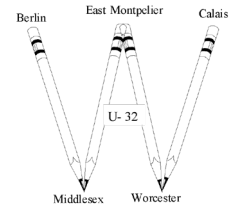


Washington Central Unified Union School District

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 Quality Committee Meeting Agenda 12.4.24 5:00-6:00 PM In Person/Virtual Berlin Elementary School 372 Paine Turnpike N Berlin, VT 05602

Virtual Meeting Information

<https://tinyurl.com/yck9ryua>

Meeting ID: 897 2682 4666

Password: 329275

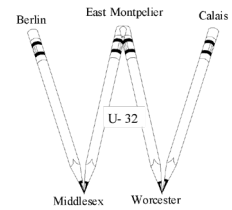
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 11.6.24 – pg. 2
3. Discussion/Action
 - 3.1. SLO: Financial Literacy - pg. 5
 - 3.2. Post Secondary Outcomes - pg. 18
 - 3.2.1. Review Q&A
 - 3.2.2. Report Contents
4. Future Agenda Items
 - 4.1. No January Meeting
 - 4.2. SLO: Health/ Physical Education
5. Adjourn

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WCUUSD Quality Committee Meeting 11.6.24 5:00-6:00 PM In Person/Virtual Doty Memorial School 24 Calais Road Worcester, VT 05682

Present: Ursula Stanley, Zach Sullivan, Jen Miller-Arsenault, Lisa LaPlante, Daniel Keeney, Flor Diaz Smith, Superintendent Steven Dellinger-Pate, Mckalyn Leclerc, Diane Nichols-Fleming, Julia Pritchard, Becca Tatistcheff, Elizabeth Brown

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:03 p.m.
2. **Approve Minutes of 10.1.24:** Zach Sullivan moved to approve the minutes. Seconded by Flor Diaz Smith, this motion carried unanimously.
3. **Discussion/Action**
 - 3.1. **Post Secondary Outcomes:** Jen Miller-Arsenault, Lisa LaPlante and Becca Tatistcheff presented a slide deck: *WCUUSD Post Secondary Outcomes, November 6, 2024*. Diane Nichols-Fleming stated that it would be useful to have data regarding all AP classes. Questions for follow up:
 - **How did our students do last year?**
 - **What are the implications for our committee's work this year?**
 - **What are the implications for the full board's budget development?**
 - **What information from this data do we want to share with the full board?**

Daniel Keeney suggested that details around Naviance might be left out - he suggested a summary of the student testimonials. He stated that early college has advantages and disadvantages. Being a state-wide program, are there alternatives to early college that our district could provide? That might provide some of the benefits but also keep students on our campus?

Zach: Would it be valuable to combine early college with AP data to see the trends together. To answer: how many students are going into one versus the other? What are the trends?

Ursula: Are these questions to discuss at the board level or is this a committee discussion?

Diane Nichols-Fleming: what are the cost implications for AP and early college?

Becca T: sounds like you would like to make a statement about what ways are students currently accessing college material: AP, early college, dual enrollment. (That is one pathway bucket). What are some other pathway buckets in which students are accessing from campus and at what cost?

Daniel Keeney stated that he feels that this should be a full board discussion. There are implications that are pertinent to the full board.

Jen Miller-Arsenault: next month we are presenting Financial Literacy. Would it be ok to spend more time, along with Financial Literacy, on this topic at the next meeting?

Ursula asked committee members to come to the next meeting with questions and with ideas for consolidating into a report.

Dan Keeney: Trying to figure out, also, how reports/presentations next year might provide more/ other information.

Diane Nichols-Fleming: What is it that we as a board need to be assured to support the students who struggled with the four-year completion rate?

Ursula Stanley: Sometimes the statistics/ percentage can be affected greatly due to our small class size.

Zach Sullivan: We are consistently tied or underperforming (compared to state data) in four-year graduation; we are consistently tied or overperforming in six-year graduation.

Becca spoke about indicators regarding equity - e.g. free and reduced lunch, homelessness.

Diane Nichols-Fleming: Do we need an explanation of why the graduation rate is important? (in the report)

Ursula Stanley spoke about including links to supporting documents into the full report.

Jen Miller-Arsenault suggested that she, Becca and Lisa meet to prepare some answers to questions that came up from the committee, in advance of the December meeting.

Daniel Keeney will email Jen with questions that arose from tonight. Ursula asked to be copied on the email. Will discuss at the next meeting who would like to take part in the sub-group for report writing.

Some discussion followed around whether there is commitment and focus on graduation completion to whatever degree, and what is the follow up and how does the budget and the systems support this.

4. Future Agenda Items

- 4.1. SLO: Financial Literacy, 12.4.24; continue tonight's discussion
- 4.2. No January Meeting

5. Adjourn: Daniel Keeney moved, Zach Sullivan seconded, to adjourn at 6:13 p.m. Meeting adjourned.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

WCUUSD Financial Literacy SLO

Education Quality Committee
December 4, 2024

STUDENT LEARNING OUTCOMES

WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

FINANCIAL LITERACY

- #1 SPENDING AND SAVING**
Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
- #2 CREDIT AND DEBT**
Develop strategies to control and manage credit and debt.
- #3 INVESTING**
Understand the need for a diversified investment strategy that is compatible with person financial goals.

