# Washington Central Unified Union School District

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

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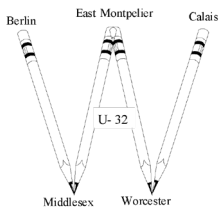
1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761




**WCUUSD Education Quality Committee**
**Meeting Agenda**
**10.7.26**
**5:00-6:00 PM**
**In Person /Virtual**
**East Montpelier Elementary School**
**665 Vincent Flats Rd.**
**East Montpelier, VT**

**Virtual Meeting Information**
**https://tinyurl.com/5n7a386h**
**Meeting ID: 814 4717 8845**
**Password: 158348**
**Dial by Your Location: 1-929-205-6099**

**1.** Call to Order

**2.** Welcome

**3.** Public Comments

**4.** Approve Minutes of 9.2.26

**5.** Discussion/Action
- **5.1.** Presentation: Student Monitoring Report Spring 2026, Part 2
- **5.2.** Revised Making Meaning Protocol

**6.** Future Agenda Items
- **6.1.** Presentation: Post-Secondary Outcomes
- **6.2.** Review and Approval of Student Monitoring Report, Spring 2026

**7.** Adjourn

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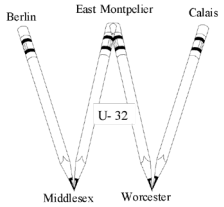



**WCUUSD Education Quality Committee Meeting**
**9.2.26**
**5:00-6:00 PM**
**In Person /Virtual Option**
**U-32 Middle & High School**
**Cafeteria**
**930 Gallison Hill Rd**
**Montpelier, VT**

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

1. **Call to Order: Ursula Stanley called the meeting to order at 5:05 p.m.**

2. **Welcome:** Ursula welcomed those present.

3. **Public Comments:** none tonight

4. **Approve Minutes of 6.17.26: Flor Diaz Smith moved to approve the minutes. Seconded by Zach Sullivan, this motion carried unanimously.**

5. **Discussion/Action**
   - **5.1. Review Draft Student Monitoring Report Fall and Winter Data:** Ursula Stanley had provided this draft document. She invited feedback from committee members. Zach Sullivan stated that he feels this is a great deal of information for the board to digest. He had provided some suggested input over the summer. Ursula stated that the work had already gone into the draft document and his input will be useful in future drafts. Ursula stated that this report may be shared with the board at the next board meeting this month or at the first in October. Flor Diaz Smith suggested that the final summary sentence be sent to the Finance Committee and the board as they are beginning their work on budget parameters. This draft document is already in the hands of board members so Jen Miller Arsenault suggested that it is not necessary to share the portion of it. **Flor Diaz Smith moved to approve the fall and winter data report and that we highlight for the**

**Finance Committee the final summary sentence. Seconded by Judy Buchanan, this motion carried unanimously.** This will be on the agenda of the September 16th board meeting.

**5.2. Presentation: Student Monitoring Report Spring 2026, Part 1:** Jen Miller Arsenault presented this slide deck. She asked the committee to consider:
How are our students doing?
What questions do you have?
Is this the information we need in order to do our committee work?

Ursula invited questions: Diane: wondering about the reliability of the results. Are we seeing that in the way students are performing in class as well? Jen Miller-Arsenault stated that she believes these results are reliable. Diane: Are students carrying over their skills from the spring into the fall? Jen Miller-Arsenault stated that one of the ways we use data is to begin intervention in the fall based on results. Diane: Are we seeing students move a lot over the summer? Are we able to use the results to help set up supports for families over the summer? Jen Miller-Arsenault spoke about extended services over the summer for some students. Judy Buchanan asked, what are we planning for students who start out in the fall above grade level? Jen Miller Arsenault stated that growth data is important for these students to be sure all of our students are making adequate growth. Zach asked whether there was correlation between I-Ready and VTCAPP? Jen Miller-Arsenault stated that she would have to bring data back to look at that. Jen Miller-Arsenault spoke about the possibility of diving deeper into specific data, one meeting at a time, for example, only math data, disaggregated.

**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

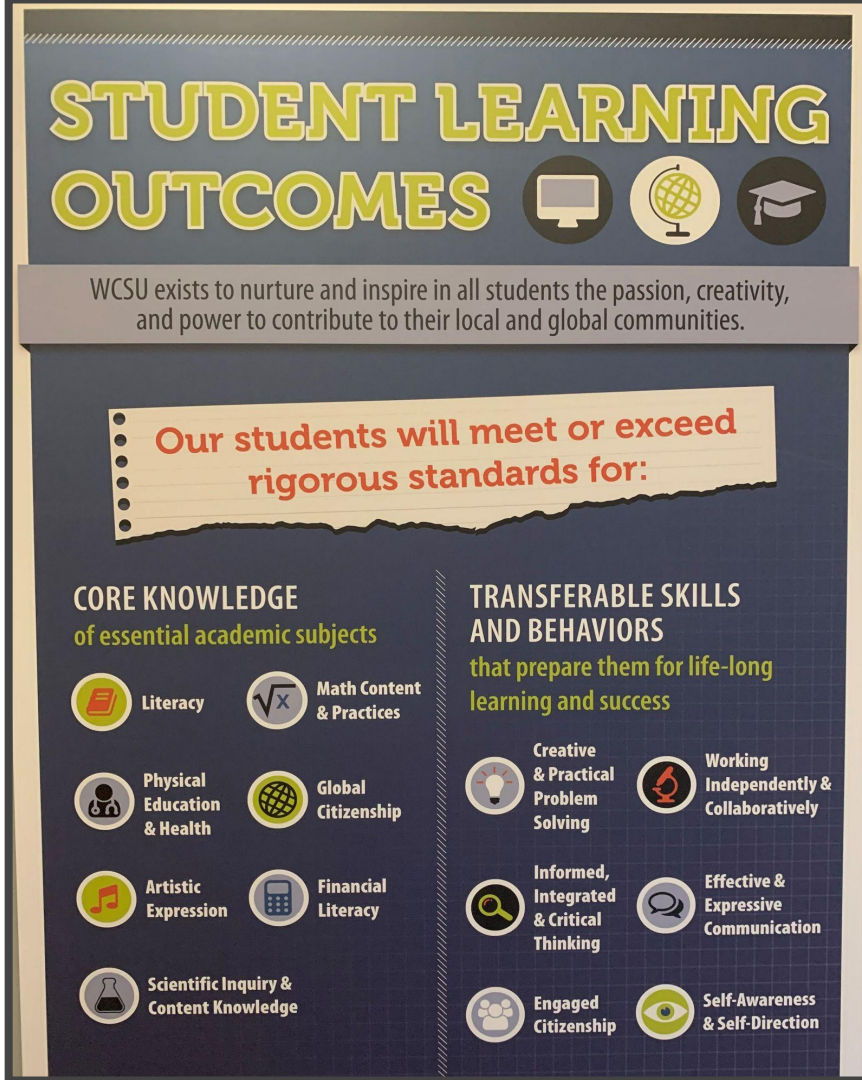
**7. Adjourn: Zach Sullivan moved to adjourn at 6:00 p.m. Seconded by Flor Diaz Smith, this motion carried unanimously.**

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

# Monitoring Student Achievement Spring 2026 Data Part 2

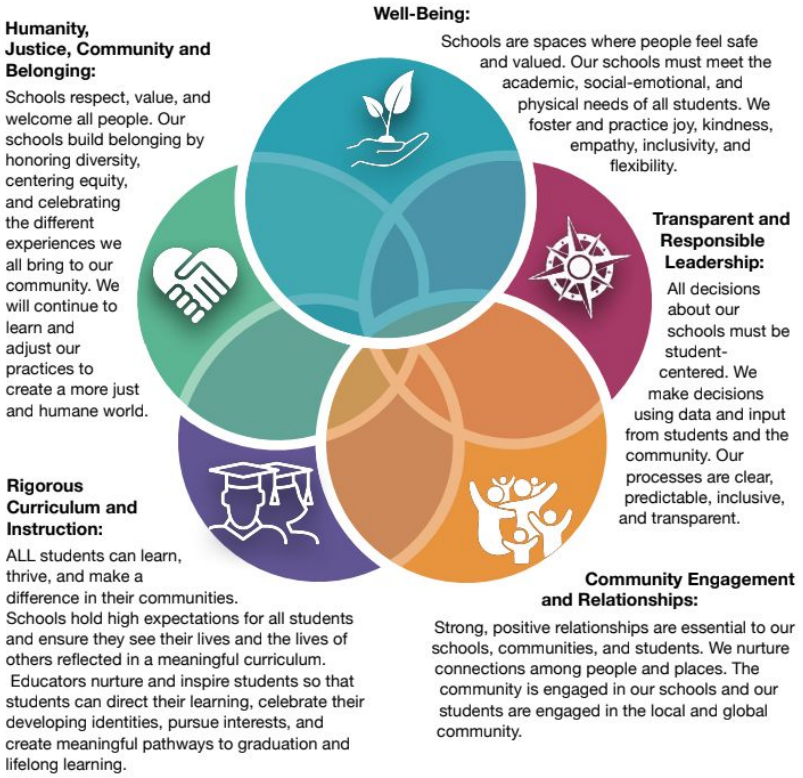
Education Quality Committee
October 7, 2026





# 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?
- What would we like to share with the full board?



# 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**<br>**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. |

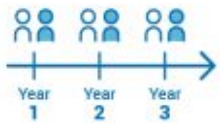
# i-Ready Math and Reading Diagnostics

Mathematics

## 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.

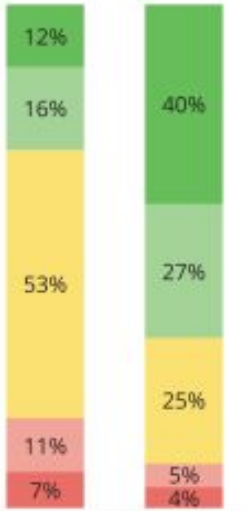
The *i-Ready Inform* assessments we will be using in the 2026–2027 school year are: **[Edit the following list as needed]**

- *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




| | Fall | Spring |
|---|---|---|
| *Students Assessed* | *709* | |

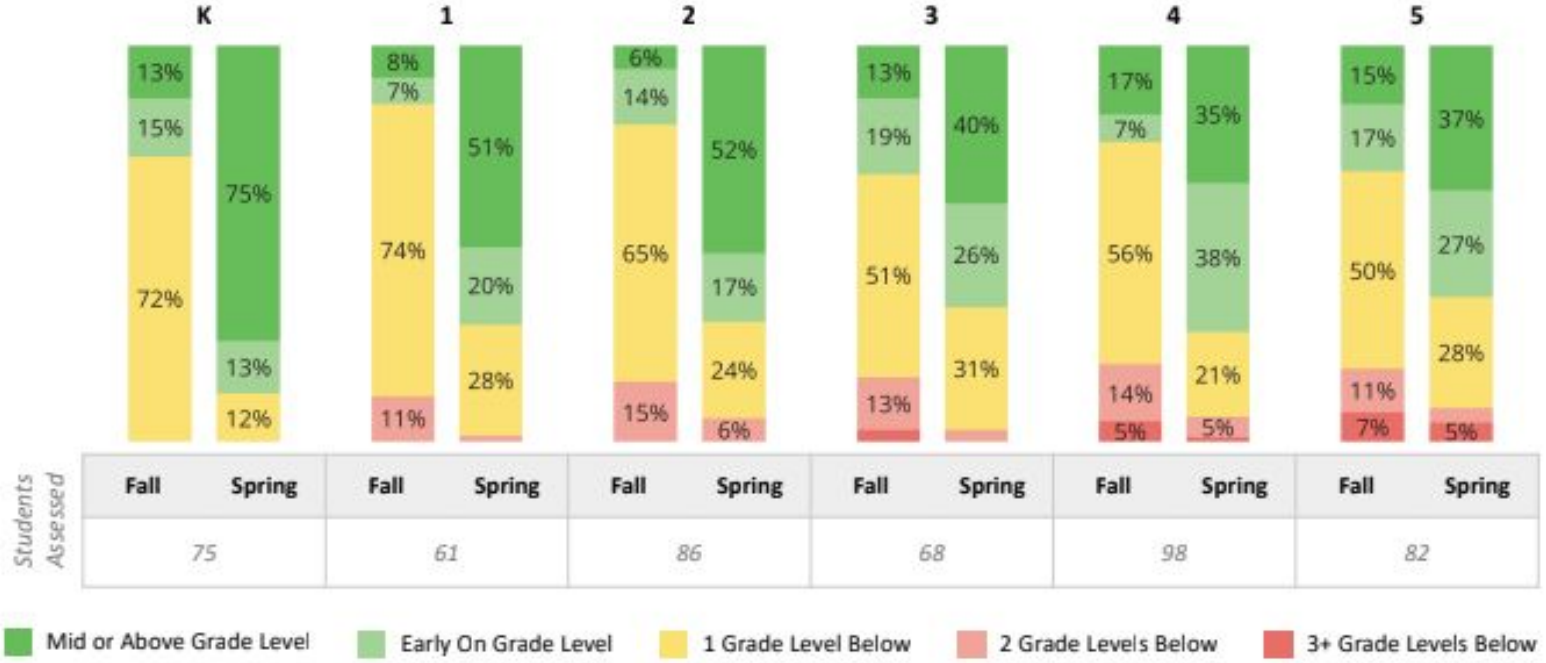
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

*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.

