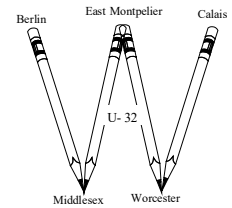# Washington Central Unified Union School District

*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**
**9.7.22 5:00-5:45 pm**
**U-32**
**IN-PERSON**
**930 Gallison Hill Rd. Montpelier, VT**
**Room 128/131**

---

**Virtual Meeting Information**
**https://tinyurl.com/uwk7abkc**
**Meeting ID: 878 9455 2783**
**Password: 546445**
**Dial by Your Location: 1-929-205-6099**

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1. Call to Order

2. Approve Minutes of 6.1.22 – pg. 2

3. Discussion/Action
   3.1. EQC Work Calendar for 2022-23 – pg. 5
   3.2. Student Monitoring Report (Spring 2021) – pg. 6

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**

# Washington Central Unified Union School District

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1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553          Jennifer Miller-Arsenault
Fax (802) 229-2761            Interim Superintendent
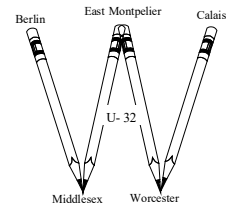
**Washington Central Unified Union School District**
**Education Quality Meeting Unapproved Minutes**
**6.1.22 5:00-5:45 pm**
**U-32**
**IN PERSON**
**930 Gallison Hill Rd. Montpelier, VT**
**Cafeteria**

**Present:** Kari Bradley, Ursula Stanley, Diane Nichols-Fleming, Flor Diaz Smith, Lindy Johnson, Natasha Eckart-Baning, Daniel Keeney Mark Kline, Mckalyn Leclerc

**Administrator:** Jen Miller-Arsenault, Alicia Lyford

1. **Call to Order:** Kari Bradley called the meeting to order at 5:00 p.m.

2. **Approve Minutes of 5.4.22:** Flor Diaz Smith moved to approve the minutes of May 4, 2022, as presented. Seconded by Ursula Stanley, this motion carried unanimously.

3. **Discussion/Action**
   3.1. **Global Citizenship Student Learning Outcome:** Jen Miller-Arsenault presented to the committee: *WCUUSD Global Citizenship SLO* slide deck. Committee members discussed: What do you see? Flor Diaz Smith - lack of civics and history proficiency (10th grade data) was alarming. How can we collect better evidence and what do we need to do differently? Diane Nichols-Fleming - issues around Global Citizenship are ever-changing - this complicates the matter; how to gather data and how to ensure consistent opportunities. Regarding ever-changing, she was referring to, the world is changing, and our priorities are changing. Lindy Johnson: We have definitions that provide a way to assess, but maybe the tools for the assessment are not as easily accessible as in other areas (e.g. math); therefore the data may not be as clear as in these other areas. Flor Diaz Smith: How to take data like the elementary schools do? There was data in first grade but then it dropped off and, e.g. 10th grade did not have a lot of data. Daniel Keeney: How do we create our own standard that is meaningful to us and feels "current?" What questions does this bring up? Ursula Stanley: Is there a way to use summative and formative assessments to track some of these proficiencies? Jen Miller-Arsenault stated that we are doing more than this data shows - how do we show it? How do we capture and showcase it? Kari Bradley: Given that we want to do better and we have limited time, where are there synergies that can affect greater achievement in this area as well as in

others? There might be some ways to integrate this learning with other student outcomes. Diane Nichols-Fleming: This relates to transferable skills - we are trying to measure how people approach life and the world around us - how do we measure, e.g., student empowerment?  Also, how do we prioritize, in the finite time that we have, how to figure out what the litmus test is, to help us answer that question? Natasha Eckart - Baning:  How are we connecting things - e.g. how would we connect colonialism into some of the topics - wondering how do we make sense of the present and predictions for the future - where are we tying in, for example, civil war projects - how are we connecting this with what we are seeing presently? Diane Nichols-Fleming - Some of her own kids' interest in history happened because of their learning here at U-32 - wonders how we are capturing some of the "tracks" that we have created for students. What strikes you as significant? Lindy Johnson:  When we think of A.P. it's more "teaching to the test" versus learning for meaning and curiosity to learn more - e.g., she referred to the French-speaking countries project - how to tie in significant connections from past to present and ignite the interest in kids as they go forward. Flor Diaz Smith:  How are we sharing some of the effects of changing our teaching and experiences to be more diverse and culturally inclusive? Kari Bradley:  These topics could be the things that really make a difference in some kids' education - this is what rounds out everything that they are learning; this is an ever-changing subject matter/ topic depending on current events. Daniel Keeney: Wonders the degree to which there is an emphasis on economics and financial literacy. Jen Miller-Arsenault stated that economics is embedded into some of the courses - we also have a student learning outcome that is specific to financial literacy - this has been a value in the community.  We do have a standard in financial literacy that is separate from Global Citizenship. What are the implications? Ursula Stanley:  How to tie these different areas together? Kari Bradley: Again the connection between the various subject matters, e.g. how math skills tie into some of these student learning outcomes. Diane Nichols - Fleming:  How do we keep these current, as there are ever-changing "movements" and uprising - how do we make sure we are not ignoring these current issues? Jen Miller-Arsenault explained that the focus on learning is more skill based versus knowledge based - how to do the research, etc. - to make sense of the world as it changes. Lindy Johnson:  Regarding the presentation to the board for flying the Pride flag - these types of presentations to the board help us to stay abreast of what is important to the students - providing a way for the students to have voices helps us as a board hear their priorities. Flor Diaz Smith:  Curriculum policy is something we could get better at; time and values - equity between the two; teaching world languages - this is an important conversation for us to have. Diane Nichols-Fleming:  How do we support our teachers?  They are on the front line with some of these conversations - it is hard to stay current and hard to know what to say when these things come up.

