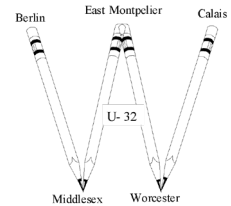


Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

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WCUUSD Quality Committee Minutes 9.4.24 5:00-6:00 PM In Person/Virtual U-32 930 Gallison Hill Rd Montpelier, VT

Present: Ursula Stanley, Flor Diaz Smith, Natasha Eckart, Mckalyn Leclerc, Zach Sullivan, Diane Nichols-Fleming, Daniel Keeney, Elizabeth Brown, Superintendent Dellinger-Pate, Jen Miller-Arsenault

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:01 p.m.
2. **Approve Minutes of 5.29.24:** Flor Diaz Smith moved to approve the committee meeting minutes from May 29, 2024; seconded by Mckalyn Leclerc this motion carried unanimously.
3. **Discussion/Action**
 - 3.1. **Student Monitoring Report (Spring Data):** Ursula Stanley reminded the committee that the protocol for examining the data today would be slightly different, the follow up reflections being: How did our students do last year? What are the implications for our committee work this year? What are the implications for the full board's budgeting work? What are the key points we want to share with the full board? Jen Miller-Arsenault shared a slide deck: *Monitoring Student Achievement, Spring 2024 Data*, with math and reading student data. Questions for clarification and initial observations from presentation: Diane Nichols-Fleming: is there a way to look at longitudinal patterns in math? e.g., the same cohort over time. Jen Miller-Arsenault stated that it might be possible to look at that detail; she will connect with the support person at the assessment source. The data looks at performance and growth. Zach: is everyone getting a "stretch growth score"? Jen - yes, we get these for everyone but we care the most about the students who are below expectations when it comes to this data. She stated that at the school level, reports are run to highlight the students who are below expectations. Diane Nichols-Fleming: is I-Ready individualized? Ursula: with Acadience being a timed assessment, do students with

accommodations for more time get that allowance and have teachers noticed a change in their performance? How did our students do last year? Diane: what is heartening is that they are good assessments, they are providing good information, and we are making progress toward the goal. Mckalyn: made progress from the spring in both math and literacy. Compared to national and pre-pandemic norms, we are doing well. Zach: gets nervous about grading ourselves on a curve, taking into consideration the pandemic. The fact that we are comparing fairly well to pre-pandemic data is good. Flor: the student progress in I-Ready is encouraging; worried about some of the outliers (e.g. 4th grade) Mckalyn: not surprised by low performance, but surprised by low growth for this cohort. Ursula: encouraging seeing that, using what we are using, we are seeing progress. Jen M-A shared that there is continued concern from some about the amount of time these assessments take. When we are able to use the data in a concrete way: performance and growth, and plot action steps, it is very useful. In addition, when we are able to use the data to inform intervention, it is also very relevant.

- What are the implications for our committee work this year? Flor: using our monitoring calendar is helpful so that we can continue to figure out how to report to full board and support the ongoing work to remove barriers around educating students. Diane: what about the layer of equity? What does this say about how we are equitably assessing children? Maybe we should continue to ask this question as we work through this. Jen: next month's presentation will be a deeper dive - same data but disaggregated. The hope is that over the two meetings, the committee will be able to make more sense of the data.
- What are the implications for the full board's budgeting work? Diane: would we be able to see the assessment calendar? That would be helpful in understanding the pressures on the system. Have we ever discussed as a board the implementation cycle - how long do we stay with an assessment resource? Has this been put into procedure? Curious about the cost, the PD, the work around fidelity for these assessments. Flor: We have been considering this parameter, and how do we continue to invest? We are using the data to inform our priorities for budget planning. Elizabeth: fidelity can take years; how to build an internal infrastructure to support fidelity. Natasha: has never found data to be helpful in the day to day, as an educator. What other data is being considered? Is there a way for us to be able to see some sort of feedback about that less formal data? Thinking about the health of our students - the stress level - her own child was very stressed (at age 10) about their test scores. Need to ensure that we are considering our core beliefs, including the well-being of our students. Making sure, these assessments are not the focus of what being in a classroom is about. Question about the science assessment data - concern around the number of minutes students are getting in science education - are they prepared for a science assessment? If not, how are we going to modify the number of minutes students are receiving science education, Jen - our teachers are assessing students all the time: observation, exit tickets, summative assessment, report cards, etc. The idea of balancing assessment and stress - that is our responsibility as professionals to communicate with students. She noted that at curriculum camp this summer, one of the topics was transferable skills, including social/ emotional well-being. Discussion around taking the time

at the beginning of the year to build community with students, create routines and sense of safety. Information about “test readiness,” messages to give kids...

- What are the key points we want to share with the full board? Daniel Keeney: can we talk about this after the second part of this presentation? We will have a better sense and understanding.

3.2. Ed Quality Goals and Calendar: Ursula Stanley reviewed the goal from last year. She would like to carry this goal over to this year. She invited feedback about other goals that committee members would like to consider. Stephen Dellinger-Pate stated that the work plan of the Ed Quality Committee informs the work of the Ed Leadership team. Elizabeth Brown asked, since she was not here last year, how can we change things this year to make the goal more achievable? Ursula Stanley reviewed the proposed calendar. Daniel Keeney asked whether we could look more closely at early college and hear student voice about after they leave here: what in retrospect do students feel they got from that experience? Diane: also has heard from some parents whose students were frustrated with their experience at U-32 but went on to find success; would also be important to hear student voice from these students. Ursula Stanley stated that this work around monitoring is one of the most important roles of the board. Diane Nichols-Fleming stated that it is important to always consider whom our offerings are working for, and how we can improve access to all.

4. Future Agenda Items

4.1. Student Monitoring Report (Spring Data, continued) (10.1.24)

4.2. Post-Secondary Outcomes (11.6.24)

5. Adjourn: Daniel Keeney moved to adjourn at 6:00 p.m. Seconded by Natasha Eckart, this motion carried unanimously.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary