

Integrated Field Review Report

REPORT

December 4, 2018

**Addison Central Supervisory District
Final Report
Site Visit: November 15, 2018**

Submitted by Kevin Doering



Schools & Enrollment

School	Approximate Enrollment	Grade Span
Bingham Memorial School (Cornwall)	80	K-6
Bridport Central School	75	PK-6
Mary Hogan School	430	K-6
Middlebury UHS	620	9-12
Middlebury Union Middle School	250	7-8
Ripton Elementary School	47	PK-6
Salisbury Community School	100	PK-6
Shoreham Elementary School	80	K-6
Weybridge Elementary School	50	K-6

Addison Central Supervisory District (ACSD) participated in the Vermont Agency of Education's Integrated Field Review (IFR) on November 15, 2018.

During the afternoon of the IFR training, the Visiting Team reviewed artifacts provided by ACSD. 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 ACSD 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
Adam Rosenberg	Assistant Superintendent	Greater Rutland County SU
Adam Taylor	Superintendent	Rutland City Public Schools
Amy Kelley	Elem. Teacher	Greater Rutland County SU
Christina Kerber	HS Special Educator	Greater Rutland County SU
Christy Coloutti	Elementary Principal	Greater Rutland County SU
Judi Pulsifer	Elem. Principal	Rutland Northeast SU
Karon Chanski	MS English Teacher	Addison-Rutland SU
Kevin Robinson	Elem. Principal	Mount Abraham USD
Kim Ezzo	Guidance Director	Addison-Rutland SU
Laura O'Brien	Interventionist	Rutland Northeast SU
Melissa Patterson	STC English	Rutland City Public Schools
Myriah Cogswell	Elem. Teacher	Mount Abraham USD
Pat Mattison	Special Educator	Mount Abraham USD
Patrick Reen	Superintendent	Mount Abraham USD
Rob Bliss	Assistant Superintendent	Rutland City Public Schools
Sharon Lynch	Elem. Teacher	Mount Abraham USD
Sheila Soule	Superintendent	Addison Northwest SD
Stacy Valcourt	Elem. Special Educator	Addison Northwest SD
Tara Trudo	Elem. Math Interventionist	Addison Northwest SD
Tifany Babcock	Elem. Classroom Teacher	Addison Northwest SD
Kevin Doering	Education Quality Coordinator	Agency of Education
Ron Ryan	Manager for Licensing Office	Agency of Education
Liza Hartlyn	Education Quality Coordinator	Agency of Education
Emma Louie	Multi-tiered System of Supports Coordinator	Agency of Education
Amy Scalabrini	Education Programs Coordinator	Agency of Education

Name	Role	Organization
Laura Baker	Learning Disabilities Consultant	Agency of Education
Toni Marra	Personalization Team	Agency of Education
Hallie Rubalcaba	AOE Licensing Help Desk	Agency of Education
Greg Young	STEM Coordinator	Agency of Education
Marianna Charalabopoulos	Education Quality 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. Artifacts and interview data reveal that ACSD has agreed upon framework for instruction which aligns International Baccalaureate (IB), curriculum expectations, state and national standards, and the district's Essential Learning Outcomes.
2. Staff report having opportunities to collaborate on the development, or the refinement of curriculum documents within and across schools.

Instructional Practices

1. Interview and observational evidence demonstrates instructional practices which include various approaches and groupings to meet the needs of learners.
2. Evidence indicates that systems of support are in place for students across schools, which includes access to intervention, student support teams, behavioral interventionist, EST.

Local Assessment System

1. Artifact and interview data reveal a PreK-12 district-wide assessment schedule with common assessments and set benchmarks that establish district-wide expectations for achievement.
2. Some schools report strong alignment between local assessment expectations and reporting practices.

Proficiency-Based Learning

1. Some evidence indicates the development of district-wide Proficiency Based Graduation Requirements; implementation is beginning.
2. Students report having opportunities to conduct personal interest projects as a part of their ongoing learning.

Commendations

1. Wide evidence reveals inquiry-based practice is prevalent throughout the district.
2. Interview and observational data indicate that teachers and students understand and can apply the Learner Profiles of IB.

Recommendations

1. ACSD should consider adopting a district-wide longitudinal data system that will assist in viewing data trends electronically and help facilitate the EST process.
2. ACSD should evaluate the distribution of resources across buildings to better address needs of the all learners.

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. Evidence indicates students complete a different type of capstone project at the end of each IB programme (Primary Years Programme, Middle Years Programme and Diploma Programme).
2. Evidence demonstrates that all middle & high school students create and maintain PLPs; at the elementary level, students are goal setting and reflecting on their progress.

Flexible Pathways

1. Interview and observation data reveal that students are given choice in their learning around projects, such as career center activities, IB Diploma, project-based learning, community service, etc.

Full Breadth of Courses

1. Evidence indicates that Spanish is offered from grades K through 6 in some of the elementary schools.
2. As per required of an IB World District, a breadth of course offerings is offered to students in elementary, middle and high school.

Student Voice and Choice

1. Evidence indicates that K-12 teachers provide students with some opportunities for choice in how to access and demonstrate their learning, and the IB program facilitates this practice.
2. Evidence reveals that schools are at different places in terms of student agency and ownership of learning. At the 11th and 12th grade levels, students pursuing an IB diploma have a fairly fixed set of courses they must take. At the 7-10 year level there is flexibility for student voice and choice, including developing a personal project.

