

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.

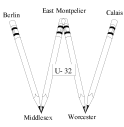
We are committed to using data with purpose—always in alignment with our strategic plan, district goals, and equity indicators. By staying within our governance role, we focus on the big-picture questions that matter most: Are our students learning and thriving? Are resources being used effectively and 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 differences in performance persist between groups of students in Free and Reduced Lunch (FRL) eligibility and specialized education services eligibility.

We continue to look at how we allocate time in order to meet all of our students’ needs across all layers.



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 :

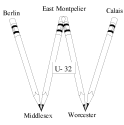
In September and October, the Education Quality Committee (EQC) examined the spring 2025 student achievement data on the i-Ready reading and math diagnostic assessments and the Acadience reading assessment. The Acadience Reading assessment was implemented for K-6th grades two years ago. This is a new 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

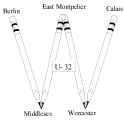


i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

Students Assessed

Year	21-22	22-23	23-24	24-25
Students Assessed	809	953	775	740

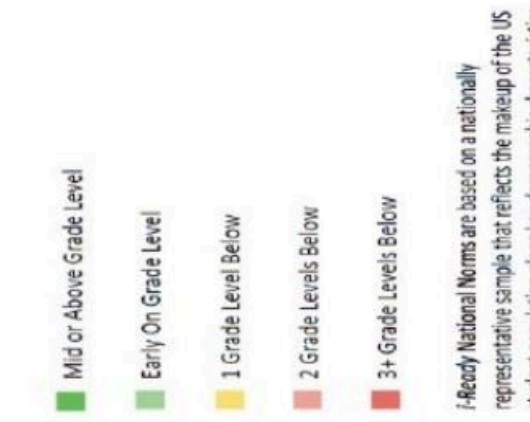


i-Ready Math Diagnostic, Spring 2024 and 2025

Mathematics

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

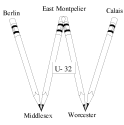
Spring Placement Distribution for District and Benchmarks



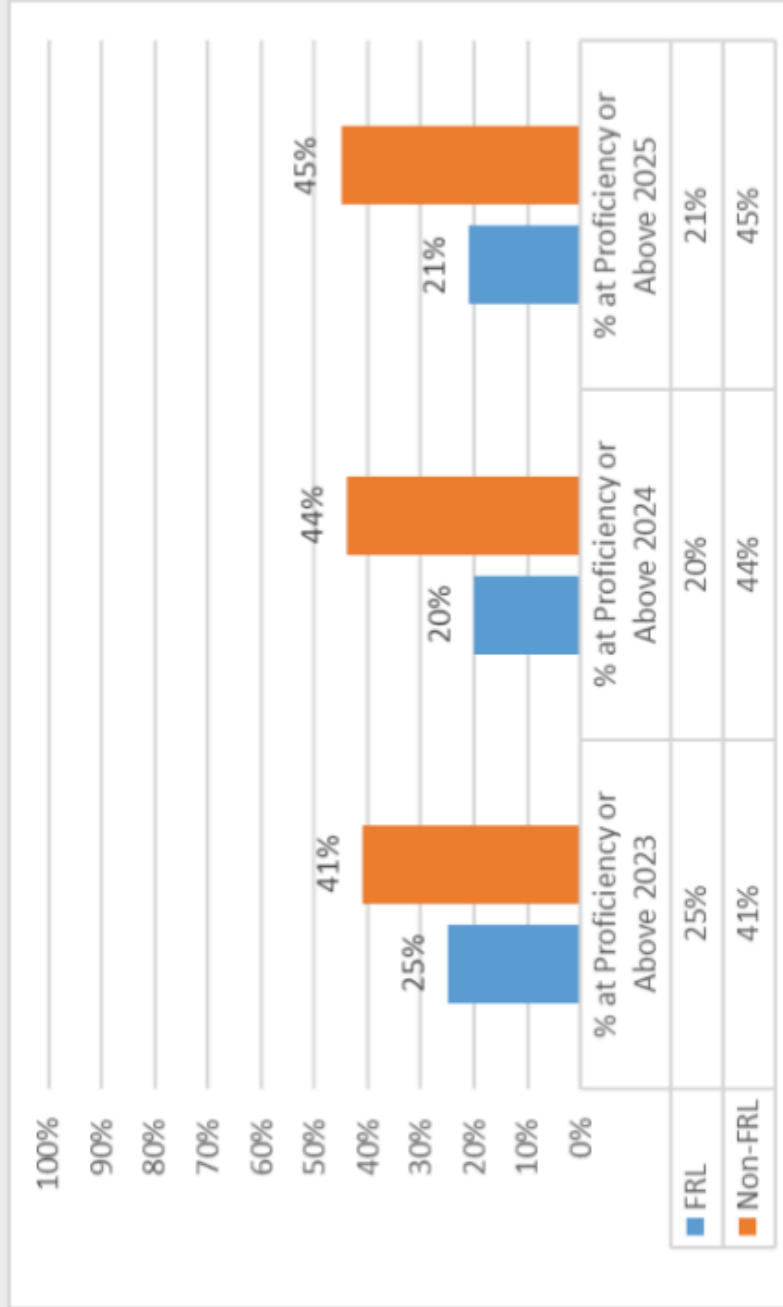
i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

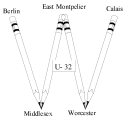
The National YTD population includes 10,099,157 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

Students Assessed	National Norm	National YTD	District
Spring 18-19	Spring 23-24	Spring 24-25	775
740	740	740	740

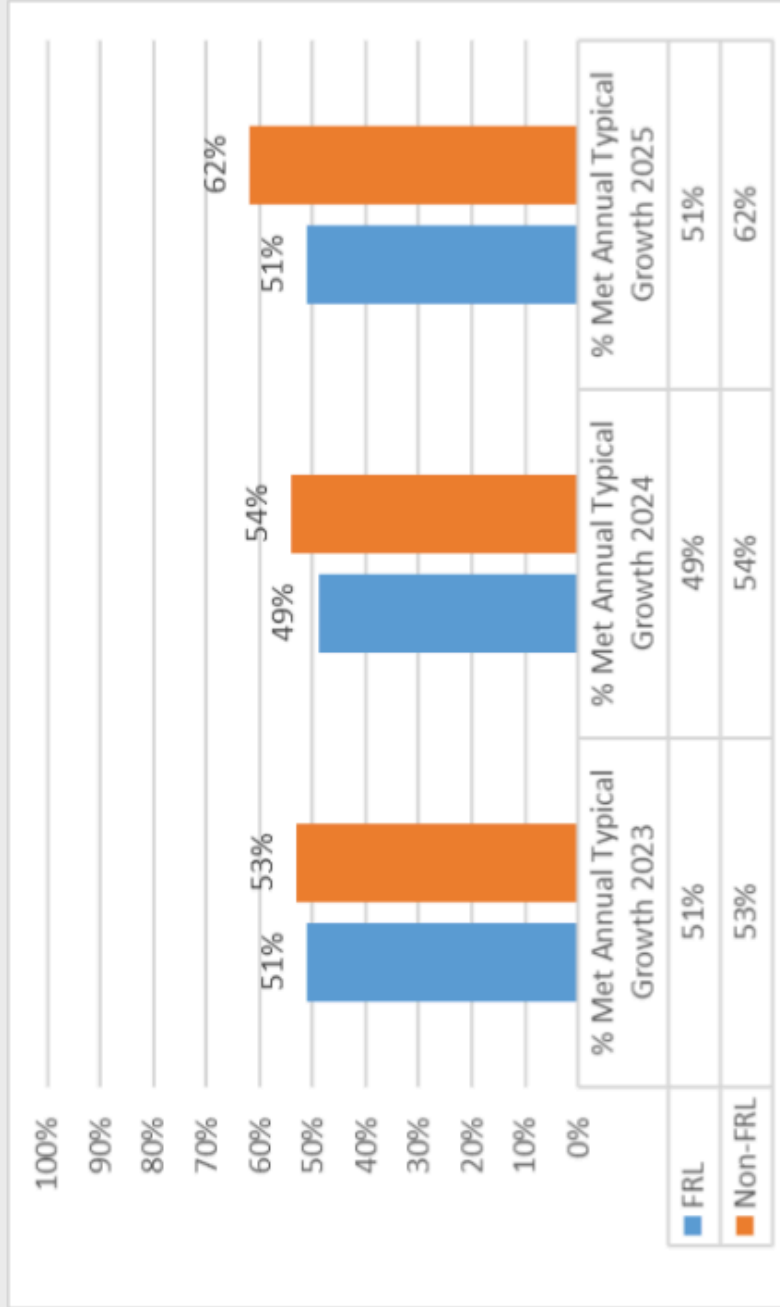


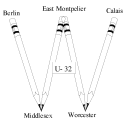
i-Ready **Math** Performance Data by **FRL Eligibility** Spring 2023, 2024, and 2025



