

To: Vermont State Board of Education
Secretary Rebecca Holcombe, Ed.D. - Vermont Agency of Education
From: Superintendent Ned Kirsch - Franklin West Supervisory Union
Cc: Franklin West SU Board of Directors
Date: November 30, 2017
Re: Revised Alternative Structure Application

Please accept this revised application for an Alternative Structure for member districts within Franklin West Supervisory Union (FWSU). The member districts of FWSU are Georgia Town School District (GEMS), Fairfax Town School District (BFA), and Fletcher Town School District (FES).

Franklin West Supervisory Union is a system that educates 1685 students in grades PK-12. Two of our towns, Georgia and Fletcher, do not operate high schools and tuition students. Fletcher tuitions students in grade 7 and Georgia begins in grade 9. Fairfax operates a PK-12 system. Each district maintains a 5-person board of school directors and the Franklin West Supervisory Union board is made up of three members from each of our local communities.

Why should the State Board be able to “conclude that this alternative structure is the best means of meeting the goals of our region (SU?).” Since the passage of Act 153, FWSU has been taking every step possible to follow the intent of the law and to consolidate services in the Supervisory Union. Over the last 4 years, FWSU consolidated our teacher master agreements, para-educator master agreements, transportation services, business services, curriculum coordination, maintenance services, technology services, and human resource functions.

Beyond the consolidation of services, our boards have also committed to working together for the betterment of the students of our three districts. Our boards are now regularly meeting in a “carousel” arrangements three times per year. More importantly, the boards within FWSU have made a commitment to the students of our three towns to have an equitable educational system for all, one that offers both quality and a variety of educational opportunities. Not only can the FWSU simply say we work together, but we can point to direct evidence of how our work has positively impacted all of our students.

Six years ago the FWSU adopted a system-wide vision-based action plan to guide our schools into the future. The plan was progressive and it unbridled our thinking from the past and we started looking at what was important for our students’ future. Our boards knew our students needed more to compete and thrive in the future and they took

action. The plan identified four target areas -- proficiency-based personalized learning, leadership, engaged community partners, and flexible learning environments. Our targets were simple to grasp, easy to believe in, and made our schools feel more human and less industrial. The action plan allowed us to develop one system, within a supervisory union structure, which details teaching and learning in all of our schools and all of our students. In addition to our required Continuous Improvement Plan, this plan's targets have inspired our schools to aspire to a more cohesive vision of world-class education for our students.

The strategies and targets detailed in our Vision-to-Action Plan have earned FWSU the Apple Distinguished Program award twice, FWSU is the only school in Vermont to be recognized with this prestigious award. FWSU is also one of the 83 schools nationwide, to be accepted into the Digital Promise League of Innovative Schools (DPLIS). Digital Promise League of Innovative Schools connects the most forward-thinking of the nation's school districts. In early November it was announced that FWSU schools are one of sixteen schools nationwide named as a P21 Exemplar. Vermont is part of the P21 coalition and was the only state without an exemplar school - until now.

In addition to being recognized for our innovative work as a supervisory union, FWSU has also continued to explore and implement all options available to our system to ensure our students are able to achieve or exceed the State's Educational Quality Standards. We have tried to maximize operational efficiencies, promote transparency and accountability, and deliver education to our communities at a cost that our communities both value and can afford.

The school boards of FWSU believe this alternative structure application satisfies the goals of Act 46, and this application will highlight the reasons why in each of the sections below.

Section 1 - Self-Evaluation - The school board of any district that doesn't merge and doesn't expect to merge before July 1, 2019, is expected to

(1) self-evaluate the district under the Act 46 Goals:

When Act 46 was passed the school boards of FWSU immediately began discussions of how to attain the goals of law by launching a supervisory union-wide study committee. FWSU member districts participated in a ten month Act 46 Study Committee from January 2016 through October 2016 to carefully self-evaluate the merits of merging into one system. (<https://www.fwsu.org/act-46>). All meetings were open to the public, taped and broadcast on LCATV, and were also covered by the Milton Independent and the St. Albans Messenger. The Committee met 18 times over the

course of 10 months. The FWSU Act 46 Committee, after thorough research, decided not move forward with a vote to merge the school districts. The primary reason for this decision was the reluctance of Georgia and Fletcher to voluntarily give up the option of school choice for their communities.

It is worth noting that this was the second such study in FWSU. FWSU also completed an Act 153 study in 2011 that led to a merger vote by Fairfax and Fletcher; Georgia decided not to participate in a vote at that time. The 2011 vote was overwhelmingly rejected by both communities. However, it did lead to a commitment to work together as a Supervisory Union for the betterment of all of our students - which in turn led to the emergence of the FWSU Action Plan detailed above.

