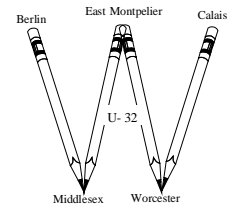


Washington Central Unified Union School District

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 5.6.20 6:00 - 7:00 pm

Via Video Conference*

<https://bit.ly/3bW0SQ4>

Meeting ID: 846 2218 7771

Password: Vd2g2krpg4

Dial by Your Location 1-312-626-6799

Meeting ID: 846 2218 7771

Password: 846631

1. Call to Order
2. Approve Minutes of 4.1.20 – pg. 2
3. Draft Committee Charge – pg. 5
4. Discussion
 - 4.1 State Literacy and Math Data – pg. 7
 - 4.2 Update on Remote Learning
5. Future Agenda Items
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.

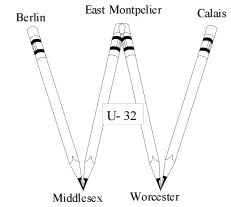
Our building will not be open for meetings. All are welcome to attend virtually.

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WCUUSD Quality Committee Minutes - Unapproved 4.1.20 6:15 - 7:15 pm

Via Video Conference

1. Called to Order at 6:15 p.m. In attendance: Marylynne Strachan, Diane Nichols-Fleming, Jill Olson, Kari Bradley, Flor Diaz Smith, Mia Smith, Jaiel Pulskamp, Kelly Bushey and Jen Miller-Arsenault. Steven Looke, Scott Thompson, Alicia Lyford, Jody Parker, Corrine Stridsberg, David Lawrence, and Debra Taylor.
2. Election of Chair - Flor Diaz Smith nominated Kari Bradley. There were no other nominations. All members voted unanimously and elected Kari Bradley as chair.
1. Discussion
- 3.1 Update on CIP Process - Debra Taylor asked Jen Miller-Arsenault to give an overview. Kari asked to discuss a draft charge after. Jen Miller-Arsenault explained how the Continuous Improvement Process (CIP) brought teams together to create a Theory of Action and Implementation Plan and goals for 2016-2021. This plan informed and focused the work of the supervisory and districts and included clear learning targets, high quality instruction/intervention and comprehensive and balanced assessment. The 5-year implementation plan spanned the transition from NCLB to ESSA. The state worked on compliance and identified schools in need of support. Doty was identified for student achievement scores and a comprehensive needs assessment. In building an implementation plan for Doty, the group embraced the opportunity to engage in the CIP process for all schools and asked the AOE to facilitate the work. A team was formed with members from the school board, community, teachers, and administrators. This group made a district-wide plan with school specific goals. They first met before February break and 50 people looked at data across schools with a broad area of focus. The team asked what were the drivers, or root causes of the disparities. They looked at achievement gaps and equity. Due to school closure, the March 26th meeting did not take place. Jen Miller-Arsenault will reschedule with the

AOE. The comprehensive needs assessment has taken a back burner due to the current situation with school closure. The group will make a new timeline. New guidelines from AOE said the current CIP can hold for now. Flor Diaz Smith said it was great to see so much parent involvement. Kari Bradley asked for a timeline. Jen Miller-Arsenault said the CIP will serve as compliance for us and she and Kelly Bushey will work on the document. Jen Miller-Arsenault concluded that the CIP is sufficient now, but it is time to reexamine for the whole school community.

