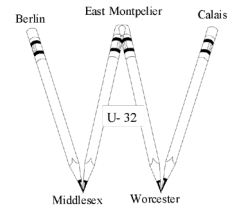


Washington Central Unified Union School District

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
November 13, 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

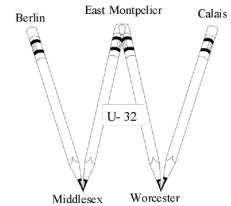
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 9.11.25 and 10.9.25 – pg. 2
3. Discussion/Action
 - 3.1. Post Secondary Outcomes (24/25)
 - 3.2. Student Achievement Spring 2025 Data Report (DRAFT): Review and Feedback – pg. 7
4. Future Agenda Items
 - 4.1. Next Meeting: December 11, 2025
5. Adjourn

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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.

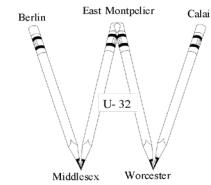
Respectfully submitted,

Lisa Grace, Committee Recording Secretary

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WCUUSD Ed Quality Committee 10.9.25 5:00-6:30 PM In Person/Virtual WCUUSD Central Office

Present: Ursula Stanley, Jen Miller-Arsenault, Zach Sullivan

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:11 p.m.
2. **Approve Minutes of 9.11.25:** The committee decided to table this until the next meeting since only two committee members are present tonight.
3. **Discussion/Action**
 - 3.1. **Student Monitoring Report:** Jen Miller-Arsenault presented this slide deck: *Spring 2025, Part 2*. She invited questions. Zach Sullivan noticed on Acadience where more detailed breakout is offered, BIPOC students are over-represented both at the top and the bottom. He wondered if that is something that we should/ could disaggregate further. Jen Miller-Arsenault stated that this is information that is not publicly shared at this time. She will more closely consider this data. Ursula Stanley asked whether Zach feels that it is worth going into Executive Session to look at more broken down data that can't be publicly shared. Would it be worth the committee going into Executive Session during, for example, one meeting per year, to look more closely or is it enough for the committee to hear from the administration how they are addressing this. Zach Sullivan stated that he believes it is wise to go into Executive Session to take a closer look at this. Ursula and Zach agreed that when we consider the winter data we can go into Executive Session so that we can look more closely at data. Ursula Stanley stated that she could see this informing specifically what data we want to look at in the future. Regarding performance data versus growth data, through the lens of IEP and income. Zach Sullivan asked, are we getting stretch data/ growth data in students who are doing "fine" - are we catching the students who need to catch up? What would it take to see more growth for students in these cohorts (IEP and free/ reduced lunch)? Some discussion followed around performance of students with IEPs and the effect of MTSS for universal learning and for interventions. Jen Miller-Arsenault stated that our math program is very language-heavy. There are some discussions around whether this creates an issue of accessibility for some students. She also spoke about the challenge for students who receive intervention outside of the classroom and thereby miss some of the universal instruction. She noted that time is always a precious resource and this creates urgency to make sure that interventions are high quality and evidence-based.

Ursula Stanley asked whether iReady is measuring accurately how all students perform, where some students might not perform well in that testing platform (versus math skills.) Jen Miller-Arsenault spoke about the need to look at several different assessments. Some discussion followed about math performance and the difference between performance of boys versus girls, over the years.

The committee spoke about the different configurations and the use of time for instruction, for example, in a multi-grade classroom. Ursula Stanley noted that at the latest Configuration Meeting she felt that people were hearing for the first time that this is an issue and practice that varies across WCUUSD. (For example, how 90 minute blocks of instruction are implemented in different schools/ different classrooms.) Some discussion of what more do we want to know? What do we want to take to the board? She stated that she will bring a draft report to the next committee meeting for consideration.

Zach Sullivan stated that he finds the Acadience data very useful and more specific than, for example, iReady. As far as disaggregated data, he suggested that we hold off on sharing the race data until we have a better opportunity to make sense of it, get a more nuanced view.

Jen Miller-Arsenault stated that there are different ways to report iReady data as well. Ursula Stanley suggested that after we consider math data maybe we can talk about ways to report iReady data different if appropriate. Some discussion about whether the amount of data to consider is too much/ too overwhelming. If it is too overwhelming for the committee, then it is certainly overwhelming for the board as a whole.

Zach Sullivan shared his observations that sharing both Acadience and iReady helps to make the data, even the small variances in data, more meaningful and possibly significant. Ursula Stanley stated that as the committee considers the next report to the board (at the next meeting), it is helpful to look through previous reports; she will include links to previous reports. Zach Sullivan stated that he has a hard time processing this much data in a digital format - it would be helpful for him to see it in "hard copy." Is it helpful to group data in a way that helps to make more sense; makes it more digestible? The committee will continue to consider how to best present data.

Ursula Stanley stated that the committee has difficulty meeting on Thursday nights and having strong attendance - she would like for the committee to change meetings to Wednesday night. She will bring this up at the next committee meeting. She noted that it is important for a larger contingency of board members to monitor student data as this is an important role of the board. Zach Sullivan stated that beginning meetings before 5 p.m. is difficult for many board members.

4. Future Agenda Items

4.1. Next Meeting: November 13, 2025

5. Adjourn: The meeting adjourned at 6:17 p.m.

Respectfully submitted,

Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

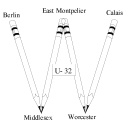
From: Ursula

November 2025

At our upcoming meeting, we'll hear a presentation on Post-Secondary Outcomes, followed by time for questions and discussion. Additionally, we'll discuss which items and slides should be included in our final report to the full board. There is a 20-minute student video if you can watch it before the meeting, great; if not, we will plan to watch together.

We'll also review the draft Student Monitoring Report for Spring 2025. I'd like us to focus our conversation on the Conclusions section to ensure it clearly reflects our observations about the district's success, challenges, needs, and areas of change. I would also like to review the included slides. Please take a moment to review the draft report and come prepared to share your thoughts.

Thank you for your continued insight and collaboration.



To: WCUUSD School Board
From: Education Quality Committee

November 2025

Purpose/Charge:

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

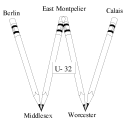
We are committed to using data with purpose—always in alignment with our strategic plan, district goals, and equity indicators. By staying within our governance role, we focus on the big-picture questions that matter most: Are our students learning and thriving? Are resources being used effectively and equitably? Are we making measurable progress toward our strategic priorities? What evidence shows that we’re on the right track? These questions guide our work and help ensure that every decision we make is grounded in transparency, equity, and a shared commitment to student achievement.

How are we doing? What are we doing?

Student achievement continues to show encouraging progress, particularly in reading and math. Improvements in reading are evident across multiple measures, including i-Ready and Acadience Reading assessments, with notable gains among students eligible for Free and Reduced Lunch (FRL) and those with Individualized Education Plans (IEPs)—especially in grade 3, a key equity indicator.

Math growth is also trending upward, with increased stretch growth in grade 8 Algebra concepts for students on IEPs over the past three years. At the same time, challenges remain. Proficiency rates in grade 8 Algebra for students on IEPs are still low, and achievement gaps persist for FRL-eligible students and those receiving special education services.

Recent schedule changes at the middle and high school levels have increased instructional time through shorter, more frequent sessions—a shift that is not viewed negatively, though its impact on outcomes continues to be monitored.



In response to system-wide needs, the district is refining its instructional and assessment practices. The Acadience Reading tool, now in its second year, complements i-Ready and aligns with Act 139. Educlimber, a new data platform, is being implemented to support deeper layers of the Multi-Layered System of Supports (MLSS), and a system of embedded professional development is underway to strengthen instructional capacity and responsiveness.

Current Report :

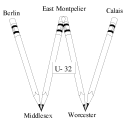
In September and October, the Education Quality Committee (EQC) examined the spring 2025 student achievement data on the i-Ready reading and math diagnostic assessments and the Acadience reading assessment. The Acadience Reading assessment was implemented for K-6th grades two years ago. This is a new assessment tool introduced because it closely aligns with the skills being taught and with the requirements of [Act 139](#) (an act relating to supporting Vermont's young readers through evidence-based literacy instruction). We continue to review disaggregated data sets that allow us to incorporate the district equity indicators into our work. For our math and literacy/ reading analysis, we look at 3rd-grade reading skills and 8th-grade algebra concepts.

At a school and classroom level, this assessment data is used to track performance and growth of classes and individual students so that appropriate action steps can be developed. Additionally, this assessment data is used to inform intervention plans for students.

Sources of data for this report are: i-Ready Math Diagnostic, Grades K-8; i-Ready Reading Diagnostic, Grades 3-8; Acadience Reading, Grades K-6. VTCAP results are not yet available.

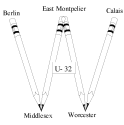
As we continue with our monitoring plan, we will develop a collection of data that will allow us to look at cohorts over time (longitudinal data) and our progress towards our improvement goals.

As a reminder, past reports and presentations can be found on the [Board Committee Resource Page](#).



WCUUSD Data Practices

Who	What	Why
School Board	Looks at district-level data	To monitor student success in alignment with our strategic plan, and district and board goals.
Education Quality Committee	Looks more deeply at district-level data	To inform aspects of the board's practice in service to student success.
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 the school.
Teachers	Analyze grade-level, classroom-level, and individual student performance data	To make decisions regarding curriculum, instruction, and assessment practices at the classroom and student levels
Students	Analyze individual performance data	To make Decisions about their learning and next steps.

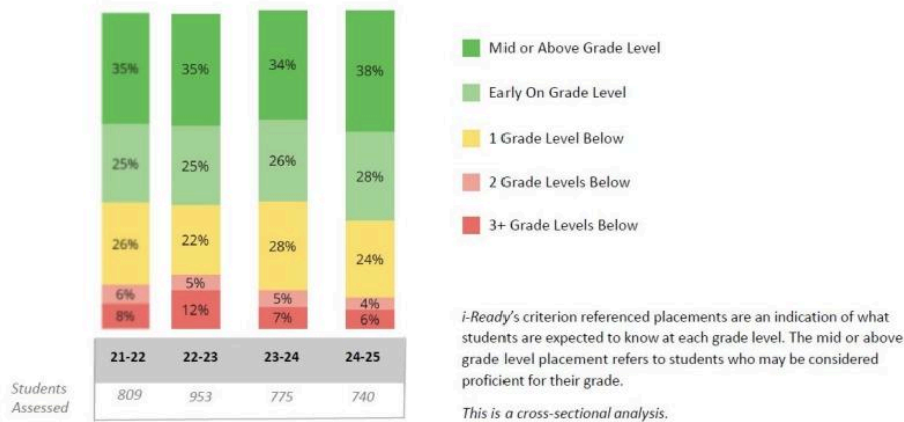


i-Ready Math Diagnostic, Spring 2022 to 2025

Mathematics

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 21-22 to Spring 24-25

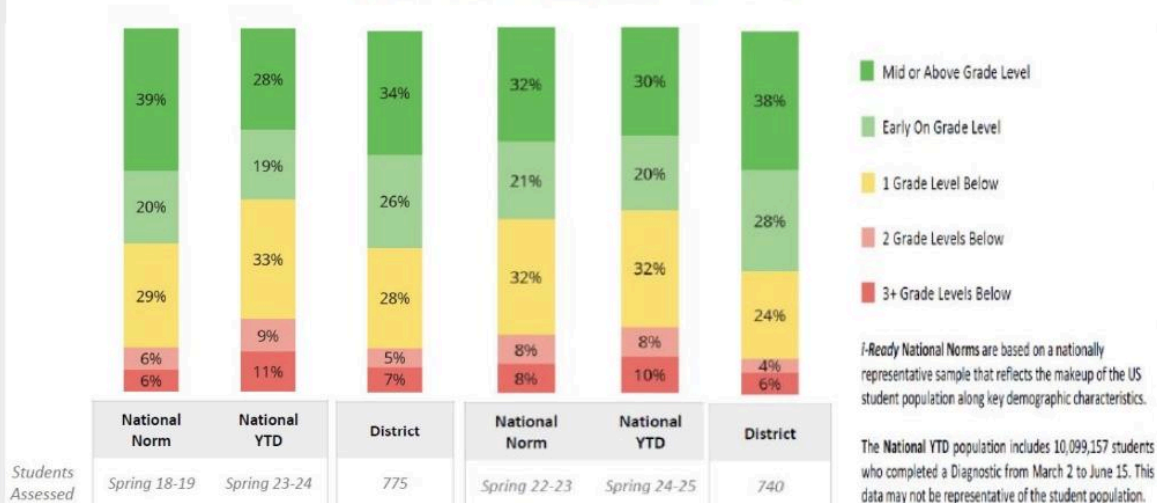


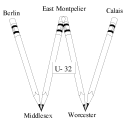
i-Ready Math Diagnostic, Spring 2024 and 2025

Mathematics

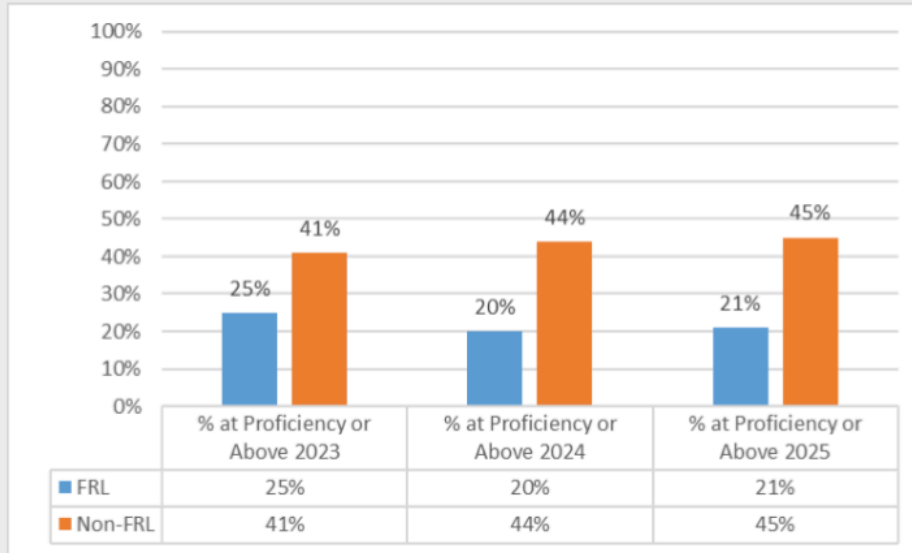
How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks

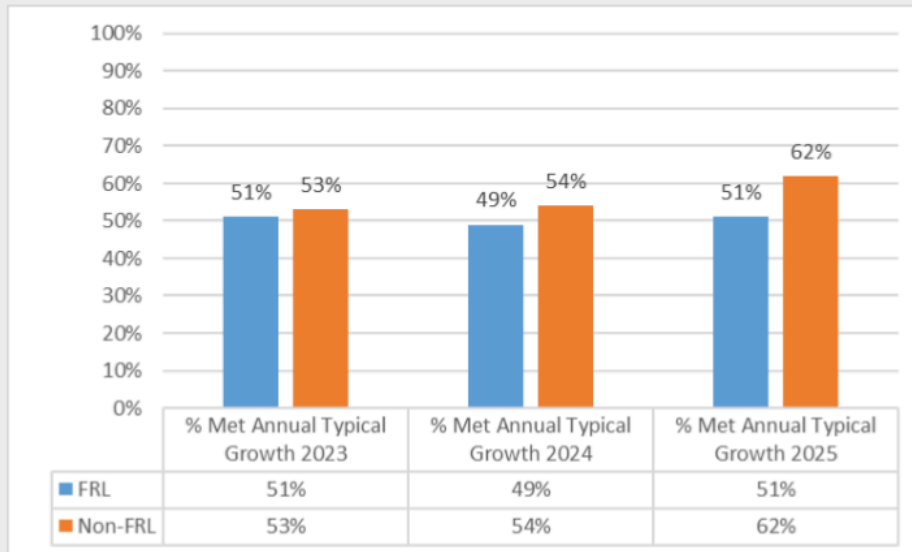


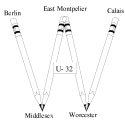


i-Ready **Math** Performance Data by **FRL Eligibility** Spring 2023, 2024, and 2025

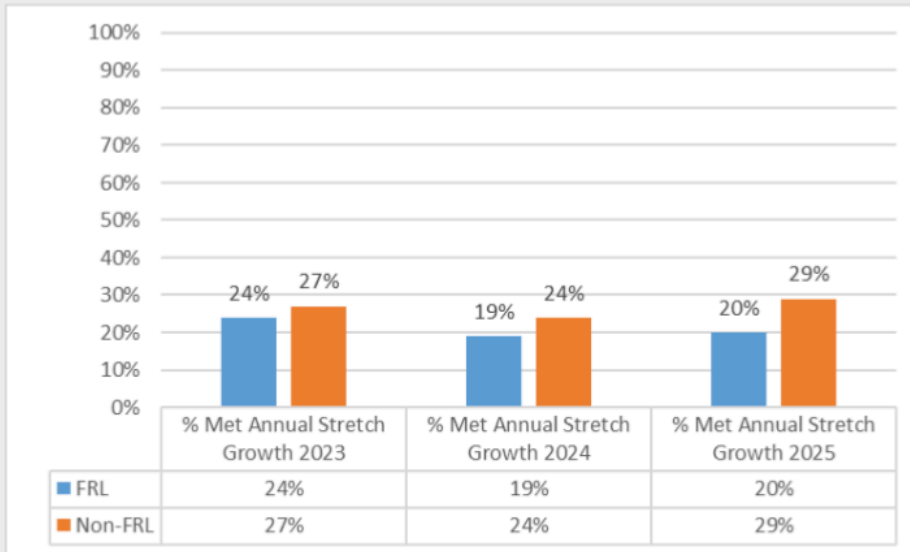


i-Ready **Math** Typical Growth Data by **FRL Eligibility** Spring 2023, 2024, and 2025

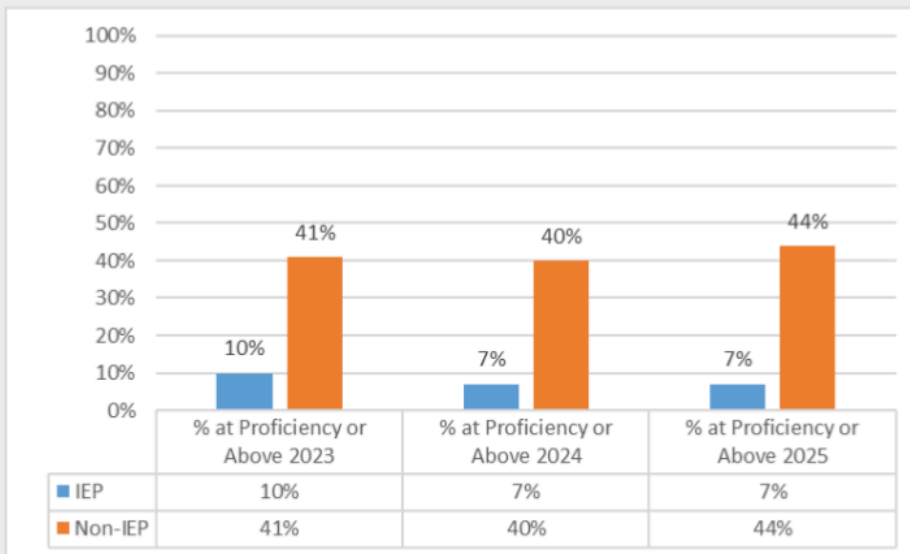


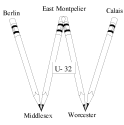


i-Ready **Math** Stretch Growth Data by **FRL Eligibility** Spring 2023, 2024, and 2025

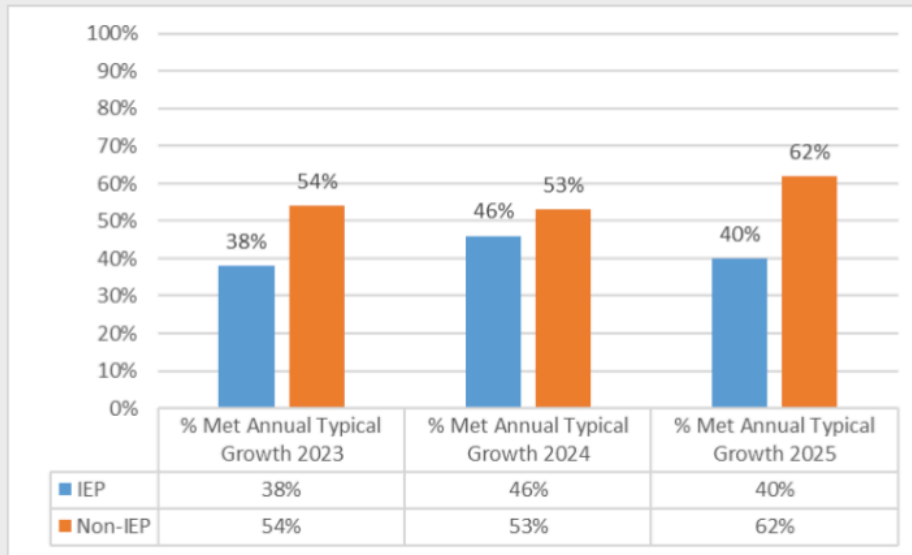


i-Ready **Math** Performance Data by **IEP Eligibility** Spring 2023, 2024, and 2025

