

# 10299 - ESSER III 3/20-9/24 84.425U - 2021

## Status Report Details

**Funding Opportunity:** 9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III  
**Program Area:** CARES-CRRSA-ARP  
**Status:** Approved  
**Status Report Number:** 004  
**Status Report Type:** Annual Report  
**Reporting Period:** 01/01/2022 - 09/30/2022

**Initial Submit Date:** Oct 27, 2022 7:19 AM  
**Initially Submitted By:** Paige Carlson  
**Last Submit Date:**  
**Last Submitted By:**  
**Approved Date:** Nov 9, 2022 11:36 PM

## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** Northern Cass School District 97  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.northandcassschool.org>  
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**SAM.gov Entity ID:** LA2LULFD6249  
**SAM.gov Name:** Northern Cass School District  
**SAM.gov Expiration Date:** 08/28/2024

## Learning Loss and Accelerated Learning Recovery Plans

### 1. Information regarding learning loss of students identified within the district

Row	Subgroup showed greater learning loss compared to all students	Subgroup did not show greater learning loss compared to all students	Subgroup not represented
Free/Reduced Lunch (Low Income)	No	Yes	No
Students with IEPs (Special Ed)	No	Yes	No
English Learners (EL)	No	No	Yes
Racial/Ethnic Subgroup(s) ? please explain in the narrative	No	No	Yes

#### Subgroup gaps

Please provide a brief narrative describing the subgroup data above. The best response uses data and analysis from multiple sources and highlights any new notable developments since the prior December annual report was submitted. \*:

Free and Reduced: Upon reviewing data from the previous years at Northern Cass, we did not identify a significant difference in the learning loss for learners who were identified as free and reduced. However, we also have not had a representative sample since meals have been free for the past two years. We have very few families who have submitted paperwork to apply for free and reduced status which made analysis difficult. In previous years, we did identify a difference but found there was a link to learners who also received special education services in our district. We continue to struggle to get families to complete the paperwork for free and reduced which we believe is skewing our data. We are working to identify those who received free and reduced prior to COVID-19 and those that are now receiving free and reduced. We began this "deep dive" in early October 2022.

Special Education: Upon reviewing data from the current and previous years at Northern Cass, we did not identify a significant difference in the learning loss for our learners who were identified as receiving special education services. We reviewed AIMSweb, STAR, and NDSA. Although the loss wasn't more significant, this continues to be an area of focus. Over the past two years, we have begun to "right-size" special education in our district. We had a significant amount of learners who were not identified due to continued changes in staff. We now have consistency in our special education staff which has led to more learners being identified and will allow us to begin programming for them appropriately. We have also added an additional Behavior Interventionist and Intellectual Disability educator to assist with the increase in population. The implementation of a robust MTSS-A and MTSS-B process continues to provide services for learners in a proactive manner. Multi-Tier System of Supports (MTSS) is a framework to provide all learners with opportunities to succeed academically, socially, emotionally, and behaviorally in school. MTSS-A focuses on providing high-quality instruction and academic interventions in reading and math matched to learner needs while monitoring progress frequently. MTSS-B focuses on providing high-quality instruction and social, emotional, and behavioral interventions matched to learner needs while monitoring progress frequently. Evidence is used to allocate resources to improve learning and support implementation of effective practices. Northern Cass has included in its negotiated agreement positions for MTSS-A and MTSS-B leads. The district MTSS team meets monthly while the building level teams meet every other week. Finally, we have combined our special education and intervention educators into one PLC to fully align our services PK-12. Northern Cass is part of the Rural Cass Special Education Unit which shares a Director of Special Education across four districts. This allows Northern Cass to provide appropriate special education services. Northern Cass has a part-time School Psychologist, and a full-time Speech and Language Therapist. We also have access to a Level-D facility which is in its 2nd year of operation at Central Cass who is also a member of the special education unit.

English Learners: Northern Cass has less than 10 identified English Learners (0 identified this year) so will not report on this data as the learners would be identifiable.

Racial: Northern Cass has less than 10 identified learners in the various racial subgroups so will not report on this data as the learners would be identifiable.

## 2. School district plans to accelerate learning recovery for all students

- Yes ☒ Additional Personnel
- No ☐ Out of School Time Programming
- Yes ☒ Class size Reduction
- Yes ☒ Professional Development
- Yes ☒ Tutoring
- Yes ☒ New Curriculum
- Yes ☒ Mental/Behavioral Health Supports
- Yes ☒ Technology (hardware, software, computers)
- Yes ☒ Other

### Strategies to accelerate learning recovery

Please provide a brief narrative that includes how the district and schools within the district utilized the strategies above to address learning loss/or accelerate learning recovery and notable areas of success and challenge.

