process
- “The goal is to achieve efficient and effective district policies, programs and practices to enhance growth in student learning through differentiated supports to schools.”
- The SEA oversees and implements trainings for participating LEA’s with support from the Regional Comprehensive Center and CII.

Vermont

- Last fall our School Improvement Program Coordinator II’s participated in a training to implement the Academy of Pacesetting Districts in our state
- National representation at the training included SEA representatives from seven states
- We are a leader in building capacity within LEA Leadership teams by implementing the Academy of Pacesetting Districts. We are the third state in the nation to train administrative teams and provide coaching for participation in the Academy.

Priority schools will develop a consistent multi-tiered system of support PreK – High School in collaboration with an SEA Integrated Support for Learning coordinator/team, and work with an external school improvement coach to implement and monitor progress on the system.

Priority schools will complete a self-evaluation aligned with the Turnaround Principles, develop a continuous improvement plan based on a root cause analysis in collaboration with an SEA Integrated Support for Learning coordinator/team, and work with an external school improvement coach to implement and monitor progress on the plan. The plan will be developed in a summer or school -year institute and will include specific, differentiated interventions based on the needs identified through the particular school's self-assessment and root cause analysis. In keeping with Vermont's commitment to the often unique needs and priorities of our varied schools and communities, each school will establish interventions based on the profile that emerges from their specific comprehensive analysis.

The new planning process will eliminate some of the AYP requirements but will include consideration of all of the Turnaround Principles. The current school improvement planning document and the School Improvement Grant (SIG) process will provide guidance to the development of the continuous improvement process, and analysis and planning documents.

Priority Schools Supports and Interventions

Condition for School Effectiveness	School and LEA Interventions	Turnaround Principles Addressed
Behind teachers, research shows principals as the next biggest influence on student learning. District support has been	Principals in priority schools will be required to attend a leadership academy organized by the VTDOE with help from the Vermont Principals Association. The academy will focus on the turnaround principals, the change process and the	Leadership

<p>shown to be critical in helping schools change by setting student performance targets, monitoring supports and interventions and providing a clear vision.</p>	<p>characteristics of effective principals. The VTDOE will be part of this year's VPA Leadership Academy presenting the work of schools involved in the League of Innovative Schools</p> <p>District leadership teams will be required to attend a District Academy focusing on data analysis/root cause analysis and a guided assessment of indicators of effective practice leading to a prioritization of resource allocation and interventions that will be offered by the district to any priority schools. A pilot academy was offered in January 2012 to three districts and work with those districts will continue through the summer.</p>	
<p>Research shows that teachers working together is critical to change and improving student performance.</p>	<p>Priority schools will be asked to redesign the school day to provide time for learning communities for teachers. Learning communities will be led by trained facilitators who will help the group focus on research based instructional strategies, analysis of student data and classroom formative instructional strategies. Learning communities have been in many Vermont schools for many years and much professional development has been offered over the past ten years.</p>	<p>Effective Instruction</p>
<p>Additional learning time has been proven to be highly effective in improving the performance of struggling learners.</p>	<p>Priority schools will be required to provide additional learning time (which may be before school, after school, vacation time or summer) to meet the individual needs of students that have been determined by diagnostic assessments. Each student will have an individual learning plan focused on clear, achievable and ambitious goals. Many of our schools already have effective 21st Century programs which provide after school tutoring.</p>	<p>Additional Learning Time</p>
<p>An aligned curriculum is an essential element of any effective school.</p> <p>Highly effective teachers are the number one</p>	<p>The instructional program will begin with a horizontally and vertically aligned curriculum (based on college and career ready principles and the common core; Vermont has an ambitious time line to roll out the common core to all teachers in the</p>	<p>Instructional Program</p>

<p>reason for student success.</p>	<p>state.) leading to common language and common expectations with common assessments at grade levels and content areas.</p> <p>The effectiveness of this instructional model will be strengthened by the teacher learning communities. Teachers will receive embedded professional development to better meet the needs of specific sub-groups especially students with disabilities and English language learners.</p> <p>Vermont has already initiated the co-teaching in many schools and districts as a method of meeting the needs of students with disabilities.</p> <p>Schools will implement a multi-tiered system of support for all students that focuses first on classroom instruction, moves to targeted supports and then to individual plans and interventions. This multi-tiered system will be informed by an effective and easily used data system allowing for teachers to make instructional changes.</p>	
<p>The use of data allows teachers and schools to make informed decisions leading to improved student performance as well as more effective use of limited resources.</p>	<p>Priority schools will be doing guided system assessments and deep root cause analysis with an external coach and VTDOE personnel. They will also be using Indistar to analyze their practices against multiple indicators of effective practice. This will allow these schools to prioritize goals for both the short term and long term. These goals will be tied to student performance targets and will be monitored on a quarterly basis to make sure that progress is occurring and implementation occurs with fidelity.</p> <p>This in depth look at data and indicators will allow schools and districts to make informed decisions around continuous improvement planning, school-wide program evaluation and development, identifying and evaluating the impact of</p>	<p>Use of Data</p>

	<p>professional development, and budgetary decisions. This use of data will also be tied to an enhanced teacher and principal evaluation system.</p> <p>Priority schools will use a continuous progress monitoring system that combines classroom formative instructional practices, common assessments, interim or benchmark assessments, as well as summative assessments. These data will allow for analysis of individual performance as well as classroom performance.</p>	
Students are not able to learn if they are not in a safe environment.	<p>The VTDOE has long been supporting schools in implementing safe and healthy school environments. This has included PBIS, bullying and harassment training, restraint training as well as helping schools develop coordinated school health plans and comprehensive wellness policies.</p> <p>Priority schools will look at data around the school environment and will develop training and plans to improve any areas that show up as concerns in their data analysis.</p>	Improved School Environment
Family and parent engagement has been shown in all studies to be a characteristic of effective schools.	<p>In order to strengthen family and community engagement priority schools will work with organizations like the Vermont Family Network, Parent Information Resource Center, Diversity Now, etc. to increase engagement. These groups have worked in Vermont schools in the past and it will be necessary for priority schools to become fully engaged with these external organizations.</p>	Family and Community Engagement

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

See timeline at end of section for Principle 2

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Priority Schools will be required to demonstrate an upward trajectory that results in meeting the aggregate of each of their annual goals by the end of a three year implementation period in order to exit priority status. The 10 present Tier I and Tier II schools will be evaluated at the end of the present grant cycle (June 2013). These schools will be able to exit priority status if they have fully implemented the transformation model and met the annual measurable student performance objectives as stated in their application.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Purpose	Stage	Procedures	Logic/Rationale
Focus Schools To target resources toward FOCUS SCHOOLS, defined as the 10% of schools, not designated as PRIORITY SCHOOLS demonstrating the lowest achievement of the Non-Duplicated Count Focus Group (NCFG)	ONE: Identify the relative status of schools in the lowest quintile for achievement of their NCFG	<ol style="list-style-type: none"> 1. Identify the pools of schools that represent the lowest quintile in the NCFG-Reading Index 2. Identify the pools of schools that represent the lowest quintile in the NCFG-Math Index 3. List the schools in ascending order by index scores 	These procedures provide ordered lists for both reading and mathematics that are large enough to ensure selection of the lowest 5% of low achieving schools
	TWO: Remove high progress schools that are closing achievement gaps	<ol style="list-style-type: none"> 1. Determine which of the listed schools, if any, achieved their AMOs for the all students groups or the NCFG 2. Remove schools that achieved their AMOs for both the NCFG and the All Students group for content area(s) for which they were in the lower quintile. 	The purpose is to remove any schools from consideration that are making progress toward closing achievement gaps. AMOs are based on incremental progress toward increasing the percentage of proficient students by 50% Therefore, given that the AMOs for the NCFG would be larger than the AMOs for the All Students group, if a school makes its AMO for the NCFG AND the All-students group the NCFG would have made progress toward closing their achievement gap with the All-students group. This step also addresses the false appearance of gap closing that occurs when the percentage of proficient students in the all students group decreases in greater measure than the NCFG.
	THREE: Determine which schools have the lowest combined achievement levels for the NCFG	<ol style="list-style-type: none"> 1. Calculate a combined index score for each school using weighted averages of the reading and math index scores 2. List the schools in ascending order by the combined index scores. 	The combined index score will help ensure that focus schools are those that demonstrate low achievement for the NCFG across content areas
	FOUR: Remove	<ol style="list-style-type: none"> 3. Compare the NCFG’s Aggregate 	Aggregate Growth Scores, which are

	<p>schools with accelerated growth for the NCFG</p>	<p>Growth Score to the Aggregate Growth Score for the All-Students Group.</p> <ol style="list-style-type: none"> 4. Remove any schools that have an Aggregate Growth score for the NCFG that is X higher than the Aggregate Growth score for the All-Students Group 5. List the remaining schools in ascending order 	<p>based on NECAP scaled scores, are sensitive to individual student growth even when students don't advance across the test's achievement levels. If a school has higher Aggregate Growth Score for the NCFG than for the All-students group, it shows that the NCFG is achieving at a faster rate and therefore is catching up. Therefore, the school should be removed from consideration.</p>
	<p>FIVE: Select Focus Schools</p>	<ol style="list-style-type: none"> 1. Calculate the number of schools that represent 10% of schools in the state 2. Develop the list of Focus Schools, starting with high schools with a graduation rate less than 60% for the NCFG 3. Starting at the bottom of the ordered list developed in Stage Two, select additional schools until the number of schools representing 10% of all schools in the state is reached. 4. Add additional schools if any have the same index score as the last school selected at step 3. 	<p>The schools selected will have the lowest achievement for the NCFG, across the two achievement levels, with little or no evidence of progress toward closing achievement gaps. The list will include high schools with low graduation rates for the NCFG.</p>

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus Schools will participate in an Academy of Pacesetter Districts to build capacity for SU/D leadership in the districts. The goals of the academy include increasing the capacity of the district central office to effectively support school improvement, including reallocation of resources to affect significant reform where that is required, in order to raise levels of student learning and demonstrated achievement. Academy components include program and systems assessment/evaluation and development of an operations manual that documents system of supports for all schools in the district.

Focus schools will develop a consistent multi-tiered system of support PreK – High School in collaboration with an SEA Integrated Support for Learning coordinator/team, and work with an external school improvement coach to implement and monitor progress on the system.

Focus schools will complete a thorough data analysis, a self-evaluation aligned with the Turnaround principles, develop a continuous improvement plan in collaboration with an SEA Integrated support for Learning coordinator/team, and work with an external school improvement coach to implement and monitor progress on the plan. The plan will be developed in a summer or school year institute and will include specific, differentiated interventions based on the needs identified through the particular school's self-assessment and root cause analysis of the significant gap(s).

Examples of research based interventions that might be used are:

Students with Disabilities: Co-teaching; Positive Behavior Interventions and Supports; Professional Development for classroom teachers in Differentiated Instruction, Adaptive technologies;

Students of Poverty: School-based health services; partnerships with community health providers for parent education; early education programs and supports for children and parents, particularly in reading; 1:1 laptops or other access devices;

English Language Learners: District-wide welcome center programs for intensive language study and sheltered courses; professional development for teachers in cultural competency; parent programs and outreach for school-community involvement.

The examples cited are just some examples that employ research-based effective practices. As noted in the section on Priority schools, in keeping with Vermont's commitment to the often unique needs and priorities of our varied schools and communities, specific interventions will be determined by each school's self-assessment and continuous improvement planning as they relate to the specifically identified area of need in that school's profile. Once determined, schools will have resources not only based on nationally and internationally recognized research and proven effective practices but will have access to collaboration in-state with schools that have implemented effective practices. Two examples of these possibilities are the following:

A cohort of elementary schools has been recognized for their achievements despite the challenge of extensive poverty in their communities. These schools represent a cross-section of Vermont elementary schools and are models for others in effectively addressing challenges to academic achievement. Individual schools confronting gaps in other areas such as language barriers, diversity issues and special needs populations have met with success in implementing specific strategies, providing models for work in these areas.

High schools face the same challenge of poverty as well as challenges of language, diversity and special needs populations. With a focus on addressing college and career ready goals, six schools have been recognized for leading the way in initiating innovative and proven strategies. These include the implementation of flexible pathways, personal learning plans, project-based learning and competency-based graduation, among others.

While appropriateness for school level is always a consideration, it is important to note that Vermont’s range of school levels includes small K-12 schools as well larger traditional systems with elementary, middle and high school divisions. Therefore, we consider carefully the integration of a variety of interventions most appropriate to those schools where a “grade level” may not be as critical as other factors such as progression by competency and cross-grade instruction.

Focus Schools Supports and Interventions

School and LEA Interventions	Sub-group focus
<p>District leadership teams will be required to attend a District Academy focusing on data analysis/root cause analysis and a guided assessment of indicators of effective practice leading to a prioritization of resource allocation and interventions that will be offered by the district to any priority schools. A pilot academy was offered in January 2012 to three districts and work with those districts will continue through the summer.</p>	<p>Students of Poverty Students with Disabilities English Language Learners</p>
<p>Focus schools will be asked to redesign the school day to provide time for learning communities for teachers. Learning communities will be led by trained facilitators who will help the group focus on research based instructional strategies, analysis of student data and classroom formative instructional strategies. These learning communities will focus on meeting the needs of identified sub-groups and will involve specialists with expertise in working with the sub-groups. Learning communities have been in many Vermont schools for many years and much professional development has been offered over the past ten years.</p>	<p>Students of Poverty Students with Disabilities English Language Learners</p>
<p>Focus schools will be required to provide additional learning time (which may be before school, after school, vacation time or summer) to meet the individual needs of students that have been determined by diagnostic assessments.</p> <p>Each student will have an individual learning plan focused on clear, achievable and ambitious goals. Many of our schools already have effective 21st Century programs which provide after school tutoring.</p>	<p>Students of Poverty Students with Disabilities English Language Learners</p>
<p>The instructional program will begin with a horizontally and vertically aligned curriculum (based on college and career ready principles and the common core; Vermont</p>	<p>Students of Poverty Students with Disabilities English Language Learners</p>

<p>has an ambitious time line to roll out the common core to all teachers in the state.) leading to common language and common expectations with common assessments at grade levels and content areas.</p> <p>The effectiveness of this instructional model will be strengthened by the teacher learning communities. Teachers will receive embedded professional development to better meet the needs of specific sub-groups especially students with disabilities and English language learners.</p> <p>Vermont has already initiated the co-teaching in many schools and districts as a method of meeting the needs of students with disabilities.</p> <p>Schools will implement a multi-tiered system of support for all students that focuses first on classroom instruction, moves to targeted supports and then to individual plans and interventions. This multi-tiered system will be informed by an effective and easily used data system allowing for teachers to make instructional changes.</p> <p>The wide variety of adaptive technology available today can specifically meet the needs of students with disabilities, English language learners and students of poverty. Trainings have been done in various Vermont schools over the recent past to help teachers implement this newest technology.</p>	
<p>Focus schools will be doing guided system assessments and deep root cause analysis with an external coach and VTDOE personnel. They will also be using Indistar to analyze their practices against multiple indicators of effective practice. This will allow these schools to prioritize goals for both the short term and long term. These goals will be tied to student performance targets and will be monitored on a quarterly basis to make sure that progress is occurring and implementation occurs with fidelity. This will be especially important to focus schools in allowing them to specifically focus their supports and interventions on specific sub-groups.</p> <p>This in depth look at data and indicators will allow schools and districts to make informed decisions around continuous improvement planning, school-wide program evaluation and development, identifying and evaluating the impact of professional development, and budgetary decisions. This use of data will also be tied to an enhanced</p>	<p>Students of Poverty Students with Disabilities English Language Learners</p>

<p>teacher and principal evaluation system.</p> <p>Focus schools will use a continuous progress monitoring system that combines classroom formative instructional practices, common assessments, interim or benchmark assessments, as well as summative assessments. These data will allow for analysis of individual performance as well as classroom performance.</p>	
<p>The VTDOE has long been supporting schools in implementing safe and healthy school environments. This has included PBIS, bullying and harassment training, restraint training as well as helping schools develop coordinated school health plans and comprehensive wellness policies.</p> <p>Focus schools will look at data around the school environment and will develop training and plans to improve any areas that show up as concerns in their data analysis. A multi-tiered system of behavioral supports can be especially effective in improving the performance of students with disabilities.</p>	<p>Students of Poverty Students with Disabilities English Language Learners</p>
<p>In order to strengthen family and community engagement focus schools will work with organizations like the Vermont Family Network, Parent Information Resource Center, Diversity Now, etc. to increase engagement. These groups have worked in Vermont schools in the past and it will be necessary for priority schools to become fully engaged with these external organizations. In addition to these it will be necessary for focus schools with a large number of English language learners to consider district-wide welcome center programs for intensive language study and sheltered courses, professional development for teachers in cultural competency and parent programs and outreach for school-community involvement.</p>	<p>Students of Poverty Students with Disabilities English Language Learners</p>

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Focus Schools will need to meet or exceed the aggregate total of annual targets by the end of a three year period of improvement implementation (as described in section 2B) in order to exit focus status.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
					<i>G</i>
					<i>G</i>
					<i>G</i>
					<i>G</i>
					<i>G</i>
					<i>G</i>
					<i>G</i>
					<i>C</i>
					<i>G</i>
				<i>B</i>	
					<i>G</i>
					<i>E</i>
					<i>G</i>
				<i>A</i>	
					<i>G</i>
				<i>B</i>	
				<i>B</i>	
				<i>A</i>	
					<i>G</i>
					<i>E</i>
				<i>G</i>	
				<i>G</i>	
				<i>E</i>	
				<i>G</i>	
				<i>E</i>	

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
					<i>G</i>
					<i>G</i>
					<i>G</i>
			<i>A</i>		
					<i>G</i>
					<i>G</i>
			<i>B</i>		
					<i>G</i>
				<i>E</i>	
					<i>G</i>
			<i>B</i>		
				<i>C</i>	
				<i>E</i>	
					<i>G</i>
			<i>A</i>		
			<i>A</i>		
					<i>G</i>
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			<i>A</i>		
				<i>C</i>	
				<i>E</i>	
				<i>C</i>	
					<i>G</i>
					<i>G</i>
		<i>G</i>			
<i>B</i>					
		<i>G</i>			
<i>B</i>					
	<i>E</i>				
		<i>G</i>			

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
				<i>E</i>	
			<i>B</i>		
TOTAL # of Schools			14	14	28

Total # of Title I schools in the State: 235

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 0%

Key	
<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years <ul style="list-style-type: none"> • Tier I or Tier II SIG school implementing a school intervention model 	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none"> • Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate • Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate • A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Professional development opportunities planned for priority and focus schools will be made available to other schools where a need has been documented, participation is requested by the school's district and capacity can accommodate. Also, built into the continuous improvement process is the opportunity for support from the SEA Integrated Support for Learning division for not only Title I schools, but for all schools state-wide. Participation by all schools in the Continuous Improvement Planning process will provide a common method for analysis and planning. Eventually this revised planning process will enable all schools to eliminate redundant reporting to the state by incorporating all major reporting requirements into one document.

Schools will have the opportunity to apply for mini-grants focused on innovative practices shown to be effective in schools matching their school profile or specific elements

A network of high schools implementing innovative practices has been established through the first cohort of Vermont schools participating in the New England League of Innovative Schools. This network will be expanded over the years. The NE Secondary School Consortium goals include improved graduation rates and reduced remedial needs in postsecondary. The League of Innovative Schools provides multi-state collaboration among high school leadership teams to achieve these goals.

Vermont also proposes to classify all schools that are not Priority, Focus or Reward into additional categories for the purposes of communicating critical information about their status for purposes of recognition, warning and targeting of school improvement efforts.

	Purpose	Stage	Procedures	Logic/Rationale
All Annual Measurable Objectives (AMOs)	Goal Schools To help schools that were not selected as Priority or Goal Schools, but also did not achieve AMOs, to identify areas of need and set goals for continuous improvement	ONE: Select Goal Schools	1. Start with the list of schools that did not achieve one or more of it's AMOs 2. The remaining schools on each list are the Goal Schools 3. Maintain the order in each list for the remaining schools	We want to maintain order in these lists so schools can see how close they were to being a focus school
	TWO: Develop Goal School Profiles	1. A profile for each goal school is developed, listing the group(s) and content areas for which they did not achieve their AMO 2. Additional profile information might include the number of points by which the AMO was not reached, aggregate growth for each group and content area for K-8 schools, Graduation rates for each group for High Schools, and gap		

at Did Not Achieve

		sizes for each content area where the AMO was not achieved														
Purpose				Stage				Procedures				Logic/Rationale				
Schools that Achieved All Annual Measurable Objectives	Recognition				ONE: Select Recognition Schools				1. All Reward schools are removed from the lists developed at Stage 1 in Reward Schools 2. The remaining schools on each list are the Recognition Schools							
	To recognize schools that achieved AMOs for all groups and content areas but did not meet the criteria to become a Reward School				TWO: Identify commendations				1. AMO data will be reviewed to identify the X% of schools that made the greatest progress toward meeting their annual target 2. Performance data will be reviewed to identify the X% of schools with the highest performance (a) across all content areas and groups, and (b) by content area and group 3. Aggregate Growth data will be analyze to identify the X% of schools with the highest growth rate (a) across all content areas and groups, and (b) by content area and group. 4. Graduation rate data will be analyzed to identify the X% of schools with the smallest between group gaps for (a) both content area combined and (b) separately for each content area							

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was

previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

- holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The recent reorganization of the state Department of Education (DOE) included the establishment of the Integrated Support for Learning (ISL) School divisions (Pre-K-8) and High School & Adult. This structure allows for greater flexibility and teaming options. Thus, teams can be configured and re-configured allowing personnel with specific expertise to move into and out of the basic team structure as needs warrant. This will be particularly helpful to our priority and focus schools.

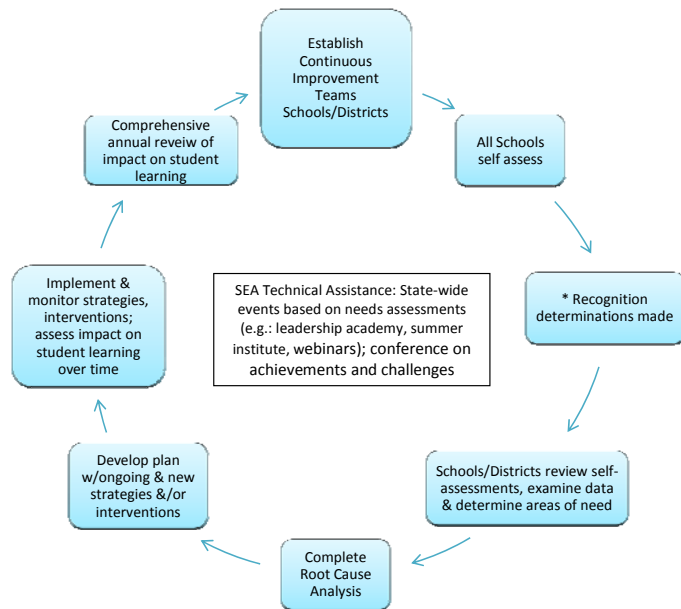
Other areas of focus already under way at the DOE to support SU/D capacity building include structuring our work to interface with SU/D leadership teams rather than a previous approach which directly interfaced with schools, bypassing SU/D expertise and experience; providing training on the use of self-assessment, root cause analysis, and the creation of performance indicators and evaluation measures for school improvement; identifying evidence based practices aligned with characteristics of highly effective schools.

This year the DOE provided funding to schools for contracting with a school improvement coach for their district (SU/D) improvement teams. Professional development occurred at the start of the year and ongoing webinars are providing training throughout the year. Based on what we have learned from this first initiative, the DOE school improvement teams, in conjunction with staff at the Center on Innovation and Improvement will develop an extended definition of the coach role and coaching standards. This will include an articulation of the specific skills and competencies required of a coach serving in this capacity.

The DOE teams will collaborate with priority and focus schools throughout the continuous improvement process, providing technical support and monitoring progress with the school coach/DOE liaison. The coach/liaison will provide ongoing contact with the school and the DOE to ensure timely implementation and progress. SU/D's with priority and/or focus schools will be required to participate fully in the continuous improvement process with the DOE teams and coach/liaison to meet all goals articulated in their plans. In this way, SU/D's as well as individual schools will be accountable for progress and results.

Working with the Center on Innovation and Improvement, the DOE is implementing an Academy of Pacesetter Districts pilot this year to build capacity for SU/D leadership in the districts. The goals of the academy include increasing the capacity of the district central office to effectively

**ESEA Waiver Principle II
Overview of Continuous Improvement Process—DRAFT**



*N.B.: SEA will collaborate with Priority/ Focus schools and an individual school coach/SEA liaison throughout the continuous improvement process until such time as these schools meet specified achievement targets. DOE will continue to support these schools through consultation as they continue the improvement process. For all schools that are not priority or focus schools the SEA will continue to be available for consultation..

support school improvement, including reallocation of resources to affect significant reform where that is required, in order to raise levels of student learning and demonstrated achievement. This is being piloted in the 2011-2012 school year with a small number of districts and will be reviewed, revised as needed, and expanded in the next several years.

