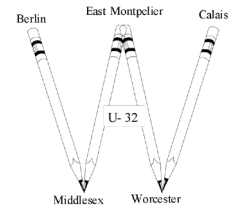


Washington Central Unified Union School District

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
January 21, 2026
5:00-6:00 PM
In Person /Virtual Option
U-32 Middle & High School Rm 128/131
930 Gallison Hill Rd
Montpelier, VT**

Virtual Meeting Information

<https://tinyurl.com/bdcnyuwr>

Meeting ID: 820 7964 3039

Password: 112274

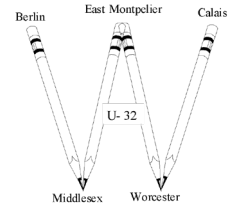
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 12.11.25 – pg. 2
3. Discussion/Action
 - 3.1. Continuous Improvement Plans Progress – pg. 7
 - 3.2. Post-Secondary Report Review – pg. 16
4. Future Agenda Items
 - 4.1. Next Meeting: February 2/18/26 - Scientific Inquiry and Content
5. Adjourn

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**WCUUSD Education Quality Committee
Meeting
December 11, 2025
5:00-6:30 PM
In Person /Virtual Option
Central Office Conference Room
1130 Gallison Hill Rd
Montpelier, VT**

Present: Steven Dellinger-Pate, Jen Miller-Arsenault, Ursula Stanley, Zach Sullivan, Flor Diaz Smith

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:03 p.m.
2. **Approve Minutes of November 2025:** Zach Sullivan moved to approve the minutes of November 13, 2025. Seconded by Flor Diaz Smith, this motion carried unanimously.
3. **Discussion/Action**
 - 3.1. **Transferable Skills/SEL Functional Skills/MLSS:** Jen Miller-Arsenault shared a slide deck about Transferable Skills/ Social Emotional Learning Functional Skills at WCUUSD. Some discussion followed around how functional skills fit into multi-layered supports and universal first instruction and intervention and special education/ adverse effect/ targeted intervention.
 - 3.2. **Review and Approve the Student Achievement Spring 2025 Report to the full board:** This report is on the board agenda for December 17. At this time due to weather and other board work, the committee will include the report in the board packet but may include the report on the January 2026 agenda. The committee reviewed this report and a few edits were suggested. How are we doing? What are we doing? Is meant to be a brief, broad overview/ paragraph, Ursula stated. Some discussion followed around systems challenges, e.g., universal design, resources, consistent curriculum/ teaching across all of the schools. Jen Miller-Arsenault stated that what is needed is consistent training and investment in quality teaching/ adequate staffing and resources across all of the layers of

MTSS. “Differences in performance” rather than “achievement gap” - verbiage that Jen Miller-Arsenault suggested. The committee spoke about the balance between creating a report that is accessible to the public but is also “meaty” enough to inform the work of the board. Flor Diaz Smith brought up the topic of changes in special education from the federal level to the local level. Jen Miller-Arsenault stated that she and Julia Pritchard are working together on this as it applies to WCUUSD’s systems. Regarding the post-secondary report, the committee will discuss this in January; a draft report is not ready yet.

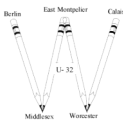
4. Future Agenda Items

- 4.1. **Next Meeting:** (moving to SECOND WEDNESDAY) 1/21/26 - Continuous Improvement Plans progress & Post-Secondary Report Review
- 4.2. February 2/18/26 - Scientific Inquiry and Content
- 4.3. (Possible March meeting?)
- 4.4. Zach Sullivan: academic rigor

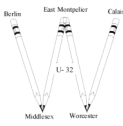
Jen Miller-Arsenault spoke about the possibility of weaving in “rigor and relevance” with the data reports/ presentations. Where are we re: proficiencies across the board?

5. Adjourn: The committee adjourned at 6:27 p.m.; motion by Flor Diaz Smith, seconded by Zach Sullivan.

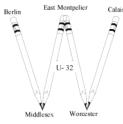
Respectfully submitted,
Lisa Grace, Committee Recording Secretary



| 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 (12/17) | | |
| 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 Approve report to the Board (Spring Data) | | | |



