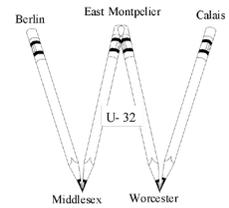# Washington Central Unified Union School District

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

**WCUUSD Quality Committee
Meeting Agenda
12.6.23 5:00-6:00 pm
East Montpelier Elementary
665 Vincent Flats Rd East Montpelier, 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 11.1.23 –pg. 2

3. Discussion/Action
    3.1. Scientific Inquiry & Content
    3.2. Education Quality Standards

4. Future Agenda Items
    4.1. Artistic Expression, Mission & SLO Statement Review (February)
    4.2. Education Quality Monitoring Report Calendar
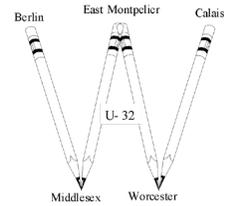
5. Adjourn

Washington Central Unified Union School District

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Meagan Roy Ed. D.
Superintendent

WCUUSD Ed Quality Committee
Meeting Minutes
November 1, 2023
Doty Elementary School
In-Person

Present: Jen Miller-Arsenault, Ursula Stanley, Kari Bradley, Diane Nichols-Fleming, Zach Sullivan, Flor Diaz Smith, Mckalyn Leclerc, Maggie Weiss, Dan Keeney

1. **Call to Order: Ursula Stanley called the meeting to order at 5:03 p.m.**

2. **Approve Minutes of 10.4.23: Mckalyn Leclerc moved to approve the minutes of October 4, 2023. Seconded by Kari Bradley, this motion carried unanimously.**

3. **Discussion/Action**
   3.1. Student Monitoring Report (Fall 2023 Data): Jen Miller Arsenault presented *Monitoring Student Achievement, Fall Data 2023, Ed Quality Committee, November 1, 2023.*
   What do you notice? / What strikes you as significant?
   Kari: very little variations between gender and race groups and lots between free and reduced lunch and non-IEP and IEP
   Diane: Do we know the actual number that goes with each of the subgroups?
   Flor: Free and reduced numbers are significantly different.
   Mckalyn noticed decline as you go up in grade level. IEP reading went up from 19% to 30% (Ursula - curious about the raw numbers on that data? the data above)
   Zach is intrigued by "hump" in math data around 5th grade
   Some discussion about math curriculum and changes over the year: additive reasoning, multiplicative reasoning, then applying

   What questions do the data raise for you?
   Dan: What is the change over the years regarding free and reduced lunch data?
   Diane: How long has the current math program been implemented? (Jen M-A - we are in year 5 - keeping in mind COVID-19)
   Jen: There is a new component: "fluency flight" - curious about what impact that might have in the future.

Mckalyn: What would the data be like for kids who qualify for free & reduced lunch and are on IEPs?

Flor: This assessment does not affect their grades, it is the downward trajectory of results reflective of students growing older and caring less about this.

Flor: Building relationships with families and mentors to affect the environment/ climate especially for students with free and reduced lunch or IEP

Ursula: Bias against students with a disability that is not visible.

Diane: How do we as a system support student with the greatest need? Do we have the capacity to do so?

Ursula: How do schools look at data regarding attendance and some of these issues noted above?

Jen: There is an effort to track data around services/ interventions, it is unrealistic to expect students to reach growth goals if they are not receiving the services that are listed on IEPs. Triangulate data: state wide data, iReady, acadience, classroom data

Diane: Is it possible to share classroom data?

Jen: It is possible to look at report card data.

Diane: This would be useful data

What are the bright spots? What are the areas for improvement? What are the implications for our work?

Diane: capacity/ systems - how are we knowing that teachers have what they need? Are we understanding as a board what our schools need, not only in budgeting but in hiring practices, professional development, and mentoring?

Kari reiterated Diane's point that this assessment seems appropriate to focus on, but it would be helpful to have another data point to consider, making our system of monitoring more robust.

Zach stated it would be interesting if it was possible to tie to some sort of testing that does have consequences for students (e.g. SATs).

Mckalyn: It might be broader if compared to grades in high school. If we are a proficiency-based graduation requirement school and we are not meeting proficiencies, then can we look at other measurements to see if our students are proficient?

Ursula : How big of a lift to ask teachers to correlate report cards with iReady regarding proficiency? Don't like the idea of relying on state data that we can't always get, especially in a timely manner.

Dan: If we are giving away a day of instruction to do assessments that have no use to us? Is this an effective use of time/ resources?

Ursula invited questions for Jen that we would like to see in presentation next month?

Jen M-A shared that EQS revised version is currently under review.

Ursula: If the members of Ed Quality were well versed in EQS it would help us facilitate discussion at the board level.

Diane: How did COVID-19 impact the implementation of EQS work? Loss of ESSER funds - what is the impact?

Kari: How does teacher evaluation factor into EQS? we invest a lot into PD, but people respond to coaching; shed some light on staff evaluation

Mckalyn: This is good information to have ahead of the budgeting process. Will be interesting to see how the budgeting process fits in with EQS more so than classroom size.

Ursula: What are we doing well and where do we need to focus more (re EQS). What are our challenges? Where does this show up in the budget?

Kari: Part of new board member orientation could be bulleted points from EQS (in an accessible way).

Ursula: We have not talked about EQS referring to class size when the class size is too small.

Diane: Remembering that the state is going to provide guidance but we read with critical eye toward how it matches our values/ culture - when it doesn't match, why? how do we address?

Kari: Interesting that EQS refers to coordinating principals' schedules so that they can engage with student learning.

Mckalyn: Is there a way for parents or board members to access iReady, to see what the experience is like for students? Some talk among board members regarding anecdotes about students "gaming the system."

