

Monitoring Student Achievement, Spring 2024 Data

Education Quality Committee
September 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.

**Our students will meet or exceed
rigorous standards for:**

CORE KNOWLEDGE

of essential academic subjects



Literacy



Math Content
& Practices



Physical
Education
& Health



Global
Citizenship



Artistic
Expression



Financial
Literacy



Scientific Inquiry &
Content Knowledge

TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long
learning and success



Creative
& Practical
Problem
Solving



Working
Independently &
Collaboratively



Informed,
Integrated
& Critical
Thinking



Effective &
Expressive
Communication



Engaged
Citizenship



Self-Awareness
& Self-Direction

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:

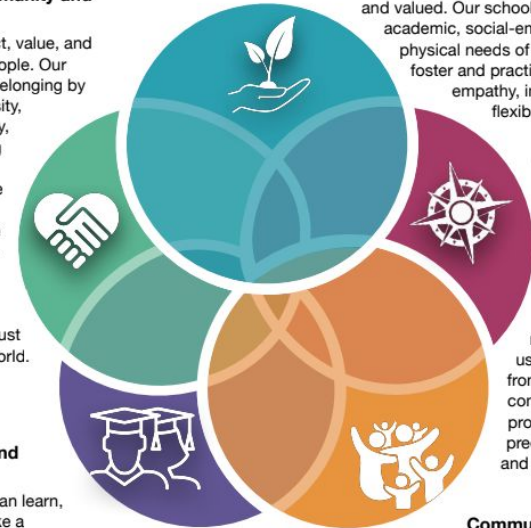
Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

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.



WCUUSD Data Practices

Who	What	Why
School Board	Looks at district level data	To monitor student achievement in alignment with our values
Education Quality Committee	Looks more deeply at district level data	To inform aspects of the board's practice in service to student achievement
Leadership Team	Analyzes district and school level data	To make instructional leadership decisions regarding curriculum, instruction, assessment, and professional learning within and among schools
Principals	Analyze school level data (school, grade level, classroom)	To make instructional leadership decisions regarding curriculum, instruction, assessment, and professional learning within school
Teachers	Analyze grade level, classroom level, and individual student performance data	To make decisions regarding curriculum, instruction, and assessment practices at classroom and student levels
Students	Analyze individual performance data	To make decisions about their learning and next steps

Sources of Data for Spring Monitoring Report

- i-Ready Math Diagnostic, Grades K-8
- i-Ready Reading Diagnostic, Grades 3-8
- Acadience Reading, Grades K-6
- VTCAP (Not yet available)
 - Math, Grades 3-9
 - Literacy, Grades 3-9
 - Science, Grades 5, 8, and 11

i-Ready Math and Reading Diagnostics, Spring 2024

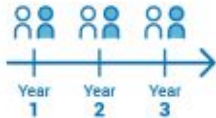
Mathematics

Who is Included in the Analysis?



Cross-Sectional Analysis

A comparison of different students across years. For example, current Grade 3 students compared to last year's Grade 3 students. Students are included if they completed a Diagnostic in **any** of the testing windows examined.



Longitudinal Cohort Analysis

A view of the same students over time. For example, current students who participated in i-Ready from Grade 1 to Grade 2 and are now Grade 3. Students are included if they completed a Diagnostic in **all** testing windows examined across years.

i-Ready Math and Reading Diagnostics, Spring 2024

Who is Included in the Benchmark Data?

***i-Ready* National Norms Spring 18-19 (Natl. Norm)**

The *i-Ready* national norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

National Year-to-Date Spring 23-24 (Natl. YTD)