4. **Proposed Education Quality Committee Work Calendar for 2022-23:** Kari Bradley shared the proposed work calendar for the committee for the school year ahead. He invited questions or feedback. Ursula Stanley asked whether we could move the discussion of special education and drop-out rates earlier into the year as it has an impact on budget planning. Jen Miller -Arsenault asked the committee whether they would like a preview of Act 173 before we dive deeply into special education, interventions and drop- out rates. Ursula Stanley asked whether the Act 173 update could be included in the same discussion. Kari Bradley stated that we should always be thinking about how we can share this information with the board. Flor Diaz Smith noted that this will be a working document that we will try to coordinate with the budget development calendar and the work of the full board. She stated that she would love to have a retreat date that we all block out a year in advance; she feels that the retreat helps to lay the groundwork for the work of the board and it is critical that everyone can attend.

5. **Future Agenda Items**
   **5.1.** Co-Curricula's
   **5.2.** Advanced Placement
   **5.3.** Special Education, Interventions, and Drop-out rates
   **5.4.** Review of Curriculum Audit

6. **Adjourn: The committee adjourned by consensus at 5:47 p.m.**

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

# Washington Central Unified Union School District

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1130 Gallison Hill Road
Montpelier, VT  05602                          Meagan Roy, Ed.D.
Phone (802) 229-0553                            Superintendent
Fax (802) 229-2761
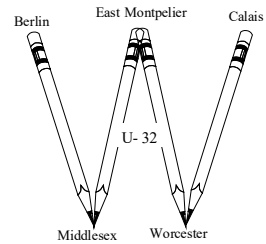

TO:      Education Quality Committee
FROM: Jen Miller-Arsenault, Director of Curriculum, Instruction, and Assessment
DATE:  August 29, 2022
RE:      EQC Work Calendar for 2022-23


Below is the EQC work calendar for this school year.  I revised it based on the feedback that you provided on June 1, 2022 and the revision to the overall full board monitoring calendar.

| Month | Topic |
|---|---|
| July | No meeting |
| August | No meeting |
| September | Student Monitoring Report (Spring 2022 Data) |
| October | Act 173 Update |
| November | Student Monitoring Report (Fall 2022 Data) |
| December | Special Education, Interventions, and Dropout Rates |
| January | Advanced Placement |
| February | Co-Curriculars |
| March | Student Monitoring Report (Winter 2023 Data) |
| April | Overview of Practices Related to Curriculum, Instruction, and Assessment |
| May | Work Calendar 2023-2024 |
| June | Post-Secondary Outcomes |

# WCUUSD Student Monitoring Report, Spring 2022 Data

Education Quality Committee
September 7, 2022

# WCUUSD Mission Statement

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

# WCUUSD Student Learning Outcomes

- Core Knowledge:
  - Literacy
  - Mathematical Content and Practices
  - Scientific Inquiry and Content Knowledge
  - Global Citizenship
  - Physical Education and Health
  - Artistic Expression
  - Financial Literacy
- Transferable Skills and Behaviors
  - Creative and Practical Problem Solving
  - Effective and Expressive Communication
  - Engaged Citizenship
  - Working Independently and Collaboratively
  - Informed, Integrated, and Critical Thinking
  - Self-Awareness and Self-Direction

# Modified Making Meaning Protocol

As you enjoy this presentation, consider:

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?
- What are the implications for our work?

# The Importance of Triangulating Data

By "triangulating" your findings from multiple data sources–that is, by analyzing other data to illuminate, confirm, or dispute what you learned through your initial analysis–you will be able to identify your problem with more accuracy and specificity.  When triangulating sources, it can be helpful to draw on different types of assessments (such as tests, portfolios, and student conferences) and on assessments taken at different intervals (such as daily, at the end of a curriculum unit, and at the end of a grading period or semester), and to look for both patterns and inconsistencies across student responses to the assessments.

From *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* by Boudett, City, and Murnane

# WCUUSD Local Comprehensive Assessment Plan 2022-2023

Our WCUUSD Local Comprehensive Assessment Plan (LCAP) has been and will continue to be an integral part of ongoing learning, teaching and reflecting as we move forward and support all of our students.

The following tenets were applied to this version of our LCAP:

1. The use of trauma-informed practices and resiliency building will continue to guide our work. The social emotional well-being of our students, their families, and our staff will take precedence when conducting any assessments.
2. The engagement of students and the building of a classroom community are critical to student success and well-being.
3. The goals of assessment will always be to inform instruction and document student growth over time.
4. The use of ongoing formative assessments will play a critical role in documenting student growth in all areas.
5. A single assessment provides a lens, but certainly not the whole picture. There is a need to triangulate: to collect and consider information from multiple perspectives.

This version of the LCAP has been revised to reflect teacher feedback.
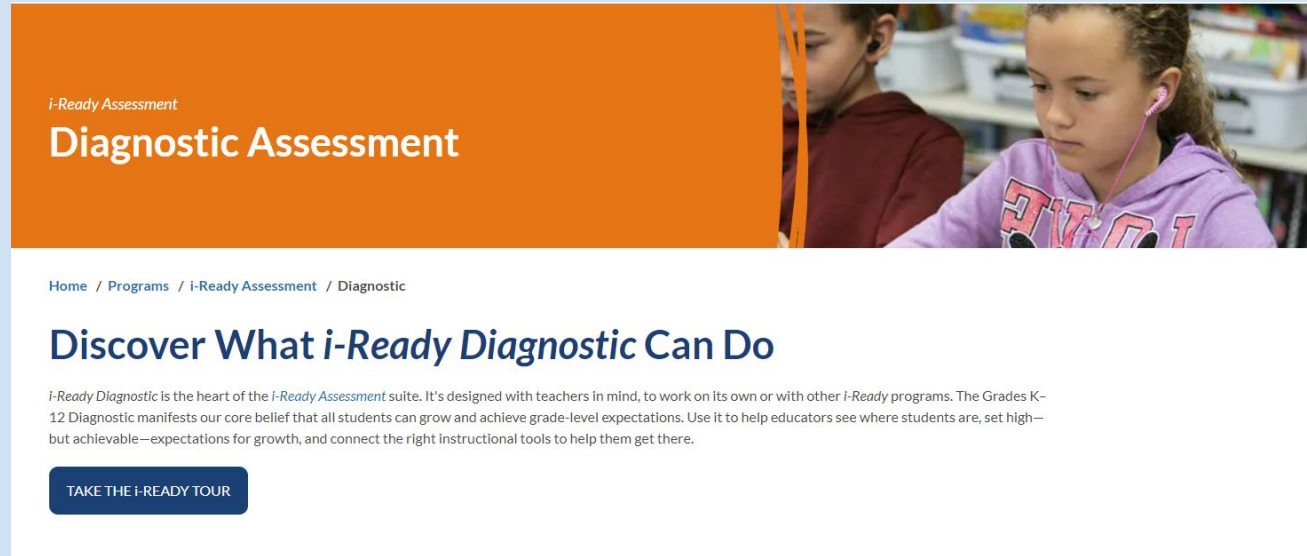
| September-October | | |
|---|---|---|
| i-Ready Diagnostic* *This first test in the school year is automatically assigned. | Reading | By **October 6** |
| BAS *Administer to students who were flagged by classroom teacher and interventionist in the spring of Grade 4* *Consider administering to students new to district* | Reading | By **October 6** |
| i-Ready Diagnostic* *This first test in the school year is automatically assigned. | Math | By **October 6** |
| HLA for Grade 4 | Math | **By October 6** |
| **November** | | |
| WCUUSD Writing | Writing | By **November 10** |

