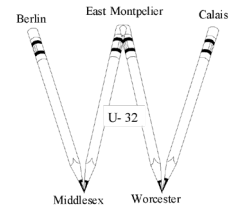


Washington Central Unified Union School District

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
9.2.26
5:00-6:00 PM
In Person /Virtual
U-32 Middle & High School Rm 128/131
930 Gallison Hill Rd
Montpelier, VT**

Virtual Meeting Information

<https://tinyurl.com/5n7a386h>

Meeting ID: 833 1008 5134

Password: 069203

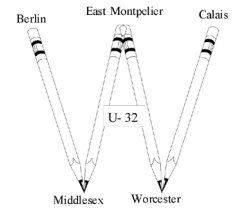
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Welcome
3. Public Comments
4. Approve Minutes of 6.17.26 – pg. 2
5. Discussion/Action
 - 5.1. Review Draft Student Monitoring Report Fall and Winter Data – pg. 4
 - 5.2. Presentation: Student Monitoring Report Spring 2026, Part 1 – pg. 44
6. Future Agenda Items
 - 6.1. Presentation: Student Monitoring Report Spring 2026, Part 2
 - 6.2. Presentation: Post-Secondary Outcomes
 - 6.3. Review and Approval of Student Monitoring Report, Spring 2026
7. Adjourn

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**WCUUSD Education Quality Committee
Meeting
6.17.26
5:00-6:00 PM
In Person /Virtual Option
U-32 Middle & High School Rm 128/131
930 Gallison Hill Rd
Montpelier, VT**

Present: Ursula Stanley, Diane Nichols-Fleming, Marty McMahon, Jen Miller-Arsenault, Flor Diaz Smith, Zach Sullivan

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:06 p.m.
2. **Approve Minutes of 5.20.26:** Flor Diaz Smith moved to approve the minutes of May 20, 2026. Seconded by Marty McMahon, this motion carried unanimously.
3. **Discussion/Action**
 - 3.1. **Student Monitoring Report Fall and Winter Data: What to Include:** Ursula Stanley suggested putting a report together for the next committee meeting and the committee will review and provide feedback in time to share with the board at a regular board meeting.
 - 3.2. **Continuous Improvement Plans presentation:** Jen Miller-Arsenault shared slide deck: *CIP: End of Year Review, Ed Quality Committee, and June 17, 2026*. Zach Sullivan indicated that receiving information in video form is not his preferred format. Jen Miller-Arsenault explained that CIPs across the elementary schools are similar. Some discussion followed about CIP goals and work towards meeting those goals. Some discussion about barriers to be considered when/ if student outcomes do not meet goals. Some discussion about the amount of time needed/ acceptable to make progress, short of goals. Marty McMahon stated that two outstanding educational systems are Finland and Singapore - what are the impediments in our system? Some discussion of “root cause analysis” and what does “accountability” look like. Flor Diaz Smith would like to see reports shared in the same way across the schools. (e.g. “proficiency”). Jen Miller-Arsenault spoke about Curriculum Camp this year; some of the work will be around planning professional development over the course of the year.
 - 3.3. **Committee Goal(s):** Ursula Stanley reviewed the committee goals for the upcoming year. They are the same as last year, as she noted we have not fully met our goals from this past year. **Marty McMahon moved to approve the goals as presented. Seconded by Diane Nichols-Fleming, this motion carried.**

3.4. Committee Work plan for 2026-2027: Ursula had shared a work plan for the coming year. Jen Miller-Arsenault noted that the June 2nd plan to share CIP End of Year is a very tight timeline. Ursula noted that this is a working document. Flor Diaz Smith wondered if we should work “reviewing Equity Indicators” into the work plan, and including equity indicators more explicitly in reports. She suggested adding a tab to the document and including the Equity Indicators.

4. Future Agenda Items: September 2026

5. Adjourn: Zach Sullivan/ Flor Diaz Smith moved to adjourn at 6:02 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

To: Education Quality Committee

From: Ursula

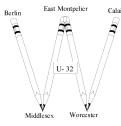
Sept. 2, 2026

Welcome back to a new school year, and thank you for serving on the Education Quality Committee. After some meeting scheduling changes, we have returned to meeting on the first Wednesday of the month. Our work plan does reflect that change, and I thank everyone for their flexibility.

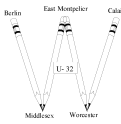
During this meeting we will review the draft monitoring report for the Winter 2026 assessment data, and we will have a presentation on part one of our Spring 2026 assessment data.

I am also including our committee work calendar and our committee goals. We will not be reviewing these at the meeting; they are just included for your reference. Please remember that our work plan is a living document subject to change as needed, especially as we work towards our goal of aligning our work to the district assessment and review cycle.

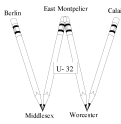
I look forward to seeing you all on the 2nd. Thank you, as always, for your thoughtful engagement and the care you bring to this work.



	Committee Goal:					
	Presentation to Committee	Discussion	Action	Reports to Full Board	EQS	Equity Indicators
September 2 5:00 - 6:00 pm Committee	Student Monitoring Report (Spring 2026, Part 1)	Revised Making Meaning Protocol	Approve report to the Board (Winter 25/26 Data)			Grade 3 Reading Grade 8 Algebra
September 2	Full Board Meeting					
September 16	Full Board Meeting			Winter Data Report		Grade 3 Reading Grade 8 Algebra
October 7 5:00 - 6:00 pm Committee	Student Monitoring Report (Spring 2026, Part 2)	Revised Making Meaning Protocol Significant Items for Board Report				Grade 3 Reading Grade 8 Algebra
October 7	Full Board Meeting					
October 21	Full Board Meeting					
November 4 5:00 - 6:00 pm Committee	Post Secondary Outcomes	Revised Making Meaning Protocol Significant items for the board report Review report to the board (spring data)	Approve report to the Board (Spring 26 Data)			Post Secondary Outcomes
November 4	Full Board Meeting					
November 18	Full Board Meeting			Spring Data Report		Grade 3 Reading Grade 8 Algebra



	Committee Goal:					
	Presentation to Committee	Discussion	Action	Reports to Full Board	EQS	Equity Indicators
December 2 5:00 - 6:00 pm Committee	SLO Presentation: Global Citizenship	Revised Making Meaning Protocol Significant items for the board report Review report to the board (post-secondary outcomes)	Approve report to the Board (Post Secondary Outcomes))			
December 2	Full Board Meeting			t		
December 16	Full Board Meeting			Post Secondary Outcomes Report		Post Secondary Outcomes
January 6	SLO Presentation: Artistic Expression	Revised Making Meaning Protocol Significant items for the board report				
January 6	Full Board Meeting					
January 20	Full Board Meeting					
February 3 5:00 - 6:00 pm Committee			Approve SLO report to Board			
February 3	Full Board Meeting					
February 17	Full Board Meeting			SLO Report to the Board		
March 3	No Committee Meeting					
March ??	No Full Board Meeting on the 3rd, Restructuring meeting TBD					



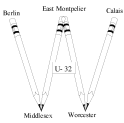
	Committee Goal:					
	Presentation to Committee	Discussion	Action	Reports to Full Board	EQS	Equity Indicators
March 17	Full Board Meeting					
April 7 5:00 - 6:00 pm Committee	Student Monitoring Report (Fall 2026 & Winter 2027, Part 2)	Review report to the Full Board Committee Goal(s) for next year - brainstorm				Grade 3 Reading Grade 8 Algebra
April 7	Full Board Meeting					
April 21	Full Board Meeting					
May 5 5:00 - 6:00 pm Committee	Student Monitoring Report (Fall 2026 & Winter 2027, Part 2)	Review report to the Full Board Committee Goal(s) for next year - brainstorm	Approve Report to the Board (Fall/Winter)			Grade 3 Reading Grade 8 Algebra
May 5	Full Board Meeting					
May 19	Full Board Meeting - LT/ Board Retreat			Report to the Board (Winter)		Grade 3 Reading Grade 8 Algebra
June 2? 5:00 - 6:00 pm Committee	Continuous Improvement Plans (CIP) review	Reflect on the past year and the committee's progress. Set a new Committee Goal,& work plan	Goals for 27-28 Committee work plan			
June 2	Ful Board Meeting					
June 17	Full Board Meeting					

2026-27 Education Quality Goal 1

SMART Goal	The Education Quality Committee will review and adjust our data review cycle to align with other district data review cycles (CIP, Strategic plan, work from the Humanity and Justice coalition, etc)
Specific	- What will be accomplished? <i>The monitoring of student data will be timed to utilize our staff's time and expertise</i> - What actions will we take? <i>The Education Quality Committee (EQC) continues to review the monitoring data, and will examine our review cycle for changes that can allow for input from staff and how the data is being used to make changes to improve student experience.</i> - Who needs to be involved to achieve the goal? <i>EQC, Jen and Steven, plus others</i> - Why is this a goal? <i>Ensuring timely review of the data will allow board members to incorporate input from staff and learn how the data is used to enact change in the classroom, our school, or even district-wide. Asking our staff to process the data and reports once for their own use and to present to us respects their time and energy.</i>
Measurable	- What data will measure the goal? <i>Period check-ins with Admin, LT, and EQC on our alignment</i> - What will success look like? <i>Data review is cyclical, and informs board members for board work such as budget decisions, superintendent review, etc.</i>
Achievable	- Is the goal doable? <i>Yes</i> - Do we have the necessary skills and resources? <i>Yes</i> - If not, can we attain the skills and resources? - What is the motivation for this goal? <i>Time is a commodity we cannot increase, but we can maximize how we use it.</i>
Relevant	- How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, and Strategic Plan Goals</i> - Why is the result important? <i>Aligning review cycles will respect the time available to our staff and ensure the EQC and The Board receives a complete picture of student data and how it is used.</i> - Why are we setting this goal now? <i>We have had a year with complete reports to the Full board, with a consistent report format. This next step will improve our monitoring and understanding of how our students and district are doing.</i>
Time-Bound	- What is the timeframe for accomplishing the goal? <i>EQC will continue it's monitoring plan and reports with periodic, at least 4 times, review of how the timing of our reviews and reports supports our district goals.</i> - How will we know that we are making progress? <i>positive feedback on timing of reviews or responsive adjustment being made based on feed back from EQC, Admin and LT.</i> - Is the deadline realistic? <i>yes</i>

DRAFT 2026-27 Education Quality Goal 2

SMART Goal	The Education Quality Committee will develop easy-to-read and understand reporting language
Specific	- What will be accomplished? <i>Student achievement data will be monitored according to the adopted plan and reported to the Board. Reports will be easy to understand for the general public.</i> - What actions will we take? <i>Continued monitoring and reporting. Language will be modified to reduce industry lingo, and to present the data in everyday language.</i> <i>Who needs to be involved to achieve the goal? Board, EQC, Jen and Steven</i> - Why is this a goal? <i>Strategic Plan Goal #3: Foster and commit to responsible leadership that engages the community and communicates transparently. - Clear easy-to-read reports will increase transparent communication.</i>
Measurable	- What data will measure the goal? <i>Development of language that still informs board members while being accessible to our community members.</i> - What will success look like? <i>Having informative, easy-to-read reports</i>
Achievable	- Is the goal doable? <i>Yes, with teamwork</i> - Do we have the necessary skills and resources? <i>Yes</i> - If not, can we attain the skills and resources? - What is the motivation for this goal? <i>To increase the accessibility of student data not just for board members but for our wider community</i>
Relevant	- How does the goal align with the broader goals of the school district? <i>We will be continuing our monitoring plan, which aligns with Strategic Plan Goal #2, and working towards Goal #3</i> - Why is the result important? <i>Accessibility to a wider audience allows for wider understanding of how our students are doing and how our district is working to support all of our students.</i> - Why are we setting this goal now? <i>We have had a year with complete reports to the Full board, with a consistent report format. This is the next step to improved reporting.</i>
Time-Bound	- What is the timeframe for accomplishing the goal? <i>EQC presents reports throughout the 25-26 year and will receive and incorporate feedback from board members, Admin, LT and the community</i> - How will we know that we are making progress? <i>Positive feedback on report language.</i> - Is the deadline realistic? <i>yes</i>



To: WCUUSD School Board
From: Education Quality Committee

Sept. 2026

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 and reading achievement, one on a rotation of other Student Learning Outcomes (two to three each year), and one on post-secondary outcomes.

This is fourth report for the FY 26 year and our second on math and reading student achievement.

During our full board meeting on September 16th we would like to engage in a discussion about this report. We offer the following questions for your consideration.

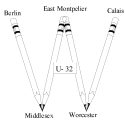
- What stands out to you?
- What questions do you have? About our analysis? About the data?
- What do you see that connects to other reports we have seen (COLT, Principles, Finance committee, Policy committee)
- What other implications for the full board do you see?

How are we doing? What are we doing?

Winter 2026 achievement data shows that most students are making expected progress in math and reading. Multi-year trends point to stable math growth and continued acceleration in reading, including notable gains for students who experience economic disadvantage and for students who receive specialized education services. At the same time, persistent performance differences across equity groups remain a central challenge, underscoring the need for sustained focus on robust first instruction, targeted interventions, and coherent instructional systems.

Educators are using assessment data to guide instruction and strengthen multi-level systems of support (MLSS). The district continues to refine assessment practices with additional improvements expected as updated tools and processes roll out next year.

Overall, the data reflects meaningful progress and clear areas of strength, while also highlighting the system-level work still needed to ensure that all students achieve at high levels. The full report provides a deeper look at these trends, the underlying equity considerations, and the instructional implications for the district.



Summary of our analysis.

System Successes:

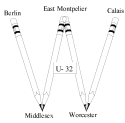
- Students are achieving stretch growth rates that exceed national averages, indicating stronger-than-typical acceleration compared to peers across the country.
- Typical growth is at or above winter expectations in both math and reading, continuing a multi-year pattern of strong mid-year progress.
- Long-term cohort trends show upward movement in math where performance and growth have shown steady improvement.
- Our staff are using assessment data and data protocols to review class and student data to inform first instruction, intervention decisions, and support levels for individual students.
- Our administrators use assessment data to review and inform curriculum and professional development practices.

System Challenges:

- Performance differences persist for students who experience economic disadvantage from their peers, and for students who receive specialized education services, compared to students who do not.
 - In math, students experiencing economic disadvantage are proficient at 22%, compared with 51% of students who are not economically disadvantaged.
 - In reading, students experiencing economic disadvantage are proficient at 32%, compared with 53% of students who are not economically disadvantaged.
 - In math, students who receive specialized education services are proficient at 14%, compared with 48% of students who do not receive these services.
 - In reading, students who receive specialized education services are proficient at 11%, compared with 55% of students who do not receive these services.
- Equal growth is not sufficient to close gaps; students facing greater challenges require accelerated growth over multiple years.

System Needs:

- Continued investment in robust professional development, especially in literacy, math instructional practices, and data-driven decision-making.
- Ongoing equity-focused data review, including disaggregation by gender, race/ethnicity, economic status, and IEP eligibility.



- Systemwide review of barriers that limit student access to educational opportunities, with a focus on reducing performance differences across equity indicators.

Changes to instructional and evaluation practices:

- For the Winter of 2026, the district adjusted assessment practices in Grades 7–10 due to concerns about the amount of time testing takes. Students who tested in the “on grade level” or above, and in some domains the 1 grade level below, were not reassessed in the winter; only students below those levels completed the diagnostic.
- Beginning in fall 2026, the district will return to universal assessment for all students in Grades 7–10.
- In the fall of 2026, the district will adopt the revised i-Ready diagnostic, renamed *i-Ready Inform*, next fall. Curriculum Associates is making revisions that will shorten the assessment time for the majority of students.

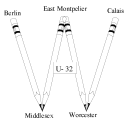
Implications for the School Board:

- What is the board's role in influencing student achievement?
- Are the budget parameters we are setting supportive of Professional Development, robust first instruction, and MLSS needs?

Current Report :

During the Winter 2026 review cycle, the Education Quality Committee examined districtwide math and reading achievement data, along with multi-year trends and equity indicators. The purpose of this review is to understand how students are progressing toward proficiency, how growth compares to expected benchmarks, and what the data suggests about the effectiveness of the district's instructional systems.

In math, students demonstrated 52% progress toward annual typical growth, slightly above the 50% benchmark expected at the winter assessment window. This continues a multi-year pattern of mid-year growth that is generally aligned with expectations. Over the past four years, math typical growth has ranged from 49% to 58%, indicating a stable system where most students are keeping pace with expected learning trajectories. Placement data shows that 21% of students are mid or above grade level, 24% are early on grade level, and 43% remain one grade level below. This distribution has been consistent across multiple years, suggesting that while core instruction is supporting steady growth, a substantial portion of students continue to require targeted acceleration to reach grade-level proficiency.

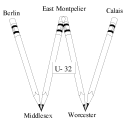


Reading results show even stronger mid-year performance. Students achieved 69% progress toward annual typical growth, well above the 50% winter benchmark. At the same time, typical growth in reading has declined over the past four years, moving from 100% in 2023 to 75% in 2024, 73% in 2025, and 69% in 2026. This pattern indicates that while students continue to meet mid-year expectations, the system is not sustaining the higher levels of growth seen in earlier years. Placement data for Winter 2026 shows 30% of students mid or above grade level, 20% early on grade level, and 31% one grade level below.

Across both subjects, the district continues to see persistent performance differences for students who experience economic disadvantage and for students who receive specialized education services, compared with their peers. In math, students experiencing economic disadvantage are proficient at 22%, compared with 51% of students who are not economically disadvantaged. Students who receive specialized education services are proficient at 14%, compared with 48% of students who do not receive these services. Reading shows similar patterns, with students experiencing economic disadvantage at 32% proficiency and students who are not economically disadvantaged at 53%. While growth rates are often similar across groups, equal growth is not sufficient to close these differences; students facing greater barriers require accelerated growth over multiple years to reach proficiency.

Educators across the district are using assessment data effectively to guide instruction, intervention, and multi-level systems of supports (MLSS). Teachers review class-level and student-level data to adjust instruction, identify students who need additional support, and monitor the impact of interventions. Longitudinal data allows the district to track cohorts over time, providing insight into how instructional practices and supports influence student learning trajectories. Multi-year cohort analysis in both math and reading shows upward movement in proficiency for several grade levels, including strong growth for students who experience economic disadvantage and for students who receive specialized education services. These patterns indicate that sustained instructional efforts and targeted MLSS supports are helping students who face greater barriers make meaningful progress over time.

The district continues to refine its assessment practices. At the middle school level, the winter i-Ready assessment was administered only to students who scored one grade level below or lower in the fall, in response to concerns about assessment time. After reflecting on this change, the district will not continue the practice, recognizing the importance of consistent assessment data for all students. Additionally, upcoming changes to the i-Ready platform are expected to reduce testing time for most students.



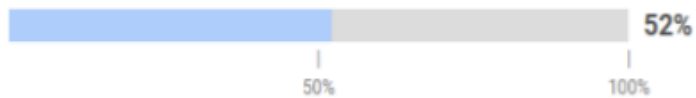
Implementation of Act 139 continues, with family letters sent and professional development integrated into district PD plans. Acadience Reading remains an area of growth, with ongoing technical issues noted; however, plans are in place to address these challenges and strengthen the assessment's role in early literacy monitoring.

