NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

SB2013 ESSER REPORT
to Appropriations Committee

March 14, 2023

Kirsten Baesler
State Superintendent
Department of Public Instruction

Disrupted Learning – District Self-Reported

Spring 2021 – Fall 2022 District Data

NORTH DAKOTA DEPARTMENT OF
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Learning Loss Among Students with IEPs
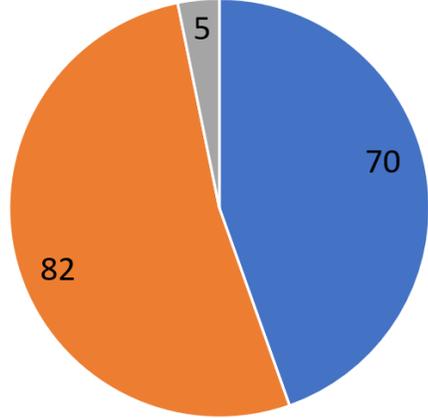
- Districts Reporting Evidence of Learning Loss: 70
- Districts Reporting No Evidence of Learning Loss: 82
- Districts Reporting Where Subgroup Not Represented: 5

Learning Loss Among English Learners
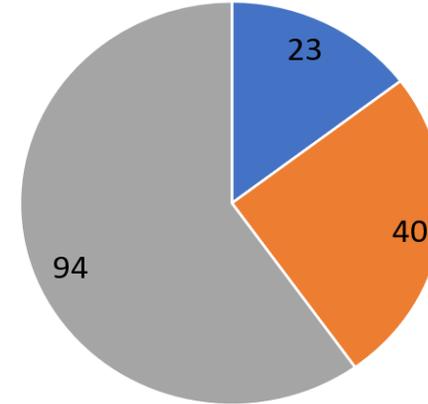
- Districts Reporting Evidence of Learning Loss: 23
- Districts Reporting No Evidence of Learning Loss: 40
- Districts Reporting Where Subgroup Not Represented: 94

Learning Loss Among Low-Income Students
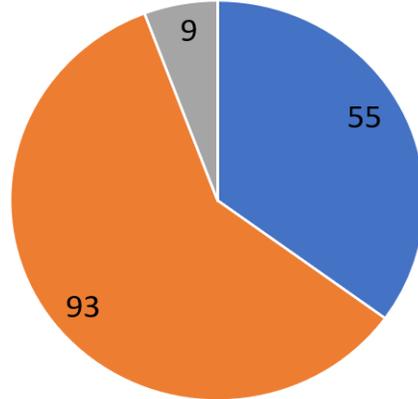
- Districts Reporting Evidence of Learning Loss: 55
- Districts Reporting No Evidence of Learning Loss: 93
- Districts Reporting Where Subgroup Not Represented: 9

**Learning Loss Among Specific Racial/Ethnic Subgroup(s)**
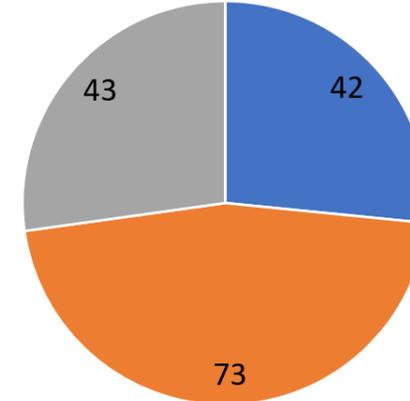
- Districts Reporting Evidence of Learning Loss: 42
- Districts Reporting No Evidence of Learning Loss: 73
- Districts Reporting Where Subgroup Not Represented: 43

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District Reports

- Refer to Appendix B on p. 24 of the Learning Loss report in your binders

- The electronic version provides links to the individual schools

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Impacts on Student Achievement

North Dakota Choice Ready

2021 & 2022

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NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY,** and/or **MILITARY READY**.

ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27) and **four or more** additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school-related absences)
- Career Exploration Experience
- Two or More Years in Organized Co-Curricular Activities
- Two or More Years in Organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully Complete an On-line Learning Course
- Demonstrate Competency in 21st Century Skills

Students shall then complete **two or more** of the **CHOICE READY** components below.

POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan**, and earn a **2.8 GPA or greater**, and complete one academic indicator set below:

ACT / SAT minimum or subsections scores:

ACT English—18	SAT Reading/Writing—480
ACT Reading—22	SAT Math—530
ACT Math—21	
ACT Science—23	

or

Two or more additional indicators:
- Advanced Placement Course (A, B, or C) (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)

WORKFORCE READY

Complete a **Four-Year Rolling Career Plan**, and complete two or more additional indicators:
- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)
- Complete three World Language Courses A, B, or C) (4, 3, or 2)

MILITARY READY

Complete a **Four-Year Rolling Career Plan**, **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military. **Quality Citizenship** (No Expulsions/Suspensions), **Physically Fit** (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2)

and

Complete two or more additional indicators from the Post-Secondary or Workforce options.

or

Complete two credits of JROTC or Civil Air Patrol.
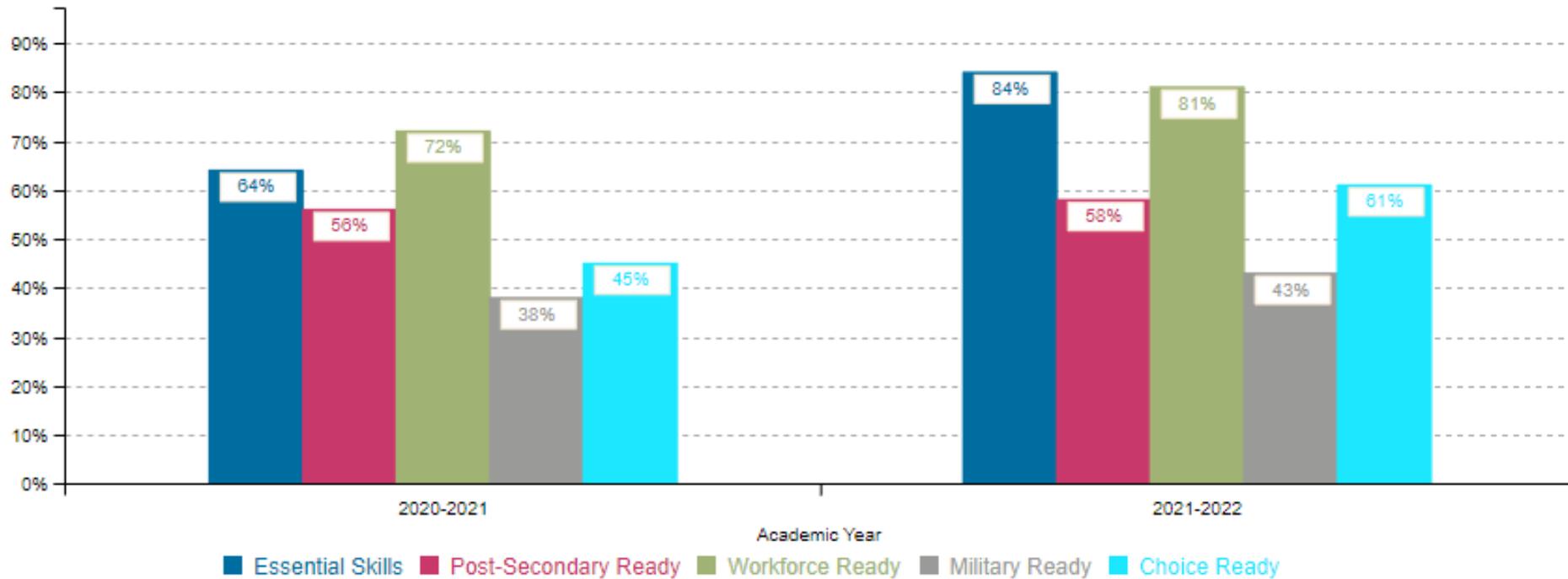
Statewide Assessment Data