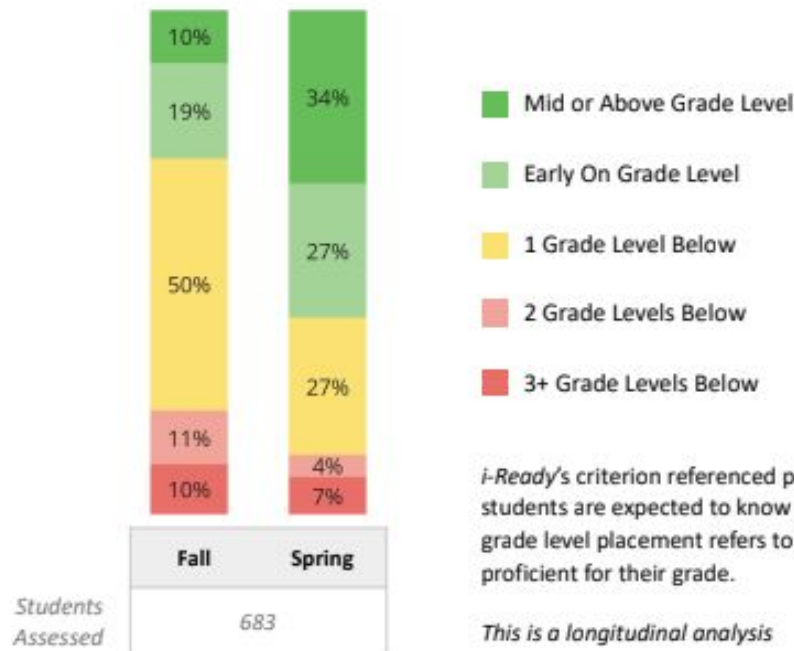
This population includes all students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

i-Ready Math Diagnostic, Spring 2024

Mathematics

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 23-24 to Spring 23-24



i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

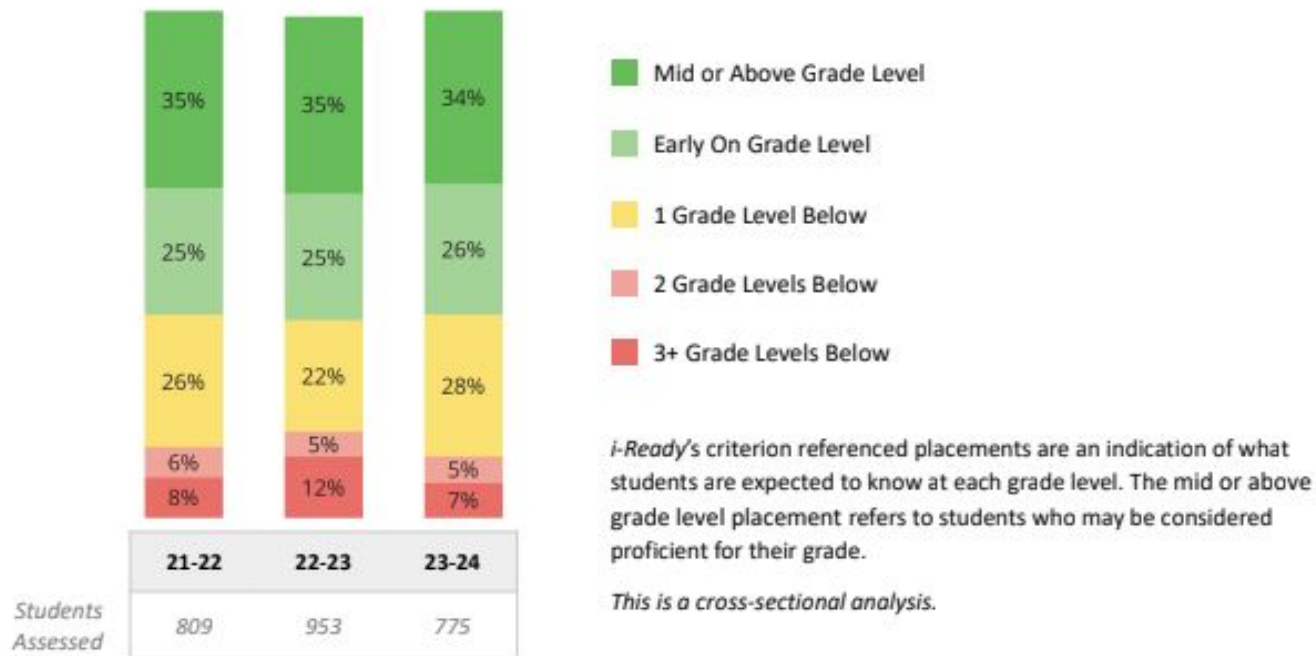
This is a longitudinal analysis

i-Ready Math Diagnostic, Spring 2024

Mathematics

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 21-22 to Spring 23-24

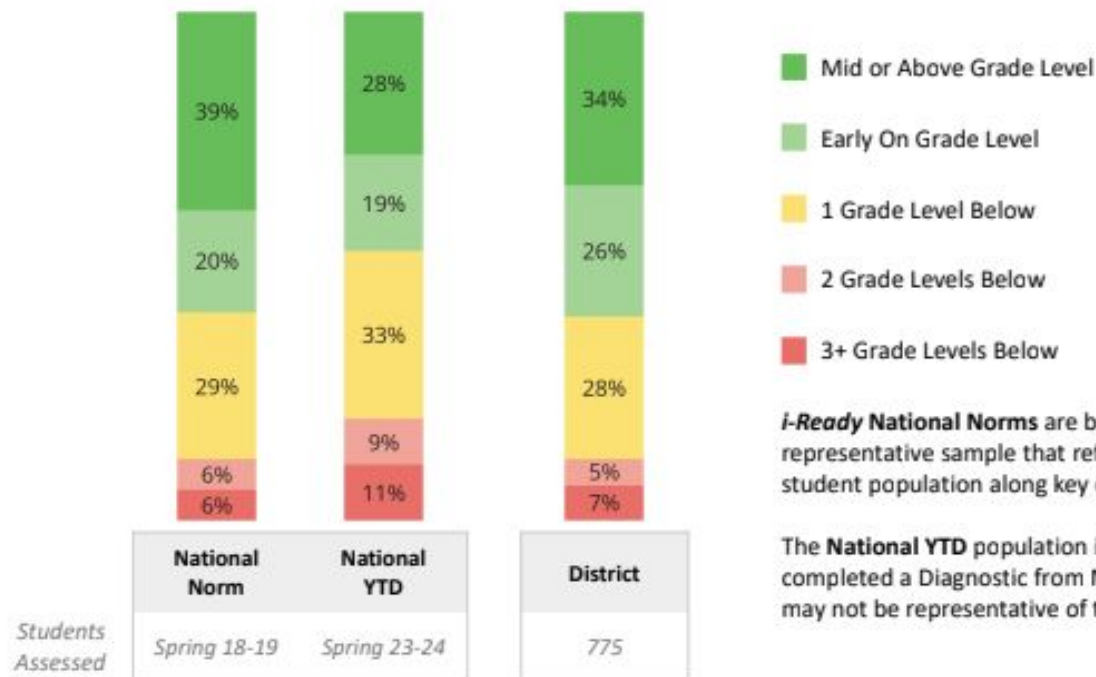


i-Ready Math Diagnostic, Spring 2024

Mathematics

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

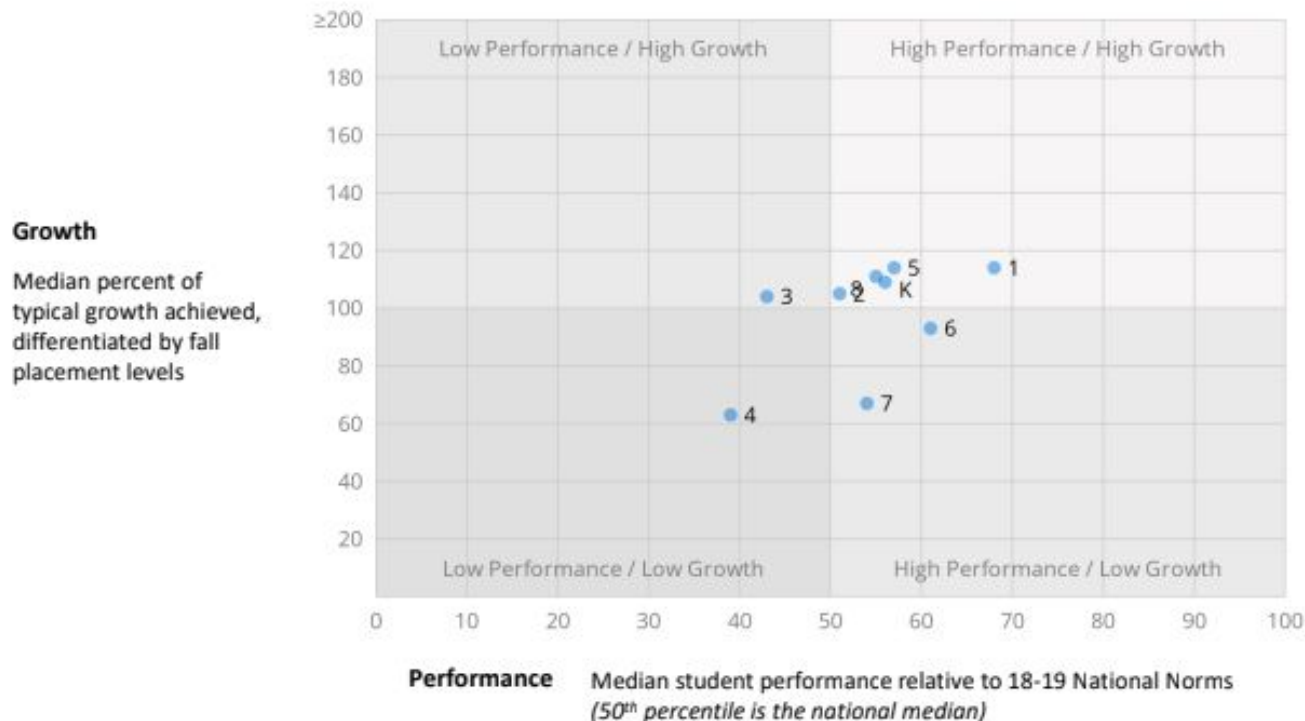
The **National YTD** population includes 9,422,301 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

i-Ready Math Diagnostic, Spring 2024

Mathematics

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

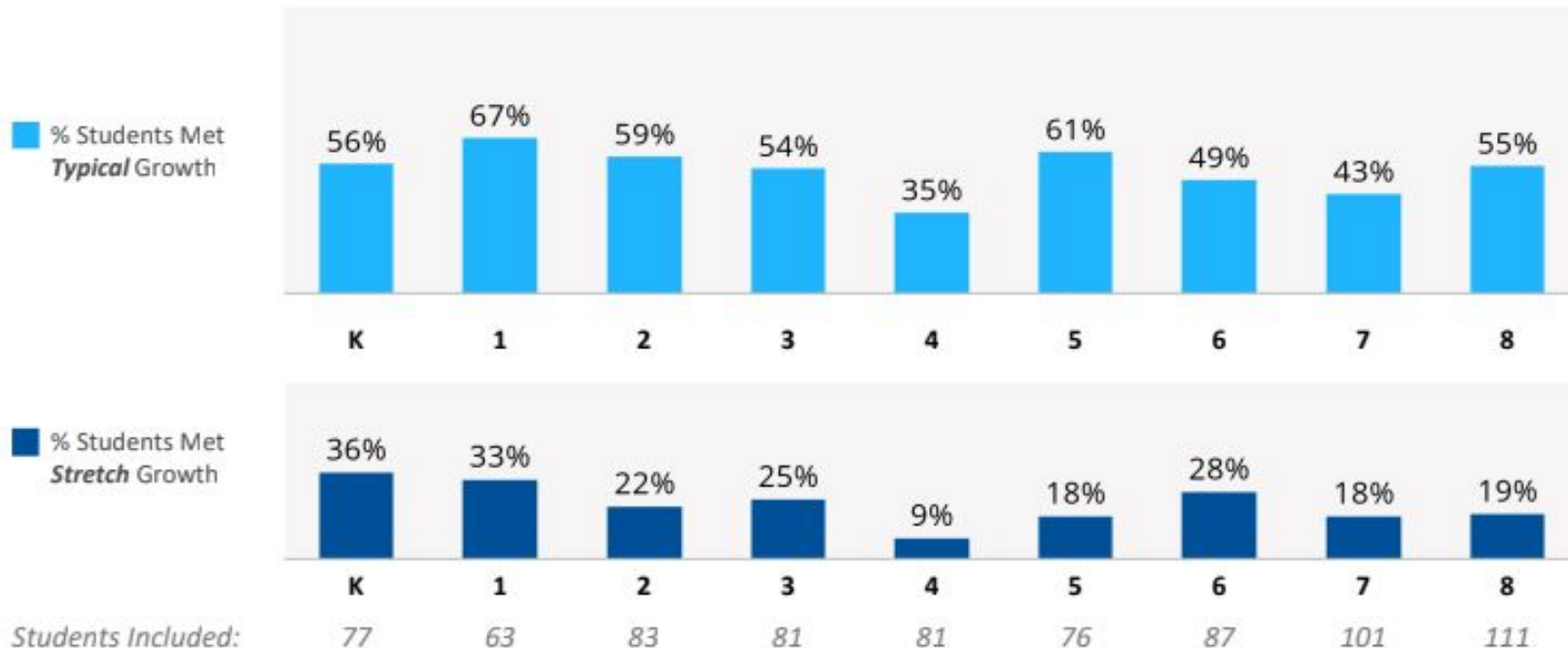


i-Ready Math Diagnostic, Spring 2024







Mathematics

How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth



i-Ready Math Diagnostic, Spring 2024

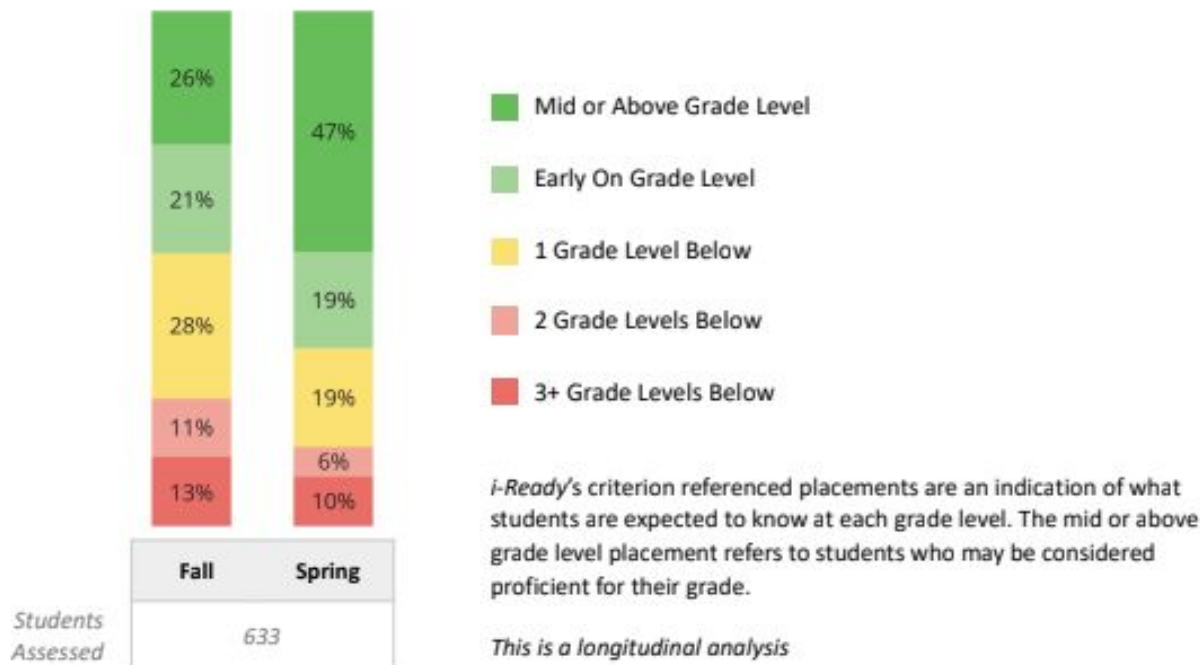
Grade 	Annual Typical Growth 		Annual Stretch Growth® 		% Students with Improved Placement 
	Progress (Median) 	% Met 	Progress (Median) 	% Met 	
Grade K	 109%	56%	 84%	36%	64%
Grade 1	 112%	67%	 86%	33%	71%
Grade 2	 105%	58%	 72%	22%	69%
Grade 3	 104%	54%	 72%	24%	70%
Grade 4	 61%	33%	 42%	8%	50%
Grade 5	 106%	58%	 66%	18%	69%
Grade 6	 93%	49%	 50%	27%	58%
Grade 7	 67%	42%	 35%	17%	48%
Grade 8	 111%	53%	 48%	19%	45%

i-Ready Reading Diagnostic, Spring 2024

Reading

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 23-24 to Spring 23-24

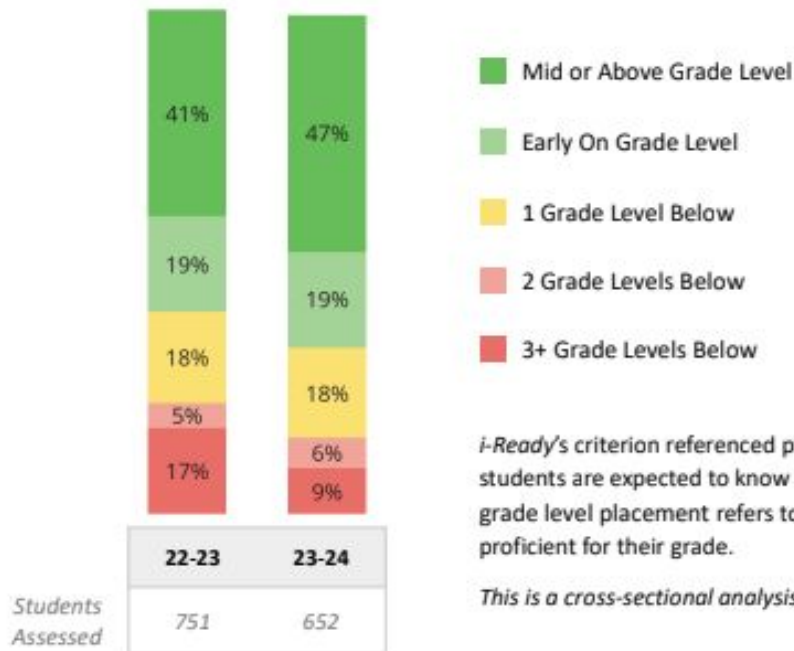


i-Ready Reading Diagnostic, Spring 2024

Reading

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 23-24



i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

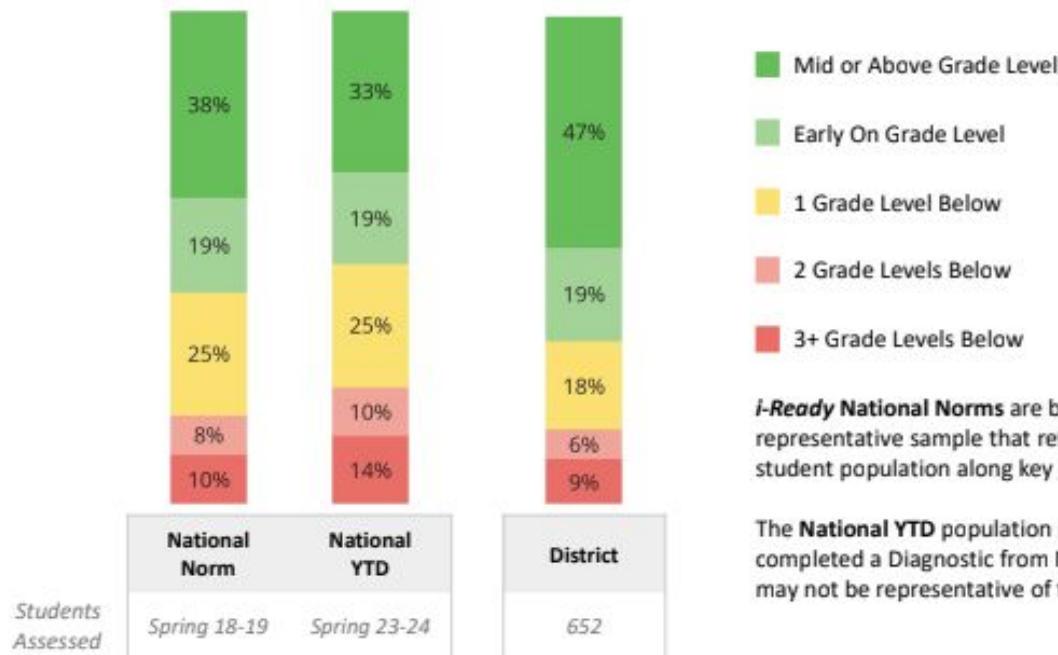
This is a cross-sectional analysis.

i-Ready Reading Diagnostic, Spring 2024

Reading

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

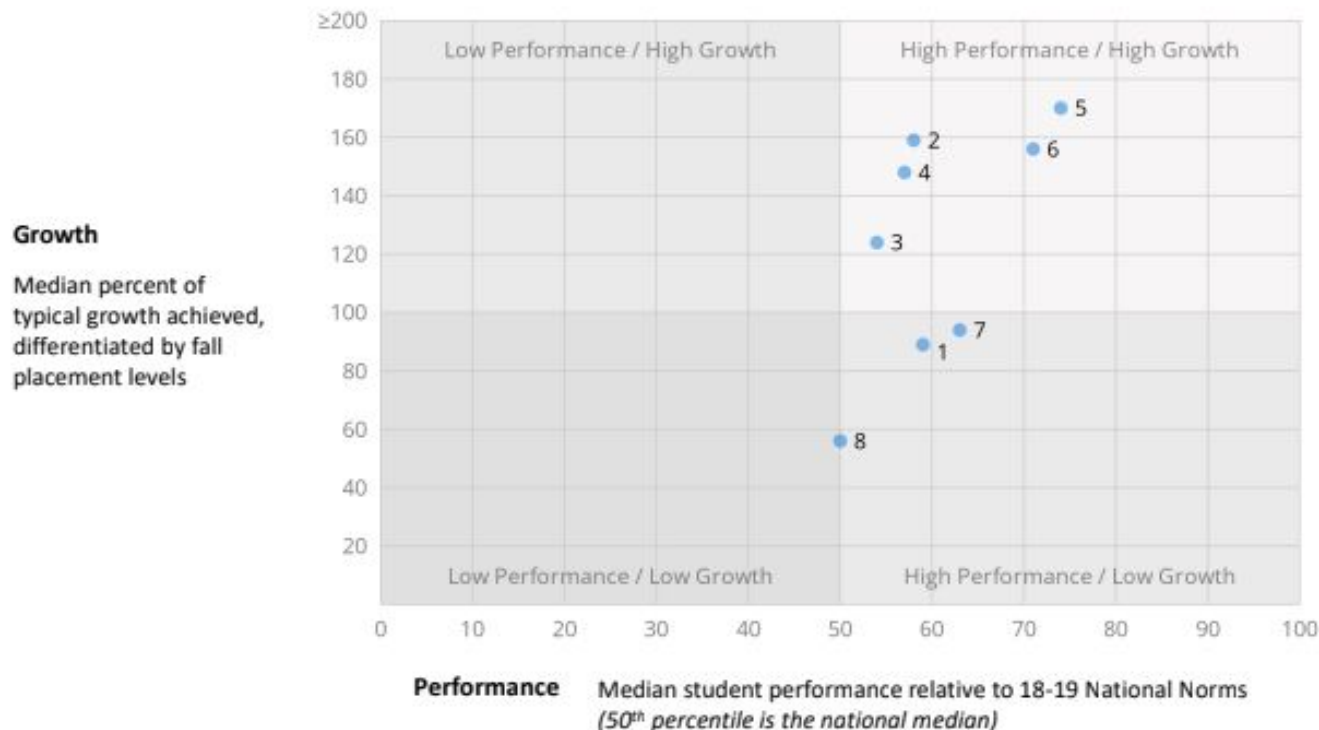
The **National YTD** population includes 8,147,101 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

i-Ready Reading Diagnostic, Spring 2024

Reading

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth



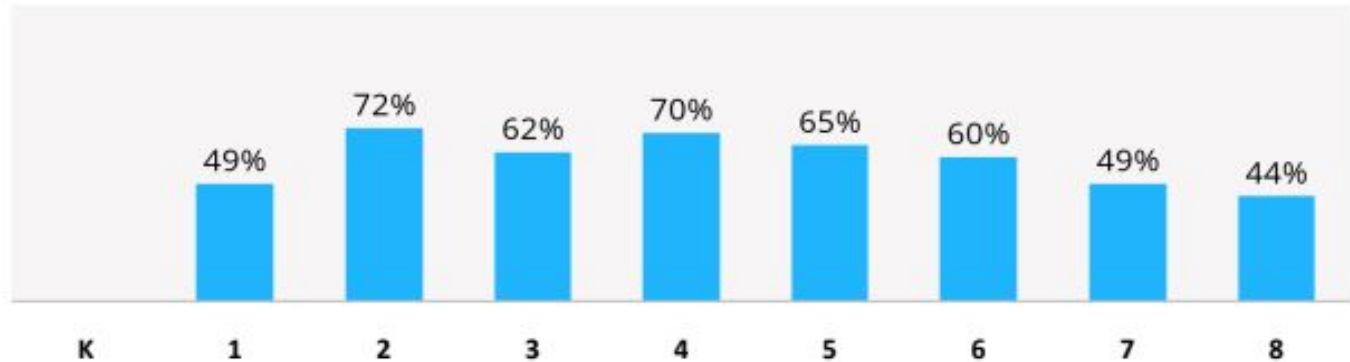
i-Ready Reading Diagnostic, Spring 2024

Reading

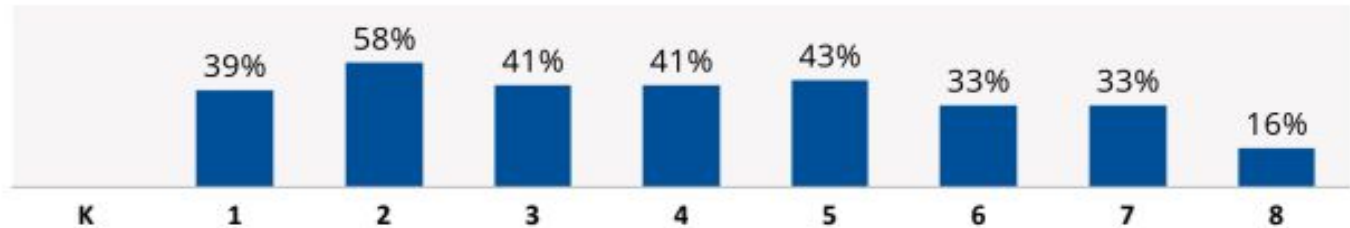
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth

 % Students Met
Typical Growth



 % Students Met
Stretch Growth



Students Included:

K 41 1 69 2 81 3 80 4 74 5 87 6 89 7 101 8

i-Ready Reading Diagnostic, Spring 2024

Grade ⌵	Annual Typical Growth ℹ		Annual Stretch Growth® ℹ		% Students with Improved Placement ⌵
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 3	<div><div></div></div> ✓ 124%	61%	<div><div></div></div> 76%	40%	66%
Grade 4	<div><div></div></div> ✓ 138%	68%	<div><div></div></div> 75%	39%	67%
Grade 5	<div><div></div></div> ✓ 170%	64%	<div><div></div></div> 72%	42%	65%
Grade 6	<div><div></div></div> ✓ 153%	59%	<div><div></div></div> 55%	33%	56%
Grade 7	<div><div></div></div> 50%	46%	<div><div></div></div> 14%	29%	43%
Grade 8	<div><div></div></div> 74%	46%	<div><div></div></div> 22%	16%	45%

Acadience Reading K-6

- Universal screener
- Identifies students who may be at risk for reading difficulties
- Identifies skills to target for instructional support
- 3x/year

These Acadience Reading Measures...	...Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	• Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	• Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	• indicator of risk	Individual
Nonsense Word Fluency (NWF)	• The Alphabetic Principle and Basic Phonics	Individual
Oral Reading Fluency (ORF), including Retell	• Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of Text • Reading Comprehension	Individual
Maze	• Reading Comprehension	Group-Administered

Acadience Reading K-6

Benchmark. These levels are based on the overall likelihood of achieving specified goals on subsequent Acadience Reading assessments or external measures of reading achievement.

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
Above Benchmark	90–99%	Likely to Need Core Support ^a
At Benchmark	70–85%	Likely to Need Core Support ^b
Below Benchmark	40–60%	Likely to Need Strategic Support
Well Below Benchmark	10–20%	Likely to Need Intensive Support

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Extensive research on the reliability and validity of the Acadience Reading measures has been conducted by the authors of Acadience Learning and by other researchers.

Acadiance District Summary: Reading Composite Score

	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Winter 2024	29.2%	17.6%	22.1%	31.1%
Spring 2024	24.6%	18.9%	25.1%	31.4%

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.