Although the FWSU Act 46 committee disbanded, the commitment to the tenets of Act 46 did not end. All three FWSU school districts began the process of moving forward with their own Act 46 studies and discussions. Fairfax (<http://www.bfafairfax.com/copy-of-act-46>) and Fletcher (<http://www.fletcher elementary.org/fletcher-act-46-unification-study>) started new formal committees. Georgia took a less formal approach and held their discussions in open session at school board meetings (<https://www.fwsu.org/gems-board>). This spring each district came to the independent conclusion that forming an alternative structure with the other districts in FWSU was the best way forward to satisfying the goals of Act 46.

(2) have conversations with other districts about how to work together regionally (through merger or not) to improve opportunities:

All three FWSU member districts have had, or have attempted to have, conversations over the last six months with districts outside of FWSU with districts comprised of like and unlike structures that were both contiguous and noncontiguous. Georgia had extensive meetings with members of the South Hero school board and members of the South Hero study committee. Fairfax had multiple conversations and meetings with Maple Run and meetings with Milton. Fletcher met with the newly formed Islands School District. Both Fletcher and Fairfax also formally inquired about meeting with the Essex Westford SD and both received a formal response from EWSD declining a conversation regarding a merger.

Baseline information - see Attachment A

Section 3 - **Evidence of Meeting Act 46 Goals** *(the current ability of each district making the proposal to independently meet or exceed the Goals concerning educational quality, opportunity, and equity as required in Act 46, Sec. 9 and Sec. 2):*

As mentioned in above, all FWSU schools have made the commitment to attaining the goals of Act 46 prior to the law being enacted. Our work has been ongoing and will continue. Please see attachment B for data.

Section 4 - Evidence of Efficiency *(the current ability of each district making the proposal to independently meet or exceed the Goals concerning efficiency and fiscal accountability as required in Act 46, Sec. 9 and Sec. 2):*

Currently, the three districts of FWSU are among the lowest spending in Vermont. In addition, our schools have met the proposed Agency of Education ratio (5:1) of adults to students. FWSU is also just under the 10.5:1 referenced in Section Holcombe’s letter regarding teacher/student ratio at 10:45:1. We are efficient because the FWSU boards have worked diligently over the last five years to maximize operational efficiencies in order to meet the standards set forth in the EQS. With that, we have found savings through collaboration, as well as becoming a more efficient system, including:

Rank	SU/SD	Student/Teacher Ratio
1	Colchester SD	12
2	Lamoille South SU	11.4
3	South Burlington SD	11.3
4	Milton SD	11.3
5	Burlington SD	11.2
6	Champlain Valley SD	11.2
7	Chittenden East SU	10.7
8	Springfield SD	10.7
9	Montpelier SD	10.7

10	Essex-Westford SD	10.6
11	Franklin West SU	10.5
	State Average	9.51

- FWSU has maximized most available efficiencies including special education, finance, curriculum, professional development, assessment, learning management systems, data systems, student information systems, maintenance, and technology.
- FWSU shares human resources, payroll, facilities manager, and master agreements for teachers and paraeducators.
- FWSU schools by comparison with the other Vermont school districts and supervisory unions in both teacher/student ratio and staff/student ratio (numbers provided by AOE 2017)

Rank	SU/SD	Student/ Staff Ratio
1	Lamoille South SU	5.8
2	South Burlington SD	5.8
3	Montpelier SD	5.71
4	Washington South SU	5.67
5	Milton DS	5.51
6	Franklin West SU	5.49
7	Colchester SD	5.43
8	Washington Central SU	5.38
9	Chittenden East SU	5.29

10	Champlain Valley SD	5.28
11	Addison Northeast SU	5.18
	State Average	4.77

- FWSU is financially responsible and affordable. All schools are below the statewide per-pupil spending average.

Per Pupil Ed Spending:	BFA	FES	GEMS	State Average
FY18	\$13,292.77	\$14,114.94	\$13,778.25	\$14,652
FY17	\$12,733.82	\$13,839.86	\$13,334.43	\$14,422
FY16	\$12,235.33	\$13,347.04	\$12,884.08	\$14,009
FY15	\$11,979.78	\$12,271.46	\$12,810.87	\$13,546
FY14	\$12,032.23	\$12,192.47	\$12,610.60	\$12,789

***FWSU has not seen declining enrolments in students. This year our student population grew by .5%.*

***FWSU districts all met the Challenges for Change financial reform effort of 2012.*

- FWSU was one of two supervisory unions to participate in a study by the District Management Council (DMC) three years ago. The study undertook a comprehensive look at SU trends in special education. Using the study, FWSU was able to identify trends in special education costs in the district and make changes to gain efficiency. The information allowed us to consider more effective service delivery models, better management of staffing and gave us the opportunity to create common guidelines for service delivery.

Section 5 - Regional Relationships

FWSU is located in the southern-most three towns of Franklin County. The towns touch Chittenden County, Grand Isle County, and Lamoille County. When the boards of the three districts started the independent work of Act 46, they engaged schools throughout our region that are not part of this proposal. Board/committee members from each of our towns had discussions with representatives from the following communities/school districts.

1. Milton
2. Maple Run
3. Grand Isle
4. Essex-Westford
5. South Hero
6. Sheldon
7. Cambridge

FWSU districts weighed the pros and cons with each of the districts they engaged using the four goals of Act 46. For a variety of reasons, the boards found in each instance the cons outweigh the pros for the students and families of their communities. Some of the other systems presented barriers and some had no interest in schools from FWSU. Some of the barriers included losing school choice, losing specific grade levels, and travel distance. Most importantly the cost of merging with other districts was always more expensive for FWSU districts, which did not meet the test of the fifth goal of Act 46.

However, through our discussion, the districts that we have engaged are not forgotten. FWSU districts took notice of the strengths of systems and conversations about regional sharing will continue. This statement is not articulated just for the merits of this application, it is stated because this is the philosophy of our schools. Six years ago FWSU spearheaded the first Act 153 virtual merger in Vermont with neighboring school districts. FWSU, Franklin Central Supervisory Union, and Chittenden Central Supervisory Union all started working together to improve our technology infrastructure. District-to-district sharing at that time was uncommon, but our goal was to provide technology infrastructure and help desk support in a collaborative manner. By collaborating with other districts, we attempted to break down silos and find strategic partners. This ultimately would save resources and broaden our knowledge base.

To start, our districts worked together on enhancing and upgrading our systems' help-desk, student information system, telephony communication system, wireless infrastructure, and general infrastructure. And when we didn't specifically share resources, we went to each other and consulted on new ideas. The merger lasted for three years. It ended when both of our partners decided a regional approach was not in their best interest anymore.

Baseline information - see Attachment B

Section 6 - Equity, Efficiency, Transparency, and Accountability

In preparation for our Act 46 studies, FWSU districts did a thorough search of its data. While our schools may have subtle differences, like every school, we found no significant inequities and/or disparities among our three districts. What we found is a profound desire to work with each other towards the Goals as envisioned by Act 46. FWSU districts have demonstrated that they consider themselves to be collectively responsible for the education of all prekindergarten through grade 12 students residing in the supervisory union.

The three districts of FWSU made this commitment prior to the passage of Act 46. Working together for the betterment of our students and communities is in our DNA. We began our work in earnest when Act 153 was first passed by the Vermont General Assembly and it has continued. For example, last year FWSU board met together for the first time in a carousel fashion. They did so as a way to find more common ground and better our communication with each other. The trial was successful and this year one-quarter of our board meetings will be a carousel.

FWSU operates in a manner that maximizes efficiencies through economies of scale and the flexible management, transfer, and sharing of non-financial resources for the students and families of Fairfax, Fletcher, and Georgia. There are many areas where FWSU maximizes efficiencies through economies of scale and the following are an example of how our work has been shared and how it has moved our schools forward for students:

- **District Management Council (DMC)** - FWSU participated in the initial DMC study for Vermont. The results of the study have driven the decision-making process in our special services program and led to more efficient services for our students.
- **Act 166 Coordination** - FWSU employs a 20 hours-per-month pre-school coordinator who serves all of our schools. FWSU maintains in-house programs that serve 77 students in Georgia, 49 students in Fairfax and 24 students in Fletcher. Approximately 60 are served through Act 166 vouchers with private partner providers.
- **Technology** - Virtually all of the technology systems within FWSU operate as a shared resource. We have an SU wide area network (WAN), managed Wi-Fi, filtering, and coordination of services through our SU employed network managers. Our major purchases (copier lease, iPad lease, internet services) are also coordinated among all three schools, as one contract.
- **Data Warehouse** - FWSU has just invested in a common data warehouse for all of our students and teachers.
- **Prevention and Wellness Coordinator** - FWSU employs a 20 hour-per-month coordinator for school-related student wellness initiatives and to engage

community partners in our wellness initiatives. We use the Whole School, Whole Child, and Whole Community (WSCC) model.

- **PBIS Coach** - FWSU contracts a PBIS implementation coach for our schools, all of which are PBIS schools.
- **SIS/LMS** - FWSU schools share a learning management system and a student information system.
- **SU Lead Registrar/Data Management** - FWSU employs a part-time system-wide data manager to manage our LMS, SIS, and all student data.
- **Facilities Maintenance** - FWSU employs a Facilities Director to oversee and direct all maintenance of our three campuses.
- **Action Plan** - All schools in FWSU work towards the same Action Plan
- **Instructional Framework-**
- **Technology Coach** - FWSU employs a technology coach to work with teachers and coordinate technology integration across the SU.
- **SPDG Coach** - to support MTSS, and early MTSS pyramid model, coordination across the FWSU
- **Trauma-Informed Schools Facilitator** - FWSU works with a consultant to train all staff on trauma-informed practices in our schools.
- **Mentoring Program** - FWSU has a supervisory union-wide 2-year mentoring program for all teachers.
- **Innovation Labs** - FWSU has Innovation Labs in each of our schools with the goal of engaging our students in design theory, design thinking, and design execution with global input and perspective.
- **Stakeholder Feedback** - All FWSU students in grades 3-12 give stakeholder feedback to their teachers each year. All FWSU are surveyed each year for school climate. Both surveys are facilitated by Panorama Education.
- **School Psychologist** - FWSU employs a school psychologist to conduct critical assessments across all member schools
- **Needs Assessment Process** - FWSU conducts an annual, inclusive collaborative data-based, multi-step inquiry process as its comprehensive needs assessment.
- **Continuous Improvement Plan** - The FWSU CIP is a comprehensive plan inclusive of all member schools, including both SU goals and aligned school-based goals.
- **Local Assessment Plan** - All member schools follow the same balanced assessment plan which includes common assessment and the collection and analysis of data in math and literacy at the classroom, school, and SU level.
- **Math and Literacy Fidelity to Instruction Frameworks** - All elementary grades follow the same high-impact instructional model in math and literacy to support proficiency in high leverage concepts and skills for all learners.

- **Substitute Teacher System** - All FWSU schools access a common contract with Kelly Services to provide substitute teacher recruitment, employment, and deployment.

With all of the exploration and all of the documented success in our system, FWSU districts realize the work for the betterment of our students is never-ending. Through our studies, we have determined new areas that must improve our performance in connection with each of the Goals as required by Act 46. Issues facing our schools that we are beginning to concentrate our efforts on are the hiring and recruitment of special educators and SLPS, maintaining the integrity of our aging buildings, and combining our custodial staffs into a FWSU structure.

Baseline Data - see attachment C

Section 6 - Educational Excellence Data

The three districts of FWSU are very proud of what they have built and accomplished together. Throughout this application, programs and initiatives were highlighted and documented. But that only told a portion of the story; included below is more of our story and how we believe our effort meet the spirit of the goals of Act 46.

- We are passionate about sharing our story every day on our blog: [The FWSU Story](#). Community members follow our educational journey and enjoy a close-up look at what is happening in the classroom and beyond.
- District Management Council (DMC) Report - FWSU was one of two supervisory unions in Vermont to pilot an extensive study with the DMC. The goal of the study was to raise achievement while controlling costs for struggling students with and without IEPs. FWSU has decreased the rate of SPED *spending* by 2% over the last three years from the prior three years (2015/16, 2016/17, 2017/18)
- As a learning community, we are driven by “a belief in what is possible.” Read our [Action Plan](#). The four targets of our plan are Proficiency-based Personalized Learning, Leadership, Flexible Learning Environments, and Engaged Community Partners.
- FWSU is one of 83 districts nationwide to be a member of the [Digital Promise League of Innovative Schools](#). Digital Promise League of Innovative Schools connects and rallies the most forward-thinking leaders of the nation’s school districts. By working together on shared priorities – and partnering with leading entrepreneurs, researchers, and education leaders – League districts pioneer innovative learning and leadership practices that lead to improved outcomes for students and that help prepare them for learning for life. Digital Promise works at the intersection of education leaders, researchers, and entrepreneurs and developers to improve learning with the power of technology.

- FWSU has been named an [Apple Distinguished School](#) twice in the past 5 years. The Apple Distinguished Program designation is reserved for programs that meet criteria for innovation, leadership, and educational excellence and demonstrate Apple's vision of exemplary learning environments. FWSU is the only school in Vermont with this designation.
- FWSU has been named a school of distinction by [IVECA](#) for our work in international virtual education. IVECA Center for International Virtual Schooling pursues to implement the intercultural education programs. Last year students from FWSU spent 6-week sessions communicating with partner schools in 8 countries. The Center also conducts research and strives to provide the necessary educational support systems in collaboration with other universities, the United Nations, UNESCO, international NGOs, and business groups. FWSU was [featured](#) in the educationally renowned journal *Edutopia* for its work in global education.
- Last year FWSU launched [Innovation Labs](#) in all of our schools. Innovation Labs offer students a more intense focus on design thinking and innovation enlarges our capacity to integrate sets of skills such as coding, research, fabrication, making, and gaming, along with transferable skills, to solve the authentic problems our world is now facing.
- FWSU was one of ten schools nationwide featured in the [Education Elements Competency \(proficiency\) based Education Playbook](#). FWSU (BFA Fairfax HS) was recognized for its leadership developing a proficiency-based system for our students.
- FWSU was the first [P21 Exemplar](#) school district from Vermont. As P21 Exemplar District, FWSU has demonstrated “ample support and commitment to the 21st-century skills development of all students. FWSU earned the P21 Exemplar status for model policies enacted to support schools in the integration of the 21st Century Learning Framework and for visionary planning around district-wide adoption.”

