

# Assessing Equity with Data

May 6, 2021



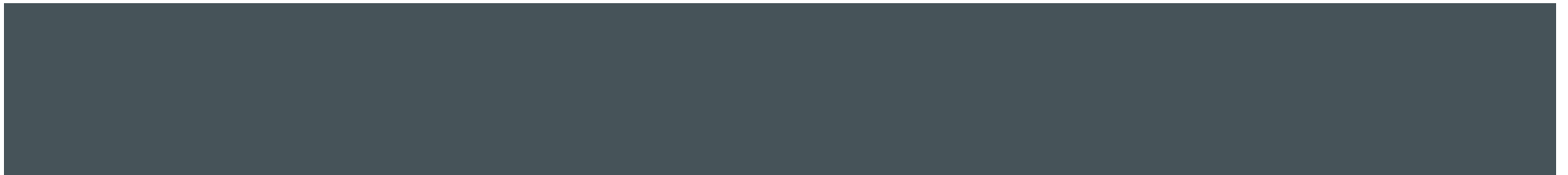
## VERMONT SCHOOL BOARDS ASSOCIATION

6 MAY 2021

- Assessment Logic
- Annual Snapshot
- Annual Snapshot 2019-20
- LCAS
- Recovery Plans
- Questions and Answers



# ASSESSMENT LOGIC



# STATE ASSESSMENT LOGIC

- Common Core
- NGSS
- National Core Arts

- SBAC
- Vermont Science Assessment
- Integrated Field Review

- Continuous Improvement Plan
- Recovery Plan
- Title Investments



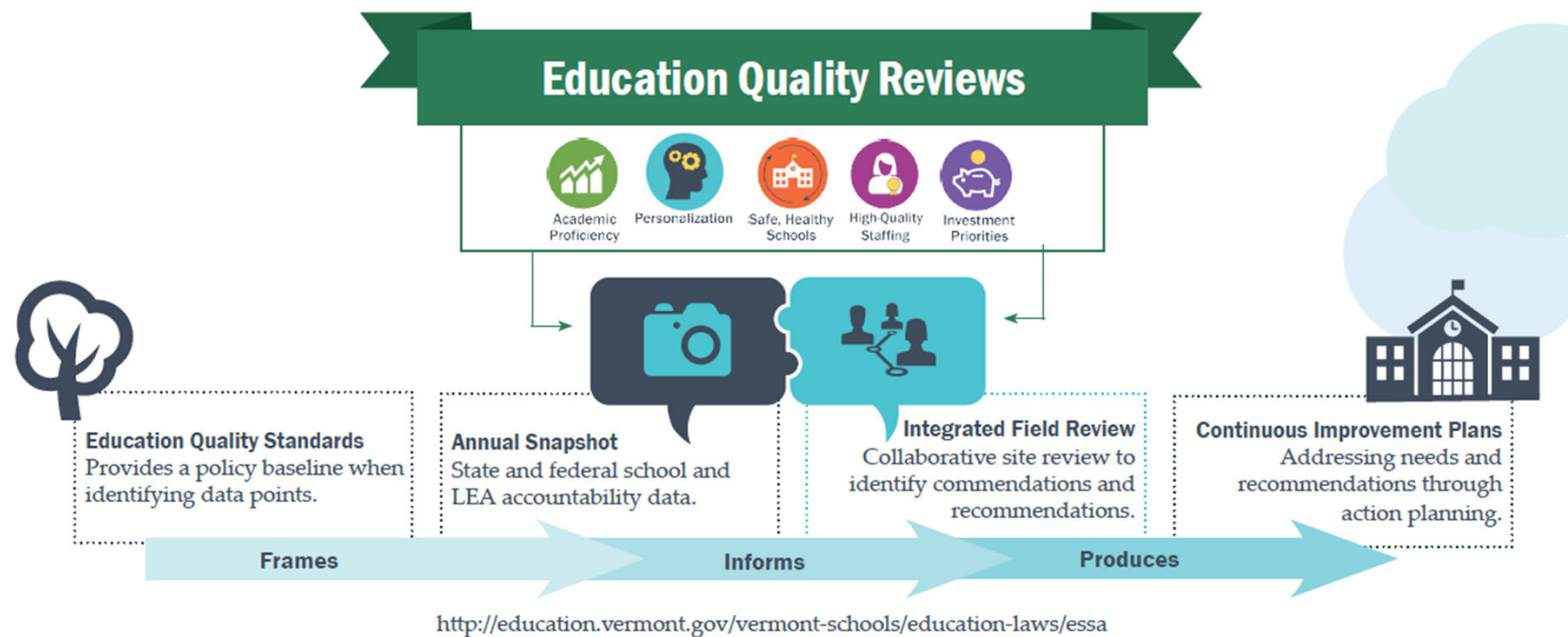
Curriculum/  
Learning Standards

Assessment/  
Data

Instruction/  
Improvement Priorities



# VERMONT STATE STANDARDS, ASSESSMENT, IMPROVEMENT



## A HIGH-QUALITY ASSESSMENT SYSTEM

- A high-quality assessment system should (Darling-Hammond, et al, 2013):
  - Include higher-order cognitive skills and critical abilities—communication, collaboration, modeling, problem solving, reflection, and research
  - Be valid, reliable, fair, instructionally sensitive (i.e., representative of content and concepts in curriculum and instruction)
  - Inform teaching

