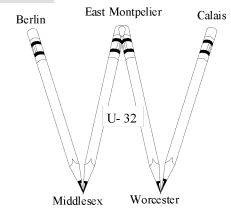


Washington Central Unified Union School District

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 Ed Quality Committee Meeting 2.5.25 5:00-6:00 PM In Person/Virtual U32

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

- 1. Call to Order:** Ursula Stanley called the meeting to order at 5:00 p.m.
- 2. Approve Minutes of 2.5.25:** Zach Sullivan moved to approve the minutes of February 5, 2025. Seconded by Diane Nichols-Fleming. Discussion: Jen Miller-Arsenault provided some clarification around the statement around credit for PE. The motion carried unanimously, with noted edit.
- 3. Discussion/Action**
 - 3.1. Committee Logistics: Meeting Time, Recording, etc.:** The group discussed appropriate date and time for committee meetings, to ensure robust participation. Ursula will send out a doodle poll to try to find a day and time that works for most. The group agreed that 6:30 “hard stop” is important, regardless of the day. Currently, second Thursday of the month, at central office. 5:00 - 6:30 p.m.
 - 3.2. Student Monitoring Report (Winter)**

Jen Miller-Arsenault provided a slide deck: *WCUUSD Winter Student Monitoring Report*. How are our students doing? What questions do you have?

Diane Nichols-Fleming - would like to see the actual numbers versus percentages. Also, she shared confusion in the cohort comparison (reading) : what does this chart/ data really mean? (typical growth and stretch growth percentages) Jen Miller-Arsenault clarified.

Ursula - one of the take aways is what information we are getting from this data and what our staff is doing in response to this data to support students.

Zach Sullivan - not thrilled with the number of students who are not proficient. What should our role as a board be, to address this? This is something he grapples with.

Diane Nichols-Fleming - it is hard to have a lot of faith in the state-wide numbers at this point because it is such a chaotic mess.

Zach Sullivan - but the question is, how is the chaos impacting our students differently than it impacts other students?

Diane Nichols-Fleming - has little faith in the processing of the data from the state level.

Ursula Stanley- has heard the analogy that state data is similar to taking your child’s temperature.

Is the curriculum that we are using “working”? Noticed an increase in growth for IEP students. Having used Foundations for three years now, hopefully we will see data that reflects this teaching. Hope to see in the graphs some of the effects from curriculum changes that have been implemented. It takes time to see this.

She spoke about advocating for PD for teachers to impact student outcomes.

Zach - historically we haven't looked at data school-by-school. Should we be looking more closely at this data, given the decisions that we are making.

Consistent curriculum, applied across the district.

Jen Miller-Arsenault - at the leadership level, we are doing a lot of mapping at this time, looking across the district at interventions, progress monitoring, etc. She spoke of the role of the instructional coach in this work.

Zach Sullivan spoke about the disparity in instruction, e.g. even within literacy time, when a teacher is teaching curriculum from multiple grades.

Ursula - break down from each school, proficiency and growth - is it correlation; is it causation? What are the factors?

Diane - so many complexities - could be the skills of the staff member - e.g. you could have a teacher who is very skilled in multi-grade instruction. If we as a committee come up with specific questions for the leadership team - e.g. are you seeing a difference between multi-grade and single-grade instruction? Keeping the data less specific to a specific school/ classroom.

Ursula - curious about charting kids who are getting level 2 and 3 supports - their growth. typical growth and stretch growth. There is a balance of students pulled for supports and the class time that they are missing. Data will help to make the case and create a balance.

Jen Miller-Arsenault - our system right now is not set up to create this data - we could do this by hand - this is aspirational. She noted that we are going to do some training on the data management/ reporting and we are also considering another program.

Progress monitoring - when a student is receiving layer 3 intervention, the interventionist is taking data at least every other week.

Ursula wants to be sure that the data we are asking for is not taking time away from teachers that is needed for their own data analysis.

Zach - question of how appropriate it is for us to get to that level of detail re: data.

Jen Miller-Arsenault is going to try to come back with more detail for the committee based on tonight's discussion. Also the question of “what is the level of detail” that is wanted for this committee.

Ursula - report to the board for the end of each month: This new meeting schedule allows less than a week - she could bring a draft, but should we shift our reports to the first board meeting of the month, to allow for more thorough review of the report. For the upcoming board meeting, she will bring a draft.

Ursula invited board members to review future reflection questions from the presentation and prepare for the next meeting.

4. Future Agenda Items

4.1. Student Monitoring Report (continued)

5. Adjourn: The committee adjourned at 6:05 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary