



**SUPERINTENDENT
OF
PUBLIC INSTRUCTION**

2003-2005 BIENNIAL REPORT

North Dakota
Dept of Public Instruction
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State Superintendent
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Central Middle School-Grafton, North Dakota

NOTICE OF NONDISCRIMINATION
ND Department of Public Instruction – September 1, 2003

The Department of Public Instruction does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. John Dasovick, Assistant Director, Child Nutrition and Food Distribution, 600 E Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440, 701-328-2260, has been designated to handle inquiries regarding nondiscrimination.

Message From The Superintendent

The Biennial Report of the Department of Public Instruction gives me an opportunity to present a brief summary of programs and services provided to the people of North Dakota. A continued decline in enrollment, an ever-shrinking tax base, expanded educator shortages, and serious concerns regarding school financing are all realities that impact North Dakota's constitutional responsibility for a "uniform system of free public schools." These present day realities make it more difficult for our state to offer adequate and equal educational opportunities in a safe and healthful environment to the benefit of all its citizenry.



In 2002, the federal government reauthorized the Elementary and Secondary Education Act (entitled the No Child Left Behind Act), adding additional requirements for student achievement. Increased accountability for what students learn is now a reality. The teaching/learning process is conducted by using content standards developed by the state, and tests based on those standards which are used to determine the quality of our educational efforts.

Clearly, the standards movement has evolved. The public no longer questions the wisdom of standards, assessments and accountability. However, research shows that the technical nature of accountability tends to intimidate and disenfranchise the public. It is important to find a meaningful way for parents, students, teachers, administrators - and the community at large, to become engaged in a dialogue focusing on key issues about their schools. Other states have been successful in utilizing a public forum to identify mutual areas of concern through thoughtful deliberation.

The current movement within all aspects of the North Dakota educational community to align standards and outcomes across the educational systems - and to, thereby create high-quality transitions from elementary to middle school, middle school to high school, high school to college, and college to work, is the next educational frontier that holds great promise. By combining proven strategies that allow local flexibility, educational leaders can ensure that North Dakota students are adequately prepared to meet the rigorous standards of today's workforce.

A handwritten signature in black ink that reads "Wayne G. Sanstead". The signature is written in a cursive, flowing style.

Dr. Wayne G. Sanstead
State Superintendent

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Mission and Goals

Mission

It is the mission of the Department of Public Instruction to provide leadership for a comprehensive system of educational opportunities for all people in North Dakota.



Goals

- ▶▶ To coordinate a comprehensive, systemic, collaborative plan that enhances educational opportunities.
- ▶▶ To secure the human and financial resources to support a comprehensive system of education opportunities.
- ▶▶ To provide technical assistance, consultation, and other services that empowers educational service providers.
- ▶▶ To foster quality education through the meaningful implementation of statutes, regulations, policies and procedures.

Agency History

In 1861, when President Buchanan signed a bill creating the Dakota Territory, there was only one school in all of the area comprising what is now the states of North and South Dakota, plus portions of Montana and Wyoming. Organized in 1860 at Bon Homme, SD, the school consisted of a small log cabin, which accommodated nine pupils and their teacher, Emma Bradford.

In spite of the difficulties of organizing schools in a vast and sparsely settled area, education was a priority for the early settlers. In 1862, the first Legislative Assembly for the Dakota Territory passed an "Act for the Support of Common Schools." A territorial board of education was formed a year later and from then on the Dakota Territory education system was "off and running" on a course of swift change and constant improvement.

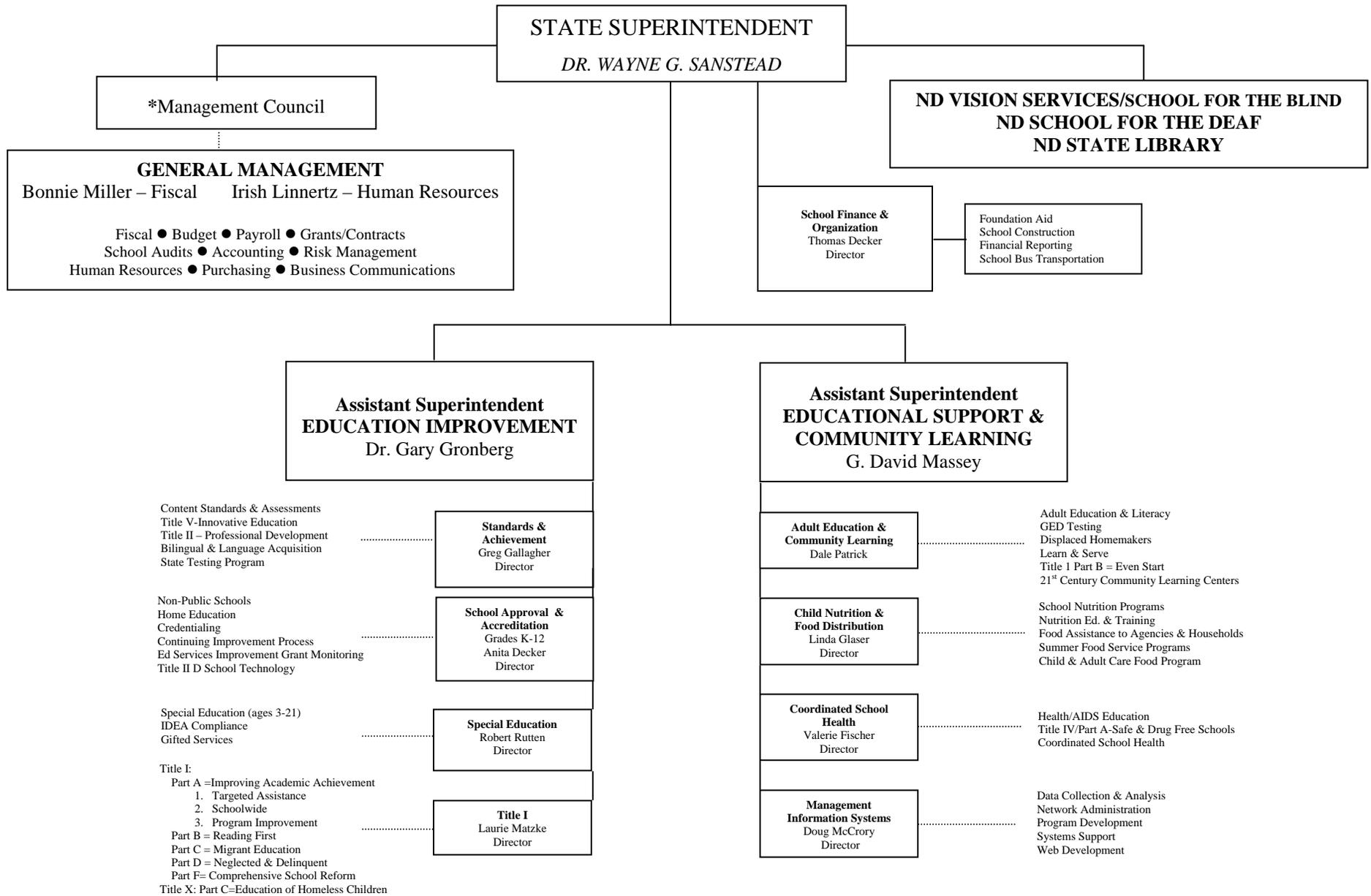
From 1864 to statehood, North Dakota was served by a territorial school board and a superintendent. In 1889, Section 12, Article V of the Constitution of North Dakota provided for a state superintendent of public instruction. Statutes were also enacted in 1890 to charge the state superintendent with the supervision of the common and secondary schools of the state and to be an ex-officio member of the board of university and school lands.

In July of 1989, the administration of the Division of Independent Study was transferred to the superintendent. In 1935, North Dakota became the first state to provide a special appropriation for a high school correspondence program when the North Dakota Legislative Assembly mandated that the Division of Independent Study provide a complete curriculum by correspondence. The Division was transferred by legislative action to the Division of Information Technology (ITD) in July of 2001.

Effective January of 1991, authority for the supervision of the state Schools for the Deaf and Blind and the State Library was transferred to the office of the superintendent. (Refer to separately filed biennial reports.)

The office of the superintendent promotes the enhancement of quality education through the school improvement process and provides leadership in the promotion of programs designed to benefit the intellectual development, mental health, social adjustment and physical well being of all North Dakota citizenry.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION ORGANIZATIONAL CHART – JANUARY 2005



* Management Council consists of the State Superintendent, the Assistant Superintendents, the Fiscal Director, and the Human Resources Director.

Summary of State Statutory and Constitutional Responsibility

The responsibilities charged to the superintendent of public instruction by the North Dakota Constitution and by the North Dakota Legislature require the enforcement of all state statutes and federal regulations pertaining to the establishment and maintenance of public schools and related programs.

◆ **Adult Basic Education Programs**

The superintendent is responsible for coordinating all adult basic education programs, including the administration of state and federal funding for such programs. State and federal grants are provided to adult learning centers.

◆ **Administrative Rulemaking**

The department promulgates rules, as directed by legislation. The department drafts rules, ensures that proper notification is made, public hearings held, and the process for legislative hearings and rule adoption is followed.

◆ **Annexation and Reorganization**

The superintendent directs school district annexation, reorganization and dissolution, and assists in carrying out duties imposed on the State Board of Public School Education.

◆ **Biennial Report**

The superintendent must prepare a biennial report describing legal responsibilities, major programs, goals and accomplishments, and the identification of major trends in education.

◆ **Board of Higher Education Nominating Committee**

The superintendent chairs the Board of Higher Education Nominating Committee. This committee includes the Chief Justice of the State Supreme Court, President Pro

Tempore of the Senate, Speaker of the House and the President of the North Dakota Education Association (NDEA). The committee provides nominees to the governor for selection as members of the Board of Higher Education.

◆ **Boards and Commissions**

The superintendent serves as a member of the State Board of Public School Education, the Board of Career and Technical Education, the Board of University and School Lands, the Teachers' Fund for Retirement, the Children's Services



Coordinating Committee, the Education Technology Council, and the High School Activities Association.

◆ **Child Nutrition and Food Distribution**

The North Dakota Department of Public Instruction, under agreement with the Food and Nutrition Service of the United States Department of Agriculture (USDA), administers child nutrition and food distribution programs. The department enters into agreements with various agencies for the delivery of program services at the local and individual level.

Through this partnership of federal, state and local agencies, program services and benefits are delivered to nearly one in three North Dakotans in schools, childcare

centers and homes, institutions and low-income food assistance settings. The NDDPI provides leadership, training and technical assistance to local agencies, program operators and the public.

The superintendent prescribes rules for keeping accounts, records and making reports that relate to the receipt of federal funds and food assistance, and provide management information to the NDDPI. Department staff members conduct monitoring, training and technical assistance efforts as required by the federal regulations, and as necessary to promote effective local program operations and the professional growth of local program employees. The NDDPI enters agreements for the warehousing and transportation of commodity foods donated by the USDA. This contracting is done on behalf of local agencies, which benefit from an efficient and cost effective, statewide commodity warehousing and distribution system.

◆ Content Standards and Student Assessments

The superintendent supervises the development of course content standards and the assessment of students.

◆ County Superintendents

The county superintendents receive annual school district financial reports, annual school district personnel reports, annual school district enrollment and average daily membership reports, biennial school census reports and other reports required by the Superintendent of Public Instruction. The most recent statutory revisions allow counties to provide these education services through alternate means. There are currently 27 county superintendents and 26 county superintendent designees across the state.

◆ Division of Vision Services (ND School for the Blind) Grand Forks, North Dakota

This division offers statewide outreach services to visually impaired persons of all ages. The school also provides pre-vocational training, independent living and communication services.

◆ Education Fact Finding Commission

This commission consists of three members; one each appointed by the governor, the attorney general and the superintendent. The appointee of the superintendent serves as chairman of the commission. If a school board and its teachers reach an impasse in negotiation of the terms and conditions of employment, assistance may be requested from the commission. The commission considers the facts and makes a recommendation. Neither party is required to accept the recommendation.

◆ Educational Technology Council

The superintendent, or his designee, and the NDDPI Coordinator of School Technology are members of the Educational Technology Council. The name, membership, and responsibilities of the council were amended by the 2001 North Dakota Legislature. Responsibilities of the council are to coordinate the use of technology and the development of technology systems to enhance educational opportunities in elementary and secondary education.

◆ Federal Agreements

The superintendent enters into agreements with agencies of the federal government for or on behalf of the public school districts of North Dakota and adopts necessary rules of administration to ensure proper and efficient operation of such agreements and to comply with such conditions necessary for the state to receive full benefits of federal programs.

◆ **Finance Facts**

The 59th Legislative Assembly eliminated the requirement to publish school district financial information in the biennial report. SB 2083 directs school data to be published in Finance Facts, an annual department publication available on DPI's website.

◆ **Home Education**

Home education is provided in a child's home and supervised by the child's parents, NDCC 15.1-23. The referenced statute enumerates the requirements to be met by parents, the services to be provided by the resident school district and provisions for the receipt of a high school diploma by home schooled students. Information concerning application, duties, monitoring and testing is available on the department's website.

The law allows home-educated students to participate in extracurricular activities in the school district or private schools within their district of residence.

◆ **No Child Left Behind Act of 2001**

NDCC 15.1-02-15 contains a provision that DPI provide the legislature with information pertaining to federal regulations promulgated to implement the Act; 15.1-02-17 states that proposed changes to the state's education accountability plan must be submitted for legislative review for legislative advice and recommendation.

◆ **School Accounting**

The superintendent, as required by law, has implemented a uniform system of accounting, budgeting and reporting for all school districts. All districts are required to submit an annual report and additional reports as required by the superintendent.

◆ **School Approval and Accreditation**

Each September, all public and nonpublic schools submit a Certificate of Compliance documenting the intent to comply with state

statutes (NDCC 15.1-06-06 and 15.1-06-07). By December 31, the department completes a compliance review of data submitted by all North Dakota schools. Schools are required to meet four statutes:

- ▶▶ Teacher licensure (NDCC 15.1-13),
- ▶▶ Subjects offered (NDCC 15.1-21-01),
- ▶▶ School calendar (15.1-06-04),
- ▶▶ School fire safety (15.1-06-09 and 15.1-06-10).

As part of the review, public kindergarten programs and non-public/private kindergarten programs that seek department approval are approved according to the criteria in NDCC 15.1-22-02 and 15.1-22-03.

Public and nonpublic schools seeking accreditation must meet provisions in Article 67-19 of the North Dakota Administrative Code, which includes the 5-year education improvement process.

Except as provided in statute, the superintendent may not waive any statute (15.1-06-05) or administrative rule regarding accreditation (15.1-06-08).

◆ **School Buildings**

No building to be used in whole or part as a school shall be erected until a copy of the plans have been submitted to the superintendent of public instruction, who is designated as building plans inspector. The plan must show in detail the ventilation, heating and lighting of the building. All construction, purchase, repair, improvement or renovation of any school building with an estimated cost of \$25,000 or more must be approved by the superintendent of public instruction. Exact building requirements are listed in the Uniform Building Code.

◆ School Calendar

Each school must report its calendar in the fall and again in the spring to the department. The calendar must include at least 180 days of which 173 must be full days during which students are required to be in attendance to receive curricular instruction. A full day of instruction at the high school is six hours; at the elementary, five and a half hours. The remaining seven days are a combination of holidays listed in NDCC 15.1-06-02, two days for the annual instructional conference, and two days for parent-teacher conferences. By extending each school day at least thirty minutes beyond the statutory requirement, the school can be exempt from making up six hours of instruction time lost as a result of weather-related closure. Changes made in the school calendar statute by the 2005 Legislature will be implemented with the 2006-07 school year.

◆ School District Aid

The superintendent certifies to the North Dakota Office of Management and Budget a list of all districts and the amounts due each school district. Each school district must be paid within the limits of legislative appropriation.



◆ School for the Deaf – Devils Lake, North Dakota

The North Dakota School for the Deaf is a fully accredited, educational

institution serving the educational needs of hearing impaired students ages 0 to 21 in North Dakota (birth-2 through the Parent-Infant Program and 3-21 through the School Program).

◆ Special Education

The superintendent establishes general state policy and endeavors to coordinate all available services. Rules and regulations

are prescribed for the provision of services and the administration of those services. The superintendent assists districts in the inauguration, administration and development of programs and for the certification of schools, teachers, facilities and equipment and may apply for, administer, receive and expend federal aid for which the state may be eligible.

◆ State Assessment

NDCC 15.1-21-08 requires that DPI administer public school students with tests aligned to state content and achievement standards in reading and math during the 2005-07 biennium and in science beginning in 2007-08. 15.1-21-10 stipulates the time and methods for publication of test scores.

◆ State English Language Learner Program

Chapters 15.1-38 and 15.1-27-12 of the North Dakota Century Code define the responsibilities and authority of the state superintendent for programs and services in the state for students who are from diverse language backgrounds. The superintendent establishes general state policy and responsibilities of school districts, appoints a state advisory board, establishes standards, ensures service, and assists school districts with the development of programs for English language learners.

◆ State Library – Bismarck, North Dakota

The major goals of the North Dakota State Library are as follows:

- ▶ Provide or coordinate the library services to those patrons with unique needs such as state government officials and employees, those without direct local library service, the blind and physically handicapped, and the clientele of state-supported institutions.
- ▶ Assist public libraries through advice and consulting services in areas such as collection development, technical

services, budgeting and finances, building and facility planning, automation and program development and evaluation.

- ▶ Coordinate the sharing of resources among the state's public library collections.
- ▶ Improve the quality of library services by providing continuing educational opportunities for librarians and public library trustees.
- ▶ Equitably distribute and administer state and federal grant funds in accordance with applicable state and federal regulations.

💧 **State Tuition Fund**

The North Dakota Office of Management and Budget notifies the superintendent of the amount in the fund and the superintendent then apportions such funds among the state's school districts in proportion to the number of children of school age in each district.

💧 **Transportation Aid**

NDCC requires that school buses and their drivers comply with state law before transportation payments are made. The superintendent shall make such rules and regulations as necessary to gather information and evidence required for payment of transportation funds.

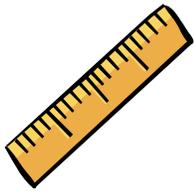


Summary of Administrative Rulemaking Activity

This was a period of substantial rulemaking activity for the department, including the repeal of some rules, creation of new rules, and amendment of existing rules. All references are to the North Dakota Administrative Code.

