

Introduction	1
Enrollment and Demographic Data	3
Strategic Plan Action Update	
Educational Success Objective 1: Learning Outcomes	5
Objective 2: Instructional Framework	5
Objective 3: Instructional Practice and Design	5
Objective 4: Curriculum and Assessment	6
Community Objective 1: Students Feel They Matter	6
Objective 2: Strengthen Partnerships	7
Objective 3: Build Support	7
Systems Objective 1: Professional Development	8
Objective 2: Improve Communications	10
Objective 3: School Culture Equitability	10
Objective 4: Employee Information	11
Objective 5: Equitable Distribution of Resources	12
Key Performance Indicators Kindergarten Readiness	14
Cohort Graduation Rates	15
SBAC Results	16
Personalized Learning, Flexible Pathways, and Citizenship Opportunities	19
Sense of Safety and Belonging	23
References	25

Introduction

This is the final annual report of Addison Central School District's 2015-2020 Strategic Plan. When the Plan was written more than five years ago, ACSD was Addison Central Supervisory Union, an organizational structure that included nine schools led by eight separate school boards. Since that time, ACSD has unified into a single district under Vermont Act 46. We have pooled resources, streamlined budgets, and found efficiencies. We have engaged in collective inquiry, professional learning, and collaboration to explore, build, and implement a continuum of International Baccalaureate (IB) programs across all grade levels and schools. We are currently awaiting feedback from our third and final IB verification visit and are hoping to open the 2020-2021 school year as a full district of IB World Schools.¹

This summer catches us in the midst of more change and uncertainty, some anticipated, some not. Our Facilities Master Planning process is entering its final phases, which we know will conclude with a 2021 move of 6th grade into Middlebury Union Middle School. The ACSD Board is also exploring the consolidation of some of our elementary schools. We know that building our future direction firmly grounded in increased equity, opportunity, and access to the best education we can offer to all students, while maintaining the increasingly challenging task of financial efficiency, will be the core of our work beyond this plan.

Once again, this annual report shares updates on the priority goals set by the ACSD community back in 2015, and once again we point to next steps as we continue to improve the services we offer and the systems that support our students and staff. We continue to report out on five Key Performance Indicators, tracking data over time. We look at Kindergarten readiness, as captured through Vermont's Ready 4 Kindergarten! Survey (R4K!S). We bookend that with a look at 4-, 5-, and 6-year cohort graduation rates. To measure our impact in the years between Kindergarten and graduation, we consider standardized test scores in math and literacy through results from the Smarter Balanced Assessments (SBA/C). We also report out on student participation in programs related to personalization, citizenship, and flexible pathways to graduation. Finally, we consider select items from Vermont's biennial Youth Risk Behavior Survey (YRBS) to assess students' sense of safety and belonging in our schools.

In the years ahead, we will continue to work toward some of the goals laid out in the 2015-2020 Strategic Plan, many of which connect to cycles of innovation, implementation, reflection, and renewal. We will continue to track progress on our Key Performance Indicators, and we will look to diversify the sources of data by which we gauge student learning and thereby measure our collective success. With this final report of our five-year Strategic Plan, though, we look not only at what we have done, what we are proud of, and what we mean to continue. We also consider what comes next.

¹ The seven elementary schools of Addison Central School District are candidate schools for the International Baccalaureate (IB) Primary Years Programme, Middle Years Programme. Our middle school and high school are authorized to run the Middle Years Programme, and our high school runs an authorized Diploma Programme. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision. Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org. ACSD's applications for candidacy to become an IB World District were approved near the end of the 2016-2017 school year. The candidacy phase is typically a two to three year process.

Over the past five years, ACSD has come together as a single school district. We have successfully pursued ambitious shared goals - adopting the IB continuum of programs. We have taken on real challenges by choice - tackling intentional consolidation before budget realities force reactive school closure. Together we have faced the unavoidable crisis of the global COVID-19 pandemic. We are very much in that work together now. Through all of this, one core theme has emerged: equity.

ACSD’s next Strategic Plan will focus on this theme. In terms of learning diversity, we are committed to providing equitable opportunity and access to all ACSD students. The goal is not to provide every ACSD student the same educational experience, but rather to support each ACSD student to succeed on their unique path to achieving a common set of learning outcomes. We also aim for equity in the context of racial, gender, socio-economic, cultural, and linguistic diversity. We have professional learning to do and student learning to facilitate around bias, discrimination, cultural awareness, and diversity. As IB World Schools, we aim “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IB Mission Statement), and we know that aspiring toward equity in all that we do is essential to living ACSD’s vision and mission.

ACSD MISSION

Our mission is to provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility.

ACSD VISION

All students will reach their full academic potential and be prepared for success as engaged citizens.

FOUNDATIONAL GOALS

Educational Success: We will build a culture of innovation and continuous improvement that personalizes learning experiences, provides equitable opportunities, and results in high learning outcomes for all students.

Community: We will engage our communities in improving outcomes for all students.

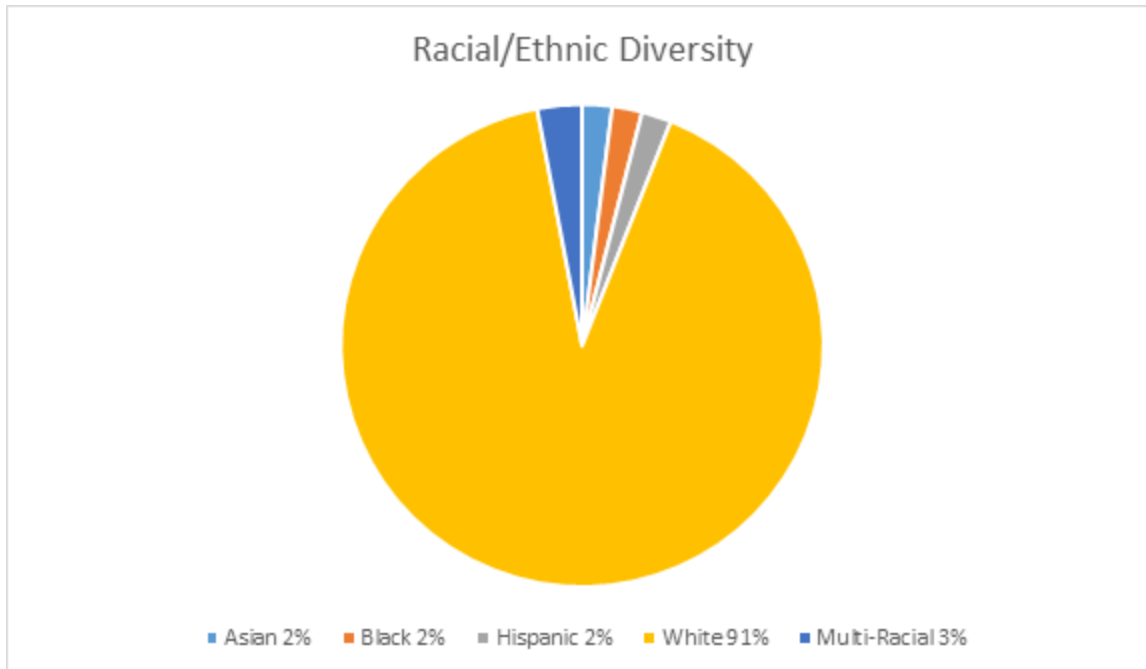
Systems: We will develop operational and educational systems to support learning for all students.

Enrollment and Demographic Data

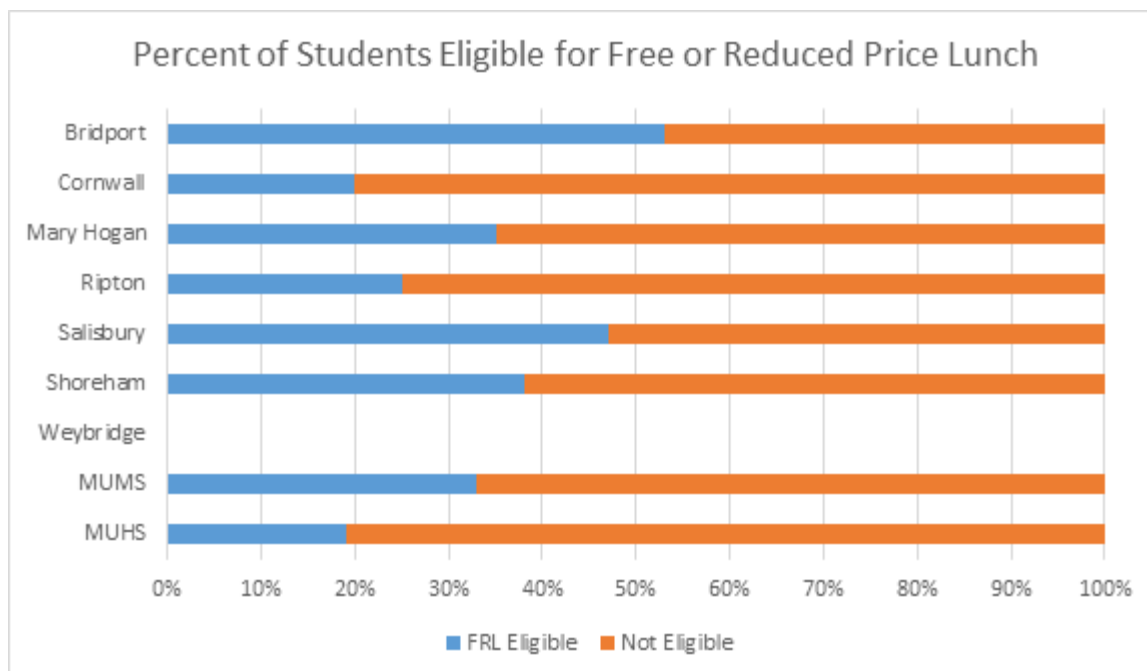
ACSD Enrollments by School and Grade, September 2019

Grade	Brid.	Corn.	MH	Ripton	Salis.	Shor.	Wey.	MUMS	MUHS	ACSD
<i>UPK</i>								--	--	
PreK	8	--	25	4	8	--	--	--	--	45
K	10	9	61	9	8	19	6	--	--	122
1	12	14	51	7	7	19	6	--	--	116
2	7	13	59	7	11	13	9	--	--	119
3	7	10	67	3	12	12	9	--	--	120
4	5	10	59	11	12	12	6	--	--	118
5	8	13	63	7	14	6	7	--	--	118
6	8	13	57	3	13	10	9	--	--	113
PK-6 Total	65	82	442	51	85	91	52	--	--	--
7	7	14	67	8	20	6	5	127	--	127
8	8	16	54	4	15	11	5	113	--	113
7-8 Total	--	--	--	--	--	--	--	240	--	--
9	9	10	83	2	14	15	12	--	145	145
10	11	11	68	4	15	14	6	--	129	129
11	9	10	62	0	15	6	13	--	115	115
12	6	19	58	3	15	12	6	--	119	119
9-12 Total	--	--	--	--	--	--	--	--	508	--
									PK-12 Total	1,619

* Totals excluding Universal PreK.



* According to the Vermont AOE's 2018-2019 [School Reports](#).



* According to the Vermont AOE's 2018-2019 [School Reports](#). Percentages are not reported when corresponding numbers drop below 11.

Strategic Plan Action Update

Foundational Goal 1: Educational Success

Objective 1: Learning Outcomes

Students will achieve learning outcomes that prepare them to be engaged and responsible citizens.

Strategic Action 1: Determine expected learning outcomes and take actions to ensure students attain these outcomes.

STATUS: Our district IB curriculum (PreK-12) is now fully drafted and will be revised on an ongoing basis. Learning outcomes, PK-12, are aligned with state standards (including the Common Core State Standards in math and literacy; the Next Generation Science Standards; the College, Career, and Civic Life Framework for Social Studies; and others) and with IB program priorities including conceptual understanding, Approaches to Learning (ATL) skills, and domain-specific learning criteria measured on IB rubrics in the Middle Years and Diploma Programs. ACSD's graduation policy aligns with Vermont's Act 77 requirements and Education Quality Standards.

Next Steps: In the 2019-2020 school year, we worked on redesigning our K-5 progress reporting system to better communicate student learning aligned with these outcomes. We need to finish that work. We have not yet shifted 11th and 12th grades to a proficiency-based model. Plans to do so are coming.

Objective 2: Instructional Framework

Establish an educational framework based on the ACSD vision and mission that provides for the needs of each student in ACSD.

Strategic Action 2: Develop or select and implement an articulated PreK-12 instructional framework.

STATUS: Our district-wide instructional framework is rooted in a student-centered, inquiry-based, PK-12 IB curriculum. Additionally, we continue to use the *Bridges* program for K-5 math instruction and have adopted the *Second Step* curriculum for social-emotional learning at the elementary level. We offer world language instruction in every ACSD school starting in 2nd grade. In 2019, we rolled out a new Personal Learning Plan (PLP) model in grades 7 and 9.

Next Steps: We continue to study best practices in elementary literacy instruction and aim to refine our district-wide approach. This year, we will extend the new PLP model to grades 7-10.

Objective 3: Instructional Practice and Design

Leverage significant ACSD educational resources to establish personalized, student-centered teaching and learning models.

Strategic Action 3: Identify and implement instructional practices and designs proven to have the greatest impact on student learning.