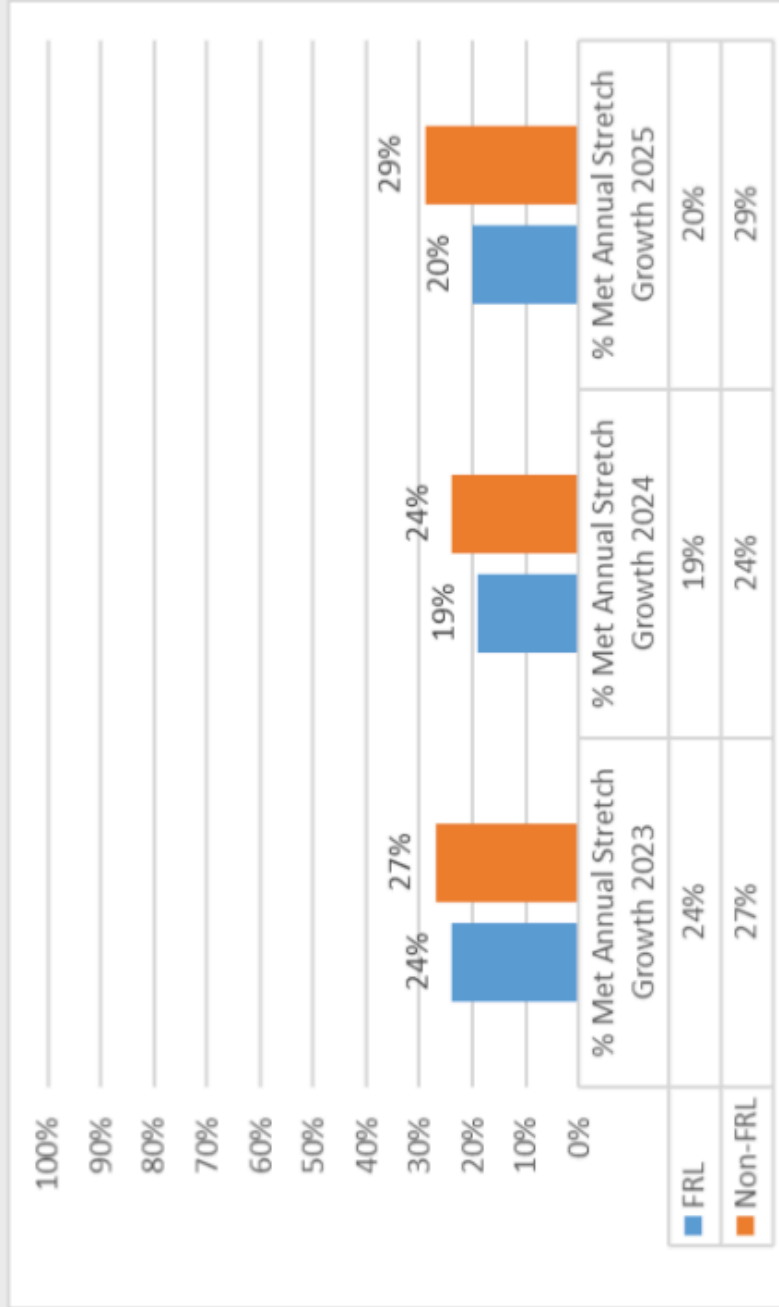


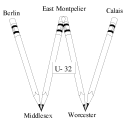
i-Ready **Math** Typical Growth Data by **FRL Eligibility** Spring 2023, 2024, and 2025



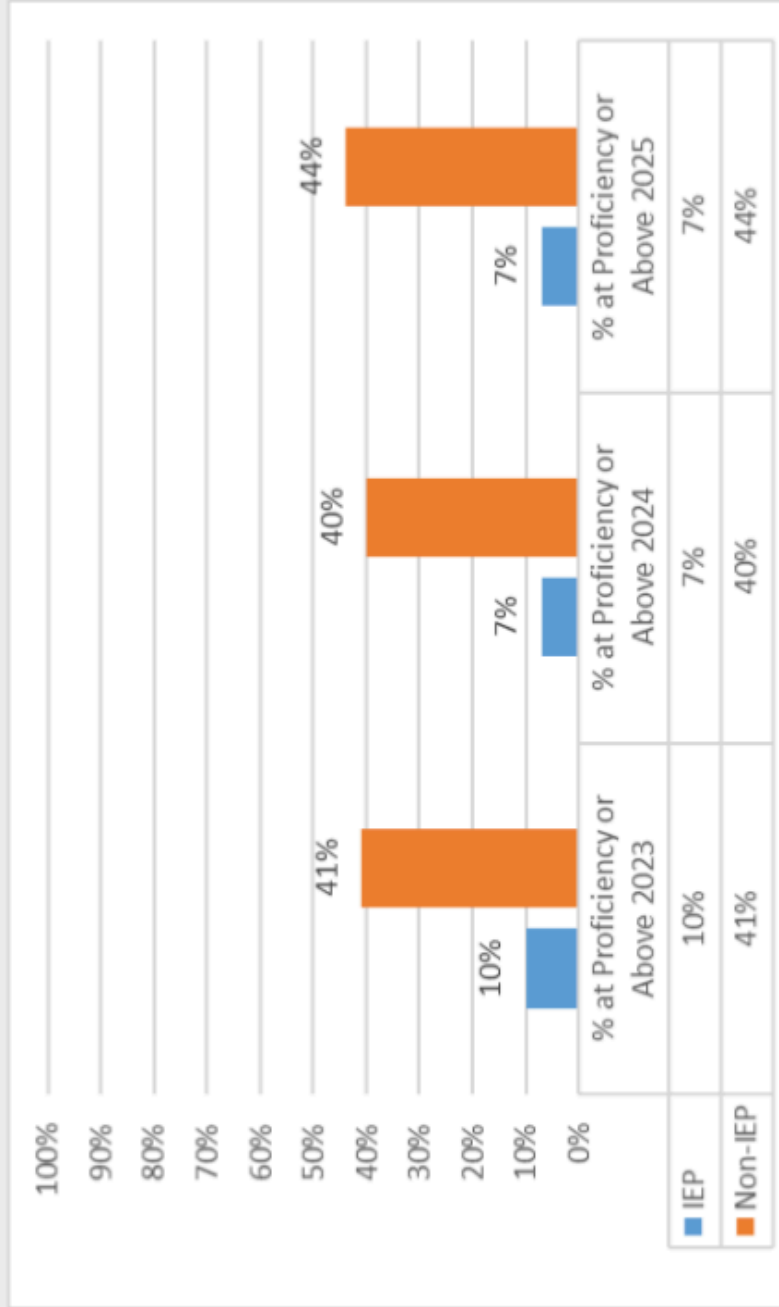


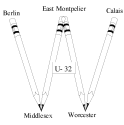
i-Ready **Math** Stretch Growth Data by **FRL Eligibility** Spring 2023, 2024, and 2025



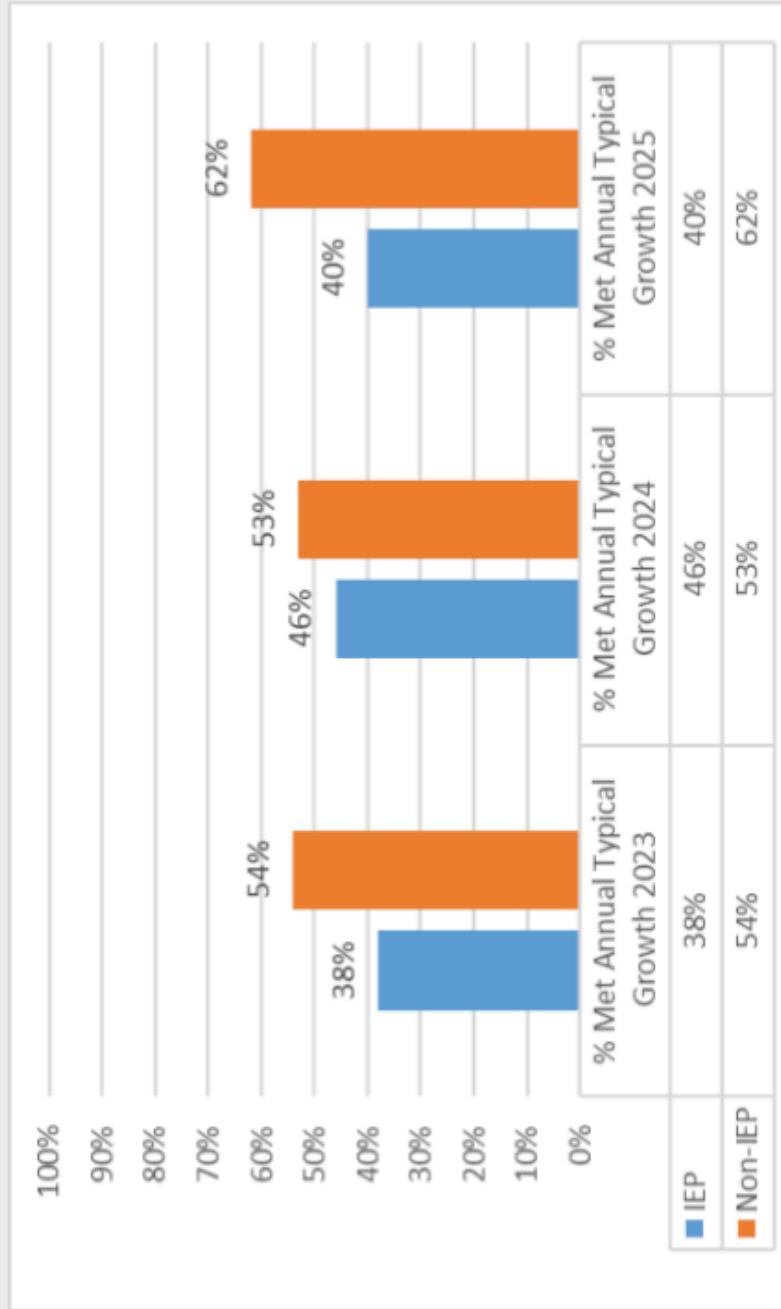


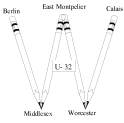
i-Ready **Math** Performance Data by **IEP Eligibility** Spring 2023, 2024, and 2025



