

Integrated Field Review Report

REPORT

May 28, 2019

Addison Rutland Supervisory Union

Final Report

Site Visit: April 11, 2019

Compiled by the Addison Rutland SU Visiting Team

Submitted by Donna Stafford



And **Schools & Enrollment**

| School | Approximate Enrollment | Grade Span |
|-----------------------------|------------------------|------------|
| Benson Village | 85 | EEE-8 |
| Castleton Elementary School | 265 | EEE-5 |
| Castleton Village School | 119 | 6-8 |
| Fair Haven Grade School | 353 | EEE-8 |
| Fair Haven UHSD #16 | 385 | 9-12 |
| Orwell Village | 142 | EEE-8 |

Addison Rutland Supervisory Union (ARSU) participated in the Vermont Agency of Education’s Integrated Field Review (IFR) on April 11, 2019.

During the afternoon of the IFR training, the Visiting Team reviewed artifacts provided by ARSU. During the full day visit, the Visiting Team participated in interviews of the Superintendent, Director of Curriculum/Grants Manager, Business Manager, counseling staff, intervention staff, teaching staff, students, parents, and administrators. In addition, the Visiting Team observed classroom instruction and other ARSU learning environments through observations and facilities tours led by students.

The Visiting Team gathered data regarding the implementation of Education Quality Standards across the system related to Academic Proficiency, Personalization, Safe Healthy Schools, High Quality Staffing, and Investment Priorities.

Visiting Team

| Name | Role | Organization |
|-------------------|--|-----------------------------|
| Beth Adreon | HS Special Educator | Addison Northwest SD |
| Cassie Papandrea | HS Teacher | Greater Rutland County SU |
| Christopher Sell | HS Principal | Greater Rutland County SU |
| Eddie Dechen | Elementary Teacher | Rutland City Public Schools |
| Ellie Davine | Psychology Teacher | Rutland City Public Schools |
| Jeanne Collins | Superintendent | Rutland Northeast SU |
| Jennefer Paquette | Elementary Principal | Addison Central SD |
| Katie Birkett | Elementary Teacher | Addison Northwest SD |
| Sherry Lantman | Elementary Teacher | Greater Rutland County SU |
| Tina Roach | HS Teacher | Greater Rutland County SU |
| Jessica Lynch | Elementary Curriculum Coordinator | Addison Central SD |
| Linda Horn | Math Instructional Coach | Rutland Northeast SU |
| Terry Reilly | Educator Quality Programs Coordinator | Agency of Education |
| Greg Young | Personalized Learning Team | Agency of Education |
| Liza Hartlyn | EQA Coordinator | Agency of Education |
| Cathy Wilkins | Licensing Specialist | Agency of Education |
| Josh Souliere | Assistant Director of Education Quality Reviews | Agency of Education |
| Donna Stafford | Education Quality Manager | Agency of Education |
| Jenn Dale | EQA Coordinator | Agency of Education |

Academic Proficiency

The Vermont Education Quality Standards prioritize a coordinated curriculum in all subjects for each Supervisory Union/District that is aligned to the standards adopted by the State, instruction in all subjects and the transferable skills, a local assessment system for determining student achievement, multi-tiered systems of support for learners in meeting those standards and participation in the State assessment system.

Findings:

Curriculum Coordination

1. ARSU has a coordinated curriculum, aligned to proficiencies, and they are working on addressing, assessing and reporting proficiency information across the SU.
2. Regular in-service time is given to teachers to meet across the supervisory union to further their work on a coordinated, written curriculum that is aligned to standards and instruction.

Instructional Practices

1. Parents, students and teachers all voice varying levels of frustration with understanding the report cards.
2. Evidence indicates that students and teachers work together to discuss, assess, and set goals for their learning in many classes across ARSU.

Local Assessment System

1. Teachers report following a practice of giving three formative assessments, using rubrics, followed by a 1:1 conference with students, to determine the next steps in their learning. The idea is to set up students for success with the summative assessments.
2. ARSU is working on aligning assessments across the SU.

