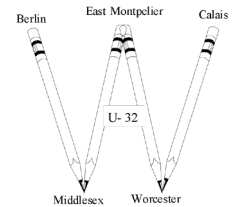


# Washington Central Unified Union School District

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

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1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761



**WCUUSD Education Quality Committee  
Meeting Agenda  
October 9, 2025  
5:00-6:30 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**

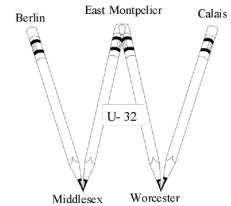
1. Call to Order
2. Approve Minutes of 9.11.25 – pg. 2
3. Discussion/Action
  - 3.1. Student Monitoring Report (Spring 2025, Part 2) - pg. 4
4. Future Agenda Items
  - 4.1. Next Meeting: November 13, 2025
5. Adjourn

# Washington Central Unified Union School District

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## WCUUSD Ed Quality Committee 9.11.25 5:00-6:30 PM In Person/Virtual WCUUSD Central Office

**Present:** Ursula Stanley, Jen Miller-Arsenault, Flor Diaz Smith, Diane Nichols-Fleming

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:02 p.m.
2. **Approve Minutes of 6.12.25:** Zach Sullivan moved to approve the minutes of June 12, 2025. Seconded by Diane Nichols-Fleming. This motion carried unanimously. Diane Nichols-Fleming asked, as an agenda item - at some point, are we going to revisit whether this meeting date/ time works for the group? Ursula Stanley stated that this is something that the Steering Committee is going to address.
3. **Discussion/Action**
  - 3.1. **Affirm Committee Goals:** Ursula Stanley had provided a document summarizing the committee goals based on previous discussions. She invited comments. Diane Nichols-Fleming asked whether bullets are easier versus narrative. Some discussion followed. Ursula Stanley suggested bringing this forward to the board (probably not at the next meeting, but the following) and allow the board to affirm the committee goals. Zach Sullivan asked whether Ed Quality should be doing something to revisit Continuous Improvement Plan to see how we are progressing toward the goals. Ursula Stanley asked to consider whether that is the work of this committee or whether it is the work of the board as a whole. Some discussion followed around data and ongoing consideration of data. Ursula Stanley took some notes as the committee discussed the work calendar and committee goals.
  - 3.2. **Spring Monitoring Report Part 1:** Jen Miller-Arsenault shared a slide deck with spring student data. She showed some of the data comparing 2024 to 2025 spring, side by side. Ursula Stanley stated that considering cohort data would be helpful to look at data longitudinally. She thinks the board would be interested in seeing this. We now have three years of the same data to consider. Some discussion followed around growth goals/ stretch growth goals for students. Discussion about how Acadience allows for more specific skills assessment. (e.g. regarding phonemic segmentation) At the next meeting the committee will

bring up more specific questions and feedback from this presentation, which will help Ursula draft the report to the board. Zach Sullivan brought up the topic of disaggregated data and the usefulness of considering this. When the data is identifiable then Executive Session is required. The committee suggested hearing from administrators who look more closely and specifically at disaggregated data - is there a trend to look for? is there a need to do a deeper dive into some of the data? Knowing that the leadership team is using data to identify opportunities and areas of need for targeted intervention. Diane Nichols-Fleming spoke about the idea of fidelity of instruction and the effect on student outcomes. Ursula Stanley posed the question: what is the length of time between implementing new instructional methods and seeing student outcomes as a result? Some discussion followed.

**4. Future Agenda Items**

**4.1. Next Meeting:** October 9, 2025

**5. Adjourn: The committee adjourned by consensus at 6:11 p.m.**

Respectfully submitted,

Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Ursula

October 2025

For our October meeting, Jen will present the Spring Data report, part 2. The slides are included in the packet. This is the meeting where we examine our disaggregated data; we also have three years' worth of data to look back on. All of that to say this slide presentation is big. If you have a chance to review before the meeting, that would be very helpful.

We will focus on the successes we see, the challenges we face, and the areas where we still need improvement. We will discuss changes that have been implemented - we have heard many of these as a committee and as a full board. I will be collecting comments and ideas on what to include in our full report to the board.

# Monitoring Student Achievement, Spring 2024 Data, Part 2

Education Quality Committee  
October 9, 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

-  Literacy
-  Math Content & Practices
-  Physical Education & Health
-  Global Citizenship
-  Artistic Expression
-  Financial Literacy
-  Scientific Inquiry & Content Knowledge

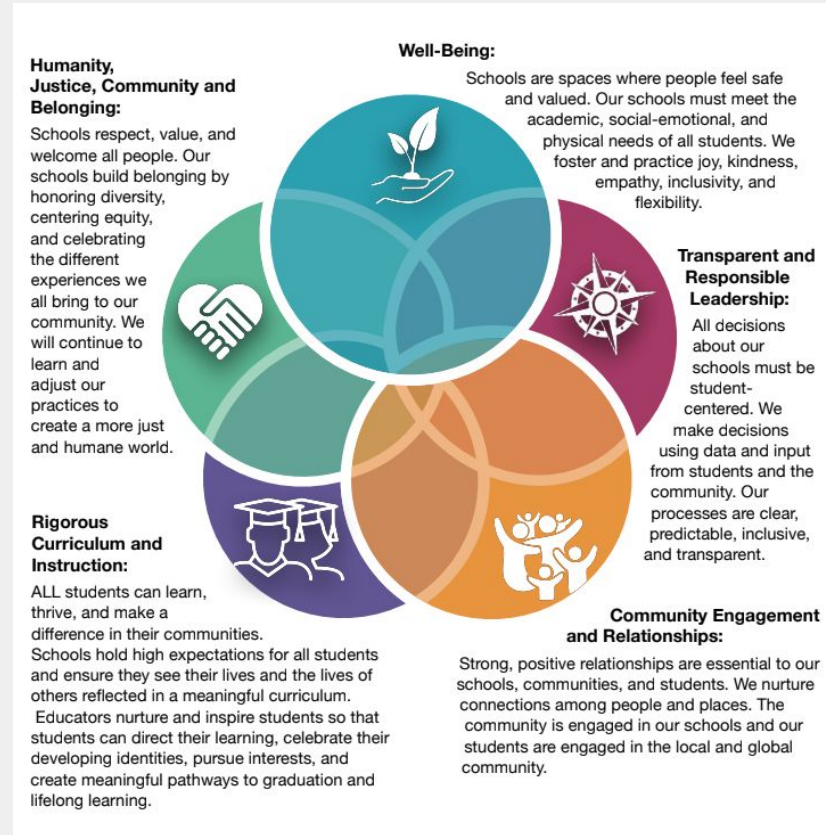
### TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long learning and success

-  Creative & Practical Problem Solving
-  Working Independently & Collaboratively
-  Informed, Integrated & Critical Thinking
-  Effective & Expressive Communication
-  Engaged Citizenship
-  Self-Awareness & Self-Direction

# Education Quality Committee Reflection

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



# 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

# i-Ready Math Performance and Growth Grades K/1-8, Spring 2023, 2024, and 2025

EQS

## Spring 2023

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

### Progress to Annual Typical Growth (Median)



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



## Spring 2024

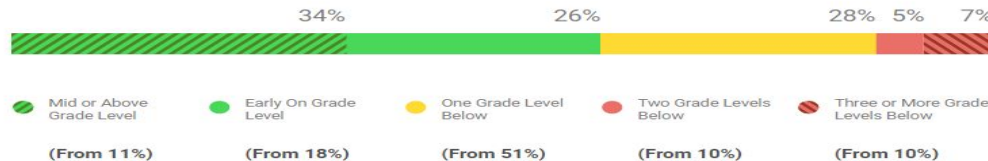
Students Assessed/Total: **788/803**

### 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.

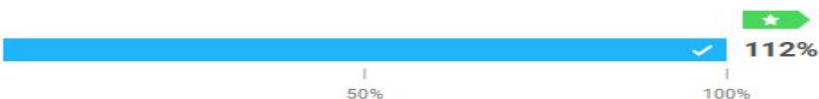
### Current Placement Distribution



## Spring 2025

Students Assessed/Total: **743/765**

### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 112%. Typical

### Current Placement Distribution

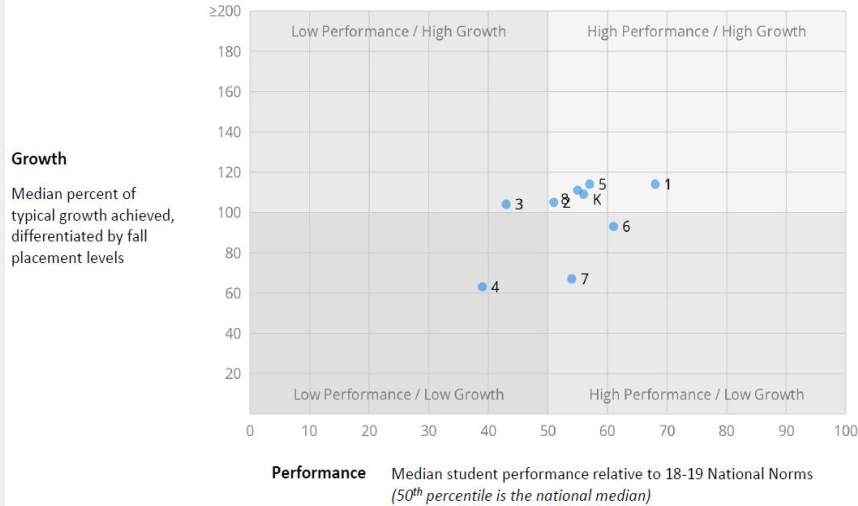


# i-Ready Math Diagnostic, Spring 2024 and 2025

## Spring 2024 Results

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

Comparison of Median Student Performance and Median Percent of Typical Growth



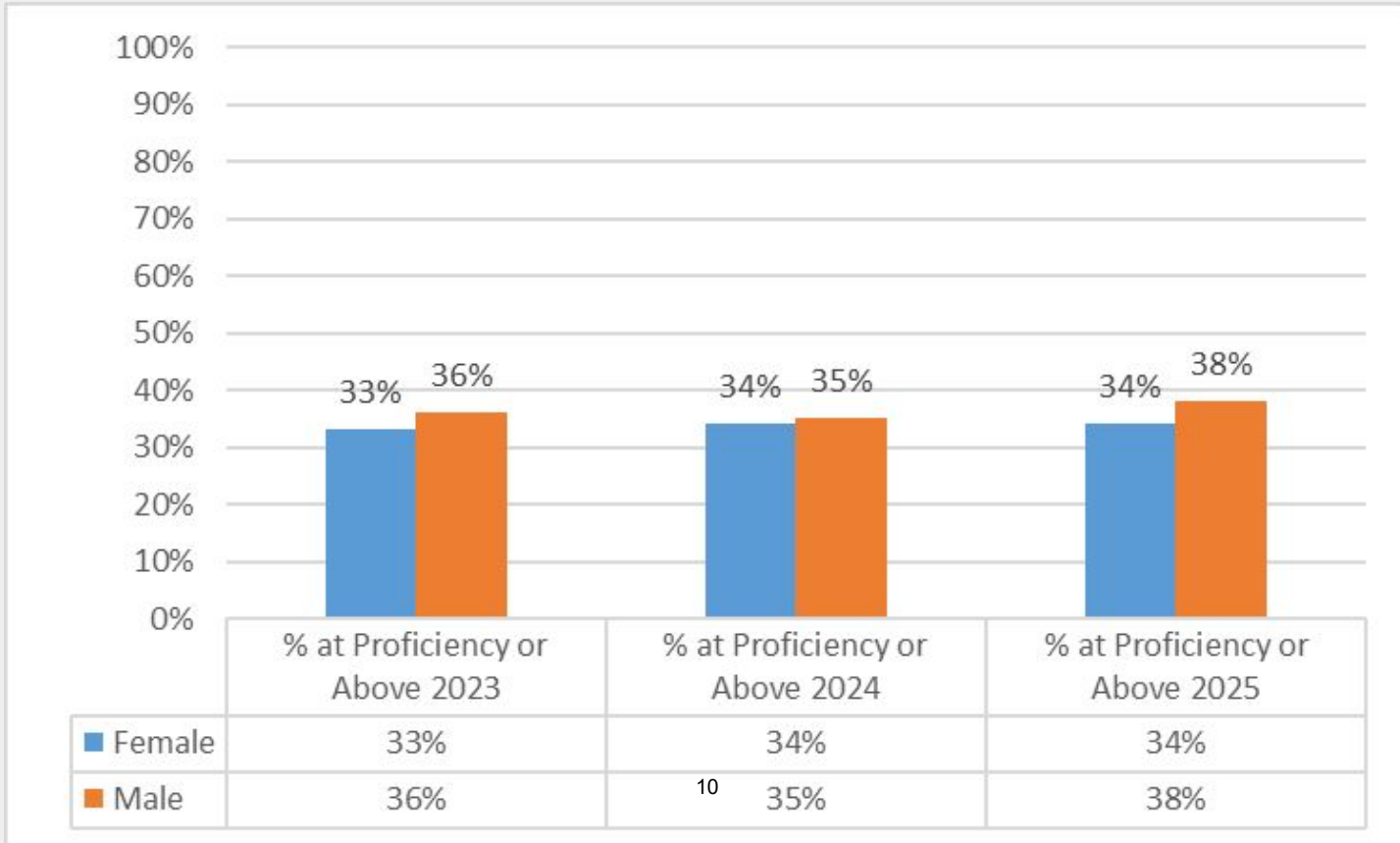
## Spring 2025 Results

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

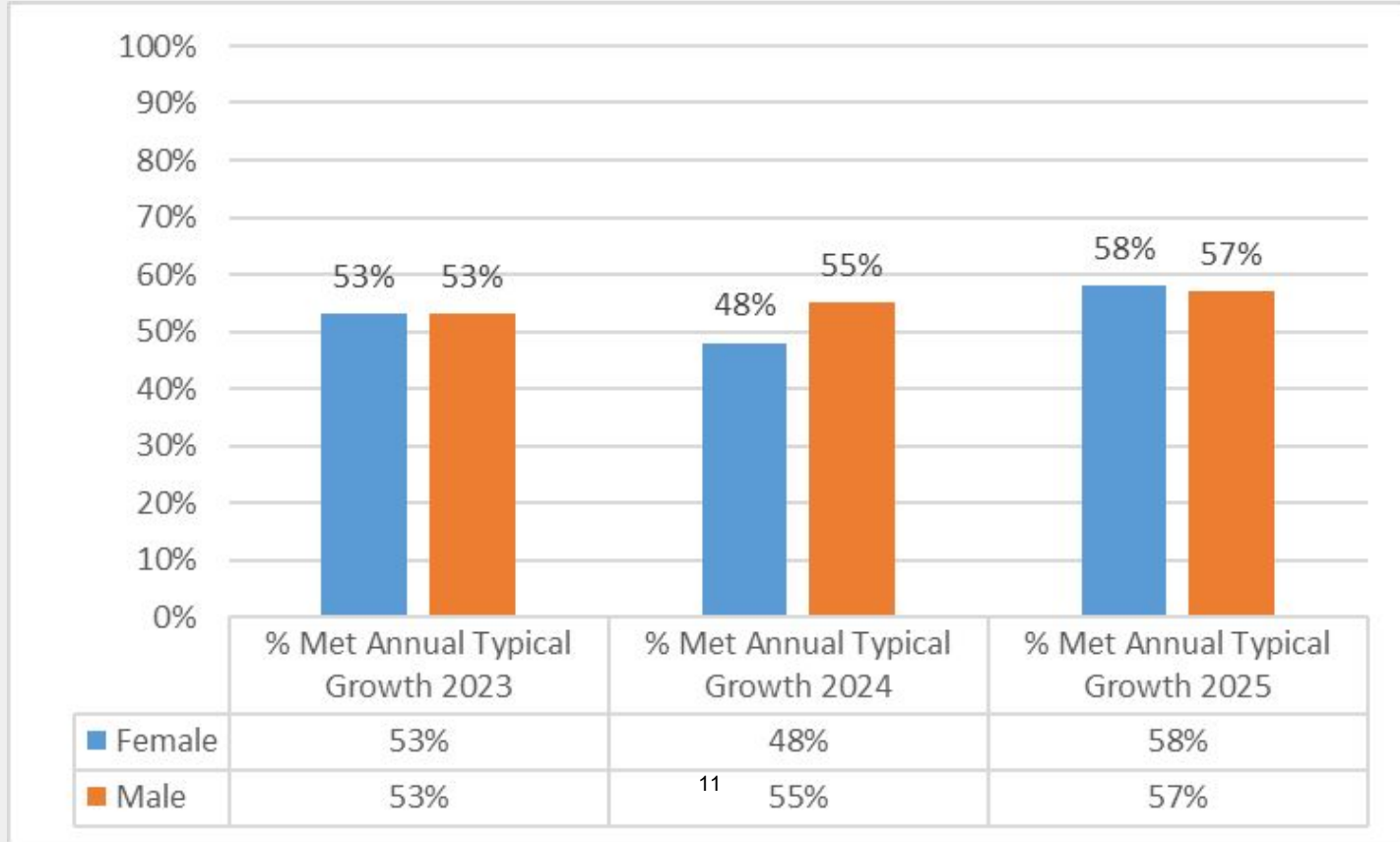
Comparison of Median Student Performance and Median Percent of Typical Growth



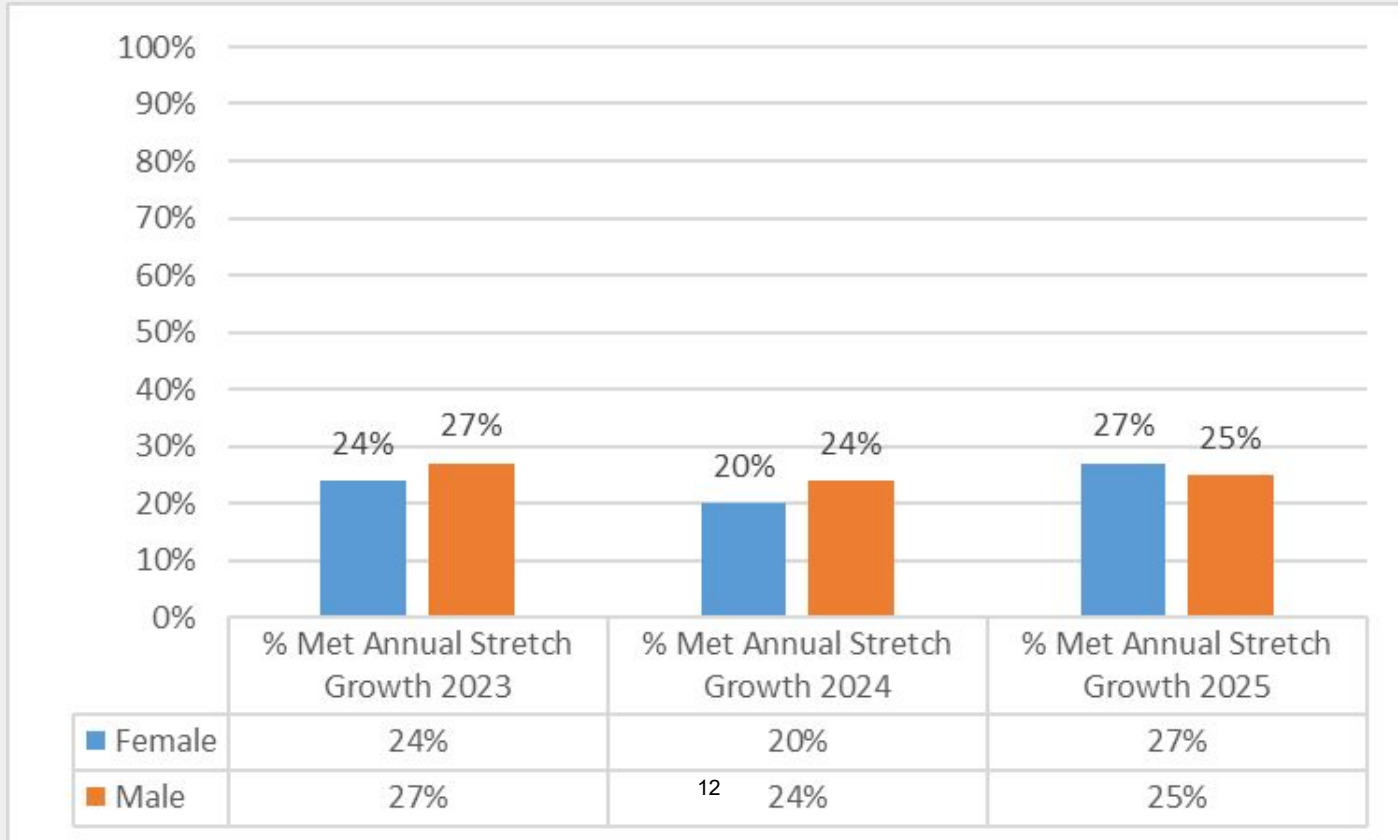
# i-Ready **Math** Performance Data by **Gender** Spring 2023, 2024, and 2025



