

JACKSON COUNTY INTERMEDIATE SCHOOL DISTRICT  
 BOARD OF EDUCATION  
 Regular Meeting – January 18, 2022  
 Volume 42, Report No. 39 Consent #4

CONSENT

Subject: Section 98b Benchmark Reporting

Public Act 48 of 2021 section 98b requires districts, traditional public, public school academies, and intermediate districts to present, not later than the first board meeting in February 2022 and not later than the last board meeting of the academic year, on work toward established goals for the 2021-22 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 Tarrant classrooms will attain 90% of all written IEP goals in math, as measured by locally developed IEP rubric.*

96 individual student IEP goals in reading and math have been established for students at the Torrant 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.*

144 individual student IEP goals in reading and 129 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

*Jackson County Youth Center students enrolled for at least one testing period will demonstrate growth on STAR reading and math assessments.*

During the first semester, 15 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 30% in meeting the minimums.*

691 students took the Workkeys pre-test in September. 266 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 30%, 11.2% of students will need to increase their performance in applied math, 7.7% of students will need to increase their performance in graphic literacy, and 9.8% of students will need to increase their performance in workplace documents to achieve this goal.

*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.