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.

Building: Floyd Jewitt Elementary School, Mesick
Date: January 28, 2022

Table A: Building Goals that were established in September 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	All students K-5 will improve performance in Reading/ELA based on the benchmark results of the iReady assessment completed in January 2022.
End of the Year Reading Goal	All students K-5 will improve performance in Reading/ELA based on results of the iReady assessment completed in June 2022.
Middle of the Year Mathematics Goal	All students K-5 will improve performance in Mathematics based on the benchmark results of the iReady assessment completed in January 2022.
End of the Year Mathematics Goal	All students K-5 will improve performance in Mathematics based on results of the iReady assessment completed in June 2022.

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 Feb. 1, 2022 the % of Kg-5 students who improved from Sept. 2021		By June 8, 2022 the % of Kg-5 students who improved from Sept., 2022	
	Reading /ELA	Mathematics	Reading /ELA	Mathematics
All Students	89%	57.8%	96%	98%
Econ. Disadvantaged	89%	57.8%	96%	98%
Special Education	89.5%	80%	93%	98%
English Learner	100%	100%	100%	100%
Female	90.9%	57.4%	90%	98%
Male	87.3%	58.1%	99%	98%
Black or African American (x5)	80%	80%	90%	40%
White	89.1%	56.3%	93%	100%
Native Hawaiian or Other Pacific Islander (x1)	100%	0%	-	100%
American Indian or Alaska Native (x5)	100%	100%	100%	0%
Asian American (x4)	75%	75%	100%	100%

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

Reporting Category Suggest reporting on subgroups where n≥30	By Feb. 1, 2022 the % of Kg-5 students who improved from Sept. 2021		By June 8, 2022 the % of Kg-5 students who improved from Sept., 2021	
	Reading /ELA	Mathematics	Reading /ELA	Mathematics
Kindergarten	95.7%	20.8%	100%	100%
Grade 1	94.4%	23.6%	100%	100%
Grade 2	95.4%	89.3%	100%	100%
Grade 3	91.9%	86.5%	94.4%	97.22%
Grade 4	69.2%	80.5%	90%	97.44%
Grade 5	83.9%	80.0%	75%	96.88%

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

Reporting Category Suggest reporting on subgroups where n≥30	By Feb. 1, 2022 the % of Kg-5 students who improved from Sept. 2021		By June 8, 2022 the % of Kg-5 students who improved from Sept., 2021	
	Reading /ELA	Mathematics	Reading /ELA	Mathematics
Mode of Instruction A	Face To Face	Face To Face	Face To Face	Face To Face
Mode of Instruction B				
Mode of Instruction C				