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.

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761

WCUUSD Education Quality Committee
Meeting Agenda
June 12, 2025
5:00-6:30 PM
In Person /Virtual Option
Central Office Conference Room
1130 Gallison Hill Rd
Montpelier, VT

Virtual Meeting Information
https://tinyurl.com/4pbz5jce
Meeting ID: 816 8459 9514
Password: 493685
Dial by Your Location: 1-929-205-6099

1. Call to Order

2. Approve Minutes of 5.8.25-pg. 2

3. Discussion/Action
- **3.1.** Approve the 2025-2026 Committee Goal – pg. 4
- **3.2.** Approve the 2025-2026 Committee Work Plan and Calendar – pg. 7
- **3.3.** SLO Report to the Full Board – pg. 10

4. Future Agenda Items
- **4.1.** Next Meeting Thursday, 9/11/2025

5. Adjourn

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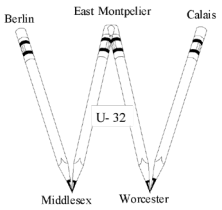

WCUUSD Ed Quality Committee
5.8.25 5:00-6:00 PM
In Person/Virtual
WCUUSD Central Office

Present: Ursula Stanley, Jen Miller-Arsenault, Zach Sullivan, Flor Diaz Smith, Daniel Keeney

1. **Call to Order: Ursula Stanley called the meeting to order at 5:04 p.m.**

2. **Approve Minutes of 4.10.25: Zach Sullivan moved to approve the minutes from April 10, 2025. Seconded by Daniel Keeney, this motion carried unanimously.**

3. **Discussion/Action**
   - **3.1. Affirm Committee Meeting Time: Daniel Keeney moved to nominate Ursula Stanley as committee chair. This motion carried unanimously.** 5-6 p.m., currently on the second Thursday of the month. Ursula noted that the second Thursday of the month makes turnaround for a report to the board very quick. There was some discussion about the time and length of the meeting, and Daniel Keeney indicated that this time is challenging for him. The committee agreed to extend the meeting time for future meetings to 1.5 hours.
   - **3.2. Student Monitoring Report (continued):** Jen Miller-Arsenault had provided this slide deck in the meeting folder. The committee had taken a first look at this at the prior meeting.
     - **3.2.1. Review the report to the full board, and discuss key points to share:** Ursula Stanley shared the draft report and invited feedback from the committee. The Continuous Improvement Plan will be part of this report. Flor Diaz Smith brought up the work related to Strategic Planning and professional development. Daniel Keeney asked how much latitude teachers get in their own personal development/ growth plan, and is this consistent among educators across WCUUSD. He asked, is there some type of 360-degree view of professional development and how it is aligned with our Strategic Planning and Continuous Improvement? Not only from the viewpoint of central office but from the perspective of teaching staff. Jen Miller-Arsenault spoke about some of the aspects of professional development for staff; she agreed that this is an appropriate consideration for the work of the Ed Quality Committee. Ursula Stanley asked for committee input around the slide deck that Jen Miller-Arsenault had shared: *WCUUSD Winter Student Monitoring Report.* Zach Sullivan - disparity is in proficiency but the growth is pretty even - to even out the disparity we actually need more growth for the group that is behind re: proficiency. Data from I-Ready was discussed. WCUUSD is going to take part in a correlational data study using I-Ready data. Daniel Keeney observed about the student data.

Jen Miller-Arsenault suggested a reminder to the board that this is data-in-progress. This is considered mid-year data. Daniel Keeney asked about data in science according to assessment results. Some discussion followed around 11th grade students taking the science exam during AP History and being unhappy about that task. Ursula stated that this is an important factor as it likely skews this test data. She spoke about the desire to engage students in the scheduling of testing and try to encourage more investment from students. Jen Miller-Arsenault spoke about the desire to incentivize students to perform their best while not creating an anxiety-inducing situation. Some discussion followed around Acadience results and the fact that we are still working out glitches with this assessment system. Jen Miller-Arsenault stated that she does not feel ready to share the Acadience data and make any conclusions about it yet. Flor Diaz Smith suggested that as a board if we can peel back the layers so that we can explain to our community what the current state is, and how to improve. Since we do include money in our budget for programs such as I-Ready and Acadience, VTCAP, include as much information as possible. The committee discussed including student voice and recaps from conversations around assessment into the summary report for all to see. The use of visuals is helpful in explaining data. Daniel Keeney noted that it is important to see data along the trajectory of before and after intervention.

3.3. Committee Goal(s) for 2025-2026 - Brainstorm Ideas:

- Make data more easily accessible to general public

Ursula invited committee members to share brainstorming ideas to add to the discussion about committee goals.

