Ypsilanti Community Schools

Sec. 104h Goal Progress Report

School Board Presentation

Dr. Carlos Lopez, Assistant Superintendent

June 1, 2026

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.

Today's Takeaways

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

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

- Our united efforts to support scholars during their critical transitional years—from 5th to 6th grade and from 8th to 9th grade—have led to remarkable improvements over the past two school years, as demonstrated by our ***noticeable gains in reading scores***. This suggests that our Tier 1 Ambitious Teaching - HMH ELA Reading curriculum when delivered with fidelity works for all scholars. High Rigor with High Supports = Success.

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

- Our overall ***scholars proficiency and growth for our special education scholars*** continues to keep pace with their general education counterparts in both reading and mathematics as measured by NWEA norms.

- Our overall scholars proficiency and growth for our ***Multilingual Learners*** continues to keep pace with their general education counterparts in reading and outperformed their peers in 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.

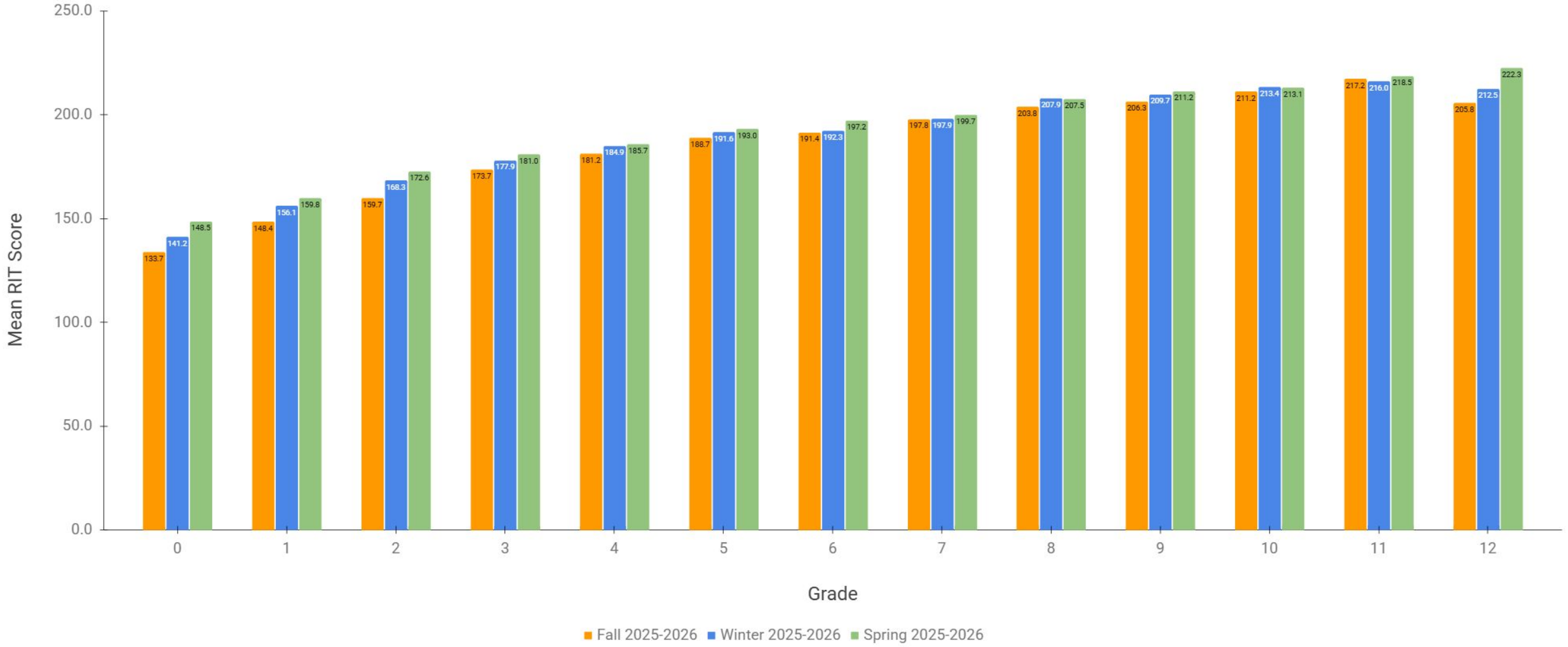
Today’s Takeaways

Takeaway #3: Our teachers continue to deliver high-quality instruction with integrity and intentionality, significantly empowering our scholars to take charge of their own learning.

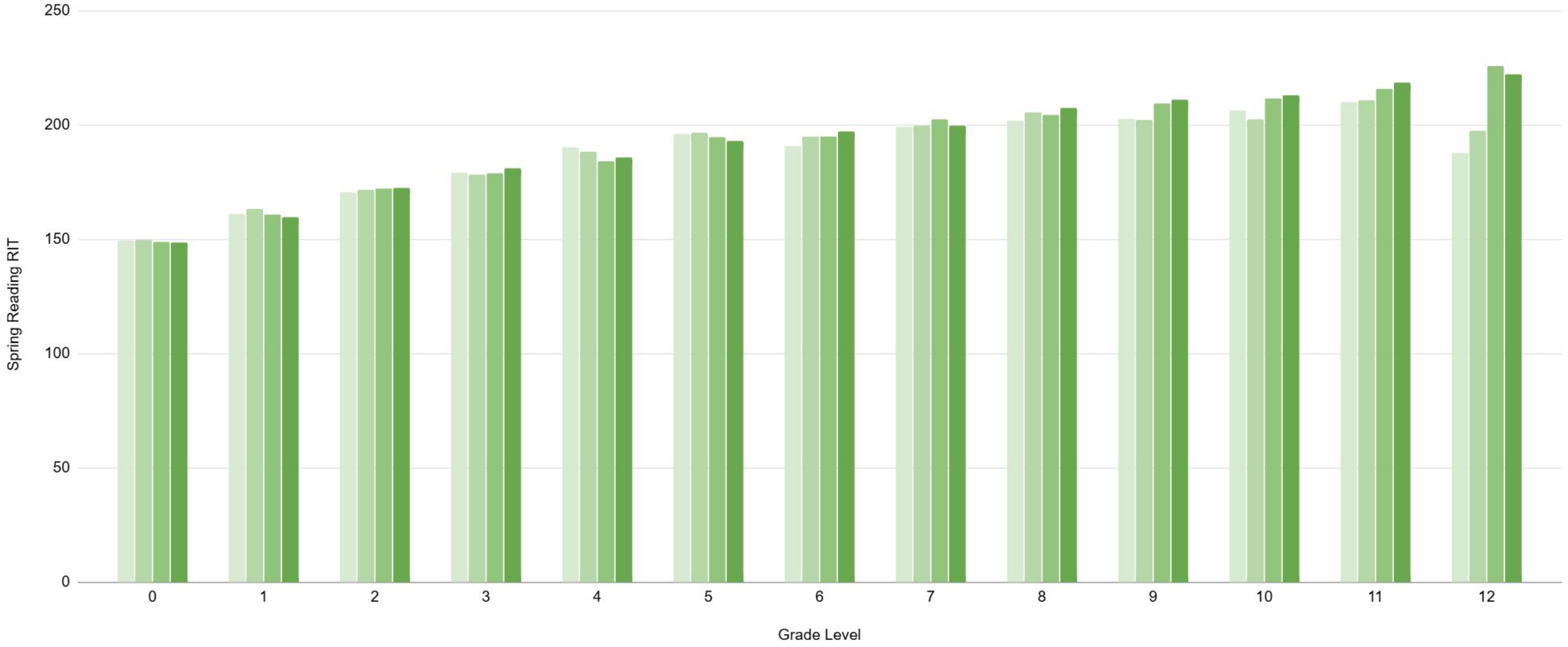
- By being intentional in teaching our district's ***Tier I ambitious teaching curriculum*** with ***integrity***, supported by Tiers 2 and 3 interventions, will ensure that our scholars are ready for deeper learning.

- For the 2026-2027 school year, YCS will place a stronger focus on Data Digs using Data Walls, Data Talks, and Data Walks.

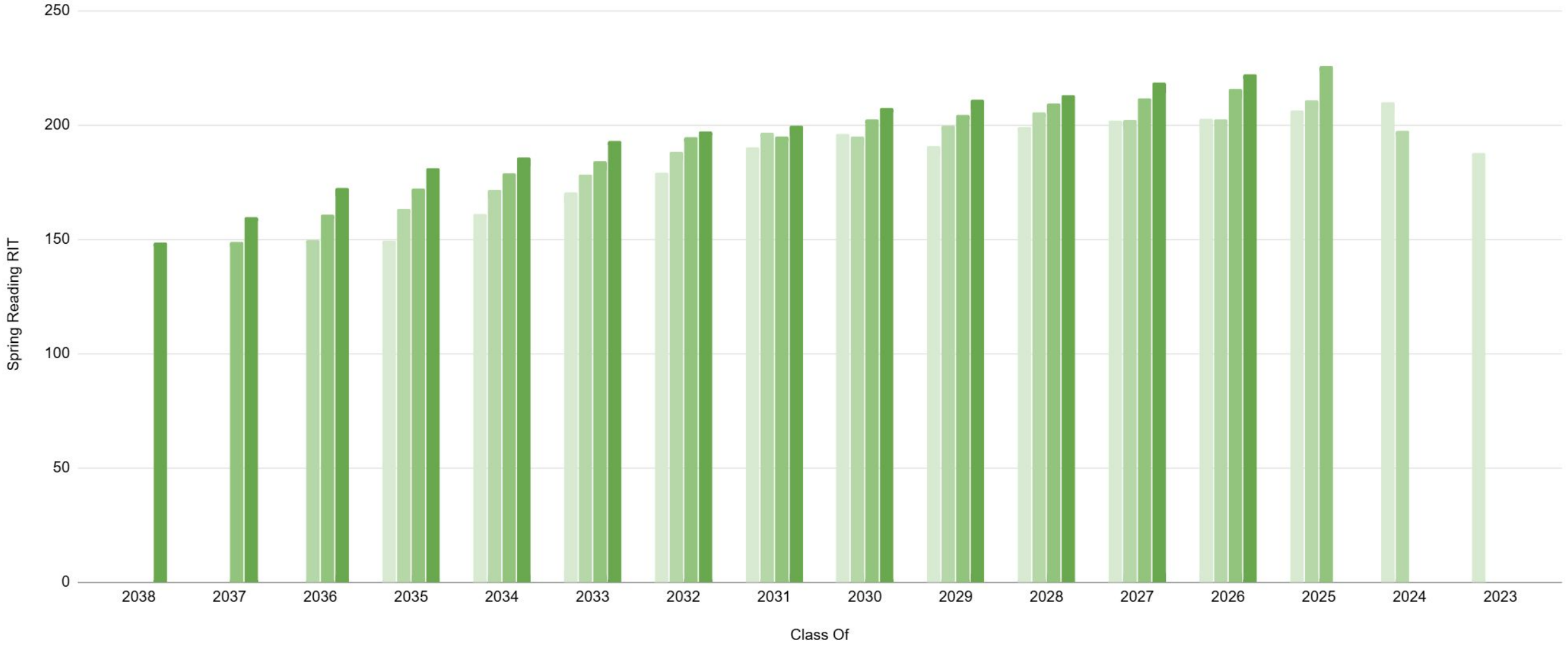
Reading Achievement Assessment
By *All Students* in Grades K-12



Spring Reading Achievement Assessment
By *All Students* in Grades K-12, Four Most Recent Years



Spring Reading Achievement Assessment
By *All Students* by Cohort, Four Most Recent Years



Reading Growth Percentile
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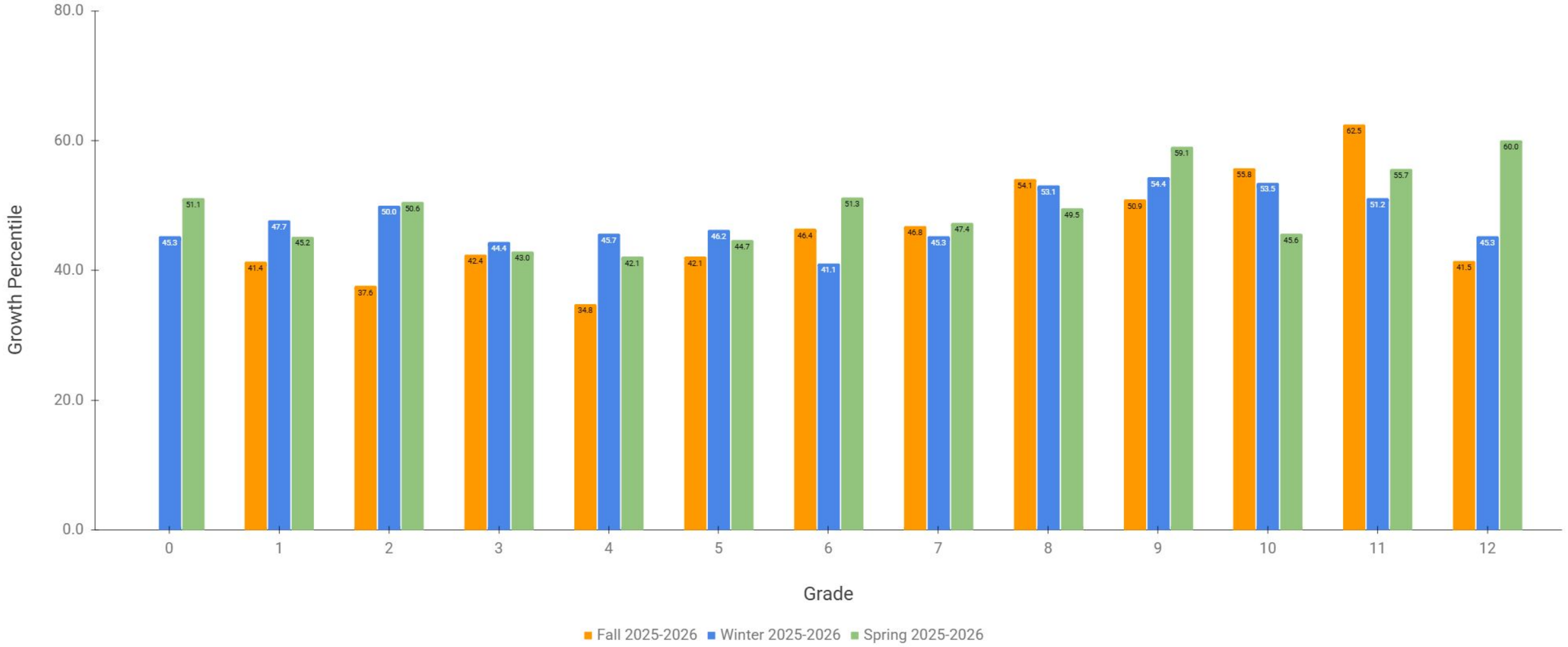
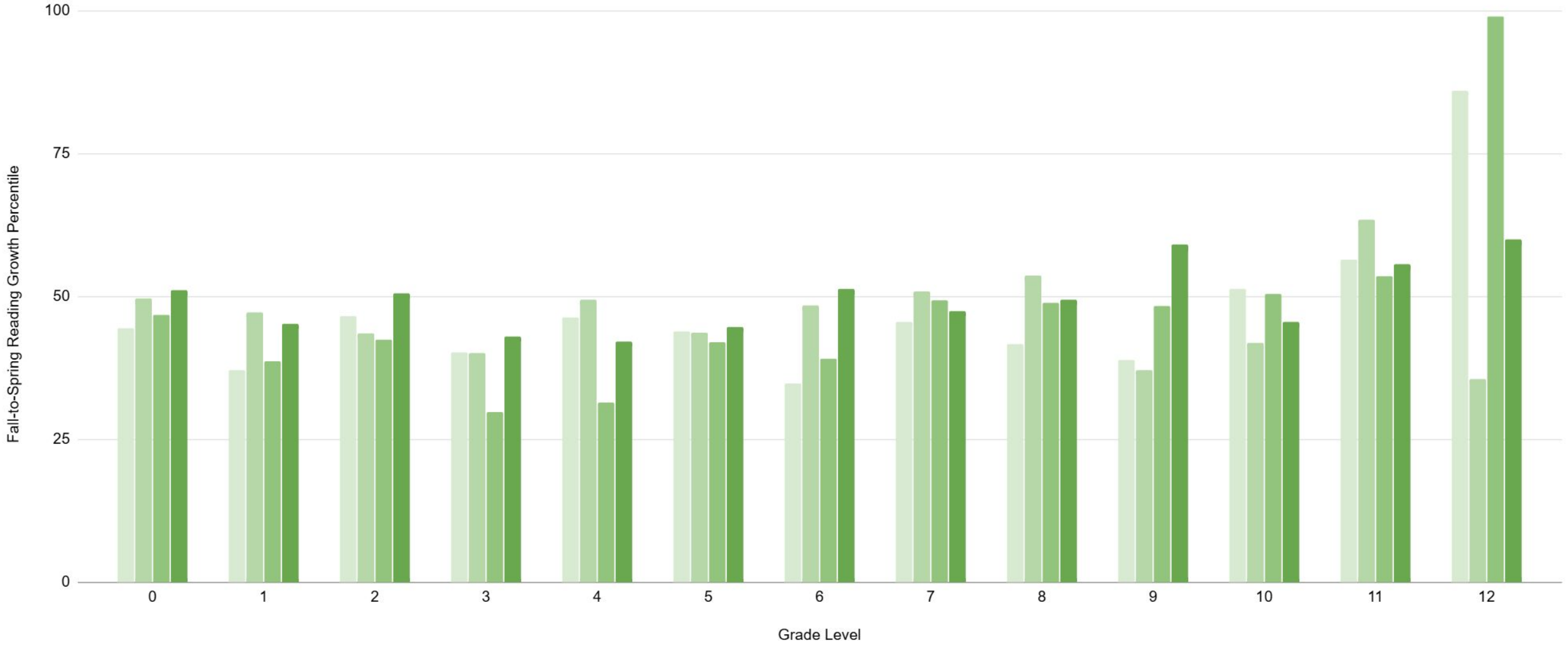


Fall-to-Spring Reading Growth Assessment
By *All Students* in Grades K-12, Four Most Recent Years



Fall-to-Spring Reading Growth Assessment
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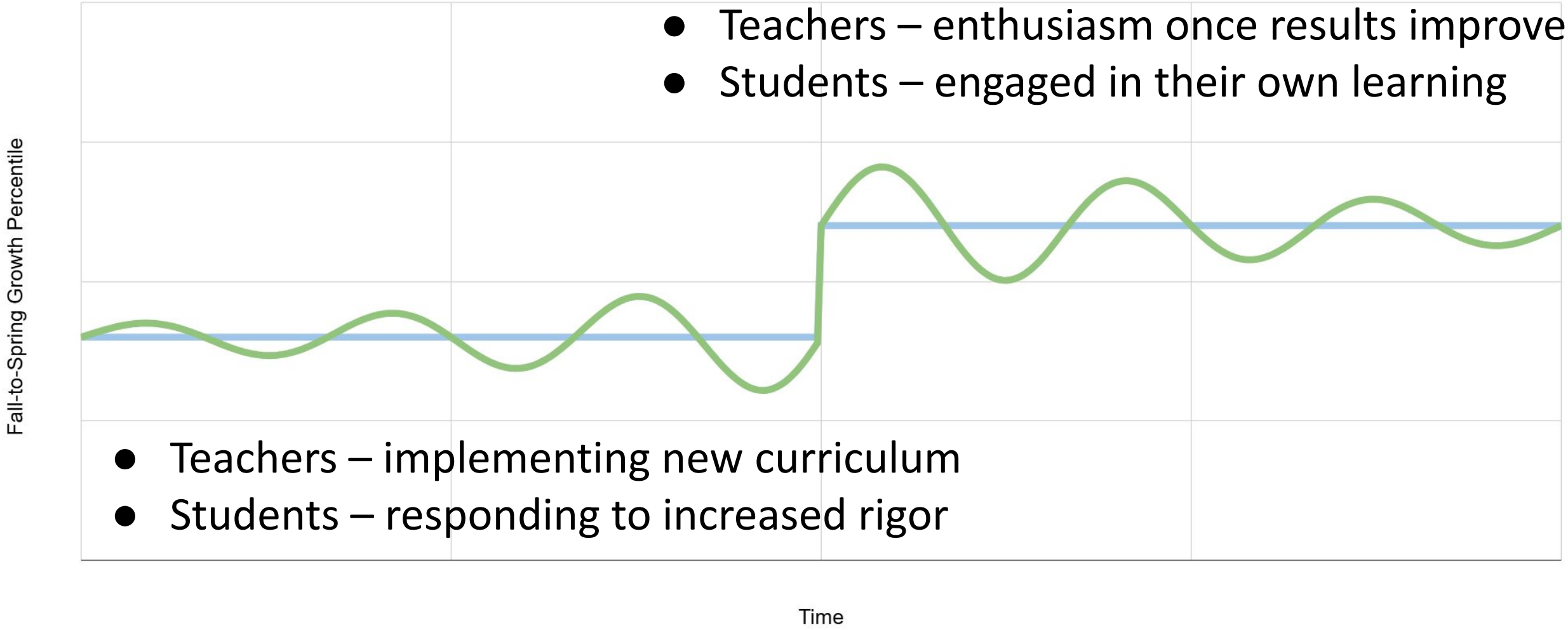
Fall-to-Spring Reading Growth Amidst Achievement Initiatives



Math Achievement Assessment
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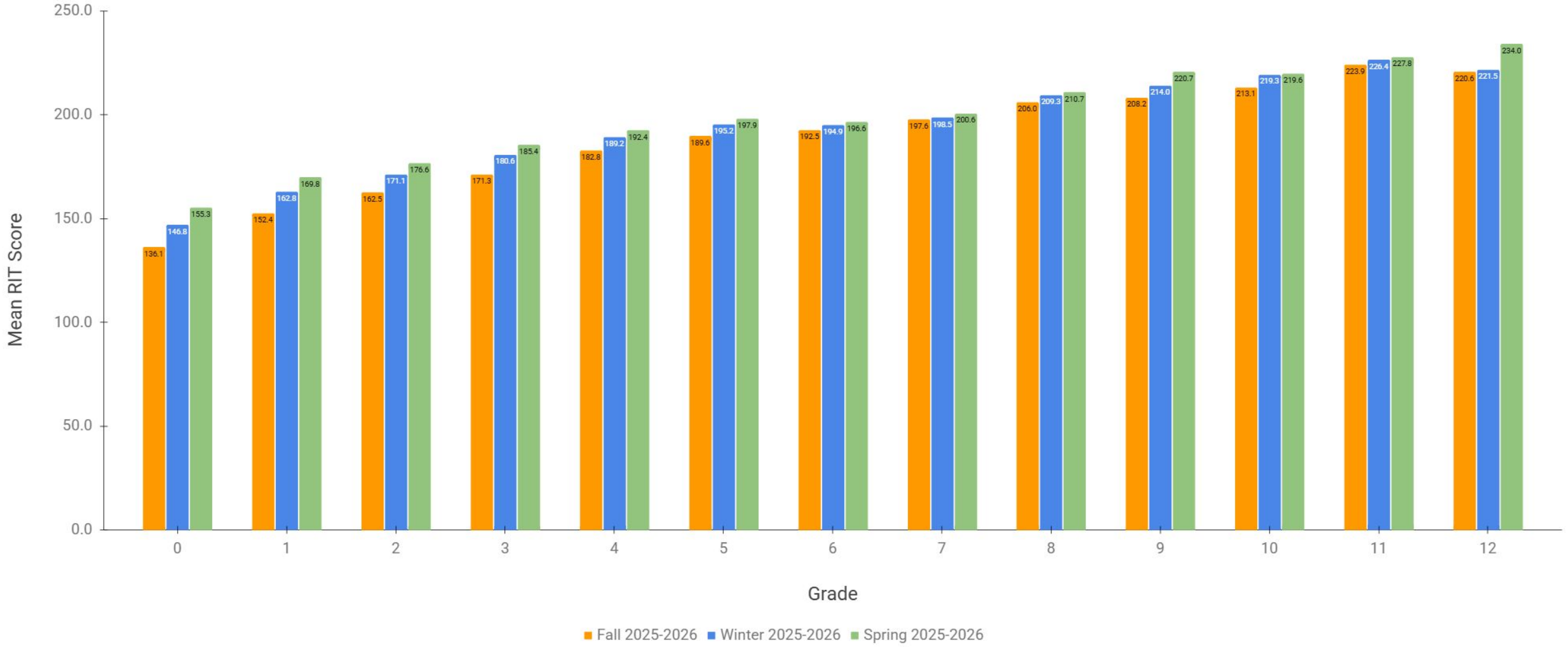

