

Ypsilanti Community Schools

Sec. 98b Goal Progress Report

School Board Presentation

Dr. Carlos Lopez, Assistant Superintendent

February 27, 2023

Sec. 98b Goal Progress Report

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

- Present on goal progression by the February 2023 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 Spring as measured by NWEA.

- 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.

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 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.

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 Spring as measured by NWEA.

- 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.

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 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.

A story about Resilience and Determination

Today, I would like to tell the story about...resilience, dedication, hard work, and perseverance demonstrated by the CEO's of our classrooms - *our YCS teachers* who courageously worked side-by-side with their *students* and *building leaders* to create the conditions that unleash the greatness in each and every student.

It is a story about how our *learning community* (*teachers, administrators, staff and families*) worked together to create a pathway forward where the large percentage of our students can thrive and succeed.

This courageous work is systematic, intentional, and is led with precision. All of our *leaders* lead from the front.

Trust & Inspire Leadership

I BELIEVE...

People have greatness inside them

People are whole people

There is enough for everyone

Leadership is stewardship

Enduring influence is created from the inside out

SO MY JOB AS A LEADER IS TO...

Unleash their potential, not control them

Inspire, not merely motivate

Elevate caring above competing

Put service above self-interest

Go first

We need to be the first to:

- listen
- admit you were wrong
- get curious not furious
- keep a commitment
- hold yourself accountable
- admit that you're unsure
- take responsibility for poor results
- create transparency when everyone else is operating from hidden agendas
- tell the truth instead of creating a spin
- extend trust
- give someone the benefit of the doubt
- show respect
- share difficult information
- choose abundance
- be courageous
- clarify expectations
- always assume positive intent

Today's Takeaways

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

- Our overall *student proficiency and growth* continues to increase in both reading and mathematics as measured by NWEA norms.

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

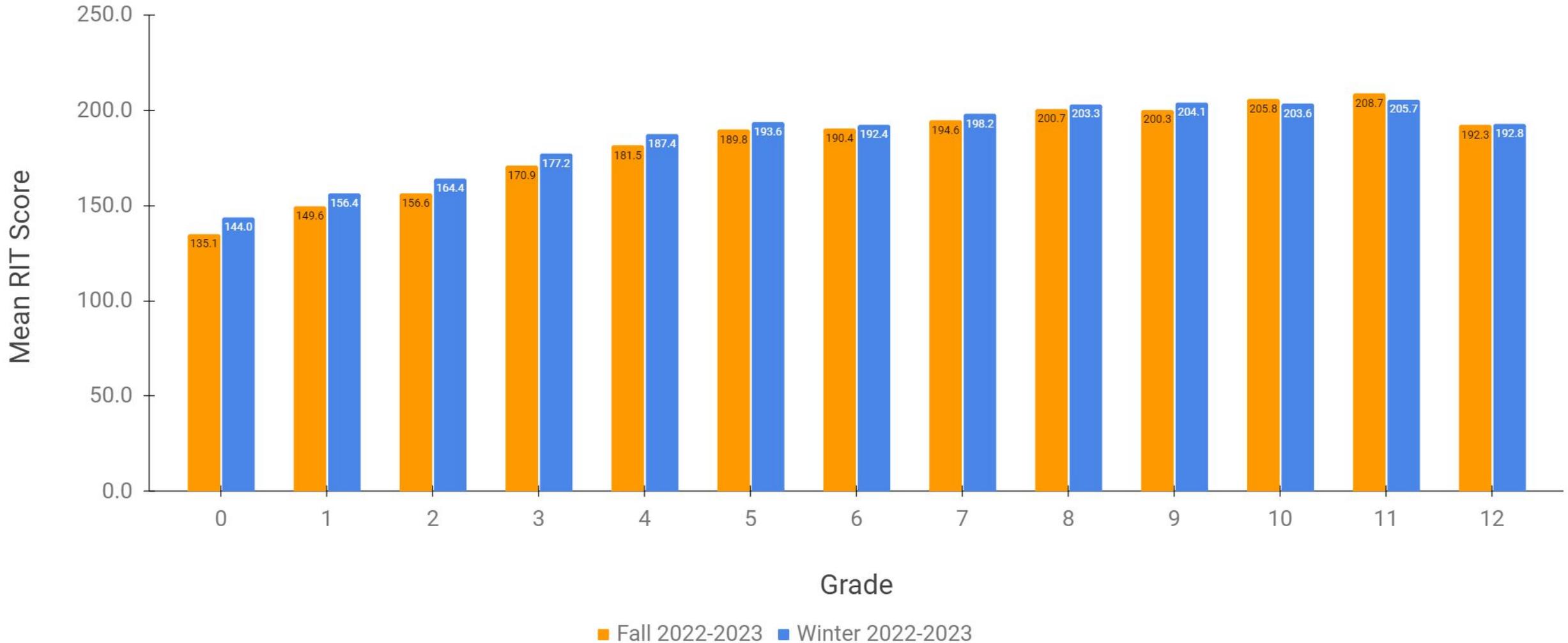
- Our overall *student proficiency and growth for our special education students* continues to increase in both reading and mathematics as measured by NWEA norms.
- Our overall student proficiency and growth for our *English Language Learners* continues to increase in both reading and mathematics as 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.

Today's Takeaways

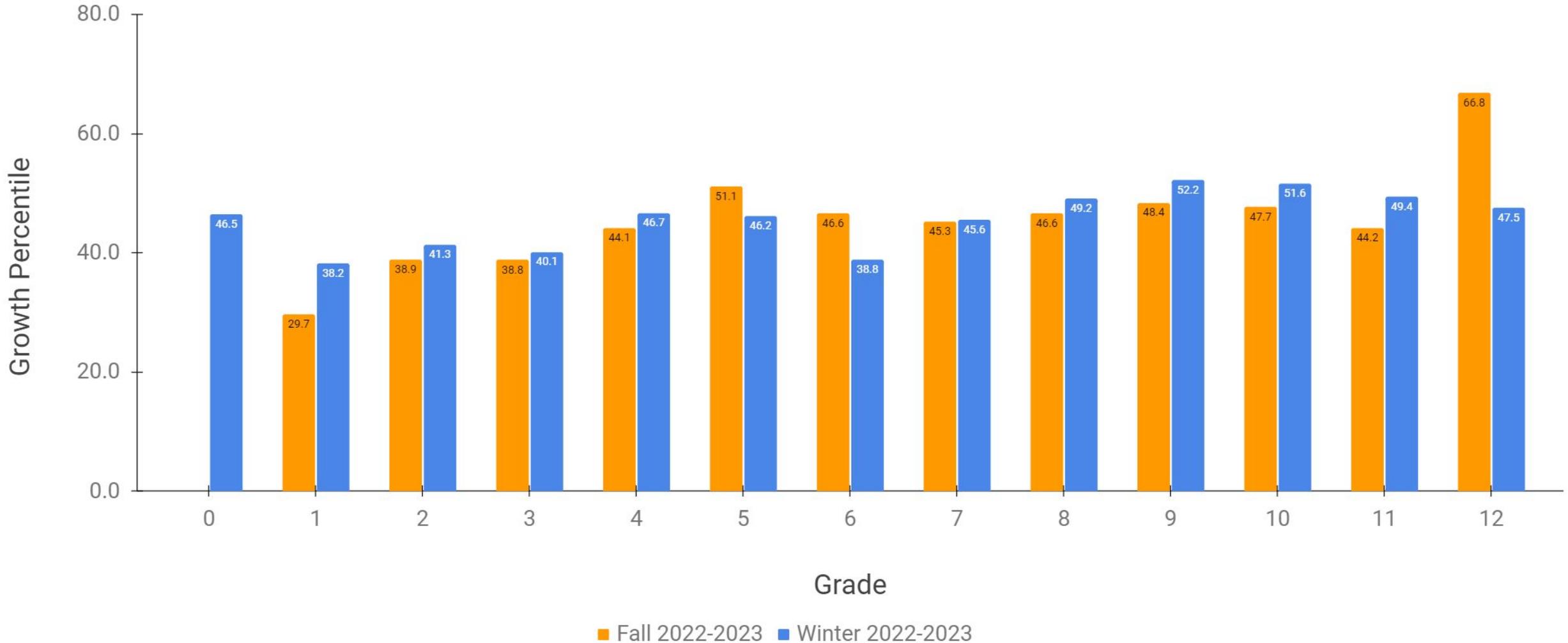
Takeaway #3: The quality of instruction delivered by our instructional staff (*teachers, paraeducators, administrators*) has been impactful over the last three academic years.

We need to continue to teach our Tier I district's curriculum with fidelity supported by Tiers 2 and 3 Interventions.

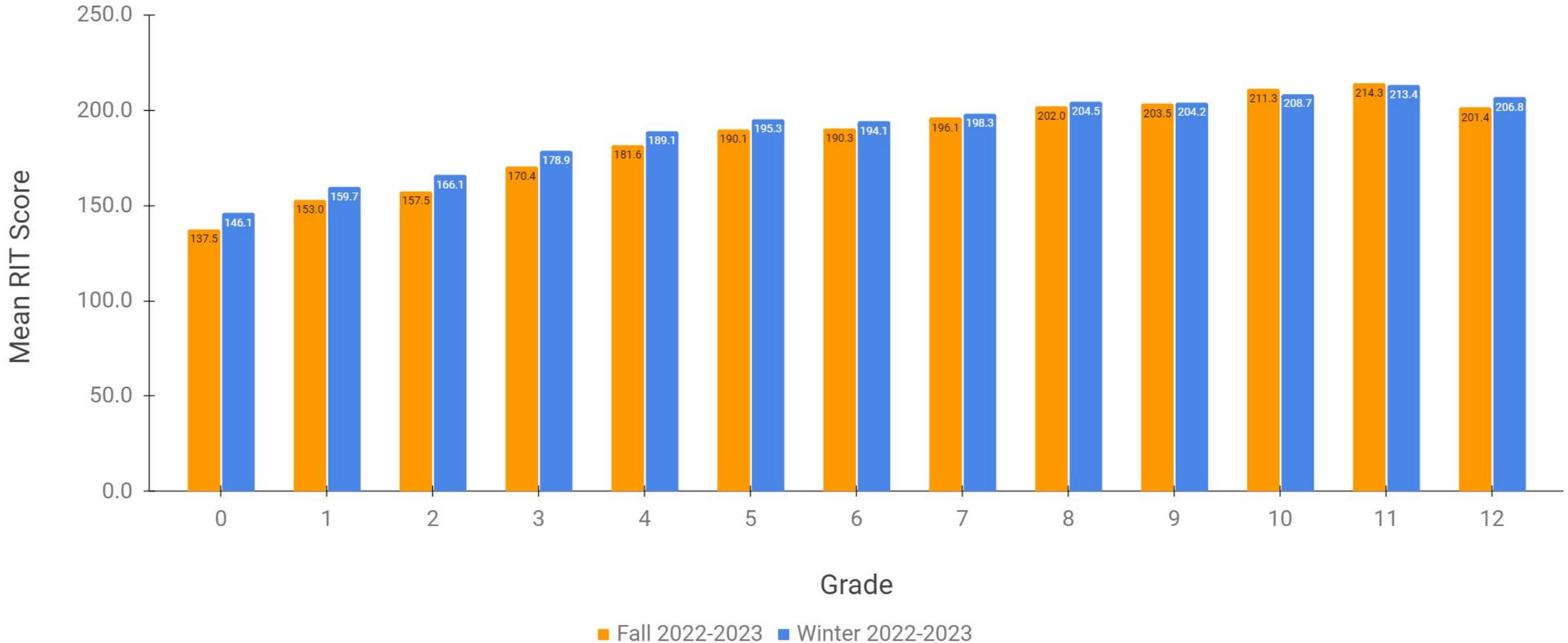
Reading Achievement Assessment By *All Students* in Grades K-12



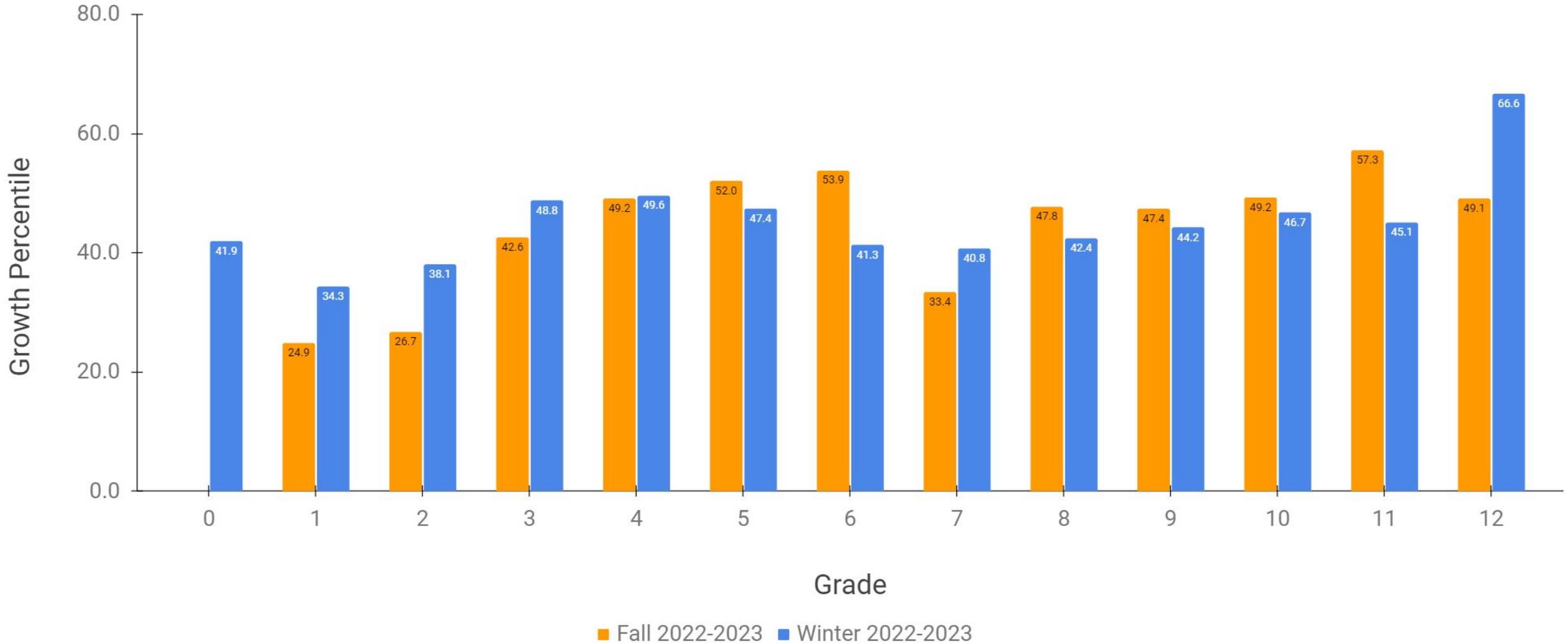
Reading Growth Percentile By *All Students* in Grades K-12



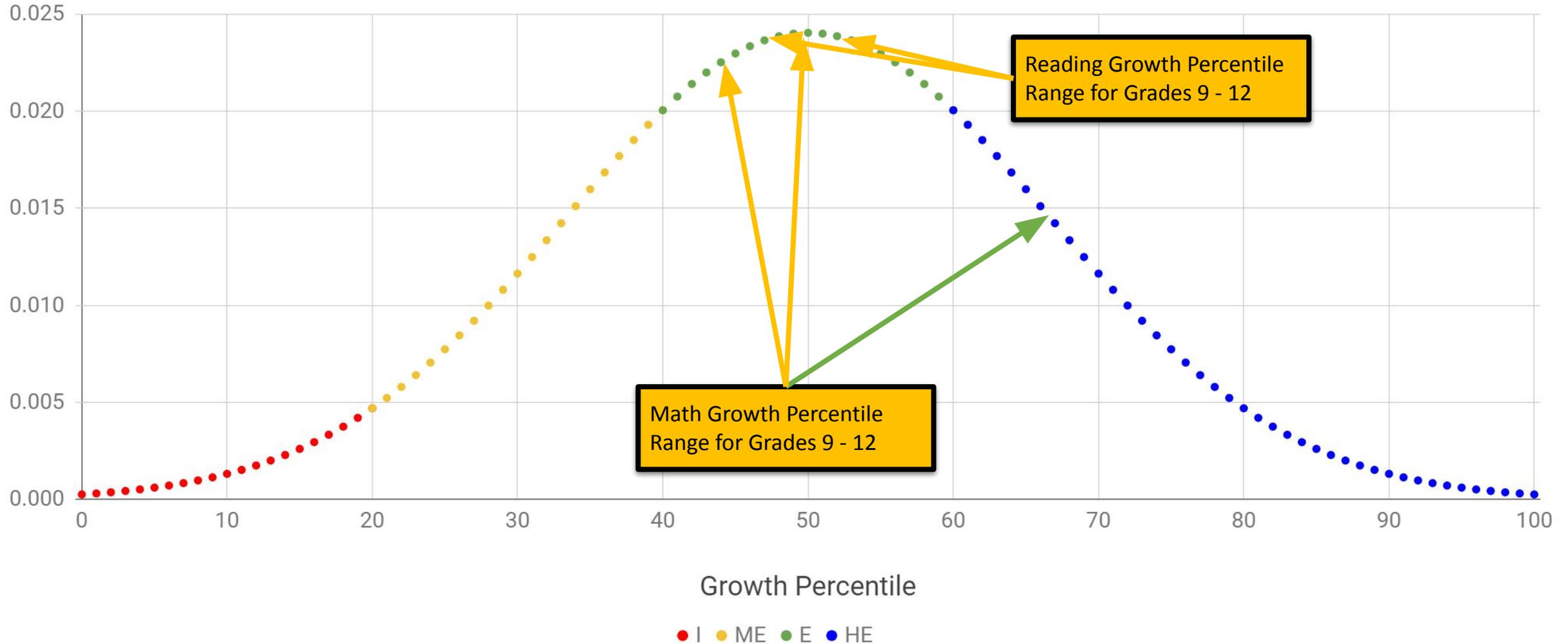
Math Achievement Assessment By *All Students* in Grades K-12