In conclusion, our FWSU schools are thriving, our communities are growing, our resources are shared, and our spending is low. We have aligned all necessary systems to continue to make our schools successful. It is, for this reason, the school boards of Fairfax, Georgia, and Fletcher are asking to continue as Franklin West Supervisory Union in an alternative structure.

Attachment A

(1) Operating / Tuitioning structure

FWSU is comprised of three separate and distinct school districts. Fairfax (PreK-12), Georgia (PreK-8) and Fletcher (PreK-6).

(2) ADM by grade

PK*	K	1	2	3	4	5	6	7	8	9	10	11	12
81	130	134	145	125	136	140	142	138	123	57	75	74	77

**Not all eligible students attend*

(3) Enrollment by grade in each school operated by the district

PK*	K	1	2	3	4	5	6	7	8	9	10	11	12
166	144	124	140	148	123	138	147	138	144	73	61	81	72

(4) “Phantom Pupils”

- FWSU has 0 phantom pupils.

(5) Students eligible for Free or Reduced-Price Lunch (“FRL”)

- 22% of students are FRL eligible

(6) Students receiving or eligible for section 504 accommodations (“504”)

- 3.35% of students have 504 plans

(7) Students for whom English is not the primary language (“ELL”)

- Less than one-half of one percent receive ELL services

(8) Students receiving or eligible for special education services (“SpEd”)

- 16% of students have IEPs

(9) For each grade operated by the district, current and 5-year historic enrollment of students in any school operated by another district, including:

- 0 for all schools

(A) Students enrolled in a school operated by another district pursuant to 16 V.S.A. § 822a (statewide public high school choice), including:

- (i) the schools in which they are enrolled
- (ii) Demographics (FRL; ELL; SpEd; 504) of students enrolled in each school — either the number of students or percent in relation to percentage enrolled in a school operated by the district making the proposal

In 2018 seven students from FWSU (BFA Fairfax) accessed statewide high school choice. Seven students also accessed BFA from other districts. Of those students, only FRL is the only demographic not met.

- (B) Students for whom the district pays tuition pursuant to:
- (i) 16 V.S.A. § 821(c) (elementary student; geographic considerations)
 - (ii) 16 V.S.A. § 822(c)(1)(B) (secondary student; unique educational needs; independent school)

Schools	FES	GEMS	BFA
# of Students	80	213	0

Attachment B

Attachment B - School Data

(2) If elementary schools are operated, then for at least the previous 3 years:

(A) Subjects offered

(B) Number of hours per week for each category for each grade (e.g., math, science, foreign languages, art, music, physical education, etc.)

Fletcher:

Math - Minimum of one hour daily, with additional portions of Bridges incorporated into Morning Meeting, etc.

Science - Most teachers alternate science and social studies. Average of 2-3 hours per week.

Literacy - Minimum of 90 minutes daily for reading and writing.

Foreign Language - None offered

Art - All classes have art 2x weekly for 40 minutes each session.

Music - All classes have music once weekly for 40 minutes.

PE - All classes have PE 2x weekly for 40 minutes each session.

Library - All classes have library once per week for 40 minutes.

GEMS:

Math, Literacy, STEM, generally an hour a day. STEM is six weeks on six weeks off

Art K, 30 minutes grades 1-2 45 minutes grades 3-4 60 minutes

Music K-2, 30 minutes grades 3-4 45 minutes

BFA Fairfax

CORE CLASSES

Math, Literacy, STEM-(Science/SS)= 45 minutes per day

UNIFIED ARTS CLASSES

Grades K-5 Art, Music, PE 45 minutes per day on a 3-day rotation.

K and 1 on a 4-day rotation that includes:

Kindergarten- Classroom Guidance- 45 minutes

Grade 1- Digital Citizenship- 45 minutes

(3) If secondary schools are operated, then for at least the previous 3 years:

(A) Subjects offered

(B) Breadth and depth of offerings (e.g., levels of math instruction; foreign languages; fine arts; AP courses; etc.)