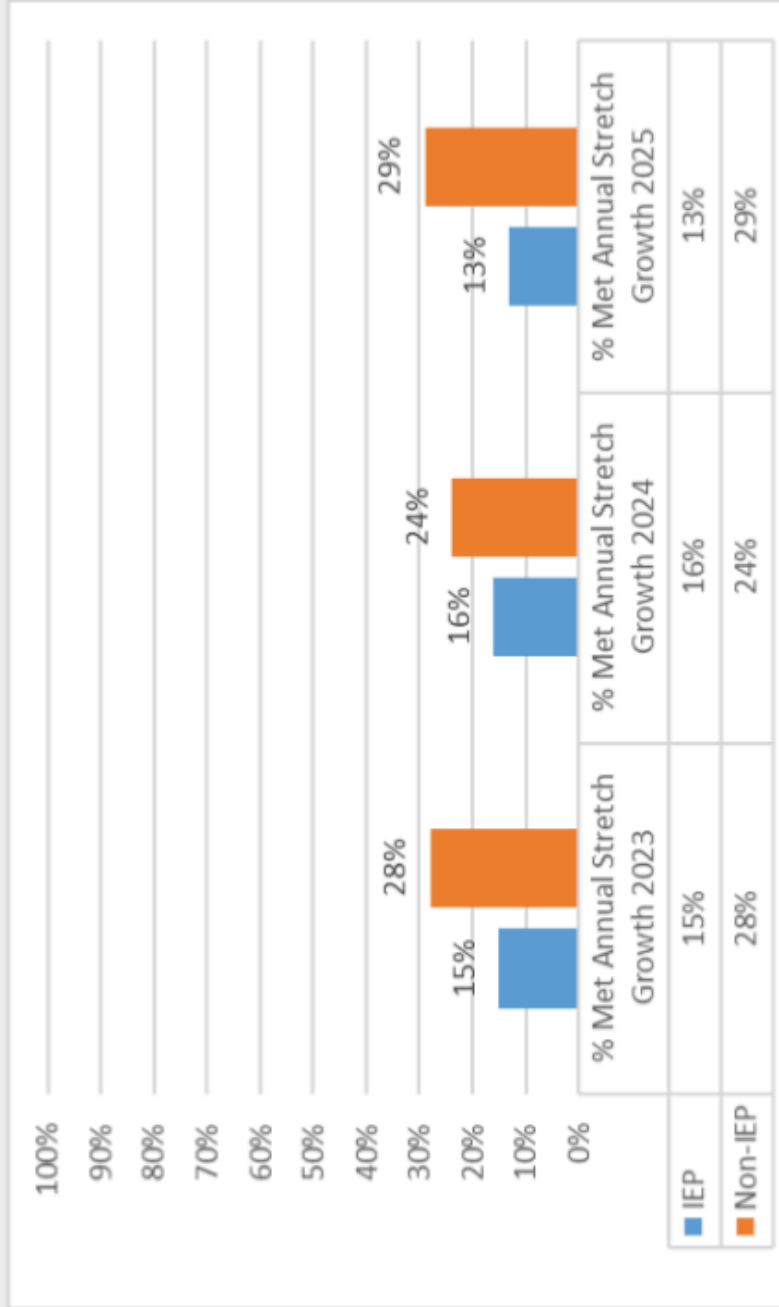


i-Ready **Math** Typical Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025





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

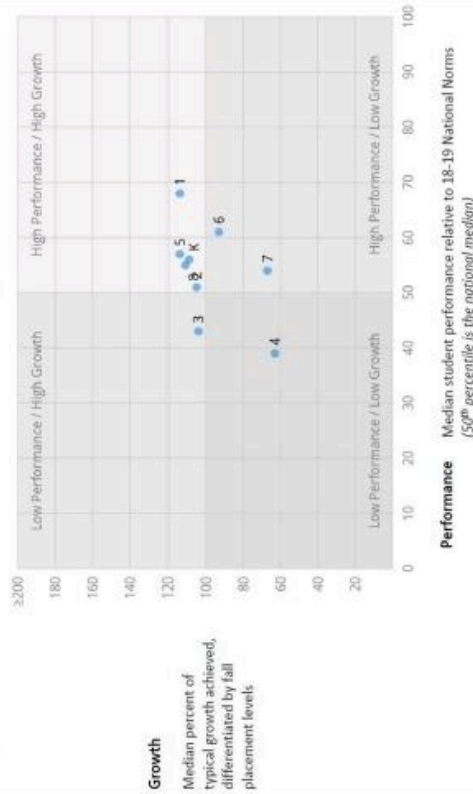


i-Ready Math Diagnostic, Spring 2024 and 2025

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



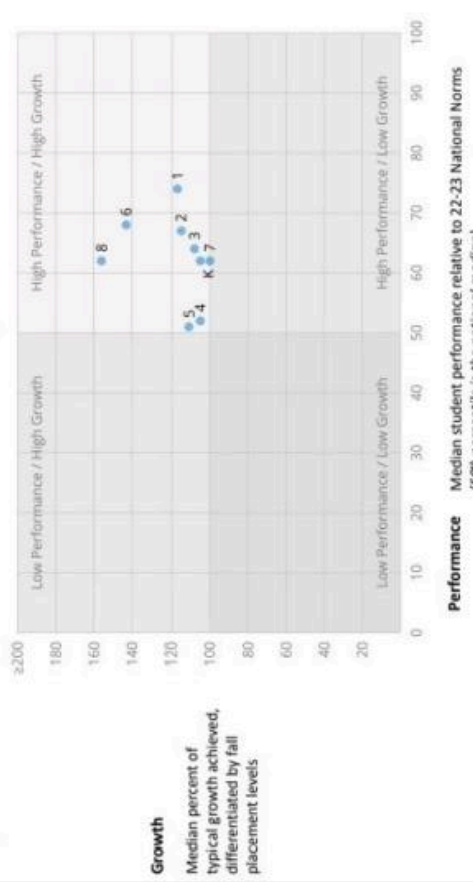
Growth
 Median percent of typical growth achieved, differentiated by fall placement levels.

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

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



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

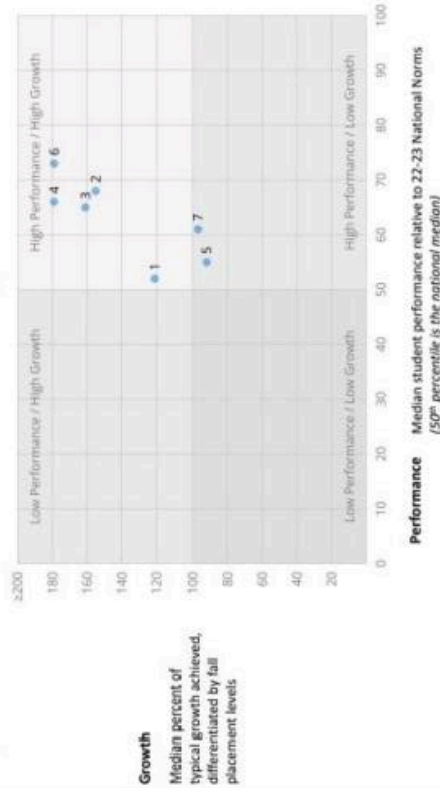
Performance Median student performance relative to 22-23 National Norms (50th percentile is the national median)

i-Ready Reading Diagnostic, Spring 2024 and Spring 2025

Spring 2025

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

Comparison of Median Student Performance and Median Percent of Typical Growth



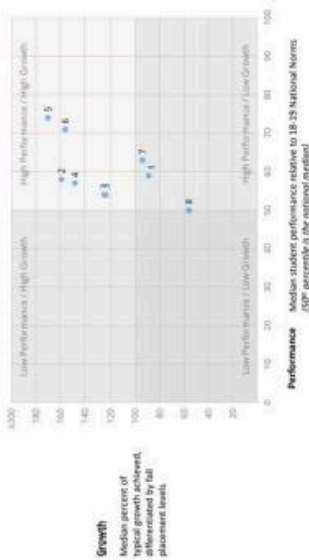
Growth
 Median percent of typical growth achieved, differentiated by fall placement levels

Performance
 Median student performance relative to 22-23 National Norms (50th percentile is the national median)

Spring 2024

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

Comparison of Median Student Performance and Median Percent of Typical Growth



Growth
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i-Ready Reading Diagnostic, Spring 2023 to 2025

Reading

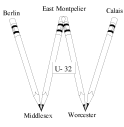
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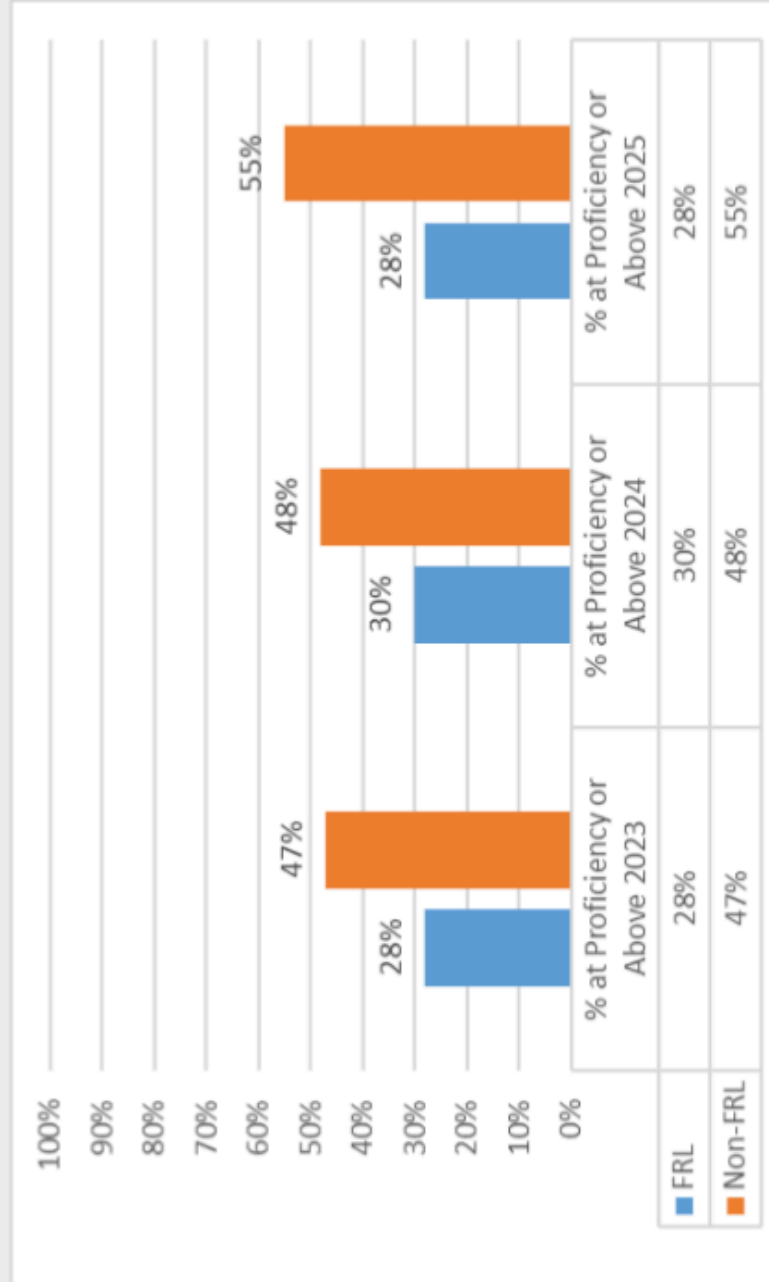