Rules Repealed

Article 67-02 Teacher Certification
Article 67-03 Educator's Code of Ethics
Article 67-05 School District Boundary Restructuring
Article 67-06 Home-Based Instruction Quality Assurance
Article 67-07 School District Educational Services Agreement
Article 67-25 Filing Agreements Made with Federal Agencies



Rules Newly Created

67-11-17 Mental Retardation Teacher Credential
67-11-19 Credential Requirement for Teachers of Students who are Deaf or Hard of Hearing
67-11-20 Certificate of Completion for Speech Language Pathology Paraprofessionals

Amended Rules

Chapter 67-01-01 Organization of Department
Chapter 67.11-03.1 Reading and Mathematics Credentials
Chapter 67-11-03.2 Reading and Mathematics Credentials
Chapter 67-11-08 Special Education Director's Credential
Chapter 67-11-09 Early Childhood Special Education Teacher Credential
Chapter 67-11-10 Emotional Disturbance Teacher Credential
Chapter 67-11-11 Gifted and Talented Teacher Credential
Chapter 67-11-12 Physical Disabilities Teacher Credential
Chapter 67-11-13 Specific Learning Disabilities Teacher Credential
Chapter 67-11-14 Paraprofessional Certificate of Completion
Chapter 67-11-18 Credential Requirement for Teachers of Visually Impaired
Chapter 67-12-01 Standards for School Buses

Summary of Federal Programs and other Educational Partnerships Administered by the Department

U.S. Department of Agriculture

◆ *Child and Adult Care Food Program*

Partner: U.S. Department of Agriculture

Description: The primary purpose of the CACFP is to improve the diets of children twelve years old and younger. Since children need well-balanced meals to meet their daily energy and nutritional needs, the CACFP program establishes meal patterns based on those dietary needs.

Funds and/or Benefits: The program provides reimbursement and commodity/cash assistance that helps childcare facilities to provide children with nutritious meals. Three meals per day per child can be claimed for reimbursement. Licensed public or private non-profit childcare or adult day care centers are eligible for the program, as are Head Start programs. In certain cases, for-profit centers may participate. Also, licensed family or group day care homes may participate under a sponsoring organization.

◆ *Commodity Food Distribution*

Partner: U.S. Department of Agriculture

Description: The NDDPI distributes commodity foods to help meet the nutritional needs of children and adults. Commodities are acquired through legislative programs including price support, surplus removal and special purchase. The types of foods purchased are based on the nutritional needs of children and other individuals, local agency preferences, the market supply and prices of foods.

Funds and/or benefits: The USDA pays for the initial processing and packaging of foods and for transportation to North Dakota. The NDDPI is the distributing agency responsible for storing food, transporting it throughout the state and ensuring distribution to eligible recipients. The NDDPI enters into warehousing and transportation contracts with North Dakota businesses to provide these services to local agencies. These expenses are supported by local and federal funds. As an additional service, the NDDPI enters processing agreements in which certain commodity foods are further processed into more useable end-products with the value passed on to the recipient agency.

◆ *Commodity Supplemental Food Program*

Partner: U.S. Department of Agriculture

Description: USDA purchases food and makes it available to states, along with funds for administrative costs. The population served by the program is similar to that served by USDA's WIC programs, but the program can also serve elderly people and provides food rather than food vouchers. In North Dakota, the program serves only the elderly. The food package does not provide a complete diet, but the foods are good sources of the nutrients typically lacking in the diets of the target population.

Funds and/or Benefits: USDA buys, processes, and packages the food and ships it to the state. The amount received by the state depends on the low-income and unemployed population. In North Dakota, the foods are distributed through the Community Action agencies. Administrative funds are available to support state level and local costs associated with distribution.

💧 *The Emergency Food Assistance Program*

Partner: U.S. Department of Agriculture

Description: The Emergency Food Assistance Program is a federal program that helps supplement the diets of low-income North Dakotans, providing them with food and nutrition assistance at no cost. Community Action agencies administer the regional delivery of foods to food pantries and soup kitchens. Recipients of food for home use must meet income eligibility criteria.

Funds and/or Benefits: The federal funds for the program provide for the state level warehousing and distribution of foods to Community Action agencies and for administrative funds to support local distribution.

💧 *Food Distribution Program on Indian Reservations*

Partner: U.S. Department of Agriculture

Description: The FDPIR provides commodity foods to low-income and otherwise eligible households who live on or near Indian reservations. The purpose of the program is to provide a more nutritious diet and an acceptable nutritional alternative to the Food Stamp program. The NDDPI provides administrative and support services for two reservations and one Indian service area in North Dakota as well as commodities to two reservations in North Dakota and one in South Dakota. To be eligible for the program, families must meet income eligibility and other criteria. Participants may receive benefits under either the FDPIR program or the Food Stamp program.

💧 *National School Lunch Program*

Partner: U.S. Department of Agriculture

Description: Meals served are intended to meet at least one-third of the recommended dietary allowances. Studies have shown that students are more alert and attentive if they have adequate nourishment throughout the school day.

Funds and/or Benefits: Reimbursement from the federal government is provided for meals that meet federal meal pattern requirements. Schools must also comply with applicable recommendations of the Dietary Guidelines for Americans. The amount of the reimbursement is dependent on the number of meals served to children in three categories: free, reduced-price, and full price. This federal reimbursement, along with a state matching payment and student payments, supports the cost of producing the meals. The National School Lunch Program provides an atmosphere where students learn about foods and nutrition. There is a current emphasis on improving the total nutrition environment in schools, reinforcing the development of lifelong healthy eating.

💧 **Afterschool Snacks*

Partner: U.S. Department of Agriculture

Description: Afterschool snacks are available to children in afterschool activities aimed at promoting the health and well being of children and youth in our communities.

Funds and/or Benefits: Reimbursement is paid for snacks served as part of an afterschool care program. The school must participate in the National School Lunch Program and sponsor or operate an afterschool program that provides children with regularly scheduled educational or enrichment activities in a supervised environment. Programs that operate in low income areas receive the highest reimbursement for all snacks served.

💧 *School Breakfast Program*

Partner: U.S. Department of Agriculture

Description: The SBP was authorized by the Child Nutrition Act of 1966 and made available to all schools in 1975. School Breakfast helps ensure that children have access to a nutritional morning meal and are ready to learn.

Funds and/or Benefits: School districts and school sites that choose to take part in the breakfast program receive federal reimbursement for each meal served. Schools must serve breakfasts that meet federal requirements and they must offer free or reduced-price breakfast to eligible children. The Child Nutrition and Food Distribution unit received a \$97,000 School Breakfast Program expansion grant. Funds were provided to 20 school districts to be used for costs associated with starting a School Breakfast Program. Through these and additional expansion efforts, School Breakfast Program participation for all North Dakota schools increased by 12 percent.

💧 *Special Milk Program*

Partner: U.S. Department of Agriculture

Description: The SMP provides milk to children in schools and other agencies that do not participate in other federal meal service programs. The program was created to increase children's consumption of fluid milk by providing low cost milk at additional times during the school day.

Funds and/or Benefits: Reimbursement is provided to those schools that do not have a federally funded meal program or have students in split session kindergarten programs that do not have access to school breakfast or lunch. Schools receiving reimbursement must pass on a substantial portion of the reimbursement to the child as a reduced milk price.

💧 *Summer Food Service Program*

Partner: U.S. Department of Agriculture

Description: The SFSP provides meals to children 18 years of age and younger in low-income areas during the summer months when school lunch is not available.

Funds and/or Benefits: The program provides reimbursement for meals or snacks served to children at eligible sites. Administrative funding is also available to help defray the costs of administering the program at the local level. Participation in this program requires that a foodservice site include areas that serve a population of at least 50% needy children. Organizations eligible to participate include public or private non-profit schools, non-profit residential camps, state/local/municipal and county governments, tribal agencies, and private non-profit organizations.

💧 **Team Nutrition*

Partner: U.S. Department of Agriculture

Description: Team Nutrition is an initiative of the USDA FNS to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and caregivers, and school and community support for healthy eating and physical activity. Team Nutrition's goal is to improve children's lifelong eating and physical activity habits.

Funds and/or Benefits: Team Nutrition Training grants offer competitive funding to state agencies to establish or enhance sustainable infrastructures for implementing Team Nutrition. Through these training grants, many mini-grants have been awarded to schools and child care agencies for local level nutrition education activities.

*New

Summary of Federal Programs and other Educational Partnerships Administered by the Department

U.S. Department of Education

◆ *Adult Education and Family Literacy*

Partner: U.S. Department of Education

Description: Funds are used to improve educational opportunities for learners 16 years of age or older who have not graduated from secondary school and who lack sufficient mastery of basic educational skills.

Funds and/or Benefits: Funds are used to support adult learning centers across the state and for statewide leadership activities. Allocation of funds is based on a competitive application process.

◆ *Byrd Scholarship Program*

Partner: U.S. Department of Education

Description: This program provides scholarships to outstanding high school seniors that show promise of continued academic achievement. Annual scholarships of \$1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.



Funds and/or Benefits: Students apply for the scholarship by completing an application form, which includes essay questions and requires approval by a school administrator/counselor. Selection is based on student essays and academic test scores.

◆ **Learn and Serve Program*

Partner: Corporation for National and Community Service

Description: This program offers an opportunity for students to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students learn about democracy and citizenship and become actively contributing citizens and community members through the services they perform.

Funds and/or Benefits: Funds are used at the state level for planning and capacity building, monitoring and training, and technical assistance. Subgrants are awarded to two local entities to implement service learning programs.

◆ *National Assessment of Educational Progress*

Partner: U.S. Department of Education

Description: The NAEP has been administered since 1969, but has allowed for voluntary participation of states and/or school districts until the 2003 assessment. As a result of “No Child Left Behind,” participation in the NAEP is still voluntary, but if a state or a school district chooses not to participate, they forfeit their Title I funding. The NAEP tests students in Grades 4, 8, and 12, to determine what American students in those grades know and can do in various subject areas, including math and reading.

Funds and/or Benefits: Schools receiving Title I funds must participate in the NAEP each year that reading and mathematics are being assessed.

💧 *North Dakota State Improvement Grant Program Supplement*

Partner: U.S. Department of Education

Description: A SIG Program Supplemental grant was awarded to the department on September 27, 2002, for the purpose of 1) improving the recruitment and retention of special educators by expanding the Special Education Resident Teacher Program; and 2) development of a Speech-Language Pathology Outreach program to improve the recruitment, preparation, and retention of speech-language pathologists. The department subgrants program responsibilities to the University of North Dakota, Minot State University, and the University of Mary.

Funds and/or Benefits: The department receives funding totaling \$235,000 over three years.

💧 *Services for Children with Deaf-Blindness*

Partner: U.S. Department of Education

Description: Funds are intended for technical assistance and support projects for parents, families and service providers of children with deaf-blindness.

Funds and/or Benefits: Funds are awarded to the Division of Vision Services to provide technical assistance and support programs for parents, families and service providers of children with deaf-blindness.

💧 *Special Education Act (IDEA) Preschool Program*

Partner: U.S. Department of Education

Description: Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate, public education available to children, ages three years to five years, with disabilities.

Funds and/or Benefits: Allocations are made to special education units based on a base amount plus 85% of the remaining amount distributed on the relative number of children enrolled in the schools in the special education unit. The remaining 15% is allocated based on the number of children in the unit eligible for free and reduced meals.

💧 *Special Education Act (IDEA) State Program Improvement Grant for Children with Disabilities*

Partner: U.S. Department of Education

Description: The grant is to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention and transitional services; including their systems for professional development, technical assistance and dissemination of knowledge about best practices to improve results for children with disabilities.

Funds and/or Benefits: Funding is used to provide statewide training for special education professionals, to recruit and retain qualified special education and related services personnel in the state and to support youth with disabilities to attain positive secondary level transition planning and access to services of adult agencies. During the 2003-05 biennium, the department received a \$500,000/year grant.

💧 *Special Education Act (IDEA) Part B*

Partner: U.S. Department of Education

Description: Funds are used by state and local educational agencies to help provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities.

Funds and/or Benefits: Allocations are made to special education units based on a base amount plus 85% of the remaining amount distributed on the relative number of children enrolled in schools in a special education unit. The remaining 15% is allocated based on the number of children in the unit eligible for free and reduced meals.

◆ ****Special Education Act (IDEA) General Supervision Enhancement Program***

Partner: U.S. Department of Education

Description: A North Dakota Educational Services Improvement Project (ND-ESI) was funded to develop a model of consolidated/coordinated educational service improvement processes that result in more efficient and effective methods to ensure quality outcomes for infants, toddlers, and youth with disabilities. The department subgrants program responsibilities to Minot State University.

Funds and/or Benefits: The project will result in a new model of focused interactive activities that continuously improve North Dakota's Part B and Part C services. During the 2003-2005 biennium, the department received a grant of \$283,572.

◆ ***Title I Part A Improving the Academic Achievement of the Disadvantaged***

Partner: U.S. Department of Education

Description: The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing, or most at risk of failing, the state's challenging performance standards. In 2002-2003, Title I, Compensatory Education, was reauthorized and re-titled to Title I Part A Improving the Academic Achievement of the Disadvantaged.

Funds and/or Benefits: Allocation of funds is based on free and reduced meals; foster care count and census data.



◆ ***Title I Part B-I Reading First***

Partner: U.S. Department of Education

Description: Funds are used to implement a core reading program within Grades K-3 that is scientifically based. This core-reading program includes instruction in the five essential reading components, assessing students' reading skills in the five essential components, and professional development on reading instruction for school staff. The NDDPI provides services and subgrants to local education agencies to ensure that all

students know how to read well by the end of third grade.

Funds and/or Benefits: Allocation of funds is based on a competitive application process.

◆ ***Title I Part B-III William F. Goodling Even Start Family Literacy Program***

Partner: U.S. Department of Education

Description: Funds are used to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education and Parent and Child Time Together (PACT). This program helps parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents.

Funds and/or Benefits: Allocation of funds is based on a competitive application process. Even Start funding has been reduced in each of the last two years and appears to be heading for more reductions in funding. At the current time, the department continues to fund nine programs with the funding to each of those sites remaining level.

💧 ***Title I Part C Education of Migratory Children***

Partner: U.S. Department of Education

Description: Funds are used to support summer educational programs that address the needs of migratory children ages 0-21.

Funds and/or Benefits: Allocation of funds is based on migrant student enrollment.

💧 ***Title I Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk***

Partner: U.S. Department of Education

Description: Funds are used to meet the special educational needs of neglected or delinquent children in local, as well as state agency institutions, or community day school programs. Services must be supplemental to those normally provided with state funds.

Funds and/or Benefits: Allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

💧 ***Title I Part F Comprehensive School Reform***

Partner: U.S. Department of Education

Description: Funds are targeted to schools that need to substantially improve student achievement, particularly Title I schools. The program provides incentives to schools to develop or adopt comprehensive improvements based on research and effective practices.

Funds and/or Benefits: Allocation of funds is based on a competitive application process.

💧 ***Title II Part A Teacher and Principal Quality Training and Recruiting***

Partner: U.S. Department of Education

Description: Funds are made available to school districts and state agencies for higher education to improve teaching and student learning in the core subject areas. Activities provide sustained and intensive high-quality professional development that can help students achieve high academic standards and reduce class sizes.

Funds and/or Benefits: Allocation of funds is based on school enrollment and low-income units.

💧 ****Title II Part B Mathematics and Science Partnerships***

Partner: U.S. Department of Education

Description: Funds support partnerships between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. One of the major goals of the program is to bring mathematics and science teachers in schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of those teachers and improve such teachers' teaching skills through the use of sophisticated tools and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than K-12 schools.

Funds and/or Benefits: Allocation of funds is based on a competitive grant process.

💧 ***Title II Part D Enhancing Education Through Technology***

Partner: U.S. Department of Education

Description: Funds are made available to school districts to improve student academic achievement through the use of technology in elementary and secondary schools; assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of 8th grade; and encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

Funds and/or Benefits: Half of the allocation of funds to school districts is based on a competitive application process and half of the allocation is based on a formula basis.

◆ ***Title III Part A English Language Acquisition, Language Enhancement, and Academic Achievement Subpart 1 – Grants and Subgrants for English Language Acquisition and Language Enhancement Formula Grants to States***

Partner: U.S. Department of Education

Description: The Title III program provides funding for state level activities including the development of standards, assessments, and technical assistance. Subgrants are awarded to LEAs for the implementation of language instruction educational programs designed to help Limited English Proficient (LEP) students meet the same rigorous standards for academic achievement that all children are expected to meet, including challenging state academic content and student academic achievement standards. The state may reserve up to 15 percent of LEA funds for school districts that experience significant increases in new immigrant students.

Funds and/or Benefits: Funds are awarded to eligible entities on the basis of student numbers. Grants must be at least \$10,000.

◆ ***Title IV Safe and Drug-Free School and Communities Act***

Partner: U.S. Department of Education

Description: Funds support programs that prevent violence in and around schools, prevent the illegal use of alcohol/tobacco/drugs, involve parents, and coordinate with other related federal, state, and community efforts and resources.

Funds and/or Benefits: Of the monies received, 3 percent is for administration, 4 percent for technical assistance to schools, and 93 percent is distributed to school districts. Allocation of funds is formula based.

◆ ***Title IV Part B 21st Century Community Learning Centers***

Partner: U.S. Department of Education

Description: The 21st CCLC Program gives students opportunities for academic enrichment and provides a broad array of additional services, including youth development activities, drug and violence prevention programs, counseling programs, and art, music, recreation, technology education, and character education programs designed to reinforce and complement the regular academic program. The 21st CCLCs will also benefit the families of eligible students by providing opportunities for literacy and related educational development.

Funds and/or Benefits: Allocation of funds is based on a competitive application process. Funding for the 21st Century Community Learning Centers remained level in 2003-05 and appears to have the same level of support from Congress for the next couple of years. Programs are being encouraged to develop sustainability plans to be prepared for the loss of federal funding when that happens. There are now 14 programs geographically distributed across the state operating in more than 100 schools.

◆ ***Title V Innovative Programs***

Partner: U.S. Department of Education

Description: Funds are made available to school districts to 1) support local education reform efforts that are consistent with and support statewide education reform efforts; 2) provide funding to implement promising educational reform programs and school improvement programs based on scientifically based research; 3) provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and remedial materials; 4) meet the educational needs of all students, including at-risk youth; and 5) develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.

Funds and/or Benefits: Allocation of funds is based on school enrollment, low-income units, and geographic sparsity units.

