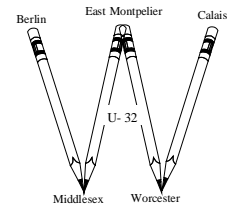


Washington Central Unified Union School District

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

Debra Taylor, Ph.D.
Interim Superintendent



WCUUSD Quality Committee Meeting Agenda 6.3.20 6:00 - 7:00 pm

Via Video Conference*

<https://tinyurl.com/ycvq29d3>

Meeting ID: 991 8317 9399

Password: 927095

Dial by Your Location 1-929-205-6099

1. Call to Order
2. Approve Minutes of 5.6.20 – pg. 2
3. Committee Charge – pg. 5
4. Discussion
 - 4.1 Examination of Student Achievement Data--Cohorts Over Time – pg. 7
 - 4.2 Post-Secondary Achievement and Plans
 - 4.3 Draft Monitoring Calendar
 - 4.4 Focus on Remote Learning
5. Future Agenda Items
 - 5.1 Examination of Participation in Co-Curriculars and Advanced Placement Classes
6. 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.

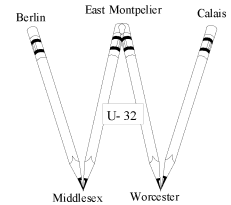
Our building will not be open for meetings. All are welcome to attend virtually.

Washington Central Unified Union School District

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

Debra Taylor, Ph.D.
Interim Superintendent



WCUUSD Quality Committee Minutes - Unapproved 5.6.20 6:07 - 6:57 pm

Via Video Conference*

In attendance: Kari Bradley (Chair), Jen Miller-Arsenault (Director of Curriculum, Instruction, and Assessment), Diane Nichols-Fleming (Board), Jill Olson (Board), Mia Smith (Student Rep to Board), Cindy Gardner-Morse (Public), and Corrine Stridsburg (Public)

1. Called to Order: 6:07 p.m.
2. Approved Minutes of 4.1.20 – Jill Olson moved the minutes. Diane seconded. All voted unanimously.
3. Draft Committee Charge – Kari Bradley checked in on the charge of the committee to use evidence to assess quality. Diane Nichols-Fleming said it was helpful to identify both academics and transferable skills. Kari Bradley suggested to start with student learning outcomes (SLO) to define achievement. Jill Olson agreed to focus on SLO's but didn't want to leave out post secondary success. Kari Bradley will draft the charge and share with the group for review.
4. Discussion
 - 4.1 State Literacy and Math Data – Jennifer Miller-Arsenault provided a continuation of the presentation last month addressing requests for information. She shared a comparison of WCUUSD to the state from spring of 2019. Students were just above the state average, except grade 8, which was close. The next slide showed a cohort over time in ELA. The data showed this year's 9th graders from 4th through 8th grade in comparison to the state, using SBAC as the measure. A second chart for Math, compared the same group and assessment to the state and showed that scores slipped over time in comparison with the state. Cindy Gardner-Morse asked how a year's gain was measured. Jen said scale scores combined with other data are cut for what state determines proficient. The SBAC is just one measure and they try to triangulate the data using local assessments (Star 360), benchmarks assessments, early literacy

assessments, and classroom assessments and progress on report cards to measure one years of growth comprehensively.

Jennifer Miller-Arsenault was asked to provide data on the achievement of students who qualified for free and reduced lunch, students with IEPs, students without IEPs and students who have both, which were fewer than 10. A final question was the definition of 4-year graduation rate. Jennifer Miller-Arsenault said the data was not yet available due to glitches with state longitudinal data systems. She had emailed the AOE and hoped maybe in June.

Kari Bradley asked how the school and Jennifer Miller-Arsenault can support the Quality Committee as they look at students across all SLO's including transferable skills, which are more important than ever. The Committee might want a monitoring structure to review one SLO at a time, using formal and informal measures. Cindy Gardner-Morse asked for high school graduation rates. The 2018 cohort was 90%. Diane Nichols-Fleming asked to cross reference those students who achieved across the board with those involved in sports and the arts. Jennifer Miller-Arsenault would like to establish a plan for monitoring and focus on this discussion at the next meeting. Kari Bradley wanted a calendar to monitor SLOs and asked Jennifer Miller-Arsenault to draft it. Diane Nichols-Fleming wanted to see areas of strength and areas of challenge. Kari Bradley asked for clarification about a chart. Cindy Gardner-Morse asked about high school student services and graduation rates. Jennifer Miller-Arsenault shared alternative paths to graduation including the Zenith program, to support all learners.

4.2 Update on Remote Learning - Jennifer Miller-Arsenault said the CLP, which was drafted, started with goals and driving principles and was the right way to go. As issues come up, the district keeps going back to guiding principles to see if it was reasonable, responsible, and connected. It continues to be a success. She shared the success of the technology department, who has worked hard with families in different situations to increase access. Schools have created remote learning sites to consolidate information for families because families were feeling inundated with school communication. Special educators have worked tirelessly to create learning plans for students and build connections with families. Challenges and next steps will be to achieve balance for teachers and families. She shared how hard teachers have worked when many have young children at home. Anecdotal reports have shown that families were doing OK when maintaining learning, but when the expectation increased to include elementary allied arts, it put some families over the edge.