WASHINGTON CENTRAL SUPERVISORY UNION

Education Quality Committee Reflection

- How did our students do last year?
- What are the implications for our committee work this year?
- What are the implications for the full board's budgeting work?
- What are the key points we want to share with the full board?

Humanity, Justice, Community and Belonging:

Schools respect, value, and welcome all people. Our schools build belonging by honoring diversity, centering equity, and celebrating the different experiences we all bring to our community. We will continue to learn and adjust our practices to create a more just and humane world.

Rigorous Curriculum and Instruction:

ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.

Well-Being:

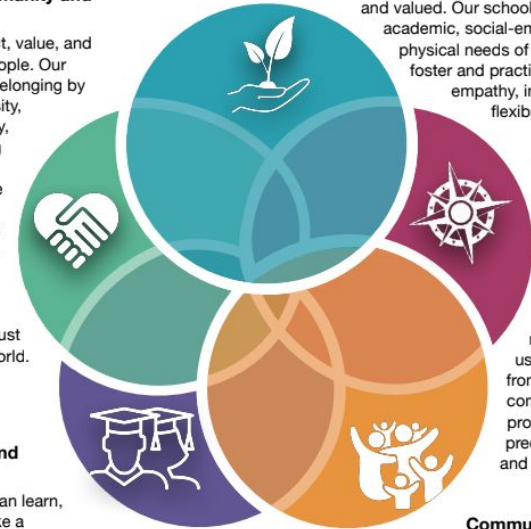
Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

Transparent and Responsible Leadership:

All decisions about our schools must be student-centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

Community Engagement and Relationships:

Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.



Curriculum: Standards and Performance Indicators

- Our PBGR's are aligned to the [Jump\\$tart National Standards in K-12 Personal Finance Education](#) adopted by the VT State Board of Education in January 2018.
- Typically, high school students achieve proficiency in the 3 Financial Literacy standards, and thus the Student Learning Outcome, by successfully completing a one semester course in Financial Literacy.
- We have not articulated PI's in Grades PreK-8, although we do address some concepts in mathematics, global citizenship, and career readiness classes.

PBGR	
Standard 1: Spending and Saving	
	Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
Performance Indicators:	
a.	Develop a plan for spending and saving.
b.	Utilize a system for keeping and using financial records.
c.	Describe how to use different payment methods.
d.	Apply consumer skills to spending and saving decisions.
e.	Build a personal financial plan.
Standard 2: Credit and Debt	
	Develop strategies to control and manage credit and debt.
Performance Indicators:	
a.	Analyze the costs and benefits of various types of credit.
b.	Summarize a borrower's rights and responsibilities related to credit reports.
c.	Apply strategies to avoid or correct debt management problems.
Standard 3: Investing	
	Understand the need for a diversified investment strategy that is compatible with personal financial goals.
Performance Indicators:	
a.	Explain how investing may build wealth and help meet financial goals.
b.	Evaluate investment alternatives.
c.	Develop personal safeguards to protect wealth from financial risk of loss of income, assets, health, or identity theft.

Overview of Financial Literacy Course

George Cook, U-32 Teacher

Financial Responsibility & Decision Making

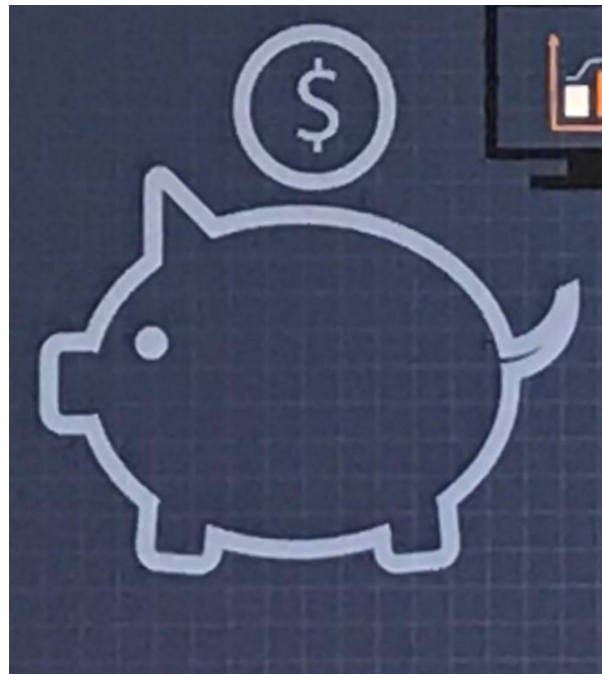
Income & Careers

Planning & Money Management

Credit & Debt

Risk Management & Insurance

Saving & Investing



Instruction: Some Examples of Student Work

Standard 1: Spending and Saving

- a. Develop a plan for spending and saving

[Budget Worksheet Student Example](#)

Standard 2: Credit and Debt

- a. Analyze the cost benefits of various type of credit

[Credit Card Offers Student Example](#)

Standard 3: Investing

- a. Explain how investing may build wealth and help meet financial goals.

Your Turn

You have examined investments and factors that affect return on investments. Now, it's time to practice what you know.

Imagine that you purchase 100 shares of stock in a popular fast food restaurant. The purchase price was \$117.25 per share. The sale price is \$217.14 per share.

