



## Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([MCL 388.1698b](#)):

- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

**Version: Buildings serving K - 11th-grade students and subject to using assessments aligned with 104a**

**District: Ypsilanti Community Schools**

**Date: 6/12/2023**

**Table A: Building Goals that were established by September 15, 2021**

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law ( <a href="#">MCL 388.1698b</a> , <a href="#">MCL 388.1704a</a> )
Middle of the Year Reading Goal	<p>YCS Goal 1: All YCS students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> <li>• Refer to the 2022-23 YCS ELA Reading Quarterly Expectations to identify which priority standards will be met at the end of January 31, 2023, by each grade level.</li> </ul> <p style="text-align: center;"> <a href="#">Pacing Instructional Guides</a>  <a href="#">Priority Standards</a>            Visions of High-Quality Instruction <a href="#">Literacy</a>            Visions of High-Quality Instruction <a href="#">Writing</a>  <a href="#">Reading and Writing Strategies that Support Inquiry - Student VOICE</a>  <a href="#">Instructional Leadership Routines</a> </p>
End of the Year Reading Goal	<p>YCS Goal 2: All YCS students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> <li>• Refer to the 2022-23 YCS ELA Reading Quarterly Expectations to identify which priority standards will be met at the end of June 12, 2023, by each grade level.</li> </ul> <p style="text-align: center;"> <a href="#">Pacing Instructional Guides</a>  <a href="#">Priority Standards</a>            Visions of High-Quality Instruction <a href="#">Literacy</a>            Visions of High-Quality Instruction <a href="#">Writing</a>  <a href="#">Reading and Writing Strategies that Support Inquiry - Student VOICE</a> </p>

	<a href="#"><u>Instructional Leadership Routines</u></a>
Middle of the Year Mathematics Goal	<p>YCS Goal 1: All YCS students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> <li>Refer to the 2022-23 YCS Math Quarterly Expectations to identify which priority standards will be met at the end of January 31, 2023, by each grade level.</li> </ul> <p style="text-align: center;"> <a href="#"><u>Pacing Instructional Guides</u></a>  <a href="#"><u>Priority Standards</u></a>  <b>Visions of High-Quality Instruction</b> <a href="#"><u>Math</u></a>  <a href="#"><u>Reading and Writing Strategies that Support Inquiry - Student VOICE</u></a>  <a href="#"><u>Instructional Leadership Routines</u></a> </p>
End of the Year Mathematics Goal	<p>YCS Goal 2: All YCS students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> <li>Refer to the 2022-23 YCS Math Quarterly Expectations to identify which priority standards will be met at the end of June 12, 2023, by each grade level.</li> </ul> <p style="text-align: center;"> <a href="#"><u>Pacing Instructional Guides</u></a>  <a href="#"><u>Priority Standards</u></a>  <b>Visions of High-Quality Instruction</b> <a href="#"><u>Math</u></a>  <a href="#"><u>Reading and Writing Strategies that Support Inquiry - Student VOICE</u></a>  <a href="#"><u>Instructional Leadership Routines</u></a> </p>

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

**Table B: Achievement on Benchmark Assessment - By Program, Student Demographics, and Mode of Instruction, By Grade Level K-11**

Reporting Category Suggest reporting on subgroups where n≥30	Fall 2022		By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math	Reading	Math
All Students	K: 135.1 1: 149.6 2: 156.6 3: 170.9 4: 181.5 5: 189.8 6: 190.4 7: 194.6 8: 200.7 9: 200.3	K: 137.5 1: 153.0 2: 157.5 3: 170.4 4: 181.6 5: 190.1 6: 190.3 7: 196.1 8: 202.0 9: 203.5	K: 144.0 1: 156.4 2: 164.4 3: 177.2 4: 187.4 5: 193.6 6: 192.4 7: 198.2 8: 203.3 9: 204.1	K: 146.1 1: 159.7 2: 166.1 3: 178.9 4: 189.1 5: 195.3 6: 194.1 7: 198.3 8: 204.5 9: 204.2	K: 149.4 1: 161.0 2: 170.5 3: 179.3 4: 190.2 5: 196.2 6: 190.7 7: 199.2 8: 201.9 9: 202.7	K: 152.4 1: 165.3 2: 173.8 3: 183.5 4: 194.1 5: 197.8 6: 193.0 7: 200.3 8: 204.0 9: 206.7

