

## FY23 Title IVA Progress on Objectives Reporting

### Purpose

Each State that receives an allotment under Title IV Part A (ESEA §4103) for a fiscal year must publicly report on how these funds are being expended by Local Education Agencies (LEAs), as well as the degree to which the LEAs have made progress towards meeting the objectives and outcomes described in the Title IVA grant applications.

Below are LEA progress updates, as reported by LEAs, that describe progress made toward objectives and outcomes for approved activities in the FY23 grant application under each content area of the Title IVA grant. **These reports are only regarding activities funded using federal Title IV Part A funds and should not be considered a reflection of an LEA's overall progress toward these intents.** For those LEAs reporting “no progress” or “some progress,” additional explanations can be found under the additional progress notes section.

### LEA Progress Updates

LEA Name	Well-Rounded Education	Safe and Healthy Students	Effective Use of Technology
Addison Central School District	Substantial Measurable Progress	Some Measurable Progress	Substantial Measurable Progress
Addison Northwest School District	Some Measurable Progress	Some Measurable Progress	Some Measurable Progress
Barre Unified Union School District	Some Measurable Progress	Some Measurable Progress	No Measurable Progress
Bennington-Rutland Supervisory Union	No Measurable Progress	Some Measurable Progress	No Measurable Progress
Burlington School District	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
Caledonia Central Supervisory Union	Some Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress

<b>LEA Name</b>	<b>Well-Rounded Education</b>	<b>Safe and Healthy Students</b>	<b>Effective Use of Technology</b>
<b>Central Vermont Supervisory Union</b>	Substantial Measurable Progress	Substantial Measurable Progress	No Measurable Progress
<b>Champlain Valley School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Colchester School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Essex North Supervisory Union</b>	*Exempt	*Exempt	*Exempt
<b>Essex Westford School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Franklin Northeast Supervisory Union</b>	*Exempt	*Exempt	*Exempt
<b>Franklin West Supervisory Union</b>	Some Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Grand Isle Supervisory Union</b>	Substantial Measurable Progress	No Investments Written	No Investments Written
<b>Greater Rutland County Supervisory Union</b>	Substantial Measurable Progress	Substantial Measurable Progress	No Measurable Progress
<b>Hartford School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Harwood Unified Union School District</b>	Some Measurable Progress	Some Measurable Progress	No Measurable Progress
<b>Kingdom East Unified Union School District</b>	Substantial Measurable Progress	No Investments Written	Substantial Measurable Progress
<b>Lamoille North Supervisory Union</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Lamoille South Supervisory Union</b>	Substantial Measurable Progress	Substantial Measurable Progress	Some Measurable Progress
<b>Maple Run Unified School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Mill River Unified Union School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress

<b>LEA Name</b>	<b>Well-Rounded Education</b>	<b>Safe and Healthy Students</b>	<b>Effective Use of Technology</b>
<b>Milton Town School District</b>	Some Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Missisquoi Valley School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Montpelier Roxbury Public Schools</b>	*Exempt	*Exempt	*Exempt
<b>Mount Abraham Unified School District</b>	Some Measurable Progress	Some Measurable Progress	No Measurable Progress
<b>Mount Mansfield Unified Union School District</b>	*Exempt	*Exempt	*Exempt
<b>North Country Supervisory Union</b>	Some Measurable Progress	Some Measurable Progress	Some Measurable Progress
<b>Orange East Supervisory Union</b>	No Measurable Progress	No Investments Written	Substantial Measurable Progress
<b>Orange Southwest School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Orleans Central Supervisory Union</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Orleans Southwest Supervisory Union</b>	Some Measurable Progress	Some Measurable Progress	No Measurable Progress
<b>Rivendell Interstate School District</b>	*Exempt	*Exempt	*Exempt
<b>Rutland City Public Schools</b>	Substantial Measurable Progress	Some Measurable Progress	Substantial Measurable Progress
<b>Rutland Northeast Supervisory Union</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Saint Johnsbury School District</b>	Substantial Measurable Progress	Substantial Measurable Progress	No Investments Written
<b>SAU70</b>	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
<b>Slate Valley Unified Union School District</b>	No Investments Written	No Investments Written	Substantial Measurable Progress

