October 7 2024, BOE Recap
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Superintendent's Report

School Board Week

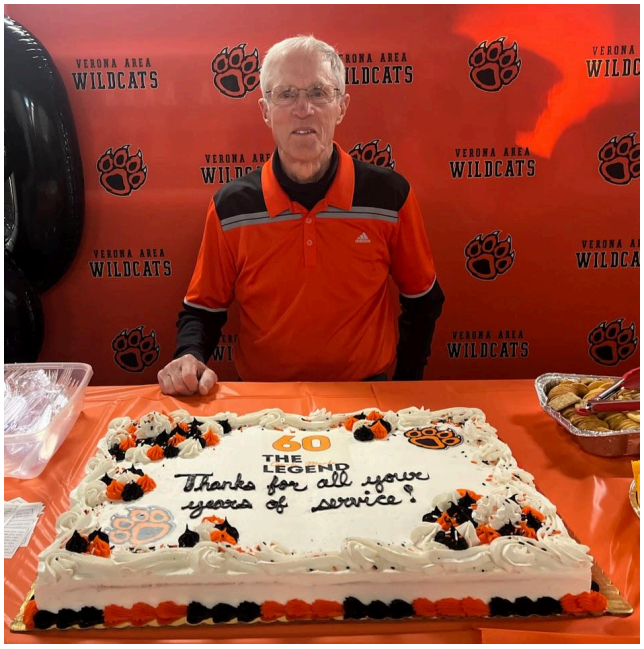
In honor of the Wisconsin School Board Association's School Board Week, Superintendent Dr. Tremayne Clardy thanked the Board of Education (BOE) for their ongoing service to the Verona Area School District (VASD). He extended gratitude for the BOE's forward-thinking service and deep engagement in shaping the future of education in the VASD. He appreciated their vision and dedication to fostering an educational environment where all students, staff, and families thrive.



Coach Randy Marks

The BOE recognized Coach Randy Marks for his **60 years** of service as a coach. He started the Verona Area High School Cross Country program in 1965 and has coached generations of students. He led six Verona Area boys and girls cross country teams to state championships, four Verona Area boys and girls cross country teams to state runner-up finishes, and multiple conference titles and individual champions. Mr. Marks has never cut a single athlete from his team. Every runner receives his full support and attention. His infectious enthusiasm and belief in each student's potential has never waned, even after six decades of coaching. Randy Marks is a member of the Wisconsin Cross Country Coaches Association and Wisconsin Track and Field Coaches Association Hall of Fame. Thank you, Coach Marks, for your incredible commitment to the sport of cross country, the thousands of students you have coached, and the Verona Area community.





Sugar Creek Endowment



Sugar Creek Principal Todd Brunner was recognized for establishing the Sugar Creek Elementary School Endowment in September 2024 at the Madison Community Foundation. The Endowment pools together a range of un-designated grants Sugar Creek has received through the years from parents, grandparents, companies, and other donors to - collectively - have a significant and long-lasting impact on Sugar Creek. A team representing Sugar Creek family, staff, and student voices will allocate the annual proceeds to activities and projects that support Sugar Creek.

Board Workshop Discussion

Monitoring Report Indicators
Relevant Policy: Results (R) 2: Academic Achievement

The BOE operationalizes desired policy outcomes and ensures accountability through a monitoring report system. Each monitoring report includes a more detailed interpretation of the policy, definitions of related terms, and indicators. Indicators are the measures, assessments, surveys, and data points presented by staff members and used by the BOE to assess compliance with expectations and progress toward achieving results.

Executive Director of Academic Services Amy Engelkins, Director of Pupil Services Adam Zingsheim, and Director of Elementary Education Theresa Taylor shared information with the

BOE to further the monitoring report indicators revision process started in March 2024. The BOE continued this exploration at the October 7, 2024 meeting.

Executive Director Engelkins shared several shifts for consideration related to meeting benchmark, growth, and focus group data related to proficiency, reflected in the table below.