Commendations

1. The IB program serves as a helpful structure to implement and provide a purpose for personalization.
2. The IB program ensures a wide breadth of courses/content taught with authenticity, inquiry, and rigor.

Recommendations

1. ACSD should create more student-centered opportunities for students to learn cooperatively with and from each other at the elementary schools.
2. ACSD should monitor systems now in place to ensure equity in opportunity and achievement for all students, since the elimination of alternative programs, over time, at Mary Hogan, MUMS and MUHS. The district should consider supports to ensure that alignment with proficiency-based grading and the IB program exist to support success for students with special 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. According to artifact evidence, ACSD seems to have a strong plan for MTSS.
2. Some evidence indicates that schools are moving toward using data and providing interventions. However, access to tier 2 interventions seem to be inconsistent across the district.

Social/Emotional Health

1. Evidence reveals that ACSD provides instruction in social/emotional well-being through health and guidance classes and Responsive Classroom. Some schools are applying pieces of PBIS.
2. Evidence from interviews and artifacts reveal that ACSD fosters positive relationships with families.

Physical Well-Being

1. Students state they have a trusted adult to speak with and identify some social/emotional supports.
2. Data reveal an emphasis on the well-being of students through physical education, recess, exploring the natural environment and participating in the Farm to School program.

Physical Environment

1. Evidence indicates that the buildings were secured.
2. Students and staff expressed concerns about the inconsistent maintenance of the buildings.

Commendations

1. Evidence from interviews and observations reveal that staff in ACSD care about their students and make efforts to support all students' academic and social/emotional needs.
2. Stakeholders convey a great sense of pride in the communities; the schools are the hub of the community.

Recommendations

1. While there is a written facilities plan, ACSD should consider implementing an overall maintenance plan that utilizes its human resources more equitably and effectively.
2. ACSD should develop a clear, consistent plan and the appropriate training to meet the emotional/social needs of all students.

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 shows that the primary focus of professional development is based on implementation of IB curriculum.
2. Teachers reported that grade level team meetings were tremendously valuable, leading to teachers feeling less isolated, and being able to calibrate curriculum, assessment, and challenges across the district.

Staff Evaluation

1. Evidence suggests a clear use of the ACSD Differentiated System, district wide. However, there is inconsistent awareness of the Danielson model as a foundational document.
2. Faculty report appreciating walkthroughs and formal observation feedback
3. Accounts and artifacts indicate that the last review of the evaluation system was in 2002.

Leadership

1. Building leaders report receiving clear guidelines and support from district leadership. District leaders share their vision across all schools and seem to have consistent expectations that have received buy in and endorsement from community stakeholders.
1. Faculty and staff report feeling well supported by their dedicated building principals, the guidance of the mentor teachers, and the support and direction of the teacher leaders.
2. The ACSD strategic plan lays out a clear vision, metrics of success, and timeline for implementing change. Clear communication keeps leaders across the district on the same page.

Staffing

1. Evidence reveals a wide disparity between schools in the paraeducator and core staff-to-student ratios.
2. Faculty express there are not enough staff to meet student needs, due to vacant positions.
3. Interviewees state that counseling and mental health staff are needed. They expressed lack of training toward meeting the social/emotional needs of students.

Commendations

1. The ACSD strategic plan lays out a clear vision, metrics of success, and timeline for implementing change. Clear communication keeps leaders across the district on the same page.
2. In all schools, the faculty and staff are invested in caring for the students, the learning community, and the school. They make a difference one student at a time, one moment at a time.

Recommendations

1. There is high quality collaboration across the district. ACSD should seek that same high-quality collaboration to solve problems and create solutions for meeting school and student needs, and address any cross-school disparities in staffing ratios.

2. The common supervision and evaluation system, if updated, could support the ACSD strategic plan. ACSD could review and update this system to reflect the most recent Danielson model and the district focus on IB. Once updated, it can be a part of the ACSD professional development plan to ensure fidelity, transparency, and understanding.

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. Staff, parents, and students acknowledged the financial commitment, training, and implementation efforts regarding the IB initiative.
2. The Continuous Improvement Plan (CIP) allows for alignment of each individual school plan leading to IB.

Student Data System

1. PowerSchool is used across the district, although not in the same capacity.
2. Evidence reveals that formative assessments are teacher driven. Summative assessments are formed with inter-grade collaboration.

Financial Alignment

1. Interview and observation data demonstrate technology integration in all schools across the district.
2. Parent and staff interviewees indicate that there are more district wide interim itinerant positions than full time.

Communication

1. Evidence suggests that the district website is clear, with multiple means for communicating with parents.
2. Staff express better communication with individual schools, compared to communication from the district level.

Commendations

1. Staff dedication was noted through interviews with students, parents, and administration.
2. In interviews, parents and teachers noted examples of financial support from the community through PTO and volunteers.

Recommendations

1. ACSD should consider reviewing the support service staffing system district wide, in order to best meet student and staff needs.
2. ACSD should review budgeting priorities focusing on program equity and resources among the schools.