North Dakota State Assessment (NDSA)

Spring 2019, 2021, 2022

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North Dakota State Assessment Data

English Language Arts (Reading & Writing)

	2019	2021	2022
Novice	26%	31%	30%
Partially Proficient	26%	26%	26%
Proficient	33%	30%	31%
Advanced	14%	12%	14%

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North Dakota State Assessment Data

Math

	2019	2021	2022
Novice	24%	28%	28%
Partially Proficient	32%	34%	33%
Proficient	34%	29%	29%
Advanced	11%	9%	10%
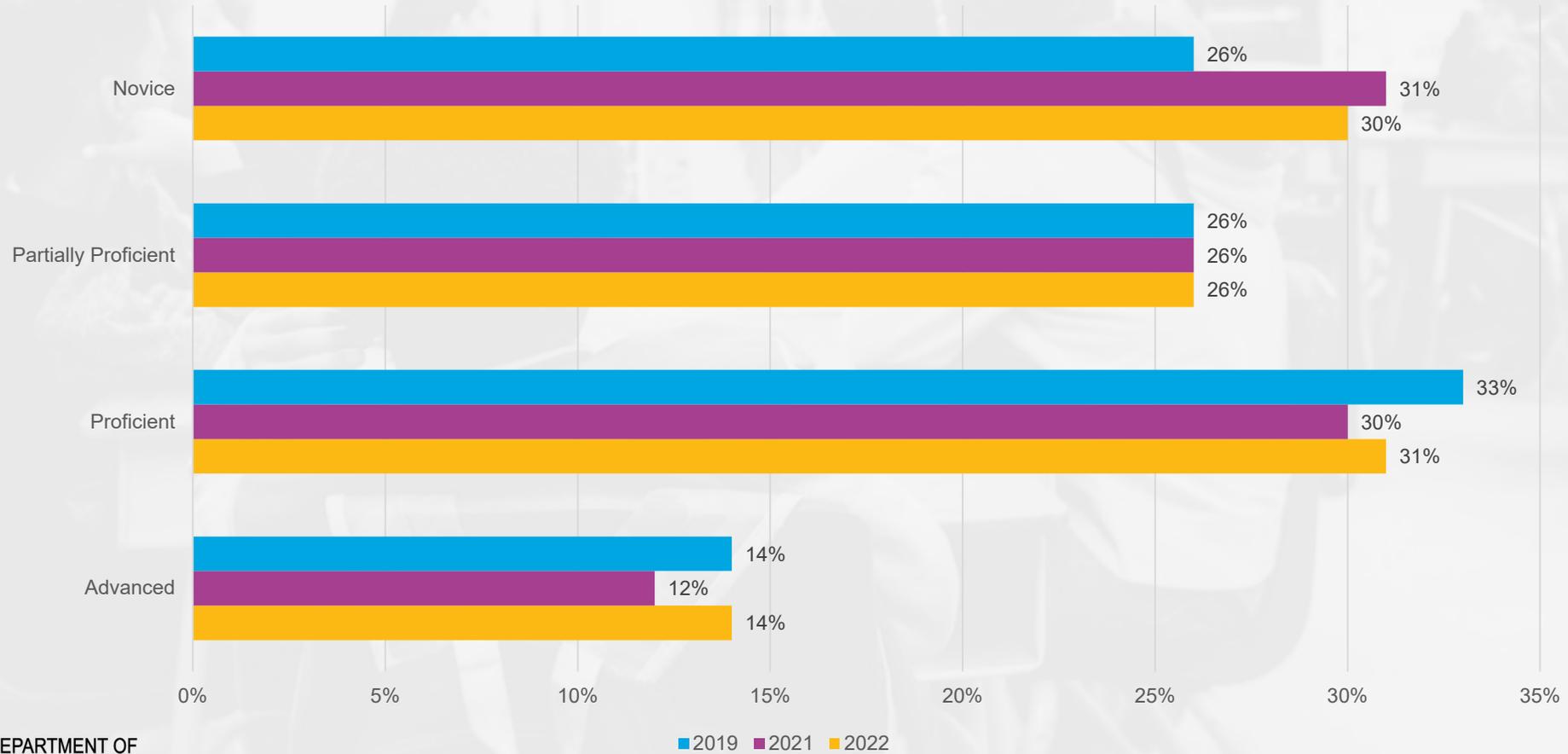
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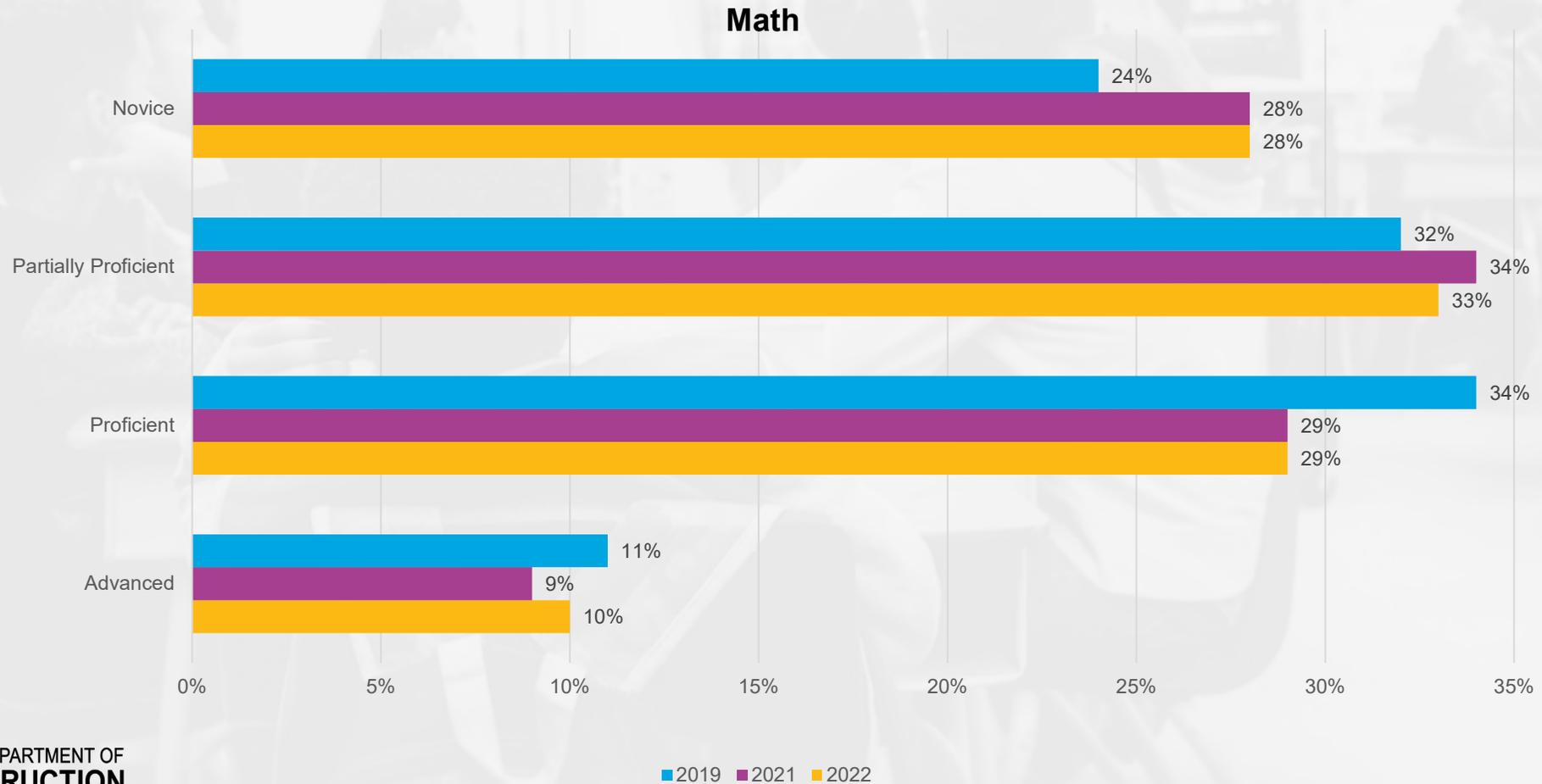
National Assessment of Educational Progress (NAEP): The Nation's Report Card

Winter 2013, 2015, 2017, 2019, 2022

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NAEP Comparisons

Reading - Grade 4 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	217.53	1.42	**30.97%**	5.71%
2019	221.18	1.74	**34.35%**	6.88%
2017	221.52	0.71	**34.12%**	5.65%
2015	224.69	3.34	**36.80%**	7.04%
2013	224.08	3.41	**33.97%**	5.55%
Reading - Grade 8 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	258.08	1.02	**27.07%**	2.06%
2019	263.23	1.23	**31.63%**	1.87%
2017	265.08	0.25	**32.67%**	2.07%
2015	266.96	2.96	**33.66%**	1.64%
2013	267.78	1.76	**34.22%**	2.13%

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NAEP Comparisons

Math - Grade 4 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	240.08	5.22	40.35%	6.78%
2019	242.93	2.92	44.34%	7.34%
2017	244.24	5.08	45.80%	8.00%
2015	244.71	4.86	44.79%	7.89%
2013	246.42	5.24	48.05%	7.44%
Math - Grade 8 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	278.4	5.27	28.20%	5.25%
2019	285.56	4.58	37.35%	8.65%
2017	288.17	6.21	39.66%	9.23%
2015	288.24	6.96	40.59%	7.40%
2013	290.52	6.9	40.59%	8.44%

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NAEP Reading Breakdown

* average across Reading	% of students*	Grade 4 Reading		Grade 8 Reading	
Race/Ethnicity		Avg. Score	Proficient or Above	Avg. Score	Proficient or Above
White	75	222	35%	263	31%
Black	5	189	12%	237	12%
Hispanic	6	202	18%	249	22%
American Indian/Alaksa Native	8	206	20%	234	8%
2+ Races	5	215	25%	250	20%
Gender					
Male	50	214	28%	250	20%
Female	50	222	34%	266	35%
National School Lunch Program					
Eligible	26	200	16%	243	15%
Not Eligible	74	224	36%	263	31%

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NAEP Math Breakdown

* average across Math	% of students*	Grade 4 Math		Grade 8 Math	
Race/Ethnicity		**Avg. Score**	**Proficient or Above**	**Avg. Score**	**Proficient or Above**
White	75	245	47%	284	33%
Black	5	216	8%	252	8%
Hispanic	6	225	19%	259	12%
American Indian/Alaksa Native	8	217	11%	260	11%
2+ Races	5	236	32%	267	15%
Gender					
Male	51	242	44%	280	29%
Female	49	238	36%	277	27%
National School Lunch Program					
Eligible	26	225	22%	263	15%
Not Eligible	74	245	46%	284	33%

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The ND Insights dashboard acts as an updated directory for the public regarding districts and schools. ND Insights provides publicly-accessible K-12, CTE, College, Workforce, and Adult Education data information in one place.

https://insights.nd.gov/
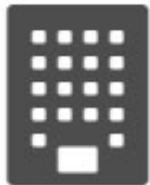
Example: West Fargo
English Learner ELA Achievement
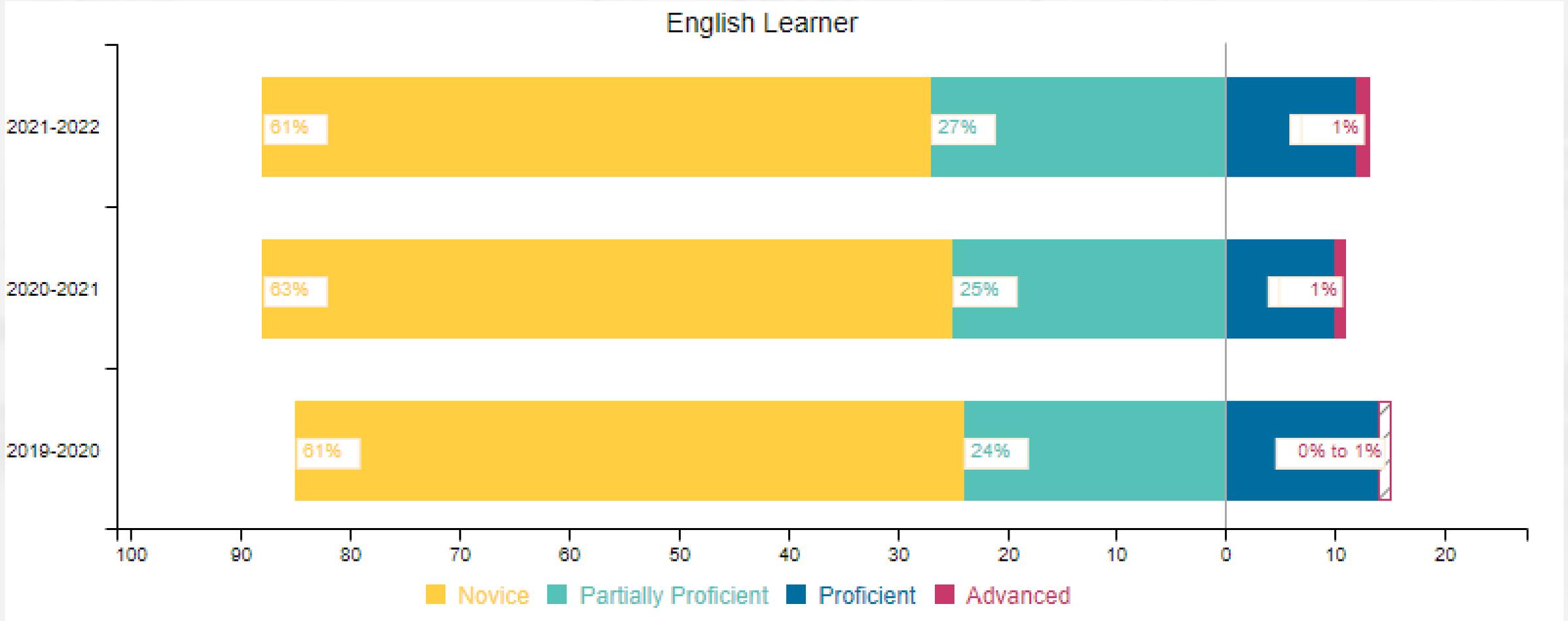
Example: Midway ELA Achievement

Low Income

Year	Novice	Partially Proficient	Proficient	Advanced
2021-2022	30% to 39%	20% to 29%	30% to 39%	0% to 10%
2020-2021	30% to 34%	25% to 29%	25% to 29%	10% to 14%
2019-2020	30% to 39%	25% to 34%	20% to 29%	0% to 10%
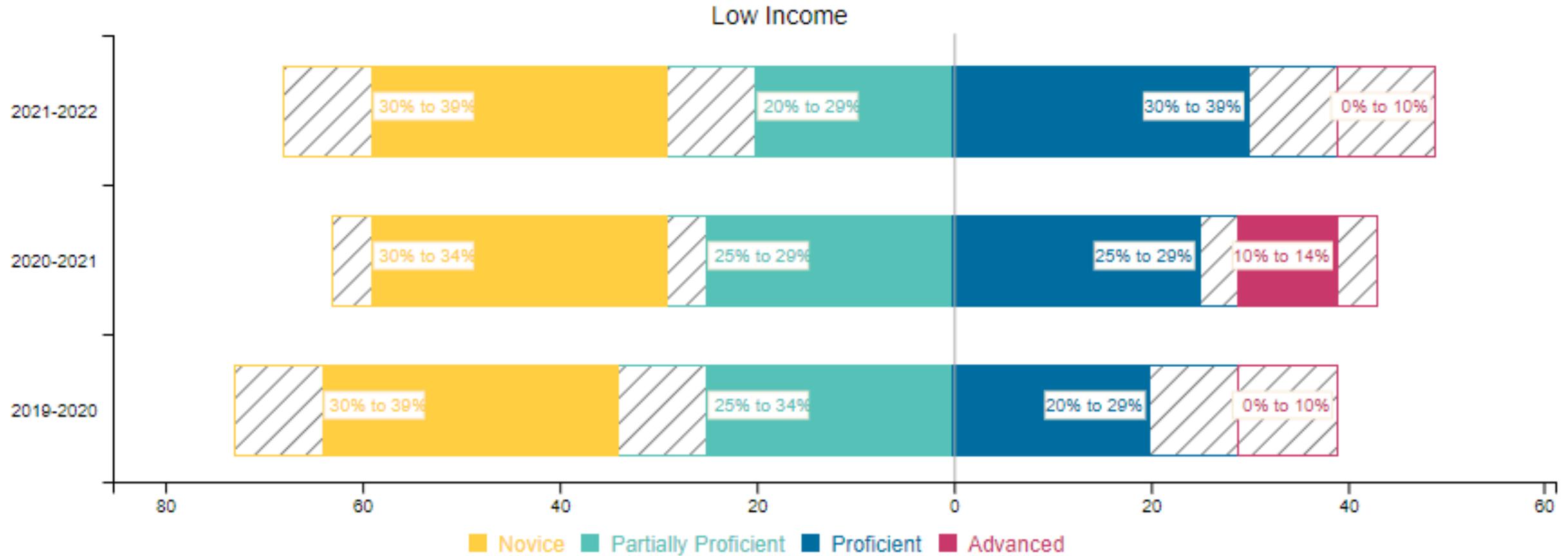
Example: Mandan
IEP ELA Achievement

IEP (student with disabilities)

2021-2022: Novice 64%, Partially Proficient 22%, Proficient 0% to 2%
2020-2021: Novice 65%, Partially Proficient 22%, Proficient 0% to 2%
2019-2020: Novice 60% to 64%, Partially Proficient 27% to 31%, Proficient 10% to 14%, Advanced 3% to 4%

Novice | Partially Proficient | Proficient | Advanced
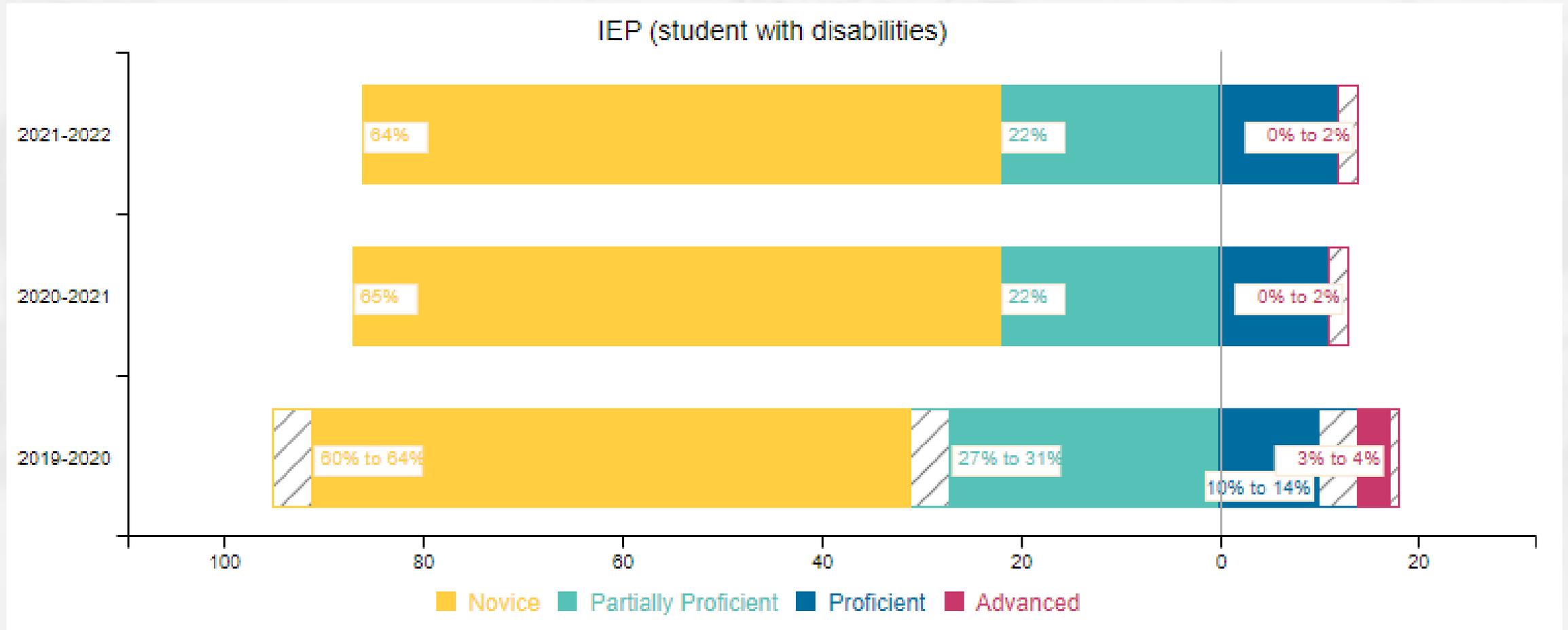
Student Achievement Projections

North Dakota State Assessment (NDSA)

2018, 2019, 2021 and 2022

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Student Achievement

1. The 2021 report revealed that in ELA (grades 5-8, 10) students tended to score closer to pre-pandemic expectations than in Math. A negative learning impact was evidenced in both subjects.

2. The 2022 report allowed us to add another set of assessment data Recovery could be measured with two post-pandemic data points. There was evidence of recovery toward pre-pandemic expectation in ELA grades 6 and 7 and Math grade 6. In contrast, ELA grades 8 and Math grades 7 and 8 showed students tending to fall further behind the pre-pandemic expectations.

3. We did have schools and districts that continued to meet or exceed pre-pandemic expectations. 2022 report showed about 43% of schools achieved this in ELA and about 35% of schools achieved this in Math.

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Exemplar Districts

ELA

Rank	District Name	Effect Size	N
1	Naughton 25	0.79604	6
2	Cavalier 6	0.42956	70
3	Hebron 13	0.38129	35
4	Wahpeton 37	0.38039	222
5	Anamoose 14	0.36939	10
6	Valley-Edinburg 118	0.35080	32
7	Hazelton-Moffit-Braddock 6	0.34186	26
8	North Star 10	0.31178	59
9	Central Valley 3	0.30812	44
10	Ellendale 40	0.28119	69

Math

Rank	District Name	District Code	Effect Size	N
1	Anamoose 14	25-014	0.67508	10
2	Hebron 13	30-013	0.65720	35
3	Naughton 25	08-025	0.54946	6
4	Wahpeton 37	39-037	0.40734	223
5	Central Valley 3	49-003	0.38321	44
6	Hankinson 8	39-008	0.33028	46
7	Richland 44	39-044	0.31261	52
8	Parshall 3	31-003	0.27596	48
9	Burke Central 36	07-036	0.27397	18
10	Midkota 7	20-007	0.24309	36

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Accelerated Learning Plans

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Means of Accelerating Learning Recovery	# of Districts (of 157)	% of Districts
Hiring Additional Personnel	129	82%
New/Additional Technology	122	78%
Professional Development	121	77%
Using New Curriculum	120	76%
Health-Related Supports	115	73%
Tutoring	68	43%
Out-of-School Time	61	39%
Class Size Reduction	43	27%
Other Options	27	17%

ESSER Fund Utilization

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North Dakota Total ESSER I, II,III Allocation

$33,297,699.00

$305,338,029.00

$135,916,952.00

■ ESSER I (Closed) ■ ESSER II (9/30/23) ■ ESSER III (9/30/24)