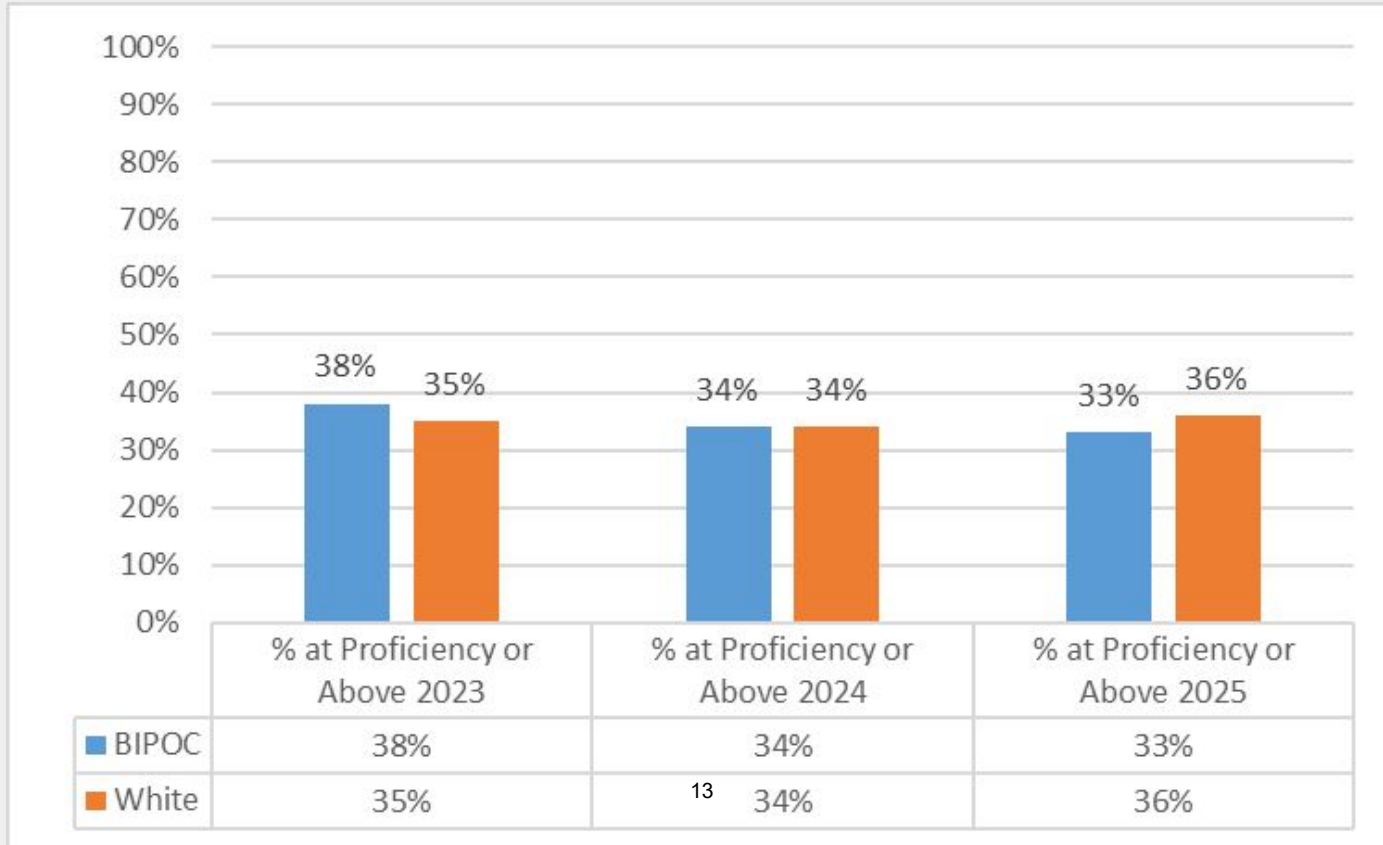
# i-Ready **Math** Typical Growth Data by **Gender** Spring 2023, 2024, and 2025



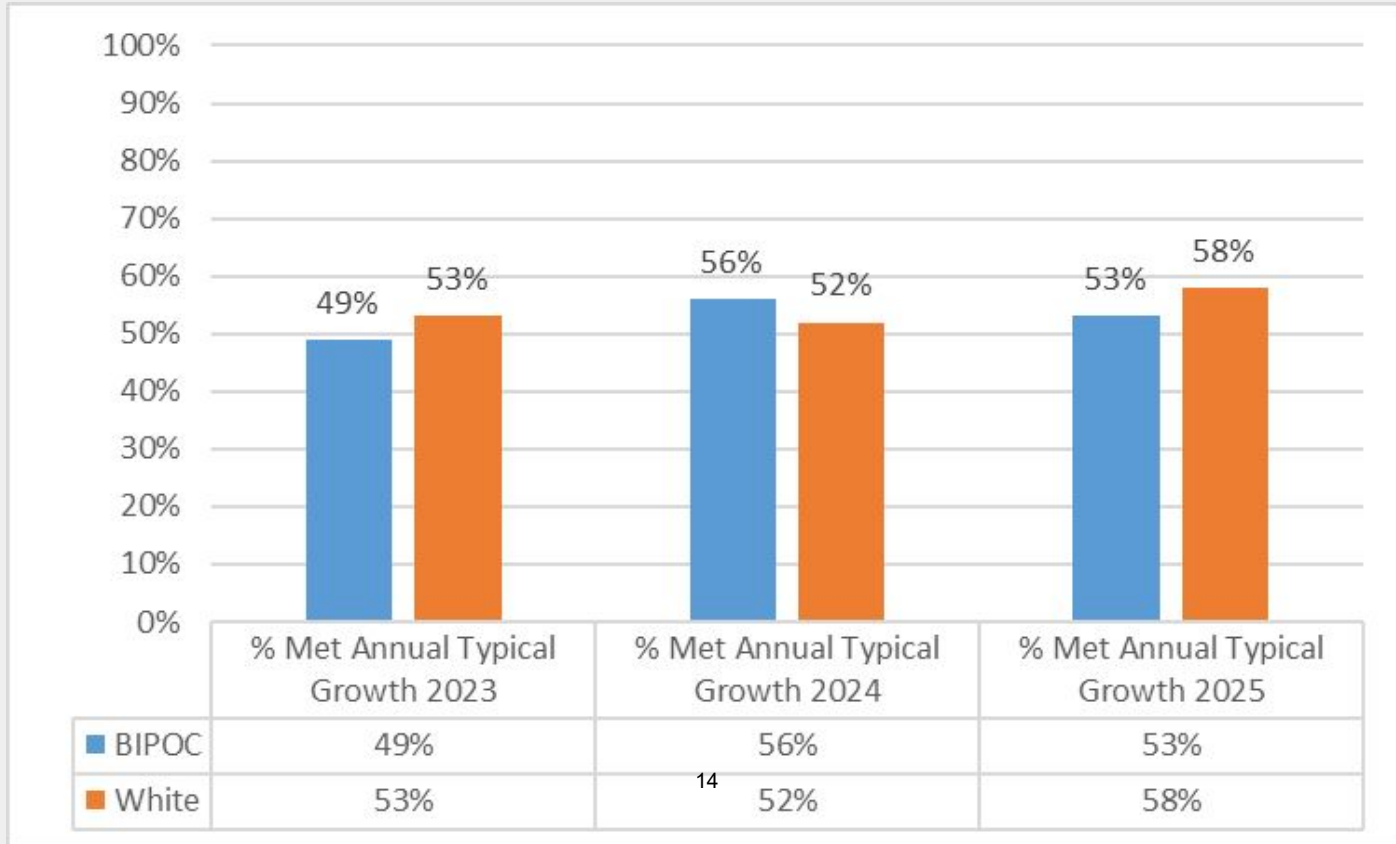
# i-Ready **Math** Stretch Growth Data by **Gender** Spring 2023, 2024, and 2025



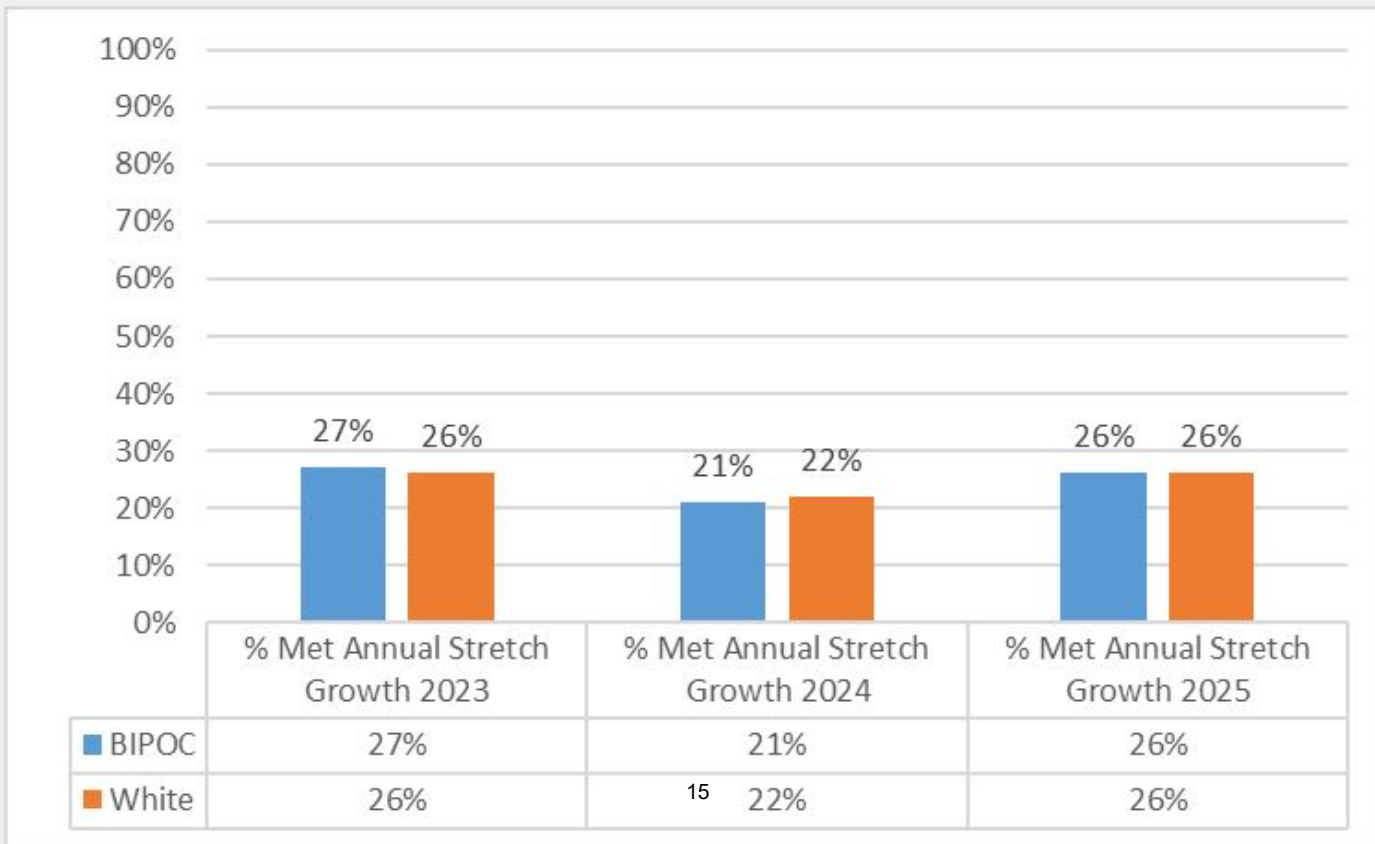
# i-Ready **Math** Performance Data by **Race/Ethnicity** Spring 2023, 2024, and 2025



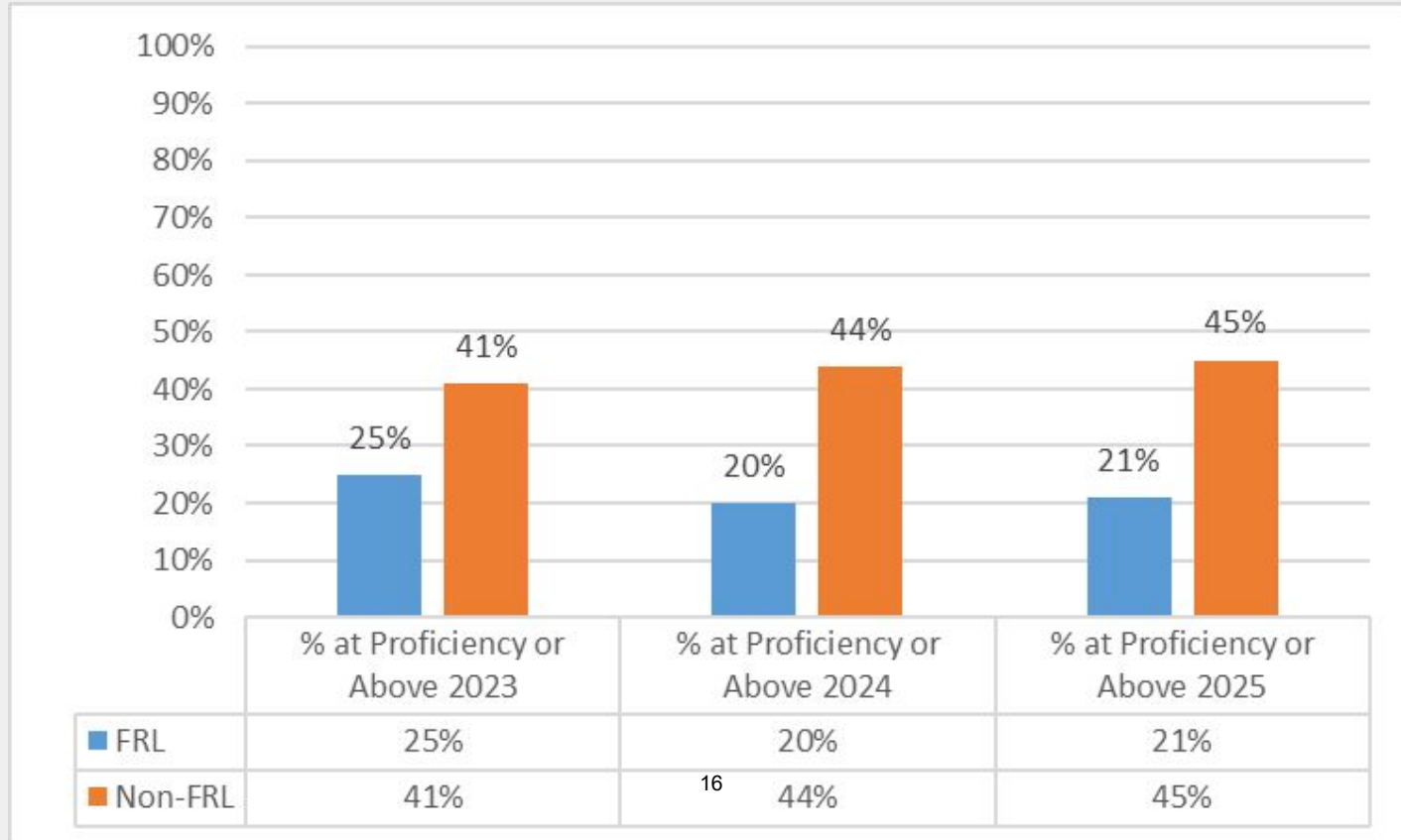
# i-Ready **Math** Typical Growth Data by **Race/Ethnicity** Spring 2023, 2024, and 2025



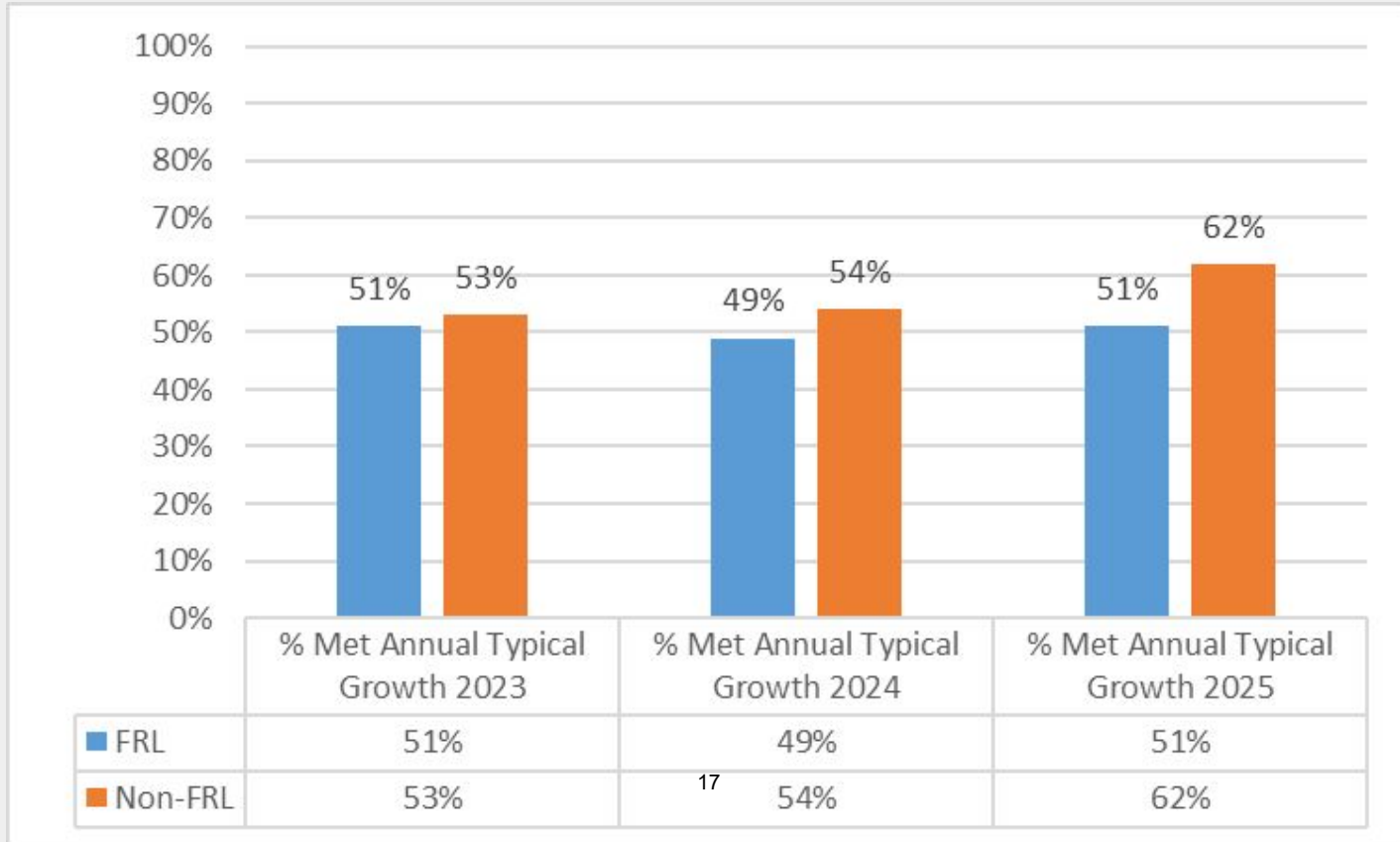
# i-Ready **Math** Stretch Growth Data by **Race/Ethnicity** Spring 2023, 2024, and 2025