Jennifer Miller-Arsenault said schools are continuing to iron out scoring and reporting practices and don't want to penalize students or families due to circumstances. It is important to return to the guiding principles and meet students where they are. There will be a need to evaluate the effectiveness of the CLP. Now they have anecdotal reports from teachers and families, but will need to have more forms and structure. A task force will draft a reporting idea for the end of year for elementary and communication about summer. Teachers are worried about retention for next year, and will assure families we will meet students where

they are. Board support has done a lovely job expressing appreciation to the teachers. As we await a big announcement on summer learning and camps, the district will need to be flexible and nimble. Literacy specialists across all schools have expressed the need for more intervention materials. In the fall, Math teachers wonder how to balance welcoming kids and also conducting diagnostic assessments using iReady to know the current state. Jill Olson asked about why adding Allied Arts sent families over the edge, and asked if it could be optional. Jennifer Miller-Arsenault said the next work is to see what kids have done, decide how to score and report it, and what to do if there is no evidence of work. No student will be penalized, and schools will do the best they can, provide reasonable expectations, and respond in the fall. Diane Nichols-Fleming asked how student voices can be included. Mia Smith stressed the importance of student/teacher connection, which was easier with some teachers. Students need a clear understanding of what grades look like and others don't know or understand how grades are calculated. Diane Nichols-Fleming asked Mia Smith about quality relationships between teachers and administrators with learners. Mia Smith said it was just as important now with distance learning as with normal school. She said that there is not clarity about transferrable skills vs content skills. Some students are not open to proficiencies, and some teachers struggle with proficiencies, it also affects students. Diane Nichols-Fleming asked about PD for teachers..

5. Future Agenda Items - Next meeting will be June. Draft monitoring calendar. Explore one SLO (not literacy or math). Review the correlation of AP students and their connection to artistic expression. Quality of education in unusual environments. AP Exams. SAT's. College referrals. Implications for U-32. Focus on remote learning for the near future.

6. Adjourned by consensus at 6:57 p.m.

Michele Tofel-Murray
Committee Recorder

***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.

WCUUSD School Quality Committee

June 2020

Proposed Charter

Committee Charter

Date: June 2020

Chair: Kari Bradley

Members: Marylynne Strachan, Diane Nichols-Fleming, Jill Olson, Flor Diaz Smith, Mia Smith, Jaiel Pulskamp, Scott Thompson (ex officio)

Staff Support: Debra Taylor, Jen Miller-Arsenault

The job of the School Quality Committee is to:

1. Support the board in defining, understanding and monitoring student learning outcome achievement including current performance, trends, student experience, equity and post-graduation success
2. Support the board's understanding of district plans and systems for instruction, assessment and overall performance measurement
3. Help the district to understand opportunities, challenges and resources needed for school quality improvement
4. Support staff adoption of strategic priorities and appropriate targets for improvement.
5. As directed by the board chair, provide verbal or written report to the board about the activities of the committee.

Relevant Board Policies

Student Learning Outcomes

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

More specifically, WCSU students will meet or exceed rigorous standards for:

Core knowledge of essential academic subjects, including:

- Literacy
- Mathematical Content and Practices
- Physical Education and Health
- Global Citizenship
- Artistic Expression
- Financial Literacy
- Scientific Inquiry and Content Knowledge

Transferable skills and behaviors that prepare them for life-long learning and success, including:

- 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

A31: Board Member Education

It is the policy of the Washington Central Unified Union School District to encourage and support board members' efforts to actively engage in their roles and the issues with which they deal.

A35: Board Goal-Setting & Evaluation

The board will participate in goal-setting and self-evaluation activities developed or recommended by the superintendent annually in April.

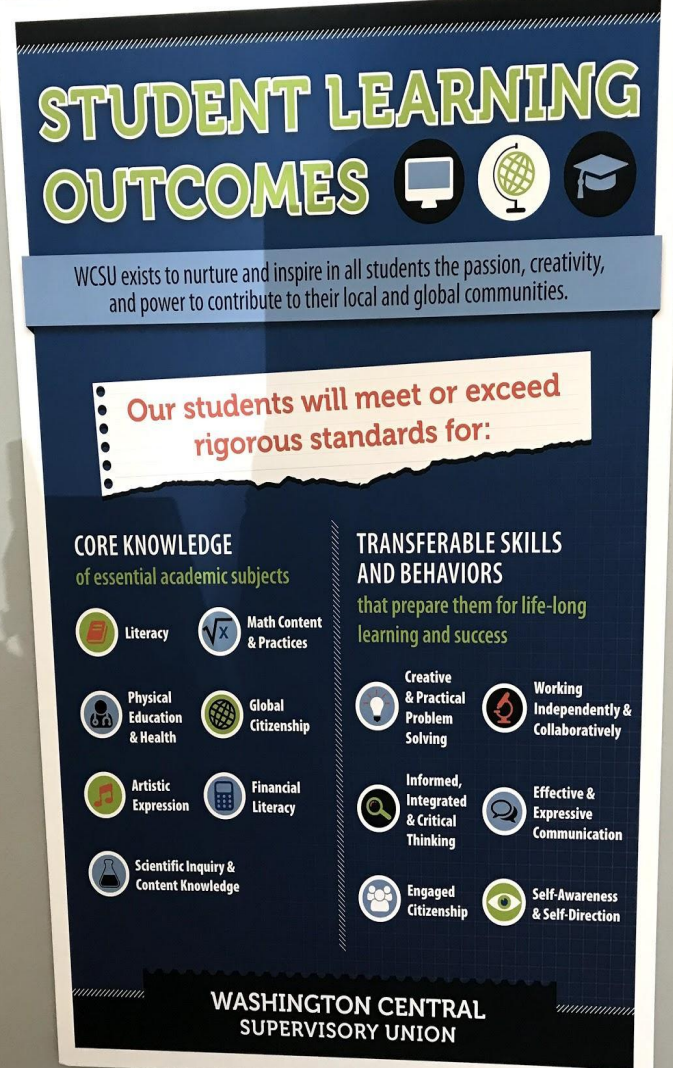
D1: PBGRs

It is the policy of Washington Central Unified Union School District to ensure that all students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in Washington Central's Student Learning Outcomes (SLO), in alignment with Vermont's Education Quality Standards.