Calculate the real return based on the following:

- 10% tax rate
- 3% inflation rate
- 2% administrative fee on the selling price of the stock



Step 1: Calculate your earnings

Step 2: Calculate the taxes

Step 3: Calculate the inflation

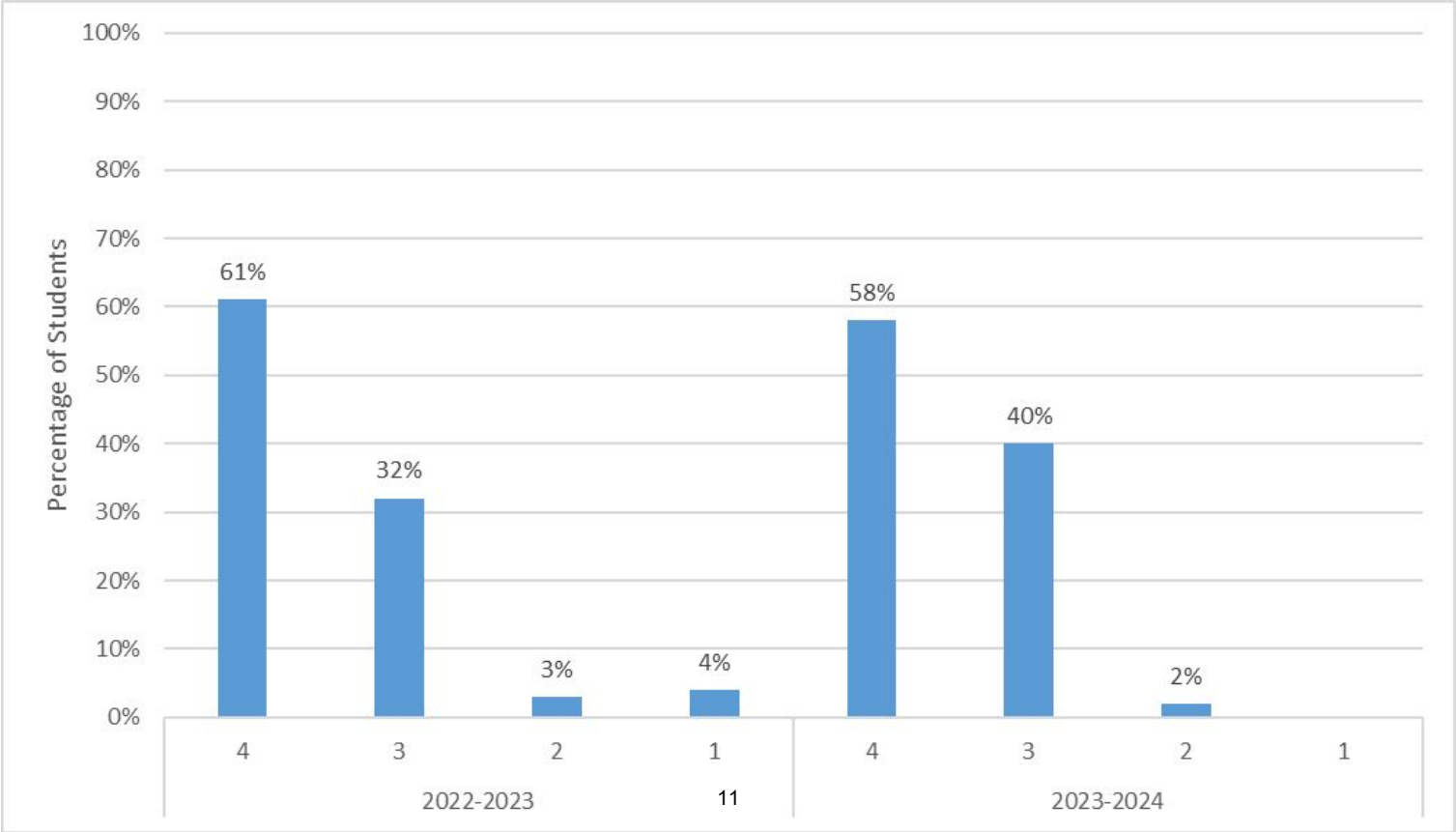
Step 4: Calculate the fees

Step 5: Deduct the taxes, inflation, and administrative fee from your earnings

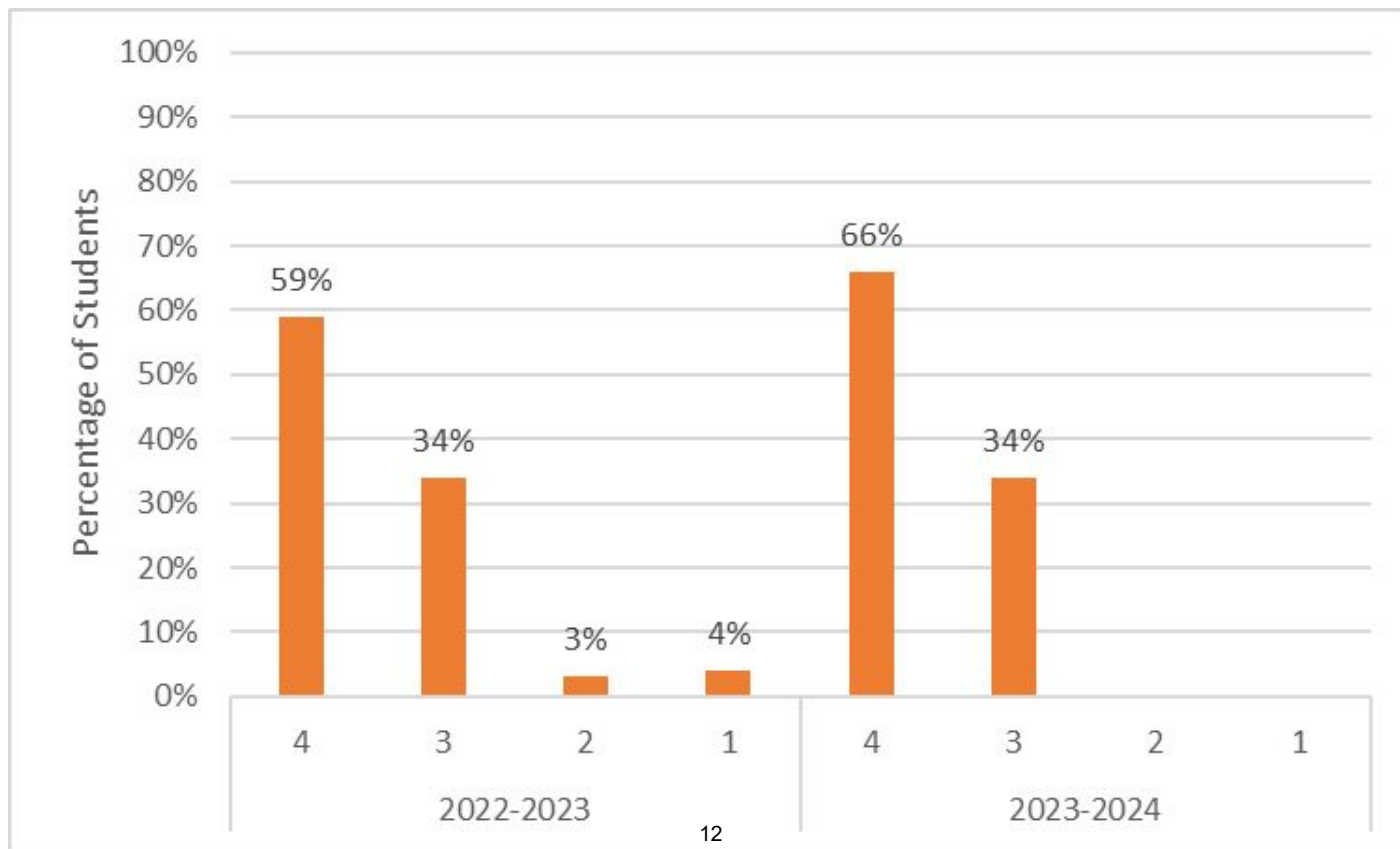
