

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.

Rapid River Public Schools

K - 8th grade students: Reading and Math Assessments in compliance with Sec. 104

Building: Tri- Township Schools

Date:6/2/2022

Students are assessed using the STAR Math and Reading assessments. In the elementary grades, students are also assessed using the Acadience reading and math assessments. The requirement by law is for students to be assessed during the first 9 weeks and last 9 weeks of the school year. However, our teachers administer benchmark assessments to our K-8 students at least *three times per year* and also progress monitor bi-weekly in the lower grades for the highest risk students and monthly for students grades 6-8. Reading assessments measure gains and losses in reading comprehension and reading fluency. Math assessments measure computation and problem solving skills. Reading and math interventions at all levels are adjusted based on the progress monitoring data throughout the school year to meet student needs. There are ongoing discussions amongst all stakeholders to determine continuing needs for the school year and needs for additional support for individual students to address learning loss. Our instructional mode of learning for this school year has been in-person.

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	Increase in all grade levels (K-8)
End of the Year Reading Goal	80% students at individual grade level benchmark goals
Middle of the Year Mathematics Goal	Increase in all grade levels (K-8)
End of the Year Mathematics Goal	75% students at individual grade level benchmark goals

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 (info available via MiDataHub)

Reporting Category	By First Board Meeting in February 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students	83% benchmark	71% benchmark	76% benchmark	75% benchmark
Econ. Disadvantaged	71% benchmark	52% benchmark	67% benchmark	65% benchmark
Special Education	34% benchmark	13% benchmark	27% benchmark	34% benchmark
English Learner	N/A	N/A	N/A	N/A
Female	82% benchmark	66% benchmark	78% benchmark	79% benchmark
Male	84% benchmark	76% benchmark	76% benchmark	71% benchmark
Native American	84% benchmark	75% benchmark	79% benchmark	69% benchmark
White	82% benchmark	71% benchmark	76% benchmark	75% benchmark

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level (info available via MiDataHub and Acadience testing scores)

Reporting Category	By First Board Meeting in February 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	76% benchmark	63% benchmark	78% benchmark	44% benchmark
1st grade	52% benchmark	60% benchmark	70% benchmark	68% benchmark
2nd grade	90% benchmark	80% benchmark	100% benchmark	89% benchmark
3rd grade	69% benchmark	33% benchmark	92% benchmark	92% benchmark
4th grade	63% benchmark	46% benchmark	73% benchmark	75% benchmark
5th grade	65% benchmark	77% benchmark	69% benchmark	83% benchmark
6th grade	63% benchmark	69% benchmark	66% benchmark	61% benchmark
7th grade	62% benchmark	74% benchmark	72% benchmark	75% benchmark
8th grade	29% benchmark	60% benchmark	70% benchmark	78% benchmark