



Sec. 98b Goal Progress Report

Cedar Springs Public Schools

Date: September 12, 2022

Assurance Statements:

- The following goals were developed in conjunction with teachers, administrators, and our District Continuous Improvement Team.
- The following goals are correlated to the goals in the CSPS Extended Covid Learning Plan Academic Goals from 20-21, and 21-22, and are correlated to our 2022-2023 MICIP goals. The following goals contain *achievement* or *growth* goals measured by mid-year and end-of-year benchmark assessments.
- The Pre-K assessment (Teaching Strategies Gold) includes predictors of school success that are aligned with state early learning guidelines and the Head Start Early Learning Outcomes Framework.
- The K-8 benchmark assessment (iReady Growth) is aligned to state standards.
- The 9-12 math (Illustrative) and reading (CommonLit) assessments are aligned to state standards.

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

	Goal Category	Goal Related to Achievement or Growth on K 8 Benchmarks
Pre-K	Middle of the Year Early Childhood Reading	PreK students (4 years old by 12-2-22), will improve performance in phonological awareness, phonics skills, and word recognition from Fall to Winter, as measured by Teaching Strategies Gold.
Pre-K	End of the Year Early Childhood-Reading	PreK students (4 years old by 12-2-22), will improve performance in phonological awareness, phonics skills, and word recognition from Winter to Spring, as measured by Teaching Strategies Gold.
Pre-K	Middle of the Year Early Childhood - Math	PreK students (4 years old by 12-2-22), will improve performance in number concepts and operations from Fall to Winter, as measured by Teaching Strategies Gold.
Pre-K	End of the Year Early Childhood-Math	PreK students (4 years old by 12-2-22), will improve performance in number concepts and operations from Winter to Spring, as measured by Teaching Strategies Gold.

K-8	Middle of the Year K-8 Reading Goal	Students (K-8) will improve performance in reading/ELA from Fall to Winter, as measured by i-Ready Diagnostic.
K-8	End of the Year K-8 Reading Goal	Students (K-8) will improve performance in reading/ELA from Winter to Spring, as measured by i-Ready Diagnostic.
K-8	Middle of the Year K-8 Mathematics Goal	Students (K-8) will improve performance in mathematics from Fall to Winter, as measured by i-Ready Diagnostic.
K-8	End of the Year K-8 Mathematics Goal	Students (K-8) will improve performance in mathematics from Winter to Spring, as measured by i-Ready Diagnostic.
9-12	Middle of the Year 9-12 Reading Goal	Students (9-12) will improve performance in reading/ELA from Fall to Winter, as measured by CommonLit assessment.
9-12	End of the Year 9-12 Reading Goal	Students (9-12) will improve performance in reading/ELA from Winter to Spring, as measured by CommonLit assessment.
9-12	Middle of the Year 9-12 Mathematics Goal	Students (9-12) will improve performance in mathematics from Fall to Winter, as measured by Illustrative math assessment.
9-12	End of the Year 9-12 Mathematics Goal	Students (9-12) will improve performance in mathematics from Winter to Spring, as measured by Illustrative math assessment.

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.

Achievement or Growth on Benchmark Assessments, by grade level and subgroup

[Year-to-Year iReady Data Comparison](#)

BOY Report-- Percentage of students at or above benchmark

*Suggest reporting on subgroups where n≥20

	PK		K		1		2		3		4		5		6		7		8		9	10	11	12	Alg 1	Geo	Alg 2
	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	R	R	R	M	M	M
All Students	0	4	11	9	12	8	17	3	35	10	25	16	30	21	30	24	42	27	27	20	66	82	55	20	15	22	10

Updated 8/29/2022

Econ. Disadvantaged		–	10	16	3	3	19	0	29	12	15	5	22	13	21	18	27	20	25	13					–	–	–
Special Education		–	2	7	0	0	6	0	12	3	18	10	8	6	4	4	20	4	9	6					–	–	–
English Learner		–	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N					–	–	–
Female		–	15	9	11	6	21	4	36	6	28	15	33	19	33	34	45	22	30	18					–	–	–
Male		–	8	8	9	10	13	4	34	16	21	17	28	22	25	25	41	31	25	21					–	–	–
Hispanic		–	N	N	N	N	N	N	N	N	N	N	N	N	N	N	26	10	N	N					–	–	–
Black or African American		–	N	N	N	N	N	N	N	N	N	N	0N	N	N	N	N	N	N	N					–	–	–
Asian		–	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N					–	–	–
American Indian or Alaska Native		–	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N					–	–	–

MOY Report-- Percentage of students at or above benchmark

*Suggest reporting on subgroups where n≥30

	PK		K		1		2		3		4		5		6		7		8		9	10	11	12	Alg 1	Ge o	Alg 2
	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	R	R	R	M	M	M
All Students	.05	40		35		28	38	19	55	36	44	43	45	39	34	33	44	36	40	27	27	32	28	17	28 17	25	12
Econ. Disadvantaged		-		31		19	36	11	49	22	38	31	35	27	22	23	36	28	31	18					-	-	-
Special Education		-		27		8	9	6	15	11	21	21	16	10	8	12	23	8	6	6					-	-	-
English Learner		-		-		-		-		-		-		-		-		-		-					-	-	-
Female		-		39		13	44	17	57	33	46	40	43	34	36	29	47	30	47	25					-	-	-
Male	.03	26		31		31	32	22	52	39	42	48	47	44	30	36	42	39	35	27					-	-	-
Hispanic		-		-		-		-		-		-		-		-		-		-					-	-	-
Black or African American		-		-		-		-		-		-		-		-		-		-					-	-	-
Asian		-		-		-		-		-		-		-		-		-		-					-	-	-
American Indian or Alaska Native		-		-		-		-		-		-		-		-		-		-					-	-	-

EOY Report-- Percentage of students at or above benchmark

*Suggest reporting on subgroups where n≥30

	PK		K		1		2		3		4		5		6		7		8		9		10		11		12	
	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M
All Students																												
Econ. Disadvantaged																												
Special Education																												
English Learner																												
Female																												
Male																												
Hispanic																												
Black or African American																												
Asian																												
American Indian or Alaska Native																												

Achievement or Growth on Benchmark Assessment - By Mode of Instruction

*Please note: no virtual instruction was offered in 2022-2023