*This is a longitudinal analysis*

# How Have Relative Placements Changed From Fall to Spring?

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



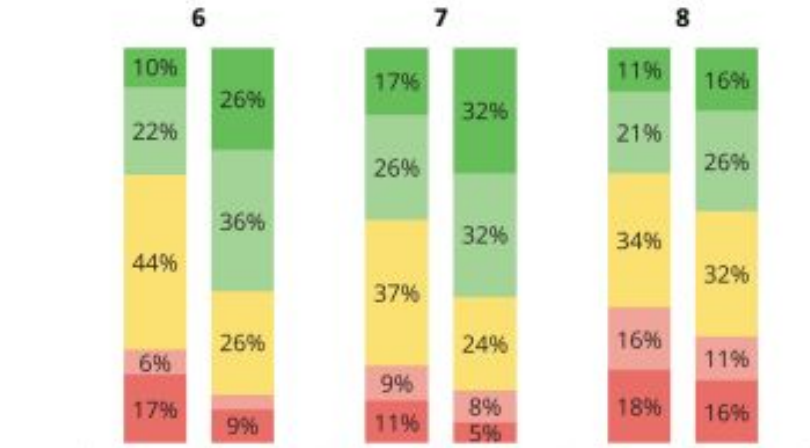

| Students Assessed | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 75 | | 61 | | 86 | | 68 | | 98 | | 82 | |

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 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

| | 23-24 | 24-25 | 25-26 |
|---|---|---|---|
| *Students Assessed* | *783* | *744* | *725* |

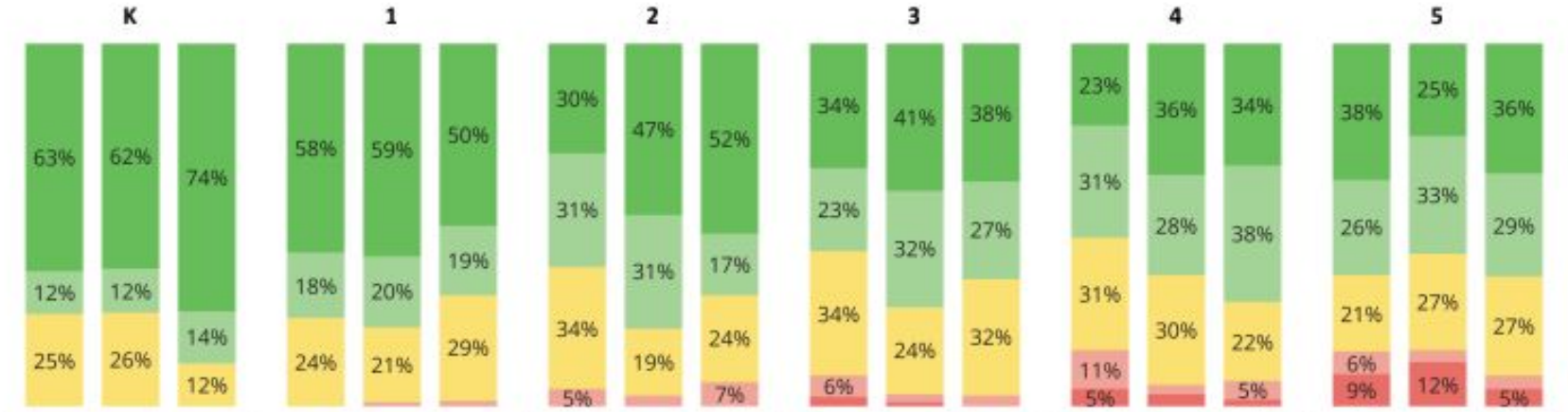
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

*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.

*This is a cross-sectional analysis.*

# How Have Relative Placements Changed From Spring to Spring?

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

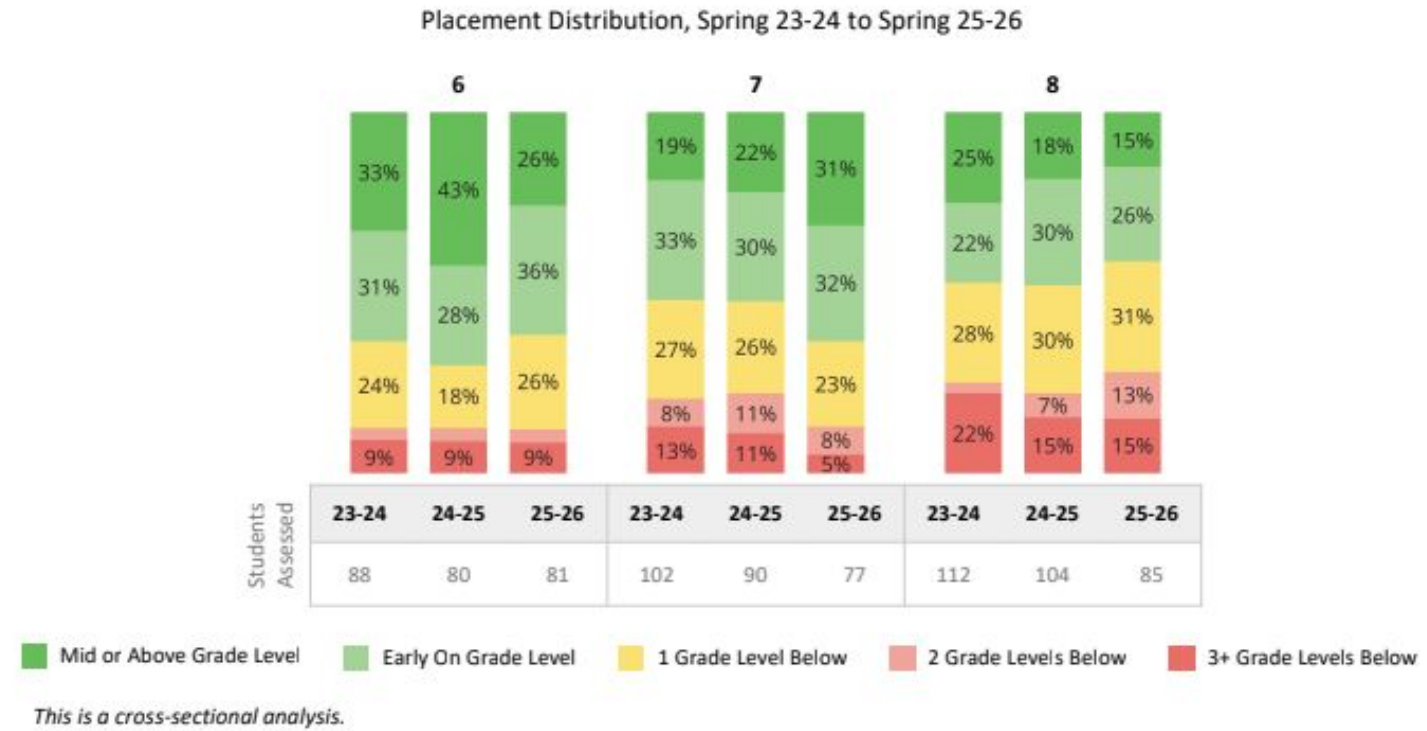



| Students Assessed | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 83 | 58 | 76 | 66 | 82 | 62 | 86 | 70 | 88 | 82 | 91 | 71 | 84 | 86 | 101 | 80 | 83 | 84 |

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 Have Relative Placements Changed From Spring to Spring?




*This is a cross-sectional analysis.*

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

Spring Placement Distribution for District and Benchmarks

| | National Norm | National YTD | District |
|---|---|---|---|
| *Students Assessed* | *Spring 22-23* | *Spring 25-26* | *725* |

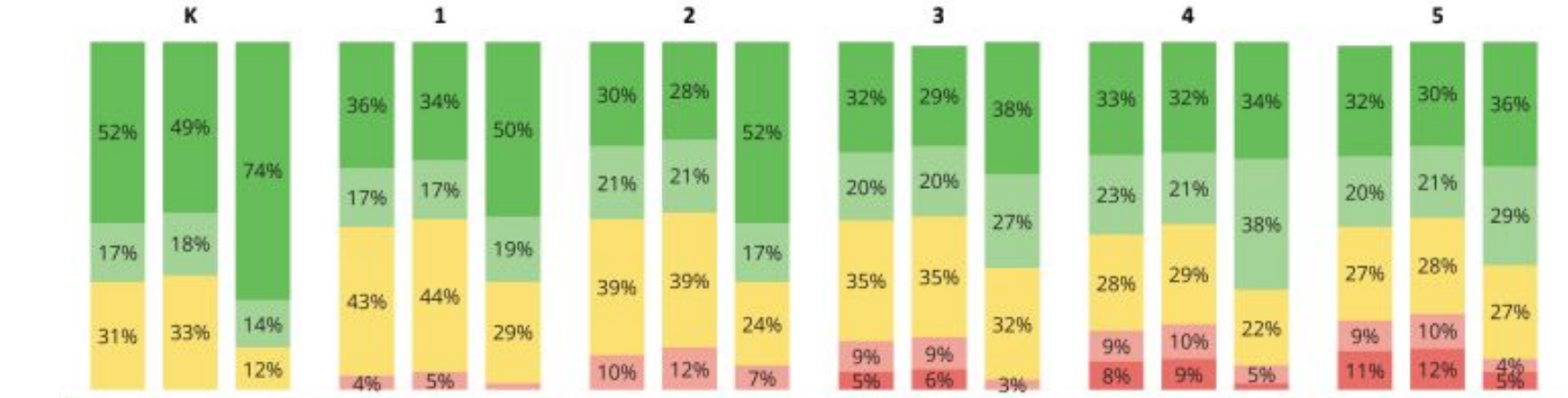
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

***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



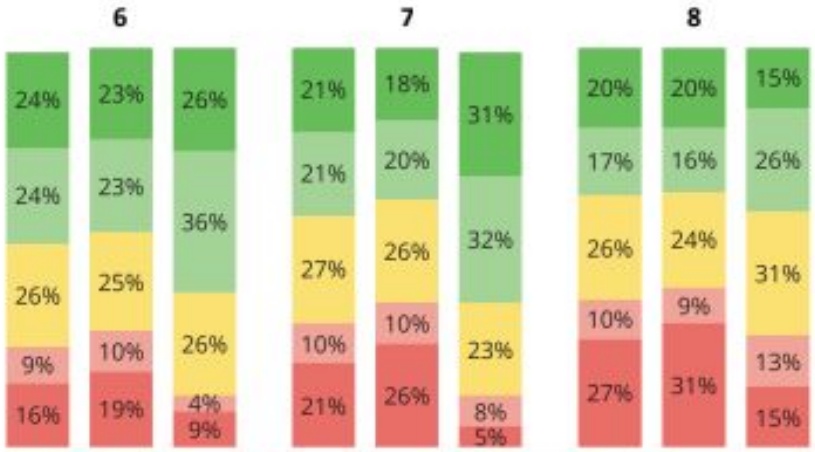

| Students Assessed | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | — | ~1.1M | 76 | — | ~1.2M | 62 | — | ~1.3M | 88 | — | ~1.3M | 71 | — | ~1.3M | 101 | — | ~1.3M | 84 |

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 Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks




| Students Assessed | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District |
|---|---|---|---|---|---|---|---|---|---|
| | — | ~1.0M | 81 | — | ~886K | 77 | — | ~808K | 85 |

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

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* |
| Number and Operations | 42% | 59% | 40% | 55% | 37% | 53% | 41% | 56% | 50% | 51% | 39% | 45% | 33% | 38% | 28% | 32% | 27% | 18% |
| Algebra and Algebraic Thinking | 47% | 70% | 50% | 61% | 32% | 52% | 42% | 51% | 40% | 50% | 28% | 29% | 29% | 36% | 22% | 30% | 22% | 9% |
| Measurement and Data | 53% | 72% | 41% | 58% | 40% | 55% | 43% | 51% | 41% | 47% | 44% | 49% | 38% | 49% | 32% | 44% | 30% | 33% |
| Geometry | 61% | 78% | 47% | 60% | 39% | 57% | 29% | 39% | 27% | 33% | 31% | 43% | 24% | 23% | 20% | 32% | 21% | 26% |
| *Students Assessed* | | *76* | | *62* | | *88* | | *71* | | *101* | | *84* | | *81* | | *77* | | *85* |

