River Valley Charter School

Accountability Committee Meeting

Published on November 6, 2026 at 12:03 PM EST

Date and Time

Tuesday November 10, 2026 at 5:00 PM EST

Location

Middle School Great Room

River Valley Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Trustees (“Board”) is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, are available on our Board on track public portal found at rivervalleycharter.org.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance		Alison Salerno	1 m
	B. Call the Meeting to Order		Alison Salerno	1 m

		Purpose	Presenter	Time
C.	Approve Minutes	Approve Minutes	Alison Salerno	5 m

October 12, 2026 minutes to be reviewed and approved

Approve minutes for Accountability Committee Meeting on October 13, 2026

D.	Committee work: Criterion 5		Alison Salerno	2 m

Review of Criterion 5: Student Performance

E.	Updates from Administration	Discuss	Joey Gustafson	25 m

Review: **Academic Program Success**
-MCAS data
-Screener data
-Plan to use screener data

F.	Dashboard	Discuss	Joey Gustafson	5 m

General updates from Admin on progress towards the Accountability Plan school year to date.
Discussion: Dashboard

II. Other Business — 5:39 PM

A.	Accountability Committee Administrative Items	Discuss	Alison Salerno	1 m

Discuss:
1. methods for public communication

2. confirm December meeting date on zoom

		Purpose	Presenter	Time
III.	**Closing Items**			**5:40 PM**
	A. Adjourn Meeting	Vote	Alison Salerno	1 m

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY The Board Chair reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Accountability Committee Meeting on October 13, 2026

DRAFT

River Valley Charter School

Minutes

Accountability Committee Meeting

Date and Time
Tuesday October 13, 2026 at 5:00 PM

Location
Zoom

River Valley Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Trustees (“Board”) is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, are available on our Board on track public portal found at rivervalleycharter.org.

ZOOM LINK

https://us02web.zoom.us/j/5811298515?pwd=Z6lv4gC917awBi37yFVFf8A4e6lWqp.1

Committee Members Present
A. Salerno (remote), A. Thoele (remote), A. Tsonas (remote), B. Friedman (remote), J. Gustafson (remote)

Committee Members Absent
C. Irose

I. Opening Items

A. Record Attendance

Others Present C. Getz (remote), J. Evans (remote; arrived 5:10 PM), J. Tejada-Perez (remote; arrived 5:39 PM), L. Dufner (remote; arrived 5:07 PM), S. Shephard (remote), T. Murdy (remote)

B. Call the Meeting to Order

A. Salerno called a meeting of the Accountability Committee Committee of River Valley Charter School to order on Tuesday Oct 13, 2026 at 5:04 PM.

A. Salerno acknowledged that the agenda was published on Friday, October 9, 2026 at 4:48 PM EDT. Because Monday, October 12 was a legal holiday, the posting did not meet the 48-hour notice requirement of M.G.L. c. 30A, § 20, which excludes Saturdays, Sundays and legal holidays. A. Salerno apologized and committed to observing the posting requirement for future meetings.

C. Approve Minutes

No prior minute approval needed.

D. Committee Overview

A. Salerno led a review of the RVCS Accountability Committee Purpose and Goals.
Key discussion points included:

- **Committee role** - To monitor the school's mission and charter commitments, dissemination, student performance, program delivery, and school culture and family engagement, including through the caregiver survey.
- **Committee process** - The Committee will meet monthly and receive report-outs from the administration.

E. Updates from Administration

The Interim Executive Director, Joey Gustafson, reviewed the Accountability Plan Performance 2024-2029 document and provided general updates on progress toward the Accountability Plan school year to date.
Key discussion points included:

- **1A) External review through the National Center for Montessori in the Public Sector** - J. Gustafson reported that she and Sara Young met with the organization last week to review its tools and the school's past performance. The school plans

to engage the organization for a review this spring and will complete a Self-Study in advance.

- **1B) Use of the DERS tool** - This objective was not met last year, as evaluation work was not completed. The school commits to completing it this year and intends to extend its use to all grades and sections, including specialists and Special Education.
- **2A) Experiences outside the classroom and school building** - The administration is confident this objective will be met.
- **2B) E2 student writing on experiences** - Students are to write about their experiences and score at a target level. This was not completed last year; the administration commits to completing it this year.
- **3A) Sixth-grade capstone events** - Completed last year and will occur again this year.
- **3B) Eighth-grade culminating projects** - All students participated last year, and this will occur again this year.
- **4A) Dissemination via newsletter** - Completed last year and will occur again this year.
- **4B) Five mission-related presentations to Massachusetts public school audiences** - J. Gustafson will review what has occurred in this area in recent years. Responsibility for this objective will rest primarily with her.
- **Clarification on evaluation changes** - In response to a question, it was clarified that anticipated changes concern the employee evaluation system, not the Accountability Plan. Changes to the Accountability Plan require an amendment through the DESE process, and none are under consideration.

F. Dashboard

J. Gustafson presented the new dashboard created to report progress to the Board. The dashboard covers academic outcomes, student health, charter commitments, enrollment, talent, family satisfaction, financial health, and finance and governance indicators.
Key discussion points included:

- **Academic outcomes** - The dashboard tracks MCAS achievement and growth, DIBELS and Acadience. J. Gustafson reported that she and S. Young are discussing the use of an interim assessment tool, which will require a longer conversation with faculty. The Committee discussed the challenge of weak math scores.
- **Performance by student group** - The Committee reviewed data by grade and student group, including students with and without IEPs, low-income and high-needs students. Students with IEPs are significantly underperforming relative to students without IEPs.
- **Growth as a measure** - Members emphasized growth as an important measure and discussed whether the school is tracking growth by cohort.
- **Comparison data** - Members recommended adding state averages and averages for local sending districts to the dashboard.

- **Chronic absenteeism** - 109 students had more than 10 absences last year, and this year's data is trending similarly. The school will follow state guidelines for notifying families, including letters and meetings.
- **Enrollment** - The Committee discussed supports in place for new students entering after kindergarten.
- **Talent** - The dashboard tracks staff retention, net promoter score and critical vacancies. It was clarified that the employee retention figure is lowered by a large number of administrative departures.
- **Finance and governance** - The dashboard includes operating result, days of cash on hand, and governance indicators intended to guide the work of the Board.
- **Screener data and validity** - Acadience (math) and DIBELS data will be available this year. J. Gustafson noted that last year's screeners were not administered under consistent conditions, affecting the validity and reliability of the data. She reported that she and S. Young identified this issue and offered to have S. Young administer all screeners this year; most teachers accepted, and S. Young observed administration in the remaining classrooms. The data is improved but not yet fully consistent.
- **Alternative assessments** - Members and J. Gustafson shared concerns that DIBELS and Acadience may not be sufficiently predictive. Alternatives discussed included MAP, i-Ready and a locally developed interim assessment, as well as the possibility of a pilot. J. Gustafson noted that MAP and i-Ready are more closely tied to the standards and provide more data to support professional conversations among teachers.
- **Math supports** - The school has purchased IXL for student practice and teacher data use, with an announcement to families forthcoming; Khan Academy was also raised. An additional specialist-led math block in small, ability-based groups is planned, using IXL data. J. Gustafson believes students need more math lessons and instructional time each week.
- **Tiered intervention staffing** - Two RTI remediation staff provide tiered intervention. Neither is a math specialist, but both support math, and students are referred for additional practice.
- **Data systems** - The school has purchased Branching Minds to manage academic and behavioral data. Teacher training will be needed for both new tools, which should be modern and easy to use.

II. Other Business

A. Accountability Committee Administrative Items

The Committee discussed finalizing calendar dates for Accountability Committee meetings, as well as format (Zoom vs. in person).

- **Regular schedule** - The Committee will meet on the second Tuesday of each month at 5:00 PM, generally via Zoom.

- **In-person meetings** - Members expressed interest in at least one in-person meeting, proposed for November 10, 2026, and possibly a joint visit in the spring.
- **Next steps** - A. Salerno will follow up to finalize the calendar.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:50 PM.

Respectfully Submitted,
A. Salerno
A. Salerno made a motion to adjourn the meeting. B. Friedman seconded the motion. The committee **VOTED** unanimously to approve the motion.

Documents used during the meeting

None

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Coversheet

Committee work: Criterion 5

Section: I. Opening Items
Item: D. Committee work: Criterion 5
Purpose: FYI
Submitted by:
Related Material:
River_Valley_Charter_School_Accountability_Committee_Purpose_and_Goals_updatedFY25 (1).pdf
performance-criteria.pdf

River Valley Charter School Accountability Committee Purpose and Goals

1: Committee Purpose

The Committee serves as a resource to the Administration, providing appropriate checks and balances to the work of the Administration, and will endeavor to support the Administration's decisions and actions.

Over the course of an academic year's monthly meetings, the Committee assesses RVCS's progress in five of the Massachusetts Department of Elementary and Secondary Education (DESE) Charter School Performance Criteria areas, described in Section 2.

The Accountability Committee reviews relevant data provided by the administration to ensure compliance with three areas of MA DESE Charter School Accountability:

- Faithfulness to the charter
- Organizational viability
- Academic success

General information on MA Charter School Accountability

River Valley Charter School Original Charter

Excerpts from the River Valley Charter School Original Charter

In addition, the Committee also reviews and updates the school's annual caregiver survey as needed, and supports the director's administration of and response to the survey. The survey helps to support the Family Engagement criterion listed in the next section.

2: Charter School Performance Criteria

The Accountability Committee uses five of the DESE state-mandated **Charter School Performance Criteria** (which have been identified by the Committee to fall under its purview) as a framework for its work. Each of these criteria belong to one of the areas of Charter Accountability listed in Section 1.

Charter Accountability Area	DESE Charter School Performance Criteria	Description
Faithfulness to the Charter	Mission and Key Design Elements	The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its **Accountability Plan** goals.
	Dissemination	The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.
Academic Program Success	Student Performance	The school consistently meets state student performance standards as defined by the statewide accountability system.
	Program Delivery	The school delivers a high quality academic program that meets the academic needs of all students. • Curriculum • Instruction • Assessment and Program Evaluation • Support for Diverse Learners
	Culture and Family Engagement	The school supports students' social and emotional health in a safe and respectful learning environment that engages families. • Social, Emotional and Health Needs • Family Engagement

		(The **annual caregiver survey** helps to support this performance criterion)

3: Process (How the committee will collect information/data)

The Committee will use the Accountability Committee Calendar to guide its assessment of progress in the five Performance Criteria Areas. At a minimum, relevant data will include:

Data Reviewed	Description of Data
Internal assessment data	This student assessment data is collected by the teachers. Teachers use a variety of tools to collect it. Some examples of internal assessment tools are found in the Professional Practice Framework and include formative and summative assessments. Portfolios are also an internal assessment.
Standardized testing data	This includes MCAS scores for grades 3-8.
Progress Report Data	This is also referred to as Learning Goal Data, and the data is aggregated by grade. It uses the same category structure as the progress reports. These categories were developed by RVCS based on an analysis and alignment of the MA curriculum frameworks with the Montessori curriculum.
Audit data	Montessori audit data
Accountability Plan objectives and measures	**Accountability Plan**
Compliance reports	Compliance Checklist
Caregiver Surveys	The administration collects the surveys, reviews the data, and provides the multiple choice data along with an excerpt of comments to the Committee. One committee member without children in our school

	community reviews all comments, and a subset of comments is provided to the Committee.
Response Plans Resulting from Calendar Work	Based on our analysis and review of data at each meeting, if additional clarification is needed, or if an opportunity for improvement is indicated, the Administration may create a Response Plan. If the Administration creates a Response Plan, the Accountability committee and Administration will check in about this Plan's progress periodically.

