



SPECIAL MEETING | Board Study Session

Monday, October 28, 2019

5:30 p.m. *(Meeting #1 of 2)*

YCS Board of Education Meeting

YCS Central Office * 1885 Packard Road * Ypsilanti, MI 48197 * (734)221-1230

AGENDA

- I. CALL TO ORDER**
- II. ACCEPTANCE OF AGENDA**
- III. PUBLIC COMMENTS**
- IV. ACHIEVEMENT, ATTENDANCE & DISCIPLINE: Safety Net (Enc.)**
 - *Dr. Carlos Lopez, Assistant Superintendent*
- V. BOARD SUBCOMMITTEE REPORTS**
- VI. OTHER**
- VII. BOARD/SUPERINTENDENT COMMENTS**
- VIII. ADJOURNMENT**



The ABC's of Education - *Attendance, Behavior, and Cognitive Data*

Board Study Session

Presented by: Dr. Carlos Lopez

Assistant Superintendent

October 28, 2019



Performance Management

Are we on track to meet our goals? What is our baseline data?

Performance Management

- *Utilize multiple measures of data to indicate the degree to which the district is on track to meet or exceed its annual performance goals.*
- Types of data we will collect to measure:
 - Academic: (Instructional Infrastructure)
 - NWEA MAP (K-11)
 - Kindergarten Readiness Assessment (KRA)
 - DRA (K-5)
 - Non-Academic: (Intense Student Support Network)
 - Discipline
 - Attendance



Intense Student Support Network

(ISSN)

*This system is concerned with implementing and supporting a vision of high quality student support to effectively nurture and support **all students** who come to school with non-academic needs that create obstacles for high achievement.*

YCS Student Attendance Data

(ISSN)



Student Attendance Data (ISSN)

Grade	Year	Total%	
Perry Early Learning Center	2018	92%	← -2% decrease
	2019	90%	
Ford Early Learning Center	2018	89%	← -5% decrease
	2019	84%	
Estabrook Estabrook Elementary	2018	91%	← -5% decrease
	2019	90%	
Holmes Elementary	2018	91%	← -5% decrease
	2019	86%	
Erickson Elementary	2018	91%	
	2019	90%	
YIES	2018	94%	
	2019	94%	
YCMS	2018	91%	
	2019	91%	
Ypsilanti ACTech	2018	91%	
	2019	92%	
Ypsilanti STEMM	2018	93%	
	2019	92%	
ACCE	2018	84%	
	2019	83%	
TOTAL YEARLY YCS	2018	91%	
	2019	91%	

YCS Attendance
Data Total for
2018-19

Positive Outcomes / Results Obtained in 2018-19

- Our Community Liaisons intentionally build trust and rapport with our families by speaking with them in a positive and supportive manner.
- By intentionally speaking with and *not, to or for* our families we have definitely improved student attendance throughout the district.
- Our Community Liaisons are constantly building bridges between our staff and families to create transparency in supporting our students.

YCS Expectations Pertaining to the Needs of our Community:

- The Message must be emotionally impactful must generate a sense of urgency with our families.
- The Message must emphasize the harmful impact that results when a child is absent from school.
- We must engage families early through parent educational workshops and well thought out personalized meetings.
- We must engage students early and help them understand why being in school matters to them and us.
- We will honor parents who intentionally improve attendance conditions for their child.

District Attendance Target 2019-20

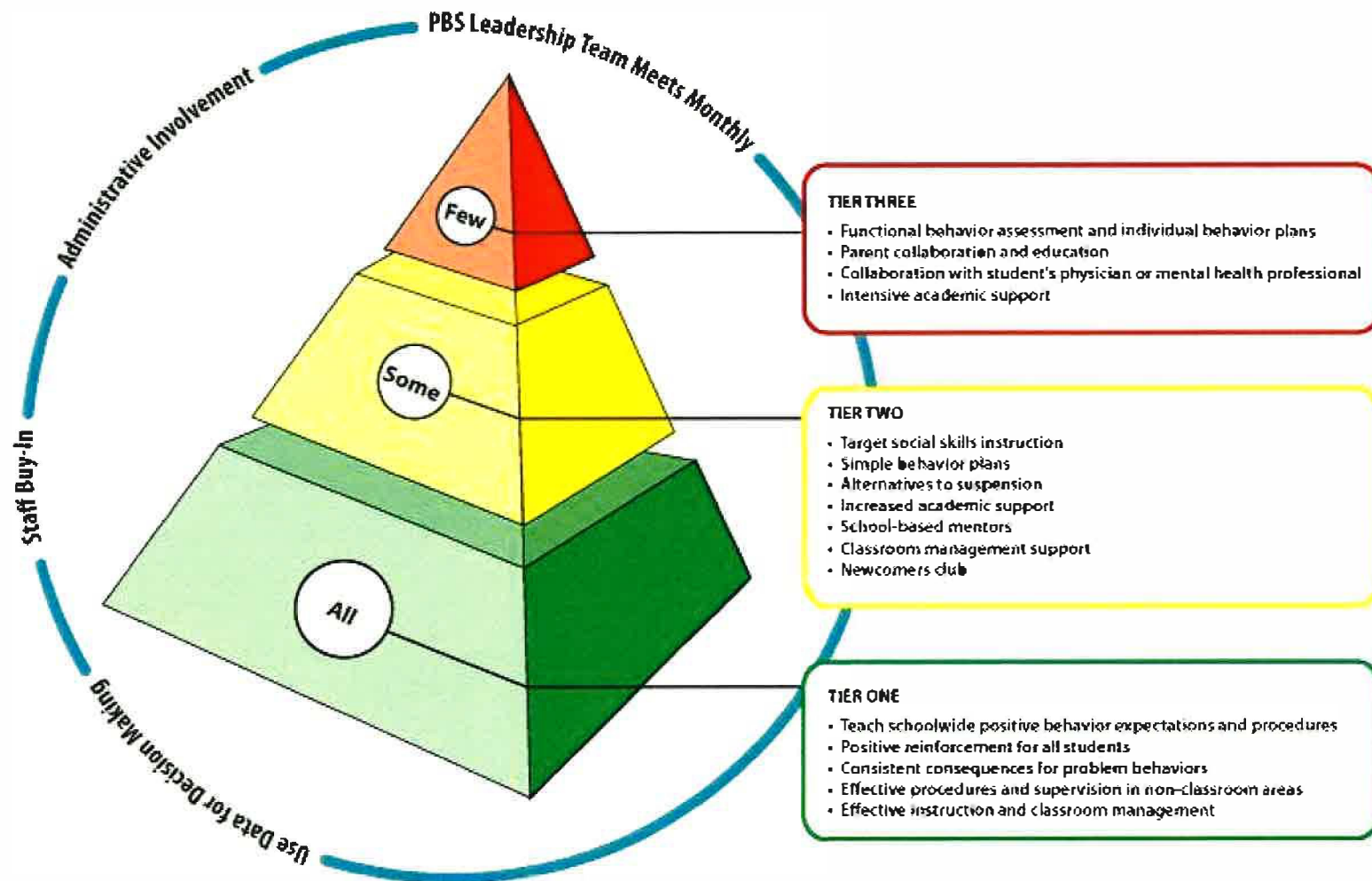
- 95% Attendance District-wide
- Reduce Truancy by 75%

Actions Taken to Improve Student Attendance

Our Goals and Expectations for 2019-20 SY

- Decrease referrals to WISD JV by being more proactive with parent/student involvement.
- Provide information about the vast community resources that are available to families here in Ypsilanti.
- Be visible and available to the students and families we serve.
- Continue to inform parents and guardians about students well-being and progress in education.
- Educate parents about Michigan Compulsory Education Laws and how these laws can affect their environment.

YCS Student Behavior Data (ISSN)



Student Behavior Data (ISSN)

Grade	Year	# of Suspensions
Perry Early Learning Center	2018	37
	2019	58
Ford Early Learning Center	2018	18
	2019	39
Estabrook Elementary	2018	96
	2019	17
Holmes Elementary	2018	35
	2019	71
Erickson Elementary	2018	104
	2019	79
YIES	2018	33
	2019	51
YCMS	2018	153
	2019	184
Ypsilanti AC Tech	2018	22
	2019	98
Ypsilanti STEMM	2018	1
	2019	11
ACCE	2018	14
	2019	20
TOTAL YEARLY YCS	2018	513
	2019	628

Suspensions
dropped by 79

Suspensions
dropped by 25

Suspensions
Increased by 76

2018-19
Total
Number of
Suspensions
Increased by
115 at YCS

Actions Needed to Improve Student Behaviors at YCS?

- Model and Teach students *Executive Functioning Skills*.
- Model and Teach students **how to self-regulate and self-direct their social-emotional behaviors and wellbeing** so they can learn and grow as caring human beings.
- Ensure that ***all students are Seen, Heard, Valued, and Respected*** by the adults responsible for their education and peers.
- Establish a positive school culture and climate that supports the importance of ***relationships and a sense of belonging***.
- Teach our students a ***growth mindset*** where ***risk taking and failure*** is seen as a very important part of learning and sharpening our skills.

What Is Being Done During the 2019-20 SY?

- Modeling and Teaching Teachers ***Effective Classroom Routines*** that teach students ***Executive Functioning Skills***.
- Modeling and Teaching Teachers how to use ***Restorative Practices*** (affective questions and statements, use of proactive and restorative circles, and how to conduct an impromptu conference with students who harmed or were harmed by an undesirable incident)
- Modeling and Teaching Teachers how to use ***PBIS***
- Modeling and Teaching Teachers how to use ***Conscious Discipline*** to promote Social Emotional Learning
- Modeling and Teaching Teachers how to ***help students who struggle because of a traumatic past***.
- Modeling and Teaching Student how to ***set goals***.

What Is Being Done During the 2019-20 SY?

Early Learning Centers

- **Beatty** – Executive Functions Skills
- **Ford** – PBIS – Conscious Discipline
- **Perry** - PBIS – Conscious Discipline

Elementary Schools

- **Erickson** – Leader in Me / PBIS / Conscious Discipline
- **Estabrook** - PBIS – Conscious Discipline
- **Holmes** - PBIS – Conscious Discipline
- **YIES** - PBIS – Conscious Discipline

Secondary Schools

- **YCMS** - PROMISE PBIS Through a Trauma Informed Lens
- **ACTech** - PBIS – Conscious Discipline - Restorative Practices
- **STEMM** - PBIS – Conscious Discipline & Restorative Practices
- **ACCE** -- PBIS – Restorative Practices / Starr Commonwealth - Circle of Courage

Teaching Students the Executive Functioning Skills Needed

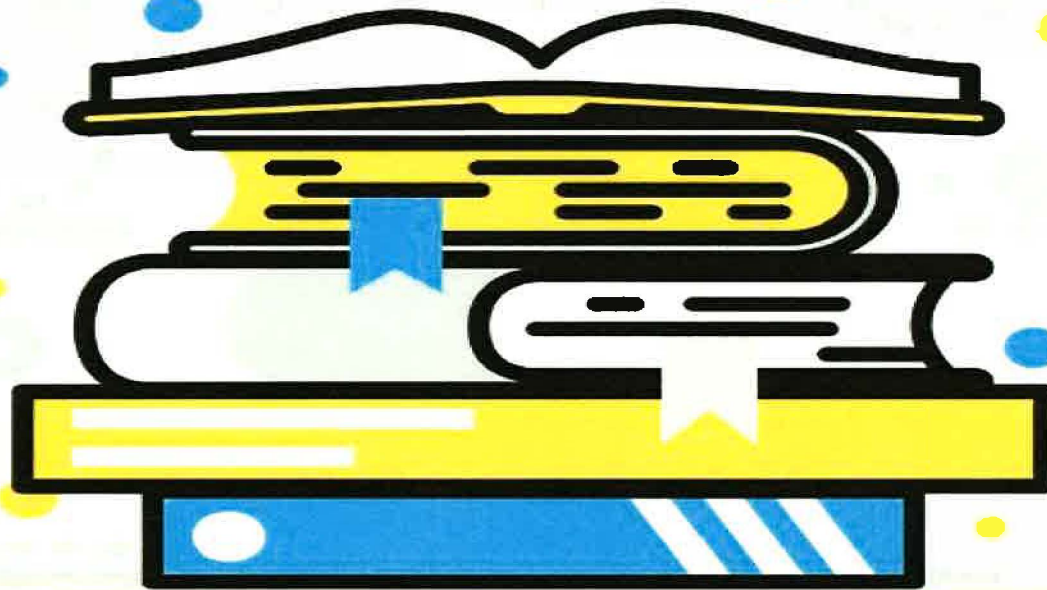
- **Attentional Control:** the ability to focus on a specific task, even if we find it uninteresting.
- **Cognitive Inhibition:** the ability to tune out the stimuli that are not relevant to our task.
- **Working Memory:** the ability to temporarily hold information needed for decision-making and reasoning.
- **Inhibitory Control:** the ability to curb impulses and select behaviors appropriate for completing a goal.
- **Cognitive Flexibility:** the ability to adapt when rules or circumstances change.



THE EXECUTIVE FUNCTION

GUIDEBOOK

Strategies
to Help All
Students
Achieve
Success



ROBERTA STROSNIDER • VALERIE SAXTON SHARPE

CORWIN

Executive Functions Skills

WORKING MEMORY	PRIORITIZING, ORGANIZING, SEQUENCING, MANAGING TIME, AND PLANNING	ATTENDING, INITIATING, AND FOCUSING	SOCIAL/EMOTIONAL AND INHIBITING	COMMUNICATING, COGNITIVE FLEXIBILITY/ SHIFTING
<ul style="list-style-type: none"> • Does not connect previous learning with current learning • Difficulty remembering sounds and words • Difficulty forming letters for writing • Forgets the sequence for spelling • Forgets what has been read • Difficulty memorizing facts • Difficulty remembering steps of a process • Starts talking and forgets what they are saying in midsentence • Forgets to submit completed assignments 	<ul style="list-style-type: none"> • Is not goal minded and does not plan ahead • Time management issues such as loses track of time • Has difficulty determining a task sequence • Becomes overwhelmed with long term assignments • Becomes overwhelmed when there is a need to balance multiple tasks • Cannot find materials • Does not record assignments • Rushes through assignments • Submits assignments late • Difficulty completing homework 	<ul style="list-style-type: none"> • Appears to be daydreaming in class • Procrastinates starting assignments • Distracted easily • Fidgets • Has difficulty focusing on a speaker • Asks questions or makes comments that do not match the subject at hand • Has to reread information multiple times • Insecure about how to move forward with an assignment 	<ul style="list-style-type: none"> • Difficulty filtering inappropriate comments • Exhibits class clown behaviors • Interrupts others • Does not adjust emotions for different experiences • Recognizes behavior needs to be improved but unable to control it • Reacts before thinking • Poor relationships with peers and adults • May refuse to participate in class due to stress, frustration, sadness, shyness, lack of confidence, etc. 	<ul style="list-style-type: none"> • Difficulty with oral language • May have a limited vocabulary • Difficulty with written language • May have an aversion to handwriting • Trouble interpreting body language • Difficulty understanding the intent of a verbal message • Resistant to change—perseverates and is ritualistic • Difficulty shifting from one activity to another • Inflexible thinking

Student Game Plan for: Kelly

What I do best: I am awesome at addition.

What I do best: My writing is very neat.

What I do best: I am a fast runner.

THINGS I WOULD LIKE TO DO BETTER

Goal 1: I want to be able to finish my work on time.

Goal 2: I want to be able to find my glasses when I need them.

Goal 3: I want to wait my turn before talking.



THINGS I CAN DO TO HELP WITH MY DIFFICULTIES IN SCHOOL

Strategy Name: Self-Check Card Strategy

Technology I can use: Timer

Date Goal Met:

Strategy Name: Specific Location Strategy

Technology I can use: Velcro Strip

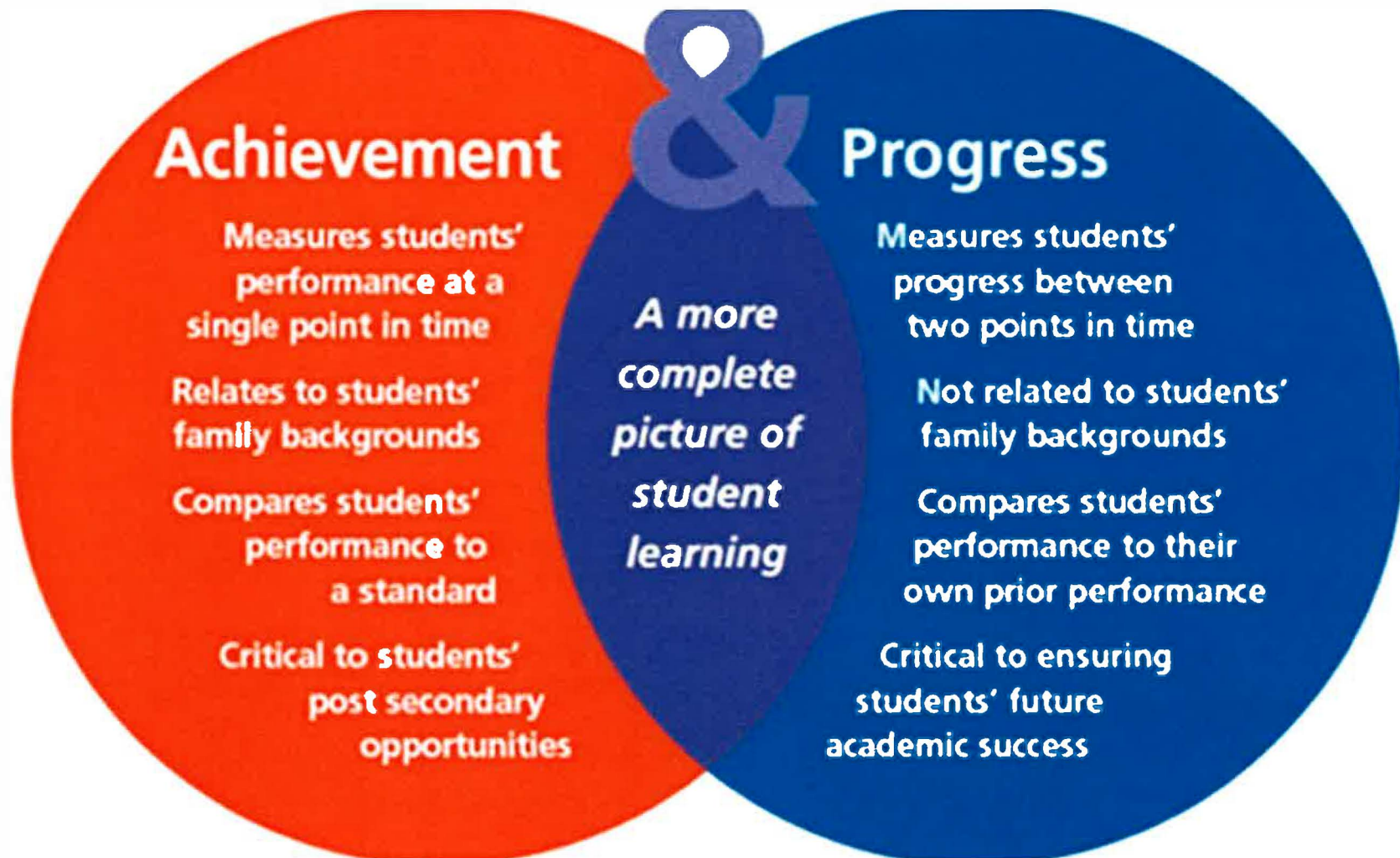
Date Goal Met:

Strategy Name: SWT Strategy (Stop, Wait, Think)

Technology I can use:

Date Goal Met:

YCS Student Academic Achievement (Instructional Infrastructure)



FALL 2018-19 READING NWEA RESULTS



Student Growth Summary Report

Aggregate by District

Term: Fall 2019-2020
District: Ypsilanti Community Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Fall 2019
Weeks of Instruction: Start - 4 (Fall 2018) ^
End - 3 (Fall 2019) ^
Grouping: None
Small Group Display: No

Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Fall 2019			Growth		School Norms			Student Norms			
Grade (Fall 2019)	Growth Count†	Mean RIT	SD	P ercentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth P ercentile	Count with P rojection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	5	*			*			*					*			
2	181	152.1	12.8	7	162.7	14.3	4	10.6	0.8	12.7	-0.59	28	181	75	41	39
3	215	165.2	16.7	7	174.9	18.1	3	9.8	0.8	12.7	-1.23	11	215	88	41	32
4	194	174.1	16.2	2	186.5	16.7	4	12.4	0.8	9.3	1.53	94	194	113	58	59
5	213	186.4	16.5	3	196.3	16.1	7	9.9	0.7	6.9	1.88	97	213	121	57	53
6	118	191.5	16.1	1	190.9	16.0	1	-0.7	1.0	5.5	-3.76	1	118	33	28	16
7	111	194.7	17.3	1	197.1	17.5	1	2.4	1.1	4.2	-0.96	17	111	46	41	36
8	125	200.9	16.7	2	205.1	16.1	5	4.2	0.9	3.7	0.32	62	125	71	57	52
9	52	202.3	16.2	2	211.6	13.9	12	9.2	1.4	2.5	3.39	99	52	39	75	77
10	97	207.8	17.9	4	211.9	18.0	15	4.1	1.2	1.4	1.24	89	97	55	57	59
11	20	179.7	33.9	1	185.5	32.3	1	5.8	2.4	0.1	2.44	99	20	13	65	68
12	12	174.3	24.8	1	177.2	25.9		2.8	3.1				0			

FALL 2018-19 MATH NWEA RESULTS



Student Growth Summary Report

Aggregate by District

Term: Fall 2019-2020
District: Ypsilanti Community Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Fall 2019
Weeks of Instruction: Start - 4 (Fall 2018) ^
End - 3 (Fall 2019) ^

Grouping: None
Small Group Display: No

Mathematics

Grade (Fall 2019)	Growth Count†	Comparison Periods								Growth Evaluated Against						
		Fall 2018			Fall 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	4	*			*			*					*			
2	184	151.8	14.0	3	164.7	13.0	2	12.9	0.8	14.7	-0.53	30	184	77	42	39
3	207	167.6	16.2	6	175.8	15.9	1	8.2	0.7	12.8	-1.92	3	207	60	29	23
4	190	179.7	12.9	3	191.0	13.8	4	11.3	0.7	10.2	0.55	71	190	102	54	53
5	211	190.4	14.3	3	200.4	15.3	6	10.1	0.6	8.5	0.89	81	211	120	57	54
6	123	196.7	15.9	2	195.3	16.0	1	-1.3	0.9	4.4	-2.81	1	123	31	25	13
7	102	198.1	17.5	1	202.4	18.8	1	4.3	0.8	5.1	-0.43	33	102	43	42	36
8	115	203.8	15.9	1	207.5	16.2	2	3.7	0.6	4.1	-0.22	41	115	53	46	44
9	85	208.8	14.7	2	213.3	18.3	3	4.5	1.1	2.6	0.99	84	85	55	65	61
10	125	211.7	19.0	2	216.9	16.4	10	5.2	0.7	1.7	1.51	93	125	88	70	64
11	12	177.3	43.2	1	170.8	39.6	1	-6.5	4.4	0.5	-3.11	1	12	3	25	50
12	9	*			*			*					*			

2019-20 NWEA Growth Targets

GR	Reading					Math					% of Students Meeting Growth Target			
	Fall 2018		Winter 2019		SPR 20	Fall 2018		Winter 2019		SPR 20	Reading		Math	
K	RIT	%tile	RIT	%tile	%tile	RIT	%tile	RIT	%tile	%tile	2019	2020	2019	2020
1	151	3	163	4	11	151	3	163	4	9	46%	86%	49%	86%
2	166	3	175	5	8	166	3	176	5	10	43%	86%	46%	86%
3	179	3	190	9	14	179	3	190	9	14	52%	86%	61%	86%
4	190	3	198	6	11	190	3	198	6	11	46%	86%	57%	86%
5	199	5	206	7	12	199	5	206	7	12	63%	86%	53%	86%
6	198	1	202	1	6	198	1	202	1	6	43%	86%	46%	86%
7	201	1	205	1	6	201	1	205	3	8	57%	86%	53%	86%
8	208	2	211	3	8	208	2	211	5	10	44%	86%	54%	86%
9	211	2	216	5	10	211	2	216	5	10	60%	86%	71%	86%
10	217	10	221	16	21	217	10	221	16	21	51%	86%	63%	86%

YPSILANTI COMMUNITY SCHOOLS

2 YEAR ELA AGGREGATED TREND DATA

2018-19 ELA RESULTS

ALL Results 2018-19						
Grade	Year	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient or Above
3	2018	57.2%	24.5%	14.0%	4.3%	18.3%
	2019	71.6%	18.1%	4.9%	5.3%	10.3%
4	2018	62.4%	19.2%	12.8%	5.6%	18.4%
	2019	65.1%	19.9%	9.1%	5.8%	14.9%
5	2018	50.0%	23.8%	15.0%	11.2%	26.2%
	2019	55.8%	27.4%	*	<5%	16.7%
6	2018	48.5%	23.8%	20.1%	7.5%	27.6%
	2019	55.3%	19.6%	15.1%	10.1%	25.1%
7	2018	16.1%	<5%	*	26.5%	57.1%
	2019	55.7%	19.6%	15.5%	9.1%	24.7%
8	2018 ^{M-STEP}	49.6%	26.2%	18.1%	6.0%	24.2%
	2019 ^{PSAT}	48.5%	18.2	17.2%	16.2%	33.3%
11	2018					21.3%
	2019					18.3%

-8.0 difference

-3.9 difference

-9.5 difference

-2.5 difference

-32.4 difference

-3.0 difference

YCS M-STEP/PSAT ELA 2015-2019

Grade	Subject	2019 Advanced/ Proficient	2018 Advanced/ Proficient	2017 Advanced/ Proficient	2016 Advanced/ Proficient	2015 Advanced/ Proficient	2019-18 Change
3	ELA	10.3	18.3	12.0	18.5	19.1	-8.0
4	ELA	14.9	18.4	19.7	20.2	17.0	-3.5
5	ELA	16.7	26.2	23.1	20.8	22.6	-9.5
6	ELA	25.1	27.6	25.9	26.3	22.8	-2.5
7	ELA	24.7	16.1	26.1	26.3	36.3	+8.6
8	ELA (PSAT)	33.3	24.2	36.6	26.5	26.2	NA

Gain
Loss

This year's **English language arts scores** increased in grade 7. It decreased in grades 3, 4, 5, and 6.

This is the first year all students took the PSAT 8/9 to measure state standards in English language arts. This data sets a new baseline for future comparison and cannot be compared with previous M-STEP scores in grade 8.

YPSILANTI COMMUNITY SCHOOLS

2 YEAR ELA AGGREGATED TREND DATA

2018-19 MATH RESULTS

ALL Results 2018-19						
Grade	Year	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient or Above
3	2018	52.1%	28.7%	12.6%	6.5%	19.2%
	2019	55.2%	22.6%	*	<5%	22.2%
4	2018	44.5%	39.8%	13.1%	5.5%	18.6%
	2019	48.5%	29.5%	*	<5%	22.0%
5	2018	50.0%	27.8%	12.0%	10.2%	22.2%
	2019	63.1%	23.9%	*	<5%	13.1%
6	2018	57.8%	26.2%	10.1%	5.9%	16.0%
	2019	54.9%	24.5%	12.7%	7.8%	20.6%
7	2018	65.3%	24.4%	*	<5%	10.3%
	2019	62.1%	20.5%	*	<5%	17.4%
8	2018 _{M-STEP}	69.5%	18.7%	5.3%	6.5%	11.8%
	2019 _{PSAT}	57.1%	25.3%	*	<5%	17.7%
11	2018					11.2%
	2019					4.3%

+3% increase

+3.4% increase

-9% significant decrease difference

+4.6% increase

+7.1% Highest Increase difference

-6.9% Significant decrease difference

YCS M-STEP/PSAT Mathematics 2015-2019

Grade	Subject	2019 Advanced/ Proficient	2018 Advanced/ Proficient	2017 Advanced/ Proficient	2016 Advanced/ Proficient	2015 Advanced/ Proficient	2019-18 Change
3	Mathematics	22.2	19.2	18.2	23.8	18.7	+3.0
4	Mathematics	22.0	18.6	20.3	24.5	6.7	+3.4
5	Mathematics	13.1	22.2	14.3	11.7	13.9	-9.1
6	Mathematics	20.6	16.0	20.1	16.5	15.4	+4.6
7	Mathematics	17.4	10.3	18.5	16.9	13.9	+7.1
8	Mathematics (PSAT)	17.7	11.8	10.1	12.2	12.1	NA

Gain
Loss

Mathematics scores improved for students in grades 3, 4, 6, and 7; they decreased in grade 5.

This is the first year all students took the PSAT 8/9 to measure state standards in mathematics. This data sets a new baseline for future comparison and cannot be compared with previous M-STEP scores in grade 8.

YCS SAT® with Essay 11th Grade Results

Subject	2019 Total Score Average	2018 Total Score Average	2017 Total Score Average	2016 Total Score Average	2019- 2018 Change
SAT Total Score	806.6	827.8	851.9	849.9	-21.2
SAT Evidence- Based Reading & Writing	413.2	421.9	435.0	433.7	-8.7
SAT Mathematics	393.4	405.9	416.9	416.2	-12.5

Overall SAT scores, SAT Reading and Writing, and SAT Mathematics declined this year like it did throughout the State of Michigan.

MDE is actively engaged in conversations with the College Board on how or why we continue to see declining scores on the SAT in 11th grade.

Gain
Loss

2019-20 State Assessment Target

Grade	Reading			Math		
	2018	2019	2020	2018	2019	2020
3 rd	18	10	<u>20</u>	19	22	<u>24</u>
4 th	18	15	<u>20</u>	19	22	<u>24</u>
5 th	26	17	<u>26</u>	22	13	<u>24</u>
6 th	28	25	<u>30</u>	16	21	<u>22</u>
7 th	57	25	<u>26</u>	10	17	<u>22</u>
8 th	24	33	<u>26</u>	12	18	<u>22</u>
11 th	21	18	<u>26</u>	11	4	<u>24</u>

Instructional Infrastructure

Focus at YCS

A Viable Guaranteed Curriculum that:

- Focuses on what Tier 1 Good Instruction *looks like, feels like, and sounds like* throughout every classroom and school in YCS.
- Requires the mastery of priority standards aligned to Learning Targets in every grade or course.
- Aligns all tier 2 and 3 interventions and supports to help students to be successful.
- An Instructional Coach in every School.

To Do This We Must Focus on the Following Actions

The District must be intentional with the implementation of a *K-12 Viable Curriculum Framework* that:

- Is aligned to the YCS Vision for High Quality Instruction, the Michigan Academic Standards, and the K-12 Literacy Essentials.
- Is developmentally appropriate, culturally responsive to the needs of our student population, of high quality, rigorous, engaging, fun, inclusive, provides voice, is inquiry-based, provides choice, and promotes excellence for all.
- Prepares teachers to become better teachers of reading, math, science and social studies.

Actions Taken to Improve Student Achievement

To substantially improve the quality of teaching and thereby significantly advancing the learning for all students.

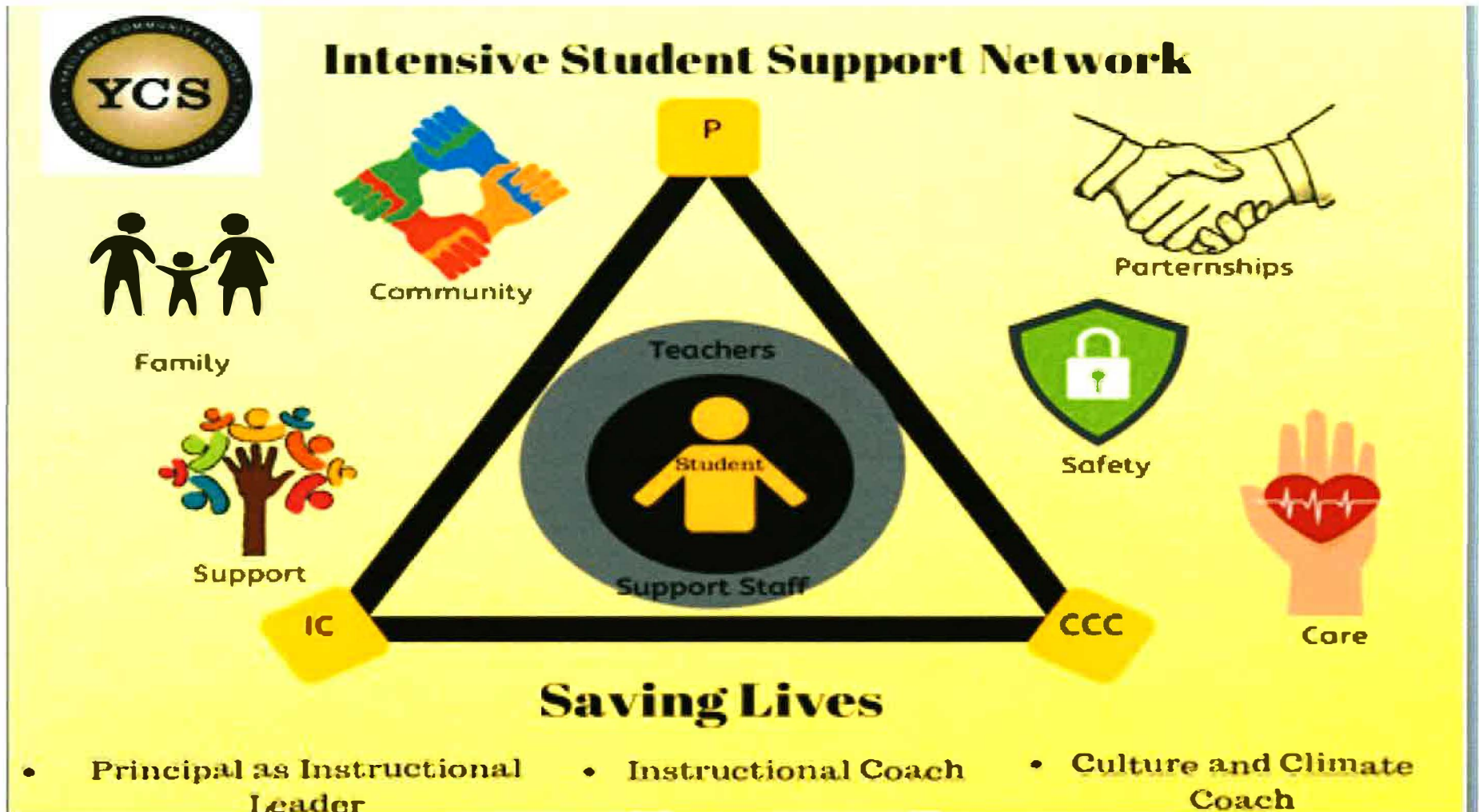
- Our teachers will advance the learning and achievement of all students by making significant strides in *improving the quality of instruction* in all of our classrooms.
- Our teachers will conceive firmly and in substantial detail *what good teaching looks, feels, and sounds like*.
- Our teachers will take the *measure of the quality of instruction against this yardstick*, and will work relentlessly to move the quality of instruction closer and closer to the detail.

