

Ypsilanti Community Schools

Sec. 98b Goal Progress Report

School Board Presentation

Dr. Carlos Lopez, Assistant Superintendent

March 17, 2025

Sec. 98b Goal Progress Report

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

- Present on goal progression by the February 2025 Board Meeting and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

YCS Reading Goal Related to Achievement or Growth on K - 11 Benchmarks as required by law ([MCL 388.1698b](#), [MCL 388.1704a](#))

Middle of the Year Reading Goal:

YCS Goal 1: All YCS students (K-11) will improve performance in Reading/ELA from Fall to Winter as measured by NWEA.

- Refer to the 2024-25 YCS ELA Reading Quarterly Expectations to identify which priority standards will be met at the end of January 31, 2025 by each grade level.

End of the Year Reading Goal:

YCS Goal 2: All YCS students (K-11) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- Refer to the 2024-25 YCS ELA Reading Quarterly Expectations to identify which priority standards will be met at the end of June 30, 2025 by each grade level.

YCS Math Goal Related to Achievement or Growth on K - 11 Benchmarks as required by law ([MCL 388.1698b](#), [MCL 388.1704a](#))

Middle of the Year Mathematics Goal:

YCS Goal 1: All YCS students (K-11) will improve performance in Mathematics from Fall to Winter as measured by NWEA.

- Refer to the 2024-25 YCS Math Quarterly Expectations to identify which priority standards will be met at the end of January 31, 2025 by each grade level.

End of the Year Mathematics Goal:

YCS Goal 2: All YCS students (K-11) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- Refer to the 2024-25 YCS Math Quarterly Expectations to identify which priority standards will be met at the end of June 30, 2025 by each grade level.

Today's Takeaways

Takeaway #1: Our Overall Student Proficiency and Growth as Measured in NWEA Continues to Improve Overtime.

- For grades 7 through 11, our overall ***student proficiency and growth*** continues to increase in both reading and mathematics as measured by NWEA norms. For grades K through 6, we did not see similar improvement.
- The transition from 5th grade to 6th grade, and again from 8th grade to 9th grade are particularly difficult for our student population, as evidenced by the reading achievement data. Under the current instructional practices, recovery from these transitions can take up to two school years. This suggests that additional supports are needed to remove these barriers to learning.

Takeaway #2: Our Overall Proficiency and Growth for all Subgroups as Measured by NWEA Continues to Improve Overtime.

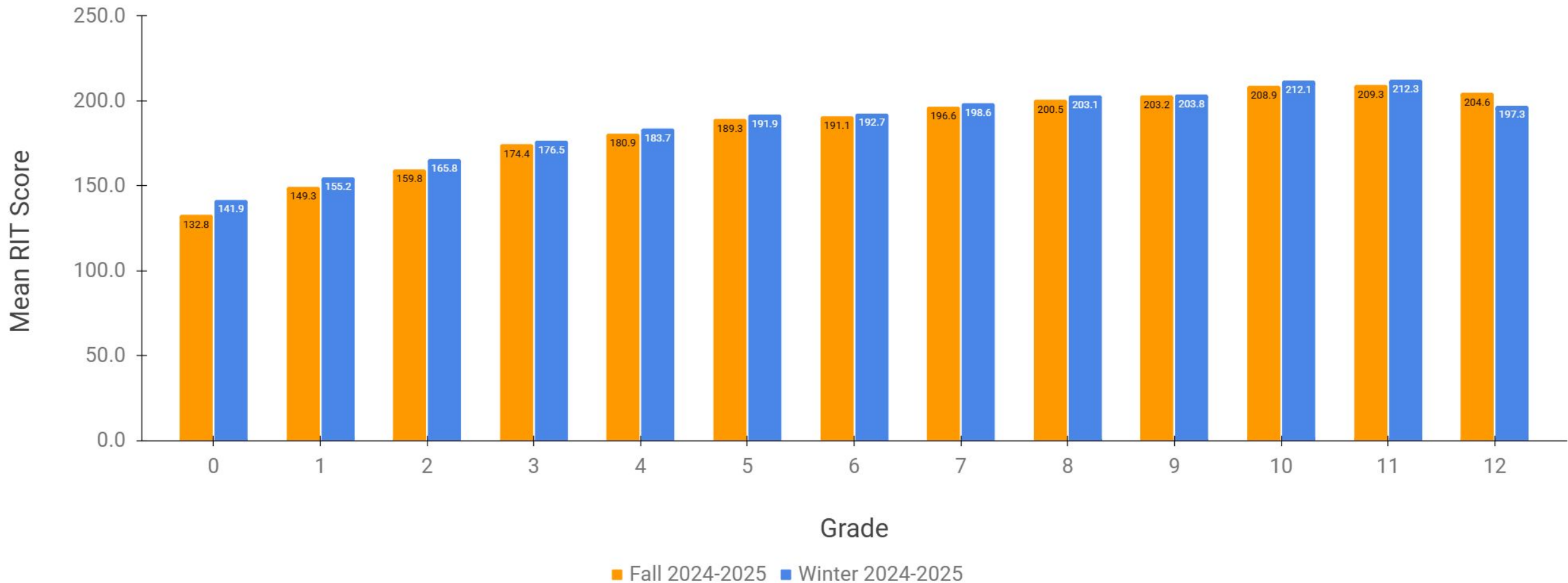
- Our overall ***student proficiency and growth for our special education students*** continues to increase in both reading and mathematics as measured by NWEA norms.
- Our overall student proficiency and growth for our ***English Language Learners*** continues to increase in both reading and mathematics as measured by NWEA norms.
- Our overall student proficiency and growth for our ***African American students*** continues to increase in both reading and mathematics as measured by NWEA norms.
- As with our overall strategy of increasing reading supports for students in transitional grades must also apply to all subgroups, including special education, English learners, and African American students.

Today's Takeaways

Takeaway #3: The quality of instruction delivered by our instructional staff (*teachers, paraeducators, administrators*) has been impactful over the last four academic years.

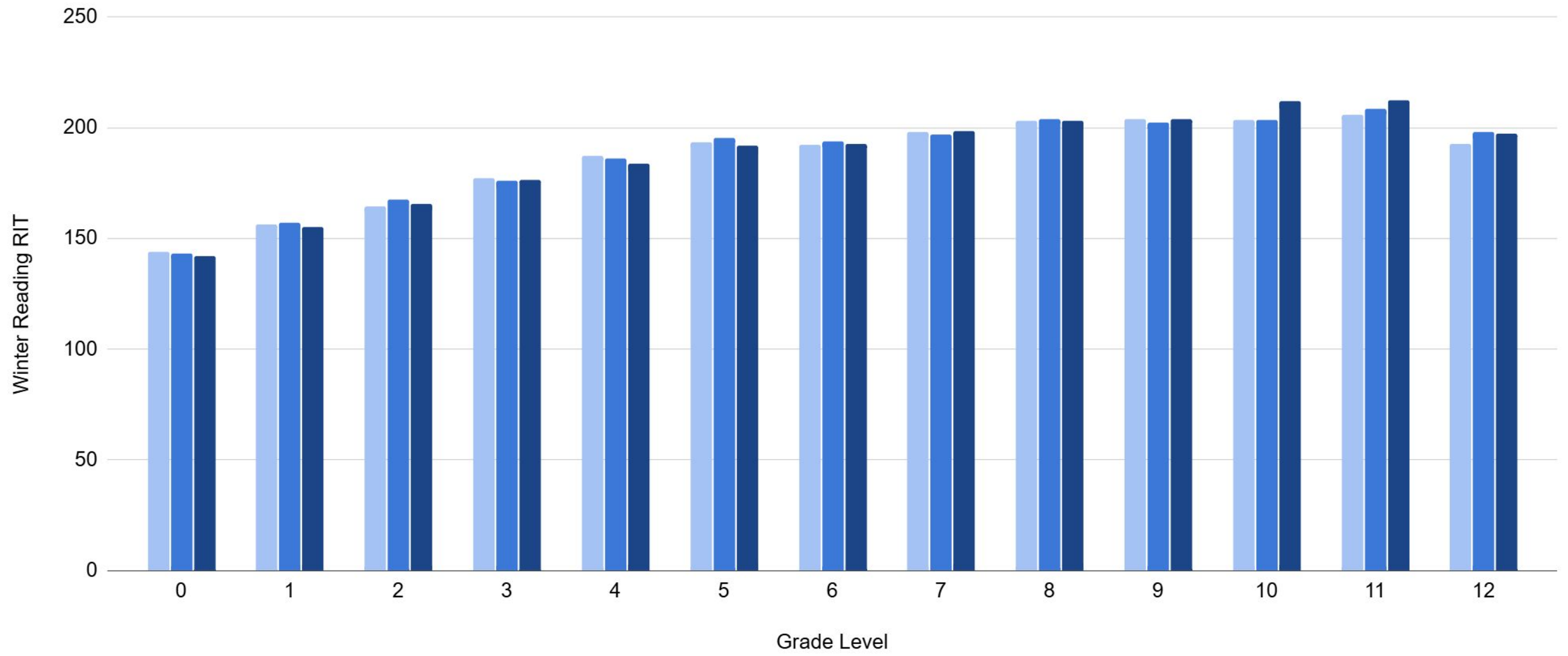
- We need to continue to teach our Tier I district's curriculum with **fidelity** supported by Tiers 2 and 3 Interventions.
- During the remainder of the 2024-2025 school year and in the 2025-2026 school year, we will intentionally place the strongest ELA and Math teachers in our transitional grades (6th grade and 9th grade).
- During the 2024-2025 and 2025-2026 school years, we will be intentional in providing our teachers with high quality job-embedded professional development supported through on-site coaching.

Reading Achievement Assessment By *All Students* in Grades K-12



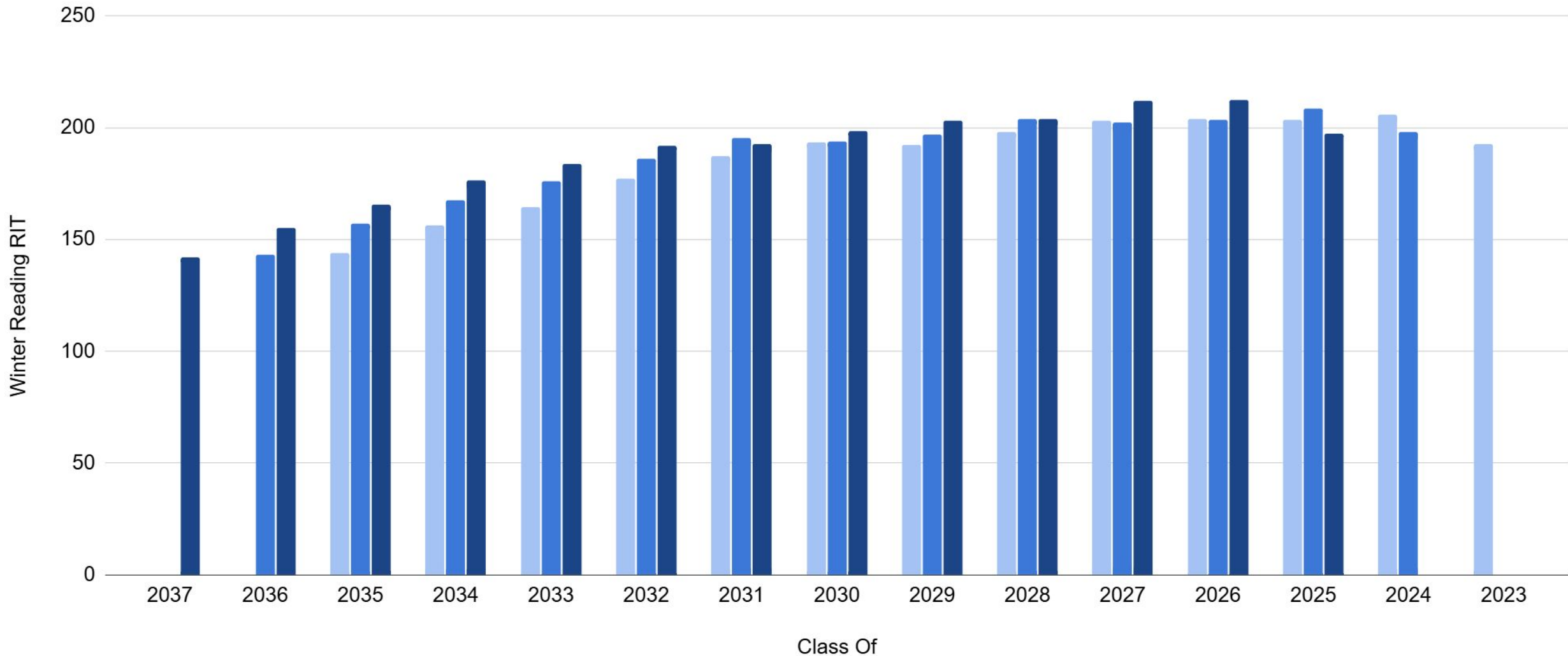
Winter Reading Achievement Assessment

By *All Students* in Grades K-12, Three Most Recent Years

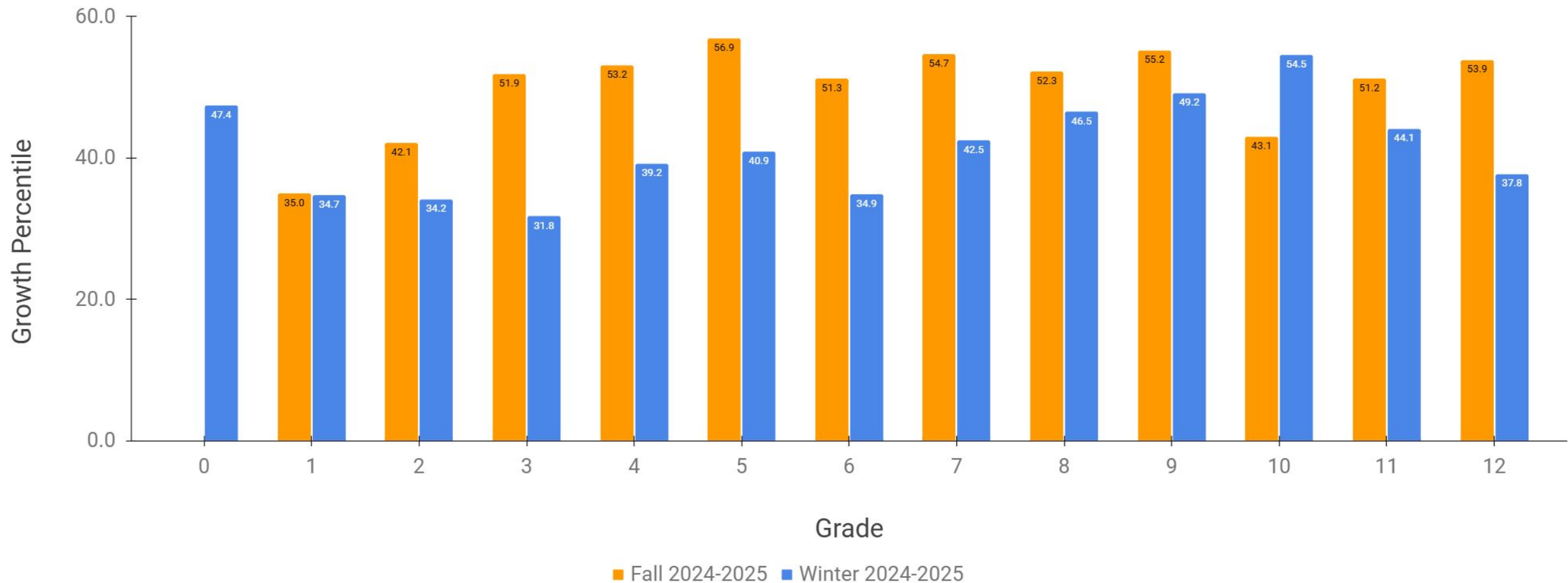


Winter Reading Achievement Assessment

By *All Students* by Cohort, Three Most Recent Years

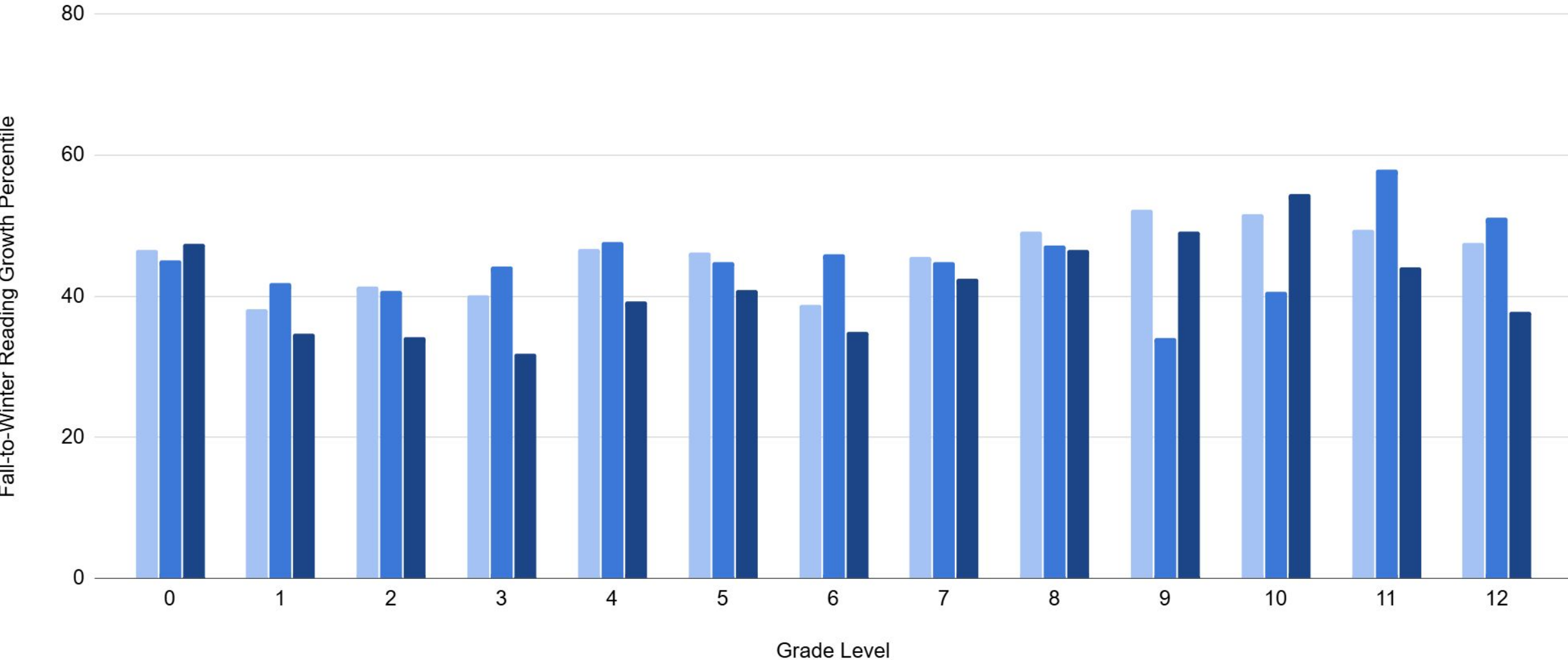


Reading Growth Percentile By *All Students* in Grades K-12



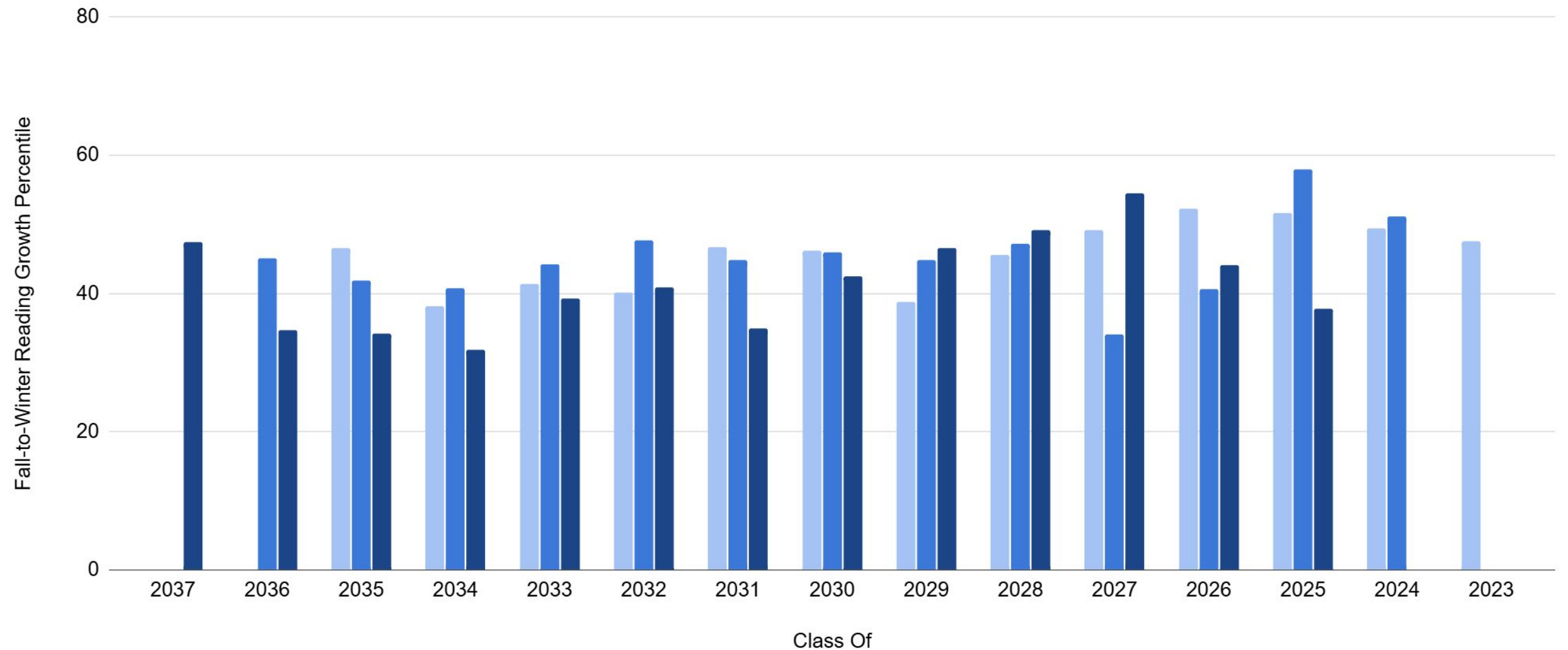
Fall-to-Winter Reading Growth Assessment

