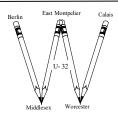
### Washington Central Unified Union School District

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

<u>Virtual Meeting Information</u> <u>https://tinyurl.com/uwk7abkc</u> Meeting ID: 878 9455 2783

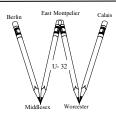
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- 1. Call to Order
- 2. Approve Minutes of 6.1.22 pg. 2
- 3. Discussion/Action
  - **3.1.** EQC Work Calendar for 2022-23 pg. 5
  - 3.2. Student Monitoring Report (Spring 2021) pg. 6
- 4. Future Agenda Items
  - 4.1. Act 173 Update
  - **4.2.** Student Monitoring Report (Fall 2022)
  - 4.3. Special Education, Interventions, and Drop-out rates
- 5. Adjourn

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Jennifer Miller-Arsenault 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 everchanging 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? Ien 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.

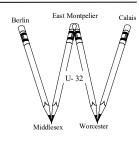
Respectfully submitted, Lisa Grace, Committee Recording Secretary

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1130 Gallison Hill Road Montpelier, VT 05602 Phone (802) 229-0553 Fax (802) 229-2761

Meagan Roy, Ed.D. Superintendent



TO: Education Quality Committee

FROM: Jen Miller-Arsenault, Director of Curriculum, Instruction, and Assessment DATE: August 29, 2022

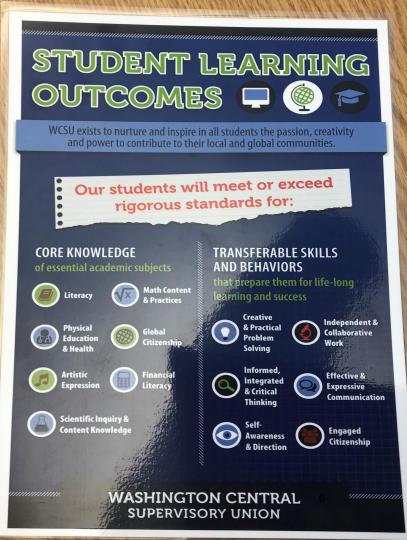
RE: EQC Work Calendar for 2022-23

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

#### STUDENT LEARNING OUTCOMES -WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities. Our students will meet or exceed rigorous standards for: TRANSFERABLE SKILLS **CORE KNOWLEDGE** AND BEHAVIORS of essential academic subjects that prepare them for life-long Math Content Literacy learning and success & Practices Creative Working & Practical Global Citizenship Education Independently & Problem Collaboratively Solvina Informed, Financial Effective & Integrated xpression Literacy Expressive & Critical Thinking Scientific Inquiry & Content Knowledge Self-Awareness & Self-Direction WASHINGTON CENTRAL SUPERVISORY UNION

# 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:

- 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.
- The engagement of students and the building of a classroom community are critical to student success and well-being.
- 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.
- 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-Octob	er
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

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Home / Programs / i-Ready Assessment / Diagnostic

## Discover What i-Ready Diagnostic Can Do

*i-Ready Diagnostic* is the heart of the *i-Ready Assessment* suite. It's designed with teachers in mind, to work on its own or with other *i-Ready* programs. The Grades K-12 Diagnostic manifests our core belief that all students can grow and achieve grade-level expectations. Use it to help educators see where students are, set high but achievable—expectations for growth, and connect the right instructional tools to help them get there.



i-Ready Assessment

# Local Data in Literacy and Math, Spring 2022

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

### UNDERSTANDING YOUR CHILD'S REPORT CARD & TRANSCRIPT

he Washington Central Supervisory Union (WCSU) is assessing and reporting student progress differently this year to reflect the Vermont Education Quality Standards of 2014 and WCSU's Student Learning Outcomes.

The "Standards" aligned with our Student Learning Outcomes are divided between 'Groer Knowledge" standards such as Literacy, Mathematical Content and Practices, and Artistic Expression; and "Transferable Stull" such as Creative and Practical Problem Solving, Working Independently and Collaboratively, and Self-Awareness and Self-Direction.