4. Future Agenda Items

4.1. Next Meeting: June 12, 2025
4.2. SLO report to the full board
4.3. Approve the 2025-2026 committee goal
4.4. Approve the 2025-2026 committee work plan

Daniel Keeney stated that the idea of student voice around early college, other pathways in the junior and senior years has been brought up in the past; he would like to keep this on the agenda. Jen Miller-Arsenault stated that another idea that has come up related to Flexible Pathways is the concept of equity. Flor Diaz Smith stated that a group is forming next week, led by Community Schools Coordinator at U-32, and she believes a report will be ready for the board by June. Jen Miller-Arsenault stated that she is hearing from the committee a desire for creating a system of consistently monitoring data, related to budget developing, and elevating student voice. Also the connection to professional development and equity indicators. (This is relevant to the committee goals and committee work plan)

5. Adjourn: The committee adjourned at 6:02 p.m.

Respectfully submitted,

Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Ursula

June 2025

For our June meeting, we will be reviewing our committee's Goal(s), Work Plan & Calendar, and the report to the full board on the Student Learning Outcomes we reviewed this year. Drafts of all of these are included in this memo or packet.

Committee Goals:

As a reminder, our goal for this year was to complete and deliver the 4 reports to the full board that the Student Achievement Monitoring Plan requires. To achieve this goal, the committee made changes to our work plan and has seen improvements in report delivery.

The following are goals or goal ideas that have been raised to enhance our committee's work:

- Align our work plan with the review of the district's Continuous Improvement Plan, the work of the Humanity and Justice Coalition, Other monitoring systems, and the review of our strategic plan progress.
    - Coherently monitor Student data, CIP/Strategic Plan, Student Voice
- Improve accessibility to the data review of student achievement
    - How do we provide as much information as possible that is easy to understand
- Professional DevelopmentDevelopment 360 review
    - What and how do we prioritize with staff Professional Development?
    - How much latitude is there to self-identify areas of growth?

I would like us to evaluate the above goals/ ideas to create 1-2 SMART goals for the committee. We can use the following template:

2025-2026 Education Quality Smart Goal outline

Proposed SMART Goal	
Specific	*Who, What, Why of the goal*
Measurable	*How will we track our progress?*
Achievable	*Do we have the time and space for this now?*
Relevant	*Does this goal help the committee carry out its charge*
Time-Bound	*What is the completion date, interim check-in dates?*

Draft Work Calendar & Plan

Our new meeting time means that there will be times when the 1st Wednesday and 2nd Thursday of the month occur in the same week, next year, which will be in January. This is something to be mindful of.

The New meeting time also means we are meeting on the day that we would need to have materials ready for the central office to include in the meeting packet, which does not leave much time for editing of reports to include the committee feedback. The work plan has been adjusted such that the full board will receive our reports the month following completion of our review.

	'25-'26 Draft Work Calendar	
	Date	Topic(s)
September	9/11/25	Student Monitoring, Spring Data #1
October	10/9/25	Student Monitoring, Spring Data #2
November	11/13/25	Post Secondary Outcomes
December	12/11/25	Transferable Skills/ SEL/ Functional Skills/ MLSS (MTSS)
January	*1/8/26*	Off
Feburary	2/12/26	Science
March	3/12/26	Off
April	4/9/26	Student Monitoring, Winter/ Fall Data #1
May	5/14/26	Student Monitoring, Winter/ Fall Data #2
June	6/11/26	26-27 Workplan/Calendar, EQC Goal

SLO Full Report to the Board

The two SLO presentations are linked here for your review, You can also find them on the committee meeting resource page:

Financial Literacy - pages 5-17
https://resources.finalsite.net/images/v1732628268/wcsu32org/zwlz2zfmgjkzgygtsh4z/12424EdQualitypacket.pdf

Physical Education/ Health - pages 6-24
https://resources.finalsite.net/images/v1738331346/wcsu32org/o6znx8fcwrt2r2kpezkn/2525EdQualityPacket.pdf

I would like us to focus on the following items for the report:

- Changes, additions, or removals of specific slides
- Format/layout changes - Is the way the data is presented understandable?
- What is missing from the report?
- What do you notice as successes or celebrations?
- What do you notice as challenges or areas of growth?
- What does the system (staff, curriculum, students, etc.) need to make progress towards improving our student achievement?

Our adjustments this year, which have allowed us to complete and deliver all four reports, have moved us to a three-year SLO review cycle. For the 2025-2026 year, we will be back to year one of the cycle, looking at Science and Transferable Skills/ SEL/ Functional Skills/ MLSS (MTSS)

SLO Review Cycle

	Year 1 (25/26)	**Year 2 (26/27)**	**Year 3 (27/28)**
Math	**O**	**O**	**O**
Literacy	**O**	**O**	**O**
Post Secondary	**O**	**O**	**O**
Science	**X**		
Transferable Skills/ SEL/ Functional Skills/MLSS	**X**		
Global Citizenship		**X**	
Artistic Expression		**X**	
Finacial Literacy			**X**
Physical Education			**X**
Health			**X**