💧 ***Title VI Rural Education Achievement Program (REAP) Rural, Low Income Schools Program***

Partner: U.S. Department of Education

Description: Funds are provided to eligible school districts that serve concentrations of children from low income families to assist them in meeting North Dakota's definition of adequate yearly progress. Funds may be used for teacher recruitment and retention, professional development, educational technology, parental involvement activities, and activities under Title IV Safe and Drug-Free Schools, Title I Improving the Academic Achievement of the Disadvantaged, or Title III Language Instruction for Limited English Proficiency and Immigrant Students.

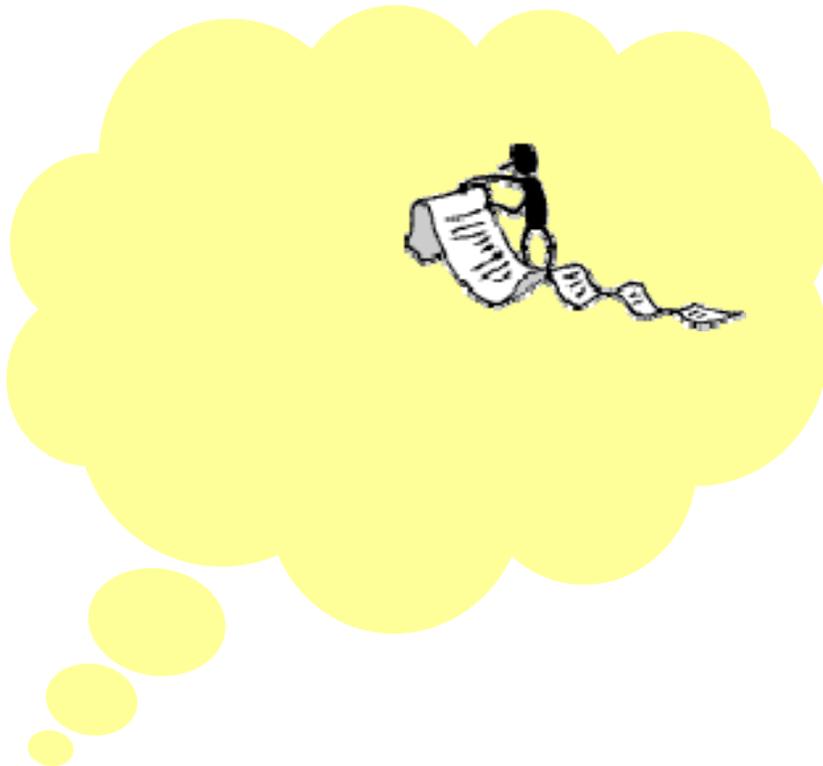
Funds and/or Benefits: Allocation of funds is based on a competitive application process.

💧 ***Title X Part C Homeless Education***

Partner: U.S. Department of Education

Description: Funds are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The department provides services and subgrants to local educational agencies to ensure the removal or revision of policies that prove to be barriers to the enrollment, attendance and success of homeless children and youth in schools.

Funds and/or Benefits: Allocation of funds is based on a competitive application process.



*New

Summary of Federal Programs and other Educational Partnerships Administered by the Department

Centers for Disease Control and Prevention

💧 *Coordinated School Health Programs*

Partners: Centers for Disease Control and Prevention (CDC), the North Dakota Department of Public Instruction (DPI), and the North Dakota Department of Health (DOH).

Description: This agreement has three priority areas: Youth Risk Behavior Survey (YRBS); Coordinated School Health Programs (CHSP) and the Reduction of Chronic Disease Risks; and HIV Prevention for School-Age Youth. Funds will be used to administer the Youth Risk Behavior Survey and to collect and analyze the data. In addition, local sites will be funded for the implementation of Coordinated School Health Programs (CHSP). Finally, HIV prevention activities such as HIV/AIDS teacher trainings will continue.

Funds and/or Benefits: Allocation of funds is based on a competitive application process and need.

Federal Health and Human Services – Office of Refugee Resettlement

💧 *Refugee School Impact Grant*

Partner: U.S. Health and Human Services and North Dakota Department of Human Services

Description: Funding for school districts with refugee children is provided by the Refugee School Impact Grant. The State of North Dakota was approved for a new five-year grant in August of 2005 with the Department of Human Services (DHS) Refugee Resettlement Office as fiscal agent for the new grant. DHS will contract with DPI to implement the grant. Under new criteria, school districts must document a minimum of 300 school-aged refugee children to apply.

Funds and/or Benefits: Funds are used to: 1) assist refugee students' transition into the American school system through newcomer activities designed to develop skills for school success, 2) assist refugee students in achieving academic success and English language proficiency through participation in after-school tutoring and extracurricular activities, 3) support school districts impacted by refugee students through data collection, research, evaluation, and training, and 4) maintain a State Advisory Committee to assist in meeting the needs of refugee children and youth.

Supplemental Programs

💧 *Recognition and Awards*

Recognition and awards include:

- The No Child Left Behind Blue Ribbon Schools Award
- National High School Recognition Programs
- Milken National Educator Awards
- Presidential Awards for Excellence in Math and Science Teaching
- Title I Recognition Program
- The Drug Free Schools Recognition Program.

💧 Scholarship Programs

Scholarship programs offered during the biennium included the Teacher Preparation Grants-Part D of the Education of the Handicapped Act, the Byrd Scholarship, and the U.S. Senate Youth Program.

💧 Educational Partnerships

Other supplemental programs include Business Challenge, Governor's School in Mathematics, Science Business, and Arts, and Marketplace for Kids.



Major Activities and Services

◆ *Students

- ▶▶ Providing Safe and Drug Free Schools programs and funding.



- ▶▶ Administering school lunch, day care and summer nutrition programs.
- ▶▶ Providing school health programs to include health instruction, health services, healthy school environment, physical education, nutrition services, counseling services, staff worksite wellness, and parent/community involvement, with special emphasis on physical activity, nutrition and smoking cessation, in addition to HIV prevention and YRBS surveillance collection.
- ▶▶ Assisting special populations (i.e. infants and toddlers), at-risk students and students with unique needs.
- ▶▶ Partnering with the University System and the Department of Career and Technical Education to monitor dual credit programs.
- ▶▶ Supporting adult learning centers throughout the state.
- ▶▶ Overseeing official GED testing and maintaining official GED records.
- ▶▶ Providing funding to eliminate health and safety hazards.
- ▶▶ Providing programs to improve math and reading skills.
- ▶▶ Providing assurance that students from diverse language and cultural backgrounds are supported through appropriate language instructional programs through funding, program development, guidance, and oversight.

◆ Parents

- ▶▶ Providing research and conducting assessments regarding statewide needs.
- ▶▶ Promoting parental and community involvement in educational planning and coordinated school health programs.
- ▶▶ Developing and distributing informational publications, guides and directories.
- ▶▶ Providing programs for student scholarships and educational enhancement.
- ▶▶ Providing assurance that parents of students at-risk have access to information and technical assistance on rights for appropriate educational programming.



◆ Teachers

- ▶▶ Supporting the Teacher Center Network.



- ▶▶ Offering supplemental programs to reward and recognize outstanding teachers.
- ▶▶ Assisting teachers with technology implementation through affiliated technical assistance organizations.
- ▶▶ Providing professional development in all areas of education, pre-kindergarten through adult.
- ▶▶ Issuing credentials for teachers in driver education, library media, counseling, and special education.

◆ **School Boards, Administrators and Support Staff**

- ▶▶ Interpreting and disseminating state and federal guidelines, laws and regulations.
- ▶▶ Providing in-service training in safety, technology, finance and professional development.
- ▶▶ Supporting the Leadership in Education Administration Development (LEAD) Program.
- ▶▶ Assisting schools in the development of on-line data collection and reporting.
- ▶▶ Encouraging and strengthening multi-district planning.
- ▶▶ Helping schools meet or redress statutory compliance and accreditation standards.
- ▶▶ Helping schools address local issues, such as declining enrollment and teacher shortages.
- ▶▶ Issuing credentials for school administrators.
- ▶▶ Conducting training workshops for school-based education improvement teams.

◆ **Citizens of North Dakota**

- ▶▶ Insuring accountability in the management of a budget of approximately \$700 million.
- ▶▶ Approving and accrediting schools in accordance with state law.
- ▶▶ Monitoring programs and funds to insure compliance with laws and regulations.
- ▶▶ Supporting and advocating educationally sound laws and policies.
- ▶▶ Developing statewide educational frameworks, standards and assessments.
- ▶▶ Accounting for student achievement through statewide testing, including an alternate assessment system for students with disabilities.
- ▶▶ Preparing and publishing reports as required by state and federal law.
- ▶▶ Collaborating with other public, private, profit and non-profit organizations to create or improve services, programs and opportunities.
- ▶▶ Advocating for funds, programs and services to support educational needs.
- ▶▶ Seeking additional non-state funding to assist school districts to provide services.



Summary of Legislation Passed During the Biennium

◆ HB 1013

Subject Matter: DPI Budget

Bill Summary: This bill provides an appropriation for the Department of Public Instruction, School for the Deaf, Vision Services/School for the Blind, and the State Library. Numerous sections of legislative intent language are included.

◆ HB 1048

Subject Matter: High Schools – Required Units (§15.1-21-02)

Bill Summary: This statute changes the requirements (set in the 2003 Legislative Session) for what high schools must offer students after June 30, 2005. Under this latest amendment, schools must provide one-half unit of health and one-half unit of physical education to every student over the course of a high school career.

◆ HB 1154

Subject Matter: State Aid to School Districts (Title 15.1 NDCC)

Bill Summary: Sections relating to funding factors:

- Section 11 sets the per student payment rates \$2,765 the first year and \$2,879 the second year.
- Section 12 sets the mill deduct rate at 38 mills the first year with an increase of three mills each subsequent year. Transportation is added back to state funding subject to the mill deduct.
- Sections 13 and 14 reduce the weighting factor categories to eight based on grade level and district size. The base factor is the lowest category factor (other than kindergarten) so no factor is less than one.
- Section 15 adds local effort and ending fund balance to the eligibility tests for supplemental equity payments.
- Section 16 increases the weighting factor adjustment for schools classified as isolated.
- Section 18 is enabling language for the teacher compensation reimbursement program.
- Section 21 puts the tuition apportionment on the same distribution schedule as other state aid payments.
- Section 25 provides for the distribution of transportation funding. The first year payment will be based on the transportation formula in law at 6/30/2001. The second year will be block granted based on the first year distribution.

Sections relating to school district organization and administration.

- Section 2 requires each classroom teacher to teach only in those course areas or fields for which the teacher is licensed as a condition of school approval. A temporary exemption may be granted by the ESPB under certain circumstances.
- Section 9 requires elementary teachers to have a major or major equivalency. Grades 1-3 must have a major or major equivalency in early childhood education. The effective date is June 30, 2006.
- Section 10 requires a district not providing kindergarten to pay tuition for the student to attend at least a half-day kindergarten in another school district.
- Section 5 establishes the composition of school boards at five, seven or nine members. Existing three member boards must be increased to five members at the next annual election after July 1, 2005.
- Sections 6 – 8 require dissolving school districts to attach property to districts providing K-12 services. Credits to the dissolving district's taxpayers cannot exceed the last year's general fund expenditures.

- Sections 22-24 deals with the education of students in other districts. A school district electing to educate its students in another district must pay both tuition and transportation costs. The state average cost for extracurricular activities was added to the formula for determining tuition.
- Sections 37 and 38 repeal the reorganization bonus program effective December 31, 2005.

Sections relating to approved education associations governed by a joint powers agreement (JPAs)

- Section 3 outlines the minimum criteria for approval by the department in order to be eligible for state funding.
- Section 4 allows board members to be reimbursed for extraordinary service including travel and attendance at national meetings.
- Section 20 requires a report detailing expense incurred and that the association's funds be deposited in a joint operating fund.
- Section 31 requires a report at the conclusion of each school year covering the shared operations and benefits achieved by the JPA.

Sections relating to contingency payments

- Section 26 was an emergency measure that failed to pass. It was intended to amend the current biennium's contingency payments to pay reorganization bonuses to districts reorganized effective July 1, 2005.
- Section 27 is effective because Section 26 failed. The first \$759,000 of any un-obligated per student payments must be returned to the general fund.
- Section 28 addresses the remaining un-obligated funding that may be available. The first \$450,000 will be used for English language learner programs. The next \$1,000,000 will be used for additional funding to support eligible Joint Powers organizations. Any remaining funding will be distributed on the basis of average daily membership.
- Section 29 addresses any un-obligated teacher compensation payments. Any remaining funding will be distributed on the basis of average daily membership.

Sections related to increasing teacher compensation

- Section 19 raises the minimum salary for a full time teacher under contract for a period of nine months to \$22,000 for 2005-2006 and \$22,500 for 2006-2007. This is an increase of \$500 each year.
- Section 30 requires school districts to use an amount equal to at least 70% of all new moneys received for per student payments and tuition apportionment payments for the purpose of increasing the compensation of teachers.

Sections related to professional development days

- Section 1 replaces the two days for attendance at the North Dakota education association instructional conference with two days for professional development in the school calendar. School districts may use the instructional conference for professional development activities or they may elect to provide alternative professional development opportunities. Districts may not schedule classroom or professional development on days the instructional conference is scheduled.
- Section 36 repeals the requirement to allow administrators and teachers to attend the instructional conference without loss of pay.

Additional appropriations in addition to HB 1013

- Section 32 Appropriates \$1,000,000 for funding JPAs.
- Section 33 Appropriates \$759,000 for reorganization bonuses.
- Section 34 Appropriates \$30,000 for transportation efficiency training.

- Section 35 Appropriates \$700,000 for additional per student payments. This amount is included in the per student payment rates.

💧 HB 1265

Subject Matter: Home Education of Students with Developmental Disabilities (§§15.1-20-02, 15.1-23-13, 15.1-23-14, and 15.1-23-15)

Bill Summary: This law pertains to the home education of students who have developmental disabilities. Under the new law these students are now eligible for home education. The parents must provide the local superintendent with a services plan that demonstrates that the “child’s special needs are being addressed by persons qualified to provide special education or related services.”

💧 HB 1374

Subject Matter: English Language Learner Program (Title 15.1)

Bill Summary: This bill primarily defines and clarifies what the English Language Learner Program is in North Dakota. It defines the responsibilities of the state superintendent and school districts in regards to students who come from non-English speaking backgrounds. The legislation reinforces requirements under federal law, specifically describing aspects of the program, including standards, assessment and student plans. It also requires the superintendent to appoint a state advisory committee to assist the program. English Language Learners are defined in section 15.1-27-12. Funding for assessment and programming are included in the Department of Public Instruction budget for 2005 – 2007.

💧 HB 1434

Subject Matter: No Child Left Behind Act Accountability Reporting (Ch. 15.1-02 & §54-35-21)

Bill Summary: Establishes an interim committee of six House and five Senate members for the purpose of studying the No Child Left Behind Act (PL 107-110), including amendments to the Act, changes to federal regulations implementing the Act, and any policy changes and letters of guidance issued by the United States Secretary of Education.

Requires the state superintendent to submit any proposed changes to the state’s accountability plan required under the Act to the interim committee for review and comment.

💧 SB 2033

Subject Matter: Residency Determination for Non-educational Placements (Chapter 15.1-29)

Bill Summary: This bill changes the criteria for establishing a student’s district of residence (and therefore financial responsibility) for students placed under N.D.C.C. § 15.1-29-14. Major changes in this bill are:

- A student’s school district of residence is the district in which the student’s custodial parent or legal guardian resides at the time the student is placed.
- The placing agency is required to review the determination of residency as of September 15th each year. Once established the resident district remains unchanged until the following September 15th.
- The state assumes full financial responsibility for education costs in cases where the parents cannot be located.
- Voluntary placements by a parent or legal guardian in facilities outside the student’s school district of residence in licensed foster care or developmental disabilities facilities are now eligible under this section.

💧 **SB 2066**

Subject Matter: Reconfiguration of Instructional Days (§15.1-06-05)

Bill Summary: This statute allows school districts which meet the minimum instructional time requirements set in NDCC 15.1-06-04 to apply for an annual waiver to reconfigure instructional time. It further allows that, after two consecutive years of the same waiver, the district may apply to extend the reconfiguration for a five-year period.

💧 **SB 2084**

Subject Matter: Three Year Non-Operating Status (§15.1-27-33)

Bill Summary: This bill repeals the section of code §15.1-27-33 which allowed districts to be at non-operating status for up to three years.

💧 **SB 2118**

Subject Matter: Confidentiality of Information in Department of Human Services Records (§50-06-15)

Bill Summary: This law relates to individually identifiable information for persons who receive services or assistance from the department of human services. The law emphasizes that such information is confidential. However, it may be used and disclosed in the administration of human service programs. Vendors, agents or contractors of the department of human services must agree to maintain the confidentiality of individually identifiable information. The term, “individually identifiable information” is defined in this law. The law also describes a penalty for “any person who discloses, authorizes, or knowingly permits, participates in, or acquiesces in the disclosure of any confidential information.”

💧 **SB 2163**

Subject Matter: Asthma & Anaphylaxis Self-Administration of Medication by Student (§15.1-19)

Bill Summary: This law allows students to possess and self-administer medication for the treatment of asthma and anaphylaxis.

💧 **SB 2189**

Subject Matter: Exchange of Immunization Data (§23-01-05.3)

Bill Summary: This bill allows agencies and schools to exchange immunization data with one another without student’s verbal/written consent.

