Joint DEI/Curriculum Committee of the Whole Meeting
Thursday, February 26, 2026 3:00 PM Eastern

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 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:** Median progress to Typical Growth is <50% in winter or <100% in spring, with performance above the national median.

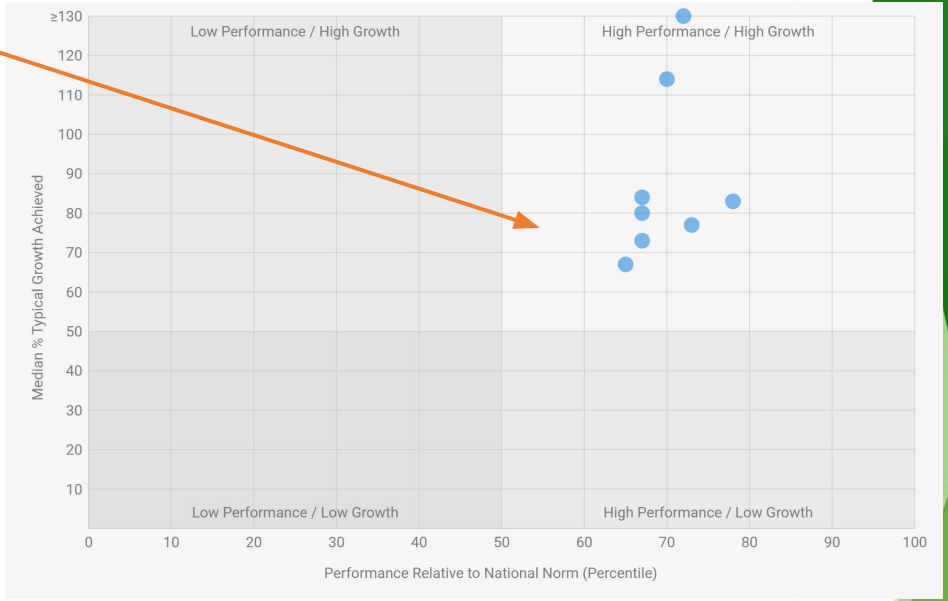
All Schools = High Performance & High Growth!



Overall Quadrant
School Performance: READING

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Mathematics Performance Review

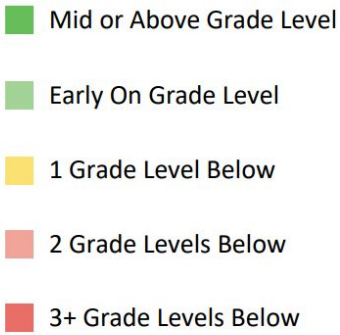
Fall 2025 to Winter 2026

Growth in Student Placement Levels

How Have Relative Placements Changed From Fall to Winter?

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





i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

Mathematics Performance Review

Winter 2025 to Winter 2026

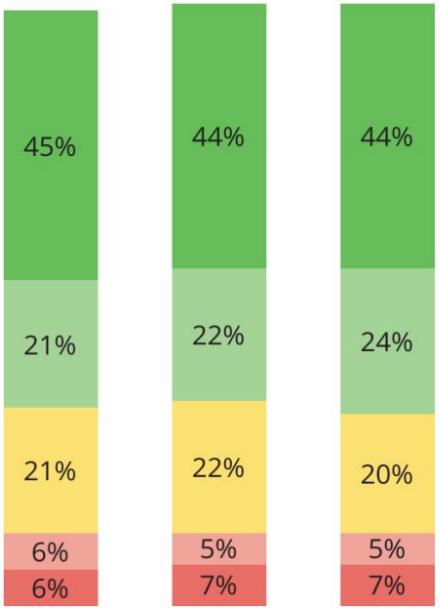
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Reading

How Have Relative Placements Changed From Winter to Winter?

Mathematics

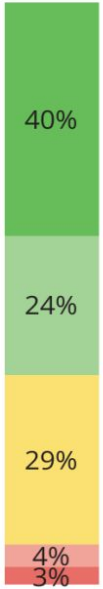
Placement Distribution, Winter 23-24 to Winter 25-26

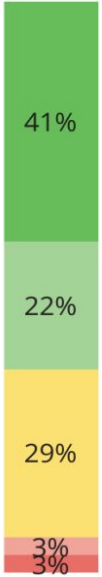


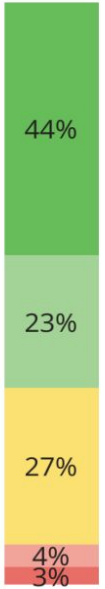
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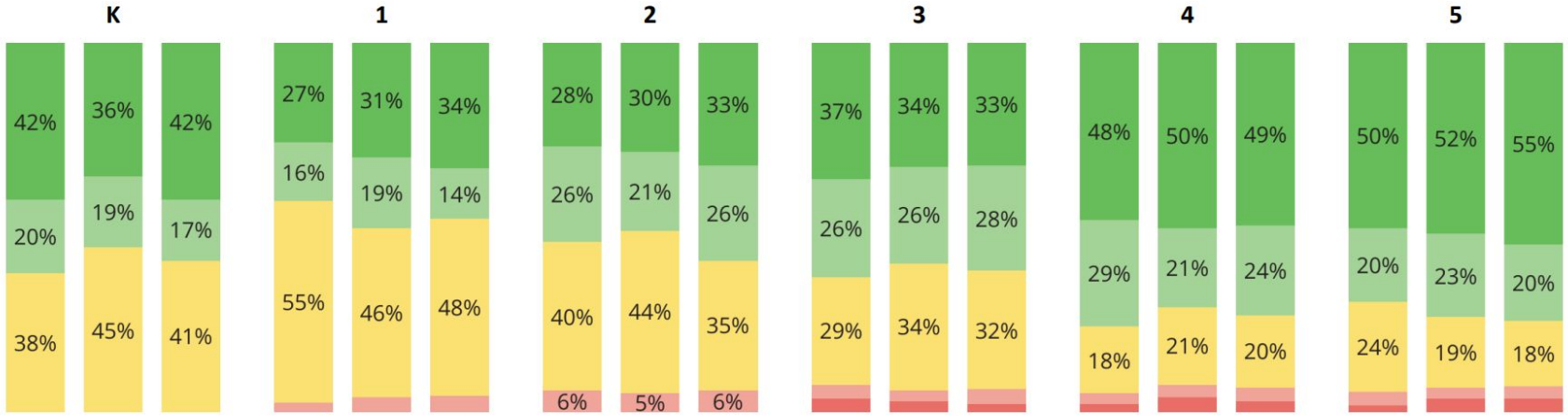
	23-24	24-25	25-26
Students Assessed	*4,378*	*4,464*	*4,533*

	23-24	24-25	25-26
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Mathematics

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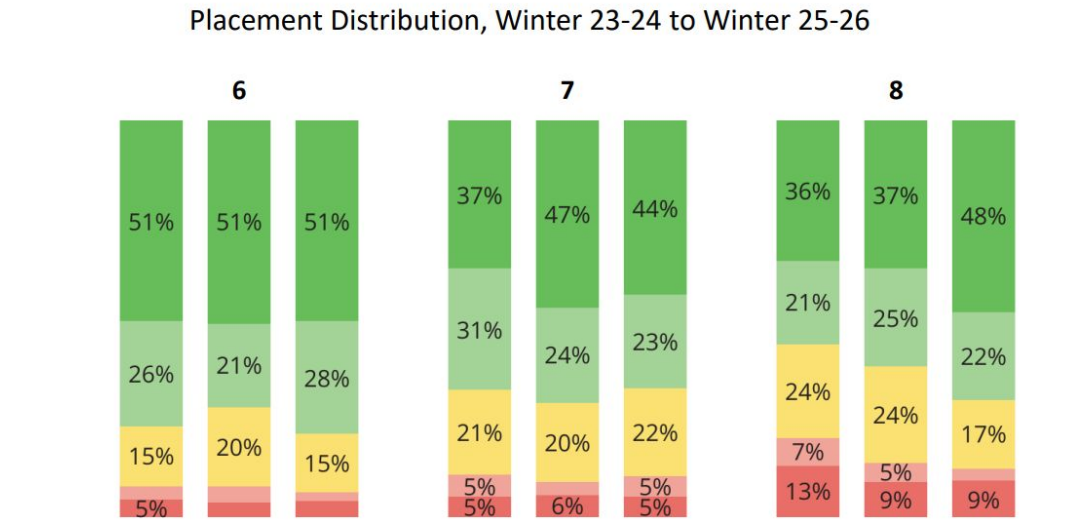


Students Assessed	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
	410	438	502	454	421	411	498	454	462	516	509	481	504	548	529	501	510	562

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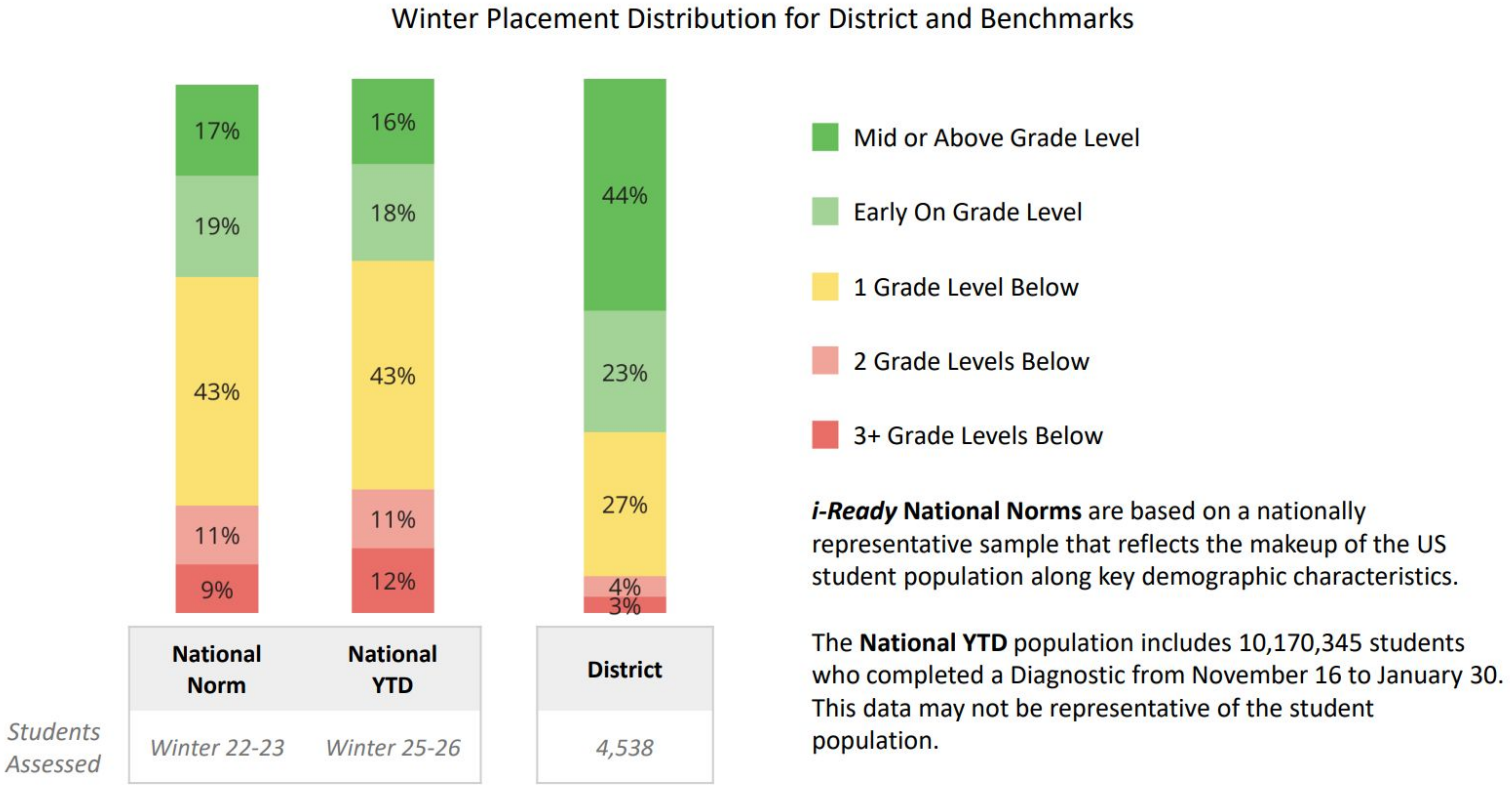
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Mathematics Performance Review

Winter 2026 Comparison: Benchmarks

Growth in Student Placement Levels

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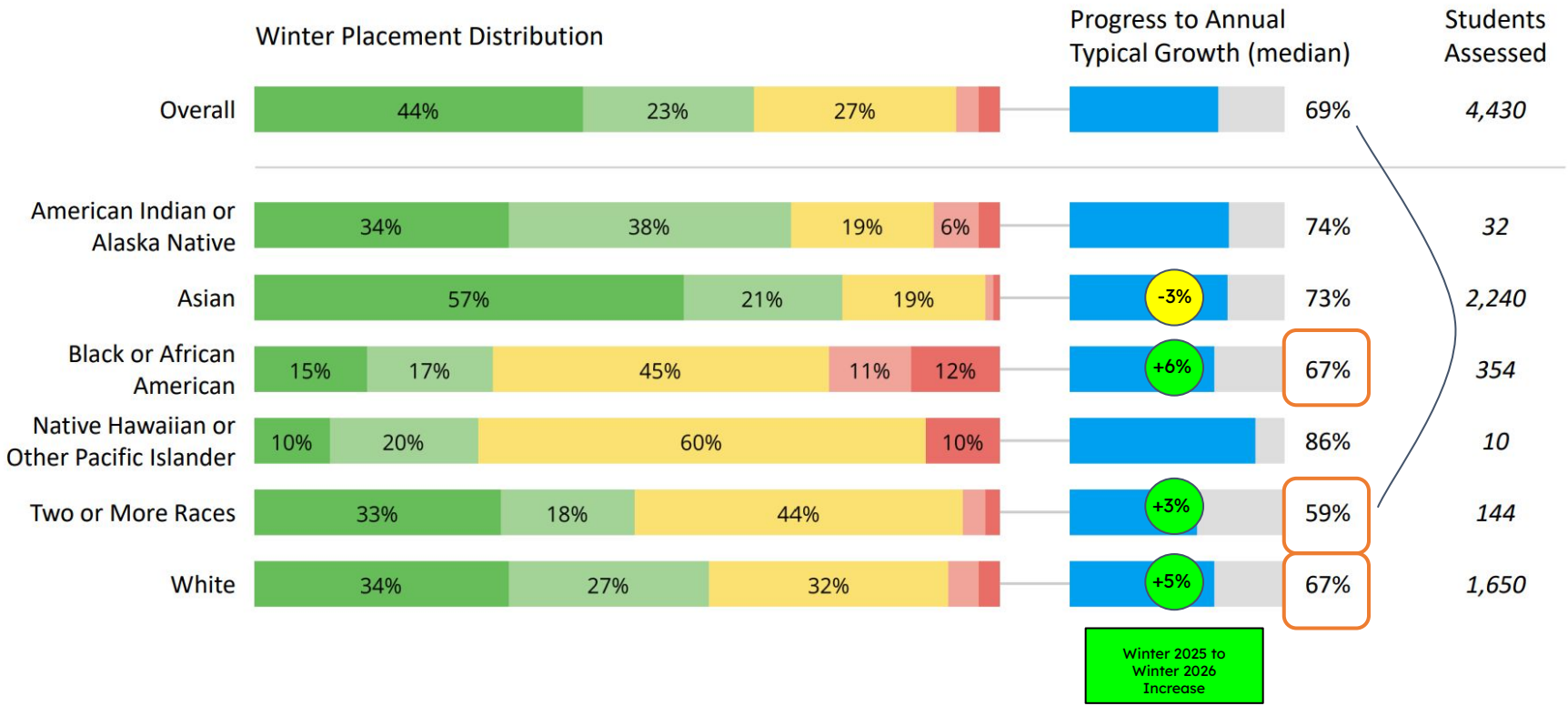
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Mathematics Performance Review

Winter 2026 Subgroup Analysis

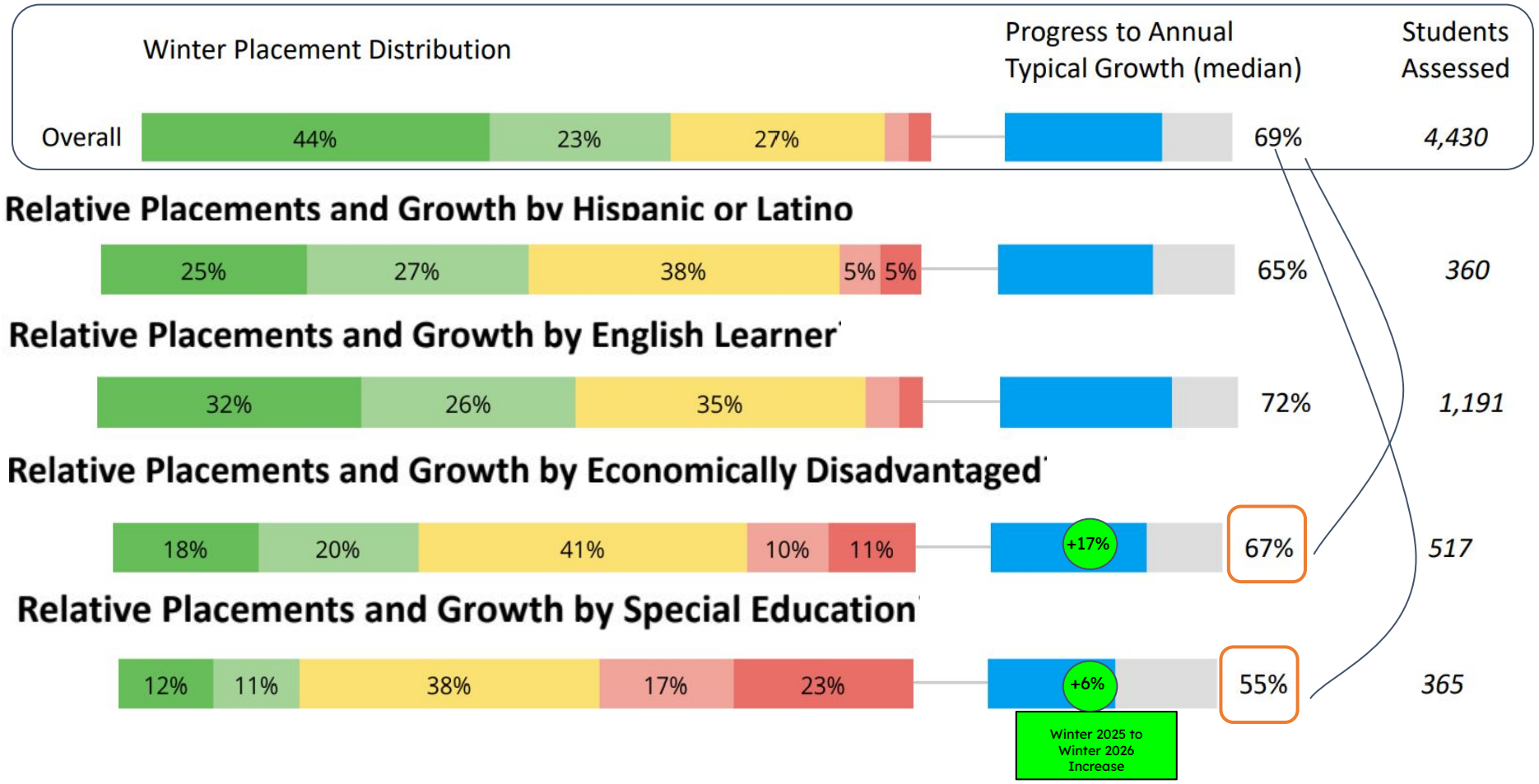
Student Placement Levels and Progress Toward Typical Growth

What Are the Relative Placements and Growth by Race?



2025-2026 Additional Subgroup Data, Cont.

Mathematics

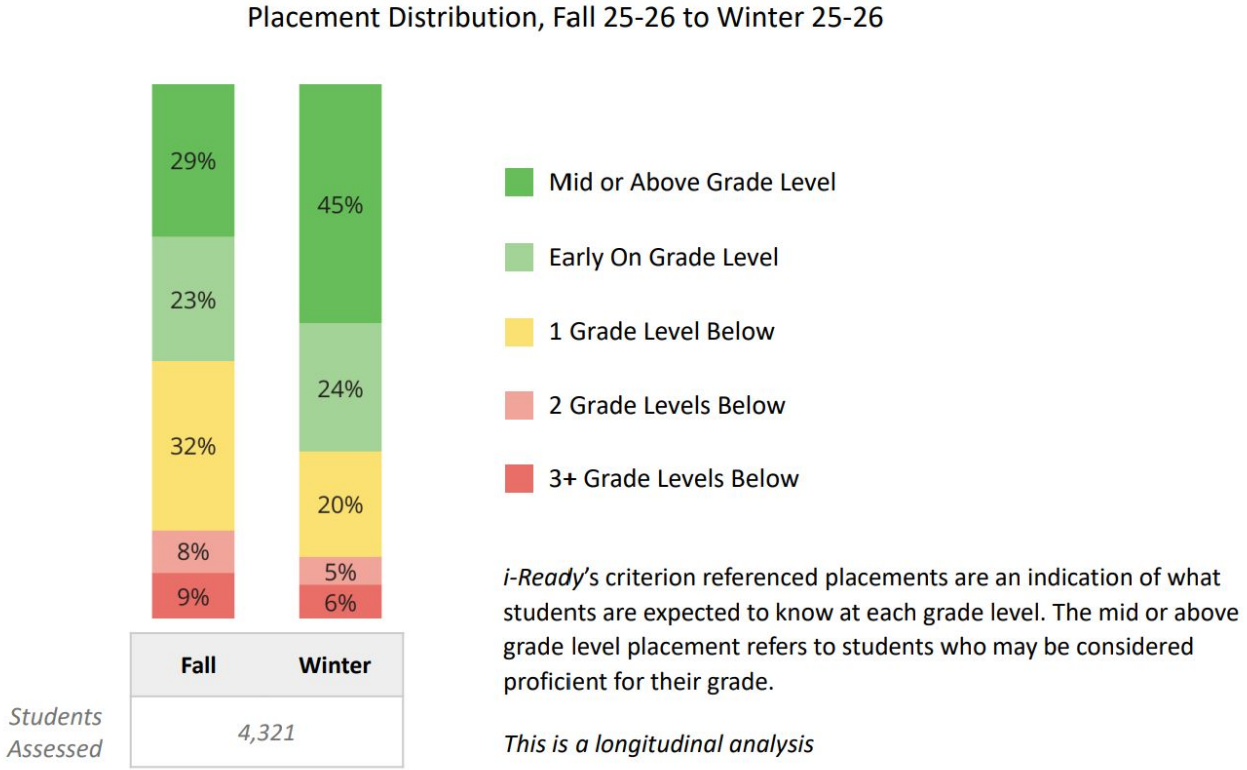


Reading Performance Review

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Reading Performance Review

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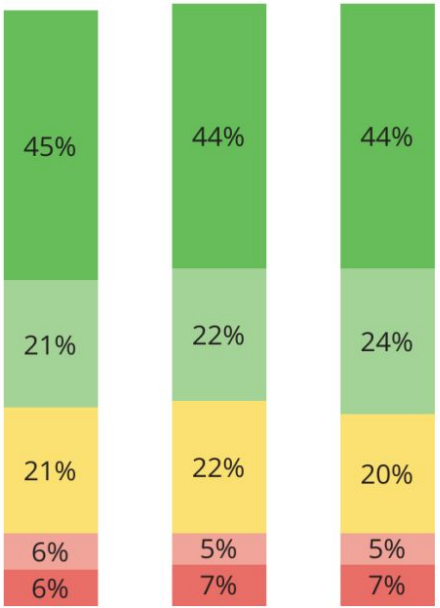
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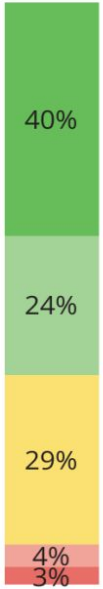
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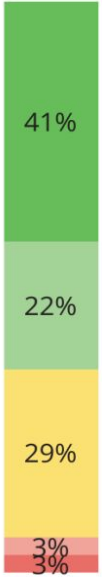


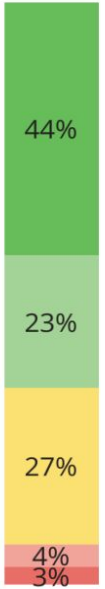
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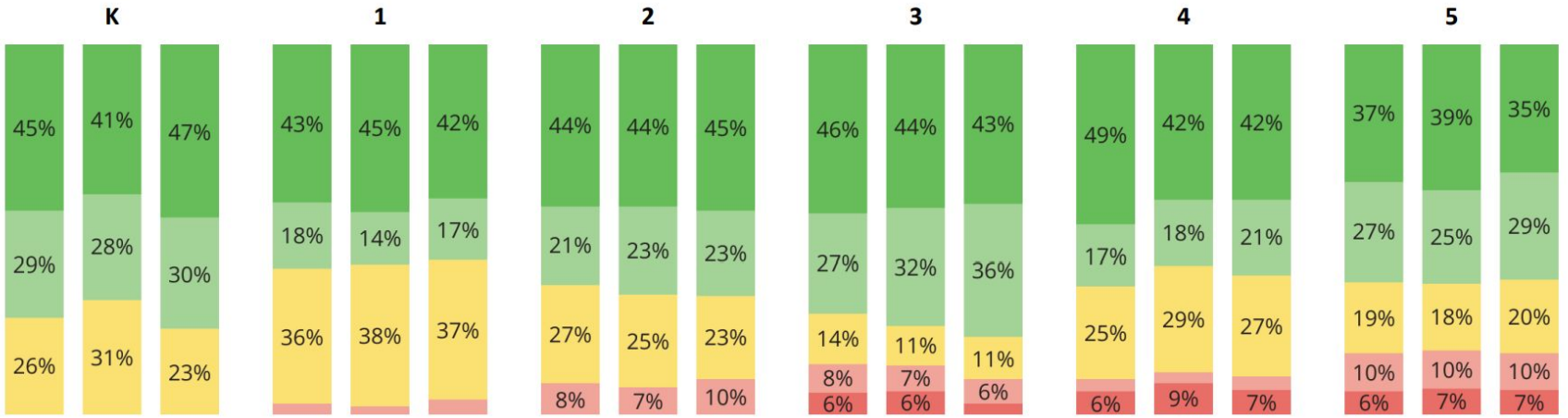
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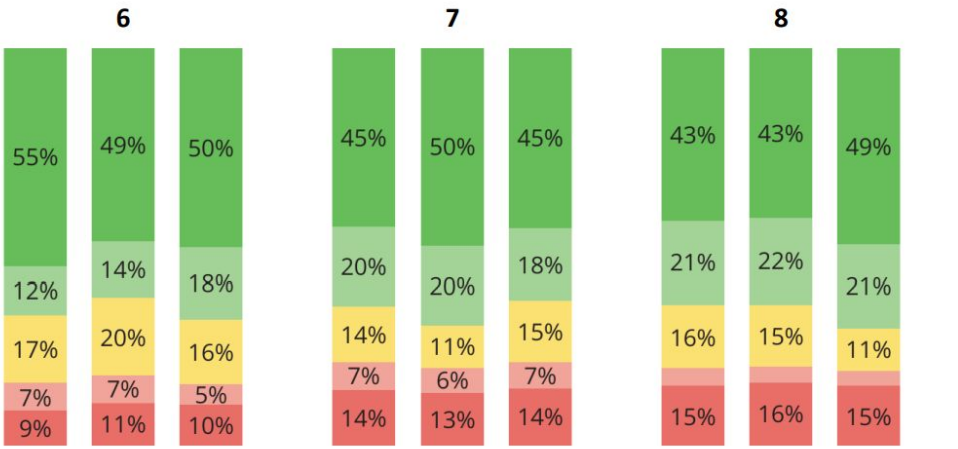
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	509	517	520	492	527	539	493	536	543

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Reading Performance Review

Winter 2026 Comparison: Benchmarks

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Reading

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Winter Placement Distribution for District and Benchmarks



	National Norm	National YTD	District
Students Assessed	*Winter 22-23*	*Winter 25-26*	*4,533*

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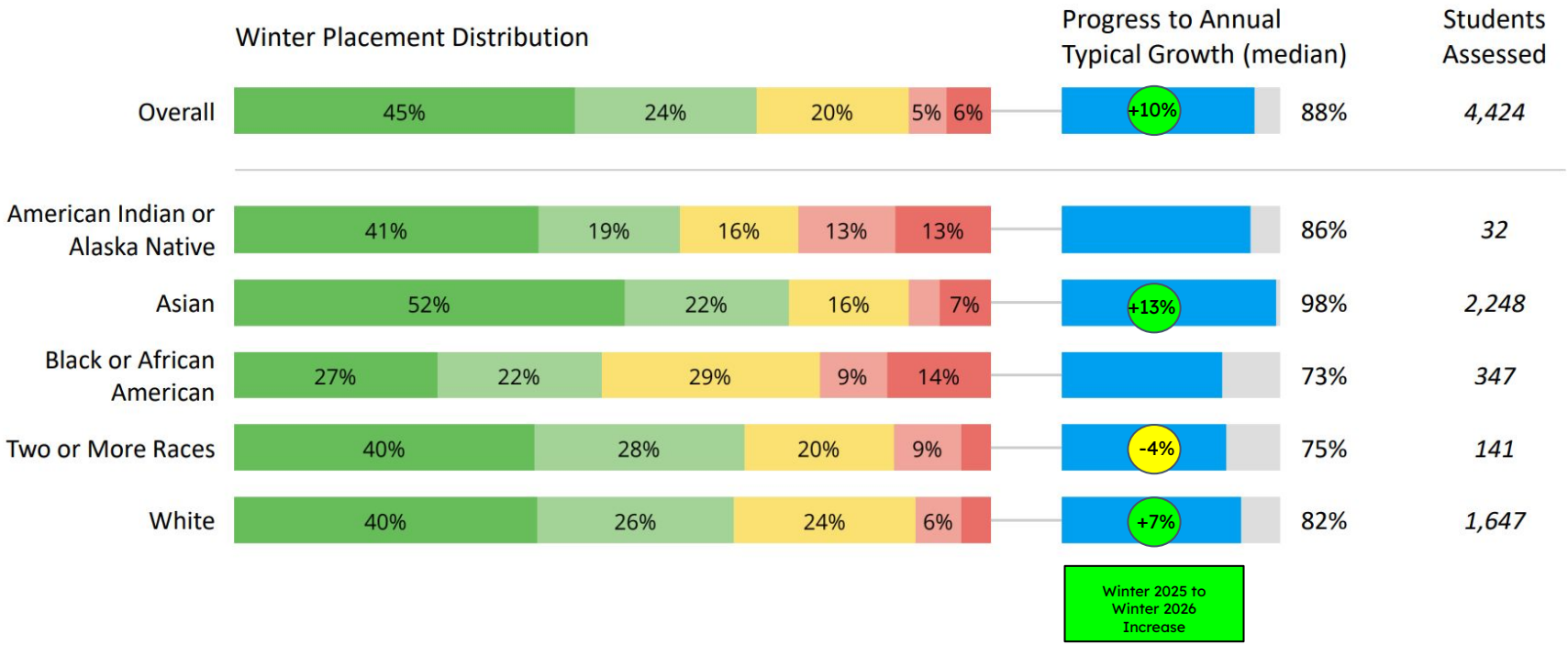
Reading Performance Review

Winter 2026 Subgroup Analysis

Student Placement Levels and Progress Toward Typical Growth

Reading

What Are the Relative Placements and Growth by Race?

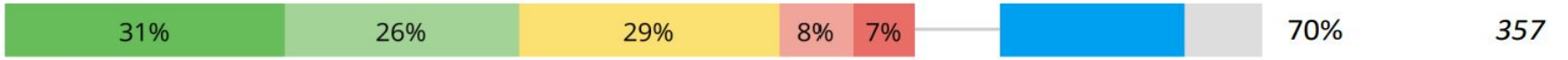


Reading

2025 - 2026 Additional Subgroup Data, Cont.



Relative Placements and Growth by Hispanic or Latino



Relative Placements and Growth by English Learner



Relative Placements and Growth by Economically Disadvantaged



Relative Placements and Growth by Special Education



Winter 2025 to Winter 2026 Increase

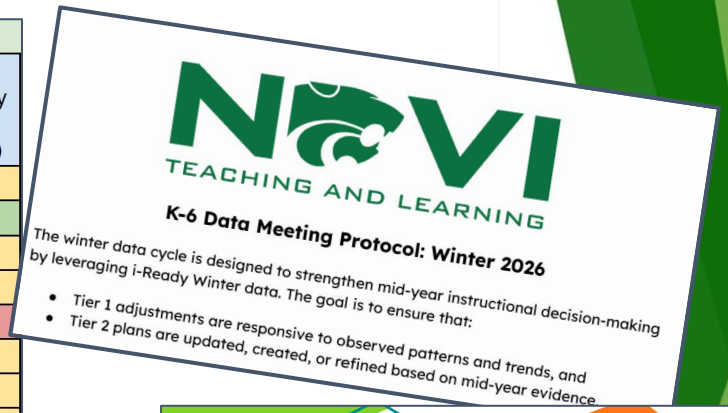
Layers of a “Data Dig”

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.

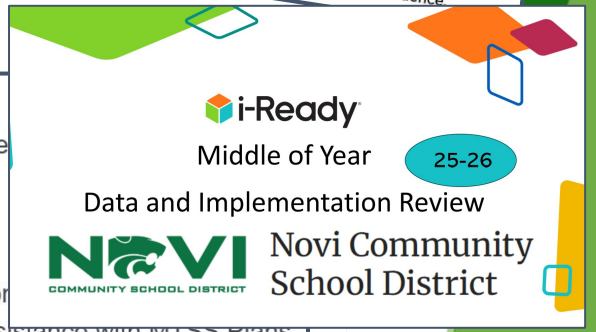
Intervention groupings and plans target students who benefit from Tier 2 and Tier 3 supports.