	Committee Goal:					
	Presentation to Committee	**Discussion**	**Action**	**Reports to Full Board**	**EQS**	**Equity Indicators**
September 11 *5:00 - 6:30 pm Committee*	Student Monitoring Report (Spring 2025, Part 1)	Making Meaning Protocol				Grade 3 Reading Grade 8 Algebra
September 17	**Full Board Meeting**					
October 1	**Full Board Meeting**					
October 9 *5:00 - 6:30 pm Committee*	Student Monitoring Report (Spring 2025, Part 2)	Making Meaning Protocol Significant Items for Board Report Review report to the board (spring data)				Post Secondary Outcomes
October 15	**Full Board Meeting**					
November 5	**Full Board Meeting**			t		Grade 3 Reading Grade 8 Algebra
November 13 *5:00 - 6:30 pm Committee*	Post Secondary Outcomes (24/25)	Making Meaning Protocol Review report to the board (post-secondary outcomes)	Approve report to the Board (Spring Data)			
November 19	**Full Board Meeting**			Spring Data Report		
December 3	**Full Board Meeting**					Post Secondary Outcomes
December 11 *5:00 - 6:30 pm Committee*	SLO Presentation: Financial Literacy	Making Meaning Protocol Significant items for the board report	Approve report to the Board (Post Secondary Outcomes)			

DRAFT

	Committee Goal:					
	Presentation to Committee	**Discussion**	**Action**	**Reports to Full Board**	**EQS**	**Equity Indicators**
December 17	**Full Board Meeting**			Post Secondary Outcomes Report		
January 1	**Full Board Meeting**					
January 8	No Committee Meeting					
January 21	**Full Board Meeting**					
February 4	**Full Board Meeting**					
February 12 *5:00 - 6:30 pm Committee*	SLO Presentation: Science	Making Meaning Protocol Significant items for the board report				
February 18	**Full Board Meeting**					
March 4 (?)	**Full Board Meeting**					
March 12	No Committee Meeting - ?? affirm Committee chair, Approve SLO report to the Board ??					
March 18	**Full Board Meeting**			?SLO Report?		
April 1	**Full Board Meeting**					
April 9 *5:00 - 6:30 pm Committee*	Student Monitoring Report (Fall 2025 & Winter 2026, Part 1)	Making Meaning Protocol Significant items for the board report	?Approve SLO report to Board?			Grade 3 Reading Grade 8 Algebra
April 15	**Full Board Meeting**			?SLO Report?		
May 6	**Full Board Meeting**					

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	Committee Goal:					
	Presentation to Committee	**Discussion**	**Action**	**Reports to Full Board**	**EQS**	**Equity Indicators**
May 14 *5:00 - 6:30 pm* *Committee*	Student Monitoring Report (Fall 2025 & Winter 2026, Part 2)	Review report to the Full Board Committee Goal(s) for next year - brainstorm				
May 20	**Full Board Meeting**					
June 3	**Full Board Meeting - LT/ Board Retreat**					
June 11 *5:00 - 6:30 pm* *Committee*		Reflect on the past year and the committee's progress. Set a new Committee Goal,& work plan	Approve: Fall/ Winter report to the board Goals for 26-276 Committee work plan			
June 17	**Full Board Meeting**			Fall & Winter Report to Board		Grade 3 Reading Grade 8 Algebra

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June 2025

To: WCUUSD School Board
From: Education Quality Committee

Purpose/Charge:
According to our Student Achievement Monitoring plan, adopted by the full board in the spring of 2023, the board is to receive four reports each year: two on math and reading achievement, one on a rotation of other Student Learning Outcomes (two to three each year), and one on post-secondary outcomes.

This report is on the two Student Learning Outcomes (SLOs) that were reviewed this year. In December, we examined Financial Literacy Learning Outcomes, and in February, we reviewed Physical Education and Health Learning Outcomes

How are we doing? What are we doing?

U-32 continues to require financial literacy, ensuring students gain essential financial skills through a one-semester course aligned with Jump$tart National Standards. High school students consistently achieve proficiency, while younger students are introduced to key concepts through integrated coursework in math, career readiness, and global citizenship. Additional business courses, such as Accounting and Entrepreneurship, provide practical learning opportunities.

In PE and Health, the district is adjusting to updated state standards and addressing challenges, such as the loss of the U-32 ropes course and ongoing middle school scheduling constraints. Despite difficulties in securing a certified health educator, students receive health-related instruction from school staff. The newly launched Teen Mental Health program, the first of its kind in the state, offers students valuable learning and certification opportunities.

Student Performance in Financial Literacy, PE, and Health is going well, with 90% or more of the population achieving proficiency.

Current Report:

Financial Literacy

In December, the Education Quality Committee welcomed George Cook to present on financial literacy education at U-32. The district's Proficiency-Based Graduation Requirements (PBGRs) align with the Jump$tart National Standards for K-12 Personal Finance Education, which were adopted by the Vermont State Board of Education in January 2018.