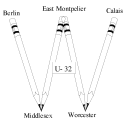
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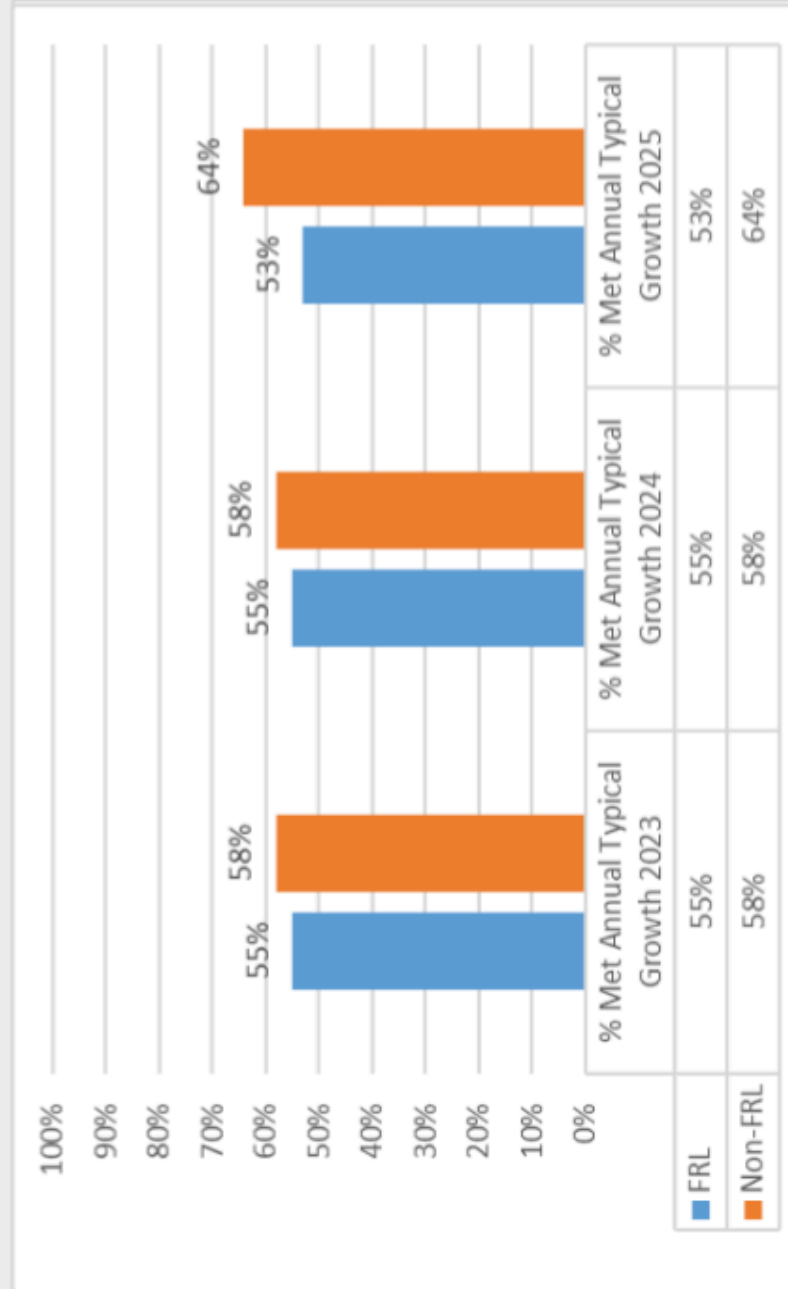


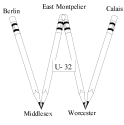
i-Ready Reading Performance Data by **FRL Eligibility** Spring 2023, 2024 and 2025



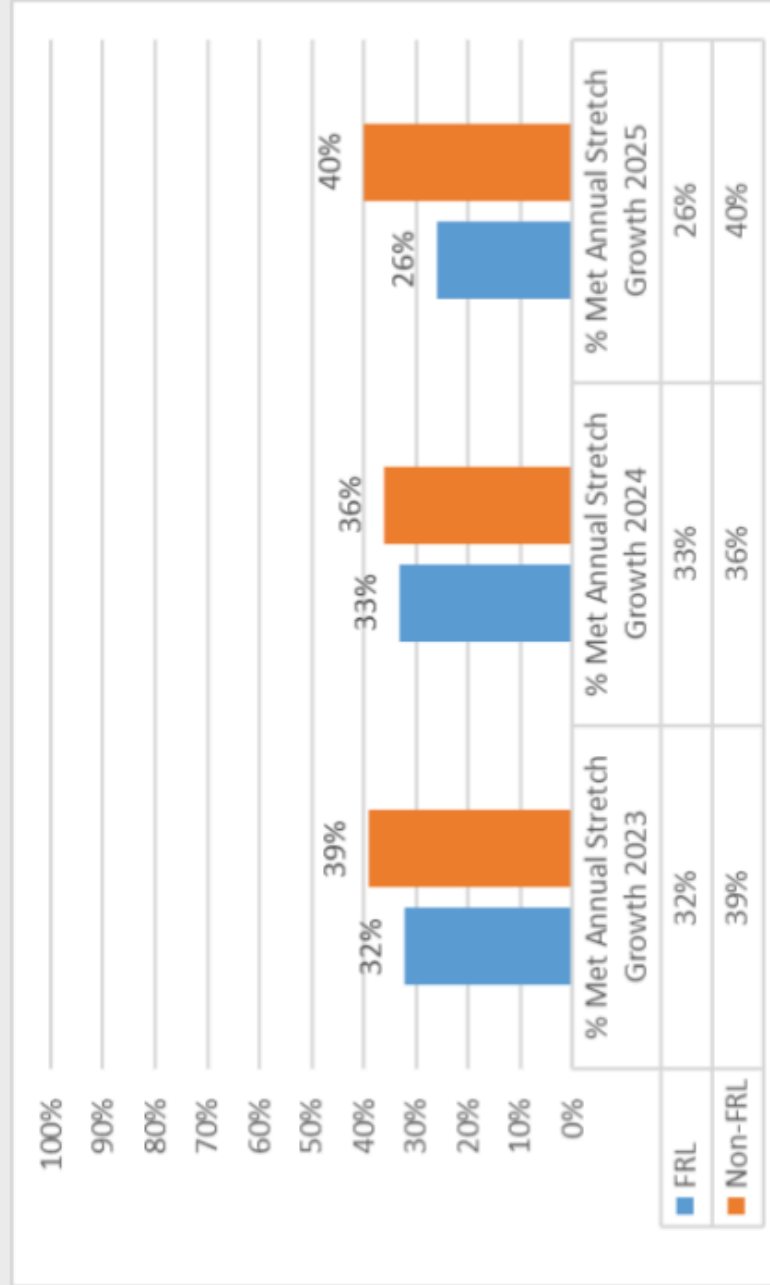


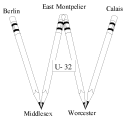
i-Ready **Reading** Typical Growth Data by **FRL Eligibility** Spring 2023, 2024 and 2025