Actions Taken to Improve Student Achievement

To substantially improve the quality of teaching and thereby significantly advancing the learning for all students.

- Our administrators will advance the learning and achievement of all students by making significant strides in *improving the quality of instruction* in all of our classrooms.
- Our administrators will conceive firmly and in substantial detail *what good teaching looks, feels, and sounds like*.
- Our administrators will take the *measure of the quality of instruction against this yardstick*, and will work relentlessly to move the quality of instruction closer and closer to the detail

ISSN Actions Taken to Improve Student Achievement (Safety Net)

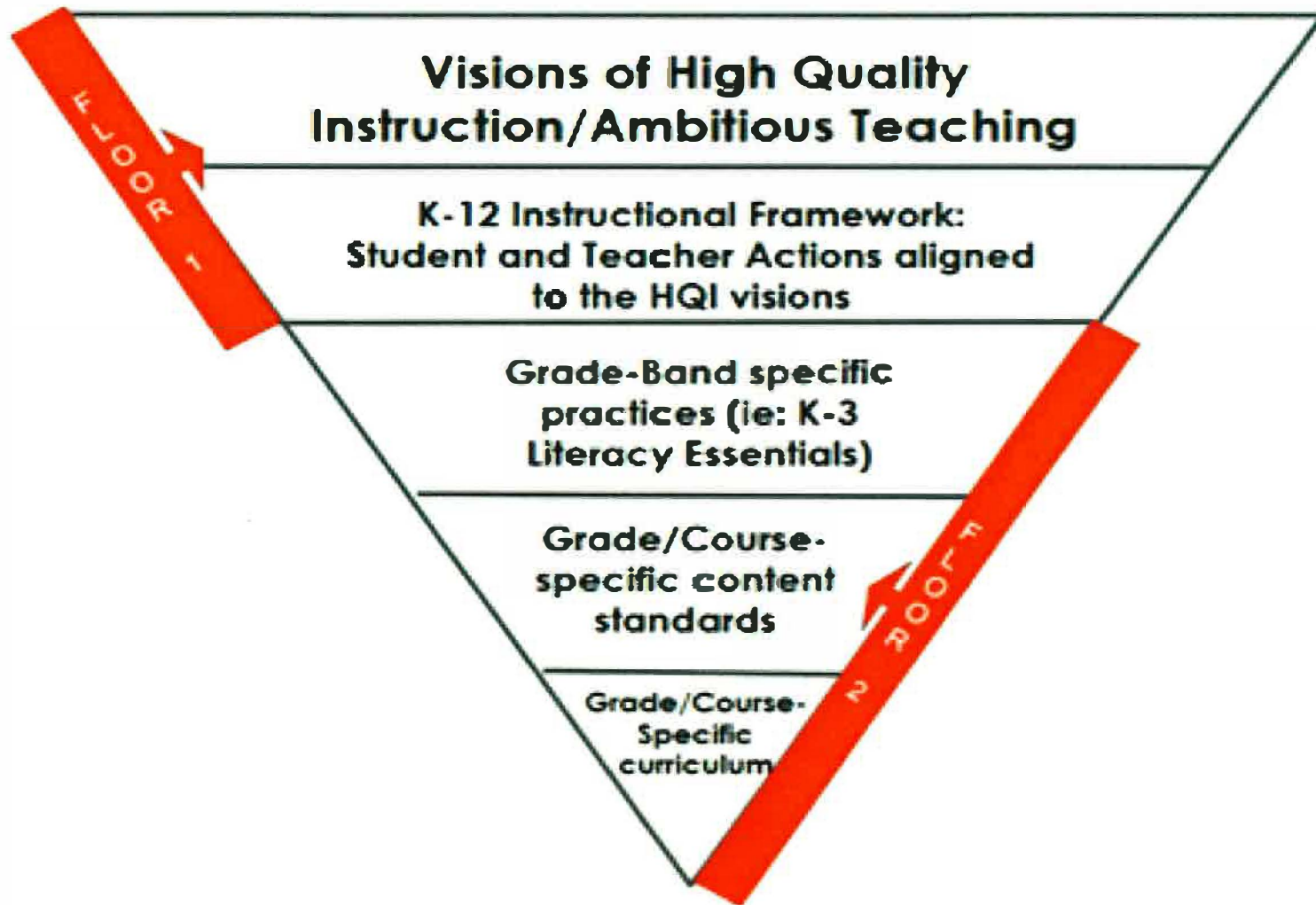


Actions Taken to Improve Student Achievement

Focus on Instruction

- Instructional Infrastructure - Visions
- Instructional Leadership Routines
- Teacher Collaborative Routines
- Data Culture - Leading with Data
- Performance Management
- Problem-solving

Instructional Infrastructure



Visions of high quality instruction
creates a shared understanding of the
quality of instruction that we **aspire** to
deliver in every classroom every day
for every child.



What questions might you have?