Current Fund Summary

36.8%

63.2%

0.03%

■ Spent ■ ESSER I- Returned ■ Remaining

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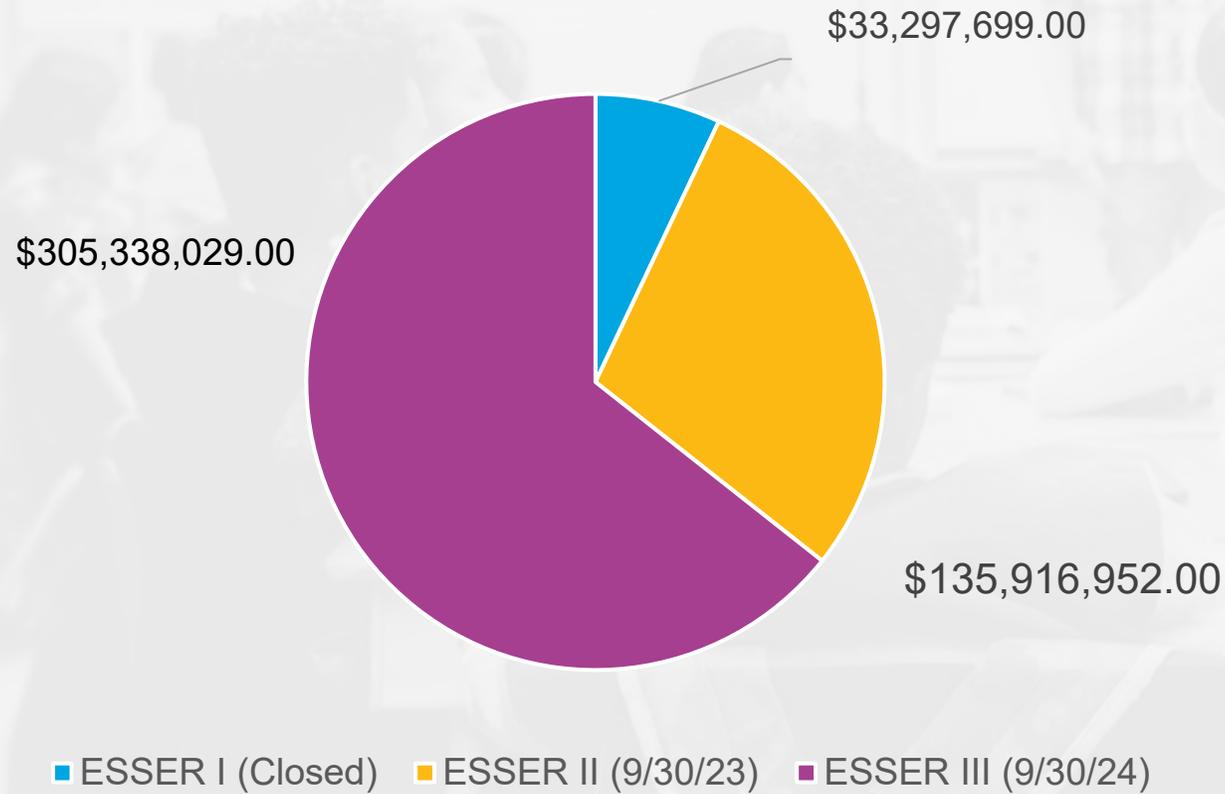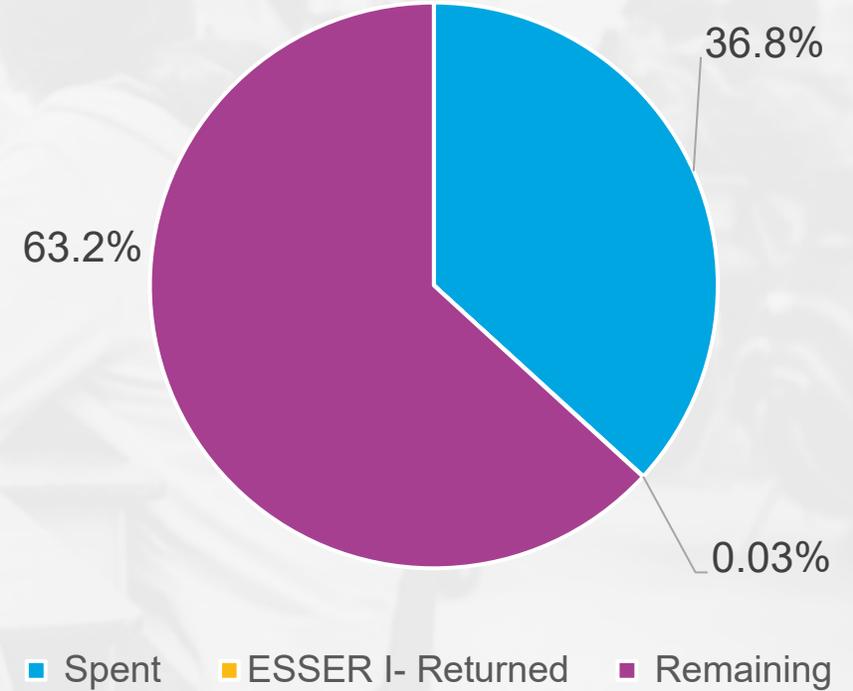
Allocation Distribution

$46,442,008.00 — Statewide Initiatives

$428,104,654.00 — School Districts (LEA's)

- School Districts (LEA's)
- Statewide Initiatives

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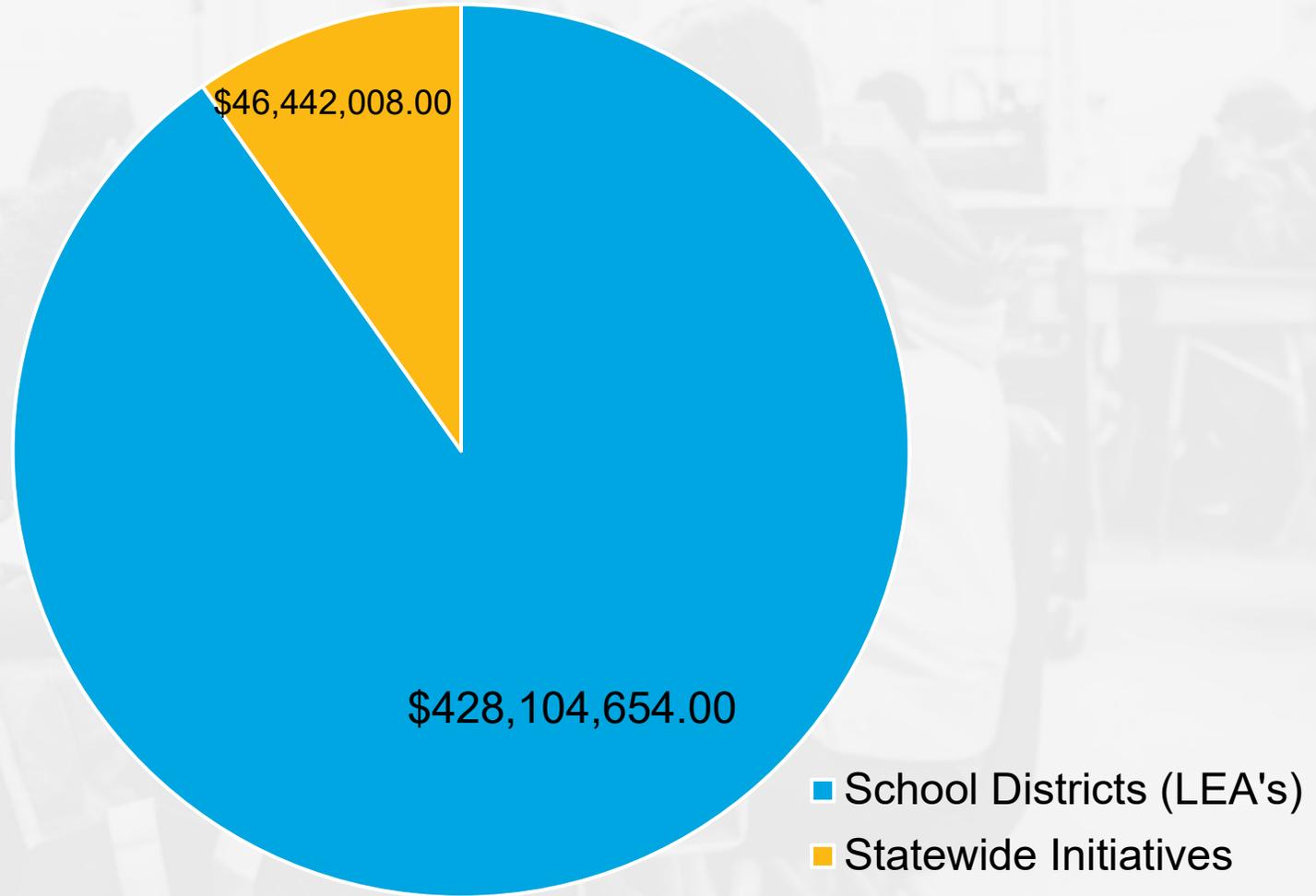
NDDPI Statewide Initiatives