This guide has been prepared to give you a clear understanding of your child's current performance and progress toward meeting our school's expectations relative to these Standards; and to help you understand how we will report ongoing progress toward proficiency in the Standards.

It is important to note that not all Standards are addressed every year, nor are they assessed at all grade levels. Only the Standards that are being taught and assessed in a given year will appear on the report card.

We recognize that assessing and reporting performance on Standards aligned to our Student Learning Outcomes could potentially be confusing Please be mmunicate your child's performance elative to our current expectations. The purpose of the transcript is to eport your child's ongoing progress towards demonstrating proficiency in our graduation standards.

IN OUR NEW REPORT CARDS, we indicate whether your child is on track for exceeding, meeting, progressing towards, or beginning to meet our school's expectations by using the following numbers:

4 = Your student is exceeding course expectations

= Your student is meeting course expectations

2 = Your student is progressing toward meeting course expectations

Your student is beginning to meet course expectations

Your student was not assessed on this Standard in this reporting period

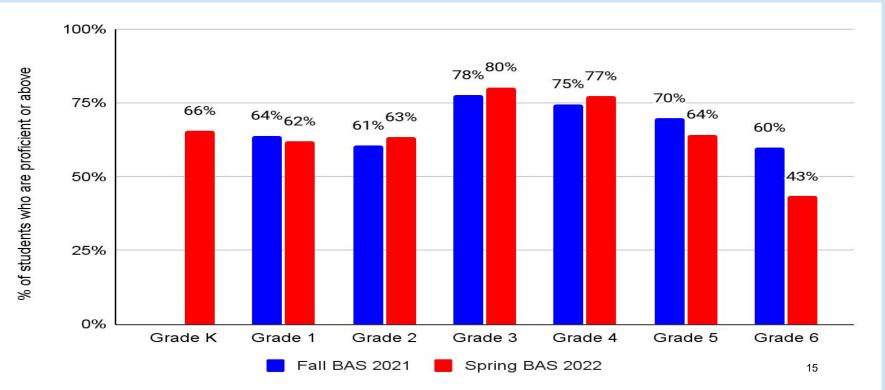
IN OUR NEW TRANSCRIPTS, we indicate your child's progress towards achieving

proficiency in the Standards, at the graduation level, by using the following letters:

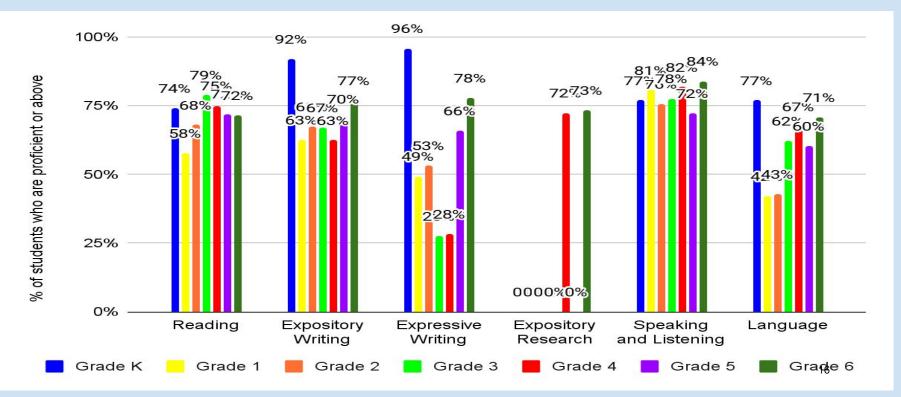
B = Beginning D = Developing



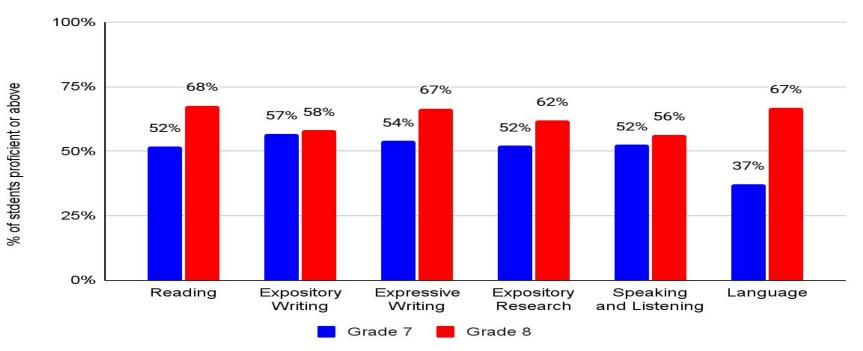
## District Wide Elementary Literacy Data by Grade % of Students Who Scored Proficient or Above