- 3.2 Overview of Student Achievement Data - Jen Miller-Arsenault thanked Michelle Ksepka, data manager for the district, for her work. Jen Miller-Arsenault first shared data on the poverty rate by school. Next, she shared literacy data by school using data from SBAC, Star 360, BAS, and report card data. She stressed the need for multiple sources of data. Diane Nichols-Fleming asked for state information. Jen Miller-Arsenault will provide at the next meeting. Jen Miller-Arsenault shared math data including SBAC, Star 360, Pre-ACT, and report card data. Jill Olsen asked how data differed by grade. The slide showed achievement gaps in the district with performance data on students receiving free and reduced lunch and students with IEPs and specialized instruction. Scott Thompson asked the proportion of F&R lunch to IEP. Jen Miller-Arsenault will bring this answer to the next meeting. Kari Bradley asked if it was statistically significant. Jen Miller-Arsenault said it was. The data on elementary math proficiency using SBAC, Star 360, and report card data, showed a variation in scores. Math data from U-32 had similar measures but added pre-ACT and PSAT for the first time. Jen Miller-Arsenault said conversations were happening in math about outcomes and gaps for students coming in from elementary school, and what changes were needed to make it so the report card data and SBAC scores are in alignment. Principals were working on the discrepancies between science and global studies at different schools. Mia Smith asked if it was expectations for courses by grade. Jen Miller-Arsenault confirmed. Four year graduation rate data was shared with official numbers from the state, including number of graduates, how many students attended college, type of college, SAT scores, ACT scores for 2 and 4 year and VT average. Jen Miller-Arsenault shared school climate information through behavior data across schools. Finally, the CIP team wanted information on special ed data, and child count trends as of January including category of eligibility, disability and number. Kelly Bushey said the district has seen significant growth of several disability categories.

Charge of the group: Kari Bradley shared the approach of the former committee. Initially formed to create student learning outcomes. Took three years to create. Proficiencies came into play. Linking connection with SLO and proficiencies. Last few years, focus was on helping the board to understand current performance trends and see how to support significant improvement. The group asked staff to develop goals in math and literacy. The committee agreed and monitored these goals.

Debra Taylor stated that Kari Bradley asked for a timeline for the report. She expects it by the end of school. Debra said the committee will meet monthly on the 1st Wednesday in May, June and the coming year. Jill Olsen asked about the shutdown and distance learning. Kari Bradley asked to look at more data, the change over time and information about remote learning.

Jen Miller-Arsenault said she was deeply aware that inequities were heightened and more pronounced from the shut down including family support, access to the internet, devices, and help.

4. Future Agenda Items - State Literacy data. Free and reduced lunch and IEP numbers. Grade level data. Graduation rate question.
5. Adjourned by consensus at 7:13 p.m.

Respectfully submitted,
Michele Tofel Murray
Quality Committee Recording Secretary

WCUUSD School Quality Committee

May 2020

Proposed Charter

Committee Charter

Date: May 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, Kelly Bushey

The job of the School Quality Committee is to:

1. Support the board's understanding and monitoring of student learning outcome achievement including current performance, trends, student experience and equity
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, WCUUSD 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.