Financial Literacy and Beyond

- Real World Skills (lasts a lifetime)
- College & Career Readiness
- Personal Finance/Financial Literacy
- Accounting 1 and Accounting 2
- “Inc.” (PBL course in Entrepreneurship)
- Sports and Entertainment Marketing
- Community Based Learning
- Opportunities in 7th and 8th grade
- Students majoring in Business in College

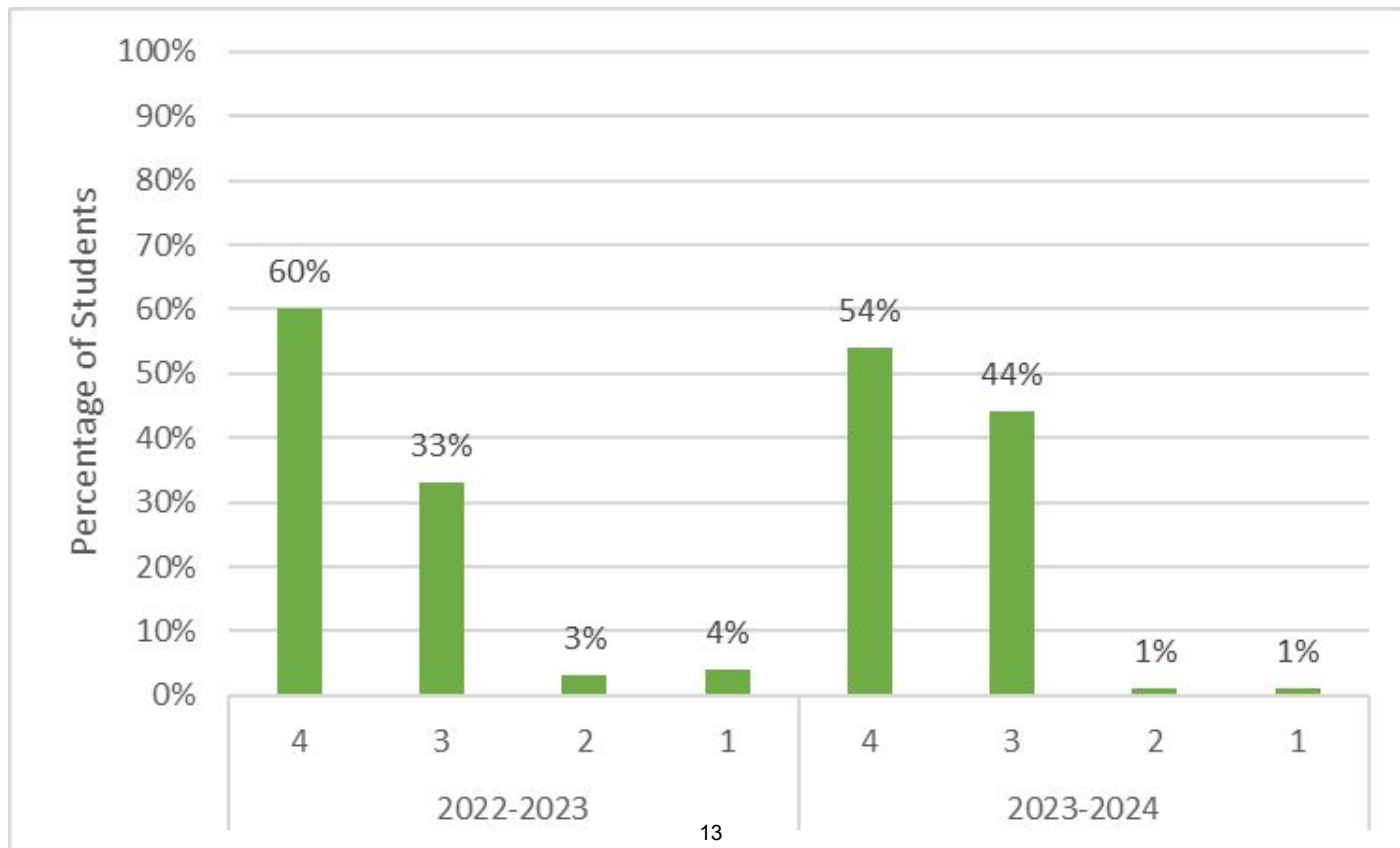
Report Card Data 2022-2024: Overall Course Score