LEA Name	Well-Rounded Education	Safe and Healthy Students	Effective Use of Technology
South Burlington School District	Some Measurable Progress	Some Measurable Progress	Some Measurable Progress
Southwest Vermont Supervisory Union	Some Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
Springfield School District	Some Measurable Progress	No Investments Written	No Investments Written
Two Rivers Supervisory Union	No Investments Written	Some Measurable Progress	Substantial Measurable Progress
Washington Central Unified Union School District	Some Measurable Progress	Some Measurable Progress	No Measurable Progress
White River Valley Supervisory Union	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
Windham Central Supervisory Union	No Investments Written	Substantial Measurable Progress	No Investments Written
Windham Northeast Supervisory Union	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
Windham Southeast Supervisory Union	Substantial Measurable Progress	Substantial Measurable Progress	Some Measurable Progress
Windham Southwest Supervisory Union	Substantial Measurable Progress	No Investments Written	No Investments Written
Windsor Central Supervisory Union	Substantial Measurable Progress	Substantial Measurable Progress	Substantial Measurable Progress
Windsor Southeast Supervisory Union	No Investments Written	No Investments Written	No Investments Written
Winooski School District	Some Measurable Progress	No Investments Written	No Investments Written

## Additional Progress Notes

For LEAs reporting “no measurable progress” or “some measurable progress” in any of the Title IVA content areas, additional explanations are provided below. These reports are only regarding activities funded using federal Title IVA funds and should not be considered a reflection of an LEA’s overall progress toward these intents.

Local Education Agency (LEA) Name	Content Area	Notes
<b>Addison Central School District</b>	Safe and Healthy Students	The site resource coordinator position - previously funded with Title IV dollars - has been reconfigured going forward and funded outside of the grant.
<b>Addison Northwest School District</b>	Well-Rounded Education	Opportunities in the category of citizenship and personalized flexible pathways continue to expand and change depending on the needs of students. Many of the citizenship opportunities have existed for many years. New opportunities come forward based on student interest and availability. Panorama data indicates a need for increased engagement, and flexible pathways can be a vehicle for that. Data indicates a need for professional development that focuses on student voice, place-based learning and outdoor education, equity, inclusion, assessment and technology training.
<b>Addison Northwest School District</b>	Safe and Healthy Students	<p>Data indicates a need for ongoing support of professional learning in the areas of safe and healthy schools such as social emotional learning, leadership teams coordination, MTSS, use of data, and equity training. Specifically, the District showed trends of students feeling emotionally and psychologically safe in school in grades 3-12. However, areas of need include engagement and sense of belonging district-wide.</p> <p>Ferrisburgh Central School: While students show a high connection with school safety, there is a discrepancy with students feeling like they belong and less sense of engagement.</p> <p>Vergennes Union Elementary School: Similar to our partner elementary school, students showed a relatively high connection with school safety, yet, on average, feeling less sense of belonging.</p> <p>Vergennes Union High School: Students showed the highest connection with school safety overall in grades 7-12, yet less than 25% of students, on average, feel engaged.</p>

Local Education Agency (LEA) Name	Content Area	Notes
<b>Addison Northwest School District</b>	Effective Use of Technology	Professional development and activities to increase effective use of technology for teachers and instructional leaders to improve educational opportunities for students and engagement strategies are recommended. In order to increase personalization efforts and expand curriculum to include 21st century engagement, technology training is needed. New data systems and add ons are needed to store, mine and evaluate data and elicit community and student feedback.
<b>Barre Unified Union School District</b>	Well-Rounded Education	Initiatives serving students will be noticed overtime if effective.
<b>Barre Unified Union School District</b>	Safe and Healthy Students	Climate survey captures the influence of bullying interventions. This is our first year implementing this effector
<b>Barre Unified Union School District</b>	Effective Use of Technology	Largest investments made were to help instructors improve their use of technology in classroom instruction.
<b>Bennington-Rutland Supervisory Union</b>	Well-Rounded Education	We have had significant turnover in unified arts positions rendering our ability to establish consistent relationships with community partners as new staff are orienting themselves to our schools/communities.
<b>Bennington-Rutland Supervisory Union</b>	Safe and Healthy Students	While the number of personnel receiving important training through our online training management system has remained consistent, there are still many available trainings that have seen minimal use. We hope to increase our usage and expand the offering.
<b>Bennington-Rutland Supervisory Union</b>	Effective Use of Technology	Despite our efforts to promote maker spaces, many of our staff have felt that their capacity is limited instead choosing to focus their efforts on recuperating "lost learning".
<b>Caledonia Central Supervisory Union</b>	Well-Rounded Education	The purchase of equipment has been delayed due to supply chain difficulties.
<b>Central Vermont Supervisory Union</b>	Effective Use of Technology	Lack of teacher availability to provide trainings due to staffing