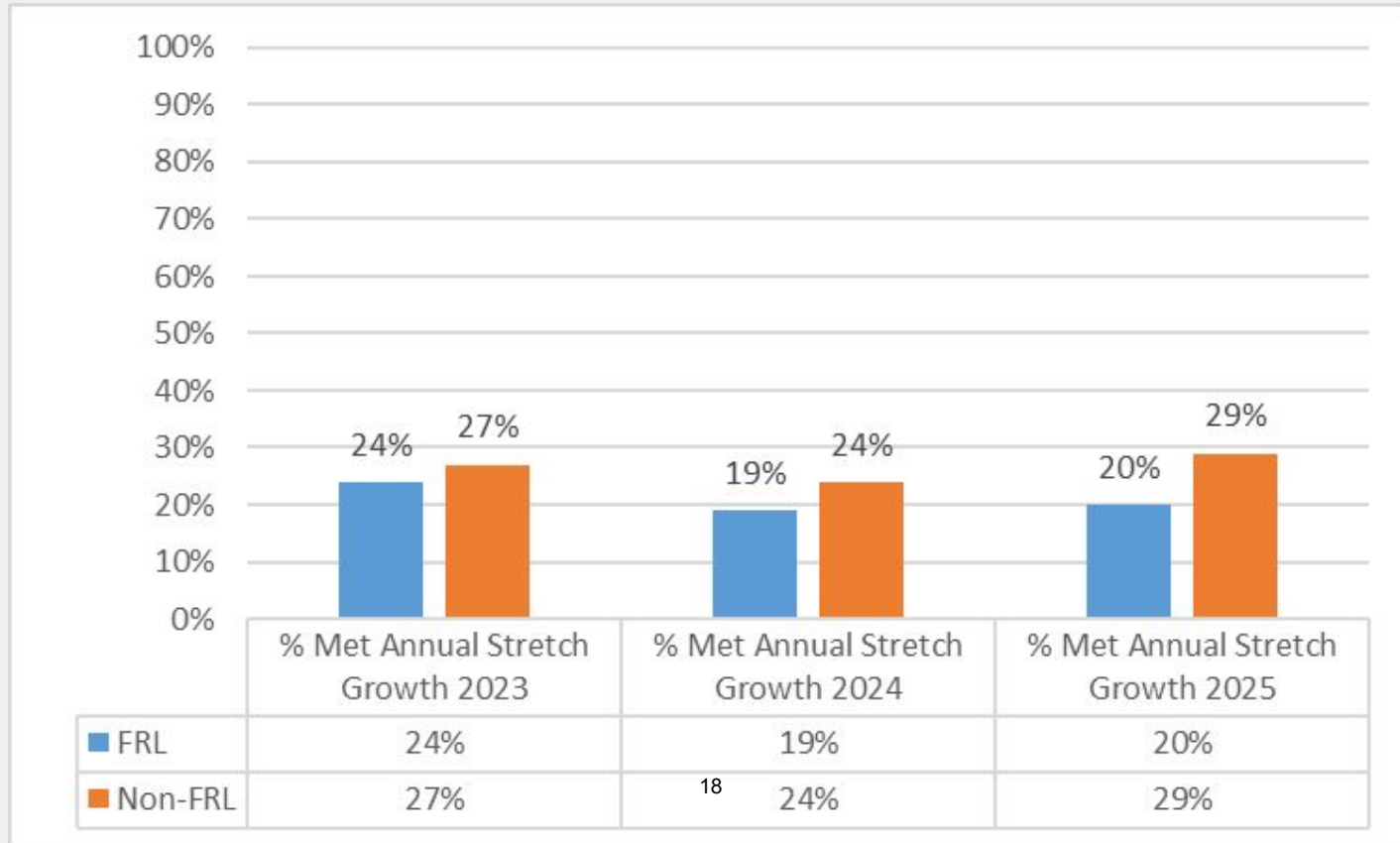
# i-Ready **Math** Performance Data by **FRL Eligibility** Spring 2023, 2024, and 2025



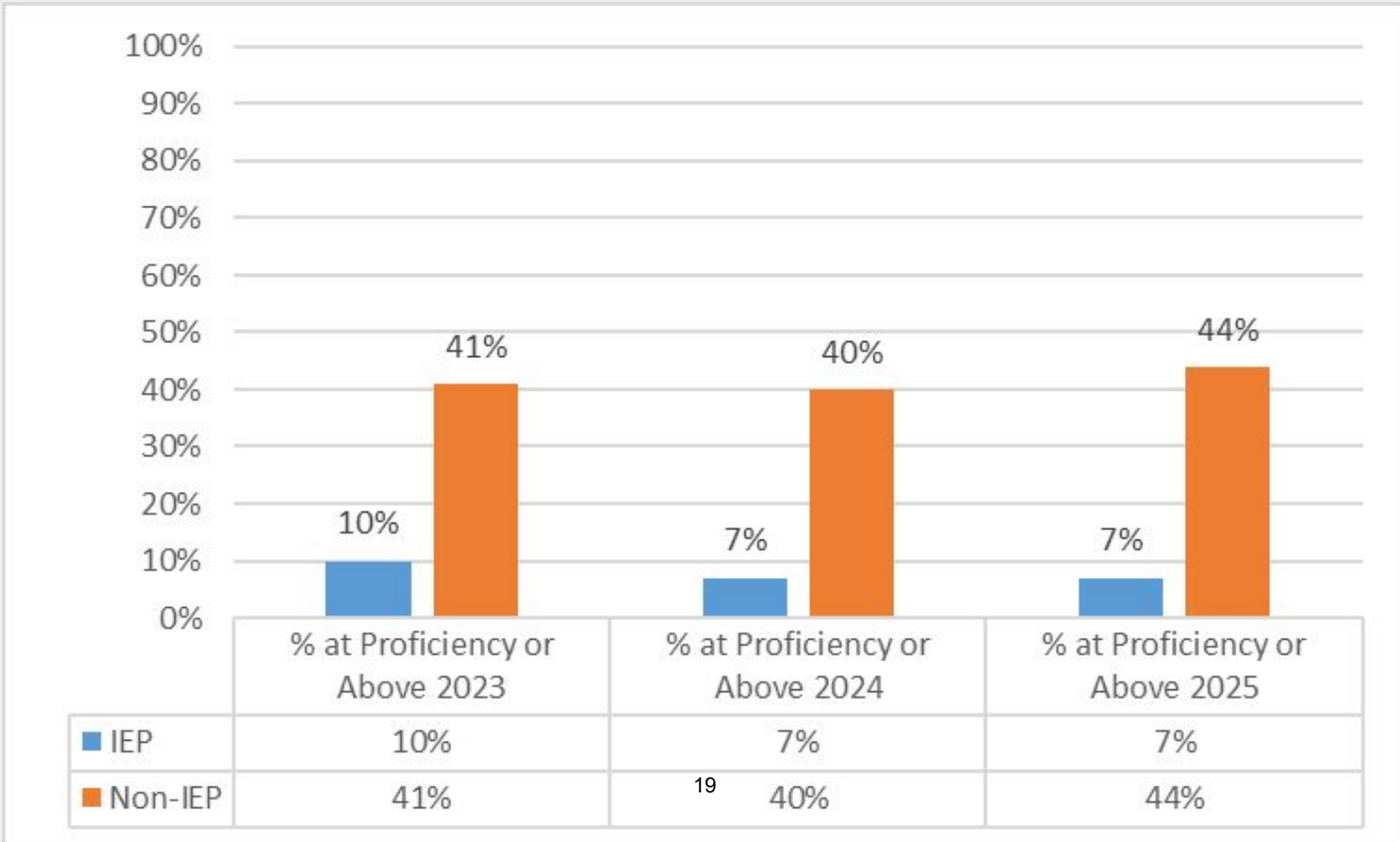
# i-Ready **Math** Typical Growth Data by **FRL Eligibility** Spring 2023, 2024, and 2025



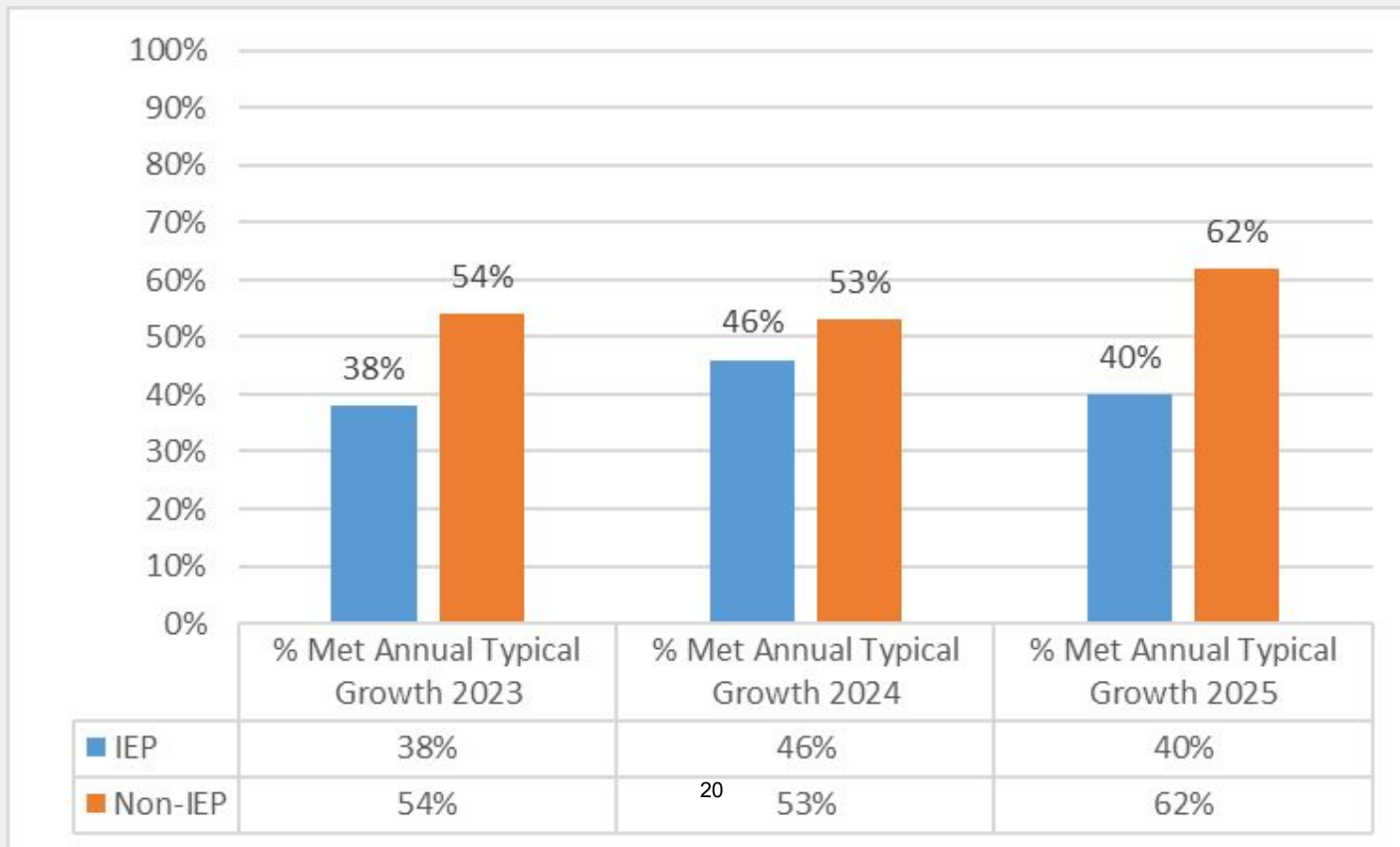
# i-Ready **Math** Stretch Growth Data by **FRL Eligibility** Spring 2023, 2024, and 2025



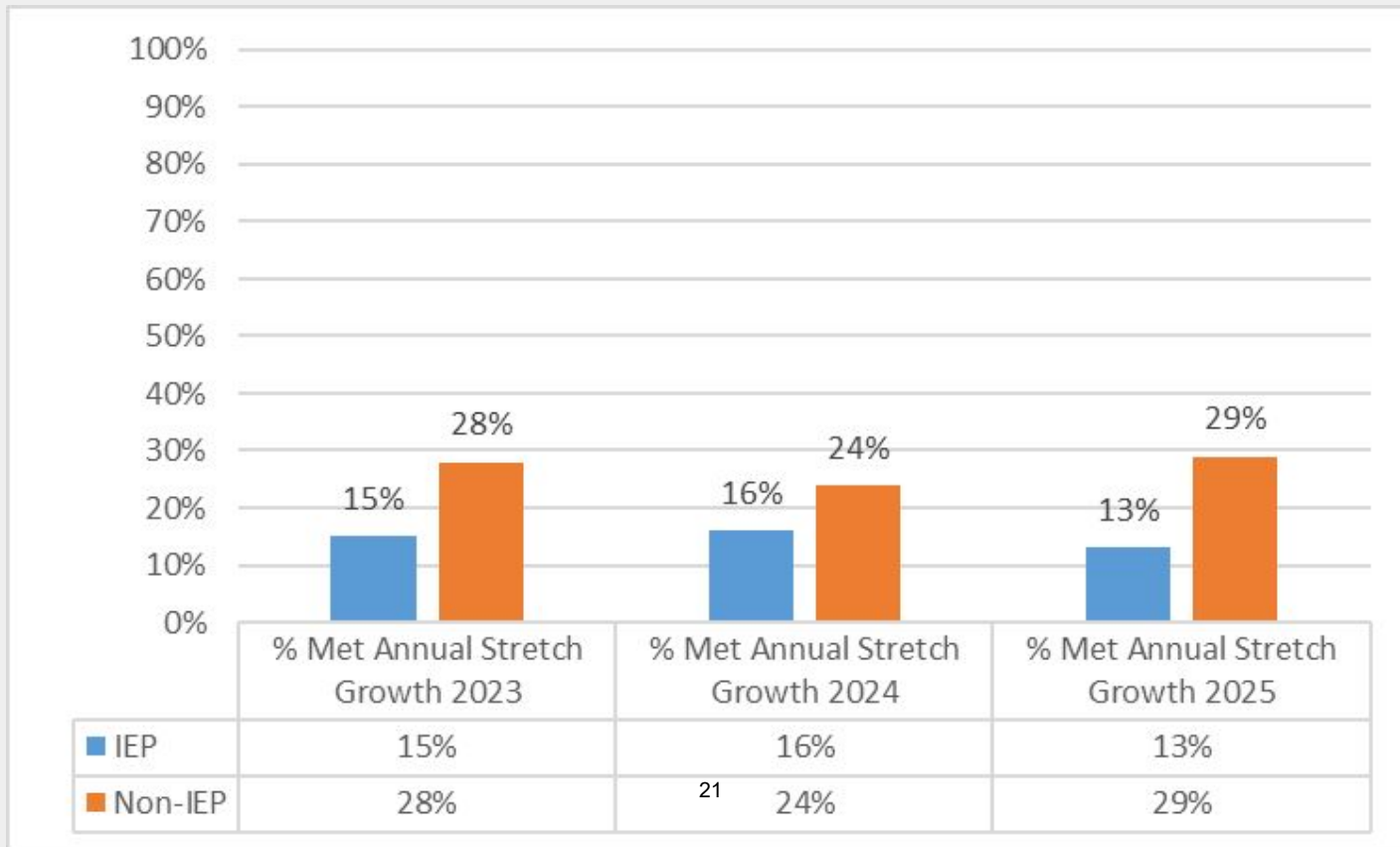
# i-Ready **Math** Performance Data by **IEP Eligibility** Spring 2023, 2024, and 2025



# i-Ready **Math** Typical Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025



# i-Ready **Math** Stretch Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025



# i-Ready Reading Performance and Growth Grades K/1-8, Spring 2023, 2024, and 2025

## Spring 2023

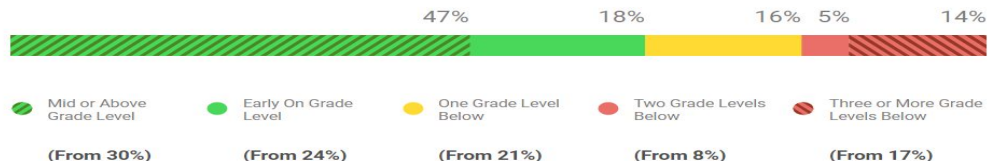
Students Assessed/Total: **538/807**

### Progress to Annual Typical Growth (Median)



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



## Spring 2024

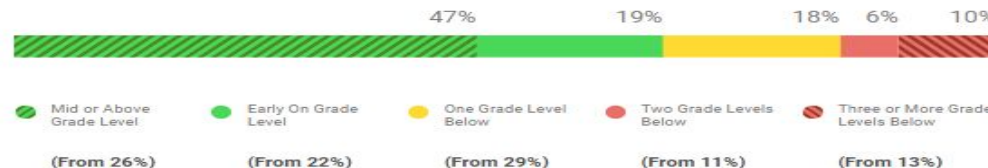
Students Assessed/Total: **661/803**

### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 126%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### Current Placement Distribution



## Spring 2025

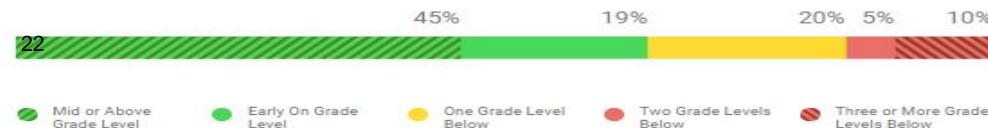
Students Assessed/Total: **625/765**

### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 135%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### Current Placement Distribution