MASSACHUSETTS
Department of Elementary
and Secondary Education

CHARTER SCHOOL PERFORMANCE CRITERIA

VERSION 4.3 (NOVEMBER 2022)

Massachusetts Department of Elementary and Secondary Education
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Commissioner

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OVERVIEW

The Charter School Performance Criteria (Criteria) are presented in the three guiding areas of charter school accountability defined in the current regulations, 603 CMR 1.00: faithfulness to charter, academic program success, and organizational viability.

The purposes of the Criteria are to:

- Articulate the expectations for all aspects of charter school accountability, from the application process to the renewal process;
- Provide charter schools with clear guidance about how the Massachusetts Board of Elementary and Secondary Education (Board), the Massachusetts Department of Elementary and Secondary Education (Department), and the Commissioner of Elementary and Secondary Education (Commissioner) define charter school success and on what basis charter schools will be evaluated; and
- Clarify the connections between Massachusetts charter school accountability and state and federal accountability standards.

The Department evaluates the Criteria through the use of quantitative and/or qualitative data as well as affirmative evidence presented by the school, compiled over the course of the school's charter term.

PRINCIPLES GUIDING THE DEVELOPMENT AND REVISION OF THE CRITERIA

The Criteria were first developed in 2005 and were subsequently revised in 2010. The Department developed the third revision (Version 3.0) in 2013 after research and review of best practices from other high quality charter school authorizers and made slight annual revisions to the Criteria in subsequent years to clarify the meaning of certain criteria or key indicators. The Department developed the fourth major revision (Version 4.0) in 2018 to include clear guidelines for charter schools to work toward the elimination of persistent achievement, access, and opportunity gaps experienced by historically underserved students.

The following principles guided the development and/or subsequent revisions of the Criteria:

- **Preserve operational and programmatic autonomy.** The Department must ensure that the Criteria protect the autonomies that allow charter schools to determine the means by which they achieve student outcomes. Nothing in these Criteria shall be interpreted to require a charter school to adopt a particular model, mission, or program.[1]

[1] The Criteria were developed to ensure that key purposes of charter schools "to stimulate the development of innovative programs within public education; … to provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management" (G.L. c. 71, § 89 (b)(i) and (iv)) are preserved, and that a variety of educational models (e.g., Montessori, competency-based, dual language-immersion, etc.) and programs/approaches (e.g. Sheltered-English Immersion, Transitional Bilingual Education, special education inclusion models, etc.) can demonstrate affirmative evidence of success for academic and non-academic outcomes.

- **Clarify all aspects of charter school performance.** The Criteria are structured to ensure that all key aspects of charter school performance are integrated, while reducing redundancy and prioritizing key areas.
- **Facilitate clear communication about charter school performance.** The Criteria allow the Department to clearly communicate to schools about performance through the site visit or renewal processes.
- **Ground revisions in research, best practices, and stakeholder input.** Every substantial revision of these Criteria has been grounded in education research and best practices from other high quality charter school authorizers. In addition, any revision has been presented to charter and traditional public school stakeholders, policymakers, and advocates.
- **Align to the Massachusetts School and District Accountability System[2] and the District Standards and Indicators.** To the greatest extent possible without infringing on charter school autonomy, as noted above, the Department aligned the Criteria with revisions to the new Massachusetts School and District Accountability System required by the 2015 Every Student Succeeds Act. Furthermore, with the elimination of the Conditions for School Effectiveness, the 2018 version of the Criteria was revised to better align to the expectations contained in the Massachusetts District Standards and Indicators.
- **Balance clear performance expectations with Commissioner and Board discretion.** The Criteria clearly outline performance expectations for charter schools, but do not formulaically dictate high stakes accountability decisions, including new charter awards, conditions, probation, revocation, and/or renewal decisions. Though the Criteria are presented in a linear, numbered format for reference purposes, a charter school must demonstrate affirmative evidence of success in all three guiding areas of charter school accountability, and the Commissioner and/or the Board ultimately make these high-stakes decisions based on the totality of evidence presented by the charter school. The Commissioner and/or the Board have the discretion to consider all qualitative and quantitative factors when making these decisions, though improvement in student achievement for all student groups is of paramount importance.
- **Ensure the Criteria evaluate school performance with an equity lens.** The 2018 revision establishes specific guidelines regarding efforts schools can make to eliminate historical achievement and opportunity gaps. In particular, and in alignment with revisions outlined in the Massachusetts District Standards and Indicators, the Department has prioritized the implementation of specific and measurable actions that schools can take to reduce gaps affecting historically underserved groups. While each Criteria or key indicator found below may not specifically reference equity, the Department will examine the extent to which a charter school is removing inequities based upon visible identities, including but not limited to race, ethnicity, sex, gender-identity, disability, language proficiency, sexual orientation, national origin, and religion related to any area of the Criteria as needed.

DEFINITIONS OF TERMS USED IN THIS DOCUMENT

The foundational resources for the definitions below are District Standards and Indicators (2019 revision), Multi-Tiered System of Support, Culturally Responsive and Sustaining Schools and Classrooms, and the Educator Effectiveness Guidebook for Inclusive Practice, unless otherwise noted.

- **All students:** Given that some student groups have been historically underserved, and also that any student can be particularly "vulnerable" at any moment in time, it is important to consider

[2] The Department will revise the Criteria as necessary to reflect any subsequent changes to federal or state accountability systems.

practices and outcomes beyond the aggregate to ensure that all students are challenged and supported to learn and grow. The phrase "all" in this document refers to equity for and attention to students from all backgrounds and identities and experiences. These include but are not limited to all races and ethnicities, all genders and gender identities, all sexual orientations, all disabilities, all nationalities, all types of citizenship or immigration status, all religions, all family structures, all family housing situations, all medical/health needs, and all traumatic experiences.

- **Culturally proficient and culturally responsive**: Culturally proficient policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. Cultural responsiveness is an approach to viewing culture and identity as assets, including students' race, ethnicity, or linguistic assets, among other characteristics. Culturally responsive policies and practices acknowledge and actively draw upon diverse backgrounds, identities, strengths, and challenges of administrators, students, staff, and community as a way to deepen connections between the school and its community.
- **Disaggregated student data:** Aggregate student data that is broken down into smaller parts in order to learn about the performance, opportunities, and outcomes of specific student groups; for example, schools, grade levels, and student groups. All data analysis described in this document should be conducted in accordance with all applicable laws pertaining to the confidentiality of student data.
- **Equity:** Educational equity means ensuring and adjusting resources based on need such that all students have access to the educational resources, opportunities, and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income to meet high expectations for cognitive, behavioral, and social-emotional growth and development.[3]
- **Inclusive**: In an inclusive school, all organizational levels of the school recognize, support, and celebrate all students, families, and staff members to create a climate where all students, families, and staff feel equally valued and part of the school community.
- **Student group:** Any group of students who share similar characteristics, such as racial or ethnic identification, gender identification, socioeconomic status, physical or learning disabilities, or language skills.[4] This includes, but is not limited to, the groups of students for which the Department issues annual performance determinations.[5]

USING THE CRITERIA DURING THE CHARTER TERM

Charter schools are encouraged to refer to the Criteria on a continuing basis to inform planning and as a means of self-assessing the overall health and viability of their school throughout the charter term. The Department will collect and provide information on performance against the Criteria through analysis of data submitted by schools and the charter school site visit process.

[3] Adapted from Leading for Equity: Opportunities for State Education Chiefs and the National Equity Project.
[4] Adapted from The Glossary of Education Reform.
[5] American Indian or Alaska Native; Asian; African American or Black; Hispanic or Latino; Multi-race, non-Hispanic or Latino; Native Hawaiian or Pacific Islander; White; economically disadvantaged students; students with disabilities; current and former English learners (ELs); and high needs students (an unduplicated count of students who are economically disadvantaged, students with disabilities, and/or ELs and former ELs).

USING THE CRITERIA FOR CHARTER RENEWAL DECISION-MAKING

Every charter school undergoes a renewal process during the final year of its charter term to determine whether the school can continue to operate. The renewal process includes the submission of a renewal application, a renewal inspection visit, and an analysis of all evidence related to the charter school's performance, including quantitative and qualitative evidence collected through the Department's charter school accountability process. The Criteria provide the performance benchmarks and lens of inquiry for the renewal inspection visit and for subsequent Department analysis, with a primary focus on the subset of criteria that are directly related to the statutory and regulatory requirements for renewal.[6] This subset includes evidence related to Criterion 1: Mission and Key Design Elements; Criterion 2: Access and Equity; Criterion 3: Compliance; Criterion 4: Dissemination; Criterion 5: Student Performance; and Criterion 9: Governance.

RATING SCALE TO FACILITATE CLEAR COMMUNICATION ABOUT CHARTER SCHOOL PERFORMANCE

In order to communicate clearly, the Department uses a rating system to summarize a charter school's performance against the Criteria. The rating scale below is used for most criteria evaluated at renewal and during site visits. Additional details regarding the rating scale are outlined in the Renewal Inspection Protocol and in the Site Visit Protocol.

- **Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.
- **Meets:** The school generally meets the criterion and/or minor concern(s) are noted.
- **Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
- **Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted.

[6] 603 CMR 1.11(2): The decision by the Board to renew a charter shall be based upon the presentation of affirmative evidence regarding the faithfulness of the school to the terms of its charter, including the extent to which the school has followed its recruitment and retention plan and has disseminated best practices in accordance with M.G.L. c. 71, § 89(dd); the success of the school's academic program; and the viability of the school as an organization. The Department will gather evidence regarding these issues from the renewal application and from other information, including but not limited to, a school's annual reports, financial audits, test results, site visit reports, and the renewal inspection report. All charter schools will be evaluated on the same performance criteria as provided in the guidelines, provided, however, that the criteria will take into account each school's charter and accountability plan. Evidence of academic success for all students is essential for charter renewal.

CHARTER SCHOOL PERFORMANCE CRITERIA

Faithfulness to Charter

1. Mission and Key Design Elements
2. Access and Equity
3. Compliance
4. Dissemination

Academic Program Success

5. Student Performance
6. Program Delivery
7. School Climate and Family Engagement

Organizational Viability

8. Capacity
9. Governance
10. Finance

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.

Key indicators include but are not limited to:

1. The school is faithful to its approved mission.
2. The school has fully implemented the key design elements[7] in the approved charter and any subsequently approved amendments in a manner that serves all of its students.
3. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.
4. The school substantially meets the goals articulated in its accountability plan by the time of the renewal of its charter.

CRITERION 2: ACCESS AND EQUITY

The school ensures access and equity for all students eligible to attend the school.

Key indicators include but are not limited to:

1. The school seeks to ensure access to the program and equity for all students eligible to attend the school. The school eliminates barriers to program access, including but not limited to, providing translated materials[8] and ensuring that information is readily available to parents, students, the general public, and prospective applicants regarding non-discriminatory enrollment practices. The school also advertises the availability of specialized programs and services at the school to meet the needs of all students, including but not limited to students with disabilities and English learners.
2. The school annually updates and receives approval for a student recruitment and retention plan that includes deliberate, specific strategies the school will use to ensure the ongoing provision of equal educational opportunity to students during and after enrollment. The plan is customized for each school and designed to attract, enroll, and retain a student population that is demographically comparable to the population that is enrolled in similar grades in schools from which the charter school might enroll students. The school addresses any identified disparities in enrollment, retention, and/or attrition through annual updates to its Recruitment and Retention Plan.
3. The school uses active strategies from its Recruitment and Retention Plan to enroll and retain a student population that is demographically comparable to the population of students enrolled in similar grades in schools from which the charter school enrolls students.
4. School policies and practices allow all students to have equal rights of access to the opportunities provided by the educational program, such as rigorous courses, mission driven programming, and other educational opportunities. This includes, but is not limited to, a disaggregated by subgroup review of the school's rates of in-school and out-of-school suspensions and emergency removals compared to the state and compared to the school's rates for all students.

[7] Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or charter schools.

[8] Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website. Materials should be translated into the prevalent languages of the district. According to 603 CMR 1.05, "A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment."

CRITERION 3: COMPLIANCE

The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools.

Key indicators include but are not limited to:

1. The school is operated in accordance with the provisions of Massachusetts General Laws including, but not limited to, M.G.L. c. 71, § 89, and 603 CMR 1.00 and all other applicable federal, state, and local laws, regulations, required trainings and deadlines, and such additional guidance as the Department may from time to time establish.
2. The school complies with all federal and state legal requirements for public charter schools, including but not limited to: the Every Student Succeeds Act (ESSA-2015); the Individuals with Disabilities Education Act (IDEA-2004); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990; together with related state requirements (see Coordinated Program Review requirements for additional information); Student Learning Time regulations; and Public Records Law. In addition, the school complies with all federal, state, and local requirements regarding health and safety.
3. The school undertakes corrective action when needed and implements necessary safeguards to maintain compliance with all legal requirements.

CRITERION 4: DISSEMINATION

The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.

Notes:

The Department will also consider efforts made by the charter school to disseminate innovative models for replication and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, including but not limited to:

- partnerships with other schools implementing key successful aspects of the charter school's program,
- active participation in district turnaround efforts,
- sharing resources or programs developed at the charter school,
- hosting other educators at the charter school, and
- presenting at professional conferences about its innovative school practices.

CRITERION 5: STUDENT PERFORMANCE

The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system.

Notes:

- In June 2018, the Board voted to approve regulations outlining Massachusetts' new statewide system of accountability and assistance under the ESSA. Charter schools, like all Massachusetts public schools, must administer statewide assessments and will receive results as outlined by the new statewide system of accountability. During the transition period, the Department may consider results from MCAS, PARCC, and Next Generation MCAS assessments when assessing charter school performance. Data from the legacy 10th grade MCAS will also be used for site visit reports and accountability decision-making.
- The period of evaluation will focus on the beginning of the charter term through the end of the penultimate year of the charter term. For example, if a school's charter term ran from July 1, 2015, through June 30, 2020, the data under consideration included results available through the end of the 2018-19 school year. For renewal terms, the last year of the prior charter term will be considered as a baseline for the next charter term, and longer term historical trends may also be considered.
- Performance standards are primarily based on state assessments and data collected through the Student Information Management System (SIMS), including graduation rate and drop-out rate data, for all tested subjects at all grade levels and all accountability subgroups as defined by the statewide accountability system unless otherwise indicated.
- In the event that a school believes that the statewide accountability indicators are not fully representative of student performance at the school, the Department may review additional valid and reliable data demonstrating the progress the school has made in demonstrating academic progress. The most compelling evidence will point to consistent performance improvements over the charter term. In addition, while the Department will consider other assessment data as supplementary evidence for a school's performance, it will not supplant state assessment results with other assessment results. The charter school may supply additional sources of data to support the Department's review of proven provider and/or charter school expansion requests.
- The Department reserves the right to revise the measures used in this criterion in order to accommodate changes in state assessments, metrics, or accountability requirements, including any new U.S. Department of Education requirements that may be enacted during the charter term.

CRITERION 6: PROGRAM DELIVERY

The school delivers a high quality academic program that meets the needs of all students.

Key indicators include but are not limited to:

1. **Curriculum:** The school's documented curriculum is aligned to state curriculum frameworks and expectations;[9] is aligned vertically between grades and horizontally across classrooms at the same grade level; provides lessons and materials that represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised.
2. **Instruction:** The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are

[9] The Massachusetts Curriculum Frameworks for Mathematics and English Language Arts and Literacy issued in 2011, and revised in 2017, incorporate the Common Core State Standards. Additionally, schools are expected to integrate the World-class Design and Assessment English Language Development (WIDA ELD) standards into ELD curriculum materials and content area curricula of classes in which English learners participate.

based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning.

3. **Assessment and Program Evaluation:** Teachers and administrators use disaggregated qualitative and quantitative data to modify instruction to improve academic and non-academic outcomes for all students and subgroups. School staff and administrators use disaggregated data to evaluate the quality and effectiveness of its program to serve all students and modify the program in order to improve student outcomes.
4. **Supports for All Learners:** The school has a proactive system to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.

CRITERION 7: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.

Key indicators include but are not limited to:

1. **Safe and Supportive Environment:** The school ensures that school and classroom environments are safe, supportive, culturally responsive, welcoming, respectful, inclusive, and reflective of the community and students' cultures and identities. The school creates an environment that supports all students' sense of belonging and helps students develop social and emotional knowledge, skills, and competencies for a multicultural world.
2. **Family Engagement**: The school develops effective relationships with all families/guardians and effectively communicates with them about the academic progress and social emotional well-being of students. The school partners with families in ways that are culturally responsive, collaborative, and that demonstrate inclusion for all kinds of languages, norms, family structures, and values.

CRITERION 8: CAPACITY

The school sustains a well-functioning organizational structure and creates a professional, inclusive, respectful, and welcoming working climate for all staff.

Key indicators include but are not limited to:

1. **School Systems and Leadership:**
   a. The school's leadership team implements school academic programming and operations in a manner to meet a clearly defined mission and set of goals. The school defines and delineates clear roles and responsibilities among leaders, staff, management, and board of trustee members. The school has clear and well-understood systems for decision-making and communication processes among all members of the school community.
   b. School leadership fosters a culture of accountability, trust, and collaboration with school stakeholders to promote joint responsibility for student learning. Based on data, school leadership takes concrete and ambitious steps to close identified student achievement, access, and opportunity gaps. School leadership sets goals and establishes systems and structures for the recruitment, development, and retention of educators reflective of the

racial and ethnic composition of the students and families it serves. School leadership ensures an inclusive, respectful environment for all staff.

2. **Professional Climate and Standards for Performance:**
   a. The school staff frequently collaborate and engage in professional development to improve implementation of the curriculum and instructional practice. The school implements a comprehensive professional learning culture that supports the development of effective educators. The school develops staff capacity to examine and dismantle implicit biases and systemic inequalities in order to create environments in which all students can deeply learn, grow, and thrive.
   b. All school staff are provided the tools and resources to perform their responsibilities and meet expectations for performance. An objective and transparent system is in place for monitoring individual staff performance against established expectations, which includes a formal process of evaluation for all employees, including teachers.
3. **Contractual Relationships**:
   a. (If applicable) The board of trustees and school leadership establish effective working relationships with their management company while maintaining appropriate separation between the entities. Changes in the school's relationship with its management company comply with required charter amendment procedures.
   b. (If applicable) An effective working relationship exists between the board of trustees and school leadership of a Horace Mann charter school and the host district, which operates under one or more memoranda of understanding (MOU) that clearly articulate the relationship with the host district regarding services, including but not limited to, facilities, funding, and waivers of collective bargaining agreement provisions.[10] The board of trustees works to ensure that the memorandum or memoranda, as applicable, are implemented appropriately.

CRITERION 9: GOVERNANCE

Members of the board of trustees meet their responsibilities under Massachusetts law and act as responsible public agents, providing competent and appropriate governance that ensures the success and sustainability of the school.

Key indicators include but are not limited to:

1. **Legal and Fiduciary Responsibilities:**
   a. Board of trustee members are active and engaged; know and fulfill their legal responsibilities and obligations; exercise their fiduciary duties of care and loyalty; comply with the board's bylaws; and always act in the best interests of the school community.
   b. The board of trustees demonstrates appropriate oversight of the charter school administration, financial health, progress towards meeting academic and other goals consistent with the mission and other terms of the charter and does so without managing the day-to-day operations of the school. This includes hiring, evaluating, and removing, if necessary, qualified personnel or management organization (if applicable) to manage the

[10] There are three types of Horace Mann charter schools with a set of requirements that vary by type, including the requirements for the involvement of the collective bargaining unit. To the extent provided by their charters and as agreed to in one or more memoranda of understanding, Horace Mann charter schools may be exempt from certain provisions in local collective bargaining agreements. Horace Mann charter schools enter into a memorandum of understanding with the school committee, and depending upon the type of Horace Mann, may also enter into a memorandum of understanding with the faculty or relevant collective bargaining units.

charter school's day-to-day operations and holds these parties accountable for meeting specified goals.

2. **Culture of Collaboration:** The board of trustees has clear and well-understood systems for decision-making and communication processes; board of trustee's meetings are designed to foster open, deliberate, and thorough discussions that facilitate and ensure public accountability.
3. **Focus on Improvement:** The board of trustees engages in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy. This includes ensuring sustainability of the school by establishing clear processes for board of trustees and school leadership succession; and recruiting, selecting, orienting and training members with skills, expertise, and connections to the community that enables the board of trustees to sustain an excellent school. The board of trustees regularly reviews disaggregated student data to ensure that the school's academic program is a success for all students.

CRITERION 10: FINANCE

The school maintains sound and stable finances and operates in a financially sound and publicly accountable manner.

Key indicators include but are not limited to:

1. The school maintains a sound and stable financial condition and demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, as evidenced by performance on key financial indicators reported in the Massachusetts Charter School Financial Dashboard.
2. The school develops an annual budget that can be sustained by enrollment and other sources of historically stable revenue. The school uses all available allocated funding effectively to support student performance, opportunities, and outcomes. Student performance has been used to set budget priorities.
3. The school uses an accurate accounting system and engages in appropriate budgetary planning, budget oversight, and budget revision.
4. The school has and maintains appropriate internal controls that are documented in written fiscal policies and procedures.
5. The school follows generally accepted accounting principles as evidenced by independent financial audits with unqualified audit opinions and limited findings that the school quickly corrects.

