

# **Joint DEI/Curriculum Committee of the Whole Meeting**

Thursday, February 26, 2026 3:00 PM

Educational Services Building, 25425 Taft Road, Novi, MI 48374

## **I. CALL TO ORDER**

## **II. CURRICULUM**

### **II.a. I-Ready Winter Report**

## **III. DEI**

### **III.a. District DEI Team Report**

## **IV. COMMENTS FROM THE AUDIENCE**

## **V. ADJOURNMENT**



# Winter 2026 iReady Report

Board of Education Curriculum Committee Meeting  
February 26, 2026

# iReady Winter 2026 Overview



- Allows for comparison and trends analysis from the Fall 2025 data points to this mid-year check point, as well as Winter to Winter comparison to last year.
- Benefits and complexities of any assessment should always be considered when engaging in data review:
  - Each test is one data point, a current snapshot
  - Progress toward standards, outside of the curriculum based measures
  - Norm referenced, comparing student performance to national norms

# Overall Quadrant School Performance: MATH



**1 High Performance/High Growth:**  
Median progress to Typical Growth is 50%+ in winter or 100%+ in spring, with performance above the national median.

**2 Low Performance/High Growth:**  
Median progress to Typical Growth is 50%+ in winter or 100%+ in spring, with performance below the national median.

**3 Low Performance/Low Growth:**  
Median progress to Typical Growth is <50% in winter or <100% in spring, with performance below the national median.

**4 High Performance/Low Growth:**  
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**All Schools = High Performance & High Growth!**



# Overall Quadrant School Performance: READING



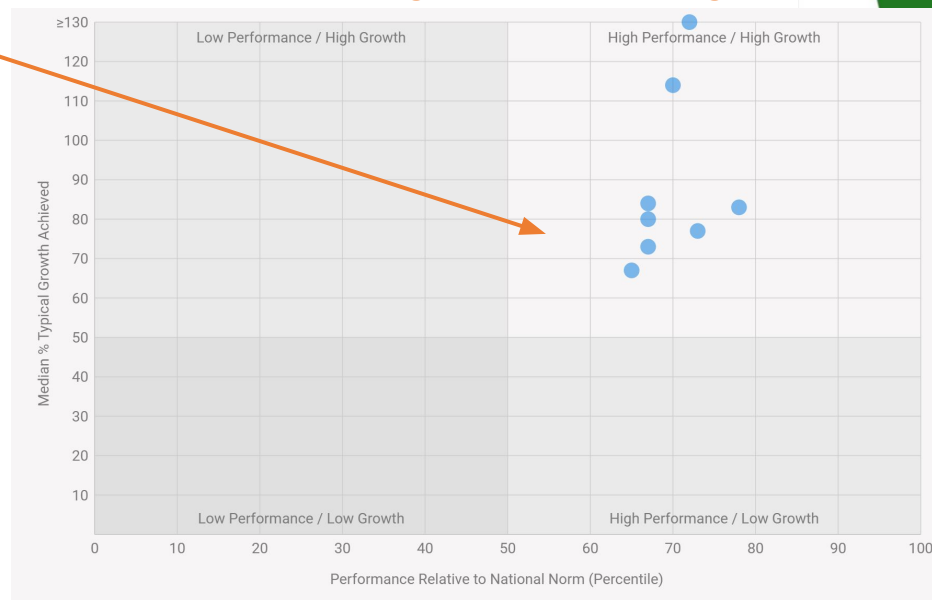
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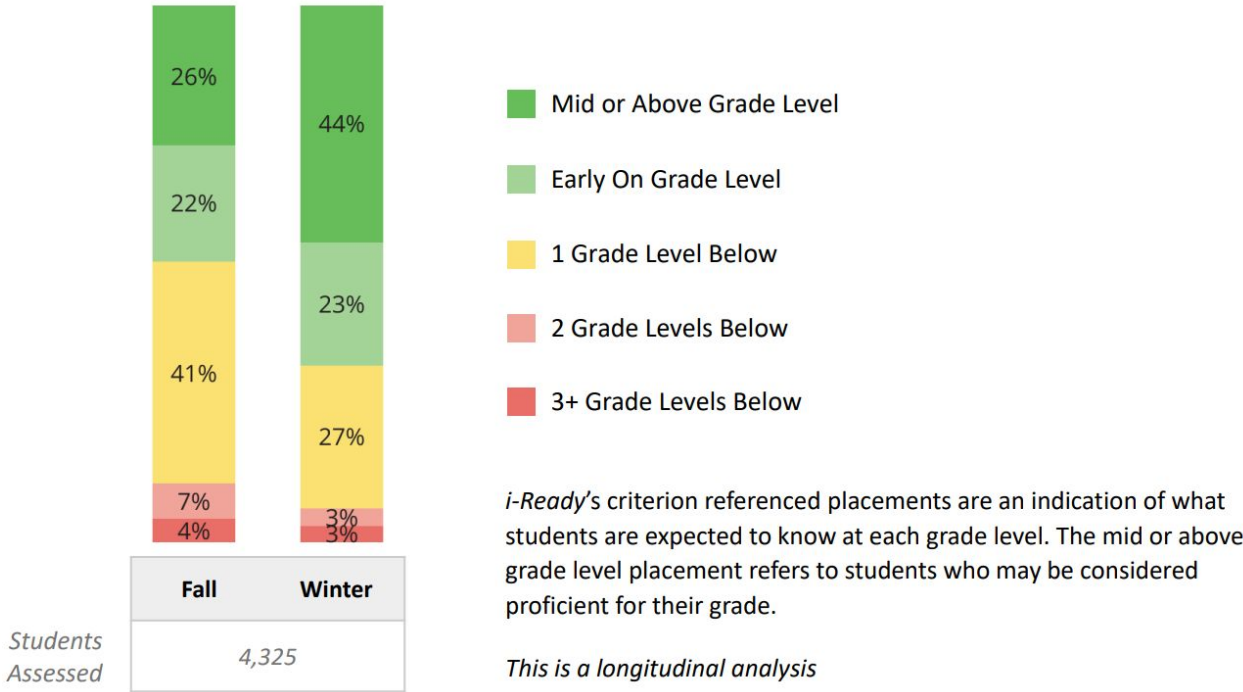
Mathematics Performance Review

# Fall 2025 to Winter 2026

Growth in Student Placement Levels

# How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 25-26 to Winter 25-26





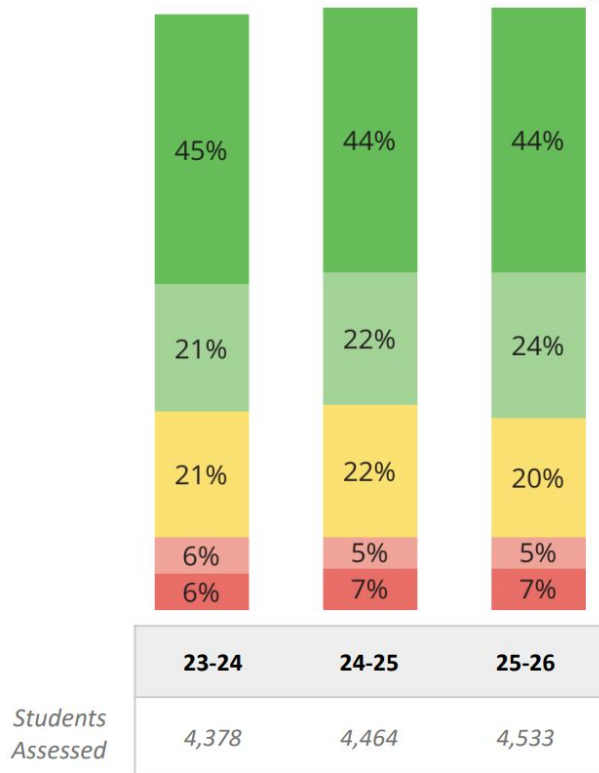
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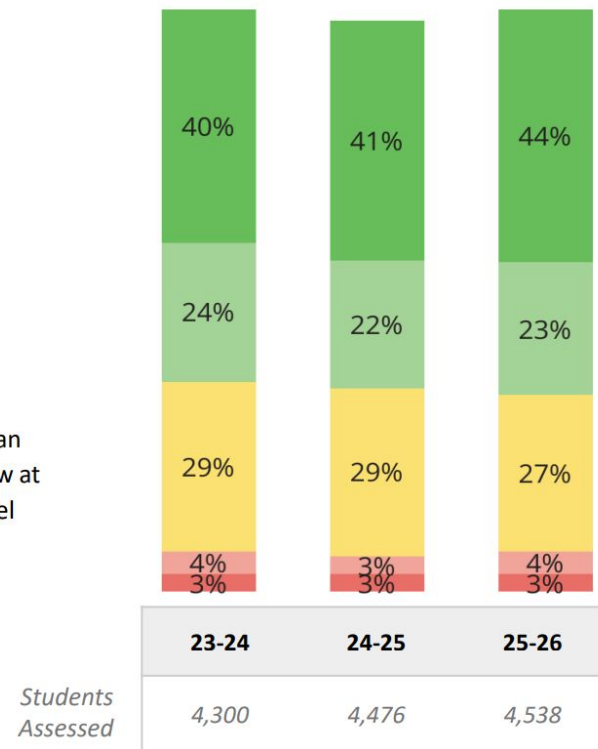
# How Have Relative Placements Changed From Winter to Winter?

Placement Distribution, Winter 23-24 to Winter 25-26



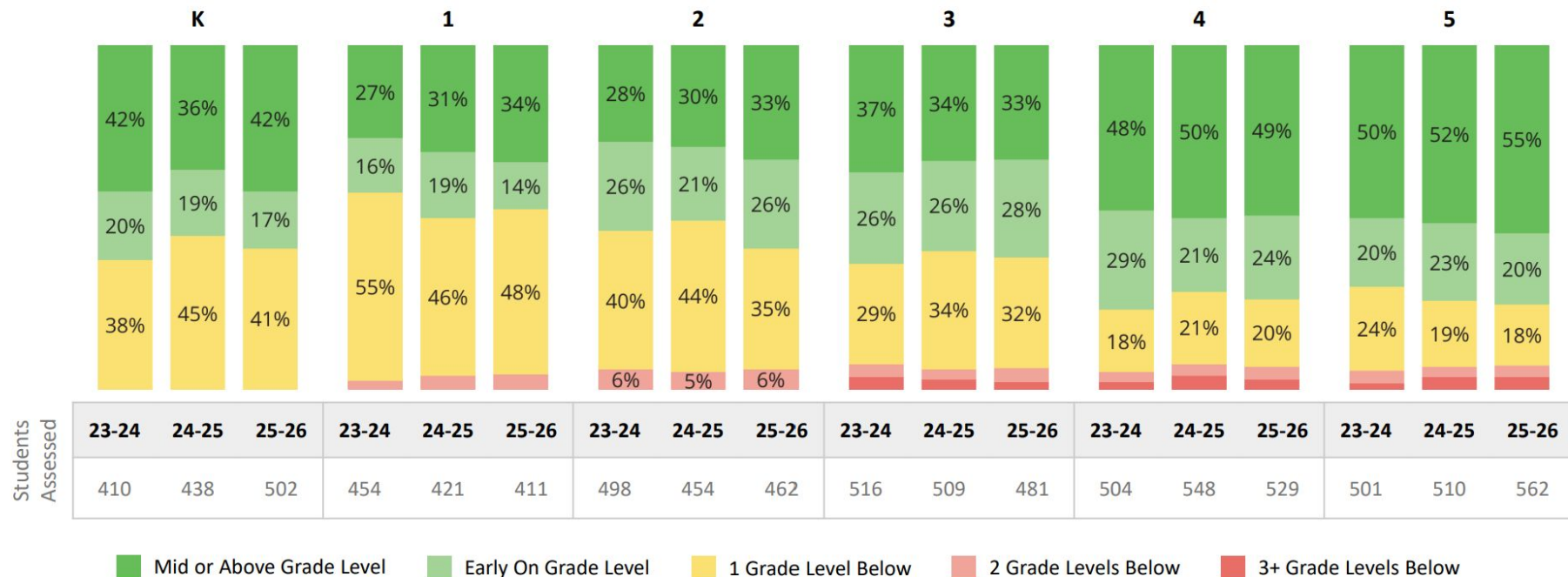
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*This is a cross-sectional analysis.*