High school students typically demonstrate proficiency in the three Financial Literacy standards—and thereby meet the Student Learning Outcome—by completing a one-semester

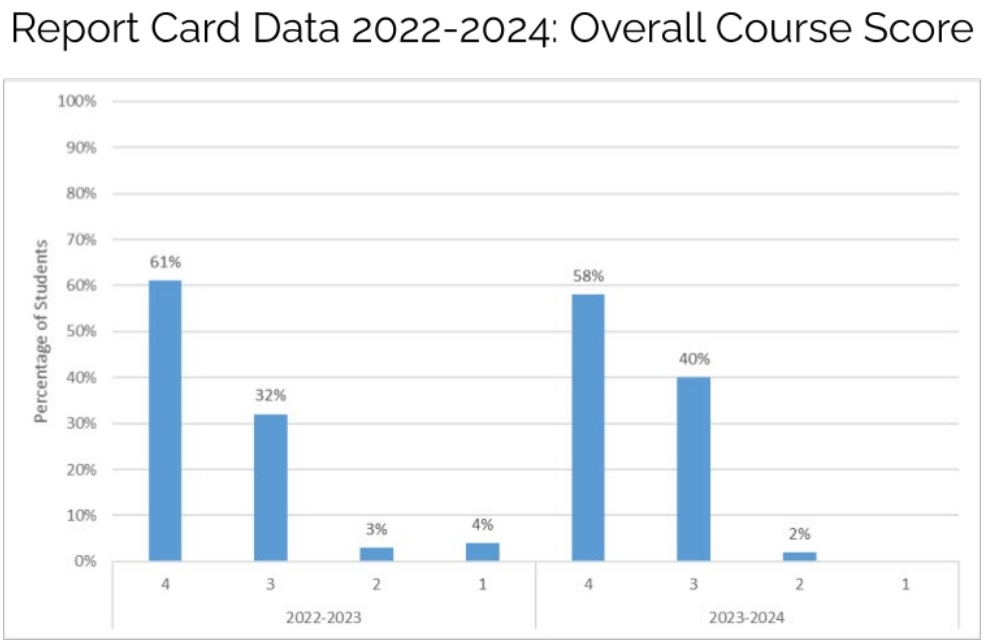
Financial Literacy course. This course covers key topics such as financial responsibility and decision-making, income and careers, money management, credit and debt, risk management and insurance, as well as saving and investing.

Beyond this core financial literacy course, students have access to additional business and finance offerings that help them build practical skills and explore career pathways. Courses such as Accounting I and II, "Inc." (Entrepreneurship through Project-Based Learning), Sports and Entertainment Marketing, and Community-Based Learning provide opportunities for hands-on experience and deeper financial understanding.

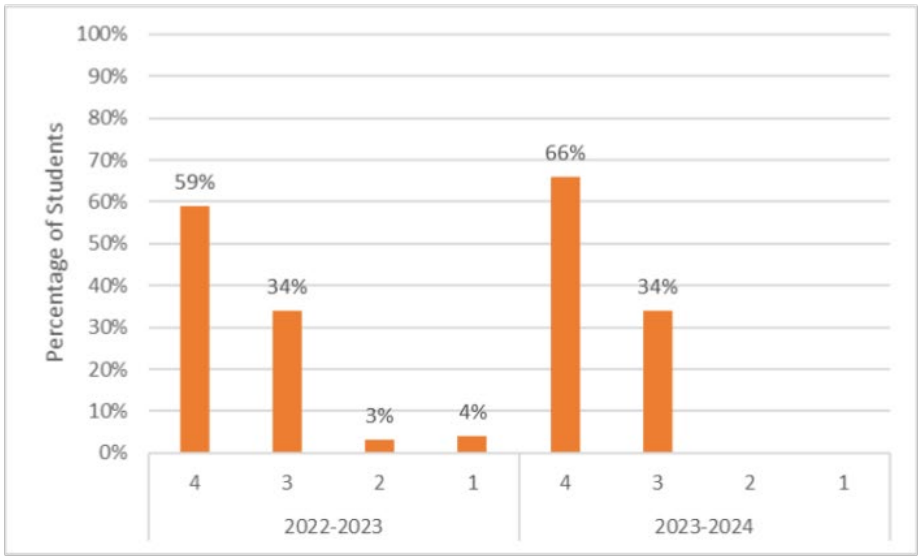
While the district has not formally outlined performance indicators for Grades Pre-K-8, essential financial concepts are integrated into mathematics, global citizenship, and career readiness courses to support foundational learning.

Students in the financial literacy course consistently perform at a high level, with 90% or more reaching proficiency in this key learning outcome.

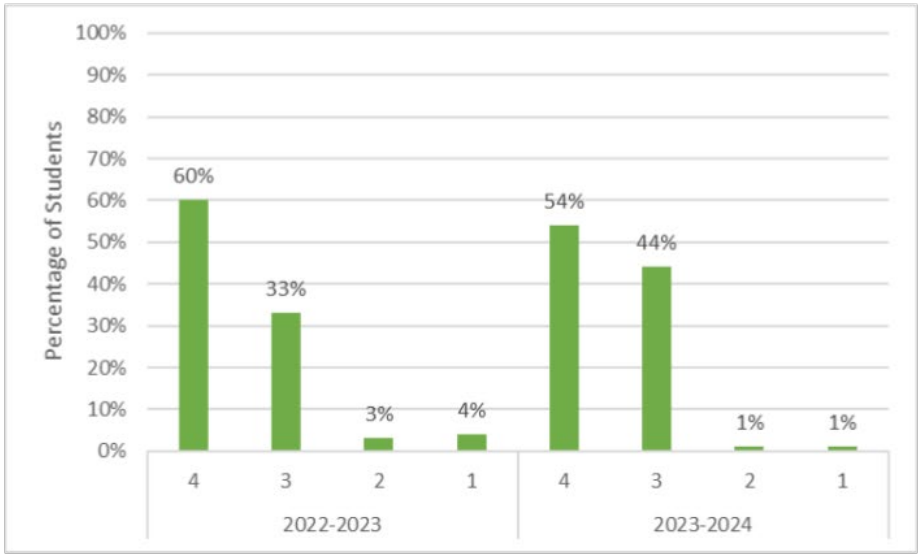
This version improves readability while maintaining the original meaning. Let me know if you'd like any further refinements!