# Statewide Data, Spring 2022

- The Spring 2022 data has not yet been publicly released.
  - Smarter Balanced Assessment (SBAC): Literacy and Math in Grades 3-9
  - Vermont Science Assessment (VTSA): Science in Grades 5, 8, and 11
  - Vermont Physical Education Assessment (VTPEA): Physical Education (not administered in 2021-2022)

# Local Common Assessments, Spring 2022

- Benchmark Assessment System (BAS): Literacy in Grades K-6Diagnostic
- Star 360: Literacy in Grades 6-10
- i-Ready Math Diagnostic: Math in Grades K-10

# Local Data in Literacy and Math, Spring 2022

- Elementary and middle school report card data
- High school transcript data

# District Wide Elementary Literacy Data by Grade
## % of Students Who Scored Proficient or Above
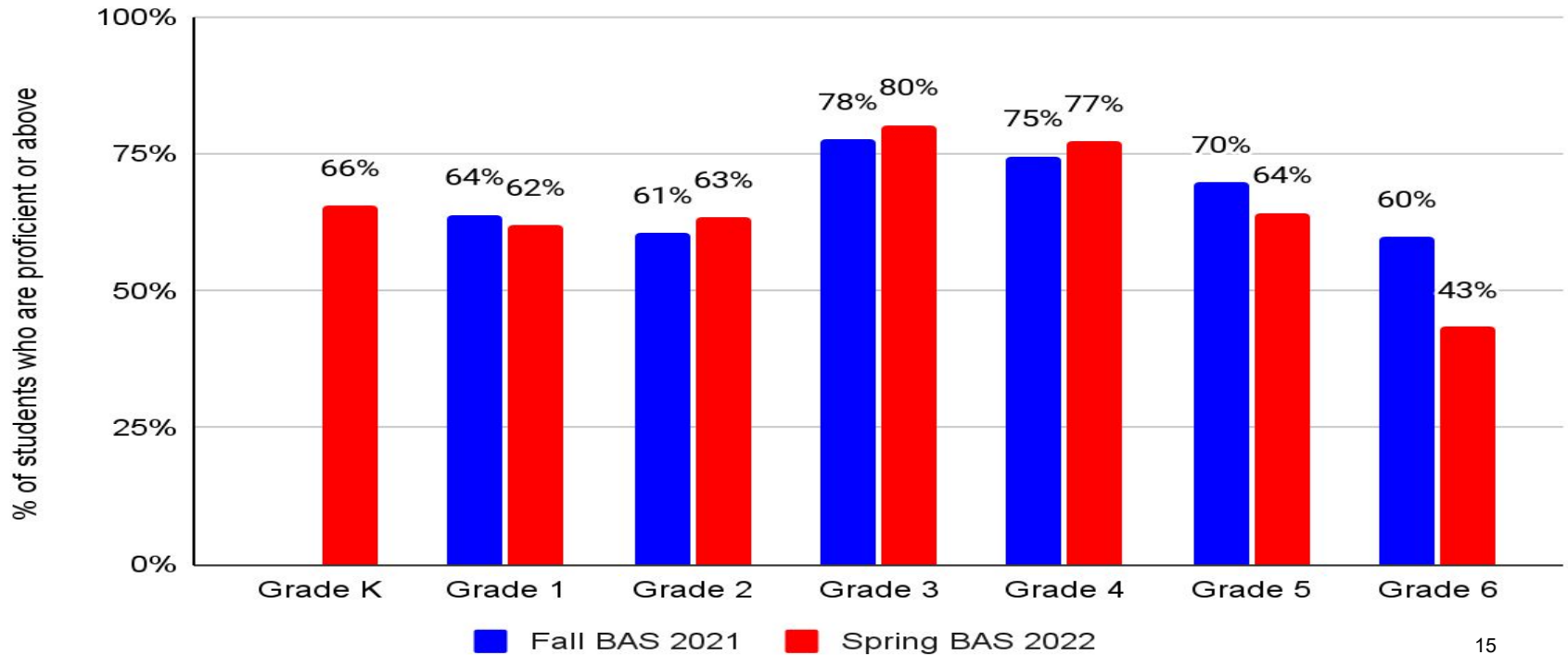
# Elementary Literacy Report Card Data by Standard
# % of Students Who Scored Proficient or Above
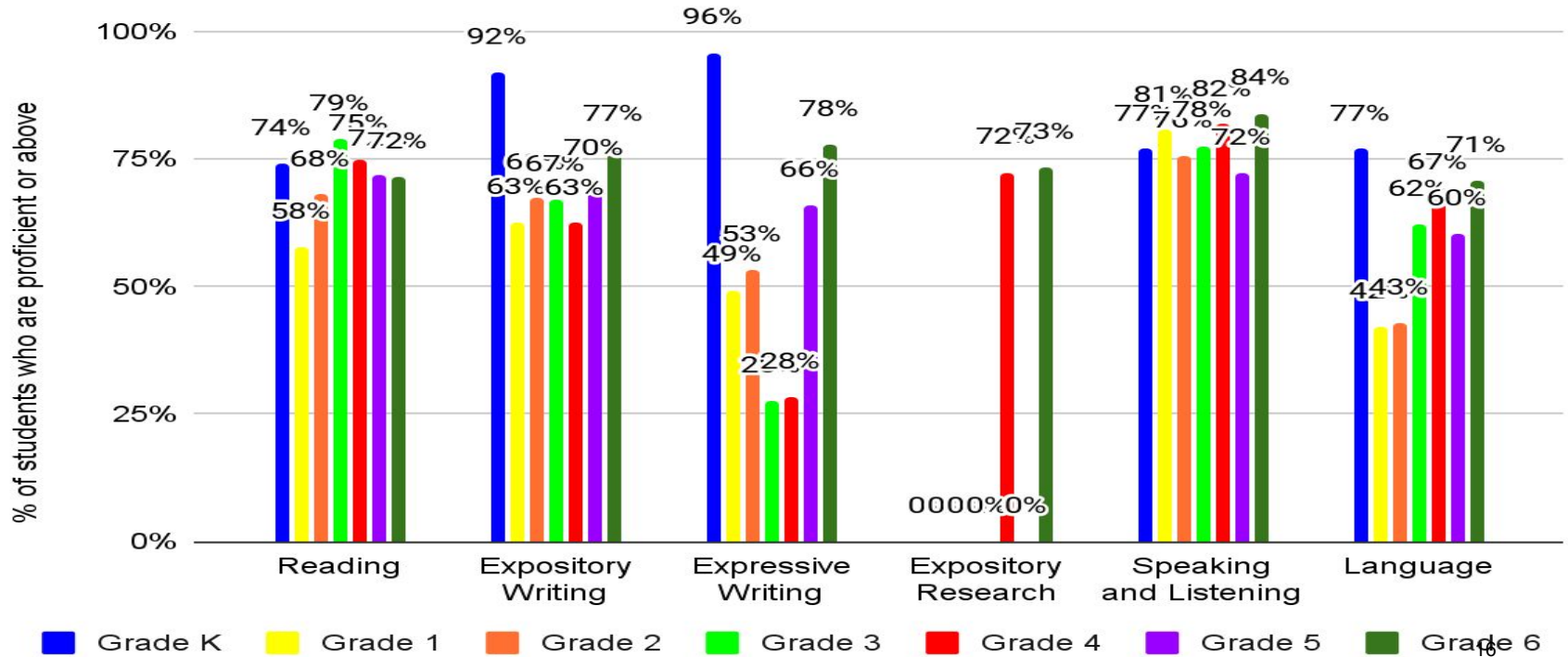
# Grade 7-8 Literacy Report Card Data by Standard
# % of Students Who Scored Proficient or Above