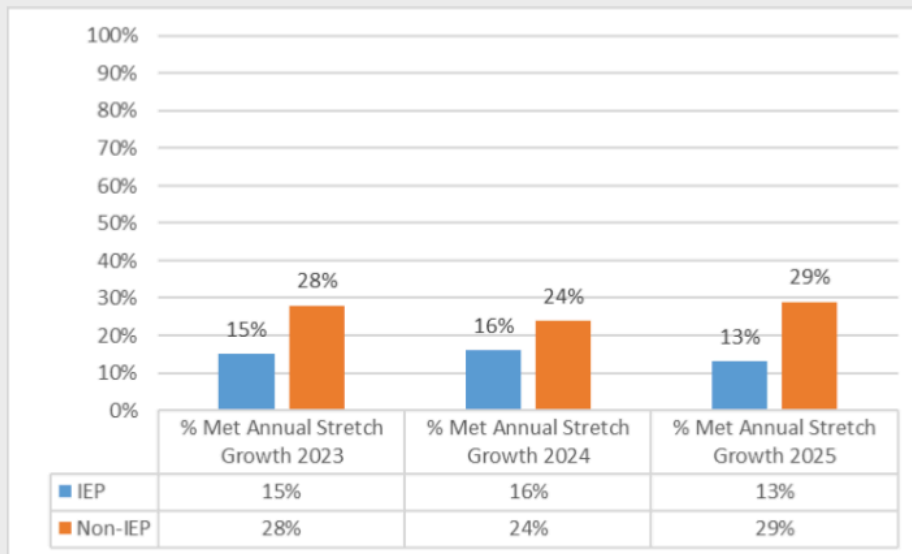


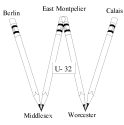


i-Ready **Math** Typical Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025



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



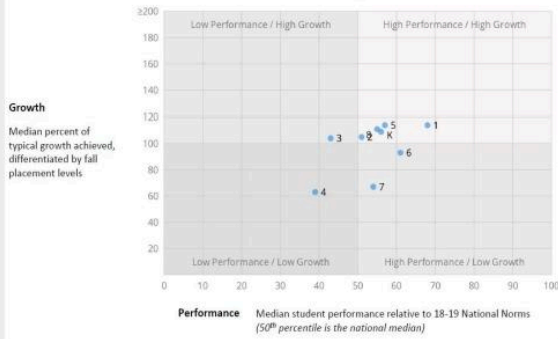


i-Ready Math Diagnostic, Spring 2024 and 2025

Spring 2024 Results

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

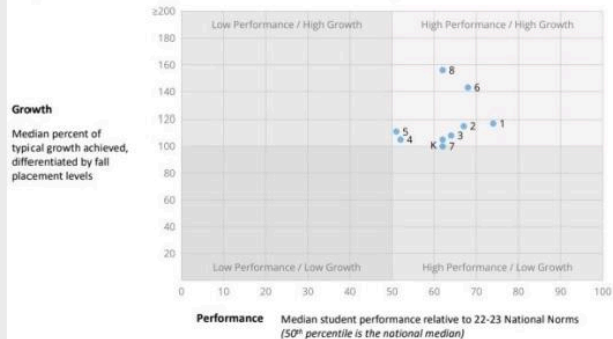
Comparison of Median Student Performance and Median Percent of Typical Growth



Spring 2025 Results

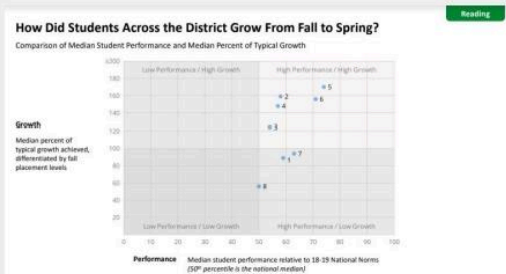
How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth



i-Ready Reading Diagnostic, Spring 2024 and Spring 2025

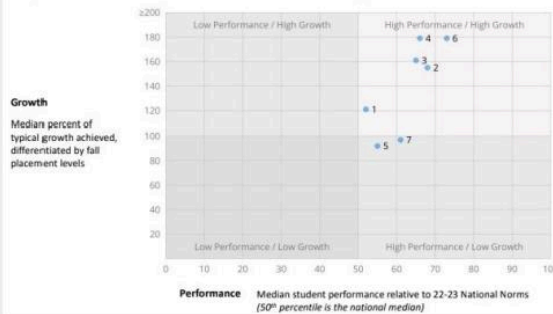
Spring 2024

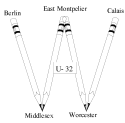


Spring 2025

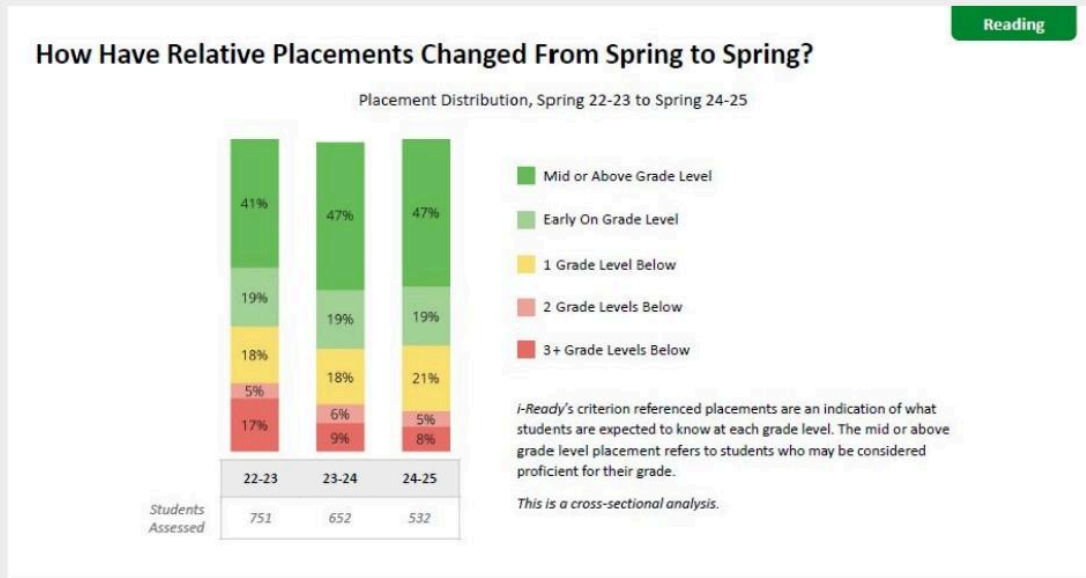
How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

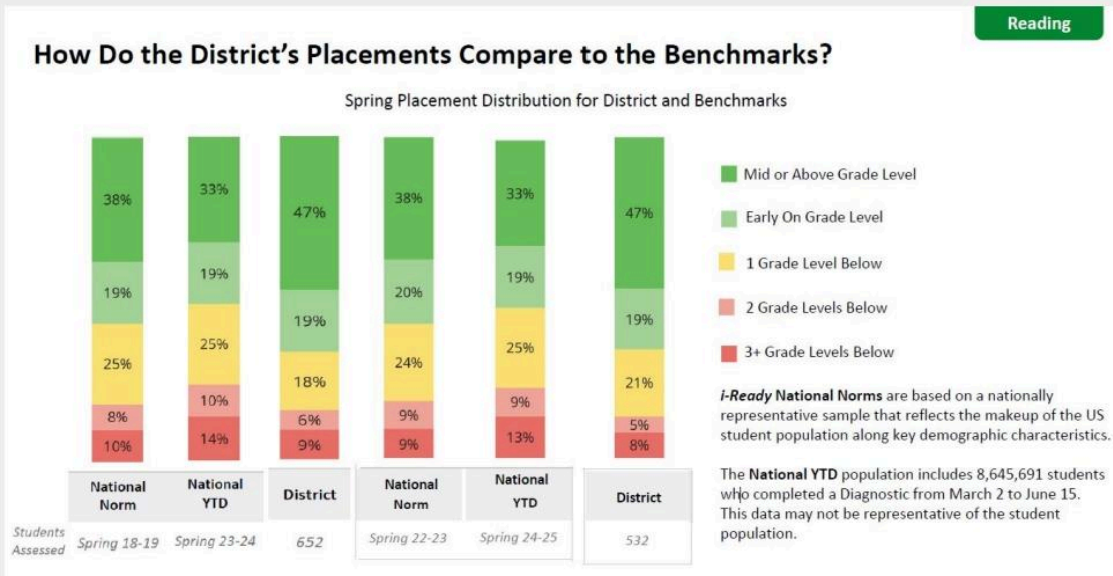


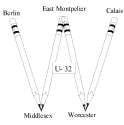


i-Ready Reading Diagnostic, Spring 2023 to 2025

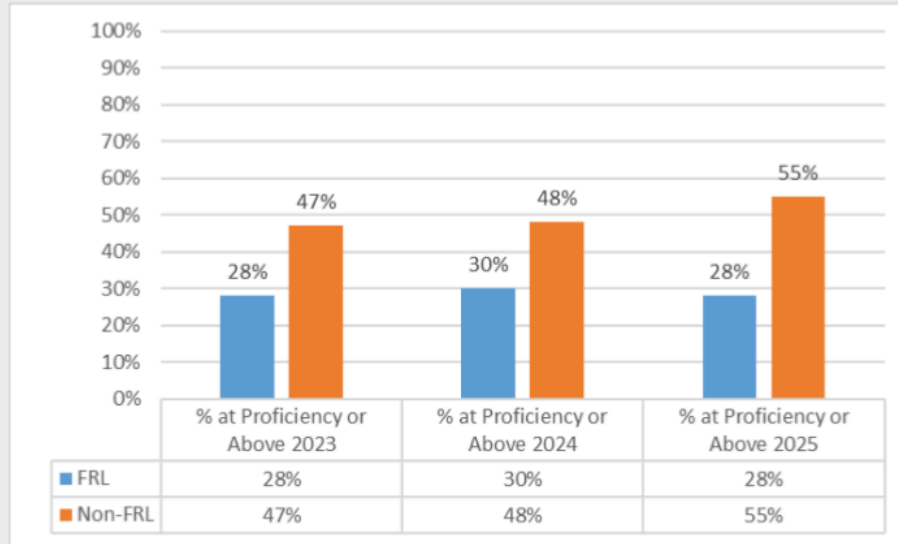


i-Ready Reading Diagnostic, Spring 2024 and 2025

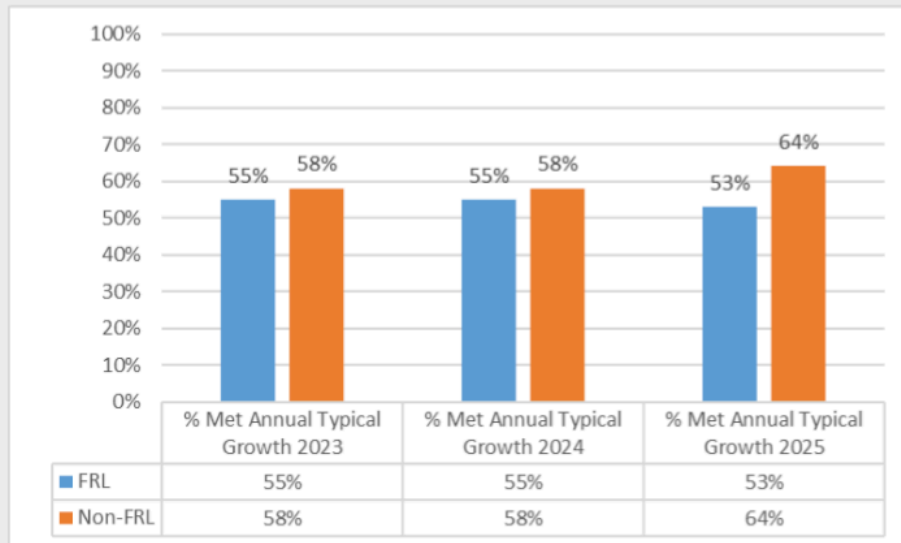


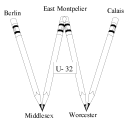


i-Ready **Reading** Performance Data by **FRL Eligibility** Spring 2023, 2024 and 2025

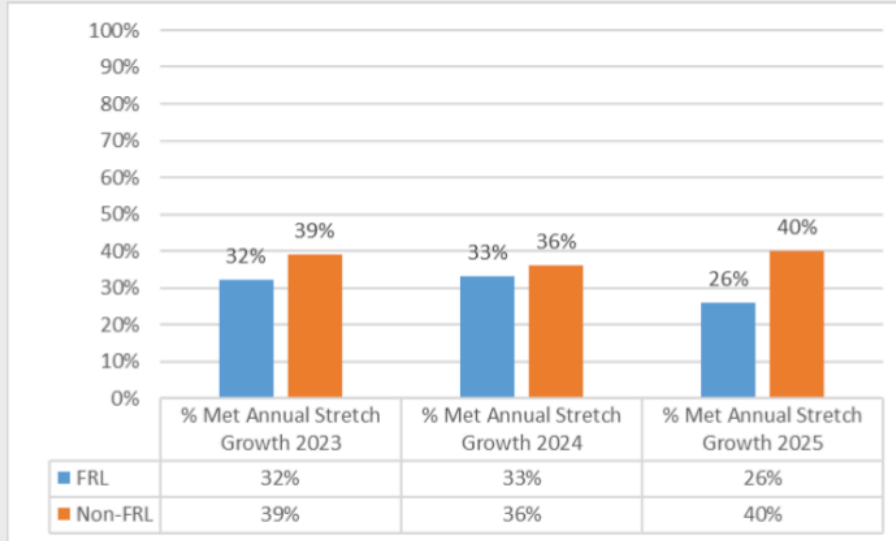


i-Ready **Reading** Typical Growth Data by **FRL Eligibility** Spring 2023, 2024 and 2025

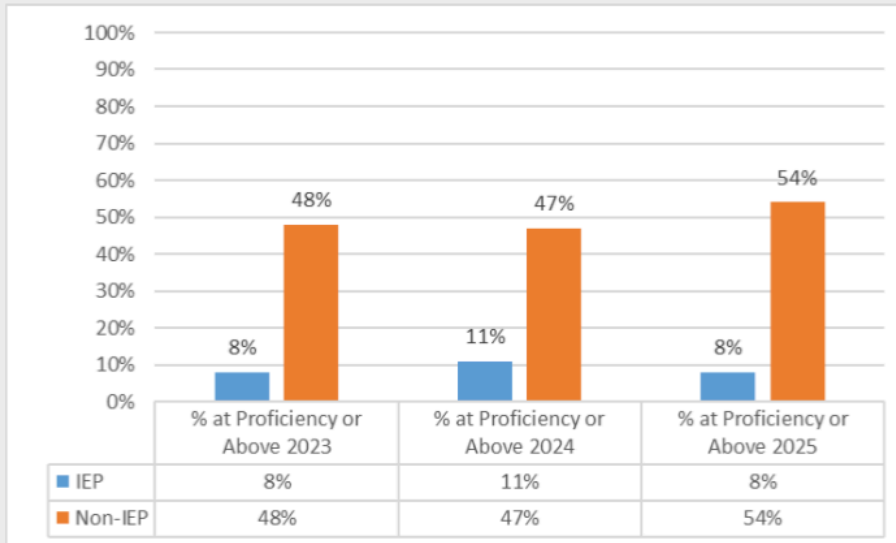


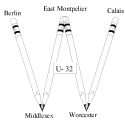


i-Ready **Reading** Stretch Growth Data by **FRL Eligibility** Spring 2023, 2024 and 2025