Proficiency-Based Learning

1. ARSU aims for small class sizes to allow for differentiation, in order to meet student needs and wants.
2. Parents, teachers, and students express that students do not appear to be as motivated in a proficiency-based grading system; they also report confusion in understanding proficiencies, relative to grading, and in how to help students improve to meet the standards.

Commendations

1. ARSU has prioritized safety of students and staff and established connections with all stakeholders to ensure a safe learning and teaching environment for everyone.
2. ARSU central office is working with all schools and staff on designing, developing and improving their local assessment system to ensure that assessments are cognitively demanding, accessible to all students, and aligned to standards, curriculum and instruction,

Recommendations

1. ARSU should explore ways to communicate and provide all stakeholders with a better understanding of proficiency-based learning, addressing any specific concerns of parents, teachers and students.

2. ARSU should address student engagement as it relates to proficiency based learning.

Personalization

The Vermont Education Quality Standards prioritize development of personalization through the creation and use of Personalized Learning Plans, flexible pathways to graduation, Career and Technical Education and instructional strategies that personalize learning for students.

Findings:

Personalized Learning Plans

1. The SU has committed efforts and resources to creating a structured personalization process across all schools in the SU grades K-12.
2. The system supports the Personalized Learning Plan (PLP) process through providing structured time for professional learning communities to work on areas such as personalization, instructional practices, curriculum and others.
3. Most parents across the SU indicate they understand their child's PLP, and the development process.

Flexible Pathways

1. Evidence indicates that the SU is in the process of implementing additional work-based learning opportunities, which will include contracting with local business to provide an environment where students can explore opportunities within that field.
2. Evidence reveals opportunities for students to earn college credits their senior year of high school through Castleton University partnerships.

Full Breadth of Courses

1. Reports indicate that flexible pathway options have negatively impacted course offerings and enrollment in AP courses.
2. Evidence indicates most courses offered have been aligned with one or more of Vermont's transferable skills.

Student Voice and Choice

1. Students report having voice in their learning and extracurricular activities, including the creation of a gaming club and SU-wide anti-bullying efforts.
2. Evidence indicates that student have input and choice in many focus areas, including projects and learning presentations.

Commendations

1. ARSU has developed a formalized personalization structure in grades K-12. It is differentiated, based on grade level and student's needs, and supported through SU-wide practices, such as professional learning communities.
2. ARSU students report having many opportunities for having their voice heard, and for choice in their learning, which has led to them having a strong connection with their school and communities.

Recommendations

1. ARSU should examine their current breadth of courses to find a balance in providing electives and options to serve the current population.
2. ARSU should continue to pursue expanding their flexible pathways to meet current student needs.

Safe Healthy Schools

The Vermont Education Quality Standards prioritize the establishment of learning environments that promote the social and physical health of students, facilities that promote learning and security, support for preventing disciplinary infractions and responding appropriately when transgressions occur and engaging in inter-agency work to support students beyond the school day.

Findings:

Multi-tiered System of Supports

1. Evidence indicates multiple academic and behavior supports in place for all students to use on a daily basis. These supports can be self-selected (e.g., self-regulation), through referral, and integrated into the daily curriculum and schedule.
2. Evidence demonstrates a clearly defined Educational Support Team (EST) process that is data-driven and includes regular collaboration among leadership, teachers, and support staff.
3. Positive Behavior Intervention and Supports (PBIS) is implemented at the universal level at all elementary and middle schools in the SU, and it is in the development phase at the high school. There is a movement to implement level 2 PBIS supports at schools that have already established universal supports.

Social/Emotional Health

1. Students interviewed identify at least one, and in most cases multiple adults that they trust and to whom they can approach if an issue arises.
2. There is a strong counselor presence in the schools and students indicate that they know how to access the services that are provided.

Physical Well-Being

1. Students interviewed report feeling safe at school, in part due to increased safety measures such as ALICE training and the increased presence of school resource officers; they also report feeling that the administration and staff genuinely care about them.
2. Evidence reveals opportunities for students to be active throughout the day, including recess, physical education classes, advisory classes, and afterschool clubs/sports.

Physical Environment

1. Interviewees report disparate satisfactions with building space accommodations, with some reporting insufficient space and others reporting abundant space.
2. The SU is responsive to community concerns and has taken appropriate measures in upgrading security measures including installation of key card readers, exterior lights, cameras, and student resource officers to ensure student safety, first and foremost.

