



## Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([2022-PA-144 Sec 98b](#))

- Present on goal progression by First Board Meeting in February 2023 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), 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 - 8th grade students and subject to using assessments aligned with 104h**

**Building: Steenland Elementary School**

**Date: 1-12-23**

**Table A: Building Goals that were established by September 15, 2022**

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law ( <a href="#">2022-PA-144 Sec 98b and Sec 104h</a> )
Middle of the Year Reading Goal	<p>By the middle of the 2022-23 school year, each school and the district will show progress towards achieving growth in reading/ELA achievement throughout the global pandemic as measured on end-of-year Curriculum Associates i-Ready Diagnostic for Grades K-8.</p> <ul style="list-style-type: none"> <li>• All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards.</li> <li>• In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.</li> </ul>
End of the Year Reading Goal	<p>By the end of the 2022-23 school year, each school and the district will show growth in reading/ELA achievement throughout the global pandemic as measured on Curriculum Associates i-Ready Diagnostic for Grades K-8.</p> <ul style="list-style-type: none"> <li>• All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards.</li> </ul>

	<ul style="list-style-type: none"> <li>• In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.</li> </ul>
Middle of the Year Mathematics Goal	<p>By the middle of the 2022-23 school year, each school and the district will show progress towards achieving growth in mathematics achievement throughout the global pandemic as measured on end-of-year Curriculum Associates i-Ready Diagnostic for Grades K-8.</p> <ul style="list-style-type: none"> <li>• All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of mathematics academic standards.</li> <li>• In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.</li> </ul>
End of the Year Mathematics Goal	<p>By the end of the 2022-23 school year, each school and the district will show growth in mathematics achievement throughout the global pandemic as measured on Curriculum Associates i-Ready Diagnostic for Grades K-8.</p> <ul style="list-style-type: none"> <li>• All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of mathematics academic standards.</li> <li>• In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.</li> </ul>

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 or Growth on Benchmark Assessment - By Student Demographics**

Reporting Category Suggest reporting on subgroups where $n \geq 30$	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students	443.0	394.2		
Econ. Disadvantaged	436.8	390.7		
Special Education	422.1	385.0		

English Learner	*	*		
Female	450.9	396.2		
Male	435.1	392.2		
African-American or Black	435.5	383.0		
American Indian or Alaska Native	NA	NA		
Asian	*	*		
Hispanic or Latino	*	*		
Native Hawaiian or Other Pacific Islander	NA	NA		
Two or More Races	443.5	400.4		
White	446.1	399.2		

**Table C: Achievement or Growth on Benchmark Assessment - By Grade Level**

Reporting Category Suggest reporting on subgroups where $n \geq 30$	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
K	339.5	334.4		
1	393.3	370.4		
2	443.8	396.7		
3	483.7	418.1		
4	518.6	438.3		
5	536.4	441.2		

**Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction**

Reporting Category Suggest reporting on subgroups where $n \geq 30$	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	443.0	394.2		
Fully Remote	NA	NA		

\* subgroup contains less than 30 students and is not displayed for privacy consideration.

**Table E: Achievement Related to Academic Goals**

Provide a narrative on progress toward meeting the goals outlined above.

In order to meet our Goals and support growth and continued learning in K-8:

- ELA - After reviewing the i-Ready fall reading scores, those students and subgroups in need of intervention were identified and support provided through the classroom teacher, Early Literacy Specialists, and/or Interventionists. In addition to supplemental progress monitoring, the students will then test again in winter to monitor growth and look for additional needs.
- Math - After reviewing the i-Ready fall math scores, those students and subgroups in need of intervention were identified and support provided through the classroom teacher, Early Literacy Specialists, and/or Interventionists. In addition to supplemental progress monitoring, the students will then test again in winter to monitor growth and look for additional needs.
- Data and result analysis – Staff regularly review, analyze, and discuss assessment data and student progress so they can identify concerns and strategies in order to ensure continued growth and achievement.