

New Lothrop Area Public Schools: PA 48 Educational Goals – Mid - Year Update (February 2022)

The 2021 Public Act 48 requires each building leader of a school district to establish educational goals for the 2021-2022 school that are focused on increasing student achievement and growth and measurable through a benchmark or local assessment.

For Grade K-8 the assessments in reading and mathematics will be administered three times to all students: once in the first nine weeks of the school year, mid-year (January 2022-February 2022), and again prior to the last day of school. The results from these assessments among other datasets will be used to monitor progress towards our goals over the course of this school year.

For students in Grade 9 - 12, local assessments will be used to monitor progress towards our goals over the course of the school year. These local assessments are aligned to state standards and will be used to determine whether students are making meaningful progress towards mastery of these standards.



Goal 1: 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 benchmark assessment(s) in the aggregate and for all subgroups broken down by grade level, student demographics, and mode of instruction.

- Benchmark or local assessments aligned to state standards will be selected and administered in every building of the district.
 - K-8 students completed a state approved ELA benchmark assessment within the first 9 weeks of the school year and communicated with parents within 30-days of the actual assessment, this took place during Parent/Teacher Conferences. We are currently in middle of our second benchmark testing window and will report results to our stakeholders, including the Board of Education at the end of the school year, which will entail three benchmark data points.
- 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 academic standards.
 - K-12 ELA Teachers continue to use a formative assessment practices during their daily classroom instruction to support meaningful student progress towards mastery of Reading/ELA academic standards.
- In each building results from Reading/ELA benchmark assessments, local Reading/ELA summative, and formative assessment will be continuously discussed and analyzed by staff.
 - During our Grade Level, Department, School Improvement, and District Improvement Meetings results from Reading/ELA benchmark assessments, local Reading/ELA summative, and formative assessment are being 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.
 - At our regularly scheduled Board of Education Meeting in February a mid-year report towards meeting the educational goals was discussed and this document was posted on transparency reporting link on the district webpage on February 15, 2022.



Goal 2: 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 Math benchmark assessment(s) in the aggregate and for all subgroups broken down by grade level, student demographics, and mode of instruction.

- Benchmark or local assessments aligned to state standards will be selected and administered in every building of the district.
 - K-8 students completed a state approved math benchmark assessment within the first nine weeks of the school year and communicated with parents within 30-days of the actual assessment, this took place during Parent/Teacher Conferences. We are currently in middle of our second benchmark testing window and will report results to our stakeholders, including the Board of Education at the end of the school year, which will entail three benchmark data points.
- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of math academic standards.
 - K-12 Math Teachers continue to use a formative assessment practices during their daily classroom instruction to support meaningful student progress towards mastery of math academic standards.
- In each building results from math benchmark assessments, local math summative, and formative assessment will be continuously discussed and analyzed by staff.
 - During our Grade Level, Department, School Improvement, and District Improvement Meetings results from math benchmark assessments, local math summative, and formative assessment are being 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.
 - At our regularly scheduled Board of Education Meeting in February a mid-year report towards meeting the educational goals was discussed and this document was posted on transparency reporting link on the district webpage on February 15, 2022.

A summary of performance for all students from their benchmark or local assessment will be provided within the mid-year and end of year report. The data provided will be disaggregated by grade level, by the mode of instruction, and by student demographics who have at a minimum of 30 students when the data is available after our second and third benchmark assessment windows.

The goals for K-8 are similar and aligned to those goals set last year through the COVID-19 Learning Plan from 2020-21. Building goals that are not K-8 are new goals for this school year because it was previously not required. All goals address growth or achievement as measured by benchmark and local assessments.