

# Impact of Covid 19 on ND Student Learning

Executive Overview of ND State Assessment Results

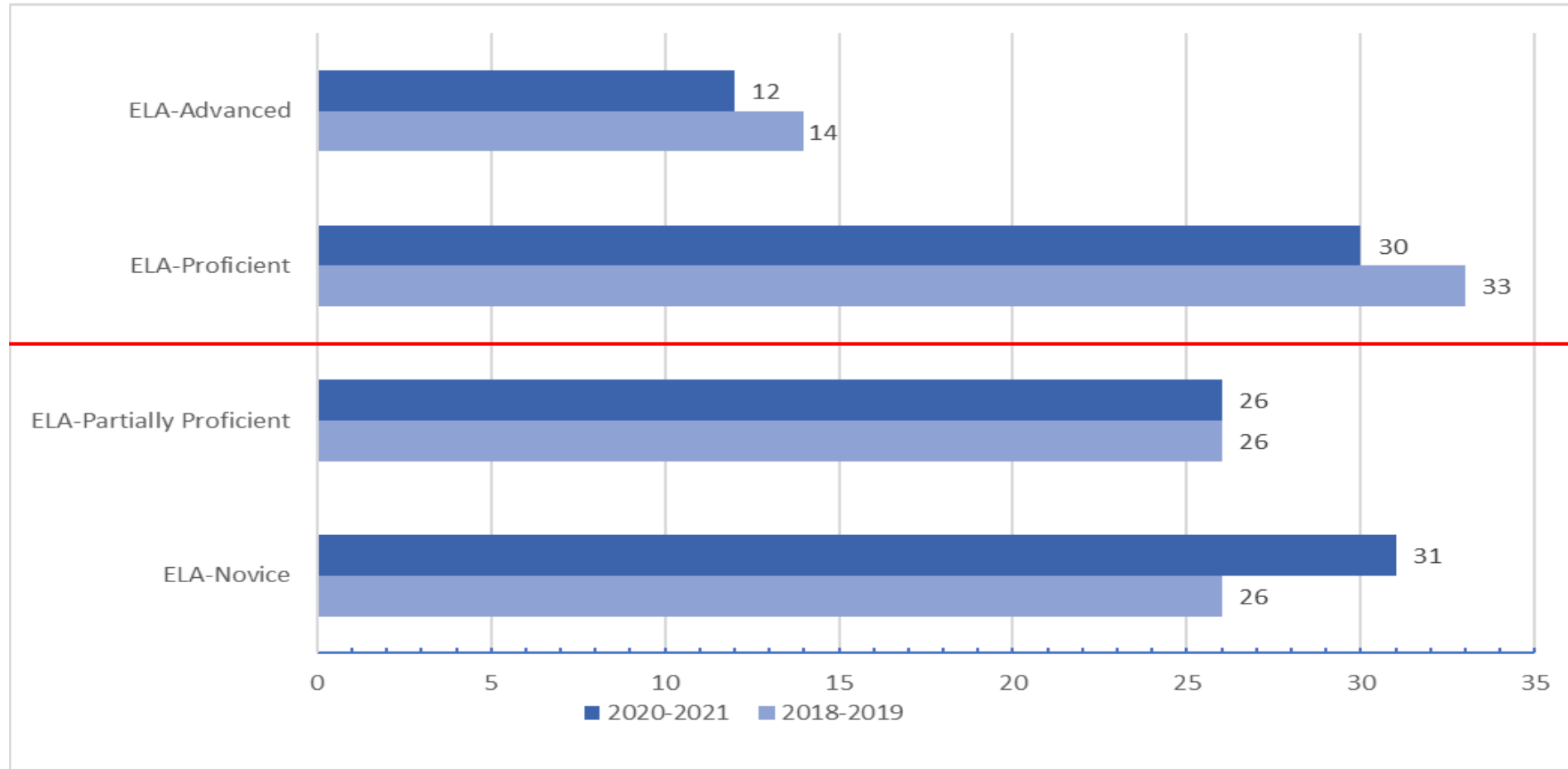
# Usable Data – Participation Rates

- 2018-2019 – ELA 98% and Math 98%
- 2020-2021 – ELA 96% and Math 96%
- Goal is to assess 95% or more (including subgroups)
- Notable subgroup percentages (18-19 to 20-21)
  - White: 99%-97%
  - Low Income: 98%-94%
  - Native American: 98%-93%
  - Black: 98%-94%
  - IEP: 96%-92%
  - Hispanic: 98%-94%

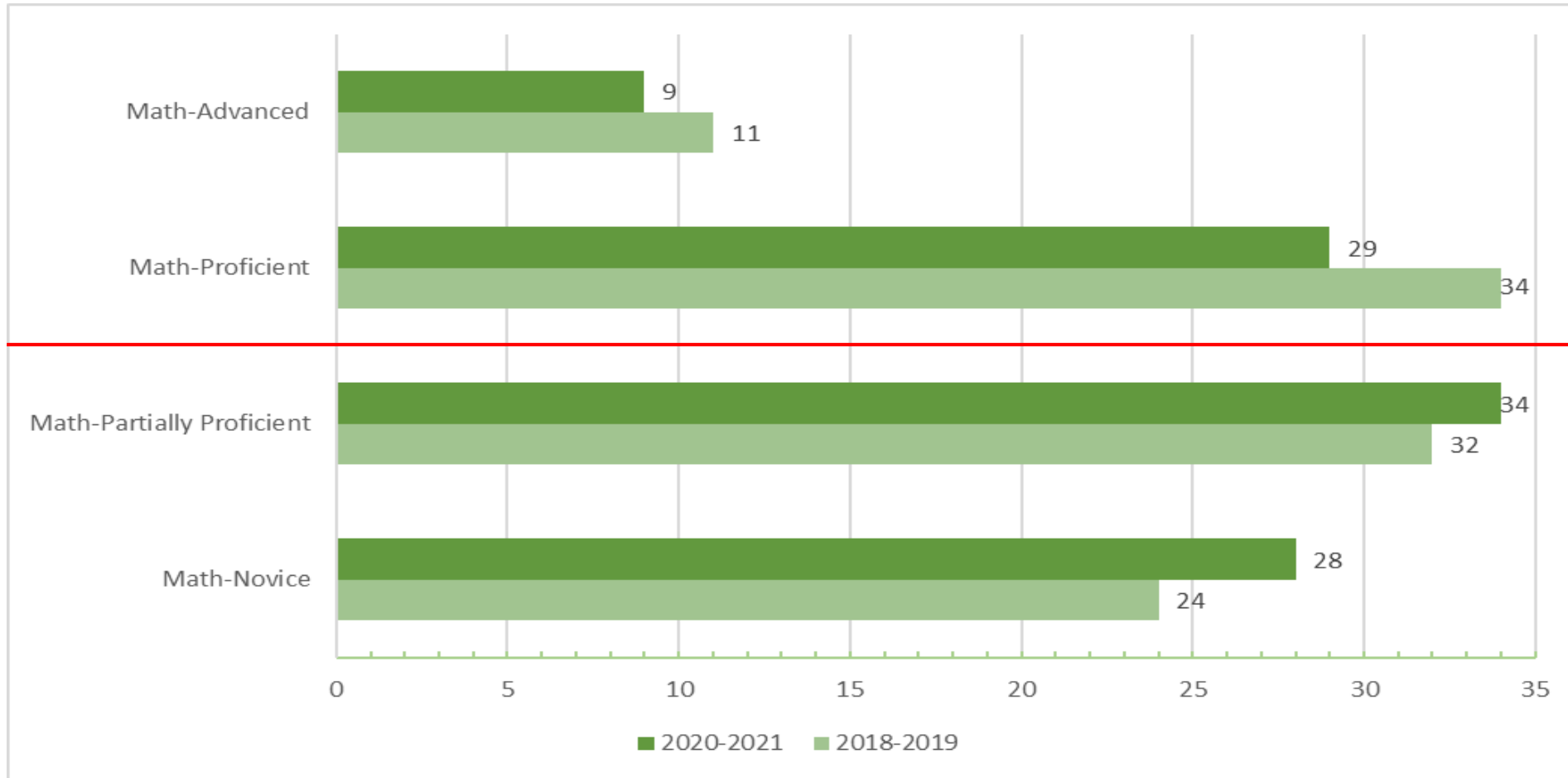
# Usable Data – Participation Rates

	Participation Rate K-8	Participation Rate HS
Louisiana (LA)	98.50%	93.40%
<b>North Dakota (ND)</b>	<b>97%</b>	<b>92%</b>
Arkansas (AR)	97%	97%
Indiana (IN)	97%	96%
Mississippi (MS)	96%	97%
Massachusetts (MA)	95%	89.50%
South Dakota (SD)	95%	93.50%
Tennessee (TN)	95%	95%
Nebraska (NE)	94.30%	93%
Alabama (AL)	93.67%	
Florida (FL)	93%	93%
Oklahoma (OK)	92%	
West Virginia (WV)	92%	85%
Utah (UT)	~90.5%	84%
Arizona (AZ)	87%	71%
Texas (TX)	86%	
Hawaii (HI)	85%	66%
Kentucky (KY)	84.10%	76.40%