STATUS: ACSD educators engage in professional learning, both self-selected/directed and organized and

provided by the district. In recent years, structural changes have been made in response to collective learning. High school courses are now year-long rather than semester blocks to promote continuity of learning. Schools offer universal supports through WIN (What I Need) Blocks and Flex Time. Instruction is shifting to emphasize inquiry and conceptual understanding. Updated training in district-wide programs like *Bridges* and data tools like FAST (especially important in the context of staff turnover) have helped us improve consistency and efficacy of implementation.

Next Steps: Learning about and implementing effective instructional practices is a continuous process, addressed annually through school and district continuous improvement planning.

Objective 4: Curriculum and Assessment

Build an ACSD articulated teaching and learning system.

Strategic Action 4: Establish district-wide curriculum and a system to measure progress toward identified learning outcomes.

STATUS: Over the 2015-2016 school year, ACSD educators studied various standards documents as they collaborated to define PK-12 Essential Learning Outcomes (ELOs) for all subjects. Since then, we have been adapting our understanding and use of standards and learning outcomes to the IB context. Our shared IB curriculum is standards-aligned, mapped in broad strokes through the Program of Inquiry (PYP) and Subject Area Overview (MYP) and in finer detail through PYP and MYP unit planners and DP course outlines. At the MYP and DP levels, specific learning outcomes are assessed through IB rubrics. At the elementary level, teachers have collaborated and continue to collaborate to develop common rubrics to assess student learning. Approaches to Learning (ATL) skills - focused on thinking, communication, social skills, self-management, and research - are developed and will be assessed at all levels. Middle school and high school progress reports have been updated to align with these new assessment practices. As noted above, a revision of the elementary progress reporting system is underway.

Next Steps: Structures are in place to support regular professional collaboration among colleagues with shared goals (e.g., elementary grade level teams, secondary departments). For the past few years, collaboration has primarily focused on developing and delivering our new IB curriculum. As we shift our focus to calibration of assessment scoring and using assessment data to inform instruction, educators will benefit from additional professional training. While we have formal structures in place in some schools to support regular collaboration between general educators and special educators, looking ahead, we aim to further integrate those systems.

Foundational Goal 2: Community

Objective 1: Students Feel They Matter

All students feel they matter to people in the community.

Strategic Action 1: Create and charge an ACSD Community Partnership Council, made up of students, educators, and members of the community. The Council will act as a sounding board and help to develop a

range of resources to support initiatives designed to improve outcomes for all students.

STATUS: The Community Partnership Council exists and engages in important work across ACSD. The Council helped establish a school-based health center at MUHS which opened in November, 2019, partnering with UVMHN - Porter Pediatric Primary Care to provide health services for students during the school day, one day per week. The Council has also been developing a mentorship program for students in grades 5 - 8 and plan to pilot the program at Bridport and MUMS during the 2020-2021 school year.

Students on the Continuity of Learning Action Team and the Communications Action Team worked together to create a middle and high school student survey on school reentry which will be administered this summer.

Next Steps: We are in the process of seeking grant funds to support the development of the Mentorship Program. Advisory Council members have been identified, and the Community Partnership Council will continue to help support the launch of this project.

The Communications Action Team is currently developing an Ambassador Program to match ACSD staff members with every family in the district. Ambassadors will check in with families during the school year to learn more about the best way to communicate with families, ensure families are able to access information they need, and strengthen connection.

Objective 2: Strengthen Partnerships

Strengthen and broaden partnerships between our schools and communities to improve outcomes for students.

Strategic Action 2: Develop programs, structures, and resources that will strengthen and broaden the range of partnerships between the schools and communities.

STATUS: ACSD Partnerships continue to strengthen and broaden. Community volunteers helped support our meals program during school closure by riding buses to deliver breakfast and lunch; we have actively been working with *OK! You've Got This* to help build resilience in our youth; we partnered with *Dinners Together* to raise awareness about the importance of eating meals together and the impact on reducing risky behaviors and substance abuse; and Porter Pediatric Primary Care has partnered with ACSD to provide support, offer services in the MUHS School-Based Health Center, and contribute to the development of the COVID-10 health and safety planning;

Next Steps: Making connections with community partners and determining how we can work together to support ACSD students is ongoing and will continue to be a priority.

Objective 3: Build Support

Build a relationship-based model of mutual support between schools and families.

Strategic Action 3A: Create structures to increase trust and support between families and schools to help all families become more engaged in their children's education.

STATUS: School Partnership Teams continue to bring ACSD staff, families, and students together to organize

engagement activities that support student learning and build community in our schools.

Next Steps: We will expand Partnership Teams into all ACSD schools. The new Ambassador Program will also be key in helping us support our families during COVID-19 and connecting families to resources, as needed. Partnership Teams will explore creative ways to keep our families connected.

Strategic Action 3B: Establish effective, inclusive communications between schools and families.

STATUS: Communication is a continual focus in ACSD. Communication with families includes the release of formal plans (e.g., Continuity of Learning plans during COVID-19 closure), regular school and district newsletters, frequent updates to school and district webpages, notifications through School Messenger, and email updates regarding current events (e.g., COVID-19) and initiatives (e.g., Facilities Master Plan). We collect feedback from families in surveys and through less formal emails and conversations. Families engage in school-based events (e.g., *Friends of groups*, Partnership Teams, Family Nights) and are invited to contribute to school improvement through Title I parent events, Continuous Improvement Planning, and IB authorization processes. We continue to improve our processes for communicating with parents and guardians who speak limited English.

Next Steps: Currently, we are primarily engaging with families around our COVID-19 response and our plan to bring students back to school in the fall. A few parents are active members of specific action teams, and all are invited to offer input and feedback via surveys. At this district level, we have released four such surveys since schools closed in March.

Strategic Action 3C: Expand and provide professional development opportunities for school staff that focus on the diverse experiences of children and families.

STATUS: In recent years, planning for and responding to student diversity has been a professional learning focus. Sessions have focused on equity in terms of racial and gender diversity, Universal Design for Learning, inclusive practices, and trauma-informed practices.

Next Steps: COVID-19 era school closures and anticipated hybrid instruction highlight the need for additional focus on the diverse experiences not only of children but of families as well. We will explore opportunities to address this professional learning need in the weeks and months ahead.

Foundational Goal 3: Systems

Objective 1: Professional Development

Develop, support, and retain effective teachers and school leaders.

Strategic Action 1A: Develop a clear vision for robust, meaningful, and needs-based professional development.

STATUS: We identify and prioritize professional development needs collaboratively through the annual continuous improvement planning process, through administrative meetings and retreats, and through ongoing review of programmatic training needs (e.g., IB workshop requirements, training in programs like *Bridges* and *Fundations*). Annual mandatory trainings are reviewed and updated as needed (e.g., We are currently reviewing training modules on diversity and cultural awareness for possible adoption.) and are delivered digitally. We keep running notes for review each year as we update plans for preweek and new teacher orientation. In this way, we have started to systematize planning for regularly needed trainings like First Aid and CPR. In our professional development planning for the year, we try to balance required and optional workshops (to support common learning as well as teacher choice) and forward planning with responsiveness to immediate professional learning needs.