***Above*** National >5% pts

***Above*** National 0-5% pts

***Below*** National 1-5% pts

***Below*** National >5% pts

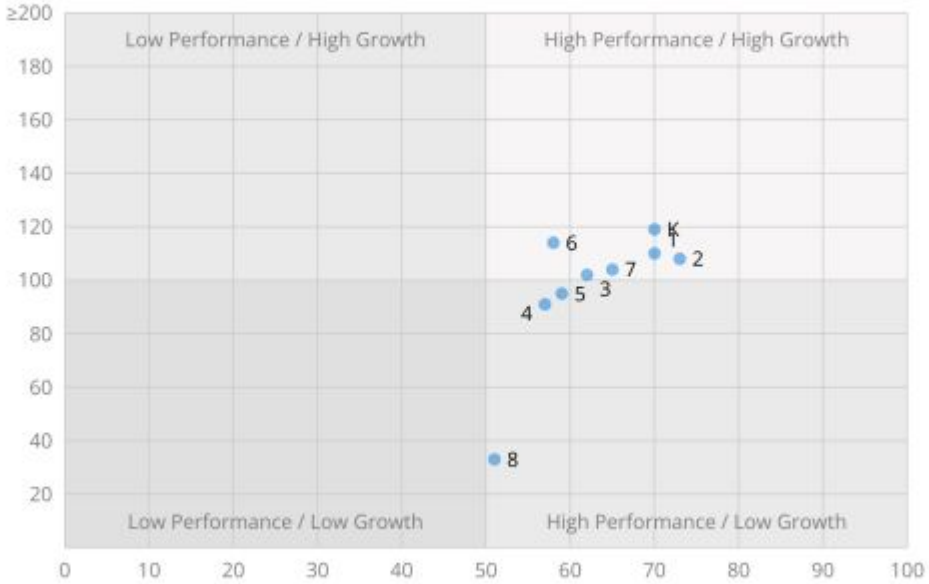
Mathematics

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

Comparison of Median Student Performance and Median Percent of Typical Growth

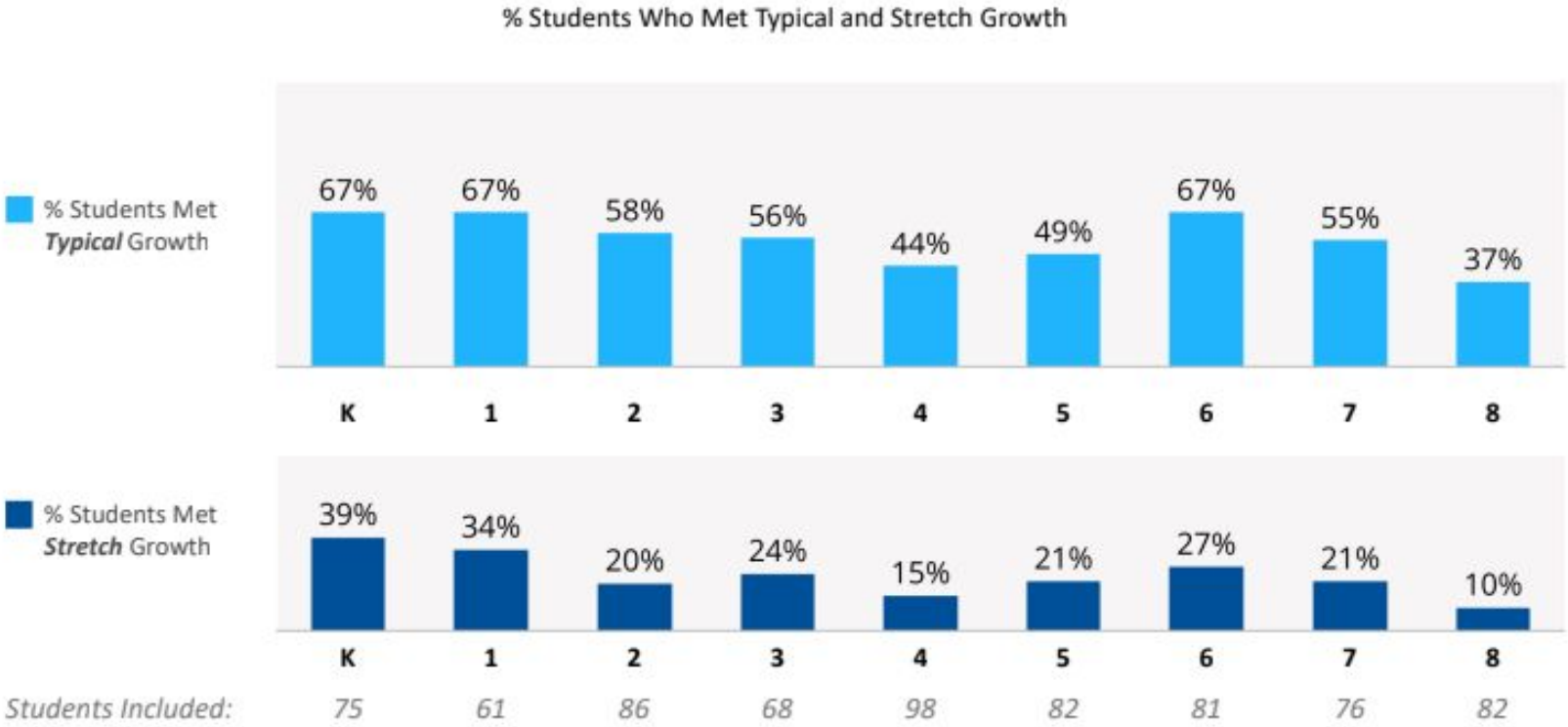
**Growth**

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



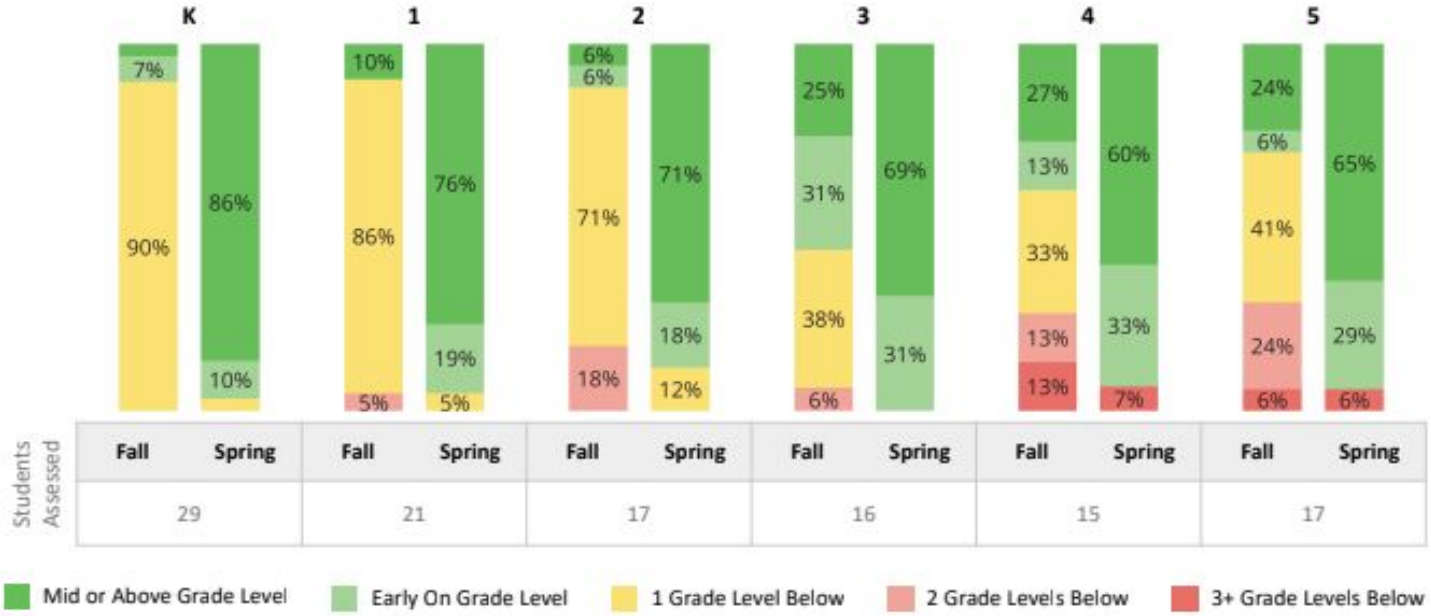

**Performance** Median student performance relative to 22-23 National Norms
*(50th percentile is the national median)*

# How Are Students Progressing Toward 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




| Students Assessed | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 29 | | 21 | | 17 | | 16 | | 15 | | 17 | |

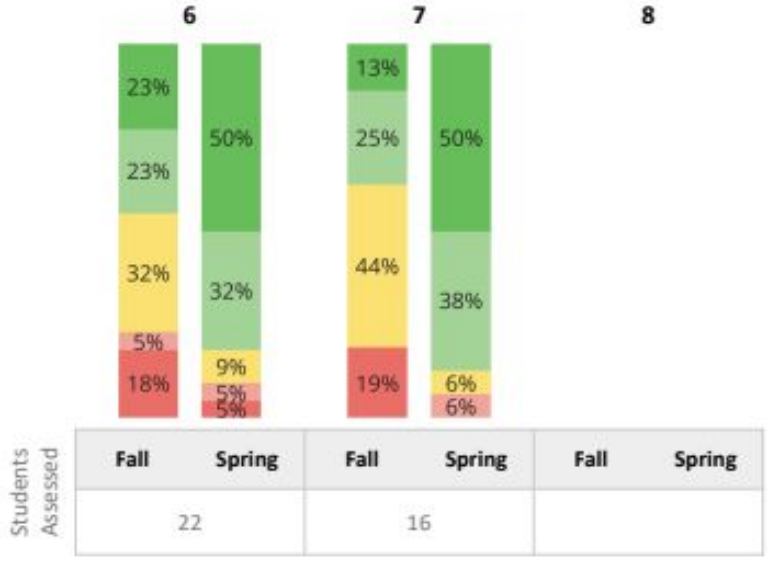
Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

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.

Mathematics

# How Does Stretch Growth Impact Relative Placements in Spring?

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

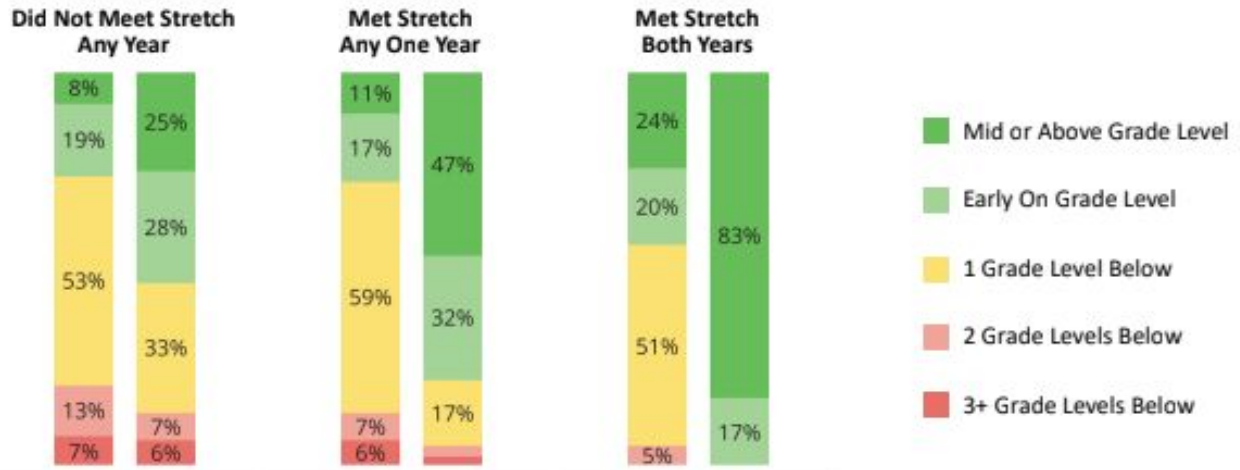



This is a cohort analysis showing the placement distribution change for students who met their Stretch Growth measure from Fall to Spring. For some students, Stretch Growth is a multi-year path toward proficiency.

Mathematics

# How Does Stretch Growth Impact Relative Placements Over Two Years?

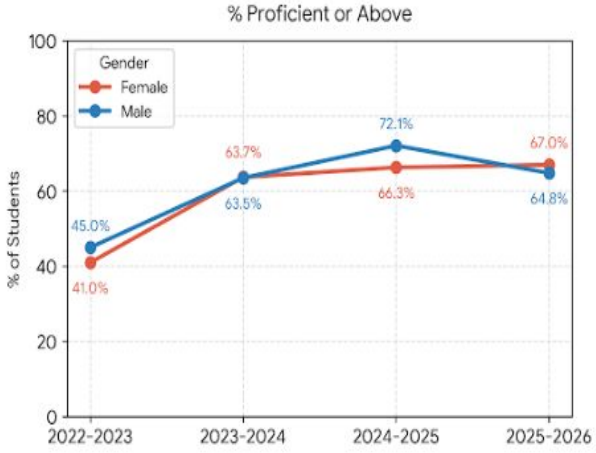
Placement Distribution, Fall 24-25 to Spring 25-26



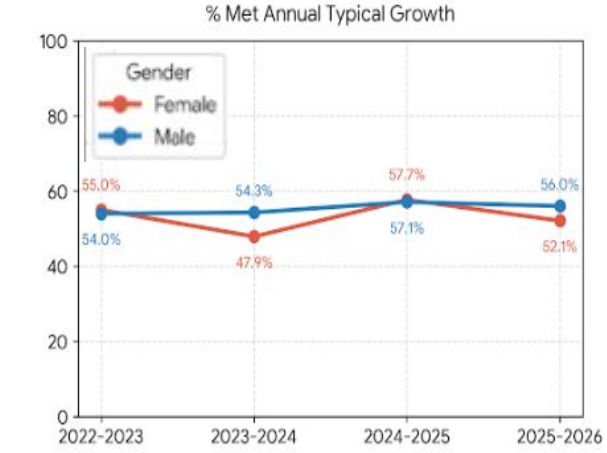

| | Fall 24-25 | Spring 25-26 | Fall 24-25 | Spring 25-26 | Fall 24-25 | Spring 25-26 |
|---|---|---|---|---|---|---|
| *Students Assessed* | *329* | | *180* | | *41* | |

*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.*

# i-Ready Mathematics K-8
# Proficiency and Growth by Gender
# Spring 2023-Spring 2026




| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| Female (N) | 420 | 346 | 336 | 344 |
| Male (N) | 508 | 442 | 413 | 377 |

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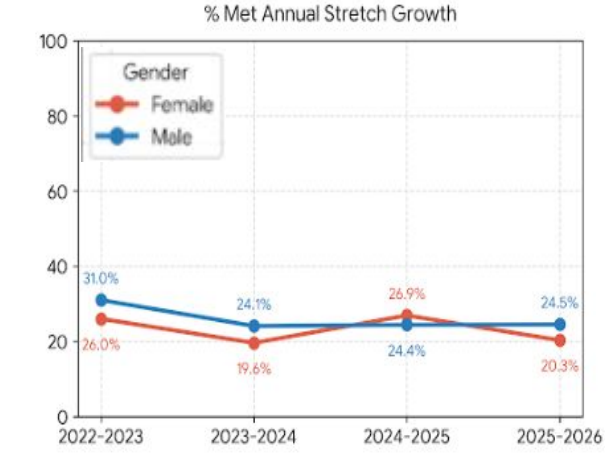


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|---|---|---|---|---|
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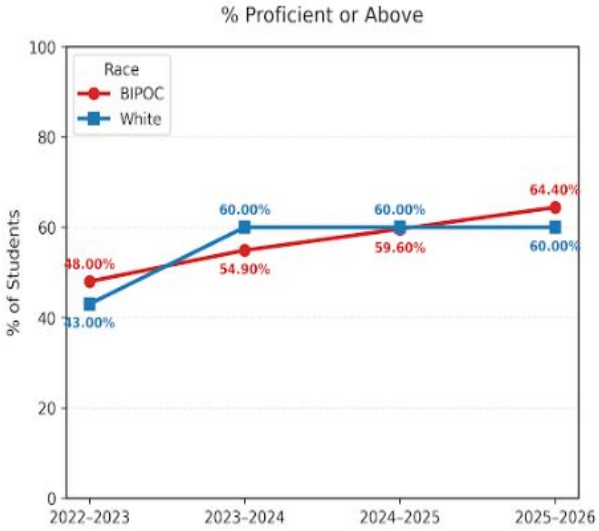
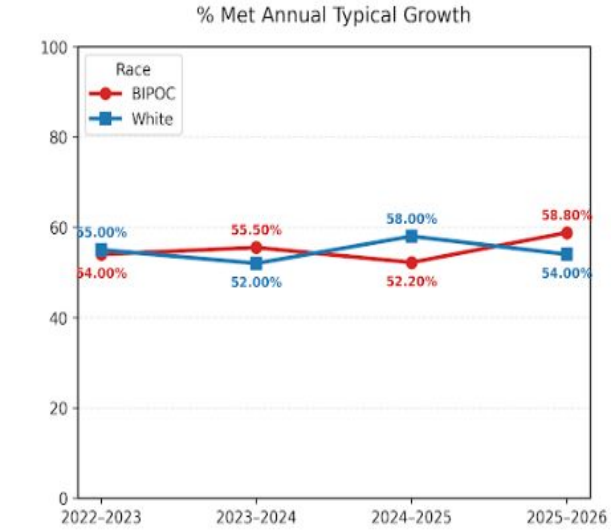
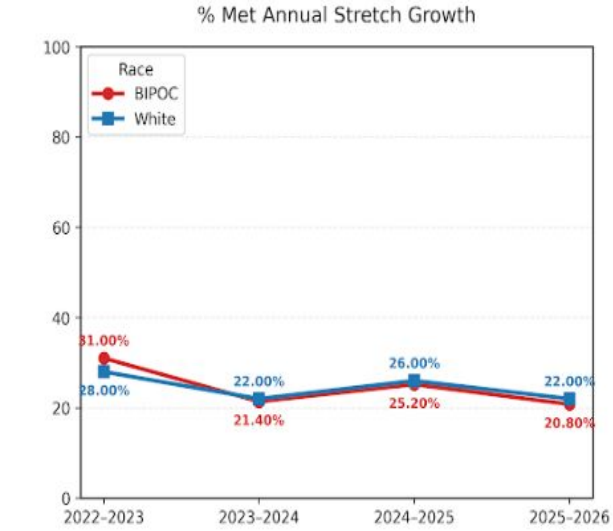
# i-Ready Mathematics K-8
# Proficiency and Growth by Race/Ethnicity
# Spring 2023-Spring 2026




| | 2022–2023 | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|---|
| BIPOC (N) | 79 | 47 | 44 | 39 |
| White (N) | 877 | 709 | 677 | 659 |