By *All Students* in Grades K-12, Three Most Recent Years

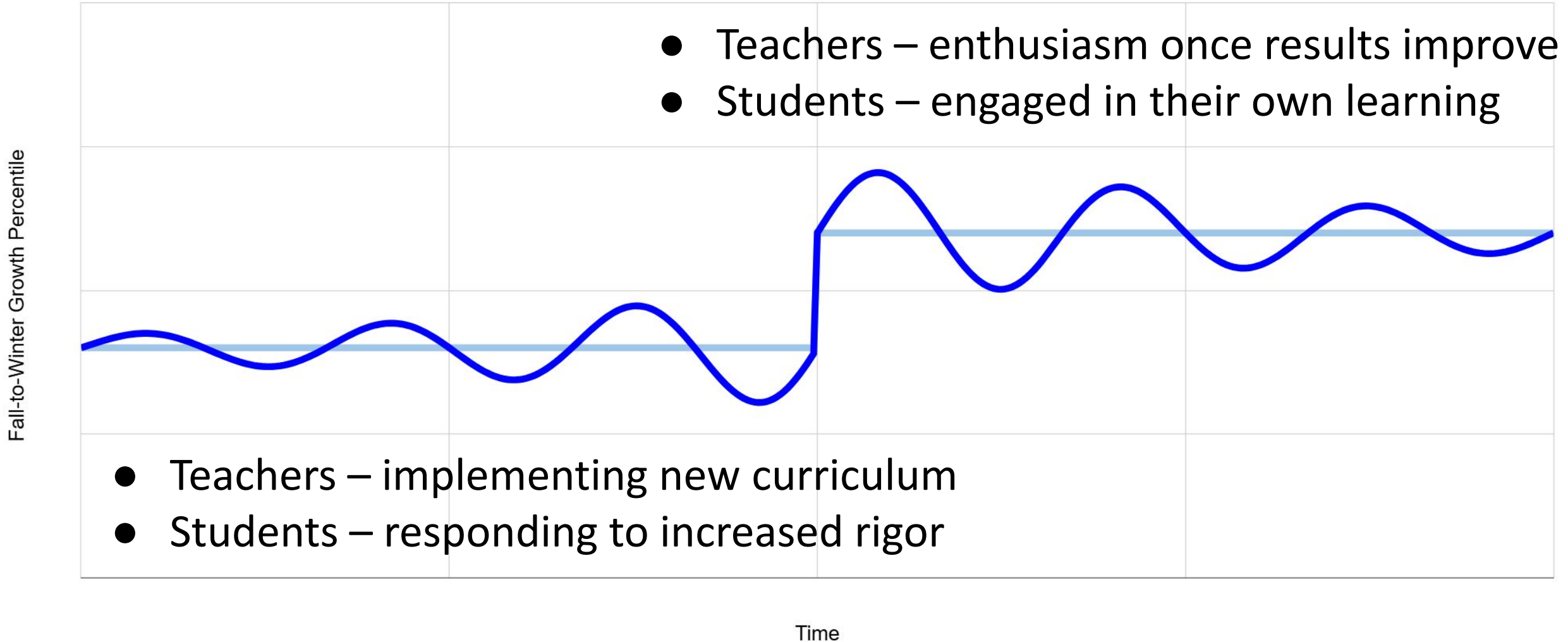


Fall-to-Winter Reading Growth Assessment

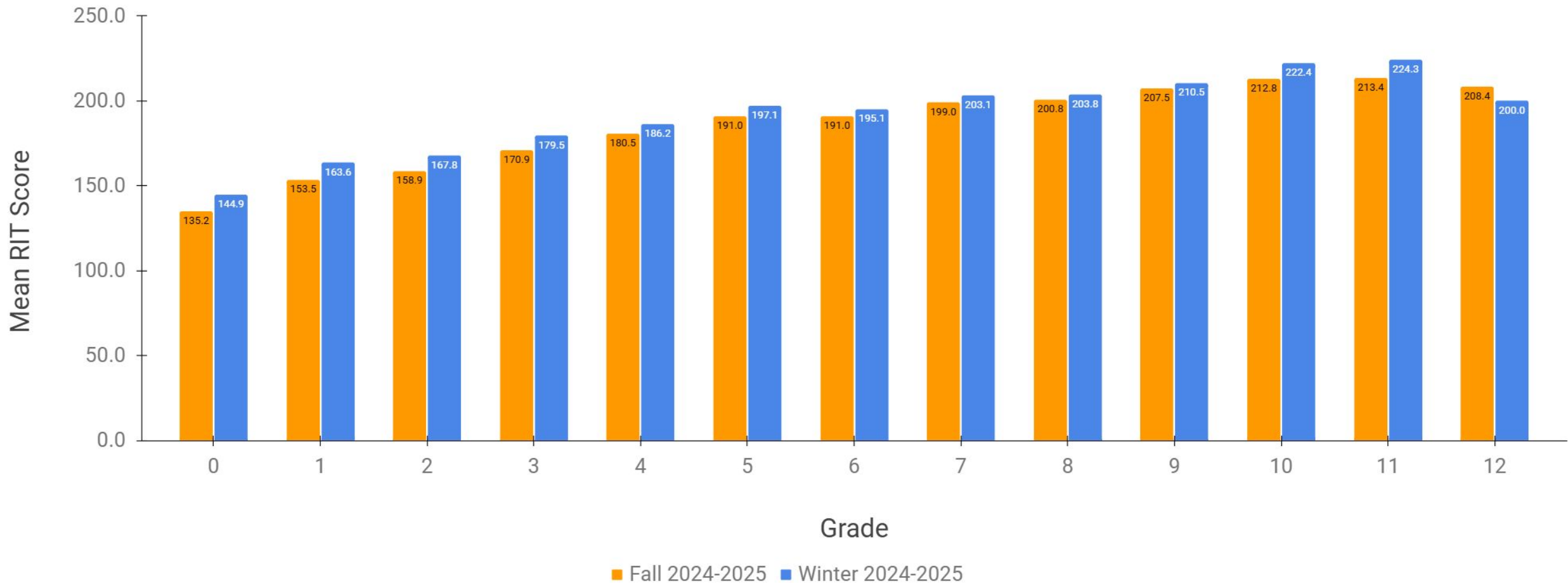
By *All Students* by Cohort, Three Most Recent Years



Fall-to-Winter Reading Growth Amidst Achievement Initiatives

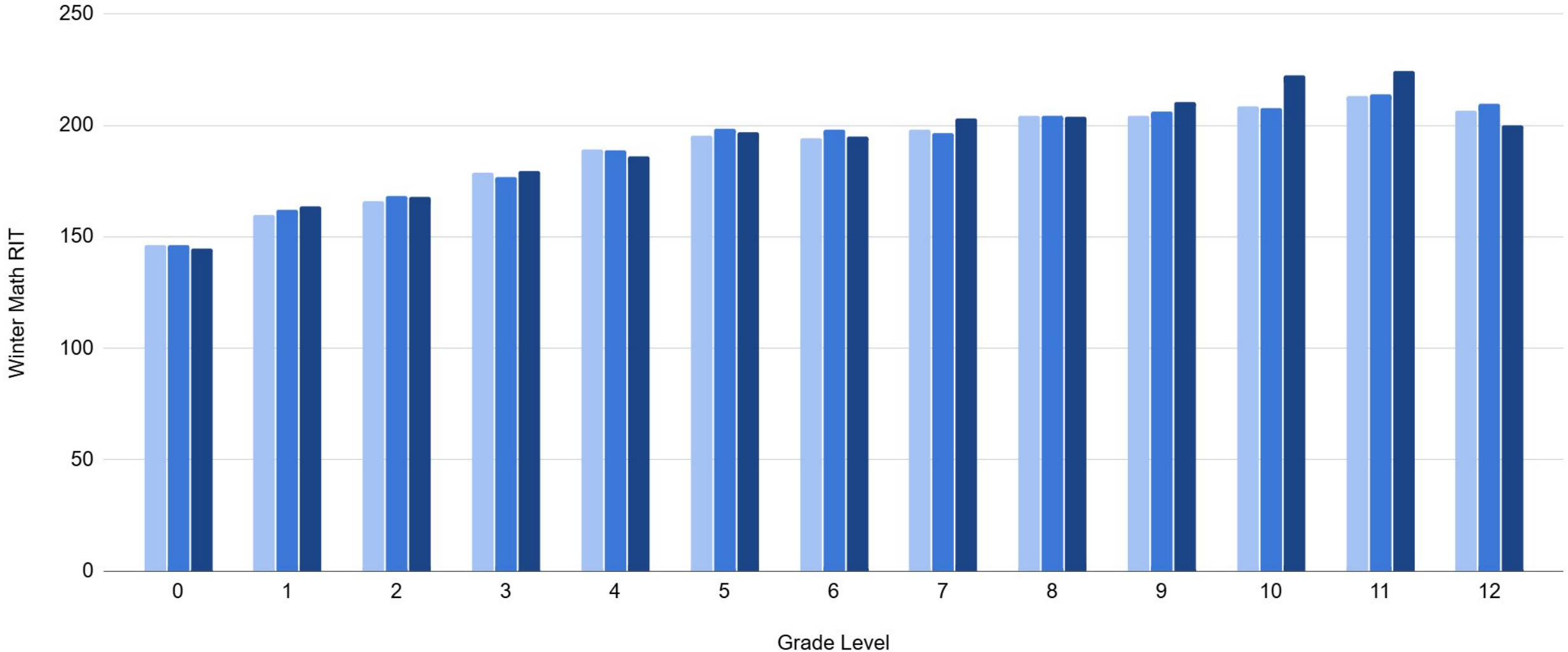


Math Achievement Assessment By *All Students* in Grades K-12



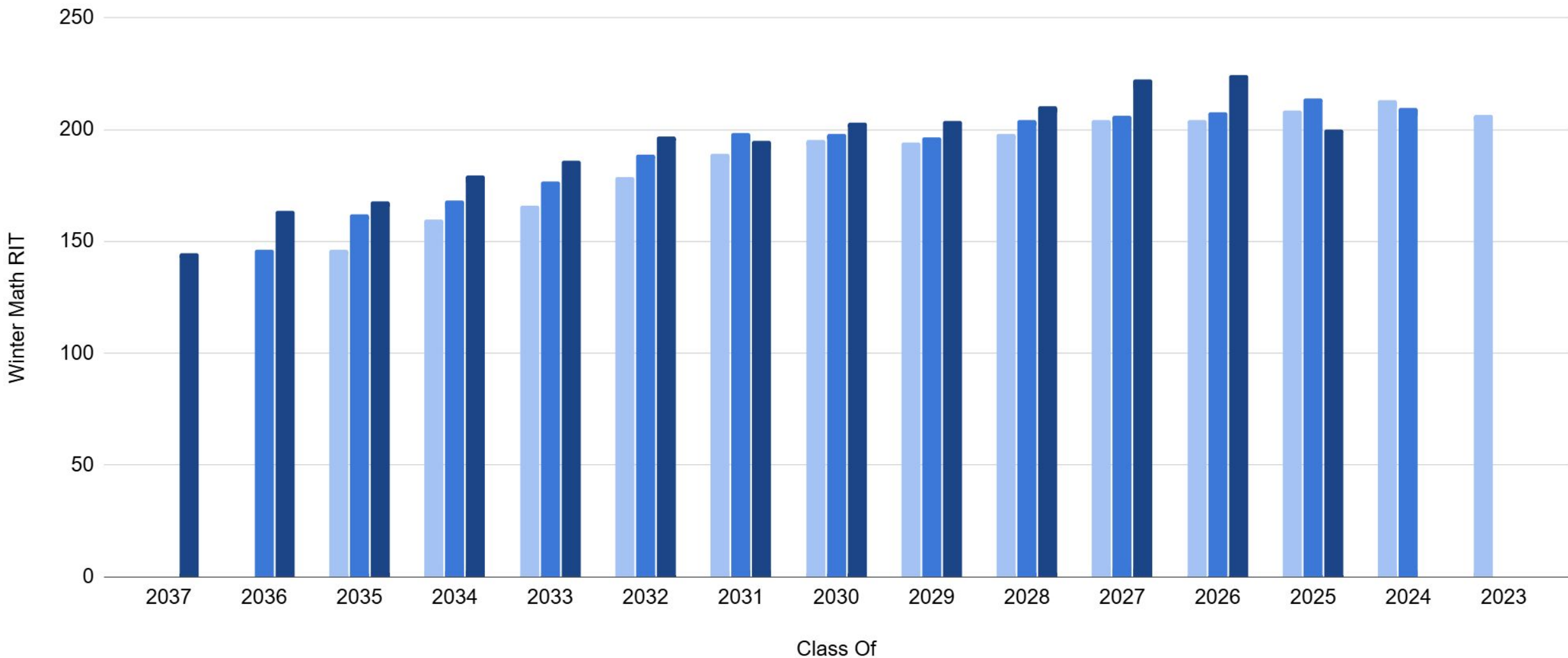
Math Achievement Assessment

By *All Students* in Grades K-12, Three Most Recent Years

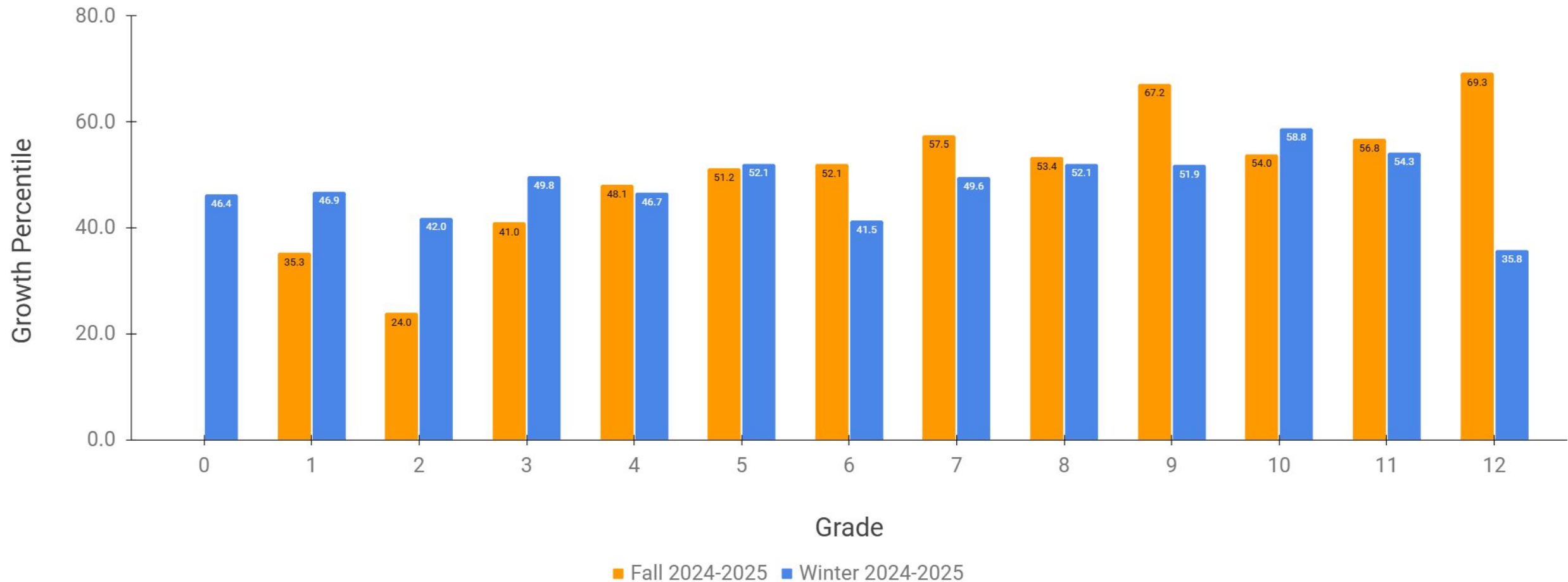


Math Achievement Assessment

By *All Students* by Cohort, Three Most Recent Years

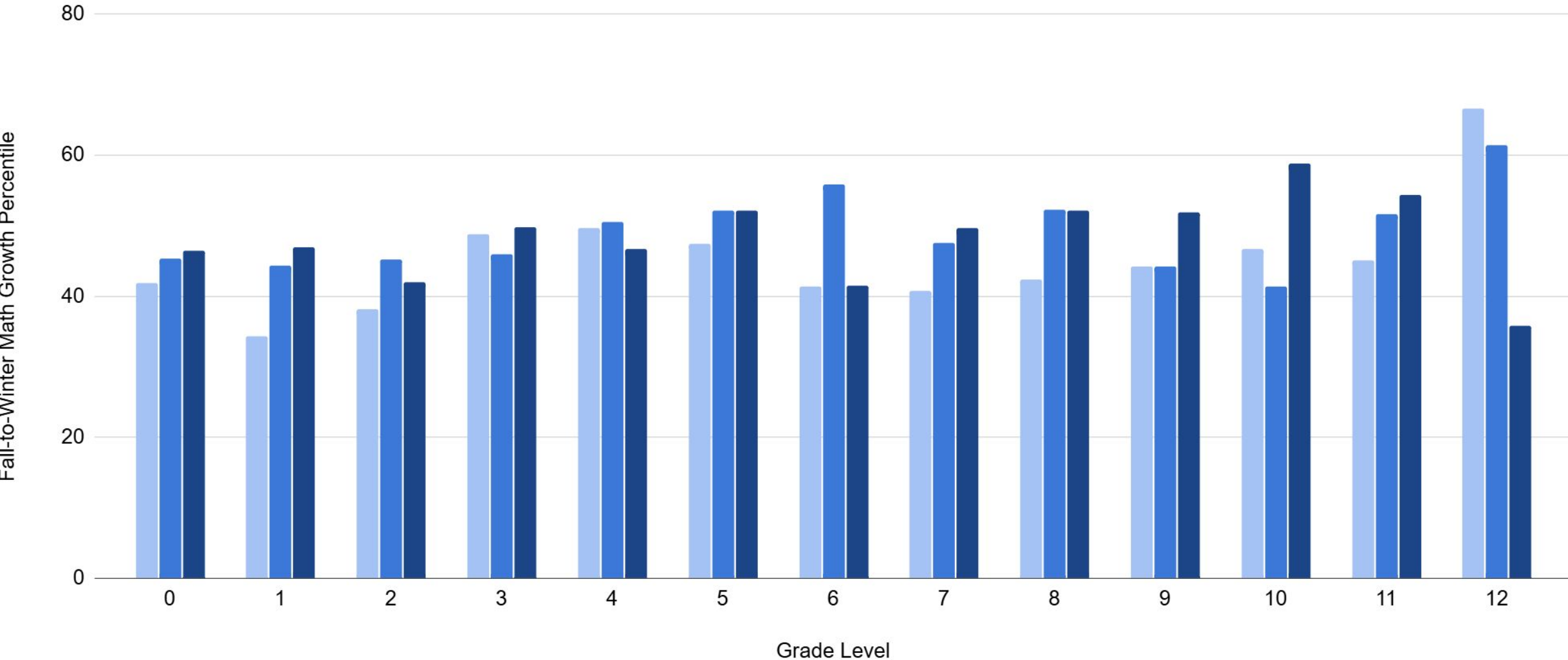


Math Growth Percentile By *All Students* in Grades K-12



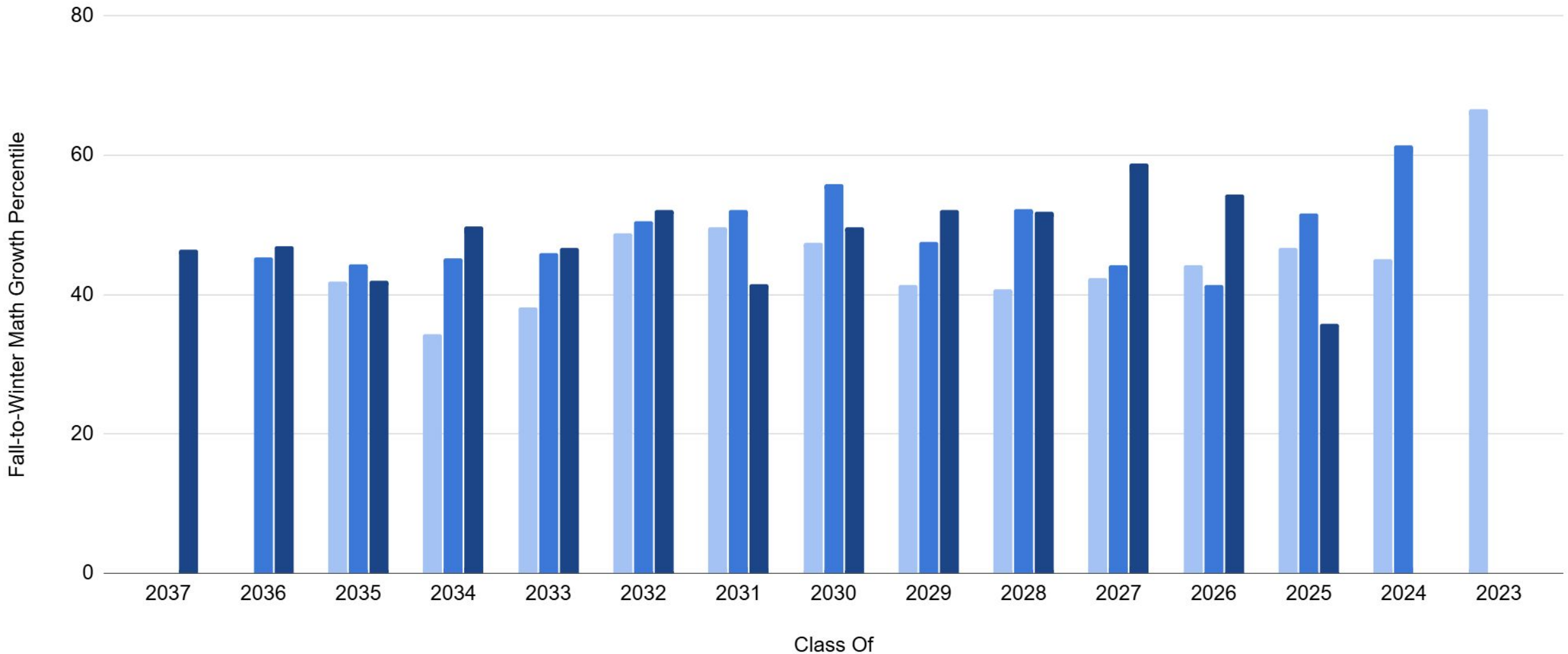
Fall-to-Winter Math Growth Assessment

By *All Students* in Grades K-12, Three Most Recent Years

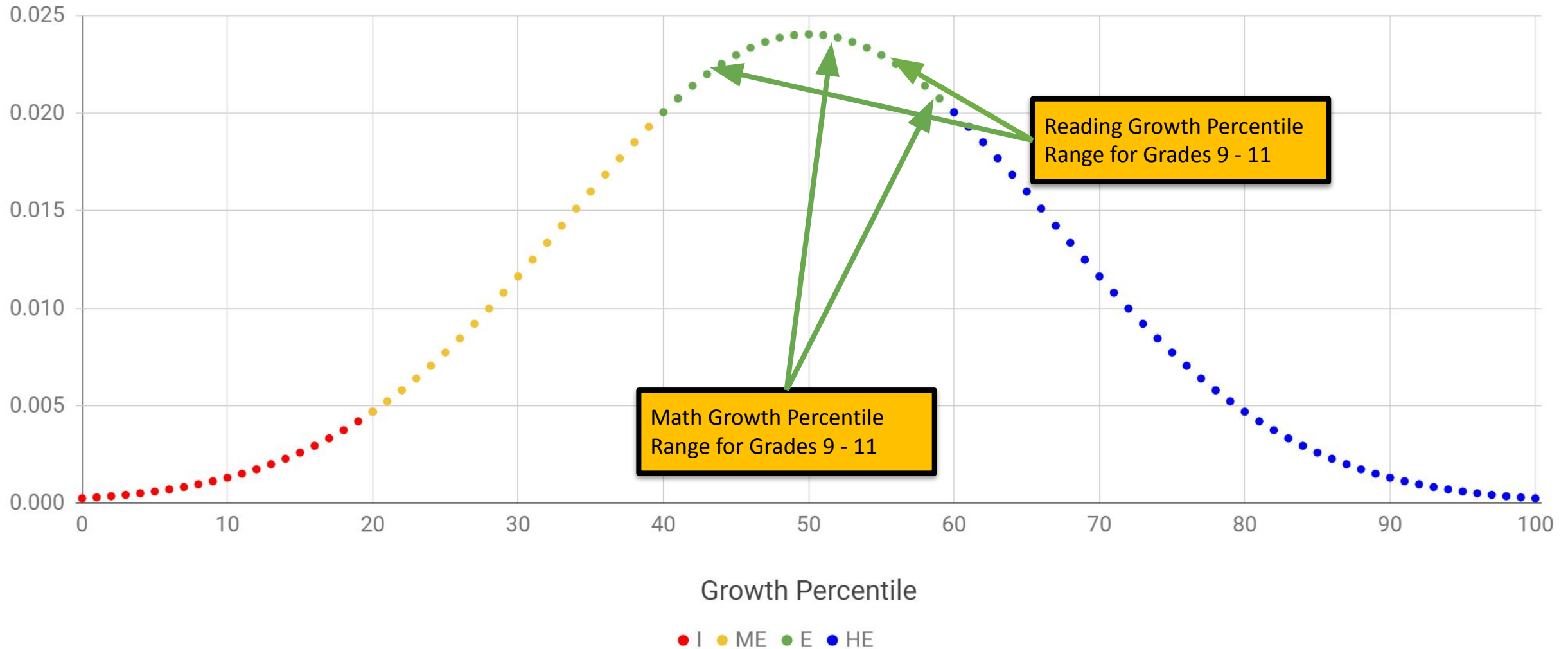


Fall-to-Winter Math Growth Assessment

By *All Students* by Cohort, Three Most Recent Years

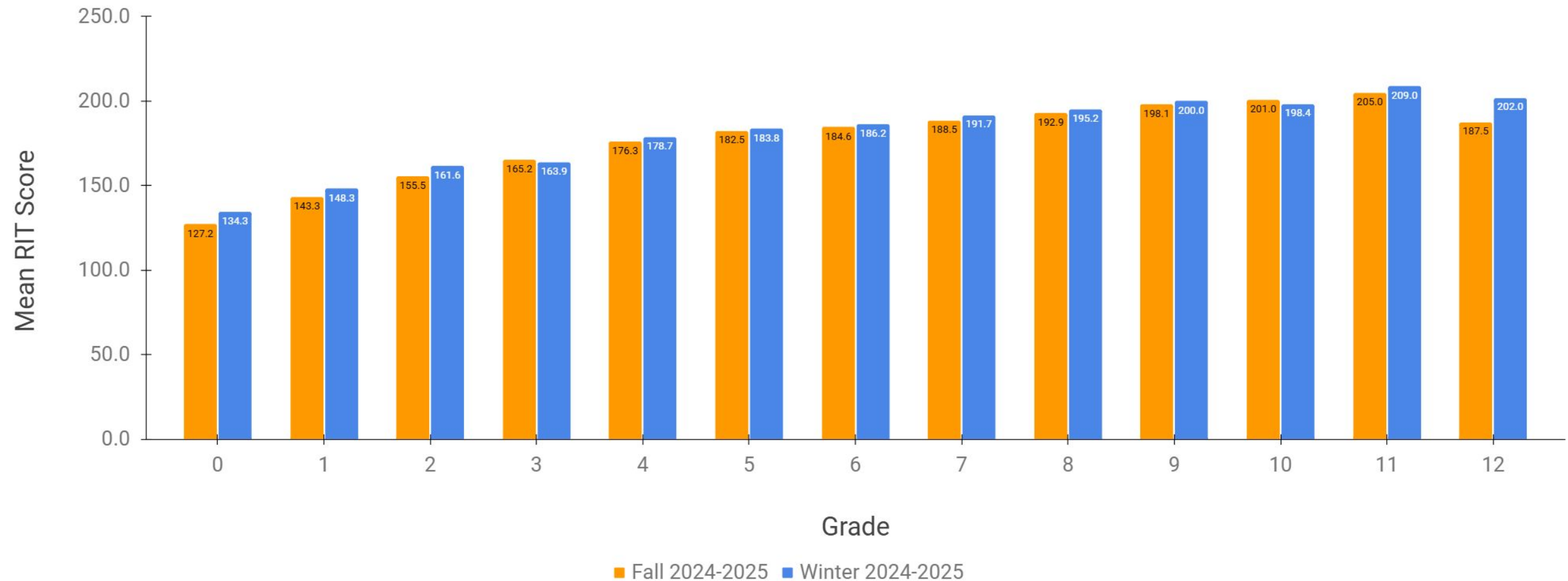


Reading and Math Growth Percentile By *All Students* in Grades 9-11



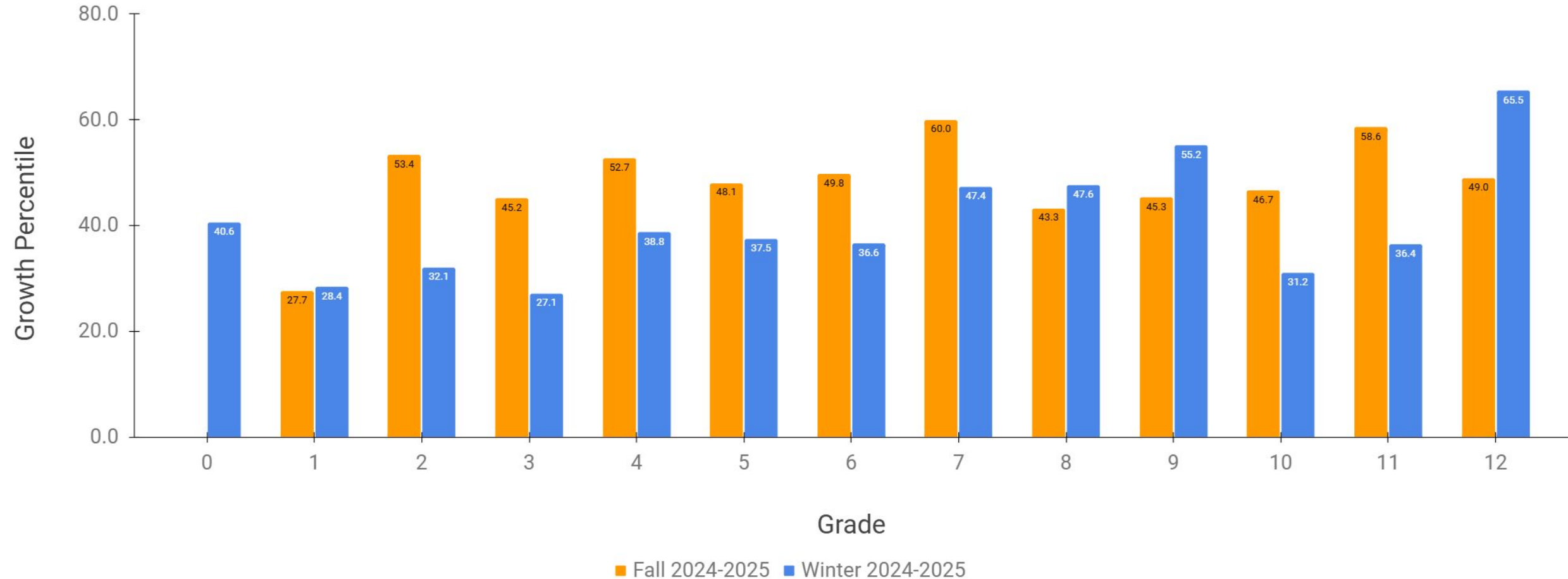
Reading Achievement Assessment

