

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Parts I and II**

for  
**STATE FORMULA GRANT PROGRAMS**  
under the  
**ELEMENTARY AND SECONDARY EDUCATION ACT**  
As amended by the  
**No Child Left Behind Act of 2001**

For reporting on  
**School Year 2009-10**

**NORTH DAKOTA**



**PART I DUE FRIDAY, DECEMBER 17, 2010**  
**PART II DUE FRIDAY, FEBRUARY 18, 2011**

**U.S. DEPARTMENT OF EDUCATION**  
**WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)* provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2009-10 consists of two Parts, Part I and Part II.

## **PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning
- **Performance Goal 5:** All students will graduate from high school

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

## **PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2009-10 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 17, 2010**. Part II of the Report is due to the Department by **Friday, February 18, 2011**. Both Part I and Part II should reflect data from the SY 2009-10, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2009-10 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2009-10 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

		OMB Number: 1810-0614
		Expiration Date: 10/31/2010
<p>Consolidated State Performance Report  For  State Formula Grant Programs  under the  Elementary And Secondary Education Act  as amended by the  No Child Left Behind Act of 2001</p>		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2009-10 <input type="checkbox"/> Part II, 2009-10		
Name of State Educational Agency (SEA) Submitting This Report: North Dakota Department of Public Instruction		
Address: 600 East Boulevard #201 Bismarck ND 58505		
Person to contact about this report:		
Name: Stephanie Gullickson		
Telephone: 701-328-2176		
Fax: 701-328-2461		
e-mail: <a href="mailto:sgullickson@nd.gov">sgullickson@nd.gov</a>		
Name of Authorizing State Official: (Print or Type): Wayne G. Sanstead		
		Friday, April 29, 2011, 10:11:32 AM
Signature _____		

**CONSOLIDATED STATE PERFORMANCE REPORT  
PART I**

For reporting on  
**School Year 2009-10**



**PART I DUE DECEMBER 17, 2010  
5PM EST**

## 1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

### STANDARDS OF ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of ESEA.

#### 1.1.1 Academic Content Standards

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Responses should focus on actions taken or planned since the State's content standards were approved through ED's peer review process for State assessment systems. Indicate specifically in what school year your State expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards made or planned."

The response is limited to 4,000 characters.

The state has adopted academic content standards in reading/language arts, mathematics, and science. These content standards can be accessed at the following website: <http://www.dpi.state.nd.us/standard/content.shtm>. The state's academic content standards are developed according to protocols administered by the North Dakota Department of Public Instruction. These development protocols can be accessed at the following website: <http://www.dpi.state.nd.us/standard/protocols.pdf>. The current academic content standards for reading/language arts and mathematics were last revised and adopted for the 2004-05 academic year and science was revised and adopted for the 2005-06 academic year. The next scheduled revision of these academic content standards is scheduled for 2011.

The state is presently reviewing the current Common Core State Standards, which were formally released in June 2010, for possible adoption by the State of North Dakota. The state has conducted a gap analysis of the Common Core State Standards against the state's current state content standards. Beginning in June 2010, the state convened committees of educators to review and consider the possible adoption of the Common Core State Standards as the next generation of state content standards. The state anticipates that this review process will be complete and revised state content standards will be adopted and approved by the State Superintendent by May 2011.

Source – Manual input by the SEA using the online collection tool.

### 1.1.2 Assessments in Mathematics and Reading/Language Arts and Science

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments and/or academic achievement standards in mathematics, reading/language arts and/or science required under Section 1111(b)(3) of ESEA. Responses should focus on actions taken or planned since the State's assessment system was approved through ED's peer review process. Responses also should indicate specifically in what school year your State expects the changes to be implemented.

As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA as well as alternate achievement standards for students with the most significant cognitive disabilities and modified academic achievement standards for certain students with disabilities implemented to meet the requirements of Section 1111(b)(3) of ESEA. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments and/or academic achievement standards taken or planned."

The response is limited to 8,000 characters.

The state has adopted and administers annual academic assessments in reading/language arts, mathematics, and science required under Section 1111(b)(3) of ESEA. The state's assessment system includes standard assessments, alternate assessments based on alternate achievement standards, and alternate assessments based on modified achievement standards. The state's assessment system was awarded a fully compliant status by the U. S. Department of Education in 2007, based on the peer review of the state's reading and mathematics standard assessments and alternate assessments based on alternate achievement standards.

Peer review activity in 2009-10. The state submitted for peer review in 2009 its standard assessment in science, its alternate assessment based on alternate achievement standards in science, and its alternate assessment based on modified achievement standards in reading/language arts, mathematics, and science. Certain provisions of the state's submission in science are moving toward resolutions with the U.S. Department of Education.

Revision status of the state's standard assessments. The state will not change its standard assessments in reading/language arts, mathematics, and science until the release and any state approval of Common Core Standards, which is anticipated by 2011. No revisions or changes to the state's standard assessments in reading/language arts, mathematics, and science, outside those detailed within the state's peer review submissions, will be undertaken or planned during the next academic year. The state is an active participant in two Race to the Top Assessment Consortia, with an anticipated implementation date of 2014-15.

Revision status of the state's alternate assessment based on alternate achievement standards. No revisions or changes to the state's alternate assessment based on alternate achievement standards, outside those detailed within the state's peer review submissions, will be undertaken or planned during the current academic year. The state will incorporate designed improvements into its alternate assessments based on alternate achievement standards for the 2010-11 academic year, consistent with specifications within the state's peer review submissions.

Revision status of the state's alternate assessment based on modified achievement standards. The state has administered an alternate assessment based on modified achievement standards for several years, including reading/language arts, mathematics, and science. The state awaits final approval of its alternate assessment based on modified achievement standards by the U.S. Department of Education following the current peer review, as reported above. No revisions or changes to the state's alternate assessment based on modified achievement standards, outside those specified within the state's peer review submissions, will be undertaken or planned in outlying years.

The state anticipates full approval of its state science assessments and academic achievement standards following the current peer review process, within the 2010-11 school year. Following this approval, no revisions or changes to assessments and/or academic achievement standards will be taken or planned.

Source – Manual input by the SEA using the online collection tool.

**1.1.3 Grants for State Assessments and Related Activities****1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under ESEA section 6111 (Grants for State Assessments and Related Activities) during SY 2009-10, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

<b>Purpose</b>	<b>Percentage (rounded to the nearest ten percent)</b>
To pay the costs of the development of the State assessments and standards required by section 1111(b)	10.0
To administer assessments required by section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	90.0
<b>Comments:</b>	

**1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development**

For funds your State had available under ESEA 6111 (Grants for State Assessments and Related Activities) during SY 2009-10 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

<b>Purpose</b>	<b>Used for Purpose (yes/no)</b>
Administering assessments required by section 1111(b)	<input type="checkbox"/> Yes
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by section 1111(b)	<input type="checkbox"/> No
Developing or improving assessments of English language proficiency necessary to comply with section 1111(b)(7)	<input type="checkbox"/> Yes
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	<input type="checkbox"/> Yes
Developing multiple measures to increase the reliability and validity of State assessment systems	<input type="checkbox"/> Yes
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	<input type="checkbox"/> Yes
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (IDEA) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	<input type="checkbox"/> Yes
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	<input type="checkbox"/> Yes
Other	<input type="checkbox"/> No
<b>Comments:</b>	

## 1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State assessments.

### 1.2.1 Participation of all Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group "limited English proficient (*LEP*) students" includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former *LEP* students.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	49,720		>97
American Indian or Alaska Native	4,699	4,546	96.7
Asian or Pacific Islander	619		>97
Black, non-Hispanic	1,199		>97
Hispanic	1,165	1,079	92.6
White, non-Hispanic	42,038		>97
Children with disabilities ( <i>IDEA</i> )	6,728		>97
Limited English proficient ( <i>LEP</i> ) students	1,750	1,667	95.3
Economically disadvantaged students	17,164		>97
Migratory students	134	84	62.7
Male	25,482		>97
Female	24,230		>97
<b>Comments:</b> Data submitted stands as received.			