In addition to the commitment of DOE school improvement staff and resources to the development and implementation of the continuous improvement process, funds diverted to this effort will be used to build SU/D expertise (as noted above). Funds will also be used to support the mini-grants, technology and innovation opportunities as directly related to the schools' targeted areas of improvement.

Principle 2 Timeline: State Developed Differentiated Recognition, Accountability & Support					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
NECAP Tests of Reading, Math and Writing Grades 3-8, 11	Fall 2010 administration Winter 2011 results	LEA/School Admin. DOE Research, Standards and Assessment (RSA) Division	DOE DATA DOE Report of Results	LEA/School staff DOE RSA Staff	
Analyze '10 Graduation rates	Winter 2012	DOE RSA Staff	DOE Data Report	DOE STAFF	
SIG Application Cohort II	2011 - 2012	VTDOE	Application Waiver	Coordinator IIs	Timing of Application and Waiver
Guided School Assessments (PK-12) (Indistar and Global Best Practices); Development and training implementation with SIG focus and priority schools	Spring 2012	DOE – ISL & Data Team LEAs External Coaches	Indistar and Global Best Practices Assessment Tools	VT DOE- time for development of external coaches & LEA training LEA and external coaches – time and financial support for training External Coaches – time and financial support for guided assessment process	Quick turnaround between federal approval and training of identified schools and development of school profile
Comprehensive School Profile Development for SIG priority and focus	Spring 2012	DOE integrated team of ISL & Data/RSA	Completion of Indistar or Global Best Practices self assessment will	Time for development of a guided self-assessment template	Time & space for cross-team planning & development of guided self-assessment template

schools			combine with template of data points for comprehensive profile	Time for creation of individual school profiles	
Comprehensive School Profile Development	2012-2013 SY	DOE integrated team of ISL & Data/RSA	Completion of Indistar or Global Best Practices self assessment will combine with template of data points for comprehensive profile	Time for development of a guided self-assessment template Time for creation of individual school profiles	Time & space for cross-team planning & development of guided self-assessment template
School Recognitions Established based on NECAP with new formula); Graduation rates from '11	Spring 2012	VT DOE DOE /schools and districts (SUs)	NECAP results Local Measures(TBD)	VT DOE DOE and school and district/SU - time and financial support for development and /or selection of local measures	Time and financial support for development and /or selection of local measures.
Development of consistent statewide multi-tiered system of support	Summer 2012	Broadly representative group of stakeholders	Completed document	State/district/ stakeholder time and support for development of plan	Time and personnel
Priority and Focus Schools hire school improvement coach approved by VTDOE	Summer 2012	School Improvement Coordinators	Coaches working in Priority and Focus schools	School Improvement Funds combined with Title I funding	Availability of Quality Coaches
Continuous Improvement (CI) Teams (School and District/SU) Established/Reformed; Schools ' Self-assessments completed	Summer 2012	District/SU team (with DOE ISL team for Focus and Priority Schools; School improvement coach/DOE liaison)	CI Team meeting minutes; Global Best Practices - HS assessments & Indistar elementary assessments	School and SU staff; DOE staff as designated; Time for teams to meet and complete analysis	Indistar assessment to be customized by summer 2012; training to occur for all schools/districts/SUs
Comprehensive Review/Root Cause Analysis		District/SU team (with DOE ISL team for Focus and Priority Schools; School improvement coach/DOE liaison)	Continuous Improvement Analysis/Plan documentation	Revised Cont. Imp. Plan document reflecting alignment with new accountability process to be developed.	Revision of planning documents - DOE staff w/ outside consultant

				Professional development for DOE and school personnel	
Continuous Improvement Plans; Specific Differentiated Interventions and Supports based on thorough data and root cause analysis. Designated for Priority and Focus schools	Summer 2012	District/SU team (with DOE ISL team for Focus and Priority Schools; School Improvement Coach/DOE liaison)	Completed planning document with articulated interventions and supports & timeframe for Implementing	Time for teams to meet and develop; Data support	
Academy of Pacesetter Districts for SU Continuous Improvement Team	Fall 2012 through spring 2013	School Improvement Coordinators; School Coach; SU Continuous Improvement Team	Development of Operations Manual	1.5 day training with school improvement funding	Time, location, funding
Development of school improvement template that allows for unification of federal program funds to support comprehensive school reform	Fall 2012 through spring 2013	DOE Deputy Commissioner, appropriate directors and staff	Development of Template	DOE staff time	Time
Implement and monitor interventions and supports and revise as needed	Fall 2012 through spring 2013	District/SU team (with DOE ISL team for Focus and Priority Schools; School improvement coach/DOE liaison)	Periodic review of designated data through progress monitoring	Time; Data team support	
NECAP Tests of Reading, Math and Writing Grades 4, 6, 8	Fall 2012 administration Winter 2013 results	LEA/School Admin. DOE Research, Standards and Assessment (RSA) Division	DOE DATA DOE Report of Results	LEA/School staff DOE RSA Staff	
Kindergarten Readiness	Fall 2012	LEA/School Admin. & staff	Kindergarten Readiness Tool	Potential grant funding	

Assessment: Develop and pilot		DOE ISL staff			
The PLAN (Grade 10) pilot Focus and Priority Schools	Fall 2012- March 2013	LEA/School Admin. DOE RSA and ISL staff	Summary Report	Teachers/School Personnel DOE RSA staff	
SAT (Grade 12)	Fall 2012- March 2013	LEA/School Admin. DOE RSA and ISL staff	Summary Report	Teachers/School Personnel DOE RSA staff	Expense of fees for state-wide implementation
Analyze '12 Graduation rates	Winter 2013	DOE RSA Staff	DOE Data Report	DOE STAFF	
Guided School Assessments (PK-12)	Winter 2013	DOE LEAs External Coaches	Schedule of trainings; completed assessments	VT DOE- time for implementation of external coaches & LEA training LEA and external coaches – time and financial support for training participation External Coaches – time and financial support for guided assessment process LEA – time for guided assessment process	
Comprehensive School Profile	Spring 2013	DOE RSA and ISL/data team	Description of profile documents	Time for creation and dissemination of individual school profiles	
Revise Continuous Improvement Plans with Specific Differentiated Interventions & Supports based on thorough data and root cause analysis; Analyze the data and if applicable	Spring 2013	District/SU team (with DOE ISL team for Focus and Priority Schools; School improvement coach/DOE liaison)	Completed planning document with articulated interventions and supports & timeframe for implementing	Time for teams to meet and develop; Data support	

(based on the results of student progress data) new schools will be recognized as needing priority or focused attention, or as reward schools; and existing priority and focus schools may exit based on criteria as established in the new system.					
Implement and monitor interventions and supports and revise as needed	Summer 2013 through spring 2014	District/SU team (with DOE ISL team for Focus and Priority Schools; School improvement coach/DOE liaison)	Periodic review of designated data through progress monitoring	Time; Data team support	
NECAP Tests of Reading, Math and Writing Grades 4, 6, 8	Fall 2013 administration Winter 2014 results	LEA/School Admin. DOE Research, Standards and Assessment (RSA) Division	DOE DATA DOE Report of Results	LEA/School staff DOE RSA Staff	
Kindergarten Readiness Assessment:	Fall 2013	LEA/School Admin. & staff/DOE/ISL staff	Kindergarten Readiness Tool	Potential grant funding	
The PLAN (Grade 10)	Fall 2013- March 2014	LEA/School Admin. DOE RSA and ISL staff	Summary Report	Teachers/School Personnel DOE RSA staff	Expense of fees for state-wide implementation
SAT (Grade 12)	Fall 2013- March 2014	LEA/School Admin. DOE RSA and ISL staff	Summary Report	Teachers/School Personnel DOE RSA staff	Expense of fees for state-wide implementation
Reading and Math Progress Monitoring	2013-2014 SY	VTDOE School Improvement Team(ISL) LEA representatives		DOE, LEA & ESA representatives time and financial support for development of	Time & space for collaborative process with “field” and ESA representatives

		and ESAs		criteria/guidelines for collection & submission	
PILOT Smarter Balance Assessment Consortium Test of ELA and Math	2013-2014 SY	LEA/School staff DOE RSA staff	Summary report of pilot administration	DOE and school and district/SU - time and financial support	
Analyze '13 Graduation rates	Winter 2014	DOE RSA Staff	DOE Data Report	DOE STAFF	
Guided School Assessments (PK-12)	Winter 2014	DOE LEAs External Coaches		VT DOE- time for implementation of external coaches & LEA training LEA and external coaches – time and financial support for training participation External Coaches – time and financial support for guided assessment process LEA – time for guided assessment process	
Comprehensive School Profile	Spring 2014	DOE RSA/ISL/data team	Description of profile documents	Time for creation and dissemination of individual school profiles	
Comprehensive Annual review of supports and interventions for impact on student learning; Analyze the data and if applicable (based on the results of student progress data) new schools	Summer 2014-Spring 2015	District/SU team (with DOE-ISL team for Focus and priority Schools; School Improvement Coach – DOE liaison	Summary report of findings	Time; data team support	

will be recognized as needing priority or focused attention, or as reward schools; and existing priority and focus schools may exit based on criteria as established in the new system.					
Kindergarten Readiness Assessment:	Fall 2014	LEA/School Admin. & staff/DOE/ISL staff	Kindergarten Readiness Tool	Potential grant funding	
ACT PLAN (Grade 10)	Fall 2014– March 2015	LEA/School Admin. DOE RSA and ISL staff	Summary Report	Teachers/School Personnel DOE RSA staff	Expense of fees for state-wide implementation
SAT (Grades 12)	Fall 2014– March 2015	LEA/School Admin. DOE RSA staff	Summary Report	Teachers/School Personnel DOE RSA staff	Expense of fees for state-wide implementation
Reading and Math Progress Monitoring	2014-2015 SY	VTDOE School Improvement Team(ISL) LEA		DOE time for LEA progress monitoring review, analysis and feedback	Time for review, analysis and follow up meeting with LEA
Analyze '13 Graduation rates	Winter 2014	DOE RSA Staff	DOE Data Report	DOE STAFF	
Guided School Assessments (PK-12)	Winter 2014	DOE LEAs External Coaches		VT DOE- time for implementation of external coaches & LEA training LEA and external coaches – time and financial support for training participation External Coaches – time and financial support for guided assessment process LEA – time for guided assessment process	

Comprehensive School Profile	Spring 2015	DOE data /RSA team	Comprehensive list of profile documents	Time for creation and dissemination of individual school profiles	
Smarter Balance Assessment Consortium Test of ELA and Math	Spring 2015	LEA/School staff DOE RSA staff	Summary report of pilot administration	DOE and school and district/SU - time and financial support	
Full implementation of new accountability system with SBAC, ACT Plan and SAT, and local measures begins a new cycle with baseline data and all continuous processes in place.	Summer 2015				

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
<input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: <ul style="list-style-type: none"> ▪ the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ▪ a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and ▪ an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ul style="list-style-type: none"> • a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; • evidence of the adoption of the guidelines (Attachment 11); and • a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Challenge: Vermont currently has no consistent guidelines for teacher and principal evaluation systems. According to the DOE 2010 survey of all Superintendents and Principals, methods and principles, and frequency of evaluation vary widely across the state. Most principals and superintendents felt it would be beneficial to have consistent guidelines or protocols to be followed, leaving room for locally nuanced implementation and execution of said system. Research demonstrates the most critical element of student learning is the strength of the interaction between the teacher and the student, and strong leadership in principals is the key to a highly effective teaching workforce. We also know that teaching effectiveness goes beyond content knowledge and credit accumulation. Current federal requirements for highly qualified teacher status tied to seniority and level of education shows no correlation in Vermont to increased student learning and outcomes. More specifically, we know the connection between educator preparation, certification, induction, mentoring, development and evaluation is weak in our state and not self-reinforcing.

Strategies to Address Challenge:

Vermont seeks to develop a system whereby in-state educator preparation programs reflect content knowledge and pedagogy that intersects with critical high leverage teaching practices (Teaching Works, University of Michigan, 2011), certification requirements reflect adequate preparation for effective teaching as we know it now (newly developed InTASC and ISLLC standards as adopted by the standards board in June 2011) and statewide guidelines exist for consistent practices in induction, mentoring, professional development and evaluation. For maximum effect, these components must be interconnected and applied systemically. For purposes of the waiver, Vermont is focusing largely on the element of teacher and principal evaluation as it relates to effectiveness, defined as creating a learning environment where student opportunity for learning is maximized through personalization, differentiation, and the provision of a culture of high expectations and systemic support for all learners. We recognize this is different than the way teachers have been traditionally prepared and it is incumbent upon us to provide teachers and principals with frequent meaningful feedback about their teaching and leadership practice, coupled with opportunities to grow and learn themselves. Toward that end, the Vermont Task Force on Teacher/Leader Effectiveness was formed in March 2011 comprised of teachers, principals, superintendents, representatives of institutions of higher education and members of the Vermont State Board of Education and Standards Board of Professional Educators, and the Vermont National Education Association. Stakeholders and partners in education throughout the state have been active participants in this Task Force. In addition, the ten schools who received SIG grants were asked to be advisory to the Task Force and instead some have chosen to be active members which has been beneficial in informing the work of the group. The following paragraphs briefly outline their purpose and timeline of the task force:

This Task Force meets on a monthly basis and is studying best practices and research-based evaluation systems. Principles and Standards will be developed as the task force prepares its report due in May 2012 to the State Board of Education for adoption. The standards, as developed by the National Board for Professional Teaching Standards, are one example that will be reviewed as a part of this process. The Task Force believes that the ultimate purpose of teacher/leader evaluation is to improve teaching and learning. By using multiple measures, including measures of student progress, in an effective evaluation system, teachers and leaders will inform their professional practice and in turn, improve student learning and student growth. A formative rather than summative approach has beneficial results in supporting growth in student achievement.

Vermont Task Force on Teacher/Leader Effectiveness Purpose

Develop statewide teacher/leader evaluation guidelines that include the following critical elements:

- Standards to measure teacher/leader effectiveness
- Valid and reliable methods of measurement
- Teacher/leader performance levels with descriptors for each of the levels
- Differentiated pathways for recognition, support and improvement
- Continuous monitoring, support and improvement of the evaluation system
- Multiple measures of student progress

Expected Outcome:

Prepare a document for the State Board of Education and Standards Board of Professional Educators adoption that frames the guidelines and protocols for effective teacher/leader evaluation systems

The task force has determined that effective teacher and principal evaluations must include evidence from practice, pedagogy, leadership ability, talent management and development including professional learning, mentoring, peer to peer collaboration around student learning, professional growth and contributions, and student learning and growth. A balanced evaluation would include:

- Measures of teacher’s content knowledge
- Multiple measures of student growth
- Multiple formal and informal observations
- Personal and peer assessments/reflection
- Student perceptions of learning environment
- Teacher perceptions of working conditions and support

All members of the task force agree that effective evaluations must be carried out regularly by highly trained evaluators. Ongoing training for evaluators must be included in any meaningful evaluation system. Appropriate supports and resources are necessary in every school district. Accountability measures for teachers and leaders, when carried out appropriately, promote and support high quality educators at every level in the public schools. Vermont is committed to supporting its teachers and leaders and intends to attract and retain the best and the brightest for our public schools.

Currently, there are several Supervisory Union/District (s) piloting evaluation systems that incorporate the elements outlined above. At least nine of them are following the guidelines defined by the USED School Improvement Grant awarded them in 2010. These systems have been developed with teacher and principal participation and while following similar principles, are structured to reflect the culture and needs of their learning communities. Leaders in this work are part of the task force and have been presenting their work to the larger group. Additionally, several presentations from leading researchers and practitioners have been provided to the group. Currently, the Massachusetts model and the Kansas Educator Evaluation Protocol (KEEP) are both models that resonate with the group in terms of future direction for carrying out their purpose as articulated above.

High quality evaluation systems must be coupled with appropriate development opportunities provided in systemic fashion. These include mentoring for new educators and leaders and venues for professional learning that are differentiated to meet the learning needs of the educator and/or leader and the students with whom they interact. In addition to the evaluation system work described above, Act 20 established a legislative committee to make recommendations for New Principal and Teacher mentoring systems. Their recommendations

should be available in January 2012. Additionally, the DOE is seeking to fill a vacancy responsible for articulating and guiding a state-wide professional development plan connected to the use of Title IIA funds. This position will be charged with developing a blue-print for professional learning that addresses the current and future needs of Vermont educators and students.

On the agenda for the February 23rd Task Force meeting, a document [page 172] will be presented based on the collective work of the participants and that will include many of the elements mentioned above. The expectation is that this document will be approved and at that point it can be included in this section. Vermont will not have defined percentages in multiple measures. NECAP scores, pre- and post- tests, student work are among the multiple measures that will be used to assess students.

Both teacher and leader evaluation systems will be rolled out at the same time with representatives on the Task Force presenting their final product to stakeholder groups just as the InTASC and ISLLC standards are being presented to stakeholder groups by members of the Vermont Standards Board of Professional Educators (VSBPE).

Overall Timeline for Educator Effectiveness work:

Prior to the formation of the Vermont Task Force, Martha Allen, President of VT-NEA and Marta Cambra, Director of Educator Quality, Vermont Department of Education were invited to participate in the New Hampshire Task Force meetings on Effective Teaching. By attending meetings in the Fall 2010 and Winter 2011, it helped to inform the work needing to be done in Vermont. On March 31, 2011, the first meeting was held of the Vermont Task Force on Teacher/Leader Effectiveness. Stakeholders and partners in education throughout the state were invited to participate in this Task Force. In addition, the ten schools who received SIG grants were also invited. Monthly meetings have been held since that time and agendas and minutes are available for all meetings. The Task Force has received, reviewed and considered research from a multitude of resources to guide its work.

In 2009 Vermont surveyed all school district on the type of teacher and principal evaluation systems currently in use and the performance of teachers and principals on those systems. Results of those surveys can be found at http://education.vermont.gov/new/html/dept/recovery_act/sfsf.html. Vermont currently is in the final stages of collecting the 2010-2011 teacher and principal evaluation data and will report results both publically and to EdFacts by February 2012.

Principals and superintendents were surveyed in December, 2009 regarding their teacher and principal evaluation practices respectively. Much of the information gathered in this survey was required as a condition of the state's acceptance of federal stimulus funds. However, additional questions were asked in order to gain as complete a picture as possible of the current state of

teacher and principal evaluation practices in Vermont. Because the data gathered was required, we received a 100% response rate which means teacher evaluation surveys were completed for all 312 schools by principals and principal evaluation surveys were completed by all 61 superintendents. Text responses have been edited to remove identifying information. Where a school or district name was indicated, it was replaced with an X. Also, text responses were sometimes reordered to connect them to the questions for which they seemed most appropriate.

Key Findings of the Teacher and Principal Evaluation Surveys:

4. Approximately 10% of principals reported that neither school board policy nor their master agreement defined or governed teacher evaluation. However, 60% of superintendents reported that neither school board policy nor a master agreement defined or governed principal evaluation.
5. Most schools use a differentiated evaluation schedule where new teachers and teachers on probation receive more frequent evaluations while experienced and high-performing teachers receive less frequent evaluations. The process and standards for these evaluations also frequently vary with experience and skill. Several principals specifically expressed concern that they must be allowed to continue this differentiated approach in order to spend more time with those teachers who need it most. In general, superintendents responded similarly regarding principal evaluation.
6. Danielson’s Framework for Teaching or a local adaptation of it is currently in use by approximately 70% of Vermont schools for teacher evaluation. However, locally-developed models are much more prevalent for principal evaluation.
7. Only 40% of teachers and 28% of principals are currently assigned an overall summative rating as part of their evaluation process.
8. The vast majority (82.5%) of schools do not currently include student assessment results in their teacher evaluation process. Sixty-nine percent of superintendents also indicated that they do not use these results in their assessment of principals.
9. Principals were about evenly divided in terms of their support for a consistent statewide evaluation system. Concerns were expressed whether a “one size fits all” approach will be imposed by the state which will not fit well with different schools and teachers and whether consistency is a realistic goal. On the other hand, many felt that a consistent statewide process would simplify the evaluation process for administrators and teachers and improve teaching the learning, with an important caveat that there needs to be training and calibration of evaluators. Superintendents expressed similar divisions and rationales in terms of support and reservations regarding a consistent state-wide administrator evaluation process.
10. Although no question addressed this issue specifically, a number of principals volunteered that they were new to the school or district and had no knowledge of how evaluations were done in the past or of past evaluation results for individual teachers. Similar responses were provided by several superintendents regarding principal evaluation. This

finding was striking and of concern. It indicates that ensuring that an effective transition process is in place to inform incoming principals of each teacher’s status and of the evaluation standards and process used should be a high priority. Similarly, an effective transition process to ensure continuity in principal evaluation should be a high-priority.

January 2012 – Act 20 mentoring committee report due to the legislature.

May 2012 – the Task Force will publish State guidelines for SU/D’s to use in developing evaluation systems for teacher and leader effectiveness.

May/June 2012 – SBE will review and adopt guidelines.

June 2013 – SU/D’s will be required to submit plans for implementing evaluation systems consistent with published guidelines. DOE reviews and approves plans.

2013/2014 – SU/D’s pilot and revise evaluation systems with teacher input as articulated in plans.

2013/2014 – DOE supports and monitors pilot

2014/2015 – SU/D’s implement evaluations for all teachers and principals. DOE supports and monitors implementation.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Peer Assistance is scheduled to be reviewed and discussed in the February and March Task Force meetings.

Educational Testing Service (ETS) presented a webinar to the facilitators of the Task Force as well as the personnel in the Educator Quality Division to review products that could be used in the professional development and evaluation of teachers and principals. Those products among others will be researched and will be used to make informed decisions regarding evaluation, professional development, and training.

The SEA, including the Educator Quality Division, in collaboration with stakeholders will review and approve evaluation systems submitted by the LEAs. They will provide technical support and work with the Education Service Agencies (ESAs) to provide professional development where needed.

