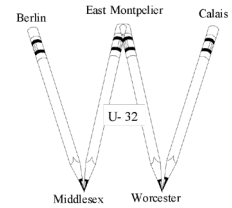


Washington Central Unified Union School District

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 Ed Quality Committee Meeting Minutes 5.29.24 5:00-6:00 PM Virtual

Present: Jen Miller-Arsenault, Ursula Stanley, Diane Nichols-Fleming, Zach Sullivan

- 1. Call to Order:** Ursula Stanley called the meeting to order at 5:06 p.m.
- 2. Approve Minutes of 4.3.24:** Diane Nichols-Fleming moved to approve the minutes of April 3, 2024. Seconded by Zach Sullivan, this motion carried unanimously. There was a brief discussion about whether a quorum is needed for this committee, to approve the minutes. The committee agreed that we are taking this action in good faith and can revisit it if needed in the future.
- 3. Discussion/Action**
 - 3.1. Review Winter Assessment Data, Making Meaning Protocol:** Winter Assessment Data from the April meeting has been provided for review. Diane Nichols-Fleming suggested that we might want to note that this was the first year using the Acadience testing. These tests are administered three times a year so we can track growth (for grades K-8). Zach Sullivan asked whether there is value in showing fall data to winter data, for comparison. Ursula: when we show spring data, do we want to also show fall, and winter alongside spring, or do we want to compare from a year past? Diane Nichols-Fleming stated that seeing the same cohort information has more value. There are so many variables between cohorts, that it would be hard to see the value in comparing, for example, last year's third graders to this year's third graders. Ursula also noted that our student population is so small that even one or two students moving in or out can change the percentage (data). Jen Miller Arsenault stated that it is possible to present the data in different ways and the committee can decide what is more meaningful when considering data (e.g. following a cohort of students over several years.) Ursula suggested, for example, tracking the third-grade cohort from kindergarten to third grade. Jen Miller-Arsenault suggested: winter monitoring report (it is when we get the first growth score) - place the emphasis on growth at one reporting period - e.g. looking at winter data from one year compared to the next. Jen Miller-Arsenault stated that we are going to have more ways to dive into data, using Acadia. Zach Sullivan said it would be helpful to see how a cohort compares, if a new initiative is in place. E.g., how does the cohort that has literacy instruction based on updated research fare compared to past cohorts? (In light of recent conversations around "science of reading.")

Diane Nichols-Fleming said useful data would be not only be how long a program has been in place, but also how experienced and effective are the teachers who are providing instruction? Ursula Stanley asked whether this is at the level of the board or at the level of administration. Diane Nichols-Fleming stated that she sees this as a question of “capacity” and she believes it is the role of the board to be aware of the capacity of the system. Ursula Stanley stated that if the leadership team is diving deeper into this data, and coming back to the board to report, do we need to see the data to believe them? Diane Nichols-Fleming stated that it is not a matter of believing in the administration but understanding the difference between the capacities to teach a new program with fidelity; this would be a point of data that would be helpful when looking at the larger system; not to micromanage. Ursula Stanley would like to clarify what level of information the board needs to be aware of, e.g., are we interested in looking at a chart of teachers with years of experience, layered on student outcomes? Diane Nichols-Fleming stated that hearing from the leadership team is useful in terms of where they see training up to the initiative, those who are trained to implement, and the staff turnover. The question of fidelity is a factor. Jen Miller-Arsenault spoke about some of the factors around fidelity, which is a critical piece of effective teaching: resources, allocation of time, etc. She stated that the Strategic Plan addresses some of these issues (e.g. professional development); this is where the leadership will report to the board and provide information around these issues (resources needed to deliver on the outcomes that we are expected to deliver.) Ursula - re: monitoring the Strategic Plan - does the board take this on? Does the Ed Quality Committee take this on? Ursula asked; what do we think the board needs to know from the winter assessment data? Acadience data will use the same format as the previous report that the committee had provided to the board. Diane Nichols-Fleming spoke about the stretch on math Free/ Reduced Lunch, non, gender, race/ ethnicity, IEP students versus not.... there does not seem to be a gap when making these comparisons. Jen Miller-Arsenault: Ideally, we would want to see students on IEPs making more growth progress (closing the gap, given specialized instruction and IEP goals). Jen Miller-Arsenault stated one of the goals is how to deliver efficacious intervention and get smarter on progress monitoring. Zach Sullivan stated the labeling of the data is not very clear. For example, the target for proficiency. Jen Miller-Arsenault stated that we could add a note or some explanation to make this clearer.