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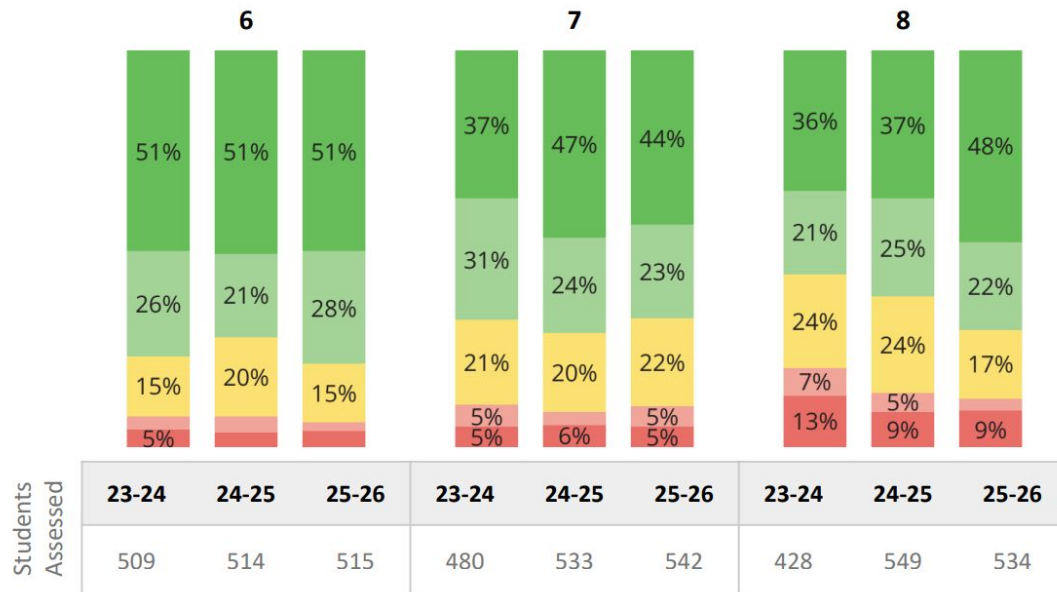
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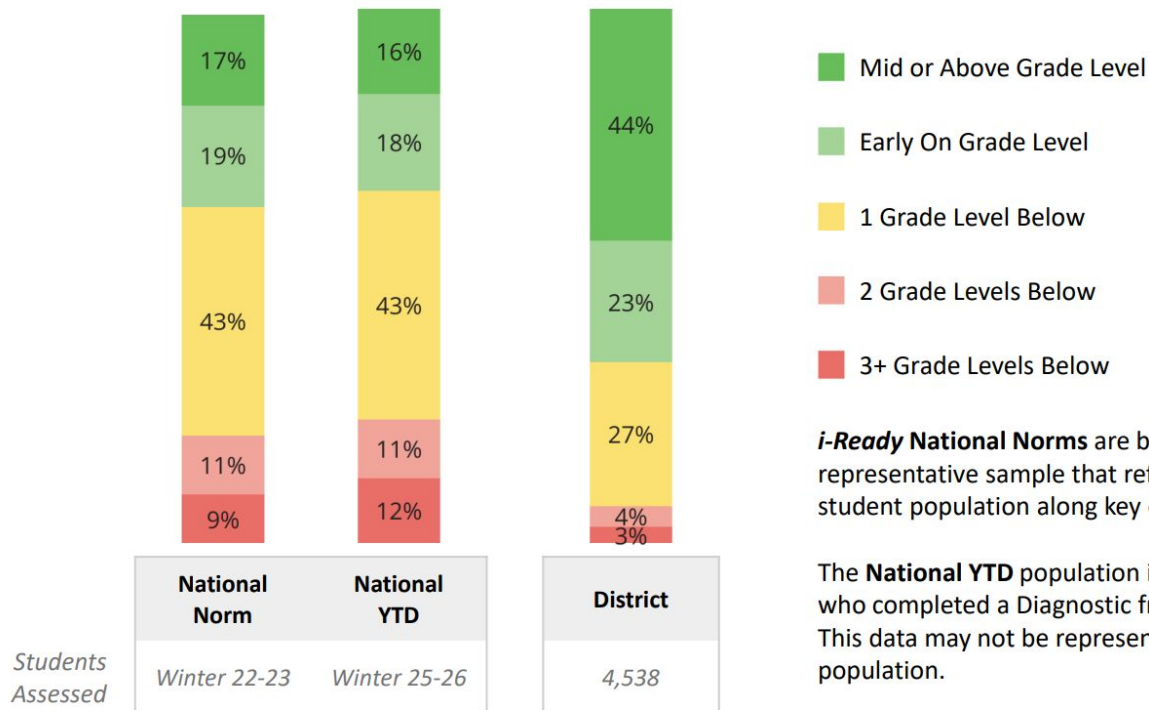
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# Winter 2026 Comparison: Benchmarks

Growth in Student Placement Levels

# How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks



**i-Ready National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 10,170,345 students who completed a Diagnostic from November 16 to January 30. This data may not be representative of the student population.

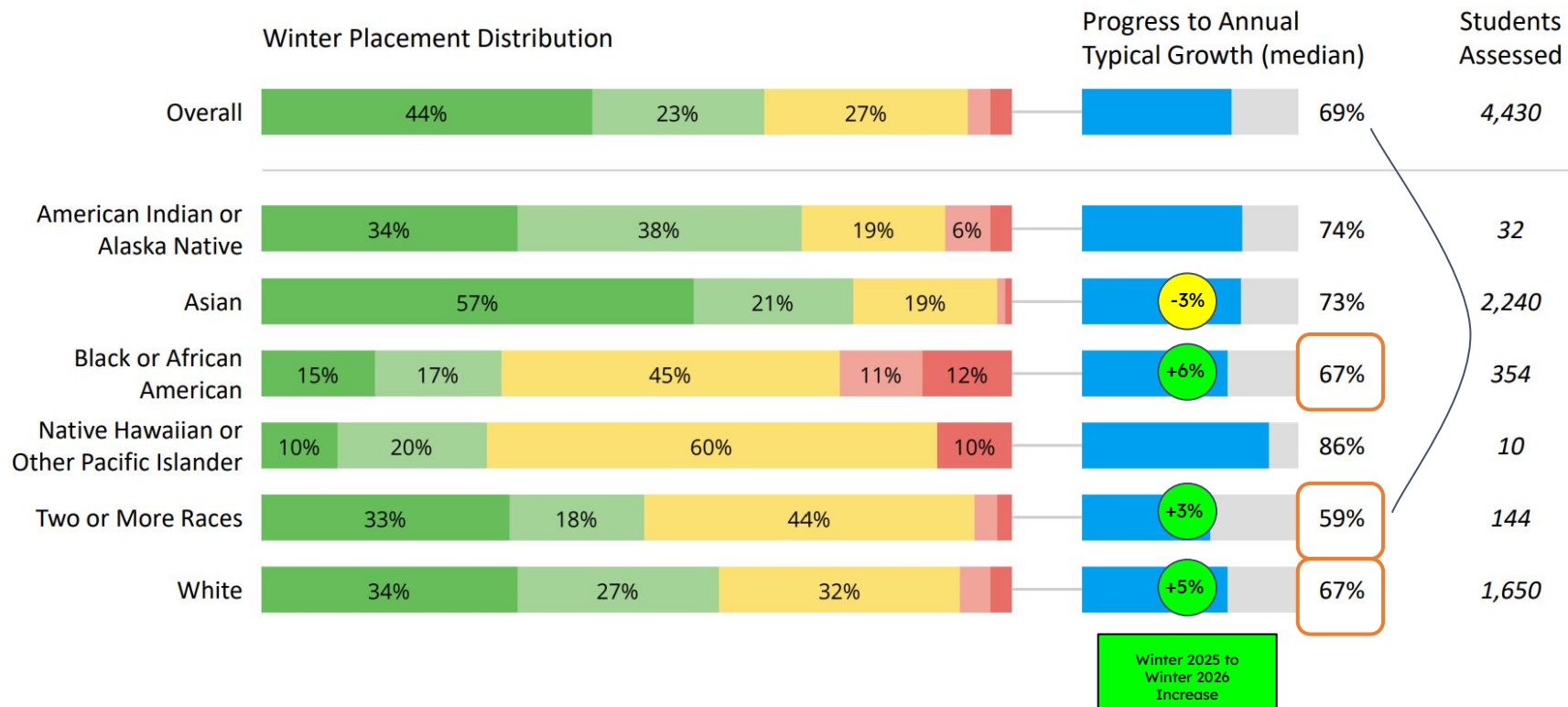


Mathematics Performance Review

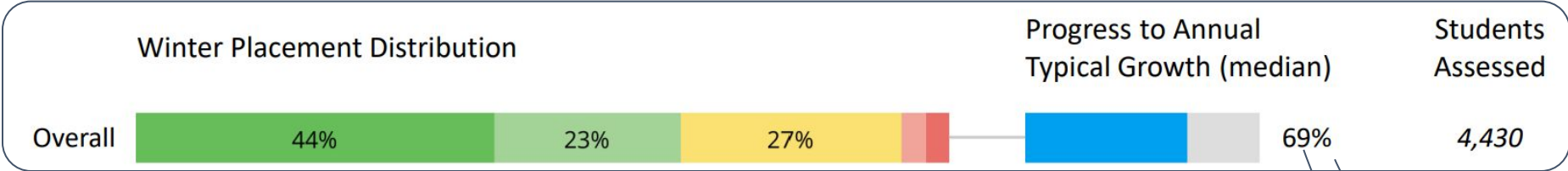
# Winter 2026 Subgroup Analysis

Student Placement Levels and Progress Toward Typical  
Growth

# What Are the Relative Placements and Growth by Race?



# 2025-2026 Additional Subgroup Data, Cont.



## Relative Placements and Growth by Hispanic or Latino



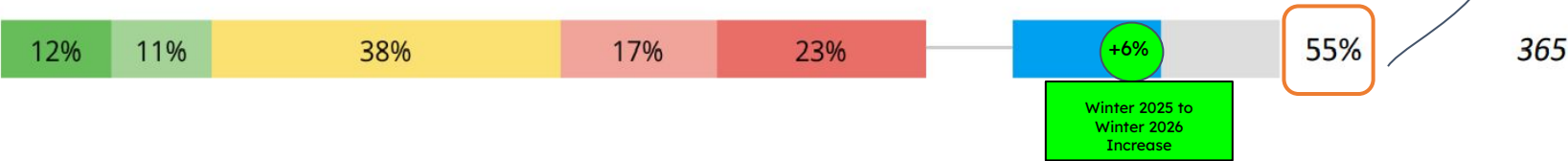
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## Relative Placements and Growth by Special Education





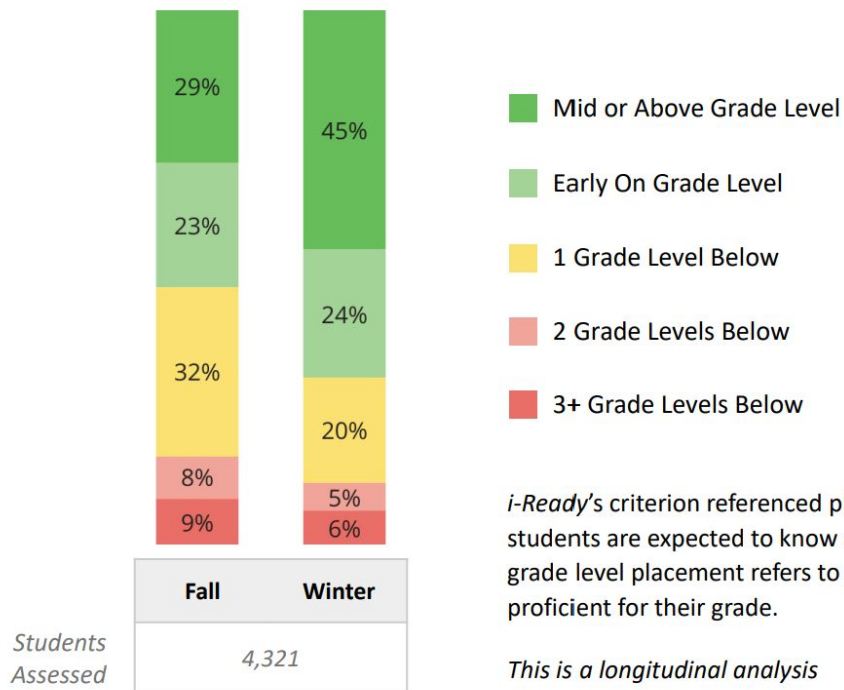
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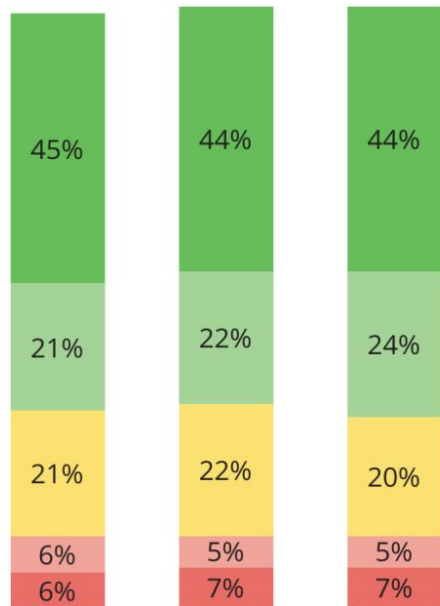
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Placement Distribution, Winter 23-24 to Winter 25-26



23-24

24-25

25-26

4,378

4,464

4,533

Students  
Assessed

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

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23-24

24-25

25-26

4,300

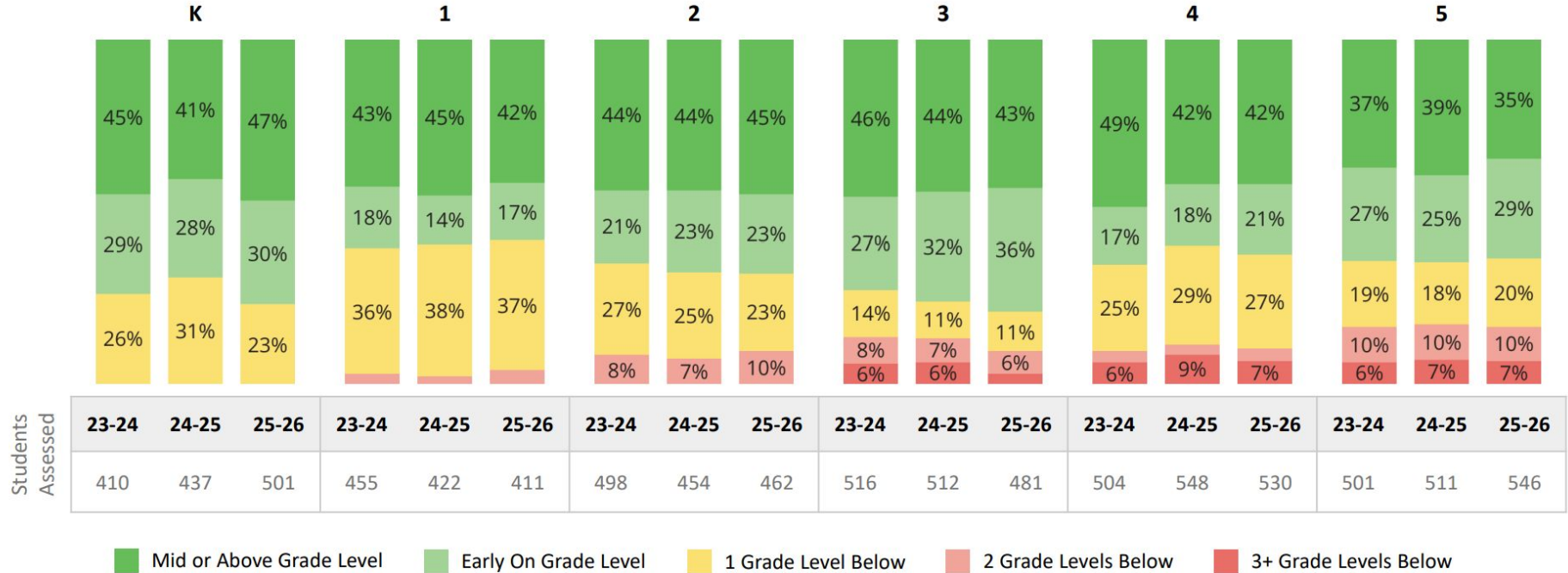
4,476

4,538

Students  
Assessed

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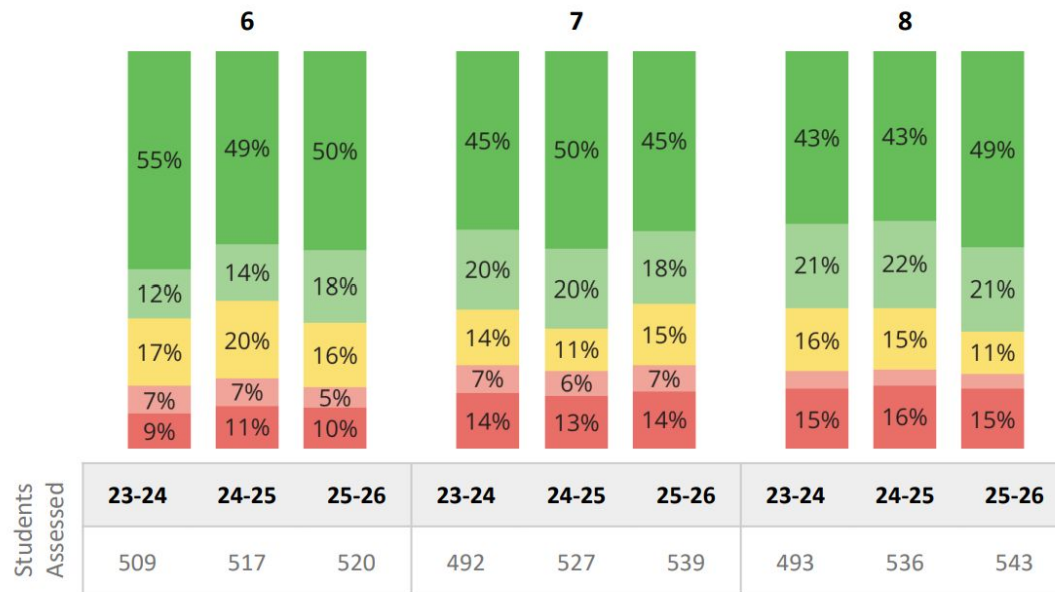
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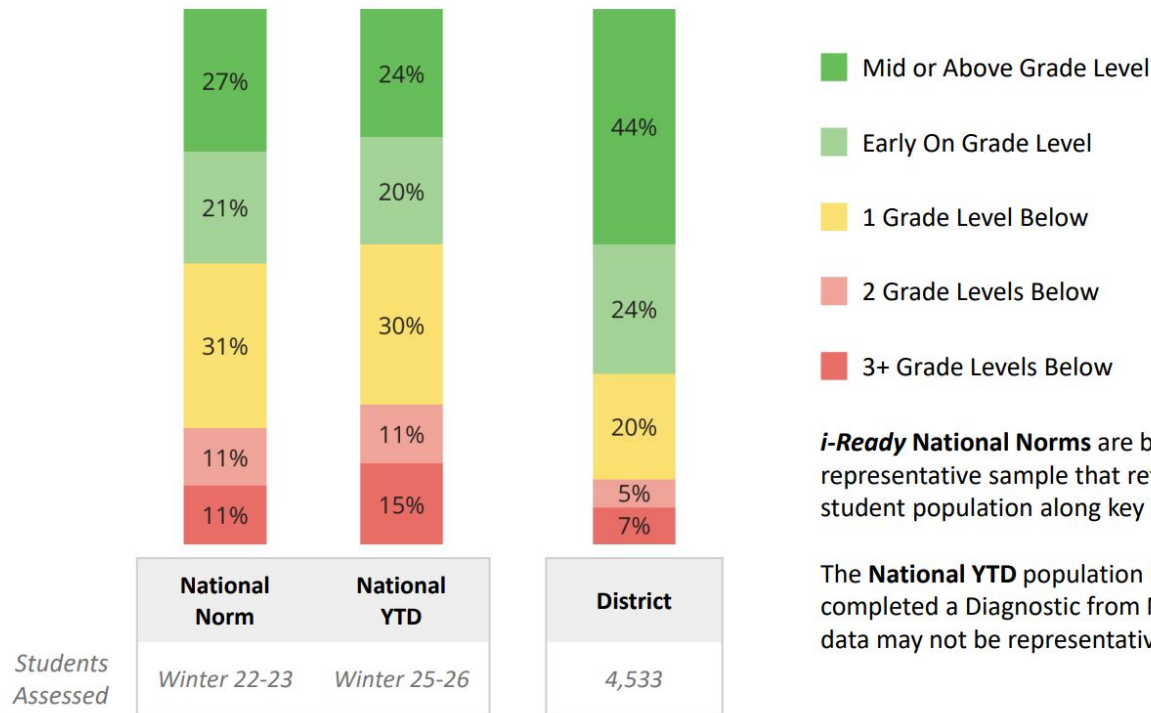
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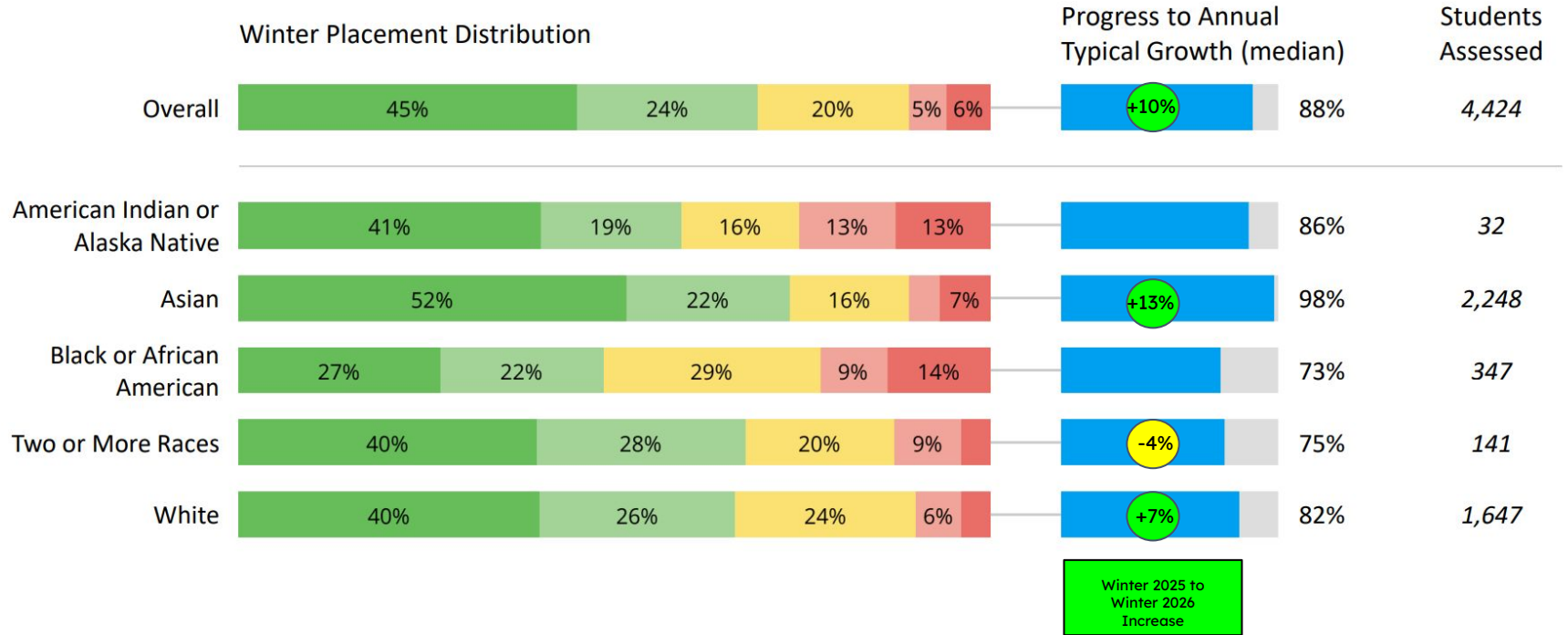


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## 2025 - 2026 Additional Subgroup Data, Cont.

### Winter Placement Distribution

Overall



Progress to Annual  
Typical Growth (median)

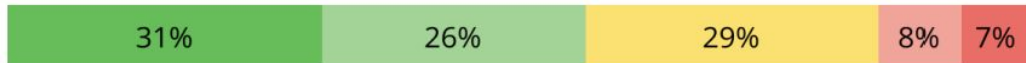


88%

Students  
Assessed

4,424

### Relative Placements and Growth by Hispanic or Latino



70%

357

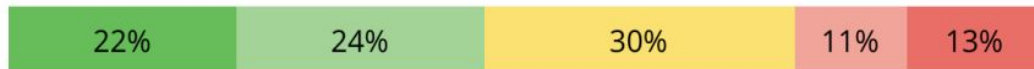
### Relative Placements and Growth by English Learner



82%

1,188

### Relative Placements and Growth by Economically Disadvantaged



73%

512

### Relative Placements and Growth by Special Education



70%

356

Winter 2025 to  
Winter 2026  
Increase



# Layers of a “Data Dig”

Coordinated systems of data analysis and discussion support for our instructional decisions.

