

# Washington Central Unified Union School District

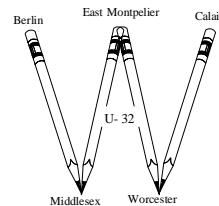
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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Meagan Roy Ed. D.  
Superintendent



**Washington Central Unified Union School  
District Education Quality Meeting Approved  
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