



Williamston Community Schools

98c “Learning Loss” Plan for the 2022-2023 Academic Year
Presented to the Board of Education on October 24, 2022

98c Learning Loss Plan

Section 98c appropriates \$52,056,000 in federal funding to address learning loss as part of the Governor’s Emergency Education Relief (GEER) Fund and part of the federal Elementary and Secondary School Emergency Relief (ESSER) II Fund. The purpose of the funds, as outlined in the Memorandum issued on September 1, 2022, is to address learning loss among students of the LEA, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care by:

- Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by differentiating instruction.
- Implementing evidence-based activities to meet the comprehensive needs of students.
- Providing information and assistance to parents and families on ways to support students.
- Tracking student performance and engagement in distance learning.

Students in Williamston Community Schools have suffered the impact of lost or “unfinished” learning. Our most recent student performance results on the M-STEP and P/SAT, along with AimswebPlus and NWEA confirm that our students are not performing as they were at pre-pandemic levels as evidenced by the data charts in the attached Appendix.

To address this learning loss, Williamston Community Schools implements a rigorous curriculum, instruction and assessment model. Williamston Community Schools has a strong Multi-tiered System of Support in place K-12 that supports the unique abilities, culture and backgrounds of each student we serve. The State allocation of 98c funds will support the direct instruction, assessment and curriculum to mitigate learning loss across all grades and buildings in our district.

Williamston Community Schools will be utilizing Federal 98c Grant funds to cover the salaries for MTSS Paraprofessionals at Discovery and Explorer Elementaries who implement the interventions per grade level. These positions were previously covered under Title funds, which have been reduced over the past year. Without 98c funding, these positions would have been eliminated.

Teaching and Learning

Adaption of a K-5 ELA program that incorporates differentiation of instruction has been implemented. This includes professional development for all staff on differentiating the curriculum in reading K-5th grade. We will be utilizing the 98c funds to support Tiered Intervention in our young 5's - 12th grade for all students who are identified through our summative assessments such as NWEA, AimswebPlus, Easy CBM, Orton Gillingham, Heggerty, etc. . We are offering an afterschool program K-8. Additionally summer school programs will be offered beginning June 2023 - August 2023. Interventions that are utilized are research based and evidence based interventions. Funding from the 98c Grant will allow us to increase intervention support by employing coaches and teachers to provide the afterschool and summer school programs.

Metrics

Williamston Community Schools uses data from different assessments such as:

State Assessments - M-STEP, PSAT, SAT, and WIDA

Summative Assessments – NWEA, AimswebPlus, Easy CBM, Heggerty, Orton Gillingham, Touch Math, Bridges Math, Foundations Reading program, Wilson Language, Corrective Reading, Barton Reading Program, STARS, 95% Reading, PAL Math, Phonics for Reading, Etc.

Formative Assessments - Quizzes, classroom tests, observations, journals, etc.

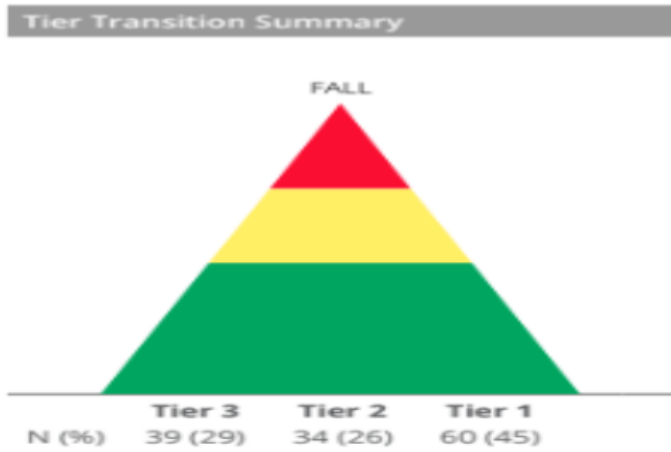
Assurance

Williamston assures that as we analyze the data from the State, Summative and Formative assessments, they will be posted and updated to our website.

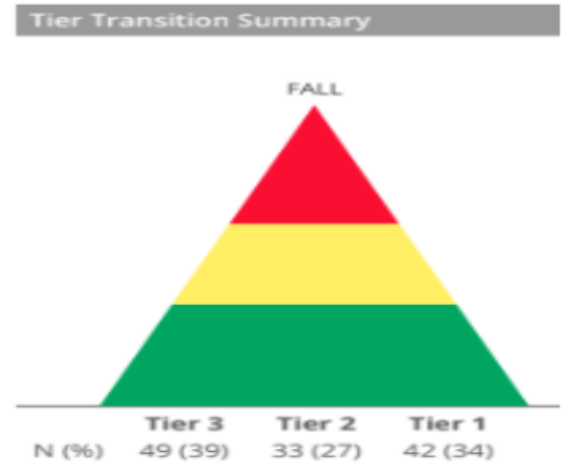
Appendix

K Early Literacy Fall to Fall Comparison

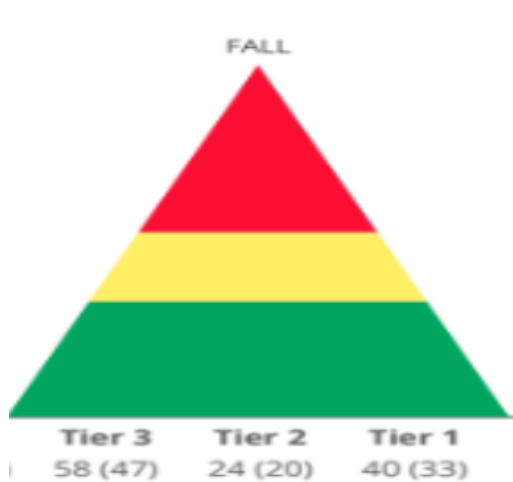
Fall 2021



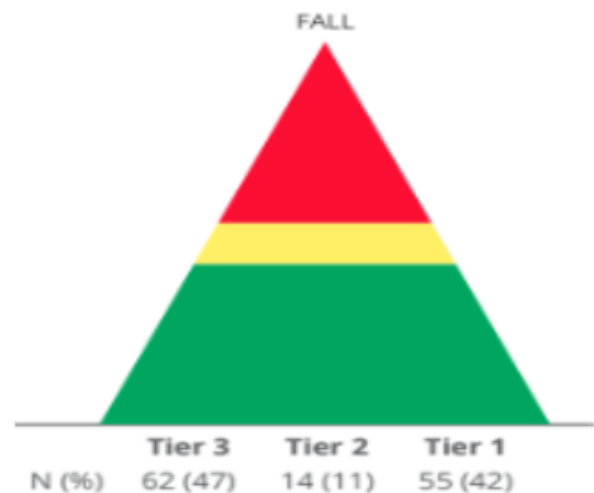
Fall 2022



First Grade Early Literacy Fall Comparison



Fall 2021



Fall 2022

NWEA Reading Trend/Cohort Data

Grade Level	2019	2020	2021	2022	Percent Change
5th	64%	65% (78)	61% (69)	67% (107)	+6 trend
6th	57% (81)	65% (86)	65% (79)	65% (75)	+/-0 trend +4 cohort
7th	79% (95)	67% (93)	55% (78)	65% (89)	+10 trend +/-0 cohort
8th	76% (110)	73% (89)	48% (71)	62% (87)	+14 trend +7 cohort

Percentage of students who achieved scores at or above the norm RIT

NWEA Math Trend/ Cohort Data

Grade Level	2019	2020	2021	2022	Percent Change
5th	75% (95)	48% (57)	53% (61)	67%(107)	+14
6th	45% (63)	55% (76)	61% (82)	60%(71)	-1 +7 cohort
7th	60% (72)	54% (75)	50% (71)	59% (81)	+9 -2 cohort
8th	77% (112)	69% (83)	55% (81)	63% (90)	+8 +13 cohort

Percentage of students who achieved scores at or above the norm RIT

Longitudinal M-STEP Results: ELA

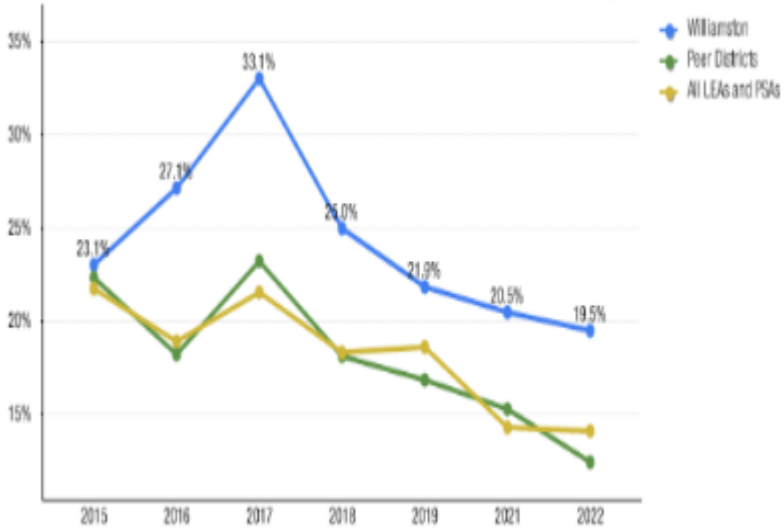
Grade Level	2015	2016	2017	2018	2019	2021 *Covid	2022	Percent Change
3	79%	69%	74%	72%	70%	70%	64%	-6% trend
4	54%	69%	71%	61%	63%	52%	54%	+2% trend -16% cohort
5	69%	59%	72%	70%	58%	49%	59%	+10% trend +7% cohort
6	68%	74%	61%	72%	63%	56%	60%	+4% trend +11% cohort
7	63%	64%	66%	62%	75%	44%	57%	+3% trend +1% cohort
8	67%	72%	70%	60%	PSAT 84%	PSAT 85%	PSAT 80%	-5% trend