SOURCES OF EVIDENCE

In order to assess charter school performance against the Criteria, the Department will consider a wide body of evidence that includes, but is not limited to, those that follow:

- Accountability Plan
- Recruitment and retention plans
- Enrollment numbers and student demographic profile
- Enrollment policy and procedures
- Codes of conduct
- Discipline data
- Opening procedures activities
- Dissemination efforts
- Coordinated Program Review (CPR) reports & Mid-Cycle Review reports
- Complaints received and resolution status
- Documentation of current certificate of occupancy, health, safety, and fire inspections
- Materials made publicly available by the school such as website, application, and promotional documents.
- Annual financial audits
- Charter School End of Year Financial Reports
- Budgets
- Capital plans
- Board of trustees minutes
- Policy documents
- Board of trustees self-evaluation or self-study
- Evaluation forms for school staff, including: head of school and/or school leadership; educators; administrators
- Handbooks for families, staff, students, and/or board members
- Operations manuals, including fiscal policies and procedures manuals
- Professional development calendars and/or agendas
- Contract and/or MOU
- School leadership and board of trustee member composition
- State assessment scores (MCAS, Next Generation MCAS)
- Student growth percentile (SGP) data
- Performance within the statewide accountability system
- Sub-group analysis (including those that may be statistically insignificant for state reporting purposes) for English learners and special education students
- Classroom observations
- Focus group interviews
- Assessment data collected and reported by the school
- Curriculum documents
- Internal program evaluation reports
- School Safety Discipline Report (SSDR)
- District Curriculum Accommodation Plan (DCAP)
- Special education and English learner education program self-evaluations
- Parent/family/teacher/staff surveys
- Original charter application
- Charter amendments

- Annual reports
- Site visit reports
- Data derived from the Student Information Management System (SIMS) and the Educator Personnel Information Management System (EPIMS)
- Summaries of Review

Coversheet

Updates from Administration

Section: I. Opening Items
Item: E. Updates from Administration
Purpose: Discuss
Submitted by:
Related Material: MCAS Presentation 2025-2026 (1).pptx
Screener Data Overview - Nov. 2026.pptx
Acadience Benchmarks 2026-2027-3 (1).xlsx

2025-2026
Data and Outcomes

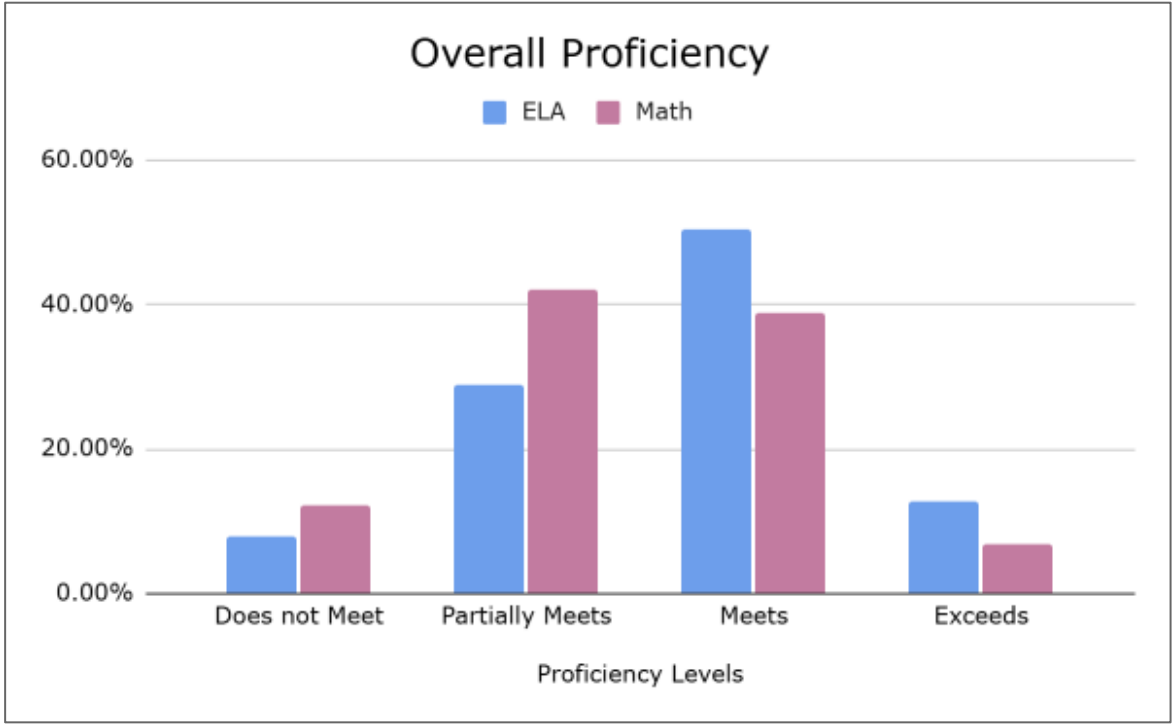
MCAS: Massachusetts Comprehensive Assessment System

RIVER VALLEY CHARTER SCHOOL

Powered by BoardOnTrack made public

Overall Proficiency: Math and ELA

	ELA	Math
Does not Meet	7.89%	12.11%
Partially Meets	28.95%	42.11%
Meets	50.53%	38.95%
Exceeds	12.63%	6.84%





2

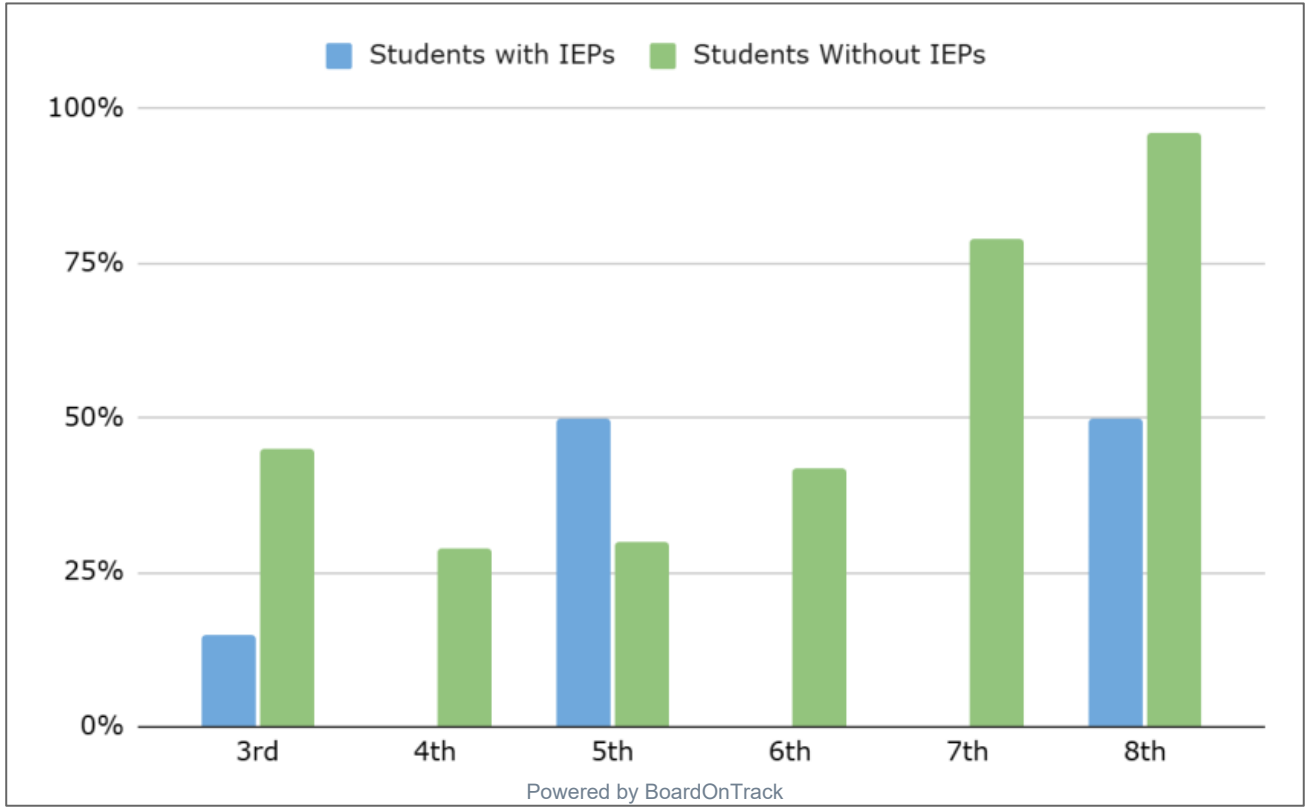
Math Proficiency by Grade Level

Grade	Students	Meets or Exceeds
3	33	33%
4	32	22%
5	31	32%
6	31	32%
7	32	69%
8	33	82%



Math IEP Gaps

When no bar appears, that indicates 0% mastery for IEP students





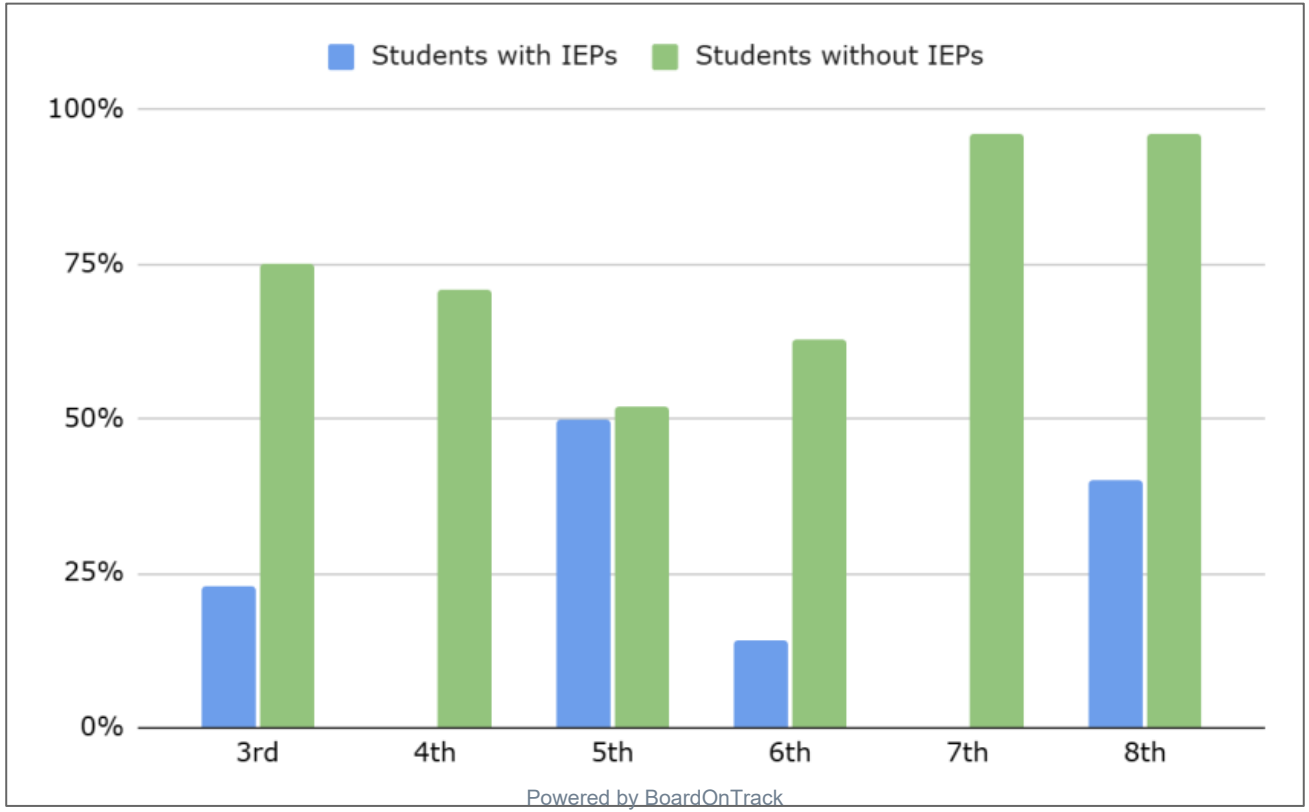
ELA Proficiency by Grade Level

Grade	Students	Meets or Exceeds
3	33	55%
4	32	53%
5	31	52%
6	31	52%
7	32	84%
8	33	79%



ELA IEP Gaps

When no bar appears, that indicates 0% mastery for IEP students



Overall Subgroup Picture

Group	Students	ELA Meets+	Math Meets+
Students without IEPs	146	75%	53%
Students with IEPs	46	22%	20%
All Students	192	63%	45%
Students Not Low-Income	162	64%	45%
Low-Income Students	30	57%	47%
Students Not High Needs	129	74%	52%
High Needs Students	63	38%	32%