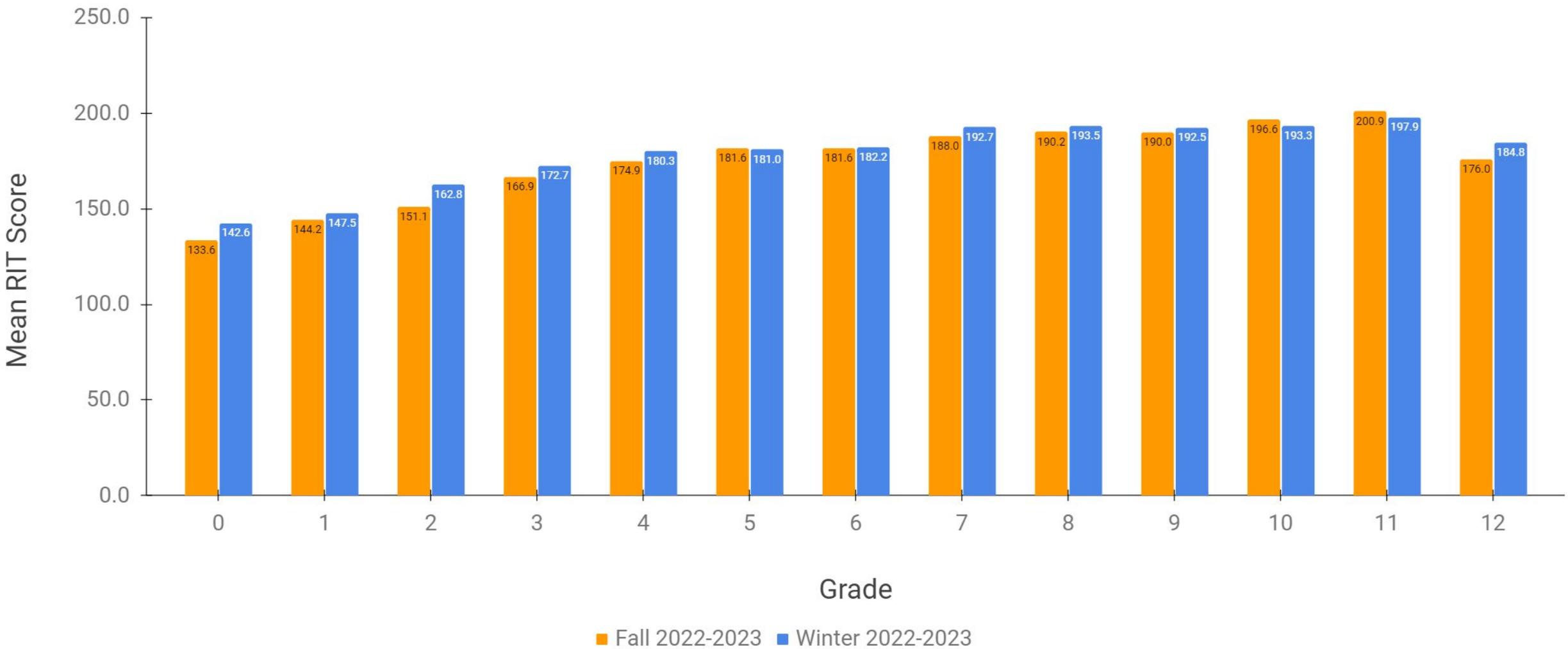
Math Growth Percentile By *All Students* in Grades K-12



