

South Burlington School District
Executive Limitations Ends Monitoring Report
May 14, 2021

1.0 Global Ends Statement

Students successfully complete their education from the South Burlington School District ready for their next step. They will show cultural and academic competence appropriate to grade and developmental capacity. All graduates will be prepared for college, career, or individually determined next steps. The ends will be met at a cost that the community will support.

This is my report on your Executive Limitation policy for Ends Monitoring. I certify that the information contained in this report is true.

David Young, Superintendent

Superintendent's Interpretation

I interpret this to mean that the superintendent shall make sure that the District provides evidence of continuous improvement towards all students meeting all four District Ends with appropriate indicators of student success.

Evidence:

The longitudinal ends report that follows shows the key indicators used by the District to ensure it is meeting each of the District Ends and establishes a baseline for student achievement, participation, and perception data in order to track continuous improvement towards all of the Ends. The **Longitudinal District Ends Monitoring Report** ([Attachment #1](#)) references statewide testing, nationally administered standardized tests, a national norm-referenced student survey, and the **Student Learning Expectations (SLEs)**([Attachment #2](#)), which are the transferable skills taught and assessed in Grades 6-12 as part of our local common assessment system. A summary of the **U.S. News & World Report** finding that ranked South Burlington High School #1 in Vermont and #786 nationally has also been included here ([Attachment #3](#)) . It is important to note that all statewide testing in Spring 2020 was cancelled due to the pandemic. Spring 2021 results will become available in Fall 2021.

1.1 Disposition for Lifelong Learning

Students will demonstrate the ability, knowledge, and skills to adapt and succeed by:
 Demonstrating independent thought, curiosity, and creativity

1. Responding to the varying demands of audience, task, purpose, and discipline
2. Gathering and analyzing data to construct viable arguments and critique the reasoning of others
3. Generating alternatives and considering options and different perspectives
4. Solving problems and making decisions based on knowledge, thoughtful debate, and reason

Longitudinal District Ends Monitoring								
		Grade	Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
1.1	Disposition For Life-long Learning							
	Student Learning Expectations	Grade 8	CLEAR & EFFECTIVE COMMUNICATION	--	--	85		
	% meeting or exceeding proficiency		CREATIVE & PRACTICAL PROBLEM SOLVING	--	--	77		
			INFORMED INTEGRATIVE THINKING	--	--	62		
			SELF-DIRECTION	--	--	62		
		Grade 11	CLEAR & EFFECTIVE COMMUNICATION	97	93	93		
			CREATIVE & PRACTICAL PROBLEM SOLVING	91	92	92		
			INFORMED INTEGRATIVE THINKING	95	93	92		
			SELF-DIRECTION	92	92	91		

The District's curriculum assesses the indicators of Ends Policy 1.1 Disposition for Lifelong Learning by means of the following [Student Learning Expectations \(SLEs\)](#):

[Clear and Effective Communication](#)

[Self-Direction](#)

[Creative and Practical Problem Solving](#)

[Informed and Integrative Thinking.](#)

Starting in the current academic year, each SLE is assessed in Grades 6-12 using a common scoring guide. FHTMS Teachers assess student work with a Grade 8 developmental level in mind, and SBHS teachers assess work benchmarked to college- and career-readiness. FHTMS students have three years to demonstrate proficiency towards each SLE and SBHS students have four years to do the same. Since this year's Grade 8 results are only based on a single year of student work, we would expect the overall percent of students meeting proficiency to be lower, which is reflected in the data below. As younger middle school students have more chances to demonstrate proficiency over the course of their middle school career, we can reasonably expect the overall proficiency rate to increase.

When we examine the data in the [Longitudinal Ends Report](#), we see that 2020-21 was the first year the District assessed SLEs in Grade 8. We can also see relatively high overall proficiency rates for the SLEs that correlate with a disposition for lifelong learning. The current year's rates, which range from 91% to 93%, are roughly on par with the SBHS graduation rate of 92%.

By making the SLEs a graduation requirement, the District has demonstrated a serious

commitment to developing a disposition for lifelong learning in each and every one of our students. With the middle school Personalized Learning Plan (PLP) structure based on these same transferable skills, students have the opportunity to reflect on how they are growing as communicators, problem-solvers, thinkers, and learners. Since the FHTMS PLPs are also the basis for Student-Led Conferences and related goal setting work, we can reasonably expect students to robustly develop these skills across their middle & high school experience, which will help foster a disposition for lifelong learning.

At present, the SLEs also provide a common language about learning across classrooms, across subject areas, and across Grades 6-12. The District’s commitment to teaching, assessing, reporting, and tracking transferable skills sends a clear message to students and families that our schools are working hard to provide them with the key skills that will help make them college- and career-ready.

1.2 Academic Proficiency

Students actively participate in a full and enriching academic experience that includes language and literature, math, science, social sciences, the arts and design, technology, world language, and health and wellness. Students demonstrate proficiency within these courses by:

1. Building strong content knowledge consistent with state-approved standards and district- approved curriculum
2. Comprehending, interpreting, and evaluating a wide range of written material, resources, and information
3. Writing in a clear, concise, and organized manner
4. Actively listening and responding with evidence to ideas, concepts, and opinions
5. Expressing themselves creatively and effectively in a variety of forms
6. Using technology, mixed media, instrumentation as appropriate
7. Effectively solves problems, while attending to precision

Longitudinal District Ends Monitoring

		Grade	Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
1.2 Academic Proficiency								
		ACT						
		Grade 11	ELA	100	--	--		
		% meeting or exceeding readiness benchmark	ENGLISH	73	--	--		
			MATH	51	--	--		
			READING	63	--	--		
			SCIENCE	53	--	--		
			STEM	22	--	--		
				ARTS	--	--	--	
		Advanced Placement						
		Grade 11 & 12						
		% scoring a 3 or higher	ENGLISH	88	75	--		
			HISTORY & SOCIAL STUDIES	70	73	--		
			INTERDISCIPLINARY	--	--	--		
			MATH & COMPUTER SCIENCE	57	67	--		
			SCIENCE	69	66	--		
			WORLD LANGUAGES & CULTURES	--	--	--		
		Pre-ACT						
		Grade 10						
		% meeting or exceeding readiness benchmark	ENGLISH	47	--	--		
			MATH	15	--	--		
			READING	50	--	--		
			SCIENCE	16	--	--		
			STEM	5	--	--		
		PSAT						
		Grade 11						
		% meeting or exceeding readiness benchmark	MATH	83	35	50		
			READING & WRITING	51	76	87		
		SAT						
		Grade 11 & 12						
		% meeting or exceeding readiness benchmark. 127.12th Graders, and 13.11th Graders.	ERW	--	--	74		
			MATH	--	--	52		
		Smarter Balanced Assessment						
		Grade 3						
		% meeting or exceeding proficiency	ELA	57	--	--		
			MATH	57	--	--		
		Grade 4						
			ELA	60	--	--		
			MATH	64	--	--		
		Grade 5						
			ELA	69	--	--		
			MATH	55	--	--		
		Grade 6						
			ELA	64	--	--		
			MATH	43	--	--		
		Grade 7						
			ELA	73	--	--		
			MATH	51	--	--		
		Grade 8						
			ELA	77	--	--		
			MATH	55	--	--		
		Grade 9						
			ELA	76	--	--		
			MATH	61	--	--		

The [Program of Studies](#) at each of our schools ensures that students in the District actively participate in a “full and enriching academic experience”. In addition, for all required content areas, the District has a local assessment system to “enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency” as required by EQS (2120.5). The District has an articulated prek-12 curriculum with learning objectives for each grade level and opportunities for teachers to align and refine these standards as needed.

The high school has established proficiency-based graduation requirements as required by EQS (2120.8) and continues work to update its grade reporting systems and clarify schoolwide common expectations for determining proficiency. The District’s ever-improving local comprehensive assessment system, based on proficiencies in content areas and transferable skills, helps schools provide targeted support where needed and provides useful data to teachers which helps improve instruction. The high school is now using a locally developed data instrument to track students’ progress towards meeting proficiency, which informs scheduling decisions and allows for targeted support. These graduation proficiencies ensure that students have acquired critical skills in each discipline area before they graduate from high school.

