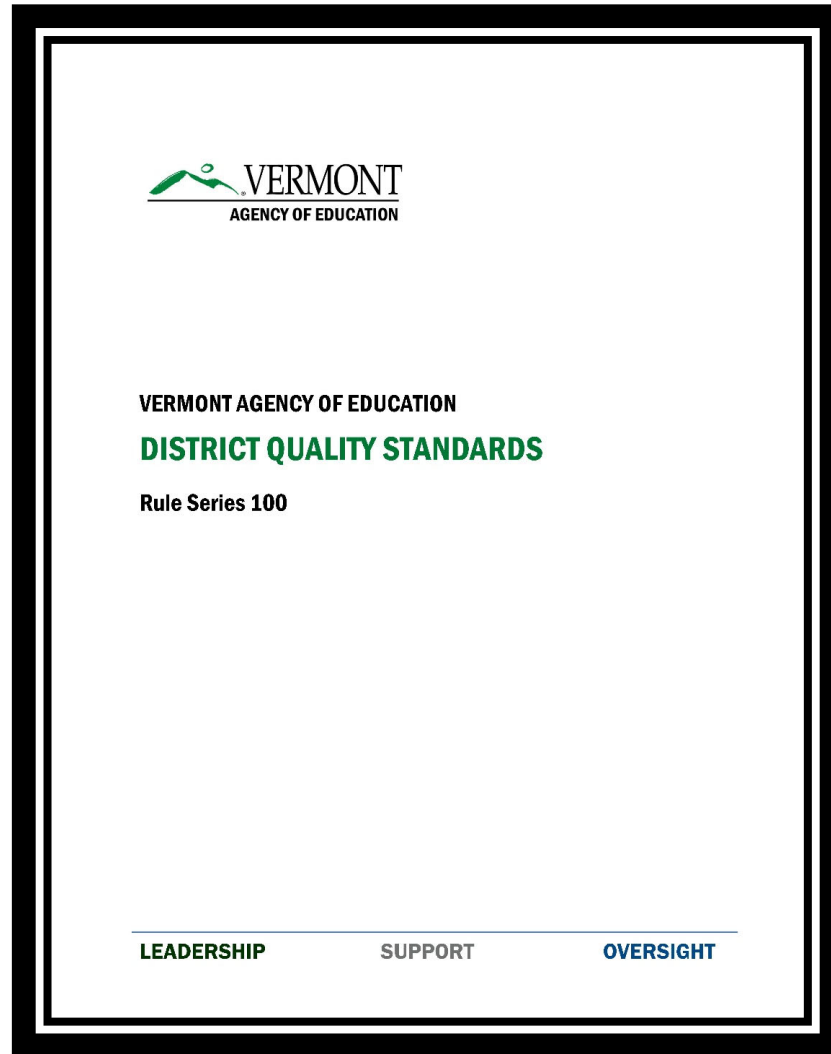


Implementation & Quality Review Process of the Governance Standards in DQS

June 13, 2024

- 111 Business Operations
- 112 Facilities Management and Safety
- 113 Governance (pp. 6-8)**

These rules will take effect on **July 1, 2025.**



District Quality Standards (DQS) and Quality Assurance Regulations (QAR)

June 13, 2024

AOE Operations

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District Quality Standards

- Rule Series 100: [Agency of Education Rules | Agency of Education \(vermont.gov\)](#)
- Addresses:
 - District Quality Standards (“DQS”)
 - Quality Assurance Regulations (“QAR”)
 - Reporting and public transparency requirements
- Applicable to public Supervisory Unions and Supervisory Districts – not applicable to independent schools
- Effective July 1, 2025

Rationale

- The State (AOE) is responsible for providing equitable access to high quality education to Vermont learners.
- Assurances are needed to support the successful delegation of this authority.
- Significant process variability in Vermont's education system has been exacerbated by:
 - Pandemic
 - Labor Shortages
 - Increased Staff Turnover

Expected Outcomes

- Stronger and more consistent district-level core processes that can:
 - Address persistent quality concerns
 - Reduce equity gaps
 - Mitigate the impact of staff turnover
- Increased ability to deliver relevant technical support
 - Absent clear standards, difficult to provide methodical and effective supports

District Quality Standards

- Provide new district-level standards in:
 - Business Operations
 - Facilities Management
 - Facilities Safety
 - Governance
- Critical, high-leverage systems that support equitable access to high quality education
- Focused on end results rather than prescriptive processes
- Attainable for all districts
- Is not a mechanism by which EQS is comprehensively measured or reviewed