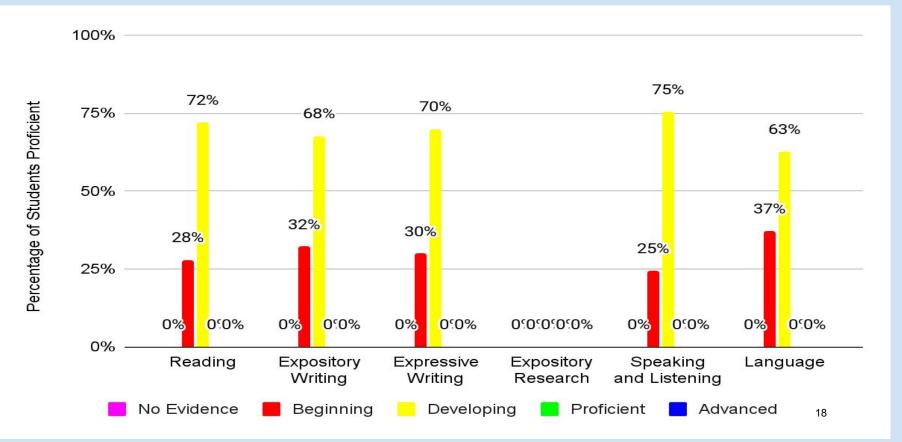
## Elementary Literacy Report Card Data by Standard % of Students Who Scored Proficient or Above



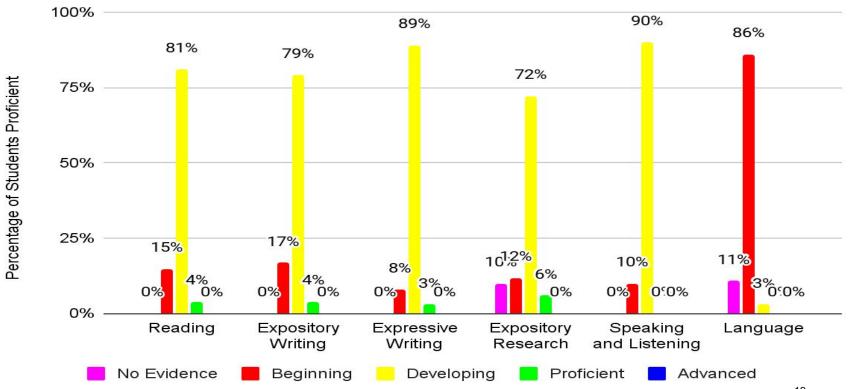
# Grade 7-8 Literacy Report Card Data by Standard % of Students Who Scored Proficient or Above



