

The Every Student Succeeds Act

Overview of the State Plan Development Process

Vermont Senate Education Committee

March 10, 2016

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Deputy Secretary
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Education

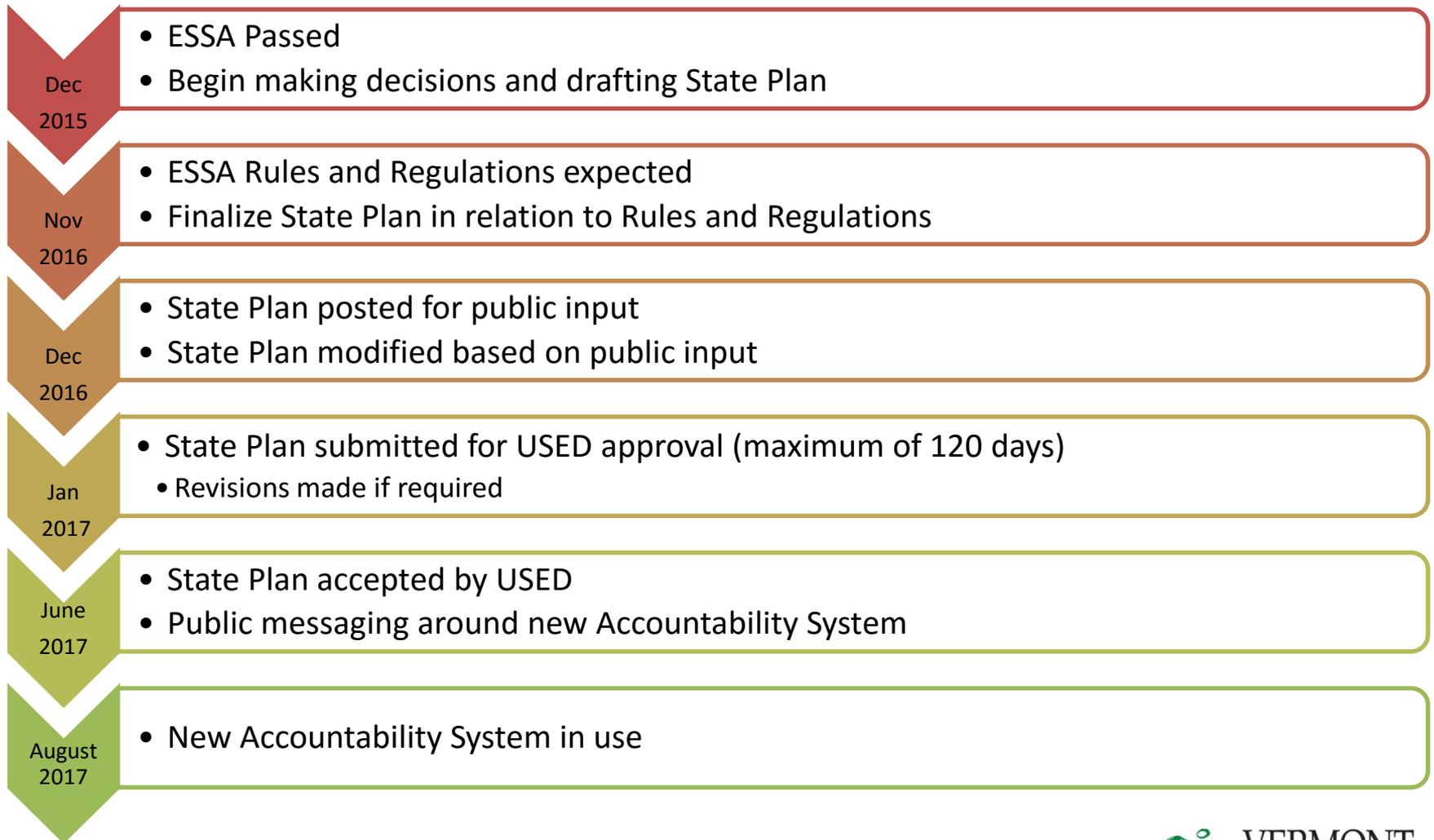
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Today's Outcomes