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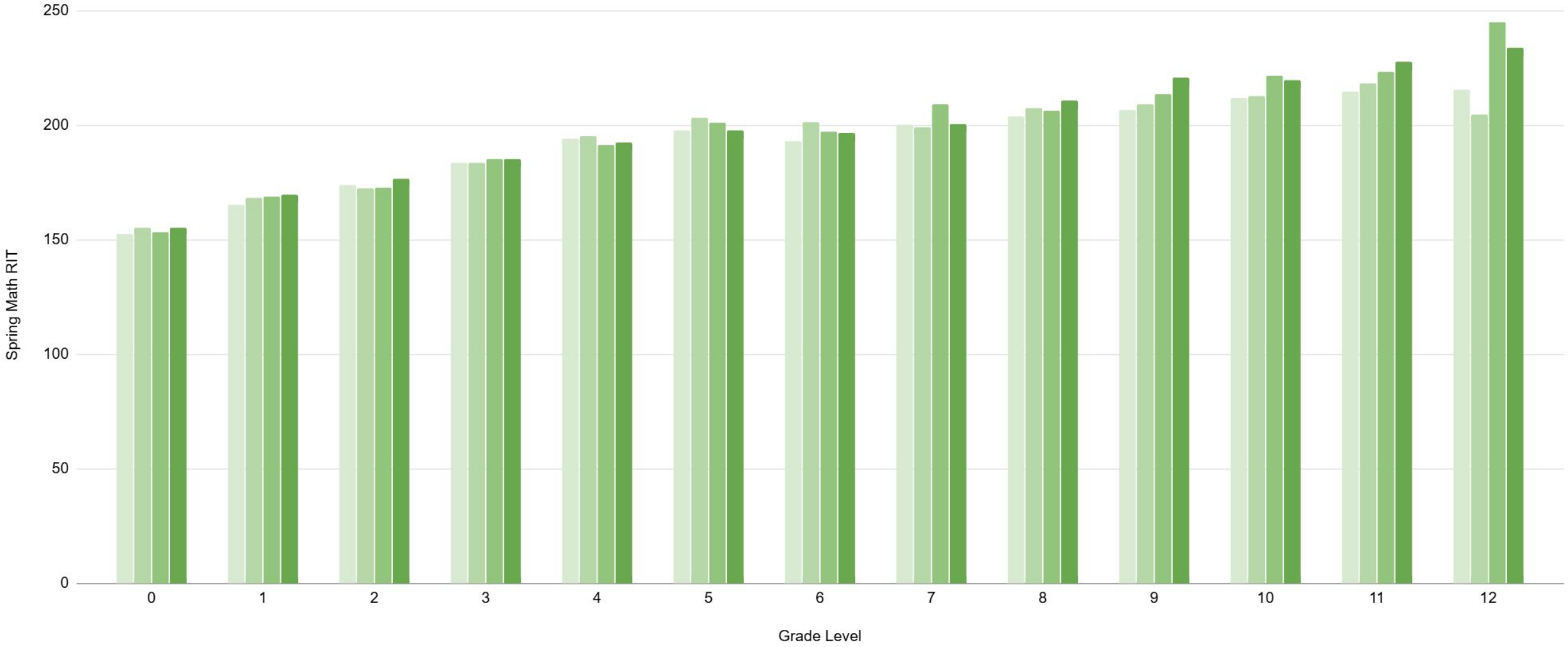

Math Achievement Assessment
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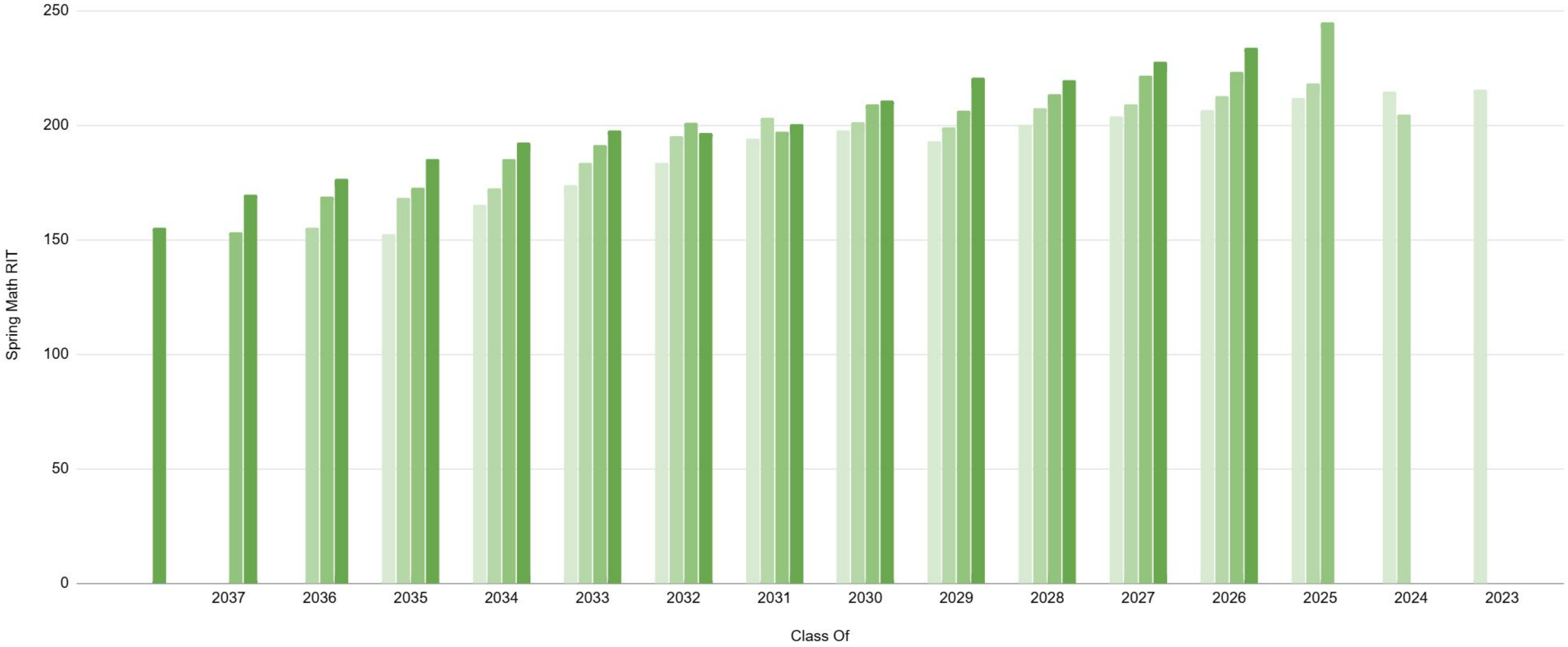

Math Growth Percentile
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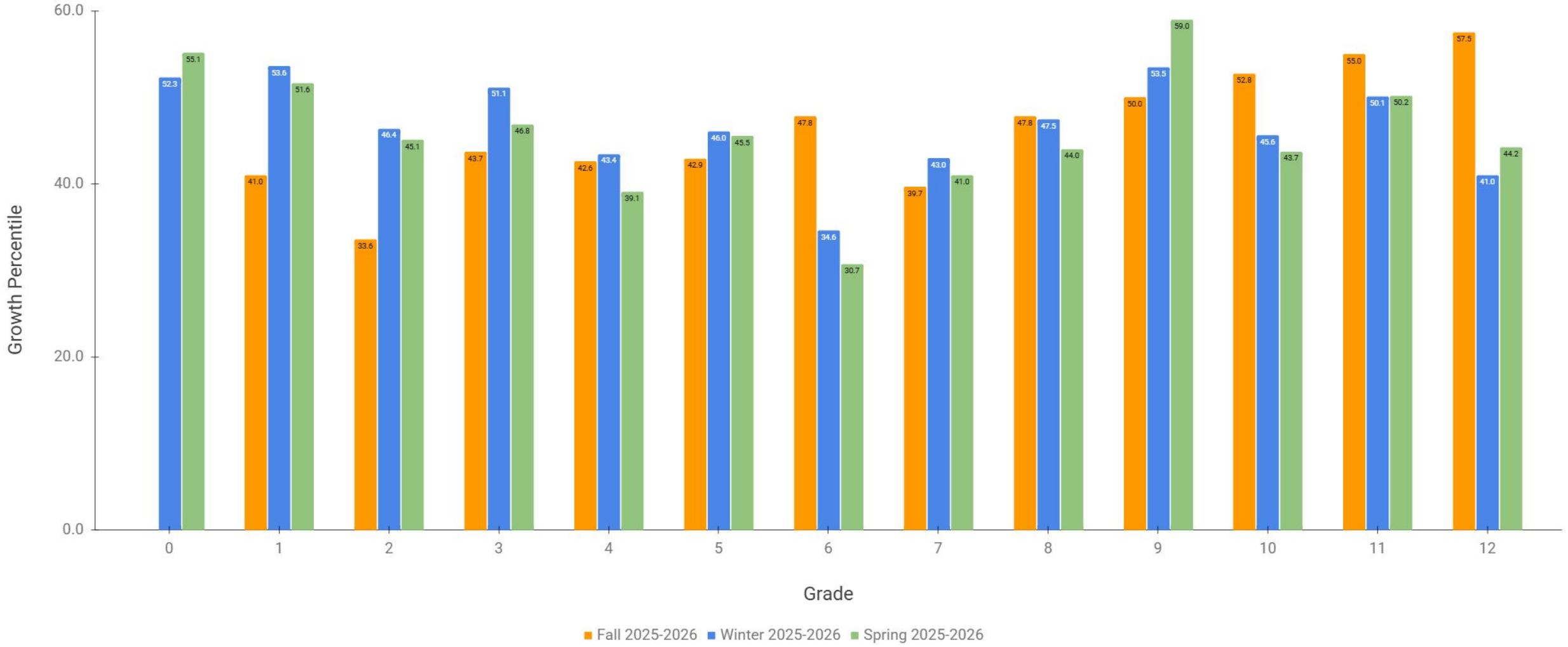

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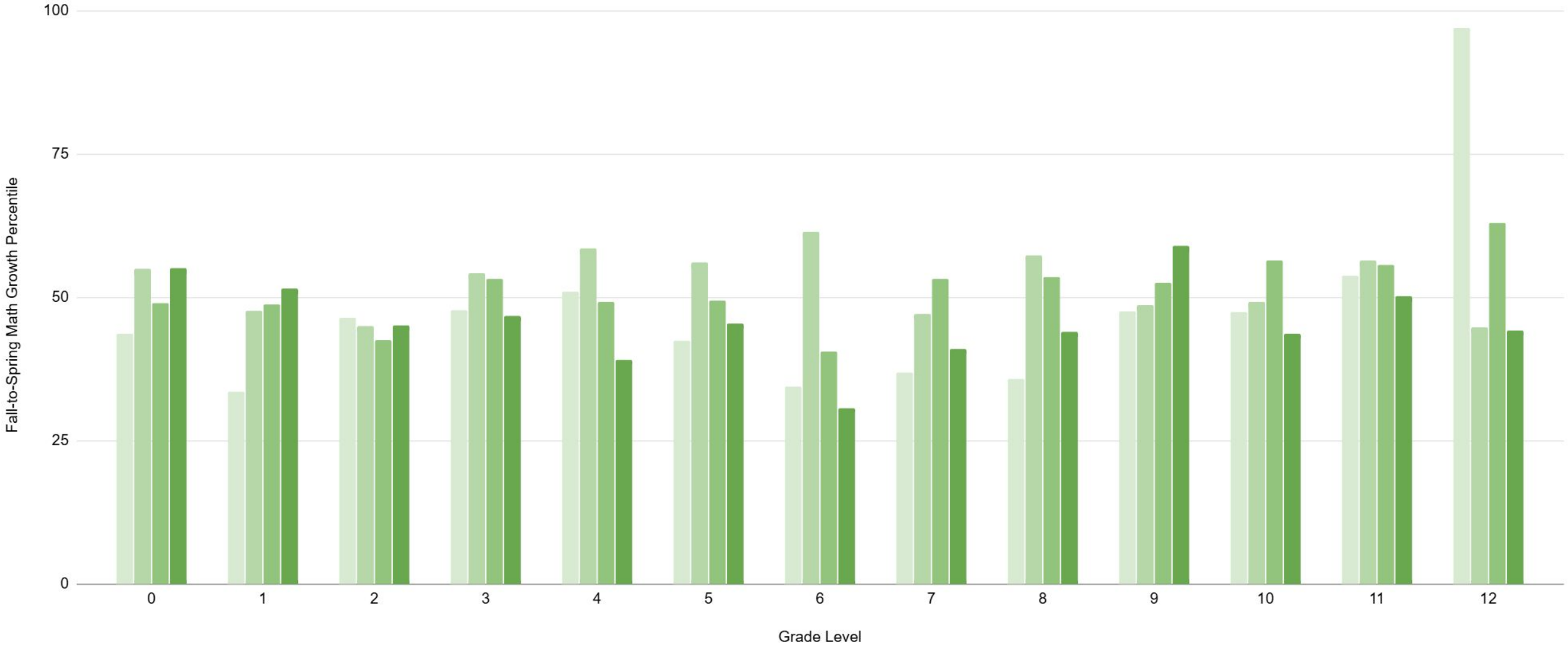

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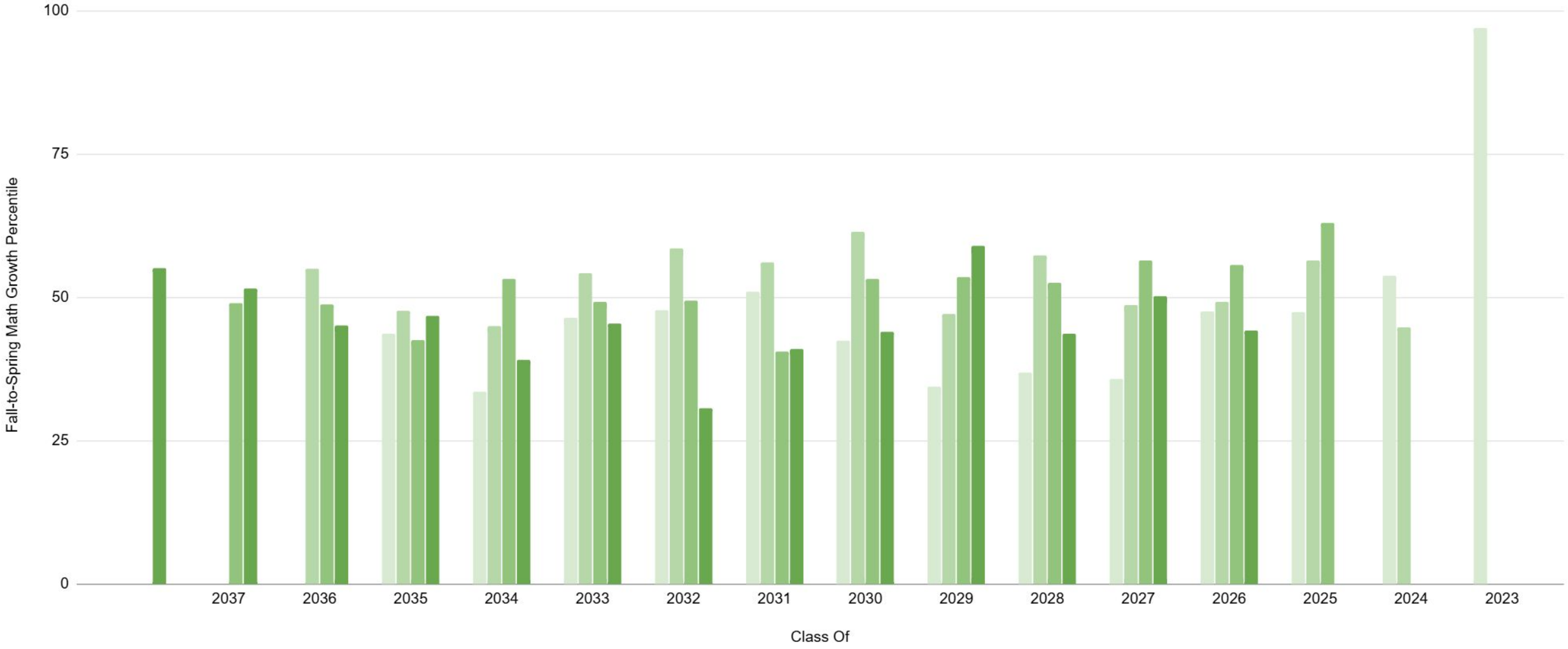
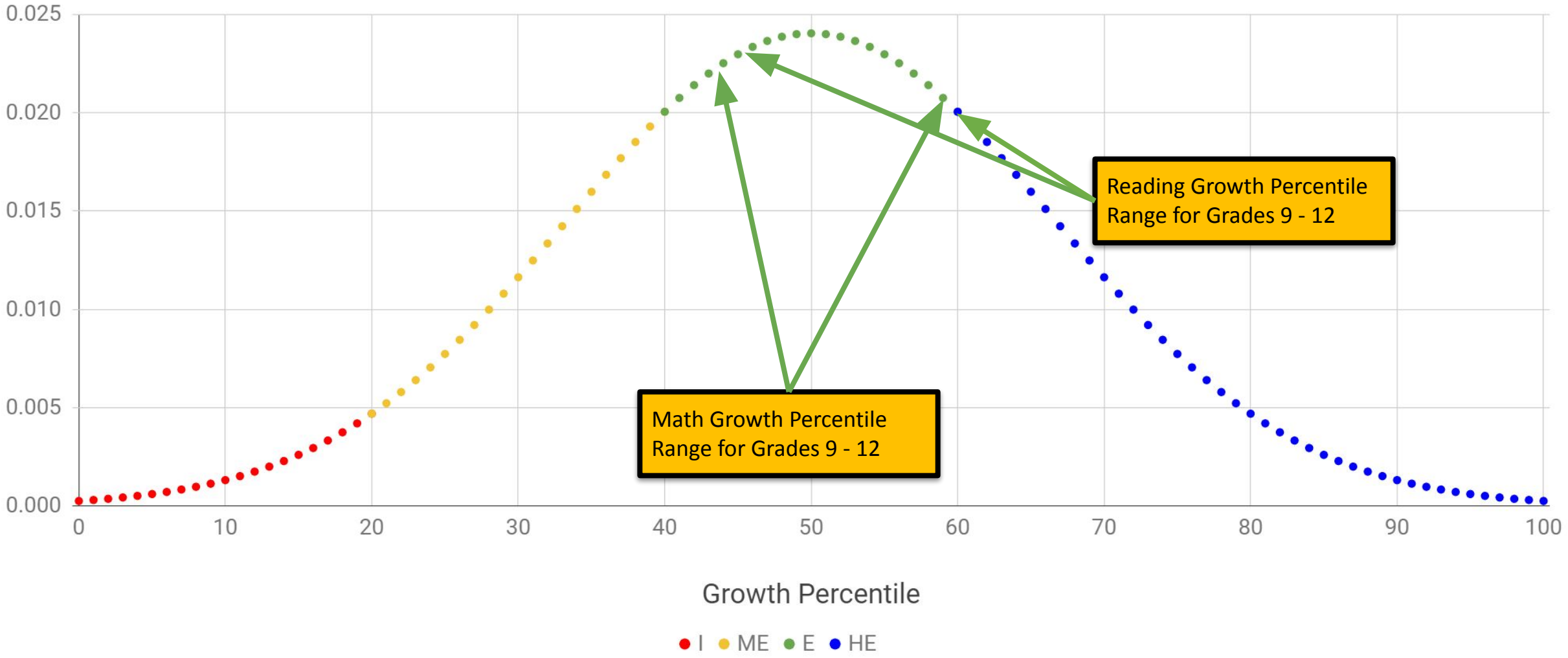
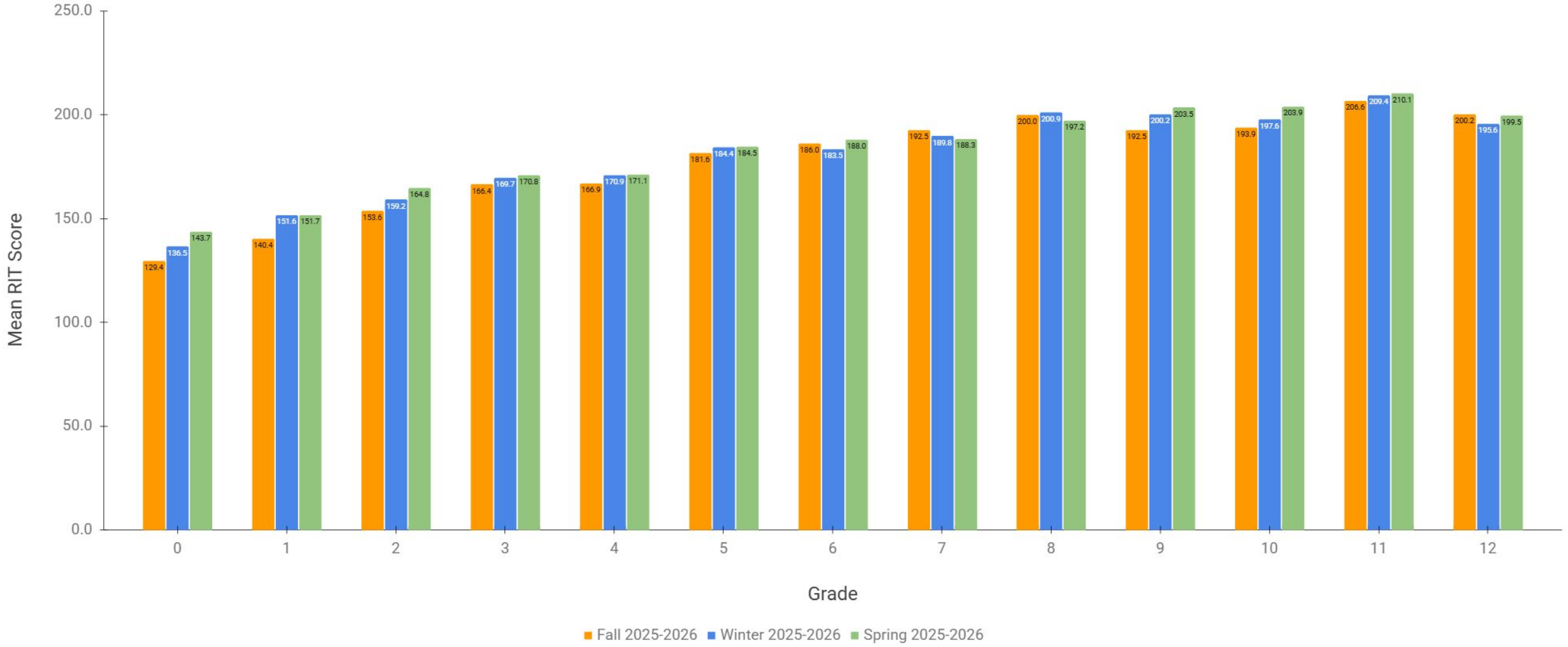


