

REPORT OF THE BATTENKIL VALLEY SUPERVISORY UNION (BVSU)

2018-2019

**Fisher Elementary School, FES
Prek-5**

**Arlington Memorial Middle and High School, AMHS
6-12**

**BVSU
529 East Arlington Road
Arlington, VT 05262
802-375-9744**

EDUCATION QUALITY STANDARDS

- The School Quality Standards were replaced by the Education Quality Standards (EQS) in 2014 to “ensure that all students in Vermont public schools are afforded educational opportunities that are substantially equal in quality, and enable them to achieve or exceed the standards approved by the Vermont State Board of Education . . . to ensure continuous improvement in student performance, instruction and leadership to enable students to attain rigorous standards in high quality programs”. (Vermont Agency of Education website).
- Education Quality Standards include the areas of
 1. Curriculum and instruction
 - “Instructional practices shall promote personalization for each student, and enable each student to successfully engage in the curriculum and meet the graduation requirements . . . Schools must provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college.” (Vermont Agency of Education website).
 2. Professional resources
 - “School leadership . . . to provide sufficient time to carry out the leaders’ responsibilities in order to focus on improving student learning” (Vermont Agency of Education website)
 - Professional learning groups
 - Support for administrators and educators per state board guidelines.
 3. Learning environment
 4. State and local comprehensive assessment system
 5. Reporting results
 6. Continuous improvement plans
 - Schools highlight areas of strength and achievement
 7. System of determining compliance with the Education Quality Standards
- Education Quality Review
 - Since 2016, all Vermont schools are placed on a three year rotation to determine if the schools are meeting the expected Education Quality Standards. BVSU Schools participated in an Integrated Field Review on November 2017 and the feedback we received was outstanding.

BVSU Enrollment over time

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
FES preK-5	201	219	197	212	219	201
AMHS 6-12	205	214	211	206	211	200
BVSU	406	433	408	418	430	401

BVSU Special Education enrollment over time

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
FES preK-5	43	35	30	36	32
AMHS 6-12	39	40	41	33	42
BVSU	82	75	71	69	74

Special education students are those in the BVSU schools who have a qualifying disability, receive services in our schools or in other settings and have a case manager.

UNREPORTABLE DATA: Due to the small number of students who fall into a variety of categories, the BVSU is unable to report data in areas of English Language Learners, disabled students who are on a 504 Plan, and students receiving services from Educational Support Teams (privacy). In addition, test results for ethnic groups and students from poverty may also be too small a group to report.

BVSU School District Poverty Levels

	2015-2016	2016-2017	2017-2018	2018-2019
Fisher Elementary FES	48%	50%	50%	46%
AMM/HS	51%	50%	52%	48%

Average Daily Membership

All elementary and secondary students who are educated at public expense are counted by the town of residence. This data is called the Average Daily Membership (ADM), which is one of the calculations used in determining the homestead tax rates.

	FY 16	FY 17	FY18	FY19
FES	222.16	209.5	193.76	212.65
AMHS	162.90	146.65	143.55	140.85
Total	385.06	356.15	337.31	353.5