| Committee Goal: | | | | | | |
|--|---|--|---|---|-----|------------------------------------|
| | Presentation to Committee | Discussion | Action | Reports to Full Board | EQS | Equity Indicators |
| | | | Secondary Outcomes) | | | |
| December 17 | Full Board Meeting | | | Spring Data Report Post-Secondary Outcomes Report | | Post-Secondary Outcomes |
| January 1 | Full Board Meeting | | | | | |
| January 21 8 | CIP review, No Committee Meeting | Making Meaning Protocol Significant items to report to the Board - Own report? | Approve report to the Board (Post Secondary Outcomes) | | | |
| January 21 | Full Board Meeting | | | Spring Data Report | | Grade 3 Reading Grade 8 Algebra |
| February 4 | Full Board Meeting | | | | | |
| February 18 42 5:00 - 6:30 pm Committee | SLO Presentation: Science | Making Meaning Protocol Significant items for the board report | | | | |
| February 18 | Full Board Meeting | | | Post Secondary Outcomes Report | | Post Secondary Outcomes |
| March 4 (?) | Full Board Meeting | | | | | |
| March 18 42 | No Committee Meeting | | | | | |
| March 18 | Full Board Meeting | | | | | |
| April 1 | Full Board Meeting | | | | | |
| April 15 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 | Approve SLO report to Board | | | Grade 3 Reading Grade 8 Algebra |



| Committee Goal: | | | | | | |
|---|---|---|---|-------------------------------|-----|------------------------------------|
| | Presentation to Committee | Discussion | Action | Reports to Full Board | EQS | Equity Indicators |
| | | report | | | | |
| April 15 | Full Board Meeting | | | SLO Report | | |
| May 6 | Full Board Meeting | | | | | |
| May 2014 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 Executive Session - Small Disaggregated Data | | | | |
| May 20 | Full Board Meeting | | | | | |
| June 3 | Full Board Meeting - LT/ Board Retreat | | | | | |
| June 1744 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 |

To: Education Quality Committee

From: Ursula

January 2026

I hope the week is treating you well. I'm writing with a quick reminder that our next Education Quality Committee meeting will take place on **Wednesday, January 21**, just before the full board meeting. This meeting was added to our work plan, and I appreciate everyone's flexibility as we adjust our schedule for the year.

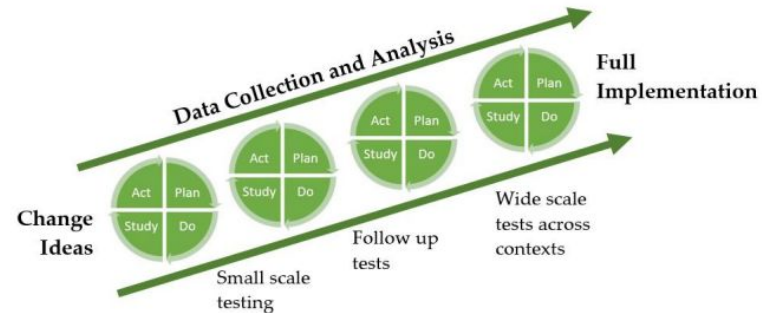
During this session, we will hear a presentation on the **Continuous Improvement Plans** for both our schools and the district. We will also be reviewing the **draft Post-Secondary Outcomes Monitoring Report**. It is a substantial report, and it will be extremely helpful if members can read and review it ahead of time and come prepared with any comments or suggested changes. Because our meeting time has been shortened from 90 minutes to **1 hour**, arriving prepared will help us make the most of our time together.

I have also shared a **revised committee work plan** that aligns our reporting schedule to our new meeting schedule and includes an **executive session in April** to review data that is too small to report publicly. Earlier this year, we agreed to maintain a firm end time for our meetings, and we will continue that norm, even with the reduced meeting length, to ensure everyone has the time they need to transition to the next meeting.

Thank you, as always, for your thoughtful engagement and the care you bring to this work. I look forward to seeing you on the 21st.

Continuous Improvement Planning: Progress Monitoring

Education Quality Committee
January 21, 2026



Berlin Elementary School

Video (3:48)

2025-2026 Goals:

1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.
2. By June 2026 we will increase the % of students who score as “typical” or “strength” from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the area of self-management.
3. By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

Calais Elementary School



2025-2026 Goals:

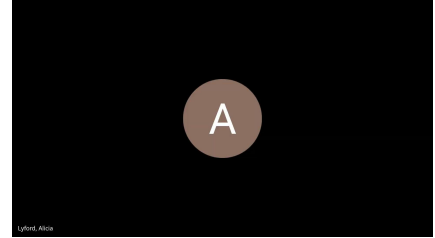
1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.
2. By June 2026 we will maintain or increase the % of students who score as “typical” or “strength” in the social emotional composite score.
3. By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.

Doty Memorial School

2025-2026 Goals:

1. By June 2026 we will eliminate the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and all students will meet their annual typical growth goals.
2. By June 2026 we will maintain or increase the % of students who score as “typical” or “strength” from 80% to 90% in the social emotional composite score, with an emphasis on improvement in the area of responsible decision making.
3. By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.

East Montpelier Elementary School

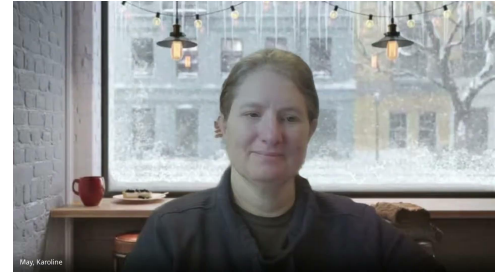


2025-2026 Goals:

1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.
2. By June 2026 we will increase the % of students who score as “typical” or “strength” from 91% to 95% in the social emotional composite score.
3. By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

Rumney Memorial School

2025-2026 Goals:



1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.
2. By June 2026 we will increase the % of students who score as “typical” or “strength” from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the areas of responsible decision making and optimistic thinking.
3. By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.



U-32 Middle and High School

2025-2026 Goals:

1. By June 2026 we will increase the 4-year high school graduation rate by 5%.
2. By June 2026 we will reduce the difference in performance between students who have IEPs and students who do not have IEPs in both math and reading. At least 60% of students on IEPs will meet their annual stretch growth goals in both math and reading.

Washington Central Unified Union School District

2025-2026 Goals:

1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 60% of 8th graders will perform at or above proficient in algebra concepts.
2. By June 2026 we will create and implement a sustainable plan for school nurse services across all schools.
3. By June 2026 we will ensure that teachers are implementing units of study aligned with the IRIS framework across all schools.
4. By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

February 2026

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. Post-secondary outcomes are one of our district's Equity Indicators. Monitoring this data also helps monitor our progress on the District's strategic plan goals #2: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.

How are we doing? What are we doing?

U-32 offers a wide range of flexible pathways that support personalized learning and align with Act 77, including AP, Dual Enrollment, Early College, CTE, and community-based programs. Participation across these pathways remains strong, and students have access to comprehensive post-secondary planning supports.

Assessment data show consistent strengths in literacy, with U-32 students outperforming statewide averages on the PSAT and SAT. Math and STEM performance remain areas of concern, with fewer students meeting benchmark expectations and a significant portion needing intervention.

Graduation rates have declined from pre-pandemic levels and currently fall below the state average, and college-going rates, while stabilizing, remain lower than in previous years. Alumni persistence and completion data highlight the importance of strong academic preparation and transition supports.

Our equity review shows disproportionalities in access to advanced pathways for students with IEPs, FRL-eligible students, BIPOC students, and male-identifying students. These findings point to system-level barriers and underscore the need for continued focus on equitable access, math readiness, and coordinated K–12 supports.

Current Report :

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

Adopted in 2013, Vermont's Act 77 established the Flexible Pathways Initiative to expand personalized and equitable learning opportunities for all high school students. The law aims to increase engagement, improve graduation rates, and ensure that every student can access meaningful pathways to college, career, and civic readiness. Dual Enrollment and Early College are state-mandated components of this initiative.

Flexible Pathways include Dual Enrollment, Early College, Fast Forward (CTE), work-based learning, and personalized learning plans. These options allow students to earn college credit, explore career fields, and engage in learning beyond the traditional classroom. Act 77 is grounded in helping students take ownership of their education, connect learning to their goals, and graduate well-prepared for life after high school. U-32's broad set of offerings reflects this intent by providing students with multiple, personalized routes toward their post-secondary goals.

Students use individualized plans to meet graduation proficiencies and align their coursework with their aspirations. These plans may include U-32 courses such as AP classes, internal Dual Enrollment, independent studies, and flexible pathway programs like Pilot and Branching Out, as well as external opportunities through Central Vermont Adult Education, CVCC, RTCC, statewide Dual Enrollment, Early College, Job Corps, VTVLC, and YouthBuild. This network of options ensures that every student can pursue a pathway that matches their interests, requirements, and post-secondary plans.

Career Technical Education (CTE) allows our students to complete their graduation requirements in various Student Learning Outcomes (SLOs). CTE centers provide students with rigorous, hands-on learning that prepares them for both college and high-skill, high-demand careers. Through real-world experience, practical application, mentoring, and industry networking, students build essential skills while also being able to earn college credits and industry-recognized credentials. CTE is fully integrated into the high school experience, and school counselors work closely with students to ensure programs fit within their schedules alongside sports, clubs, and other co-curricular activities.

U-32 students primarily access programs at the Central Vermont Career Center (CVCC), with additional opportunities available at the Randolph Technical Career Center (RTCC) when a desired program is not offered locally or when space is limited at CVCC. This broad network of options ensures that every student can pursue a personalized pathway aligned with their interests, graduation requirements, and post-secondary goals.

Advanced Placement (AP) courses provide U-32 students with rigorous, college-level academic opportunities. Current AP offerings include Biology, Calculus, Chemistry, Computer Science, French, Physics I, Physics II, Pre-Calculus, Spanish, and US History. These courses support students in pursuing advanced study, strengthening their academic preparation, and earning potential college credit. For the 2025–2026 school year, 75 students are enrolled in AP classes. In 2025, the district's AP program costs include approximately \$2,400 for proctoring and \$11,450 in AP exam fees, supporting broad student access to these advanced academic

opportunities. For the 2025–2026 school year, the AP Statistics course has been replaced with a Dual Enrollment Statistics course.

Advanced Placement (AP)

SCHOOL SUMMARY

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|---------------------------------------|-------|-------|-------|-------|-------|
| Total AP Students | 94 | 68 | 74 | 84 | 75 |
| Number of Exams | 180 | 134 | 140 | 167 | 135 |
| AP Students with Scores 3+ | 57 | 50 | 40 | 63 | 63 |
| % of Total AP Students with Scores 3+ | 60.64 | 73.53 | 54.05 | 75.00 | 84.00 |

Advanced Placement (AP) (continued) May 2025 Data

| May 2025 | Biology | Eng Lit | Physics 1 | Pre Calc | Stats | US History |
|---------------------------|---------|---------|-----------|----------|-------|------------|
| # of exams | 10 | 12 | 11 | 28 | 10 | 30 |
| Avg score | 3.1 | 4.42 | 4.55 | 3.71 | 2.09 | 3.63 |
| % w/ Score of 3 or higher | 70% | 100% | 100% | 96% | 45% | 61% |

Dual Enrollment provides our students with access to college-level coursework while still in high school, allowing them to earn transferable college credits and meet U-32 graduation requirements. The Agency of Education requires students to complete a set of demographic and program-related questions—including PLP status, location, FRL eligibility, and IEP status—to support statewide participation tracking. Our Dual Enrollment Coordinator also reviews and approves each student account and voucher. For context, in Fall 2024, 17 students participated in Dual Enrollment, and 16 students enrolled in the concurrent course last taught by Nick Holquist. In Fall 2025, enrollment increased to 22 students in Dual Enrollment, 24 students in the concurrent Composition and Literature class, and 31 students in the concurrent Dual Enrollment Statistics course, which replaced the AP Statistics course.

Dual Enrollment

VT students have the opportunity to use 2 college course vouchers during junior and senior year.

- 22 students currently enrolled in Fall 2025 Dual Enrollment
- 24 *concurrent* students taught by Nick Holquist at U-32 (Composition & Literature- CCV)
- 31 *concurrent* students taught by Kate McCann at U-32 (Statistics- Norwich)

Early College allows students to complete their senior year of high school while taking a full college course load, earning both high school and college credit. For the 2025–2026 school year, 23 students are enrolled. Early College participants cannot take AP or Dual Enrollment courses, and their enrollment affects the district’s LTW-ADM; however, the financial impact is capped at a 5 percent reduction, with no additional loss beyond that threshold. Students must create a state Early College account, and our Early College Coordinator reviews and approves each account and four to five vouchers per student. For the Class of 2026, 18 students are attending Norwich University, 4 are attending the Community College of Vermont, and 1 is attending Vermont Technical College. Participation in previous classes included 33 students in 2025, 18 in 2024, 15 in 2023, and 20 in 2022.

Students report a wide range of experiences in Early College, reflecting both opportunities and challenges. Many chose the program to pursue advanced coursework not available at U-32, particularly in math and physics, to challenge themselves academically, or to build an early

connection with a college they hope to attend. Students at Norwich University highlighted the rigor of the courses, the ability to remain involved in U-32 athletics and activities, and the benefit of earning transferable credits.

Students also identified challenges, including the age gap with college peers, the responsibility of managing college-level work alongside high school commitments, and the logistics of commuting. Some students opted not to participate because they preferred to remain fully connected to the U-32 senior community, valued the structure of AP courses, or felt Early College could create a sense of separation within the grade. Concerns included missing senior-year events, navigating two different communities, and forming short-term relationships with college faculty and peers.

From an administrative perspective, Early College expands access to a wider range of courses, offers greater scheduling flexibility, and can reduce overall college costs. Students typically have about 15 hours of weekly seat time, follow a 15-week semester rather than an 18-week high school semester, and have more choice in designing their schedules. Norwich University's Early College program costs \$3,100, and students frequently cite the variety and depth of available courses as key advantages.

Early College

Class of 2026: Total attending Early College (EC) = 23

- 18 attending Norwich
- 4 attending Community College of Vermont
- 1 attending Vermont Technical College

Class of 2025 Total attending EC = 33

Class of 2024 Total attending EC = 18

Class of 2023 Total attending EC = 15

Class of 2022 Total attending EC = 20

Branching Out, Changemakers, Community-Based Learning, and the Pilot Program provide U-32 students with personalized, community-based learning pathways that allow them to pursue interests, explore potential careers, and meet graduation requirements through flexible, student-designed work. Supported by community mentors, local businesses, and staff advisors, these programs help students engage in authentic experiences and demonstrate proficiency through the U-32 Student Learning Outcomes.

