

Waits River School District

Proposal for an Alternative Governance Structure

December 14, 2017

BOARD AND SELF-STUDY COMMITTEE MEMBERS

Self-Study Team

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Dick Kelley – Community Representative

Sarah Nolin - School Board Member

Stacy Emerson - School Board Member

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WRVS School Board:

Sarah Nolin – Corinth (2018)

Suzanne Kingsbury - Topsham (2018)

Jessica Osgood – Corinth (2019)

Stacy Emerson - Topsham (2019)

Joe Nolin, Chair - Corinth (2020)

Alison Bruce - Topsham (2020)

EXECUTIVE SUMMARY

Introduction:

Waits River Valley School (WRVS) is a unified union school district, operating grades K-8 that tuitions its high school students to area secondary schools. The district is currently a member of the Orange East Supervisory Union.

Note: WRVS prekindergarten students attend private preschools through the universal pre-school program.

Since the passage of Act 46, WRVS has explored potential mergers with its most immediate neighboring districts – specifically Orange, Washington, Chelsea and Tunbridge. All of those districts elected to pursue merger proposals that failed to include Waits River. With the successful passage of the Orange/Washington and the Chelsea/Tunbridge unified unions (both mergers incentivized and now exempt from the State-Wide Plan), Waits River finds itself “structurally isolated” as the voluntary stage of the merger process comes to an end.

It is within that context that the WRVS School Board submits the following proposal for an Alternative Governance Structure (AGS). To support the State Board in reaching a reasonable conclusion that this proposed structure is the “best means” possible for achieving the goals of Act 46 for the students and citizens in our school district, the board has completed a thorough self-study and plan for continuous improvement.

Since its inception, WRVS has always responded positively to state initiatives to improve the educational opportunity of Vermont students. Our community views Act 46 in the same light – as an opportunity to more effectively address the needs of the children in our care.

Proposed AGS:

After a thorough review of all of the relevant demographic, fiscal, educational, and operational data, the WRVS board and study committee, along with the citizens of the communities in our district, believe that there is clear evidence for the State Board to conclude that **WRVS should remain a single unified union K-8 operating school district within the context of Orange East Supervisory Union** as the “best means” for achieving the goals of Act 46 in our region.

As noted in the introduction to this report, the end result of recent mergers is that WRVS finds itself “structurally isolated”. The approved unification of K-8 districts in our region has made them exempt from the state-wide plan. In addition, none of these newly merged unified districts has expressed interest in pursuing additional merger discussions with the WRVS. Therefore, our proposal for an AGS is not simply the “best means” for the WRVS to meet the goals of Act 46, it is the only means!

We believe our self-study along with the WRVS’s articulated plan for continuous improvement

provides demonstrable evidence for the State Board to conclude our proposed AGS is the best means of meeting the goals of Act 46 in our particular region, *pursuant to Sec. 8(b)*, and most importantly the needs of our children.

However, we also recognize that we cannot achieve our mission or our school improvement plan in isolation. The WRVS needs to be a member of a strong and effective supervisory union structure.

To that end, the WRVS will explore:

- ✓ The assignment of the WRVS to another SU in our region whose member districts share an educational philosophy, instructional goals, and operating structures similar to our own;

and in the meantime,

- ✓ The capacity of our current district partners in Orange East to improve the existing operations of our SU by strengthening the cooperation of member districts to develop and implement SU policies and programs that support educational excellence for all our students. In this endeavor, we hope that the State can and will provide additional guidance and support.

Therefore, between now and the presentation of the proposed state-wide plan by the Agency of Education in June of 2018, the WRVS intends to reach out to the newly structured supervisory unions in our region to determine if there is a better home for our school district and propose a rewriting of Supervisory Union boundaries in our region, while at the same time taking steps to do what we can as a member of the Orange East Supervisory Union to work with our current partners to improve its current operations, as well as, its capacity to strategically chart all our educational futures.

Final thoughts

The Waits River Valley School System has always sought what was (and what will be) best for its students. It approached the Act 46 process in the hopes of finding suitable partners with whom to work and share resources – both human and fiscal. Instead, the process has resulted in our district remaining unmerged, but unbowed.

While we continue to reach out to the new unified districts that have emerged in our region in hopes of charting a common future, we also recognize that considerable time may pass before nearby districts with similar operating structures might consider merging with us. In the meantime, we remain committed to the continuous improvement of our instructional programs in order to fully address the needs of our students consistent with the State's Educational Quality Standards and the goals of Act 46.

Moving forward, we ask to be full partners with the Agency of Education and State Board as it formulates a comprehensive plan for our region that will best meet the goals of Act 46 and the needs of our children.

WAITS RIVER VALLEY SCHOOL UNIFIED UNION DISTRICT: PROPOSAL FOR AN ALTERNATIVE STRUCTURE

INTRODUCTION:

Process:

Act 46 is a far-reaching piece of legislation designed to encourage school districts with similar operating structures in a given region of Vermont to explore the potential benefits of unifying their existing governance structure into a single, unified district with a single school board responsible for serving every student in the in the new unified union

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Since the passage of Act 46, WRVS has explored potential mergers with its most immediate neighboring districts – specifically Orange, Washington, Chelsea and Tunbridge. All of those districts elected to pursue merger proposals that failed to include Waits River. With the successful passage of the Orange/Washington and the Chelsea/Tunbridge unified unions (both mergers incentivized and now exempt from the State-Wide Plan), Waits River finds itself “structurally isolated” as the voluntary stage of the merger process comes to an end.

It is within that context that the WRVS School Board submits the following proposal for an Alternative Governance Structure (AGS) – specifically to request that the State Board approve its continuation as a single/unified union K-8 operating district that continues to tuition its high school students. To support the State Board in reaching a reasonable conclusion that this proposed structure is the “best means” possible for achieving the goals of Act 46 for the students and citizens in our school district, the board has completed a thorough self-study and plan for continuous improvement. To facilitate the writing of this report, the WRVS board and study committee secured a consultant, Mr. Peter A. Clarke, from the *Act 46 Project*, a joint initiative of the Vermont School Boards Association, Vermont Superintendents Association, and Vermont School Board’s Insurance Trust.

Throughout the entire process, the Corinth and Topsham communities were provided multiple opportunities to hear about Act 46 and WRVS options. In 2016 and 2017, Act 46 discussions were held at the end of the Annual Budget Meeting in May. In 2016, a consultant was hired to present Act 46 options and explain how they would affect the school. In 2017, WRVS Board members provided discussion at the end of the Budget meeting. Additionally, WRVS Board members proactively reached out to people in the community to get feedback and opinions, and created a standing agenda item for all WRVS Board Meetings.

Throughout its deliberations, the board with community representation on its self-study committee has attempted to maintain a transparent record of its work through ongoing postings to the district's website of its meeting schedule, minutes, working documents, and draft findings. In addition, the board has held multiple public forums on a variety of issues related to district unification to elicit comment on its findings and then used that feedback to revise and strengthen its final report and recommendations.

Focus of Deliberations:

At the heart of the law are five key goals, which the committee saw as essential guides to its work:

- *To provide substantive equity in the quality and variety of educational opportunities statewide.*
- *To lead students to achieve or exceed the State's Educational Quality Standards.*
- *To maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with the goal of increasing the district-level ratio of students to full-time equivalent staff*
- *To promote transparency and accountability.*
- *To achieve these goals at a cost that parents, voters, and taxpayers value.*

Central to the committee's deliberations concerning its recommendation to remain a single, operating PK-8 school district within the Orange East Supervisory Union, the committee focused on one central overriding question:

How would a proposed AGS benefit our children? Specifically, how is this the best means for our district to provide better, more equitable learning opportunities for our children and better support them to achieve or exceed the State's Educational Quality Standards?

Potential Governance Partners for Waits River Valley – History of Discussions:

Since the enactment of Act 46, WRVS Board has earnestly pursued its options to fulfill the intent of the law. The focus of our pursuit has been with schools of similar operating structure given the importance that students, parents, and citizens in Waits River placed on maintaining high school choice. This was based on community survey results that revealed maintaining high school choice as the highest identified priority in our communities.

At the beginning of this process, other schools within our geographic area with a similar K-8 operating structure (K-8, High School Choice) included Orange, Washington, and Tunbridge. *Note: Chelsea recently voted to give up its high school and give its students choice, so its new governance structure will also soon be similar.*

Initially, the WRVS Board pursued merger options with the school boards of Orange and Washington, as well as their Act 46 Committee. Two WRVS Board members attended several board and committee meetings, but Orange and Washington boards eventually decided the schools were not interested in pursuing any type of partnership with WRVS. Some concerns

included size of WRVS (too big) and unequal representation on a merged board (based on the towns' populations). In the end, the citizens of Orange and Washington voted to create a new unified union school district as part of the new Central Vermont Supervisory Union.

WRVS also investigated merger options with the Tunbridge and Chelsea School Boards. WRVS Board members attended Chelsea and Tunbridge School Board Meetings, as well as, White River Supervisory Union Merger discussions. A Chelsea School Board Member also attended one of the WRVS Board Meetings to discuss potential educational and athletic opportunities in a merger. However, Chelsea and Tunbridge School Boards eventually decided a merged agreement between the two schools would be difficult enough to pass between the two towns, and believed the addition of an agreement with WRVS would complicate the process and likely not pass. In the end, Chelsea and Tunbridge voters K-8 approved a new unified union school within the context of the White River Valley Supervisory Union.

In all the merger conversations, none of the other districts could identify a near-term scenario that included WRVS. In general, it could be said that all these school districts found common interests with ours, but time and political restraints prevented them from pursuing merger options beyond those already in progress. WRVS Board Members have also attended OESU Board and Act 46 meetings, as well as earlier OESU/BMU Act 46 Committee Meetings. OESU schools have welcomed WRVS as a side-by-side district, the other schools have yet to agree on an arrangement that will meet the Act 46 or Act 49 requirements. That is, not all the schools in OESU have agreed to terms that would allow them to stay unified in one supervisory union.

WRVS continues to express interest in pursuing discussions that might lead to merging with the newly formed unified unions in our region, but to date remains “**structurally isolated**” as none of these newly formed unified unions are interested in opening additional merger talks at this time.

I. Requirements for Alternative Structures

“By {December 26, 2017}, the board(s) of a district (or group of districts) that will not be in a preferred, unified system by July 1, 2019 (a “non-merging district”) is required to perform three tasks: (1) to conduct a self-evaluation of the district’s current ability to meet or exceed each of the Goals; (2) to meet with the boards of other districts in and outside the SU to discuss ways to promote improvement relative to the Goals throughout the region; and (3) to submit proposals individually or jointly to merge or work together in some way – *i.e.*, proposals to be in an *alternative structure*.” (*AOE Memorandum – Guidance: Proposals by One or More Non-Merging Districts for an Alternative Structure, July 29, 2016*)

Under the law, an Alternative proposal under Act 46, Sec. 9 shall:

- (1) *Demonstrate the district’s or districts’ due diligence and **provide sufficient, thoughtful data and documentation in support of the proposal.***

- (2) *Include a comparison of options considered, including consideration of a Preferred Structure.*
- (3) *Demonstrate on what basis the State Board would be able to “conclude that this alternative structure ... is the best means of meeting the [Goals] in a particular region” as the Board is required to do pursuant to Sec. 8(b).*

Proposed Alternative Structure:

After a thorough review of all of the relevant demographic, fiscal, educational, and operational data, the WRVS board and study committee along with the citizens of the communities in our district, believe that there is clear evidence for the State Board to conclude that **WRVS should remain a single unified union K-8 operating school district within the context of Orange East Supervisory Union** as the “best means” for achieving the goals of Act 46 in our region.

Act 46 merger activity in our region has left our district “Structurally Isolated”. Therefore, our proposal for an AGS is the only vehicle (“Best Means”) left for us to meet the goals of Act 46. That said, this proposal does reflect the desires of the citizens we represent.

We believe it is essential to the success of any AGS that it move forward with the support of the majority of its students, parents, and citizens to ensure ongoing support for and engagement in our school. Over the years, the communities we represent have demonstrated an ongoing and unwavering commitment to:

- A. Maintaining WRVS’s current operating structure. e.g. high school choice.
- B. Providing students a high-quality education at a cost point that they value as evidenced by:
 - the high levels of community engagement throughout this process; and
 - the high levels of community involvement in our schools, and
 - the unwavering financial support our citizenry has shown their schools by consistently passing district budget appropriations for the WRVS.

