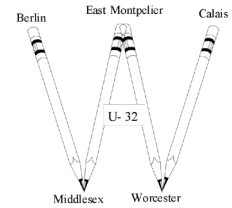


# Washington Central Unified Union School District

*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  
May 8, 2025  
5:00-6:00 PM  
In Person /Virtual Option  
Central Office Conference Room  
1130 Gallison Hill Rd  
Montpelier, VT**

**Virtual Meeting Information**

<https://tinyurl.com/4pbz5jce>

**Meeting ID: 816 8459 9514**

**Password: 493685**

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

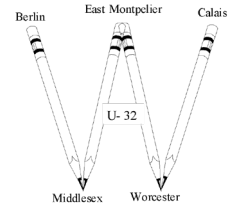
1. Call to Order
2. Approve Minutes of 4.10.25 – pg. 2
3. Discussion/Action
  - 3.1. Affirm Committee Meeting Time
  - 3.2. Student Monitoring Report (continued) – pg. 5
    - 3.2.1. Review the report to the full board, and discuss key points to share
  - 3.3. Committee Goal(s) for 2025-2026 - Brainstorm Ideas[1][2]
4. Future Agenda Items
  - 4.1. Next Meeting -June 12
  - 4.2. SLO report to the full board
  - 4.3. Approve the 2025-2026 committee goal
  - 4.4. Approve the 2025-2026 committee work plan
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 Ed Quality Committee 4.10.25 5:00-6:00 PM In Person/Virtual U32

**Present:** Ursula Stanley, Jen Miller-Arsenault, Zach Sullivan, Diane Nichols-Fleming

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:00 p.m.
2. **Approve Minutes of 2.5.25:** Zach Sullivan moved to approve the minutes of February 5, 2025. Seconded by Diane Nichols-Fleming. Discussion: Jen Miller-Arsenault provided some clarification on the statement around credit for PE. The motion carried unanimously, with noted edit.
3. **Discussion/Action**
  - 3.1. **Committee Logistics: Meeting Time, Recording, etc.:** The group discussed appropriate date and time for committee meetings, to ensure robust participation. Ursula will send out a doodle poll to try to find a day and time that works for most. The group agreed that 6:30 “hard stop” is important, regardless of the day. Currently, the second Thursday of the month, at the central office. 5:00 - 6:30 p.m.
  - 3.2. **Student Monitoring Report (Winter):** Jen Miller-Arsenault provided a slide deck: *WCUUSD Winter Student Monitoring Report*. How are our students doing? What questions do you have?

Diane Nichols-Fleming would like to see the actual numbers versus percentages. In addition, she shared confusion in the cohort comparison (reading): what does this chart/data really mean? (Typical growth and stretch growth percentages) Jen Miller-Arsenault clarified.

Ursula stated one of the take aways is what information we are getting from this data and what our staff is doing in response to this data to support students.

Zach Sullivan is not thrilled with the number of students who are not proficient. What should our role as a board be, to address this? This is something he grapples with.

Diane Nichols-Fleming said it is hard to have a lot of faith in the statewide numbers at this point because it is such a chaotic mess.

Zach Sullivan said but the question is, how is the chaos affecting our students differently than it affects other students?

Diane Nichols-Fleming has little faith in the processing of the data from the state level.

Ursula Stanley- has heard the analogy that state data is similar to taking your child's temperature. Is the curriculum that we are using "working"? Noticed an increase in growth for IEP students. Having used Foundations for three years now, hopefully we will see data that reflects this teaching. Hope to see in the graphs some of the effects from curriculum changes that have been implemented. It takes time to see this. She spoke about advocating for PD for teachers to affect student outcomes.

Zach said historically we have not looked at data school-by-school. Should we be looking more closely at this data, given the decisions that we are making. Consistent curriculum, applied across the district.

Jen Miller-Arsenault stated at the leadership level, we are doing a lot of mapping at this time, looking across the district at interventions, progress monitoring, etc. She spoke of the role of the instructional coach in this work.

Zach Sullivan spoke about the disparity in instruction, e.g., even within literacy time, when a teacher is teaching curriculum from multiple grades.

Ursula asked for a break down from each school, proficiency, and growth - is it correlation; is it causation? What are the factors?

Diane stated there are so many complexities - could be the skills of the staff member, e.g., you could have a teacher who is very skilled in multi-grade instruction. If we as a committee come up with specific questions for the leadership team - e.g. are you seeing a difference between multi-grade and single-grade instruction? Keeping the data less specific to a specific school/ classroom.

Ursula is curious about charting kids who are getting level two and 3 supports - their growth. Typical growth and stretch growth. There is a balance of students pulled for support and the class time that they are missing. Data will help to make the case and create a balance.

Jen Miller-Arsenault stated our system right now is not set up to create this data - we could do this by hand - this is aspirational. She noted that we are going to do some training on the data management/ reporting and we are considering another program. Progress monitoring - when a student is receiving layer 3 intervention, the interventionist is taking data at least every other week.

Ursula wants to be sure that the data we are asking for is not taking time away from teachers that is needed for their own data analysis.

Zach has a question of how appropriate it is for us to get to that level of detail regarding data.

Jen Miller-Arsenault is going to try to come back with more detail for the committee based on tonight's discussion. Also the question of "what is the level of detail" that is wanted for this committee.

Ursula would like a report to the board for the end of each month. This new meeting schedule allows less than a week - she could bring a draft, but should we shift our reports to the first board meeting of the month, to allow for more thorough review of the report. For the upcoming board meeting, she will bring a draft. Ursula invited board members to review future reflection questions from the presentation and prepare for the next meeting.

**4. Future Agenda Items**

**4.1. Student Monitoring Report (continued)**

**5. Adjourn: The committee adjourned at 6:05 p.m.**

Respectfully submitted,  
Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Ursula

May 2025

For our May meeting, I would like the committee to discuss our meeting time and the best meeting length to ensure that we are able to give the work we are doing the attention it needs. At our last meeting, we agreed that whatever we select as our end time, we will be respecting that as a hard stop to ensure we are respecting the committee members, administrators, and guests' time. I am hopeful we can continue have robust attendance at our Education Quality meetings.

We will be further exploring our Students' Winter 2025 achievement data with a concentration on quality first level instruction, layers 1 and 2, as well as our districts intervention work for students, layers 3, 4 and beyond of the MLSS. We will be working with the data slides we examined at our last meeting which are being included in the packet for your review.

We, as a committee, owe the full board a Student Monitoring Report for the May 21st meeting. We will discuss the information to include in that report, highlights/ bright spots in our student's achievements and the commitment of the district to robust high-quality instruction, and what graphs we want to highlight in the full report. We also need to discuss our conclusions/discussions in the report in the form of: system successes, system challenges, and system needs. Any changes in our curriculum or assessment methods, and then what our committee sees as implications for the full board.

I am working on a rough draft of the report but will have to send that to the committee next week.

# Monitoring Student Achievement, Winter 2025 Data

Education Quality Committee  
April 10, 2025

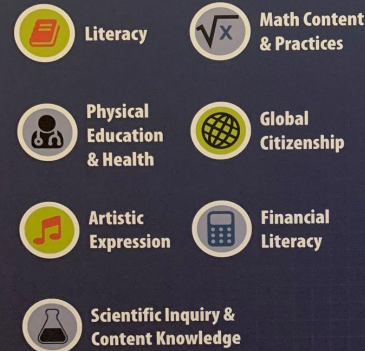
## STUDENT LEARNING OUTCOMES



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



### TRANSFERABLE SKILLS AND BEHAVIORS that prepare them for life-long learning and success



# EQC Reflection

- How are our students doing?
- What questions do you have?
- Is this the information we need in order to do our committee work?