By *Program – Special Education* in Grades K-12



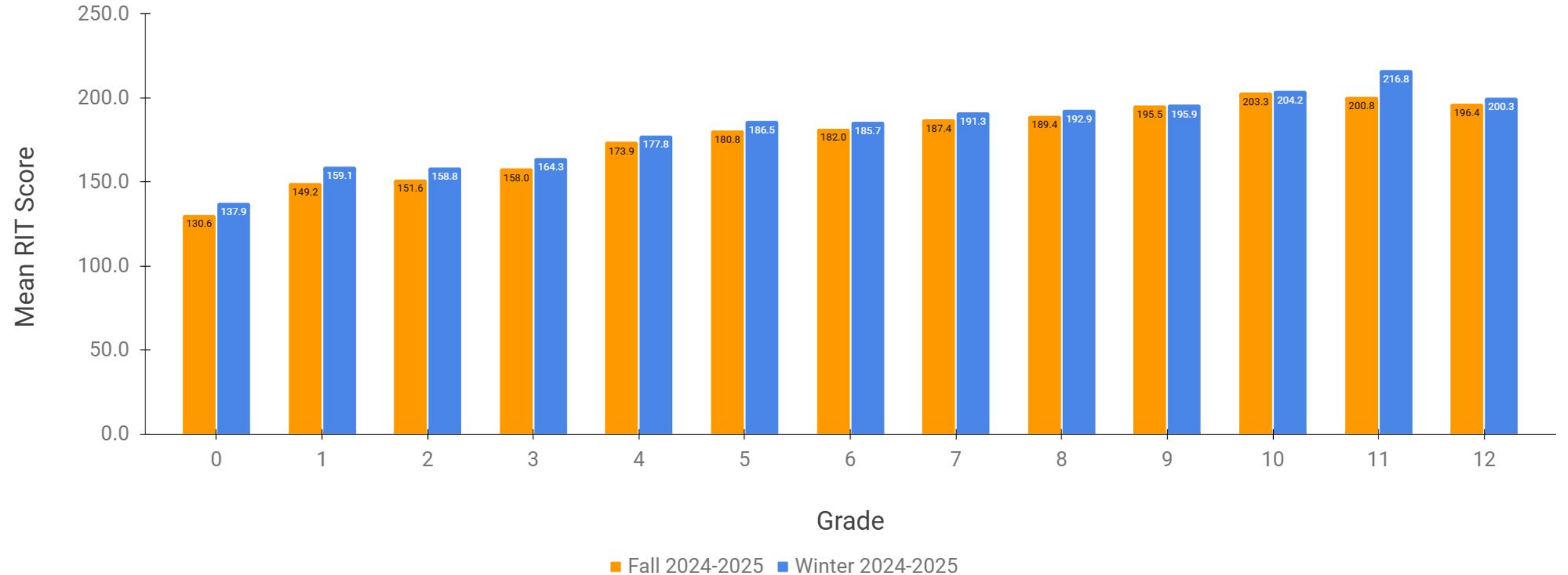
Reading Growth Percentile

By *Program – Special Education* in Grades K-11



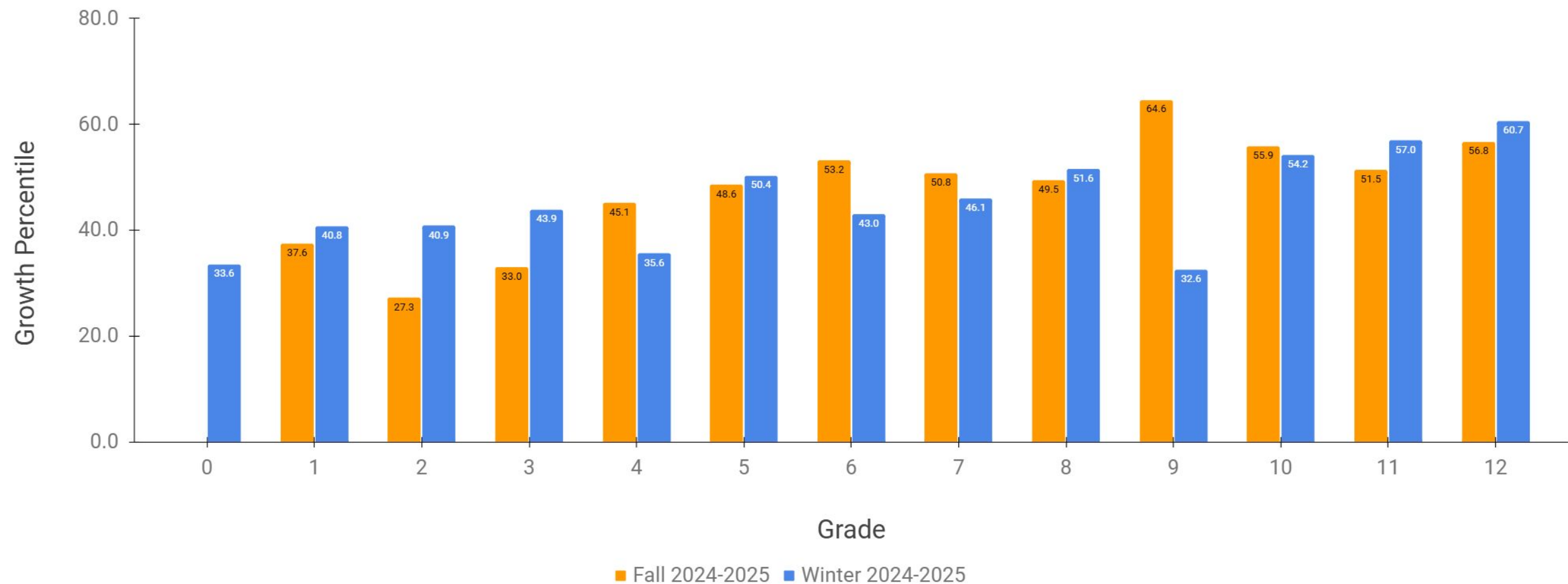
Math Achievement Assessment

By *Program – Special Education* in Grades K-12

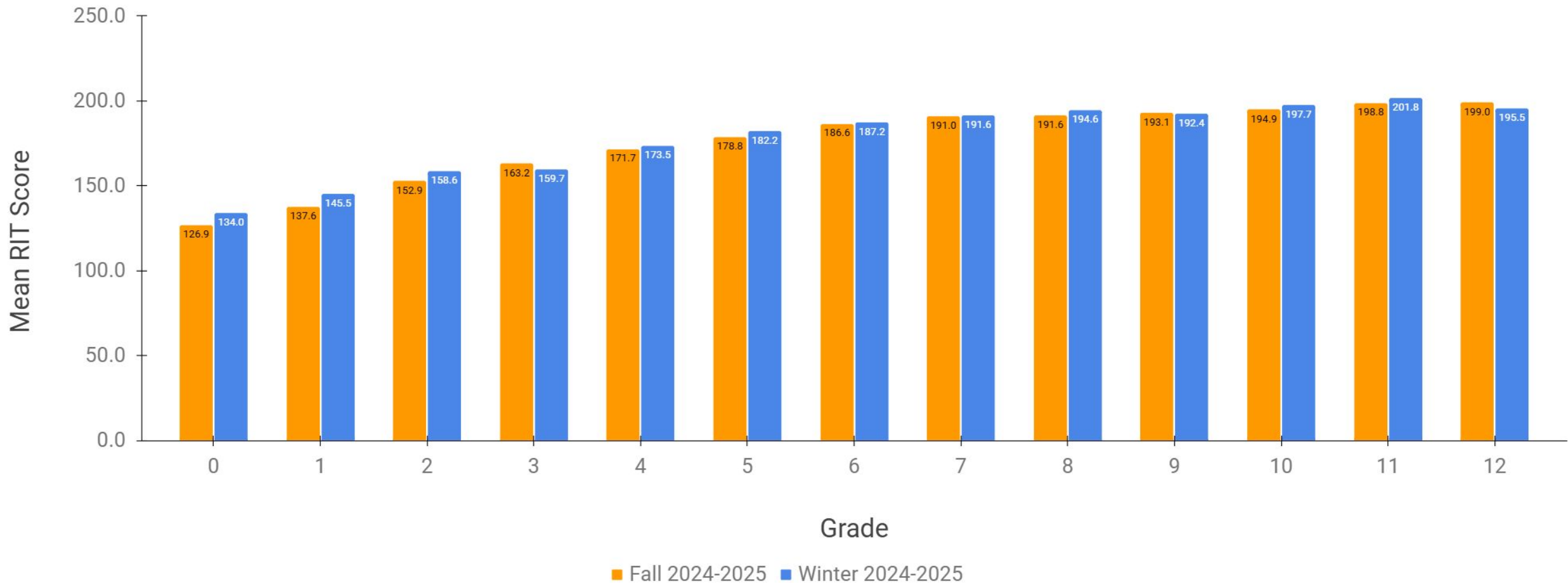


Math Growth Percentile

By *Program – Special Education* in Grades K-12

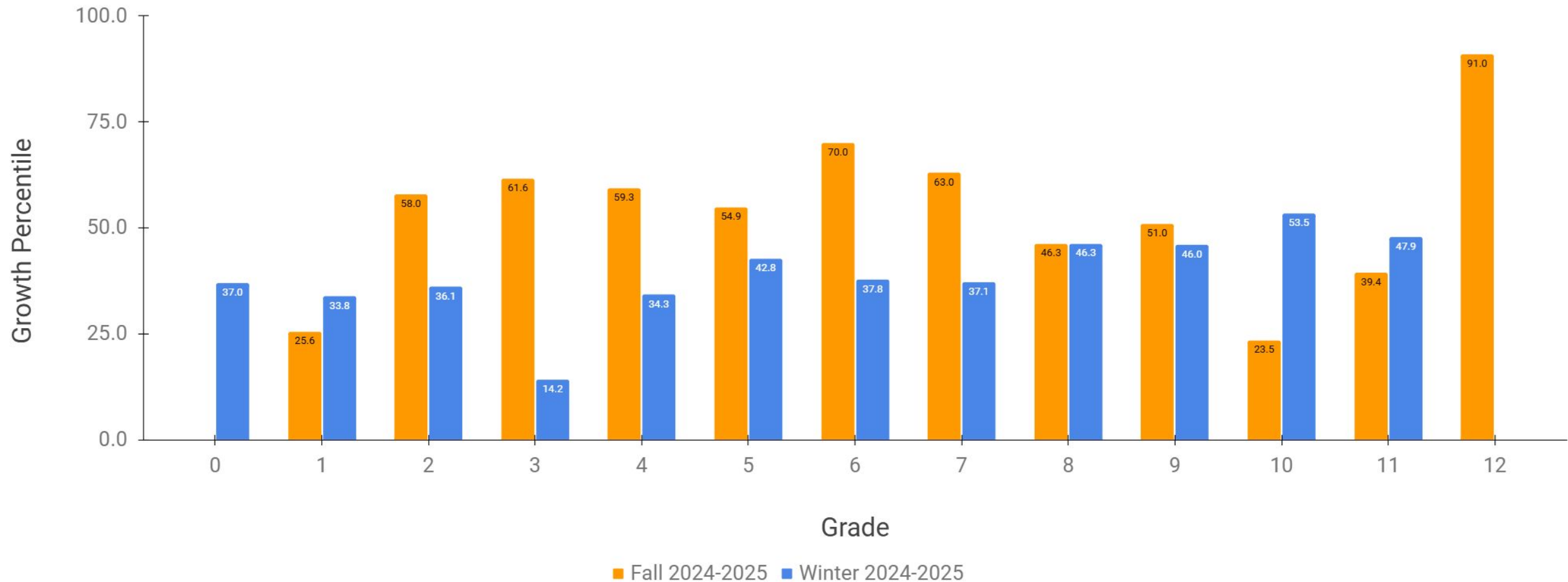


Reading Achievement Assessment By *Program* – *English Learners* in Grades K-12



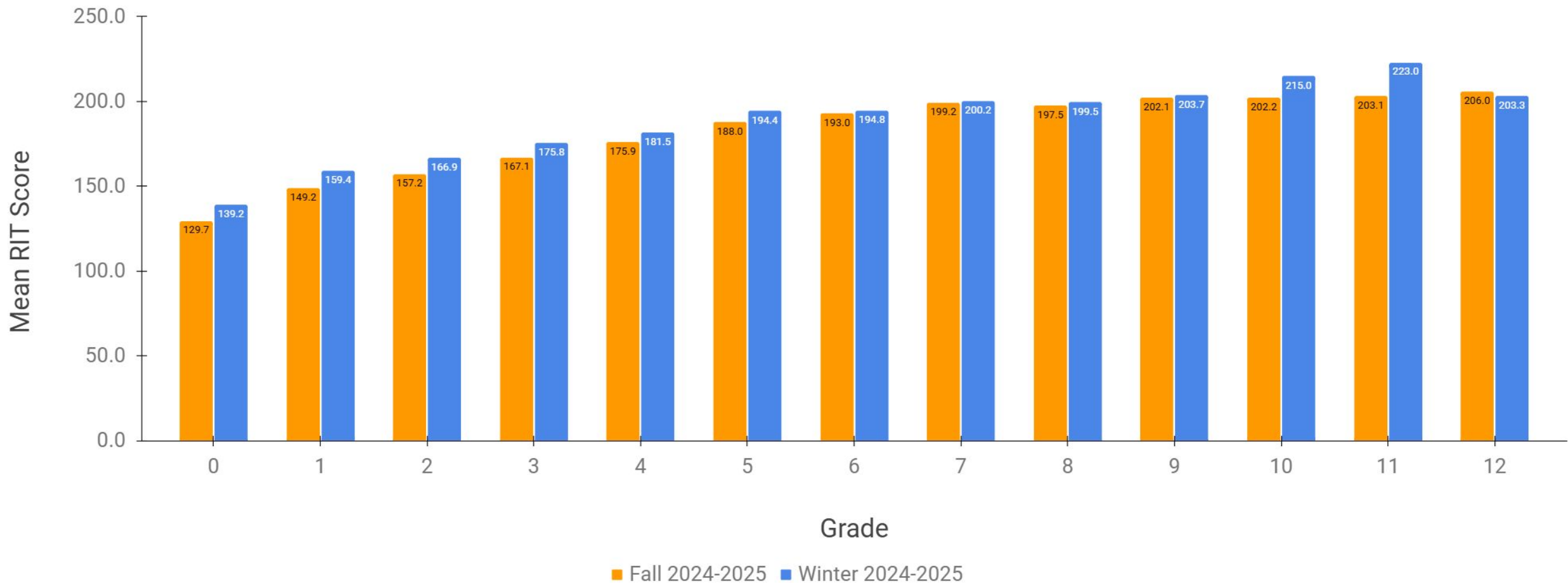
Reading Growth Percentile

By *Program* – *English Learners* in Grades K-12



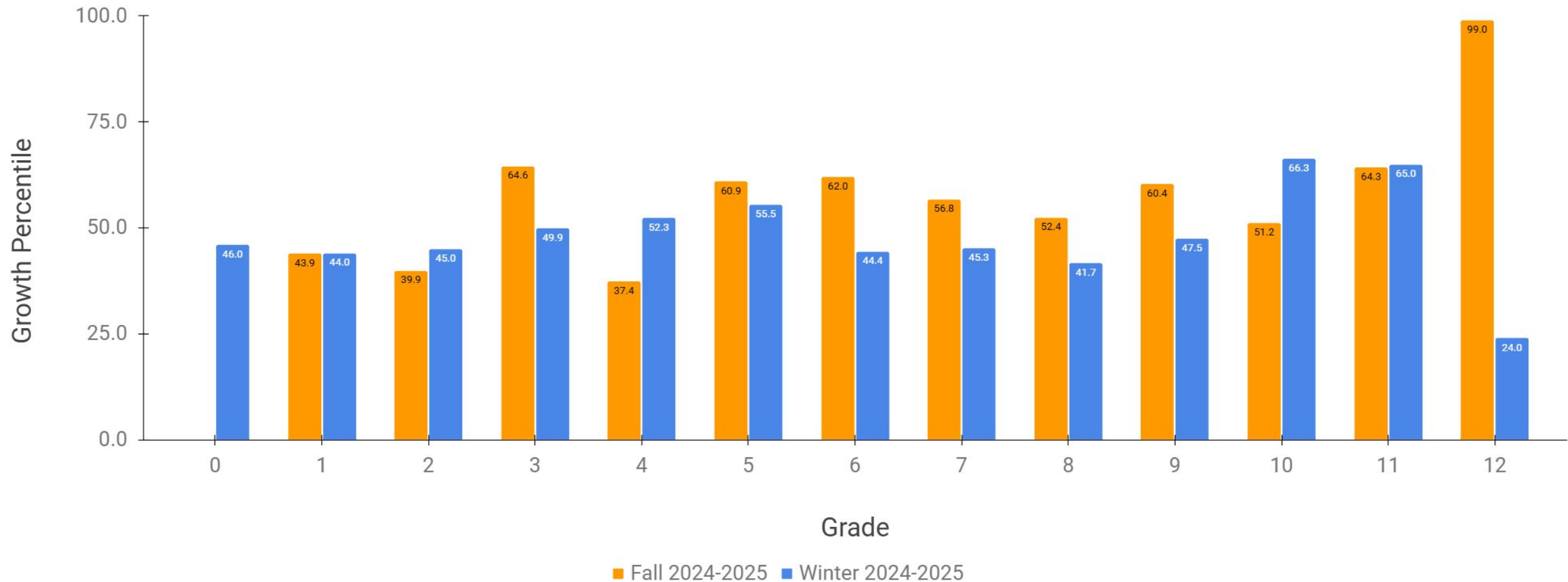
Math Achievement Assessment

By *Program – English Learners* in Grades K-12



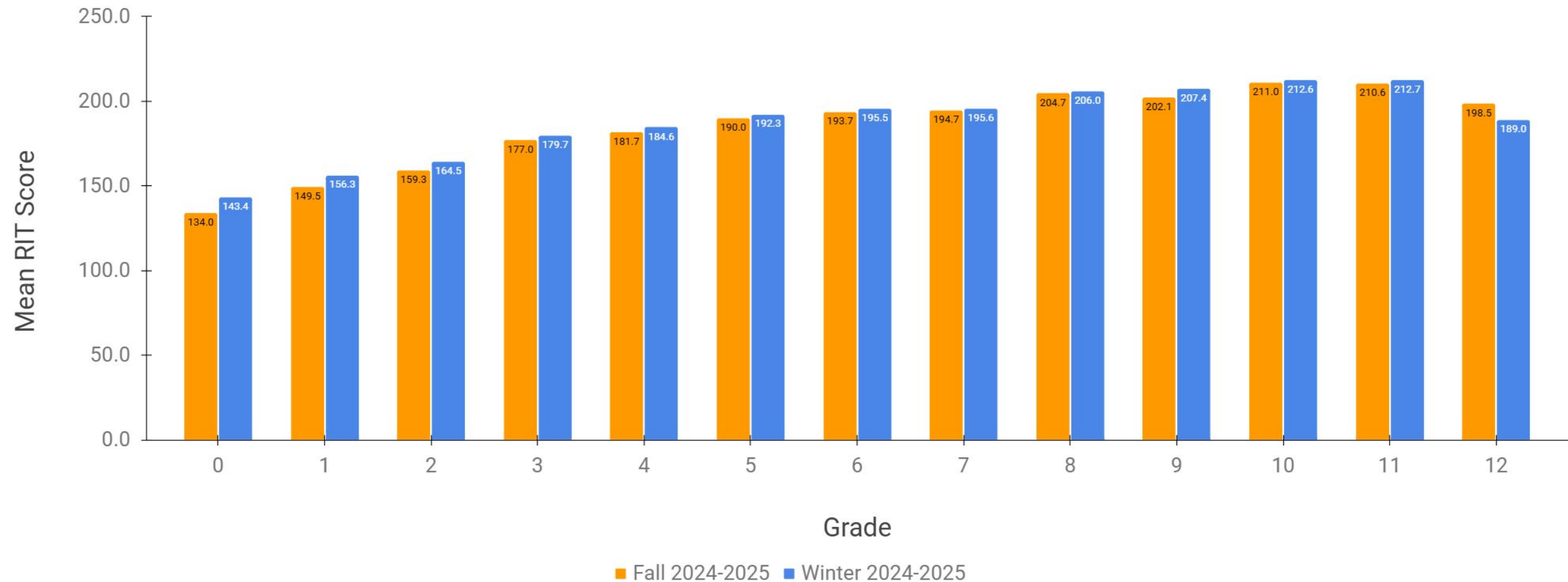
Math Growth Percentile

By *Program* – *English Learners* in Grades K-12



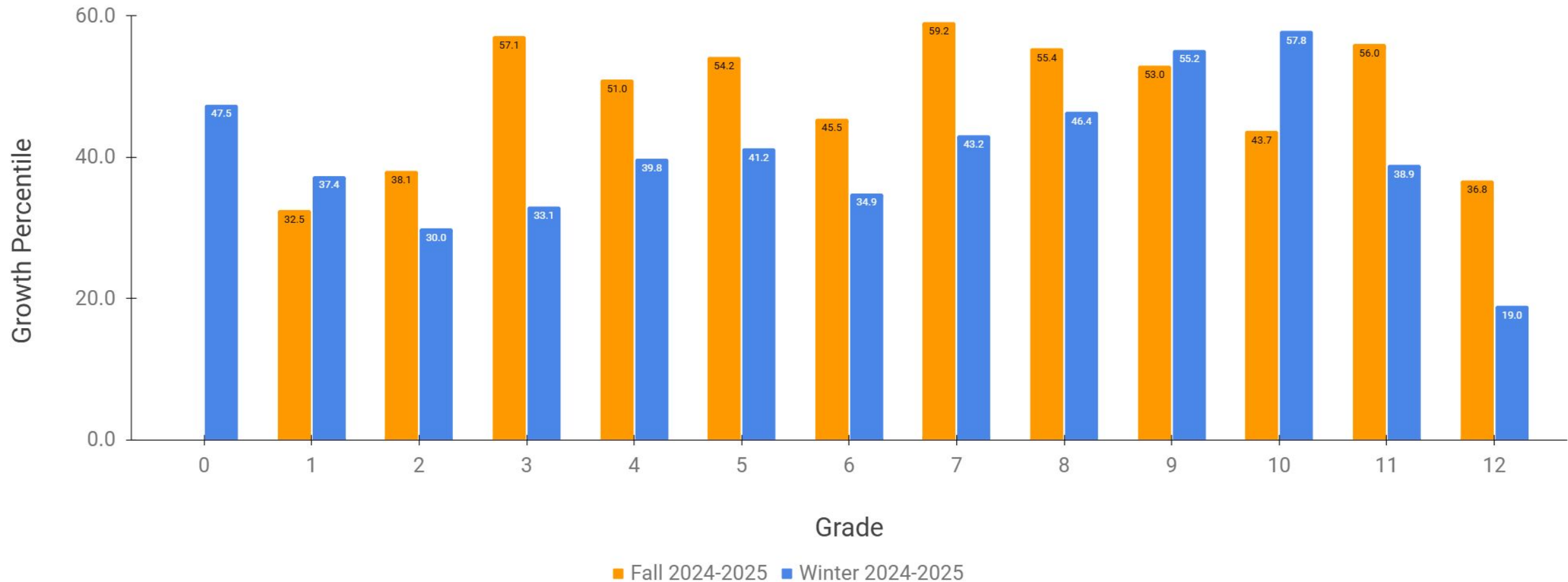
Reading Achievement Assessment