Overall, the Winter 2026 data shows a system where most students are progressing at expected rates, with reading growth particularly strong. Multi-year trends indicate stability in math growth and acceleration in reading for several cohorts. At the same time, persistent equity differences underscore the need for continued investment in robust first instruction, targeted interventions, and professional development aligned with evidence-based practices. The data shows meaningful progress across several areas, and also indicates that continued attention to equity, instructional coherence, and MLSS capacity is necessary to support high levels of achievement for all students.

i-Ready Math Performance and Growth Winter 2026

Students Assessed/Total: 661/744

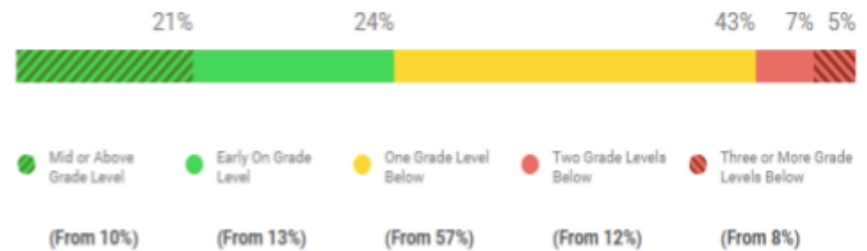
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 52%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



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

i-Ready Math Performance and Growth Winter 2026

Mathematics

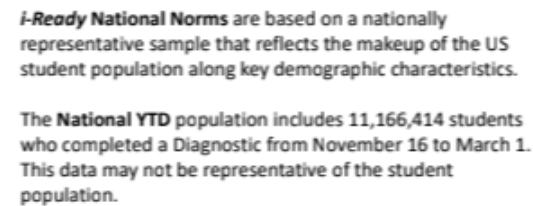
How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth



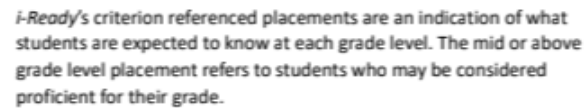
Mathematics

Winter Placement Distribution for District and Benchmarks



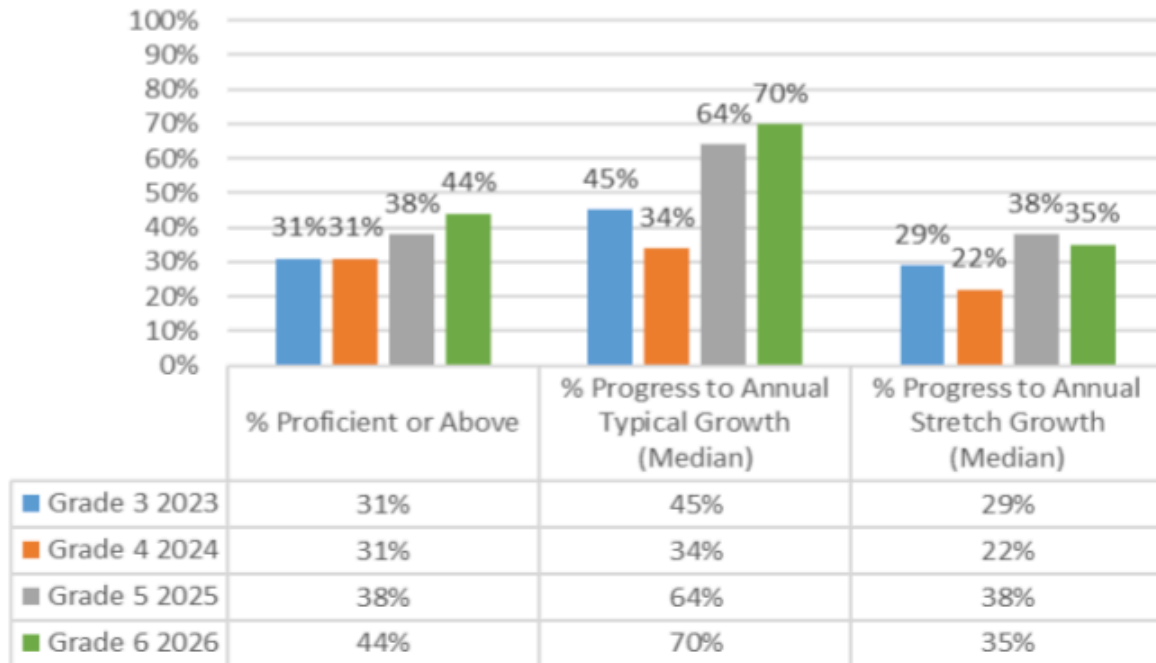
Mathematics

Placement Distribution, Fall 25-26 to Winter 25-26



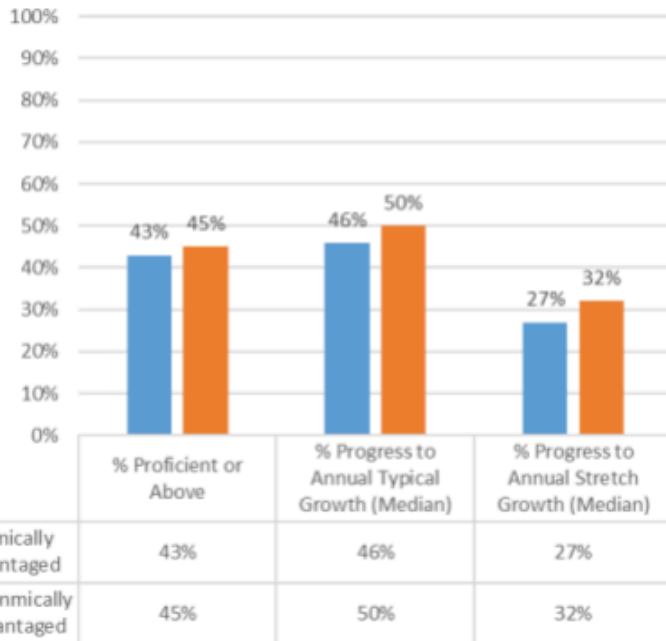
This is a longitudinal analysis

i-Ready 4-Year Comparison in Math Winter 2023, 2024, 2025, and 2026

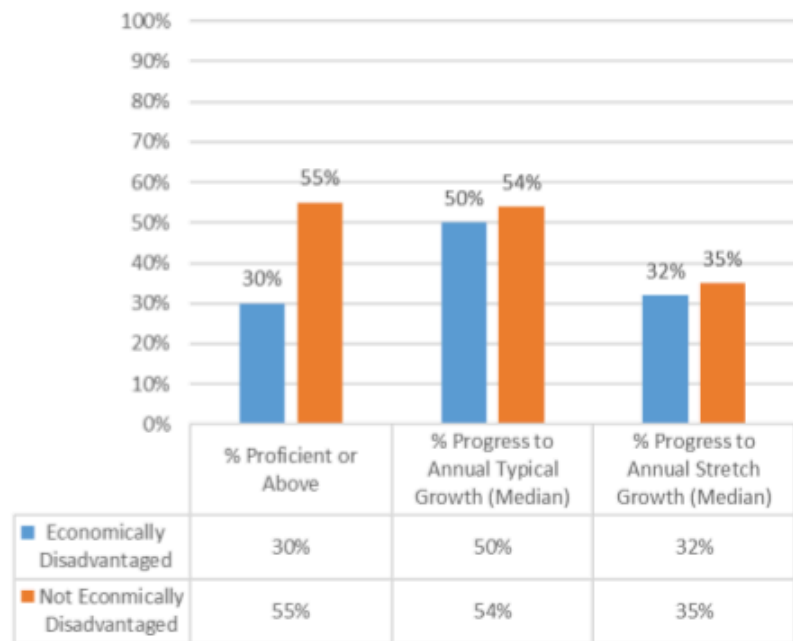


i-Ready **Math** by **Economic Classification** Winter 2023 and Winter 2024

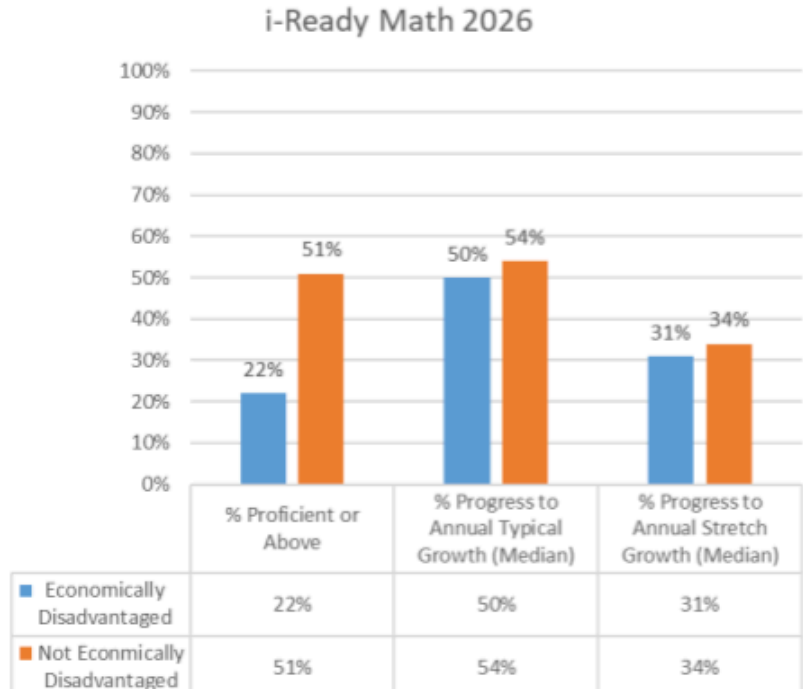
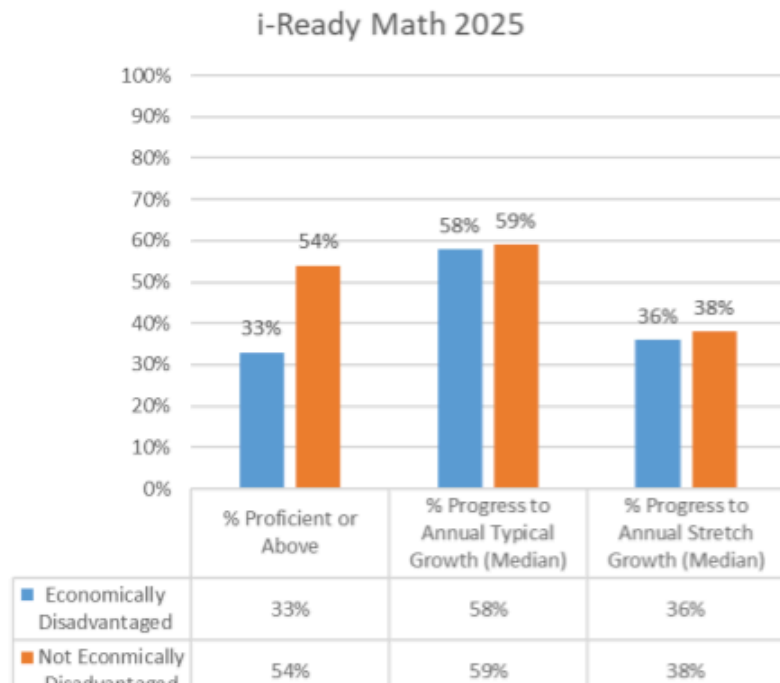
i-Ready Math 2023



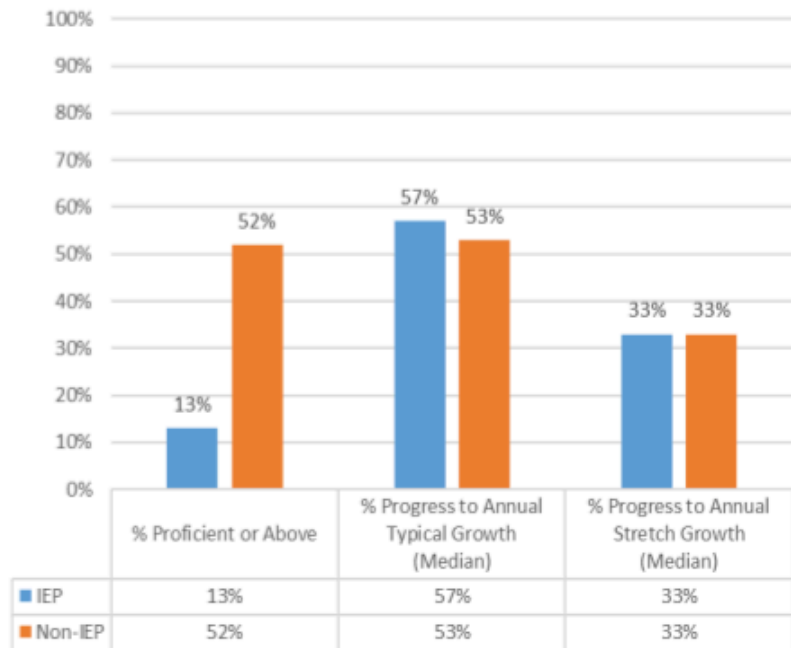
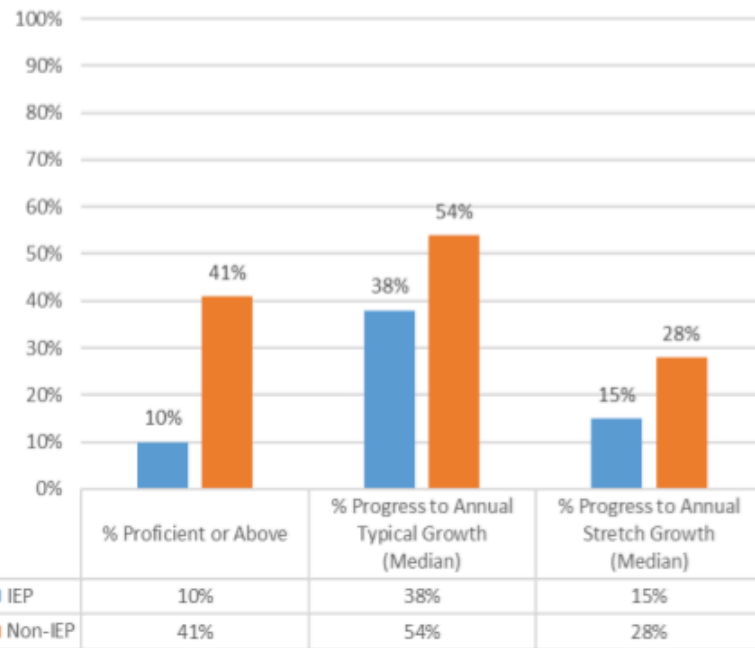
i-Ready Math 2024



i-Ready **Math** by **Economic Classification** Winter 2025 and Winter 2026



i-Ready 2024



23



i-Ready Reading Performance and Growth Winter 2026

Students Assessed/Total: **509/743**

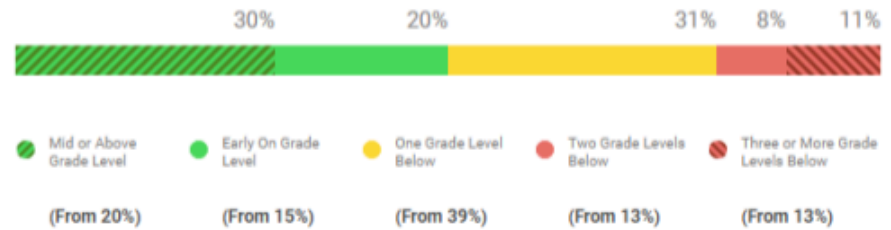
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



i-Ready Reading Performance and Growth Winter 2026

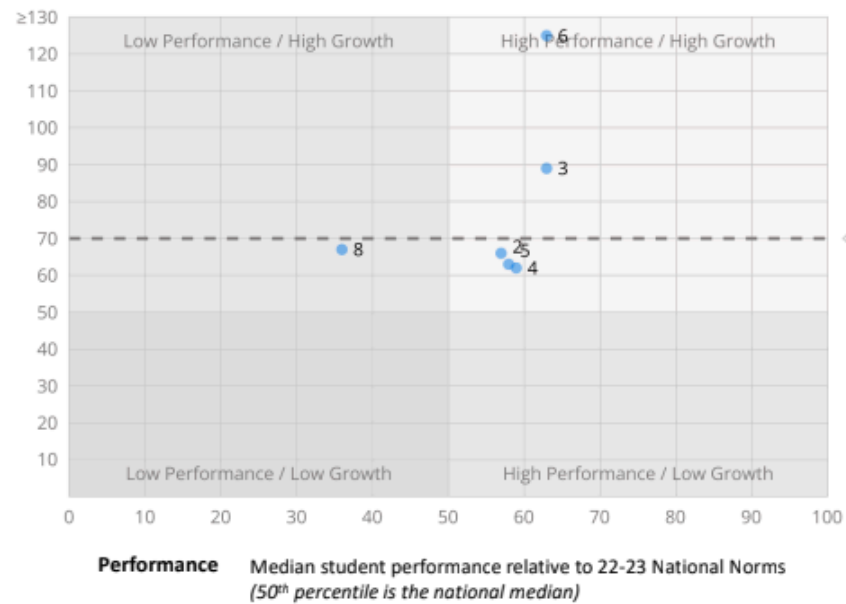
Reading

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

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

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



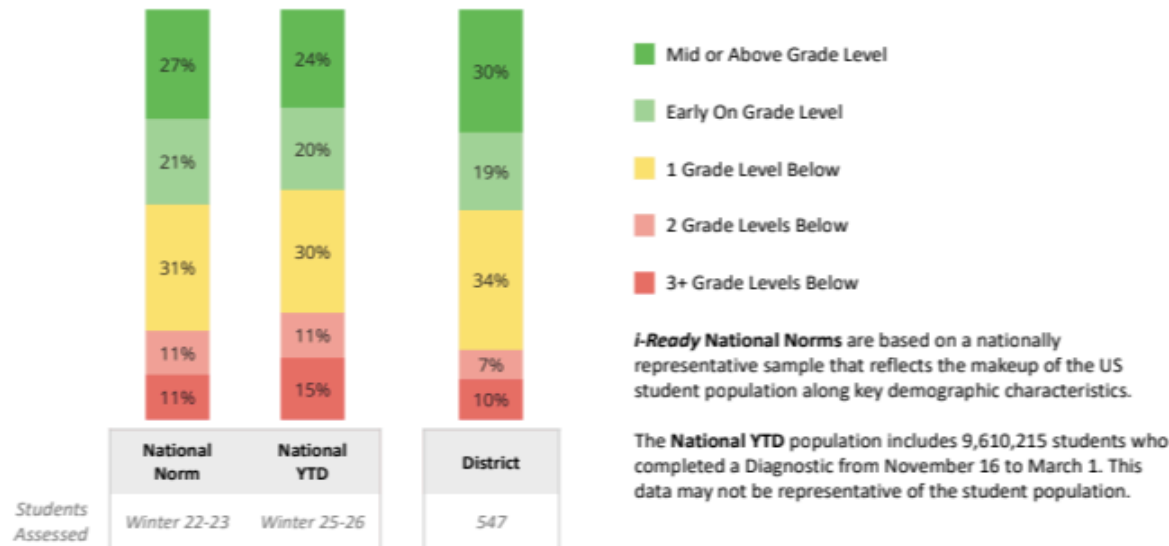
National median percent of typical growth at 16-18 weeks (Grades K-8 as observed in 2022-2023)

i-Ready Reading District Comparison to Benchmarks Winter 2026

Reading

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

Winter Placement Distribution for District and Benchmarks

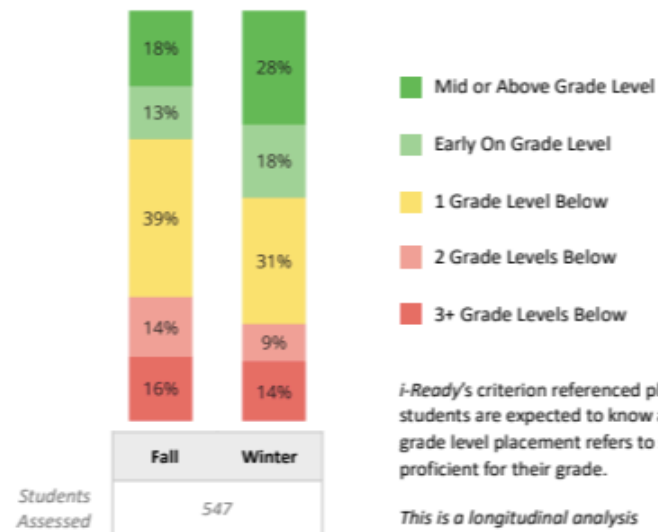


i-Ready Math Changes in Placement from Fall to Winter Winter 2026

How Have Relative Placements Changed From Fall to Winter?

Reading

Placement Distribution, Fall 25-26 to Winter 25-26



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

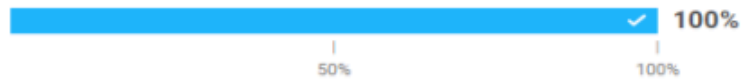
This is a longitudinal analysis

i-Ready Reading Performance and Growth Winter 2023 and 2024

Winter 2023

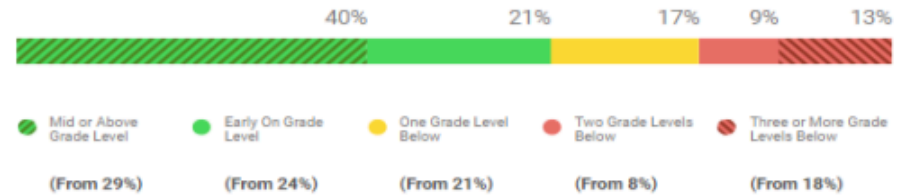
Students Assessed/Total: 536/807

Progress to Annual Typical Growth (Median)



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

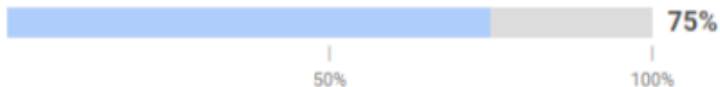
Current Placement Distribution



Winter 2024

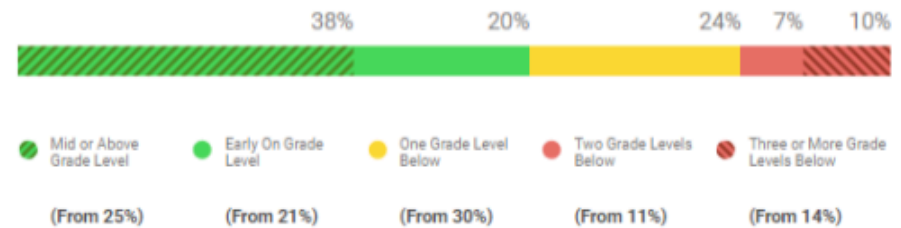
Students Assessed/Total: 657/802

Progress to Annual Typical Growth (Median)



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

Current Placement Distribution

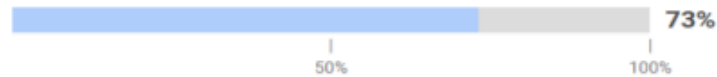


i-Ready Reading Performance and Growth Winter 2025 and 2026

Winter 2025

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

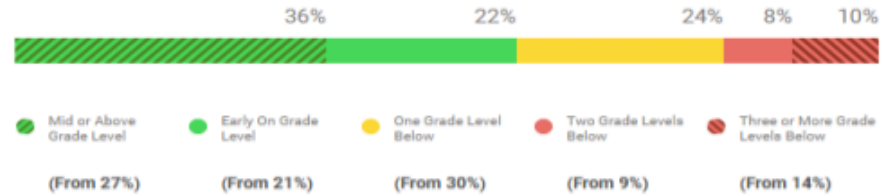
Progress to Annual Typical Growth (Median)



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

[Learn More About Growth](#) ⓘ

Current Placement Distribution



Winter 2026

Students Assessed/Total: **509/743**

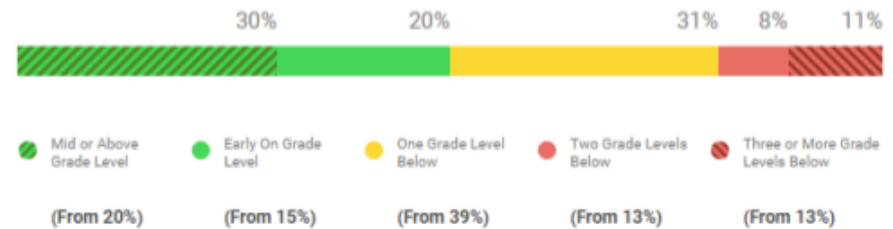
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#) ⓘ