## **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:**

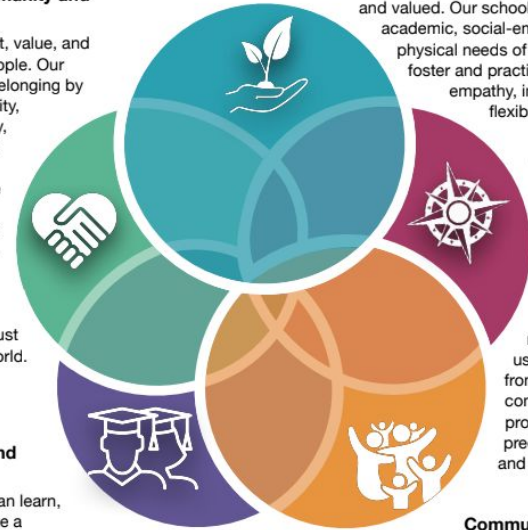
Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

## **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.



# i-Ready Math Performance and Growth Grades K/1-8, Winter 2022 and 2023

Winter 2022

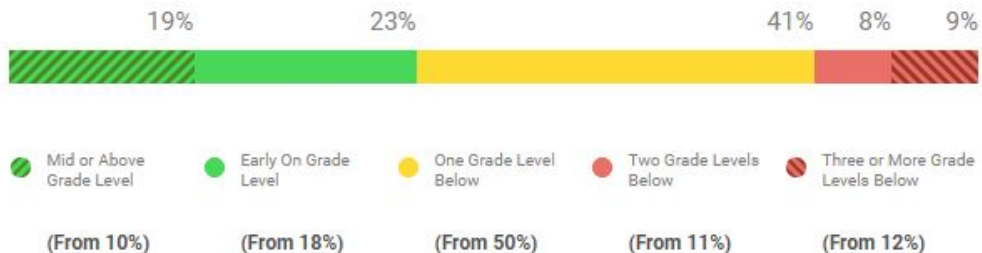
Students Assessed/Total: **759/859**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 55%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

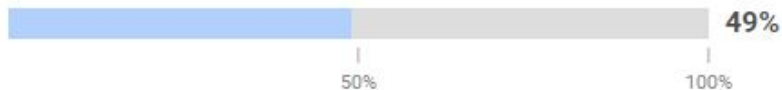
Current Placement Distribution



Winter 2023

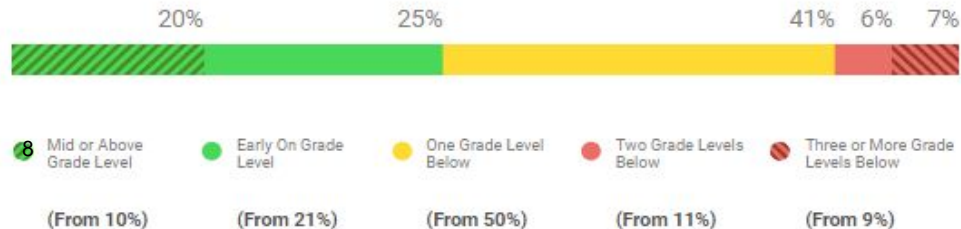
Students Assessed/Total: **756/809**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 49%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

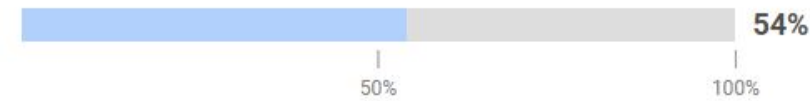


# i-Ready Math Performance and Growth Grades K/1-8, Winter 2024 and 2025

Winter 2024

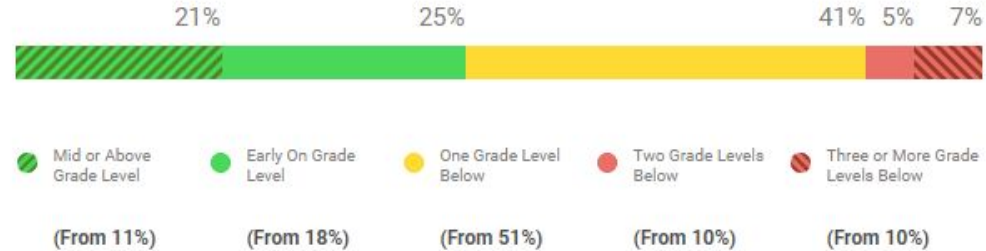
Students Assessed/Total: **770/803**

## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 54%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## Current Placement Distribution



Winter 2025

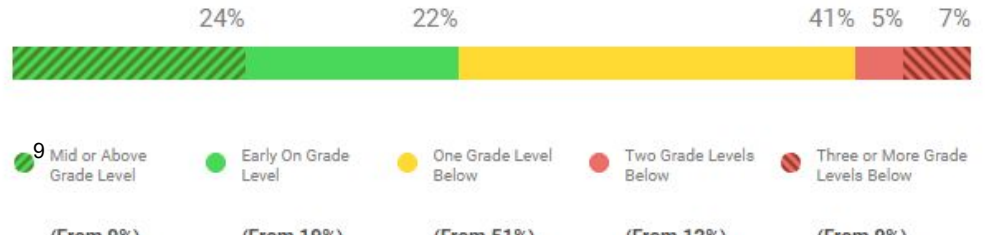
Students Assessed/Total: **716/754**

## Progress to Annual Typical Growth (Median)



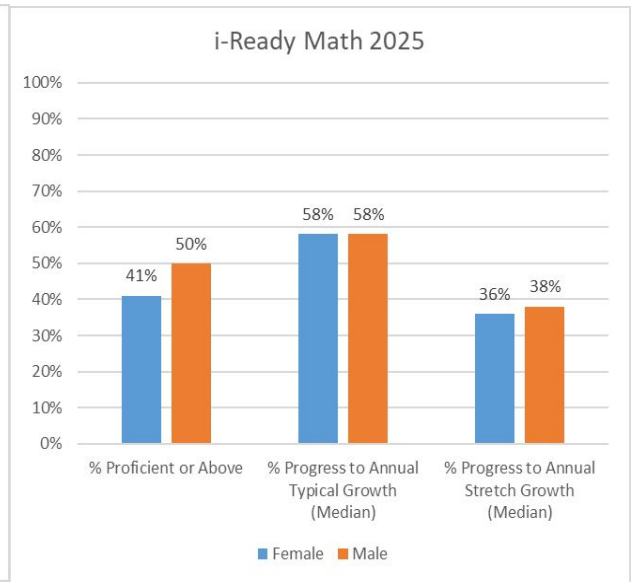
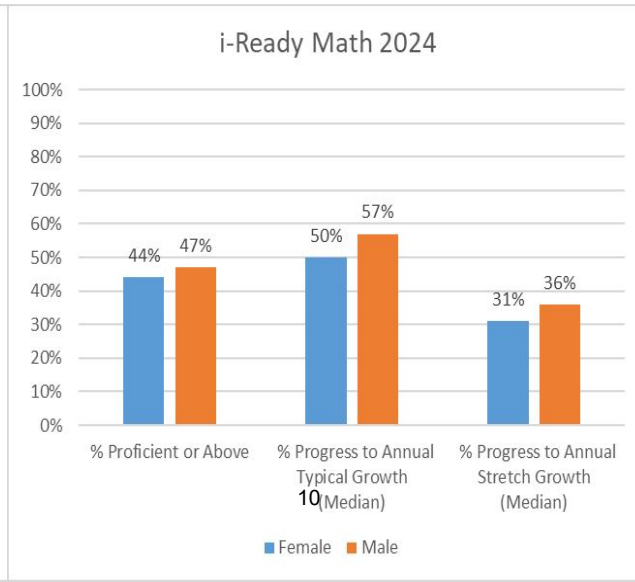
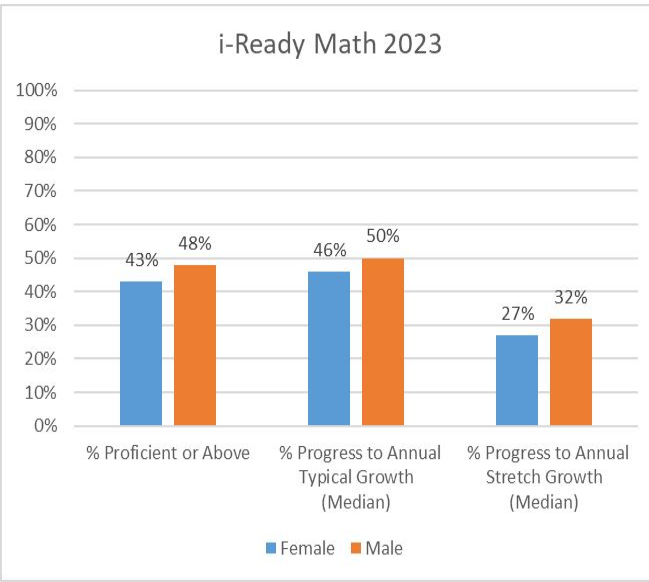
The median percent progress towards Typical Growth for this school is 58%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## Current Placement Distribution