Tier 1, all student data, is analyzed at the classroom, grade level, building and district level.

Intervention groupings and plans target students who benefit from Tier 2 and Tier 3 supports.

| First Grade 2025.2026                            |                                          |
|--------------------------------------------------|------------------------------------------|
| Fall iReady Scale Score (Criteria 362 and below) | Winter iReady Scale Score (Criteria 397) |
| 354                                              | 375                                      |
| 344                                              | 450                                      |
| 344                                              | 366                                      |
| 335                                              | 349                                      |
| 330                                              | 302*                                     |
| 325                                              | 374                                      |
| 317                                              | 388                                      |
| 312                                              | 390                                      |

### K-6 Data Meeting Protocol: Winter 2026

The winter data cycle is designed to strengthen mid-year instructional decision-making by leveraging i-Ready Winter data. The goal is to ensure that:

- Tier 1 adjustments are responsive to observed patterns and trends, and
- Tier 2 plans are updated, created, or refined based on mid-year evidence.

## Important Timelines

2/6 Buildings Send iReady Reports Home  
2/12 PLC  
2/20 WIN Groupings Due  
2/20 MTSS Tier 2 Plans Due  
2/20 IRIPs for KDG - 3rd Grade Parent Cor  
2/23 Consultation Day, if you need any assistance with MTSS Plans

Middle of Year **25-26**

Data and Implementation Review

Novi Community School District



# Digging a Little Deeper

Targeting specific grade levels at 2 elementary buildings for instructional planning and supports.

Continued efforts to understand and build upon our curriculum based assessments (Benchmark Assessments 5-12th, RGR and W&W literacy assessments, LETRS data) to broaden our data sets and respond through Tier 1 instructional adjustments.

Data Discovery Next Steps: BA 1

|                                                                                         |              |           |  |
|-----------------------------------------------------------------------------------------|--------------|-----------|--|
| PLC Name:                                                                               |              | Members:  |  |
| Roles                                                                                   | Facilitator: | Admin/TLD |  |
|                                                                                         | Time Keeper: |           |  |
|                                                                                         | Notetaker:   |           |  |
|                                                                                         | Normchecker: |           |  |
| Other Data Brought by PLC                                                               |              |           |  |
| Next Steps                                                                              |              | GOALS-    |  |
| Goals: based on our data, what would be the goal(s) for our students?                   |              |           |  |
| Next Steps                                                                              |              | PATHWAYS- |  |
| Pathways: what steps do we see (our PLC) need to take? What additional data do we need? |              |           |  |
| Next Steps                                                                              |              | AGENCY-   |  |



2/17  
PD Planning

## Connecting our learning and moving forward

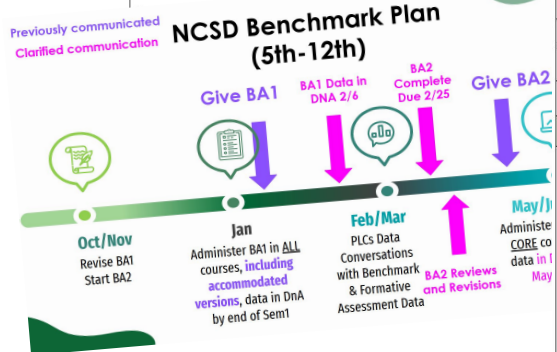
Based on the 24-26 data and your reflection on the goals, pathways and agency you set in 2025, what are your PLC's next moves?

- What might be some **instructional strategies or curricular scaffolds** that could be employed to begin to address the gaps you identified?
- What might be some implications based on the BA1 data and reflections that may guide your work in revisions on the BA2?

With 3 PLC meetings in the 25-26 school year, plan out how you can attend to the goals you have refined to support your work into the 26-27 school year.

## Future Planning

| March PLC | April PLC | May PLC |
|-----------|-----------|---------|
|           |           |         |





Questions?

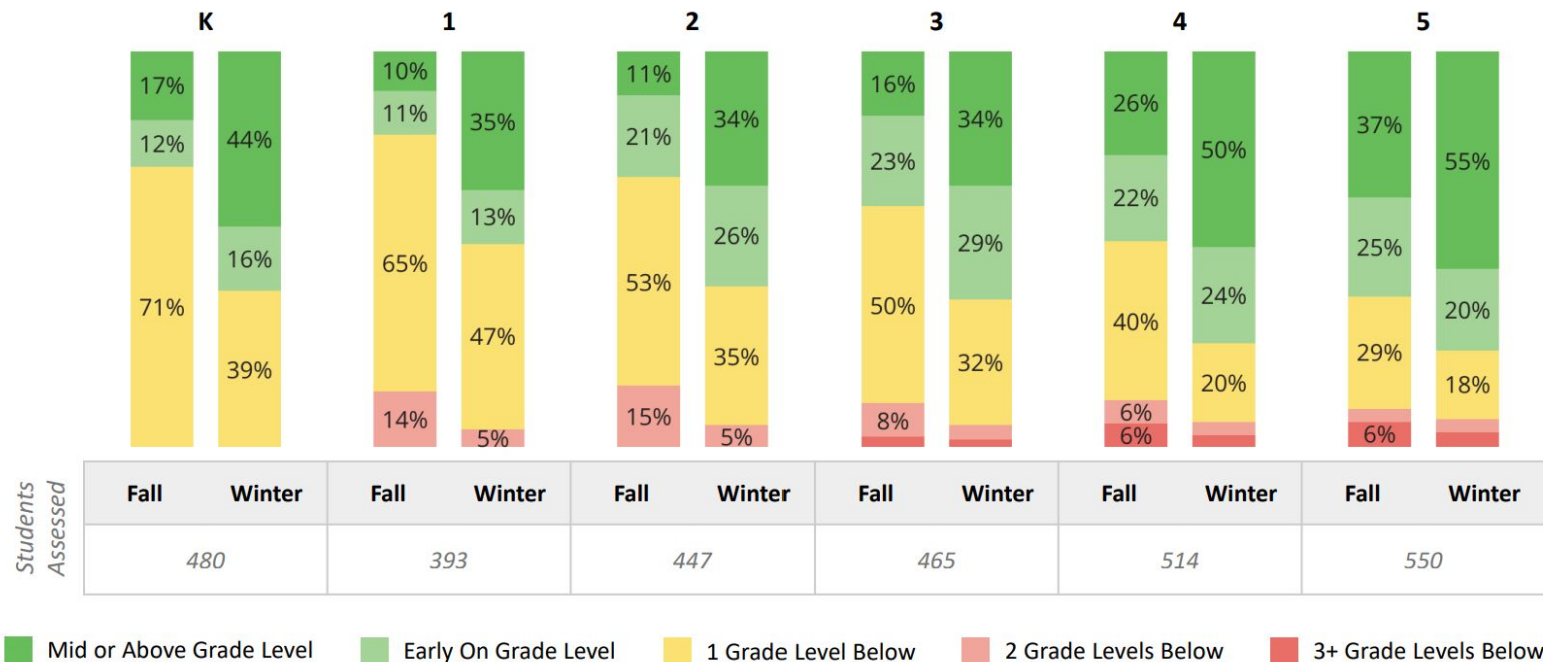


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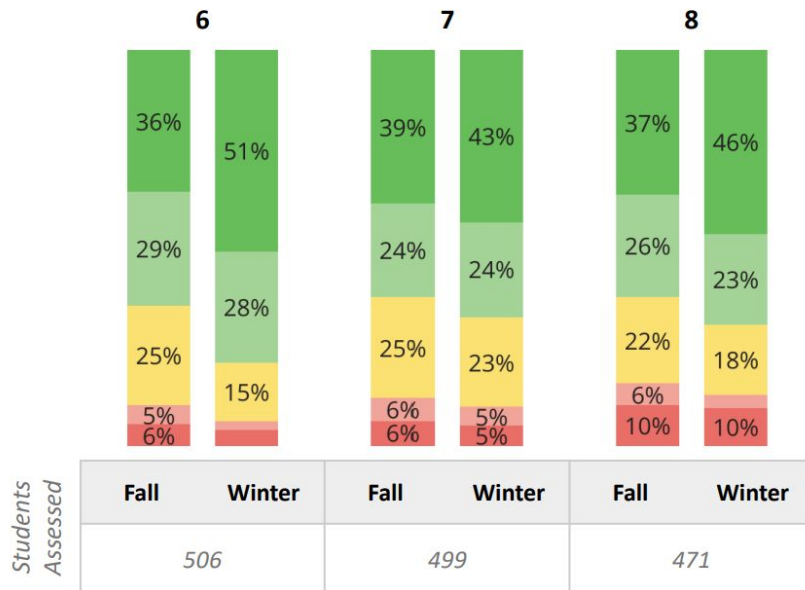
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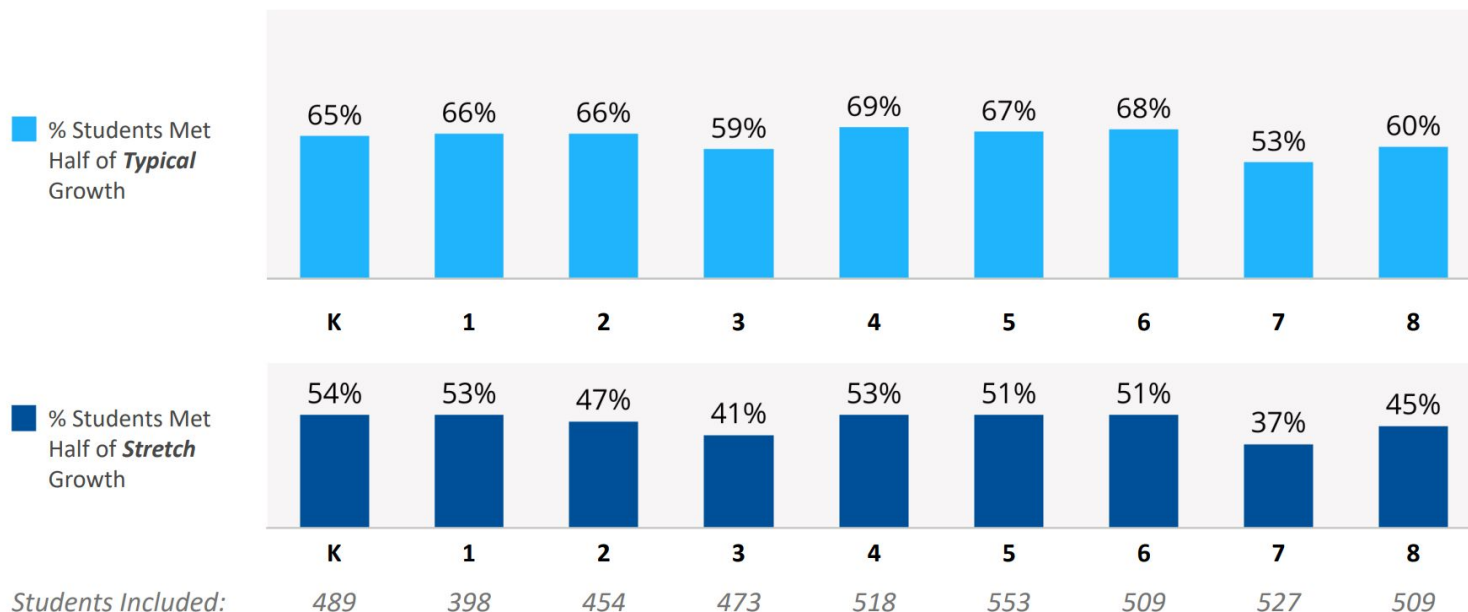
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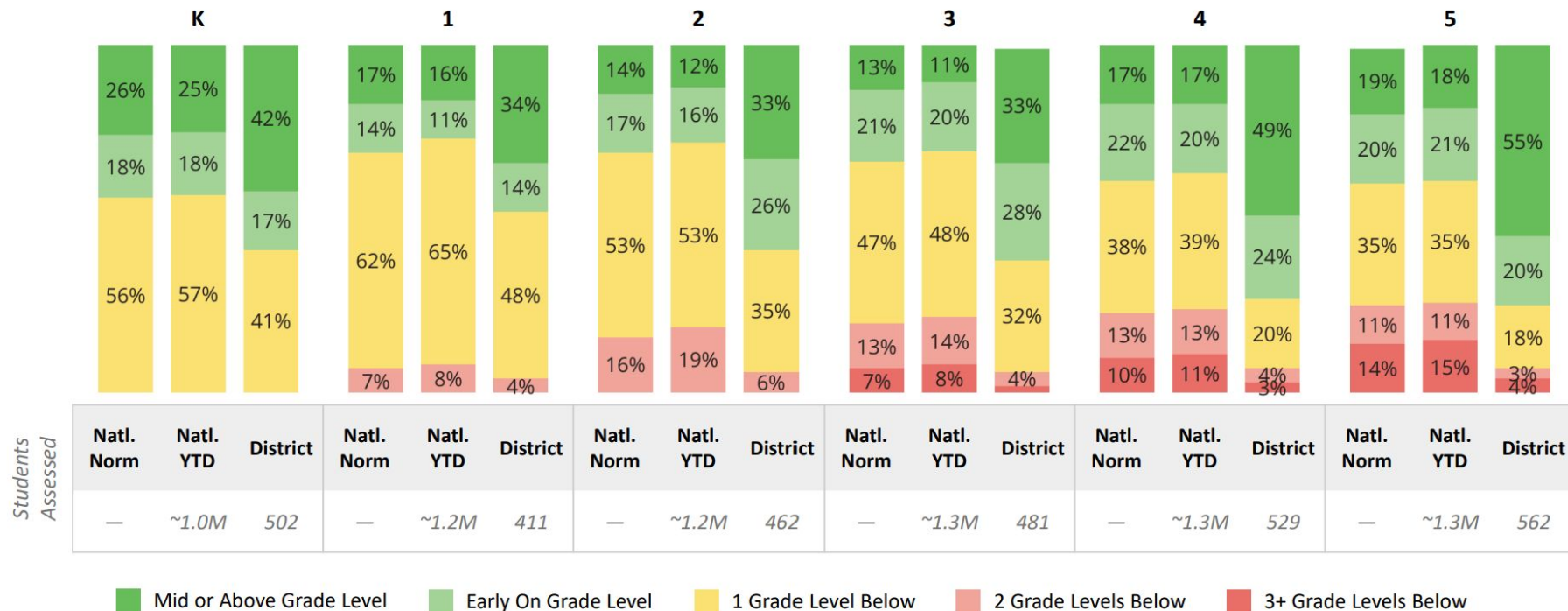
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% Students Who Met Half of Typical and Stretch Growth



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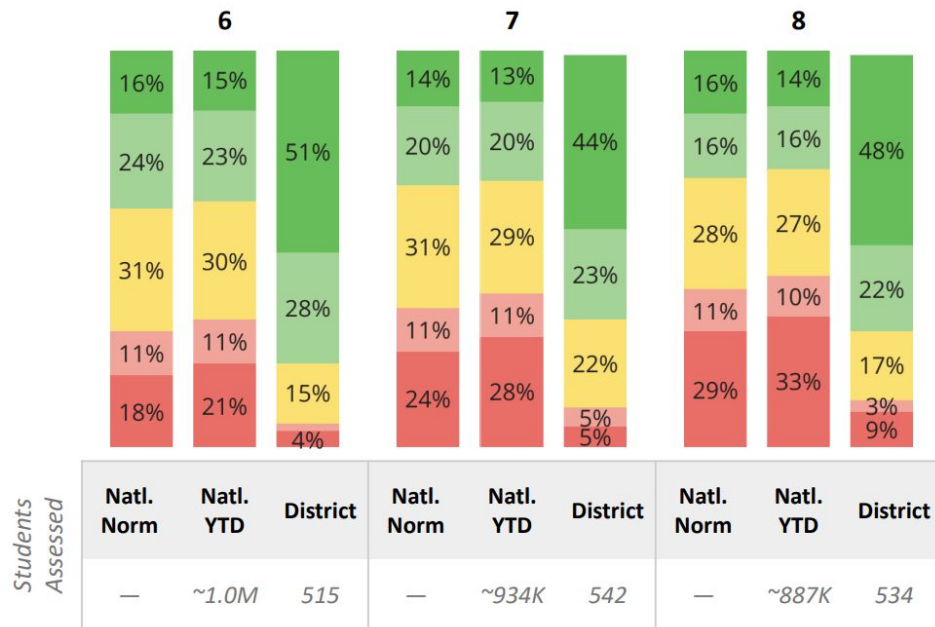


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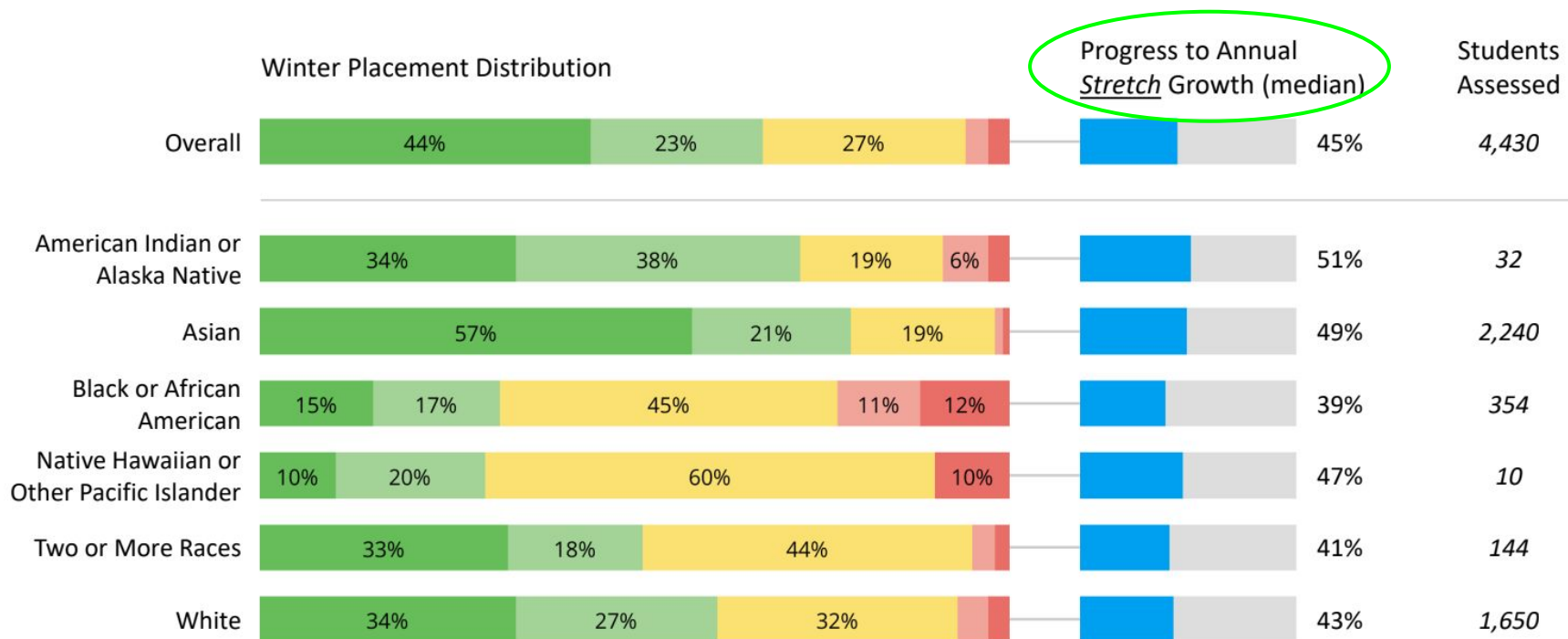