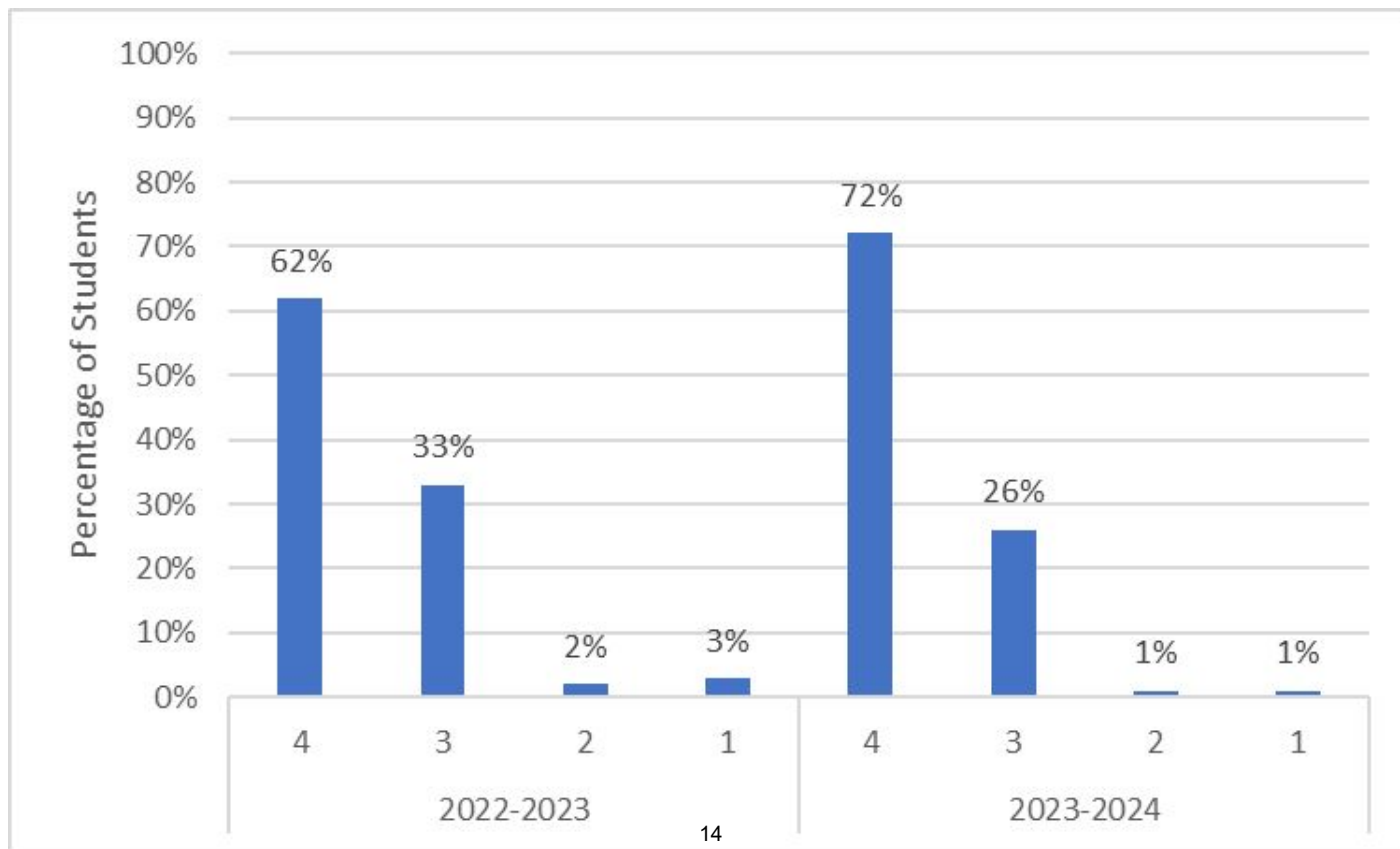
Report Card Data 2022-2024: Spending and Saving



