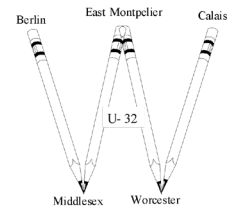


Washington Central Unified Union School District

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
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WCUUSD Quality Committee Meeting Agenda 9.6.23 5:00-6:00 pm Room 128/131 In-Person

Virtual Meeting Information

<https://tinyurl.com/39xp52b5>

Meeting ID: 820 8852 0971

Password: 235599

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

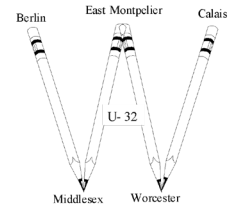
1. Call to Order
2. Approve Minutes of 5.31.23 – pg. 2
3. Discussion/Action
 - 3.1. Student Monitoring Report (Spring 2023 Data)– pg. 5
 - 3.2. EQC 2023-2024 Goal
 - 3.3. Monitoring Reports to Full Board
4. Future Agenda Items
 - 4.1. Advanced Placement/Co-Curricular
 - 4.2. Student Monitoring Report (Fall 2023 Data)
 - 4.3. Education Quality Standards
5. Adjourn

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Meagan Roy Ed. D.
Superintendent



WCUUSD Education Quality Committee Minutes U-32 Room 128/131 930 Gallison Hill Montpelier, VT

Present: Jen Miller-Arsenault, Ursula Stanley, Lindy Johnson, Kari Bradley, Mckalyn Leclerc, Diane Nichols-Fleming, Meagan Roy, Steven Dellinger-Pate, Lisa LaPlante

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:01 p.m.
2. **Approve Minutes of 5.3.23:** Kari Bradley moved to approve the minutes from the May 3, 2023 meeting. Seconded by Diane Nichols-Fleming, this motion carried unanimously.
3. **Discussion/Action**
 - 3.1. **Work Calendar 2023-2024:** Superintendent Roy and Jen Miller-Arsenault had reviewed this proposed calendar which follows the pattern of meetings from this past year. Ursula invited input from committee members. **Diane Nichols-Fleming moved to adopt the work calendar. Seconded by Kari Bradley.** Kari pointed out that the days of the week reflected on the calendar are Thursdays - they are meant to be Wednesday, as usual. Ursula Stanley will make those edits to the calendar to reflect that error. **This motion carried unanimously, with noted corrections (to WEDNESDAY).**
 - 3.2. **Post- Secondary Outcomes:** Jen Miller-Arsenault, Lisa LaPlante and Steven Dellinger-Pate presented a slide deck: *WCUUSD Post-Secondary Student Outcomes, May 31, 2023*. Diane Nichols-Fleming asked, what is the difference between reading and ELA? Jen Miller-Arsenault will research how to answer that specifically. Diane Nichols-Fleming asked what the data translates to as far as individual students; specifically, she spoke about transition plans for students with IEPs.
Committee Members Responded: What did you see?
Diane Nichols-Fleming: a lot of great data - the details in the data (e.g. using Naviance). Data was easy to read; easy to understand
Lindy: saw a variety of data - not just testing data but school counseling, including how families are accessing Naviance.
Kari: thoughtfulness of the planning, beginning in 8th grade. He appreciated the discussion about pivoting to communication in 8th grade this year because this was recognized as a need.

Mckalyn Leclerc: appreciates hearing about the various pathways and the diversity that can be tailored to a student's interests and strengths. Really appreciates the student videos

Ursula: PSAT results get used by teachers to inform instruction. It is useful for us to see how the information/ data is used and how adjustments are made to the curriculum as a result.

What questions were raised from the presentation?

Mckalyn: A student taking a gap year expressed concern that he wouldn't be able to access the school counselor - is this an option? Lisa LaPlante said that she tells students "once you are ours, you are always ours!" They can always revisit.

Diane Nichols-Fleming: is there an option or webinar, some kind of training for parents to learn about how to use Naviance? Has comparison been done on scores of students who have taken the AP exams? How does it translate - 68 students took AP exams - would like more clarity around what specific exams students take?

Jen Miller-Arsenault: can drill more deeply into AP data; will do a deeper dive at a later meeting, as per the annual work plan

Lisa LaPlante: we had offered parent evenings but have moved toward little "snippets" of videos (2-3 minutes) explaining how Naviance can be used

Kari Bradley: asked about trends in student interest in community based learning - is the interest continuing to grow? How does this affect our programming?