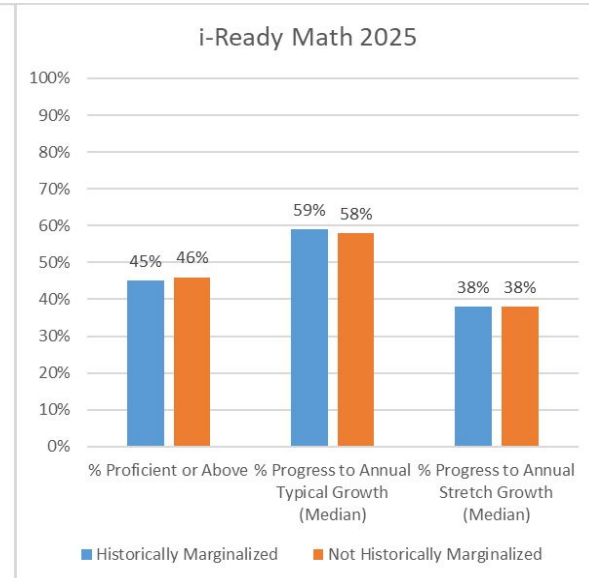
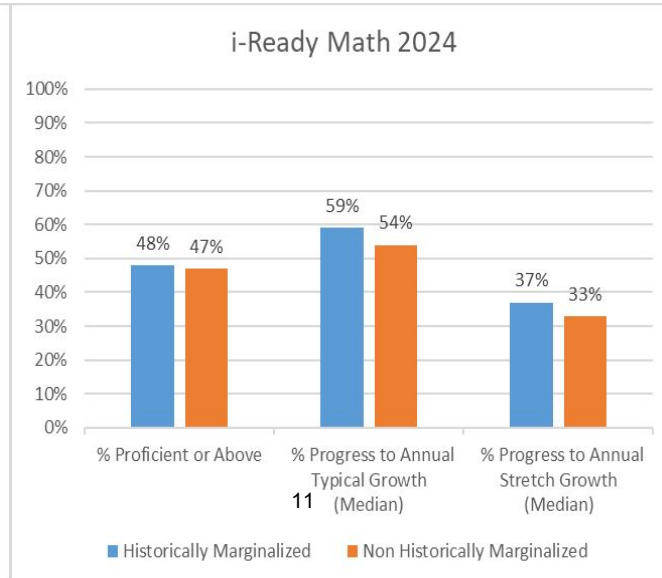
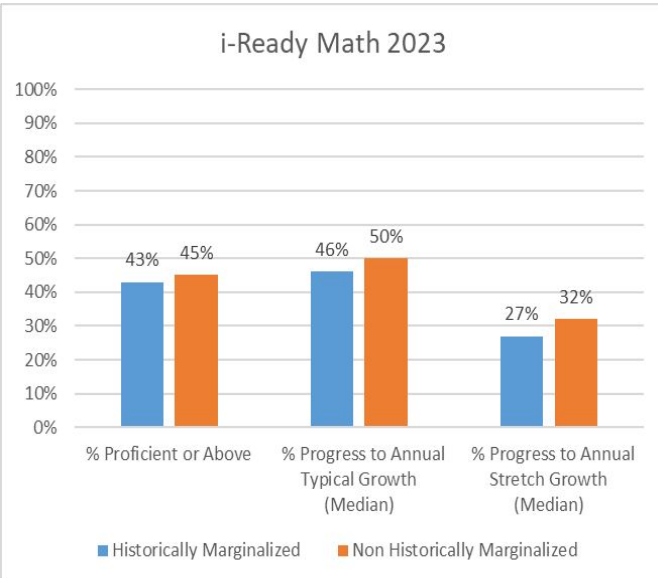
# i-Ready **Math** by **Gender**

## Winter 2023, Winter 2024, and Winter 2025



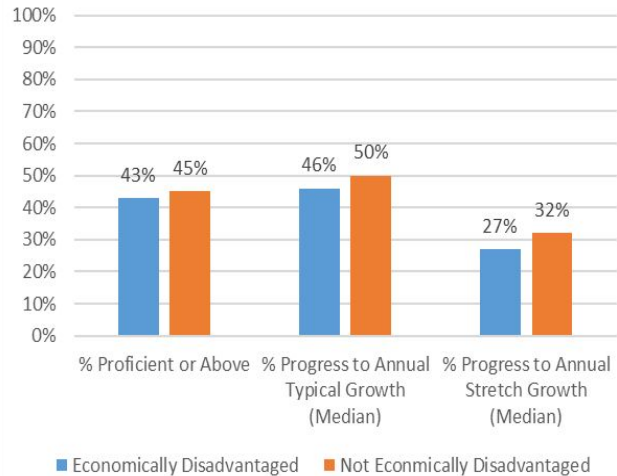
# i-Ready **Math** by **Race/Ethnicity**

## Winter 2023, Winter 2024, and Winter 2025

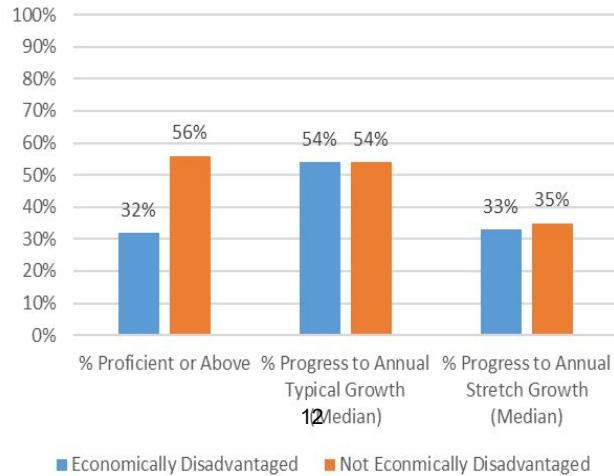


# i-Ready **Math** by **Economic Classification** Winter 2023, Winter 2024, and Winter 2025

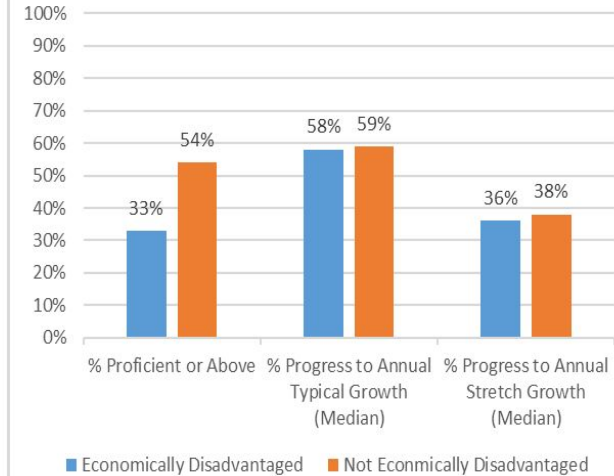
### i-Ready Math 2023



### i-Ready Math 2024



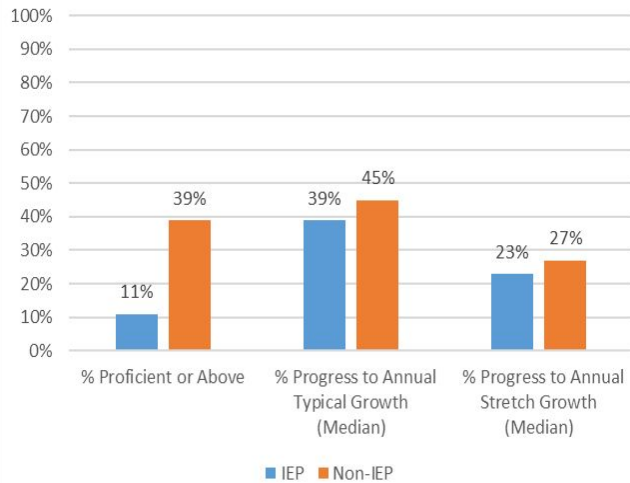
### i-Ready Math 2025



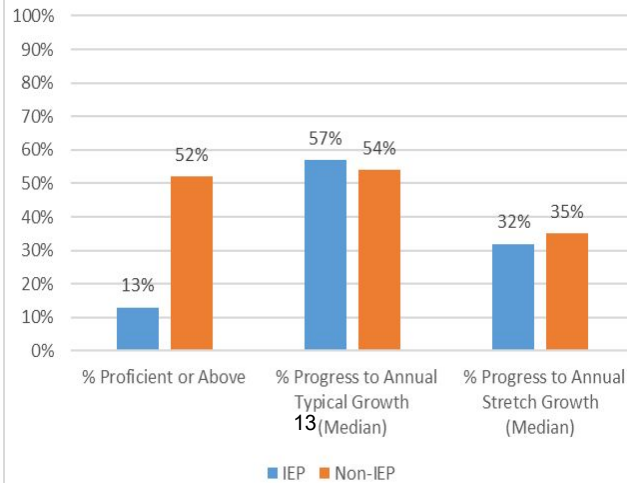
# i-Ready **Math** by **IEP Eligibility**

