

Mason County Eastern School District
98c “Learning Loss” Plan for the 2022-2023 Academic Year

On July 14, 2022, Governor Gretchen Whitmer signed into law Public Act 144 of 2022. Section 98c (MCL 388.1698c) of the act appropriates \$52,056,000 in federal funding for local education agencies to address learning loss as part of the Governor’s Emergency Education Relief (GEER) Fund and part of the Secondary School Emergency Relief (ESSER) II Fund. The funds support goal 5 of Michigan’s Top 10 Strategic Education Plan. Students have the opportunity to make progress toward graduation as districts plan to address learning loss through instruction. Accordingly, the percentage of students who will graduate from high school will increase.

98c Learning Loss Plan:

In 2022, National Center for Education Statistics (NCES) conducted “a special administration of the NAEP long-term trend (LTT) reading and mathematics assessments for age 9 students to examine student achievement during the COVID-19 pandemic. Average scores for age 9 students in 2022 declined 5 points in reading and 7 points in mathematics compared to 2020. This is the largest average score decline in reading since 1990, and the first ever score decline in mathematics” (“National Center for Education Statistics,” n.d.). The learning loss experienced locally is similar to what has been reported by the NCES.

Students at Mason County Eastern Schools, like the rest of the state and country, have had their learning impacted by the pandemic. Our most recent student performance data from the M-STEP and P/SAT indicate that our students have performed in some areas better than the state average but in others we are lower. Credit the staff for all of their hard work to ensure our students had the best opportunity to continue their education under some very difficult situations. We acknowledge that we still have a lot of work to do and will continue to strive for excellence by providing our students with many additional opportunities to be successful.

Our Mission Statement: Mason County Eastern Schools believe that all students can learn. Students will reach their full potential in an environment of teamwork, trust and pride.

Mason County Eastern Schools will commit all of the State allocated 98c funds, with the purpose to address learning loss, through the lens of our mission statement. We will use our MTSS system to provide tier one support and use Tier two support by using small group settings, school success coordinator, and many other initiatives to support learning loss so students can reach their full potential.

Mason County Eastern Schools will administer high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by differentiating instruction. Mason County Eastern Schools will administer NWEA three times per year: fall, winter and spring. MAP Growth measures achievement and growth in K-11 reading, language arts and science.

The data from these assessments provides teachers with details to guide and support curriculum based instructional strategies to meet the needs of students regardless of their achievement levels, whether they are below, at or above grade level. These assessments also reveal how students grew from fall to spring, regardless of achievement level, to provide a more comprehensive view of school performance. MAP

Growth student reports also present realistic student learning goals by subject areas. This allows students to see their individual progress and be motivated to increase their learning.

Multi-Tiered Systems of Support (MTSS)

- Strategies
 - Curriculum that is aligned with grade level and/or content area standards
 - Continuous monitoring of student performance with interventions designed to target areas of concern
 - Child Study meetings and creating of Individualized Reading Improvement Plans (IRIP)
 - Provide adequate support staff to assist with interventions
 - Professional development opportunities for teachers
 - Training for paraprofessional staff
 - Offer academic summer school program
- Metrics
 - State assessments - MSTEP, PSAT, SAT, WIDA
 - Other assessments - NWEA MAP, Dibels, STAR reading, classroom assessments, etc.
 - Individual Reading Improvement Plans (IRIP)
 - Parent-teacher conference data
- Budget
 - Staff used for adequate intervention support
 - Summer school program
 - School Success Coordinator
 - Multiple programs i.e.. IXL Khan academy, Edgenuity

Social and Emotional Support

- Strategies
 - Continue positive behavior support programs
 - MCE Wellness Center
 - District counselor support
 - Increase district social work and mental health provider capacity
 - Member of the ISF team (Mental and social group with area agencies)
 - School Success Coordinator
- Metrics
 - Behavior data
 - Surveys
- Budget
 - Staff
 - Paraprofessional trainings
 - Materials for professional development and programs

Community Engagement

- Strategies
 - Continue to develop community partnerships in our area and region
 - Continue supporting our Family Resource Room/Pantry
 - Parent volunteer opportunities
 - Annual Family Nights
- Metrics
 - Volunteer participation
 - Surveys
- Budget
 - N/A

Building: MCE Elementary and MS/HS

Date: 09/07/2022

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				
Econ. Disadvantaged				
Special Education				
English Learner				
Female				
Male				
Race/Ethnicity 1				
Race/Ethnicity 2				
Race/Ethnicity 3				
Race/Ethnicity 4				

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				
1 st Grade				
2 nd Grade				
3 rd Grade				
4 th Grade				
5 th Grade				
6 th Grade 7 th Grade 8 th Grade 9 th Grade 10 th Grade 11 th Grade				

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				