



TO: Duxbury School Committee
FROM: Erin Wieseahn, Assistant Superintendent of Schools
SUBJECT: Achievement Data Report 2025-2026
DATE: September 23, 2026

Overview

The 2025–2026 End-of-Year Achievement Report provides a three-year view of student performance across several district assessments, including mCLASS (K-3), i-Ready Reading and Mathematics (1-8), Advanced Placement (AP) exams, and the STAMP assessment for the Seal of Biliteracy. This year, the district is also incorporating the Forefront Number Screener in kindergarten as an additional measure of early mathematics development. Looking across multiple years allows the district to identify sustained strengths, recognize emerging trends, and determine where additional analysis and instructional attention are needed.

Overall, the data demonstrate several areas of strong and stable performance. At the same time, the results identify opportunities to strengthen student achievement in some areas and better understand areas where performance has declined or remained relatively flat.

2025–2026 Highlights

Elementary literacy remains a significant area of strength. At Chandler, 93% of students met grade-level expectations on i-Ready Reading, maintaining the strong performance achieved in 2025 and increasing from 88% in 2024. Chandler's mCLASS performance also increased from 84% in 2025 to 87% in 2026, providing additional evidence of strong early literacy outcomes.

These literacy results are particularly encouraging given that the 2025-2026 school year was the first full year of implementation of the new CKLA materials for grades K-5. With any significant curriculum adoption, an implementation dip can be expected as teachers and students acclimate to new materials, instructional routines, assessments, and expectations. While some grade levels show slight decreases in iReady Reading, the data do not show a significant implementation dip. Overall literacy achievement has remained relatively strong and stable during this transition.

Mathematics performance remained relatively stable across the district. In 2026, 85% of Alden students and 83% of Chandler students met grade-level expectations on i-Ready Mathematics. Both results are consistent with the previous two years and indicate sustained elementary mathematics performance.

The district also continues to demonstrate strong outcomes in assessments that extend beyond traditional K–12 achievement measures. 83.8% of students taking AP exams earned a score of 3 or higher in 2026,

continuing a three-year pattern in which more than 80% of AP exams resulted in a qualifying score. In addition, 31 students demonstrated proficiency in another language and earned the Seal of Biliteracy in the 2025-2026 school year.

Areas for Continued Growth

The three-year data also highlight areas requiring further analysis. At Alden, 80% of students met grade-level expectations in iReady Reading, compared with 85% in 2025. Given that this was the first year of the CKLA implementation, we will continue to monitor these results as teachers deepen their implementation of the new curriculum materials and students experience greater continuity with CKLA across grade levels. It is important to note that DMS iReady Reading was at 69%, and that we expect our continuation with CKLA in elementary grades to have a positive impact on our middle schoolers as well.

At DMS, 68% of students met end-of-year expectations in Mathematics in 2025-2026. Math performance has remained relatively stable at approximately 68-69% over the three-year period. DMS is now entering the third year of implementation of Illustrative Mathematics, which gives us an important opportunity to examine student outcomes as the program becomes increasingly established.

The district has taken an important step to strengthen middle school mathematics intervention. Beginning this school year, a Math Specialist has been added at DMS to provide targeted support for students who need additional math intervention. This added position will allow us to intentionally connect assessment data with intervention, monitor student progress, and provide support as we do at the elementary level.

Another significant focus will be the at-risk student population, which includes students on IEPs, students with 504 Accommodation Plans, students who are English Learners, and students who are economically disadvantaged. In looking at these populations specifically for iReady Reading and iReady Math, we have identified achievement gaps and are working to ensure student growth targets are met through strong Tier 1 instruction and targeted interventions.

iReady Results for Chandler School Students with IEPs

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	73%	66%	47%	56%
2025-2026	72%	74%	58%	63%

iReady Results for Chandler School Students with 504 Accommodation Plans

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	100%	69%	84.6%	77%
2025-2026	86%	71%	57%	57%

iReady Results for Chandler School Students with Low-income Status

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	79%	68%	52.6%	42%
2025-2026	82.6%	70%	70%	39%

iReady Results for Alden School Students with IEPs

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	55%	69%	53%	51%
2025-2026	44%	63%	56%	55%

iReady Results for Alden School Students with 504 Plans

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	96%	83%	88%	58%
2025-2026	86%	68%	86%	77%

iReady Results for Alden School Students with Low Income Status

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	76%	75%	80%	51%
2025-2026	66%	62%	72%	59%

iReady Results for Duxbury Middle School Students with IEPs

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	29%	54%	18%	48%
2025-2026	27%	44%	25%	38%

iReady Results for Duxbury Middle School Students with 504 Plans

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	70%	56%	62%	59%
2025-2026	71%	51%	62%	46%

iReady Results for Duxbury Middle School Students with Low Income Status

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	53%	57%	46%	53%
2025-2026	48%	46%	47%	43%

Overall, the data suggest that achievement gaps remain most pronounced for students with IEPs and students who are economically disadvantaged, particularly at the middle school level. These findings directly support the Strategic Plan's focus on strengthening our Multi-tiered System of Supports (MTSS) for at-risk student groups. The addition of the Math Specialist at DMS is one concrete response to our data, and will increase our capacity to provide targeted intervention and progress monitoring for students.

In addition, although our English Learners are within our at-risk student population, percentages have not been reported, as the number of students is very small ($n=6$) and would be identifiable. Individual student results are closely monitored by our ESL staff and classroom teachers.

Districtwide, the results also reinforce the importance of looking beyond a single percentage or assessment. Year-to-year changes may reflect differences in cohorts as well as instructional or programmatic factors.

Alignment with the 2026–2029 Strategic Plan

The district's continued development of a comprehensive approach to curriculum, assessment, and data directly supports Focus Area 2: Student Learning and Growth, within the new Strategic Plan. In particular, our achievement data report analysis aligns closely with the district's priorities related to high-quality Tier 1 Instructional materials, our Multi-Tiered System of Supports (MTSS) for at-risk student groups, and the use of data for instruction and feedback.

The recent implementation of CKLA in grades K-5 and Illustrative Mathematics at DMS reflects our commitment to high-quality, research-based Tier 1 instructional materials. Our next steps will include using student achievement and growth data, classroom observations, and educator feedback to continue evaluating effectiveness and make adjustments as needed.

Our work aligns closely with Initiative 2.2 and the district's MTSS work. District averages provide an important overview, but they are also only one piece of information available to us as educators. A key step is to consistently disaggregate achievement and growth data for student groups, including students with IEPs and 504 plans, English learners, and students experiencing economic disadvantage. This will help us identify achievement and opportunity gaps and evaluate whether Tier 1 instruction, interventions, accommodations, and other supports are producing the intended outcomes.

In addition, Initiative 2.3, which focuses on using Data for Instruction and Feedback, calls for formative assessment to inform instruction, grouping, and intervention and for a consistent district data process to be used among educators. Our goal is to create a culture of data inquiry involving all educators to identify trends in student achievement.

Looking Ahead

The 2025–2026 results provide both reasons to celebrate and important areas for continued growth. For the 2026-2027 school year, our focus will be on maintaining areas of strong performance, closely examining areas where achievement has declined or remained stagnant, and consistently responding to

students' real-time needs. As the new strategic plan is implemented, our goal is to use meaningful assessment and data in order to provide instruction that will have the greatest impact on student learning and growth.