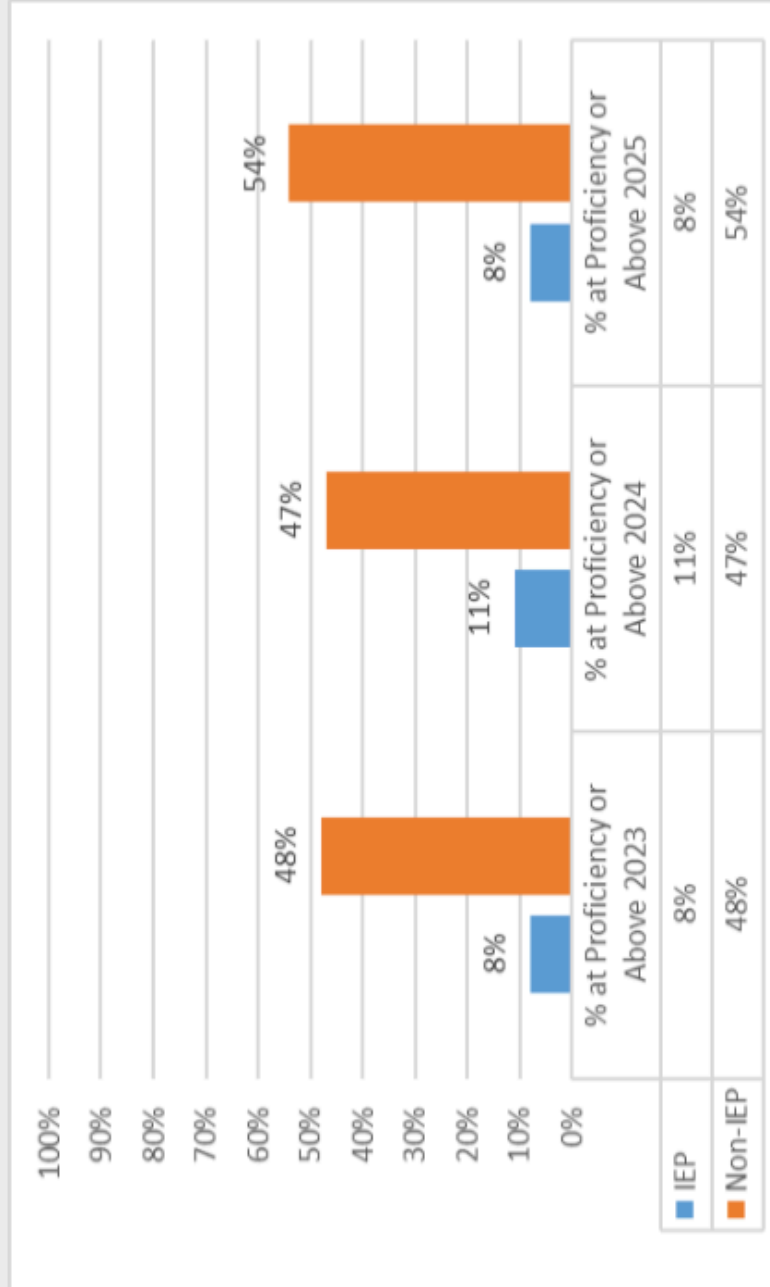


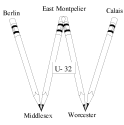
i-Ready Reading Stretch Growth Data by FRL Eligibility Spring 2023, 2024 and 2025



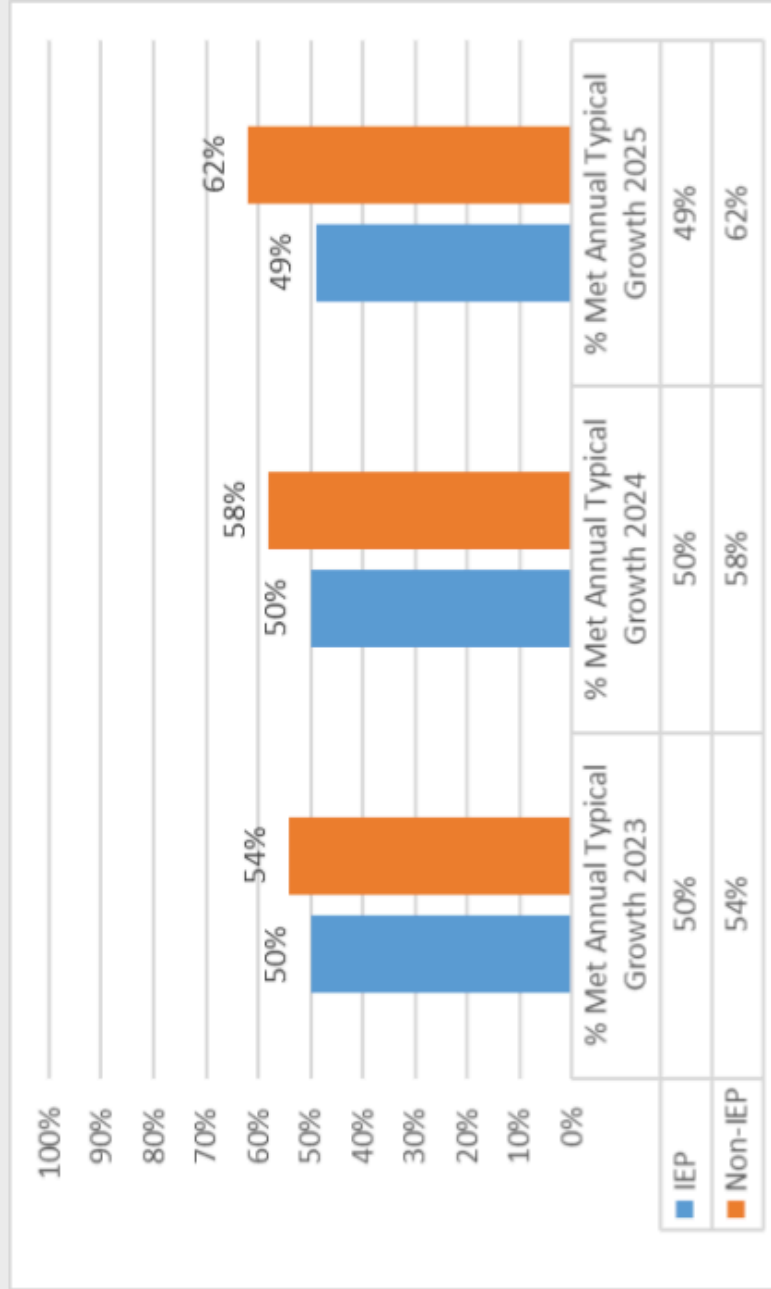


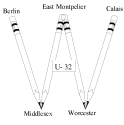
i-Ready Reading Performance Data by IEP Eligibility Spring 2023, 2024, and 2025



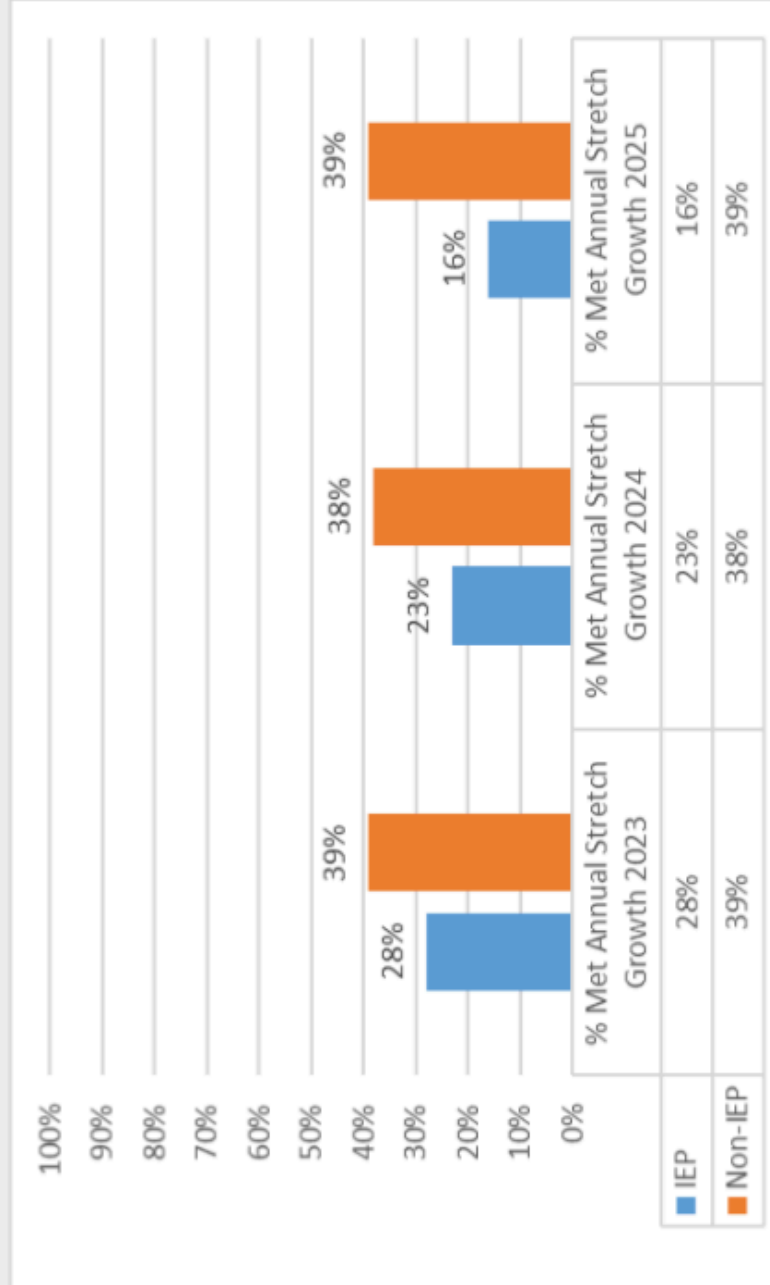


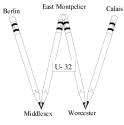
i-Ready **Reading** Typical Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025





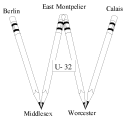
i-Ready **Reading** Stretch Growth Data by **IEP Eligibility** Spring 2023, 2024, and 2025



