

Independent Study Planning

MVU Library

6:00 to 8:00

August 24, 2016

Purpose of Study:

- Continue the study for how we might best meet the goals of Act 46
- Consider an alternative structure but keep an open mind that the data might show a stronger benefit for merging all boards together

Scope of Study:

1. Provide direction on which outline to follow - AOE Alternative Structure or pros and cons of merging school boards?
 - What are the neighboring districts (“neighboring” does not necessarily mean contiguous, but should be based on a common-sense view of the region)
 - Operating / tuitioning structure of each (to extent not included in answers to #1 above)
 - Current and historic relationship among the districts, if any
 - Current and historic enrollment patterns – e.g.:
 - i. Students (inside and outside the included district(s)) enrolling in a school in a neighboring district
 - ii. Tuition payment (by grade; current and historic)
 - iii. Regional high school choice
 - iv. If students are tuitioned, then:
 - v. In what schools do they enroll (by grade; current and historic)
 - vi. Demographics (FRL; ELL; and Special Ed/504) of students from district enrolled in each school
 - Demographics of students from district enrolled in public schools and students enrolled in independent schools –categorized either by grade or by elementary/secondary
 - Demographic data for districts not included in proposal
 - i. Demographics (FRL; ELL; and Special Ed/504) of neighboring districts not included
 - ii. Distances and quality of roads between schools
2. Measure effectiveness of current system
Current, baseline data for each school district included in proposal
 - Operating / tuitioning structure
 - ADM
 - Current / historic / trends
 - Enrollment data:
 - Current / historic / trends
 - Socioeconomic / demographic data (FRL; ELL; and Special Ed/504)
 - Current / historic / trends
 - Comprehensive data collected pursuant to 16 V.S.A. § 165 (EQS data)
 - Graduation rates
 - Current / historic / trends
 - Overall and disaggregated by subgroup (including FRL; ELL; and Special Ed/504)
 - Test scores (SBAC and FAEP)

- Current / historic / trends
- Overall and disaggregated by subgroup (including FRL; ELL; and Special Ed/504)
- Subjects/programs offered in elementary schools
- Number of hours per week for math, science, foreign languages, art, music, physical education, etc.
- Subjects offered for grades 7 and 8 at Sheldon and MVU Middle School and in at MVU High School
- Identify breadth and depth of course offerings and compare to area schools

Examples of shared programmatic and other non-financial resources with other districts

- Examples of flexible governance and building management with other districts
- Examples of economies of scale and efficiencies with other districts – e.g.: shared human services; common payroll system; joint contract for custodial services; etc.
- Data on turnover of teachers and administrators
- Ratios (for each grade and each school operated by the district; both at the district-level and at the SU-level):
 - Student-to-teacher
 - Student-to-adult
 - Student-to-administrator

Impact and influence of the Muhammad Culture Audit

- History of SU culture of collaboration

Look at financial resources and savings

Identify schools that that are not currently meeting EQS and address how these inadequacies will be addressed

Define what the school does for the community and what the community does for the school

Analyze past and present AOE accountability requirements for all schools

Research equity of pay scales, staff turnover and staff experience within schools and across the SU

Use local assessments and proficiency scales to measure education quality and equity

- Utilize feedback from principals and curriculum director

3. Rationale for not merging boards

Regarding neighboring districts not included in the proposal:

- For each district, what were the barriers to including the district in the proposal
- If one or more neighboring districts outside the proposal have the same operating /tuitioning structure as district(s) included in the proposal, then proposals must address:
 - What were the barriers to merger
 - What evidence is there that the proposal is “the best means of meeting” each of the goals in the region

4. Benefits and challenges if moving forward with District Management Council (DMC) audit

- Would DMC audit data help FNWSU school leaders develop a plan to meet Act 46 Goals?

- Could FNWSU staff and board members gather and analyze data similar to a DMC audit?
- Identify a funding plan in the event a decision is made to contract for a DMC audit
- Consider either eliminating the DMC study or engage in a Levenson book study with FNW board members and administrators, which uses the DMC model to complete an internal audit without an outside consultant
- FNWSU Board will decide on the direction at the Sept. 7th meeting

5. What else can be done to achieve Act 46 Goals:

- (1) Provide substantial equity in the quality and variety of educational opportunities statewide;
- (2) Lead students to achieve or exceed the State's Education Quality Standards, adopted as rules by the State Board of Education at the direction of the General Assembly;
- (3) Maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with a goal of increasing the ratio of students to full-time equivalent staff;
- (4) Promote transparency and accountability; and
- (5) Delivered at a cost that parents, voters, and taxpayers value.

6. What was done to explore options?

- With whom
- When and for how long
- Did discussions occur in open, warned meetings
- Was the community involved
- Were students involved
- Minutes of proceedings
- Reasons that there were no discussions (or were limited discussions) with a neighboring district
- In what ways will the included district(s) work with each other and neighboring districts to promote improvement throughout the region in connection with each of the Act 46 Goals
- If inequities and/or disparities among districts or among demographic subgroups are identified, then how will the included districts work together to improve the inequities and/or disparities?
- In what ways do the included districts demonstrate that they consider themselves to be collectively responsible for the education of all prekindergarten through grade 12 students residing in the supervisory union?
- In what ways will the SU, of which the included district(s) will be members, operate in a manner that maximizes efficiencies through economies of scale and the flexible management, transfer, and sharing of nonfinancial resources among the member districts?
- What evidence is there that the included district(s) is/are striving for increased scale?
- What evidence is there that the proposal ensures transparency and accountability?
 - For the included district(s) and for any other member districts of the SU of which the included district(s) will be members?
 - For the public at large?

7. Timeline

8. Funding options

- Possible state grant
- Local school board funds

9. Other SUs/SDs in the region:

- Franklin Central
- Franklin Northeast
- Franklin West
- Grand Isle