### 1.2.2 Participation of Students with Disabilities in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all students with disabilities as defined under the Individuals with Disabilities Education Act (*IDEA*). Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	800	12.2
Regular Assessment with Accommodations	3,854	58.6
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	1,281	19.5
Alternate Assessment Based on Alternate Achievement Standards	639	9.7
Total	6,574	
<b>Comments:</b> Data submitted stands as received.		

### 1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	49,720		>97
American Indian or Alaska Native	4,699	4,545	96.7
Asian or Pacific Islander	619	567	91.6
Black, non-Hispanic	1,199	1,160	96.7
Hispanic	1,165	1,078	92.5
White, non-Hispanic	42,038		>97
Children with disabilities ( <i>IDEA</i> )	6,728		>97
Limited English proficient (LEP) students	1,750	1,655	94.6
Economically disadvantaged students	17,164		>97
Migratory students	134	87	64.9
Male	25,482		>97
Female	24,230		>97
<b>Comments:</b> Data submitted stands as received.			

### 1.2.4 Participation of Students with Disabilities in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities as defined under the Individuals with Disabilities Education Act (*IDEA*). Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	796	12.2
Regular Assessment with Accommodations	3,547	54.2
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	1,571	24.0
Alternate Assessment Based on Alternate Achievement Standards	628	9.6
Total	6,542	
<b>Comments:</b> Data submitted stands as received.		

### 1.2.5 Participation of All Students in the Science Assessment

This section is similar to 1.2.1 and collects data on the State's science assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	21,448		>97
American Indian or Alaska Native	1,917	1,829	95.4
Asian or Pacific Islander	269	257	95.5
Black, non-Hispanic	487		>97
Hispanic	469	421	89.8
White, non-Hispanic	18,306		>97
Children with disabilities ( <i>IDEA</i> )	2,776		>97
Limited English proficient (LEP) students	685	641	93.6
Economically disadvantaged students	6,871		>97
Migratory students	45	22	48.9
Male	10,940		>97
Female	10,506		>97
<b>Comments:</b> Data submitted stands as received.			

Source – Manual input by the SEA using the online collection tool.

### 1.2.6 Participation of Students with Disabilities in Science Assessment

This section is similar to 1.2.2 and collects data on the State's science assessment.

The data provided should include science participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act (*IDEA*). Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	321	11.9
Regular Assessment with Accommodations	1,719	63.7
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	410	15.2
Alternate Assessment Based on Alternate Achievement Standards	249	9.2
Total	2,699	
<b>Comments:</b> Data submitted stands as received.		

### 1.3 STUDENT ACADEMIC ACHIEVEMENT

This section collects data on student academic achievement on the State assessments.

#### 1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who received a valid score on the State assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (*LEP*) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former *LEP* students.

**1.3.1.1 Student Academic Achievement in Mathematics - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	6,831	6,086	89.1
American Indian or Alaska Native	726	511	70.4
Asian or Pacific Islander	98	82	83.7
Black, non-Hispanic	170	120	70.6
Hispanic	184	154	83.7
White, non-Hispanic	5,653	5,219	92.3
Children with disabilities ( <i>IDEA</i> )	946	737	77.9
Limited English proficient (LEP) students	339	201	59.3
Economically disadvantaged students	2,638	2,156	81.7
Migratory students	22	13	59.1
Male	3,501	3,135	89.5
Female	3,330	2,951	88.6
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.2.1 Student Academic Achievement in Reading/Language Arts - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	6,817	5,452	80.0
American Indian or Alaska Native	724	429	59.3
Asian or Pacific Islander	92	71	77.2
Black, non-Hispanic	168	111	66.1
Hispanic	183	114	62.3
White, non-Hispanic	5,650	4,727	83.7
Children with disabilities ( <i>IDEA</i> )	939	663	70.6
Limited English proficient (LEP) students	333	153	45.9
Economically disadvantaged students	2,631	1,870	71.1
Migratory students	21	N<10	
Male	3,496	2,709	77.5
Female	3,321	2,743	82.6
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.3.1 Student Academic Achievement in Science - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b>			

**1.3.1.2 Student Academic Achievement in Mathematics - Grade 4**

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	6,540	5,520	84.4
American Indian or Alaska Native	646	424	65.6
Asian or Pacific Islander	74	60	81.1
Black, non-Hispanic	200	132	66.0
Hispanic	170	126	74.1
White, non-Hispanic	5,450	4,778	87.7
Children with disabilities ( <i>IDEA</i> )	936	687	73.4
Limited English proficient (LEP) students	246	120	48.8
Economically disadvantaged students	2,426	1,860	76.7
Migratory students	12	N<10	
Male	3,340	2,884	86.3
Female	3,200	2,636	82.4
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.2.2 Student Academic Achievement in Reading/Language Arts - Grade 4**

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	6,523	5,078	77.8
American Indian or Alaska Native	644	372	57.8
Asian or Pacific Islander	71	57	80.3
Black, non-Hispanic	195	123	63.1
Hispanic	171	115	67.3
White, non-Hispanic	5,442	4,411	81.1
Children with disabilities ( <i>IDEA</i> )	927	641	69.1
Limited English proficient (LEP) students	244	92	37.7
Economically disadvantaged students	2,415	1,652	68.4
Migratory students	12	N<10	
Male	3,325	2,546	76.6
Female	3,198	2,532	79.2
<b>Comments:</b> North Dakota has no comment and stands by its data.			

## 1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	6,529	4,915	75.3
American Indian or Alaska Native	642	327	50.9
Asian or Pacific Islander	74	56	75.7
Black, non-Hispanic	198	108	54.5
Hispanic	167	103	61.7
White, non-Hispanic	5,448	4,321	79.3
Children with disabilities ( <i>IDEA</i> )	931	622	66.8
Limited English proficient (LEP) students	242	85	35.1
Economically disadvantaged students	2,418	1,567	64.8
Migratory students	10	N<10	
Male	3,333	2,605	78.2
Female	3,196	2,310	72.3
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.1.3 Student Academic Achievement in Mathematics - Grade 5**

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	6,928	5,768	83.3
American Indian or Alaska Native	666	383	57.5
Asian or Pacific Islander	82	60	73.2
Black, non-Hispanic	177	115	65.0
Hispanic	147	103	70.1
White, non-Hispanic	5,856	5,107	87.2
Children with disabilities ( <i>IDEA</i> )	1,026	734	71.5
Limited English proficient (LEP) students	219	84	38.4
Economically disadvantaged students	2,501	1,853	74.1
Migratory students	13	N<10	
Male	3,567	2,983	83.6
Female	3,360	2,784	82.9
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.2.3 Student Academic Achievement in Reading/Language Arts - Grade 5**

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	6,917	5,168	74.7
American Indian or Alaska Native	666	336	50.5
Asian or Pacific Islander	76	52	68.4
Black, non-Hispanic	177	117	66.1
Hispanic	146	100	68.5
White, non-Hispanic	5,852	4,563	78.0
Children with disabilities ( <i>IDEA</i> )	1,021	605	59.3
Limited English proficient (LEP) students	216	70	32.4
Economically disadvantaged students	2,495	1,645	65.9
Migratory students	13	10	76.9
Male	3,557	2,545	71.5
Female	3,359	2,622	78.1
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.3.3 Student Academic Achievement in Science - Grade 5**

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b>			

**1.3.1.4 Student Academic Achievement in Mathematics - Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	7,025	5,738	81.7
American Indian or Alaska Native	664	343	51.7
Asian or Pacific Islander	95	68	71.6
Black, non-Hispanic	176	106	60.2
Hispanic	152	109	71.7
White, non-Hispanic	5,938	5,112	86.1
Children with disabilities ( <i>IDEA</i> )	974	627	64.4
Limited English proficient (LEP) students	203	73	36.0
Economically disadvantaged students	2,531	1,766	69.8
Migratory students	13	N<10	
Male	3,624	2,983	82.3
Female	3,401	2,755	81.0
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.2.4 Student Academic Achievement in Reading/Language Arts - Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	7,010	5,566	79.4
American Indian or Alaska Native	663	344	51.9
Asian or Pacific Islander	89	73	82.0
Black, non-Hispanic	176	99	56.2
Hispanic	151	104	68.9
White, non-Hispanic	5,931	4,946	83.4
Children with disabilities ( <i>IDEA</i> )	966	609	63.0
Limited English proficient (LEP) students	202	69	34.2
Economically disadvantaged students	2,522	1,706	67.6
Migratory students	13	N<10	
Male	3,613	2,791	77.2
Female	3,397	2,775	81.7
<b>Comments:</b> North Dakota has no comment and stands by its data.			

## 1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b>			

**1.3.1.5 Student Academic Achievement in Mathematics - Grade 7**

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	7,175	5,684	79.2
American Indian or Alaska Native	677	349	51.6
Asian or Pacific Islander	90	66	73.3
Black, non-Hispanic	190	94	49.5
Hispanic	159	106	66.7
White, non-Hispanic	6,059	5,069	83.7
Children with disabilities ( <i>IDEA</i> )	958	583	60.9
Limited English proficient (LEP) students	255	83	32.5
Economically disadvantaged students	2,459	1,655	67.3
Migratory students	11	10	90.9
Male	3,683	2,933	79.6
Female	3,492	2,751	78.8
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.2.5 Student Academic Achievement in Reading/Language Arts - Grade 7**

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	7,168	5,878	82.0
American Indian or Alaska Native	677	415	61.3
Asian or Pacific Islander	82	61	74.4
Black, non-Hispanic	188	120	63.8
Hispanic	161	111	68.9
White, non-Hispanic	6,060	5,171	85.3
Children with disabilities ( <i>IDEA</i> )	955	639	66.9
Limited English proficient (LEP) students	255	100	39.2
Economically disadvantaged students	2,453	1,768	72.1
Migratory students	13	11	84.6
Male	3,679	2,925	79.5
Female	3,489	2,953	84.6
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.3.5 Student Academic Achievement in Science - Grade 7**

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b>			

**1.3.1.6 Student Academic Achievement in Mathematics - Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	7,230	5,268	72.9
American Indian or Alaska Native	612	282	46.1
Asian or Pacific Islander	96	71	74.0
Black, non-Hispanic	158	80	50.6
Hispanic	138	79	57.2
White, non-Hispanic	6,226	4,756	76.4
Children with disabilities ( <i>IDEA</i> )	974	520	53.4
Limited English proficient (LEP) students	206	66	32.0
Economically disadvantaged students	2,346	1,405	59.9
Migratory students	N<10	N<10	66.7
Male	3,680	2,696	73.3
Female	3,550	2,572	72.5
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.2.6 Student Academic Achievement in Reading/Language Arts - Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	7,217	5,742	79.6
American Indian or Alaska Native	615	368	59.8
Asian or Pacific Islander	86	72	83.7
Black, non-Hispanic	155	91	58.7
Hispanic	138	96	69.6
White, non-Hispanic	6,223	5,115	82.2
Children with disabilities ( <i>IDEA</i> )	974	616	63.2
Limited English proficient (LEP) students	205	74	36.1
Economically disadvantaged students	2,337	1,607	68.8
Migratory students	10	N<10	
Male	3,674	2,801	76.2
Female	3,543	2,941	83.0
<b>Comments:</b> North Dakota has no comment and stands by its data.			

## 1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7,229	4,489	62.1
American Indian or Alaska Native	613	204	33.3
Asian or Pacific Islander	95	62	65.3
Black, non-Hispanic	158	55	34.8
Hispanic	135	56	41.5
White, non-Hispanic	6,228	4,112	66.0
Children with disabilities ( <i>IDEA</i> )	977	382	39.1
Limited English proficient (LEP) students	204	28	13.7
Economically disadvantaged students	2,348	1,105	47.1
Migratory students	N<10	N<10	25.0
Male	3,682	2,409	65.4
Female	3,547	2,080	58.6
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.1.7 Student Academic Achievement in Mathematics - High School**

<b>High School</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	7,279	4,016	55.2
American Indian or Alaska Native	599	170	28.4
Asian or Pacific Islander	88	51	58.0
Black, non-Hispanic	120	30	25.0
Hispanic	108	46	42.6
White, non-Hispanic	6,364	3,719	58.4
Children with disabilities ( <i>IDEA</i> )	789	270	34.2
Limited English proficient (LEP) students	199	35	17.6
Economically disadvantaged students	1,911	744	38.9
Migratory students	N<10	N<10	25.0
Male	3,705	2,122	57.3
Female	3,574	1,894	53.0
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.3.2.7 Student Academic Achievement in Reading/Language Arts - High School**

<b>High School</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	7,279	4,609	63.3
American Indian or Alaska Native	600	231	38.5
Asian or Pacific Islander	88	46	52.3
Black, non-Hispanic	119	36	30.3
Hispanic	109	53	48.6
White, non-Hispanic	6,363	4,243	66.7
Children with disabilities ( <i>IDEA</i> )	788	339	43.0
Limited English proficient (LEP) students	200	37	18.5
Economically disadvantaged students	1,911	933	48.8
Migratory students	N<10	N<10	20.0
Male	3,707	2,262	61.0
Female	3,572	2,347	65.7
<b>Comments:</b> North Dakota has no comment and stands by its data.			

## 1.3.3.7 Student Academic Achievement in Science - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7,268	4,328	59.5
American Indian or Alaska Native	596	189	31.7
Asian or Pacific Islander	87	47	54.0
Black, non-Hispanic	120	34	28.3
Hispanic	106	49	46.2
White, non-Hispanic	6,359	4,009	63.0
Children with disabilities ( <i>IDEA</i> )	788	299	37.9
Limited English proficient (LEP) students	195	25	12.8
Economically disadvantaged students	1,907	855	44.8
Migratory students	N<10	N<10	50.0
Male	3,699	2,465	66.6
Female	3,569	1,863	52.2
<b>Comments:</b> North Dakota has no comment and stands by its data.			

