

# Education Quality Reviews

Dr. Amy Fowler, Deputy Secretary  
November 5, 2015

# Education Quality Standards:

- Rules of the State Board of Education
- Went into effect in Spring of 2014
- Revised the expectations for what students will experience in our schools
- Read more about it:

<http://education.vermont.gov/state-board/rules/2000>

1. Introduction
2. Full Text of the Rules
3. Links to resources from the AOE

# Education Quality Reviews:

## What are education quality reviews (EQRs)?

EQR are the *mechanism* by which the Agency of Education, the State of Vermont and our local communities will be able to determine how well we are delivering on the promises set forward by the Education Quality Standards.

- Are school systems providing substantially equal learning opportunities?
- Are school systems satisfactorily improving in their offerings?

They are currently being piloted with participation from across the state.

# Overarching Goals for Education Quality Reviews

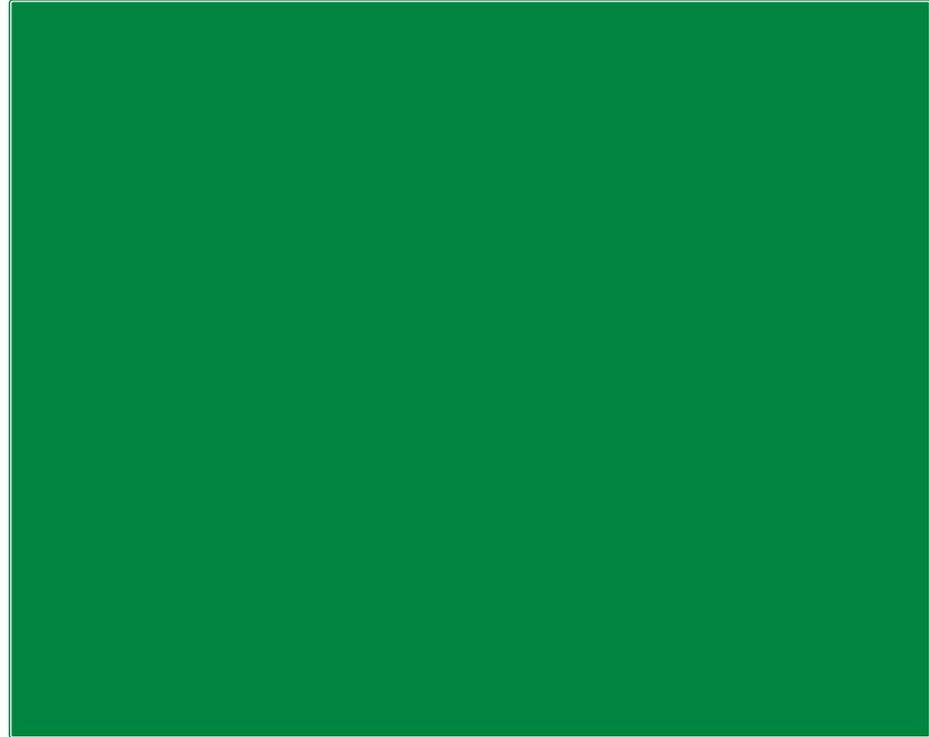
- Understand the *quality* of local-based efforts and local-decisions regarding EQS implementation
- Recognize the *full range* of outcomes we expect schools to deliver
- Identify *promising practices* to lift up to share with other school systems
- Create *networking* opportunities among geographically proximate school systems
- Build a *collective responsibility* for all students in Vermont.

# Education Quality Reviews:

- *Defined by Vermont's EQS*
  1. Academic Achievement
  2. Personalized Learning
  3. Safe, School Climate
  4. High Quality Staffing
  5. Financial Efficiencies
- *Will assess implementation of Education Quality Standards through Two Types of Reviews*
  1. Annual Snapshot Review-Quantitative review of school system
  2. Integrated Field Review-Qualitative review of school system
- *Part of a systematic program of continuous improvement*

# Annual Snapshot Review

- ✓ **Vermont**- data collection by level in all SU/SDs
- ✓ **Only Numbers**- Can do math with the data
- ✓ **Collected by AOE**- either currently or will be collected through SLDS
- ✓ **Stable** Collection-for the foreseeable future we would still collect it
- ✓ **≈Annual** Collection window that is at least an annual reporting



# Stylized Annual Snapshot

We are seeking to show an overall assessment of performance and to indicate the degree of equitable opportunity and outcome across the state, for students within the Supervisory Union/District and between schools.

Criteria	Overall Assessment	Between SU/SDs	Within SU/SD	Schools
Academic Achievement	●●●○●	≈	⌋	
Personalized Learning	●●●●○	>	⌋	
Safe, School Climate	●○○○○	<	⌋	
High Quality Staffing	●●●●○	≈	⌋	
Financial Efficiencies	●●○○○	≲	N/A	

# Reviewing Snapshot Indicators

Launch Page

Category Page

Data Detail  
Page

Fine Detail  
Page

Criteria	Category	Data Detail	Fine Detail
Academic Achievement	State Assessments	SBAC ELA	ELA % Proficient/Advanced
Personalized Learning	External Assessments	SBAC Math	ELA Scale Score
Safe, School Climate	Progression	DLM ELA	ELA Growth Score
High Quality Staffing	Career and College Readiness	DLM Math	ELA Participation Rate
Financial Efficiencies		NECAP Science	ELA Scale/Participation rate
		DLM Science	

**Slide 8**

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**03**

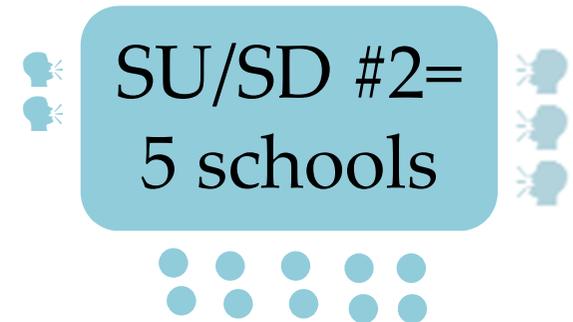
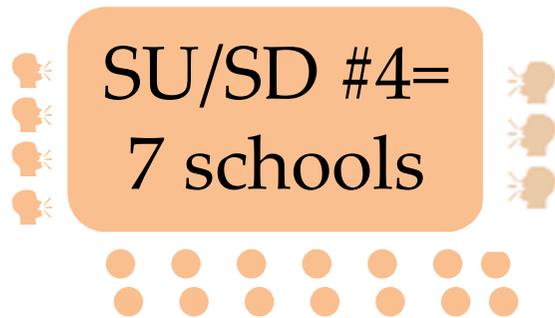
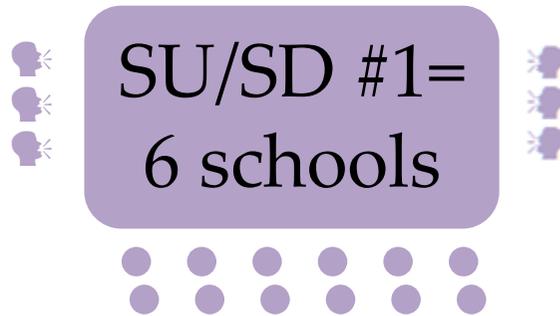
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Owner, 8/25/2015

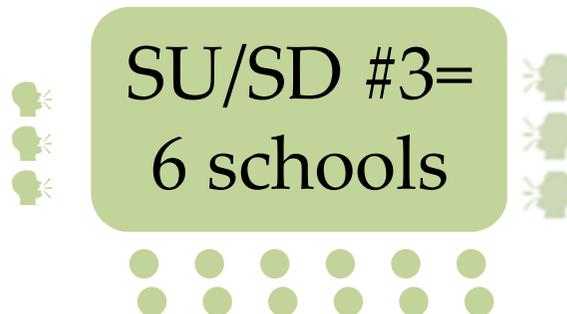
# Integrated Field Review



- ✓ **Local** data will vary by SU/SD and schools- local assessments, programs and opportunities are at the center.
- ✓ **Format varies-** could be local quantitative data or qualitative data
- ✓ **Observed/Heard during visits-** we must be in the schools to know it
- ✓ **Flexible-**Overtime how SU/SDs demonstrate this will change
- ✓ **≈Triennial Observations**



Hosting Teams  
Visiting Teams



 = Students  
 = Staff  
 = 5 AOE Staff to all school systems

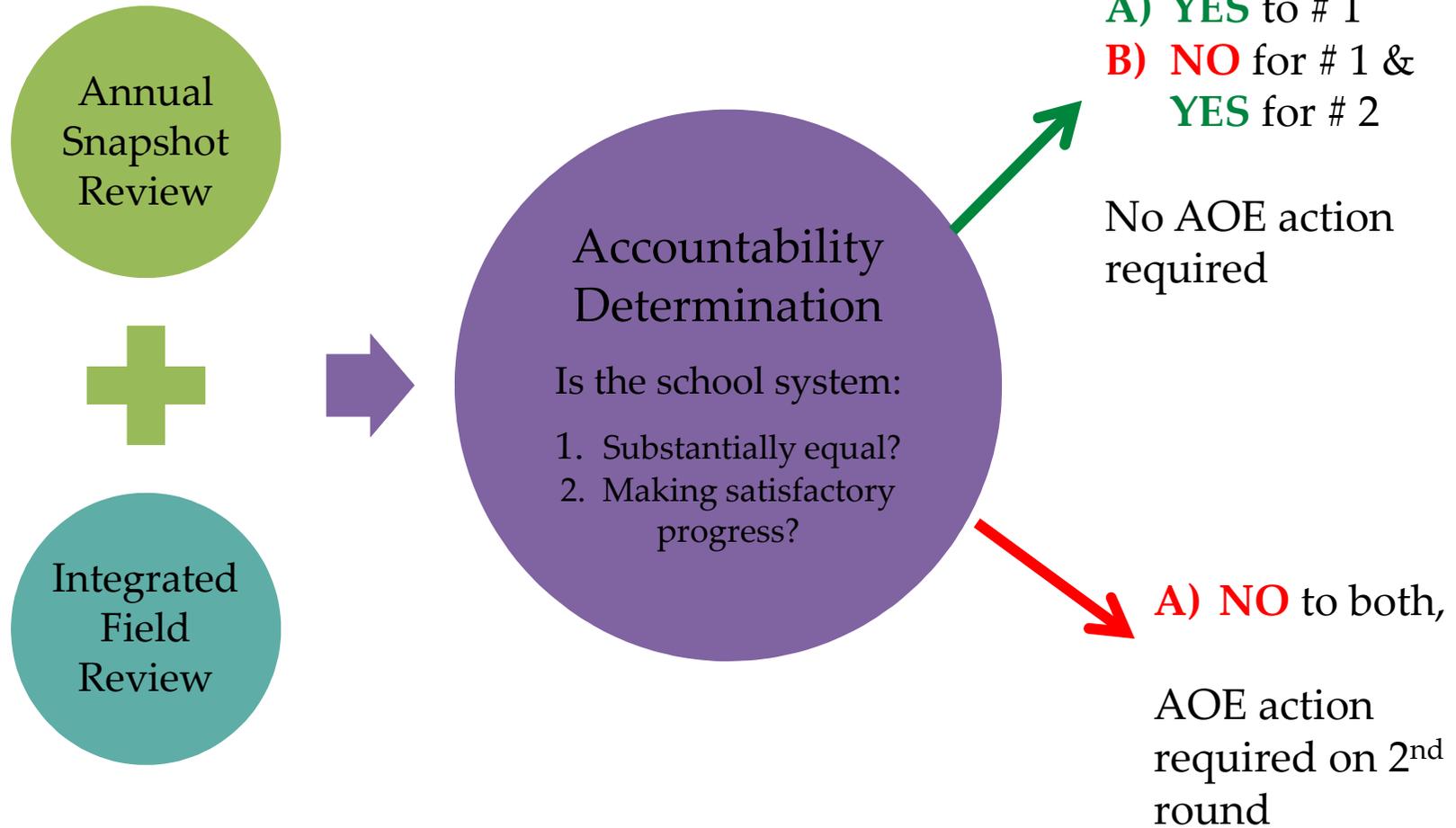
# What will Integrated Field Reviews examine?

Criteria	Examples of Evidence:
Academic Achievement	<ul style="list-style-type: none"><li>• curriculum coordination</li><li>• proficiency-based learning</li><li>• local assessment system</li><li>• full breadth of academic offerings</li><li>• sound instructional practices</li></ul>
Personalized Learning	<ul style="list-style-type: none"><li>• Personalized Learning Plan (PLP) development and usage</li><li>• flexible pathways</li><li>• student choice and voice in learning</li></ul>
Safe, School Climate	<ul style="list-style-type: none"><li>• activities to prevent discipline problems</li><li>• safe (physical and emotional) learning spaces</li></ul>
High Quality Staffing	<ul style="list-style-type: none"><li>• strong evaluation systems</li><li>• personnel recruitment and retention practices</li><li>• systematic and individualized professional development</li></ul>
Financial Efficiencies	<ul style="list-style-type: none"><li>• policies and practice prescribed by statute and regulation</li><li>• efforts to curb costs in educationally sound ways</li><li>• evaluation of cost effectiveness of programs and practices</li></ul>