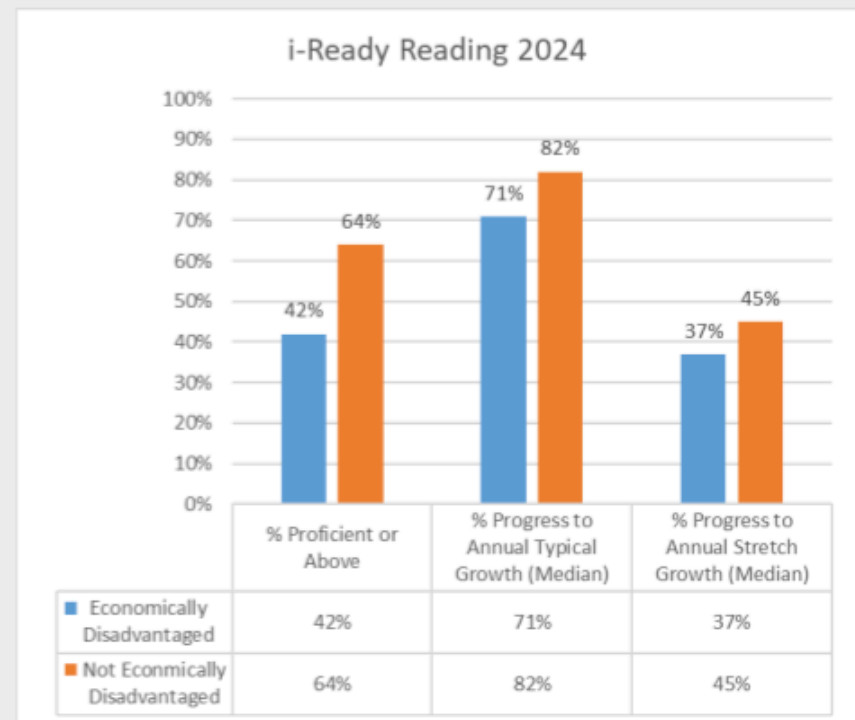
Current Placement Distribution



21



22



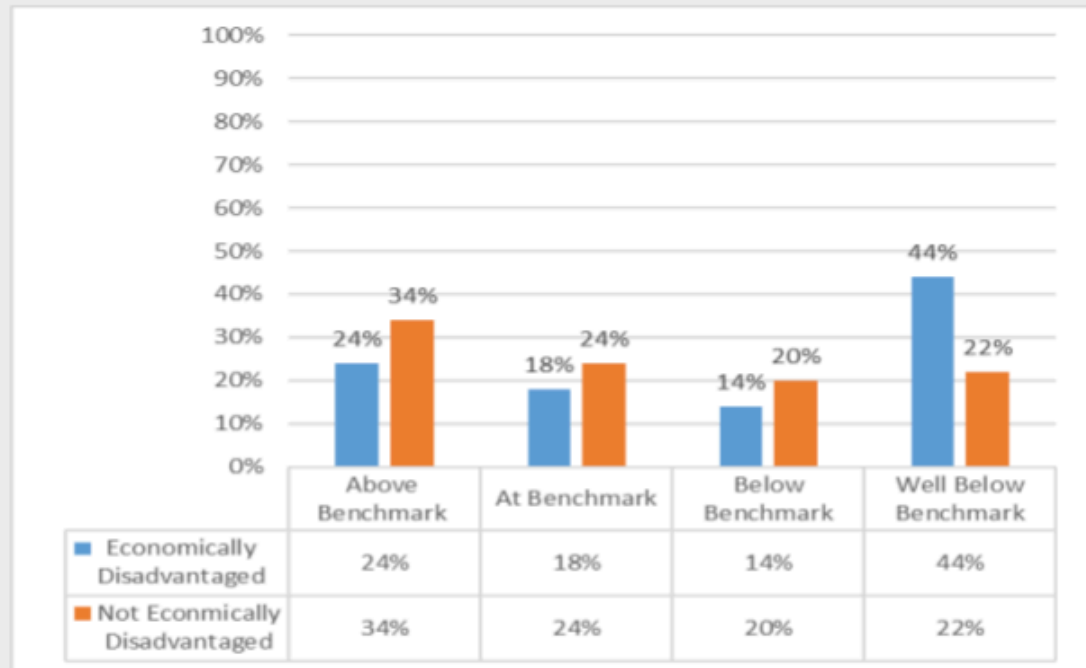
23



24



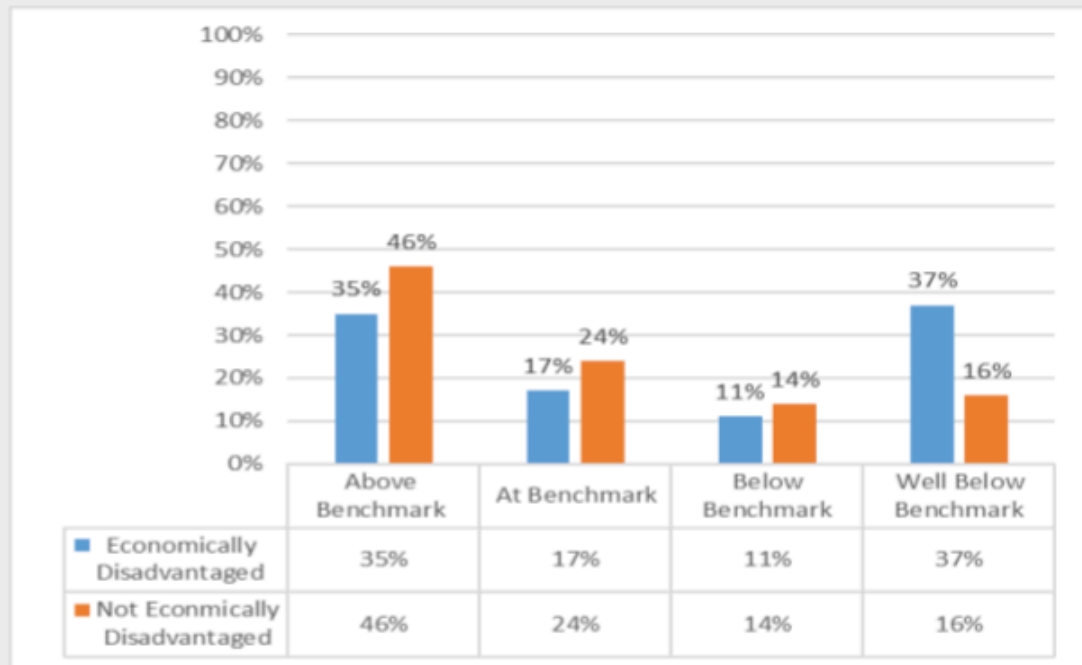
Not Economically
Disadvantaged =
387



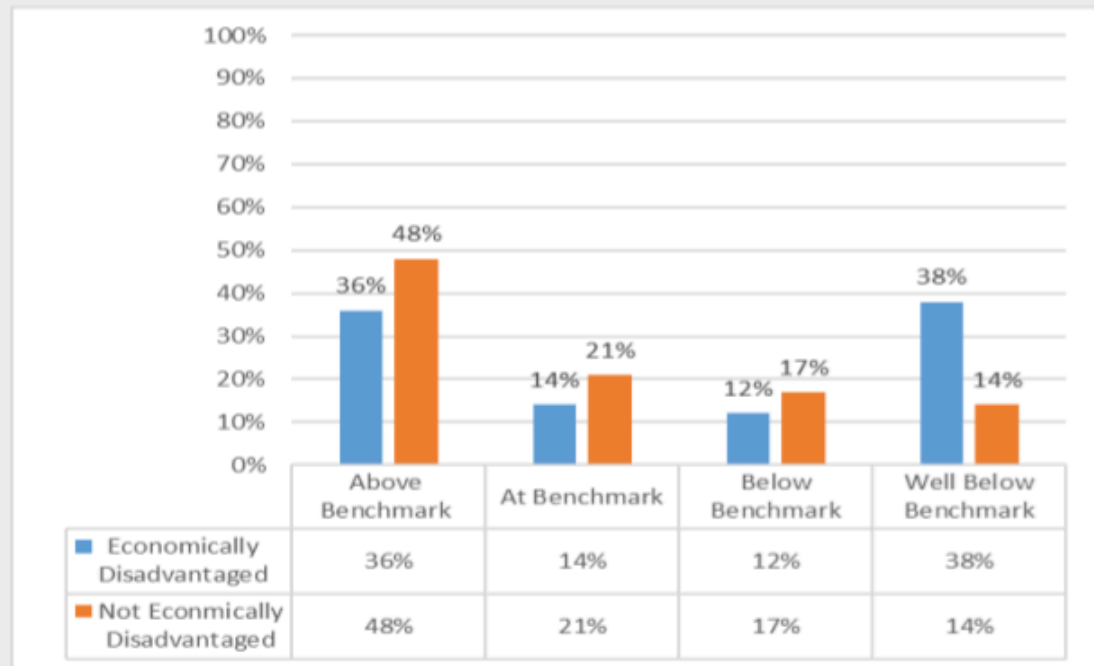
Acadience Winter Data K-6 2025

Economically
Disadvantaged =
170

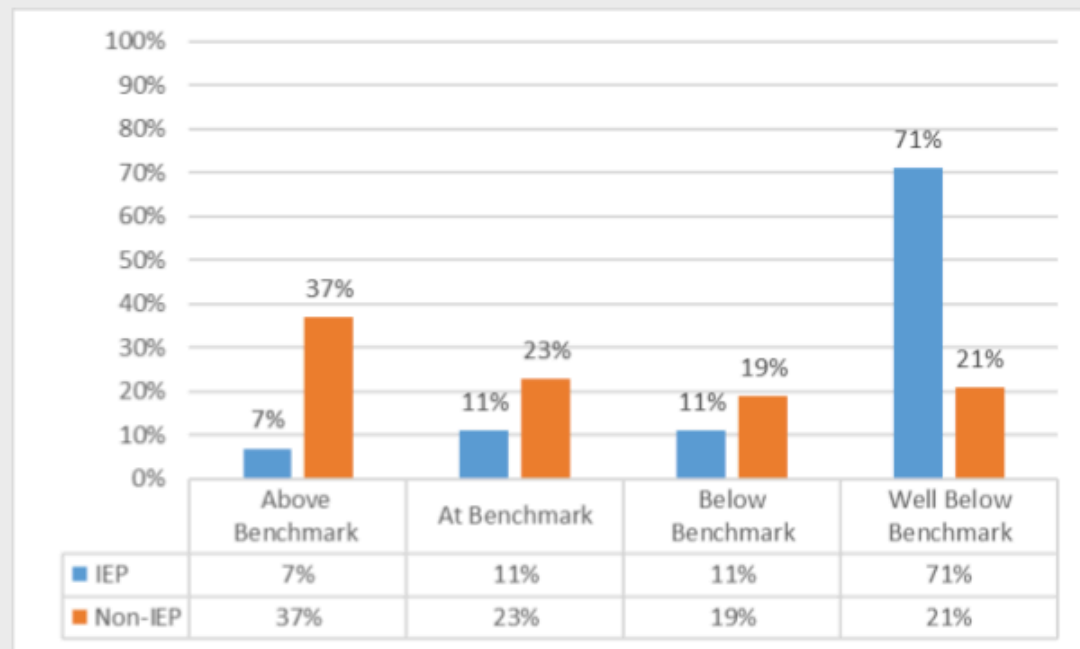
Not Economically
Disadvantaged =
365



Not Economically
Disadvantaged =
377



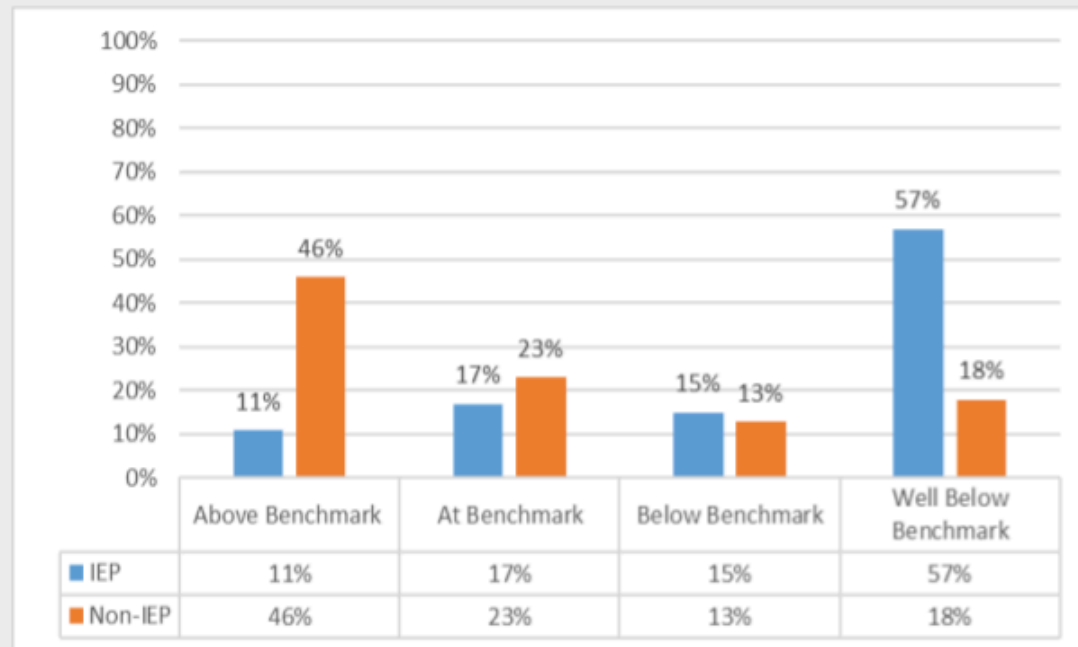
Non-IEP = 454



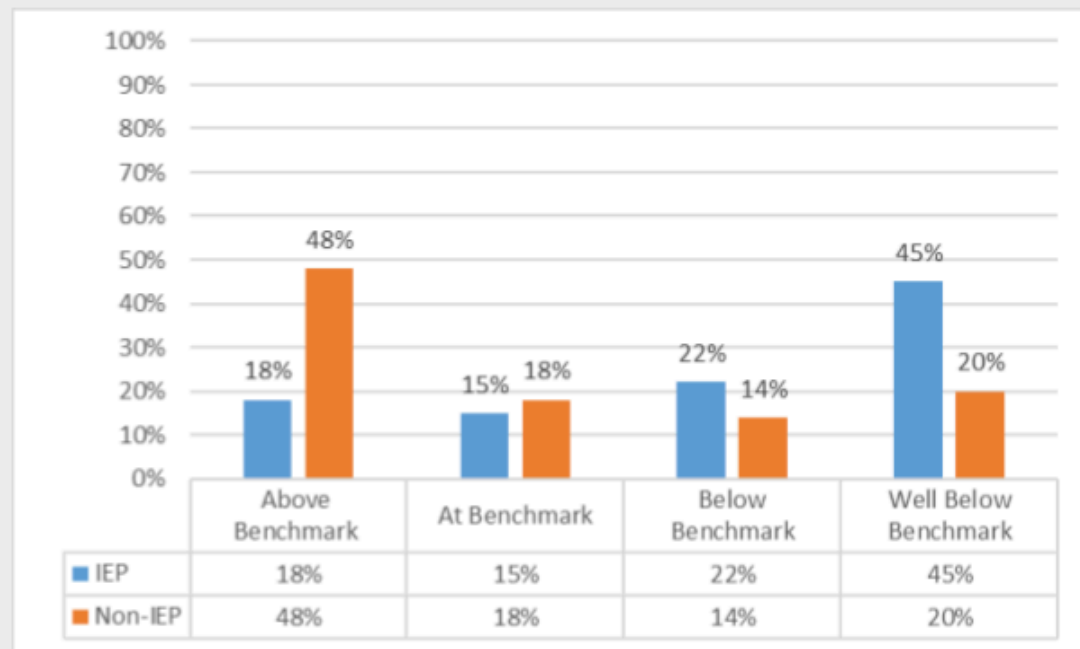
Acadience Winter Data K-6 2025

IEP = 83

Non-IEP = 452



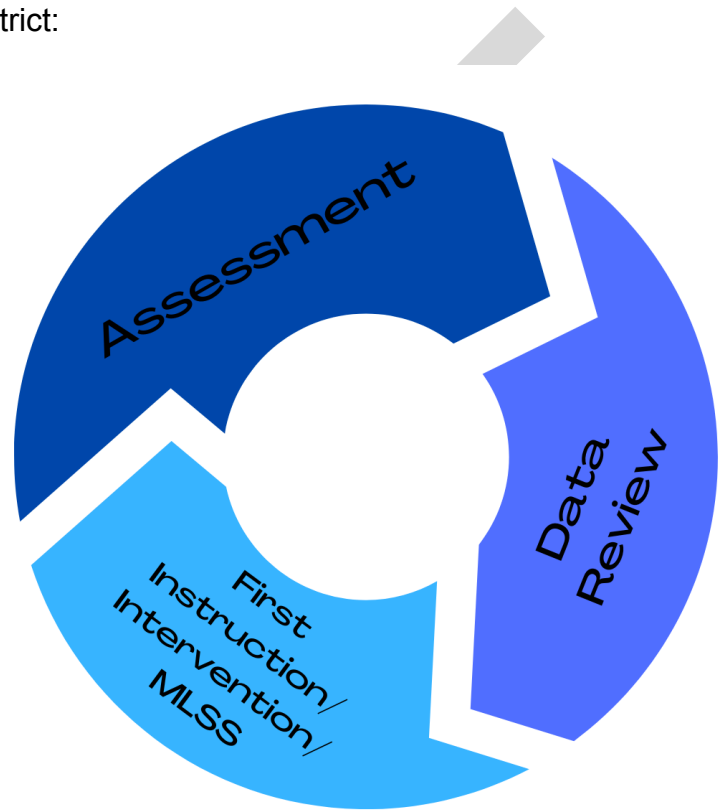
Non-IEP = 486



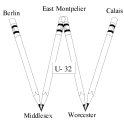
As a reminder, past reports and presentations can be found on the [Board Committee Resource Page](#).

How assessment data is used in our district:

1. **Assessment Testing** – Students take standardized assessments, such as i-Ready, to measure their achievement levels in core subjects like math and literacy. These assessments provide baseline data on individual progress and overall cohort performance.
2. **Data Review** – Educators analyze the assessment results to identify trends, strengths, and areas of concern. This step involves examining longitudinal data to understand student growth over time, comparing cohorts, and evaluating equity markers (e.g., differences across demographic groups). Regularly, the School board also reviews district-wide assessment data to inform their work on district policy, goals, and budget setting.
3. **Implementation of First Instruction** – Based on the data insights, educators refine their teaching strategies, ensuring that core instruction aligns with student needs. This may involve adjusting curriculum pacing, incorporating differentiated instruction, or emphasizing key skills to improve foundational understanding. **Interventions and Support Plans** – Students who need additional assistance receive targeted interventions. These could include small-group instruction, tutoring, personalized learning plans, or specialized programs for students facing challenges. The goal is to provide equitable access to learning resources.
4. **Reassessment (Testing Again)** – After a set period, students are reassessed using the same or similar standardized tests. This helps educators determine the effectiveness of instructional adjustments and interventions, measure progress, and refine strategies for the next cycle.



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



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

Monitoring Student Achievement Spring 2026 Data

Education Quality Committee
September 2, 2026

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



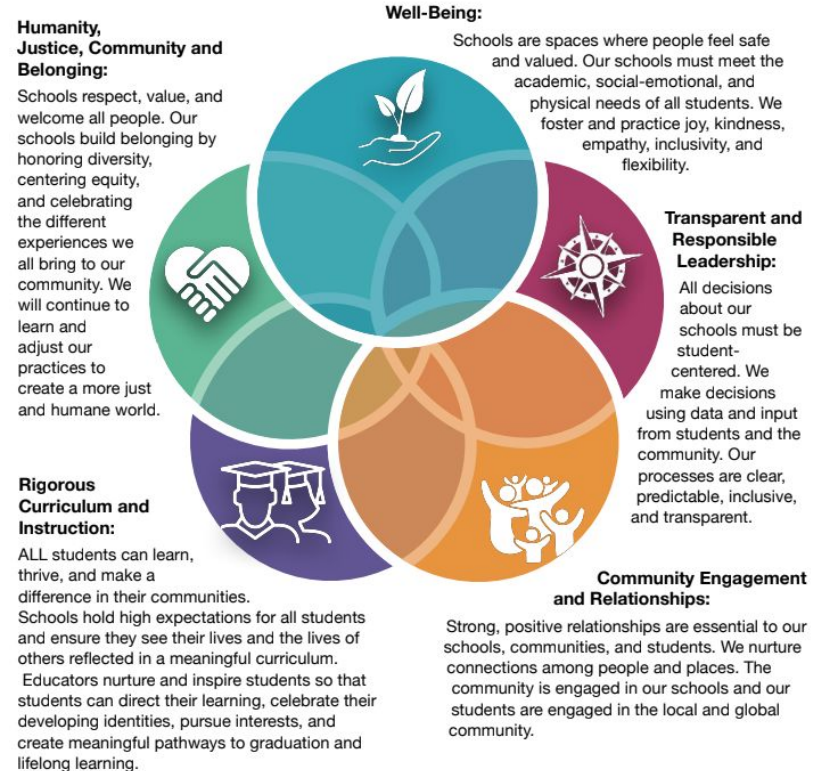
Engaged
Citizenship



Self-Awareness
& Self-Direction

Education Quality Committee Reflection

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



WCUUSD Data Practices

Who	What	Why
School Board	Looks at district level data	To monitor student achievement in alignment with our values
Education Quality Committee	Looks more deeply at district level data	To inform aspects of the board's practice in service to student achievement
Leadership Team	Analyzes district and school level data	To make instructional leadership decisions regarding curriculum, instruction, assessment, and professional learning within and among schools
Principals	Analyze school level data (school, grade level, classroom)	To make instructional leadership decisions regarding curriculum, instruction, assessment, and professional learning within school
Teachers	Analyze grade level, classroom level, and individual student performance data	To make decisions regarding curriculum, instruction, and assessment practices at classroom and student levels
Students	Analyze individual performance data	To make decisions about their learning and next steps

Sources of Data for Spring Monitoring Report

- i-Ready Math Diagnostic, Grades K-8
- Acadience Reading, Grades K-6
- i-Ready Reading Diagnostic, Grades 3-8
-
- VTCAP (not yet available for public release)
 - Math, Grades 3-9
 - Literacy, Grades 3-9
 - Sciences, Grades 5, 8, 11

i-Ready Math and Reading Diagnostics Criterion Referenced Relative Placement Levels

Mid or Above Grade Level

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

Early On Grade Level

Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.

1 Grade Level Below

Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.

2 Grade Levels Below

3+ Grade Levels Below

Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

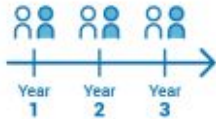
i-Ready Math and Reading Diagnostics

Who is Included in the Analysis?



Cross-Sectional Analysis

A comparison of different students across years. For example, current Grade 3 students compared to last year's Grade 3 students. Students are included if they completed a Diagnostic in **any** of the testing windows examined.



Longitudinal Cohort Analysis

A view of the same students over time. For example, current students who participated in i-Ready from Grade 1 to Grade 2 and are now Grade 3. Students are included if they completed a Diagnostic in **all** testing windows examined across years.

i-Ready Math and Reading Diagnostics

Who is Included in the Benchmark Data?

***i-Ready* National Norms Spring 22-23 (Natl. Norm)**

The *i-Ready* national norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

National Year-to-Date Spring 25-26 (Natl. YTD)

This population includes all students who completed an assessment from March 2 to June 15. This data may not be representative of the student population.

i-Ready Inform (formerly i-Ready Diagnostic)

Mathematics

- Numbers and Operations
- Algebra and Algebraic Awareness
- Measurement & Data
- Geometry

Reading

- Phonological Awareness
- Phonics
- Vocabulary
- High Frequency Words
- Reading Comprehension of Literary Texts
- Reading Comprehension of Informational Texts
- Comprehension Overall

In addition, *i-Ready Inform* will have fewer questions. The assessment will remain adaptive across the same Grades K–12 continuum of content as the original assessment and continue to provide valid, reliable data, easy-to-use reports, and instructional recommendations. The length will be reduced without changing the quality or actionable insights from the data.

For school year 2026–2027, nothing will change about how we plan, prepare for, administer, and use results from the assessment. While students may receive fewer questions, each student’s testing experience will vary. Data will be collected during the initial year of the shortened assessment to understand the impact of fewer items on test duration.

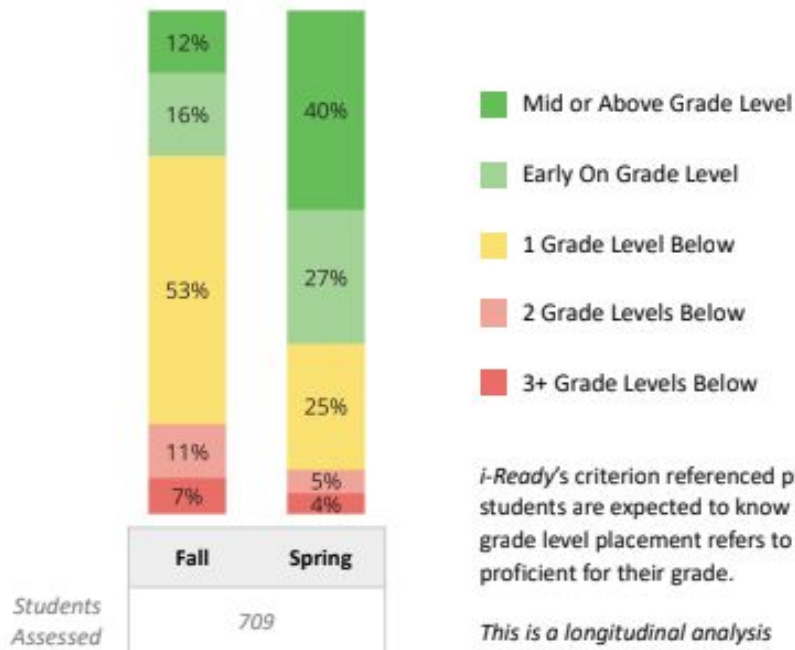
The *i-Ready Inform* assessments we will be using in the 2026–2027 school year are: **[Edit the following list as needed]**

- *i-Ready Inform* for Reading (formerly the *i-Ready Diagnostic* for Reading)
- *i-Ready Inform* for Mathematics/*i-Ready Inform* de matemáticas (formerly the *i-Ready Diagnostic* for Mathematics, English/Spanish)

Math

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 25-26 to Spring 25-26

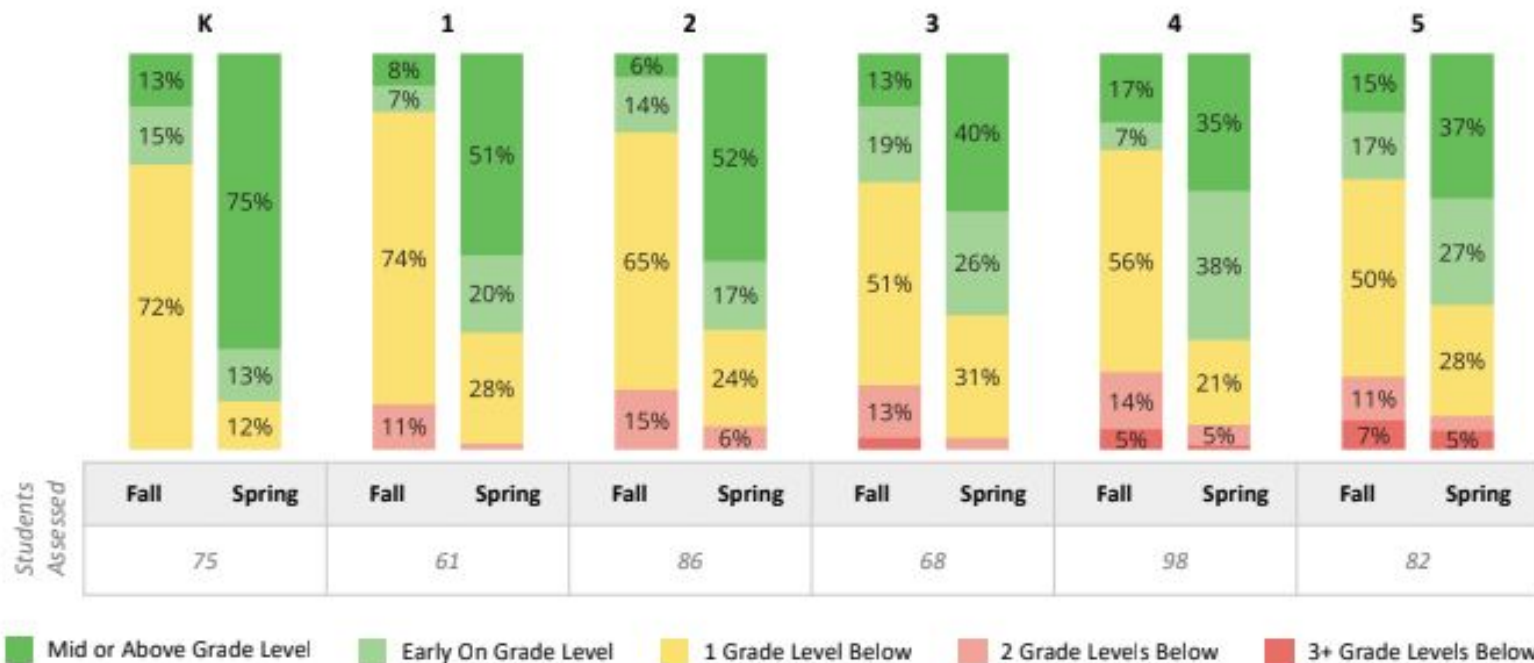


i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

How Have Relative Placements Changed From Fall to Spring?

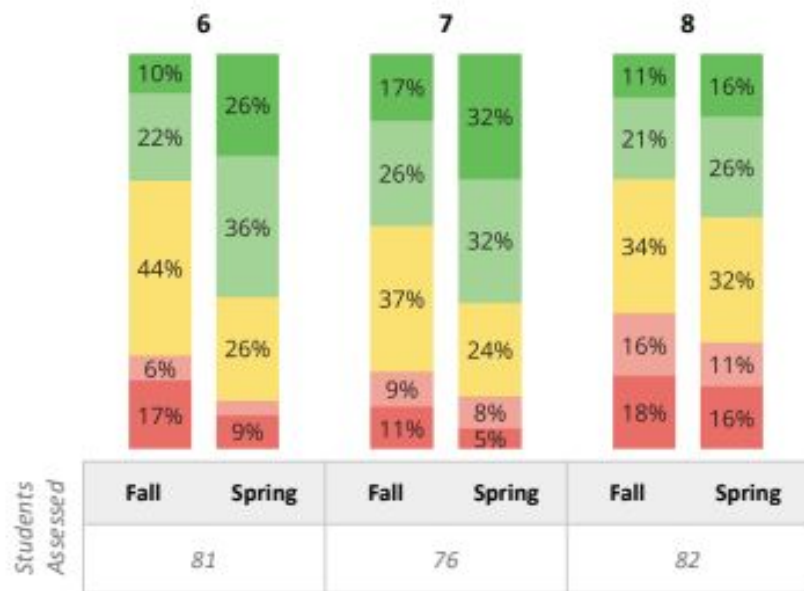
Placement Distribution, Fall 25-26 to Spring 25-26



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How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 25-26 to Spring 25-26

