



## 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: MAISD Special Education Programs**

**Date: January 2022**

**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 ( <a href="#">MCL 388.1698b</a> , <a href="#">MCL 388.1704a</a> )
Middle of the Year Reading Goal	Students attending MAISD Special Education Programs will increase their ELA RIT score as measured by the NWEA assessment.
End of the Year Reading Goal	Students attending MAISD Special Education Programs will increase their ELA RIT score as measured by the NWEA assessment.
Middle of the Year Mathematics Goal	Students attending MAISD Special Education Programs will increase their Math RIT score as measured by the NWEA assessment.
End of the Year Mathematics Goal	Students attending MAISD Special Education Programs will increase their Math RIT score as measured by the NWEA assessment.

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	183.65	186.94		
Econ. Disadvantaged	183.65	186.94		

Special Education	183.65	186.94		
English Learner	N/A	N/A		
Female	187.05	192.6		
Male	183.65	187.38		
White	183.65	186.95		
BAA	199	180		
N/A				
N/A				

**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
1st	135.33	142		
2nd	151	156		
3rd	153.33	163.5		
4th	184.70	185.83		
5th	183.05	188		
6th	189.14	192.14		
7th	194.88	196.75		
8th	198.66	201.42		

**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
Face to Face	183.65	186.94		
Mode of Instruction B				
Mode of Instruction C				



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**Version: Buildings Serving Non K-8 Students**

**Building: GSRP**

**Date: 1/6/22**

**Table A: Building Goals that were established by September 15, 2021**

Goal Category	Goal Related to Achievement or Growth as required by law ( <a href="#">MCL 388.1698b</a> )
Middle of the Year Academic Goal	GSRP children will expand their receptive and expressive language to establish a foundation for reading and writing.
End of the Year Academic Goal	GSRP children will expand their receptive and expressive language to establish a foundation for reading and writing.
Add additional academic goals as needed	

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

Provide a narrative on progress toward meeting the goals outlined above.
<p><b>GSRP 2021-2022</b> Baseline information was obtained for all GSRP students in October &amp; November 2021 (depending on classroom start date) for Fall through My Teaching Strategies (MTS) Assessment tool and Preschool Early Literacy Indicators (PELI) assessment tools. Middle of the year data will be available March 2022, End of year data June 2022. Nov/baseline data for 2021-2022 is as follows: <b>PELI Report: District Overview in Acadience Management system:</b> <b>PELI Composite score:</b> 39% at or above benchmark 31% below benchmark 30% Well below benchmark PELI Language index score: 51% at or above benchmark</p>

20% below benchmark  
29% Well below benchmark

**MTS Snapshot by Dimension report**

*\*This Snapshot report is generated from checkpoint data associated with the objectives for development and learning for either birth through kindergarten or birth through third grade. It displays the levels of a given objective or dimension, showing the number or percentage of children at levels along the progression. The report includes colored bands, enabling you to visually compare the assessment results against widely held expectations.*

- 9a. Uses an expanding expressive vocabulary  
25% well below or below expectations 75% at or above expectations
- 18b. Uses emergent reading skills  
60% well below or below expectations 40% at or above expectations
- 20a. Counts  
63% well below or below expectations 37% at or above expectations
- 20b. Quantifies  
71% well below or below expectations 29% at or above expectations