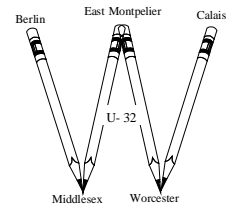


Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



WCUUSD Quality Committee Meeting Minutes Approved 3.3.21 5:00 - 6:00 pm

Present: Stephen Looke, Jen Miller-Arsenault, Lindy Johnson, Kari Bradley, Anna Farber, Jim Garrity, Scott Thompson, Bryan Olkowski, Jill Olson, Kelly Bushey, Diane Nichols-Fleming, Cindy & Mack Gardner-Morse

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:02 p.m.
- 2. Approve Minutes of 2.3.21:** Lindy Johnson moved to approve the minutes of Feb 3, 2021. Seconded by Scott Thompson. This motion carried unanimously
- 3. Reflection on Last Month's Review (Mathematical Content and Practices):**

Lindy: People seemed to enjoy the videos of children demonstrating math skills.
Kari: Seemed to have a robust conversation/ discussion.
Diane: People understand math, it's easier to talk about than the previous topic - appreciates the message that we are all mathematicians.
- 4. Discussion – Presentation of WCUUSD Literacy Student Learning Outcomes:**

Jennifer Miller-Arsenault shared a slideshow presentation to the committee: *WCUUSD Literacy Student Learning Outcomes*. She had provided an opportunity for committee members to interact with the Jam board to answer the making meaning protocol questions.

4.1. Making Meaning Protocol:

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

Jill: The format of the presentation tonight was helpful and easier to understand the analysis that Jen had provided of the data. **Diane:** An hour for this committee feels fairly rushed. How does this committee get at the hard questions - where are the gaps? What are we missing? How can we support? **Lindy:** Feels that Slide #13 is a good, concise resource for the full board. **Anna:** Appreciated the photos and visual representations. It is interesting to see ACT scores but hard to interpret as they are one whole sum.

Stephen: The full board should get an executive summary; the committee can have a more in depth discussion of the data. **Kari:** The format of the presentation worked well; Jam board might work better if we were asked to participate earlier so that we can consider each other's input to support the conversation. Might help to have some verbal responses/ reporting. The key part is getting to the implications/ how it applies to strategic planning. How do we answer some of the questions that arise during discussion?

4.2. Going Forward:

- How will we share this work with the full board?
- What worked about this process?
- What might we change for next month's SLO presentation?

Anna: The visual that shows both 19-20 and 20-21 is helpful. **Jill:** We keep trying to do one huge topic per session - maybe we need to take several sessions to consider a topic. There is a lot of ground to cover in an hour. Liked using the Jam board interactively. **Lindy:** Because we have invested in the curriculum review, we need to keep putting it out there that we are awaiting the results to inform our work going forward. **Jill:** When can we expect the curriculum review? (Jen Miller-Arsenault - expecting around mid-May.) **Kari:** What is that we think are priorities that *have to* go into strategic planning? **Kari:** Seems appropriate for this committee to take a look at the curriculum review document and do some analysis to share with the full board. **Anna:** Why do we use Star 360? **Jen Miller-Arsenault:** This is a quick, universal screener that is (at least partially) aligned with our student expectations - allows us to see generally how we are doing, and whether there are some students who we might want to take a closer look at (e.g. using Read 180 assessment). Bryan Olkowski spoke about different ways to incentivize students taking these assessments (e.g. Star 360) seriously.

5. Future Agenda Items

- Next month: Science
- May: Physical Education and Health
- June: Post-secondary outcomes
- Co-Curricular and Advanced Placement

6. Adjourn: The committee adjourned at 5:55 p.m.

Respectfully submitted,
Lisa Stoudt, Committee Recording Secretary

What did you see?

We appear to have good structure/inputs: standards, Performance Indicators, 90 minutes per day elementary instruction

Even during a pandemic, students are succeeding and are able to demonstrate learning

Significant challenges for kids on IEP

Achievement data good relative to our math and state literacy

The Chronicle is impressive at times, well written and informative

What questions did this presentation raise for you?

Does literacy proficiency keep many students from graduating?

Do we have data on what the HIGHEST performing schools look like - so we can compare ourselves to a high benchmark instead of an average?

What are the options for providing different instruction for those who need it?

Are there any districts that have reduced the gap between FRL and not to learn from?

Are there actions we could take when students are younger that would allow for more growth later?

Is the Star 360 our only way to see kids growth?

What impact does parenting have in literacy achievement?•

What struck you as significant?

Generally better achievement data than math, better than state average, still not where we want it to be

Students can learn even outside of a classroom and achieve positive feedback

Interesting to see "difference in the difference" between FRL/non and IEP/non

What are the implications for our work?

Understanding differences in literacy and math achievement could help us in strategic planning.

Can we identify strategic priorities that could allow us to make gains in both literacy and math over the next five years?

Consider whether the curriculum review supports Jen's thinking around needing to relook at writing assessment