	10: 205.8 11: 208.7 12: 192.3	10: 211.3 11: 214.3 12: 201.4	10: 203.6 11: 205.7 12: 192.8	10: 208.7 11: 213.4 12: 206.8	10: 206.4 11: 210.0 12: 187.8	10: 211.9 11: 214.8 12: 215.6
Special Education	K: 133.6 1: 144.2 2: 151.1 3: 166.9 4: 174.9 5: 181.6 6: 181.6 7: 188.0 8: 190.2 9: 190.0 10: 196.6 11: 200.9 12: 176.0	K: 134.6 1: 147.1 2: 151.4 3: 164.0 4: 172.8 5: 179.3 6: 179.3 7: 186.5 8: 187.7 9: 191.2 10: 194.5 11: 198.1 12: 172.0	K: 142.6 1: 147.5 2: 162.8 3: 172.7 4: 180.3 5: 181.0 6: 182.2 7: 192.7 8: 193.5 9: 192.5 10: 193.3 11: 197.9 12: 184.8	K: 144.5 1: 151.8 2: 161.3 3: 173.4 4: 181.7 5: 185.3 6: 187.2 7: 191.1 8: 191.1 9: 187.9 10: 195.3 11: 196.4 12: 190.0	K: 145.8 1: 152.8 2: 168.3 3: 175.3 4: 183.4 5: 189.1 6: 180.4 7: 188.2 8: 191.8 9: 192.6 10: 194.9 11: 193.9 12: 193.0	K: 149.0 1: 156.6 2: 171.6 3: 175.8 4: 185.5 5: 186.5 6: 182.5 7: 193.6 8: 190.8 9: 192.7 10: 200.5 11: 196.2 12: 194.0
English Learners	K: 132.1 1: 139.0 2: 153.5 3: 167.0 4: 174.9 5: 181.6 6: 181.3 7: 182.8 8: 189.1 9: 181.4 10: 188.4 11: 186.0 12: 167.8	K: 137.1 1: 141.7 2: 157.9 3: 167.2 4: 179.0 5: 190.9 6: 188.1 7: 193.1 8: 196.4 9: 192.3 10: 207.4 11: 207.5 12: 178.5	K: 134.1 1: 146.3 2: 158.8 3: 169.1 4: 177.8 5: 186.4 6: 184.2 7: 185.2 8: 191.7 9: 185.7 10: 188.8 11: 190.6 12: 174.8	K: 140.3 1: 150.6 2: 162.3 3: 172.6 4: 183.7 5: 195.9 6: 190.0 7: 193.8 8: 199.4 9: 193.6 10: 199.1 11: 207.4 12: 200.3	K: 142.1 1: 148.6 2: 169.6 3: 172.0 4: 178.9 5: 183.8 6: 183.4 7: 189.8 8: 191.8 9: 184.2 10: 180.0 11: 199.5 12: 178.0	K: 145.3 1: 159.7 2: 175.8 3: 179.6 4: 189.3 5: 195.1 6: 191.9 7: 197.6 8: 200.8 9: 198.3 10: 196.5 11: 209.3 12: 219.3
Female	K: 136.2 1: 150.7 2: 157.9 3: 171.5 4: 182.8 5: 192.3 6: 196.3 7: 197.8 8: 201.1 9: 200.1 10: 209.7 11: 209.6 12: 188.9	K: 138.0 1: 153.1 2: 157.7 3: 169.9 4: 181.2 5: 190.0 6: 195.1 7: 197.1 8: 201.6 9: 203.7 10: 212.6 11: 211.2 12: 190.2	K: 144.3 1: 157.8 2: 165.8 3: 178.5 4: 189.1 5: 193.8 6: 200.0 7: 201.1 8: 205.1 9: 205.1 10: 208.3 11: 206.6 12: 184.5	K: 146.2 1: 161.0 2: 165.5 3: 178.1 4: 188.7 5: 194.7 6: 197.4 7: 199.4 8: 202.9 9: 203.0 10: 206.4 11: 212.3 12: 202.5	K: 150.6 1: 162.2 2: 171.8 3: 180.0 4: 191.8 5: 197.5 6: 196.1 7: 203.6 8: 204.2 9: 204.3 10: 207.9 11: 209.5 12: 202.0	K: 152.8 1: 165.1 2: 173.6 3: 182.4 4: 193.9 5: 197.8 6: 196.3 7: 201.5 8: 205.2 9: 206.3 10: 209.8 11: 213.7 12: 217.2
Male	K: 133.9 1: 148.5 2: 155.5 3: 170.3 4: 180.4 5: 187.1 6: 187.1 7: 191.6 8: 200.4	K: 137.1 1: 152.8 2: 157.3 3: 170.8 4: 181.9 5: 190.3 6: 187.9 7: 195.2 8: 202.4	K: 143.7 1: 155.2 2: 163.4 3: 176.0 4: 185.9 5: 193.5 6: 188.3 7: 195.4 8: 201.9	K: 146.0 1: 158.4 2: 166.6 3: 179.7 4: 189.5 5: 196.1 6: 192.4 7: 197.4 8: 205.7	K: 148.4 1: 159.8 2: 169.4 3: 178.6 4: 188.8 5: 194.9 6: 187.7 7: 195.5 8: 200.2	K: 152.0 1: 165.5 2: 174.0 3: 184.5 4: 194.2 5: 197.8 6: 191.3 7: 199.2 8: 203.1

	9: 200.5 10: 202.1 11: 208.0 12: 197.3	9: 203.4 10: 210.0 11: 216.8 12: 213.9	9: 203.2 10: 199.5 11: 205.2 12: 200.2	9: 205.2 10: 210.4 11: 214.1 12: 212.8	9: 201.2 10: 204.9 11: 210.5 12: 183.0	9: 207.0 10: 213.7 11: 215.6 12: 213.0
Black or African American	K: 133.2 1: 144.8 2: 153.8 3: 166.1 4: 177.0 5: 185.2 6: 190.0 7: 195.4 8: 199.7 9: 201.4 10: 207.0 11: 210.1 12: 204.5	K: 134.8 1: 148.3 2: 152.9 3: 165.5 4: 175.6 5: 185.2 6: 189.1 7: 195.6 8: 199.9 9: 201.8 10: 209.4 11: 212.0 12: 209.5	K: 142.8 1: 150.8 2: 161.3 3: 172.8 4: 184.1 5: 190.7 6: 193.6 7: 199.5 8: 203.1 9: 205.1 10: 204.9 11: 208.3 12: 205.8	K: 143.1 1: 153.5 2: 162.7 3: 174.5 4: 183.7 5: 190.4 6: 192.8 7: 198.3 8: 202.6 9: 203.5 10: 209.3 11: 210.5 12: 215.2	K: 147.7 1: 155.0 2: 167.5 3: 175.1 4: 186.5 5: 193.3 6: 192.6 7: 199.8 8: 201.8 9: 205.3 10: 210.9 11: 209.9 12: 202.0	K: 149.5 1: 157.7 2: 169.6 3: 179.8 4: 188.7 5: 193.5 6: 192.7 7: 200.4 8: 201.0 9: 206.7 10: 213.9 11: 212.0 12: 213.0
LatinX	K: 128.2 1: 139.4 2: 150.3 3: 157.6 4: 172.8 5: 186.5 6: 177.7 7: 190.2 8: 189.0 9: 195.7 10: 192.0 11: 195.2 12: 168.5	K: 132.9 1: 141.7 2: 156.5 3: 166.4 4: 182.0 5: 192.3 6: 187.8 7: 195.4 8: 202.6 9: 204.4 10: 211.9 11: 211.0 12: 178.5	K: 132.6 1: 150.8 2: 157.3 3: 163.1 4: 177.6 5: 189.2 6: 178.2 7: 184.4 8: 189.6 9: 193.0 10: 192.6 11: 194.7 12: 176.4	K: 141.1 1: 153.4 2: 158.4 3: 173.2 4: 188.1 5: 197.1 6: 187.7 7: 192.8 8: 201.5 9: 200.3 10: 207.4 11: 210.7 12: 200.3	K: 139.1 1: 151.3 2: 162.9 3: 165.8 4: 180.1 5: 186.6 6: 183.5 7: 191.8 8: 190.7 9: 189.4 10: 189.0 11: 207.1 12: 178.0	K: 143.6 1: 162.3 2: 174.2 3: 180.1 4: 192.1 5: 193.3 6: 192.7 7: 198.9 8: 202.7 9: 205.1 10: 207.0 11: 213.8 12: 223.5
Multiracial	K: 135.4 1: 151.8 2: 154.5 3: 171.8 4: 184.9 5: 195.8 6: 193.8 7: 185.2 8: 206.5 9: 192.0 10: 213.6 11: 209.2	K: 137.8 1: 156.2 2: 158.3 3: 171.8 4: 186.4 5: 195.8 6: 194.6 7: 190.8 8: 204.6 9: 195.9 10: 214.6 11: 216.7 12: 216.3	K: 143.3 1: 156.6 2: 163.5 3: 177.2 4: 189.6 5: 198.2 6: 197.5 7: 192.8 8: 209.5 9: 200.1 10: 212.2 11: 213.2 12: 208.5	K: 146.1 1: 161.7 2: 166.7 3: 178.5 4: 193.6 5: 203.5 6: 200.6 7: 195.6 8: 209.9 9: 198.6 10: 203.5 11: 223.5 12: 212.0	K: 148.3 1: 163.2 2: 170.4 3: 178.2 4: 193.5 5: 202.8 6: 190.8 7: 195.5 8: 206.9 9: 194.8 10: 211.6 11: 214.5 12: 193.0	K: 151.4 1: 170.1 2: 175.5 3: 181.7 4: 197.8 5: 206.9 6: 198.4 7: 198.6 8: 213.9 9: 200.5 10: 207.1 11: 224.9
White	K: 138.6 1: 156.3 2: 166.1 3: 186.9 4: 195.0 5: 199.7 6: 192.8 7: 203.3	K: 141.4 1: 158.9 2: 167.1 3: 183.6 4: 195.1 5: 198.0 6: 191.5 7: 202.3	K: 149.1 1: 164.9 2: 173.9 3: 194.3 4: 199.7 5: 200.8 6: 185.9 7: 204.8	K: 152.4 1: 168.3 2: 175.5 3: 192.9 4: 201.6 5: 202.3 6: 195.9 7: 203.3	K: 155.1 1: 169.8 2: 179.3 3: 196.4 4: 201.7 5: 205.0 6: 181.4 7: 204.7	K: 160.4 1: 173.9 2: 182.3 3: 196.8 4: 206.7 5: 205.7 6: 184.8 7: 202.0

	8: 208.5 9: 209.3 10: 211.2 11: 220.1 12: 165.0	8: 207.8 9: 213.9 10: 215.3 11: 225.1 12: 159.0	8: 212.5 9: 215.4 10: 206.9 11: 210.8 12: 166.5	8: 211.6 9: 217.3 10: 212.1 11: 220.5 12: 189.0	8: 210.1 9: 212.3 10: 211.6 11: 210.0	8: 210.7 9: 215.8 10: 211.4 11: 216.3
In-Person	K: 134.9 1: 149.2 2: 156.7 3: 170.7 4: 181.6 5: 189.9 6: 189.6 7: 194.0 8: 200.2 9: 200.3 10: 205.8 11: 208.7 12: 192.3	K: 137.5 1: 152.5 2: 157.6 3: 170.3 4: 181.8 5: 190.3 6: 189.7 7: 195.7 8: 202.4 9: 203.5 10: 211.3 11: 214.3 12: 201.4	K: 143.4 1: 156.3 2: 164.6 3: 176.9 4: 187.5 5: 193.7 6: 190.9 7: 197.3 8: 202.8 9: 204.1 10: 203.6 11: 205.7 12: 192.8	K: 145.7 1: 159.4 2: 166.2 3: 178.8 4: 189.0 5: 195.4 6: 192.9 7: 197.6 8: 204.4 9: 204.2 10: 208.7 11: 213.4 12: 206.8	K: 149.3 1: 160.9 2: 170.9 3: 179.3 4: 190.4 5: 196.1 6: 189.6 7: 197.8 8: 201.5 9: 202.7 10: 206.4 11: 210.0 12: 187.8	K: 152.4 1: 165.1 2: 174.2 3: 183.5 4: 194.2 5: 197.7 6: 192.5 7: 199.3 8: 205.4 9: 206.7 10: 211.9 11: 214.8 12: 215.6
YC2S Distance Learning School	K: 143.0 1: 159.0 2: 151.2 3: 176.1 4: 179.3 5: 178.0 6: 198.3 7: 199.2 8: 204.8	K: 139.4 1: 163.1 2: 152.8 3: 174.6 4: 176.5 5: 178.5 6: 196.6 7: 198.9 8: 198.8	K: 168.6 1: 159.8 2: 157.9 3: 185.8 4: 185.9 5: 189.0 6: 202.0 7: 203.6 8: 206.9	K: 163.2 1: 166.2 2: 163.4 3: 182.8 4: 191.8 5: 184.5 6: 202.9 7: 203.9 8: 205.2	K: 155.7 1: 162.0 2: 159.8 3: 180.4 4: 184.9 5: 232.0 6: 197.5 7: 208.4 8: 203.7	K: 153.6 1: 168.8 2: 162.8 3: 183.3 4: 191.6 5: 217.0 6: 196.5 7: 206.7 8: 196.1

