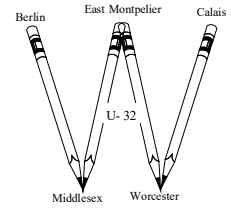


Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
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**WCUUSD Quality Committee
Meeting Agenda
4.5.23 5:00-6:00 pm
(In-Person w/ Virtual Option)
U-32 930 Gallison Hill Rd. Montpelier, VT
Room 128/131**

Virtual Meeting Information

<https://tinyurl.com/524wz4s4>

Meeting ID: 883 3860 1377

Password: 984956

Dial by Your Location: 1-929-205-6099

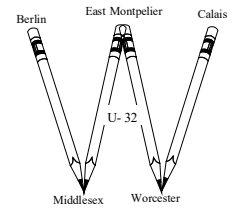
1. Call to Order
2. Approve Minutes of 2.1.23 – pg. 2
3. Discussion/Action
 - 3.1. Winter Monitoring Report - pg. 4
4. Future Agenda Items
 - 4.1. Work Calendar 2023-2024
 - 4.2. Committee Charge
 - 4.3. Vermont Comprehensive Assessment Program (VTCAP)
 - 4.4. Post-Secondary Outcomes
5. Adjourn

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Meagan Roy Ed. D.
Superintendent



**WCUUSD Quality Committee
Meeting Minutes
2.1.23 5:00-6:00 PM
Doty Memorial School
24 Calais Rd.
Worcester, VT**

Present: Superintendent Meagan Roy, Director of Curriculum and Instruction Jen Miller-Arsenault, Director of Student Services Kerra Holden, Director of Technology Mark Kline, U-32 Principal Steven Dellinger-Pate, Kari Bradley, Natasha Eckart Baning, Flor Diaz Smith, Mckalyn Leclerc, Daniel Keeney, Lindy Johnson, Ursula Stanley

- 1. Call to Order: Kari Bradley called the meeting to order at 5:02 p.m.**
- 2. Approve Minutes of 12.7.22: Natasha Eckart Baning moved to approve the minutes of 12-7-22. Seconded by Flor Diaz Smith, this motion carried unanimously.**
- 3. Discussion/Action**
 - 3.1. Special Education Part 2:** Kerra Holden and Jen Miller-Arsenault presented a slide deck: *WCUUSD Special Education, February 1, 2023*. Discussion followed around special education funding and the changes with block grant funding. Flor Diaz Smith asked to follow up/ discuss the status of staffing shortages related to special education. Kerra Holden explained that we do have more flexibility (with new funding model) around who provides special education services (e.g. special educator vs reading interventionist). Steven Dellinger-Pate explained that there are four special educator vacancies at U-32, but the services are being provided by other staff such as interventionists. He stated that the paperwork end still falls to special education case managers, so they are feeling the effects of staff vacancies from that perspective. Superintendent Roy explained the concept of “compensatory services” when and if there are cases when a team determines that a child was not provided the services as indicated in their IEP. She noted that compensatory services are not covered by special education reimbursement. Kari Bradley facilitated discussion:

What stuck out as significant?

- Lindy Johnson - the fact that interventionists have flexibility to provide services in some cases rather than special educators: the flexibility and creativity that is allowed.

- Ursula Stanley - the fact that U-32 continues to have four special educator vacancies. She was struck by the additional paperwork load that is landing on special educators.
- Meagan Roy indicated that one result of the pandemic is that it has provided an opportunity for creativity. For example, some special educators (in other districts) who opt to work from home writing reports and meeting via zoom.
- Flor Diaz Smith spoke about hearing the focus on “health of the system” as well as data related to BIPOC students. She expressed concern around staffing shortages.

Monitoring System: are there elements that you would like to continue to consider over time?

- Kari Bradley - growth data - proficiencies as well as rate of growth
- Ursula Stanley - a broader view of graduation data - students who take longer than 4 years; students who choose an alternative pathway.
- Lindy Johnson- re: graduation data, the state does not look at it broadly, though.
- Dan Keeney - would be helpful to look at our special education needs and data compared to state-wide special education needs and data.
- Ursula Stanley - this is part of the annual snapshot that the board considers.
- Kerra Holden - the proportionality of disability categories is an important consideration in her mind. (the primary disability is the one that gets reported; e.g. some students have a primary and a secondary disability)
- Meagan Roy shared that there are concerns across the state that a change in special education criteria (for specific learning disability, and regarding adverse effect) will change the number of students identified.
- Flor Diaz Smith stated that she would like to focus on the snapshot/ overall growth of all students versus focusing on students who are eligible for special education services.

3.2. Preview March Monitoring Report:

- local data (proficiencies)
- growth rates
- graduation rates (and upstream indicators)
- post-graduation success
- student - teacher - family voice
- growth data
- exit rate with proficiency
- evolving dynamic with special education eligibility criteria and staffing

Ursula Stanley stated that there are times in the year when we are not looking at growth data, etc. - maybe those are the times of the year to look at a snapshot and consider some of the staffing/ creative solutions discussions etc. Jen Miller Arsenault said sharing disaggregated data provides more opportunity to address more specifically some of the bulleted items above. Jen Miller Arsenault explained that the process of disaggregating data can be painstaking and time consuming; some discussion followed around balancing data details versus the time it takes staff to collect such data. Superintendent Roy indicated that the data that the board requests (as noted above, re: disaggregating) is data that is useful and relevant to administration as well. Kari

To: Education Quality Committee

From: Ursula and Kari

March 2023

Hi all,

This month we will delve into our winter monitoring report focused on student growth. For context, this topic will touch on our multiple priorities for monitoring: literacy and math, local assessment data, growth data and achievement gaps. The current list of monitoring priorities along with this year's education quality goal and monitoring system components are provided below.

Growth data is new to the committee so we are providing a couple introductory resources for your review. Please read the attached one-pager and view this [video](#) (4:30) before our meeting. When we meet, Jen and Meagan will take us through the presentation and address our questions. We will then have time to discuss the information and how this report informs the monitoring system we are developing.

We will also plan our meeting topics for May and June. We are thinking of using those two meetings to review post-secondary data, preview the State's new standardized assessment, and discuss our committee charge and next year's EQC calendar.

Thank you for helping us move forward with our efforts to monitor and improve student learning!

Summary of Monitoring Priorities and Considerations

Priorities

- Math and reading proficiency
- Achievement gaps
 - disaggregated data to pinpoint source of gaps
 - any "upstream indicators" of future gaps
- Graduation rates
 - upstream indicators: e.g. suspension and expulsion
 - post-graduation intentions
- Exit rate with proficiency, what are other ways students succeed if not a 4-year graduate

- Staffing levels, creative solutions in our delivery of instruction

Data and Presentation

- Local assessment data
- Student/teacher/family voice
- Staff analysis/explanation,
- Context and comparatives: neighboring districts, other state

2022-23 Education Quality Goal

SMART Goal	<i>School Board develop and adopt a system for monitoring student achievement by June 2023</i>
Specific	<ul style="list-style-type: none"> ● What will be accomplished? <i>Board will have a system monitoring student achievement that reflects our values and is understandable, replicable, effective and sustainable</i> ● What actions will we take? <ul style="list-style-type: none"> ○ <i>Education Quality Committee (EQC) will propose system components for board’s consideration</i> ○ <i>Board will provide feedback, practice during this year’s monitoring opportunities and formally adopt a system</i> ● Who needs to be involved to achieve the goal? <i>Board, EQC, Jen and Meagan, plus others</i> ● Why is this a goal? <i>Student achievement is central to our mission, monitoring is an essential board function that a good system will help us fulfill</i>
Measurable	<ul style="list-style-type: none"> ● What data will measure the goal? <i>Development of system components including a reporting process, guidance for assessing evidence, shared priorities and a timetable</i> ● What will success look like? <i>Board members agree on the components and overall system for monitoring student achievement</i>
Achievable	<ul style="list-style-type: none"> ● Is the goal doable? <i>Yes</i> ● Do we have the necessary skills and resources? <i>For the most part, though we will likely benefit from external resources</i> ● If not, can we attain the skills and resources? <i>Possible resources: VSBA, VSA, other districts</i> ● What is the motivation for this goal? <i>Student achievement is why we exist and we want to support systematic improvement</i>
Relevant	<ul style="list-style-type: none"> ● How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, Proficiency Based Graduation policy and board’s budget parameter for supporting student achievement.</i> ● Why is the result important? <i>Will help the Board understand and clarify expectations for student learning which is central to our Mission, plus a good</i>

	<p><i>system will help us use our time efficiently</i></p> <ul style="list-style-type: none"> ● Why are we setting this goal now? <i>Next step in our journey to understanding and positively impacting student learning</i>
Time-Bound	<ul style="list-style-type: none"> ● What is the timeframe for accomplishing the goal? <i>EQC suggest components through the year including for November and March monitoring reports, Board adoption of system June 2023</i> ● How will we know that we are making progress? <i>As we reach agreements on components</i> ● Is the deadline realistic? <i>yes</i>

Monitoring System Components (from Fall 2022)

1. Data Presentation
 - a. Three sources quantitative data: standardized, local assessment, report card
 - b. Qualitative data
 - c. Growth data
 - d. Determine desired scope/grain size
 - e. Include student and teacher voice
 - f. Direct observation by board
2. Assessment
 - a. Staff Analysis
 - b. Committee Assessment
 - c. Board Assessment
 - d. Document Key Findings (for future policy, planning and goal-setting)
3. Identify Priority Focus Areas
 - a. Board identify 3-5 areas of specific interest by year end
 - b. e.g. proficiency rates, achievement gaps, annual growth, specific SLOs
 - c. Align with CIP, other plans, budget parameters, etc.
4. Timetable
 - a. Establish annual/multi-year monitoring calendar for board and committee
 - i. Considering a two-year cycle for committee to review each SLO
 - b. Connected to budgeting and other work plan areas
 - c. Build in time for reflection
5. Connections to Other Board Functions
 - a. Budgeting
 - b. Planning and goal setting
 - c. Policy setting
 - d. Board learning and development
 - i. Identify topics for study and discussion
 - ii. New board member orientation
 - e. Accountability features
 - i. Board to community (tie to annual report, engagement)
 - ii. Superintendent to board (tie to superintendent evaluation process)



Using Growth and Proficiency Data

 To learn more about *i-Ready's* growth model and how to use it, click [here](#) or visit i-ReadyCentral.com/GrowthGoals.

When using Diagnostic data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

- Typical Growth:** the average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.
- Stretch Growth®:** the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting. We recommend that:

Individual students:

- Aim to exceed 100% of their Typical Growth measure** by the end of the academic year
- Aim to meet their Stretch Growth measure** by the end of the academic year. Nationally, between 20%–30% of students achieve these aspirational targets.

Groups of students:

- Aim to exceed 100% median progress toward Typical Growth** by the end of the academic year
- Aim for as many students as possible reaching Stretch Growth.** *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*

Growth Model Example

Two Grade 3 Students

Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

— Typical Growth - - Stretch Growth