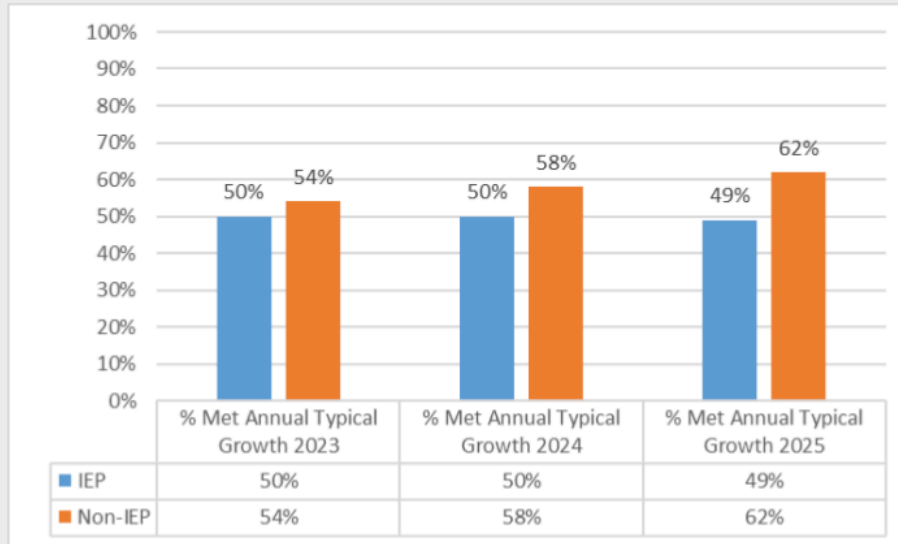


i-Ready **Reading** Performance Data by **IEP Eligibility** Spring 2023, 2024, and 2025

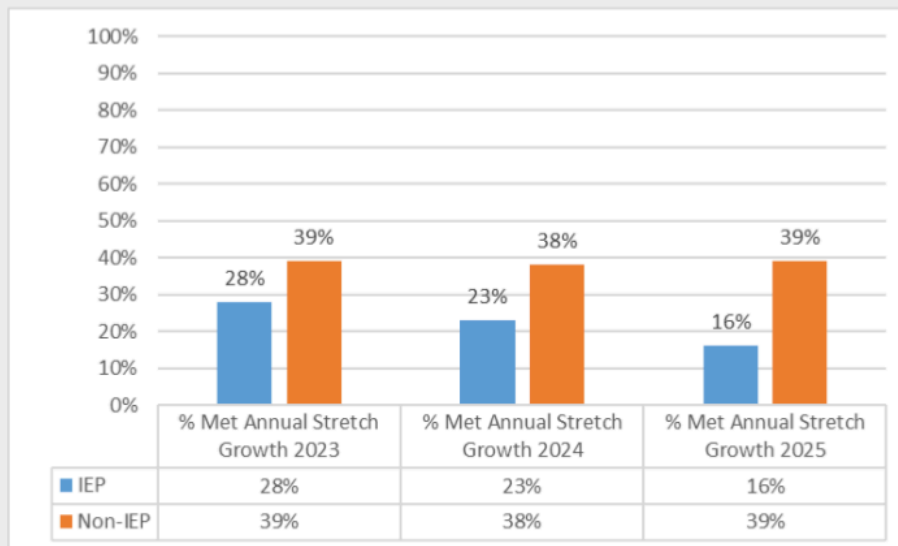


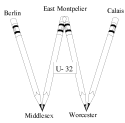


i-Ready **Reading** Typical Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025



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

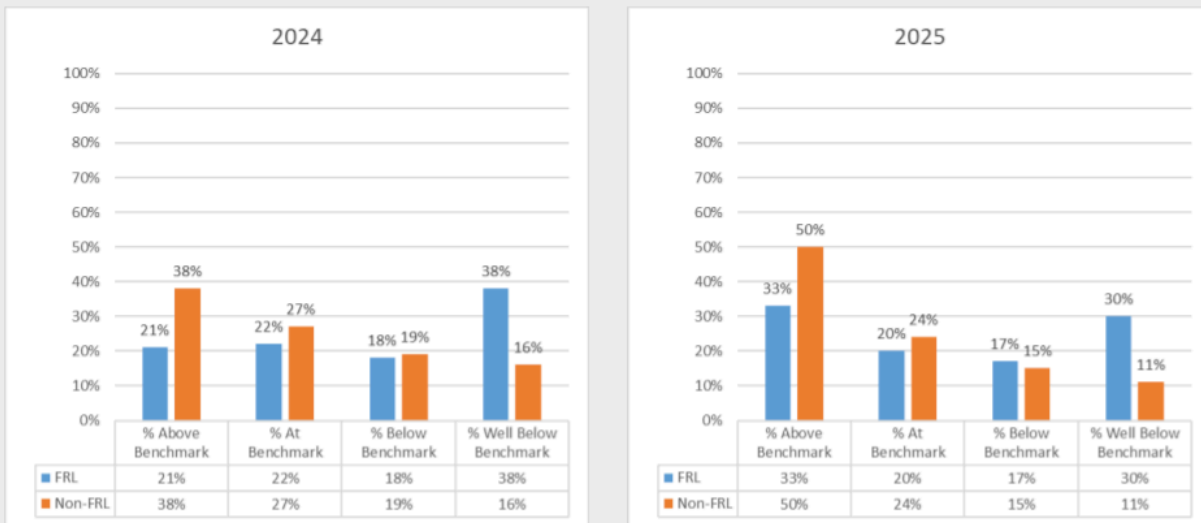


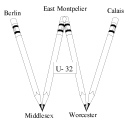


Acadience District Summary: Reading Composite Score K-6

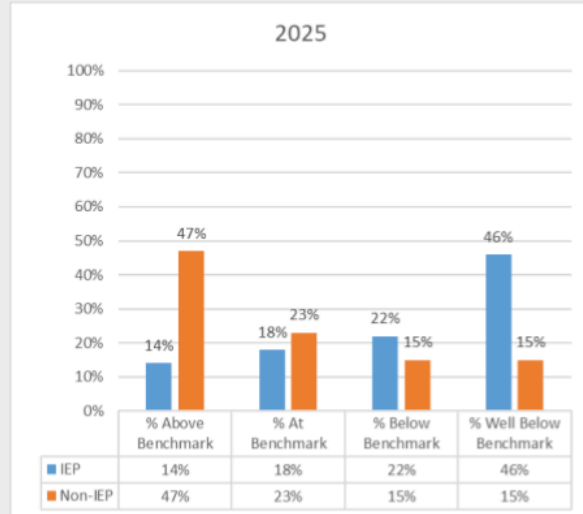
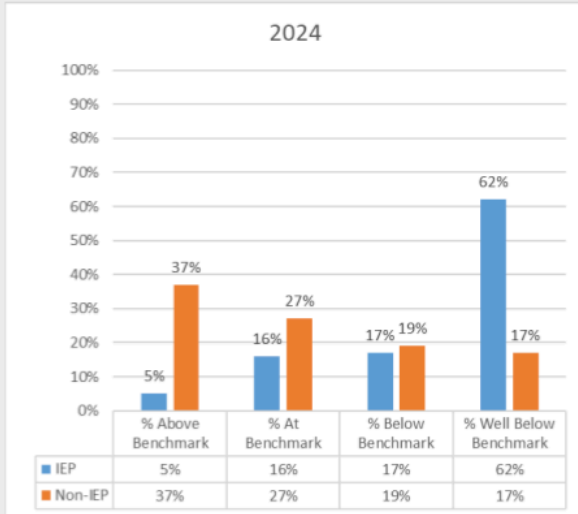
	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Spring 2024	24.6%	18.9%	25.1%	31.4%
Spring 2025	19.8%	15.7%	22.3%	42.2%

