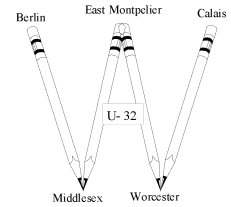


Washington Central Unified Union School District

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 - Approved 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 WCCUSD 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.