Commendations

1. The ARSU superintendent, administration, and staff have prioritized student and staff safety across the supervisory union and are commended for their efforts to sustain an inclusive, safe and accepting healthy learning environment for everyone.
2. The SU has comprehensive systems of support that provide integrated and differentiated interventions for all students in a collaborative and collective manner.
3. Based on interviews with parents, students, and staff, evidence shows that ARSU has made it a priority for adults across the district to build trusting relationships with students.

Recommendations

1. ARSU should assess how space is utilized in buildings across the district to determine more equitable use of space.

High Quality Staffing

The Vermont Education Quality Standards prioritize the role of all school leaders in improving student learning and establish the expectation that school leaders will have sufficient time to carry out their responsibilities in order to focus on improving student learning by ensuring that professional staff are appropriately licensed, a system of appropriate needs-based professional learning is available and aligned with staff evaluation and supervision policies, continuous improvement.

Findings:

Professional Development

1. Evidence indicates that professional development is driven by district identified priorities.
2. Evidence reveals a clear, well communicated outline of the annual professional development calendar, developed prior to the beginning of every school year.

Staff Evaluation

1. New teachers are evaluated twice a year through the use of coordinated evaluation processes and practices, which include regularly scheduled walkthroughs.
2. Teachers new to ARSU participate in a new teacher orientation and structured formal mentoring program for two years.

Leadership

1. Interviewed stakeholders report feeling supported and valued by the administrative team in ARSU.
2. Evidence indicates the administrative team has been inclusive of stakeholder input, and has communicated messages clearly, effectively, and efficiently to the community and parents.

Staffing

1. ARSU reports a high level of turnover for the 2018-2019 school year with a multitude of root causes.
2. Evidence indicates teachers develop a strong connection with parents, student and members of the community.

Commendations

1. ARSU has demonstrated commendable support for all stakeholder groups in the Supervisory Union with regard to teaching and learning, communication, and safety. This is evidenced in all interviews with staff, students, and parents.
2. There is a consistent, regularly implemented teacher evaluation system that includes regularly scheduled walkthroughs and a mentoring program for new teachers.

Recommendations

1. ARSU should continue to explore creative ways to address the high turnover rates, above and beyond the work they have already done.

Investment Priorities

The Vermont Education Quality Standards require that Supervisory Unions carry out their work in accordance with the fundamentals of accounting procedures, provide the full range and breadth of resources, and facilities to support student learning while doing so at a funding level supported by the local community and conduct the business of schooling in accordance with laws that govern education.

Findings:

Continuous Improvement Planning

1. Interviewed teachers report having a general knowledge of the district continuous improvement plan and they are offered professional development opportunities directly related to the plan.
2. Teachers report giving feedback as part of each professional learning experience, to inform future professional learning.
3. Teachers report a desire for additional math resources and support, considering that the continuous improvement plan is largely literacy driven.

Student Data System

1. Students and parents have access to PowerSchool, which is setup for tracking progress on proficiencies; however, full utilization of student data systems and proficiency-based grading are still works in progress.
2. ARSU collects PBIS data related to most frequently reported behaviors.

Financial Alignment

1. Evidence indicates that investments in technology (1:1) are well supported and utilized in schools across the SU.
2. Reports indicate that central office works with teachers to meet curricular needs, using creative reallocation strategies.

Communication

1. Parents report great communication from the schools around district-wide updates and grading.
2. Communication from schools and SU office is reported to be effective, particularly around school security, safety issues, and investments.

Commendations

1. The Supervisory Union has done an excellent job addressing multiple significant budget items (e.g., curricular related technologies).
2. The Supervisory Union includes teacher feedback in the design and implementation of professional learning opportunities for all staff, while maintaining a consistent focus in district-wide learning for all.

Recommendations

1. ARSU should explore ways to involve teachers, and other pertinent stakeholders, in the development and implementation of their Continuous Improvement Plan, and ensure their comprehensive needs assessment addresses identified needs.
2. The district should consider more communication around the use of proficiencies, how proficiencies are reported, and the current use of student data systems by parents, students and teachers.