

Extended COVID-19 Learning Plan

Goal Reporting – July 18, 2023

Goal Related to Achievement or Growth on K-8 Benchmarks

All learners will make measurable growth towards their academic goals during the 2022-2023 school year.

- For students served within our special education programs, growth will be measured using relevant/applicable local assessments, which may include the following:
 - SAS Pre- & Post-Assessments
 - MOVE Assessments
 - Transition Pre- & Post-Assessments
 - Participation Level Skills Assessment
 - Progress Monitoring Through Observations
 - Core Curriculum Pre- & Post-Assessments
- Students in all state-approved career and technical education programs and courses will work toward mastery of the 12 standardized segments (units of instruction) throughout their program. Growth may be measured using relevant/applicable local assessments which may include the following:
 - Pre- & Post-Assessments on the CTE Standards
 - Certification Exam Results

Assessment Process

To ensure all students make measurable growth, teachers write annual student learning objectives (SLOs). SLOs are rigorous, long-term academic goals, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students. They are one way to measure the academic growth of students. Ingham ISD used data from these SLOs to track progress on our educational goal described above. When analyzing our classroom SLO data, we asked ourselves the question, “Does evidence suggest that the student is “on track” to meet their SLO by the end of the school year?” Results are reported below.

Achievement or Growth on Benchmark Assessment

Reporting Category	By February 21, 2023:	Before End of 2022 - 2023 School Year:
All Students (n=973; 917)	94.7%	93.4%
Economically Disadvantaged (n=486; 453)	93.2%	91.8%
Special Education (n=268; 268)	91.4%	88.8%
English Learner (n=11; Not Applicable ¹)	81.8%	N/A
Female (n=416; 401)	95.4%	95.0%
Male (n=555; 516)	94.1%	92.1%
Black or African American (n=115; 114)	80.9%	77.2%
Two or More Races (n=85; 78)	96.5%	98.7%
White (n=642; 595)	96.6%	95.5%
All Other Races (n=131; 128)	96.2%	94.5%

¹ Because this subgroup has fewer than 10 students, data is not reported to respect student confidentiality.