By *Demographic – Female Students* in Grades K-12



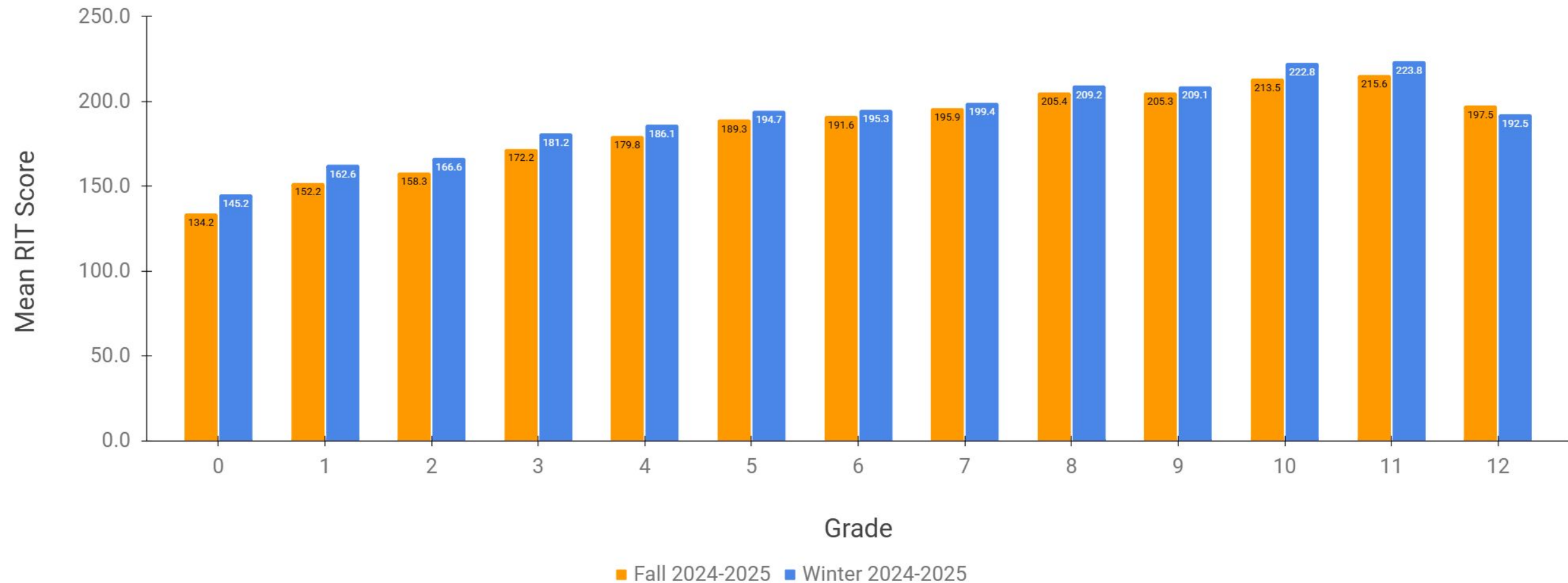
Reading Growth Percentile

By *Demographic – Female Students* in Grades K-12



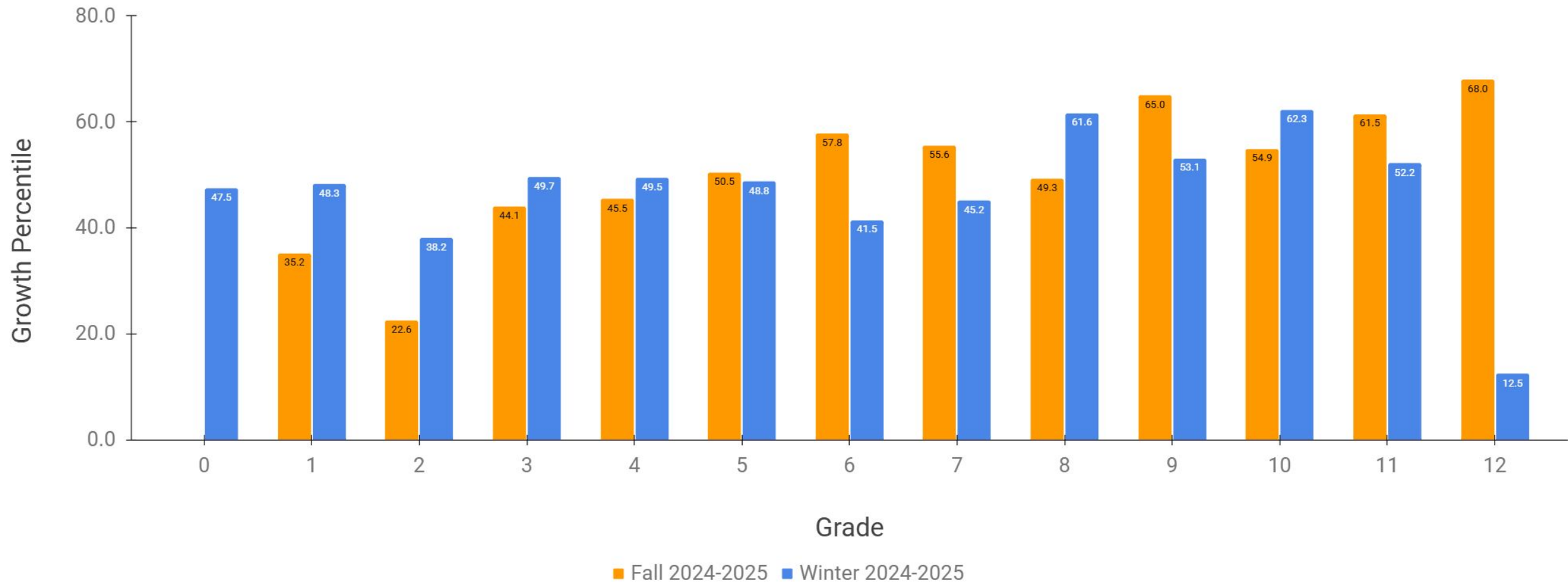
Math Achievement Assessment

By *Demographic – Female Students* in Grades K-12



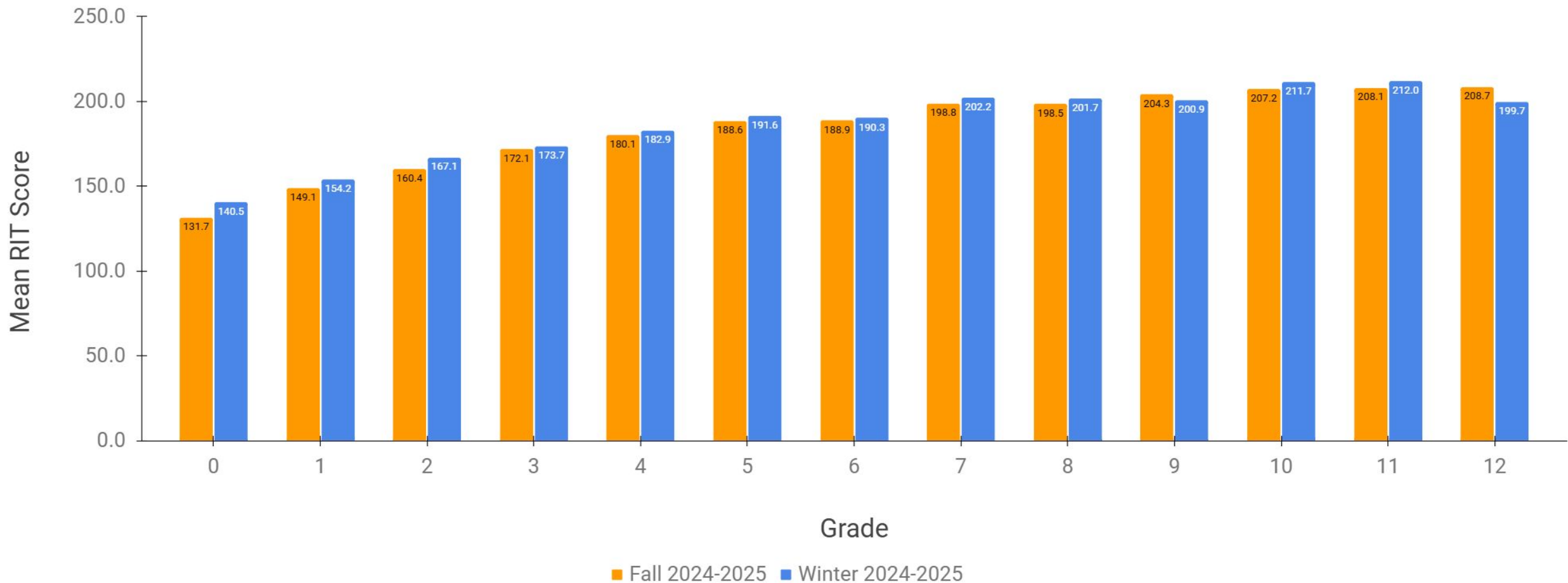
Math Growth Percentile

By *Demographic – Female Students* in Grades K-12



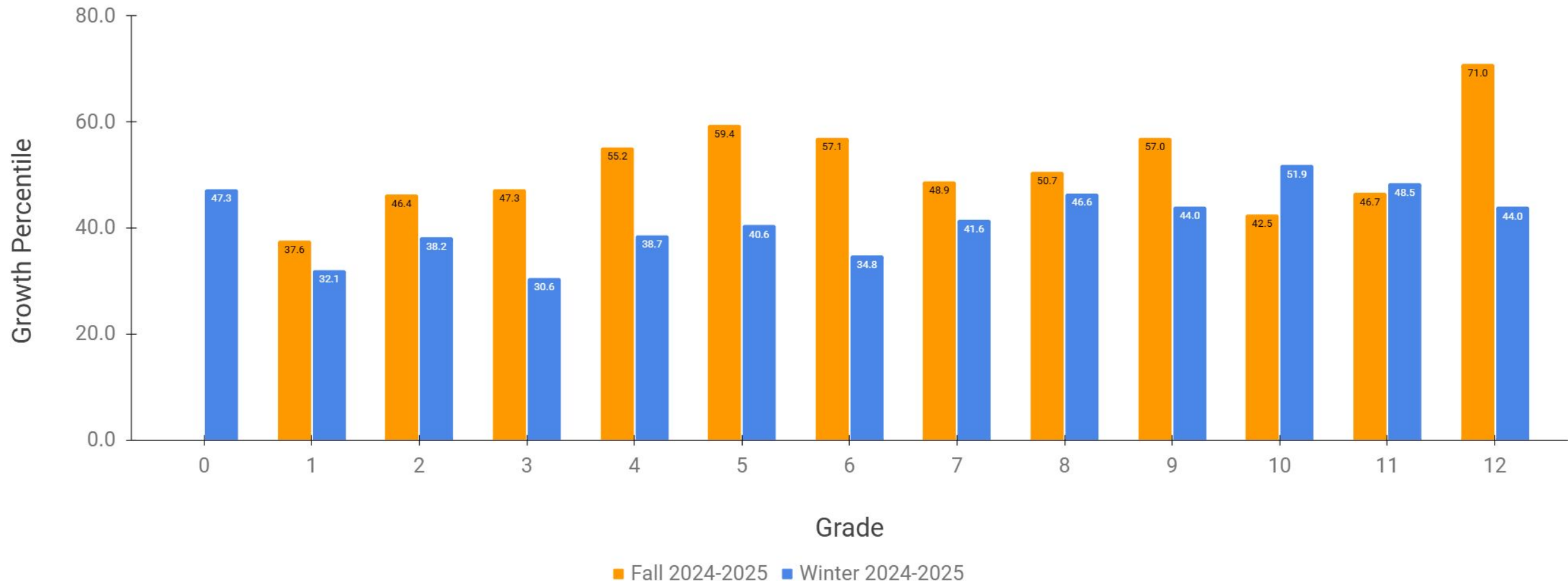
Reading Achievement Assessment

By *Demographic – Male Students* in Grades K-12



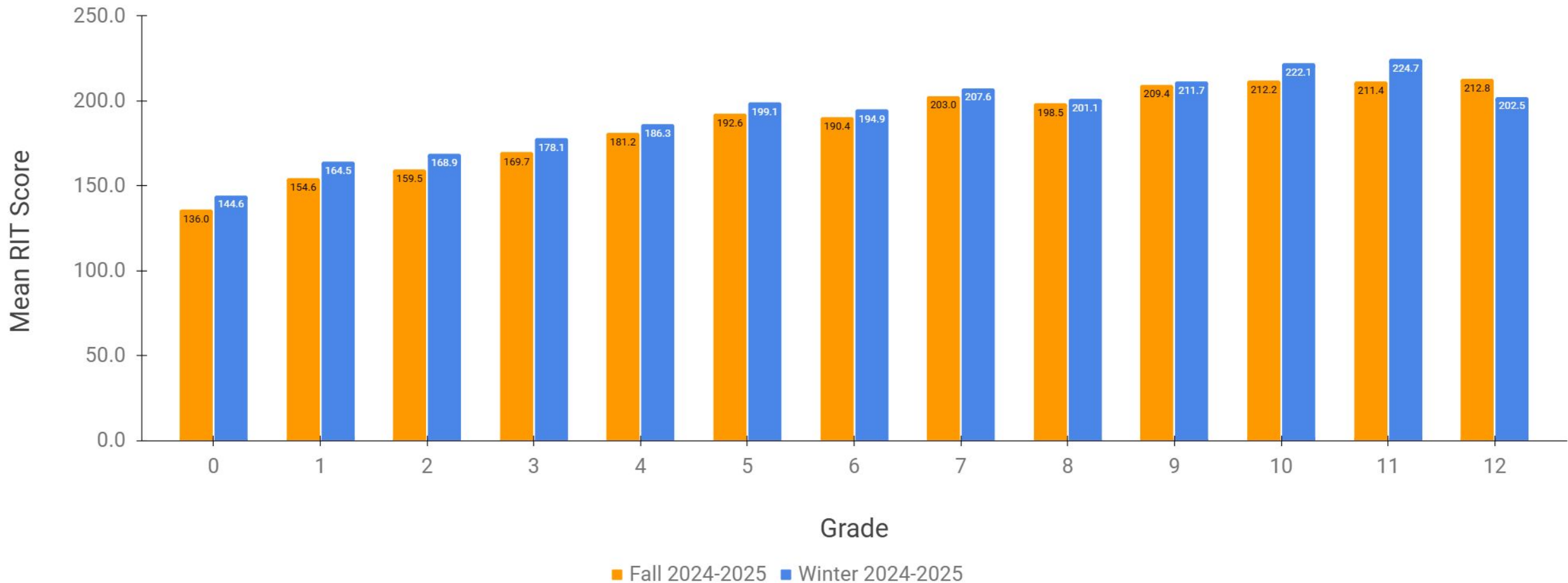
Reading Growth Percentile

By *Demographic – Male Students* in Grades K-12



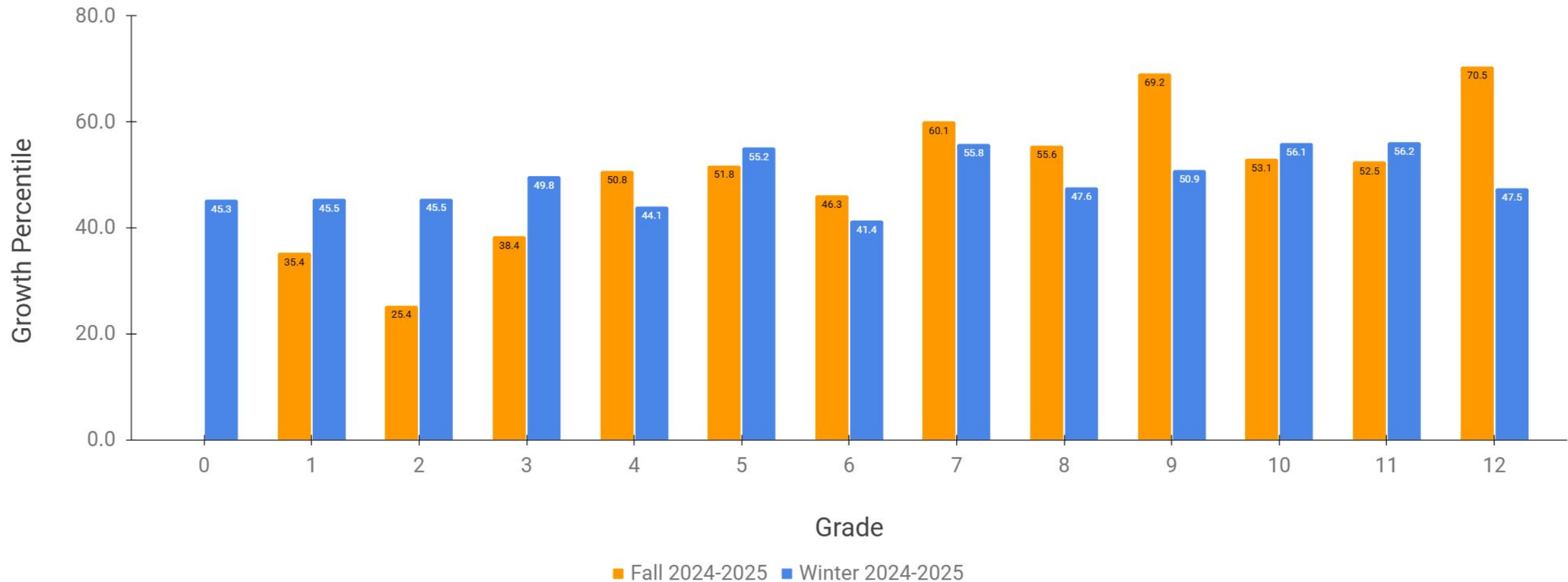
Math Achievement Assessment

By *Demographic – Male Students* in Grades K-12



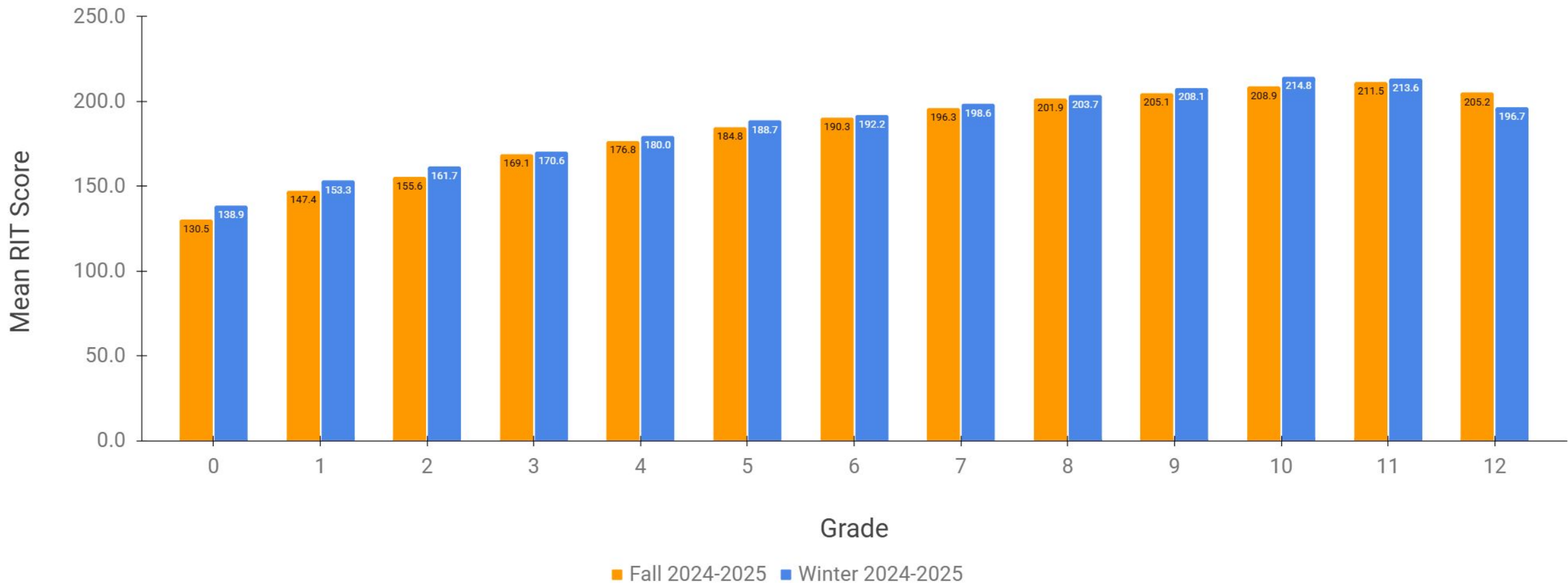
Math Growth Percentile

By *Demographic – Male Students* in Grades K-12



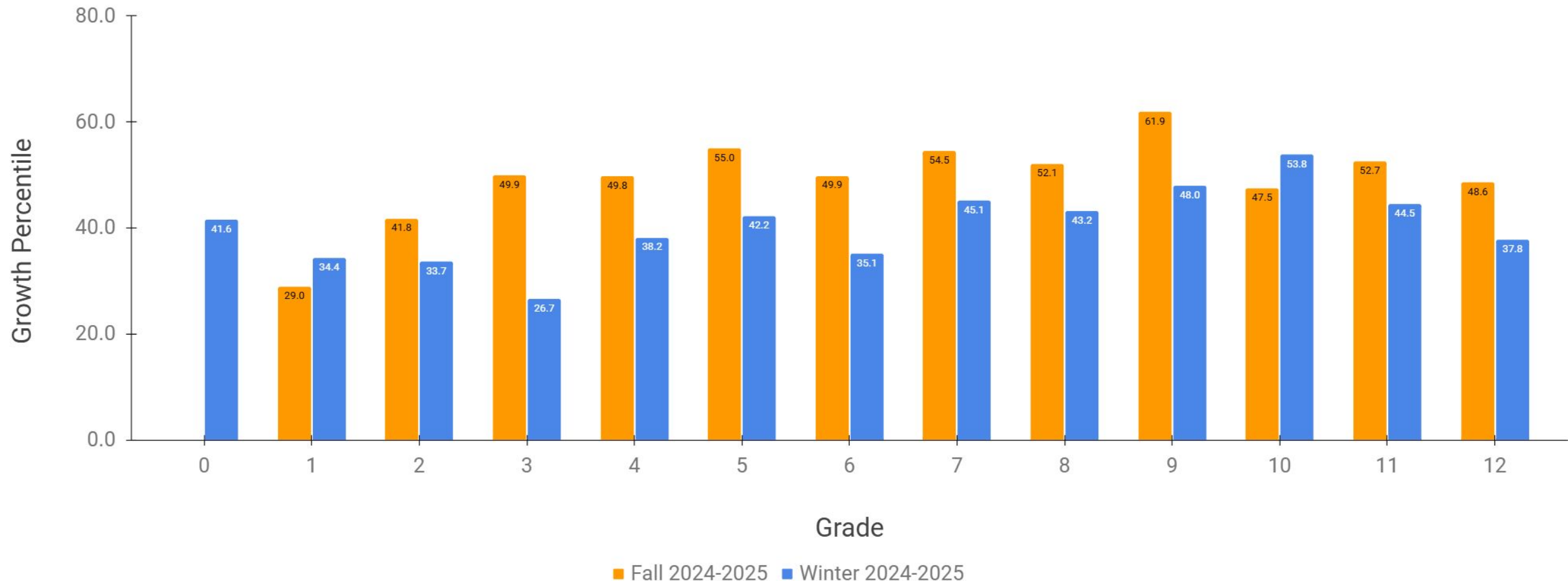
Reading Achievement Assessment