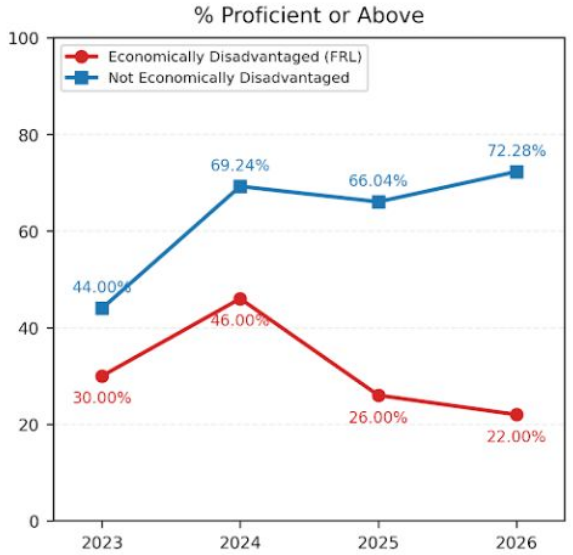


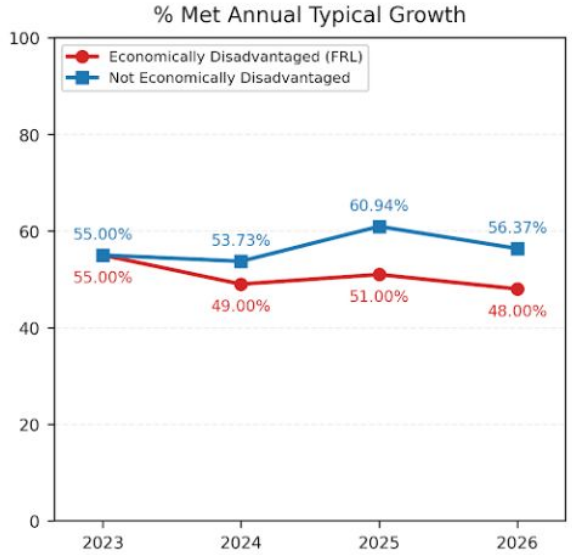

| | 2022–2023 | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|---|
| BIPOC (N) | 79 | 47 | 44 | 39 |
| White (N) | 877 | 709 | 677 | 659 |

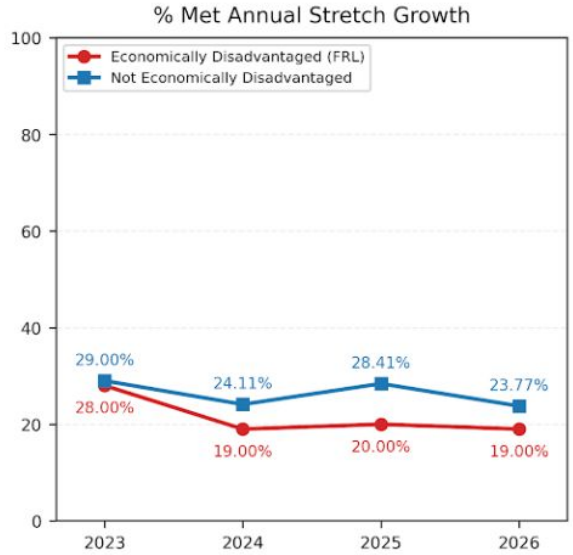



| | 2022–2023 | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|---|
| BIPOC (N) | 79 | 47 | 44 | 39 |
| White (N) | 877 | 709 | 677 | 659 |

# i-Ready Mathematics K-8
# Proficiency and Growth by Economic Status
# Spring 2023-Spring 2026

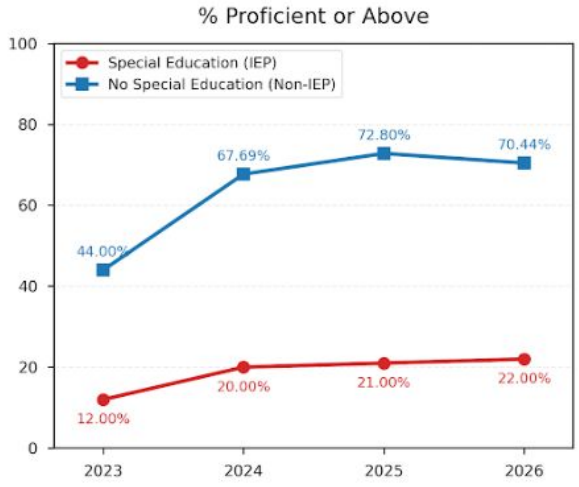


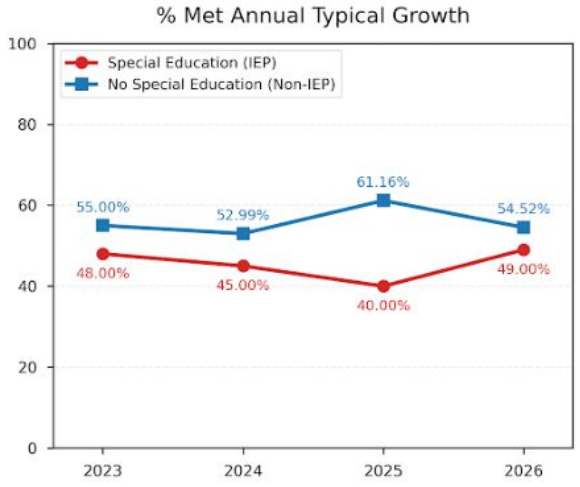



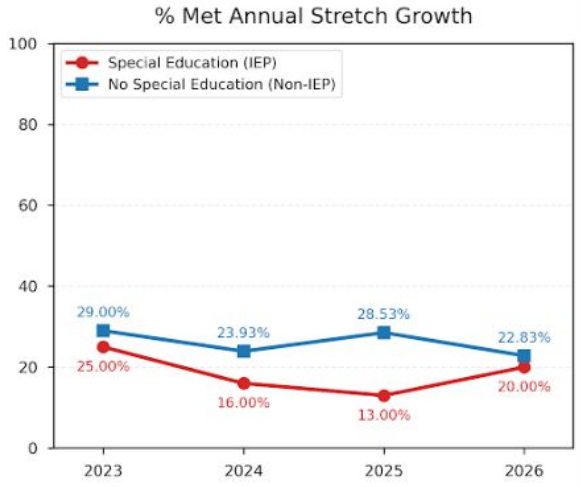




| Category | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| Economically Disadvantaged (FRL) (N) | 315 | 312 | 327 | 243 |
| Not Economically Disadvantaged (No + Not Reported) (N) | 641 | 476 | 636 | 532 |

# i-Ready Mathematics K-8
# Proficiency and Growth by IEP Eligibility
# Spring 2023-Spring 2026



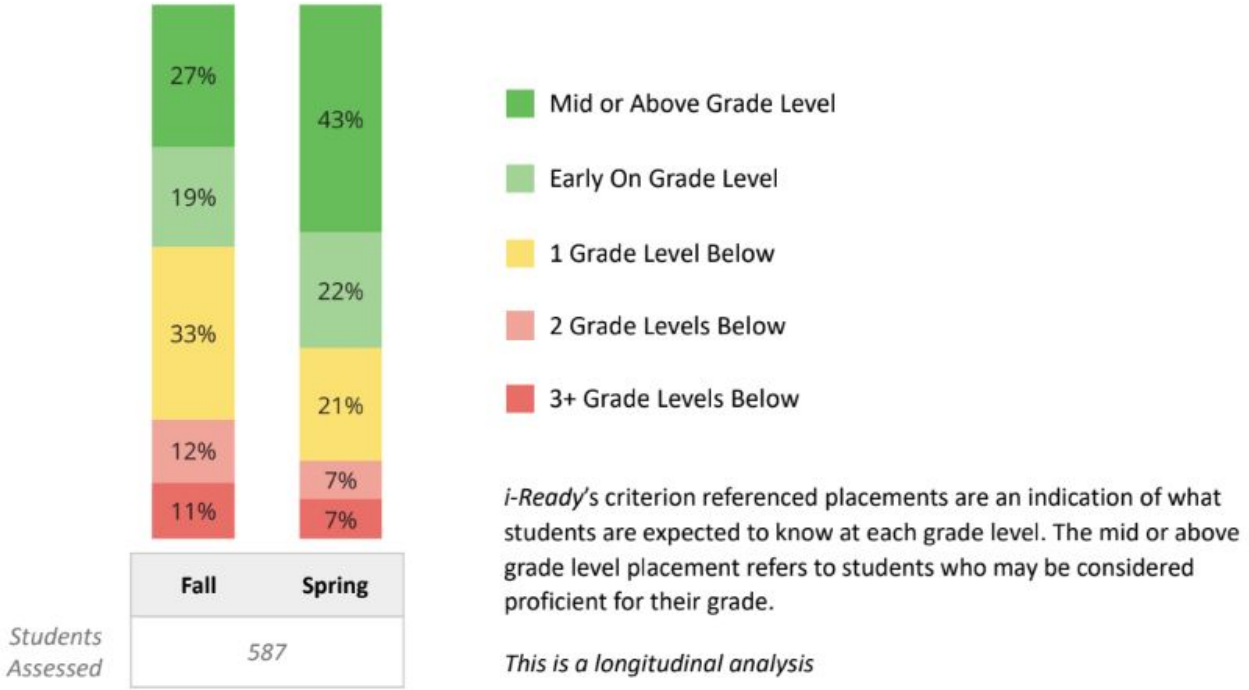




| Category | 2022–2023 | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|---|
| Special Education (IEP) (N) | 138 | 136 | 158 | 137 |
| No Special Education (Non-IEP) (N) | 649 | 652 | 630 | 638 |

# Reading

# How Have Relative Placements Changed From Fall to Spring?

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

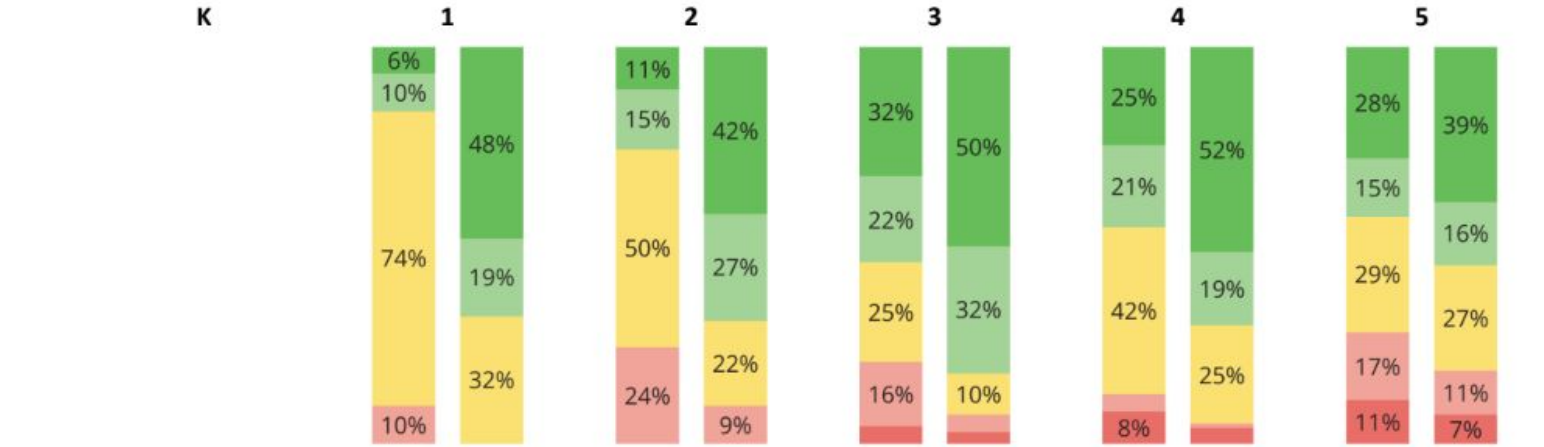



*i-Ready*'s criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

*This is a longitudinal analysis*

# How Have Relative Placements Changed From Fall to Spring?

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



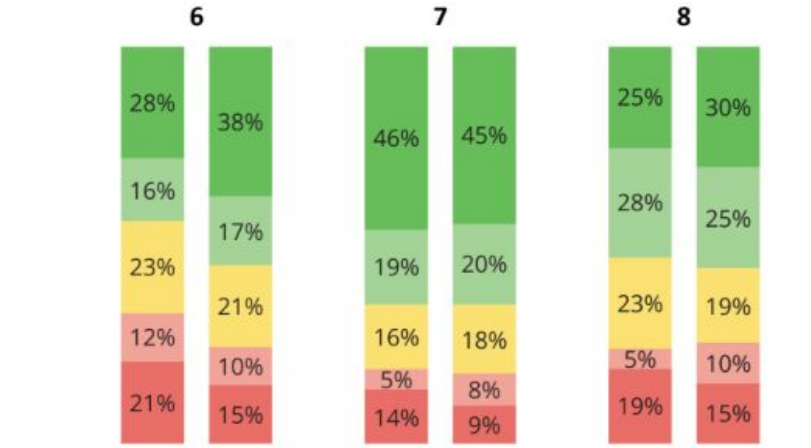

| Students Assessed | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 31 | | 74 | | 68 | | 97 | | 82 | |

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 Fall to Spring?

