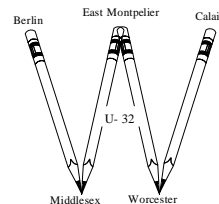


# Washington Central Unified Union School District

*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 Agenda 10.7.20 5:00 - 6:00 pm

Via Video Conference\*

<https://tinyurl.com/y6a9umz9>

Meeting ID: 921 1531 6948

Password: 016334

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

1. Call to Order
2. Approve Minutes of 6.3.20 – pg. 2
3. Discussion
  - 3.1. Draft Board Student Learning Goals - pg. 4
  - 3.2. Student Learning Outcome Review Process
  - 3.3. Local Annual Performance Report – WCUUSD - pg. 6
4. Future Agenda Items
  - 4.1. Examination of Participation in Co-Curriculars and Advanced Placement Classes
  - 4.2. Financial Literacy - How to Share findings with the board?
5. Adjourn

**\*Open Meeting Law temporary changes as of 3/30/20:**

**Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.**

**Our building will not be open for meetings. All are welcome to attend virtually.**

# Washington Central Unified Union School District

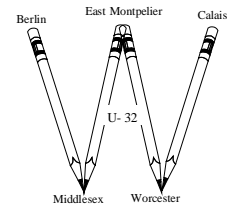
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Debra Taylor, Ph.D.  
Interim Superintendent



## WCUUSD Quality Committee Unapproved Minutes 6.3.20 6:00 - 7:00 pm

Via Video Conference\*

Present: Kari Bradley, Dorothy Naylor, Marylynn Strachan, Kelly Bushey, Jen Miller-Arsenault, Townes DeGroot, Mia Smith

1. Call to Order – the meeting was called to order at 6:10 pm.
2. Approve Minutes of 5.6.20  
**Dorothy Naylor moved to approve the minutes from 5.6.20. Seconded by Marylynn Strachan, this motion carried unanimously.**
3. Committee Charge  
Kari shared the committee charge. He will present this tonight at the WCUUSD meeting.
4. Discussion
  - 4.1 Examination of student achievement data over time: Jen Miller-Arsenault shared this data. The committee discussed the issue that students may not take the test taking seriously on these SBAC tests. Jen Miller-Arsenault talked about triangulating with state level assessments (e.g. SBAC), and local assessments (Star360, F&P), and report card data/ classroom performance.

Jen Miller-Arsenault explained that generally students are more invested in their performance on the SAT/ ACT assessments. She had shared some data from 2018 and 2019. She shared data around AP exams. Brief discussion followed around the format for taking AP exams this year due to the COVID19 quarantine.

Jen Miller-Arsenault stated that all sophomores took the PSAT in school but not all students choose to take the SAT and/ or ACT.

Flor Diaz Smith stated that she thought the enrollment in AP courses is fairly low and she would like to see more participation, more broad participation in AP courses and exams.

4.2 Post-secondary achievement and plans: Jen Miller-Arsenault had shared self-reported data from students about post-secondary plans.

4.3 Draft monitoring calendar: Jen Miller-Arsenault shared a draft calendar for sharing data over the course of the school year. Flor Diaz Smith asked the committee to consider how to measure improvement/ how to set goals/ targets, for example, a year's worth of growth.

4.4 Focus on remote learning: Jen Miller-Arsenault shared the following

Successes: Pre-K through Grade 6 - writing narratives for report cards, focusing on literacy, math and transferable skills; Closure, rituals, ways to stay festive; Recognizing the sense of loss from the traditional approach but still finding opportunities to celebrate students.

Challenges: taking on equity work, lots of conversation around this, especially recently; "Virtual Curriculum Camp" is scheduled in light of COVID19, and some teachers have expressed interest.

She stated that we are in the process of surveying students, families, staff about what worked well, what was surprising, what might you continue in the future, what were the challenges, what would you change in the future

Jen Miller-Arsenault - the amount of planning that we are having to take on during this time of uncertainty. She asked the board to be sensitive to teachers and administrators who are weary.

Flor Diaz Smith asked about the grades that students are given - are there any grades of "I" - incomplete? Jen Miller-Arsenault - not for grades through six.

Marylynn Strachan - re: the fall - have there been conversations about grouping students based on where they are, currently, if we have a staggered format in the fall? Jen Miller-Arsenault replied that we have had early conversations about cohorts and planning but the conversations are still in the early stages.