M-STEP/PSAT Results: Math

Grade Level	2015	2016	2017	2018	2019	2021 *Covid	2022	Trend Percent Change
3	80%	73%	79%	82%	79.3%	65%	65.6%	+0.6%
4	63%	71%	70%	60%	73.5%	46.3%	56.1%	+9.8%
5	55%	40%	60%	51%	47.4%	41.3%	43.2%	+1.9%
6	48%	50%	54%	62%	55.5%	34.3%	44.2%	+9.9%
7	52%	56%	71%	68%	66.9%	38.1%	50.4%	+12.3% +16.1% cohort
8	42%	55%	57%	59%	PSAT 74%	PSAT 58% (35/60)	PSAT 46%	-12%

MEAP & M-STEP Proficiency

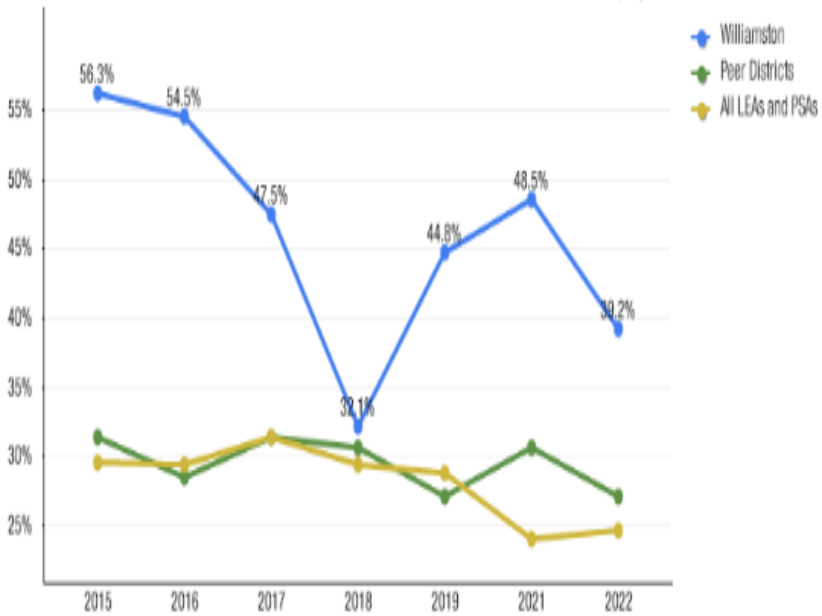
(Subjects: Social Studies and Grades: 5th)



5th Grade

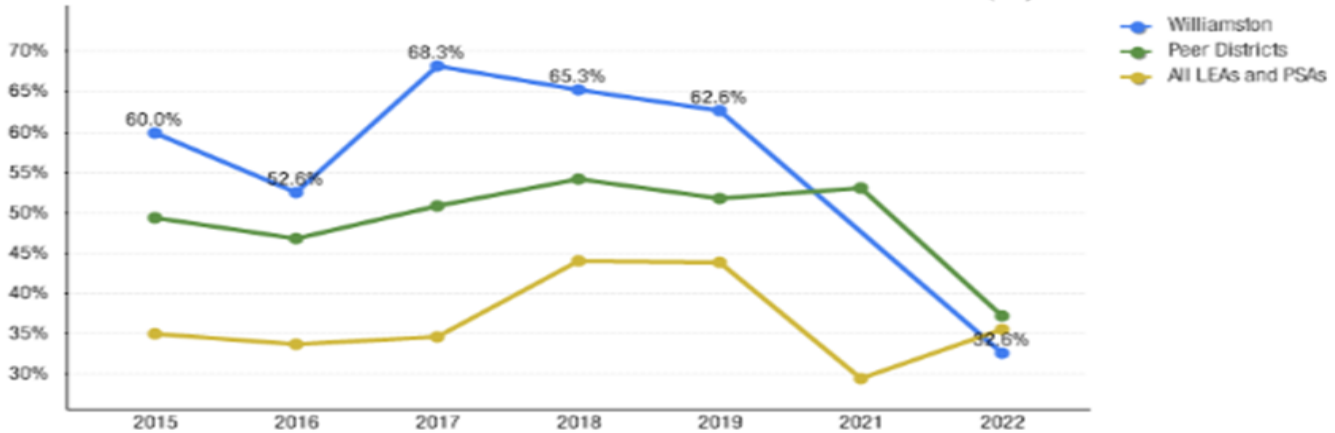
MEAP & M-STEP Proficiency

(Subjects: Social Studies and Grades: 8th)