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




| Students Assessed | Fall | Spring | Fall | Spring | Fall | Spring |
|---|---|---|---|---|---|---|
| | 82 | | 74 | | 79 | |

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

| | 23-24 | 24-25 | 25-26 |
|---|---|---|---|
| *Students Assessed* | *663* | *539* | *636* |

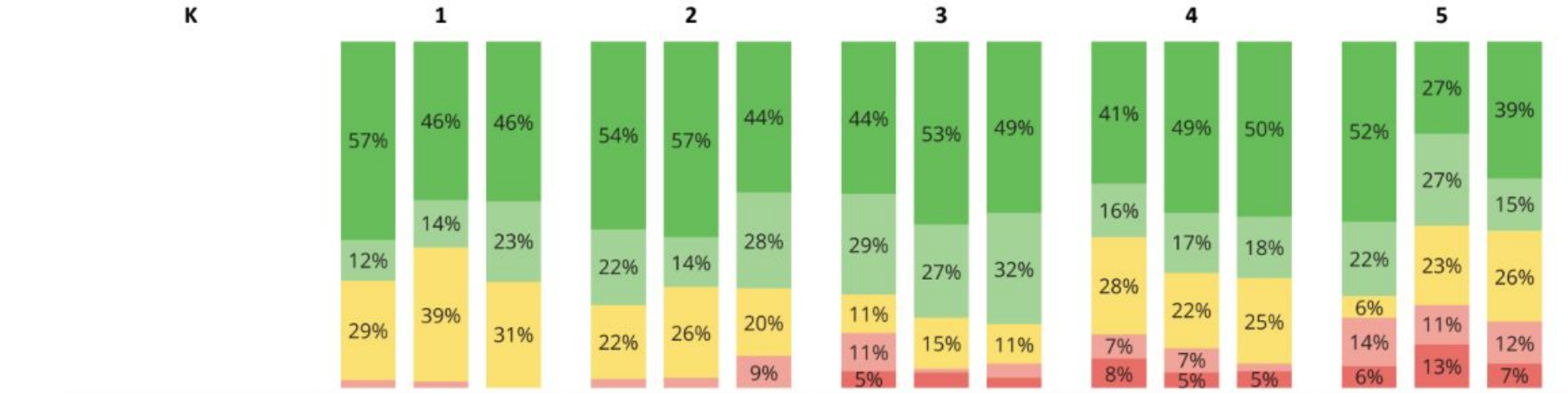
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

*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.

*This is a cross-sectional analysis.*

# How Have Relative Placements Changed From Spring to Spring?

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

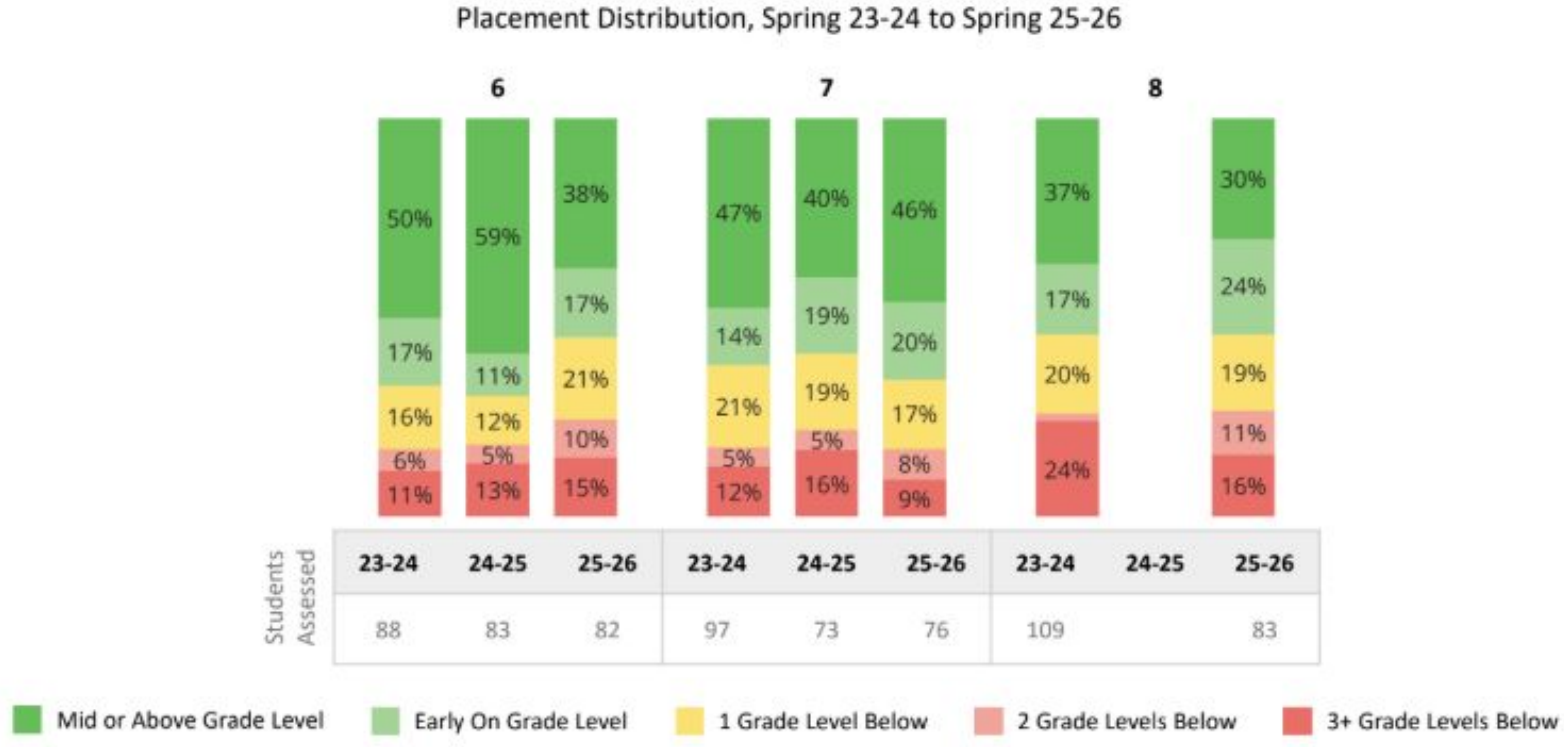



| Students Assessed | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 42 | 59 | 52 | 83 | 69 | 87 | 82 | 89 | 71 | 83 | 87 | 101 | 79 | 79 | 84 |

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 Have Relative Placements Changed From Spring to Spring?




*This is a cross-sectional analysis.*

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

Spring Placement Distribution for District and Benchmarks

| | National Norm | National YTD | District |
|---|---|---|---|
| *Students Assessed* | *Spring 22-23* | *Spring 25-26* | *636* |

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

Reading

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

Spring Placement Distribution for District and Benchmarks

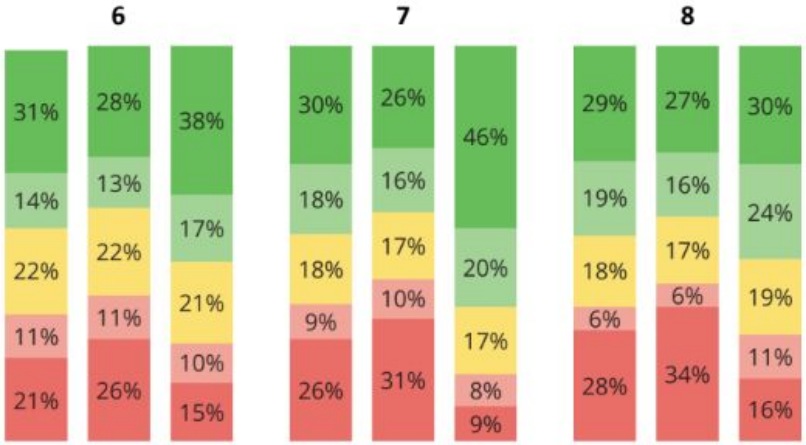
| Students Assessed | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | — | | | — | ~976K | 52 | — | ~1.0M | 87 | — | ~1.1M | 71 | — | ~1.1M | 101 | — | ~1.1M | 84 |

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 Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks




| Students Assessed | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District | Natl. Norm | Natl. YTD | District |
|---|---|---|---|---|---|---|---|---|---|
| | — | ~920K | 82 | — | ~831K | 76 | — | ~790K | 83 |

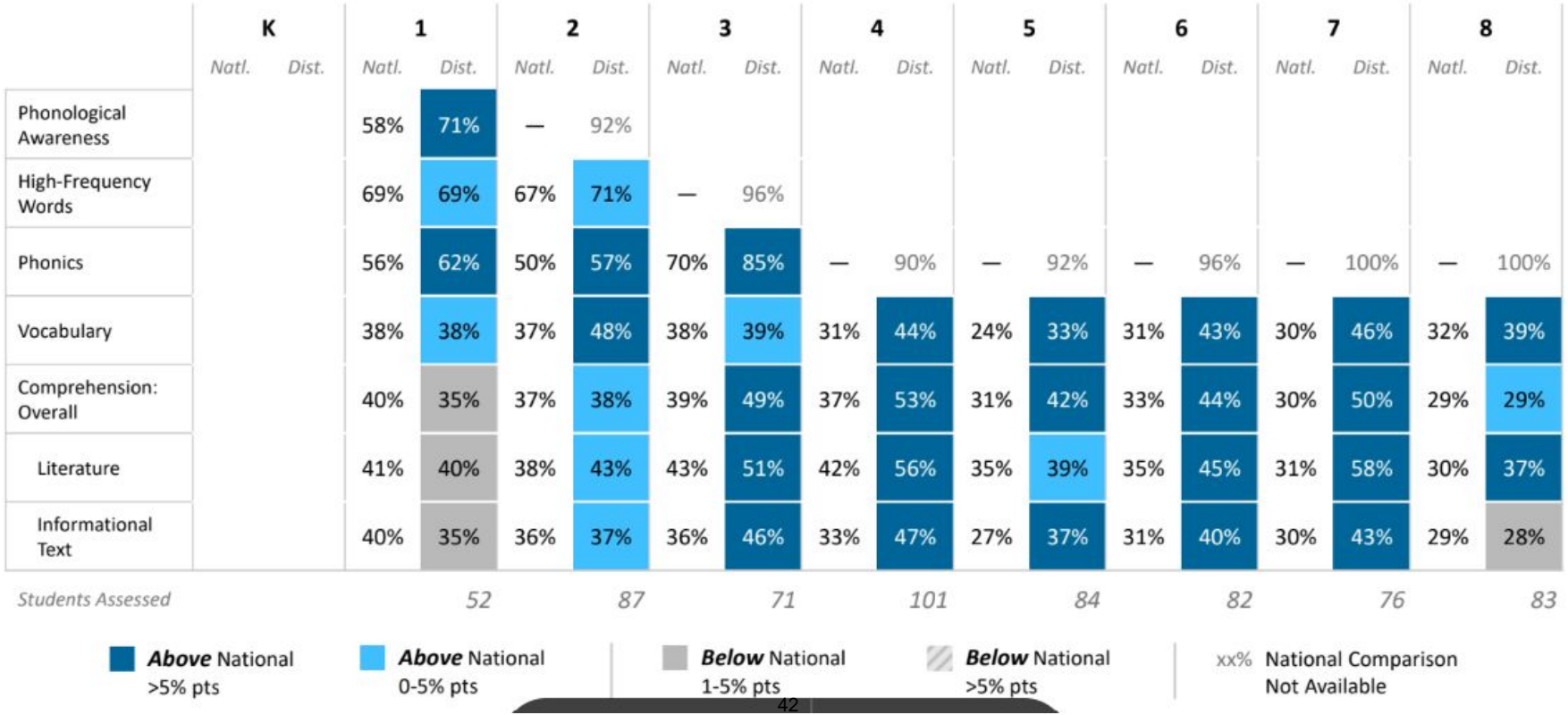
Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

**Natl. Norm:** *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 25-26

Reading

# 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



| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* | *Natl.* | *Dist.* |
| Phonological Awareness | | | 58% | 71% | — | 92% | | | | | | | | | | | | |
| High-Frequency Words | | | 69% | 69% | 67% | 71% | — | 96% | | | | | | | | | | |
| Phonics | | | 56% | 62% | 50% | 57% | 70% | 85% | — | 90% | — | 92% | — | 96% | — | 100% | — | 100% |
| Vocabulary | | | 38% | 38% | 37% | 48% | 38% | 39% | 31% | 44% | 24% | 33% | 31% | 43% | 30% | 46% | 32% | 39% |
| Comprehension: Overall | | | 40% | 35% | 37% | 38% | 39% | 49% | 37% | 53% | 31% | 42% | 33% | 44% | 30% | 50% | 29% | 29% |
| Literature | | | 41% | 40% | 38% | 43% | 43% | 51% | 42% | 56% | 35% | 39% | 35% | 45% | 31% | 58% | 30% | 37% |
| Informational Text | | | 40% | 35% | 36% | 37% | 36% | 46% | 33% | 47% | 27% | 37% | 31% | 40% | 30% | 43% | 29% | 28% |
| *Students Assessed* | | | | *52* | | *87* | | *71* | | *101* | | *84* | | *82* | | *76* | | *83* |