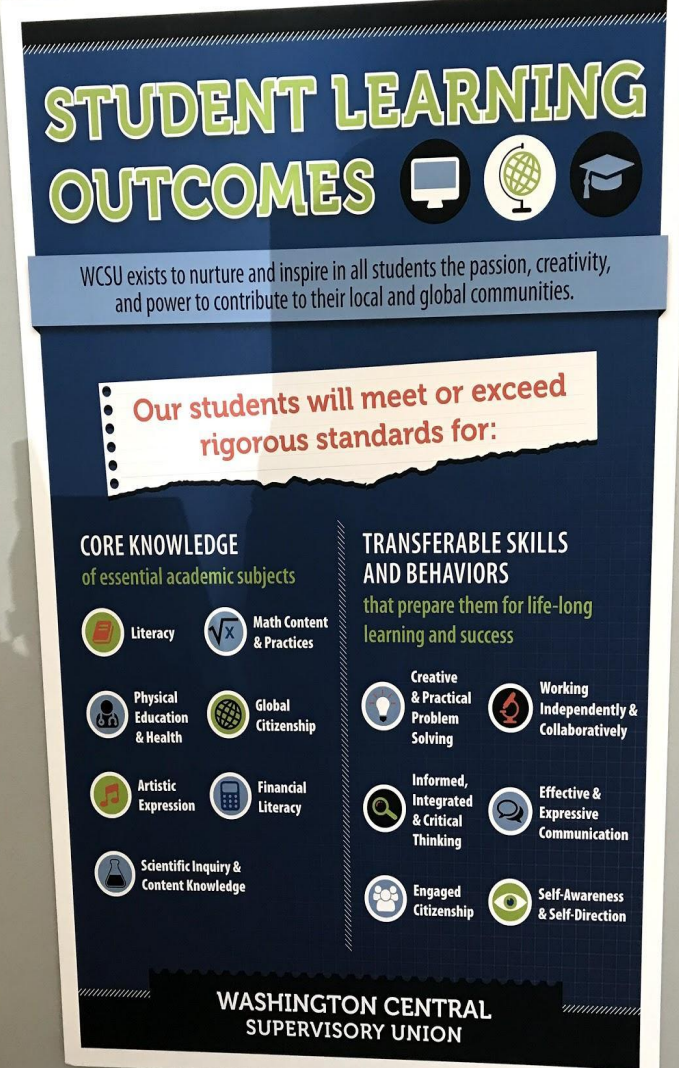
D1: PBGRs

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 (continued)