BFA HS School Profile - <https://drive.google.com/drive/folders/0B3EPA-b7eA5sQ0I5NINlamo2TXM?usp=sharing>

(4) For each grade for which tuition is paid, evidence of each student's access to options, including whether the sending district or the receiving school provides transportation as needed,

particularly for students living in poverty and students with disabilities – including the cost of providing transportation

Georgia students attend:

Avalon Triumvirate Academy
 BFA St. Albans (transportation provided by receiving school)
 Burlington
 Colchester
 Essex (transportation provided by receiving school)
 Fairfax (transportation provided by receiving school)
 Lyndon
 Milton
 Missisquoi
 St. Johnsbury
 South. Burlington (transportation provided by receiving school)
 Vermont Commons

Fletcher students attend:

Avalon Triumvirate Academy
 BFA St. Albans
 Colchester
 Essex
 Fairfax (transportation provided by Fletcher)
 Lamoille
 Mt. Mansfield
 South Burlington
 Westford
 Vermont Commons

(5) For a school operated by the district, students accessing non-traditional learning experiences, currently and in the most recent 3 years, including:

Work Based Learning

2016-17: 11
 2015-16: 3
 2014-15: 1

Dual Enrollment

2016-17: 18
 2015-16: 19
 2014-15: 26

Non Traditional

2016-17: 16
 2015-16: 27

2014-15: 13

(B) Types of non-traditional learning experiences available

Independent Studies, Flexible Pathways, Virtual High School Courses, PreTech

Programs.

(C) Access to support services, including extended learning opportunities for students who need them (e.g., after-school and summer programs)

Title I Extended Learning Opportunities during school vacations and summer. After school tutoring through Title I.

(6) Evidence of career and college preparation and readiness, currently and in the most recent 3 years, including:

(A) Participation by 11th and 12th-grade students in Career Technical Education programs (“CTE”) (regardless of whether an operating or tuitioning district)

Grade 11

2016-17: 21 students

2015-16: 38 students

2014-15: 25 students

Grade 12

2016-17: 21 students

2015-16: 11 students

2014-15: 20 students

(B) Work-based learning accessed by CTE students (regardless of whether an operating or tuitioning district)

Work Based Learning 2016-17: (awaiting data from Center Technology Essex)

2015-16: (awaiting data from Center Technology Essex)

2014-15: (awaiting data from Center Technology Essex)

(C) Dual enrollment participation (an operating district and, if known, a tuition district)

Dual Enrollment: 2016-17: 45

2015-16: 45

2014-15: 36

(D) Early college participation (regardless of whether an operating or tuitioning district)

Early College: 2016-17: 1

2015-16: 2

2014-15: 4

Graduation Rate (all students) 2016-17:

2015-16: 92.68%

2014-15: 95.00%

2013-14: 93.15%

(8) Current and historical data on teacher turnover, including the number of new teachers in each school in each year for the most recent 3 years

- FWSU - 2015 (5), 2016 (5), 2017 (3)
- FES - 2015 (4), 2016 (0), 2017 (3)
- GEMS - 2015 (6), 2016 (5), 2017 (4)
- BFA - 2015 (4), 2016 (7), 2017 (7)

(9) Current and historical data on administrator turnover, including:

(A) Number of new principals in each school during the most recent 3 years

- BFA High School - 1
- BFA Elem & Middle - 0
- Georgia Elem & Middle - 0
- Fletcher - 0

(B) Number of new superintendents during the most recent 3 years

- FWSU - 0

(10) Professional development opportunities available

The Franklin West Supervisory Union Director of Curriculum organizes and provides inservice training for Pre-K through 12 educators across the supervisory union in alignment with the FWSU Comprehensive Needs Assessment. In addition, FWSU offers multiple internal graduate level courses that reflect the 4 targets of the FWSU Action Plan.

Attachment C

Per Pupil Ed Spending:	BFA	FES	GEMS	State Average
FY18	\$13,292.77	\$14,114.94	\$13,778.25	\$14,000
FY17	\$12,733.82	\$13,839.86	\$13,334.43	\$14,000
FY16	\$12,235.33	\$13,347.04	\$12,884.08	\$14,000
FY15	\$11,979.78	\$12,271.46	\$12,810.87	\$14,000
FY14	\$12,032.23	\$12,192.47	\$12,610.60	\$14,000
	no phantom pupils FY14-FY18	no phantom pupils FY14-FY18	no phantom pupils FY14-FY18	

Attachment D

Including:

(1) Student assessments, by grade-level, for all students in the district and for students disaggregated by demographics (including FRL; ELL; SpEd; and 504) — current and 5-year (or 2- to 3-year for SBAC) historical data including:

- (A) ELA/reading in 3rd – 9th grade
- (B) Mathematics in 3rd – 9th grade
- (C) Science in three grades
- (D) Any local assessments used

