



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 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: Student Learning Center West (SLCW)

Date: February 7, 2022

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

Goal Category	Goal Related to Achievement or Growth as required by law (MCL 388.1698b)
Middle of the Year Academic Goal	<p>By the mid-year, every building of the district will have an increased number of students meeting proficiency or growth as measured on their Reading/ELA and Math benchmark assessment(s).</p> <ul style="list-style-type: none"> • Benchmark or local assessments aligned to state standards will be selected and administered in every building of the district. • All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Reading/ELA and Math academic standards. • In each building results from Reading/ELA and Math benchmark assessments, local Reading/ELA and Math summative, and formative assessment will be continuously discussed and analyzed by staff. • Mid-year progress towards meeting the educational goals will be reported to the school board in February and posted on transparency reporting link on the district webpage.
End of the Year Academic Goal	<p>By the end of the 2021-22 school year, every building of the district will have an increased number of students meeting proficiency or growth as measured on their Reading/ELA and Math benchmark assessment(s).</p>

	<ul style="list-style-type: none"> ● Benchmark or local assessments aligned to state standards will be selected and administered in every building of the district. ● All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Reading/ELA and Math academic standards. ● In each building results from Reading/ELA and Math benchmark assessments, local Reading/ELA and Math summative, and formative assessment will be continuously discussed and analyzed by staff. ● Mid-year progress towards meeting the educational goals will be reported to the school board in February and posted on transparency reporting link on the district webpage.
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>The Shiawassee RESD provides in-person instruction for center-based programming for students with cognitive and emotional impairments in these non-graded programs. Teachers utilize formative and summative assessments from classroom curriculum. In addition progress monitoring assessments are utilized from Unique Learning System (ULS) and Northwest Evaluation Association (NWEA). Students attending the programs for students with emotional impairments are assessed using AIMS web. Furthermore all students work toward goals that are developed in an IEP and reported either quarterly or at semester.</p> <p>As of February 7, 2022; The Shiawassee RESD has assessed a total of sixty students for the mid-year report. With regards to Math assessments, 49/60 (82%) has made progress. In ELA, 48/60 (80%) 80% has made progress. The programs provided by the RESD do not have subgroups where $n \geq 30$.</p>