💧 **SB 2300**

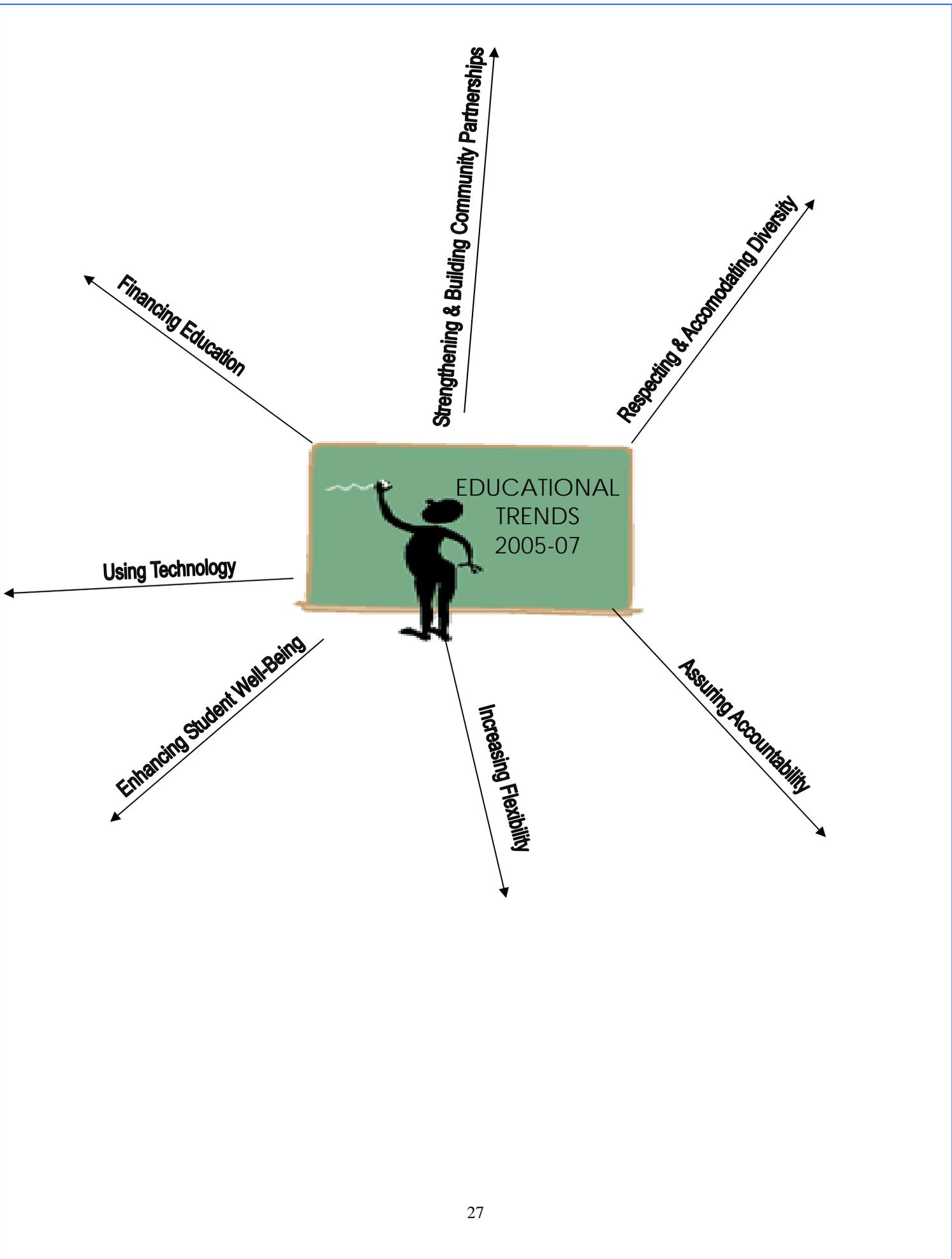
Subject Matter: Smoke Free Environments (Chapters 23-12 & 34-06)

Bill Summary: This bill restricts smoking of cigarettes, cigars, or pipes from public places and places of employment; certain limitations exist for private residences (except when doing child care), designated hotel/motel rooms, retail tobacco smoke rooms, outdoor areas of places of employment, owner-operated business, bars and truck-stop enclosed areas.

💧 **SB 2375**

Subject Matter: Unified System of Licensure and Credential Qualifications

Bill Summary: SB 2375 requires the ND Educational Standards and Practices Board (ESP), “in cooperation with the Department of Public Instruction”, to discuss development of a “unified system of licensure and credential qualifications or reciprocity” with each state bordering North Dakota. There is also a requirement of this law to report “progress, findings, and any pending action” to the next legislative assembly.



Long Range Goals and Major Activities 2005-07

The following accomplishments have been linked to previously identified educational trends and updated agency goals.

Strengthening and Building Community Partnerships

2003-05 Accomplishments

- ◆ Development of Joint Powers Organizations under NDCC §54-40.3-01, a project that has been underway with department assistance since 2001. As of September 1, 2005, nine JPAs have been formed. All of these units qualify for incentive payments provided by the 2005 legislature. The units range in size from 9 districts to 32 and have total enrollments ranging from 4,835 to 22,077. All nine JPAs include in their memberships colleges and universities as well as private schools. As of September 1, 2005, only 29 public school districts were not members of an approved JPA.
- ◆ Fourteen Service Learning programs, involving more than 100 schools, are now involved in before and after school programming.
- ◆ The department implemented the 21st Century Community Learning Center programs intended to decrease juvenile delinquency and alcohol, tobacco, and drug use among ND students. During the biennium, the program awarded 4 grants totaling more than \$1.4 million for out of school programs at 14 locations across the state.
- ◆ Department personnel broadly communicated changing federal requirements pertaining to student achievement and teacher quality to education personnel, local communities, and the legislature.
- ◆ The department was awarded a grant to fund a new reading initiative called Reading First. The new program is a formula grant to state and a competitive grant to LEAs. The department approved two Reading First grants and sponsored reading academics assessment training and technical assistance to Reading First staff throughout the state.

Trends for 2005-07

- ◆ In recognition of a national trend to community learning centers, the department created a new unit to strengthen the concept of lifelong learning and educational support for schools. The new unit is composed of Adult Education and Family Literacy, the 21st Century Community Learning Centers and Even Start Programs. The Adult Education and Literacy Services continue to be delivered through the Adult Learning Center network. The 21st Century programs have been expanded from 50 to 103 for schools to enhance learning opportunities for students of all ages through establishing before and after school learning opportunities. The department has also expanded the Service Learning projects in school. The Service Learning programs increase student involvement in Community Service.
- ◆ Utilization of public schools as community centers. Such programs are being encouraged with federal funds in the new Elementary and Secondary Education Act. (ESEA)
- ◆ Parental involvement at the school level continues to be a trend across the country.

Continuous Long Range Goals

- ◆ To assist parents, schools, and communities in enhancing before and after school programs to provide students with opportunities to improve their academic performance.
- ◆ Further development of partnerships, such as dual credit with higher education, other governmental units, and the private sector to meet changing student needs.

Major Activities 2005-07

- ◆ **Review of State Adequate Yearly Progress Plan.** The department will supervise the ongoing review and revision of the state's adequate yearly progress plan to meet the provisions of the Elementary and Secondary Education Act. The department will establish a statewide advisory committee to study all aspects of the state's accountability system and to propose amendments to the state's plan for final review, negotiation, and agreement with the U.S. Department of Education.
- ◆ **Offer Programs for Adult Literacy in ND:** The recent census data puts the adult illiteracy rate at 23-26%. The department will continue to work through the ND Adult Learning Centers to offer Adult Literacy instruction.
- ◆ **Strengthen After School Programs:** The department will expand services for after school activities by funding additional schools and provide training for personnel who work with after school programs.

Respecting and Accommodating Diversity

2003-05 Accomplishments

- ☆ The department implemented programs to increase student academic achievement through the development and administration of state plans to meet identified needs of a diverse student population, including: at-risk students, students with disabilities, adults, migrants, immigrants, refugees, limited English proficient, and general education students.
- ☆ The department provided specific technical assistance and professional development to schools and arranged professional development services in special education, bilingual education, and services to the disadvantaged.
- ☆ The department served an increased number of school districts with funding for students with limited English proficiency. Over 6,200 limited English proficient (LEP) students were assessed in 2002-2003. Over 20 school districts received state funding for English Learner Programs in the biennium and nearly 50 districts are benefiting from federal funding for LEP students.
- ☆ Accomplishments of the State Improvement Grant during the 2003-05 biennium included:
 - Establishment and support of the initial annual statewide family Connection Conference designed to support parents of children with disabilities and service providers.

- The department established the ND Positive Behavioral Supports Collaborative Project. The purpose of this statewide initiative is to promote research-based reinforcement strategies for positive schoolwide behavior.
- The department commissioned a research project with the ND Center for Persons with Disabilities to analyze the ND special education population. This resulted in the publication of five technical reports that can be viewed at: www.dpi.state.nd.us/speced/general/report.shtm
- The department expanded a secondary transition follow-up study to obtain data regarding students with disabilities who have exited the public school system. Information about these students, such as their post-secondary education, employment, etc., is shared with the students' local special education units for program improvement planning.

Trends for 2005-07

- ✧ Joint meetings of the ND Interagency Coordinating Council and the ND IDEA Advisory Committee provide special education with a vehicle to coordinate services across state agencies for children with disabilities, birth to five years old.
- ✧ Limited English language programs continue to develop, as do the development of standards designed to meet the growing needs in this segment of society.
- ✧ Multicultural students continue to increase in North Dakota schools. The department is working with school districts and organizations in the state to provide better educational services to students. These efforts include collaboration to provide language development programs for students with limited English proficiency, professional development activities that address culturally appropriate instructional techniques, and the development of fiscal resources to support programming.

Continuous Long Range Goals

- ✧ To provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards.
- ✧ To provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities.
- ✧ To assist school districts to meet the needs of culturally and linguistically diverse learners in developing English language proficiency.

Major Activities 2005-07

- ✧ **Prepare Adequate Yearly Progress Reports for BIA schools.** Under an agreement with the Bureau of Indian Affairs, the department will prepare adequate yearly progress reports for BIA schools within the state.
- ✧ **Develop English Language Proficiency Assessment.** During the 2005-2007 biennium, the department will work with a state advisory committee to implement a statewide comprehensive, standards-based English proficiency assessment system, providing for consistent identification, assessment, and evaluation of progress of students with limited English proficiency.
- ✧ **Increased alignment** of special education improvement strategies with general education improvement planning.

Assuring Accountability

2003-05 Accomplishments

School Accountability

- ✔ The department initiated a standard monitoring process for Adult Education 21st Century and Even Start programs, which is more efficient and reduces the administrative burden on local programs sites.
- ✔ The department maintained high involvement by stakeholders to further the development and refinement of a state-wide system of accountability to assist school districts in implementing a continuous improvement process and response to the federal No Child Left Behind statute. The department continues to develop and implement protocols for content standards, assessment standards, and governance; develop and implement assessment documents and processes, including alternative assessment procedures, and formation of a Technical Advisory Committee; to negotiate, refine, amend, and finalize the state (ESEA) application and the state Adequate Yearly Progress (AYP) plan; develop state Adequate Yearly Progress reports and state report cards; and to conduct AYP reviews.
- ✔ The Title VI, Subpart 1 allocations for the 03-05 biennium totaled \$6,965,257 and the state allocations totaled \$1.2 million. These funds were used to develop, implement, and improve a unified state assessment and accountability system. Priority areas addressed include the development and implementation of state assessments in English language arts and mathematics in grades 3-8 and 11, effective during the 2004-05 school year; development and implementation of a uniform state accountability system to determine academic adequate yearly progress for schools, districts, and the state; development and implementation of a district referenced and statewide data analysis and reporting system to aid districts in tracking and reporting their own academic outcome indicators.

The State Assessment Program develops and implements core academic assessments in English language arts and mathematics in grades 4, 8, and 12. Effective in the 2004-05 school year, the State Assessment Program will be supplemented with federal Title VI funds to implement a statewide assessment program for grades 3-8 and 11. The State Assessment Program is provided in the state statute and is a requirement for the receipt of federal Title VI funding. During the 2003-05 biennium, the state allocated \$1.2 million for the implementation of state assessments.

- ✔ In 2003, the department and the ND Department of Human Services were awarded a General Supervision Enhancement Grant from the U.S. Department of Education for the purpose of changing the special education and early intervention monitoring processes and services improvement systems. This grant award in the sum of \$283,572 was granted to: (a) establish a coordinated system and procedures for collecting and sharing data; (b) train members of DPI and DHS and key community members to analyze data and made service improvement decisions based on data; and (c) establish a continuous improvement and focused monitoring system to support future data analysis efforts to ensure continuous quality improvement.
- ✔ The department trained district staff in state assessment processes. The state assessment system now includes alternate assessment for students with disabilities.

- ✔ The department developed a statewide data warehouse and provided system wide training for general instructional and administrative purposes. The data warehouse allows the state and schools to conduct studies related to student achievement, curricular alignment, successful instructional practices, demographic trending, or other administrative interests.
- ✔ The department entered discussion with the ND University System to use the state's 12th grade standards-based assessments as the measure for identifying remediation in college. The 2003 legislative assembly set future high school state assessment at the 11th grade.
- ✔ The department initiated a Request for Proposals to select the state's assessment contractor. A statewide committee representing educators, administrators, and institutions of higher education was assembled to review the proposals and to make recommendations to the state superintendent. The contract was awarded to CTB/McGraw-Hill, L.L.P.
- ✔ The department developed new accreditation rules based on a uniform system of accountability and clearly defined education standards. Proposed rules are designed to coordinate reporting activities of schools, eliminate redundancy, and emphasize actual measurement of student, staff, and institutional performance. These rules await the final integration of federal reporting and accountability requirements provided within the No Child Left Behind Act.
- ✔ The department obtained a grant in the amount of \$82,367 for 2004-2005, and \$83,499 for 2005-2006, from the National Assessment of Education Progress (NAEP) to provide assistance in administering the NAEP test in local districts.
- ✔ School Approval and Accreditation has worked closely with the Education Standards and Practices Board over the past two years to align our curriculum course codes with teacher licenses and endorsements issued by the Board.
- ✔ The department expanded high-quality standards-based curriculum development to broaden teachers' exposure to the state's challenging academic content and achievement standards.

Note: Refer to the Appendix for Charts on Student Achievement.

Agency Efficiency

- ✔ The department established priorities for desirable on-line services and identified data reporting needs to maximize agency effectiveness.
- ✔ The Adult Learning Centers continued to be the major delivery vehicle for services to adults in North Dakota. The department supports over 40 sites. During this reporting period, the Adult Education programs met and, in many cases, exceeded the performance goals negotiated with the U.S. Department of Education, thus making the state eligible to receive an incentive award grant from the U.S.D.E.
- ✔ In an effort to accomplish our goal of attracting and retaining qualified staff, the Department utilized a number of allowable salary compensation tools to address internal and external inequities, including a reduction in force, early retirement incentives, reorganization, realignment of positions with new federal funding to meet federal accountability requirements, as well as savings that occur as a result of normal turnover. This enabled the Department to fill all hard-to-fill occupations for the first time in two biennia.

- ✔ Mailing costs were reduced significantly due to the increased use of e-mail and web technology. The lease on the Paragon postage machine was discontinued with first-class postage now being handled by OMB Central Services.
- ✔ The superintendent established a community-based task force to analyze the efficiency and effectiveness of educational services provided to students at the ND School for the Deaf.

Trends for 2005-07

- ✔ The No Child Left Behind Act (NCLBA) reauthorized the Elementary and Secondary Education Act, effective January 2002. The NCLBA provides all children with a fair, equal, and significant opportunity to obtain a high-quality education by meeting challenging state standards. The NCLBA provides increased accountability, parental options, flexibility, and research-based instruction. The NCLBA advances educational reforms regarding the administration of state assessments, the assurance and reporting of school accountability, the annual reporting out of performance indicators, the provision of supplemental services, the assurance of highly qualified teachers, and various other provisions related to school safety, technology, and instructional innovation.
- ✔ Accountability issues include the gains that can be attributed to the schools for increased student achievement. Incentives may provide the direction for schools to improve student learning at all grade levels and in multiple subject areas. In the future, consequences of school accountability may be reflected in teacher salaries, bonuses, school budgets and accreditation.
- ✔ A significant trend in special education is occurring due to much greater emphasis by the federal government on the academic achievement results of students with disabilities. This is in contrast to a historical focus on compliance with procedural issues related to federal regulations. Although the No Child Left Behind Act is a general education law, its passage has created many new requirements for reporting the progress of students with disabilities. As a result of this change in focus, the department developed special education performance goals and indicators. The department is in the process of creating a broader understanding among stakeholders about the significance of accurate data collection and analysis in order to guide improvement planning in the state. This shift is occurring simultaneously with increased efforts to promote a more unified system of education, intended to make students with disabilities an integral part of the overall education accountability system and the improvement planning process.

The department is participating in a K-16 education initiative to find common ground among education stakeholders on a number of issues including focusing on transitions from high school to college to work. The purpose of the initiative is to meet the expectations of tomorrow's workforce, establish timelines promoting action among educational entities, to create uniform opportunities for all North Dakota learners, to develop a unified plan among all stakeholders, to provide leadership, and to locate potential funding sources to support meetings, provide resources, staffing, strategic planning and facilitation.

Continuous Long Range Goals

Agency Efficiency

- ✔ To provide overall management and direction of the department's human resources to accomplish organizational objectives.
- ✔ To manage the financial resources necessary to support agency functions.

- ✔ To develop and implement the OMB/Risk Management Process to reduce financial risk to the state and take advantage of agency cost-savings.

School Accountability

- ✔ To approve and accredit public and nonpublic schools, administer educator credentials, and integrate school technology programs with school improvement efforts.
- ✔ To facilitate the development of the state's uniform academic accountability system.
- ✔ To enhance the quality and reliability of the assessment program.

Major Activities 2005-07

- ✔ **Enhance State Assessments.** State student achievement assessments are expected to remain a critical component in measuring the performance of public schools. The department will continue to administer the new generation of assessments for Grades 3-8 and 11 that became effective in 2004-05. The department will initiate a breadth and depth study to determine the extent to which the state assessment measures the revised content standards and benchmarks in reading/language arts and mathematics. The department will continue to upgrade the quality of the assessment tool, including the increased use of constructed and extended response items, particularly in language arts. Using revised state content and achievement standards in science, the department will work with the current assessment contractor, CTB-McGraw Hill, L.L.P., and educators statewide to develop a science assessment that will be administered in 2006-07. The department will submit all elements of its assessment system for periodic peer reviews to the U.S. Department of Education.
- ✔ **Revise State Academic Content and Achievement Standards.** During the 2005-07 biennium, the department will supervise the revision of state academic content and achievement standards in social studies, health education and physical education, and the arts. This revision process will follow a new format to base all academic standards on an approved development protocol.
- ✔ **Add science** to our state's high quality state assessment to ensure that content and performance standards meet Title I requirements.
- ✔ **Improve Instructional Strategies for Educators.** The department will contract with various qualified agents to provide ongoing curricular and instructional professional development opportunities for educators statewide. Emphasis will be placed on aligning local curriculum to the state standards, improving the quality of instructional strategies, and incorporating student achievement data into the continual improvement of a school's efforts.
- ✔ **Train staff** in the development and integration of performance indicators to add effectiveness to strategic planning efforts.

Increasing Flexibility

2003-05 Accomplishments

- The department created an electronic consolidated application format, including guidelines for school districts to apply for six title programs in one process. Allocations for all title programs are made available to school districts in one table on the department's website.

- Development of an electronic consolidated budget revision format that will be linked to the electronic consolidated application.