# PBGR Data Literacy for Current Grade 10, June 2022



18
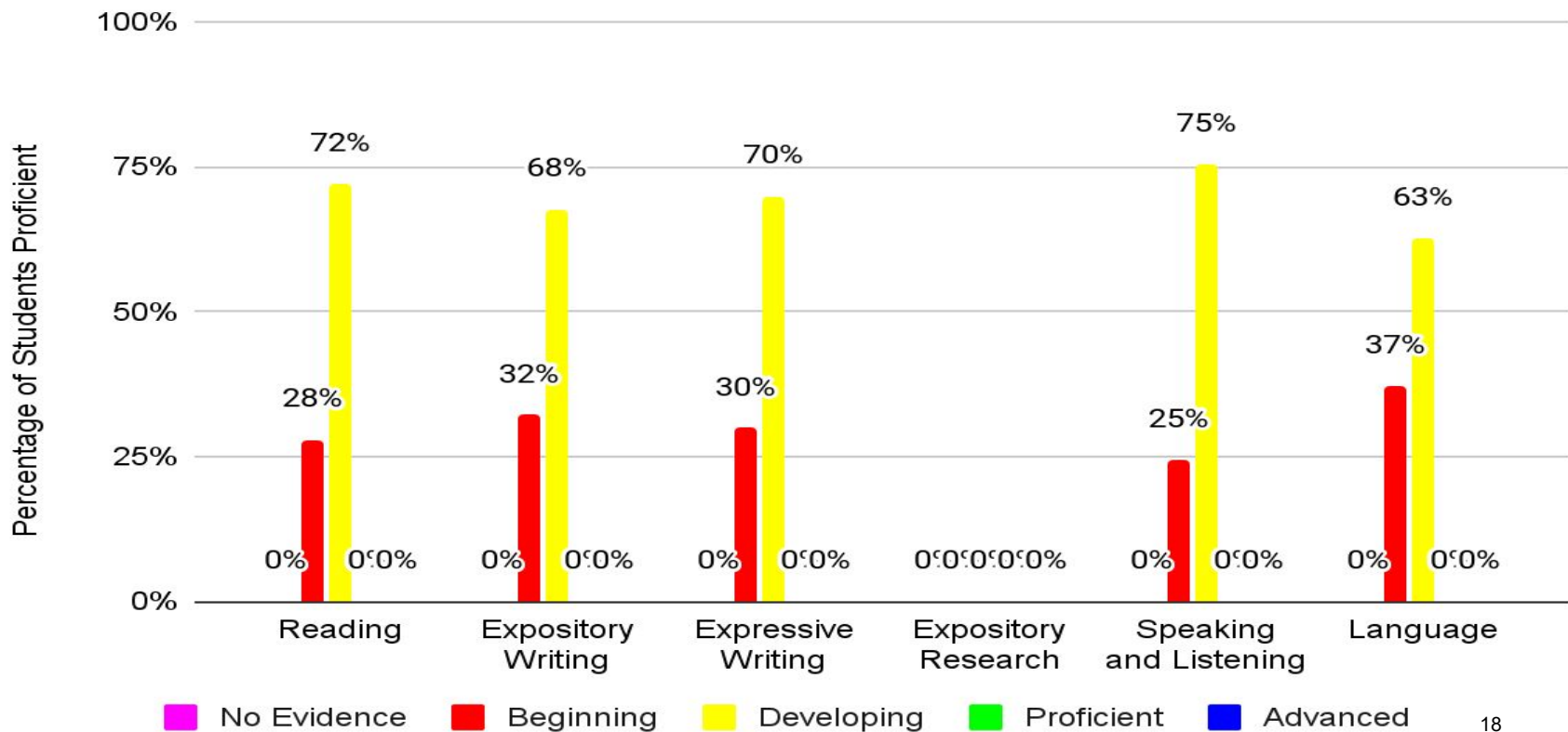
# PBGR Data Literacy for Current Grade 11, June 2022
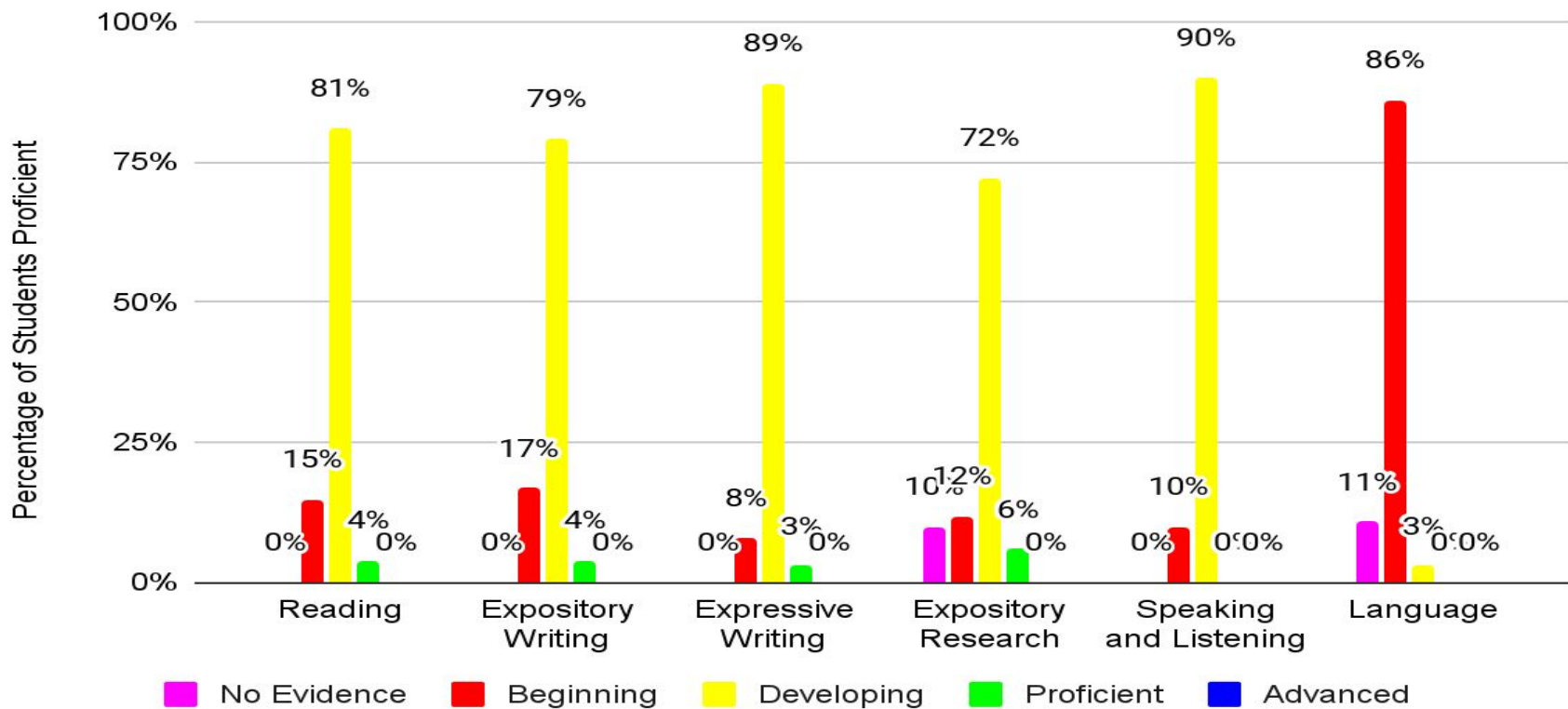