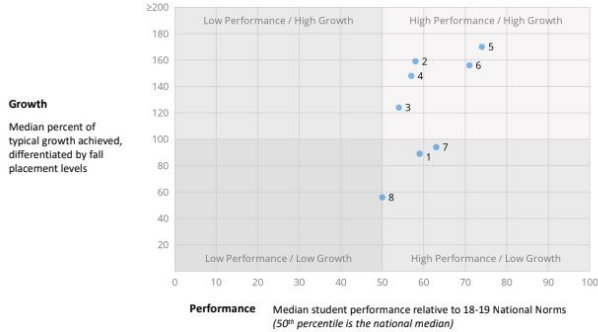


# i-Ready Reading Diagnostic, Spring 2024 and Spring 2025

## Spring 2024

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

Comparison of Median Student Performance and Median Percent of Typical Growth

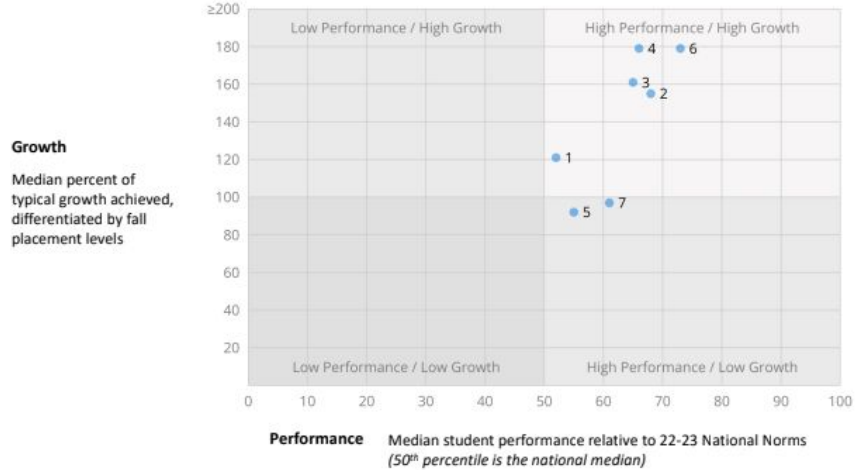


Reading

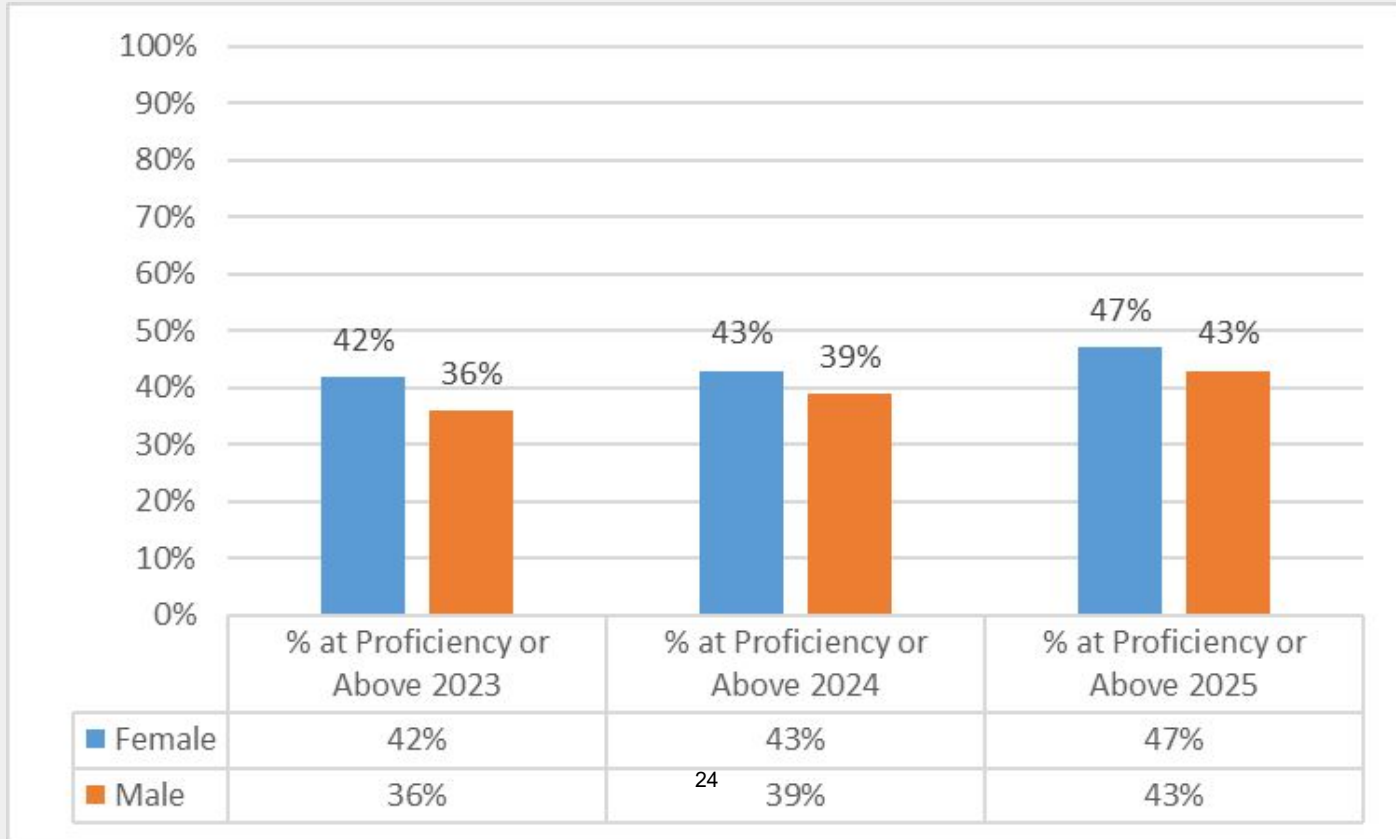
## Spring 2025

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

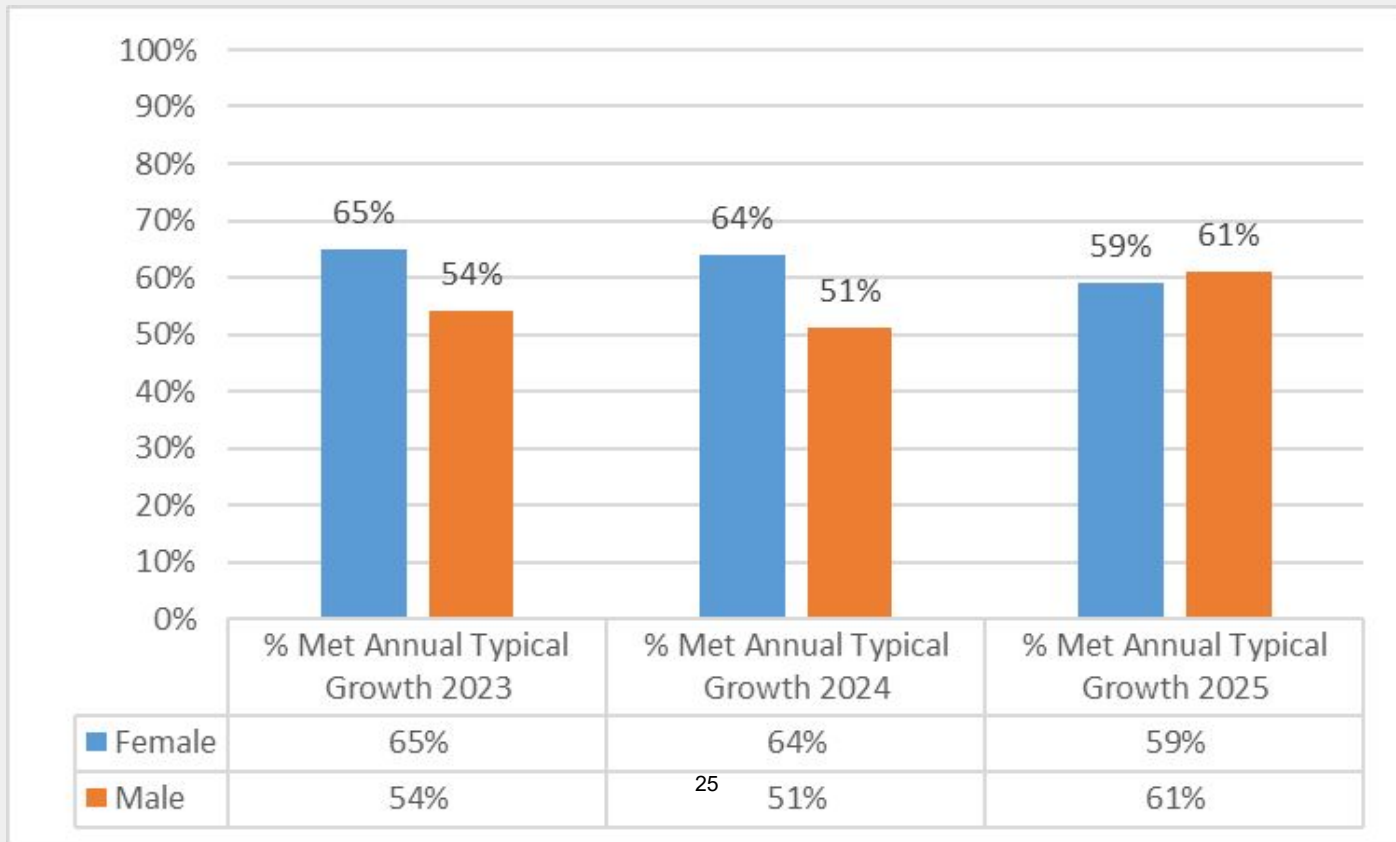
Comparison of Median Student Performance and Median Percent of Typical Growth



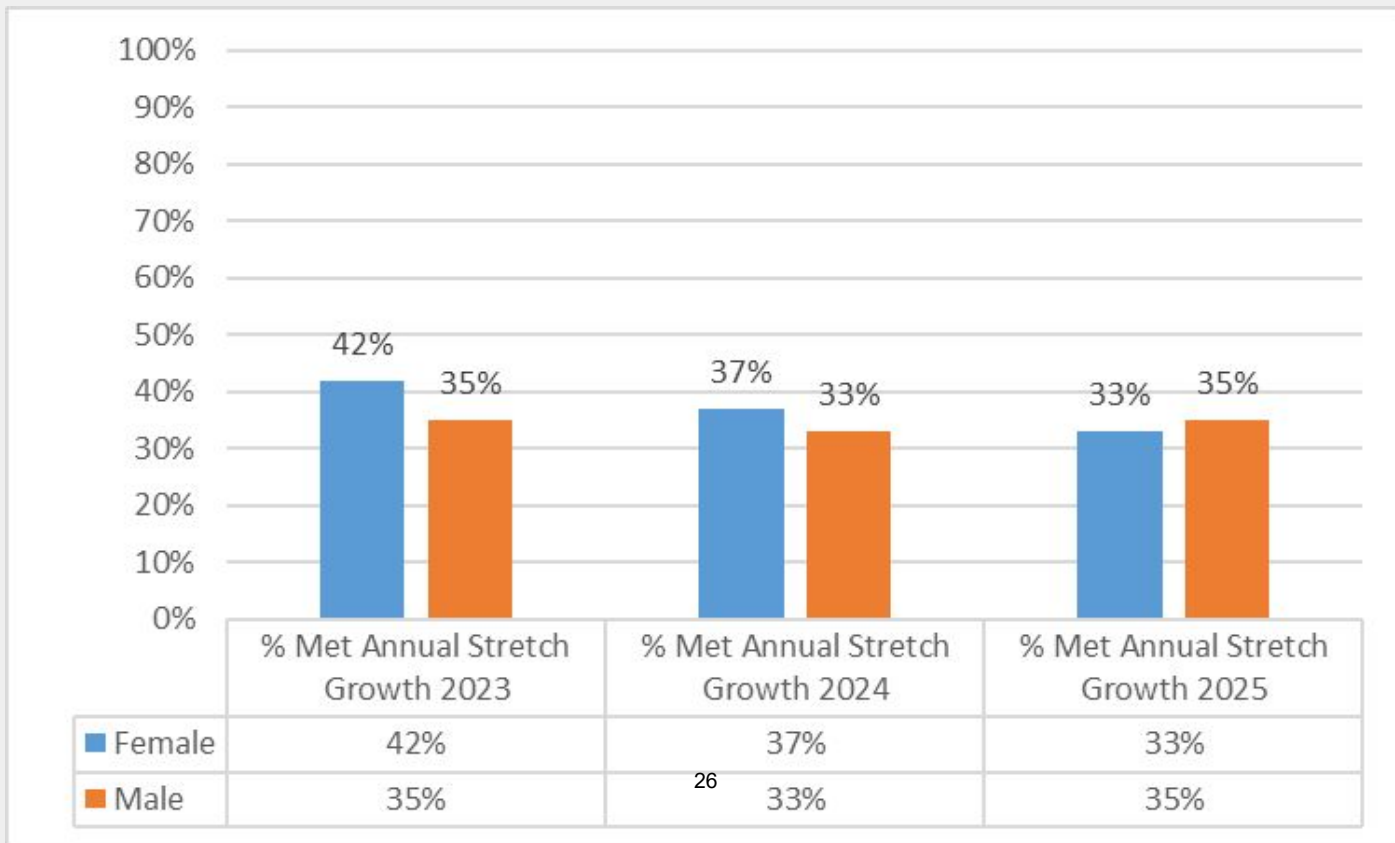
# i-Ready **Reading** Performance Data by **Gender** Spring 2023, 2024, and 2025



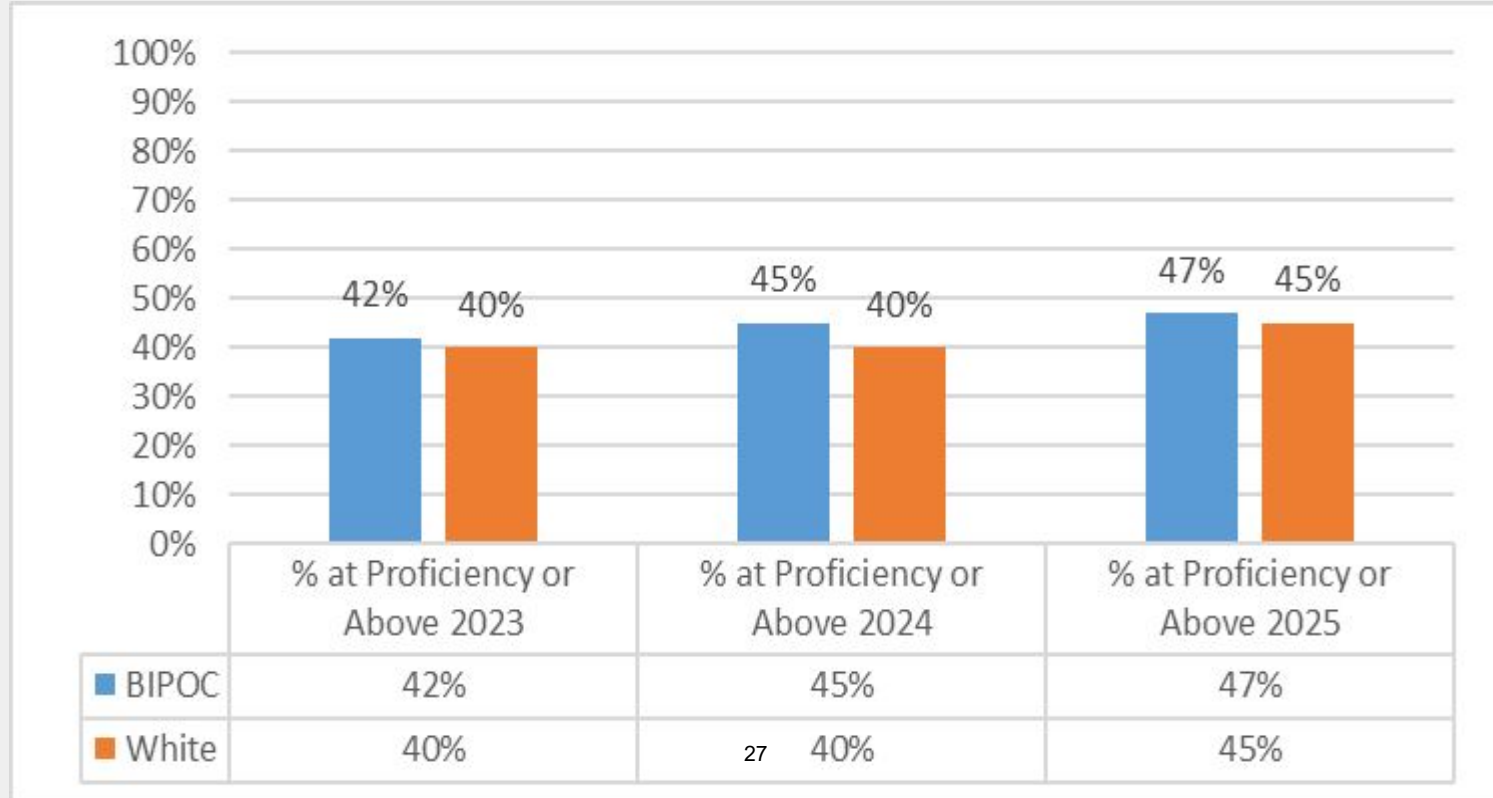
# i-Ready **Reading** Typical Growth Data by **Gender** Spring 2023, 2024, and 2025



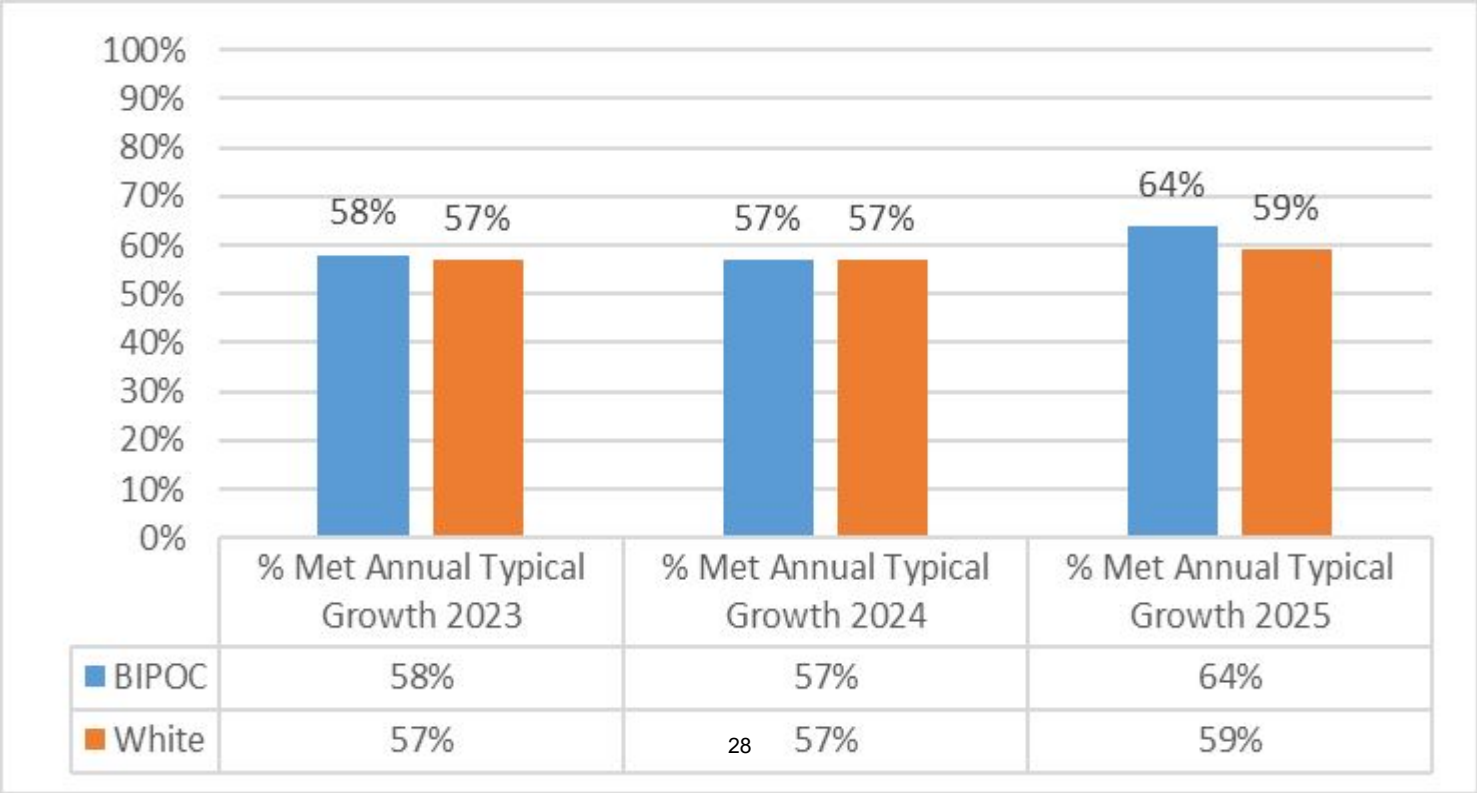
# i-Ready **Reading** Stretch Growth Data by **Gender** Spring 2023, 2024, and 2025



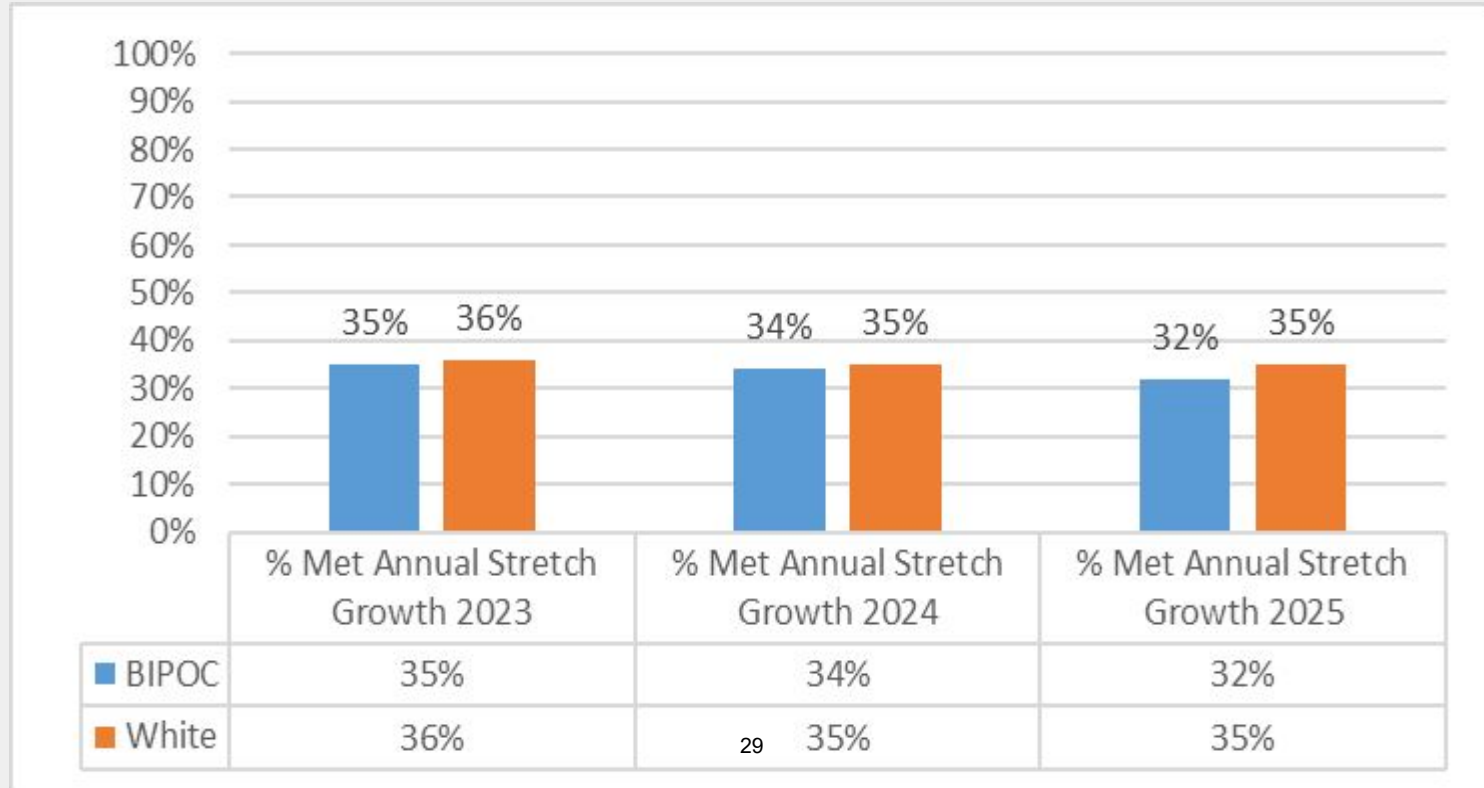
# i-Ready **Reading** Performance Data by **Race/Ethnicity** Spring 2023, 2024, and 2025