***Above*** National >5% pts

***Above*** National 0-5% pts

***Below*** National 1-5% pts

***Below*** National >5% pts

xx% National Comparison Not Available

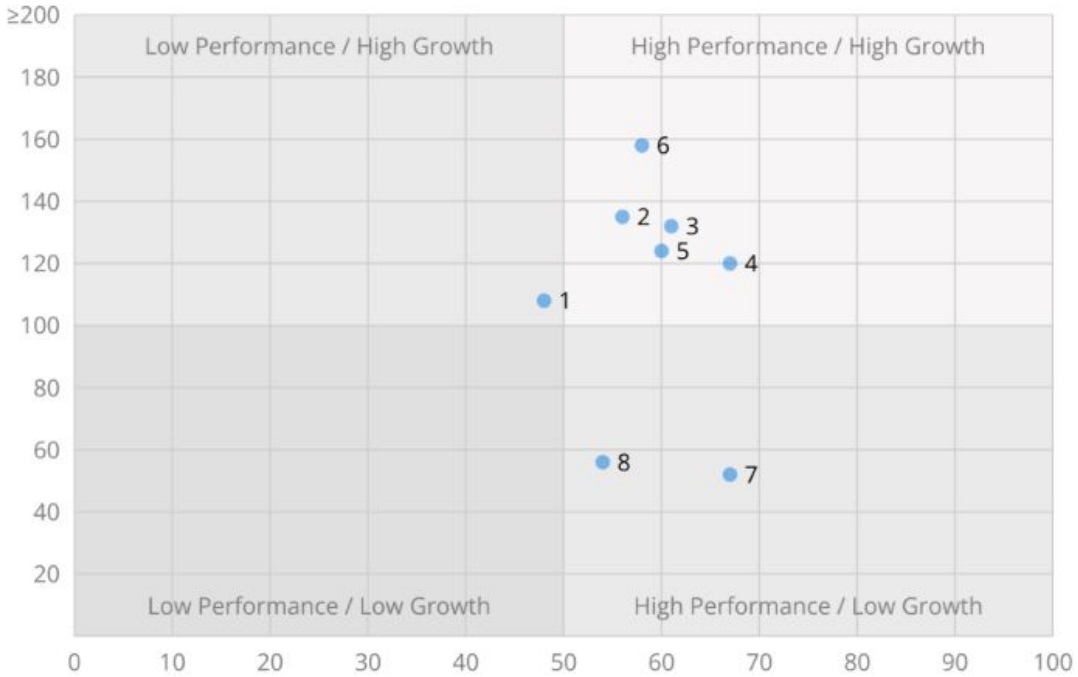
Reading

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

Comparison of Median Student Performance and Median Percent of Typical Growth

**Growth**

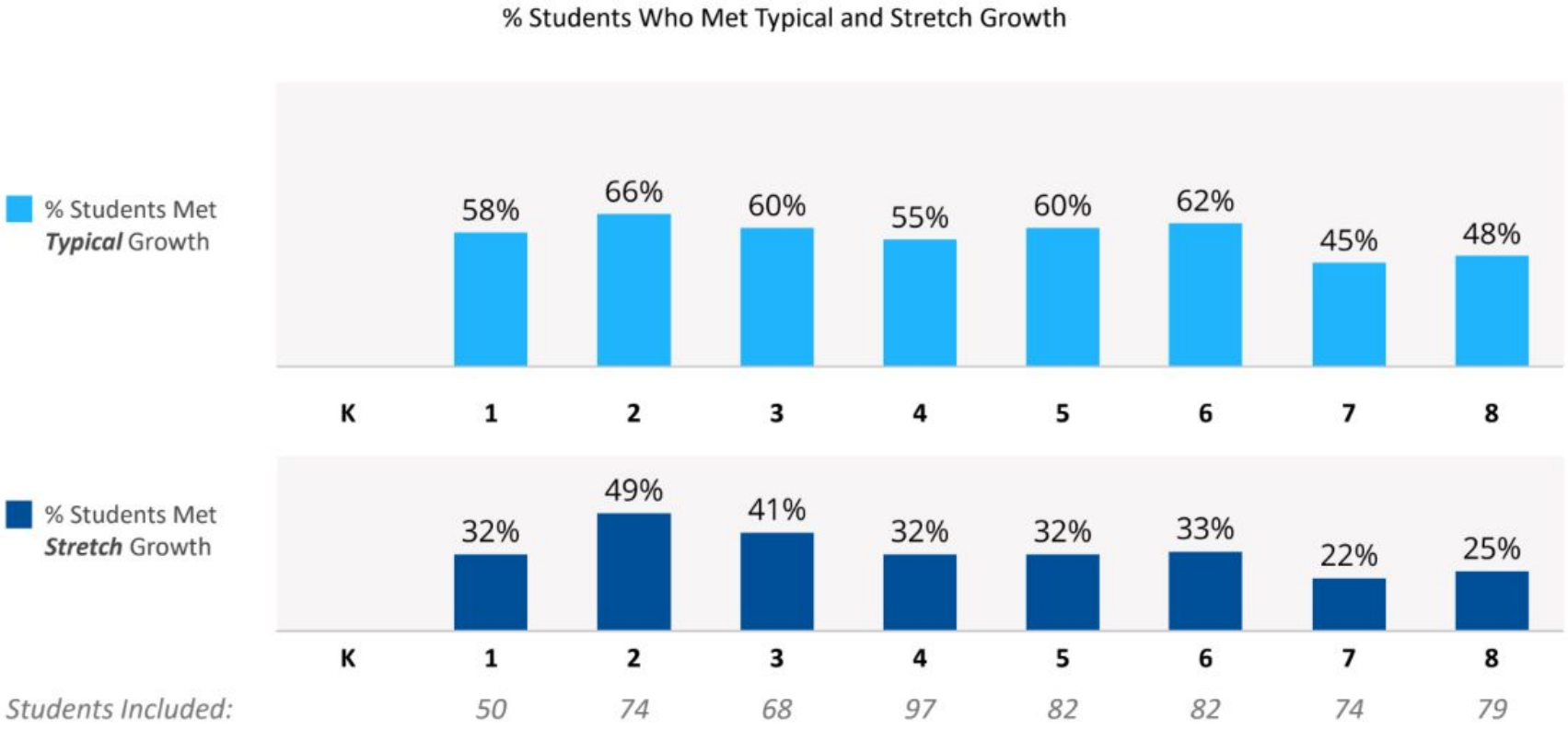
Median percent of typical growth achieved, differentiated by fall placement levels




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

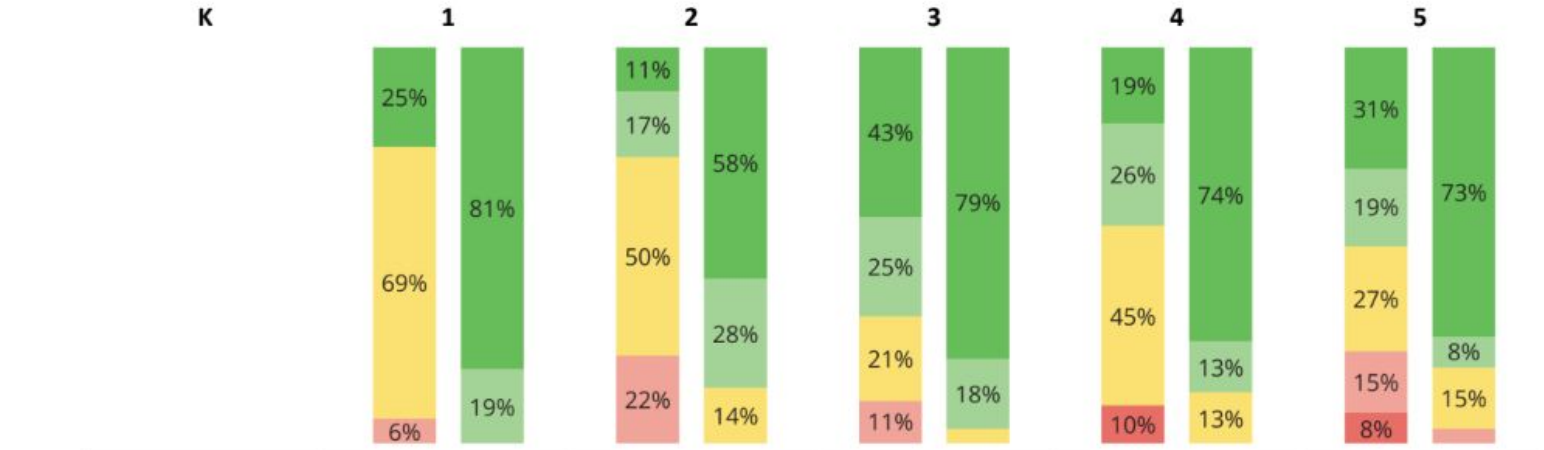
Reading

# How Are Students Progressing Toward 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



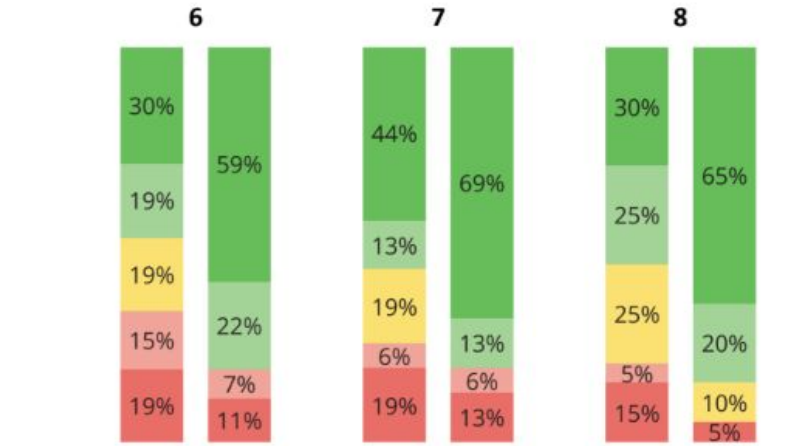

| Students Assessed | K Fall | K Spring | 1 Fall | 1 Spring | 2 Fall | 2 Spring | 3 Fall | 3 Spring | 4 Fall | 4 Spring | 5 Fall | 5 Spring |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 16 | | 36 | | 28 | | 31 | | 26 | |

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 in Spring?

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



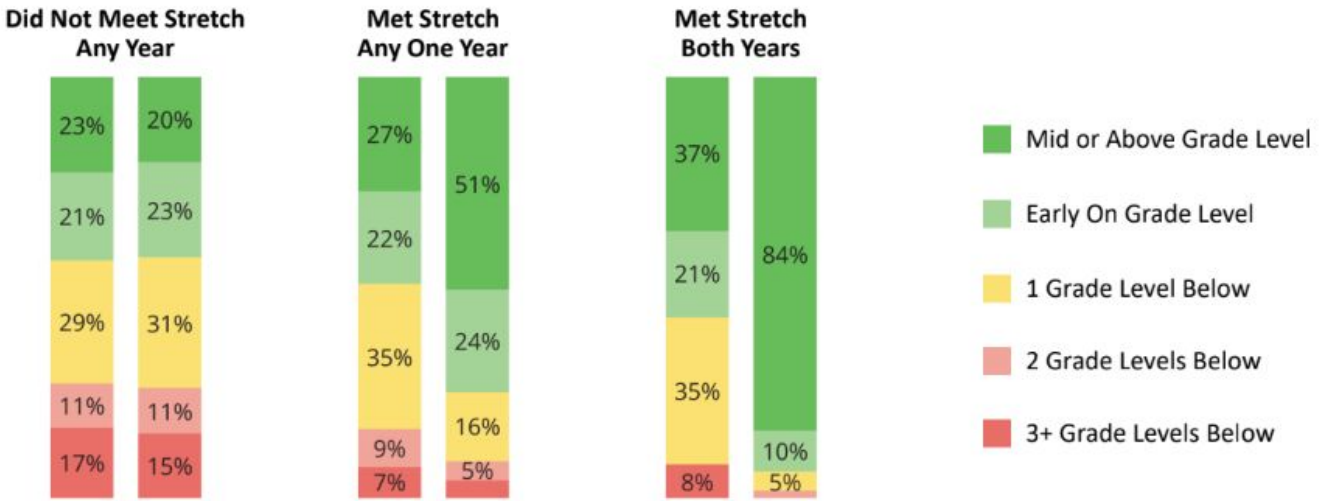

| Students Assessed | 6 | | 7 | | 8 | |
|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring |
| | 27 | | 16 | | 20 | |

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?

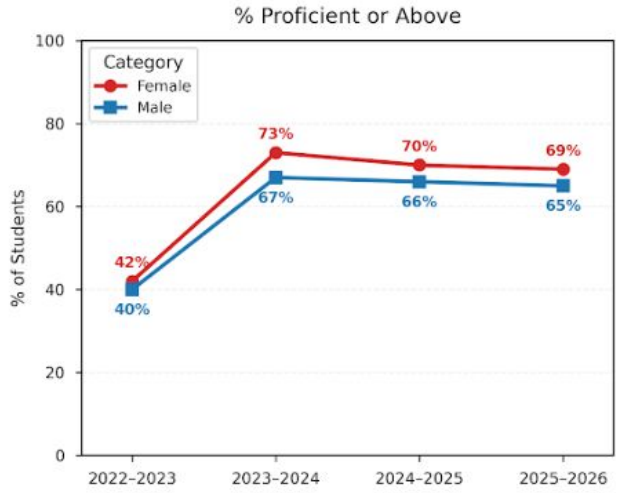
Placement Distribution, Fall 24-25 to Spring 25-26

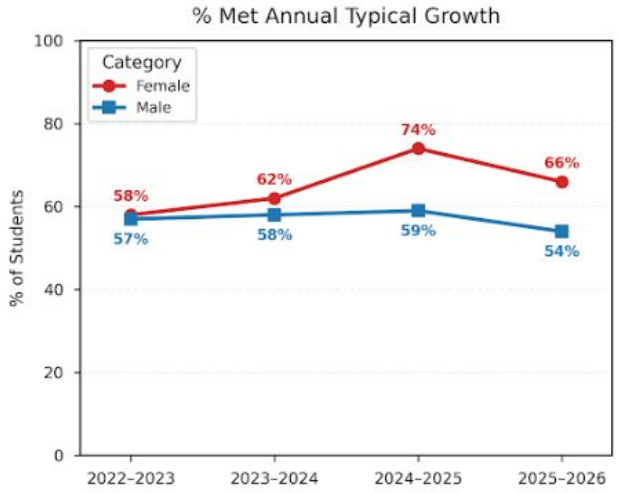


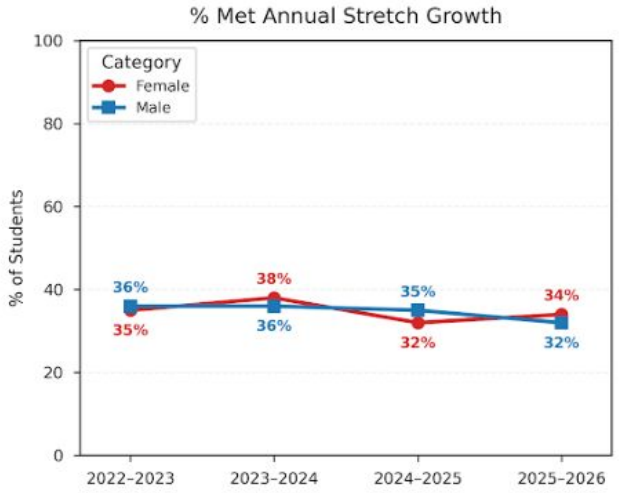

| | Fall 24-25 | Spring 25-26 | Fall 24-25 | Spring 25-26 | Fall 24-25 | Spring 25-26 |
|---|---|---|---|---|---|---|
| *Students Assessed* | *198* | | *191* | | *63* | |