## A BALANCED ASSESSMENT SYSTEM

- VTmtss Field Guide:

- No assessment captures all aspects of standards and curriculum, nor outcomes in all domains
- Requires multiple, varied and recurring assessments

# COMPREHENSIVE AND BALANCED ASSESSMENT

- Equitable
  - Trustworthy data to guide decisions
  - Individual data positioned within bigger set of results
  - Parents and students receive comprehensive information
- Differentiated
  - Not everyone uses *all* types of assessment nor needs the *same* information
- Comprehensive
  - Requires multiples domains (leadership, SEL, behavior, academic, ongoing interpretation, range of data)
- Not too much, not too little



# ANNUAL SNAPSHOT



## WHAT THE SNAPSHOT IS DESIGNED TO DO

- Serve a series of thermometers
- Provide Holistic View of School Systems
- Reduce Reporting Burden for Schools and SU/SDs
- Situate Schools in own Equity Continuum
- Determine Eligibility for Comprehensive and Equity Schools

## WHAT THE SNAPSHOT IS NOT DESIGNED TO DO

- Rank Schools or Compare Schools to Each Other
- Shame or Blame Schools
- Define Accountability Only as Assessment Scores
- Fully Represent a School System



# Vermont Annual Snapshot

Get a snapshot of the performance for any school, district, or supervisory union

 School, Supervisory Union/District, or Town

Search

[View Directory](#) [View Vermont State Snapshot](#)



## What the Snapshot does

The Annual Snapshot is an online tool where you can find quantitative data about Vermont schools. You can see how your school, Supervisory Union/District, or the state are doing, based on measures Vermont has decided are important. The Annual Snapshot exists to support schools, not rank them. The goal of the Annual Snapshot is to encourage communities to work together to improve educational outcomes for all students.

## What the Snapshot tells you

### Education Quality Standards (EQS)

The educational opportunities provided to all of Vermont's public school students. EQS implementation is measured across five domains, each composed of multiple data points, or indicators:



#### Academic Proficiency

How well do our schools provide students with opportunities to develop their skills and knowledge to be career and college ready?



#### Personalization

How well do our schools provide students with authentic engagement and opportunities to shape their own learning?



#### Safe, Healthy Schools

How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals?



#### High Quality Staffing

How well do our schools employ educators who are well trained and qualified to meet the needs of all student?



#### Investment Priorities

How well do our schools provide quality experiences at a price that the community believes is appropriate?



**Ratings**

Reflect the calculated point value for the domain or indicator of interest. The scale that defines the icons differs for each of the Key Metrics and can be found here.

Performance



Not Meeting



Approaching



Meeting



Exceeding

Change



Declining



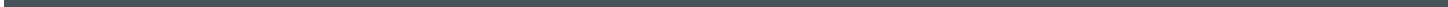
Not Improving



Improving
























Excelling




## How it all comes together

The sample data displayed in the example are designed to explain the various sections of the snapshot and are not real data from an actual school system.

Education Quality Standards Domains		Performance		Equity Index	
		Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
	<b>Academic Proficiency</b> How well do our schools provide students with opportunities to develop their skills and knowledge to be career and college ready? Indicators include, Math, English Language Arts, Science, and Physical Education Assessments, English Language Proficiency, Graduation Rates, Career and College Ready Assessments and Outcomes.				
	<b>Personalization</b> How well do our schools provide students with authentic engagement and opportunities to shape their own learning? Indicators include Flexible Pathway Participation and Offerings and Personalized Learning Plans.				
	<b>Safe, Healthy Schools</b> How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals? Indicators include Disciplinary Exclusion and Student and Staff School Climate Survey.				
	<b>High Quality Staffing</b> How well do our schools employ educators who are well trained and qualified to meet the needs of all student? Indicators include Rates of Licensed Teachers, Staff Stability, and Satisfaction with Professional Development and Evaluation Systems.			N/A	N/A
	<b>Investment Priorities</b> How well do our schools provide quality experiences at a price that the community believes is appropriate? Indicators include Staffing Ratios, Per Student Expenditures, and School Return on Investment.			N/A	N/A

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For the 2019-2020 school year, N/As in the Academic Proficiency and Safe, Healthy Schools domains typically represent missing or incomplete data due to COVID 19.