Shifts for Consideration	**Rationale**
Moving from indicators aligned to specific tests to 1 measurement of proficiency at each level	Focusing on proficiency is not dependent on specific tests, and can provide a more holistic picture of proficiency in our system K-12
Narrowing the number of indicators to include one indicator for proficiency, 1 for growth, and room to provide a body of evidence that can be inclusive of multiple data sources	Allowing more flexibility on the evidence used for each indicator is responsive to system shifts, street data, leadership moves, etc.
Being inclusive of literacy rates on Reading English and Reading Spanish assessments	Better honors biliteracy and differentiates between reading concerns and language development/acquisition

An example of indicator language was shared with the BOE as follows: "_% of students demonstrate proficiency on respective literacy assessments aligned to grade-level standards (Aimsweb Plus, Star Spanish, Forward, PreACT, ACT)."

The BOE explored many thoughts and questions related to the indicators. Member Stier Christensen shared that it seems VASD should have a goal of 100%. Member Hanes stated that the BOE can set goals for different reasons, such as making a statement about our values or measuring performance. The data is being gathered to support the evaluation of the Superintendent, and if the BOE sets a goal of 100% based on values, the corresponding data likely results in noncompliance each year. Member Stier Christensen considered the merits of focusing on growth. Member Hanes forwarded the idea of moving to a subjective assessment of performance, which could include quantitative data but not rely solely on it. Member Murphy contributed that the BOE would be more empowered to fulfill their role of evaluating progress and compliance with a subjective approach instead of the current approach in which the BOE is reacting to a box checked "compliant" or "not compliant." Member Porco added that having access to a whole body of evidence would help to tell the full story of academic outcomes with quantitative and qualitative data and that both types of information are essential. Member Hanes concurred that quantitative data is a big piece of the story and stated that benchmarking remains important, but it does not have to be in the form of a yes/no indicator.

The discussion turned toward who VASD compares itself to and what comparisons might help understand VASD outcomes. Member White raised the notion that following cohorts of students would provide more precise data on changes over time. Member Murphy asked who VASD compares itself to and if it's primarily other districts. Executive Director Engelkins pointed out that if VASD develops a metric unique to VASD, we would not be able to compare ourselves to other districts. Member Porco shared that he would like to see comparisons of VASD outcomes to different places and changes over time within VASD. Member Hanes desires flexibility in comparing the evidence shared to our policies. Member Stier Christensen expressed that our

community will be interested in comparing VASD to other Dane County districts. Member Porco expressed that comparison to peer schools from around the state, matched for specific characteristics (e.g., socio-economic status), could provide helpful data.

Member Stier Christensen articulated that the BOE and the community may be interested in certain data that differs from the data that would be necessary and helpful in evaluating the Superintendent. Member Hanes says we could do multiple data shares such as the following: data of interest to the community, comparison to peer groups, and comparison to Dane County neighboring districts, for example. Member White stated that focusing only on Dane County would narrow our information and perspective.

Member Peguero asked how VASD assesses the growth of formerly marginalized students and how we evaluate the experiences and outcomes of formerly marginalized students? That's key, given our focus on equity. Executive Director Engelkins shared that disaggregated data by focus group is available. Member Hanes agreed that the BOE values and wants growth data disaggregated by focus groups. Member Stier Christensen asked about the availability of cohort data. Executive Director Engelkins stated that we can look at data in various ways, including cohorts. Dr. Clardy cautioned that our most mobile students are students of color, and if we use cohort data, we lose the representation of our mobile students of color. Member Porco said he would like to use cohort data to see if changes (e.g., in curricular resources, instructional practices) have been effective. Member Hanes stated the BOE would like an indicator around focus groups and growth and data disaggregated by focus group. Member Hanes expressed that student stories and tracking a student over time are compelling. Director Zingsheim pointed out that educators use important data regularly to inform their instructional practices and tailor student supports, but that data isn't necessarily encapsulated in a monitoring report to the BOE.

