



VSBA FALL CONFERENCE

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Data Literacy to Boost School Board Knowledge and Oversight

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Agency of Education

SESSION OVERVIEW

- Presentation Outline:
 - Understanding Big Picture and Current Legislative landscape
 - Continuous Improvement and Accountability
 - Vermont Comprehensive Assessment Program
 - Local Comprehensive Assessment System
 - Data-informed decision-making

SESSION GOAL

How do I, as a school board member, have enough knowledge of data collected to understand and guide setting goals, making investment decisions, and determine the efficacy of decisions and intervention?

Specifically, what questions do I ask in order to know if:

- the identified goals are the right ones
- the targeted investment is needed
- the targeted investment is the right fit to meet the need
- what data could be collected so I know if the investment was successful
- how long it should take to know if the investment was successful

BIG PICTURE SETTING

[Title 16: Education](#) (16 V.S.A. § 1) provides that the

"right to public education is integral to Vermont's constitutional form of government and its guarantees of political and civil rights. Further, the right to education is fundamental for the success of Vermont's children in a rapidly-changing society and global marketplace as well as for the State's own economic and social prosperity."

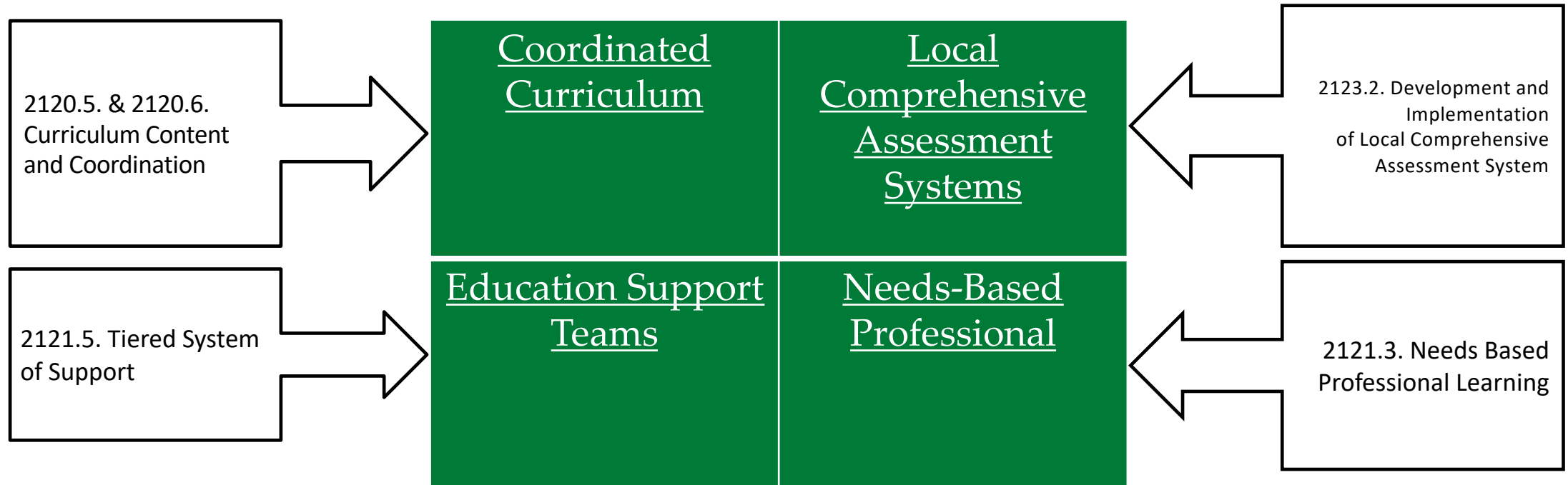
Big Picture Setting Continued - Act 173

The purpose of [Act 173 of 2018](#) is to enhance the effectiveness, availability, and equity of services provided to all students who require additional support in Vermont's schools.

