



# MONTCALM AREA INTERMEDIATE SCHOOL DISTRICT

621 NEW ST. ♦ P.O. BOX 367 ♦ STANTON, MICHIGAN 48888-0367

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## 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.

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: June 3, 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	184.43	181.39
Econ. Disadvantaged	183.65	186.94	184.43	184.43
Special Education	183.65	186.94	184.43	181.39
English Learner	N/A	N/A	N/A	N/A
Female	187.05	192.6	184.31	187.09
Male	183.65	187.38	183.68	181.49
White	183.65	186.95	183.43	181.25
Black, African American	199	180	199.21	181

**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	149.74	157.5
2nd	151	156	185.23	189
3rd	153.33	163.5	183.55	161
4th	184.70	185.83	202	192
5th	183.05	188	198.75	183
6th	189.14	192.14	188.4	191.6
7th	194.88	196.75	185.8	185.14
8th	198.66	201.42	190.33	199

**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	184.43	181.39
All other Modes of	None	None	None	None

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

**Building: Great Start Readiness Program (GSRP)**

**Date: June 3, 2022**

**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.

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

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

**GSRP 2021-2022**

Baseline information was obtained for all GSRP students in October & 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.

(continued on next page)

<b><u>NOVEMBER</u> Data for 2021-2022 is as follows:</b>	<b><u>END-OF-YEAR</u> Data for 2021-2022 is as follows:</b>
<p><b>Preschool Early Literacy Indicators (PELI) Report: District Overview in Acadience Management System</b></p> <p><b>PELI Composite score:</b></p> <ul style="list-style-type: none"> <li>● 39% at or above benchmark</li> <li>● 31% below benchmark</li> <li>● 30% well below benchmark</li> </ul> <p><b>PELI Language index score:</b></p> <ul style="list-style-type: none"> <li>● 51% at or above benchmark</li> <li>● 20% below benchmark</li> <li>● 29% Well below benchmark</li> </ul>	<p><b>Preschool Early Literacy Indicators (PELI) Report: District Overview in Acadience Management System (End of Year data)</b></p> <p><b>PELI Composite score:</b></p> <ul style="list-style-type: none"> <li>● 60% at or above benchmark</li> <li>● 18% below benchmark</li> <li>● 28% well below benchmark</li> </ul> <p><b>PELI Language index score:</b></p> <ul style="list-style-type: none"> <li>● 67% at or above benchmark</li> <li>● 15% below benchmark</li> <li>● 18% Well below benchmark</li> </ul>
<p style="text-align: center;"><b>My Teaching Strategies (MTS) Snapshot by Dimension Report</b></p> <p><i>*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.</i></p> <p><b>9a. Uses an expanding expressive vocabulary</b></p> <ul style="list-style-type: none"> <li>● 25% well below or below expectations</li> <li>● 75% at or above expectations</li> </ul> <p><b>18b. Uses emergent reading skills</b></p> <ul style="list-style-type: none"> <li>● 60% well below or below expectations</li> <li>● 40% at or above expectations</li> </ul> <p><b>20a. Counts</b></p> <ul style="list-style-type: none"> <li>● 63% well below or below expectations</li> <li>● 37% at or above expectations</li> </ul> <p><b>20b. Quantifies</b></p> <ul style="list-style-type: none"> <li>● 71% well below or below expectations</li> <li>● 29% at or above expectations</li> </ul>	<p style="text-align: center;"><b>My Teaching Strategies (MTS) Snapshot by Dimension Report</b></p> <p><i>*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.</i></p> <p><b>9a. Uses an expanding expressive vocabulary</b></p> <ul style="list-style-type: none"> <li>● 7% well below or below expectations</li> <li>● 93% at or above expectations</li> </ul> <p><b>18b. Uses emergent reading skills</b></p> <ul style="list-style-type: none"> <li>● 12% well below or below expectations</li> <li>● 88% at or above expectations</li> </ul> <p><b>20a. Counts</b></p> <ul style="list-style-type: none"> <li>● 15% well below or below expectations</li> <li>● 85% at or above expectations</li> </ul> <p><b>20b. Quantifies</b></p> <ul style="list-style-type: none"> <li>● 19% well below or below expectations</li> <li>● 81% at or above expectations</li> </ul>