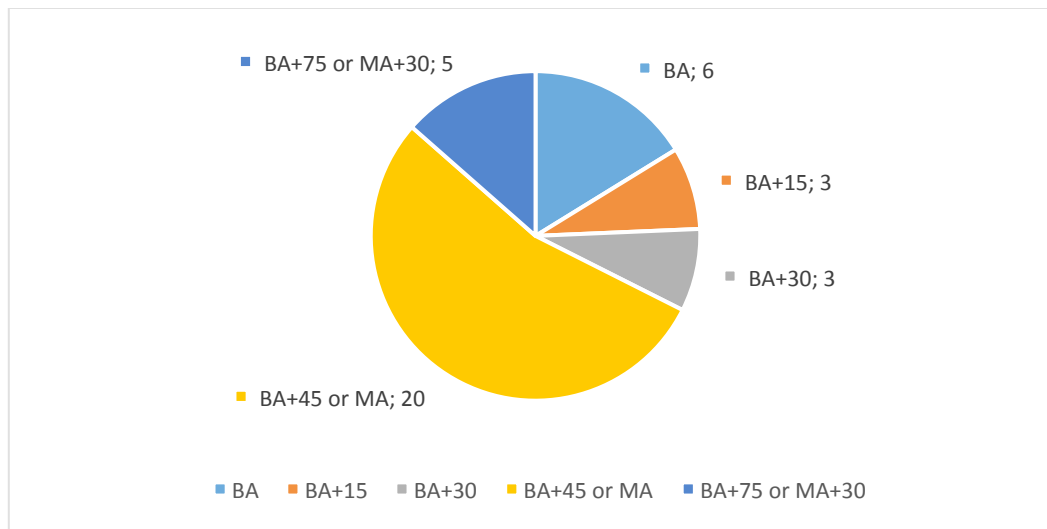
Highly Qualified Teachers

A Highly Qualified Teacher is required to have teaching competence as well as subject knowledge. Typically, a highly qualified teacher minimally has a bachelor's degree in the content area that he or she is teaching and must be fully licensed in the area of instruction. ESSA requires that teachers in all core areas be highly qualified. The core subjects include English/Language Arts, Mathematics, History, Geography, Science, Foreign Languages, Civics and Government.

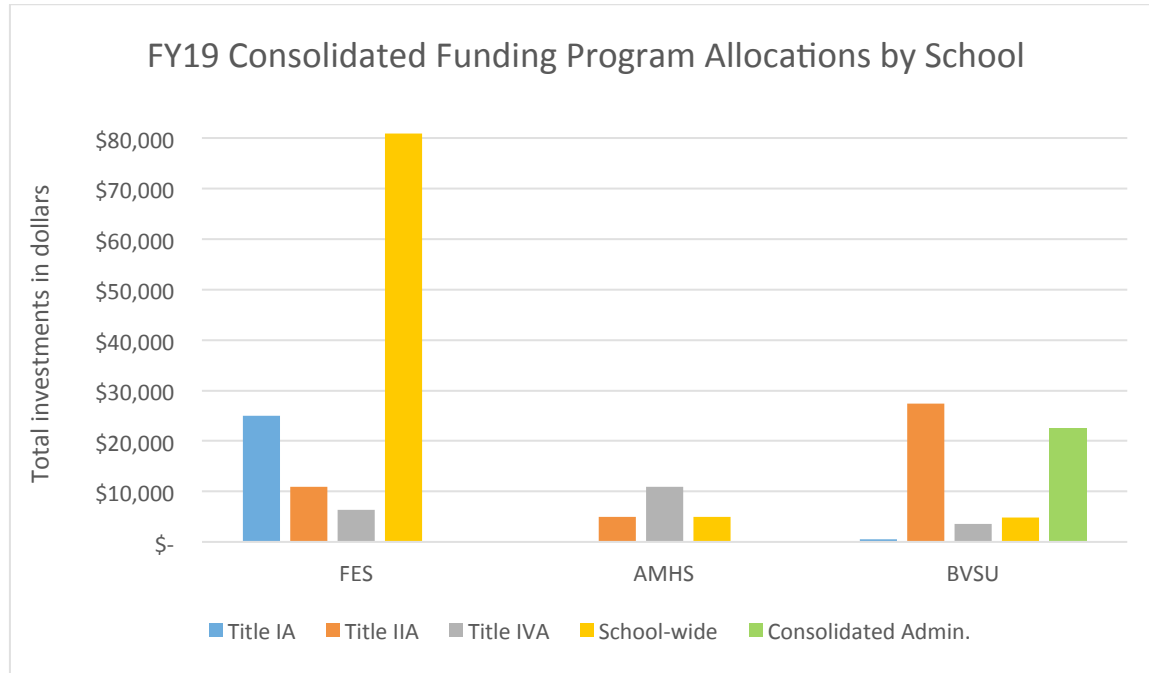
Elementary teachers are required to have a specific number of credits in English/Language Arts, Mathematics, Science, and Social Studies in order to be highly qualified. Special educators must have specific numbers of credits in each of these same areas and are required to have secondary content to be able to teach middle and/or high school students.

Six teachers began the year on provisional licenses for various reasons, and two of them have completed their licensure process, whereas the other four are still working on completing the requisites for an initial licensure in Vermont. Many professionals are hired with all requirements completed, however, it take may take months to complete the licensing process for Vermont state. Two of the teachers hold a license from another state and we are working on their reciprocity to obtain a Vermont license.

