**MAISA**

SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES

MICHIGAN ASSOCIATION
OF INTERMEDIATE SCHOOL
ADMINISTRATORSGeneral
Education
Leadership
Network

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: CASMAN Alternative Academy**Date: Feb 25, 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 (MCL 388.1698b , MCL 388.1704a)
Middle of the Year Reading Goal	Improve from Fall to Winter using NWEA Reading Score
End of the Year Reading Goal	Improve from Fall to Spring using NWEA Reading Score
Middle of the Year Mathematics Goal	Improve from Fall to Winter using NWEA Mathematics Score
End of the Year Mathematics Goal	Improve from Fall to Spring using NWEA Mathematics Score

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 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students	40%	35%	64%	65%
Econ. Disadvantaged	40%	36%	58%	59%
Special Education	36%	45%	63%	72%

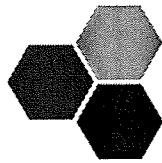
English Learner	n/a	n/a	n/a	n/a
Female	37%	37%	71%	67%
Male	32%	26%	57%	57%
African American	33%	0%	33%	33%
Hispanic	75%	25%	75%	50%
White	32%	30%	65%	69%
Unclassified	40%	60%	50%	50%

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
7th Grade	75%	50%	75%	75%
8th Grade	25%	25%	33%	33%
9th Grade	30%	35%	62%	62%
10th Grade	30%	30%	90%	80%
11th Grade	43%	29%	75%	75%
12th Grade	100%	100%	80%	60%

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
In Person	40%	35%	64%	65%



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Building: CASMAN Alternative Academy

Date: Feb. 25, 2022

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

Goal Category	Goal Related to Achievement or Growth as required by law (<u>MCL 388.1698b</u>)
Middle of the Year Academic Goal	Improve both reading and math NWEA scores from Fall to Winter testing cycles.
End of the Year Academic Goal	Improve both reading and math NWEA scores from Fall to Spring testing cycles.
Add additional academic goals as needed	

Table B: Achievement Related to Academic Goals

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

This year CASMAN has contracted with Grand Valley State University to provide tutors for students in the subject of mathematics. This is optional for students, we currently only have 11 students taking part in the tutoring process. We are hopeful that the numbers will improve for next school year. We also have a room monitor in the classroom that is able to tutor students through all high school level math classes. Many more students are taking advantage of the 1-on-1 help in person.

We are also utilizing the IXL platform to help with the subject areas of math, English, and science. Teachers are utilizing the IXL program to provide support for filling in the "gap" areas in a students education, and to personalize the experience to each student.