- Math Recovery Grants to Schools

- Reading Grants to Schools

- Summer Enrichment Grants

- Afterschool Program Grants

- School Board Training & Coaching

Current State Level Fund Summary

30.8%

29.7%

39.4%

- Spent
- Committed
- Remaining

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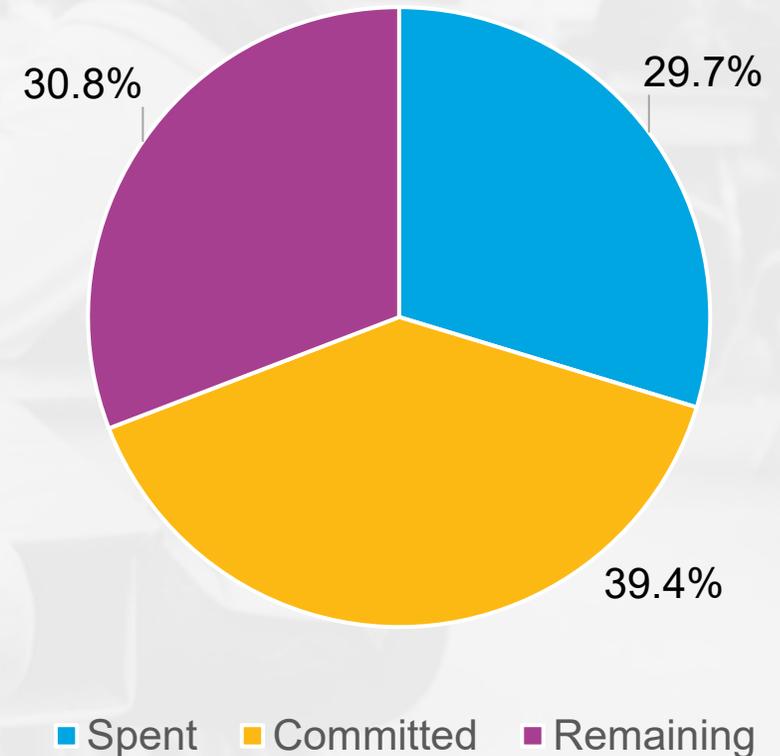
District Funding Categories - Frequency

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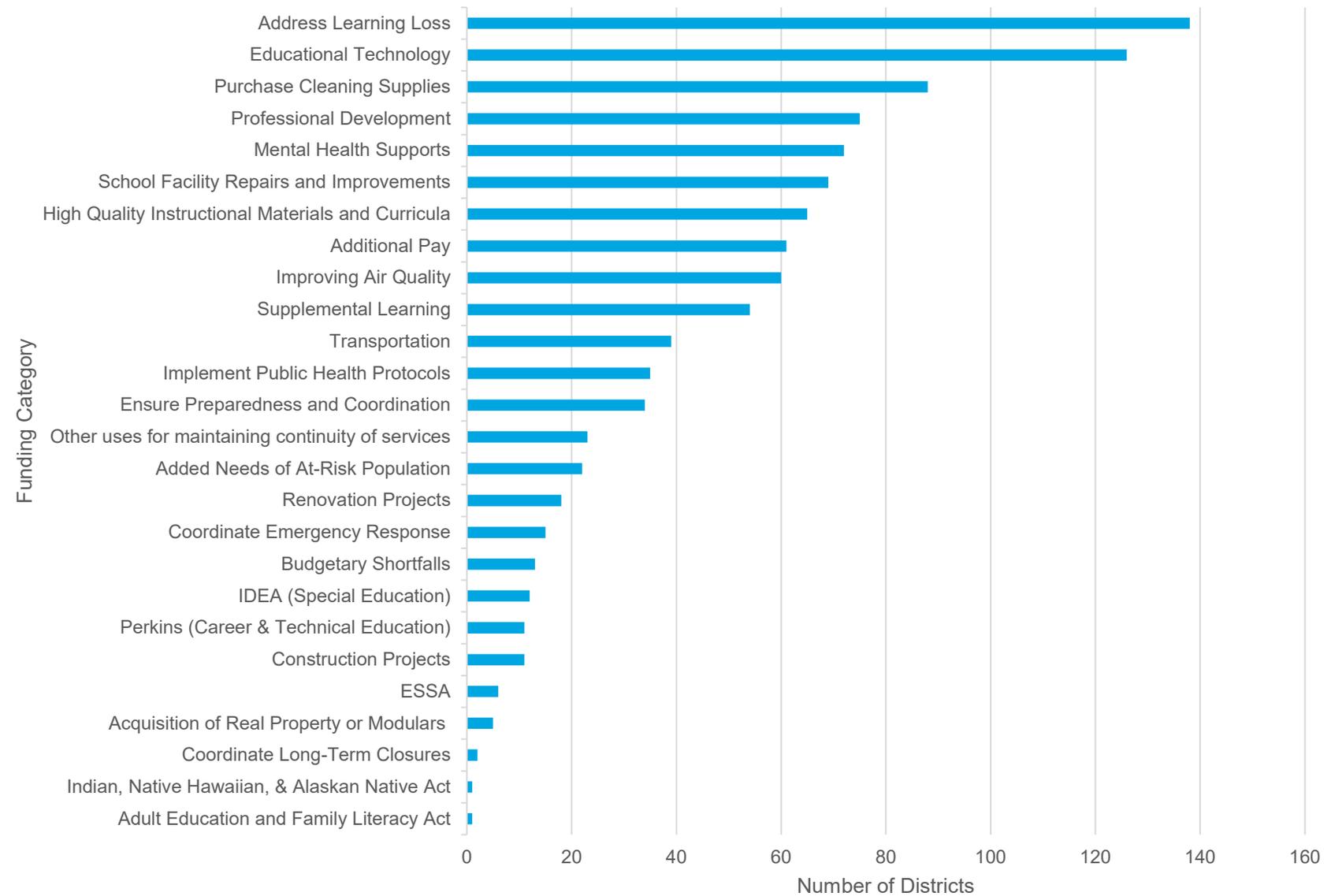
District Funding Categories – Percent of Funds

Horizontal bar chart. X-axis: Percent of Spent Funds (0.00% to 35.00%). Y-axis: Funding Category.

| Funding Category	Percent of Spent Funds (approx.)
Acquisition of Real Property or Modulars	~31%
Construction Projects	~18%
Renovation Projects	~16.5%
Address Learning Loss	~16%
Other uses for maintaining continuity of services	~15%
Improving Air Quality	~13.5%
School Facility Improvements	~12%
Educational Technology	~9%
Transportation	~8.5%
IDEA (Special Education)	~8%
Budgetary Shortfalls	~7.5%
Perkins (Career & Technical Education)	~7.5%
Adult Education and Family Literacy Act	~7%
Additional Pay	~6%
Supplemental Learning	~5.5%
High Quality Instructional Materials and Curricula	~4.5%
Ensure Preparedness and Coordination	~4%
Mental Health Supports	~4%
Added Needs of At-Risk Population	~4%
Purchase Cleaning Supplies	~3.5%
Implement Public Health Protocols	~3%
Indian, Native Hawaiian, & Alaskan Native Act	~3%
Professional Development	~2.5%
ESSA	~2%
Coordinate Emergency Response	~1.5%
Coordinate Long-Term Closures	~1%

