

Mitigating Learning Loss



Milan Area Schools Board Presentation
October 27, 2022

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

Data Review

Achievement - 2021-2022 NWEA 3-5 Average RIT Scores by Demographic (n \geq 30)

Reporting Category	FALL		WINTER		SPRING	
	Reading	Math	Reading	Math	Reading	Math
All Students	198	197	203 (+5)	207 (+10)	208 (+5)	213 (+6)
Econ. Disadvantaged	192	192	197 (+5)	202 (+10)	204 (+7)	208 (+6)
Special Education	181	182	185 (+4)	191 (+9)	192 (+7)	197 (+6)
English Learner	n<30	n<30	n<30	n<30	n<30	n<30
Female	198	196	203 (+5)	204 (+8)	208 (+5)	210 (+6)
Male	198	199	203 (+5)	209 (+10)	208 (+5)	215 (+6)
Race/Ethnicity / African American	n<30	n<30	n<30	n<30	n<30	n<30
Race/Ethnicity / White	198	198	203 (+5)	207 (+9)	208 (+5)	213 (+6)
Race/Ethnicity / Multi-Racial	196	197	204 (+8)	206 (+9)	205 (+1)	208 (+2)

Current Supports

Symons Elementary School currently offers the following math supports for students:

- Math WIN Time - differentiated small group support for all students
- Morning Math Support - added instructional time for selected students, 3 mornings/week
- Reflex (basic math practice) & Frax (fraction help) supplements for every math class

During the 2021-2022 school year, the district determined, based on data from local and standardized assessments, that it was necessary to add math intervention support using Bridges Intervention. The program incorporates a pre-test screener and diagnostic lessons.

The district intends to use 98c grant funds to continue to offer math intervention support at Symons Elementary School.

Paddock Elementary School has math intervention supports in place using other COVID and At-Risk funding sources.

Future Supports

The district plans to continue math intervention supports at both Paddock Elementary School and Symons Elementary School moving forward. When COVID and other grant funds expire, the plan is to fund the positions using state and federal At-Risk funds.

Comparative growth analysis on the MAP assessment, along with anecdotal parent and teacher feedback, demonstrate that these intervention supports have improved student performance for the students receiving the additional reading and math support.

The district also plans to provide other math supports. These include:

- Purchasing and Implementing Listening to Learn
- Providing Everyday Math Training for Teachers

Impact

The district has 98b Benchmark Achievement Goals for each building. These goals are reviewed twice each year. The data reviewed for these goals is disaggregated for several demographic groups. This disaggregation will include the subgroup of students receiving the math intervention support.

SYMONS ELEMENTARY SCHOOL - All Goals are growth based as required by law (PA 144 Sec 98b and Sec 104h)

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Reading Goal	<ol style="list-style-type: none">1. The collective scores for all students (Grades 3-5) and student subgroups will increase 4 RIT points in Reading/ELA from Fall to Winter as measured by NWEA.2. The collective scores for all students (Grades 3-5) and student subgroups will increase 4 RIT points in Reading/ELA from Winter to Spring as measured by NWEA.
Mathematics Goal	<ol style="list-style-type: none">1. The collective scores for all students (Grades 3-5) and student subgroups will increase 4 RIT points in Mathematics from Fall to Winter as measured by NWEA.2. The collective scores for all students (Grades 3-5) and student subgroups will increase 4 RIT points in Mathematics from Winter to Spring as measured by NWEA.

Review & Revision

The math intervention program, and the NWEA data, will be reviewed regularly.

This review will include the Assistant Superintendent conducting quarterly update meetings with the Principal and Math Interventionist.

The plan may be revised if the Assistant Superintendent, Principal, and Math Interventionist deem it necessary based on the data and quarterly discussions.