*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.*

# i-Ready Reading Grades 3-8
# Proficiency and Growth by Gender
# Spring 2023-Spring 2026

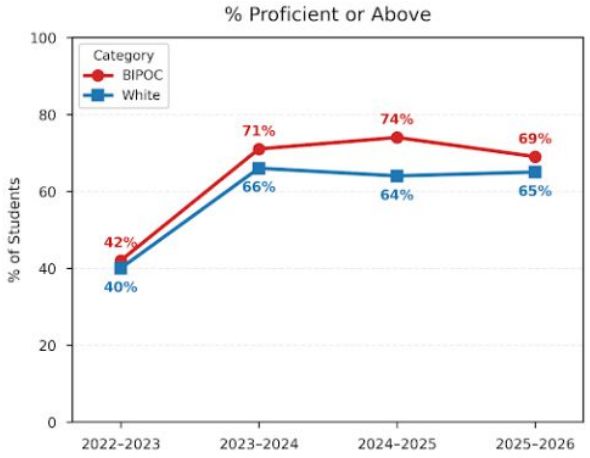


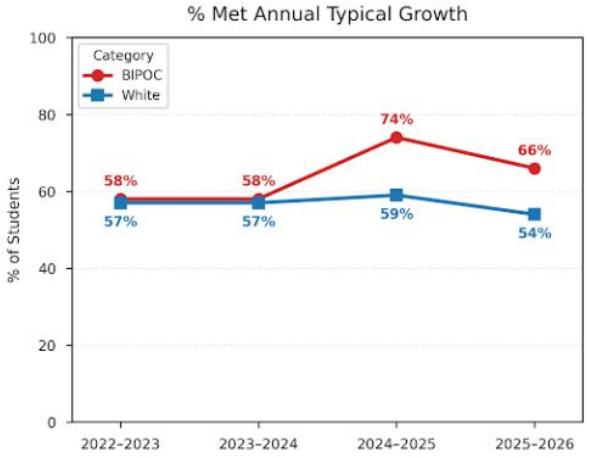




| Category | 2022–2023 | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|---|
| Female (N) | 350 | 320 | 310 | 325 |
| Male (N) | 380 | 350 | 340 | 355 |

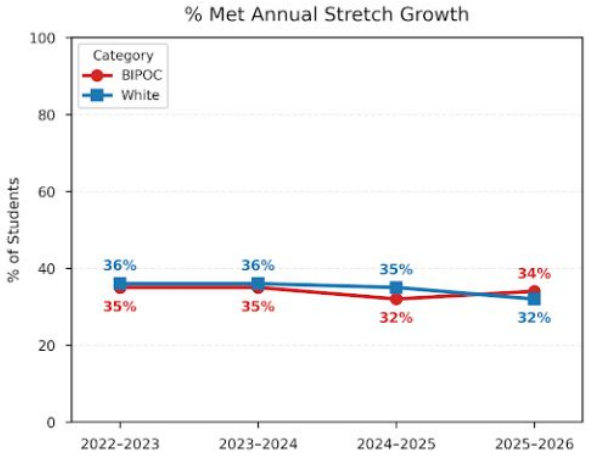
# i-Ready Reading Grades 3-8
# Proficiency and Growth by Race/Ethnicity
# Spring 2023-Spring 2026




| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| BIPOC (N) | 64 | 44 | 38 | 39 |
| White (N) | 694 | 611 | 592 | 614 |

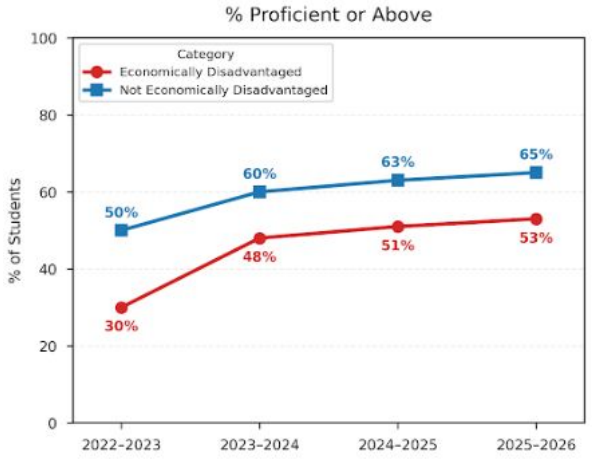



| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| BIPOC (N) | 64 | 44 | 38 | 39 |
| White (N) | 694 | 611 | 592 | 614 |

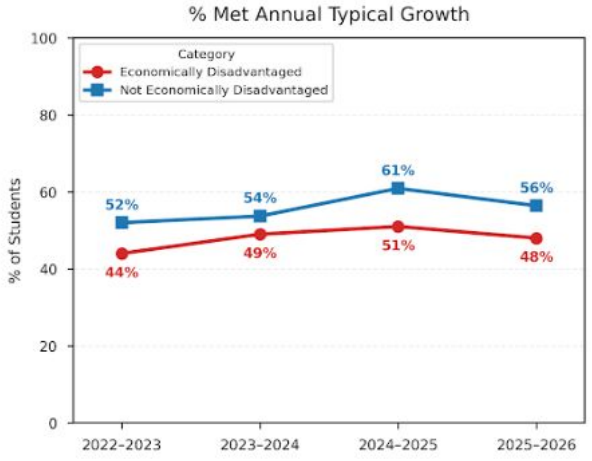



| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| BIPOC (N) | 64 | 44 | 38 | 39 |
| White (N) | 694 | 611 | 592 | 614 |

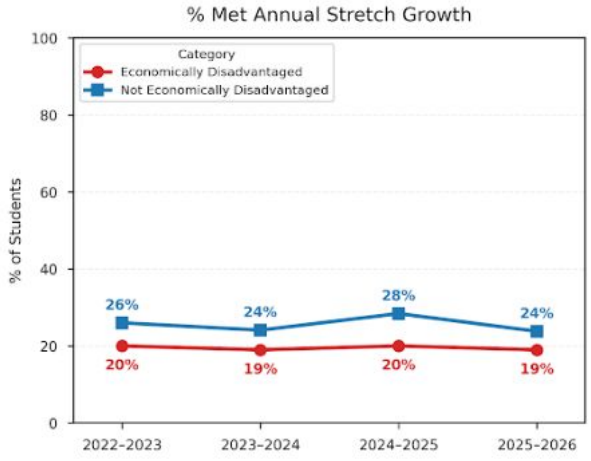
# i-Ready Reading Grades 3-8
# Proficiency and Growth by Economic Status
# Spring 2023-Spring 2026




| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| Econ. Disadvantaged (N) | 320 | 309 | 254 | 218 |
| Not Econ. Disadvantaged (N) | 400 | 472 | 489 | 503 |

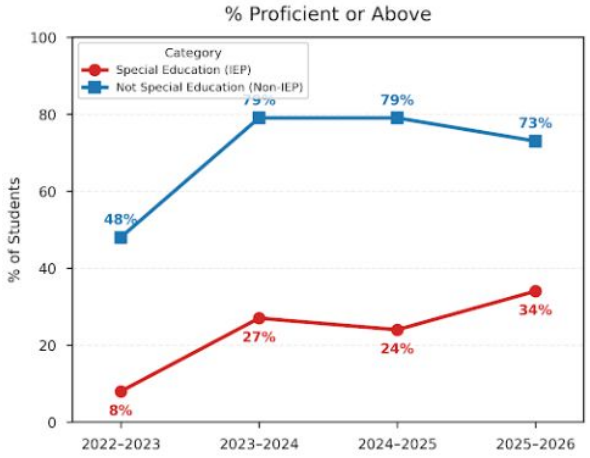



| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| Econ. Disadvantaged (N) | 320 | 309 | 254 | 218 |
| Not Econ. Disadvantaged (N) | 400 | 472 | 489 | 503 |

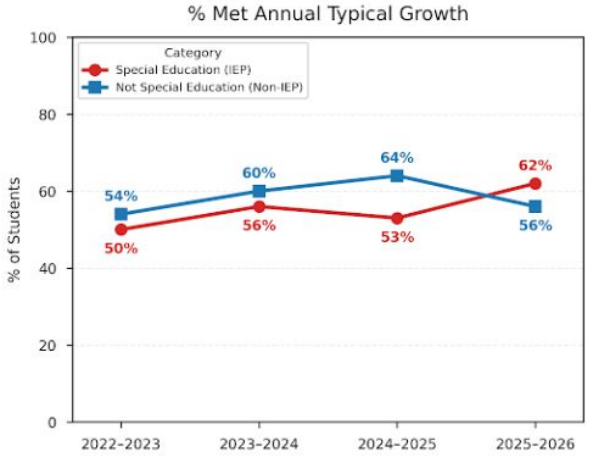



| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| Econ. Disadvantaged (N) | 320 | 309 | 254 | 218 |
| Not Econ. Disadvantaged (N) | 400 | 472 | 489 | 503 |

# i-Ready Reading Grades 3-8
# Proficiency and Growth by IEP Eligibility
# Spring 2023-Spring 2026




| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| Special Education / IEP (N) | 138 | 117 | 239 | 200 |
| Not Special Education / Non-IEP (N | 623 | 554 | 425 | 455 |

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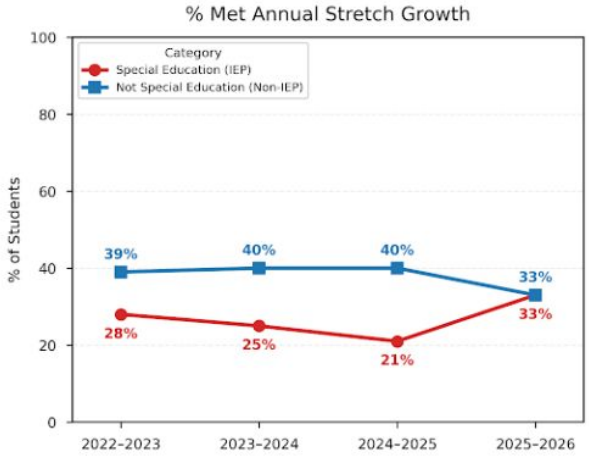


| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| Special Education / IEP (N) | 138 | 117 | 239 | 200 |
| Not Special Education / Non-IEP (N | 623 | 554 | 425 | 455 |

# 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<br>• Accurate and Fluent Reading of Text<br>• 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: _____

| 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 |

## 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 x (Words Correct / (Words Correct + 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 _____ **x 2** = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %

*100 x (Words Correct / (Words Correct + Errors))*

Accuracy Value from Table = _____ [3]

**Acadience Reading Composite Score (add values 1–3) =** ☐



# Third Grade Reading Composite Score Worksheet

© Acadience Learning Inc. / March 11, 2021

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 _____ **x 2** = _____ [2]

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %

*100 x (Words Correct / (Words Correct + 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 _____ **x 2** = _____ [2]

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %

*100 x (Words Correct / (Words Correct + 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 _____ **x 2** = _____ [2]

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %

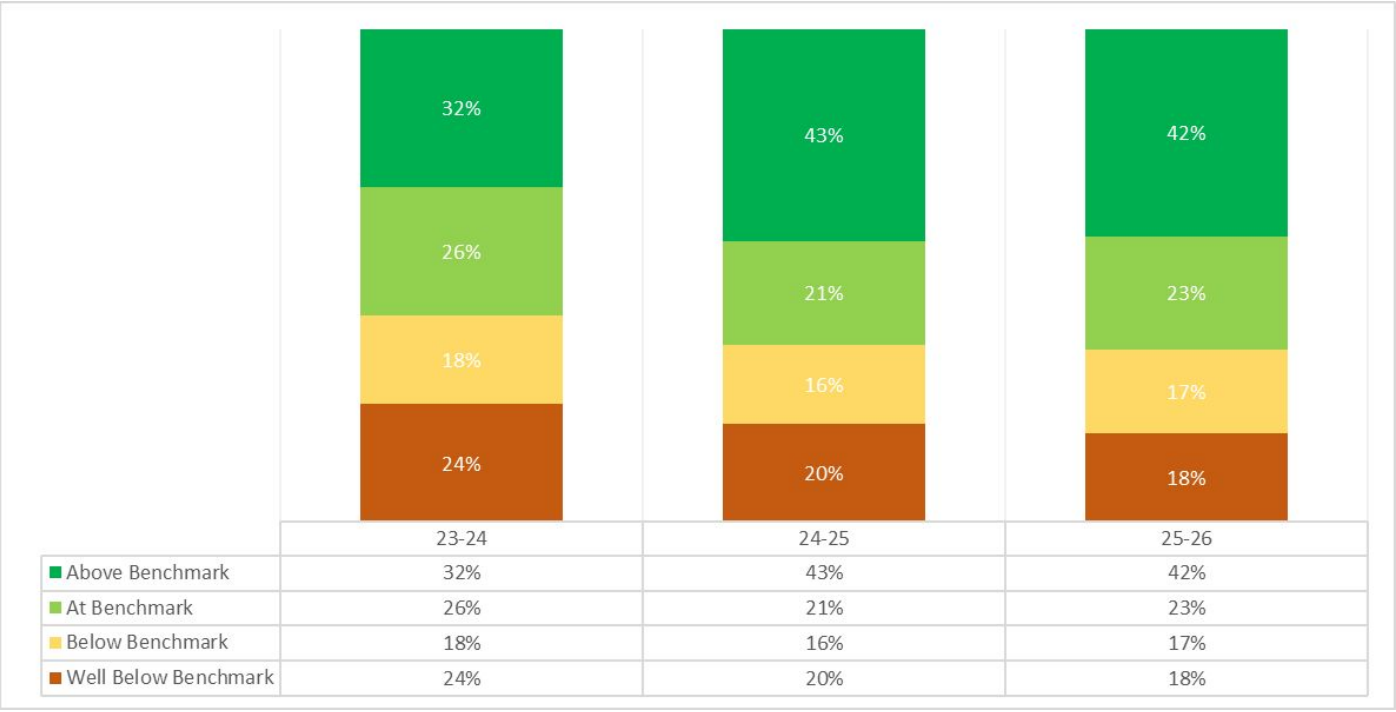
*100 x (Words Correct / (Words Correct + Errors))*