**1.4 SCHOOL AND DISTRICT ACCOUNTABILITY**

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

**1.4.1 All Schools and Districts Accountability**

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made AYP based on data for the SY 2009-10. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2009-10	Percentage that Made AYP in SY 2009-10
Schools	481	358	74.4
Districts	181	131	72.4
<b>Comments:</b>			

**1.4.2 Title I School Accountability**

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2009-10 school year. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2009-10	Percentage of Title I Schools that Made AYP in SY 2009-10
All Title I schools	311	232	74.6
Schoolwide (SWP) Title I schools	86	51	59.3
Targeted assistance (TAS) Title I schools	225	181	80.4
<b>Comments:</b>			

**1.4.3 Accountability of Districts That Received Title I Funds**

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2009-10. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2009-10	# Districts That Received Title I Funds and Made AYP in SY 2009-10	Percentage of Districts That Received Title I Funds and Made AYP in SY 2009-10
171	114	66.7
<b>Comments:</b> # Districts that received Title I Funds in SY 2009-10 should be 158.		

#### 1.4.4 Title I Schools Identified for Improvement

##### 1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2010-11 based on the data from SY 2009-10. For each school on the list, provide the following:

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2010-11 (Use one of the following improvement status designations: School Improvement - Year 1, School Improvement - Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing)<sup>1</sup>
- Whether (yes or no) the school is or is not a Title I school (*This column **must be completed** by States that choose to list all schools in improvement. Column is optional for States that list only Title I schools.*)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003 (g).

See attached for blank template that can be used to enter school data.

Download template: [Question 1.4.4.1 \(Get MS Excel Viewer\)](#).

<sup>1</sup> The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

**1.4.4.3 Corrective Action**

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

<b>Corrective Action</b>	<b># of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2009-10</b>
Required implementation of a new research-based curriculum or instructional program	7
Extension of the school year or school day	6
Replacement of staff members relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	3
<b>Comments:</b>	

**1.4.4.4 Restructuring – Year 2**

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

<b>Restructuring Action</b>	<b># of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented</b>
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	14
<b>Comments:</b>	

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

The schools that selected other major restructuring of the school governance all contracted with an outside expert to make significant restructuring changes in the school, such as McRel, High Schools That Work, and the Linda Mood Bell Program.

## 1.4.5 Districts That Received Title I Funds Identified for Improvement

### 1.4.5.1 List of Districts That Received Title I Funds and Were Identified for Improvement

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2010-11 based on the data from SY 2009-10. For each district on the list, provide the following:

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2010-11 (Use one of the following improvement status designations: Improvement or Corrective Action<sup>2</sup>)
- Whether the district is a district that received Title I funds. Indicate "Yes" if the district received Title I funds and "No" if the district did not receive Title I funds. (**This column must be completed by States that choose to list all districts or all districts in improvement.** This column is optional for States that list only districts in improvement that receive Title I funds.)

See attached for blank template that can be used to enter district data.

Download template: [Question 1.4.5.1 \(Get MS Excel Viewer\)](#).

<sup>2</sup> The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

**1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement**

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

Schools and districts that have been identified for program improvement receive detailed technical assistance and frequent communication from the state Title I office.

An annual workshop is held each spring and a follow-up training session in the fall to provide detailed information as to those provisions that apply when schools or districts are identified for improvement. Schools and districts receive regular communication from the state Title I office providing updated information on the program improvement provisions.

The state Title I office has an extensive program improvement website developed. This site contains a variety of resources including a link to all district and school Adequate Yearly Progress reports, information on reports due throughout the year, information and application forms on additional funds available for program improvement schools, sample letters and sample reports, and resources and handouts from prior workshops. Log on to <http://www.dpi.state.nd.us/title1/progress/index.shtml> to access this information.

The application for additional funds for program improvement is available on the web and is due in the state Title I office, along with the program improvement plan, three months after the release of the official Adequate Yearly Progress data.

Those schools and districts that are in corrective action receive increased state oversight on all Title I and program improvement activities and provisions.

The North Dakota Department of Public Instruction has a strong Title I School Support Team (SST). The team's main purpose is to provide technical assistance to North Dakota schools and districts that have been identified for program improvement and to assist Title I practitioners on the implementation of Title I program improvement requirements at the local level. The Title I School Support Team consists of members from across the state of North Dakota who are known for their knowledge of program improvement issues and distinguished efforts within education.

In addition, the state Title I office recently established a list of consultants who can assist districts and schools with planning and implementing school improvement activities. These consultants are known as the Statewide System of Support (SSOS) Consultant Team. Team members must have expertise in a variety of program improvement areas to provide individualized assistance to schools.

The North Dakota Department of Public Instruction has created a statewide system of support, as required under Section 1117, to ensure that all schools and districts meet North Dakota's academic content and student achievement standards. Our statewide system of support consists of a wealth of resources to meet the needs of school personnel. Sustained support for LEAs and schools in improvement is provided by several entities, some of which include the state Title I staff, School Support Team, North Dakota Parental Involvement Resource Center, and a Statewide System of Support Consultant Team.

**1.4.5.3 Corrective Action**

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

<b>Corrective Action</b>	<b># of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2009-10</b>
Implemented a new curriculum based on State standards	11
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	2
Abolished the district (list the number of districts abolished between the end of SY 2008-09 and beginning of SY 2009-10 as a corrective action)	0
<b>Comments:</b>	

**1.4.7 Appeal of AYP and Identification Determinations**

In the table below, provide the number of districts and schools that appealed their AYP designations based on SY 2009-10 data and the results of those appeals.

	<b># Appealed Their AYP Designations</b>	<b># Appeals Resulted in a Change in the AYP Designation</b>
Districts	6	1
Schools	12	2
<b>Comments:</b>		

Date (MM/DD/YY) that processing appeals based on SY 2009-10 data was complete	05/14/10
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### 1.4.8 School Improvement Status

In the section below, "Schools in Improvement" means Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA* for SY 2009-10.

Note: With the exception of 1.4.8.5.3, in section 1.4.8 references to 1003(g) mean refers to FY 2008 and/or FY 2007 1003(g) funds that may have been used to assist schools during SY 2009-10.

#### 1.4.8.1 Student Proficiency for Schools Receiving Assistance Through Section 1003(a) and 1003(g) Funds

The table below pertains only to schools that received assistance through section 1003(a) and/or 1003(g) funds during SY 2009-10.

Note: In section 1.4.8 references to 1003(g) mean FY 2008 and/or FY 2007 1003(g) funds that may have been used to assist schools during SY 2009-10

*Instructions for States that during SY 2009-10 administered assessments required under section 1116 of ESEA after fall 2009 (i.e., non fall-testing states):*

- In the **SY 2009-10 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2009-10 who were:
  - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in SY 2009-10.
  - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of *ESEA* in SY 2009-10.
  - In SY 2008-09 column, provide the requested data for the same schools whose student proficiency data are reported for SY 2009-10.

*States that in SY 2009-10 administered assessments required under section 1116 of ESEA during fall 2009 (i.e., fall-testing states):*

- In the **SY 2009-10 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2009-10 who were:
  - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in fall 2010.
  - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in fall 2010.
  - In the **SY 2008-09 column**, provide the requested data for the same schools whose student proficiency data are reported in the SY 2009-10 column.

