



Advisory Council on Literacy

October 27, 2021, 2:00 p.m. – 4:00 p.m.

Microsoft Teams Virtual Meeting

Call In: 1-802-552-8456

Conference ID: #872 515 945#

One National Life Drive, Davis 5, Room 511, Montpelier, VT 05620

DRAFT MEETING MINUTES

Present: Bill Clark, Vermont Standards Board for Professional Educators (VSBPE); Chelsea Myers, Vermont Superintendents Association (VSA); Sandra Cameron, Vermont School Boards Association (VSBA); Donald Tinney, Vermont-National Education Association (VT-NEA); Beth O'Brien, Vermont Principals' Association; Gwen Carmolli, Vermont Curriculum Leaders Association (VTCLA); Katie Campbell, St. Albans Town Educational Center; Jennifer Farnsworth, Hiawatha Elementary School; Susan Koch, Union School; Julia Spaulding, Enosburg High School; Cynthia Gardner-Morse, Calais; Jacqui Kelleher, Vermont Agency of Education; Daniel French, Vermont Agency of Education (AOE)

AOE: Suzanne Sprague, Jess DeCarolis, Meg Porcella, Goma Mabika, Glenn Bailey, Pat Fitzsimmons, Wendy Geller, Amanda Gorham, Lori Dolezal, Emily Leute

Members of the public: Mack Gardner-Morse

AGENDA	
<p>GOAL: Identify key areas of concern in Vermont literacy assessment outcomes</p>	<p>Attendees: Chair: Gwen Carmolli Note Taker: Susan Koch Time: 2:00-4:00 Format: Online meeting</p>
<p>TO PREPARE FOR THIS MEETING, PLEASE:</p> <ul style="list-style-type: none"> Review minutes from September meeting Review A Guide to Open Meetings Complete survey 	
<p>NORMS</p> <ul style="list-style-type: none"> Listen thoughtfully & assume positive intentions Ground statements in evidence Stick to the protocol Begin and end on time 	<p>DECISION MAKING PROCESS</p> <ul style="list-style-type: none"> Gather Information & Input Deliberate Prioritize Vote

TIME	MINUTES	ACTIVITIES & NOTES
2:00	20	<p>Council Work:</p> <ul style="list-style-type: none"> • Welcome/Roll Call/Note Taker The meeting convened at 2:01 p.m. Beth O’Brien, Gwen Carmolli, Meg Porcella, Suzanne Sprague, Jess DeCarolis, Goma Mabika, Susan Koch, Emily Leute, Katie Campbell, Cynthia Gardner- Morse, Bailey Glenn, Donald Tinney, Pat Fitzsimmons, Wendy Geller, Amanda Gorham, Jen Farnsworth, Lori Dolezal, Daniel French, Sandra Cameron, Jacqui Kelleher, Julia Spaulding, Chelsea Meyers, Darren McIntyre, Don Tinney, Emily Lesh, Bill Clark <p>What text have you read today? Purpose of our work- to ensure our learners are reading varied text. Susan Koch will take Notes</p> <ul style="list-style-type: none"> • Open Meeting Guidelines Highlights- Meetings open to public <ul style="list-style-type: none"> -Open to public -Must have quorum -May not conduct business without quorum - Don’t use REPLY ALL • Norms -From Liz City(Meeting Wise) • Survey results <p>66% prefer whole group and subcommittee 33% Whole group Subcommittee Work Survey</p>

		Emily Lesh wondered about subcommittee work, and the need for consensus. Julia wonders how student voice would be included in subcommittees- student voice would be welcomed
2:20	2	<p>Approve Minutes (Motion & Vote)</p> <p>Notes:</p> <p>Cynthia Gardner-Morse noticed that meeting time was incorrect in minutes, requests edit</p> <p>Beth O'Brien made motion to accept minutes Sandra Cameron second -</p>
2:22	10	<p>Hear Public Comment</p> <p>Notes:</p> <p>Mack Gardner-Morse - shared testing results – Early Literacy Assessments</p> <p>Hopes this group can help make gains</p> <p>Thanks the group</p> <p>Bill Clark- would like the info linked into these minutes</p>
2:32	70	<p>Hear & Discuss Statewide Literacy Outcomes</p> <ul style="list-style-type: none"> • Presentation by VT AOE Representative • Full group share out & Discussion - What are the key areas of concern? Notes: <p>Review of National and Statewide Summative Assessment Data for English Language Arts Presentation</p> <p>Jess DeCarolis- Intro to Presenters</p> <p>Goma Mabika- NAEP Overview from 2019</p> <p>Additional Note from Jacqui Kelleher:</p> <p>NAEP scores are also used by Office of Special Education Program (OSEP) to make annual determinations of state performance on special education compliance and results indicators - grades 4 and 8 in reading and math...percentage of students with disabilities participating and percentage of SWD scoring basic or above. Vermont is scored on NAEP performance scores of students with disabilities as part of its overall profile with USDOE.</p> <p>Question from Chelsea Myers-Are ELL compared to national ELL students, or are they compared to all students?</p> <p>Answer-Can use NAEP data explorer to do a variety of comparisons- Goma can pull data that task force may need</p> <p>Question form Bill Clark(Winooski)</p> <p>NAEP looks at the whole state profile for its random sampling: How</p>