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



Important Timelines

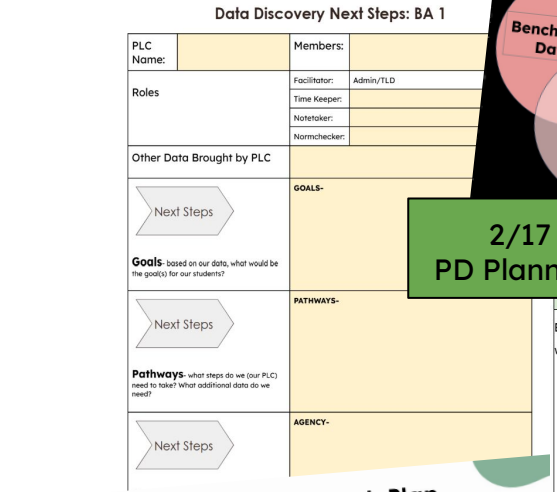
2/6 Buildings Send iReady Reports Home
2/12 PLC
2/20 WIN Groupings Due
2/20 MTSS Tier 2 Plans Due
2/20 IRIPs for KDG - 3rd Grade Parent Cor
2/23 Consultation Day, if you need any assistance with MTSS Plans



Digging a Little Deeper

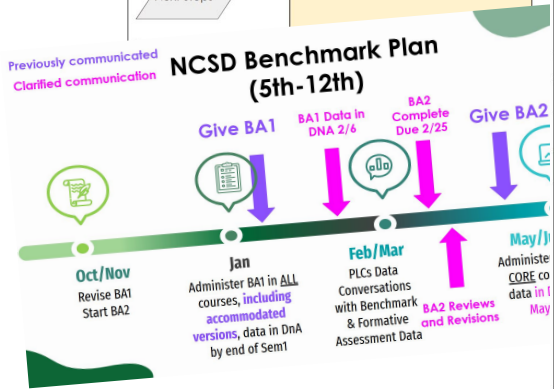
Targeting specific grade levels at 2 elementary buildings for instructional planning and supports.

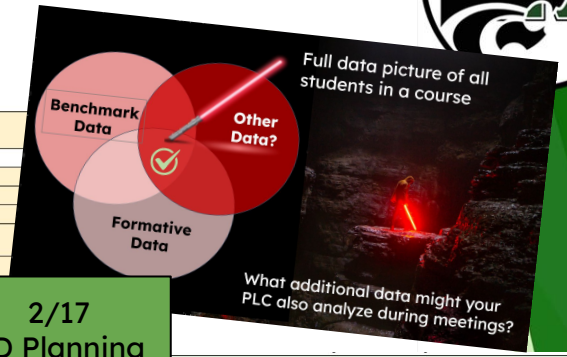
Continued efforts to understand and build upon our curriculum based assessments (Benchmark Assessments 5-12th, RGR and W&W literacy assessments, LETRS data) to broaden our data sets and respond through Tier 1 instructional adjustments.



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**- based on our data, what would be the goal(s) for our students?		GOALS-	
Next Steps **Pathways**- what steps do we (our PLC) need to take? What additional data do we need?		PATHWAYS-	
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?

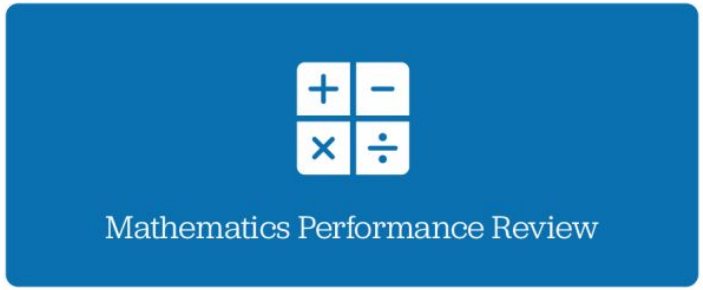
- What might be some **instructional strategies or curricular scaffolds** that could be employed to begin to address the gaps you identified?
- What might be some implications based on the BA1 data and reflections that may guide your work in revisions on the BA2?

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

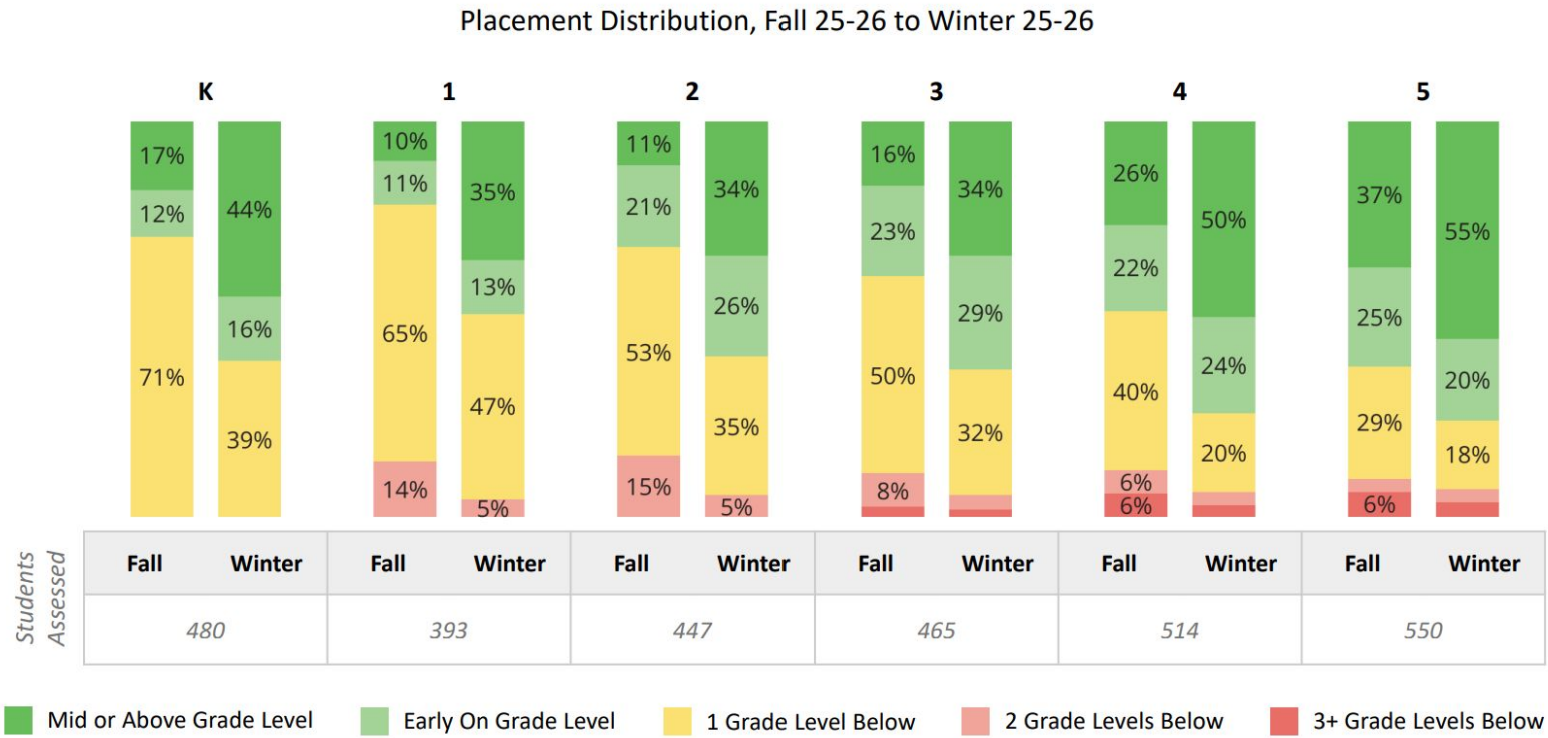
March PLC	April PLC	May PLC

Questions?



Appendix

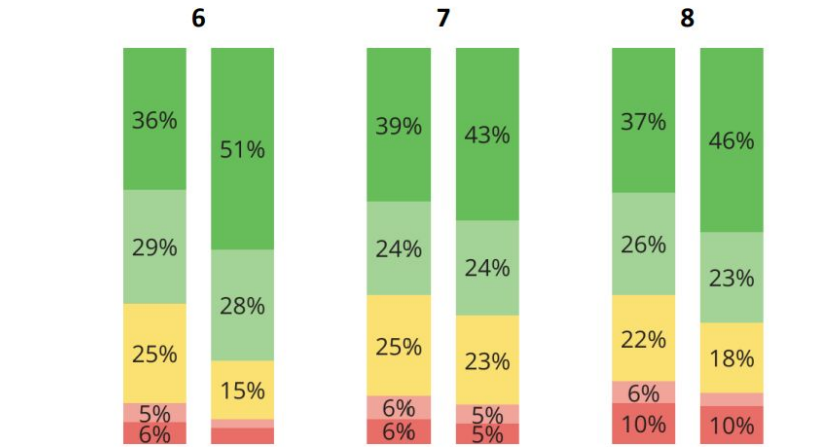
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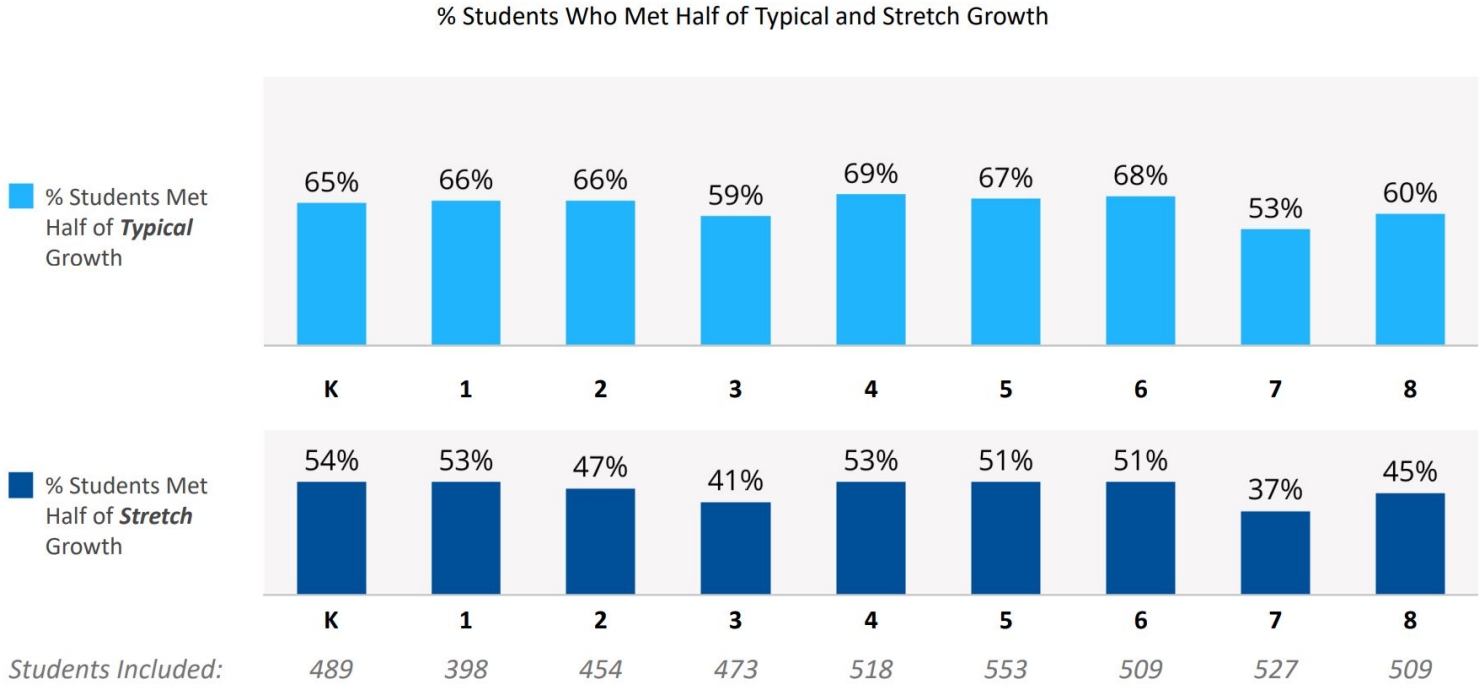
Students Assessed	Fall	Winter	Fall	Winter	Fall	Winter
	506		499		471	

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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Mathematics