Reading and Math Growth Percentile By *All Students* in Grades 9-12



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



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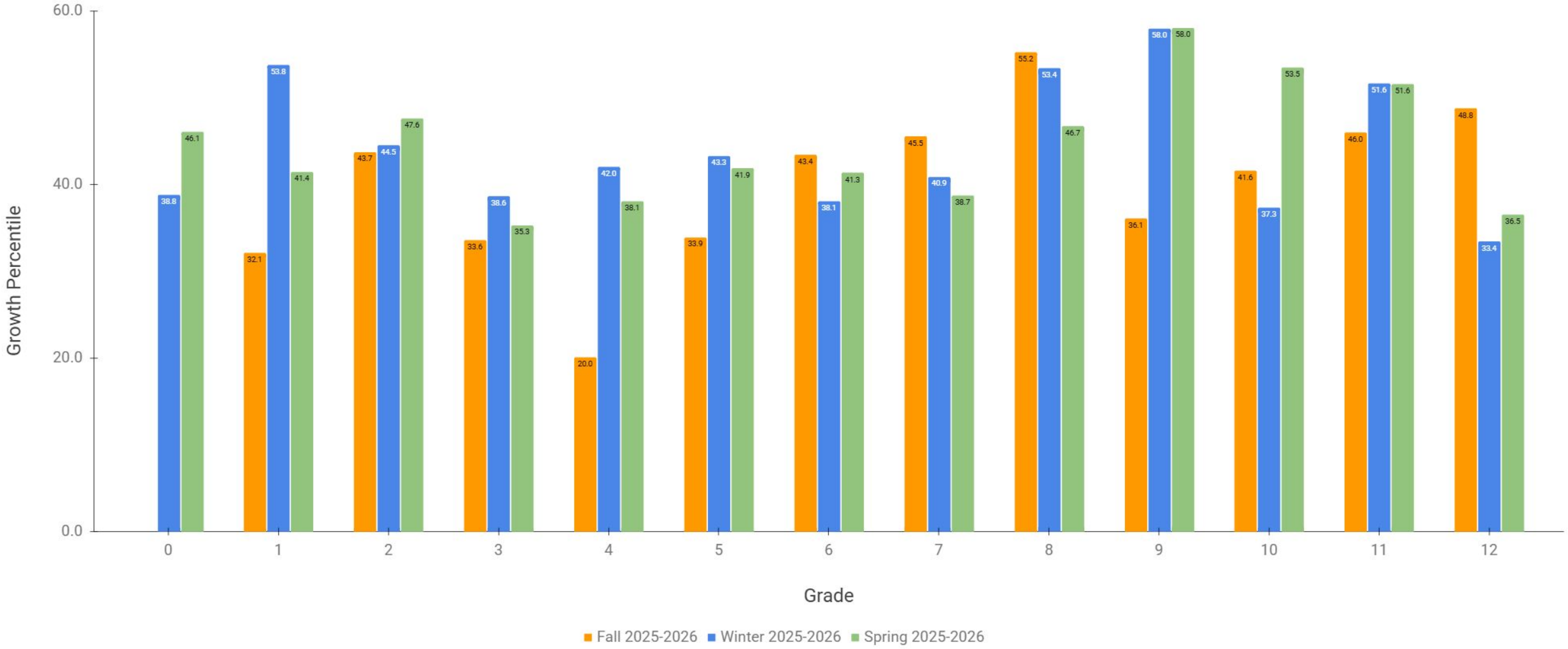

Math Achievement Assessment
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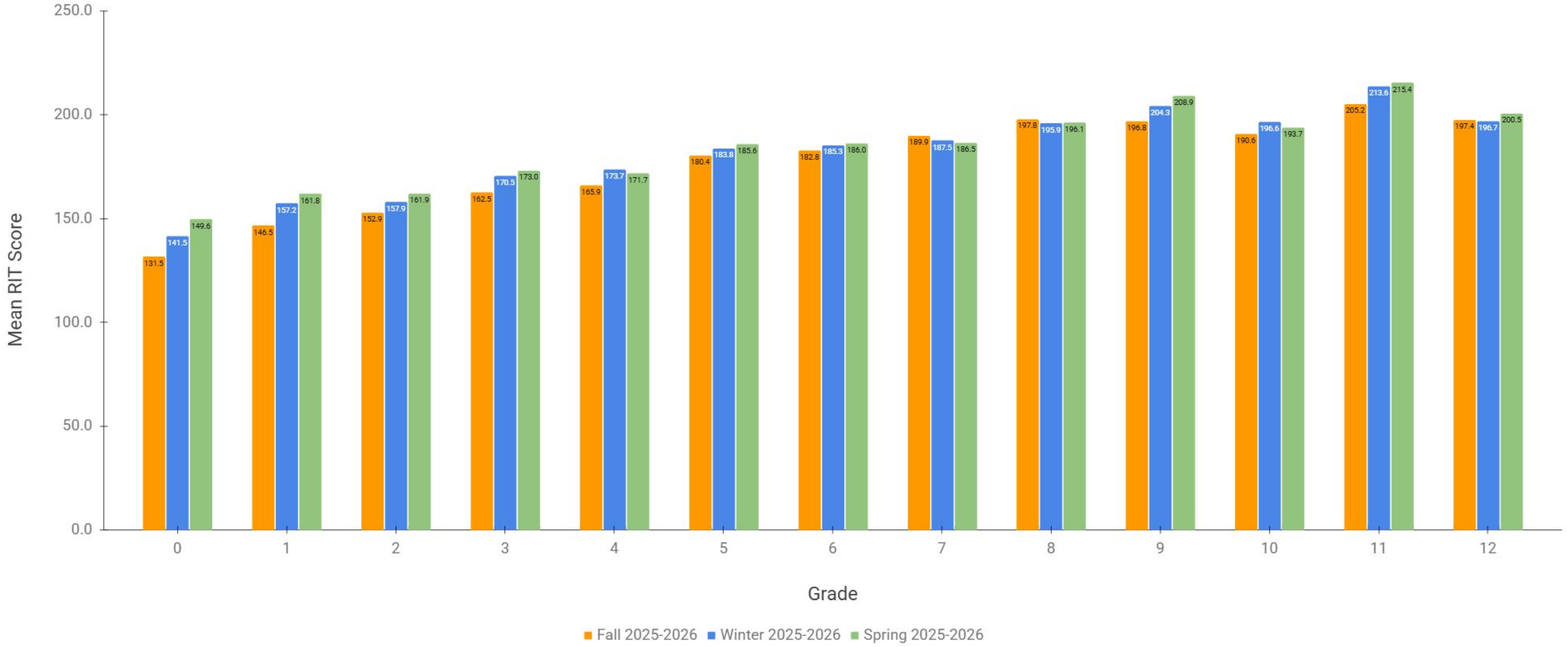

Math Growth Percentile
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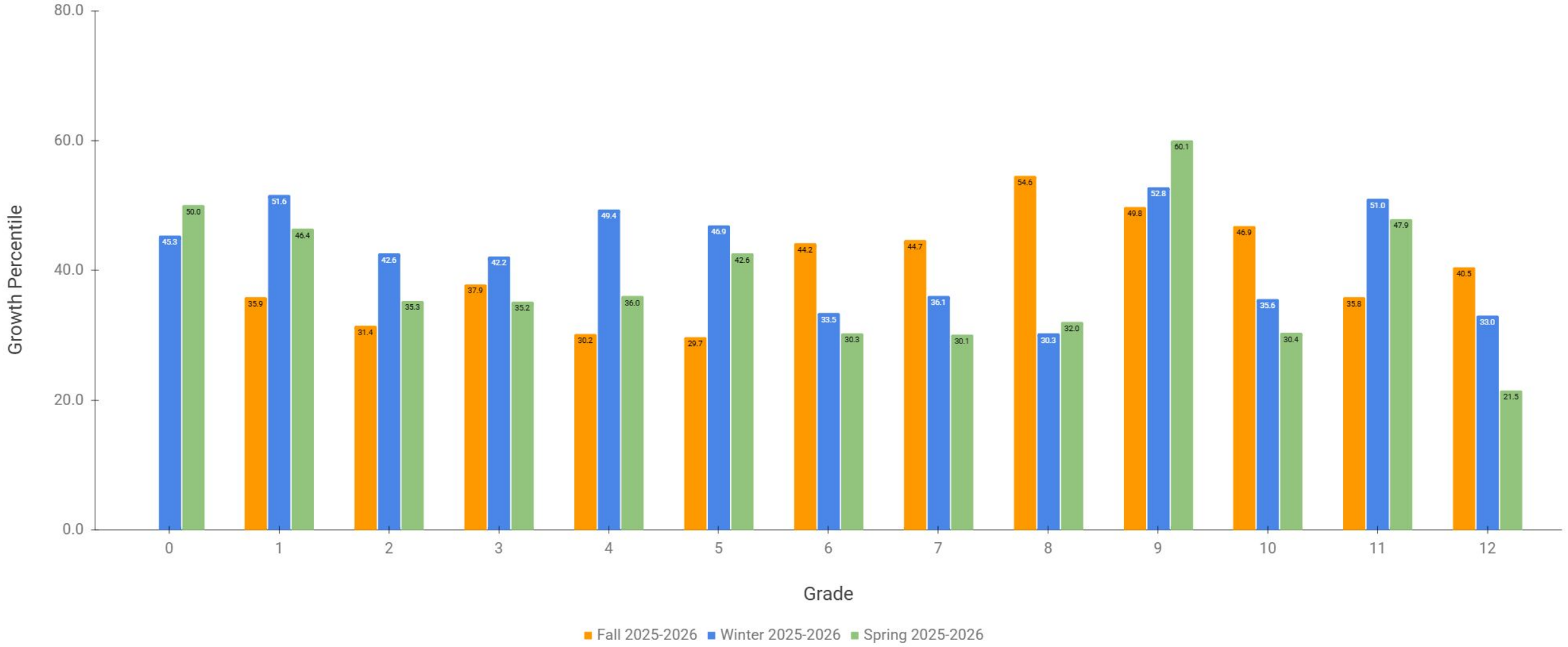
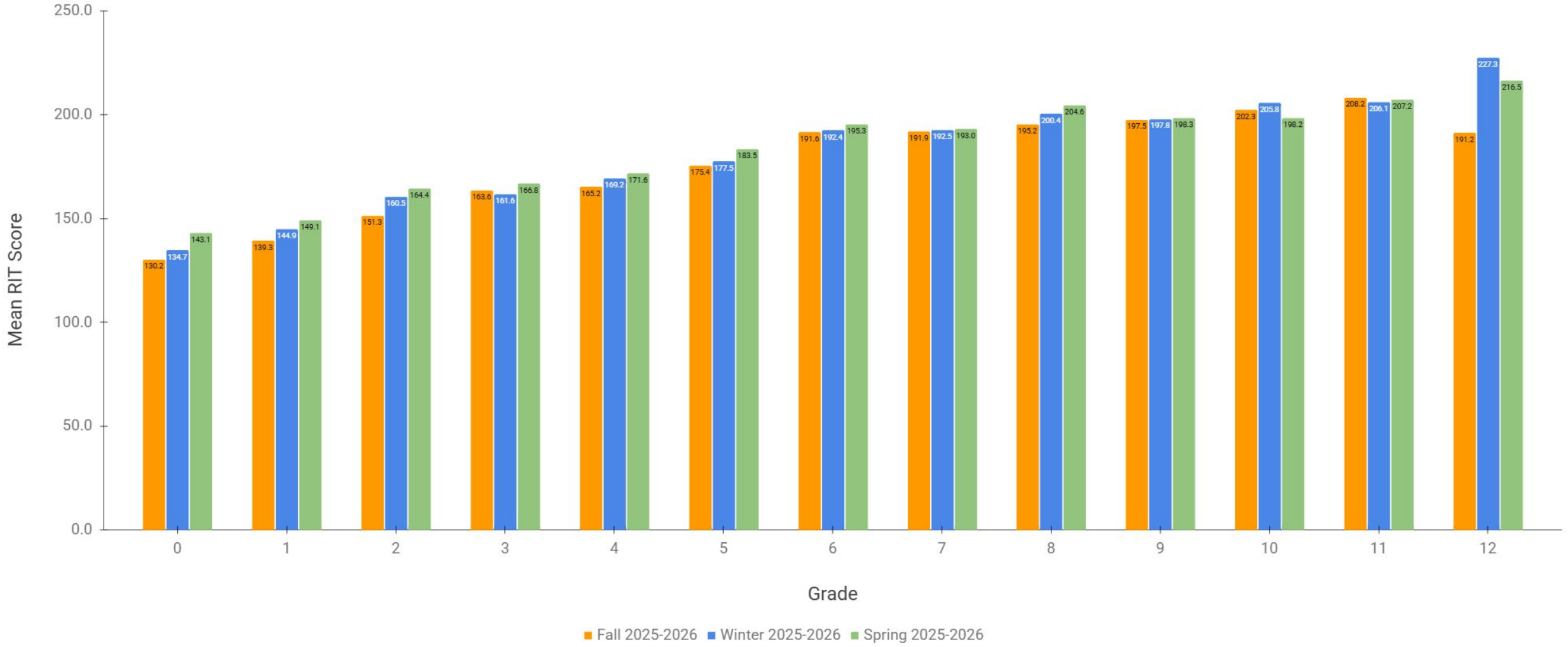


Reading Achievement Assessment
By *Program – Multilingual Learners* in Grades K-12



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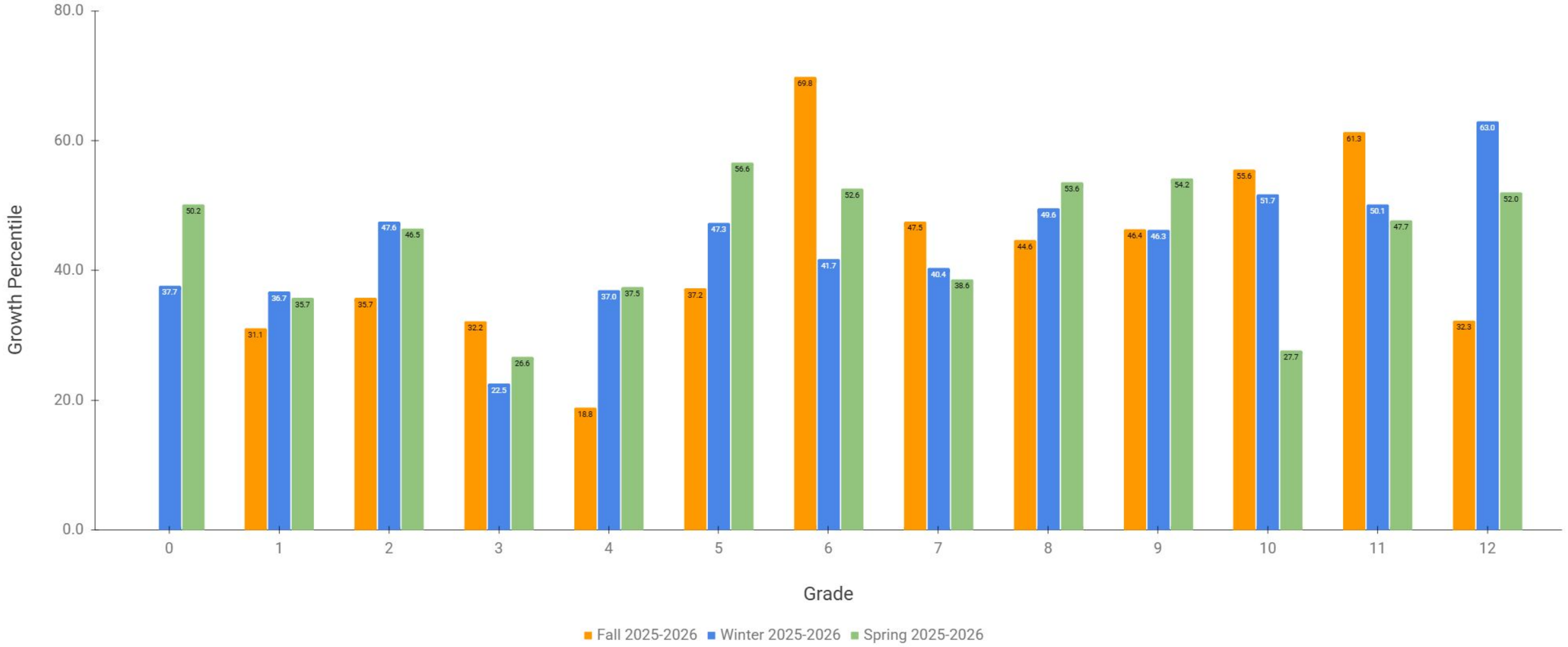

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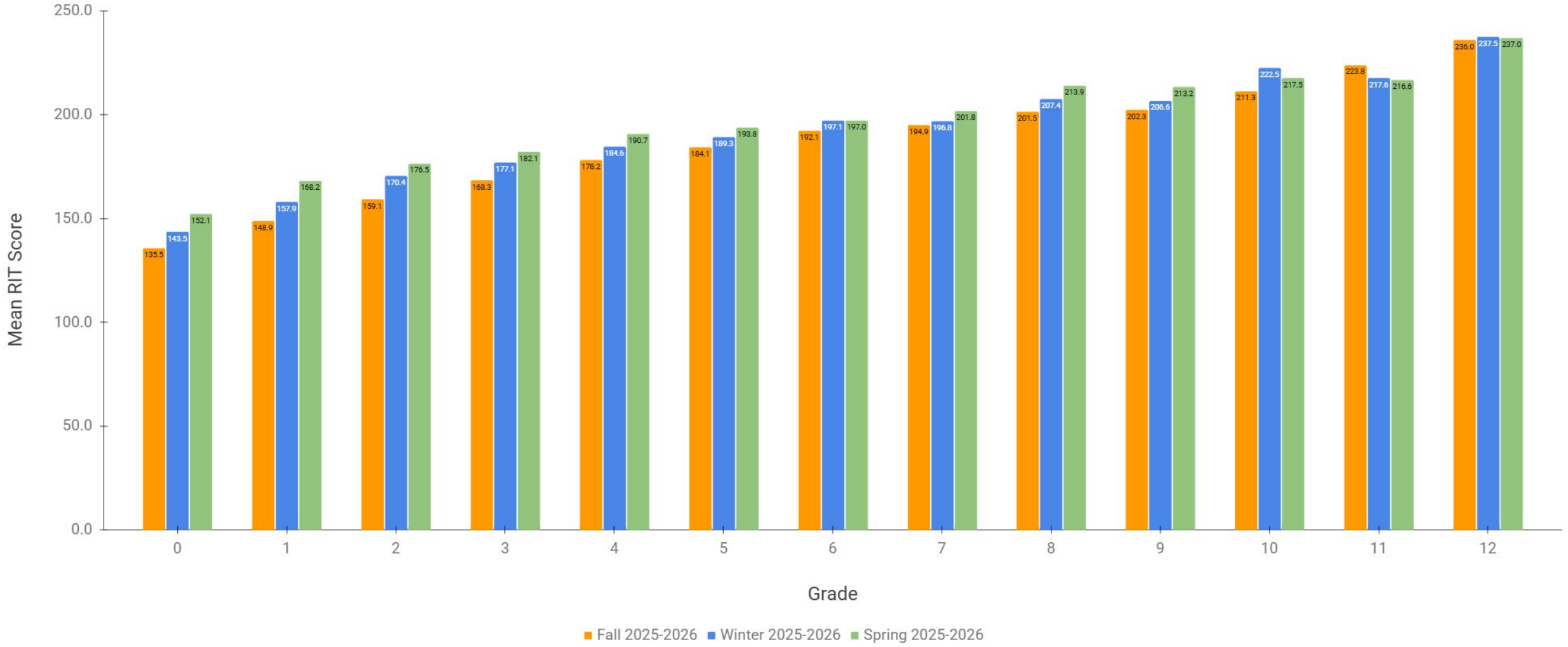

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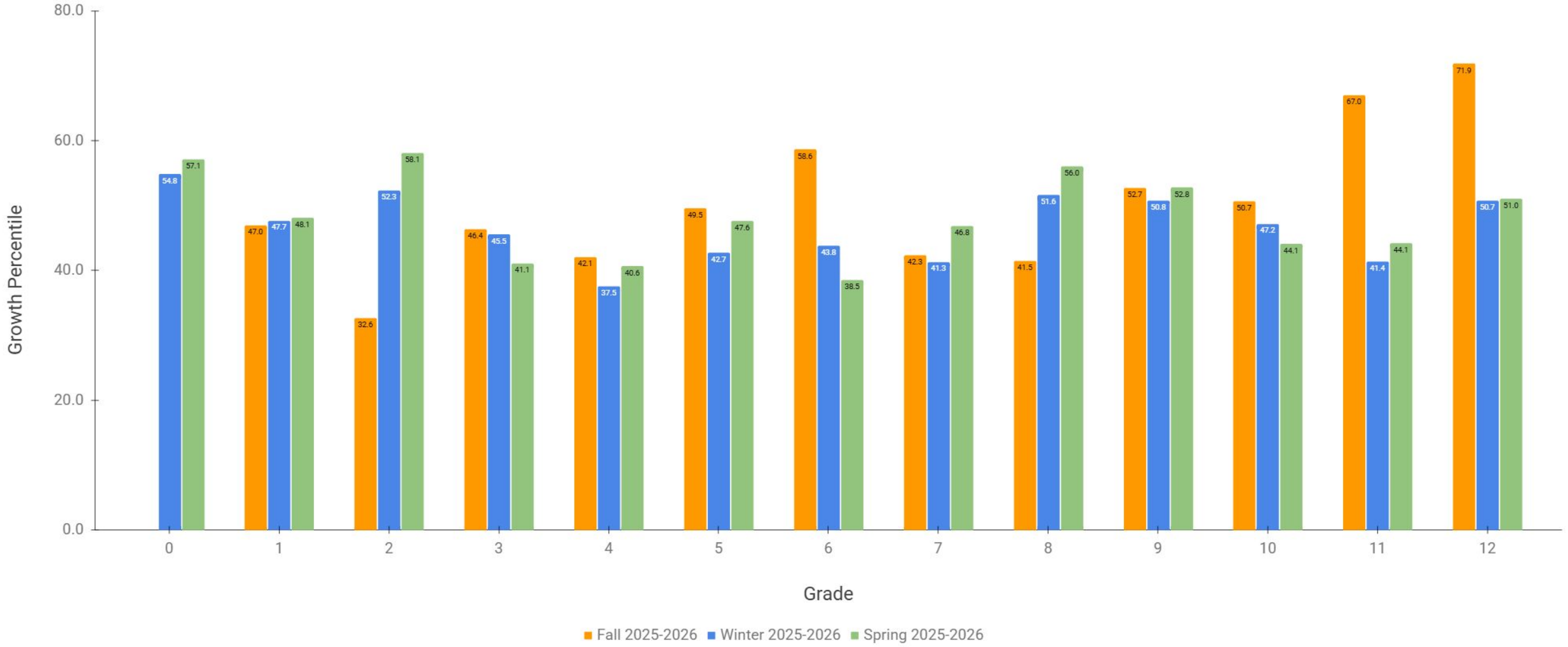
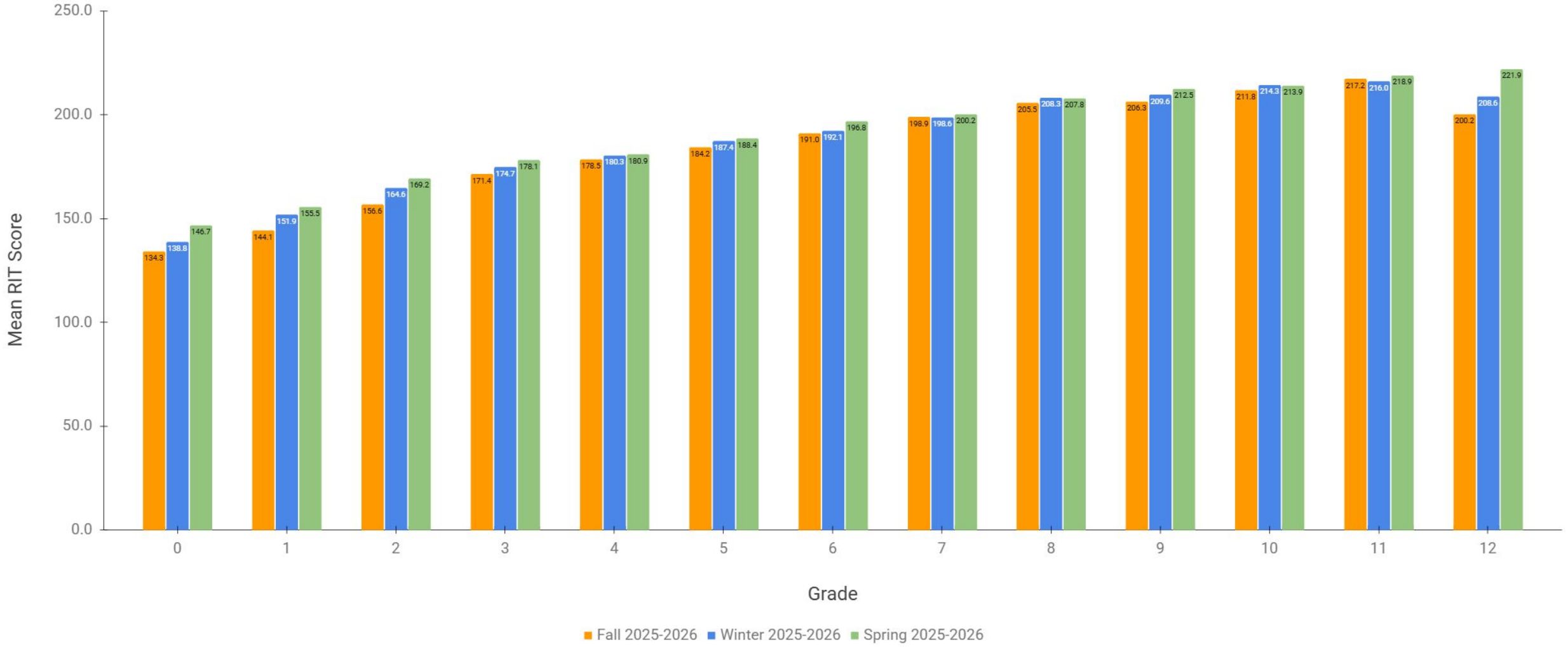


