



# MAISA

SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES

MICHIGAN ASSOCIATION  
OF INTERMEDIATE SCHOOL  
ADMINISTRATORS



General  
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 2023 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:**

**Table A: Building Goals that were established by September 15, 2022**

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	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≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students	43%	49%		
Econ. Disadvantaged	43%	49%		
Special Education	35%	47%		

English Learner	n/a	n/a	n/a	n/a
Female	43%	54%		
Male	44%	44%		
African American	0	0		
Hispanic	75%	50%		
Caucasian	40%	51%		
Native American	50%	0		

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

<b>Reporting Category</b> Suggest reporting on subgroups where n≥30	<b>By First Board Meeting in February 2023</b>		<b>No Later than Last Day of School Year</b>	
	Reading	Math	Reading	Math
7th Grade	14%	43%		
8th Grade	78%	44%		
9th Grade	50%	50%		
10th Grade	25%	44%		
11th Grade	57%	86%		
12th Grade	0	0		

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

<b>Reporting Category</b> Suggest reporting on subgroups where n≥30	<b>By First Board Meeting in February 2023</b>		<b>No Later than Last Day of School Year</b>	
	Reading	Math	Reading	Math
In Person	43%	49%		



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**Building: CASMAN Alternative Academy**

**Date:**

**Table A: Building Goals that were established by September 15, 2022**

Goal Category	Goal Related to Achievement or Growth as required by law ( <a href="#">MCL 388.1698b</a> )
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.
<p><b>This year CASMAN has contracted with Grand Valley State University to provide tutors for students in various subject areas. This is optional for students, we currently have 9 students taking part in the tutoring process. We have online teachers for students to work with who are certified in mathematics, and we have on-demand tutoring available through the Edmentum program. 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.</b></p> <p><b>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 student’s education and to personalize the experience for each student.</b></p> <p><b>We have also implemented a vocabulary program school-wide to help students increase not only their reading skills but their comprehension skills as well.</b></p>