Ypsilanti Community Schools

Sec. 104h Goal Progress Report

School Board Presentation

Dr. Carlos Lopez, Assistant Superintendent

November 17, 2025

Sec. 104h Goal Progress Report

Progress Reporting Requirements as outlined in law (MCL 388.1698b, MCL 388.1704a, MCL 388.1704h):

- Present on goal progression by the February 2026 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, MCL 388.1704h)

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 2025-26 YCS ELA Reading Quarterly Expectations to identify which priority standards will be met at the end of January 31, 2026 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 2025-26 YCS ELA Reading Quarterly Expectations to identify which priority standards will be met at the end of June 30, 2026 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, MCL 388.1704h)

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 2025-26 YCS Math Quarterly Expectations to identify which priority standards will be met at the end of January 31, 2026 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 2025-26 YCS Math Quarterly Expectations to identify which priority standards will be met at the end of June 30, 2026 by each grade level.

Our Collective Work is being Intentionally Coherent

At YCS we are being highly intentional to ensure that our:

- Leaders who responsively facilitate educators sensemaking and learning side-by-side with our teachers and scholars.
- Educators serve as first learners and are ready to LEARN TOGETHER by understanding that learning happens year-round and is directly connected to the classroom.
- Educators understand that learning involves engaging with our WHY, experimenting, asking questions, and being a student of your students.
- Leaders collaboratively design coherent learning systems that work for all.
- Leaders and Educators engage in the messiness of complex practice with their colleagues.

Today's Takeaways

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

- Our overall ***scholar proficiency and growth*** continues to increase in both reading and mathematics as measured by NWEA norms.
- The transition from 5th grade to 6th grade, and again from 8th grade to 9th grade are particularly difficult for our scholars, 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 intervention and multi-tiers systems of support are needed to remove barriers to learning.

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

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

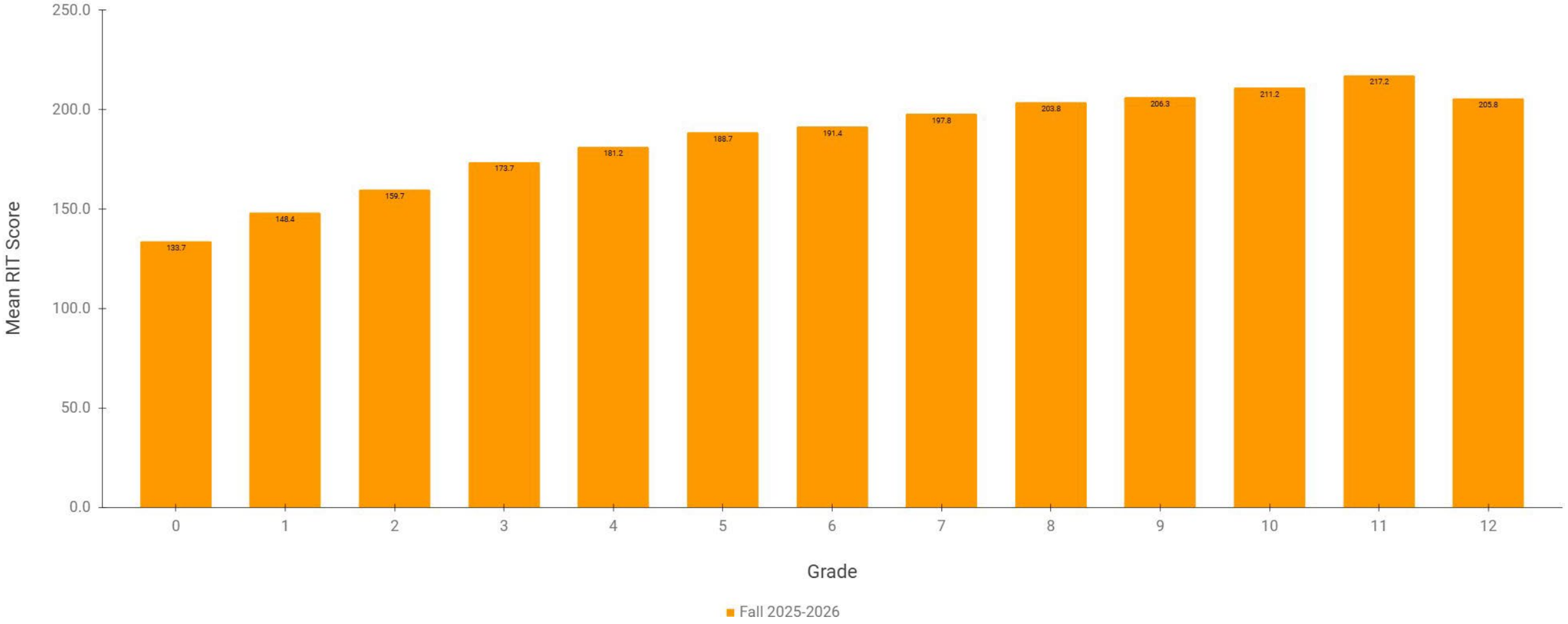
Today's Takeaways

Takeaway #3: The quality of instruction delivered by our instructional leaders when delivered with *integrity* and *intentionality* is impactful and transformative for our scholars.

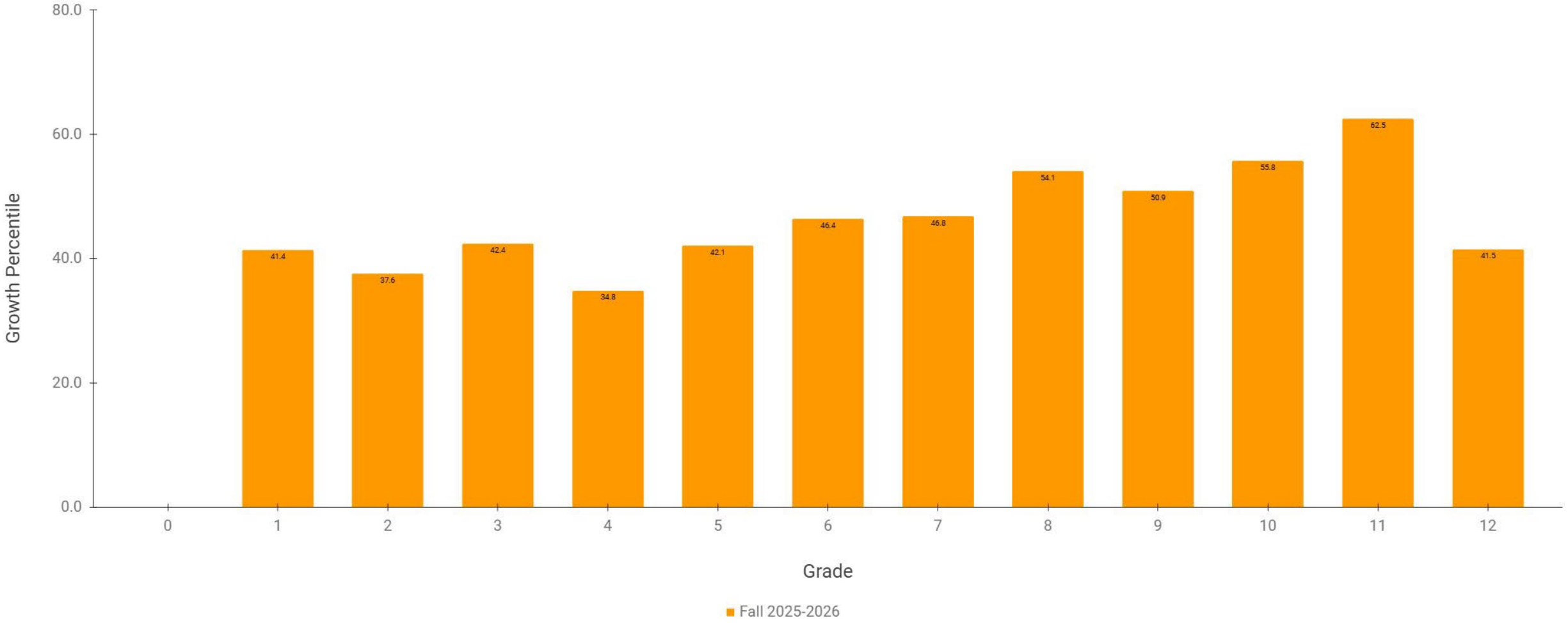
- We need to continue to teach our Tier I district's curriculum with **integrity** supported by Tiers 2 and 3 Interventions.

- During the remainder of the 2025-2026 school year we will intentionally place the strongest ELA and Math teachers in our transitional grades (6th grade and 9th grade) for impact.

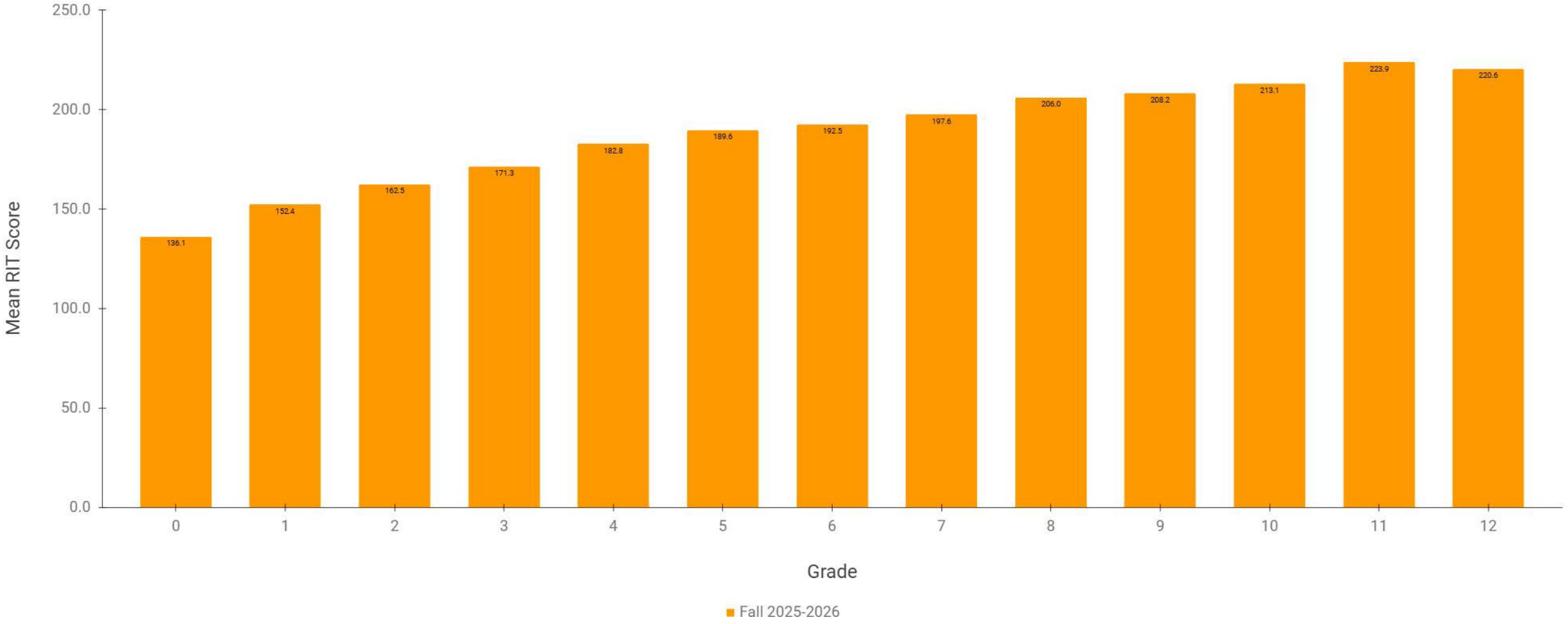
Reading Achievement Assessment
By *All Students* in Grades K-12



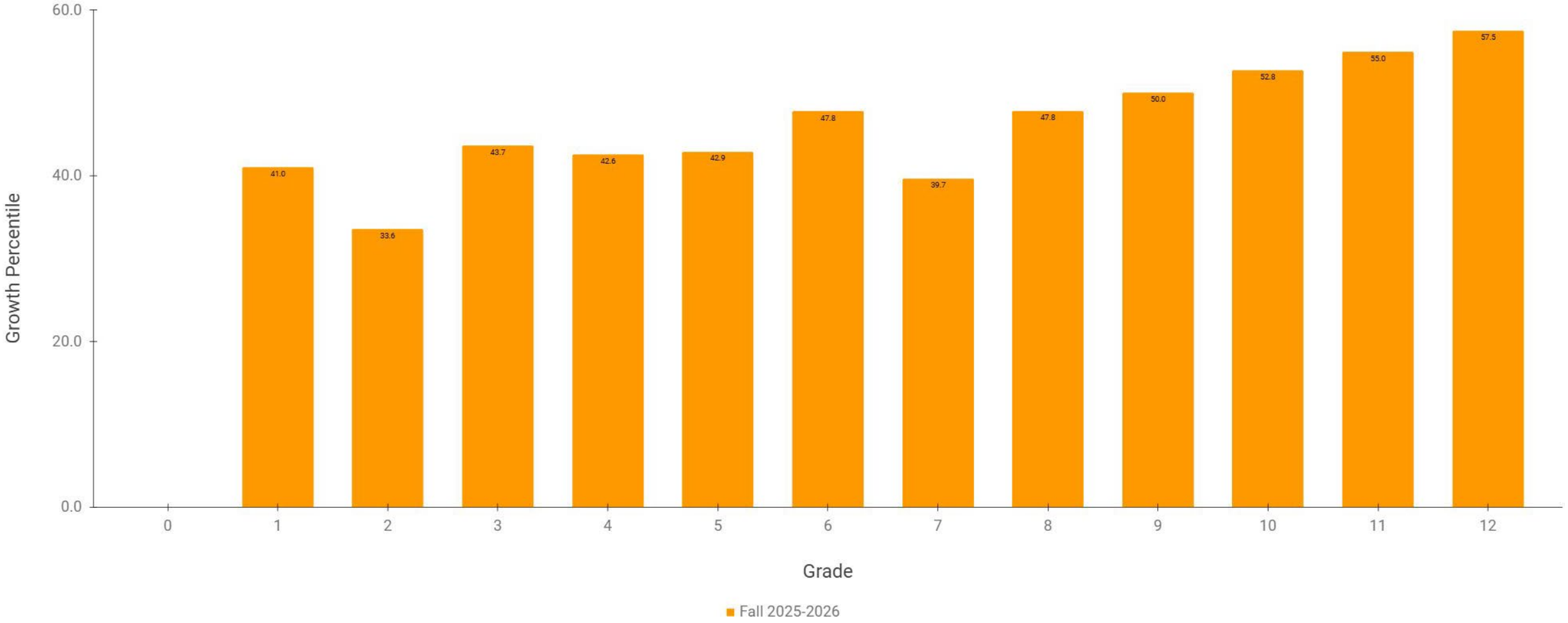
Reading Growth Percentile
By *All Students* in Grades K-12



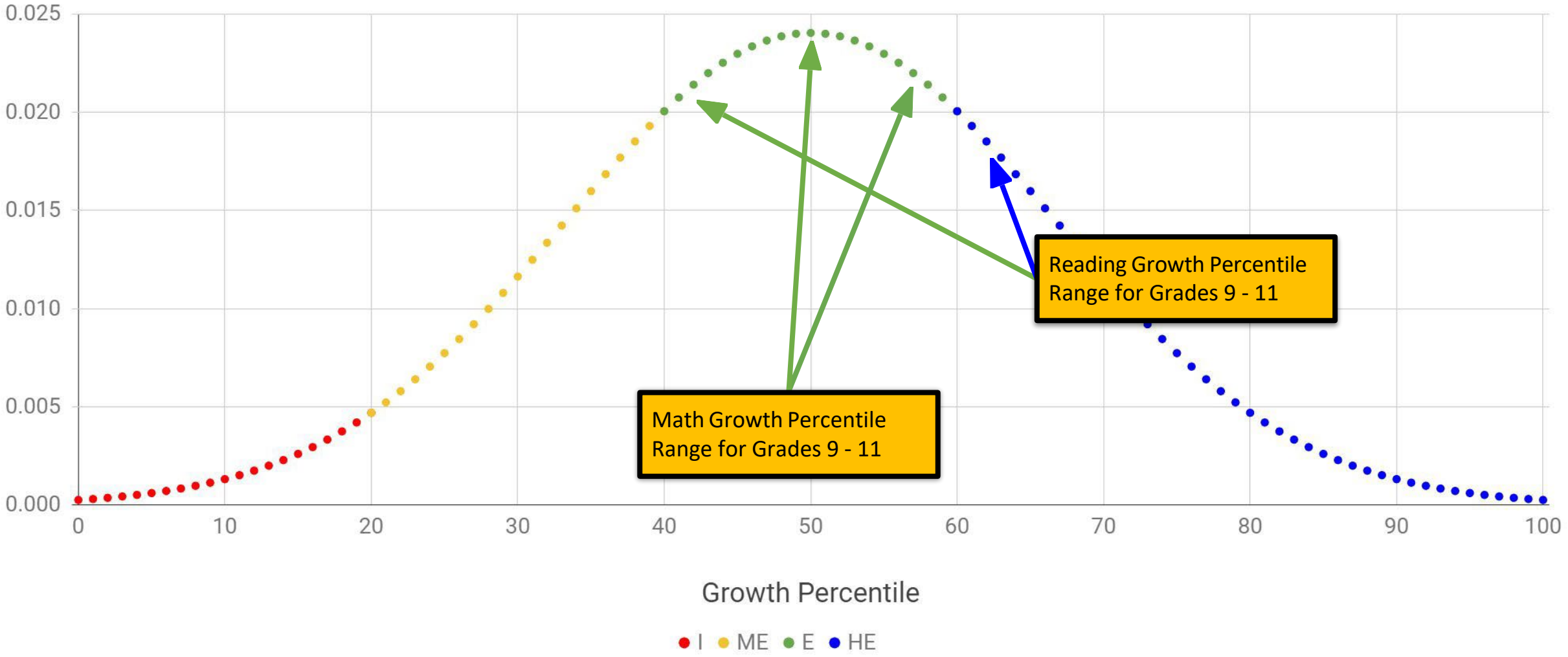
Math Achievement Assessment
By *All Students* in Grades K-12



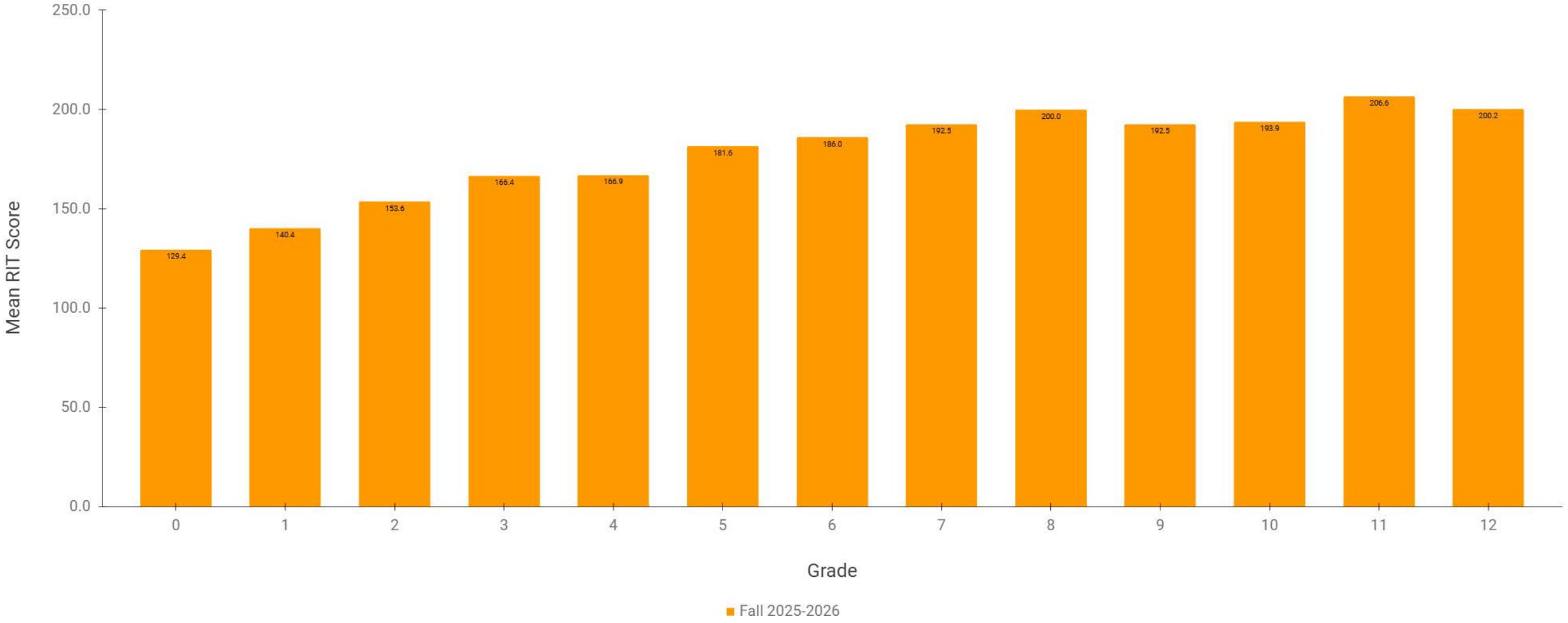
Math Growth Percentile
By *All Students* in Grades K-12