“...to ensure that all students in Vermont public schools are afforded educational opportunities that are substantially equal in quality and enable them to achieve or exceed the standards approved by the State Board of Education.” ([Series 2000 – Education Quality Standards](#))

Because “[e]ducational equity means that every student has access to the resources, opportunities and educational rigor they need at the right moment in their education, whatever their race, gender/identity, sexual orientation, ethnicity, religion, language, disability, family background, or family income may be.” (Adapted from CCSSO, Leading for Equity)

THE FOUR LEVERS OF ACT 173



Act 173 Levers = Education Quality Standards

2121.3. Needs Based Professional Learning.

"Needs-based professional learning" means staff learning based upon needs identified through an examination of student performance and organizational and instructional data, and which is aligned with the school's Continuous Improvement Plan

2121.5. Tiered System of Support. [...] *each school shall ensure that a tiered system of academic and behavioral supports is in place to assist all students in working toward attainment of the standards. This system shall be aligned with the school's Personalized Learning Plan structures, and specific student support services shall be specified within a student's Personalized Learning Plan.*

16 V.S.A. § 2902. Tiered system of supports and educational support team...The tiered system of supports shall, at a minimum, include an educational support team, instructional and behavioral interventions, and accommodations that are available as needed for any student who requires support beyond what can be provided in the general education classroom and may include intensive, individualized interventions for any student requiring a higher level of support.

Act 173 Levers = Education Quality Standards

2120.6. Curriculum Coordination.

- a. aligned with the standards approved by the State Board of Education;*
- b. coordinated across all grades to prepare students for graduation;*
- c. coordinated across the supervisory union, including sending high schools and technical centers;*
- d. informed by ongoing review of new research, changing learning opportunities, and updates to the standards approved by the State Board of Education;*
- e. designed to enable all students to achieve the graduation requirements; and*
- f. integrated with technology across all disciplines*

2123.2. Development and Implementation of Local Comprehensive Assessment System.

[...]

- e. informs the development of Personalized Learning Plans and student support;*
- f. provides data that informs decisions regarding instruction, professional learning, and educational resources and curriculum; and*
- g. reflects strategies and goals outlined in the district's Continuous Improvement Plan*

FOUR LEVERS – WHAT’S THE CONNECTION?

■ How do the levers connect to each other?

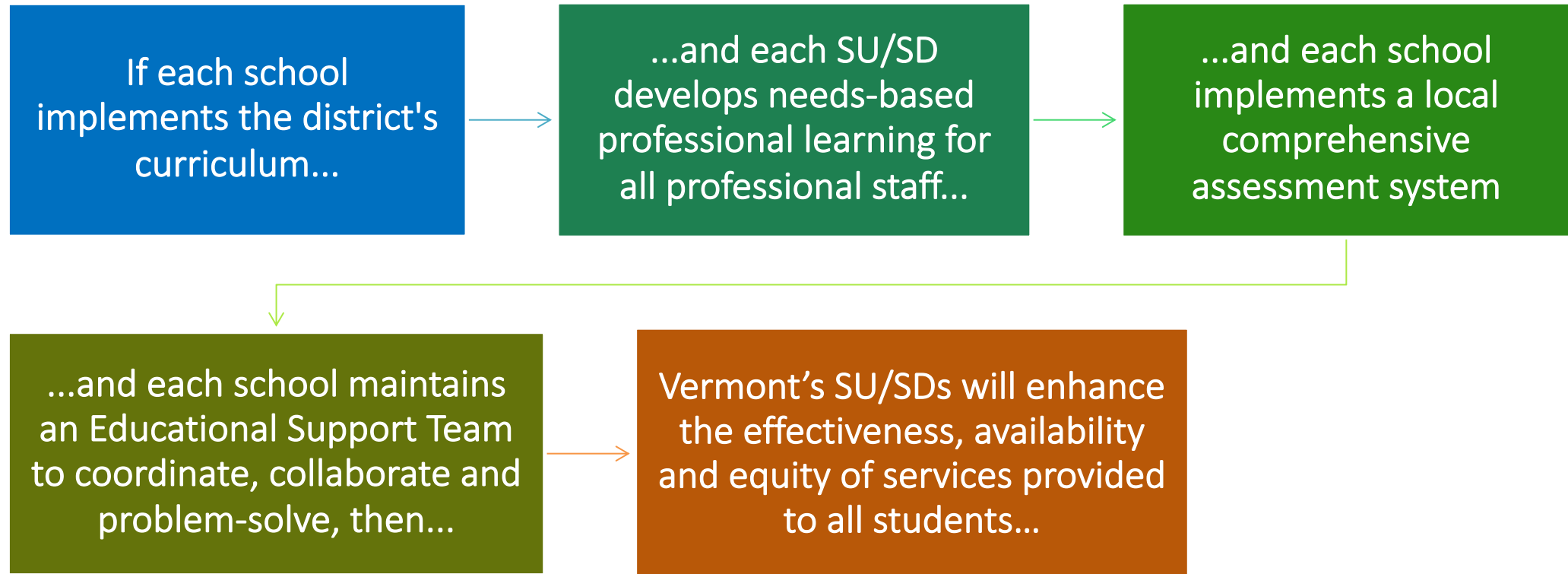
- *Data literacy is strengthened through **needs-based professional development** to increase educator efficacy so that educators are wise consumers of **assessment data**, understanding its properties and appropriate uses. – LCAS Making Connections With VTMTSS*
- *SU/SD leadership engages teachers in the **use of student data** to collaborate on **refinement of curricular design**. – Coordinated Curriculum Making Connections With VTMTSS*

■ How are these levers drivers of school improvement/continuous improvement?

