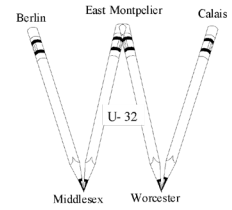# Washington Central Unified Union School District

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
10.4.23 5:00-6:00 pm
Rumney Memorial School
433 Shady Rill Rd. Middlesex, VT
In-Person/ Virtual

Virtual Meeting Information
https://tinyurl.com/mryy3ez9
Meeting ID: 820 8852 0971
Password: 235599
**Dial by Your Location: 1-929-205-6099**

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1. Call to Order

2. Approve Minutes of 9.6.23 – pg. 2

3. Discussion/Action
    3.1. Advanced Placement/Co-Curricular
    3.2. October Monitoring Report to Full School Board – pg. 6

4. Future Agenda Items
    4.1. Student Monitoring Report (Fall 2023 Data)
    4.2. Education Quality Standards

5. Adjourn

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Meagan Roy Ed. D.
Superintendent
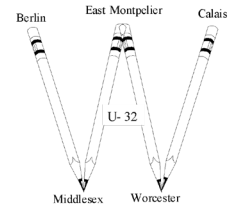
WCUUSD Education Quality Committee
Minutes
U-32
9.6.23
In-Person
Room 128/131
930 Gallison Hill
Montpelier, VT

Present: Jen Miller-Arsenault, Ursula Stanley, Kari Bradley, Mckalyn Leclerc, Diane Nichols-Fleming, Meagan Roy, Zach Sullivan, Mark Kline, Natasha Baning, Flor Diaz Smith, Daniel Keeney

1. **Call to Order: Ursula Stanley called the meeting to order at 5:01 p.m.**

2. **Approve Minutes of 5.31.23: Diane Nichols-Fleming moved to approve the minutes of May 31, 2023. Seconded by Natasha Baning, this motion carried unanimously.**

3. **Discussion/Action**
   3.1. **Student Monitoring Report (Spring 2023 Data):** Jen Miller-Arsenault shared a slide deck: *Student Monitoring Report, Spring 2023 Data.* Ursula asked the group to reflect: How did our students do last year? (performance, growth) What are the implications for our work in 2023-2024? Mckalyn: Overall, performance improved; overall a positive trend. Flor: Math scores are still concerning. What does it mean: high performance/ low growth? Some discussion about student engagement in the assessment. Kari: Seems that the overall performance is still in the 40-50% proficiency range - seems to make sense that our focus (goal setting) should be around growth. Daniel: Data about students on IEPs - can we have a better understanding of what the trend is for a student once they are on an IEP - what is the effectiveness of the intervention over time? Can we grab that data? Or look at proficiency based on what grade level they began on IEP. Natasha: Is the IEP data based on grade level proficiency? Jen - these are based on grade-level proficiencies. Natasha: Seems like we should be looking at their proficiency level based on their level of instruction. Meagan Roy: If we don't look at grade level, we are not looking at closing the gap overall - we should be looking at both. In the past we had talked about a "case study" or following the journey of a student - this would be a helpful exercise. Ursula: If we are going to do case studies, would like to look at several different students - would be useful to see a variety of both, students who made good growth and those that didn't. Jen

M-A: We are being more systematic this year about establishing a data line and targeting growth and progress monitoring. Diane: How does this connect to the changes from Act 173? How does this affect the data that we are considering? Ursula: Would like to see how teachers are using the data. It is not our role as the board to see data at that level but would like to know how teachers are responding to data. Diane: Would a data team be willing to come and do a fishbowl? Would allow us to see what they are doing with the data? Diane: Also the question of fidelity - what is the level of new staff; what is the onboarding process for new staff; How does this affect data? Ursula: Do you have data from colleagues - when changes are implemented, when do we see changes in the data? Meagan Roy: Three to five years. Natasha: I-ready goes to what grade? (10th) Does this rate of growth data match up with graduation rates? If we only have 40% of students proficient, does that mean we only have 40% graduating? Natasha: If we know that some students are not engaging in the assessment, what other forms of data do we have to show our students' proficiencies? Jen M-A spoke about incentives for testing. She spoke about PSAT and SAT data. Also, other monitoring data can be shared. Diane: Not sure as a board member I understand how decisions are made regarding proficiency & graduation, in light of COVID-19. Would be helpful to understand this as a board. Ursula: It is important to explain and understand the changes that we have been making in MTSS. Kari: National average for stretch goal - we are meeting these goals. The reading scores are especially encouraging. Whatever we can do to advance the math student outcomes, is what we need to do. Natasha: Are classroom teachers having conversations with students about the idea of performance versus growth data? Do these conversations have an impact on the students? With VTCAP science, at what grade levels does that start to be assessed? (grades 5, 8, 11) Natasha: Science is not always taught with fidelity in elementary schools. What kind of science instruction have 5th-grade students had? There is so much emphasis on math and reading. Mckalyn: Also, regarding budget planning/ implications, maybe we put an emphasis on science instruction? Ursula: Re formative and summative assessments, students know they are struggling - do they have an understanding of growth? This could be encouraging data if they understand what it is showing. Jen M-A: Conversations about growth and performance - we have a "data chat protocol" to address this; in general, in this district, we have a mentality around a growth mindset.

3.2. EQC 2023-2024 Goal: Ursula had provided a draft goal. *Education Quality Committee will develop a consistent reporting format to inform the board of student achievement data by June 2024.* Committee members reviewed this goal and agreed that it is appropriate for this year.

3.3. Monitoring Reports to Full Board: Kari: Would be helpful to show overall data, the big picture. For this year, we have a focus on written reports to the board and having less emphasis on slide show presentations, because of all of the work this year around configuration. The committee does the deep dive and then reports to the board in written form. Kari: Don't want to let the full board off the hook in being proficient in what this data is telling us. The board has to wrestle with data (much as the board has to wrestle with/ understand financial data). Could ask questions to the full board: What are the implications of this data? If we set a goal for stretch growth, that drives the conversation - much like if you have a financial report, you want to be on a budget. Some discussion about engaging the full board in a discussion about education quality. Daniel: Is there content in the Ed Quality Committee's work plan that exists outside of the context of the committee? (e.g. the special education conversation.) Review of the calendar. Daniel: Multiple pathways - how is this reflected in graduation data? What do multiple pathways look like in real-time? Meagan: Might be helpful to show information on the work plan of what we have addressed in years past. Meagan: There is Ed Quality

monitoring and there are presentations of what is happening in our schools. This year we made a decision to focus less on presenting to the board and more focus on Ed Quality monitoring (given what else is on the WCUUSD Board work plan). Natasha: How are we presenting SLOs? (student learning outcomes) When every teacher has SLOs that are specific to their classroom? Jen M-A: We have articulated the standards (SLO) and we have articulated for grades what the standard looks like (performance indicators). Would be helpful to talk about at the high school level what the flexible pathways might look like through this lens. Diane: Have we talked about the fact that when we are at each building, there might be a display of student work? Would be nice to get a flavor of each building. Narratives and a smaller presentation this year. Ursula asked for a straw poll on whether the entire committee agrees with this approach this year, given the configuration study work that is underway. The committee agrees.

4. **Future Agenda Items**
    4.1. Advanced Placement/Co-Curricular
    4.2. Student Monitoring Report (Fall 2023 Data)
    4.3. Education Quality Standards

Committee members welcomed Zach and invited questions or feedback.
Jen M-A: Next month is AP and co-curricular. What are the most important things/ questions from the board? Kari: Data overview - what is the level of participation? Mckalyn: What is the content of AP? Ursula: What is the difference between honors and AP? Diane: would like to send some questions to Jen. We spend a lot of money on AP - what is the value of that money? What are the outcomes? Ursula: How do co-curriculars help or not help student engagement in school in general?

