

Central to the selection of the PE assessment is an assurance that the performance results are valid and reliable, can meaningfully differentiate between schools, and can be disaggregated. Additionally, the indicator will be used consistently across schools and LEAs.

Career and College Readiness:

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

“Fifth” Indicator 3: Are students career and college ready prior to graduation?

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

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

Assessment:

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

Table 33: Acceptable Assessments of College and Career Readiness

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

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

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

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

Assessment:

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





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

Accountability:

Levels of Performance:

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

Table 34: Proposed Post-secondary Outcomes Performance Levels

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

Current Performance:

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

This indicator is also new for the state but based on analysis of variation in school level performance in graduation and college-going, we believe this indicator will meaningfully differentiate across schools and supervisory unions. The indicator is a valid assessment of career and college readiness as the employment and educational options alumni pursue are strong indicators of their readiness for those endeavors. As this indicator is a count of students, reliability in a technical sense does not apply. Finally, this indicator can be disaggregated by all student groups and will be used consistently across high schools.

- v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))
 - a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.
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Vermont’s accountability system includes all indicators in our calculations for determining overall school and LEA performance. The indicators are weighted (see next section) depending on the grade span of the school and whether or not the specific indicator is present in the school. The formula is applied to “all students” and to each of the student groups identified for accountability in the same manner.

At this time, Vermont does not have charter schools.

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

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

Diagram 3: Preliminary Interface for School Report Card










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

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

Level	Proposed Term	Proposed Iconography	Current Score Range	Year-to-Year Change Range
1	Off-Target		1-1.88	>0.50
2	Near Target		1.89-2.75	0.25-0.50
3	On-Target		2.76-3.65	0.10-0.24
4	Bull's Eye		3.66-5.0	<0.10

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

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Weighting Overview

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

Weights

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

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

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

Missing Measures

Because of the many school configurations and the relative scarcity of English Learners, the Agency of Education has described how weights will be shifted for schools with different grade

configurations and the relative scarcity of English learners. In general, when an indicator is not available (e.g. a school with no high school grades would not have Career and College Readiness indicators), the resulting weight will be redistributed to the remaining indicators to maintain the remaining indicators' relative comparative value.

2017-18 Academic Year

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

Table 36: Proposed Weighting of Academic Proficiency Measures

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

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

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

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

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

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

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