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Impact of ESSER Funds

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Identified Impacts - Frequency
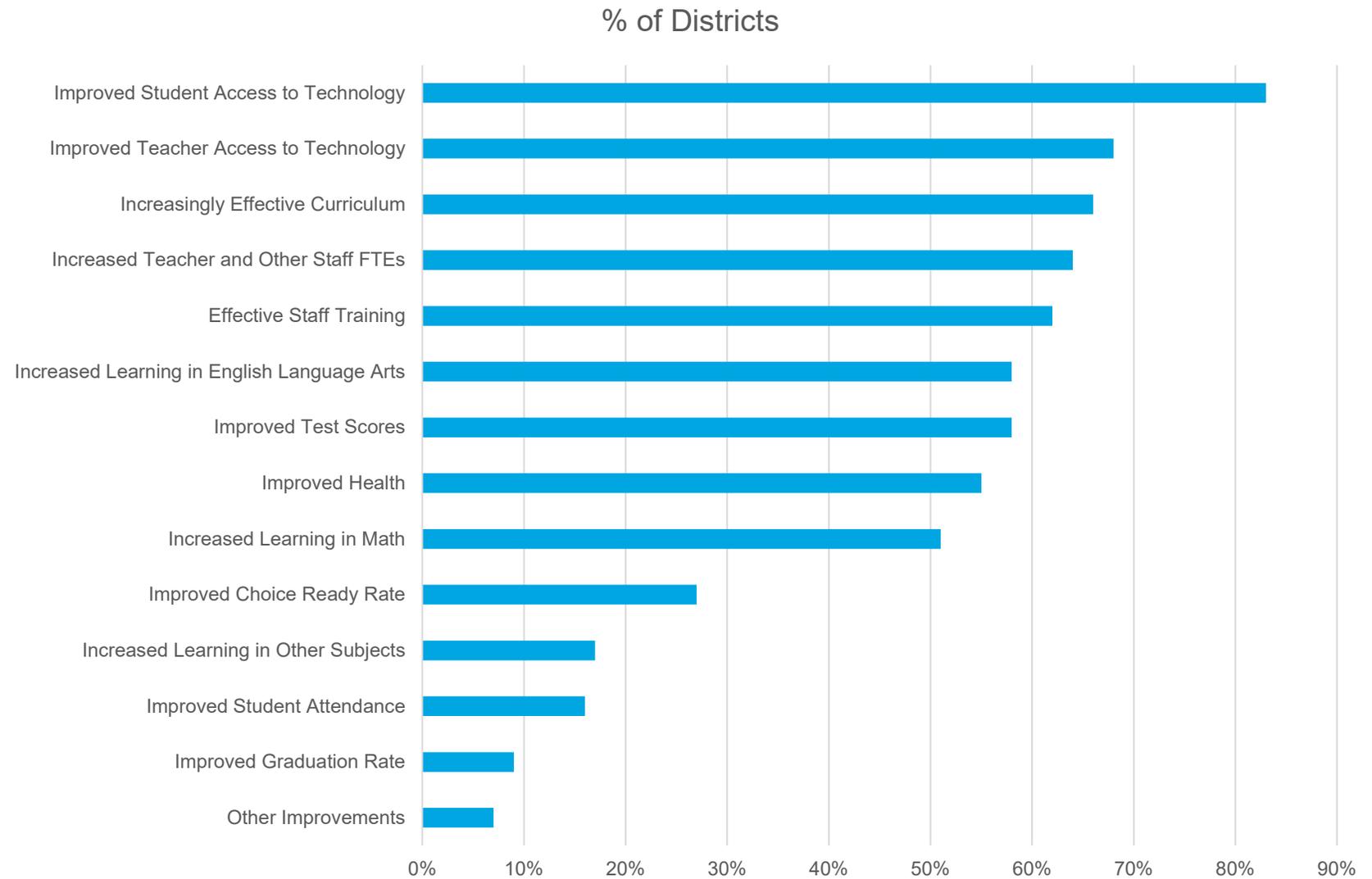
% of Districts

Category	% of Districts
Improved Student Access to Technology	~83%
Improved Teacher Access to Technology	~68%
Increasingly Effective Curriculum	~66%
Increased Teacher and Other Staff FTEs	~64%
Effective Staff Training	~62%
Increased Learning in English Language Arts	~58%
Improved Test Scores	~58%
Improved Health	~55%
Increased Learning in Math	~51%
Improved Choice Ready Rate	~27%
Increased Learning in Other Subjects	~17%
Improved Student Attendance	~16%
Improved Graduation Rate	~9%
Other Improvements	~7%

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Conclusions

- **Pandemic learning loss was evident among students**

- **NDDPI and local school districts have invested in a variety of services and resources using ESSER funds including:**
  - Health-related cleaning supplies and building improvements
  - Increased evidence-based curriculum packages
  - Technology
  - Staffing
  - Professional Development

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- **Generally, school districts are self-reporting that they are approaching pre-pandemic academic scores.**

- **Additionally, school districts self-report seeing improvement in:**
  - Student Engagement
  - Attendance Rates
  - Choice Ready Preparedness
  - Graduation Rates

- **Recent statewide assessment data shows a slight rebound in Math and ELA; however, student engagement, attendance, and graduation rates continued a downward trend.**

- **Impacts of early ESSER investments may just be beginning to be seen while school districts and the State still have until September 2024 to invest ESSER funds in education.**

- **It is imperative that we prioritize investments that directly improve student academic outcomes.**

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Preparing for Post ESSER

- ## The State is taking three significant steps

  Federal guidance for existing federal revenue streams (for example, Title I, Title II, and IDEA) have been changed to include more allowability and flexibility to use these funds to continue ESSER-funded projects that have proven effective.

  1. NDDPI has assembled a team to create guidance and supporting materials to assist our school districts in developing new budgets and identify new ways of using these historically-available funds.

  2. NDDPI has granted funds to 12 school leader/business manager teams (and one NDDPI team) to become certified in Georgetown University's Edunomics budgeting model to assist them in their approach to budgeting moving toward an outcome-based or results-oriented budgeting process. Part of the grant requirement for these teams was to provide training to other school districts.

  3. It will be critical for districts to use their own data to analyze what has been effective and continue to fund, and what has not been effective and cease to support. NDDPI is modeling this process internally.

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