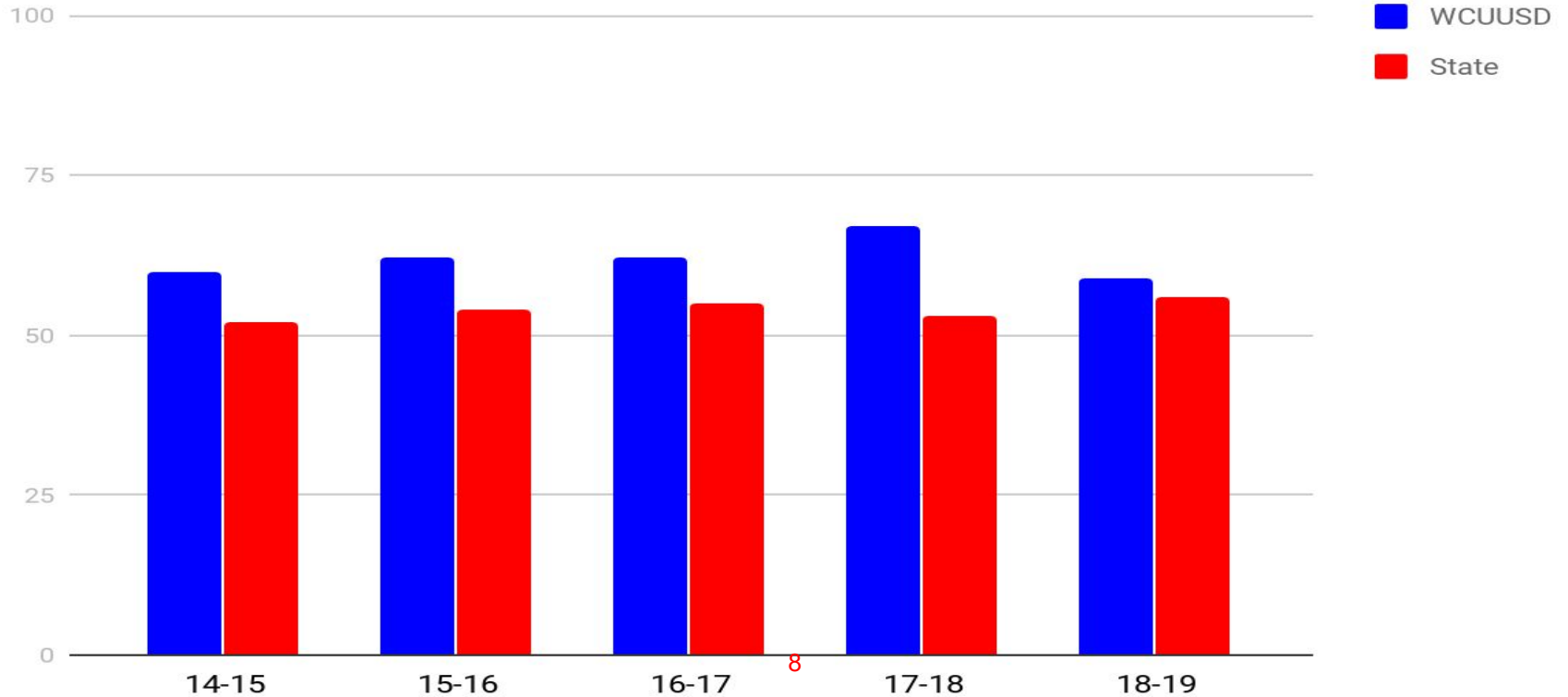
WCUUSD Student Achievement Data (continued)

Education Quality Committee
June 3, 2020

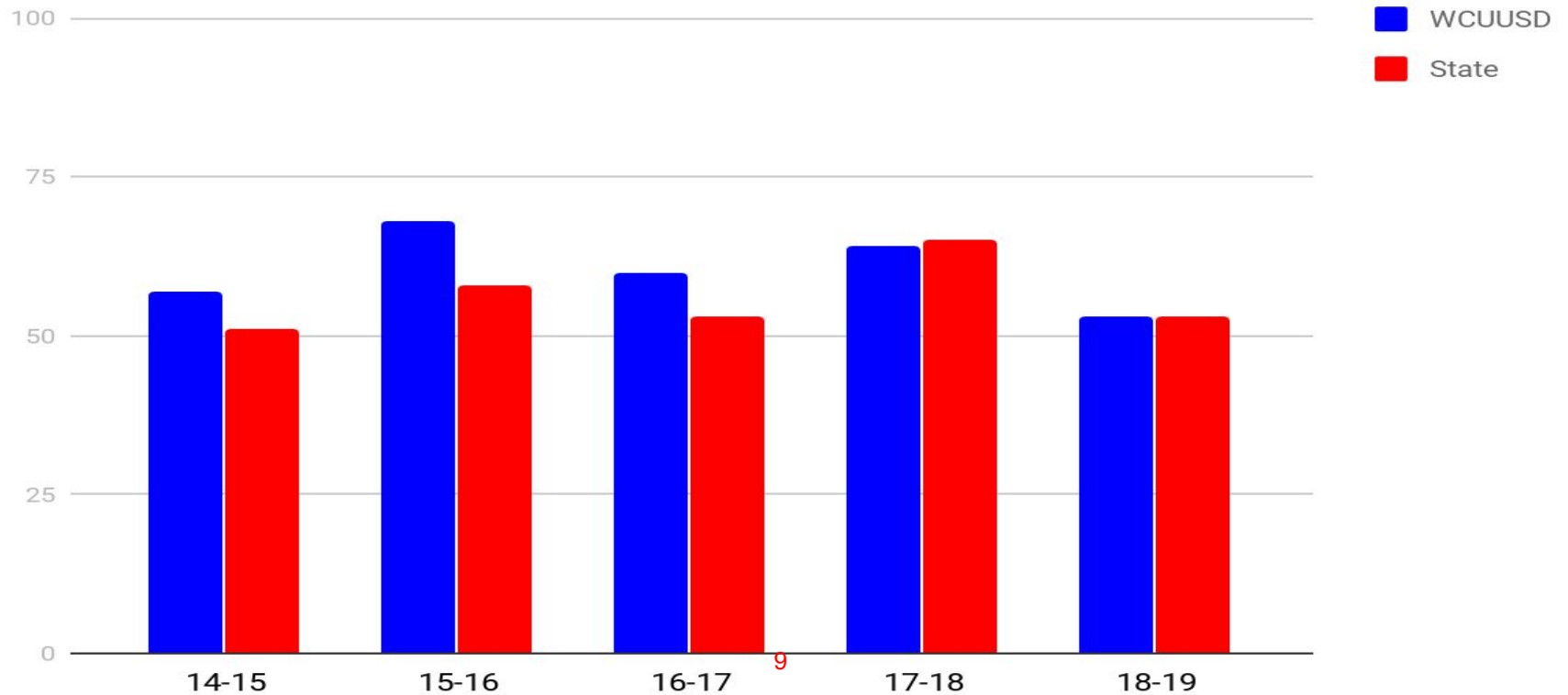
7



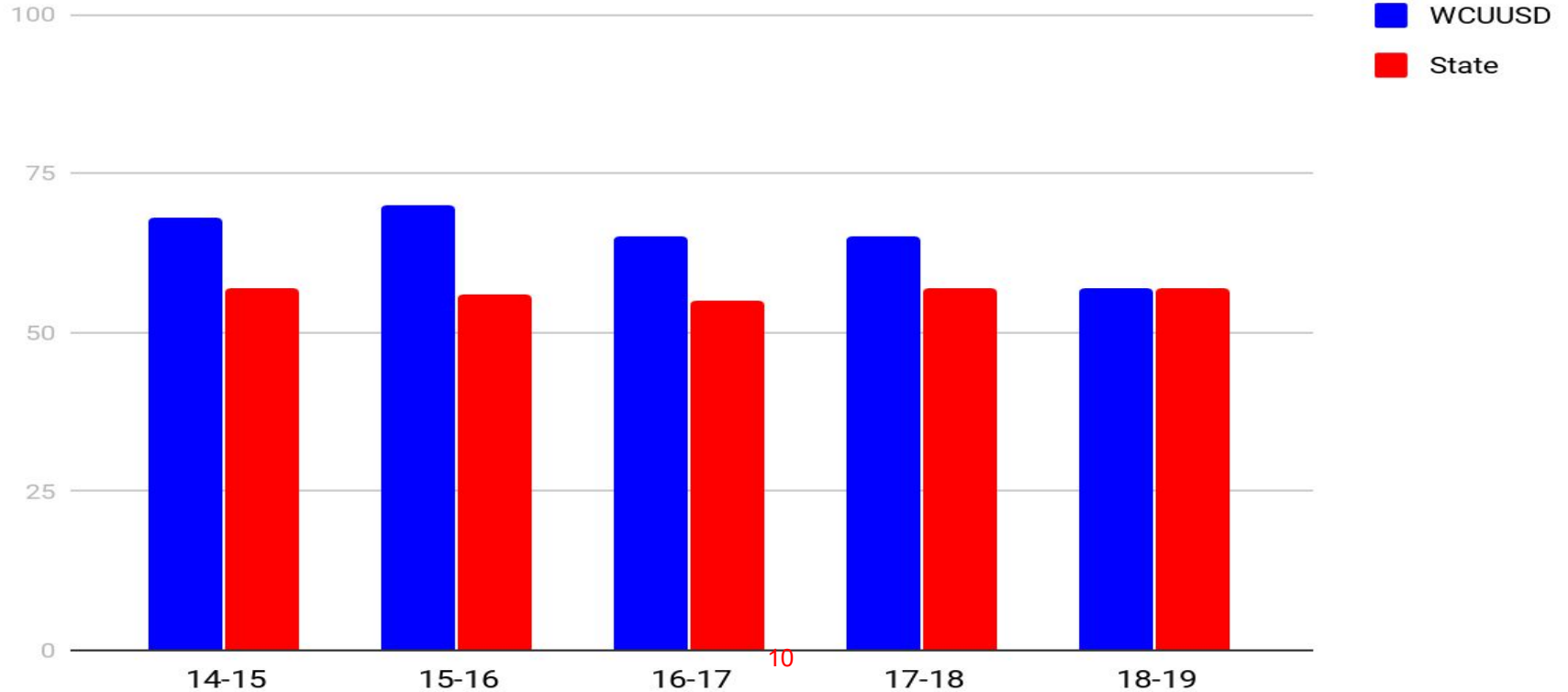
Current Grade 8 Cohort Over Time: ELA % Proficient or Above