Reading Achievement Assessment
By *Demographic – Economic Disadvantage* in Grades K-12



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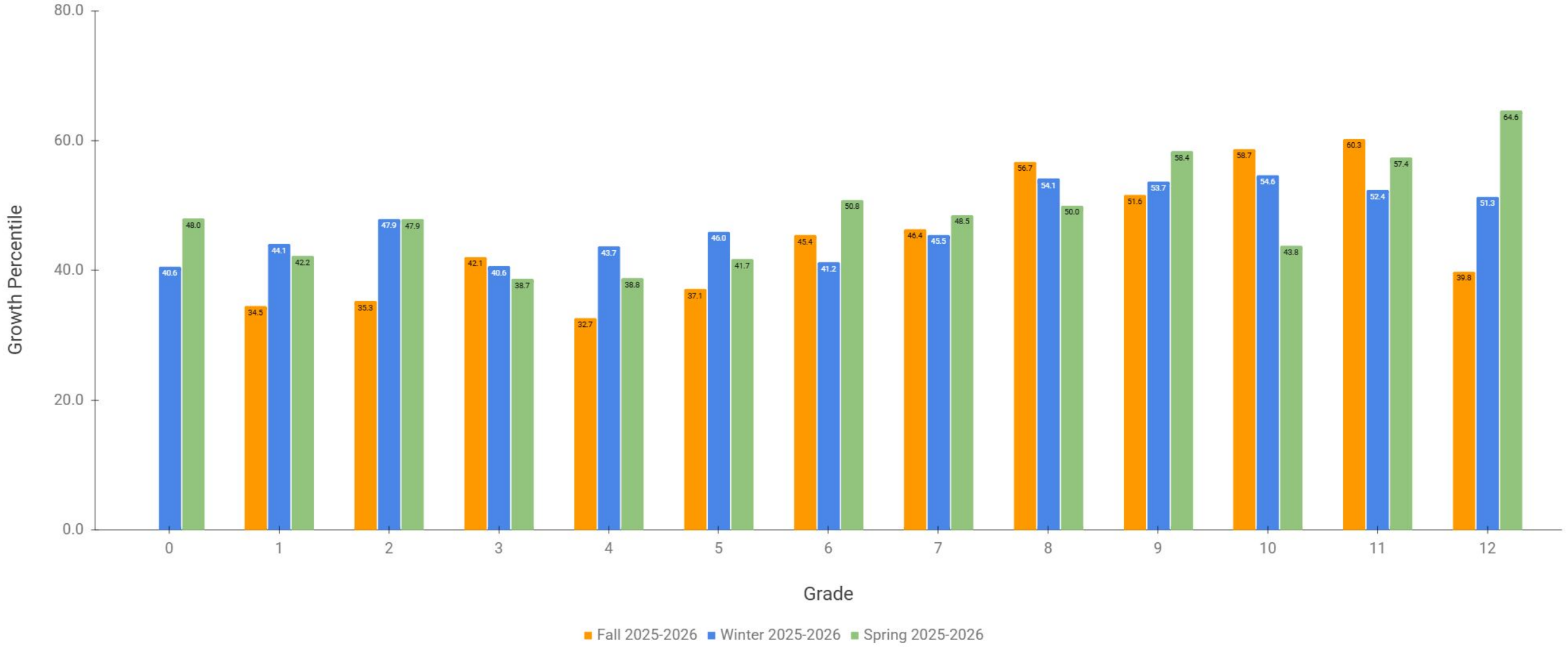

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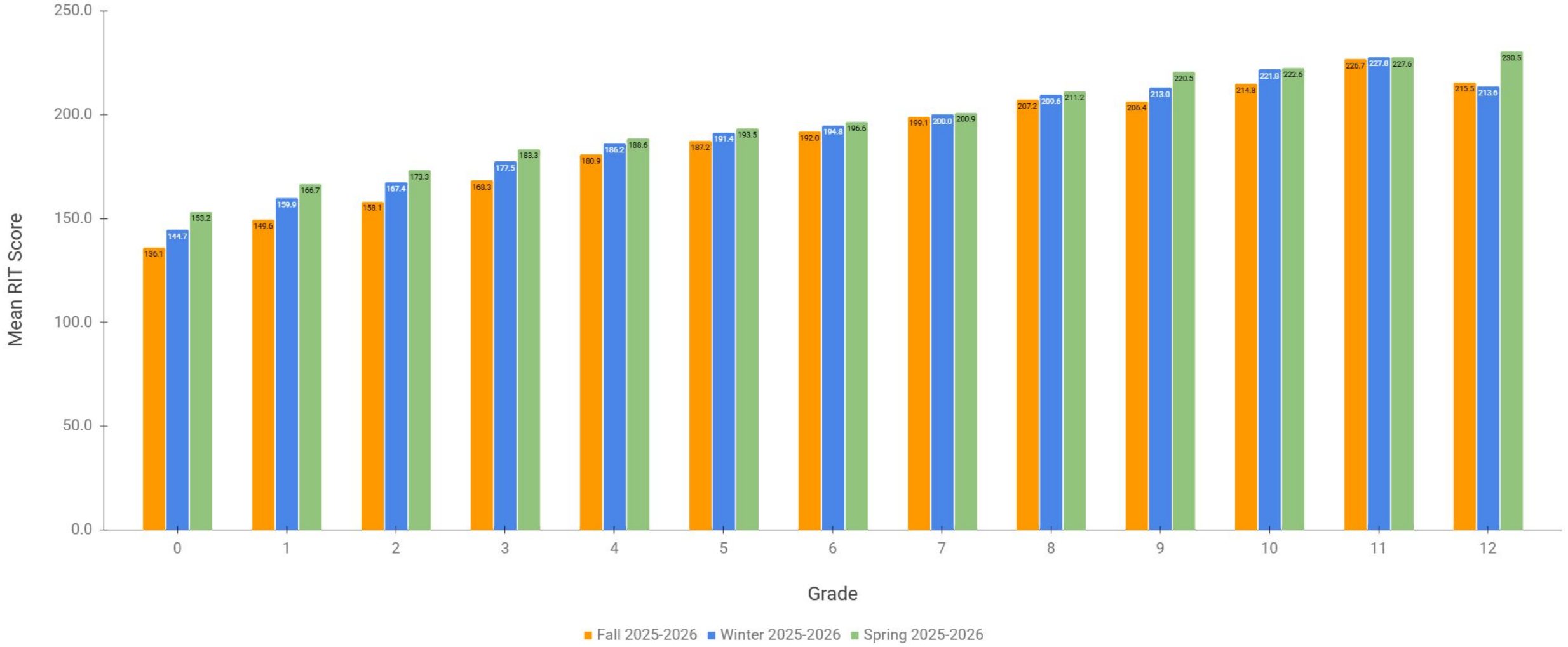

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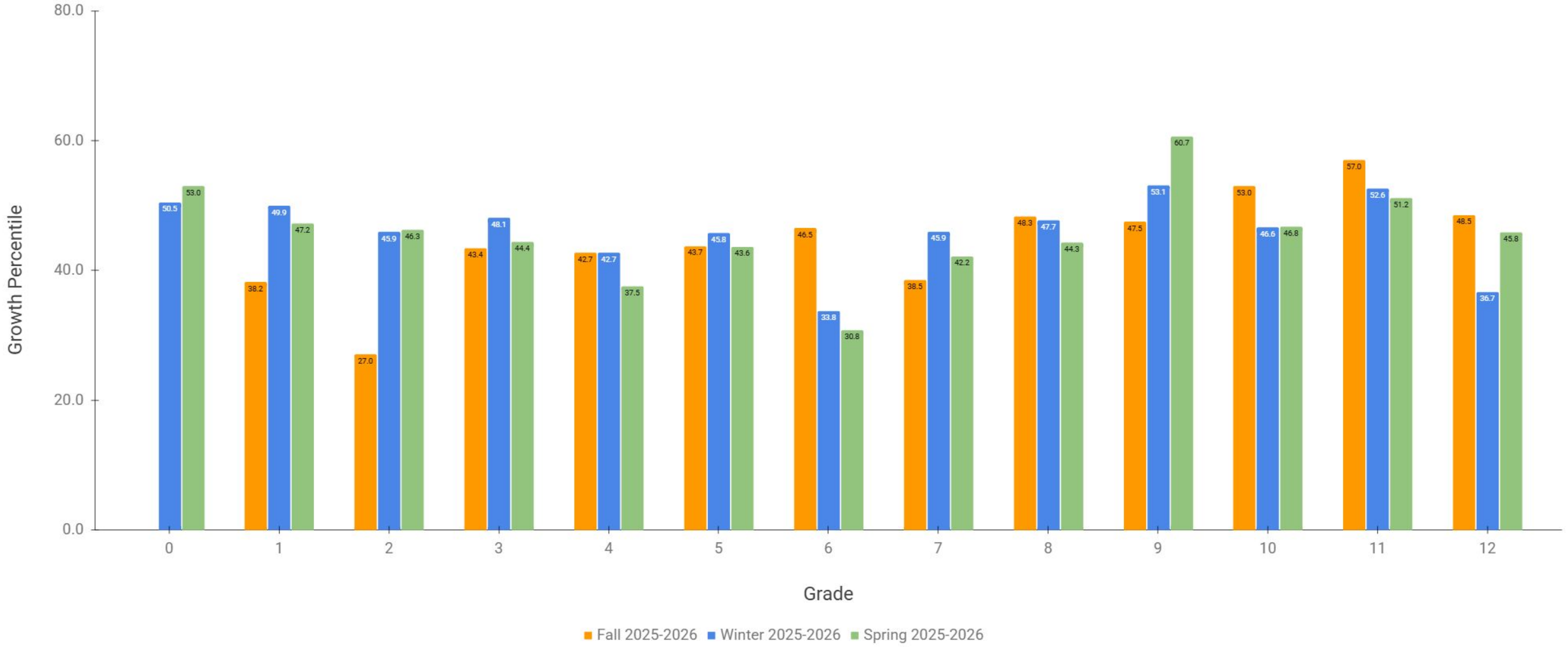
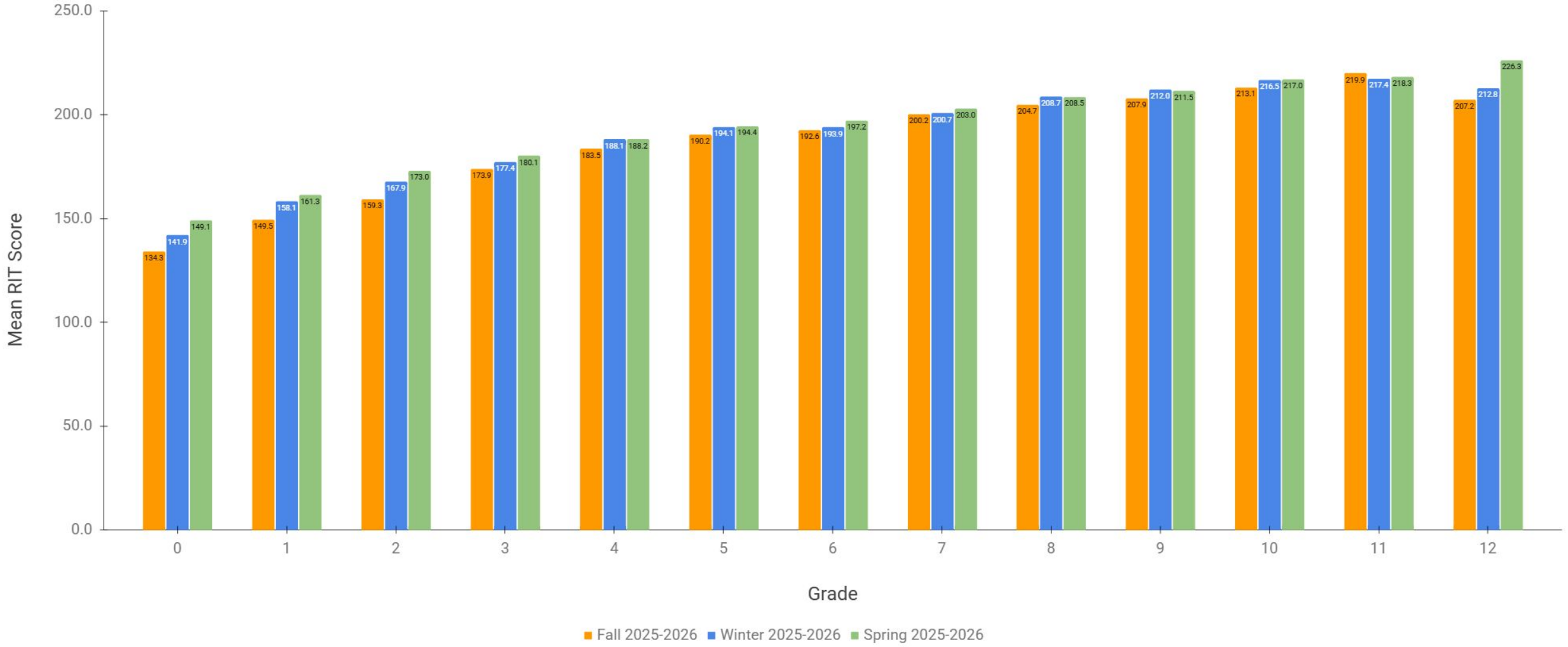


Reading Achievement Assessment
By *Demographic – Female Students* in Grades K-12



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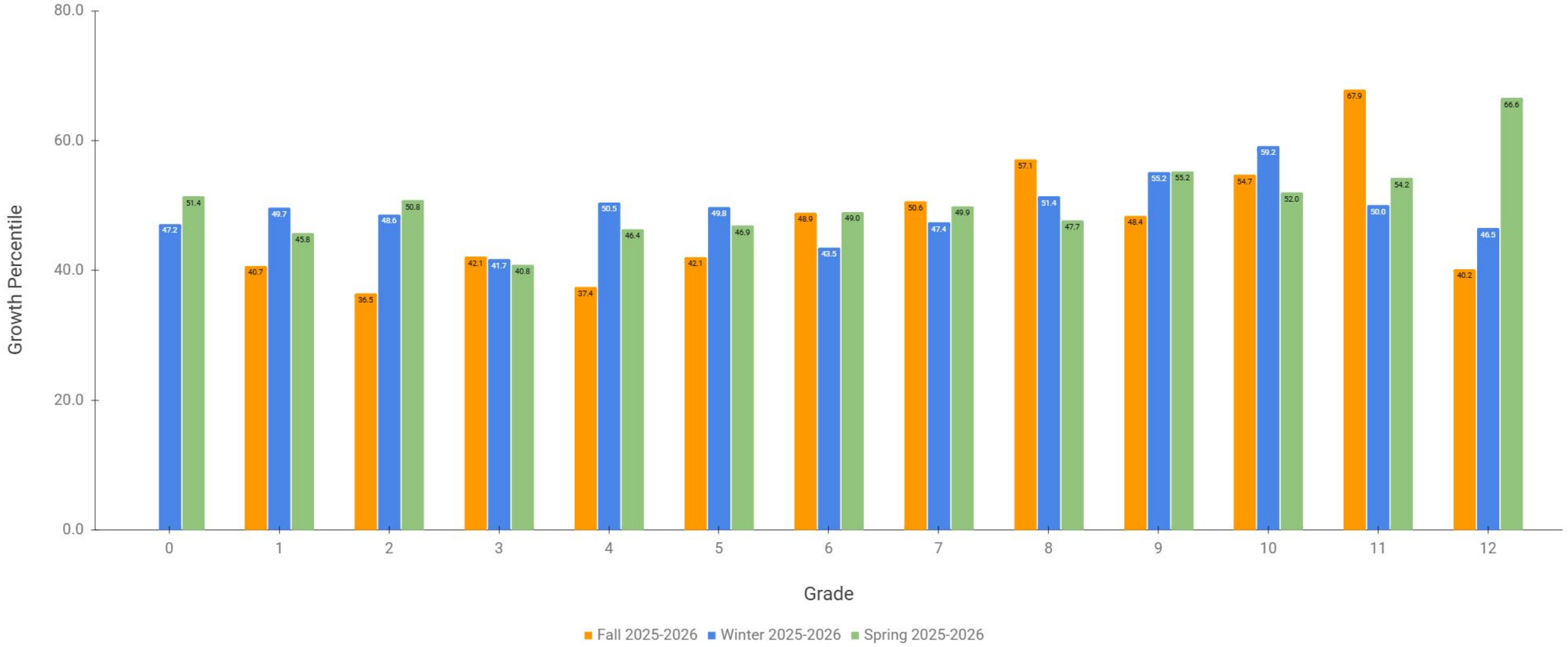

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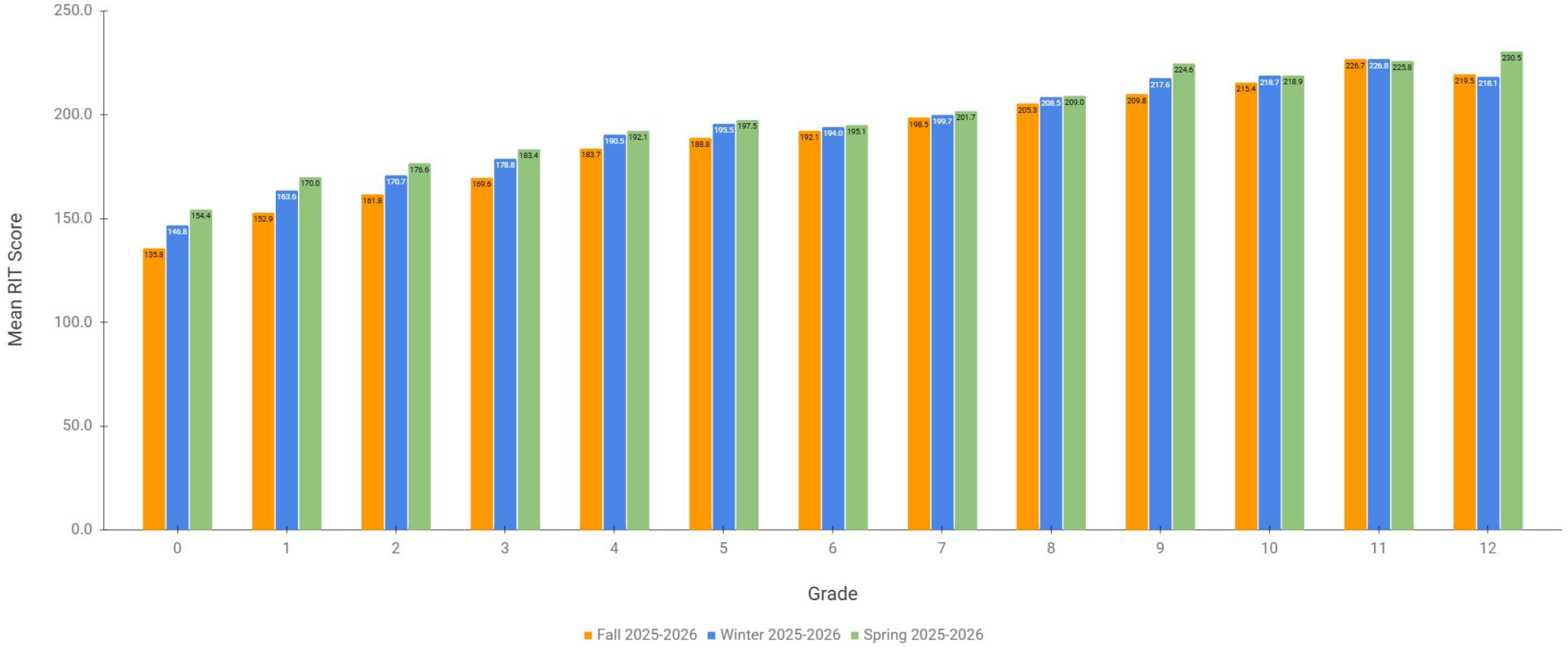

Math Growth Percentile
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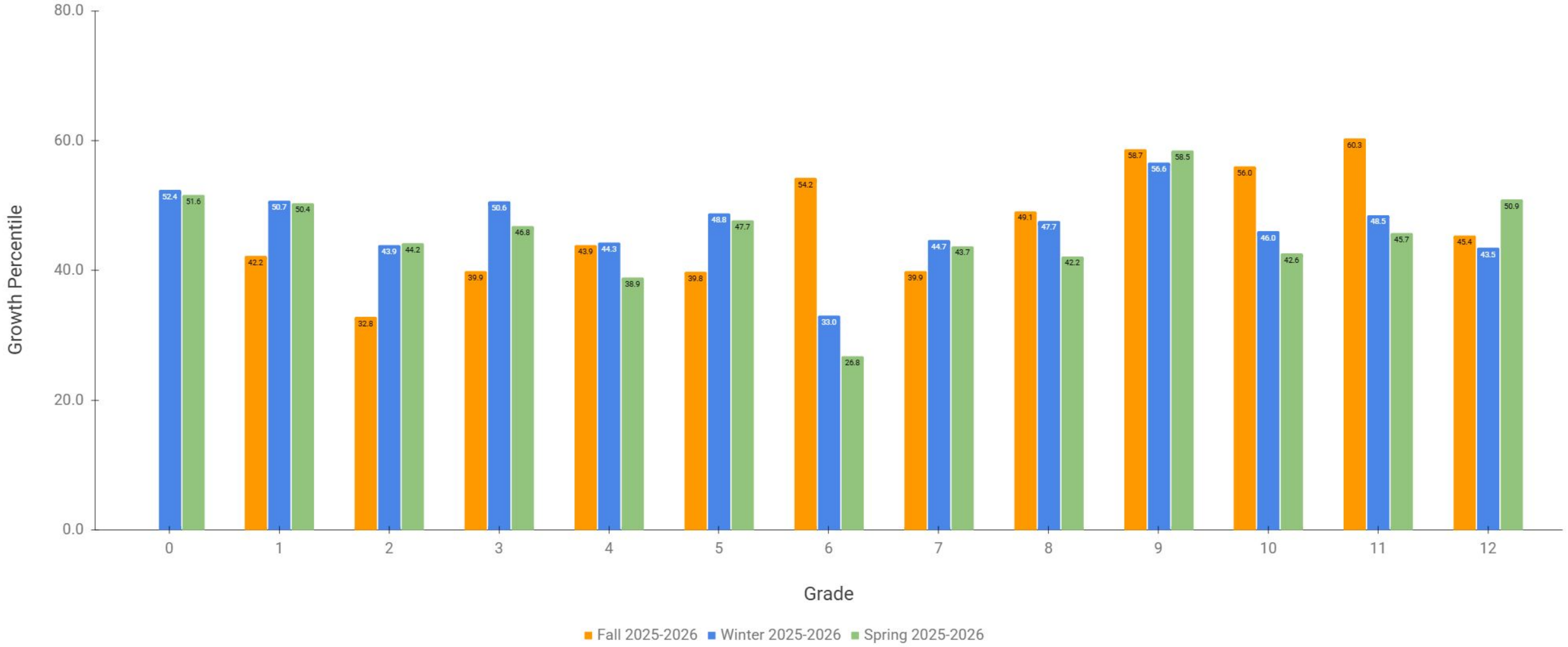

