# Ypsilanti Community Schools

# Sec. 104h Goal Progress Report

## School Board Presentation

Dr. Carlos Lopez, Assistant Superintendent

November 9, 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 2027 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 scholars (K-11) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- Refer to the 2026-27 YCS ELA Reading Quarterly Expectations to identify which priority standards will be met at the end of January 31, 2027 by each grade level.

**End of the Year Reading Goal**:

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

- Refer to the 2026-27 YCS ELA Reading Quarterly Expectations to identify which priority standards will be met at the end of June 30, 2027 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 scholars (K-11) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- Refer to the 2026-27 YCS Math Quarterly Expectations to identify which priority standards will be met at the end of January 31, 2027 by each grade level.

**End of the Year Mathematics Goal**:

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

- Refer to the 2026-27 YCS Math Quarterly Expectations to identify which priority standards will be met at the end of June 30, 2027 by each grade level.

# Our Collective Work is being Intentionally Coherent

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

- Educators & Leaders 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 & Leaders understand that learning involves engaging with our WHY, experimenting, asking questions, and being a student of your scholars.
- Leaders and Educators engage in the messiness of complex practice with their colleagues as they learn together to solve everyday challenges.

# 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 scholars.

# Today's Takeaways

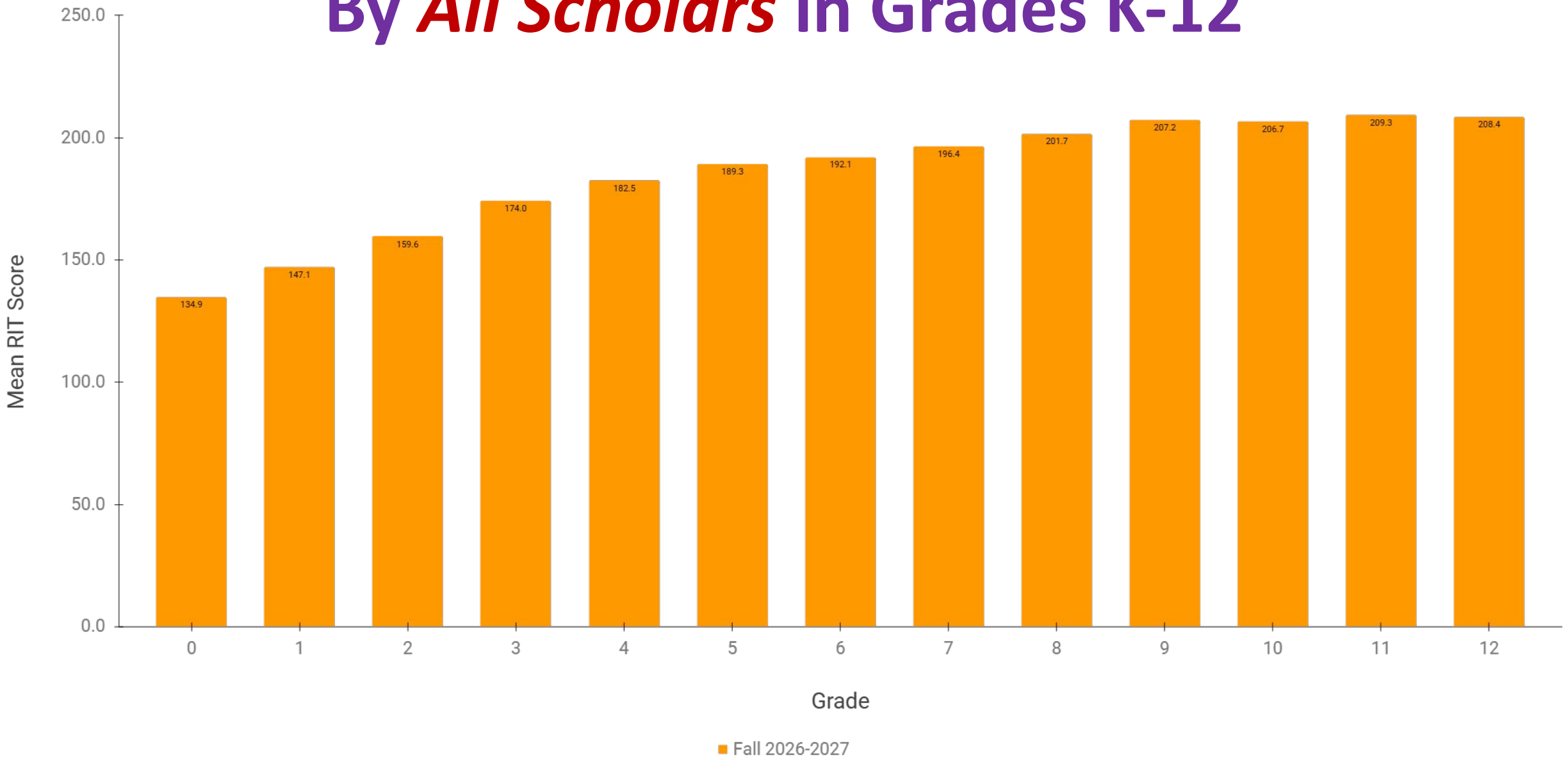
**Takeaway #3: The quality of instruction delivered by our instructional leaders when delivered with *integrity* and *intentionality* is impactful and transformative for our scholars.**

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

- We will ensure that our scholars at all grade levels are supported using our established ***MTSS and EWIMS interventions*** and processes.

- During the remainder of the 2026-2027 school year we will be intentional in ensuring that our teachers are strategically ***growing their teacher efficacy by intentionally learning together***.

# Reading Achievement Assessment
# By *All Scholars* in Grades K-12



# Reading Growth Percentile
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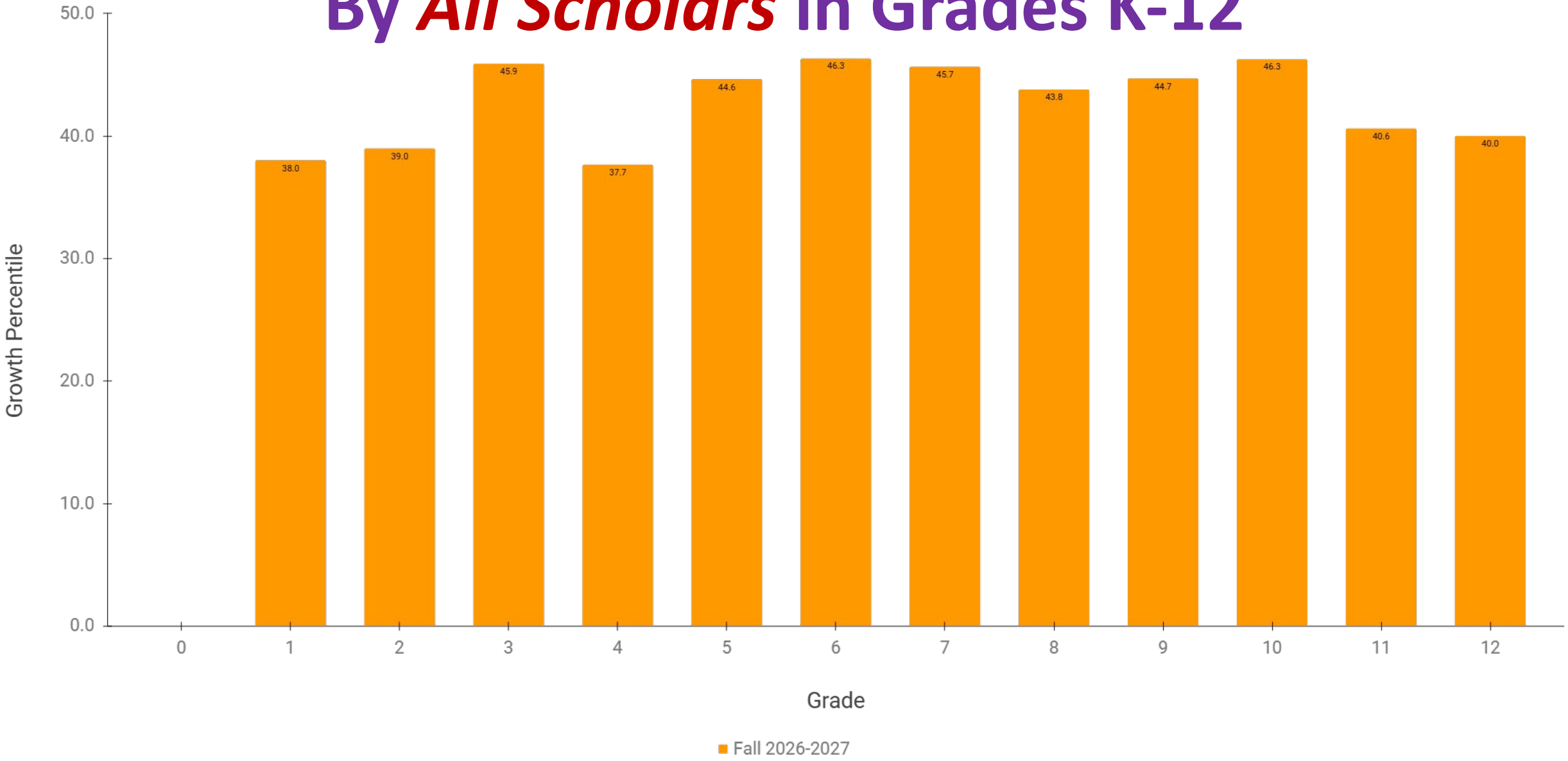
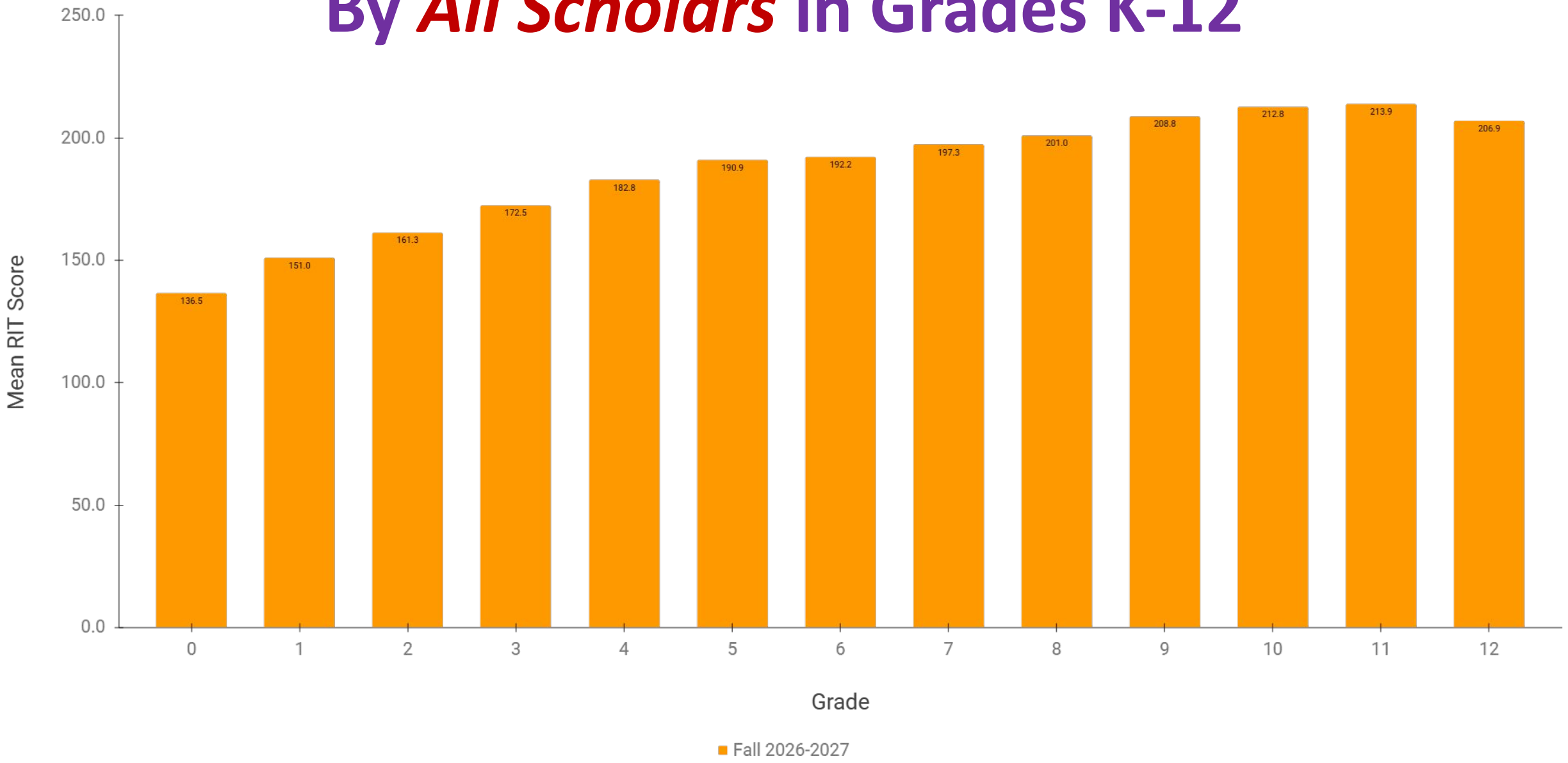


# Math Achievement Assessment
# By *All Scholars* in Grades K-12



# Math Growth Percentile
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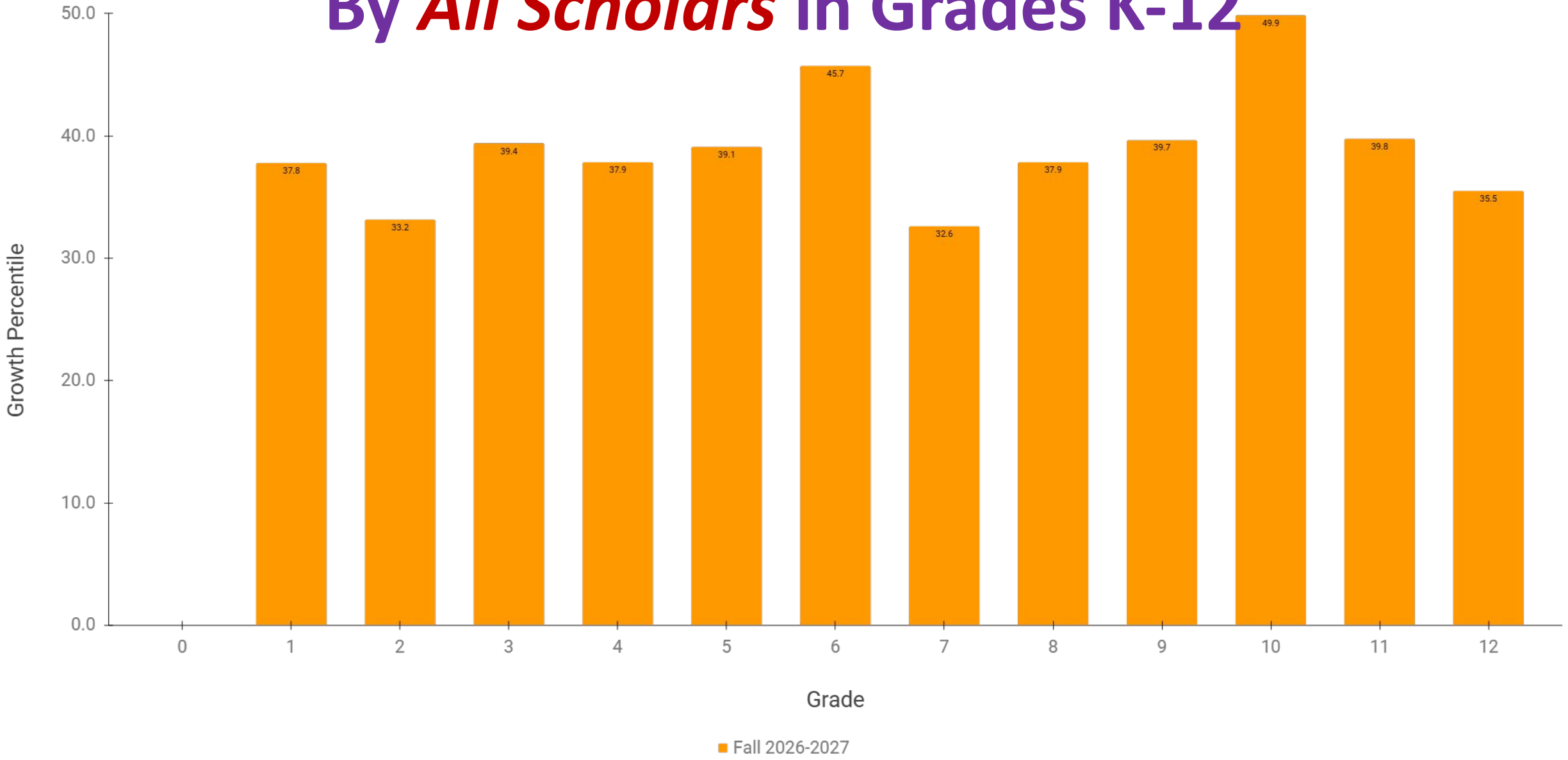
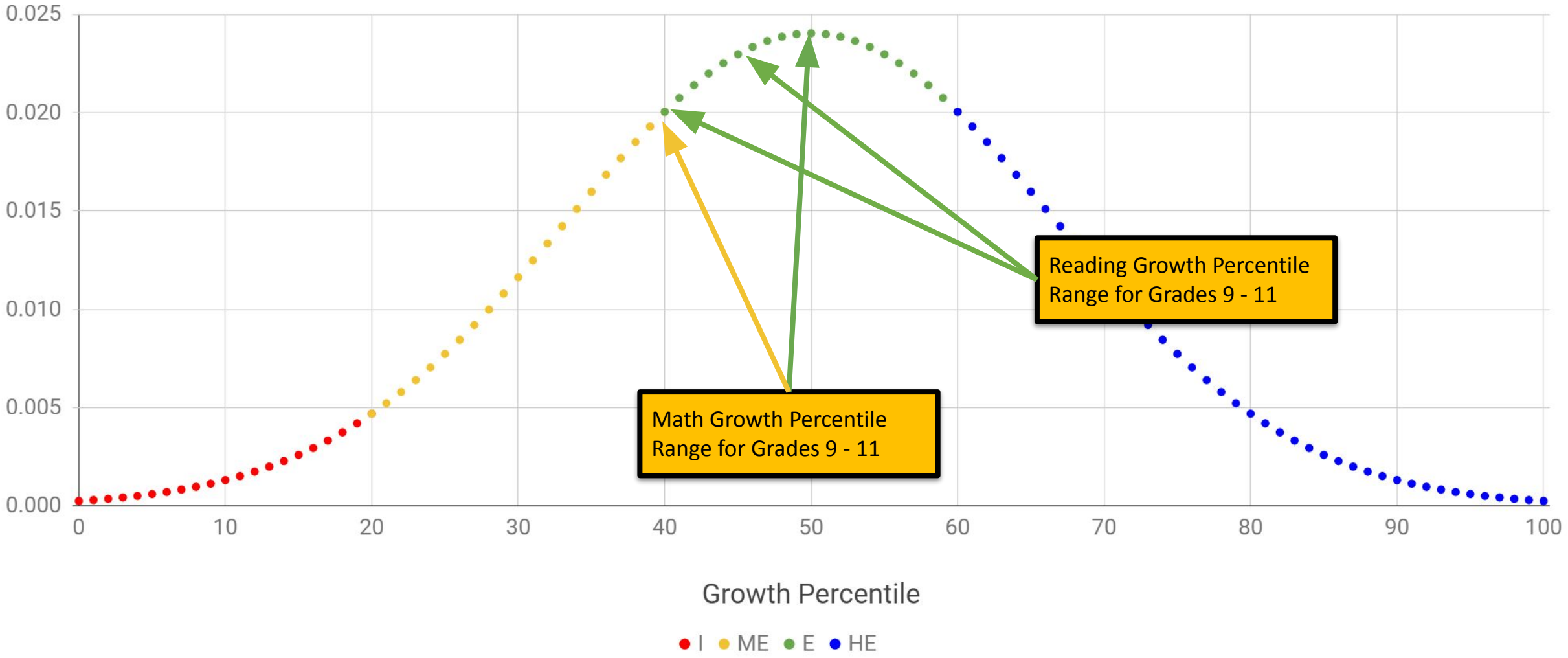
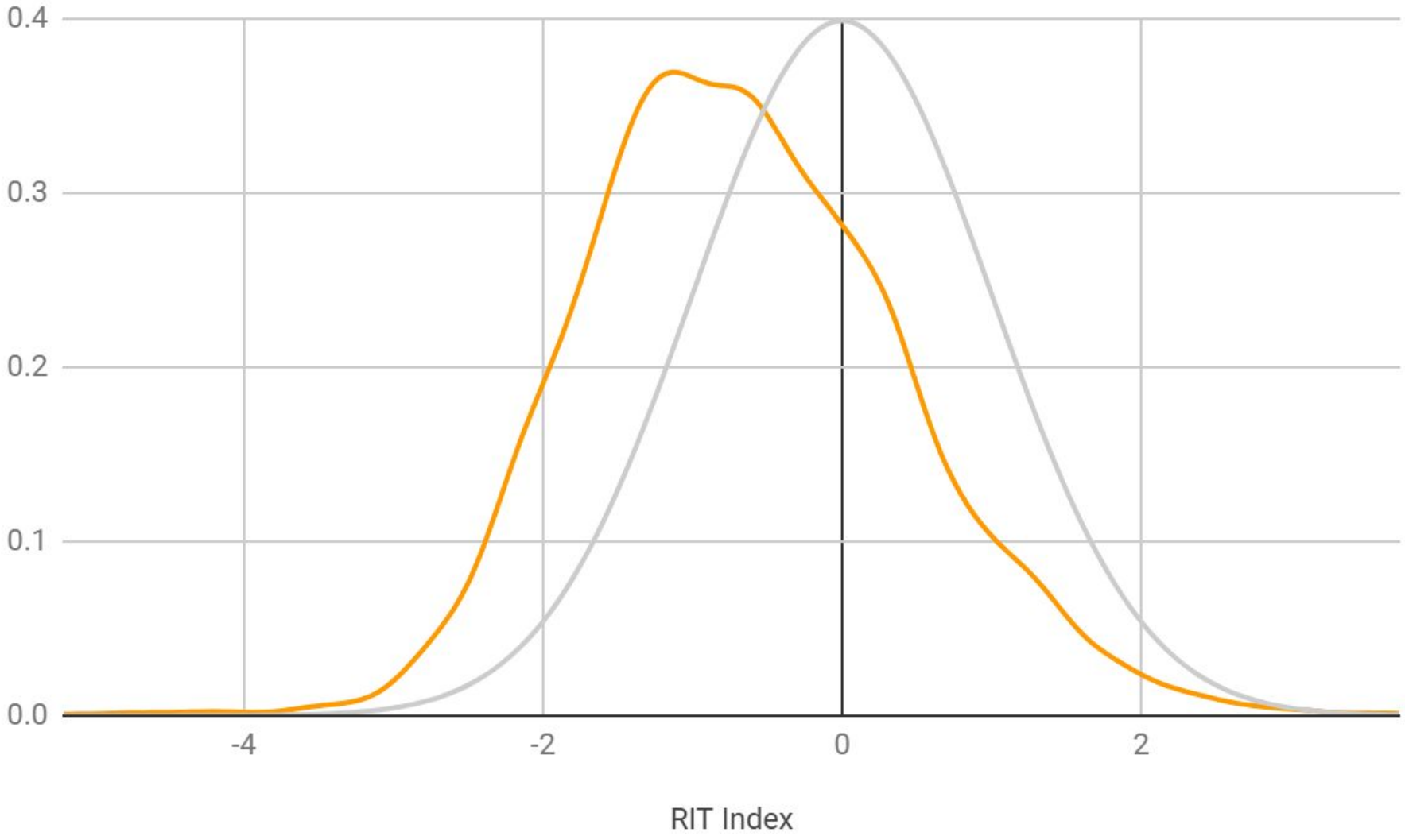


# Reading and Math Growth Percentile By *All Scholars* in Grades 9-11



# Reading Achievement Assessment Index
# By *All Scholars* in Grades K-12



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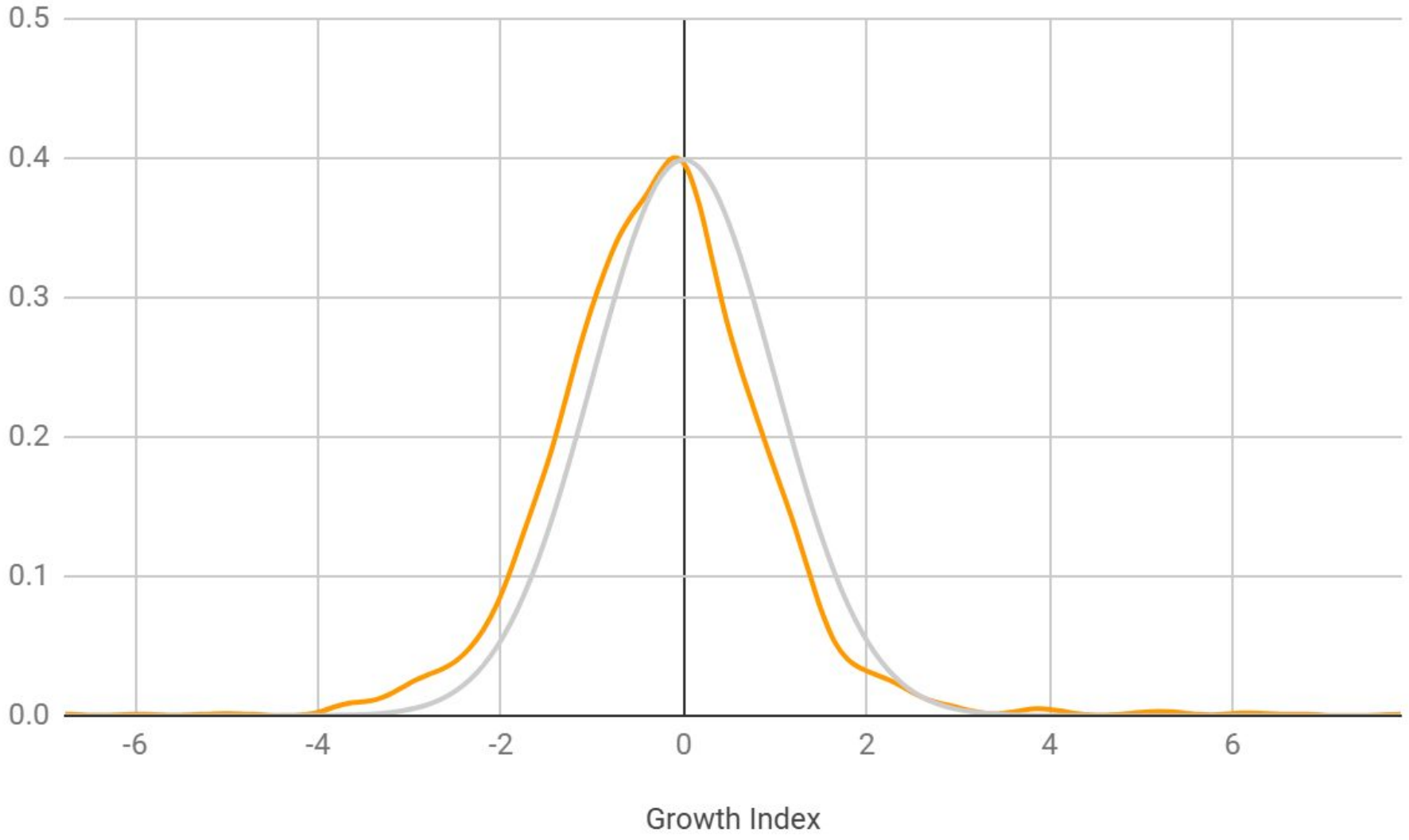

# Math Achievement Assessment Index
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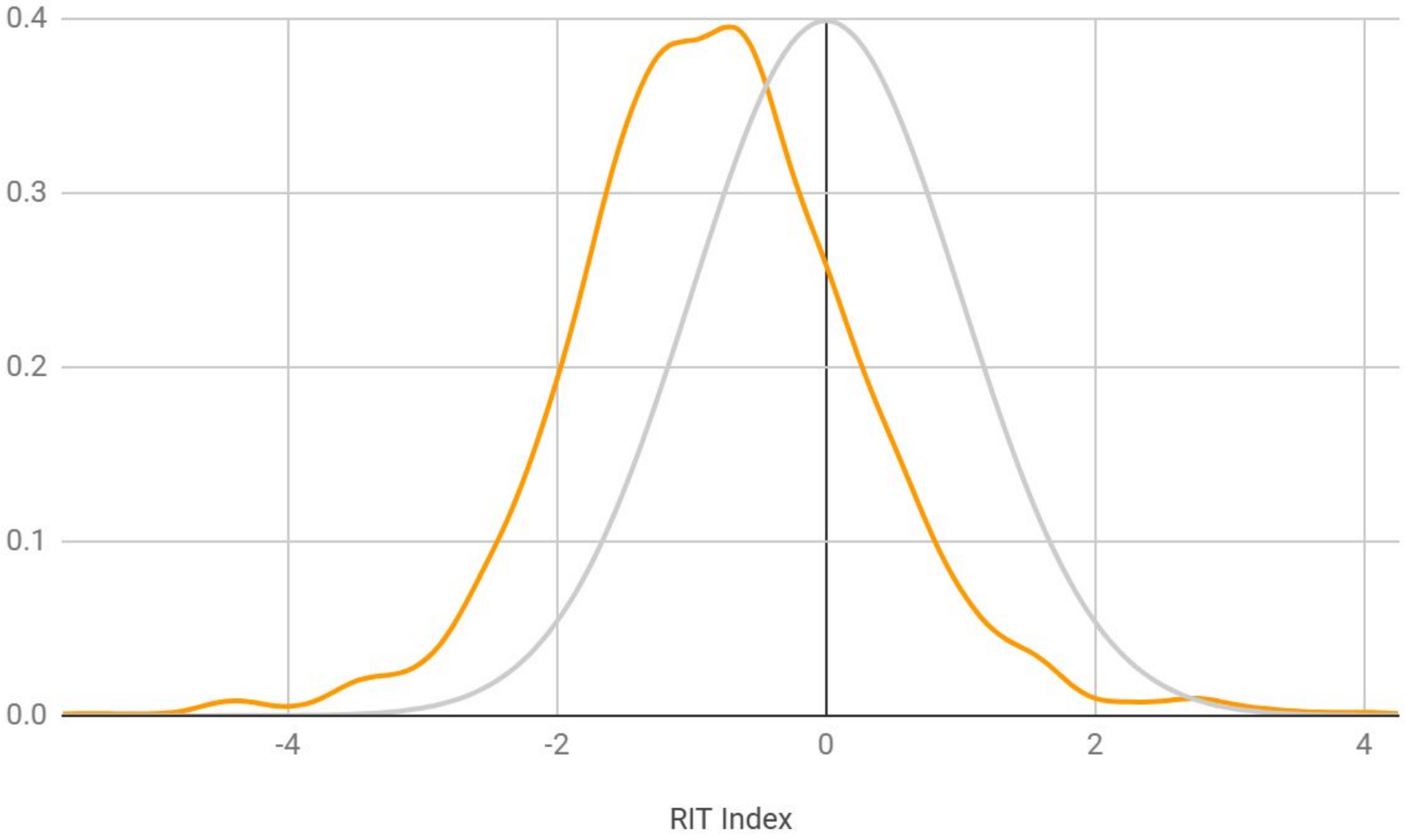

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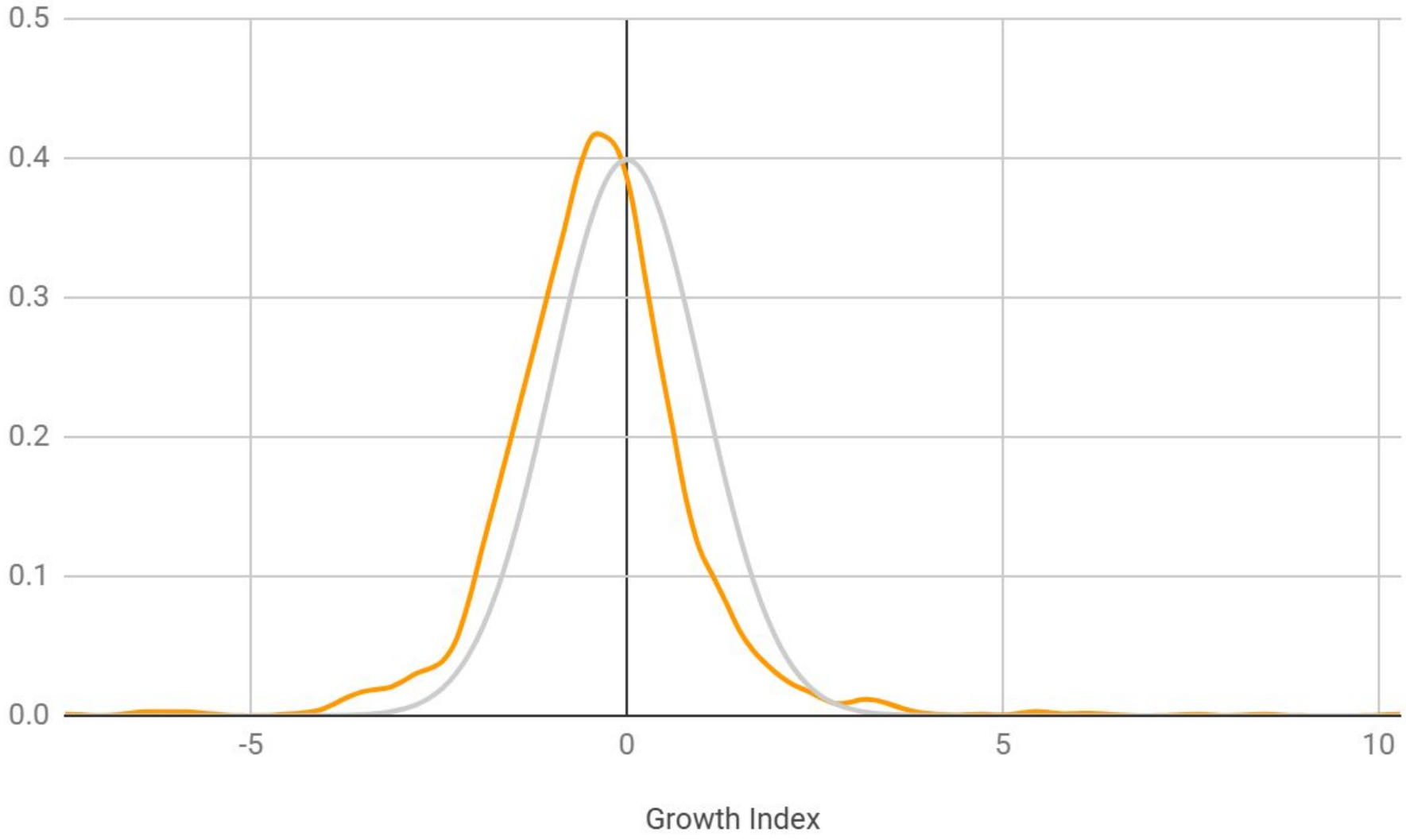
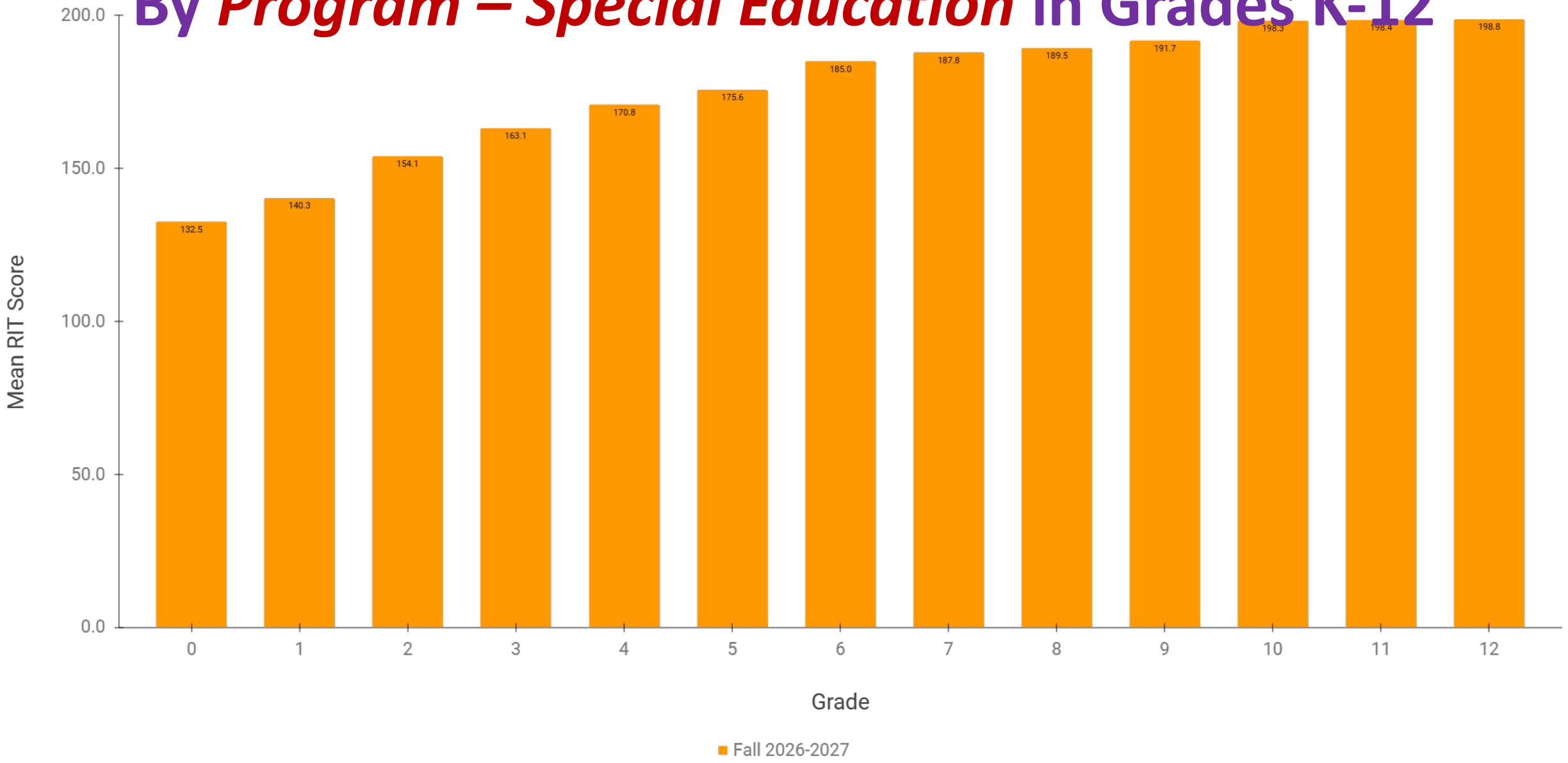
# By *All Scholars* in Grades K-12



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



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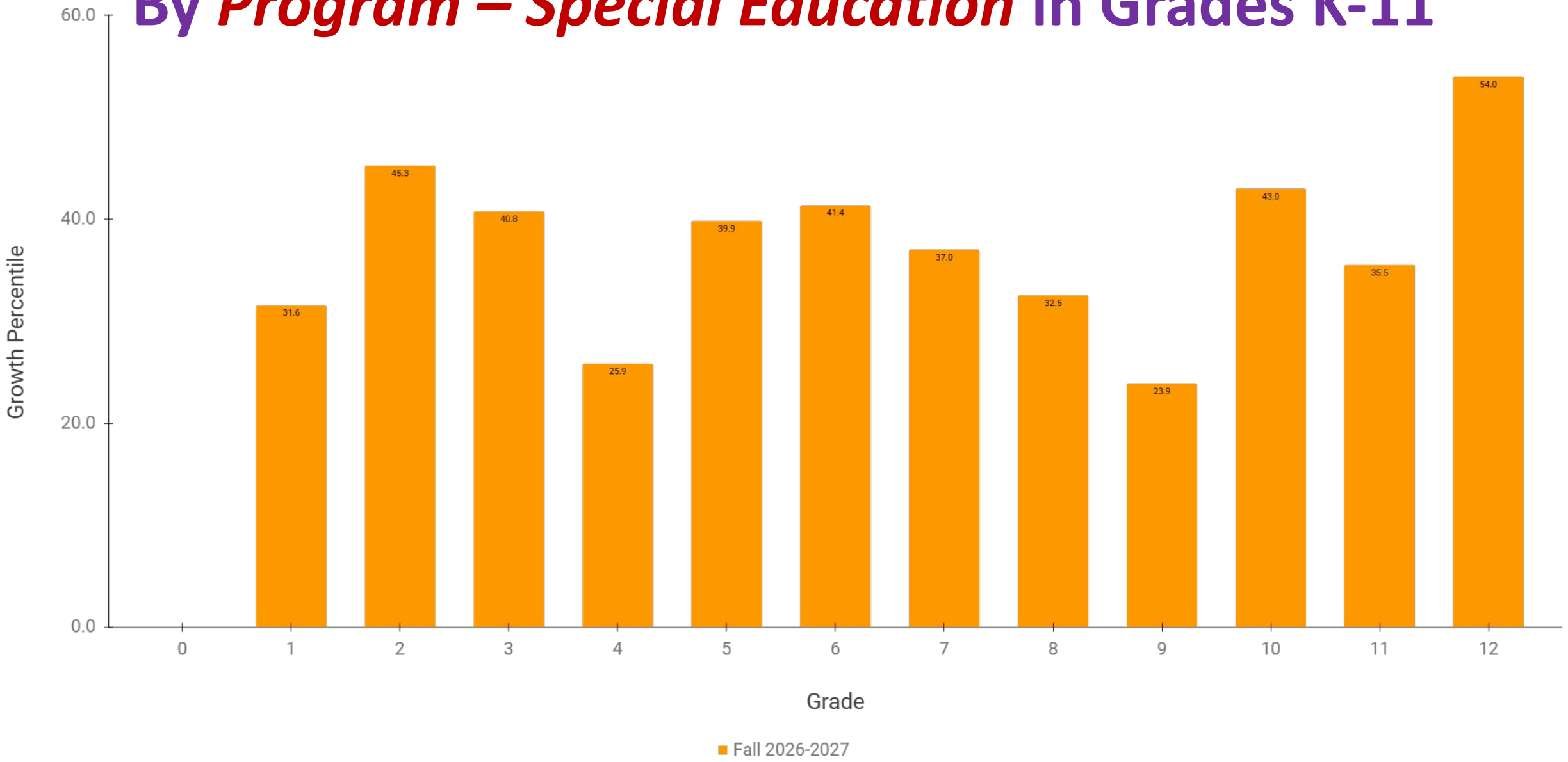

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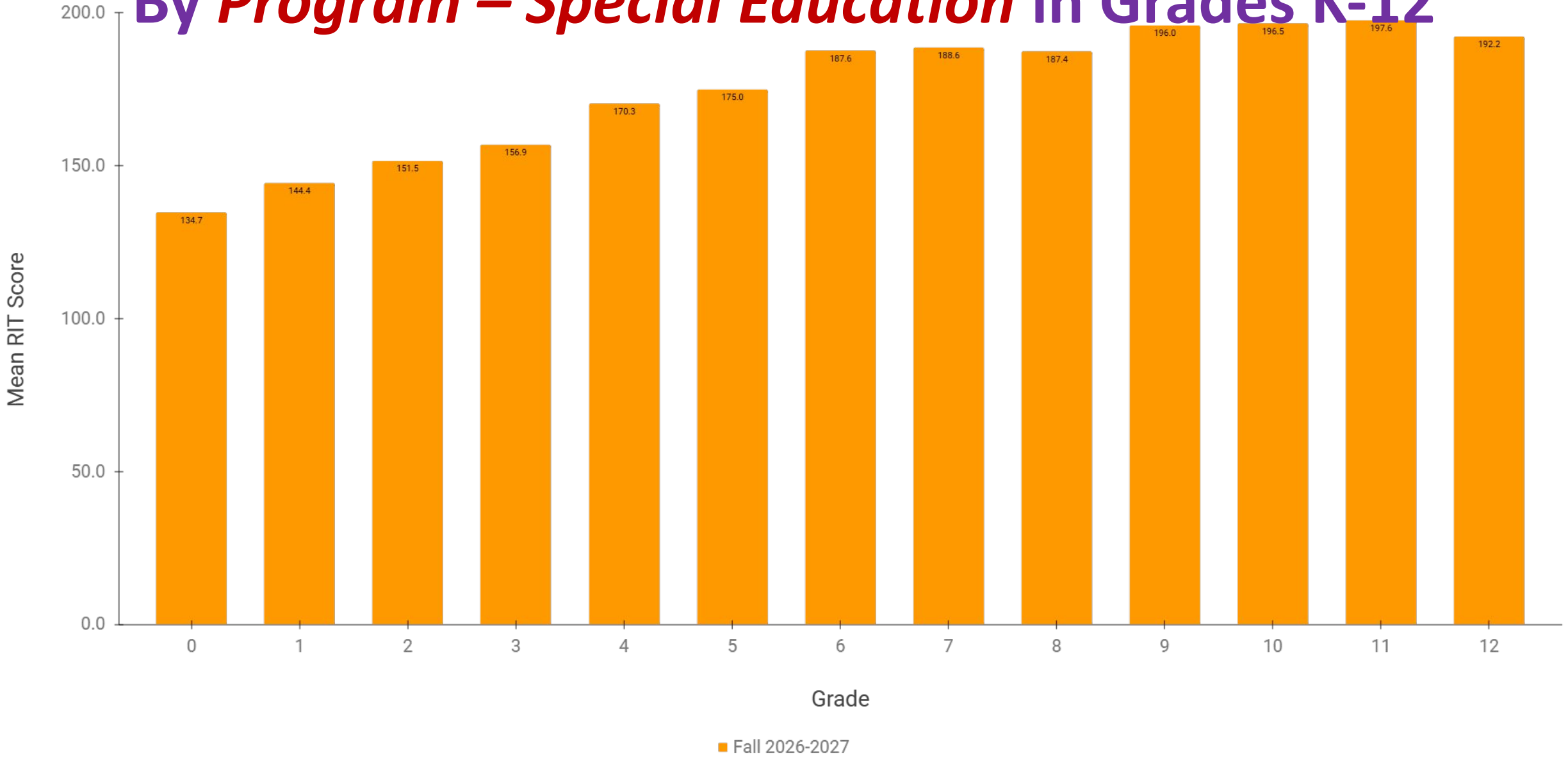