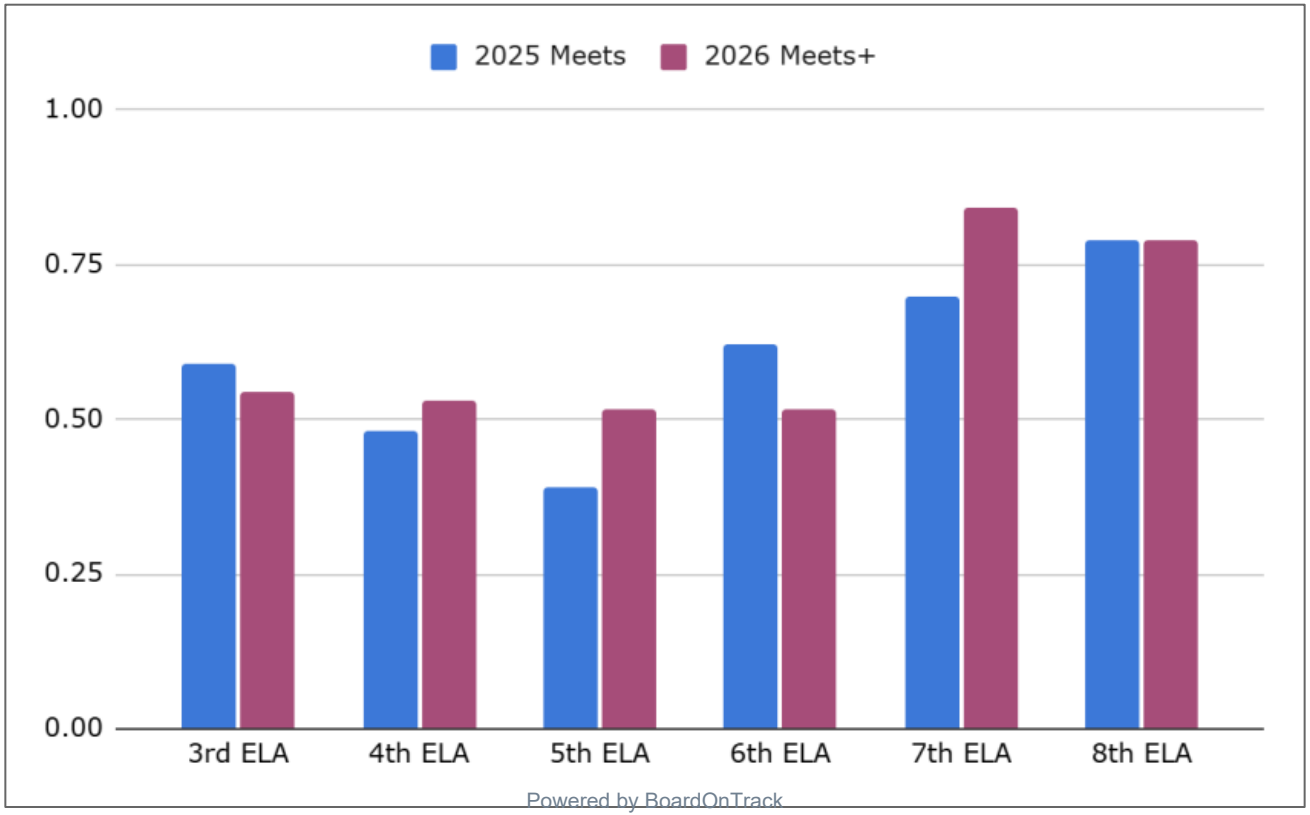
Year Over Year: ELA

	2025 Meeting or Exceeding	2026 Meeting or Exceeding
3rd ELA	59%	55%
4th ELA	48%	53%
5th ELA	39%	52%
6th ELA	62%	52%
7th ELA	70%	84%
8th ELA	79%	79%



8

Year Over Year: ELA

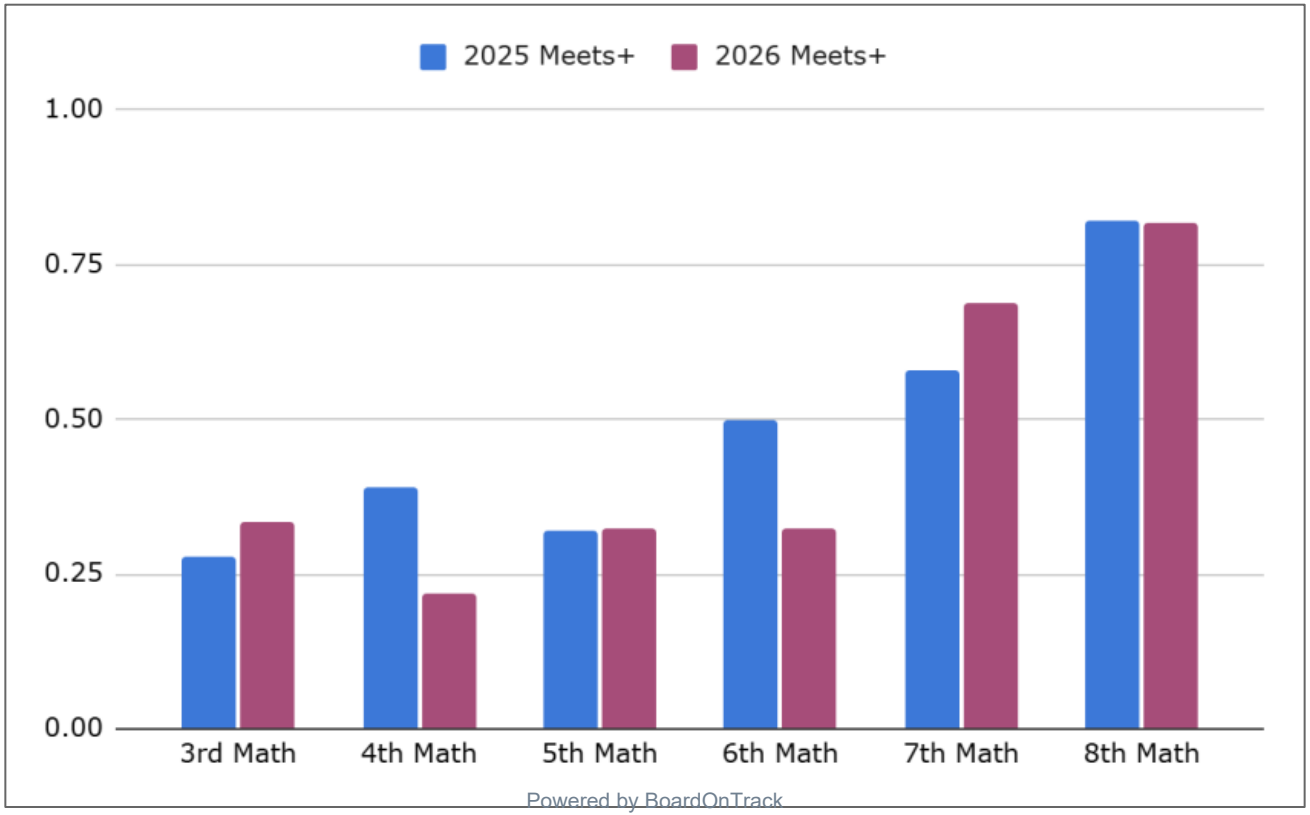


Year Over Year: Math

	2025 Meeting or Exceeding	2026 Meeting or Exceeding
3rd Math	28%	33%
4th Math	39%	22%
5th Math	32%	32%
6th Math	50%	32%
7th Math	58%	69%
8th Math	82%	82%



Year Over Year: Math



Math Topic Heat Map

Math gaps are concentrated in Grades 3–4, while Grades 5–6 are much closer to state performance and **Grades 7–8 significantly outperform the state across topics.**

Reporting category	G3	G4	G5	G6	G7	G8
Geometry	−12.4	−14.5	3.7	0.6	24.1	18.4
Measurement & Data	−4.8	−8.0	−1.9	—	—	—
Fractions	−7.1	−15.6	−0.6	—	—	—
Base Ten	−4.1	−11.9	−3.6	—	—	—
Operations & Algebraic Thinking	−5.5	−4.5	3.6	—	—	—
Expressions & Equations	—	—	—	−1.1	10.7	—
Ratios & Proportional Relationships	—	—	—	2.7	13.3	—
Statistics & Probability	—	—	—	−2.4	24.8	19
The Number System	—	—	—	−5.6	7	—
Functions	—	—	—	—	—	17.8
Number System + Expressions/ Equations	—	—	—	—	—	14.9



Math Standards-Level Learnings

Bright Spots to Learn From	Areas to Dig Into
Grade 7 Statistics — 7.SP.C.7: 66% RVCS vs. 41% state, +25.6 pts; 2 questions / 5 pts	**Grade 4 Fractions — 4.NF.B.3: 29% RVCS vs. 49% state, -19.5 pts; 3 questions / 4 pts**
Grade 7 Expressions & Equations — 7.EE.B.4: 56% vs. 32%, +23.4 pts; 2 questions / 5 pts	**Grade 4 Fractions — 4.NF.C.5: 24% vs. 49%, -25.5 pts; 2 questions / 2 pts**
Grade 8 Geometry — 8.G.B.8: 75% vs. 44%, +31 pts; 2 questions	**Grade 4 Geometry — 4.G.A.1: 44% vs. 61%, -17 pts; 2 questions**
Grade 8 Number System/EE — 8.EE.C.8: 67% vs. 48%, +19.5 pts; 2 questions	**Grade 6 Expressions & Equations — 6.EE.A.3: 26% vs. 48%, -22 pts; 2 questions**
Grade 7 Number System — 7.NS.A.3: 57% vs. 45%, +11.5 pts; 4 questions	**Grade 5 Base Ten — 5.NBT.A.2 & A.3: both -15 pts vs. state; 2 questions each**



ELA Topic Heat Map

Reporting category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	5.1	-1.3	13.8	17.7	18.2	17.9
Language	0	20	11.2	-0.6	21.7	10.8
Writing	-6.0	-4.2	-4.9	-2.2	19.2	16.6

ELA performance is generally at or above state levels across topics, with **particularly strong Reading performance in Grades 5–8 and significant strengths across all ELA areas in Grades 7–8.** Writing in Grades 3–6 remains an area to monitor.



ELA Standard-Level Learnings

Bright Spots to Learn From	Areas to Dig Into
Grade 5 Reading: every assessed Reading standard is above state, including R.2 (+13.8), R.4 (+15), and R.1 (+12.3).	**Grade 3 R.5 (text structure): 43% vs. 50%, -7, based on 3 questions / 5 points.**
Grade 6 Reading: strong performance across the major assessed standards; R.3 is +23, R.5 +16, R.2 +15, and R.1 +14.7.	**Grade 3 R.7 (comparing multiple sources/formats): -7, but only one question — possible area to investigate**
Grade 7 Reading: exceptionally consistent — R.1(text evidence and inference), R.3 (people, events, and ideas), and R.5 (text structure) are all 17–22 points above state and each has 6+ questions behind it.	**Grade 4 R.1/R.3 (text evidence and people, events, ideas): essentially performing at state, so not the same level of strength as elsewhere**
Grade 8 Reading: every assessed Reading standard is above state, with several 10–20 points above.	**Grade 6 R.6 (point of view and purpose): -2, close to state, area to investigate**



Strengths to Build On

Middle School performance is a clear bright spot. In addition to strong overall proficiency, students significantly outperformed the state across math and ELA topics. Grade 7 math was especially strong in Statistics, Geometry, and Ratios, while Grades 7–8 ELA performance was well above state levels across Reading, Language, and Writing.