Principle 3 Timeline: Supporting Effective Instruction and Leadership					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachments)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Creation of the VT Task Force on Teacher/Leader Effectiveness	March 2011	VT Task Force Committee members SBE SEA	VT Task Force Membership List Teacher/Leader Effectiveness Definitions VT Task Force Purposes and Outcomes Department of Education's 2011 Teacher/Principal Survey Calendar of Scheduled VT Task Force Meetings Meeting Minutes Meeting Agendas	Title I funds DOE EQ Staff time VT-NEA Staff time	Aligning all groups/initiatives, Different attendees at meetings Low ratio of educator involvement on the Task Force
SIG Schools present their evaluation systems to inform the guidelines that the Task Force is developing	October 2011	4 SIG Schools	October 2011 Task Force Agenda and Minutes	Title I finds DOE EQ Staff time VT-NEA Staff time	Aligning the new guidelines to be developed with the already created SIG Schools new evaluation systems
Incorporate the work of the Common Core State Standards, as appropriate	December 2011	VT Task Force Committee members VT DOE Common Core State Standards Team	Indicators of Student Learning document	Title I finds DOE EQ Staff time VT-NEA Staff time	

Development and adoption of Teacher/ Leader Evaluation Standards	Approval – June 2012	VT Task Force SBE	SBE Approval	VSBPE committee time Title I funds DOE EQ Staff time VT-NEA Staff time	
Development of Teacher/ Leader Performance Levels	Report due to Commissioner June 30, 2012	VT Task Force	VT Task Force Final Report Development of documents to be created by the VSBPE	VSBPE committee time Title I funds DOE EQ Staff time VT-NEA Staff time	
Develop teacher/ leader evaluation support systems	June 2012	VT Task Force	VT Task Force Report	Title I funds DOE EQ Staff time VT-NEA Staff time	Funding for the waiver process; Coordination among various stakeholders Local control
Develop process to ensure valid, meaningful measures related to student academic achievement and school performance	June 2012	SBE SEA	VT Task Force Final Report	Title I funds DOE EQ Staff time VTNEA Staff time	Funding for the waiver process; Coordination among various stakeholders; Local control
VSBPE, SBE approval of report	August 2012	SBE VSBPE	VT Task Force Report Agenda/Minutes	Title I funds DOE EQ Staff time VT-NEA Staff time SEA Staff time	

Develop guidelines for Implementation of Teacher/Leader Evaluation	January 2013	VT Task Force Committee members	VT Task Force Final Report	Title I funds DOE EQ Staff time VT-NEA Staff time	Funding for the waiver process Coordination among various stakeholders Local control	
SUs will be developing their evaluation systems based on the guidelines of the Task Force.	January-June, 2013	SU's	SU Evaluation System Document			
Superintendents will need to sign off on assurance that their system is based on the guidelines	June 2013	Superintendents SEA	Signed assurance document	SEA Staff	DOE/SEA Staff capacity	
State-level review process will be developed	September-December 2012	VT Task Force	State-level Review Document	Title I funds DOE EQ Staff time VT-NEA Staff time SEA Staff time	Restructuring of the VT Task Force	
Publish review process	January 2013	SEA	Letter to Superintendents Communication Plan	Title I funds SEA Staff time	Verifying that <u>ALL</u> constituents receive information	
Superintendents will submit evaluation plans to SEA	March 2013	Superintendents	Evaluation plans submitted	Superintendents' time	Completing this activity too close to budget submission date	
SEA approval of SU evaluation plans	May 2013	SEA	Approval notification to superintendents	SEA Staff time		
Develop Statewide trainings for evaluators	January-March 2013	Reorganized Task Force	Task Force training document	Consultants Title I funds DOE EQ Staff time VT_NEA Staff time SEA Staff time	Funding Coordination of schedules	
Implement PD for evaluators	March-August 2013	Reorganized Task Force PD position	Training document	Consultants Title I funds DOE EQ Staff time VT_NEA Staff time SEA Staff time	Funding Coordination of schedules	

SUs in collaboration with SEA will make plans to pilot evaluation system in upcoming school year	May-August 2013	SEA SU LEA	Pilot plans	DOE EQ Staff time VT_NEA Staff time SEA Staff time	
SEA monitoring of pilot	2013-2014	SEA	Pilot plans	SEA Staff time	Funding
SEA provides technical assistance to SUs if needed	2013-2014	SEA	Pilot plans	SEA Staff time	Funding Additional personnel
Revise guidelines for Implementation of Teacher/Principal Evaluation	May 2014	Reorganized VT Task Force Committee members	Revised guidelines	Title I funds DOE EQ Staff time	Funding for the waiver process
Adopt new principal mentoring standards	July 2012	DOE VSA VPA	National Principal Mentoring Program Bill passed VT Legislature May 2011	Additional funding needed	
Develop teacher Induction/Mentoring Standards	July 2012	VSBPE	Act 20 Study Committee Membership List Act 20 Study Committee Meeting Minutes Act 20 Study Committee Meeting Agendas Survey Results Act 20 Study Committee Final Report	Funding imperative	
Fulfill Act 20 Study Committee charge on teacher induction/mentoring	January 15, 2012	Act 20 Study Committee	Act 20 Study Committee Membership List Act 20 Study Committee Meeting Minutes Act 20 Study Committee Meeting Agendas Survey Results Act 20 Study Committee Final Report		Implementation of the recommendations Funding
Implement evaluation and support	2014-15 school year	School Districts SEA	Accountability report	School Districts SEA LEA	

SUs , revise evaluation system as necessary, and make plans to fully implement in 2014-2015	2014-15 school year	SUs	Accountability report or submitted revised plan	School districts SEA LEA		
2-3 year system to audit SUs regarding evaluation system	2017-2018 school year	SEA	Audit report	Funding Staff capacity		
Develop technical assistance plan for SUs	2013-2014	SEA	Technical assistance plan	Funding Staff capacity	Capacity	
SEA continues monitoring statewide system of implementation of evaluation systems	Ongoing	SEA	Monitoring reports	SEA Staff Staff capacity		

Attachments

The following timeline provides a high level overview of how and when we sought meaningful engagement from our stakeholder groups.

Timeline of Events, Milestones and Stakeholder Engagement	Date
Special meeting of the Vermont State Board of Education, public and media in attendance	9/27
Waiver Design Team Kickoff Meeting	10/5
Initial Focus Group meetings to begin to brainstorm the Principle content areas of the Request	10/6-10/19
Weekly Recap Memo to Governor, Design Team and State Board of Education	10/7
Letter of Intent sent to USED from Commissioner Vilaseca	10/7
Develop communications strategy for the following groups: Stakeholders, SBE, Field, DOE, Committee of Practitioners, Public, Senate and House Education Committees	10/7
Launch ESEA Flexibility Request page on DOE website accessible to public	10/13
Weekly Recap Memo to Design Team and State Board of Education (SBE)	10/14
Focus Groups to update Deputy Commissioner Knopf on team's progress	10/17
SBE Meeting- Deputy Commissioner Knopf to report on progress to Board	10/18
Weekly Field Memo Distributed	10/19
Design Team Meeting - review progress, identify steps for proposal, stakeholder engagement	10/19
VSA VSBA Conferences- Waiver Presentation/Discussion	10/20
Weekly Recap Memo to Design Team and SBE	10/21
Op Ed piece by Commissioner Vilaseca	10/26
Weekly Recap Memo to Governor, Design Team and SBE	10/28
Legislative update – House Education Committee Waiver Presentation/Discussion	11/4
Design Team Meeting – review focus group outlines and summary documents	11/4
VSBA Board of Directors Meeting Waiver Presentation/Discussion	11/9
Weekly Recap Memo to Governor, Design Team and SBE	11/11
Design Team Meeting	11/14
VPA Executive Council Meeting Waiver Presentation/Discussion	11/18
VCSEA Meeting Waiver Presentation/Discussion	11/18
Rae Ann draft Executive Summary document for use in stakeholder engagement	11/19
Design Team- first review of draft waiver Executive Summary	11/19-11/22
State Board of Education first review of draft waiver Executive Summary	11/23-11-29
DESIGN TEAM MEETING – FINALIZE FIRST DRAFT OF WAIVER EXECUTIVE SUMMARY	11/30
Weekly Recap Memo to Governor, Design Team and SBE	12/2
Design Team members to submit Executive Summary to Stakeholder Organizations for comment	12/5-12/15
VSA Trustees Meeting Waiver Presentation/Discussion	12/9
Weekly Recap Memo to Governor, Design Team and SBE	12/9
Standards Board Meeting Waiver Presentation/Discussion	12/13
VSBA Board of Directors Meeting Waiver Presentation/Discussion	12/14
Revised draft of proposal to SBE	12/15
Weekly Recap Memo to Governor, Design Team and SBE	12/16
Design Team summarize comments from stakeholder groups and submit to Deputy Commissioner Knopf	12/19
SBE MEETING RANDOLPH –VOTE ON WAVIER PROPOSAL PLAN	12/20
Design Team Meeting	12/21
Revise Proposal and Develop Draft of actual ESEA Flexibility Application Form	12/21-1/13
Weekly Recap Memo to Governor, Design Team and SBE	12/22
Weekly Field Memo Distributed	12/22
Design Team Meeting	1/9
Senate Education Committee Waiver Presentation/Discussion	1/10
Vermont Task Force on Teacher/Leader Effectiveness Waiver Presentation/Discussion	1/12
Draft of Completed Application for ESEA Flexibility to SBE for review and comment	1/13-1/17

LABEL 1 ATTACHMENT: NOTICE TO LEAS

State Board Vote to approve Full Waiver Proposal	1/17
Public Comment Period	1/18-2/3
Waiver Webinar 1: School Administrators, Board Members, Curriculum Coordinators, Special Educators, Educators	1/30
Waiver Webinar 2: Parents, Students, General Public, Legislators, Media	1/31
Revisions to proposal incorporating Public and Stakeholder Comment	2/3-2/10
PROPOSAL SUBMISSION – PRESS RELEASE	2/10

ESEA Waiver updates distributed within regular Field memos from the Department to Educators, Principals, Superintendents, Curriculum Coordinators, Business Managers, Tech Coordinators, and School Board Members. These Field Memos are also open to public as they are posted on the DOE website.

From: everyone_doe-bounces@list.education.state.vt.us on behalf of Remick, Jill [Jill.Remick@state.vt.us] Sent: Wed 10/19/2011 1:24 PM
To:
Cc:
Subject: [Everyone_doe] [Wfm] DOE Weekly Field Memo - October 19, 2011

Message | ATT00001..txt (219 B) | ATT00002..txt (246 B)

DOE Weekly Field Memo – October 19, 2011

From the Department of Education:

- [Elementary and Secondary Education Act Flexibility Waiver Request](#)
- [Vermont RTT Early Learning Challenge Grant Application](#)
- [Alternate Graduation Requirements](#)
- [YATST 2nd Annual State-wide Conference November 11, 2011 at Vermont College](#)

Other News:

- [Current Teacher Mentoring Practices Survey](#)
- [FEMA Resources for Schools](#)
- [From the U.S. Department of Education: International Education Week](#)

From the Department of Education:

Elementary and Secondary Education Act Flexibility Waiver Request

Audience: All

The U.S. Department of Education (USED) is inviting each State educational agency (SEA) to request flexibility on behalf of itself, its local educational agencies, and schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Vermont's State Board of Education and Department of Education is moving forward with submitting a waiver request. For the latest information on this process, go to http://education.vermont.gov/new/html/pgm_esea.html.
Contact: Carol King at (802) 828-5101 or carol.c.king@state.vt.us

From: everyone_doe-bounces@list.education.state.vt.us on behalf of Remick, Jill [Jill.Remick@state.vt.us] Sent: Wed 10/26/2011 12:48 PM
To:
Cc:
Subject: [Everyone_doe] [Wfm] DOE Weekly Field Memo - October 26, 2011

Message | ATT00001..txt (219 B) | ATT00002..txt (246 B)

DOE Weekly Field Memo – October 26, 2011

From the Department of Education:

- [Commissioner Vilaseca Op Ed on ESEA Waiver](#)
- [Corrected: Alternate Graduation Requirements](#)
- [FEMA Resources for Schools – Deadline Extended to November 15](#)
- [Reminder: Kindergarten Readiness Survey](#)
- [Reminder: Crisis Prevention Institute Nonviolent Crisis Intervention Instructor Training \(CPI\)](#)
- [Last Chance: Vermont Council for Exceptional Children Featuring George Sugai](#)

Other News:

- [Health Department to Host 2011 Immunization Conference](#)
- [Governor's Awards for Environmental Excellence](#)
- [National Coalition for Core Arts Standards \(NCCAS\)](#)

From the Department of Education:

Commissioner Vilaseca Op Ed on ESEA Flexibility Waiver Request

Audience: All

"Vermont and the rest of the country have been given a wonderful opportunity to shed the flawed aspects of the No Child Left Behind Act (NCLB) and refocus our efforts on true success for all students." Read the rest of the opinion piece at http://education.vermont.gov/new/html/maindept.html#oped_esea.
Contact: Jill Remick at (802) 828-3154 or jill.remick@state.vt.us

From: everyone_doe-bounces@list.education.state.vt.us on behalf of Remick, Jill [Jill.Remick@state.vt.us] Sent: Wed 12/14/2011 1:15 PM
To:
Cc:
Subject: [Everyone_doe] [Wfm] DOE Weekly Field Memo - December 14, 2011

Message ATT00001.txt (219 B) ATT00002.txt (246 B)

DOE Weekly Field Memo – December 14, 2011

From the Department of Education:

From the Department of Education:

ESEA Flexibility Waiver Summary

Audience: All

Please find the (draft) Executive Summary for the ESEA Flexibility Waiver request here:

http://education.vermont.gov/new/html/pgm_esea.html#exec. This summary, accompanied by the draft Plan, Work Plan, and Summary of Evidence, will be sent to the State Board for discussion at its 12/20 meeting. Although this summary represents the general approach, please recognize that this is all still a work in progress and may change between now and when the request is submitted in late January. Please feel free to share this Executive Summary as widely as you like. Comments can be sent to Deputy Commissioner Rae Ann Knopf (Rae.Knopf@state.vt.us) and Lynne Eyberg, Project Manager (Lynne.Eyberg@state.vt.us). Thank you for your support and input to this process.

From: King, Carol C on behalf of Knopf, Rae Sent: Fri 12/16/2011 3:18 PM
To: 'supt@list.education.state.vt.us'
Cc: Vilaseca, Armando; Knopf, Rae; Eyberg, Lynne; Taylor, Gail; Remick, Jill
Subject: ESEA Flex. Waiver Request Survey - Principle 1: Implementation of the Common Core

Good afternoon,

As part of Vermont's ESEA Waiver Request, we need to include baseline data about Principle 1: Implementation of the Common Core. The survey - <http://www.surveymonkey.com/s/YMS2RLS> - is being conducted to provide baseline information on the implementation of the Common Core in Vermont at the time of our submission of the ESEA waiver. I am asking for your support to ensure that the individual most familiar with Common Core implementation in your district completes the attached survey, describing the current status of this work. Please ask him/her to take a few minutes to complete the survey by Friday, December 23rd. As you know, we need to move quickly to complete the waiver, bring it to the SBE and meet the February submission deadline.

If you have questions, please contact Gail Taylor (Gail.Taylor@state.vt.us).

Thank you for your ongoing support.

Rae Ann

Rae Ann Knopf
Deputy Commissioner, Education Transformation and Innovation
120 State St. Montpelier, VT 05620-2501
802.828.5101 or 3135

From: King, Carol C on behalf of Knopf, Rae
To: 'principals@list.education.state.vt.us'
Cc: Knopf, Rae; Edwards, Karin; Fischer, John; Page, Ken; Eyberg, Lynne; Remick, Jill; 'haas@sover.net'; King, Carol C
Subject: ESEA Flexibility Waiver Assessment Survey - Principle 2
Sent: Wed 1/4/2012 2:48 PM

Good afternoon, Principals -- As part of Vermont's ESEA Waiver Request, we need to include baseline data about Principle 2 - *State-Developed Differentiated Recognition, Accountability and Support*. Specifically we are looking for information about formative assessment techniques and progress monitoring tools that are currently being used in Vermont schools. The survey - <http://www.surveymonkey.com/s/P9X9H2Z> - is being conducted to provide baseline information to inform our submission of the ESEA waiver. I am asking for your support to ensure that the individuals most familiar with formative and progress monitoring assessments complete the survey, describing the current status of this work. Please ask them to take a few minutes to complete the survey by Friday, January 13, 2012. As you know, we need to move quickly to complete the waiver, bring it to the SBE and meet the February submission deadline.

If you have questions, please contact Karin Edwards (karin.edwards@state.vt.us).

Thank you for your ongoing support.

Rae Ann

Rae Ann Knopf
Deputy Commissioner, Education Transformation and Innovation
120 State St. Montpelier, VT 05620-2501
802.828.5101 or 3135

From: everyone_doe-bounces@list.education.state.vt.us on behalf of Remick, Jill [Jill.Remick@state.vt.us]
To:
Cc:
Subject: [Everyone_doe] [Wfm] DOE Weekly Field Memo - January 4, 2012
Sent: Wed 1/4/2012 4:55 PM
Message | ATT00001.txt (219 B) | ATT00002.txt (246 B)

DOE Weekly Field Memo – January 4, 2012

From the Department of Education:

- [Press Release: Deputy Commissioner Knopf Named Executive Director of Connecticut Council for Education Reform](#)
- [ESEA Waiver Survey](#)
- [NECAP Reading, Mathematics & Writing Bias/Item Review in February](#)
- [Note from Licensing Office](#)
- [Praxis Multi-state Standards Setting Panelists Sought](#)
- [League of Innovative Schools Proposals Sought](#)
- [Presidential Awards for Excellence in Mathematics and Science Teaching \(PAEMST\) Nomination Form for 2012](#)
- [2012 Vermont Fit and Healthy School Wellness Awards](#)
- [YATST Great Expectations...or Not?](#)

Other News:

- [Vermont Higher Education Collaborative – Spring Courses for K-12 Math Educators](#)
- [Survey and Funding Opportunity for Expanded Learning Programs](#)
- [Two Public Hearings to Seek Input on the Evaluation of Vermont's Education Finance System Draft Report](#)
- [Lincoln Essay Reminder](#)
- [National Endowment for the Humanities Opportunity](#)

From the Department of Education:

Press Release: Deputy Commissioner Knopf Named Executive Director of Connecticut Council for Education Reform

Audience: All

Deputy Commissioner Rae Ann Knopf has been named as the first Executive Director for The Connecticut Council for Education Reform (CCER). She will be leaving her current post as the Deputy Commissioner of Education Transformation and Innovation for the Vermont Department of Education in mid-January. http://education.vermont.gov/new/html/dept/press_releases.html#2012_01_04_knopf

ESEA Waiver Survey

Audience: Principals

As part of Vermont's ESEA Waiver Request, we need to include baseline data about Principle 2 - *State-Developed Differentiated Recognition, Accountability and Support*. Specifically we are looking for information about formative assessment techniques and progress monitoring tools that are currently being used in Vermont schools. The survey, sent to principals this afternoon, is being conducted to provide baseline information to inform our submission of the ESEA waiver. I am asking for your support to ensure that the individuals most familiar with formative and progress monitoring assessments complete the survey, describing the current status of this work. Please ask them to take a few minutes to complete the survey by Friday, January 13, 2012. As you know, we need to move quickly to complete the waiver, bring it to the SBE and meet the February submission deadline.

If you have questions, please contact Karin Edwards (karin.edwards@state.vt.us).

LABEL 1 ATTACHMENT: NOTICE TO LEAS

From: everyone_doe-bounces@list.education.state.vt.us on behalf of Remick, Jill [Jill.Remick@state.vt.us] Sent: Fri 1/20/2012 8:32
To:
Cc:
Subject: [Everyone_doe] [Wfm] DOE Weekly Field Memo - January 19, 2012

Message | ATT00001.txt (219 B) | ATT00002.txt (246 B)

DOE Weekly Field Memo – January 19, 2012

From the Department of Education:

- [Public Comment Requested on Draft of Vermont's ESEA Flexibility Waiver](#)
- [High School Math Survey](#)
- [ESEA Waiver Survey - Deadline extended to January 25, 2012](#)
- [Special Education High Spending Districts](#)
- [Response to Instruction \(RTI\) Study](#)
- [2012 Vermont Fit and Healthy Kids School Wellness Awards](#)
- [Reminder: Great Expectations...or Not?](#)

Other News:

- [USDOE: Carol M. White Physical Education Program \(PEP\) Grant Update](#)
- [VCSEA is Seeking Nominations for Two Awards](#)
- [2012 PBS Kids Go! Writers Contest](#)
- [Joe Cleres Memorial Scholarship Program](#)

From the Department of Education:

[Public Comment Requested on Draft of Vermont's ESEA Flexibility Waiver](#)

Audience: All

Deadline: January 31, 2012


Please view the draft of Vermont's ESEA Flexibility Waiver online at: http://education.vermont.gov/new/html/pgm_esea.html#comment. Please note that this document is still undergoing edits, and that incomplete sections will be completed upon submission of the document to the U.S. Department of Education. We welcome your comments on the contents of the proposal. Webinars for public comment will be announced in next week's field memo. Contact: John Fischer at john.fischer@state.vt.us or Lynne Eyberg at lynne.eyberg@state.vt.

From: Vermont Family Network [mailto:communicationsdirector@vtfn.org]

Sent: Friday, January 27, 2012 3:10 PM

Subject: News from Vermont Family Network

Having trouble viewing this email? [Click here](#)



**from the
Heart**

Vermont Family Network's Monthly E-Newsletter
February

Public Comment Requested!

The U.S. Department of Education has invited each state educational agency (SEA) to request flexibility on behalf of itself, its local educational agencies, and schools. This voluntary opportunity will provide educators and state and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB). Vermont's State Board of Education and Department of Education are moving forward with submitting a waiver request. For more information on that process, [click here](#).

The Vermont Department of Education welcomes public comments on the contents of the waiver request proposal. It is important that PARENTS also weigh in with comments on this significant proposal. [Click here](#) to read the proposal.

Please forward any comments that you may have regarding this proposal to John Fischer at john.fischer@state.vt.us or Lynne Eyberg at lynne.eyberg@state.vt.us no later than January 31, 2012.

[Forward email](#)

 SafeUnsubscribe™



This email was sent to carol.c.king@state.vt.us by communicationsdirector@vtfn.org | [Update Profile/Email Address](#) | Instant removal with [SafeUnsubscribe™](#) | [Privacy Policy](#).

Vermont Family Network | Vermont Family Network | 600 Blair Park Road | Suite 240 | Williston | VT | 05495

Weekly Recap email summarizing Proposal progress to the Design Team, State Board of Education, the Governor's Office, House and Senate Education Committees, and Education Associations.

ESEA Flexibility Request Update – October 7, 2011

On Wednesday the Design Team held a half-day meeting to discuss the ESEA Flexibility Request. Members of the team representing their constituent groups had the opportunity to articulate many of the questions and challenges they felt. After a lengthy discourse, the team reached a consensus to be part of the November 14, 2011 Request deadline, and understood that Stakeholder engagement and feedback would be able to continue beyond that submission date. Several members of the Design Team volunteered to lead the development of key principles of the Request, and many others offered to participate in Focus Groups aligned to those components. Key dates and strategies for involving input on the Request from the SBE, Stakeholders and the Governor's Office were discussed and identified. The next Design Team meetings are scheduled for October 19th and November 4th. A defined Communications Plan is being developed that includes the distribution of a weekly summary to the SBE and the Design Team every Friday starting with this update.

ESEA Flexibility Request Update – October 14, 2011

This last week has been a very productive one for the ESEA Flexibility Request Design Team. Each of the Principle Focus Groups has met several times to begin to define the key milestones, timelines, responsible parties, evidence, resources and obstacles for their section of the proposal. The Focus Groups are inviting other key stakeholders to their meetings to help ensure a significant level of stakeholder engagement in this process. The following is a list of the meetings that have been held so far.

Principle 1 (College and Career Ready Expectations) - October 6 and 11

Principle 2a (Differentiated Accountability) - October 7 and 12

Principle 2b (Intervention) - October 7, 11, 12 and 14

Principle 3 (Supporting Effective Leadership) - October 11 and 14

Principle 4 (Reducing Duplication and Unnecessary Burden) - October 6 and 12

The Focus Groups will update Rae Ann by Monday, October 17, on the progress their group has made so far and the next steps needed to complete their sections of the proposal. The Focus Groups will also articulate what they feel will be necessary to achieve a high level of stakeholder engagement before the proposal can be submitted. Rae Ann will update the Board on this progress at the SBE meeting on October 18th. The Focus Groups will report out to the Design Team at the next meeting on Wednesday, October 19th. The department has created a Web page to host the latest public information on the ESEA Flexibility Waiver at http://education.vermont.gov/new/html/pgm_esea.html. We plan to update it throughout the process.

ESEA Flexibility Request Update – October 28, 2011

It has been another productive week of progress on the ESEA Flexibility Request. On Tuesday, *Principle 2* (State Developed Differentiated Recognition, Accountability, and Support) team held a half day meeting to narrow down strategies, work on defining the "gap" between subgroups and non subgroups, and establish a trajectory of student and school growth and progress over time. Immediate next steps for this Focus Group include a preliminary review of data modeling with the parameters proposed in the 10/25 meeting as well as a review of differentiated intervention strategies. In the coming weeks, the Design Team will continue to hold its regular meetings. *Principle 1* (College and Career Ready Standards) team is preparing a survey for the field to assess the level of preparedness and implementation of the Common Core College and Career Readiness Standards to date. *Principle 3* (Educator Effectiveness) team met with the Educator Effectiveness Task Force and discussed the alignment of that group's work with the proposal being submitted. Additionally, four supervisory union representatives presented models of evaluation systems informed by student learning progress already being piloted in their schools. Every model presented evidenced high levels of educator engagement, support and respect for the critical importance of teacher and principal engagement, support and feedback in student learning; and the role of the Superintendent and school boards in creating the conditions for this kind of development and innovation to occur. The four focus groups will be submitting an outline of each section next week. Deputy Commissioner Knopf is drafting a summary of the flexibility proposal design to include an overview of the theory of action, key principles and features of a refashioned state accountability system that reflects essential elements of education quality and directs resources appropriately to schools with student populations of highest need. These documents will be used to gain stakeholder input beyond the design team and inform the final draft.

ESEA Flexibility Request Update – November 10, 2011

This week there was important progress made on the ESEA Flexibility Request. On 11/4, Deputy Commissioner Knopf met with the VSA trustees and discussed the principles and elements considered to date by the Design Team. It appears this focus is consistent with the work being done by Superintendents on increasing Education Quality while ensuring equity of access and accountability for all student progress. On that same day, SBE Chair Miller, Commissioner Vilaseca, and Deputy Commissioner Knopf testified in front of the House Education Committee on the waiver. They discussed the work done to date, the process for submission, and the theory of action being used to date to address the four flexibility principles as outlined by USED –

- I. College and Career Ready Standards,
- II. State Developed Differentiated Recognition, Accountability and Support,
- III. Supporting Effective Instruction and Leadership,
- IV. Reducing Duplication and Unnecessary Burden.

While draft documents are being assembled now for review in the coming weeks, the theory of action centers on the following elements –

- Personalization of Learning for All Students,
- Consistent Use of Meaningful Data to Inform Practice,
- Systemic Support for Improvement (policy, funding, educator preparation and development, field and community engagement),
- DOE as facilitator, support and guide in the process.