Final Introductory Thoughts:

We believe that supervisory union structures can work effectively to support member districts in meeting the goals of Act 46 – but the WRVS does have concerns about the current administrative effectiveness of Orange East. As one voice on the current SU board, we believe additional steps need to be taken to improve the operation of Orange East. (*See recommendations later in this report*)

SELF-STUDY: FINDINGS

Introduction to Waits River Valley Union School District:

On February 24, 1970 voters in the towns of Corinth and Topsham overwhelmingly approved consolidating their schools into a new unified union district known as Waits River USD #36 (WRVS). The new district built a school to operate grades K-8 at a central location, and adopted high school choice for its secondary students.

WRVS is governed by a board of directors who propose a budget each spring at an annual meeting. The budget, along with other warned articles, are voted on at the meeting. Sometimes the voters pass a larger budget than that proposed by the board; at other times a lower amount is passed. There has never been a time when a budget was not approved at the annual meeting.

In 2004 a petition was submitted to adopt the Australian ballot for budget approval. An article was thereby included in the 2004 annual meeting. At the meeting, the voters voiced their strong preference for continuing the current system of a floor vote for the budget, by passing over the article. Taxpayers in the district clearly value this system.

Over the years, the district's residents have demonstrated strong support for their school as was evident during the 1981-1982 school year when a fire destroyed large parts of the school, bringing the community together to repair the building and minimize impact on students. More recently, a new athletic field was completed, and an outdoor lighted basketball court installed. These projects would not have been possible without the participation of community members, through donated time and resources.

Finally, since its inception WRVS has always responded positively to state initiatives to improve the educational opportunity of Vermont students. Our community views Act 46 in the same light – as an opportunity to more effectively address the needs of the children in our care.

SELF-STUDY PART 1: DATA ANALYSIS

Section 1: Demographic Data

WRVS Summary Enrollment Chart

| | 2016- 2017 | 2015- 2016 | 2014- 2015 | 2013- 2014 | 2012- 2013 |
|---|---------------|---------------|---------------|---------------|---------------|
| Enrollment (Pre-K) ¹ | 30 | 21 | 31 | 24 | 27 |
| Enrollment (Elementary) ¹ | 223 | 237 | 222 | 225 | 203 |
| Enrollment (Secondary) ¹ | 97 | 99 | 101 | 113 | 116 |
| Enrollment (Total) | 320 | 336 | 323 | 338 | 319 |
| Average Daily Membership (ADM) ² | 342.24 | 320.21 | 299.00 | 314.20 | 319.25 |
| Equalized Student Enrollment ³ | 350.95 | 345.82 | 357.23 | 370.19 | 383.62 |

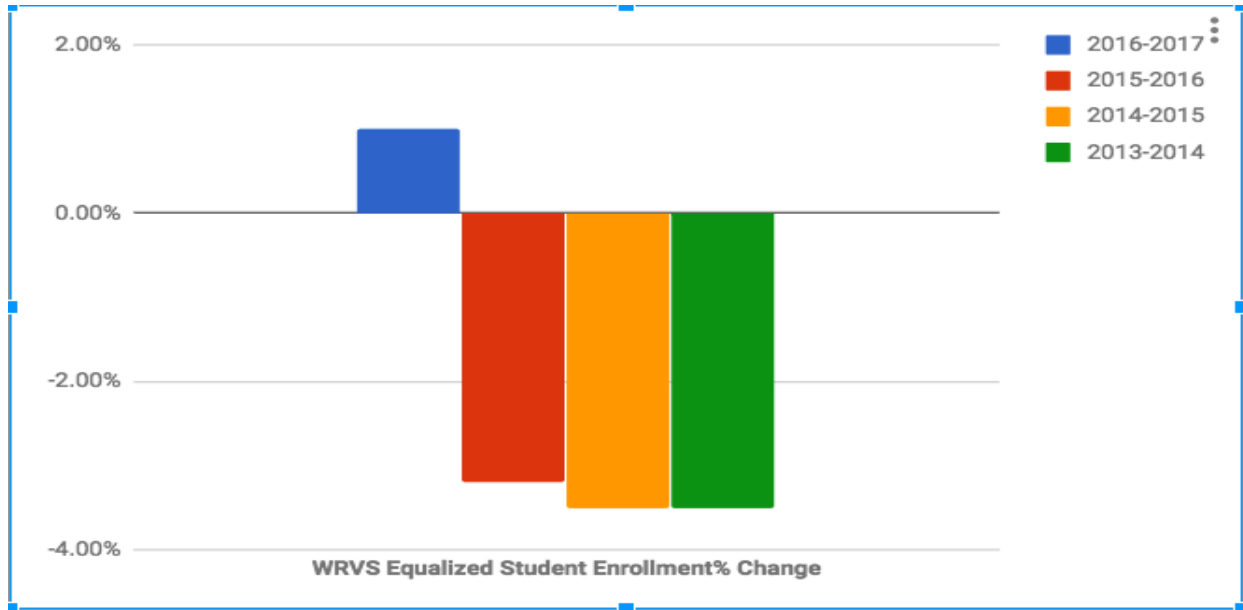
WRVS Enrollment by Grade

WRVS Enrollment by Grade

| | 2016- 2017 | 2015- 2016 | 2014- 2015 | 2013- 2014 | 2012- 2013 | 2011- 2012 | 2010- 2011 | 2009- 2010 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| K | 22 | 29 | 27 | 28 | 29 | 27 | 20 | 24 |
| 1st | 30 | 29 | 26 | 33 | 25 | 19 | 24 | 18 |
| 2nd | 26 | 27 | 32 | 25 | 16 | 25 | 18 | 23 |
| 3rd | 29 | 34 | 28 | 16 | 26 | 20 | 24 | 17 |
| 4th | 27 | 25 | 16 | 26 | 17 | 25 | 17 | 24 |
| 5th | 14 | 16 | 30 | 21 | 27 | 18 | 26 | 22 |
| 6th | 25 | 28 | 22 | 28 | 19 | 25 | 21 | 31 |
| 7th | 25 | 22 | 25 | 19 | 25 | 20 | 29 | 23 |
| 8th | 21 | 27 | 16 | 29 | 19 | 30 | 26 | 26 |
| K-8 | 223 | 237 | 222 | 225 | 203 | 209 | 205 | 208 |
| 9-12 | 97 | 99 | 101 | 113 | 116 | 119 | 135 | 149 |
| Total | 320 | 336 | 323 | 338 | 319 | 328 | 340 | 357 |

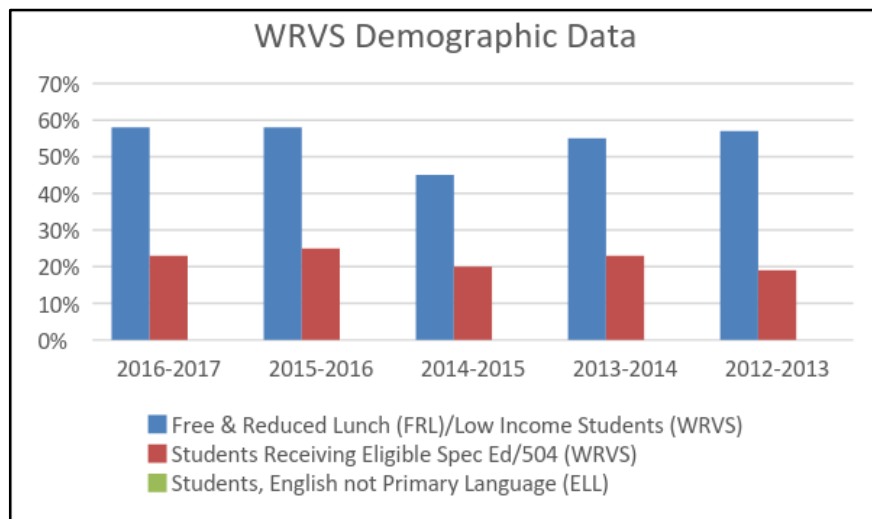
Note: Steady enrollment patterns 2013-2017

Equalized Student Enrollment (Pre-K-12), % Change/year FY 2013 – FY 2017



Disaggregated Demographic Data

| | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 |
|--|-----------|-----------|-----------|-----------|-----------|
| Free & Reduced Lunch (FRL)/Low Income Students (WRVS) | 58% | 58% | 45% | 55% | 57% |
| Students Receiving Eligible Spec Ed/504 (WRVS) | 23% | 25% | 20% | 23% | 19% |
| Students, English not Primary Language (ELL) | 0% | 0% | 0% | 0% | 0% |



Note: The state average for FRL in Vermont schools in FY 17 was 39%

Economic Note: In 2010, the median per capita income in Corinth is \$14,441 and Topsham is \$15,405. In 2015, 16.8% of Corinth residents fell below the poverty level; in Topsham 25% fell below the poverty level. The State average in 2015 was 15% (from: City.com)

Births in WRVS: 2009-2015

| | 2015 | 2014 | 2013 | 2012 | 2011 | 2010 | 2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Corinth | 18 | 18 | 17 | 16 | 10 | 20 | 21 |
| Topsham | 7 | 13 | 10 | 11 | 10 | 13 | 7 |
| WRVS District Births | 25 | 31 | 27 | 27 | 20 | 31 | 30 |

Note: Steady pattern of birth rates in our district.

Summary Findings – Demographic Data

The WRVS student and secondary student populations have fluctuated over the years. In 1972, Unified Union District No.36 opened its doors to 260 students. Over the last 20 years, the student population reached a high of 385 students in the 1993-1994 school year to a low of 203 students in 2012-2013.

The secondary student population reached a high of 169 students in 1997-1998 and a low of 97 in 2016-2017. The budgetary impacts of these shifts in student population were, and continue to be, an important topic of conversation in our communities. That being said, the communities of Corinth and Topsham have never failed to pass a school budget or decided to even consider abandoning secondary school choice or voted down the dollars needed to sustain “choice.”

Overall, enrollment continued to drop from its peak in the 80's until around 2010, at which time it began to level off. At about the time that secondary enrollment leveled off, elementary enrollment began a slight rise and has stabilized at between 220 and 230 students.

Birth data and enrollment projections indicate continued stable enrollment for the near future.

Section 2: Program Review - Equity, Quality, and Variety of Educational Opportunity

Program Overview:

WRVS is a learning community that embraces change and scholar centered decision-making. The developmental teams (K-2, 3-5, Middle School and K-8) have daily common team time. Those team meetings always include discussion of our instructional programming, strategies and data driven decision making. These daily common team times allow for continued collaboration and consistency in our academic programming. WRVS is committed to continually looking at our instruction and center our discussion on system growth, accountability and progress monitoring to gauge our instructional success.

As WRVS continues to grow, we always look for additional ways to bring more to our scholars. We are working with the Orange County Sheriff's office and begun teaching the LEAD program, to enhance motivation and engagement of safe/healthy decision making. Additionally, we have begun offering afterschool lessons in instrumental music, during the day art and music studio time, and a robotics club. We continually look for ways to engage the scholars in Project Based Learning and/or an increase in their inquiry based strategies within all learning.

WRVS has implemented an Assessment Team and a shared Leadership Team. These teams meet on a monthly basis and review assessment data, instructional strategies and the growth goal setting of our learning community. We are a cohesive and transparent system that continually works with a growth mindset toward scholar centered decision making.