Next Steps: In the coming year, we will continue to focus professional learning on math and literacy instruction, equity and diversity, and proficiency-based teaching and learning methods. Additionally, we will aim to develop teachers' abilities to teach in remote and blended (online/in-person) learning models, and we will focus on social-emotional wellness for students as well as staff.

Strategic Action 1B: Identify and develop a cadre of teacher leaders to support development/delivery of a professional development system.

STATUS: Teacher leaders fill many roles in ACSD. They serve as department chairs, team leaders, and IB teacher leaders. They serve as mentors to new teachers, and they serve on design committees and action teams. Many such roles are compensated by stipends and hourly rates, per the master agreement. In other ways, teachers take the lead informally as needed. We value teacher voice in the decisions we make as a district, and we design school and district change efforts (like efforts to update progress reports and efforts to overhaul supervision models) to incorporate a range of perspectives.

Next Steps: Teachers have much to learn from and share with one another. Looking forward, we aim to include more teachers in planning and delivering professional learning opportunities to colleagues to increase collective efficacy over time. Additionally, in the coming years, we would like to support some ACSD teachers in becoming IB Educator Network leaders, teaching official IB workshops and supporting other schools in the IB authorization process.

Strategic Action 1C: Establish a mentoring program for teachers/staff.

STATUS: We continue to sustain our mentor-/mentee model to support new hires. Through note-taking and cycles of reflection, we have improved the program incrementally over time, including extending New Teacher Orientation to include a brief introduction to the IB programs.

Next Steps: Our mentor program is due for an update and expansion.

Strategic Action 1D: Guarantee sufficient resources for collegiality and collaboration.

STATUS: Over the past few years, we have increased the time allotted for teacher collaboration; trained administrators, coordinators, and teacher leaders in collaborative practices; and modeled and supported the

use of protocols and other collaboration strategies.

Next Steps: Our next steps will lean into this Strategic Plan action step: “Allow and encourage staff to use professional release time to observe and debrief colleagues’ classrooms and instruction, in order to create a vibrant and growth-oriented teaching community and foster professional trust.”

Strategic Action 1E: Supervision and evaluation.

STATUS: This past winter we selected a committee and began to review our current supervision and evaluation model, identify priorities for a new or updated model, and research possibilities. That work was interrupted by the COVID-19 school closure.

Next Steps: We will pick up this work as we are able. Our supervision and evaluation model is due for an update to better align with changes in ACSD’s teaching and learning objectives.

Objective 2: Improve Communications

Develop communication systems that support students’ and staff’s educational success and that reach and coordinate all stakeholders.

Strategic Action 2: Establish a streamlined, inclusive, and real-time communication system between students, teachers, service providers, and other stakeholders.

See communication updates under various action steps above.

Objective 3: School Culture Equitability

Boost student supports and develop infrastructure to support student success.

Strategic Action 3A: Assess school culture in an intentional and structured way so clear expectations are established. Develop a foundation for how our communities/schools will function as a coherent, equitable, and inclusive culture.

STATUS: We regularly analyze a series of Youth Risk Behavior Survey (YRBS) items related to school culture and students’ sense of safety and belonging. You can review that data in the Key Performance indicators below. The YRBS is conducted every other year and at the middle and high school levels only. In 2019, we conducted a district equity audit to gather complementary data across all ACSD schools. We reported results in last year’s Strategic Plan Report. In the context of COVID-19 school closures, we elected not to run the equity audit surveys again this spring, so while we have baseline equity data that can tell us something about our school cultures, we cannot yet tell whether or not our work (including professional learning and practice related to social emotional wellness, equity, and diversity) has made an impact on school culture in the time since that data was collected.

Next Steps: Collect new data via our district equity audit. Participate in the YRBS again in 2021.

Strategic Action 3B: Academic and Behavior Assessment - Develop a comprehensive academic and behavior assessment and monitoring system.

STATUS: ACSD has a comprehensive assessment system that includes screeners, progress monitoring tools, standardized assessments, and locally developed formative and summative assessments aligned to state standards and IB criteria. It addresses academics, work habits, and behavior.

Over the past two years, an ACSD System of Services Design Team met on a regular basis to clarify priorities and identify key factors for consideration when developing and implementing a plan to support students who struggle. A subgroup of that team also began working on a district-wide approach to Social and Emotional Learning (SEL).

Next Steps: In the coming years we will continue to update and improve our system of services to better meet individual student needs in response to data collected through our comprehensive assessment system. Key learnings and action steps identified through System of Services Design Team work are informing our approach to hybrid and remote teaching and learning and will be incorporated into updated education structures made possible through our Facilities Master Planning process.

Strategic Action 3C: Ensure effective student supports through collaboration with inter-agency services.

STATUS: ACSD's Community Coordinator serves as a liaison with various agencies. Additionally, school and district administrators work directly with the Counseling Service of Addison County and the Department of Children and Families to address the needs of particular students.

Strategic Action 3D: Develop integrated information technology and management systems to support effective and meaningful academic practices that broaden and deepen the integration of technology to open new pathways and to demonstrate and inspire learning.

STATUS: Over the past few years, a couple of significant district initiatives have focused on technology. We developed a Digital Learning Plan, which emphasizes hardware and software needs but also digital citizenship, inquiry, and personalized learning. We also engaged in an extended, grant-funded project which re-envisioned our personalized learning plans in alignment with IB program requirements and resulted in the development of a new digital PLP/portfolio system. Remote learning in the era of COVID-19 has forced a renewed focus on technology and digital teaching and learning tools and practices. The district now maintains a fleet of student Chromebooks that is equivalent to the size of the K-12 student body. A key technology leadership position has gone unfilled for the past two years, but we were able to hire a new Technology Integration Specialist for the 2020-2021 school year. This role will be critical to supporting remote and hybrid learning in the year ahead.

Next Steps: We continue to assess professional learning needs related to technology and digital teaching and learning, and we will be offering both required and optional professional development sessions in preweek and throughout the school year.

Objective 4: Employee Information

Develop systems to enhance the availability of employee information.

Strategic Action 4A: Enhance employee portal to allow access to personal records and information and provide ongoing training.

STATUS: This year we rolled out the state-mandated E-Finance software system including a new employee portal that links to a Google Drive of employee resources.

Next Steps: We will continue to refine our implementation of E-Finance and improve the employee information sections of our ACSD website for ease of use.

Strategic Action 4B: Ensure a system for access to the master agreements, employee handbook, benefits, and programs.

STATUS: All employees access contracts and payroll information through the employee portal. Many additional resources are available there as well.

Strategic Action 4C: Develop and maintain current technology systems to support information management.

STATUS: The Tech Team has developed a proactive technology replacement plan that is sustainable, manageable, and meets the needs of students and staff.

Objective 5: Equitable Distribution of Resources

Assure the equitable distribution and optimal use of resources in order to best support the success of our students.

Strategic Action 5A: Develop a streamlined system to effectively respond to school facility needs in a timely manner.

STATUS: We continue to focus on budgeting for equity across schools and contexts. This includes attention to relatively small budget items (e.g., In the FY20 budget, we established a uniform amount per pupil for supplies and books at the elementary level for the first time.) and relatively large ones, like building maintenance and updates. Various studies, including the 2017-2018 SchoolDude facilities report and the 2019-2020 TruexCullins Elementary Study have identified and organized facilities needs allowing for data-informed prioritization of spending.

Next Steps: The completion of the Facilities Master Planning process will create new opportunities to streamline systems and spending.

Strategic Action 5B: Assure district-wide resource conservation by capitalizing on purchasing power, identifying redundancies, and developing a formalized process for school-to-school sharing/buying/savings.

STATUS: ACSD's centralized budget and Facilities Department set the foundation for this work. We have centralized many vendor agreements and joined several state level purchasing groups, which perform bidding and procurement to secure optimum pricing. Facilities items and supplies for the food service program are able to be purchased in this way. We currently bid items like fuel, propane, natural gas, paper, and supplies district-wide to secure the greatest efficiencies in bulk purchasing.

Strategic Action 5C: Develop and implement a plan for equitable distribution of staff resources, including psychological, behavioral, and academic support staff, and technology and facilities maintenance staff.

STATUS: Decisions on distribution of human resources are made by ACSD's district leadership in consultation with school principals. In recent years, we have increased world language staffing at the elementary and middle levels to meet the needs of an expanded world language program, and we continue to aim for equitable distribution of behavior specialists, speech language pathologists, and special educators.

Next Steps: As the Facilities Master Planning process comes to a close, we will be focused on establishing an equitable, effective staffing distribution across a reduced number of elementary schools. We expect this will allow for fewer part-time positions, more consistent student access to critical personnel like nurses and counselors, and more opportunities for students to engage in targeted remediation and common enrichment programming.

Strategic Action 5D-5F

STATUS: We continue to build and refine district-wide systems to increase efficacy and efficiency in transportation, facilities, finances, and other central office processes.

Key Performance Indicators

Kindergarten Readiness. In the Vermont AOE's Ready for Kindergarten! Survey (R4K!S) Report, kindergarten readiness is described as multidimensional, including "social and emotional development, communication, physical health, as well as cognitive development, knowledge, and approaches to learning (e.g., enthusiasm for learning, persistence, curiosity)." The R4K!S relies on teachers' observations of kindergarten students to generate a composite score representing this wide range of readiness attributes.

In this report we present readiness data from the past four years. At the state level, the percent of students deemed "ready for kindergarten" overall and across subgroups has remained relatively stable. In ACSD numbers are generally higher but more variable. This could be the result of a smaller sample size where differences between one cohort and the next could be more pronounced.

Demo-graphic Group	Percent Ready Vermont				Percent Ready ACSD			
	2016	2017	2018	2019	2016	2017	2018	2019
All students surveyed	82	84	84	83	87	94	89	95
Boys	77	79	80	78	93	89	81	93
Girls	87	89	88	88	82	100	100	98
FRL eligible	73	75	74	74	82	74	93	87
Not FRL eligible	88	90	91	89	91	99	86	99
Attended publicly funded PreK	85	85	84	83	89	90	88	94
Did not attend publicly funded PreK	78	82	83	83	85	98	100	100

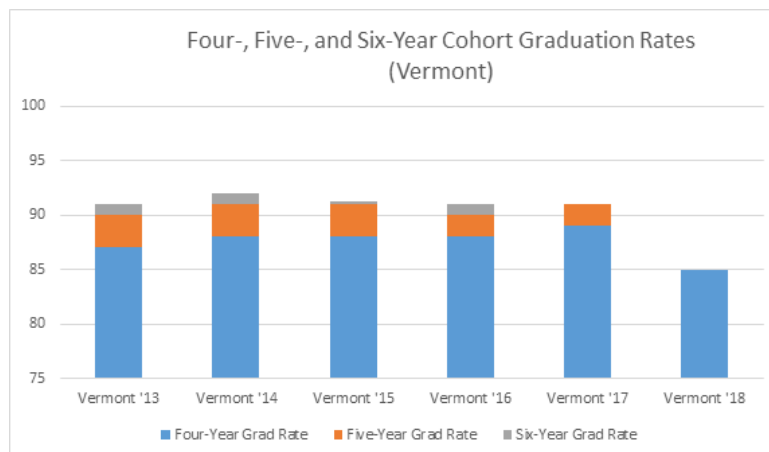
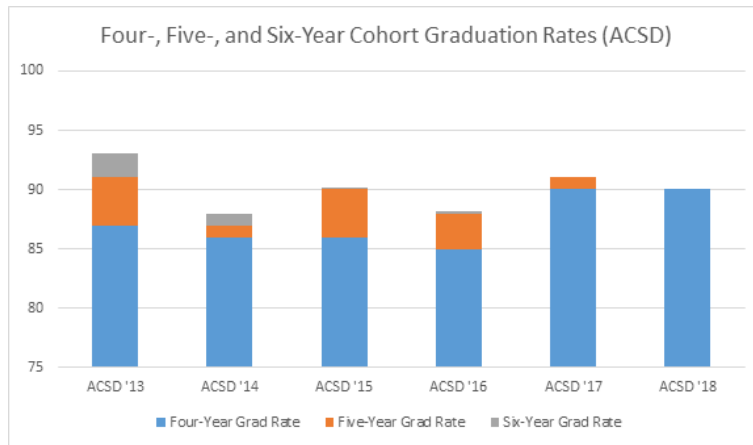
* According to the Ready for Kindergarten! Survey 2015-2016, 2016-2017, 2017-2018, and 2018-2019 reports published by the Vermont AOE.
Corrected 7/27/20.

Cohort Graduation Rates. Tracking four-year, five-year, and six-year graduation rates honors the flexible pathways concept that success in high school can occur over varying lengths of time.

