HB1013- 2022 Report

North Dakota Department of Public Instruction
Presented By
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October 18, 2022
Between April 2020 and March 2021, North Dakota Department of Public Instruction on behalf of the students of North Dakota accepted $474.5 million through the ESSER Education Stabilization Funds.
ESSER Annual Reporting Requirements

US Department of Education

• Annual Expenditures Report- NDDPI & School Districts
• Continuity of Learning Plans- School Districts
  • Posted and updated every 6 months
• Maintenance of Equity- NDDPI & School Districts
  • All but one ND district exempt from Maintenance of Equity
• Approved ESSER 3 Applications- School Districts

North Dakota State Legislative

• HB 1013- 2 Learning Loss Reports
Purpose

The purpose of today’s training is to share with district personnel the state requirements within HB1013 and review the process for completing the Second Annual HB1013 Learning Loss Report.
Agenda

• HB1013 First Report Findings and Celebrations
• HB1013 Reporting Details & Question Review
• Timeline & Approval Process
• WebGrants Review
• Questions
Districts’ reports showed learning loss among students, particularly among special education/IEP students (reported by 48% of districts), low-income students (39%), English learners (17%), and one or more racial or ethnic subgroups (30%)
## Accelerated Learning Plans

<table>
<thead>
<tr>
<th>Means of Accelerating Learning Recovery</th>
<th>% of Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring Additional Personnel</td>
<td>78%</td>
</tr>
<tr>
<td>Out-of-School Time</td>
<td>41%</td>
</tr>
<tr>
<td>Class Size Reduction</td>
<td>25%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>66%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>39%</td>
</tr>
<tr>
<td>Using New Curriculum</td>
<td>70%</td>
</tr>
<tr>
<td>Health-Related Supports</td>
<td>71%</td>
</tr>
<tr>
<td>New/Additional Technology</td>
<td>80%</td>
</tr>
<tr>
<td>Other Options</td>
<td>19%</td>
</tr>
</tbody>
</table>
## Impacts of ESSER Funds

<table>
<thead>
<tr>
<th>Evidence of Accelerated Learning Recovery</th>
<th>% of Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved Test Scores</td>
<td>36%</td>
</tr>
<tr>
<td>Improved Health</td>
<td>50%</td>
</tr>
<tr>
<td>Effective Staff Training</td>
<td>50%</td>
</tr>
<tr>
<td>Improved Student Access to Technology</td>
<td>81%</td>
</tr>
<tr>
<td>Improved Teacher Access to Technology</td>
<td>68%</td>
</tr>
<tr>
<td>Increased Learning in Math</td>
<td>43%</td>
</tr>
<tr>
<td>Increased Learning in English Language Arts</td>
<td>43%</td>
</tr>
<tr>
<td>Increased Learning in Other Subjects</td>
<td>14%</td>
</tr>
<tr>
<td>Increasingly Effective Curriculum</td>
<td>57%</td>
</tr>
<tr>
<td>Increased Teacher and Other Staff FTEs</td>
<td>67%</td>
</tr>
<tr>
<td>Improved Student Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Improved Graduation Rate</td>
<td>4%</td>
</tr>
<tr>
<td>Improved Choice Ready Rate</td>
<td>14%</td>
</tr>
<tr>
<td>Other Improvements</td>
<td>3%</td>
</tr>
</tbody>
</table>
HB1013 Reporting Details & Question Review

Second Annual Report (December, 2022)
HB1013 Reporting Requirements

School districts receiving ESSER funds must:

1. Provide information regarding the learning loss of students identified within the district, including subgroup gaps.

2. Identify how the school district plans to accelerate learning recovery for all students, including closing subgroup gaps.

3. Include information on the use of ESSER funds by category.

4. Provide information on the impact ESSER funds have had on accelerating learning recovery for the districts’ students.
HB1013 2022 Reporting Details

• IMPROVEMENT: Shorter narrative answers (5000 characters or less)

• Data Collection is still in WebGrants

• All public school districts must complete this report, including cooperative agreements, Title I ineligible districts, and districts that have completed spending their ESSER funds.

• Districts can decide who is the appropriate person to complete the report. The individual must be an authorized user of the WebGrants system.
Logistical Tips

• It may be more efficient to type and edit narrative answers in a Word document and then paste them into WebGrants.
• Data resources are suggested support tools not required references
• Reporting period - ESSER I, II, and III funds received and spent in addition to student data trends since March 2020
• Please highlight any new notable developments since the December 2021 report.
• Narrative responses are 5000 characters or less.
Question #1

Please provide information regarding learning loss of students identified within the district.

Suggested Resources: The best response uses data and analysis from multiples sources, e.g., ND Insights, SLDS, NDSA reporting, and interim and local assessments (NWEA MAP, Aims Web, STAR, DIBELS, etc.).

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Subgroup showed greater learning loss compared to all students</th>
<th>Subgroup did not show greater learning loss compared to all students</th>
<th>Subgroup not represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free/Reduced Lunch (Low Income)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Students with IEPs (Special Ed)</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>English Learners (EL)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Racial/Ethnic Subgroup(s)</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Narrative: 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 December 2021 report (Limited to 5000 characters)
Question #2

Please provide information regarding the school districts plan to accelerate learning recovery for all students

Suggested sources for data/information: accounting records, past ESSER applications; ESSER expenditures, etc.

Narrative: 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. (Limited to 5000 characters)
Question #3

Please provide information regarding the school district’s uses of ESSER funds, including the percentage of those funds expended in the categories below.

Total % of ESSER Funds Expended by 9/30/22 (___)

Fill in the percent of your total ESSER fund award that has been expended in each of the categories below. % totals below are equal to the % of total ESSER Funds expended entered above (NOT 100%).
Narrative: Please provide a narrative that describes any notable changes in fund utilization as compared to the districts ESSER III Estimated Use of Funds Plan and the reason for the change. (Limited to 5000 characters)

***Only edited question from 2021 form.
Question #4

Please provide information regarding the impact of ESSER expenditures on accelerated learning.

Suggested sources/information: assessment scores; student engagement survey; referrals, suspensions; staff surveys; interim assessments; graduation rate; SLDS; ND Insights.

Narrative: Please provide a brief narrative that explains in detail how the ESSER funds led to greater student achievement outcomes for each of the areas selected above. (Limited to 5000 characters)
Timeline & Approval Process

Second Annual Report (December, 2022)
HB1013 2022 Timeline

October 18, 2022: Second Annual Learning Loss Report opens within WebGrants

December 1, 2022: Second Annual Learning Loss Report due to the NDDPI

January 1, 2023: State Superintendent presents results to 68th Legislative Assembly
Approval Process

• Once submitted, each Learning Loss Report will be reviewed by NDDPI staff within 10 days.
• The report may be negotiated back for additional information and/or revisions.
• Once approved, districts can print a PDF copy of their report for their records, or share it with staff and the school board.
Resources

Online-


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  • abutterworth@nd.gov
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Questions