# Vermont Annual Snapshot

Get a snapshot of the performance for any school, district or supervisory union

Search

ADDISON CENTRAL SCHOOL	SCHOOL
ADDISON CENTRAL SD	SU/SD
ADDISON NORTHWEST SD	SU/SD
ADDISON, VT	TOWN



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## State Snapshot



☐ Not Meeting   ☐ Approaching   ☒ Meeting   ☒ Exceeding  
☒ Declining   ☒ Not Improving   ☒ Improving   ☒ Excelling

### Education Quality Standards Domains

Performance   Equity Index  
 Current <sup>①</sup>   Change <sup>①</sup>   Current <sup>①</sup>   Change <sup>①</sup>

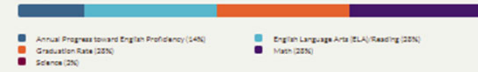
	<b>Academic Proficiency</b> How well do our schools provide students with opportunities to develop their skills and knowledge to be career and college ready? Indicators include, Math, English Language Arts, Science, and Physical Education Assessments, English Language Proficiency, Graduation Rates, Career and College Ready Assessments and Outcomes.	Meeting	Declining	Not Meeting	Not Calculated for 2017-18
	<b>Personalization</b> How well do our schools provide students with authentic engagement and opportunities to shape their own learning? Indicators include Flexible Pathway Participation and Offerings and Personalized Learning Plans.	Exceeding	N/A	Exceeding	Not Calculated for 2017-18
	<b>Safe, Healthy Schools</b> How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals? Indicators include Disciplinary Exclusion and Student and Staff School Climate Survey.	Meeting	Excelling	Not Meeting	Not Calculated for 2017-18
	<b>High Quality Staffing</b> How well do our schools employ educators who are well trained and qualified to meet the needs of all student? Indicators include Rates of Licensed Teachers, Staff Stability, and Satisfaction with Professional Development and Evaluation Systems.	Meeting	Declining	N/A	N/A
	<b>Investment Priorities</b> How well do our schools provide quality experiences at a price that the community believes is appropriate? Indicators include Staffing Ratios, Per Student Expenditures, and School Return on Investment.	Meeting	Not Improving	N/A	N/A

## Overview

### Overall Performance



### Weight



### Content Standards

○ Not Meeting ○ Approaching ● Meeting ● Exceeding  
⚡ Declining ⚡ Not Improving ⚡ Improving ⚡ Growing

Indicator (Weight)	Performance		Equity Index	
	Current (1)	Change (1)	Current (1)	Change (1)
English Language Arts (ELA)/Reading (28.0%) 41,375 Students	Meeting	Not Improving	Not Meeting	Not Calculated for 2017-18
Math (28.0%) 41,385 Students	Approaching	Improving	Not Meeting	Not Calculated for 2017-18
Science (2.0%) 17,086 Students	Approaching	N/A	Not Meeting	Not Calculated for 2017-18
Physical Education (0.0%) 0 Students	These data will be included in the Annual Snapshot beginning in December 2019.			

### English Language Proficiency

○ Not Meeting ○ Approaching ● Meeting ● Exceeding  
⚡ Declining ⚡ Not Improving ⚡ Improving ⚡ Growing

Indicator (Weight)	Performance		Equity Index	
	Current (1)	Change (1)	Current (1)	Change (1)
Annual Progress toward English Proficiency (14.0%) 1,198 Students	Approaching	N/A	N/A	Not Calculated for 2017-18

### Graduation Rate

○ Not Meeting ○ Approaching ● Meeting ● Exceeding  
⚡ Declining ⚡ Not Improving ⚡ Improving ⚡ Growing

Indicator (Weight)	Performance		Equity Index	
	Current (1)	Change (1)	Current (1)	Change (1)
Graduation Rate (28.0%) 5,827 Students	Meeting	Declining	N/A	Not Calculated for 2017-18



Vermont

# Academic Proficiency

2017-2018



Overview

Content Standards

English Language  
Proficiency

Graduation Rate

College and Career  
Readiness

Additional  
Information

## Overview



### Overall Performance



Exceeding

### Weight



- ELA/Reading (28%)
- Graduation Rate (28%)
- Science (2%)

- English Proficiency for English Learner Students (14%)
- Math (28%)

## Content Standards

○ Not Meeting   ○ Approaching   ● Meeting   ● Exceeding  
 ⬇ Declining   ⬆ Not Improving   ⬆ Improving   ⬆ Excelling

Indicator (Weight)

English Language Arts (ELA)/Reading (28.0%)  
41,375 Students

Performance		Equity Index	
Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
Meeting	Not Improving	Not Meeting	Not Calculated for 2017-18

Math (28.0%)  
41,385 Students

Approaching	Improving	Not Meeting	Not Calculated for 2017-18
-------------	-----------	-------------	----------------------------

Science (2.0%)  
17,086 Students

Approaching	N/A	Not Meeting	Not Calculated for 2017-18
-------------	-----	-------------	----------------------------

Physical Education (0.0%)  
0 Students

These data will be included in the Annual Snapshot beginning in December 2019.

