

Good Afternoon

I am Michael Clark and I like to describe myself as the chief facilitator of curiosity, creativity, courageousness and capability for the Grand Isle Supervisory Union. Most people would simply call that superintendent and would understand ensuring all members of the Grand Isle Supervisory Union learning community are curious, creative, courageous, and capable to pursue their aspirations in a diverse and ever changing world is the mission of the GISU. I am also the last superintendent of the Essex Caledonia Supervisory Union and have been a principal, assistant principal, and teacher in Vermont. My pronouns are he/him and am pleased to be with you today. Thank you for allowing remote attendance.

The local boards in the islands pride themselves on being equitable, transparent, and accountable to their communities. We have a real interest in how our students are doing as a whole and sharing our results with our communities. When the students are in our local schools we can easily provide the boards with information about how the children from their community are doing through our local data. Things like:

Attendance/Missed Learning Time

Truancy

Behavior incidents

Special Education Referrals

Special Education Referrals that result in IEPs

Education Support Team (EST) Referrals

Students in need of Tier 2 and 3 Interventions

Supports resulting from EST Referrals

Academic Achievement (Grades)

Local Assessment Data

Participation in co-curricular activities

Involvement in the most rigorous parts of the curriculum

Disciplinary Referrals (School/Bus)

Progress towards achieving their Personal Learning Plan (PLP) Goals

Involvement in Unified Arts and World Language

Social Emotional Readiness

*\*Data related to items highlighted in yellow has either already been or is scheduled to be shared with the GISU Board in the 2022-2023 school year*

When our students leave our local systems and start the school choice journey part of their education, we often lose real time access to some or most of this data and only regain that access if we specifically ask for it and the receiving school is willing or able to provide it (which is not always the case).

Because the receiving schools that support the Islands' children do so in middle and high schools there is even more data that would help us understand how our students continued and expanded

their curiosity, creativity, courages, and capability to pursue their aspirations in a diverse and ever changing world.

Including:

Graduation Rates

AP Enrollment

Enrollment in Technical Centers

Creative pathway opportunities

Dual Enrollment/Early College

Drop out Rates

Readiness for middle/high school courses

Achievement of PLP Goals

Understanding how our students who are tuitioned do compared to students from other schools sending to the approved independent school is vital to understanding if we've accomplished our mission when students are transitioning.

The GISU currently uses public funds to pay for more than 365 students to attend 15 public and 13 private schools in grades 6-12. In the summer of 2022 some of the local boards in the Grand Isle Supervisory Union tasked me to begin to get a clearer picture of how our students are doing once they leave our system and to share what I learn with the boards. The boards were clear they wanted to better understand how students are doing in the schools we pay tuition regardless of their private or public status. I'm in the process of figuring out how to get the boards this information in an efficient and effective way. So far this isn't an easy task. You can imagine the work that will go into coordinating, collecting, and understanding the data between almost 30 different entities; especially ones who do not have a system for disaggregating their data in a way that would allow for us to monitor key success metrics for our students. I also wonder what it might be like for the schools that receive students from multiple different SUs/SDs especially if each of those sending organizations are looking for different data or are asking the data to be presented in different ways. There is immense opportunity and value for both receiving and sending schools to be able to exchange this information, and it will be important to consider what systems already exist that we can leverage so as not to unduly burden individual systems or leave the sharing of data up to the capacity or willingness of a school/SD.

Honestly the invitation to come and talk with this committee came a bit out of the blue for me. While I feel like GISU has made tremendous strides working with our boards to identify what the taxpayers in our communities are interested in understanding and then collecting and sharing data in a transparent way that ensures we are accountable at the local level, we have barely begun to scratch the surface of how to do this with our choice partners; Though for our public school partners there is common data collected by the agency for the data snapshot and through the statewide, longitudinal data system around indicators of student success defined at the AOE level.. It is

impressive that the House Ed committee is asking how tuitioning districts track the progress of students attending approved independent schools.

The GISU provides public reports to our communities in the following areas specific to the goals below; however these reports are generally constrained to our locally controlled schools and do not generally include information about the students in the 28 schools we pay tuition to.

### **Academic Proficiency for All**

By June 2024, 75% of students proficient in ELA and Math; 100% of students showing growth, especially students belonging to historically marginalized groups.

### **Effective and Responsive Systems of Supports For All Students**

By June of 2025, consistent, effective, and responsive systems of support are implemented across the GISU to ensure 100% of students access equitable and inclusive core instruction and the academic and social-emotional supports needed for their success.

### **Robust Educator Support System**

By 2025, increase teacher retention, preparation, and support to increase teacher sense of self-efficacy and ensure that our students with highest needs have the most highly qualified educators working with them.

### **Inclusive and Equitable Learning Environments For All**

By June of 2025, GISU will demonstrate measurable growth on key indicators of equity as measured by a second administration of an equity audit and student, staff, and community perception surveys.

### **Strong and Efficient Technology, Finance, and Facilities Infrastructure**

By 2025, implement state mandated infrastructure across tech, finance, and facilities that enables the flexibility to keep pace with technological and instructional innovations, and student needs (eg. Capital Improvement plan, SU Wide Technology Plan, Upgraded Accounting platform, etc.)

All public schools in Vermont participate in the Vermont [Education Quality Assurance](#) process which is described on the VT AOE's Website as "The Education Quality Reviews (EQR) are Vermont's way of assessing school's success in meeting the Education Quality Standards. We know that all schools in Vermont are having great success in some aspects of their mission and need support in others. The Education Quality Reviews provide data to schools to focus their school improvement efforts and their work that should be celebrated.

The EQRs are composed of two distinct components. The Annual Snapshot provides largely quantitative data on numerous indicators spread across all five domains of the Education Quality

Standards. Every school, supervisory union/district, and Vermont, as a whole, will have a snapshot published each fall.

The Integrated Field Reviews provide a qualitative lens to demonstrate a broader picture of the strengths and needs of supervisory unions/districts. Peers in the education community will spend an intensive day visiting classrooms, reviewing documents, and interviewing educators, students, and parents. At the conclusion of the visit, the team will report out commendations and recommendations for each of the five domains of the Education Quality Standards.”

Any member of the public can access any Vermont Public Schools Annual Snapshot on the VTAOE website. When you access the snapshot for an SU that tuitions students you are not able to see data for their tuitioned students.

Any member of the public may also see the latest Integrated Field Review of a Public School System

Private schools do not participate in the Education Quality Assurance process

Finally Chair Conlon shared “We would also be interested in any responsibilities you have as superintendent to ensure that independent schools that receive tuition dollars are complying with state laws, rules and policies.” My experience in the role of superintendent of a sending SU is it is outside of my purview to ensure private schools comply with state laws, rules, and policies unless my SU is directly affected by what the private school is doing. In those cases I would reach out to the leadership of that private school and express my concerns. I would need to make sure that whatever my SU did we complied with all state laws, rules, and policies. I would reach out to the VT AOE if I could not help a private school that I was concerned was not following state laws, rules, and regulations adopt a practice that ensured they were in compliance.

Thank you for the opportunity to talk with you today.