Senate Committee members will:

1. Be able to articulate the process AOE is pursuing in drafting the State Plan
2. Examine teacher licensing requirements as an example of an ESSA decision point
3. Ask questions related to ESSA plan development and implementation

Timeline for ESSA State Plan

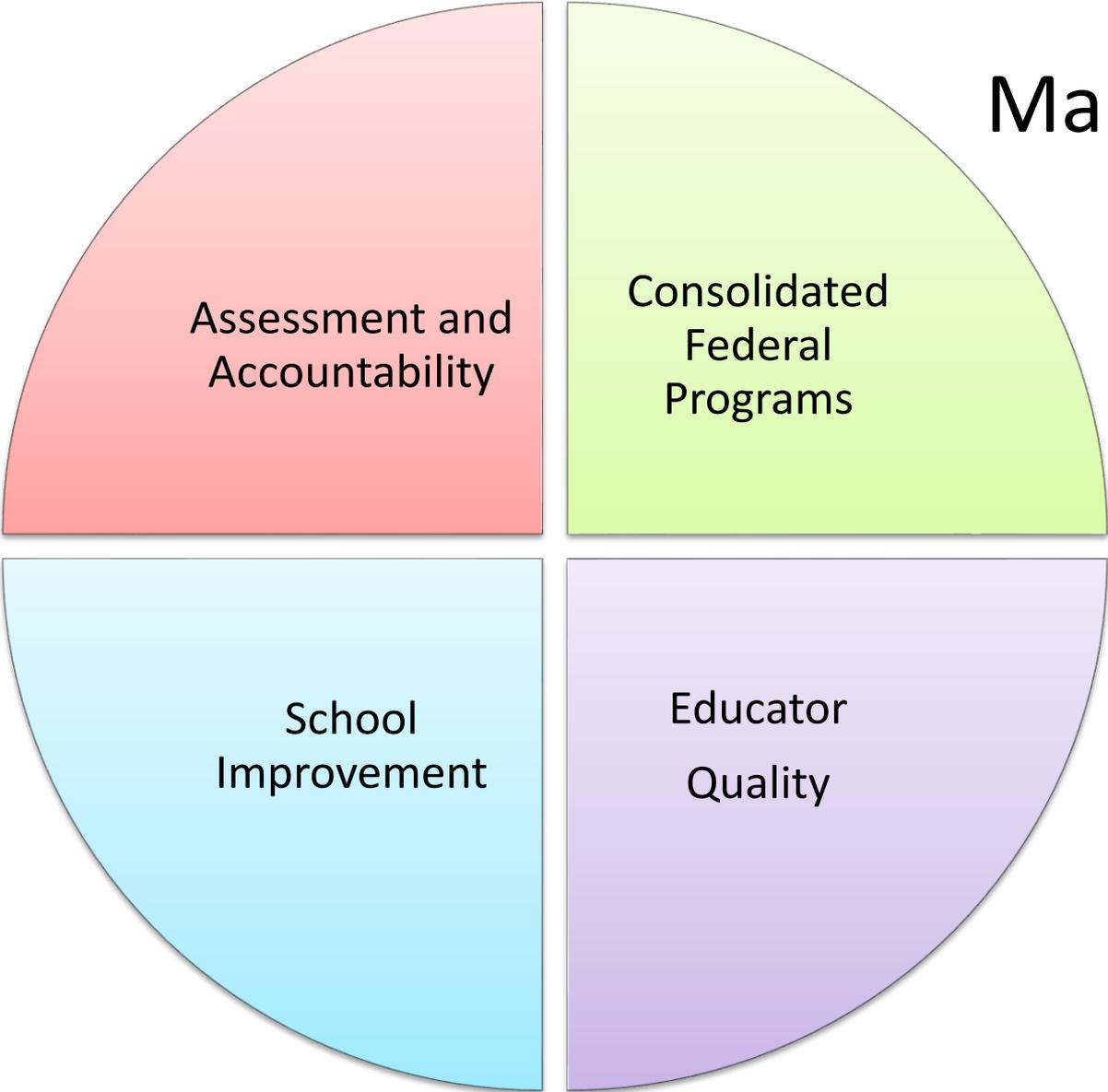


Plan development: Who is involved?

Key Groups Involved

1. AOE State Plan Management Team: coordination
2. AOE Bounce Teams: Propose solutions
3. Field Input Team (FIT): Identify opportunities for stakeholder input
4. Up to 16 Input Sessions: Public and educators
5. Senate Education Committee?

State Plan Management Team



Assessment and
Accountability

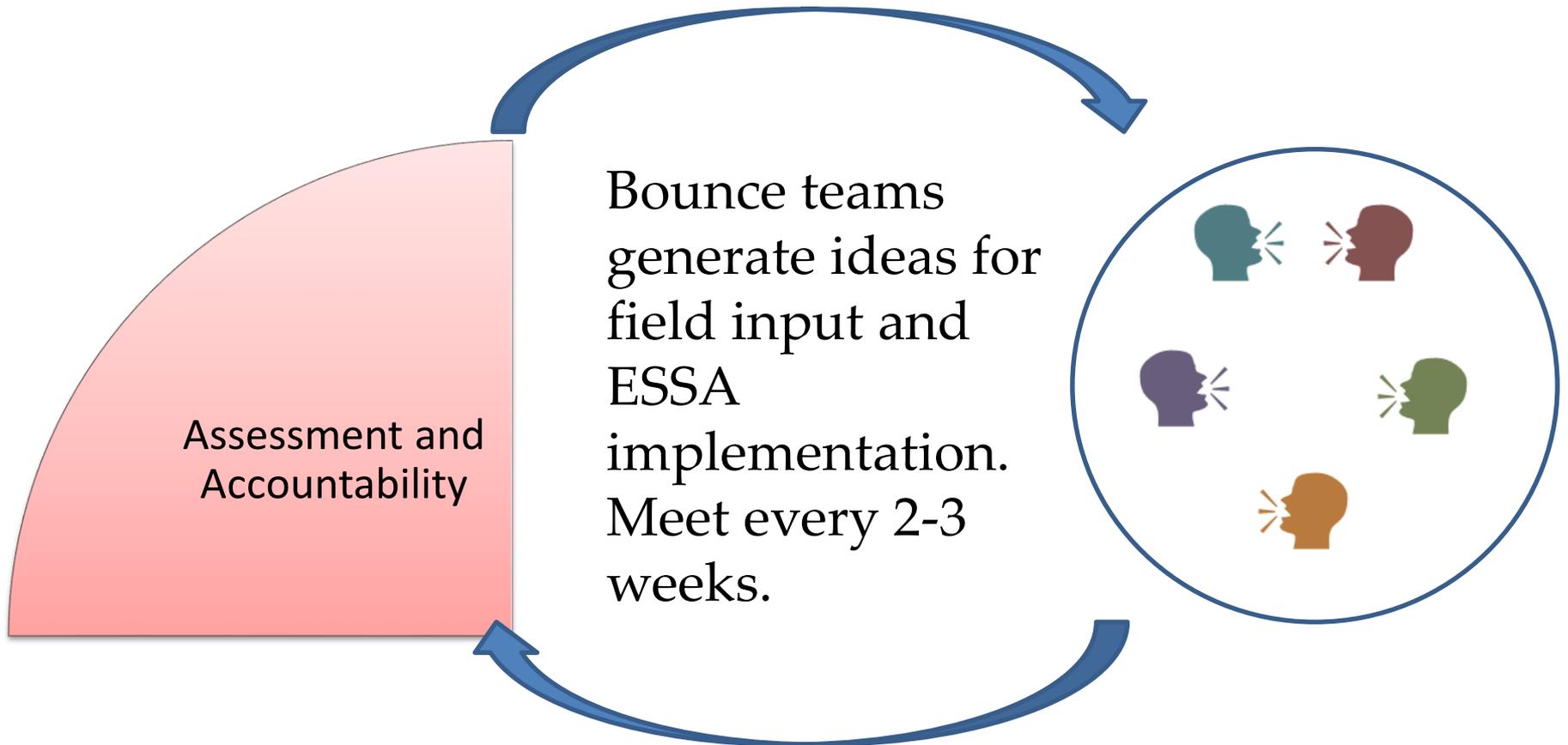
Consolidated
Federal
Programs

School
Improvement

Educator
Quality

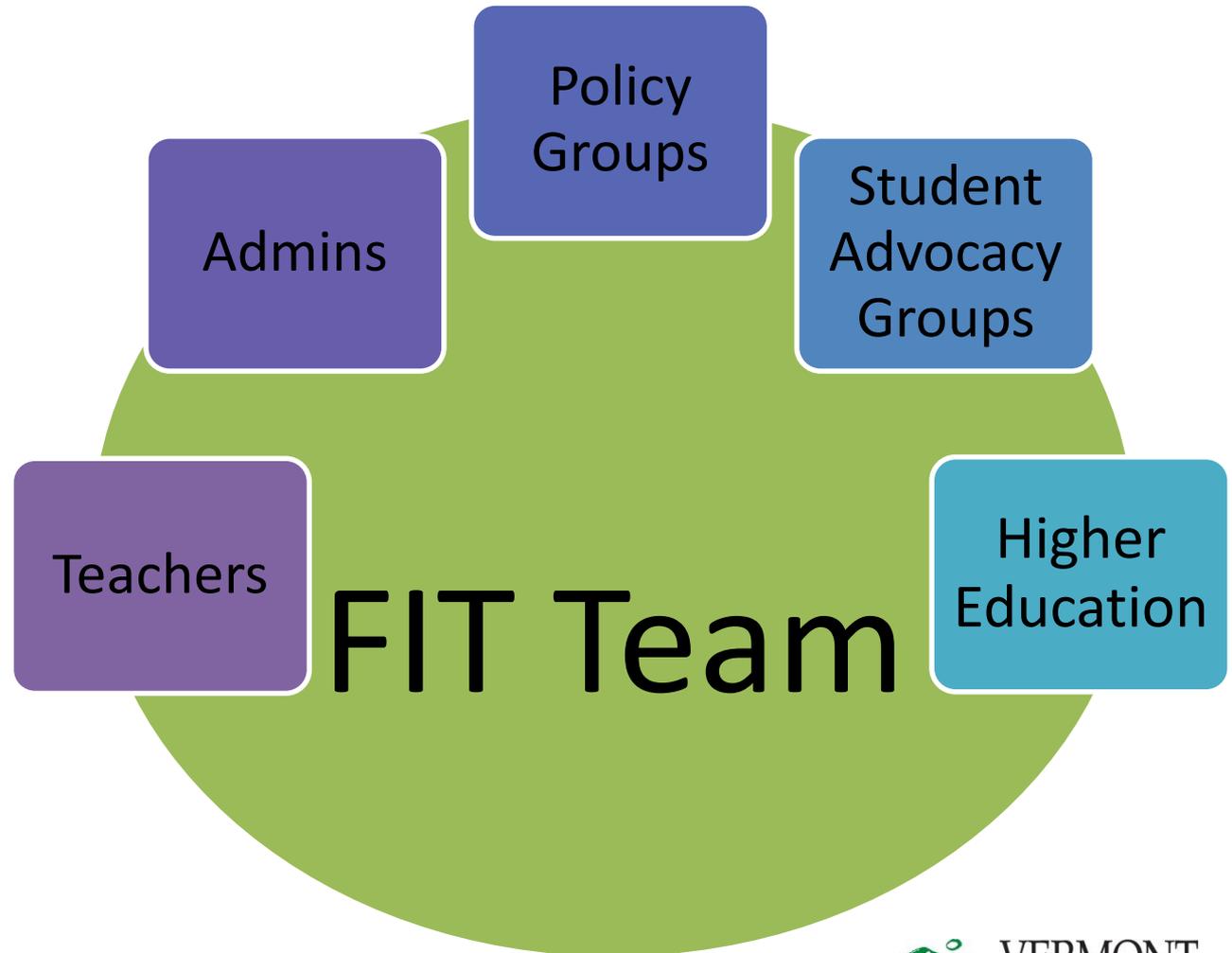
Meets every 2-3
weeks to
ensure
coordination
and to push
teams to
generate and
share decisions.