Trends for 2005-07

- The 2005 legislature adopted a cross-border open enrollment agreement with South Dakota students in border districts. Students can now attend in either state they choose. On the Minnesota and Montana borders with North Dakota, school districts have to negotiate a tuition rate with each district in which one of their North Dakota resident students choose to attend.

Continuous Long Range Goals

- To continue to provide enrollment options for students to take classes for both high school and college credit.
- To continue to provide distance educational alternatives as schools continue to experience a decline in student numbers and the availability of qualified staff, especially for North Dakota's rural areas.

Major Activities 2005-07

- **To encourage school districts to participate in the Rural Education Achievement Program (REAP)**, a federal program designed to provide school districts flexibility in the use of funds.
- **To seek amendments to the State Accountability Workbook.** The department will form a state accountability committee consisting of 25 member stakeholders who will make recommendations to the state superintendent to enhance flexibility and administration under the No Child Left Behind Act – specifically as they relate to rules determining Adequate Yearly Progress.
- **To collaborate with all ND Education Systems** to create uniform educational opportunities for all learners, including enhancement of career counseling, offering dual credit programs, and other innovative initiatives.

Enhancing Student Well-Being

2003-05 Accomplishments

- 🍏 In cooperation with the State Fire Marshall, the department developed a formal process and procedure to bring all schools into compliance with safety codes.
- 🍏 The department initiated a commodity supplemental food program to serve elderly ND adults.
- 🍏 The department responded to societal needs by accessing and making grant monies available for community-based programs to address student and teacher health and safety concerns, including receipt of a Center for Disease Control competitive grant for the purpose of funding 11 demonstration sites that will implement activities aimed at reducing chronic disease risks and promoting collaboration between education and health entities. North Dakota was 1 of 23 states to be awarded these funds.

- 🍏 The USDA awarded the Department a Team Nutrition grant to train school food service personnel in improving the nutrition environment. Special emphasis has been placed on offering low fat foods, increasing fresh fruits and vegetables, and controlling portion size. The response, at the school level, is encouraging with 70.0 percent of school menus reviewed in school year 2004-2005 meeting the USDA Dietary Guidelines and Nutrient Standards as compared to only 9.0 percent in school year 1996-1997.
- 🍏 Team Nutrition grants have been awarded on a competitive basis to the department. Grants totaling over \$1.5 million over the past ten years supported the development of extensive services in nutrition education and training. These have included development of a model training system for school food service personnel, adding new courses to the training system, and comprehensive trainings for school food service managers and directors from the large districts. Projects to develop and sustain a healthy school nutrition environment have included teacher in-services and newsletters, speakers for allied organizations, collaborative grants for the Coordinated School Health demonstration sites, and numerous grants to local schools to conduct nutrition education and healthy school nutrition environment activities. A statewide nutrition education program for the Child and Adult Care Food Program was selected, training conducted, and mini-grants for implementation provided to child care centers and family child care home sponsors.
- 🍏 The department received a CDC competitive grant to address student and teacher health and safety concerns. DPI was 1 of 22 states to be awarded these funds for the purpose of funding 11 demonstration sites. The major emphasis of this grant is aimed at reducing chronic disease risks and promoting collaboration between education and health entities. As a result of policy development and implementation, districts have either removed vending machines or changed content, added nutrition options, more fruits and vegetables and changed menu selection, collaborated with 21st Century Community Service before and after school programs, and increased the offerings and content of physical education classes.
- 🍏 As a result of prevention-based curriculum and programs regarding Safe and Drug-Free Schools, the department continues to see the percentage of students who engaged in physical fights on school property decreased by over 7 percent; however, the percentage of students who carried a weapon to school showed a slight increase, as did illegal drugs on school property.
- 🍏 Significant decreases have been reported in current cigarette use and current alcohol use according to the 2005 Youth Risk Behavior Survey. However, the percentage of students who were overweight increased from 9.3 percent to 11.2 percent, and the percentage of students who ate five or more servings per day of fruits and vegetables decreased 5 percent.

Trends for 2005-07

- 🍏 North Dakota students rank well below national statistics for the use of most drugs; however, in self-reported surveys, students indicate high levels of drinking-and-driving and driving with someone who has been drinking.
- 🍏 Although North Dakota has shown high tobacco use, community wide programs are in place through collaborative interagency efforts funded with tobacco settlement dollars.
- 🍏 Obesity in our society is highlighted as a major social/health issue.

- 🍏 The two major trends currently seen among health professionals are the obesity issue and bullying and harassment. These trends are also recognized nationally by the CDC and other professions.

Continuous Long Range Goals

- 🍏 To involve more community partners to assist schools with programming and activities that provide students and faculty with a safe and healthy learning environment.
- 🍏 To provide leadership in the promotion of programs benefiting the intellectual development, mental health, social adjustment, and physical well being of all North Dakota citizenry.
- 🍏 To promote the health of individuals through the provision of nutritious meals, commodities, and nutrition education.

Major Activities 2005-07

- 🍏 **Address the underage drinking and Cyber bullying.** The student survey conducted last biennium clearly shows that we have made some progress towards reducing underage drinking. However, it remains a challenge for local schools. The department will form a statewide taskforce to address these issues and to assist in the development of awareness publications, curriculum resources and identification of best practices.
- 🍏 **Develop a Local Wellness Policy:** The department will develop training materials and provide technical assistance to all schools in development of district wellness policies.
- 🍏 **Meet HACCP requirements:** The department will develop and provide training to all local food service personnel to assist them in meeting new federal requirements for Hazard Analysis and Critical Control Points.

Using Technology

2003-05 Accomplishments

- 📄 The department completed on-line reports for pupil membership; transportation; consolidated applications; fall calendar; spring calendar; open enrollment application; school vehicle inventory; adequate yearly progress district review; assessment; fall enrollment; and professional development. On-line reports added in 2004 included; special education child count; school improvement survey; English language learner report; suspension/expulsion report; and Title I and special education para educator credentials.
- 📄 The department formed a Data Advisory Committee made up of school district staff and state staff to cooperate on data collection and reporting issues.
- 📄 The department continually improves the agency website to make information readily available to schools and to the general public. We have successfully removed all social security numbers from our electronic data sources.
- 📄 Report duplication continues to decrease with DPI eliminating many paper forms. The department has gone from 388 to 337 forms from May 2004 to October 2004.

- The department continues toward more dissemination of information via the web and email as a move to cut publication costs
- The department continued to expand its electronic reporting formats to allow school districts to submit a variety of reports over the internet. Development of additional electronic reporting formats is ongoing.
- The department collaborated with the ND Department of Human Services to create a new IDEA focused monitoring system. DPI intends to expand this model of data collection and analysis to other federal education programs.
- The department continues to develop data into formats that can be used by Global Information Systems and incorporated into the state GIS home page.
- In 2003-04, 190 school districts received funds from the formula grant portion of Title II Part D-Enhancing Education Through Technology. In that same school year, seven schools received grants through the competitive grant process. In 2004-05, 186 school districts received funds from the formula grant portion and 19 schools received grants through the competitive grant process.

Trends for 2005-07

- The trends in expanded distance education will continue with added responsibilities for the department in approving and accrediting the additional courseware and delivery options to schools of the state.
- Staff development continues to be one of the most important aspects of any technology application and integration with the curriculum. The need for all educators to be conversant with technology will continue to intensify.

Continuous Long Range Goals

- To develop, pilot, and implement statewide, an electronic web-based individual education program (IEP) for students with disabilities.
- To provide staff with technology resources necessary to improve operations and create a support system for users, including website and electronic data collections as a resource for staff, school district personnel, and other interested organizations.

Major Activities 2005-07

- **Develop Training on the State Assessment.** The department will develop training modules describing various topic areas related to the state assessment that will be available on-line to any school personnel at the time of their choice. These modules will replace the previous training that limited the number of sites and persons who could participate.
- **On-Line Reporting System Up-date:** The department will up-date the on-line data collection system to meet current technological advances and add other data collection

tools. The department continues to expand the Online Reporting System. Data reporting on Immigrant, Homeless, and Migrant collections will be added in the fall of 2005.

■ **Complete Data Dictionary:** In cooperation with the National Center for Educational Statistics, the department will complete the data dictionary project.

■ **Implement EDEN:** The department is working in cooperation with the U.S. Department of Education in implementing a consolidated federal collections system called EDEN. This will eliminate the duplication of effort required by the states when reporting to the federal level.

Financing Education

2003-05 Accomplishments

§ Upon evaluation of qualified firms to conduct a study of the adequacy of school funding in North Dakota, the department contracted with the firm Augenblich, Palaich and Associates to conduct a study of the adequacy of school funding in North Dakota. The firm, with broad stakeholder involvement, completed its study and presented the adequacy of school funding study and its implications for the redesign of a new educational foundation aid formula to the legislative Interim Education Committee in the spring of 2004. The department provides data, as requested, to respond to petitioning school districts in a proposed lawsuit pending against the state of North Dakota on funding equity and/or adequacy.

§ During the past several years, a significant number of North Dakota school districts have joined together into a number of joint powers organizations under NDCC §54-40.3. These organizations: Mid-Dakota Educational Counsel in the Dickinson area; Northeast Education Services Cooperative in the Devils Lake area; Roughrider Education Services Program in the Dickinson area; and Missouri River Education Cooperative in the Bismarck-Mandan area have organized to provide collaborative services between the member districts.

While these organizations provide a variety of services, the main focus of their efforts has been in the area of curriculum development, testing and assessment, and teacher professional development. These organizations now serve over 60 districts that enroll 45 percent of North Dakota's K-12 students and cover 50 percent of the land area of North Dakota. In addition to school districts, these organizations include area colleges within each of the joint powers' service area.

§ Since the 1999 legislative session, North Dakota school districts that consolidated into units of at least 800 square miles with no minimum enrollment – or 500 square miles with a minimum enrollment of 525 students – qualified for a consolidation bonus of up to \$500,000. The exact amount of the bonus for a qualifying reorganization was determined upon the number of districts, the number of students in the new district, and land area added to the largest district in the unit. As of July 1, 2003, bonuses were paid to four new school districts under the program.

Trends for 2005-07

\$ The demographics of North Dakota continue to change. Births to resident mothers in North Dakota in 2004 totaled 8,179, an increase of 203 from the previous year. There were 7,976 births in North Dakota in 2003. Public school enrollment for the fall of 2004 was 99,324 students, a decline of 1,813 from the previous year. Between 1994 and the fall of 2004 enrollment in North Dakota public schools declined by 19,316 students. While very few districts in ND are experiencing stable or increasing enrollments, the largest enrollment declines are in North Dakota's most rural areas. Over the period of North Dakota's history, the number of school districts in North Dakota has declined dramatically. As recently as 1961, there were over 1000 school districts. Today we have 204 school districts.

\$ Although North Dakota's overall student population is declining, during the last biennium the number of students identified with disabilities and who required special education and related services continued to increase. The total number of students who received special education services in North Dakota schools in the 2004-2005 school year was 14,681. This figure represented 13.6 percent of the overall student population. The continuing decline in

enrollment across most of the state requires that the department provide technical assistance to school districts that are reviewing their organizational alternatives. North Dakota school districts continue to reorganize into fewer but larger units.

\$ Multicultural students in North Dakota are increasing at a rate of 7 percent a year. Many multicultural students are limited in English language proficiency (LEP). Immigrant students have doubled in the last ten years, though there was a "slump" in enrollment of immigrants following the national incidents on September 11, 2001. Multicultural students are increasing in rural areas as reservation schools continue to grow. If current rates continue, LEP, immigrant, and minority students in North Dakota will continue to increase as the mainstream white population decreases.

\$ An increasing dependence upon local property taxes in districts with widely disparate abilities to raise money through this revenue source is creating significant funding equity problems for school districts and for the state.

\$ The impetus continues to implement an educational adequacy based school funding system in which schools are held accountable for defined learner results at each grade level. The department commissioned a professional judgment-based educational adequacy study to determine if resources were available.

The department has provided information on the educational adequacy study and its implications to appropriate legislative committees and the Attorney General's office as background for the proposed lawsuit against the State of North Dakota on funding equity and/or educational adequacy.

Continuous Long Range Goals

\$ To align the state's percentage of reimbursement for special education with that of general education.

\$ To administer the provisions of state law related to public school finance and organization.

Major Activities 2005-07

- \$ **Provide funding**, per legislative intent, to support eligible Joint Power Organizations.
- \$ **Access federal grant dollars** to supplement state resources and to create new educational opportunities for all citizens.
- \$ **Provide leadership to school districts** in matters pertaining to school reorganization, including the formation of Joint Powers Agreements to enhance district administrative and teaching alternatives
- \$ **Collect, analyze, and provide information to the legislature** to assist in determining educational adequacy.

Schools Approved and Accredited 2003-05

Public and nonpublic schools (K-12) documented their intention to meet the state statutory requirements by submitting a Certification of Compliance each September. Receipt of this certificate confirms the school's intent to be in compliance until the formal review is conducted by the Approval & Accreditation Unit.

By December 31st of each year, the department completes compliance reviews of data submitted by the schools. The reviews are based upon the following requirements: (1) teachers hold valid teaching licenses; (2) all students have access to a basic curriculum; (3) the school conforms with the law requiring 173 full days of instruction; and (4) the state and municipal health, fire and safety codes are met. Public and nonpublic kindergarten programs that seek department approval are reviewed for the criteria in NDCC 15.1-22-03.

Elementary Schools

2003-2004 School Year

358	Public and nonpublic schools in statutory compliance
3	Public and nonpublic schools not in statutory compliance
322	Public and nonpublic elementary schools accredited
35	Nonpublic schools nonclassified
4	Public and nonpublic elementary schools not accredited

2004-2005 School Year

349	Public and nonpublic schools in statutory compliance
6	Public and nonpublic schools not in statutory compliance
314	Elementary schools accredited
33	Nonpublic schools nonclassified
8	Public and nonpublic elementary schools not accredited

High Schools

2003-2004 School Year

195	Public, nonpublic, and institutional high schools in statutory compliance
35	Public and nonpublic middle level/junior high schools in statutory
2	Nonpublic high schools not in statutory compliance
177	Public high schools accredited
5	Nonpublic high schools accredited
3	Institutional high schools accredited
1	Nonpublic high schools not accredited
33	Middle level/junior high schools accredited

2004-2005 School Year

192	Public and nonpublic high schools in statutory compliance
36	Public and nonpublic middle level/junior high schools in statutory
2	Nonpublic high schools not in statutory compliance
177	Public high schools accredited
6	Nonpublic high schools accredited
3	Institutional high schools accredited
1	Nonpublic high schools not accredited
36	Middle level/junior high schools accredited

Completed Projects and Activities Discontinued or Deleted

Completed Projects

▶▶ **Title VII Foreign Language Assistance**

▶▶ **School District Reorganization Bonus**

▶▶ **Character Education Programs**

Character Education Programs, designed to address respect, fairness, trustworthiness, responsibility, caring and citizenship, were federally funded for a five-year duration ending in 2003. However, most districts are self-funding the program and the department continues to provide technical assistance and resources to enforce the concepts of Character Education.

▶▶ **Teacher Compensation**

The Teacher Compensation funding was discontinued by the legislature, thus the position ended. However, the department continues to provide support and technical assistance to school districts and the legislature.

▶▶ **School Renovation, IDEA, and Technology (SRIT) Grant Program.**

This was a one-time, competitive grant from the federal government that provided monies to make health and safety repairs to schools, provided funding for IDEA and school technology.

Discontinued Programs

▶▶ **The Title VI Class Size Reduction and the Title II Dwight D. Eisenhower Professional Development Programs** were discontinued and the funds combined under **Title II Part A Teacher and Principal Quality Training and Recruiting.**

▶▶ **The Title III Technology Literacy Challenge Grant** was reauthorized and incorporated into Title II, Part D, Enhancing Education through Technology.

▶▶ **Title VI School Improvement Innovative Strategies** was discontinued and combined under Title V Innovative Programs.

Resources and Publications

The department's website provides a convenient place to access information and publications related to North Dakota schools and provides national links to other education sites. The Educational Directory, School District Profiles, School Finance Facts, and our Biennial Report are among the most popular publications and can be located in the resources section of our website.

Many other resources are available on the website. Please contact the appropriate work unit for resource materials, as listed below.

Child Nutrition and Food Distribution (701) 328-2294

Administrative Update (monthly newsletter) for authorized representatives in school nutrition programs

Child Nutrition and Food Distribution Programs Annual Report (published online)

North Dakota Directions (5 issues/year) for school nutrition personnel

Round Up (4 issues/year) for childcare food program administrators and staff

Coordinated School Health Programs (701) 328-2753

Connecting the Links Between Health and Academics: School Health Education Profile

Dakota's Best Healthy Kids Activity Book for Grades K-1 and Teacher's Guide

Dakota's Best Healthy Kids Working Together Brochure

North Dakota Youth Risk Behavior Brochure

North Dakota Health Standards

Prevention Through Education – Enhanced HIV/STD Training for Teachers Manual

Research-based Curriculums and Training Plans

Universal Precautions for School Staff Brochure

We Are All Related – Relationships in Perspective: A Guide for Native American Youth Curriculum

Human Resource Management (701) 328-2247

Biennial Reports

Directory of Department Personnel and Programs

Organizational Charts

Personnel Policies

Management Information Systems (701) 328-2189

Administrative and Instructional Personnel Data in Public Schools
ND School District Map 2002-2003
School Staff Listings

Office Services (701) 328-2272

ND Century School Code and Supplements
ND Educational Directory

School Approval and Accreditation Unit (701) 328-2295 or (701) 328-2266

Manual of K-12 Course Codes and Descriptions

Annually new administrators receive a copy of the New Administrators Manual, which includes forms and processes required of schools and their administrators. It is available from our School Approval and Accreditation Unit, Department of Public Instruction, 600 E. Boulevard Ave., Bismarck, ND 58505-0440.

Special Education (701) 328-2277

A Guide to Parent Rights (Fall 1999)

A Parent Guide to Section 504 of the Rehabilitation Act of 1973 (1999)

Assistive Technology for Students with Disabilities: Information for Parents and Educators
Booklet (1999)

Building Level Support Team Brochure (1998)

Building Level Support Teams Guide (2000)

Extended School Year Services – A Parent's Guide Brochure (2001)

Guardianship and Transfer of Rights in Special Education Brochure (Nov. 1998)

Guidelines for Gifted Programming, Volume I: Program Handbook (1992)

Guidelines for Gifted Programming, Volume II: Planning Handbook (1992)

Guidelines: Assistive Technology for Students with Disabilities (1999)

Guidelines: Early Childhood Special Education for Children with Disabilities, Ages Three through Five (1999)

Guidelines: Educational Surrogate Parent (1996)

Guidelines: Evaluation Process (1999)

Guidelines: Identification and Evaluation of Students with Specific Learning Disabilities (2000)

Guidelines: Identification and Evaluation of Students with Non-Categorical Delay for Ages 3 through 9 (2004)

Guidelines: Identifying, Serving, and Educating Children and Youth with Autism (2003)

Guidelines: Individualized Education Program Planning Process (1999)

Guidelines: Procedural Safeguards: Prior Written Notice and Parent Consent Procedures (Fall 1999)

Guidelines: Speech Language Services in the Public Schools (1993)

Informational Papers in Education No. 1: Deaf and Hard of Hearing Students in ND (October 2000)

Mediation in Special Education and Section 504, Brochure (1997)

NASDSE Deaf & Hard of Hearing Students Education Service Guidelines, IDEA Addendum (July 2000)

Policy Paper No. 2: The IDEA and Section 504 of the Rehabilitation Act of 1973: Discipline Regulations for Students with Disabilities (2001)

Procedural Safeguards in Special Education for Children and Parents Booklet (1999)

Procedural Safeguards in Special Education for Children and Parents Booklet – *Spanish Version* (2000)

Section 504/ADA Guidelines for Educators (1999)

Students with Special Needs in North Dakota State and District-wide Assessment Information for Parents and Educators (2003)

The Complaint Process for Special Education, Brochure (2000)

Transition Checklist (1999)

Transition Student Portfolio (1999)

Standards and Achievement (701) 328-2236

Linguistically Diverse Students in North Dakota: School District Responsibilities and Services – July 2005. Available at <http://www.dpi.state.nd.us/bilingul/tech/require.pdf>.

Identifying and Assessing Students with Limited English Proficiency in North Dakota – July 2005. Available at <http://www.dpi.state.nd.us/bilingul/tech/identification.pdf>.

Including Students with Limited English Proficiency in Large-Scale Testing – 2004. Available at <http://www.dpi.state.nd.us/bilingul/tech/accomodations.pdf>.

North Dakota Consolidated State Application Accountability Workbook submitted January 31, 2003, amended July 1, 2005. Available at <http://www.dpi.state.nd.us/grants/AYP070105.pdf>.

A Guide to the 2004-05 Annual Adequate Yearly Progress Report, -- August 2005. Available at <http://www.dpi.state.nd.us/testing/index.shtm>.

A Guide to the 2003-04 Annual Adequate Yearly Progress Report – submitted August 2004. Available at www.dpi.state.nd.us/testing/account/AYPINST.pdf.

North Dakota Standards and Assessment Development Protocols – November, 2002. Available at <http://www.dpi.state.nd.us/standards/protocols.pdf>.

Understanding Student Achievement Within the North Dakota State Assessment – A Primer – February 2003. Available at <http://www.dpi.state.nd.us/testing/index.shtm>.

Content Standards – 2000-05. Available at <http://www.dpi.state.nd.us/standard/content.shtm>.

Achievement Standards – October 2003. Available at <http://www.dpi.state.nd.us/standard/perform/index.shtm>.

Standards-Based Assessments -- October 2003. Available at <http://www.dpi.state.nd.us/standard/asments/index.shtm>.

Testing and Assessment – 2002-05. Available at <http://www.dpi.state.nd.us/testing/index.shtm>.

TetraData: North Dakota Data Warehouse – October 2003. Available at <http://www.dpi.state.nd.us/resource/tetradata/index.shtm>.

North Dakota Consolidated State Application – submitted May 1, 2003. Available at <http://www.doi.state.nd.us/testing/account/stateapp.pdf>.

Amendments to the North Dakota Consolidated State Application Accountability Workbook – submitted January 31, 2003. Available at www.dpi.state.nd.us/testing/account/amendmnt.pdf.

State Assessment Memos. Available at www.dpi.state.nd.us/testing/assess/index.shtm.

State Assessment Training Modules. Available at www.dpi.state.nd.us/testing/assess/index.shtm.

A Brief Overview of Standard Setting and The Bookmark Procedure. Available at www.dpi.state.nd.us/testing/assess/overview.pdf.

North Dakota Achievement Standards Cut Scores – submitted May 2005. Available at www.dpi.state.nd.us/testing/assess/mcgraw.pdf.

North Dakota Achievement Standards Cut Scores – submitted August 2002. Available at www.dpi.state.nd.us/testing/assess/mcgraw.pdf.

Title I (701) 328-2282

Monthly Title I Newsletters.

Title I Program Brochures.

Title I Informational Directory.

Scientifically Based Reading Research Teacher Tools.

An Overview of Teaching Strategies for SBRR.

Scientifically-Based Reading Research.

Best Practices and Teaching Ideas for Mathematics Classroom.

Questions and Answers Document on No Child Left Behind.

North Dakota Consolidated State Application Accountability Workbook.

NDDPI Clarification Guidance on the Regulations for Aides/Paraprofessionals in the NCLE Act.

Resources for Title I Teachers – October 2002

Title I Resource Guide

The AYP Communication Toolkit for Schools

Title I Fast Facts

Title I Fiscal Toolkit – Revised September 2005

Math Month – April 2005

Reading Month – December 2004

Title I Video and Materials Library – Updated July 2004

Title I Teacher Toolkit

In-Service Training Lists

Resources and Publications may also be obtained by written request to the Department of Public Instruction, 600 E. Boulevard Avenue, Bismarck, North Dakota 58505-0440.

DEPARTMENT OF PUBLIC INSTRUCTION
SCHEDULE OF CHANGES TO APPROPRIATION
FOR THE BIENNIUM ENDED JUNE 30, 2005

LINE ITEM	ORIGINAL APPROPRIATION	ADJUSTED APPROPRIATION	APPROPRIATION CHANGE
Salaries & Wages	9,277,686	9,251,929	-25,757
Operating Expenses	13,057,823	13,049,286	-8,537
Capital Assets	15,000	15,000	0
Grants - Foundation Aid	489,379,990	489,379,990	0
Grants - Tuition Apportionment	69,495,371	69,495,371	0
Grants - Special Education	49,898,695	49,898,695	0
Grants - Revenue Supplement	5,000,000	5,000,000	0
Grants - Other Grants	182,255,244	237,360,244	55,105,000
Grants - Teacher Compensation	51,854,000	51,854,000	0
Reorganization Bonuses	500,000	500,000	0
Data Envelopment Analysis	50,000	50,000	0
TOTAL EXPENDITURE AUTHORITY	<u>870,783,809</u>	<u>925,854,515</u>	<u>55,070,706</u>
GENERAL FUND EXPENDITURE AUTHORITY	604,725,006	604,795,712	70,706
FEDERAL FUND EXPENDITURE AUTHORITY	194,449,408	249,449,408	55,000,000
SPECIAL FUND EXPENDITURE AUTHORITY	71,609,395	71,609,395	0
TOTAL EXPENDITURES BY SOURCE	<u>870,783,809</u>	<u>925,854,515</u>	<u>55,070,706</u>

DEPARTMENT OF PUBLIC INSTRUCTION
COMPARISON OF EXPENDITURES TO APPROPRIATION
FOR THE BIENNIUM ENDED JUNE 30, 2005

LINE ITEM	ADJUSTED APPROPRIATION	AMOUNT EXPENDED	PERCENT EXPENDED
Salaries & Wages	9,251,929	8,834,578	95.5%
Operating Expenses	13,049,286	13,038,811	99.9%
Capital Assets	15,000	14,271	95.1%
Grants - Foundation Aid	489,379,990	489,379,990	100.0%
Grants - Tuition Apportionment	69,495,371	69,272,576	99.7%
Grants - Special Education	49,898,695	49,898,217	100.0%
Grants - Revenue Supplement	5,000,000	5,000,000	100.0%
Grants - Other Grants	237,360,244	208,365,750	87.8%
Grants - Teacher Compensation	51,854,000	51,854,000	100.0%
Reorganization Bonuses	500,000	500,000	100.0%
Data Envelopment Analysis	50,000	40,000	80.0%
TOTAL EXPENDITURE AUTHORITY	<u>925,854,515.00</u>	<u>896,198,193</u>	
GENERAL FUND EXPENDITURE AUTHORITY	604,795,712	604,778,020	100%
FEDERAL FUND EXPENDITURE AUTHORITY	249,449,408	220,521,321	88%
SPECIAL FUND EXPENDITURE AUTHORITY	71,609,395	70,898,853	99%
TOTAL EXPENDITURES BY SOURCE	<u>925,854,515.00</u>	<u>896,198,193</u>	97%

DEPARTMENT OF PUBLIC INSTRUCTION
EXPENDITURE REPORT
FOR THE BIENNIUM ENDED JUNE 30, 2005

DESCRIPTION	AMOUNT	TOTAL
Salaries & Wages	\$6,573,329	
Fringe Benefits	\$2,261,249	
TOTAL SALARIES & WAGES		\$8,834,578
IT - Data Processing	\$434,747	
IT - Telephone	\$103,713	
Travel (State & Nonstate Employees)	\$609,179	
IT - Software & Supplies	\$24,906	
Postage & Mailing Services	\$88,774	
IT - Contractual Services	\$15,638	
Lease/Rent - Equipment	\$38,777	
Lease/Rent - Building/Land	\$201,055	
Professional Development	\$168,306	
Operating Fees & Services	\$223,512	
Repairs & Service Contracts	\$27,905	
Management Consulting Services	\$9,270,597	
Professional Services	\$717,782	
Insurance	\$36,582	
Office Supplies	\$145,763	
Printing	\$128,401	
Professional Supplies & Materials	\$97,071	
Storage & Handling Fees	\$1,400,513	
IT Equipment	\$137,836	
Office Equipment & Furniture	\$30,786	
TOTAL OPERATING EXPENSES		\$13,901,843
Capital Assets - IT Equipment > \$5,000		\$14,271
TOTAL ADMINISTRATION		\$22,750,692
Grants - Individuals	\$330,569	
Grants - Associations	\$16,799,966	
Grants - State Colleges	\$2,570,753	
Grants - School Districts	\$731,918,243	
Grants - Special Education Units	\$62,276,680	
Grants - Transfer to Other State Funds	\$872,675	
Grants - Miscellaneous Grants	\$6,284,615	
TOTAL GRANTS, BENEFITS & CLAIMS	\$821,053,501	\$821,053,501
SPECIAL LINE ITEMS		
Grants - Teacher Compensation	\$51,854,000	
Reorganization Bonuses	\$500,000	
Data Envelopment Analysis	\$40,000	
TOTAL SPECIAL LINE ITEMS		\$52,394,000
TOTAL DEPARTMENT EXPENDITURES		<u>\$896,198,193</u>

APPENDIX

North Dakota Public Schools Adequate Yearly Progress Identification Status..... A-2

**North Dakota Public School Districts Adequate Yearly Progress Summary Comparison
Among 2002-03, 2003-04, and 2004-05..... A-3**

**North Dakota State Testing Results – Results by Grade Level – Results for 2005, All
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**North Dakota State Testing Results – Results Across Grades 4, 8, and 11 (12) –
Results Over Time, All Students..... A-5**

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All Students A-6**

**North Dakota State Testing Results – Results Across Grades 4, 8, and 11 (12) –
Results Overtime by Subgroup: Reading A-7**

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Results Overtime by Subgroup: Math..... A-8**

**Number of Schools That Scored at Various Proficiency Ranges Based on North Dakota
State Testing School Profile Data in 2005 A-9**

**Number of Schools That Scored at Various READING Proficiency Ranges Based on
North Dakota State Testing School Profile Data Over Time..... A-10**

**Number of Schools That Scored at Various MATH Proficiency Ranges Based on
North Dakota State Testing School Profile Data Over Time..... A-11**

Annual Adequate Yearly Progress Report – School Year 2004-2005..... A-12

Annual Adequate Yearly Progress Report – School Year 2003-2004..... A-13

**ND Public Schools Adequate Yearly Progress
Identification Status**

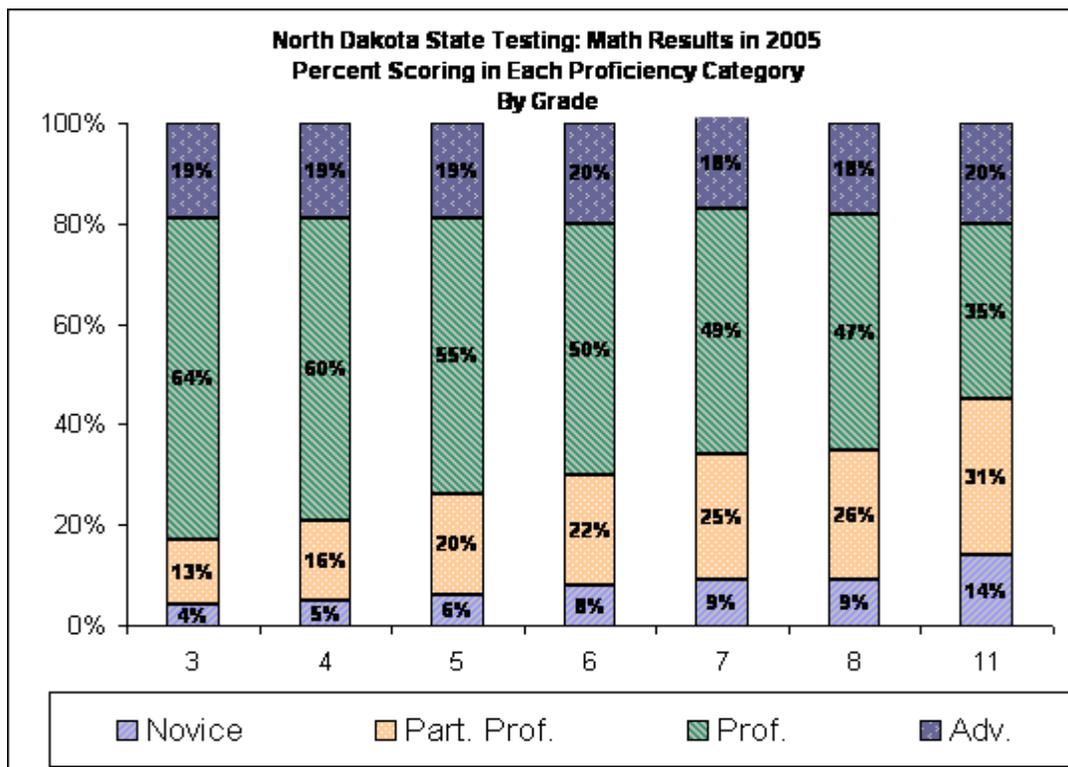
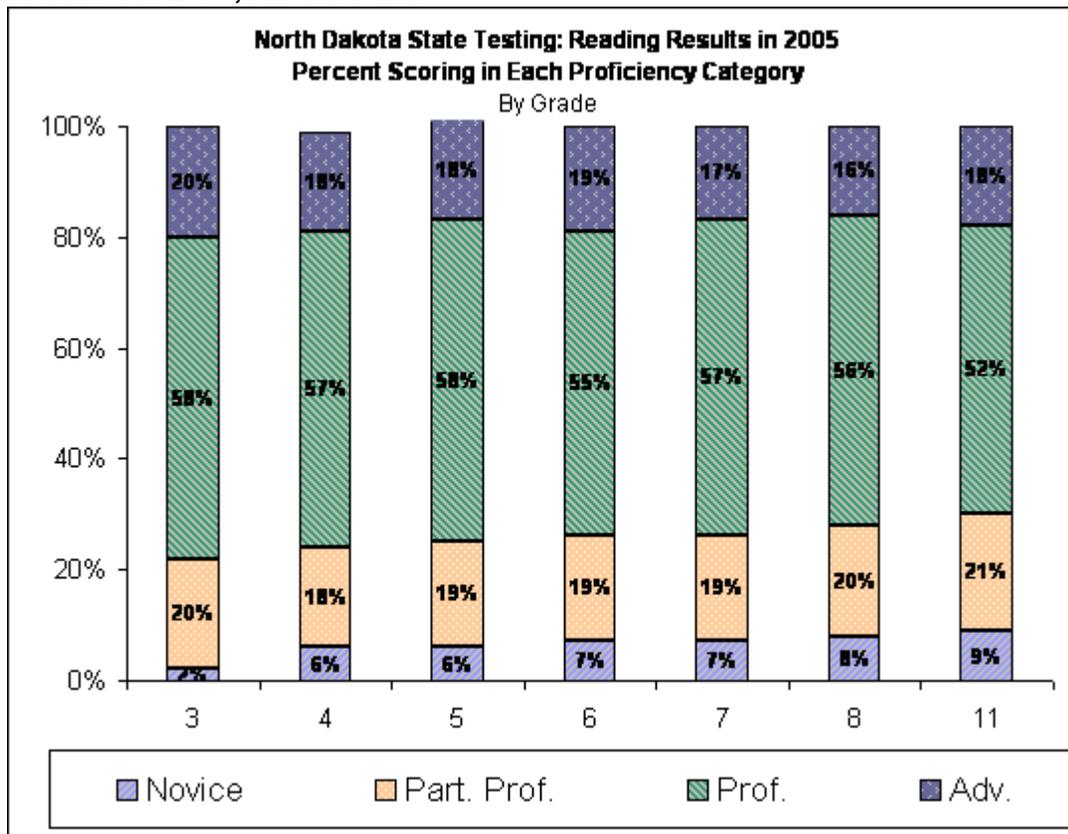
AYP Identification Status	2002-03 AYP Report Number of Schools (n=497 schools)*	2003-04 AYP Report Number of Schools (n=488 schools)*	2004-05 AYP Report Number of Schools (n=486 schools)*
Met Adequate Yearly Progress	370 schools	405 schools	419 schools
Did not meet Adequate Yearly Progress	46 schools	46 schools	43 schools
Insufficient data to report Adequate Yearly Progress	81 schools	37 schools	24 schools

*Variances in the number of schools are the result of school reorganizations.

**ND Public School Districts Adequate Yearly Progress Summary
Comparison Among 2002-03, 2003-04, and 2004-05**

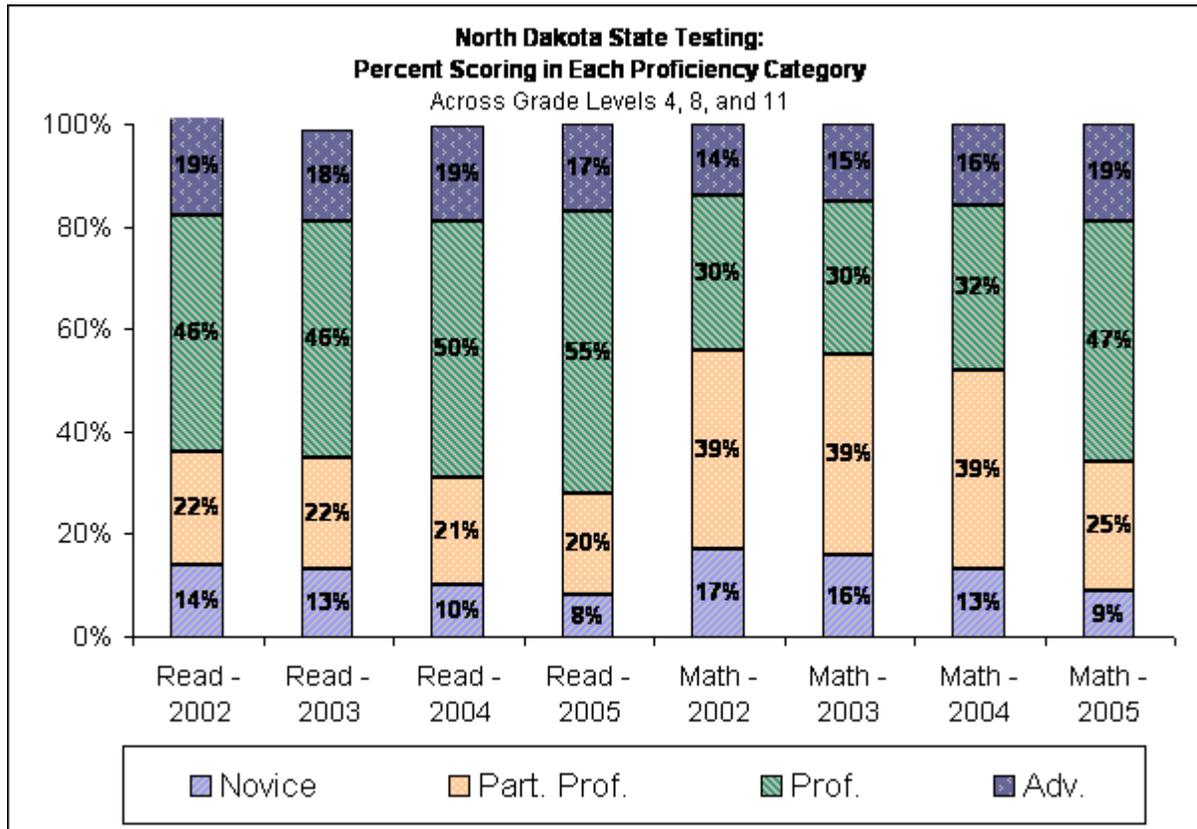
AYP Identification Status	Number of Districts, 2002-03 (n=211 districts)	Number of Districts, 2003-04 (n=207 districts)	Number of Districts, 2004-05 (n=202 districts)
Met Adequate Yearly Progress	151 districts	158 districts	168 districts
Did not meet Adequate Yearly Progress	33 districts	33 districts	21 districts

North Dakota State Testing Results
Results By Grade Level
Results for 2005, All Students



Based on School AYP Data

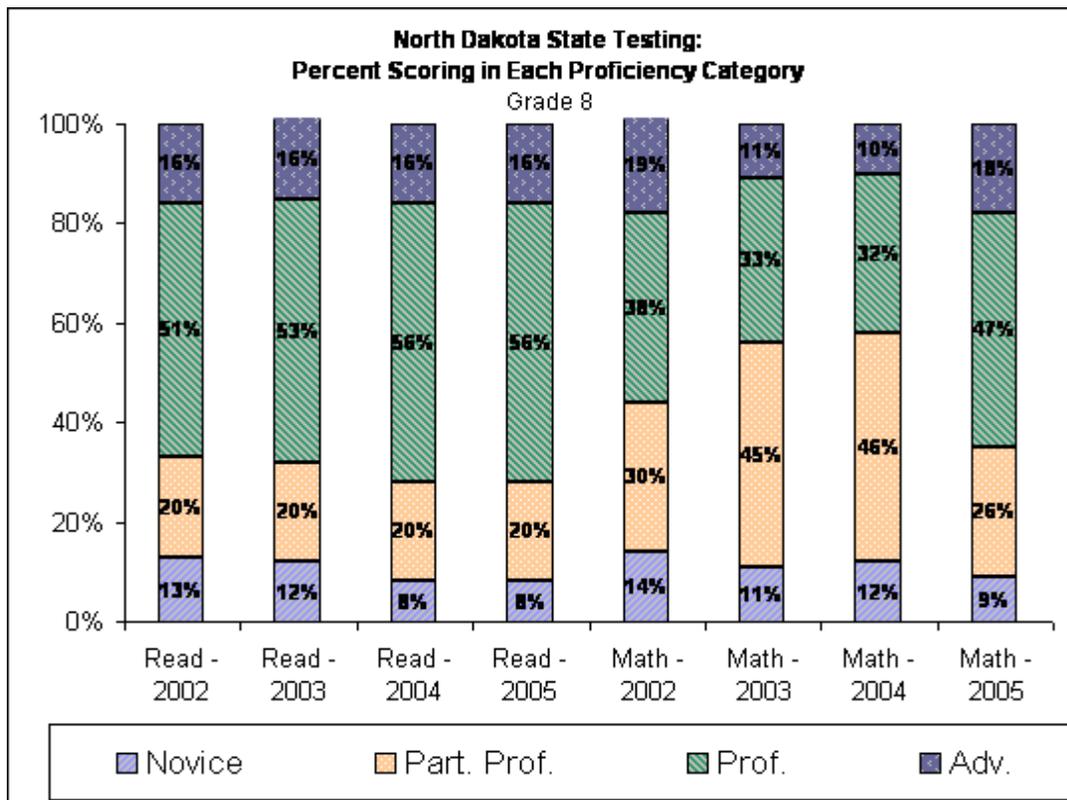
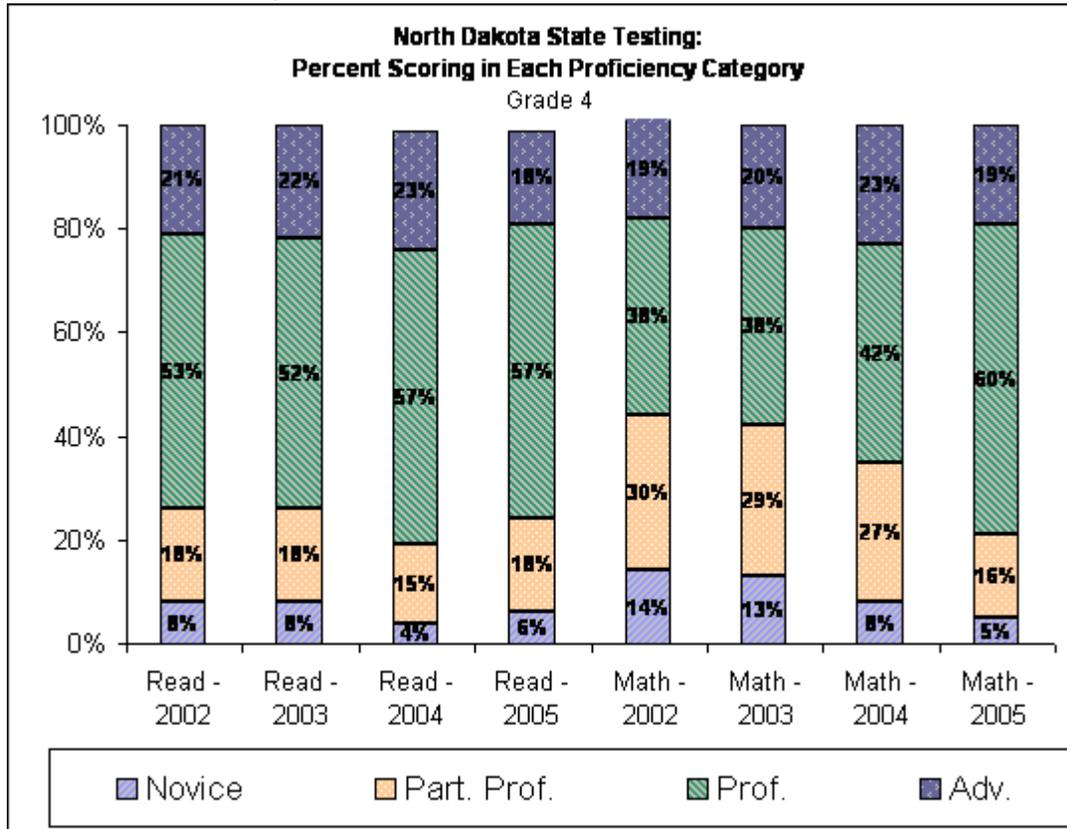
**North Dakota State Testing Results
Results Across Grades 4, 8, and 11(12)
Results Over Time, All Students**



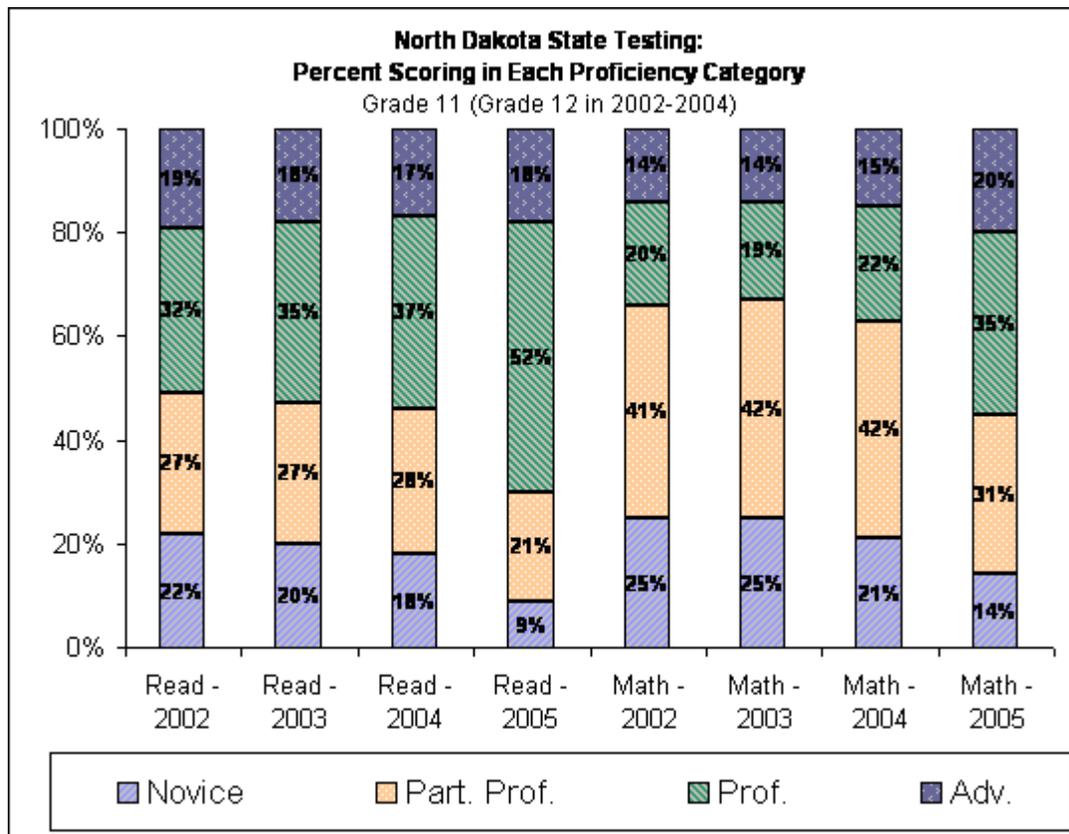
Results Overtime by Subgroup: Grades 4, 8, and 11 (12)

	Reading				Math			
	Percentage of Students Scoring Proficient/Advanced				Percentage of Students Scoring Proficient/Advanced			
	2002	2003	2004	2005	2002	2003	2004	2005
All	64%	65%	69%	73%	44%	45%	49%	66%
Male	59%	59%	64%	68%	46%	45%	50%	67%
Female	69%	71%	73%	77%	43%	44%	47%	65%
White	67%	68%	71%	75%	47%	47%	51%	69%
American Indian	36%	37%	44%	44%	17%	19%	23%	39%
Black	54%	53%	52%	62%	26%	24%	26%	45%
Hispanic	54%	50%	56%	59%	29%	29%	30%	50%
Asian	61%	65%	74%	68%	57%	51%	59%	65%
Other Ethnicity	47%	74%	67%	51%	33%	60%	40%	33%
LEP	37%	28%	33%	26%	24%	13%	20%	25%
Non-LEP	65%	66%	69%	74%	45%	46%	49%	67%
Low Income	53%	53%	59%	60%	32%	32%	38%	54%
Non-Low Income	68%	69%	72%	78%	48%	49%	52%	71%
IEP	26%	25%	40%	44%	24%	12%	22%	39%
Non-IEP	69%	70%	72%	77%	48%	49%	52%	70%
Migrant	43%	37%	53%	41%	27%	11%	47%	52%
Non-Migrant	64%	65%	69%	73%	44%	45%	49%	66%

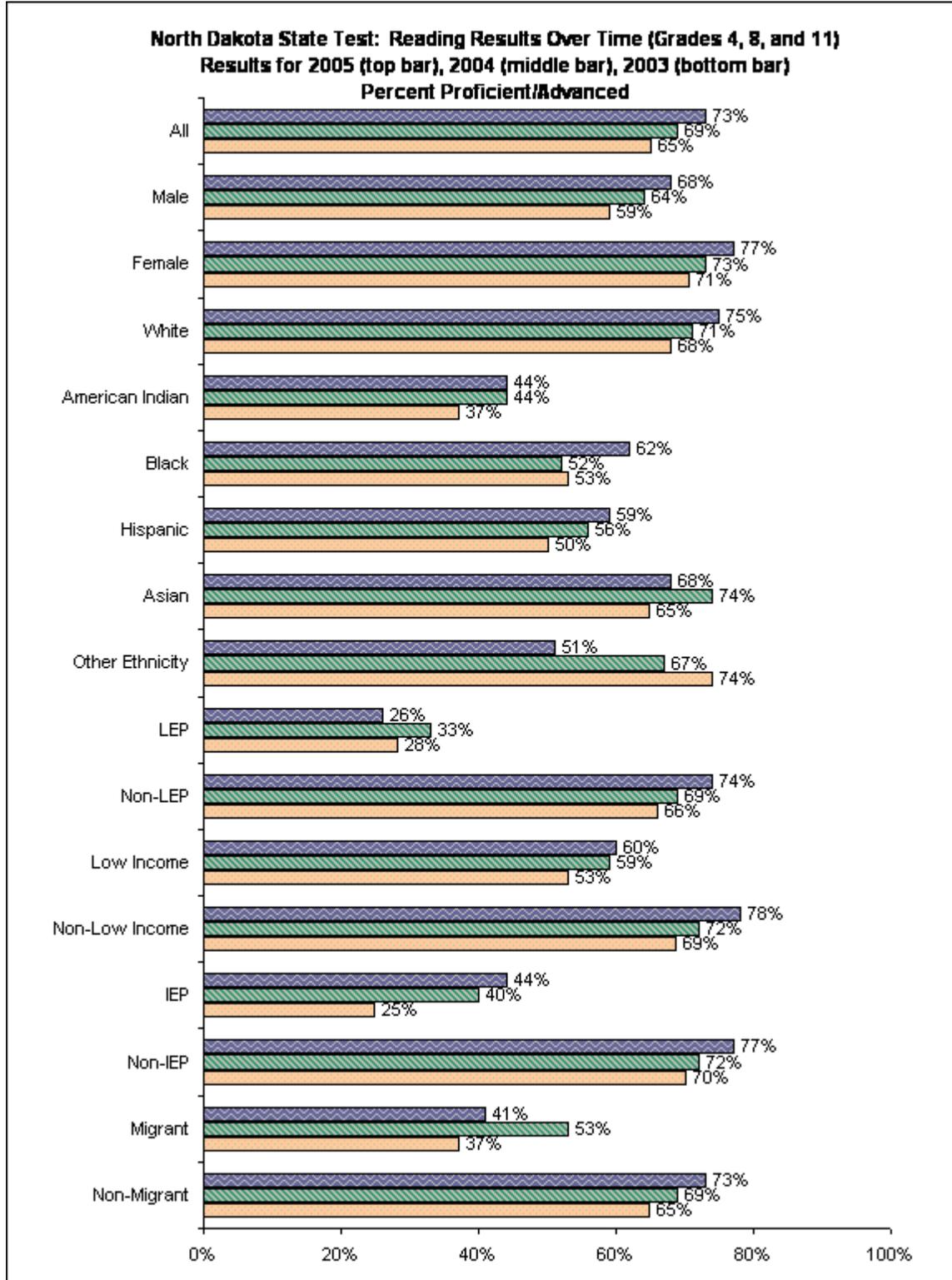
North Dakota State Testing Results
Results By Grade Level
Results Over Time, All Students