Category	SY 2009-10	SY 2008-09
Total number of students who completed the <b>mathematics</b> assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	8,328	8,364
Total number of students who were proficient or above in <b>mathematics</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	6,202	6,053
Percentage of students who were proficient or above in <b>mathematics</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	74.5	72.4
Total number of students who completed the <b>reading/language arts</b> assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	8,319	8,353
Total number of students who were proficient or above in <b>reading/language arts</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	6,061	5,876
Percentage of students who were proficient in <b>reading/language arts</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	72.9	70.3
<b>Comments:</b>		

#### 1.4.8.2 School Improvement Status and School Improvement Assistance

In the table below, indicate the number of schools receiving assistance through section 1003(a) and/or 1003(g) funds during SY 2009-10 that:

- Made adequate yearly progress
- Exited improvement status
- Did not make adequate yearly progress

Category	# of Schools
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that <b>made adequate yearly progress</b> based on testing in SY 2009-10	21
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that <b>exited improvement status</b> based on testing in SY 2009-10	4

Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that **did not make adequate yearly progress** based on testing in SY 2009-10

**Comments:**

**1.4.8.3 Effective School Improvement Strategies**

In the table below, indicate the effective school improvement strategies used that were supported through Section 1003(a) and/or 1003(g) funds.

For fall-testing States, responses for this item would be based on assessments administered in fall 2010. For all other States the responses would be based on assessments administered during SY 2009-10.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
<b>Effective Strategy or Combination of Strategies Used</b>  (See response options in "Column 1 Response Options Box" below.)  If your State's response includes a "5" (other strategies), identify the specific strategy(s) in Column 2.	<b>Description of "Other Strategies"</b>  This response is limited to 500 characters.	<b>Number of schools in which the strategy (strategies) was(were) used</b>	<b>Number of schools that used the strategy(strategies) and exited improvement status based on testing after the schools received this assistance</b>	<b>Number of schools that used the strategy (strategies), made AYP based on testing after the schools received this assistance, but did not exit improvement status</b>	<b>Most common other Positive Outcome from the strategy (strategies)</b>  (See response options in "Column 6 Response Options Box" below)	<b>Description of "Other Positive Outcome" if Response for Column 6 is "D"</b>  This response is limited to 500 characters.
1		16	0	4	B	
2		17	0	7	C	
3		3	0	1	B	
<b>Comments:</b>						

Column 1 Response Options Box
1 = Provide customized technical assistance and/or professional development that is designed to build the capacity of LEA and school staff to improve schools and is informed by student achievement and other outcome-related measures.
2 = Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.
3 = Create partnerships among the SEA, LEAs and other entities for the purpose of delivering technical assistance, professional development, and management advice.
4 = Provide professional development to enhance the capacity of school support team members and other technical assistance providers who are part of the Statewide system of support and that is informed by student achievement and other outcome-related measures.
5 = Implement other strategies determined by the SEA or LEA, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.
6 = Combination 1: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.
7 = Combination 2: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.
8 = Combination 3: Schools Using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

Column 6 Response Options Box
A = Improvement by at least five percentage points in two or more AYP reporting cells
B = Increased teacher retention
C = Improved parental involvement
D = Other

#### 1.4.8.4 Sharing of Effective Strategies

In the space below, describe how your State shared the effective strategies identified in item 1.4.8.3 with its LEAs and schools. Please exclude newsletters and handouts in your description.

This response is limited to 8,000 characters.

The North Dakota Department of Public Instruction has multiple ways that we share effective strategies for schools and districts identified for improvement. The following summarizes our key methods of communication:

##### Extensive Website

The state Title I office has an extensive program improvement website developed. This site contains a variety of resources including a link to all district and school Adequate Yearly Progress reports, information on reports due throughout the year, information and application forms on additional funds available for program improvement schools, sample letters and sample reports, and resources and handouts from prior workshops. Log on to <http://www.dpi.state.nd.us/title1/progress/index.shtm> to access this information.

##### Assigned Liaison

Every school and district identified for improvement is assigned a Title I program staff member to answer questions and provide technical assistance. These liaisons keep close contact with their assigned schools by gathering information, answering questions on program improvement issues, acting as a guidance coach, and tracking needs and efforts in a very comprehensive manner.

##### Monthly Research Report

The state Title I office generates and distributes a monthly report which summarizes newly released research/resources on educational issues relevant to North Dakota schools. The monthly Research/Resource Report (RRR) is disseminated electronically to all principals, administrators, and Title I teachers and staff in schools identified for improvement.

##### Sharing of Effective Strategies

The department frequently contracts with exemplary educators within the state or educational entities to create resources for North Dakota schools and districts. We believe it is critical to highlight what has been proven to be effective in other schools and districts.

- The North Dakota Department of Public Instruction requested assistance from the North Central Comprehensive Center (NCCC) in highlighting and documenting seven schools in the state of North Dakota that have made substantial improvement in their student achievement scores. Interviews of seven school administrators were conducted by the NCCC to gather information on the specific strategies each school employed to improve student achievement. A summary capturing the most important processes and initiatives was created for each school. All seven summaries were compiled into one document and shared statewide to disseminate effective practices.
- The state Title I office created a "What Works" resource guide for schools and districts to provide educators with strategies, interventions, and components used in effective educational programs. This document contains 22 one-page profiles. Each of these profiles provides an overview, research summary, and resource section on educational topics being used across the nation to improve education and raise academic achievement. The resources within this document are provided to assist schools and districts in their school improvement efforts.
- The North Dakota State Parental Information Resource Center (NDPIRC) and state Title I office contracted with state educators to create a Parent Involvement Master Literacy Bag, as well as a Parental Involvement Toolkit, for all North Dakota schools.

##### Department Sponsored Conferences

The department sponsors two extensive conferences each year. Each spring, a conference for schools and districts in improvement is held to disseminate key information regarding the school improvement requirements and to share effective strategies for making AYP. In the fall, a statewide conference is held for educators to promote effective research-based strategies designed to raise achievement. Numerous other trainings, via conference call or Interactive Video Network, are offered each year to share and disseminate information statewide.

#### 1.4.8.5 Use of Section 1003(a) and (g) School Improvement Funds

##### 1.4.8.5.1 Section 1003(a) State Reservations

In the space provided, enter the percentage of the FY 2009 (SY 2009-10) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of ESEA and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of ESEA: 4.0%

**Comments:**

**1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools**

For SY 2009-10 there is no need to upload a spreadsheet to answer this question in the CSPR.

1.4.8.5.2 will be answered automatically using data submitted to ED Facts in Data Group 694, School improvement funds allocation table, from File Specification N/X132. You may review data submitted to ED Facts using the report named "Section 1003(a) and 1003(g) Allocations to LEAs and Schools- CSPR 1.4.8.5.2 (EDEN012)" from the ED Facts Reporting System.

**1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance**

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2009-10.

This response is limited to 8,000 characters.

North Dakota used the funds available to the SEA under Section 1003(g) to build capacity at the LEA and school levels to improve student achievement, mainly through expanded use of our North Dakota School Support Team. We are limited in our capacity to provide training and technical assistance to our School Support Team due to the limited amount of funds we are allowed to retain at the SEA level from our 1003(a) dollars. The additional 1003(g) funds enabled us to expand our work with the North Central Comprehensive Center to provide further training to our North Dakota School Support Team so that they can continue their work with schools in improvement. The School Support Team members were then better able to build capacity at the LEA and school level to employ effective instructional strategies targeted to the areas that led to the identification for improvement.