The outcomes we seek remain consistent with work done earlier by the stakeholder group as articulated in a letter from the Governor to the U.S. Secretary of Education on input to the waiver process, the State Board's [Strategic Plan \(2010\)](#) and recommendations from [Opportunities to Learn \(2009\)](#).

1. All children enter kindergarten ready to learn.
2. All children have strong foundations in reading and math by the time they reach 4th grade.
3. All students have a portable, personalized learning plan and portfolio.
4. All students graduate ready to pursue college or career direction of choice.

Changes anticipated in a redesigned system of accountability that we believe will more effectively compel the outcomes above include:

- An emphasis on early learning including kindergarten readiness and consistent systems of progress monitoring and intervention in grades K, 1, 2, 3 that focus on closing learning gaps in reading and math.
- De-emphasizing annual standardized achievement testing as the primary measure of accomplishment for students, teachers, principals and schools.
- Emphasizing the provision of opportunities for professional learning and collaboration to ensure continuous progress monitoring of student growth and learning at the local level in all schools.
- Using relevant standardized achievement measures (Accuplacer, SAT, ACT, Work Keys) for high school students and tying them to future goals and aspirations.
- Ensuring increased access to education opportunities for all learners including anytime, anywhere options like dual enrollment, virtual learning, internships, and early college.
- Consistent guidelines for teacher and principal evaluations that are informed by formal and informal observations, content knowledge, pedagogy, student growth, peer feedback, and teacher and student perceptions of their learning environment.
- Data systems that give teachers, principals, parents, students and policy makers information about how students progress through the system and on into the workforce.

In addition to a draft summary of how these elements might work, how they align with the USED ESEA Flexibility Principles, and what would be necessary to support these changes, the Design Team is assembling a "briefing book" that includes a bibliography of many of the research documents and articles that were reviewed by participants as they did this work.

Next steps in our timeline include –

- Waiver Proposal Overview available – 11/17/11
- Design Team first review of draft waiver proposal document elements – 11/17 to 11/21
- State Board of Education first review of draft waiver proposal document elements – 11/22 to 11/29
- Design Team finalize first draft of waiver proposal – 11/30
- Stakeholder meetings in the field and public comment period conducted – 12/2 – 12/17
- State Board of Education discuss draft proposal in monthly meeting – 12/20
- Possible vote for State Board to approve waiver submission – 12/20 or 01/17
- Continued stakeholder engagement – December 2011, January, February 2012
- Submission January 2011 or early February 2011

To date, 39 states, DC and Puerto Rico have committed to submitting a waiver request on either November 14th (11 states) or in early February (30 states). The list of states is attached for your reference.

Thank you all for your continued attention to this. As always, we welcome your input and observations.

ESEA Flexibility Request Update – November 23, 2011

Good morning,

An Executive Summary of the Vermont ESEA Flexibility Waiver will be distributed to the State Board of Education today for review and comment over the next week. Once revised, the summary will be shared with key stakeholder groups and posted for public comment from 12/2-12/17. The DOE is going to schedule a series of webinars and Learning Network of Vermont sessions to provide a forum for public comment and questions and answers. Those dates and other information will be made available next week. A project timeline is attached for your information, and the bibliography of some of the research used in this process will be posted on the DOE website next week. The US Department of Education has released the names of members of the Peer Review team, charged with informing U.S. Secretary of Education Arne Duncan's waiver decisions. To learn more about this group of education-policy experts, visit this link on the EdWeek website: http://blogs.edweek.org/edweek/campaign-k-12/2011/11/transparency_watch_nclb_waiver.html

Good Morning, Folks -

As we move forward with the ESEA Flexibility Waiver Request process, if you feel it would be beneficial for me to come to a meeting of your organization's executive committee (or constituency) during the month of December to provide an overview of the waiver, please let Carol King (Carol.C.King@state.vt.us) know the date, time and location of the meeting and we will do our best to accommodate. Thank you!

Good Afternoon, SBE members – Attached is the draft ESEA Flexibility Proposal Summary for your review and comment. Hopefully you can send comments directly to me – please do not use Reply All - by next Tuesday, November 29. Your comments can be in an email or by using the *Track Changes* function and sending the document to me – either will be fine.

With appreciation for your dedication to this work and Vermont students and my best wishes for a Happy Thanksgiving!

ESEA Flexibility Waiver Request Update – December 2, 2011

Good afternoon. We continue to make great strides in the development of our Vermont ESEA Waiver Proposal. This week, the State Board of Education reviewed a draft of the Executive Summary and submitted their comments to Deputy Commissioner Knopf. Those comments will be reflected in a revised summary that will be distributed to stakeholder organization groups early next week. Those stakeholder groups include the VSA, VPA, VCSEA, VTNEA, VSBA, VSBPE, AHS, House and Senate Education Committees and the Common Core Policy and Implementation Team. Feedback from these organizations will be provided to the SBE along with an expanded and updated draft of the proposal summary as crafted by the Vermont Stakeholder Design Team for discussion at the 12/20 Board meeting in Randolph. General public comment and broader stakeholder engagement will occur in January. The US Department of Education announced yesterday that the second submission date for State requests for ESEA flexibility will be February 21, 2012. Peer review of this second round of State requests will be conducted in late March 2012. I've also attached the bibliography - our electronic briefing book – that is a cross section of research and articles that informed our discussions and process.

Many of you have asked for a short summary to share with your constituents. Toward that end, I am attaching a newly developed Executive Summary. This high level summary will accompany the revised Plan, a new Work Plan, and Summary of Evidence when sent to the SBE late next week for review in preparation for the 12/20 meeting in Randolph. Please feel free to share this Executive Summary as widely as you like. Although this summary represents the general approach, please recognize that this is all still a work in progress and may change between now and when we submit in late January.

Thank you for your support and input to this process. Please let me know if you have any questions,

Good afternoon, everyone -- attached are the ESEA Flex. Waiver Request documents sent to the State Board of Education for their discussion on Tuesday, December 20 (see attached agenda). This information is public and will also be available on the Department's Web site at <http://education.vermont.gov/new/html/board/schedule.html>.

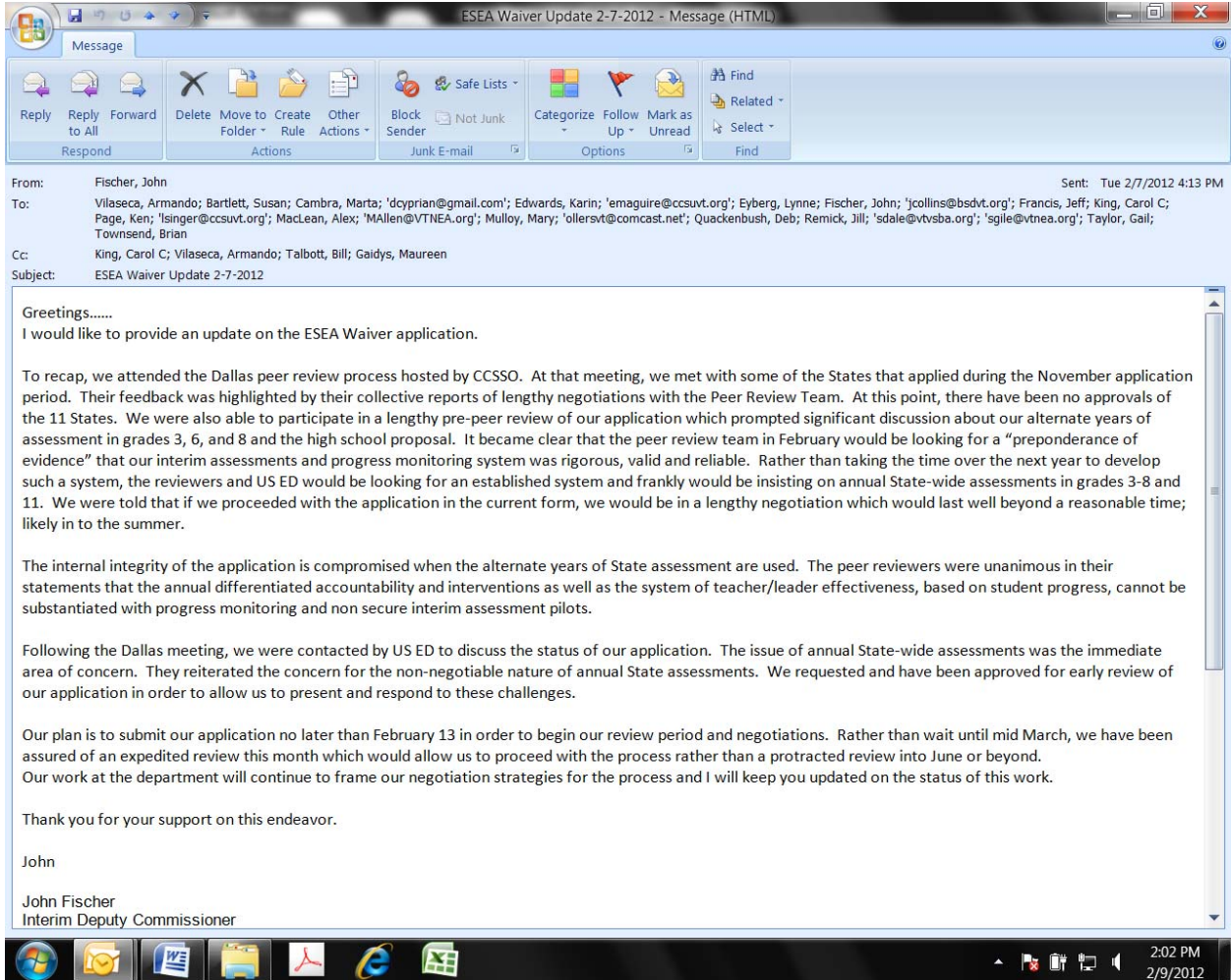
Please feel free to send this information along to your respective constituencies to share with their colleagues and staff.

Happy Wednesday.....

At yesterday's meeting, the State Board gave its approval to the ESEA Flexibility Waiver, giving us the go ahead to move forward with its continued development. The motion provided the Commissioner to negotiate the Waiver with US Department of Education in the coming months. The draft plan was sent to CCSO late yesterday afternoon in preparation for a technical assistance session with them on Monday, Tuesday and Wednesday of next week. Karin Edwards, Ken Remsen, Jeanne Collins and I will be in Dallas for that meeting.

Following that meeting we will provide an update and feedback to the Design Team and incorporate appropriate changes as determined by the Team. Public input opportunities will be occurring over the next couple of weeks.

We appreciate your work to date and look forward to our continued collaboration on this important piece of work.



Invitations to Waiver Webinars

Please distribute widely to your associations and any members of your district and general public, and anyone else who may be interested!
Thank you.

Vermont ESEA Flexibility Waiver Discussion

Please join us for one of two Webinars offered to discuss Vermont's ESEA Flexibility Waiver.

Title: ESEA Webinar Session 1 Suggested Participants: *Administrators, Educators, Special Educators, Curriculum Coordinators*

Date: Monday, January 30, 2012

Time: 3:15 PM - 4:15 PM EST

Space is limited. Reserve your **Webinar Session 1** seat for now at:

<https://www3.gotomeeting.com/register/559479094>

Title: ESEA Webinar Session 2 Suggested Participants: *Parents, Students, Media, Legislators, Interested Public*

Date: Tuesday, January 31, 2012

Time: 3:15 PM - 4:15 PM EST

Space is limited. Reserve your **Webinar Session 2** seat now at:

<https://www3.gotomeeting.com/register/964156974>

To view a draft of Vermont's ESEA Flexibility Waiver, please visit: http://education.vermont.gov/new/html/pgm_esea.html

Questions on the draft should be sent to Jill Remick at jill.remick@state.vt.us in advance of the webinar sessions. If you are unable to attend either session, you can view the presentation, questions and answers on the [Vermont DOE ESEA page](#) following the webinars.

Thank you in advance for your participation!

Jill Remick | Public Information Officer | Vermont Department of Education | 120 State St. | Fourth Floor | Montpelier, VT 05620-2501 | 802-828-3154 |
Facebook: <http://www.facebook.com/VTEducation> | Twitter: <http://twitter.com/VTEducation>

From: everyone_doe-bounces@list.education.state.vt.us on behalf of Remick, Jill [Jill.Remick@state.vt.us] Sent: Thu 2/2/2012 8:37 AM
To:
Cc:
Subject: [Everyone_doe] [Wfm] DOE Weekly Field Memo - February 1, 2012

Message ATT00001.txt (219 B) ATT00002.txt (246 B)

From the Department of Education:

ESEA FLEXIBILITY WAIVER PUBLIC COMMENT
Audience: All
Deadline: February 3, 2012

The Department continues to develop a flexibility waiver request to the [U.S. Department of Education's](#) Elementary and Secondary Education Act (ESEA), currently No Child Left Behind Act. The Department recently hosted two Webinars designed to discuss Vermont's ESEA Flexibility Waiver with educators, administrators, and members of the general public. Transcripts and recordings of these webinars, as well as the draft request and more information, are available online, click [here](#). The public comment period has been extended to February 3, 2012.

From: everyone_doe-bounces@list.education.state.vt.us on behalf of Remick, Jill [Jill.Remick@state.vt.us] Sent: Wed 1/25/2012 3:00:00 PM
To: [Everyone_doe]
Subject: [Everyone_doe] [Wfm] DOE Weekly Field Memo - January 25, 2012
Attachments: ATT00001.txt (219 B) ATT00002.txt (246 B)

From the Department of Education:

- [Memo from Commissioner Vilaseca on School Choice](#)
- [NECAP Assessment Release](#)
- [Vermont ESEA Flexibility Waiver Discussions](#)
- [Restraint and Seclusion – Rule 4500](#)
- [NECAP Online Writing Pilot](#)
- [2012-2015 Local Technology Plan Template](#)
- [20th Annual Vermont Kindergarten Conference](#)
- [Applications for 2012 National Youth Science Camp](#)
- [State Board of Education Monthly Report](#)

Vermont ESEA Flexibility Waiver Discussions

Audience: All

Deadline: January 31, 2012

Click [here](#) to view the draft Vermont's ESEA Flexibility Waiver.

Please join us for one of two Webinars offered to discuss Vermont's ESEA Flexibility Waiver.

- **ESEA Webinar Session 1** (*Administrators, Educators, Special Educators, Curriculum Coordinators*) will be held from 3:15 – 4:15 p.m. on Monday, January 30th. Reserve your webinar seat by clicking [here](#).
- **ESEA Webinar Session 2** (*Parents, Students, Media, Legislators, Interested Public*) will be held from 3:15 – 4:15 p.m. on Tuesday, January 31st. Reserve your webinar seat by clicking [here](#).

Questions on the draft should be sent to Jill Remick in advance of the webinar sessions. If you are unable to attend either session, we will post the presentation, questions and answers on the Vermont DOE ESEA page following the webinars.

WEBINAR QUESTIONS SUBMITTED VIA CHAT:

Can you explain where Family Engagement/Parent Involvement fits into the waiver model?

Will schools/districts still receive money designated for Family Engagement/Parent Involvement?

If yes, has it been decided what that funding stream will look like?

What is the status of other states who submitted their proposals by the November deadline? Are their waivers getting approved?

How will the waiver benefit Students with Disabilities?

Could you explain what is meant by the terms "meaningful interventions," "state level interventions," "support systems" and give some examples?

What is the status of the Educator and Leader Task Force work?

Does the waiver mean that we will have more assessments or less than we have now?

Will we still have to make spring 2012 AYP evaluations?

What would be the additional cost or demands to districts?

If the waiver isn't granted, will any of these plans be implemented in Vermont anyway?

Why do we want a waiver?

How do the six-year targets work with the changes in assessments during those six years from NECAP to SBAC?

What will be used to determine school status for next year?

If we don't get the waiver, do we still have to make AYP determinations? Will schools still be sanctioned with things like SES?

Great idea to use the PLAN for grade 10! I am interested in why the SAT was chosen when the ACT test clearly articulates with the PLAN and thus the PLAN can be used in a formative context. Switching test providers minimizes or eliminates this possible use. A choice between the ACT or SAT should be offered to 11th grade students and schools.

Can you please address the checkmark on the Optional Flexibility for 21st Century Community Learning Centers funding. As a former 21 director who currently works to support 21C programs across the state I am interested in understanding how this flexibility in funding is intended to be utilized and the impact it will have on current 21C programs.

Jill, I have a question regarding the following waiver that is checked in the draft and am hoping that it will be addressed in this afternoon's webinar. Since this is the only mention in the draft of potential impact to the 21st CCLC programs operating throughout the state, I am interested in the thought behind the decision to take this option and what the plan is for potentially opting to shift non-school day funds to school-day. While funds can still be used for non-school hours it's unclear on that decision would be determined and what that might mean for the many long-standing, successful 21C afterschool programs. Thank you.

The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (i.e., before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

My question is about the check box for the optional flexibility around the 21st Century Community Learning Centers funding (page 7). I am interested to know why Vermont is checking this box and what the plans are for the additional flexibility. I did a search of the complete document and could not find a single reference to "expanded learning" anywhere else in the request. I would like to know more about why the department is requesting this flexibility and how it relates to the rest of the plan.

Questions Log \\KAREN-LAPTOP\Karen Documents\VT Waiver Webinars\QuestionsLog 2012_01_30 16_04.rtf:

Q: My question is this, do any waivers that have been proposed contain less testing than we have proposed in our waiver and realistically will we be able to only test at grade 4- 6-8-10? [REDACTED]

Q: In what ways does the waiver address Early Childhood Education particularly if the absence of good EC Development issues are identified as significant issues in Priority and/or Focus Schools? Etc. [REDACTED] [REDACTED]

Q: With so many waiver meetings proposed, and with lack of staff at the DOE, can you realistic handle all of this? [REDACTED]

Q: I am the principal of a K-2 school. Can I assume I won't be held accountable for grade 4 NECAP results? I'm concerned our school's performance is going to be based on kindergarten readiness over which I have influence, but no control.

Also, are there any considerations for learning impaired students? I believe all students can learn, but some of the current expectations are unrealistic. [REDACTED]

Q: Identifying a school (or whatever it will be called) based on a n of 11 seems to me to be asking for litigation - it's pretty shaky ground statistically.... could you speak to that? [REDACTED]

Q: How will the shift to CCSS/SBAC assessment system influence the work done when the waiver is approved? [REDACTED]

Q: Can you restate what you said about AYP determination for the current school year? Did I hear accurately the state WILL NOT be making AYP determinations this year? [REDACTED]

Q: What role will assessment scores be expected to play in teacher evaluation? [REDACTED]

Q: This seems to require a great deal of support from the Department- given the decreased capacity of the VTDOE - how will you bill able to provide all this additional support? [REDACTED]

Q: How do you anticipate the evaluation system affecting current contract negotiations? [REDACTED]

Q: Have you briefed our congressional delegation about how labor intensive this waiver process is? [REDACTED]

Q: When do you anticipate the finalization of the progress monitoring tool? Can we use existing programs like AIMSweb? [REDACTED]

Q: any idea on what assessments for K readiness or primary grades might be? [REDACTED]

Q: Re: Tier 1 and 2 schools evaluation plans. John used the term PILOT to describe what is to be in place at the end of this school year. Is that correct? It was our understanding we would need to be in full use. Ken can respond to me via email if this is not an appropriate question for all. [REDACTED]

█]

Q: With the development of assessments as part of the Common Core will Vermont switch from the NECAP to these? █]

Q: When you said "Academy of Pace-setting Districts" are you talking about individual districts or SUs? █]

Q: any idea on what assessments for K readiness or primary grades might be? █]

Q: What will the Personal Learning Plan look like? █]

Q: Great idea to use the PLAN for grade 10! I am interested in why the SAT was chosen when the ACT test clearly articulates with the PLAN and thus the PLAN can be used in a formative context. Switching test providers minimizes or eliminates this possible use. 2) A choice between the ACT or SAT should be offered. █]

Q: what will principals need to know with regard to he waiver █]

Q: Is there a model for the individual learning plans that are included in the plan? What is the vision for this? █]

Q: Will support for technology be made available to school districts in supporting accountability for progress for students and staff? █]

Q: You referred to NECAP a couple of times.. are you considering keeping NECAP a part of our statewide assessment plan for grades 4,6, and 8 after 2014? █]

Q: Q: In what ways does the waiver address Early Childhood Education particularly if the absence of good EC Development issues are identified as significant issues in Priority and/or Focus Schools? Etc.

One critical consideration will be, as I see it, that the waiver will bring to us, is that the DOE will support relatively small(er) SU's, such as the Windham SW, in implementing a differentiated accountability system, for example. I hope the DOE staff will elaborate more on this.

The SIG schools rec'd much in the way of consultancy/supports, but for the little folks like us: we would have likely never met the "AYP" criteria because our sub groups are usually less than 40 students in (any) subset....yet, our students' achievement(s) would have increased if we had followed SIG principles and models.

Did you just say that VT DOE is NOT going to do AYP in spring 2012?

It would be helpful to hear more about the cost of these initiatives, all of which are extremely important, and whether the Title I flexibility will be sufficient to fund these initiatives, especially with limited additional state and local resources.

Q: any idea on what assessments for K readiness or primary grades might be?

Q: any idea on what assessments for K readiness or primary grades might be?

Q: what will principals need to know with regard to the waiver?

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Q: There seems to be a distinct contradiction between the language within the ex. summary that expresses what the DOE would like to do and what they must do to comply with the waiver requirements. How does the DOE reconcile this contradiction? [john castle] [REDACTED] [Q: 3:17 PM]

Q: I would like to hear more about how the state plans to define "expanded learning" activities. What would be allowed under the 21C flexibility option and what will the process be for providing input into that definition? [REDACTED] [Q: 3:18 PM]

Q: Will families be included in the list of "critical friends" referenced in Vermont's waiver request, which currently includes "education associations, institutions of higher education, education service agencies, interagency, business, and community partners"? [Christine Kilpatrick] [christine.kilpatrick@vtfn.org] [Q: 3:18 PM]

Q: Will teacher and principal evaluation systems also consider parent perspectives of the learning environment and school climate. That perspective is not currently included in the list of considerations for these evaluation systems in Vermont's waiver request. [REDACTED] [Q: 3:20 PM]

Q: How would the DOE respond to those SU's who decide to "opt out" of the process? [REDACTED] [REDACTED] [Q: 3:20 PM]

Q: Does the DOE have the capacity to provide meaningful advocacy (support) in addition to the accountability (compliance monitoring)? [REDACTED] [REDACTED] [Q: 3:22 PM]

Q: How will we approach "out of grade level" assessments as we move to more personalized learning that will allow us to be less bound to grade levels? [REDACTED] [Q: 3:24 PM]

Q: How do we approach changes to evaluation systems that are to include state assessments if local models are attached to negotiated agreements? Especially if we don't believe standard assessments are a valid data source to measure teacher performance. [REDACTED] [Q: 3:26 PM]

Q: If we are encouraged to move away from sorting and ranking students, why are we committed to continue this practice for schools? [REDACTED] [Q: 3:28 PM]

Q: What's the time-line for all of this? [REDACTED] [Q: 3:31 PM]

Q: What is this waiver seeking to *avoid* -- what negative outcomes could occur without the

waiver? [REDACTED] [Q: 3:31 PM]

Q: What will happen if ESEA is reauthorized? [REDACTED] [Q: 3:32 PM]

Q: What happens if waiver is not approved? [REDACTED] [Q: 3:36 PM]

Q: will this webinar be recorded and available later? [REDACTED]
[REDACTED] [Q: 3:36 PM]

Q: Quote from Ex. Summary: "For years, Vermont has been edging toward transformation in education. Admittedly, it can be an iterative process. But the moment for support conceptual change at the deepest level is now. Conceptual change cannot be approached piecemeal. We must envision what we want as a whole, and then continuously adjust the levers that drive us in that direction." Can you what that vision looks like? What are we striving for beyond what might be measured in a standard assessment set up for accountability? [REDACTED].org [Q: 3:40 PM]

Q: are there significant anticipated budget needs, over and above current state or supervisory union budget projections? [REDACTED] [Q: 3:45 PM]

Q: anticipated timeline for federal approval? for beginning of VT implementation? [REDACTED]
[REDACTED] [Q: 3:49 PM]

Q: How will new AMO standards based on NECAP results mesh with new assessments? [REDACTED]
[REDACTED] [Q: 3:57 PM]

Q: Does the DOE view the waiver as a technical approach to improving the current system or promoting an adaptive approach to transformation? [REDACTED] [Q: 4:05 PM]

Q: Thank you for providing the overview and taking questions. [REDACTED] [Q: 4:13 PM]

What is the anticipated timeline for federal approval? When would Vermont begin implementing the principles of the waiver?

There seems to be a distinct contradiction between the language in the executive summary that expresses what the DOE would like to do and what they must do in order to comply with the waiver requirements. How does the DOE reconcile this?