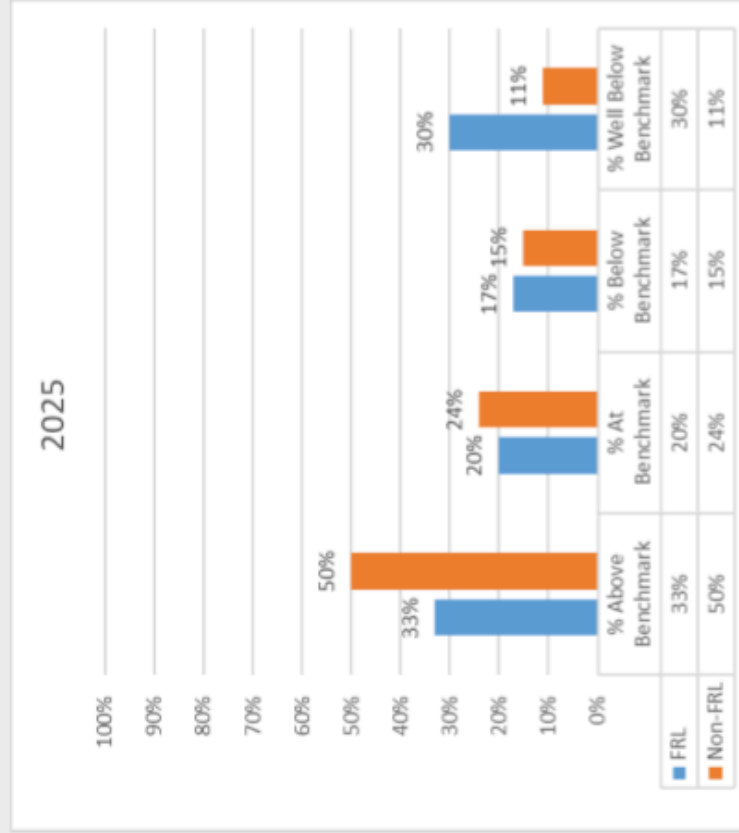
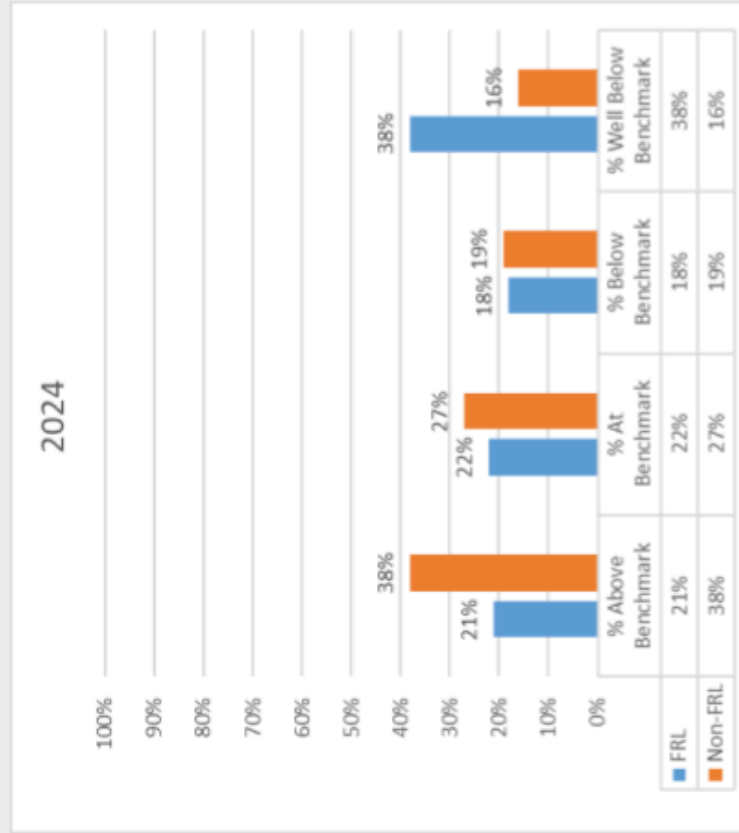


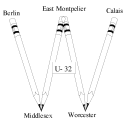
Acadience District Summary: Reading Composite Score K-6

	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%

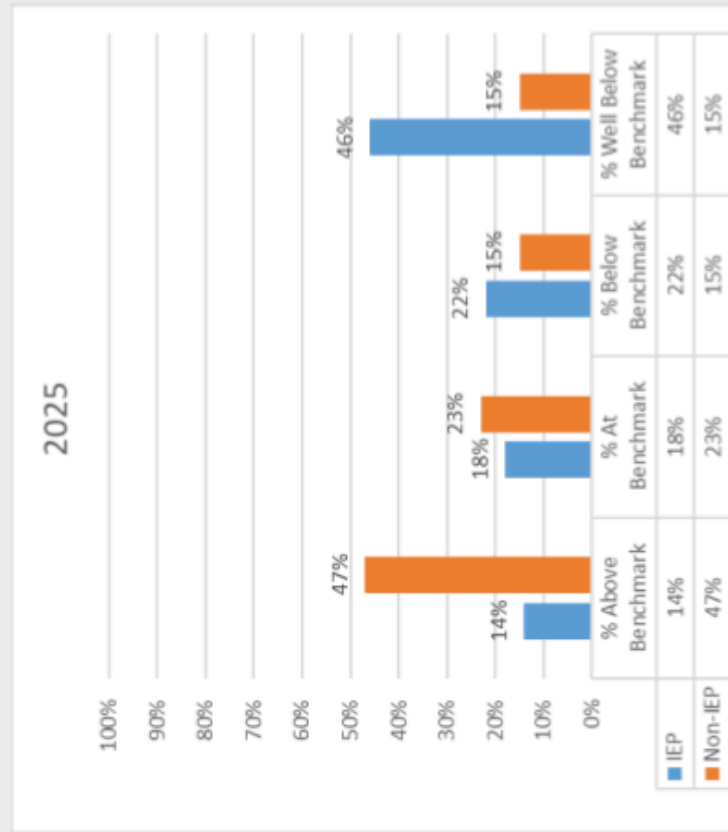
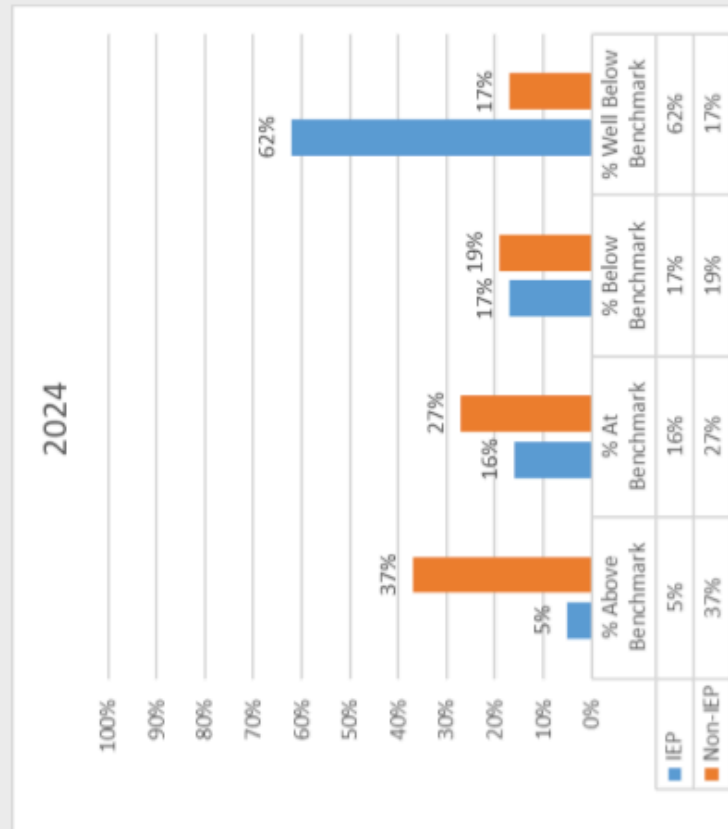


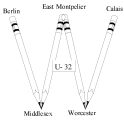
Acadience Reading K-6 Reading Performance Data by FRL Eligibility Spring 2024 and 2025



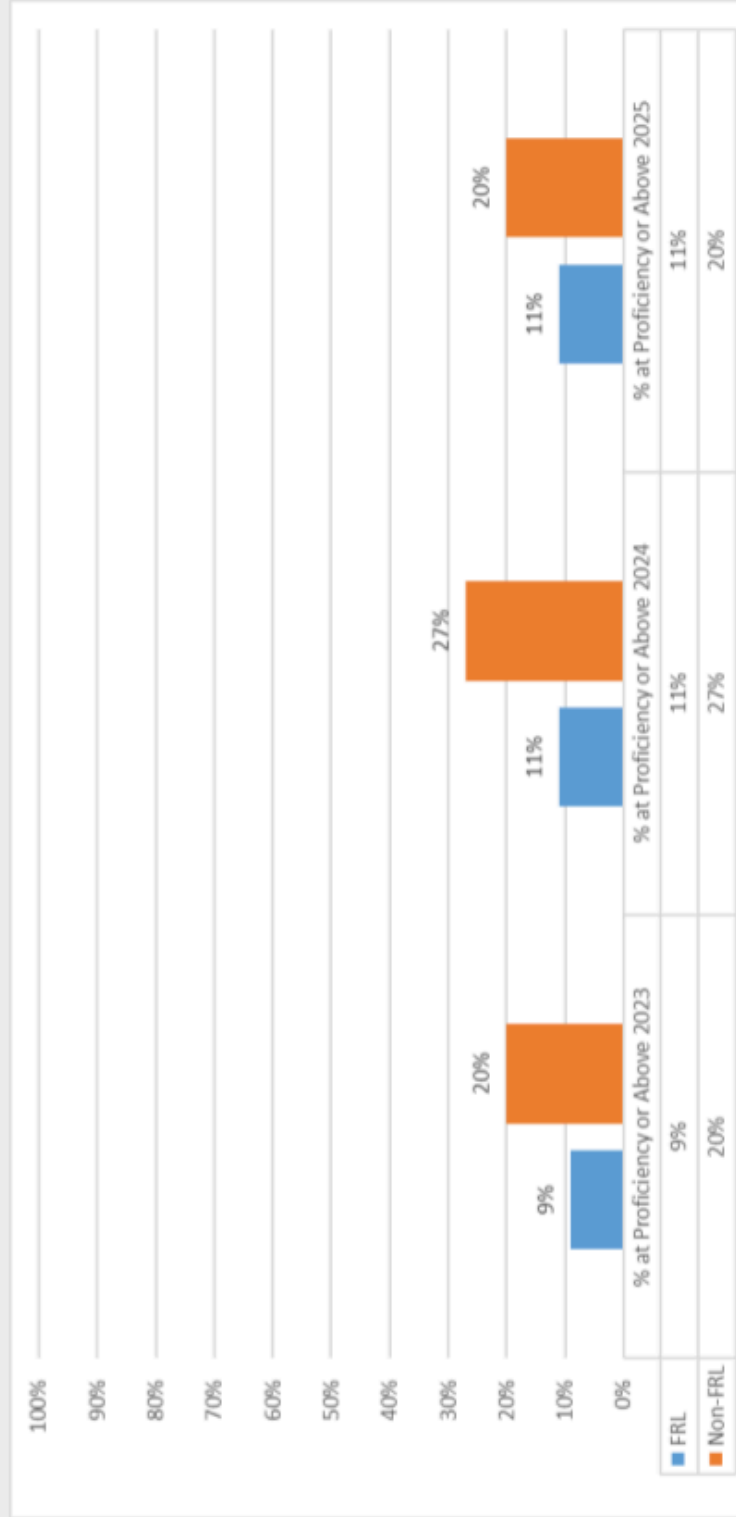


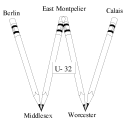
Acadience Reading K-6 **Reading** Performance Data by **IEP Eligibility** Spring 2024 and 2025