**Table C: Growth Percentiles on Benchmark Assessment - By Program, Student Demographics, and Mode of Instruction, By Grade Level K-11**

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students	K: 46.5 1: 38.2 2: 41.3 3: 40.1 4: 46.7 5: 46.2 6: 38.8 7: 45.6 8: 49.2 9: 52.2 10: 51.6 11: 49.4 12: 47.5	K: 41.9 1: 34.3 2: 38.1 3: 48.8 4: 49.6 5: 47.4 6: 41.3 7: 40.8 8: 42.4 9: 44.2 10: 46.7 11: 45.1 12: 66.6	K: 44.4 1: 37.1 2: 46.6 3: 40.2 4: 46.3 5: 43.9 6: 34.8 7: 45.6 8: 41.7 9: 38.9 10: 51.3 11: 56.5 12: 86.0	K: 43.7 1: 33.6 2: 46.5 3: 47.8 4: 51.0 5: 42.5 6: 34.4 7: 36.9 8: 35.8 9: 47.6 10: 47.4 11: 53.8 12: 97.0
Special Education	K: 47.3 1: 29.0 2: 47.6	K: 44.0 1: 27.9 2: 44.9	K: 37.4 1: 35.6 2: 51.4	K: 39.5 1: 32.2 2: 52.3

	3: 36.4 4: 46.8 5: 38.4 6: 40.2 7: 50.8 8: 45.6 9: 50.2 10: 47.1 11: 46.9	3: 52.8 4: 48.8 5: 54.6 6: 56.6 7: 51.3 8: 46.4 9: 35.8 10: 42.9 11: 50.9 12: 59.5	3: 40.5 4: 46.8 5: 50.1 6: 33.3 7: 40.6 8: 37.6 9: 38.3 10: 39.8 11: 43.7	3: 40.9 4: 52.0 5: 51.3 6: 43.5 7: 49.6 8: 42.7 9: 46.1 10: 48.6 11: 55.1
English Learners	K: 33.3 1: 39.3 2: 31.4 3: 30.7 4: 45.5 5: 50.8 6: 33.6 7: 36.8 8: 47.9 9: 42.9 10: 45.2 11: 56.3 12: 74.0	K: 36.3 1: 38.3 2: 33.4 3: 44.3 4: 48.2 5: 55.1 6: 33.6 7: 37.4 8: 43.7 9: 39.0 10: 36.3 11: 40.4 12: 70.7	K: 41.0 1: 31.3 2: 57.4 3: 35.1 4: 40.8 5: 40.5 6: 38.7 7: 50.2 8: 46.1 9: 32.1 10: 35.6 11: 66.2 12: 96.0	K: 47.9 1: 47.3 2: 57.0 3: 51.9 4: 50.8 5: 47.2 6: 36.6 7: 40.7 8: 32.6 9: 48.8 10: 27.2 11: 48.3 12: 97.0
Female	K: 44.4 1: 37.2 2: 41.9 3: 42.5 4: 48.9 5: 38.9 6: 45.6 7: 44.2 8: 53.2 9: 57.5 10: 52.3 11: 40.2 12: 8.5	K: 40.7 1: 34.1 2: 35.0 3: 48.5 4: 49.4 5: 46.7 6: 39.6 7: 39.9 8: 37.0 9: 46.5 10: 47.2 11: 46.0 12: 68.8	K: 45.5 1: 36.1 2: 47.8 3: 40.9 4: 49.7 5: 40.7 6: 35.5 7: 48.8 8: 41.8 9: 41.8 10: 53.1 11: 55.6 12: 76.0	K: 43.7 1: 31.3 2: 42.5 3: 44.9 4: 52.2 5: 44.4 6: 28.4 7: 36.2 8: 33.0 9: 51.9 10: 48.5 11: 54.2
Male	K: 48.6 1: 39.3 2: 40.9 3: 37.9 4: 44.7 5: 54.4 6: 35.2 7: 46.9 8: 46.0 9: 47.6 10: 51.0 11: 55.9 12: 67.0	K: 43.1 1: 34.5 2: 40.5 3: 49.1 4: 49.8 5: 48.3 6: 42.2 7: 41.6 8: 46.8 9: 42.0 10: 46.4 11: 44.5 12: 64.5	K: 43.3 1: 38.1 2: 45.6 3: 39.4 4: 43.5 5: 47.3 6: 34.4 7: 42.7 8: 41.5 9: 36.1 10: 49.5 11: 57.3 12: 96.0	K: 43.7 1: 35.9 2: 49.7 3: 50.4 4: 49.9 5: 40.4 6: 37.6 7: 37.6 8: 37.9 9: 43.2 10: 46.5 11: 53.4 12: 97.0
Black or African American	K: 44.0 1: 34.3	K: 38.8 1: 28.5	K: 43.0 1: 34.4	K: 42.3 1: 27.2

	2: 41.0 3: 38.5 4: 49.0 5: 49.8 6: 40.8 7: 45.9 8: 48.2 9: 49.2 10: 51.9 11: 47.1 12: 42.2	2: 40.2 3: 49.2 4: 50.5 5: 47.8 6: 41.4 7: 38.7 8: 41.7 9: 47.6 10: 50.5 11: 42.0 12: 75.3	2: 45.3 3: 38.9 4: 47.1 5: 46.8 6: 37.5 7: 43.8 8: 41.9 9: 42.0 10: 53.3 11: 52.5 12: 76.0	2: 45.3 3: 50.7 4: 52.4 5: 44.9 6: 34.3 7: 37.0 8: 33.7 9: 50.9 10: 51.9 11: 53.2
LatinX	K: 44.4 1: 55.2 2: 32.5 3: 32.0 4: 43.2 5: 48.4 6: 22.9 7: 22.5 8: 46.3 9: 62.3 10: 48.6 11: 52.4 12: 74.0	K: 30.7 1: 45.7 2: 21.4 3: 39.1 4: 63.8 5: 51.9 6: 34.1 7: 30.5 8: 30.7 9: 46.5 10: 42.7 11: 45.0 12: 70.7	K: 31.1 1: 50.3 2: 51.0 3: 32.6 4: 43.7 5: 41.1 6: 47.2 7: 46.2 8: 40.8 9: 39.5 10: 40.1 11: 66.0 12: 96.0	K: 29.3 1: 51.3 2: 50.6 3: 40.4 4: 53.6 5: 39.9 6: 34.8 7: 39.0 8: 24.6 9: 52.4 10: 36.5 11: 54.6 12: 97.0
Multiracial	K: 42.3 1: 31.2 2: 41.9 3: 34.7 4: 42.3 5: 46.8 6: 43.3 7: 53.9 8: 53.4 9: 52.4 10: 62.1 11: 61.7	K: 41.3 1: 32.5 2: 40.3 3: 41.3 4: 43.7 5: 45.6 6: 43.2 7: 48.0 8: 51.6 9: 25.8 10: 20.1 11: 46.9	K: 37.5 1: 30.8 2: 49.7 3: 32.2 4: 45.5 5: 44.6 6: 26.3 7: 60.6 8: 41.2 9: 21.1 10: 59.0 11: 66.0	K: 37.3 1: 33.6 2: 53.6 3: 39.1 4: 46.1 5: 45.5 6: 34.8 7: 40.2 8: 50.3 9: 37.9 10: 56.8 11: 56.6
White	K: 55.2 1: 44.5 2: 43.5 3: 53.3 4: 45.7 5: 34.4 6: 32.2 7: 48.2 8: 54.3 9: 53.3 10: 48.3 11: 53.4	K: 49.9 1: 41.0 2: 34.3 3: 59.2 4: 48.2 5: 45.6 6: 40.8 7: 46.8 8: 50.3 9: 43.8 10: 49.7 11: 55.3 12: 20.0	K: 52.7 1: 41.6 2: 46.0 3: 53.8 4: 46.3 5: 37.9 6: 17.5 7: 41.8 8: 43.3 9: 40.6 10: 52.0 11: 68.2	K: 52.3 1: 39.5 2: 42.2 3: 51.0 4: 50.1 5: 35.3 6: 29.3 7: 33.0 8: 48.4 9: 41.2 10: 37.6 11: 51.4
In-Person	K: 45.7 1: 38.2	K: 41.1 1: 34.4	K: 43.9 1: 37.4	K: 43.9 1: 33.8