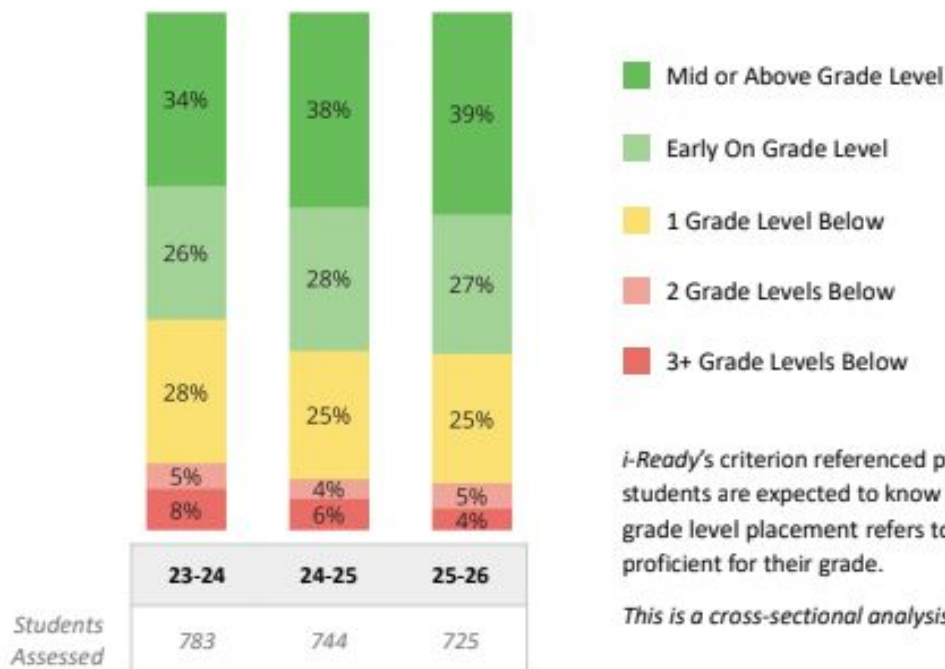


■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

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

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

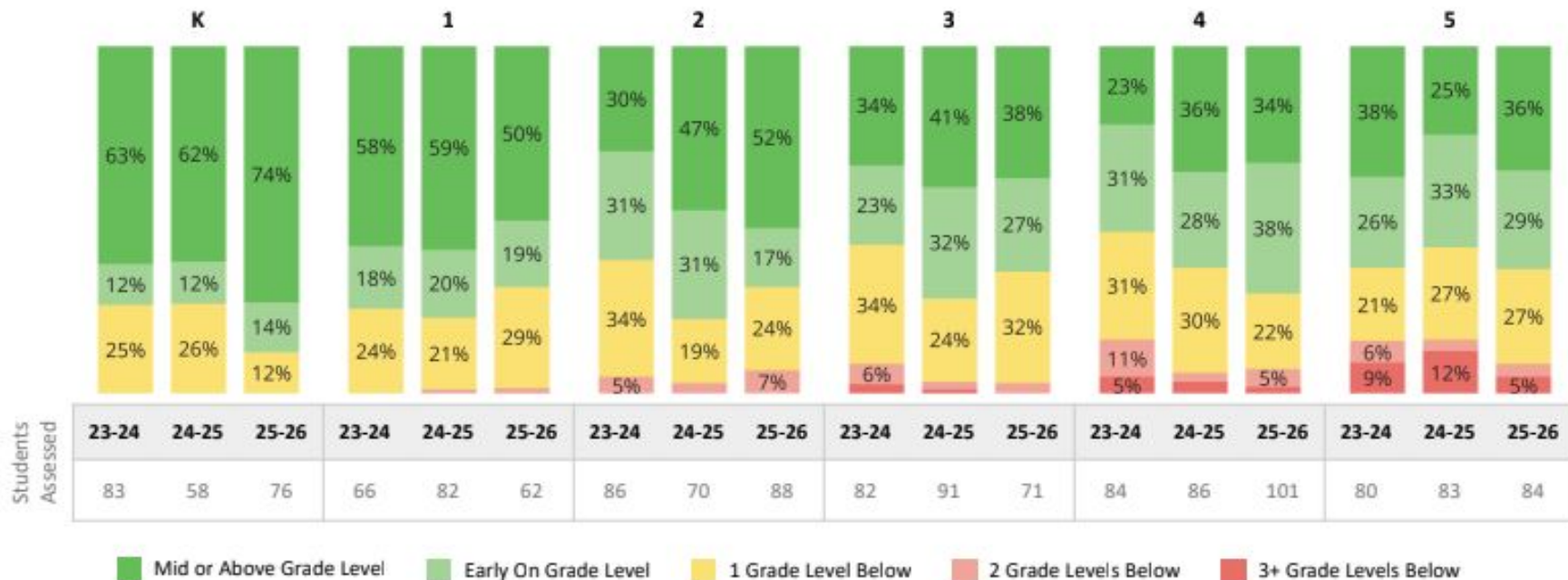


i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26



This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

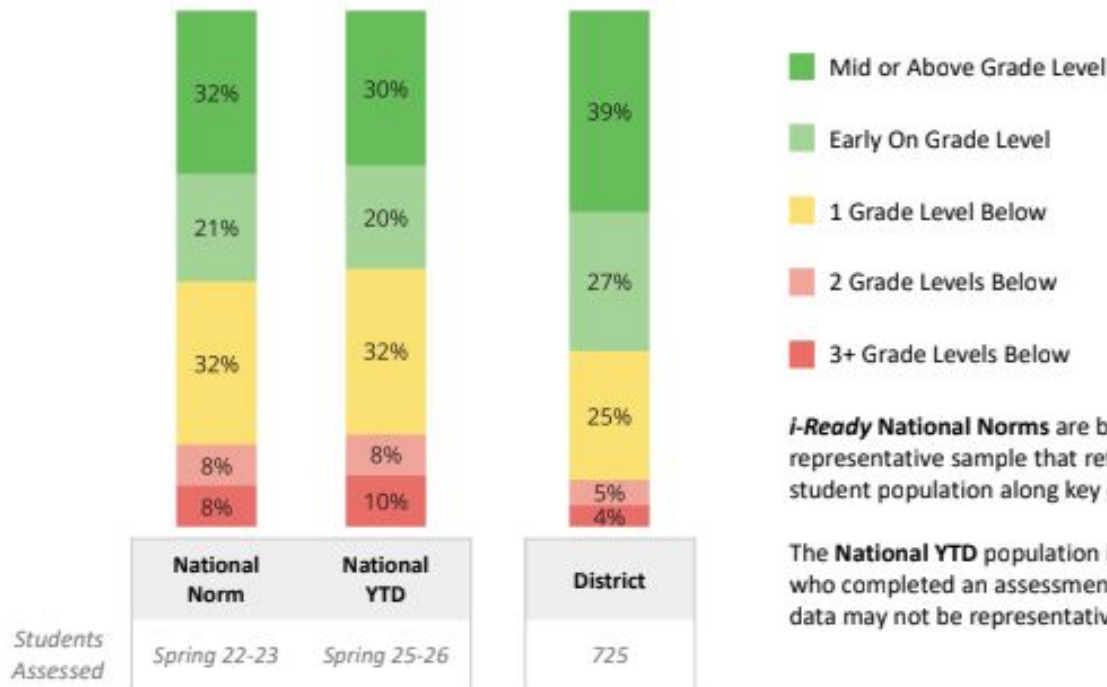


■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

This is a cross-sectional analysis.

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

Spring Placement Distribution for District and Benchmarks



Mid or Above Grade Level

Early On Grade Level

1 Grade Level Below

2 Grade Levels Below

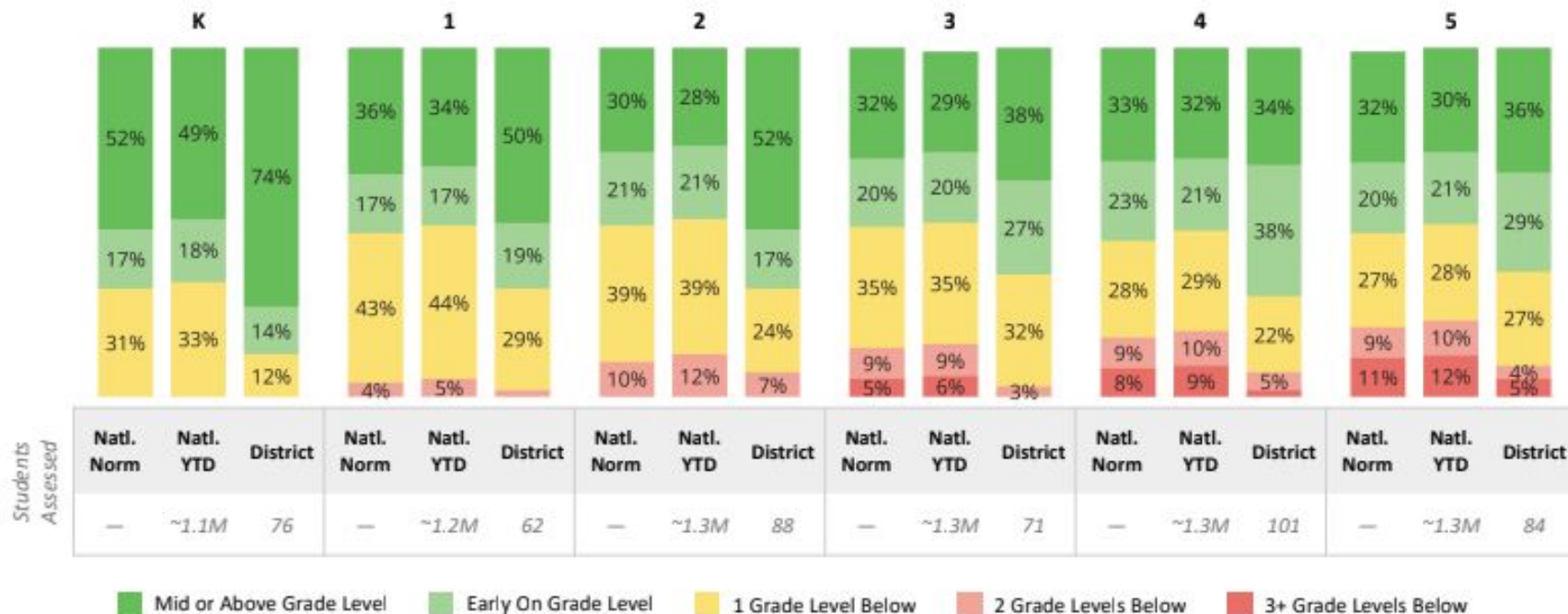
3+ Grade Levels Below

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 10,179,643 students who completed an assessment from March 2 to June 15. This data may not be representative of the student population.

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

Spring Placement Distribution for District and Benchmarks

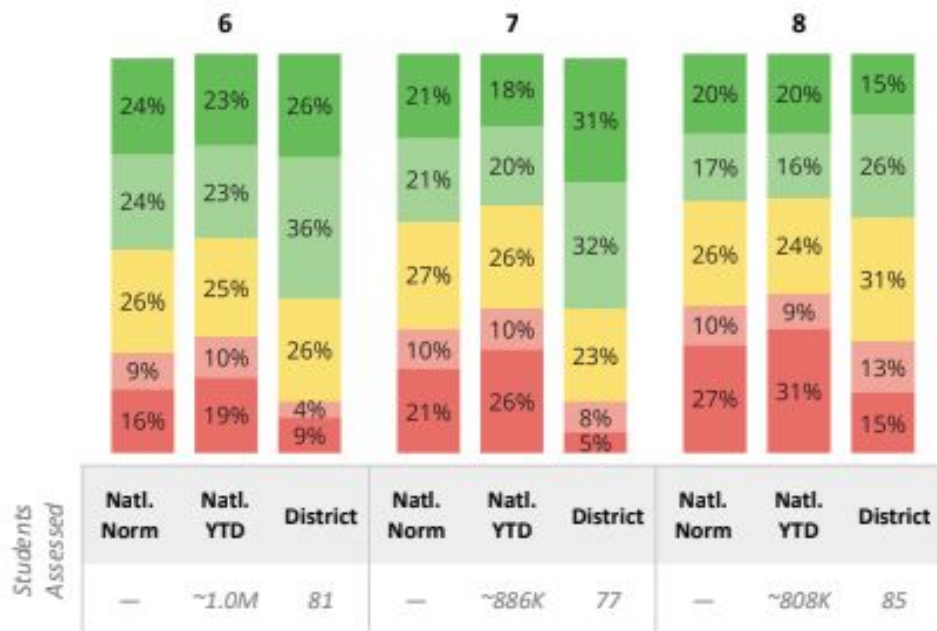


Natl. Norm: *i-Ready* National Norms Spring 22-23

Natl. YTD: National Year-to-Date Spring 25-26

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

Spring Placement Distribution for District and Benchmarks



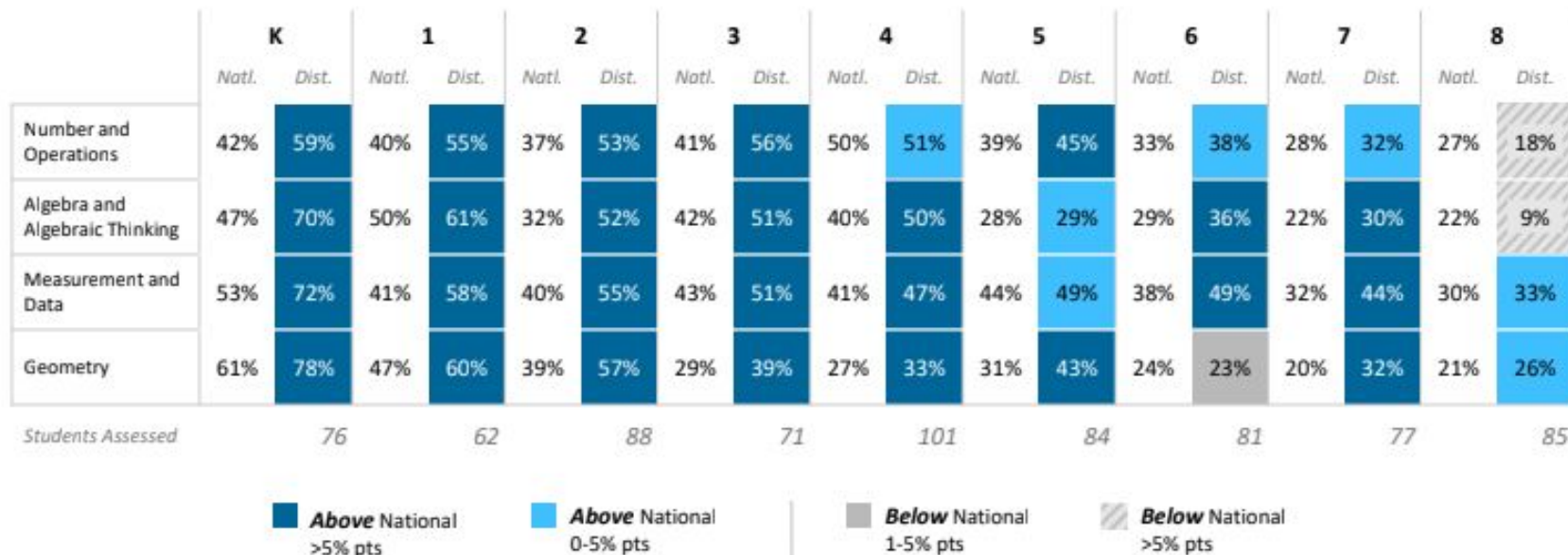
■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23

Natl. YTD: National Year-to-Date Spring 25-26

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, District Spring 25-26 compared to 22-23 National Norms

