



SUMMERFIELD SCHOOLS

98C LEARNING LOSS GRANT

2022-2023 SCHOOL YEAR

98C BACKGROUND

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→ 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. With district plans to accelerate instruction in addressing learning loss, students can get back on track to graduate. This will increase the percentage of students who will graduate from high school.

Focal point: ADDRESS LEARNING LOSS

Committee:

→ Committee:

Kim Worden, Accountant

Scott Salow, Superintendent

Jodi Bucher, Elementary Principal

Camryn Klocinski, Jr/Sr High Principal

Target:

→ Two goals (one for each building) were identified that, if awarded, would fit the criteria of 98C and assist Summerfield Schools in proactively addressing learning loss in students

STEPS TO BE TAKEN

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- Form committee
- Develop LEA
- Include on board agenda
- Present to board in public meeting before October 30, 2022
- Submit report to legislature in August 2023, "detailing the amounts spent, the services provided with the funding, students reached with the funding, and any outcomes that measure how the funds that were used to address learning loss impacted student achievement"

GOAL #1: Kindergarten Aide (Elementary)

- Kindergarten currently has one aide to assist classroom teachers
- With 98C funds, we would like to add a second aide
- Ideally, by adding another aide, we would be able to divide the workload, allowing each to be more available to assist with kindergartners struggling academically, socially

GOAL #1: SUPPORTING DATA (Our WHY)

→ Mrs. Myers' Kindergarten class:

12/22 identified as 50th percentile or lower in at least one Math component

7/22 identified as 25th percentile or lower in at least one Math component

11/22 identified as 50th percentile or lower in at least one Reading component

11/22 identified as 25th percentile or lower in at least one Reading component

→ Ms. Spohn's Kindergarten class:

3/21 identified as 50th percentile or lower in at least one Math component

2/21 identified as 25th percentile or lower in at least one Math component

11/21 identified as 50th percentile or lower in at least one Reading component

7/21 identified as 25th percentile or lower in at least one Reading component

GOAL #1: SUPPORTING DATA (Our WHY) ...

continued

- 40% of current Kindergarteners were not enrolled in a preschool program for the 2021-2022 school year
- Office behavior referrals

GOAL #1: METRICS (Evaluating the Impact)

- AimsWeb: Reading, Math scores (winter, spring)
- NWEA Reading, Math scores (winter, spring)
- Office behavioral referral tracking

GOAL #2: Learning Loss Aide (Jr/Sr High)

- Utilizing At-Risk funds, the Jr/Sr High currently has one aide to assist struggling students in Grades 7-12
- With 98C funds, we would like to add a second aide
- Ideally, with a second aide, we would be able to divide the workload (one aide for grades 7-9 and one aide for grades 10-12), allowing each to better assist and be more available to struggling students within each grade level

GOAL #2: SUPPORTING DATA (Our WHY)

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→ 104 students in grades 7-12 (during the 2021-2022 school year) were identified under 31A At-Risk documentation as:

- Did Not Achieve Proficiency on English Language Arts (ELA), Mathematics, Science, or Social Studies Content Area State Assessment(s)

AND/OR

- At Risk for Not Meeting LEA's Core Curricular Objectives in ELA or Mathematics as Demonstrated on Local Assessments

GOAL #2: SUPPORTING DATA (Our WHY) ... continued¹¹

- 21 students in grades 9-12 failed to receive credit in at least one first semester course (29 total courses) during the 2021-2022 school year
- With the introduction of our At-Risk aide last school year, 23/29 of the courses students failed first semester were able to achieve a passing grade second semester
- Student missing assignments were also dramatically reduced

GOAL #3: METRICS (Evaluating the Impact)

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- Missing Assignment Report
- D & F List
- Quarter and Semester Grades

THANK YOU!!

Any questions?