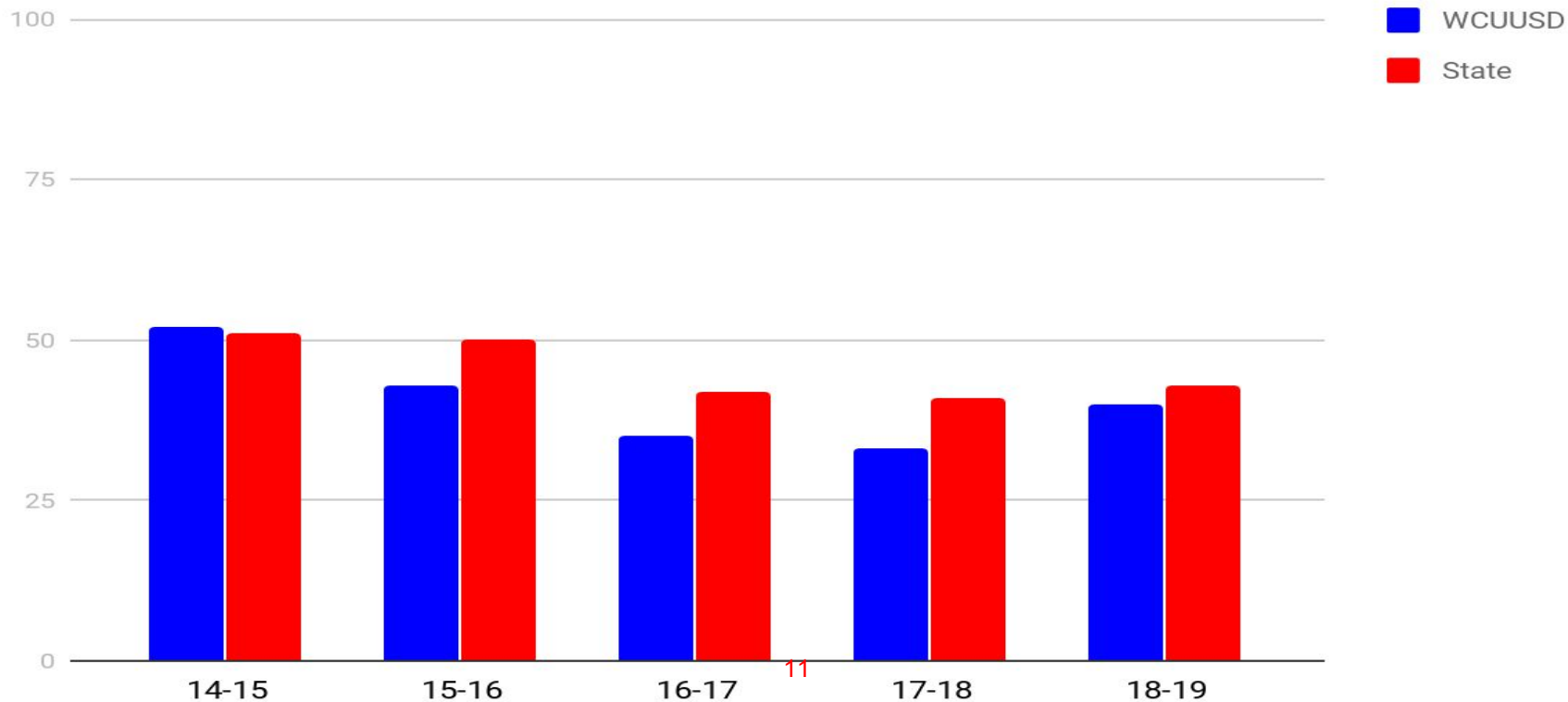
Current Grade 9 Cohort Over Time: ELA % Proficient or Above



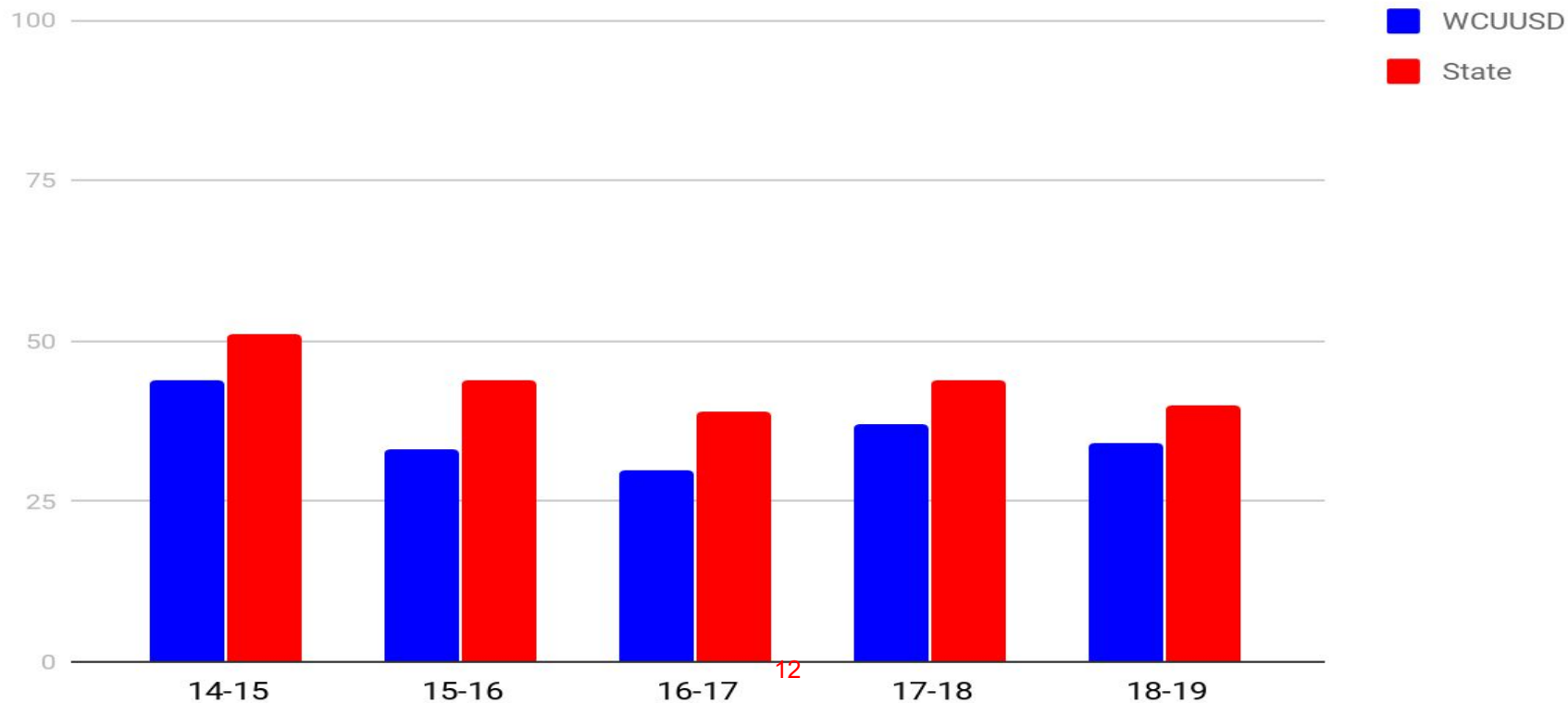
Current Grade 10 Cohort Over Time: ELA % Proficient or Above



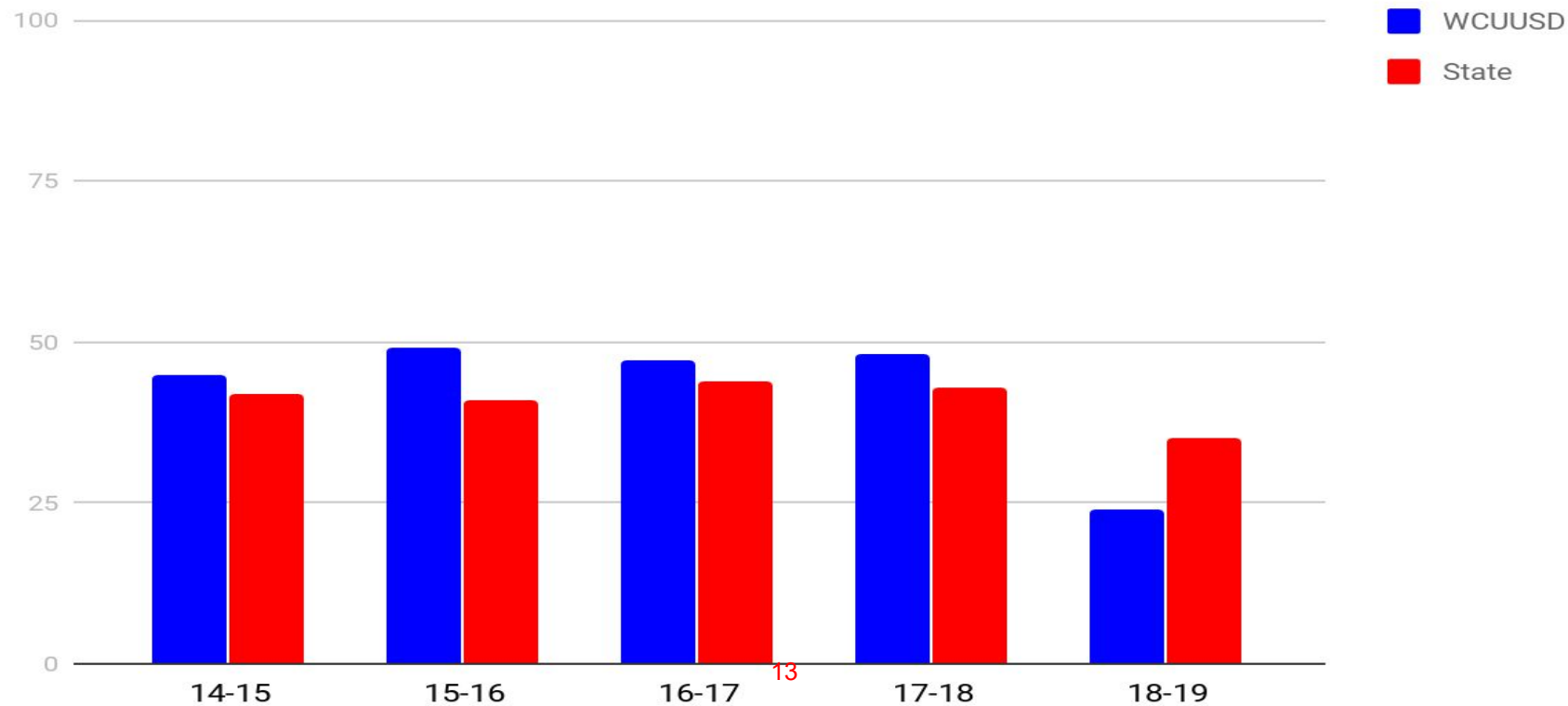
Current Grade 8 Cohort Over Time: Math % Proficient or Above