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



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



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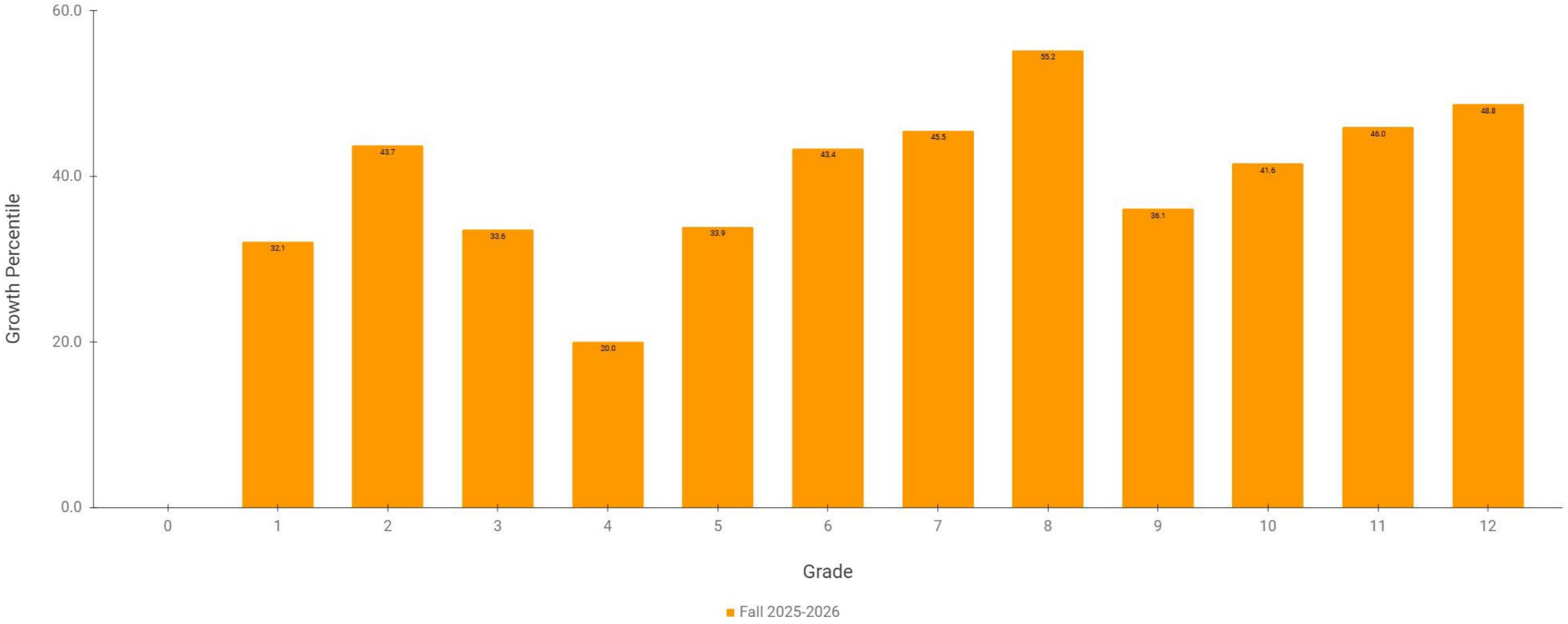

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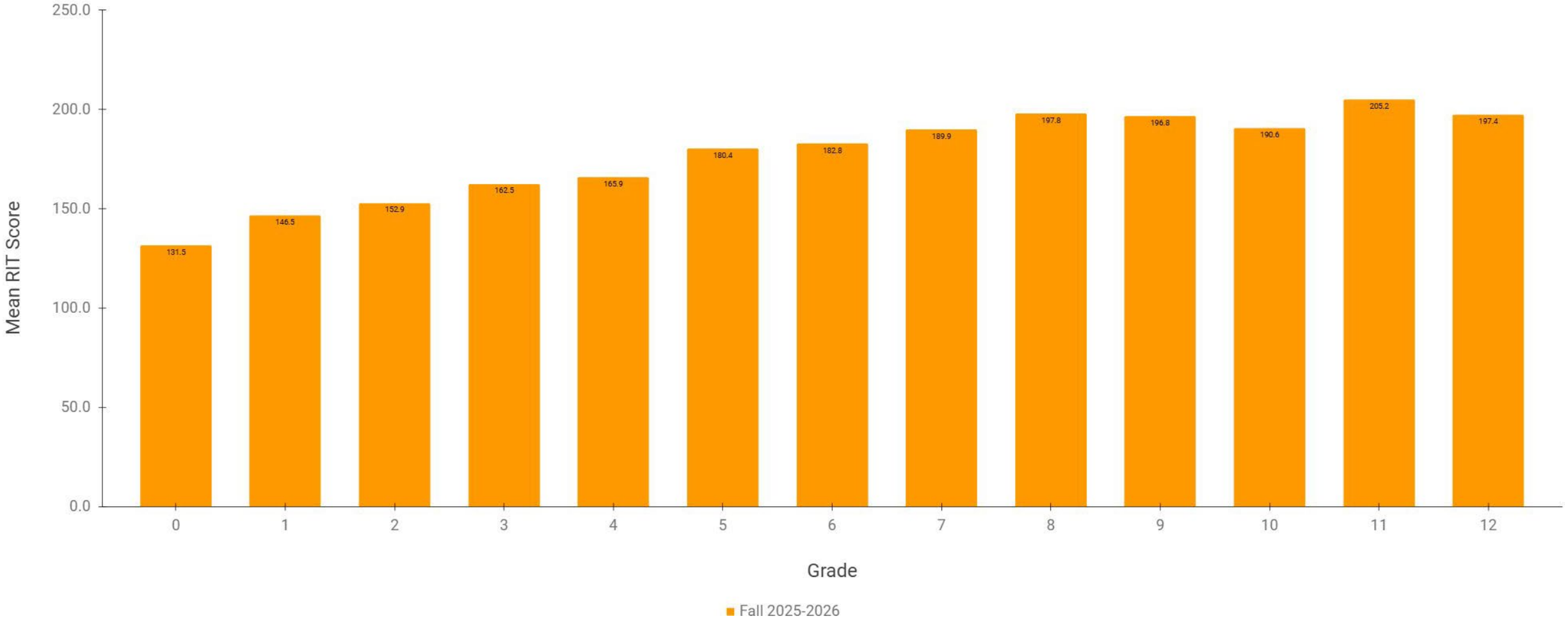

Math Growth Percentile
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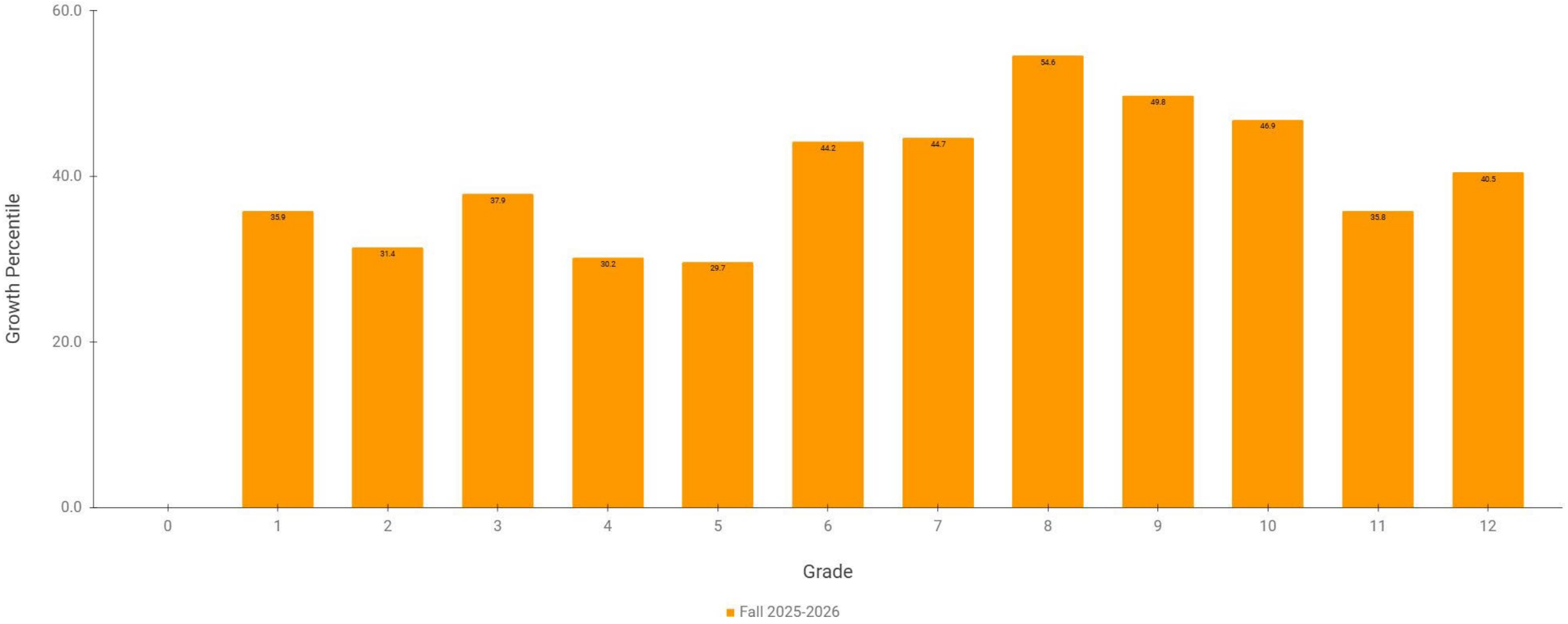
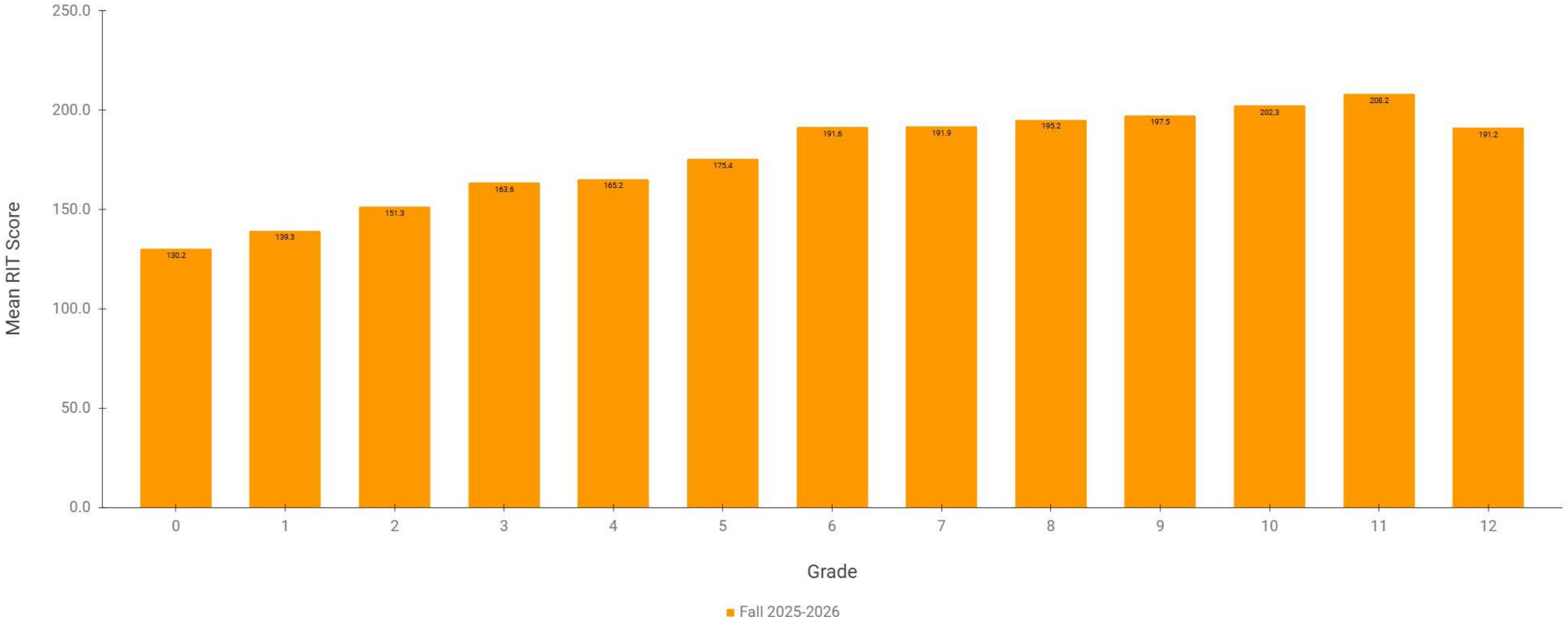


Reading Achievement Assessment
By *Program – Multilingual Learners* in Grades K-12



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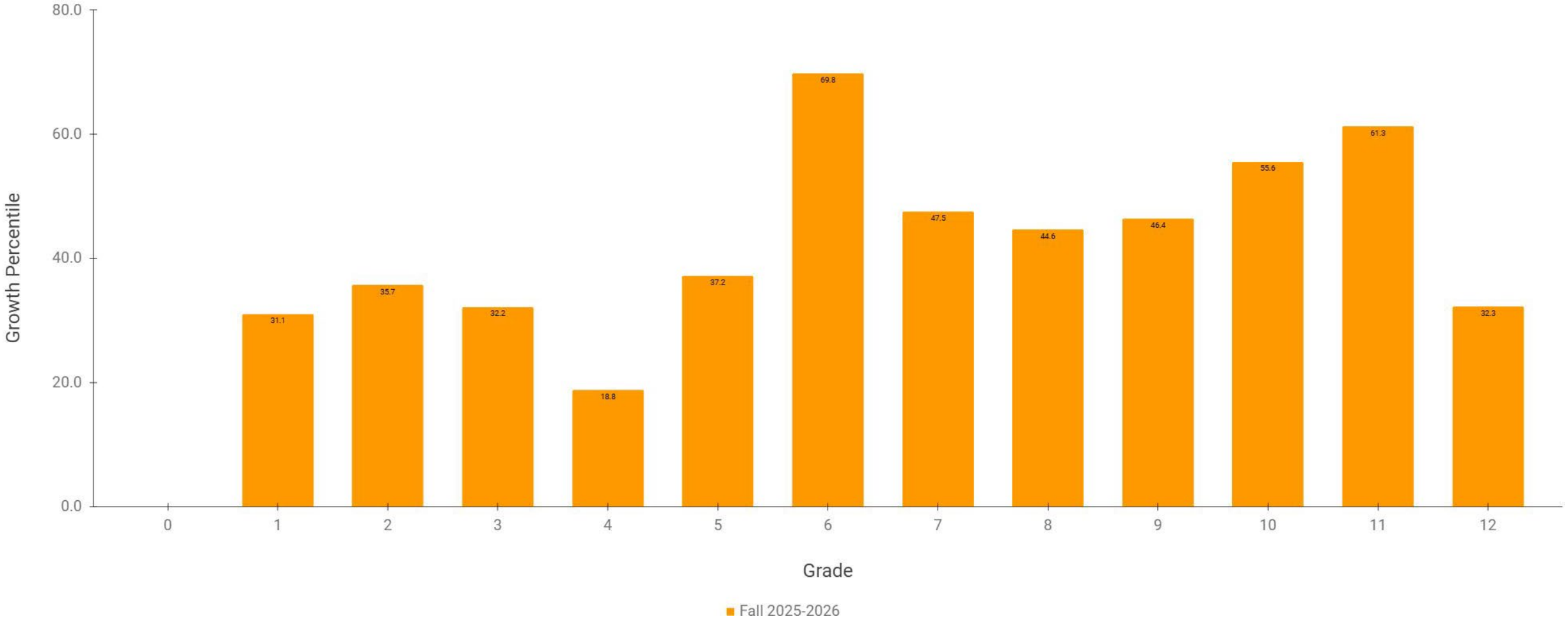

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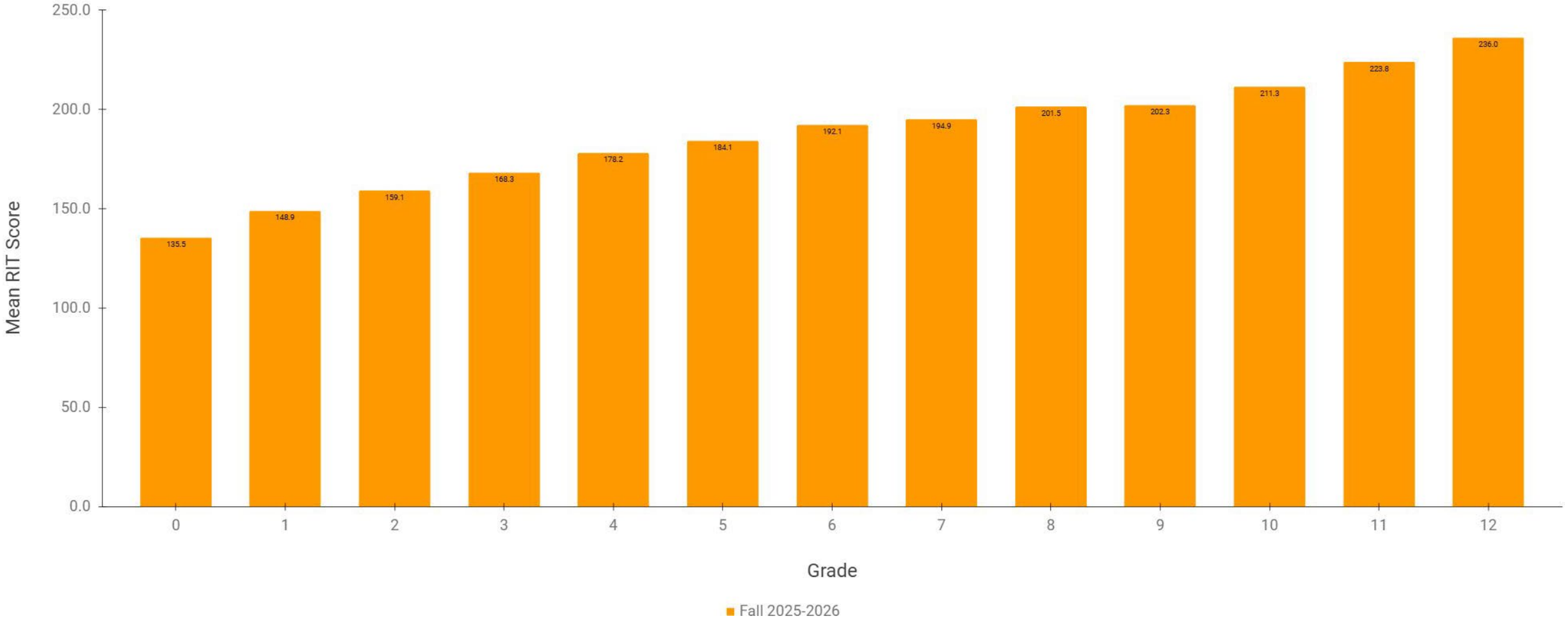