## Winter 2023, Winter 2024, and Winter 2025

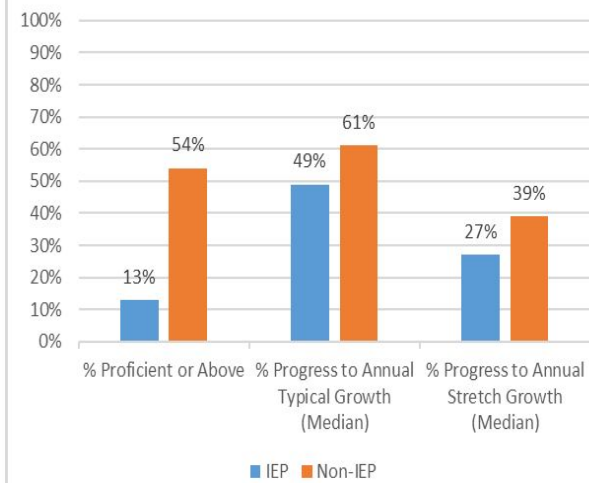
i-Ready Math 2023



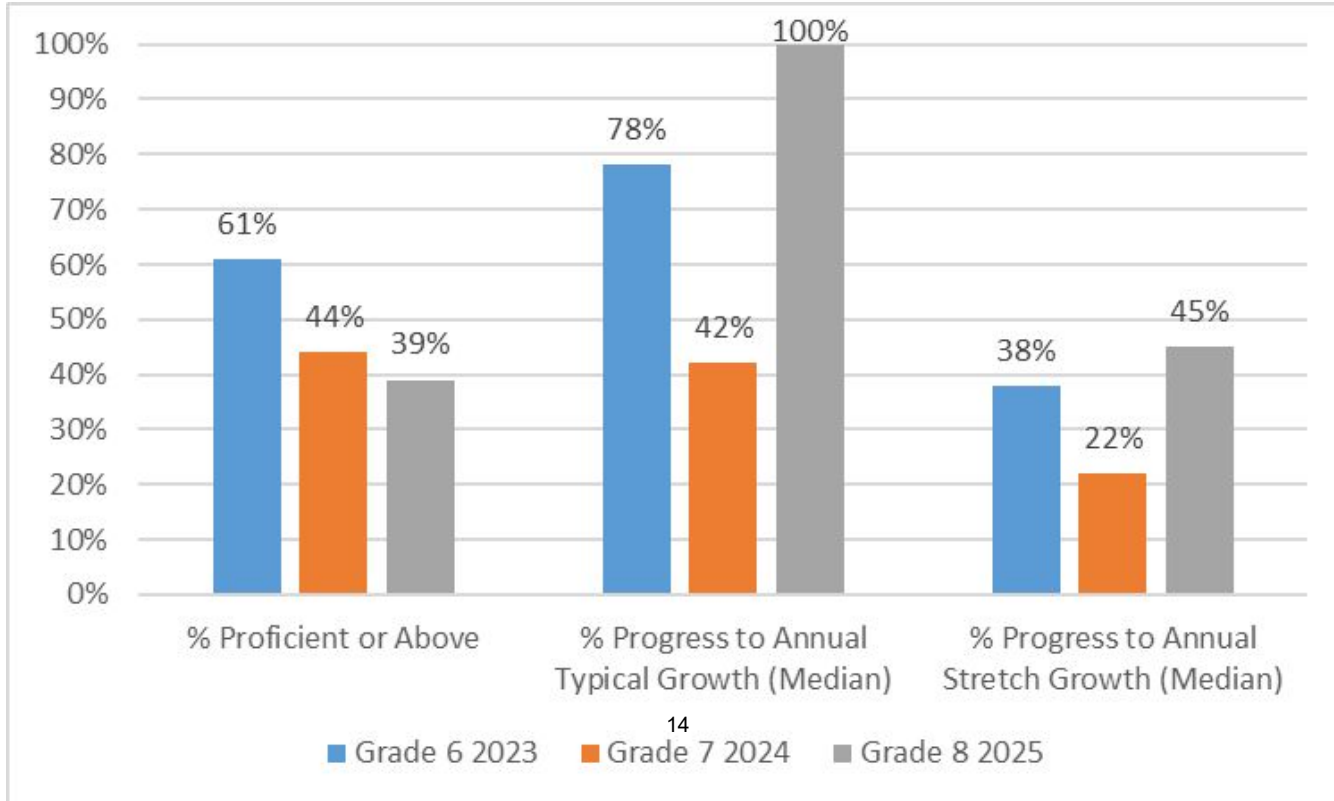
i-Ready Math 2024



i-Ready Math 2025



# i-Ready 3-Year Comparison in Math Winter 2023, 2024, and 2025



# i-Ready Reading Performance and Growth Grades K/1/2/3-8, Winter 2023 and 2024

## Winter 2023

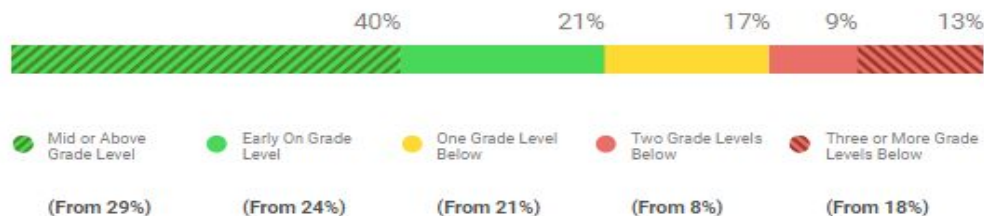
Students Assessed/Total: **536/807**

### Progress to Annual Typical Growth (Median)



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



## Winter 2024

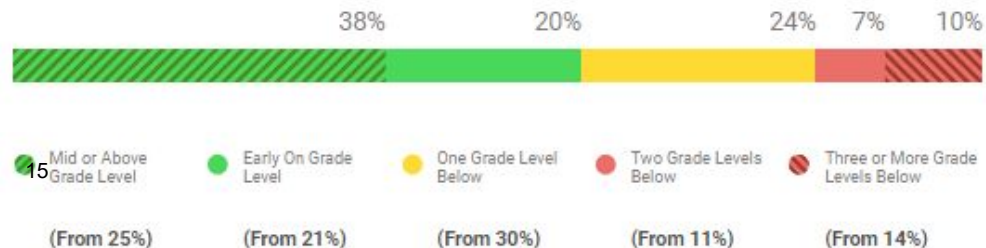
Students Assessed/Total: **657/802**

### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### Current Placement Distribution



# i-Ready Reading Performance and Growth Grades K/1/2/3-8, Winter 2025

Winter 2025

Students Assessed/Total: **634/754**

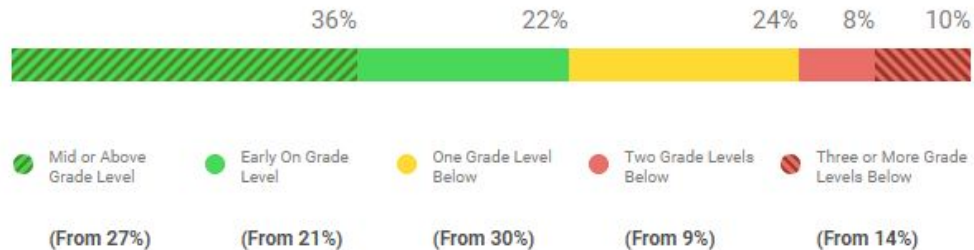
## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 73%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