Reading and Math Growth Percentile By *All Students* in Grades 9-12

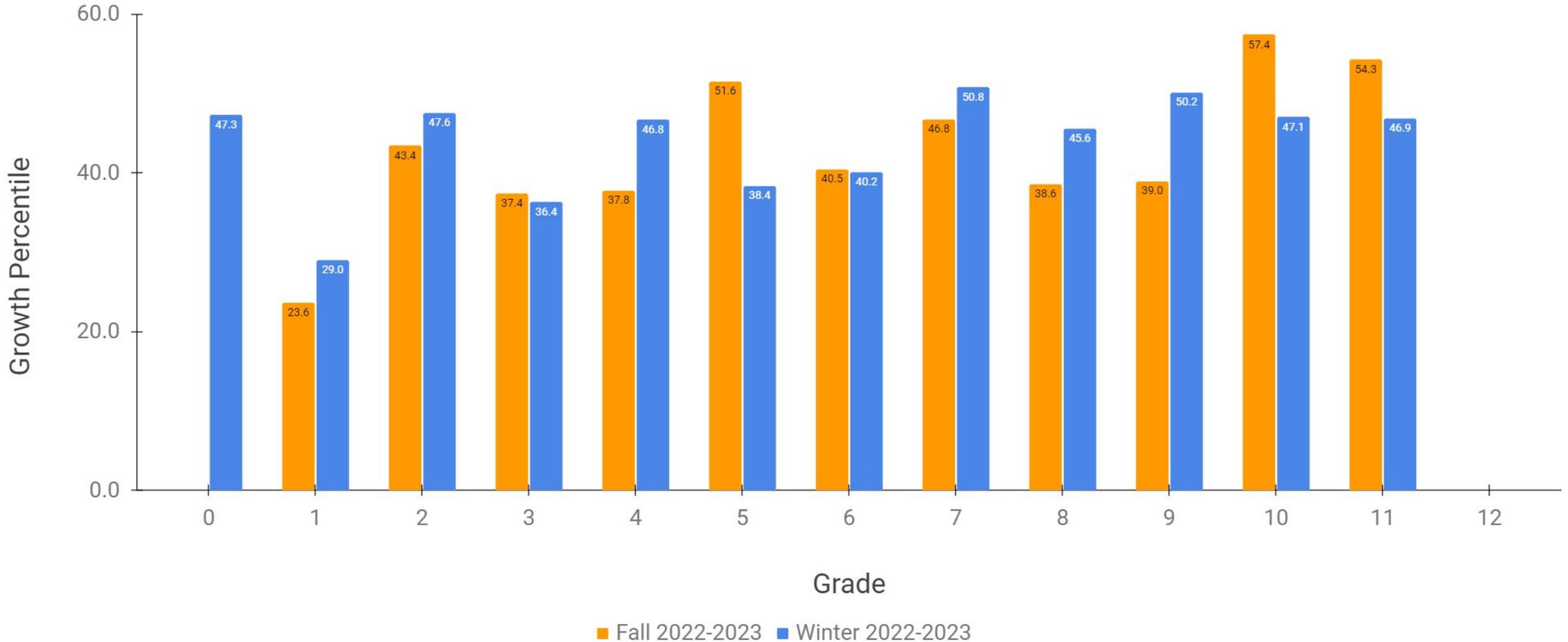


Reading Achievement Assessment By *Program – Special Education* in Grades K-12



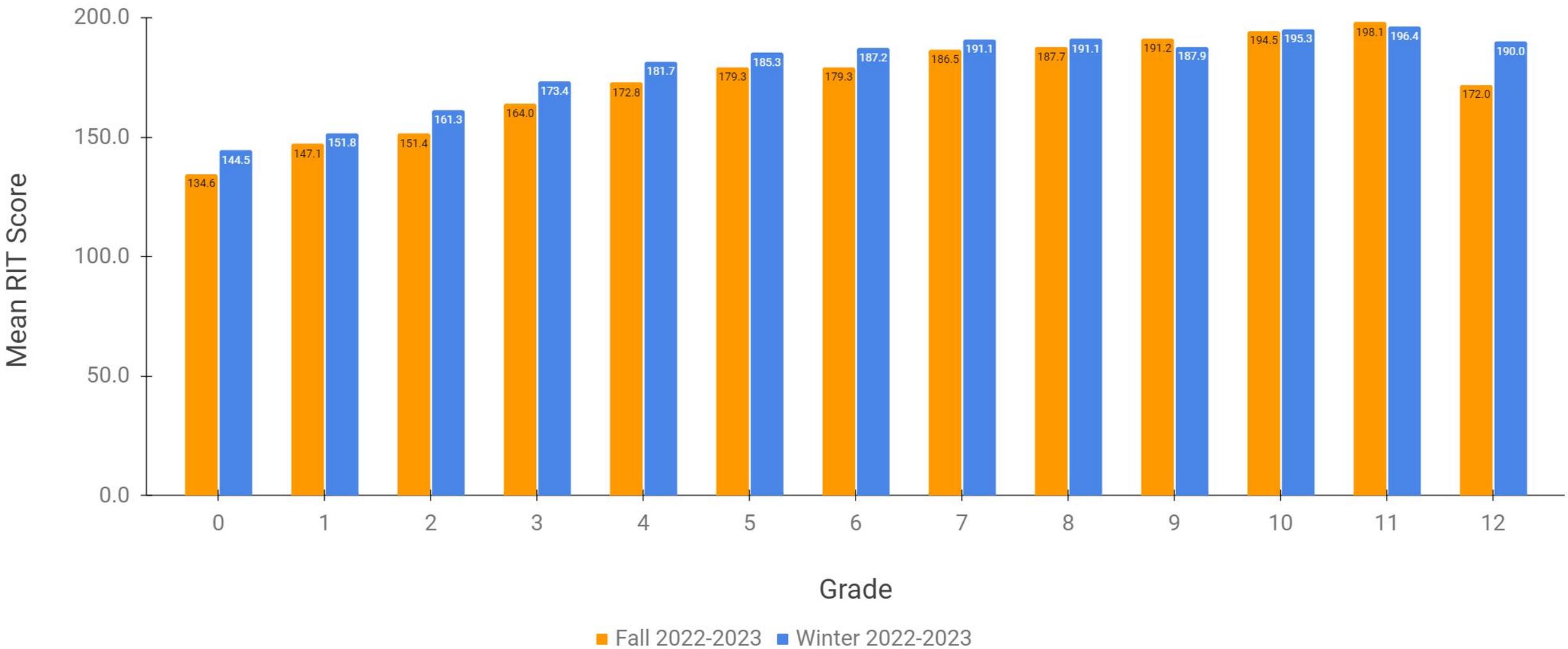
Reading Growth Percentile

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



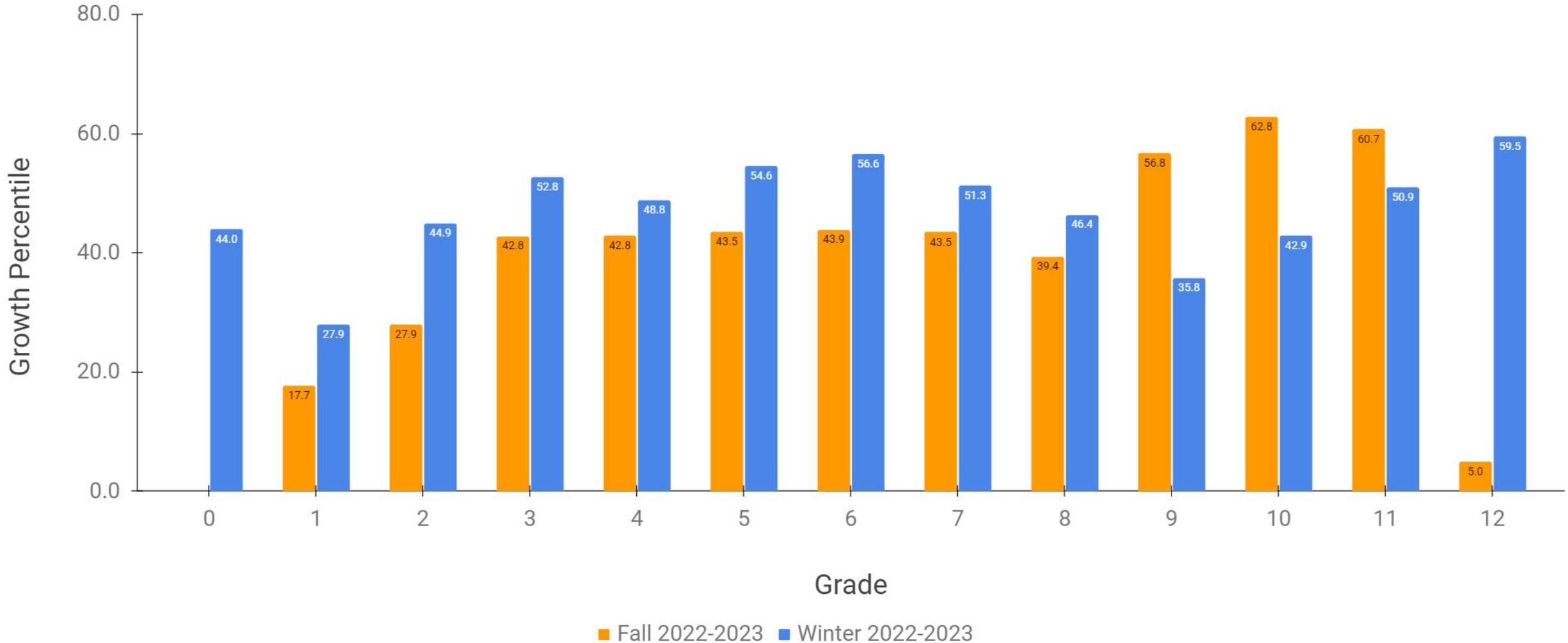
Math Achievement Assessment

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

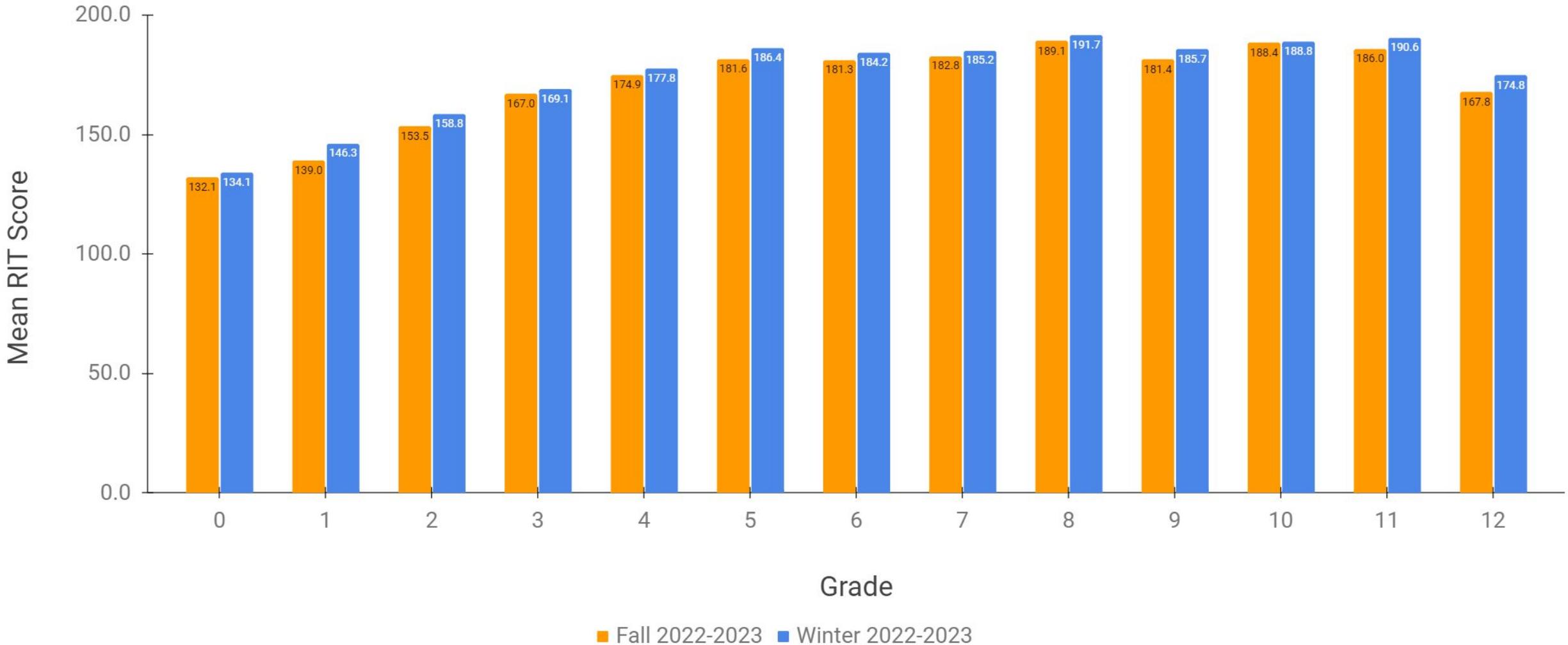


Math Growth Percentile

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

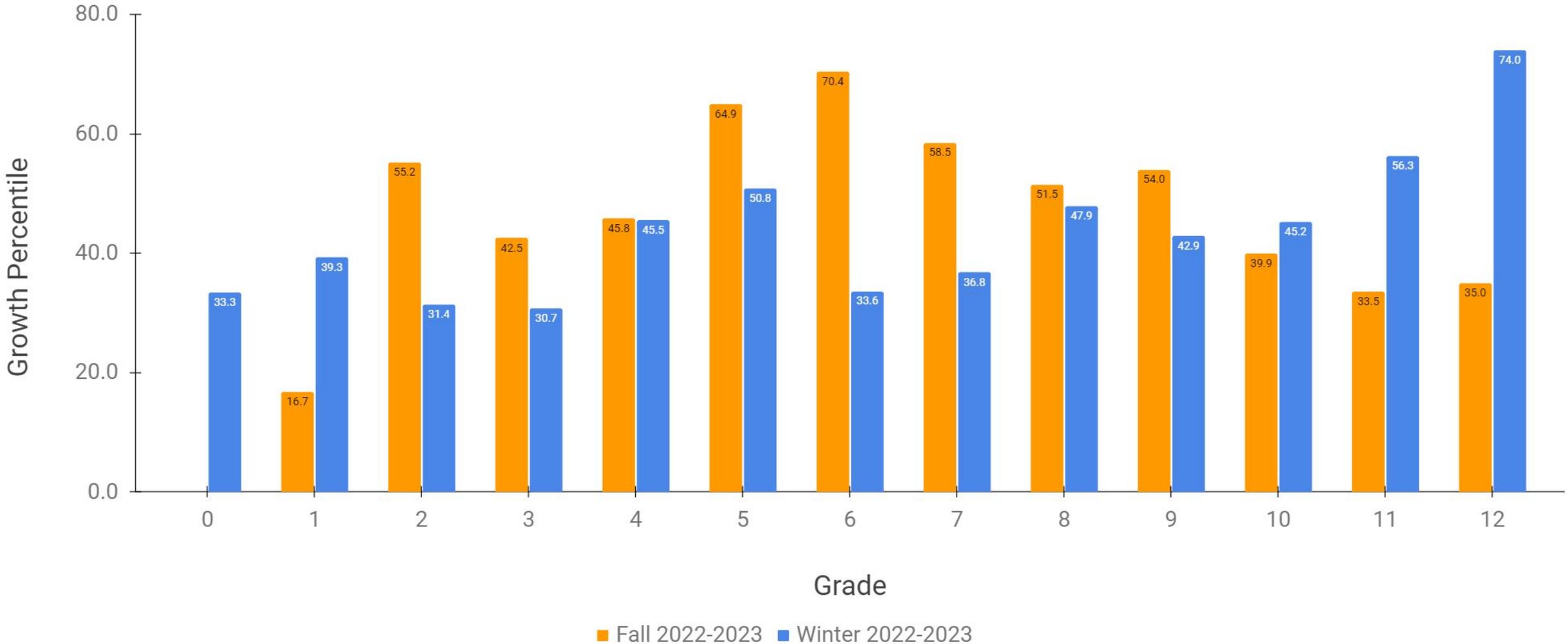


Reading Achievement Assessment By *Program* – *English Learners* in Grades K-12

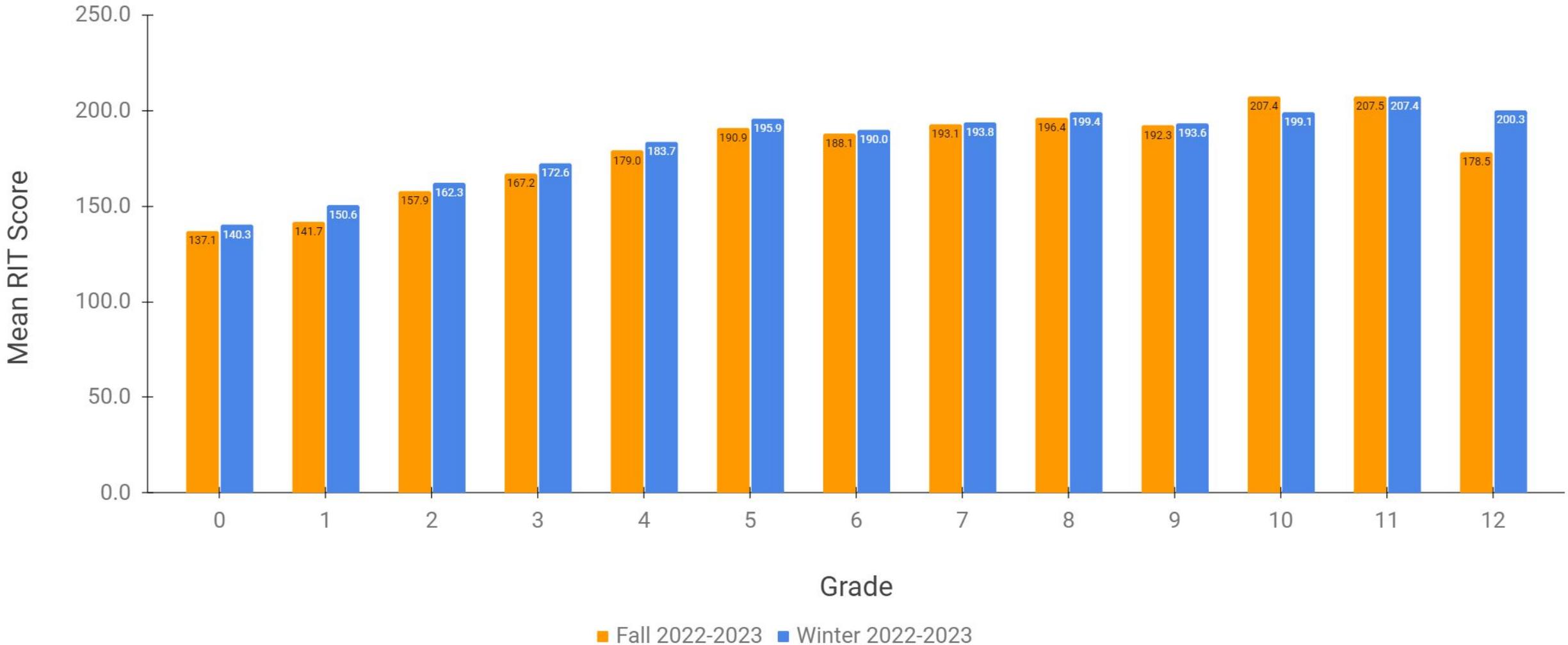


Reading Growth Percentile

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