Four-, Five-, and Six-Year Cohort Graduation Rates

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	VT	MUHS	VT	MUHS	VT	MUHS	VT	MUHS	VT	MUHS	VT	MUHS
4-year Cohort Graduation Rate	87	87	88	86	88	86	88	85	89	90	85	90
5-year Cohort Graduation Rate	91	93	90	91	91	87	91	90	90	88	91	90
6-year Cohort Graduation Rate	91	92	91	94	91	93	92	88	91	90	91	88

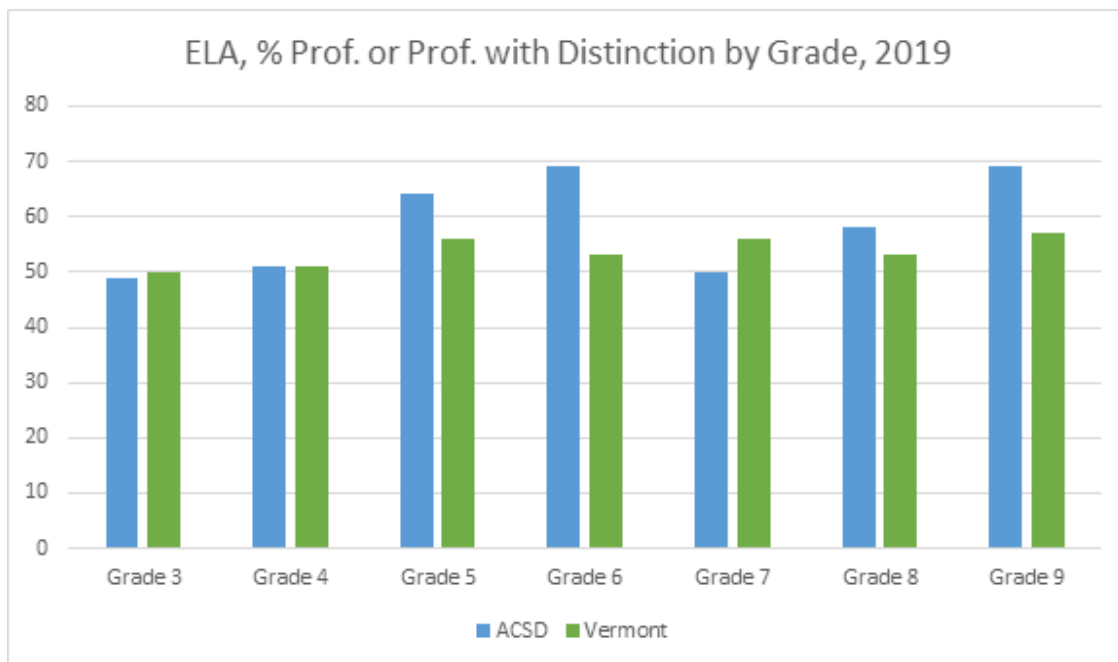
* According to the Vermont AOE's School Reports. This data has not yet been provided for the 2018-2019 or 2019-2020 school years.



SBAC Results. Each fall we receive official results from the previous year’s Smarter Balanced Assessment (SBAC) English language arts (ELA) and math exams. Each school has access to school and student level data to inform instruction. Scores here are reported at the district level. The tables and graphs below present 2019 proficiency rates in English Language Arts and Mathematics for ACSD students overall, in comparison to all Vermont students and in comparison to scores from the previous three years.

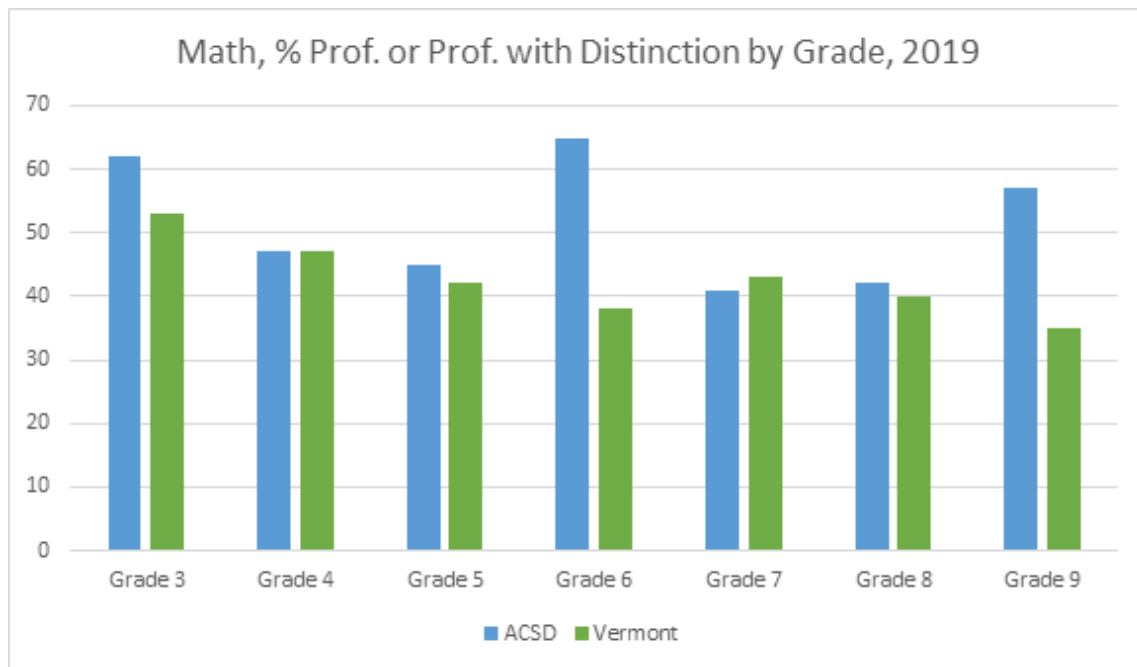
English Language Arts, Percent Proficient and Proficient with Distinction, over time, district and state

	ACSD				Vermont			
	2016	2017	2018	2019	2016	2017	2018	2019
Grade 3	73	57	48	49	54	49	50	50
Grade 4	51	65	54	51	54	49	53	51
Grade 5	61	59	71	64	58	55	55	56
Grade 6	65	57	55	69	56	52	53	53
Grade 7	72	68	64	50	58	55	57	56
Grade 8	69	64	72	58	59	55	57	53
Grade 9	--	--	58	69	--	--	55	57
Grade 11	66	66	--	--	57	59	--	--



Mathematics, % Proficient and Proficient with Distinction, over time, district and state

	ACSD				Vermont			
	2016	2017	2018	2019	2016	2017	2018	2019
Grade 3	73	57	60	62	56	52	52	53
Grade 4	63	62	58	47	50	47	49	47
Grade 5	50	62	66	45	43	42	43	42
Grade 6	51	49	43	65	41	39	41	38
Grade 7	58	59	53	41	46	44	44	43
Grade 8	57	61	55	42	44	41	42	40
Grade 9	--	--	51	57	--	--	35	35
Grade 11	52	56	--	--	38	37	--	--



We continue to focus on the difference in SBAC proficiency rates between students eligible for free or reduced price lunch (FRL) and their non-eligible peers. We aim to narrow the achievement gap by increasing rates of FRL-eligible students testing proficient or proficient with distinction on assessment measures at each grade level.