Accuracy Value from Table = _____ [4]

**Acadience Reading Composite Score (add values 1–4) =** ☐

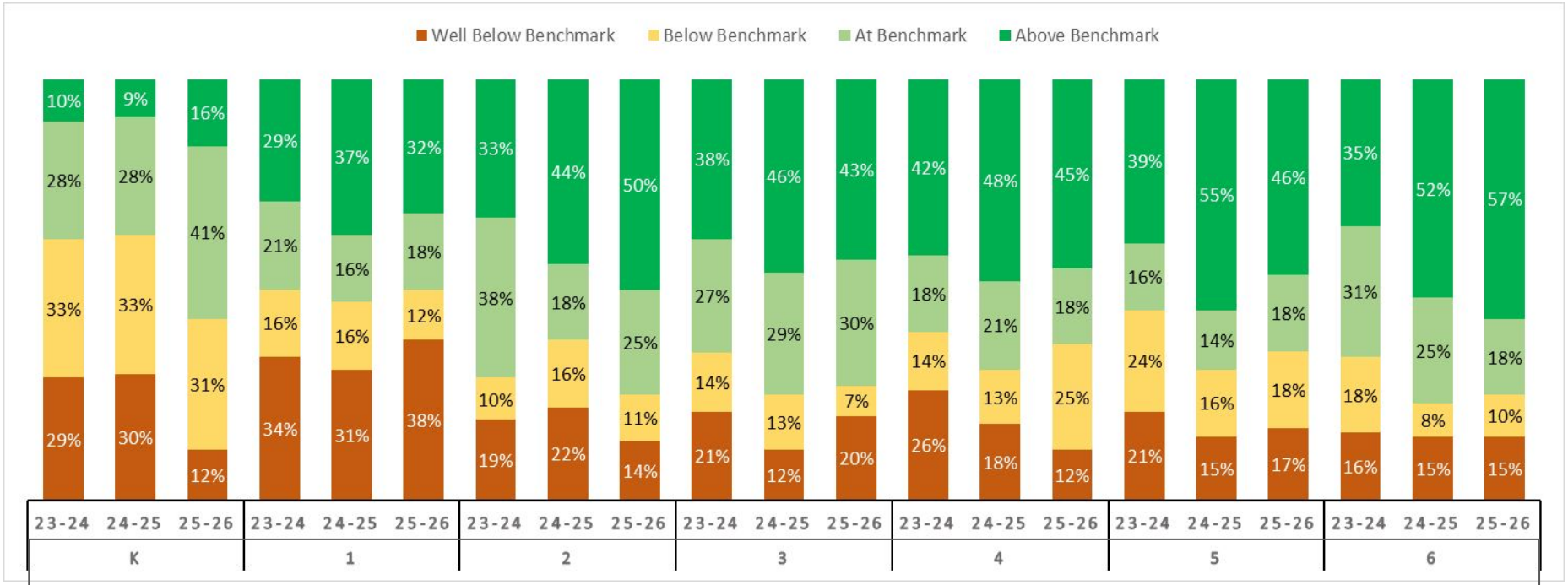
*If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.*

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




| | 23-24 | 24-25 | 25-26 |
|---|---|---|---|
| Above Benchmark | 32% | 43% | 42% |
| At Benchmark | 26% | 21% | 23% |
| Below Benchmark | 18% | 16% | 17% |
| Well Below Benchmark | 24% | 20% | 18% |
| | 541 | 538 | 553 |

# Acadience Reading K-6 Spring Data
# 2023-2024 through 2025-2026

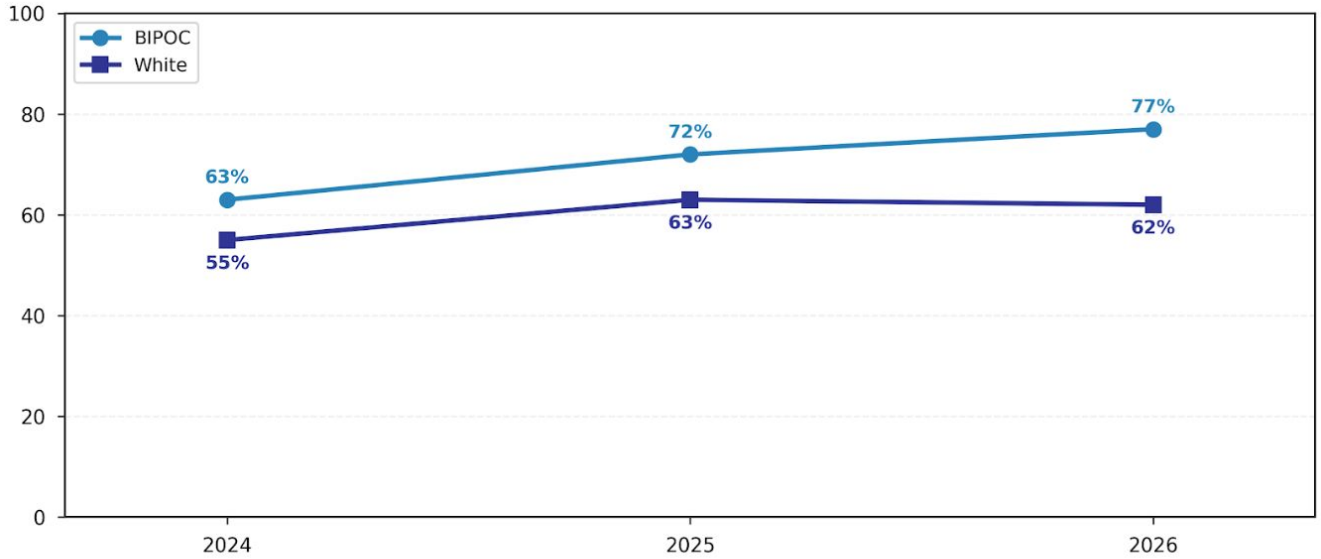



| 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | |
| 79 | 57 | 75 | 62 | 81 | 62 | 87 | 68 | 86 | 72 | 89 | 70 | 83 | 83 | 97 | 75 | 81 | 84 | 83 | 79 | 79 |

# Acadience Reading K-6
# % Proficient or Above by Gender
# Spring 2024-Spring 2026

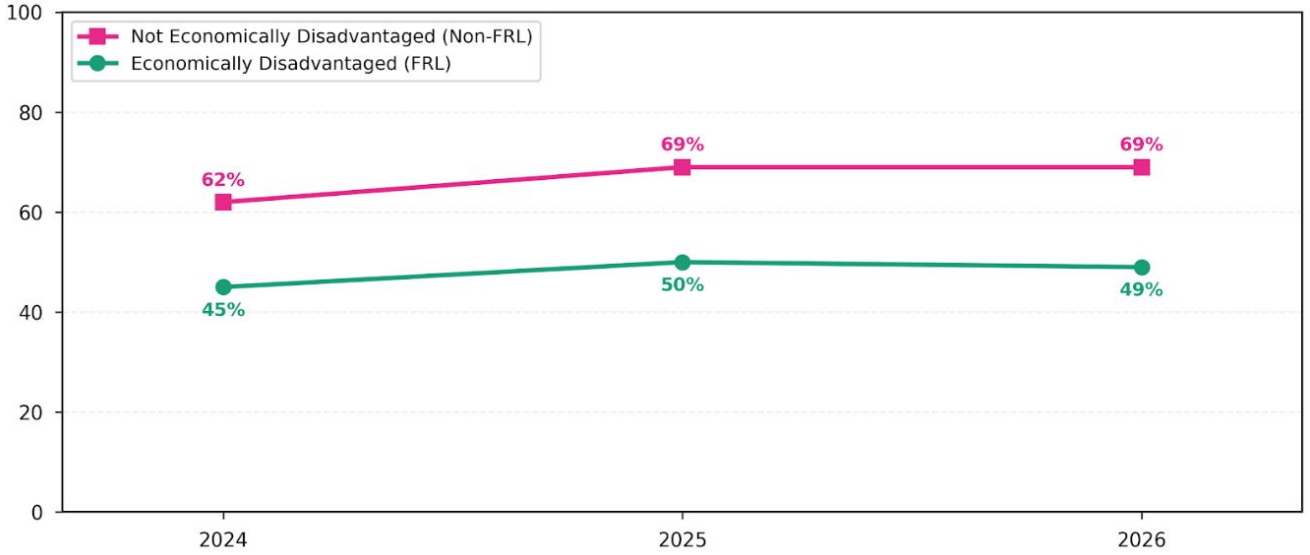
| Category | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|
| Female (N) | 251 | 237 | 268 |
| Male (N) | 310 | 296 | 290 |

# Acadience Reading K-6
# % Proficient or Above by Race
# Spring 2024-Spring 2026



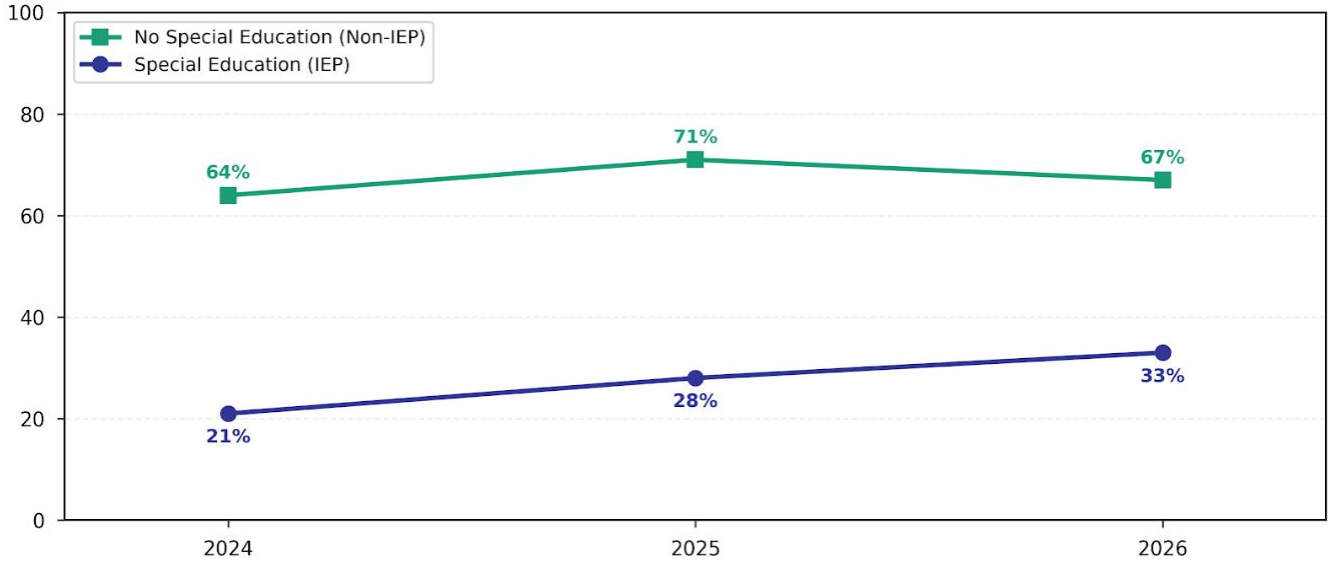

| Category | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|
| BIPOC (N) | 54 | 29 | 30 |
| White (N) | 512 | 504 | 528 |

# Acadience Reading K-6
# % Proficient or Above by Economic Status
# Spring 2024-Spring 2026

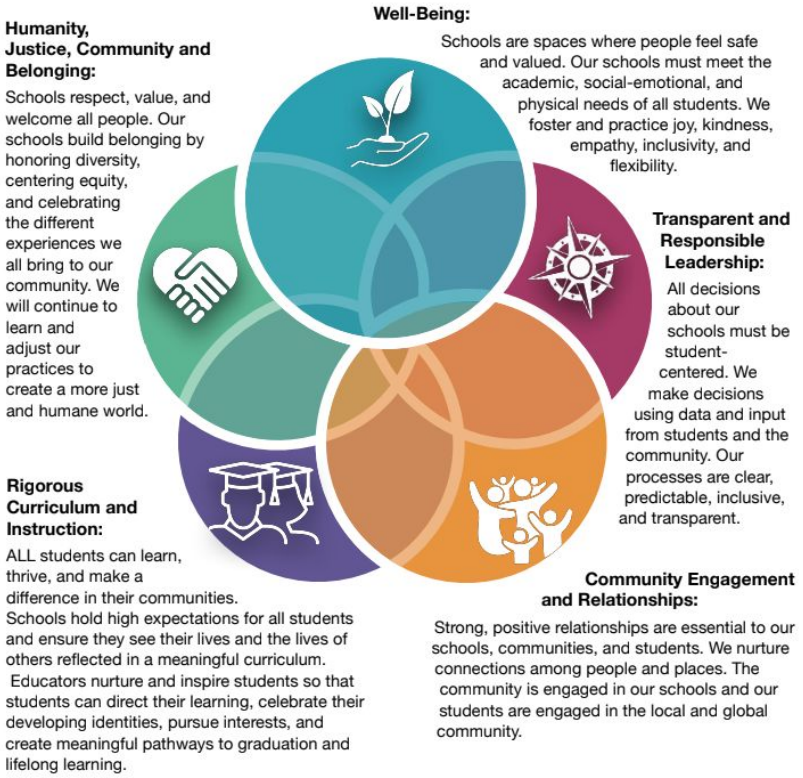



| Category | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|
| FRL Eligible (N) | 169 | 170 | 181 |
| Non-FRL (N) | 392 59 | 363 | 377 |

# Acadience Reading K-6
# % Proficient or Above IEP Eligibility
# Spring 2024-Spring 2026




| Category | 2023–2024 | 2024–2025 | 2025–2026 |
|---|---|---|---|
| Special Education (IEP) (N) | 101 | 83 | 72 |
| No Special Education (Non-IEP) (N) | 459 | 450 | 486 |

# 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?
- What would we like to share with the full board?