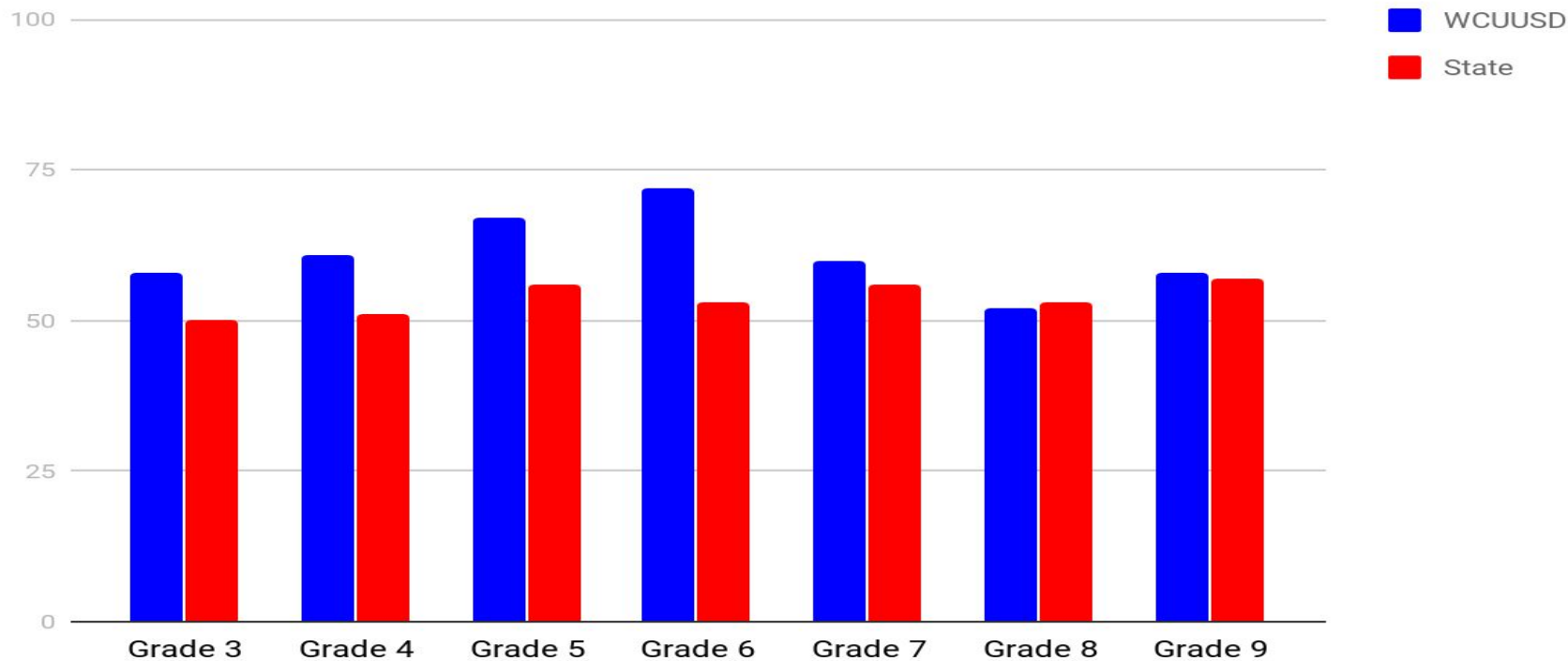
Education Quality Committee
May 6, 2020

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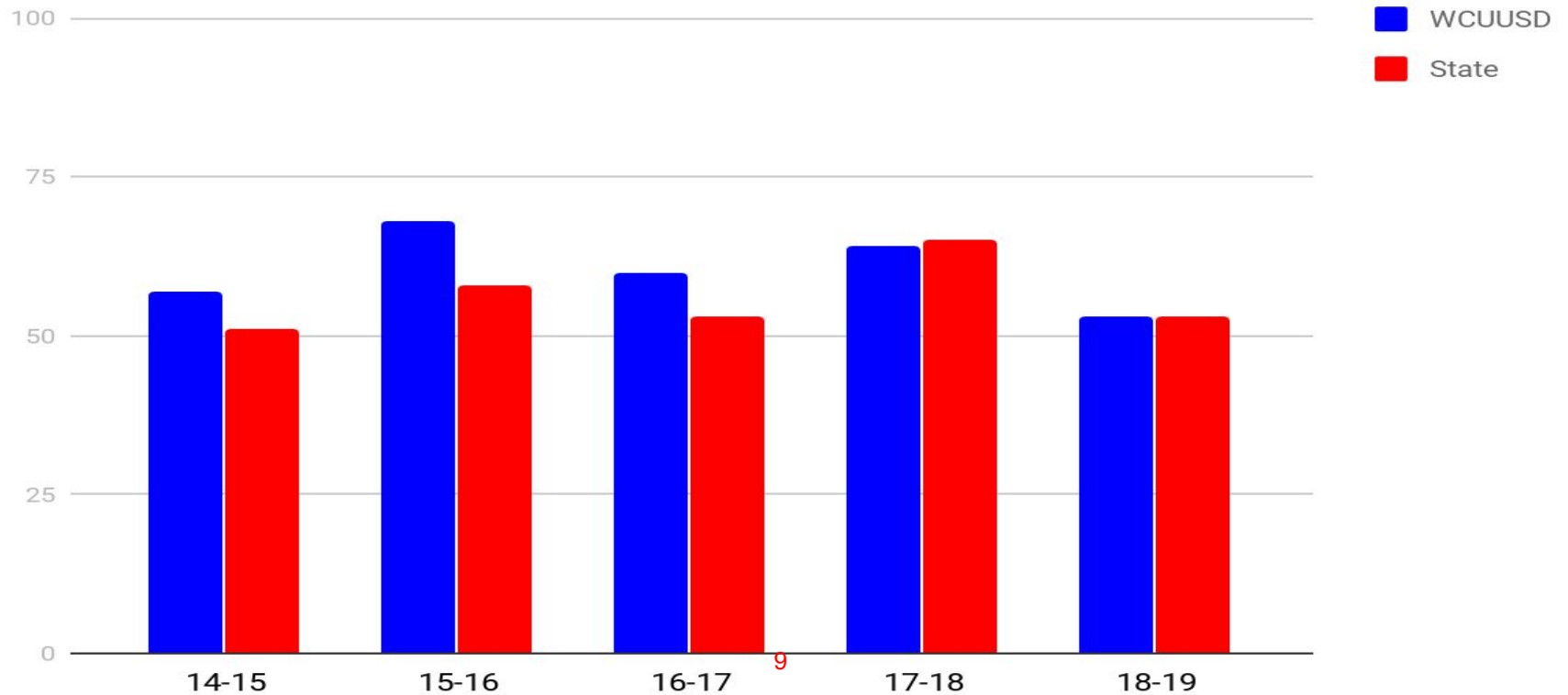