Local Education Agency (LEA) Name	Content Area	Notes
<b>Franklin West Supervisory Union</b>	Well-Rounded Education	Attendance in the Vermont Leadership Academy did make significant progress in the planning and implementation of well-rounded activities. Our second investment of hosting a STEAM Night was unable to happen and this not successful.
<b>Greater Rutland County Supervisory Union</b>	Effective Use of Technology	We were not able to move forward with our intended investment in this area due to staffing shortages.
<b>Harwood Unified Union School District</b>	Well-Rounded Education	Outdoor science education - The district was able to expand opportunities for more students compared to previous years. We will analyze VTCAP Science Assessment results when available to correlate program participation with achievement. DESSA scores showed a slight dip in the number of students flagged as "Need." STEM - The district was also able to expand access to STEM programming for more students in grades K-6. Similar to above, we will analyze VTCAP Science Assessment results when available to correlate program participation with achievement. DESSA scores showed a slight dip in the number of students flagged as "Need."
<b>Harwood Unified Union School District</b>	Safe and Healthy Students	Equity Consultant - Results from a district-wide equity audit targeting representation and belonging across a variety of learning spaces showed the need for equity education and PD for teachers, access to resources that offer strategies for how to cultivate inclusive representation and belonging, opportunities to come back together across schools to continue to discuss the audit results, increase the frequency of conversations about equity goals and work with attention to specific topics such as mascots, holidays, and others, and digging deeper into the impact on our students. Healthy Choices Consultant - Due to illness, consultant not available to complete the work intended.

Local Education Agency (LEA) Name	Content Area	Notes
<b>Harwood Unified Union School District</b>	Effective Use of Technology	Data Team - Staffing issues affected the ability to have a consistent team.
<b>Milton Town School District</b>	Well-Rounded Education	Hiring for after school positions proved difficult.
<b>Mount Abraham Unified School District</b>	Well-Rounded Education	We definitely yielded a benefit from the professional development experiences that Title IV supported us with in PBIS training, inclusion and equity. We had less success with leadership around moving our Mobile MakerSpace project forward.
<b>Mount Abraham Unified School District</b>	Safe and Healthy Students	Same as above.
<b>Mount Abraham Unified School District</b>	Effective Use of Technology	Again, the technology investment was to be in our MakerSpace and, unfortunately, we didn't get enough leadership around the project to move it forward the way we planned. We get a lot more traction with the Bus in the summer and have a new social worker interested in leading the charge in the Fall, so we still have hopes that the idea will gain more traction.
<b>North Country Supervisory Union</b>	Well-Rounded Education	We had substantial progress in the following investments: Music at independent school UCA, STEM Coach, pottery supplies, music lending library, and Art of Education for art teachers. We had some measurable progress by funding music professional development, but the art teachers were not interested in attending the annual conference this year. We had a contract setup with an artist in residence to offer therapeutic drumming with Turning Points but the contractor became Covid positive the day before the program started and they were unable to secure dates to reschedule.



Local Education Agency (LEA) Name	Content Area	Notes
<b>North Country Supervisory Union</b>	Safe and Healthy Students	We had substantial progress in the following investments: Encore (afterschool/summer program), health & wellness, Responsive Classroom, outdoor education, sexuality health. We were not able to offer Developmental Designs due to low interest. We did not move forward with a training with Outright Vermont initially due to scheduling challenges with trainers. Our superintendent is also committed to a more ongoing and increased level of training and has rescheduled the training for monthly with our Leadership Team in the upcoming year, with a three year commitment to this work (funded outside of this grant). We offered a book study around diversity & inclusion with our Leadership Team. We were able to offer mindfulness and yoga throughout the district but it was funded through other sources.
<b>North Country Supervisory Union</b>	Effective Use of Technology	Substantial progress was made with the funding of a Tech Integrationist position until the position became vacant in February of 2023 and remained unfilled through the end of the year.
<b>Orange East Supervisory Union</b>	Well-Rounded Education	We wrote an investment for the Montshire Science program, as we always do. This year, due to staffing issues, they were unable to deliver anything but the field trips. According to emails, the conversation with them spanned months as we tried to work something out. It never came to fruition.
<b>Orleans Southwest Supervisory Union</b>	Well-Rounded Education	Learning platforms were purchased and use of these platforms were sporadic across all schools, students who used the platforms had improved success.
<b>Orleans Southwest Supervisory Union</b>	Safe and Healthy Students	We were successful in the employment of a nurse leader and her effectiveness in supporting safe and healthy schools. Less progress was made in getting staff to participate in the trainings. For one of our investments the approval didn't happen in time to secure a trainer to use the funds.