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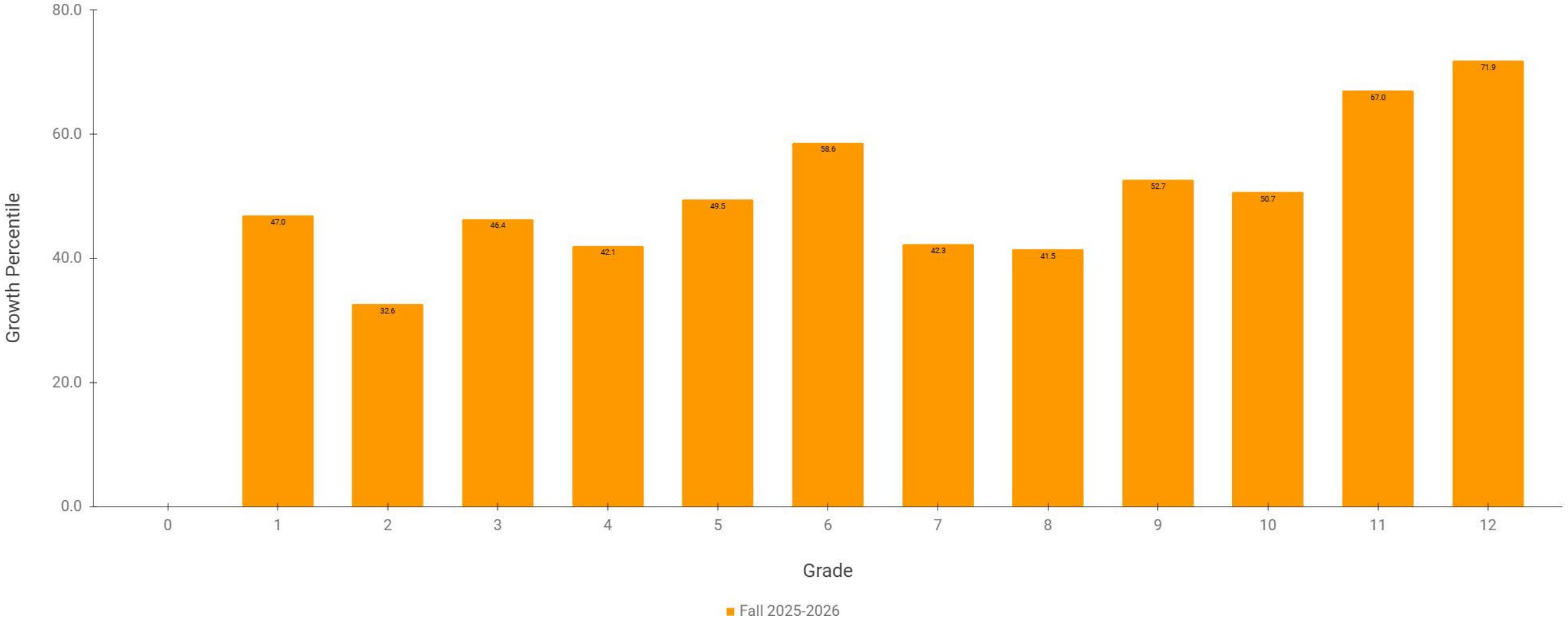
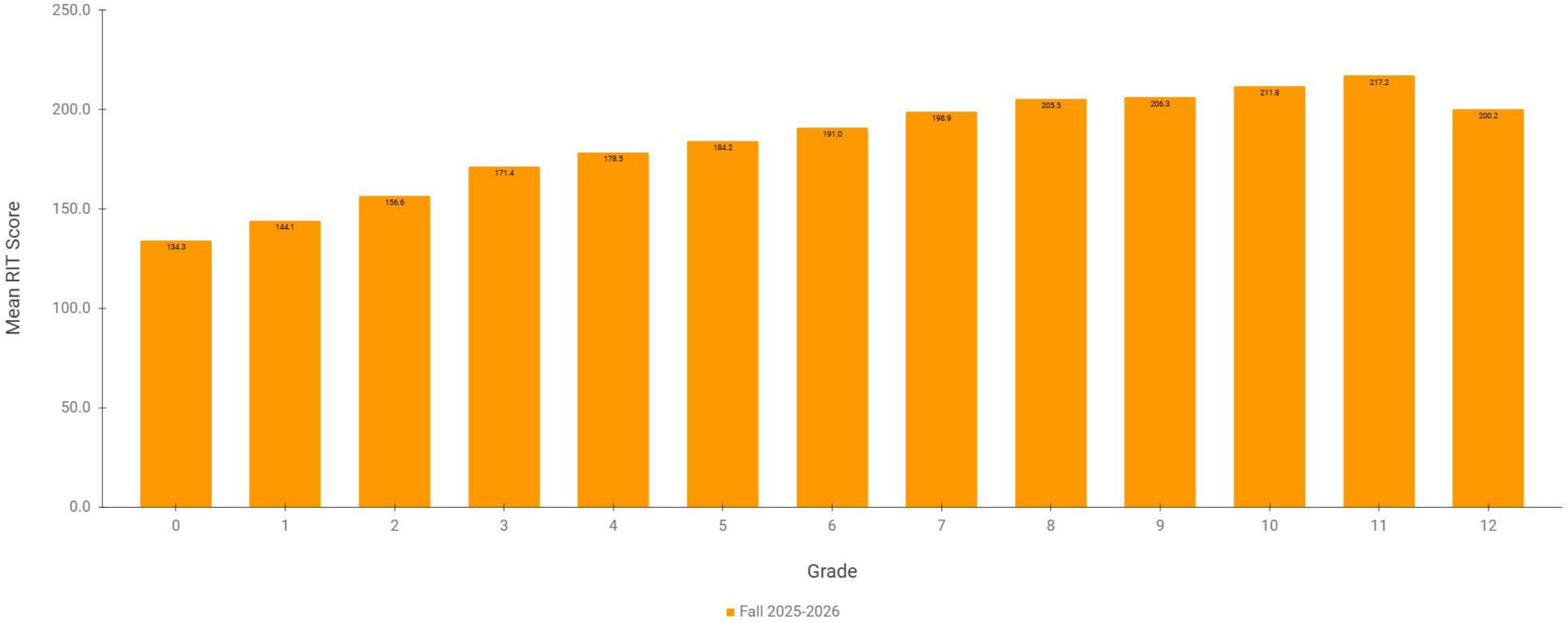


Reading Achievement Assessment
By *Program – Economic Disadvantage* in Grades K-12



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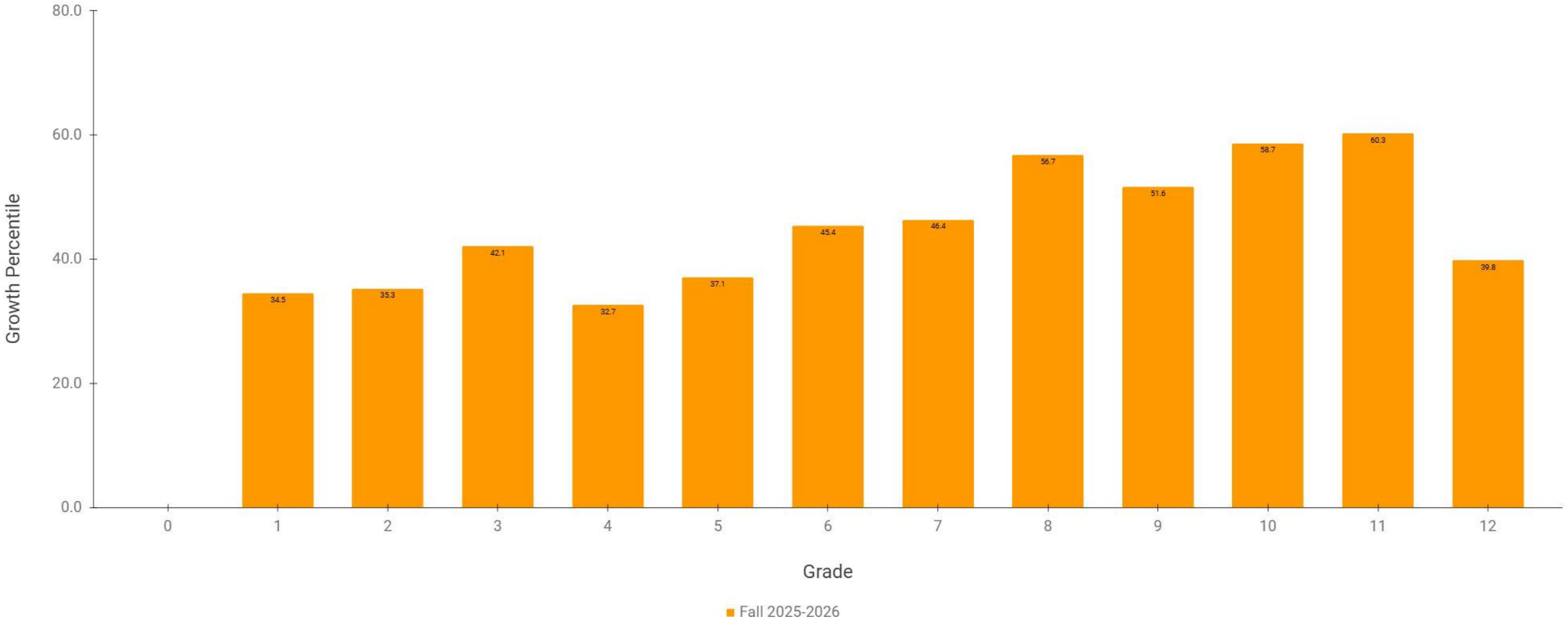

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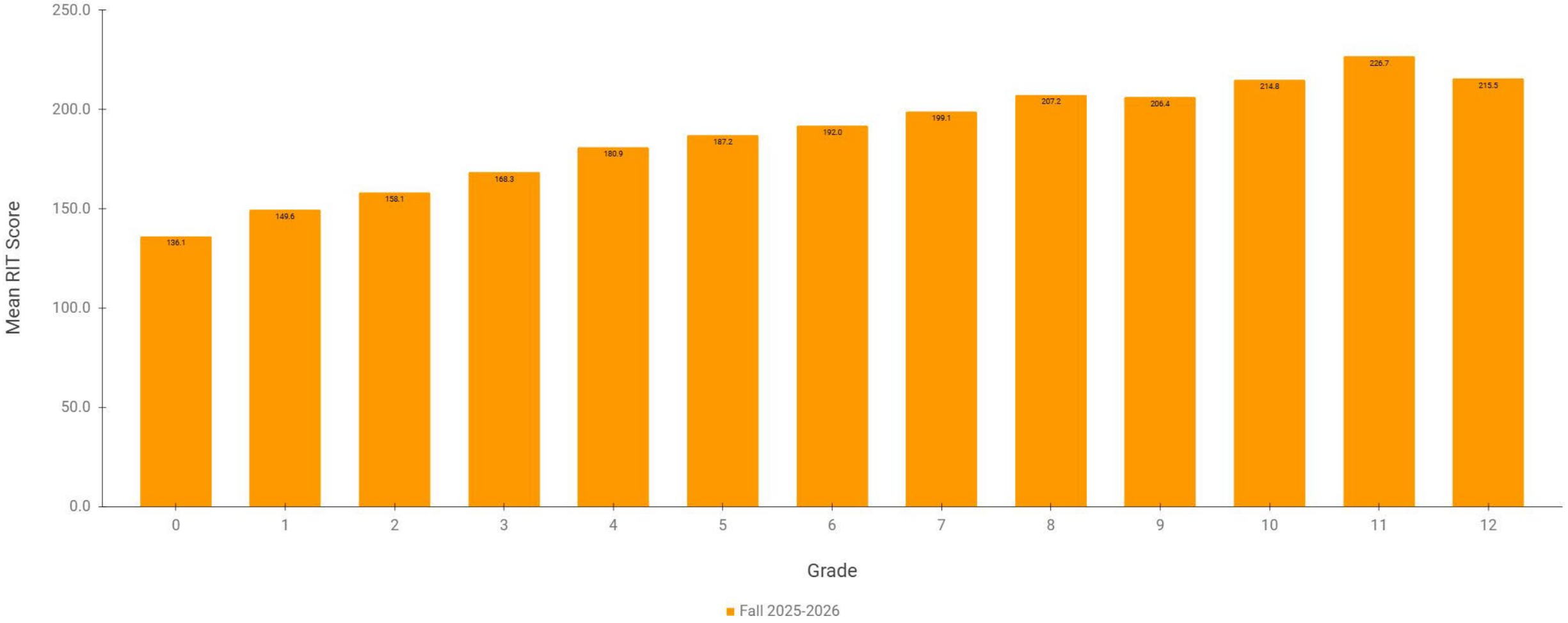

Math Growth Percentile
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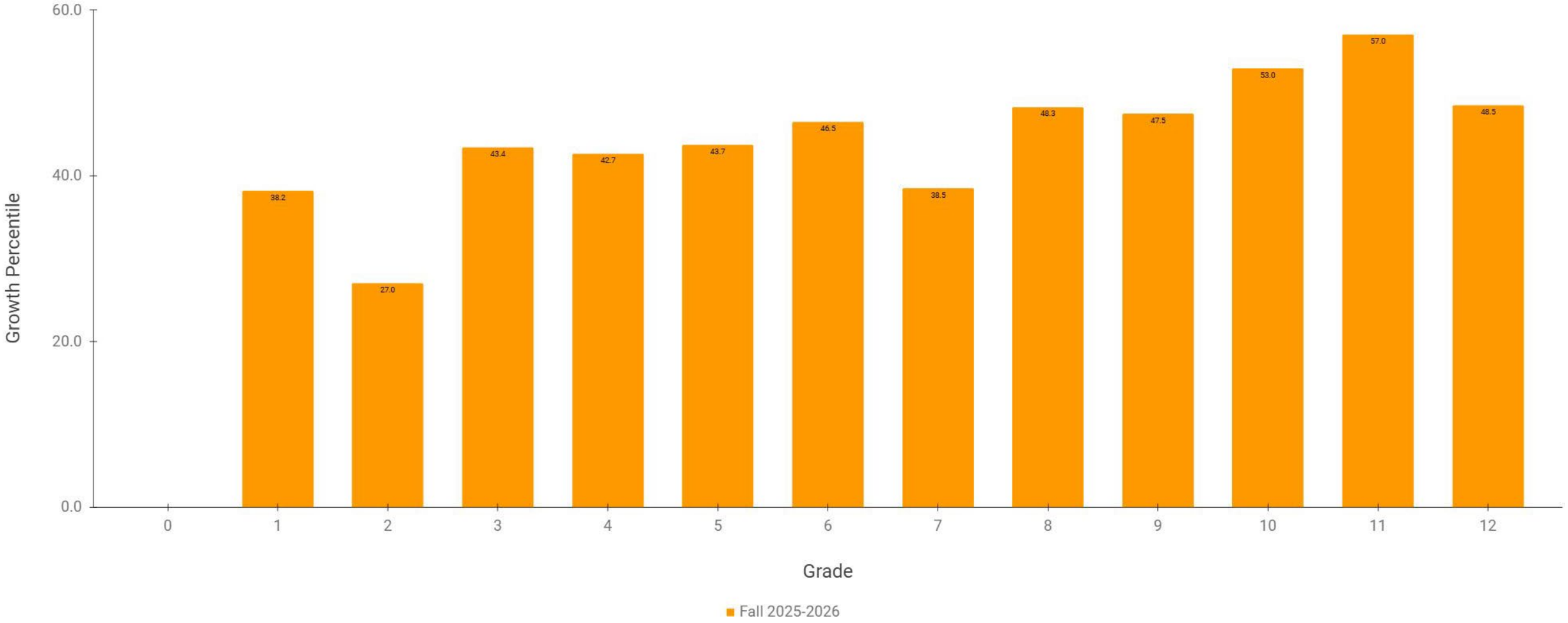
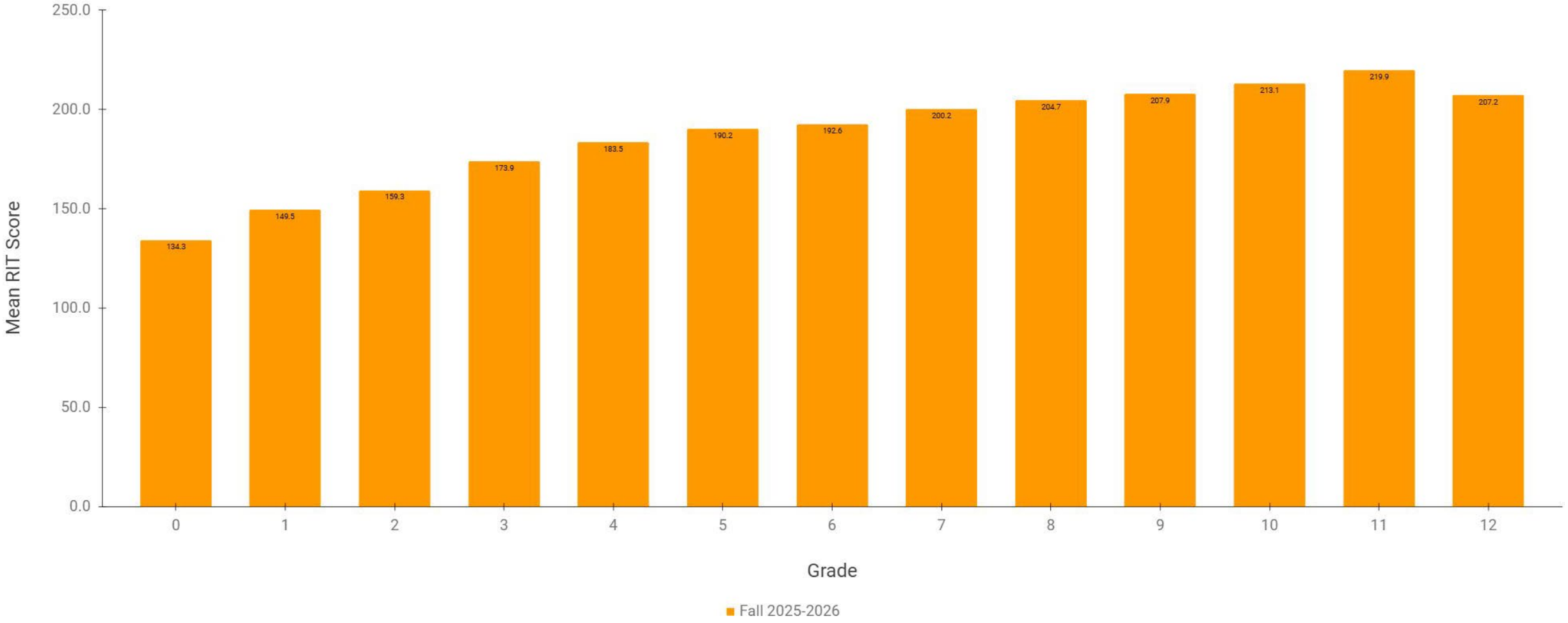