## 5. Future Agenda Items

Examination of Participation in Co-Curriculars and Advanced Placement Classes, Financial Literacy, How to share findings with the WCUUSD board?

## 6. Adjourn – meeting adjourned by consensus at 6:58 pm.

Respectfully submitted,  
Lisa Stoudt

**\*Open Meeting Law temporary changes as of 3/30/20:**

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## Draft 2020-2021 Student Learning Goals

1. Establish a board process for review and analysis of Student Learning Outcome achievement data
  - a. Regular (monthly) and comprehensive (all Student Learning Outcomes)
  - b. Support from Education Quality Committee
  - c. Establish review calendar for SY2020-2021 (see draft below)
  - d. Committee use established discussion protocol, propose to start with adapted [Making Meaning Protocol](#)
  - e. Committee incorporate teacher and student voices and perspectives
  - f. Standing monthly school board agenda item using committee findings
  - g. Year-end reflection to fine-tune system (June 2021)

Desired Outcome: Board agreement on ongoing system for monitoring SLO achievement data, June 2021

2. Develop a strategic plan for the district to improve learning for all students that reflects the values of our community
  - a. Board authorize and participate in a curriculum or instructional review
    - i. Incorporate findings from learning data review process
  - b. Board solicit community input
  - c. Leadership Team propose a 3-5 year strategic plan by May 2021
    - i. To guide all improvement initiatives
    - ii. Includes system-wide learning goals to close student achievement gap
    - iii. Includes focus on transferable skills and social and emotional health
  - d. Use plan as basis for 2023 budget

Desired Outcome: Board adopt 3-5 year strategic plan, June 2021

## Draft Calendar

Month	Area of Focus
August	
September	
October	Board Goals and Monitoring System
November	Financial Literacy
December	Transferable Skills

January	Continuous Improvement Planning Check In
February	Math
March	Literacy
April	Science
May	Physical Education and Health
June	Post-Secondary Plans and Outcomes
July	

From September 2020 Board Retreat

**Student Achievement**

- Instructional Audit/Curriculum Audit
- Measuring Life skills
- Measuring Social & Emotional health
- Focus on the achievement gap
- Closing the achievement and opportunity gap.
- Measurable goals and what are we going to do about them?

# **Local Annual Performance Report**

**School Year 2018-2019**

**SU032 Washington Central SU**

**Data Administration and Reporting Team**

**(802) 828-0515**



## Local Annual Performance Report School Year 2018-2019

A description of how data were calculated for each indicator can be found by clicking on the name of the indicator.

Data Notes:

NA: Not applicable to this Supervisory Union or No data

\*\*\*: Suppressed due to counts <5

OSEP: U.S. Department of Education's Office of Special Education Programs

Indicator 1: [Graduation Rate](#) – Performance Indicator

Data Source: DC#06 and DC#04

Note: Per OSEP instructions, this data is from 2017-2018 school year.

	SU Data	State Actual	SU & State Target	SU Target Met?
Percent of youth with IEPs graduating from high school with a regular diploma. Calculated as 4 year, 5 year and 6 year cohorts. Reported data is 6 year cohort.	75.00%	79.88%	≥ 86.00%	No

Indicator 2: [Drop-Out Rate](#) – Performance Indicator

Data Source: Child Count and Child Count Exiting Collections

Note: Per OSEP instructions, this data is from 2017-2018 school year.

	SU Data	State Actual	SU & State Target	SU Target Met?
Percent of youth with IEPs dropping out of high school	5.19%	3.05%	≤ 3.20%	No

Indicator 3: [Assessment](#) – Performance Indicator

Data Source: Assessment data and DC#04

	SU Data	State Actual*	SU & State Target	SU Target Met?
A. Reserved.	NA	NA	NA	NA
B. Participation rate for children with IEPs for Reading assessments	96.08%	95.01%	≥ 99.25%	No
B. Participation rate for children with IEPs for Math assessments	96.08%	95.11%	≥ 99.25%	No
C. Proficiency percentage for children with IEPs on Reading assessments	14.97%	14.05%	≥ 12.25%	Yes
C. Proficiency percentage for children with IEPs on Math assessments	4.08%	10.42%	≥ 7.35%	No

\*: State actual data has been revised since Vermont SPP/APR submission

Indicator 4A: [Suspension/Expulsion](#) – Performance Indicator

Data Source: DC#04

Note: Per OSEP instructions, this data is from 2017-2018 school year.

