Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law (PA 144 Sec 98b):

- 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.

Version: Buildings serving K - 8th grade students and subject to using assessments aligned with 104a

Building: Tau Beta School
Date: September 2022

Table A: Building Goals that were established by September 9, 2022 (Principals/Assistant Principals Responsibility)

Contact Name: Widad Luqman
Contact Email: wluqman@hamtramckschools.org

District Name: Hamtramck Public Schools

District Code: 82060

Academic goals must be related to and measured by benchmark assessments as required by section 104a of Public Act 48 of 2021.

K-8 School/Grade-Level Goal

District Name: Hamtramck Public Schools

School Name: Tau Beta

Building Leader: Kimberly Winiarski

Academic Goals for Students

Goal Category	Goal Related to Student Achievement or Growth on K-8 Benchmarks	Benchmark Assessment Name	Related to either Student Achievement or Growth on Benchmark Assessments (Achievement or Growth?)	Aligned to Covid-19 Learning Plan from 2020-21 (Y/N)
Middle of Year Reading Goal	**Goal -** All students will improve performance in Reading/ELA from Fall to Winter as measured by iReady. · All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. · Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.	i-Ready	Growth	Y
Middle of Year Mathematics Goal	**Goal -** All students will improve performance in Mathematics from Fall to Winter as measured by iReady. · All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards. · Results from Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff.	i-Ready	Growth	Y
End of Year Reading Goal	**Goal -** 85% of students will achieve Typical Growth performance in Reading/ELA from Fall to Spring as measured			

	by iReady. 10% of students will achieve Stretch Growth performance from Fall to Spring as measured by iReady. · All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. · Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.	i-Ready	Growth	Y
End of Year Mathematics Goal	**Goal -** 85% of students will achieve Typical Growth performance in Mathematics from Fall to Spring as measured by iReady. All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards. Results from Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff.	i-Ready	Growth	Y

Important Notice: No final submission is required. Once completed, the template is to be kept on file and the district superintendent or chief administrator of the district, as applicable, shall present it at a public meeting of the board no later than the first meeting that occurs in February of 2023 **AND** no later than the last day of the 2022-2023 school year.

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 (Curriculum Department Responsibility)

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	+7 points growth / +6.25 Actual	+7.6 points growth / 8.75 growth Actual	+9.1 points growth / +2.1 needed	+11.7 points growth/+2.95 needed
Econ. Disadvantaged	+7 points growth	+7.6 points growth	+9.1 points growth	+11.7 points growth
Special Education	+7 points growth	+7.6 points growth	+9.1 points growth	+11.7 points growth
English Learner	+7 points growth	+7.6 points growth	+9.1 points growth	+11.7 points growth
Female	+7 points growth	+7.6 points growth	+9.1 points growth	+11.7 points growth
Male	+7 points growth	+7.6 points growth	+9.1 points growth	+11.7 points growth
Race/Black or African American	+7 points growth	+7.6 points growth	+9.1 points growth	+11.7 points growth
Race/White	+7 points growth	+7.6 points growth	+9.1 points growth	+11.7 points growth
Race/Asian	+7 points growth	+7.6 points growth	+9.1 points growth	+11.7 points growth
Race/				

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 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				
5th Grade				
6th Grade	A B	A B	A B	A B
7th Grade				
8th Grade				

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 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Mode of Instruction A				
Mode of Instruction B				
Mode of Instruction C				