- *These rules are **designed to ensure continuous improvement** in student performance, instruction and leadership to enable **[ALL]** students to attain rigorous standards in high-quality programs. (Rule Series 2000 – EQS)*
- *The wheel: CC → LCAS → EST → NBPL*

Why These Levers?

The AOE believes that if school systems are effectively implementing these four levers, then they will have the systems in place to realize the goals of Act 173. These levers are systemic in nature and require communication, coordination, integration, and collaboration.



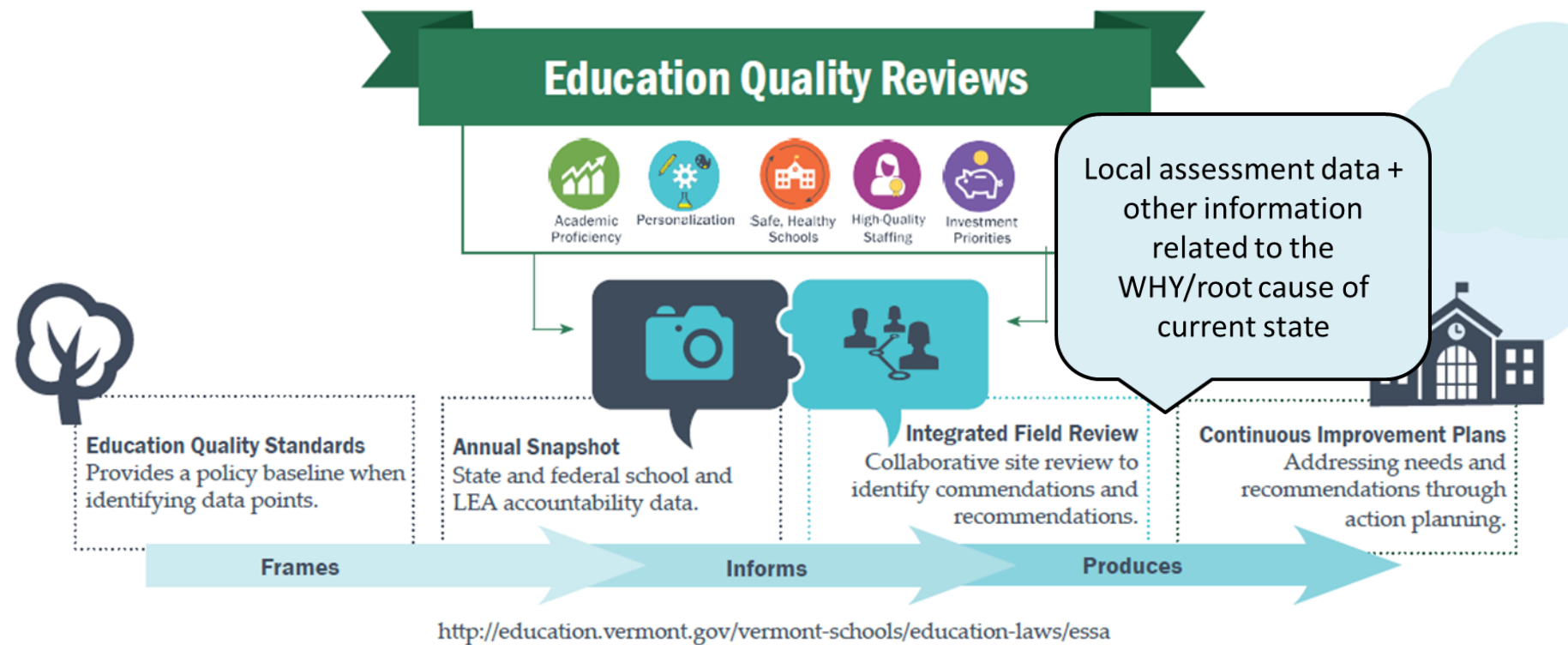
THIS MEANS YOU AS A SCHOOL BOARD PLAY A CRITICAL ROLE...