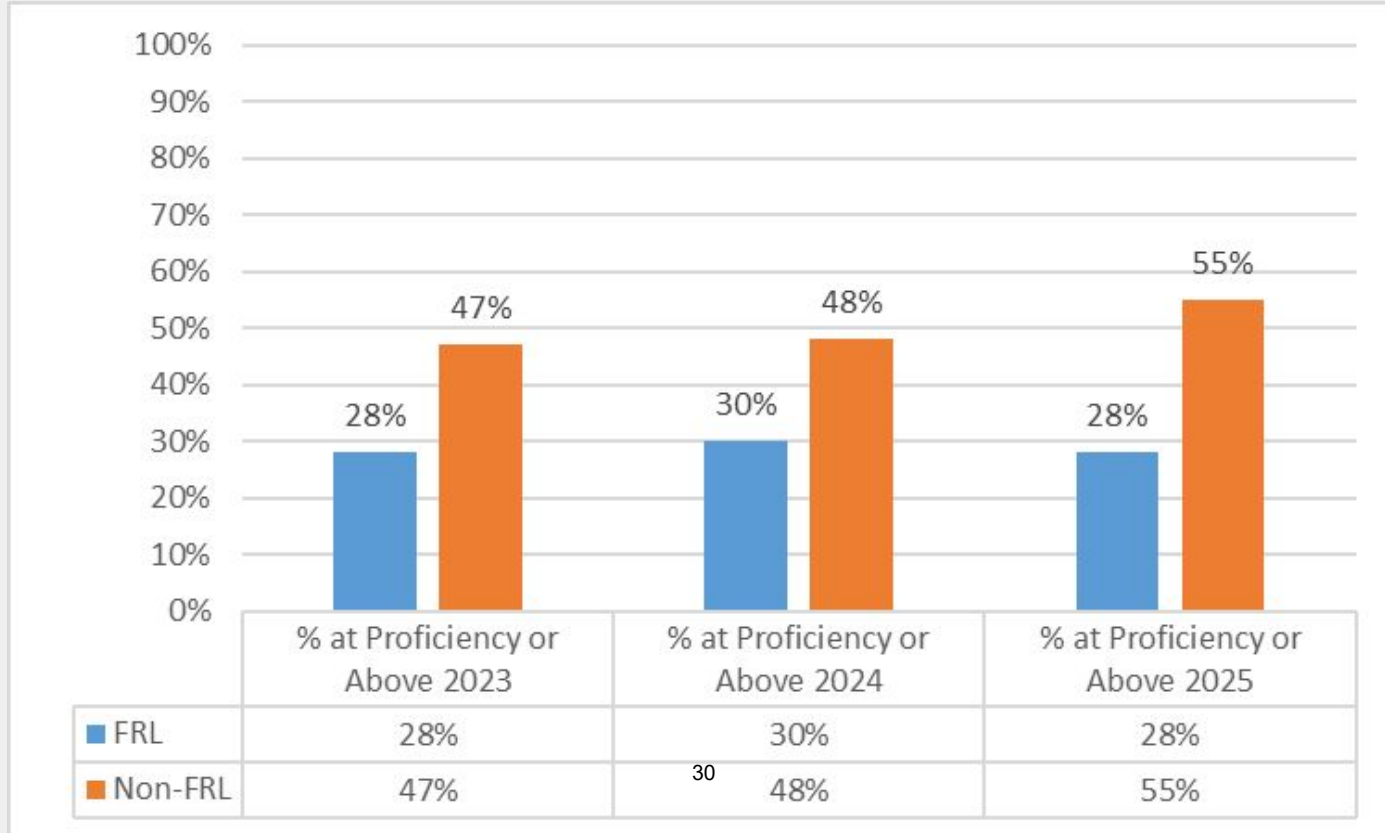
# i-Ready **Reading** Typical Growth Data by **Race/Ethnicity** Spring 2023, 2024, and 2025



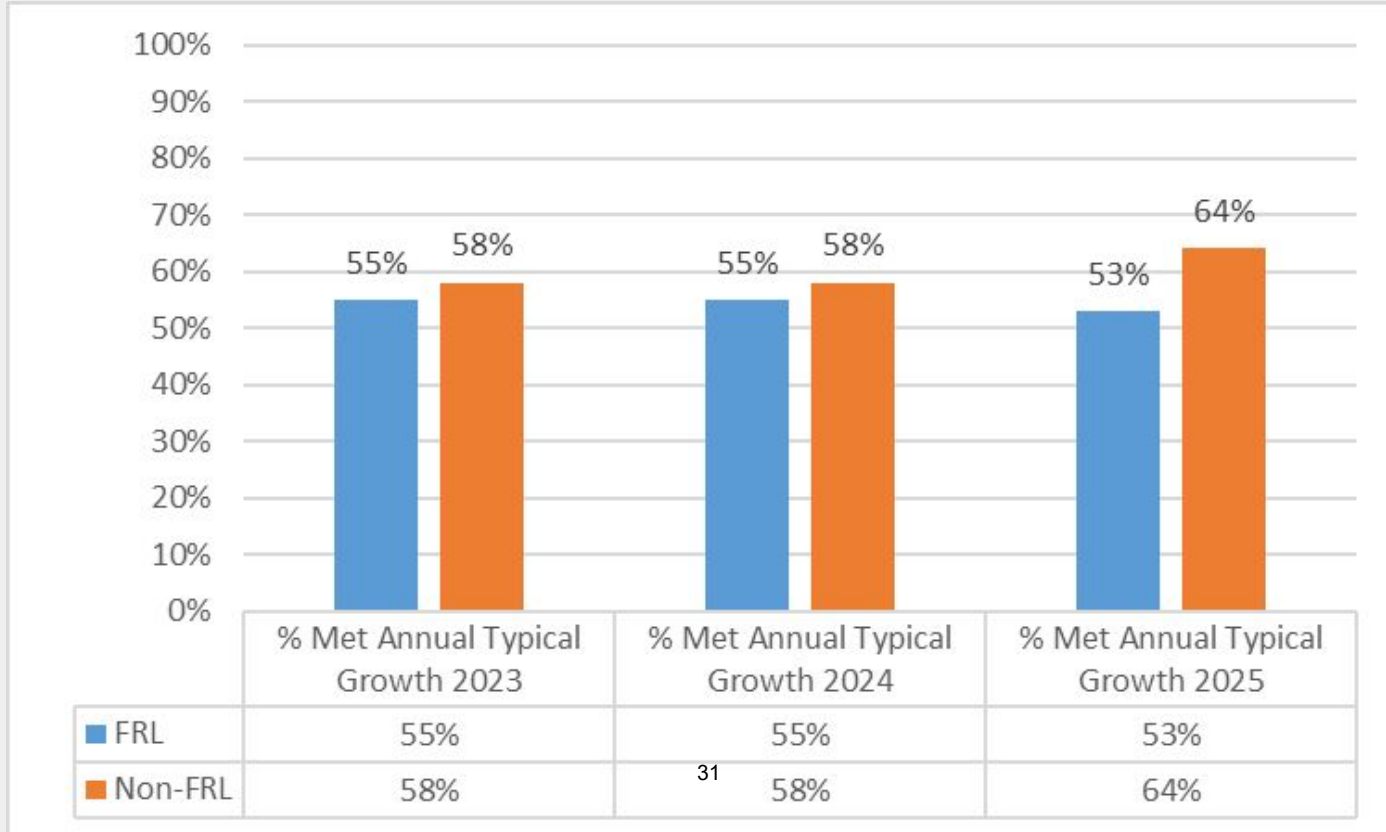
# i-Ready **Reading** Stretch Growth Data by **Race/Ethnicity** Spring 2023, 2024, and 2025



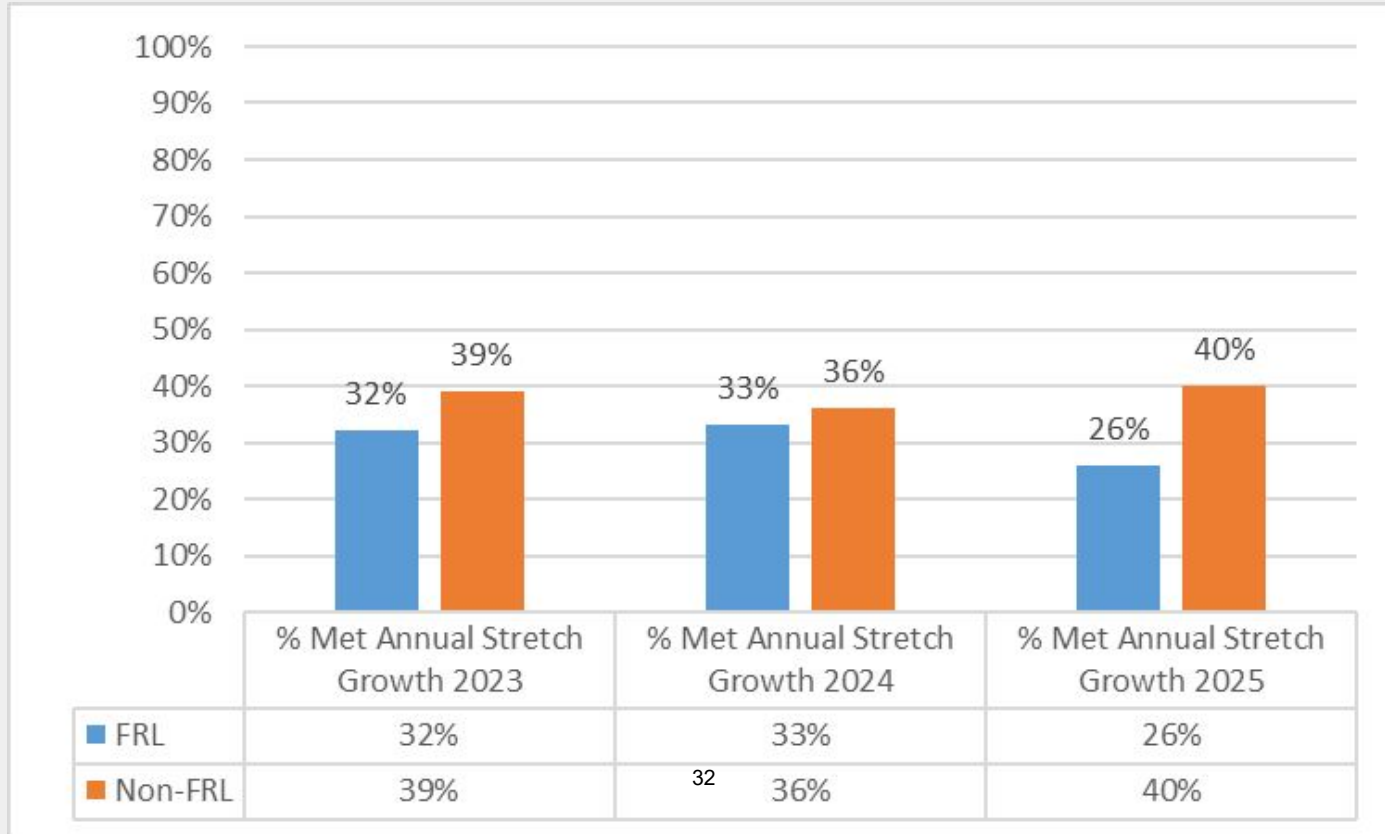
# i-Ready **Reading** Performance Data by **FRL Eligibility** Spring 2023, 2024 and 2025



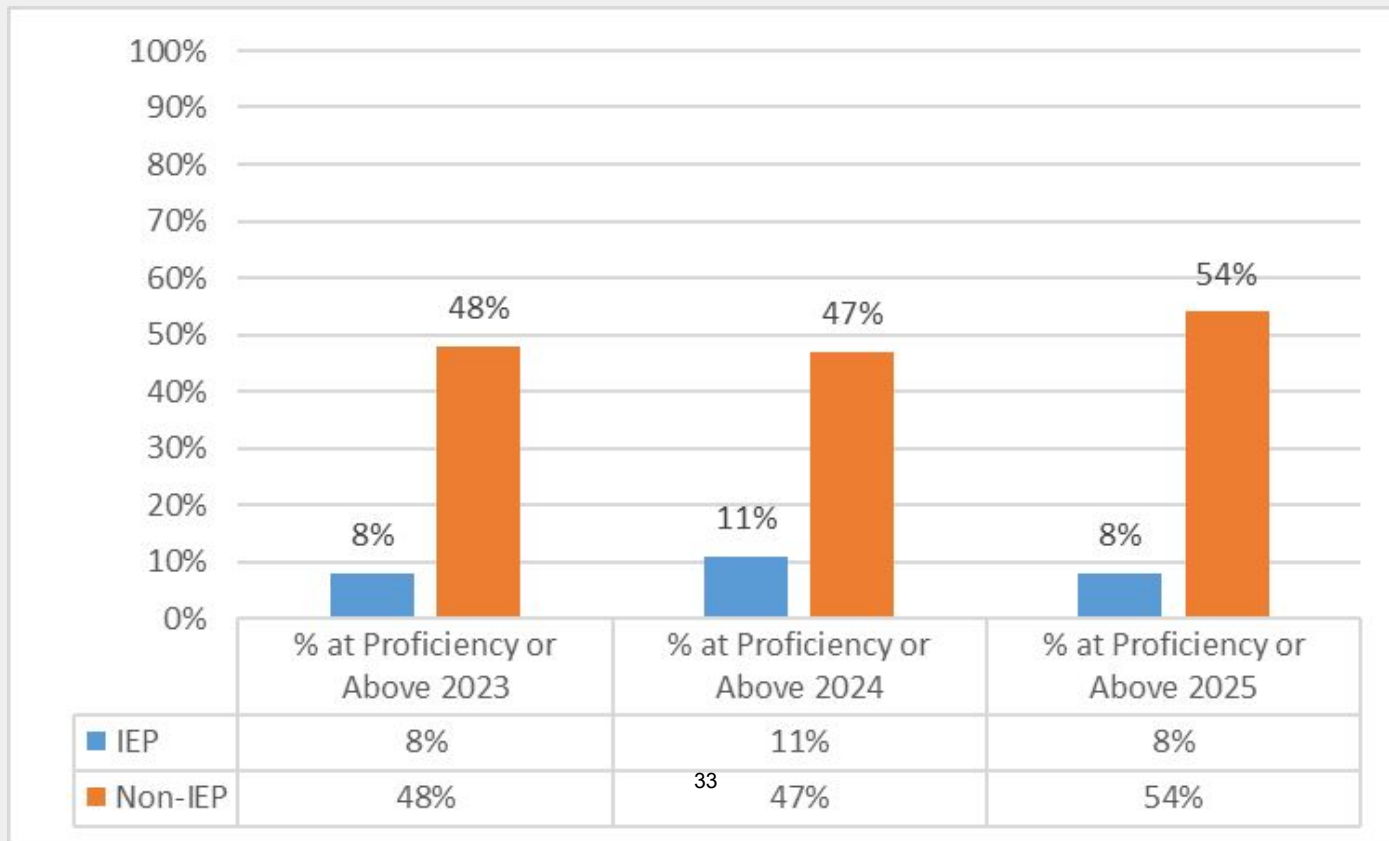
# i-Ready **Reading** Typical Growth Data by **FRL Eligibility** Spring 2023, 2024 and 2025



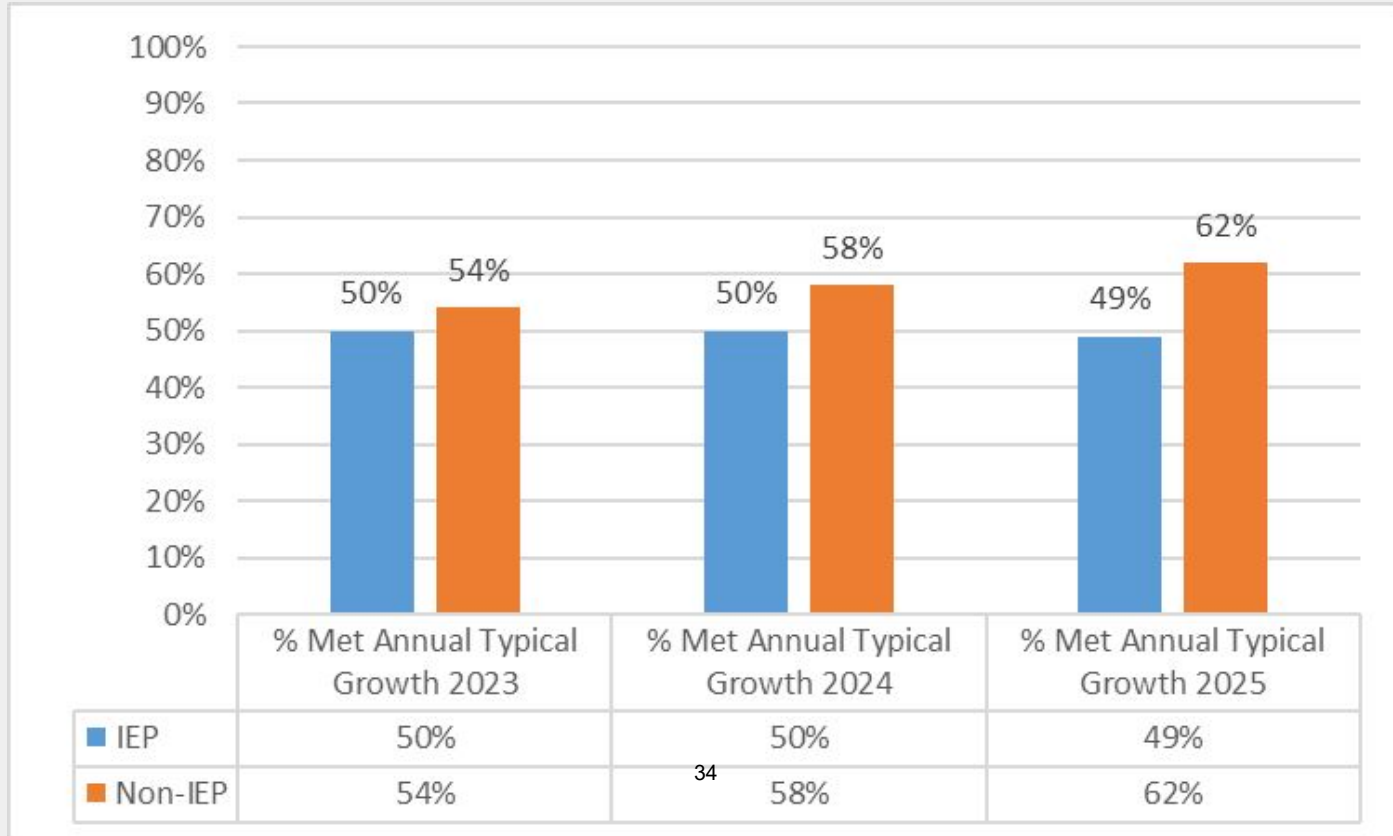
# i-Ready **Reading** Stretch Growth Data by **FRL Eligibility** Spring 2023, 2024 and 2025



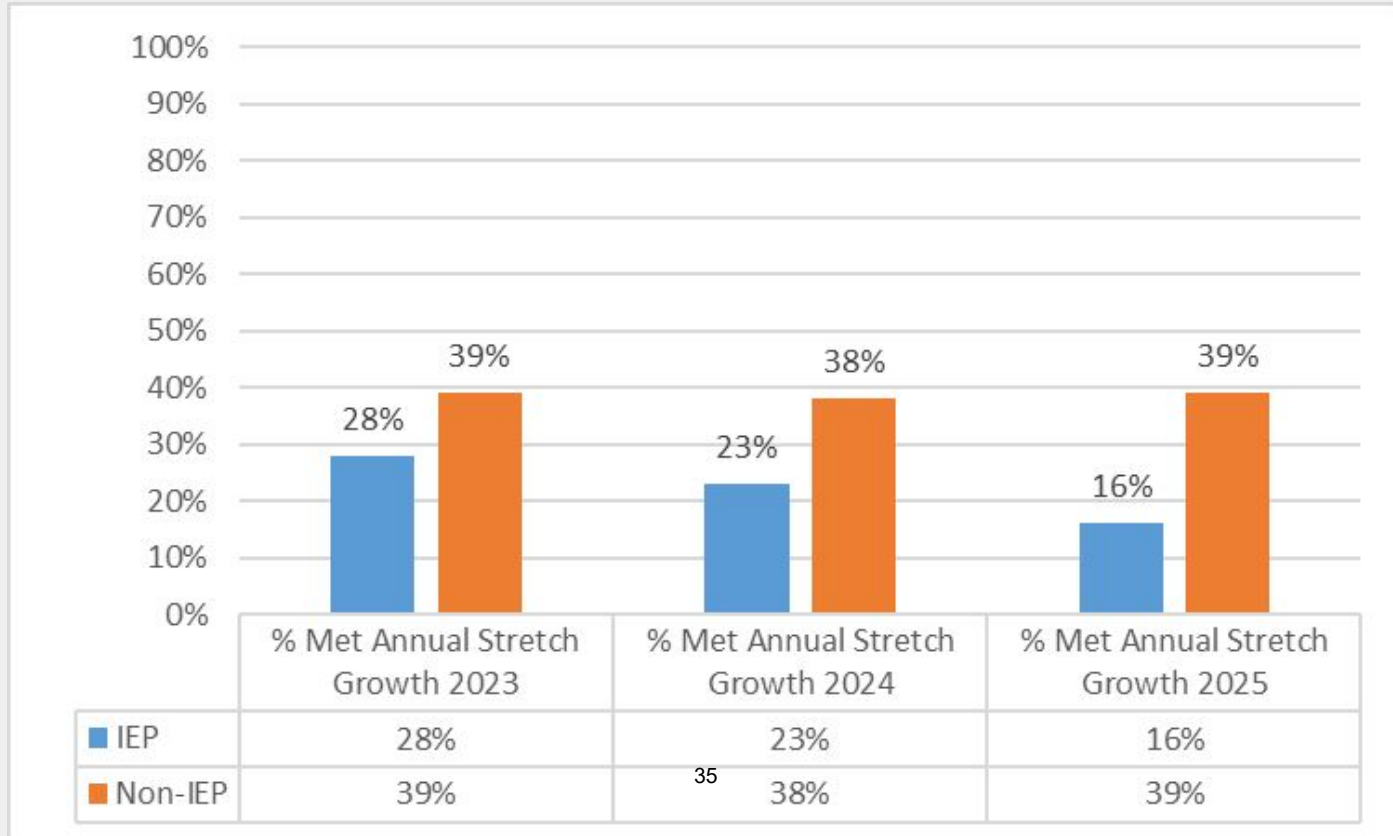
# i-Ready **Reading** Performance Data by **IEP Eligibility** Spring 2023, 2024, and 2025