5. **Adjourn: The committee adjourned by consensus at 6:10 p.m.**

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Ursula

October 2023

We will receive and review information on Advanced Placement and co-curricular activities this month. Additionally, based on our discussions at the September meeting this packet includes a draft Student Achievement Monitoring Report for the full board.

My hope for our meeting is that we all will have reviewed the report and can discuss any revisions that we see fit. The intention of these reports is to provide a consistent template for the Monitoring reports to the full board and the information needed to do our job as a school board.

To: WCUUSD School Board   October 2023
From: Education Quality Committee

Purpose/Charge:
According to our Student Achievement Monitoring plan adopted by the full board last spring, the board is to receive 4 reports each year, 2 on math & reading achievement, 1 on a rotation of other Student Learning Outcomes (2-3 each year), and 1 report on post secondary outcomes.

Last year the board gave the following goal to administration to be used as a budget parameter/ priority:

"Include an initiative to achieve significant improvement in math and/or literacy proficiency for students on an Individualized Education Plan and/or who qualify for Free and Reduced Lunch."

The administration then developed the following goal in their continuous improvement plans:

"We will reduce the difference in math performance between historically marginalized students and historically privileged students on local and statewide assessments by 10% and we will increase the overall percentage of students who are proficient by 10%."

These goals were used in the development of the district wide budget last year for the 23-24 school year.

How are we doing? We look at both student performance relative to proficiency and growth in order to understand how we are moving toward that goal. The district currently uses i-Ready data as defined in our Local Comprehensive Assessment Plan.

Glossary:

    Growth Measures - A method to indicate how much a student has progressed towards proficiency. These measures are individual to each student. Helpful video

    Typical Growth - A year long measure of the average progress expected for a student. One way to think of this is "keeping up"

    Stretch Growth - A year long measure beyond average progress, that is both ambitious and achievable. "Catching up" may take more than one year of stretch growth for students to get on grade level.

    Student Learning Outcomes (SLO) - Essential academic and transferable skill that our students should know and be able to do by the time they graduate. They are aligned with Vermont's Education Quality Standards.

    Education Quality Standards (EQS) - A set of rules describing what a high-quality education should look like for students attending Vermont's public schools.
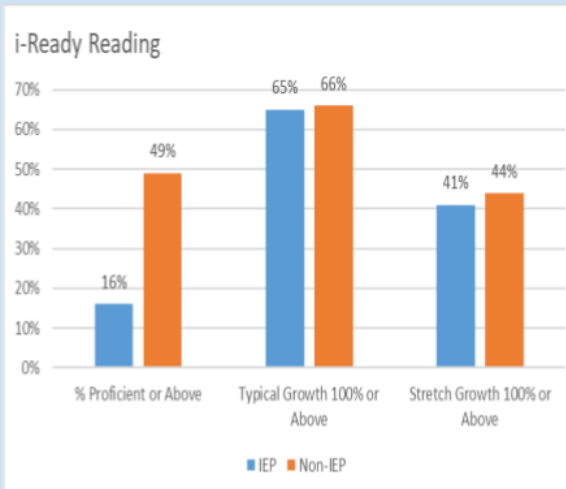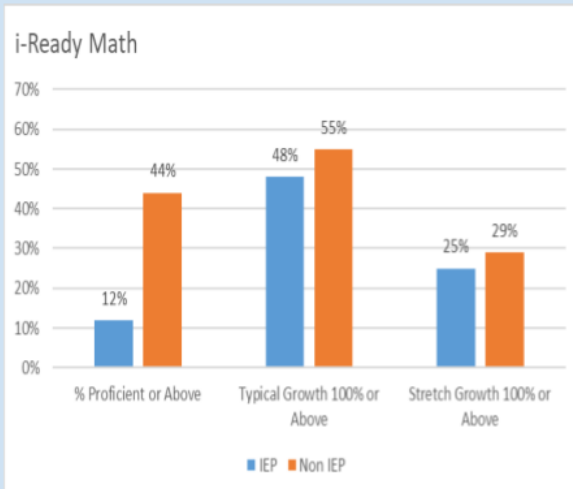
Current Report (past reports and presentations can be found at the Board Committee Resource Page)**:**