Branching Out and Community-Based Learning offer semester- or year-long individualized projects or internships with community mentors. Students develop learning plans, set goals, take action steps, and document their progress through artifacts and reflections. Branching Out

also includes a world language option for students wishing to study languages not offered at U-32. The Pilot Program helps students understand themselves as learners by designing interest-based projects and building the skills needed for independent work. Changemakers allows students to explore issues of racial justice, climate justice, and social change through action-oriented projects, with the option to continue their work through Branching Out in the second semester.

Together, these programs create a robust network of flexible pathways that empower students to take ownership of their learning, connect with the community, and pursue individualized routes aligned with their strengths, interests, and post-secondary goals.

Alongside these offerings, it is important to understand how students are accessing our flexible pathways and whether participation reflects equitable opportunity across our student population. As part of our commitment to equitable access, this year marks the first comprehensive review of participation data across Advanced Placement, Dual Enrollment, Early College, and Career and Technical Education. Establishing a baseline helps us understand who is accessing these opportunities and where disparities may exist. U-32 currently serves 674 students: 54 percent identify as male and 46 percent as female; 32 percent qualify for Free and Reduced Lunch (FRL); 23 percent receive special education services through an IEP; 15 percent have 504 plans; and 8 percent identify as BIPOC. These demographics provide the context needed to evaluate proportional representation across pathways.

Initial findings show several areas of disproportionality. Students with IEPs are significantly underrepresented in AP, Dual Enrollment, and Early College, and overrepresented in CTE. FRL-eligible students show a similar pattern. BIPOC students are underrepresented in AP, Dual Enrollment, Early College, and RTCC, while their participation at CVCC is proportional. Male-identifying students are underrepresented in AP and Dual Enrollment and overrepresented in Early College and RTCC; female-identifying students show the opposite pattern. Both gender groups are proportionally represented at CVCC.

While these data do not yet represent trends, they raise important questions about access and opportunity. Disproportionalities can signal system-wide, K–12 concerns and prompt us to examine whether barriers—intentional or unintentional—are limiting participation. This analysis invites us to consider how we support students throughout their educational journey, how we communicate and structure opportunities, and what steps we can take to ensure that every student is positioned for success in the pathway that best aligns with their goals and strengths.

Equity Indicators - Access

We have equity indicators that we have identified as a district to determine whether or not we are providing equitable access to multiple pathways. The following slides indicate a narrow set of college and career readiness pathways and whether or not we are solving disproportionality. Base proportions for Grades 7-12 are:

| # | Male id | Female id | FRL | IEP | 504 | BIPOC |
|-----|---------|-----------|-----|-----|-----|-------|
| 674 | 54% | 46% | 32% | 23% | 15% | 8% |

Equity Indicators - Access to Pathways

| | AP | Dual Enroll | Early College | CVCC | RTCC | Youth Build |
|----------------------------|-------------------|-------------------|-------------------|----------------------------|----------------------------|-------------|
| N | 79 | 77 | 23 | 49 | 23 | Too small |
| Special ed | 2% | Under | Under | Over | Over | |
| Gender | Over F Under M | Over F Under M | Under F Over M | | Under F Over M | |
| BIPOC | Under | Under | Under | | Under | |
| FRL | Under | Under | Under | Over | Over | |
| Applied vs Accepted | | | | 95 Applied, 58 Accepted | 31 Applied, 24 Accepted | |

Post-Secondary Planning

- Embedded career lessons in core classes
- High School Seminars during Callback
 - 9th grade: Transition to HS / 4 year planning
 - 10th grade: Naviance introduction or resources/ update to 4 year plan
 - 11th grade [Post High School Planning Guide](#) and Naviance
 - 12th grade: Continued Post High School Planning
- 12th grade In-school field trip
 - College application support, essay help, financial aid, resume writing, interviewing skills, career exploration
- Individual meetings with school counselors (College, Career, Personal/Social)
- College fairs / Military fairs/ Alumni fair / Alumni panel
- Career Callbacks
- [U-32 Program of Studies](#)
- Community Based learning / Branching Out, etc.

U-32 administers a range of assessments each year to monitor student learning, support post-secondary planning, and identify areas where additional instructional support may be needed. These assessments include the PreACT for 10th graders, the PSAT for 11th graders, and the SAT for students in grades 11 and 12. Advanced Placement exams are also available for students enrolled in AP courses. Together, these assessments provide a comprehensive picture of student readiness in literacy, mathematics, and STEM fields.