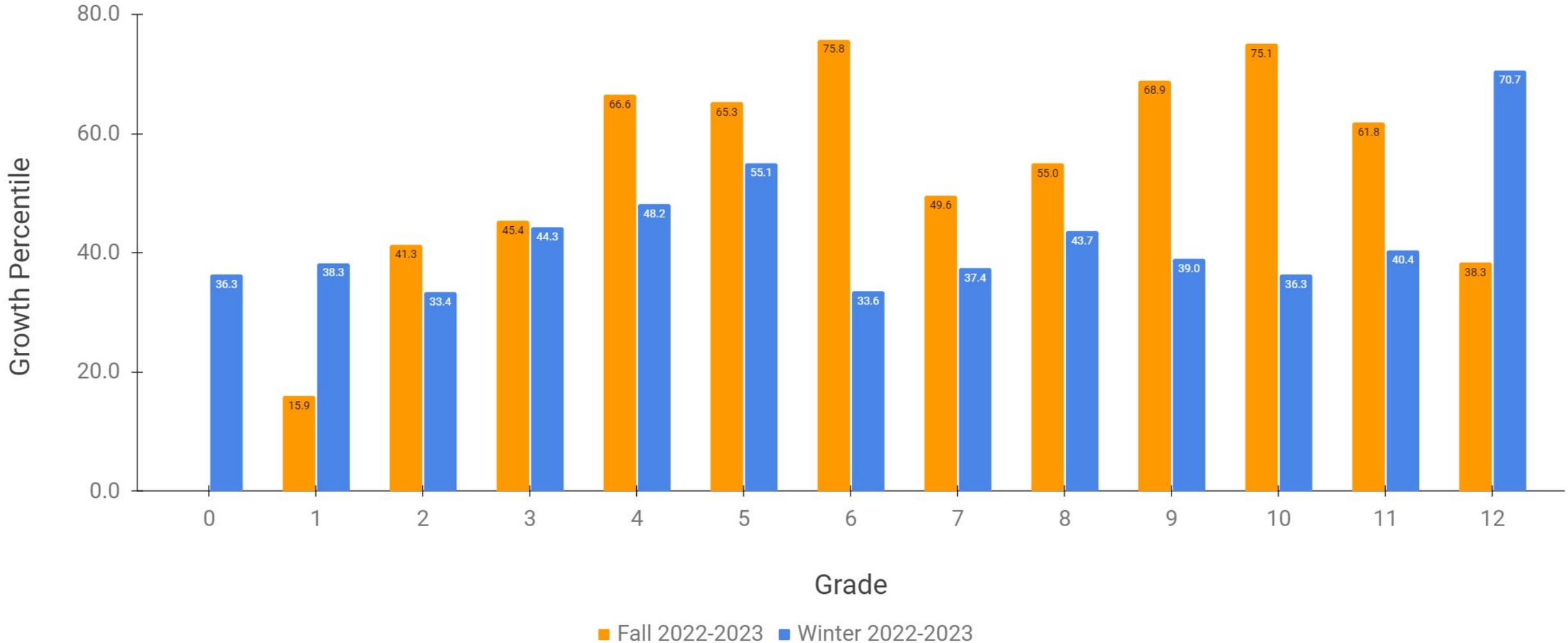


Math Achievement Assessment By *Program* – *English Learners* in Grades K-12



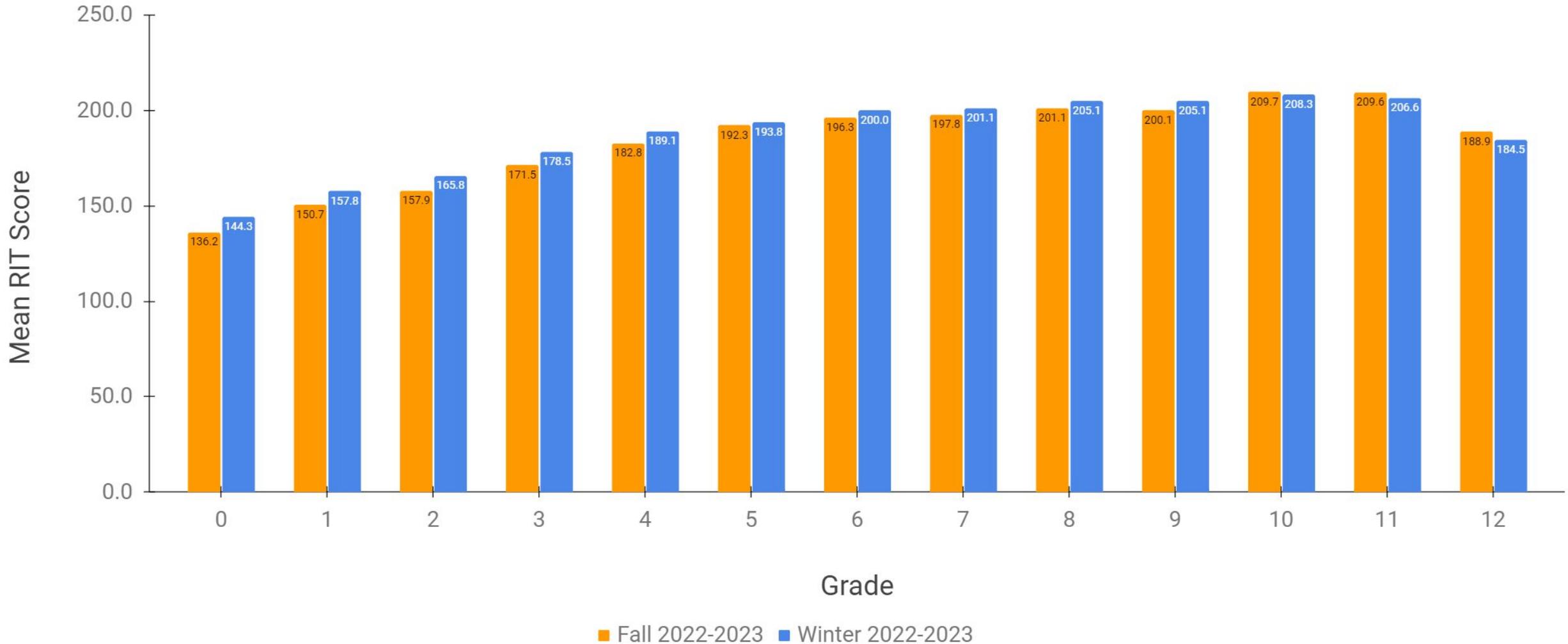
Math Growth Percentile

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



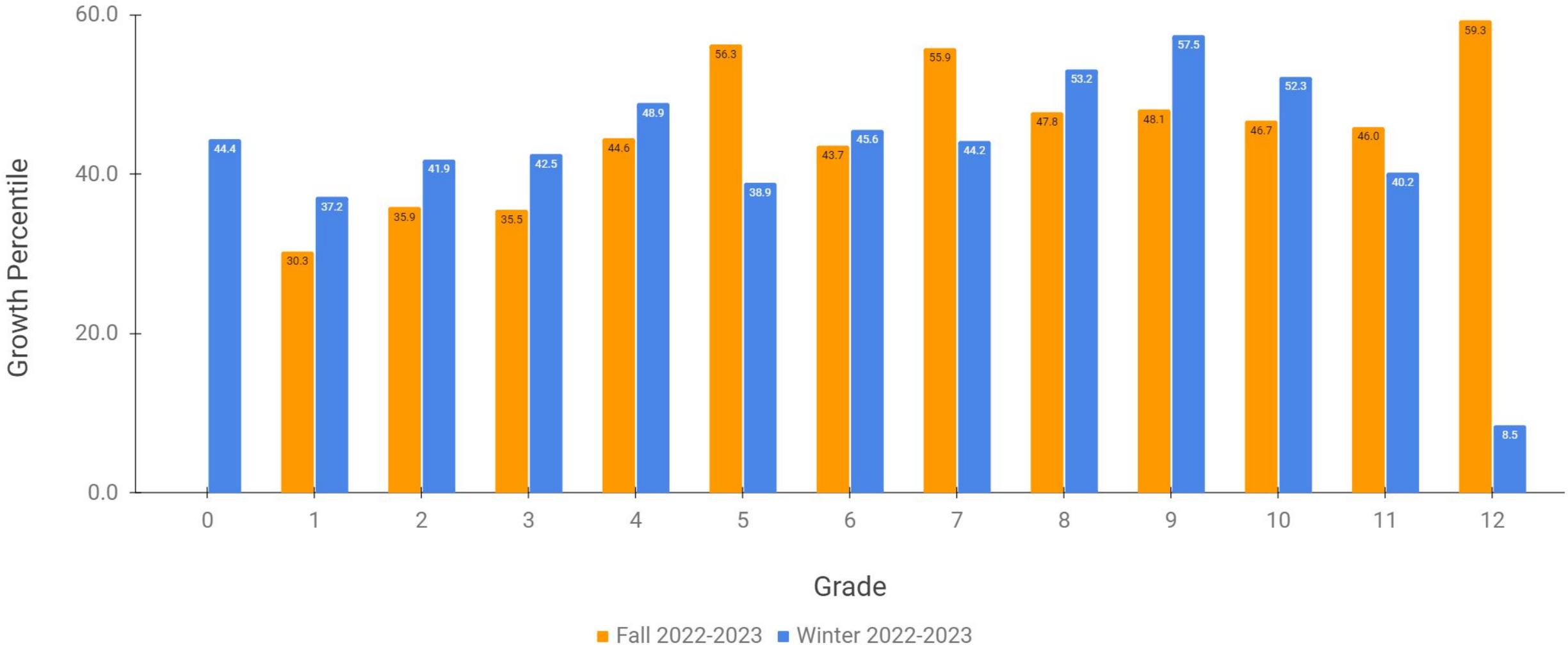
Reading Achievement Assessment

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



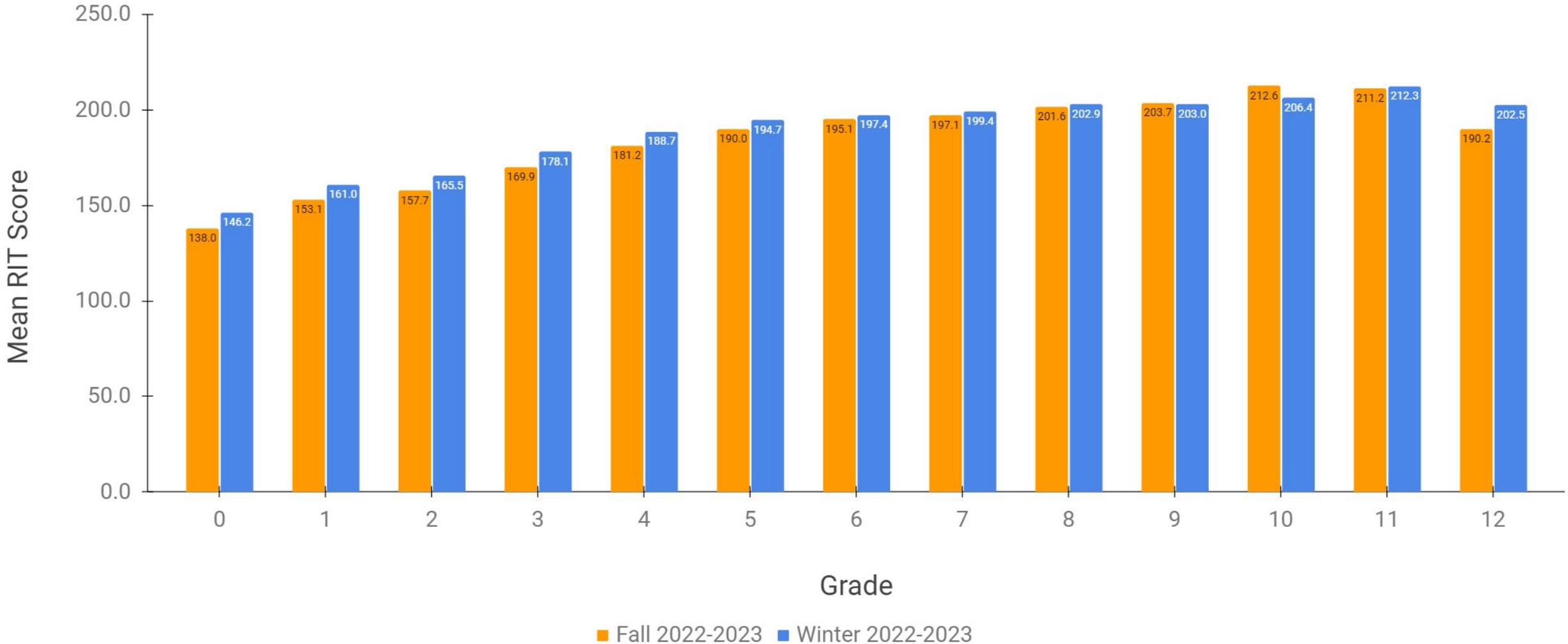
Reading Growth Percentile

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



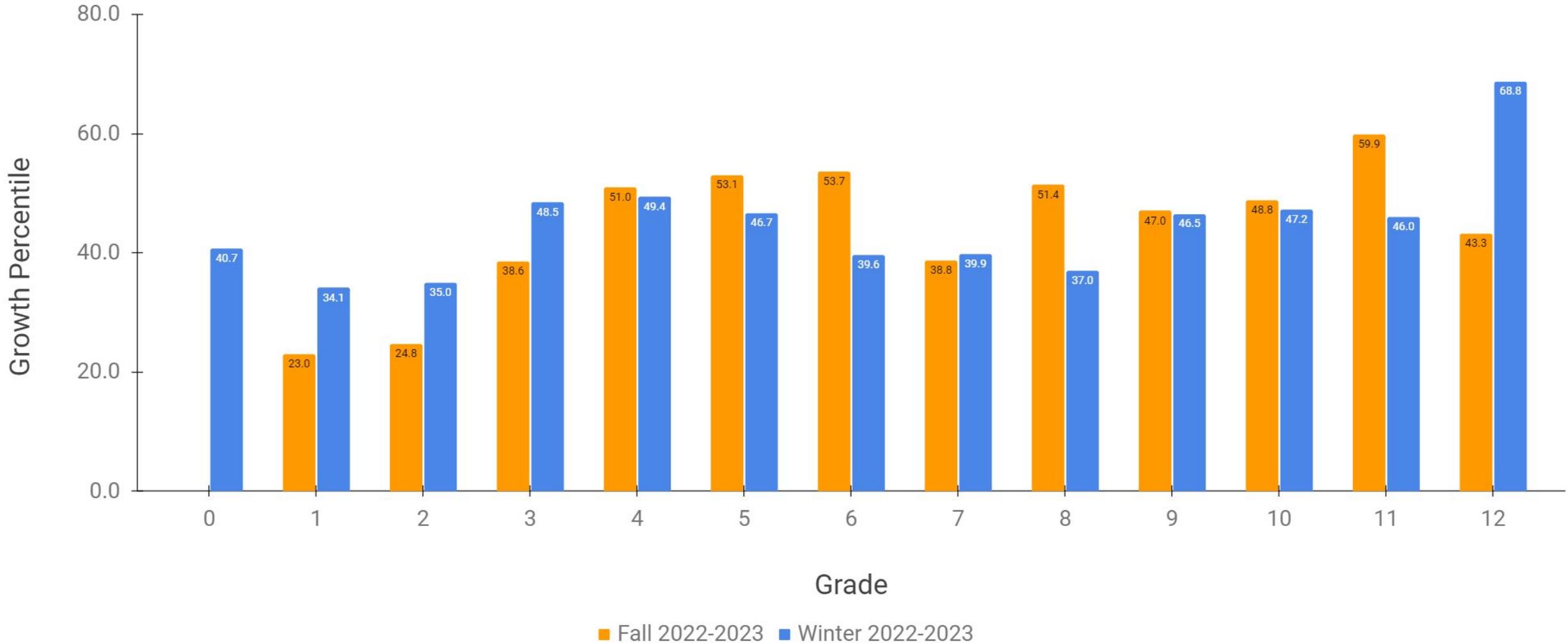
Math Achievement Assessment

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



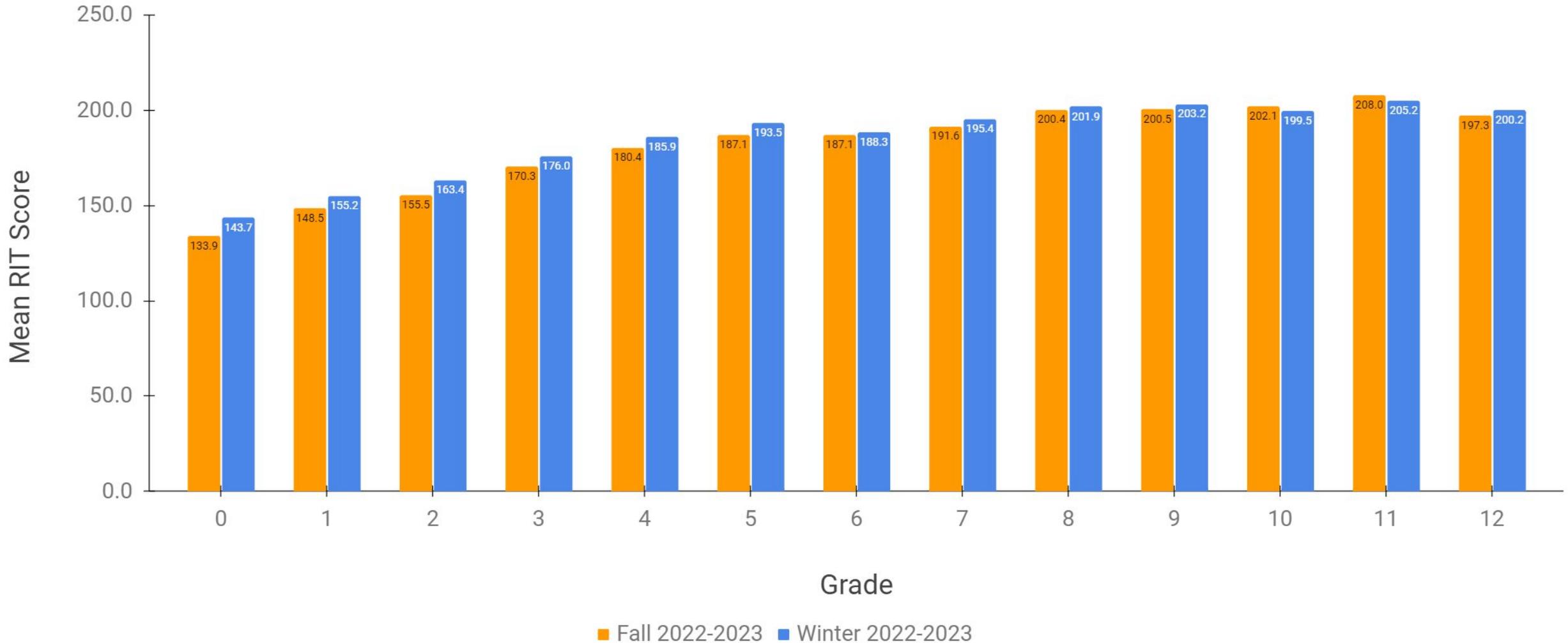
Math Growth Percentile

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



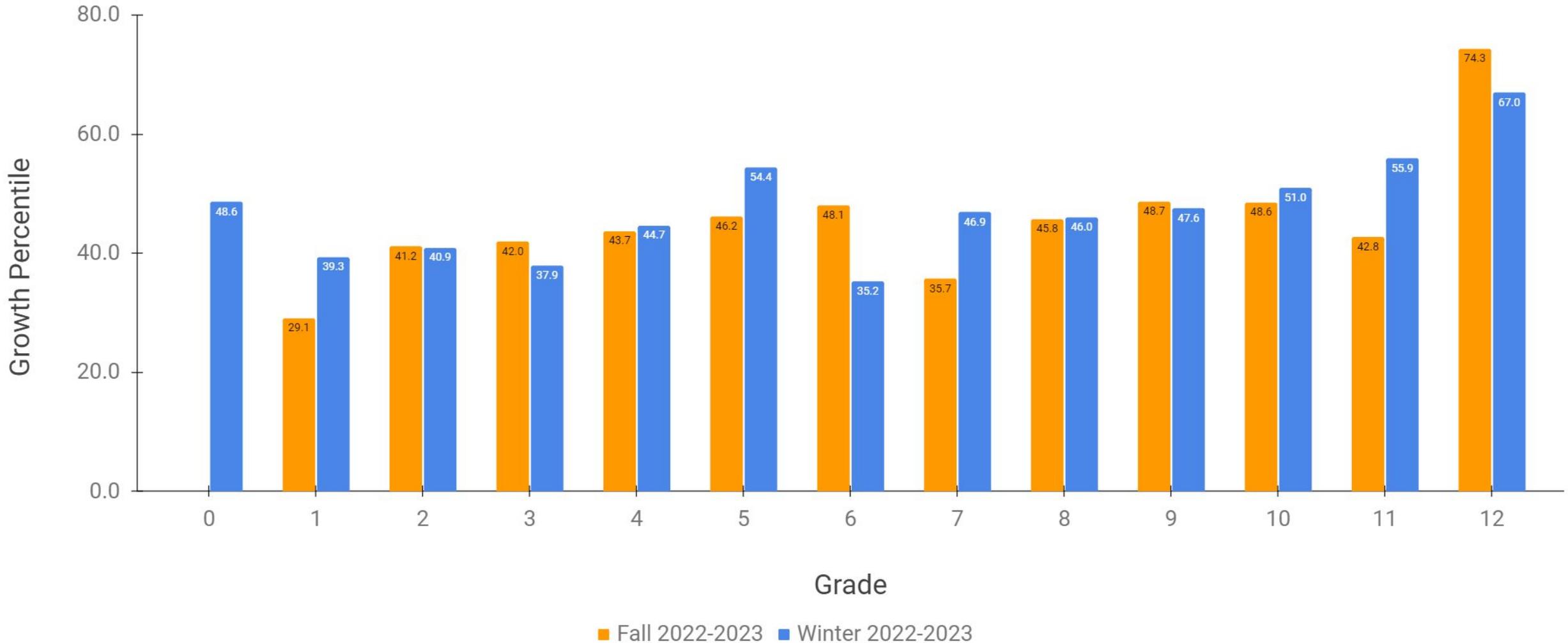
Reading Achievement Assessment

