

Integrated Field Review Report

REPORT

November 28, 2018

**Addison Northwest Supervisory District
Final Report
Site Visit: November 6, 2018**

Submitted by Kevin Doering



Schools & Enrollment

School	Approximate Enrollment	Grade Span
Addison Central School	61	K-6
Ferrisburgh Central School	144	K-6
Vergennes Elementary School	239	K-6
Vergennes High School	453	7-12

Addison Northwest Supervisory District (ANWSD) participated in the Vermont Agency of Education's Integrated Field Review (IFR) on November 6, 2018.

During the afternoon of the IFR training, the Visiting Team reviewed the artifacts provided by ANWSD. 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 ANWSD 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
Eddie Wilkin	HS Music Teacher	Addison-Rutland SU
Jason Rasco	HS Principal	Addison-Rutland SU
Lynn Churchill	Kindergarten Teacher	Rutland City Public Schools
Melissa Giroux	Classroom Teacher	Addison Central SD
Kevin Doering	Education Quality Coordinator	Agency of Education
Liza Hartlyn	Education Quality Coordinator	Agency of Education
Toni Marra	Personalization Team	Agency of Education
Ron Ryan	Manager for Licensing Office	Agency of Education
Laura Baker	Learning Disabilities Consultant	Agency of Education
Marianna Charalabopoulos	Education Quality Coordinator	Agency of Education
Emma Louie	MTSS Coordinator	Agency of Education
Amy Scalabrini	Education Programs 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. According to the evidence, technology is frequently utilized across the curriculum.
2. Evidence indicates curriculum alignment at the elementary level in the district. However, evidence does not indicate vertical alignment between elementary and secondary grades.
3. Teachers and parents report some frustration about their lack of input in the new schedule development; they report that this schedule could significantly impact student course selection.

Instructional Practices

1. According to observations and interviews, students engage in small-group work and are given choices for individual projects.
2. Interview data suggest that students needing additional support are receiving it through MTSS. However, teachers and parents report that students meeting or exceeding standards need opportunities to be further challenged.

Local Assessment System

1. According to classroom observation and interviews, teachers are using differentiated formative assessments to assess learning in their classrooms.
2. Evidence reveals that departments are working on identifying transferable skills that can be assessed under a proficiency-based system.

Proficiency-Based Learning

1. According to teacher, parent, and administration interviews, Proficiency-based Learning (PBL) is being developed and refined throughout the district.
2. According to student and teacher interviews, there is inconsistency around the implementation of PBL.
3. Interviews with parents and students reveal that families and community members have a lack of knowledge and understanding about how PBL impacts their children in preparation for post-secondary education.

Commendations

1. Generally, students report having access to technology to complete assignments and projects.
2. Teachers interviewed report using differentiated instruction for reaching all students in their classrooms.

Recommendations

1. ANSD should continue their work on building a proficiency-based academic learning system, including increasing professional development with staff and communicating with the community.

2. ANSD should clarify and enhance communication about MTSS and the district should review their self-assessment from the MTSS field guide.

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 reveals that Personalized Learning Plans (PLPs) are not used consistently throughout the district.
2. While evidence indicates that one school is implementing PLP's; parents and the students report that they are not familiar with the process.

Flexible Pathways

1. Parents and students express enthusiasm with the various flexible pathway options for students. (e.g., dual enrollment, CTE center, and Walden, Project workshops).
2. Students report that they enjoy a flexible schedule that allows for multiple pathway opportunities.

Full Breadth of Courses

1. Students and parents express concerns regarding the reduction in availability of core courses.
2. Students and parents report being happy with the diverse opportunities provided, such as music, sports, and after school activities.

Student Voice and Choice

1. Observation data reveal that, in some schools, students have the option of working independently or with a small group.
2. Classroom observation data indicate that students also have multiple options for seating.

Commendations

1. School staff have developed positive relationships with students. This was demonstrated by students expressing their feelings of safety and security and by the observed interactions.
2. Students have daily access to electronic devices to assist in their learning.

Recommendations

1. ANSD should review their curriculum in search of ways in which educators may meet the needs of students who meet or exceed the standards.
2. ANSD should further explain to students, parents, and school staff the purpose of PLPs, and how they connect to student goals after High School.