Lisa LaPlante: regarding CBL (community based learning)- equity in transportation is a need, this is something the board could consider supporting. She noted that there continues to be growing interest in participating. Diane Nichols-Fleming shared that her child had an interest in astronomy and accessed Branching Out to pursue this interest - she is currently finishing a doctorate program that is related to the spark that was lit at U-32! Kudos

What struck you as significant? Diane Nichols-Fleming - one of her preschool students was one of the student voices in the video! Kari Bradley - appears to be more students taking AP courses - almost more important to him than the test scores - kids are getting exposure to this curriculum and possibly building confidence.

What are the implications to the board's work? Diane noted the statement about transportation. She feels that dual enrollment is a very exciting and great opportunity for students. Lindy agrees that dual enrollment is a great opportunity; students have the benefit of participating in this while in the safety net of their own school. She believes that dual enrollment is less "teach to the test" than AP. Ursula pointed out how strong the 6-year graduation rates are. The implications and importance of reaching out to students who go beyond the 4 years. Kari commented on the update of data about last year's graduates and the explanation of the data - this is less concerning that we had originally thought without this clarity. Mckalyn stated having the 6-year number is important data. Appreciates the student choice; she asked to be kept abreast of issues such as the transportation issue.

How will we share with the board?

Ursula: flexible pathways – the board has expressed interest in knowing more about this, and the presentation speaks to this

Diane: doesn't want to short change the video including student voice. Maybe start the board meeting a little earlier so that we can include the entire presentation.

Kari: maybe include the whole slide deck in board packet and then spend time in the meeting showing the student video and talking about graduation data, including the updated information re: 6-year data.

Ursula: AP will be the deep dive for the calendar next year, October.

3.3. Summer Schedule and Confirm Next Year's Dates

4. Future Agenda Items

- 5. Adjourn: Lindy Johnson moved to adjourn at 6:10. Seconded by Kari Bradley, this motion carried unanimously.**

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Ursula

September 2023

Welcome back to our Education Quality Committee work. For our September meeting Jen will start us off with a Spring Data report, we will discuss our committee goal and we will discuss the formats of our reports to the board. The end of this memo also includes a copy of our Committee Work Calendar, our Student Achievement Monitoring Plan, and our Committee Charge for your reference.

Student Monitoring Report (Spring 2023 Data)

Jen will be sharing a slideshow with the districts Spring Data, the committee can review this information with the following questions in mind: How did our students do last year? and What are the implications for our committee work this year? When Jen and Tim have completed the slide show it will be emailed to committee members to view, in the meantime you can review the following [video](#) and the attached one page document reviewing student growth data as a refresher for the information we will review in the slides and our meeting.

Education Quality Committee 2023-2024 Goal

Last year the Education Quality Goal was that the School Board would develop and adopt a system for monitoring student achievement by June 2023. That goal has been achieved and it is time to set our new goal. This year the board is undertaking the significant work of a configuration study. I think our committee can do the work of monitoring the student data using the monitoring plan and develop consistent report formats to the Board to be included in meeting packets. Student achievement will have an impact on the School Boards configuration study work. Below I have presented a possible goal for us to consider, but I welcome feedback and other suggestions.

2023-24 Education Quality Goal

SMART Goal	Education Quality Committee will develop a consistent reporting format to inform the board of student achievement data by June 2024
Specific	<ul style="list-style-type: none">● What will be accomplished? <i>Student achievement data will be monitored according to the adopted plan and reported to the Board.</i>● What actions will we take?<ul style="list-style-type: none">○ <i>The Education Quality Committee (EQC) reviews the monitoring data and develops a consistent report format to inform the school board in their budget and configuration work.</i>○ <i>Board will provide feedback</i>○ <i>Who needs to be involved to achieve the goal? Board, EQC, Jen and</i>

	<p><i>Meagan, plus others</i></p> <ul style="list-style-type: none"> Why is this a goal? <i>Student achievement is central to our mission, monitoring is an essential board function. Consistent reports will make it easier for board members to find and use the information.</i>
Measurable	<ul style="list-style-type: none"> What data will measure the goal? <i>Development of a consistent report format that is accessible and informative to board members.</i> What will success look like? <i>Board members will be informed of student achievement, system challenges and needed resources to provide improvement.</i>
Achievable	<ul style="list-style-type: none"> Is the goal doable? <i>Yes</i> Do we have the necessary skills and resources? <i>Yes</i> If not, can we attain the skills and resources? What is the motivation for this goal? <i>This committee has been charged with supporting the board in understanding student achievement, performance measures and any challenges and needed resources to improve student achievement.</i>
Relevant	<ul style="list-style-type: none"> How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, Proficiency Based Graduation policy, the board's budget parameter for supporting student achievement.</i> Why is the result important? <i>Consistent reporting formats will help the board access the information we are sharing and will develop our fluency in the data so that we may more easily spot anomalies that the Board and Administration may want to examine further.</i> Why are we setting this goal now? <i>Now that we have developed our plan to monitor Student achievement Data it is the next step in the process to ensure continued improvement to student achievement.</i>
Time-Bound	<ul style="list-style-type: none"> What is the timeframe for accomplishing the goal? <i>EQC presents report formats throughout the 23-24 year and will receive and incorporate board feedback.</i> How will we know that we are making progress? <i>positive feedback on report components.</i> Is the deadline realistic? <i>yes</i>

