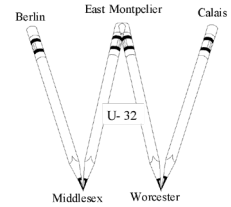


Washington Central Unified Union School District

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
Meeting
10.1.24 5:00-6:00 PM
In Person/Virtual
Calais Elementary
321 Lightning Ridge Rd.
Plainfield, VT**

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

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:02 p.m.
2. **Approve Minutes of 9.4.24:** Flor Diaz Smith moved to approve the minutes of September 4, 2024. Seconded by Natasha Eckart, this motion carried unanimously.
3. **Discussion/Action**
 - 3.1. **Student Monitoring Report (Spring Data, continued):** Jen Miller-Arsenault presented the slide deck: *Monitoring Student Achievement, Spring 2024 Data, Part 2* Ursula Stanley reminded the committee that the questions to consider will be:
 - *How did our students do last year?*
 - *What are the implications for our committee's work this year?*Diane Nichols-Fleming wonders whether one of the implications is that we need to better understand Act 139.
What are the implications for the full board's budget development? Diane Nichols-Fleming: continued PD and per pupil cost for the assessment (e.g. Acadience). Ursula Stanley asked if the plan as of now is to continue with both I-Ready and Acadience? Jen Miller-Arsenault: yes, because for example the comprehension in I-Ready is much deeper than that in Acadience. She feels that they complement each other (in grades 3-6). Zach Sullivan asked whether we have looked closely to see how much the results from the two tests correlate. Jen Miller-Arsenault: no - this is the work that we need to do. Diane Nichols-Fleming: there is a need to understand the ebbs and flows. In order to carry this out with fidelity, then we need to stay with it for a while; we need to understand what a long-term cost is over time. Superintendent Dellinger-Pate stated that one implication is: what resources are we placing toward students with IEPs and students who qualify for FRL. If we do not put resources toward this, we will not see change. Jen Miller-Arsenault stated that, linked to the strategic plan is an action step related to social emotional learning.

There has been some work around screeners for social emotional learning. She stated that we are likely to propose a per student cost for purchasing screening tools in this area. Ursula Stanley stated that another budgetary implication would be purchasing technology, e.g., tablets, to address the technological glitches that were experienced when administering Acadience.

What information from this data do we want to share with the full board? Ursula Stanley had prepared a draft for the committee to consider - a summary of data to share with the full board. She invited feedback from committee members. Diane Nichols-Fleming noted that sharing that Acadience lines up well with Act 139 is worth sharing, as well as the discussion that the two tests complement one another, from our experience. She also reiterated Superintendent Dellinger-Pate's comment about the need to resource FRL and IEP students. Ursula Stanley asked whether a sub-group of this committee would like to address this draft. Ursula, Diane and Zach will work together to edit the draft. This will be shared with the WCUUSD Board at the next board meeting (after tonight). Zach Sullivan suggested moving some of the definition verbiage within the document down further might be helpful, as far as readability. Diane Nichols-Fleming asked, re: Acadience, did teachers keep a log of the experience since there is mention that there were glitches along the way? Jen Miller-Arsenault noted that teachers went to training and that some of the glitches were with technology. Diane Nichols-Fleming noted that the results from I-Ready are dramatically different from Acadience. Jen Miller-Arsenault stated that we have not taken the time yet to compare the two tests to see exactly what they are testing. Diane asked what the reasons for deciding to go with Acadience are. Jen Miller-Arsenault stated that Acadience is aligned with Act 139 and that the skills that are assessed are more in alignment with what we are teaching. Mckalyn Leclerc asked whether grade level proficiency changes from level to level. Jen Miller-Arsenault: Yes, she explained the issue of grade level proficiency from the beginning of the year to the end. Mckalyn Leclerc stated that in order to show results over time we need to continue with the same assessment, which is why she would not like to give up I-Ready until we have some consistent data over time. She is hesitant to add new forms of assessment without giving one up, as she has concerns about how much time is spent doing assessments. Diane Nichols-Fleming stated that it would be helpful to have an idea of a "day in the life of a teacher" to understand the implications of assessment. Discussion followed about time as a resource. Jen Miller-Arsenault stated that students who are receiving interventions or IEP services might be missing the personalized work ("my path") within the I-Ready program. Some discussion followed around the balance between providing small group or 1:1 intervention or IEP services to students and the time that they miss doing whole class work (such as "my path").

4. Future Agenda Items

- 4.1. Post-Secondary Outcomes (11.6.24):** Jen Miller-Arsenault reviewed some of the data that will be included in this presentation.
- 4.2. Next Meeting:** November 6, 2024

- 5. Adjourn: Diane Nichols-Fleming moved to adjourn at 5:53 p.m. Seconded by Mckalyn Leclerc, this motion carried and the committee adjourned.**

Respectfully submitted,
Lisa Grace, Committee Recording Secretary