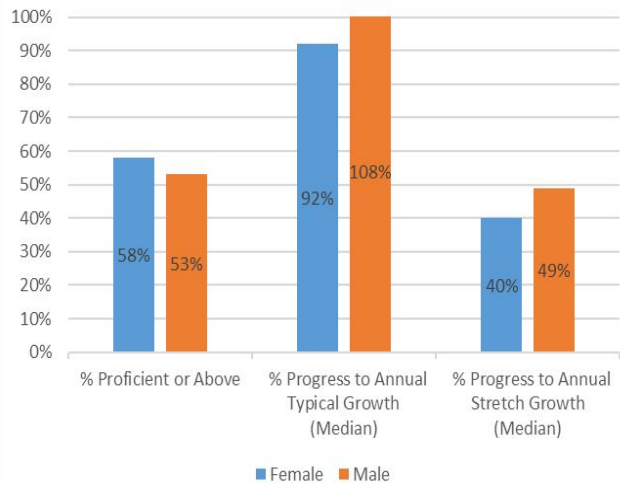
## Current Placement Distribution



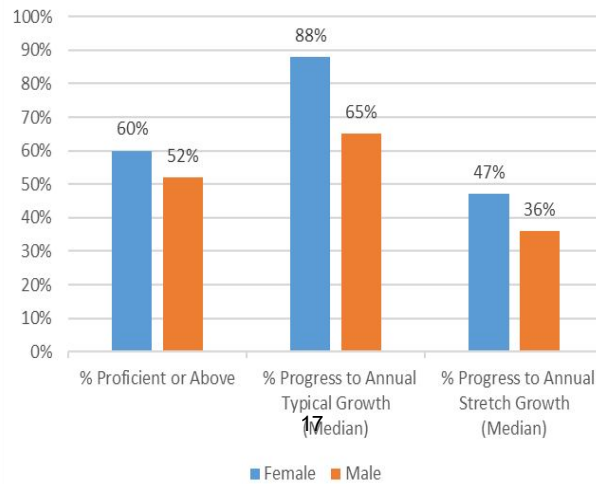
# i-Ready *Reading* by *Gender*

## Winter 2023, Winter 2024, and Winter 2025

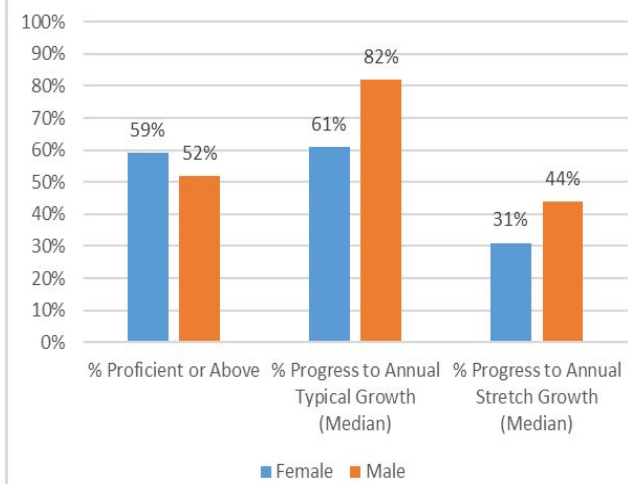
i-Ready Reading 2023



i-Ready Reading 2024

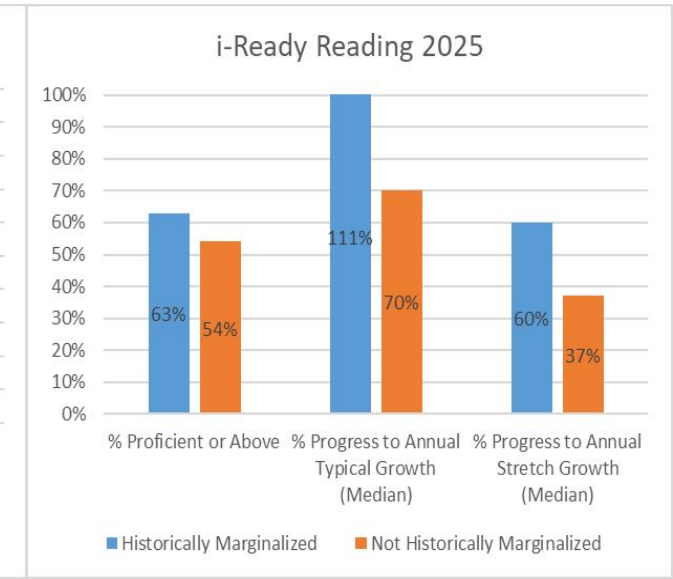
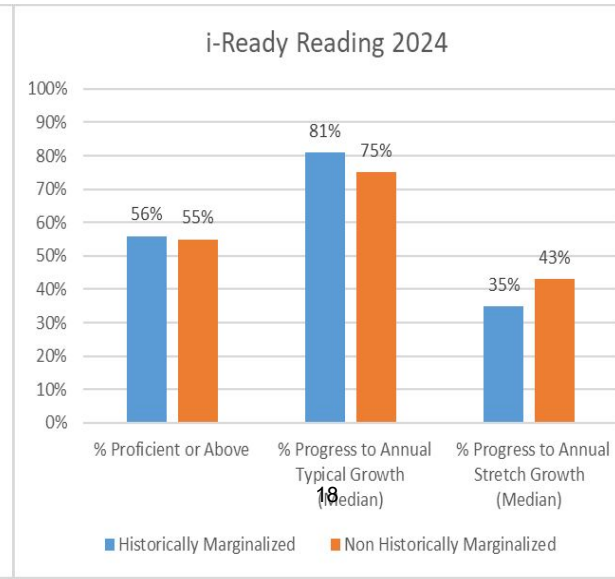
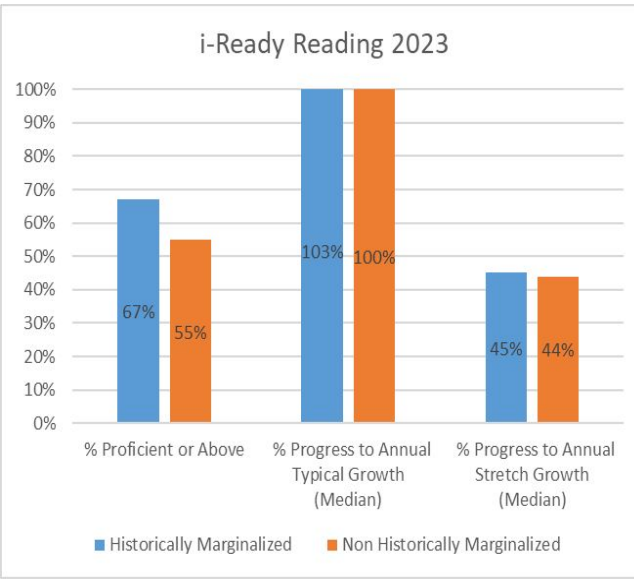