Connecticut (CT)	~82% (in-person)	
Montana (MT)	80%	84%
Minnesota (MN)	~80%	~50%
Georgia (GA)	73%	59%
Michigan (MI)	71%	66%
Colorado (CO)	~69%	75%
Nevada (NV)	68.30%	
Bureau of Indian Education	~30	~30
Oregon (OR)	~28%	~11%
Maryland (MD)	not available yet (window extended to 10/22/21)	not available yet (window extended to 10/22/21)
Washington (WA)	not available yet (testing in fall 2021)	not available yet (testing in fall 2021)

# Student Achievement – Overall (ELA)



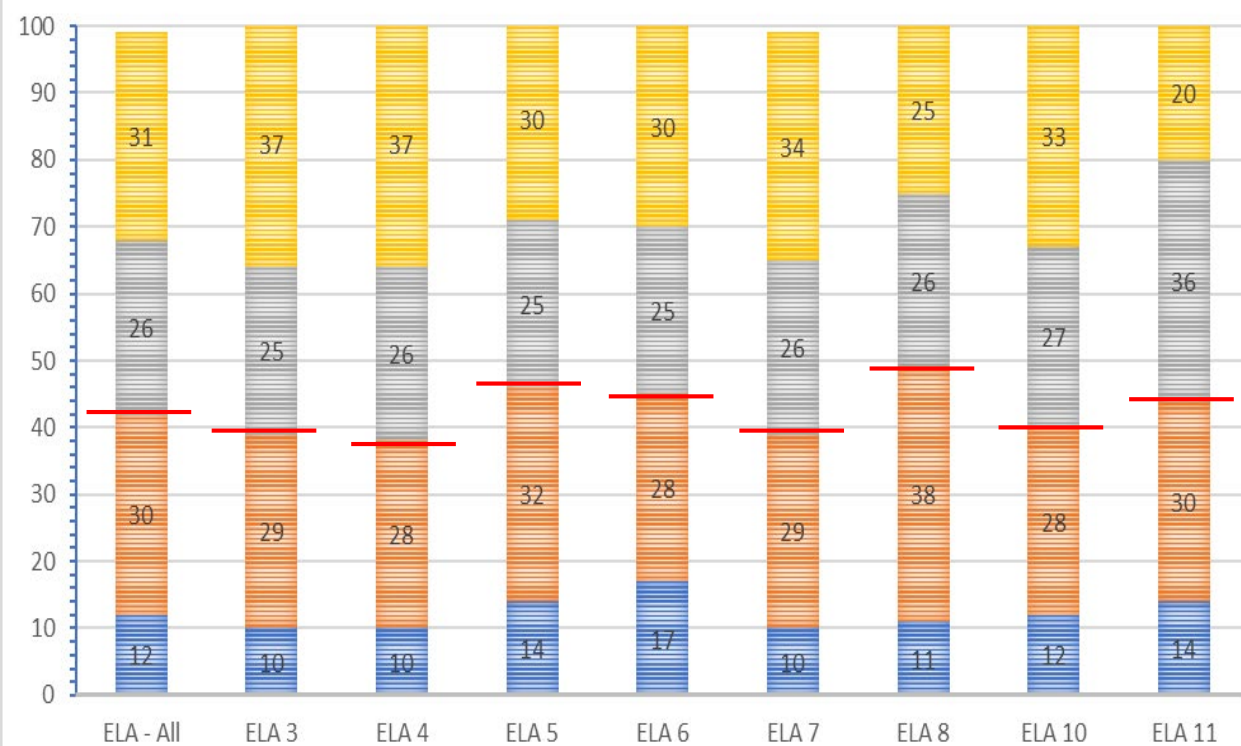
# Student Achievement – Overall (Math)