There are also important strengths emerging in E2. Grade 5 and Grade 6 Reading performance was consistently above the state across multiple standards, suggesting strong comprehension skills that we can study and build from.



Priorities for Improvement

Math remains our clearest academic priority, with the greatest gaps concentrated in Grades 3–4. Topic-level results show particularly large gaps in Grade 4 Fractions, Geometry, and Base Ten, and the standard-level analysis confirms that these are patterns across multiple skills—not isolated test items. Grades 5–6 are generally much closer to state performance, while Grades 7–8 are strong.

Outcomes for students with IEPs require urgent attention across both subjects. Overall, only 22% of students with IEPs met or exceeded expectations in ELA and 20% in math, compared with 75% and 53% respectively for students without IEPs.



What this means for us

Study the bright spots: What instructional practices, materials, and student experiences are contributing to the strong outcomes in Grades 7–8—and to strong Reading performance in Grades 5–6? What can transfer across grades?

Prioritize foundational math instruction in Grades 3–4 and earlier grades: Use the topic- and standards-level findings to strengthen instruction in areas such as fractions, geometry, and number sense, while continuing to monitor Grades 5–6 for specific skill gaps.

Ensure students with IEPs have meaningful access to grade-level learning: Strengthen Tier 1 instruction, accommodations, and targeted support while monitoring whether gaps are narrowing throughout the year.

Use MCAS as one source of evidence: Connect these findings to classroom work, formative assessments, observations, and student work so that this becomes a baseline for improvement.



RIVER VALLEY CHARTER SCHOOL
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Internal Assessments Data Overview

(Fall 2026)

Accountability Committee Meeting

November 2026

Acadience Math K-6

Acadience Math is comprised of measures of early numeracy, computation, and problem-solving that function as indicators of the essential skills that every child must master in order to become proficient in mathematics.

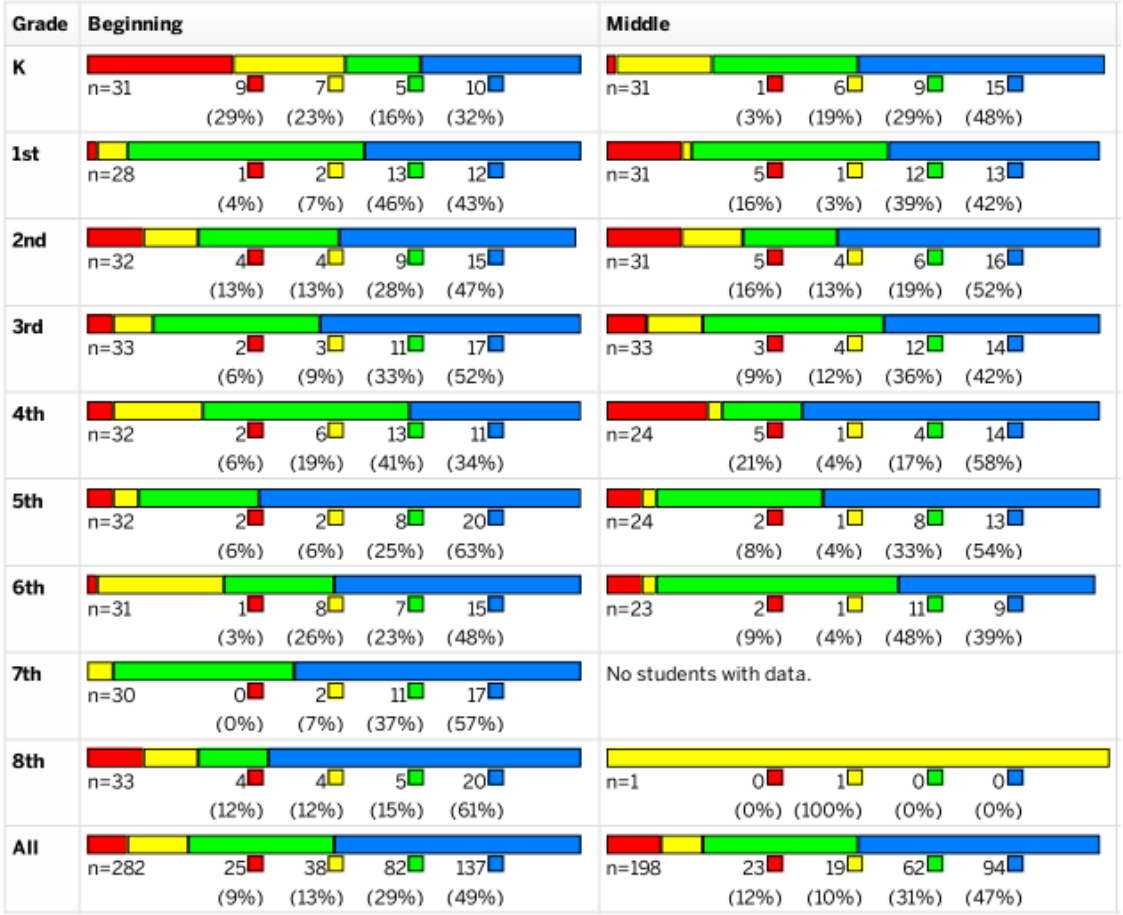
Dibels Reading K-6

Dibels (Dynamic Indicators of Basic Early Literacy Skills) is used as a reading screener to identify students at risk for reading difficulties, monitor their progress, and inform instructional decisions by assessing foundational literacy skills.

	Above Benchmark
	At Benchmark
	Below Benchmark (Needs strategic, small group support)
	Far Below Benchmark (Needs intensive intervention)

DIBELS (Reading Assessment)

DIBELS BoY-MoY (Fall ‘25-Winter ‘26) All Grades Composite



Grade	Beginning	Middle
K	n=31 9 (29%) 7 (23%) 5 (16%) 10 (32%)	n=31 1 (3%) 6 (19%) 9 (29%) 15 (48%)
1st	n=28 1 (4%) 2 (7%) 13 (46%) 12 (43%)	n=31 5 (16%) 1 (3%) 12 (39%) 13 (42%)
2nd	n=32 4 (13%) 4 (13%) 9 (28%) 15 (47%)	n=31 5 (16%) 4 (13%) 6 (19%) 16 (52%)
3rd	n=33 2 (6%) 3 (9%) 11 (33%) 17 (52%)	n=33 3 (9%) 4 (12%) 12 (36%) 14 (42%)
4th	n=32 2 (6%) 6 (19%) 13 (41%) 11 (34%)	n=24 5 (21%) 1 (4%) 4 (17%) 14 (58%)
5th	n=32 2 (6%) 2 (6%) 8 (25%) 20 (63%)	n=24 2 (8%) 1 (4%) 8 (33%) 13 (54%)
6th	n=31 1 (3%) 8 (26%) 7 (23%) 15 (48%)	n=23 2 (9%) 1 (4%) 11 (48%) 9 (39%)
7th	n=30 0 (0%) 2 (7%) 11 (37%) 17 (57%)	No students with data.
8th	n=33 4 (12%) 4 (12%) 5 (15%) 20 (61%)	n=1 0 (0%) 1 (100%) 0 (0%) 0 (0%)
All	n=282 25 (9%) 38 (13%) 82 (29%) 137 (49%)	n=198 23 (12%) 19 (10%) 62 (31%) 94 (47%)

Legend n = Number of Students, Intensive Support, Strategic Support, Core Support, Core^ Support

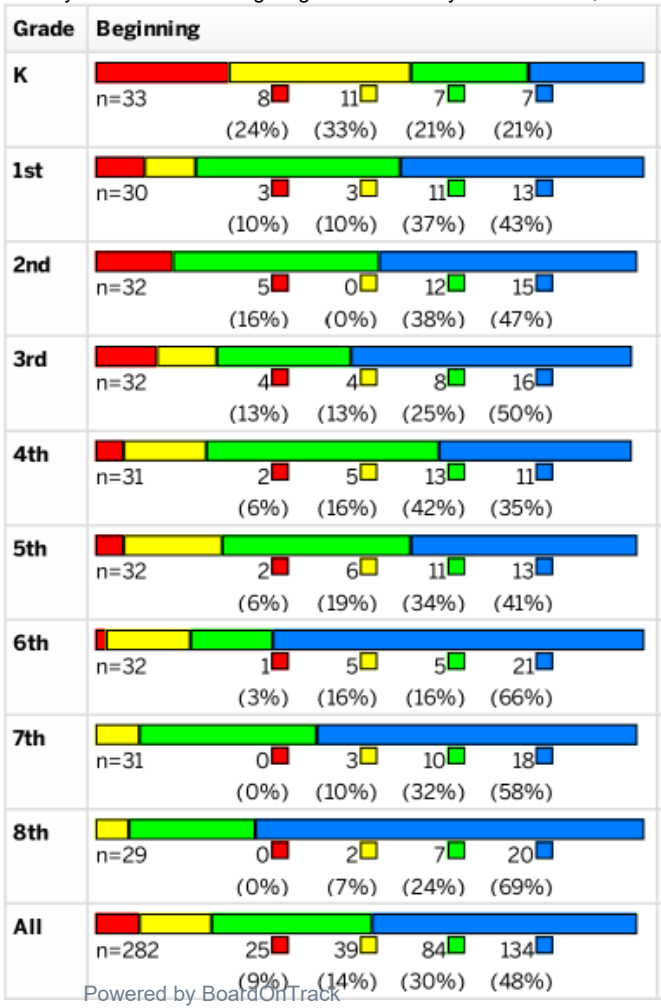
Results Based On DIBELS 8 Composite Score