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



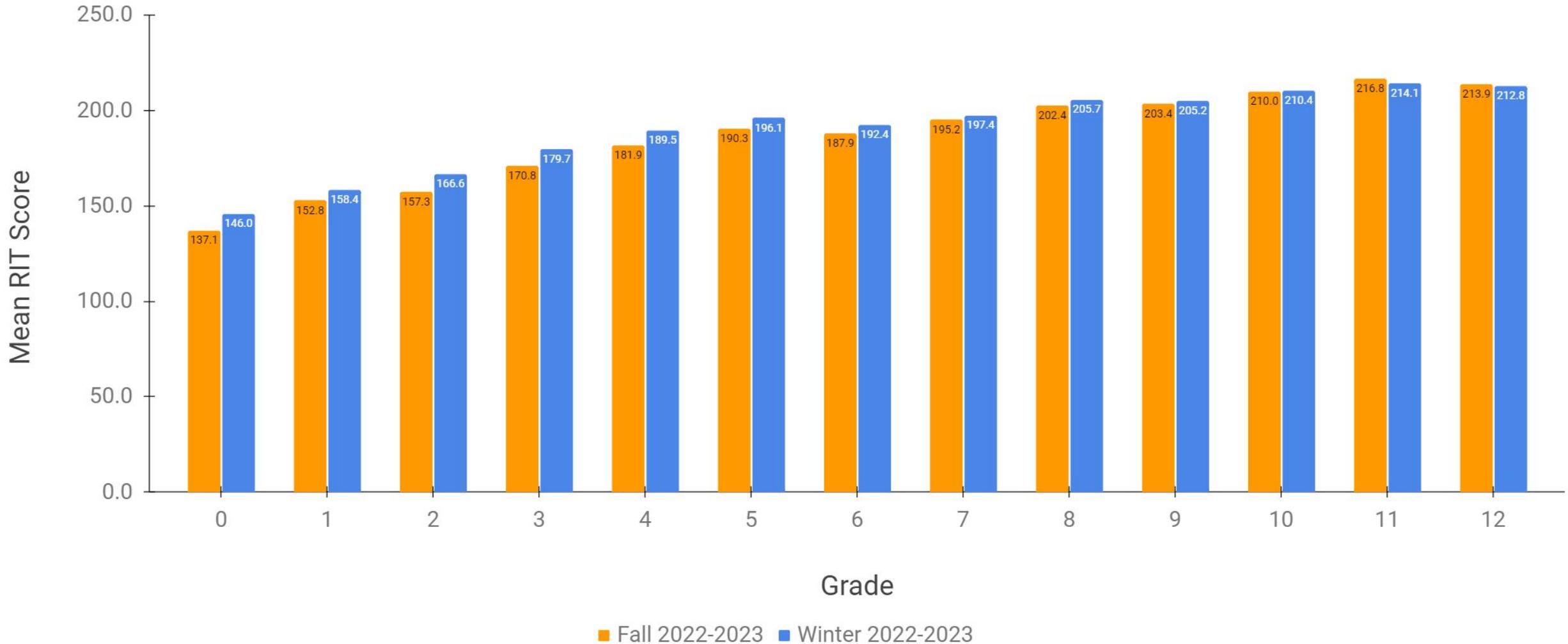
Reading Growth Percentile

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



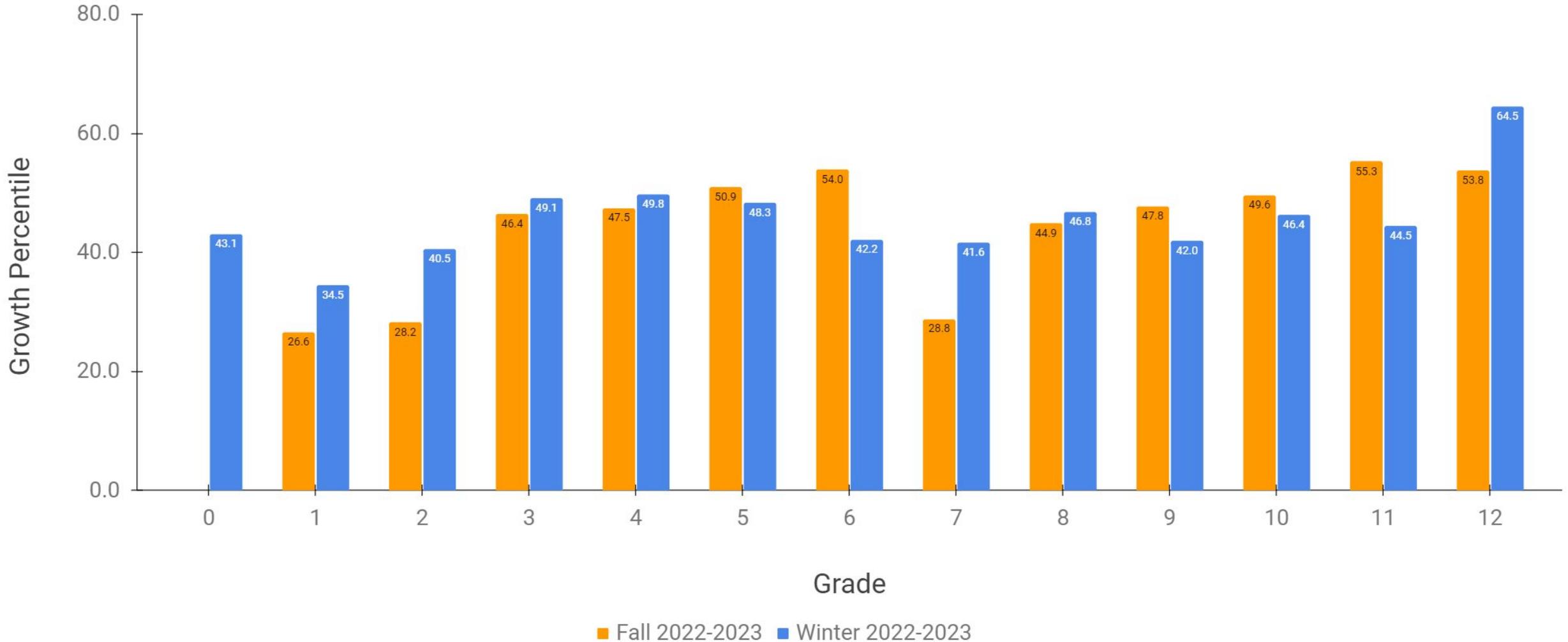
Math Achievement Assessment

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



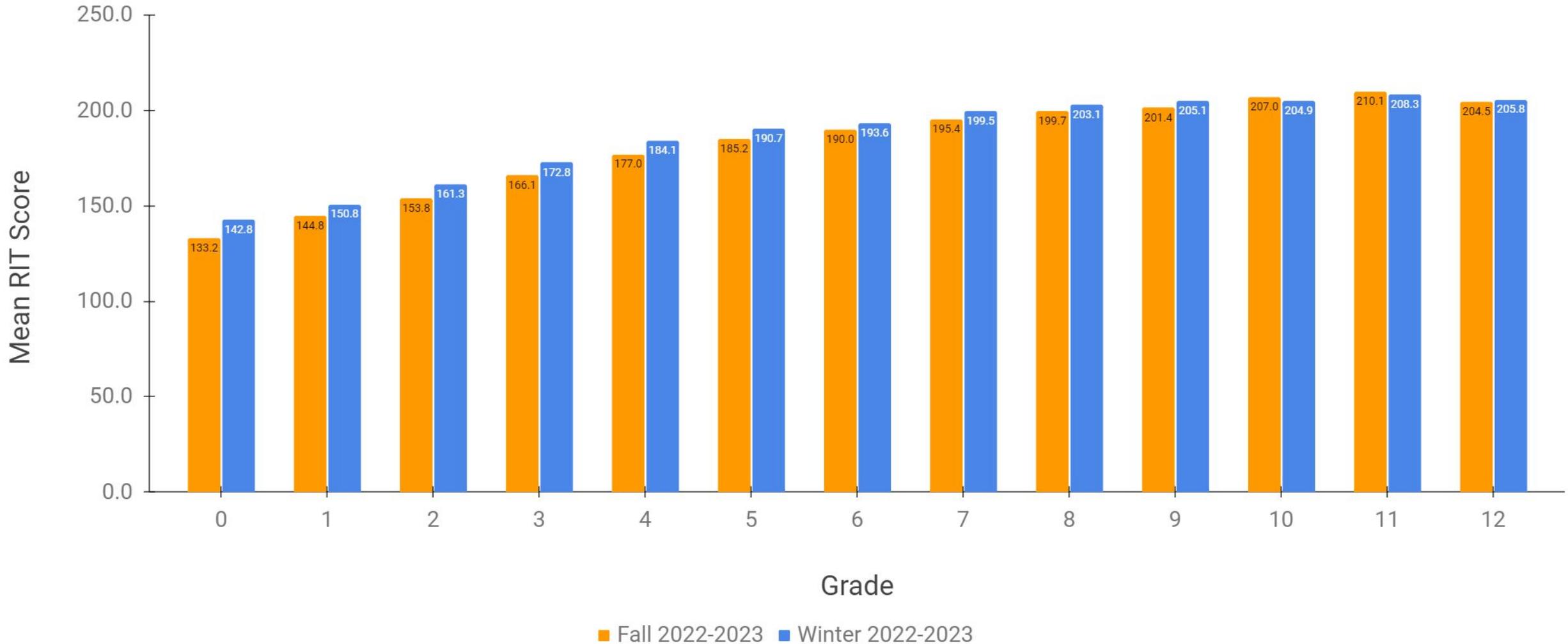
Math Growth Percentile

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



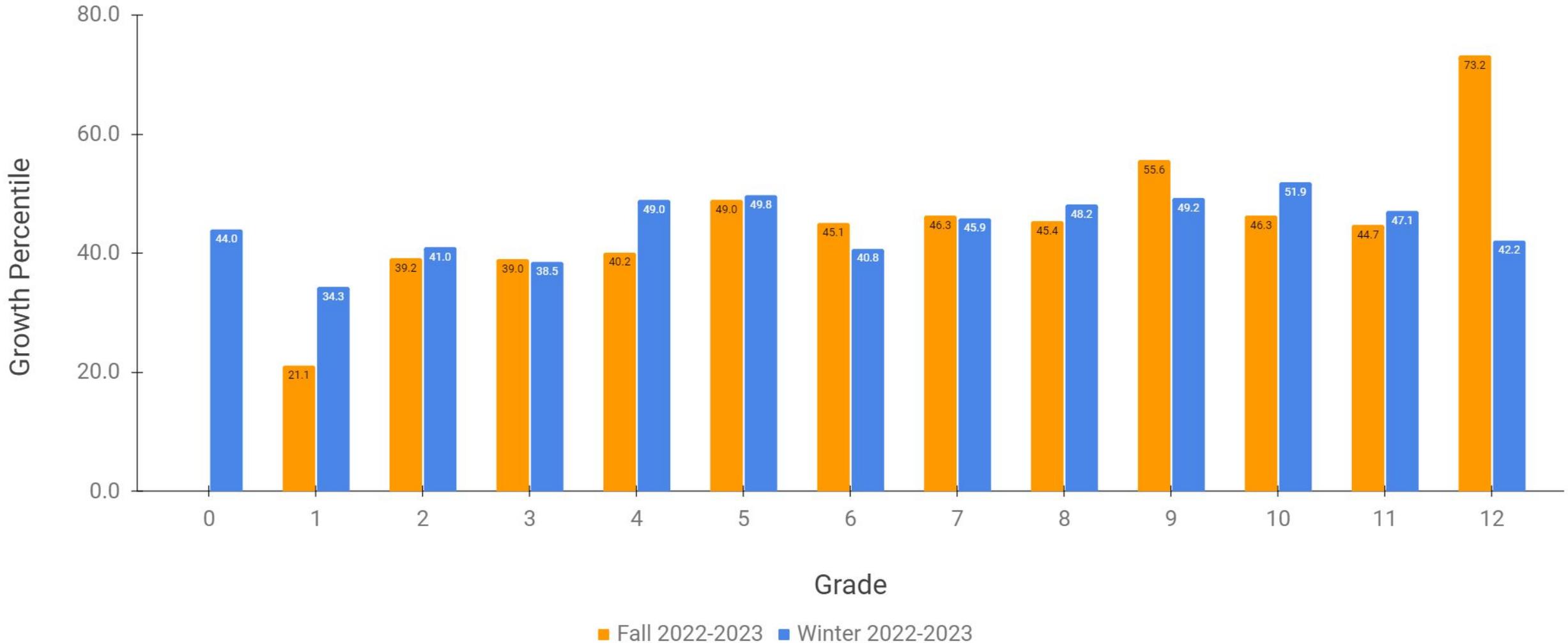
Reading Achievement Assessment

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



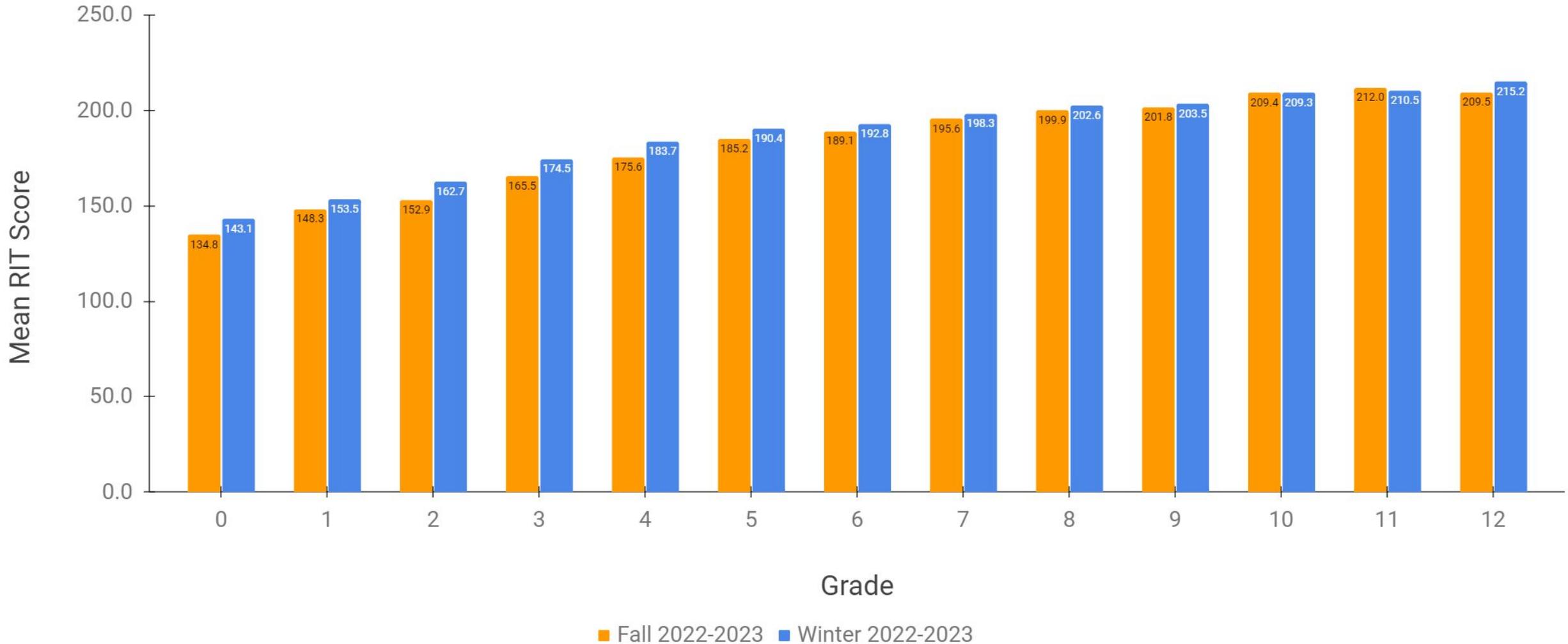
Reading Growth Percentile

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



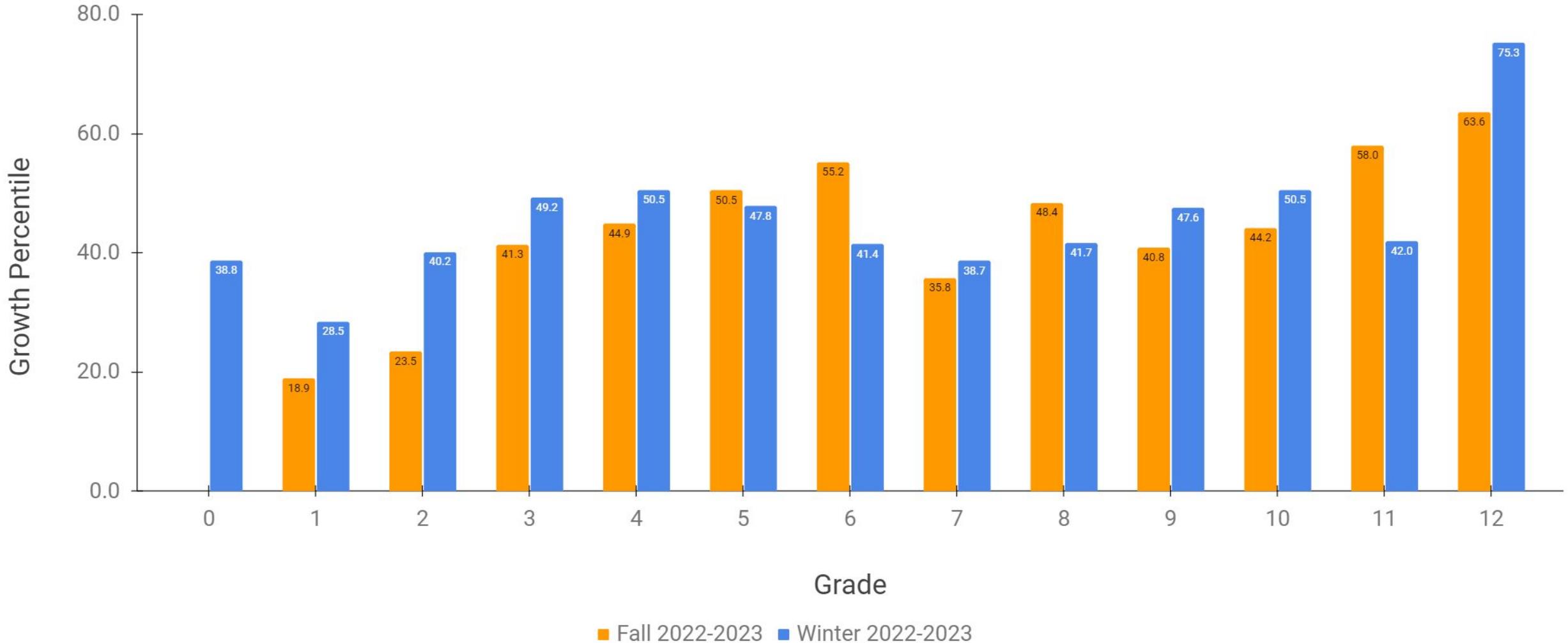
Math Achievement Assessment

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



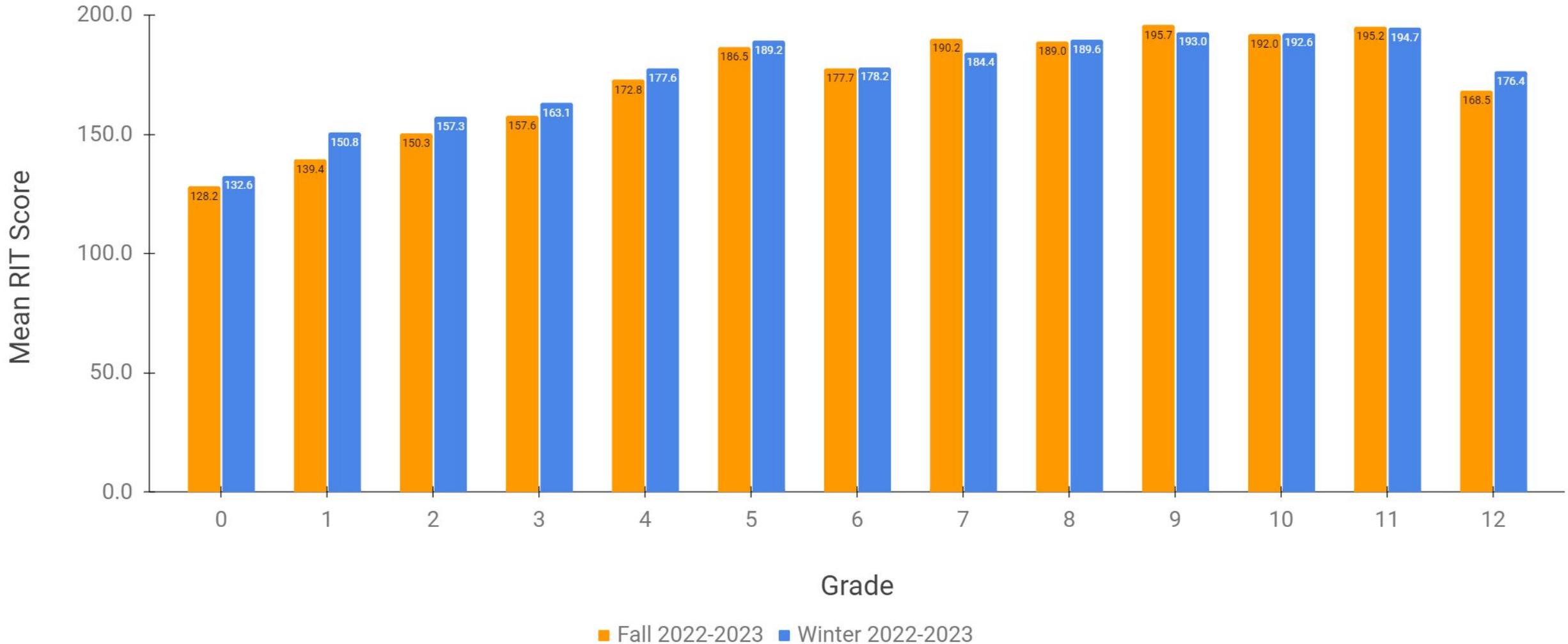