Reading Achievement Assessment
By *Demographic – Female Students* in Grades K-12



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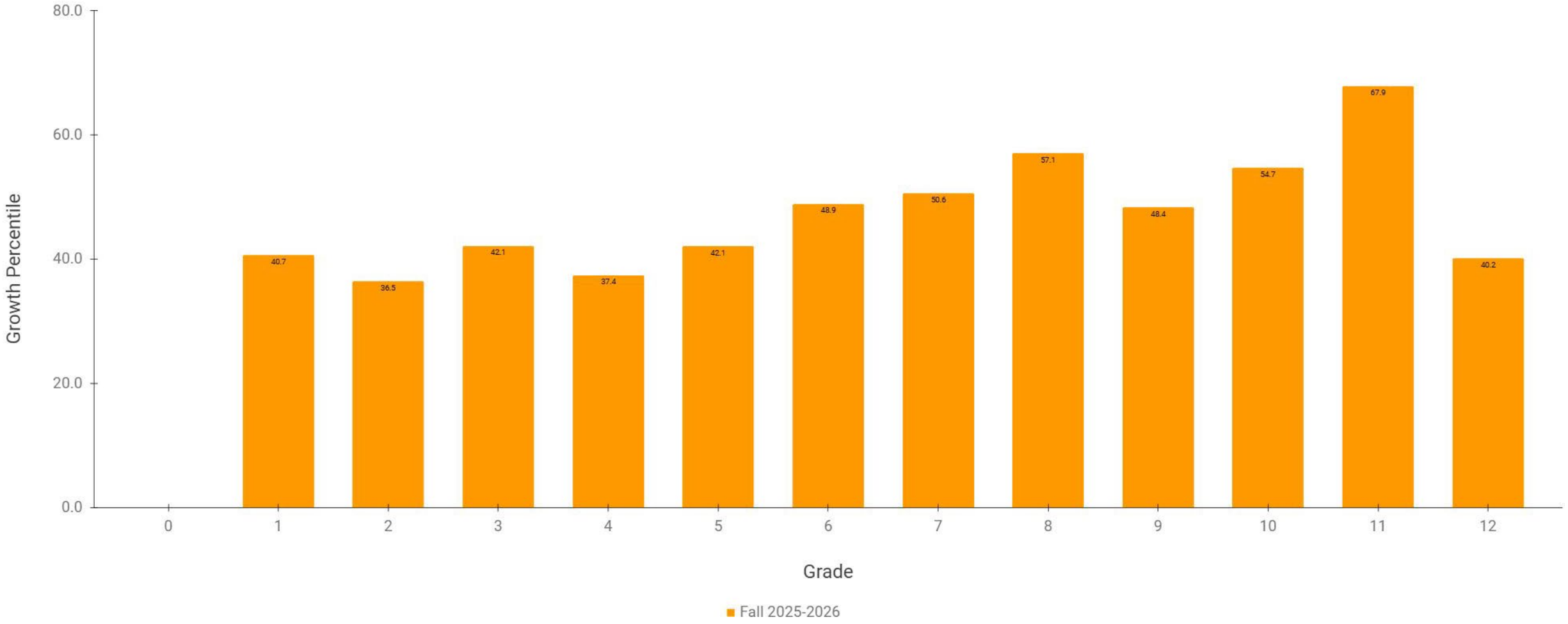

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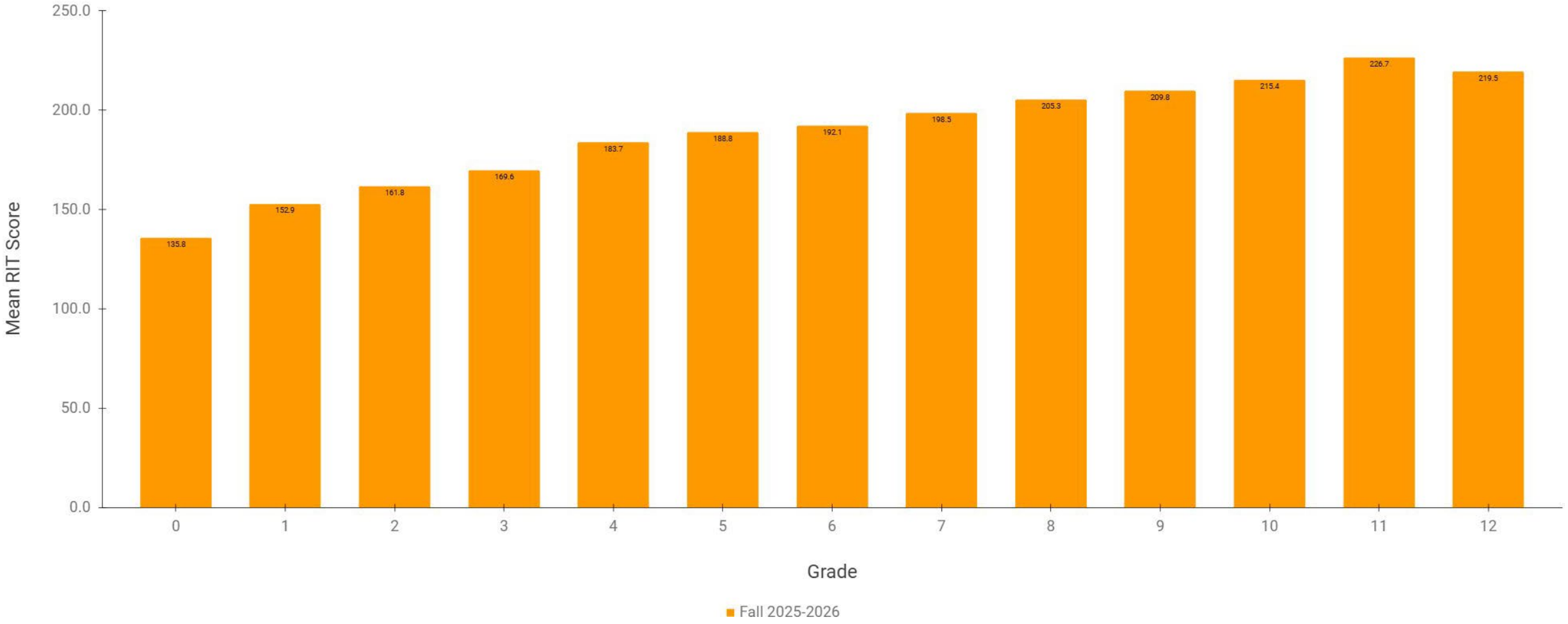

Math Growth Percentile
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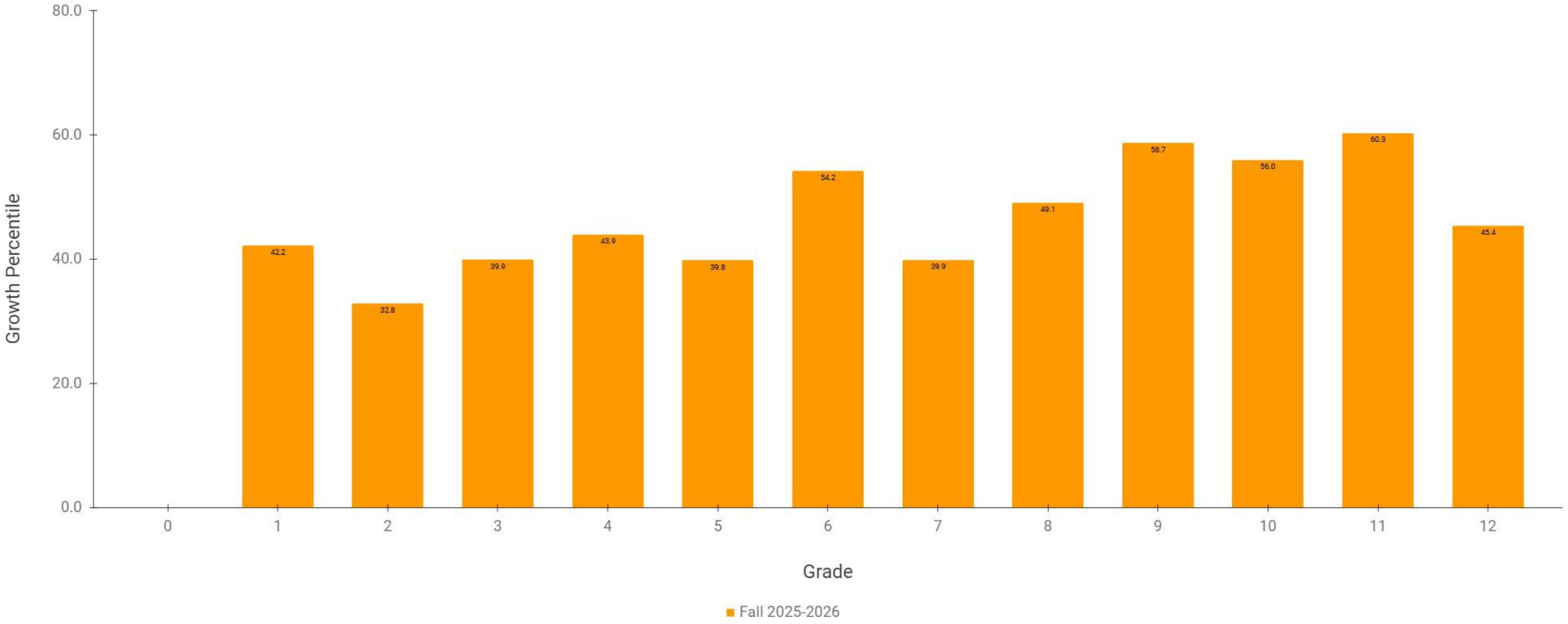

Reading Achievement Assessment
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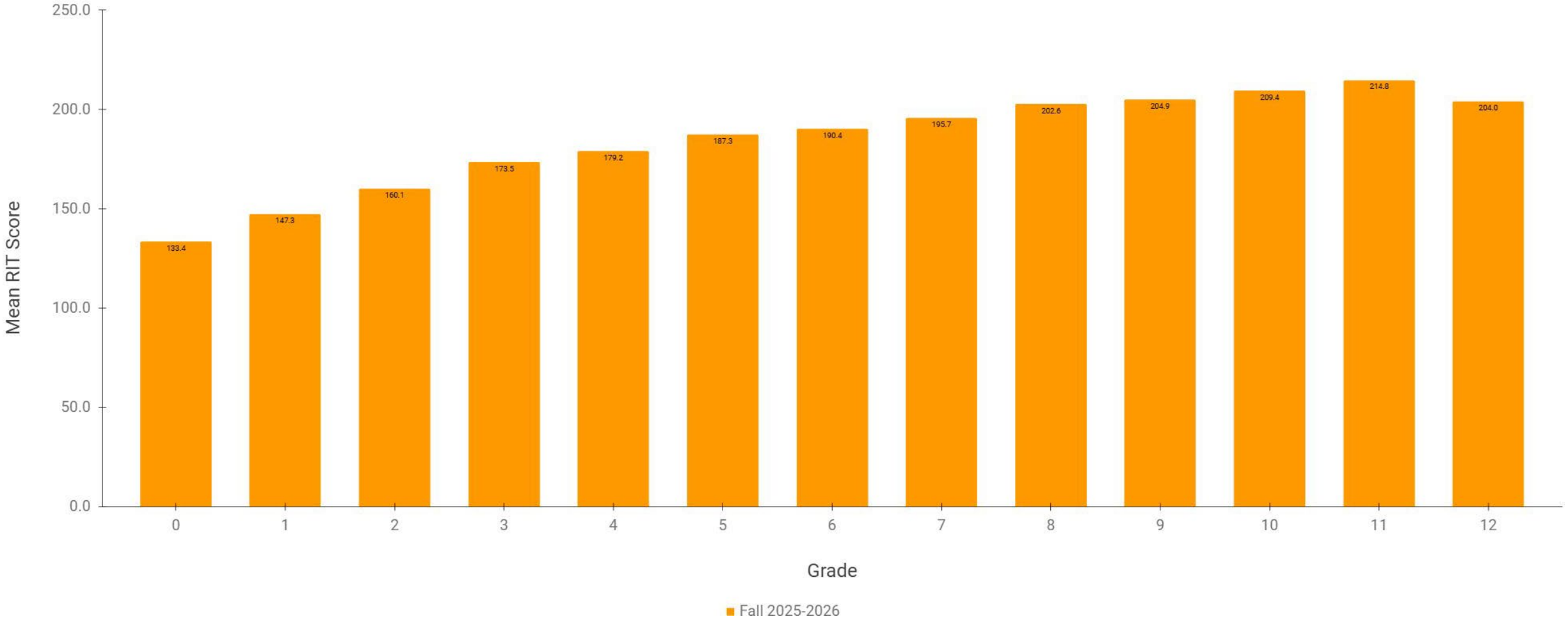

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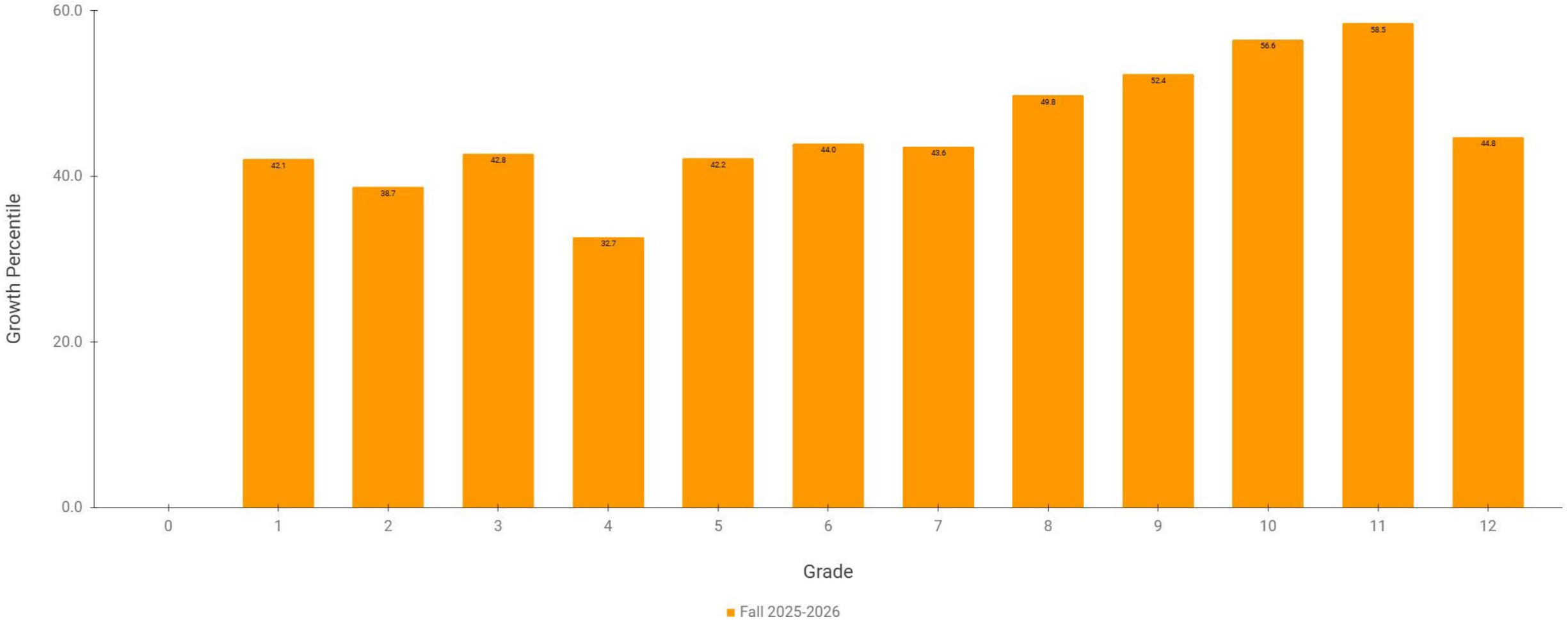

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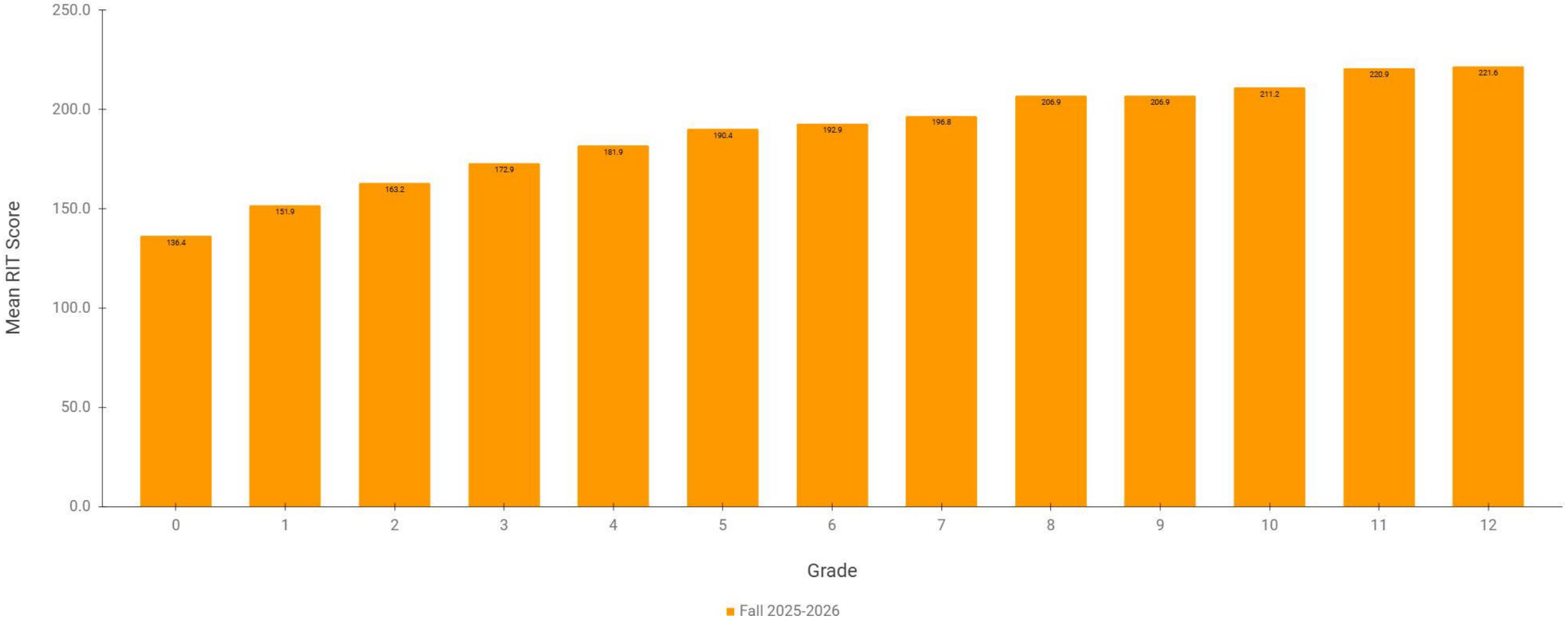