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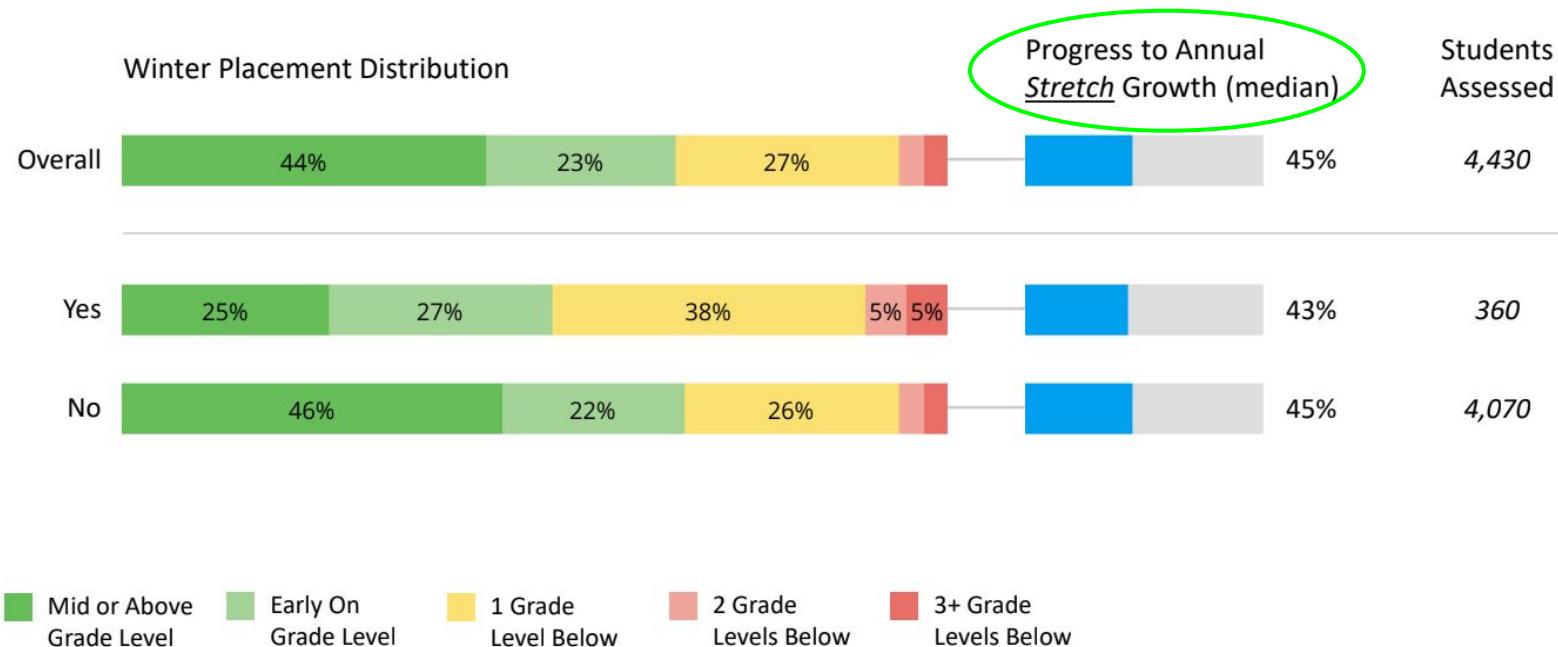
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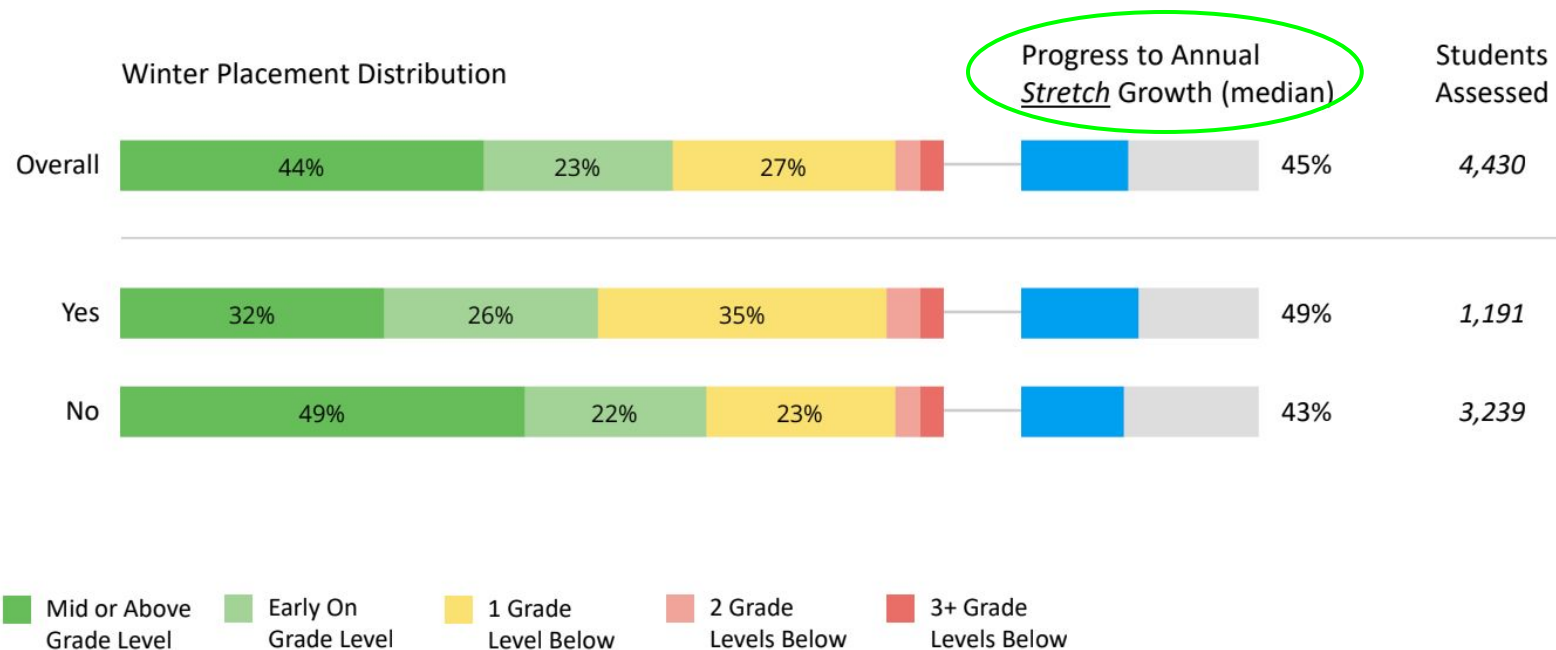
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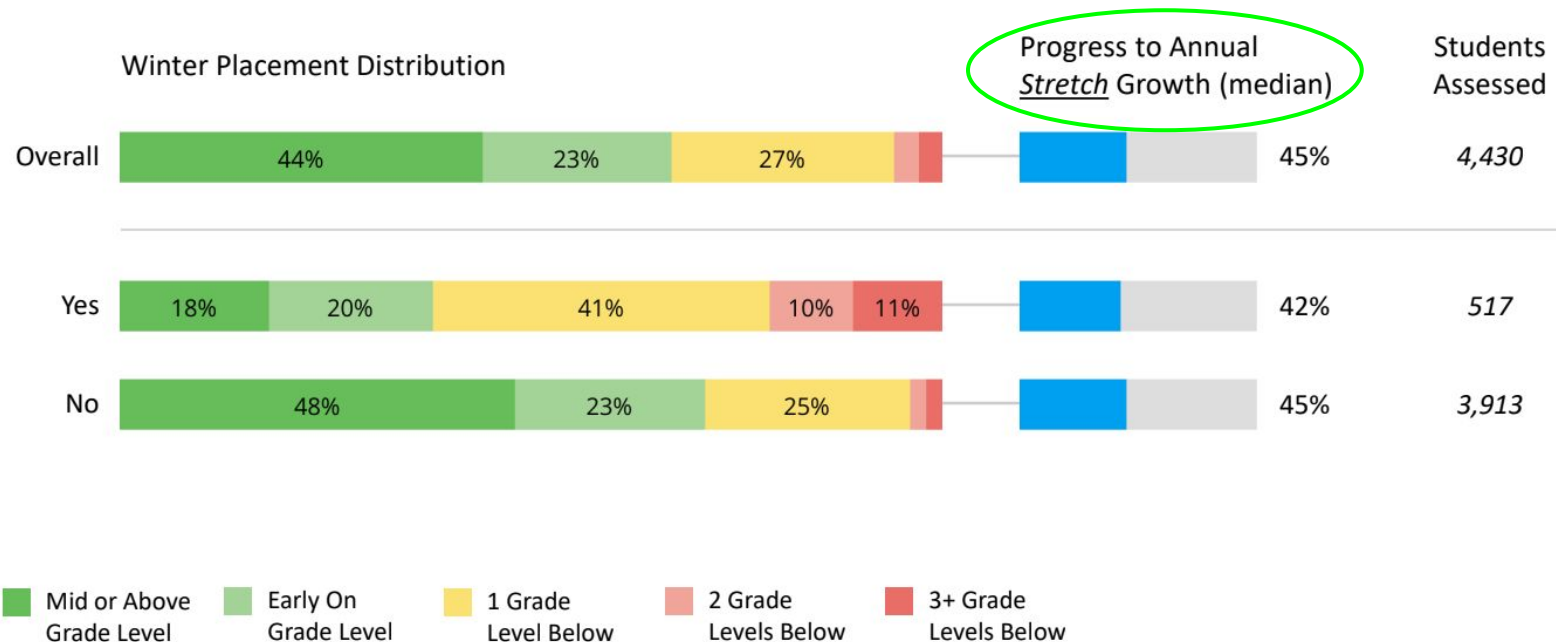
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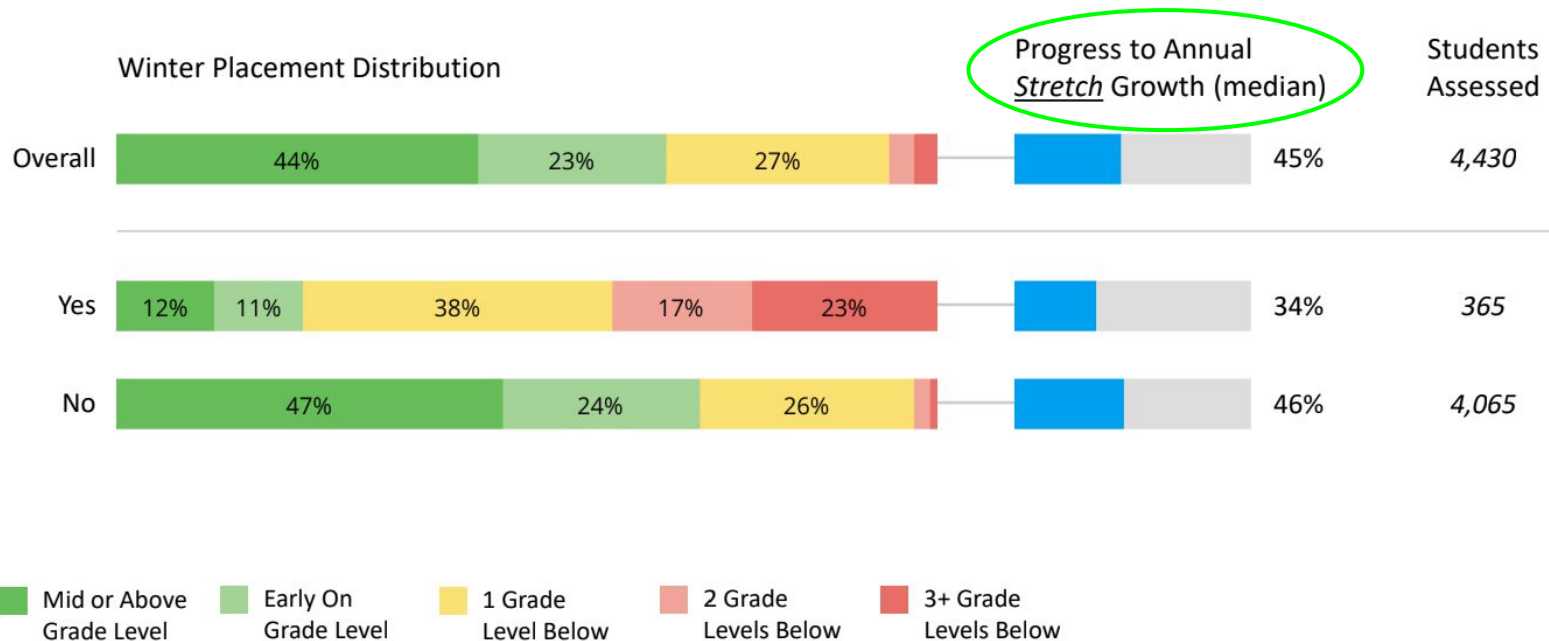
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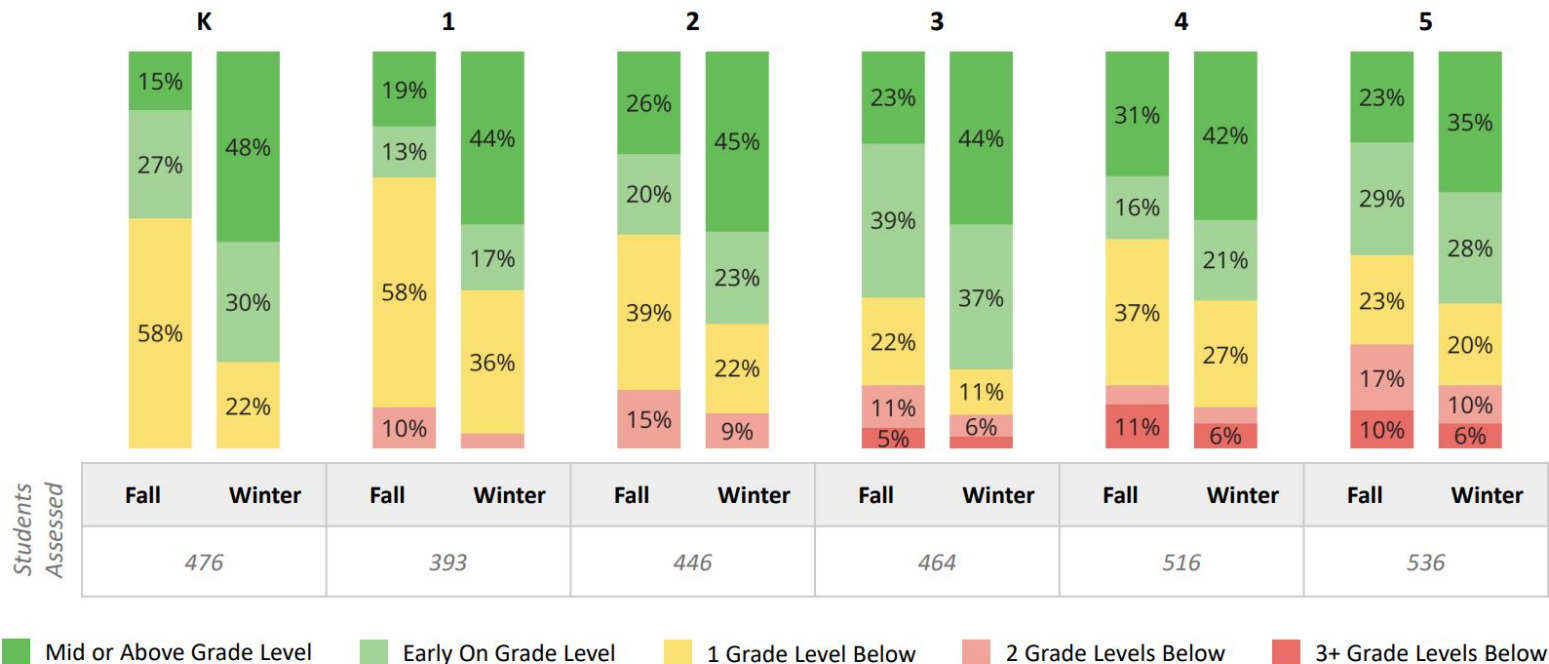


