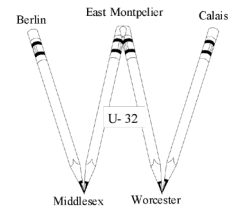


Washington Central Unified Union School District

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
September 11, 2025
5:00-6:30 PM
In Person /Virtual Option
Central Office Conference Room
1130 Gallison Hill Rd
Montpelier, VT**

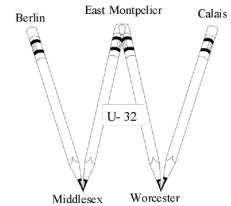
Virtual Meeting Information
<https://tinurl.com/4pbz5jce>
Meeting ID: 816 8459 9514
Password: 493685
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 6.12.25 – pg. 2
3. Discussion/Action
 - 3.1. Affirm Committee Goals – pg. 4
 - 3.2. Spring Monitoring Report Part 1
4. Future Agenda Items
 - 4.1. Next Meeting: October 9, 2025
5. Adjourn

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WCUUSD Ed Quality Committee 6.12.25 5:00-6:00 PM In Person/Virtual WCUUSD Central Office

Present: Ursula Stanley, Jen Miller-Arsenault, Flor Diaz Smith, Diane Nichols-Fleming

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:00 p.m.
2. **Approve Minutes of 5.8.25:** Diane Nichols-Fleming moved to approve the minutes. Seconded by Flor Diaz Smith, this motion carried unanimously.
3. **Discussion/Action**
 - 3.1. **Approve the 2025-2026 Committee Goal:** Ursula noted that both Zach and Flor had provided some feedback about the goal draft. Flor asked if there is a way, regarding coherence that we are trying to create coherence with the monitoring systems, as well as with some of the other initiatives, e.g., Community Schools and the Justice Coalition. Diane Nichols-Fleming asked, coherent or cohesive? To her, coherent means “understandable” but she is wondering if we mean cohesive like “all encompassing.” Ursula Stanley spoke about the need to align them, not only based on concepts but also based on the timing of the work. Ursula stated that it could take a couple of review cycles to get everything in - it might feel piecemeal at first while we work out a monitoring plan. Bringing in other pieces and aligning them. Flor Diaz Smith suggested adding “Community Schools” after Justice Coalition. Diane Nichols Fleming asked, is truancy also part of the Community Schools work? How to affect those outcomes? Jen Miller-Arsenault stated that she has not been involved with the Community School work yet. Ursula Stanley spoke about tracking truancy and disciplinary, and visits to the nurse’s office, etc. Those types of data, are not what we have considered to date. Jen Miller Arsenault suggested going back to the charge of the committee to determine what data to monitor - we cannot be the keepers of all of the data, as an Ed Quality Committee. Diane Nichols-Fleming suggested - just as there is an assessment calendar, it would be helpful to have a data calendar. Some discussion of tying the committee’s work to the continuous improvement plan and strategic plan. Education Quality shows up in many aspects in these plans. Flor Diaz Smith stated that Community

Schools is a strategy, not a program; it makes sense to hold off on adding this into the goals, etc., until after Jen Miller-Arsenault has had time to meet with Bec (they are planning to meet in June.) Ursula: Let us discuss what the committee can take on for goals next year? She would like to improve accessibility to data regarding student achievement - suggested two goals - one on aligning with the plan and one on improving the accessibility regarding the data that we examine/ share. Diane Nichols-Fleming suggested dedicating the last fifteen minutes to consider which source do we also need to follow up with. E.g., continuous improvement plan, strategic plan, student voice. Jen Miller-Arsenault stated that the work of the summer curriculum camp is to bring PD plans forward for the coming year. She stated that the administrator reports cover this; she does not feel that this is necessarily committee work. Ursula Stanley stated that how the school chooses to carry out professional development is not in our lane, or the work of the full board. Jen Miller-Arsenault spoke about the other sources of information for the board and committee regarding professional development. Diane Nichols-Fleming stated that the idea of “fidelity” is important for the Ed Quality Committee to consider. Jen Miller-Arsenault spoke about negotiations, as well, and that time is an important resource. Diane Nichols-Fleming clarified - are we creating one goal, based on this discussion or breaking into two? Ursula Stanley suggested that the focus of the committee's goal would be related to alignment. Ursula read Zach’s email regarding committee goals. Diane Nichols-Fleming wants to be clear that we are not crossing over into territory that is beyond our scope; she spoke about federal guidance around reporting regarding “marginalized populations.”

