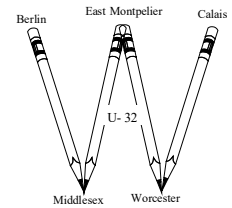


Washington Central Unified Union School District

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
10.5.22 5:00-5:45 pm
U-32
IN-PERSON
Rm 128/131
930 Gallison Hill Rd. Montpelier, VT
Cafeteria**

Virtual Option Information

<https://tinyurl.com/uwk7abkc>

Meeting ID: 878 9455 2783

Password: 546445

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

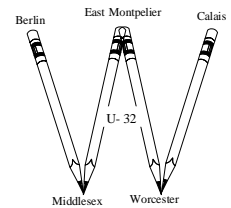
1. Call to Order
2. Approve Minutes of 9.7.22 – pg. 2
3. Discussion/Action
 - 3.1. Ed Quality Committee Goal – pg. 4
 - 3.2. Act 173 Update
 - 3.3. Student Monitoring Report
 - 3.4. Meeting Time
4. Future Agenda Items
 - 4.1. Student Monitoring Report (Fall 2022)
 - 4.2. Special Education, Interventions, 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
9.7.22 5:00-5:45 pm
U-32
IN PERSON
930 Gallison Hill Rd. Montpelier, VT
Rm 128/131**

Present: Jen Miller-Arsenault, Kari Bradley, Flor Diaz Smith, Diane Nichols-Fleming, Ursula Stanley, Natasha Eckart Baning, Mckalyn Leclerc, Eric Andersen

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:02 p.m.
- 2. Approve Minutes of 6.1.22:** Ursula Stanley moved to approve the minutes of June 1, 2022. Seconded by Flor Diaz Smith, this motion carried unanimously.
- 3. Discussion/Action**
 - 3.1. EQC Work Calendar for 2022-23:** Kari Bradley had shared the Ed Quality Committee work calendar for committee members to review. He invited questions or comments; none were heard.
 - 3.2. Student Monitoring Report:**

Jen Miller-Arsenault shared a slide deck titled *WCUUSD Student Monitoring Report, Spring 2022 Data*. Board members used the *Making Meaning Protocol* to respond.

What did you see?

Ursula Stanley: Not all of the proficiencies were represented in the data - would like to see more local assessments on all of the proficiencies.

Diane Nichols-Fleming: Highlighted the different proficiencies; wonders why we only are looking at “proficient” and not other categories.

Flor Diaz Smith: Would like to compare to past years’ data.

Natasha Eckart Baning: Agreed with previous observations; would like to see other proficiencies represented in the data.

Kari Bradley: Even with these few proficiencies, and even without looking at all sides of the triangle (re: “triangulation”) it is challenging to make sense of the data as a layperson. Noticed a fair amount of variability amongst grades in the report card data.

Questions:

Ursula Stanley: Wonders about grade based data versus data by class.

Question: How does the administration interpret this data? Would like to consider some analysis from administrators which will lead to how it informs practice.

Diane Nichols-Fleming: Do any of the local assessments provide benchmarks? I-Ready Growth Chart - does this have the potential to help us measure one year's growth? **Flor Diaz Smith:** Questions about student engagement in the assessment process. Would love to hear feedback from students; would be interested in seeing narrative in addition to graphs and visual representation.

Natasha Eckart Baning: Is it possible to get teacher analysis of this data? Would be interesting to hear student feedback/ student experiences in the assessment process. Is there a way to track transferable skills and behaviors as well?

Diane Nichols-Fleming: Would be useful to provide an overall description of the testing - how often does it occur/ what does it look like? **Flor Diaz Smith:** Would be useful to have a chart or a "cheat-sheet" - monitoring calendar, explanation of acronyms. Some discussion about making this data understandable to "laymen."

What struck you as significant?

Flor Diaz Smith: Was struck with how much I would like to learn about how to make more sense of this data.

What are the implications?

Ursula Stanley: What more does the administration need from us? She feels that local assessments are more meaningful than national assessments.

Diane Nichols-Fleming: Keeping context when we look at data - agrees that we are better served in looking at local data versus national. **Natasha Eckart Baning:** How do we share this information with the public in a way that is digestible? Would like to have parents have a better understanding of what is happening with assessments (in advance as well), so that they can prepare their children as well as interpret the results. **Kari Bradley:** Made the connection to what Pietro had said about districts who use student data to evaluate superintendents.

Feedback for Jen Miller-Arsenault about the presentation:

Community member: Mitigating the gap between literacy of the slide deck's audience, with all of the terms and jargon. **Eric Andersen:** It is important to get student feedback; they have the best sense of what they are working on versus what is on the test. **Ursula Stanley:** Would like to hear student feedback about testing as well. **Natasha Eckart Baning:** Is there a way to get definitive information about why there is no data, e.g. grade 5 expository writing.

Ursula Stanley: The percentages on the charts are very hard to read.

4. Future Agenda Items

- 4.1. Act 173 Update
- 4.2. Student Monitoring Report (Fall 2022)
- 4.3. Special Education, Interventions, and Drop-out rates

5. Adjourn: The committee adjourned at 5:53 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Kari

October 2022

Draft Education Quality Goal and Monitoring System Considerations

First item: Based on our September committee and board discussions, I drafted the following board goal related to our work. I am hoping we can discuss, update and recommend an ed. quality goal to the board at our October 19 meeting.

Draft 2022-23 Education Quality Goal

Proposed SMART Goal	<i>School Board 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? Supports progress with our Mission, Continuous Improvement Plan, Proficiency Based Graduation policy and board’s budget parameter for supporting student achievement. ● Why is the result important? Will help the Board understand and clarify expectations for <i>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 propose components for November and March monitoring reports, Board adoption 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>

Second, here are some initial thoughts about what we might include in our monitoring system. I am hoping we can begin discussing these this month and continue the conversation as we iteratively build our system. The next monitoring report to the board is scheduled for November.

Monitoring System Components:

1. Process:
 - a. Standardize presentations
 - i. Data:
 1. 3 sources quantitative
 2. Qualitative
 3. Determine desired scope/grain size
 - ii. Student and/or teacher voice
 - iii. Direct observation?
 - b. Staff Analysis
 - c. Committee and Board Assessment
 - i. EQC: Making Meaning Protocol
 - ii. Board Questions
 - iii. Document Key Findings (for future policy, planning and goal-setting)
2. 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
- 3. Timetable
 - a. Establish annual/multi year monitoring calendar for board and committee
 - b. Connected to budgeting and other work plan areas
- 4. 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)