3.2. SLO Global Citizenship: Jen Miller-Arsenault provided a slide deck on the topic of Global Citizenship.

Making meaning protocol: What did you see in the presentation? Zach stated that while there is a gap with the IEP students, the gap is much smaller in this subject versus others (e.g. math). Is there a way to capitalize on that? Diane Nichols-Fleming stated that it follows the same trend as reading and math and wonders about the instruction, what is this like?

What questions did the presentation raise for you? Diane Nichols-Fleming wonders has the board ever seen a current report card. What does it look like? Ursula Stanley stated if our students have weaknesses in reading and writing, does this struggle carry over to Global Citizenship (since students are often using reading to learn info and writing to show their learning....) Ursula agrees that it would be interesting to share with the board our current report cards.

What did you see as significant?

Some discussion of seventh grade data having a light “dip” and then coming back up in 8th grade - there is some theory that this might be due to middle school “newness” and competing priorities for kids’ mental, social, emotional bandwidth. Diane Nichols-Fleming has been excited to hear of U-32 teachers offering early college. Wonders what it would look like to offer more opportunities for early college within the walls of U-32 versus AP. Ursula mentioned that one of the equity indicators that was brought up showed disaggregated data for AP classes. According to this data, no students with IEPs had taken AP courses. Diane Nichols-Fleming stated that also raises the question, are we getting the “bang for our buck” regarding equitable approach. When do we look to see whether we funnel the resources differently to bring about a different trajectory for more students? Ursula said to explore this we would need more data. Zach stated if we say we are focusing on one opportunity but not creating time for students to partake - how do we consider these factors? Jen Miller-Arsenault asked could transportation impact the length of the school day for our students? This is a factor to consider.

Things we want our school board to know:

Ursula would like to include AP in student learning outcomes report to the board. Ursula appreciates the equity indicator slides to bring to the full board for consideration. Zach Sullivan appreciates the curriculum map slide, especially as we are considering configuration and multi-age classes. Ursula re: the format - why we do these reports? Our goal as a committee - glossary, data, how this implicates our work going forward - questions that the board has. Is this all of the information you would like to see? Keeping in mind that this is an iterative process.

- 3.3. 2024-2025 Committee Work Calendar:** Ursula had provided a committee work calendar. She invited comments or feedback from committee members. The committee will approve this calendar at a later meeting when more members are present. Diane Nichols-Fleming stated if we are going to continue to broaden the equity lens, we need to bring the focus away from grades 3 and 8 as indicators about a student’s potential future. We need to find a balance; this is why we do the Ed Quality work, to maintain quality instruction in an ongoing way for all students. Ursula said maybe part of our work as we move on would be to ask what barriers are being removed? (E.g., how does MTSS affect this? Universal instruction), Diane Nichols-Fleming stated yes, we talk about student voice but also staff voice would be valuable. She spoke about food security, housing security, how are these creating barriers? How are they being impacted or affected? Diane Nichols-Fleming expressed great appreciation to Jen Miller-Arsenault for the hard work on this topic. Jen stated that she loves seeing such vested interest from committee members and the board, in exploring this data.

4. Future Agenda Items

- 4.1.** Post-Secondary Outcomes
- 4.2.** EQC goal for 2024-2025

5. Adjourn: The meeting adjourned by consensus at 6:26 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary