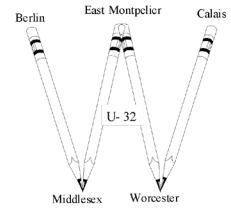


Washington Central Unified Union School District

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

Meagan Roy Ed. D.
Superintendent



WCUUSD Education Quality Committee Minutes Rumney Memorial School Middlesex, VT 10.4.23 In-Person/ Virtual

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

- 1. Call to Order:** Ursula Stanley called the meeting to order at 5:01 p.m.
- 2. Approve Minutes of 9.6.23:** Kari Bradley moved to approve the minutes from September 6, 2023. Seconded by Zach Sullivan, this motion carried unanimously.
- 3. Discussion/Action**

3.1. Advanced Placement/Co-Curricular: Jen Miller-Arsenault presented a slide deck to the committee and facilitated a protocol for discussion of the presentation. Diane Nichols-Fleming asked, in terms of students who received a 3 or greater on the exam, how many students take advanced placement courses. For example, a student might take several different exams. Jen Miller-Arsenault stated that the data does not drill down to that level of specificity. She stated that statistically, students who take AP courses perform better in college. Superintendent Roy stated that teachers do have the level of detail in the data, to be able to consider, for example, how many of my students took the exams, and how many of my students scored 3 or above. Diane Nichols-Fleming stated that, from the perspective of Ed Quality, it is helpful information to know, for example, when considering budget implications, whether this program gets the most “bang for the buck.”

Making Meaning Protocol: What do I notice?

Kari: More students are taking more AP exams, a couple observations that teachers are engaged with AP, Inclusive values in sports, Participation rates

Daniel Keeney: Competing pathways to college preparedness that are somewhat complementary and somewhat in conflict (wonders about the process we use to help students evaluate what is right for them) (Is a student better served focusing on one or two AP classes rather than “spreading themselves thin.”) What is the level of support around choosing a narrow or a broad path re: AP.?

Jen M-A - it depends on the pathway the student wants. If a student is on a pathway to get into a very selective college, then the advice from the college admission is that students show they have taken the most rigorous coursework.

Zach: There are multiple ways to do the same thing that are competing with each other in a fairly small group of students (e.g. early college option/ AP courses & exams)

Ursula: do we have information on the support that students get from the School Counselors/ Guidance Department? Jen M-A explained that this is a big part of their work; she explained that “call backs” are often used for this process.

Flor: We have a variety of offerings for students so they can have a broad choice. We pay for AP exams/ classes.

Ursula: Likes the equity aspect that we pay for AP exam/ classes.

What questions does this raise?

Diane: Noticed that the winter sports have a lower participation rate. In our expenses we factor in proctoring and the exam; we do not have the cost of the teaching staff factored in. If students were not taking AP courses, what else would they be doing? Diane explained that for her own children, taking AP coursework did not affect their study path in college.

Kari: The incremental direct expense of proctoring, etc. seems very minimal compared to instruction and overhead. The question is whether AP enrollment is lower than average.

Flor: Feels that inadvertently we “track” students; sometimes in an AP history class, you want to have a conversation with a diverse group of students. How do we make access to AP courses more universal and include a wider group of students?

Diane: Excited to hear that one of the U-32 teachers is teaching the dual enrollment course.

Mckalyn: Her experience was with “AP Equivalent classes” - is that still an option for students? (Jen M-A - yes.) Is the curriculum still very specific and rigid? Hopes that students get to have rich experiences despite the rigidity.

Jen M-A: You can take two English courses that allow you to access the AP exam, there is AP US History, e.g. French 5.

Kari: Are students who are enrolled in dual enrollment counted as equalized pupils? (yes)

Flor: Some of the teachers who are teaching these courses are excellent teachers and can they teach a larger group of students and “spread the wealth.”

Zach: Teaching AP courses is a sought after gig for teachers.

What stands out to me?

Ursula: likes the fact that we have so many options for our students to explore, and there are things outside the regular curriculum that might make them more likely to engage in school and want to come to school.

Dan: The definition of “co-curricular” (sports and stage) - and the clubs being separate (with some happening during the school day).