Current Grade 9 Cohort Over Time: Math % Proficient or Above



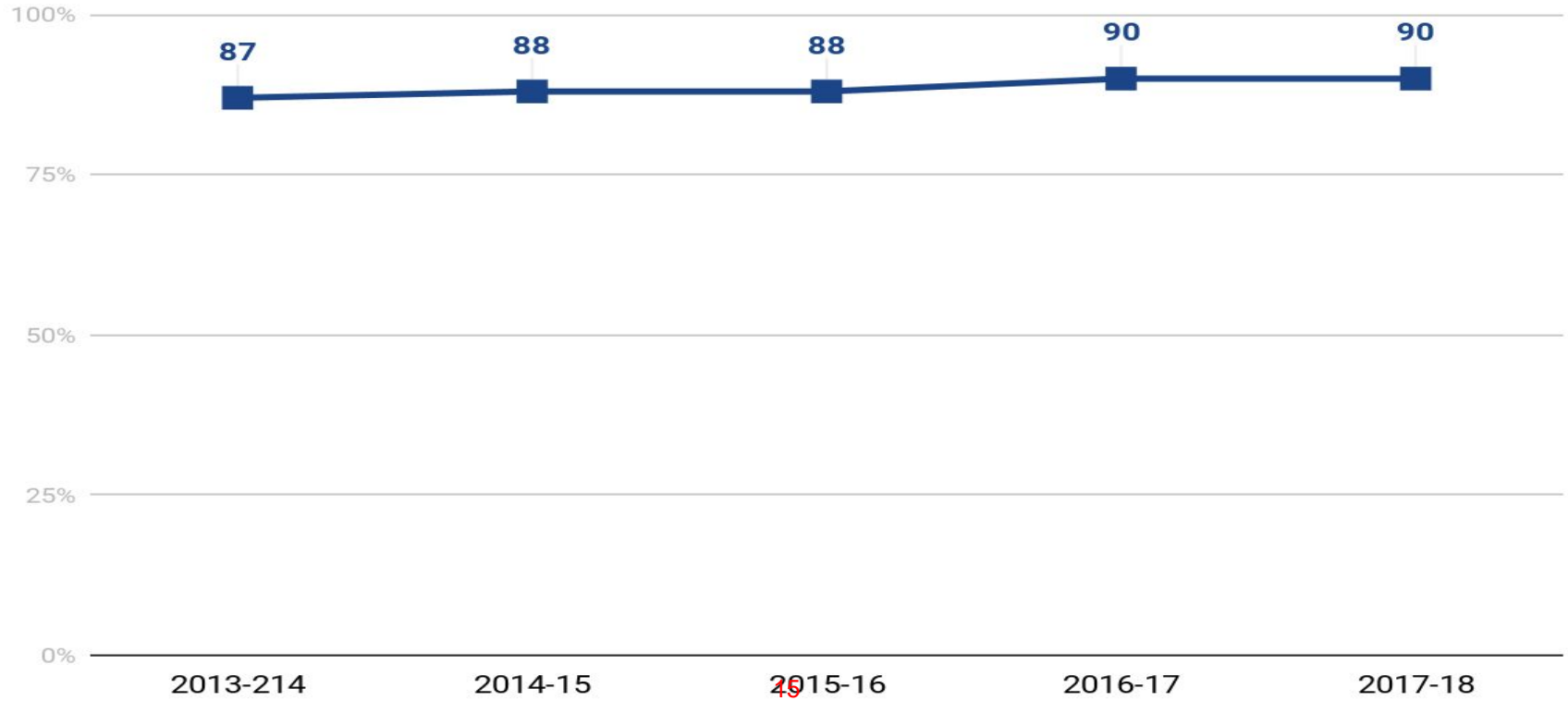
Current Grade 10 Cohort Over Time: Math % Proficient or Above



AOE Definition of 4-year Cohort Graduation Rate

The cohort graduation rate is calculated by tracking the students from the time they enter grade nine. Students who graduate within four years are considered on-time graduates. Students who graduate one or two years later are included in the five and six year graduation rates. The total number of graduates is divided by the total number of students in the cohort. Students who transfer into a school are included in the cohort, while students who transfer out are dropped from the cohort. ¹⁴

U-32 4-year Graduation Rate



Where do our graduates go?	2015	2016	2017	2018	2019
Number of Graduates	118	125	123	126	106
Attending College	69%	66%	65%	68%	65%
2-Year College	13%	14%	15%	12%	8%
4-Year College	56%	53%	50%	56%	57%
Employed/Gap/Military	31%	33%	29%	32%	26%

SAT/ACT	2018	2019	VT Average
Math	557	566	550
Verbal	583	581	560
ACT	25.5	24.8	24.1

Class of 2020 Post-Secondary Plans

*Self-Reported as of May 29, 2020

# of Graduates (Anticipated)	119
Attending College	55%
2-year College	3%
4-year College	52%
Apprenticeship or career ed.	6%
Employed/gap/military	13%
Unknown	26%

Advanced Placement Exam Scores 2016-2018

*Calculus BC, Computer Science, Politics and Government too small to report

	5	4	3	2	1
Biology	6	14	9	6	0
Calculus AB	7	11	11	12	7
Chemistry	5	11	8	10	6
English Literature/Composition	7	22	26	28	2
French	0	1	7	6	1
Physics C	8	4	8	5	0
Spanish	1	2	7	3	0
Statistics	10	15	16	8	7
US History	7	19	18	22	6