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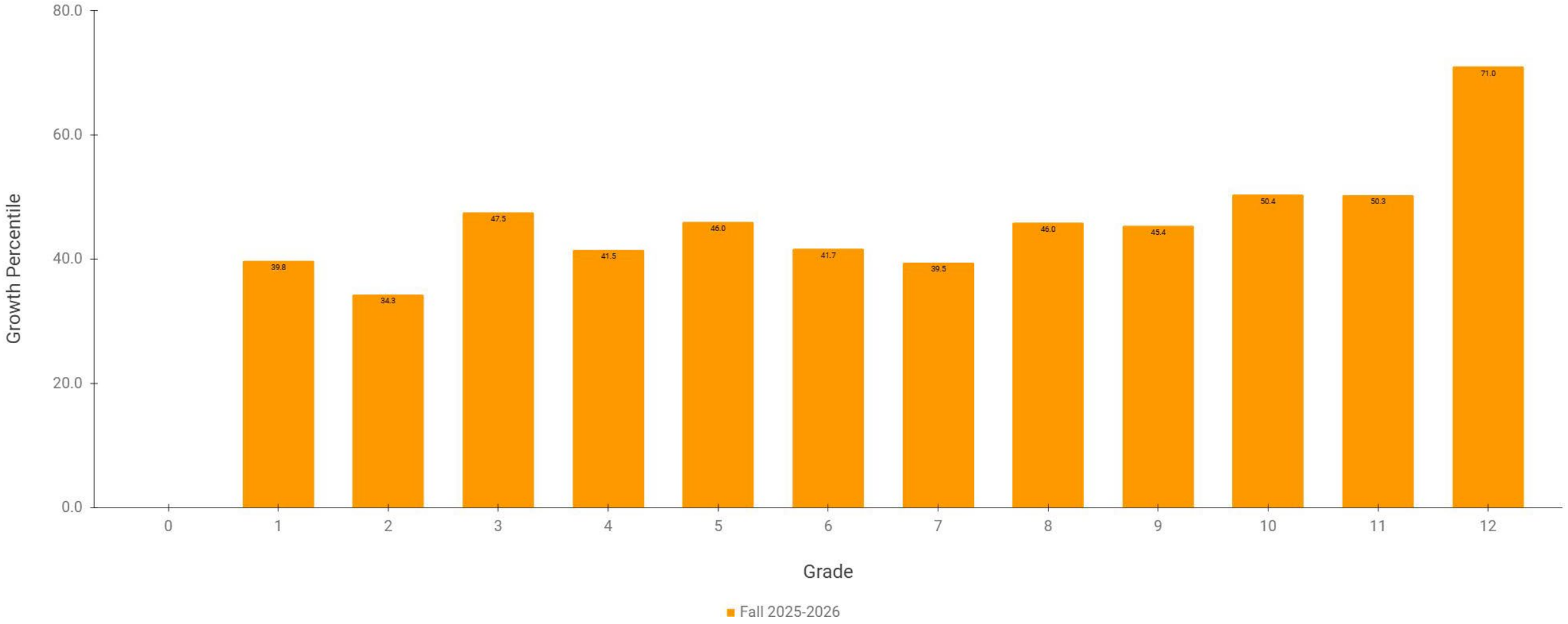
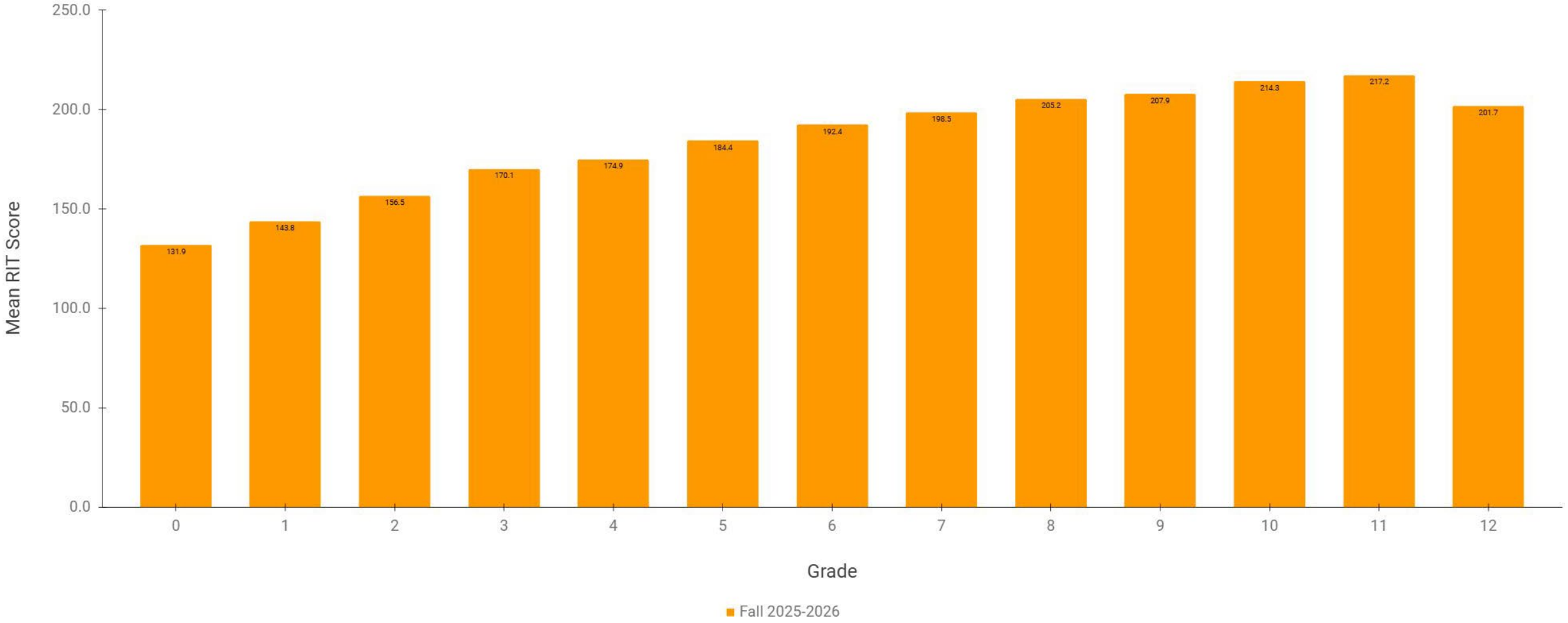


Reading Achievement Assessment
By *Demographic – Black Students* in Grades K-12



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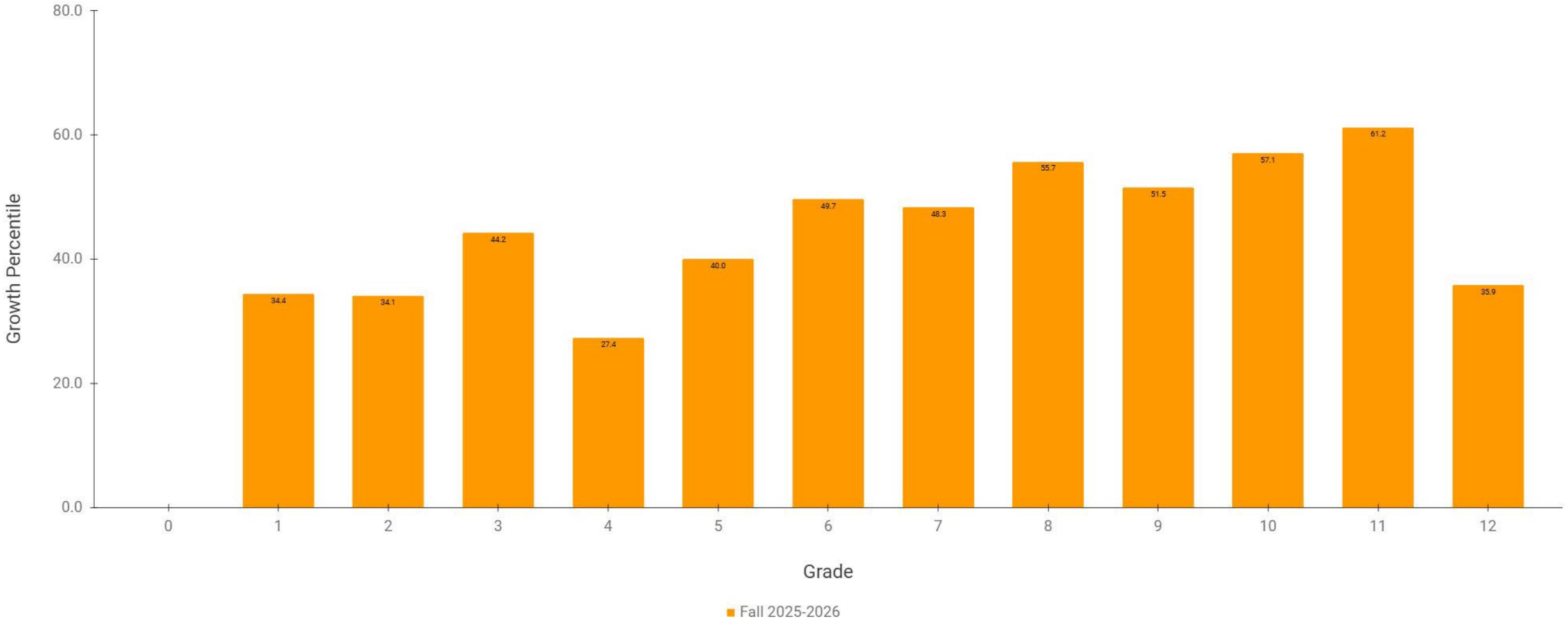

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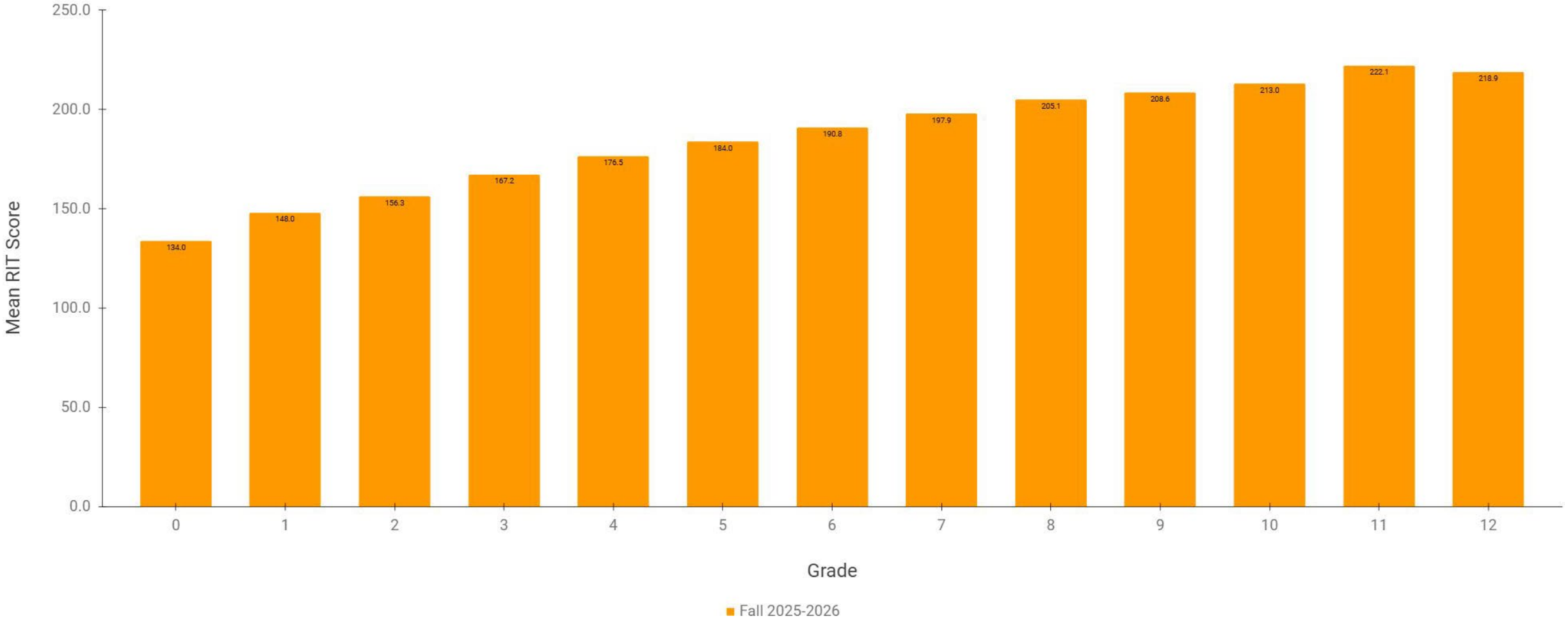

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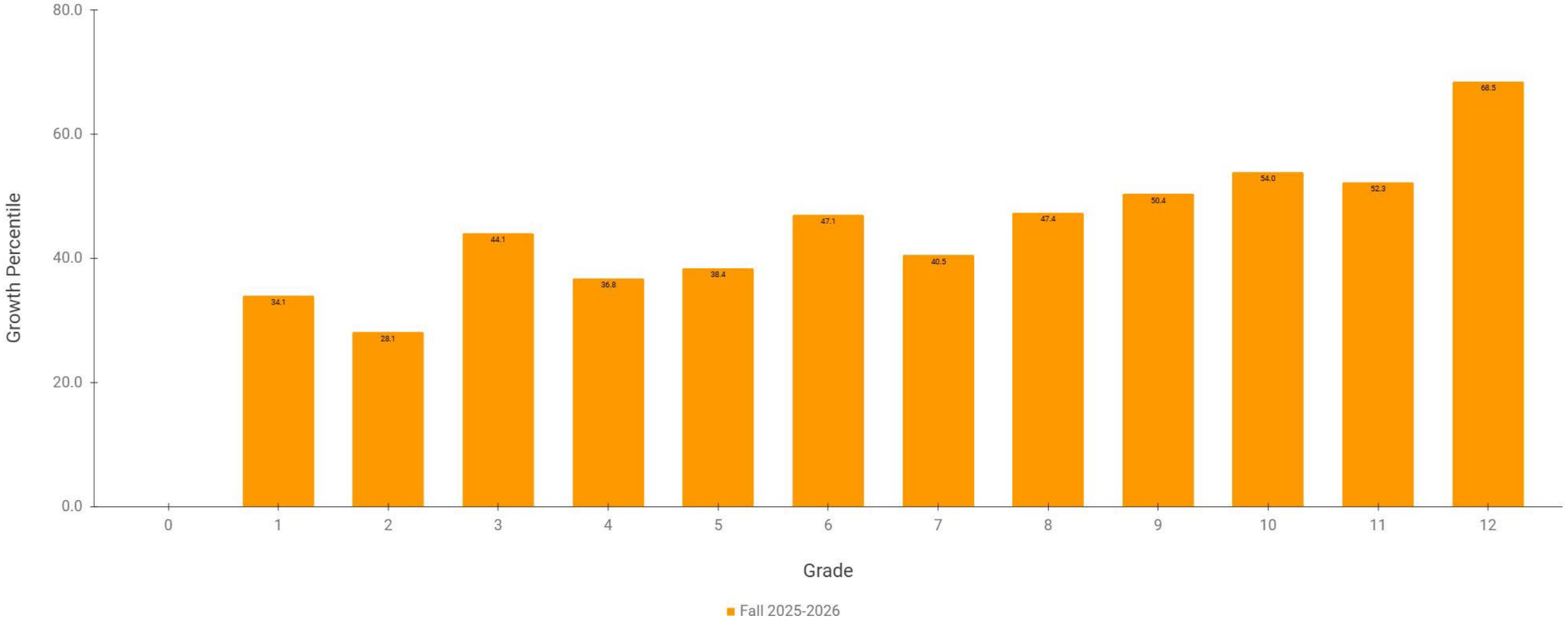
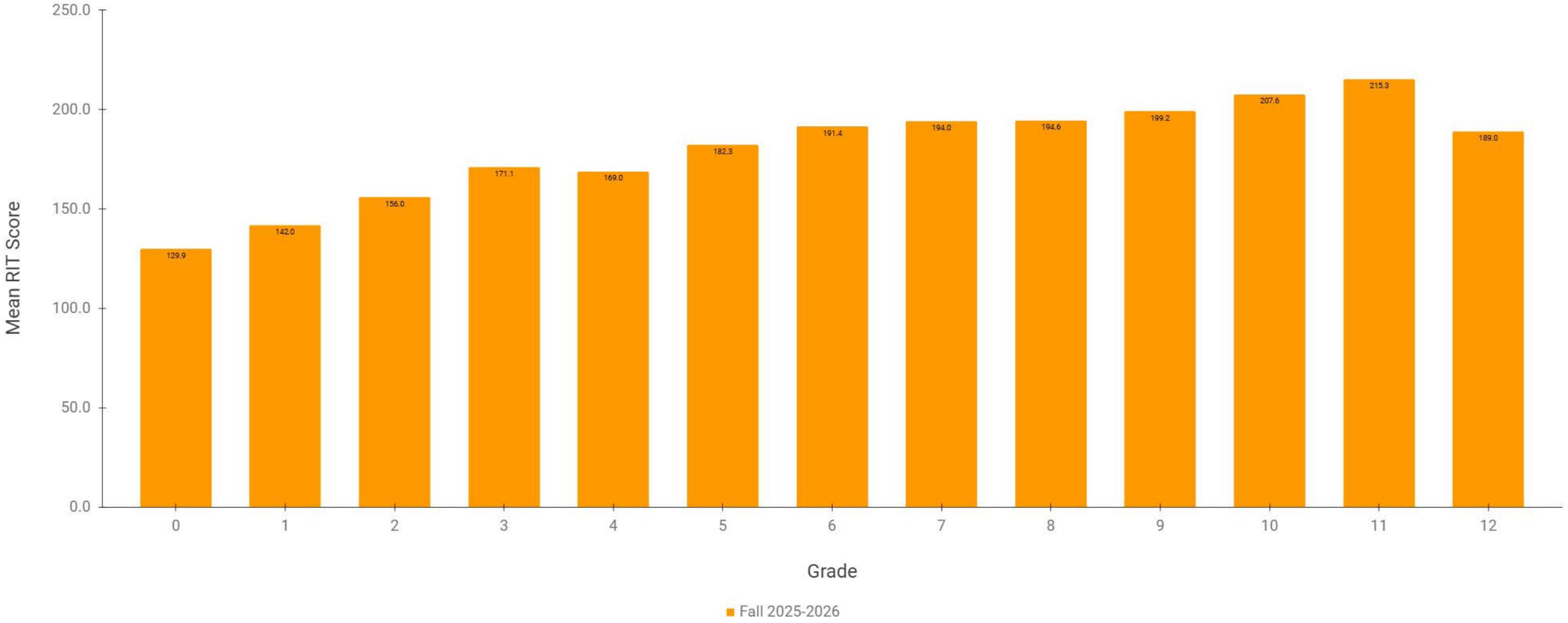


Reading Achievement Assessment
By *Demographic – Hispanic Students* in Grades K-12



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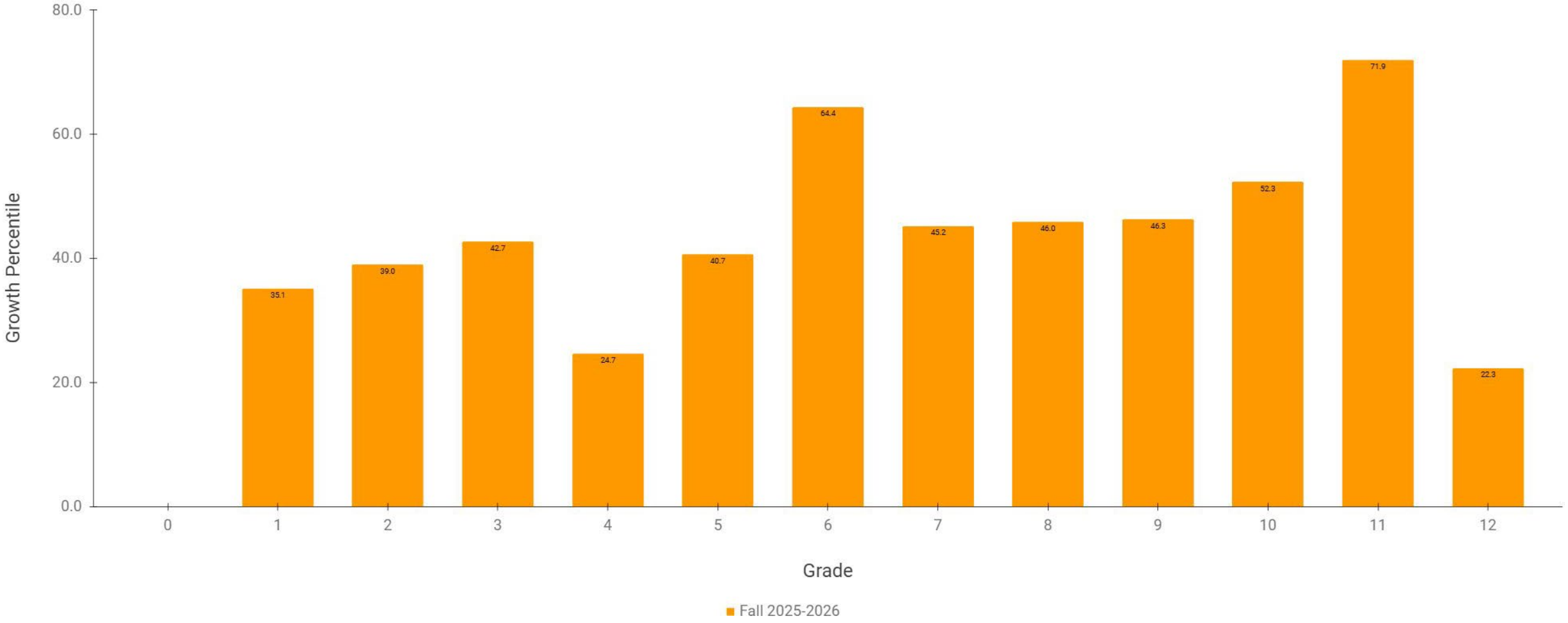

