

Hartland Consolidated Schools 2021-2022

Educational Goals Year-End Progress Report

(Per Section 98 of the State School Act Requirements)

Buildings: Hartland High School, Ore Creek MS, Farms Intermediate, Creekside Elementary, Lakes Elementary, Round Elementary, Village Elementary, Legacy High School, Hartland Virtual Academy

Address: 9525 Highland Road, Howell MI 48843

District Code Number: 47060

District Website: hartlandschools.us

District Contact and Title: Chuck Hughes, Superintendent

District Contact Email: ChuckHughes@hartlandschools.us

Intermediate School District: Livingston Educational Service Agency (LESA)

Assurances

1. HCS made their 2021-22 educational goals accessible through the transparency reporting link located on the District's/PSA's website no later than September 15, 2021. Goals were linked to the 20-21 Extended Learning Plan and also the district MICIP improvement goals in reading and math.
2. HCS created and made available on its transparency reporting link located on HCS website, a report concerning the progress made in the educational goals no later than February 14, 2021 for a middle of the year update, and will again no later than the last day of school of the 2021-2022 school year for end of the year progress.
3. Benchmark Assessments (HCS):
 - Selected benchmark assessments (Smarter Balanced and Early Literacy/Math Benchmark) that are aligned to state standards.
 - Administered the approved benchmark assessments (Smarter Balanced and Early Literacy/Math Benchmark) to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2021-2022 school year and again not later than the last day of the of the 2021-2022 school year. 8-12 will also use MSTEP, SAT, PSAT 8, PSAT 9, and PSAT 10 to measure year-end proficiency.

Educational Goal #1

- All school buildings in HCS will work toward increasing student achievement and growth in reading for all K-8 students during the 2021-22 school year.
 - End-Year Goal: Monitor through progress monitoring and diagnostic assessment (Smarter Balanced, Early Literacy/Math Benchmark, DRA, Running Records, Common Assessments), student achievement and growth through the end of the school year. HCS will provide interventions for all students K-8 to stimulate growth and achievement in reading.

Progress:

- Due to full in-person instruction, interventions have been provided K-8 through the first half of the 21-22 school year on a daily and weekly basis to stimulate growth and achievement in reading:
 - Reading Recovery: Each student (1st grade) was tested and at-risk reading students were identified.
 - Reading Support: Each student was tested (K-3) and at-risk reading students were identified.
 - Intervention block time each day (K-6) for all students to receive intervention on needed skill development.
 - Title I At-Risk Services: At-risk students in ELA (5-6 grades) were provided Title I services.
 - ELL Services: WIDA screening was conducted in the fall and EL students identified and provided EL services weekly.
 - ICT Services: IC Teams were functional in all 4 elementary buildings and intermediate buildings (K-6) to provide services to staff and at-risk students.
 - Special Education Services: Full services provided to SE students the first half of the school year.
 - Social Emotional Support in all buildings.
 - Instructional Coaching focus on small group intervention work in classrooms.

Educational Goal #1 (Continued)

Each building has monitored student growth and achievement for all student populations through the first half of the 21-22 school year through the following assessment system:

- Formative and summative assessments were given both in-person and remotely daily and weekly.
- District common assessments: Common assessments (K-12) were available for teachers to use both in-person and remotely.
- Running records were used as a tool (K-6) to monitor student achievement progress and growth on a daily/weekly basis.
- DRA was given to all students (K-3). Proficiency Data:

	<u>Total</u>	<u>Economically Disadvantaged</u>	<u>Students with Disabilities</u>
Kindergarten =	Fall/Winter/Spring: ----- / 79% / 71%	Fall/Winter/Spring: ----- / 69% / 57%	Fall/Winter/Spring: ----- / 41% / 36%
1st Grade =	Fall/Winter/Spring: 54% / 66% / 74%	Fall/Winter/Spring: 32% / 46% / 55%	Fall/Winter/Spring: 29% / 29% / 36%
2nd Grade =	Fall/Winter/Spring: 71% / 78% / 82%	Fall/Winter/Spring: 54% / 62% / 69%	Fall/Winter/Spring: 32% / 37% / 41%
3rd Grade =	Fall/Winter/Spring: 84% / 86% / 83%	Fall/Winter/Spring: 70% / 73% / 70%	Fall/Winter/Spring: 31% / 35% / 36%

- Early Literacy Benchmark ELA (K-2):

	<u>Fall / Spring (Total)</u>	<u>Fall / Spring (Econ. Disadv.)</u>	<u>Fall / Spring (Students with Disabilities)</u>
Kindergarten =	18% / 64%	14% / 51%	4% / 38%
1st grade =	39% / 79%	24% / 62%	3% / 34%
2nd grade =	26% / 53%	14% / 35%	5% / 15%

Educational Goal #1 (Continued)