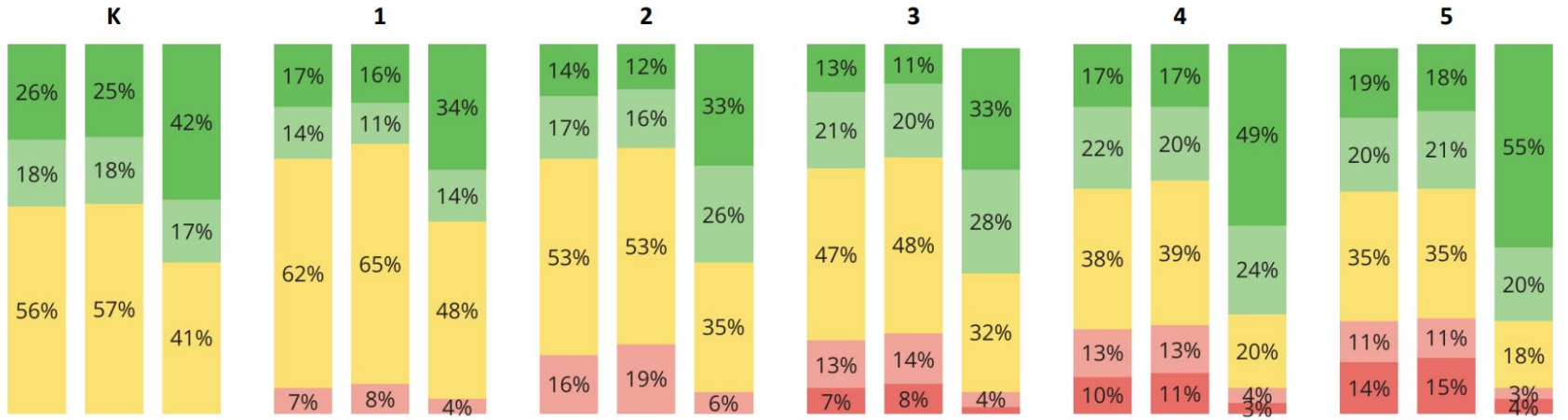
How Are Students Progressing Toward Typical and Stretch Growth?



Mathematics

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

Winter Placement Distribution for District and Benchmarks

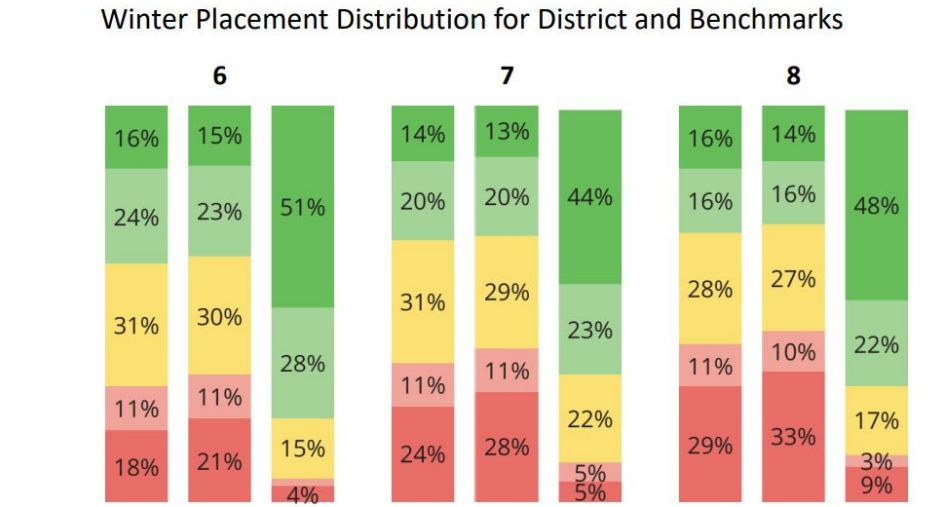


Students Assessed	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	~1.0M	502	—	~1.2M	411	—	~1.2M	462	—	~1.3M	481	—	~1.3M	529	—	~1.3M	562

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

Natl. Norm: *i-Ready* National Norms Winter 22-23 **Natl. YTD:** National Year-to-Date Winter 25-26

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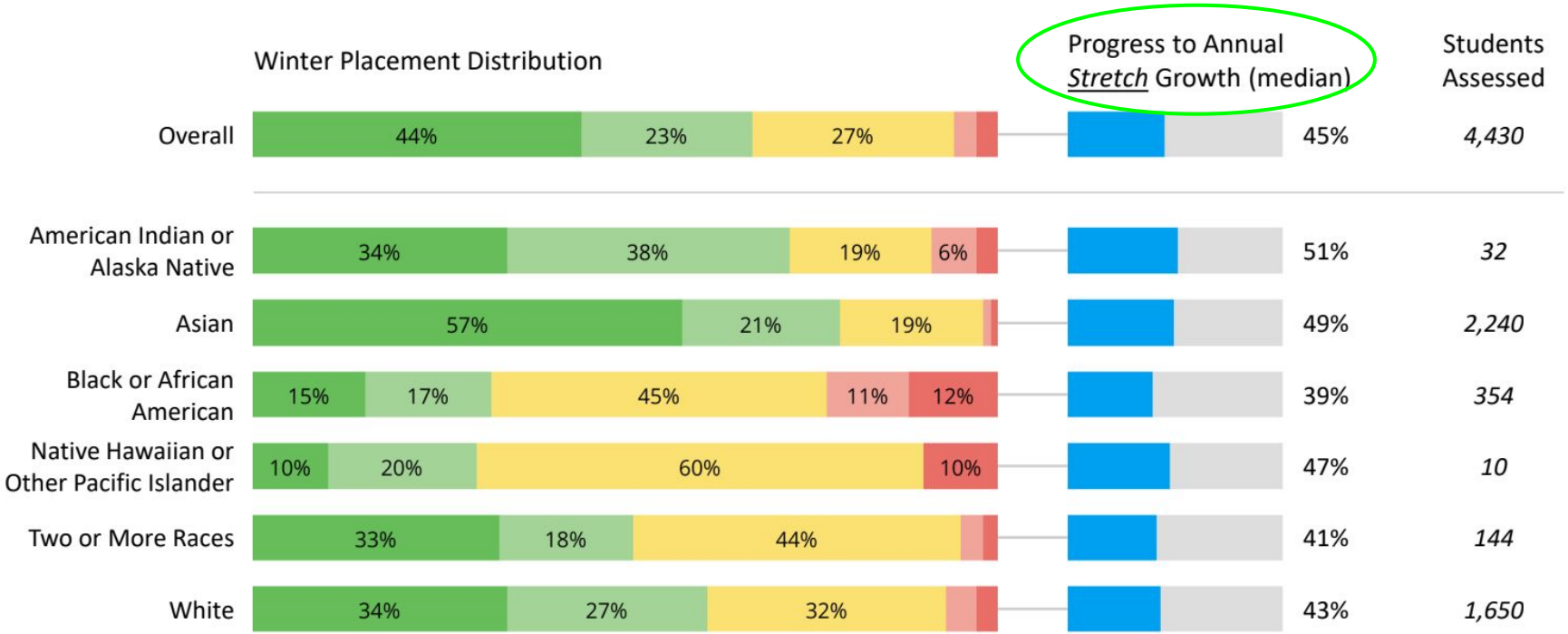
Students Assessed	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	~1.0M	515	—	~934K	542	—	~887K	534