Math Growth Percentile

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



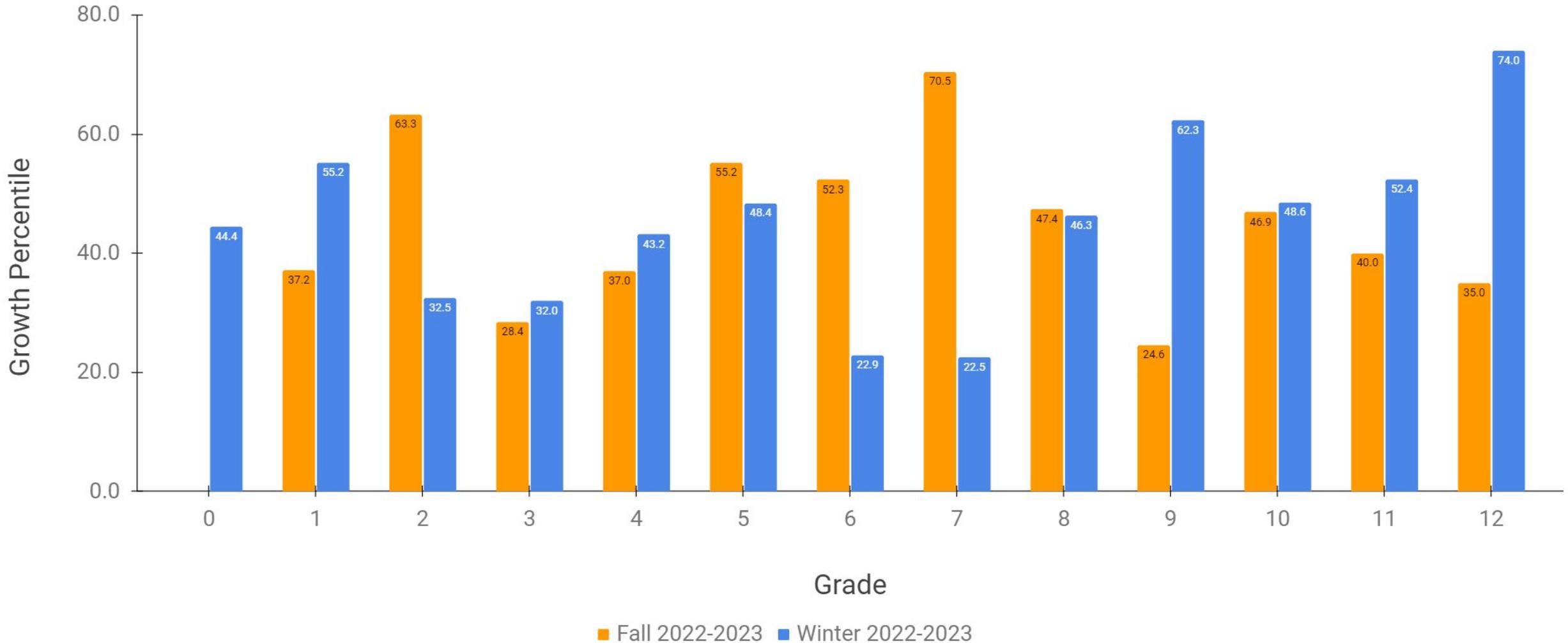
Reading Achievement Assessment

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



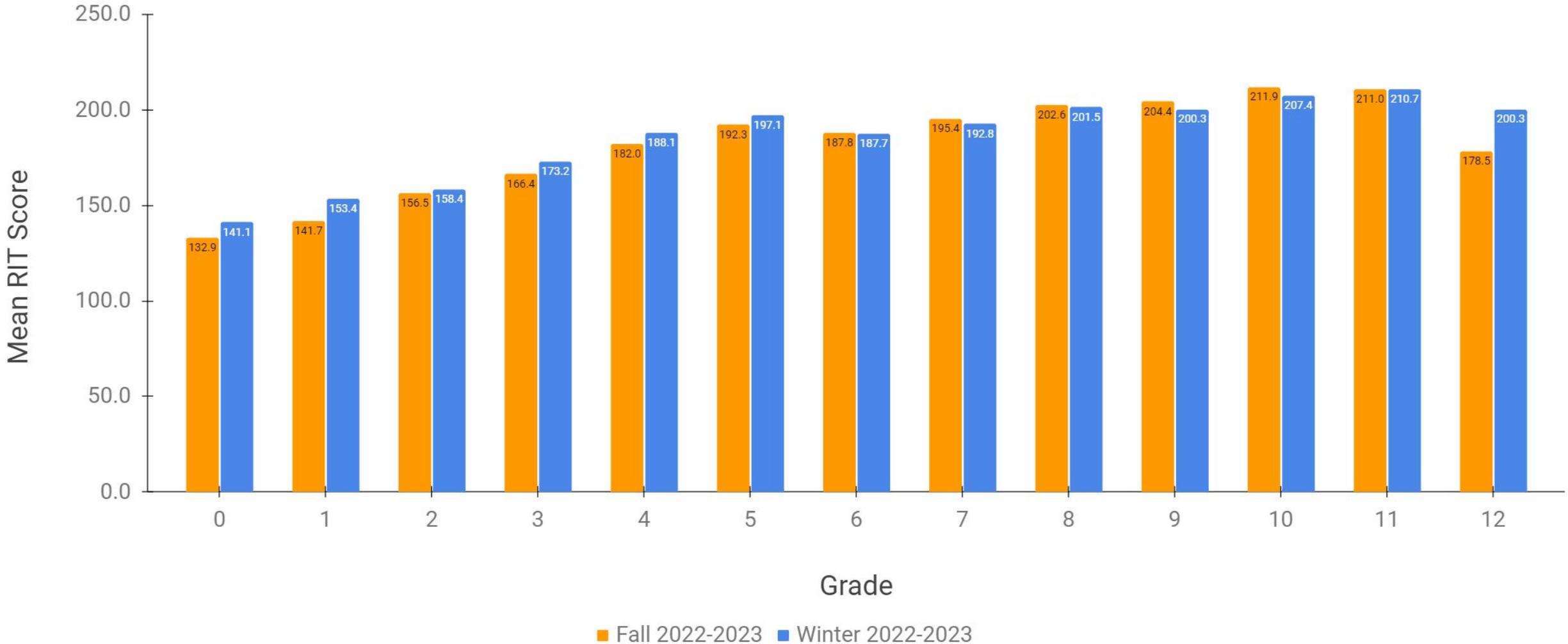
Reading Growth Percentile

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



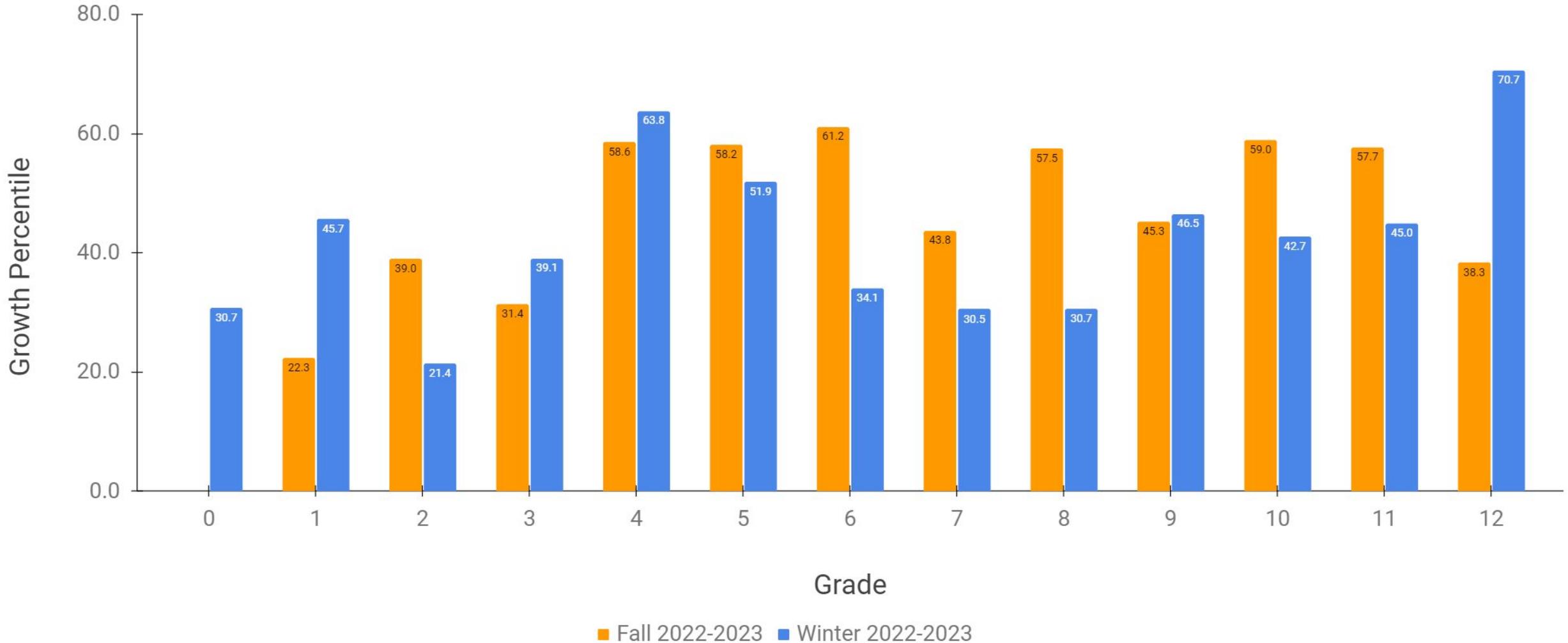
Math Achievement Assessment

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



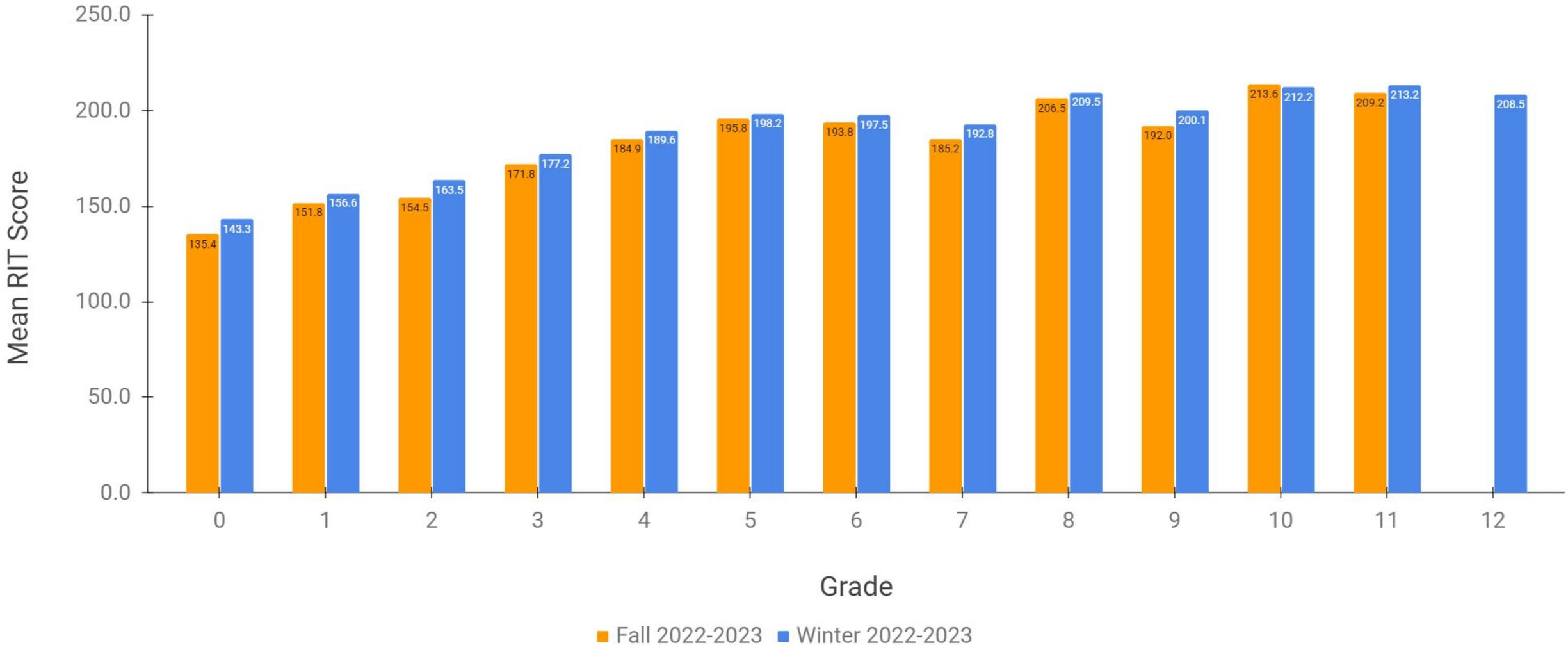
Math Growth Percentile

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



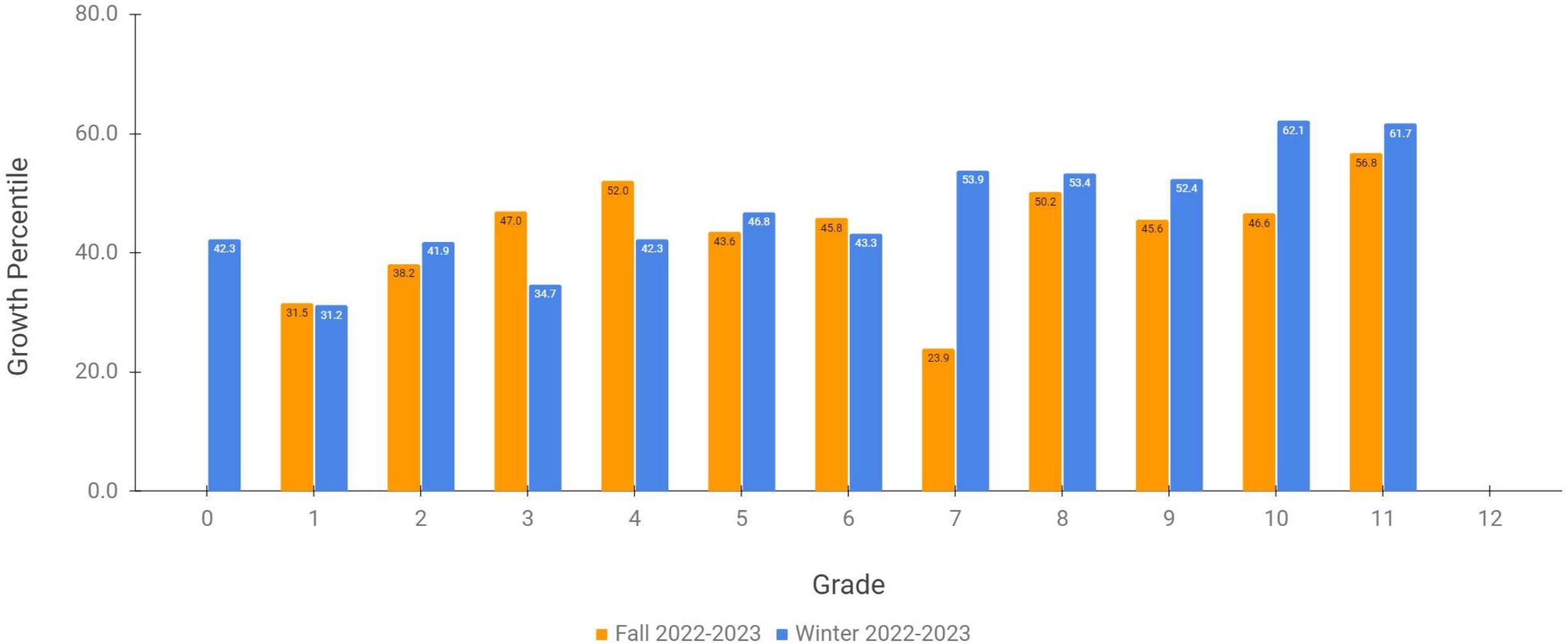
Reading Achievement Assessment

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



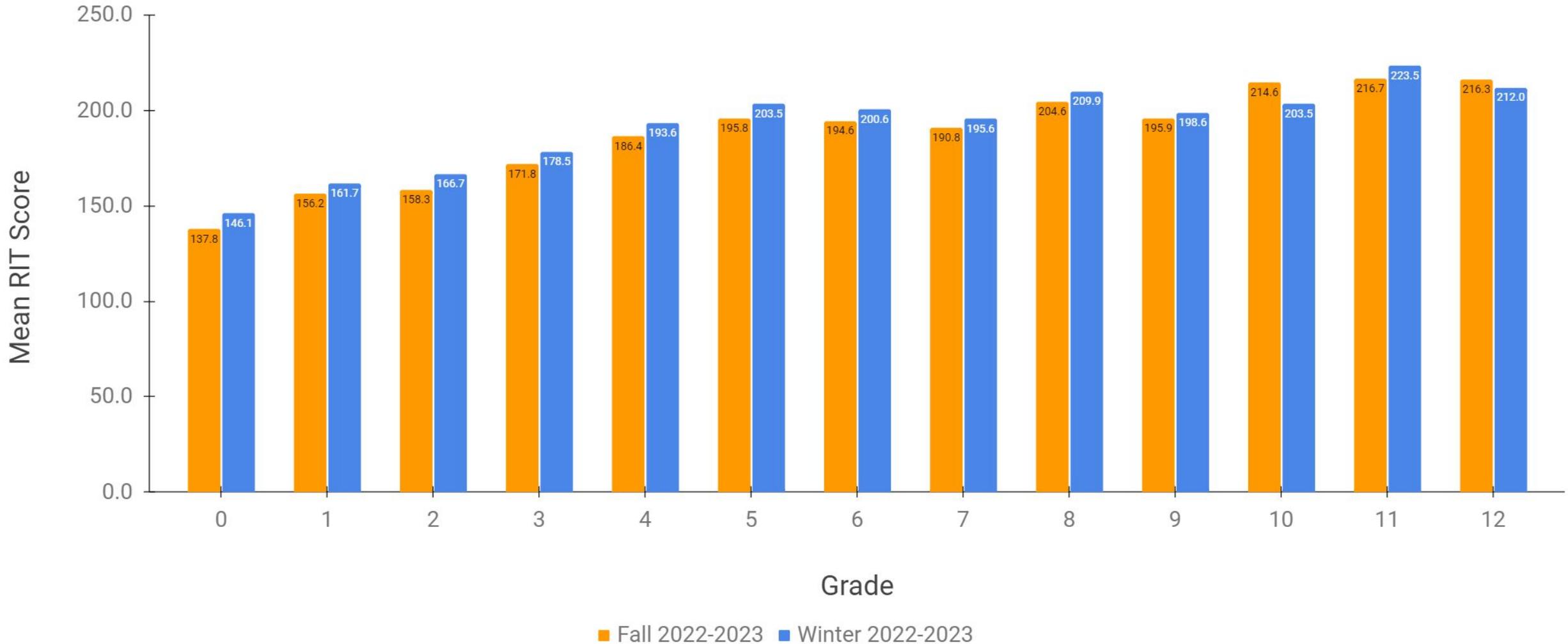
Reading Growth Percentile

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



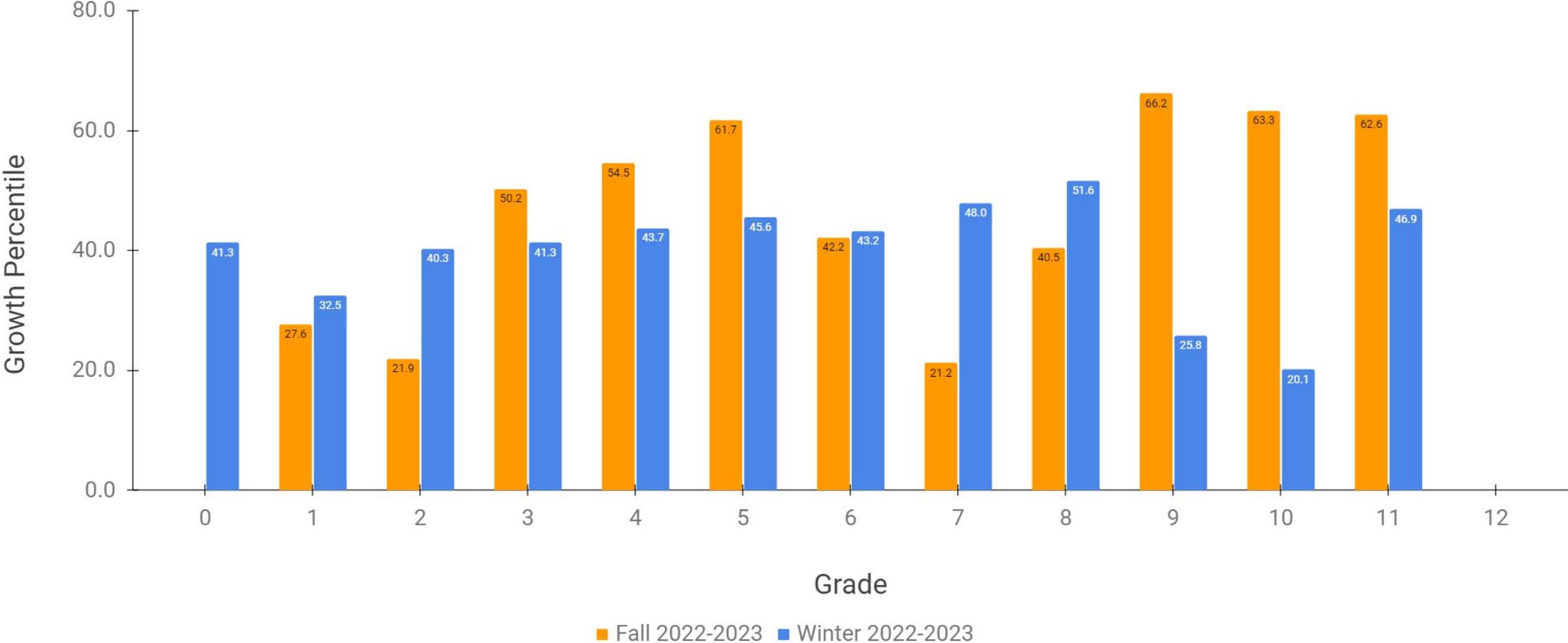
Math Achievement Assessment

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



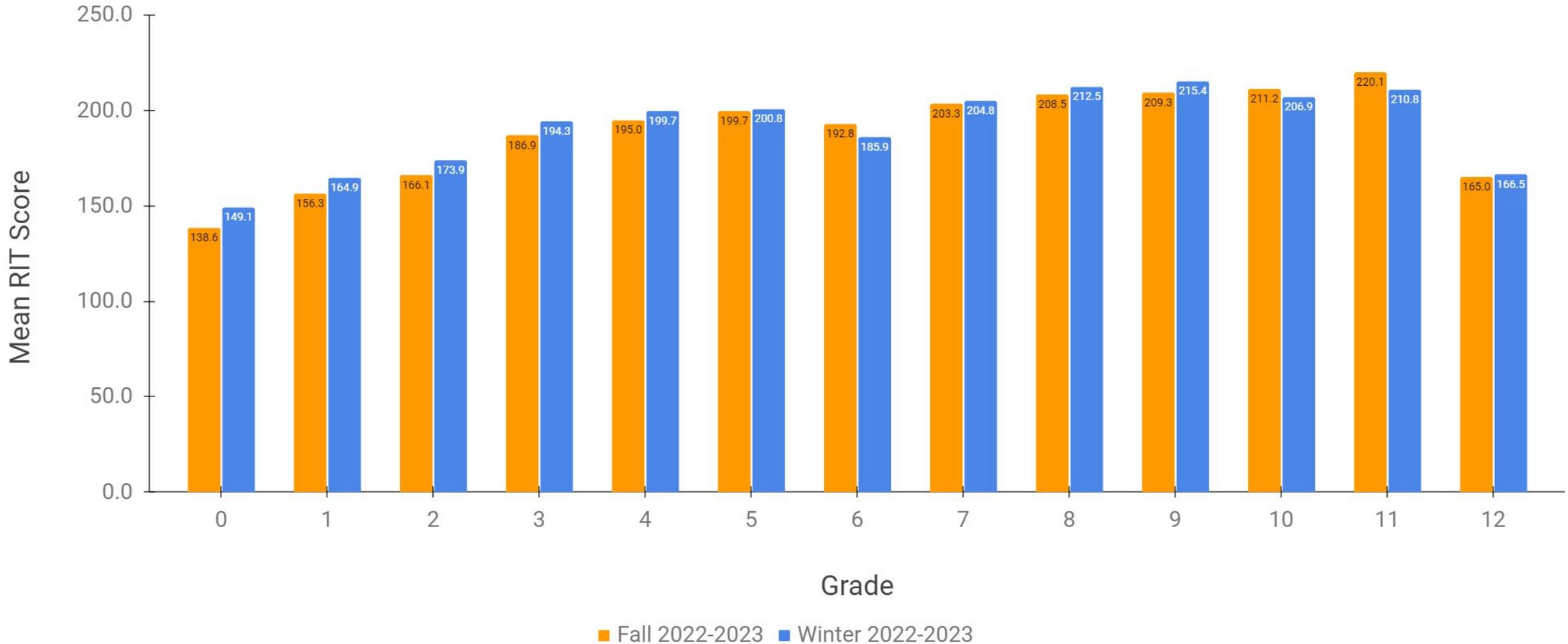
Math Growth Percentile

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



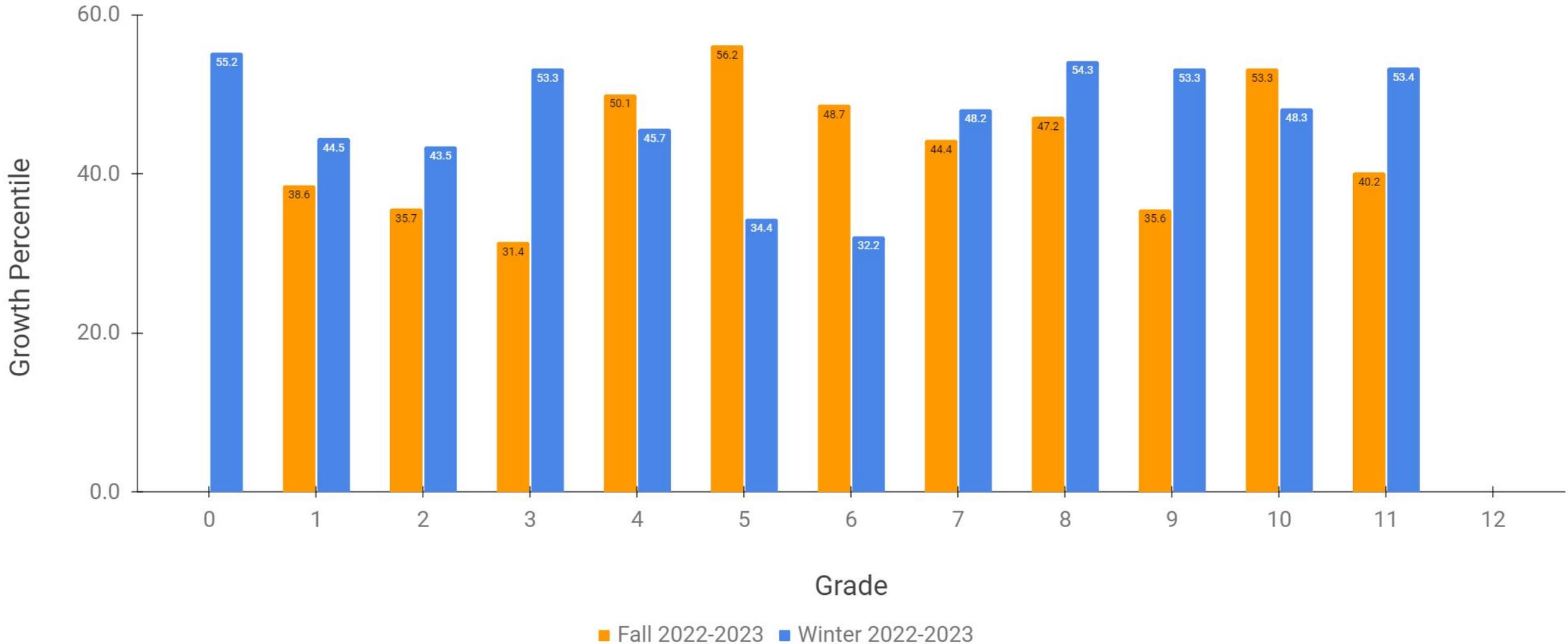
Reading Achievement Assessment

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



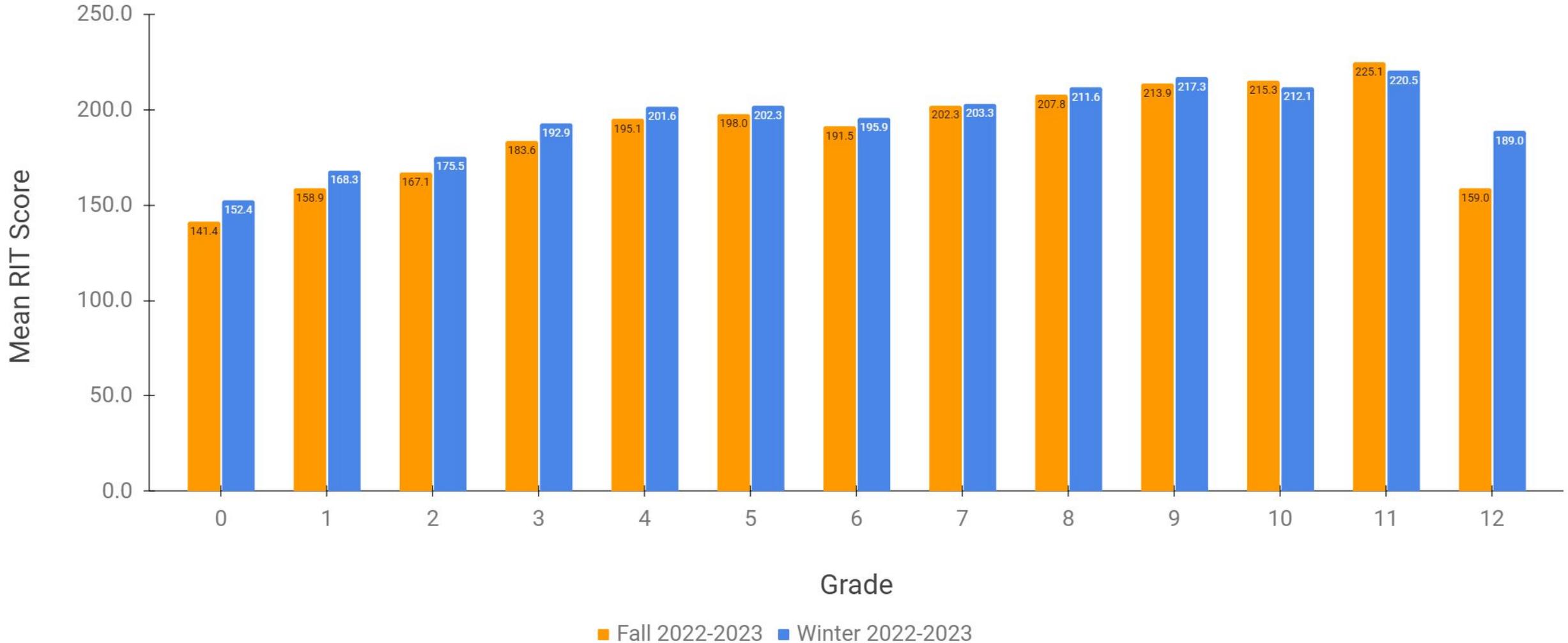
Reading Growth Percentile

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



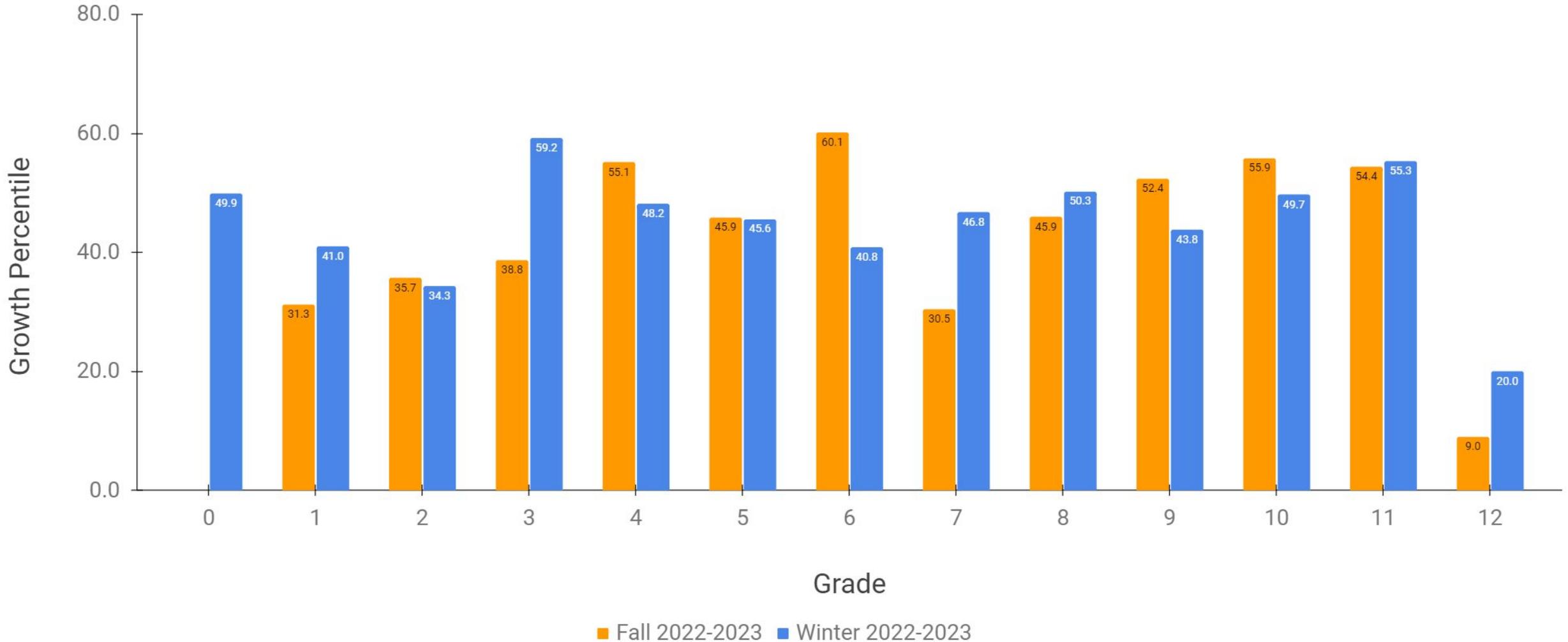
Math Achievement Assessment

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

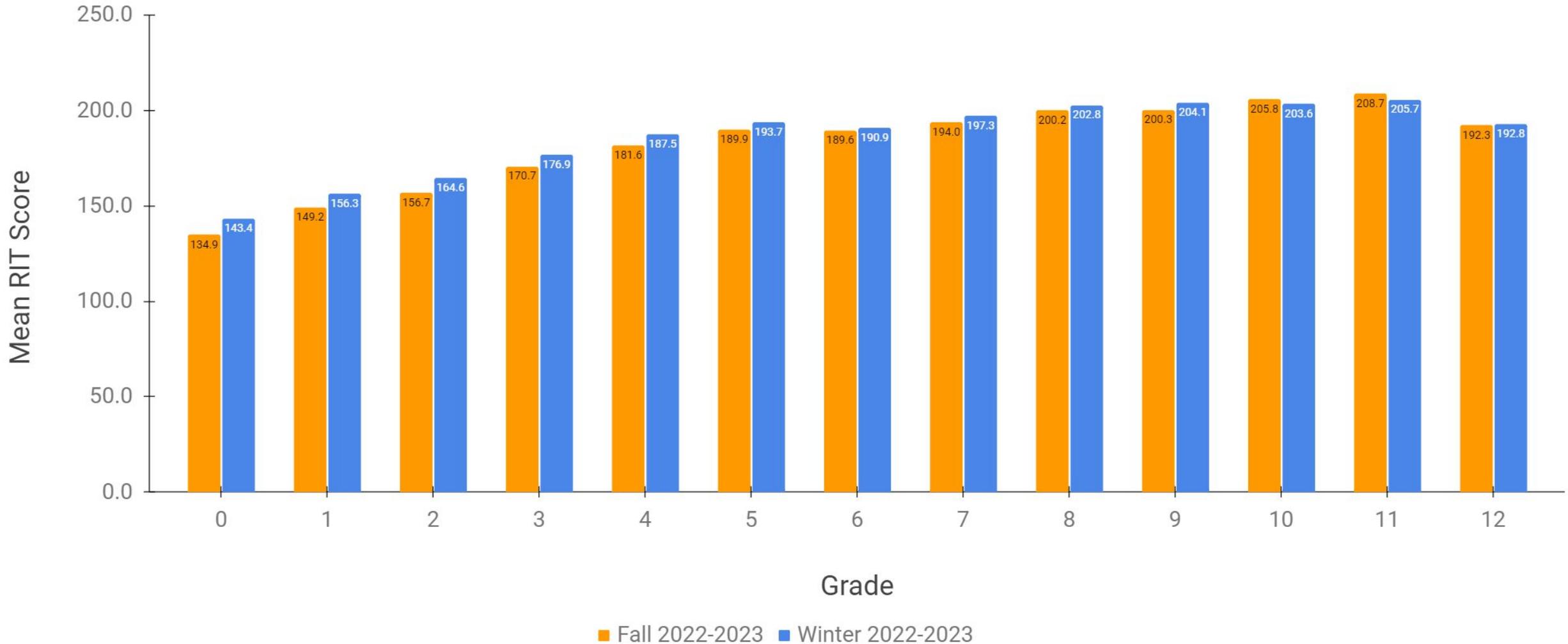


Math Growth Percentile

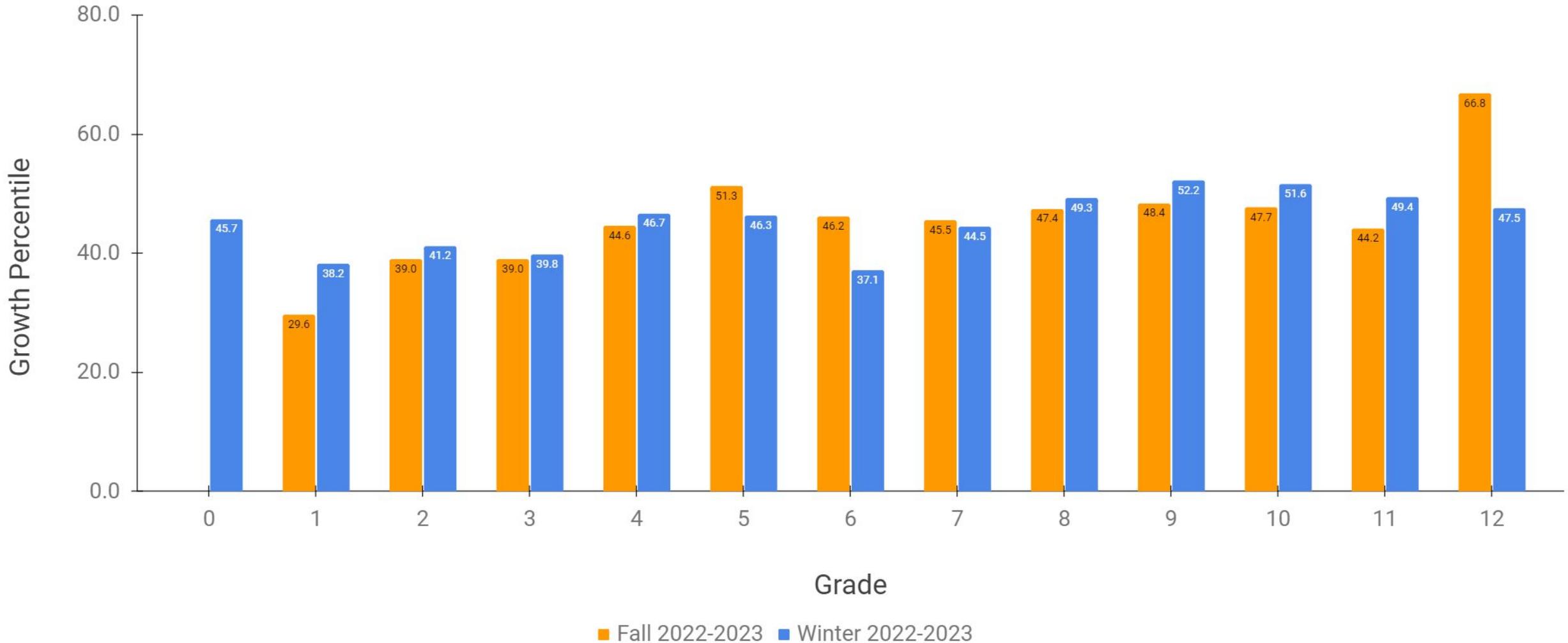
By *Demographic* – *White Students* in Grades K-12