## Content Standards

### Subjects

- ☐ All Subjects  
☒ English Language Arts (ELA)/Reading  
☐ Math  
☐ Science  
☐ Physical Education

### Grade

- ☒ All Grades  
☐ EE  
☐ PK  
☐ K  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5  
☐ 6  
☐ 7  
☐ 8  
☐ 9  
☐ 10  
☐ 11  
☐ 12

### Student Group

All Students

### Equity Comparison Group

Historically Marginalized compared to Historically Privileged Students

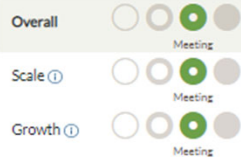
### English Language Arts (ELA)/Reading

Scale: 41,160 Students  
Growth: 26,348 Students

☐ Not Meeting ☐ Approaching ☒ Meeting ☐ Exceeding  
☐ Declining ☐ Not Improving ☒ Improving ☐ Excelling

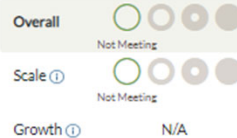
#### Current Performance

VERMONT



#### Current Equity Index

VERMONT



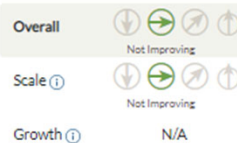
#### Performance Change

VERMONT



#### Equity Index Change

VERMONT



## Content Standards

### Subjects

- ☐ All Subjects  
☒ English Language Arts (ELA)/Reading  
☐ Math  
☐ Science  
☐ Physical Education

### Grade

- ☒ All Grades  
☐ EE  
☐ PK  
☐ K  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5  
☐ 6  
☐ 7  
☐ 8  
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☐ 10  
☐ 11  
☐ 12

### Student Group

All Students

### Equity Comparison Group

Historically Marginalized compared to Historically Privileged Students

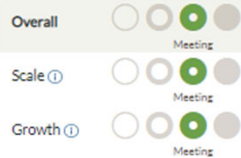
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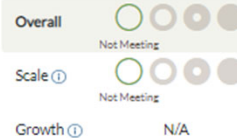
### Current Performance

VERMONT



### Current Equity Index

VERMONT



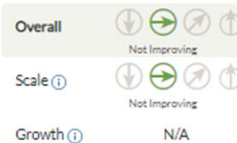
### Performance Change

VERMONT



### Equity Index Change

VERMONT



## Content Standards

### Subjects

- ☐ All Subjects
- ☒ English Language Arts (ELA)/Reading
- ☐ Math
- ☐ Science
- ☐ Physical Education

### Grade

- ☒ All Grades
- ☐ EE
- ☐ PK
- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

### Student Group

Free and Reduced Lunch

### Equity Comparison Group

Non-Free and Reduced Lunch

## English Language Arts (ELA)/Reading

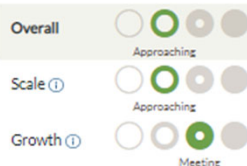
Scale: 15,176 Students

Growth: 10,298 Students

☐ Not Meeting ☐ Approaching ☒ Meeting ☒ Exceeding  
☒ Declining ☒ Not Improving ☒ Improving ☒ Excelling

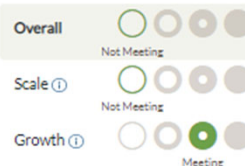
### Current Performance

VERMONT



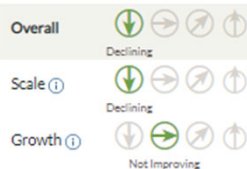
### Current Equity Index

VERMONT



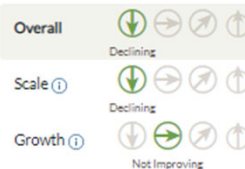
### Performance Change

VERMONT



### Equity Index Change

VERMONT





## Content Standards

### Subjects

- ☐ All Subjects  
☒ English Language Arts (ELA)/Reading  
☐ Math  
☐ Science  
☐ Physical Education

### Grade

- ☒ All Grades  
☐ EE  
☐ PK  
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☐ 1  
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☐ 3  
☐ 4  
☐ 5  
☐ 6  
☐ 7  
☐ 8  
☐ 9  
☐ 10  
☐ 11  
☐ 12

### Student Group

English Learner

Equity Comparison Group

Non-English Learner

## English Language Arts (ELA)/Reading

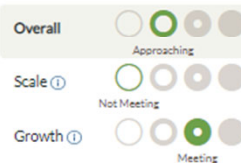
Scale: 782 Students

Growth: 295 Students

☐ Not Meeting ☐ Approaching ☒ Meeting ☒ Exceeding  
☒ Declining ☒ Not Improving ☒ Improving ☒ Excelling

