



Rockford Public Schools

Quality Community – Quality Schools
Together Building a Tradition of Excellence

2022/23 School Year 98C “Learning Loss Plan”

*[Presentation](#) to the RPS Board of Education on October 10, 2022.

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.

The impact of the Covid-19 pandemic on student learning is real. “In 2022, the 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.

District Strategic Plan: <https://www.rockfordschools.org/our-district/rams-xi/>

District Data: The slides linked in the [98C District Data Summary](#) allow the district to understand how the pandemic influenced learning in the areas of math and reading.

98C Math Focus Rationale: When reflecting on student achievement data as influenced by the pandemic, Rockford Public Schools experienced declines in both math and reading, yet they were smaller than national averages. With that said, the last three years have had a significant literacy focus in our district both during and in response to the pandemic. Last year we began to also shift toward aligned and targeted K-12 math instruction. The 98C funds will allow us to specifically focus on accelerating learning in the area of math for our students that have overall shown a decline in achievement as a result of pandemic influenced learning.



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Accelerate Learning Initiatives by Level

Elementary:

Strategies:

- Tiered Instruction Professional Learning - Numeracy, Fluency March 2023 DK-5.
- Purchasing Math Manipulatives (Classroom Resources) for supporting tier 2 and tier 3 instructional practices.
- IXL After School Professional Learning for Staff - Using a resource to target instruction to unique learning needs of individual students
- Solution Tree training for shifting mathematics instruction to focus on individual needs of all learners.
- Purchasing of books and resources to promote instructional alignment of collaborative teams.
- Supporting summer school programming in math and English.

Metrics:

- NWEA Fall to Spring Growth Data Comparisons
- Cohort and Grade Level M-STEP Student Achievement Results
- Priority Standard Aligned Common Formative Assessments
- Math IXL Adaptive Learning Path Progressions

Middle School

Strategies:

- Professional Development for Tier 3 lab classroom teachers on standards alignment and differentiation to fill in learning gaps.
- Purchase Math Manipulatives to support CRA instruction of the content standards in tiered instruction.
- Continue professional development for teachers around using secondary math resource to align instruction to the shifts in mathematical practices and tiered instruction.
- Unit Planning books to promote instructional alignment of collaborative teams.
- Supporting summer school programming in math and English.



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Metrics:

- NWEA Fall to Spring Growth Data Comparisons
- Cohort and Grade Level M-STEP Student Achievement Results
- Priority Standard Aligned Common Formative Assessments
- Success Maker Adaptive Learning Path Progression

High School

Strategies:

- Continue professional development for teachers around using our new secondary math resource to align instruction to the shifts in mathematical practices and tiered instruction.
- Purchase Algebra Tiles (math manipulatives) to support the standards focused instruction for tier 2 and tier 3 students.
- Implement flex time structure and remediation within 9th grade full year algebra instruction to respond to student learning gaps.
- Individual and large group mathematical best practices professional learning and content standards alignment before and during the school year.

Metrics:

- NWEA Fall to Spring Growth Data Comparisons
- Cohort and Grade Level M-STEP Student Achievement Results
- Priority Standard Aligned Common Formative Assessments
- Success Maker Adaptive Learning Path Progression

Other Strategies

- Utilize a math learning consultant to assist with shaping professional learning and instructional coaching for elementary teachers.
- Purchase a data system to organize common formative assessment information for high school teachers so they may respond to student learning within their PLC collaborative teams.



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- Professional learning registrations to Solution Tree Response to Intervention Institute for elementary and middle school RtI Task force members.

98C Proposed Budget for Rockford Public Schools

- Depending on the allocation amount which has been forecasted to be between \$36.50 to \$50.00 per student, RPS may receive an estimated amount between \$284,812 and \$387,500. The line items on the budget below reflect strategies based on a top end allocation. Should the allocation be less, prioritization will be made through a collaborative leadership decision making model.