Sources for data/information: accounting records, past ESSER applications; ESSER expenditures, etc. \*:

Classroom Reduction: Northern Cass utilized ESSER funding to hire additional personnel for classroom reduction during the 2020-21 school year. We hired an additional Level 3 and Level 6 educator which reduced class sizes and allowed us to meet the conditions set forth by our COVID Steering Committee for a safe reopening. Mental/Behavioral Health Supports: During the 2021-22 school year, Northern Cass hired a behavior intervention strategist to assist with complex behaviors which became evident at the beginning of the 2021-22 school year. This is now a full-time position which the district is utilizing to assist with trauma (through our special education unit). The district has also hired a shared Family Case Manager with Central Cass School District. This position provides learners and families with wrap-around services. Finally, we have hired a Site Coordinator to assist us with a transition to becoming a full-service community school. COVID-19 helped our district realize we must become a community center for the various communities we serve due to our rural location.

Tutoring: We no longer provide tutoring as the cost of gas has made hiring college learners nearly impossible (to staff the program).

Professional Development: During the 2021-22 school year (and early into the 2022-23) school year, we have utilized funding to advance our transformation to personalized learning. This includes, but is not limited to, curriculum writing (progressions of learning) while also advancing our microcredential program and personalized professional development.

Curriculum: We continue to use Super Kids and Step by Ste) for grades PK-5 while also training educators in LETRS. This is grounded in the Science of Reading. We also utilized these funds for professional learning linked to the new curriculum.

Technology: We have continued to purchase an adaptive software program (ALEKS) which has become a foundation for our math curriculum. During this past year, we have again had high math scores on the NDSA and on our interim assessments. By personalizing learning, we are better able to support learners by meeting them where they are currently at in their learning.

Other: Northern Cass has utilized funding to pay for dual credit coursework which has allowed learners the opportunity to become choice ready for those who identify college as their first choice. It also allows learners who have been underrepresented at postsecondary to have the option of attending college by earning credit prior to graduating while not putting a financial burden on families.

# Learning Loss and Accelerated Learning Recovery Plans

## Total % of ESSER Funds Expended by 9/30/23

Total % 90.00%

### 3. Uses of ESSER Funds

Use of Funds	% of funds expended
Coordinate Emergency Response	0
Ensure Preparedness and Coordination	5
Purchase Cleaning Supplies	2
Educational Technology	5
Mental Health Supports	6
Supplemental Learning	1
Added Needs of At-Risk Population	23
Transportation	
Coordinate Long-Term Closures	
Professional Development	
ESSA	
IDEA (Special Education)	
Perkins (Career & Technical Education)	
Adult Education and Family Literacy Act	
Indian, Native Hawaiian, & Alaskan Native Act	
Address Learning Loss	13
School Facility Repairs and Improvements	
Improving Air Quality	
Implement Public Health Protocols	4
Additional Pay	8
High Quality Instructional Materials and Curricula	12
Acquisition of Real Property or Modular Classrooms	
Construction Projects	
Renovation Projects	
Budgetary Shortfalls	11
Other activities that are necessary to maintain operations of and continuity of services in the LEA and continuing to employ existing staff of the LEA (Please explain in the text box provided).	
<b>Total</b>	<b>90</b>

### ESSER Funds Utilization Narrative

#### 4. Impact of ESSER Expenditures on Accelerated Learning

- Yes Improved Test Scores
- Yes Improved Mental/Behavioral Health
- No More Effective Staff Training/PD
- No Increased Student Access to Technology
- No Increased Teacher Access to Technology
- Yes Increased Learning in Math
- Yes Increased Learning in English Learning Arts

No Increased Learning in English Other Content Area

Yes More Effective Curriculum Resources

No Increased Teachers and Staffing

No Improved Attendance

No Improved Graduation Rate

Yes Improved Choice Ready

No Other

### **ESSER Funds Impact Narrative**

**Please provide a narrative that explains in detail how the ESSER funds led to greater student achievement outcomes for each of the areas selected above.\*:**

The use of our ESSER funds have led to an increase in achievement in both m and ELA.

ACT (compostive average)

2020-21--20.88

2021-22--22.11

ELA (NDSA)

State--45% proficient (42% in 2020-21)

NC--54% proficient (53% in 2020-21)

Math

State--39% proficient (38% in 2020-21)

NC--49% proficient (48% in 2020-21)

Choice Ready

2020-21--75-79% choice ready

2021-22--85-89% choice ready

Mental Health: Clients: 22 assessments, 10 individuals, 37.4 pre-assessment, 32.6 post-assessment, 6 assessment pairs showed improvement (54.55%). By providing mental health services, learners are able to focus on learning. More Effective Curriculum Resources: We invested in a new literacy curriculum (Super Kids) for PK-2 and Side by Side for 3-5. Since we are in our beginning our second year of adoption, we don't have formal data to analyze at this time. However, the initial qualitative data has been positive. Improved Choice Ready: Northern Cass saw an increase in choice ready skills during the 2021-22 school year (Insights ND). This is a result of our commitment to a Director of College, Career, and Life Readiness as well as a use of funds to identify relevant and authentic learning experiences for all learners. We have also utilized the Choice Ready grant to supplement this work. We have also used our general fund to pay for internships so learners can develop key skills for success.