Degree and credit status of teachers in the BVSU



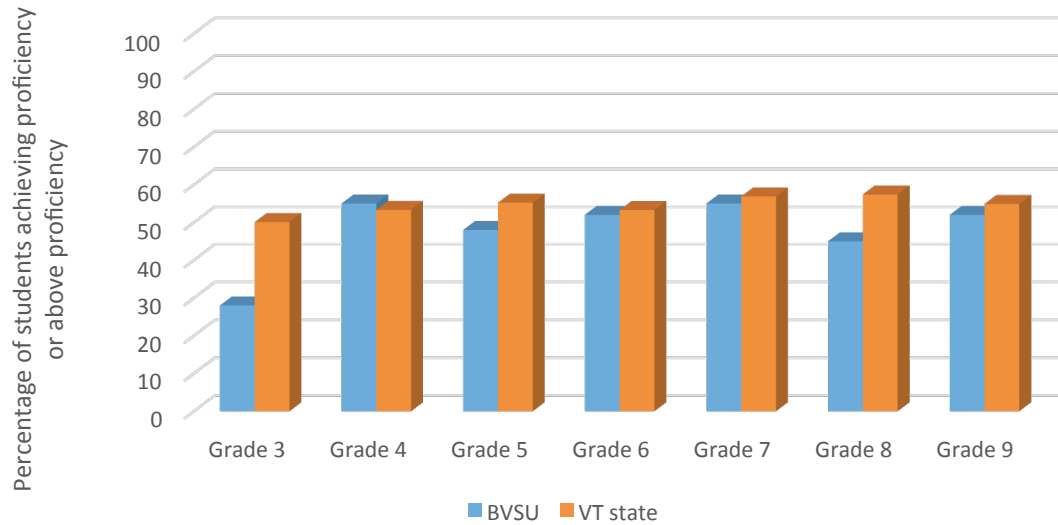
FY 19 Consolidated Federal Grants allocations by school



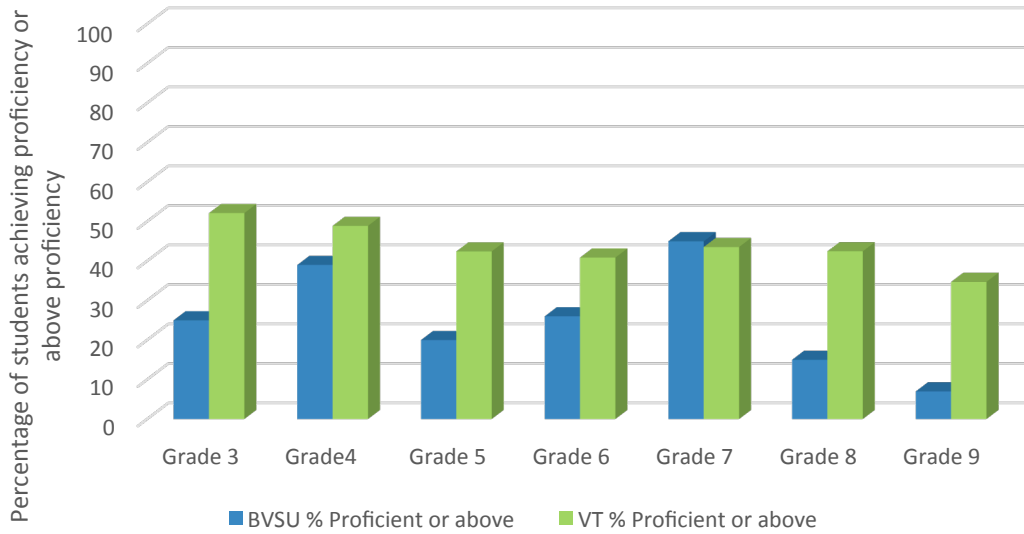
BVSU SBAC Assessment Report for Spring 2018

SBAC assessments administered in grades 3-9, measure the students' academic knowledge and skills relative to the Common Core Standards for English Language Arts (ELA) /Literacy and Math. The SBAC ELA assessment assesses **Reading, Writing, Listening, and Research/Inquiry**. The SBAC Math assessment assesses **Concepts and Procedures, Problem Solving /Modeling /Data Analysis and Communicating Reasoning**. Student scores are reported at four levels of academic achievement; Novice, Developing, Proficient, and Advanced. The SBAC format allows for much more school and student flexibility in terms of scheduling the tests and meeting the individual needs of our students. The assessments are administered in the spring; typically in May. Combined time to complete both tests ranges from 6 to 9 hours. The following information is a summary of the SBAC results for our schools for last year and a comparison between the schools and the state average. Due to low enrollment, some disaggregated data is not available.

BVSU ELA SBAC results for Spring 2018



BVSU MATH SBAC Results for Spring 2018



BVSU Vermont Science Test Assessment (VTSA) report for 2018-2019

The Spring of 2018 was the pilot session of the new Science test for our State. The State is currently looking at the results and it is still debating whether it should or should not release them state-wide since this was a pilot year. As for the writing of this report, January 2019, the results have not been released yet. As a general information, this test is administered to all the students in grades 4, 8, and 11 every Spring. The test provides information about student proficiency related to the new national “*Next Generation Science Standards*” or NGSS. Vermont has adopted the NGSS as our state Science standards in 2014. This new test uses the same platform of the SBAC test (AIRAST) and includes interactive assessment tools such as short videos and animation software components to articulate relevant questions about Science content.

