



Detroit Merit Academy 2021-2022 Educational Goals

Sec. 98b. (1) In order to receive state aid under this article for 2021-2022, a district must do all of the following:

(a) By not later than the first meeting of the board that occurs in February of 2022 and by not later than the last day of the 2021-2022 school year, the district superintendent or chief administrator of the district, as applicable, shall present both of the following at a public meeting of the board:

(i) Subject to state and federal privacy laws, the results from benchmark assessments and local benchmark assessments, as applicable, administered under section 104a.

(ii) For each school operated by the district, each school's progress toward meeting the educational goals described in subdivision (d).

(b) The district shall ensure that the information presented under subdivision (a) is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.

(c) The information presented under subdivision (a) must also be compiled into a report that the district shall make available through the transparency reporting link located on the district's website.

(d) The district shall ensure that, by not later than September 15, 2021, each school building leader of each school operated by the district, in conjunction with all teachers and school administrators of the school, establishes educational goals expected to be achieved for the 2021-2022 school year for the school. The goals described in this subdivision must specify which educational goals are expected to be achieved by not later than the middle of the school year and which goals are expected to be achieved by not later than the last day of the 2021-2022 school year.

All the following apply to the educational goals described in this subdivision:

(i) The goals must include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments or a local benchmark assessment, growth on a benchmark assessment or benchmark assessments or a local benchmark assessment described in subparagraph (ii) in the aggregate and for all subgroups of pupils broken down by grade level, student demographics, and mode of instruction.

(ii) The goals must include an assurance that the district shall select a benchmark assessment or benchmark assessments or a local benchmark assessment that are aligned to state standards and an assurance that the district shall administer the benchmark assessment or benchmark assessments or local benchmark assessment to all pupils as prescribed under section 104a to determine whether pupils are making meaningful progress toward mastery of these standards. (iii) The goals must be measurable through a benchmark assessment or benchmark assessments or a local benchmark assessment described in subparagraph (ii).

(iv) For districts that provided instruction under an approved extended COVID-19 learning plan under section 98a, the goals must correlate to the educational goals that were included in the district's COVID-19 learning plan under section 98a for the 2020-2021 school year.

(e) In implementing a benchmark assessment system under section 104a, the district ensures that it is in compliance with section 104a(1)(f).

Contact Name: Sandra Terry-Martin

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District Name: Detroit Merit Academy

District Code: 82974

K-8 School/Grade-Level Goal

School Name: Detroit Merit Academy

Building Leader Name: Sandra Terry-Martin

Academic goals must be related to, and measured by, benchmark assessments as required by section 104a of Public Act 48 of 2021.

2021-2022 Benchmark Assessments & Goals

Grade Band	Subject	Benchmark	GVSU Middle of Year Goals	GVSU End of Year Goals	Achievement or Growth?	Aligned to COVID-19 Learning Plan from 2020-2021? (Yes/No)
K-2	Math	NHA Numeracy Assessments (Fall, Winter, Spring)	Using the local NHA Numeracy Assessments as the district-selected benchmark for grades K-2 in math, the percent of students at or above a 3.0 (grade level) will increase from fall to winter.	Using the local NHA Numeracy Assessments as the district-selected benchmark for grades K-2 in math, the percent of students at or above a 3.0 (grade level) will increase from fall to spring.	Growth	Yes
K-2	Reading	DIBELS (Fall, Winter, Spring)	Using DIBELS as the district-selected benchmark for grades K-2 in reading, the percent of students at or above the 25th percentile (Tier 1) will increase from fall to winter.	Using DIBELS as the district-selected benchmark for grades K-2 in reading, the percent of students at or above the 25th percentile (Tier 1) will increase from fall to spring.	Growth	Yes
3-8	Math & Reading	NWEA (Fall) NHA Interim 2, 3 (Winter, Spring)	Using NWEA and NHA interims as the district-selected benchmarks for grades 3-8 in math and reading, the percent of students projected to score proficient or above on the state test will increase from fall to winter (based on the fall NWEA alignment study and the percent of students at/above a 3.0 on NHA interim 2).	Using NWEA and NHA interims as the district-selected benchmarks for grades 3-8 in math and reading, the percent of students projected to score proficient or above on the state test will increase from fall to spring (based on the fall NWEA alignment study and the percent of students at/above a 3.0 on NHA interim 3).	Growth	Yes