**English Language Arts, % Proficient and Proficient with Distinction
(Economic Disadvantage Gap)**

Grade	2018						2019					
	ACSD			Vermont			ACSD			Vermont**		
	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP
3	26%	63%	37	35%	63%	28	29%	58%	29			
4	28%	73%	45	38%	66%	28	24%	70%	46			
5	46%	85%	39	40%	66%	26	45%	75%	30			
6	30%	68%	38	36%	65%	29	40%	83%	43			
7	47%	73%	26	42%	67%	25	27%	64%	37			
8	45%	80%	35	39%	68%	29	39%	68%	29			
9	49%	62%	13	37%	64%	27	32%	75%	43			

**Data not available in the new AIRWays Reporting System.

Math, % Proficient and Proficient with Distinction (Economic Disadvantage Gap)

Grade	2018						2018					
	ACSD			Vermont			ACSD			Vermont**		
	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP
3	38%	75%	37	37%	64%	27	34%	75%	41			
4	30%	79%	49	34%	61%	27	18%	67%	49			
5	42%	80%	38	27%	53%	26	23%	57%	34			
6	22%	54%	32	25%	52%	27	40%	77%	37			
7	33%	64%	31	29%	53%	24	19%	54%	35			
8	27%	65%	38	26%	53%	27	24%	51%	27			
9	34%	58%	24	18%	43%	25	32%	62%	30			

Personalized Learning, Flexible Pathways, and Citizenship Opportunities. Vermont’s Act 77 mandates personalized learning and flexible pathways to graduation across Vermont schools. In ACSD, we continue to strengthen our PLP formats and to increase opportunities for students to engage in personalized learning experiences. The table below highlights several existing opportunities in ACSD schools and reports participation numbers for the current and past academic years.

Personalized Learning and Flexible Pathways Program Participation Over Time

ACSD Program/Offering	2015-2016 Student Participation	2016-2017 Student Participation	2017-2018 Student Participation	2018-2019 Student Participation	2019-2020 Student Participation
<i>Personalization and Flexible Pathways</i>					
Personalized Learning Plans Students reflect and generate plans related to their academic, interests, goals, strengths, and needs.	6th graders at Cornwall All 7th and 9th grade students	6th graders at Cornwall All students, grades 7-10	All students, grades 7-12	All students, grades 7-12	New, updated digital plan piloted in 7th and 9th grades. 8th, 10th, 11th, and 12th work with versions of previous plans.
Personal Project A student interest project aligned with the IB MYP.	--	--	--	Gr 10 pilot	Gr 10
Math Enrichment Students elect to take an additional math course to challenge themselves.	MUMS: 119 students	MUMS: 121 students	MUMS: 125 students	MUMS: 110 students	MUMS:110 students
Branching Out Students work with a mentor to complete a program of learning based on their interests and career aspirations.	MUHS: 11 students	MUHS: 29 students	MUHS: 17 students	MUHS:23 students	--
Independent Study Program Students complete courses in a flexible format when the current course offerings and schedule do not meet their learning needs.	MUHS: 25 students	MUHS: 23 students	MUHS: 22 students	MUHS: 15 students	MUHS: 15 students, 18 total individual studies.
What’s the Story Course offered for high school credit through a network	MUMS: 2 students MUHS: 5 students	MUMS: 1 student MUHS: 10 students	MUMS: 1 student MUHS: 6 students	MUHS: 2 students	--

of schools; students choose a current issue facing Vermont and present research findings in videos and blog posts.					
Virtual High School Students receive credit for completing online courses not offered at MUHS.	MUHS: 43 students	MUHS: 50 students	MUHS: 46 students	MUHS: 64 students	MUHS: 54 students
Dual Enrollment Students earn credit for high school as well as college for certain course offerings.	MUHS: 24 students	MUHS: 21 students	MUHS: 26 students	MUHS: 36 students	MUHS: 26 students
Early College Program	MUHS: 1 student	MUHS: 4 students	MUHS: 2 students	MUHS: 2 students	MUHS: 2 students
Middlebury College Course Seniors may sign up for courses offered at Middlebury College, not available at MUHS.	MUHS: 7 students	MUHS: 12 students	MUHS: 12 students	MUHS: 5 students	MUHS: 9 students first semester
Alternative Education Students whose learning needs are not met in standard courses have the opportunity to learn in different ways.	MUHS: 16 students	MUHS: 18 students	MUHS: 16 students	<i>This program was discontinued for the 2018-2019 school year.</i>	--
Hannaford Career Center	MUHS: 177 students	MUHS: 156 students	MUHS: 134 students	MUHS: 150 students	MUHS: 146 students
Student Government Students are elected by their peers.	Student Government Students are elected by their peers.	MUMS Student Council: 32 MUHS Student Senate: 16	MUMS Student Council: 32 MUHS Student Senate: 16	Cornwall Committee of Play to work on planning collaborative games at recess: 22 students, grades 3-6 MUMS: <i>PRIDE</i> has replaced student government MUHS Student	MUHS Student Council: 16 MUMS: 16 Student Ambassadors Mary Hogan Student Council and Student Ambassadors.

				Senate: 16	
Middlebury Activities Council: Group of student leaders tasked with creating more spirit and community, especially at school events.	--	--	--	--	MUHS: 49 students
Green Up Day Students clean up and beautify the neighborhood.	Ripton: 20 students All 7th and 8th grade students	Cornwall: 81 students Ripton: 17 students Weybridge: 53 students All 7th and 8th grade students	Cornwall: 79 students Ripton: 14 students Weybridge: 53 students All 7th and 8th grade students	Salisbury: whole school MUMS: All 7th and 8th grade students	Salisbury: Whole School MUMS: All 7th and 8th Graders
Student Court Students volunteer to help with peer conflict resolution.	MUMS: 8 students	MUMS: 20 students	MUMS: 25 students	MUMS: 18 students	<i>None this year- limited student interest.</i>
PRIDE Students recognize peers for exemplary behavior; a student panel plans events to encourage and recognize positive behavior.	MUMS: All students (peer recognition); team of students nominated by team teachers (PRIDE Panel)	MUMS: 32 students serve on the PRIDE Panel	MUMS: 32 students	--	--
Early Act: School Wide Community Service Program	--	--	--	--	Salisbury EarlyAct (Students work together to create service projects that benefit the school, the community and the world)
United Way Day of Caring Students volunteer for service projects around the community.	MUHS: All 10th grade students; Hannaford Career Center Students	MUHS: All 10th grade students; Hannaford Career Center Students	MUHS: All 10th grade students; Hannaford Career Center Students	MUHS students enrolled in PHCC classes participate	MUHS students enrolled in PHCC classes participate
Model UN Students participate in this extracurricular activity focused on global issues.	MUHS: 30 students	MUHS: 12 students	MUHS: 13 students	MUHS: 7 students	MUHS: 16 students