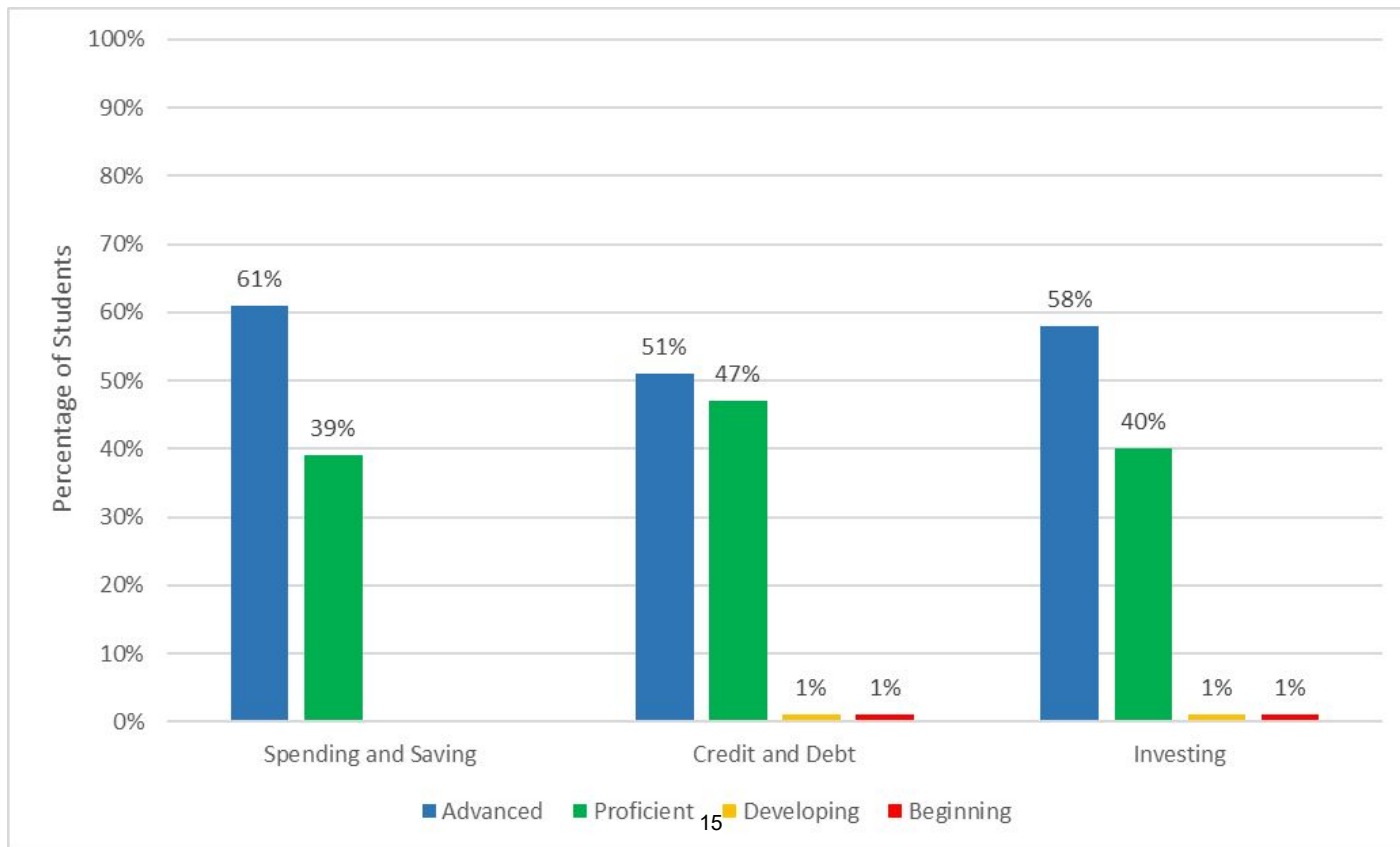
Report Card Data 2022-2024: Credit and Debt



Report Card Data 2022-2024: Investing



Financial Literacy PBGR's 2023-2024



Board Role

- A more thorough cross checking of our performance indicators in the younger grades will require an investment of time and energy
- Flexible pathways
- What else?

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WASHINGTON CENTRAL SUPERVISORY UNION

The infographic features a dark blue background with a grid pattern. At the top, the title 'STUDENT LEARNING OUTCOMES' is in large, bold, yellow-green letters. Below it, a grey banner contains the WCSU mission statement. The main section is titled 'FINANCIAL LITERACY' in red and white. It lists three numbered outcomes: #1 Spending and Saving, #2 Credit and Debt, and #3 Investing. Each outcome is accompanied by a brief description and various financial icons like a calculator, dollar signs, a piggy bank, and a bar chart. The bottom of the infographic features the Washington Central Supervisory Union logo.