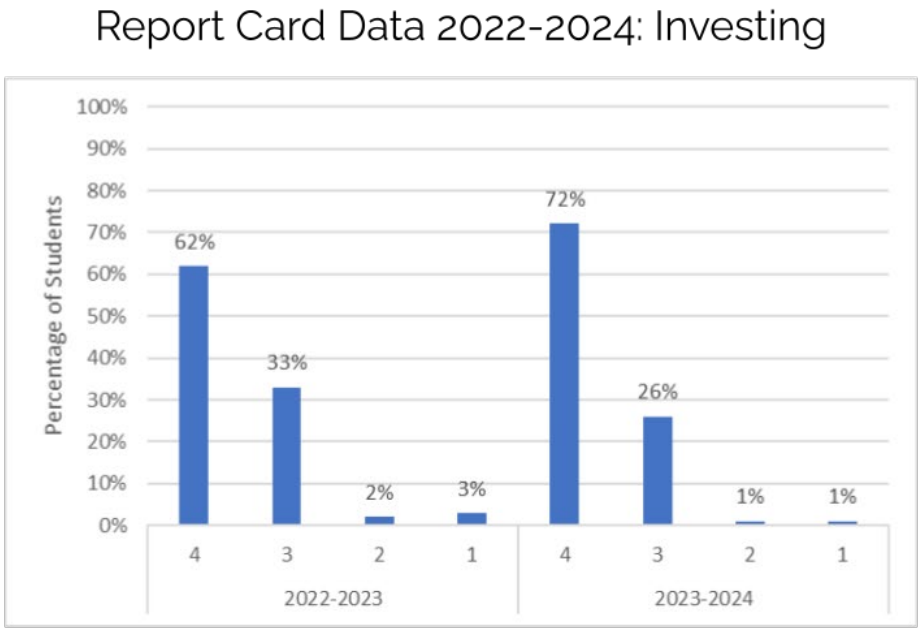


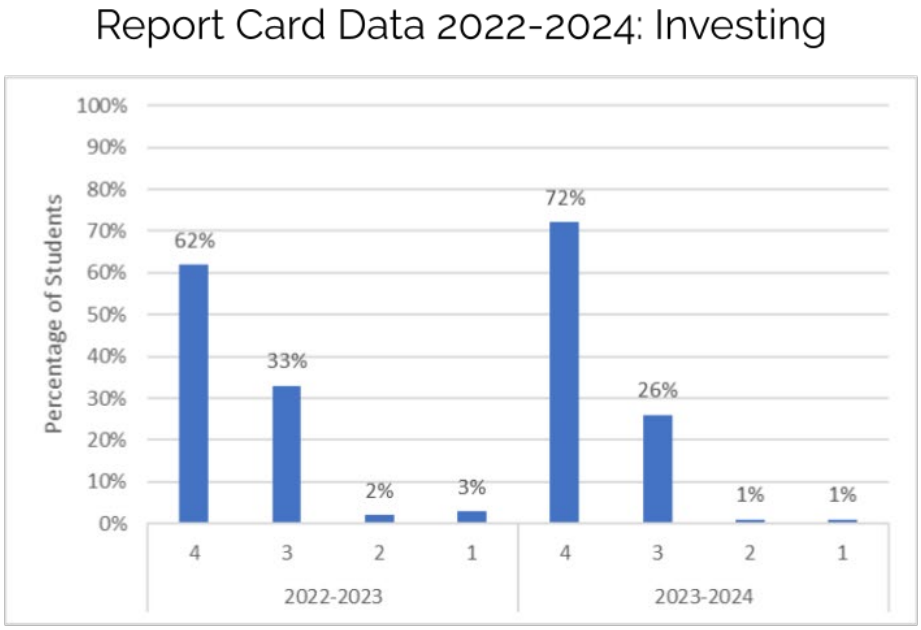
Report Card Data 2022-2024: Spending and Saving



Report Card Data 2022-2024: Credit and Debt







Physical Education and Health

In February, the committee reviewed Physical Education (PE) and Health Learning Outcomes. The district's curriculum aligns with the Society of Health and Physical Educators (SHAPE) Standards (2013 version).

On December 18, 2024, the State Education Board adopted new health and PE standards. Updating our standards and performance indicators will require time and resources as we cross-check and revise existing guidelines.

Finding a certified health educator remains a challenge. While students receive health-related content from the school nurse and counselor, this material is not formally assessed. In November 2024, the Vermont Agency of Education issued a memo stating that an elementary educator endorsement satisfies elementary health requirements. We will need to review this guidance and determine how best to implement it.