SBAC ELA District Comparison to State By Grade Level

% Proficient or Above, Spring 2019

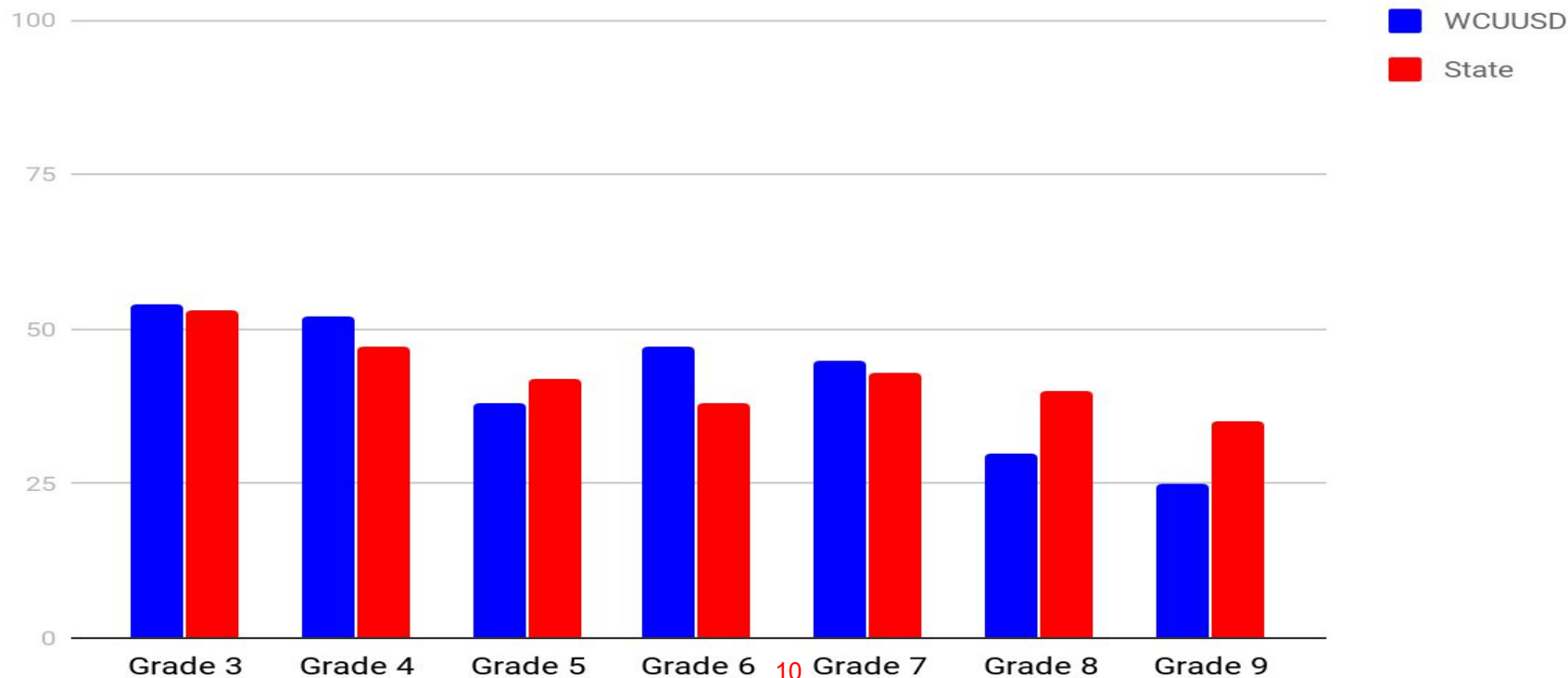


Current Grade 9 Cohort Over Time: ELA % Proficient or Above

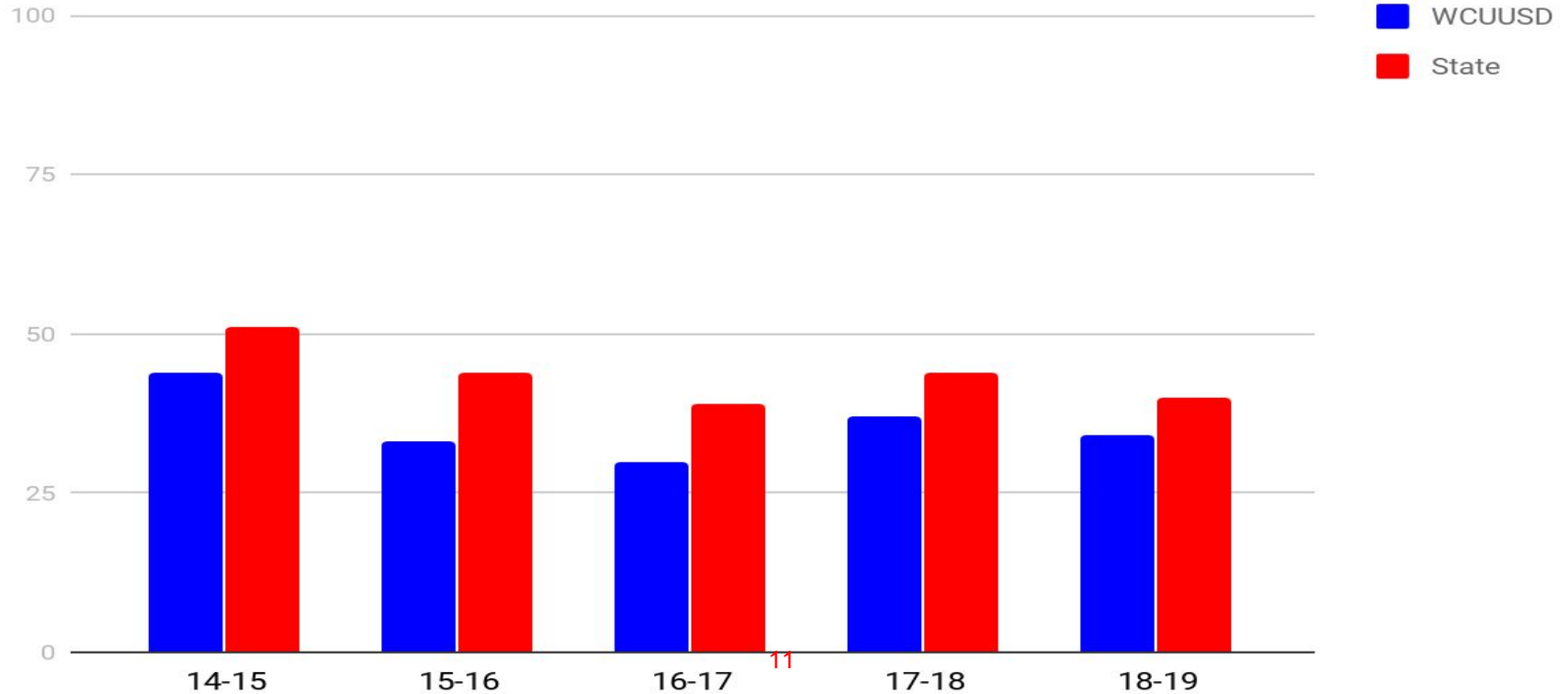


SBAC Math District Comparison to State By Grade Level

% Proficient or Above, Spring 2019