Reading Achievement Assessment
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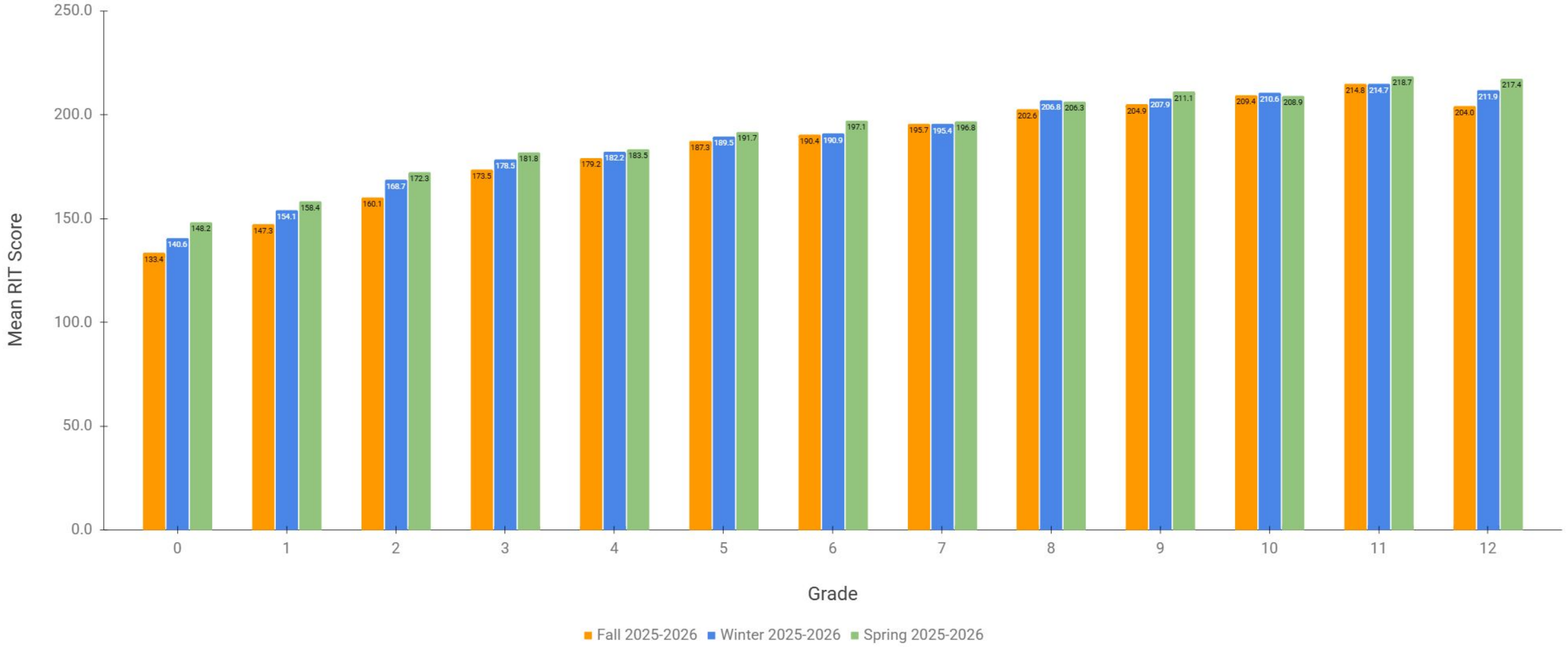

Reading Growth Percentile
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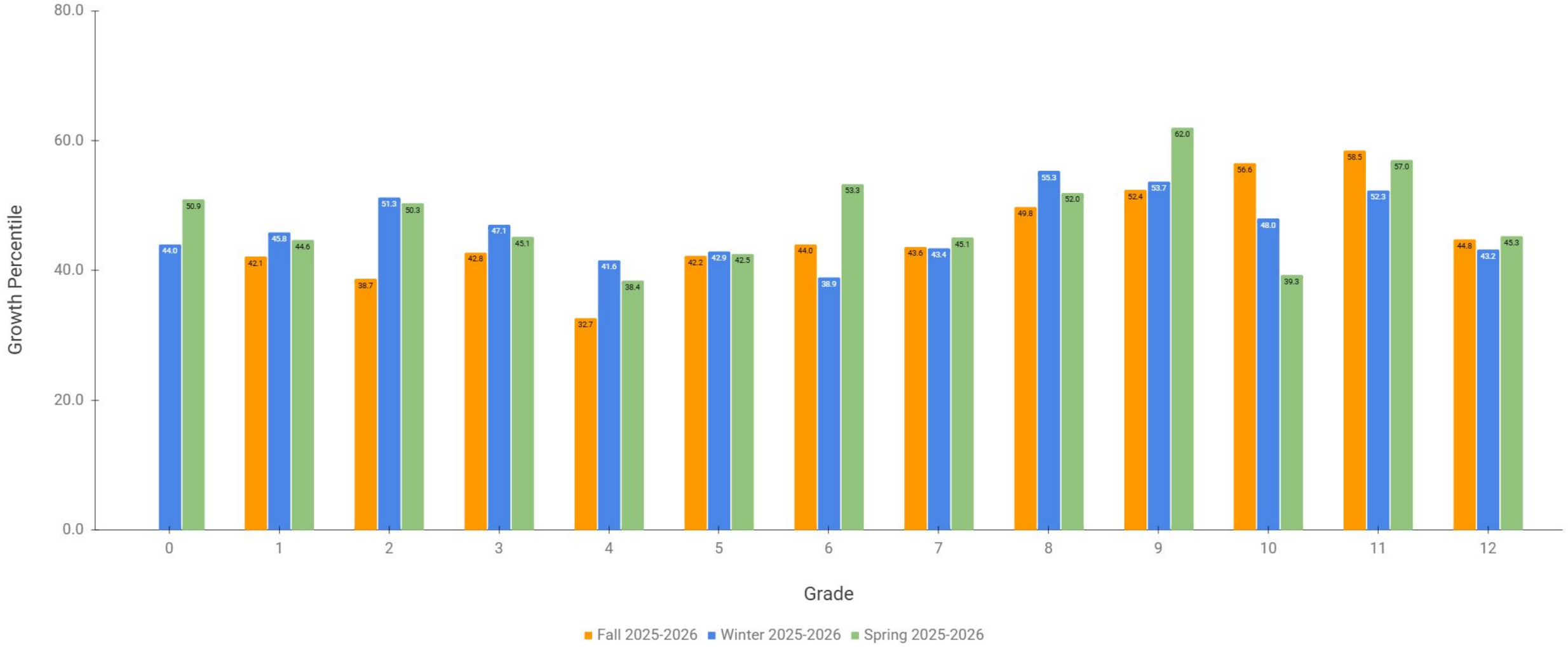

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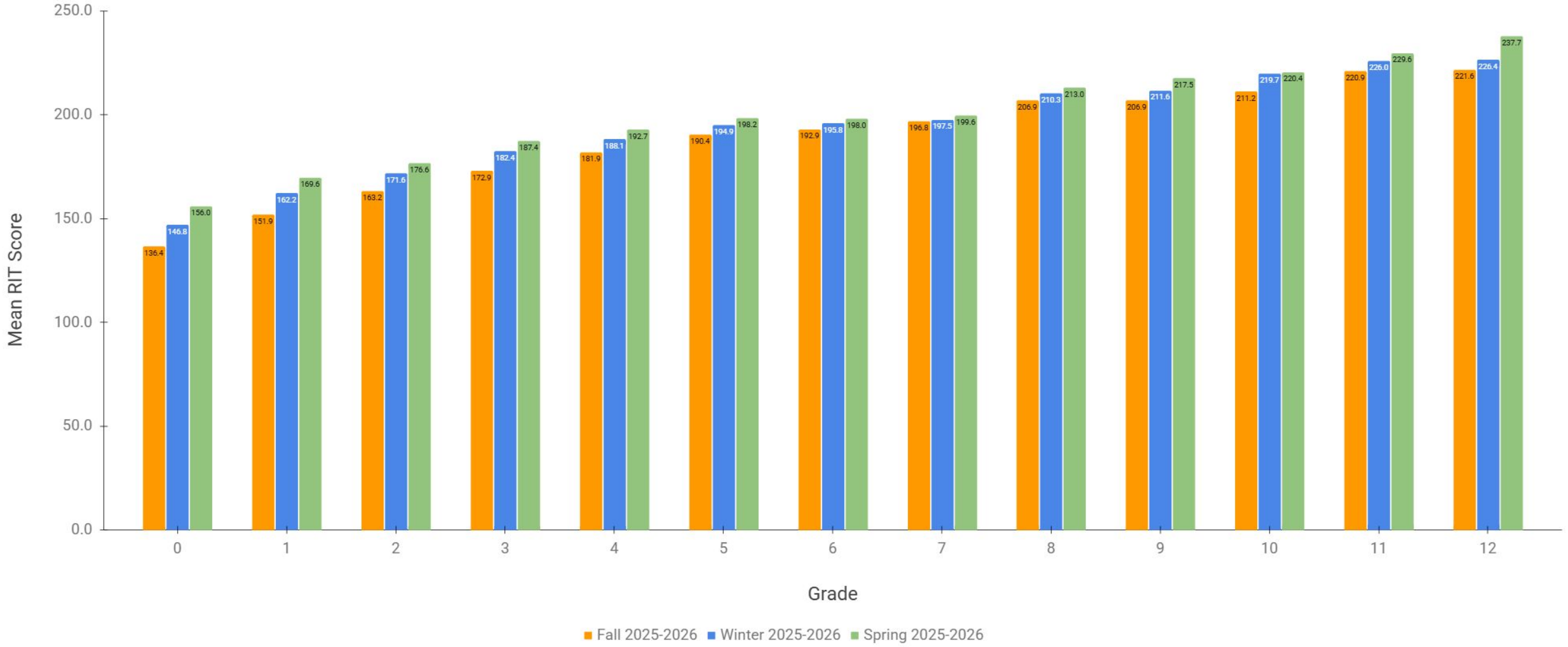

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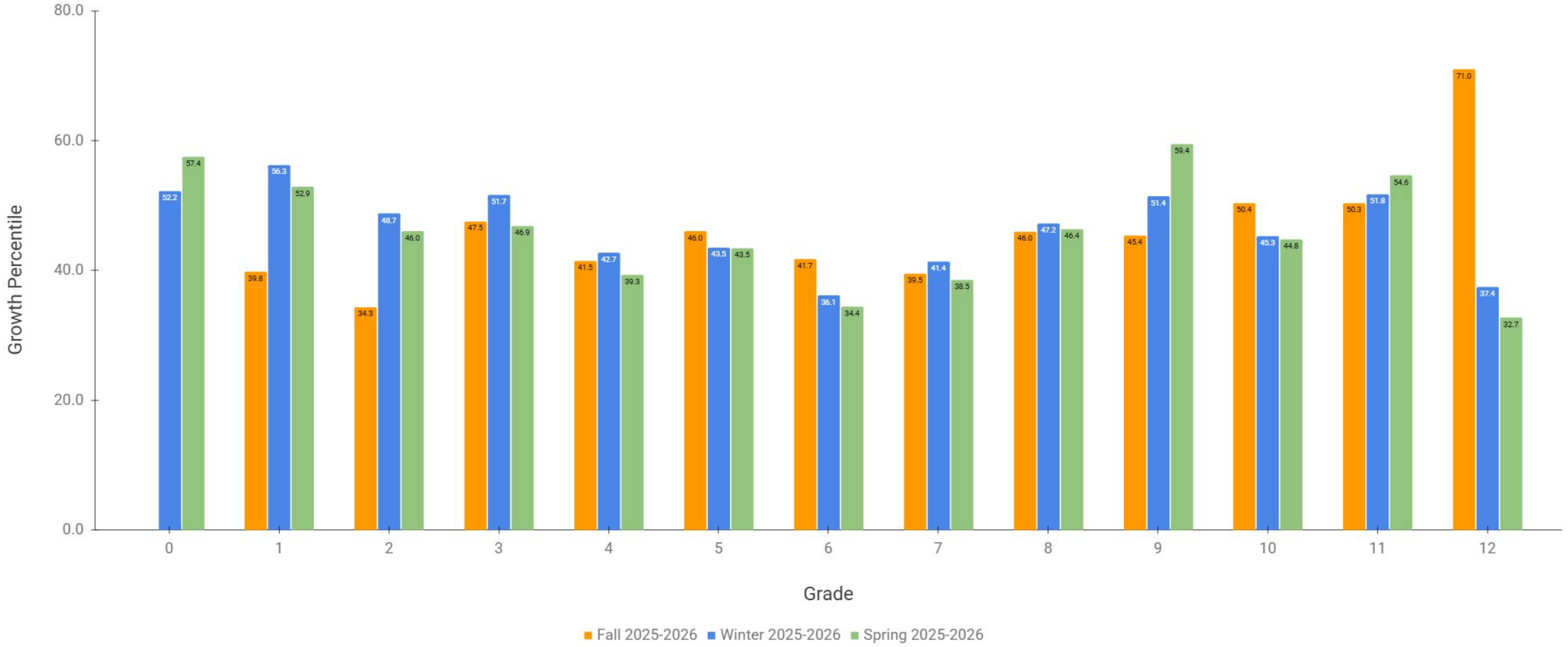
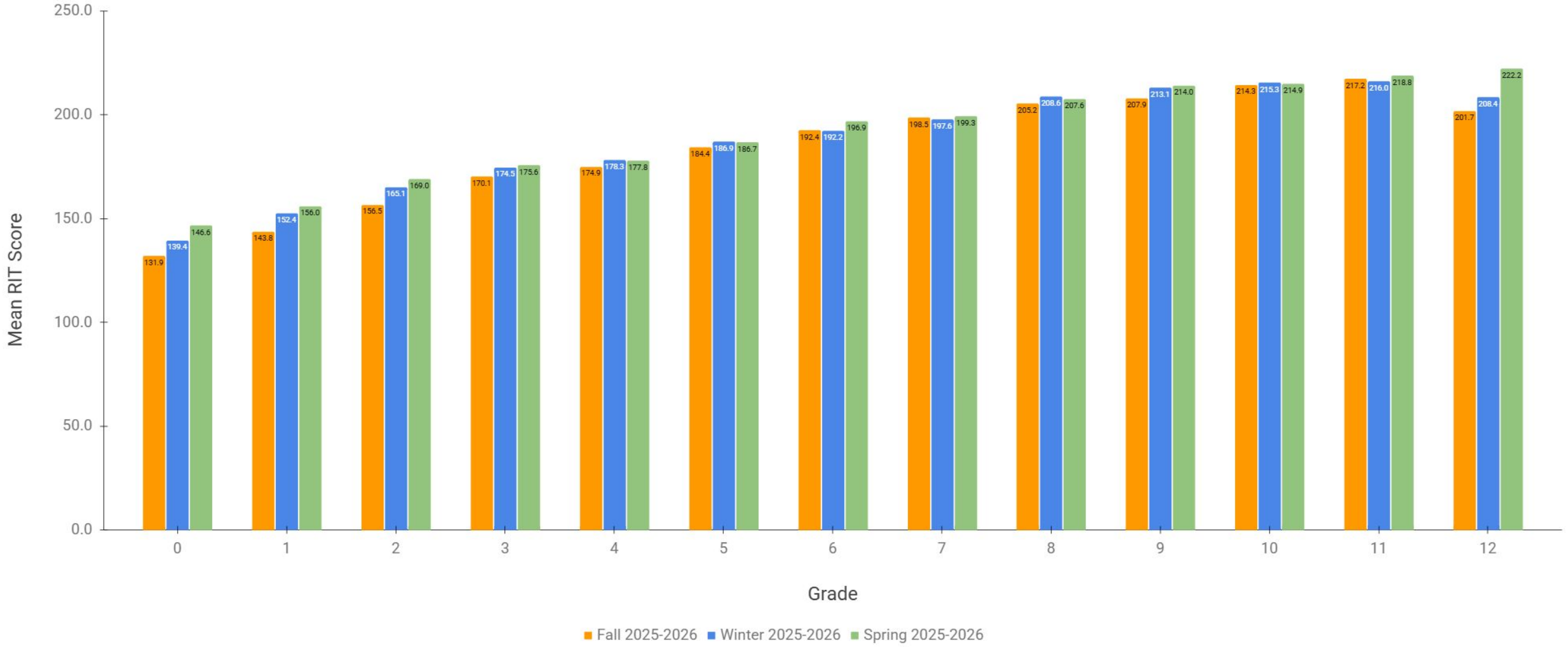


Reading Achievement Assessment
By *Demographic – Black Students* in Grades K-12



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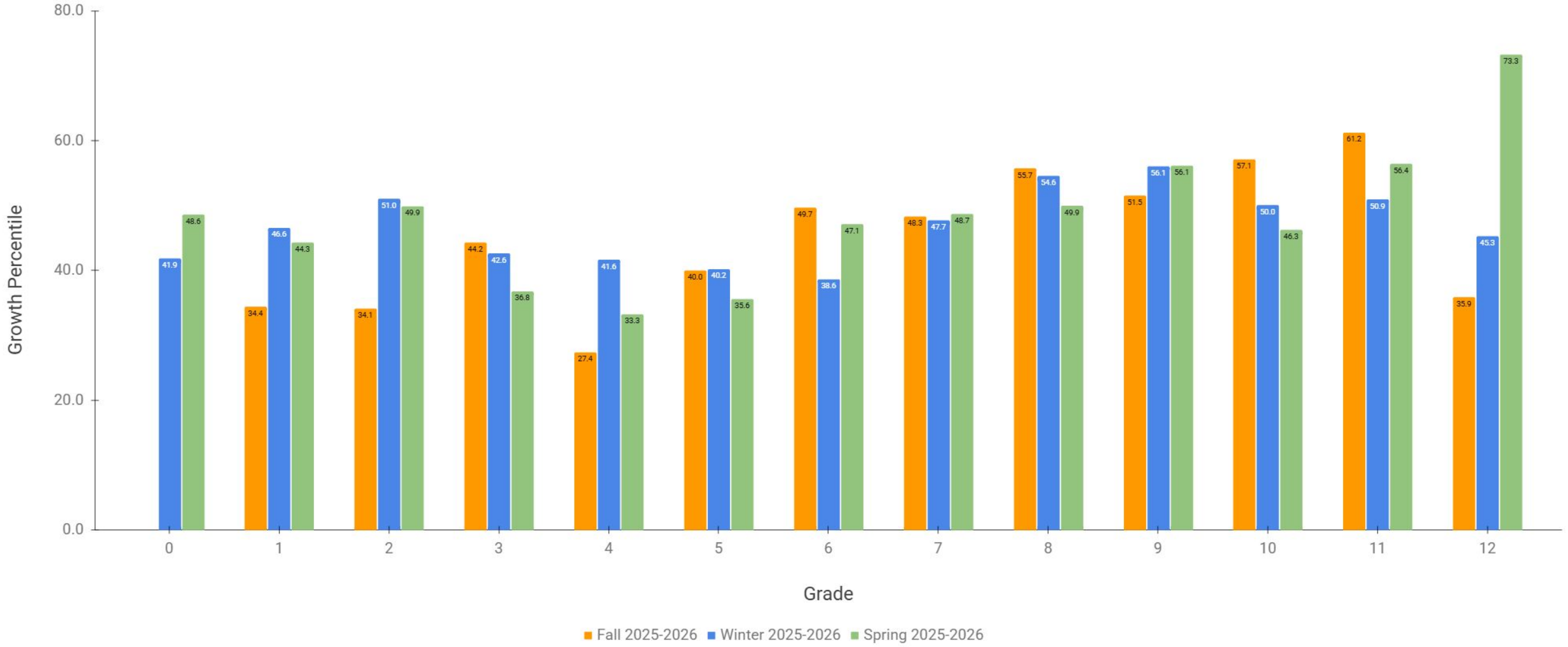

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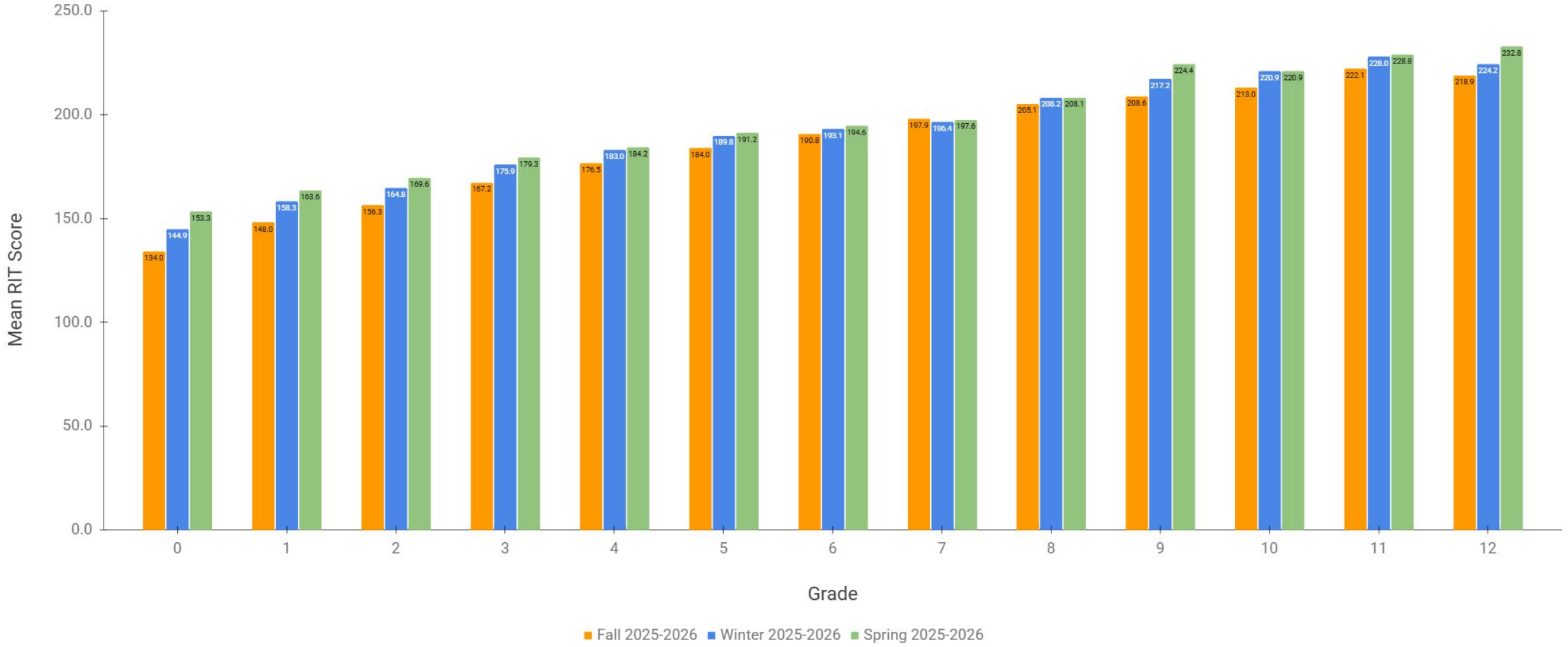

