MAISA | MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS
SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES

geln General Education Leadership Network

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 First Board Meeting in February and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b / 104a / 104h), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

Version: Buildings serving K - 11th-grade students and subject to using assessments aligned with 1698b/1704a/h

District: Ypsilanti Community Schools
Date: 11/9/2026

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 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-8) 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. Priority Standards Visions of High-Quality Instruction Literacy Visions of High-Quality Instruction Writing Instructional Leadership Routines
End of the Year Reading Goal	YCS Goal 2: All YCS students (K-8) 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. Priority Standards Visions of High-Quality Instruction Literacy Visions of High-Quality Instruction Writing Instructional Leadership Routines
Middle of the Year	YCS Goal 1: All YCS students (K-8) will improve performance in Mathematics from

Mathematics Goal	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. **Priority Standards** **Visions of High-Quality Instruction Math** **Instructional Leadership Routines**
End of the Year Mathematics Goal	YCS Goal 2: All YCS students (K-8) 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. **Priority Standards** **Visions of High-Quality Instruction Math** **Instructional Leadership Routines**

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement on Benchmark Assessment - By Program, Student Demographics, and Mode of Instruction, By Grade Level K-11

Reporting Category Suggest reporting on subgroups where n≥30	**Fall 2026 Benchmark First 9 Weeks of School**		**By First Board Meeting in February 2027**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math	Reading	Math
All Students	K: 134.9 1: 147.1 2: 159.6 3: 174.0 4: 182.5 5: 189.3 6: 192.1 7: 196.4 8: 201.7 9: 207.2 10: 206.7 11: 209.3 12: 208.4	K: 136.5 1: 151.0 2: 161.3 3: 172.5 4: 182.8 5: 190.9 6: 192.2 7: 197.3 8: 201.0 9: 208.8 10: 212.8 11: 213.9 12: 206.9				
Special Education	K: 132.5 1: 140.3 2: 154.1 3: 163.1 4: 170.8	K: 134.7 1: 144.4 2: 151.5 3: 156.9 4: 170.3				

Reporting Category Suggest reporting on subgroups where n≥30	**Fall 2026 Benchmark First 9 Weeks of School**		**By First Board Meeting in February 2027**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math	Reading	Math
	5: 175.6 6: 185.0 7: 187.8 8: 189.5 9: 191.7 10: 198.3 11: 198.4 12: 198.8	5: 175.0 6: 187.6 7: 188.6 8: 187.4 9: 196.0 10: 196.5 11: 197.6 12: 192.2				
Multilingual Learners	K: 129.8 1: 138.1 2: 147.8 3: 167.9 4: 169.6 5: 174.7 6: 186.1 7: 196.5 8: 193.0 9: 203.8 10: 198.6 11: 198.0 12: 201.4	K: 131.8 1: 147.1 2: 162.0 3: 170.7 4: 180.4 5: 187.8 6: 190.6 7: 194.5 8: 197.9 9: 205.3 10: 207.1 11: 207.3 12: 206.3				
Economic Disadvantage	NA	NA				
Female	K: 135.7 1: 147.8 2: 160.4 3: 174.9 4: 183.7 5: 191.7 6: 194.1 7: 197.3 8: 203.0 9: 205.7 10: 208.8 11: 209.2 12: 212.5	K: 136.1 1: 151.2 2: 160.9 3: 172.6 4: 181.6 5: 191.2 6: 193.9 7: 195.9 8: 200.6 9: 209.0 10: 212.7 11: 214.8 12: 209.9				
Male	K: 134.1 1: 146.6 2: 158.8 3: 173.3 4: 181.2 5: 187.1 6: 190.2 7: 195.7 8: 200.3 9: 208.5	K: 136.9 1: 150.8 2: 161.7 3: 172.4 4: 184.0 5: 190.6 6: 190.7 7: 198.4 8: 201.3 9: 208.5				

Reporting Category Suggest reporting on subgroups where n≥30	**Fall 2026 Benchmark First 9 Weeks of School**		**By First Board Meeting in February 2027**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math	Reading	Math
	10: 205.1 11: 209.5 12: 203.9	10: 212.8 11: 213.1 12: 203.7				
Black or African American	K: 132.9 1: 146.0 2: 156.6 3: 169.6 4: 178.2 5: 182.3 6: 190.9 7: 195.1 8: 201.6 9: 206.2 10: 209.1 11: 210.5 12: 207.6	K: 134.1 1: 148.8 2: 156.2 3: 167.4 4: 178.5 5: 184.1 6: 190.5 7: 194.8 8: 199.3 9: 207.1 10: 215.8 11: 214.1 12: 203.6				
Hispanic or LatinX	K: 129.2 1: 137.2 2: 145.8 3: 169.7 4: 169.0 5: 178.5 6: 186.4 7: 197.8 8: 197.1 9: 209.0 10: 195.2 11: 202.5 12: 199.8	K: 133.1 1: 146.8 2: 162.3 3: 174.1 4: 181.6 5: 189.4 6: 190.0 7: 199.2 8: 199.9 9: 206.8 10: 204.7 11: 213.4 12: 204.2				
Multiracial	K: 136.1 1: 144.6 2: 160.0 3: 178.5 4: 184.7 5: 191.5 6: 197.2 7: 198.0 8: 205.0 9: 201.1 10: 208.5 11: 207.1 12: 215.0	K: 138.9 1: 149.2 2: 162.6 3: 177.0 4: 183.6 5: 191.9 6: 197.3 7: 201.2 8: 206.2 9: 202.8 10: 210.0 11: 210.6 12: 224.2				
White	K: 141.7 1: 159.5 2: 171.8 3: 185.2	K: 141.8 1: 162.7 2: 170.1 3: 181.2				

Reporting Category Suggest reporting on subgroups where n≥30	**Fall 2026 Benchmark First 9 Weeks of School**		**By First Board Meeting in February 2027**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math	Reading	Math
	4: 192.9 5: 205.4 6: 195.9 7: 199.4 8: 202.2 9: 211.5 10: 209.5 11: 210.9 12: 215.6	4: 190.9 5: 203.2 6: 196.2 7: 200.4 8: 203.8 9: 217.0 10: 208.2 11: 215.7 12: 207.6				
In-Person	K: 134.9 1: 147.2 2: 159.6 3: 174.1 4: 182.6 5: 188.5 6: 192.1 7: 196.5 8: 201.4 9: 207.2 10: 206.7 11: 209.3 12: 208.4	K: 136.5 1: 151.0 2: 161.4 3: 172.5 4: 182.9 5: 190.0 6: 191.8 7: 197.1 8: 201.0 9: 208.8 10: 212.8 11: 213.9 12: 206.9				
YC2S Distance Learning School	K: 137.7 1: 144.4 2: 156.3 3: 172.1 4: 177.3 5: 207.5 6: 190.5 7: 196.1 8: 206.1	K: 139.7 1: 150.4 2: 157.0 3: 172.6 4: 177.7 5: 209.4 6: 210.8 7: 199.2 8: 201.3				

Table C: Growth Percentiles on Benchmark Assessment - By Program, Student Demographics, and Mode of Instruction, By Grade Level K-11

Reporting Category Suggest reporting on subgroups where n≥30	**Fall-to-Fall Growth and Retained over Summer**		**By First Board Meeting in February 2027**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math	Reading	Math
All Students	1: 38.0 2: 39.0 3: 45.9 4: 37.7 5: 44.6 6: 46.3 7: 45.7	1: 37.8 2: 33.2 3: 39.4 4: 37.9 5: 39.1 6: 45.7 7: 32.6				

Reporting Category Suggest reporting on subgroups where n≥30	**Fall-to-Fall Growth and Retained over Summer**		**By First Board Meeting in February 2027**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math	Reading	Math
	8: 43.8 9: 44.7 10: 46.3 11: 40.6 12: 40.0	8: 37.9 9: 39.7 10: 49.9 11: 39.8 12: 35.5				
Special Education	1: 31.6 2: 45.3 3: 40.8 4: 25.9 5: 39.9 6: 41.4 7: 37.0 8: 32.5 9: 23.9 10: 43.0 11: 35.5 12: 54.0	1: 33.4 2: 29.3 3: 22.9 4: 27.3 5: 40.7 6: 46.7 7: 36.7 8: 29.3 9: 33.3 10: 51.0 11: 34.9 12: 43.6				
Multilingual Learners	1: 31.1 2: 32.7 3: 46.2 4: 27.5 5: 39.5 6: 58.0 7: 56.3 8: 36.3 9: 40.1 10: 49.8 11: 31.9 12: 7.0	1: 41.3 2: 44.2 3: 50.3 4: 33.6 5: 37.9 6: 56.1 7: 41.1 8: 38.4 9: 42.2 10: 44.2 11: 42.6 12: 25.0				
Economic Disadvantage	NA	NA				
Female	1: 39.5 2: 38.6 3: 45.8 4: 37.3 5: 47.4 6: 45.9 7: 42.2 8: 43.4 9: 39.5 10: 49.0 11: 44.4 12: 30.7	1: 34.0 2: 29.0 3: 38.1 4: 36.5 5: 37.7 6: 49.7 7: 29.3 8: 37.7 9: 42.9 10: 47.2 11: 40.0 12: 33.5				

Reporting Category Suggest reporting on subgroups where n≥30	**Fall-to-Fall Growth and Retained over Summer**		**By First Board Meeting in February 2027**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math	Reading	Math
Male	1: 37.1 2: 39.4 3: 46.0 4: 38.0 5: 42.2 6: 46.7 7: 48.7 8: 44.1 9: 49.5 10: 44.3 11: 37.2 12: 49.3	1: 40.2 2: 37.3 3: 40.7 4: 39.3 5: 40.4 6: 41.8 7: 35.5 8: 38.0 9: 36.6 10: 51.9 11: 39.5 12: 37.5				
Black or African American	1: 37.6 2: 38.2 3: 42.7 4: 29.8 5: 38.1 6: 43.7 7: 40.6 8: 44.2 9: 46.2 10: 46.0 11: 39.5 12: 44.9	1: 35.2 2: 26.1 3: 38.0 4: 32.5 5: 35.4 6: 46.2 7: 31.2 8: 37.4 9: 39.8 10: 52.8 11: 36.6 12: 37.8				
Hispanic or LatinX	1: 25.8 2: 29.6 3: 45.2 4: 19.3 5: 41.6 6: 52.8 7: 51.0 8: 42.9 9: 43.3 10: 45.1 11: 38.0 12: 3.0	1: 40.9 2: 46.7 3: 44.4 4: 31.6 5: 44.7 6: 54.3 7: 42.1 8: 39.4 9: 43.6 10: 34.7 11: 43.0 12: 22.0				
Multiracial	1: 30.6 2: 37.8 3: 47.7 4: 42.8 5: 48.9 6: 48.1 7: 54.5	1: 34.4 2: 33.2 3: 37.3 4: 41.7 5: 35.9 6: 40.7 7: 32.7				

Reporting Category Suggest reporting on subgroups where n≥30	**Fall-to-Fall Growth and Retained over Summer**		**By First Board Meeting in February 2027**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math	Reading	Math
	8: 43.8 9: 37.5 10: 38.4 11: 35.9 12: 36.5	8: 32.6 9: 35.1 10: 45.5 11: 49.9 12: 42.5				
White	1: 51.9 2: 46.0 3: 52.4 4: 53.3 5: 53.2 6: 51.1 7: 51.7 8: 43.2 9: 45.0 10: 57.1 11: 50.1 12: 43.0	1: 47.1 2: 39.1 3: 41.2 4: 46.0 5: 44.5 6: 41.2 7: 32.9 8: 44.1 9: 38.6 10: 48.6 11: 40.9 12: 34.8				
In-Person	1: 38.4 2: 39.1 3: 45.9 4: 37.8 5: 44.1 6: 46.7 7: 45.8 8: 43.4 9: 44.7 10: 46.3 11: 40.6 12: 40.0	1: 37.9 2: 33.3 3: 39.4 4: 37.5 5: 38.2 6: 45.2 7: 32.3 8: 38.7 9: 39.7 10: 49.9 11: 39.8 12: 35.5				
YC2S Distance Learning School	1: 18.3 2: 14.0 3: 43.3 4: 32.8 5: 56.2 6: 25.7 7: 41.6 8: 51.3	1: 31.8 2: 3.0 3: 40.0 4: 54.0 5: 57.5 6: 76.3 7: 41.0 8: 23.0				

Sec. 98b / 104a / 104h Goal Progress Report

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Grades 9-12 Students

District: Ypsilanti Community Schools
Date: 11/9/2026

Table A: Building Goals that were established by September 15, 2021

Goal Category	**Goal Related to Achievement or Growth as required by law (MCL 388.1698b, MCL 388.1704a, MCL 388.1704h)**
Middle of the Year Academic Goal	YCS Goal 1: All YCS students (9-12) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA. YCS Goal 1: All YCS students (9-12) will improve performance in Mathematics from Fall to Spring as measured by NWEA.
End of the Year Academic Goal	YCS Goal 2: All YCS students (9-12) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA. YCS Goal 2: All YCS students (9-12) will improve performance in Mathematics from Fall to Spring as measured by NWEA.
Add additional academic goals as needed	N/A

Table B: Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.
As we reflect on the NWEA growth data, we notice that the Reading and Math growth for our high school scholars is similar to or higher than national growth norms. This speaks highly of the quality of our instruction, the dedication of our teachers, and the academic engagement of our scholars using our adopted AI supports and interventions. For grade 11, Reading RIT for fall, winter, and spring were 217.2, 216.0, and 218.5, respectively. These are so close to the corresponding national averages of 218.20, 217.97, and 217.80, respectively, that they are within the day-to-day measurement variability of about ±3 RIT. The results for Math were almost as good. Fall, winter, and spring Math averages for grade 11 were 223.9, 226.4, and 227.8, respectively. These are comparable to the published Math NWEA norms of 229.19, 231.36, and 233.00. As we look more closely at our NWEA achievement data, we notice gaps in Reading and Math baseline levels for scholars enrolled at our early learning centers. Our kindergarteners are entering school with an average NWEA RIT score of 133.4 in Reading and 136.1 in Math. The kindergarten fall national average RIT scores are 138.1 for Reading and 141.2 for Math. This indicates that our kindergarten scholars enter school at or near the 20th percentile. Despite this initial deficit, fall-to-spring Reading growth for YCS scholars in grades TK/K, 2, 6, 9, 11, and 12 were higher than the national averages. Fall to spring Math growth for YCS scholars in grades TK/K, 1, 9, and 11 also exceeded the corresponding national averages. As a point of reference, the Michigan Department of Education (MDE) uses student growth percentiles (SGP) from their annual M-STEP and MI-Access test to evaluate instructional effectiveness. The MDE cut scores for the ranges of effectiveness ratings are: below the 20th percentile is "needs support," between the 20th and 40th percentiles is "developing," and between the 40th and 100th percentiles is "effective." NWEA growth percentiles are calculated using the same methodology as the MDE student growth percentiles, so the measurements are comparable. While MDE scales SGP each year based upon Michigan-wide testing data, NWEA calculates their achievement and growth norms every few years based upon nation-wide testing data. ● Moving ahead we will be intentional in identifying the *right drivers* that will *positively impact our coherence, clarity and action* that we will take to continue to *learn together* as a district as we invest quality time in teaching our Tier 1 Ambitious Teaching and Formative Assessment learning ecosystem with integrity and responsibility. ● We are taking action to intentionally reimagine ways our instructional leaders can spend more time in our classrooms helping teachers to focus on high quality teaching practices that produce results. We recognize that YCS has pockets of strengths and that most employees want to see themselves as being successful. ● Our challenge is the strategy that we must use to revitalize our instructional teams so that they can focus on the main thing - high quality Tier 1 instruction with interventions at MTSS / EWIMS Tiers 2 and 3. We need to provide all of our scholars with high support that ensures they reach high expectations for excellence in learning. ● This work will require us to pierce the veil of denial that is preventing us from confronting the need to reinvent our path forward. We must adopt a mindset that requires us to act deliberately and coherently, hone and leverage existing capabilities, and stimulate innovation.