# PBGR Data Literacy for Current Grade 12, June 2022
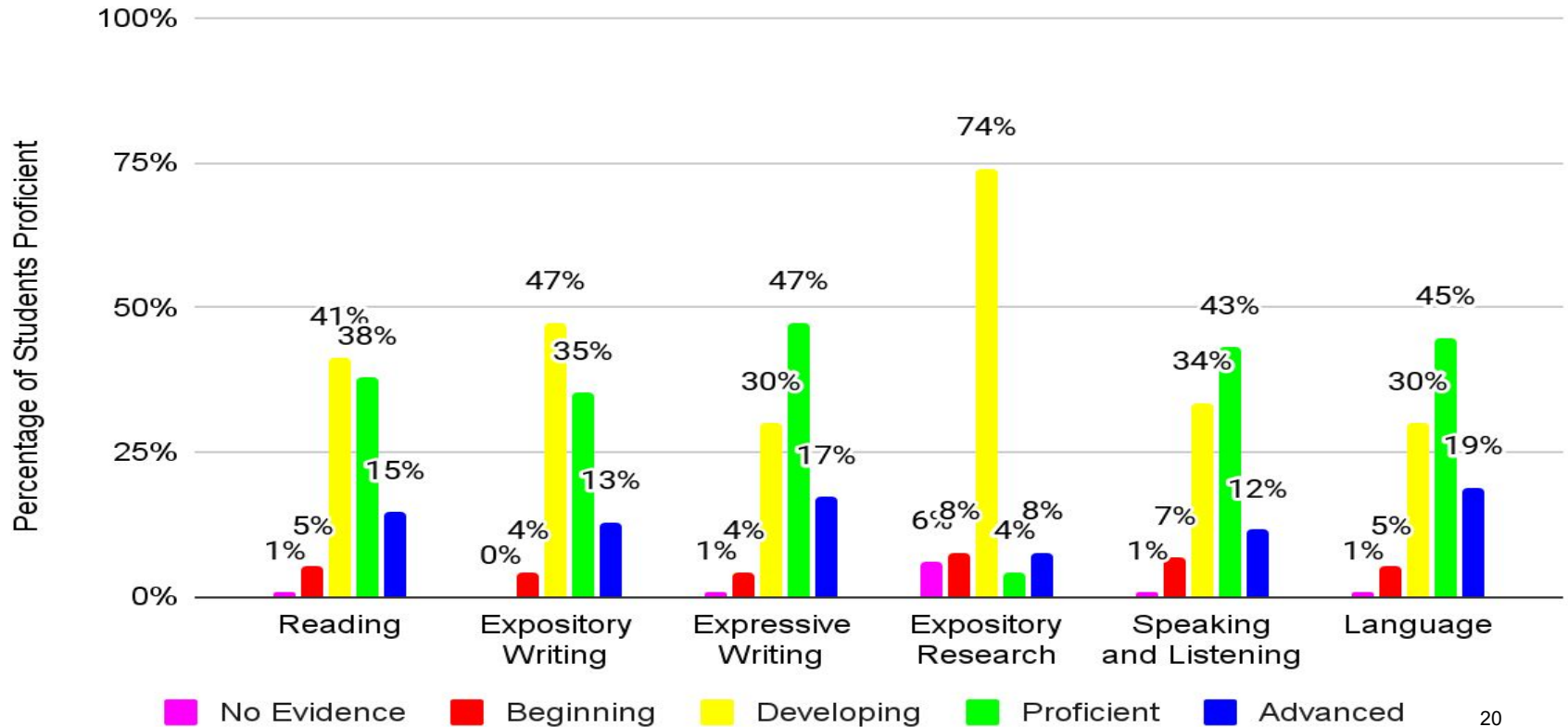
# District Wide Math Data: i-Ready Math Diagnostic Criterion Referenced
# Fall 2021 and Spring 2022