- In supporting data literacy school- and system-wide
- In supporting continuous improvement planning
- In ensuring *that every student has access to the resources, opportunities and educational rigor they need at the right moment in their education, whatever their race, gender/identity, sexual orientation, ethnicity, religion, language, disability, family background, or family income may be.*

VERMONT COMPREHENSIVE ASSESSMENT PROGRAM

- State and National Summative Assessments
 - What are they?
- Local Comprehensive Assessment System
 - What is it?

CONTINUOUS IMPROVEMENT—THE CANOPY VIEW



BROADENING THE DEFINITION OF DATA

- **Satellite View**
 - Broad patterns of achievement (e.g., SBAC)
- **Map View**
 - Help us understand skill gaps (e.g., diagnostic, screening, some benchmarks)
- **Street View**
 - Fine Grain & Ubiquitous (e.g., student work, exit tickets, interviews, observations)
 - Teacher practice and student experience, learning, misconceptions, and mindsets

GUIDING QUESTIONS FOR CONTINUOUS IMPROVEMENT

- **What is the shared vision for learners?**
 - What is our North Star (goal)?
 - Portrait of a Graduate
 - What does portrait look like in local context?
 - Are current strategies consistent with goal?
 - What aligns with our goal?
 - What is in conflict with our goal?
 - What is tangential to our goal?

GUIDING QUESTIONS FOR CONTINUOUS IMPROVEMENT

- **What changes can we make that will result in improvement?**
 - Is there research/evidence/data to justify decisions?
 - Is there diverse representation from essential stakeholders?
 - Have we considered how to implement changes/strategies effectively?

GUIDING QUESTIONS FOR CONTINUOUS IMPROVEMENT

- **What does success look like? How know if successful?**
 - Using multiple sources/types of data, what do we know about current situation?
 - What is working? Can we build on these strengths?
 - What are the root causes of the issues/challenges?
 - For whom is the system working? For whom is not working?
 - Are there structures for educators and leaders to look at the data?