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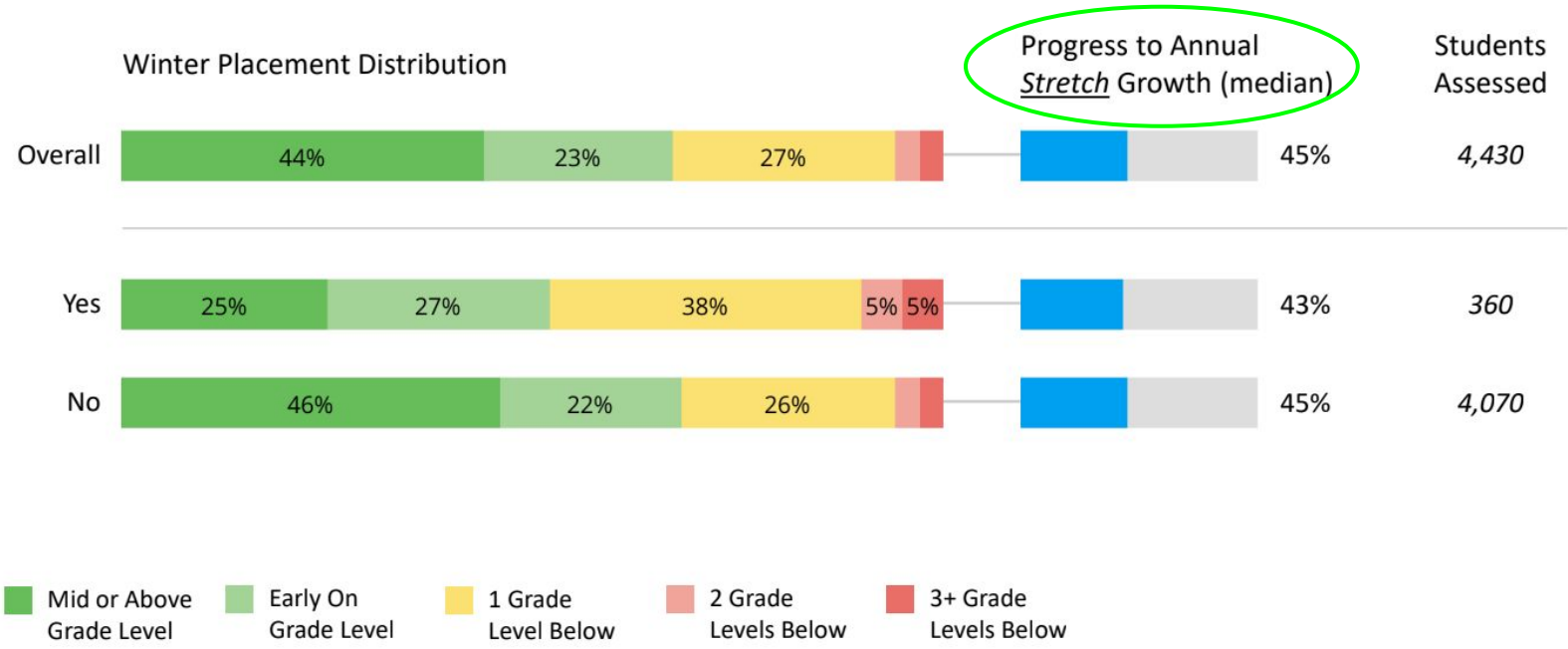
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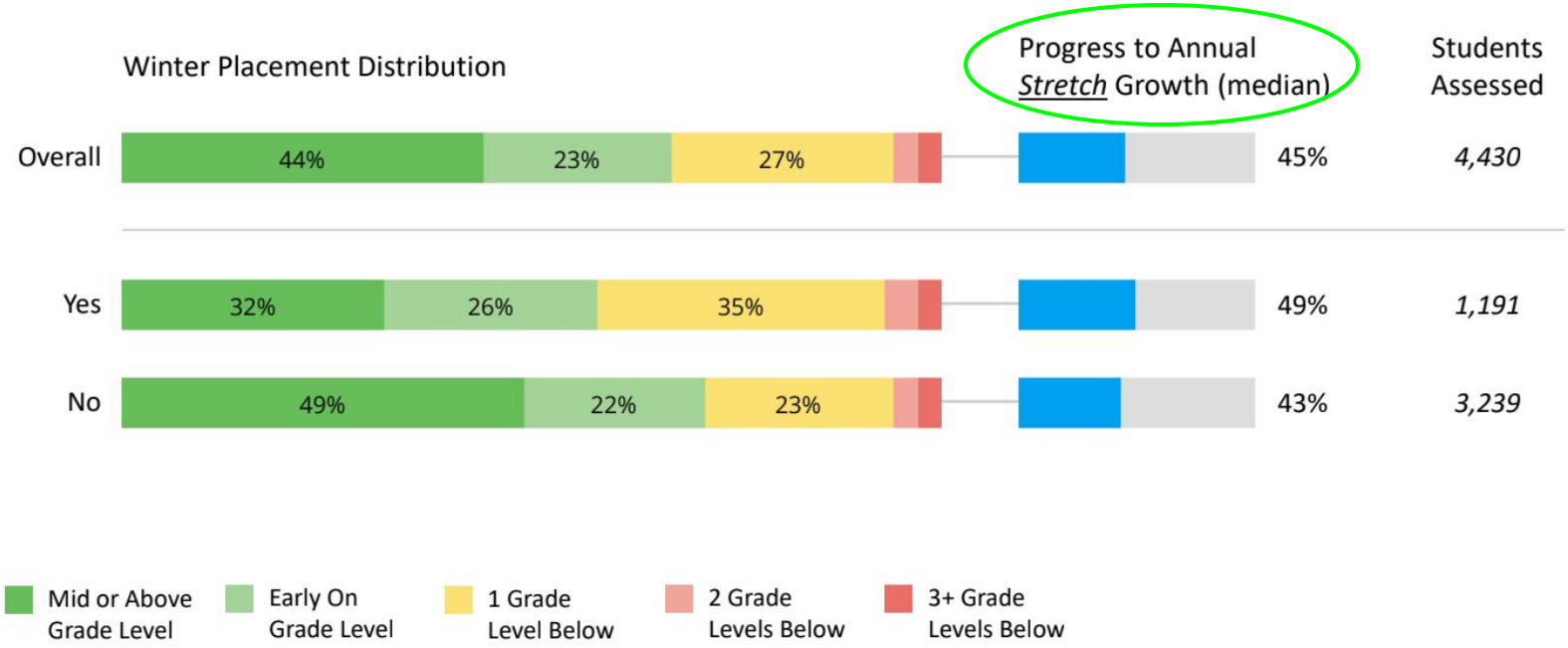
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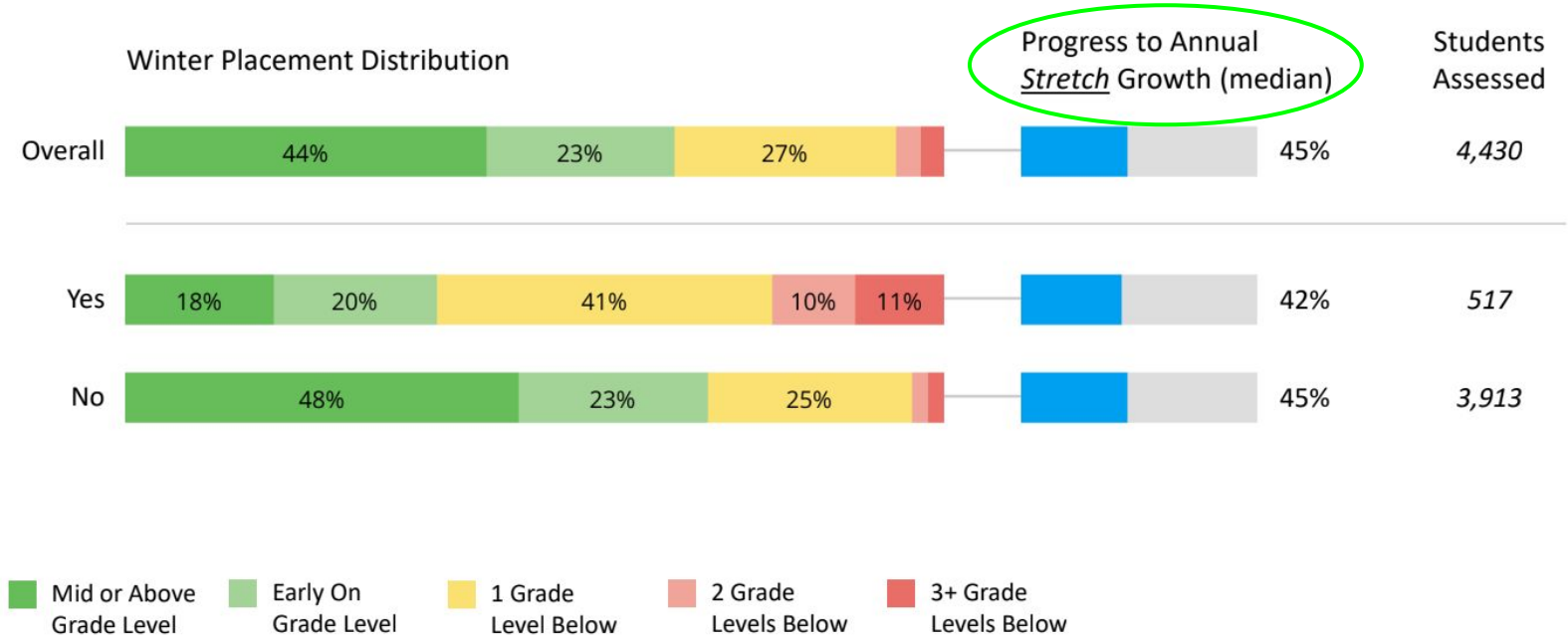
What Are the Relative Placements and Growth by Hispanic or Latino?



What Are the Relative Placements and Growth by English Learner?

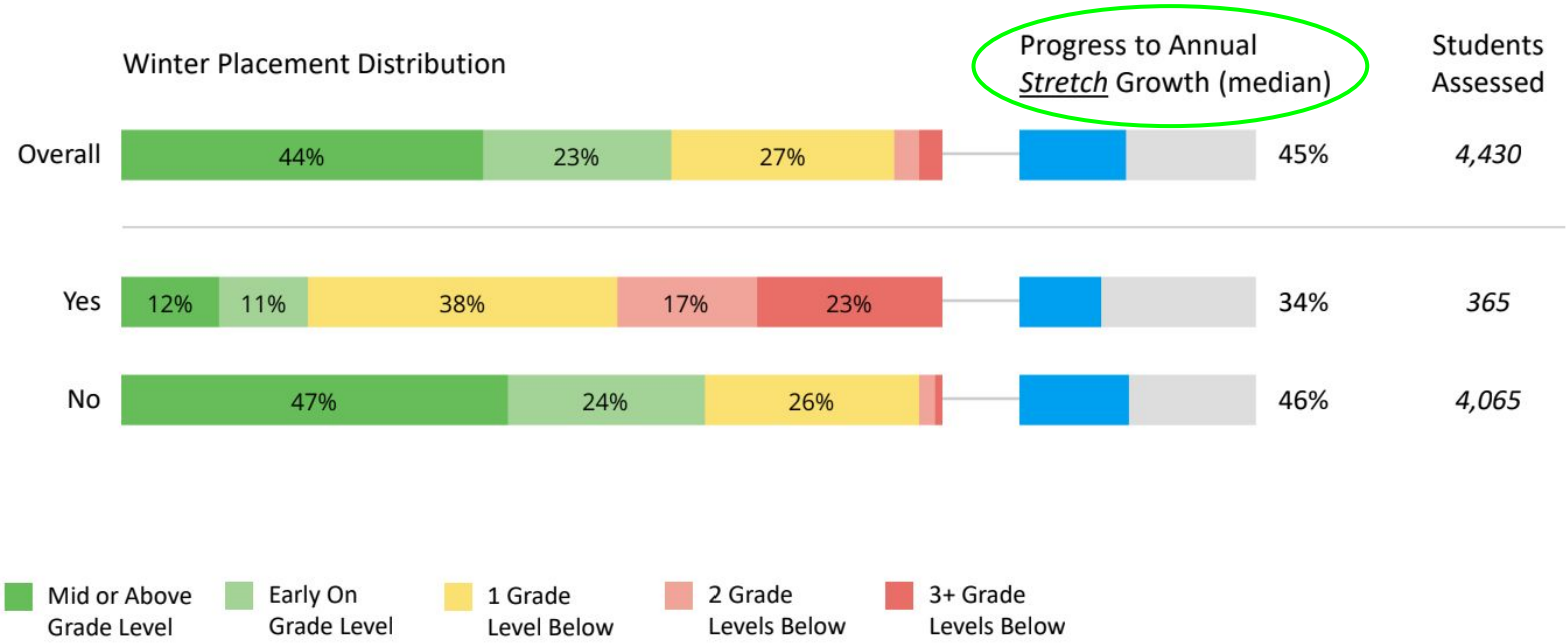


What Are the Relative Placements and Growth by Economically Disadvantaged?



Mathematics

What Are the Relative Placements and Growth by Special Education?



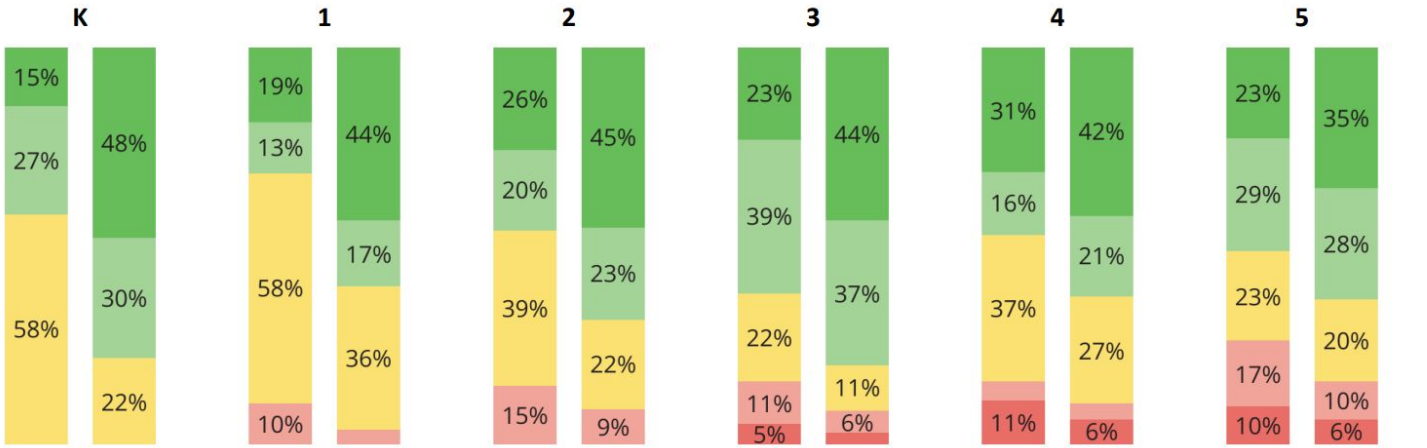
Reading Performance Review

Appendix

Reading

How Have Relative Placements Changed From Fall to Winter?

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



Students Assessed	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
	476		393		446		464		516		536	

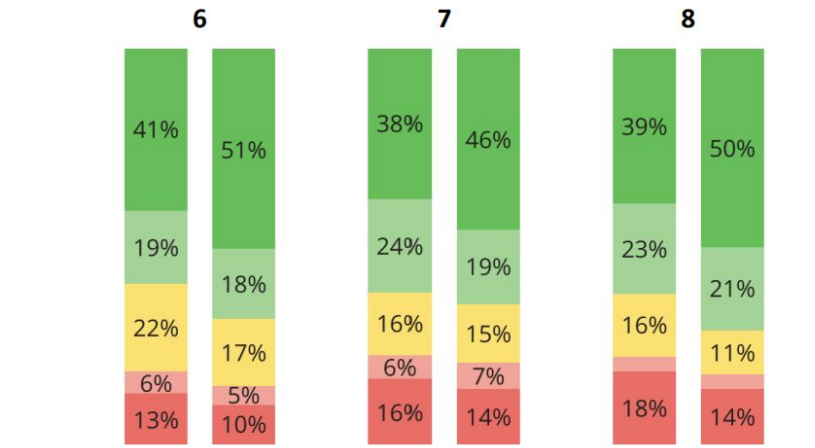
Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

Reading

How Have Relative Placements Changed From Fall to Winter?

