

Policy Coherence and School District Quality Standards (SDQS)

Daniel M. French, Ed.D.
Secretary of Education

Policy Roles

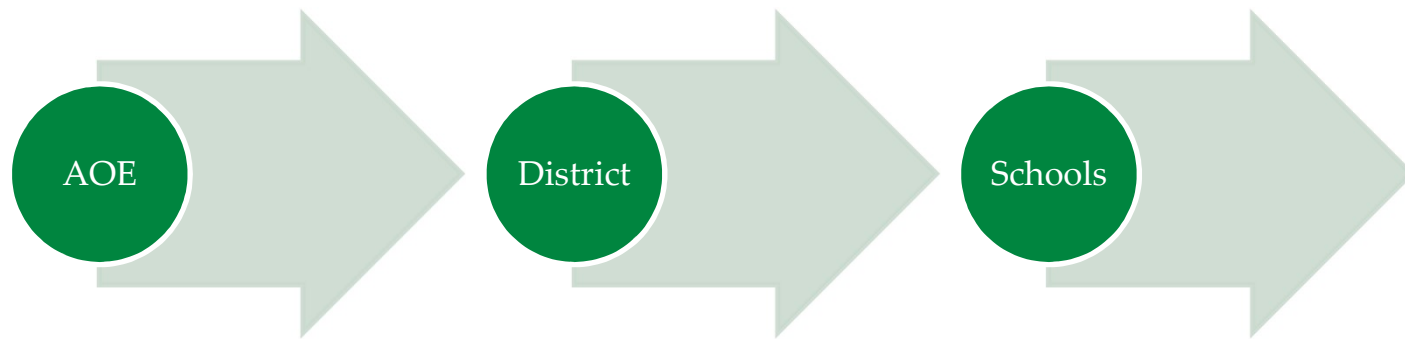
- General Assembly – establishes policy goals, sets implementation parameters, provides resources
- State Board – creates regulations to implement the policy and accomplish policy goals
- AOE – provides technical guidance (leadership, support, and oversight)

AOE Purpose Statement

The Agency of Education implements state and federal laws, policies, and regulations so that all Vermont learners have equitable access to high-quality learning opportunities. The Agency accomplishes this mission through the provision of leadership, support, and oversight of Vermont's public education system.

- By leadership, we mean developing a shared statewide vision and defining expectations for Vermont's education system in order to achieve a coherent and consistent understanding of policy and its implementation at the local level.
- By support, we mean providing professional learning opportunities and technical assistance so that stakeholders can meet legal requirements, ensure fiscal accountability, and make data-informed decisions.
- By oversight, we mean data collection and monitoring to verify that state and federal resources are used appropriately and effectively to establish a high-quality education system so that each Vermonter has access to high-quality learning opportunities.

Post Act 46 Theory of Action



Policy Coherence

- Clear relationship among policy goals, statutory delegation of authority, regulation, and technical guidance
- Clear articulation of implementation timelines relative to the scope of the initiative and systems capacity
- Clear logic between inputs and outcomes

Case - PBL

- Created through broad stakeholder engagement and advocacy
- No statutory language
- Limited relationship between statute and regulation therefore no statutory goals, implementation parameters, or resources

Case – ESSA State Plan

The primary accountability framework required by feds, based on our EQS with broad stakeholder input but:

- Never approved by the State Board
- Never approved by the General Assembly
- Never signed by the Governor

Conclusions

- We get pretty good outcomes for most of our students but not all, with persistent and growing equity gaps.
- The relative high degree of policy incoherence has a high cost in terms of both \$\$ and personnel and systems churn.
- The “oversight” function of the Agency is not well articulated or implemented.

School District Quality Standards

- An Opportunity for Proactive Policy Coherence

Mass. District Quality Standards

Leadership and Governance	Curriculum and Instruction
School Committee Governance, District and School Leadership, District and School Improvement Planning, and Budget Development	Curriculum Selection and Use, Classroom Instruction, and Student Access to Coursework
Assessment	Human Resources and Professional Development
Data Collection System, Data Use, and Sharing Results	Infrastructure, Recruitment, Hiring, and Assignment, Supervision, Evaluation, and Educator Development, Recognition, Leadership Development, and Advancement
Student Support	Financial and Asset Management
Safe and Supportive School Climate and Culture, Tiered Systems of Support, and Family and Community Engagement and Partnerships	Budget Documentation and Reporting, Adequate Budget, Financial Tracking, Forecasting, Controls, and Audits, and Capital Planning and Facility Maintenance

Discussion

- To what extent do you agree that we need to have greater policy coherence?
- To what extent would you be interested in partnering with the Agency on drafting and proposing a new SDQS framework?