3.2. Approve the 2025-2026 Committee Work Plan and Calendar: Ursula Stanley had proposed a work plan and calendar. She invited feedback from those present. Some discussion of coordinating/ overlap with the Steering Committee. Jen Miller Arsenault suggested, regarding the discussion around coherence and cohesiveness, the Steering Committee can set a parameter around some degree of analysis/ consideration. E.g., a “class size” policy - has implications for Ed Quality to consider, has implications for Finance Committee to consider, for Configuration, etc. The Steering Committee can guide this. Diane Nichols-Fleming clarified - a standard of every report to the board will be cross-referencing, for example what implications for each subcommittee, etc. - this will help the “full board” integrate a great deal of information/ data/ outcomes.

3.3. SLO Report to the Full Board: Ursula had shared a draft report with the committee, to consider before it goes to the full board. She invited input. The topic of “time as a valuable resource” was discussed further - length of school day and how to incorporate all of the priorities.

4. Future Agenda Items

4.1. Next Meeting: Thursday, 9/11/2025

5. Adjourn: The meeting adjourned at 5:55 p.m.

Respectfully submitted,

Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Ursula

September 2025

Welcome back to our Education Quality Committee work. For our September meeting, we are going to review and affirm our committee's Goal. Jen will then present the Spring Data report, part 1. As we did last year, the math and Literacy student data will be reviewed in two parts, the first focusing on an overview of our district data and the second part looking at our disaggregated data. We will discuss the presentation, focusing on what we notice, what questions we have, what additional information we might need, etc.

For your reference, the end of this memo also includes a copy of our:

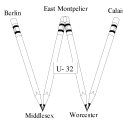
- Committee Work Calendar
- Committee Charge
- Student Achievement Monitoring Plan

DRAFT 2025-26 Education Quality Goal 1

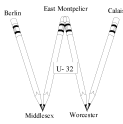
SMART Goal	The Education Quality Committee will review and adjust our data review cycle to align with other district data review cycles (CIP, Strategic plan, work from the Humanity and Justice coalition, etc)
Specific	<ul style="list-style-type: none"> ● What will be accomplished? <i>The monitoring of student data will be timed to utilize our staff's time and expertise</i> ● What actions will we take? <ul style="list-style-type: none"> ○ <i>The Education Quality Committee (EQC) continues to review the monitoring data, and will examine our review cycle for changes that can allow for input from staff and how the data is being used to make changes to improve student experience.</i> ● Who needs to be involved to achieve the goal? <i>EQC, Jen and Steven, plus others</i> ● Why is this a goal? <i>Ensuring timely review of the data will allow board members to incorporate input from staff and learn how the data is used to enact change in the classroom, our school, or even district-wide. Asking our staff to process the data and reports once for their own use and to present to us respects their time and energy.</i>
Measurable	<ul style="list-style-type: none"> ● What data will measure the goal? <i>Period check-ins with Admin, LT, and EQC on our alignment</i> ● What will success look like? <i>Data review is cyclical, and informs board members for board work such as budget decisions, superintendent review, etc.</i>
Achievable	<ul style="list-style-type: none"> ● Is the goal doable? <i>Yes</i> ● Do we have the necessary skills and resources? <i>Yes</i> ● If not, can we attain the skills and resources? ● What is the motivation for this goal? <i>Time is a commodity we cannot increase, but we can maximize how we use it.</i>
Relevant	<ul style="list-style-type: none"> ● How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, and Strategic Plan Goals</i> ● Why is the result important? <i>Aligning review cycles will respect the time available to our staff and ensure the EQC and The Board receives a complete picture of student data and how it is used.</i> ● Why are we setting this goal now? <i>We have had a year with complete reports to the Full board, with a consistent report format. This next step will improve our monitoring and understanding of how our students and district are doing.</i>
Time-Bound	<ul style="list-style-type: none"> ● What is the timeframe for accomplishing the goal? <i>EQC will continue it's monitoring plan and reports with periodic, at least 4 times, review of how the timing of our reviews and reports supports our district goals.</i> ● How will we know that we are making progress? <i>positive feedback on timing of reviews or responsive adjustment being made based on feed back from EQC, Admin and LT.</i> ● Is the deadline realistic? <i>yes</i>