Reading Performance Review

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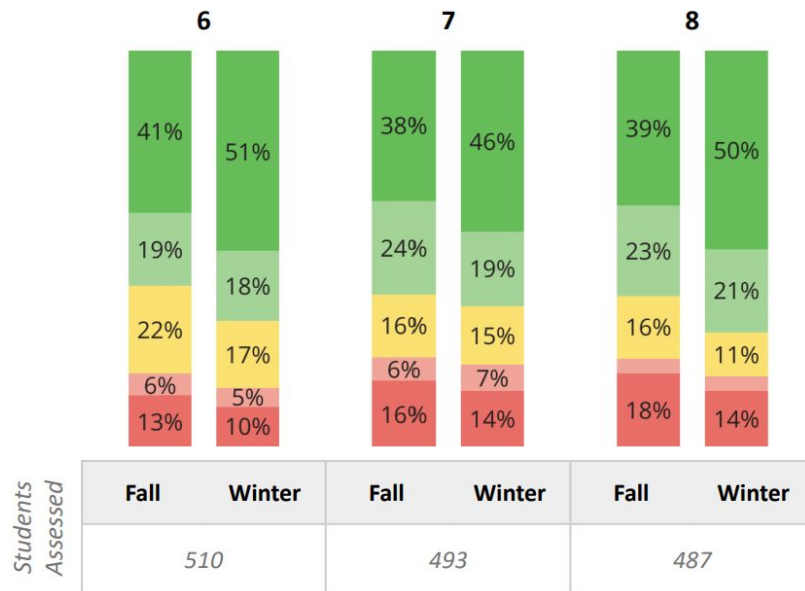
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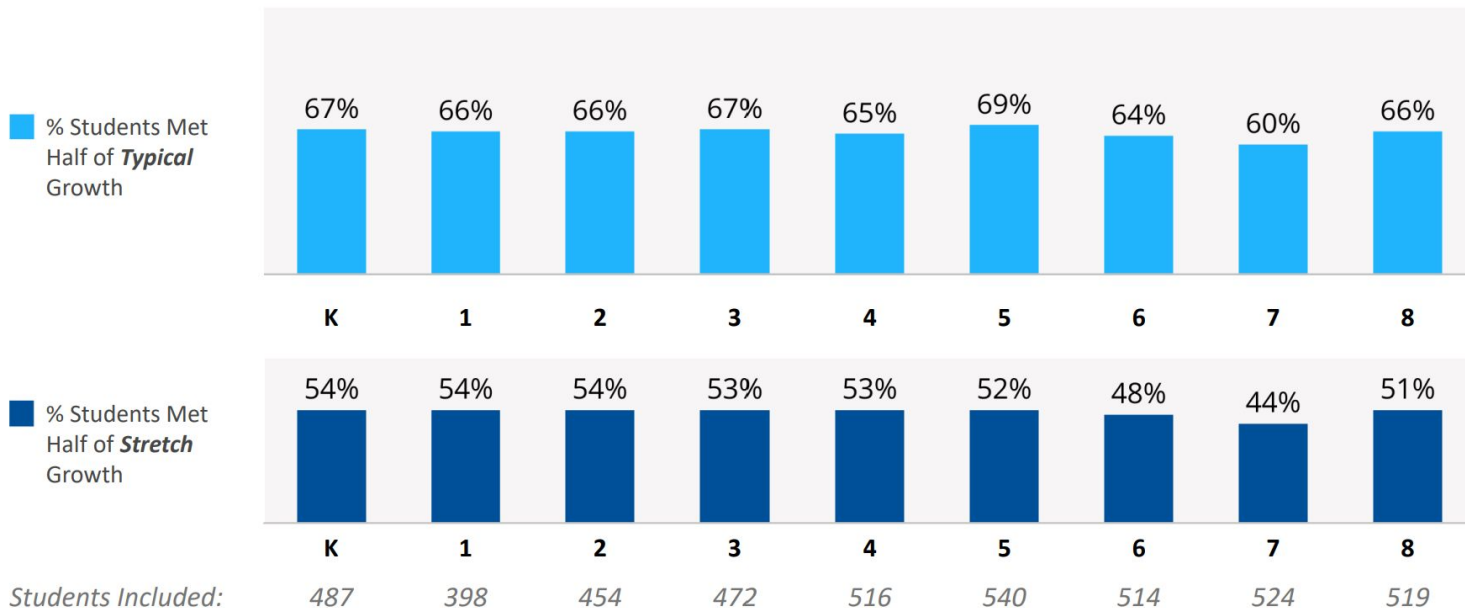
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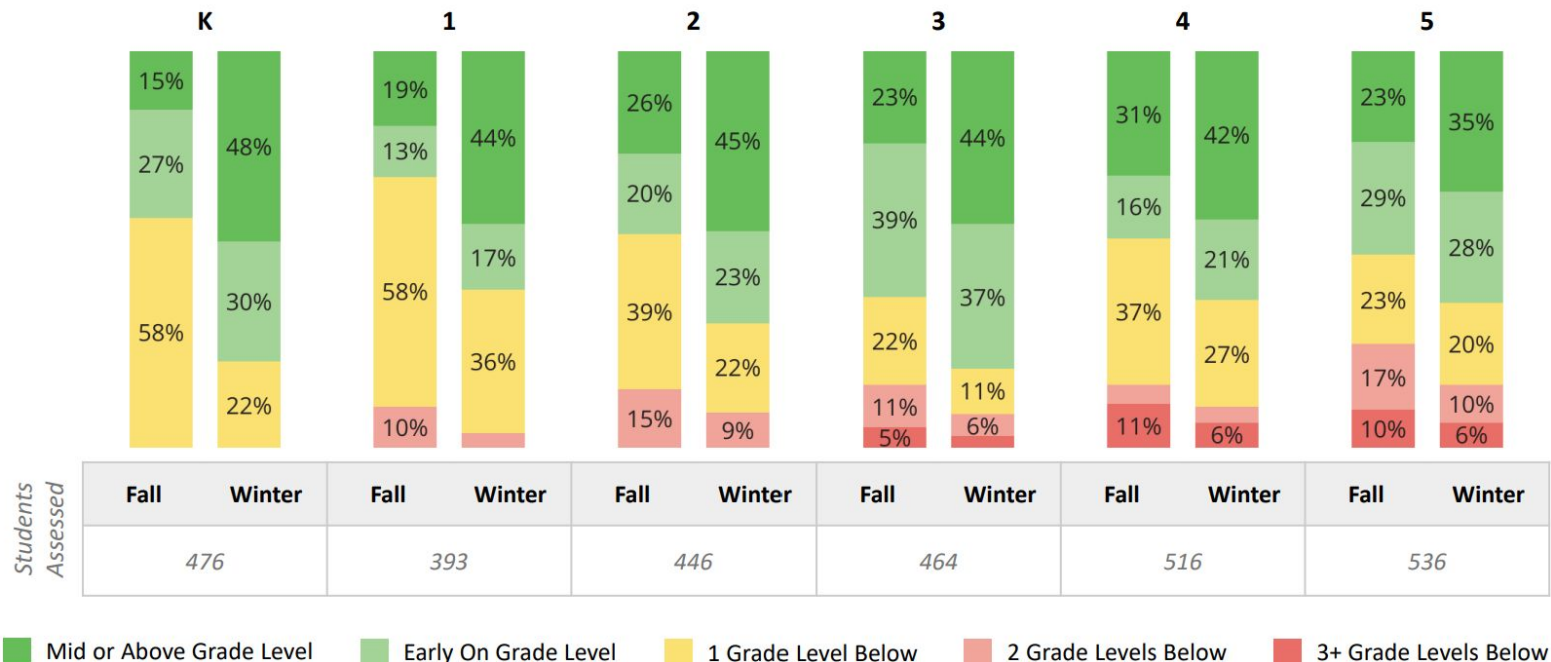
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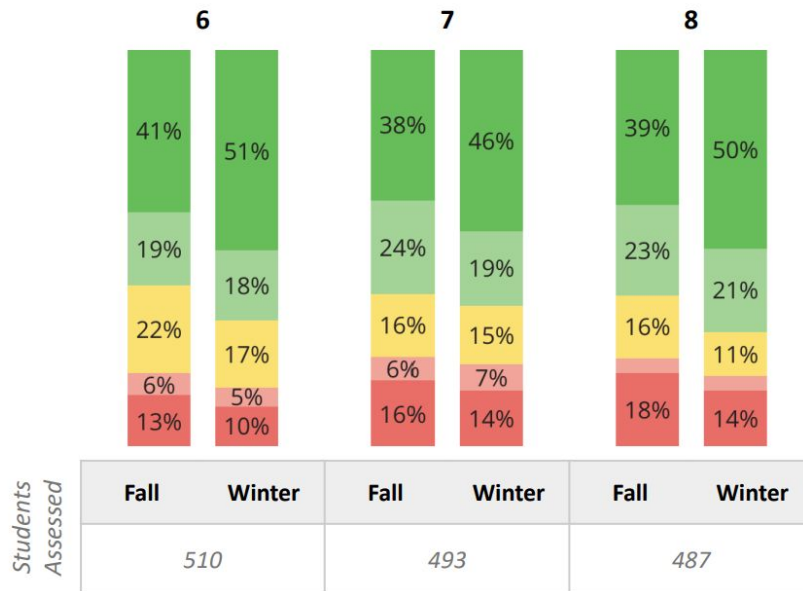
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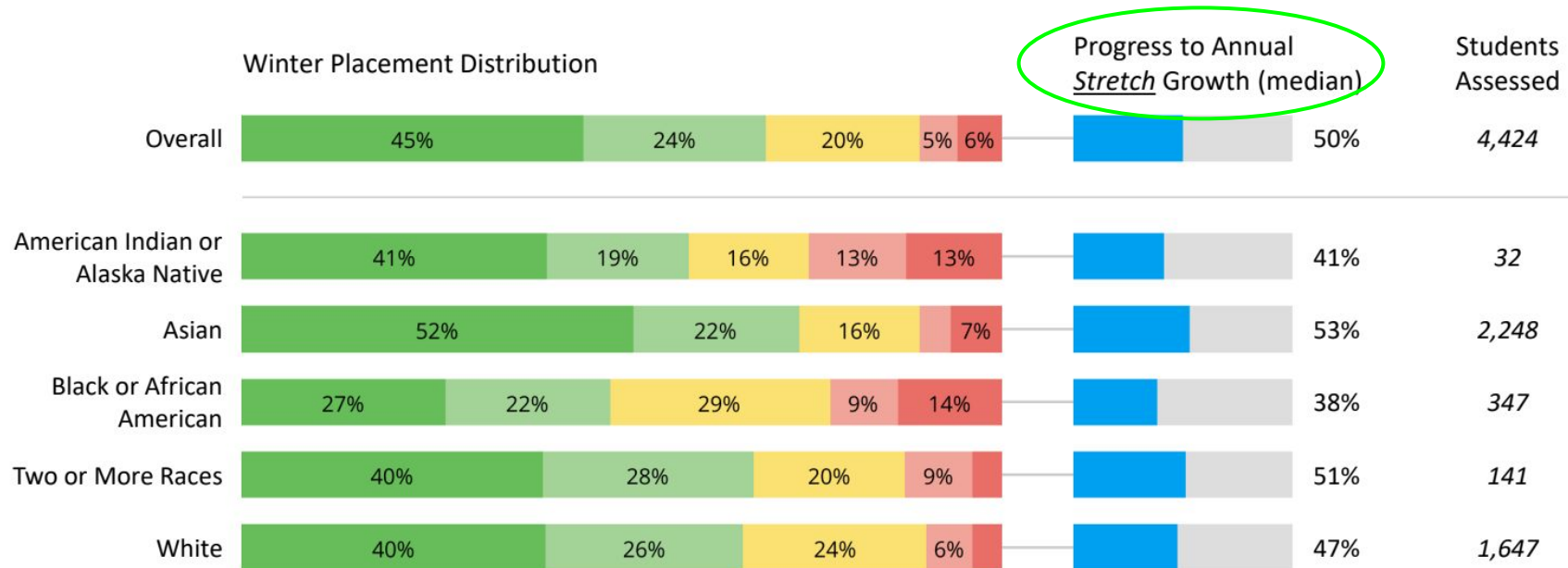
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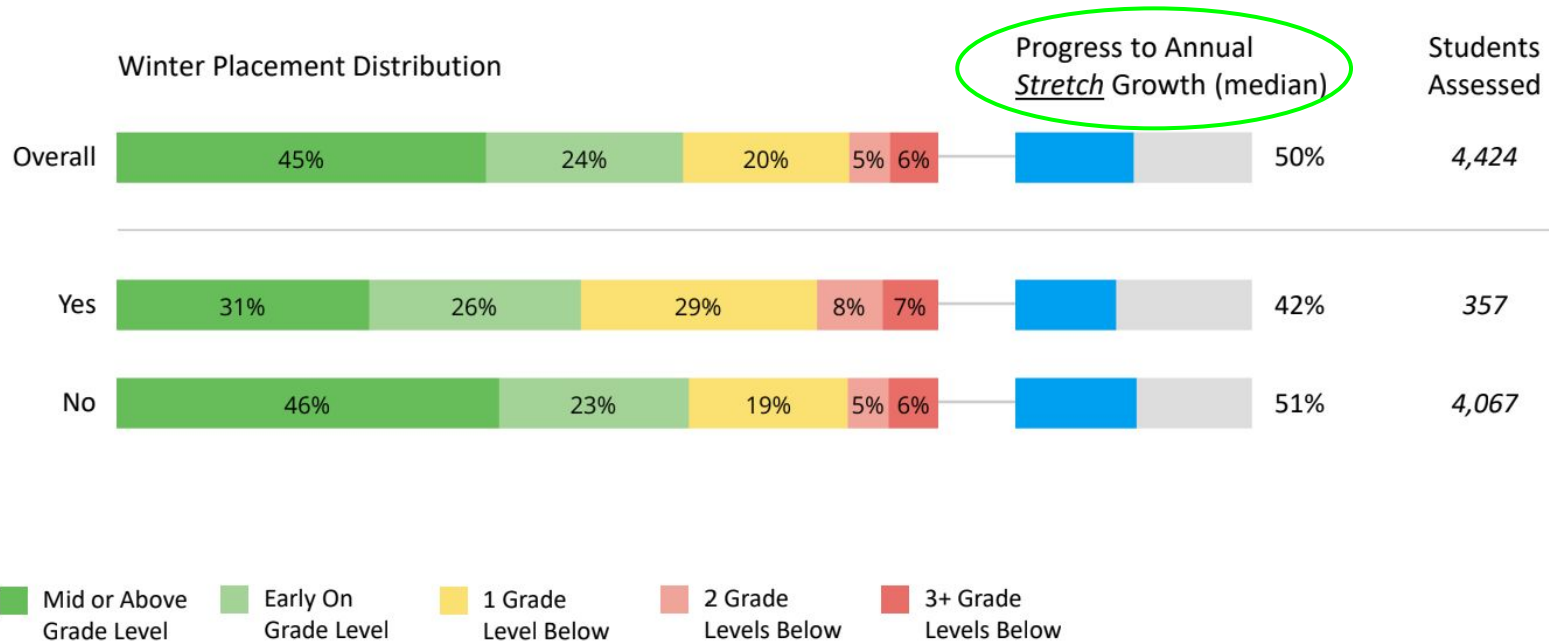
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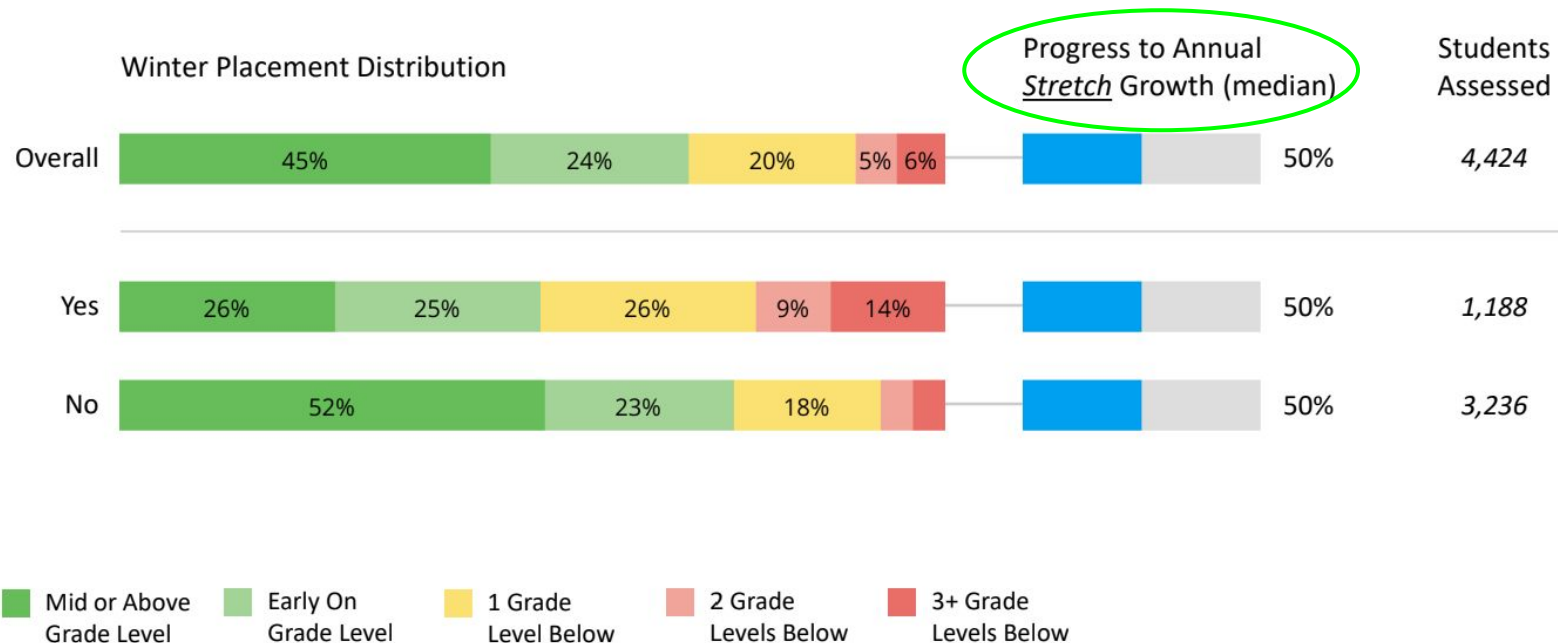
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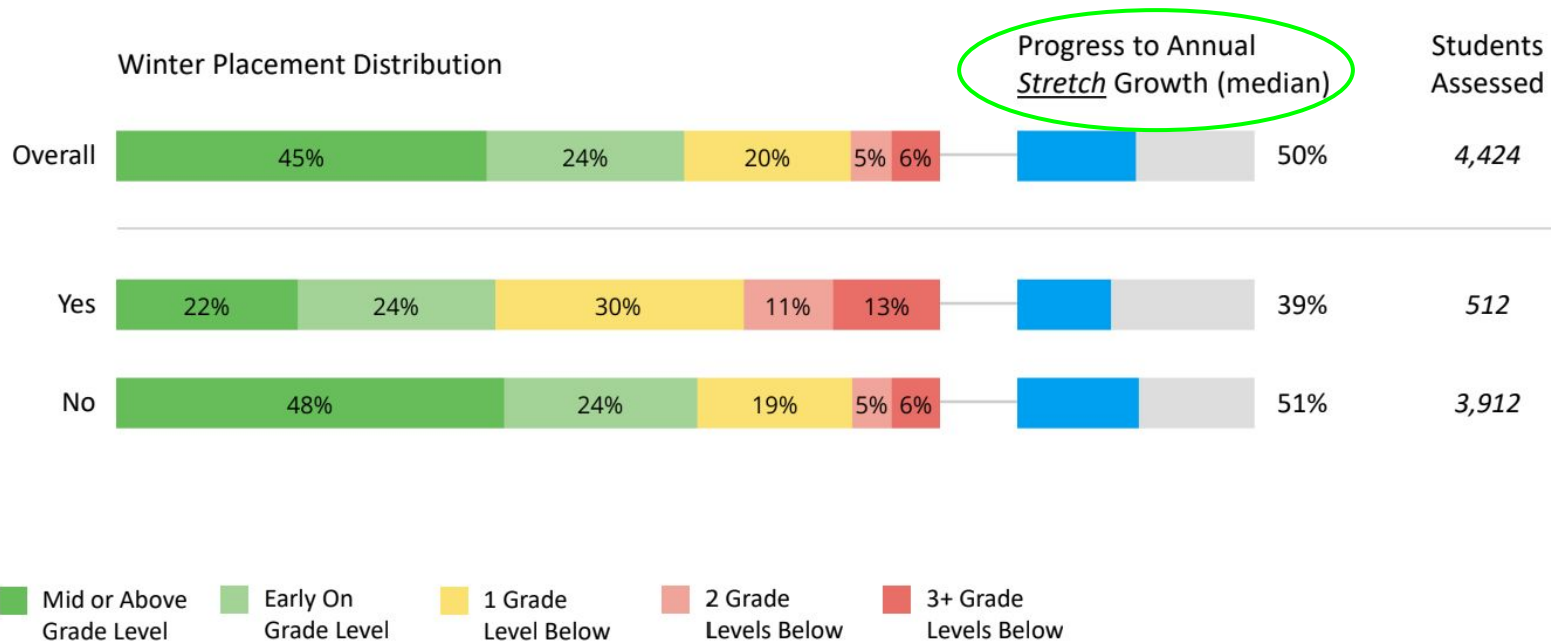
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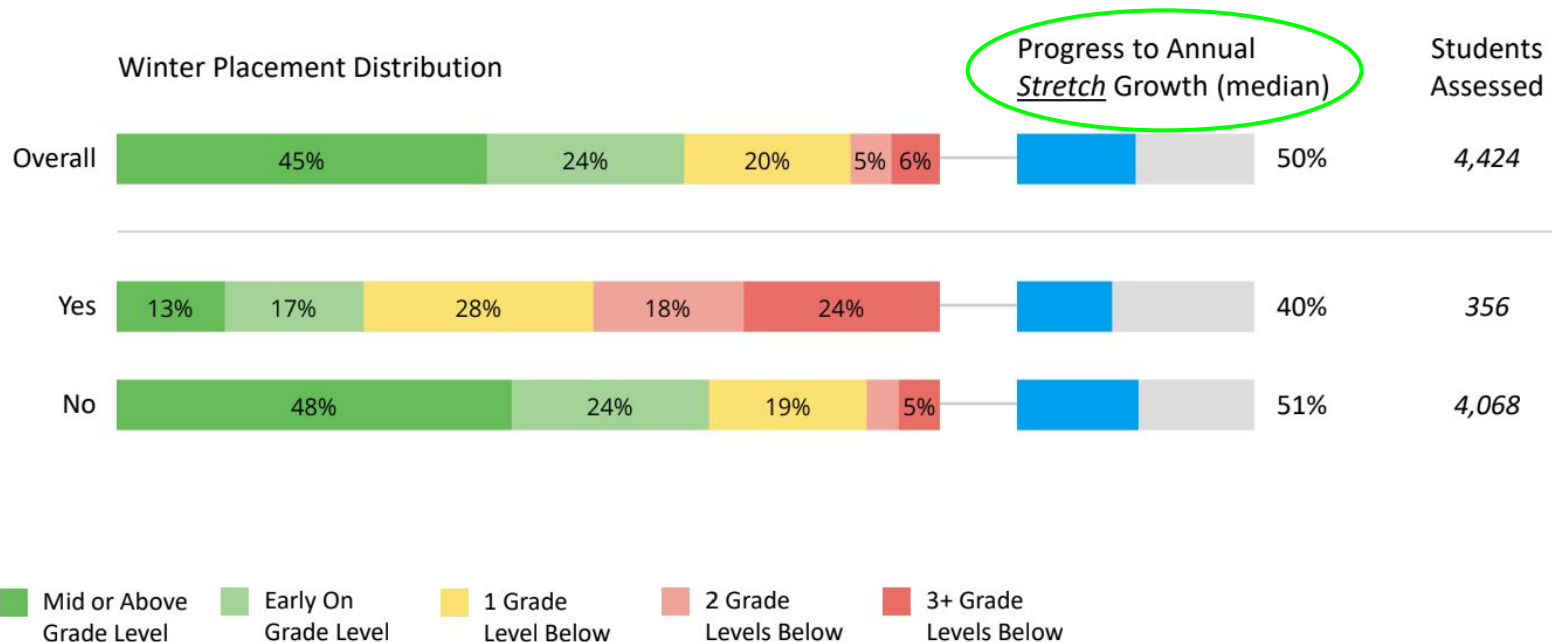
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## What Are the Relative Placements and Growth by Special Education?