Subjects Offered:

Waits River Valley School offers the following subjects to our scholars:

- Mathematics
 - K-5 Investigations, aligned with the CCSS
 - 6-8 Connected Math, aligned with the CCSS
- Language Arts
 - K-8 Reader's Workshop
 - K-8 Writer's Workshop
 - K-2 Foundations (Grammar, hand writing (manuscript), spelling)
- Science
 - K-8 Backward design unit aligned with NGSS and/or Engineering Standards
- Social Studies
- Spanish
- Music
- Physical Education
- Art
- Health
- Social-Emotional Support

- Technology Ed
- Library/Media
- Various Middle School Electives
- Daily Enrichment & Tutorial Supports

Waits River Valley School – Program Profile (Instructional Minutes per Week)

| Waits River Valley School | ELA | Math | Social Studies | Science | World Languages | Computer Applications | Art | Music | PE | Health | Guidance | Library | After-School Programs |
|----------------------------------|------------|-------------|-----------------------|----------------|------------------------|------------------------------|------------|--------------|-----------|---------------|-----------------|----------------|------------------------------|
| PK | | | | | | | | | | | | | |
| Kindergarten | 400 | 225 | | 200 | 0 | 0 | 250 | 250 | 250 | 0 | 250 | 250 | 0 |
| Grade 1 | 450 | 300 | | 150 | 0 | 0 | 250 | 250 | 250 | 0 | 250 | 250 | 0 |
| Grade 2 | 275 | 300 | | 150 | 0 | 0 | 200 | 200 | 200 | 0 | 200 | 200 | 0 |
| Grade 3 | 350 | 375 | | 225 | 0 | 0 | 225 | 225 | 225 | 0 | 225 | 225 | 0 |
| Grade 4 | 475 | 350 | | 150 | 0 | 0 | 225 | 225 | 225 | 0 | 225 | 225 | 0 |
| Grade 5 | 300 | 300 | | 225 | 0 | 0 | 225 | 225 | 225 | 0 | 225 | 225 | 0 |
| Grade 6 | 225 | 225 | | 225 | 225 | 0 | 225 | 225 | 225 | 0 | 225 | 225 | 0 |
| Grade 7 | 225 | 225 | | 225 | 225 | 0 | 225 | 225 | 225 | 0 | 225 | 225 | 0 |
| Grade 8 | 225 | 225 | | 225 | 225 | 0 | 225 | 225 | 225 | 0 | 225 | 225 | 0 |

Waits River Valley School – Full Time Equivalent Staff

| Waits River Valley School | ELA | | Math | Social Studies | Science | World Languages | Art | Music | PE | Guidance | Library | Reading Intervention | Math Intervention | Nurse |
|---------------------------|-----|--|------|----------------|---------|-----------------|-----|-------|----|----------|---------|----------------------|-------------------|-------|
| | | | | | | | | | | | | | | |
| PK | | | | | | | | | | | | | | |
| Kindergarten | | | | 2 | | | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| Grade 1 | | | | 2 | | | | | | | | | | |
| Grade 2 | | | | 2 | | | | | | | | | | |
| Grade 3 | | | | 2 | | | | | | | | | | |
| Grade 4 | | | | 2 | | | | | | | | | | |
| Grade 5 | | | | 2 | | | | | | | | | | |
| Grade 6 | 1 | | 1 | 1 | 1 | 1 | | | | | | 0 | | |
| Grade 7 | | | | | | | | | | | | 0 | | |
| Grade 8 | | | | | | | | | | | | 0 | | |

Curriculum Overview:

Literacy: Waits River Valley School

| | | |
|--|---|---|
| Curriculum Overview | Assessments Used to Monitor and Guide Instruction | Response to Intervention: 30 minutes, 5x week |
| K-2 Kindergarten through 2nd grades use the Reader’s Workshop Model, Fountas and Pinnell Phonics Program, Foundations, Lucy Calkins Units of Study(writing) and Katie Wood Ray (writing) | A combination of assessments are used throughout the year: Fountas and Pinnell Benchmark Assessment, Primary Observation Assessment, Foundations Assessment | Fountas & Pinnell Leveled Literacy Intervention Program is our primary source for students reading below grade level. |
| 3-5 3rd through 5th grades use the Reader’s Workshop model, Lucy Calkins Units of Study (writing), Steck-Vaughn (spelling) | A combination of assessments are used throughout the year: Track My Progress, Fountas & Pinnell Benchmark Assessment, Developmental Spelling Assessment, Steck-Vaughn spelling weekly jpre and post tests | Fountas & Pinnell leveled Literacy Intervention Program |
| 6-8 6th through 8th graders follow a combination of self-selected and teacher selected reading. For writing, the Lucy Calkins Units of Study for writing is used, though the entire program is not owned. | Track My Progress | Call-Back: individualized support on an as needed basis. |

Math at Waits River Valley School

| | | |
|---|--|---|
| <p>Curriculum overview</p> | <p>Assessments Used to drive Instruction and to develop our intervention groups.</p> | <p>Response to Intervention Every child receives 30 minutes of extra instruction in reading and/or math.</p> |
| <p>Grades K-2 classes use the <i>Investigations</i> math program and supplements it with a variety of sources. There are also common assessments developed by the district grade level teams which teachers use as documentation for meeting the standard in certain areas of the curriculum. There is a district designed curriculum that supports implementation of the <i>Common Core</i> document. Teachers meet once a week to discuss math instruction.</p> | <p>Formative assessments developed by teachers are given periodically in class. Summative: Unit Assessments are given after each math unit. Primary Number and Operation Assessment is given individually. This is mostly oral.</p> | <p>Students are placed in ability based group. Decisions on groupings and learning intentions are made by the grade level teams using testing data and teacher observation.</p> |
| <p>Grades 3-5 classes use the <i>Investigations</i> math program and supplements it with a variety of sources. There are also common assessments developed by the district grade level teams which teachers use as documentation for meeting the standard in certain areas of the curriculum Teachers meet once a week to discuss math instruction.</p> | <p>Formative assessments developed by teachers are given periodically in class. Some are starting to use OGAP Summative: Unit Assessments are given after each math unit. <i>Do The Math</i> pre and post assessments in operations and algebraic thinking as well as in fractions. <i>Track My Progress</i> is a <i>digitally formatted</i></p> | <p>Students are placed in ability based group. Decisions on groupings and learning intentions are made by the grade level teams using testing data and teacher observation.</p> |

| | | |
|---|--|--|
| <p>Grades 6-8 classes use the <i>Connected Math</i> program and supplements it with a variety of sources. The math lead teacher meets regularly with the math teacher in middle school to discuss math instruction.</p> | <p><i>assessment that is given 3 times a year.</i></p> <p>Formative assessments developed by teachers are given periodically in class. Summative: Unit Assessments are given after each math unit.</p> <p><i>Track My Progress is a digitally formatted assessment that is given 3 times a year.</i></p> | |
|---|--|--|

Multi-tiered Student Support

WRVS has implemented tiered level interventions (MTSS) for the past 8 years. Over those 8 years, we have designed and developed system changes that allow for the most optimal scholar growth. Currently in K-5 we provide a 30 minutes block of time, daily, where ability based grouping occurs to provide intervention and/or enrichment within core content areas. Our Intervention (PowerUp) has a six-week rotation between literacy and math.

Every five weeks we look at pre/post data to show where groupings need to alter and/or change to meet the skill rotation. We are using “Do The Math” intervention programming and Leveled Literacy Intervention (LLI) for programmatic needs. These are small groups (3-5 scholars), based on assessment data (pre/post programmatic assessments, Literacy benchmarks, PNOA/POA, Track My Progress).

WRVS middle school has implemented this same model historically and this year moved to a “call-back” system of support, allowing individual scholars to receive support in Math/Literacy from their teachers. The others, who are not meeting with these two teachers, are engaged in Math skill drills through technology. This Middle School program is a 30-minute block of time daily. The Intervention team (two lead literacy teachers, one lead math teacher, support services) meet monthly to discuss progress and this same team meets weekly within the common team times to have one day per week address assessment/data and intervention needs.

High School Choice:

Through the years, our secondary students have attended a wide variety of regional high schools. In FY’17, 49 students attended Oxbow High School; 25 students attended Thetford Academy; and 23 students attended a full range of other high schools in our region (Spaulding HS, Blue Mountain HS, St. Johnsbury Academy, U-32 HS, Northfield HS, Hartford HS, Rivendell, and Danville HS).

Looking back just 5 years, there has been a shift in student preference away from Oxbow HS (66 students in FY 13) in favor of matriculation choices reflecting a more diverse set of student interests and matches.

If one looked at a longer period of time you’d find additional high schools and some interesting student population shifts between some of the high schools in our region. Some of these shifts are clearly influenced by changes in the transportation options available at any given time, as well as, the work destinations of parents.

Summary Findings – Program Equity, Quality, and Variety:

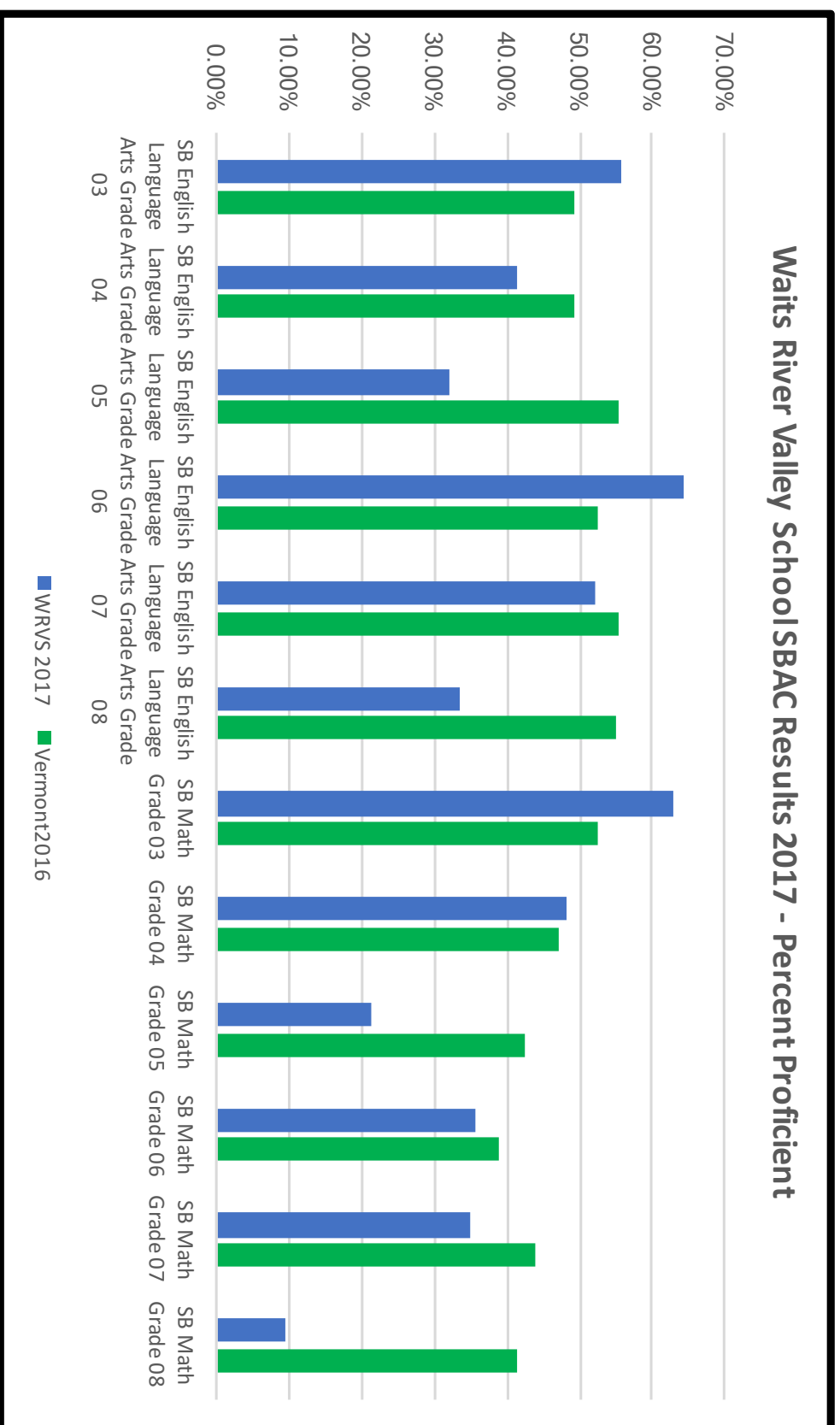
It is the conclusion of our self-study that historically and currently, WRVS meets the requirements of the Education Quality Standards outlined by the state of Vermont for grades K-8 as they relate to curriculum and instruction - including, but not limited to:

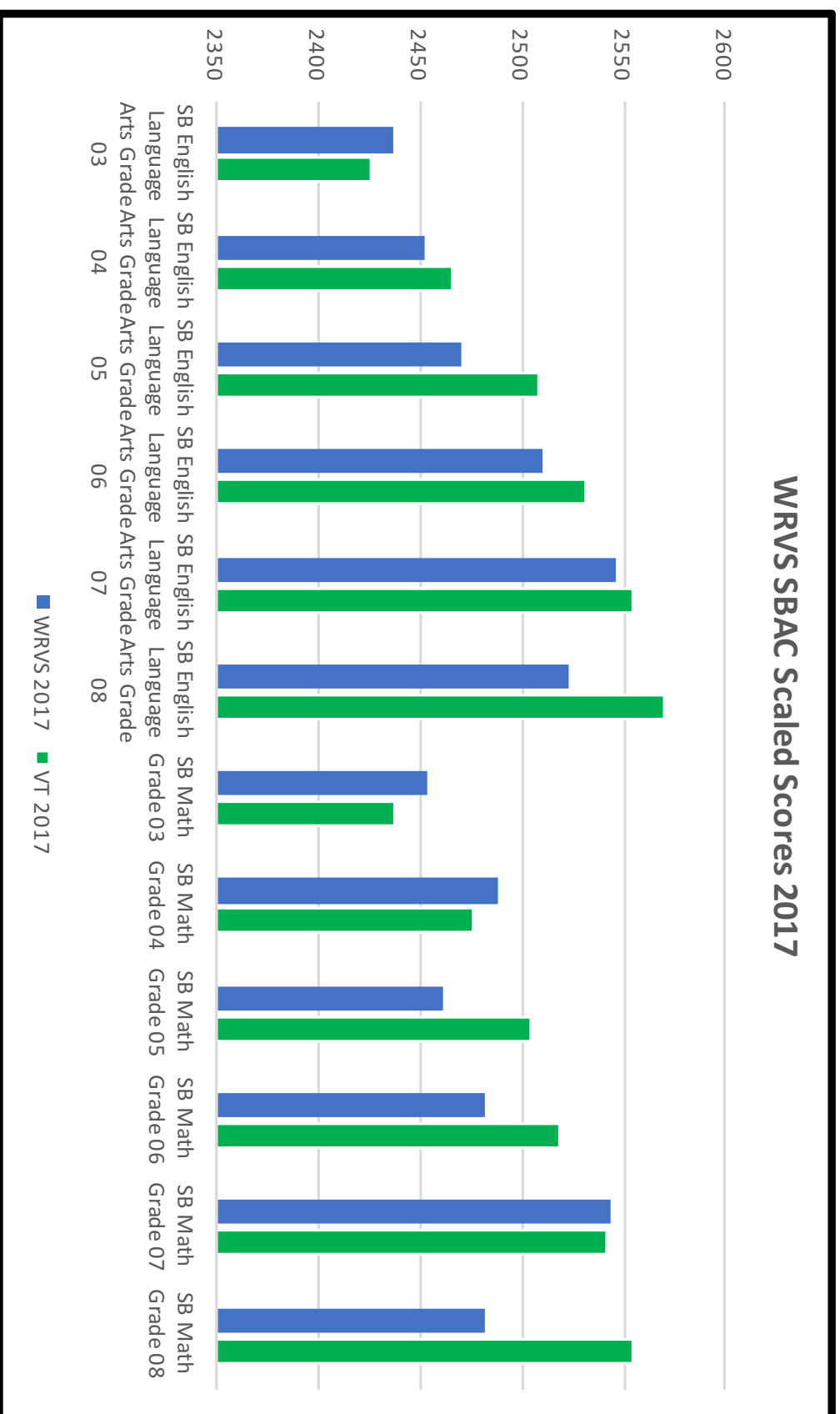
- ✓ The breadth, variety, and quality of educational programming offered our students;
- ✓ Student-Centered Instructional Practices, including progress towards proficiency-based learning;
- ✓ Curriculum Content;
- ✓ Personalized Learning Plans;
- ✓ Curriculum Coordination – aligned with state standards and coordinated across all grades;
- ✓ The Integration of Technology
- ✓ Pre-Kindergarten

Section 3: Student Performance

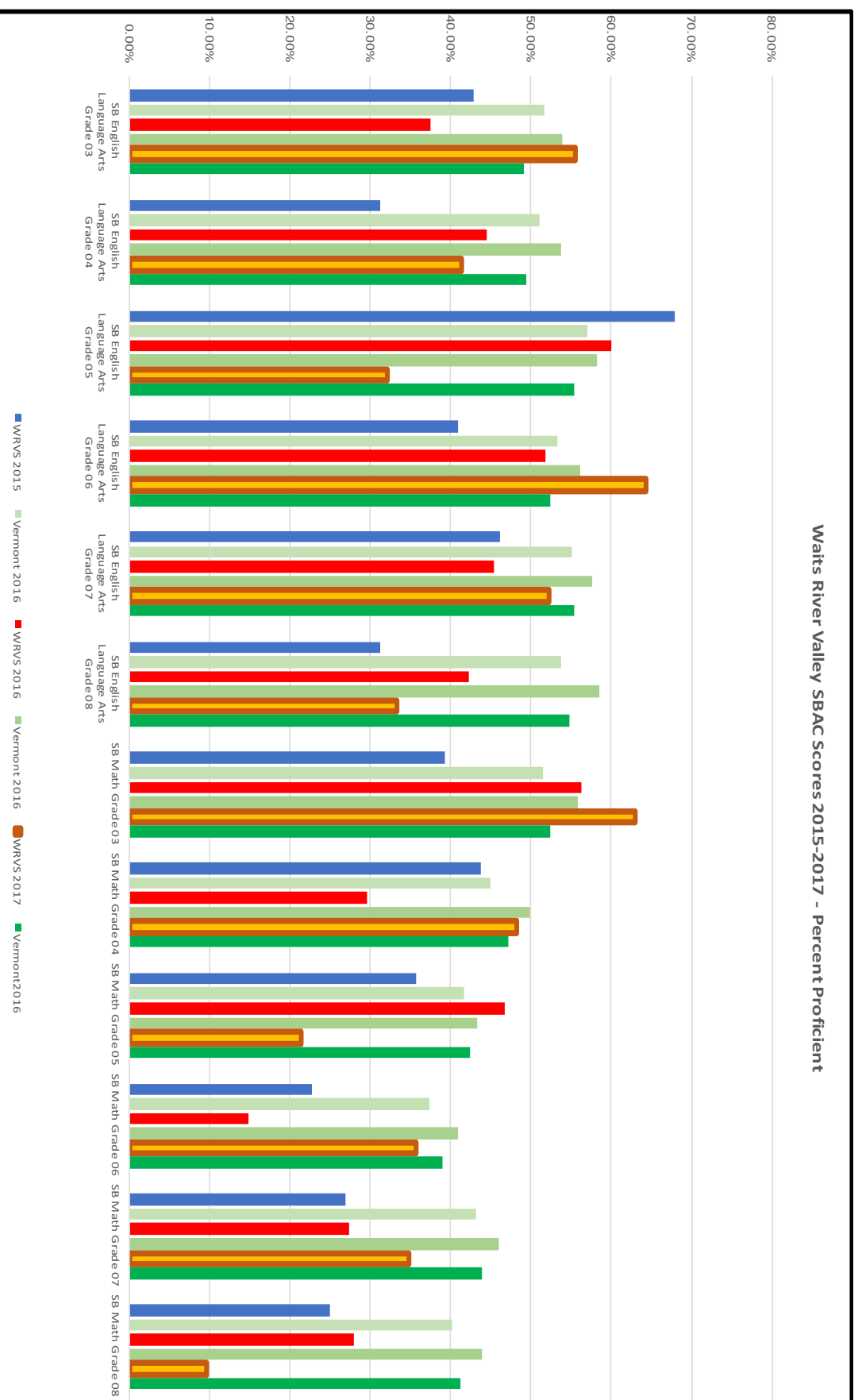
SBAC Data 2017

SBAC Results 2017 – Percent of Students Proficient

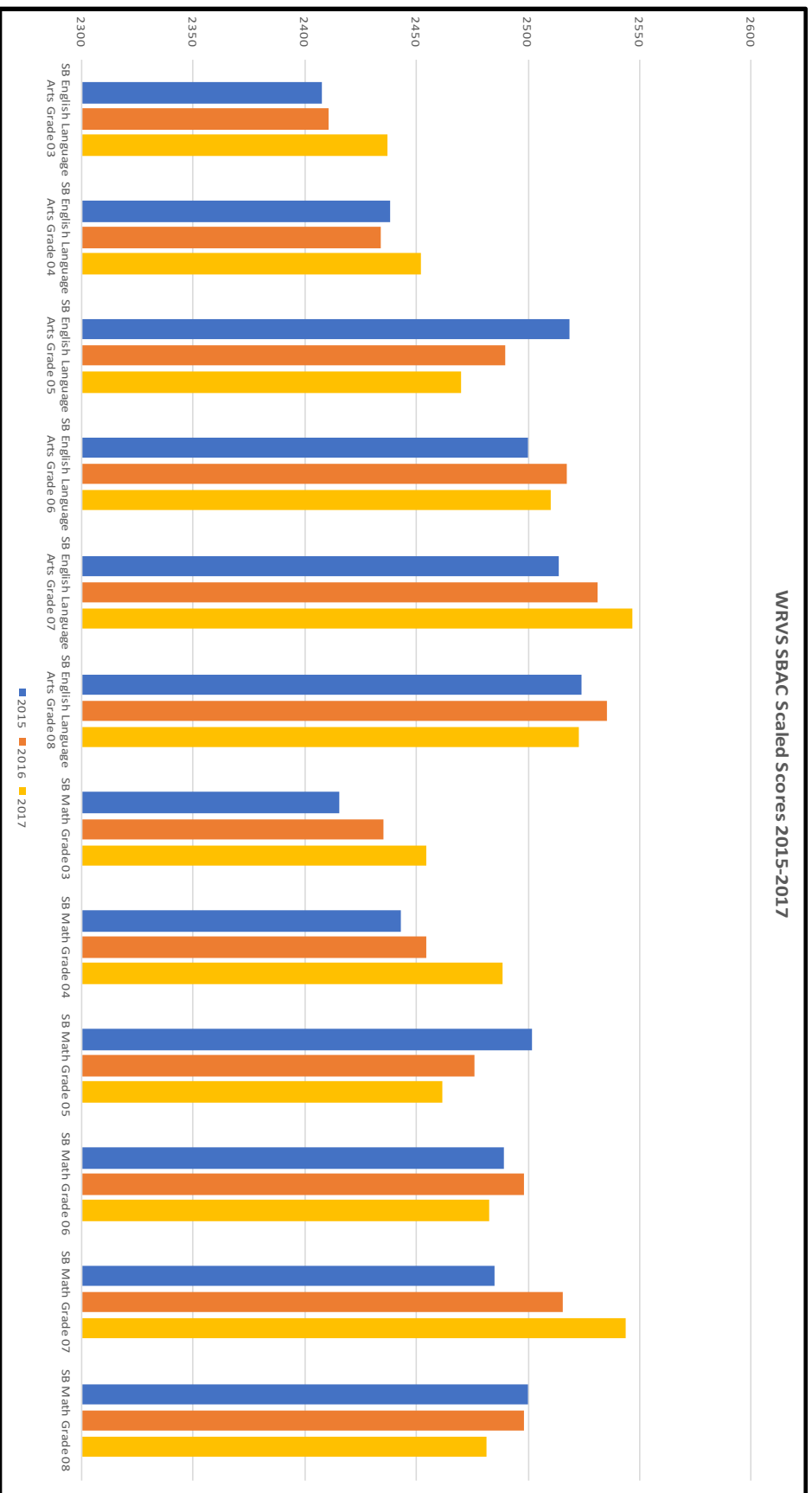




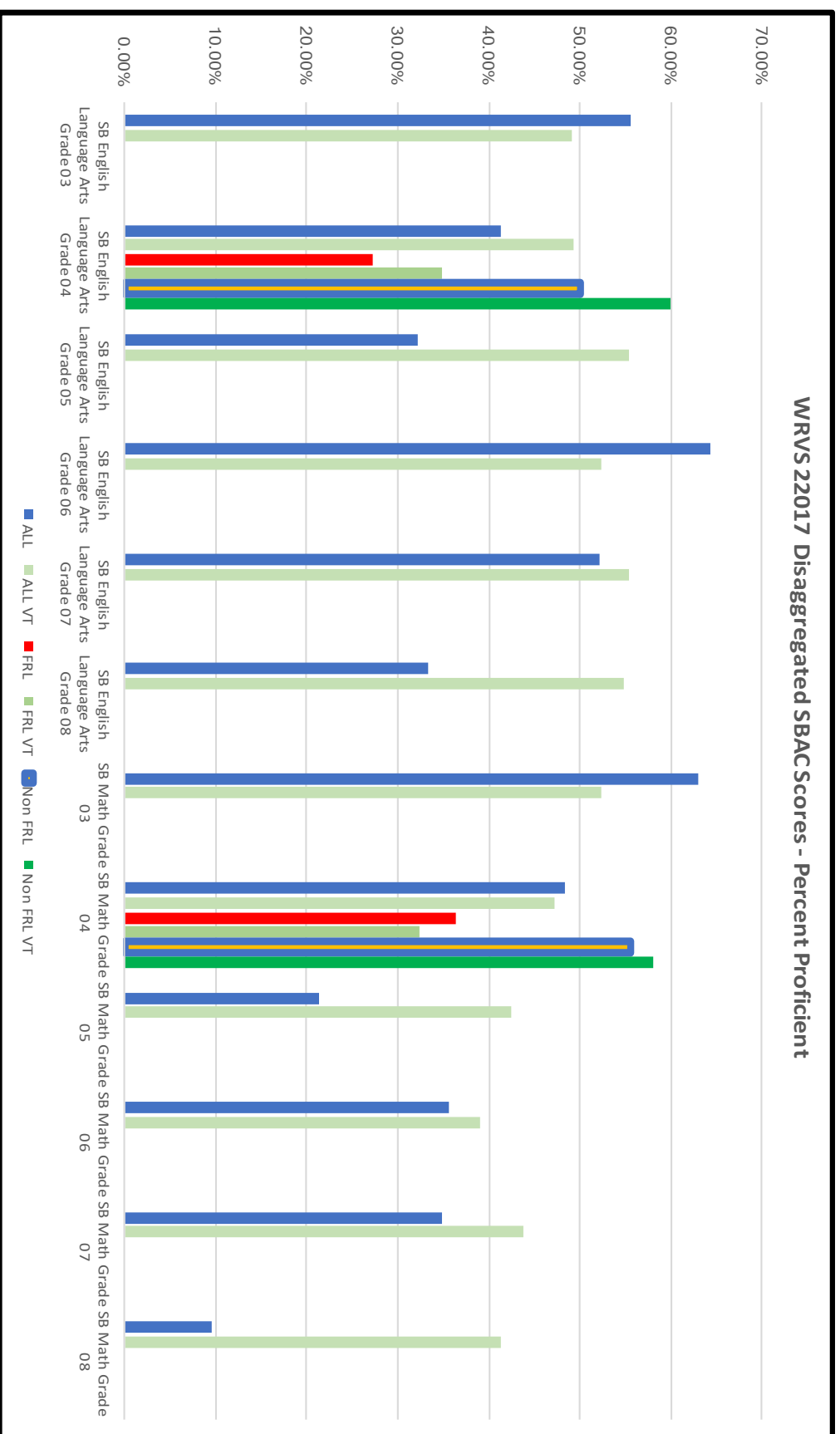
SBAC Proficiency Analysis: 2015-2017



SBAC Scaled Score Comparison: 2015-2017



Disaggregated SBAC Scores 2017



WRVS: Percentage of Student Receiving Free and Reduced Lunch

| | 2016-2017 | | 2015-2016 | | 2014-2015 | | 2013-2014 | | 2012-2013 | |
|---|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | WRVS | VT | WRVS | VT | WRVS | VT | WRVS | VT | WRVS | VT |
| Free & Reduced Lunch (FRL)/Low Income Students (WRVS) | 58% | 39% | 58% | 38% | 45% | 39% | 55% | 41% | 57% | 40% |

Summary Findings – Student Performance:

Contextual Notes:

- *OESU has yet to fully coordinate, implement, and support the delivery of a unified approach to curriculum and instruction. Despite that absence of leadership, WRVS has forged ahead in addressing the state’s Educational Quality Standards including a comprehensive plan for ensuring that its students meet or exceed state and national performance standards as measured on a full range of state and local testing protocols including SBAC assessments.*
- *Despite a school population where 68% of its students in FY’17 received Free or Reduced Lunch (state average = 39%), students at WRVS outperformed many of the schools in their region. (See Appendix B: Regional SBAC Comparison)*

An examination of the 2017 SBAC results provides notable instances where WRVS students either met or exceeded state standards.

- ❖ ELA – grades 3 and 6
- ❖ Math - grade 3

But the overall record of student performance in WRVS remains uneven from grade to grade in terms of meeting or exceeding proficiency.

However, an examination of WRVS scaled scores reveals real progress from grade to grade in both math and English – suggesting that a high percentage of students are close to achieving a proficiency score but are just missing the bar.

Further, examining the scores for cohorts of students over the past three years, there are instances of steady progress, but more often the results are uneven.

When one disaggregates based on economic status, student results for 2017, suggest a substantive performance gap between students based on that status though the only cohort large enough to examine was in grade 6.

Clearly more work needs to be done to align the school’s curriculum with state standards and provide consistent instructional approaches across grade levels, as well as, the required levels of instructional support needed for students to succeed despite their economic situation or learning style.

Section 4: Spending/Operational Comparisons:

| | FY 17 | FY 16 | FY15 | FY14 | FY 13 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Budget | \$6,029,490 | \$5,949,297 | \$6,067,476 | \$5,595,990 | \$5,942,678 |
| Ed. Spending | \$4,833,491 | \$4,654,199 | \$4,995,653 | \$4,731,361 | \$5,054,762 |
| Ed Spend/Eq. Pupil | \$13,772.59 | \$13,458.44 | \$13,984.42 | \$12,780.90 | \$13,176.48 |
| | | | | | |
| Equalized Pupils (HH) | 350.95 | 345.82 | 357.23 | 370.19 | 383.62 |
| Phantoms | 21.89 | 24.02 | 30.68 | 36.22 | 36.27 |
| Ed Spend/Eq Pupil “Actual” | \$14,688.78 | \$14,463.02 | \$15,298.28 | \$14,167.02 | \$14,560.70 |

Note: In 2017, the average rate of education spending per equalized pupil for districts that operate an elementary school but tuition high school students is \$14,351.99.

Percent Change in Spending: FY13-FY17

| | % Growth: FY 13-FY17 | Yearly average |
|-----------------------------------|----------------------|----------------|
| Budget | 1.4% | 0.4% |
| Ed Spending | -4.3% | -1.08% |
| Ed Spend/Eq. Pupil | 4.5% | 1.1% |
| Ed Spend/Eq Pupil “Actual” | .8% | .2% |

Note: From FY’13 to FY’17, the average education spending per equalized pupil in Vermont rose from \$12,789 to \$14,651 or 12.7% as compared to a total increase of 4.5% in WRVS over that same fiscal time frame.

WRVS: Instructional and Administrative Ratios

| | FY 17 | | FY 16 | | FY15 | | FY14 | | FY 13 | |
|------------------------------------|-------|--------|-------|-------|------|--------|------|--------|-------|--------|
| | WRVS | VT | WRVS | VT | WRVS | VT | WRVS | VT | WRVS | VT |
| Student Teacher Ratio | 10.08 | 10.55 | 8.89 | 10.41 | 9.41 | 10.55 | 9.42 | 10.56 | 8.37 | 10.61 |
| Student Administrator Ratio | 262 | 100.41 | 249 | 97.71 | 254 | 104.24 | 245 | 104.57 | 226 | 102.51 |
| Teacher to Admin Ratio | 26 | 9.52 | 28 | 9.38 | 27 | 9.88 | 26 | 9.9 | 27 | 9.66 |

Summary Findings – Operational Efficiency:

WRVS maintains one of the most efficient K-8 operating districts in the state. It's education spending per equalized pupil cost is well below the state-wide average for similarly structured schools and has grown at an annual rate of only 1.1% from FY'13 to FY'17. Its student teacher ratios are equivalent to state averages, but its student and teacher to administrator ratios are well below that found in most schools in Vermont.

Over the years, WRVS has undertaken a number of operational initiatives, some in conjunction with OESU, in order to achieve greater efficiencies in the delivery of its educational programs to its students:

- ❖ **Food Service:** WRVS has moved to a Food Service company. This has totally eliminated the need to supplement the program with local funds, as well as the total elimination of running any form of a deficit. Now, the same food service company is servicing two other district elementary schools and one high school.
- ❖ **Fuel Oil:** OESU bids on our heating oil, and propane, as a district. This large volume purchasing has allowed us to save substantial amounts of money due to the size of the reserve needed.
- ❖ **Transportation:** OESU now bids our consolidated transportation needs. This system has allowed us to have consistency in the service delivery, as well as minimizing the political aspect of community awareness and local politics.
- ❖ **Universal Meals:** WRVS does participate in Universal Meals- allowing all scholars to eat breakfast and lunch at no cost- this has increased our food service revenue dramatically- but most importantly has eliminated the socio-economic aspects of paying/not paying for food. Additionally, WRVS participates in the Fresh Fruit and Vegetable program, this program gives every scholar in the school a fruit/vegetable snack on a daily basis- at no cost.
- ❖ **MMS:** OESU has adopted the student data system of MMS. WRVS has used this system for many years. The newer partnership with all of our schools has allowed for a bank of information to easily be transferred into OESU level needs, as well as sending HS components.
- ❖ **Restructured Administrative Team:** WRVS was a system that once experimented with two administrative structures (Principal/Asst. Principal and Principal/Support Services Director). For the last 7 years, our school has been led by a single administrator who is able to do both roles.

In the last five years, WRVS has also altered/added/improved:

- ✓ Freezer Replacement (upstairs kitchen, walk in freezer),
- ✓ Drainage around the building,
- ✓ Air Handler,
- ✓ Model Building safety/Security System,
- ✓ Community Generator (FEMA \$- and Local funds),
- ✓ Traffic Pattern Shifts,
- ✓ Phones in every classroom,

- ✓ New energy efficient roof
- ✓ Window and Door replacement, etc.

Looking ahead WRVS is working with OESU to:

Consolidate its tax anticipation notes with the other districts in OESU to acquire more favorable rates
Consolidate bids for core services to its facilities – plowing, ground maintenance, etc.
Research the application of renewable energy sources for its school – solar, wind, etc.

Section 5: Transparency, Accountability, and Community Engagement

WRVS takes full advantage of its small size and close-knit communities to encourage parents, guardians, and others in the community to engage with the school for the benefit of the children. Effective and successful communication is established so that all members of the WRVS community are connected with the School and understand its mission.

An annual and vibrant School District Meeting remains a tradition in the communities of Corinth and Topsham and plays an important role in fostering among citizens their direct involvement in school affairs grounded in an ongoing process of dialogue between the school and its community.

Waits River Valley School communicates effectively with the community through its ***School Report Card, Annual Report***, website information, weekly newsletters, and our social media site. Our community members and/or families are invited to participate in many informational meetings. Our performances and/or community engagement opportunities are amazing and strongly attended and supported by our extended community, as well as, our school community. WRVS has a number of community volunteers, who work as mentoring, literacy support and/or math support for individual scholars.

Among the strategies central to ensuring transparency, accountability, and community engagement in all matters, WRVS:

- Creates, prints and makes available a parent handbook to outline procedures of WRVS. Included in this document are the matrices developed to clearly define behavioral infractions and the level of interventions for the infractions.
- Has a website designed to educate extended communities about their school and engage the public in issues that involve the future of their school. Additionally, WRVS has a weekly newsletter published on Fridays that is shared on the website, as well as individual emails and paper copies. WRVS has a social media page that posts happenings and news as it occurs.
- Encourages the direct involvement of parents in school affairs through our Wellness committee, Food Service Advisory Committee, Athletic Committee. In addition, parents have participated on our PBIS team, and contributed to our Strategic Planning Process.
- WRVS sponsors a number of fun/community building activities every year including:
 - Ice Cream Socials
 - Grandparents Day
 - Winter Feast
 - Winter Concert
 - Gym Show
 - Art Show
 - Fall Open House
 - Budget information night
 - Exposition night (Project Based Learning)
- Serves as the emergency shelter for both communities

WRVS has an automated phone alert system that allows us to communicate with the community for system needs, as well as opportunities for our community to contribute to our programmatic needs.