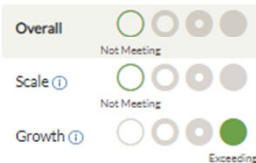
### Current Performance

VERMONT



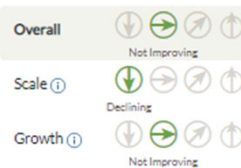
### Current Equity Index

VERMONT



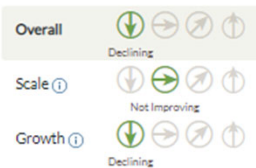
### Performance Change

VERMONT



### Equity Index Change

VERMONT



## Content Standards

### Subjects

- ☐ All Subjects  
☒ English Language Arts (ELA)/Reading  
☐ Math  
☐ Science  
☐ Physical Education

### Grade

- ☐ All Grades  
☐ EE  
☐ PK  
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☐ 7  
☐ 8  
☐ 9  
☐ 10  
☐ 11  
☐ 12

### Student Group

English Learner

Equity Comparison  
Non-English Learner

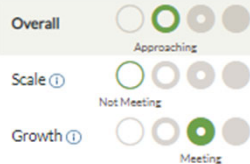
## English Language Arts (ELA)/Reading

Scale: 91 Students  
Growth: 57 Students

☐ Not Meeting ☐ Approaching ☒ Meeting ☐ Exceeding  
☐ Declining ☐ Not Improving ☒ Improving ☐ Excelling

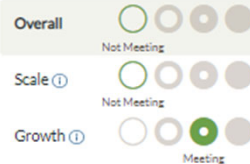
### Current Performance

VERMONT



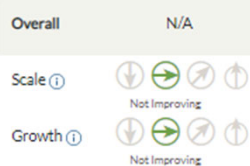
### Current Equity Index

VERMONT



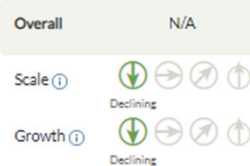
### Performance Change

VERMONT



### Equity Index Change

VERMONT



## Content Standards

### Subject

- ☐ All Subjects
- ☒ English Language Arts (ELA)/Reading
- ☐ Math
- ☐ Science
- ☐ Physical Education

### Grade

- ☒ All Grades
- ☐ PK
- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

### Student Group

Asian

Equity Comparison Group

Non-Asian

## English Language Arts (ELA)/Reading

Overall: 14 Students

Scale: 14 Students

Growth: 8 Students

- ☐ Not Meeting
- ☐ Approaching
- ☒ Meeting
- ☐ Exceeding
- ☐ Declining
- ☐ Not Improving
- ☒ Improving
- ☐ Excelling

### Current Performance

BIRCH SU

Overall  
Suppressed

Scale  
Suppressed

Growth  
Suppressed

VERMONT

N/A

Meeting

Meeting

### Current Equity Index

BIRCH SU

Overall  
Suppressed

Scale  
Suppressed

Growth  
Suppressed

VERMONT

N/A

Exceeding

Exceeding

### Performance Change

BIRCH SU

Overall  
Suppressed

Scale  
Suppressed

Growth  
N/A

VERMONT

N/A

Not Improving

N/A

### Equity Index Change

Equity Index Change data cannot be calculated until the 2018-19 academic year as multiple data sources were not collected by student group prior to the 2017-18 academic year. Therefore, there are no data to determine the change in the Equity Index from the previous year.



BIRCH SU

## Academic Proficiency

2017-2018



AGENCY OF EDUCATION

ACADEMIC PROFICIENCY

### ADMIN LOGIN

Email

Password

[Forgot Password?](#)



# ANNUAL SNAPSHOT 2019-2020



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## State Snapshot



☐ Not Meeting  
 ☐ Approaching  
 ☒ Meeting  
 ☒ Exceeding  
☐ Declining  
 ☐ Not Improving  
 ☒ Improving  
 ☒ Excelling

### Education Quality Standards Domains

Performance      Equity Index  
 Current ⓘ   Change ⓘ   Current ⓘ   Change ⓘ



#### Academic Proficiency

How well do our schools provide students with opportunities to develop their skills and knowledge to be career and college ready? Indicators include Math, English Language Arts, Science, and Physical Education Assessments, English Language Proficiency, Graduation Rates, Career and College Ready Assessments and Outcomes.

N/A

N/A

N/A

N/A



#### Personalization

How well do our schools provide students with authentic engagement and opportunities to shape their own learning? Indicators include Flexible Pathway Participation and Offerings.



Approaching



Declining



Approaching



Excelling



#### Safe, Healthy Schools

How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals?

N/A

N/A

N/A

N/A



#### High Quality Staffing

How well do our schools employ educators who are well trained and qualified to meet the needs of all student? Indicators include Rates of Licensed Teachers and Staff Stability.