In addition to maintaining a robust, well-rounded curriculum and local comprehensive assessment system, we rely on standardized measures from statewide testing (e.g., Smarter Balanced), College Board Advanced Placement results, and nationally recognized tests of college-readiness such as the SAT or ACT.

Unfortunately, ACT, SAT, and Smarter Balanced were all canceled in Spring 2019 due to the pandemic, which is reflected in the gaps in data for the current year for measures of Academic Proficiency. SAT & PSAT scores for the current year are included here, and they do not show a significant change from prior years. These results show students in the District perform well as compared to their peers in Vermont or nationally, however, the fact that math scores are often 30 points lower than ELA scores is of concern. There is currently a Grades 8-12 Math Audit being conducted in the District with a report of initial findings due this June. The District will need to examine and implement recommendations as needed in order to improve academic proficiency in math across the board.

1.3 Personal Development

Students will use self-awareness and interpersonal skills to effectively enhance their own performance and collaborate with others by:

1. Developing an awareness of their individual learning styles, interests and passions
2. Clarifying goals, aspirations and post-secondary plans
3. Building capacity to make informed and healthy decisions/choices
4. Living responsibly with confidence, resilience, and adaptability
5. Demonstrating effective time management and organizational skills
6. Building supportive relationships and respectfully advocating for self and others

The District has strong structures to support Flexible Pathways, defined in the EQS as, “including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college” (2120.2). However, the pandemic limited many in-person and site-based learning opportunities, as reflected in the data here. Still, career tech, career development center, Big Picture, exceptional senior year, and other work-based learning experiences continued throughout the crisis. Another emerging trend in the data is that VTVLC participation as an alternative to SBHS courses may be starting to decline as students express a desire to return to in-person learning after navigating hybrid & remote formats throughout the pandemic.

Finally, as an overall quantitative measure of students’ personal development in Grades 6-12, the District has administered the nationally norm-referenced Gallup Student Poll (GSP) for the second year in a row, with results displayed above. The GSP replaced prompts for Career/Financial Literacy and Entrepreneurial Aspiration with prompts for Belonging and Social Emotional Learning this year, which resulted in gaps appearing in the longitudinal data. It is reassuring to see a high percentage of students responding positively in the areas of Belonging and Social Emotional Learning this year. It is also reassuring to see that year to year results in Hope and Engagement remained constant during the pandemic, however, these low scores demand further investigation at the school level, disaggregating by grade level to begin.

1.4 Citizenship

Students will understand the impact of history, government, law and the economy on self and society in order to contribute to their community and participate in local, state, and federal government in an informed manner by:

1. Understanding and expressing how diverse cultures and people enrich the human experience
2. Engaging others with honesty, humility, kindness, and good humor
3. Demonstrating respect for self, others, and the environment
4. Supporting, participating, and/or initiating socially responsible actions to benefit the local and global community
5. Practicing ethical behavior in all environments, including as a participant in the digital community.
6. Being proud of our shared experience and having fun along the way

Longitudinal District Ends Monitoring							
	Grade	Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
1.4	Citizenship						
	Student Learning Expectations	Grade 8	RESPONSIBLE & INVOLVED CITIZENSHIP	--	--	65	
	% meeting or exceeding proficiency	Grade 11	RESPONSIBLE & INVOLVED CITIZENSHIP	72	78	83	

As described above, the District uses the [Student Learning Expectations \(SLEs\)](#) to teach and assess transferable skills, including citizenship, with shared benchmarks and common scoring guides in Grades 6-12. The District curriculum includes strong offerings to ensure that all students meet End 1.4 Citizenship and will continue to improve in this area. In line with the EQS requirement that “each school shall enable

students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history)” (2120.5.d), the District’s articulated curriculum of course offerings and learning expectations meets or exceeds this quality standard.