We offer a fall sport program, and winter sports program - both of which are K-8. WRVS offers a Middle School ski/board program, with the generous donation from our communities to rent equipment packages from Montpelier Ski and Slope. This equipment is used for Friday half day lessons at North East Slopes, with local members providing ability based lessons. The ski packages are accessed by the middle school scholars throughout the winter season, for their personal family ski needs- as well as the Friday programming.

Act 46 Outreach:

On December 3, 2015 WRVS kicked off its Act 46 study process with a presentation to the community and School Board. The overview was provided by Wayne Gerson, an Act 46 consultant with the Act 46 Project. Over seventy community members attended this event. At the conclusion of the event, WRVS mailed a survey to every household along with a self-addressed return envelope to enable them to mail in their responses to the survey questions.

Among the Act 46 options posed to residents were:

| | |
|--|-------------------|
| Maintaining High School Choice and an K-8 school | (70% yes) |
| Making WRVS a K-6 school | (44% - good idea) |
| Remain a member of OESU | (68% yes) |
| Explore options with other districts in our region | (59% yes) |

In addition, Act 46 has been a full topic of discussion at the last two annual school meetings in May.

SELF-STUDY PART 2: MEETING THE GOALS OF ACT 46

Introduction:

As a context for understanding and assessing our district's proposed plan for continuous improvement plan, our self-study began by reviewing our district's most recent statement of educational vision, as well as, the core educational and operating principles currently guiding the management of our school.

Mission Statement:

The Mission of the Waits River Valley School is to prepare each student for a meaningful and productive life by providing a rigorous educational experience in which each student is challenged to do his or her best in every area and to discover those areas where they can excel.

Educational Philosophy:

We recognize that each of our students, however different, has a right to an equitable education. That education should at a minimum give the student a solid foundation of knowledge and skills in basics, common to all educated people, including reading, writing, mathematics, and the ability to think creatively.

We believe that each student is a unique and impressionable individual who has emotional needs, developmental stages, and unlimited potential. Each student is a person who deserves respect, who wants to be part of the class in a positive way, and who wants to learn. We believe that each child needs confirmation and support. Each child needs to experience success every day in order to maintain self-esteem. Each child needs to be able to express his or her needs and desires and have those needs and desires listened to and addressed.

WRVS HOME & SCHOOL COMPACT

[Compacts are voluntary agreements between families and schools.]

Our School envisions the "highest level of success for every student." To accomplish this, parents, teachers, and students need to work together in a spirit of cooperation and collaboration. The following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and in life.

As a Teacher, I will:

- Carry out the following responsibilities to the best of my ability:
- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love for learning.
- Communicate regularly with families about student progress.
- Get to know my students and encourage families and students to share out-of-classroom interests, issues, or circumstances that may impact and influence student learning and success.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for

grades 1-3, and 60 minutes for grades 4-8).

- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

As a Student, I will:

- Carry out the following responsibilities to the best of my ability:
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about in-school and out-of school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

As a Parent/Guardian and/or Family Member, I will:

- Carry out the following responsibilities to the best of my ability:
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-8).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Get to know my child's teacher(s) and share interests, issues, and circumstances that may impact and influence my child's ability to learn and be successful in school.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

WRVS - School Improvement Plan

Introduction:

Waits River Valley School has a board approved ***School Effectiveness Plan/Continuous Improvement Plan***. This plan supports and aligns with ESEA requirements, as well as, integrates into the Vermont Agency of Education Quality Standards. On a yearly basis, the Waits River Valley School Board reviews the progress of the plan, which is done through yearly goal planning sessions of the school administration.

All of the elements of the plan are data-driven and/or research-based. The document is a working document, that is continually reviewed, updated and discussed at the board level and the building based level. The plan is published on our website at all times, allowing for community/public transparency.

Each element of the Continuous Improvement plan is based on measureable goals and monitored through data within scholar growth when possible.

The plan, our handbooks, and our school report card reinforce Waits River Valley School's commitment to a learning community that supports the whole child and provides a safe, orderly school for them to engage in. Waits River Valley School is committed to providing a learning community that is free from harassment, hazing and bullying.

Waits River Valley School Scholars participate in SBAC assessments, formative assessments in literacy and math. Waits River Valley School is committed to the use of assessment data to drive instructional change; we do this through our ***Professional Learning Community*** model of collegueship and coaching. This is evident in our daily common team time, which assessments are discussed and reviewed.

Waits River Valley School Annual Progress Report is publicly reported in the fall of each year and posted on the school website. Scholar progress is incorporated into board reports, and the intervention team reports three times per year to teachers, parents, and community of the data results for benchmark assessments. Additionally the WRVS reports high school choice data, enrollment, cost effectiveness, and demographic information annually in its ***Annual Report*** each Spring.

School Effectiveness/Continuous Improvement Plan 2017

Team Members/Role:

Carlotta Simonds-Perantoni/Principal, Beth Cobb/Superintendent, Katie Evans/K-2 representation, Yeanne Maxwell/3-5 Representation, Melissa Haskins/6-8 Representation, April Hallock K-8 Representation, Anna Madan/Literacy Representation, Pam Ahearn/Math Representation, Jessica Schaffer/Support Services Representation, Val Tucker/Literacy Representation.

| Content Area/Focus | EQS Core Indicator | Goal | Action Steps | Progress Monitoring |
|--|---------------------------|---|--|---|
| Curriculum, Assessment and Instruction | L06 | WRVS administration teams with staff to create a clear and effective universal and grade level assessment calendar for system wide instructional practice evaluation. | <ul style="list-style-type: none"> WRVS will commit to documented dates for formative assessment data collection. Assessments will be generated K-8 within Literacy and Math. (They MAY include: Fountas and Pinnell, POA, PNOA, Do The Math Pre/Post assessment, Track My progress, etc.) Use of the DSA (Developmental Spelling Assessment) grades 2-5 annually. | <p>An Assessment calendar has been developed and is altered and/or updated yearly to reflect what/when we assess.</p> <p>Data of assessment is generated 3 times a year and discussed at Common team time, looking at the data to shift instruction.</p> <p>MMS- Scholar information system will be advanced to include assessment data that allows for the development of individual learner profiles, over years.</p> |
| | CIN01 | WRVS teachers are guided in their instruction by a document aligned with Common Core Standards, | <ul style="list-style-type: none"> WRVS teachers will work within OESU wide vertical teams on a monthly basis to generate consistent until | <p>Monthly Vertical team meetings have occurred and a mapping of K-6 Literacy and math OESU</p> |

| | | | | |
|--|-------|---|--|---|
| | | curriculum, instruction and assessment. | <ul style="list-style-type: none"> planning aligned with CCSS. WRVS teachers will work within their daily common team time to discuss, coach, problem solve and celebrate CCSS aligned curriculum implementation. Daily minutes of the meetings will be generated and shared. WRVS will implement FUNDATIONS literacy, writing and spelling program K-3 as aligned with the OESU Continuous Improvement Plan. WRVS will continue implementation of Reader's Workshop within daily 90 minute literacy blocks as aligned with the OESU Continuous Improvement Plan | <p>wide (learning intentions/I can questions aligned to standards and grade levels) Work within grades 6-8 has begun, with monthly meetings to support this work.</p> <p>WRVS has daily common team time (k-2, 3-5, middle school, K-8) and discussion of literacy, math, technology, and assessment. Meeting minutes are generated daily, with any questions for administration included for written response. The Leadership Team, EST team and the Assessment team report out too, and document any questions concerns to bring to those meetings.</p> <p>90 minute reader's workshop is supported with staff, schedule, time and resources.</p> |
| | PTC03 | WRVS will access professional development opportunities that includes indicators of effective teaching, classroom management, strategies and conditions of learning, and instructional practices that | <ul style="list-style-type: none"> WRVS staff will participate in OESU wide staff development as provided supporting Universal Design Project Based Learning Opportunities, Unit design/development | WRVS has participated in: UDL, PBL, Backwards design Unit Planning, CPI, Trauma, |

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| | | <p>meet the needs of all learners.</p> | <ul style="list-style-type: none"> within all content areas and the implementation of NGSS. WRVS staff will be given the opportunity to individually and/or team wide, participate in professional development opportunities that support best practices for instructional models. | <p>Soc. Emotional Training, Wellness integration, Theory of Action, etc.</p> <p>WRVS has exhausted \$25K per year, for individual professional development and/or coursework. WRVS board of school directors has approved coursework beyond this amount, when necessary.</p> |
| | UD05 | <p>WRVS instructional teams will review formative and summative assessment data to make decisions about curriculum and instructional plans.</p> | <ul style="list-style-type: none"> On a daily basis, WRVS staff will meet in their grade level teams (K-2, 3-5, 6-8, K-8, Support Services) to review and discuss student progress and instructional strategies/practices, and make adaptations to instruction based on those conversations. On a six week rotation, WRVS staff will discuss pre/post data from tiered intervention and make grouping and instructional decisions based on the collection of data. On a trimester basis, K-8 instructors will use data collection to identify three scholars who are near to meeting the standard in | <p>WRVS has daily common team time (k-2, 3-5, middle school, K-8) and discussion of literacy, math, technology, and assessment. Meeting minutes are generated daily, with any questions for administration included for written response. The Leadership Team, EST team and the Assessment team report out too, and document any questions concerns to bring to those meetings.</p> <p>WRVS has an ability based intervention block of 30 minutes daily, k-8. This allows like groupings across similar grade levels and similar abilities to be</p> |

| | | | | |
|--|-------|---|---|---|
| | | | <p>math, literacy or writing, and create a plan of individual intervention to bring them to standard.</p> | <p>formed every 6 weeks- rotating between literacy and math for content. These groups are either enrichment or skill development intervention. This 30 minutes is in addition to the 90 minute literacy block and the 70 minute math block.</p> <p>Teachers have identified three scholars from each classroom (1-8) that are near the standard- this plan requires the review of data to discuss current level of performance and areas of need for growth to meet the standard.</p> |
| | CIN03 | <p>WRVS instructional teams develop Common Core Standards based units of instruction for all subjects and grade levels.</p> | <ul style="list-style-type: none"> WRVS staff will continue to work on a monthly basis with their district wide common peers to design, develop and create units of instruction and assessment that align with Common Core of State Standards. WRVS staff will work in their daily common team times to develop/discuss and evaluate the instructional methods used and effectiveness- via student progress monitoring. | <p>WRVS K-6 staff have worked within Vertical teaming at the district level. They created grade level alignment of standards, backwards design unit planning and common assessment discussion. The outcomes have been reviewed regularly, and standards based skills report cards have been generated for progress monitoring.</p> <p>WRVS teams meet for common daily team time,</p> |

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| | | | | accessing system supports (literacy team, math team, support services team, K-8 team, etc.) to mentor and/or coach each other within instructional change and needs- based on data generated from the assessment calendar. Daily agendas and minutes are shared system wide. |
| | SC02 | WRVS teachers seek individual scholar input within their interests to increase motivation and engagement while celebrating personal learning opportunities. | <ul style="list-style-type: none"> WRVS middle school team of instructors (including core content areas, specials and support services) will implement the development of Personalized Learning Plans. WRVS Middle School team will implement NAVIANCE data/portfolio design/collection to maintain PLP development on each scholar. | WRVS Middle School accesses Naviance system of scholarly information within Personal Learning Plans. The Naviance system allows for transfer of folders and/or documents once scholars enter into the High School settings of their choice. Middle School scholars have grade looping advisories that work on the PLP assignments, and weekly guidance sessions to address individual goal writing, and progress monitoring. |
| | HS01 | WRVS teams and administration continually review data and instructional practices to identify areas for improvement across all content areas and throughout the school. | <ul style="list-style-type: none"> WRVS staff will continue to work on a monthly basis with their district wide common peers to design, develop and create units of instruction and assessment that align with | WRVS K-6 staff have worked within Vertical teaming at the district level. They created grade level alignment of standards, backwards design unit planning and common |

