

PA 48 of 2021 Section 98b Goal Setting

[Public Act 48 of 2021](#) section 98b requires districts, traditional public, public school academies, and intermediate districts, who wish to receive state aid for 2021-2022 year to:

- Present, not later than the first board meeting in February 2022 and not later than the last board meeting of the academic year, on accomplishments of established goals.
- Ensure that the information presented to the board is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.
- Post the information through the transparency reporting link located on the district's website.
- Ensure that, by not later than **September 15, 2021**, each **school building leader of each school operated by the district**, in conjunction with all teachers and school administrators of the school, establishes educational goals expected to be achieved for the 2021-2022 school year for the school. The goals described in this subdivision must specify which educational goals are expected to be achieved by not later than the middle of the school year and which goals are expected to be achieved by not later than the last day of the 2021-2022 school year.

Further, the [law](#) provides specifics around the mandated goals and the reporting on progress of said goals.

This section clearly states that the established goals are to be developed for each building. The Michigan Department of Education (MDE) believes that districts and schools should establish academic goals which span for all students – including early childhood programs, CTE programs, and special education programs. MDE recognizes the short September 15, 2021 deadline imposed by the legislature on local staff, schools, and districts. To assist with meeting this deadline, MDE is encouraging districts and schools to use existing goals to meet the legislated requirements of this section, including but not limited to school improvement goals, district improvement goals, MICIP submitted goals, local district strategic planning goals, and previously measured COVID-19 learning goals. Districts are encouraged to review the law to ensure that their existing goals meet the requirements of the legislation.

As part of this section, MDE is required to create a uniform, state-wide template to utilize in the development of school goals. The goals for each school must be aligned to, and measured by, benchmark assessments, and correlate, if applicable, to educational goals that were included in the district's COVID-19 learning plans for the 2020-2021 school year. MDE is providing two different templates based on grades K-8 and 9-12. The reason for the two grade-level designation is due to the legislated requirement to integrate benchmark assessments associated with Sec 104a for grades K-8.

Contact Name: Kalyani Bhatt

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District Name: Lincoln-King Adams-Young Academy

District Code: 82773

K-8 School/Grade-Level Goal

School Name: Adams-Young Academy

Building Leader Name: Tamiko Grier (K-5), Kirk Cannon (6-8)

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

Middle of the Year Reading Goal

- Goal related to student achievement or growth on K-8 benchmarks: 2-5%
- Benchmark Assessment Name: i-Ready
- Is this a goal related to student achievement or student growth: growth
- Aligned to Covid-19 Learning Plan from 2020-21? Y or N: Yes

Was the goal met? Yes

Middle of the Year Mathematics Goal

- Goal related to student achievement or growth on K-8 benchmarks: 2-5%
- Benchmark Assessment Name: i-Ready
- Is this a goal related to student achievement or student growth: growth
- Aligned to Covid-19 Learning Plan from 2020-21? Y or N: Yes

Was the goal met? Yes

End of the Year Reading Goal

- Goal related to student achievement or growth on K-8 benchmarks: 3-7%
- Benchmark Assessment Name: i-Ready
- Is this a goal related to student achievement or student growth: growth

- Aligned to Covid-19 Learning Plan from 2020-21? Y or N: Yes

End of the Year Mathematics Goal

- Goal related to student achievement or growth on K-8 benchmarks: 3-7%
- Benchmark Assessment Name: i-Ready
- Is this a goal related to student achievement or student growth: growth
- Aligned to Covid-19 Learning Plan from 2020-21? Y or N: Yes

9-12 School/Grade-Level Goal

School Name: Lincoln-King Scholastica (9-10), Lincoln-King Grove (11-12)

Building Leader Name: Ernestine Sanders (9-10), Andy Anuzis (11-12)

Middle of the Year Reading Goal

- Goal related to student achievement or growth benchmarks: 3%
- Benchmark Assessment Name: NWEA MAP
- Is this a goal related to student achievement or student growth: growth
- Aligned to Covid-19 Learning Plan from 2020-21? Y or N: Yes

Was the goal met? No

Middle of the Year Math Goal

- Goal related to student achievement or growth benchmarks: 3%
- Benchmark Assessment Name: NWEA MAP
- Is this a goal related to student achievement or student growth: growth
- Aligned to Covid-19 Learning Plan from 2020-21? Y or N: Yes

Was the goal met? No

End of the Year Reading Goal

- Goal related to student achievement or growth benchmarks: 5%

- Benchmark Assessment Name: NWEA MAP
- Is this a goal related to student achievement or student growth: Growth
- Aligned to Covid-19 Learning Plan from 2020-21? Y or N: Yes

End of the Year Math Goal

- Goal related to student achievement or growth benchmarks: 5%
- Benchmark Assessment Name: NWEA MAP
- Is this a goal related to student achievement or student growth: Growth
- Aligned to Covid-19 Learning Plan from 2020-21? Y or N: Yes

K-5 Achievement on i-Ready Benchmark Assessment

Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
All Students	12%	3%	28%	14%	39%	28%
Econ. Disadvantaged	12%	3%	28%	14%	39%	28%
Special Education	6%	13%	18%	14%	19%	16%
English Learner	n/a	n/a	n/a	n/a	n/a	n/a
Female	14%	2%	26%	11%	38%	24%
Male	11%	4%	29%	16%	38%	34%

6-8 Achievement on i-Ready Benchmark Assessment

Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
All Students	17%	9%	27%	9%	27%	18%
Econ. Disadvantaged	17%	9%	27%	9%	27%	18%
Special Education	0%	0%	0%	0%	0%	0%
English Learner	n/a	n/a	n/a	n/a	n/a	n/a

Female	20%	9%	35%	10%	31%	22%
Male	16%	8%	19%	9%	22%	15%