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



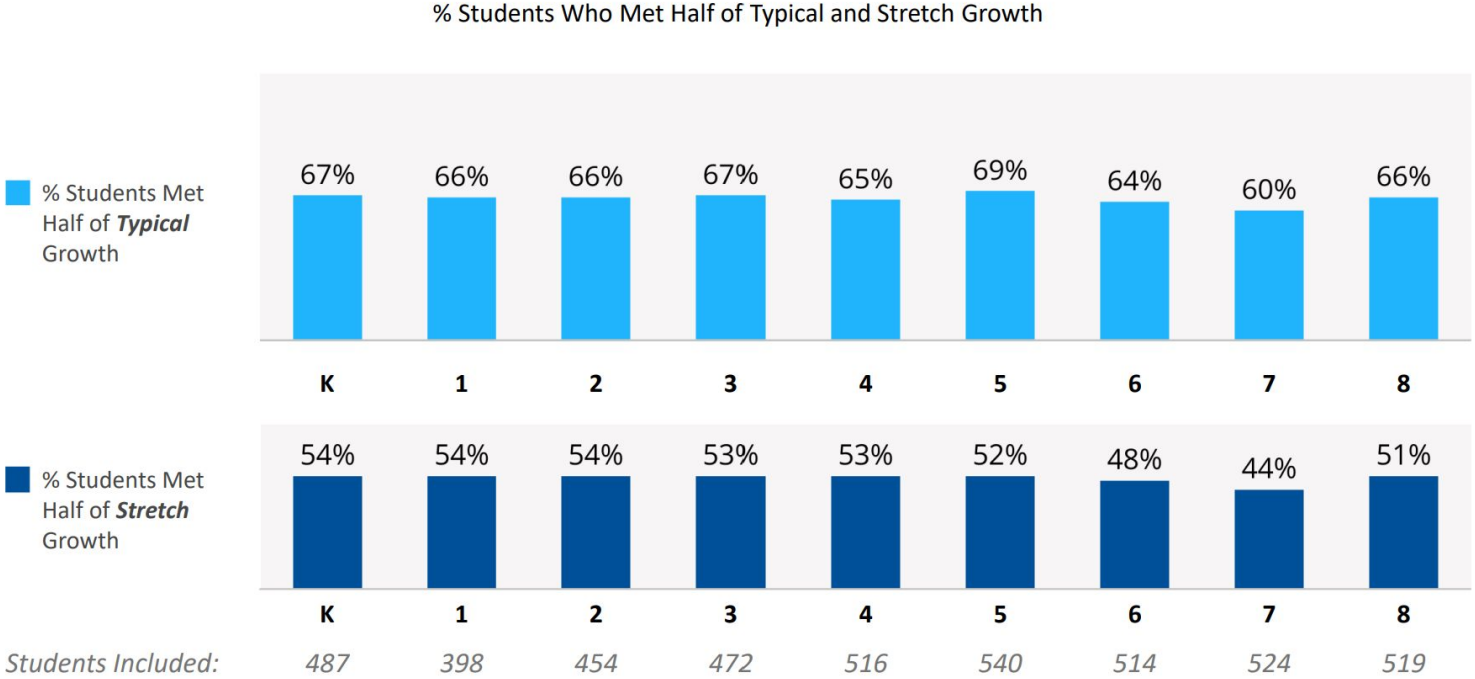
Students Assessed	Fall	Winter	Fall	Winter	Fall	Winter
	510		493		487	

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Reading

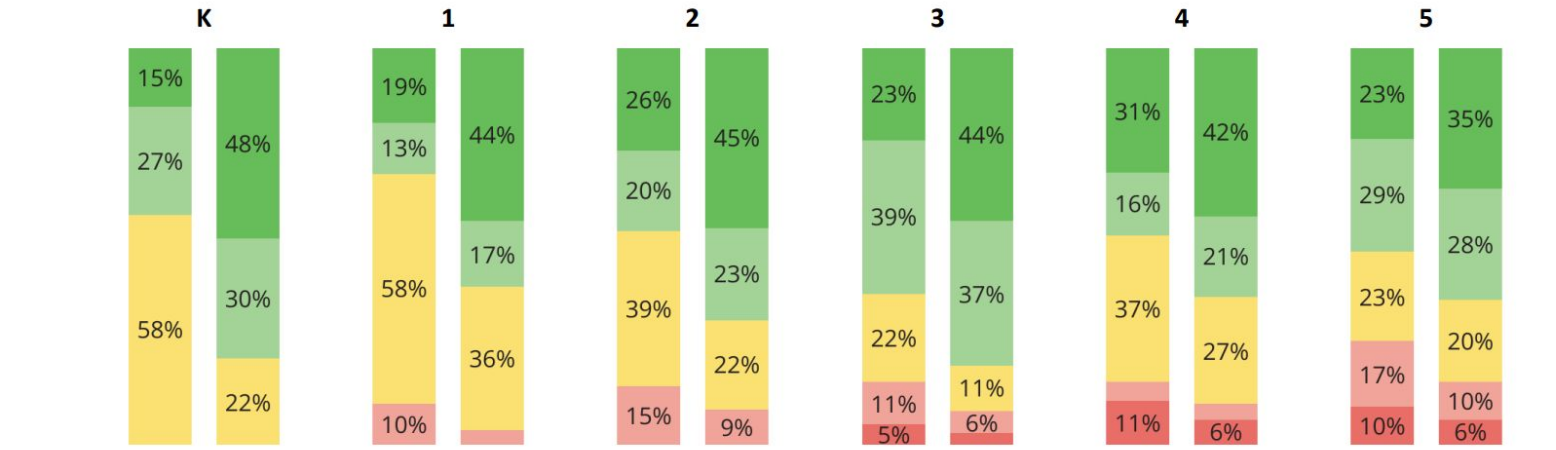
How Are Students Progressing Toward Typical and Stretch Growth?



Reading

How Have Relative Placements Changed From Fall to Winter?

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



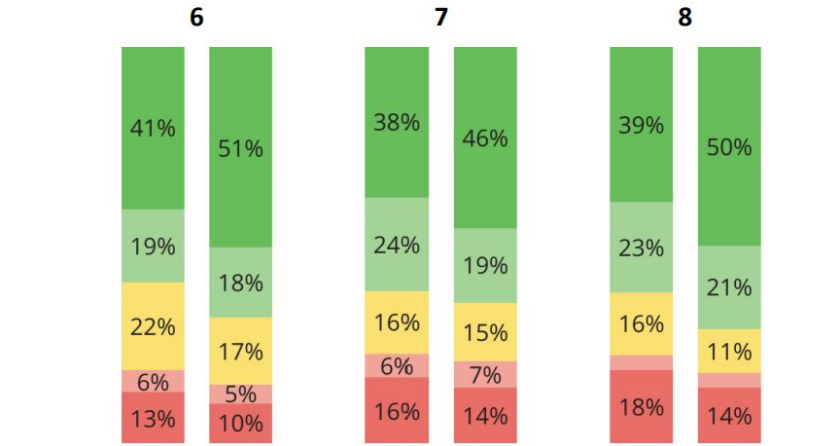
Students Assessed	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
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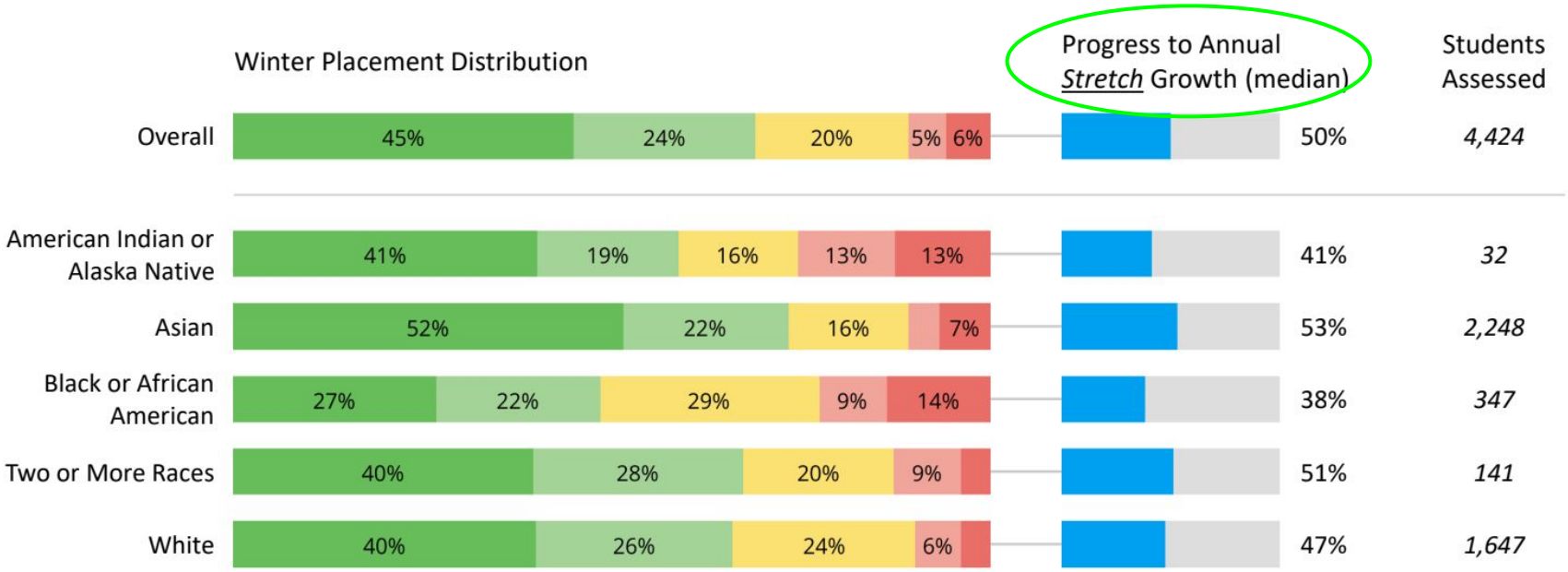
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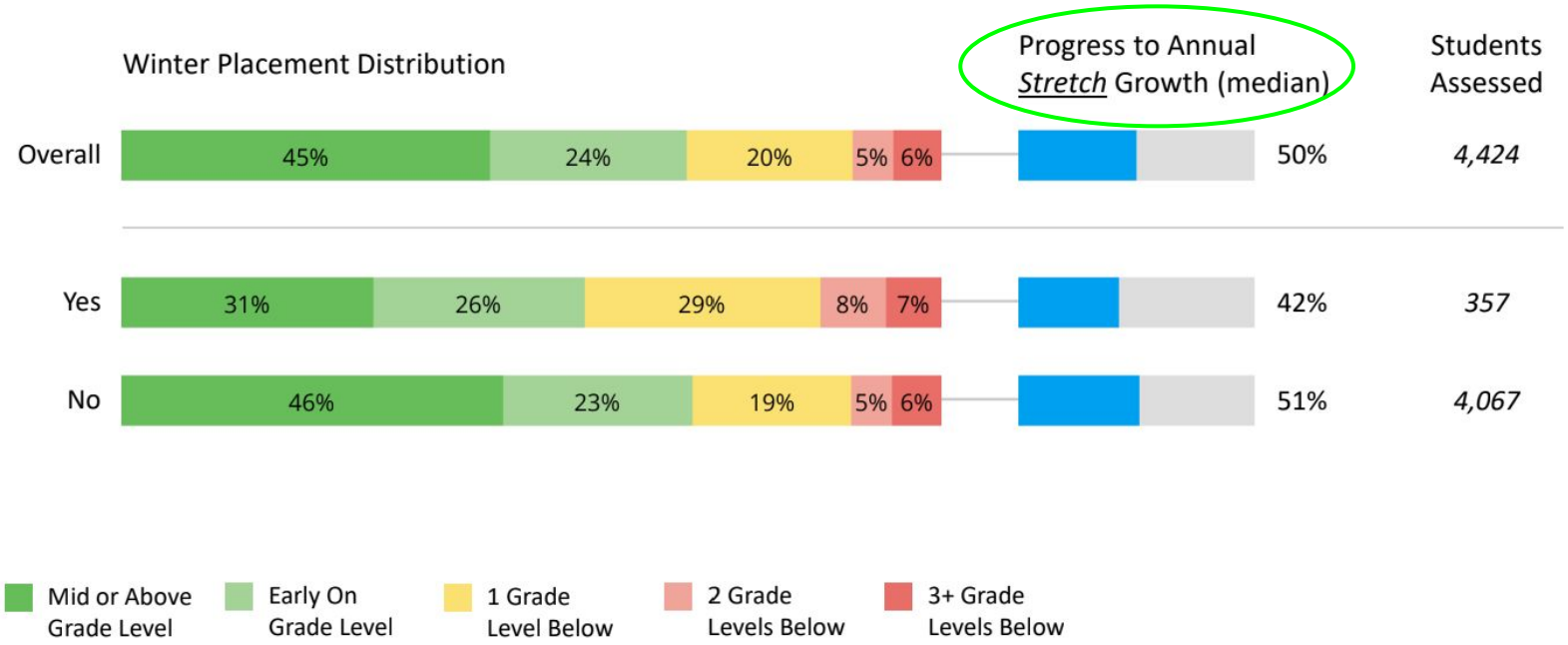
Reading