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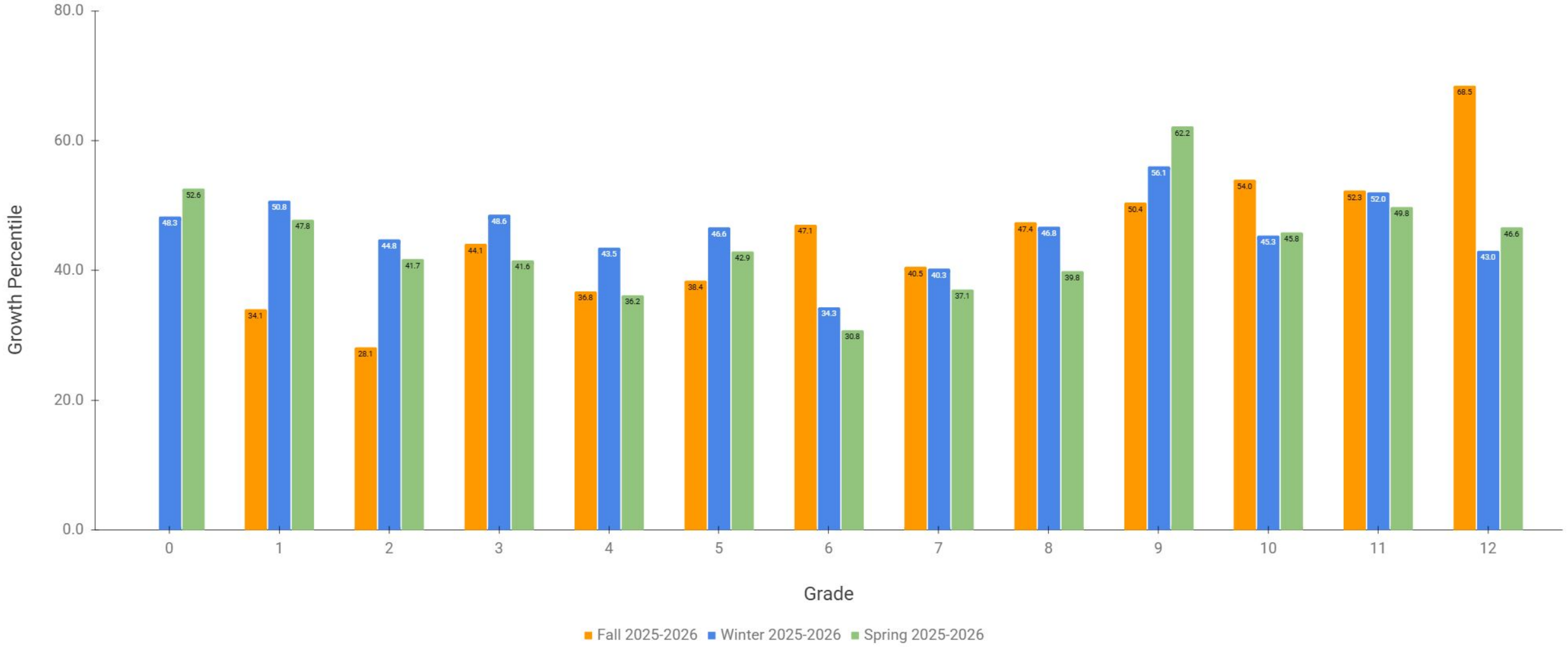
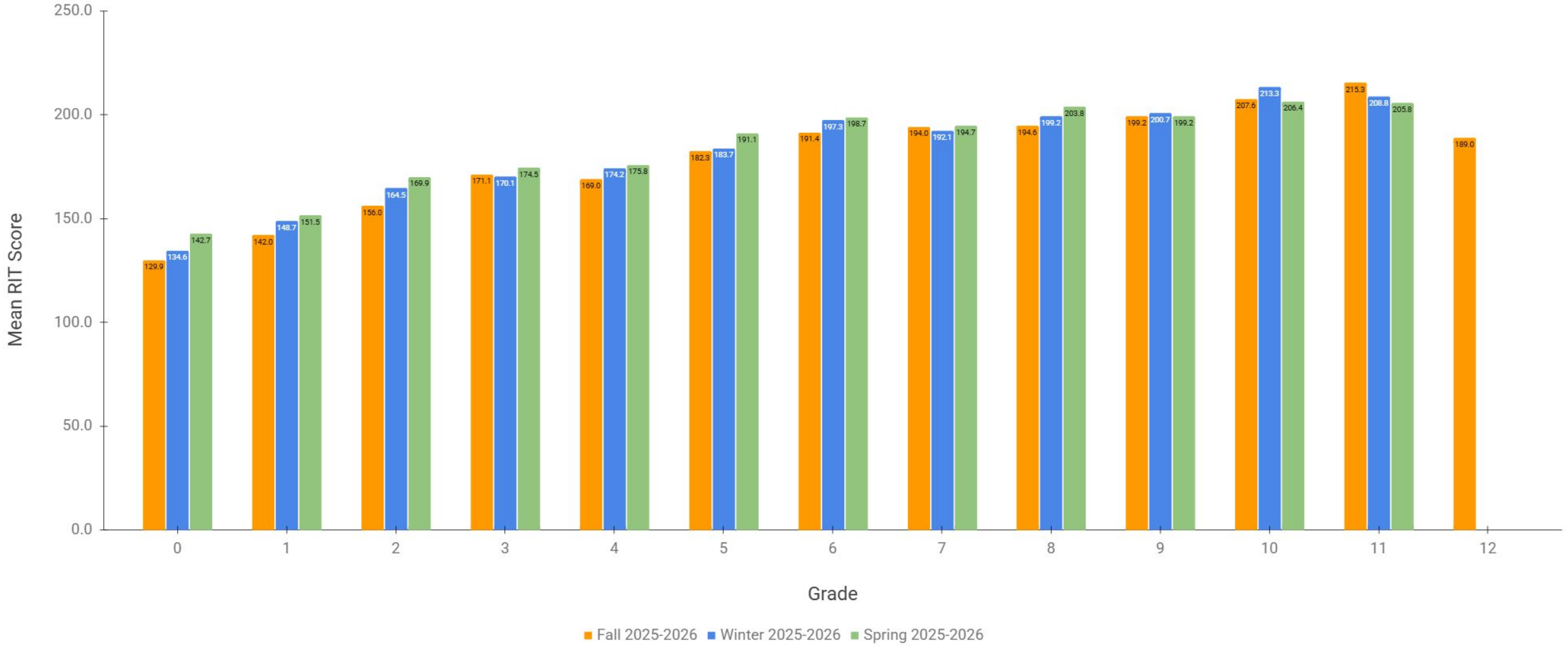


Reading Achievement Assessment
By *Demographic – Hispanic Students* in Grades K-12



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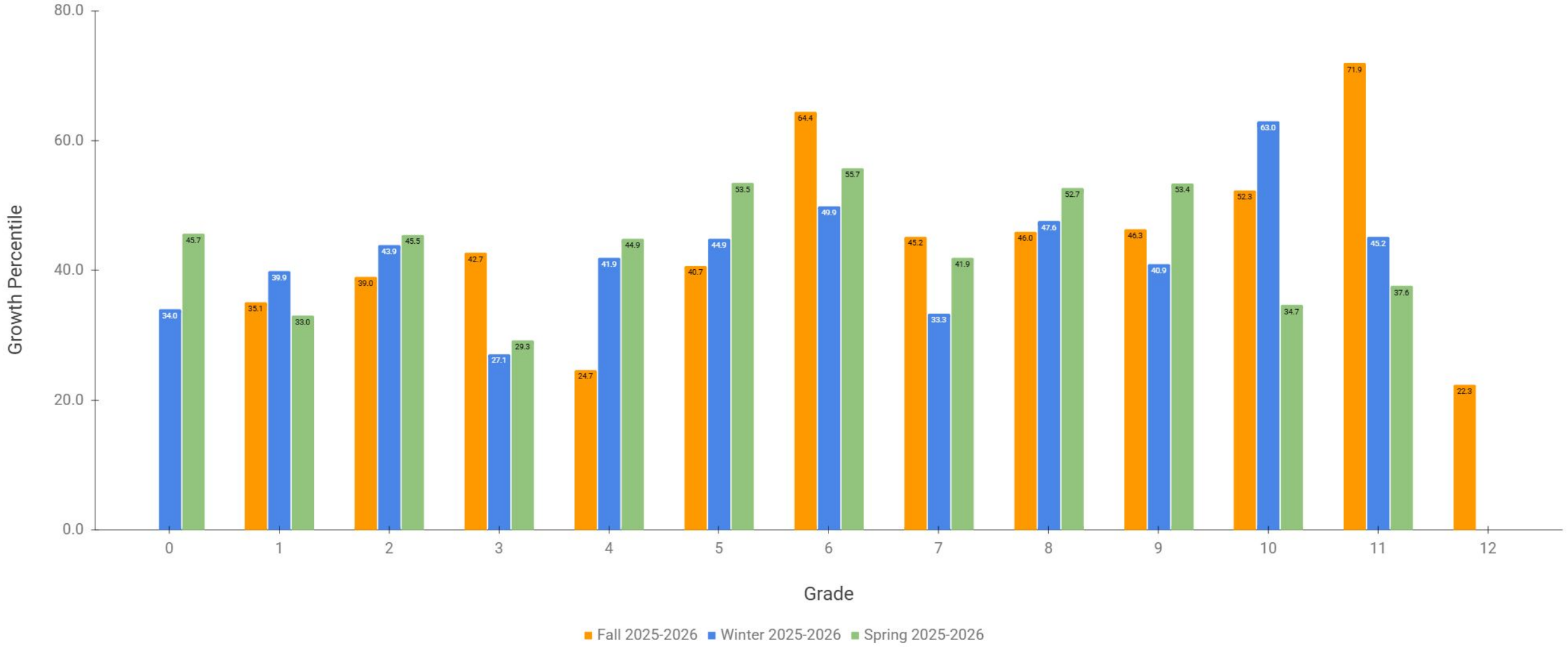

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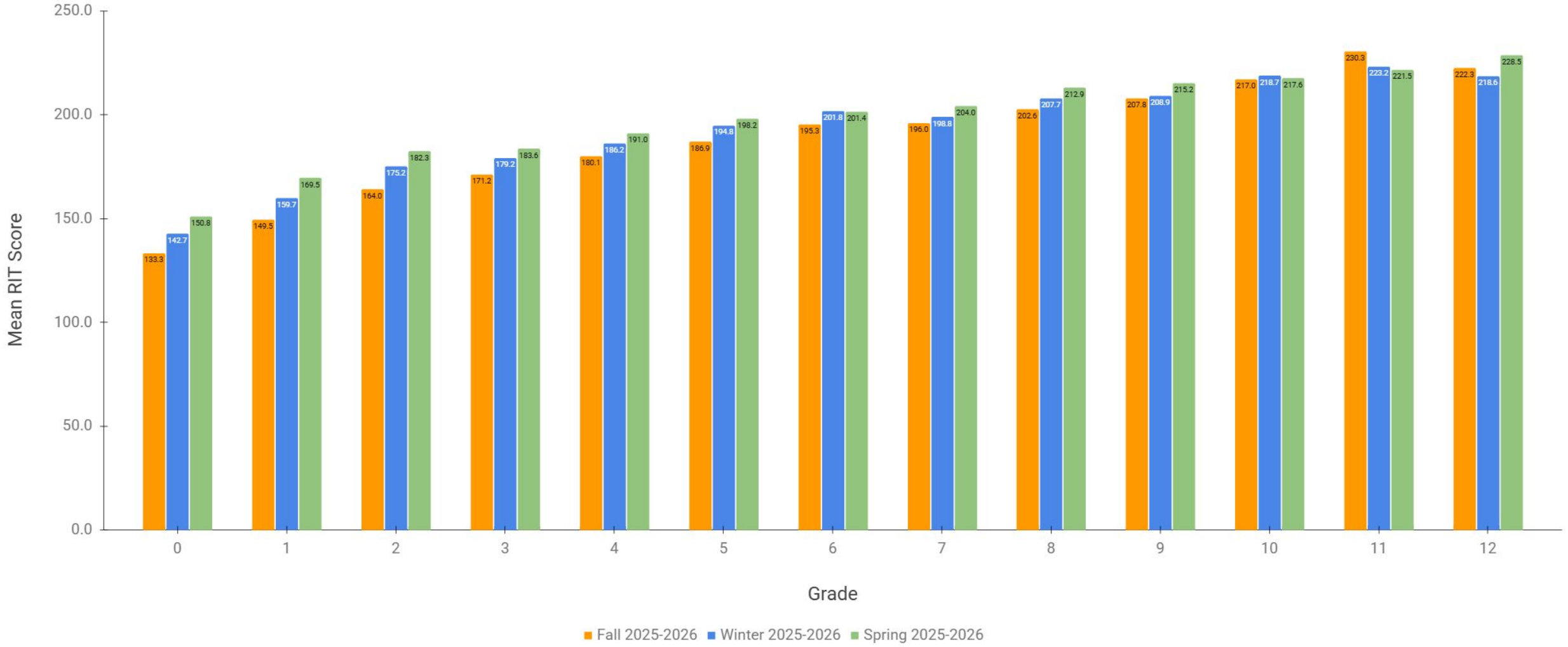

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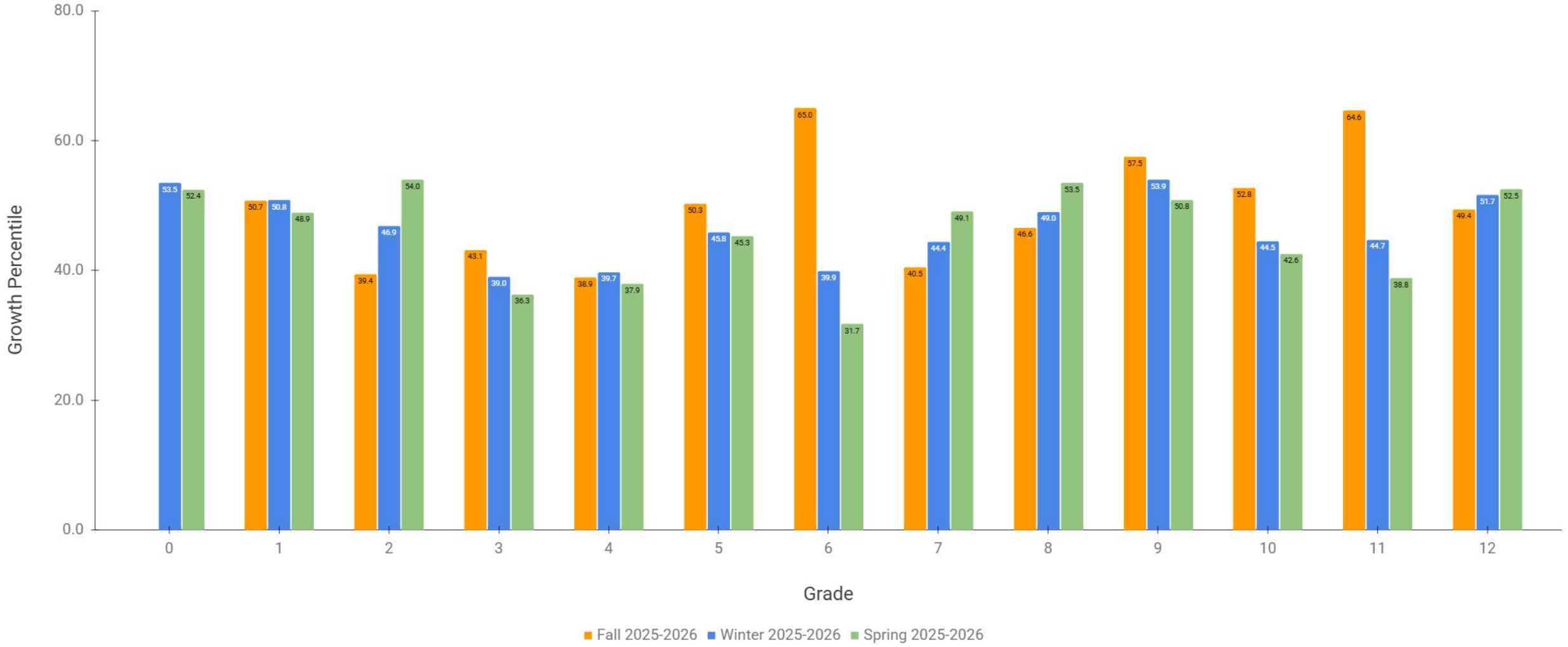
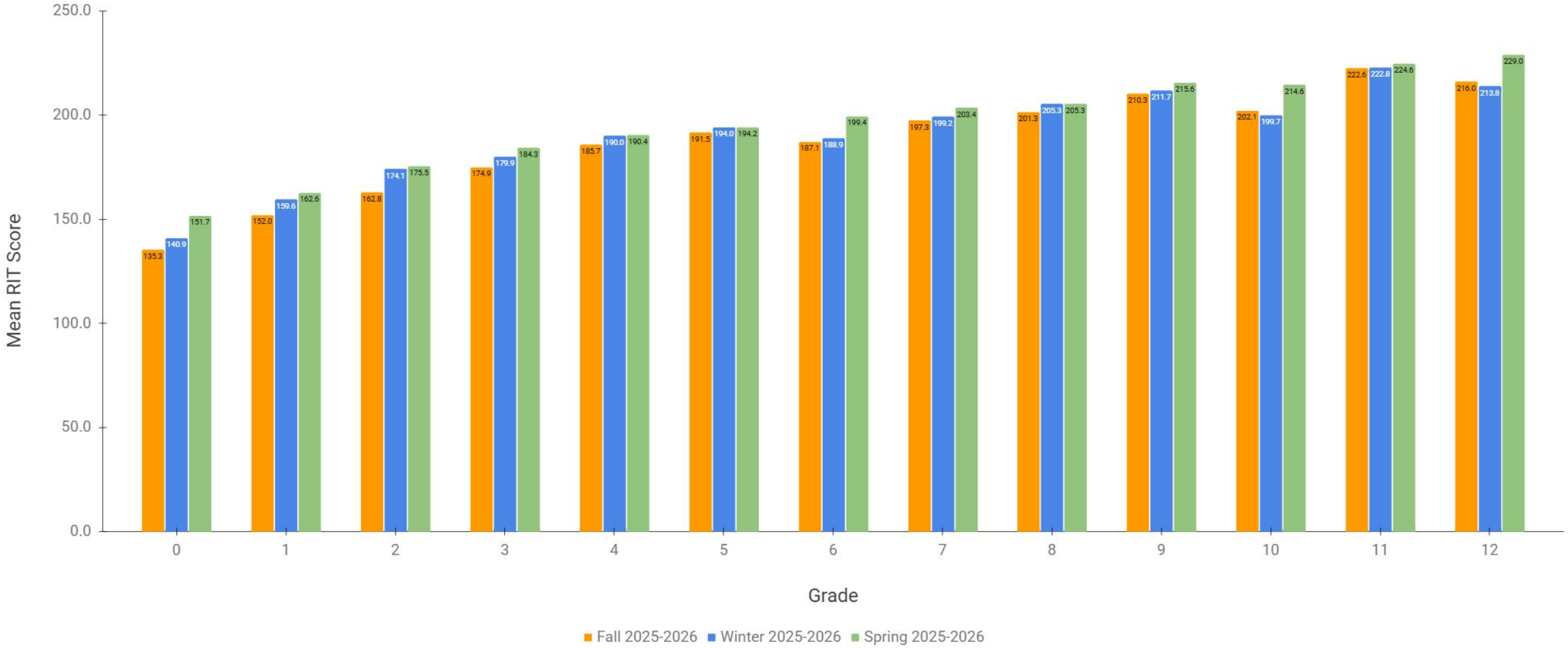


Reading Achievement Assessment
By *Demographic – Multi-Racial Students* in Grades K-12



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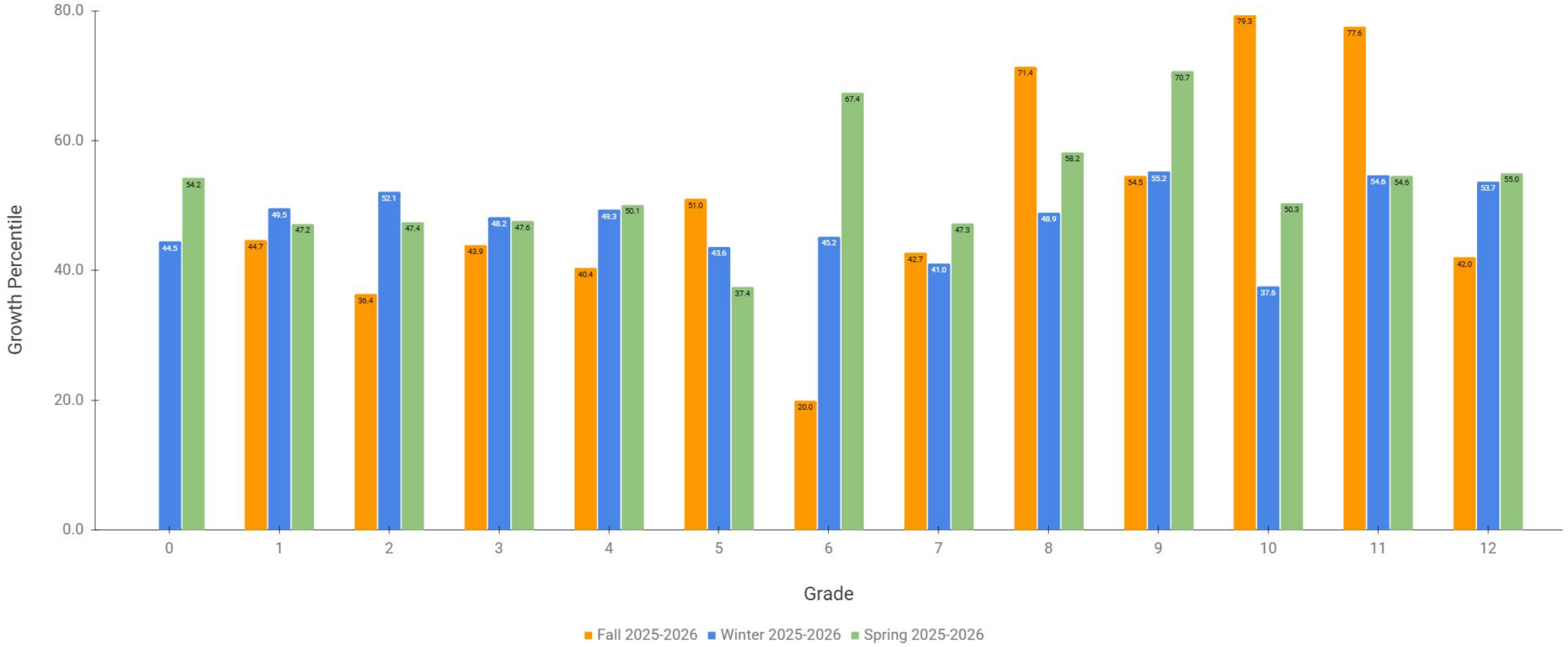