*Criterion Referenced*

| 3-Level Placement | 5-Level Placement |

**Enhanced**

**Overall Placement**

Students Assessed/Total: **892/1,205**

| | 29% | 27% | 25% | 7% | 13% |
|---|---|---|---|---|---|
| **Final Diagnostic** | | | | | |

| | 9% | 20% | 45% | 11% | 15% |
|---|---|---|---|---|---|
| **Fall (Beginning of Year - November 15)** | | | | | |

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

| **256 Students** | **244 Students** | **220 Students** | **59 Students** | **113 Students** |
|---|---|---|---|---|
| (From 78 Students) | (From 182 Students) | (From 403 Students) | (From 96 Students) | (From 133 Students) |
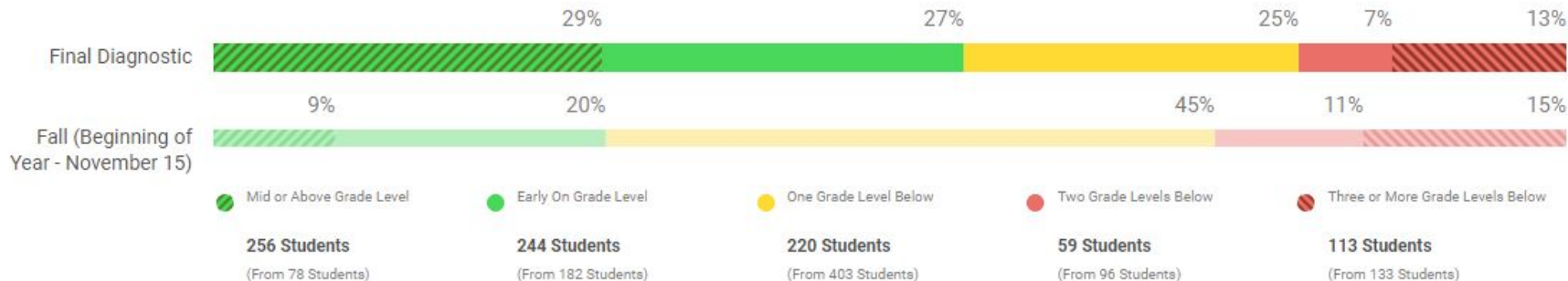
ⓘ **The Mapping Between 5-Level and 3-Level Placements**

# Elementary Math Report Card Data by Standard
# % of Students Who Scored Proficient or Above
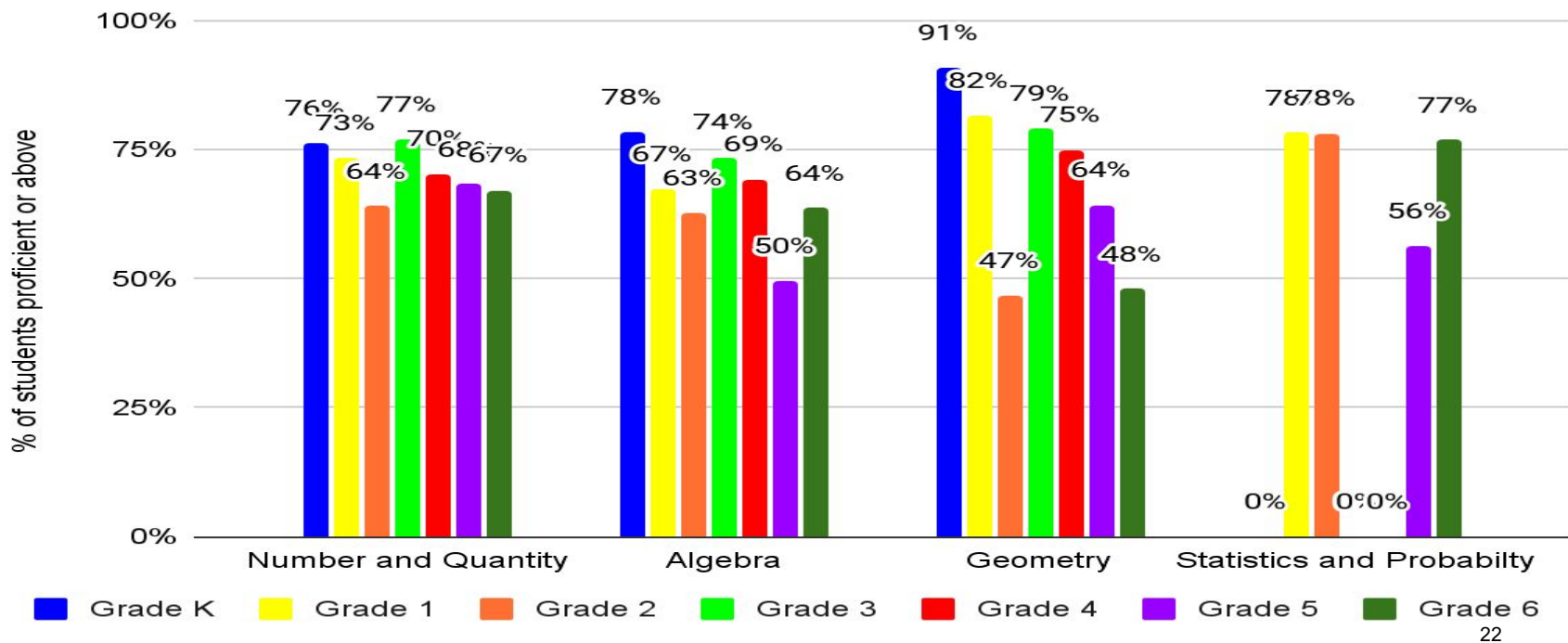
# Grade 7-8 Math Report Card Data by Standard
## % of Students Who Scored Proficient or Above