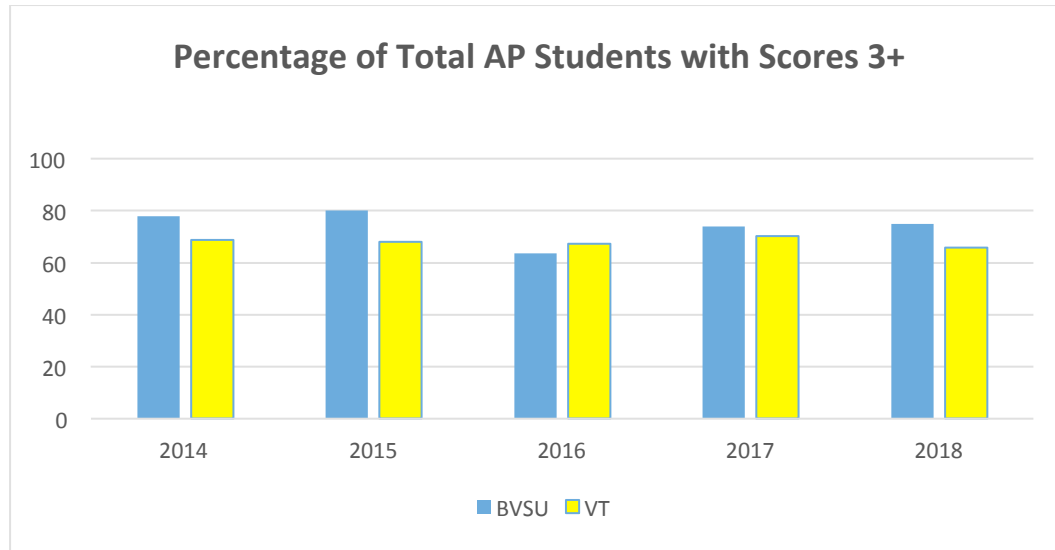
Graph: data not available as 2018 was a pilot year for the new test.

AP Scores

Our students perform extremely well on AP tests, slightly above or within the range of Vermont’s AP test scores average. This report shows five years of data for Arlington Memorial High School, emphasizing the number of students who took AP exams and the number of students who received a score of 3 and above (3+).

	2013	2014	2015	2016	2017	2018
Total AP Students	21	27	25	27	23	16
Number of AP Exams	31	42	40	31	35	27
AP students with Scores 3+	14	21	20	14	17	12
% of Total Students with Scores 3+ BVSU	66.7	77.8	80.0	63.6	73.9	75
% of Total Students with Scores 3+ VERMONT	71.3	69.7	69.1	67.2	70.2	65.81

AP five-year school score summary



Proficiency-Based Graduation Requirements

What are Proficiency-Based Graduation Requirements?

This parallels the important question, “How do students earn a high-school diploma?” In a proficiency based system, students earn their diploma by demonstrating mastery of skills and content. Mastery can be demonstrated through multiple venues, including (but not limited to) teacher-designed assessments, written papers, presentations, portfolios or projects. The specific requirements are determined by local policy, but must represent the content standards adopted by the Vermont State Board of Education in the curriculum areas of

- literacy
- mathematical content and practices
- scientific inquiry and content knowledge
- global citizenship
- physical education
- health education
- artistic expression
- transferable skills

Therefore, proficiency-based graduation requirements are the locally-delineated set of content knowledge and skills that have been determined to qualify a student for earning a high school diploma.

Why are Proficiency-Based Graduation Requirements (PBGRs) important?

PBGRs assure that when students show mastery in the essential skills and knowledge of diverse content areas and consequently receive a high-school diploma, they are prepared for the college, career and citizenship opportunities ahead. PBGRs are also required by law. The Education Quality Standards (EQS), approved by the

Vermont State Board of Education in 2014, require schools to have PBGRs to determine progress and graduation readiness for students graduating in 2020 (the incoming 2014 seventh grade class) and for each subsequent graduating class. This means that the diplomas of the class of 2020 will be issued based on proficiency.

Credits:

VT Agency of Education, Barre, VT

Greater Rutland Southwest Supervisory Union, Rutland, VT

The College Board, online