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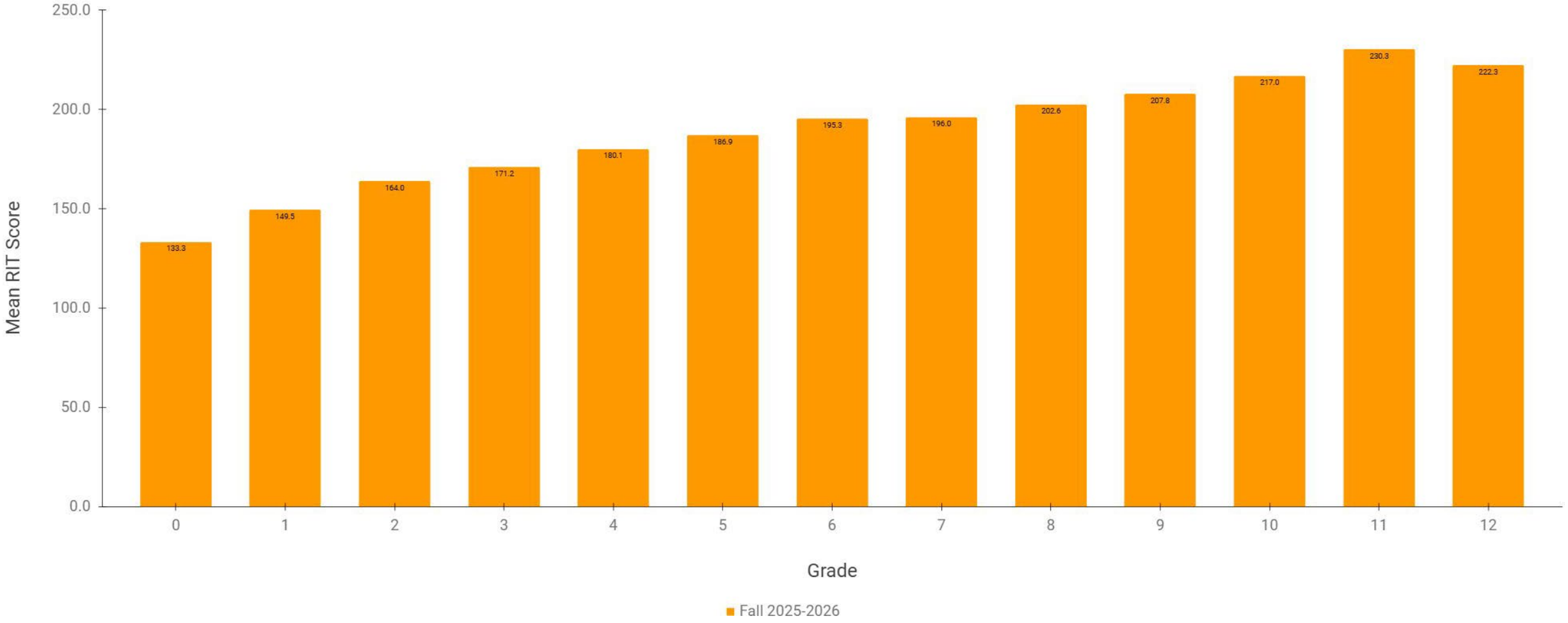

Math Growth Percentile
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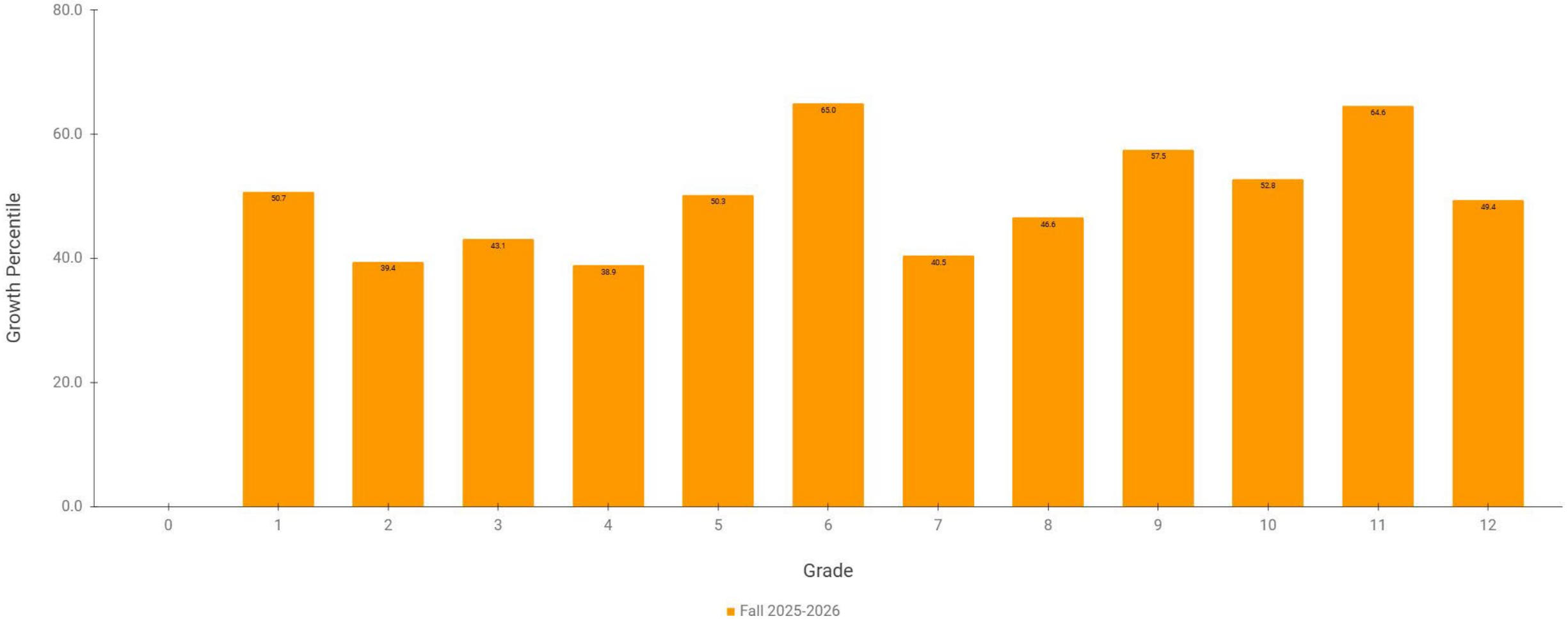
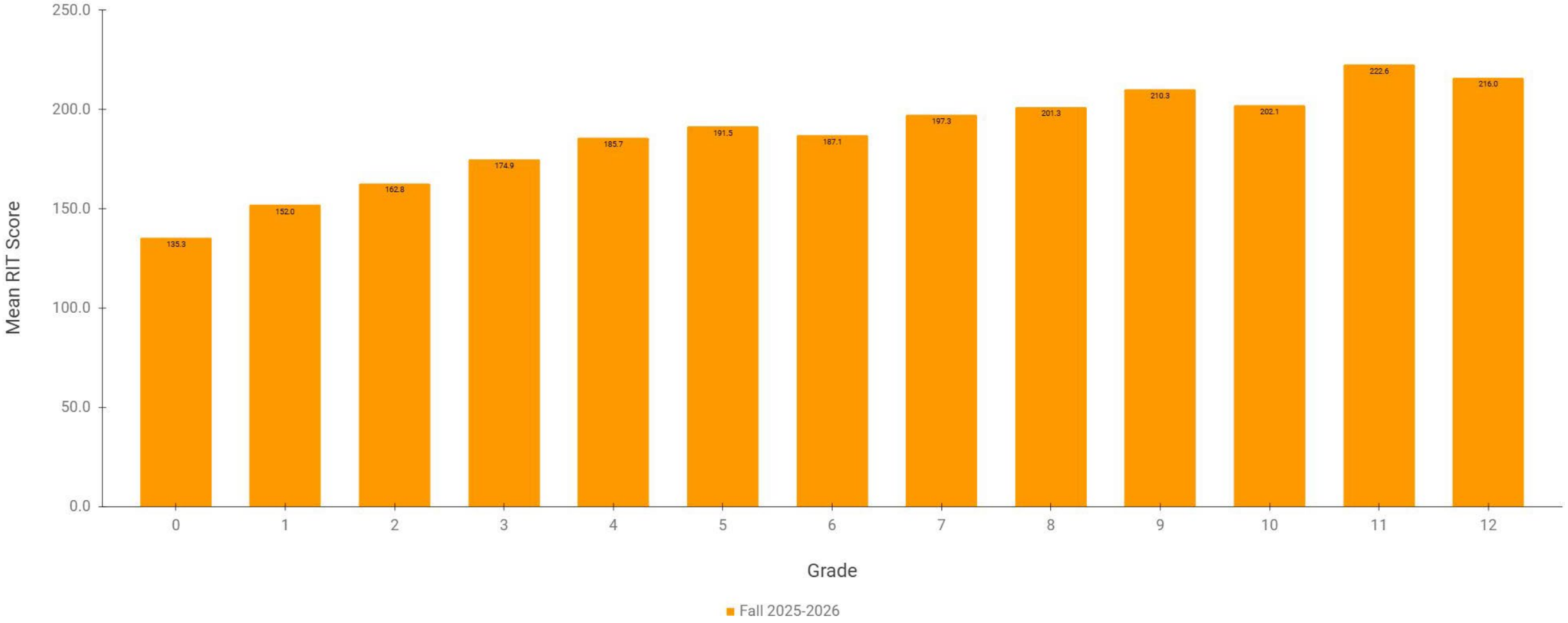


Reading Achievement Assessment
By *Demographic – Multi-Racial Students* in Grades K-12



Reading Growth Percentile
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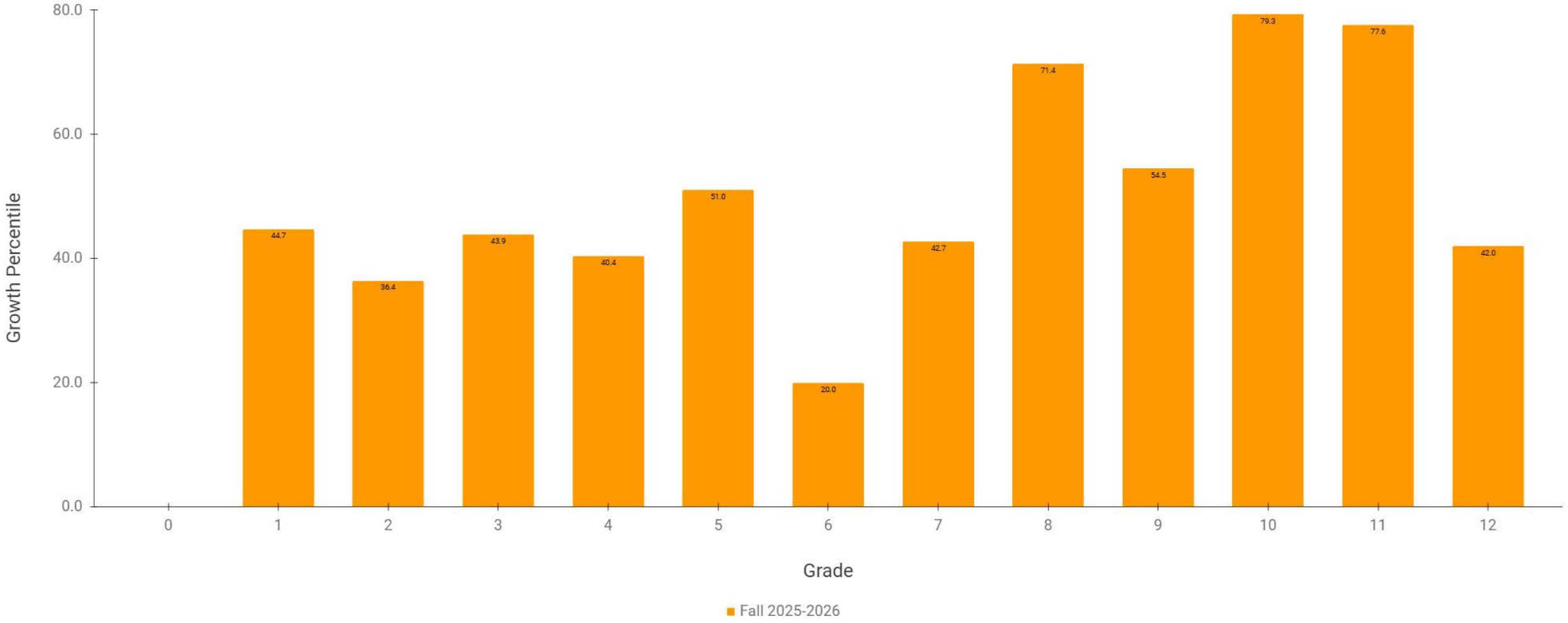

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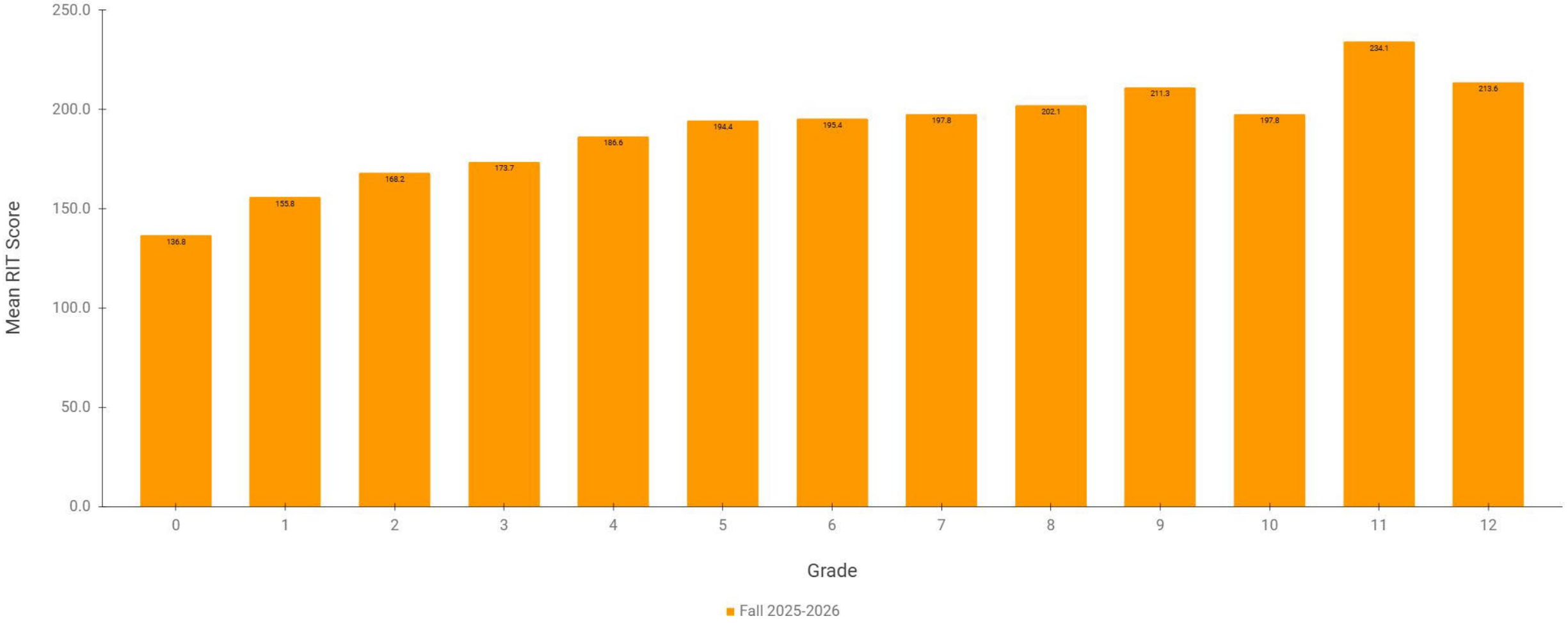