North Dakota has chosen to create partnerships among SEA, LEAs, and other entities for the purpose of delivering technical assistance, professional development, and management advice. We chose the strategy pertaining to partnerships so we can continue to work with the North Central Comprehensive Center (NCCC) to provide additional training to our School Support Team, and provide professional development to enhance the capacity of School Support Team members and other technical assistance providers who are part of the statewide system of support and that is informed by student achievement and other outcome related measures. By providing additional professional development to School Support Team members, they can then provide customized technical assistance to schools in improvement and share research-based strategies and practices to address their academic achievement problems.

North Dakota assesses the effectiveness of the school improvement activities through the reporting process that has been established. Schools are required to submit a follow-up report annually, which assesses whether the funds were spent according to how they were approved. In addition, all schools in improvement must complete an annual report which requires that they report progress made toward reaching their goals, evaluates their school improvement plan, discusses the success of their restructuring efforts, and describes how they will make changes for the subsequent school year. These reports are reviewed each summer to evaluate the effectiveness of their school improvement activities.

The North Dakota Department of Public Instruction, in collaboration with the NCCC, engaged in a self-evaluation of its Statewide System of Support for the purpose of reflecting upon and subsequently strengthening the services and support offered to districts and schools. The efforts were intended to increase state capacity to build and sustain systemic support to close the achievement gap. The NCCC drafted an analysis report reflecting the current state of the SSOS in North Dakota. The SEA team convened a wider group of personnel, in collaboration with NCCC, to review the draft document and offer suggestions for changes. The team explored what school improvement options might be available for strengthening the SSOS and unanimously agreed to implement the electronic tool available through the COII called the Support for School Improvement and consider how it might be utilized by the School Support Team members as they provide support to schools in program improvement.

North Dakota's process for disseminating information on what works to other LEAs within the state is mainly accomplished through our in-service trainings and our extensive website. We sponsor several trainings and workshops annually, which always highlights available resources. In addition, we are constantly adding new resources and information to our Title I website. A few examples include the creation of a "What Works" document disseminated at our annual program improvement workshop last year, and subsequently made available to others on our website, and the recent establishment of a monthly Research/Resources Report which highlights new resources and research, and is electronically shared each month with all Title I schools in the state.

In addition, we monitored schools in improvement to ensure all of the required school improvement provisions are being met. We created a self-monitoring tool that schools in improvement completed and submitted to the state Title I office for review.

**1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds other than Those of Section 1003(a) and 1003(g).**

In the space below, describe actions (if any) taken by your State in SY 2009-10 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

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The state of North Dakota has no other funds besides 1003(a) and 1003(g) to address schools identified for improvement, corrective action, or restructuring under Section 1116 of ESEA.

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**1.4.9 Public School Choice and Supplemental Educational Services**

This section collects data on public school choice and supplemental educational services.

**1.4.9.1 Public School Choice**

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

**1.4.9.1.2 Public School Choice – Students**

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

1. All students currently enrolled in a school Title I identified for improvement, corrective action or restructuring.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116, and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

The number of students who applied to transfer should include:

1. All students who applied to transfer in the current school year but did not or were unable to transfer.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116; and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

For any of the respective student counts, States should indicate in the Comment section if the count does not include any of the categories of students discussed above.

	<b># Students</b>
Eligible for public school choice	6,338
Applied to transfer	17
Transferred to another school under the Title I public school choice provisions	15
<b>Comments:</b>	

**1.4.9.1.3 Funds Spent on Public School Choice**

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice under Section 1116 of ESEA.

	<b>Amount</b>
Dollars spent by LEAs on transportation for public school choice	\$ 1,127

**1.4.9.1.4 Availability of Public School Choice Options**

In the table below provide the number of LEAs in your State that are unable to provide public school choice to eligible students due to any of the following reasons:

1. All schools at a grade level in the LEA are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice.
3. LEA's schools are so remote from one another that choice is impracticable.

	<b># LEAs</b>
LEAs Unable to Provide Public School Choice	29

**FAQs about public school choice:**

- a. How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs? For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of ESEA, the State may consider a student as having applied to transfer if the student meets the following:

- Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
- Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
- Is using district transportation services to attend such a school.

In addition, the State may consider costs for transporting a student meeting the above conditions towards the funds spent by an LEA on transportation for public school choice if the student is using district transportation services to attend the non-identified school.

- b. How should States report on public school choice for those LEAs that are not able to offer public school choice? In the count of LEAs that are not able to offer public school choice (for any of the reasons specified in 1.4.9.1.4), States should include those LEAs that are unable to offer public school choice at one or more grade levels. For instance, if an LEA is able to provide public school choice to eligible students at the elementary level but not at the secondary level, the State should include the LEA in the count. States should also include LEAs that are not able to provide public school choice at all (i.e., at any grade level). States should provide the reason(s) why public school choice was not possible in these LEAs at the grade level(s) in the Comment section. In addition, States may also include in the Comment section a separate count just of LEAs that are not able to offer public school choice at any grade level.

For LEAs that are not able to offer public school choice at one or more grade levels, States should count as eligible for public school choice (in 1.4.9.1.2) all students who attend identified Title I schools regardless of whether the LEA is able to offer the students public school choice.

**Comments:**

<sup>3</sup> Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

**1.4.9.2 Supplemental Educational Services**

This section collects data on supplemental educational services.

**1.4.9.2.2 Supplemental Educational Services – Students**

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of *ESEA*.

	<b># Students</b>
Eligible for supplemental educational services	9,965
Applied for supplemental educational services	533
Received supplemental educational services	441
<b>Comments:</b>	

**1.4.9.2.3 Funds Spent on Supplemental Educational Services**

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of *ESEA*.

	<b>Amount</b>
Dollars spent by LEAs on supplemental educational services	\$ 674,577
<b>Comments:</b>	

**1.5 TEACHER QUALITY**

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of ESEA.

**1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified**

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

	<b>Number of Core Academic Classes (Total)</b>	<b>Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified</b>	<b>Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified</b>	<b>Number of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified</b>	<b>Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified</b>
All classes	35,251	35,248	100.0		
All elementary classes	15,678	15,678	100.0		
All secondary classes	19,573	19,570	100.0	3	0.0

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	<u>    </u> Yes
---	-----------------

If the answer above is no, please explain below. The response is limited to 8,000 characters.

--

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

A full day self-contained classroom equals one class.
---

**FAQs about highly qualified teachers and core academic subjects:**

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

### 1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

**Note:** Use the numbers of core academic classes taught by teachers who are not highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	0.0
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	0.0
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain in comment box below)	100.0
Total	100.0

The response is limited to 8,000 characters.

In 2009-2010 all elementary teacher assignments met the provisions of HQT statewide.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	0.0
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	0.0
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain in comment box below)	100.0
Total	100.0

The response is limited to 8,000 characters.

In 2009-2010 the state identified only three secondary core classes that were not taught by HQT.

### 1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

This means that for the purpose of establishing poverty quartiles, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in different category in 1.5.3 than it would be in 1.5.1.

**NOTE:** No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
<b>Elementary Schools</b>			
High Poverty Elementary Schools	3,457	3,457	100.0
Low-poverty Elementary Schools	4,337	4,337	100.0
<b>Secondary Schools</b>			
High Poverty secondary Schools	2,810	2,807	99.9
Low-Poverty secondary Schools	8,055	8,055	100.0
1.5.3.1 In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.			