Executive Director Engelkins shared that, based on the BOE's discussion, the next steps are as follows: develop a set of indicators for proficiency and a separate set of indicators for growth; include data disaggregated by focus groups; include comparison groups comprising peer districts by various characteristics (e.g., socioeconomic status) and location (Dane County); include cohort data and data for all currently enrolled student data to ensure we're not losing our most mobile students.

Executive Director Engelkins shared a shift for consideration related to participation in electives, reflected in the table below.

Shifts for Consideration	**Rationale**
Shifting from using enrollment data as an indicator to utilizing a survey to collect student voice data on how the course offerings align with their long-term goals and current interests	Enrollment data is not telling the story of the data or providing insight into whether or not what's offered meets student needs and goals. A survey question better allows student voice to drive the indicator.

An example of indicator language based on survey questions to students was shared with the BOE as follows: "The course offerings at middle school/high school support my growth toward my postsecondary goals" and "The course offerings at the middle school/high school allow me to explore my areas of interest." Responses would be provided on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree."

The BOE then discussed the purpose of collecting data on participation in electives. Member Porco wanted to ask students if they care about what electives are available. Member Stier Christensen concurred. The group wondered if the proposed survey questions are developmentally appropriate. Member Murphy asked what the BOE is trying to understand by having an indicator about electives. Member Stier Christensen would like to know if we're meeting our students where they are in terms of interests. Member Peguero asked how we could gather data on what is missing for students. Member Hanes agreed that this has been a concern of the BOE but pointed out that the **policy** for which we're working to develop indicators is not focused on this. Member White wondered how we can look into Advanced Placement (AP) enrollment among students of color. Member Porco shared an idea about entrance and exit surveys with students, focusing on "Did you feel like your high school prepared you for your next steps?"

Dr. Clardy pointed out that the policy asks, "Do the areas of Career and Technical Education, World Language, Art/Music, and Physical Education/Health allow you to achieve your goals?" and the BOE is expressing interest in something broader. Member Hanes affirmed that the BOE is zeroing in on indicators that give the BOE data they want but are not connected to the policy. Member Stier Christensen distilled the question to "What does the BOE want to know?" Member Murphy shared that understanding the student experience with student voice seems valuable to multiple BOE members. Executive Director Engelkins noted that this is covered in Operational Expectation (OE) 11: Instructional Program. Member Stier Christensen wondered if the BOE is interested in having data presented to us for informational purposes, but these indicators are meant to function to help the BOE evaluate the performance of the Superintendent. Member Stier Christensen asked if the BOE could put the policy on the table for discussion to ensure that the policy reflects what the BOE wants to know. Dr. Clardy brought up the alignment of the content and spirit of VASD's Journey of a Lifelong Learner (JLL) with much of what the BOE raises as areas of interest. The group concluded the discussion by committing to focus on the Results (R) 2: Academic Achievement policy language, explore the JLL, and discuss whether R2.3 "Be technologically fluent and discerning consumers of knowledge and information; able to create, navigate, and use tools critically, ethically, and safely." is an Operational Expectation rather than a Result.



Board Updates

General Board Updates

Greater Dane County School District Governance Consortium Meeting

The Greater Dane County School District Consortium meeting is on October 8, 2024, at 5:30 - 8:00 PM. VASD will be the host site. All BOE members are welcome to attend. The agenda was sent to BOE members.

Immigrant Town Hall

Member Porco attended a recent Immigrant Town Hall as a BOE representative. This community gathering brought together non-profit agencies, political leaders, immigrants, and refugees to learn about all levels of government. Interpreters were available in Arabic, Spanish, Dari, Pashto, and Swahili. Member Porco shared that It was eye-opening to learn about the unique struggles of various groups of immigrants. He learned a lot about the issues immigrants have with schools and housing. This event was presented in conjunction with the Catholic Multicultural Center, Dane County Office of Immigration Affairs, Open Doors For Refugees, League of Women Voters of Dane County, and Literacy Network.

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