Exceeding



Declining

N/A

N/A



#### Investment Priorities

How well do our schools provide quality experiences at a price that the community believes is appropriate? Indicators include Staffing Ratios and Per Student Expenditures, though the rating displayed is composed only of Staffing Ratios.



Meeting



Improving

N/A

N/A



Overview



Overall Performance



Weight

N/A

Content Standards

- Not Meeting
- Approaching
- Meeting
- Exceeding
- ⬇ Declining
- ⬆ Not Improving
- ⬆ Improving
- ⬆ Excelling

Indicator (Weight)	Performance		Equity Index	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
English Language Arts (ELA)/Reading (0% of domain) 0 Students	N/A	N/A	N/A	N/A
Math (0% of domain) 0 Students	N/A	N/A	N/A	N/A
Science (0% of domain) 0 Students	N/A	N/A	N/A	N/A
Physical Education (0% of domain) 0 Students	N/A	N/A	N/A	N/A

## English Language Proficiency

○ Not Meeting   ○ Approaching   ● Meeting   ● Exceeding  
⬇ Declining   ➡ Not Improving   ↗ Improving   ⬆ Excelling

Indicator (Weight)

Performance

Equity Index

Current ⓘ

Change ⓘ

Current ⓘ

Change ⓘ

**Annual Progress toward English Proficiency** (0% of domain)

1,266 Students



Not Meeting



Declining

N/A

N/A



VERMONT

## Personalization

2019-20



Overview | **Student Participation in Flexible Pathways** | School Offerings of Flexible Pathways

### Student Participation in Flexible Pathways



Student Group

Historically Marginalized

Equity Comparison Group ⓘ

Historically Privileged

2,239 Students

☐ Not Meeting ☐ Approaching ☒ Meeting ☒ Exceeding  
☒ Declining ☒ Not Improving ☒ Improving ☒ Excelling

#### Current Performance ⓘ

VERMONT



Approaching

#### Current Equity Index ⓘ

VERMONT



Approaching

#### Performance Change ⓘ

VERMONT



Declining

#### Equity Index Change ⓘ

VERMONT



Excelling

For the 2019-2020 school year, N/As in the Academic Proficiency and Safe, Healthy Schools domains typically represent missing or incomplete data due to COVID 19.



VERMONT

## High Quality Staffing

2019-20



Overview | Properly Licensed Teachers | Educator Retention

### Overview



#### Overall Performance



Exceeding





#### Weight



■ Properly Licensed Teachers (50%)

■ Educator Retention (50%)

○ Not Meeting ○ Approaching ● Meeting ● Exceeding  
⬇ Declining ⬆ Not Improving ⬆ Improving ⬆ Excelling

Indicator (Weight)	Performance	
	Current ⓘ	Change ⓘ
<b>Properly Licensed Teachers</b> (50% of domain) 6,563 Educators	 Exceeding	 Declining
<b>Educator Retention</b> (50% of domain) 7,016 Educators	 Meeting	 Not Improving