**1.5.3.1** In the table below, provide the poverty quartiles breaks used in determining high and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	48.7	26.5
Poverty metric used	Percent of free and reduced lunch.	
Secondary schools	44.7	25.2
Poverty metric used	Percent of free and reduced lunch.	

#### FAQs on poverty quartiles and metrics used to determine poverty

- What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.
- Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

**1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS**

This section collects annual performance and accountability data on the implementation of Title III programs.

**1.6.1 Language Instruction Educational Programs**

In the table below, place a check next to each type of language instruction educational programs implemented in the State, as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

**Table 1.6.1 Definitions:**

1. **Types of Programs** = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in [http://www.ncele.gwu.edu/files/uploads/5/Language\\_Instruction\\_Educational\\_Programs.pdf](http://www.ncele.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf).
2. **Other Language** = Name of the language of instruction, other than English, used in the program.

Check Types of Programs	Type of Program	Other Language
<input type="checkbox"/> Yes	Dual language	Spanish
<input type="checkbox"/> No	Two-way immersion	
<input type="checkbox"/> No	Transitional bilingual programs	
<input type="checkbox"/> No	Developmental bilingual	
<input type="checkbox"/> Yes	Heritage language	Dakota/Lakota, Hidatsa (Siouan lang.), Arikara (North American Indian-Other), Cree and Chippewa (Ojibwa)
<input type="checkbox"/> Yes	Sheltered English instruction	
<input type="checkbox"/> Yes	Structured English immersion	
<input type="checkbox"/> Yes	Specially designed academic instruction delivered in English (SDAIE)	
<input type="checkbox"/> Yes	Content-based ESL	
<input type="checkbox"/> Yes	Pull-out ESL	
<input type="checkbox"/> Yes	Other (explain in comment box below)	

The response is limited to 8,000 characters.

Inclusionary ELL and Push-in Content ELL Instruction are also used in North Dakota. The district reporting Dual Language is using local college students to provide native language support for one migrant ELL student who attends a Dual Language program when he attends school in another state. One district also uses newcomer centers for newly arrived ELL students in grades K-12.

**1.6.2 Student Demographic Data****1.6.2.1 Number of ALL LEP Students in the State**

In the table below, provide the unduplicated number of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program
- Do not include Former LEP students (as defined in Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

Number of ALL LEP students in the State	4,291
<b>Comments:</b>	

**1.6.2.2 Number of LEP Students Who Received Title III Language Instruction Educational Program Services**

In the table below, provide the unduplicated number of LEP students who received services in Title III language instructional education programs.

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	3,411
<b>Comments:</b>	

**1.6.2.3 Most Commonly Spoken Languages in the State**

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III Services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Ojibwa	987
Spanish; Castilian	776
Dakota	370
Somali	326
North American Indian	305

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

--

**1.6.3 Student Performance Data**

This section collects data on LEP student English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

**1.6.3.1.1 All LEP Students Tested on the State Annual English Language Proficiency Assessment**

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency assessment (as defined in 1.6.2.1).

	#
Number tested on State annual ELP assessment	4,935
Number not tested on State annual ELP assessment	185
Total	5,120

**Comments:** The total number of LEP students in each district is suspect. NDDPI will work with the numbers to assure duplicate students are removed, as well as students who were not enrolled in the district during the time of ELP testing. If necessary, the state plans to amend the numbers in these sections when CSPR reopens.

Explanation:

The 185 students who were enrolled but did not generate a test score include:

3% are private school and preK students who should not be included

8% with exit date

15% are unexplained untested students

34% have student records that indicate absent/moved or Special Education deferred

41% that had test booklets with suppressed data in one or more domains for absent/moved, refused or Special Education deferred

**1.6.3.1.2 ALL LEP Student English Language Proficiency Results**

	#
Number attained proficiency on State annual ELP assessment	669
Percent attained proficiency on State annual ELP assessment	13.6
<b>Comments:</b>	

**1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency (ELP) Assessment**

In the table below, provide the number of Title III LEP students tested on annual State English language proficiency assessment.

	<b>#</b>
Number tested on State annual ELP assessment	4,168
Number not tested on State annual ELP assessment	155
Total	4,323
<p><b>Comments:</b> The total number of LEP students in each district is suspect. NDDPI will work with the numbers to assure duplicate students are removed, as well as students who were not enrolled in the district during the time of ELP testing. If necessary, the state plans to amend the numbers in these sections when CSPR reopens.</p> <p>Explanation:                  The 155 Title III students who were enrolled but did not generate a test score include:                  9% with exit date                  12% are unexplained untested students                  28% have student records that indicate absent/moved or Special Education deferred                  51% that had test booklets with suppressed data in one or more domains for absent/moved, refused or Special Education deferred</p>	
<p>In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined and whose results were not included in the calculation for AMAO1. Report this number ONLY if the State did not include these students in establishing AMAO1/ making progress target and did not include them in the calculations for AMAO1/ making progress (# and % making progress).</p>	
	<b>#</b>
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.	1,265

**1.6.3.2.2**

**Table 1.6.3.2.2 Definitions:**

- Annual Measureable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
- Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the State Consolidated Application (CSA), or as amended.
- ELP Attainment** = Number and percent of Title III LEP students that meet the State definition of "Attainment" of English language proficiency submitted to ED in the State Consolidated Application (CSA), or as amended.
- Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the State targets for the number and percentage of States making progress and attaining English proficiency for this reporting period. Additionally, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

	<b>Results</b>		<b>Targets</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Making progress	1,653	56.9	2,001	48.00
Attained proficiency	587	14.1	417	10.00
<p><b>Comments:</b> The total number of LEP students in each district is suspect. NDDPI will work with the numbers to assure duplicate students are removed, as well as students who were not enrolled in the district during the time of ELP testing. If necessary, the state plans to amend the numbers in these sections when CSPR reopens.</p>				

**1.6.3.5 Native Language Assessments**

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)) to be used for AYP determinations.

**1.6.3.5.1 LEP Students Assessed in Native Language**

In the table below, check "yes" if the specified assessment is used for AYP purposes.

State offers the State reading/language arts content tests in the students' native language(s).	No
State offers the State mathematics content tests in the students' native language(s).	No
State offers the State science content tests in the students' native language(s).	No
<b>Comments:</b>	

**1.6.3.5.2 Native Language of Mathematics Tests Given**

In the table below, report the language(s) in which native language assessments are given for ESEA accountability determinations for mathematics.

Language(s)
N/A
<b>Comments:</b>

**1.6.3.5.3 Native Language of Reading/Language Arts Tests Given**

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for reading/language arts.

Language(s)
N/A
<b>Comments:</b>

**1.6.3.5.4 Native Language of Science Tests Given**

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for science.

Language(s)
N/A
<b>Comments:</b>

**1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students**

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

**1.6.3.6.1 Title III Served MFLEP Students by Year Monitored**

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

Monitored Former LEP students include:

- Students who have transitioned out of a language instruction educational program.
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

**Table 1.6.3.6.1 Definitions:**

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
448	55	503
<b>Comments:</b>		

**1.6.3.6.2** In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.2 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State NCLB mathematics assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
288	220	76.4	68
<b>Comments:</b>			

**1.6.3.6.3 Monitored Former LEP (MFLEP) Students Results for Reading/Language Arts**

In the table below, report results MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.3 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students in grades used for NCLB accountability determinations(3 through 8 and once in high school) who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
288	210	72.9	78
<b>Comments:</b>			

**1.6.3.6.4 Monitored Former LEP (MFLEP) Students Results for Science**

In the table below, report results for monitored former LEP students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.4 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
118	68	57.6	50
<b>Comments:</b>			

**1.6.4 Title III Subgrantees**

This section collects data on the performance of Title III subgrantees.