Education Quality Committee Reflection

- How did our students do last year?
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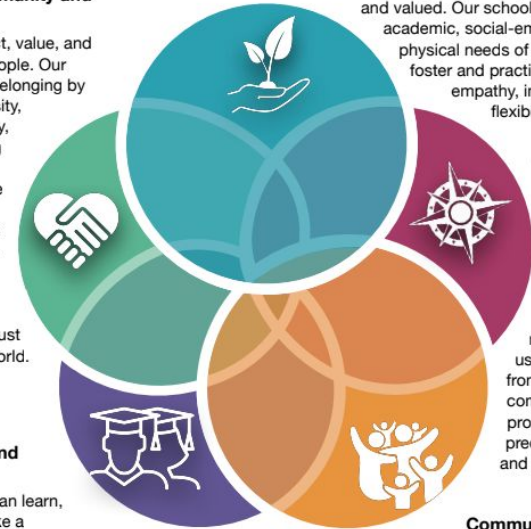
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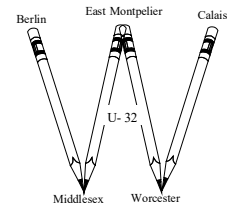


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Steven Dellinger-Pate
Superintendent



TO: WCUUSD Education Quality Committee
FROM: Lisa LaPlante, U-32 Director of Student Services, Jen Miller-Arsenault, WCUUSD Director of Curriculum, Instruction, and Assessment, and Becca Tatistcheff, U-32 Principal
DATE: November 22, 2024
SUBJECT: Post-Secondary Outcomes Questions from November 6, 2024

Below are answers to the questions that you asked on or after our presentation on November 6. We look forward to continuing the discussion at the next Education Quality Committee meeting on December 4.

- 1. Skills A curriculum -- this felt disconnected from the narrative of the rest of the presentation -- how does this emotional intelligence curriculum tie in to the rest of our post-secondary guidance? Is there follow up? Despite the challenges, will we pursue offering this curriculum?***

Social and emotional learning (SEL) is beneficial to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. In general, SEL programming results in improved academic outcomes for students. One influential study is *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions* by Joseph A. Durlak et al. (2011), published in *Child Development*. This study reviewed multiple SEL programs and found that students who participated in SEL saw improvements in academic performance (as measured by an average increase of 11 percentile points), as well as better social behavior and reduced emotional distress.

On a related note, this past summer during Curriculum Camp participants analyzed our transferable skills through the lenses of both social and emotional learning and executive functioning skills and found tremendous alignment. We engaged in this work as a first step as we continue to implement Act 173 and take action steps related to Goal #1 of our district's strategic plan.

- 2. Naviance was described as a 4-year supportive application -- but we introduce it to students in 10th grade. Are guidance counselors pre-loading information into it in the 9th grade?***

Naviance is introduced in 8th grade by school counselors and then used throughout high school in small group seminars and individual meetings as part of post-secondary planning.

3. *What % of the 11th and 12th grade attend the post-secondary alumni fair and panel? Do we offer something similar for non-college pathways?*

The alumni fair consists of U-32 alum in all post high school pathways, not just college going students. At this time, we do not have data regarding attendance. We will begin to track this data this year on panel attendance.

4. *Why is Norwich so popular, particularly because it comes with additional costs? Is CCV under enrolled vis-a-vis other schools?*

Norwich is popular as the courses are in person. CCV courses are mostly online. And for some there is still stigma about Community College.

5. *How does concurrent enrollment class work, and why is there only one offered? What is the accreditation for that and is it an economical alternative pathway?*

In order to teach a concurrent course, U-32 faculty have to have a Master's degree, and they have to apply to teach for the college. Currently just the English Dept. is partnering. U-32 is looking to increase concurrent offerings. This past summer we learned that some colleges will not accept concurrent dual enrollment classes. These colleges are requiring that students take the college classes on a college campus, with a college instructor and that the course does not meet a high school requirement.

Becca and Lisa are in the very early stages of looking into how U-32 might be able to offer an early college program (like in NY & Lyndon Institute).

6. *The school profile made me wonder whether we are seeing more schools / states adopting proficiency based grading and/or we are perceived as less of an outlier or early adopter of this.*

Here is what we found as we searched for the answer to this question:

- At least 21 states have identified multiple diploma options or pathways to graduation in state policy.
- At least 46 states and the District of Columbia identify minimum credit requirements to earn a standard diploma.
- At least 44 states and the District of Columbia permit students to substitute specific courses, assessments or other experiences for existing credit requirements.
- At least 34 states require students to complete specific assessments as a graduation requirement.

Click here for [specific](#) questions to see data for all states. To view a specific state's approach, go to the [State Profiles page](#).

7. What post-secondary choices do our students who attend the Central Vermont Career Center (CVCC) make?

	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Employment	9	9	18	10	11
Apprenticeship	6	1	1	1	2
College (4 year)	2	4	2	1	3
College (2 year)	1	0	1	0	0
Gap/Service Year	3	2	2	2	0
Military	0	1	0	0	0
Undecided	0	0	0	0	0
Total # of Students	21	17	24	14	16

8. Why is the 4-year graduation rate so important? What happens if students do not graduate in 4 years?

Graduating from high school is very important. The 4-year timeframe was created decades ago in a credit-based system. While in a proficiency-based system time can be a variable, there is research that indicates that students who do not graduate in 4 years are less likely to graduate from high school at all. Our proficiency-based system is set up to support students to meet our Proficiency-Based Graduation Requirements in 4 years.

We believe that it is our school system's responsibility to prepare all students for college and career readiness. We also believe that it is our school system's responsibility to set students up to graduate in 4 years, beginning when our students join us in Prekindergarten (or whenever they enroll!).

Students who do not meet the U-32 Graduation proficiencies work with their school counselor prior to leaving for the summer to create an individual plan that aligns with the needed proficiencies. Some students complete proficiencies by the end of the summer, some return for another semester of school, some return for another year of school, and some take more than a year.

Each plan is designed to meet the student's individual needs. Plans consist of one or more options:

- U-32 courses
- U-32 independent studies
- VT Virtual Learning Community (VTVLC) courses
- Central VT Adult Education (CVAE)
- Youth Build
- Central Vermont Career Center (CVCC)
- Dual Enrollment
- Job Corps

9. *How many students are enrolled in AP Classes this year?*

Currently 81 students are enrolled in Advanced Placement (AP) classes. The majority of enrolled students are in 11th grade (53) or 12th grade (23).

Enrollment by course this year is:

- Biology: 10
- Calculus: 10
- Chemistry: 7
- Computer Science: 4
- French: 3
- Physics I: 12
- Physics II: 3
- Pre-Calculus: 30
- Spanish: 5
- Statistics: 12
- US History: 30

10. *How many students are accessing Early College, Dual Enrollment and Advanced Placement classes altogether?*

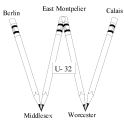
There are currently 33 students enrolled in Early College. Note: Students enrolled in Early College cannot take Advanced Placement or Dual Enrollment courses.

There are currently 20 students enrolled in a Dual Enrollment course, which is one of three English courses that prepares students to take the Advanced Placement English Exam. To be prepared students need to take two of the three courses.

11. What is the cost of the PreACTs, PSATs, and AP Exams?

Please see the chart below for expenditures in recent years.

2023 - 2024			
PreACTs	\$1,638.00		
PSATs	\$1,083.60		
APs	\$15,972.50	AP Exams = 13,850.00	AP Proctor = 2,122.50
Total 23-24	\$18,694.10		
2022 - 2023			
PreACTs	\$1,547.00		
PSATs	\$1,312.00		
APs	\$13,925.50	AP Exams = 12,360.00	AP Proctor = 1,565.50
Total 22-23	\$16,784.50		
2021-2022			
PreACTs	\$1,584.00		
PSAT	No cost due to participation in trial questions		
APs	\$13,864.00	AP Exams = 11,998.00	AP Proctor = 1,866.00
Total 21-22	\$15,448.00		
2020 - 2021 - Pandemic			
PreACTs	\$1,316.00		
PSATs	No cost due to participation in trial questions		
APs	\$16,488.50	AP Exams = 15,218.00	AP Proctor = 1,270.50
Total 20-21	\$17,804.50		
Totals Over 4 Yrs.			
PreACTs	\$6,085.00		
PSATs	\$2,395.60		
APs	\$60,250.50		
	\$68,731.10		



November 2024

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 post-secondary outcomes of the students within our district.

How are we doing? What are we doing?

Our district's students have multiple pathways to exploring career and/or education opportunities beyond their high school years.

Current Report :

In November and December, the Education Quality Committee reviewed data on the post-secondary outcomes of our students.

As a reminder, past reports and presentations can be found on the [Board Committee Resource Page](#).



Charts/Slides to include

Below is a summary of our analysis.

System Successes:

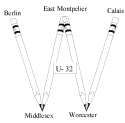
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System Challenges:

-

System Needs:

-



Changes to instructional and evaluation practices:

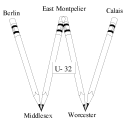
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Implications for the School Board:

-

Here are some terms that are important to know and understand related to post-secondary outcomes.

- **Dual Enrollment** - is for high school students who are academically prepared to enroll in a college-level course and could benefit from that experience.
- **Early College** - is for high school seniors who are academically prepared to enroll in five college classes each semester during their senior year. The Early College Program (ECP) simultaneously serves as a student's senior year of high school and a full year of college credit.
- **Graduation Rates** - The cohort graduation rate is calculated by tracking students from Grade 9. It's the number of graduates divided by the total cohort of students. Transfers in are included; transfers out are excluded. Graduating within four years is on time; students graduating one or two years later are included in the 5-year and 6-year rates.
- **Advanced Placement (AP) Courses** - Advanced Placement courses are college-level courses and exams that students can take in high school and can be used to earn college credit.



- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for students attending Vermont's public schools.
- **Equity Indicators** - allow us to compare outcomes for two groups to measure the disparity.
- **Cross-Sectional Analysis** - A data view comparing different students across years i.e. last year's 3rd grade and this year's 3rd grade.
- **Longitudinal cohort Analysis** - A data view of the same students over time i.e. last year's 3rd grade and this year's 4th grade.

Support References

Central Vermont Career Center: <https://cvtcc.org/>

Early College:

<https://education.vermont.gov/student-learning/flexible-pathways/early-college>

Dual Enrollment:

<https://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment>

Military after High School:

<https://www.operationmilitarykids.org/benefits-of-joining-the-military-after-high-school/>

Job Corps: <https://www.jobcorps.gov/>

U32 program of Studies:

<https://drive.google.com/file/d/1jIKvuogtISkXLTXVex9eky2daEdFbq9A/view>

We would like to discuss this report during our full board meeting on October 16th. 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?