# LOCAL COMPREHENSIVE ASSESSMENT SYSTEM



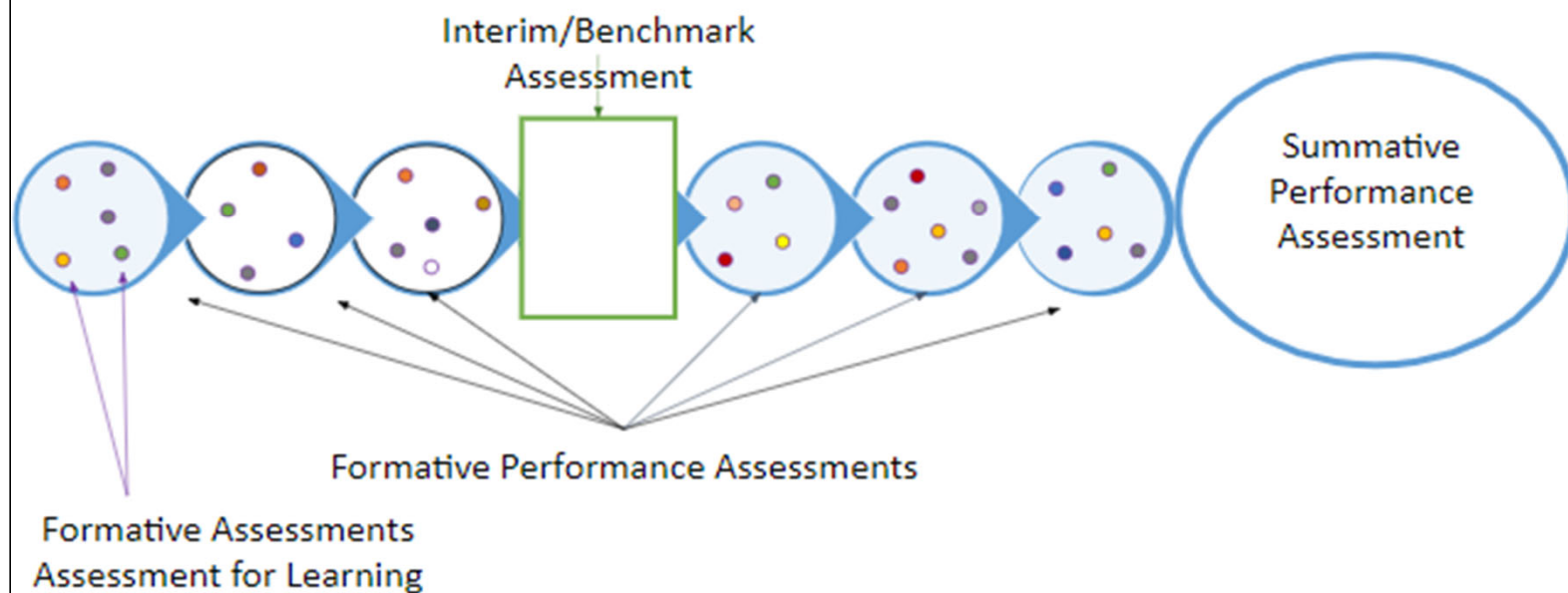
## LCAS THEORY OF ACTION

- If each SU/SD implements a LCAS, including
  - a balance of assessment types that provide information about student proficiency in a variety of ways
  - clearly communicate performance criteria
  - methods for communicating student progress. . . .