23
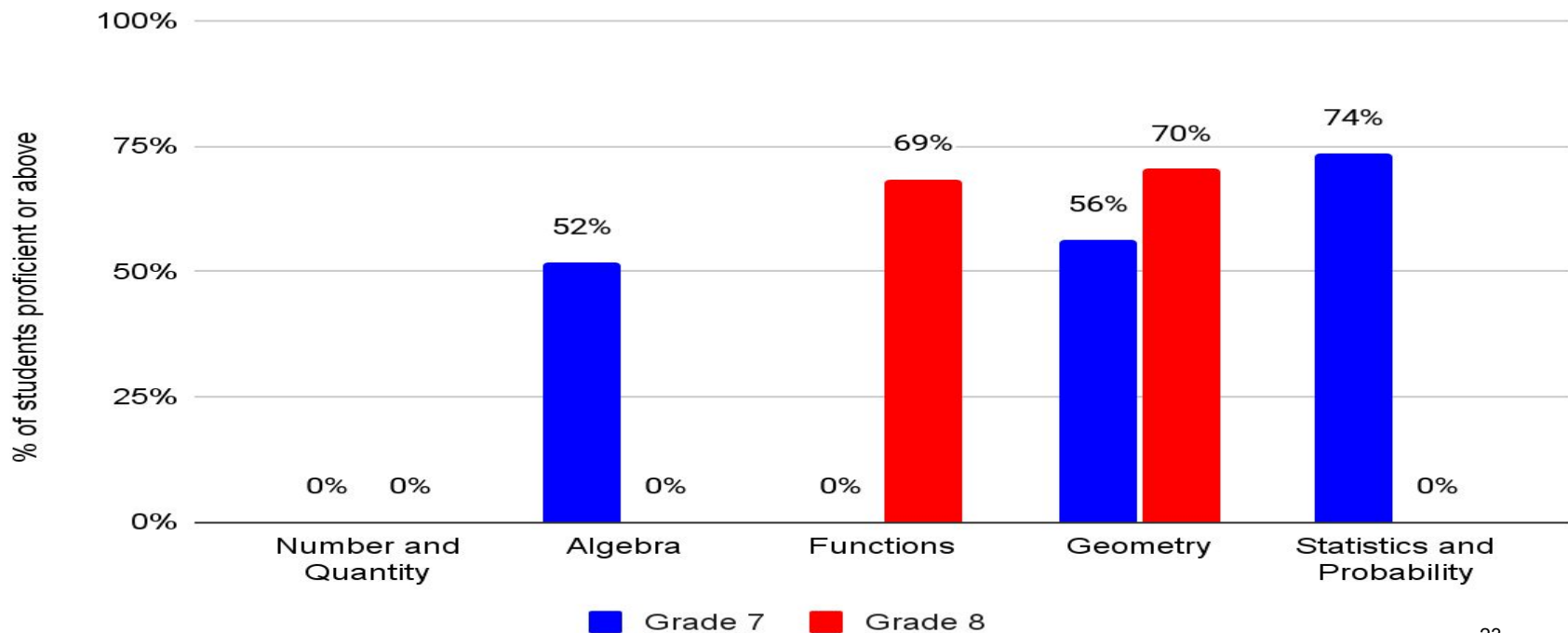
# PBGR Data Math for Current Grade 10, June 2022