2020 Advanced Placement Registration

Exam	# Registered		Exam	# Registered
Biology	10		Physics 1	11
Calculus AB	10		Physics C Mechanics	2
Chemistry	28		Spanish	8
Computer Science	0		Statistics	38
English Literature and Composition	26		US History	28
French	10			

Class of 2019 College Acceptances

*Self-Reported

Members of the class of 2019 were accepted to the following schools: American Univ., Assumption College, Bentley Univ., Bowdoin College, Bryant Univ., California State Univ., Northridge, Castleton Univ., Champlain College, Chapman Univ., Clark Univ., Clarkson Univ., Clinton Community College, Coastal Carolina Univ., Colby-Sawyer College, Community College of Vermont, Cornell Univ., DePaul Univ., Drexel Univ., Dutchess Community College, Eckerd College, Elizabethtown Community & Technical College, Emmanuel College, Endicott College, Fordham Univ., Franklin Pierce Univ., Gordon College, Grand Canyon Univ., Haverford College, Hawaii Pacific Univ., High Point Univ., Ithaca College, Kent State Univ., Lasell College, Lesley Univ., Lewis & Clark College, Loyola Univ. Chicago, Macalester College, Manhattan College, Marymount Manhattan College, Merrimack College, Michigan State Univ., Middlebury College, Monash South Africa, Montana State Univ., Bozeman, New England College, Northern Vermont Univ.-Johnson, Northern Vermont Univ.-Lyndon, Norwich Univ., Occidental College, Pace Univ., New York City, Pacific Lutheran Univ., Pennsylvania State Univ., Plymouth State Univ., Quinnipiac Univ., Rensselaer Polytechnic Institute, Rhode Island College, Rochester Institute of Technology, Roger Williams Univ., Saint Anselm College, Saint Louis Univ., Saint Michael's College, Samford Univ., Savannah College of Art and Design, Smith College, Southern Maine Community College, Southern New Hampshire Univ., St. John Fisher College, St. Lawrence Univ., SUNY Adirondack, Syracuse Univ., The Sage Colleges, The Univ. of Alabama, Univ. of Cape Town, Univ. of Colorado at Boulder, Univ. of Connecticut, Univ. of Delaware, Univ. of Denver, Univ. of Johannesburg, Univ. of Maine, Univ. of Maine at Farmington, Univ. of Massachusetts Dartmouth, Univ. of Massachusetts, Amherst, Univ. of Massachusetts, Boston, Univ. of Minnesota, Twin Cities, Univ. of New England, Univ. of New Hampshire at Durham, Univ. of New Haven, Univ. of Portland, Univ. of Rhode Island, Univ. of Southern Indiana, Univ. of Southern Maine, Univ. of Vermont, Univ. of Washington, Vermont Technical College, Warner Pacific Univ., Western Carolina Univ., Western Washington Univ., Whitman College, Whittier College, Whitworth Univ.

Class of 2020 College Acceptances

*Self-Reported as of May 21, 2020

American University	Bard College	Bates College	Beloit College
Bishop's University	Boston University	Bridgewater State University	Carleton University
Castleton University	Champlain College	Clark University	Clarkson University
Coastal Carolina University	Colby-Sawyer College	Concordia University - Montreal	Emerson College
Fisher College	Fitchburg State University	Franklin Pierce University	Goucher College
Hobart William Smith Colleges	Hofstra University	Indiana University-Bloomington	Intern. Fashion Academy - Paris
Ithaca College	Johnson & Wales University Providence		Keene State College
Lesley University (College)	Liberty University	Maine College of Art	Mary Baldwin University
Marymount University	MA College of Art and Design	Miami University-Oxford	Middlebury College
Montana State University	New Jersey Institute of Technology		

Class of 2020 College Acceptances

*Self-Reported as of May 21, 2020

New York University	Northern Vermont University-Johnson	Norwich University
Pennsylvania State University	Plymouth State University	PrattMWP
Purdue University-Main Campus	Quinnipiac University	Rhode Island College
Robert Morris University	Rochester Institute of Technology	Russell Sage College
Saint Michael's College	Savannah College of Art and Design	School of Visual Arts
St Lawrence University	St Olaf College	St. John's College
St. Thomas University - Canada	SUNY College at Plattsburgh	SUNY College at Potsdam
SUNY Morrisville	Syracuse University	University of Colorado Boulder
University of Connecticut	University of Denver	University of Illinois at Chicago
University of Maine	University of Massachusetts Boston	University of Massachusetts-Amherst

Class of 2020 College Acceptances

*Self-Reported as of May 21, 2020

University of New England

University of New Haven

University of North Carolina Wilmington

University of Rhode Island

University of Southern Maine

University of the Pacific

University of Utah

University of Vermont

University of Wisconsin-Madison

Vermont Technical College

Wells College

Westfield State University

Westminster College - UT

Wheaton College - Massachusetts

Xavier University

DRAFT Student Learning Outcome Monitoring Calendar

- August: Financial Literacy
 - September: Transferable Skills
 - October: Math
 - November: Literacy
 - December: Science
 - January: Continuous Improvement Planning
- Check In

DRAFT Student Learning Outcome Monitoring Calendar

- February: Artistic Expression
- March: Local Comprehensive Assessment
Plan Check In (Winter Data)
- April: Physical Education and Health
- May: Global Citizenship
- June: Post-Secondary Plans and Outcomes