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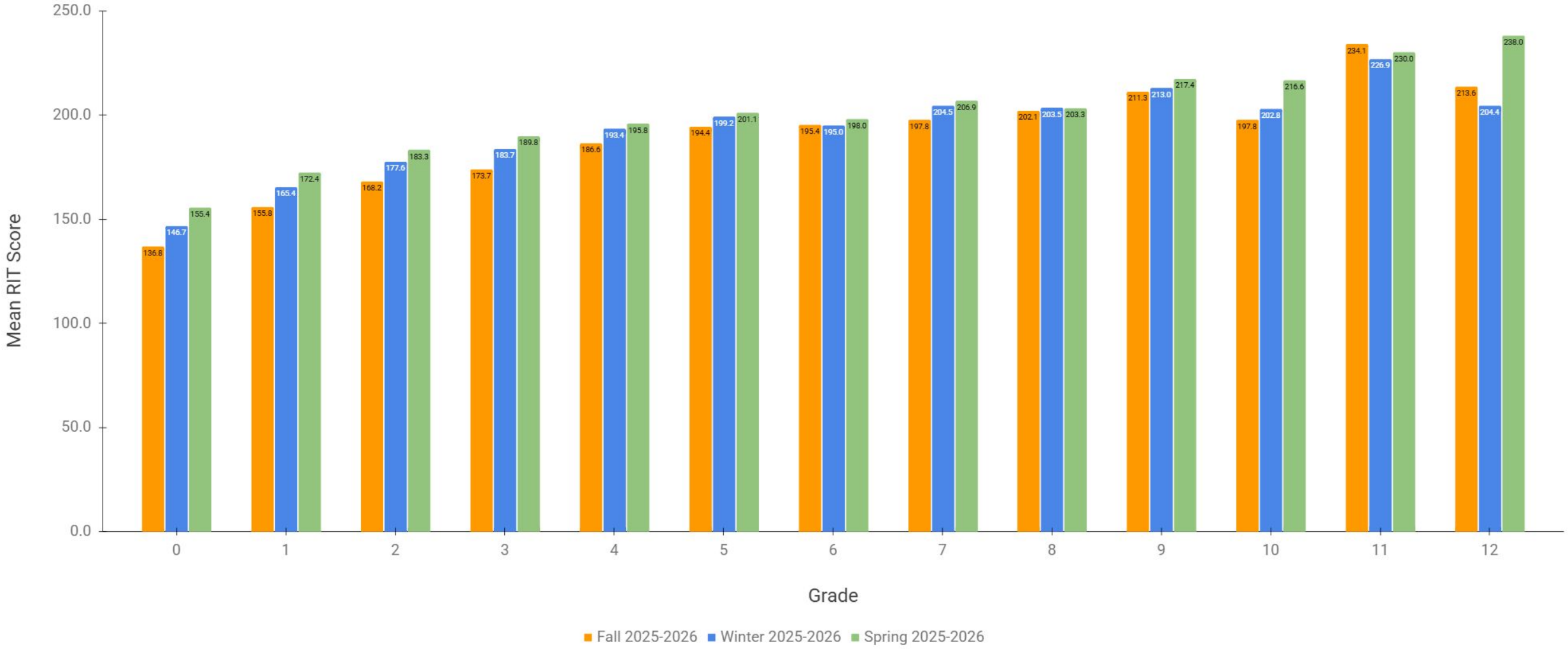

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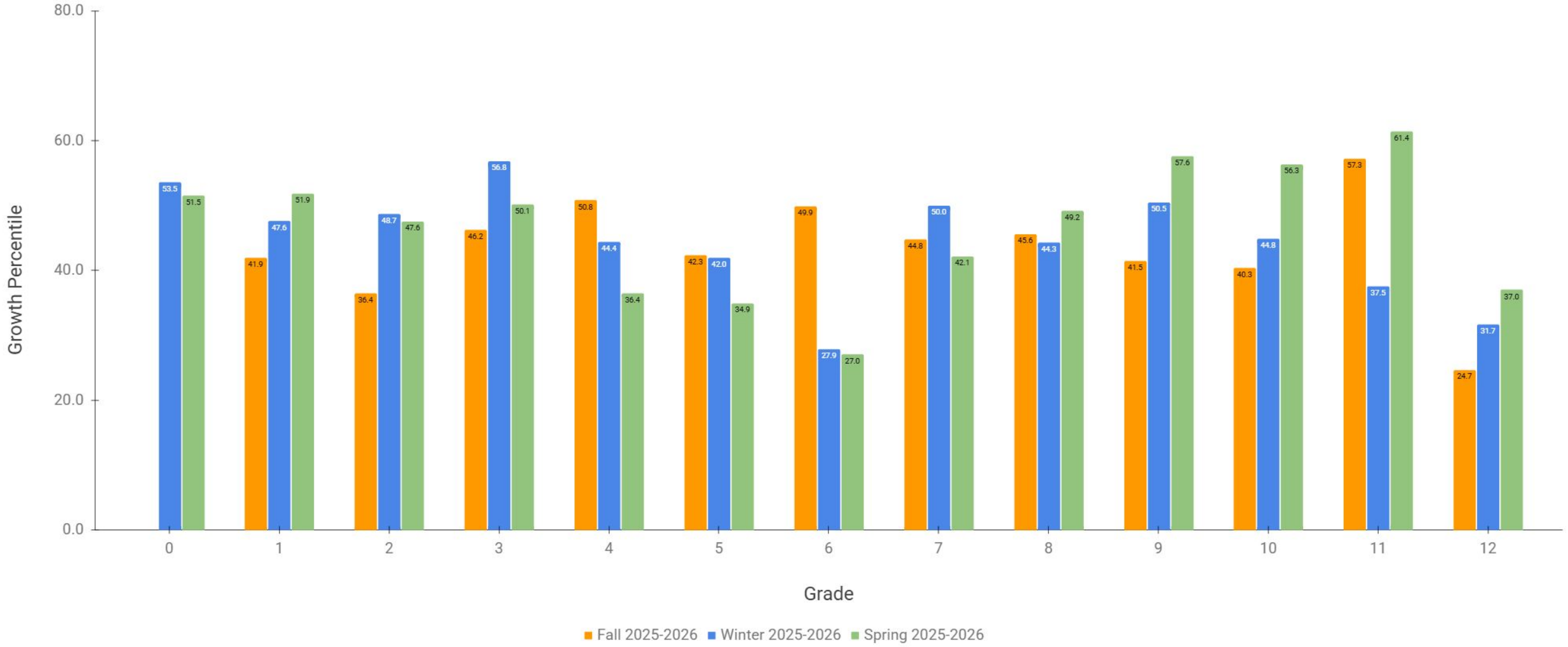
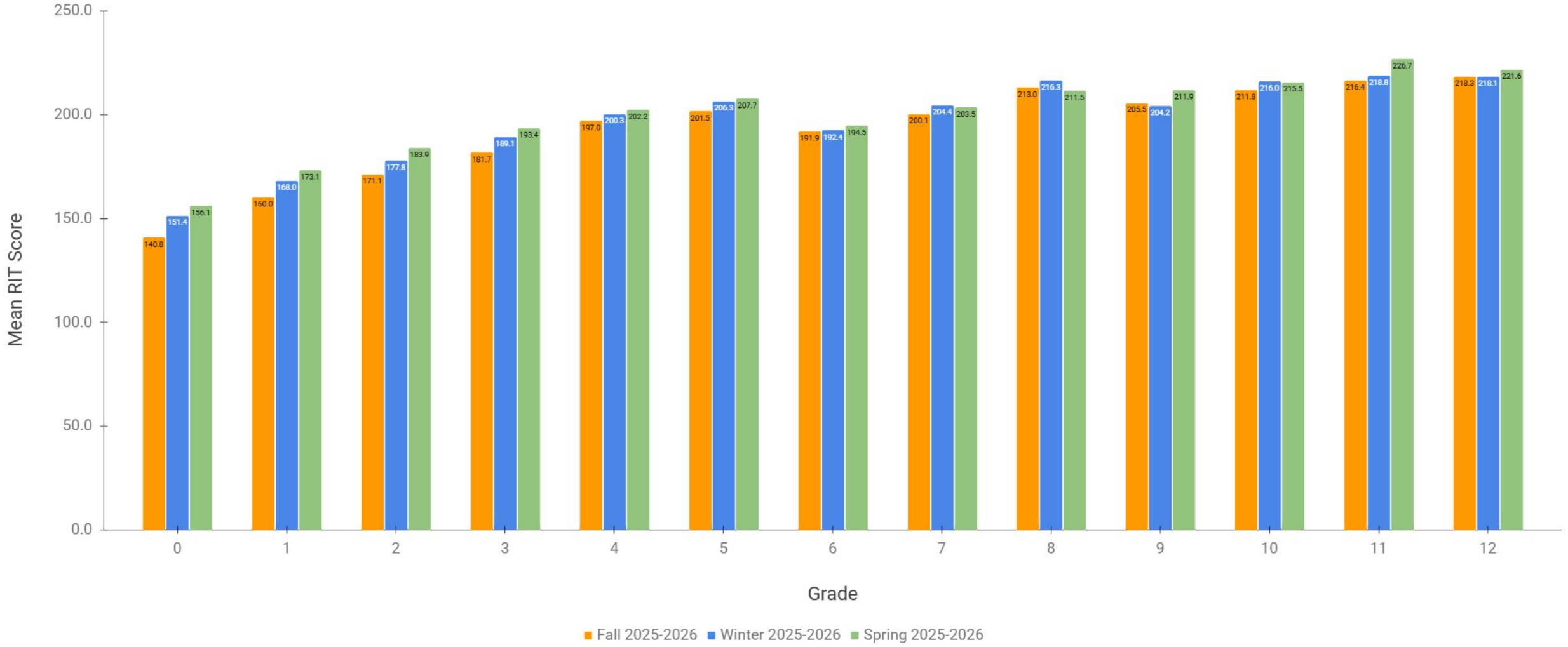


Reading Achievement Assessment
By *Demographic – White Students* in Grades K-12



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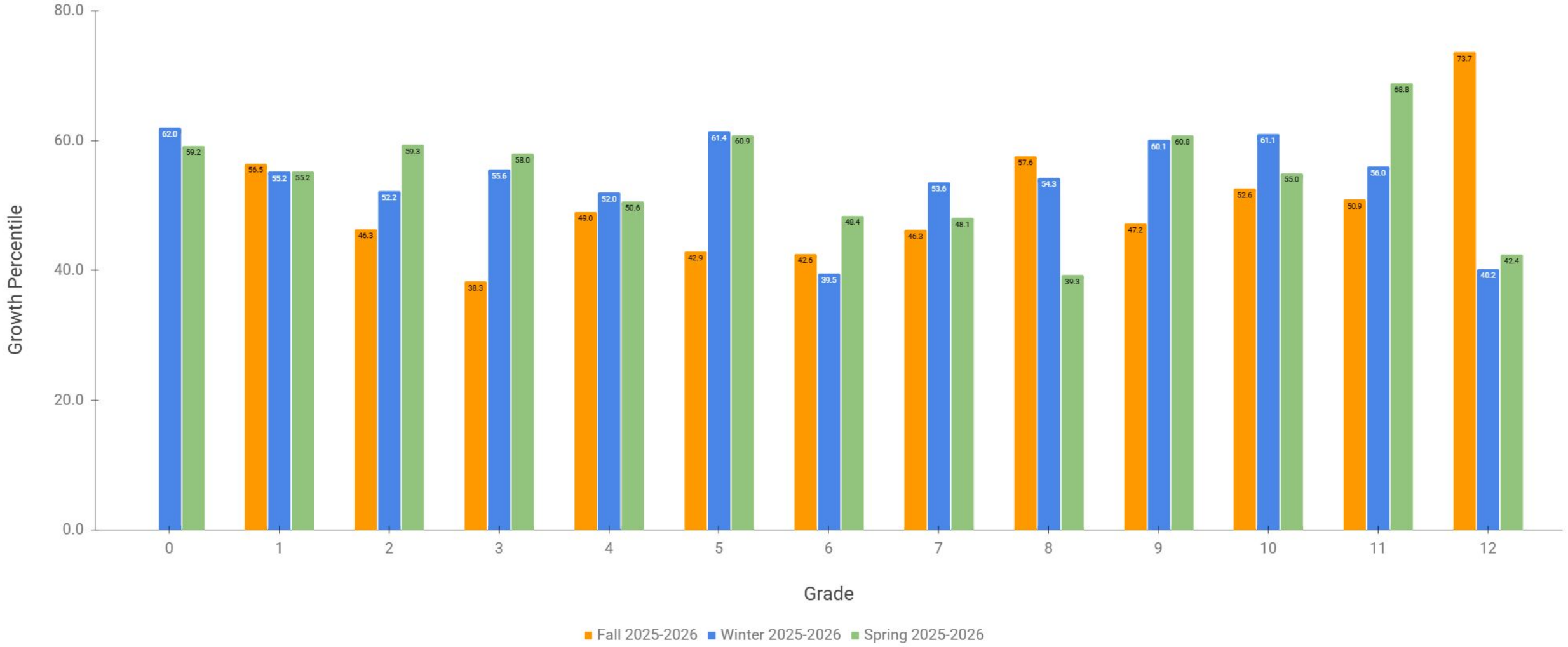
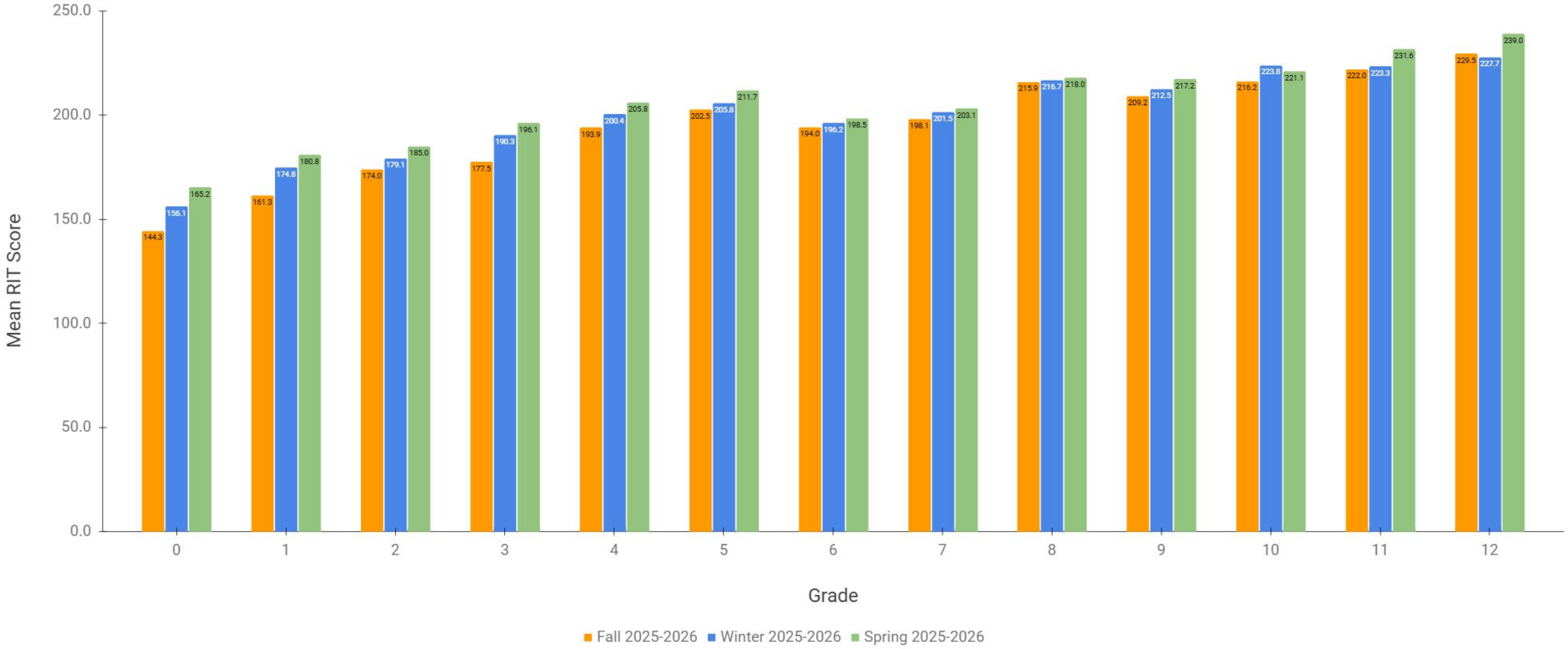
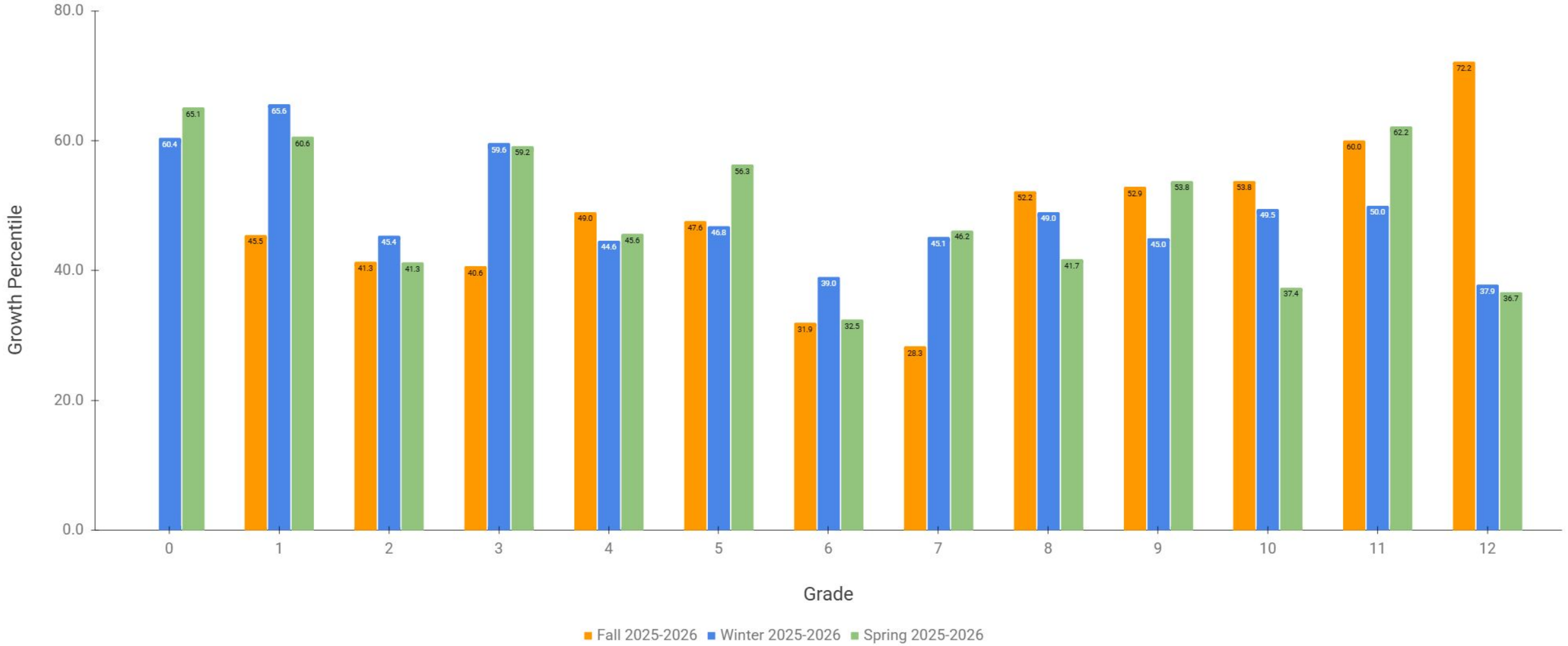


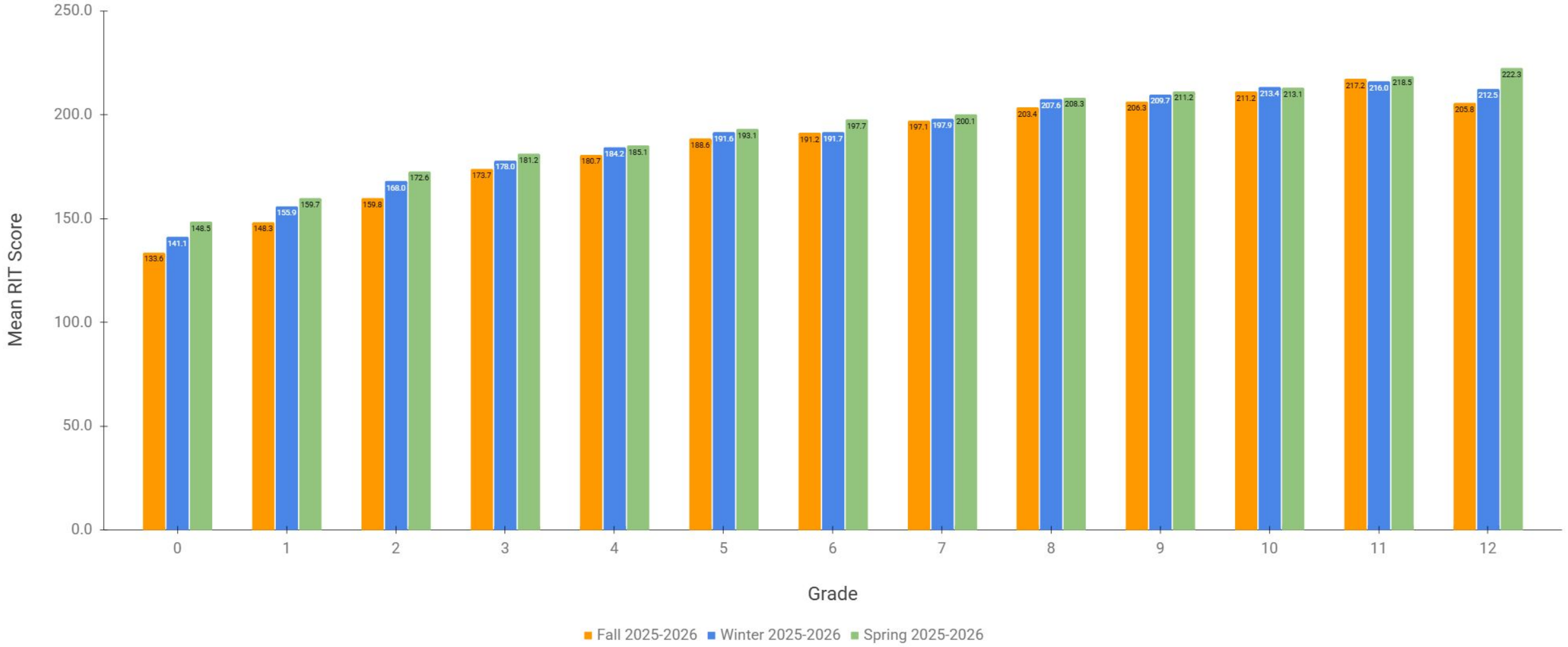
Math Achievement Assessment
By *Demographic – White Students* in Grades K-12