i-Ready Reading 2025



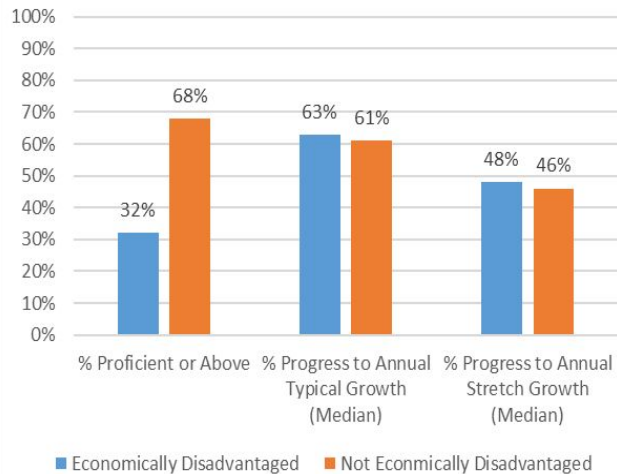
# i-Ready *Reading* by *Race/Ethnicity*

## Winter 2023, Winter 2024, and Winter 2025

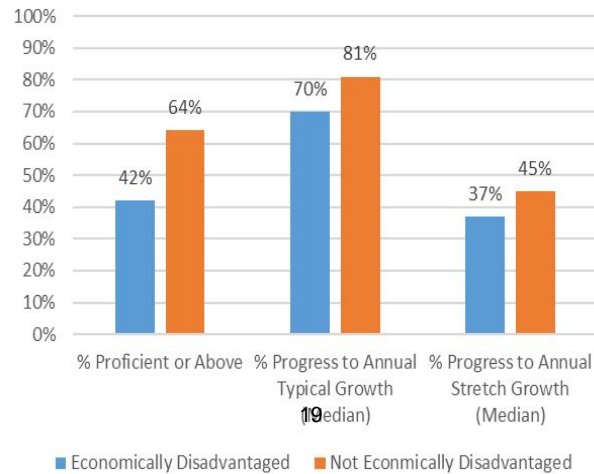


# i-Ready **Reading** by **Economic Classification** Winter 2023, Winter 2024, and Winter 2025

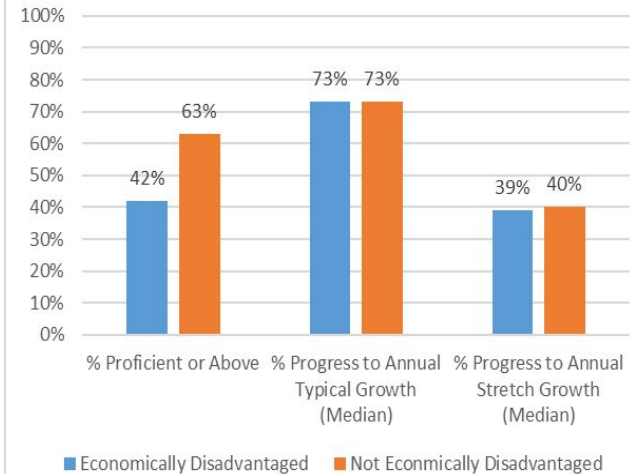
### i-Ready Reading 2023



### i-Ready Reading 2024



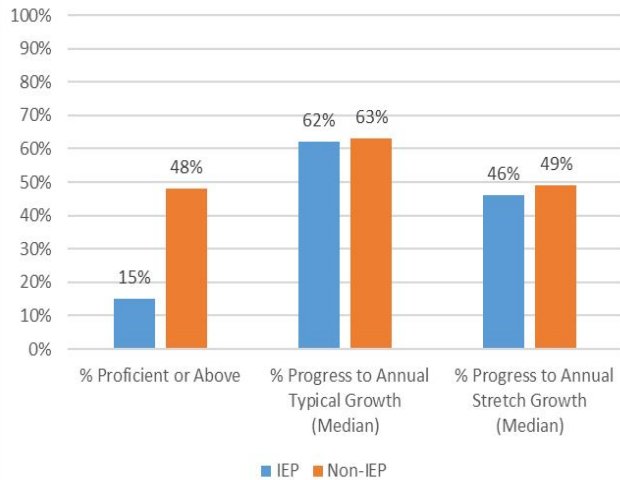
### i-Ready Reading 2025



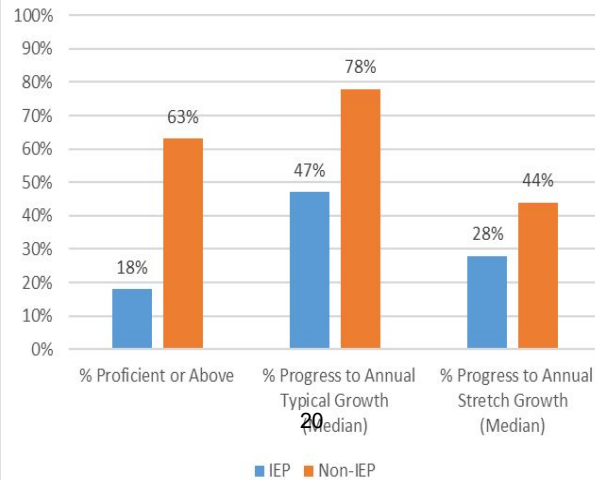
# i-Ready **Reading** by **IEP Eligibility**