Monitoring Reports to the Board

This year the School Board will be taking on a significant amount of work in the configuration study and discussions. There are many scheduled presentations from administration and likely significant discussions amongst the board. With that in mind, it was suggested, during the School Board retreat in August, that this committee might consider doing the in depth work of monitoring student achievement and producing a report that would be shared with the board in lieu of our typical larger presentations that would be given throughout the year. It is my hope we can discuss this idea and come to a decision on how we will proceed.

Committee Working Calendar 2023-24

	Date	Topic(s)
September	9/6/23	EQC Goal, Student Monitoring Report (Spring 2023 Data)
October	10/4/23	Advanced Placement/ Co-Curriculars
November	11/1/23	Student Monitoring Report (Fall 2023 Data), Education Quality Standards
December	12/6/23	Scientific Inquiry & Content
January		No Meeting
February	2/7/24	Artistic Expression, Mission & SLO statement review
March		No Meeting
April	4/3/24	Student Monitoring Report (Winter 2024)
May	5/1/24	Global Citizenship
June	6/5/24	24-25 Work Calendar, EQC Goal, Post Secondary Outcomes

Draft Student Achievement Monitoring System 2023-24

4 reports total

Math and Reading Proficiency (2 reports, fall and spring)

- Standardized, local assessment and report card
- Growth data
- Incorporate:
 - Disaggregated data
 - Analysis of achievement gaps
 - Comparative data (neighboring, state,national)
 - Multi year trends (to extent possible)

Other Student Learning Outcomes (one report)

- Focus on 2-4 SLOs
 - Committee in more detail
- Incorporate:
 - Information about Curriculum, Instruction, Challenges, Opportunities

- Teacher and Student Voice

Graduation Rates and Post-secondary Outcomes (one report, year-end)

- Recent performance and trends
- Rates beyond the standard 4 year term
- Incorporate:
 - Student voice (and possibly family)
 - Multiple pathways
 - Strengths and opportunities

Education Quality Committee Charge

Adopted May 24, 2023

The job of the Education Quality Committee is to:

1. Support the board in 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 Education quality improvement
4. As directed by the board chair, provide verbal or written report to the board about the activities of the committee.



Using Growth and Proficiency Data

When using Diagnostic data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

- Typical Growth:** the average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.
- Stretch Growth®:** the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting. We recommend that:

Individual students:

- Aim to exceed 100% of their Typical Growth measure** by the end of the academic year
- Aim to meet their Stretch Growth measure** by the end of the academic year. Nationally, between 20%–30% of students achieve these aspirational targets.

Growth Model Example

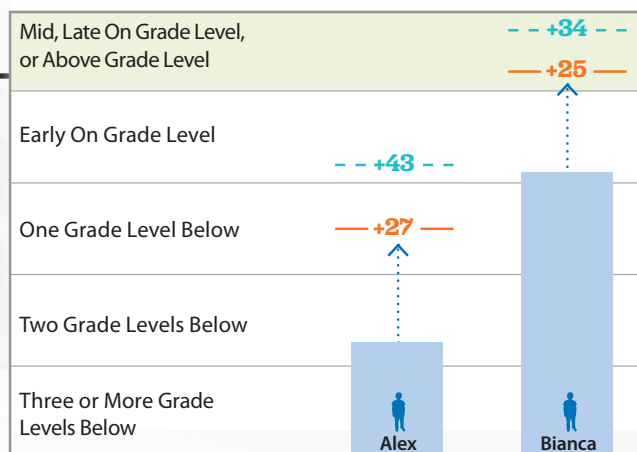
Two Grade 3 Students

Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

— Typical Growth — Stretch Growth

Groups of students:

- Aim to exceed 100% median progress toward Typical Growth** by the end of the academic year
- Aim for as many students as possible reaching Stretch Growth.** *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*



To learn more about *i-Ready*'s growth model and how to use it, click [here](#) or visit i-ReadyCentral.com/GrowthGoals.