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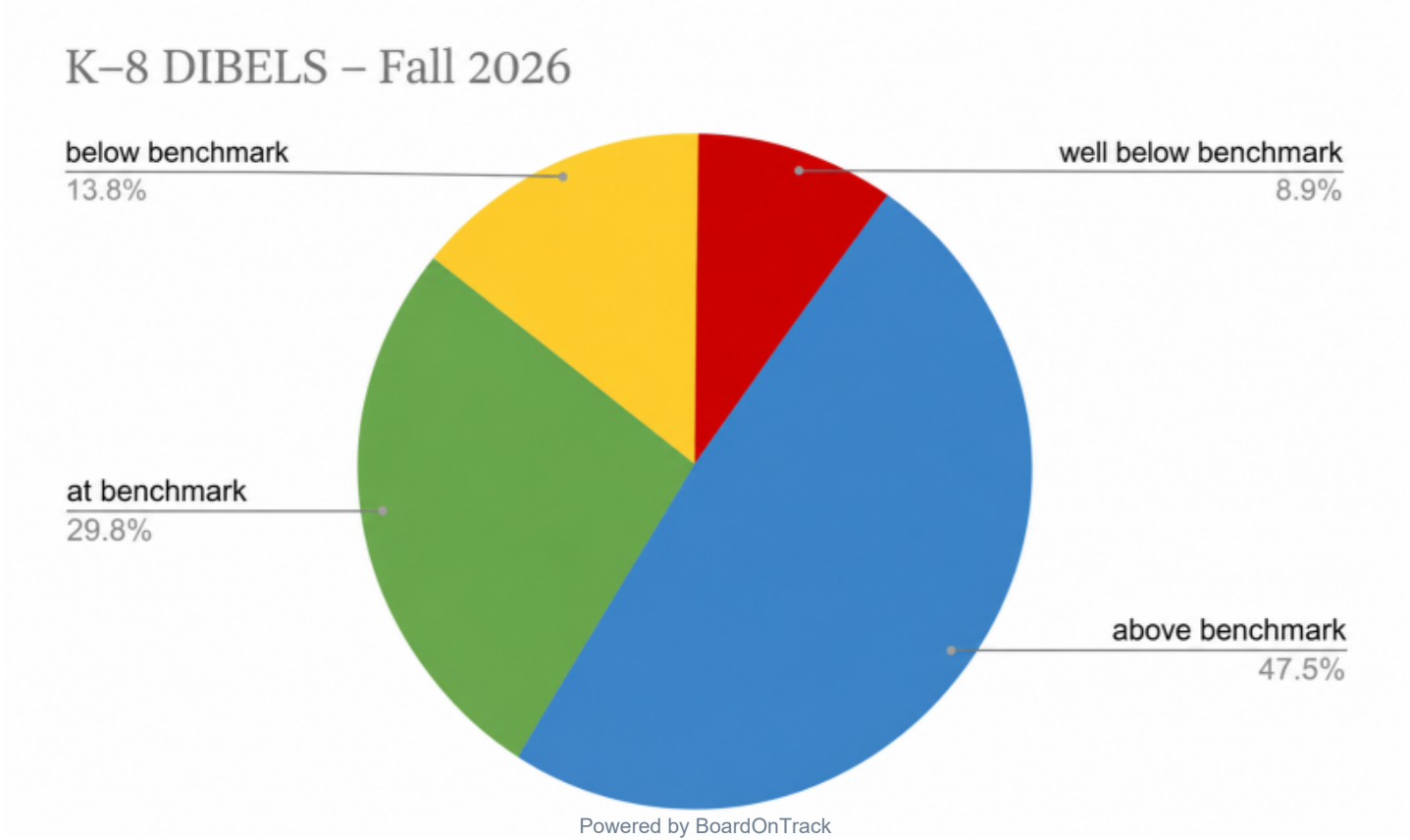
DIBELS 2025-2026 Progress: At or Above Benchmark

	Fall ‘25	Winter ‘26	Fall ‘26
Kindergarten	48%	77%	42%
1st Grade	89%	81%	80%
2nd Grade	75%	71%	85%
3rd Grade	85%	78%	75%
4th Grade	75%	75%	77%
5th Grade	88%	87%	75%
6th Grade	71%	87%	82%
7th Grade			90%
8th Grade			78%

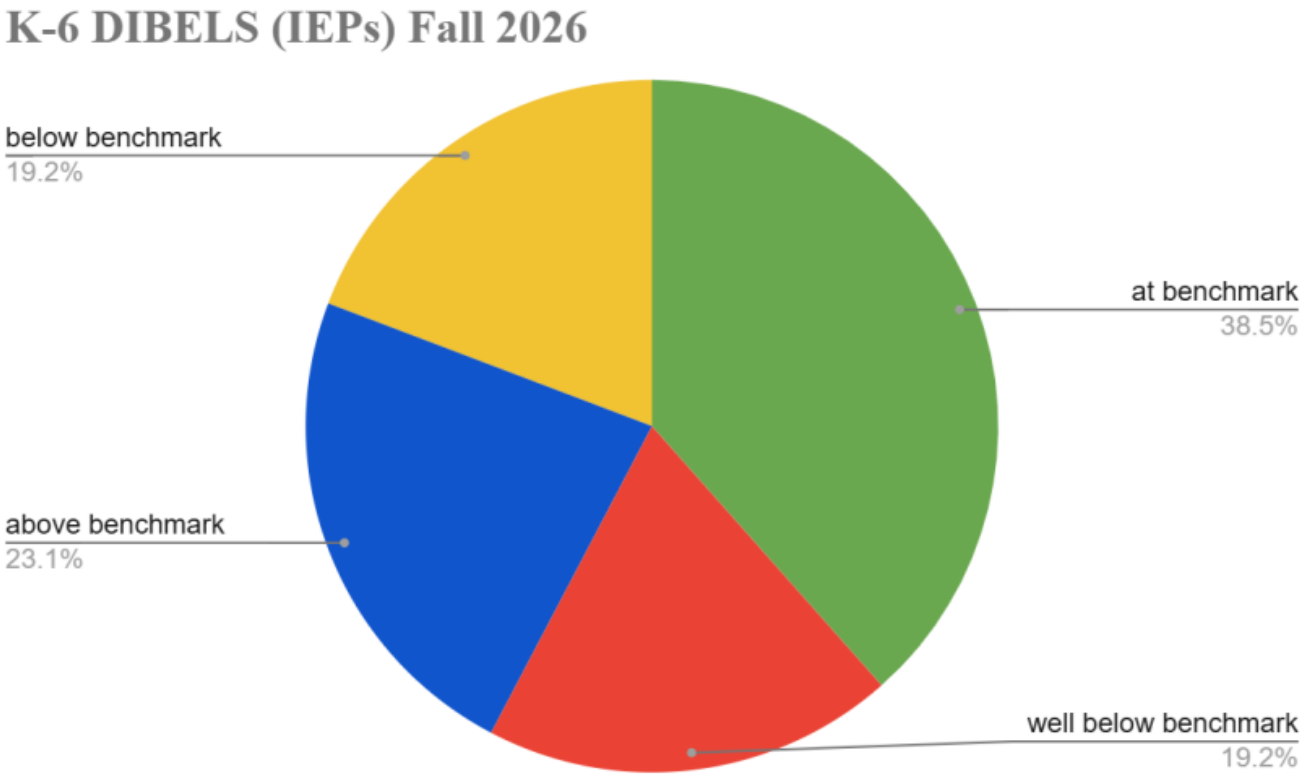
DIBELS BoY (Fall '26) All Grades Composite



K-6 Dibels - All (Fall 2026)



K-6 Dibels - IEPs (Fall 2026)



Dibels National Comparison: Fall 2026

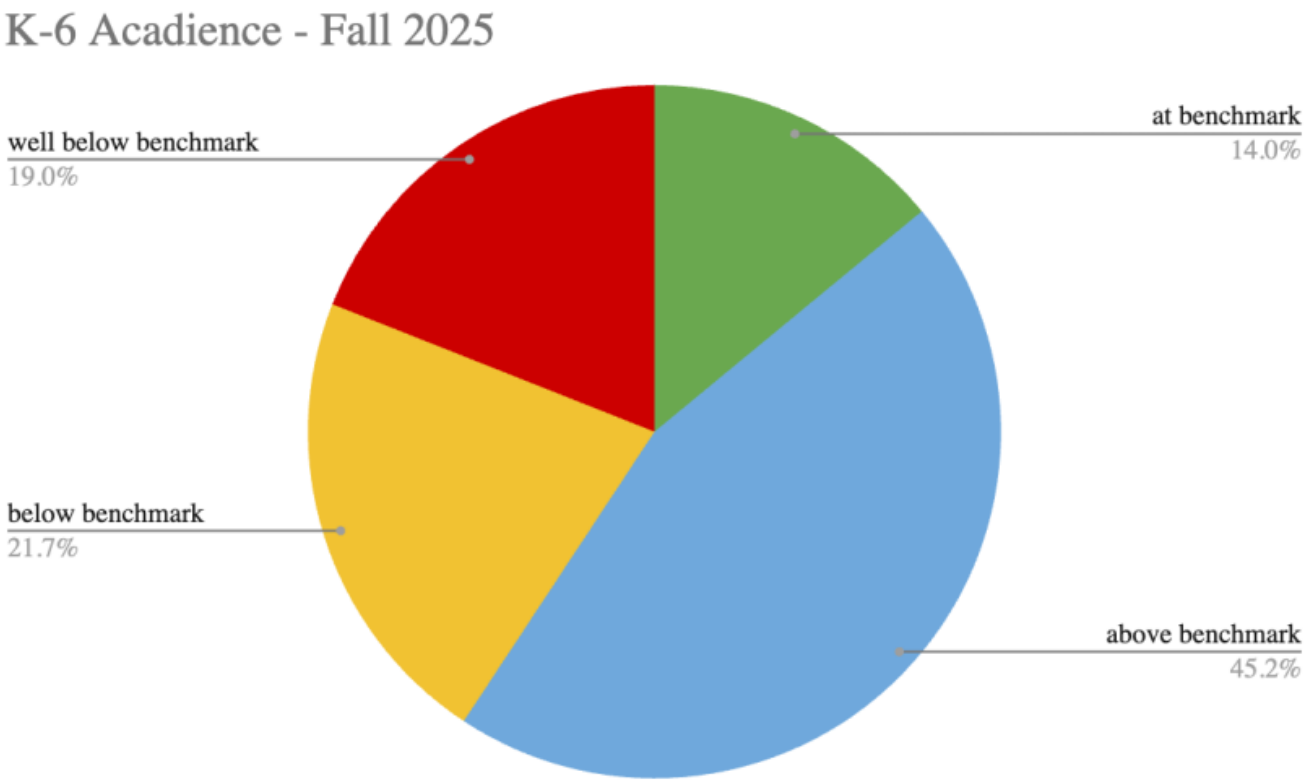
Grade	% at or Above Benchmark	Strong National Target	% Well Below (High Risk)	Our Status
KH	42%	65-75%	24%	Far Below
1st	80%	70-80%	10%	On Track
2nd	85%	75-85%	16%	On Track
3rd	75%	80-90%	13%	Slightly Below
4th	77%	80-90%	6%	Slightly Below
5th	75%	85-95%	6%	Slightly Below
6th	82%	85-95%	3%	On Track
7th	90%	85-95%	0%	On Track
8th	78%	85-95%	0%	On Track

DIBELS Historical Data Comparison: At or Above Benchmark at Winter (Mid Year)