## PBGR Data Literacy for Current Grade 10, June 2022

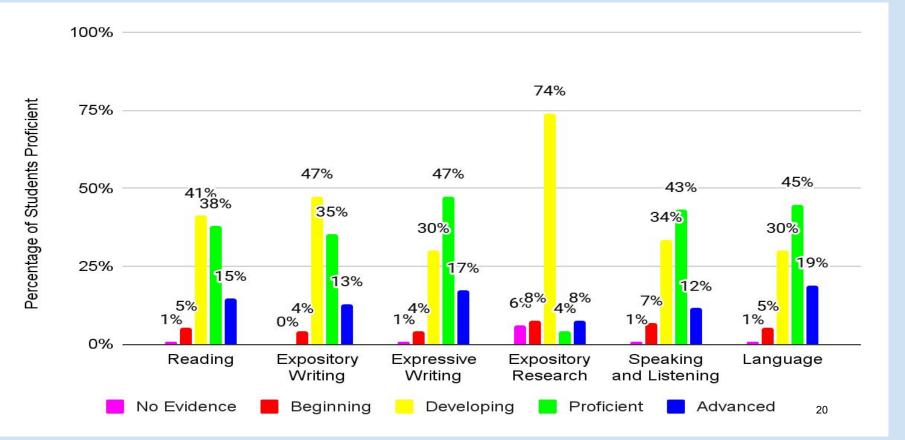


## PBGR Data Literacy for Current Grade 11, June 2022



19

## 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** 

Enhanced 5-Level Placement

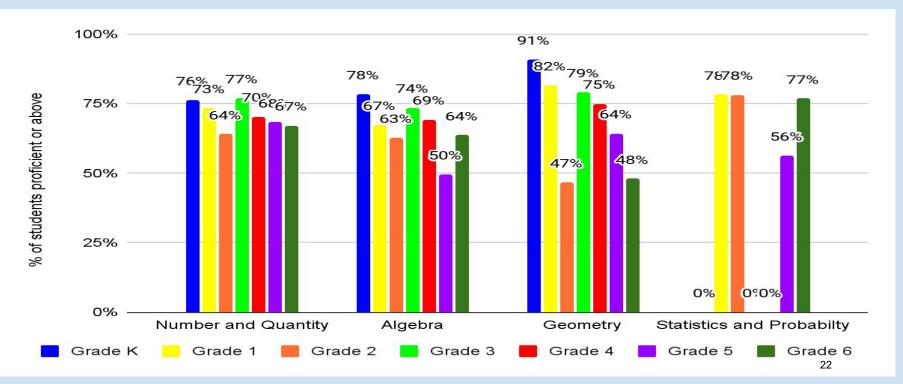
21

#### **Overall Placement**

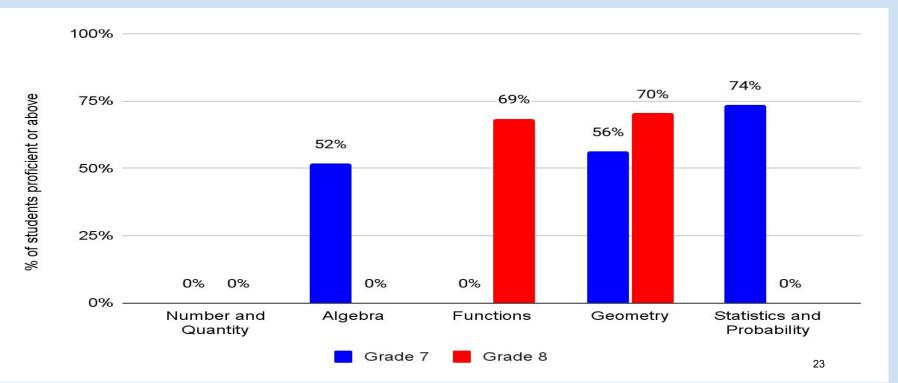
Students Assessed/Total: 892/1,205



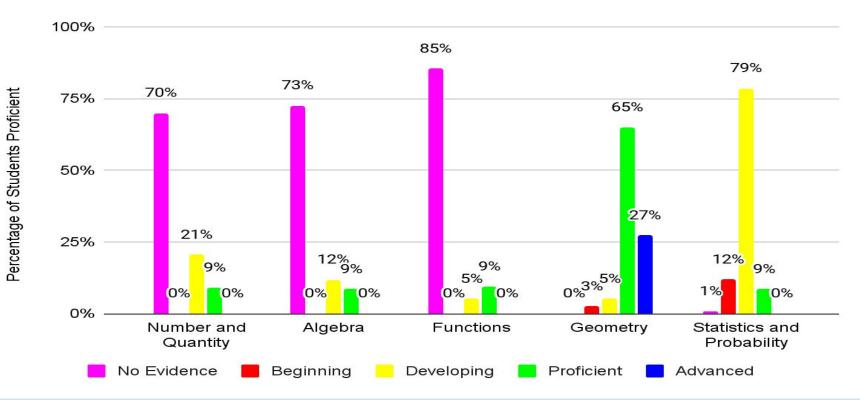
# Elementary Math Report Card Data by Standard % of Students Who Scored Proficient or Above