Local Education Agency (LEA) Name	Content Area	Notes
<b>Orleans Southwest Supervisory Union</b>	Effective Use of Technology	Staff were not interested in this investment this year.
<b>Rutland City Public Schools</b>	Safe and Healthy Students	RCPS and its local independent schools took some steps toward safe and healthy schools via security, PD, anti-tobacco and vaping efforts, and making use of the Planet Youth survey.
<b>South Burlington School District</b>	Well-Rounded Education	Some progress was made as the instructional and social-emotional coaches and staff that attend this workshop returned to buildings to incorporate these first universal practices within classrooms, which improved both access to curriculum and success with learning. Additionally, the use of Mystery Science curriculum helped engage our K-5 students with science that helped improve their understanding of concepts. Access for students to take AP exams allows them to fully engage in the curriculum and demonstrate their knowledge of the range of AP classes we offer in SBSD. Lastly, the multi-cultural and immersive programming provides students with continued language and culturally development in addition to their coursework.
<b>South Burlington School District</b>	Safe and Healthy Students	With Safe and Healthy Schools, the work schools did with implementing pieces of restorative practices shows progress towards having a cohesion in our district. Additionally, our keynote helped to engage our staff in conversations about trauma-informed practices and equity that continued through the year in connection to restorative practices. Dr. Ghody Muhammad's workshop that provided a framework for building in culturally responsive practices that support all of our students, especially students who have been historically marginalized by the educational system. Furthermore, the Rowland Conference, which had Dr. Muhammad as the keynote reinforced our continued curriculum and instructional work in these areas and provided additionally training in UDL and other pieces to support our learners in the classroom.

Local Education Agency (LEA) Name	Content Area	Notes
<b>South Burlington School District</b>	Effective Use of Technology	The ITE educators and staff who attended the technology workshop brought back multiple ideas that they implemented with staff in the classroom to support universal design for learning and other practices.
<b>Southwest Vermont Supervisory Union</b>	Well-Rounded Education	Although the SVSU Social/ Emotional Coach (#25) and SVSU Equity Coordinator (#26) developed protocols and supports linked to Tier I instruction focused on behavior and social/emotional learning for all, we were in need of more time to lift up the SVSU College and Career supports (#27). During the month of June we have designated a small team with hours outside of contracted hours to build infrastructure to support next possible steps linked to the state updated resources linked to pathways. Arlington Memorial High School did not end up having staffing for the Advanced Placement Training.
<b>Springfield School District</b>	Well-Rounded Education	According to PBIS data incident remain the same or have lessened but have not increased. More students participating in the schoolwide events. Fewer students needed to take the iReady assessment.
<b>Two Rivers Supervisory Union</b>	Safe and Healthy Students	This investment was for Equitable Services Share for staff training at Okemo Mountain School (OMS). Collection of data is ongoing
<b>Washington Central Unified Union School District</b>	Well-Rounded Education	Our RISE Coordinator made a significant contribution to supporting students across all proficiency levels, and teaching financial literacy as a flexible pathway during the summer. Abenaki Helping Abenaki was not able to offer a residency at Orchard Valley Waldorf School this past year as planned.
<b>Washington Central Unified Union School District</b>	Safe and Healthy Students	In Washington Central we offered an intersectional justice course again this spring. Class participants made a significant contribution to students in the district, but the attendance in general was not as robust as we had hoped. The RISE Coordinator supported students well. The work in our independent school partners went well (Peace and Justice Center at Orchard Valley Waldorf School and Washington County Mental Health at Westerville Christian Academy).

Local Education Agency (LEA) Name	Content Area	Notes
<b>Washington Central Unified Union School District</b>	Effective Use of Technology	We were not able to identify a vendor to provide training about digital literacy as we had hoped. For 2023-2024 we will approach investments regarding Effective Use of Technology differently in order to meet the needs of our students.
<b>Windham Southeast Supervisory Union</b>	Effective Use of Technology	We were unable to find a suitable technology integration support specialist. Technology support was in place for one of our independent schools and progress was made there toward increased teacher knowledge and skills in integrating technology into classroom instruction
<b>Winooski School District</b>	Well-Rounded Education	<p>This year we invested in supporting science education through PLC work and direct investment in materials. The PLC work with our middle school teachers did have a measurable impact on the quality of proficiency-based planning and assessment. The MS teachers, through this PLC did decide that a common set of professionally designed curricular materials was in the best interest of students. The high school PLC did not meet.</p> <p>The direct purchase of science equipment did allow for lab investigations that the teacher could not conduct before. We do not have data to support any conclusion about the impact on student outcomes.</p>

## Reporting Exemptions

Please note that some LEAs consolidate the entirety of their Title IVA grant funds into their Schoolwide pool and in doing so those funds “lose” their identity as Title IVA funds, which exempts them from this Title IVA reporting. This is also the case for LEAs that transfer all of their Title IVA grant funds into Title IA or Title IIA. These LEAs are noted under the LEA Progress Updates Chart with an \*Exempt.