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

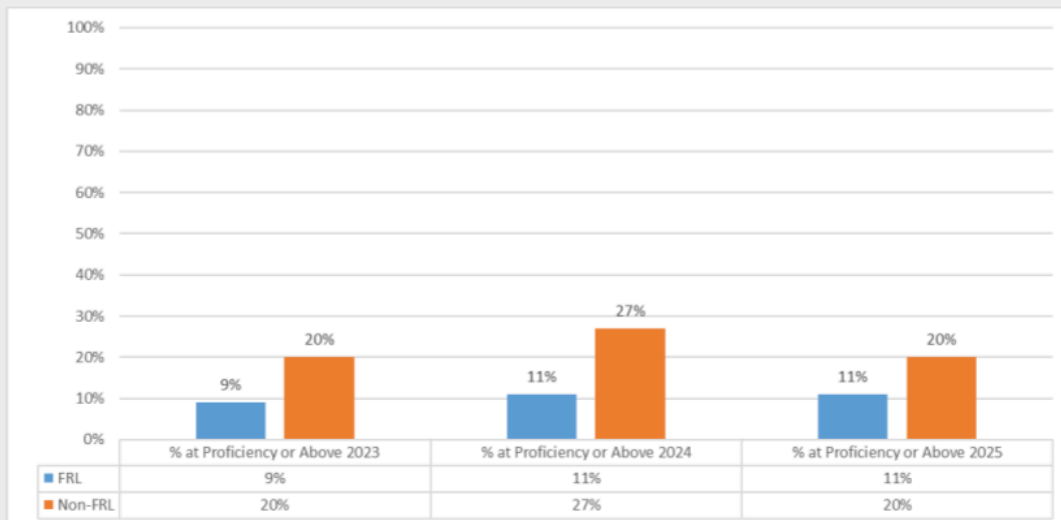


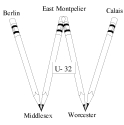


Acadience Reading K-6 **Reading** Performance Data by **IEP Eligibility** Spring 2024 and 2025

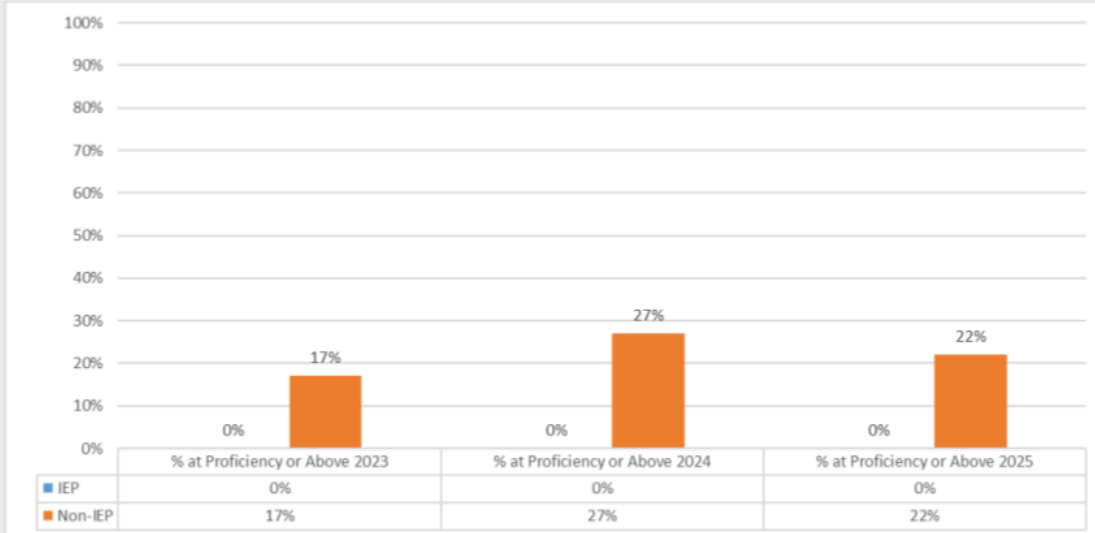


i-Ready Math **Grade 8 Algebra Concepts** Performance Data by **FRL Eligibility** Spring 2023, 2024 and 2025

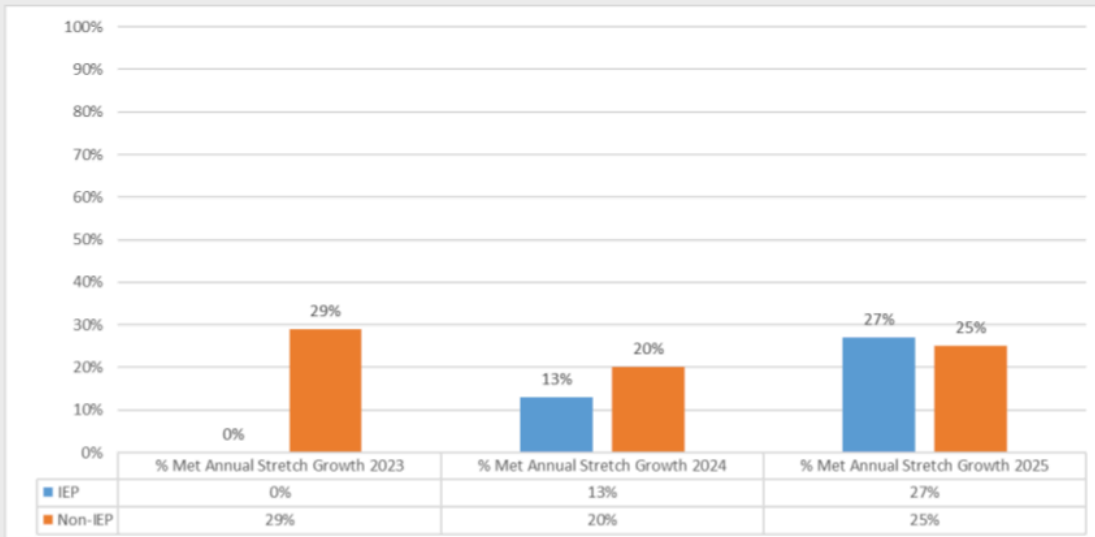


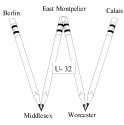


i-Ready Math **Grade 8 Algebra Concepts**
Performance Data by **IEP Eligibility**
Spring 2023, 2024 and 2025