The U-32 ropes course, a key component of the adventure PE program, was destroyed by a winter windstorm in December 2023. Due to extensive damage, rebuilding is unlikely, especially in the woods. With the course no longer available, the PE department has identified a gap in offerings for students who do not find independent PE or lifetime games to be suitable alternatives.

Scheduling constraints continue to pose challenges in meeting Education Quality Standards (EQS) requirements for middle school PE. Currently, students participate in PE three times per week for a semester, rather than twice per week throughout the full year. However, planned schedule changes for 2025-2026 at U-32 may help address these concerns and better support students.

This year, U-32 launched a Teen Mental Health program, making it the first school in the state to implement this initiative. Through this program, students gain valuable knowledge while working toward certification in Teen Mental Health First Aid.

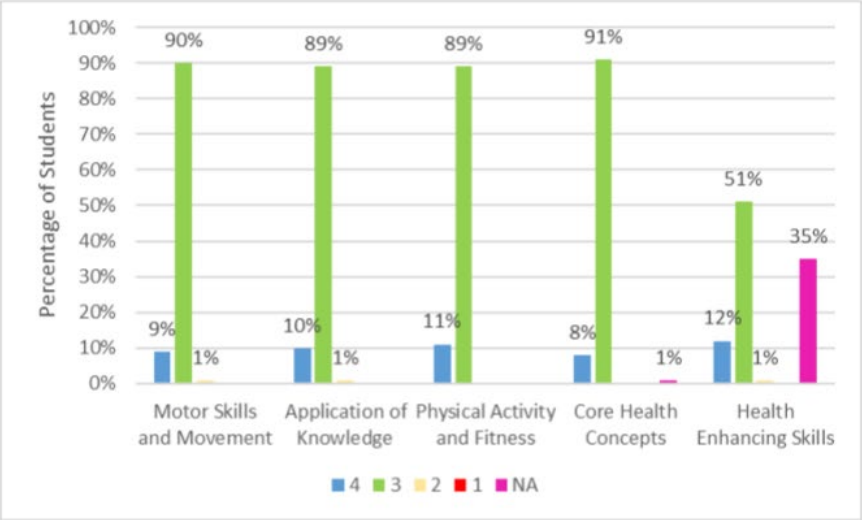
Limited data sources for PE and Health make a comprehensive analysis difficult. The Fitnessgram is not included in VTCAP, and while there are no significant differences among student groups in the available data, elementary-level Health standards assessment requires further attention to ensure consistent evaluation.

Overall, students are performing well in both PE and Health Learning Outcomes, with minimal differences between disaggregated groups.

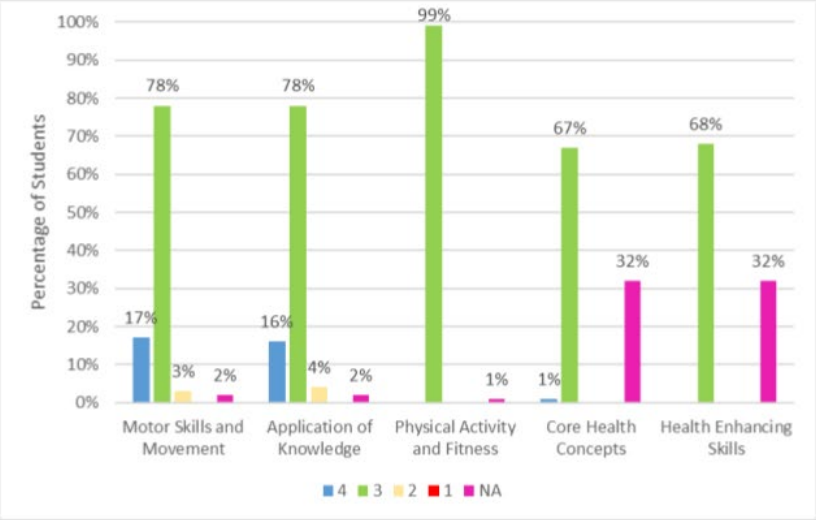
Elementary PE Report Card Data Summary June 2024

	% proficient or above female n=254	% proficient or above male n=325	% proficient or above historically marginalized n=41	% proficient or above not historically marginalized n= 538	% proficient or above FRL eligible n=197	% proficient or above not FRL eligible n=382	% proficient or above IEP eligible n=99	% proficient or above not IEP eligible n=480
Standard 1 PE	99%	95%	98%	96%	97%	97%	96%	99%
Standard 2 PE	96%	93%	95%	95%	94%	97%	95%	99%
Standard 3 PE	99%	99%	100%	99%	99%	99%	99%	99%