# i-Ready **Reading** Typical Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025

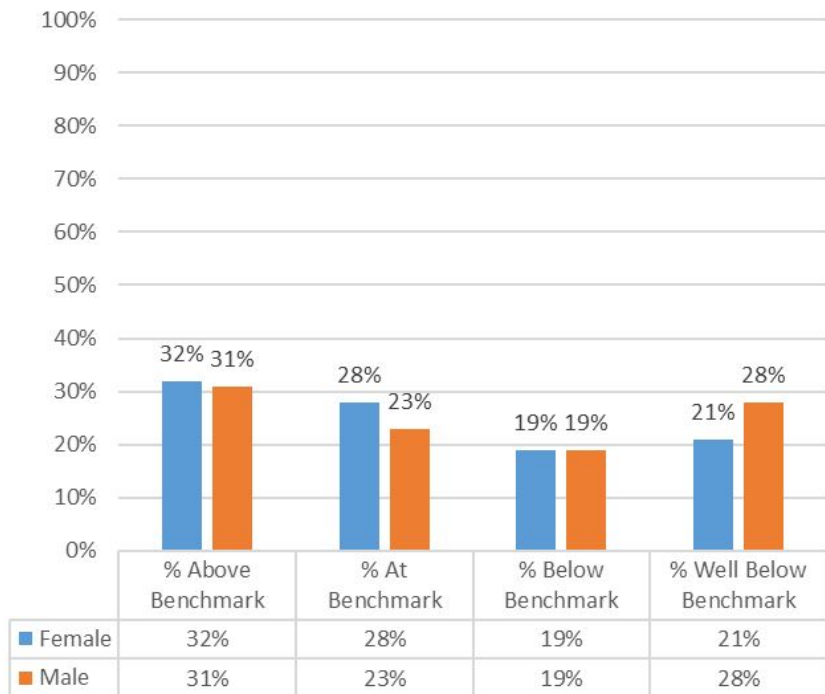


# i-Ready **Reading** Stretch Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025

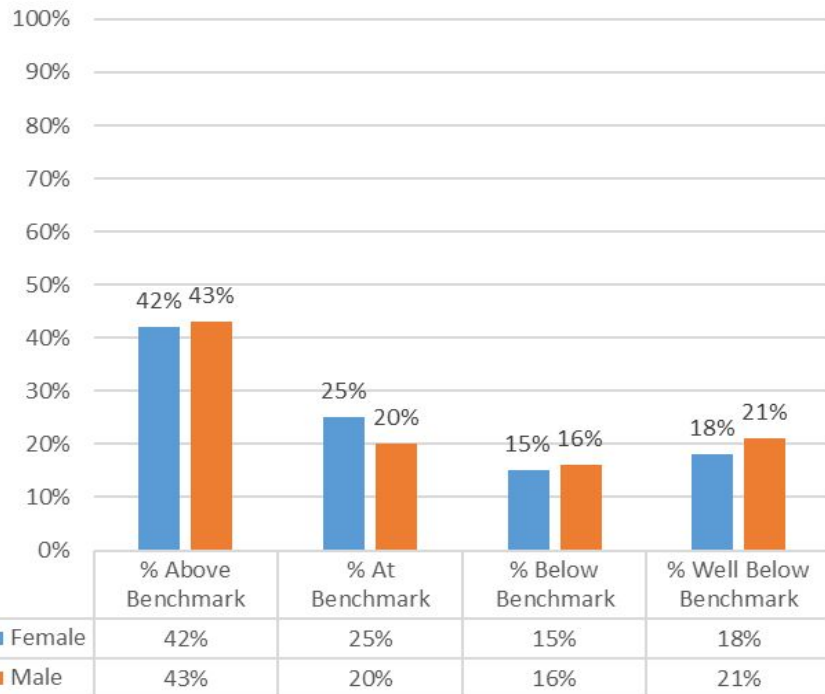


# Acadience Reading K-6 **Reading** Performance Data by **Gender** Spring 2024 and 2025

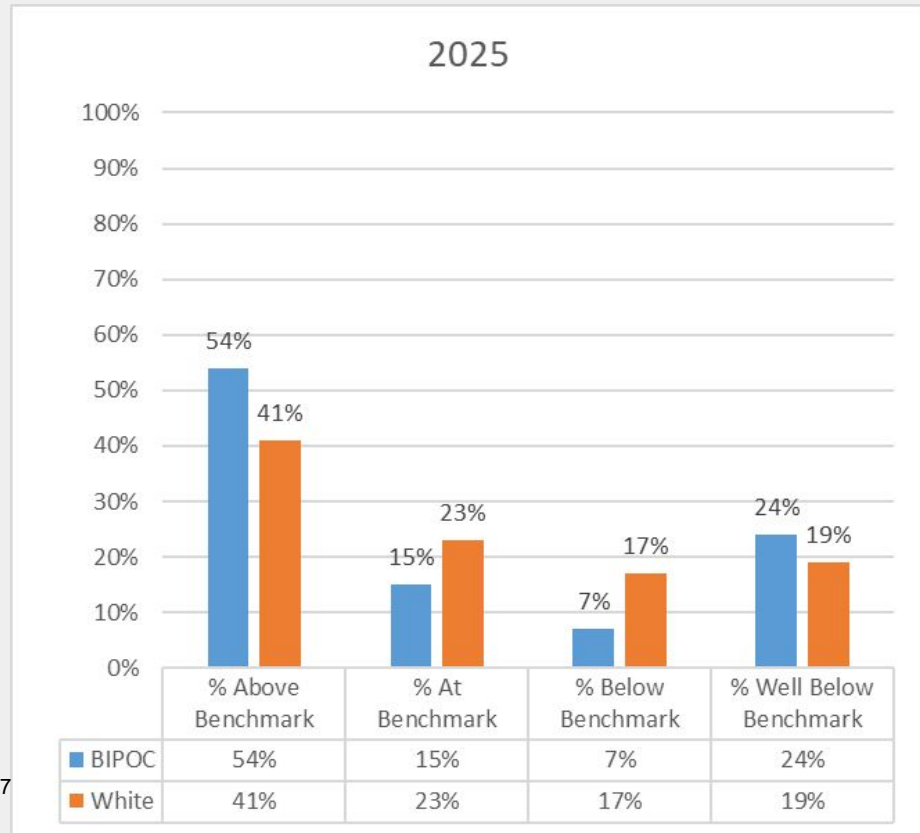
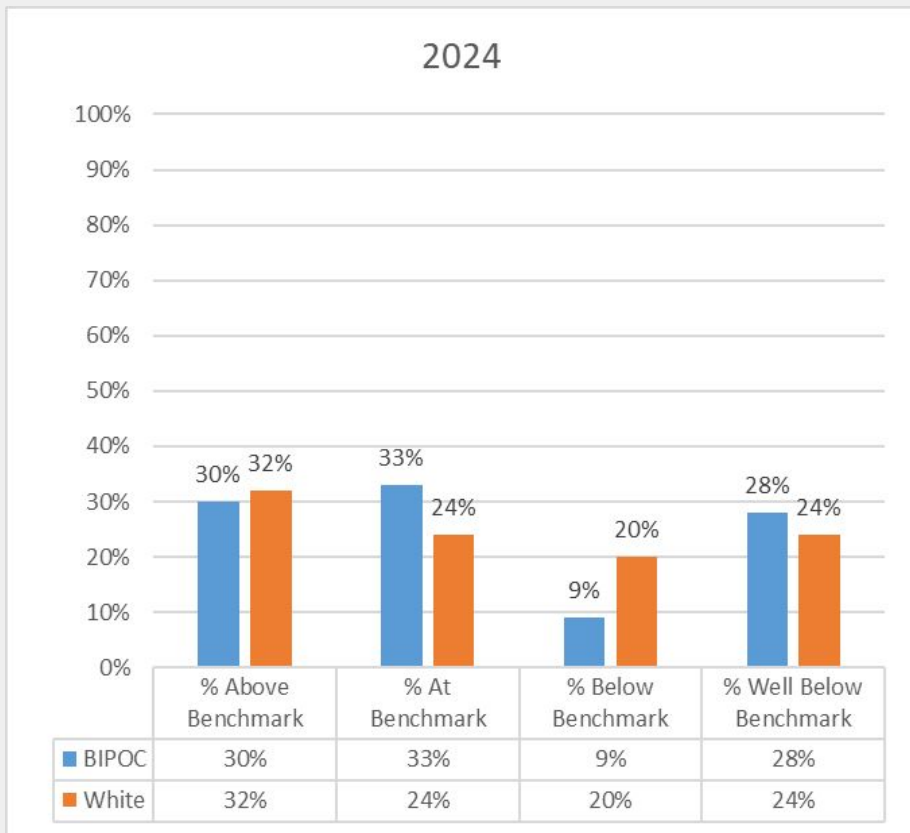
2024



2025

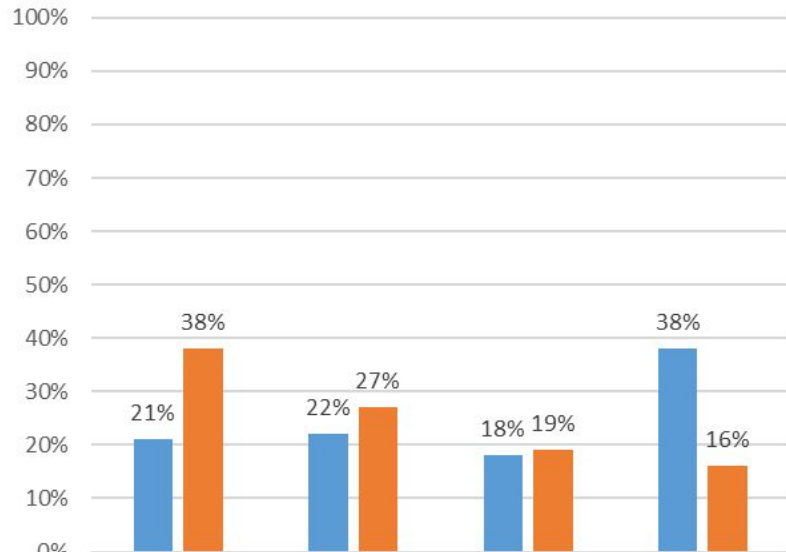


# Acadience Reading K-6 *Reading* Performance Data by *Race/Ethnicity* Spring 2024 and 2025



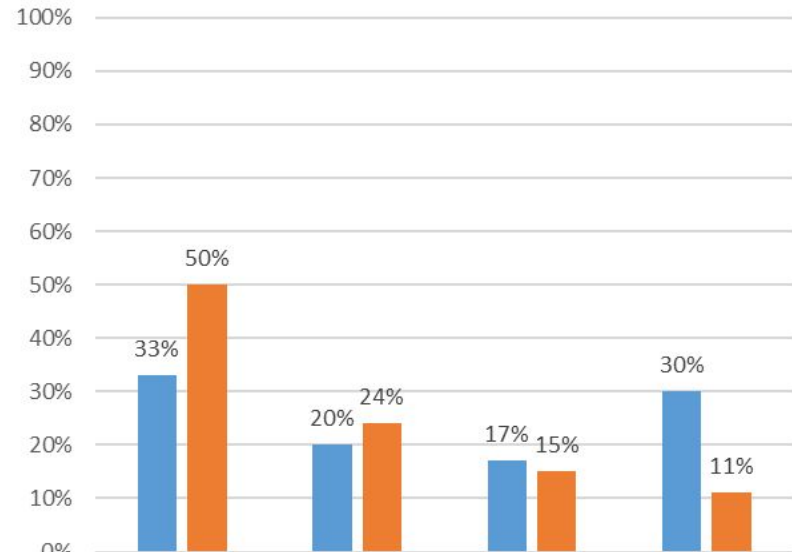
# Acadience Reading K-6 **Reading** Performance Data by **FRL Eligibility** Spring 2024 and 2025

2024



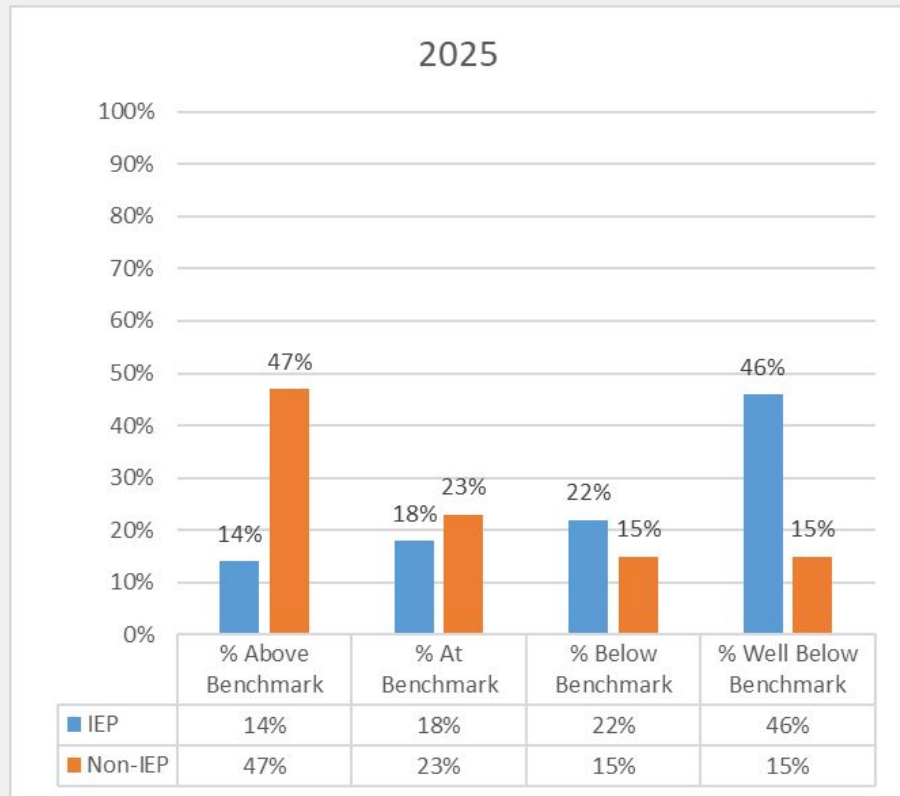
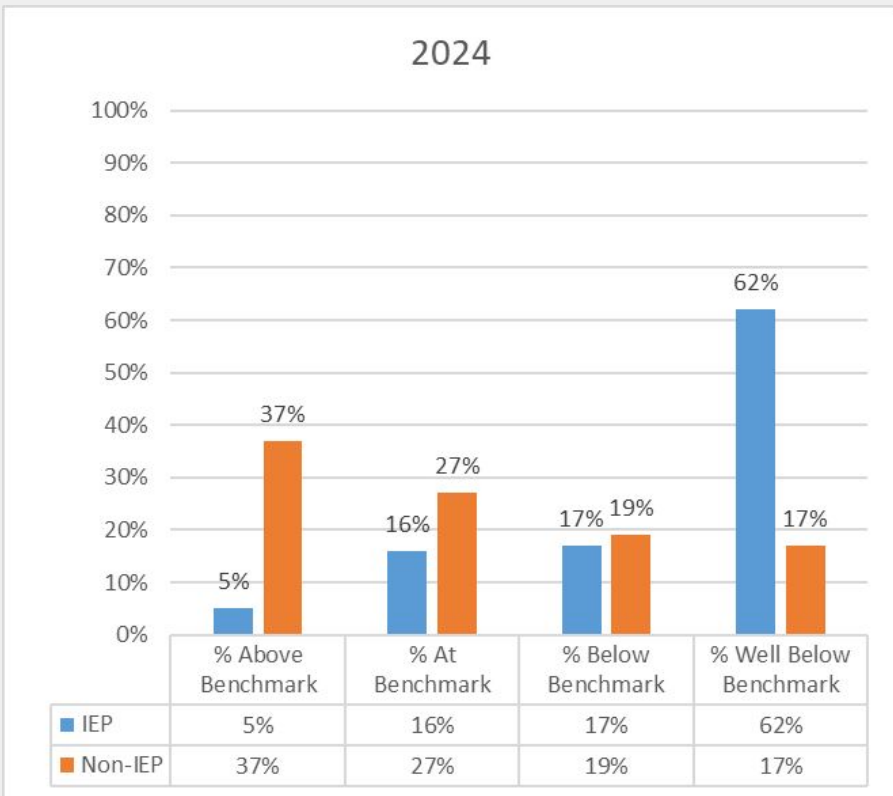
FRL	21%	22%	18%	38%
Non-FRL	38%	27%	19%	16%

2025



FRL	33%	20%	17%	30%
Non-FRL	50%	24%	15%	11%

# Acadience Reading K-6 **Reading** Performance Data by **IEP Eligibility** Spring 2024 and 2025



# Equity Indicators

Math: Grade 8 Algebra Concepts  
Literacy: Grade 3 Reading

## Annual Demographic Report *Who a*

### *Outcomes*

Disaggregated Common Assessment  
System Data:

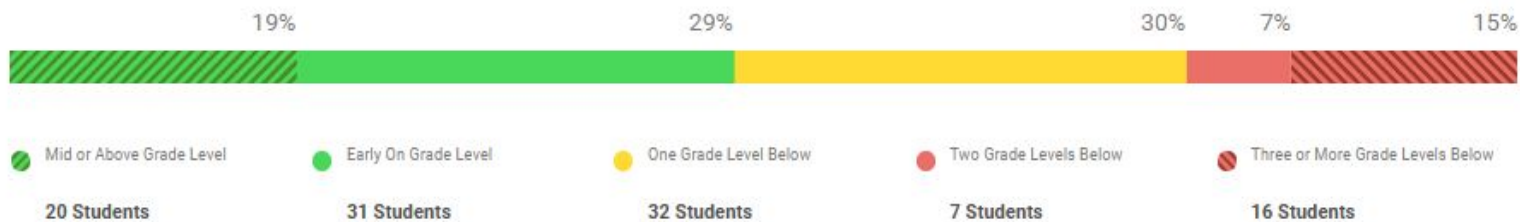
- Reading at Grade 3
- Algebra concepts at Grade 8
- 4 & 6 year graduation rate
- SEL Benchmark Data\*
- Behavior Referral Data
- Suspensions
- Attendance

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

## Spring 2025

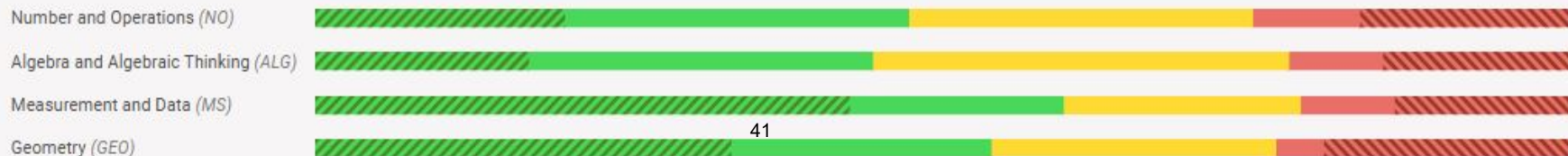
### Overall Placement

Students Assessed/Total: 106/109



[i The Mapping Between 5-Level and 3-Level Placements](#)