<p>Student Coalition on Human Rights Students work to raise awareness of global issues, also participate in community service, including internationally through service travel</p>	--	--	--	--	MUHS: 20 students
<p>Community Partnership Council District-level group that works to build bridges between the community and ACSD</p>	--	--	--	--	3 students
<p>Health Center Steering Committee</p>	--	--	--	--	1 Student
<p>Youth Citizen Summit</p>	--	--	--	Cornwall 5th grade Salisbury 5th and 6th grades Mary Hogan 5th grade	Bridport 5th grade Cornwall 5th grade Mary Hogan 5th grade Weybridge 4th, 5th, and 6th grade

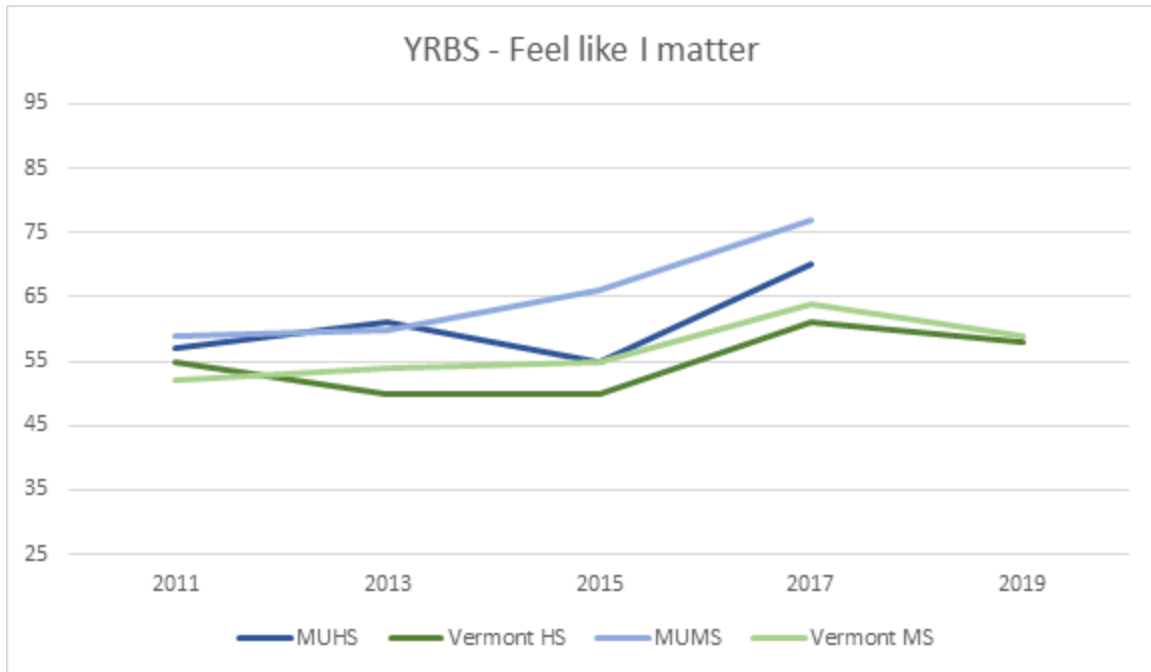
Sense of Safety and Belonging. Every other year since 1993, the Vermont AOE has conducted the Youth Risk Behavior Survey (YRBS). We use YRBS survey results for a variety of purposes (some discussed in narrative sections above), and we analyze select items over time as proxy measures to gauge students' sense of safety and belonging in our schools. The most recent survey was conducted in 2019. This report includes data from as far back as 2011 and as recent as 2019.

Youth Risk Behavior Survey, select items

Percent of students who . . .	2017				2019			
	High School		Middle School		High School		Middle School	
	VT	MUHS	VT	MUMS	VT	MUHS*	VT	MUMS*
. . . reported there is at least one teacher or other adult in their school that they can talk to if they have a problem	80	83	76	81	78		72	
. . . strongly agree or agree that in their community they feel like they matter to people	61	70	64	77	58		59	
. . . strongly agree or agree that their school has clear rules and consequences for behavior	65	70	71	84	56		64	
. . . did not go to school because they felt unsafe, past 30 days	5	3	8	3	6		9	
. . . reported being bullied, past 30 days	16	11	22	11	17		24	
. . . reported being electronically bullied in their lifetime	16	13	24	17	16		24	
. . . felt sad or hopeless for two weeks in a row, past 12 months	25	19	19	12	31		23	
. . . ate dinner at home with at least one of their parents 4+ days, past week	77	83	88	92	75		85	

* Awaiting data release.

We believe that the more students feel that they matter to their community, that they are safe at school, that teachers really care about them, and that they have agency and voice in their schools, the more fully available they will be to learn and the more likely they will be to reach their personal academic potential. The following chart tracks responses to that survey item over time.



References

- ACSD. (2018). Facilities Master Plan: Planning Document.
https://docs.google.com/document/d/1eykYriRclDn7Ss8Vhcxp0dXQxNuGBShhWv5Cs6d_R4E/edit?usp=sharing
- ACSD & PHCC. (2018). Building Skill and Agency through a PK-12 Approach to Personalized Learning and Flexible Pathways. Vermont Agency of Education grant.
https://docs.google.com/document/d/1P7b0bosEL_VeHd1ZHtkCSuUtHyoYhWdyHLMic8k6Jo8/edit?usp=sharing
- ACSD Task Force on Racism, Bias, and Discrimination. (2018). Final Report and Recommendations.
https://docs.google.com/document/d/1T8CLkc6spjTqW_M4w5c2I9nXCARo8pvdJ896Y54Lkvc/edit?usp=sharing
- General Assembly of the State of Vermont (2013). Act 77. An act relating to encouraging flexible pathways to secondary school completion. Retrieved from <http://www.leg.state.vt.us/docs/2014/Acts/ACT077.pdf>
- International Baccalaureate Organization. <http://www.ibo.org/>
- Smith, Dominique, Nancy Frey, and Ian Pumpian. (2017). *Building Equity: Policies and Practices to Empower All Learners*. ASCD.
- Vermont Agency of Education (2016, 2017, 2018, 2019). Ready for Kindergarten! Survey (R4K!S) Report.
Retrieved from
<https://education.vermont.gov/documents/edu-early-education-ready-for-kindergarten-report-2019-2020>
- Vermont Department of Health (2019). Population of Vermont Towns, 1930-2016. Retrieved from
- Vermont Health Department and Vermont Agency of Education (2019). Vermont Youth Risk Behavior Survey Report: Report for Addison Central S.D. Retrieved from
<https://www.healthvermont.gov/health-statistics-vital-records/population-health-surveys-data/youth-risk-behavior-survey-yrbs>