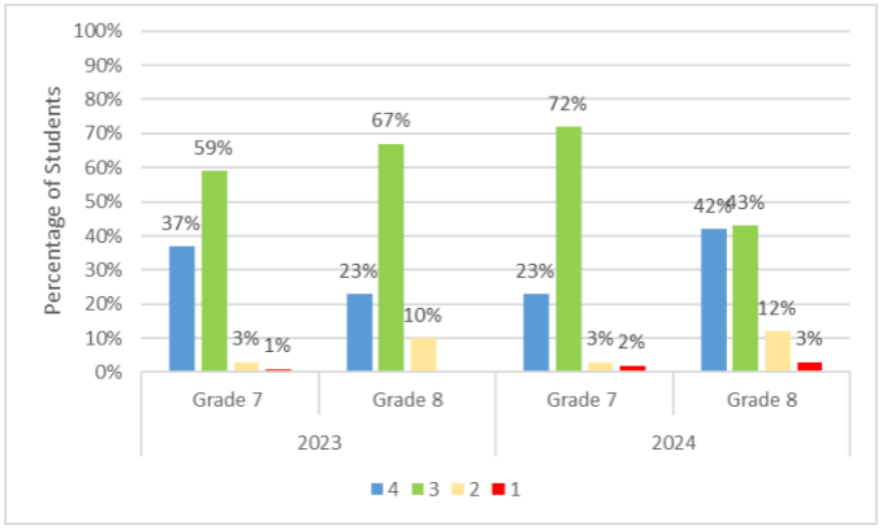
Elementary Report Card Data K-6, June 2023



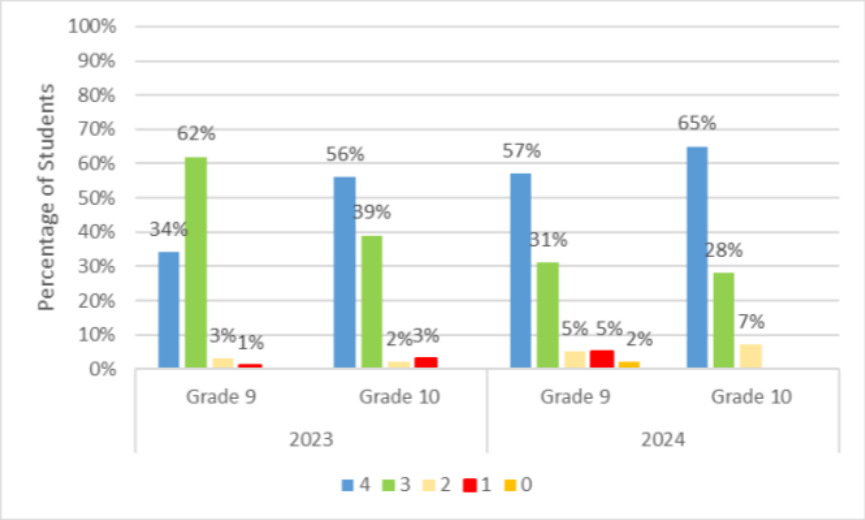
Elementary Report Card Data K-6, June 2024



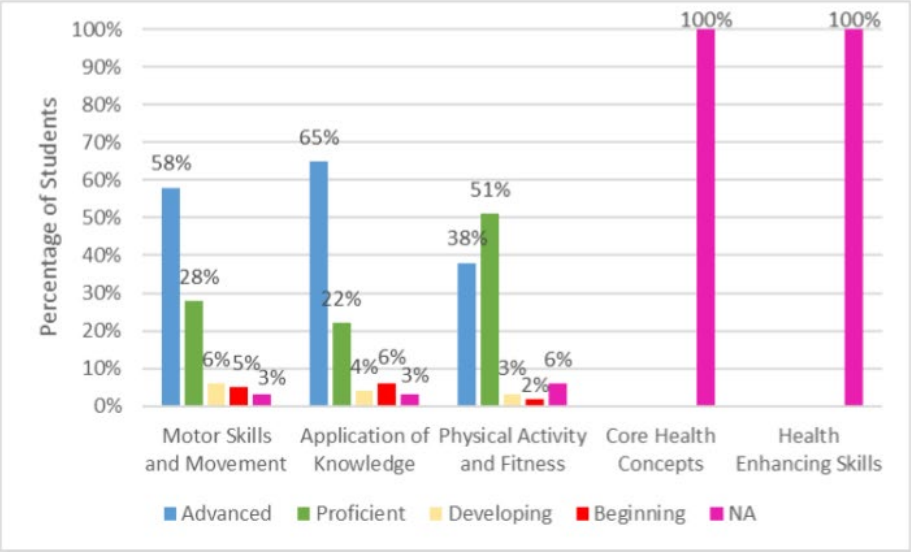
Middle School PE Course Scores June 2023 and June 2024



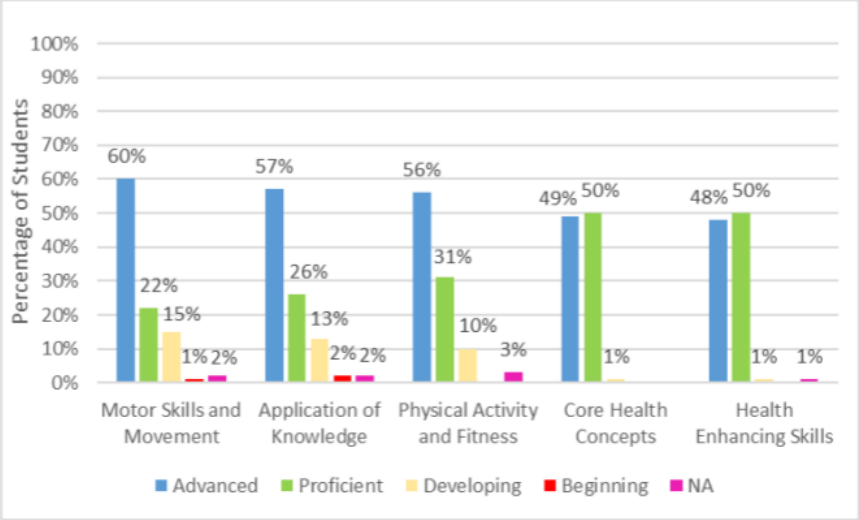
High School PE Course Scores
June 2023 and June 2024