# Student Achievement – Overall All Grades

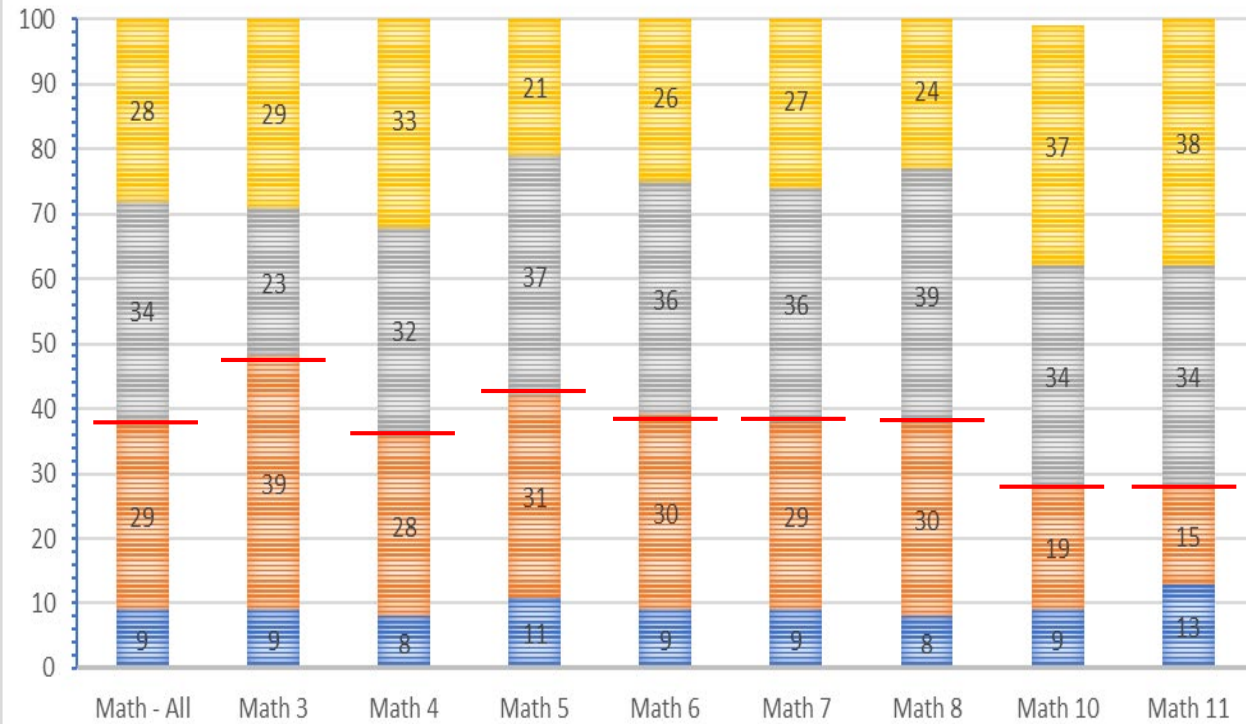
## ELA ACHIEVEMENT (COMBINED) 20-21

■ Advanced ■ Proficient ■ Partially Proficient ■ Novice



## MATH ACHIEVEMENT (COMBINED) 20-21

■ Advanced ■ Proficient ■ Partially Proficient ■ Novice



# Grade 3 – Achievement

- 2018-2019: ELA 48% and Math 49% (proficient and above)
- 2020-2021: ELA 39% and Math 48% (proficient and above)
  - 9% drop in ELA
  - 11% growth in Novice in Math
- ELA subgroup declines from 18-19 to 20-21 (proficient and above)
  - White: 10%
  - Native American: 6%
  - Black: 11%
  - Low Income: 13%
  - IEP (disabilities): 7%
  - EL: 8%

# Grade 8 – Achievement

- 2018-2019: ELA 51% and Math 47% (proficient and above)
- 2020-2021: ELA 49% and Math 38% (proficient and above)
  - 2% drop in ELA
  - 9% drop in Math
- Math subgroup declines from 18-19 to 20-21 (proficient and above)
  - White: 10%
  - Native American: 9%
  - Black: 4%
  - Low Income: 7%
  - IEP (disabilities): 1%
  - EL: 0-1%