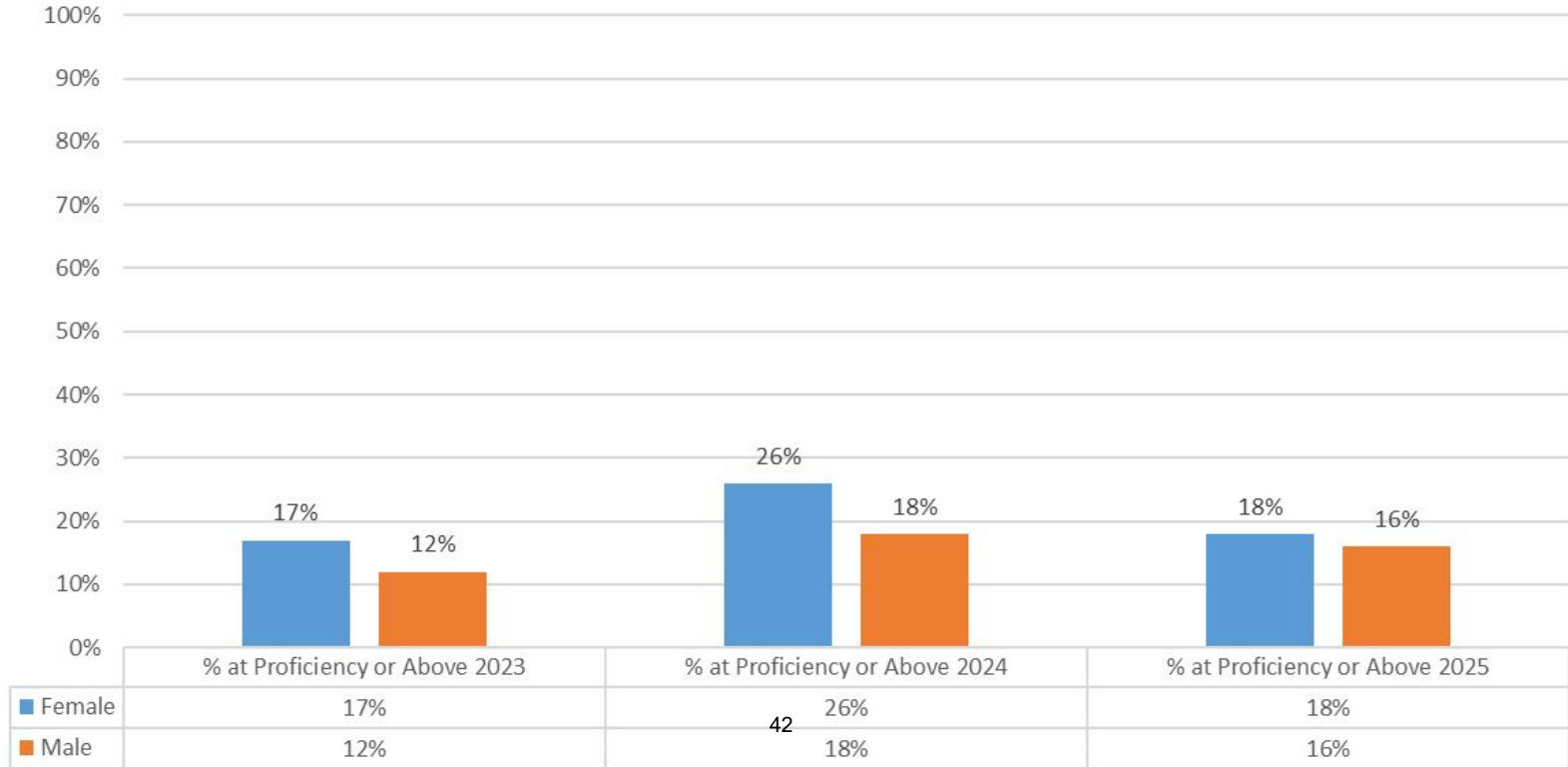
### Placement by Domain



# i-Ready Math **Grade 8 Algebra Concepts**

## Performance Data by **Gender**

### Spring 2023, 2024 and 2025

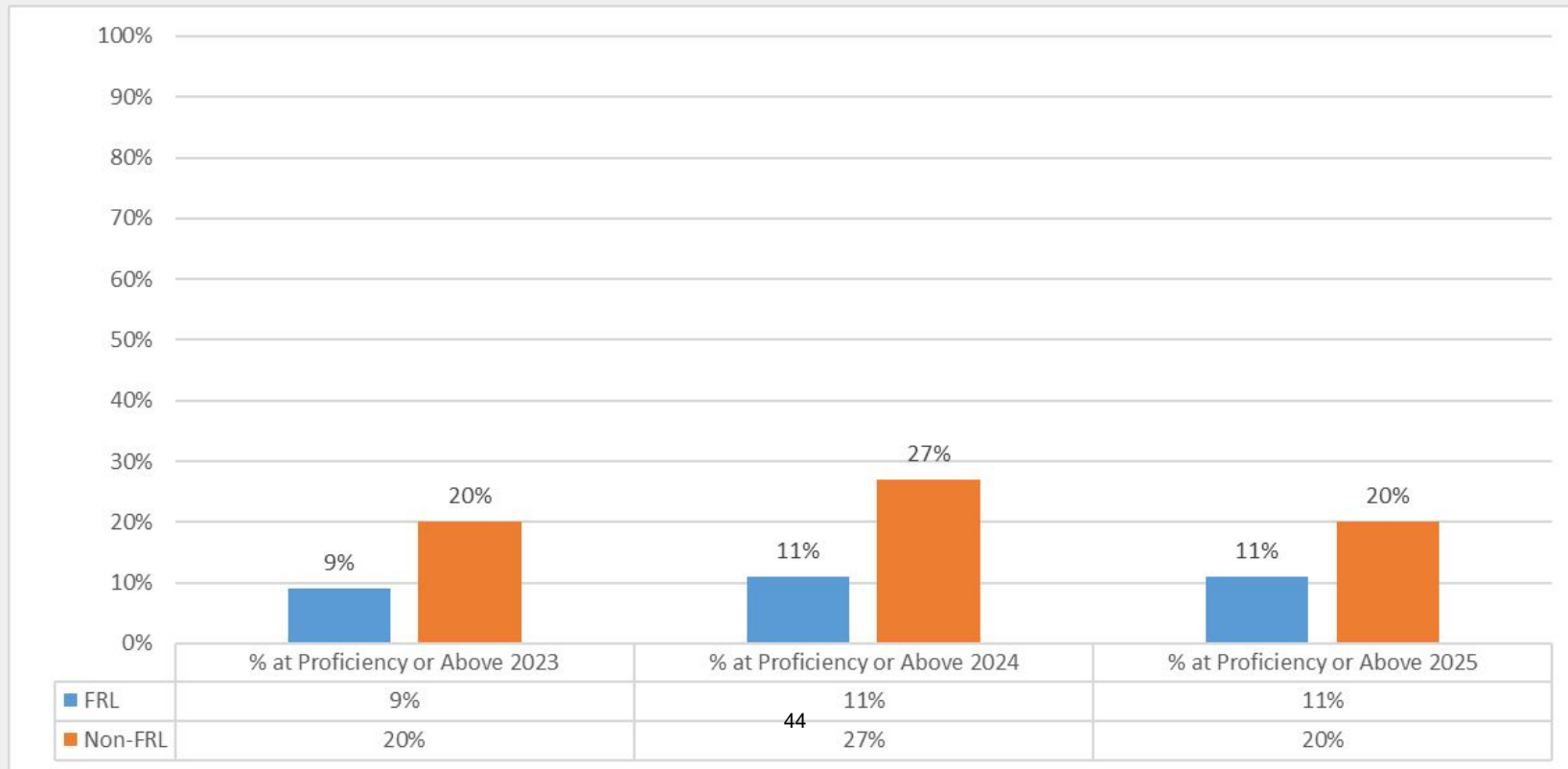


# i-Ready Math **Grade 8 Algebra Concepts** Performance Data by **Race/Ethnicity** Spring 2023, 2024, and 2025



	% at Proficiency or Above 2023	% at Proficiency or Above 2024	% at Proficiency or Above 2025
■ BIPOC		43	
■ White			

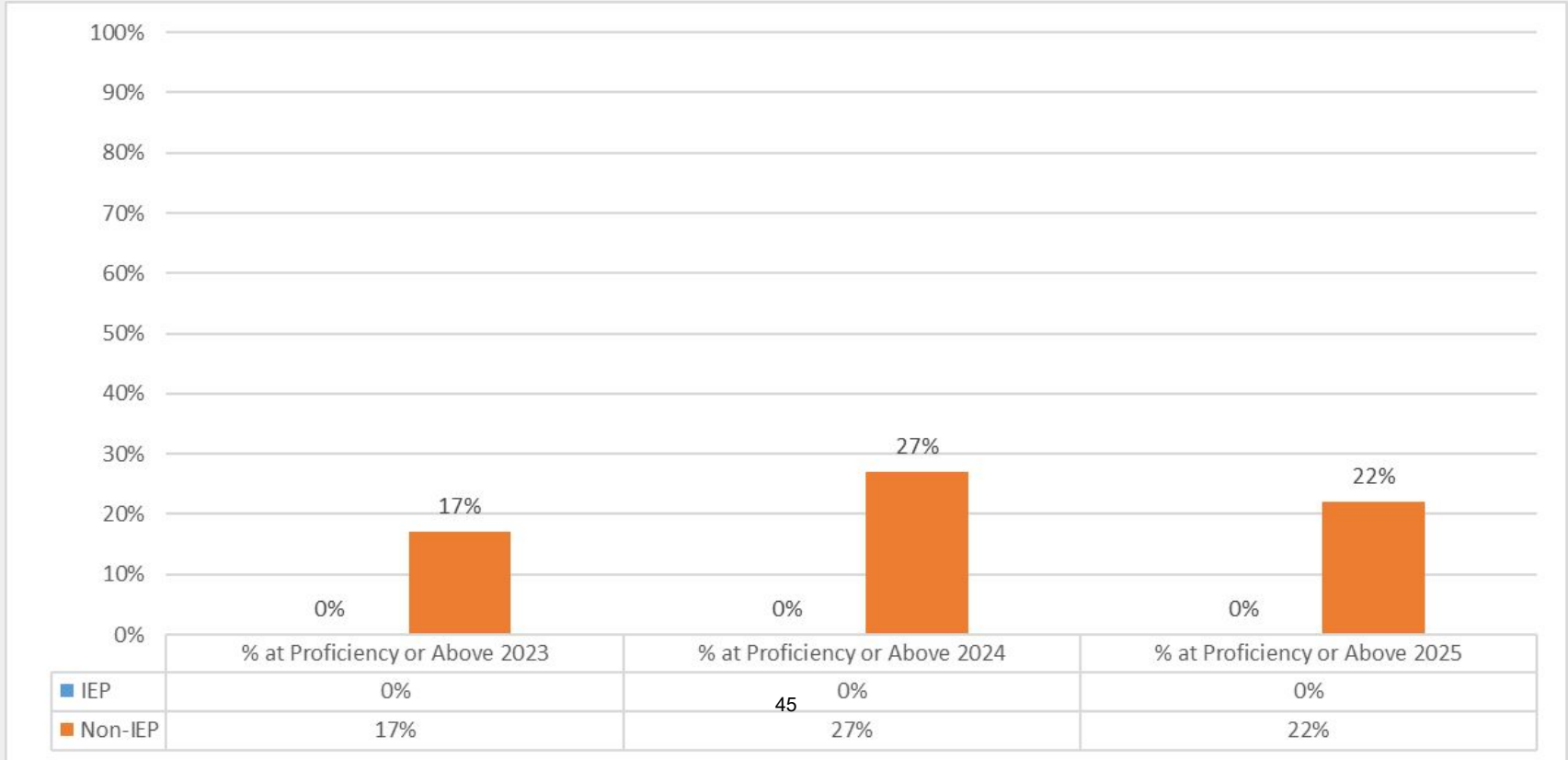
# i-Ready Math **Grade 8 Algebra Concepts** Performance Data by **FRL Eligibility** Spring 2023, 2024 and 2025



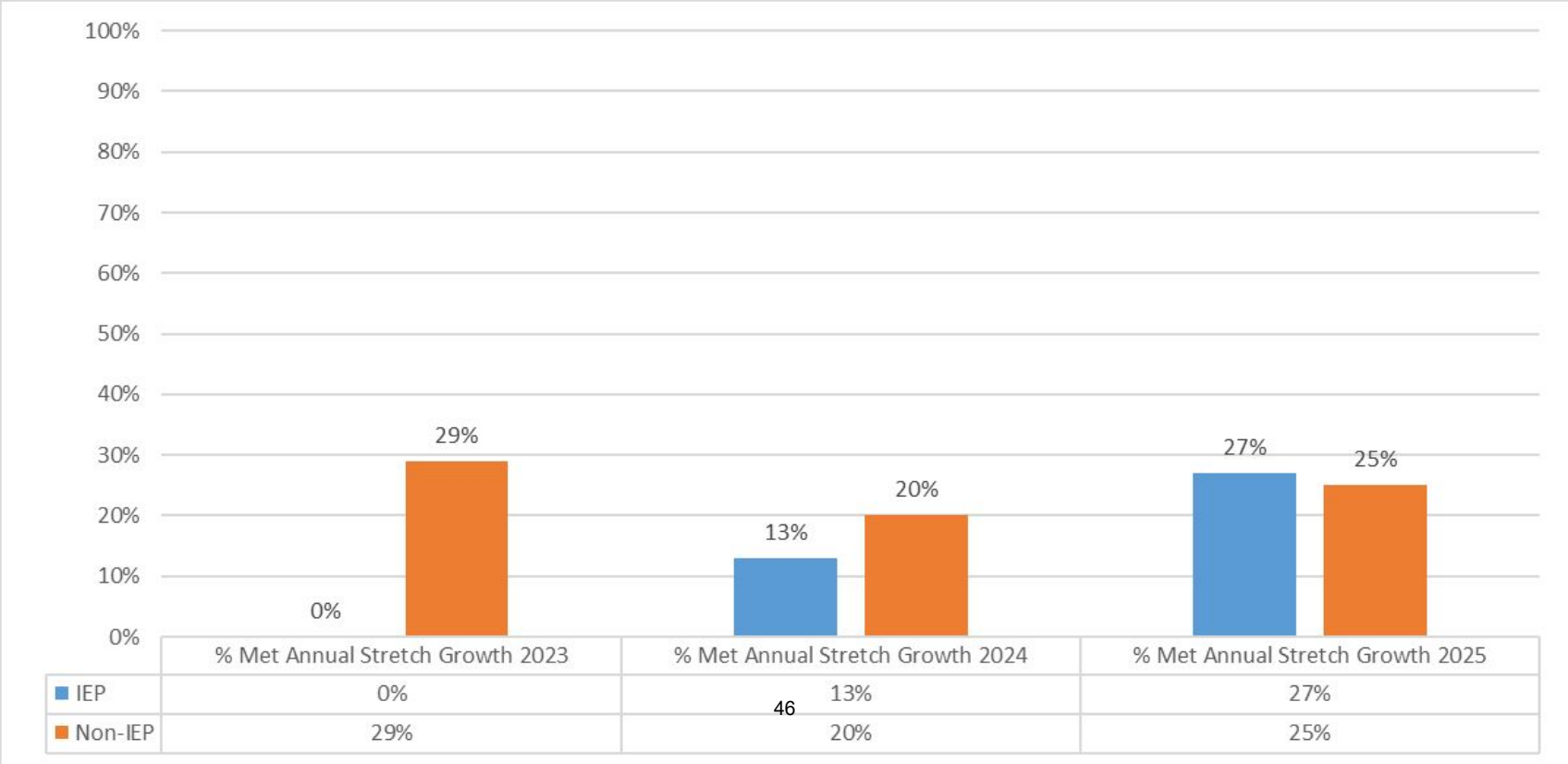
# i-Ready Math **Grade 8 Algebra Concepts**

## Performance Data by **IEP Eligibility**

### Spring 2023, 2024 and 2025



# i-Ready Math **Grade 8 % Meeting Stretch Growth** by **IEP Eligibility** Spring 2023, 2024 and 2025

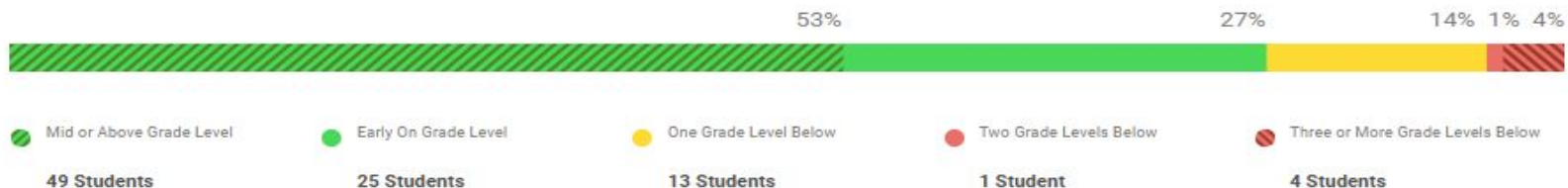


# i-Ready *Reading*: Grade 3 Reading Equity Indicator

## Spring 2025

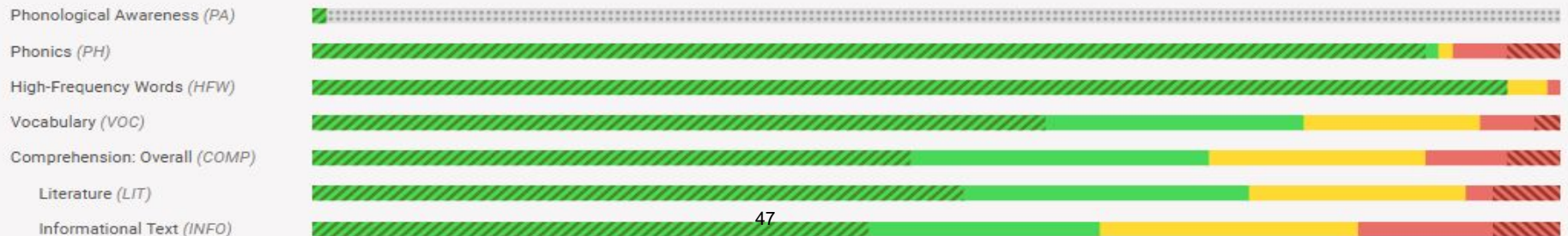
### Overall Placement

Students Assessed/Total: 92/92



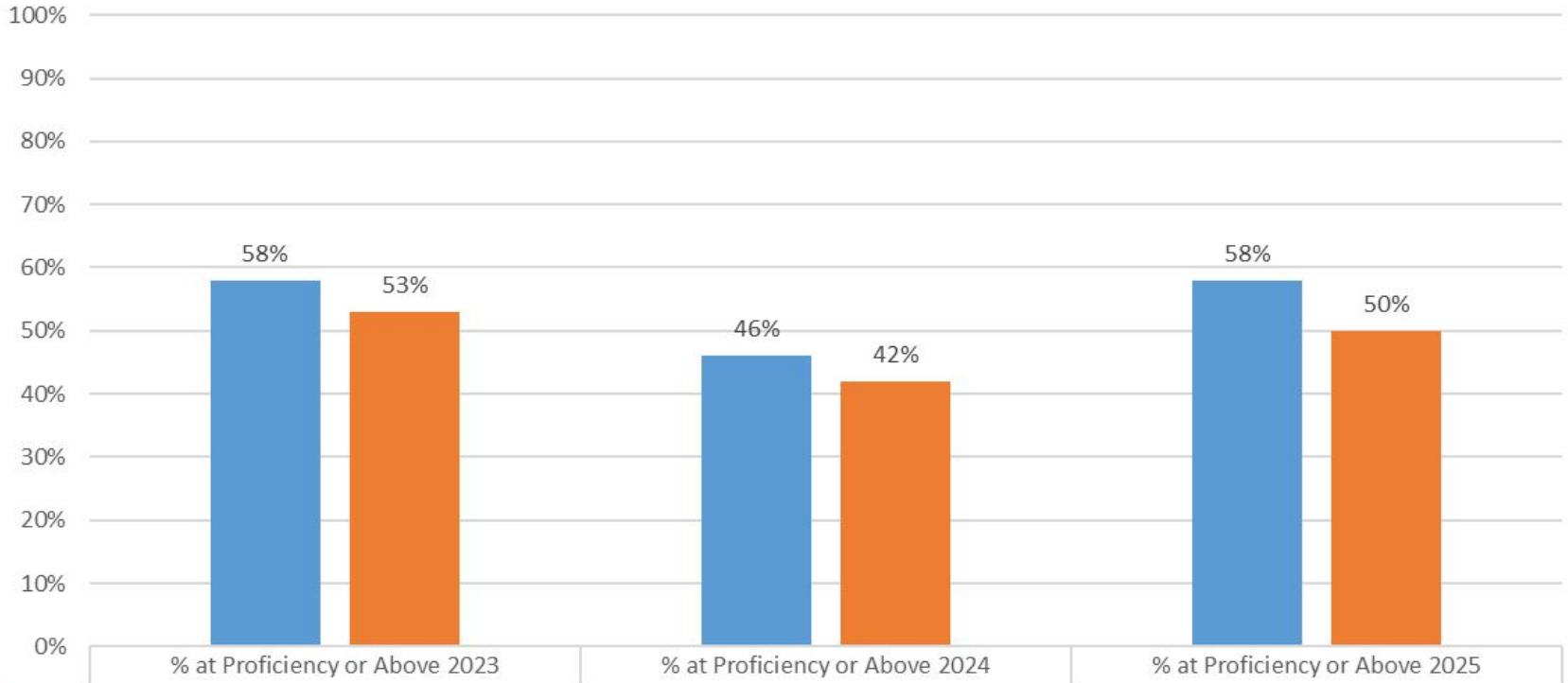
[i The Mapping Between 5-Level and 3-Level Placements](#)