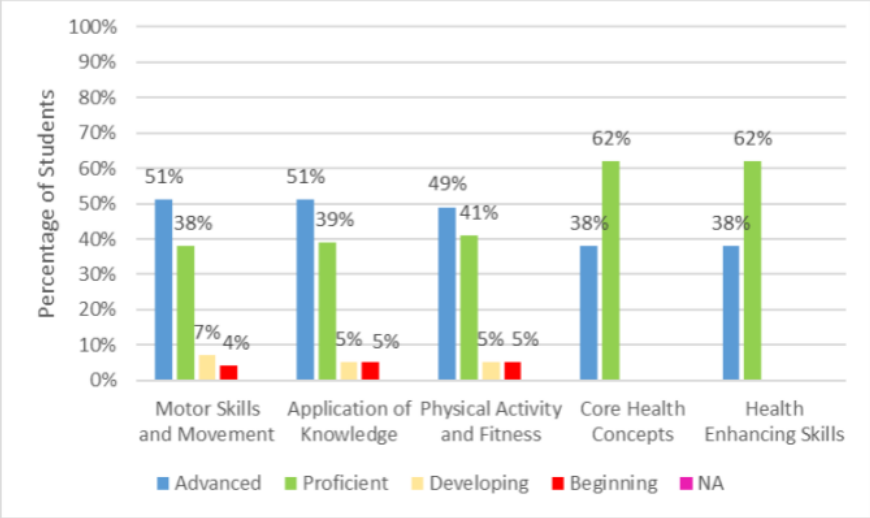
PBGR Data, June 2024
End of 9th Grade (Current Grade 10 Students)



PBGR Data, June 2024
End of 10th Grade (Current Grade 11 Students)



PBGR Data, June 2024
End of 11th Grade (Current Grade 12 Students)



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Physical Education/ Health - pages 6-24
https://resources.finalsite.net/images/v1738331346/wcsu32org/o6znx8fcwrt2r2kpezkn/2525EdQualityPacket.pdf

Support References

- Financial Literacy Standards and Performance Indicators - https://docs.google.com/document/d/1B2Wy2Vrgvbga4fwBzrAqMEOjOiYR1DjsjBdK99GS_uw/edit?tab=t.0
- JumpStart National Standards - https://www.jumpstart.org/education/national-standards/
- Physical Education & Health Standards and Performance Indicators - https://docs.google.com/document/d/1368kUNX_giEtg_wpkR51h0kh6bp3TbxBbgFnNYHPCX4/edit?tab=t.0
- Society of Health and Physical Educators (SHAPE) Standards (2013 Version) - https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- New VT Standards for Health and PE - https://education.vermont.gov/sites/aoe/files/documents/edu-pe-health-standards-adopted.pdf
- VT AOE Updated Elementary School Guidance on Health Education, 11-22-24 - https://education.vermont.gov/sites/aoe/files/documents/edu-k-6healtheducation%20Nov2024.pdf
- PE II Lifetime Games Archery Video (2:51) - https://www.wevideo.com/view/3578511550

Below is a summary of our analysis.

System Successes:

- Our Students are performing well in the financial literacy course
- Our financial literacy course strengthens functional skills
- Our younger students are exposed to financial literacy skills through mathematics, career readiness, and global citizenship classes.

System Challenges:

- Our district does not have a formally aligned financial literacy curriculum or performance indicators for our PreK-8th grades
- Significant time and energy will be needed to cross-check and align our financial curriculum for PreK-8th grades, and there is other more pressing concerns
- Winter Storm of 2023 took down the ropes course previously at U-32

System Needs:

- Significant time and energy will be needed to cross-check and align our financial curriculum for PreK-8th grades, and other more pressing areas of concern have risen recently.
- Time and resources to cross-check and revise our PE & Health standards and performance indicators to ensure compliance with the new State Standards.

Changes to instructional and evaluation practices:

- Revised health standards to better reflect practices and alignment to SHAPE standards
- Articulated Health performance indicators aligned to National Sex Education Standards as part of our sexual citizenship work
- U-32 introduced a new program that allows students to work toward certification in Teen Mental Health First Aid

Implications for the School Board:

- Ensure our budget continues to support financial literacy and our health and PE curricula

We would like to discuss this report during our full board meeting on June 25th. We offer the following questions for your consideration.

- What stands out to you?
- What questions do you have? About our analysis? About the data?
- Do you agree with our analysis?
- What other implications for the full board do you see?
- How is the format?