By *Demographic – Black Students* in Grades K-12



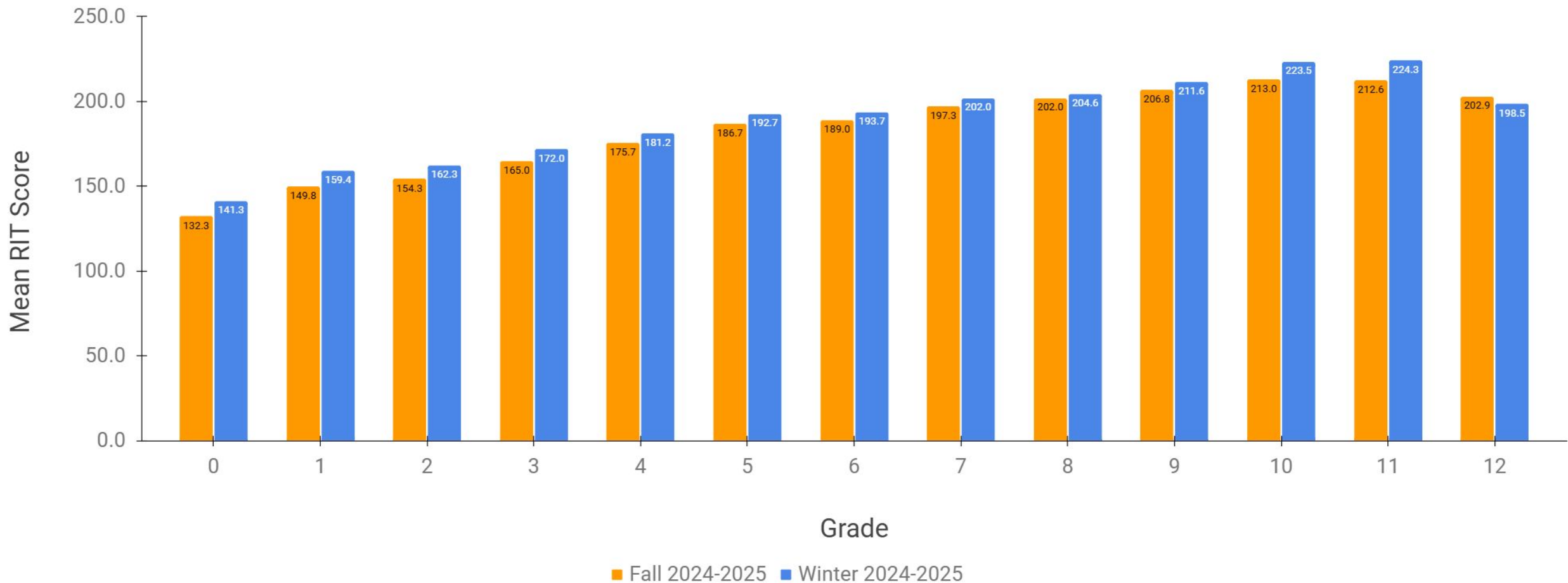
Reading Growth Percentile

By *Demographic – Black Students* in Grades K-12



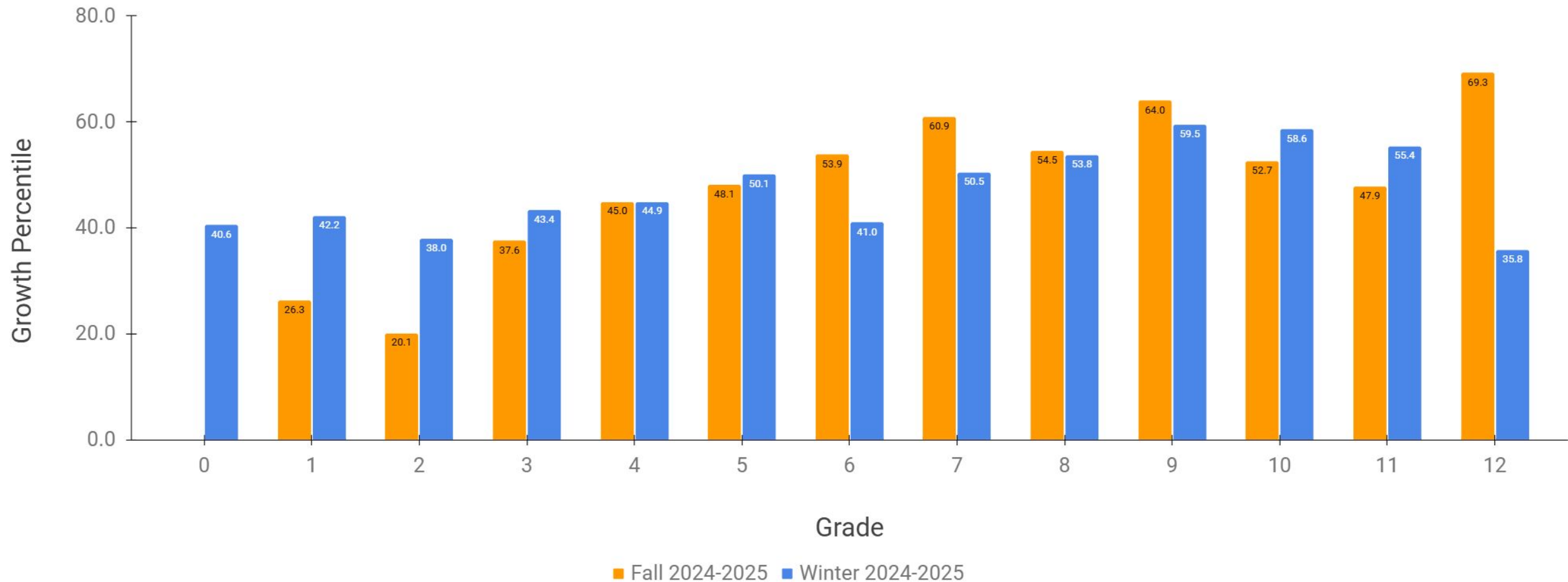
Math Achievement Assessment

By *Demographic – Black Students* in Grades K-12



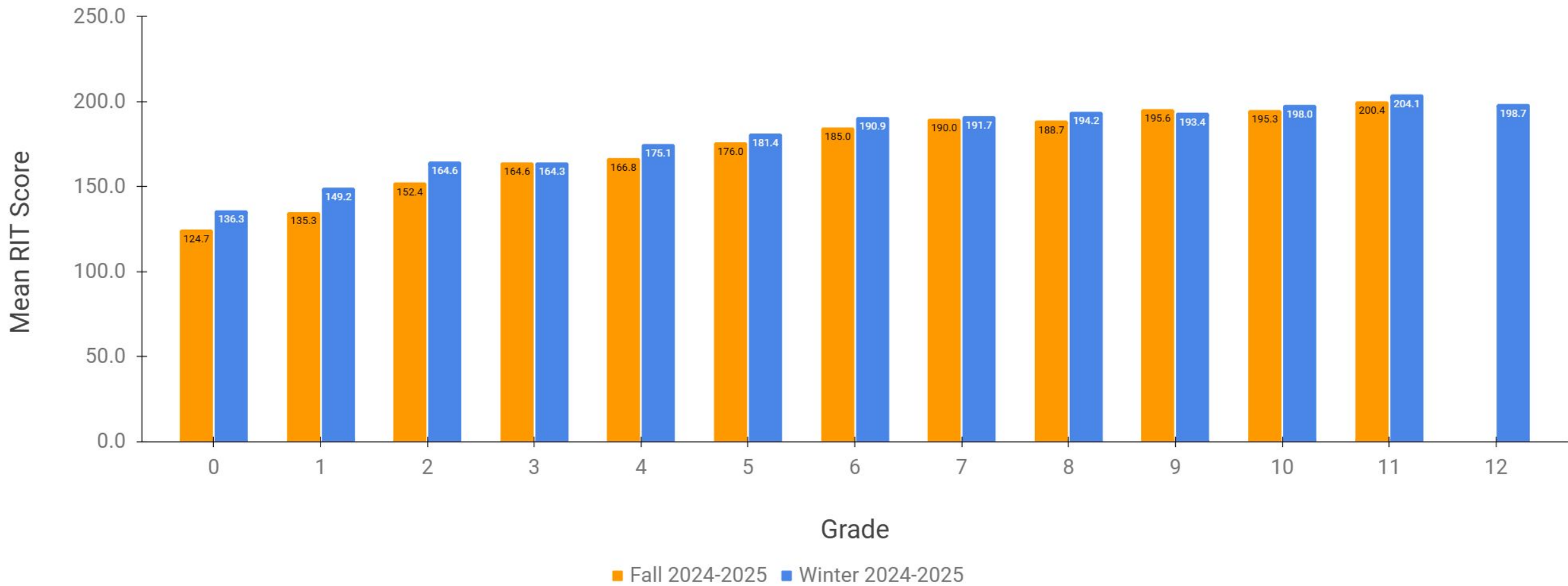
Math Growth Percentile

By *Demographic – Black Students* in Grades K-12



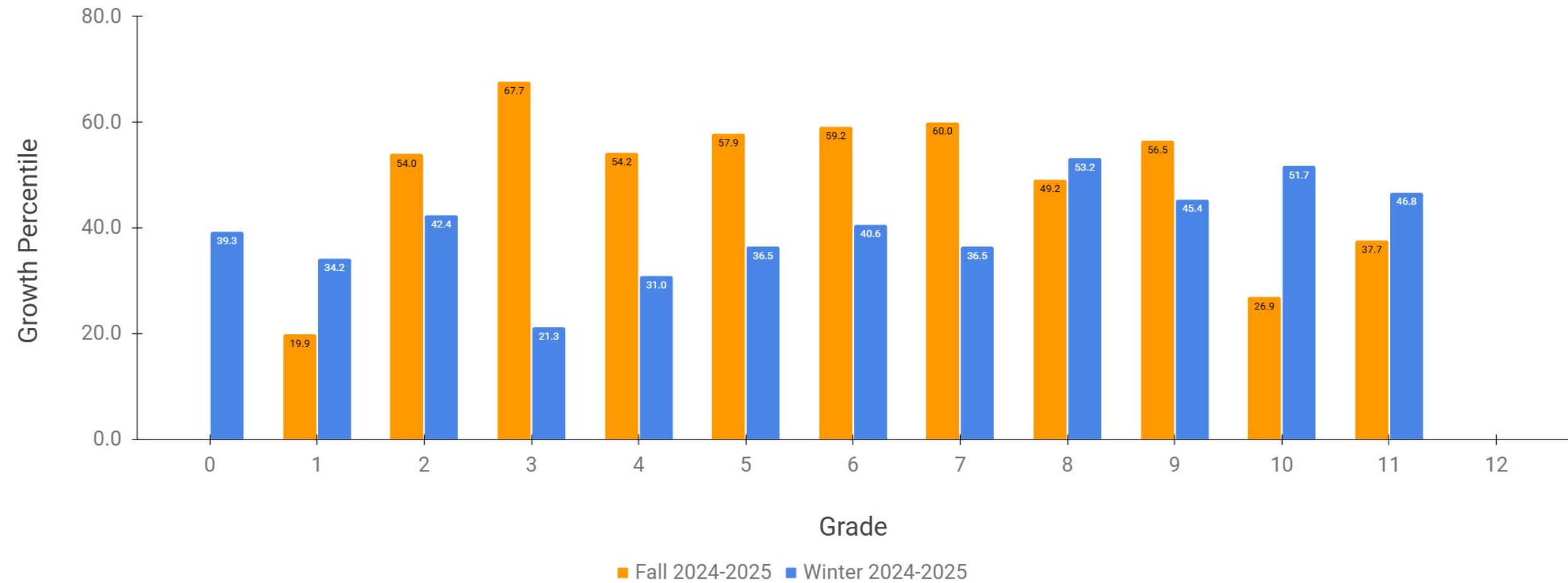
Reading Achievement Assessment

By *Demographic – Hispanic Students* in Grades K-12



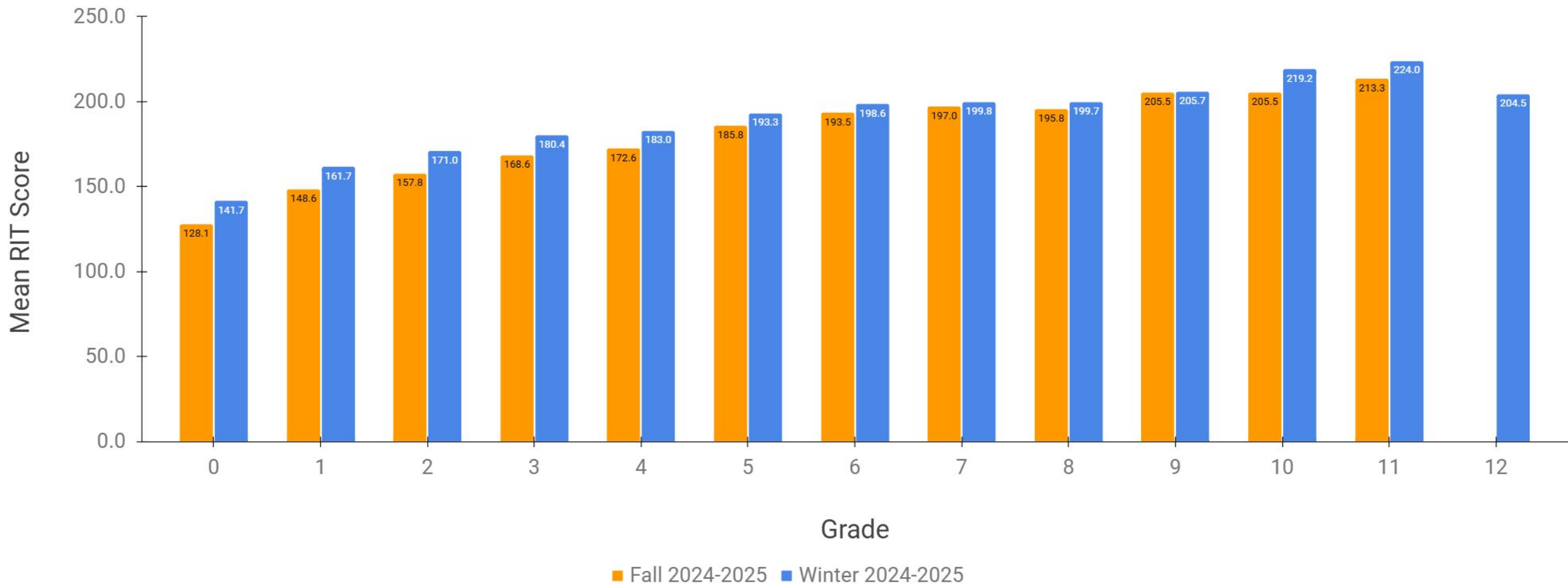
Reading Growth Percentile

By *Demographic – Hispanic Students* in Grades K-12



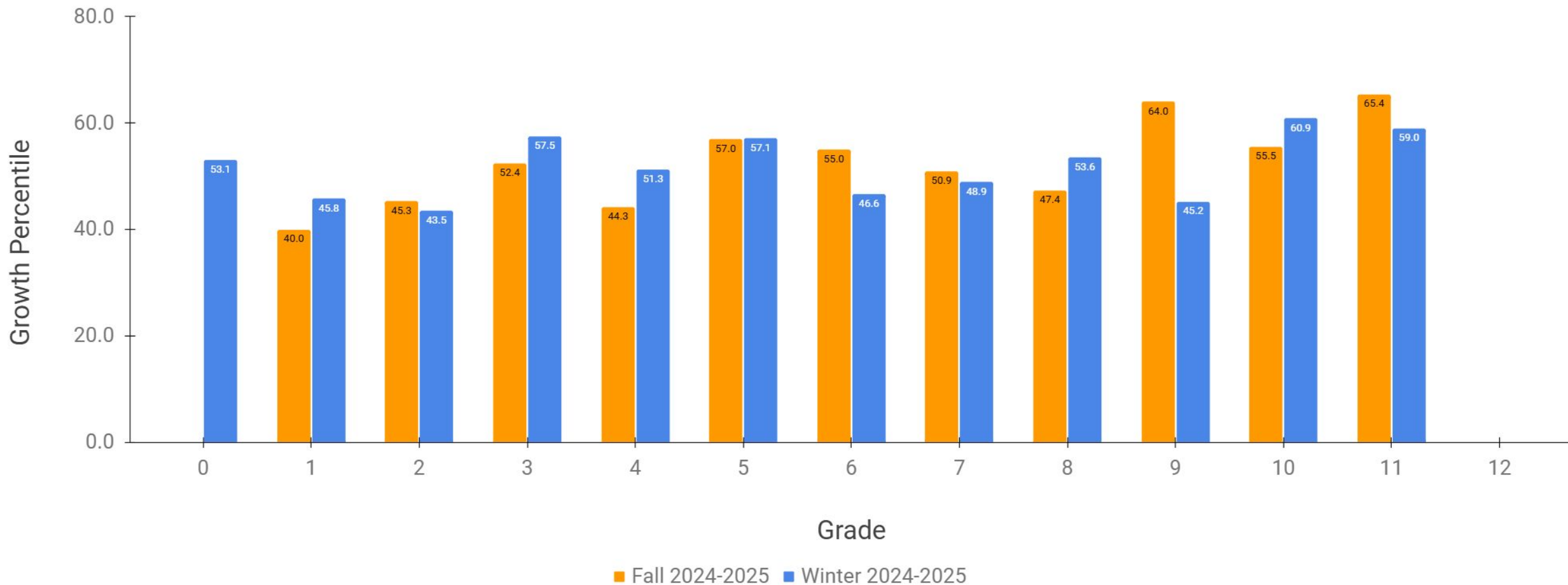
Math Achievement Assessment

By *Demographic – Hispanic Students* in Grades K-12



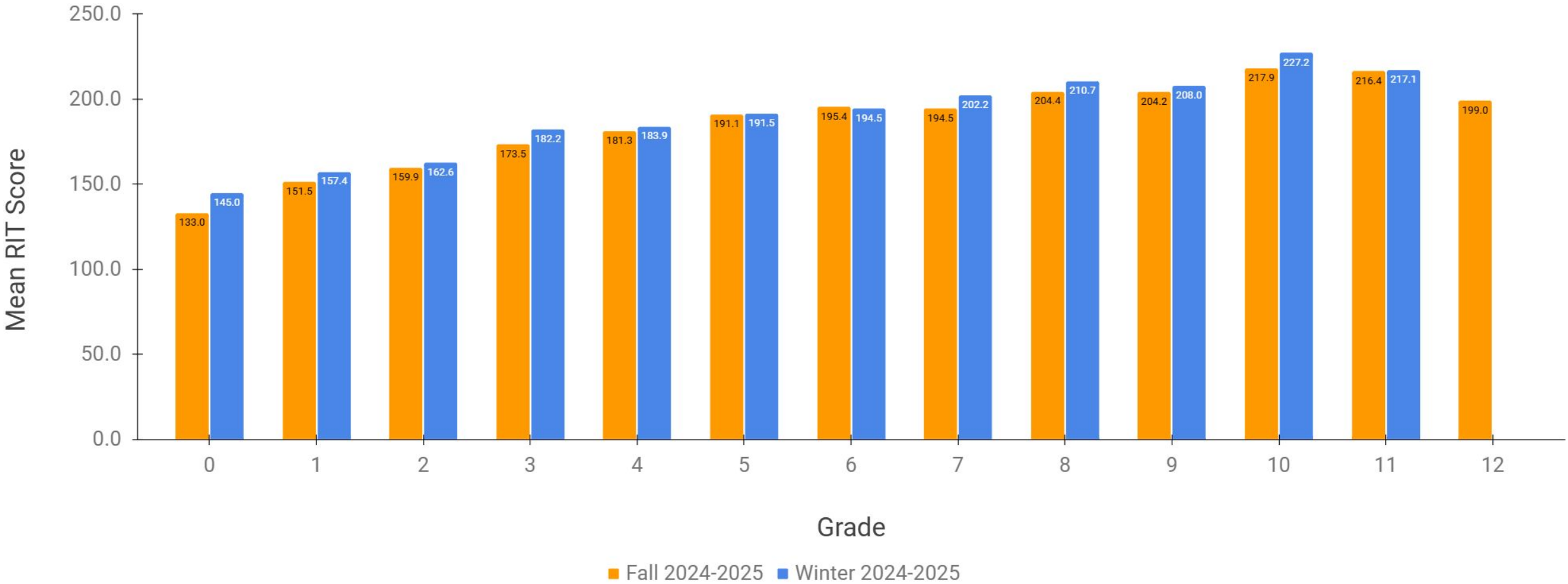
Math Growth Percentile

By *Demographic – Hispanic Students* in Grades K-12



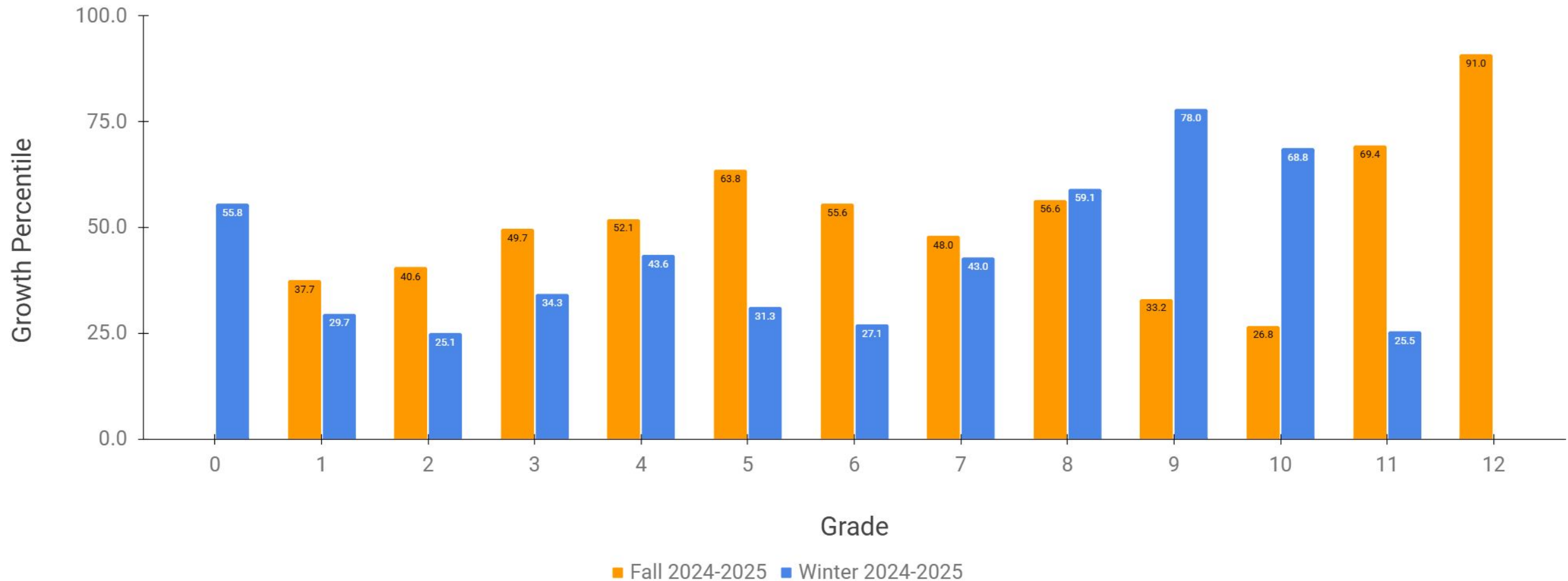
Reading Achievement Assessment