GUIDING QUESTIONS FOR CONTINUOUS IMPROVEMENT

Coin Spinning Activity



LOCAL COMPREHENSIVE ASSESSMENT SYSTEMS

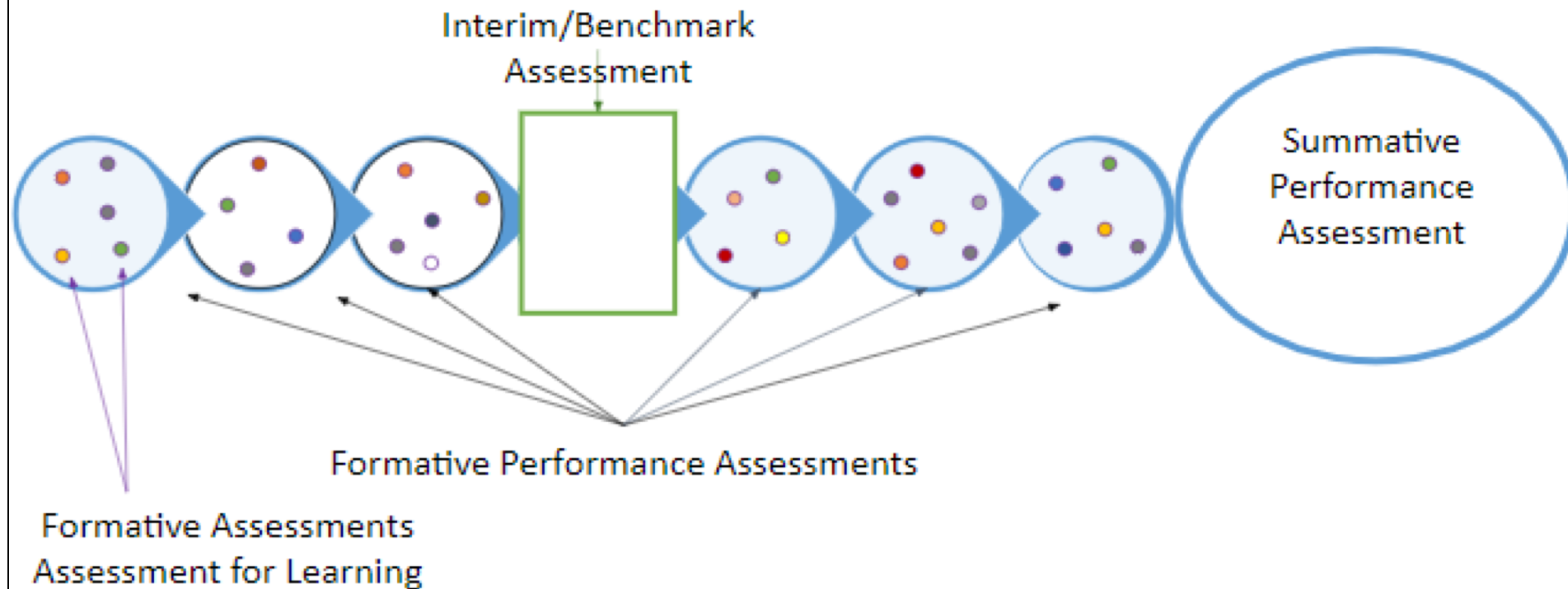
LCAS THEORY OF ACTION

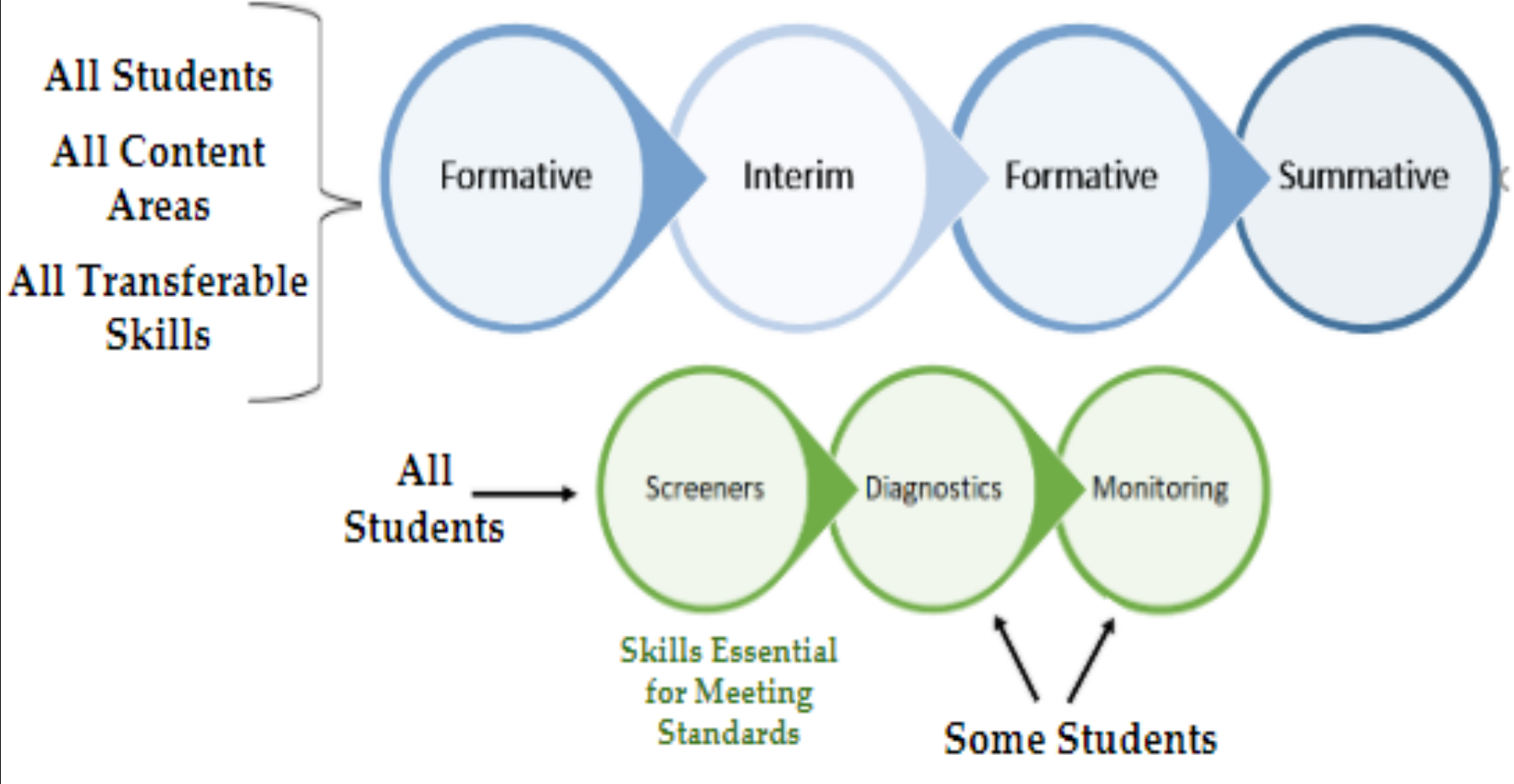
- If each SU/SD implements a LCAS, including
 - a balance of assessment types that provide information about student proficiency in a variety of ways
 - clearly communicate performance criteria
 - methods for communicating student progress. . . .

