Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law (MCL 388.1698b):

- Present on goal progression by First Board Meeting in February 2022 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 104a

Building: Steenland Elementary School
Date: 6-15-22

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)**
Middle of the Year Reading Goal	By the middle of the 2021-22 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. • All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards. • In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.
End of the Year Reading Goal	By the end of the 2021-22 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. • All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards.

	• In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.
Middle of the Year Mathematics Goal	By the middle of the 2021-22 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. • All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of mathematics academic standards. • In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.
End of the Year Mathematics Goal	By the end of the 2021-22 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. • All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of mathematics academic standards. • In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

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≥30	**By First Board Meeting in February 2022**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math
All Students	443	392	473	414
Econ. Disadvantaged	438	388	468	410
Special Education	427	384	451	403

English Learner	*	*	*	*
Female	442	390	474	412
Male	443	393	471	416
African-American or Black	447	388	476	411
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA
Two or More Races	424	384	452	406
White	443	394	474	417

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

Reporting Category Suggest reporting on subgroups where n≥30	**By First Board Meeting in February 2022**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math
K	339	333	369	356
1	399	373	437	397
2	433	391	478	419
3	480	413	513	438
4	511	426	531	442
5	530	440	547	455

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

Reporting Category Suggest reporting on subgroups where n≥30	**By First Board Meeting in February 2022**		**No Later than Last Day of School Year**	
	Reading	Math	Reading	Math
Fully In-Person	442	391	472	414
Fully Remote	*	*	*	*

** 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 in need of intervention were identified and support provided through the classroom teacher, Early Literacy Specialists, and/or Interventionists. 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 in need of intervention were identified and support provided through the classroom teacher, Early Literacy Specialists, and/or Interventionists. 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. Steenland was able to achieve growth in all groups and subgroups in reading/ELA achievement and in mathematics achievement throughout the global pandemic as measured from beginning-of-year to end-of-year on Curriculum Associates i-Ready Diagnostics for Grades K-5.