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|--|-----|--|--|---|
| | | | <ul style="list-style-type: none"> Common Core of State Standards. WRVS staff will work in their daily common team times to develop/discuss and evaluate the instructional methods used and effectiveness- via student progress monitoring. | <p>assessment discussion. The outcomes have been reviewed regularly, and standards based skills report cards have been generated for progress monitoring. WRVS middle school is working with OHS Middle School (the only other in the district) to create learning outcomes and progress monitoring that is standards based and/or proficiency based for trimester reporting.</p> <p>WRVS staff uses data collection generated from local, State and Federal formative and summative assessment results to discuss scholar progress, peer coaching and instructional changes necessary throughout their daily common team times. Agendas and minutes of the meetings are generated and shared at large.</p> |
| | L02 | WRVS administration will provide managerial leadership within peer coaching opportunity for teachers to share their strengths and questions with other teachers. | <ul style="list-style-type: none"> WRVS will use part of their daily common team time to work as individual grade level supports, providing mentoring/coaching and collegueship. | WRVS Math and Literacy department continue to use classroom instruction video taping to coach instructional aspects. Additionally, Fran Huntoon has coached K-8 staff |

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| | | | <ul style="list-style-type: none"> WRVS teachers will be given opportunity to view/visit and observe other WRVS and/or other Vermont grades/classrooms to see varied instructional practices and have access to communication, coaching and mentoring. WRVS will pilot the implementation of the Teacher Growth Model of observation/evaluation. | <p>within math and instructional questioning and/or discourse. WRVS have spent time visiting other schools and/or systems (Thetford Elementary, Bradford Elementary, Barre Town Middle and Elementary School, etc.) to view instructional strategies and coaching gains.</p> |
| | L03 | WRVS administration and teams maintain a focus on instructional leadership and scholar learning outcomes. | <ul style="list-style-type: none"> WRVS administration will continue working with the OESU wide leadership team, providing consistent high expectations for all learners across all learning communities in the supervisory union. WRVS administration will continue the professional development opportunities within Local and State resources toward instructional change and accountability. WRVS will implement the developed standards based reporting system of progress monitoring for all K-6 scholars. | <p>WRVS Principal meets twice monthly within the OESU leadership team. A created and implemented Theory of Action Plan guides our conversations and work. OESU leadership is designed to include all building and/or program admin. As well as the OESU Admin. Team. Agendas and minutes are shared.</p> <p>OESU has worked as a cohesive team of K-6 grade professional staff to create aligned Standards Based progress monitoring reports that are compiled on a trimester schedule. This is currently being created for our 7/8 graders with</p> |

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|--|------|---|--|---|
| | | | | planned academic year of 2018- 2019 use. |
| Multi-Tiered System of Scholar Support | L05 | WRVS administration will provide managerial leadership in the continual implementation needs of multi-tiered supports for all learners | <ul style="list-style-type: none"> WRVS will continue to use student progress (supported by data) to implement tiered intervention on a daily basis for all K-8 scholars. Curriculum will be designed and assessments aligned to support the individual needs of all scholars within tiered intervention. | WRVS has an ability based intervention block of 30 minutes daily, k-8. This allows like groupings across similar grade levels and similar abilities to be formed every 6 weeks- rotating between literacy and math for content. These groups are either enrichment or skill development intervention. This 30 minutes is in addition to the 90 minute literacy block and the 70 minute math block. The assessment team meets monthly to discuss the program effectiveness and agendas and minutes are generated and sent system wide. |
| | UD07 | WRVS teachers will provide individualized instructional opportunities of support based on pre and post assessment that support enrichment and remedial needs of all scholars. | <ul style="list-style-type: none"> WRVS will continue the daily implementation of tiered intervention within literacy and/or math K-8 daily. WRVS will research opportunity to provide after school supports for grades 6-8 for academic achievement and organizational needs. | WRVS has an ability based intervention block of 30 minutes daily, k-8. This allows like groupings across similar grade levels and similar abilities to be formed every 6 weeks- rotating between literacy and math for content. These groups are either enrichment or skill development intervention. |

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| | | | | <p>This 30 minutes is in addition to the 90 minute literacy block and the 70 minute math block. WRVS has offered after school academic support for all middle school scholars, family transportation has been a complication, limiting access for scholars. School vacation camps have been very successful, with camps occurring in February and April with the implementation of a Project Based Learning Unit and cross content unit design.</p> |
| | SS02 | WRVS leadership team will continually design intervention programs/supports based on data obtained from universal progress monitoring tools. | <ul style="list-style-type: none"> WRVS School Effectiveness team will meet monthly with minutes being kept/shared throughout the year. | WRVS Leadership and Assessment team meet monthly and integrate the discussion of tiered support, system accountability to growth and data driven decisions that are scholar centered. Agendas and Minutes are generated and shared system wide. |
| | UD02 | WRVS leadership team will meet regularly to review results of building-wide data to discuss instructional | WRVS School Effectiveness team will meet monthly with minutes being kept/shared throughout the year. | WRVS Leadership and Assessment team meet monthly and integrate the discussion of tiered support, system |

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| | | effectiveness and intervention grouping. | | accountability to growth and data driven decisions that are scholar centered. Agendas and Minutes are generated and shared system wide. |
| | RST02 | WRVS will report regularly to staff, families, community members and board members the data based progress within Multi-Tiered Student Supports. | <ul style="list-style-type: none"> WRVS will communicate system wide progress through the annual report and the annual school report card. Both of these documents will be made readily available on the website as well. | Both of these documents are updated yearly and available to the public. The documents are shared with the public individually too. |
| Technology | FE04 | WRVS will implement and maintain a web-based information system to inform families of student progress and classroom-home expectations. | <ul style="list-style-type: none"> WRVS will communicate system wide progress through the annual report and the annual school report card. Both of these documents will be made readily available on the website as well. WRVS will maintain a computerized data collection source for community awareness (MMS) | WRVS has a website to educate extended communities about their school, and engage the public with our growth. Additionally, WRVS has a weekly newsletter published on Fridays that is shared on the website, as well as individual emails and paper copies. WRVS has a social media page that posts happenings and news as it occurs or is needed too. |
| | SS05 | WRVS will engage and support/reinforce differentiated learning opportunities with the regular usage of technology | <ul style="list-style-type: none"> WRVS staff will have technology available to them for the intent of individualized differentiation of materials. | WRVS has a part time technology consultant who works to keep our data and network up to date. We currently have access to 1:1 Chromebooks for |

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| | | | <ul style="list-style-type: none"> WRVS staff will engage in professional development that provides learning opportunity to support accommodations or modifications allowing general education access for all scholars. Technology, to support the unique learning needs of scholars, will be used whenever possible allowing access and integration of technology adaptations for access to classroom instruction at all times. WRVS will continue professional growth and system advancements for the integration and functional use of MMS data systems of information storage. | <p>grades 2-8 and stations of Ipad within our K/1 learning communities. All classrooms are equipped with a Smart Board, projector and ability to provide interactive instructional strategies within their instruction.</p> <p>WRVS has a technology committee that meets and discusses current scenarios, future mapping and growth of our services provided.</p> <p>WRVS offers open wi-fi from 3:00pm -12:00am for public access.</p> |
| | UD01 | WRVS will have a data management system with necessary technology support to provide all local, district and state level progress monitoring and demographic needs. | <ul style="list-style-type: none"> WRVS will continue with our data management system of MMS, aligning school wide report card systems and health/behavioral components for reporting of school data at the State/Federal level. WRVS will continue their data management system to include opportunity to allow families/parents the | <p>WRVS uses MMS for Scholarly information system of accountability and accuracy for reporting. We use this for attendance, lunch, nursing, etc.</p> <p>WRVS uses MMS for grades 7/8 with remote access to grades, assignments and overall performance information on each scholar.</p> |

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| | | | viewing of daily progress/work within their homes/work/personal lives. | |
| | HS05 | WRVS will provide all scholars opportunity to collect artifacts from their learning and monitor multi-year growth through technology based portfolio development. | <ul style="list-style-type: none"> WRVS middle school team of instructors (including core content areas, specials and support services) will implement Personalized Learning Plans. | Naviance system allows for transfer of folders and/or documents once scholars enter into the High School settings of their choice. Middle School scholars have grade looping advisories that work on the PLP assignments, and weekly guidance sessions to address individual goal writing, and progress monitoring. |
| Relationships within School and Community | HE03 | WRVS will identify and communicate rigorous expectations of all scholars within individual/system social growth, behavior and instructional practices across all content areas. | <ul style="list-style-type: none"> WRVS will maintain a document for families/scholars and community members to view consistent behavioral expectations that are clearly outlined/articulated. WRVS will compile and distribute a yearly annual report as well as a School Report Card. WRVS will maintain a website that allows | WRVS creates, prints and makes available a parent handbook to outline procedures of WRVS. Included in this document are the matrixs developed to clearly define behavioral infractions and the level of interventions for the infractions. WRVS has a website to educate extended communities about their school, and engage the |

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| | | | <ul style="list-style-type: none"> information to be continually available for families and/or extended community members. WRVS will continue the practice of a regular newsletter of school/community information provided to families/extended community members. | <p>public with our growth. Additionally, WRVS has a weekly newsletter published on Fridays that is shared on the website, as well as individual emails and paper copies. WRVS has a social media page that posts happenings and news as it occurs or is needed too.</p> |
| | RST03 | WRVS will develop and regularly engage a governance team to make decisions in regard to school performance and professional development needs. | <ul style="list-style-type: none"> WRVS will create, implement and document participation of a school effectiveness team. | <p>Current document- updates and changed yearly.</p> |
| | RST09 | WRVS will regularly engage parents in conversation to discuss individual progress and dialogue about home based opportunity to reinforce learning outcomes. | <ul style="list-style-type: none"> WRVS will engage our community as partners and supports of our learning community. | <p>WRVS has parent involvement within our Wellness committee, our Food Service Advisory Committee, our Athletic Committee. Parents have participated in our PBIS team, and our Strategic Planning. WRVS provides community engagement on a yearly basis within:</p> <ul style="list-style-type: none"> Ice Cream Social Grandparent Day Winter Feast Winter Concert Gym Show Art Show |

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| | | | | Fall Open House Budget information night |
| HS08 | WRVS will track the secondary progress of their middle school graduates and report the results to the school board, faculty, and school community. | <ul style="list-style-type: none"> WRVS will conduct end of the year surveys of our current residents in 12th grade, reviewing their thoughts on being prepared, academic and social success and overall celebration and needs for future planning. | WRVS interviews seniors of their anticipated plan upon exiting HS, as well as their feeling of being prepared for HS. WRVS has moved to interviewing the current 9th graders, instead of 12th, at mid year- Giving fresh opportunity to discuss transition and academic brainstorming for HS success. | |
| FE01 | WRVS will include parents and community members within oversight of family-school relationships, policy and transformational growth with the school. | <ul style="list-style-type: none"> WRVS will extend invitation to families and/or extended community members to participate on committees, task forces or organized growth teaming toward the advancement of our local educational programming. | Committee: Parents have participated in our PBIS team, Winter Activity programming, FOW (friends of Waits River) and our Strategic Planning. | |
| L01 | WRVS will regularly celebrate individual team and school wide successes within student learning outcomes and system wide growth opportunities. | <ul style="list-style-type: none"> WRVS will continue working as a Positive Behavior Intervention School, celebrating classroom and system wide growth. WRVS will continue its core belief in the Responsive Classroom and/or Developmental | Training of WRVS within Responsive Classroom and/or Developmental design is ongoing. Additionally, our parent handbook outlines the PBIS aspect of our culture at WRVS | |