EQS Inclusions

EQS Element	SBE Rule No.
Curriculum Coordination	2120.6
Local Graduation Requirements	2120.8
Needs Based Professional Learning	2121.3
Staff Evaluation	2121.4
Tiered Systems of Support	2121.5
Access to Instructional Materials	2122.2
Local Comprehensive Assessment System	2123
Continuous Improvement Plan	2125

Quality Assurance Regulations

- Determines the process by which DQS compliance is evaluated prior to, and in accordance with, enacting provisions of existing statute (16 VSA 165)
- Defines roles and responsibilities for school boards, district administrators, AOE, and SBE
- Utilizes state assessment scores as basis for AOE intervention and review
- Designed to be achievable by Vermont education system

QAR Process

1. **District Self-Evaluation (Annual)**
2. **AOE Three-Year Intermediate Review**
 - Identification (Year 1): AOE reviews State assessment proficiency scores and annual self-evaluations
 - Agency Review (Year 1 and 2): AOE reviews indicators of system-level proficiency in selected EQS elements
 - AOE may recommend corrective action and/or technical assistance
 - Agency recommendation to SBE (Year 3)
3. **SBE Hearing:** Described in 16 VSA 165. Occurs following the Intermediate Review *if* District fails to take corrective action.

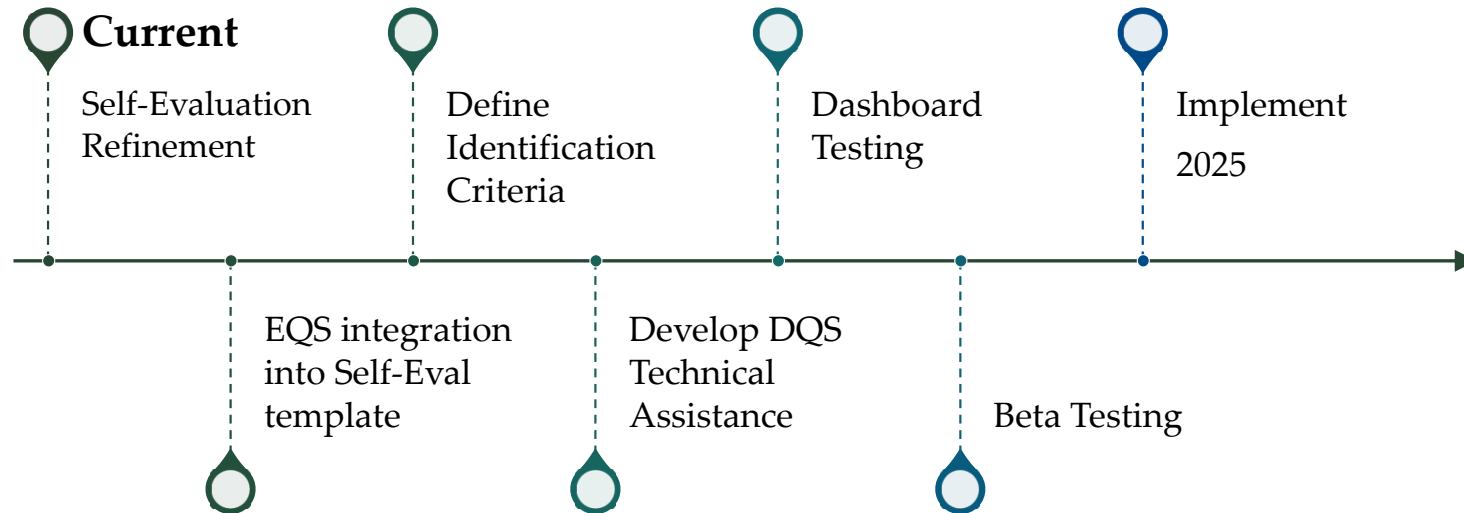
Self-Evaluation: Expected Results

- Year of Implementation = Expectation setting.
- Many SU/SD's will self-evaluate below "Proficient"
 - AOE will analyze data for trends and concentrations of "Approaching Proficiency".
 - Focus placed on providing technical supports.
 - Explore SU/SD's with "Advanced Proficiency, review potential for knowledge and resource sharing.
- DQS Proficiency alone will not trigger Intermediate Review
 - Intermediate review begins with identification based on performance and assessment data.
- Expect to see improvement over time – unlikely to see significant changes by second year.

AOE Oversight & Technical Support

- Focused technical support for districts with:
 - Satisfactory Proficiency and Below Satisfactory Processes;
 - Below-Satisfactory Proficiency and Satisfactory Processes
- Self-assessment tool and specific criteria need to be developed for local and AOE use
- Considers proficiency of historically marginalized student groups by exempting from further intensive review those districts with below-satisfactory assessment scores and satisfactory processes.

Timeline of Work



Questions

**Thank you for participating in
today's webinar.**

**Please complete the online
evaluation!**

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