## Winter 2023, Winter 2024, and Winter 2025

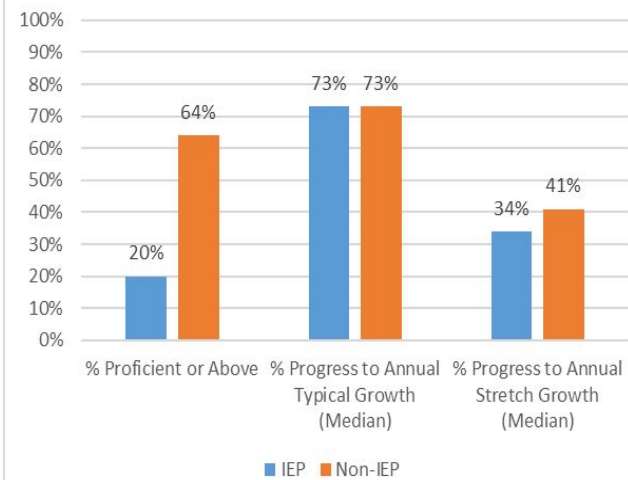
i-Ready Reading 2023



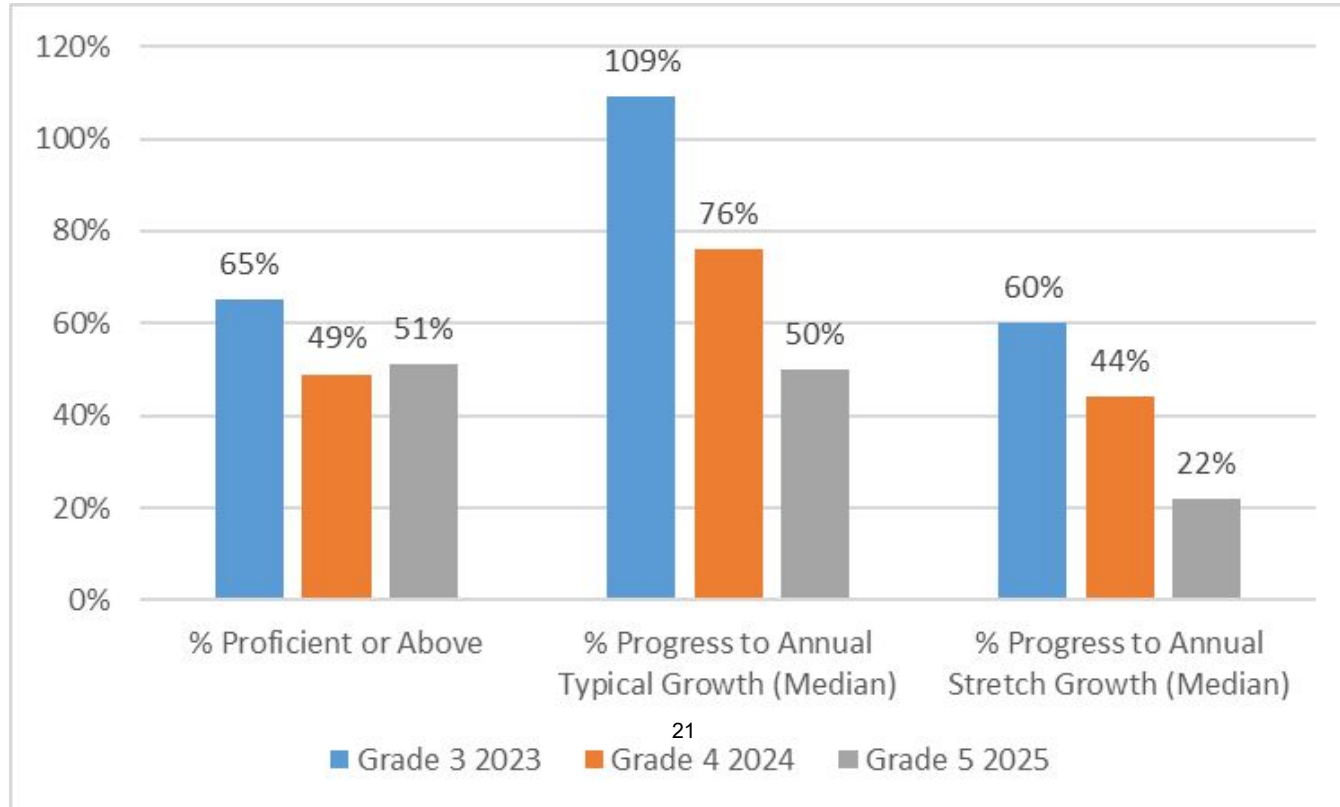
i-Ready Reading 2024



i-Ready Reading 2025

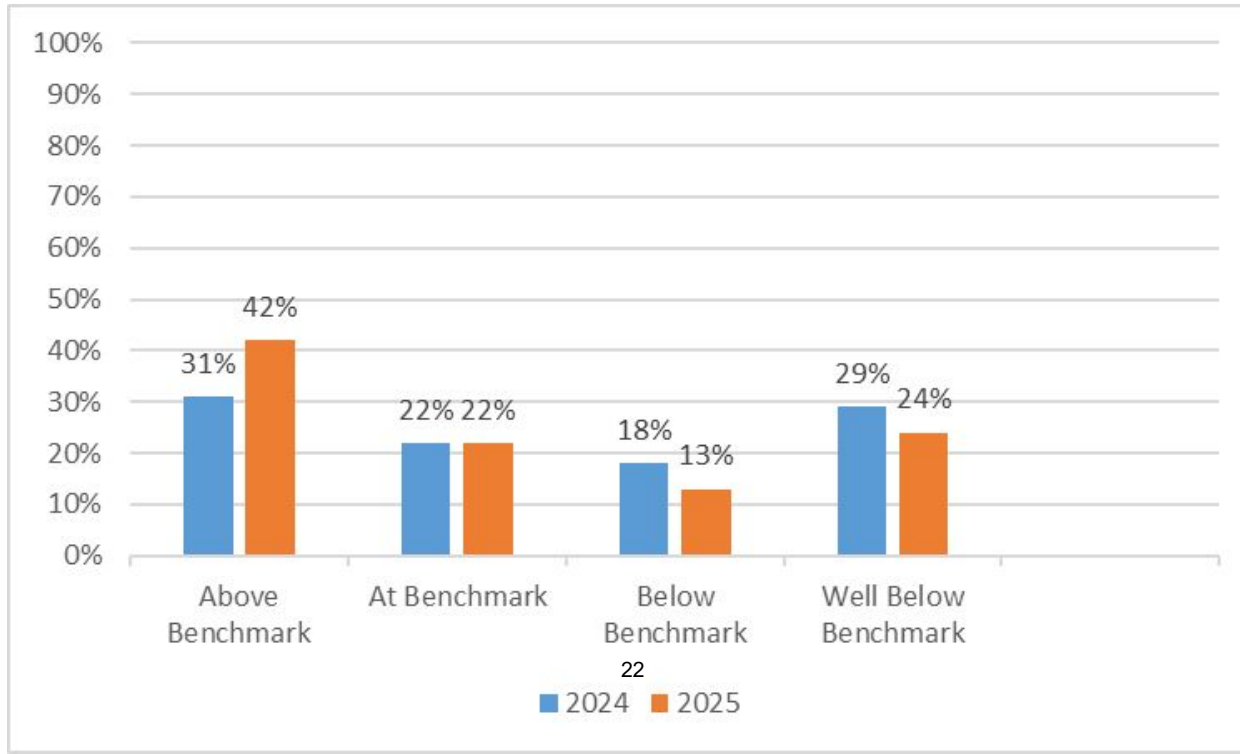


# i-Ready 3-Year Comparison in Reading Winter 2023, 2024, and 2025



# Acadiance District Summary, Winter 2024 and Winter 2025

Reading Composite Scores K-6

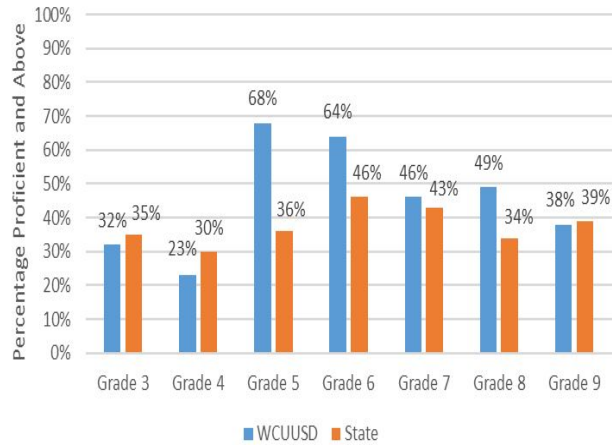


# VTCAP Results

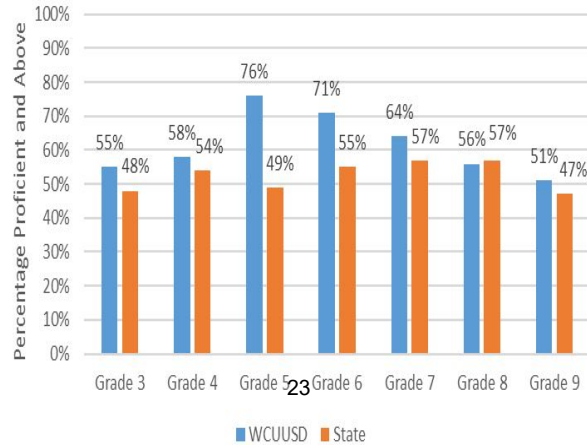
## WCUUSD Compared to State

### Spring 2024

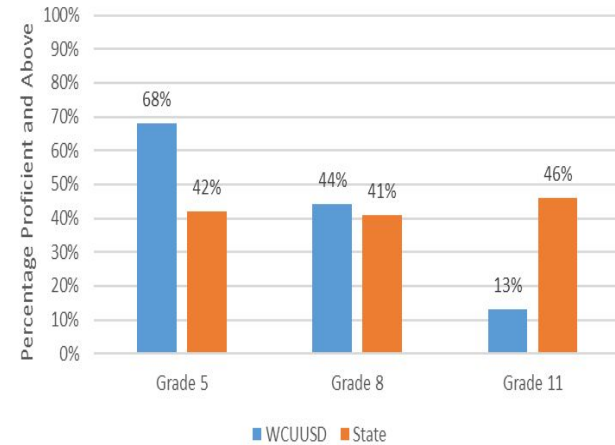
VTCap 2024 Math



VTCap 2024 ELA



VTCAP 2024 Science



# Data Analysis in Action: Two Examples

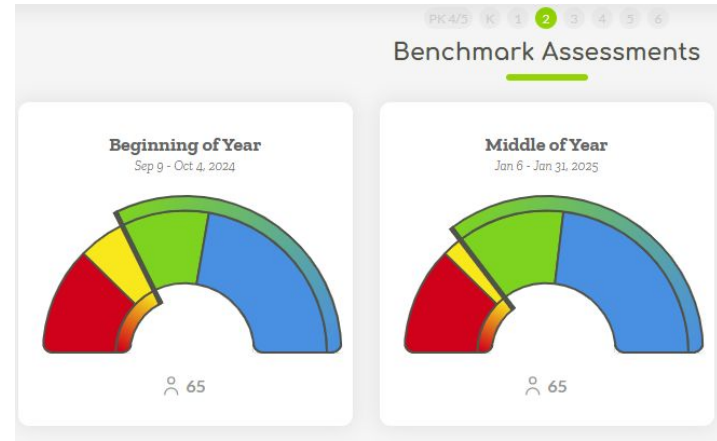
## Curriculum Council

- Winter Benchmark Data in the Aggregate
- Implications for Curriculum Council, District, and Schools

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	52%	0%	36%	0%	50%	6/55
Grade 1	55%	15%	40%	8%	36%	53/84
Grade 2	93%	48%	60%	30%	61%	56/69
Grade 3	91%	49%	53%	22%	51%	86/92
Grade 4	100%	51%	52%	19%	44%	85/86
Grade 5	46%	37%	20%	19%	39%	79/82
Grade 6	95%	49%	32%	30%	49%	79/82
Grade 7	50%	43%	19%	23%	43%	87/93
Grade 8	50%	44%	15%	25%	38%	102/109

## Act 139 Letters

- Kindergarten: 31%
- Grade 1: 40%
- Grade 2: 25%
- Grade 3: 18%



# EQC Reflection

- How are our students doing?
- What questions do you have?
- Is this the information we need in order to do our committee work?

## **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:**

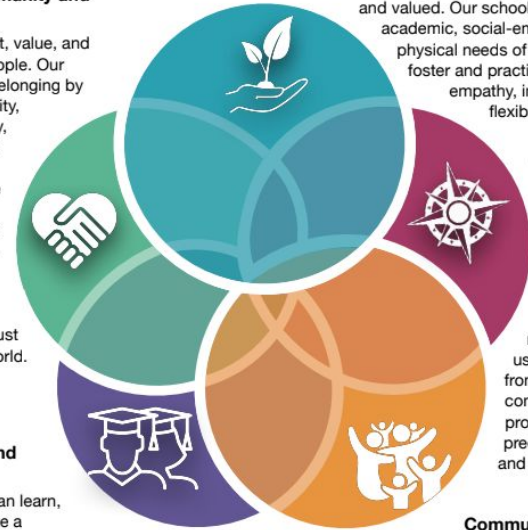
Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

## **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.



# Future Reflection Questions

- What are the implications for our committee work?
- 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:**

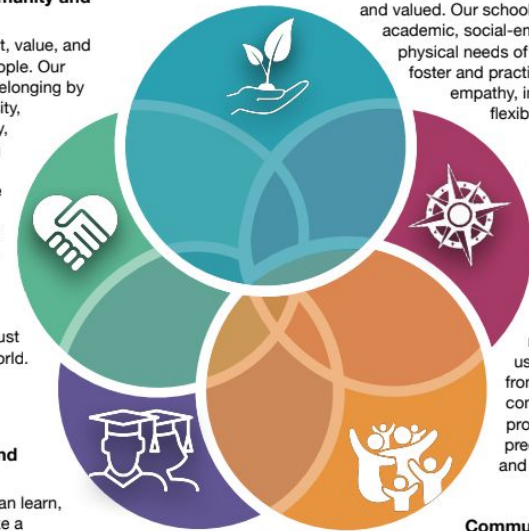
Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

## **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.



# Resources

- WCUUSD Data Practices
- i-Ready Diagnostic
  - Placement Levels
  - Growth Model
  - Growth Measures
- Acadience Reading K-6

# 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

# i-Ready Diagnostic

- Measures proficiency
- Measures growth
- Reading:
  - Currently administered in Grades 3-10 (K-2 optional)
  - Fall, Winter, Spring (Fall and Winter only in Grades 9-10)
- Math:
  - Currently administered in Grades K-10
  - K is optional in Fall
  - Fall, Winter, Spring (Fall and Winter only in Grades 9-10)
  - Personalized instruction in My Path



## What is *i-Ready*?

***i-Ready* is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year.**

*i-Ready* allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. *i-Ready* consists of two parts: Diagnostic and Personalized Instruction.

The *i-Ready Diagnostic* is an adaptive assessment that adjusts its questions to suit your student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions.

*i-Ready Personalized Instruction* provides students with lessons based on their individual skill level and needs, so your student can learn at a pace that is just right for them. These lessons are fun and interactive to keep your student engaged as they learn.



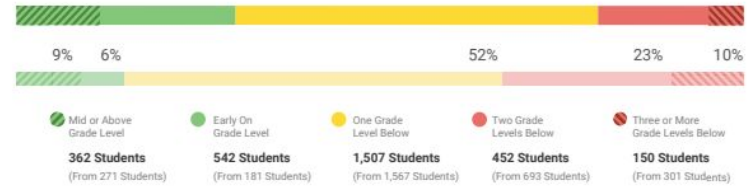
# Placement Levels

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

## What are the definitions of each of the five levels?

### Overall Placement

Students Assessed/Total: 3,013/3,013



#### ● Mid or Above Grade Level

- **Definition:** Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics or above-grade level instruction.