FWSU LITERACY READING LOCAL ASSESSMENT PLAN				
Level	Universal Screening	Diagnostic Tools	Benchmark/ Interim Check-In	Growth Summary
FWSU	SEPTEMBER K-2 Star 360 Early Literacy Percentile Rank 3-8 Star 360 Reading Percentile Rank	OCTOBER and FEBRUARY K-8 Fountas and Pinnell Subtests Text Level: -Miscue Analysis -Fluency -Comprehension K-8 Star 360 Early Literacy/Reading Domain Scores <i>Students performing in Urgent Intervention in Star Reading will be administered Star 360 Early Literacy</i> <i>Students performing at or above grade level in Early Literacy will be administered Star Reading Assessment</i>	JANUARY K-2 Star 360 Early Literacy Percentile Rank 3-8 Star 360 Percentile Rank <i>February*</i> <i>3 -8 SBAC Interim Performance Task</i>	MAY MARCH-MAY 3-8 SBAC SUMMATIVE Proficient or Above May K-1 Star 360 Early Literacy Percentile Rank 2-8 Star 360 Reading Percentile Rank
SCHOOL	PROGRESS MONITORING			
	<ul style="list-style-type: none"> ● K-8 Assessment Tools ● Fountas and Pinnell ● STAR 360 ● School-designed Assessment Tools ● Rasinski 3 Minute Fluency Assessment 			
CLASSROOM	WEEKLY FORMATIVE ASSESSMENT MEETINGS: Teachers meet with Literacy Specialists for weekly pre-planned, focused formative assessment data (<i>of prioritized standards, which may include transferable skills</i>) analysis to inform instruction and intervention . Teachers bring the following data (agreed to at the previous meeting) to their weekly meetings which includes but is not limited to: lessons implemented, teacher-made assessments, pre and post assessments, reading journals, running records/miscue analysis, skills checklists, reading conference notes, comprehension conversations, observational data, video/audio artifacts, interest inventory, etc.			

FWSU MATH LOCAL ASSESSMENT PLAN				
LEVEL	UNIVERSAL SCREENING	BENCHMARK INTERIM CHECK-INS		GROWTH SUMMARY
FWSU	SEPTEMBER-OCTOBER K PNOA Screener 1-8 Star 360 Math	OCTOBER K-8 GLA (15 minute probe) JANUARY K-8 GLA (15 minute probe)	FEBRUARY (WEEK 1) 3-8 SBAC Interim Performance Task	MARCH-MAY 3-8 SBAC SUMMATIVE APRIL K-8 Final GLA
SCHOOL	DIAGNOSTIC TOOLS		PROGRESS MONITORING	
	PNOA OGAP Items STAR 360 Customized Assessments Dreambox Front Row Student Interview (Concrete, Representative, and Abstract) Exemplars		STAR 360 AimsWeb OGAP Items Bridges Check-ins CMP Resources School-designed formative assessment tools Dreambox Front Row Exemplars	
CLASSROOM	WEEKLY FORMATIVE ASSESSMENTS: Teachers meet with Math Coach/Facilitator for weekly pre-planned, focused formative assessment data analysis to inform instruction and intervention. Teachers bring the following data (agreed to at the previous meeting) to their weekly meetings which may include, but is not limited to: Exit tickets, Menu work, Bridges Assessments, CMP, etc.			

DATA SETS SUMMARY

SUMMARY: *There is a need to address issues of equity and expectancy to achieve proficiency in priority, high leverage standards for all learners in all classrooms in all FWSU schools.*

FWSU SCHOOLS AGGREGATE DATA ANALYSIS SUMMARY

SBAC Achievement in Math: Over the past 2 years of SBAC, FWSU schools have fallen below the state average in every grade level, with lower performance in math than literacy across the board. In addition, there are inconsistencies in achievement from grade level to grade level, and the scores have remained flat (including a preliminary review of our 2017 SBAC performance). Over the past 2 years of SBAC, FWSU schools have mirrored or exceeded the state average in performance at every grade level, with the exception of a significant drop in grade 11.

Equity Gap: Although there is not a dramatic variation between and among schools in performance levels, there continues to be an achievement gap between free and reduced lunch and non-free and reduced lunch across grade levels which we must address.

Local Assessment- Local assessment results reveal marked inconsistencies between classrooms and schools based on implementation problems. As a result, in the 2016-17 school year, FWSU joined the All Learners Project with Maryland and Maine to address issue of equity. We have determined the high leverage concepts and skills needed for proficiency and designed assessments to measure those, created Fidelity Tools for high-leverage pedagogy, and overhauled our local assessment system. The preliminary results of our Local Assessment results show great promise, with manageable percentages students not meeting high leverage standards.

FES SBAC RESULTS 2017						
% Proficient or Above						
Grade	ELA-Literacy			Math		
	FES 2015	FES 2016	FES 2017	FES 2015	FES 2016	FES 2017
3	60	67	71	25	63	71
4	60	63	50	40	32	55
5	63	68	47	13	32	24
6	61	64	68	44	36	47

FLETCHER ELEMENTARY SCHOOL

Math

SBAC Achievement- Over the past 2 years of SBAC, FES fallen below the state average in math in the majority of grade levels. In Claims, they have scored lowest in Concepts and Procedures, hence the focus on HIGH LEVERAGE. Initiatives in K-3 are showing promise (preliminary results for this year show our highest achievement for grade 3 in 3 years),

so moving those actions to upper grade levels, following the existing Math Plan (which includes FES being fully engaged in the All Learners Project), are essential.