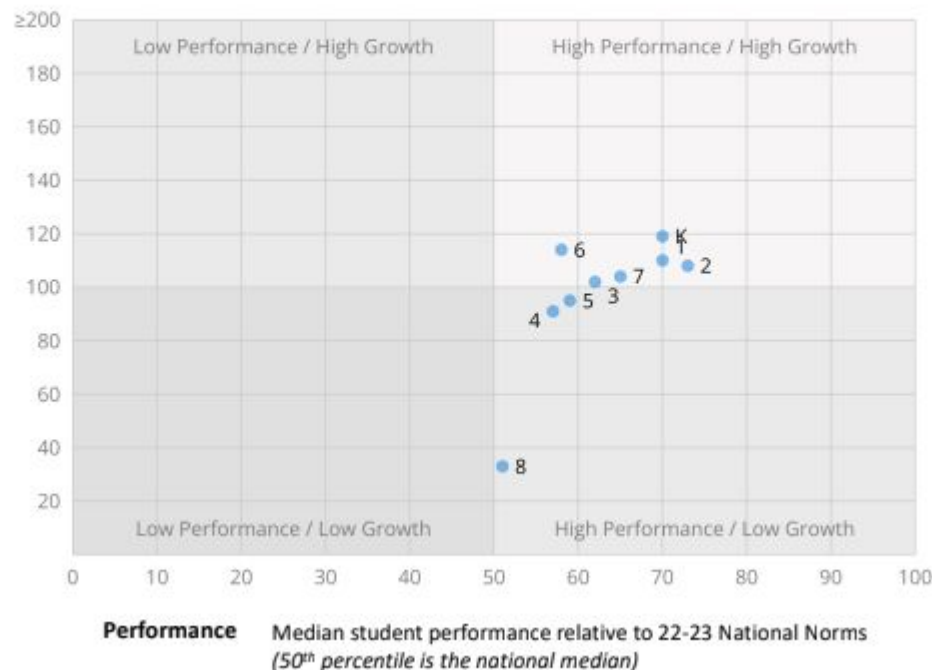


How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

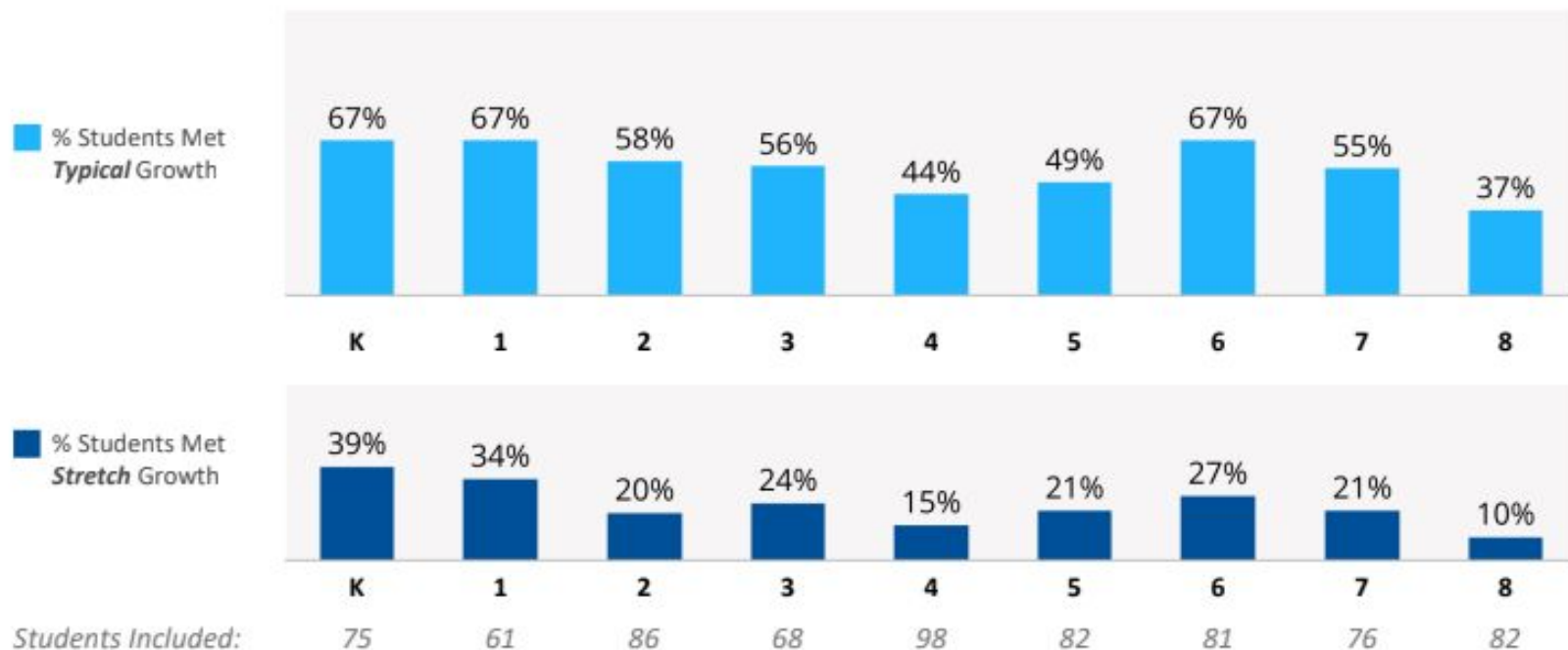
Growth

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



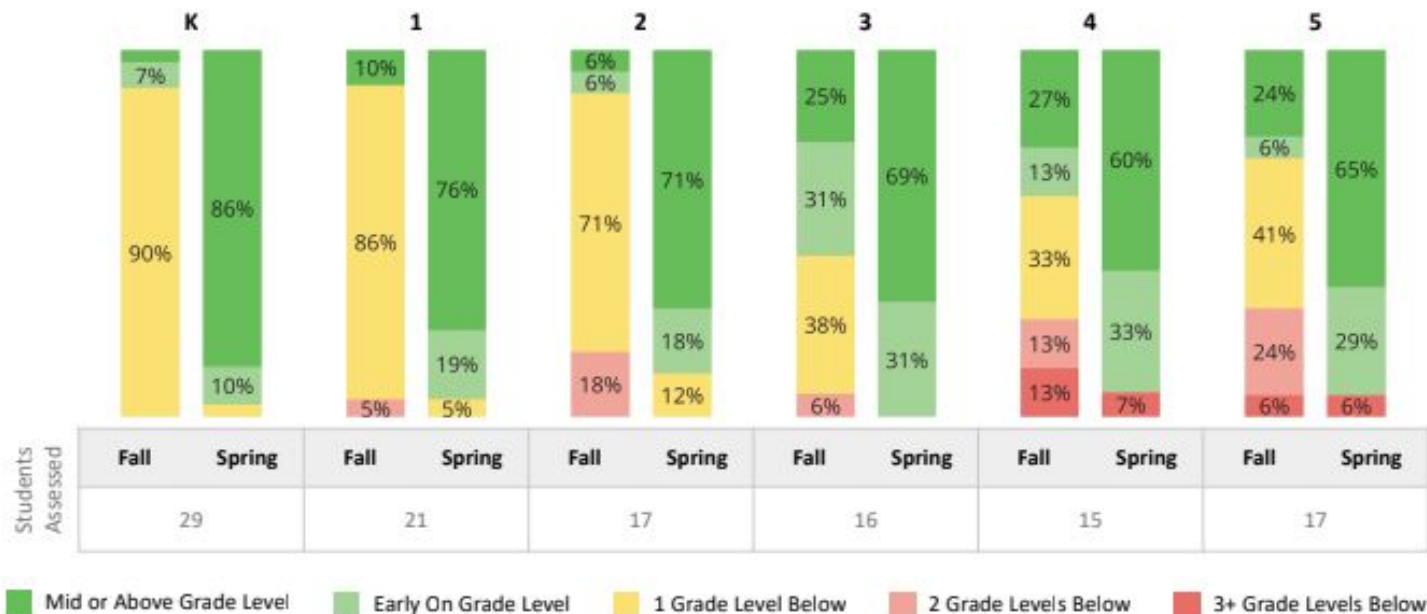
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth



How Does Stretch Growth Impact Relative Placements in Spring?

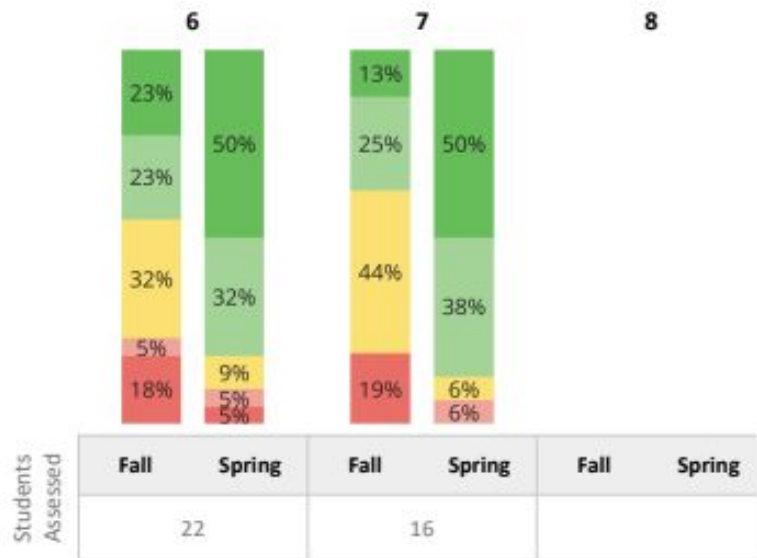
Placement Distribution for Students Who Met Stretch Growth, Fall 25-26 to Spring 25-26



This is a cohort analysis showing the placement distribution change for students who met their Stretch Growth measure from Fall to Spring. For some students, Stretch Growth is a multi-year path toward proficiency.

How Does Stretch Growth Impact Relative Placements in Spring?

Placement Distribution for Students Who Met Stretch Growth, Fall 25-26 to Spring 25-26

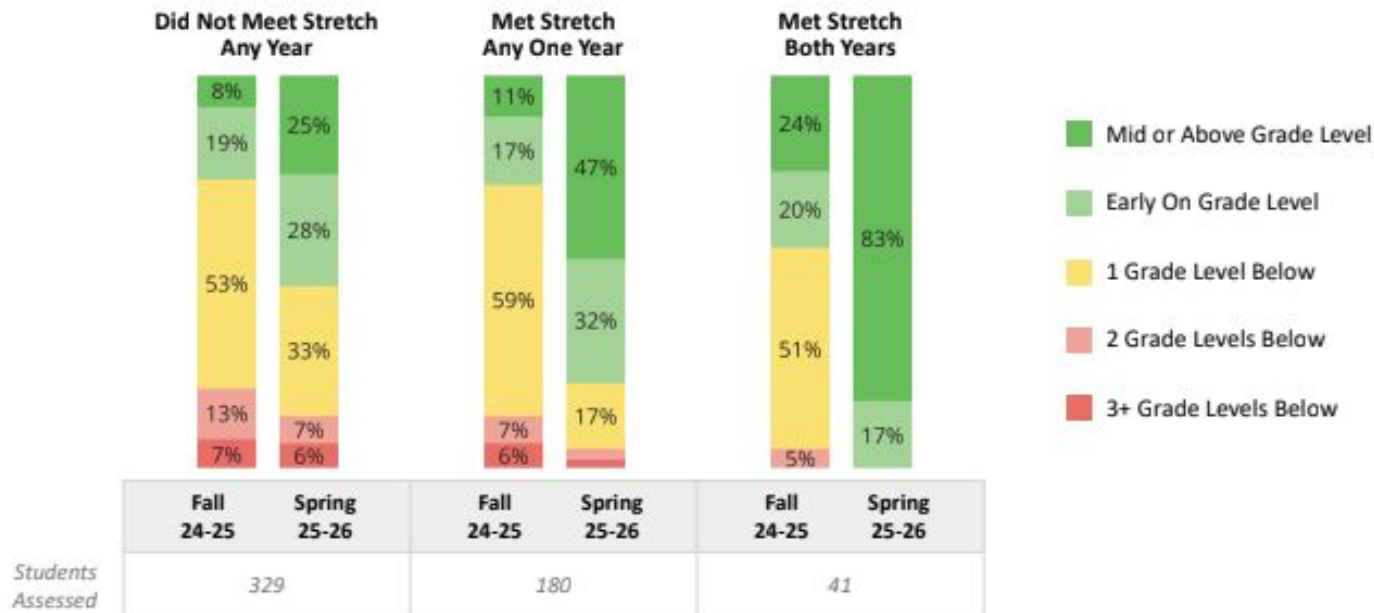


■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

This is a cohort analysis showing the placement distribution change for students who met their Stretch Growth measure from Fall to Spring. For some students, Stretch Growth is a multi-year path toward proficiency.

How Does Stretch Growth Impact Relative Placements Over Two Years?

Placement Distribution, Fall 24-25 to Spring 25-26

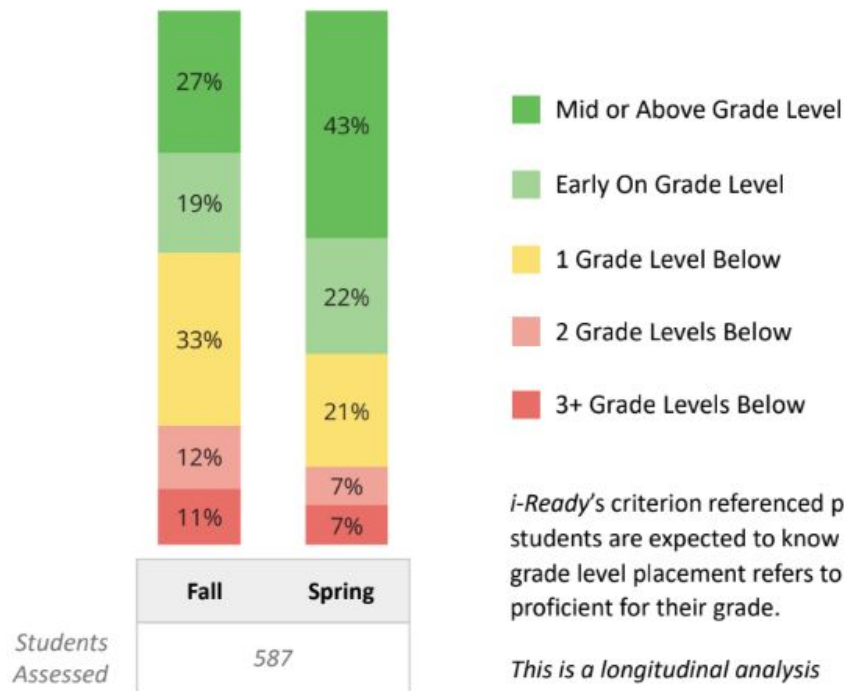


This is cohort analysis showing the placement distribution change for students who did not meet their Stretch Growth measure in either year, met their Stretch Growth measure in one of the two years, and met their Stretch Growth measure in both years. For some students, Stretch Growth is a multi-year path towards proficiency.

Reading

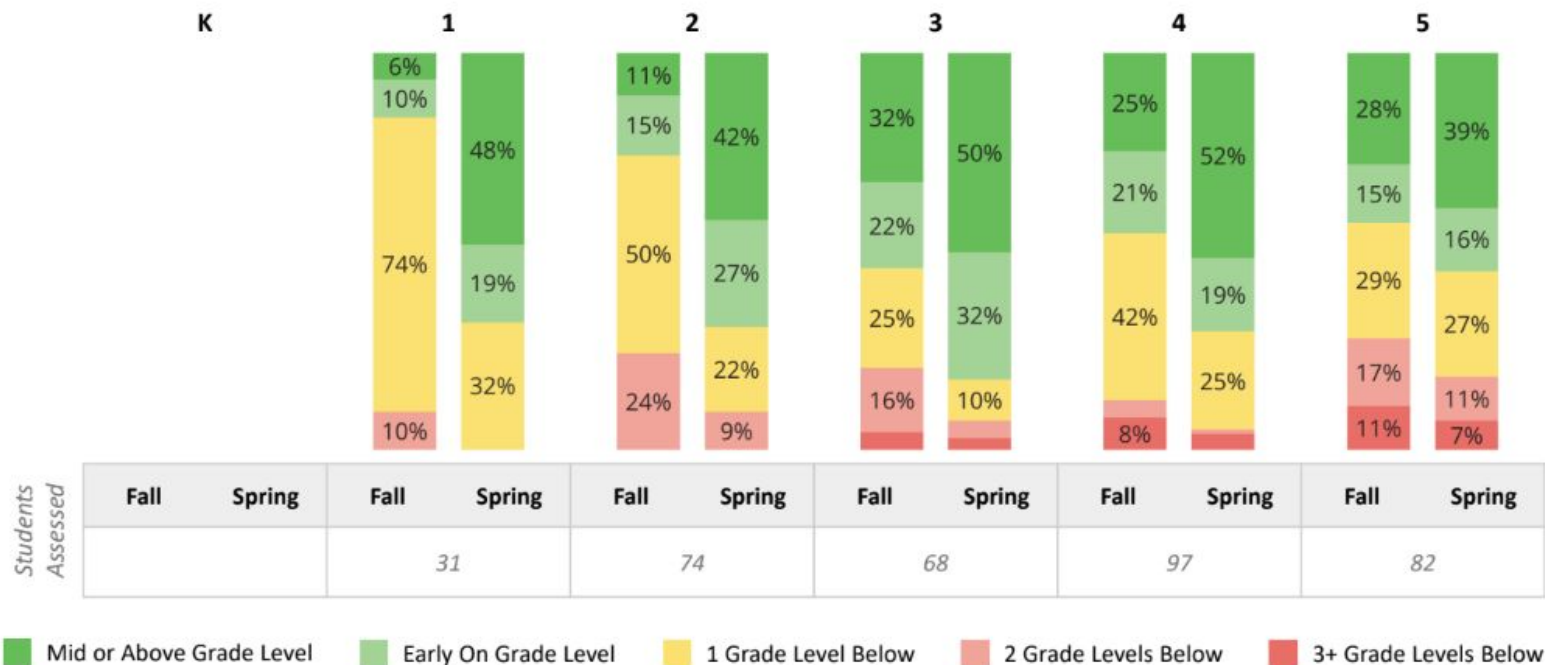
How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 25-26 to Spring 25-26



How Have Relative Placements Changed From Fall to Spring?

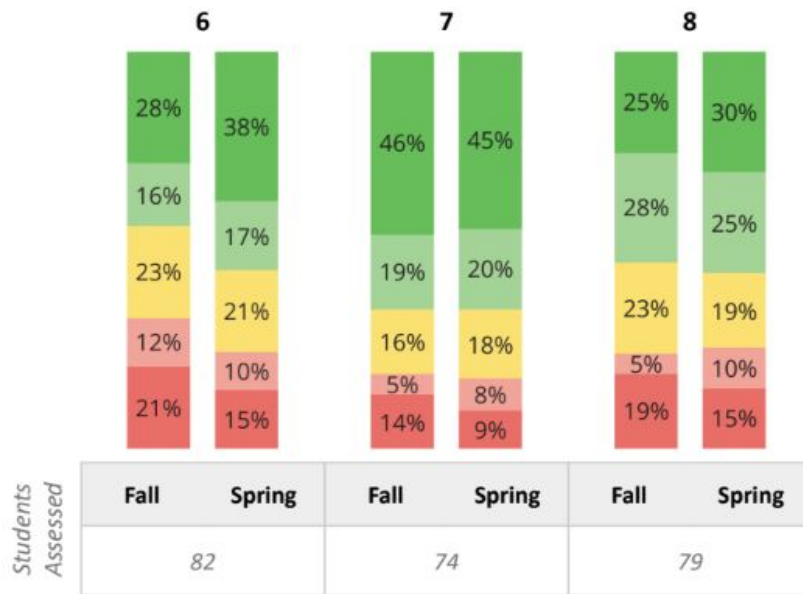
Placement Distribution, Fall 25-26 to Spring 25-26



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.

How Have Relative Placements Changed From Fall to Spring?

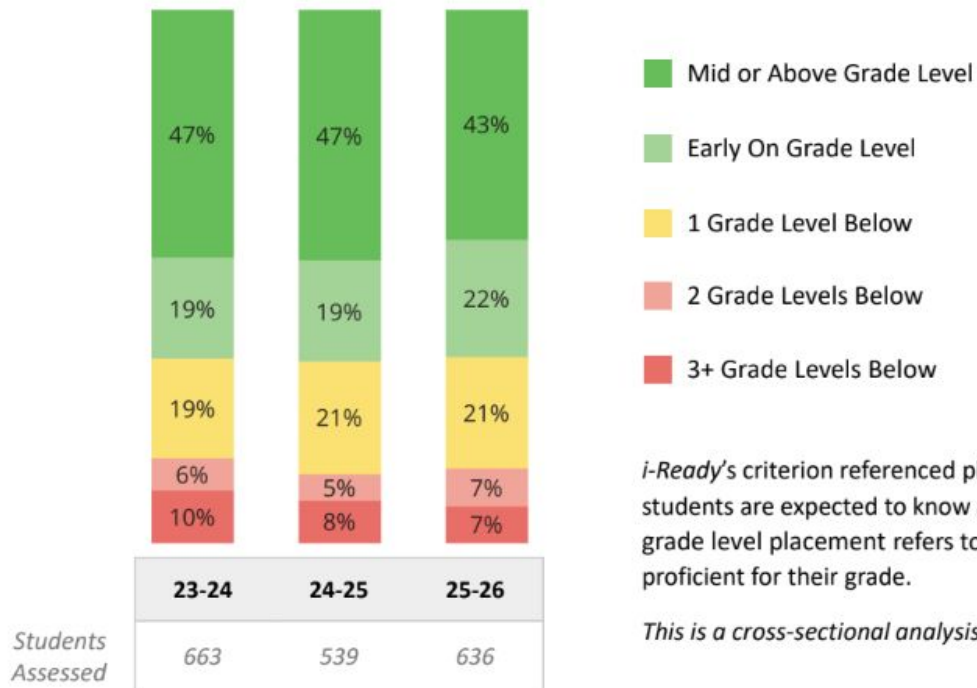
Placement Distribution, Fall 25-26 to Spring 25-26



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.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

