



# VERMONT STATE HOUSE EDUCATION COMMITTEE

22 APRIL 2021

Education Quality Standards  
Education Quality Review

# EDUCATION QUALITY STANDARDS

## **State Board of Education Rule 2000 (2014)**

- Educational opportunities that are substantially equal in quality
- Students achieve or exceed standards approved by State Board of Education.
- Ensure continuous improvement in student performance, instruction and leadership to enable students to attain rigorous standards in high-quality programs
- **Defines good teaching and learning for Vermont**

# EDUCATION QUALITY STANDARDS

- Standards, not curriculum or pedagogy
- Local school boards determine how EQS realized within state and federal law

# EQS DOMAINS



## 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?

# ACADEMIC PROFICIENCY



## Academic Proficiency

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

- Instructional Practices
- Curriculum Content
  - literacy
  - mathematical content and practices
  - scientific inquiry and content knowledge
  - global citizenship
  - physical education and health education
  - artistic expression
  - transferable skills (communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology)
- Curriculum Coordination
- Local Comprehensive Assessment Systems

# PERSONALIZATION



## Personalization

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

- Flexible Pathways
- Personalized Learning Plans
- Local Graduation Requirements
- Career and Technical Education

# SAFE, HEALTHY SCHOOLS



## Safe, Healthy Schools

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

- Tiered Systems of Support
- School Facilities and Learning Environment

# HIGH QUALITY STAFFING



## High Quality Staffing

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

- School Leadership
- Staff
- Needs Based Professional Learning
- Staff Evaluation



# INVESTMENT PRIORITIES

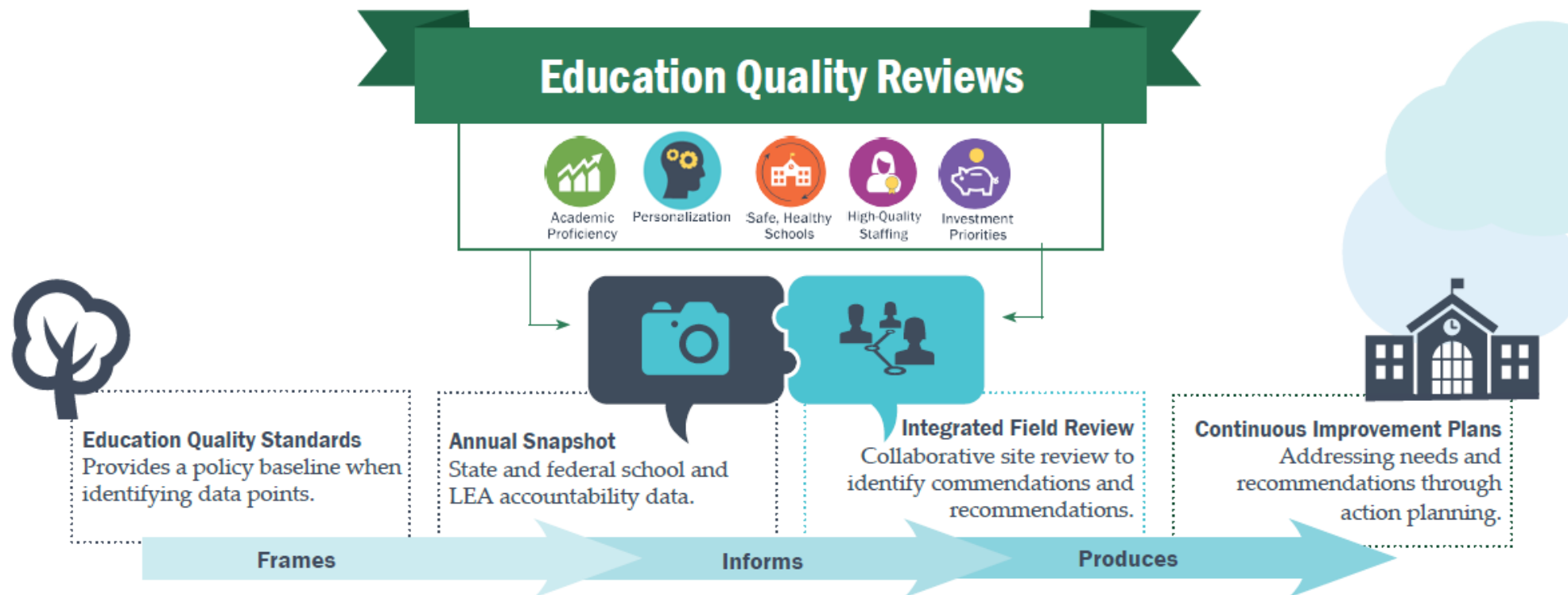


## Investment Priorities

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

- Student Staffing Ratios
- Continuous Improvement Plan
  - goals and objectives for improved student learning
  - strategies and activities designed to achieve goals
  - strategies to ensure safe, orderly, civil and positive learning environment free from harassment, hazing and bullying
  - required technical assistance from the Vermont Agency of Education as appropriate or determined by law

# PUTTING THE PIECES TOGETHER



<http://education.vermont.gov/vermont-schools/education-laws/essa>

# Vermont Annual Snapshot

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## Education Quality Standards Domains

	Performance		Equity Index	
	Current ⓘ	Change ⓘ	Current ⓘ	Change ⓘ
 <p><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.</p>	 Approaching	 Declining	 Not Meeting	 Declining
 <p><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.</p>	 Approaching	 Declining	 Exceeding	 Not Improving
 <p><b>Safe, Healthy Schools</b> How well do our schools provide environments where students feel healthy, safe, and supported in achieving their goals?</p>	 Meeting	 Declining	 Not Meeting	 Excelling
 <p><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 and Staff Stability.</p>	 Exceeding	 Excelling	N/A	N/A
 <p><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 and Per Student Expenditures, though the rating displayed is composed only of Staffing Ratios.</p>	 Meeting	 Declining	N/A	N/A

# INTEGRATED FIELD REVIEWS (IFR)

- Largely qualitative data
- Every three years
- Mix of:
  - Standard for all LEAs
  - Specific to each LEA
  - LEA-created prompts
- Conducted by education peers, with AOE facilitation