DATE	ITEM	WHO	DOCUMENTS
1/17/12	ESEA Flex Waiver Req. Approval	SBE	Agenda; Minutes
12/20/11	ESEA Flex Waiver Req. Concept Approval	SBE	Agenda Minutes
11/15/11	SBE: Pathways to Prosperity Presentation	SBE	Agenda, Minutes; Document
10/18/11	ESEA Flex Waiver Process Update;	SBE	Agenda; Minutes
10/3/11	ESEA Flex Waiver Request – vote to move forward	SBE	Agenda; Minutes
10/6/11	1st meeting of Design Team		
9/20/11	Review of Letter to Arne Duncan; Strategic Plan Update: HS Transformation	SBE	Agenda; Minutes; Letter
8/17/11	1 st meeting of Stakeholder Group		
4/19/11	Teacher Effectiveness Task Force presentation; AYP Determinations; Common Core Standards Update	SBE	Agenda; Minutes;
3/15/11	Dual Enrollment Discussion	SBE	
2/15/11	Common Written Update	SBE	Agenda; Document
1/18/11	Strategic Plan Implementation	SBE	Agenda; Minutes
12/21/10	Strategic Plan Implementation; Dual Enrollment (Vermont State Colleges chancellor)	SBE	Agenda; Minutes
11/16/10	Strategic Plan Implementation; SBAC Written Update	SBE	Agenda; Minutes; Document
10/19/10	Strategic Plan Implementation	SBE	Agenda; Minutes
8/17/10	Strategic Plan Adoption; Common Core Standards Adoption	SBE	Agenda; Minutes; Document
6//11	SBE Chair Signs SBAC MOU		
Previously	AV's letters with other rural states chiefs.		

WAIVER SECTION	COMMENT:

21C Funds Associations

Based on the feedback, input, and discussion with a number of stakeholders, the Vermont Department of Education will not be requesting the optional flexibility waiver for 21st CCLC funds, as included in the January 13 draft.

While we had heard some initial interest in further flexibility, we are concerned about the potential interpretation of this particular option at the national level. Recently, there have been two common themes related to Federal funds that are of concern; more flexibility and more competition. The competition for Federal funds continues to challenge small, rural States such as Vermont when the competition is at a national level. Within Vermont, our program is already competitive. Based on tremendous and positive feedback from VT schools and 21st CCLC stakeholders, there is sufficient flexibility in the current program and it is effective in the current implementation.

WAIVER SECTION	COMMENT:
21C funds	<p>I am writing to you about a few of my concerns pertaining to the Flexibility proposal. Though there are many wonderful things about the proposal as a whole, I have some concerns about the flexibility concerning 21 C Programs. I am eager to know how this additional flexibility could be used, and how it could change Vermont's current 21 C programs. The 21 C programs in Vermont are very well respected, both in the field of afterschool and expanded learning and by the schools with which they work.</p> <p>These afterschool programs are evaluated and have professional development models of their own. Allowing 21st CCLC Funds to be used during the school day is a major shift in policy and one that should not be made without more discussion. If you are going to move forward then the request needs to be supported by a clear definition of what is meant by "expanded learning" activities and with the strong guidance of the research and practice that has been amassed over the past 10 years.</p>
21C funds	<p>I am the after school and summer programs director for eight 21C programs running in Swanton, Highgate, Franklin & Sheldon Elementary Schools and the Missisquoi Valley Union Middle & High School. Being communities with high</p>

	<p>percentages of free/reduced qualified families, our after school programs are key to these families and do make a difference with school day attendance, academic achievement. After 6 years of being in operation, our programs are integrated with the schools and well established in the schools and community Last year we had 26% of the entire Franklin Northwest Supervisory Union schools participating. The continuation of these programs would not be possibly without the Vermont 21C funds allocated to these sites.</p> <p>Our major concern for the flexibility waiver is for funds typically available and allocated towards 21C programs, which have high standards of quality and accountability, to have those funds diminished due to a lack of foresight. Please consider, before submitting this waiver request, to decide upon a clear definition of what is meant by "expanded learning" activities and strong guidance for the use of these funds.</p>
21C funds	<p>I am writing to ask about the reasoning behind the waiver's inclusion of a more flexible use of 21C funds (to be allowed to use during the school day).</p> <p>Our middle school's experiences with the 21C grant process have been VERY positive to date. Having the grant has forced/helped us as a district to look at the tutoring and other support services we have for our students after school and in the summers. We have just (Year 3 of our first grant) included our first significant infusion of local funds into these areas in the FY '13 budget, as part of the required matching for next year. I see this as a positive outcome of the grant, e.g. sustainability by local funds in the long run of the grant.</p> <p>It is always difficult to ensure that we are not supplanting, but rather supplementing. I don't see how the school day waiver will help with that.</p> <p>I'm open to hearing DOE thinking, as always. There is always a lot to learn.</p>
21C funds	<p>I have many years of student surveys results that prove there are social competency outcomes from my afterschool programs. The consistent staff at the sites year after year and the consistent students attending year after</p>

	<p>year builds a relationship and community that is priceless for the population we serve. The outcomes for our students may not be dramatic when considering their test scores; however our students do feel confident, cared for, equal with their peers considering experiences they have had over the years and they did develop strong social competencies.</p> <p>This month on PEG TV the Tapestry Show highlighted the full day summer MOVECamps (Motivational Opportunities Vocational Experiences). The Site Coordinator interviewed two students who had attended camps last summer. One student has been involved in the Tapestry Program since Kindergarten and is now in 8th grade. This student has had all of the many challenges that a life of poverty can bring to a youngster. This student wanted to be on TV, talked with heartwarming enthusiasm and confidence about the experiences of last summer. I say Priceless but in reality it cost a lot of money for that child to have 9 years of time! This funding source must remain in the afterschool hours.</p>
21C funds	<p>We have been talking with our programs, schools, and partners, and I am writing to express my concern about the department’s decision to request the additional flexibility option for 21st Century Community Learning Centers (21st CCLC) funding in Vermont’s ESEA waiver request. For more than 10 years we have been working together in Vermont to build high quality 21st CCLC programs across the state. With the leadership of the Vermont Department of Education we have created quality standards, designed and implemented professional development models for staff and leaders, and linked to national research on what works for children and youth. We have an exemplary afterschool initiative in Vermont that is focused on continuous improvement and that has received numerous commendations from the U.S. Department of Education. We have explored the best ways to learn in the afterschool hours. We have built strong partnerships with schools and wide variety of community partners. We have found ways to serve and engage families. We are tackling new issues such as the achievement gap, summer learning loss, interesting kids in science, tapping into youth development principles to build resiliency, providing snacks and meals, and more. We should not hastily discard or dilute what we have been working together to build. There is no need in</p>

Vermont to rush into altering the program without clearly defining “expanded learning time during the school day” and building off of what we currently know already works. The 21st CCLC program is already a flexible funding stream with many allowable uses and approaches. In fact, while Vermont’s current 21st CCLC programs follow common standards for quality and a strong commitment to engaged learners, school–community partnerships, and youth outcomes, every 21st CCLC program in our state looks different and is customized by the local community, school, and partners in a way that they determine will best meet the needs of their students. I appreciate what you said on Tuesday’s webinar in response to our questions that you do not see this waiver request as a policy change for 21st CCLC but want to have the flexibility in case somewhere down the line a school comes up with a different idea and wants to use the funding differently. However, allowing 21st CCLC funds to be used during the school day is a major shift in policy and one that should not be made without more discussion in our state. The waiver flexibility of 21st CCLC funds risks watering down the only federal funding stream dedicated to providing kids with engaged learning opportunities that encourage strong school–community partnerships. Furthermore, the waivers are temporary. Implementing significant changes to 21st CCLC, which may have to be ‘undone’ when new legislation passes, is not a cost–effective use of resources at the state or local level, especially when 21st CCLC is currently working for kids, families, and communities in Vermont. If we want to consider adding the concept of expanded learning time to Vermont’s 21st CCLC program we should do it thoughtfully. We should tap into the knowledge and insights of our key stakeholders, including our community partners and parent voices. We should review the latest research on what works and see how expanded learning time can be used to strengthen what we have worked so hard to build. After a thoughtful, open dialogue and review of the evidence, we can then decide if and how to proceed with changing our state’s 21st Century Community Learning Center initiative. I understand that Vermont intends to submit the waiver request on February 21, 2012. There is still time to have these discussions, and we respectfully request the opportunity to meet with you and/or the design committee. We feel strongly that if Vermont is going to go forward with a request for additional flexibility for the 21st CCLC funding then that request

	needs to be supported by a clear definition of what is meant by “expanded learning” activities and strong guidance—building on ten years of research and practice in our state— about what these activities should include and how they should be designed.
21C funds	Stakeholder Comments Received Via Hardcopy
21C funds	I've become aware that there may be a policy change afoot with the ESEA waiver in our federal grant application. I'm concerned this might adversely affect thousands of Vermont children who are currently served by established, effective after school programs across the state.
21C funds	<p>The Sara Holbrook Community Center is the oldest community center in Burlington working in the north end of the city for over 70 years. We work with many low income families of the old north end of Burlington offering a ½ day preschool, an elementary school afterschool program, an 8 week summer program for elementary aged children and our New Arrivals program which for the past 20 years has offered English language classes for new immigrant children preschool through 8th grade, for 5 week during the summer to prevent the summer slide in English when students are at home and only using their native language. We also work in Burlington's new north end where we run the New North End Youth Center adjacent to Hunt Middle School. There we run a drop-in program for middle schoolers from 3-5:30 PM Monday through Friday and a High school drop-in program from 6-9PM. We also run the Afterschool program at Hunt Middle School which offers homework help before and after school, and many programs in the arts, athletics and academics with Burlington Afterschool. Additionally, we run a 5 week Summer Program for middle schoolers which is open to all Burlington middle school students, it is free of charge and is again very academic, artistic, and athletic in its programming, and serves over 200 middle schoolers each year.</p> <p>The “New Arrivals”, LC Hunt Afterschool and the Burlington Middle School Summer Programs all receive 21st Century funds through the Department of Education. I am writing to you today in response to the Department of Education's ESEA Flexibility Proposal. We are very concerned that the department has chosen to open up 21st Century funds to “expanded learning time</p>

	<p>during the school day”. We would like a better definition of what this is and how the funds would be used. As difficult as it is to find funding for programs, we have built with the department and the local schools a partnership which leverages funding we bring to the table, as well as the school district and the department to best fund the high quality programs we are offering the students of Burlington. To open up the 21st Century funds to the school day would mean a watering down of the programming we would be able to offer after school, due to the lack of funds available to us. We would hope that the Department would sit down with the districts and the community organizations to come up with a plan that would best suite all our interests and be the best solution for the students of the state.</p> <p>We understand that the Department intends to submit the waiver request on February 21, 2012. This gives us time to meet in order to be very thoughtful about the use of these funds and putting clear definition to the activities of usage of the 21CCLC funds under “expanded learning”.</p> <p>We look forward to hearing from you and strongly encourage you to have this dialogue with us before submitting the waiver request.</p> <p>Sincerely,</p> <p>Kathleen Olwell Director New North End Youth Center LC Hunt Middle School Site Coordinator Burlington Afterschool Program</p>
21C funds	<p>I was surprised to hear that the box to allow other uses of 21st Century Community Learning Center funds was checked at the last minute in the ESEA waiver request process. I hope that the only funding source dedicated to afterschool, small and restricted as it is, is not diverted to other areas. As a ten year practitioner of afterschool excellence, I’m a fierce advocate of increasing funding for these essential services for kids.</p>

	<p>I hope there will be more dialogue about afterschool, expanded learning, and summer, and would like to be involved in those discussions.</p>
<p>21C funds</p>	<p>I am writing to express my concern about the department’s decision to request the additional flexibility option for 21st Century Community Learning Centers (21C) funding in Vermont’s ESEA waiver request. As a 21C director for the Student Success—Winooski & Beyond program, I worry that the waiver request will be viewed as a policy change and that over time 21C programs will be viewed as unnecessary or less valuable as a result. During the Tuesday webinar, you stated that wasn’t your intent—which is greatly appreciated. However, the message being sent by “checking the box” is a very different message.</p> <p>Please have discussions with key stakeholders—including parents and community partners--before making a decision that will impact so many children afterschool across the state.</p> <p>Should you have questions or would like more information about our 21C program at Winooski, I would be happy to provide you with more information and specific examples of why it is important to “uncheck the box.”</p>
<p>21C funds</p>	<p>I am writing to express my concern about the department’s decision to request the additional flexibility option for 21st Century Community Learning Centers (21st CCLC) funding in Vermont’s ESEA waiver request. I am urging you to consider the ramifications that will follow if 21CCLC funds are allowed to be spent during regular school-day hours.</p> <p>Here in Orleans Southwest Supervisory Union, these funds have allowed for 11 years of high-quality programming that ensures not only safety of our youth, but also encourages them to dream about their future. We have worked closely with the schools to ensure that afterschool is tied to the school day, but allows for learning in a new way. Last year alone, we served a total of 504 students, 57% of the total population. Without this funding, those students would not have access to this environment.</p>

	<p>If it is the Department of Education's intention to ensure that all Vermont students have 21st century skills, we need to take time to consider the concept of expanded learning time, and make sure that it is the right fit for the students in our state. Involve those in the afterschool field, the community partners, parents and students in this decision. Develop a plan that enhances our current system, not dilutes it.</p> <p>Sincerely,</p> <p>Nicole Miller Program Director REACH! Afterschool Programs Orleans Southwest Supervisory Union</p> <p>(802) 472-5411 x255</p> <p>nmiller@ossu.org</p>
21C funds	<p>I am the after school and summer programs site coordinator for the Missisquoi Valley Union Middle School. My school's community has a high percentage of students who qualify for free/ reduced lunch. With the socio-economical make-up of the district the after school program is pivotal to the educational and social well-being of 35% percent of the Middle School population. My program offers numerous tutorial classes with active school-day teachers who work closely with the students and their parents to increase the chances of graduation. We also offer a multitude of enrichment activities designed to promote inquiry and a sense of belonging for students who do not "fit in" with the traditional after school programs such as competitive sports. The continuation of this program would not be possible without the Vermont 21C funds allocated to this site.</p> <p>The major concern for the flexibility waiver is for funds typically available and allocated towards 21C programs, which have high standards of quality and accountability, to have those funds diminished due to a lack of foresight. Please consider, before submitting this waiver request, to decide upon a clear definition of</p>

	what is meant by "expanded learning" activities and strong guidance for the use of these funds.
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Educators

WAIVER SECTION	COMMENT:
	<p>As a 4th grade teacher, I just read with interest the executive summary of the ESEA Flexibility Waiver Request Draft. I see much to commend including the positive rather than punitive focus, the definition of learning, the emphasis on flexibility and support for individual students and schools. I also found helpful the list of problems the state was trying to avoid. There is one more point in that section that might help clarify the state's intent to improve over the NCLB system. It is that student progress should be looked at in comparison to previous progress by the same student or by his/her same cohort NOT the "fourth grade" class's performance of one year contrasted to that of the last year's 4th grade performance when each year the class has different members with widely varying strengths.. This has been a real issue in a small school.</p> <p>4th Grade Teacher, Northfield School</p>
General	<p>I am a high school science teacher at Leland and Gray UMHS. I have read the Executive Summary of the waiver document and am very impressed with the proposals and justifications. In fact, I am more than impressed; I am proud that I work in a state where "the eye is on the prize", that being the education of our young people. I wish you luck at the federal level!</p>

ELL Group

WAIVER SECTION	COMMENT:
<p>Professional development for ELL & Content Teachers, Curriculum Specialists, Instructional Leaders & Coaches in the areas of:</p>	<ul style="list-style-type: none"> Understanding the background and structure of the WIDA ELD Standards and applying them to instructional practices for ELLs at varying grade, language proficiency and academic achievement levels, i.e., specific to their educational settings;

<p>Standards-Based Curriculum Development & Instruction using the WIDA English Language Development (ELD) Standards:</p>	<ul style="list-style-type: none"> • Providing in-depth opportunities to adapt and differentiate materials to include academic language development in their lessons, thus making content accessible to students of varying ELL proficiency levels; • Using the CAN DO Descriptors (of students' linguistic abilities) and/or transforming model performance indicators (MPIs) in order to enhance students' understanding and engagement of the content to differentiate language during content instruction and assessment; • Collaborative methods and models for planning, instruction, and assessment of ELLs, using the WIDA ELD Standards; • Evaluating and selecting instructional methods and materials to determine their representation of (and correlation to) the WIDA ELD standards and the Common Core standards.
<p>Assessment:</p>	<ul style="list-style-type: none"> • Understanding the purpose and use of both summative and formative language assessments for ELLs; • Understanding the ELP levels of their students with respect to the WIDA ELD Standards' levels 1-6 and using the assessment information to enhance instruction and learning for ELLs; • Understanding the larger relationship between language development and academic achievement, and more specifically, how the ACCESS for ELLs, Vermont's summative assessment for annual measure of English Language Development (growth and attainment), serves as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and in state academic content tests without accommodations; • Using formative assessments to guide instruction in the language domains of listening, speaking reading, and writing for academic purposes.
<p>Data-Based Decision Making:</p>	<ul style="list-style-type: none"> • Learning about the different types of score reports available for the

	<p>ACCESS for ELLs test, uses of each report and helping parents understanding their child’s educational progress, educational needs, and program goals;</p> <ul style="list-style-type: none"> • Using summative assessment data to aid in evaluating the effectiveness of their district or school’s programs for English language and academic development and conduct curricular/program planning; • School or district team-based workshops designed to systematically (on a regular yearly cycle) contextualize, analyze, and interpret multiple years of ACCESS for ELLs data for the purposes of program improvement and development of implementation plans including goals, activities, resources, and timelines.
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VPA

Attached is feedback from VPA members regarding the ESEA waiver. The attached is a compilation of comments from several different respondents. I deleted some repetitious and gratuitous comments to save time and space, but to your credit, much of what I deleted were comments like, "Great job!", "Looks good", and "Makes sense."

WAIVER SECTION	COMMENT:
Four Outcomes	<ul style="list-style-type: none"> • We can’t be held responsible for kindergarten readiness. • For personalized learning plans, eliminate portable and add language around the quality of the plan: suggestions might be – rigorous, aligned with CCSS, student-designed, etc. • A personal portfolio for each child is a nice idea, provided it does not become too labor intensive. Schools do not have the personnel or time to 100% individualize. • As I’ve always wondered, what about the other disciplines (history, science, arts) and skills needed for success (social skills, exec. Functioning)?
Two Guiding Assumptions and Five Action Principles to Guide Our Work	<ul style="list-style-type: none"> • Demographics DO impact student learning. • How is VT planning to address 2.a.b. and c. with the prek population? Are we expanding public education to 3-4 year olds? • 5d – bring high school and technical center educators together to work on common projects across the curriculum to support learners of all abilities. Technical Education is no longer “just” workforce training. In many Tech. Centers, 60-70% of their students go on to post secondary education and training

	<ul style="list-style-type: none"> • Spring 2012 protocols and guidelines are quick turnarounds when the waiver will not be sent in until February 2012. This section is well written and procedures, time lines, etc. are all right there! DOE’s input with PD opportunities based on school/state needs is wonderful!! A statewide look at our state’s overall PD is long overdue and should be coordinated to focus on specific areas of improvement each year to reduce local and state training/workshop costs. • #3 of the 5 action principles should include reading, writing, science and math interventions and supports, taught by HQT teachers in those subjects, through high school graduation to allow secondary students to achieve CCSS.
<p>College and Career Ready Expectations Challenge and Strategies</p>	<ul style="list-style-type: none"> • Strategy Bi: the framework/GEs are going to be “revised”? We’re being told we are embracing the CCSS. The meaning of this phrase is unclear. • Bv: Aligned with the CCSS? Common assessments state-wide?? • Bviii: who is “we”? The state? Individual high schools? • pg 5, B – common core training – there needs to be specific training for technical education teachers and administrators regarding the implementation of common core standards into the technical career clusters/pathways. There needs to be an intentional discussion at this level, especially how it impacts or aligns with Career and Tech. Education Regulation as it stands currently. • pg 6, C i – need to align these career readiness standards to current industry credentials required in technical education programs. Assessments need to be both written and applied/performance based. More written assessments will not get us closer to the desired outcome. • pg 7, iii – employment specialists in the special education departments need to be well versed on “career readiness” as not to assume that all career readiness happens in a technical center. • pg 7, vi-vii – please be attentive to how these assessments could impact a student’s readiness to enter technical centers and how results of these assessments (have in the past) impacted Perkins grant funding for technical education centers – while holding the technical centers hostage to NECAP scores students earned while not even at the technical center as a student. • I’m especially heartened by the use of ACCESS for ELL population. Finally!!!!

<p>Differentiated Recognition, Accountability and Support</p>	<ul style="list-style-type: none"> • A: Tech schools should also be differentiated. These schools take students from multiple high schools. Tech school scores should be reported separately or student assessments should be connected to their home school or field of focus (such as industry certifications). • Bii: Will the baseline mean measuring learning growth of that cohort over time? We need a system where we are measuring the students' growth against their own grade-level baseline, not a different cohort of students. • pg. 8 – how will the DOE provide assistance, support and training to those schools in need when their workforce continues to be cut? Technical Education has lost several key positions at the DOE level over the past 10 years that use to support various career clusters. This is now on the shoulders of the technical center directors. The Directors don't have the personnel or financial resources to supplement this gap in support. Before promises are made to provide the support, we (technical Centers across VI) need to regain the support lost in past years. • Early intervention and accountability support in PreK-3 needs to be closely monitored with additional resources to meet the academic, social, emotional challenges. • Baseline data on one year? Small schools can have such a huge swing from one year to the next. How about a three-year average or something similar? • Offer schools that are doing well some additional financial support to maintain or improve.
<p>Annual Measurable Objectives (using scaled scores)</p>	<ul style="list-style-type: none"> • How much testing do they mean? How many hours or days per year? NECAP is already too long.
<p>School Profile</p>	<ul style="list-style-type: none"> • I like the new concept for meaningful Action Plans. • Struggling schools are often in high poverty areas because there is, in fact, a correlation between poverty and achievement. Priority schools should be able to have priority access to funding opportunities for social services (guidance counselors, after school programs, parent classes). If students are hungry, cold, sick, need glasses, or living in terrible conditions, no amount of academic supports are addressing the actual root cause. Instead of glossing over this, it needs to be explicit that the DOE and schools must partner with social service agencies at the state and local levels to

	find ways to fill these gaping holes in our students' lives. I believe this needs to be stated in this waiver request.
Focus Schools	<ul style="list-style-type: none"> I note the second bullet under Giii. This will cost money. Poor schools need other sources of funding to address these needs – not their own budgets.
Building Capacity to Improve Student Learning	<ul style="list-style-type: none"> This question needs input from schools already receiving assistance. How are they faring and is the support adequate and appropriate? Changes should reflect their evaluation of the current system.
Develop/Adopt Guidelines for Teacher and Principal Evaluation	<ul style="list-style-type: none"> I haven't seen the "standards to measure teacher/leader effectiveness" so cannot provide feedback. Not clear who will continuously monitor and support. This ambiguity in language may be questioned when the waiver is submitted. A common, consistent evaluation system for VT educators is long overdue. Outlining specific teacher and principal accountability areas gives the educational community common expectations and performance levels. However, the real issue is the fidelity in the whole process. Why have each district create the wheel. Create a state-wide, state-approved evaluation program.
Reducing Duplication and Unnecessary Burden	<ul style="list-style-type: none"> Looking forward to input on the survey. A lot of work to be done here. This area could address the communication and support between high schools in each technical center region. To be able to collect, analyze and use data from the same cohort of students that can support both high schools and technical centers would be very helpful. High Schools and Technical Centers should be working together to support all students and not looked at as stand alone islands for the delivery of K-12 education.
High School Assessments	<ul style="list-style-type: none"> Great idea to use the PLAN for grade 10! I am interested in why the SAT was chosen when the ACT test clearly articulates with the PLAN and thus the PLAN can be used in a formative context. Switching test providers minimizes or eliminates this possible use. A choice between the ACT or SAT should be offered to 11th grade students and schools.