In September the Education Quality Committee (EQC) examined the spring student achievement data in math and reading.

i-Ready by FRL Eligibility: Spring 2023

i-Ready Math / i-Ready Reading charts comparing FRL and Non-FRL
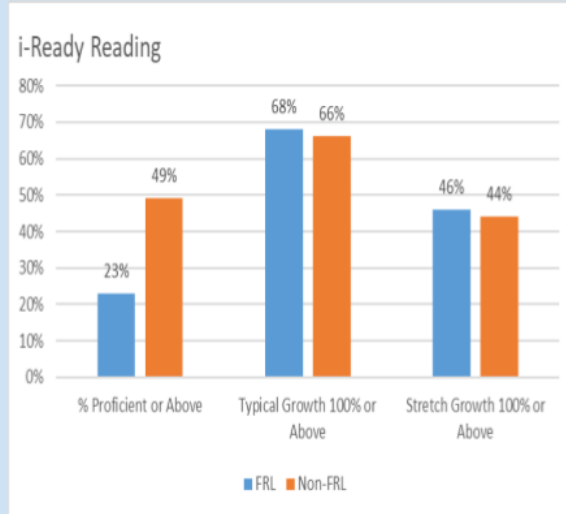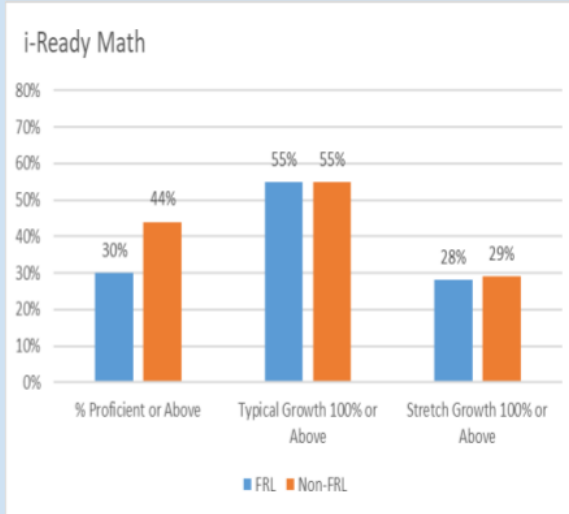
i-Ready by IEP Eligibility: Spring 2023

i-Ready Math / i-Ready Reading charts comparing IEP and Non-IEP

Student Achievement Data from Spring 2023, Winter 2022 data was also included to show the change throughout the year. As we continue with our monitoring plan we will develop a collection of data that will allow us to look at patterns over time and our progress towards our improvement goals.

System Successes:
- When we disaggregate by race/ethnicity and gender we are not seeing significant differences in performance between sub-groups.
- Our Students are making significant stretch growth, more than the national average.

System Challenges:
- Our difference in performance between sub-groups in FRL (economically disadvantaged) and IEP demographics continue to endure
- Spring 2023 data analysis relied on predicted numbers instead of actual numbers, because demographic filters were not in place.

Changes to instructional and evaluation practices:
- We have ensured that demographic filters are in place for gender, race/ethnicity, FRL (economically disadvantaged) status, and IEP status for Fall 2023 data and beyond.
- We have revised our elementary literacy performance indicators and assessments to better align with current research and evidence.
- We are using the 2024 revised edition of i-Ready Classroom Mathematics in Grades K-8, including articulating and monitoring fidelity of implementation as we continue to build our multi-layered system of supports.

Implications for the School Board:
- Budget resources allocated to the Local Comprehensive Assessment plan
- Resources so that staff can appropriately respond to data, including changes in instructional and assessment practices and associated professional learning.