- Smarter Balanced Benchmark Assessment was given in the fall and spring to all students (3-8) in ELA. Proficiency Data:

		<u>Fall / Spring (Total)</u>	<u>Econ. Disadv.</u>	<u>Students with Disabilities</u>
<u>3rd Grade:</u>	ELA = Language and Vocabulary Use:	67% / 80%	53% / 61%	43% / 56%
<u>4th Grade:</u>	ELA = Language and Vocabulary Use:	68% / 80%	56% / 78%	37% / 43%
<u>5th Grade:</u>	ELA = Language and Vocabulary Use:	81% / 88%	78% / 80%	46% / 80%
	ELA = Editing:	67% / 80%	65% / 70%	31% / 38%
	ELA = Research/Interpret:	71% / 82%	69% / 80%	28% / 51%
<u>6th Grade:</u>	ELA = Language and Vocabulary Use:	85% / 91%	81% / 88%	62% / 70%
	ELA = Research:	80% / 90%	68% / 88%	39% / 73%
<u>7th Grade:</u>	ELA = Language and Vocabulary Use:	79% / 86%	71% / 77%	53% / 55%
	ELA = Research Evidence:	81% / 89%	68% / 85%	56% / 64%
<u>8th Grade:</u>	ELA = Language and Vocabulary Use:	81% / 83%	74% / 70%	41% / 43%
	ELA = Research Evidence:	76% / 86%	71% / 77%	53% / 67%

Educational Goal #2

- All school buildings in HCS will work toward increasing student achievement and growth in Math for all K-12 students during the 2021-22 school year.
 - End-Year Goal: Monitor through progress monitoring and diagnostic assessment (Smarter Balanced, Early Literacy/Math Benchmark, Common Assessments), student achievement and growth through the last day of school. HCS will provide interventions for all students K-12 to stimulate growth and achievement in math.

Progress:

- Due to full in-person instruction, interventions have been provided K-8 through the first half of the 21-22 school year on a daily and weekly basis to stimulate growth and achievement in math:
 - Intervention block time each day (K-6) for all students to receive intervention on needed skill development.
 - Title I At-Risk Services: At-risk students in Math (5-6 grades) were provided Title I services.
 - ELL Services: WIDA screening was conducted in the fall and EL students identified and provided EL services weekly (K-12).
 - ICT Services IC Teams were functional in all 4 elementary buildings and intermediate buildings (K-6) to provide services to staff and at-risk students.
 - Special Education Services: Full services provided to SE students (K-12) the first half of the school year.
 - Social Emotional Support in all buildings (K-12).
 - Instructional Coaching focus on small group intervention work in classrooms (K-12).

Educational Goal #2 (Continued)

Each building has monitored student growth and achievement for all student populations through the 21-22 school year through the following assessment system:

- Formative and summative assessments were given in-person daily and weekly.
- District common assessments: Common assessments (K-12) were available for teachers to use in-person. Teachers used common assessments to monitor student growth and achievement.
- Early Literacy/Math Benchmark Assessment was given to all students (K-2) in Math. Proficiency Data:

	<u>Fall / Spring (Total)</u>	<u>Fall / Spring (Econ. Disadv.)</u>	<u>Fall / Spring (Students with Disabilities)</u>
Kindergarten =	22% / 55%	15% / 41%	13% / 36%
1st grade =	36% / 63%	26% / 45%	11% / 20%
2nd grade =	40% / 56%	28% / 34%	12% / 16%

Educational Goal #2 (Continued)

- Smarter Balanced Benchmark Assessment was given in the fall and spring to all students (3-8) in Math. Proficiency Data:

		<u>Fall / Spring (Total)</u>	<u>Economically Disadvantaged</u>	<u>Students with Disabilities</u>
<u>3rd Grade:</u>	Math = Operations/Scale:	47% / 78%	31% / 59%	35% / 56%
<u>4th Grade:</u>	Math = Operations/Scale:	44% / 68%	28% / 56%	23% / 28%
<u>5th Grade:</u>	Math = Add/Subtract with Equivalency:	18% / 60%	15% / 43%	7% / 10%
	Math = Operations with Whole Numbers:	22% / 64%	16% / 45%	7% / 13%
	Math = Place Value System:	24% / 78%	25% / 68%	7% / 32%
<u>6th Grade:</u>	Math = Divide Fractions by Fractions:	78% / 72%	71% / 55%	44% / 30%
	Math = Ratios and Proportional Relations:	36% / 72%	32% / 36%	8% / 43%
<u>7th Grade:</u>	Math = Algebraic Expressions:	55% / 76%	36% / 57%	3% / 20%
	Math = Ratios and Proportional Relations:	67% / 79%	56% / 64%	31% / 40%
<u>8th Grade:</u>	Math = Math Functions:	28% / 81%	19% / 74%	11% / 17%
	Math = Proportional Relations, Linear:	58% / 88%	46% / 81%	24% / 50%