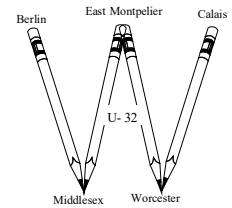


Washington Central Unified Union School District

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
Fax (802) 229-2761

Meagan Roy, Ed.D.
Superintendent



**WCUUSD Quality Committee
Meeting Agenda
12.7.22 5:00-6:00 pm
Calais Elementary
Library
321 Lightening Ridge Rd.
Plainfield, VT
(IN-PERSON w/ Virtual Option)**

Virtual Option Information

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

Meeting ID: 883 3860 1377

Password: 984956

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

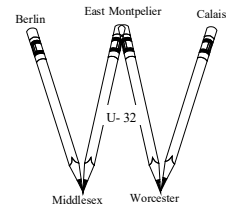
1. Call to Order
2. Approve Minutes of 11.2.22- pg. 2
3. Discussion/Action
 - 3.1. Reflect on Monitoring and Feedback from Full Board on November 21 -pg. 5
 - 3.2. Special Education, Interventions, and Dropout Rates
 - 3.3. Meeting Format
4. Future Agenda Items
 - 4.1. Advanced Placement
 - 4.2. Co-Curriculars
5. Adjourn

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**Washington Central Unified Union School District
Education Quality Meeting Unapproved Minutes
11.2.22 5:00-5:45 pm
Berlin Elementary
372 Paine Turnpike N
Berlin, VT**

Present: Kari Bradley, Flor Diaz Smith, Lindy Johnson, Daniel Keeney, Mckalyn Leclerc
Superintendent Meagan Roy, Jen Miller-Arsenault, Diane Nichols-Fleming

- 1. Call to Order: Kari Bradley called the meeting to order at 5:00 p.m.**
- 2. Approve Minutes of 10.5.22: Ursula Stanley moved to approve the minutes of October 5, 2022. Seconded by Lindy Johnson, this motion carried unanimously.**
- 3. Discussion/Action**
 - 3.1. Sample Monitoring Report:** Jen Miller-Arsenault presented to the committee: *Sample Monitoring Report: Education Quality Committee, November 2, 2022.* Kari Bradley facilitated feedback from the committee:

Questions from the presentation: Ursula Stanley asked for clarification around the term: ERW: Evidence Based Reading and Writing. Flor Diaz Smith asked whether it is possible to disaggregate truancy data - to be able to determine whether it is a very small number of students that are creating the trend. Meagan Roy stated that we have just begun to “code” absences more carefully/ accurately; however she believes that many of the absences in the truancy data are COVID-19 related. Clarification: school sponsored absences are not included in this data. Jen Miller-Arsenault shared that the leadership team has discussed this topic and the first need is to become consistent with coding, to have more consistency in practices across schools so the data is more meaningful as a whole. Lindy Johnson stated that percentages might be more meaningful than number of absences/ students. Daniel Keeney stated that he is more interested in how effective our intervention (around truancy) is - for example, the first intervention is a letter home. Meagan Roy stated that she doesn’t believe principals see the letter home as an intervention. She shared that typically teams will talk about concerns with students, and absences might be part of the conversation, and some interventions might be outcomes such as connecting with school social worker, connecting with TA, with school counselor,

etc. Some discussion followed regarding the role of the truancy officer. Diane Nichols-Fleming stated that truancy can be an indicator of struggling students. Some discussion following around the position: RISE: Restorative in School Experience position (Lindy Johnson asked: does that position offer any home-school connection piece? Jen Miller-Arsenault explained that we do have a separate position, a school social worker position at U-32 that makes those connections as a regular role of the job.) Flor Diaz Smith asked whether it is possible to disaggregate the data based on race and ethnicity. Jen Miller-Arsenault indicated that this would be possible; she had wanted to ask the committee whether they would like to see this specifically; she noted that, for example, sharing grades 3-9 could be a large enough cohort to disaggregate the data without violating privacy. Flor Diaz Smith asked how to consider “opportunity.” Lindy Johnson stated that “FRL”(free and reduced lunch) is meant to be one of the indicators of opportunity. Some discussion followed around after school engagement as an opportunity. Mckalyn Leclerc asked whether it is possible to disaggregate data by gender. She asked whether there is any time frame on more specifics from the school board budget parameter. Jen Miller-Arsenault stated that she guesses by the second draft of the budget development, she believes some of the details around this parameter will be fleshed out.