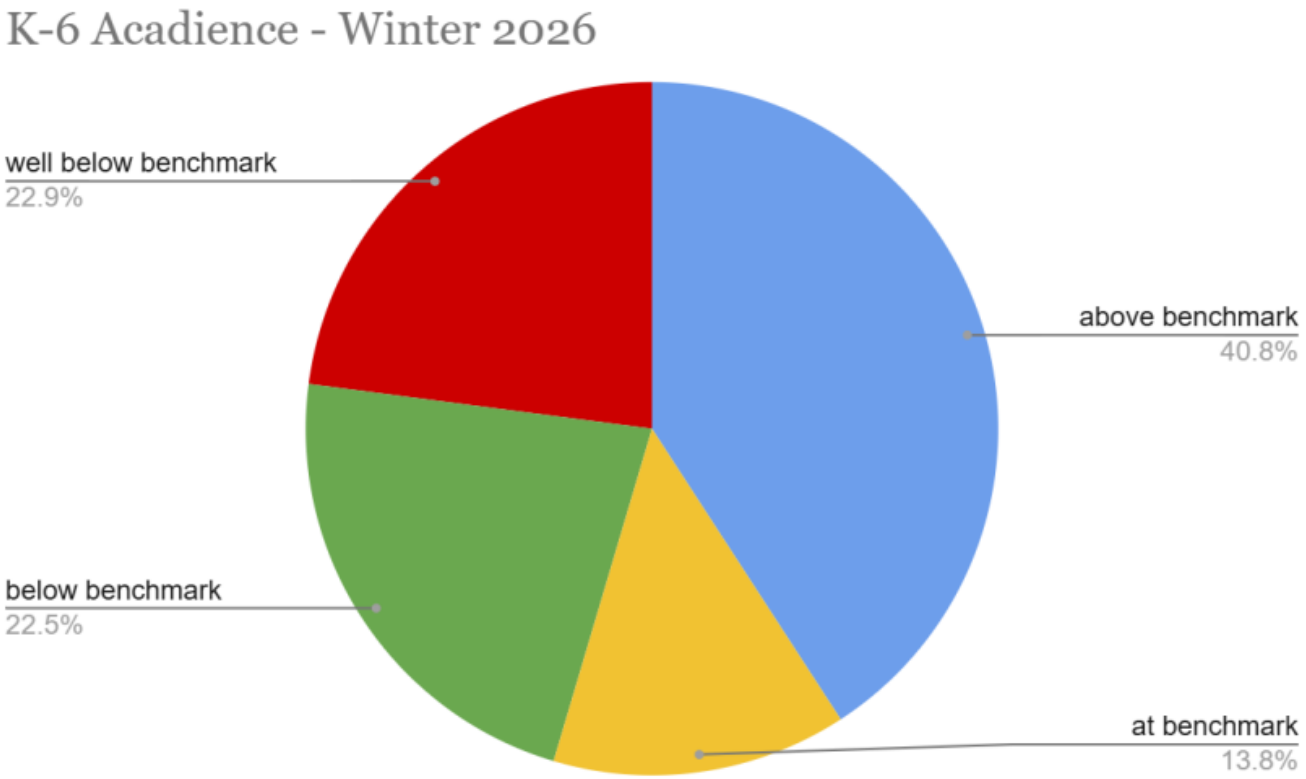
	22-23	23-24	24-25	25-26	Fall ‘26
Kinderhaus	90%	85%	85%	77%	42%
1st Grade	71%	73%	91%	81%	80%
2nd Grade	84%	78%	77%	71%	85%
3rd Grade	87%	81%	84%	78%	75%
4th Grade	94%	96%	83%	75%	77%
5th Grade	80%	73%	80%	87%	75%
6th Grade	73%	74%	72%	87%	82%

Acadience (Math Assessment)

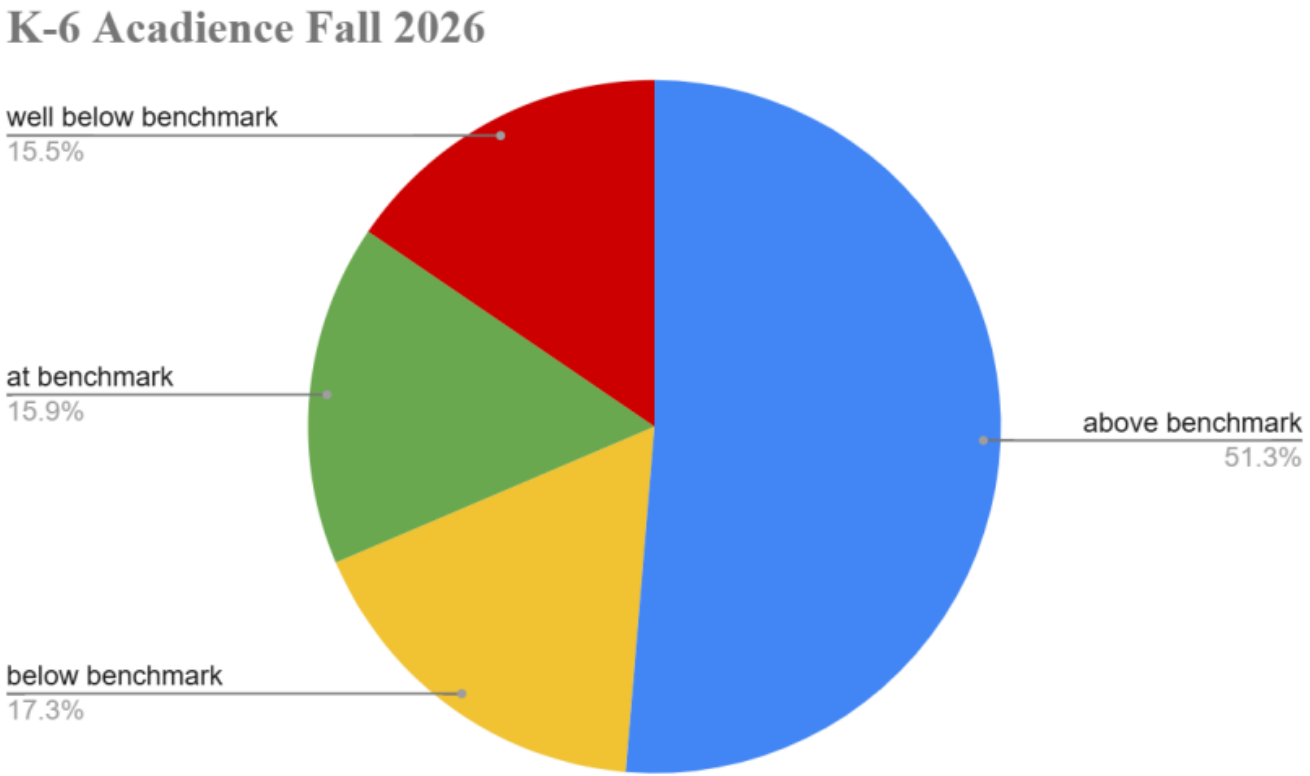
K-6 Acadience - All (Fall 2025)



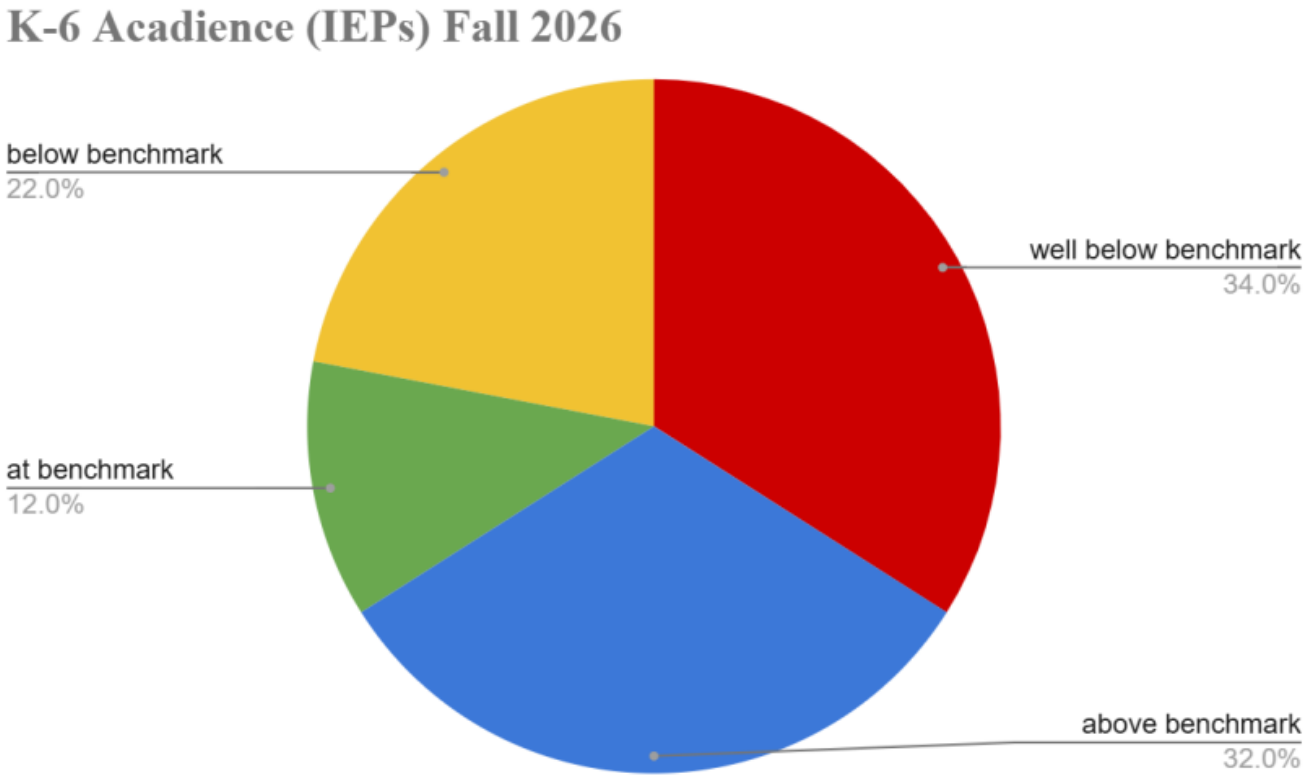
K-6 Acadience - All (Winter 2026)



K-6 Acadience - All (Fall 2026)



K-6 Acadience - IEPs (Fall 2026)



Acadience Fall 2026 K-6 Composite

Kinder

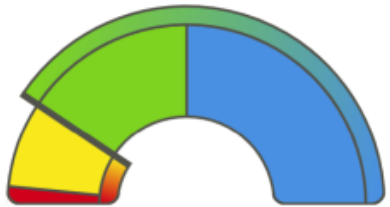


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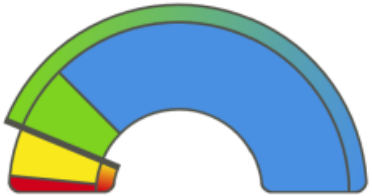
E1



31

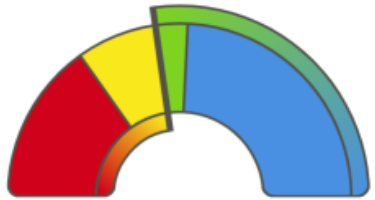


32



32

E2



33



32



32

Acadience Fall to Winter Progress: At or Above Benchmark

	Fall ‘25	Winter ‘26	Fall ‘26
Kindergarten	67%	74%	79%
1st Grade	74%	77%	100%
2nd Grade	72%	56%	81%
3rd Grade	55%	50%	87%
4th Grade	60%	41%	54%
5th Grade	57%	48%	44%
6th Grade	33%	35%	53%

Acadience National Comparison: Fall 2026

Grade	% at or Above Benchmark	Strong National Target	% Well Below (High Risk)	Our Status
Kinder	79%	65-75%	9%	On Track
1st	100%	70-80%	0%	On Track
2nd	81%	75-85%	3%	On Track
3rd	87%	80-90%	3%	On Track
4th	54%	80-90%	30%	Off Track
5th	44%	85-95%	47%	Off Track
6th	53%	85-95%	12%	Off Track

Acadience Historical Data Comparison: At or Above Benchmark at Winter (Mid-Year)

	23-24	24-25	25-26	Fall '26
Kindergarten	n/a (n=1)	78%	74%	79%
1st Grade	74%	81%	77%	100%
2nd Grade	72%	68%	56%	81%
3rd Grade	61%	78%	50%	87%
4th Grade	55%	67%	41%	54%
5th Grade	42%	39%	48%	44%
6th Grade	34%	56%	35%	53%

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Next Steps Fall 2026

- Add Free & Reduced Lunch students as part of the disaggregation of screener data
- Create math groupings (ability, focused on specific skill acquisition)
- Design process for movement into new groups (regular data meetings, exit tickets, timing for group changes)
- Support teachers on use of groupings & differentiated materials
- Prepare to utilize a more aligned and more predictive interim exam (MAP) for next year

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

Acadience Benchmarks 2026-2027-3 (1).xlsx