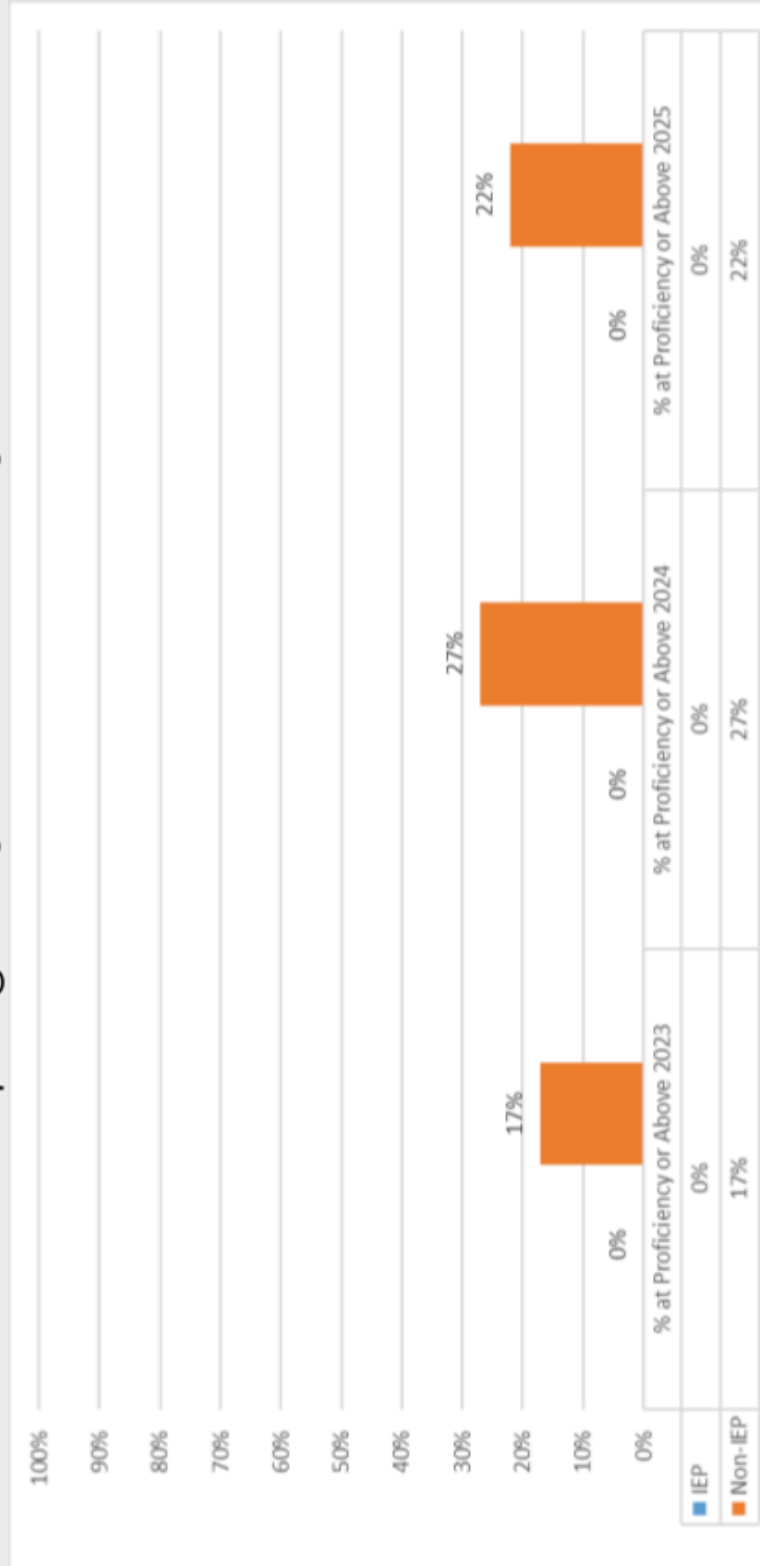


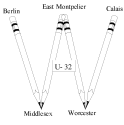
i-Ready Math **Grade 8 Algebra Concepts** Performance Data by **FRL Eligibility** Spring 2023, 2024 and 2025



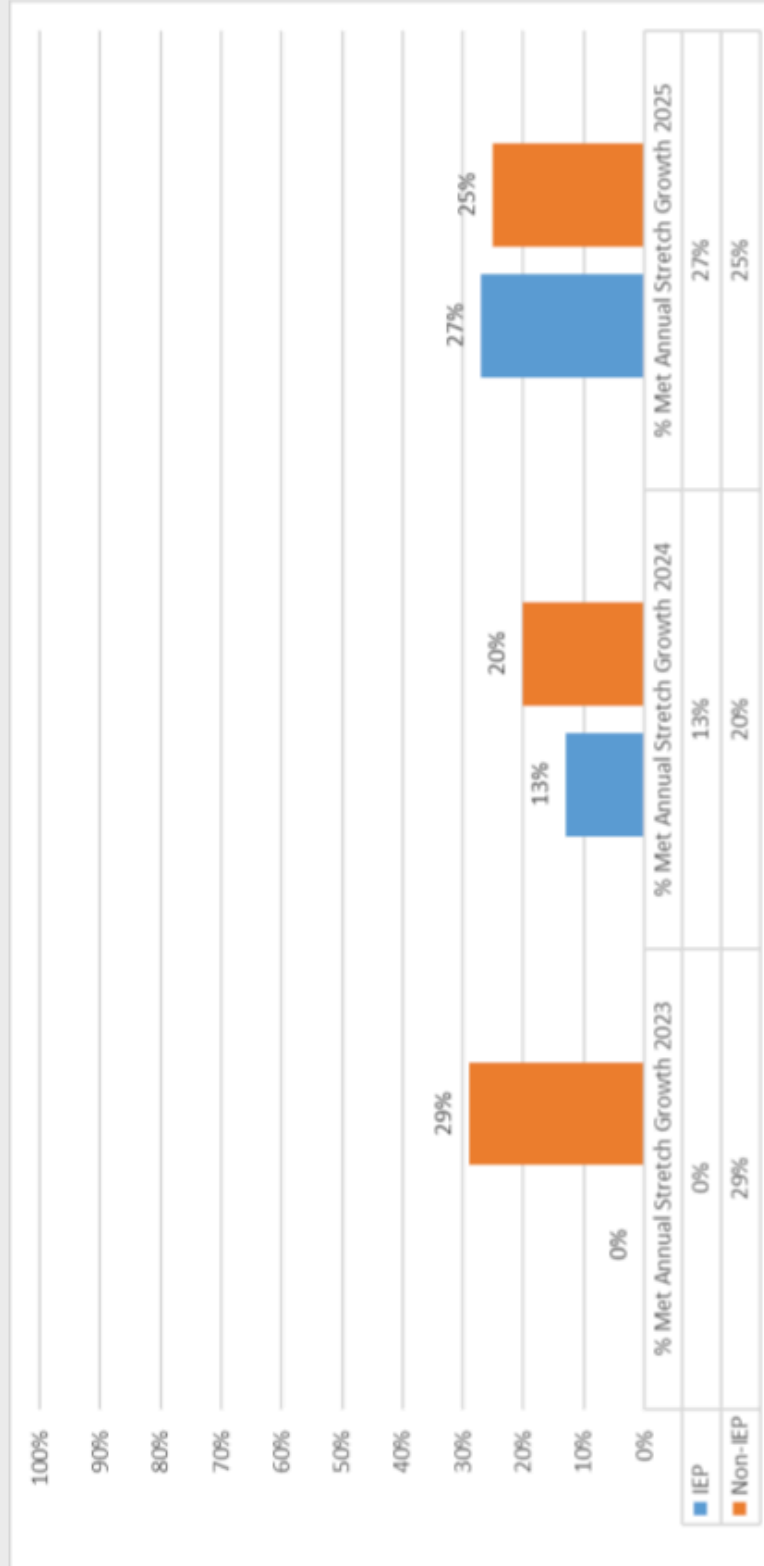


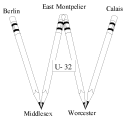
i-Ready Math **Grade 8 Algebra Concepts** Performance Data by **IEP Eligibility** Spring 2023, 2024 and 2025