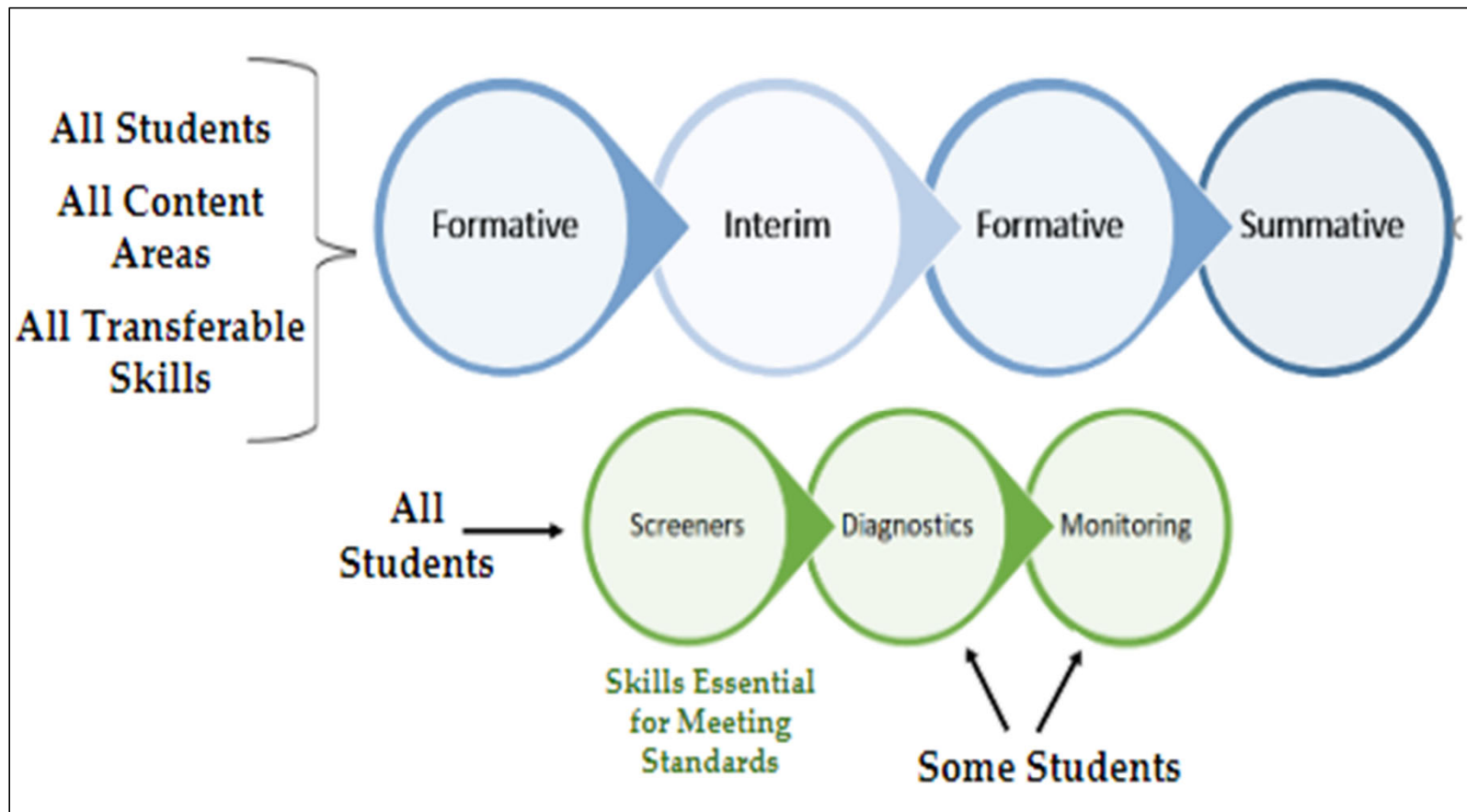
## LCAS THEORY OF ACTION

...Vermont's SU/SDs will enhance the effectiveness, availability, and equity of services provided to all students.

## Local Comprehensive Assessment System The “Backbone”

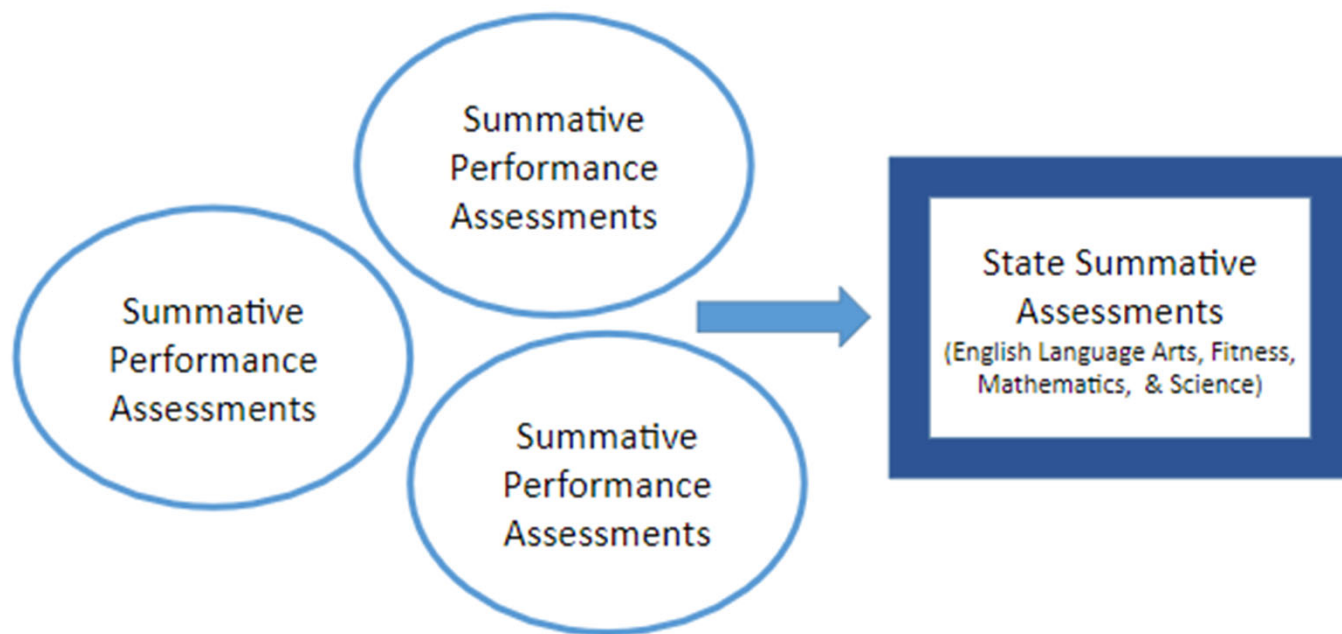






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## Local Comprehensive Assessment System: State Summative Assessment Data





## RECOVERY PLANS



# RECOVERY PLANS

- Three pillars
  - Student Engagement
  - Academic Achievement
  - Mental Health
- Timeline
  - 15 March—Development of Recovery Team
  - 15 April—Completed Needs Assessment
  - 15 May—Planning
  - 1 June—Implementation

# RECOVERY PLANS

- Common Core
- NGSS
- National Core Arts

- ~~SBAC~~
- ~~Integrated Field Review~~
- LCAS

- Whole child
- Instructional setting
- ESSER



Curriculum/  
Learning Standards

Assessment/  
Data

Instruction/  
Improvement Priorities

## RECOVERY PLANS

- Address all recovery pillars
- Diverse data sources
- Multiple years of work
- Funding through ESSER I, II, III/ARP and other sources
- Opportunity for deep impact

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# Thank you!

Jess DeCarolis  
Director, Student Pathways  
[jess.decarolis@vermont.gov](mailto:jess.decarolis@vermont.gov)

Patrick Halladay  
Director, Education Quality  
[patrick.halladay@vermont.gov](mailto:patrick.halladay@vermont.gov)