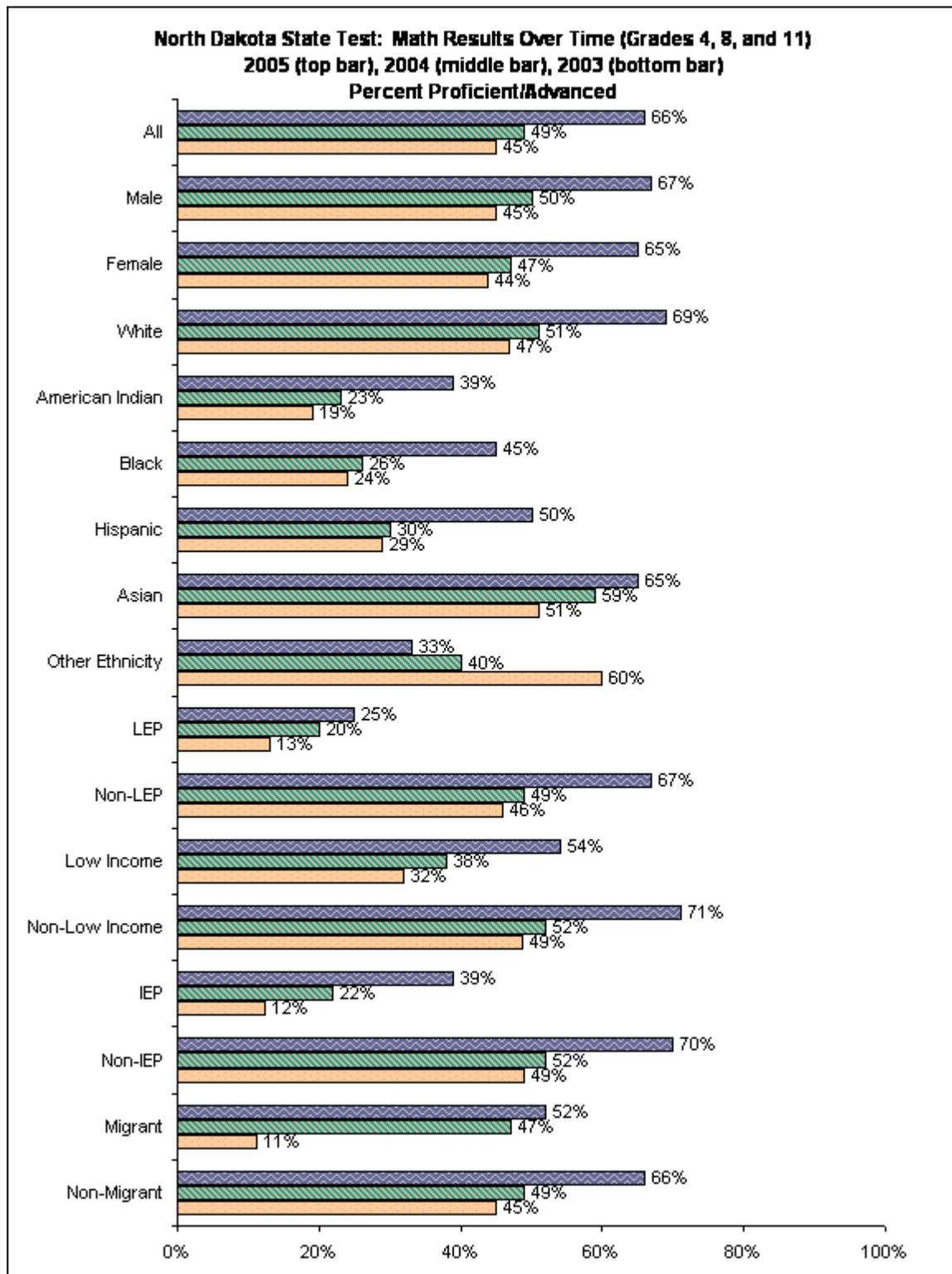
North Dakota State Testing Results
Results By Grade Level
Results Over Time, All Students



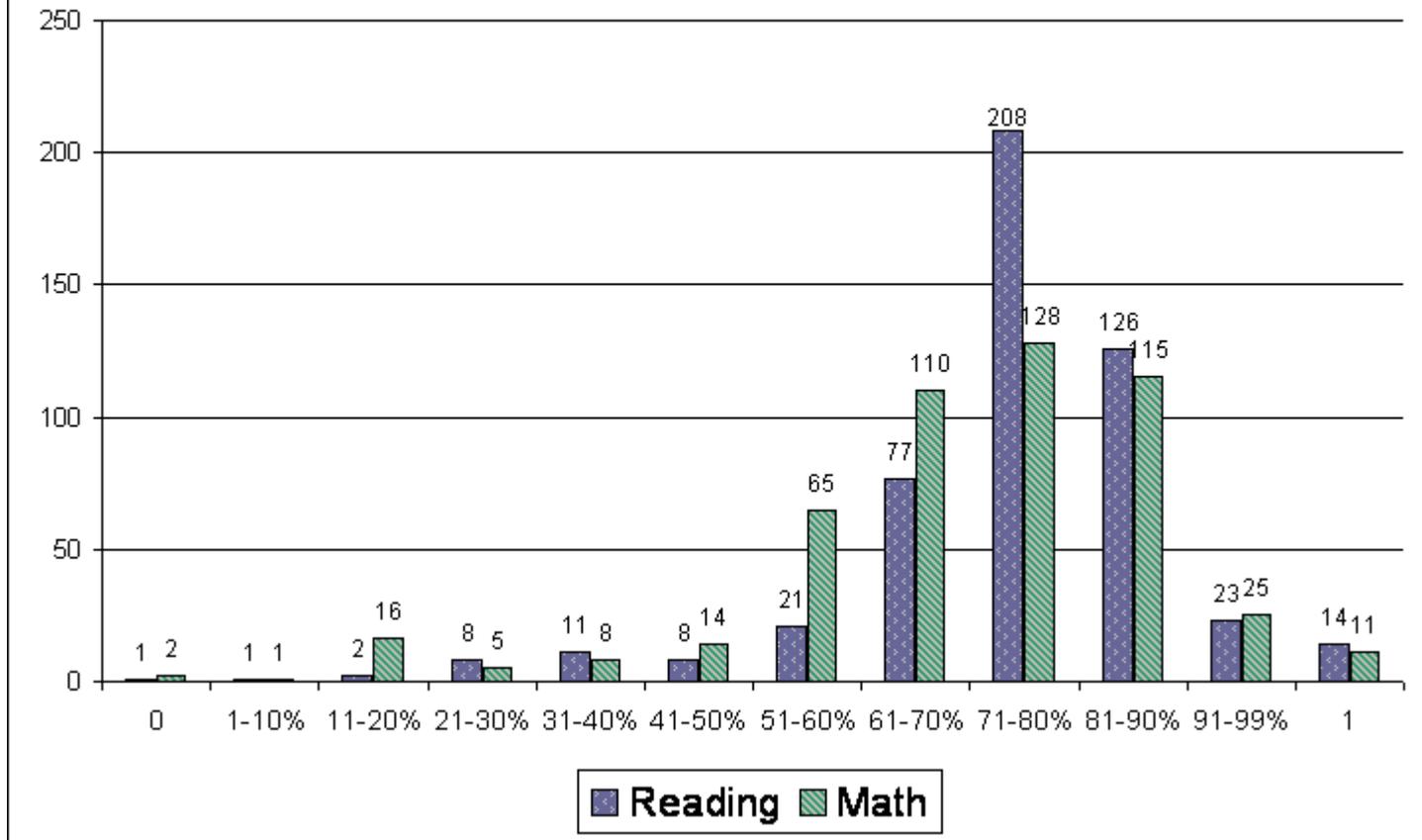
North Dakota State Testing Results
Results Across Grades 4, 8, and 11 (12)
Results Overtime by Subgroup: Reading



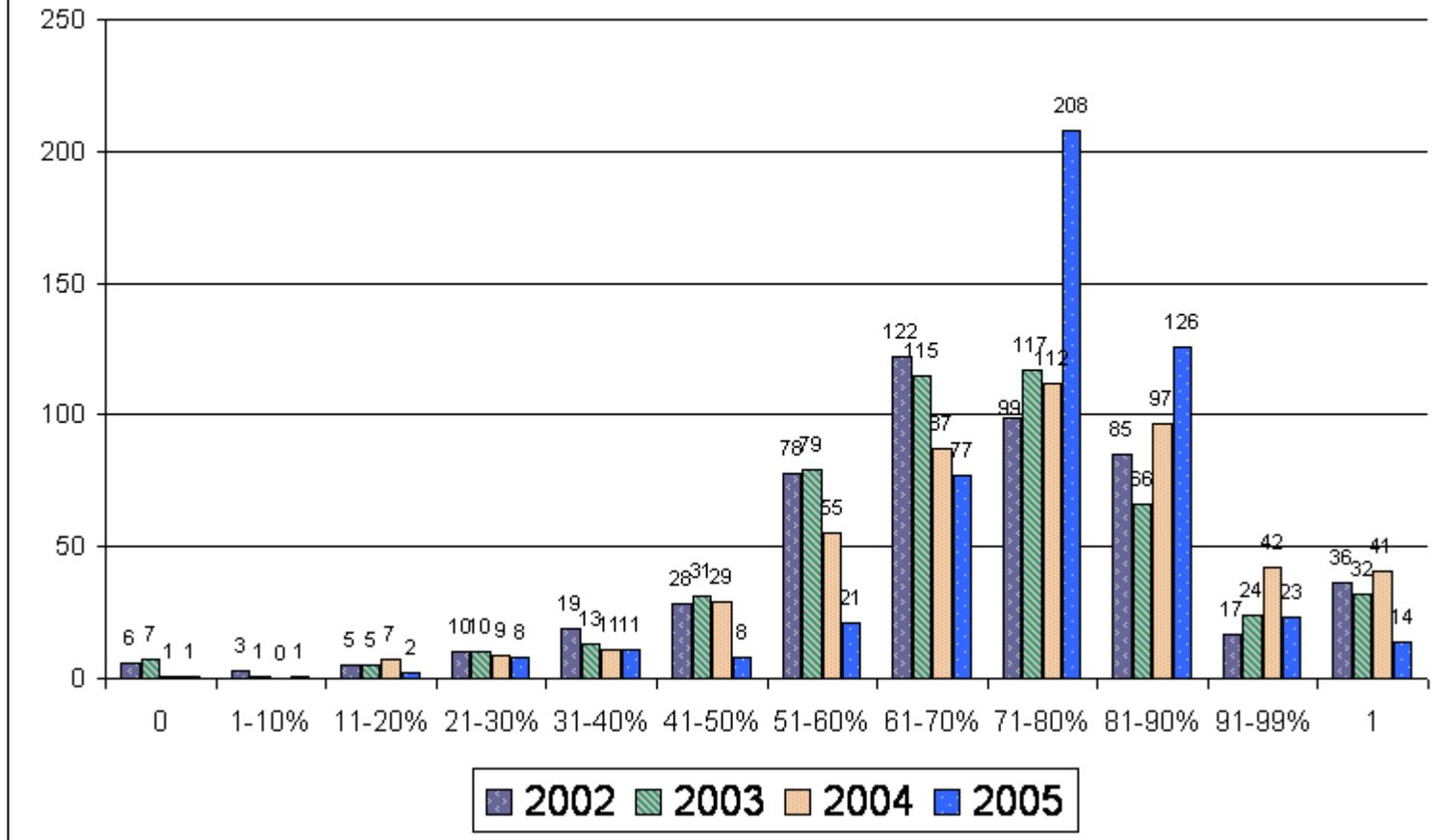
North Dakota State Testing Results
Results Across Grades 4, 8, and 11 (12)
Results Overtime by Subgroup: Math



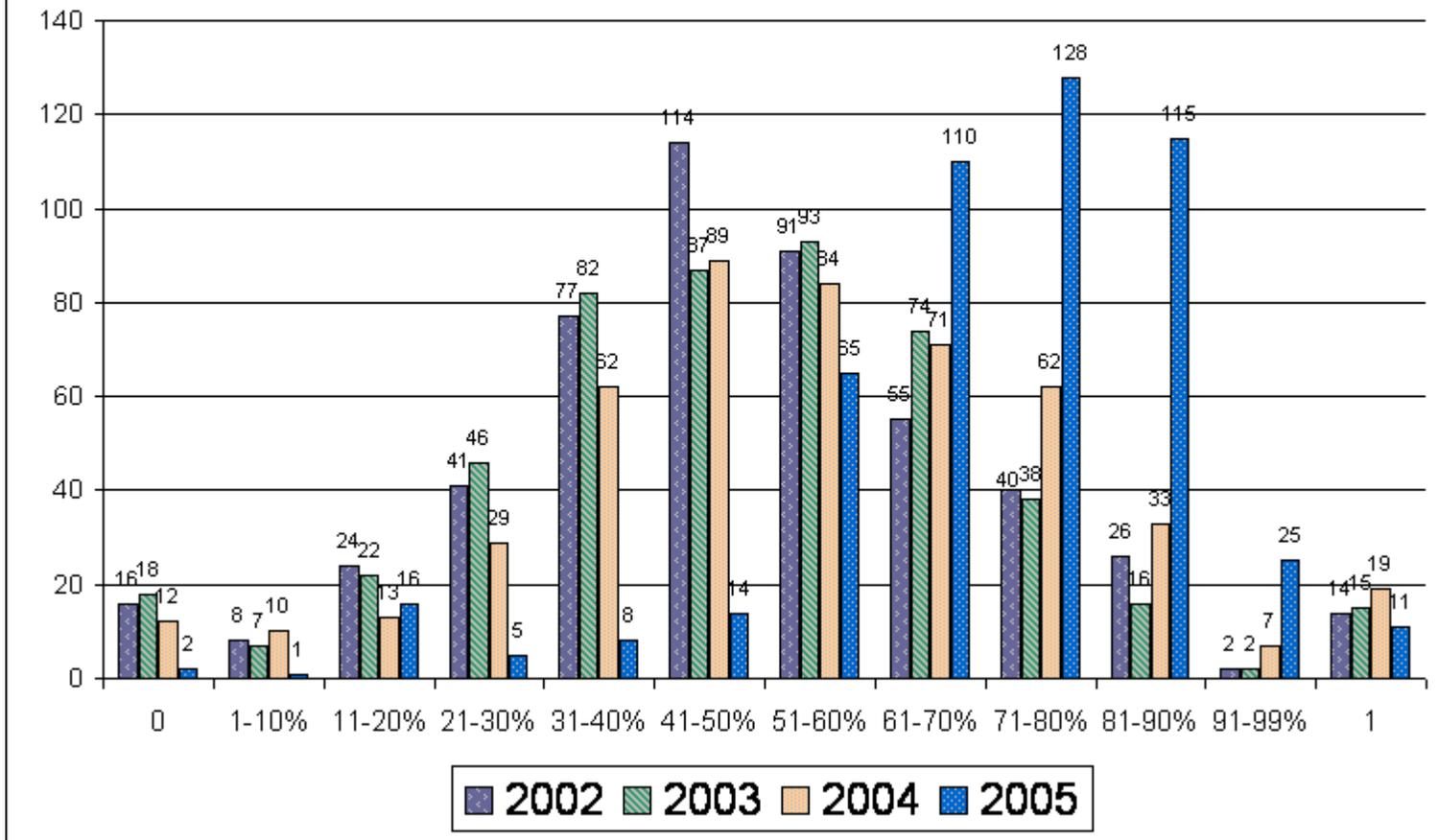
**Number of Schools
That Scored at Various Proficiency Ranges
Based on North Dakota State Testing School Profile Data in 2005**



**Number of Schools
That Scored at Various READING Proficiency Ranges
Based on North Dakota State Testing School Profile Data Over Time**



**Number of Schools
That Scored at Various MATH Proficiency Ranges
Based on North Dakota State Testing School Profile Data Over Time**



Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction
School Year 2004 - 2005

State of North Dakota

Modified 10/13/2005
Page 1 of 1

Instructions on the Interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
www.dpi.state.nd.us/testing/account/AYP0405.pdf

Reading				Math					
2005 State Intermediate Goals		4th Grade -- 73.8%	8th Grade -- 71.1%	11th Grade -- 57.2%	2005 State Intermediate Goals		4th Grade -- 59.3%	8th Grade -- 50.0%	11th Grade -- 43.1%
Listed below are state's scores					Listed below are state's scores				
Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule		
Composite Score	67.02%	72.47%	99.22%	Composite Score	50.38%	66.07%	99.25%		
Subgroups:				Subgroups:					
Economically disadvantaged	67.02%	59.70%*	98.52%	Economically disadvantaged	50.38%	54.27%	98.75%		
Ethnicity:				Ethnicity:					
White	67.02%	75.47%	99.52%	White	50.38%	69.14%	99.49%		
Native American	67.02%	44.07%*	97.91%	Native American	50.38%	38.92%	97.58%		
Black	67.02%	59.30%	93.48%	Black	50.38%	43.17%	98.19%		
Asian	67.02%	68.78%	97.62%	Asian	50.38%	66.19%	100.00%		
Hispanic	67.02%	58.61%*	98.69%	Hispanic	50.38%	49.67%	99.35%		
Other	67.04%	60.77%	91.67%	Other	50.38%	38.95%	97.76%		
Students with disabilities	67.02%	43.53%*	98.17%	Students with disabilities	50.38%	38.74%	98.14%		
Students with limited English proficiency	67.04%	29.54%*	93.43%	Students with limited English proficiency	50.38%	25.26%*	98.62%		
State Secondary Indicator(s):				Graduation	Goal: 89.90%	Result: 91.55%			
				Attendance	Goal: 93.00%	Result: >=95.0%			
Adequate Yearly Progress Category:				Did not meet Adequate Yearly Progress					

Note: An asterisk (*) marks the indicator(s) where the state did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (I) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data.

Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the same achievement standards.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction
School Year 2003 - 2004

State of North Dakota

Modified 10/06/2004
Page 1 of 1

Instructions on the Interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
www.dpi.state.nd.us/testing/account/ayplnet.pdf.

Reading		Math	
Established proficient cutpoints	4th Grade -- 634 8th Grade -- 678 12th Grade -- 720	Established proficient cutpoints	4th Grade -- 635 8th Grade -- 716 12th Grade -- 768
Percent of students that must meet the cutpoint	56.06%	Percent of students that must meet the cutpoint	33.86%
Listed below are state's scores		Listed below are state's scores	
Reading	Performance	95% Rule	Math
State Composite Score	68.51%	99.51%	State Composite Score
			48.62%
			99.40%
Subgroups:			Subgroups:
Economically disadvantaged	58.78%	99.35%	Economically disadvantaged
			37.57%
			99.25%
Major racial/ethnic groups			Major racial/ethnic groups
White	70.85%	99.54%	White
			51.16%
			99.47%
Native American	43.89% *	99.35%	Native American
			23.15% *
			99.05%
Black	52.29%	99.62%	Black
			26.15% *
			98.86%
Asian	74.29%	100.00%	Asian
			59.33%
			99.52%
Hispanic	55.59%	98.33%	Hispanic
			30.27%
			98.00%
Other	66.67%	98.28%	Other
			40.18%
			96.55%
Students with disabilities	39.77%	98.05%	Students with disabilities
			21.59%
			97.83%
Students with limited English proficiency	32.81% *	99.02%	Students with limited English proficiency
			20.40% *
			98.83%
State Secondary Indicator(s):		>=95.0%	(ADA Rate)
		91.46%	(Graduation Rate)
Adequate Yearly Progress Category:		Did not meet Adequate Yearly Progress	

Note: An asterisk (*) indicates the area(s) where the state failed to meet adequate yearly progress. Some areas may be below the outpoint, but not identified due to the lack of statistical reliability in small numbers of students. Statistics are not shown for fewer than ten students. An (l) indicates insufficient data to determine 2003-04 adequate yearly progress; value reported results from the combining of up to three years' results.