VCSEA

WAIVER SECTION	COMMENT:
General	JW: Fabulous work putting this together. My comment is regarding the

	<p>significance of social/emotional learning and its impact on acquiring academic knowledge. Although inferred in the document, it is not specifically stated. Neuroscience research supports the direct role of SEL in best practice and as the foundation of all learning. It would be great to see a direct statement about this in this document.</p>
Differentiated Recognition, Accountability and Support	<p>SC: I think the document is well thought out and well written. It puts the focus on high expectations for all, rigor, teacher training and movement forward with support for struggling schools. Formative assessment will need to be a well thought out process in VT that includes good training opportunities on the topic and coaching support.</p>
What does your region believe about accountability and students with disabilities on a state wide and national level?	<p>North West Region: We believe in demonstrating progress at the individual level with rigor and accountability. A rigorous out of level system has more validity and allows us to demonstrate growth in the general curriculum. An assessment outside of the grade level cohort would allow this as well.</p>
What does your region believe about accountability and students with disabilities on a state wide and national level?	<p>Chittenden: We need an accountability system that takes into account BOTH a students' growth compared to himself (growth model) and his progress toward the standard (closing the gap/acceleration) and maintains the focus on subgroup population performance</p>
What does your region believe about accountability and students with disabilities on a state wide and national level?	<p>South West Region: All students should be included in accountability All students should be able to access a standardized measure It should be based on a growth model that is easily accessible and understandable to all</p>
What current measures are available that would be able to measure progress across all schools consistently for students with disabilities?	<p>North West Region: Taking an assessment without cohorts of grade alone. Could the item by item performance be recorded and compared to previous years. In general we believe we need to move to performance based outcome assessment with electronic portfolios</p>
What current measures are available that would be able to measure progress across all schools consistently for students with disabilities?	<p>Chittenden: See us using a combination of state-based measures, local measures, combined together in a method that uses those methods to assign proficiency status. Needs to be statistically valid so it is not subjective. Perhaps a menu of statistically significant measures that a district can select based on their resources.</p>

<p>What current measures are available that would be able to measure progress across all schools consistently for students with disabilities?</p>	<p>South West Region: What current measures are available that would be able to measure progress across all schools consistently for students with disabilities? Current assessments: universal screenings MAPS and Aimsweb Goals in the IEP are part of the accountability, and measurement should be tied to progress on the IEP Goals Needs to be strengthened, assessment should support FAPE Need a common assessment tied to common core (even the lowest 1%)</p>
<p>If you could describe a data set that would be used for accountability for schools generally to show improvement what would it look like?</p>	<p>North West Region: We are concerned that we are continuing to measure outcomes that are not necessarily what we want students to know and be able to do. Are we assessing what we truly believe the purpose of education is? Are students able to collaborate and communicate, persist and problem solve etc.</p>
<p>If you could describe a data set that would be used for accountability for schools generally to show improvement what would it look like?</p>	<p>Chittenden: Menu of assessments: NECAP or SBAC, DRA, Dibels, Fountis and Pinell, Plan</p>
<p>If you could describe a data set that would be used for accountability for schools generally to show improvement what would it look like?</p>	<p>South West Region: Something that is tied to growth measures (SBAC) but also tied to developmental levels on a common skills set that measures progress.</p>
<p>How would that data set be used and what would it mean in the larger system of accountability in Vermont?</p>	<p>North West region: We would like to move from a punitive system to one that supports multiple pathways to improve student learning including experimental innovation, research based programs, and the ability to know what other schools are doing and have the doers inform us about models that are working.</p>
<p>How would that data set be used and what would it mean in the larger system of accountability in Vermont?</p>	<p>Chittenden: You would have a measure of progress as a school that takes into account individual growth and progress toward proficiency. It would be used to make instructional improvement both individually and for systems as a whole. Consequences need to be a part of this conversation.</p>
<p>How would that data set be used and what would it mean in the larger system of accountability in Vermont?</p>	<p>South West Region: Data would be used to identify a percentage of growth for each student which would be looked at for each school and each state. This provides individual student growth information, as well as school and state</p>

LABEL 2 ATTACHMENT: LEA COMMENTS ON REQUEST

	progress. Individual growth rate in the year would be considered rather than AYP which doesn't even look at the same kids.
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VTNEA

WAIVER SECTION	COMMENT:

VSA

Just an FYI: We did not receive voluminous comments on ESEA from VSBA or VSA members. Actually, one VSA member sent us detailed comments, but I suspect that person will have a chance to speak his mind. He will be attending the SBE meeting, sitting in one of those chairs up front that face the audience.

WAIVER SECTION	COMMENT:
Accountability	How can we accurately judge improving achievement on standardized assessments while transitioning from NECAP to SBAC on the fly?
School Improvement	The school improvement process has been useful in our district.
Accountability	How can we implement a growth model well while reducing the frequency of testing?
General	NCLB isn't bad in concept. I'm just sick of the cut score increasing every time we get near it.
General	"NCLB sucks."

VSBPE

WAIVER SECTION	COMMENT:

Vermont Teacher and Leader Effectiveness Task Force

WAIVER SECTION	COMMENT:
Recognition	<p>Superintendent, St. Johnsbury School District: I have read the Waiver Application and have the following perspective, as one of the Tier I schools:</p> <p>While I do not support arbitrary punitive sanctions in general, the fact that we were identified and required to replace our principal has caused the St. Johnsbury School to finally move off the mark and start to do things in a fundamentally different manner. The school had been “identified” from the first time there were tests in the State to measure achievement. There were requirements and “restructuring” elements, but they were not vigorously enforced nor truly accepted as necessary by the school culture until Tier I status was applied. It took a year of trauma and soul-searching, but the school is actually restructuring now – not just adjusting around the comfortable edges. So, while I support the move away from the punitive approach, I strongly support the plan which seems to promise more rigorous and detailed attention to the schools who are not performing well.</p> <p>I support yearly testing in every grade above grade 3 as well as progress monitoring that is equally intensive. The St. J School was “progress monitoring” for years, but there was never really a local assessment plan – just lip service to teacher-made assessments. That model was approved by the school’s school improvement coordinator, which gave me very little space to move them off that very vague set of expectations. As long as progress monitoring must include validated assessments, such as AIMSweb, Fountas and Pinnell, etc., that must be publicly reported and rigorously monitored, then I fully support this application.</p>
Recognition:	<p>Superintendent, Rutland City SD: One question: Page 15, F, i: Are we planning to use a single data point to determine a “priority” school? Not longitudinal data?</p>
Teacher and Leader Effectiveness	<p>Technology Education Teacher, Frederick H. Tuttle Middle School:</p>

	<p>I commented regarding page 21 principal, teacher evaluation and I asked the following:</p> <ul style="list-style-type: none"> • How will it be determined who the evaluators will be? • How will the evaluators/mentors be qualified and certified?
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AHS

WAIVER SECTION	COMMENT:
General	<p>Vermont Department of Disabilities, Aging and Independent Living: We support many of the concepts outlined in this waiver proposal, particularly the emphasis on personalizing learning, the commitment to CQI, recognizing the importance of successful transition, and moving to a focus on college and career readiness. We were very surprised to read about the gulf between the graduation rate and the rate at which students go on to pursue post-secondary education. We also applaud implementation of an evaluation process that takes into account student learning progress and conducting more consistent evaluation of principals, teachers and support systems across the state.</p> <p>Not being as familiar with the topic as some may be, we struggled a bit with some of the acronyms and recommend that they be spelled out at least once and/or a table included (although we recognize that those receiving the waiver request are likely quite familiar). We also think the proposal would be strengthened by more specific discussion of how the State will ensure successful transition for students, although we recognize this is tied to tracking student progress and other pieces of the proposal – it could just be making more of a clear connection about what ties to transition. The proposal didn’t discuss how education will coordinate with human services, and that may not be appropriate for this document since it is a waiver proposal to education requirements. Perhaps brief mention of the importance of coordinating and collaborating would be appropriate, and/or we realize there has been much discussion on this topic between our agencies and are sure this will be a topic for discussions In terms of some of the evaluation components, there was brief discussion about input from students around the learning environment. We feel strongly that the self-assessment processes and</p>

	<p>evaluations should include input from parents and students. Since we are not as familiar with this topic it could be that it is assumed that they are part of these processes and we just are not aware. However, we would like to see the expectation for student and parent involvement explicitly stated in the proposal.</p>
<p>General</p>	<p>DCF and Integrated Family Services Director both responded that they loved it.</p>
<p>General</p>	<p>VR Transition Projects and JOBS Program: First of all, overall we are truly excited about the opportunities this waiver and way of thinking presents regarding multiple pathways to graduation and the focus on "college and career readiness". As you are aware, VocRehab has a strong mission to serve youth with disabilities who are transitioning from high school into the world of work or further training/education. We will be able to increase our effectiveness and success for these students if schools have an increased focus on applied learning, understanding that learning can happen both in and outside of the school building.</p> <p>More specifically, we applaud the efforts of the DOE to be data-driven and to use evidence-based practices in this initiative. And you are clearly saying that all students means ALL, which is the best way to proceed for students both with disabilities and their non-disabled peers, learning and experiencing together.</p> <p>The language on page 6 about preparing students for the 21st century and "aligning with CCR exceptions with less or no emphasis on seat time" will be a major boom to students who are transitioning into adult vocational services; they will have a tremendous leg up and there is little doubt that they will achieve higher outcomes if they have had opportunities to get out of the classroom, explore a variety of vocations, meet with skilled adults/mentors and be offered a plethora of opportunities to dream and "think outside of their own boxes".</p> <p>We also appreciate your language about rewarding and celebrating achievement. At Voc Rehab, we have found this to be essential for participants, staff, business owners, other service providers...it recognizes the team that all people need to be successful.</p>

	<p>Please count VocRehab in as not just verbal supporters of this initiative but actual partners in any way that we can help to make this happen for youth and young adults with disabilities.</p> <p>Thank you for your efforts and for soliciting our feedback.</p>
General	<p>Vermont Family Network: We are encouraged to see that Vermont will continue to share disaggregated test data so that families and community members will be able to stay informed regarding how all students are progressing in the general education curriculum, including students with disabilities and ELL students. We strongly advocate for continuing to employ high standards for all students, including students with disabilities, ELL students, and students with socio-economic challenges. We particularly appreciate the following statements included in the draft:</p> <p>“... environments will ensure all Vermont young people have the best opportunity to learn and be prepared for the 21st century and beyond.”</p> <p>”All learners should have access to high quality educational opportunities to prepare them to pursue post secondary aspirations of choice.”</p> <p>“Key principles- recognizes the learning continuum PK- 16 by starting early, attending to transition points, and raising the standard from “high school completion” to “college and career ready”</p> <ul style="list-style-type: none"> • We would ask that families be included in the list of “critical friends” referenced in Vermont’s waiver request, which currently includes “education associations, institutions of higher education, education service agencies, interagency, business, and community partners.” • We would suggest that the process for becoming a school-wide program should include detailed requirements for providing families (through Title I Parent Advisory committees, Special Education Parent Advisory groups, and independent parent organizations, i.e., PTO’s, etc.) with: information and training on the school’s quantitative and qualitative data related to

	<p>student performance; a discussion of the options being considered for school-wide programs; multiple and authentic opportunities to provide opinions and input; and participation in the actual decision-making.</p> <ul style="list-style-type: none">• While more meaningful and supportive systems for the evaluation and development of professionals is an excellent goal, we would ask that any assessment systems must consistently and persistently use the research-based practices of universal design for learning (see www.cast.org). We also recommend the active and informed engagement of parent organizations and parent leaders in development of any evaluation and support systems for educators, administrators, and other school staff.• We do not agree with requesting a waiver regarding the limitations in ESEA section 6123, if it will result in a reduction in the 1% that is designated for parent involvement. We know that districts and schools have many challenges in effectively involving families, particularly in connecting this work with student improvement. The research is clear -- engaged and involved parents (families) are the best predictor of student achievement. In fact, we support increasing the % of funding that must be reserved for family engagement activities.• The state's SIG application process, if it does not already monitor for authentic demonstration of parent/family/community engagement in the development and local approval of SIG submission, should be expanded to include this component. The application should require the inclusion of research-based parent/family engagement practices. Any LEAs who receive awards, should be required to address this area. The Department should consult with experts in family engagement, including family-led organizations at the state and local levels, in developing acceptable models.• We would request that teacher and principal evaluation systems also consider parent perspectives of the learning environment and school climate. That perspective is not currently included in the list of considerations for these evaluation systems in Vermont's waiver request.
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Common Core Implementation Team

WAIVER SECTION	COMMENT:
Recognition	<p>DW: I have to admit, I did a fairly quick read in order to respond before the 15th. One thing I am concerned about is the automatic inclusion of the Tier I and II schools in the first priority cohort. Doing that, regardless of what the most recent assessment data indicates, makes the assumption that none of the Tier schools have made enough progress over the past two years to be considered exempt from the priority ranking. Also, the Tier I and II schools are already required to have most of the priority school requirements (p.16) in place. Finally, I didn't find exit criteria for the priority schools. Did I miss it? Maybe I'm missing something from my quick read but that's what jumped out.</p>
General	<p>██████████: I'm writing to respond to your request for feedback on the ESEA Flexibility Waiver Request draft sent out last week.</p> <p>Overall, I think the request is a very strong one that seeks to address several of the most problematic areas of NCLB. My comments really fall into two categories - I have some strictly editorial suggestions, and I have some questions/comments about relevant levels of detail.</p> <p>On the editorial side, I have two minor suggestions: First, "average scale score" and "average scaled score" seem to be used interchangeably. Is this intentional? I thought the correct term was scaled score. Second, on page 11, the phrase "Rather than reducing by half the percentage of students in the all students group, and in each subgroup, ..." is used. Shouldn't this be "Rather than reducing by half the percentage of students below proficient in the all students group...."? Otherwise, it's a bit confusing.</p> <p>On the more philosophical side, I'm wondering: 1) By reducing sample size by half or more, e.g., testing at 4th, 6th, and 8th grades – what happens to error bars? Is this going to make targets more fuzzy or less fuzzy? How will error bars be calculated for Mean Scaled Scores? 2) Also, there is no mention of minimum sample size. The introduction of the</p>

request seems to indicate that the minimum has been "too high". Does this indicate that the state is moving in the direction of lowering minimum N? If so, what N is appropriate?

3) Why are we perpetuating a system where the lowest-performing group – students with disabilities – has the highest growth expectation? Can't we recognize that these students do, in fact, have a disability that keeps them from performing at the same level as general education students and set different - perhaps individual - growth targets for all identified students? Instruction for each of these students is based on individual standards identified in the IEP. Why not test them on those standards?

4) Will there be a “safe harbor” provision? If so, what percentage of growth will provide a school with safe harbor?

5) Other than graduation rate, where is accountability for high schools?
Am I missing something?

6) Will there be any minimum academic achievement indicators that a school will have to meet?

7) I am unclear about the meaning of the phrase (p.15) "...schools with the overall lowest ... NECAP scores may be identified as a high need or priority school". Does this mean the lowest-scoring school in each of the subgroups? ... the group of schools with scores statistically indistinguishable from the lowest scoring?

8) Similarly, I am unclear about the meaning of "widest gaps" in the following sentence on page 17.- "Schools with the widest gaps between subgroups average scale score or four year cohort graduation rate, may be part of the first cohort of focus schools". Is this the one school with the widest MSS point spread between any two subgroups? What about statistical significance?

Obviously, most of these comments and questions have to do with the details of calculating yearly progress or growth. I get it that the waiver may not be the best place to nail everything down. However, without knowing those details, assessing the true impact of the changes that are being proposed - particularly testing at fewer grades - is virtually impossible.

Minimum sample size is particularly important here. If the new accountability system is really about simply reporting results to the public, then minimum sample

	<p>size is less of an issue. Reporting results for sample sizes of 10 and up in school report cards has worked well in the past. However, if we are still to have an accountability system where a school's identification as a Priority or Focus school involves sanctions (school choice, supplemental services, restructuring provisions) or special mention in the local newspaper then a minimum sample size of at least 40 is essential for confidence in the identification. (Would we really want a school to be identified as "worst in the state" on the basis of scores of 10 or 15 or even 20 students on IEPs?). Unfortunately, the combination of keeping minimum sample size at 40 and testing at fewer grade levels only increases the disproportional identification of large schools and districts. The logical conclusion for me is that treating all schools fairly means setting minimum sample sizes even higher. Why couldn't we set minimum sample size at 60? .. or 100? The consequence of identifying few or no schools for specific subgroups would be far more fair than arbitrarily setting a cutoff that identifies some schools and not others simply based on school size.</p> <p>If these details are not going to be included in the waiver application, would it be appropriate to ask when they might be available (depending on response to the application, of course)?</p>
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Senate and House Education Committees

WAIVER SECTION	COMMENT:
General	<p>Senator Sanders: We are extremely supportive of the proposed efforts included in the draft of the waiver application, particularly those to expand access to early care and education, provide greater opportunities for summer school, and implement a new evaluation system for teachers and principals. These efforts are all critical to raising student achievement. Considering that Vermont State and local resources are limited and that greater flexibility around federal dollars isn't an increase in federal funding, one overall concern is the availability of resources to accomplish these important goals.</p>
College and Career Ready Standards	<p>One of the challenges identified is that although Vermont has a high secondary school graduation rate, less than half of graduating students attend college.</p>

	<p>Recommendations for the application include:</p> <ul style="list-style-type: none"> ▪ Increasing early intervention – Middle school interventions and the adoption of an early warning indicator system have been proven to be effective in further increasing graduation rates. ▪ Strengthening partnerships – specifically with institutes of higher education, community colleges, trade schools, local businesses, and community-based organizations such that students have more opportunities to learn about postsecondary options. Provide opportunities for students to participate in dual enrollment/credit apprenticeship programs while in high school. These have been successful in increasing college-going rates. The Vermont State college system, from the University of Vermont, through Vermont independent colleges, through Vermont technical colleges, through the community colleges of Vermont, have all expressed significant interest in expanding dual enrollment and early credit programs with Vermont high schools. ▪ Increasing guidance and support – Require each high school student to create a “graduation plan”. Also, provide additional support for the college and financial aid application process. TRIO does this, but only serves a small number of students and many schools have also had to let go of guidance counselors due to budget cuts.
<p>State-Developed and Differentiated Recognition, Accountability and Support</p>	<p>Recommendations for the application include:</p> <ul style="list-style-type: none"> ▪ Expanding school assessment measurements to include the presence of non-instructional support staff (guidance counselors, social workers, etc.), opportunities for summer school, any partnerships with community based organizations, participation in early care and education programs, etc. This type of “input” data would be informative. If Vermont creates a school report card that includes a variety of input data, it would be a useful national model for this type of transparency around reporting and the importance of measuring inputs as much as outputs. ▪ Including outside evaluation – School assessment focuses primarily on the

LABEL 2 ATTACHMENT: LEA COMMENTS ON REQUEST

	<p>school itself conducting a “self-assessment”. Although this is very useful, this assessment may be a bit subjective therefore perhaps there should be some outside evaluation component included as well. Also include in the assessment the identification of specific supports the particular school might need.</p> <ul style="list-style-type: none"> ▪ Include a discussion of targeted middle and high school turnaround strategies. ▪ Expand efforts to include early care and education program data in this longitudinal system.
<p>Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems</p>	<p>Questions the application may want to respond to:</p> <ul style="list-style-type: none"> ▪ How will Vermont measure student growth and how will this data be used for teacher improvement, support, and professional development? ▪ What specific efforts will Vermont make to recruit and retain teachers in hard to staff subject areas and in remote rural communities? ▪ What types of leadership opportunities will be available for teachers? How will greater opportunities for teacher collaboration and contributions to the school overall be created? ▪ How will administrators be trained as evaluators? To what extent will outside evaluators be used and trained? ▪ What efforts will be made to include early care educators in this system? ▪ What are the costs associated with these efforts? Are State and local officials prepared to meet these costs if they exceed the resources provided through federal flexibility over Title I dollars if the waiver is granted?

REGARDING THE REQUEST

The following images are of the ESEA web page on Vermont's Department of Education website.

The screenshot shows the Vermont Department of Education website. The header includes the state logo, the text "STATE OF VERMONT Department of Education Equal opportunities for an education of excellence.", and navigation links like "What's New?", "Contact Us", "Directories", "SEARCH", and "HOME". A sidebar on the left lists various departmental areas. The main content area features a yellow box with the heading "Public Comment Requested" and text about a draft waiver document. Below this is an "OVERVIEW" section with a paragraph and a bulleted list of webinars. At the bottom, there is a "VERMONT'S WAIVER REQUEST" section with a paragraph and a link to a draft executive summary.

STATE OF VERMONT
Department of Education
Equal opportunities for an education of excellence.

Quick Links
Frequently "Asked For" Information: [dropdown]

What's New? | Contact Us | Directories | **SEARCH** | HOME

STUDENTS & ADULT LEARNERS | EDUCATORS & ADMINISTRATORS | FAMILIES & COMMUNITIES

**PROGRAMS & SERVICES:
ELEMENTARY & SECONDARY EDUCATION ACT (ESEA)
FLEXIBILITY WAIVER
(Updated 2/1/12)**

Public Comment Requested

Draft of Vermont's ESEA Flexibility Waiver PDF
Please note that this document is still undergoing edits, and that incomplete sections will be completed upon submission of the document to the U.S. Department of Education on February 21, 2012.

We welcome your comments on the contents of the proposal!
Please forward any comments that you may have to [John Fischer](#) or [Jill Remick](#) no later than Friday, February 3, 2012.

OVERVIEW

The U.S. Department of Education (USED) is inviting each State educational agency (SEA) to request flexibility on behalf of itself, its local educational agencies, and schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

- **Vermont ESEA Flexibility Waiver Discussion**
The department recently hosted two Webinars designed to discuss Vermont's ESEA Flexibility Waiver with educators, administrators, and members of the general public. You can view and listen to the recordings by clicking on the links below. You will be asked to register your email address with GoToWebinar.
 - [Session 1 osl](#)
Webinar: January 30, 2012
 - [Session 2 osl](#)
Webinar: January 31, 2012

NOTE: If you are unable to view or listen to the above webinar recordings, we will post the transcripts of the webinars as soon as they become available. We are sorry, but our understanding is that these files are not Mac compatible.

View the Webinar PowerPoint slides [here](#).

VERMONT'S WAIVER REQUEST

Vermont's State Board of Education and Department of Education is moving forward with submitting a waiver request. Here's the latest information regarding this process in "most recent first" chronological order:

- [Executive Summary for the ESEA Flexibility Waiver request \(DRAFT\) PDF](#)
Dated: December 11, 2011
This summary, accompanied by the draft Plan, Work Plan, and Summary of Evidence, was approved by the State Board at its December 20, 2011 meeting. Although this summary represents the general approach, please recognize that this is all still a work in progress and may change between now and when the request is submitted. Comments can be sent to [John Fischer](#) or [Jill Remick](#).

REGARDING THE REQUEST

◦ [Proposal Plan \(DRAFT\) PDF](#)

Dated: December 14, 2011

The following document outlines a general plan of action for redefining accountability in ways that compel learning in Vermont communities, using methods that are dynamic rather than static and insist on preparing all of our young people to face the challenges of the 21st century and beyond.

◦ [Electronic Briefing Book PDF](#)

Dated: December 14, 2011

◦ [ESEA Flexibility Waiver Request Frequently Asked Questions PDF](#)

Dated: December 30, 2011

• [Commissioner Vilaseca Opinion Piece on ESEA Waiver PDF](#)

Dated: October 26, 2011

Vermont and the rest of the country have been given a wonderful opportunity to shed the flawed aspects of the No Child Left Behind Act (NCLB) and refocus our efforts on true success for all students.

• [State Board of Education Meeting: Agenda PDF](#)

Dated: October 18, 2011

A public comment opportunity will be available at the State Board of Education Meeting on October 18, 2011.

• [State Board of Education Special Meeting: Agenda PDF](#)

Dated: October 3, 2011

The State Board of Education held a special meeting to discuss Vermont's waiver request on October 3, 2011.

• [Vermont Letter of Intent PDF](#)

Dated: October 7, 2011

The Department filed a letter with the U.S. Department of Education expressing Vermont's intent to submit the request for November 14, 2011.

• [Vermont Waiver Recommendations PDF](#)

Dated: September 15, 2011

Governor Peter Shumlin and the Department submitted a letter to the U.S. Department of Education outlining its goals for the ESEA reauthorization and waiver process.

ADDITIONAL RESOURCES

• [U.S. Department of Education Guidance and Resources OSI](#)

View documents from the U.S. Department of Education, including the announcement by Secretary Arne Duncan and President Obama, ESEA Flexibility Guidance, and Frequently Asked Questions.

CONTACT INFORMATION

For questions or more information about Vermont's waiver request, contact Carol King at (802) 828-5101 or carol.c.king@state.vt.us.



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Web comments, suggestions, or errors for correction: DOE-Webmanager@state.vt.us
General questions about education in Vermont: DOE-EdInfo@state.vt.us



REGARDING THE REQUEST

Commissioner Vilaseca's OpEd Regarding the Waiver Request

Commissioner Vilaseca Opinion Piece on ESEA Waiver (October 25, 2011)

Vermont and the rest of the country have been given a wonderful opportunity to shed the flawed aspects of the No Child Left Behind Act (NCLB) and refocus our efforts on true success for all students.

When it was enacted in 2001, NCLB brought sweeping change to the way schools, states and the country measured student progress. One of its strengths was requiring us all to examine how students from low-income households, with disabilities, and other demographic subgroups were doing. No longer could students in those groups disappear in the data. This is a significant accomplishment that is now cemented in our nation's educational consciousness.