	2: 41.2 3: 39.8 4: 46.7 5: 46.3 6: 37.1 7: 44.5 8: 49.3 9: 52.2 10: 51.6 11: 49.4 12: 47.5	2: 38.6 3: 49.0 4: 49.0 5: 47.4 6: 40.2 7: 39.8 8: 40.1 9: 44.2 10: 46.7 11: 45.1 12: 66.6	2: 46.7 3: 40.6 4: 46.7 5: 43.9 6: 34.3 7: 45.1 8: 40.2 9: 38.9 10: 51.3 11: 56.5 12: 86.0	2: 47.3 3: 48.2 4: 50.8 5: 42.5 6: 33.8 7: 37.2 8: 35.0 9: 47.6 10: 47.4 11: 53.8 12: 97.0
YC2S Distance Learning School	K: 80.4 1: 39.0 2: 46.7 3: 49.3 4: 46.9 5: 27.0 6: 52.7 7: 53.9 8: 48.3	K: 78.7 1: 32.1 2: 15.7 3: 41.1 4: 69.1 5: 50.0 6: 50.2 7: 48.6 8: 60.7	K: 62.1 1: 29.4 2: 40.3 3: 31.3 4: 36.8  6: 38.6 7: 49.5 8: 50.9	K: 35.7 1: 27.5 2: 12.3 3: 39.4 4: 55.6  6: 38.8 7: 35.1 8: 41.2



## Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([MCL 388.1698b](#)):

- Present on goal progression by First Board Meeting in February and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

### Grades 9-11 Students

**District: Ypsilanti Community Schools**

**Date: 6/12/2023**

**Table A: Building Goals that were established by September 15, 2021**

Goal Category	Goal Related to Achievement or Growth as required by law ( <a href="#">MCL 388.1698b</a> )
Middle of the Year Academic Goal	YCS Goal 1: All YCS students (9-12) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.  YCS Goal 1: All YCS students (9-12) will improve performance in Mathematics from Fall to Spring as measured by NWEA.
End of the Year Academic Goal	YCS Goal 2: All YCS students (9-12) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.  YCS Goal 2: All YCS students (9-12) will improve performance in Mathematics from Fall to Spring as measured by NWEA.
Add additional academic goals as needed	N/A

**Table B: Achievement Related to Academic Goals**

Provide a narrative on progress toward meeting the goals outlined above.

As we reflect on the fall to spring growth data, we notice that the reading and math growth for our high school students and their academic growth continues at or almost at the level of pre-pandemic national growth norms. This speaks highly of the quality and dedication of our teachers, and for the academic engagement of our students.

As a point of reference, the Michigan Department of Education (MDE) uses student growth percentiles (SGP) from their annual M-STEP and MI-Access test to evaluate instructional effectiveness. The MDE cut scores for the ranges of effectiveness ratings are below the 20th percentile is ineffective, between 20th and 40th percentiles is minimally effective, between the 40th and 60th percentile is effective, and above the 60th percentile is highly effective. NWEA growth percentiles are calculated using the same methodology as the MDE student growth percentiles, so the measurements are comparable. While MDE scales SGP each year, NWEA calculated their growth norms from pre-pandemic data.

Moving forward we must adopt a *realignment mindset model* that requires us to inspire and trust our staff so they can invest quality time in teaching the Tier 1 Ambitious Teaching and Formative Assessment curriculum with fidelity and responsibility. We must restructure the way our instructional leaders lead so that they can spend more time in our classrooms helping teachers to focus on high quality teaching practices that produce results. We recognize that YCS has pockets of strengths and that most employees want to see themselves as being successful. Our challenge is the strategy that we must use to revitalize our instructional teams so that they can focus on the main thing - high quality Tier 1 instruction with tiers 2 and 3 interventions. We must create a sense of *urgency* and understanding that a problem actually exists at YCS that we must overcome - low expectations that rob our students from a high quality educational experience. Focusing on the basics will not get us to where we need to be. We need to provide all students with high rigor with high support. This work will require us to pierce the veil of denial that is preventing us from confronting the need to reinvent our path forward. We must adopt a mindset that requires us to act deliberately, hone and leverage existing capabilities, and stimulate innovation.