The “Bounce Teams”



FIT (Field Input Team)

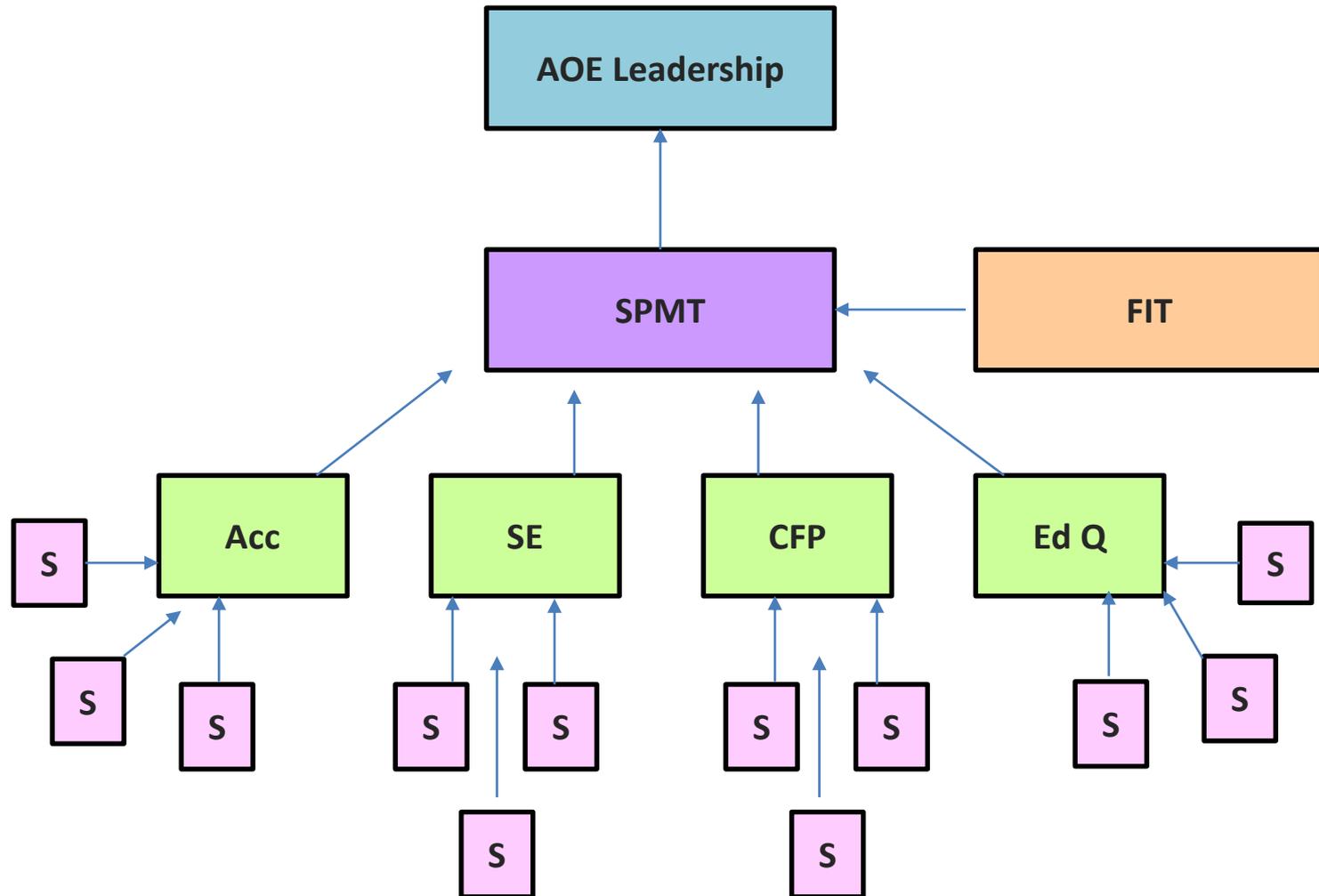
FIT reviews AOE plans and helps determine field input. Meets every 6 weeks.