# PBGR Data Math for Current Grade 11, June 2022



25

# PBGR Data Math for Current Grade 12, June 2022



26
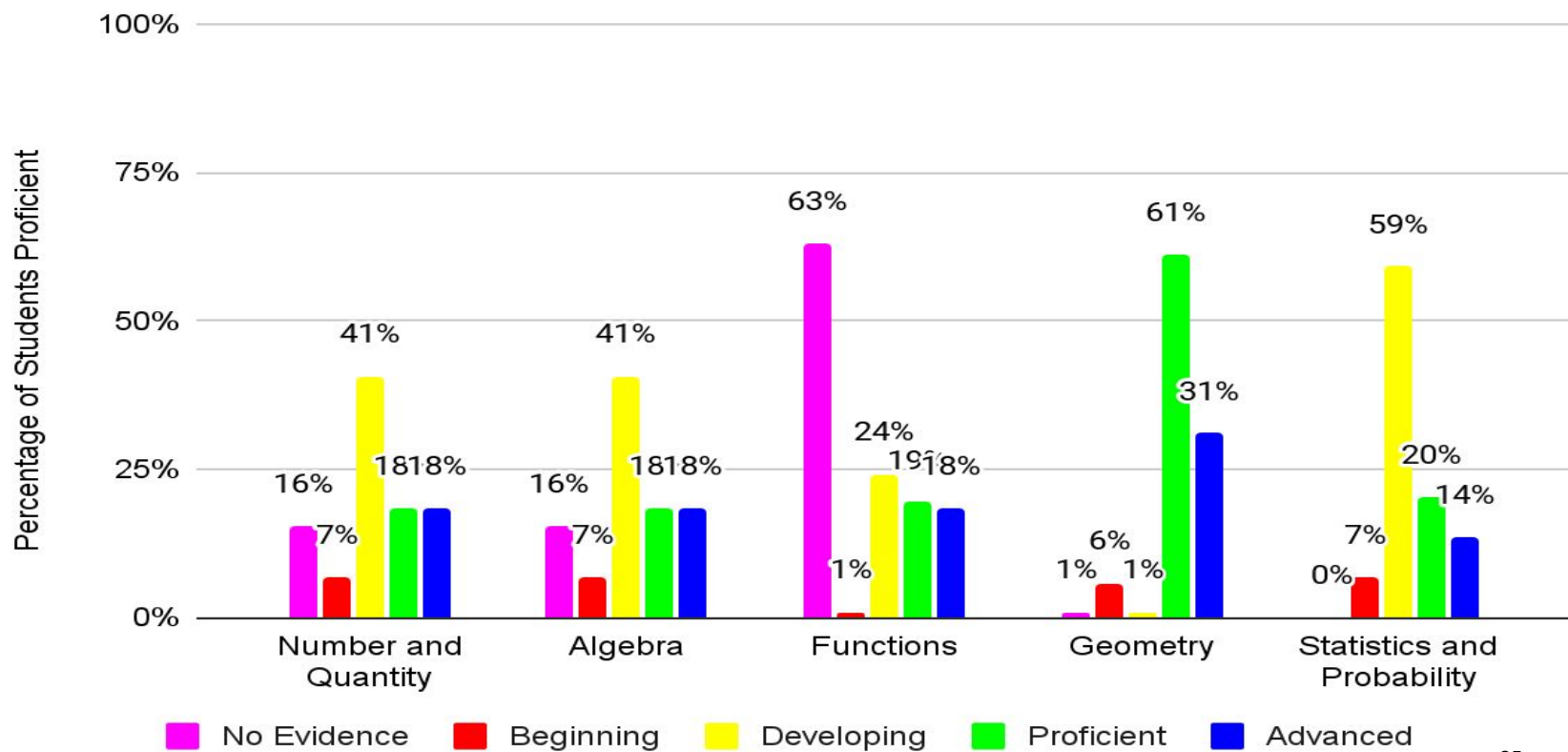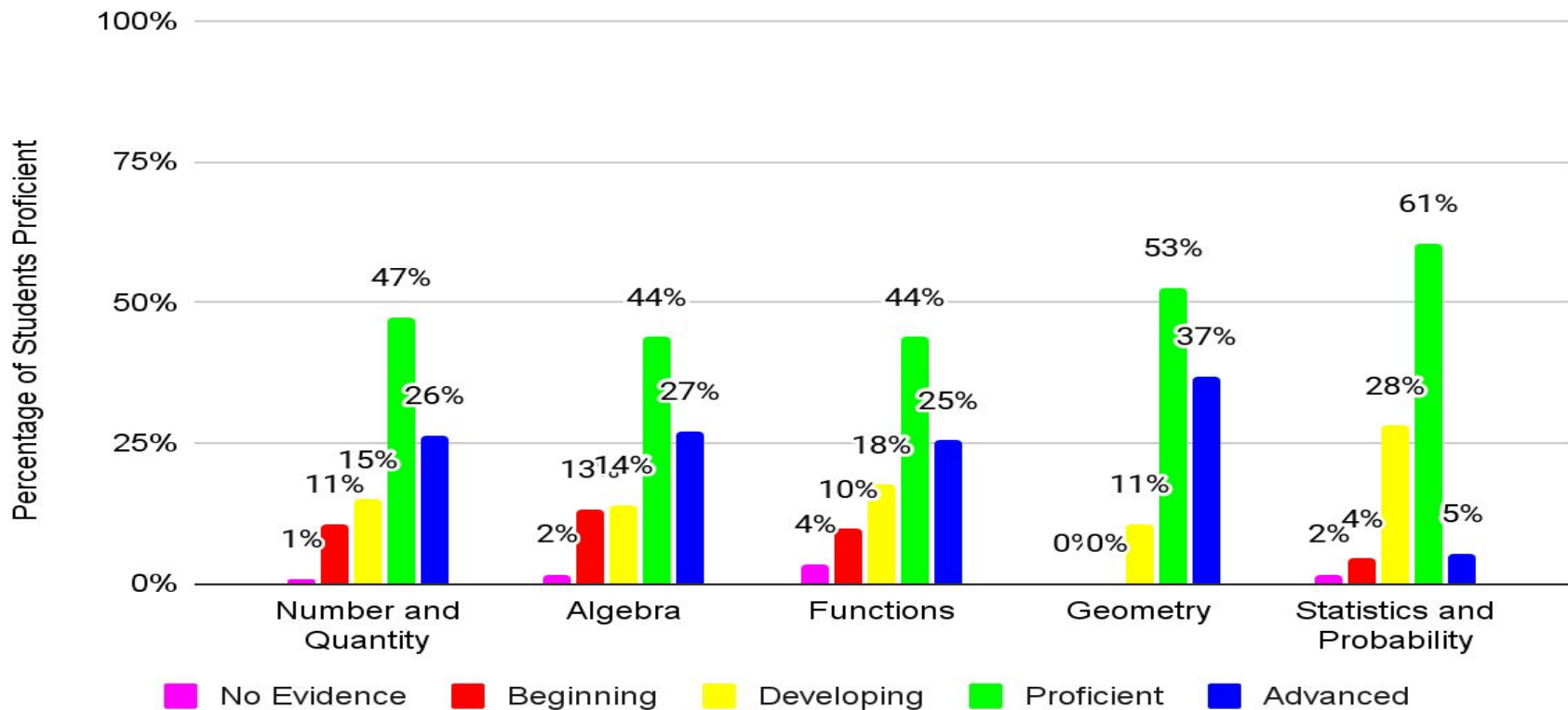
# Analysis of Data

- We have presented literacy and math data.
- We will include statewide data in a monitoring report when it is available.
- We can easily disaggregate statewide data.
- What else might you want to include in a monitoring report?

# School Board Role

- Budget parameters
- Monitoring reports
- Good questions
- Support schools to analyze data and make data-based decisions
- What else?

# Modified [Making Meaning Protocol](#)

- Consider and discuss the following questions:
  - What did you see?
  - What questions did this presentation raise for you?
  - What struck you as significant?
  - What are the implications for our work?
- What revisions might we make for the monitoring report presentation to the full board on September 21?