Local Assessment- The local assessment results show significant continuous progress for students in a majority of classrooms. With fidelity of implementation this year, we look forward to seeing those results grow. They are reported out for the Math Leaders across the SU to review together every 6 weeks.

Literacy

SBAC Achievement-FES scores higher in achievement levels in Literacy, but by no means as high as they should be when looking at local assessment data (which has many classrooms approaching 100% in key areas by the end of the year). Claims data shows some weakness in writing related to research/inquiry that should be addressed. We have not yet completed the writing fidelity tool or the revision of the assessment plan, which will allow to drill down at a deeper level of analysis. At FES scores are impacted by some equity-based achievement

gaps that need to be addressed through the implementation of evidence-based intervention. We will be reviewing the WWC practice guides in reading and writing as part of inservice as we look at our most recent SBAC and local assessment data to refine the faculty PD plan.

Local Assessment- The local assessment results show significant continuous progress for students in a majority of classrooms. With fidelity of implementation this year, we look forward to seeing those results grow. They are reported out for the Math Leaders across the SU to review together every 6 weeks.

GEMS SBAC RESULTS 2017						
% Proficient or Above						
Grade	ELA-Literacy			Math		
	GEMS 2015	GEMS 2016	GEMS 2017	GEMS 2015	GEMS 2016	GEMS 2017
3	69	52	63	57	52	59
4	37	60	47	28	57	44
5	53	37	55	50	28	50
6	61	48	51	47	38	28
7	59	63	60	43	48	50
8	75	60	73	49	37	61

GEMS

Math

SBAC Achievement- The achievement gaps increase at the upper grade levels, slightly. Overall math performance had remained flat or slightly declined, with the exception of 2 cohorts at the middle level (6 to 7 and 7 to 8). The middle level has shifted a teacher role to a Teacher Leader Interventionist.

Local Assessment- Our measurement of high leverage standards through local assessment at GEMS indicated tremendous progress in those standards in all classrooms. The Teacher

Leaders focused intervention on these concepts and skills and focused their collaborative planning on them also. The gains were most dramatic in K-2 from fall to spring.

Literacy

SBAC Achievement- The middle school showed gains in in ELA, with Claims indicating a greater struggle with writing performance at the lower middle level (5 and 6). Equity gaps increased slightly from year 1 to year 2 testing.

Local Assessment- Assessments indicate continuous growth, which is less aggressive in the middle level.

BFA SBAC RESULTS 2017 % Proficient or Above						
Grade	ELA-Literacy			Math		
	BFA 2015	BFA 2016	BFA 2017	BFA 2015	BFA 2016	BFA 2017
3	48	51	44	52	45	43
4	37	50	51	48	34	32
5	72	66	49	58	44	41
6	40	59	51	28	33	35
7	59	45	53	42	35	53
8	43	56	52	34	39	34
11	59	41	56	45	29	39

BFA ELEMENTARY and MIDDLE SCHOOL

Math

SBAC Achievement- BFA’s math performance has been flat or declined, which is supported by preliminary 2017 results. Equity gaps vary from 0 to 30% difference in performance.

Across all grade levels, but most significantly in grade 11, Claims data, they have scored lowest in Concepts and Procedures, hence the focus on HIGH LEVERAGE.

Local Assessment- BFA elementary made the least progress this year according to local assessment results. There was some confusion in implementation, which contributed to this, so we did not assess BFA K-8 as fully implementing the LAP, which has been remedied for the 2017-18 school year. We reviewed their scores as “pilot” and the other 2 schools as baseline.

Literacy

SBAC Achievement- Although performance is slightly better in literacy, it follows the same flat or declining trajectory as math. Performance is significantly higher in grade 11 than in but is closely aligned with the continuum of performance beginning in grade three. Moving the All Learners Project into literacy is part of a plan to address this lack of movement in achievement. In claims, there is lower performance in writing as it related to research and inquiry, and the middle school performs lower than the elementary. An ELA teacher has been reassigned to support literacy achievement at the middle level.

Local Assessment- (See above comment)

BFA HIGH SCHOOL

SBAC Achievement in Math and Literacy- See above

ACT, SAT, and AP- Currently <10% of students participating in testing (ACT is free to all students) and AP classes are FRL students.

Class Failures- Failure rates indicate that the Class of 2020 is experiencing the least class failures statistically. They are currently fully engaged in a proficiency-based model, but still graded. Data also indicates those in greatest need of support are free and reduced lunch students.

Technical Center Students Performance Data- Our student at technical centers score in the lowest achievement quadrant on the SBAC. Since those students will be required to graduate with proficiency from BFA, we have created a specific intervention plan for these students as part of the Title 1 Targeted Assistance and modified their school day to address this issue.