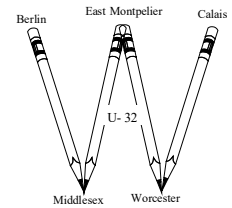


Washington Central Unified Union School District

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



**WCUUSD Quality Committee
Meeting Agenda
11.2.22 5:00-6:00 pm
Berlin Elementary
372 Paine Turnpike N.
Berlin, VT
Library
(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

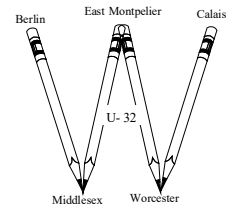
1. Call to Order
2. Approve Minutes of 10.5.22-pg. 2
3. Discussion/Action
 - 3.1. Sample Monitoring Report
4. Future Agenda Items
 - 4.1. Special Education, Interventions, and Drop-out rates
5. Adjourn

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Meagan Roy Ed. D.
Superintendent



Washington Central Unified Union School District Education Quality Meeting Unapproved Minutes 10.5.22 5:00-5:45 pm

U-32

IN PERSON

930 Gallison Hill Rd. Montpelier, VT

Present: Superintendent Meagan Roy, Jen Miller-Arsenault, Kari Bradley, Flor Diaz-Smith, Ursula Stanley, Natasha Eckart Baning, Mckalyn Leclerc, Lindy Johnson, Kerra Holden, Daniel Keeney

- 1. Call to Order: Kari Bradley called the meeting to order at 5:00 p.m.**
- 2. Approve Minutes of 9.7.22: Flor Diaz Smith moved to approve the minutes of September 7, 2022. Seconded by Ursula Stanley, this motion carried unanimously.**

3. Discussion/Action

3.1. Ed Quality Committee Goal: Kari Bradley reviewed that at the previous meeting the committee had spoken about the need to develop an approach to making sense of a great deal of data. He had shared a draft goal for the committee to bring to the board for consideration. Committee members agreed that this draft goal is appropriate to bring to the WCUUSD board for review and discussion. He noted that he and the administrators had looked into ways to approach the task of monitoring data. Flor Diaz Smith shared that school board governance is changing and the role of boards will include more monitoring of student learning. Ursula Stanley stated that she believes this is an appropriate task for this committee to take on, to help guide the board as a whole positively affect student achievement. Jen Miller-Arsenault shared that some of the assessment systems change over time but there will be an effort to share ongoing data; she shared for example that we no longer use Star 360. She spoke about the idea of what is sustainable as far as a student monitoring system. She suggested doing a deeper dive, on a predictable schedule, for student learning outcomes, also embedding teacher and student voice into the data, keeping in mind the idea of triangulating data. She shared that literacy, math and science are monitored state wide on a yearly basis. Kari Bradley stated that the board will get a higher level report on this data, whereas the work of this committee is to do a deeper dive. He continues to wonder what is the most efficient use of our time with the board? He stated that making sense of this data will take some learning and time, and that to some degree, at first, "less is more."

“Superintendent Roy stated that the goal is to have enough information to know about the health of the system.

3.2. Act 173 Update: Kerra Holden and Jen Miller-Arsenault presented a slide show: *Act 173, WCUUSD Ed Quality Committee, October 5, 2022*. Some discussion followed around how the new Ed Quality Standards will affect this work. Kari Bradley asked committee members to share: what struck you as significant? what are the implications for our work at the board level? to prepare our thinking for sharing at the WCUUSD Board. Flor Diaz Smith suggested sharing the slides, for example, the multi-layer diagram. Ursula Stanley asked if the committee can get a copy of this slide deck. Natasha Eckart Baning asked, is there space for student voice in this? re: engagement/ climate/ culture. Jen Miller-Arsenault shared that the Curriculum Council is pursuing student participation on the council. Some discussion followed around student social and emotional engagement. Some discussion followed around the funding changes regarding special education as well as changes in special education eligibility determination.

3.3. Student Monitoring Report (on November WCUUSD Board agenda): Jen Miller-Arsenault stated that at this time we will not have statewide data to share yet. The committee agreed focusing on the achievement gap identified in the budgeting parameter would be useful. Lindy Johnson stated that student attendance data is useful to consider, as student absenteeism is a factor. Jen Miller-Arsenault will draft something to encapsulate some of the discussion points from tonight, around a process for looking at data as well as the particulars about what types of data are available.

3.4. Meeting Time: Kari Bradley suggested that the committee might want to consider changing the meeting time in order to allow for more time. Committee members indicated that it would be hard to change the meeting night; however, some discussion followed around the possibility of extending the Ed Quality meeting by 15 minutes and having the start time of the Community Forum at 6:15.

4. Future Agenda Items

4.1. Student Monitoring Report (Fall 2022)

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

5. Adjourn: The committee adjourned by consensus at 6:00 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Kari

November 2022

Hi everyone,

At next week's meeting, we will move forward with our goal to develop a system for monitoring student achievement. Specifically, I see our role as helping the Board identify the priority areas of focus for ongoing monitoring and the types of data presentation that will be most useful.

Jen has prepared a draft report focused on three areas the committee identified last month: attendance, graduation rates/post-secondary outcomes, and data related to our budget parameter. Once we have heard and discussed the content report, we will consider if these topics are priorities for regular monitoring and how the presentation of data might be improved.

Our goal and our list of possible monitoring system components are below for your review.

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">● <i>What will be accomplished? Board will have a system monitoring student achievement that reflects our values and is understandable, replicable, effective and sustainable</i>● <i>What actions will we take?</i><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>● <i>Who needs to be involved to achieve the goal? Board, EQC, Jen and Meagan, plus others</i>● <i>Why is this a goal? 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">● <i>What data will measure the goal? Development of system components including a reporting process, guidance for assessing evidence, shared</i>

	<p><i>priorities and a timetable</i></p> <ul style="list-style-type: none"> ● 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)