By *Demographic – Multi-Racial Students* in Grades K-12



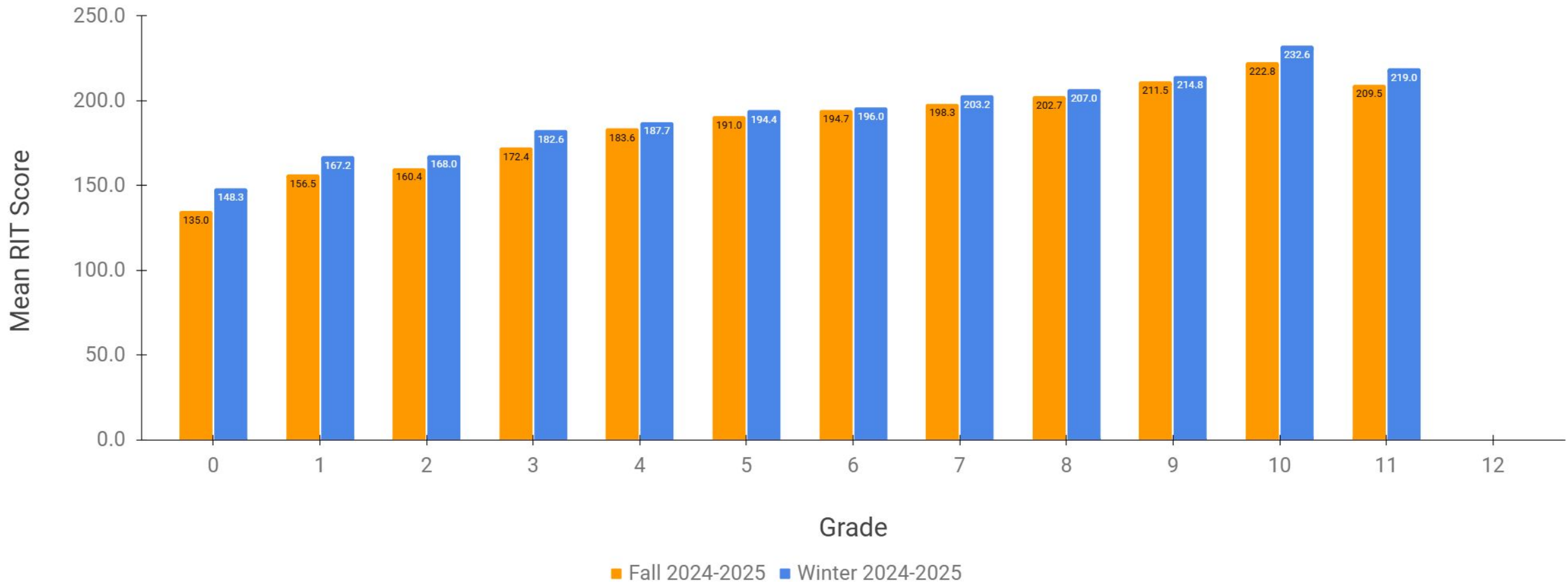
Reading Growth Percentile

By *Demographic – Multi-Racial Students* in Grades K-11



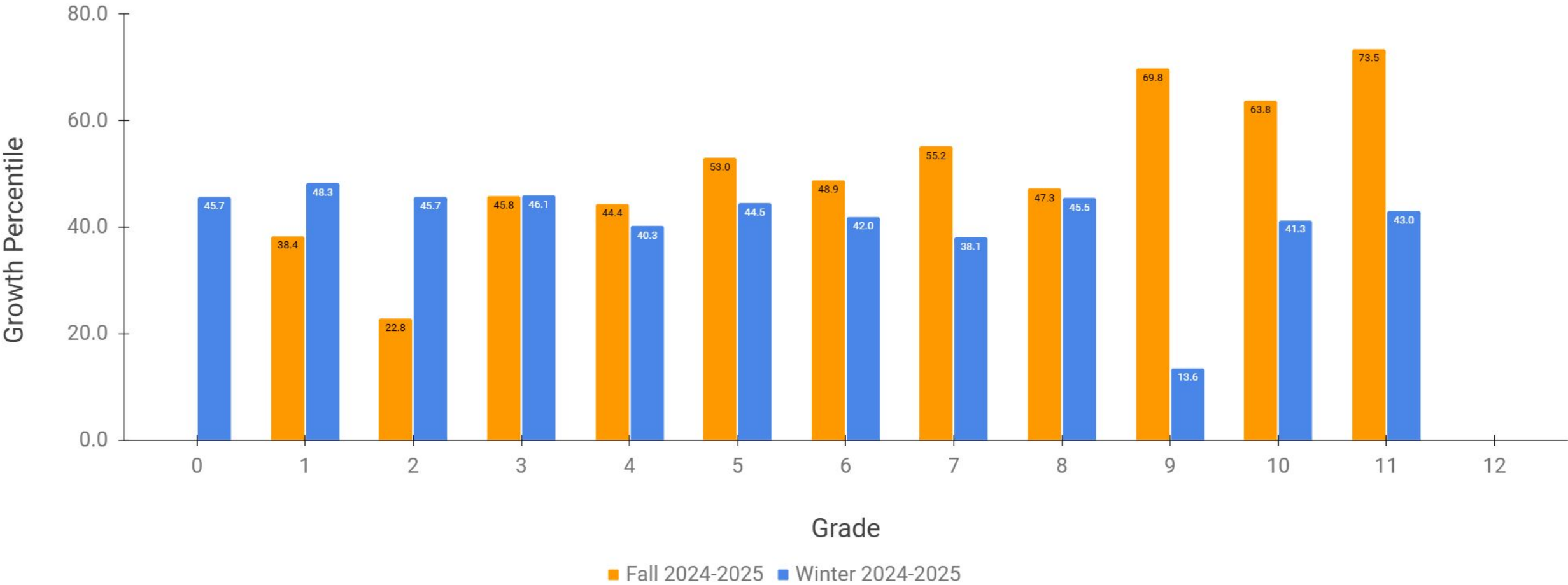
Math Achievement Assessment

By *Demographic – Multi-Racial Students* in Grades K-12



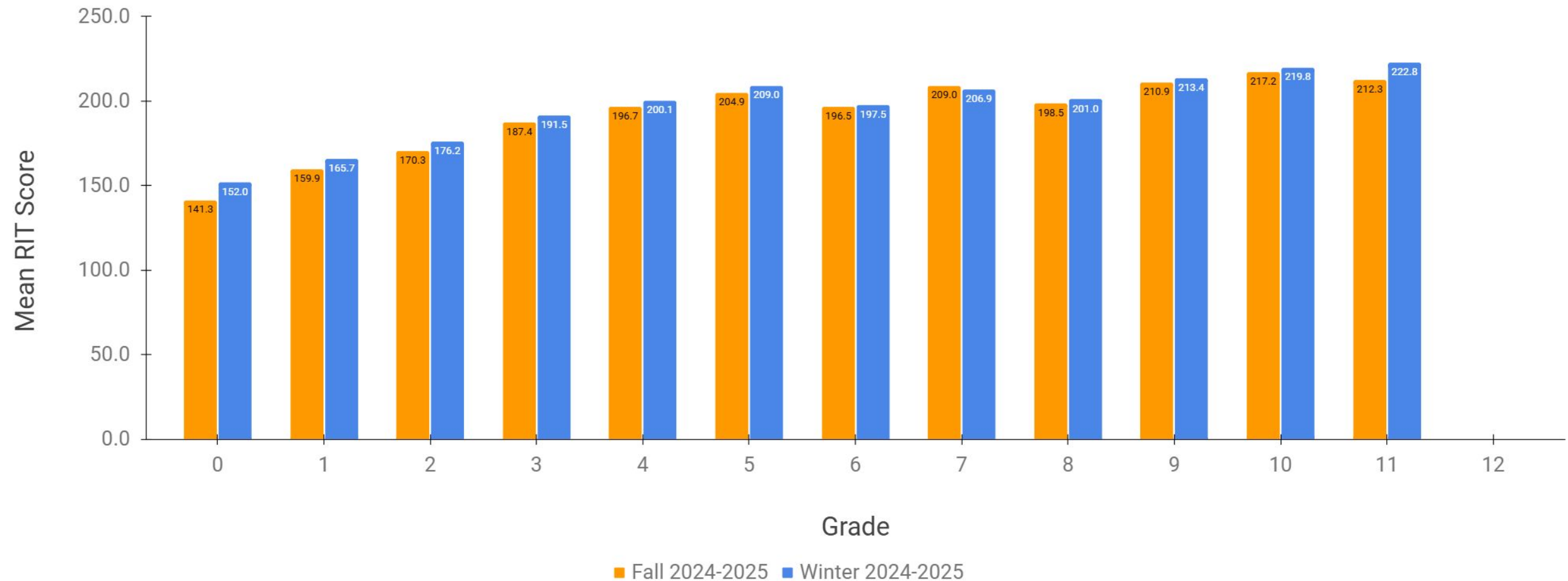
Math Growth Percentile

By *Demographic – Multi-Racial Students* in Grades K-11



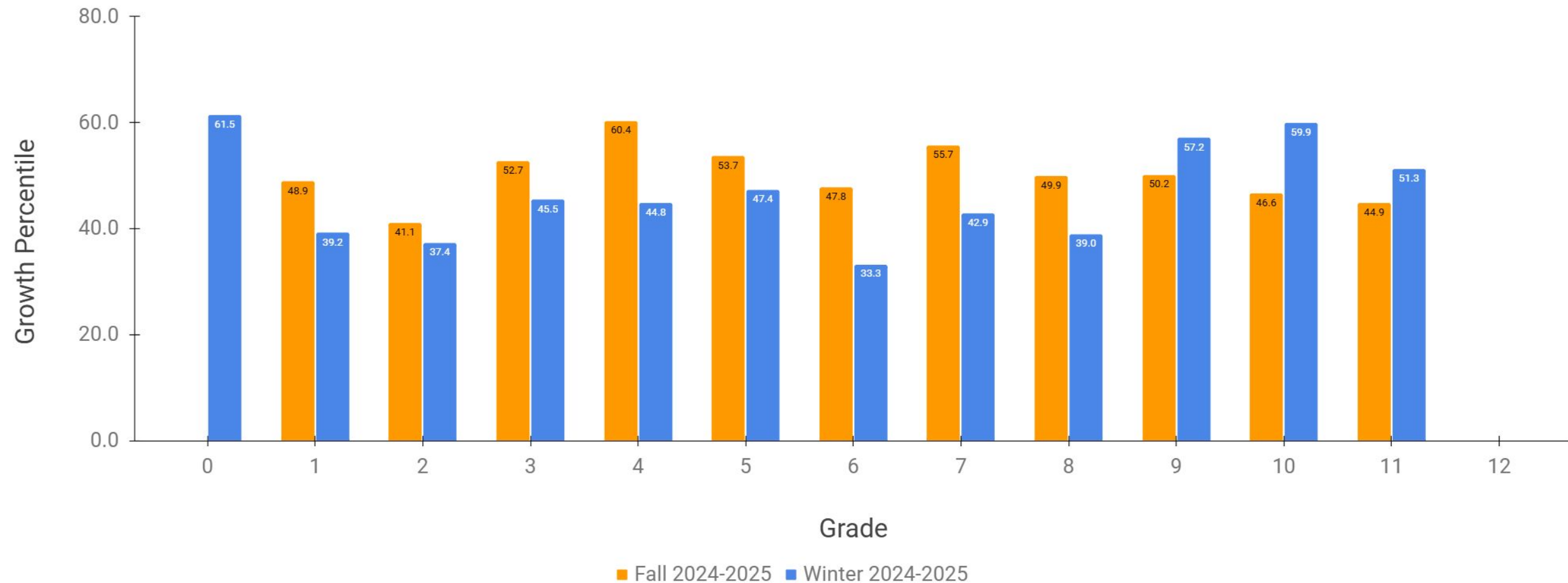
Reading Achievement Assessment

By *Demographic – White Students* in Grades K-12



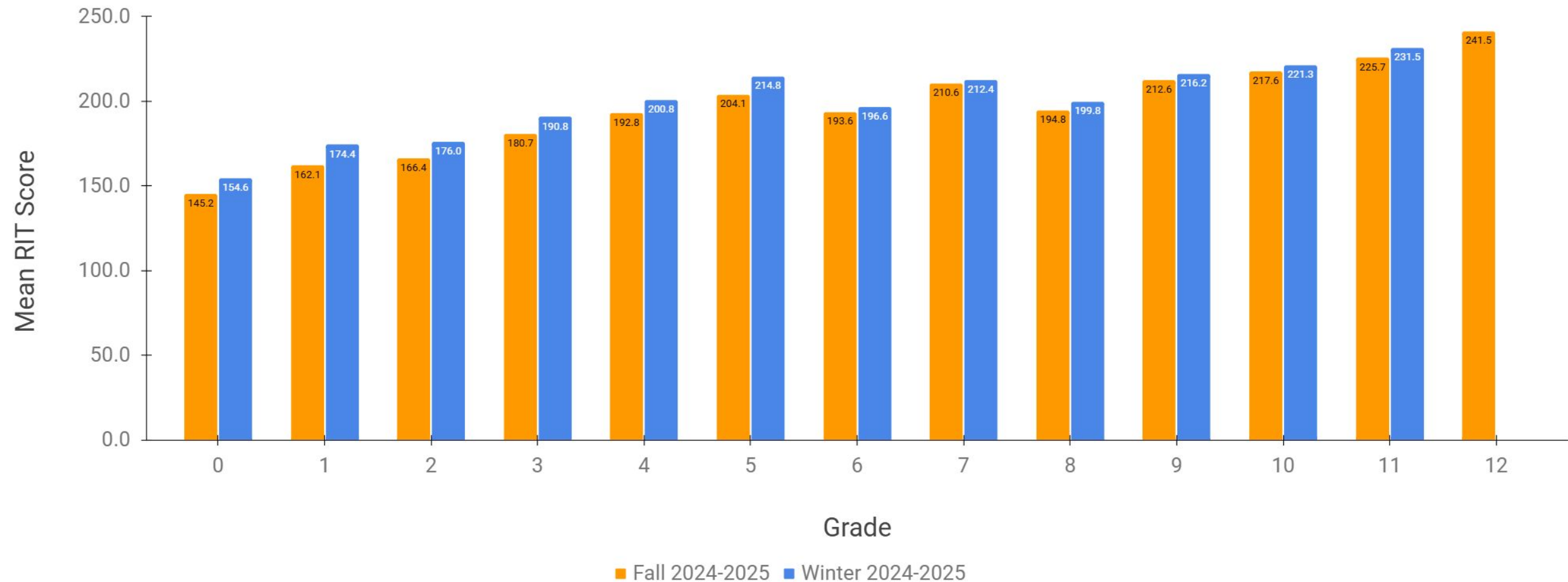
Reading Growth Percentile

By *Demographic* – *White Students* in Grades K-11



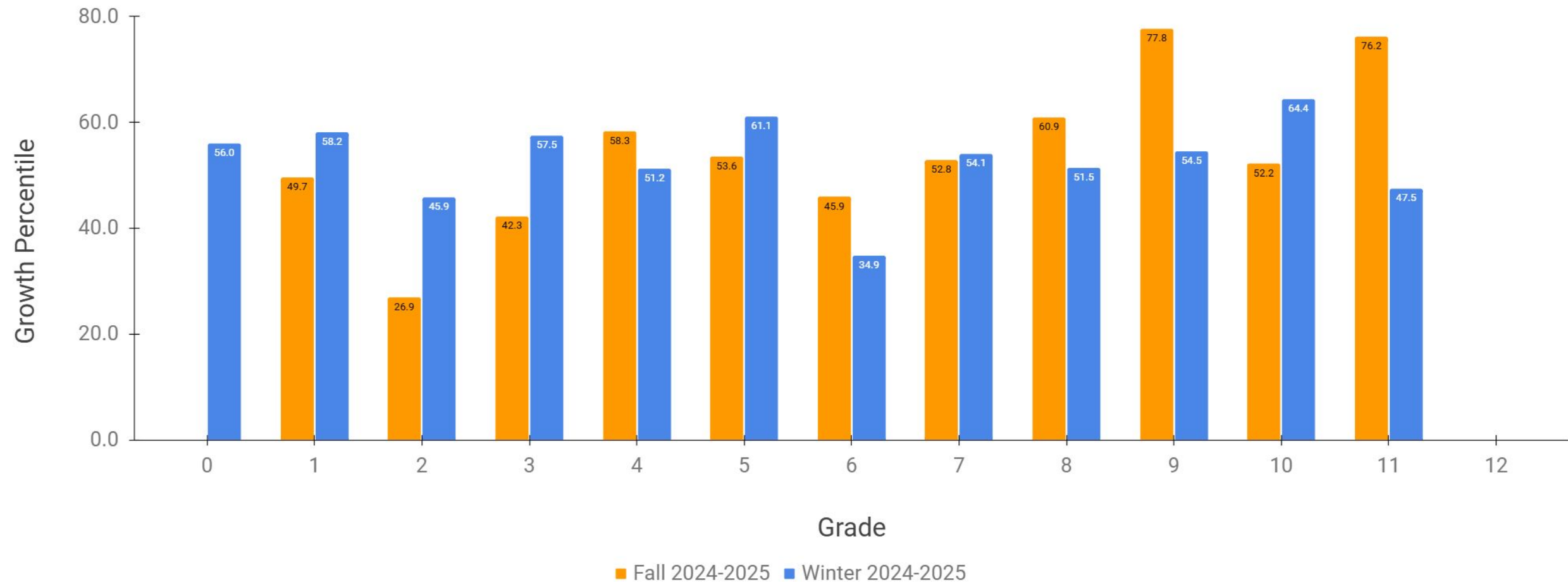
Math Achievement Assessment

By *Demographic – White Students* in Grades K-12

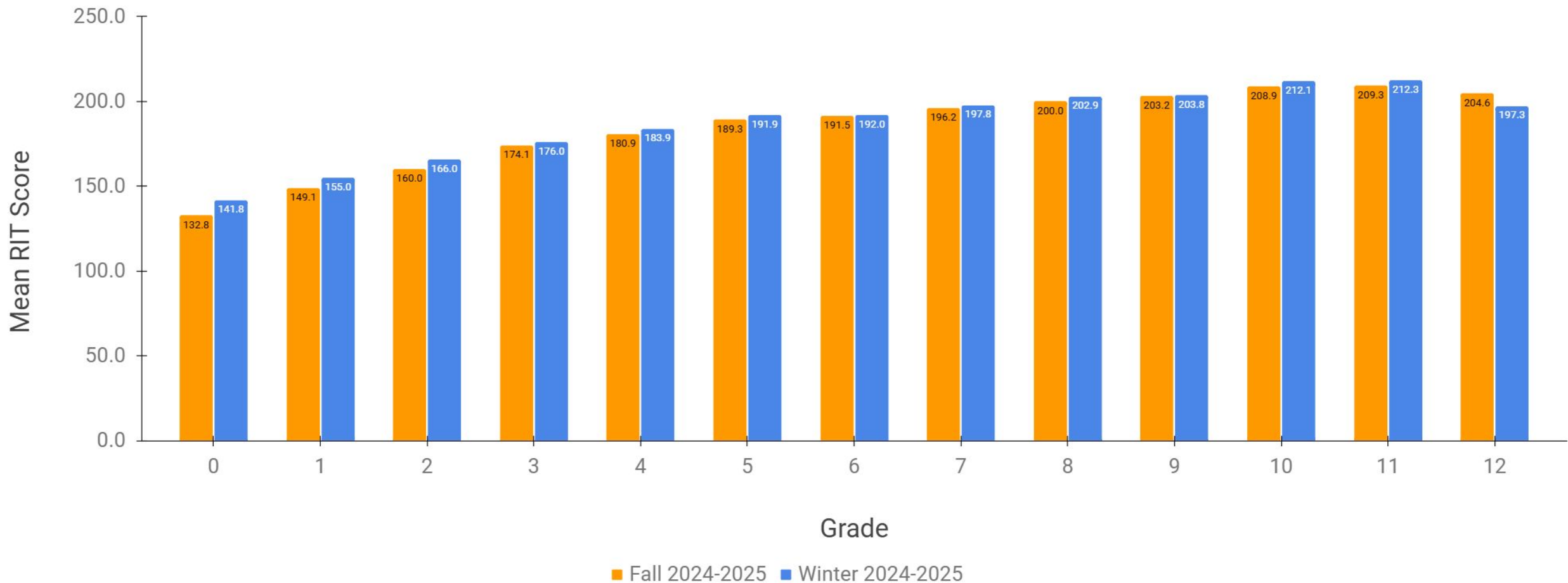


Math Growth Percentile

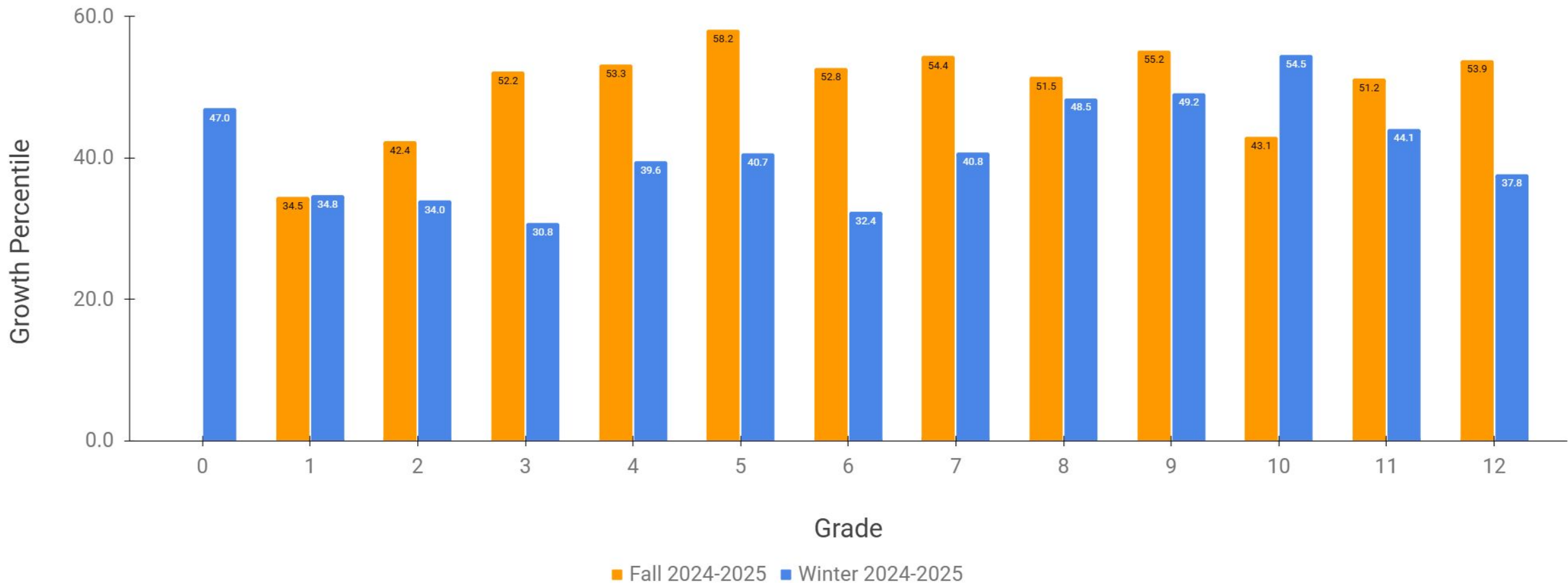
By *Demographic – White Students* in Grades K-12