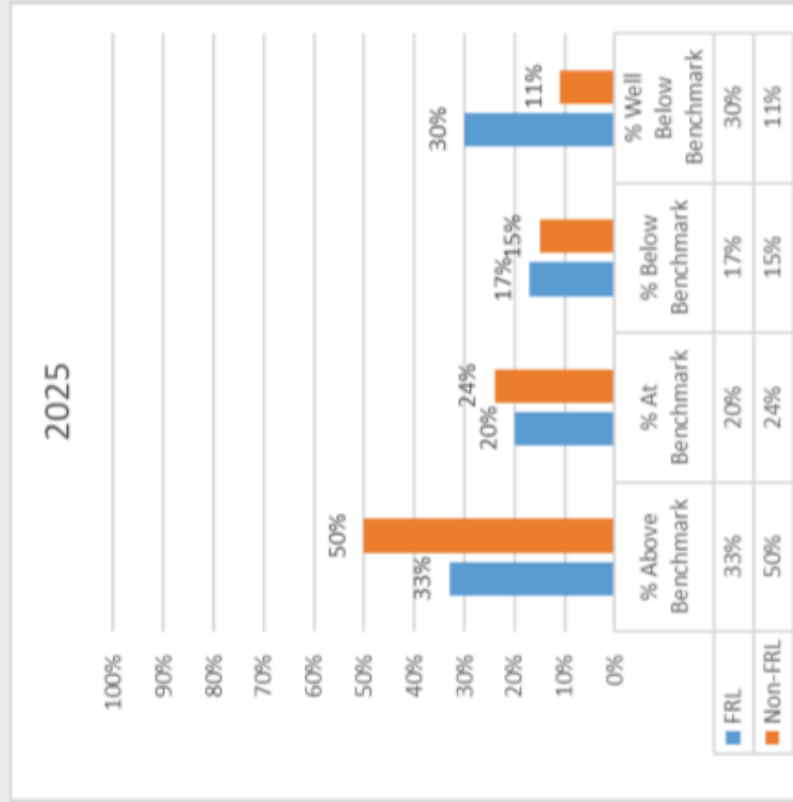
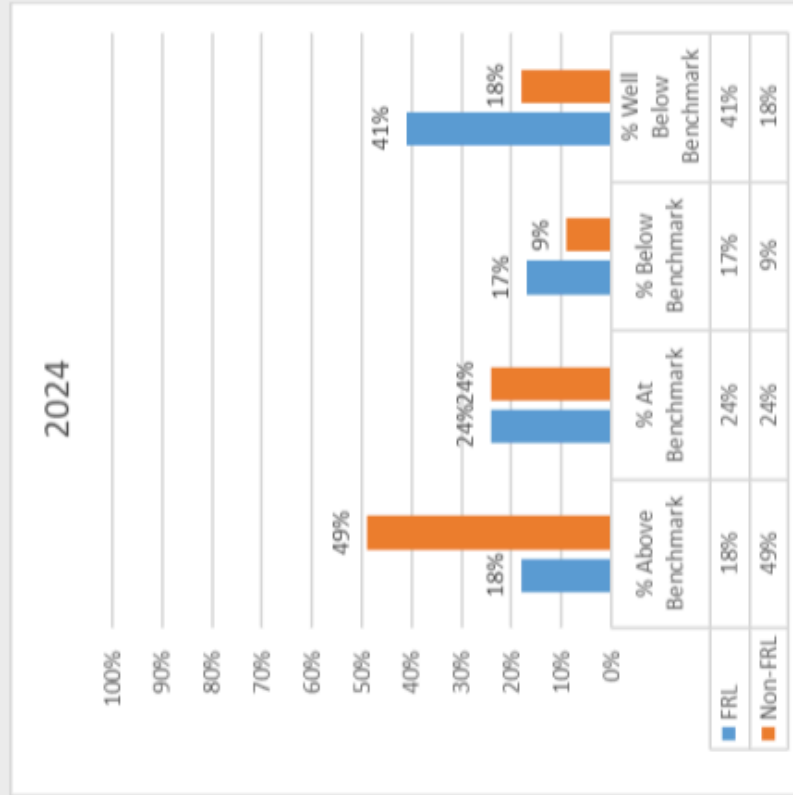


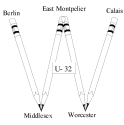
i-Ready Math Grade 8 % Meeting Stretch Growth by IEP Eligibility Spring 2023, 2024 and 2025



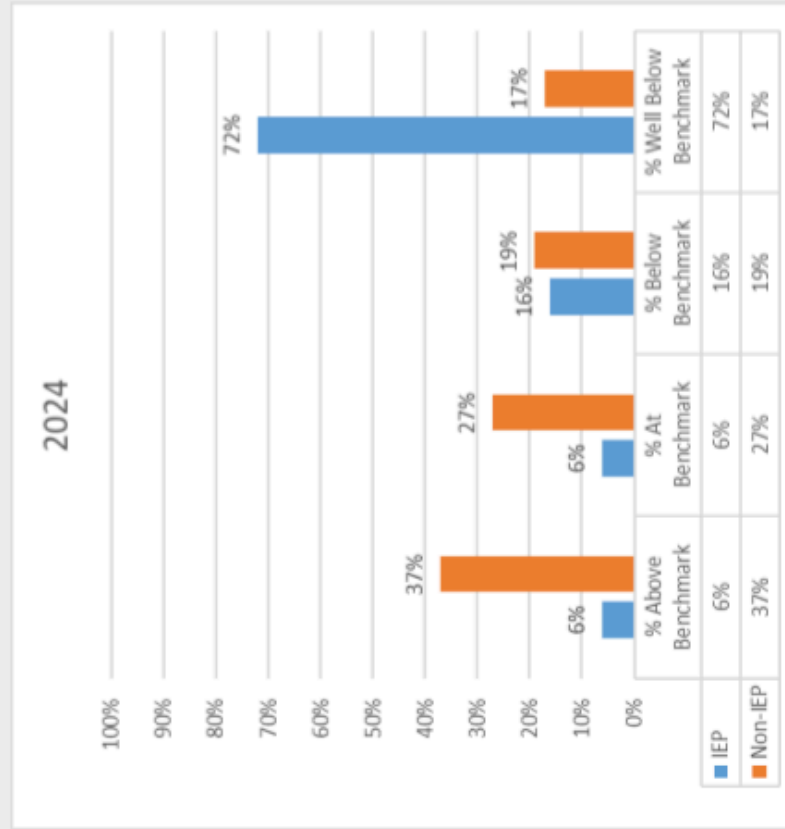
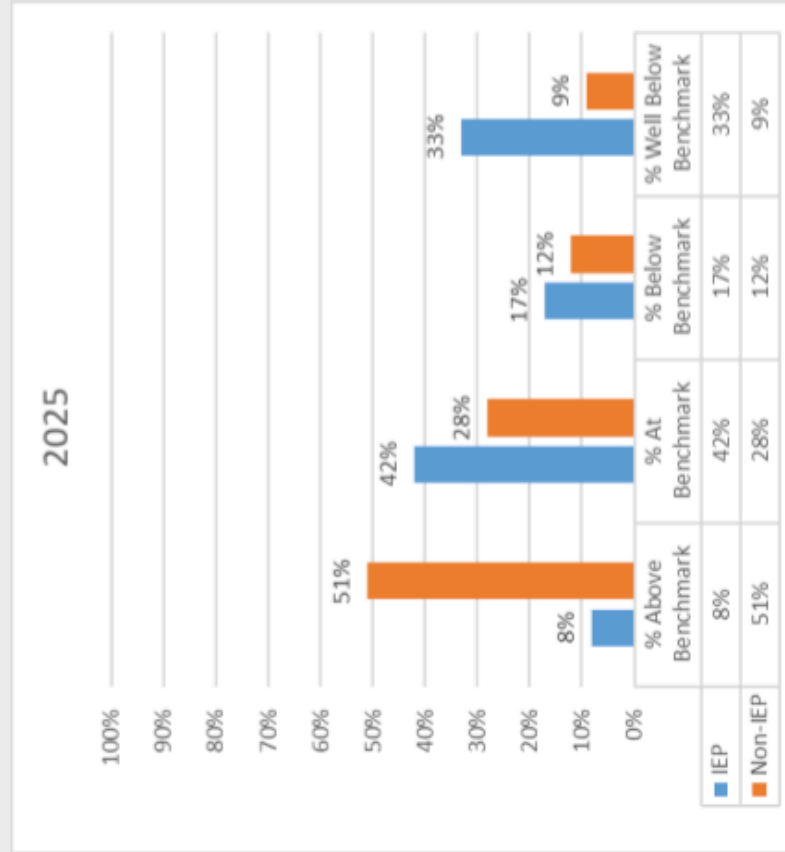


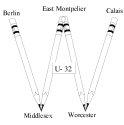
Acadience Reading **Grade 3 Reading** Performance Data by **FRL Eligibility** Spring 2024 and Spring 2025





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





Below is a summary of our analysis.

System Successes:

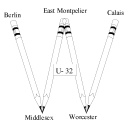
- We have seen an improvement in student achievement in reading, which is demonstrated in both the i-Ready and Acadience Reading assessment tools.
- We have seen an improvement in reading for our students identified as FRL eligible, including our equity indicator of grade 3 reading as measured by the 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.
- We continue to see differences in performance between groups of students who are and are not eligible for Free and Reduced Lunch (FRL)
- We continue to see differences in performance between groups of students who are and are not eligible for specialized education services.

System Needs:

- Continued investment in Professional Development (PD) opportunities for staff.
- Continued investment in adequate staffing to meet student needs at all levels of our MLSS



Changes to instructional and assessment practices:

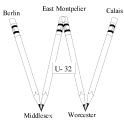
- We are in the second year of the implementation of the Acadience reading assessment tool. This assessment tool is complementary to our i-Ready reading assessments and is aligned with the requirements of Act 139.
- In response to concerns about the time spent on student assessments, testing procedures 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.
- 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.
- 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>