This year's results show strong performance in English, reading, and writing across multiple measures. On the PreACT, 78 percent of students met benchmark expectations in English and 58 percent met expectations in reading. PSAT results reflect similar strengths, with 83 percent of U-32 students meeting the Reading/Writing benchmark, a rate that exceeds the statewide average. SAT scores for the Class of 2025 also remain above Vermont averages in both Reading/Writing and Math, indicating that college-bound students are academically well-prepared in these areas.

Math and STEM performance, however, continue to present significant challenges. On the PreACT, only 40 percent of students met the math benchmark, and 43 percent were identified as needing intervention. STEM readiness remains an area of concern, with just 24 percent of students meeting the benchmark and 69 percent requiring additional support. PSAT math results show a similar pattern, with 47 percent of students meeting expectations and 40 percent scoring in the beginning category. These results suggest that math and STEM instruction require continued system-wide attention, particularly in the transition from middle to high school and in preparing students for advanced coursework.

Post-Secondary Planning Assessments

| Assessment | Grade Level | Subjects | Notes |
|-------------------------|-------------------------|---|---|
| PreACT | 10 | English, math, reading, science | Part of Local Comprehensive Assessment Plan (LCAP) District funded |
| PSAT | 11 | Reading, writing, math | LCAP District funded |
| SAT/ACT | 11 and/or 12 | SAT: Reading, writing, math ACT: English, math, reading, science | Self pay |
| Advanced Placement (AP) | Varies (mostly 11 & 12) | English, biology, physics, chemistry, US history, calculus, statistics, computer science, French, Spanish | District funded |

OVERVIEW OF ACT TEST SECTIONS

| | |
|----------------|--|
| English | <ul style="list-style-type: none"> • 75 multiple-choice questions • 45 minutes • Tests grammar, punctuation, sentence structure and rhetorical skills • Learn more about the ACT English Test |
| Math | <ul style="list-style-type: none"> • 60 multiple-choice questions • 60 minutes • Algebra I and II, geometry, and some trigonometry • Learn more about the ACT Math Test |
| Reading | <ul style="list-style-type: none"> • 40 multiple-choice questions • 35 minutes • Four passages (prose fiction, social studies, humanities, and natural sciences) with 10 questions per passage • Learn more about the ACT Reading Test |
| Science | <ul style="list-style-type: none"> • 40 multiple-choice questions • 35 minutes • Questions on science-based passages presented with graphs, charts, tables and research summaries • Learn more about the ACT Science Test |

Pre ACT Math/Science/ STEM Benchmark Data

| Year of administration | 2022 | 2023 | 2024 | 2025 |
|---|------------|-------------------|-------------------|-------------------|
| # of testers U-32 | 88 | 88 | 71 | 72 |
| U-32 on target <i>Math</i> <i>Science</i> <i>STEM</i> | 56% 43% | 41% 39% 15% | 42% 45% 14% | 40% 39% 24% |
| U-32 close to target <i>Math</i> <i>Science</i> <i>STEM</i> | 19% 20% | 16% 22% 18% | 18% 11% 17% | 17% 17% 7% |
| U-32 in need of intervention <i>Math</i> <i>Science</i> <i>STEM</i> | 45% 36% | 43% 40% 67% | 39% 44% 69% | 43% 44% 69% |

Pre ACT English and Reading Benchmark Data

| Year of administration | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|------------|------------|------------|------------|------------|
| # of testers U-32 | 96 | 88 | 88 | 71 | 72 |
| U-32 on target <i>English</i> <i>Reading</i> | 53% 45% | 75% 65% | 83% 58% | 76% 55% | 78% 58% |
| U-32 close to target <i>English</i> <i>Reading</i> | 22% 26% | 11% 7% | 11% 26% | 13% 18% | 8% 15% |
| U-32 in need of intervention <i>English</i> <i>Reading</i> | 25% 29% | 14% 28% | 6% 16% | 11% 27% | 14% 26% |

SAT Benchmark Data: U-32 and Vermont

| | Class 2023 | Class 2024 | Class 2025 |
|--|---------------|---------------|---------------|
| # U-32 of testers # of VT | 19 1008 | 26 2061 | 40 2857 |
| Reading / Writing U-32 Mean Score VT Mean Score | 606 558 | 619 575 | 617 576 |
| Math U-32 Mean Score VT Mean Score | 586 537 | 549 537 | 570 539 |

Graduation rates provide an important measure of how well the school system supports students in completing their high school education and preparing for post-secondary success. U-32's graduation data includes both four- year and six-year rates, offering insight into the experiences of students who may need additional time or support to complete their diploma requirements.

The most recent four-year graduation rate for U- 32 is 76 percent, which falls below the statewide average of 82 percent. This represents a decline from pre-pandemic levels, when U-32's graduation rates were consistently in the mid- to high- 80s. While the six- year graduation rate has historically been strong—often exceeding the Vermont average—the recent decline in the four-year rate suggests that more students are facing academic, social, or personal barriers that impact their ability to graduate on time.

AOE Definition of 4-year Cohort Graduation Rate:

The cohort graduation rate is calculated by tracking students from the time they enter Grade 9. Students who graduate within four years are considered on-time graduates. Students who graduate one or two years later are included in the 5- and 6-year graduation rates. The total number of graduates is divided by the total number of students in the cohort. Students who transfer into a school are included in the cohort, while students who transfer out are dropped from the cohort.

WCUUSD and Vermont Graduation Rates

| Year | U-32 4-Year Rate | VT 4-Year Rate | U-32 6-Year Rate | VT 6-Year Rate |
|------------------|------------------|----------------|------------------|----------------|
| 2014-2015 | 88% | 88% | 94% | 91% |
| 2015-2016 | 88% | 88% | 90% | 92% |
| 2016-2017 | 89% | 89% | 92% | 91% |
| 2017-2018 | 90% | 85% | 91% | 91% |
| 2018-2019 | 82% | 85% | 91% | 92% |
| 2019-2020 | 84% | 83% | 95% | 88% |
| 2020-2021 | 77% | 83% | 89% | 87% |
| 2021-2022 | 85% | 83% | | |
| 2022-2023 | 76% | 82% | | |

DRAFT

Our students pursue a wide range of post-high- school education and career paths. The following tables highlight the choices they are making after graduation.

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 |

Senior “Self Reported” Post HS Plans

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---------------------|------|------|------|------|------|------|------|------|
| # of Graduates | 126 | 106 | 113 | 119 | 119 | 122 | 104 | 107 |
| % Attending College | 68 | 65 | 65 | 68.8 | 66.4 | 52.9 | 60.5 | 59 |
| % Career Ed | 2.4 | 7.5 | 8 | .8 | 1.7 | 4.9 | 4.8 | 1.8 |
| % Employed | 27.8 | 19.6 | 17.7 | 17.6 | 22.7 | 31.7 | 25 | 25 |
| % Military | 2.4 | .9 | 3.5 | .8 | 0 | .8 | 2.9 | .9 |
| % Year Off | .8 | 6.5 | 6.2 | 11.8 | 9.2 | 8.9 | 6.7 | 12 |

Alumni Report from Naviance

| | Enrolled Immediately | Enrolled in 1st Year | Returned for 2nd Year | Graduated in 4 yrs | Graduated in 6 yrs |
|------|----------------------|----------------------|-----------------------|--------------------|--------------------|
| 2014 | 46% | 48% | 51% | 31% | 37% |
| 2015 | 48% | 50% | 53% | 33% | 47% |
| 2016 | 49% | 52% | 58% | 34% | 46% |
| 2017 | 45% | 49% | 48% | 29% | 44% |
| 2018 | 49% | 50% | 59% | 26% | 42% |
| 2019 | 58% | 61% | 61% | 36% | 49% |

Class of 2025 College Acceptances: Advanced Welding Institute, American Univ., Arizona State Univ.-Tempe, Augustana College, Bay Path Univ., Bennington College, Bentley Univ., Boston Univ., Bowie State Univ., Bryant Univ., California College of the Arts, Central Connecticut State Univ., Central Michigan Univ., Champlain College, Clark Univ., Clarkson Univ., Coastal Carolina Univ., Colby-Sawyer College, College of Charleston, College of Coastal Georgia, Colorado College, Concordia Univ., Connecticut College, Cornell Univ., Curry College, Dartmouth College, Dean College, Dickinson College, Drew Univ., Elmira College, Emmanuel College, Endicott College, Florida Atlantic Univ., Fordham Univ., Franklin and Marshall College, Franklin Pierce Univ., George Mason Univ., Georgia Institute of Technology, Hartwick College, Heriot-Watt Univ., High Point Univ., Hofstra Univ., Illinois Institute of Technology, Ithaca College, Johnson & Wales Univ.-Providence, Keene State College, Lasell Univ., Lesley Univ., Loyola Univ. Chicago, Loyola Univ. Maryland, Macalester College, Maine College of Art & Design, Massachusetts College of Art and Design, Massachusetts College of Pharmacy, Merrimack College, Middlebury College, Montserrat College of Art, Mount Holyoke College, Muhlenberg College, New England College, New England Institute of Technology, New York Institute of Technology, North Carolina State Univ. at Raleigh, Northeastern Univ., Northern Illinois Univ., Norwich Univ., Oberlin College, Pace Univ., Pennsylvania State Univ., Plymouth State Univ., Pratt Institute Brooklyn, Princeton Univ., Regis College, Rensselaer Polytechnic Institute, Rhode Island College, Rider Univ., Rochester Institute of Technology, Roger Williams Univ., Sacred Heart Univ., Saint Anselm College, Saint Michael's College, Salem State Univ., Salve Regina Univ., Siena Univ., Simmons Univ., Skidmore College, Southern New Hampshire Univ., St. Lawrence Univ., Stonehill College, Suffolk Univ., SUNY College at Plattsburgh, The George Washington Univ., The Univ. of Tampa, Union College (NY), Univ. of Chicago, Univ. of Colorado Denver, Univ. of Connecticut, Univ. of Delaware, Univ. of Denver, Univ. of Glasgow, Univ. of Hartford, Univ. of Illinois Chicago, Univ. of Maine, Univ. of Maine at Farmington, Univ. of Massachusetts-Amherst, Univ. of Massachusetts-Boston, Univ. of Massachusetts-Dartmouth, Univ. of Massachusetts-Lowell, Univ. of Missouri-Kansas City, Univ. of New England, Univ. of New Hampshire, Univ. of North Carolina at Charlotte, Univ. of North Carolina at Greensboro, Univ. of Oregon, Univ. of Rhode Island, Univ. of San Francisco, Univ. of South Florida, Univ. of Southern Maine, Univ. of Vermont, Univ. of Wyoming, Utica Univ., Vermont State Univ., Virginia Commonwealth Univ., Wentworth Institute of Technology, Western New England Univ., Wheaton College - Massachusetts, William & Mary, Williams College, Worcester Polytechnic Institute

This report highlights some of the presentation slides. The Support References section at the end of this report has a link for the student testimonials video. As a reminder, past reports and presentations can be found on the [Board Committee Resource Page](#).

Below is a summary of our analysis.

System Successes:

- Our students have a wide range of flexible pathways (AP, Dual Enrollment, Early College, Community-Based Learning, Branching Out, Pilot, CTE).
- Strong community partnerships supporting authentic, real-world learning.
- High participation in advanced academic options, including new concurrent DE courses.
- Clear administrative structures and processes across programs.
- Equity review underway, signaling transparency and continuous improvement.
- Our 6-year graduation rate is generally equal to or slightly higher than the state rate.
- Strong literacy performance across assessments.
- SAT scores exceed Vermont averages in both Reading/Writing and Math.
- This year's senior class took note of the lower social connections last year and has made deliberate efforts to increase social engagement

System Challenges:

- Our 4-year graduation rate is lower than the state average and lower than our desired rate
- We continue to see AP courses that have low enrollment.
- Math and STEM performance remain the most significant academic concern.
- U-32's most recent 4-year graduation rate is below the Vermont average.
- College-going rate remains lower than pre-pandemic levels.
- Underrepresentation of IEP, FRL-eligible, BIPOC, and male-identifying students in AP, Dual Enrollment, and Early College.
- Overrepresentation of IEP and FRL-eligible students in CTE programs.

System Needs:

- Refine and improve how we tell our story so that students and families are aware of the opportunities available to them.
- Examine what will serve our students best: coursework that provides college credit or a challenging in-house curriculum. Balance the areas of opportunity, challenging and interesting curriculum, and ensure a robust, thriving social entity in our district.

Changes to instructional and evaluation practices:

- Introduction of the concurrent Dual Enrollment statistics course.
- The SAT/ACT requirements, mandatory vs. optional, for colleges and universities have been fluctuating, and this affects the number of students taking the tests.

Implications for the School Board:

- Family and student outreach may need strengthening to ensure equitable awareness of opportunities.
- How do we tell the stories of our district students so that all pathways and post-secondary choices are honored?
- Ongoing monitoring of program changes (e.g., AP to DE transitions) will be important for understanding impact.
- A K-12 approach to preparation may be needed to address root causes of disproportionality.
- To analyze barriers to access, looking at how we structure our classes, any artificial barriers we may be creating.
- Collaboration with leadership to examine what fits best with our core beliefs, strategic planning goals, needs of students, equity, and limited district resources, what are the areas of opportunity we offer our students?

We would like to discuss this report during our full board meeting on February 18th. We offer the following questions for your consideration.

- Are students learning and thriving?
 - What do you see that supports that?
- Are we using our resources effectively and equitably?
 - What do you see that supports that?
- Are we making progress toward our strategic goals?
 - What do you see that supports that?
- What did you notice in this report that connects to other information presented by other committees, in COLT reports, and Principal Reports?

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 Vermont's public school students.
- **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

[Student Video - Testimonials on future plans](#)
[U32 Program of Studies](#)
[Naviance Video](#)
[U-32 School Profile](#)
[Central Vermont Career Center](#)
[Randolph Technical Career Center](#)

[Early College](#)
[Dual Enrollment](#)
[Military after High School](#)
[Job Corps](#)
[U-32 Flexible Pathway Partners](#)