As with the other SLEs, the [Longitudinal District Ends Report](#) shows Grade 8 results for the first time this year. The percent of Grade 8 students meeting proficiency is lower, however, as explained above, this reflects only one year of student attempts to provide evidence of proficiency compared to four years at the high school level. As this year’s Grade 6 & 7 cohorts come up through the new proficiency-based learning system at FHTMS, we can reasonably expect the overall proficiency rate to increase.

Citizenship is also a critical part of the elementary curriculum, where students learn how to be participating members of a community, first in the classroom, and then beyond in the wider community. Restorative circles (e.g., “Wolf Pack Time”), Advisory, and other school structures also foster citizenship skills in our students across the District.

Perhaps the most significant growth area in citizenship development is in the area of combating antiracism. Even as we continue to see critical incidents in the wider community—and in our schools—the District’s staff have been engaged in serious work that has fostered communitywide conversations about systemic racism. It is important to note that this work is imperfect and incomplete, however, among white staff and students there is a growing awareness of the everyday racism endured by our students, staff, parents, and community members of color. For as James Baldwin wrote in 1962, “Not everything that is faced can be changed, but nothing can be changed until it is faced.”

The middle school and elementary schools raised the Black Lives Matter Flag in February, with students, staff, and administrators working together to facilitate learning opportunities at each school. The student leadership provided by the SBHS Student Justice Union (SJU) and FHTMS Students Organized Against Racism (SOAR) offer positive examples of student voice and demonstrate high levels of civic engagement and other dimensions of citizenship.

The District’s significant investment in professional learning for teachers in the area of diversity, equity, and inclusion is also making a difference. This work is leading teachers to critically re-examine their curriculum and instruction with a racial equity lens. After hosting two large on-site trainings, over 130 SBSD teachers, administrators, and staff have now completed the [Courageous Conversations about Race: Beyond Diversity I](#) training, and over 20 have completed Beyond Diversity II training. In addition, the Superintendent, Director of Student Support Systems, Director of Learning and all five Principals successfully completed [LEADS \(Leadership for Racial Equity\)](#), a six-day series offered by the Champlain Valley Educator Development Center (CVEDC) this year.

This year, SBSB teachers participated in three district wide inservice sessions on antiracism and social emotional learning with keynotes [Dr. Carla Shalaby](#) and [Dr. Dena Simmons](#). With our predominantly white staff serving an increasingly diverse student population in the District, maintaining a focus on culturally responsive teaching is of the utmost importance to ensure that we provide a curriculum that is equitable and inclusive.

In addition to the District's investment in professional learning to support curriculum where citizenship development includes social justice and racial equity, SBSB teachers have also provided significant leadership. In Fall 2020, a group of pk-12 teachers started a chapter of [Building White Anti-Racist Educators \(BARWE\)](#) and facilitated monthly meetings—open to all teachers, support staff, and administrators—in order to lead professional dialogue on systemic racism in school. Orchard Elementary teachers also lead a school Diversity, Equity & Inclusion (DEI) committee that has, amongst other things, looked at how adopting the [Black Lives Matter Guiding Principles](#) could positively impact their school's climate and culture.

White Americans' current "reckoning" with racism is forcing overdue conversations about race that get at the heart of what it means to be a citizen of this country, or a member of your local community. While the District has much work ahead, these conversations are leading to critical examinations of our country's troubled history, of unquestioned dominant narratives, of ongoing bias in our legal system and society, and of how power and privilege shape our students' educational experience.

In light of the growing understanding that citizenship is more than civics, it may be time for the School Board to revisit and possibly update the language of District End 1.4 Citizenship, so that it better reflects what our students and society most need now.

List of Attachments

- Attachment #1 [The Longitudinal District Ends Report](#)
- Attachment #2 [Student Learning Expectations \(SLEs\)](#)
- Attachment #3 [The Best High Schools: U.S. News & World Report Ranking](#)

Summation

The District has documented evidence of continuous improvement towards all students meeting all four District Ends with appropriate indicators of student success. The quantitative measures used are based on national, state, and local assessments to demonstrate evidence of students successfully reaching the South Burlington Ends.

I report policy compliance