### Placement by Domain



Not assessed (due to grade or domain exempted)

# i-Ready Reading **Grade 3 Reading** Performance Data by **Gender** Spring 2023, 2024, and 2025



Female	58%	46%	58%
Male	53%	42%	50%

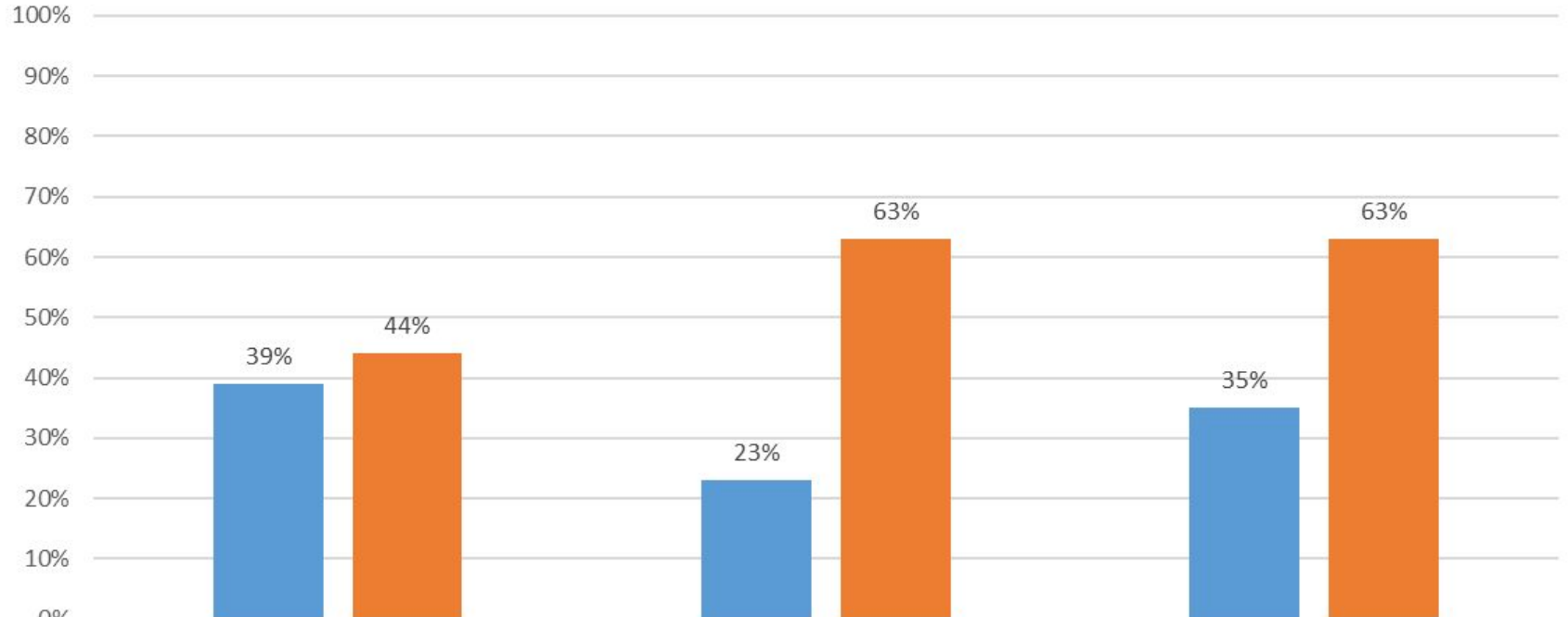
# i-Ready Reading **Grade 3 Reading** by **Race/Ethnicity** Spring 2023, 2024, and 2025



■ BIPOC  
■ White

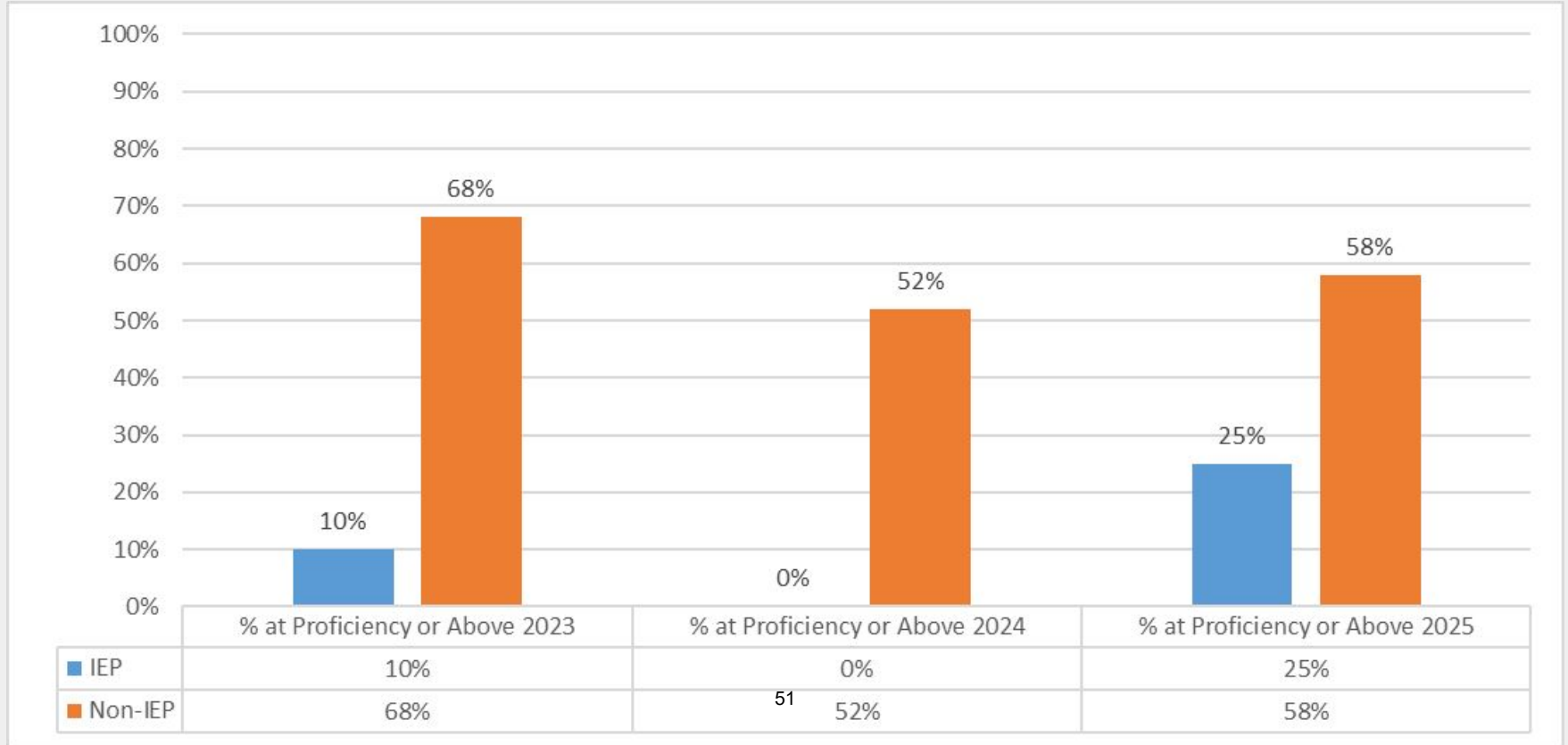
49

# i-Ready Reading **Grade 3 Reading** Performance Data by **FRL Eligibility** Spring 2023, 2024, and 2025



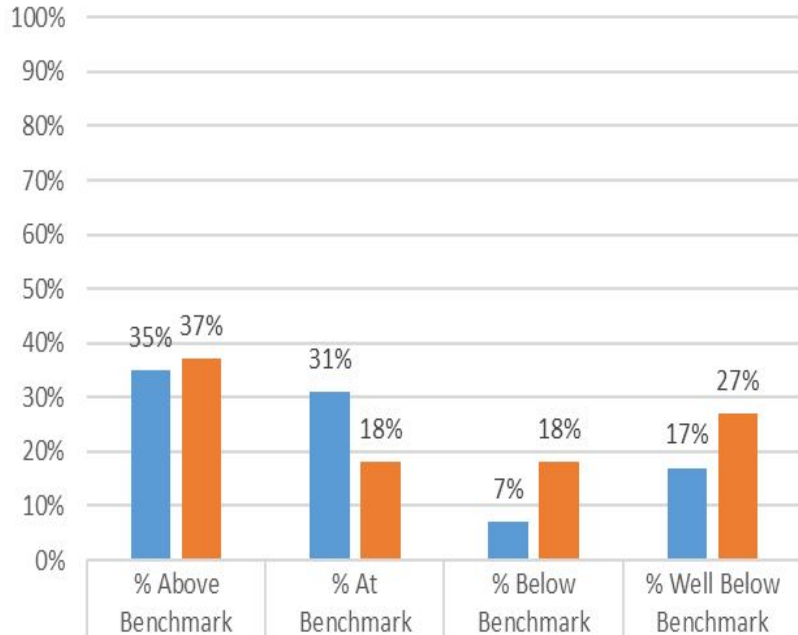
■ FRL	39%	23%	35%
■ Non-FRL	44%	63%	63%

# i-Ready Reading **Grade 3 Reading** Performance Data by **IEP Eligibility** Spring 2023, 2024, and 2025



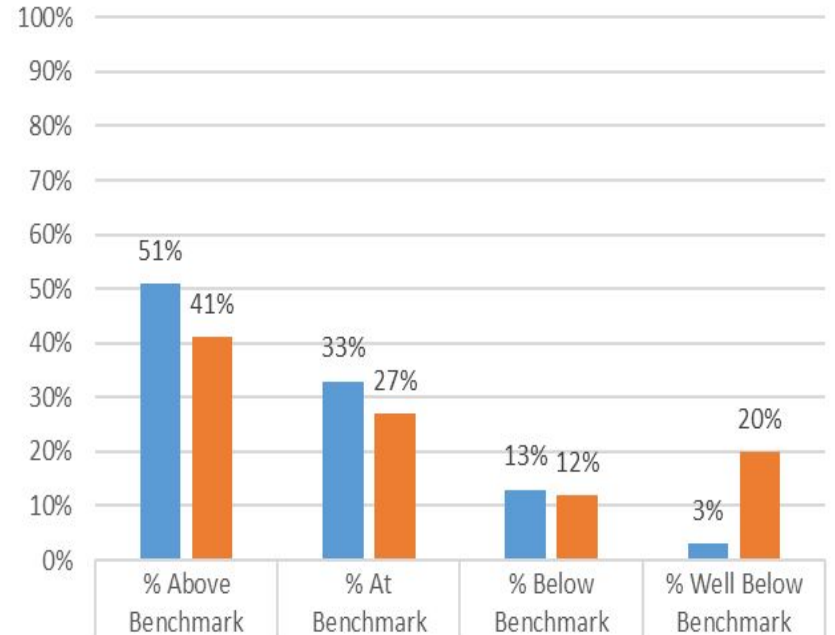
# Acadiance Reading **Grade 3 Reading** Performance Data by **Gender** Spring 2024 and Spring 2025

2024



Female	35%	31%	7%	17%
Male	37%	18%	18%	27%

2025



Female	51%	33%	13%	3%
Male	41%	27%	12%	20%

# Acadience Reading **Grade 3 Reading** Performance Data by **Race/Ethnicity** Spring 2024 and Spring 2025

2024



	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
■ BIPOC				
■ White				

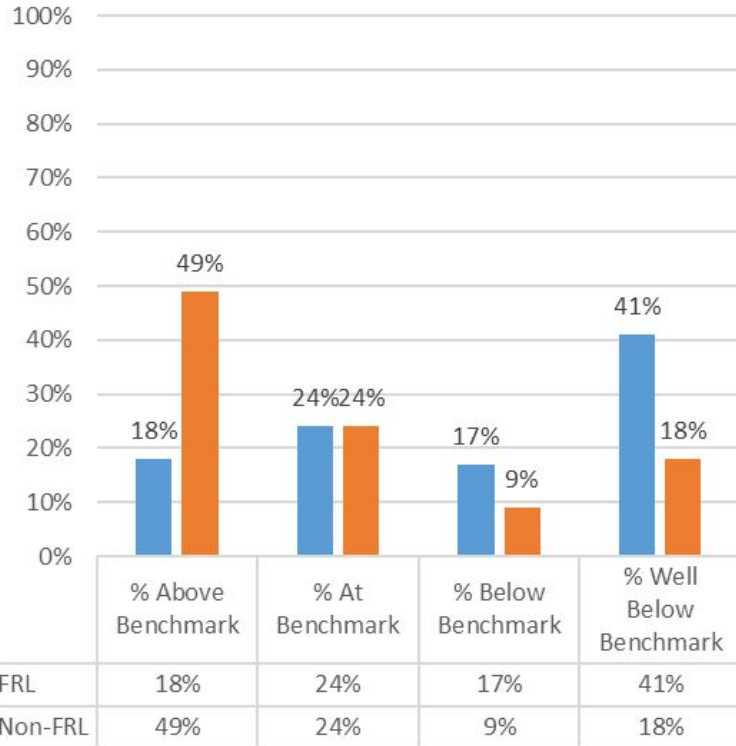
2025



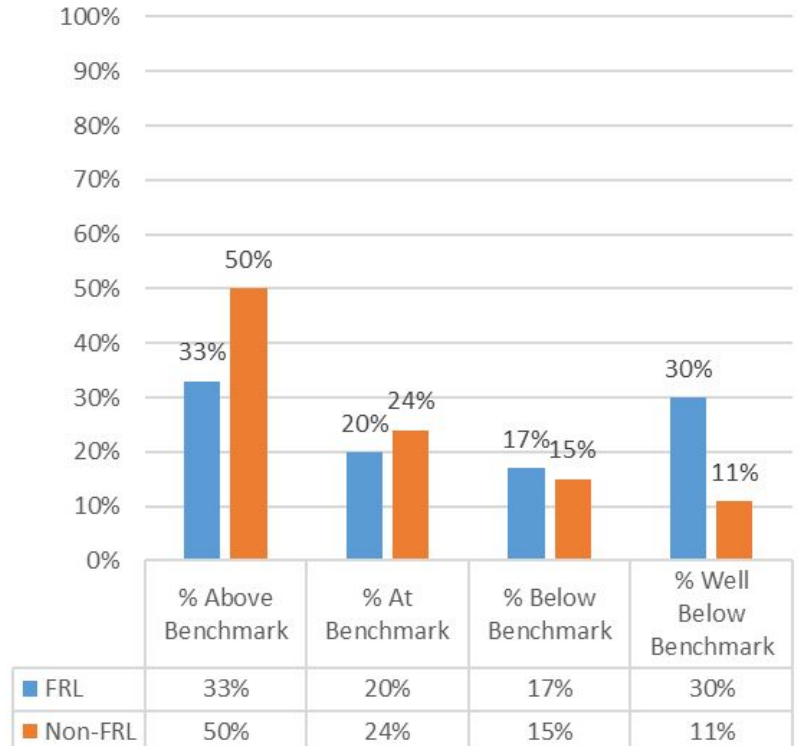
	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
■ BIPOC				
■ White				

# Acadience Reading **Grade 3 Reading** Performance Data by **FRL Eligibility** Spring 2024 and Spring 2025

2024

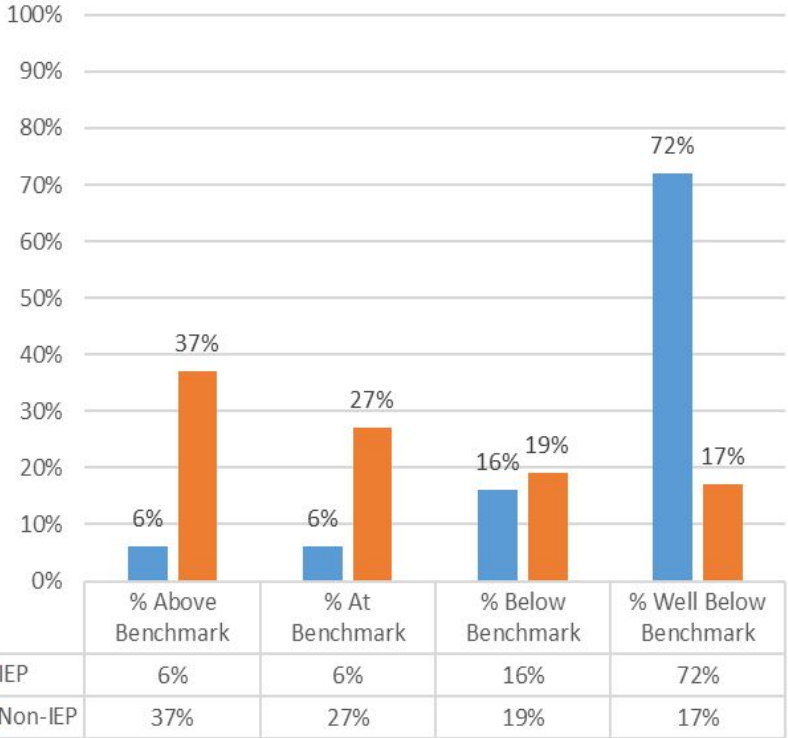


2025

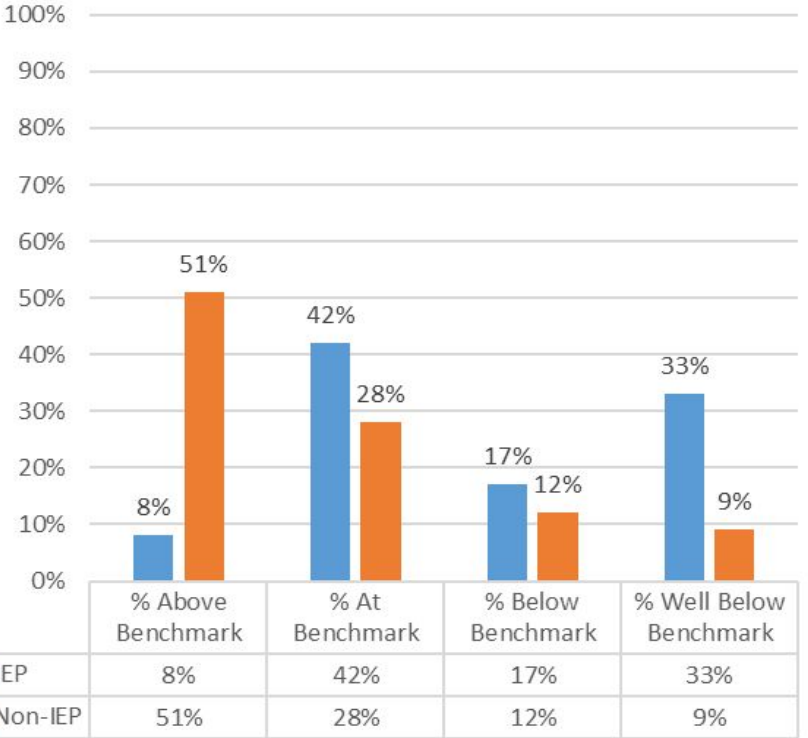


# Acadiance Reading *Grade 3 Reading* Performance Data by *IEP Eligibility* Spring 2024 and Spring 2025

2024



2025



# Education Quality Committee Reflection

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

## **Humanity, Justice, Community and Belonging:**

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

## **Rigorous Curriculum and Instruction:**

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

## **Well-Being:**

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

## **Transparent and Responsible Leadership:**

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

## **Community Engagement and Relationships:**

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

