

**Mason County Eastern
2022-23 Academic Year
Sec. 98b Goal Progress Report**

Version: Buildings serving K - 8th grade students and subject to using assessments
aligned with 104a

Building: MCE Elementary and MS/HS

Date: 01/09/2023

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

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (PA 144 Sec 98b and Sec 104h)
Middle of the Year Reading Goal	<p>Goal #1 Reading/ELA – All Student (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <p>All teacher 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.</p> <p>Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</p>
End of the Year Reading Goal	See Goal #1 above.
Middle of the Year Mathematics Goal	<p>Goal #2 Mathematics – All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <p>All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Mathematics academic standards.</p> <p>Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</p>
End of the Year Mathematics Goal	See Goal #2 above.

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 or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students	46.2%	49.5%		
Econ. Disadvantaged	46.4%	49.5%		
Special Education	42.4%	54.1%		
English Learner	0.0%	0.0%		
Female	47.8%	46.3%		
Male	44.6%	52.9%		
Hispanic or Latino	50.0%	25.0%		
Black or African American	40.0%	20.0%		
American Indian	66.7%	55.6%		

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	40%	42%		
1 st Grade	56%	53%		
2 nd Grade	45%	43%		
3 rd Grade	33%	45%		
4 th Grade	50%	62%		
5 th Grade	42%	44%		
6 th Grade	43%	43%		
7 th Grade	41%	46%		
8 th Grade	50%	71%		

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
In Person Instruction	46.2%	49.6%		

Table B: Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.
<p><i>Based on our mid-winter assessment, the District is on track to meet our Fall to Spring growth goals in NWEA. Additionally, the district has been selected as a test site for a new adaptive assessment - Pearson's Growth Assessment. Students in grades 3-8 took this new assessment also as a mid-winter test. All students in grades 3 - 8 will also take both the NWEA and Pearson's Growth assessments at the end of May.</i></p>