However, the great flaw of NCLB was the punitive Adequate Yearly Progress determinations based on a single assessment, which last year required my department to publicize that 72% of Vermont schools were not making progress, a figure which is only expected to increase here and across the country as the deadline for 100% proficiency by 2014 approaches. This was an unfair expectation since it did not take into account student progress, but rather on each student hitting an arbitrary target based only on the results of one assessment.

Secretary of Education Arne Duncan recently invited all State Education Agencies to request flexibility from NCLB on behalf of themselves, their schools and districts, in order to better focus on improving student learning. This waiver is not a way of lowering expectations for student learning, or for lowering the bar from what we expect of all schools. Rather, it will help us accurately assess how students are doing, and focus state and national supports on the schools of highest need.

Requesting this waiver is truly an opportunity for Vermont to propose our desired system of accountability. We are designing a system that measures student growth towards high standards. We will be looking at their entire educational career to ensure that they are prepared to continue their education after high school in some form. Students who are bright but do not test well will have other measures that can be used to determine their success or challenges. We will be setting up a system that is not guided by seat time or credit attainment, but rather on student demonstration of learning, on national, statewide, grade level and classroom assessments.

In addition, we are designing a system that will create public "report cards" on every school in the state, on a variety of measures. We will recognize schools for doing outstanding work, and will highlight outstanding models so other schools can replicate best practices. We also will target state and national resources on schools that truly need help in ensuring all students reach their full potential.

The deadline for this waiver request is fast approaching. My staff is working with educational leaders from across the state, representing teachers, principals, superintendents, school board members and special educators to develop the best system for Vermont's students. We will be posting draft versions of the waiver request on our Web site, hosting stakeholder meetings across the state, and otherwise doing what we can to ensure that Vermont parents, students and taxpayers can weigh in on this important request. If granted, this waiver would go into effect immediately. If we do nothing, we will continue to be held to the current requirements of NCLB, which distract our teachers, administrators, and department from the important work of supporting students in reaching their full potential.

Armando Vilaseca is Vermont's Commissioner of Education.

**ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS
CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS**

Item G1

VERMONT STATE BOARD OF EDUCATION
Woodstock Union High School Library, 496-1 Woodstock Road (Route 4), Woodstock
May 18, 2010

*The State Board and Department of Education provide support and leadership
in the transformation of the Vermont education system in order to give each learner the
opportunity to succeed in the 21st century.*

Approved MINUTES

The current month's meeting agenda and packet materials may be accessed electronically at:
<http://education.vermont.gov/new/html/board/schedule.html#packet>

Present:

**Board Members: Alex Melville; Robert Kelley; Brian Vachon; Kathy Larsen; Don Collins;
Stephan Morse; Chair Fayneese Miller (9:22 a.m.)**

**DOE Staff: Armando Vilaseca, Commissioner; Carol King; Jill Remick; Mark Oettinger;
Bill Talbott; Gail Taylor; Michael Hock; Rae Ann Knopf**

**Others: Rick Hilton; Greg Schillinger; Tom DeBalsi; Meg Gallagher (superintendent);
Jessica Melville; Julian Scherding; Jordan Fields; Camille Ertel; Sophie Leiter; Heidi
Keller**

Preliminaries

Item A: Call to Order, Pledge of Allegiance

Kathy Larsen, Vice-chair, called the meeting to order at 9:07 a.m. and led the group in the Pledge of Allegiance.

Item B: Roll Call and Introductions

Chair, Board members introduced themselves, as did others in attendance.

Item C: Announcements, Board Member Updates (Chair, Board Members)

Don Collins noted he has been receiving information from National Association of State Boards of Education (NASBE) regarding National Common Core Standards and is interested in attending the NASBE conference in Salt Lake City in October. National Common Core Standards will be discussed later in the day.

Chair Fayneese Miller discussed a NASBE conference call on Monday focused on the rural states letter signed by Commissioner Vilaseca and 14 other commissioners, and re-signed by the states' senators, in order to inform Secretary Arne Duncan on the reauthorization of the

ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS

Elementary and Secondary Education Act (ESEA) and Race to the Top. The charter school issue did cost several states' points in the Race to the Top application. She concludes that we made the right decision to not apply for RttT based on this and other information from the several other states who will not apply. NASBE is hoping to draft some informational key topics for Secretary Duncan to consider (charter schools, definition of rule, etc.). Several rural states will not apply.

Item D: Public to be Heard – No one signed up to speak.

Item E: Commissioner's Update (Armando Vilaseca, Commissioner)

Commissioner Vilaseca thanked Alex Melville for his time on the Board. Woodstock Union High School is Alex's school.

The Legislative session has closed and the Legislature did pass a voluntary school district consolidation bill that includes tax incentives for merging districts. In addition, the Legislature instructed the department to provide targets for all supervisory unions to meet reduced spending requirements for the state budget.

On Monday, Commissioner Vilaseca accompanied Senator Sanders' staff member Emily Bishop on tours of Vermont schools to discuss the reauthorization of the Elementary and Secondary Education Act and Transformation.

Item F: Legislative and Budget Updates (Armando Vilaseca, Bill Talbott, Mark Oettinger)

Stephan Morse asked about the status of the Redistricting Commission put together by the Board at last month's meeting.

Bill Talbott reported on the budget for FY2011. The budget bill has not yet been signed. The Department of Education budget was approved as submitted with a three percent decrease. The Education Fund distributed to school districts is set. Challenges for Change required a decrease in FY 2011 and those savings have been met, based on the budgets that were passed were essentially level funded across the state by school boards. Challenges for Change in FY2012 is directed at local school boards. American Recovery and Reinvestment Act (ARRA) funds will be gone after FY2012. The legislation calls for \$23.2 million in reductions for local school budgets. The DOE is responsible for making recommended targets to supervisory unions for their districts and technical centers by July. The commissioner then reports the results of that January 15. The DOE will calculate the target district by district, then add the total up by SU, and make those figures public.

Concurrently Congress is considering an education jobs bill meant to create teaching jobs across the country.

ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS

The Board discussed the advantage of school district mergers for education opportunities but also to bring about long term financial savings that may mitigate some of the financial issues currently facing schools.

General Counsel Mark Oettinger spoke to the Board about the major educational bills that passed the Legislature and become law this session. Many of the bills underwent major changes in the last few days of the session.

- The miscellaneous education bill did not pass.
- H. 66, originally the special education graduation walk bill, ended up including several other education items:
 - voluntary merger bill, which includes tax incentives for school districts to merge, Regional Education Districts (REDs).
 - allows non-contiguous merging and allows choice to be maintained with districts vote to do so.
 - Cost-benefit-analysis must be done, and the Board has to give approval to the creation of a unified union school district taking that into consideration.
 - support funding to assist in transitional costs.
 - The Board and DOE must share a model for districts to examine for consideration.
 - requirement of a virtual merger - the standardization of supervisory union functions.
 - The DOE is also required to find data on classroom size in order to create a model policy for schools.
- Distance Learning access will be increased from one statewide institution to several – any one approved by the U.S. Department of Education.
- The Department for Children and Families and VTDOE will revisit the MOU regarding investigations of individuals related to schools or students. In addition, this makes it illegal to withhold information about an educator who has harmed a student.
- The caps for PreKindergarten have increased.
- A PreK-16 council has been formed.
- There is no more sunset for Teen Parenting Education funding.

Oettinger agreed to send the links to the complete text to the Board. That information is on the Vermont legislative Web site.

Vachon suggested in the future the Board be informed of things like the virtual merger bill so they can be proactive in voicing support, as that does accomplish many of the goals of the Board.

ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS

Action Items

Item G: Consent Agenda

Motion: Don Collins moved, seconded by Brian Vachon, to approve the consent agenda with comment. The motion was approved (6-0).

1. Minutes of April 10, 2010 SBE Meeting

2. Independent School Approval (Pat Pallas Gray)

Renewal of independent kindergarten approval:

- Saxon Hill School, Jericho

Renewal of general and special education independent school approval:

- Laraway School, Johnson; ages 5-22, grades K-12

Renewal of special education independent school approval:

- Burr & Burton Academy, Manchester; grades 9-12
- Lyndon Institute, Lyndon Center; grades 9-12

Acknowledgement of accreditation:

- Brownell Mountain School, Williston; grades 1-8
- Vermont Academy, Saxtons River; grades 9-12

3. 2009-2010 Student Attendance Day Waiver Request (Armando Vilaseca, Mark Oettinger)

- Shoreham Elementary School (one day)

4. 2009-2010 Student Attendance Day Waiver Request (Armando Vilaseca, Mark Oettinger)

- Brownington Central School (five days)

Item GBV: Battenkill Valley Superintendent Vacancy (Armando Vilaseca, Mark Oettinger)

A letter from the Battenkill Valley S U Board chair requested permission to hire an interim superintendent for two years. Commissioner Vilaseca recommends a one-year hire and a study to be reported back to the Board to consider merging Battenkill Valley with another supervisory union. The Battenkill Valley SU consists of two towns, Sandgate and Arlington, with fewer than 400 students. Commissioner Vilaseca noted that he hoped the Legislature would go further with consolidation during its session, and therefore, considers this is an opportunity to merge the districts with a larger supervisory union. **Motion:** Stephan Morse moved, seconded by Don Collins: "The State Board of Education vote to place the Battenkill Valley Supervisory Union under consideration for a supervisory union boundary change and permit the Supervisory Union Board to hire an interim superintendent of schools for one year while the study on joining an adjacent supervisory union is completed." The Board further stipulated that the study be completed by November 1, 2010. The motion passed (6-0).

Discussion Items

ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS

~~H~~ — ~~Emergency Rules: Restrictions on Use of Restraints and Inclusion (Susan Marks)~~
Postponed until June 14 meeting.

Item I: RTTT Comprehensive Assessment System RFP (Armando Vilaseca, Rae Ann Knopf, Gail Taylor, Michael Hock)

SBE Chair Miller will be asked to sign a Memorandum of Agreement for the Smarter Balance Assessment Consortium. This consortium has formed to compete for a federal comprehensive assessment system grant, of which there will be up to two consortia awarded funds for developing a national assessment. Vermont is planning to be a governing state, not just an advisory state. The consortium is similar to NECAP in what it is, but the major change is that the end point becomes college and career readiness. New assessments will measure the breadth of the standards and will also measure classroom and project accomplishments that mesh different topics together. The test could also be taken on a computer. Computer Adaptive Assessment adjusts the questions based on student answers so it can be determined where students actually are, grade-level-wise. Fifteen other states have signed on to this consortium. If Smarter Balance is awarded the grant, an alignment study with Vermont standards will be conducted.

Motion: Stephan Morse moved, seconded by Don Collins, that the Board Chair signs the MOA for the Smarter Balance Assessment Consortium. The motion passed (6-0).

Item J: 2010 AYP Determinations – Overview (Armando Vilaseca, Rae Ann Knopf, Gail Taylor)

Gail Taylor distributed the recently released press packet with the statewide results and explained the determination process and the results. Due to the increase in targets (with the goal of 100 percent proficiency by 2014), it is anticipated that there will be an increase in identified schools in 2011. There are anticipated changes to ESEA that may include growth as a measure.

Item L: Work Session

1) DOE Reorganization – Update (Armando Vilaseca, Rae Ann Knopf)

Deputy Commissioner Rae Ann Knopf walked the Board through the new DOE Organization Chart and Work Diagram directed towards improved instruction and learning outcomes for students. She outlined the confluence of work the staff has undergone lately such as Race to the Top, School Improvement Grant, and support to identified schools. The next two days, the DOE Leadership Team will be working with Sam Redding and New England Comprehensive Center (NECC) staff regarding the development of a statewide system of support, through a grant this group has from the federal government.

Lunch

Item K: *Change the World Kids* (presentation and discussion)

Students introduced themselves to the Board: Julian Scherding, Jordan Fields, Camille Ertel, Sophie Leiter and Heidi Keller. They are part of the *Change the World Kids* community service organizations, based in Woodstock. The only membership qualification is that you want to make a difference. They do work in Rwanda, Costa Rica and also locally, such as stacking wood and

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building ramps for wheelchair accessibility. A video from Freedom and Unity, shot in Vermont that demonstrates what they do, was shown (Changetheworldkids.org).

2) *Opportunities to Learn* Report (continued discussion)

- Section I – Education Quality (Board, Armando Vilaseca, Rae Ann Knopf)

Chair Miller asked Stephan Morse to chair the redistricting commission the Board has convened in the context of *Opportunities to Learn*. Some of the recommendations may be unlikely. Rather than redrafting Title 16, Title 16 should be updated, incorporating much of the work already done.

Board members questioned if a commission is really necessary for this particular section and if the DOE has the capacity to take this on. They discussed sending DOE staff to some schools undertaking innovative options, to find out how to get post-secondary acceptance of performance based graduation credits and use a model that already exists, or perhaps asking the Regional Education Lab to do some research on this topic.

Collins explained that there was an Education Governance Commission which worked with Legislative Council regarding what can be changed in Title 16. DOE staff will find some of that work so it can inform the process moving forward.

The Board will try to take a more active role in the Legislature in the future.

The Board will not form a commission for the Learning Expectations section; the Title 16 statute will be updated; the standards will be updated; and the rest of the recommendations are accepted by the Board.

- Section IV – Educator Quality

The Board will not suspend the ROPA process as recommended. Vilaseca questioned if the relicensure process was as effective as it could be.

The Board also discussed the Vermont Standards Board for Professional Educators (VSBPE) and whether the system of the two concurrent boards that has existed for the last three years is functional. The Board will put this on a future agenda item and invite constituents to the meeting, including the VSBPE Executive Committee.

3) Annual Board Evaluation (Board)

Board members have received the self-assessment form, and members have until May 26 to return it to Kathy Larsen. The results will be prepared for the June annual planning meeting. The Board may also discuss Board and Department roles and responsibilities.

4) Strategic Planning and Annual Planning Meeting (preliminary discussion) (Board, Armando Vilaseca, Rae Ann Knopf)

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The Board also discussed a roundtable discussion with the chairs and vice chairs of the education committees during the retreat. Also, the Vermont Business Roundtable would like to reinstitute the annual discussion between the two groups in August.

Rae Ann Knopf created a table to illustrate alignment of efforts, summarized here:

Opportunities to Learn	Strategic Plan	Roots of Success
Education Quality Standards	Educational Leadership Instructional Practices and Environments	Leadership Professional Teaching Culture
Learning Expectations Pk-16 Partnerships	Learning Expectations	High Expectations Continuous Improvement School Climate Use of Data Student Supports Relationship with Larger Community
Governance	Policy and Governance	District Local Board Support

The annual meeting will be facilitated by David Ruff. Chair Miller made it clear that the DOE helps and supports, but the Board has to take ownership of the Strategic Plan. The goal is to leave the June retreat with a strategic plan.

The June meeting will be held at the Inn at Essex, with the Board meeting during the a.m. of June 14th and the annual planning meeting during the p.m. of the 14th and on the 15th.

Concluding and Adjournment

Item M: Future Agendas, Wrap Up and Adjourn (Board members, Armando Vilaseca, Carol King)

Carol King reviewed the items for the June 14th meeting.

Motion: Don Collins moved, seconded by Stephan Morse, to adjourn the May 18, 2010 meeting of the State Board of Education. The motion passed by voice vote (6-0).

Minutes recorded by Jill Remick
Minutes prepared by Carol King

**ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS
CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS**



State of Vermont
Department of Education
120 State Street
Montpelier, VT 05620

VERMONT STATE BOARD OF EDUCATION
Montpelier Room, Capitol Plaza Conference Center, 100 State Street, Montpelier
August 17, 2010

The State Board and Department of Education provide leadership, support and oversight to ensure that the Vermont public education system enables each student to be successful.

Approved MINUTES

Present: Board: Chair Fayneese Miller; Kathy Larsen, Vice-chair; Ruth Stokes, Vice -chair; Elizabeth Strano; Stephan Morse; John Hall; Don Collins; Judy Livingston

DOE: Commissioner Vilaseca; Deputy Commissioner Rae Ann Knopf; Mark Oettinger; Jill Remick; Gail Taylor; Karin Edwards; Susan Marks; Pat Fitzsimmons; Carol King

Others: Rep. Howard Crawford; David Ruff; Susan Ohanian; Martha Allen, VT-NEA; Susan Yuan; Sherri Brunelle; Retta Dunlap; Dawn Atwood; Ken Page, VPA; John Nelson, VSBA; Katie Warmington, ACT; Jeff Francis, VSA; David Cyprian, VSA/VSBA/VPA; Sherry Gile, VT-NEA; Bill Mathis; Ilene Levitt; Karen Topper, Green Mountain Self- Advocates; Christine Kilpatrick; Vt. Family Network; Andrew West, John Poljacik, Peggy McKinley, Mary Sue Crowley, Carl Groppe, Norm Andrews, David Eddy, WNWSU, Bethel; Debra Leahy, Bethel; Bruce Hyde, Granville; Tim Pratt, Rochester; Ray Rice, Rochester; AJ Rubin, Stockbridge

Preliminaries

Item A: Call to Order, Pledge of Allegiance

Fayneese Miller, Chair, called the meeting to order at 10:16 a.m. She led the group in the Pledge of Allegiance.

Item B: Roll Call and Introductions

Chair, Board members, introduced themselves, as did others in attendance.

Item C: Announcements, Board Member Updates

ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS

The Board started the day by meeting with representatives from the Vermont Business Roundtable.

Miller announced that she and others would be attending a Common Core Standards Policy Roundtable discussion, sponsored by the Council of State Governments, on Thursday (August 19). She also noted the October 14-16 NASBE (National Association of State Boards of Education) annual conference in Utah.

Stephan Morse has been chairing the Redistricting Commission. The Commission met twice in June. Morse reported that commission members heard that they should put themselves on hold to allow the 2010 legislation (Act 153) to have time to work. The Board discussed the future of redistricting and what the impact of the 2010 legislation has been to this point, as well as the role the Board can play in continuing to promote redistricting.

Morse reported that he attended the NASBE new Board member conference in July in Arlington, VA.

Ruth Stokes represented the Board at a recognition and dinner for the Presidential Award in Science and Mathematics nominee, Patricia Kelley.

Kathy Larsen attended the Vermont Principals Association conference and was impressed by the keynote speaker, Tony Wagner, who spoke of the importance of effective principal leadership in successful schools.

Item D: Public to be Heard

Chair Miller explained that the Restraint and Seclusion issue will be discussed when that item is on the agenda, which is at 1 p.m.

Susan Ohanian spoke to the Board about the Common Core and said that she had not heard about the Common Core being considered by the Board. She expressed concern that there had not been adequate public discussion. Miller noted that the Board has held meetings over the past several months at which this was addressed and the department has alerted districts to this over the past several months.

Item E: Continue Annual Board Evaluation Discussion from June (Board Members, David Ruff)

Motion: At 10:50 a.m., Larsen moved, seconded by Stokes, that the Board enter into Executive Session to discuss its annual evaluation. Facilitator David Ruff was asked to remain with the board. The motion passed unanimously.

The Board came out of Executive Session at 12:10 p.m. No action was taken.

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The Board recessed for lunch and reconvened at 12:51 p.m.

Item F: Commissioner's Update

Armando Vilaseca, Commissioner, declined to do an update since the topics will be discussed throughout the meeting as other agenda items.

Action Items

Item G: Consent Agenda

1. Minutes of June 14-15, 2010 SBE Meeting
2. Independent School Approval (Pat Pallas Gray, Michael Mulcahy)

Approved Independent School Closings:

- Bennington Regional Program, Bennington, VT
- Northern VT Regional Program, St. Albans, VT
- St. Joseph Elementary School, Burlington, VT

Amendment to General Independent School Approval:
The Stevens School, Peacham, VT (adding grade 2)

Motion: Stephan Morse moved, Don Collins seconded, that the Board approve the Consent Agenda, with comment. The motion was approved unanimously.

Kathy Larsen noted that she would point out one minor change in the minutes to Carol King at the end of the meeting.

Item H: 2010-2015 Strategic Plan Adoption (Board members, Armando Vilaseca, Rae Ann Knopf)

Knopf reviewed the process for developing the plan and the need for the Department to now begin the development of an implementation plan.

Motion: Don Collins moved, seconded by Stephan Morse, that the State Board of Education vote to approve the 2010-2014 Strategic Plan as proposed. The Board then discussed some of the public comments received thus far and whether or not the plan adequately represented what they wanted to focus on. The motion passed unanimously (7-0).

The plan will be available on the Department's Web site:

<http://education.vermont.gov/new/html/mainboard.html> . Knopf understood that the DOE had 90 days to return to the Board with an implementation plan.

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Item I: Common Core Standards Adoption (Armando Vilaseca, Rae Ann Knopf, Gail Taylor)

The Common Core State Standards work is closely aligned to the Strategic Plan. The DOE has created an implementation plan specific to the Common Core. Taylor updated the Board on the history of Vermont's involvement with the Common Core, starting with the American Recovery and Reinvestment Act (ARRA) and including Vermont's participation in the Smarter Balance Assessment Consortium (SBAC). Committees made up of Vermont educators and educational leaders will be meeting (September 1) informing the work and there will be informational meetings across the state to spread awareness later in the fall. Vilaseca also gave some background information on the Common Core. Taylor answered questions by the Board on comparing the Common Core to the current *Vermont Framework*, and how the DOE will share this information with the field. She explained the benefits of participation in the SBAC and the opportunity and need to provide good resources and professional development to the field. She clarified that the Common Core is not an assessment framework, which will need to be created separately. The expected full year for implementation would be in the 2014-2015 school year.

Motion: Stephan Morse moved, seconded by John Hall, that the State Board vote to adopt the Common Core State Standards in Mathematics and English Language Arts as necessary to transition to the comprehensive assessment of those standards in SY 2014-2015.

John Nelson of the Vermont School Boards Association asked what future commitments this action will require. Bill Mathis questioned the cost of the implementation. Vilaseca responded that the grant the SBAC consortium applied for would cover the development of the assessment. Taylor added that the SARA federal funds that currently fund assessment would continue to be allocated.

The motion passed unanimously (7-0).

Item J: Initiation of the Rulemaking Process: Rule 4500 (Restraint & Seclusion) (Armando Vilaseca, Susan Marks)

There have been guidelines for restraint and seclusion but there is the need for consistent, statewide rules. Susan Marks spoke to the Board about the process thus far, including an initial move in June to implement emergency rules with the goal of regular rulemaking. The desire is to get the rules in place as soon as possible, likely around the first of the year, with guidelines going to school districts in the interim. The group discussed some of the public input heard thus far. The rules will be posted on the DOE Web site, go to ICAR (Interagency Committee on Administrative Rules) and then be filed with Secretary of State. A public comment period will be held, with the intent to bring the proposed rules back to the Board in January and a vote on the final rules in February. The DOE has a team of staff who already does training on this as part of their regular work and can provide a list of approved trainings (BEST and Act 230 funds).

Members of the public spoke on the proposed rules. Susan Yuan commended the Board for initiating this process because there are times when, for a student's own safety or the safety of

ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS

others, they must be restrained. Sherry Brunelle, on behalf of the Vermont Family Network, expressed her support for the Department's decision to initiate the rulemaking process.

Motion: Kathy Larsen moved, seconded by Don Collins, that the State Board of Education vote to initiate rulemaking regarding the use of restraint and seclusion in schools. The motion was approved, 6-1 (Hall).

Discussion Items

Item K: Update on Legislative Action

[Act 146 of 2010](#): Section E1-2 (Talbot)

Chief Financial Officer and Deputy Commissioner Bill Talbot explained the Budget Reduction Targets legislation and the timeline for the DOE releasing these targets. He explained the formula used, based on the legislation, to develop the targets. Collins had some questions about how targets for schools that had been identified as persistently low achieving schools were factored and how they were developed for some union high schools were calculated. Talbot also explained the 19 million dollar impact of the national "Education Jobs Fund" bill, which is to be distributed either through Title 1 funding or through the standard education funding formula.

[Act 153 of 2010](#):

Sections 1-8: Regional Education District (RED) Template (Mark Oettinger)

Sections 9-15: Virtual Consolidation (Bill Talbot)

Sections 16-19: Minimum/Optimal Class Sizes (Mark Oettinger)

General Counsel Mark Oettinger gave the Board an overview of the current draft of the RED Template and potential technical assistance needed by districts to implement a RED. Talbot addressed the financial implications of the virtual consolidation. The Board also discussed the August 31 requirement to create model policies on optimal class size.

Item M: Report on Bethel/Rochester Needs Assessment (Armando Vilaseca, Mark Oettinger

John Poljacik, Acting Superintendent, Windsor Northwest SU

Carl Groppe, Peggy McKinley, Andy West, David Eddy, Norm Andrews, Debra Leahy, Bruce Hyde, MarySue Crowley, Tim Pratt, AJ Rubin, Ray Rice

Poljacik explained to the Board the work undertaken on the WNESU Needs Assessment. The two towns need to explain their need to their local communities. They have considered the implication of consolidating into another SU, finances, school choice and governance.

Vilaseca expressed his concerns about the offerings for students, especially those in grades 9-12. Two community members also expressed their desire for change. The Board agreed and the representatives agreed to make a final proposal to the State Board by January 2011.