DRAFT 2025-26 Education Quality Goal 2

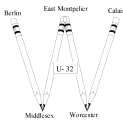
SMART Goal	The Education Quality Committee will develop easy-to-read and understand reporting language
Specific	<ul style="list-style-type: none"> ● What will be accomplished? <i>Student achievement data will be monitored according to the adopted plan and reported to the Board. Reports will be easy to understand for the general public.</i> ● What actions will we take? <ul style="list-style-type: none"> ○ <i>Continued monitoring and reporting. Language will be modified to reduce industry lingo, and to present the data in everyday language.</i> ○ <i>Who needs to be involved to achieve the goal? Board, EQC, Jen and Steven</i> ● Why is this a goal? <i>Strategic Plan Goal #3: Foster and commit to responsible leadership that engages the community and communicates transparently. - Clear easy-to-read reports will increase transparent communication.</i>
Measurable	<ul style="list-style-type: none"> ● What data will measure the goal? <i>Development of language that still informs board members while being accessible to our community members.</i> ● What will success look like? <i>Having informative, easy-to-read reports</i>
Achievable	<ul style="list-style-type: none"> ● Is the goal doable? <i>Yes, with teamwork</i> ● Do we have the necessary skills and resources? <i>Yes</i> ● If not, can we attain the skills and resources? ● What is the motivation for this goal? <i>To increase the accessibility of student data not just for board members but for our wider community</i>
Relevant	<ul style="list-style-type: none"> ● How does the goal align with the broader goals of the school district? <i>We will be continuing our monitoring plan, which aligns with Strategic Plan Goal #2, and working towards Goal #3</i> ● Why is the result important? <i>Accessibility to a wider audience allows for wider understanding of how our students are doing and how our district is working to support all of our students.</i> ● Why are we setting this goal now? <i>We have had a year with complete reports to the Full board, with a consistent report format. This is the next step to improved reporting.</i>
Time-Bound	<ul style="list-style-type: none"> ● What is the timeframe for accomplishing the goal? <i>EQC presents reports throughout the 25-26 year and will receive and incorporate feedback from board members, Admin, LT and the community</i> ● How will we know that we are making progress? <i>Positive feedback on report language.</i> ● Is the deadline realistic? <i>yes</i>



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					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					
December 11 5:00 - 6:30 pm Committee	SLO Presentation: Transferable Skills/ SEL/ Functional Skills/ MLSS(MTSS)	Making Meaning Protocol Significant items for the board report	Approve report to the Board (Post Secondary Outcomes)			



Committee Goal:						
	Presentation to Committee	Discussion	Action	Reports to Full Board	EQS	Equity Indicators
December 17	Full Board Meeting			Post Secondary Outcomes Report		Post Secondary Outcomes
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					
March 18	Full Board Meeting					
April 1	Full Board Meeting					
April 9 5:00 - 6:30 pm Committee	Student Monitoring Report (Fall 2025 & Winter 2026, Part 1)	Affirm Committee Chair 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					



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

2025-2026 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
February	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

Education Quality Committee Charge

May 2023

The job of the Education Quality Committee is to:

1. Support the board in understanding and monitoring student learning outcome achievement including current performance, trends, student experience, equity and post-graduation success
2. Support the board’s understanding of district plans and systems for instruction, assessment and overall performance measurement
3. Help the district to understand opportunities, challenges and resources needed for Education quality improvement
4. As directed by the board chair, provide verbal or written report to the board about the activities of the committee.

Student Achievement Monitoring System

4 reports total

Math and Reading Proficiency (2 reports, fall and spring)

- Standardized, local assessment and report card
- Growth data
- Incorporate:
 - Disaggregated data
 - Analysis of achievement gaps
 - Comparative data (neighboring, state, national)
 - Multi-year trends (to the extent possible)

Other Student Learning Outcomes (one report)

- Focus on 2-4 SLOs
 - Committee in more detail
- Incorporate:
 - Information about Curriculum, Instruction, Challenges, Opportunities
 - Teacher and Student Voice

Graduation Rates and Post-secondary Outcomes (one report, year-end)

- Recent performance and trends
- Rates beyond the standard 4-year term
- Incorporate:
 - Student voice (and possibly family)
 - Multiple pathways
 - Strengths and opportunities