What Are the Relative Placements and Growth by Race?



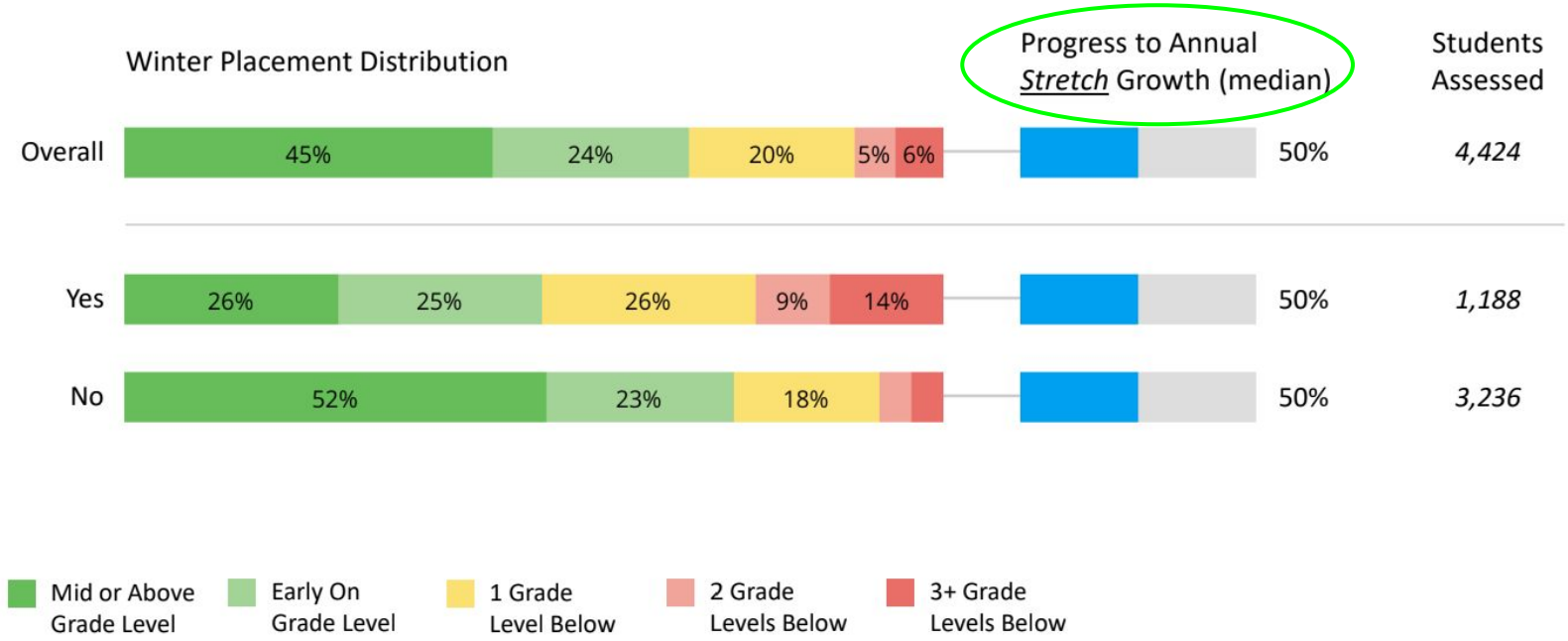
Reading

What Are the Relative Placements and Growth by Hispanic or Latino?



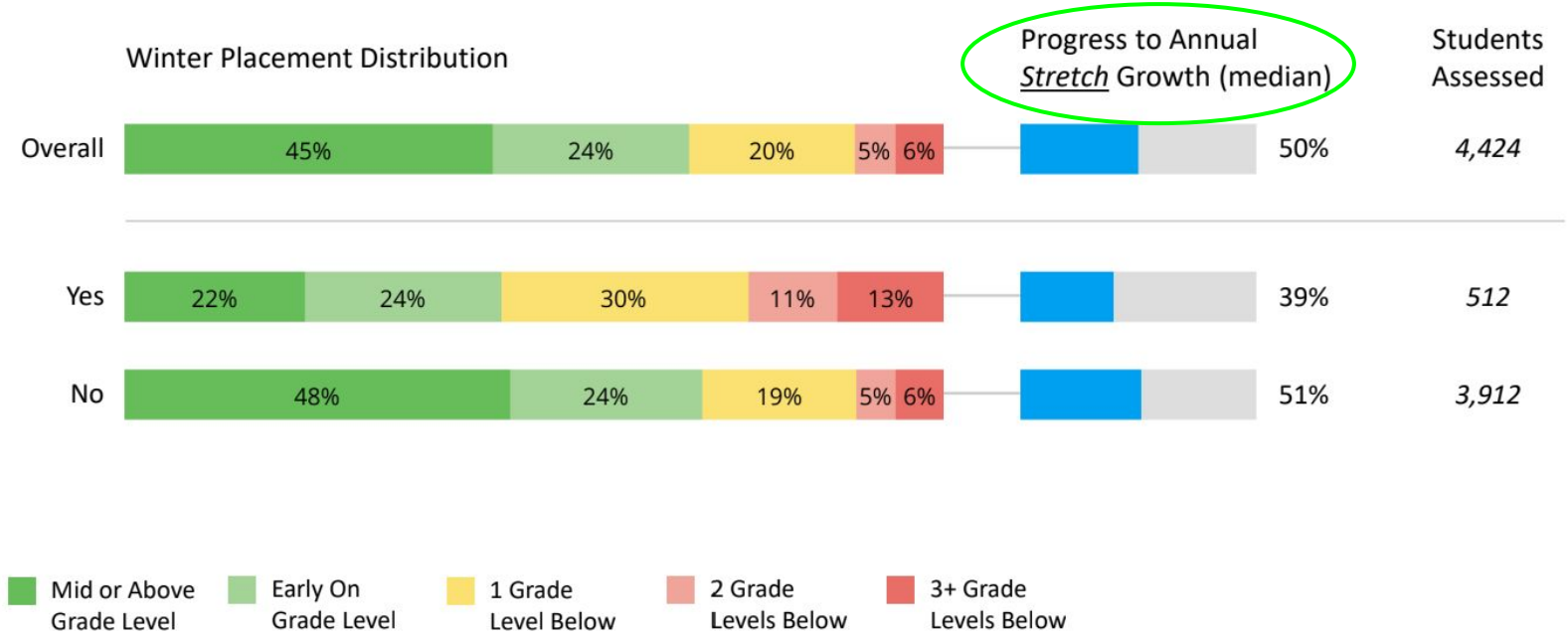
Reading

What Are the Relative Placements and Growth by English Learner?



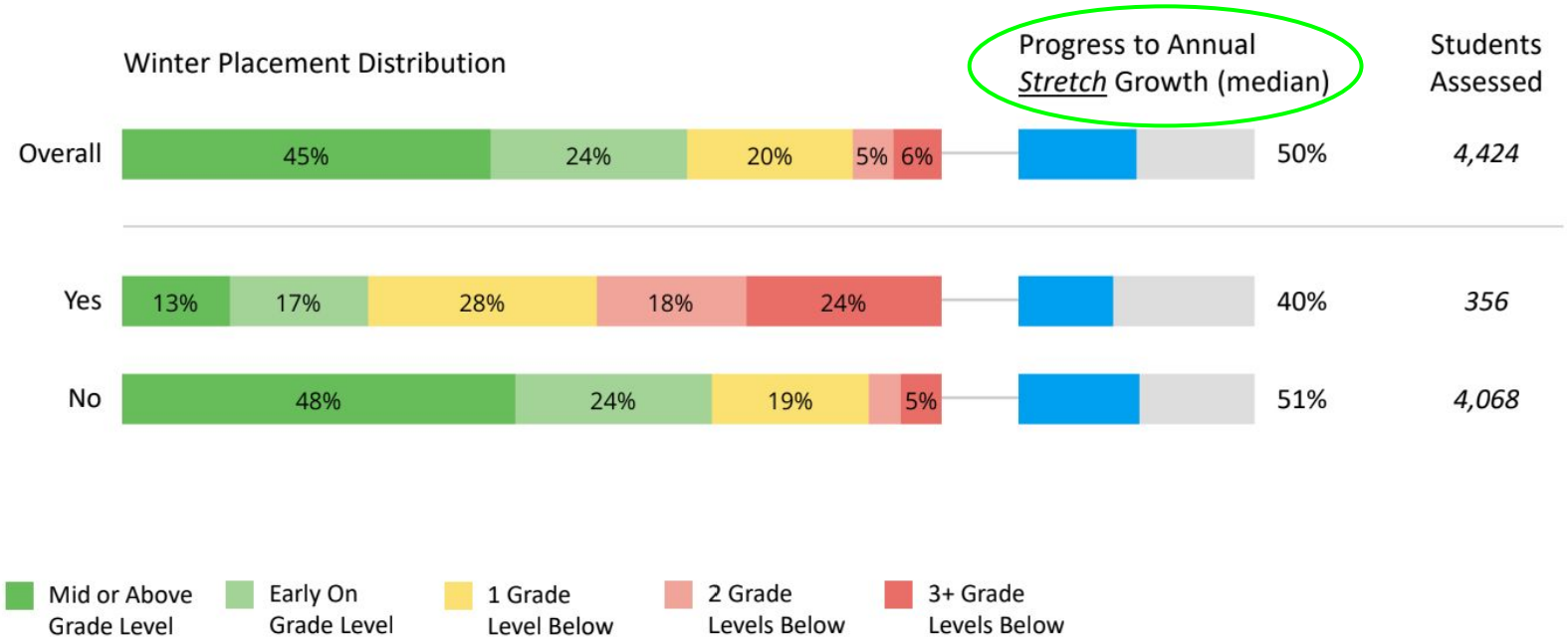
Reading

What Are the Relative Placements and Growth by Economically Disadvantaged?



Reading

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