Comments from the presentation:

Ursula Stanley stated that she is glad we have local assessments that we can consider over time. Flor Diaz Smith would be interested to see data about our students who are attending the tech/ career center. Dan Keeney appreciated having the wider lens sample across all of the student outcomes indicators (math, literacy, science, truancy, graduation rates, etc); he does not want to have to choose one or two to focus on; would like to continue to consider all facets. Lindy Johnson asked, regarding the career center - she would like to know where do students go after they leave the center? She appreciates the local data. She stated that she does not want to add a burden to the administration; she would like to make use of data that is available, e.g. from the statewide assessments. Mckalyn Leclerc indicated that she believes the proficiency data is meaningful; she liked hearing the student voice in the presentation. She does not think attendance/ truancy seems to be a huge issue at this time; she is not sure whether this (truancy) is data the board needs to consider regularly. Diane Nichols-Fleming stated that she likes looking at the I-Ready data because it indicates growth for students. She stated that part of being the quality committee is looking at how all learners are making progress and being successful. Kari Bradley stated that he feels one of the priorities for the committee, and the board as a whole, is creating the budget parameter. He is interested to see the growth rate and how to close the gaps. He would like to address the most recent graduation data which was low compared to years past. He noted too that he does not think attendance/ truancy is a big issue for the board. Ursula Stanley agreed that until this becomes a bigger issue for the administration, then it does not need to be an issue for the board to consider. Meagan Roy stated that however we define “engagement” (e.g. is truancy how we measure engagement?) - it would be good information to disaggregate the data within attendance/ truancy; this could help consider the concept of engagement. Lindy - there is such a high drop out in college during or after that first year - we keep data on how many students go to college but we don't have follow up data when students are two or three years out. Meagan Roy stated that the comments from the board are in line with the same topics that the administration has been discussing as well, around considering student data. Jen Miller-Arsenault stated

that for some of these assessments it is easier to disaggregate data but for others, the system is not set up to disaggregate. The difference in performance amongst groups of kids to her is the most interesting data. Kari Bradley summarized some of the big concepts from committee response to the presentation: local data, achievement gap, disaggregating data post-graduation. Kari Bradley invited any comments about how this data was presented. Flor Diaz Smith stated that she appreciates seeing the data presented in this way; it is easier to make sense of it. Mckalyn Leclerc asked whether it is possible to indicate whether data is statistically significant. I-Ready does show “what is expected” so that you can compare student data against that criteria, which helps interpret the data. Committee members discussed what parts of the presentation tonight would be appropriate for the entire board discussion. Ursula Stanley suggested leaving out SBAC data since we will not be using that in future years. She also suggests leaving out the National Student Clearinghouse Data information. Daniel Keeney suggests taking out truancy data as it raises more questions than it answers. Maybe present at a later date when there is more information. Committee members agreed that having student voice in the presentation is very meaningful. Flor Diaz Smith would like to at least let the board know that the committee would like to, in the future, look at other groups of disaggregated data. Kari Bradley asked committee members to keep in mind what domains of student data they would like to consider, for future agenda items. Some discussion followed around AP data - why are we considering this data? Diane Nichols-Fleming stated that this had come up in the context of equal opportunities and use/ benefit of resources.

4. Future Agenda Items

4.1. Special Education, Interventions, and Drop-out rates

4.2. Jan: AP

4.3. March: next monitoring report

5. Adjourn: The committee adjourned at 6:03 by consensus.

Respectfully submitted,

Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Kari

December 2022

Hi everyone,

Let's begin our committee meeting with a brief reflection on last month's monitoring report discussions. Below is a summary of comments from the board and committee meetings. Please consider what else we should take forward in developing a system for monitoring student achievement.

For our primary agenda item, Jen, Kerra and Megan will provide a presentation on the three topics we requested: special education, interventions and dropout rates. Once we have heard and discussed the content report, we will consider what from these topics are priorities for ongoing monitoring and what information we would like to share with the board.

Nov 2022 Monitoring Report: Summary of Board and Committee Discussions

Priorities

- Drop in graduation rate concerning, need to monitor
- Much interest in achievement gaps (related to budget parameter)
- Literacy and math especially important
- Interest in seeing growth data and disaggregated data (gender, race, ethnicity) to better understand issues of equity in our system

Data and Presentation

- Local data preferred, standardized testing is problematic
- Request to include staff voice (do staff feel supported? particularly IEP staff)
- Want more data, more granular data, suggestion to track cohort over time
- Want more narrative, analysis, explanation, even if we cannot impact
- How to measure in a way that people want to share? (data as flashlight, not hammer)
- Want more context/comparatives for context: neighboring districts, other state

Other

- What is the role of parents in post graduation success?
- What are other ways students succeed if not a 4 year graduate
- It would be helpful to know more about who does not graduate in 4 years.
- Need to consider pandemic effect
- What do we mean by quality?

2022-23 Education Quality Goal

Proposed 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 system will help us use our time efficiently</i> ● 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

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, student populations
 - 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)