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. As revealed in artifact reviews, ANSD has MTSS procedures and handbooks with clearly defined roles for all participants.
2. Artifact and interview data reveal that most schools have a team and resources in place for the various levels of support.

Social/Emotional Health

1. Parents, students, and teachers all report a shared responsibility in prioritizing the creation and maintenance of a safe, inclusive, and positive learning environment.
2. All students interviewed have a trusted adult in their school to whom they can turn to for discussions and support.

Physical Well-Being

1. Evidence indicates that accommodations are made for students with special needs (e.g., visual impairment, allergies, and sensory needs) and appropriate training is provided for teachers.
2. Evidence reveals that schools provide robust food programs that are free or affordable for all students. Several schools have a garden program that feeds into the food program.
3. According to evidence collected, schools have provided a robust physical education program for their students.

Physical Environment

1. Student work and art-work is prominently displayed along the walls in most of the schools.
2. According to evidence, some buildings in the district have had renovations and upgrades to heating, lighting, and sprinkler systems.

Commendations

1. ANSD is comprised of a community that highly values creating a safe and inclusive learning environment for all students. In particular, much attention has been paid to gender identity and LGBTQ+.
2. Schools provide counselors and school-based clinicians for all students, as needed.

Recommendations

1. ANSD should consider developing a formal policy/procedure to facilitate communication and feedback among parents, students, teachers, and administrators.
2. ANSD should provide increased, transparent communication about any changes made to protocols (e.g., safety and security, scheduling, etc.), in a timely manner.

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. Artifacts reveal that ANSD has a calendar of Professional Development (PD) mapped out from August to June that centers on PBIS, Responsive Classroom, Foundations, Bridges and 6 credits to use toward additional professional development opportunities.
2. During interviews, teachers expressed having minimal common planning time available due to schedules within the buildings.

Staff Evaluation

1. ANSD uses the Danielson model for supervision and evaluation, which incorporates a rubric divided into four levels of understanding. Teachpoint is used as a support for the model throughout the district.
2. Interviewees express need for an outlet for student and parent feedback in the supervision and evaluation process.

Leadership

1. Artifact and interview data indicate that the District Administrative Team meets monthly, as does the District Team encompassing Human Resources (HR), Maintenance, Technology, and other District-wide personnel.
2. Based on interview data, teachers are unclear about the roles and responsibilities of all district-wide personnel.

Staffing

1. Based upon interviews with parents and students, the voice of the community is valued as a participating stakeholder on various hiring committees throughout the district.
2. Based upon interviews with principals and teachers in a few schools, it was difficult to place/schedule district support staff to meet the needs within each building.

Commendations

1. Evidence widely indicates strong district support for professional development with district-wide focus areas.
2. Families and community members demonstrate strong support for schools throughout the district through volunteering, PTA's, other local organizational efforts.

Recommendations

1. ANSD should clearly convey communication about ongoing initiatives, staffing, and budgetary changes to all stakeholders, as the merger transition process continues.
2. ANSD should consider more common planning time among staff in grade or content areas during the transition from a standard grading system to proficiency-based grading system.

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. According to interviewees, CIP development does not allow for equitable input from necessary stakeholders.
2. According to artifact and interview evidence, data analysis of energy consumption is used to make decisions for building upgrades.

Student Data System

1. Interview and artifact data reveal that ANSD uses a variety of student data systems to collect, maintain, store, and share information.
2. According to artifacts and interviews with central office staff and teachers, there is a strong Education Support Team system from K-12 to support the whole child.

Financial Alignment

1. According to artifacts and central office staff interviews, since the merger, the district has improved their use of financial resources.
2. Interviewees express inequitable resource distribution and experiences among students and between schools,

Communication

1. Evidence indicates a variety of communication platforms exist in the district. In three different evidence statements, the term “inconsistent” is used to describe communication.

Commendations

1. ANSD incorporates energy and utility data analyses to support its facility and maintenance decision making.
2. ANSD maintains a strong Educational Support Team system for K-12 students.

Recommendations

1. ANSD should develop communication procedures and protocols for staff, students, and parents.
2. ANSD should examine existing resource inequities among elementary schools within the district.