# Grade 10 - Achievement

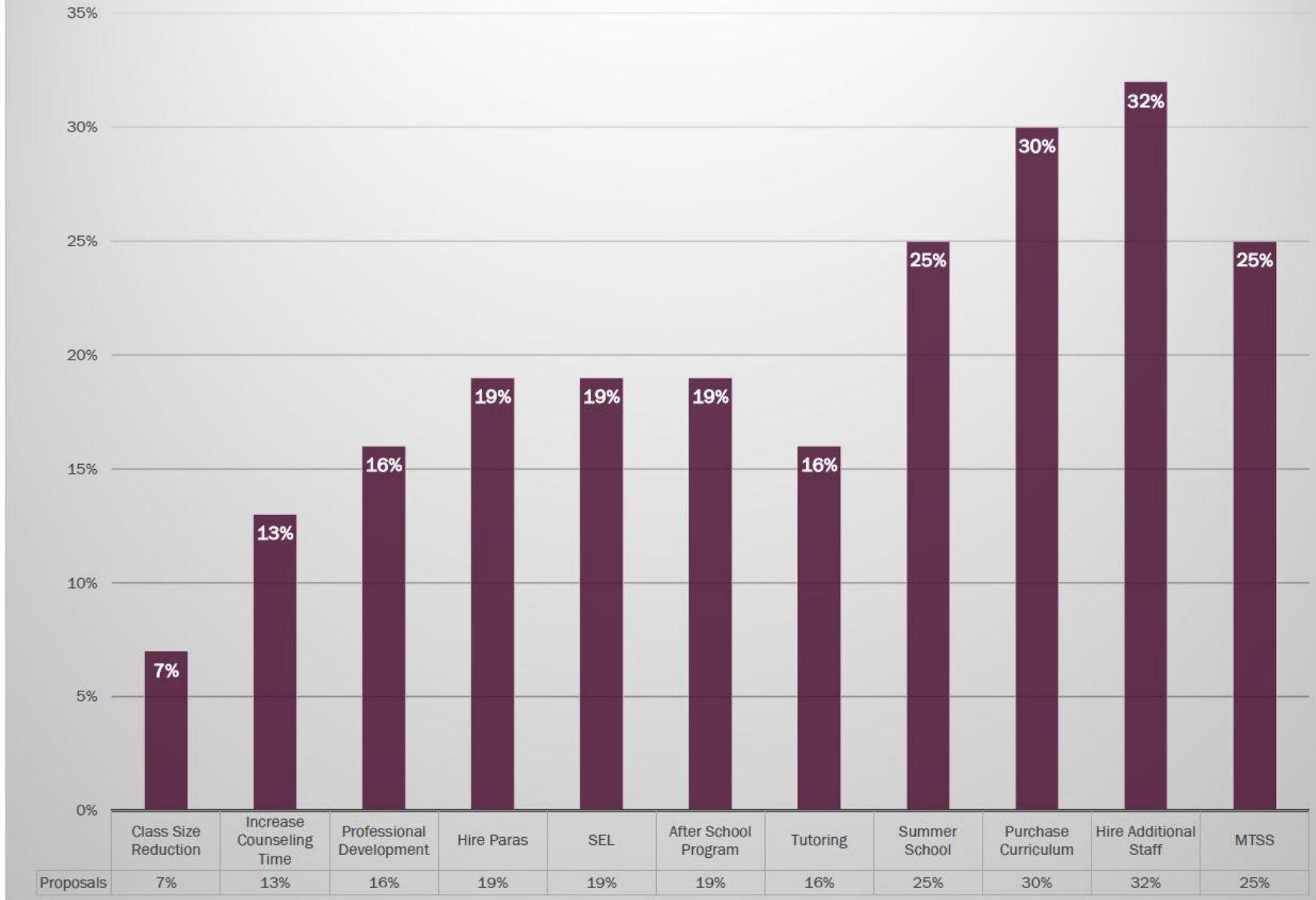
- 2018-2019: ELA 47% and Math 30% (proficient and above)
- 2020-2021: ELA 40% and Math 28% (proficient and above)
  - 7% drop in ELA
  - 2% drop in Math
- ELA subgroup declines from 18-19 to 20-21 (proficient and above)
  - White: 7%
  - Native American: \*1% increase
  - Black: \*0-5% increase
  - Low Income: 5%
  - IEP (disabilities): 3%
  - EL: 0-5%

## ESSER GRANTS TO SCHOOL DISTRICTS

PROGRAM	AWARDED	REQUESTED	REMAINING	% REQUESTED
ESSER I	\$30,063,929	\$26,293,244	\$3,770,685	87.5%
ESSER II	122,631,954	4,357,605	118,274,349	3.6%
ESSER III	275,415,191	1,073,211	274,341,980	0.4%



## How ND Districts are Proposing to Address Learning Loss with ESSER II Funding



# Closing

- The NDSA shows us that at the state level, as predicted, learning loss has occurred.
- We have a unique environment in education that includes an introduction of a level of funding that is historic.
- Data sets like this one can be used to ensure funding and resources are being applied as needed.
- Individual schools and districts might reveal different patterns or areas of significant learning loss.
- Using individual school specific data focused will be important.
  - [Insights.nd.gov](https://insights.nd.gov)
- We have experienced significant loss and now are presented with an opportunity to make a significant comeback.