Jen can pull up resources from iReady central to share what the experience is like.

Ursula: There is a whole library of resources in an iReady link that had been provided. Jen can curate some of the information.

4. **Future Agenda Items**
   4.1. **Scientific Inquiry and Content**
   4.2. **Education Quality Standards**

5. **Adjourn: Zach Sullivan moved to adjourn at 6:01. Seconded by McKay Leclerc, this motion carried unanimously.**

   Respectfully submitted,
   Lisa Grace, Committee Recording Secretary

To: Education Quality Committee
From: Jen Miller-Arsenault and Meagan Roy
Subject: Education Quality Standards (EQS)
Date: December 1, 2023

Last month the Committee requested some information about Vermont's Education Quality Standards, including their origin and some background information about where they came from. In addition, you raised some specific questions in preparation for this month's Education Quality Committee meeting. Below is some information to review in advance of our meeting. We look forward to discussing this topic in more depth at our meeting on December 6, 2023.

1. What are the Education Quality Standards?	The Education Quality Standards (EQS) are the Vermont State Board of Education's Rule Series 2000. They exist as the articulation of Vermont Education Law relative to what schools must have and be able to do in public schools: • *"The Education Quality Standards, or EQS, describe what a high-quality education should look like for students attending Vermont's public schools."*
2. How often are the EQS revised?	Originally written in 1997 as "School Quality Standards," the last revision was in 2013, adopted in 2014. There is currently a new draft in the rulemaking process. This draft makes substantial additions related to Act 1 of 2019 (the Ethnic and Social Equity Studies Standards for Public Schools). The new draft is not yet in place until it completes the rulemaking process.
3. How did COVID impact our implementation of the Education Quality Standards and how are we doing now?	Throughout the pandemic our students' health and safety was at the forefront of all of our decisions, and our educators worked hard to respond to ever changing requirements and conditions in a time of utter uncertainty. We worked hard collectively to do our best teaching and learning given the constraints. By and large, we focused on the work at hand and did not undertake major projects that required deep reflection or future oriented thinking. For example, we had planned to roll out a significant body of work related to Personalized Learning Plans (2120.4) in Spring 2020. That work has not yet been rolled out in the way we had envisioned a few years ago. Regarding Curriculum Coordination (2120.6), we have shifted our practices regarding early reading instruction based on an ongoing review of new research and are currently looking at related assessment and reporting practices. The 2019-2020 school year was the first year of implementation of our universal K-8 math program, i-Ready Classroom Mathematics. The implementation was disrupted by the pandemic. This year Curriculum Associates, the publisher of i-Ready Classroom Mathematics, released a new version of the program. We are leveraging this opportunity to "reboot" our implementation across the district.

4. Where do the EQS show up in our budget and budget process? What are the numbers?	The EQS articulate staffing expectations based on student enrollment and staff: ● 2121.1 School Leadership: Schools with 10 or more full-time equivalent teachers shall employ a full-time licensed principal. Schools with fewer than 10 FTE teachers shall employ a licensed principal on a pro-rata basis. The EQS also articulate expectations related to physical education classes (2120.5), class size (2121.2), library media staffing (2121.2), counseling services (2121.5), and nursing services (2121.5). For the past two years in particular the leadership team has used these numbers to inform the budget recommendations that we have brought to the school board for consideration.
5. What are our practices related to staff evaluation, and how do we know that our practices are effective?	Per Policy B31 regarding staff evaluation, the Superintendent reports to the full school board at least annually a progress report and any recommendations related to the effectiveness of the supervision and evaluation system. It has been our practice recently to inform the board of our progress related to supervision and evaluation more regularly through Principal Reports. The EQS also articulate requirements related to staff evaluation (2121.4). Most importantly, the EQS emphasize that the goal of staff evaluation should be improved student outcomes. Below is a bit more detail about our current supervision and evaluation practices for administrators, teachers, and paraeducators. Administrators: ● Administrators are evaluated annually with an established process based on effective leadership practices. Currently a working group of administrators is developing a 360-degree feedback tool to use as part of the annual reflection process. Teachers: ● Our teacher supervision and evaluation process is based on Charlotte Danielson's 2013 *Framework for Teaching*. ● Our teacher supervision and evaluation system was revised in August 2018. There are four supervision and evaluation tiers–Performing Teaching, New or New to School Teacher, Teacher in Need of Support, and Teacher on Focused Assistance. Each tier has its own definition, gateway, and

	expectations related to goal setting and professional development. ● We use a software system, Vector Solutions, to support our teacher supervision and evaluation process. ● The teacher supervision and evaluation is actively meeting this year to consider whether or not we will adopt the 2022 Danielson Framework, create a revised version of the supervision and evaluation process, and explore the possibility of incorporating instructional coaching as a component of the process. Paraeducators: ● In the past few years the paraeducator evaluation rubrics were revised in partnership with administration and paraeducators. ● Paraeducator rubrics are uploaded in Vector Solutions.
6. Relative to the EQS, what are we doing well and where do we have challenges?	Understanding a system's strengths and challenges relative to the EQS is an ongoing process, and one that is embedded in a number of existing monitoring and reporting structures. We have been working hard to evaluate and monitor our progress related to the implementation of the Education Quality Standards by embedding this review into current monitoring and reporting cycles. For example, in our annual budget presentations we include an analysis of our staffing ratios based on the requirements in the EQS. We have also established a format for monitoring academic achievement data as part of this committee's work. We are creating a cycle for reviewing each Student Learning Outcome in more depth, and we have established a policy review cycle. We also engage in continuous improvement planning as required by the EQS. It may be helpful in the future for the administration to cite the specific EQS that are being addressed as part of such monitoring reports or other practices.