

## Annotated Data Sources Inventory

### Program and Climate Related

School	Survey Purpose	Audience	Key Findings
Waitsfield	1. Preschool program survey to support program improvement (also meets STAR requirements) 2. Fall post-conference/ tech use survey to build understanding of and improve plp/ student led conference process 3. Class placement input form to inform class placement process	1. Current preschool parents 2. K-6 families 3. K/2nd/4th grade families	1. Families are responding (still gathering responses) are very pleased with the program, particularly with staff and facility. They wish there was more preschool time available. 2. AT 5th/6th grade, families felt the conferences supported student goals and the plp process. K- 4th grade, those responding appreciated the focus on goals/big picture; we received only positive feedback, but did not hear from all families. 3. Individual student information used in placement process.
Fayston	1. Class Placement input form 2. PLP Feedback from fall conferences 3. Teacher-Students Feedback (Student Voice) 4. Conference feedback	1. K/2nd/4th grade families 2. 5/6 Families 3. Grades 4-6 4. K-6 Families	1. Family responses were collated and share with grade level teams to determine placement for the following year. 2. PLP Feedback support evolution of our PLP with 5th and 6th grade students. 3. Classroom teachers evaluate the feedback from students and choose to discuss this with building administrator regarding setting future goals. 4. Conference feedback supports changes and revision to the conference experience for students and families.
Warren	1. Fall Parent Conference Survey 2. Suggestions for weekly bulletin survey 3. Artist-in-Residence Survey 4. School Breakfast and Lunch survey (2016) 5. Preschool Survey (2016)	1. All families 2. All families 3. Teachers 4. All families, staff and students 5. Known incoming PK parents	1. 5/6th grade parents overwhelmingly love and find effective student led conferences; only two responses from K-4 survey (no new is good news?) 2. No response 3. Just out, response not in yet 4. Some new food items, many changes to breakfast program, some uptick in breakfast and lunch numbers 5. We able to finalize class lists using parent preferences; understood the impact of PK choice on our school
Moretown	1. Moretown Survey of the three C's - end of year feedback <a href="#">15-16 MES feedback</a> 2. PLP feedback from fall conferences 3. ACT 77 family feedback input from - 4. Pre-school survey (STARS) 5. Class Placement information	1. Whole community  2. All families  3. All families  4. Pre-school families  5. Grades K, 1, 2 and 3 and 4 families	1. Survey results can be found on the link provided. 2. Feedback was mostly positive about goal setting activity and overall move to a proficiency program in our school. 3. With the introduction of Act 77 we asked our community what they knew about proficiency based learning and if they were receiving information on the education changes happening. 4. Pre-school families asked about placement in our preschool program. Lots of interest in attending our program 5. Annual input regarding class placement.
HU	<u>Student and Family</u> 1. ACT 77 (2 years ago)		1. Folks value student-centered learning, opportunities for personalization and experiential learning. There was little working knowledge of ACT 77 and

MS/HS	<ol style="list-style-type: none"> <li>PLP Feedback form fall conferences</li> <li>Feedback form on PBL Communication</li> <li>Progress report survey after January progress reports</li> <li>World Language (7th grade interest)</li> </ol> <p><u>Student Only</u></p> <ol style="list-style-type: none"> <li>All School Dialog (2016/17 - Student Voice and Technology)</li> <li>Teacher Feedback Student Reflection Form (every course)</li> <li>Variety of Surveys related to climate and programming</li> </ol>		<p>Proficiency-based Learning</p> <ol style="list-style-type: none"> <li>Generally, high School parents found the conferences very valuable. Middle School parents were mixed. They like the conference but also want traditional parent / teacher conferences</li> <li>/ 4. <a href="#">Proficiency-based Learning Implementation Timeline</a></li> <li>Varies year to year</li> <li>Results still being collated</li> <li>Varies from course to course. Teachers share and discuss results with students.</li> <li>Varies</li> </ol>
CBMS	<ol style="list-style-type: none"> <li>Student-led conferences surveys in Fall and Spring</li> <li>Progress report survey after January progress reports</li> <li>Placement input- grade 4 and 6</li> </ol>	<ol style="list-style-type: none"> <li>Parents and students</li> <li>Parents</li> <li>Parents</li> </ol>	<ol style="list-style-type: none"> <li>Parents wanted more access to teachers.</li> <li>Progress Reports were not well received.</li> <li>Parent voice is one factor in placement decisions.</li> </ol>
TBPS	<ol style="list-style-type: none"> <li>Class placement</li> <li>Family conferences in the fall</li> <li>Preschool Survey (STARS)</li> </ol>	<ol style="list-style-type: none"> <li>Prek, K, 2nd grade parents.</li> <li>K-4 parents</li> <li>Preschool parents</li> </ol>	
WWSU	<ol style="list-style-type: none"> <li><a href="#">Key Themes Community Conversations</a></li> <li>School Choice Survey</li> </ol>	<ol style="list-style-type: none"> <li>Study Circle Participants</li> <li>Community Members</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Key Themes Community Conversations</a></li> <li><a href="#">481 responses</a>, 22 yes, 25 probably Cited reasons: school atmosphere, administrator, course offerings</li> </ol>

### **Other DATA Available**

Student Performance Data (Statewide Assessments) - taking “layered” approach to performance data, working with Sheila and SU team

NOTE: CLIMATE, PERFORMANCE, COMMUNICATIONS, (and maybe) RIGOR - different categories to consider when collecting data

Enrollment Data

Average Class Size Report

Staffing FTE Report