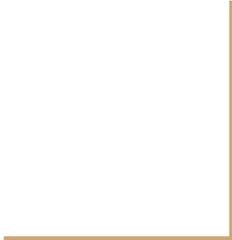




MRUSD
Winter Student
Data 2026



Some notes before we get started...

- Winter Student Data Based on Objectives and Key Results in the following:
 - Attendance
 - Social-Emotional Learning
 - Behavior
 - Literacy
 - Math
- New Math Assessment this year!
- New SEL Competency Guide Pilot!

Objectives, Key Results and Success Measures



Objectives - The goal for the year

Key Results - Milestones we need to track to see if we are making progress

Success Measures - Student and staff data that shows our impact





Objectives for 2025-2026

- Build a supportive school culture of high expectations for behavior, engagement and academics.
- Ensure consistent and aligned operational integrity and efficiency.



- Building a guaranteed and viable curriculum for all content areas.

Build a Supportive School Culture of High Expectations for Behavior, Engagement and Academics.



KR1: Establish/develop RP teams to oversee RP implementation in each school and identify ways to include student voice

KR2: Continue to build the in-house capacity to lead restorative processes for harm and conflict (can be differentiated by school)

KR3: Continue alignment of the MTSS processes across all schools (with state guidelines and evidence-based practices)

KR4: Support all students in meeting grade-level expectations by delivering **UDL-informed first instruction** and providing equitable access to individualized supports, flexible pathways, and responsive programming.

KR5: Establish processes to collect and respond to High Reliability Schools (HRS) Level I data.

Building a guaranteed and viable curriculum for all content areas.



KR1: Expand curriculum committee support to all content areas.

KR2: Maintenance of guidelines for protected time on learning (PK-8)

- Students will not be pulled out during Tier 1 instruction
- Teachers will adhere to the recommended time for content specific instruction

KR3: All educators regularly engage in the PLC process to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. (from HRS)

KR4: Design and articulate foundational competencies (such as UDL) and skills for all MRUSD staff, with two-year specialized PD progressions.

KR5: UDL informed implementation of aligned GVC (including programs) across all schools and content areas, with a focus on math, literacy, SEL and all other content areas/UAs

Ensure Consistent and Aligned Operational Integrity and Efficiency.



KR1 - Alignment of resources across schools and programs through transparent staffing guidelines and supplies/material budgeting

KR2 - Review and alignment of community expectations, school procedures and handbooks, and essential community engagement (such as required Title I parent communication, support system for victims when issues of bias or harassment occur, and/or community bias education)

KR3 - Consistent and aligned communication to increase clarity and engagement for all community members (development of communications plan)

KR4 - Establish leadership PLC teams to support district alignment, support school leaders, and the attainment of the OKRs

Success Measures & Data Sources

- 95% positive response rate on professional learning evaluation indicators **(Staff Feedback Surveys)**
- 70% on track for attendance (9 or fewer absences for the year) **(PowerSchool)**
- 85% on track for behavior (4 or fewer major referrals for the year) **(Panorama)**
- 50% of students on grade level in literacy **(mClass Assessment @ K-5, IXL @ 6-12)**
- 50% of students on grade level in math **(Star Math Assessment & VTCAP, K-12)**
- Increased SEL survey results from 80% on the Sense of Belonging survey question: **(Panorama)**
 - *Do you have a teacher or other adult from school who you can count on to help you, no matter what? (Grades 1-12)*
 - *Is there a teacher at school who helps you feel safe? (Grades PK + K)*

Success Measures Dashboard

	Fall 2025	Winter 2026	Statistically Significant Differences
Attendance (70%) % on track (9 or fewer absences)	67%	59%	BIPOC (Black or African American) FRL, 504, IEP, ELL
Behavior (85%) (4 majors or less)	95%	92%	ELL, Female FRL, IEP, ELL, EST
Literacy (50%) % on Grade Level	K-5 - 39% 6-12 - 40%	K-5- 43% (+1.08) 6-12- 38% (+.38)	FCS FRL, ELL, IEP, EST, Male, SACS
Math (50%) % on Grade Level	K-8 - 34% 9-12 - 47%	K-8 - 30% * 9-12 -50% *	BFA, FCS Male FRL, IEP, EST, ELL, SACS

Academics

Domain	Winter 2024	Winter 2025	Winter 2026	Change
MRUSD Literacy (50%) % on Grade Level	-	-	40%	
K-5	38%	42%	43%	+5
6-12	28%	38%	38%	+10
MRUSD Math (50%) % on Grade Level	-	-	40%	
K-8	27%*	30%*	30%	+3*
9-12	5%*	32%*	50%	+45*

Growth ELA Composite DIBELS

Mid-year growth target +60

Growth Calculated by:
60 = 100

Grade Level	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Kindergarten	155	150	114	85
Grade 1	91	93	106	115
Grade 2	86	96	100	93
Grade 3	94	101	92	93
Grade 4	114	123	127	144
Grade 5	111	106	94	75
Grade 6	80	77	69	59

Growth ELA IXL Reading Level

Mid-year growth target is +40

Growth Calculated by:
40 = 100

Grade	Far Below Grade	Below Grade	On Grade	Above Grade
6th Grade	106	79	180	23
7th Grade	78	76	-6	41
8th Grade	110	65	90	31

Growth Math SGP

Mid-year growth target is 35-50 SGP.

Grade	% of Students w/Adequate Growth	Avg Growth
Grade K	58%	72
Grade 1	54%	75
Grade 2	38%	72
Grade 3	47%	76
Grade 4	49%	75
Grade 5	38%	74
Grade 6	52%	76
Grade 7	44%	78

Grade	% of Students w/Adequate Growth	Avg Growth
Grade 8	55%	74
Grade 9	51%	72
Grade 10	66%	79
Grade 11	46%	79
Grade 12	62%	76

Behavior and Attendance

Winter Change

Domain	Winter 2024	Winter 2025	Winter 2026	3 Year Change
Attendance <i>(9 or fewer absences, 70%)</i>	49%	51%	59%	+10 +8
Behavior <i>(4 or fewer major referrals, 85%)</i>	95%	94%	92%	-3 -2

Attendance Key Insights



- Largest dip in attendance has consistently occurred in the months of November and December across the last 3 school years

***Outlier= 2 days before December break*

- Outlier recognized in grade 8 across all PK-8 schools when reviewing chronic absenteeism
- Most commonly reported attendance code is “absent-excused”
- Highest attendance % on Wednesdays versus lowest attendance % on Tuesdays

Behavior Key Insights

- Highest spike in behavior in the months of September & October across the last 3 school years
- Spring Academy has highest rate by school/program
 - *We are supporting the right students!!*
- “Physical Aggression” is highest reported behavior category for major violations
- Outlier recognized in grade 1 across all PK-8 schools when reviewing major behavior referrals



School Data Highlights

- SACS saw solid literacy growth in most grade bands. Highlighting Kindergarten where 85% of students met the expected growth for middle of the year. There is also a reduction of behavioral referrals year over year.
- BFA had a 12% reduction in behavioral referrals. While there was a peak in September there has been a steady decline with a 30% drop year over year for the month of December.
- NCTC exceeded their ELA State accountability target. NCTC reached 45.5% which is 10% higher than the state target. The staff has made a focused commitment to strengthening ELA instruction through purposeful collaboration in their PLC.

School Data Highlights

- Fairfield saw gains in their ELA data. With Grades 3 and 5 leading the way. Grade 3 saw 47.5% meeting or above and Grade 5 at 76% meeting or above. The grade level PLCs focused on reading fluency and provided identified students with extra opportunities to practice fluency. Including home practice, extra opportunities at school and a tracking system for the PLC to monitor progress.
- SATEC has done a lot of work around attendance particularly at the K-2 level with parent outreach and recognition of students that come to school through postcards and PBiS recognition. Grade 2 is leading the way with 80% on track and K and 1 are above 70% on track.

Spring Academy & SEL/RP Instructional Coach Data

	Winter 2025	Spring 2025	Fall 2025	Winter 2026
Spring Academy Student Enrollment	9	13	14	15

	2024-2025	2025-2026
SEL & RP Instructional Coaching & Consultation Requests	17* <i>(full year)</i>	25* <i>(so far)</i>

Spring Academy Testimonials

Spring Academy is a great supportive partner for any school leader looking to bridge the gap between "struggling" and "thriving." They join your table, offering incredible collaboration with the school of origin and a level of communication that is both consistent and helpful. What truly sets them apart, though, is the wrap-around support they provide families; they turn the daunting transition into a specialized program into a journey where parents feel seen, heard, and supported.

Spring has been an invaluable support for our students who need something different than a traditional mainstream classroom setting. With its therapeutic approach, smaller student-to-staff ratios, and focus on behavior and truancy needs, Spring provides the structure, consistency, and relationship-based support that some students require in order to re-engage with school.

For many of our students accessing Spring, this program has truly made all the difference. Students who were not thriving in a larger classroom environment have found success through the individualized attention, emotional and behavioral support, and safe setting that Spring provides. We have seen meaningful growth not only in academics, but also in student confidence, self-regulation, and overall engagement.

Equally important, the collaboration with Spring staff has been consistently strong. Communication is timely, solutions are student-centered as we work together to ensure students receive what they need to be successful.

Programs like Spring are not just beneficial, they are necessary. As the needs of today's youth continue to grow and shift, having therapeutic alternative options available ensures we can meet students where they are and help them move forward in a positive and supported way.

Key Terms

- **OKR** - Objectives and Key Results
- **SEL** - Social Emotional Learning
- **Success Measure** - Criteria to measure OKRs
- **RP** - Restorative Practices
- **Amplify** - Elementary and Middle School Literacy Program
- **PLC** - Professional Learning Community
- **PD** - Professional Development
- **UDL** - Universal Design for Learning
- **CTE** - Career and Technical Education
- **Statistical Significance** - Helps quantify whether a result is likely due to chance or to some factor of interest
- **NCTC** - Northwest Career and Technical Center
- **FCS** - Fairfield Center School
- **SACS** - St. Albans City School
- **SATEC** - St. Albans Town Educational Center
- **BFA** - Bellows Free Academy
- **ELL** - English Language Learner
- **IEP** - Individualized Education Plan
- **EST** - Educational Support Team (Plan)
- **FRL** - Free and Reduced Lunch
- **504** - Accommodation Plan