# Education Quality Reviews:

Annual Snapshot	Integrated Field Review
<i>Assess Education Quality Standards Implementation</i>	
State-wide assessment	Local Assessments
Numeric Data	Visitations and Document Reviews
Identical for all SU/SDs	Process is the same for all SU/SDs, Data will differ
50% of State Accountability	50% of State Accountability

# Vermont Accountability



# Types of Required AOE Actions

- § 165(8b)
  - (1) continue technical assistance;
  - (2) adjust supervisory union boundaries or responsibilities of the superintendency;
  - (3) assume administrative control only to the extent necessary to correct deficiencies; or
  - (4) close the school and require that the school district pay tuition to another public school or an approved independent school ...

# Implementation Plan

Task	Participants	When
Pilot Integrated Field Reviews	AOE & 21 Supervisory Unions and Districts	Fall 2015 Winter 2016 Spring 2016
Finalize Annual Snapshot Reviews	AOE	Deploy August 2016
EQR deployed to ≈20 SU/SD for accountability purposes	AOE staff, SU/SD staff	2016-17 academic year

# Appendix

# Academic Achievement Metrics

*draft metrics-still be revised*

Criteria	Category	Detailed Data	Fine Detail
<b>Academic Achievement</b>	State Assessments	SBAC ELA SBAC Math DLM ELA DLM Math NECAP Science DLM Science	For all tests: % Proficient Average Scale Score Growth Percentile (not sci) By grades
	External Assessments	SAT/ACT PSAT AP Exams CLEP ASAVB (military) CTE Certification	For all tests: % Passing % Participating % Passing ÷ % Participating
	Progression	Mastery of Standards (a-g) 4-year HS Grad Rates 6-year HS Grad Rates Retention Rates	% Passing grade level standards in content areas in years not tested
	Career and College Readiness	College Data Trade School Data Workforce Data Military Data	College- enroll, persist, graduate Trade- enroll, complete Work- entry, wages Military- entry, commission

# Personalization Metrics

*draft metrics-still be revised*

Criteria	Category	Detailed Data	Fine Detail
<b>Personalization</b>	Variety of Learning Experiences	Dual Enrollment Early College Work-Based Learning Service-Learning CTE Traditional	All % participating ever % passing (as applicable)
	Personalized Learning Plans	% of Current PLP % of staff serving as advisors Advisory/student PLP Ratio	
	Least Restrictive Environment	% of general education exposure for child count students (by IEP or schedule)	
	Extended Learning Opportunities	% of students in extended learning (summer, after, etc.)	Summer programs After/Before School programs

# Safe, School Climate Metrics

*draft metrics-still be revised*

Criteria	Category	Detailed Data	Fine Detail
Safe, School Climate	Attendance	Truancy Rate (federal definition) % students with >90% attendance	
	Exclusions	Suspension rate per ADM Average Length of Suspension Average incidents leading to exclusion per ADM	
	Disruptions to Positive School Climate	Incidents/ADM of: bullying/harassment/hazing substance abuse/use at school violence against others	

# High Quality Staffing Metrics

*draft metrics-still be revised*

Criteria	Category	Detailed Data	Fine Detail
<b>High Quality Staffing</b>	Staff Credentials	% of staff working on full license % of staff working on provisional	
	Staff Stability	Turnover of staff including teachers, principals, SU staff, operations, educational staff, paras	
	Staff Experience	Average experience of staff including teachers, principals, SU staff, operations, educational staff, paras	
	Professional Development	Percent of staff work schedule devoted to on-site PD Percent of grant funds for PD Percent of all expenditures for PD Percent of staff participating in PD expenditures	
	Staff-Community Connectedness	Index of staff residential distance to community	
	Shared Leadership	Presence of Leadership Teams Diversity of membership in leadership teams among stakeholders	

# Financial Efficiency Metrics

*draft metrics-still be revised*

Criteria	Category	Detailed Data	Fine Detail
<b>Financial Efficiency</b>	Staffing Outlays	Educational Staff Teachers Support Staff Counseling Para-professional Operational Staff Administrative Staff SU Staff	All staff comparisons % of expenditures Expenditures/ADM Staff FTE/ADM
	Special Education	Extraordinary Spending Contract Spending Residential Placements	
	Capital Outlays	Capital Investments Deferred Maintenance	
	Audits	Completed as required Number of negative findings	
	Outcomes	Purchasing power of other EQR categories per ADM expenditure	