Superintendent Roy: Part of the reason clubs are during the school day is to make them more accessible to students

Mckalyn: Via the lens of the founding philosophy of U-32, loves that co-curricular is still really valued and that students can pursue it without a required GPA. Doesn't love the idea of AP; in a sense, it narrows the options for some students - if there is no offering of an upper-level course in a certain subject, aside from AP course, it might deter some students from registering.

Zach: Suspects that the college board is playing fast and loose with statistics - that sounds like “selection bias” - speaks to a need to offer advanced classes for students who are looking for them. As long as they can communicate to colleges what this means.

Ursula: Students who are taking AP courses may be students who are excelling in school already. If the students are struggling in school, how would they fare in college if they took an AP course? What is the performance of a student before they take AP courses, and how is their performance affected after?

Diane: What is the average class size at U-32?

Stephen Dellinger-Pate: The average is 14, but ranges from 5 students to 39.

Stephen Dellinger-Pate: When you think of an average class size in a core class (e.g. English), the average class size is around 18-22.

What are the implications for our work?

Diane: The cost of the proctors and exams is minimal.

Ursula: Where does the cost for tests and proctoring show up in our budget?

Stephen Dellinger-Pate: in the Guidance Office budget.

Kari: (1) Rigor - AP provides rigor and will help students achieve stretch goals, (2) AP can help kids save real money in college, (3) both AP and co-curricula's strike me as important to our “brand” - feels that the implication is that we should support and foster these programs.

Diane: There were questions around AP that it is an example of “quality” - it goes beyond that, a lot of learners need diversity of options, which is why we are considering clubs and co-curricular. Just because we say we offer AP, doesn’t mean that we are offering quality.

Zach: The fact that you have students who choose to sign up for AP courses is an indicator that students are prepared to the extent that they feel it is achievable.

Diane: question of how many AP courses are going to count toward college courses? We know the percentage of students who score 3+, but how many subjects does this translate to - what is the effectiveness re: courses that will provide college credit for students.

Mckalyn - This would be very interesting post-grad information: What are the outcomes for our students? e.g., early graduation (a semester early.) How do they fare in college?

Flor: The idea of empowering students with the willingness to take the risk, to engage, the value of taking the course regardless of the score on the AP exam.

Ursula: The board needs to keep staying at the “fire tower” level, and the administration and the staff gets into the “nitty gritty” - report to the board, if there are changes in the curriculum, how did they come to the decision to make the changes? (staying in the “fire tower,” not getting “into the weeds.”)

3.2. October Monitoring Report to Full School Board: Ursula Stanley explained that this is the information that the full board needs to do their job. She reviewed the memorandum that she had prepared from the Ed Quality Committee to WCUUSD Board; she invited feedback from committee members. Kari: The goal is around improvement - is this meant to be a baseline? Ursula - this is going to have to be our baseline - next fall we will be able to compare data to see change. Kari: one other implication for the board would be to continue to monitor progress and practice: “informed oversight “Diane: are any of the implications linked to the loss of ESSER funds? can we be clear about some of the things that fall under ESSER funds (as this has budget development implications) Jen M-A: we continue to research, e.g. Rumney staff is considering a new reading assessment - this is an investment of money and time. Diane: if we want to monitor improvement then the reality is that it is related to programming. Resources to put into place to respond to the data that we are collecting. Diane N-F - naming the reading programs, reading assessments, would be helpful. Ursula - we can say that we are going to have a loss of ESSER funds. Kari - it is important that we have time on the board agenda for the board to engage with this. Could we add discussion/ engagement questions for the board: what questions do you have? do you agree/ what questions do you have with our analysis? what other implications to the board do you see? what do you think about the format of the report? Zach: what questions does this data raise for you? Dan: are implications supposed to be statements of intent? Ursula - focusing on things the board needs to consider - evaluation of superintendent, and review and approval the budget - the board has to look at the budget with some of these implications in mind. The work of the board is to be able to answer how are our students doing? What are we doing as a board to affect how our students are doing? Jen M-A -include in the memo a statement regarding loss of grant

money in general (versus ESSER) - there is money beyond the local budget that is supporting this body of work. Some discussion about the desire to look at data over time.

4. Future Agenda Item

- 4.1.** Student Monitoring Report (Fall 2023 Data)
- 4.2.** Education Quality Standards

5. Adjourn: The committee adjourned at 6:08.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary