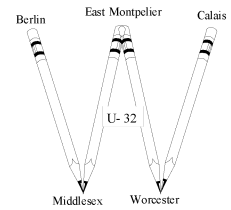# Washington Central Unified Union School District

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

Berlin   East Montpelier   Calais

U- 32

Middlesex   Worcester

WCUUSD Quality Committee
Meeting Agenda
9.4.24 5:00-6:00 PM
In Person/Virtual
## Calais Elementary
321 Lightning Ridge Rd. Plainfield, VT

1. Call to Order

2. Approve Minutes of 9.4.24

3. Discussion/Action
   3.1. Student Monitoring Report (Spring Data, continued)
   3.2. Student Monitoring Report to the Full School Board

4. Future Agenda Items
   4.1. Post Secondary Outcomes (11.6.24)
   4.2. Next Meeting: November 6, 2024

5. Adjourn

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
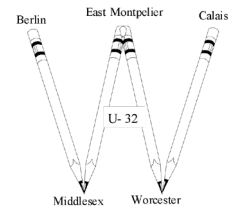
WCUUSD Quality Committee
Minutes
9.4.24 5:00-6:00 PM
In Person/Virtual
U-32
930 Gallison Hill Rd
Montpelier, VT

Present: Ursula Stanley, Flor Diaz Smith, Natasha Eckart, Mckalyn Leclerc, Zach Sullivan, Diane Nichols-Fleming, Daniel Keeney, Elizabeth Brown, Superintendent Dellinger-Pate, Jen Miller-Arsenault

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:01 p.m.

2. **Approve Minutes of 5.29.24:** Flor Diaz Smith moved to approve the committee meeting minutes from May 29, 2024; seconded by Mckalyn Leclerc this motion carried unanimously.

3. **Discussion/Action**
   3.1. **Student Monitoring Report (Spring Data):** Ursula Stanley reminded the committee that the protocol for examining the data today would be slightly different, the follow up reflections being: 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? Jen Miller-Arsenault shared a slide deck: *Monitoring Student Achievement, Spring 2024 Data,* with math and reading student data. Questions for clarification and initial observations from presentation: Diane Nichols-Fleming: is there a way to look at longitudinal patterns in math? e.g., the same cohort over time. Jen Miller-Arsenault stated that it might be possible to look at that detail; she will connect with the support person at the assessment source. The data looks at performance and growth. Zach: is everyone getting a "stretch growth score"? Jen - yes, we get these for everyone but we care the most about the students who are below expectations when it comes to this data. She stated that at the school level, reports are run to highlight the students who are below expectations. Diane Nichols-Fleming: is I-Ready individualized? Ursula: with Acadience being a timed assessment, do students with

accommodations for more time get that allowance and have teachers noticed a change in their performance? How did our students do last year? Diane: what is heartening is that they are good assessments, they are providing good information, and we are making progress toward the goal. Mckalyn: made progress from the spring in both math and literacy. Compared to national and pre-pandemic norms, we are doing well. Zach: gets nervous about grading ourselves on a curve, taking into consideration the pandemic. The fact that we are comparing fairly well to pre-pandemic data is good. Flor: the student progress in I-Ready is encouraging; worried about some of the outliers (e.g. 4th grade) Mckalyn: not surprised by low performance, but surprised by low growth for this cohort. Ursula: encouraging seeing that, using what we are using, we are seeing progress. Jen M-A shared that there is continued concern from some about the amount of time these assessments take. When we are able to use the data in a concrete way: performance and growth, and plot action steps, it is very useful. In addition, when we are able to use the data to inform intervention, it is also very relevant.

- What are the implications for our committee work this year? Flor: using our monitoring calendar is helpful so that we can continue to figure out how to report to full board and support the ongoing work to remove barriers around educating students. Diane: what about the layer of equity? What does this say about how we are equitably assessing children? Maybe we should continue to ask this question as we work through this. Jen: next month's presentation will be a deeper dive - same data but disaggregated. The hope is that over the two meetings, the committee will be able to make more sense of the data.

- What are the implications for the full board's budgeting work? Diane: would we be able to see the assessment calendar? That would be helpful in understanding the pressures on the system. Have we ever discussed as a board the implementation cycle - how long do we stay with an assessment resource? Has this been put into procedure? Curious about the cost, the PD, the work around fidelity for these assessments. Flor: We have been considering this parameter, and how do we continue to invest? We are using the data to inform our priorities for budget planning. Elizabeth: fidelity can take years; how to build an internal infrastructure to support fidelity. Natasha: has never found data to be helpful in the day to day, as an educator. What other data is being considered? Is there a way for us to be able to see some sort of feedback about that less formal data? Thinking about the health of our students - the stress level - her own child was very stressed (at age 10) about their test scores. Need to ensure that we are considering our core beliefs, including the well-being of our students. Making sure, these assessments are not the focus of what being in a classroom is about. Question about the science assessment data - concern around the number of minutes students are getting in science education - are they prepared for a science assessment? If not, how are we going to modify the number of minutes students are receiving science education, Jen - our teachers are assessing students all the time: observation, exit tickets, summative assessment, report cards, etc. The idea of balancing assessment and stress - that is our responsibility as professionals to communicate with students. She noted that at curriculum camp this summer, one of the topics was transferable skills, including social/ emotional well-being. Discussion around taking the time

at the beginning of the year to build community with students, create routines and sense of safety. Information about "test readiness," messages to give kids…

- What are the key points we want to share with the full board? Daniel Keeney: can we talk about this after the second part of this presentation? We will have a better sense and understanding.

3.2. **Ed Quality Goals and Calendar:** Ursula Stanley reviewed the goal from last year. She would like to carry this goal over to this year. She invited feedback about other goals that committee members would like to consider. Stephen Dellinger-Pate stated that the work plan of the Ed Quality Committee informs the work of the Ed Leadership team. Elizabeth Brown asked, since she was not here last year, how can we change things this year to make the goal more achievable? Ursula Stanley reviewed the proposed calendar. Daniel Keeney asked whether we could look more closely at early college and hear student voice about after they leave here: what in retrospect do students feel they got from that experience? Diane: also has heard from some parents whose students were frustrated with their experience at U-32 but went on to find success; would also be important to hear student voice from these students. Ursula Stanley stated that this work around monitoring is one of the most important roles of the board. Diane Nichols-Fleming stated that it is important to always consider whom our offerings are working for, and how we can improve access to all.

4. **Future Agenda Items**
   4.1. **Student Monitoring Report (Spring Data, continued) (10.1.24)**
   4.2. **Post-Secondary Outcomes (11.6.24)**

5. **Adjourn: Daniel Keeney moved to adjourn at 6:00 p.m. Seconded by Natasha Eckart, this motion carried unanimously.**

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Ursula

October 2024

For our October meeting Jen will be presenting our Student Achievement data - part 2, which will focus on our disaggregated data for math and reading.

We, as a committee, owe the full board a Student Monitoring Report for the October 16th meeting. After Jen's presentation we will discuss the information to include in that report, what graphs we want to highlight. The conclusions we have made on the implications of the data on the full boards work on

I have included the start of a very rough draft of changes (denoted in green) for this year's report to the full board. It is based on the report we presented last year with proposed changes based on it being a new year.

Monitoring Student Achievement, Spring 2024 Data

Education Quality Committee
September 4, 2024

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.

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.

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.

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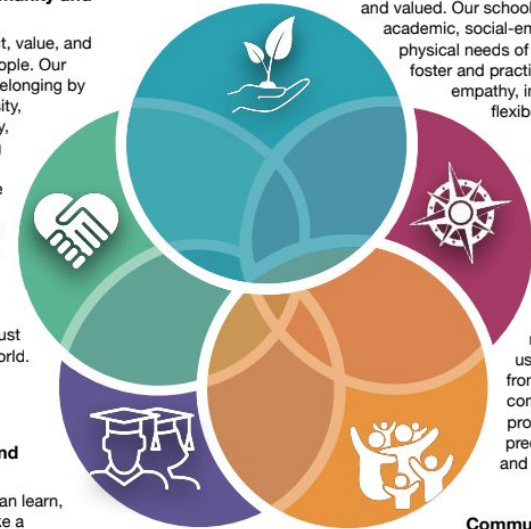
Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.

7

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 <mark>(Not yet available)</mark>
  - Math, Grades 3-9
  - Literacy, Grades 3-9
  - Science, Grades 5, 8, and 11

i-Ready Math and Reading Diagnostics, Spring 2024

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.

Last Year   Current Year
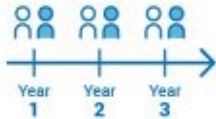
Longitudinal Cohort Analysis

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.

Year 1   Year 2   Year 3

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

How Have Relative Placements Changed From Fall to Spring?

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

Fall
- 10%
- 19%
- 50%
- 11%
- 10%

Spring
- 34%
- 27%
- 27%
- 4%
- 7%

Legend:
- ■ Mid or Above Grade Level
- ■ Early On Grade Level
- ■ 1 Grade Level Below
- ■ 2 Grade Levels Below
- ■ 3+ Grade Levels Below

	Fall	Spring
Students Assessed	683	

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

12
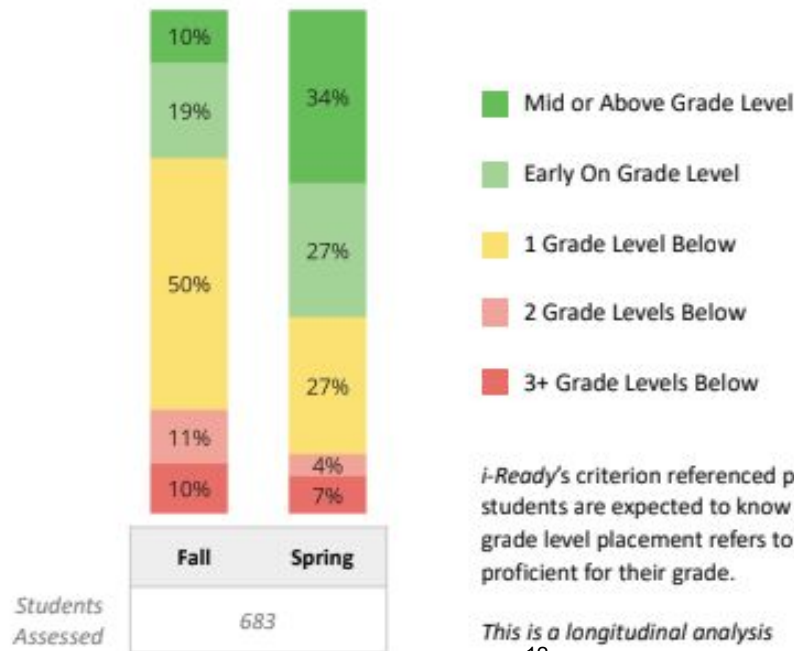
i-Ready Math Diagnostic, Spring 2024

How Have Relative Placements Changed From Spring to Spring?
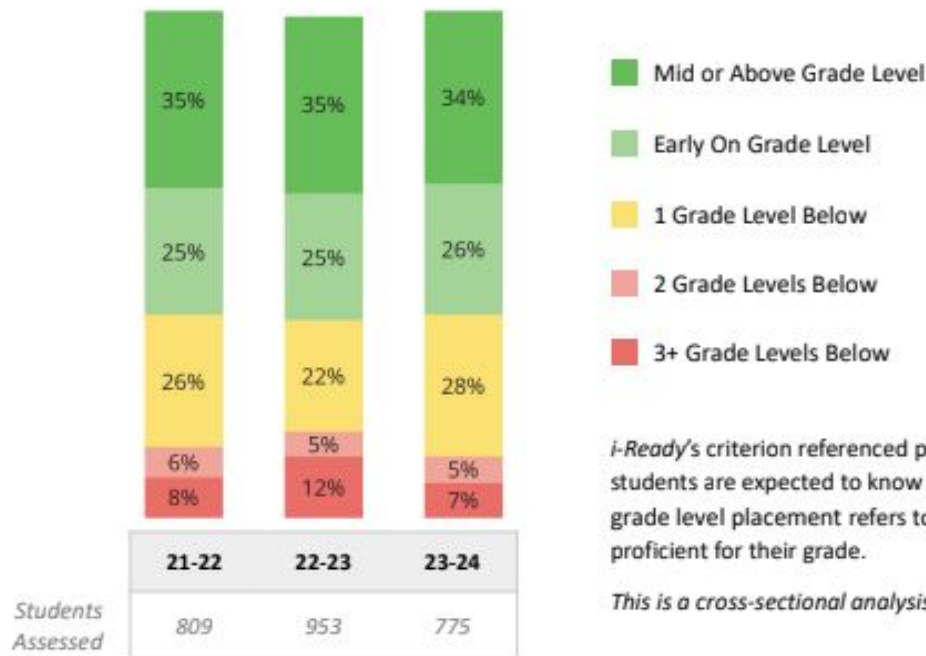
Placement Distribution, Spring 21-22 to Spring 23-24

	21-22	22-23	23-24
Mid or Above Grade Level	35%	35%	34%
Early On Grade Level	25%	25%	26%
1 Grade Level Below	26%	22%	28%
2 Grade Levels Below	6%	5%	5%
3+ Grade Levels Below	8%	12%	7%
Students Assessed	809	953	775

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

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.
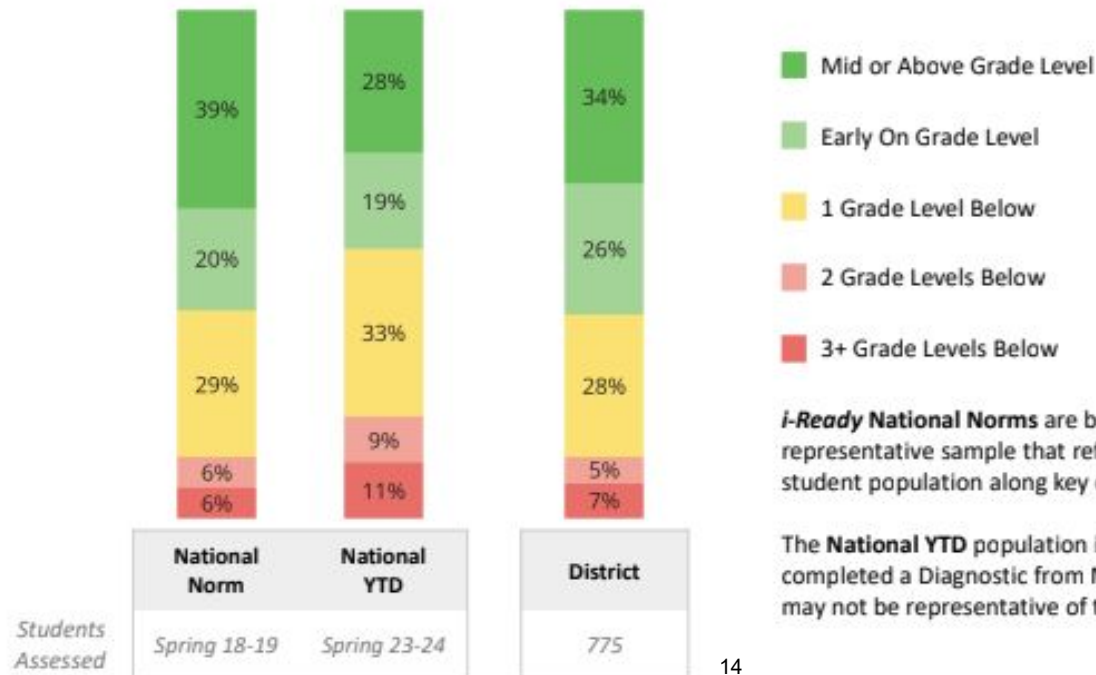
This is a cross-sectional analysis.

13

i-Ready Math Diagnostic, Spring 2024

Mathematics

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

Spring Placement Distribution for District and Benchmarks

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

National Norm (Students Assessed: Spring 18-19)
- 39%
- 20%
- 29%
- 6%
- 6%

National YTD (Students Assessed: Spring 23-24)
- 28%
- 19%
- 33%
- 9%
- 11%

District (Students Assessed: 775)
- 34%
- 26%
- 28%
- 5%
- 7%

i-Ready **National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.
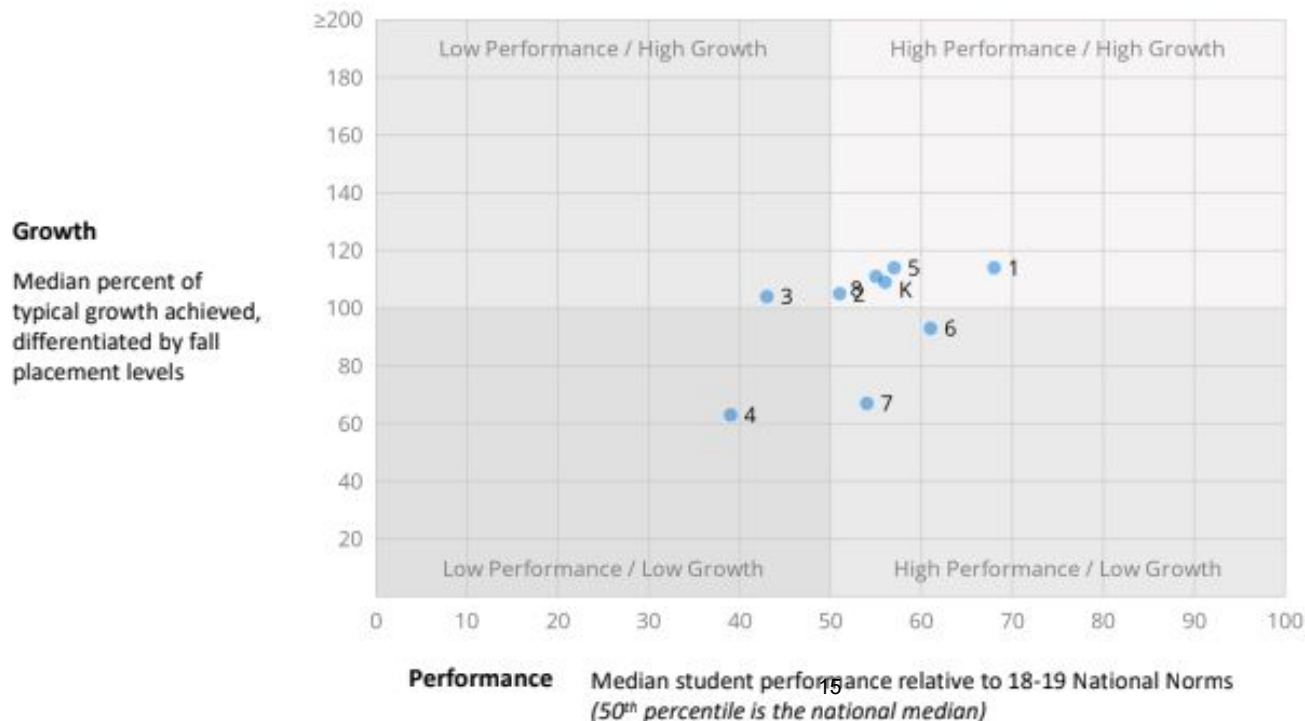
The **National YTD** population includes 9,422,301 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

14

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

Growth

Median percent of typical growth achieved, differentiated by fall placement levels

Low Performance / High Growth — High Performance / High Growth

Low Performance / Low Growth — High Performance / Low Growth

Performance Median student performance relative to 18-19 National Norms
(50th percentile is the national median)

i-Ready Math Diagnostic, Spring 2024

How Are Students Progressing Toward Typical and Stretch Growth?

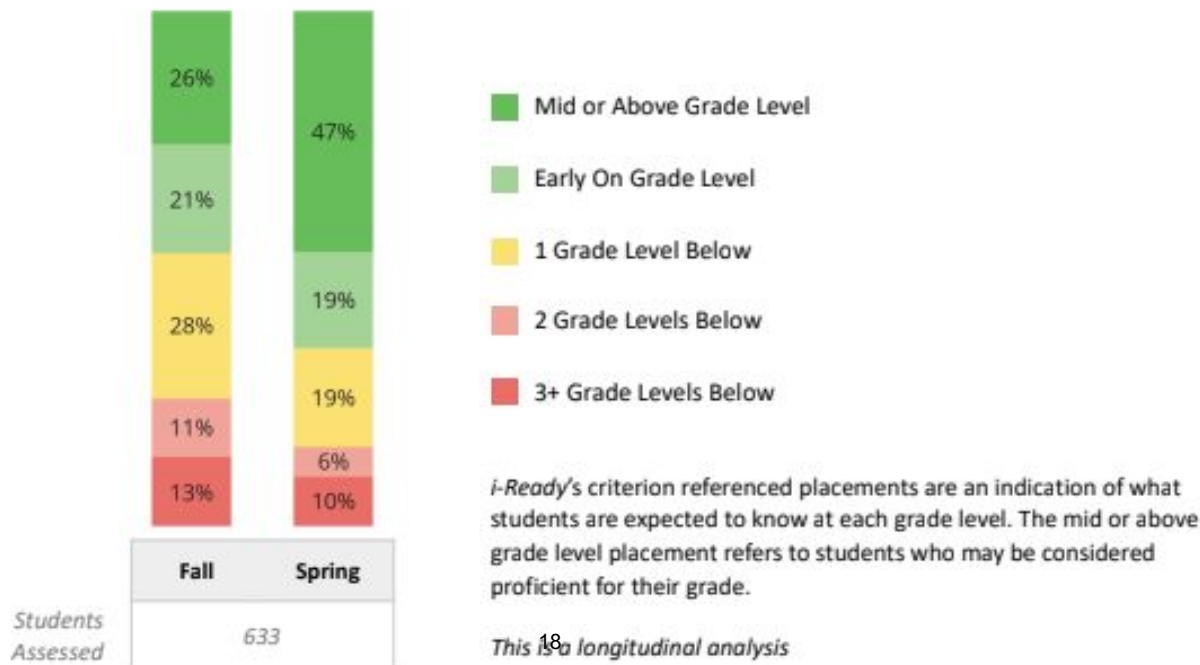% Students Who Met Typical and Stretch Growth

% Students Met **Typical** Growth

	K	1	2	3	4	5	6	7	8
	56%	67%	59%	54%	35%	61%	49%	43%	55%

% Students Met **Stretch** Growth

	K	1	2	3	4	5	6	7	8
	36%	33%	22%	25%	9%	18%	28%	18%	19%

Students Included:	77	63	83	81	81	76	87	101	111

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

How Have Relative Placements Changed From Fall to Spring?
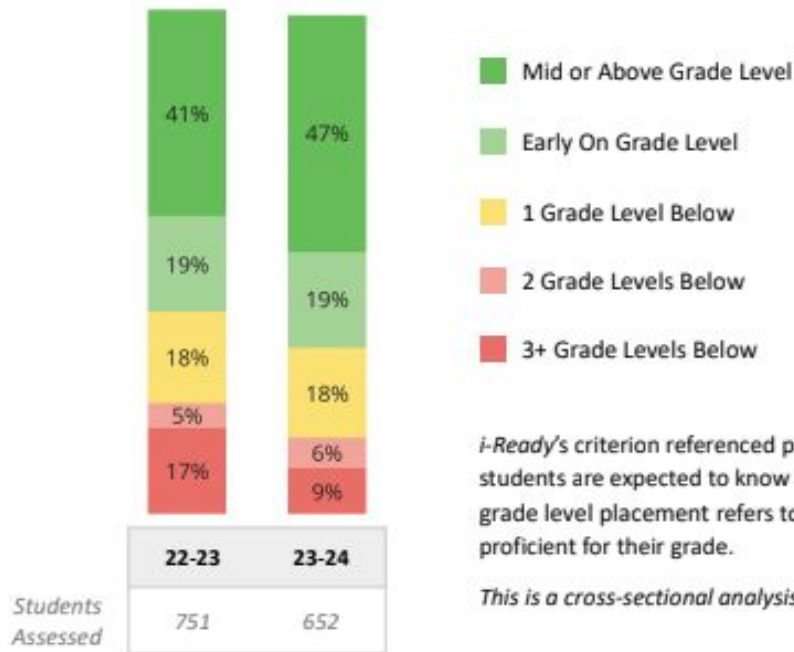
Placement Distribution, Fall 23-24 to Spring 23-24

Fall
- 26%
- 21%
- 28%
- 11%
- 13%

Spring
- 47%
- 19%
- 19%
- 6%
- 10%

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

	Fall	Spring
Students Assessed	633	

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.
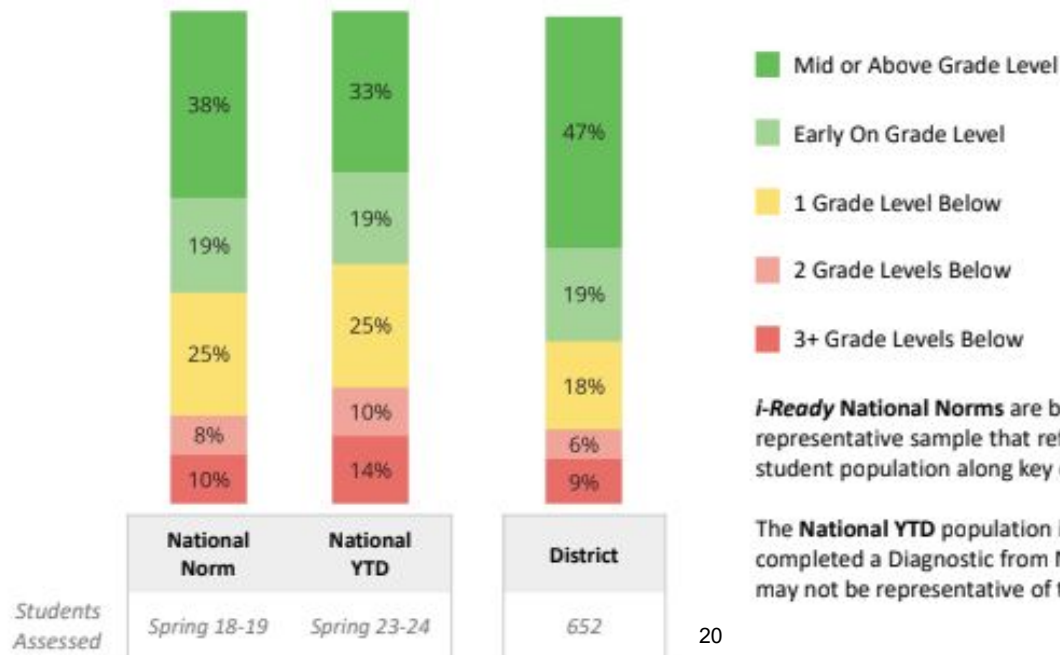
This is a longitudinal analysis

18

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

	22-23	23-24
Mid or Above Grade Level	41%	47%
Early On Grade Level	19%	19%
1 Grade Level Below	18%	18%
2 Grade Levels Below	5%	6%
3+ Grade Levels Below	17%	9%

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

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.

Students Assessed	751	652

19

i-Ready Reading Diagnostic, Spring 2024

Reading

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

Spring Placement Distribution for District and Benchmarks

	Mid or Above Grade Level
	Early On Grade Level
	1 Grade Level Below
	2 Grade Levels Below
	3+ Grade Levels Below

National Norm
- 38%
- 19%
- 25%
- 8%
- 10%

National YTD
- 33%
- 19%
- 25%
- 10%
- 14%

District
- 47%
- 19%
- 18%
- 6%
- 9%

	National Norm	National YTD		District
Students Assessed	Spring 18-19	Spring 23-24		652

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.

20

i-Ready Reading Diagnostic, Spring 2024
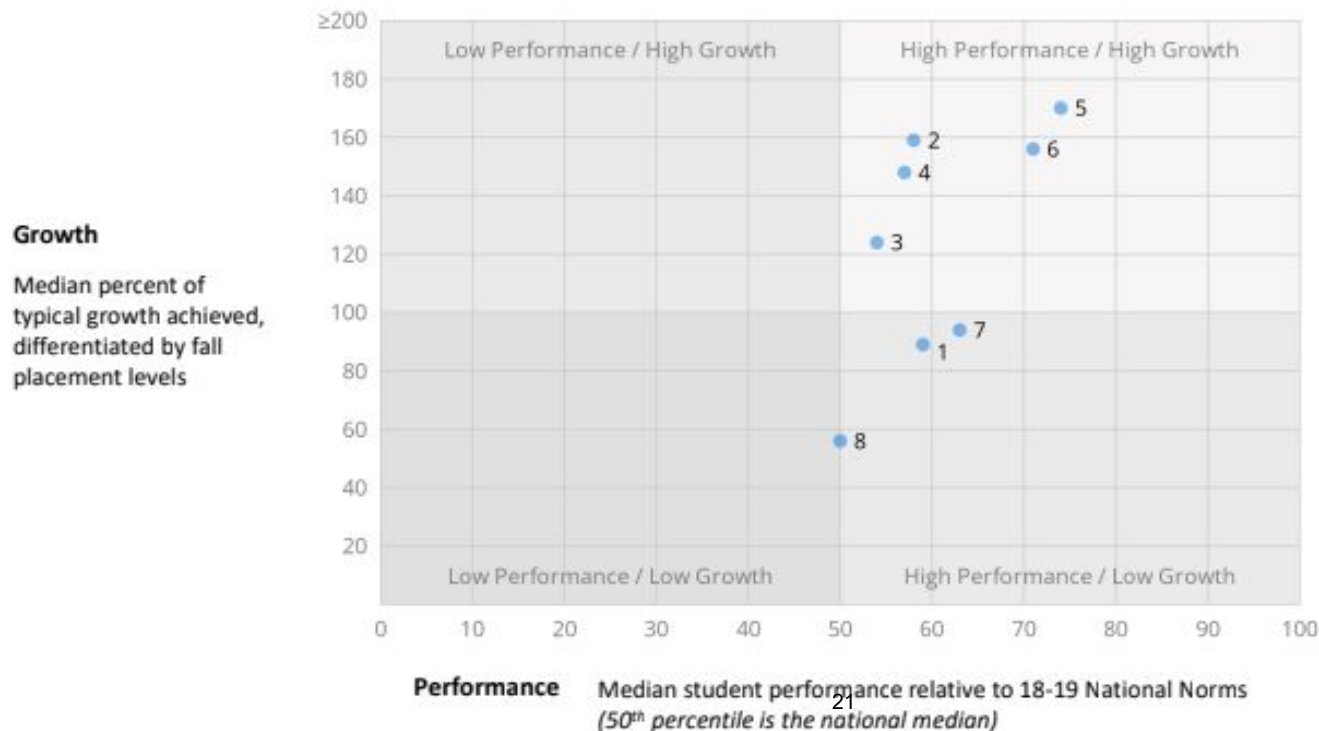
i-Ready Reading Diagnostic, Spring 2024

Reading

How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth

% Students Met *Typical* Growth

K	1	2	3	4	5	6	7	8
	49%	72%	62%	70%	65%	60%	49%	44%

% Students Met *Stretch* Growth

K	1	2	3	4	5	6	7	8
	39%	58%	41%	41%	43%	33%	33%	16%
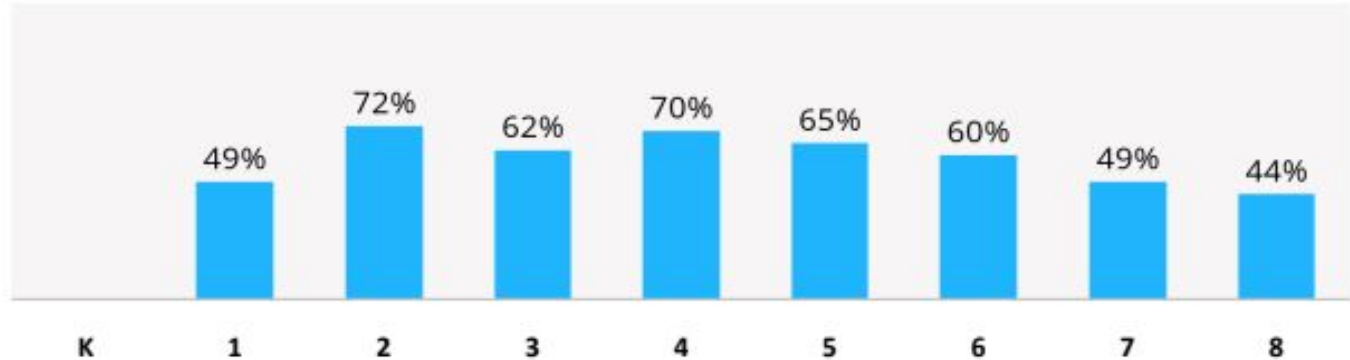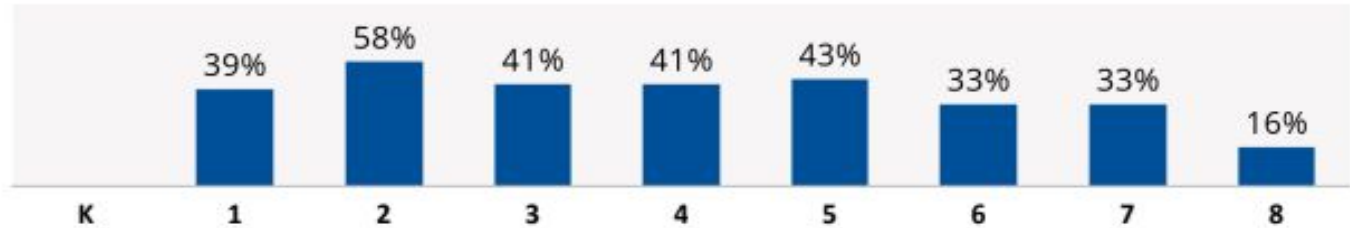
Students Included: 41 69 81 80 74 87 89 101

22

i-Ready Reading Diagnostic, Spring 2024

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

23

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.

Acadience 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.

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.
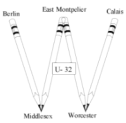
Transparent and Responsible Leadership:

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.

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.

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.

27

To: WCUUSD School Board   October 2024
From: Education Quality Committee

Purpose/Charge:

According to our Student Achievement Monitoring plan adopted by the full board in the spring of 2023last spring, the board is to receive 4 reports each year, 2 on math & reading achievement, 1 on a rotation of other Student Learning Outcomes (2-3 each year), and 1 report on post secondary outcomes.

~~Last year the board gave the following goal to administration to be used as a budget parameter/ priority:~~

- ~~"Include an initiative to achieve significant improvement in math and/or literacy proficiency for students on an Individualized Education Plan and/or who qualify for Free and Reduced Lunch."~~

~~The administration then developed the following goal in their continuous improvement plans:~~

- ~~"We will reduce the difference in math performance between historically marginalized students and historically privileged students on local and statewide assessments by 10%, and we will increase the overall percentage of students who are proficient by 10%."~~

~~These goals were used in the development of the district wide budget last year for the 23-24 school year.~~

How are we doing?

We look at both student performance relative to proficiency and growth in order to understand how we are moving toward that goal. The district currently uses i-Ready data as defined in our Local Comprehensive Assessment Plan.

Here are some terms that are important to know and understand related to student achievement.

- **Growth Measures** - A method to indicate how much a student has progressed towards proficiency. These measures are individual to each student. [Helpful video](#)
- **Typical Growth** - A year long measure of the average progress expected for a student. One way to think of this is "keeping up"
- **Stretch Growth** - A year long measure beyond average progress, that is both ambitious and achievable. "Catching up" may take more than one year of stretch growth for students to get on grade level.
- **Student Learning Outcomes (SLO)** - Essential academic and transferable skill that our students should know and be able to do by the time they graduate. They are aligned with Vermont's Education Quality Standards.
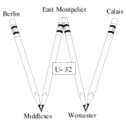
- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for students attending Vermont's public schools.
- **Local Comprehensive Assessment System** - An approach that integrates both assessments aligned to student learning outcomes and a system's ability to make and sustain data-based decisions to serve students' needs.
- **Equity Indicators** - allow us to compare outcomes for two groups to measure the disparity.

Support References

Video on i-Ready growth model and Typical Growth and Stretch Growth measures - https://i-readycentral.com/view-resource/?id=14935

One page review of Proficiency and Growth Data - https://drive.google.com/drive/folders/1C-URY7H0d2pCvbCuYD1bGxkDoU2fQqyu

Current Report :

In September and October the Education Quality Committee (EQC) examined the spring 2024 student achievement data on the i-Ready reading and math diagnostic assessments and Accadiance reading assessments. The Committee reviewed Student Achievement Data from Spring 2024~~3~~, Spring 2023~~Winter 2022~~ data was also included to show the change year to year~~throughout the year~~. As we continue with our monitoring plan we will develop a collection of data that will allow us to look cohorts over time (longitudinal data)~~at patterns over time~~ and our progress towards our improvement goals. ~~In other words this monitoring report is our baseline. Further monitoring reports will include longitudinal data.~~
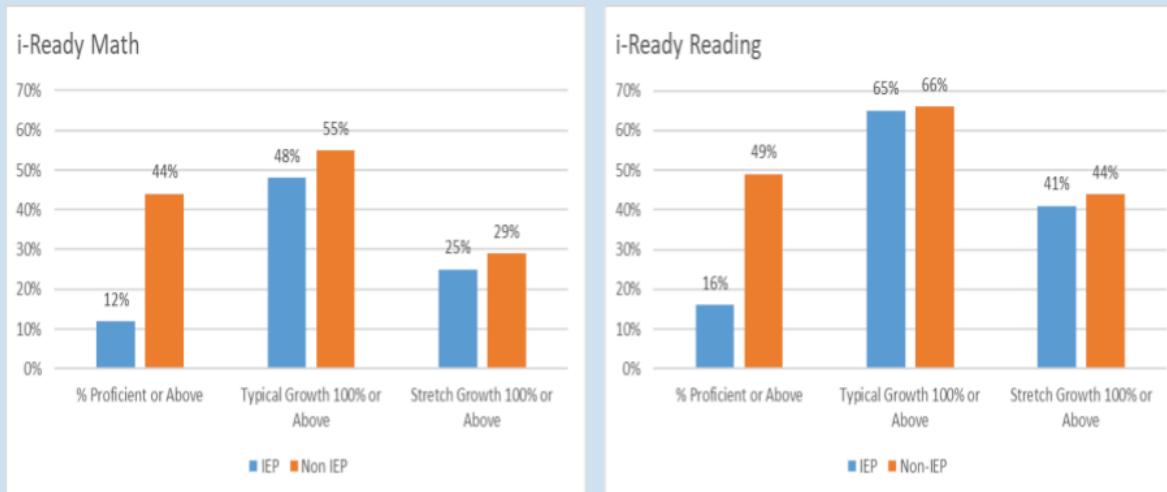
As a reminder, past reports and presentations can be found at the [Board Committee Resource Page](#).
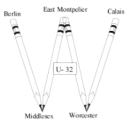
i-Ready by FRL Eligibility: Spring 2023

i-Ready Math

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
FRL	30%	55%	28%
Non-FRL	44%	55%	29%

i-Ready Reading

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
FRL	23%	68%	46%
Non-FRL	49%	66%	44%
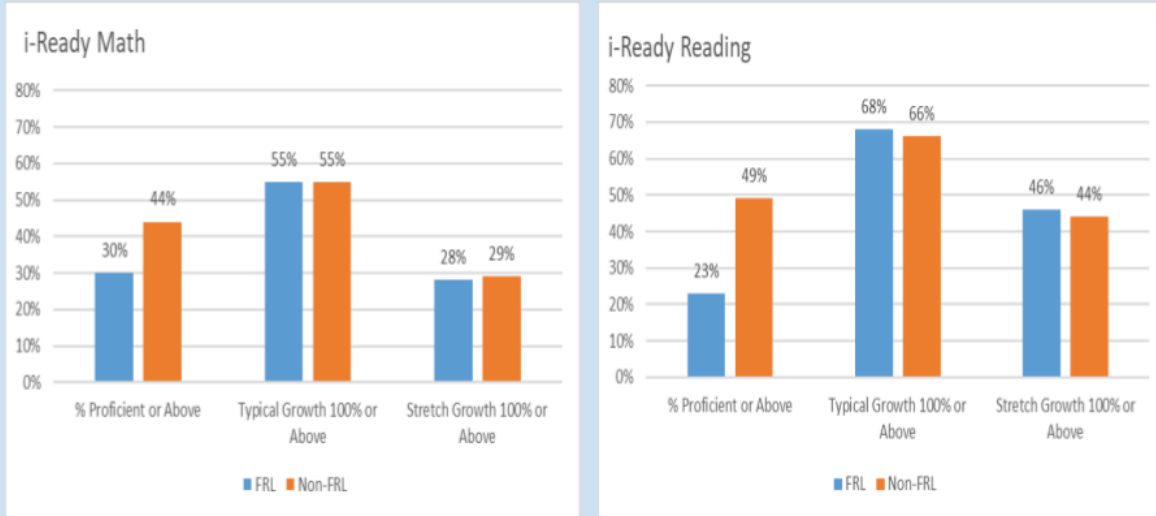
Replace with new graphics

i-Ready by IEP Eligibility: Spring 2023

i-Ready Math

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
IEP	12%	48%	25%
Non IEP	44%	55%	29%

i-Ready Reading

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
IEP	16%	65%	41%
Non-IEP	49%	66%	44%

Replace with new graphics

Below is a summary of our analysis.

System Successes:

- When we disaggregate by race/ethnicity and gender we are not seeing significant differences in performance between sub-groups.
- Our students are making significant stretch growth, more than the national average.

System Challenges:
- Our difference in performance between sub-groups in FRL (economically disadvantaged) and IEP demographics continue to endure.
- Spring 2023 data analysis relied on predicted numbers instead of actual numbers because demographic filters were not in place.
- We are currently using some grant funds to support our Local Comprehensive Assessment System. Some of these funds will be fully spent and expire this fiscal year.

Changes to instructional and evaluation practices:
- We have ensured that demographic filters are in place for gender, race/ethnicity, FRL (economically disadvantaged) status, and IEP status for Fall 2023 data and beyond.
- We have revised our elementary literacy performance indicators to better align with current research and evidence. As a result, we are also currently implementing a new elementary reading assessment that is better aligned with predictors of reading success to inform both our universal practices and our interventions.
- We are using the 2024 revised edition of i-Ready Classroom Mathematics in Grades K-8, including articulating and monitoring fidelity of implementation as we continue to build our multi-layered system of supports.

Implications for the School Board:
- Informed Oversight - we the members of the full board need to hold ourselves and the superintendent accountable for improved outcomes, including longitudinal improvements.
- Ensure that we are allocating resources to continue to build and implement our Local Comprehensive Assessment System, including resources for responsive instructional and assessment practices and associated professional learning.

During our full board meeting on October 18th we would like to engage in a discussion about this report. 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?
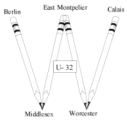
● What other implications for the full board do you see?
● How is the format?
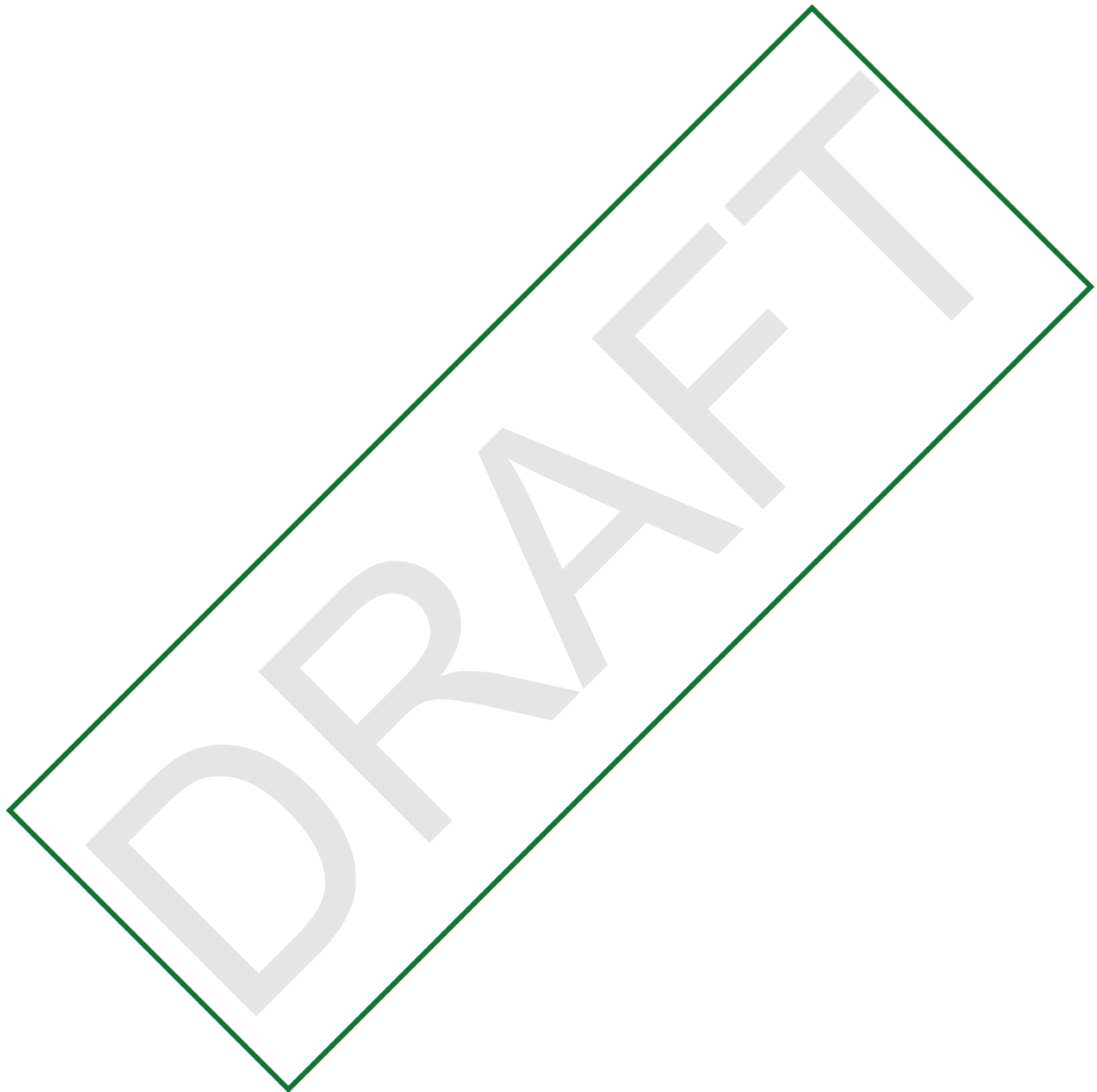
Monitoring Student Achievement, Spring 2024 Data, Part 2

Education Quality Committee
October 1, 2024

33

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.
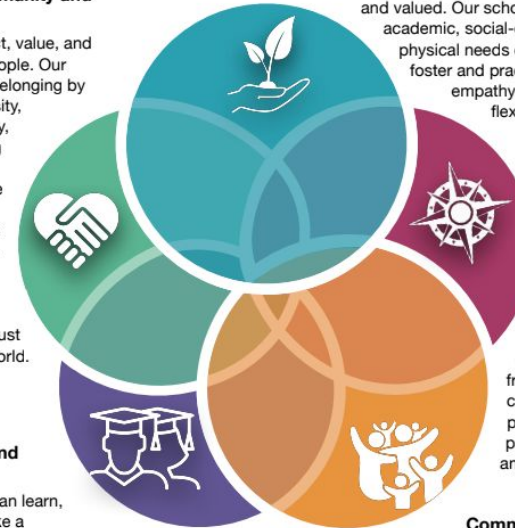
Well-Being:

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.

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.

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.

34

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 included)
  - Math, Grades 3-9
  - Literacy, Grades 3-9
  - Science, Grades 5, 8, and 11

2024-2025 Local Comprehensive Assessment Plan

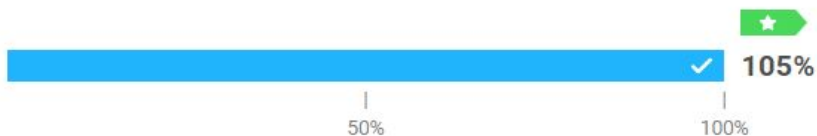| GRADE 2		
Assessment	Content Area	Notes
September		
Fundations Intervention Placement Inventory Fundations Intervention Placement Inventory	Reading	**September 9-October 4**
Fundations Trick Word List 2nd Grade Early Literacy Assessments	Reading	**September 9- October 4** 93/93 First grade list
i-Ready Diagnostic	Math	**September 9-October 11**
Acadience Reading Benchmark 1	Reading	**September 9-October 11**
i-Ready Diagnostic **This is optional.**	Reading	**September 9-October 11**
October		
Fundations Intervention Placement Inventory *Fundations Intervention Placement Inventory*	*Reading*	***September 9-October 4***

GRADE 10		
Assessment	Content Area	Notes
September		
i-Ready Diagnostic	Math	**September 9-27**
i-Ready Diagnostic	Reading	**September 9-27**
October		
PreACT	English, Math, Reading, and Science	**October 9**
November		
December		
January		
i-Ready Diagnostic	Math	**January 27-February 7**
i-Ready Diagnostic	Reading	**January 27-February 7**
February		
i-Ready Diagnostic	*Math*	***January 27-February 7***
i-Ready Diagnostic	*Reading*	***January 27-February 7***
March		

i-Ready Math Performance and Growth
Grades K/1-8, Spring 2023 and 2024

Spring 2023
Students Assessed/Total: **787/809**

Progress to Annual Typical Growth (Median)
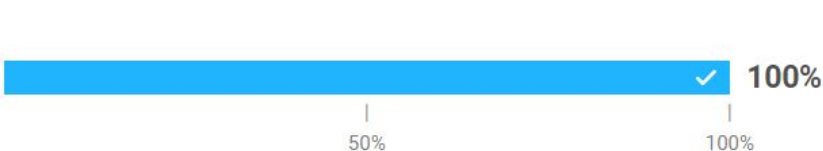
105%

50%　　　100%

The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
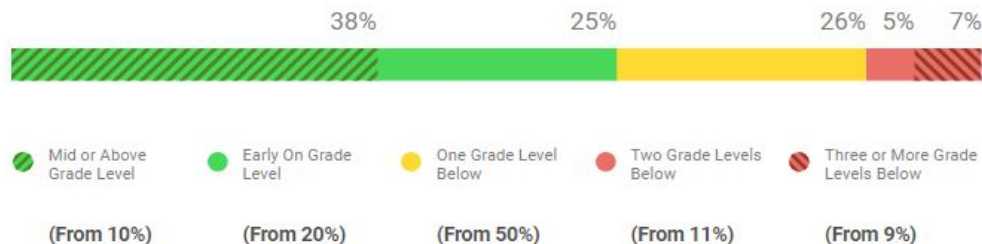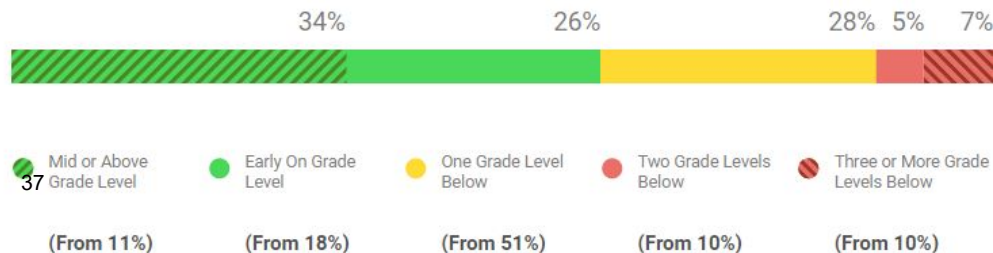
Current Placement Distribution

38%	25%	26%	5%	7%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 10%)	(From 20%)	(From 50%)	(From 11%)	(From 9%)

Spring 2024
Students Assessed/Total: **788/803**

Progress to Annual Typical Growth (Median)

100%

50%　　　100%

The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

34%	26%	28%	5%	7%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 11%)	(From 18%)	(From 51%)	(From 10%)	(From 10%)

37

i-Ready Math Diagnostic, Spring 2024

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

Comparison of Median Student Performance and Median Percent of Typical Growth
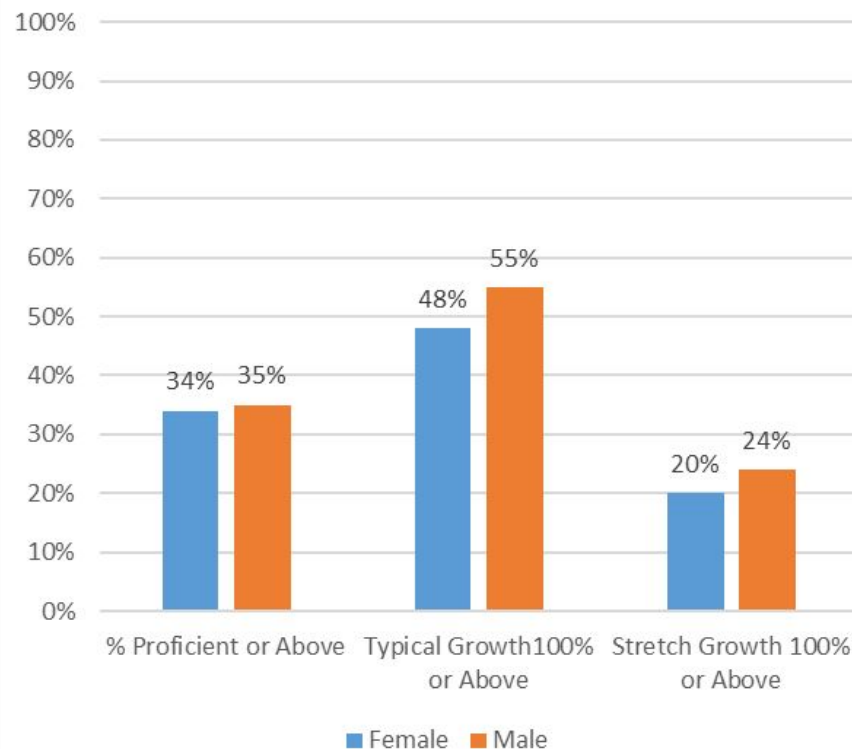
Growth

Median percent of typical growth achieved, differentiated by fall placement levels

Performance — Median student performance relative to 18-19 National Norms *(50th percentile is the national median)*

i-Ready *Math* by *Gender*
Spring 2023 and Spring 2024
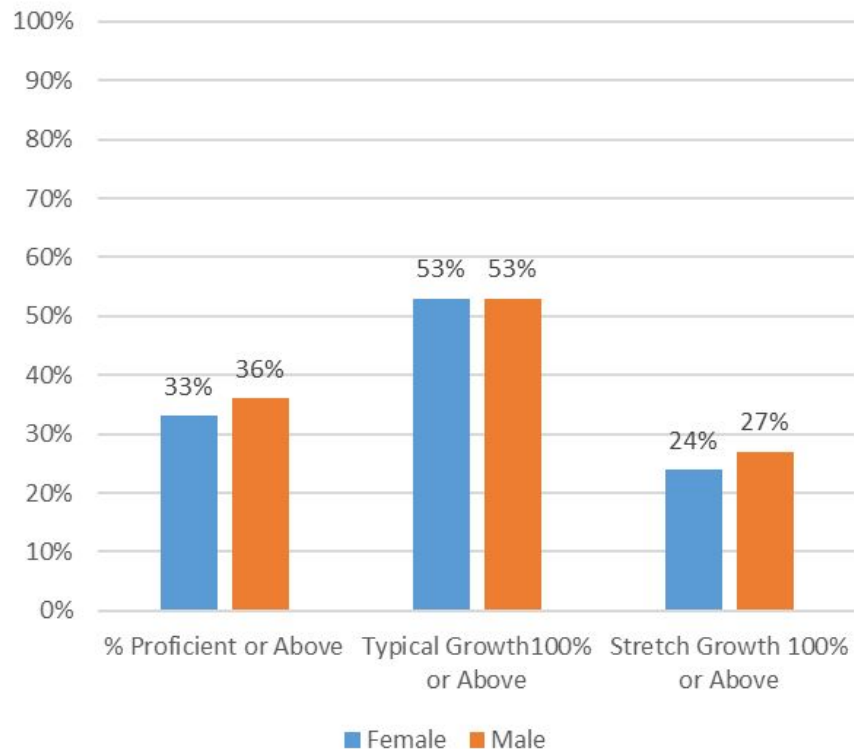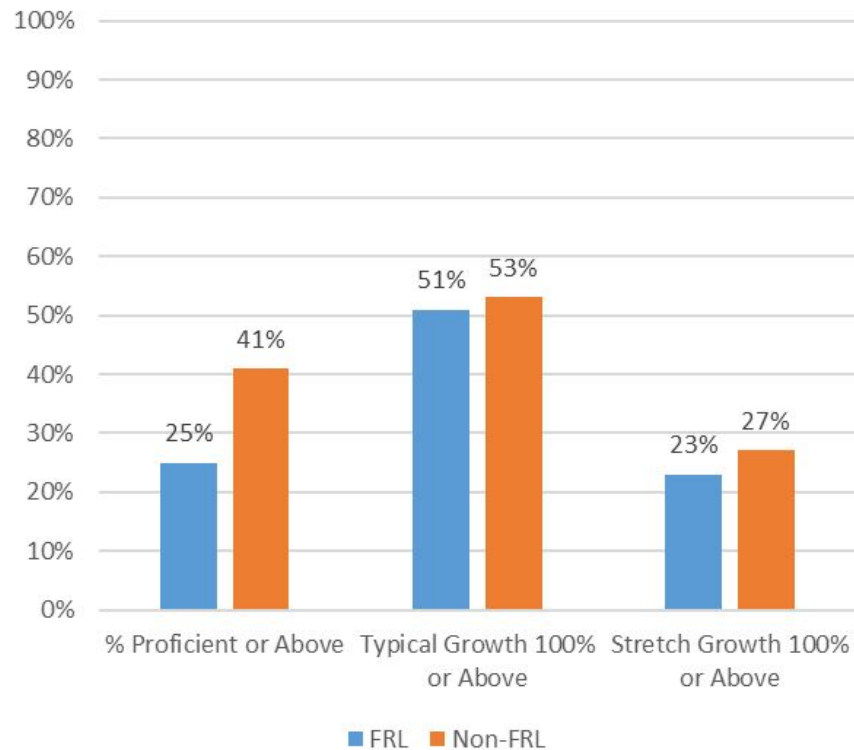
i-Ready *Math* by *Race/Ethnicity*
Spring 2023 and Spring 2024
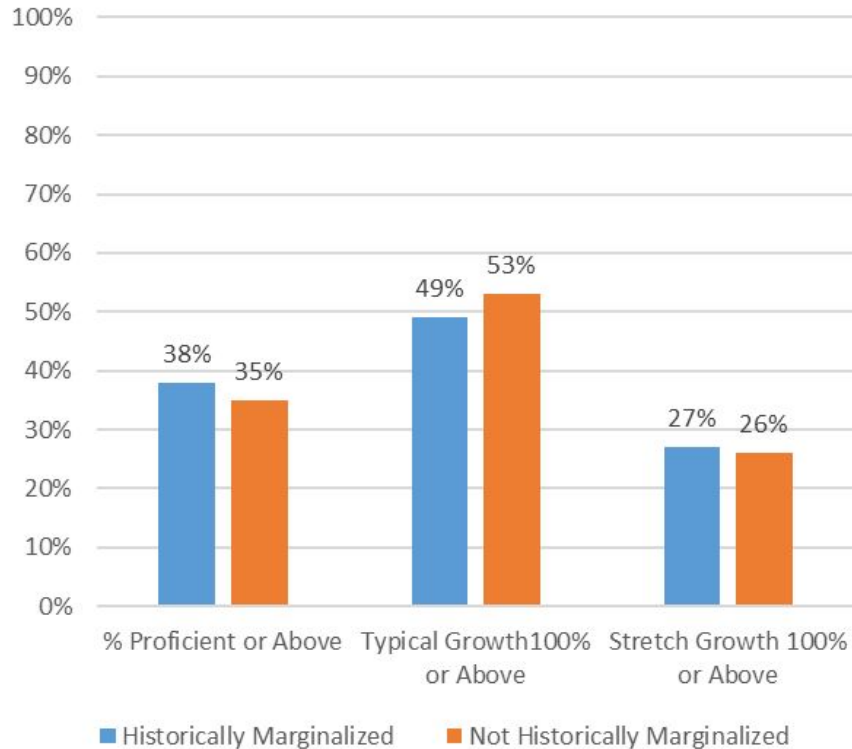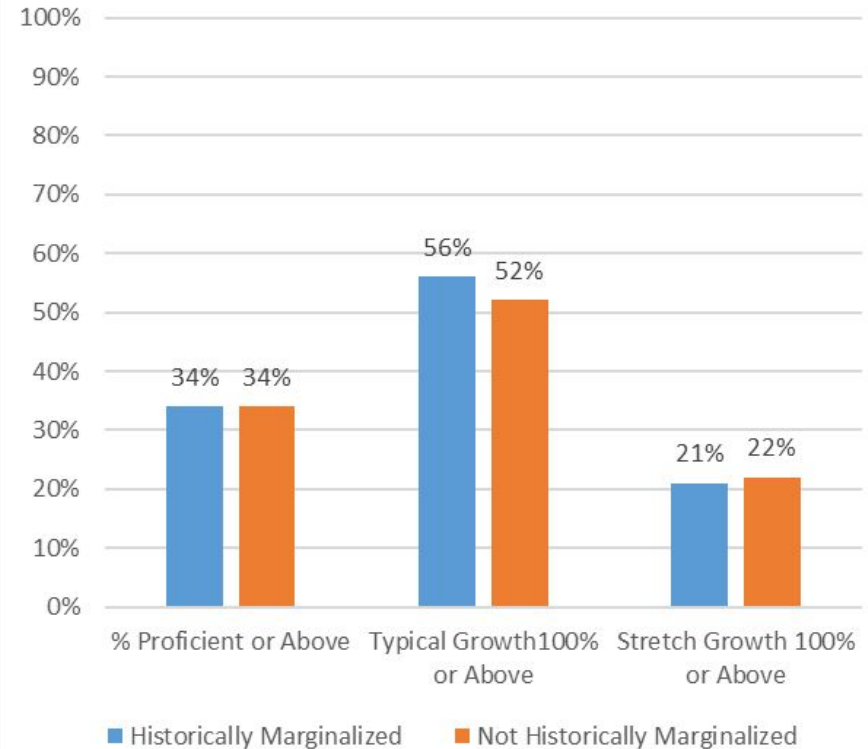
i-Ready *Math* by *FRL Eligibility*
Spring 2023 and Spring 2024

i-Ready Math 2023

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
FRL	25%	51%	23%
Non-FRL	41%	53%	27%

i-Ready Math 2024

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
FRL	20%	49%	19%
Non-FRL	44%	54%	24%

41
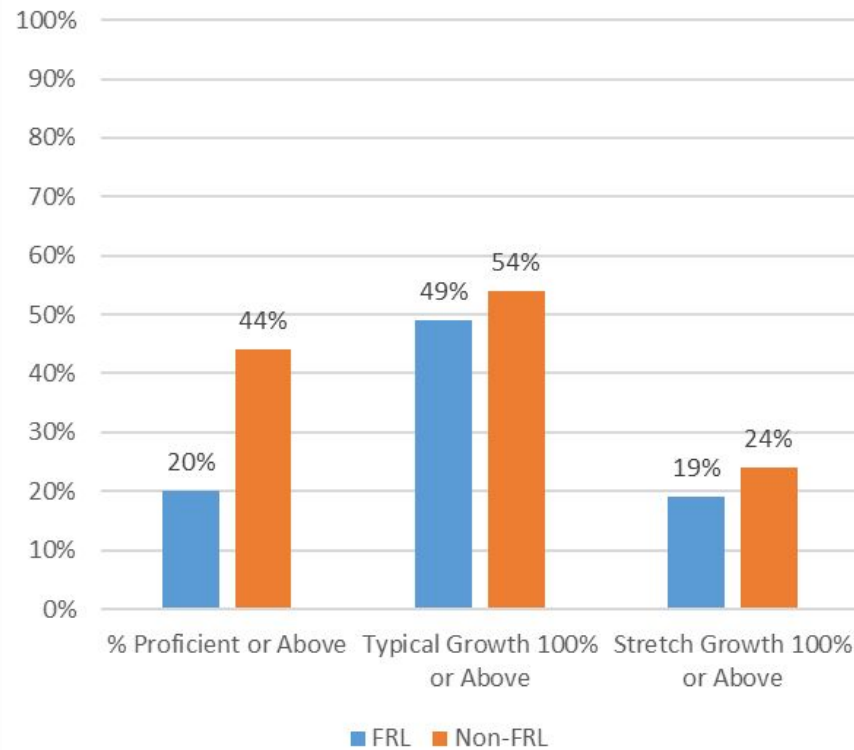
i-Ready *Math* by *IEP Eligibility*
Spring 2023 and Spring 2024

i-Ready Math 2023

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
IEP	10%	38%	15%
Non-IEP	41%	54%	28%

i-Ready Math 2024
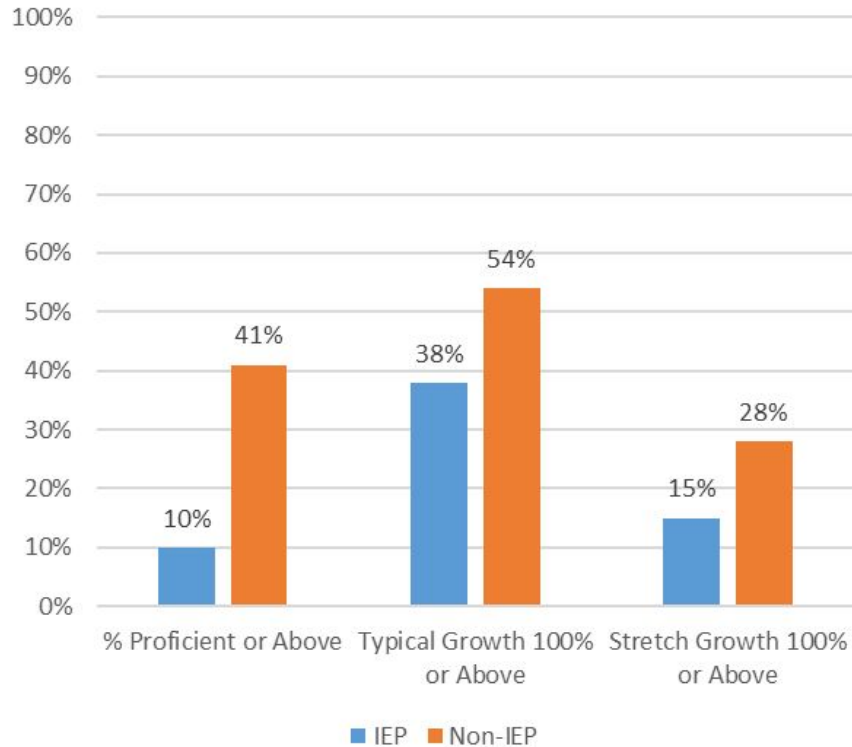
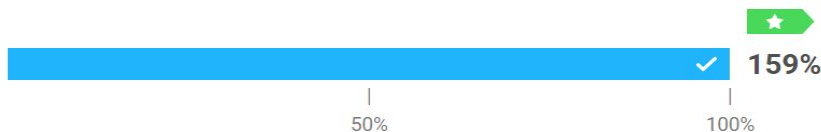|	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
IEP	7%	46%	16%
Non-IEP	40%	53%	24%
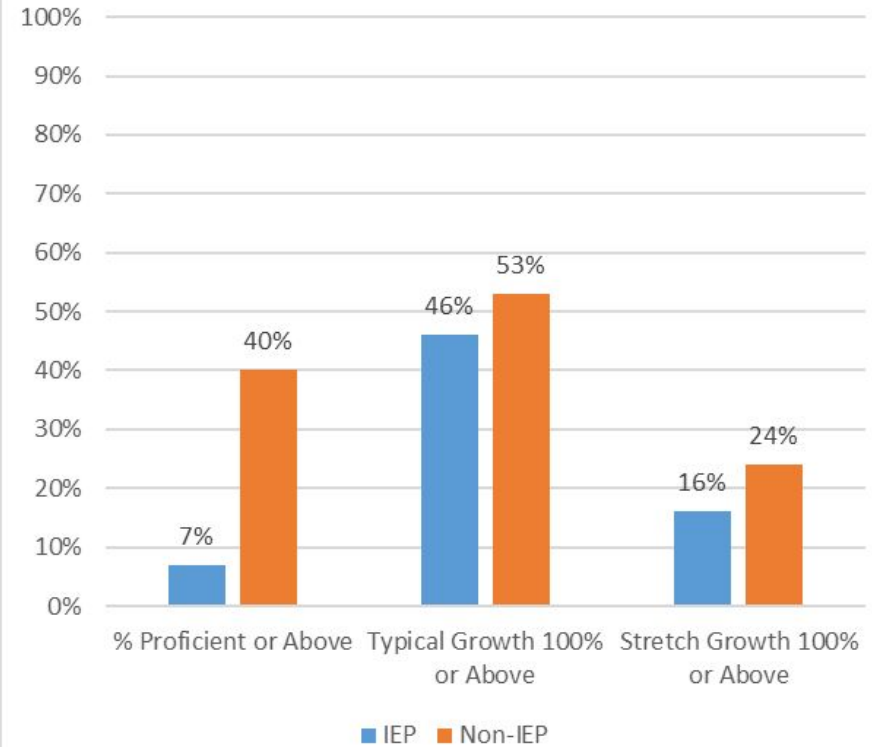
i-Ready Reading Performance and Growth Grades K/1-8, Spring 2023 and 2024
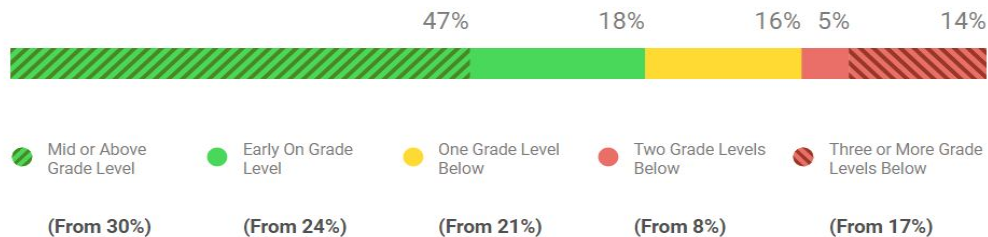
Spring 2023

Students Assessed/Total: **538/807**

Progress to Annual Typical Growth (Median)

159%

50%   100%

The median percent progress towards Typical Growth for this school is 159%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

47%   18%   16% 5%   14%

- 🟢 Mid or Above Grade Level
- 🟢 Early On Grade Level
- 🟡 One Grade Level Below
- 🔴 Two Grade Levels Below
- 🔴 Three or More Grade Levels Below

(From 30%)   **(From 24%)**   **(From 21%)**   **(From 8%)**   **(From 17%)**

Spring 2024

Students Assessed/Total: **685/803**

Progress to Annual Typical Growth (Median)

125%

50%   100%

The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
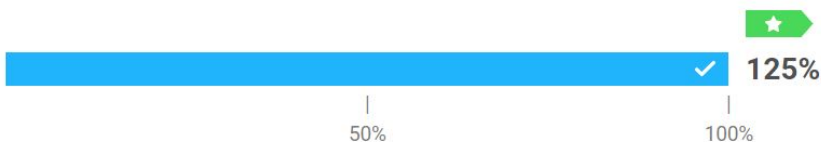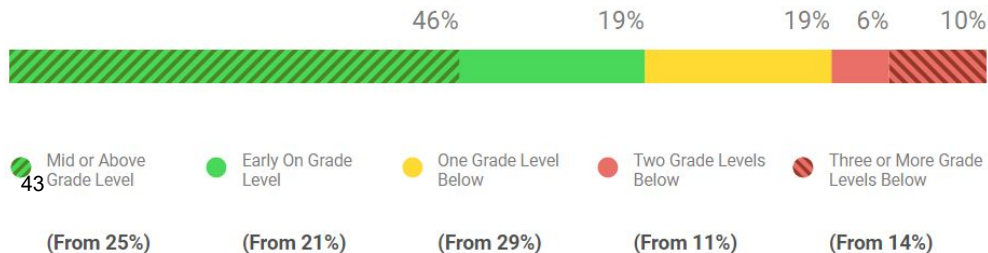
Current Placement Distribution

46%   19%   19% 6%   10%

- 🟢 Mid or Above Grade Level
- 🟢 Early On Grade Level
- 🟡 One Grade Level Below
- 🔴 Two Grade Levels Below
- 🔴 Three or More Grade Levels Below

(From 25%)   **(From 21%)**   **(From 29%)**   **(From 11%)**   **(From 14%)**
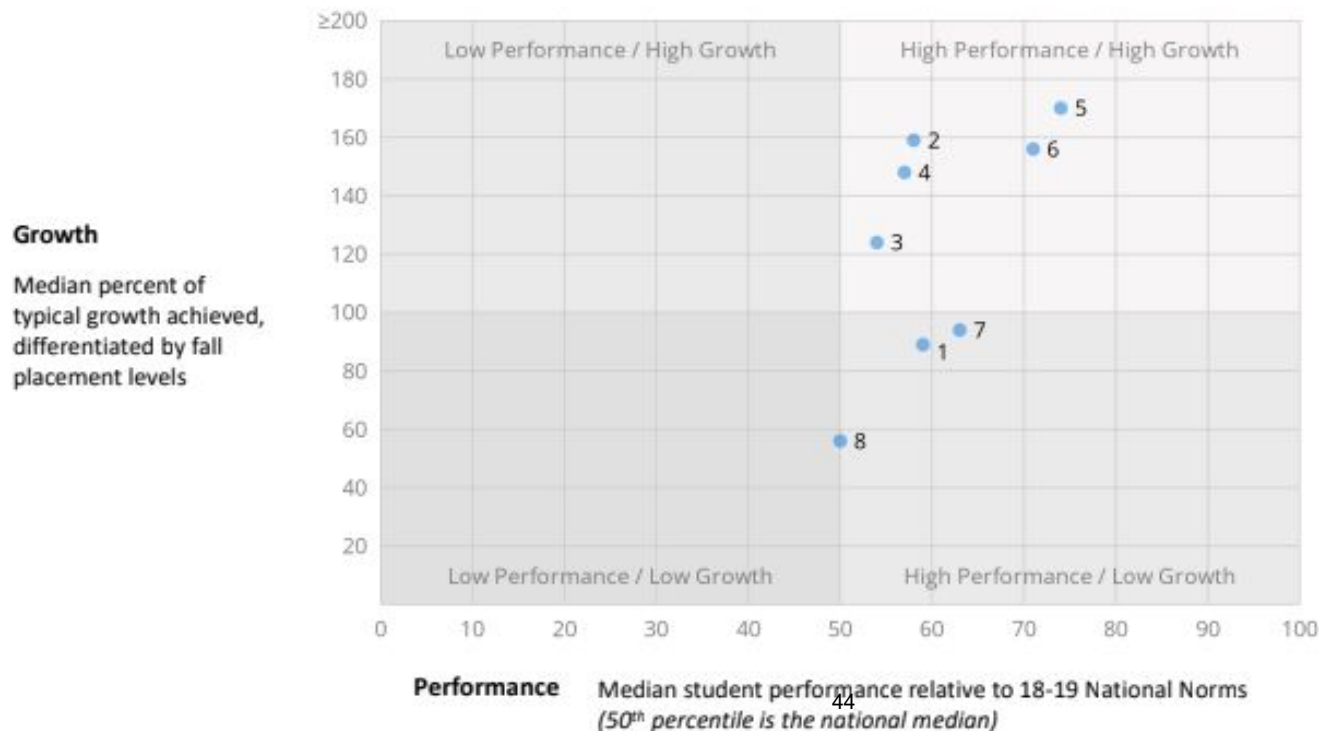
43

i-Ready Reading Diagnostic, Spring 2024

Reading

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

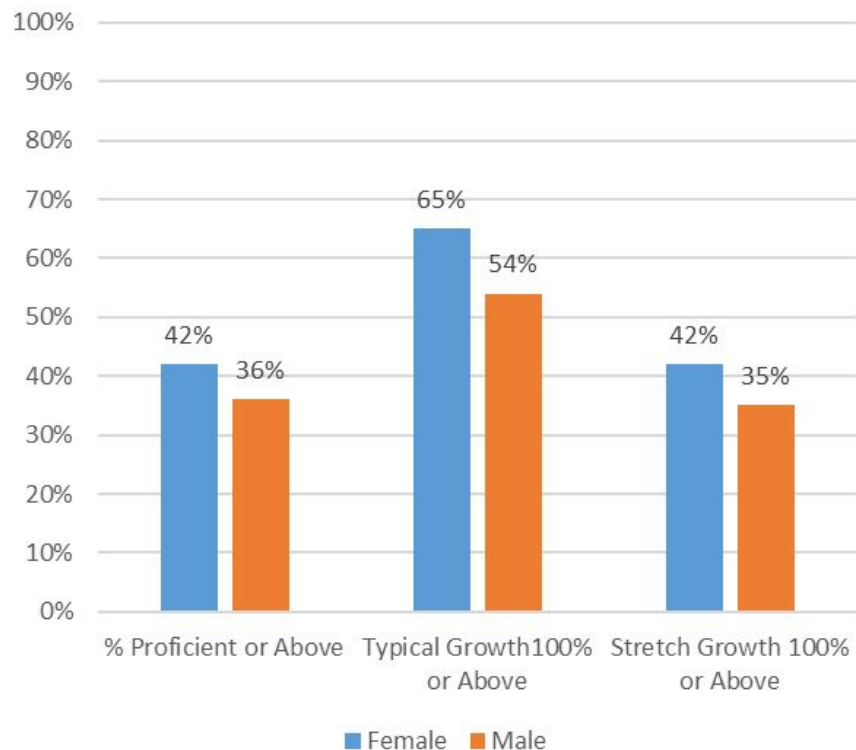Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

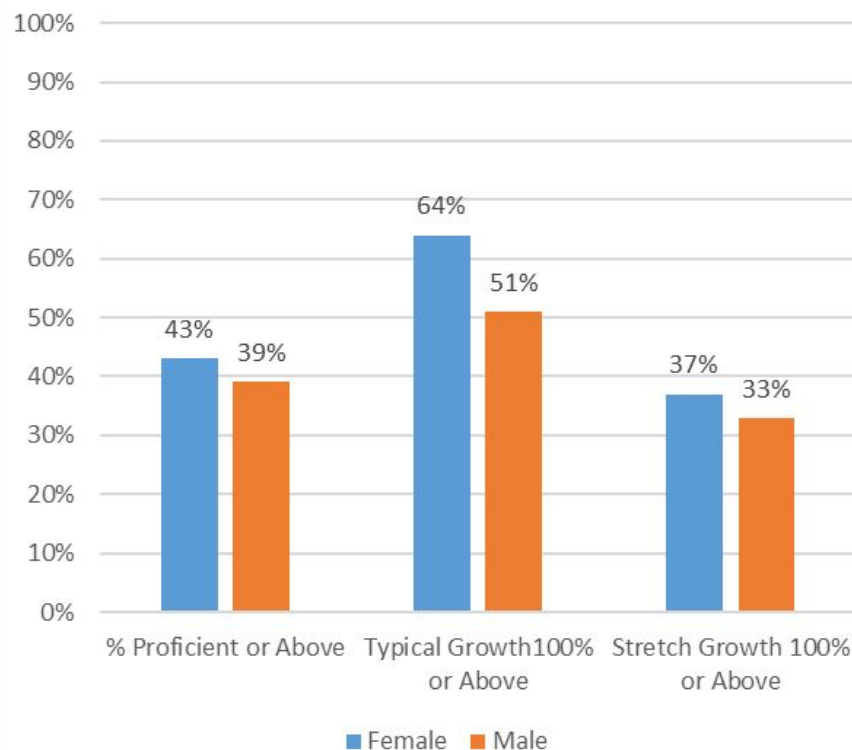Median percent of typical growth achieved, differentiated by fall placement levels

Performance   Median student performance relative to 18-19 National Norms
(50th percentile is the national median)

i-Ready *Reading* by *Gender*
Spring 2023 and Spring 2024

i-Ready *Reading* by *Race/Ethnicity*
Spring 2023 and Spring 2024
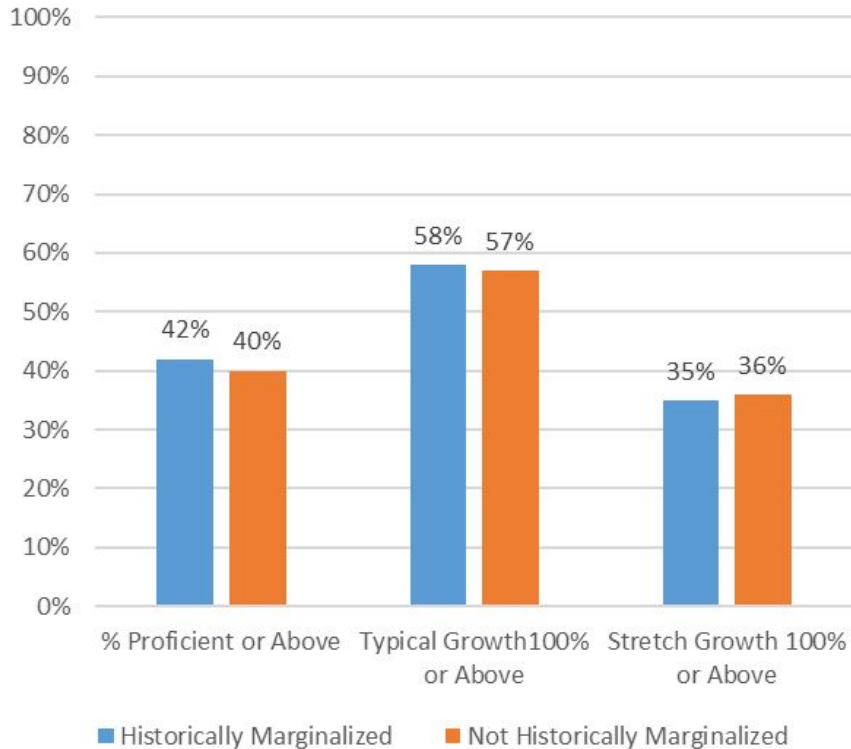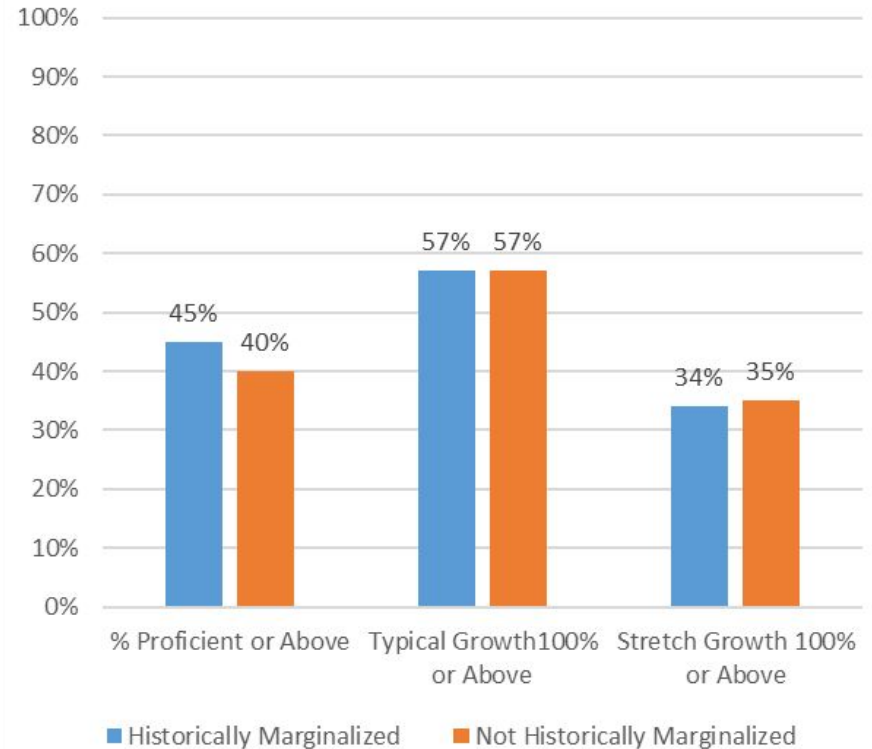
i-Ready *Reading* by *FRL Eligibility*
Spring 2023 and Spring 2024

i-Ready Reading 2023

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
FRL	28%	55%	32%
Non-FRL	47%	58%	39%

i-Ready Reading 2024

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
FRL	30%	55%	33%
Non-FRL	48%	58%	36%

47
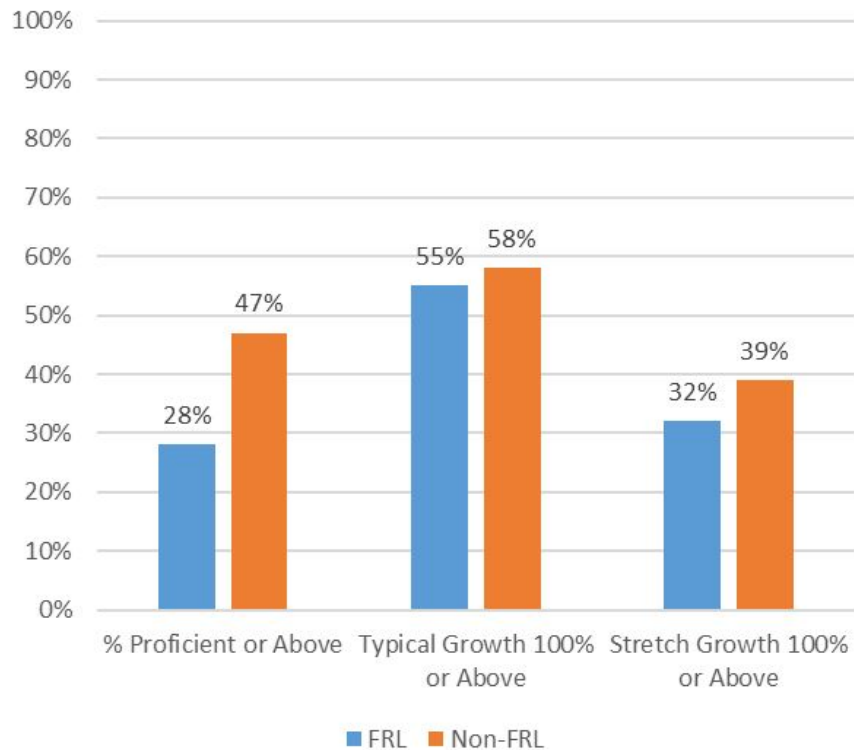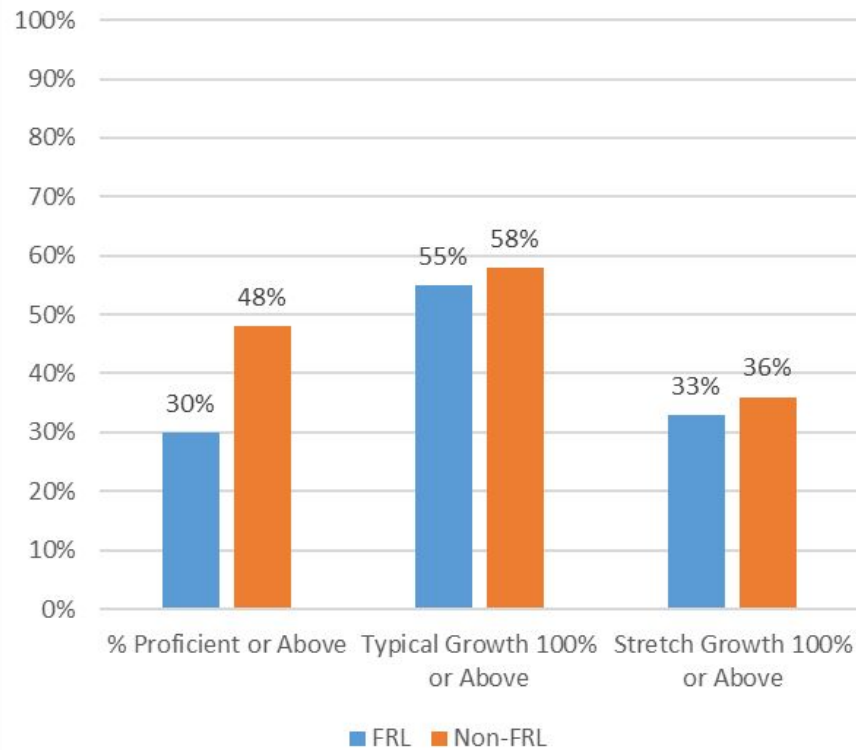
i-Ready *Reading* by *IEP Eligibility*
Spring 2023 and Spring 2024

i-Ready Reading 2023

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
IEP	8%	50%	28%
Non-IEP	48%	54%	39%

i-Ready Reading 2024

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
IEP	11%	50%	23%
Non-IEP	47%	58%	38%
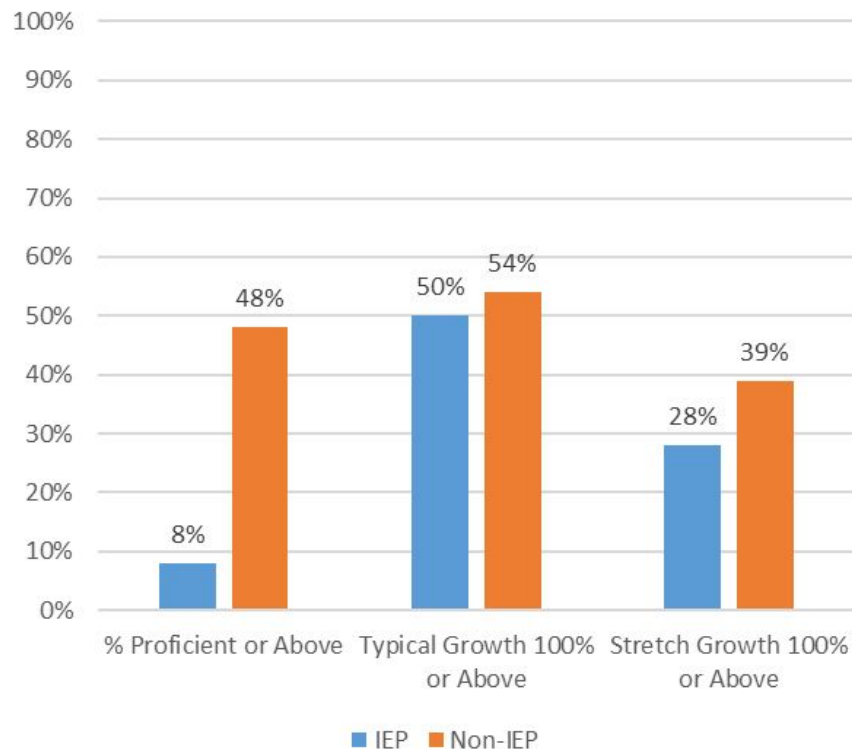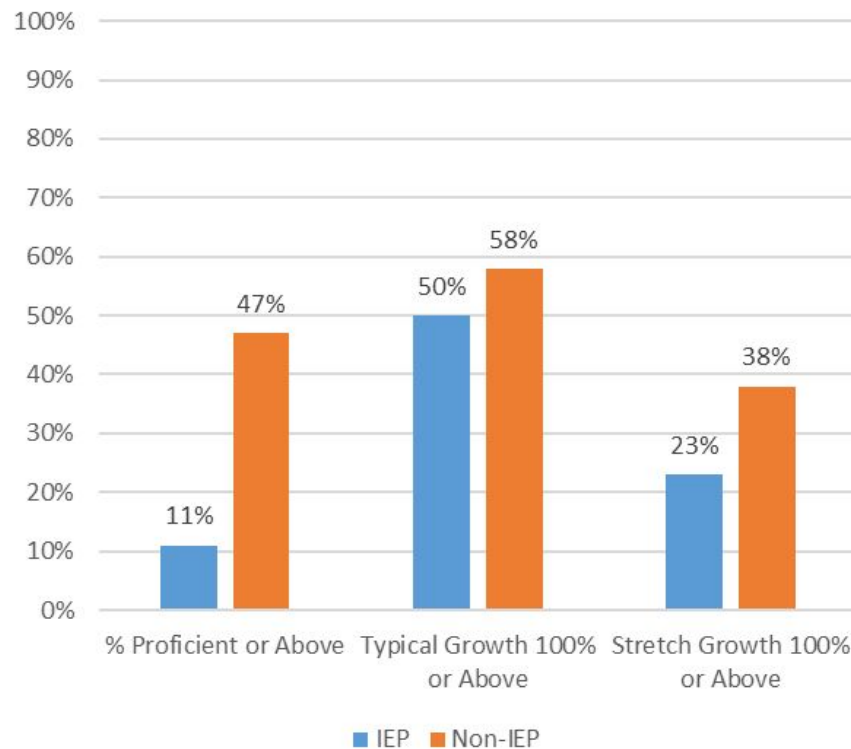
Acadience Reading K-6 *Reading* by *Gender*
Acadience Reading K-6 *Reading* by *Race/Ethnicity*
Spring 2024
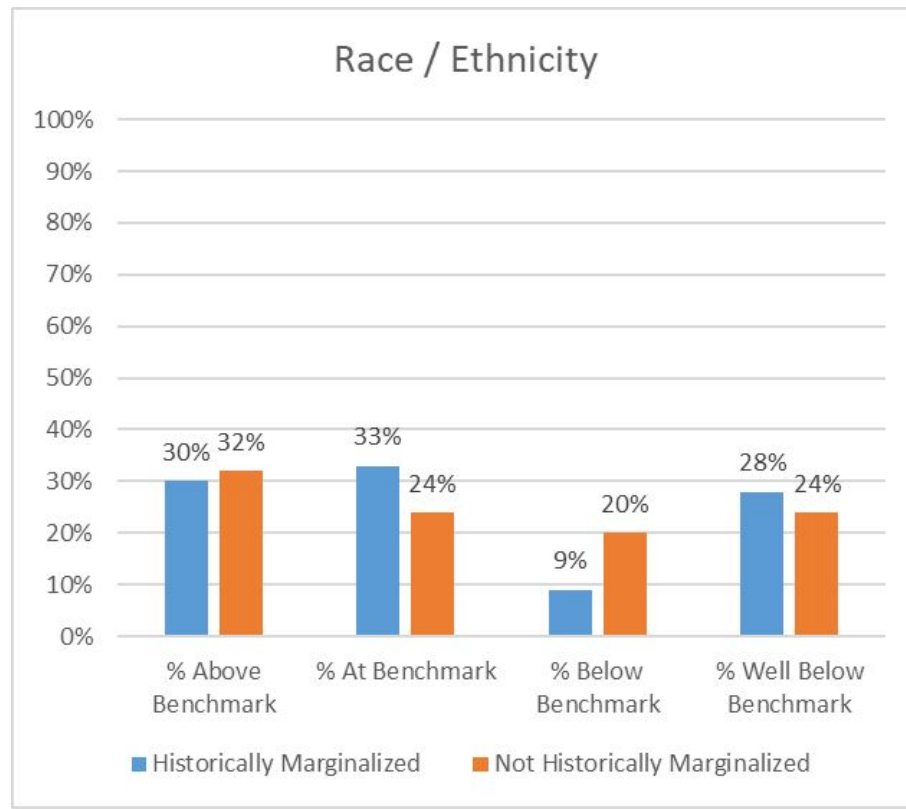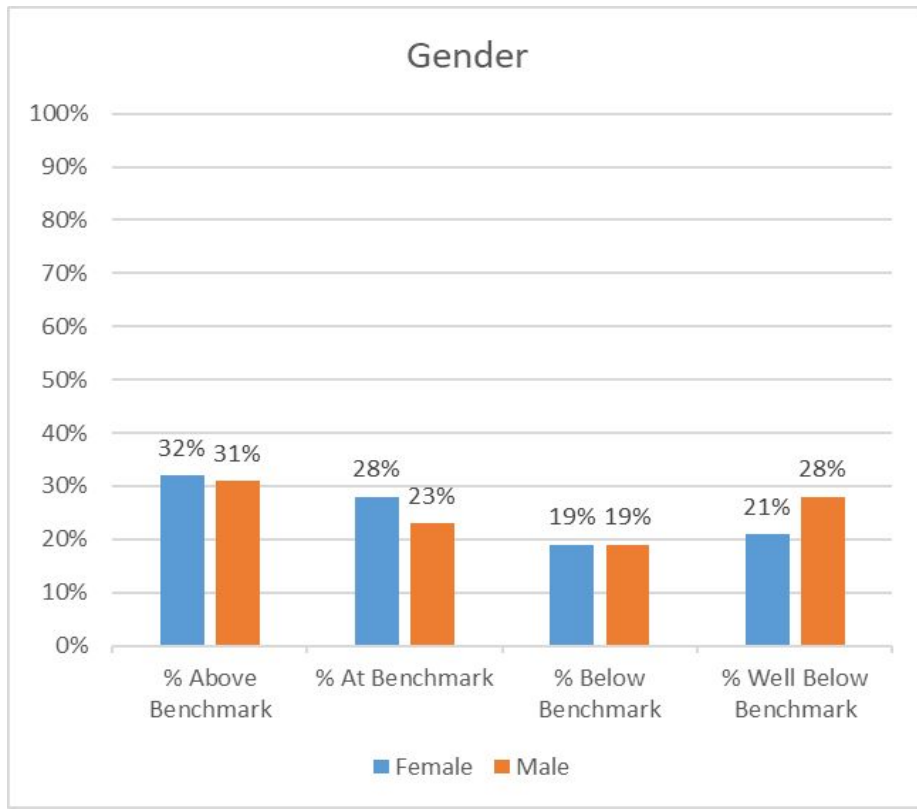
Acadience Reading K-6 *Reading* by *FRL Eligibility*
Acadience Reading K-6 *Reading* by *IEP Eligibility*
Spring 2024

FRL Eligibility chart — % Above Benchmark: FRL 21%, Non-FRL 38%; % At Benchmark: FRL 22%, Non-FRL 27%; % Below Benchmark: FRL 18%, Non-FRL 19%; % Well Below Benchmark: FRL 38%, Non-FRL 16%.

IEP Eligibility chart — % Above Benchmark: IEP 5%, Non-IEP 37%; % At Benchmark: IEP 16%, Non-IEP 27%; % Below Benchmark: IEP 17%, Non-IEP 19%; % Well Below Benchmark: IEP 62%, Non-IEP 17%.

50
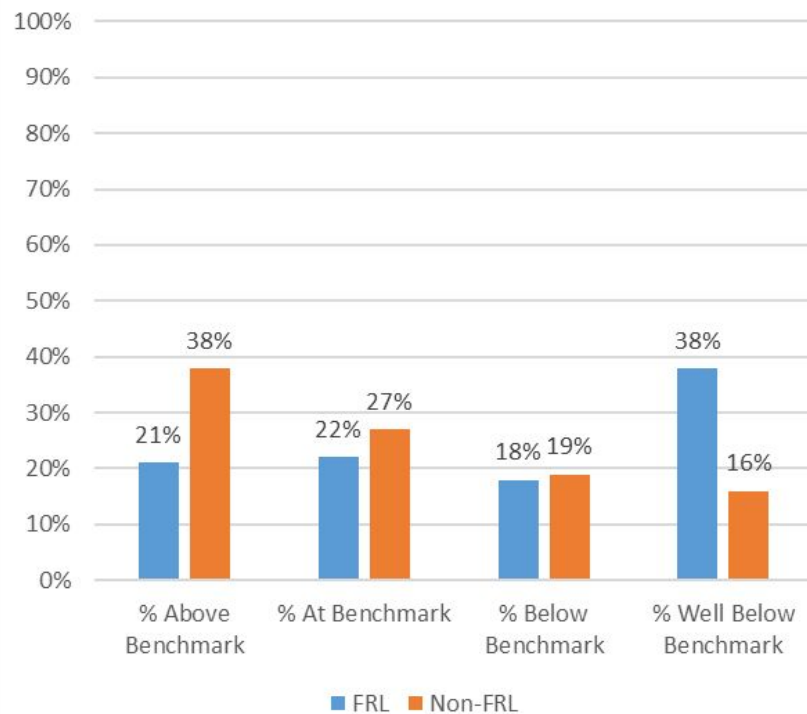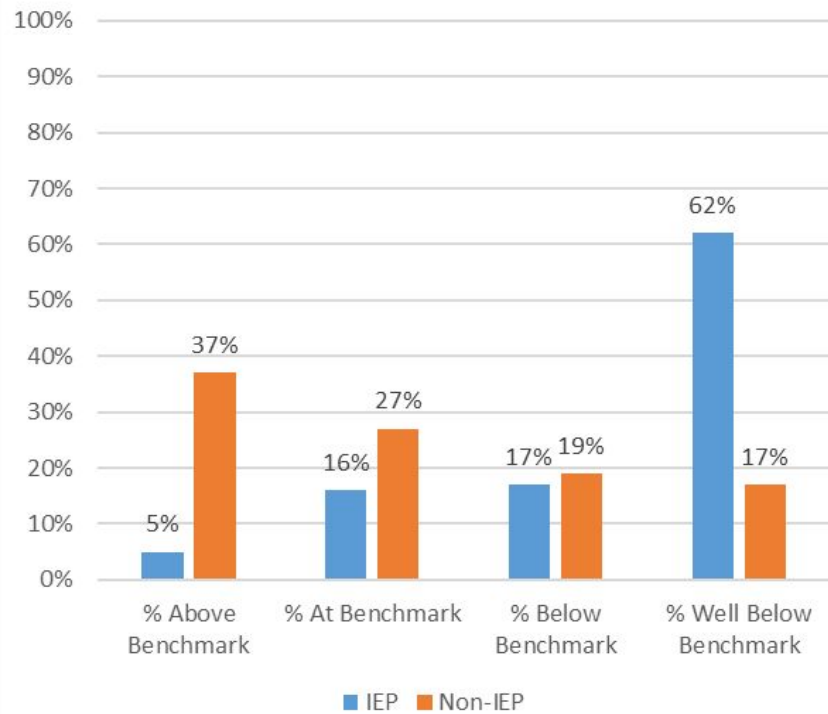
Acadience Reading K-6 Assessment

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

How Much Time is Needed for Benchmark Assessment?

The amount of time it will take to administer the benchmark assessment will vary by grade and time of year. All measures except for Maze are administered one-on-one with students.

	Beginning of Year		Middle of Year		End of Year	
	Measures	Time	Measures	Time	Measures	Time
Kindergarten	FSF, LNF	3 minutes	FSF, PSF, LNF, NWF	6.5 minutes	LNF, PSF, NWF	5 minutes
Grade 1	LNF, PSF, NWF	5 minutes	NWF, ORF	8 minutes	NWF, ORF	8 minutes
Grade 2	NWF, ORF	8 minutes	ORF	6 minutes	ORF	6 minutes
Grades 3–6	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class

Student Performance Interpretations

Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means
>99% 95% 90%	At or Above Benchmark *overall likelihood of achieving subsequent early literacy benchmarks: 80% to 90%*	**Above Benchmark** *overall likelihood of achieving subsequent early literacy/reading benchmarks: 90% to 99%*	For students with scores in this range, the odds of achieving subsequent early literacy/reading benchmarks are very good. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.
80% 70%		**At Benchmark** *overall likelihood of achieving subsequent early literacy/reading benchmarks: 70% to 85%*	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading benchmarks. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed.
60% 55% 50% 45% 40%	Below Benchmark *overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%*	**Below Benchmark** *overall likelihood of achieving subsequent early literacy/reading benchmarks: 40% to 60%*	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark, the better the odds; the closer students' scores are to the cut point, the lower the odds. These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading benchmarks. For some students whose scores are close to the benchmark, effective core instruction may be sufficient; students whose scores are close to the cut point may require more intensive support.
30% 20% 10% <5%	Well Below Benchmark *overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%*	**Well Below Benchmark** *overall likelihood of achieving subsequent early literacy/reading benchmarks: 10% to 20%*	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are low. These students likely need intensive support in addition to effective core instruction. They may also need support on prerequisite skills (i.e., below grade level) depending upon the grade level and how far below the benchmark their skills are.

51

Equity Indicators

Math: Grade 8 Algebra Concepts
Literacy: Grade 3 Reading

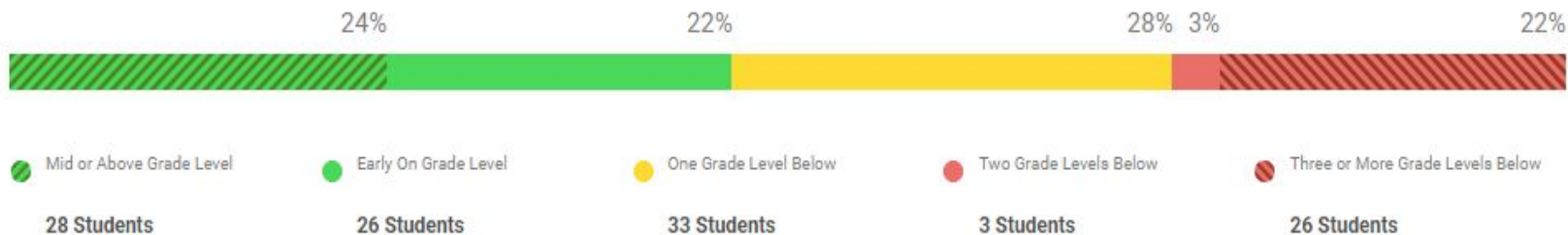**Annual Demographic Report** *Who a...*

Outcomes

Disaggregated Common Assessment System Data:

- Reading at Grade 3
- Algebra concepts at Grade 8
- 4 & 6 year graduation rate
- SEL Benchmark Data*
- Behavior Referral Data
- Suspensions
- Attendance

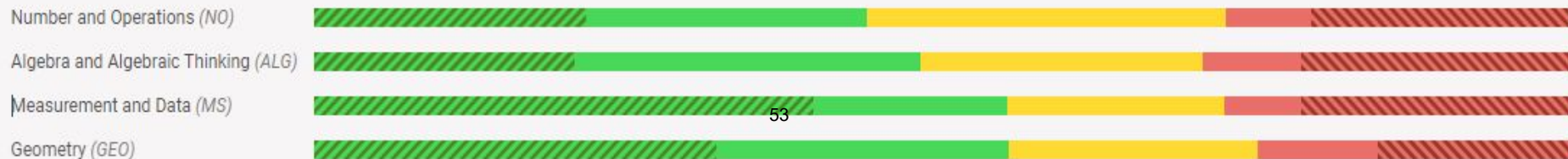# i-Ready *Math*: **Grade 8 Algebra Readiness Equity Indicator**
Spring 2024

Overall Placement

Students Assessed/Total: **116/119**

24%	22%	28%	3%	22%

- Mid or Above Grade Level — **28 Students**
- Early On Grade Level — **26 Students**
- One Grade Level Below — **33 Students**
- Two Grade Levels Below — **3 Students**
- Three or More Grade Levels Below — **26 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*

53

i-Ready Math *Grade 8 Algebra Concepts* by *Gender*
Spring 2023 and Spring 2024

i-Ready Math 2023

	Female	Male
% Proficient or Above	17%	12%
Typical Growth 100% or Above	50%	64%
Stretch Growth 100% or Above	26%	24%

i-Ready Math 2024

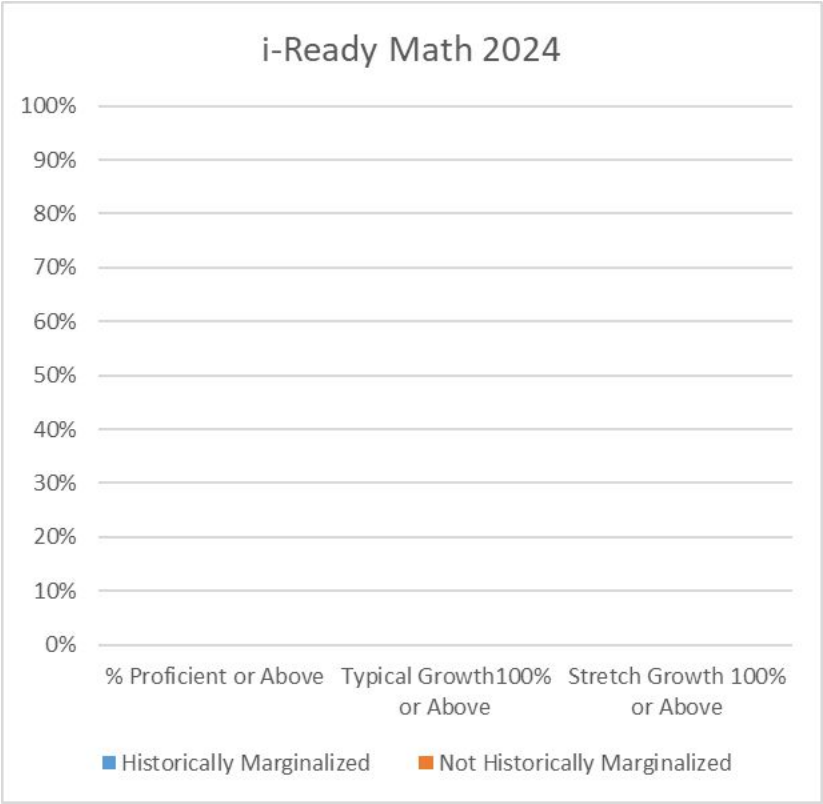|	Female	Male
% Proficient or Above	26%	18%
Typical Growth 100% or Above	56%	53%
Stretch Growth 100% or Above	24%	15%

54
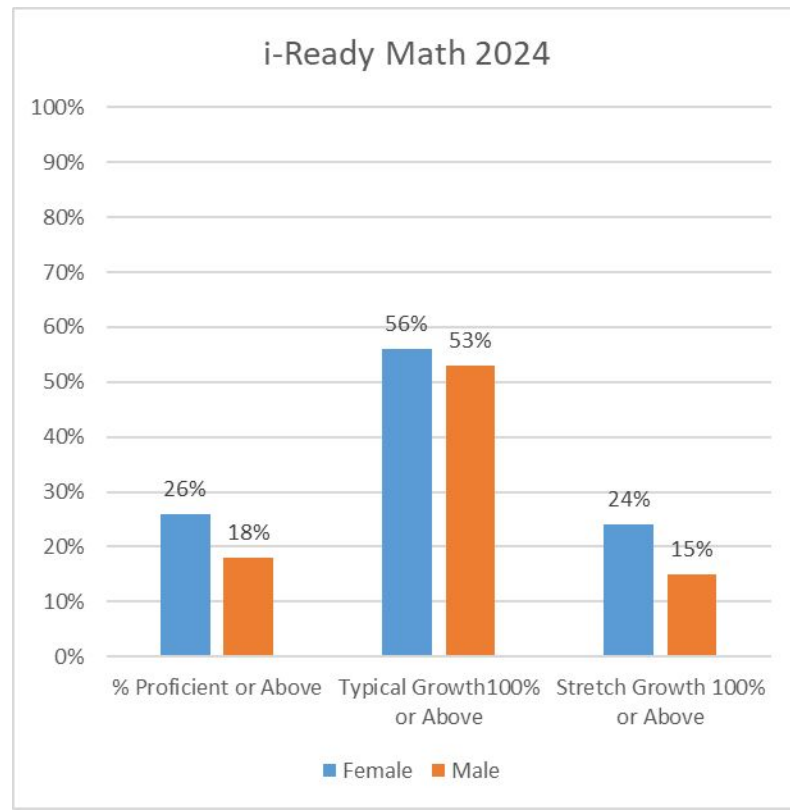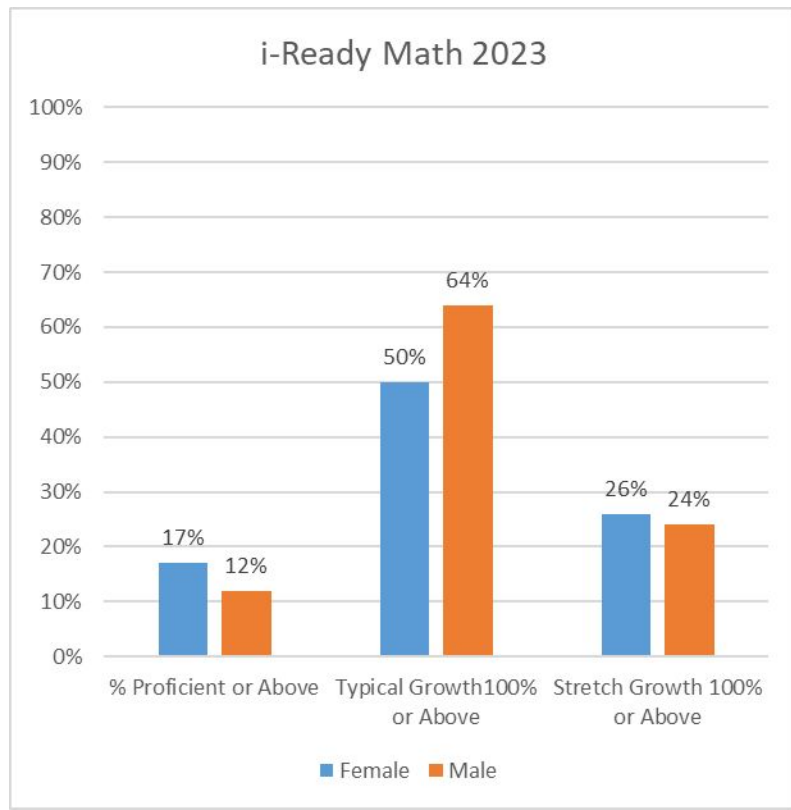
i-Ready Math *Grade 8 Algebra Concepts* by *Race/Ethnicity*
Spring 2023 and Spring 2024

i-Ready Math 2023

100%		
90%		
80%		
70%		
60%		
50%		
40%		
30%		
20%		
10%		
0%		

% Proficient or Above   Typical Growth100% or Above   Stretch Growth 100% or Above

■ Historically Marginalized   ■ Not Historically Marginalized

i-Ready Math 2024

100%		
90%		
80%		
70%		
60%		
50%		
40%		
30%		
20%		
10%		
0%		

% Proficient or Above   Typical Growth100% or Above   Stretch Growth 100% or Above
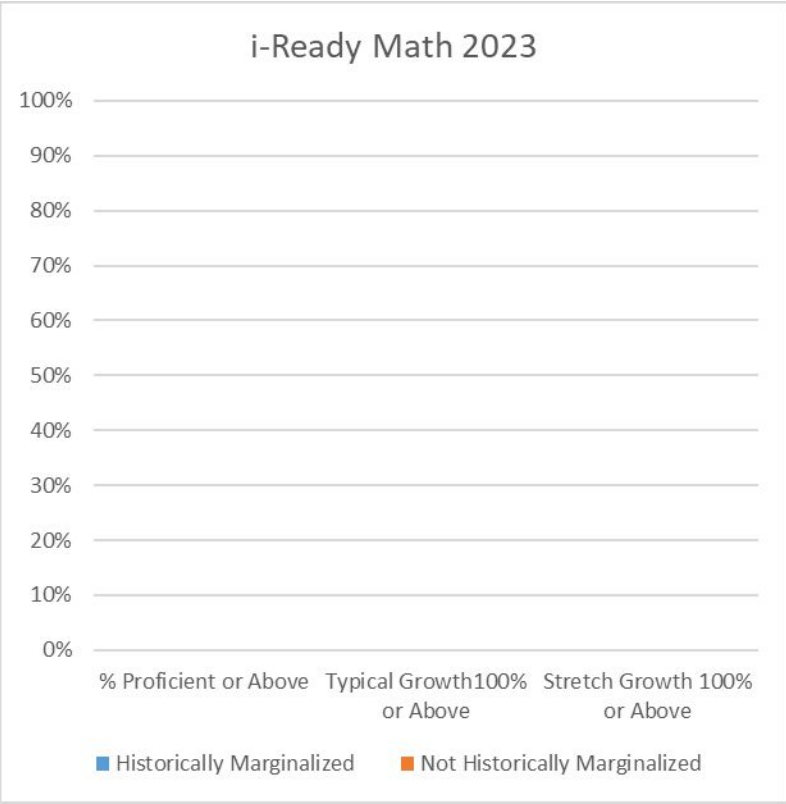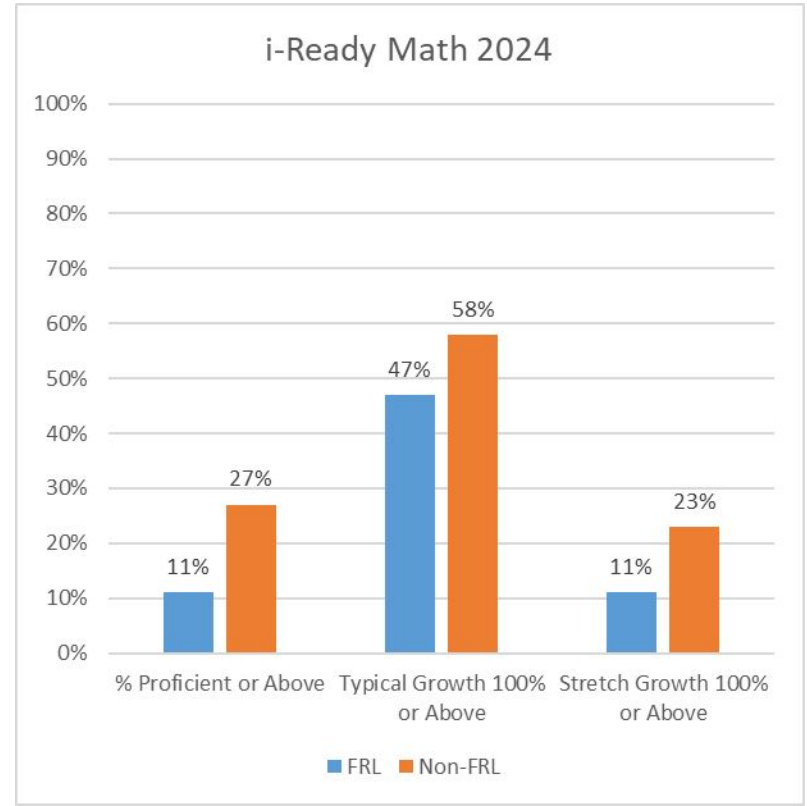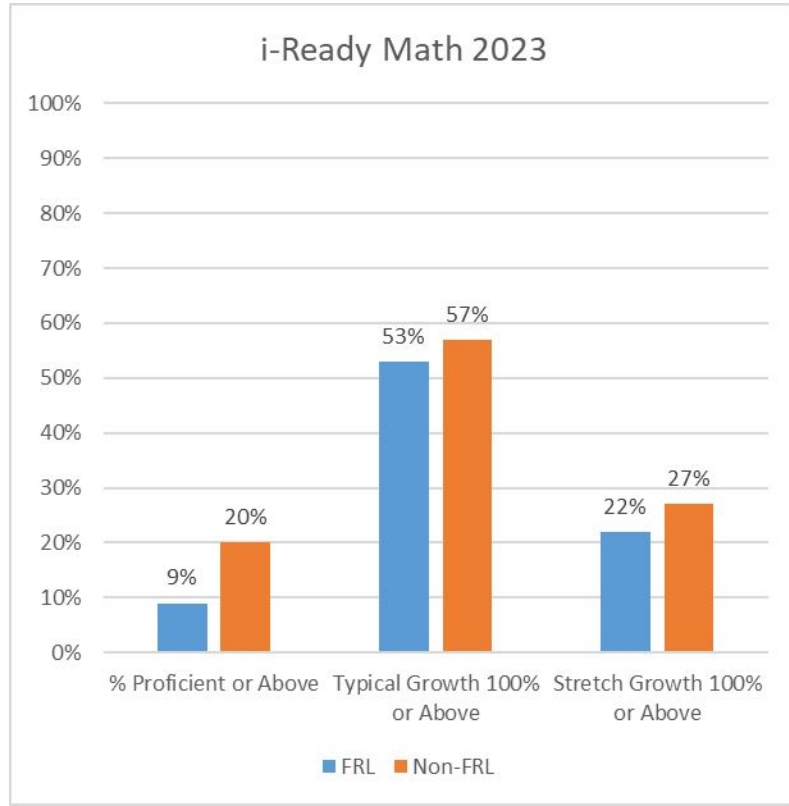
■ Historically Marginalized   ■ Not Historically Marginalized
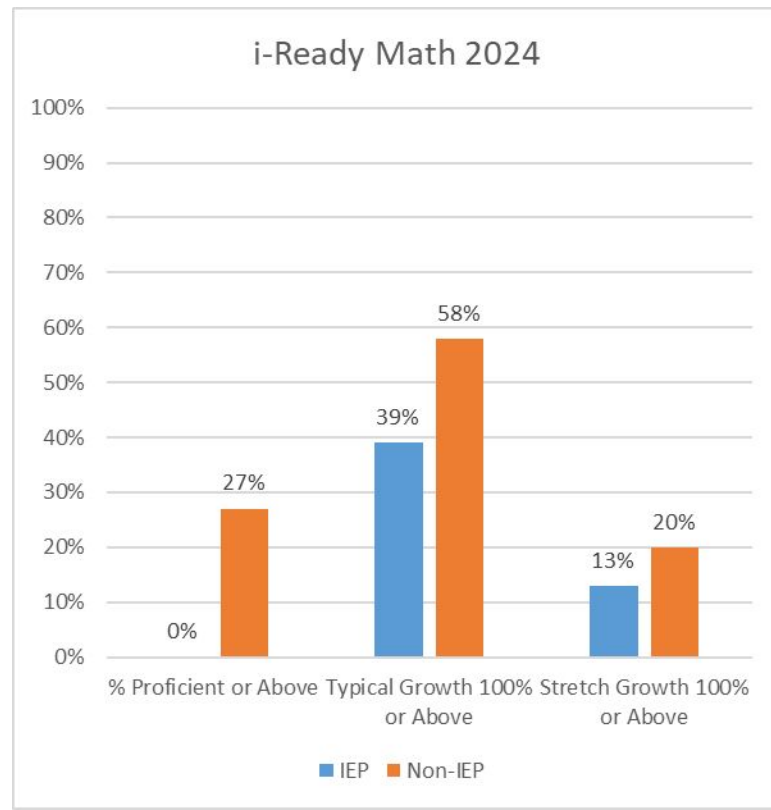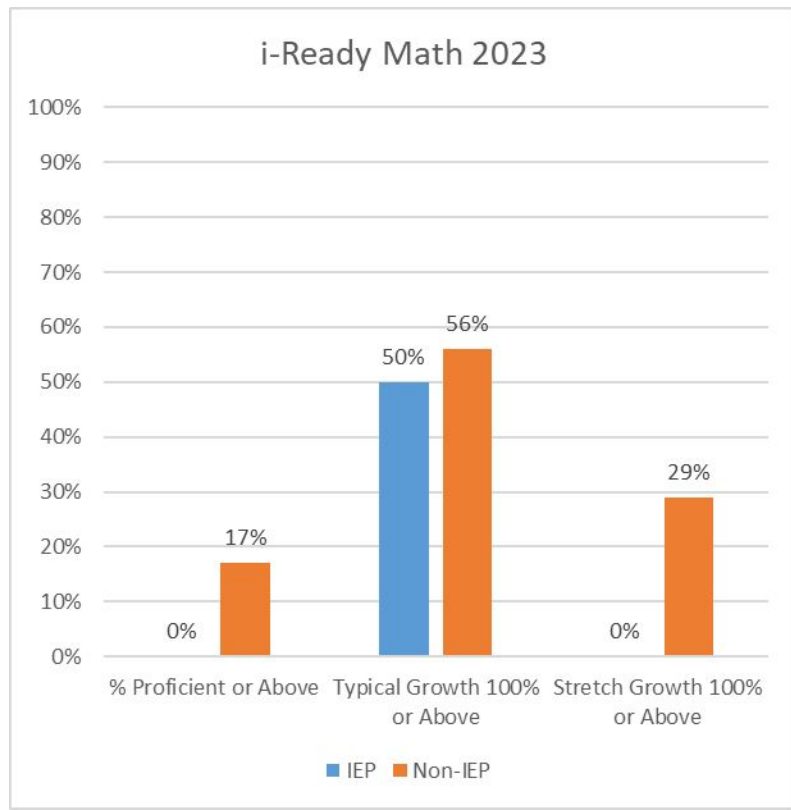
i-Ready Math *Grade 8 Algebra Concepts* by *FRL Eligibility*
Spring 2023 and Spring 2024

i-Ready Math *Grade 8 Algebra Concepts* by *IEP Eligibility*
Spring 2023 and Spring 2024

i-Ready Math 2023

Category	IEP	Non-IEP
% Proficient or Above	0%	17%
Typical Growth 100% or Above	50%	56%
Stretch Growth 100% or Above	0%	29%

i-Ready Math 2024

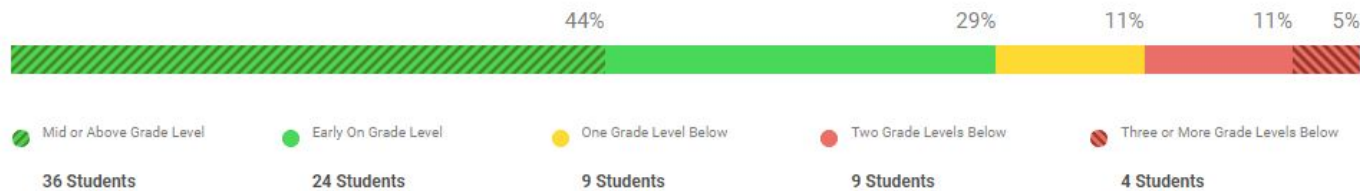| Category	IEP	Non-IEP
% Proficient or Above	0%	27%
Typical Growth 100% or Above	39%	58%
Stretch Growth 100% or Above	13%	20%

i-Ready *Reading*: Grade 3 Reading Equity Indicator
Spring 2024

Overall Placement
Students Assessed/Total: **82/82**

| 44% | 29% | 11% | 11% | 5% |

- Mid or Above Grade Level — **36 Students**
- Early On Grade Level — **24 Students**
- One Grade Level Below — **9 Students**
- Two Grade Levels Below — **9 Students**
- Three or More Grade Levels Below — **4 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

- Phonological Awareness (*PA*)
- Phonics (*PH*)
- High-Frequency Words (*HFW*)
- Vocabulary (*VOC*)
- Comprehension: Overall (*COMP*)
- Literature (*LIT*)
- Informational Text (*INFO*)

58
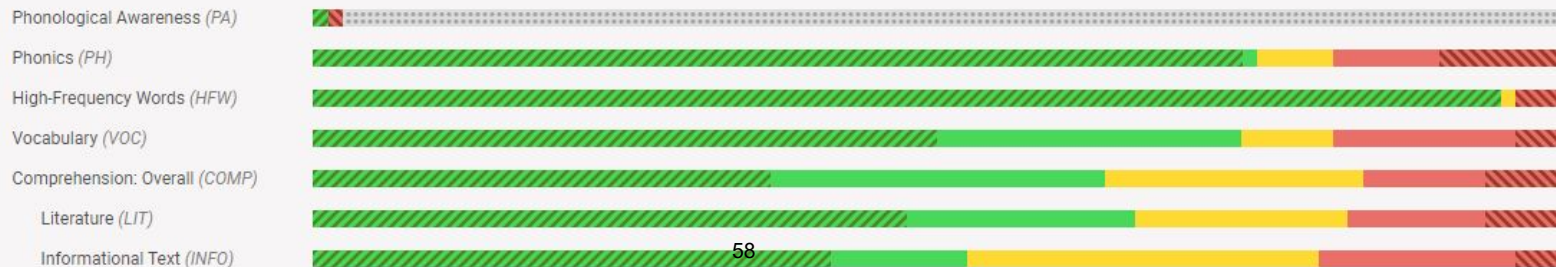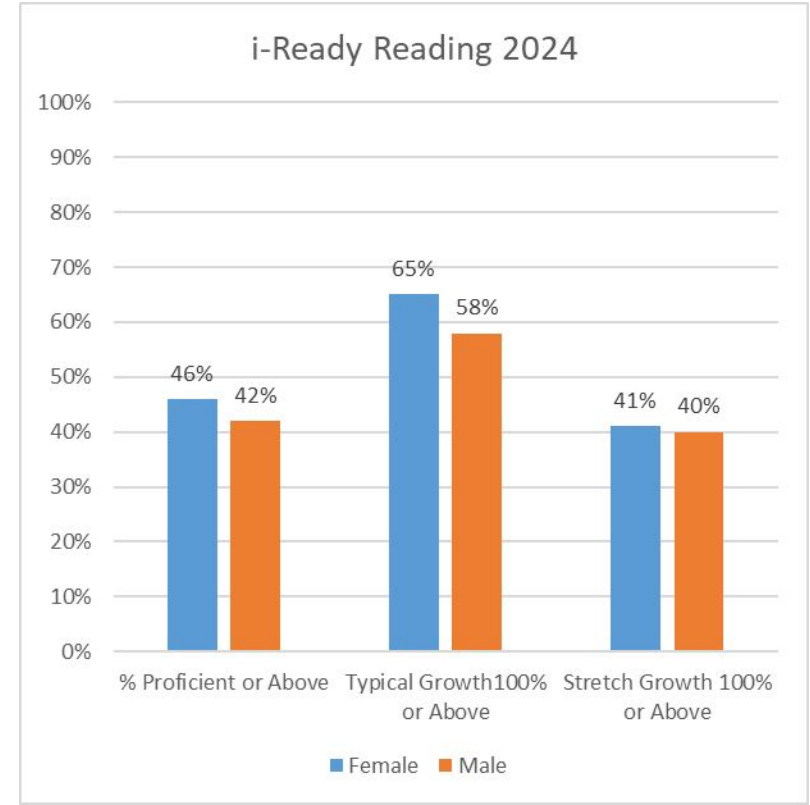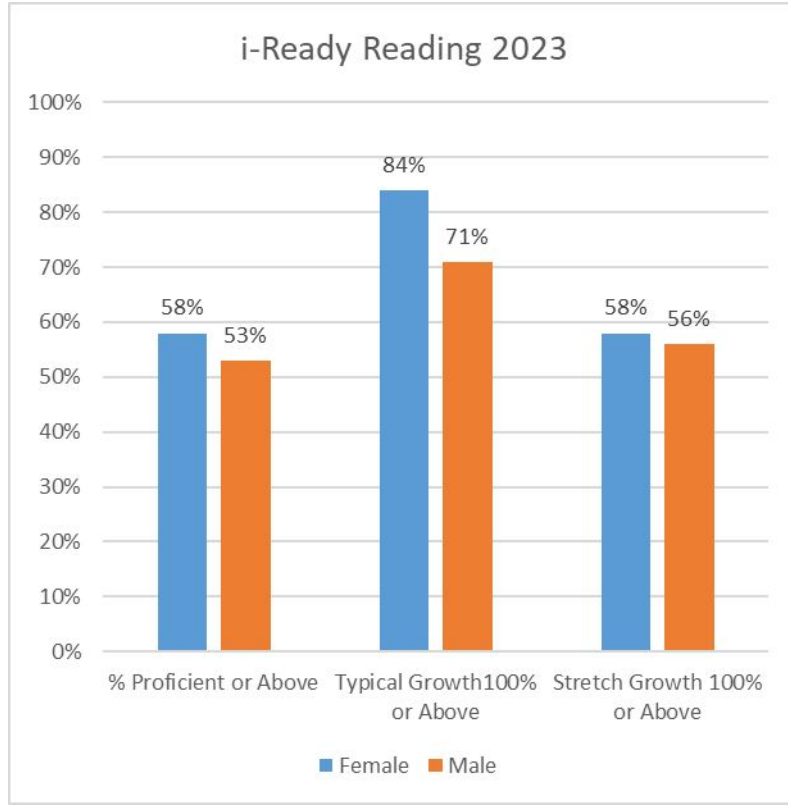
🌐 Not assessed (due to grade or domain exempted)

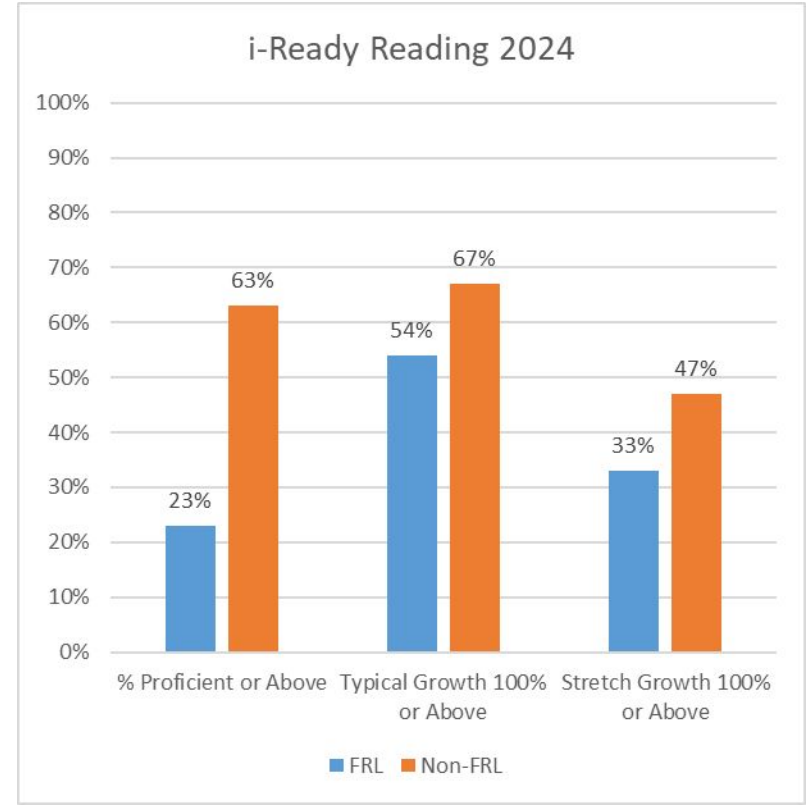# i-Ready Reading **Grade 3 Reading** by **Gender**
Spring 2023 and Spring 2024

i-Ready Reading 2023

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
Female	58%	84%	58%
Male	53%	71%	56%

■ Female ■ Male

i-Ready Reading 2024

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
Female	46%	65%	41%
Male	42%	58%	40%

■ Female ■ Male

59

i-Ready Reading *Grade 3 Reading* by *Race/Ethnicity*
Spring 2023 and Spring 2024

i-Ready Reading 2023

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

% Proficient or Above   Typical Growth100% or Above   Stretch Growth 100% or Above

■ Historically Marginalized   ■ Not Historically Marginalized

i-Ready Reading 2024

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

% Proficient or Above   Typical Growth100% or Above   Stretch Growth 100% or Above

■ Historically Marginalized   ■ Not Historically Marginalized

60

i-Ready Reading *Grade 3 Reading* by *FRL Eligibility*
Spring 2023 and Spring 2024

i-Ready Reading 2023

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
FRL	39%	66%	37%
Non-FRL	44%	82%	69%

i-Ready Reading 2024

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
FRL	23%	54%	33%
Non-FRL	63%	67%	47%

61

i-Ready Reading *Grade 3 Reading* by *IEP Eligibility*
Spring 2023 and Spring 2024

i-Ready Reading 2023

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
IEP	10%	50%	28%
Non-IEP	68%	76%	56%

i-Ready Reading 2024

	% Proficient or Above	Typical Growth 100% or Above	Stretch Growth 100% or Above
IEP	0%	42%	17%
Non-IEP	52%	65%	45%

62

Acadience Reading *Grade 3 Reading* by *Gender*
Acadience Reading *Grade 3 Reading* by *Race/Ethnicity*
Spring 2024

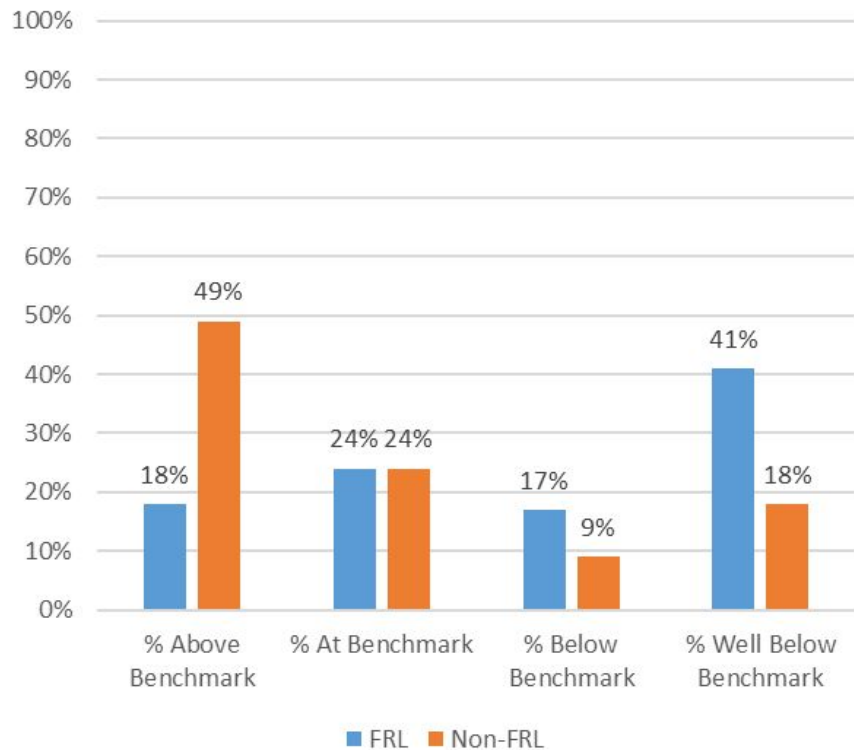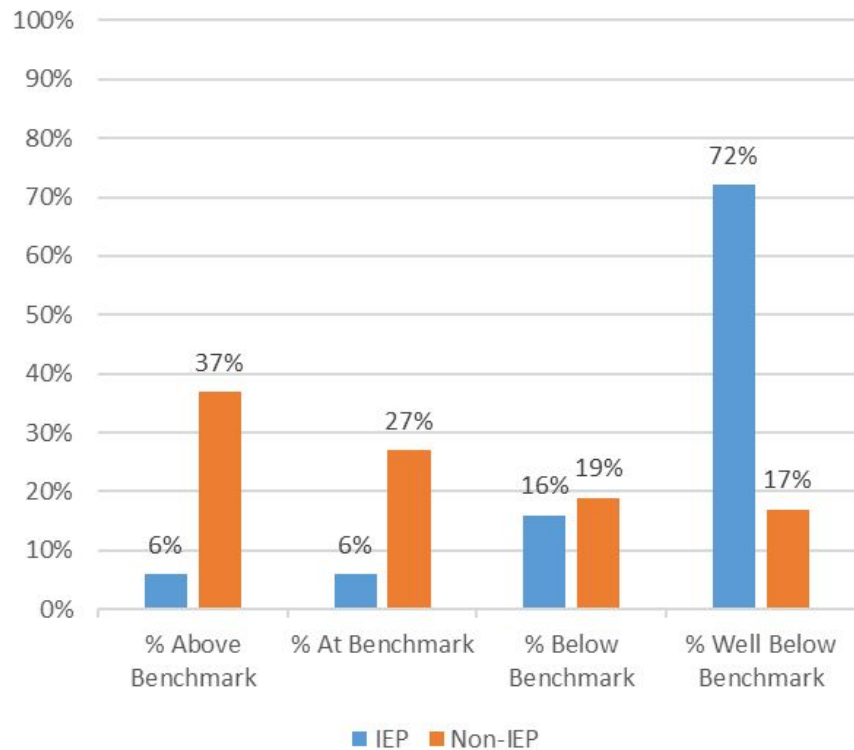# Acadience Reading *Grade 3 Reading* by *FRL Eligibility*
Acadience Reading *Grade 3 Reading* by *IEP Eligibility*
Spring 2024

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?

65

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.

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.

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.

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.