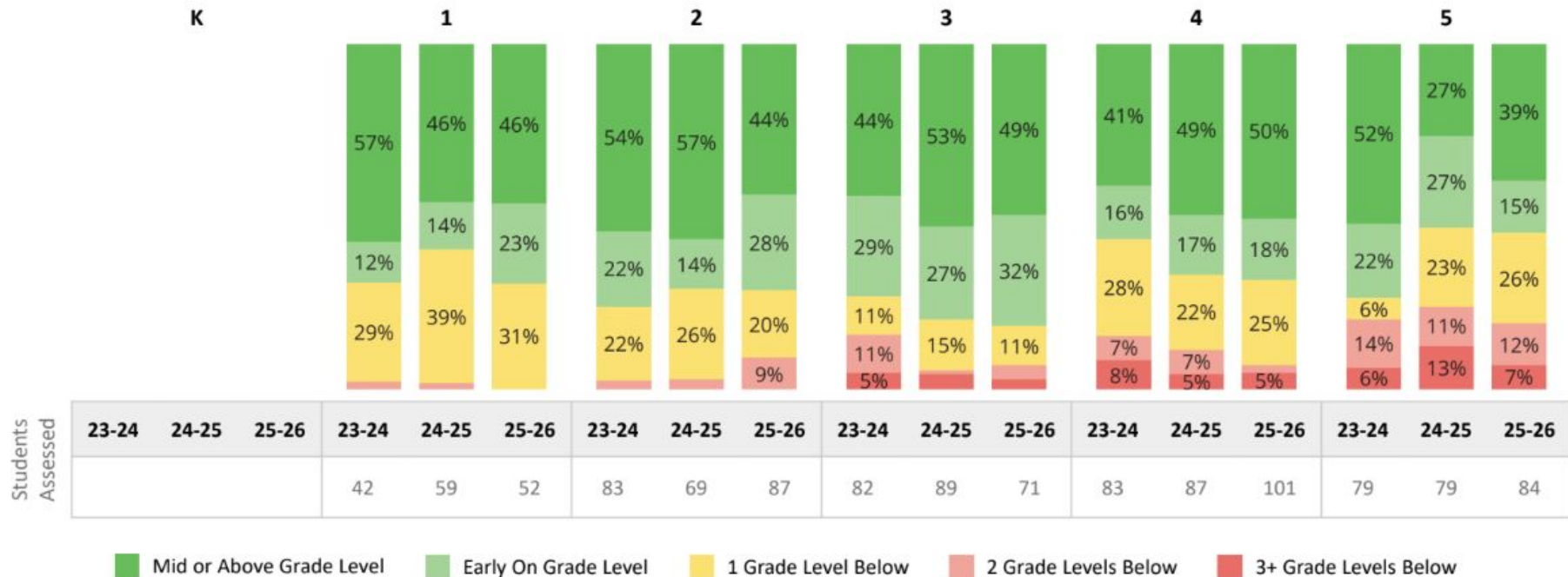


i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

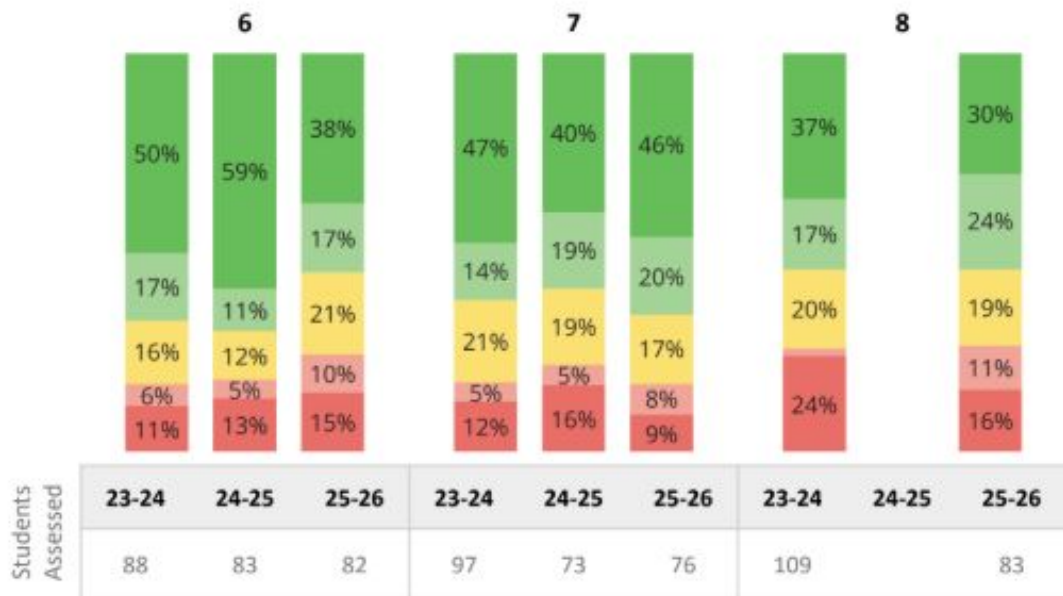
Placement Distribution, Spring 23-24 to Spring 25-26



This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

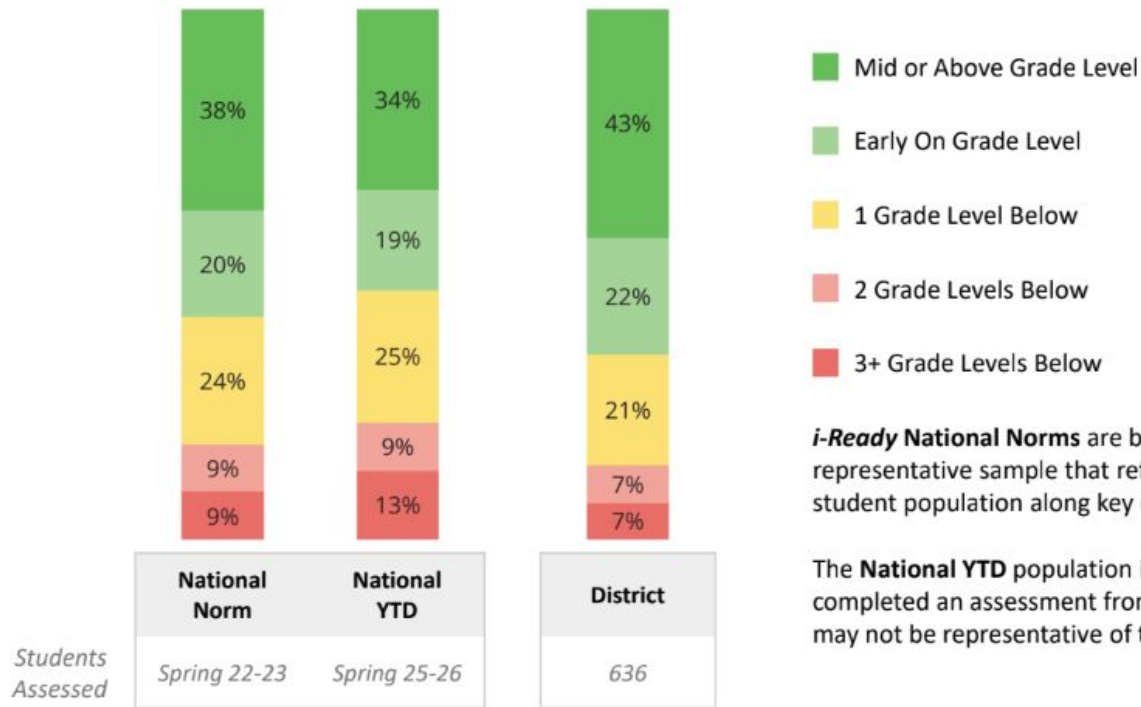


■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

This is a cross-sectional analysis.

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

Spring Placement Distribution for District and Benchmarks

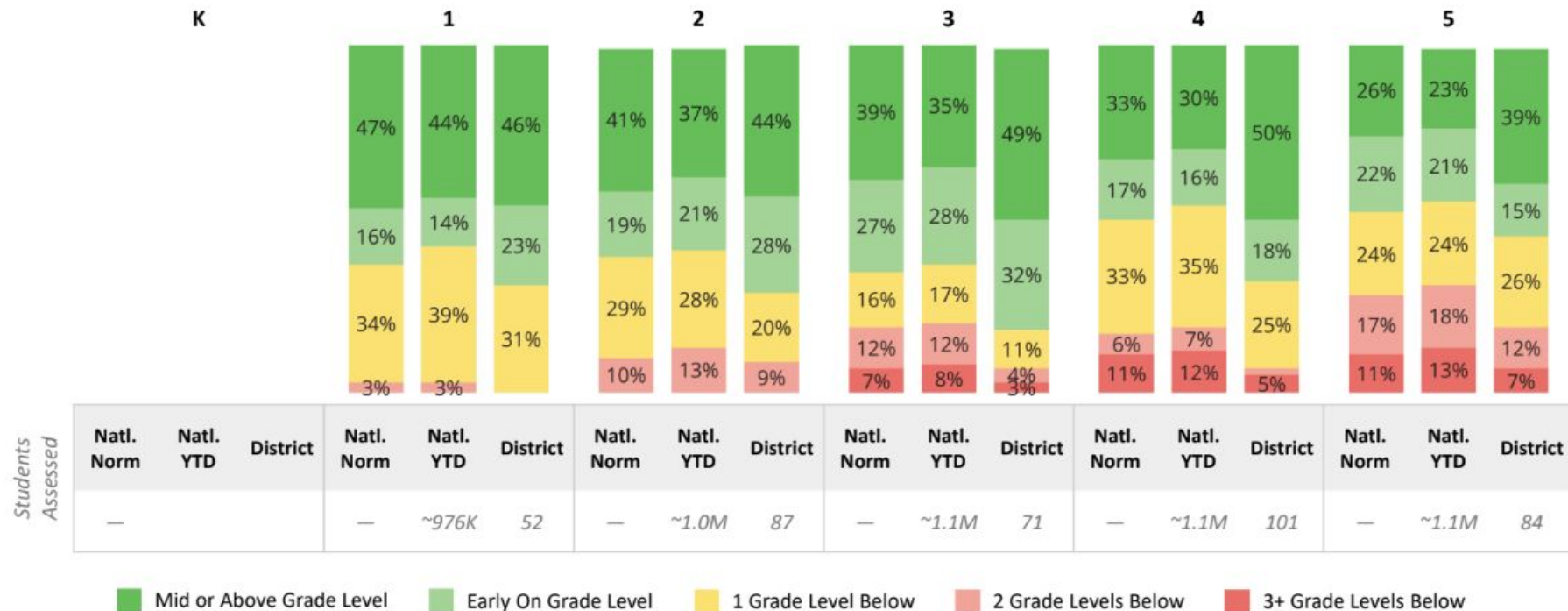


i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 8,752,221 students who completed an assessment from March 2 to June 15. This data may not be representative of the student population.

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

Spring Placement Distribution for District and Benchmarks

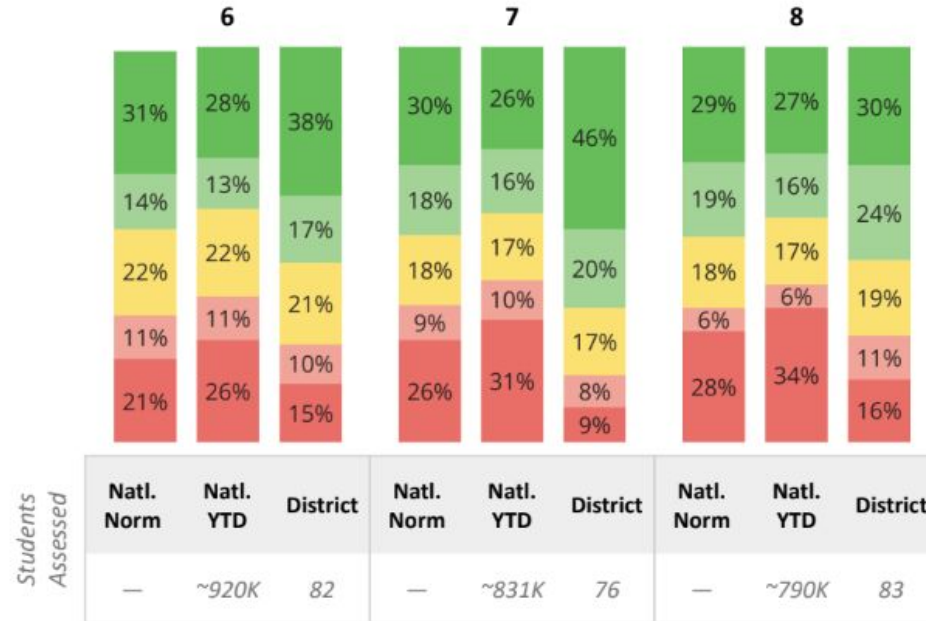


Natl. Norm: *i-Ready* National Norms Spring 22-23

Natl. YTD: National Year-to-Date Spring 25-26

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

Spring Placement Distribution for District and Benchmarks



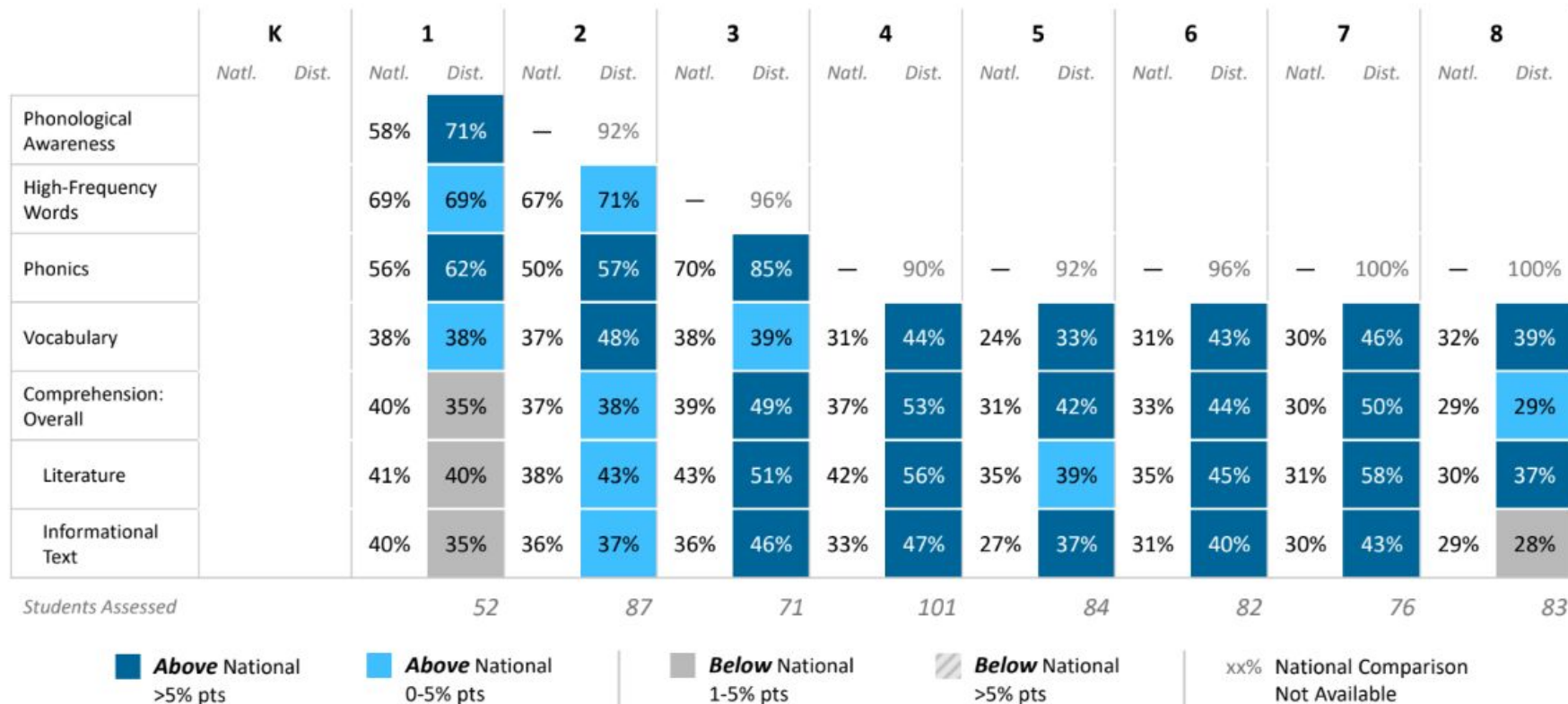
■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23

Natl. YTD: National Year-to-Date Spring 25-26

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, District Spring 25-26 compared to 22-23 National Norms

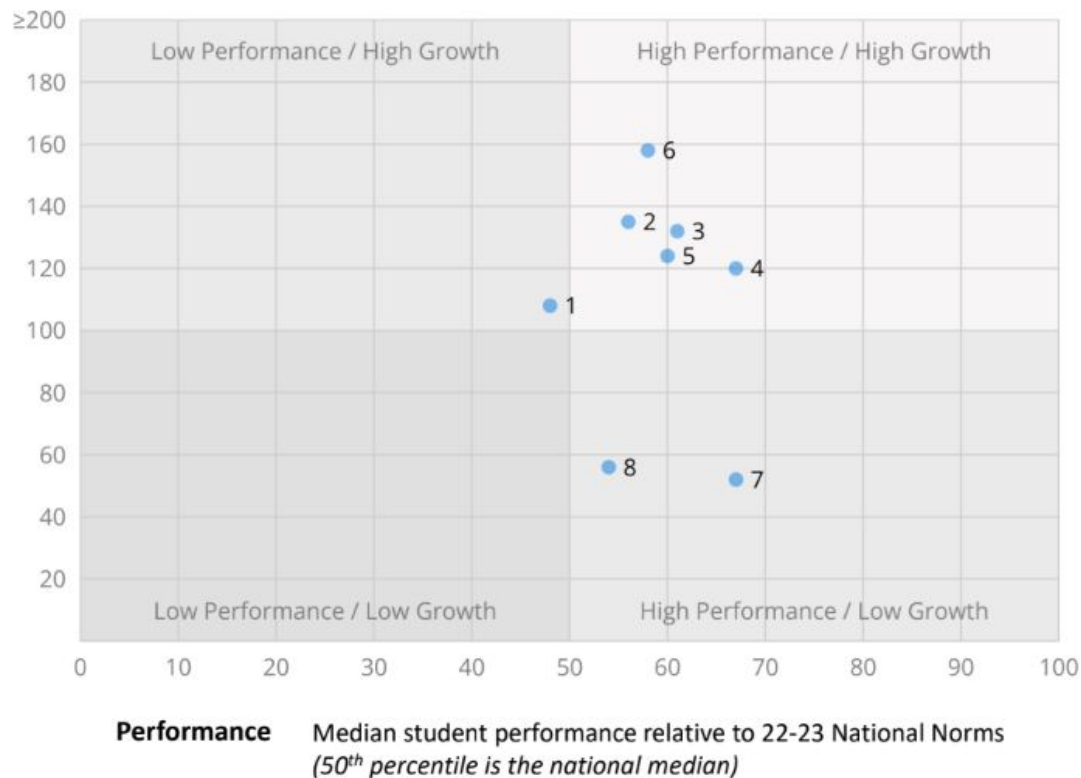


How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

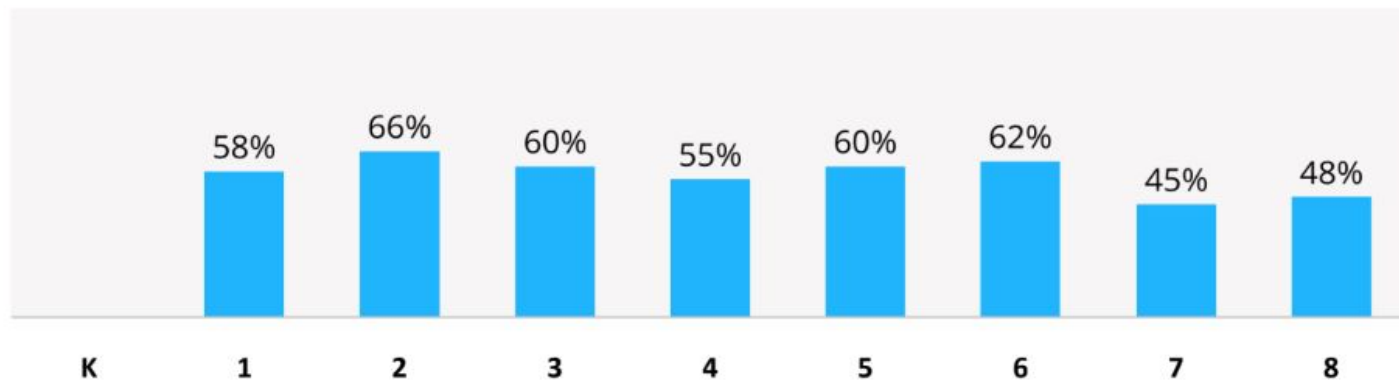
Median percent of typical growth achieved, differentiated by fall placement levels