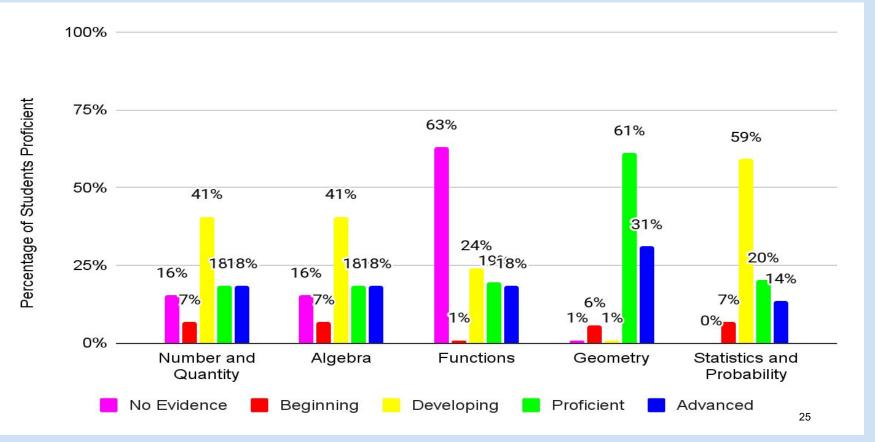
# Grade 7-8 Math Report Card Data by Standard % of Students Who Scored Proficient or Above



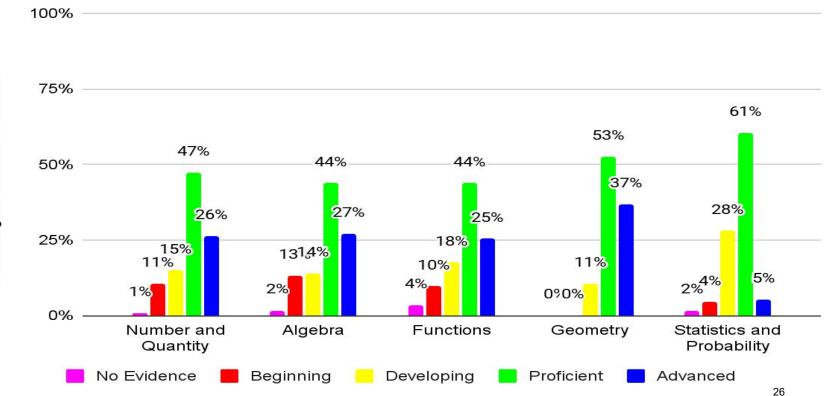
## PBGR Data Math for Current Grade 10, June 2022



## PBGR Data Math for Current Grade 11, June 2022



## PBGR Data Math for Current Grade 12, June 2022



Percentage of Students Proficient

# 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?

# Assessment *i-Ready* growth reports: How can you evaluate student growth?

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#### Proficiency:

Distribution of students across each placement level and change over time.

#### Typical Growth:

How students are growing relative to national averages. How different classes, grade levels, or groups of students are growing.

#### Stretch Growth:

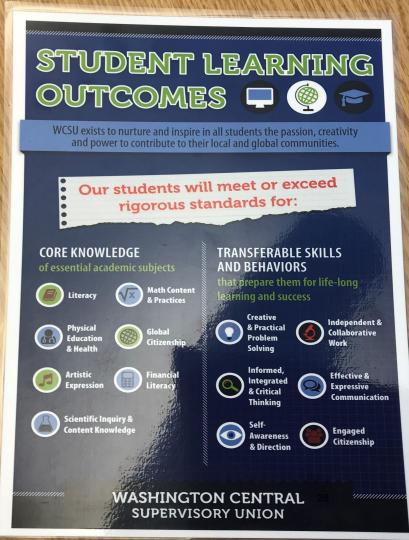
How students are growing to reach proficiency over time.

**Curriculum Associates** 

Haady Growth Reports Overview | Si i-Ready Partners

# 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?