



MAISA | MICHIGAN ASSOCIATION
OF INTERMEDIATE SCHOOL
ADMINISTRATORS
SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES



General
Education
Leadership
Network

Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([MCL 388.1698b](#)):

District/Building: Grand Rapids Child Discovery Center

Date: June 8, 2022

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

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b , MCL 388.1704a)
Middle of the Year Reading Goal	By February 1, 2022,, grade level student proficiency will increase by 15% in reading as measured by the iReady Reading Diagnostic.
End of the Year Reading Goal	By June 2022, grade level student proficiency will increase by 30% in reading as measured by the iReady Reading Diagnostic.
Middle of the Year SEL goal	To create a proactive, three tiered system that will decrease internalizing behaviors by 3% among students, as measured by the SSRS-IE by February 1, 2022.
End of the Year SEL Goal	To create a proactive, three tiered system that will decrease internalizing behaviors by 6% among students, as measured by the SSRS-IE by June 2022.
Middle of the Year Mathematics Goal	By February 1, grade level student proficiency will increase by 15% in math as measured by the iReady Math Diagnostic by June 2022.
End of the Year Mathematics Goal	By June 2022, grade level student proficiency will increase by 30% in math as measured by the iReady Math Diagnostic by June 2022.

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 Benchmark Assessment - By Student Demographics

Reporting Category Suggest reporting on subgroups where n≥20	Baseline Data September 2021			By First Board Meeting in February 2022			No Later than Last Day of School Year		
	Reading <i>% on or Above Grade Level</i>	Math <i>% on or Above Grade Level</i>	SEL (Optional Goal) <i>% High Risk for Internalizing Behaviors</i>	Reading <i>% on or Above Grade Level</i>	Math <i>% on or Above Grade Level</i>	SEL (Optional Goal) <i>% High Risk for Internalizing Behaviors</i>	Reading <i>% on or Above Grade Level</i>	Math <i>% on or Above Grade Level</i>	SEL (Optional Goal) <i>% High Risk for Internalizing Behaviors</i>
All Students (273)	54%	34%	23.99%	70%	58%	12.4%	78%	67%	5%
Female (126)	65%	31%		77%	57%		82%	65%	
Male (146)	44%	37%		65%	58%		75%	69%	
Black (23)	19%	5%		38%	38%		38%	31%	
White (185)	63%	38%		78%	63%		87%	75%	
Two or More Races (62)	38%	31%		56%	48%		69%	60%	
Special Ed	43%	25%		57%	54%		72%	66%	
Non-Special Ed	55%	35%		73%	58%		79%	68%	

Table C: Achievement on Benchmark Assessment - By Grade Level

Reporting Category Suggest reporting on subgroups where n≥20	Baseline Data September 2021			By First Board Meeting in February 2022			No Later than Last Day of School Year		
	Reading <i>% on or Above Grade Level</i>	Math <i>% on or Above Grade Level</i>	SEL (Optional Goal) <i>% High Risk for Internalizing Behaviors</i>	Reading <i>% on or Above Grade Level</i>	Math <i>% on or Above Grade Level</i>	SEL (Optional Goal) <i>% High Risk for Internalizing Behaviors</i>	Reading <i>% on or Above Grade Level</i>	Math <i>% on or Above Grade Level</i>	SEL (Optional Goal) <i>% High Risk for Internalizing Behaviors</i>
K	52%	46%	8%	100%	96%	0%	100%	100%	0%
1	32%	23%	15.2%	42%	44%	2.1%	67%	69%	6%
2	53%	27%	26.1%	57%	54%	8.9%	67%	58%	10%
3	77%	34%	23.4%	91%	55%	20%	89%	54%	6%
4	59%	41%	54%	69%	45%	24%	74%	57%	2%
5	48%	32%	12.5%	58%	48%	21.2%	71%	62%	9%