Methods for Public Input

1. Survey of the public or targeted audiences.
2. Webinars or tele-meetings.
3. Face-to-face focus groups
 - We will be recruiting the first groups shortly-- people will be able to register via the ESSA web page: <http://education.vermont.gov/essa>
 - We estimate that we will hold up to 16 focus groups over the next 6 months

Relationships Between Teams



Senate Education Committee

How would you like to be involved?

- FIT membership?
- Regular meetings as a subgroup?
- Receive meeting invites, and come as you can?

Plan sevelopment: How do we approach
decisions?

ESSA Decision Points

The AOE has identified **42 decision points** to consider as a part of implementing ESSA

- Accountability
- School Effectiveness
- Consolidated Federal Programs (CFP)
- Educator Quality

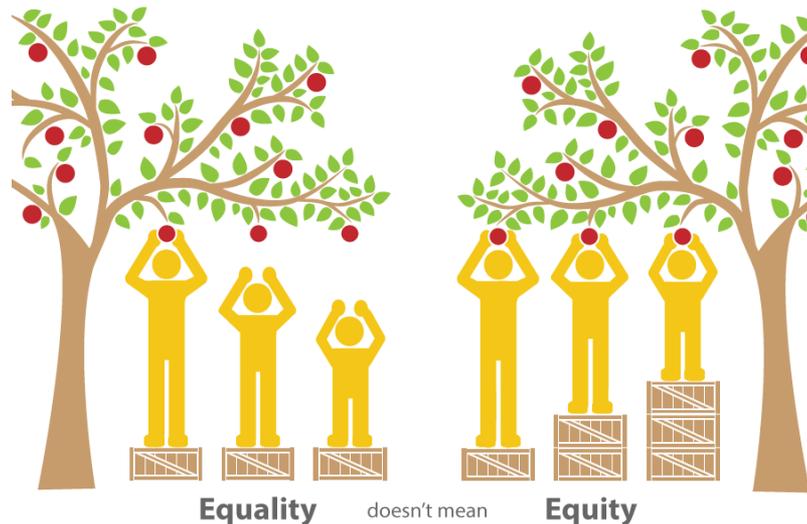
Decision Logic

When faced with competing recommendations, we will make decisions based on:

1. Equity
2. Alignment
3. Possibility

EQR/ESSA Decision Logic

Make decisions with equity in mind: when faced with competing recommendations, make decisions which will best serve the interests of Vermont's most vulnerable students.

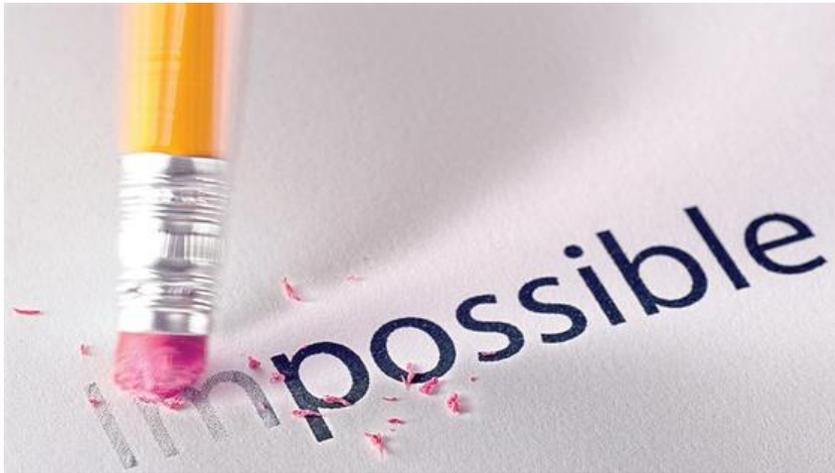


EQR/ESSA Decision Logic

Make decisions with **alignment** in mind: when faced with competing recommendations, make decisions that align with the requirements of EQS.



EQR/ESSA Decision Logic



Make decisions with **possibility** in mind: when faced with competing recommendations, make decisions that are achievable in light of the AOE's limited resources, and that won't place an undue burden on schools.