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



The SBAC Base Scale Score for Proficient or Above

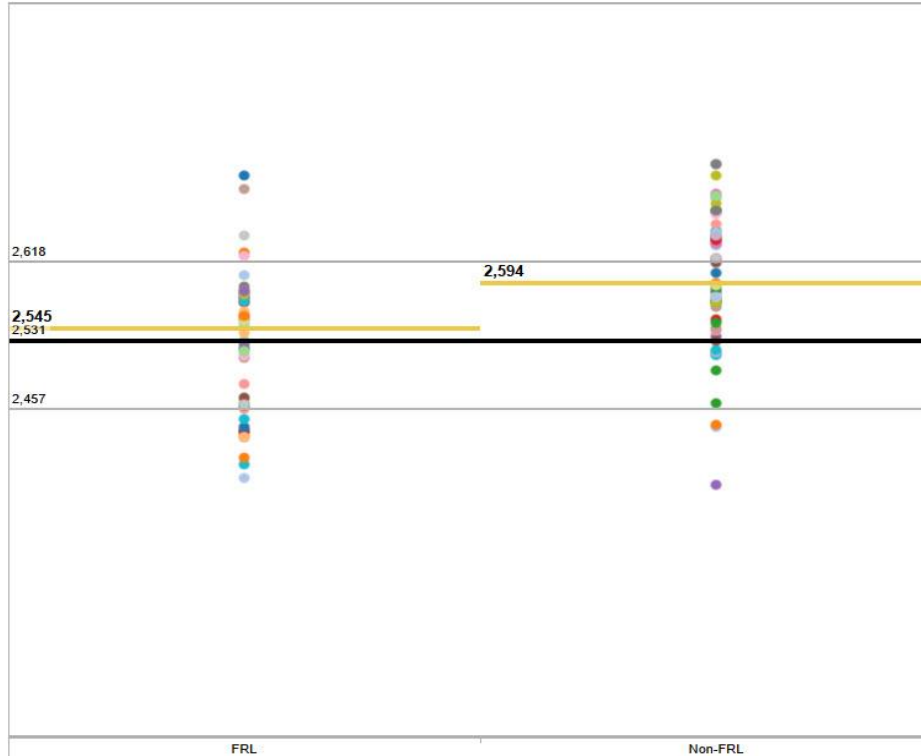
Grade	ELA	Math
3	2432	2436
4	2473	2485
5	2502	2528
6	2531	2552
7	2552	2567
8	2567	2586
9	2571	2601

Number of Students by Grade Who Are Both FRL and IEP Eligible