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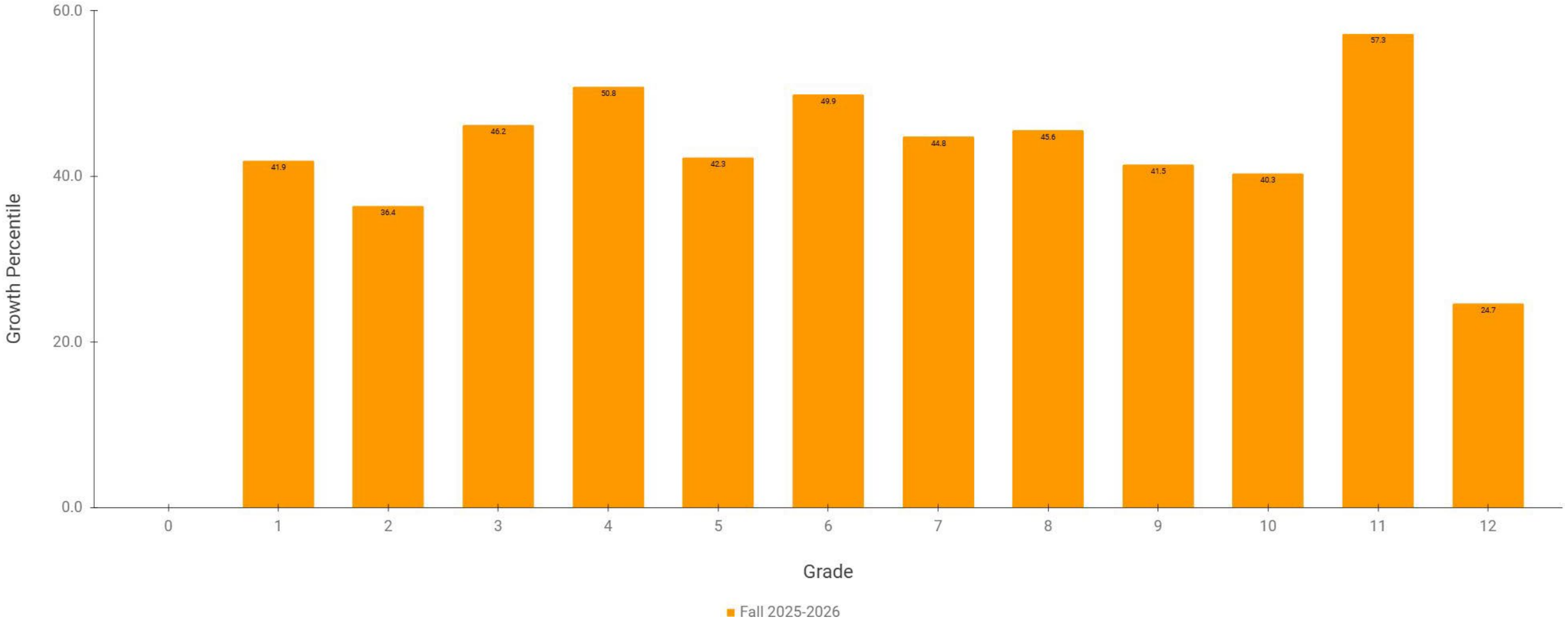
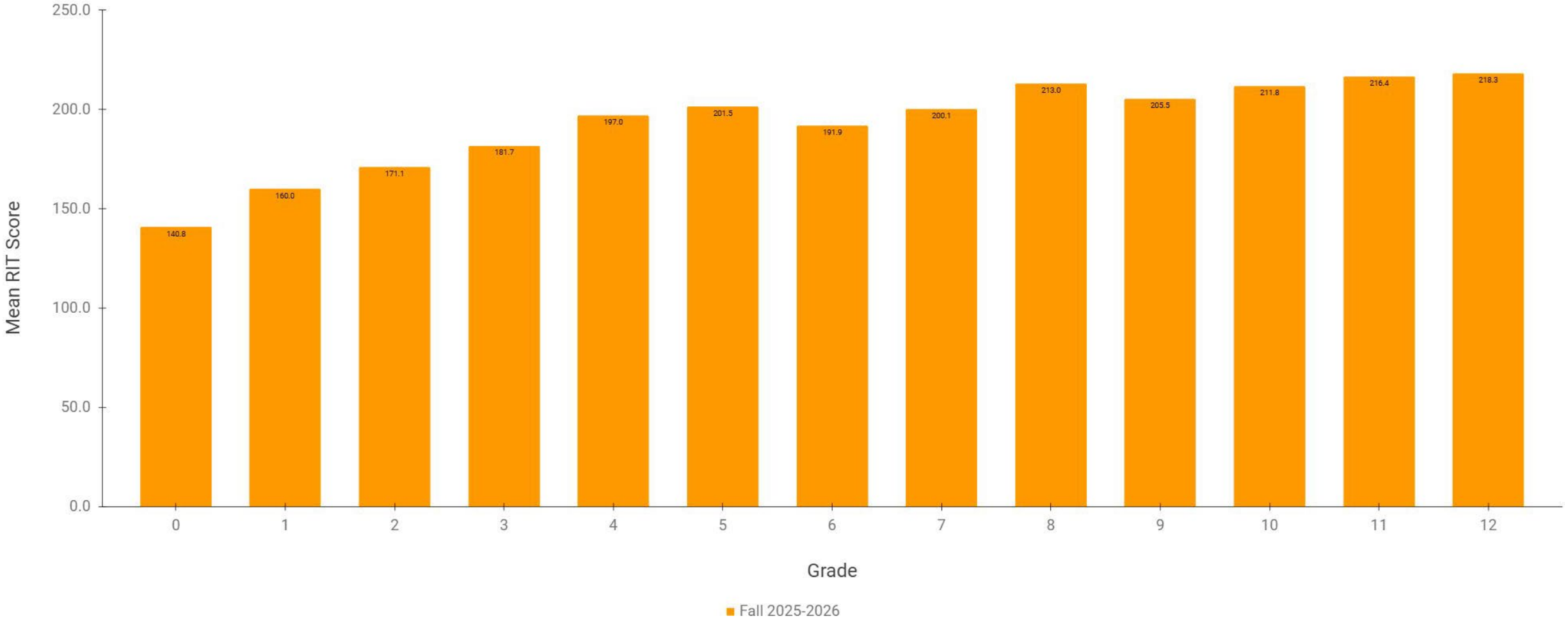


Reading Achievement Assessment
By *Demographic – White Students* in Grades K-12



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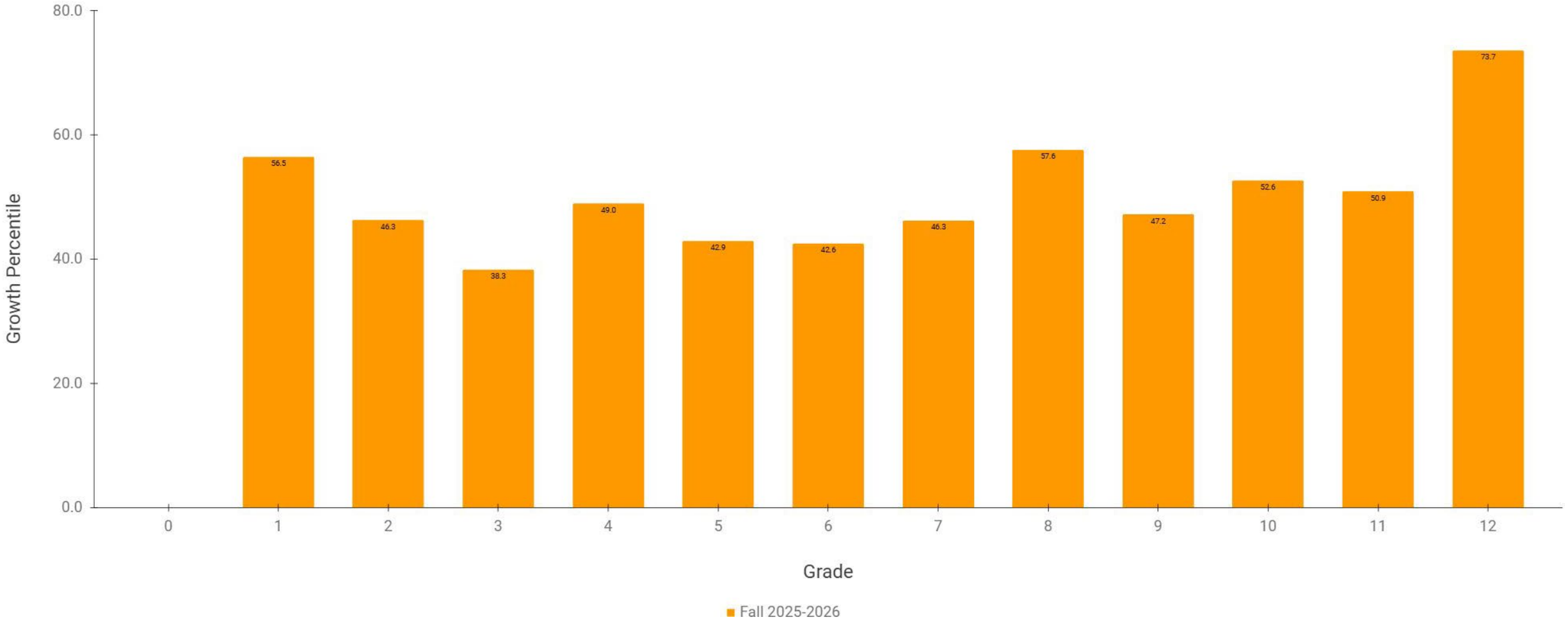

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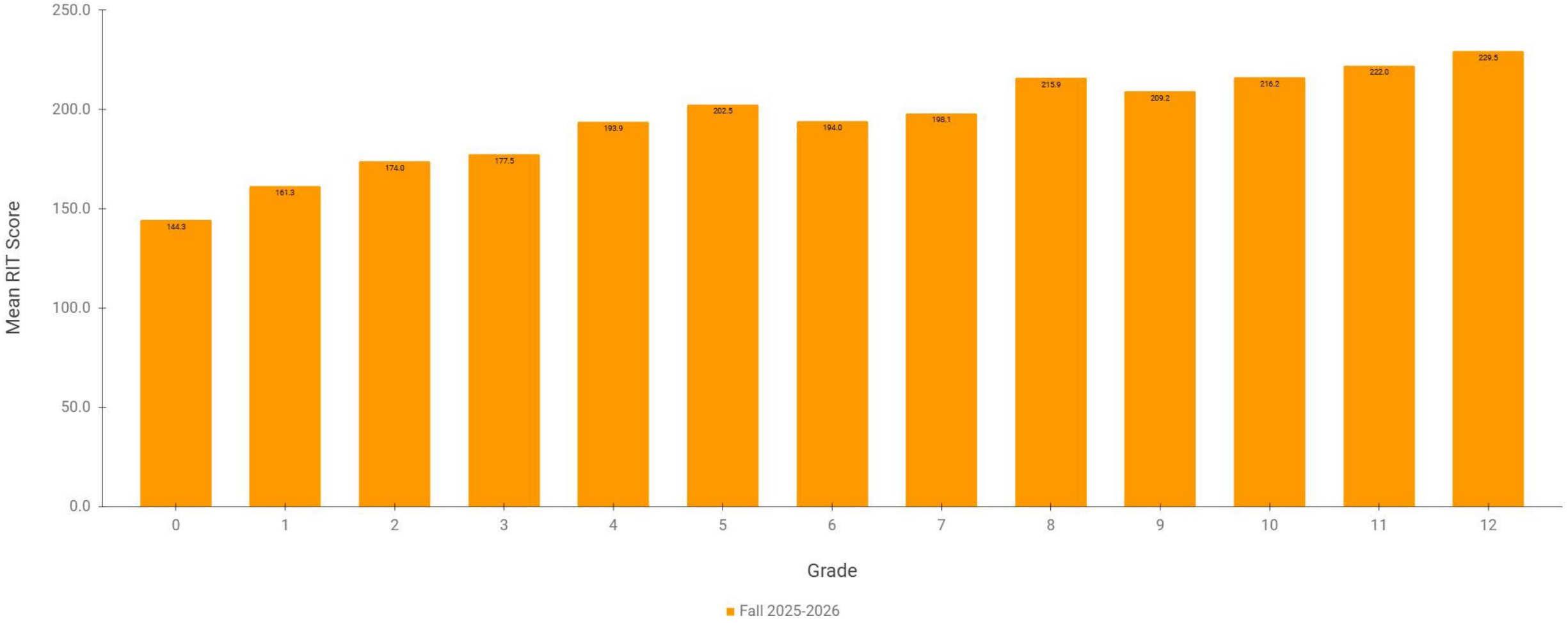

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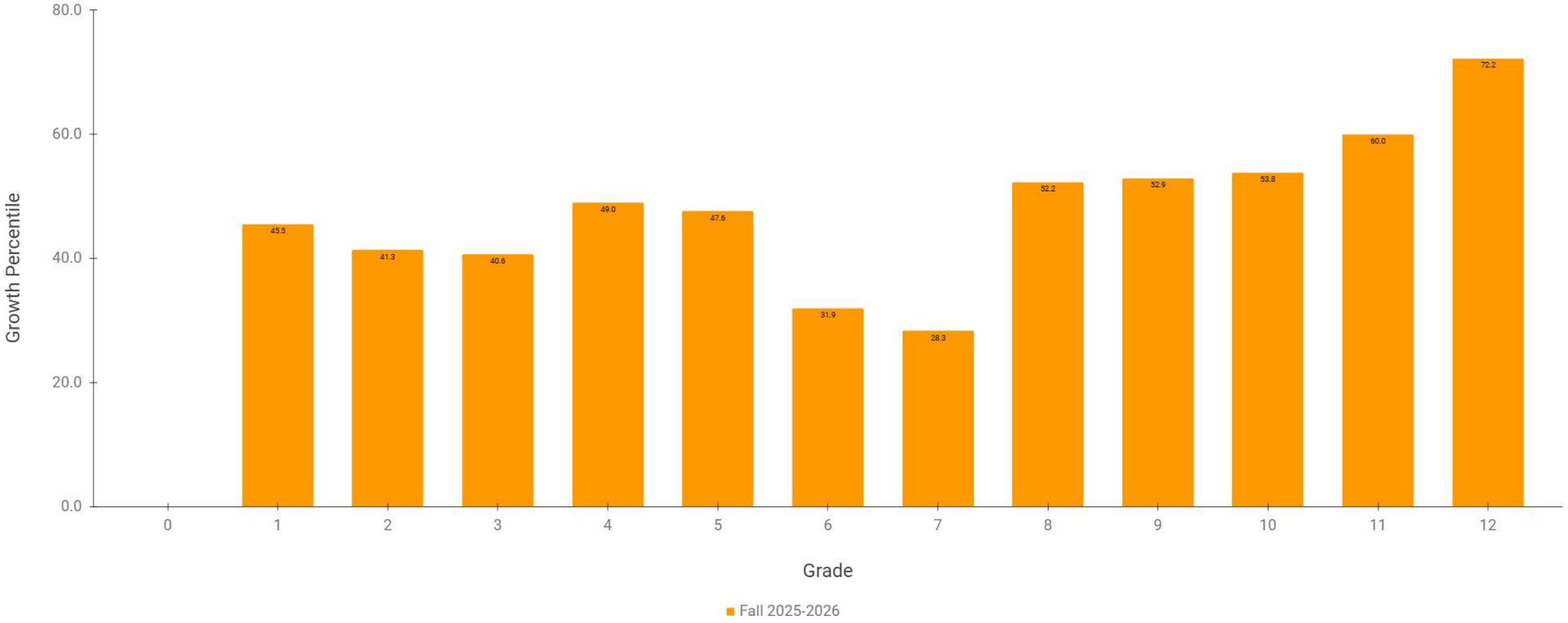
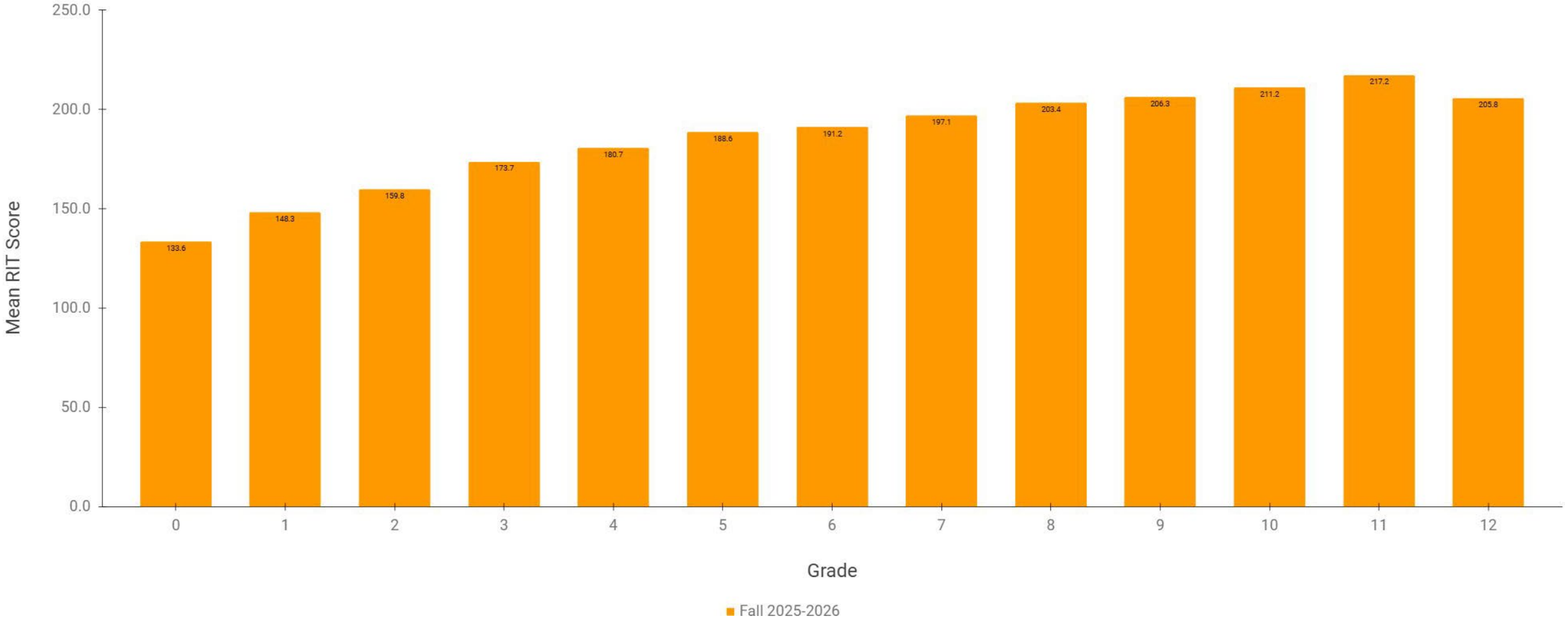


Reading Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



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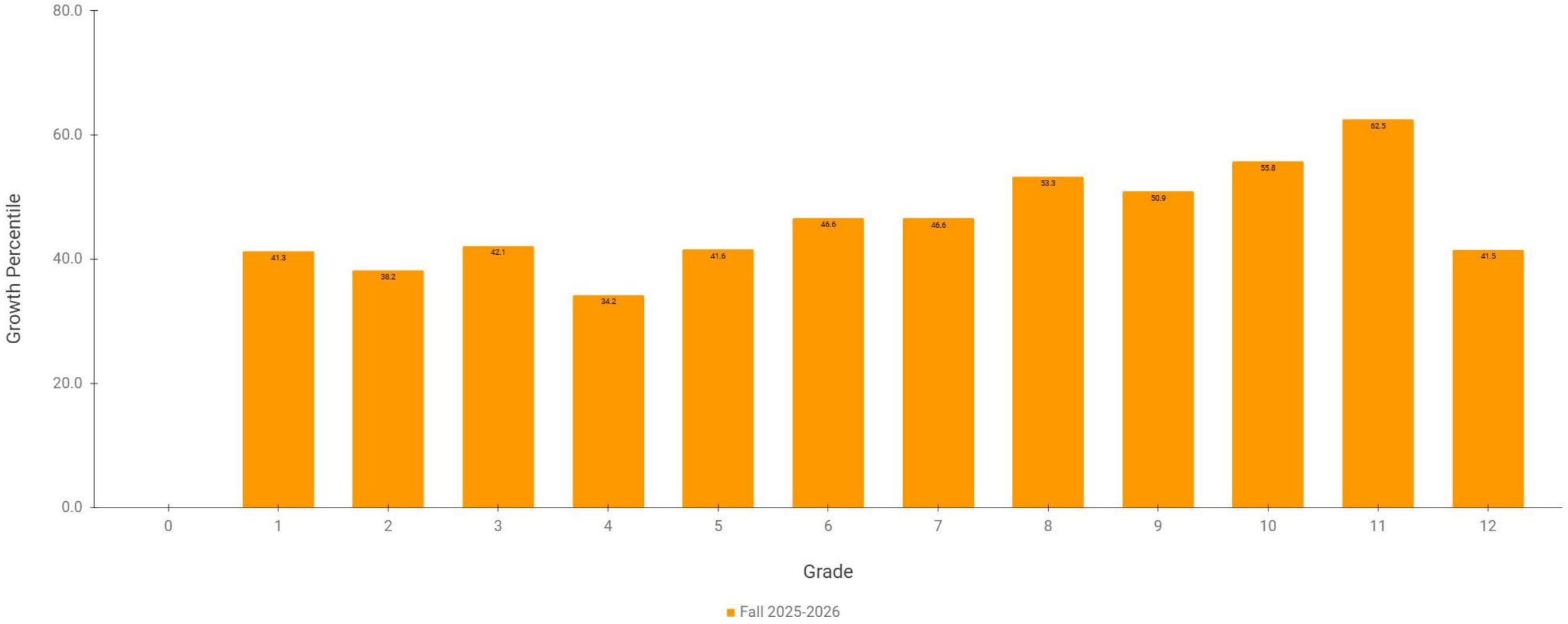