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| | C102 | WRVS will continually seek opportunity to incorporate a team structure of governance and system growth/improvement within its culture. | <ul style="list-style-type: none"> WRVS will continue to support daily common team time (K-8) for instructional leadership, dialogue, problem-solving and celebration. WRVS will continue to work on system growth through the implementation of a School Effectiveness Team. WRVS will look at the implementation of a stipend to support team leaders within the instruction model of planning, creating unit/assessments and particularly viewing data and discussing instructional changes. | WRVS teams meet for common daily team time, accessing system supports (literacy team, math team, support services team, K-8 team, etc.) to mentor and/or coach each other within instructional change and needs-based on data generated from the assessment calendar. Daily agendas and minutes are shared system wide. WRVS Leadership and Assessment team meet monthly and integrate the discussion of tiered support, system accountability to growth and data driven decisions that are scholar centered. Agendas and Minutes are generated and shared system wide. Stipends have been generated for each member, and an MOU has been created to support this benefit growth |

Professional Development Plan:

To support our district’s continuous improvement plan, WRVS has also initiated a comprehensive/teacher-centered program of professional development focused on achieving the strategic initiatives outlined above. In recent years, our teaching corps has accessed the following set of Professional Development opportunities:

Professional Development Opportunities

Staff Accessed the following:

| Course or Workshop | Focus |
|---|---|
| 1. PNOA and the Common Core Training | Training on how to assess students using the PNOA and how to inform instruction based on results |
| 2. Vita Learn Vermont Fest Conference | Workshops around effective technology resources to differentiate instruction and engage students |
| 3. VSI - Integrating Engineering and the NGSS | |
| 4. Datawise | |
| 5. Partnerships for Literacy and Learning - Behind the Books with Jacqueline Woodson | Keynote speaker read from her famous children's books and taught about the art of being a writer. Two additional breakout sessions focused on read alouds and reading strategies. |
| 6. Buck’s Institute: Project Based Learning | |
| 7. Responsive Classroom: RC II | |
| 8. Writer’s Workshop in the K-2 Classroom | |
| 9. Response to Intervention: Assessment & Instruction to Prevent and Remediate Reading Difficulties | |
| 10. Academic Support Teams: A Model to Support Classroom Teachers | |
| 11. Keeping Learning on Track | |
| 12. Engaging Young Writers, Preschool - Grade One | |
| 13. Enhancing Early Literacy Skills Through the Use of Music | |

14. PBIS: Positive Behavioral Interventions and Support
15. Common Core State Standards: Effective Instruction
16. Literacy Beginnings
17. PNOA
18. Every Child Every Day
19. Teaching for All Students
20. Using iPads & Other Mobile Devices (Preschool-Kindergarten)
21. Foundations Level K
22. Google Sites & Google Classroom
23. PBL 101
24. Act 1 Training: Protecting Vermont's Children: Reporting Abuse & Neglect
25. Google Summit How to use Google to enhance the classroom.
26. Learning through Technology Using technology in the classroom.
27. Student Centered Curriculum Bloom's taxonomy, multiple intelligences, 21st Century skills.
28. Educational Factors and Diversity Understanding and incorporating families cultures, socioeconomic status, and backgrounds in the classroom. Multicultural diversity in the classroom.
29. VMI Mathematics instruction
30. Ethics and School Law Understanding educational laws and the impact in the classroom. Creating a climate of inclusion.
31. Assessing and Instructing students with Literacy Difficulty Developmental progression of reading skills. Interventions for students will reading difficulties.
32. Understanding by Design for Proficiency Based Learning Understanding how to write an effective UbD unit of study for proficiency based learning.
33. Recognizing Proficiency in Curriculum and Text-Based Writing - through Vermont Writing Collaborative

34. Reading Recovery
35. Data Driven Decision making
36. Bullying, Harassment regulations and practice
37. The effect of poverty on Trauma
38. Teaching Math; the first 20 days
39. LLI (Leveled Literacy Instruction)

SELF-STUDY PART 3: ALTERNATIVE PROPOSAL AS “BEST MEANS”

Section 1: Structural Isolation

As noted earlier in this report, as a result of recent mergers, the WRVS finds itself “structurally isolated”. The approved unification of K-8 districts in our region has made them exempt from the state-wide plan. In addition, none of these newly merged unified districts has expressed interest in pursuing additional merger discussions with the WRVS. Therefore, our proposal for an AGS is not simply the “best means” for the WRVS to meet the goals of Act 46, it is the only means!

We believe our self-study along with the WRVS’s articulated plan for continuous improvement provides demonstrable evidence for the State Board to conclude our proposed AGS is the best means of meeting the goals of Act 46 in our particular region, *pursuant to Sec. 8(b)*.

Section 2: Creating a More Effective Supervisory Union

We also recognize that we cannot achieve our mission or our school improvement plan in isolation. WRVS needs to be a member of a strong and effective supervisory union structure.

To that end, WRVS will explore:

- ✓ The assignment of WRVS to another SU in our region whose member districts share an educational philosophy, instructional goals, and operating structures similar to our own;

and in the meantime,
- ✓ The capacity of our current district partners in Orange East to improve the existing operations of our SU by strengthening the cooperation of member districts to develop and implement SU policies and programs that support educational excellence for all our students.

Therefore, between now and the presentation of the proposed state-wide plan by the Agency of Education in June of 2018, the WRVS intends to reach out to the newly structured supervisory unions in our region to determine if there is a better home for our school district and propose a rewriting of Supervisory Union boundaries in our region, while at the same time taking steps to do what we can as a member of the Orange East Supervisory Union to work with our current partners to improve its current operations, as well as, its capacity to strategically chart all our educational futures.

In terms of educational planning, the WRVS is looking to foster in Orange East:

Better coordination of local educational initiatives in line with SU policies, goals, and curriculum initiatives. We would like to see an appropriate balance between each local school having the freedom to innovate and explore new instructional/student support programs while at the same

time ensuring transparency and a district-wide capacity to assess the effectiveness of these initiatives.

A common approach to assessing student performance and addressing the particular needs of students and schools. Working collaboratively would also create district-wide transparency over issues of student performance, instructional opportunity, and teacher support enabling local citizens to better assess the budgetary recommendations of their local board. It would encourage parents, citizens, and taxpayers to view their local school from a regional perspective.

In addition, since not every school in the S.U. has the same profile of needs and/or challenges, vetting budgets through a district-wide process would create more awareness over differences in staffing and program needs throughout the district, and bring to the surface when and where necessary, inequitable differences in program opportunities being afforded students in Orange East.

In terms of strengthening student performance and ensuring equality of educational opportunity, the WRVS is looking to foster in Orange East:

- I. Annual SU-wide reviews of student performance, PreK-12 enabled by a single process for reporting the academic performance of high school students, planned and initiated through the superintendent's office in order to:
 - a. Provide transparent data on student growth and achievement after grade 8.
 - b. Develop strategies and programs for better preparing WRVS students to matriculate into high school.
 - c. Provide parents with a more transparent and fair assessment of the overall quality of the education these students are receiving at a particular high school;
- II. Annual reviews of program offerings and program effectiveness across all the schools in the district as a prelude to the budgeting process to assess the equity of access to quality instruction both in school and after school.
- III. Opening up access to after school programs across the schools, particularly when there are not enough students to host a particular activity – e.g. shared drama programs, athletic teams, musical groups. This would also entail working together to establish equitable transportation solutions that would enable students to access these shared opportunities.
- IV. Coordinating some SU-wide celebrations of student performance; creating showcase opportunities for the district's best musicians, singers, and athletes to come together to share their talents and work/complete with one another and strengthen our shared sense of identity in Orange East.

In terms of building and district leadership, the WRVS is looking to foster in Orange East:

A more coordinated approach to

- Building leadership;
- Professional recruiting and teacher development;
- Curriculum development
- Program assessment.
- Financial management – scaling core operational needs

Operationally, the WRVS is looking to foster in Orange East:

Creating a more unified budgeting process that could better maximize efficiencies and coordinate the sharing of non-financial resources like teacher leadership, teacher planning teams, performance data assessment, curriculum planning and development, school-community partnerships, grant procurement, facilities, instrument programs, etc. It would allow for more centralized bulk purchasing that could be “billed back” to individual districts within the budget lines set by their local budgets.

Establishing an equitable formula for assessing SU services. Currently the SU bills for all services on use, leaving local districts open to huge fluctuations in cost. We believe assessing on the basis of equalized pupil counts would result in more equity, easier and more efficient accounting practices, and greater stability/predictability in district budgeting in the future.

In terms of school identity and local involvement, the WRVS is looking to foster in Orange East:

The creation of additional, fully warned Supervisory Union meeting to address the strategic, educational, and operational needs of the entire S.U. where stakeholders across the district would have input on the development of educational policy and programming.

While at the same time maintaining,

Local board meetings where principals and teachers can report to their local boards and parents, students, and citizens can engage in strategic discussions about the progress and needs of their students – ensuring that a local perspective informs district-wide decision-making.

AGS Summary Arguments:

The Waits River Valley School System has always sought what was (and what will be) best for its students. It approached the Act 46 process in the hopes of finding suitable partners with whom to work and share resources – both human and fiscal. Instead, the process in our region has left us structurally isolated. While we continue to reach out to the new unified union districts that have emerged in our region in hopes of charting a common future, we also recognize that considerable time may pass before nearby districts with similar operating structures might

consider exploring meaningful collaborations. In the meantime, we remain committed to the continuous improvement of our instructional programs in order to fully address the needs of our students consistent with the State's Educational Quality Standards and the goals of Act 46.

What is most important to our citizens and school board is to either:

- A. Be placed, as a result of the State-Wide Plan, in a new supervisory union structure that more closely reflects the educational needs and aspirations of the communities that we represent,

Or,

- B. With additional assistance from the State, find a better way forward with our current partners in OESU to create a more cooperative and high functioning union of local districts that will better support local efforts to improve our schools.

Moving forward, we ask to be full partners with the Agency of Education and State Board as it formulates a plan for our region that will best meet the goals of Act 46 and the needs of our children.

APPENDICES

APPENDIX A: SUPPLEMENTARY DEMOGRAPHIC DATA

WRVS & USD #36 Enrollment

| YEAR | K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | K-8 | 9-12 | TOTAL |
|-----------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|
| 2016-2017 | 22 | 30 | 26 | 29 | 27 | 14 | 25 | 25 | 21 | 223 | 97 | 320 |
| 2015-2016 | 29 | 29 | 27 | 34 | 25 | 16 | 28 | 22 | 27 | 237 | 99 | 336 |
| 2014-2015 | 27 | 26 | 32 | 28 | 16 | 30 | 22 | 25 | 16 | 222 | 101 | 323 |
| 2013-2014 | 28 | 33 | 25 | 16 | 26 | 21 | 28 | 19 | 29 | 225 | 113 | 338 |
| 2012-2013 | 29 | 25 | 16 | 26 | 17 | 27 | 19 | 25 | 19 | 203 | 116 | 319 |
| 2011-2012 | 27 | 19 | 25 | 20 | 25 | 18 | 25 | 20 | 30 | 209 | 119 | 328 |
| 2010-2011 | 20 | 24 | 18 | 24 | 17 | 26 | 21 | 29 | 26 | 205 | 135 | 340 |
| 2009-2010 | 24 | 18 | 23 | 17 | 24 | 22 | 31 | 23 | 26 | 208 | 149 | 357 |
| 2008-2009 | 22 | 23 | 17 | 25 | 22 | 29 | 24 | 27 | 28 | 217 | 155 | 372 |
| 2007-2008 | 23 | 19 | 24 | 21 | 27 | 24 | 27 | 26 | 30 | 221 | 157 | 378 |
| 2006-2007 | 20 | 23 | 25 | 29 | 24 | 26 | 29 | 31 | 27 | 234 | 144 | 378 |
| 2005-2006 | 24 | 22 | 28 | 22 | 27 | 28 | 32 | 27 | 37 | 247 | 145 | 392 |
| 2004-2005 | 24 | 29 | 23 | 28 | 28 | 32 | 28 | 39 | 45 | 276 | 166 | 442 |

Overall enrollment continued to drop from its peak in the 80's until around 2010, at which time it began to level off.

At about the time that secondary enrollment leveled off, elementary enrollment began a slight rise and has stabilized at between 220 and 230 students.

Birth data and enrollment projections indicate continued stable enrollment for the near future.

APPENDIX B: 2017 REGIONAL SBAC SCORE COMPARISON

Waits River School 2017 SBAC Scores - Regional Comparison Percent Proficient