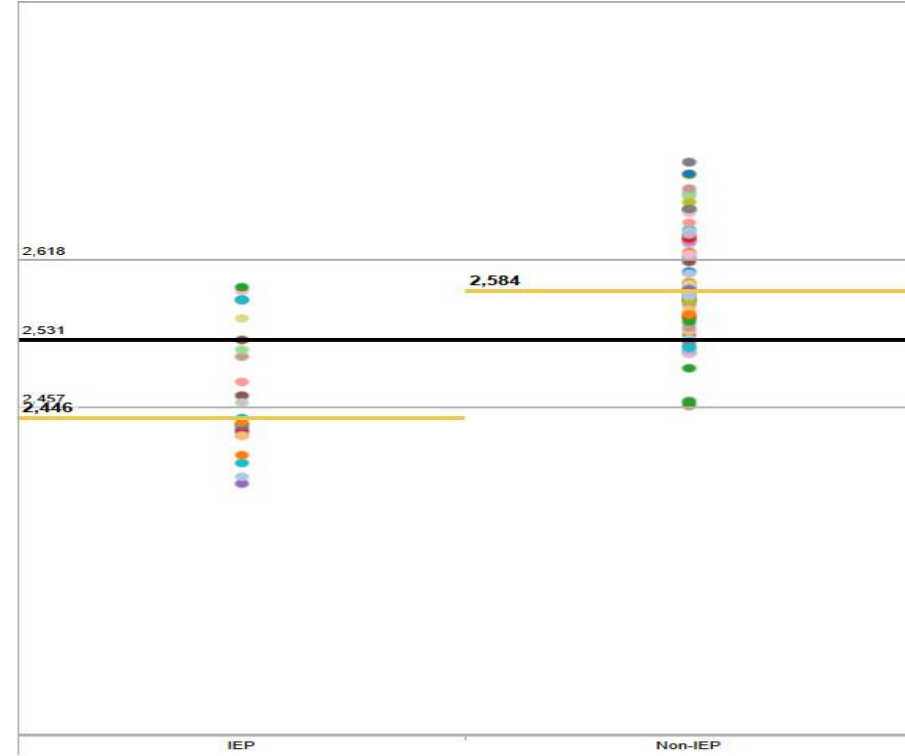
Grade	FRL and IEP students
3	<10
4	12
5	14
6	11
7	15
8	<10
9	<10

SIXTH GRADE LITERACY SBAC 18-19 PERFORMANCE DISAGGREGATED BY POVERTY & IEP

FRL and non-FRL



IEP and non-IEP



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. ¹⁵

U-32 4-year Graduation Rate