	<p>New: Not all students in selected sample school will take the NAEP- just the sample</p> <p>Data can be pulled in many formats as needed by this task force Glenn Bailey-ELA Smarter Balanced Assessment form 2018 and 2019 “Historically marginalized group” defined and compared -In 2021 Foster care will be added to this group -80% of HMG are also living in poverty -Breakouts from subgroups are possible in data analysis Questions</p> <p>Beth O’Brien’s question about school samples about data was answered Gwen Carmolli is wondering about comparing to other states Answer- Other states do not parse out the data in the same way HMG or parse by claim</p> <p>Bill Clark- Notes that HMG are so far from standard- Wondering about pockets of success- less empirical/ wants to see some data Answer- Some analysis is required, could look at data differently using a density chart, frequency of scores, map two groups and overlap- could see the gap, and would also see overlap- lots of HMG are also performing as well as non-HMG- There is hope!</p> <p>Susan Koch- What happened in 2020 and 2021? 2020- a covid pass 2021- only” in person” testing occurred- fewer students due to the variety in school enrollment that year 80-90% participation rate that year- which students were they? Not getting a full picture</p> <p>Julia Spaulding- Do the tests reflect student needs? Ability of assessment to accurately measure student’s performance (including accommodations) Answer (Glenn)- Test seems to measure and variability is associated with that</p> <p>Validity and reliability are included. School level results are helpful, yet local assessments and local tools are a better measure for learning and developing Amanda Gorham added that generally all statewide assessments have variability and reliability. We rely on the developer to provide technical manuals with validity and information on accommodations</p> <p>Cynthia Gardner -Morse- Uncomfortable with a bright spot in data performance- Underserved learners and disadvantaged populations need to be considered and</p> <p>Gwen thanks the AOE Team</p>
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	<p>Katie Campbell- Two data points need to be taken seriously and we need to talk about more than that. Districts have common local assessments. We need more than 2 data points.</p> <p>Jen Farnsworth- Interesting to see what percentage of students would fall in the bottom tier. Making progress as they proceed through grades, yet the same kids are getting caught in that tier. How can we adjust our teaching to reach those kids.</p> <p>Bill Clark- Would like to bring in other data. The WEDA test has 4 domains too. Would like to see equivalency for other points of comparison. Students in his district are in a cluster, and he would like to use other assessments to see more about students.</p> <p>Beth O'Brien- Marginalized students are entering school significantly behind peers. They have so much to learn. If students are learning and progressing, it is amazing. How can we meet the basic needs of this population?</p> <p>Cynthia- Building Bright Futures Document states Many students are coming to school ready, and then falling behind by third grade. Assessment from 2000 National Reading Panel</p> <p>Emily Lesh-We need to check assumptions around HMG. Can we aggregate the data more? Students with exposure to rich literacy experiences are still struggling. Appreciates looking at students who are kindergarten ready, and then looking at high school graduates and post-secondary attainment. 53% had attainment and goal to increase that to 70%. Breaking the cycle of poverty.</p> <p>Bill Clark- Some students enter in a nontraditional way (skip grades, enter country, adult learners). Numbers are getting lost in clutter. When we look at k-3, we miss those entering later with big needs.</p> <p>Beth O'Brien- One change in education in VT- when CCSS was adopted- the bar for reading attainment was raised. Are kids less ready, or has the standard been raised?</p> <p>Sec. French-Need to triangulate the data. Most schools administer a commercial benchmark assessment which seem to mirror NAEP and SBAC. What trends are we seeing in benchmark assessments?</p> <p>Don Tinney- Echo what was said about CCSS. Level of standards, bar has been raised. Is it a case of skill level, or is the standard a problem?</p> <p>Jacqui Kelleher- The state uses this data regularly, A dedicated staff member reaching out to schools</p> <p>Success gap</p>
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		CCSS adopted in 2010
3:45	15	<p>Next Meeting & Wrap Up</p> <p>Notes:</p> <p>1. Digging into statute 2903 Use the document to gather input from your constituency- MAKE A COPY and send to Gwen For example- “research based” vs “evidence based” language in th statute</p> <p>2. Gather questions for the agency</p> <p>Cynthia Gardnen-Morse reminds that we need to give a report in December</p> <p>Gwen feels that we can offer considerations in December- will have elements available in November meeting</p> <p>Sec. French- Reports can be in a variety of reports, or ask for extensions\ Check in with committee to see</p> <p>Beth O’Brien- Reminder to make a copy of Google Doc Emily Lesh- Offers to help with report</p> <p>Gwen appreciates all of the involvement today!</p> <p>Katie Campbell- Motion to close meeting Emily Lesh Seconded The meeting adjourned at 4:00 p.m.</p>
<p><i>Tasks for the November Meeting:</i></p> <p><u><i>Tasks for the November Meeting:</i></u></p> <ul style="list-style-type: none"> • <i>Review and gather input on statute 2903</i> • <i>List questions about the assessment presentation for the Agency of Education - these will be shared with the AOE, with follow up responses in the January meeting</i> <p><i>Please send your input to Gwen by November 19</i></p>		