- **Implications for Instruction:** This level consists of students who are Mid, Late, and Above Grade Level:

- Mid Grade Level students will benefit from instruction in late on-grade level topics.
- Late Grade Level students will benefit from late on-grade level enrichment and will be ready for instruction focused on topics typically covered in the beginning of the subsequent grade level.
- Above Grade Level students in this category will benefit from above-grade level instruction.

- **Implications for Intervention:** Students likely do not need specialized intervention.

#### ● Early On Grade Level

- **Definition:** Students at this level have partially met grade-level expectations. They will benefit from continued on-grade level instruction.

- **Implications for Instruction:** These students will benefit from on-grade level instruction to help them meet the expectations of college- and career-ready standards for their grade level.

- **Implications for Intervention:** Students likely do not need specialized intervention.

#### ● One Grade Level Below

- **Definition:** Students at this level are approaching grade-level expectations. They will benefit from continued on-grade level instruction.

- **Implications for Instruction:** Students who are One Grade Level Below on their:

- Beginning-of-year Diagnostic are performing consistently with students who have just begun their academic year

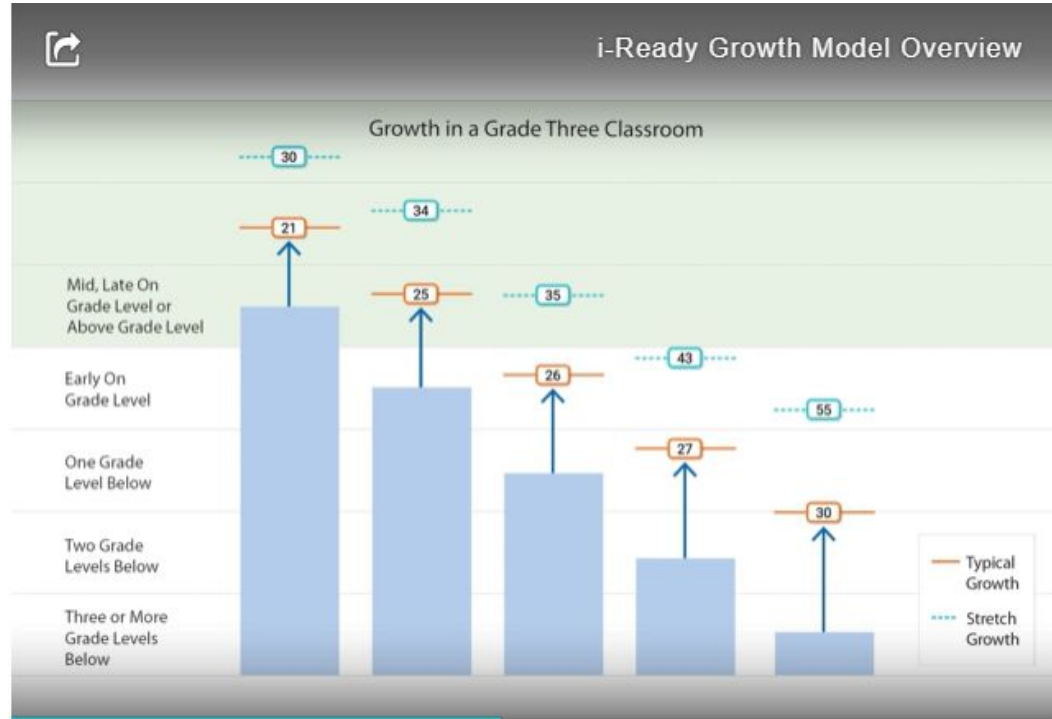
30 - Midyear or end-of-year Diagnostic may need intensive intervention

- **Implications for Intervention:** Students may benefit from review or remediation of material that is one grade

*Continued on next page*

# Growth Model

- Growth targets are unique to each student based on their diagnostic results
- [i-Ready Growth Model Overview](#) (4:30)



# Growth Measures

## Typical

- Average amount of growth we can expect a student to make by the end of the year.
- Based on the average student of the same grade level based on their initial placement level
- A yearlong measure
- We would like to see students at least 50% of the way toward typical growth at mid-year.

## Stretch

- More ambitious path to proficiency
- Stretch growth doesn't guarantee that they will get to grade level by the end of the year
- If students are below grade level, they should be at 50% stretch growth at mid-year.
- Nationally, 20-30% of students make stretch growth.

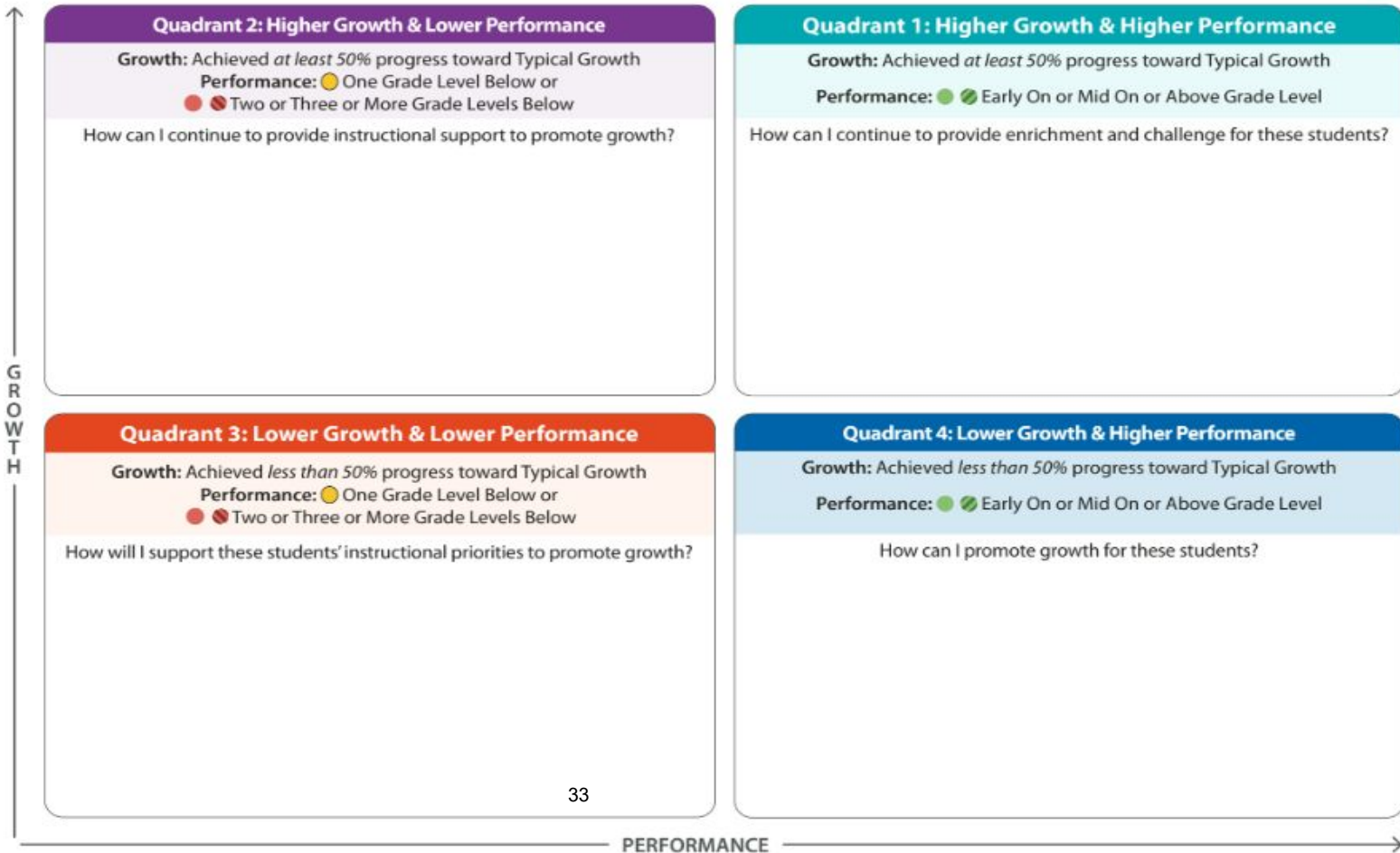
# Data Analysis Examples

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Reading  Mathematics

Median Class Progress to Annual Typical Growth: \_\_\_\_\_ %



# 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 <sup>a</sup>
At Benchmark	70–85%	Likely to Need Core Support <sup>b</sup>
Below Benchmark	40–60%	Likely to Need Strategic Support
Well Below Benchmark	10–20%	Likely to Need Intensive Support

<sup>a</sup> Some students may benefit from instruction on more advanced skills.

<sup>b</sup> 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.