

Mitigating Learning Loss



New Bedford Academy Board Presentation of
98c Learning Loss Plan

October 18 2022

*in accordance with 98c of PA 144 - Section 98c

Data Review

See Ferris State Report

-Met Growth Goals

- 50th percentile on NWEA Reading – EXCEEDS
- 3% Growth on M-STEP/PSAT over time ELA – DOES NOT MEET
- 50th percentile on NWEA Math – EXCEEDS
- 3% Growth on M-STEP/PSAT over time – DOES NOT MEET

-Did Not Meet Achievement Goals

- 50% of students are at grade level norm on NWEA Reading – MEETS
- 3% difference compared to composite M-STEP ELA – DOES NOT MEET
- 50% of students are at grade level norm on NWEA Math – APPROACHING
- 3% difference compared to composite M-STEP Math – DOES NOT MEET

Current Supports

Currently using paraprofessionals in classrooms.

All grade levels focus on math facts daily.

Meeting all kids where they are.

Accelerating students who are working above grade level.

Individualized support and intervention with computerized instruction.

Small group meetings daily with the instructor in Reading and Math.

Cooperative learning in Reading and Math daily.

Support work arranged with families as needed.

Teacher training and support from ISD Reading Specialist.

Future Supports

Students who are struggling to read (particularly those who are from low-income households, have special needs, are English learners, racial and ethnic minorities, are experiencing homelessness, or are in foster care) will work with evidence-based activities through:

- Failure Free Reading program with tutors.
- Vocabulary Support through closed reading activities, phonics, and reading comprehension activities in an online environment (like state standardized assessments)
- The Failure Free Reading program is one that is included as an evidence-based strategy in the MICIP process.

Impact

Student growth over year 1:

- Expected to be achieve a 3% or more growth on M-STEP in both Reading and Math over the previous years' scores.
- Expected to be achieve a 3% or more difference compared to composite on M-STEP in both Reading and Math.

Student growth over following years:

- Expected to continue to raise the growth percentages on M-STEP in both Reading and Math over the previous years' scores.
- Expected to continue to raise the percentage of difference compared to composite on M-STEP in both Reading and Math.

Review & Revision

Weekly classroom observations to:

- Ensure that programs are being implemented with fidelity
- Give and receive feedback regarding the implementation of the programs
- Make necessary revisions along the way

State standardized and local district test results:

- Compared to previous years
- Compared to composite scores
- Data Analysis – compare to projections
- Determine revisions needed for successful implementation with positive results