

JACKSON COUNTY INTERMEDIATE SCHOOL DISTRICT

BOARD OF EDUCATION
Regular Meeting – February 21, 2023
Volume 43, Report No. 55

FOR INFORMATION

Subject: Section 98b Benchmark Reporting

Public Act 48 of 2022 section 98b requires districts, traditional public, public school academies, and intermediate districts to present, not later than the first board meeting in February 2023 and not later than the last board meeting of the academic year, on work toward established goals for the 2022-23 school year. Administration reports the following in compliance with this Public Act:

Special Education

Special Education classrooms have established the following rubric to measure IEP goal attainment:

1	Achieved/Maintained	Student has achieved the goal according to the criteria listed in the IEP or student has previously achieved the goal as listed in the IEP and is maintaining that criteria.
2	Progressing as Expected	Student has not yet met the criteria listed in the IEP, however he/she is making progress as expected in order to reach the goal by the end date.
3	Limited/No Progress	Student is not making progress towards the IEP goal, the skill in this goal area is regressing, or progress is very limited and unlikely that the criteria for the goal would be met by the end date based on the limited progress that has been made. If there is limited/no progress, the IEP team will reconvene to address.

Tarrant Center Classroom Goals

Students in Tarrant classrooms will attain 90% of all written IEP goals in reading, as measured by locally developed IEP rubric.

Students in Torrant classrooms will attain 90% of all written IEP goals in math, as measured by locally developed IEP rubric.

All students in JCISD special education operated classrooms will attain 90% of all IEP goals related to behavior, communication and movement as measured by progress reports and locally developed rubrics.

415 individual student IEP goals in reading, math, behavior, communication and movement have been established for students at the Tarrant Center. At the end of the year, students' progress on these goals will be measured using the established rubric above. The work through the first semester is to establish goals based on observed capabilities during this first semester and then monitor their progress using the rubric on a periodic basis. At the end of the school year, administration will report on overall student progress toward these goals, though goal tracking is done individually for each student for the entire year from the official establishment of the goal.

Local-Based Classroom Goals

Students in Local Based special education classrooms will attain 90% of all written IEP goals in reading, as measured by locally developed IEP rubric.

Students in Local Based special education classrooms will attain 90% of all written IEP goals in math, as measured by locally developed IEP rubric.

86 individual student IEP goals in reading and 77 goals in math have been established for students in JCISD local-based special education classrooms across the county. These include classrooms for Emotionally Impaired students (EI), Autism Spectrum Disorder students (ASD), Mildly Cognitively Impaired students (MiCi) and Moderately Cognitively Impaired students (MoCi). At the end of the year, students' progress on these goals will be measured using the established rubric above. The work through the first semester is to establish goals based on observed capabilities and then monitor their progress using the rubric on a periodic basis. At the end of the school year, administration will report on overall student progress toward these goals, though goal tracking is done individually for each student for the entire year from the official establishment of the goal.

Youth Center Goal

80% of students enrolled at the Jackson County Youth Center, who are residents for both pre and post testing, will demonstrate growth on STAR reading and math assessments.

During the first semester, 10 students took the STAR reading and math assessments to benchmark their achievement level upon arrival at the Youth Center. If students are still at the Youth Center at the end of February, and again at the end of the school year, they will again take the assessments to measure their growth. A more complete detailing of year to date growth for all students served at the Youth Center will be provided at the end of the year. Should students be released from the Youth Center mid-year, their available assessment scores are used for placement in classes back at their home school.

Jackson Area Career Center

JACC students who are enrolled for the entire year who have not met industry standard minimums through Workkeys fall or spring assessment need to increase by 35% in meeting the minimums.

757 students took the Workkeys pre-test in September. 235 students did not need to test because they were returning students that already met industry standards in their first year. The standards JACC focuses on for students are applied math, graphic literacy, and workplace documents. In order to reach the goal of increasing industry standard minimums by 35%, 82 JACC students will have to increase their performance in all three areas during the spring Workkeys test administration.

100% of JACC students will complete at least four options for a talent portfolio.

JACC students have the following options to work on to complete this goal: resume, cover letter, one work certificate, an online job application, mock interview by a 3rd party, senior exit interview, or a scholarship award. Staff are currently working with individual students to meet this goal by the end of the year. Administration will report on the success of this goal at the end of the year.

100% of JACC students will complete career work-based learning opportunities for career activities in career exploration, career preparation, and/or a career training category.

To meet this goal, students are engaged in activities connected to their emerging interests such as attending career fairs, attending guest lectures/presentations, mock interviews, participating in work-based learning that provide on-the-job training, completing entrepreneurial class projects, having a business or industry mentor, and attending field trips. Staff are currently working with individual students to meet this goal by the end of the year. Administration will report on the success of this goal at the end of the year.