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”





FORMATIVE ASSESSMENT

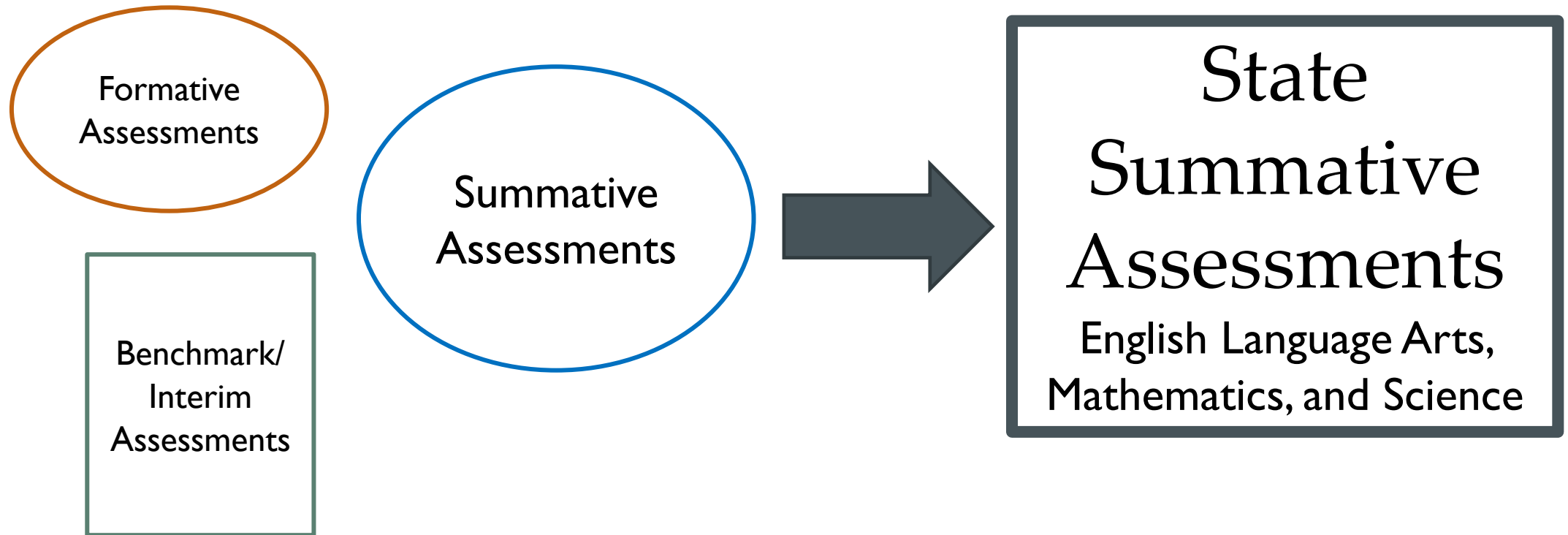
	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying, sharing, and understanding learning intentions	Engineering effective discussions, activities, and tasks that elicit evidence of learning	Feedback that moves learning forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

Figure 1. The five “key strategies” of formative assessment

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

LOCAL COMPREHENSIVE ASSESSMENT SYSTEM TO STATE SUMMATIVE ASSESSMENT DATA



ADDITIONAL RESOURCES

- [Vermont Annual Snapshot](#)—Quantitative data on all schools, LEAs, and the state of Vermont across EQS measures
- [Vermont Education Dashboard](#)—Reporting on statewide collections
- [Lexile/Quantile Hub](#)—Information on transforming data results to common reading and math metrics
- Local Comprehensive Assessment System (LCAS):
 - Developing streamlined balanced LCAS for all students ([link](#))
 - Next steps in strengthening LCAS effectiveness ([link](#))
 - Equitable and culturally-relevant LCAS ([link](#))
 - LCAS Technical assistance ([link](#))

Questions and Answers