



NEWSLETTER

[Letter from the Director](#) | [Central Region NAEP Results](#) | [Resource Roundup](#) | [Coming Up Next...](#) | [Connect with Us](#)

Letter from the Director



As we reflect on the year that's coming to a close, I'd like to personally thank each of our partners for giving us the opportunity to work together. Whether we're focusing on math, teacher workforce, college and career readiness, or another high-priority need, we're excited about the work ahead.

With the recent release of results from the 2022 National Assessment of Educational Progress (NAEP), we know that the effects of the COVID-19 pandemic on student achievement are on your mind and coming into clearer focus. We've pulled together some graphics to chart trends in NAEP scores in the REL Central region, which we're sharing in this issue of our newsletter, and are looking forward to continuing to work together to help you move the dial on student achievement.

And speaking of working together, we met with the REL Central Governing Board on November 10 to consider ways that we can leverage the collective experience of our states, Tribal Nations, and partnerships to learn about our collective challenges, what's working, and where we might support our states in scaling up their efforts. Read more about the Governing Board meeting below, and check out some resources that we hope you find interesting.

As always, we want to hear from you. Email us with questions or ideas about our work at relcentral@mathematica-mpr.com.

Wishing you the happiest of holidays and a productive and prosperous new year,

Phillip Herman
Director, REL Central

Central Region NAEP Results

The 2022 [National Assessment of Educational Progress \(NAEP\) results](#), also known as The Nation's Report Card, were released on October 24, the first NAEP scores since the onset of the pandemic. Because the previous NAEP was administered January–March 2019, the last school year before the pandemic disrupted education nationwide, the results provide a snapshot of pre- and post-COVID student scores. At REL Central, we wondered whether there were patterns across results for the Central Region states and have compiled a few simple tables to share the results from across our region. For all of our states, scores fell within similar ranges as national numbers (which have raised concerns nationwide about COVID-related learning loss). As we reflect on our shared challenges, we expect to see opportunities to leverage partnership work across our states and look forward to continuing to discuss the NAEP results with our Governing Board and partnerships, as appropriate.

**NAEP average scale scores
Grade 4 math (REL Central states)**

	2015	2017	2019	2022	Change (2019–2022)
National	240	240	241	236	-5
Colorado	242	241	242	236	-6
Kansas	241	241	239	235	-4
Missouri	239	240	238	232	-6
Nebraska	244	246	244	242	-2
North Dakota	245	244	243	240	-3
South Dakota	240	242	241	239	-2
Wyoming	247	248	246	243	-3

**NAEP average scale scores
Grade 4 reading (REL Central states)**

	2015	2017	2019	2022	Change (2019–2022)
National	223	222	220	217	-3
Colorado	224	225	225	223	-2
Kansas	221	223	219	215	-4
Missouri	223	223	218	213	-5
Nebraska	227	224	222	219	-4
North Dakota	225	222	221	218	-3.6
South Dakota	220	222	222	218	-4
Wyoming	228	227	227	225	-2

**NAEP average scale scores
Grade 8 reading (REL Central states)**

	2015	2017	2019	2022	Change (2019–2022)
National	265	267	263	260	-3
Colorado	268	270	267	263	-4
Kansas	267	267	263	256	-7
Missouri	267	266	263	258	-6
Nebraska	269	269	264	259	-5
North Dakota	267	265	263	258	-5
South Dakota	267	267	263	262	-1
Wyoming	269	269	265	261	-4

**NAEP average scale scores
Grade 8 math (REL Central states)**

	2015	2017	2019	2022	Change (2019–2022)
National	282	283	282	274	-8
Colorado	286	286	285	275	-10
Kansas	284	285	282	272	-10
Missouri	281	281	281	272	-9
Nebraska	286	288	285	279	-6
North Dakota	288	288	286	278	-7
South Dakota	285	286	287	281	-6
Wyoming	287	289	286	281	-5

Resource Roundup

[NCES Blog: NCES Releases Indicators on Rural Education](#)

The National Center for Education Statistics has released five Education Across America indicators that summarize data patterns and provide analyses on the education experience in rural areas. The indicators include rural students' access to the internet, early childhood care and education programs in rural areas, staff in rural public elementary and secondary school systems, postsecondary enrollment status of youth from rural areas, and educational attainment in rural areas. Read the blog to learn more!



REL Central Blog: Strengthening Culture-Based Elementary Math Education on Standing Rock

The REL Central team has begun work in partnership with the Standing Rock Tribal Education Department and Sitting Bull College on the Standing Rock Sioux Reservation, home to the sovereign nation of the Standing Rock Sioux Tribe Lakota and Dakota Nations. Currently, many students who attend schools on the Standing Rock Sioux Reservation do not achieve proficiency on standardized math exams, and leaders and Elders on Standing Rock believe this ultimately limits Native students' potential success in school and beyond. This partnership is working to create high-quality, culture-based math modules grounded in research that both build upon the strengths and are relevant to the lives

of students and families and support teachers in applying a culture-based framework in their math instruction. Read our [latest blog post](#) to learn more!

Where in the World is REL Central?

...Meeting—virtually—with our Governing Board! On November 10, REL Central leadership and staff met with 18 Governing Board members to discuss the work in progress, strategize on shared challenges across the region, and share resources and ideas. During this wide-ranging meeting, Board members shared information about the priorities in their states and research they're finding useful and discussed promising practices and innovations of potential interest to their fellow Board members. In a teacher workforce breakout group, REL Central Board members and staff discussed improving the teacher pipeline, increasing diversity in the teacher workforce, and boosting teacher retention. In a concurrent math breakout group, participants discussed creating pathways to middle school math, avoiding colonial constructs when implementing math initiatives in Indigenous communities, and ensuring that blended learning opportunities do not widen the digital divide.

Coming Up Next...

Stay tuned for our next newsletter for more news about our work, additional resources, and updates on our partnerships!

Connect with Us



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