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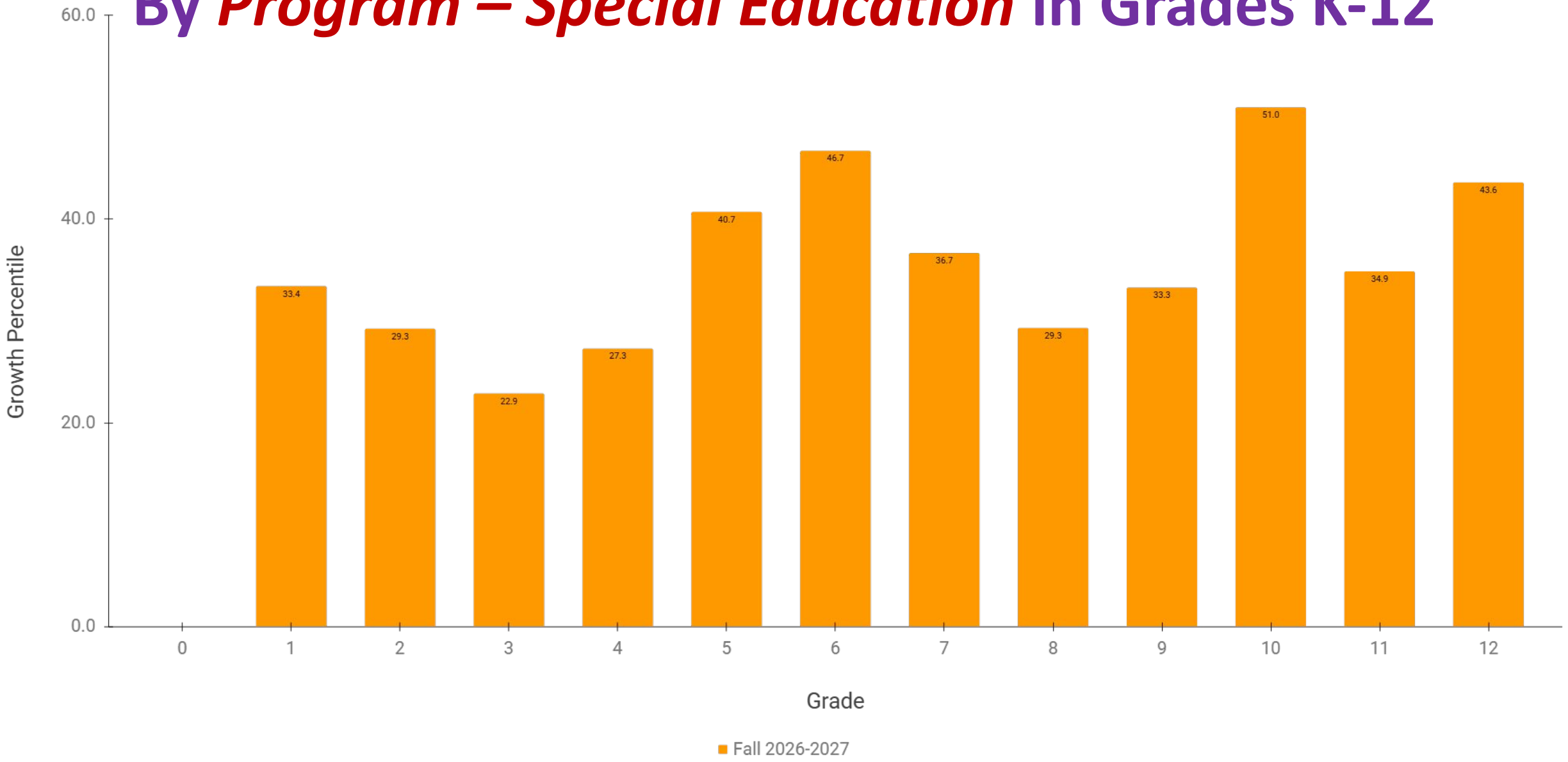
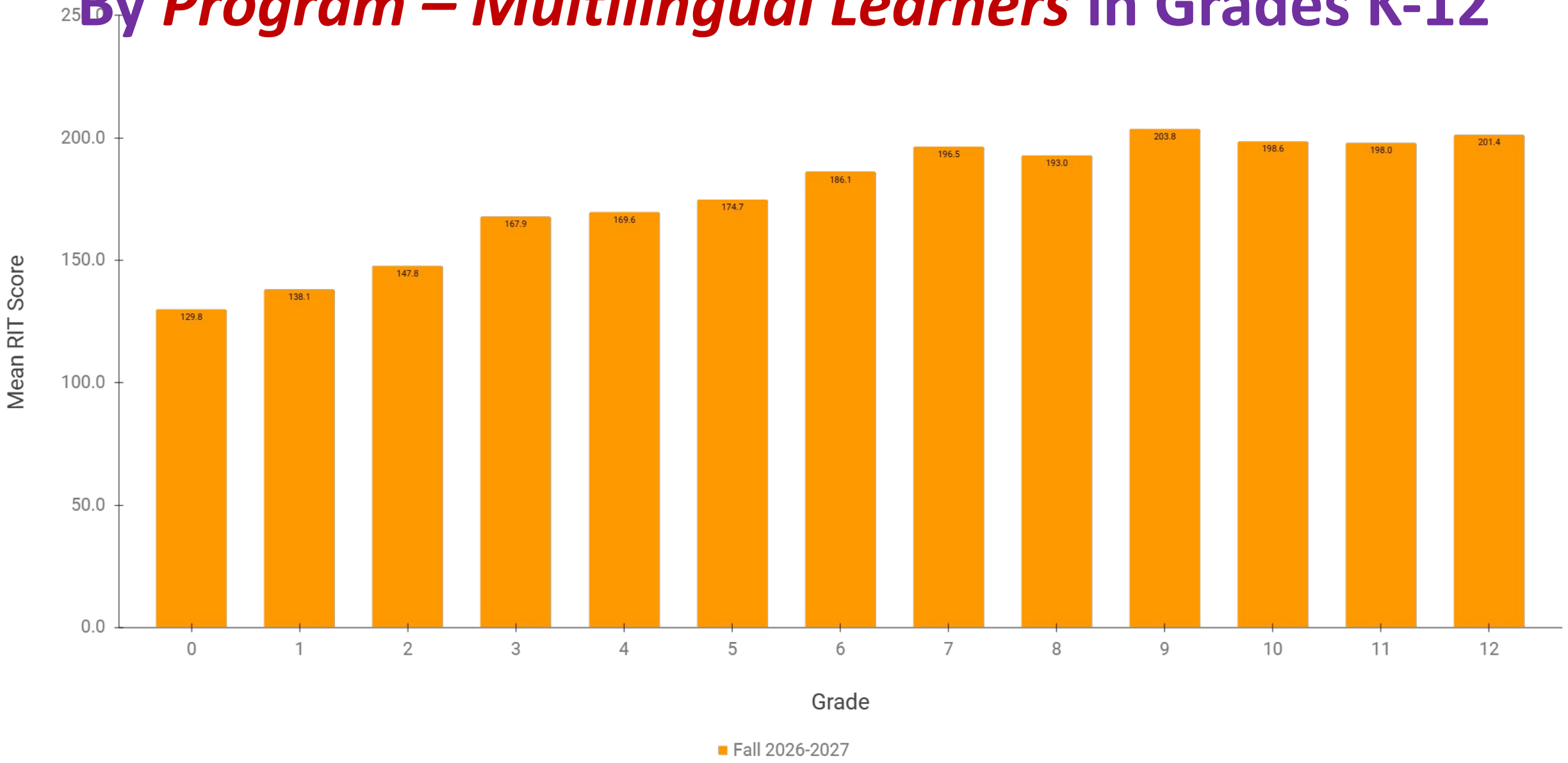


# Reading Achievement Assessment
# By *Program – Multilingual Learners* in Grades K-12



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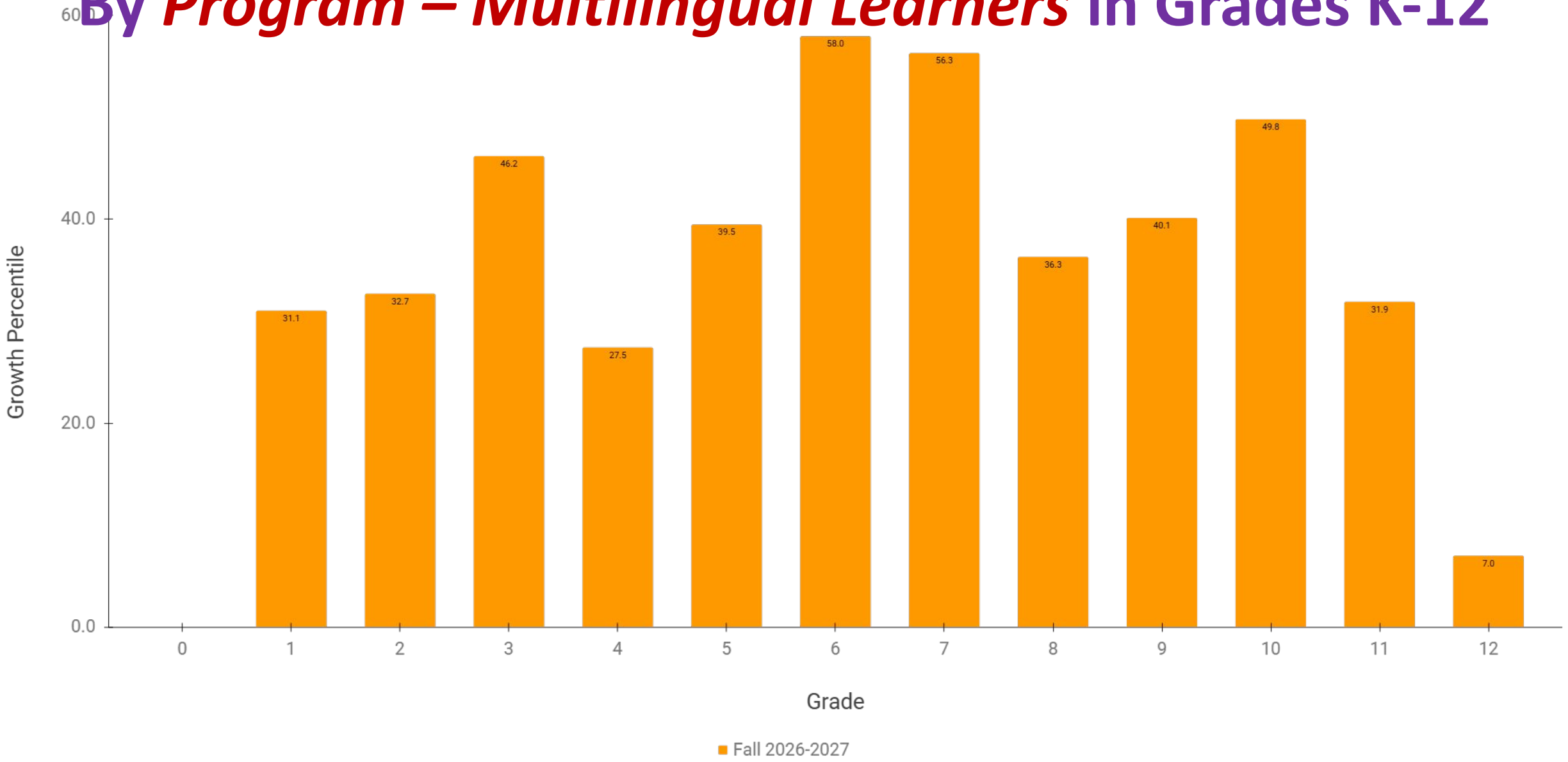

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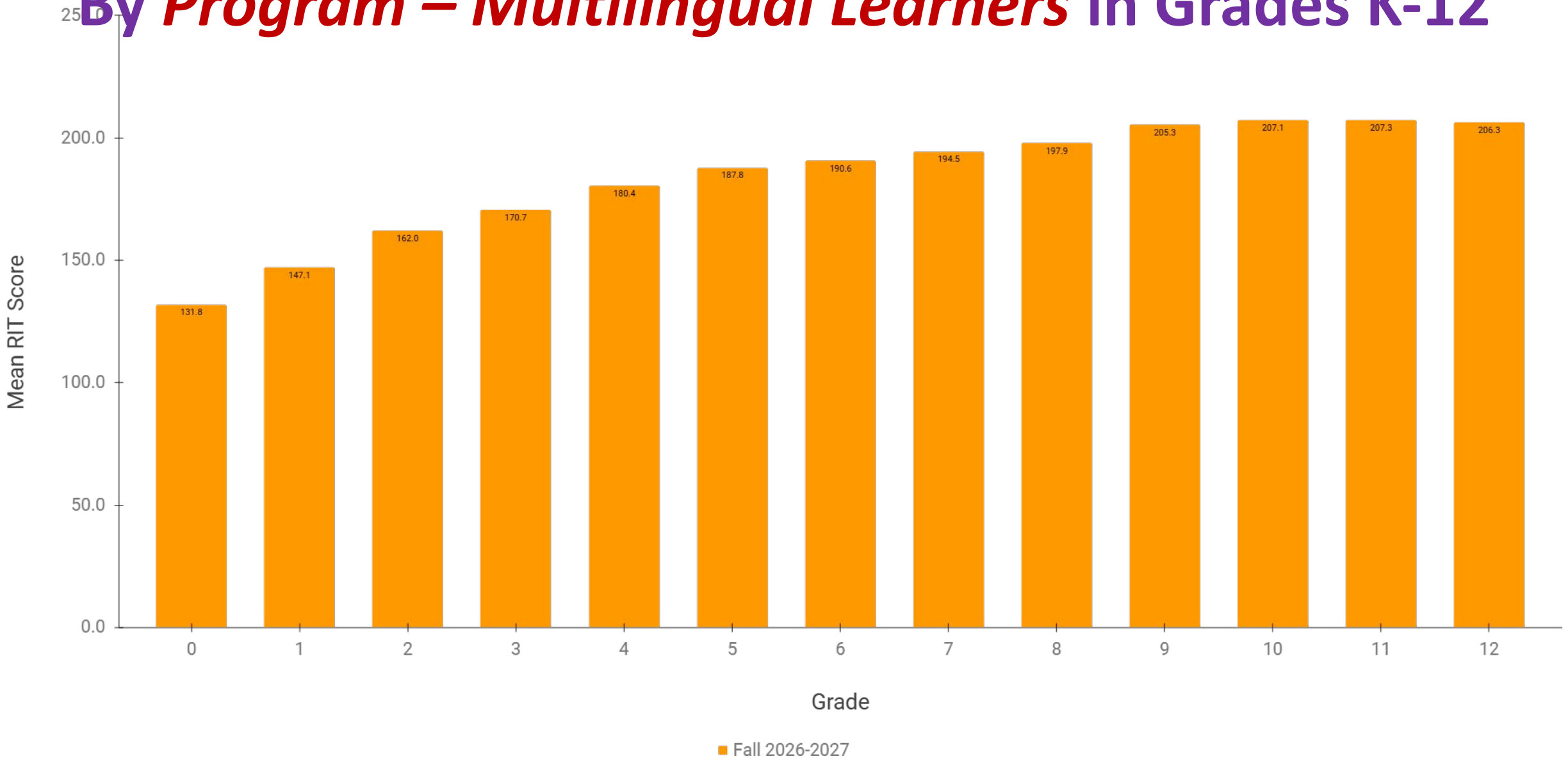

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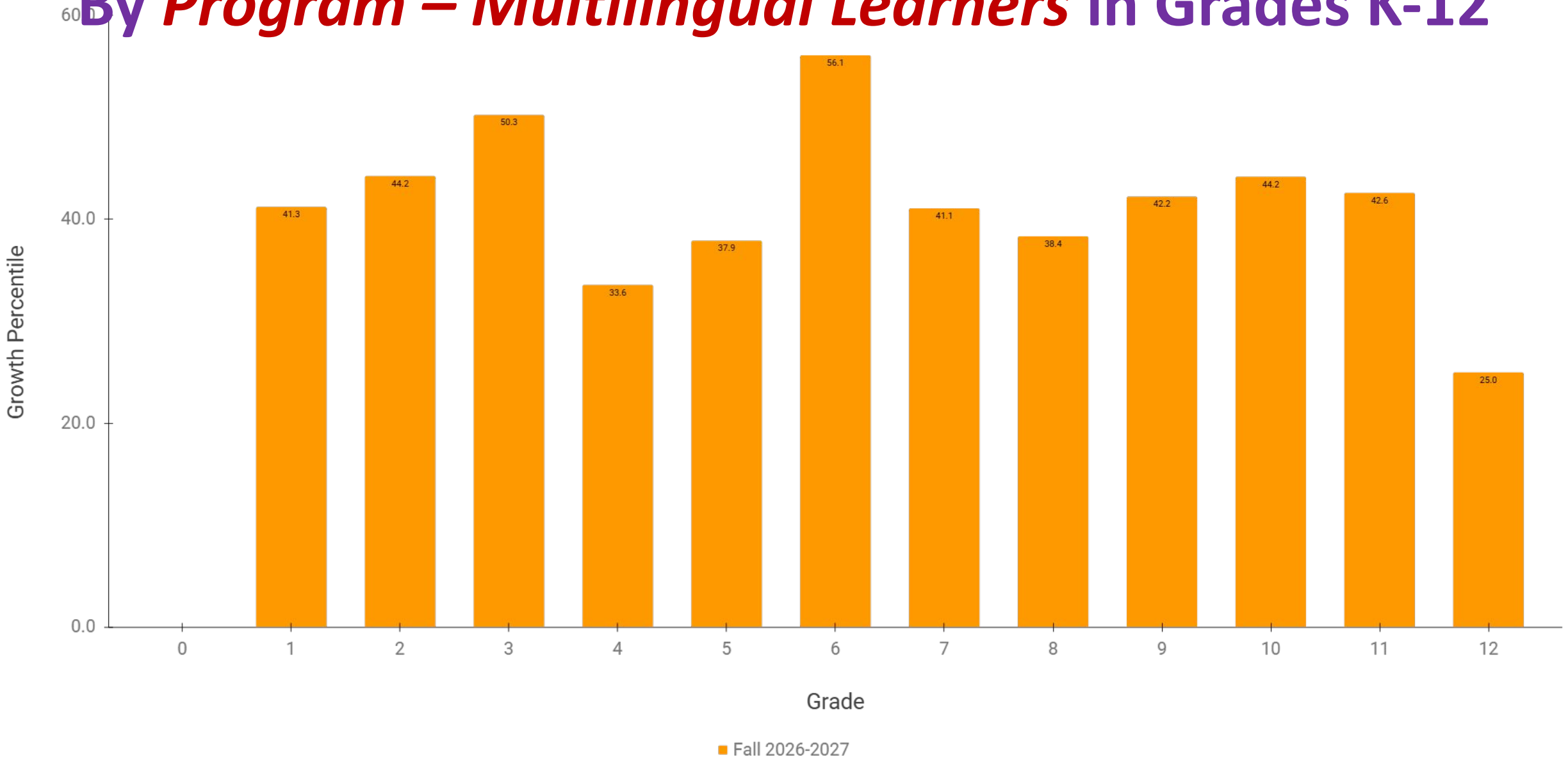
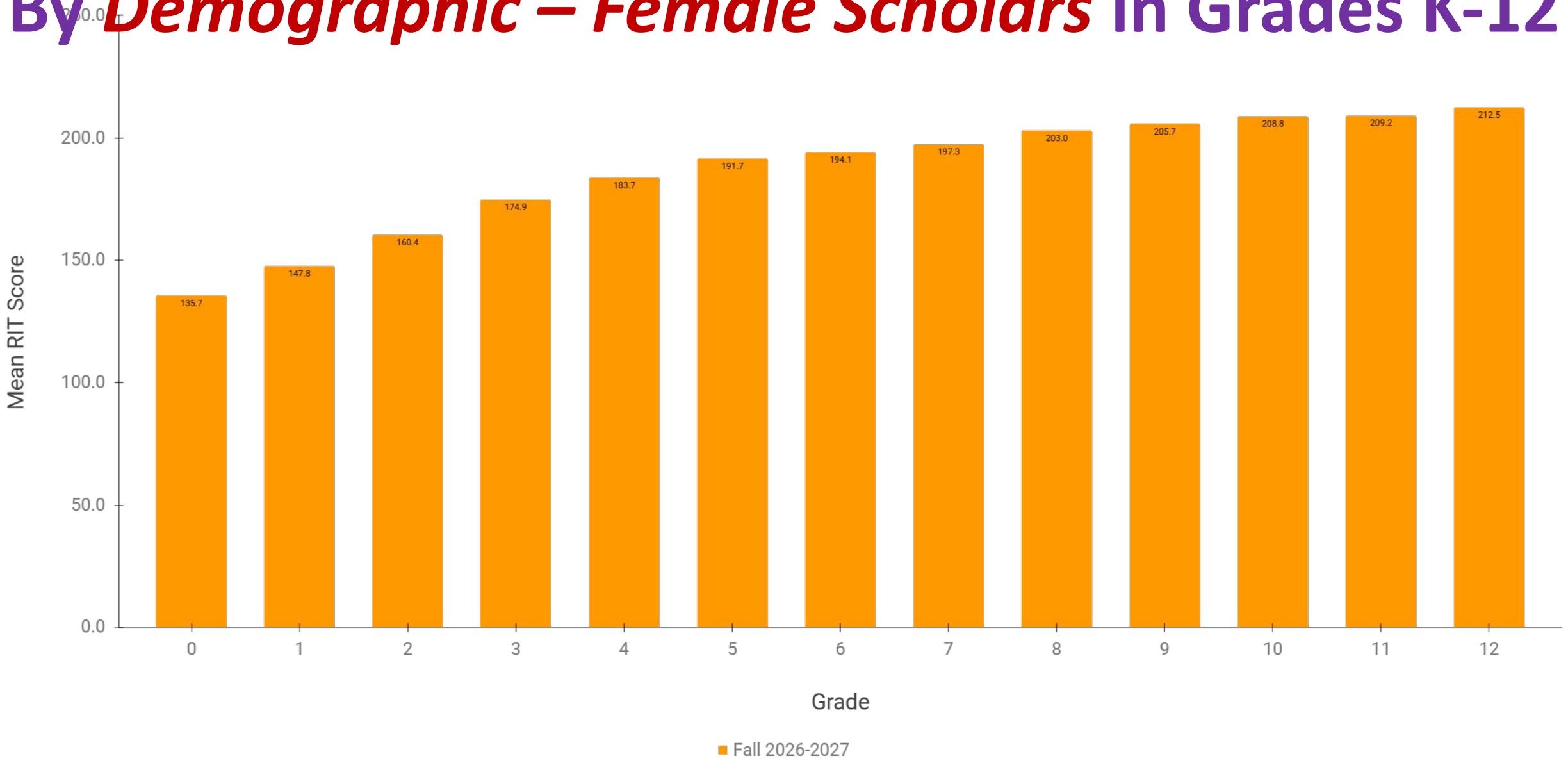


# Reading Achievement Assessment

# By *Demographic – Female Scholars* in Grades K-12



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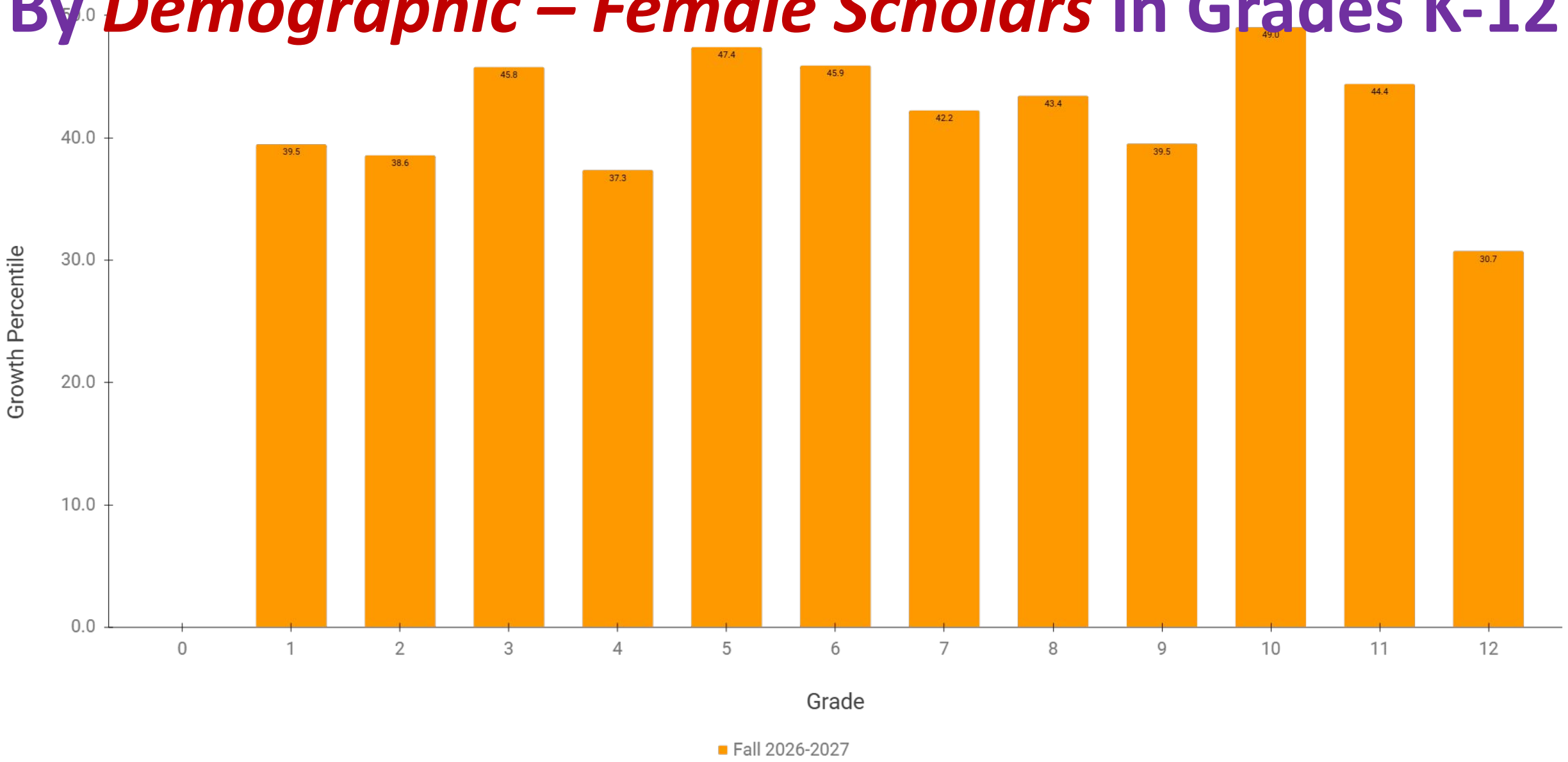

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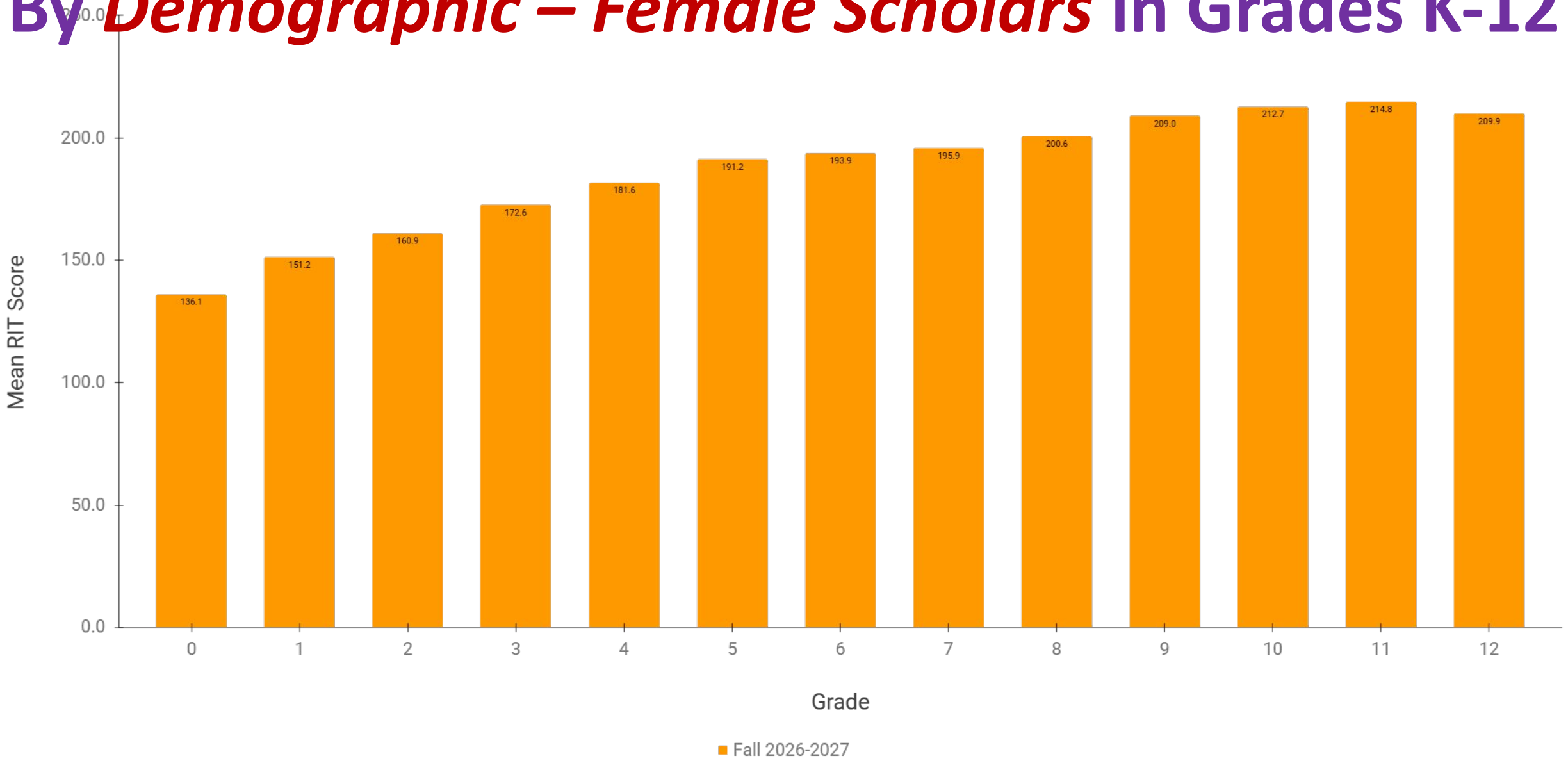

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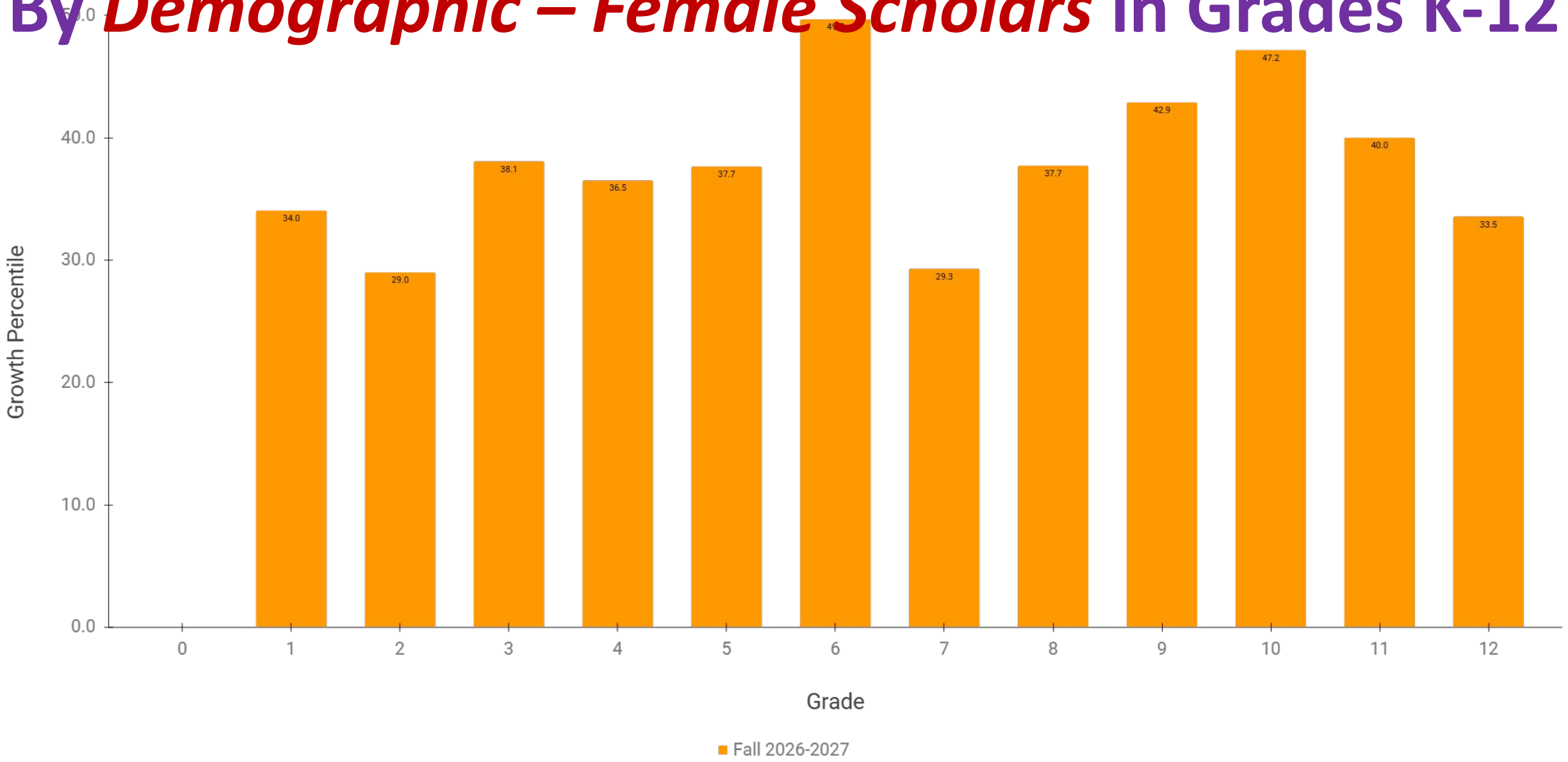

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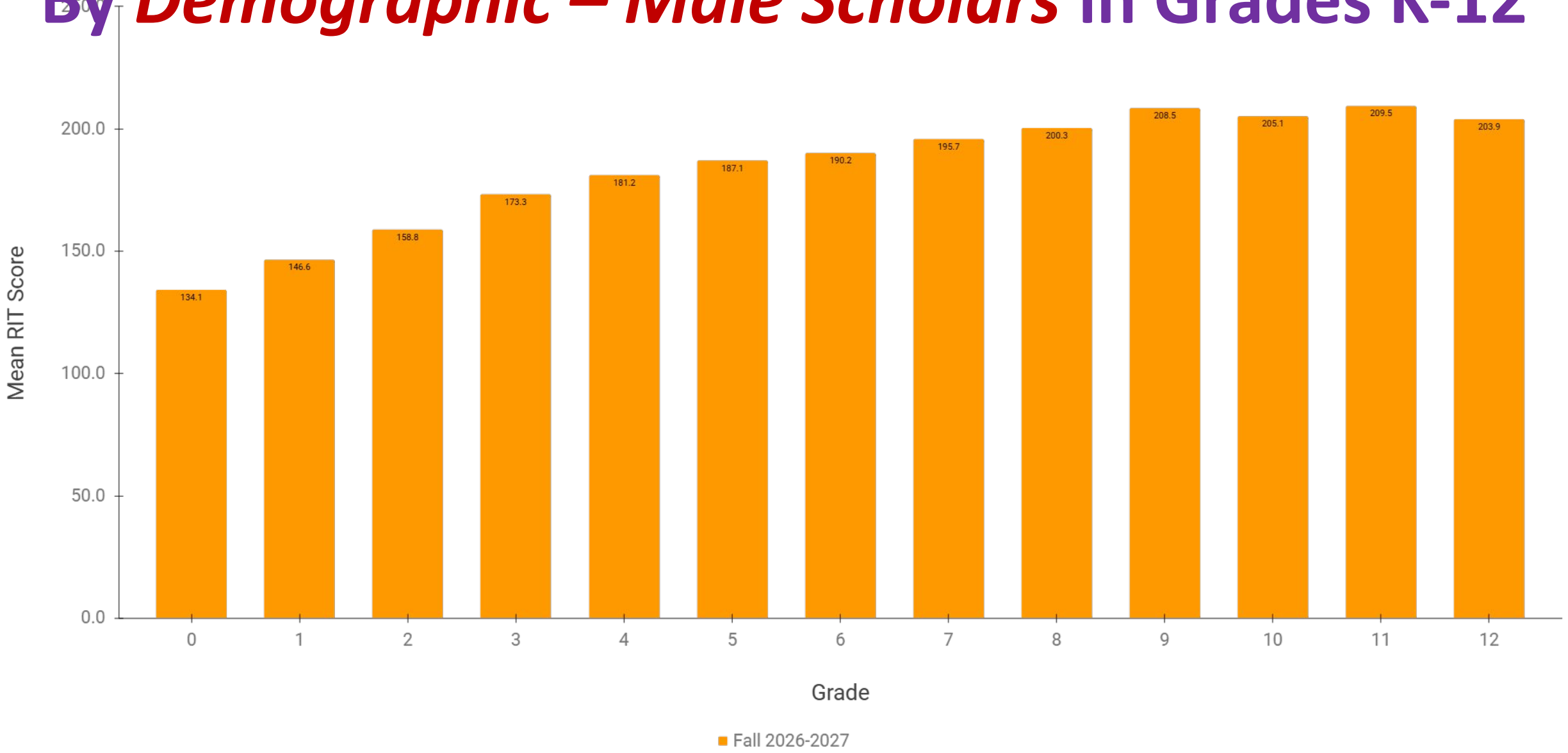

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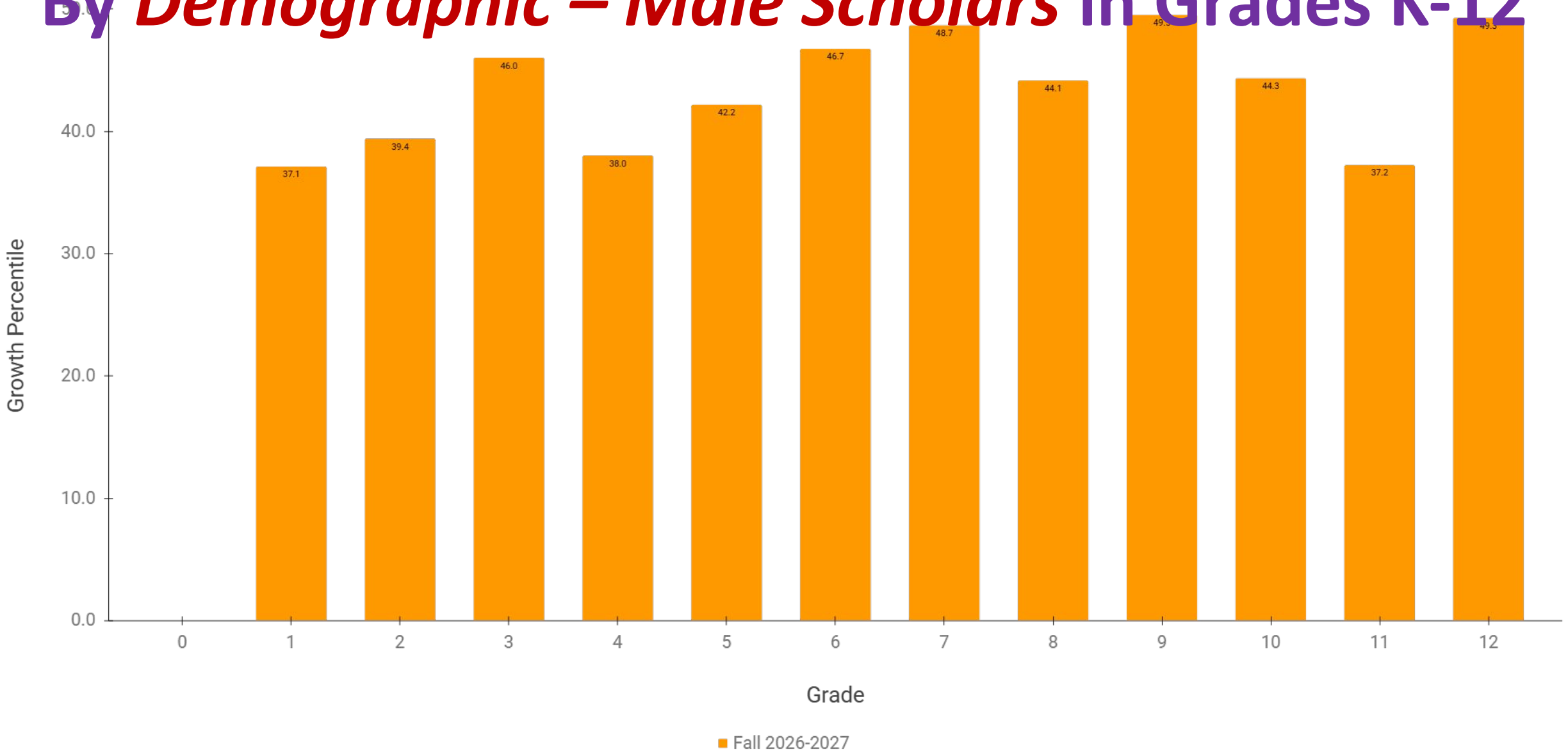

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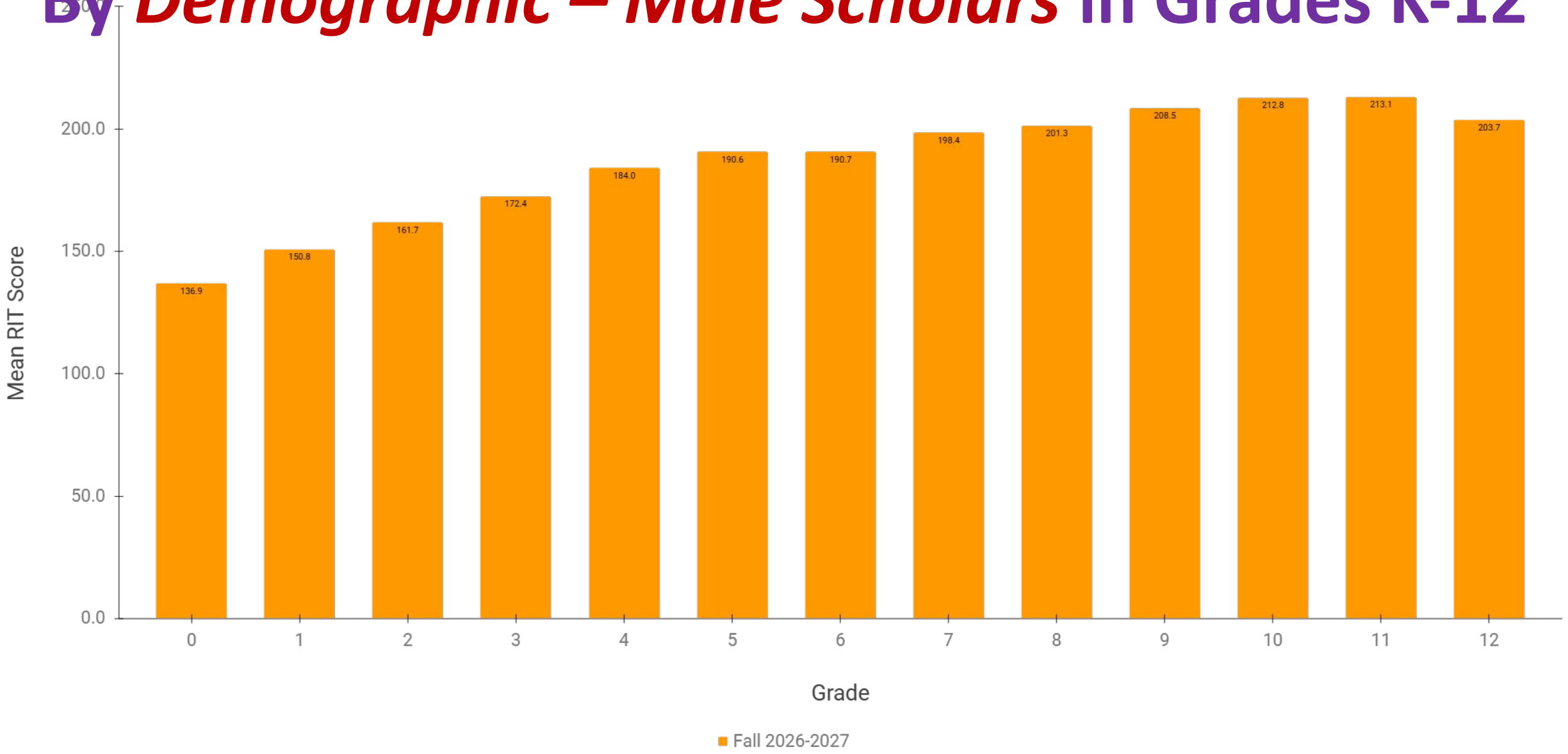

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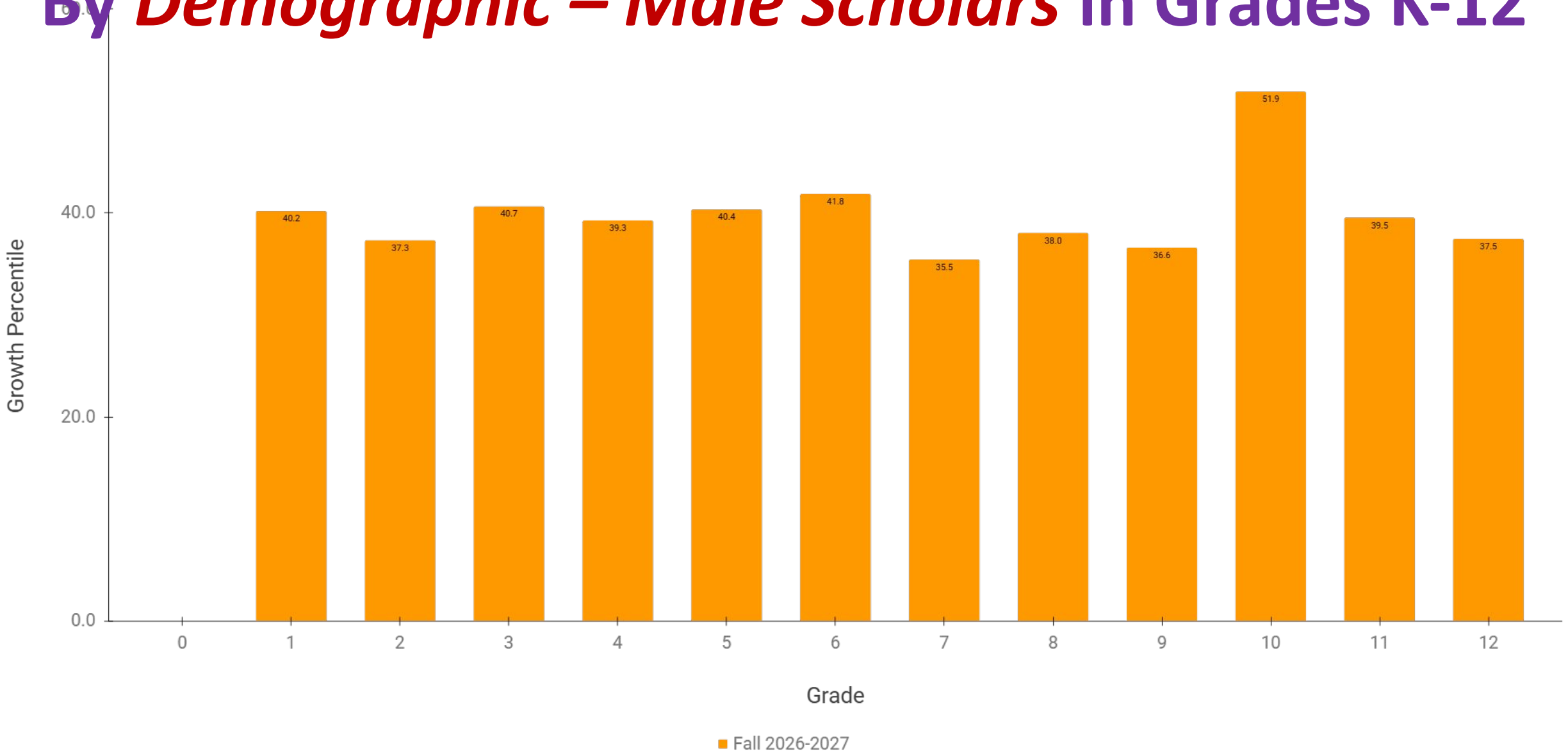

# Reading Achievement Assessment
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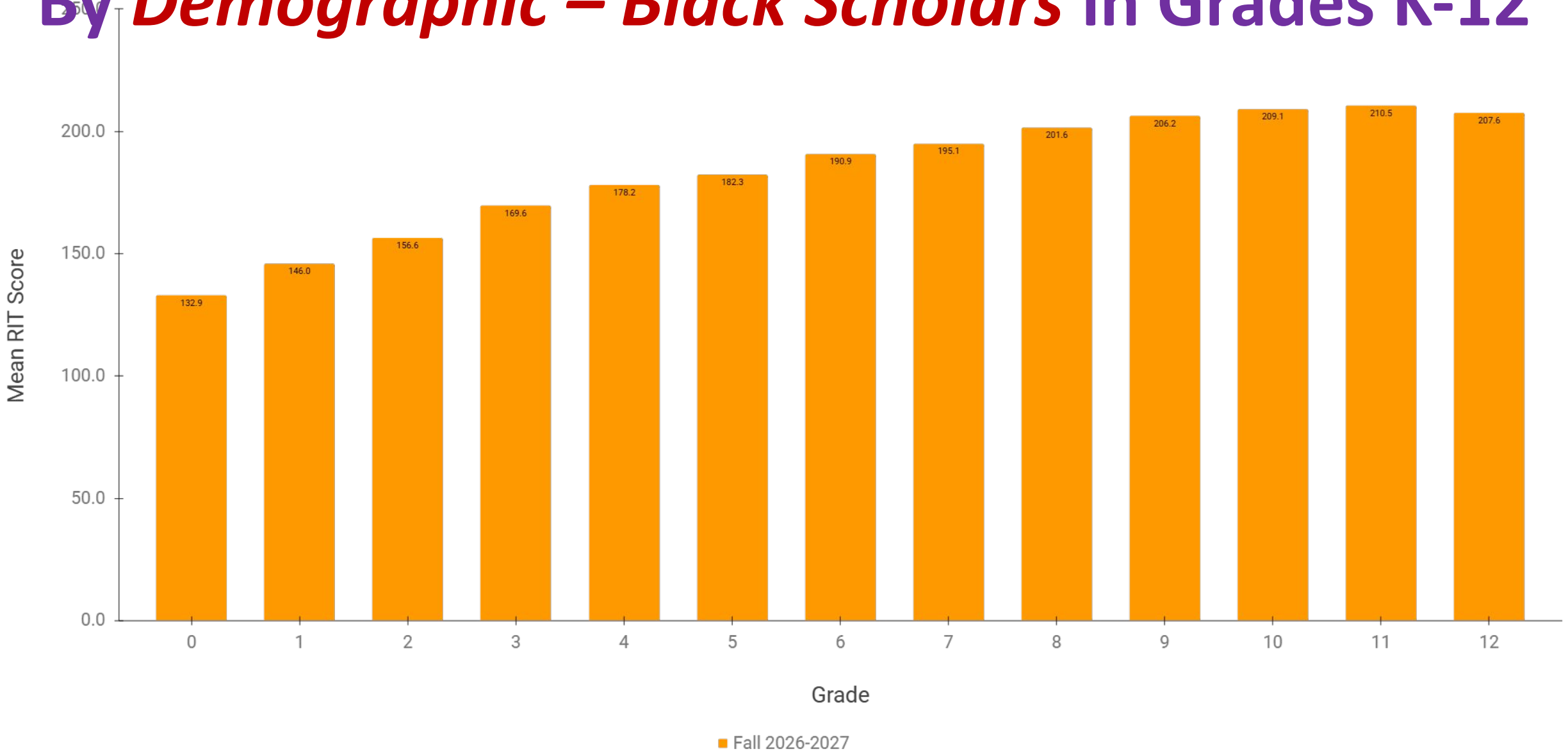

# Reading Growth Percentile
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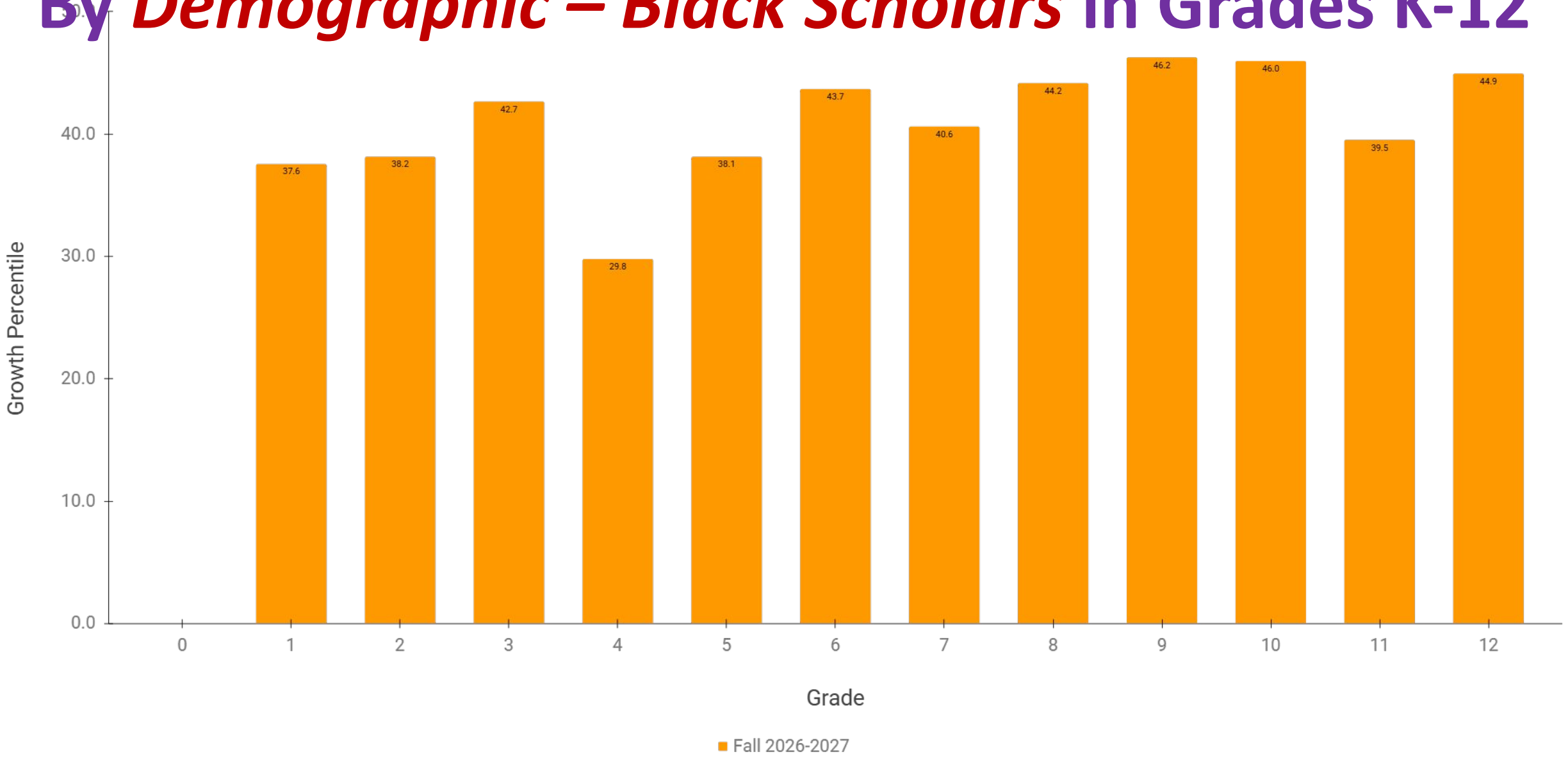

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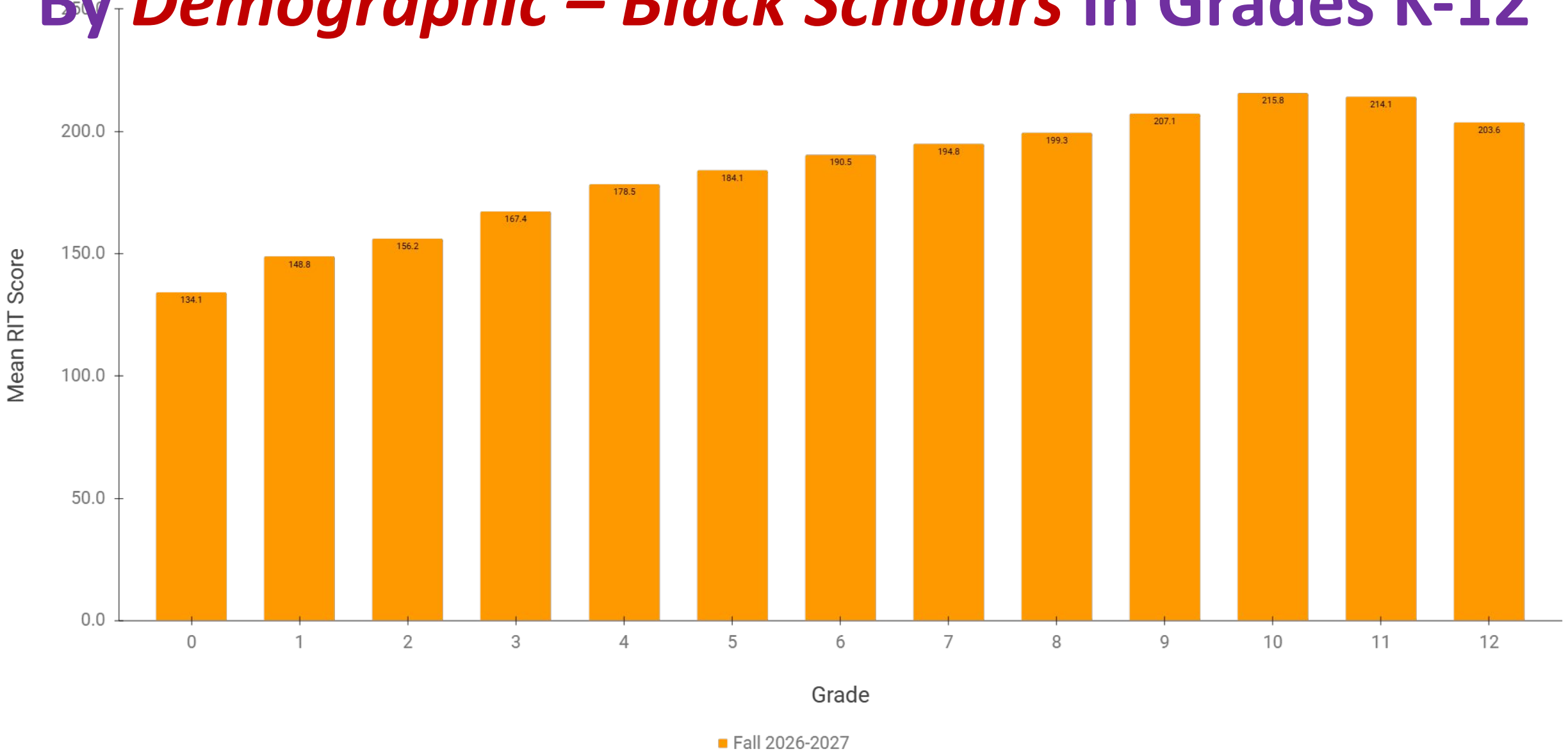

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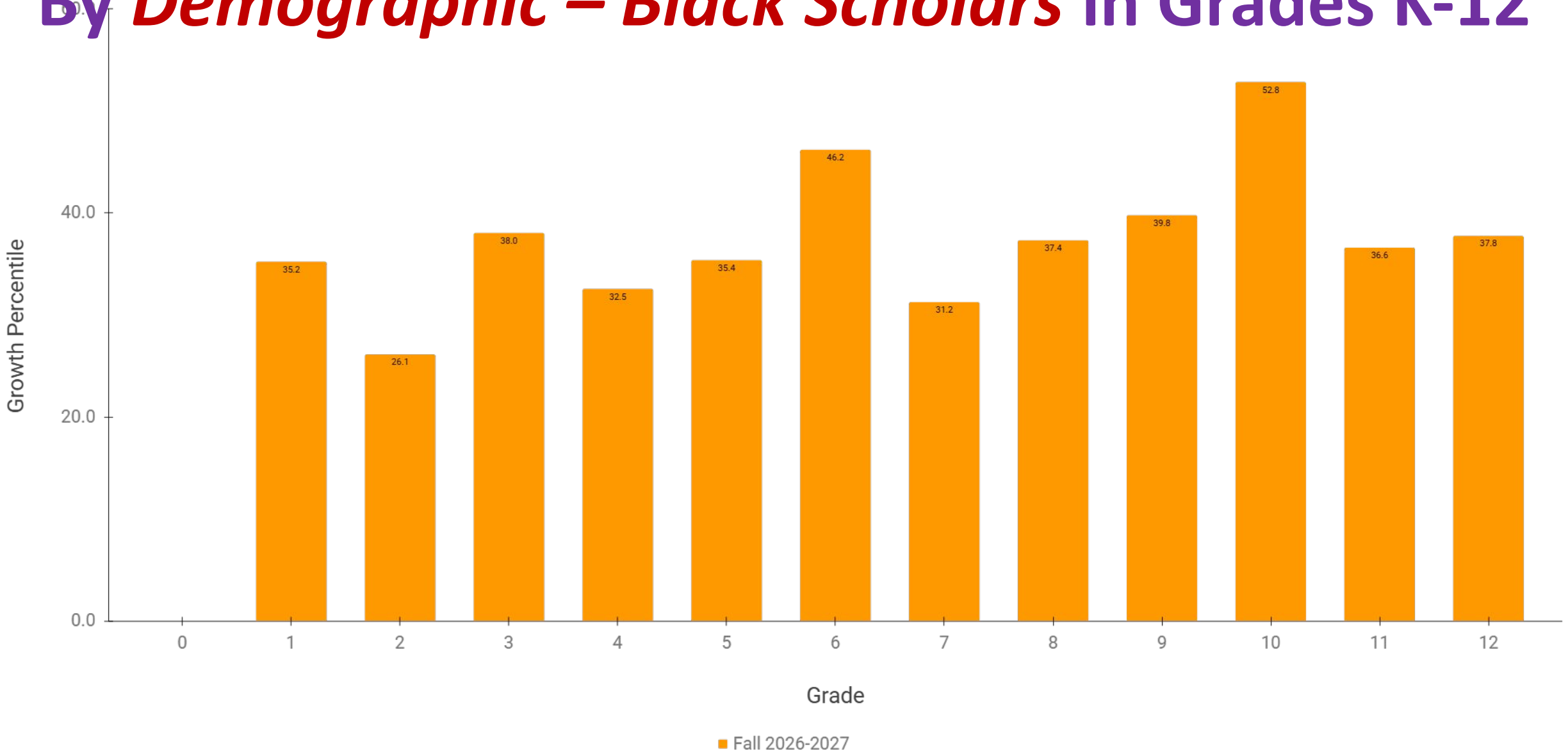
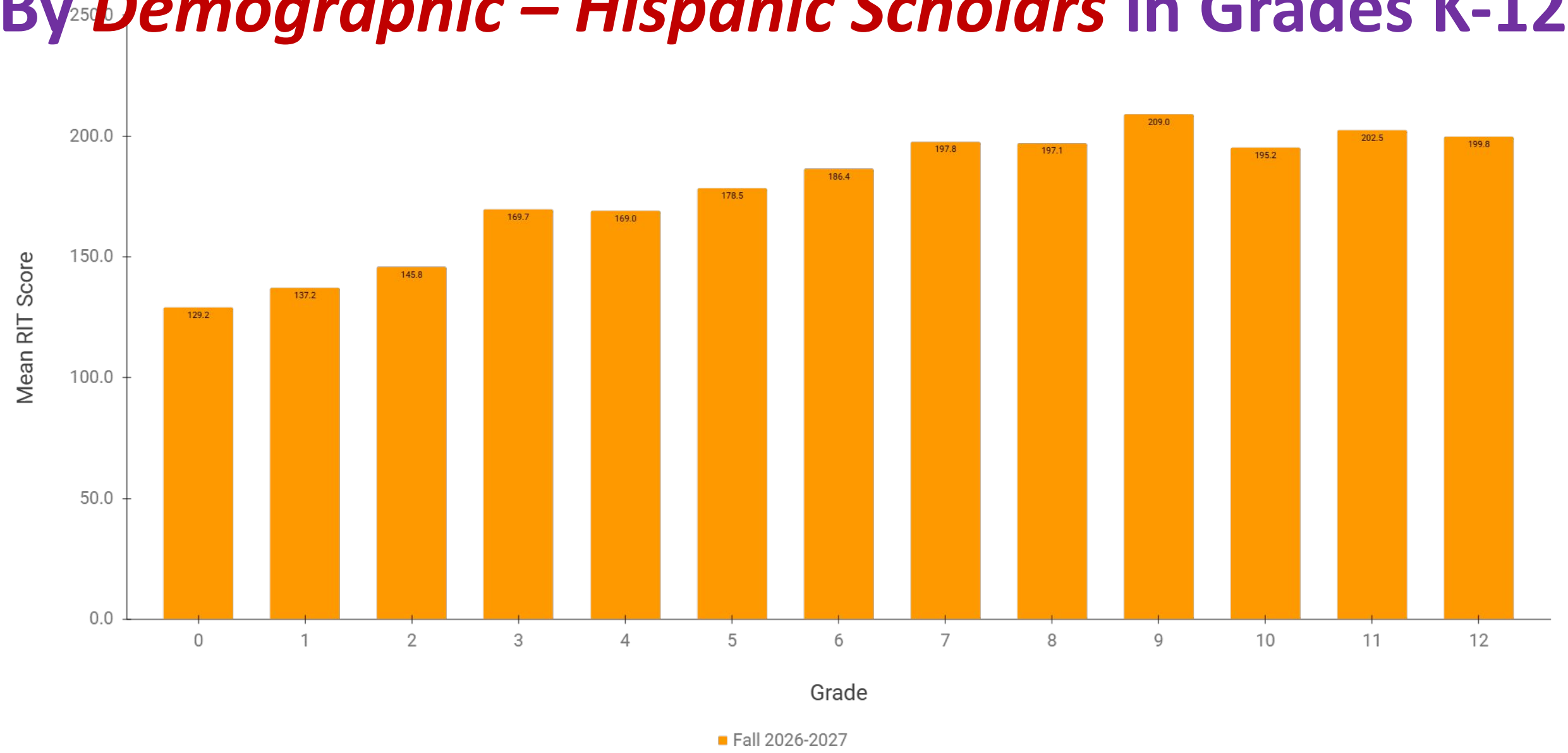


# Reading Achievement Assessment

# By *Demographic – Hispanic Scholars* in Grades K-12



# Reading Growth Percentile
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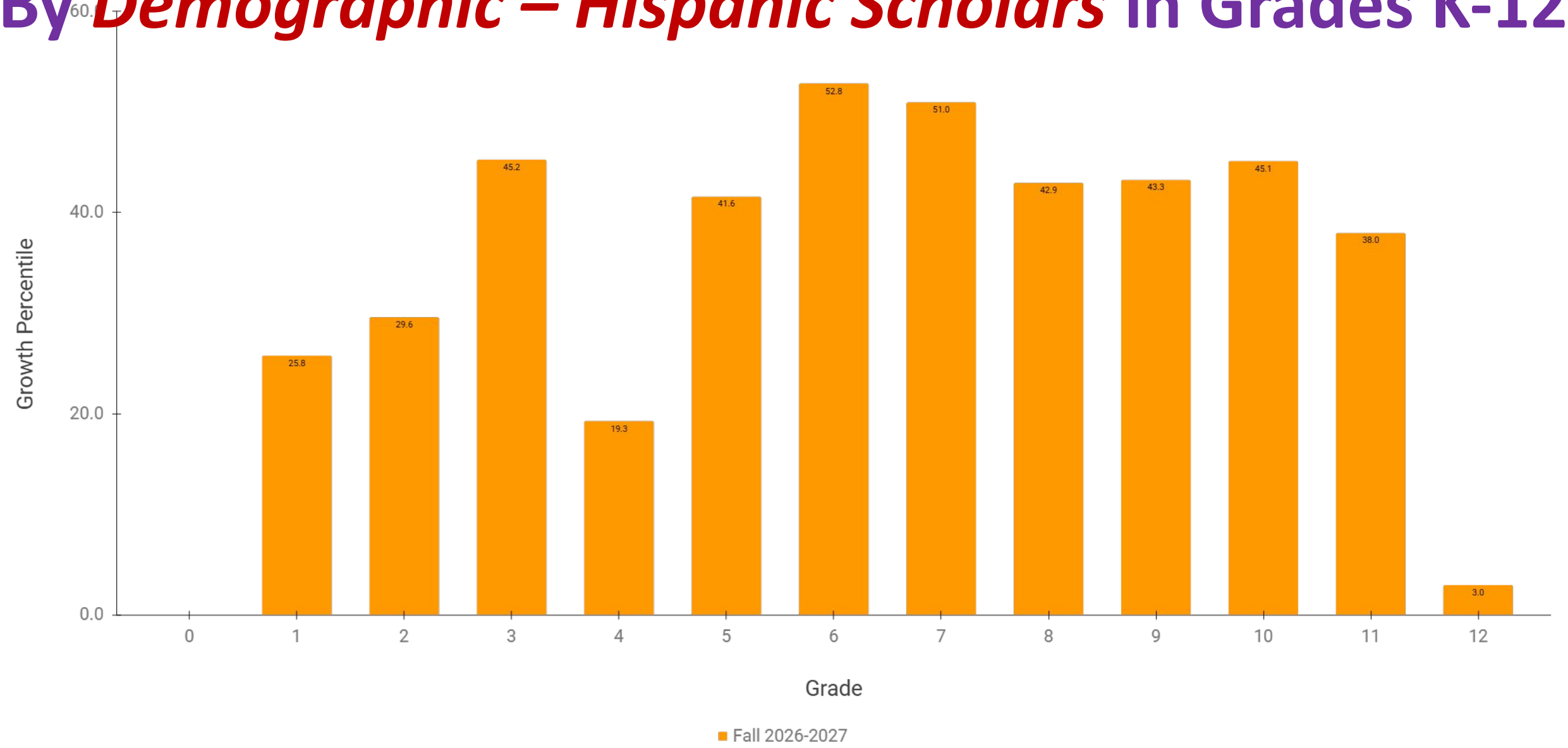

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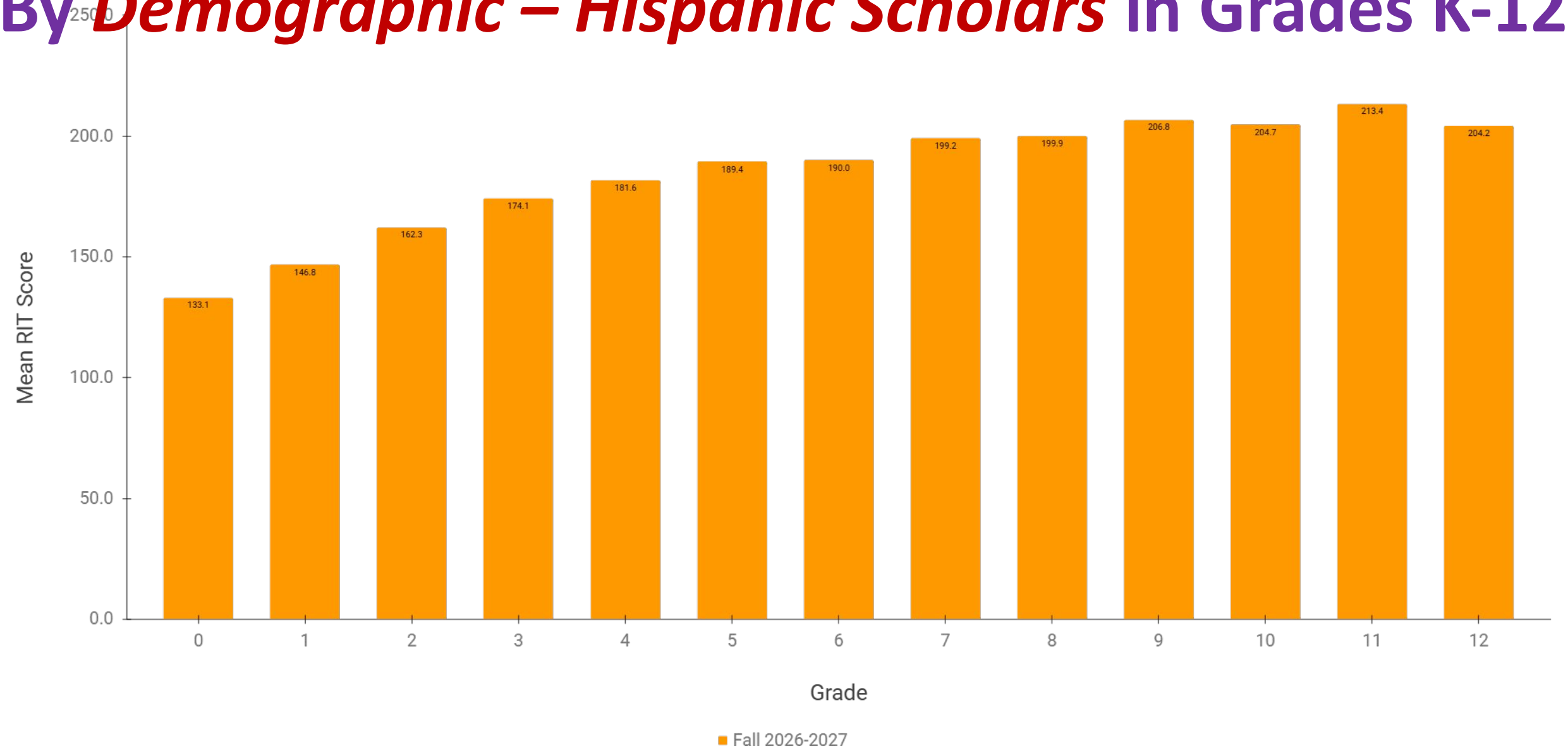

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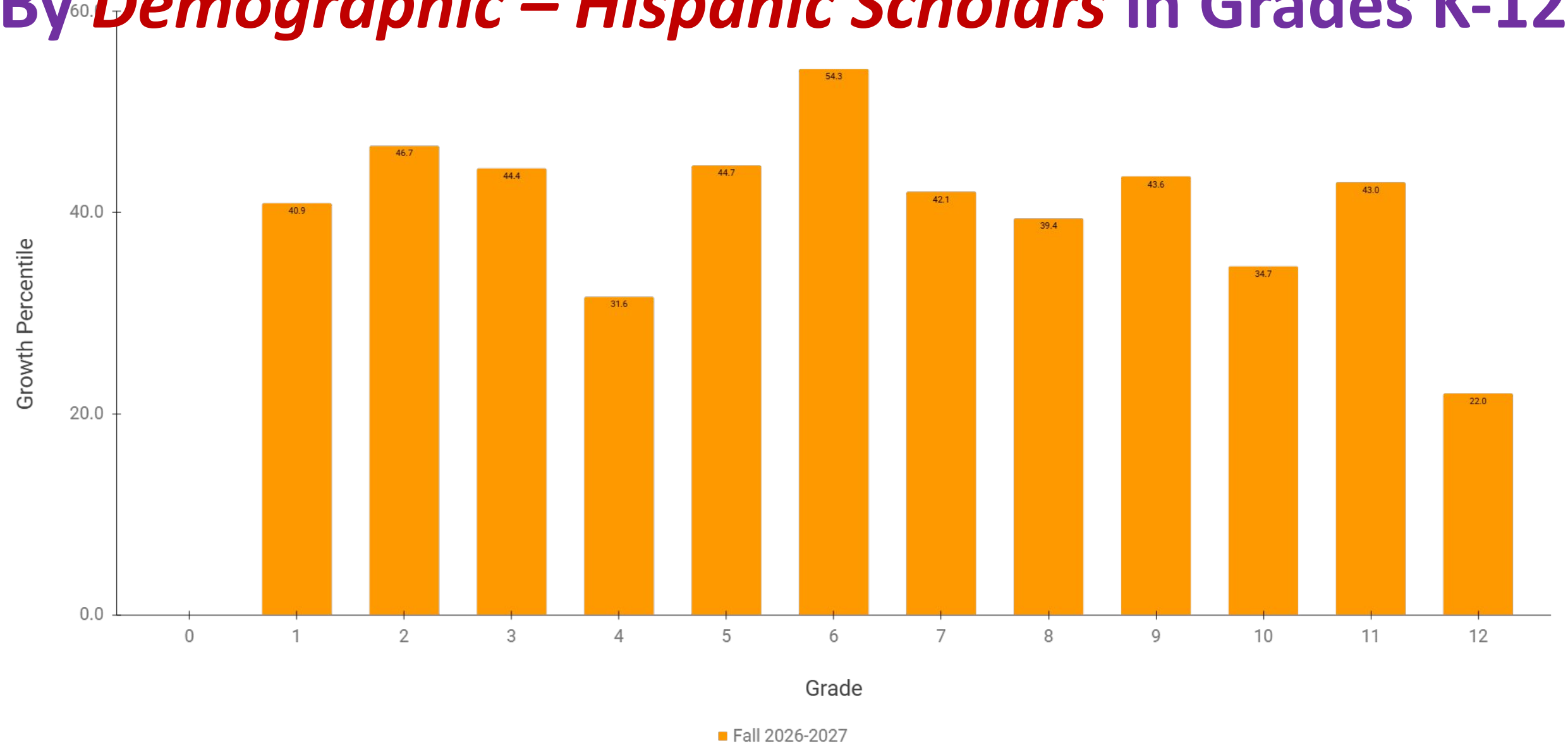
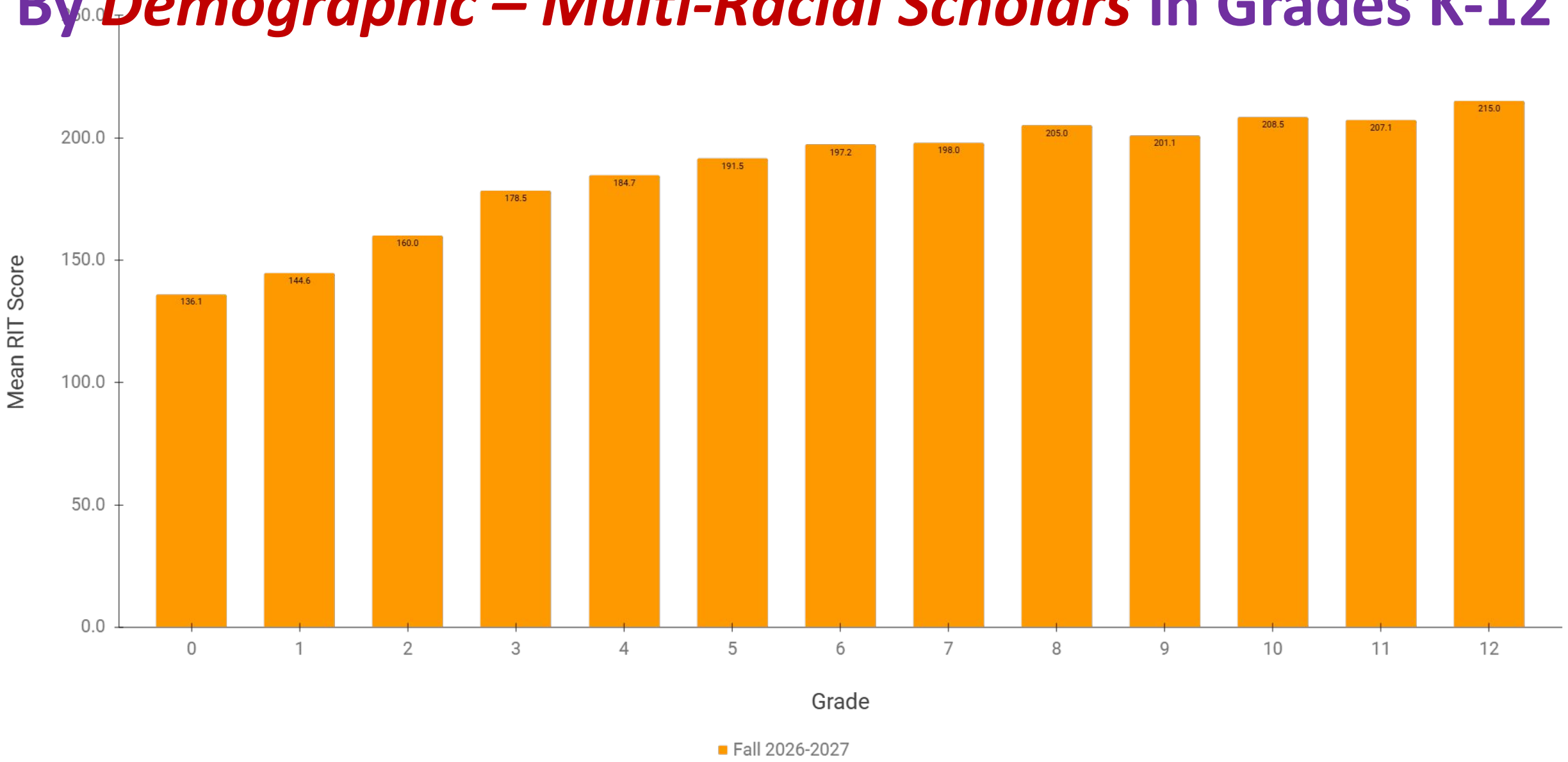


# Reading Achievement Assessment
# By *Demographic – Multi-Racial Scholars* in Grades K-12



# Reading Growth Percentile
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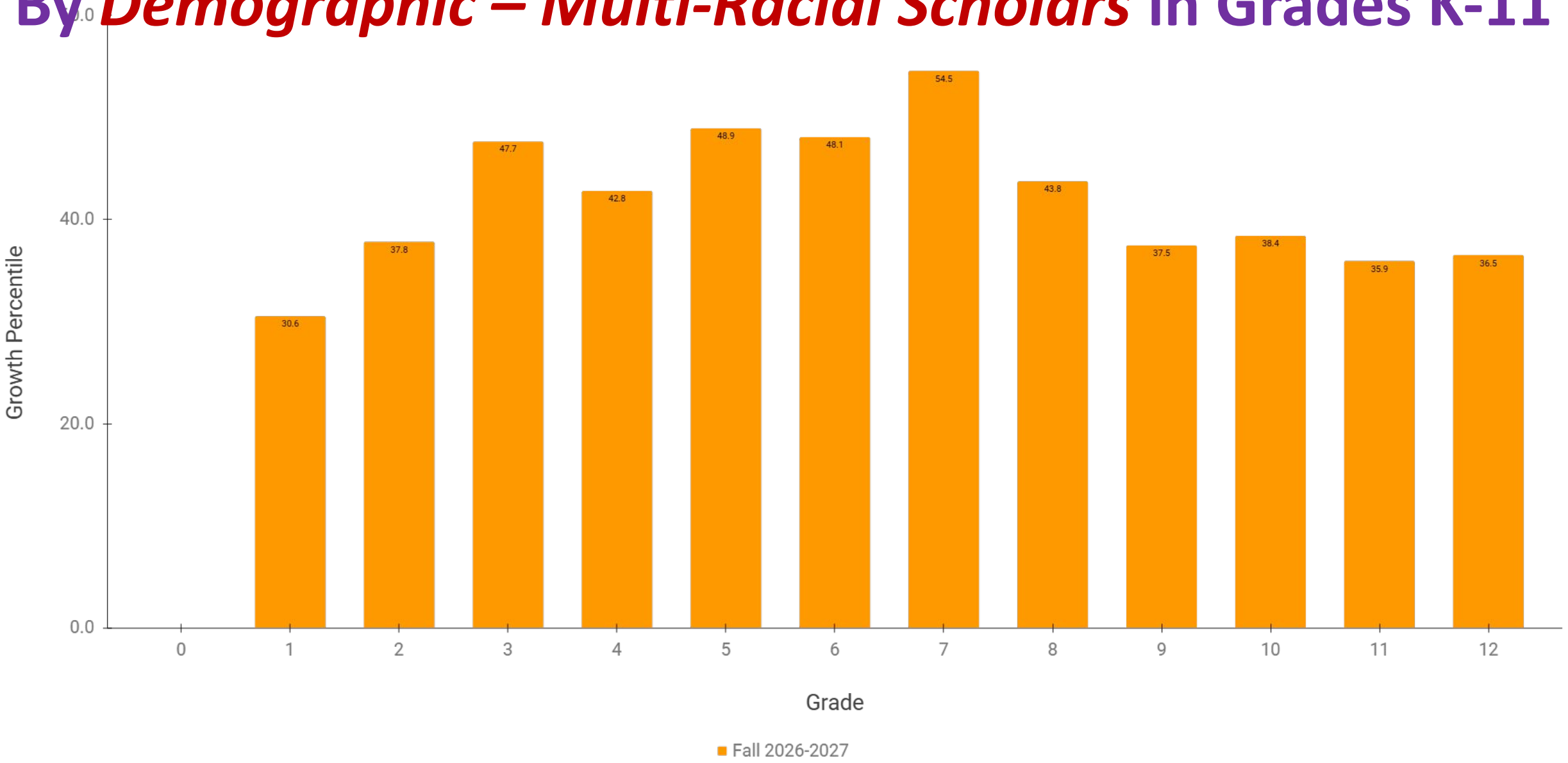

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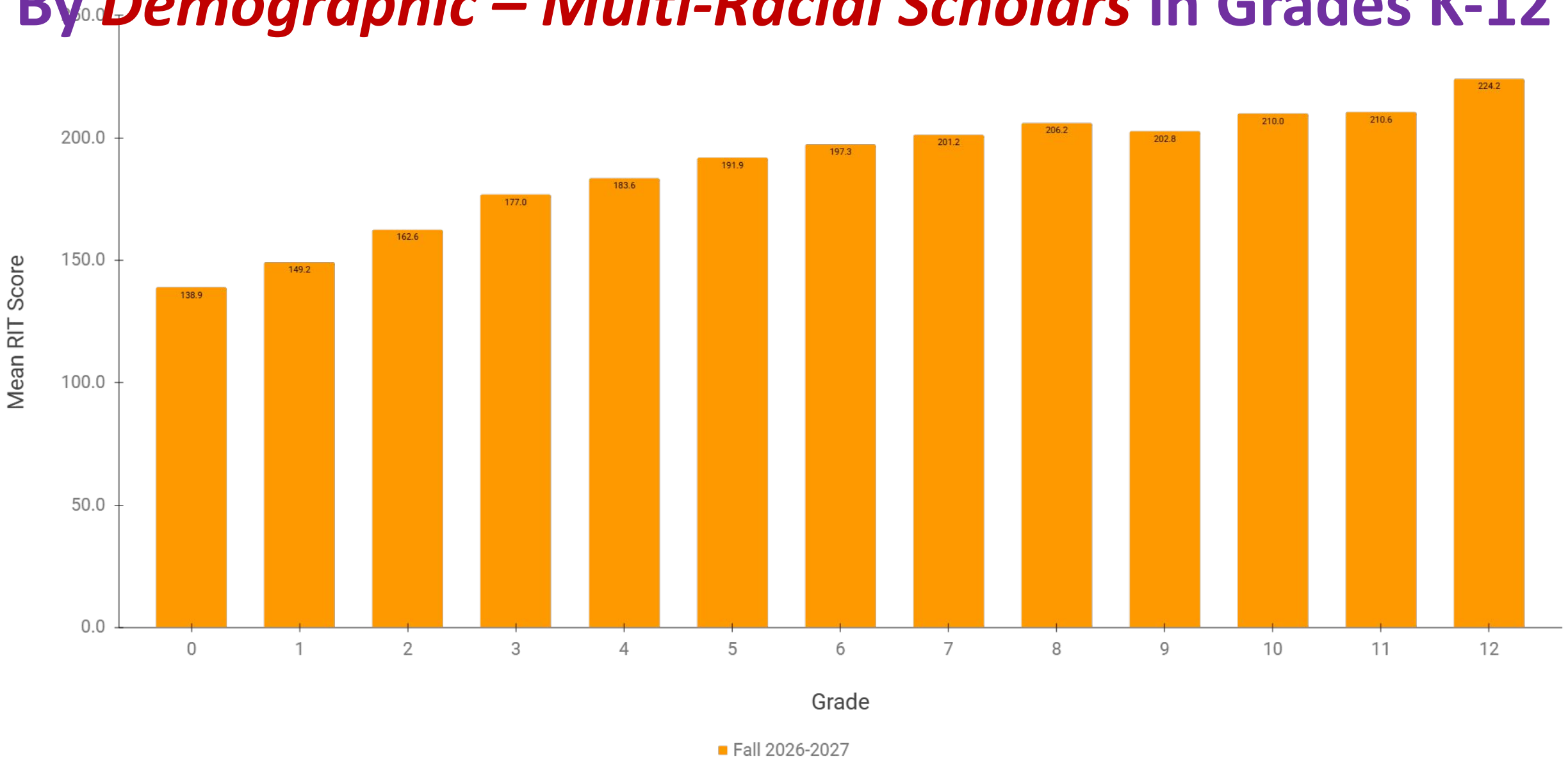

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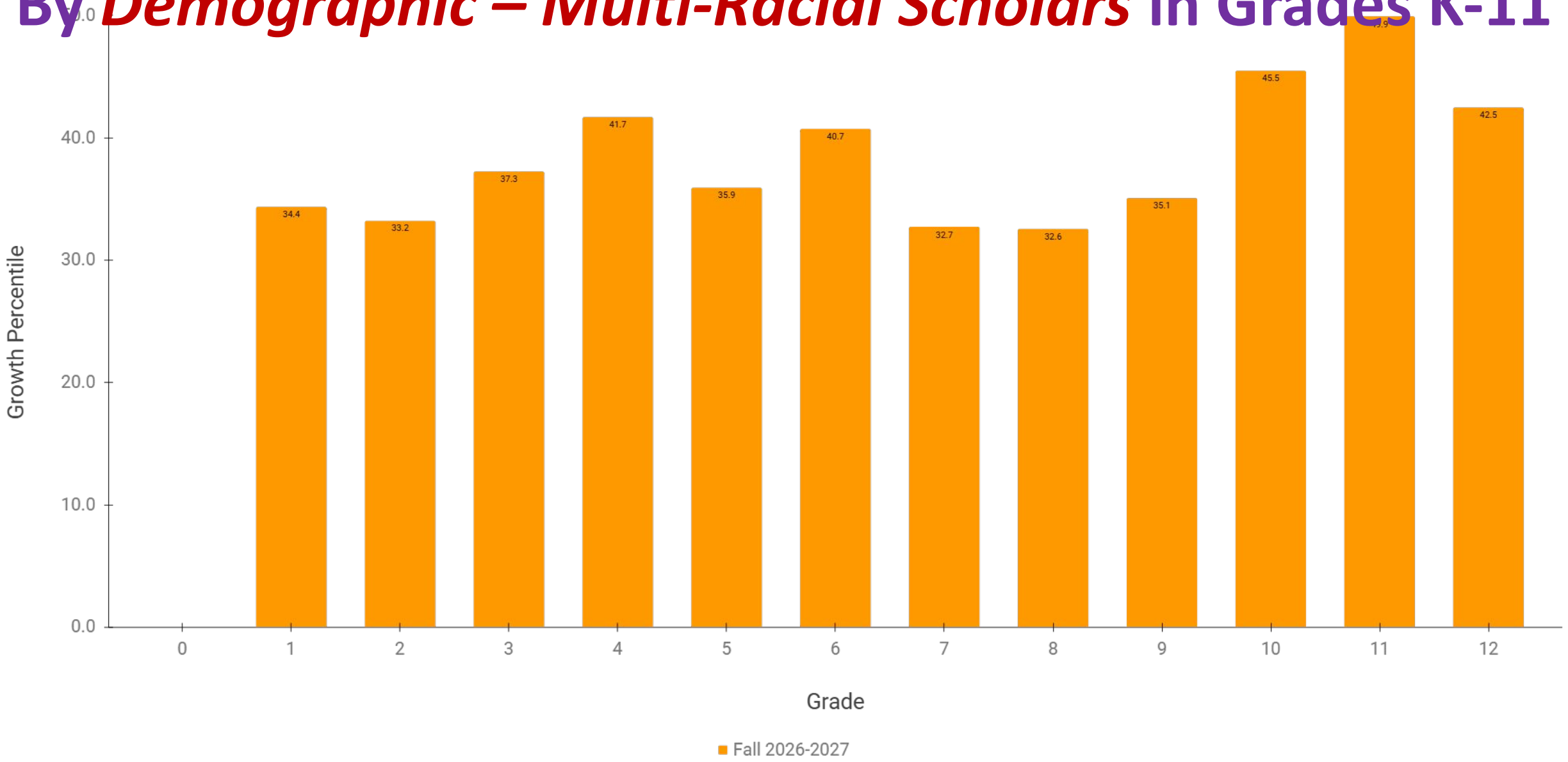

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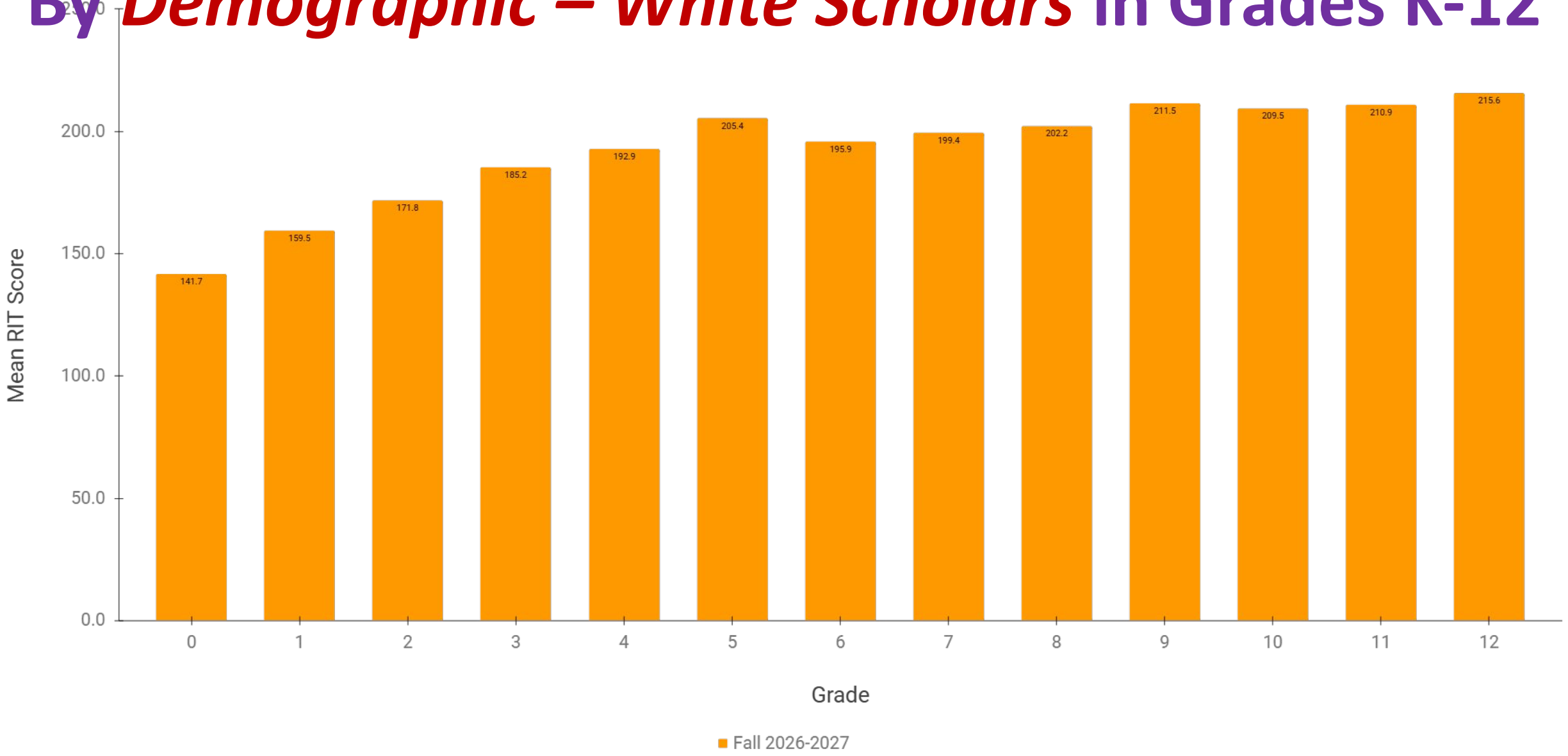

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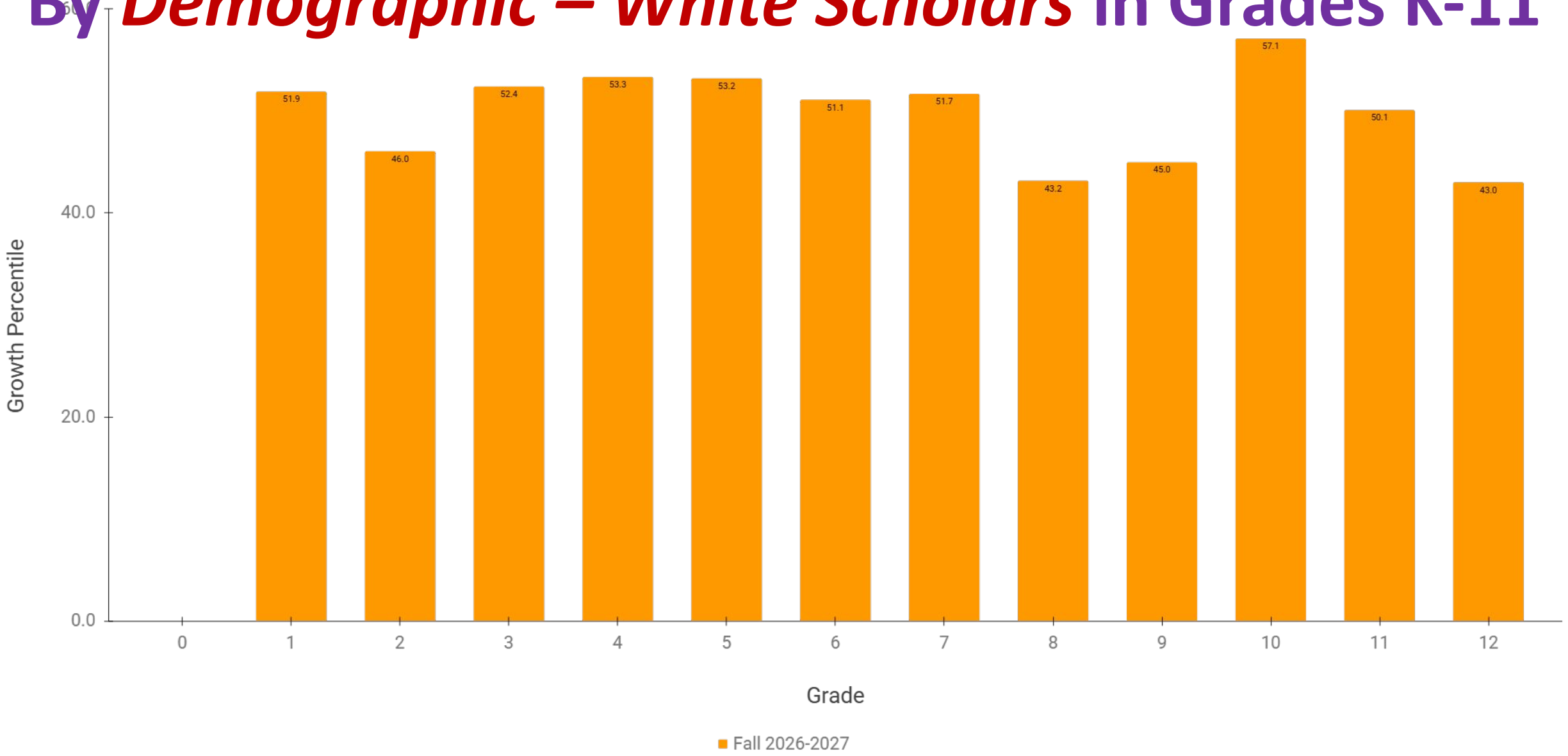

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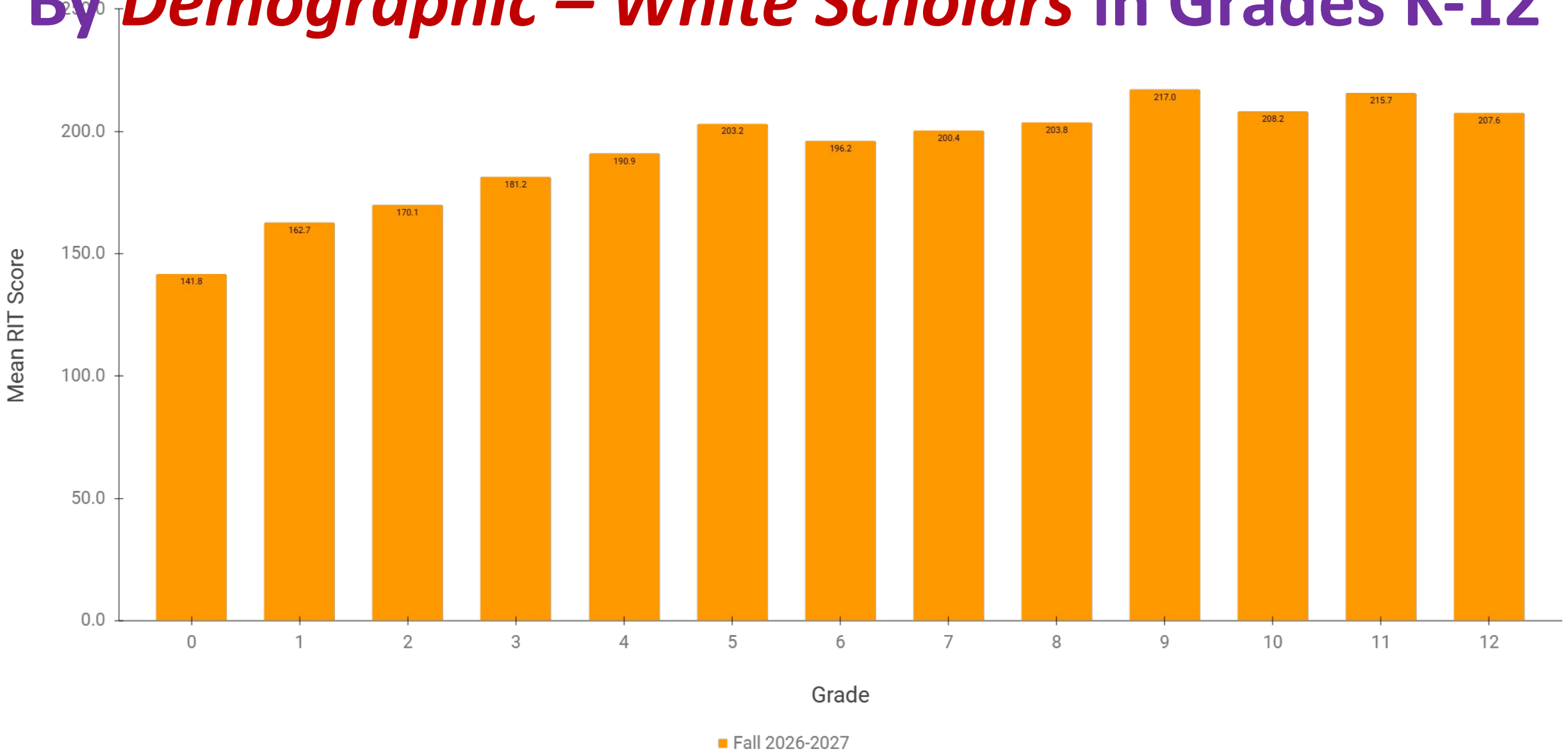

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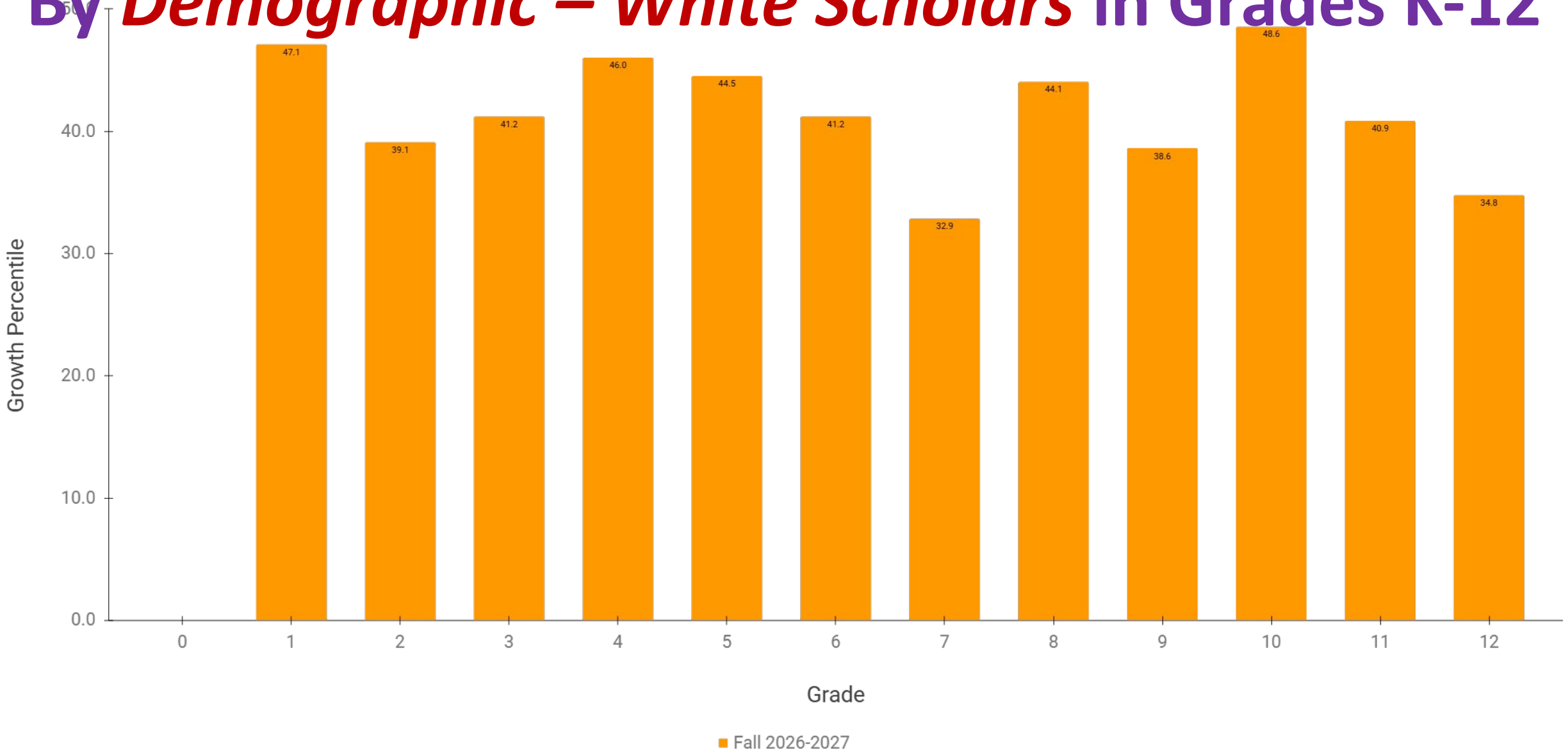
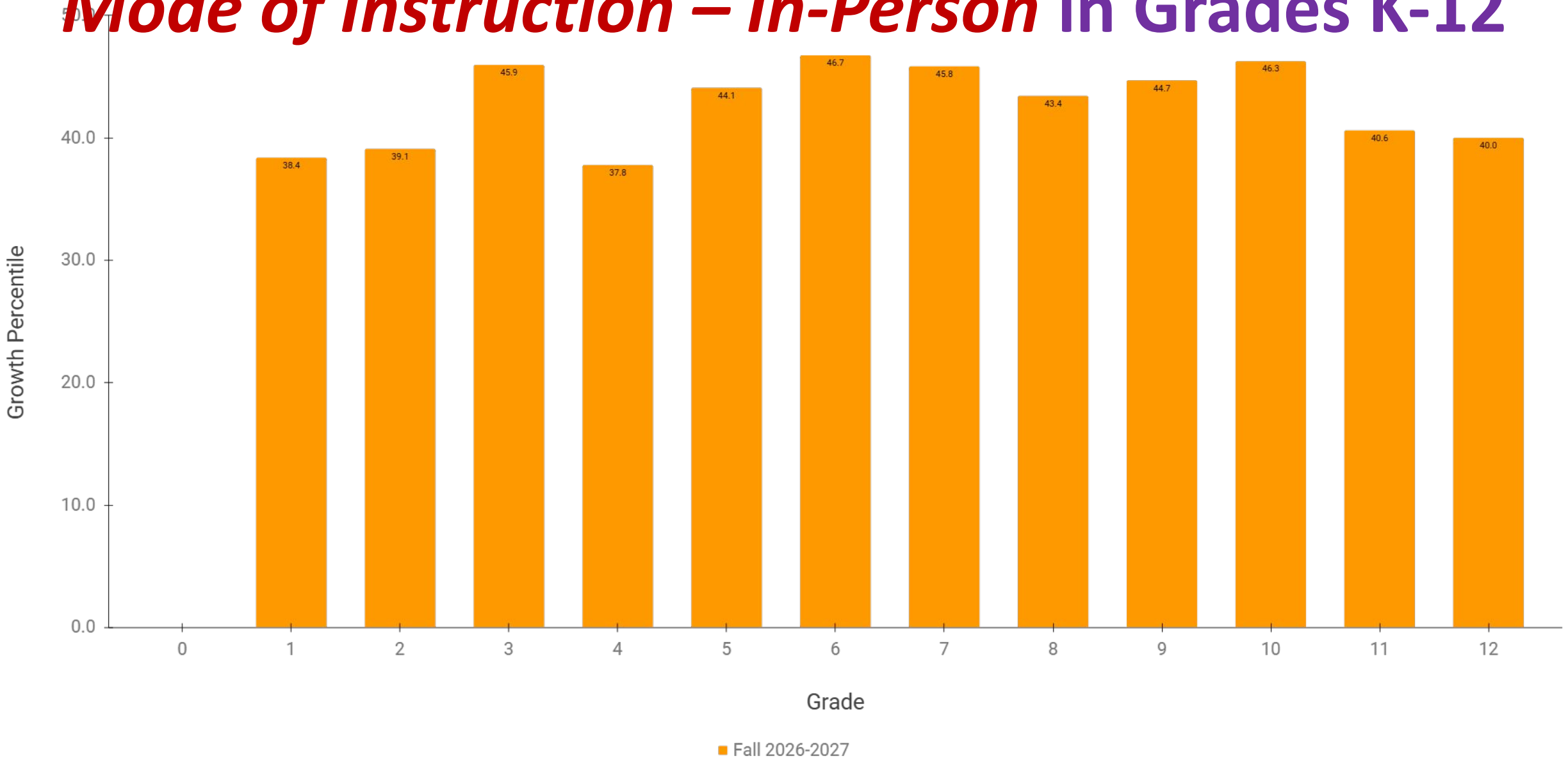