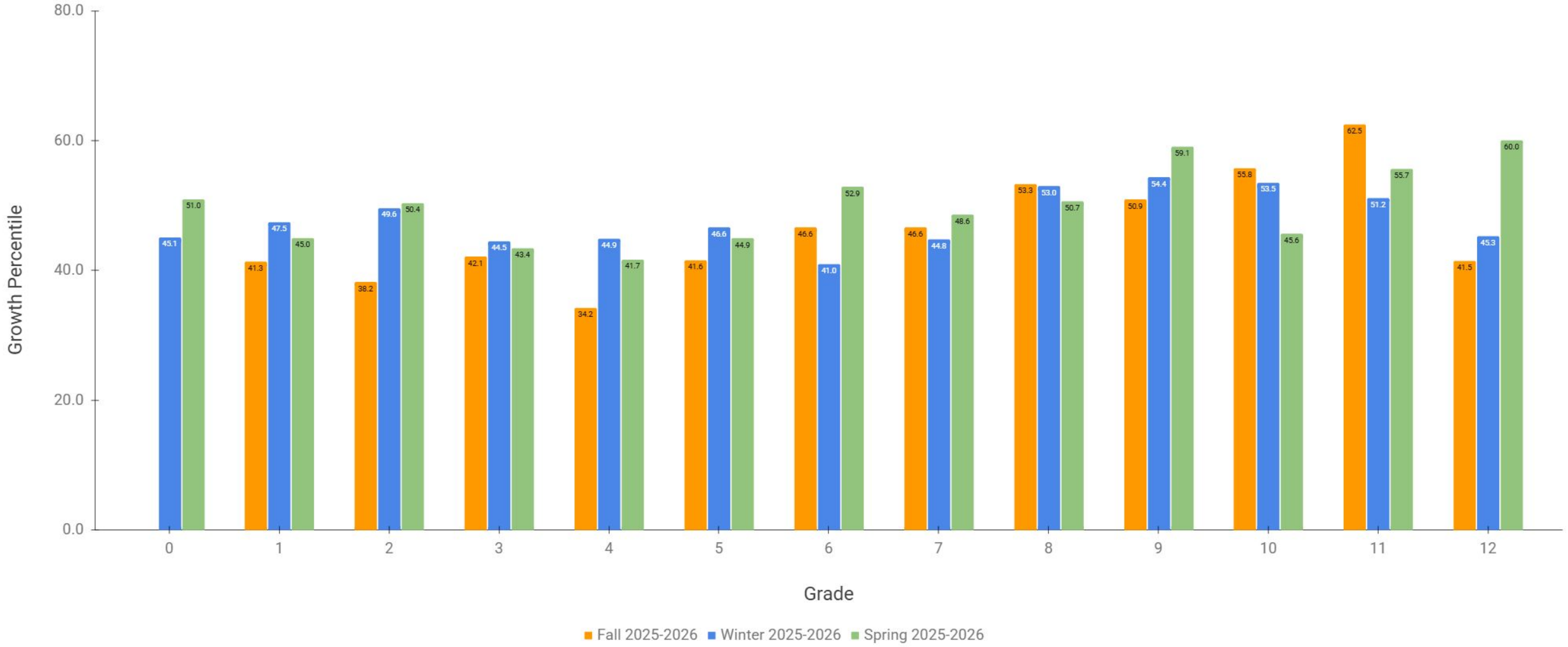
Math Growth Percentile
By *Demographic – White Students* in Grades K-12



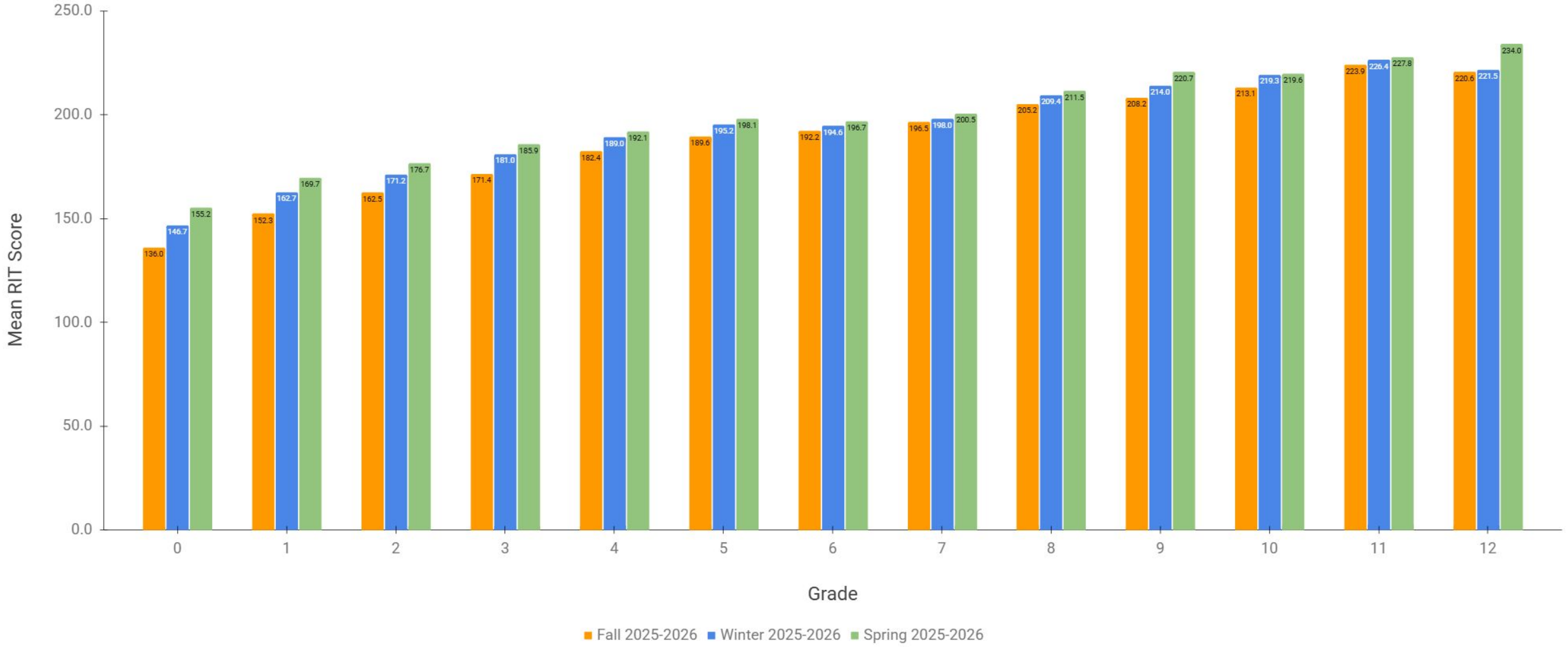
Reading Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



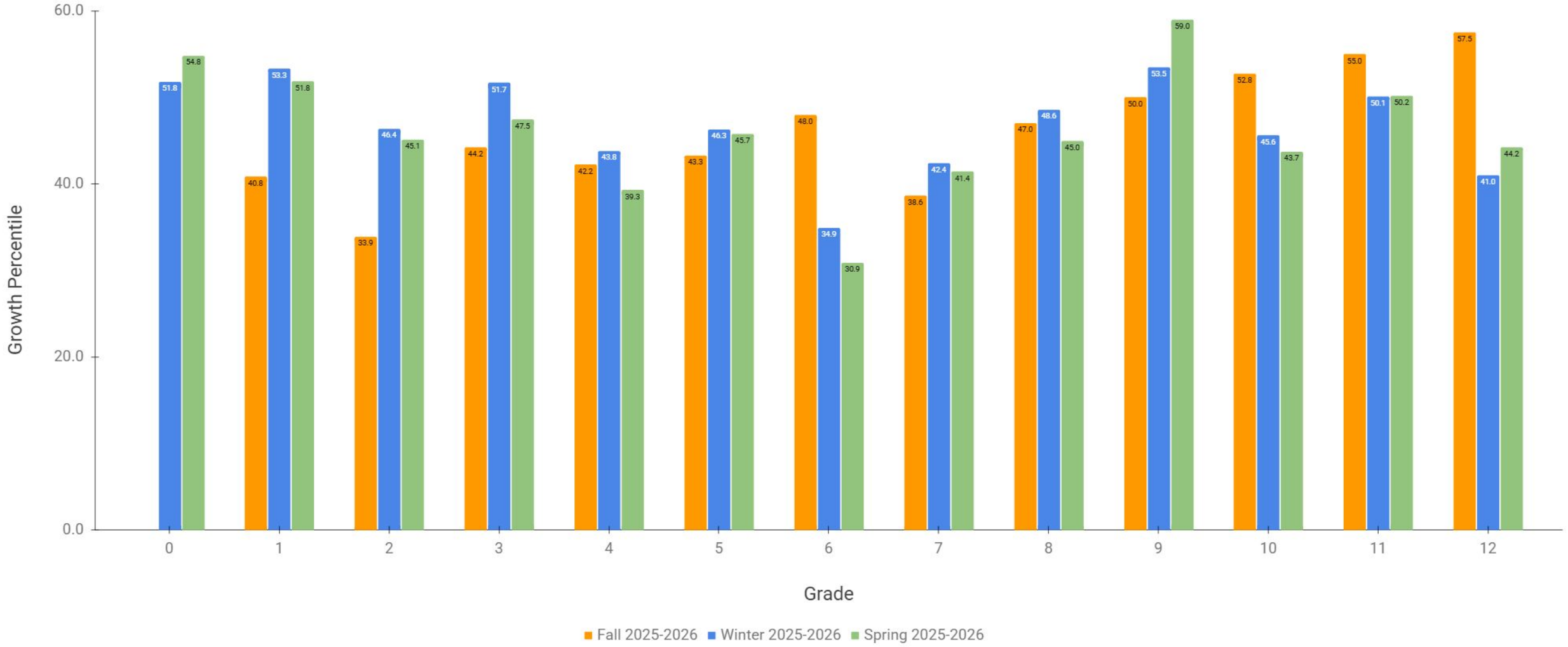
Reading Growth Percentile By *Mode of Instruction – In-Person* in Grades K-12



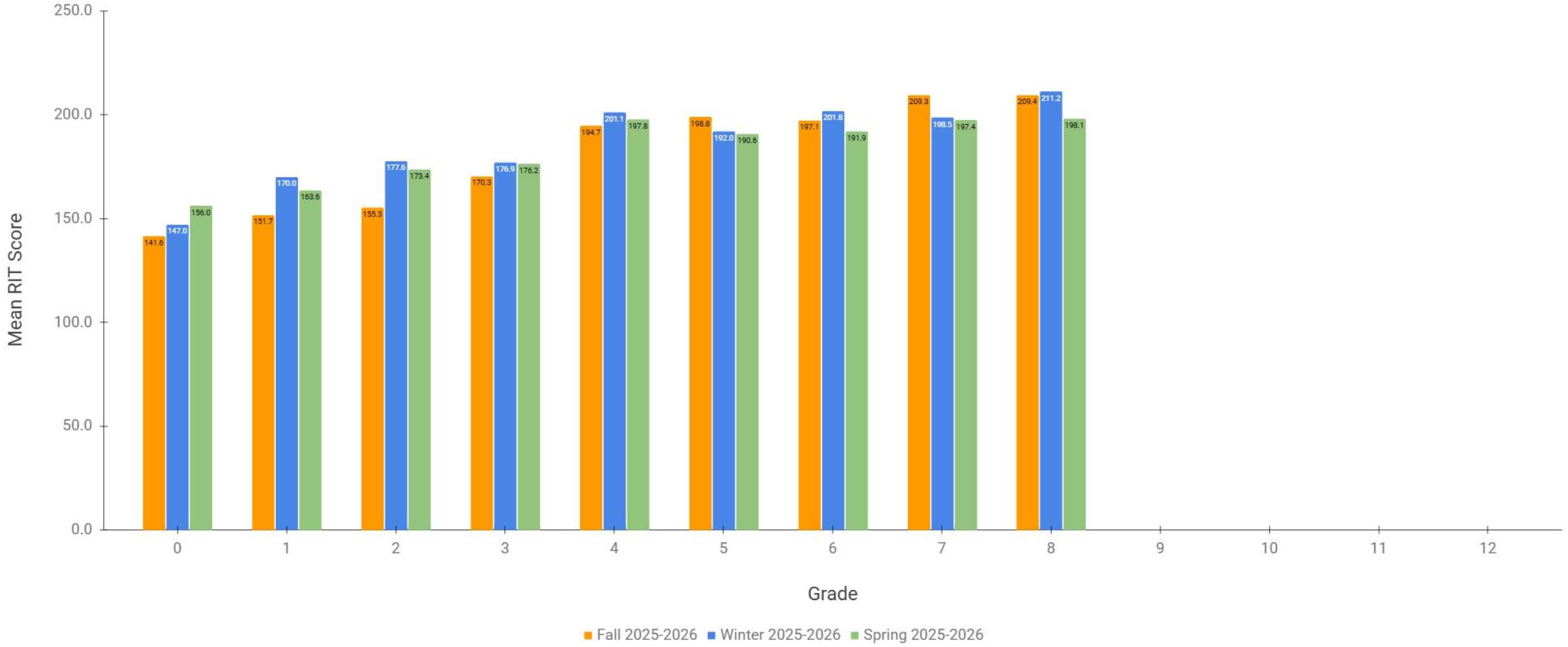
Math Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



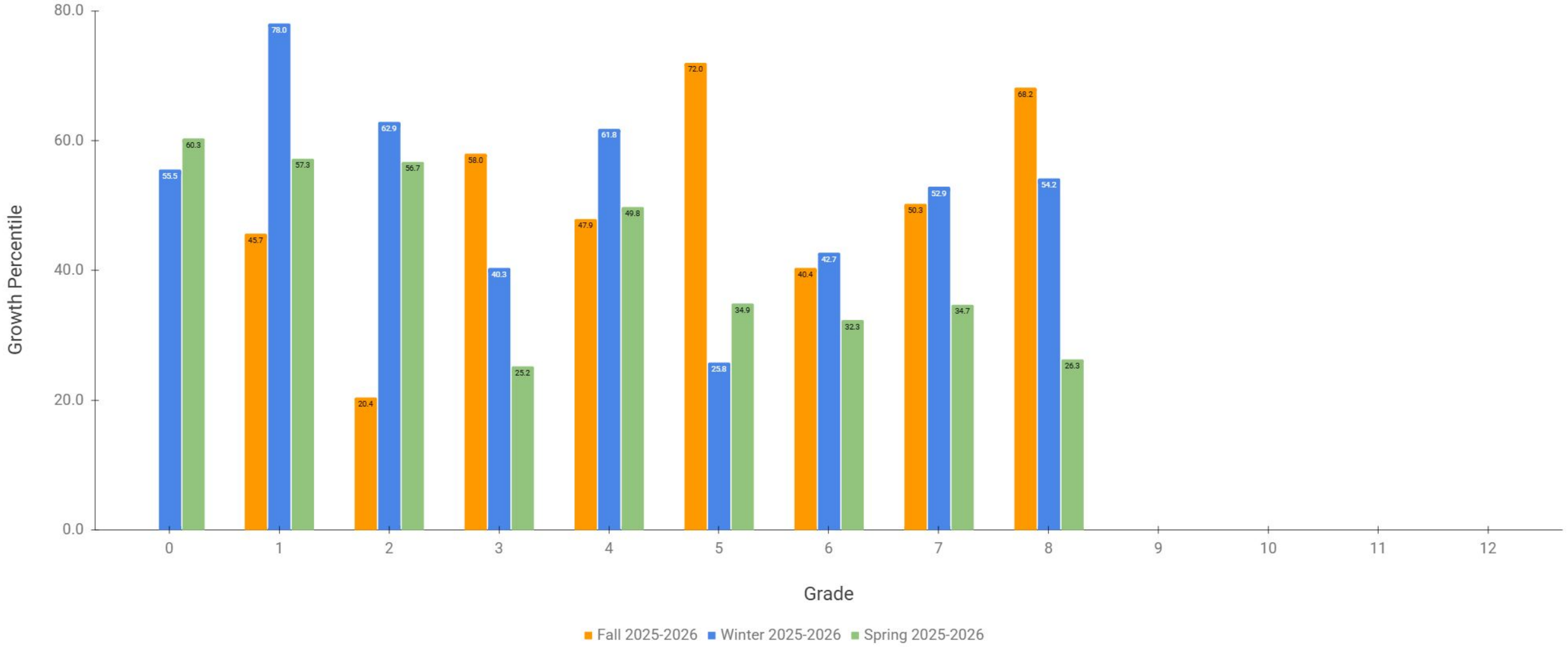
Math Growth Percentile By *Mode of Instruction – In-Person* in Grades K-12



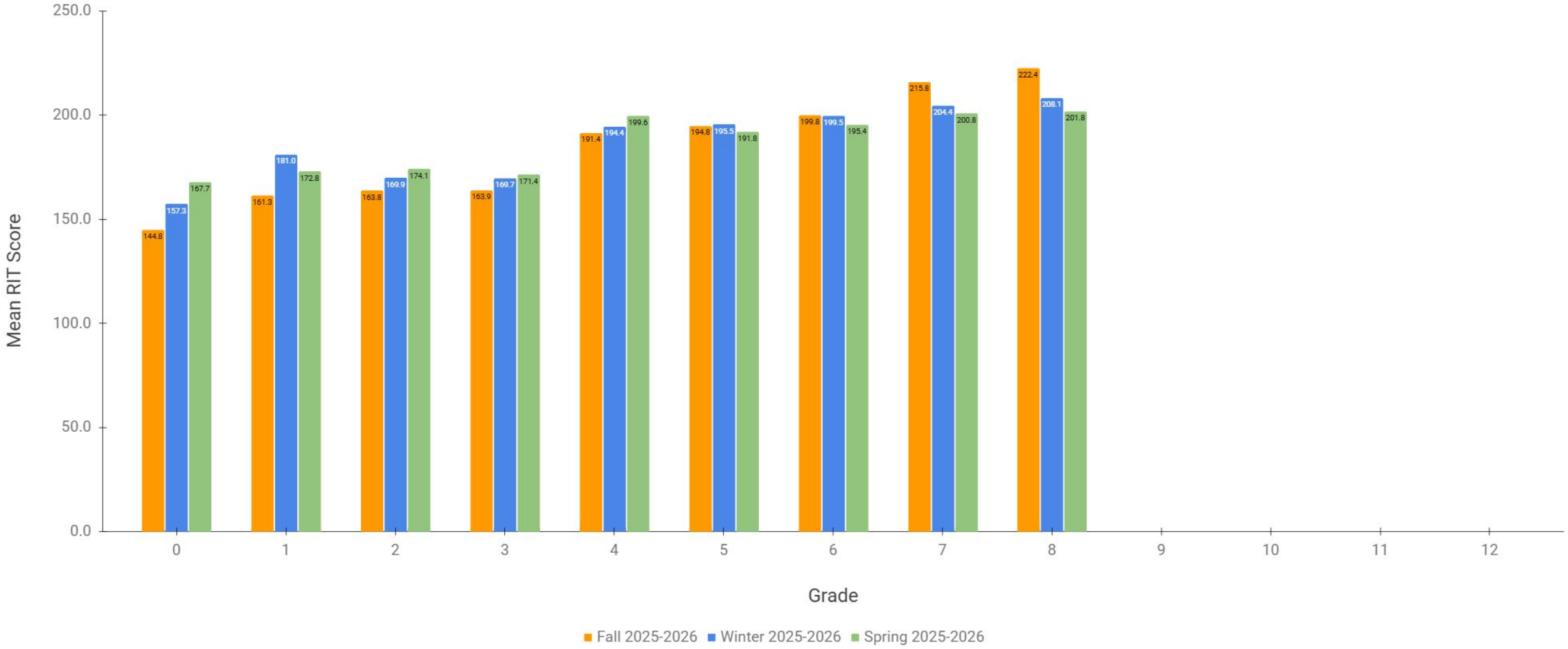
Reading Achievement Assessment By *Mode of Instruction – Distance Learning* in Grades K-8



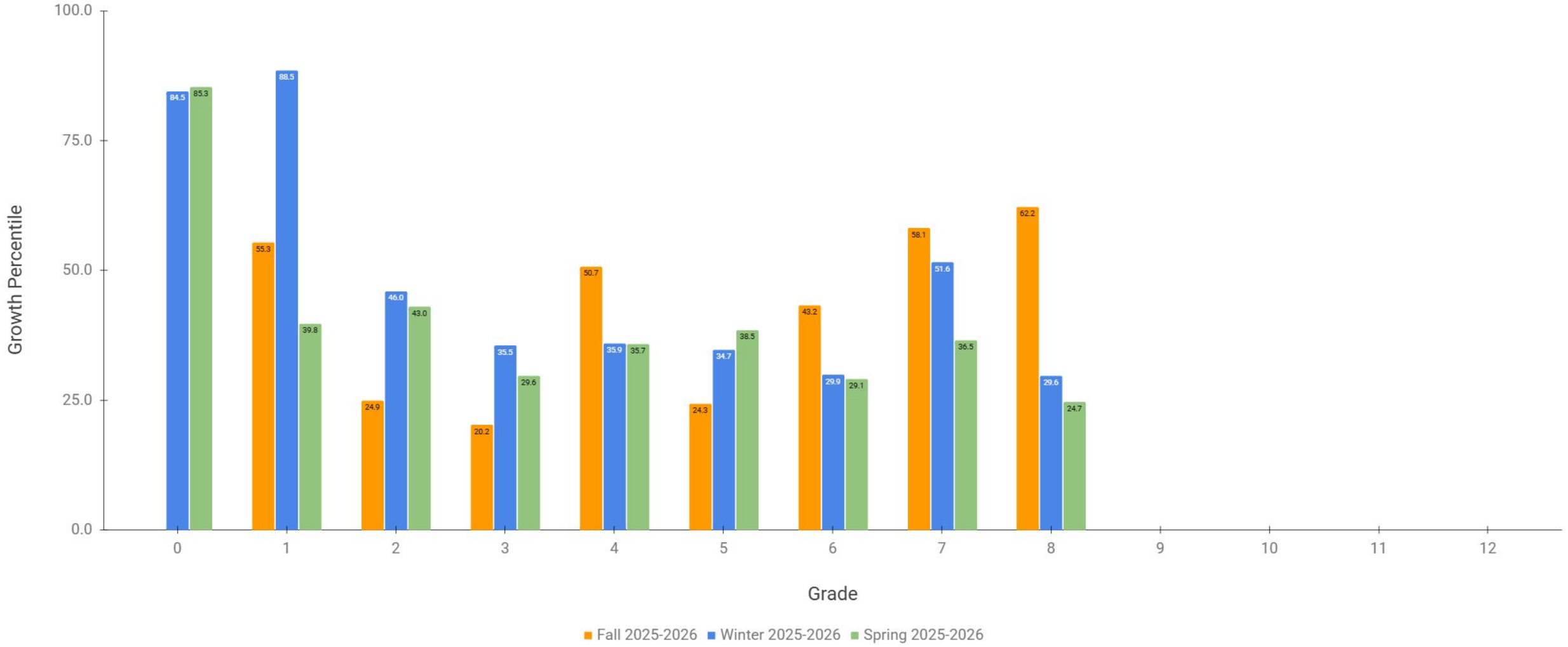
Reading Growth Percentile By *Mode of Instruction – Distance Learning* in Grades K-8



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 9-12 Students Progress

- Spring benchmarks (growth and achievement) in both reading and math have become more uniform across most of the grade levels.

- There is evidence that our teachers, the ELA and math curriculum, and our pacing are coming into closer alignment with expectations for ambitious teaching.

- Our teachers and leaders are successfully cultivating equitable and meaningful relationships with our scholars, as evidenced by positive feedback and engagement.

What's Next for Literacy & Numeracy?

- During the 2026-2027 school year all secondary schools (grades 6-12) will continues to offer Read 180 and ALEK supports to every scholar, thereby ensuring that all scholars receive the supports they need to be successful.

- During the 2026-2027 school year all schools will continue to implement our Multi-Tiered Systems of Support and Early Warning Intervention and Monitoring System (EWIMS) to improve student grades, attendance, and behaviors.

What's Next for Literacy & Numeracy?

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

- All schools will actively integrate Artificial Intelligence through comprehensive adult professional development, mentoring, modeling, AI Youth Ambassadors, the HP SpotLight lab, AIx Coherence, Digital Promise, VILS, Michigan Virtual AI Labs for Scholars, and various other AI initiatives. We are committed to intentionally transforming our learning, working, and adapting strategies to thrive in an AI-driven world.

What's Next for Literacy & Numeracy?

- All Elementary and Middle School Teachers will continue to receive one-on-one coaching, mentoring and professional development with *SIS 4 Teachers* to assist them in their preparation to teach and lead inquiry-based Mathematics with integrity.

- For the 2026-2027 school year, one of our major MICIP goals is to focus on improving attendance by using targeted interventions to eradicate chronic absenteeism.

- Our teachers will actively prioritize the creation of inclusive classroom environments that foster a strong sense of belonging, cultivate meaningful relationships, and promote collaborative learning, serving as a definitive roadmap to student success.

What Questions Might You Have?