Example of a Decision Point: Requirements for Teacher Licensure

Teacher licensure requirements are an integral component of ESEA

- 43 references in ESEA

ESEA: Part A; Subpart 1; Sec. 1112; (e) (1) (A)

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

(i) Whether the student's teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Example of a Decision Point: Requirements for Teacher Licensure

NCLB

- Highly Qualified Teacher (HQT) requirement
 - States had to define and enforce HQT for the federal govt.
 - Vermont revised licensure requirements in Dec 2014

ESSA

- New licensure requirements
 - States can define their own teacher licensure requirements (HQT terminology is gone)

Background:

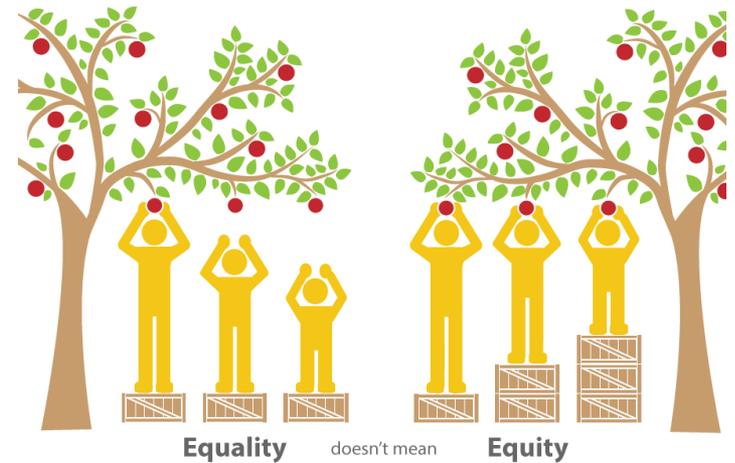
- Vermont decided to merge HQT qualifications with licensing long ago so all licensed teachers met HQT

Question:

- Do we want to lower the qualifications related to licensing now that the federal government is allowing lower standards? Or not?

Part 1: Equity?

- Lowering standards does not support better outcomes for students.
- Research has shown that teachers meeting higher standards provide results for students.



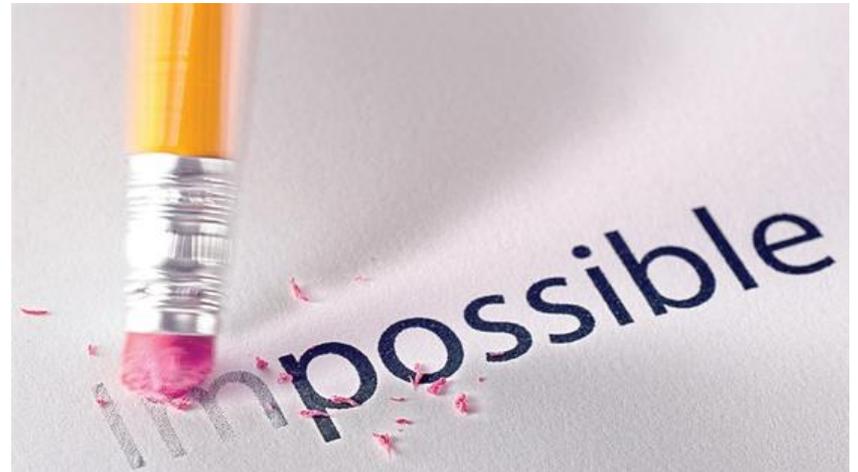
Part 2: Alignment?



- Can we meet ESSA and EQS requirements simultaneously?
- EQS requires the State of Vermont to identify teacher licensing requirements (2121.2)
 - Staff shall be licensed
 - Staff shall be appropriately endorsed for their assignment

Part 3: Possibility?

- What would the burden of revision mean to the AOE and to educators?
- All licensing changes would need to go through public review, take AOE staff time to create, result in changes to higher education programs, and educator time to respond to.



AOE Draft Recommendation

- Current requirements are high quality, represent a significant investment of resources, and should be supported

Next Step: Public Input

- What does FIT think?
- What does the Senate Education Committee think?