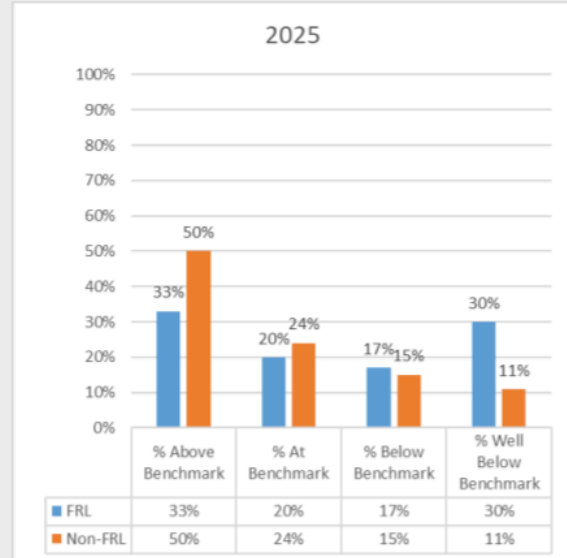
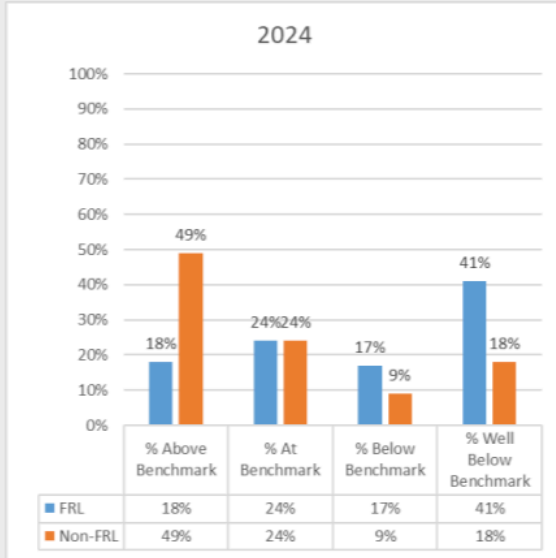


i-Ready Math **Grade 8 % Meeting Stretch Growth** by **IEP Eligibility**
Spring 2023, 2024 and 2025

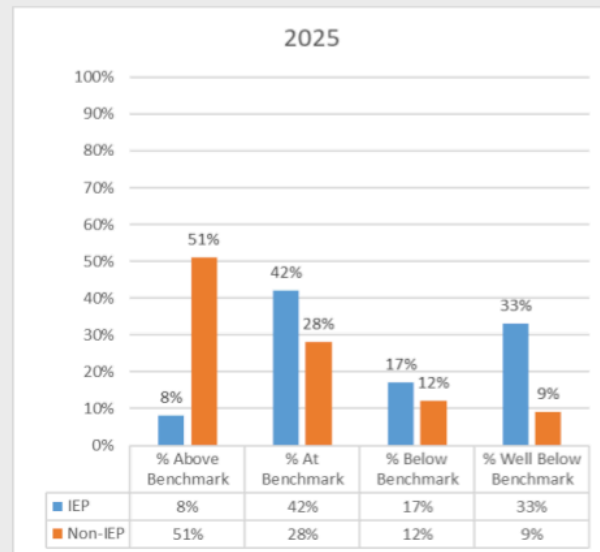
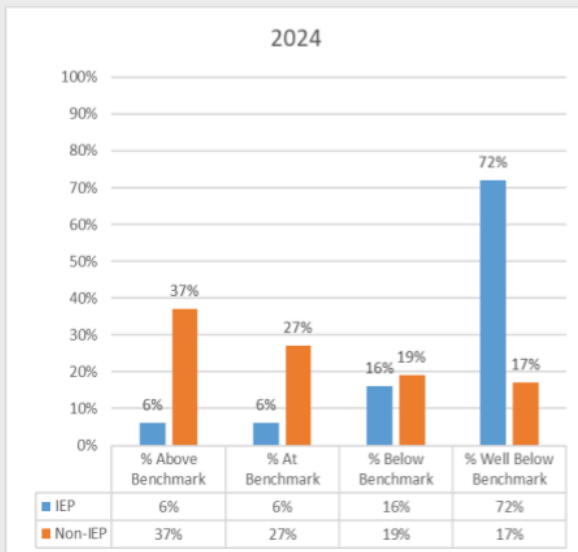


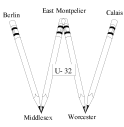


Acadience Reading **Grade 3 Reading** Performance Data by **FRL Eligibility**
Spring 2024 and Spring 2025



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





Below is a summary of our analysis.

System Successes:

- We have seen an improvement in student achievement in reading, which is demonstrated in both the i-Ready and Acadience Reading assessment tools.
- We have seen an improvement in reading for our students identified as FRL eligible, including our equity indicator of grade 3 reading as measured by the Acadience Reading assessment tool.
- We have seen an improvement in reading for our students on an IEP, including our equity indicator of grade 3 reading as measured by the Acadience Reading assessment tool.
- We have seen an improvement in student growth data for math as measured in i-Ready
- Our grade 8 Algebra concepts equity indicator has demonstrated improvement in student achievement in stretch growth for students on an IEP. We have seen an increase in stretch growth over the last 3 years.

System Challenges:

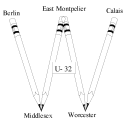
- When examining student achievement data for Grade 8 Algebra Concepts for students on an IEP there is a lack of students at or above proficiency.
- At the middle and high school level, there have been schedule changes for this year, which result in classes meeting more frequently for shorter periods of time.
- We continue to see achievement gaps for our students eligible for Free and Reduced Lunch, and students on IEPs
-

System Needs:

- ...
- ...
- ...
-

Changes to instructional and assessment practices:

- We are in the second year of the implementation of the Acadience reading assessment tool. This assessment tool is complementary to our i-Ready reading assessments and is aligned with the requirements of Act 139.
- In response to concerns about the time spent on student assessments, testing procedures have been adjusted for this school year. All students will take the i-Ready math assessment in the fall and spring, but only those who do not score at or above the proficiency level will be assessed again in the winter.



- Educlimber is a data tool that was bought this year and is being implemented to address layers 3 and 4 of our MLSS.
- A system of embedded Professional Development is being implemented.

Implications for the School Board:

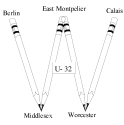
- Informed Oversight - We, the members of the full board, need to hold ourselves and the superintendent accountable for improved outcomes, including longitudinal improvements.
- Ensure that we are allocating resources to continue to build and implement our Local Comprehensive Assessment System, including resources for responsive instructional and assessment practices and associated professional learning. This includes budgetary and time resource needs.
- How are we using the data that we are collecting? Is it the right data to allow the board to make decisions based on meeting student needs?

During our full board meeting on November 19th, we would like to engage in a discussion about this report. We offer the following questions for your consideration.

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

Here are some terms that are important to know and understand related to 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 skills 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.
- **Cross-Sectional Analysis** - A data view comparing different students across years i.e. last year's 3rd grade and this year's 3rd grade.
- **Longitudinal cohort Analysis** - A data view of the same students over time i.e. last year's 3rd grade and this year's 4th grade.
- **MLSS** - Multi-Layered System of Supports

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>

Alternate text for our summary section of our draft report

This version addresses the complex sentence structure and domain-related terms (aka industry jargon) to improve broader public readability. One of our goals is to address the accessibility of our information and reports.

How are we doing? What are we doing?

Students in our district are showing strong progress, especially in reading and math. Reading scores are going up across different grade levels, including for students who receive special education services or qualify for Free and Reduced Lunch. Third-grade reading, a key focus area, is improving for these groups.

In math, more students are showing growth, and those on IEPs are making steady gains in grade 8 Algebra over the past three years. At the same time, we know there are still gaps in achievement, and not enough students with IEPs are reaching proficiency in Algebra Concepts.

We're also keeping an eye on changes to middle and high school schedules. These changes have increased total instructional time, now delivered in shorter, more frequent classes. While we continue to monitor how this affects student learning, it's not seen as a negative shift.

To support learning, the district is using new tools like Acadience Reading and Educlimber. We're also providing ongoing professional development to help teachers meet student needs and strengthen instruction.