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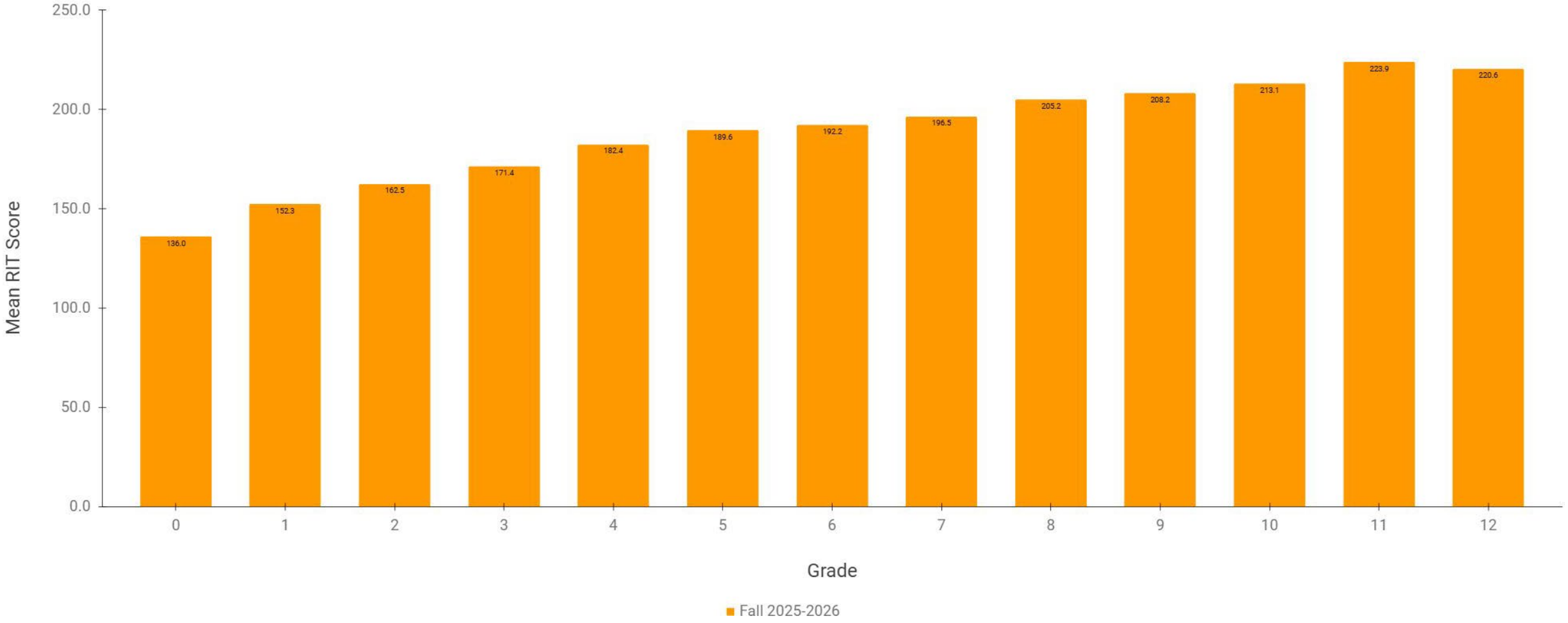

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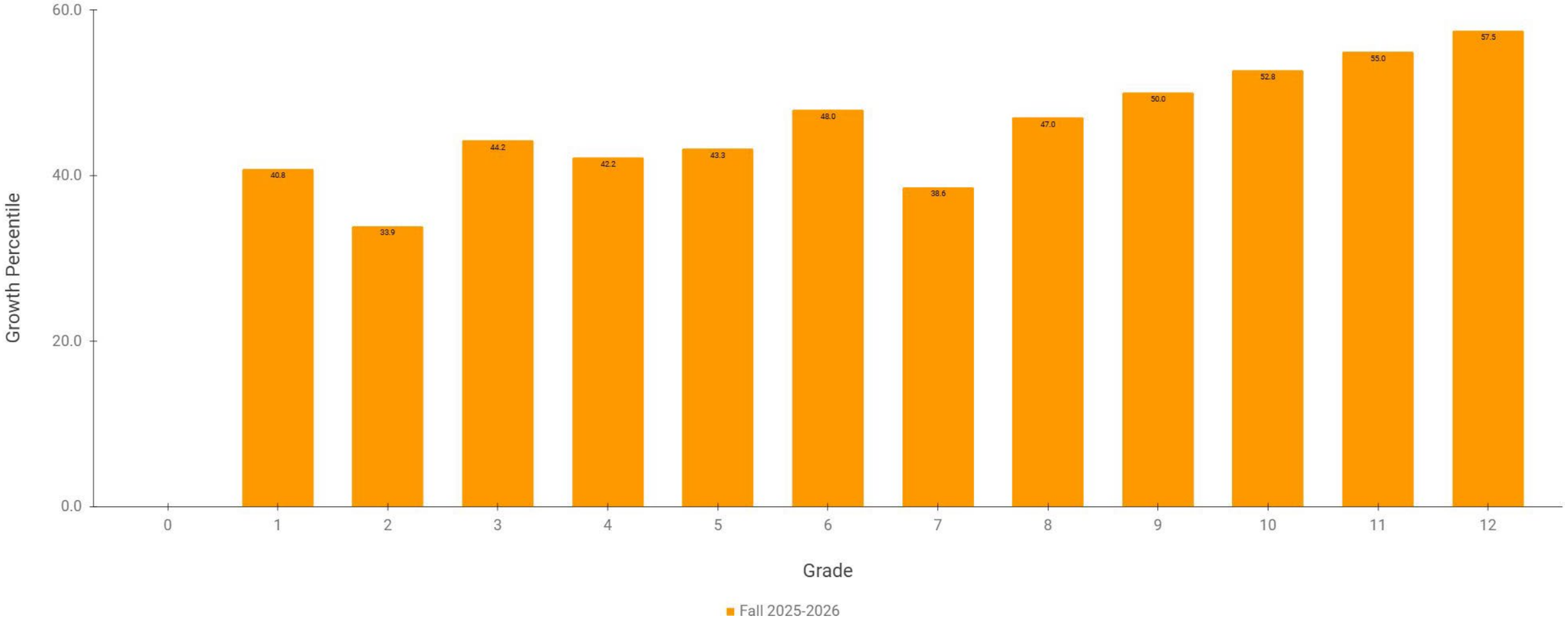
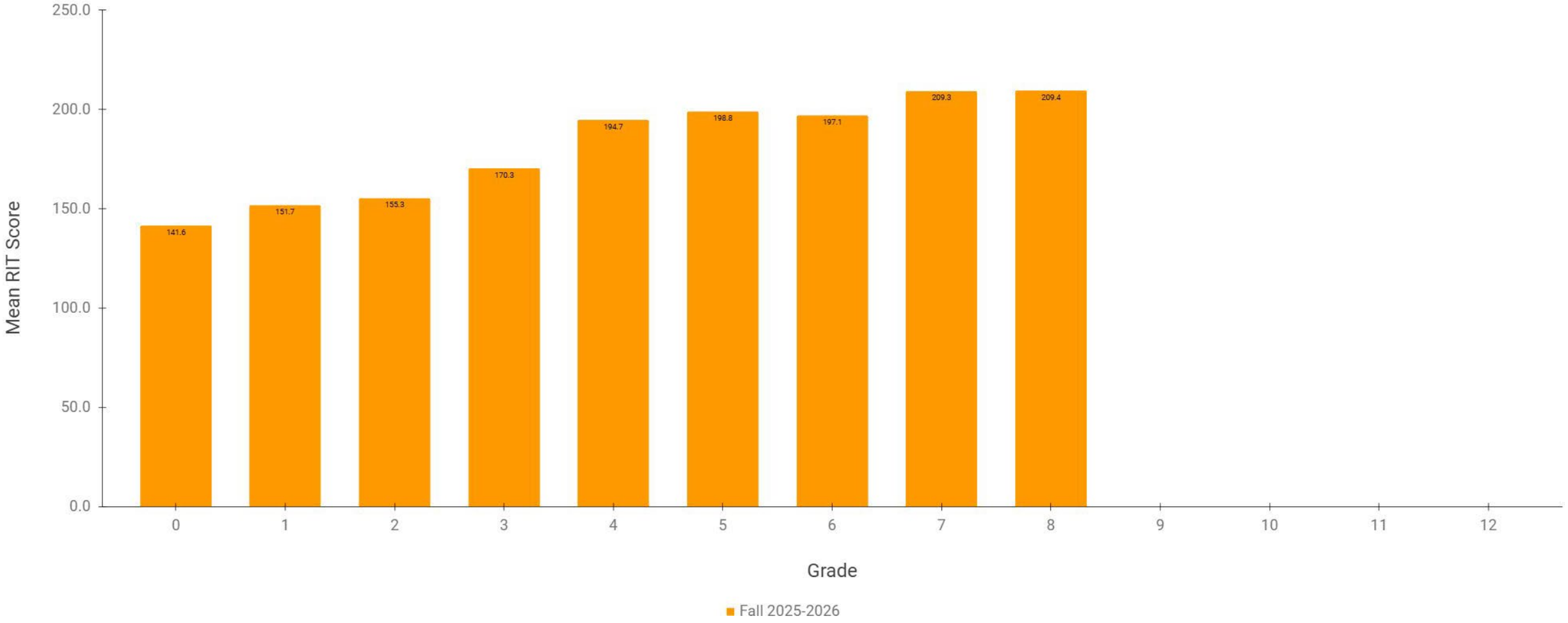
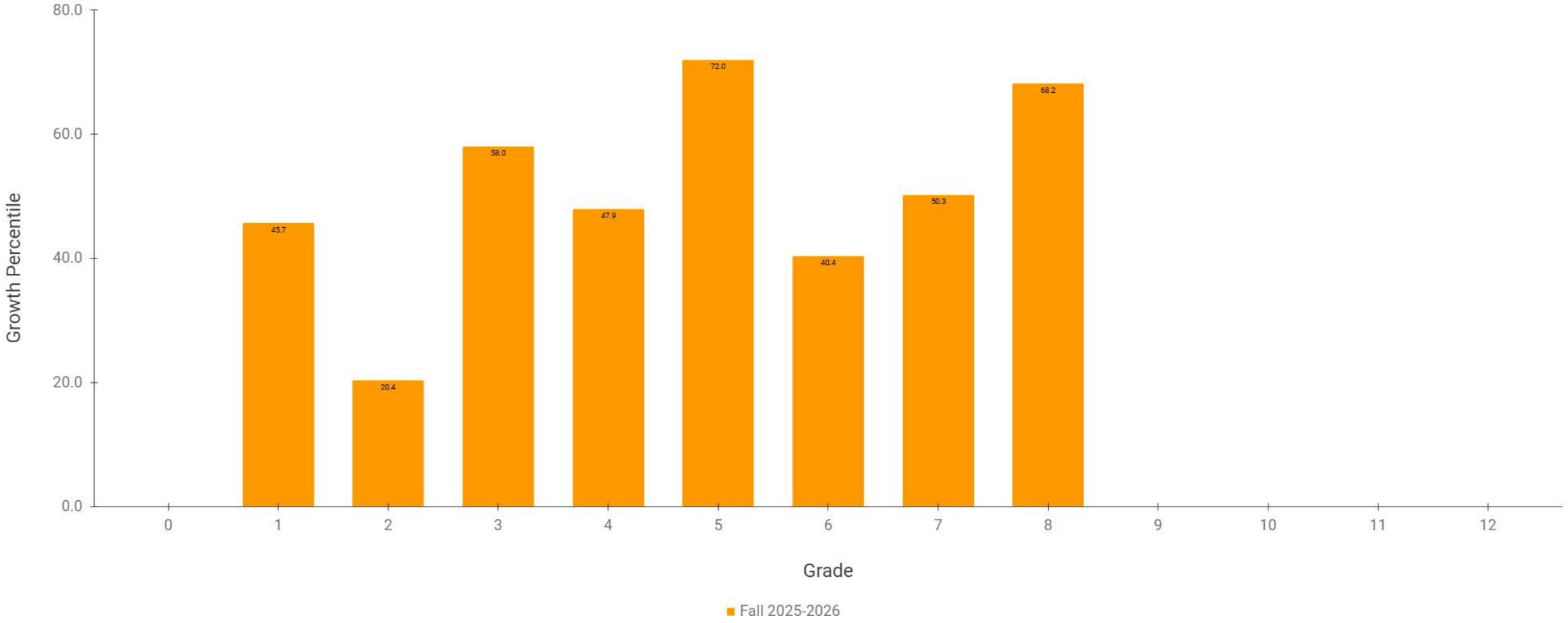


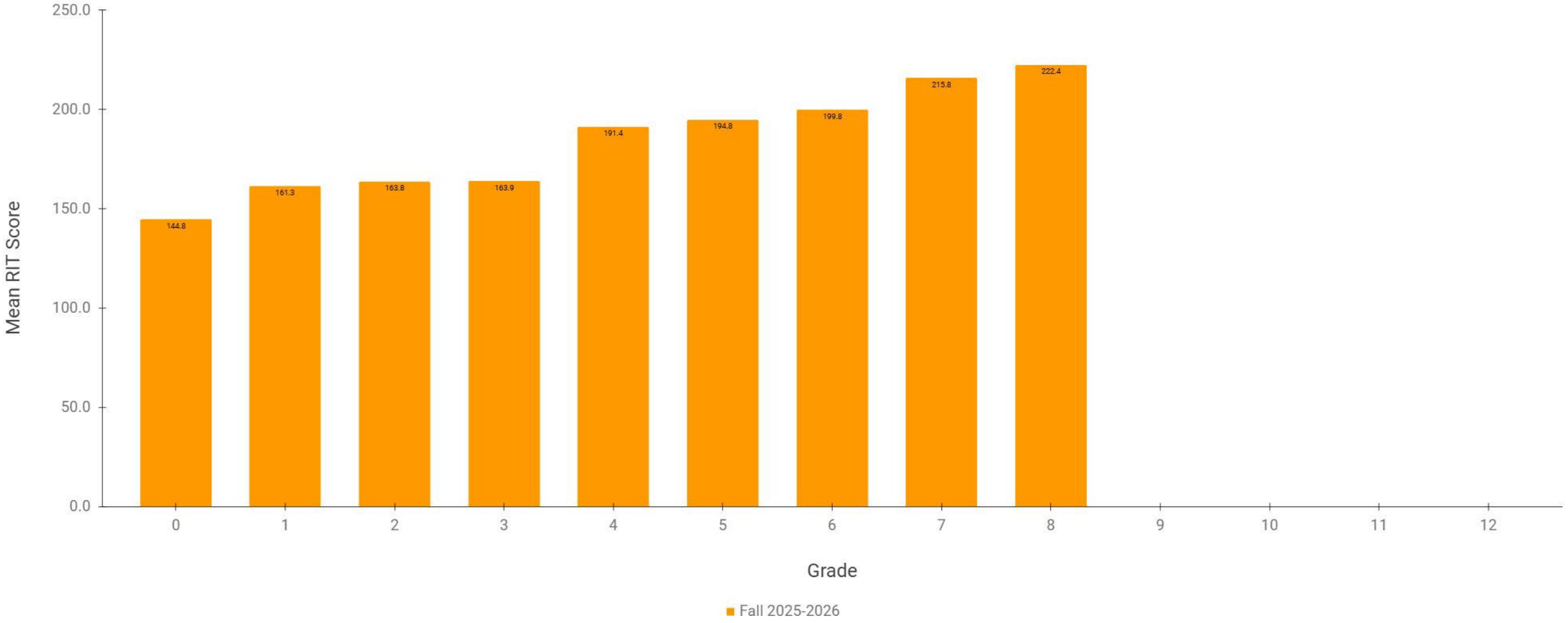
Reading Achievement Assessment By *Mode of Instruction – Distance Learning* in Grades K-8



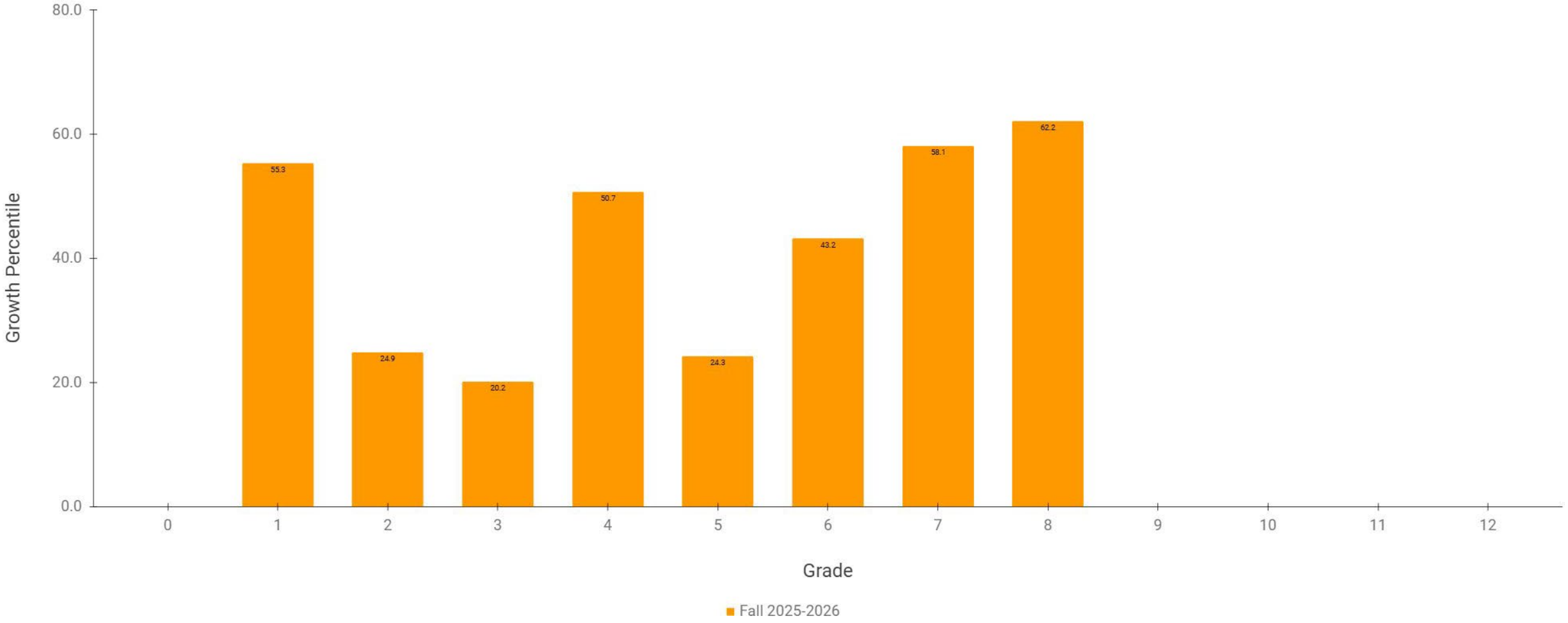
Reading Growth Percentile By *Mode of Instruction – Distance Learning* in Grades K-8



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

- Fall benchmarks (growth and achievement) in both reading and math have become more uniform across most of the grade levels.
- Our teachers, the ELA and math curriculum, and our pacing are coming into closer alignment with expectations for ambitious teaching.
- Our teachers and administrators are building equitable and meaningful relationships with our students.

What's Next for Literacy?

- During the 2025-2026 school year YCMS continues to offer Read 180 to every student thereby ensuring that all students receiving the support they need to succeed.

- All Schools are implementing our Multi-Tiered Systems of Support for Literacy.

- HMH Units of Instruction incorporating Gouldy Muhammed's *5 Pursuits* are being taught with integrity.

What's Next for Literacy?

- All Schools continue to use the Diverse Literacy Libraries, Novel Effect, Storybook Gems, and BeanStack to capture our scholars attention thus improving Reading for Volume.

- District-wide Artificial Intelligence integration – through adult professional development, mentoring, modelling, AI Youth Ambassadors, the HP SpotLight lab, AI x Coherence, Digital Promise opportunities, Michigan Virtual AI Labs for Scholars – are shifting the way we learn, work, and adapt.

What's Next for Numeracy?

- All Schools are implementing the MTSS Tiers Systems of Support for Numeracy.

- All Elementary School Teachers are receiving professional development and in-person coaching sessions in collaboration with SIS 4 Teachers to prepare them to teach inquiry-based Mathematics with integrity.

- All Schools will focus on improving Attendance and creating inclusive classroom environments using Proactive Circles and other Executive Function Skills development.

What Questions Might You Have?