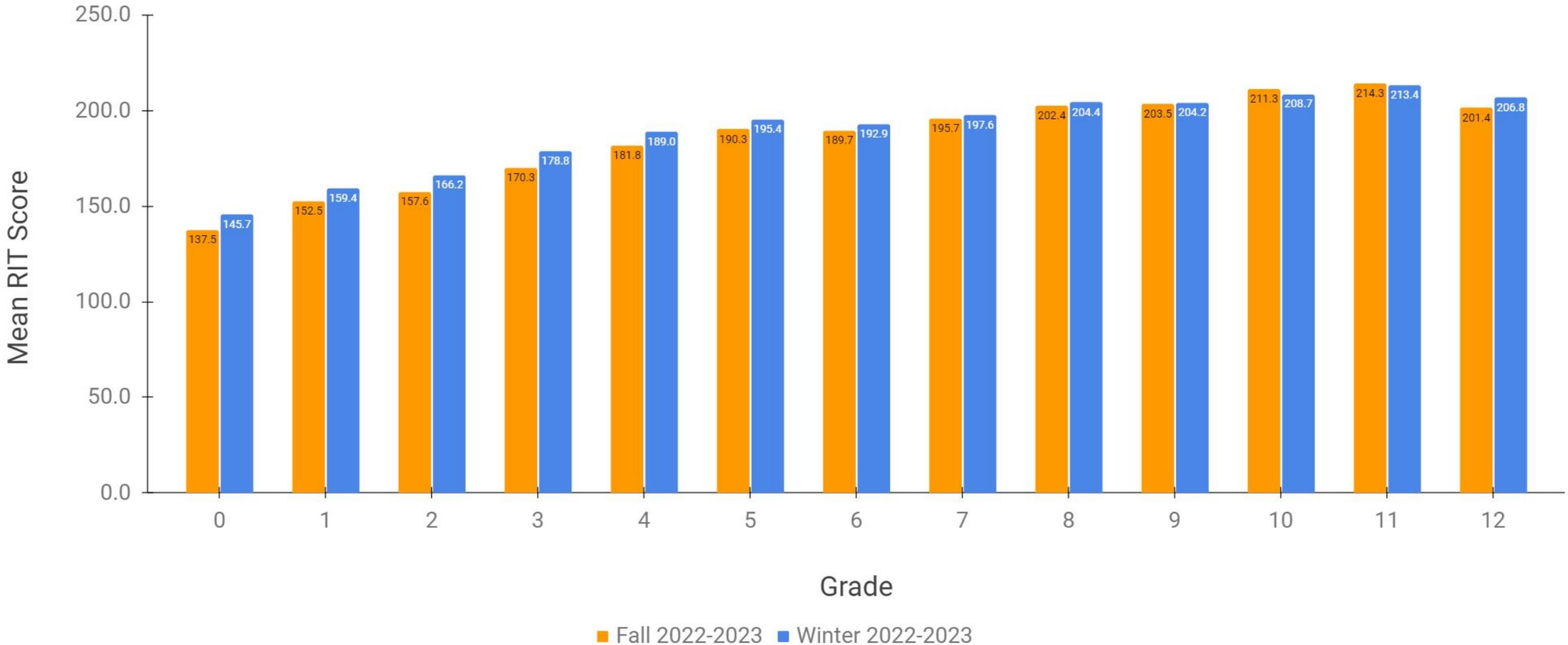
Reading Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



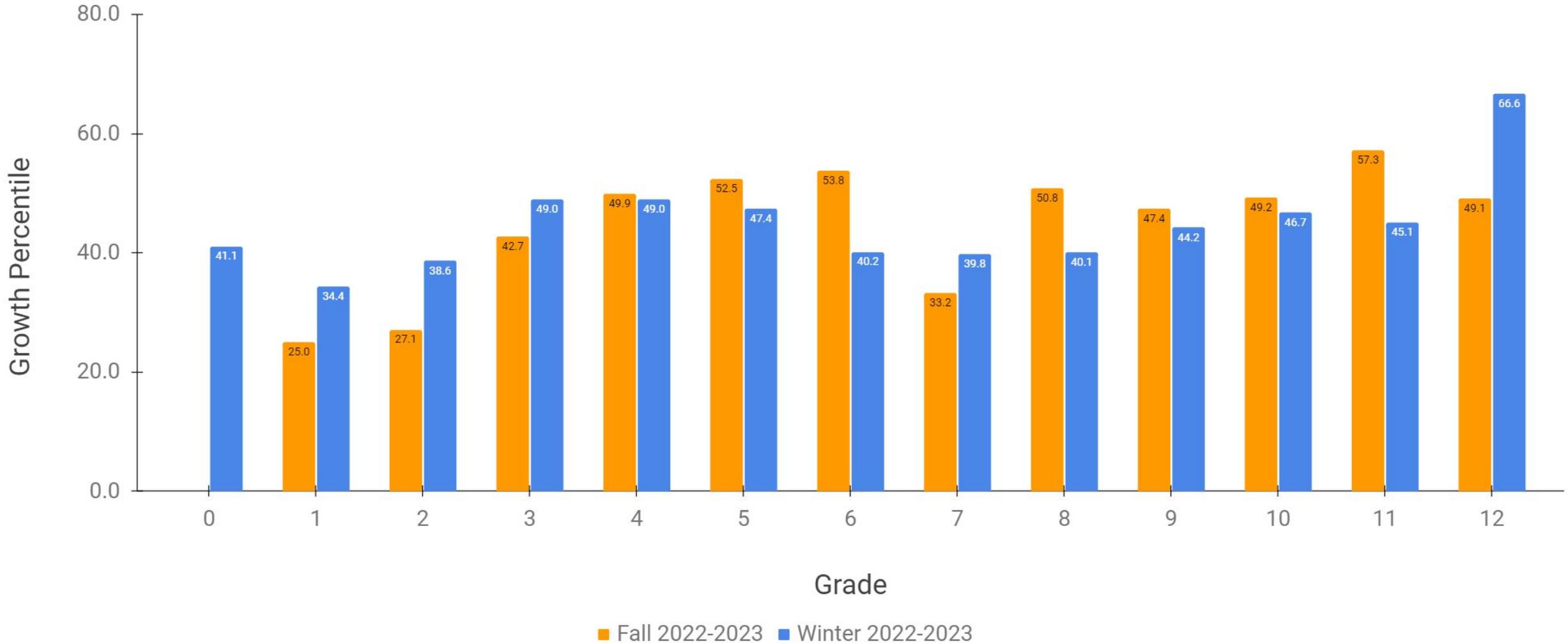
Reading Growth Percentile By *Mode of Instruction – In-Person* in Grades K-12



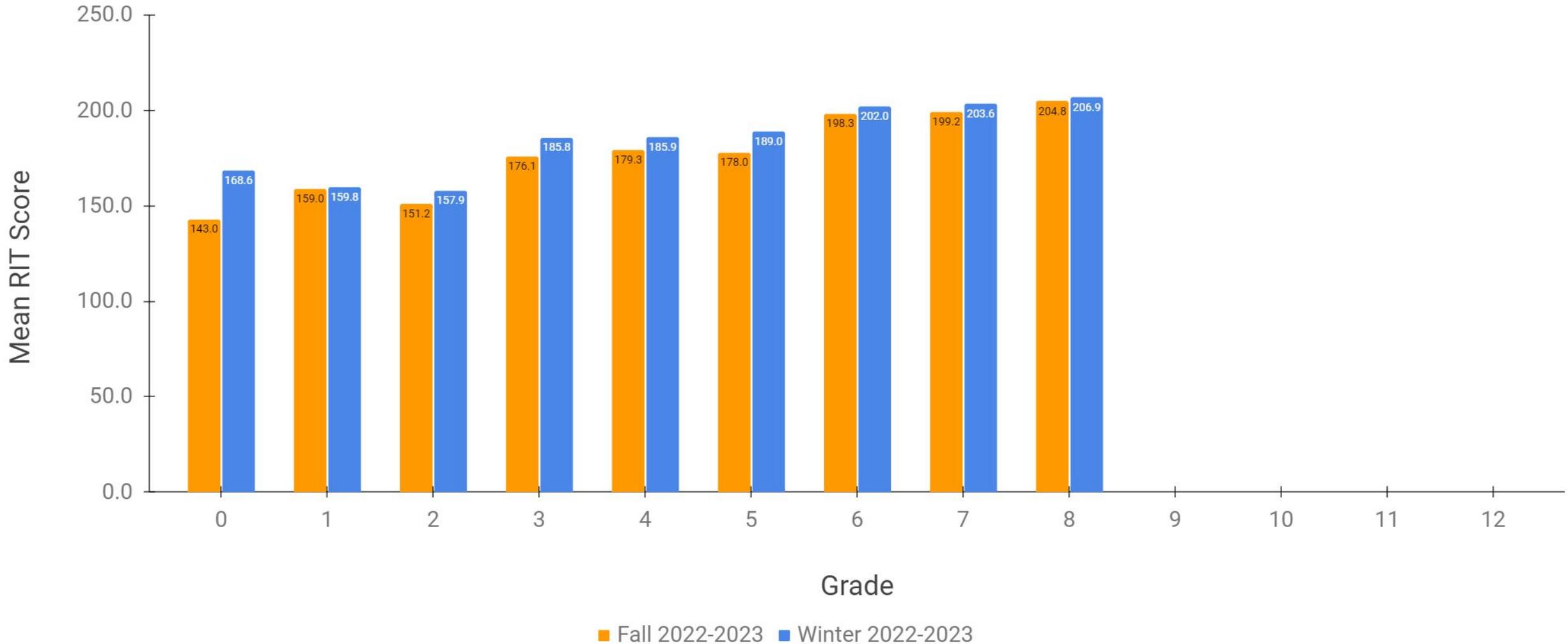
Math Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



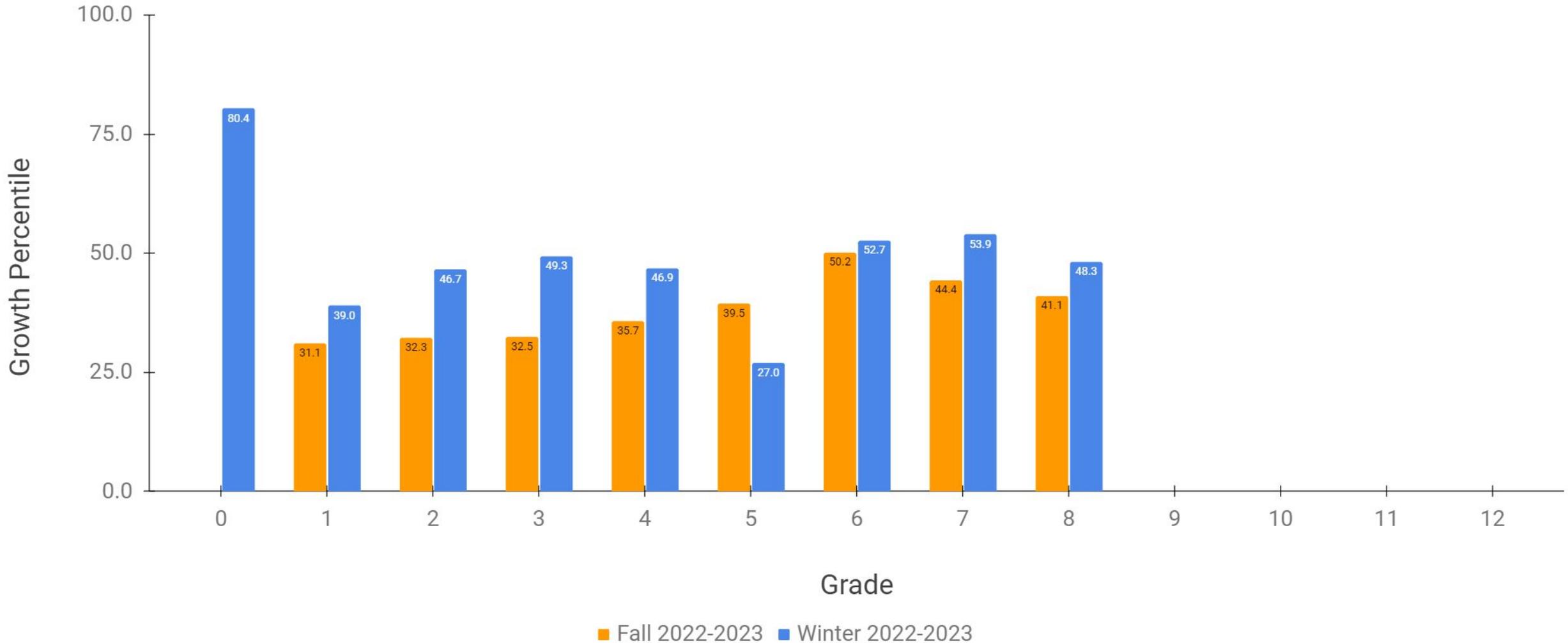
Math Growth Percentile By *Mode of Instruction – In-Person* in Grades K-12



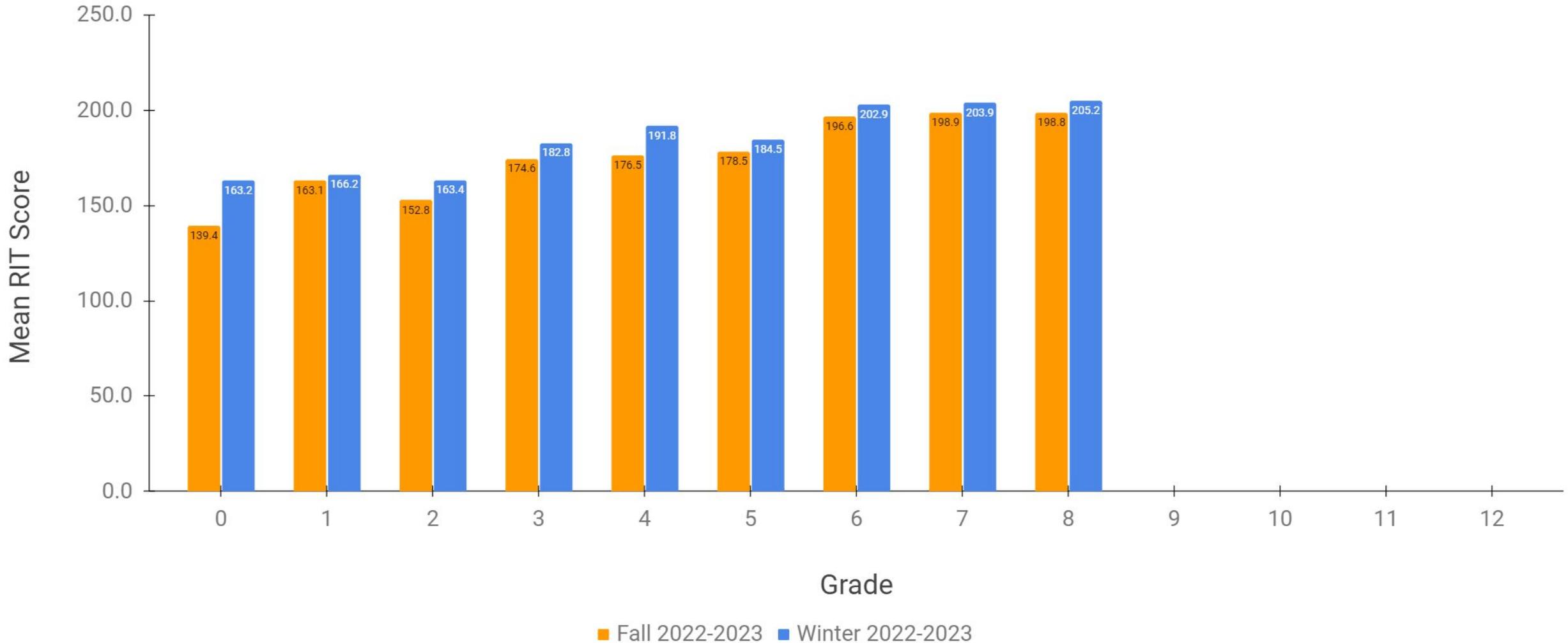
Reading Achievement Assessment By *Mode of Instruction – Distance Learning* in Grades K-8



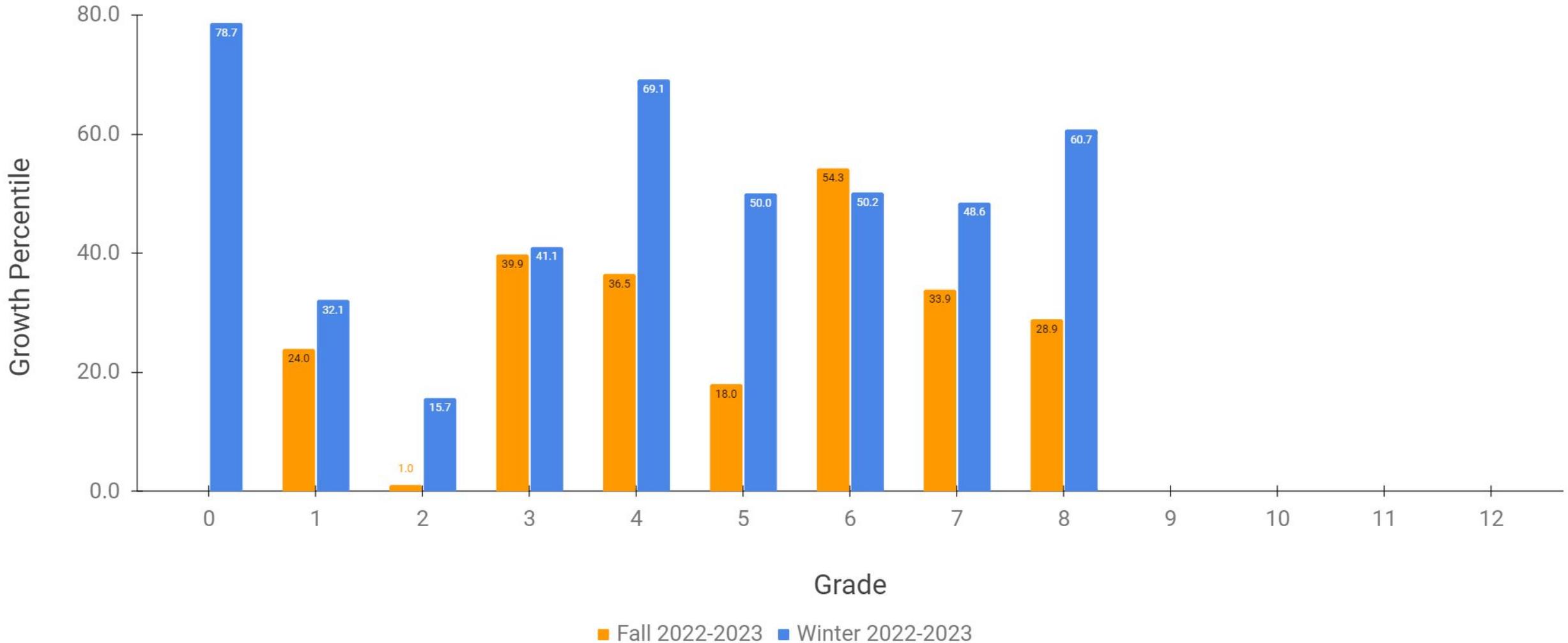
Reading Growth Percentile By *Mode of Instruction – Distance Learning* in Grades K-8



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 Questions Might You Have?