	SU Data	State Actual	SU & State Target	SU Target Met?
Was the district identified by the State as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%	No	Yes

Indicator 4B: [Suspension/Expulsion by race or ethnicity](#) – Compliance Indicator

Data Source: DC#04

Note: Per OSEP instructions, this data is from 2017-2018 school year.

	SU Data	State Actual	SU & State Target	SU Target Met?
Was the district identified by the State as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements?	No	0.00%	No	Yes

Indicator 5: [School Age LRE](#) – Performance Indicator

Data Source: Child Count

Percent of children with IEPs aged 6 through 21 served:	SU Data	State Actual	SU & State Target	SU Target Met?
A. Inside the regular class 80% or more of the day (SU data must be equal or greater than State Target).	87.50%	77.99%	≥ 79.00%	Yes
B. Inside the regular class less than 40% of the day (SU data must be less than or equal to State Target).	3.88%	4.51%	≤ 7.00%	Yes
C. In separate schools, residential facilities or homebound / hospital placements (SU data must be less than or equal to State Target).	2.59%	6.35%	≤ 3.75%	Yes

Indicator 6: [Early Childhood Age LRE](#) – Performance Indicator

Data Source: Child Count

Percent of children with IEPs aged 3 through 5 served in:	SU Data	State Actual	SU & State Target	SU Target Met?
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	61.54%	73.19%	≥ 71.78%	No
B. Separate special education class, separate school or residential facility.	3.85%	0.63%	≤ 6.19%	Yes



Indicator 7: [Early Childhood Outcomes](#) – Performance Indicator

Data Source: Child Count and Child Count Exiting Collections

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:	SU Data	State Actual	SU & State Target	SU Target Met?
<b>Outcome A. Improved positive social-emotional skills (including social relationships)</b>				
1. Of those preschool children who entered or exited their program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	***	81.90%	≥ 87.13%	***
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	***	52.08%	≥ 41.41%	***
<b>Outcome B. Improved acquisition and use of knowledge and skills (including early language / communication and early literacy)</b>				
1. Of those preschool children who entered or exited their program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	***	88.63%	≥ 87.80%	***
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	***	40.34%	≥ 32.99%	***
<b>Outcome C. Improved use of appropriate behaviors to meet their needs</b>				
1. Of those preschool children who entered or exited their program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	***	83.27%	≥ 86.50%	***
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	***	60.64%	≥ 55.21%	***

Indicator 8: [Parent Involvement](#) – Performance Indicator

Data Source: Parent Involvement Survey

	SU Data	State Actual	SU & State Target	SU Target Met?
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	42.86%	34.31%	≥ 38.12%	Yes

Indicator 9: [Disproportionality](#) – Compliance Indicator

Data Source: Child Count and DC#06

	SU Data	State Actual	SU & State Target	SU Met Target?
Has the SU been identified for disproportionate representation of race and ethnic groups in special education and related services that is the result of inappropriate identification?	No	0.00%	No	Yes

Indicator 10: [Disproportionality](#) – Compliance Indicator

Data Source: Child Count and DC#06

	SU Data	State Actual	SU & State Target	SU Met Target?
Has the SU been identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%	No	Yes

Indicator 11: [Child Find](#) – Compliance Indicator

Data Source: Monitoring Cycle

	SU Data	State Actual	SU & State Target	SU Met Target?
Percent of children with parental consent for initial evaluation, who were evaluated within 60 days.	100.00%	97.13%	100.00%	Yes

Indicator 12: [Early Childhood Transition](#) – Compliance Indicator

Data Source: Monitoring Cycle

	SU Data	State Actual	SU & State Target	SU Met Target?
Percent of children referred by Part C prior to age 3, who are found eligible for Part B and who have IEP developed and implemented by their 3 <sup>rd</sup> birthdays.	100.00%	100.00%	100.00%	Yes

Indicator 13: [Post-Secondary Transition](#) – Compliance Indicator

Data Source: Monitoring Cycle

	SU Data	State Actual	SU & State Target	SU Met Target?
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	50.00%	71.25%	100.00%	No

Indicator 14: [Post-School Outcomes](#) – Performance Indicator

Data Source: Post-Secondary Outcomes Survey

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	SU Data	State Actual	SU & State Target	SU Met Target?
A. Enrolled in higher education within one year of leaving high school.	***	22.92%	≥ 24.25%	***
B. Enrolled in higher education or competitively employed within one year of leaving high school.	***	72.92%	≥ 56.50%	***
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	***	88.89%	≥ 72.00%	***