# Reading Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



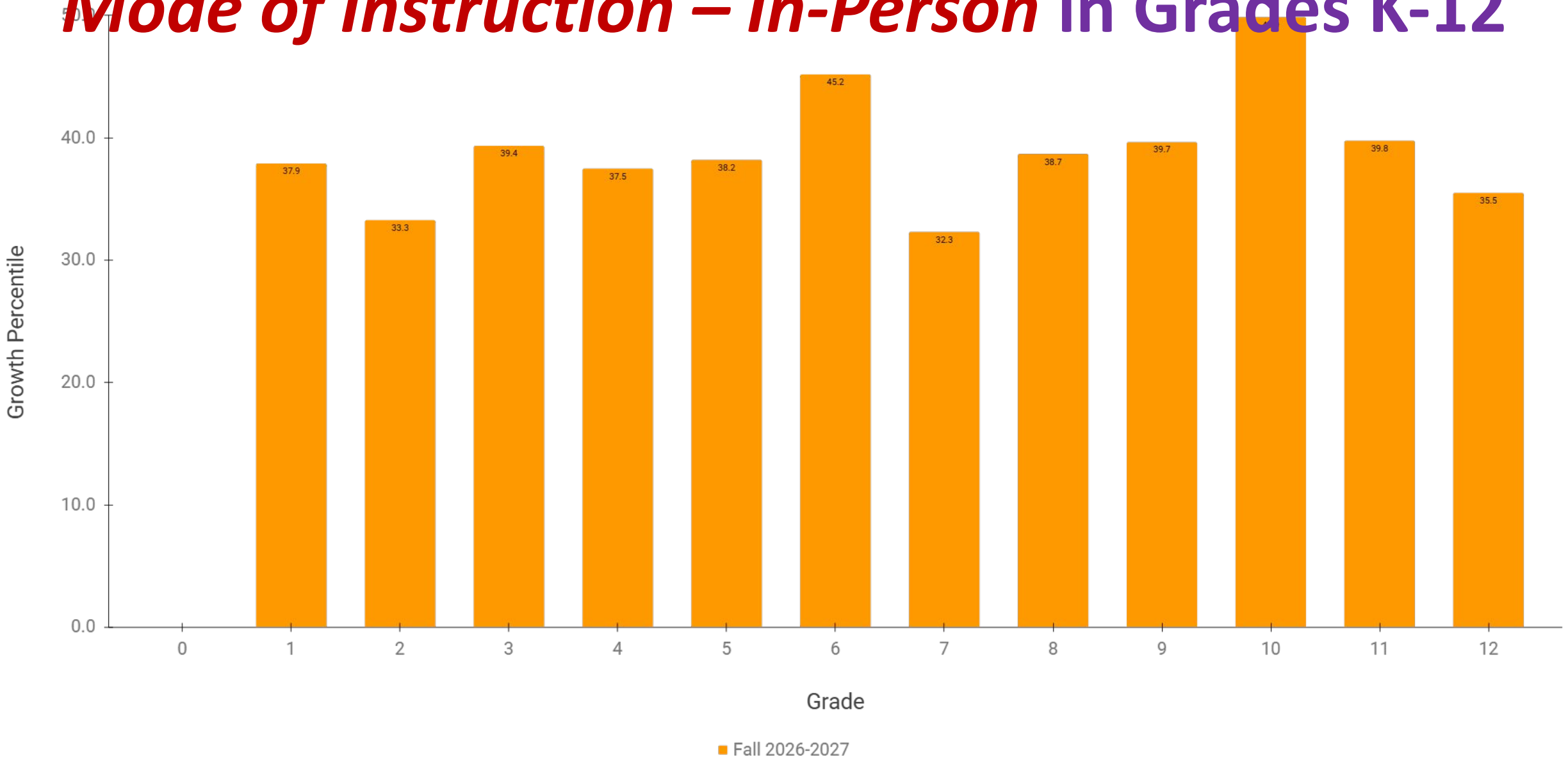
# Reading Growth Percentile By *Mode of Instruction – In-Person* in Grades K-12



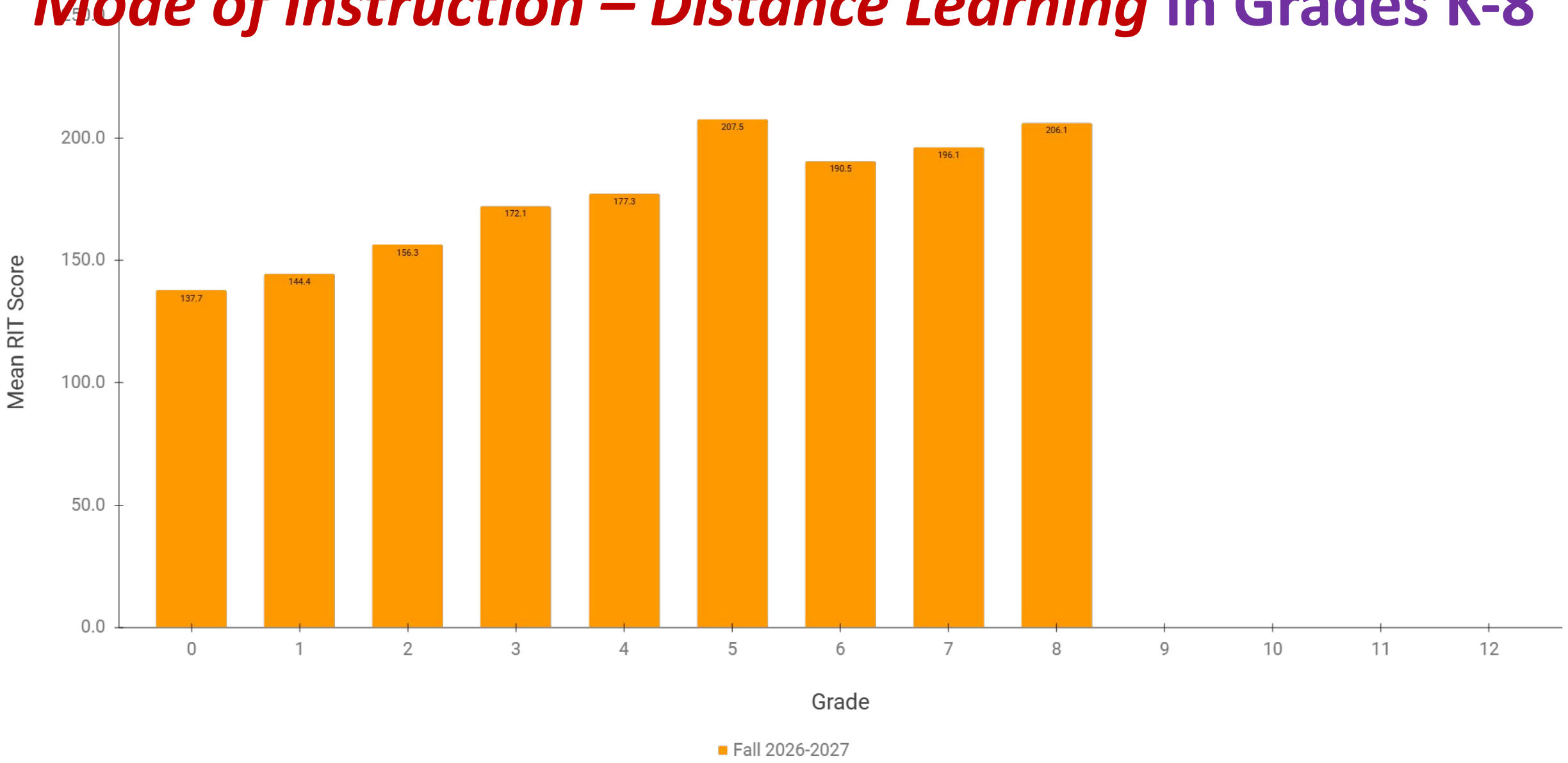
# Math Achievement Assessment By *Mode of Instruction – In-Person* in Grades K-12



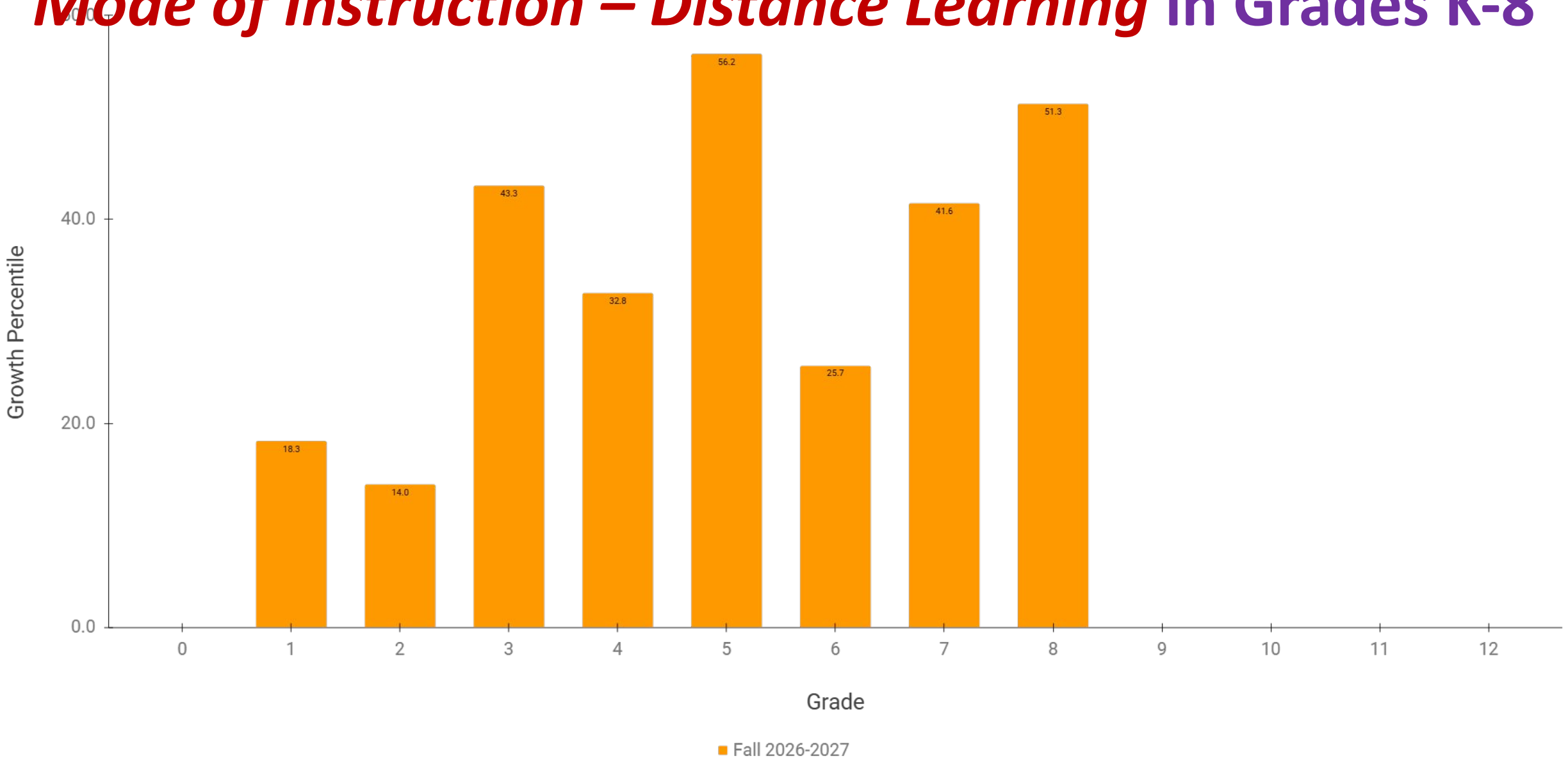
# Math Growth Percentile By *Mode of Instruction – In-Person* in Grades K-12



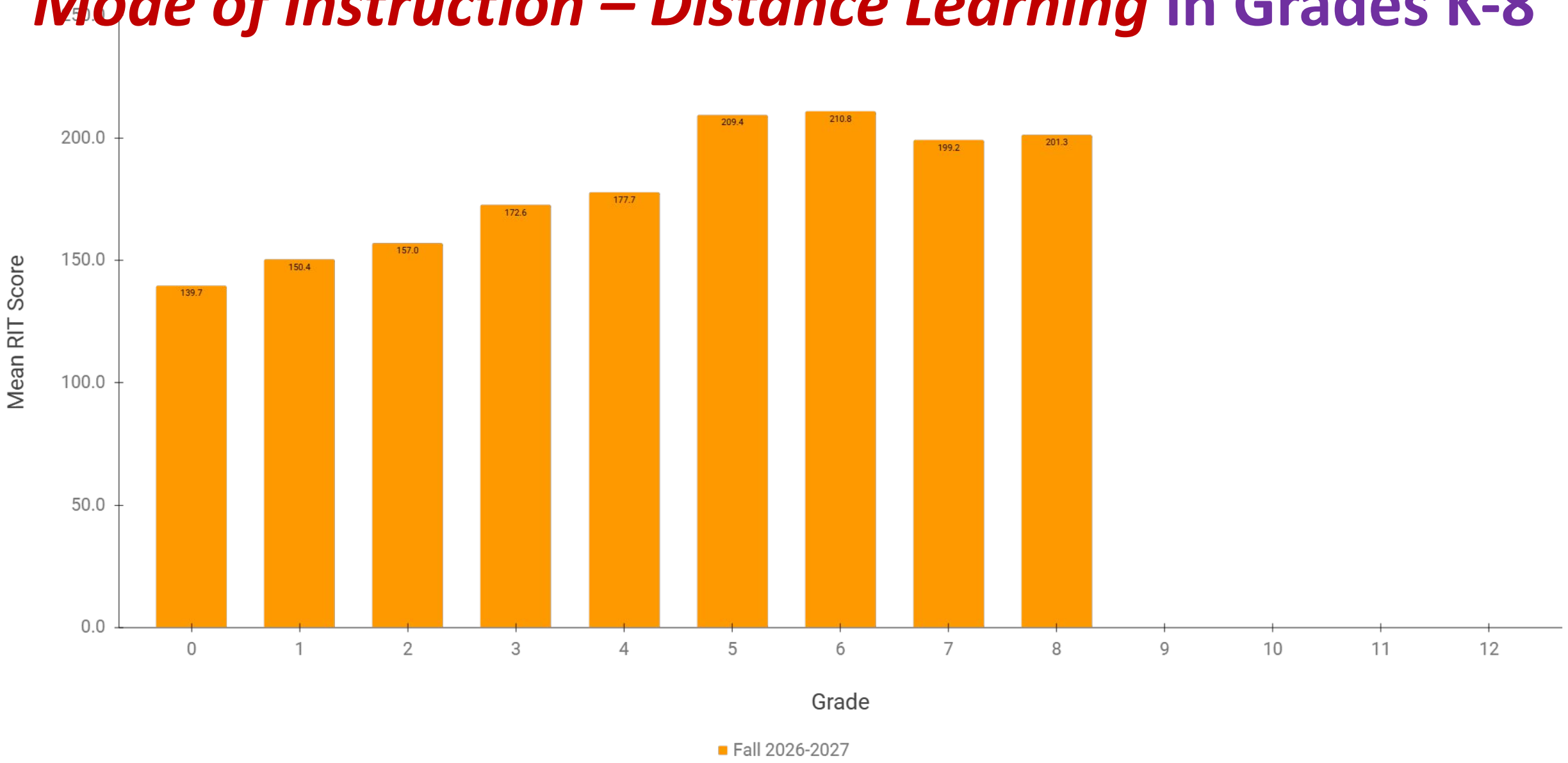
# Reading Achievement Assessment By *Mode of Instruction – Distance Learning* in Grades K-8



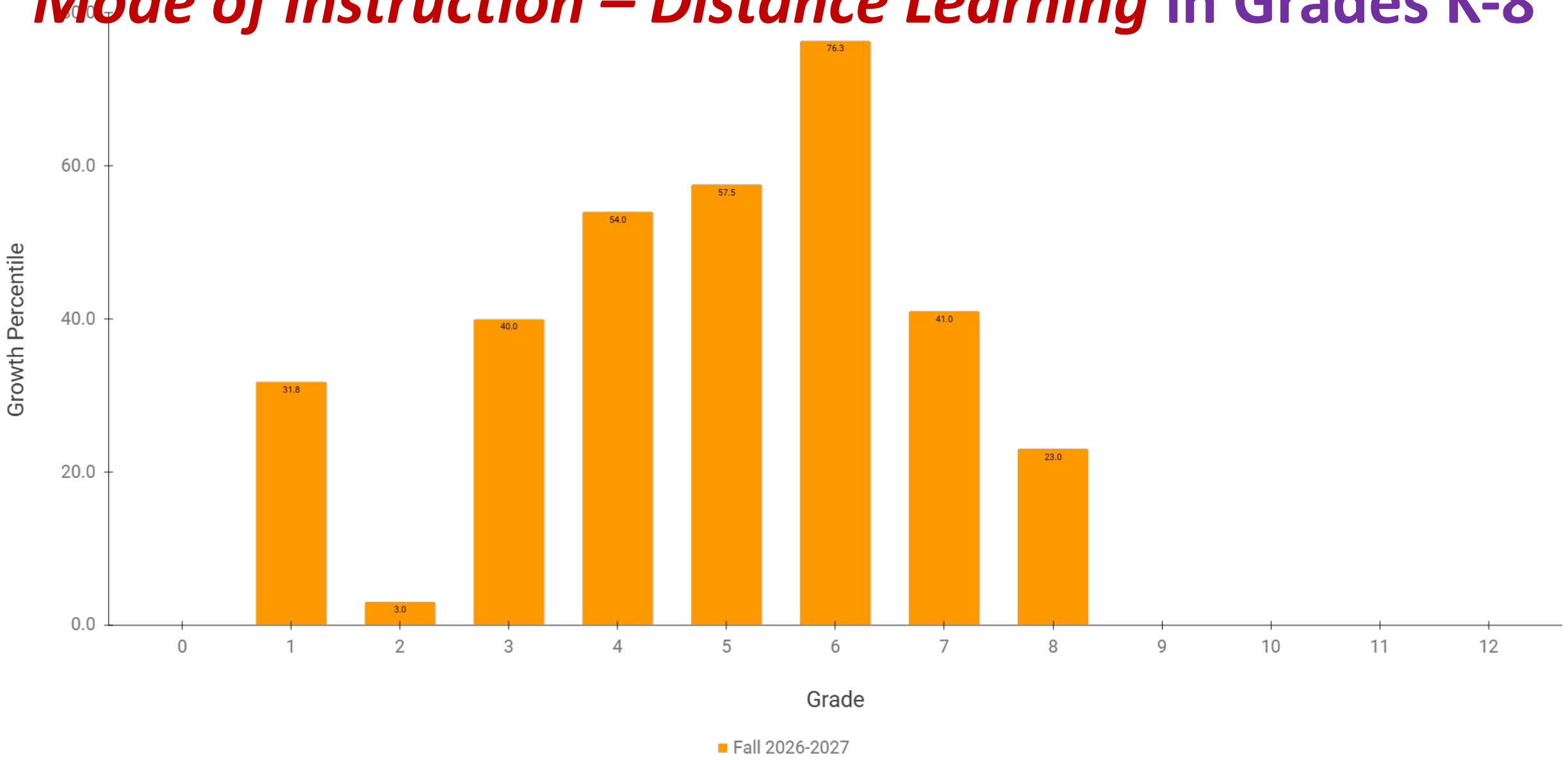
# Reading Growth Percentile By *Mode of Instruction – Distance Learning* in Grades K-8



# 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 Scholars Progress

- Fall benchmarks (growth and achievement) in both reading and math have become more uniform across most of the grade levels.
- For our returning 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 scholars.

# What's Next for Literacy?

- During the 2026-2027 school year YCMS continues to offer Read 180, Beable, and Writable to every scholar thereby ensuring that all scholars receiving the support they need to succeed.

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

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

# What's Next for Literacy?

- All Schools continue to use the Diverse Literacy Libraries, Novel Effect, Storybook Gem, 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, CTE, and VILS – are shifting the way we learn, work, and adapt at YCS.

# What's Next for Numeracy?

- All Schools are implementing the MTSS Tiered Systems of Support and EWIMS for Numeracy.
- All K-5 Math Interventionists are utilizing the SIS approved Intervention on the Go to improve student math mastery.
- 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?*