LABEL 4 ATTACHMENT: EVIDENCE THAT THE STATE HAS FORMALLY ADOPTED COLLEGE- AND CAREER-READY CONTENT STANDARDS CONSISTENT WITH THE STATE'S STANDARDS ADOPTION PROCESS

Members Morse and Collins left the meeting.

Item L: FY 2012 Budget Building and Legislative Agenda Development Process (Board members, Armando Vilaseca, Bill Talbott, Rae Ann Knopf, Mark Oettinger)

The outgoing Administration has formed a transition team with some targets for agencies but nothing is yet finalized. Oettinger noted that his team has been meeting with directors to generate legislative issues to be addressed this session and possible rules changes, which would be vetted by the Commissioner and presented to the Board.

Item N: Future Agendas (Board members, Armando Vilaseca, Carol King)

Board members reviewed items for upcoming meetings and discussed further work by the Redistricting Commission.

Item O: Wrap Up and Adjourn

Motion: John Hall moved, seconded by Kathy Larsen, to adjourn the August 17, 2010 meeting of the State Board of Education. The motion passed unanimously.

Minutes recorded by Jill Remick
Minutes prepared by Carol King

**LABEL 6 ATTACHMENT: STATE'S RACE TO THE TOP ASSESSMENT
MEMORANDUM OF UNDERSTANDING (MOU)**

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

**Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application**

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of June 10, 2010, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Vermont**, which has elected to participate in the Consortium as (check one)

An **Advisory State** (description in section e),

OR

A **Governing State** (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A Governing State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An Advisory State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

SMARTER Balanced Assessment Consortium MOU

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

SMARTER Balanced Assessment Consortium MOU

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

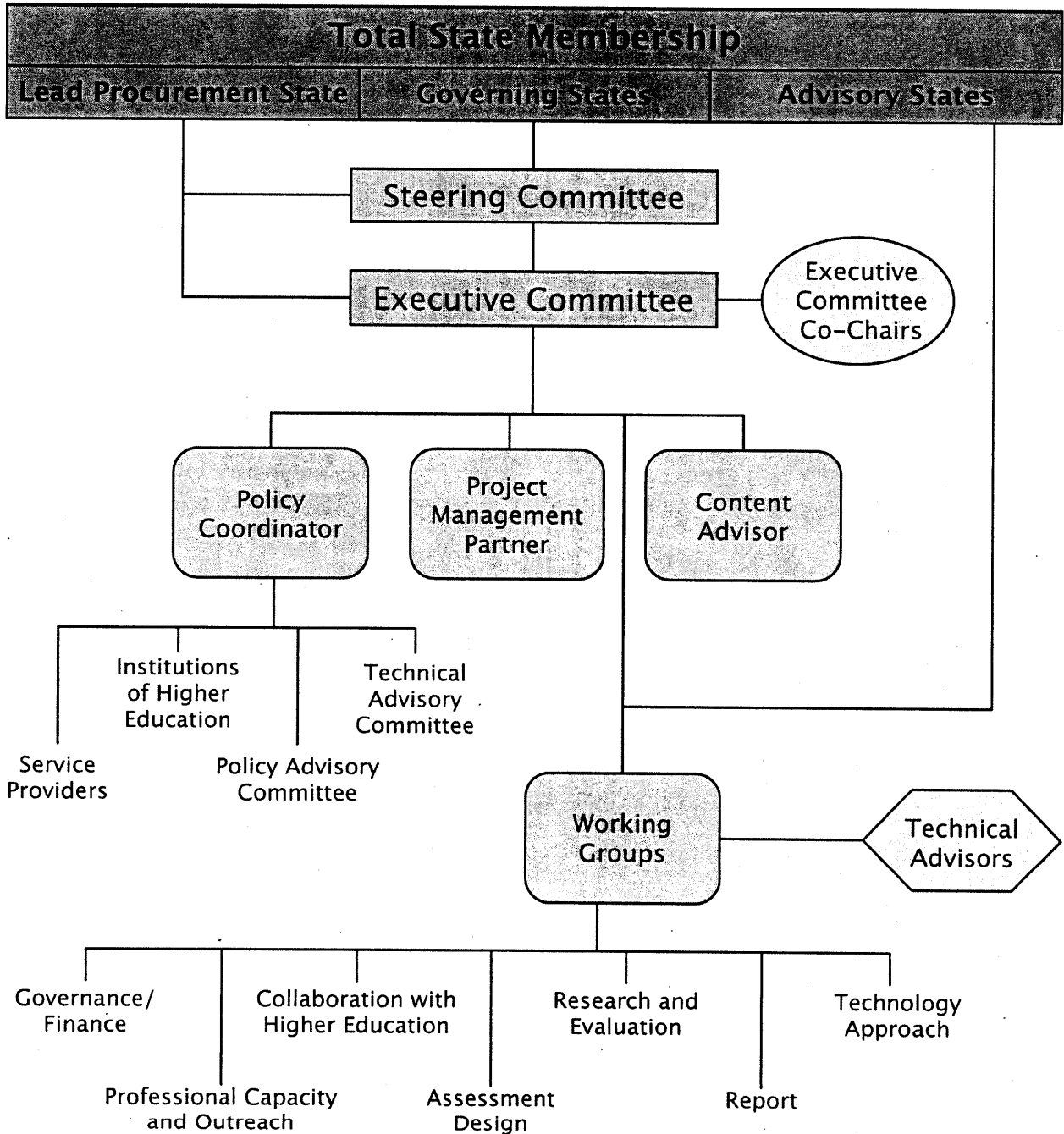
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



SMARTER Balanced Assessment Consortium MOU

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

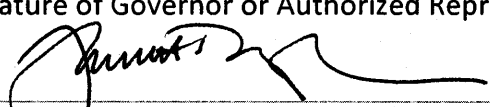
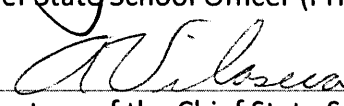
SMARTER Balanced Assessment Consortium MOU

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: Vermont	
Governor or Authorized Representative of the Governor (Printed Name): James H. Douglas	Telephone: 802-828-3333
Signature of Governor or Authorized Representative of the Governor: 	Date: 6/10/10
Chief State School Officer (Printed Name): 	Telephone: 802-828-3135
Signature of the Chief State School Officer: Armando Vilaseca	Date: 5/26/2010
President of the State Board of Education, if applicable (Printed Name): Faynesse Miller	Telephone: 802-656-3424
Signature of the President of the State Board of Education, if applicable: Faynesse Miller	Date: 5/26/2010

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.

State Name:

Vermont

State's chief procurement official (or designee), (Printed Name):

Tom Pelham

Telephone:

828-3322

Signature of State's chief procurement official (or designee),:

Tom Pelham

Date:

6/10/10

LABEL 8 ATTACHMENT:

Grade 03 NECAP Assessments
Students in 2009-2010
Disaggregated State Results

	Reading					Math				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students										
All Students	6070	15%	57%	16%	12%	6077	22%	46%	19%	13%
Gender										
Female	2996	19%	58%	14%	9%	2996	21%	47%	19%	13%
Male	3074	11%	56%	18%	15%	3081	23%	44%	20%	13%
Family Income										
Not FRL	3641	20%	61%	12%	7%	3643	28%	48%	15%	8%
FRL	2429	8%	51%	22%	20%	2434	12%	41%	25%	21%
Disability										
No Special Ed	5435	17%	61%	15%	7%	5441	24%	49%	18%	9%
Special Ed	635	1%	25%	24%	51%	636	6%	21%	27%	47%
All Students	6070	15%	57%	16%	12%	6077	22%	46%	19%	13%
Race/Ethnicity										
American Indian or Alaskan Native	++	++	++	++	++	++	++	++	++	++
Asian	137	19%	56%	12%	13%	143	31%	37%	18%	13%
Black	172	7%	48%	24%	21%	173	10%	34%	28%	28%
Hispanic	83	17%	53%	16%	14%	84	20%	46%	20%	13%
Native Hawaiian or Pacific Islander	++	++	++	++	++	++	++	++	++	++
White	5848	15%	57%	16%	12%	5848	22%	46%	19%	13%
English Language Learner										
Not ELL	5920	15%	57%	16%	12%	5921	22%	46%	19%	13%
ELL	150	7%	50%	21%	22%	156	15%	36%	26%	24%
Migrant										
Not Migrant	6057	15%	57%	16%	12%	6064	22%	46%	19%	13%
Migrant	13	8%	31%	31%	31%	13	15%	15%	38%	31%

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

++ = Data suppressed to protect student confidentiality

Grade 04 NECAP Assessments
Students in 2009-2010
Disaggregated State Results

	Reading					Math				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students										
All Students	6171	21%	49%	19%	11%	6184	21%	44%	22%	13%
Gender										
Female	3009	25%	48%	18%	9%	3014	19%	44%	23%	13%
Male	3162	18%	49%	20%	13%	3170	22%	44%	21%	14%
Family Income										
Not FRL	3682	28%	51%	15%	7%	3689	27%	46%	19%	8%
FRL	2489	11%	46%	25%	18%	2495	11%	41%	26%	22%
Disability										
No Special Ed	5426	24%	53%	18%	6%	5431	23%	47%	21%	9%
Special Ed	745	2%	19%	28%	51%	753	2%	22%	28%	48%
All Students	6171	21%	49%	19%	11%	6184	21%	44%	22%	13%
Race/Ethnicity										
American Indian or Alaskan Native	73	11%	41%	22%	26%	72	8%	33%	26%	32%
Asian	136	28%	46%	15%	11%	140	25%	49%	15%	11%
Black	201	12%	45%	23%	19%	203	9%	38%	24%	28%
Hispanic	79	15%	41%	28%	16%	79	9%	37%	32%	23%
Native Hawaiian or Pacific Islander	15	27%	53%	13%	7%	15	20%	53%	7%	20%
White	5906	21%	49%	19%	11%	5913	21%	44%	22%	13%
English Language Learner										
Not ELL	6028	22%	49%	19%	11%	6038	21%	44%	22%	13%
ELL	143	8%	34%	27%	31%	146	9%	30%	26%	35%
Migrant										
Not Migrant	++	++	++	++	++	++	++	++	++	++
Migrant	++	++	++	++	++	++	++	++	++	++

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

++ = Data suppressed to protect student confidentiality

Grade 05 NECAP Assessments
Students in 2009-2010
Disaggregated State Results

	Reading					Math				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students										
All Students	6188	20%	52%	18%	9%	6187	20%	46%	16%	18%
Gender										
Female	2989	26%	51%	16%	7%	2988	19%	46%	16%	19%
Male	3199	15%	54%	21%	11%	3199	20%	46%	16%	18%
Family Income										
Not FRL	3840	26%	55%	14%	5%	3844	26%	49%	13%	11%
FRL	2348	11%	48%	25%	17%	2343	9%	40%	21%	30%
Disability										
No Special Ed	5329	23%	57%	16%	4%	5331	23%	50%	16%	12%
Special Ed	859	2%	21%	34%	43%	856	2%	22%	20%	56%
All Students	6188	20%	52%	18%	9%	6187	20%	46%	16%	18%
Race/Ethnicity										
American Indian or Alaskan Native	++	++	++	++	++	++	++	++	++	++
Asian	124	27%	52%	15%	6%	127	28%	49%	11%	12%
Black	184	8%	47%	27%	18%	187	5%	32%	19%	44%
Hispanic	82	22%	48%	22%	9%	83	14%	43%	17%	25%
Native Hawaiian or Pacific Islander	++	++	++	++	++	++	++	++	++	++
White	5938	20%	52%	18%	9%	5930	20%	46%	16%	18%
English Language Learner										
Not ELL	6066	21%	52%	18%	9%	6064	20%	46%	16%	18%
ELL	122	6%	43%	26%	25%	123	6%	31%	15%	48%
Migrant										
Not Migrant	6175	20%	52%	18%	9%	6174	20%	46%	16%	18%
Migrant	13	0%	46%	23%	31%	13	0%	15%	23%	62%

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

++ = Data suppressed to protect student confidentiality

Grade 06 NECAP Assessments
Students in 2009-2010
Disaggregated State Results

	Reading					Math				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students										
All Students	6399	18%	56%	17%	9%	6403	25%	42%	16%	17%
Gender										
Female	3107	24%	55%	14%	7%	3105	25%	43%	16%	16%
Male	3292	13%	57%	19%	11%	3298	25%	42%	16%	17%
Family Income										
Not FRL	4019	24%	59%	12%	4%	4019	33%	45%	13%	9%
FRL	2380	9%	50%	24%	17%	2384	12%	38%	21%	28%
Disability										
No Special Ed	5454	21%	62%	14%	3%	5457	29%	47%	15%	9%
Special Ed	945	1%	24%	34%	41%	946	2%	17%	23%	57%
All Students	6399	18%	56%	17%	9%	6403	25%	42%	16%	17%
Race/Ethnicity										
American Indian or Alaskan Native	73	3%	52%	25%	21%	73	10%	34%	30%	26%
Asian	121	31%	56%	8%	5%	123	46%	34%	10%	11%
Black	200	6%	50%	22%	23%	200	12%	29%	20%	40%
Hispanic	80	10%	61%	11%	18%	80	19%	39%	15%	28%
Native Hawaiian or Pacific Islander	13	15%	62%	23%	0%	13	23%	54%	15%	8%
White	6134	19%	56%	17%	9%	6136	25%	43%	16%	16%
English Language Learner										
Not ELL	6274	19%	56%	16%	9%	6275	25%	42%	16%	16%
ELL	125	5%	35%	25%	35%	128	10%	28%	16%	46%
Migrant										
Not Migrant	++	++	++	++	++	++	++	++	++	++
Migrant	++	++	++	++	++	++	++	++	++	++

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Grade 07 NECAP Assessments
Students in 2009-2010
Disaggregated State Results

	Reading					Math				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students										
All Students	6450	17%	53%	20%	10%	6455	20%	42%	19%	20%
Gender										
Female	3154	24%	53%	16%	7%	3158	19%	43%	20%	19%
Male	3296	10%	53%	24%	13%	3297	20%	41%	19%	20%
Family Income										
Not FRL	4108	23%	57%	15%	6%	4110	26%	46%	15%	12%
FRL	2342	7%	45%	30%	18%	2345	8%	34%	26%	32%
Disability										
No Special Ed	5502	20%	59%	17%	4%	5511	23%	46%	19%	12%
Special Ed	948	1%	18%	38%	42%	944	1%	15%	19%	64%
All Students	6450	17%	53%	20%	10%	6455	20%	42%	19%	20%
Race/Ethnicity										
American Indian or Alaskan Native	74	5%	42%	31%	22%	74	5%	32%	22%	41%
Asian	130	22%	52%	14%	12%	137	25%	39%	15%	20%
Black	166	7%	43%	26%	24%	168	4%	29%	23%	45%
Hispanic	77	9%	48%	25%	18%	77	16%	32%	22%	30%
Native Hawaiian or Pacific Islander	16	19%	63%	19%	0%	16	25%	44%	31%	0%
White	6189	17%	53%	20%	9%	6185	20%	42%	19%	19%
English Language Learner										
Not ELL	6354	17%	53%	20%	9%	6353	20%	42%	19%	19%
ELL	96	3%	24%	24%	49%	102	5%	15%	19%	62%
Migrant										
Not Migrant	++	++	++	++	++	++	++	++	++	++
Migrant	++	++	++	++	++	++	++	++	++	++

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Grade 08 NECAP Assessments
Students in 2009-2010
Disaggregated State Results

	Reading					Math				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students										
All Students	6546	27%	50%	17%	6%	6542	21%	43%	18%	18%
Gender										
Female	3172	33%	48%	14%	4%	3174	22%	43%	18%	17%
Male	3374	21%	51%	20%	8%	3368	21%	42%	18%	18%
Family Income										
Not FRL	4314	34%	50%	12%	3%	4311	28%	45%	15%	11%
FRL	2232	13%	49%	27%	12%	2231	8%	38%	23%	31%
Disability										
No Special Ed	5573	31%	54%	13%	2%	5573	25%	48%	17%	10%
Special Ed	973	1%	26%	43%	30%	969	1%	15%	23%	61%
All Students	6546	27%	50%	17%	6%	6542	21%	43%	18%	18%
Race/Ethnicity										
American Indian or Alaskan Native	75	17%	45%	20%	17%	74	7%	34%	31%	28%
Asian	126	43%	43%	10%	5%	129	36%	36%	16%	11%
Black	165	12%	52%	22%	14%	165	10%	35%	19%	36%
Hispanic	96	23%	56%	15%	6%	96	14%	45%	24%	18%
Native Hawaiian or Pacific Islander	14	36%	57%	7%	0%	14	43%	50%	7%	0%
White	6304	27%	50%	17%	6%	6298	21%	43%	18%	17%
English Language Learner										
Not ELL	6450	27%	50%	17%	6%	6441	22%	43%	18%	17%
ELL	96	6%	40%	35%	19%	101	4%	26%	24%	47%
Migrant										
Not Migrant	++	++	++	++	++	++	++	++	++	++
Migrant	++	++	++	++	++	++	++	++	++	++

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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Grade 11 NECAP Assessments
Students in 2009-2010
Disaggregated State Results

	Reading					Math				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students										
All Students	6870	29%	43%	18%	11%	6829	3%	35%	26%	36%
Gender										
Female	3369	36%	43%	15%	6%	3350	2%	35%	27%	36%
Male	3501	21%	44%	20%	15%	3479	3%	36%	24%	37%
Family Income										
Not FRL	4931	35%	44%	14%	7%	4909	4%	41%	26%	29%
FRL	1939	14%	42%	25%	20%	1920	1%	19%	24%	56%
Disability										
No Special Ed	6015	33%	47%	15%	6%	5988	3%	40%	28%	29%
Special Ed	855	1%	19%	33%	47%	841	0%	2%	10%	88%
All Students	6870	29%	43%	18%	11%	6829	3%	35%	26%	36%
Race/Ethnicity										
American Indian or Alaskan Native	86	17%	50%	17%	15%	85	0%	21%	24%	55%
Asian	136	43%	35%	14%	8%	138	9%	43%	25%	22%
Black	150	13%	39%	25%	24%	152	1%	16%	16%	67%
Hispanic	++	++	++	++	++	++	++	++	++	++
Native Hawaiian or Pacific Islander	++	++	++	++	++	++	++	++	++	++
White	6600	29%	44%	17%	10%	6556	3%	35%	26%	36%
English Language Learner										
Not ELL	6781	29%	43%	17%	10%	6739	3%	35%	26%	36%
ELL	89	3%	24%	36%	37%	90	0%	9%	14%	77%
Migrant										
Not Migrant	++	++	++	++	++	++	++	++	++	++
Migrant	++	++	++	++	++	++	++	++	++	++

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOL (NOTE: DATA WILL BE ADDED PRIOR TO FINAL SUBMISSION)

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]		<i>C</i>	
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]	<i>B</i>		
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]		<i>E</i>	
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]	<i>A</i>		
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]	<i>B</i>		

[REDACTED]	[REDACTED]	[REDACTED]	<i>B</i>		
[REDACTED]	[REDACTED]	[REDACTED]	<i>A</i>		

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]		<i>E</i>	
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]		<i>E</i>	
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]		<i>E</i>	
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]	<i>A</i>		
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]	<i>B</i>		

[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]		<i>E</i>	
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
[REDACTED]	[REDACTED]	[REDACTED]	<i>B</i>		
[REDACTED]	[REDACTED]	[REDACTED]		<i>C</i>	
[REDACTED]	[REDACTED]	[REDACTED]		<i>E</i>	
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]	<i>A</i>		
[REDACTED]	[REDACTED]	[REDACTED]	<i>A</i>		
[REDACTED]	[REDACTED]	[REDACTED]			<i>G</i>
[REDACTED]	[REDACTED]	[REDACTED]		<i>E</i>	
[REDACTED]	[REDACTED]	[REDACTED]	<i>A</i>		
[REDACTED]	[REDACTED]	[REDACTED]		<i>C</i>	
[REDACTED]	[REDACTED]	[REDACTED]		<i>E</i>	

LABEL 9 ATTACHMENT:



[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			

[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			

Total # of Title I schools in the State: **235**

Total # of Title I-participating high schools in the State with graduation rates less than 60%: **0%**

Key	
<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none">A. Highest-performing schoolB. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none">C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” groupD. Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of yearsE. Tier I or Tier II SIG school implementing a school intervention model	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none">F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rateG. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rateH. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

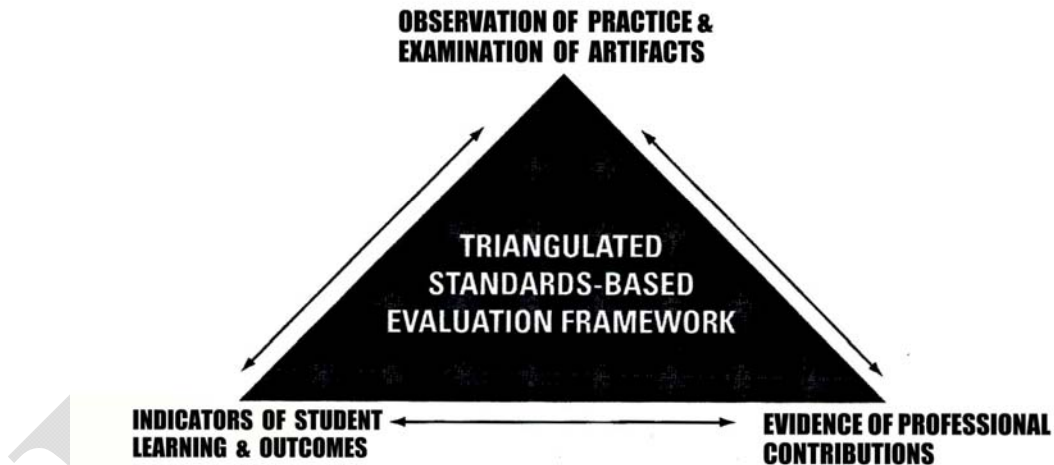
Evaluation Framework – DRAFT 2/23/2012

Vermont Task Force on Teacher/Leader Effectiveness

The three elements of the triangulated framework are based on the belief that a highly effective evaluation system is based on the ultimate goal of improving student learning. To ensure that teacher and leader evaluation is fair, valid, and reliable, it will be based upon common standards for student achievement to include the Common Core State Standards, in curriculum, instruction and assessments.

The evaluation guidelines begin with observation of practice and examination of artifacts, but incorporate two more elements: validation by examining indicators of student learning outcomes; and assessing evidence of professional contributions. The various elements are combined effectively to create a unified system. All three elements are essential for providing educators with the information they need to grow professionally and to improve student learning. When combining observations with other indicators the relationship to student outcomes becomes stronger and better identifies teaching effectiveness.

Teacher & Leader Evaluation Framework



The entry point for this framework is the observation of practice and examination of artifacts in relation to the evaluation standards. Key elements include:

- Self assessment and reflection, during which the educator rates his or her performance and identifies artifacts that validate the ratings
- Observations of practice by administrators and peers using a scoring rubric rated to the standards
- Examination of artifacts of practice by administrators and peers

Indicators of Student Learning and Outcomes

Multiple indicators of student learning will be used to validate the judgments about practice made by administrators and peers through their observations of practice and examination of artifacts. For any individual educator, there will be at least three distinct indicators encompassing a variety of classroom, school and district assessments as well as trends in statewide assessments, if applicable.

Strength of Indicators

All measures have their own inherent strengths and weaknesses. Not all indicators are equally useful nor equally valid and reliable. Indicators will be selected based on the following:

- Ability to accurately measure student progress
- Demonstrated impact on student achievement
- Demonstrated impact on teacher/leader practice
- Processes are in place (or need to be) to ensure fidelity of the measure
- The measure is an accurate and fair indicator of what a student is supposed to learn
- The measure is an accurate and fair indicator of teacher/leader practice

Federal priorities (Secretary's Priorities for Discretionary Grant Programs, 2010) provide guidance on student growth measures stipulating that such measures will:

- Be rigorous
- Measure progress between two points in time
- Be comparable across classrooms

At the same time, these indicators will be valid and reliable for their intended purposes. In other words, the measure or assessment will accurately and fairly measure what the student is supposed to learn, whether the student learned the material, and how results can be attributed to individual teachers (Herman, Heritage, & Goldschmidt, 2011).

Measuring teacher practice through observations or a review of classroom artifacts requires trained raters so that the scores teachers receive are not dependent on who observes them or analyzes artifacts. Demonstrated validity and reliability within such measures also will guide the selection process.

Evidence of Contributions to the School, District or Profession

As educators gain more experience and ability, their focus often becomes working not only with students, but also with the adults within the school community or profession. Evidence of contributions to the school, district or profession will be used to validate judgments about teachers and administrators.

Observation of Practice and Examination of Artifacts

To be determined by the Vermont Task Force on Teacher/Leader Effectiveness.