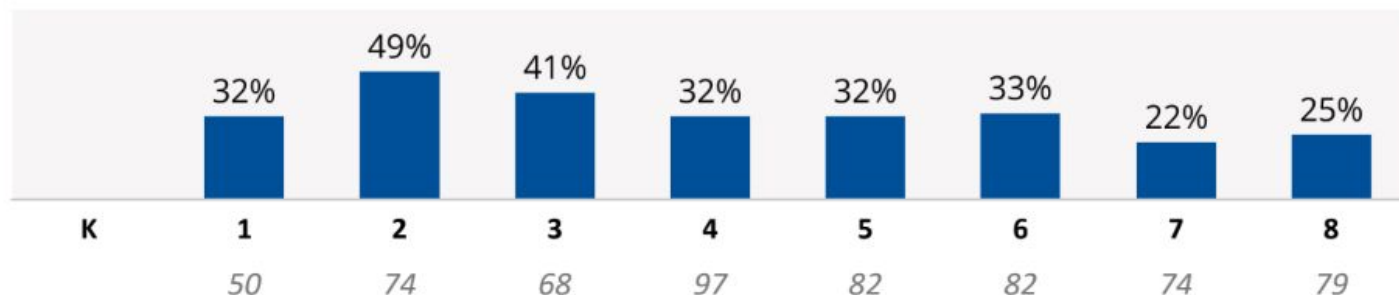
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth

 % Students Met
Typical Growth



 % Students Met
Stretch Growth

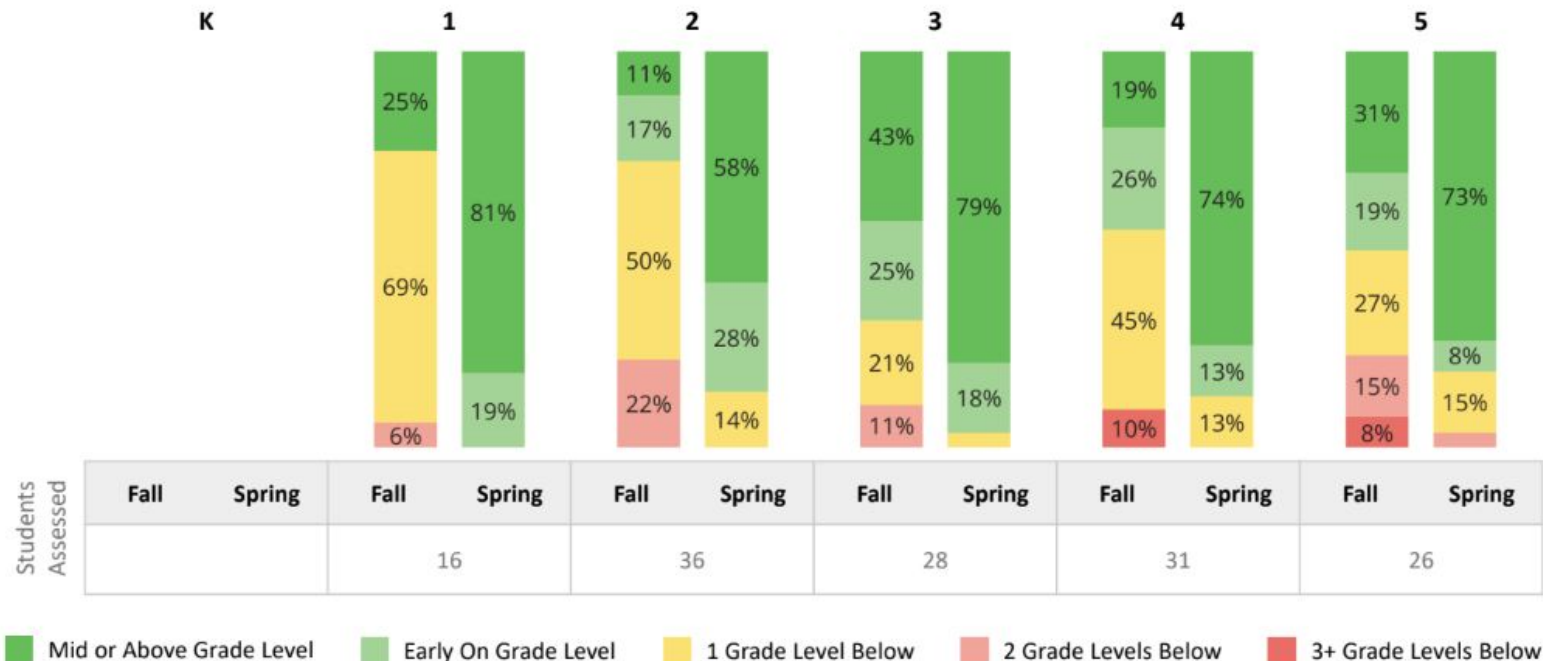


Students Included:

K 50 1 74 2 68 3 97 4 82 5 82 6 74 7 79

How Does Stretch Growth Impact Relative Placements in Spring?

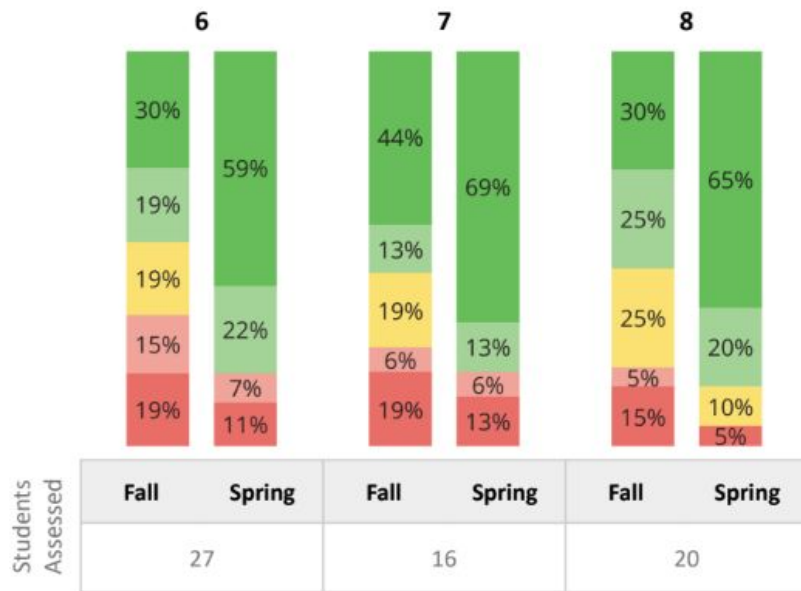
Placement Distribution for Students Who Met Stretch Growth, Fall 25-26 to Spring 25-26



This is a cohort analysis showing the placement distribution change for students who met their Stretch Growth measure from Fall to Spring. For some students, Stretch Growth is a multi-year path toward proficiency.

How Does Stretch Growth Impact Relative Placements in Spring?

Placement Distribution for Students Who Met Stretch Growth, Fall 25-26 to Spring 25-26

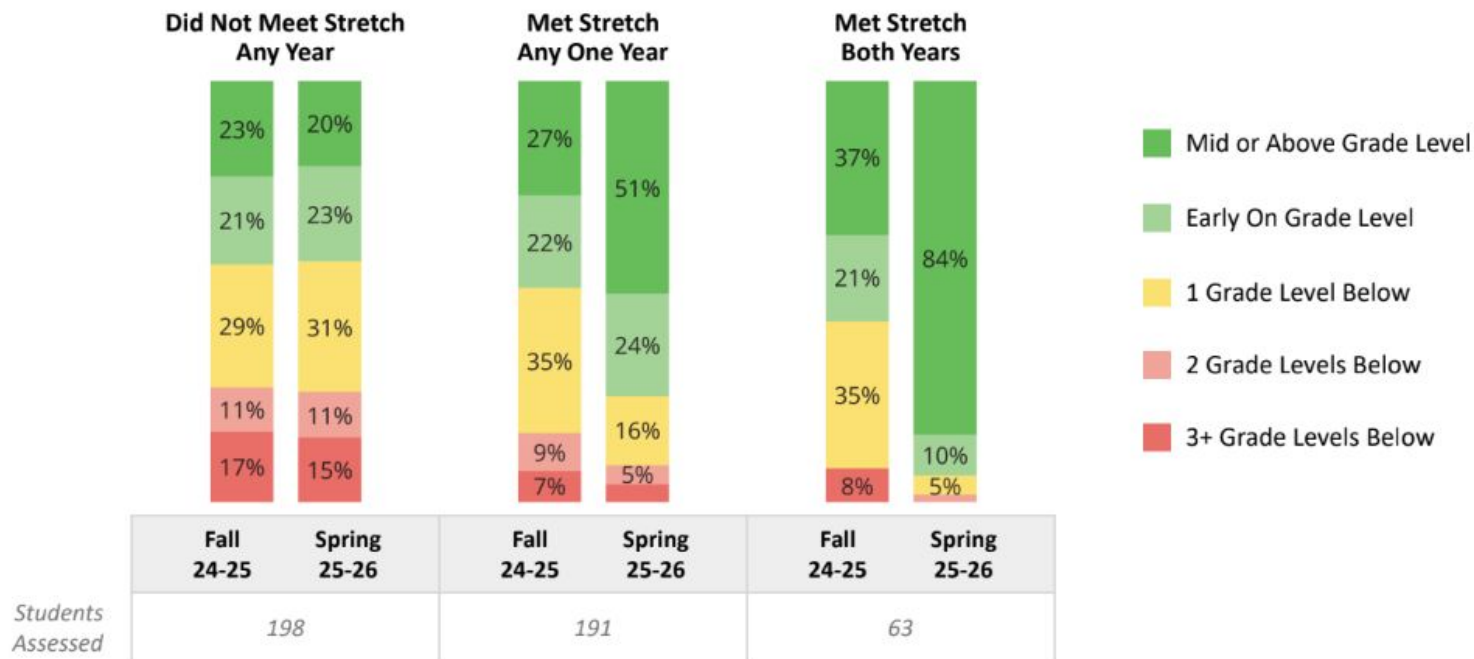


■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

This is a cohort analysis showing the placement distribution change for students who met their Stretch Growth measure from Fall to Spring. For some students, Stretch Growth is a multi-year path toward proficiency.

How Does Stretch Growth Impact Relative Placements Over Two Years?

Placement Distribution, Fall 24-25 to Spring 25-26



This is cohort analysis showing the placement distribution change for students who did not meet their Stretch Growth measure in either year, met their Stretch Growth measure in one of the two years, and met their Stretch Growth measure in both years. For some students, Stretch Growth is a multi-year path towards proficiency.

Acadience Reading K-6

- Universal screener
- Identifies students who may be at risk for reading difficulties
- Identifies skills to target instructional support
- Fall, winter, spring

These Acadience Reading Measures...	...Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	• Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	• Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	• indicator of risk	Individual
Nonsense Word Fluency (NWF)	• The Alphabetic Principle and Basic Phonics	Individual
Oral Reading Fluency (ORF), including Retell	• Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of Text • Reading Comprehension	Individual
Maze	• Reading Comprehension	Group-Administered

Acadience Reading K-6

Benchmark. These levels are based on the overall likelihood of achieving specified goals on subsequent Acadience Reading assessments or external measures of reading achievement.

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
Above Benchmark	90–99%	Likely to Need Core Support ^a
At Benchmark	70–85%	Likely to Need Core Support ^b
Below Benchmark	40–60%	Likely to Need Strategic Support
Well Below Benchmark	10–20%	Likely to Need Intensive Support

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Extensive research on the reliability and validity of the Acadience Reading measures has been conducted by the authors of Acadience Learning and by other researchers.

First Grade Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Acadience Reading Composite Score (add values 1-3) = _____

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

NWF CLS Score = _____ [1]

NWF WWR Score = _____ [2]

ORF Words Correct = _____ [3]

ORF Accuracy Percent: _____ %

$100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1-4) = _____

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

NWF WWR Score _____ $\times 2$ = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %

$100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) = _____

Middle of Year

ORF Accuracy Percent	Accuracy Value
0% - 49%	0
50% - 52%	2
53% - 55%	8
56% - 58%	14
59% - 61%	20
62% - 64%	26
65% - 67%	32
68% - 70%	38
71% - 73%	44
74% - 76%	50
77% - 79%	56
80% - 82%	62
83% - 85%	68
86% - 88%	74
89% - 91%	80
92% - 94%	86
95% - 97%	92
98% - 100%	98

End of Year

ORF Accuracy Percent	Accuracy Value
0% - 64%	0
65% - 66%	3
67% - 68%	9
69% - 70%	15
71% - 72%	21
73% - 74%	27
75% - 76%	33
77% - 78%	39
79% - 80%	45
81% - 82%	51
83% - 84%	57
85% - 86%	63
87% - 88%	69
89% - 90%	75
91% - 92%	81
93% - 94%	87
95% - 96%	93

Third Grade Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Beginning, Middle, and End of Year

ORF Accuracy Percent	Accuracy Value
0% - 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ $\times 2$ = _____ [2]

Maze Adjusted Score _____ $\times 4$ = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1-4) = _____

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ $\times 2$ = _____ [2]

Maze Adjusted Score _____ $\times 4$ = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1-4) = _____

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ $\times 2$ = _____ [2]

Maze Adjusted Score _____ $\times 4$ = _____ [3]

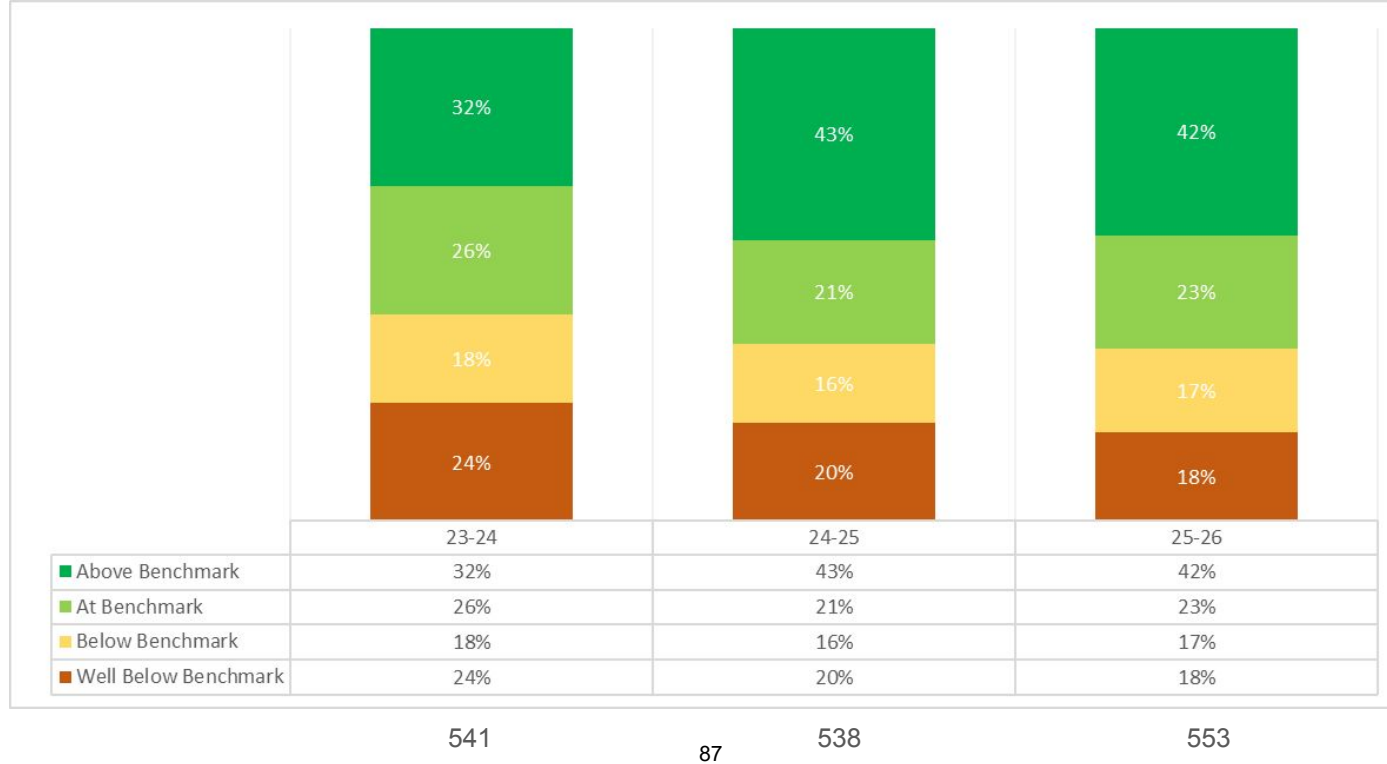
ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1-4) = _____

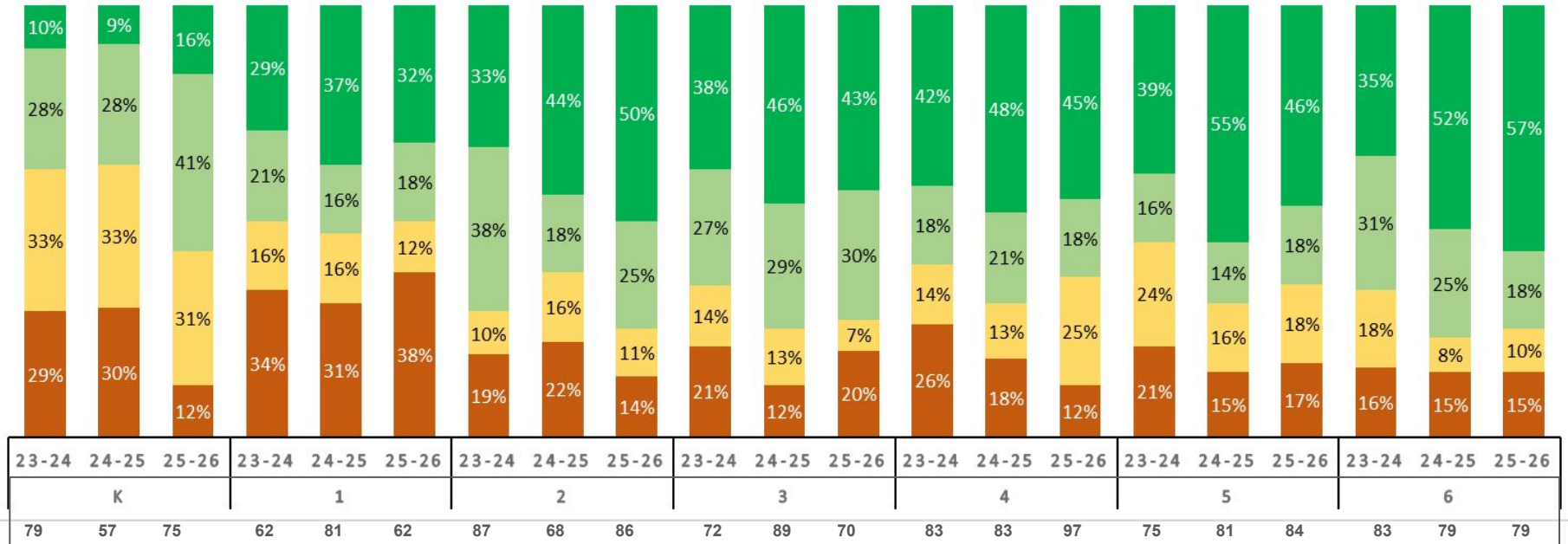
If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Acadience Reading District Spring Data 2023-2024 through 2025-2026



Acadiance Reading K-6 Spring Data 2023-2024 through 2025-2026

Well Below Benchmark Below Benchmark At Benchmark Above Benchmark



Education Quality Committee Reflection

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