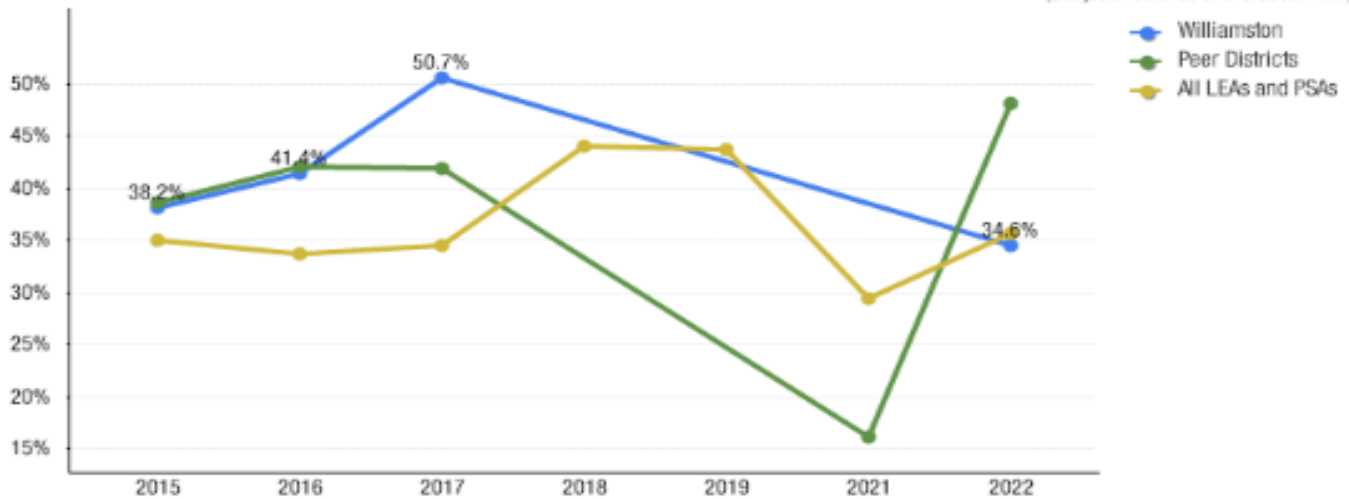
MEAP & M-STEP Proficiency

(Subjects: Social Studies and Grades: 11th)



MEAP & M-STEP Proficiency

(Subjects: Science and Grades: 11th)

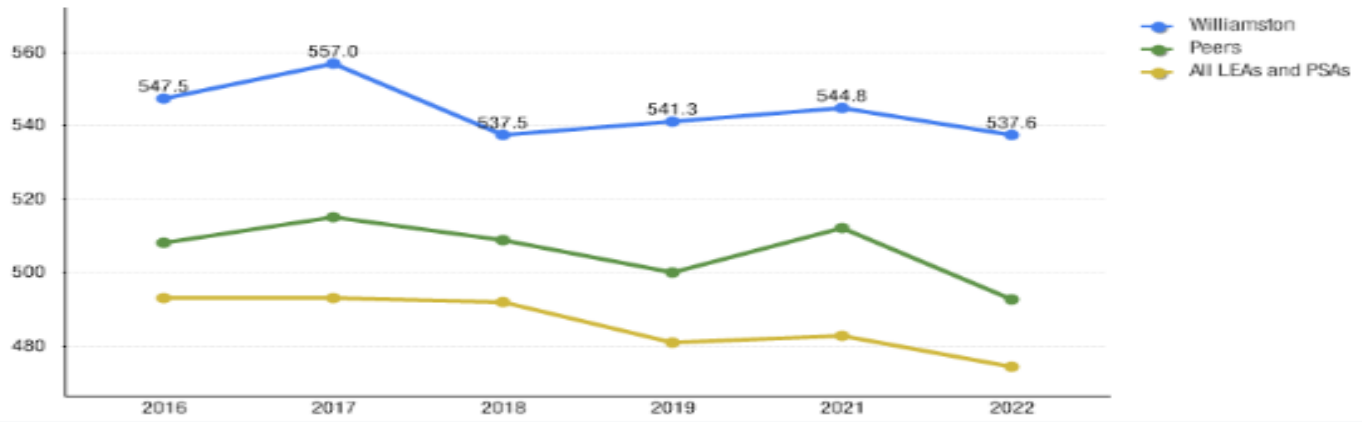


SAT Trend



SAT Scores

(Subjects: EBRW)



SAT Trend



SAT Scores

(Subjects: Math)