## Board DEI Committee - February 26, 2025

### District DEI Team Updates

- A Shift in Membership
  - In Spring 2025, the District DEI Team engaged in dialogue around appropriate “term limits” for members. The intent was to ensure ongoing leadership opportunities for educators in our district.
  - As a result, multiple long-term members resigned from their positions, and those individuals needed to be replaced. This was postponed until the school year began to ensure that staff would have ample opportunity to see and consider the opportunities.
  - Hiring was completed in late December.
- Current Membership:
  - DF: Amanda Clarkson. NW: Cortney Kidon. OH: Kasey Julian. PV: Allie Glowacki. VO: Carly Martinez. NM: Kim Kozlowski. MS: Laura Khalil and Sophia Williams. HS: Bethany Bratney and Kristen Mrozek. Special Ed: Meena Ansari (VO) and Megan Lee (HS).
- First Meeting - February 23, 2026
  - Introductions and team building
  - Purpose and expectations of District DEI Team and its members
  - Building-level updates ([linked here](#))
  - Collaborative time for K-4 and 5-12
    - Multicultural events debrief and/or planning
    - Building-level strategies, barriers, and shared problem-solving
  - Shared learning (*Rebuilding Students’ Learning Power*, Hammond)
  - Looking forward: What will we accomplish?
    - Staff learning: Building-level book studies
    - Staff learning: PD sessions
    - Design instructional supports for ELD, ELD/IEP
    - Consolidate communications and organize districtwide
  - Scheduling check-in meetings in March, April
  - Next full meeting in May