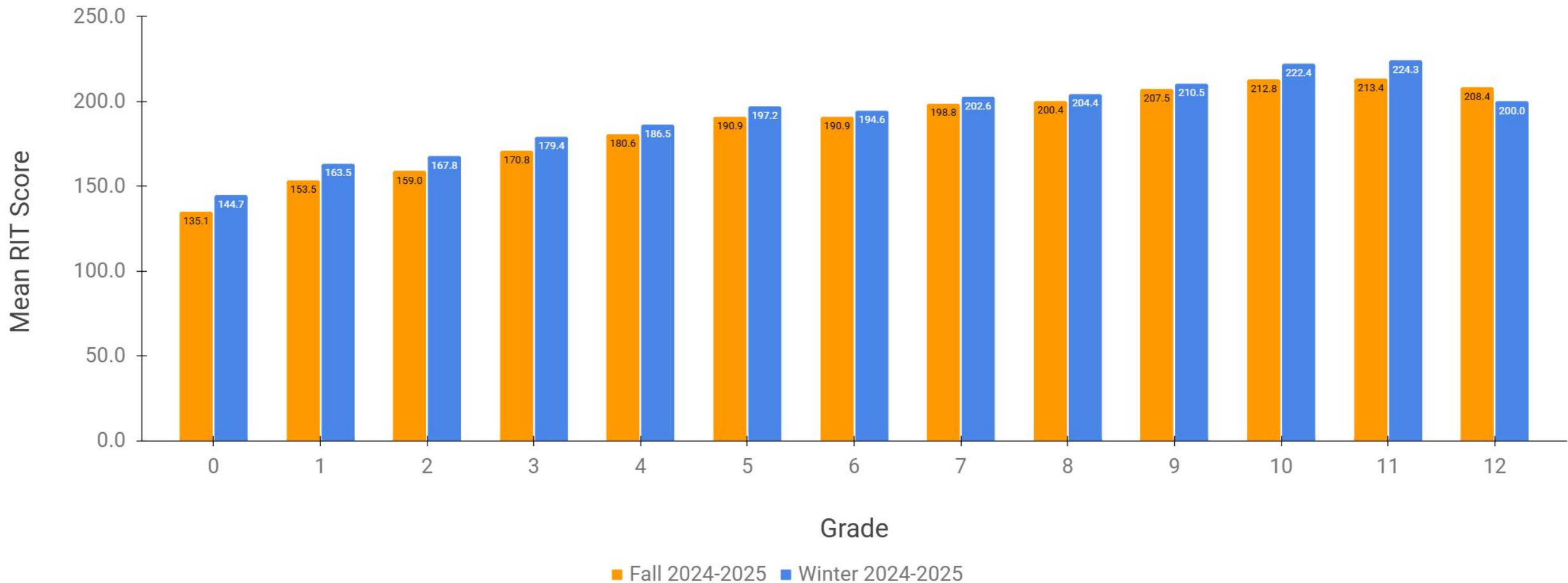
Reading Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



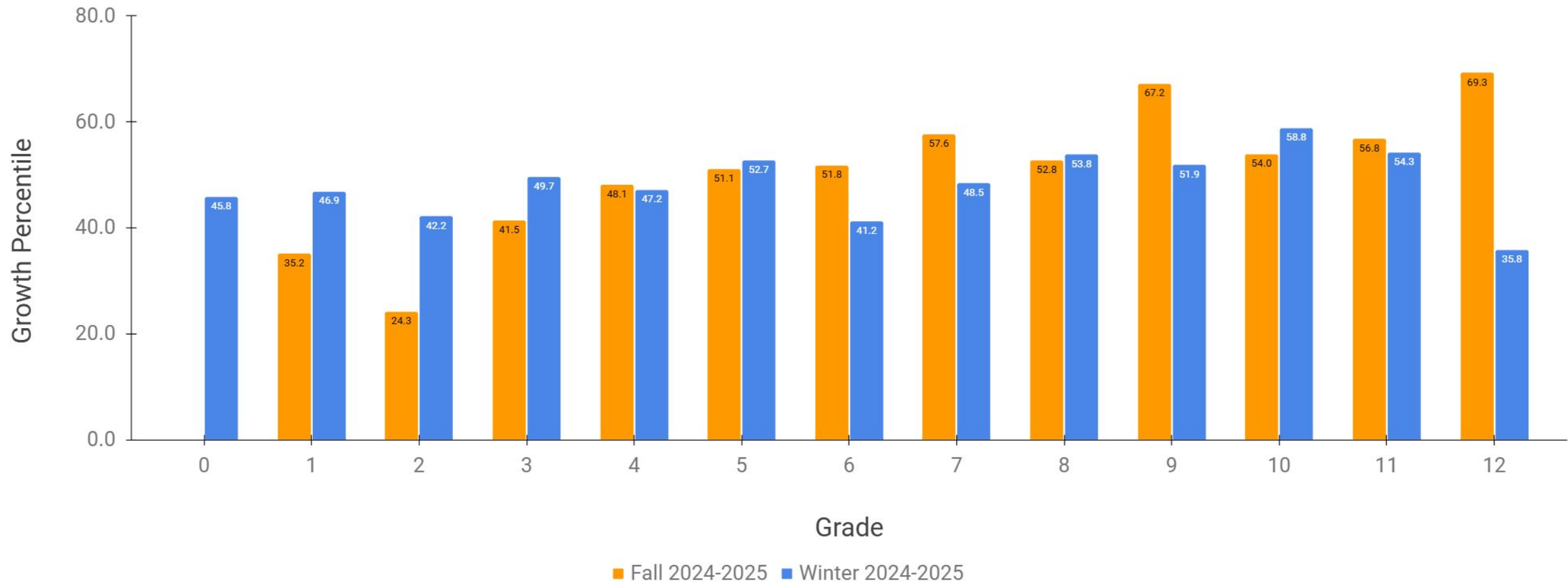
Reading Growth Percentile By *Mode of Instruction – In-Person* in Grades K-12



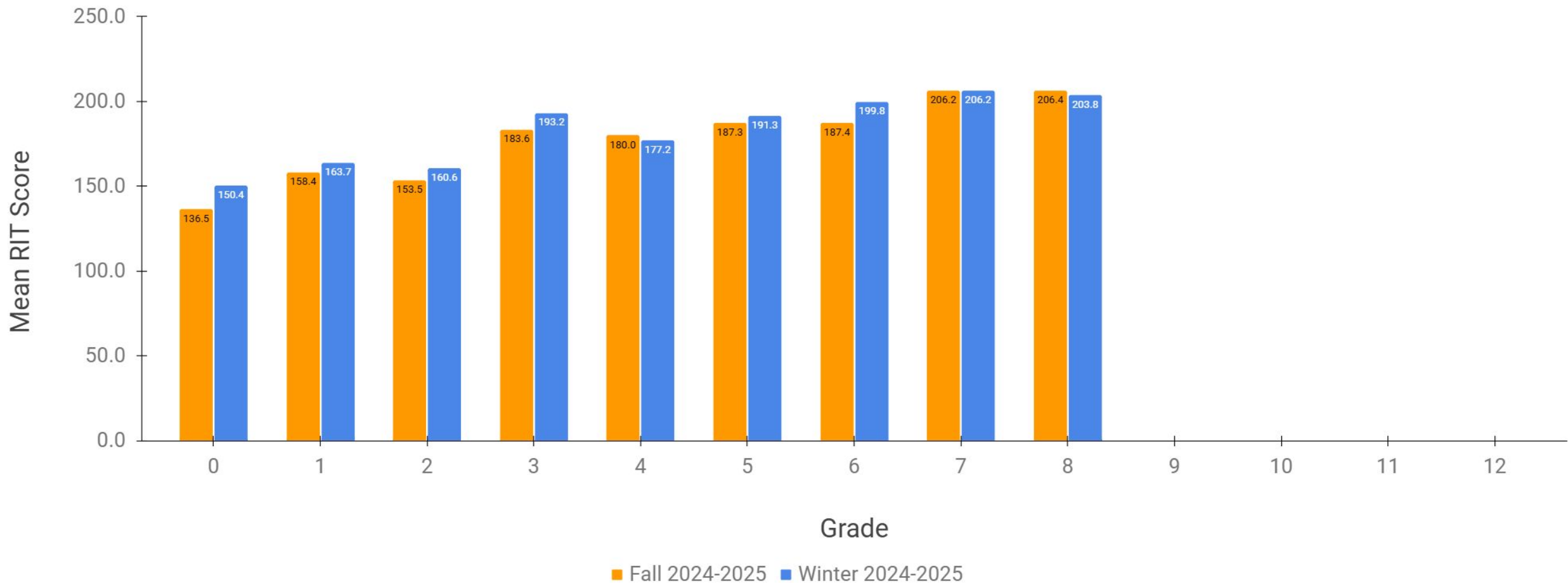
Math Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



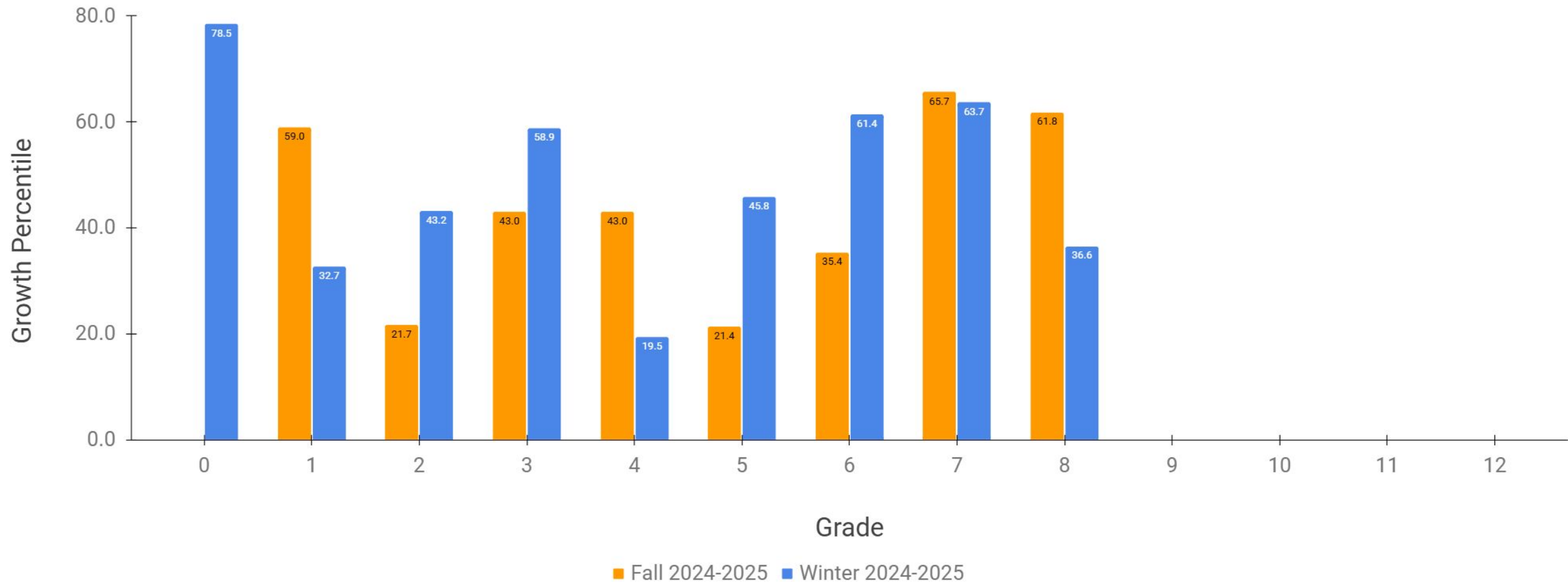
Math Growth Percentile By *Mode of Instruction – In-Person* in Grades K-12



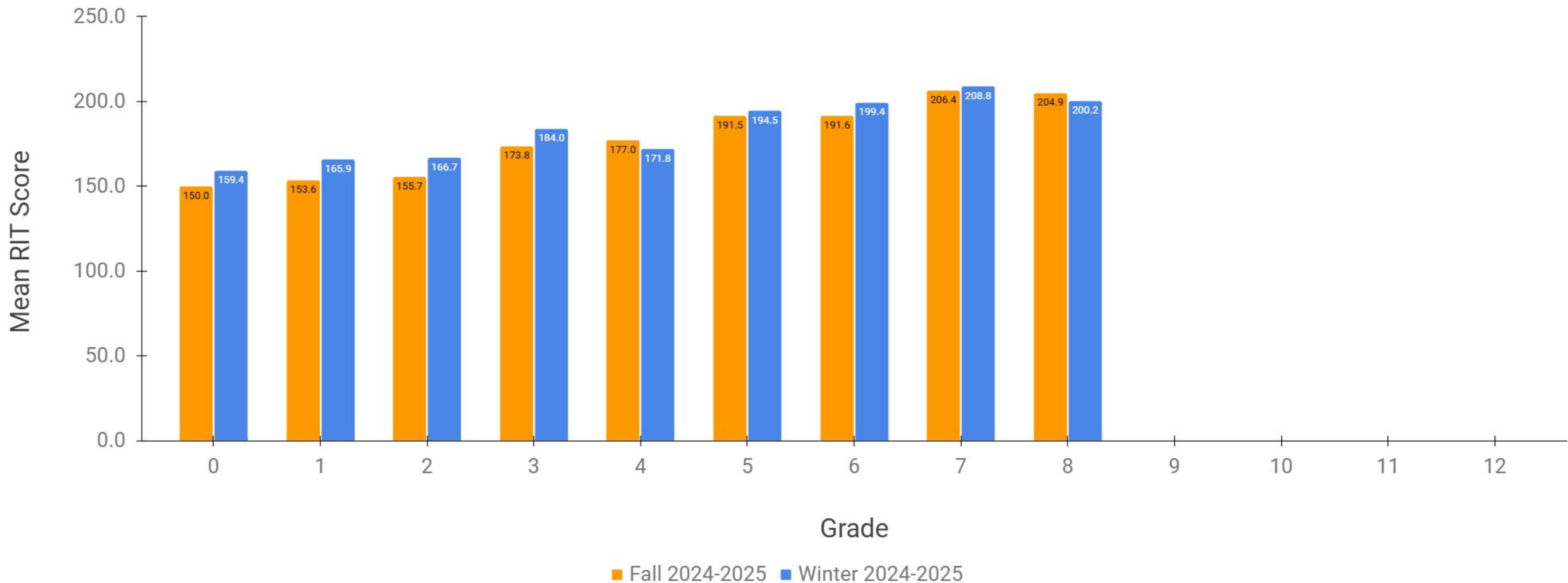
Reading Achievement Assessment By *Mode of Instruction – Distance Learning* in Grades K-8



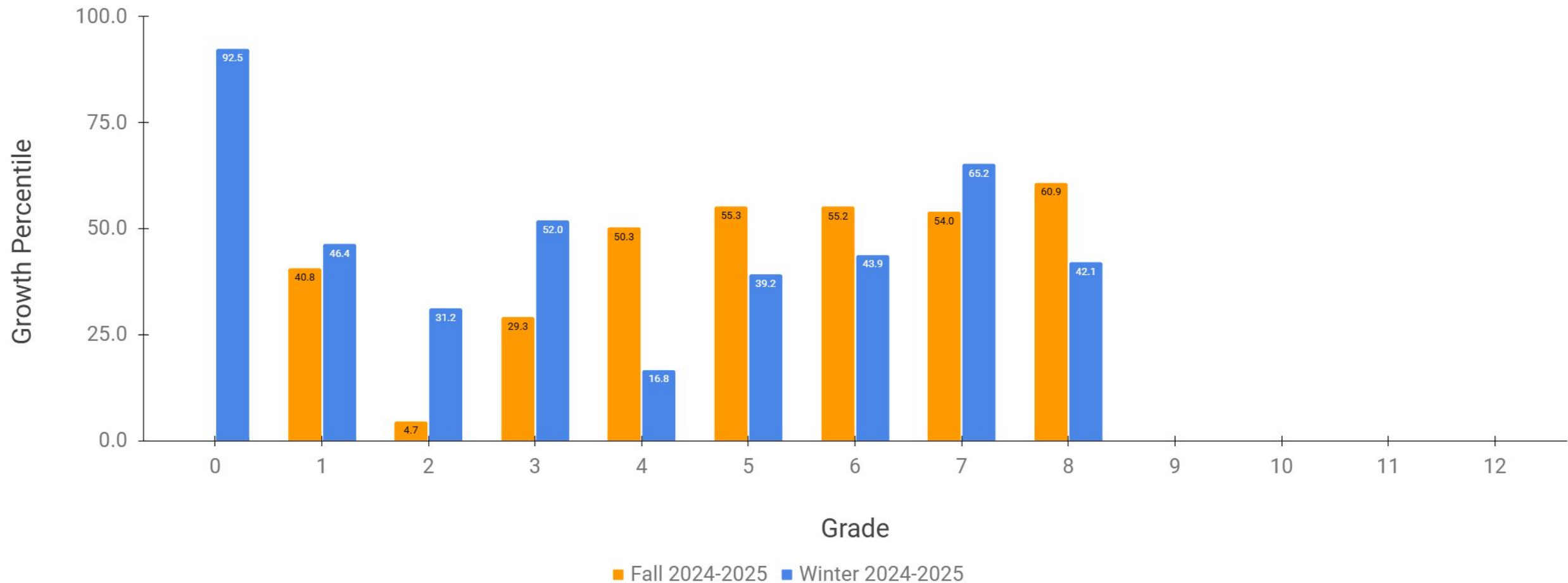
Reading Growth Percentile By *Mode of Instruction – Distance Learning* in Grades K-8



Math Achievement Assessment By *Mode of Instruction – Distance Learning* in Grades K-8



Math Growth Percentile By *Mode of Instruction – Distance Learning* in Grades K-8



Grades 9-11 Students Progress

- As we reflect on the mid-year growth and achievement data, we notice that both reading and math growth have become more uniform across most of the grade levels.
- This indicates that, even with (or perhaps at least partially because of) our many brand new teachers, the ELA and math curriculum and pacing are coming into closer alignment with expectations for effective teaching.
- This effective teaching, in turn, is one piece of evidence that our teachers and administrators are building equitable and meaningful educational relationships with our students.

What's Next for Literacy?

- During the 2024-2025 school year YCMS continues to offer Read 180 to every student thereby ensuring that all students receive a two hour English Block.
- All Schools are implementing the YCS MTSS Tiered Systems of Support for Literacy.
- All Schools are teaching the HMH Units of Instruction focusing on the 5 Pursuits.

What's Next for Literacy?

- All Schools continue to use the Diverse Literacy Libraries for Reading for Volume.
- All students in grades 3-8 continue to use Roadmaps with improved fidelity in the delivery of HMM for ELA instruction.
- An Artificial Intelligence integration between BenQ and Roadmaps is in-progress. This will bring Roadmaps to all classrooms.

What's Next for Numeracy?

- All Schools are implementing the YCS MTSS Tiered Systems of Support for Numeracy.
- YCMS is in their second year of implementing Reveal Math as their Mathematics Curriculum, which supports both traditional and inquiry-based learning.
- All Elementary School Teachers have been trained in the newly adopted K-5 inquiry-based Mathematics Curriculum.
- All Schools continue to focus on improving Attendance and creating inclusive classroom environments using Proactive Circles and other Executive Function Skills development.

What Questions Might You Have?