**1.6.4.1 Title III Subgrantee Performance**

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

**Note:** Do not include number of subgrants made under Section 3114(d)(1) from funds reserved for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

	#
# - Total number of subgrantees for the year	8
# - Number of subgrantees that met all three Title III AMAOs	0
# - Number of subgrantees who met AMAO 1	6
# - Number of subgrantees who met AMAO 2	5
# - Number of subgrantees who met AMAO 3	1
# - Number of subgrantees that did not meet any Title III AMAOs	1
# - Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2008-09 and 2009-10)	7
# - Number of subgrantees implementing an improvement plan in SY 2009-10 for not meeting Title III AMAOs for two consecutive years	7
# - Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2006-07, 2007-08, 2008-09, and 2009-10)	6

Provide information on how the State counted consortia members in the total number of subgrantees and in each of the numbers in table 1.6.4.1.

The response is limited to 4,000 characters.

**Comments:** Due to the large number of small school districts in North Dakota, many districts choose to apply as consortia. In 2009-10 there were 41 total districts that applied for Title III funding from eight separate consortia. Many of the districts within the consortia share staff and resources. Thus, ND is reporting on the consortia level for CSPR for 2009-10.

Reference above: #-Number of subgrantees implementing an improvement plan in SY 2009-10 for not meeting Title III AMAOs for two consecutive years - Turnover in staff for the ND State ELL program caused AMAO determinations to be made late in the year. The new Assistant Director has been working to create improvement plans in order to assure that improvement plans are completed and submitted after the AMAO data becomes available to districts. Districts will be notified in March 2011 of the 2009-10 AMAO determinations. Improvement plans and professional development (specifically related to ELL assessment and instruction) is planned for affected districts in May of 2011.

**1.6.4.2 State Accountability**

In the table below, indicate whether the State met all three Title III AMAOs.

**Note:** Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup. This section collects data that will be used to determine State AYP, as required under Section 6161.

State met <u>all</u> three Title III AMAOs	<u>      </u> No
<b>Comments:</b>	

**1.6.4.3 Termination of Title III Language Instruction Educational Programs**

This section collects data on the termination of Title III programs or activities as required by Section 3123(b)(7).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u>      </u> N
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	
<b>Comments:</b>	

**1.6.5 Education Programs and Activities for Immigrant Students**

This section collects data on education programs and activities for immigrant students.

**1.6.5.1 Immigrant Students**

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

**Table 1.6.5.1 Definitions:**

1. **Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth under Section 3301(6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who receive services in Title III language instructional educational programs under Sections 3114(a) and 3115(a).
3. **3114(d)(1) Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
589	562	3

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

## 1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction education programs as required under Section 3123(b)(5).

### 1.6.6.1 Teacher Information

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

**Note:** Section 3301(8) The term 'Language instruction educational program' means an instruction course: (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English as a second language.

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	45
Estimate number of <u>additional</u> certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	76

Explain in the comment box below if there is a zero for any item in the table above.

The response is limited to 8,000 characters.

This list may include some teachers who have their ELL endorsement, but are not currently teaching ELL courses. The state plans to do more investigation and amend the total number of ELL teachers when CSPR reopens.

Explanation of change in 'Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years.'

The state is recommending a caseload of 25-40 ELL students per ELL Endorsed teacher. The additional teachers would be needed to reach this recommendation.

\* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

**1.6.6.2 Professional Development Activities of Subgrantees Related to the Teaching and Learning of LEP Students**

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

**Table 1.6.6.2 Definitions:**

1. **Professional Development Topics** = Subgrantee activities for professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1.1 and 1.6.4.1.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities

<b>Type of Professional Development Activity</b>	<b># Subgrantees</b>	
Instructional strategies for LEP students	5	
Understanding and implementation of assessment of LEP students	6	
Understanding and implementation of ELP standards and academic content standards for LEP students	4	
Alignment of the curriculum in language instruction educational programs to ELP standards	4	
Subject matter knowledge for teachers	3	
Other (Explain in comment box)	1	
<b>Participant Information</b>	<b># Subgrantees</b>	<b># Participants</b>
PD provided to content classroom teachers	1	33
PD provided to LEP classroom teachers	6	63
PD provided to principals	3	17
PD provided to administrators/other than principals	4	6
PD provided to other school personnel/non-administrative	3	17
PD provided to community based organization personnel	0	0
<b>Total</b>	<b>8</b>	<b>136</b>

The response is limited to 8,000 characters.

One subgrantee reported using funds for RtI Academic and RtI Behavior training for staff. This was reported in the "other" category.

Many districts use professional development funds and local funds to provide professional development on a variety of ELL topics. This includes supporting professional development for mainstream staff and administrators. The numbers in this chart are not an indication of the professional development related to ELL instruction. The numbers reflect only the professional development that was paid for with Title III funds and was truly supplementary in nature.

### 1.6.7 State Subgrant Activities

This section collects data on State grant activities.

#### 1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be in the format MM/DD/YY.

##### Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2009-10 funds July 1, 2009, and then made these funds available to subgrantees on August 1, 2009, for SY 2009-10 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/09	08/31/09	61
<b>Comments:</b> Application due August 31, 2009 (funds available pending approval)		

#### 1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

The Title III application process will be added to the Consolidated Application that LEAs fill out prior to the start of the school year. This will begin in the 2011-12 school year. LEAs have been very positive about including the Title III application into the existing online application process that is used for other reporting and application purposes. ND will also be moving up the notification for intent to apply to the spring of 2011 in preparation for the transition to August applications. This automation will significantly shorten the process of distributing funds to grantees through a process that the LEAs have been using for other grants for a number of years.

**1.7 PERSISTENTLY DANGEROUS SCHOOLS**

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

	#
Persistently Dangerous Schools	

**Comments:** North Dakota had no persistently dangerous schools during the 2009-2010 school year.

**1.8 GRADUATION RATES AND DROPOUT RATES**

This section collects graduation and dropout rates.

**1.8.1 Graduation Rates**

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2008-09). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	87.6
American Indian or Alaska Native	62.2
Asian or Pacific Islander	91.3
Black, non-Hispanic	80.1
Hispanic	80.0
White, non-Hispanic	89.9
Children with disabilities ( <i>IDEA</i> )	76.6
Limited English proficient	70.8
Economically disadvantaged	79.0
Migratory students	66.7
Male	86.1
Female	89.0
<b>Comments:</b> North Dakota stands by its data as collected.	

**FAQs on graduation rates:**

- a. *What is the graduation rate?* Section 200.19 of the Title I regulations issued under the *No Child Left Behind Act* on December 2, 2002, defines graduation rate to mean:
  - The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
  - Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
  - Avoids counting a dropout as a transfer.
- b. *What if the data collection system is not in place for the collection of graduate rates?* For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

The response is limited to 8,000 characters.

--

### 1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2008-09). Below the table is a FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	<3
American Indian or Alaska Native	8.8
Asian or Pacific Islander	<3
Black, non-Hispanic	5.5
Hispanic	6.2
White, non-Hispanic	<3
Children with disabilities ( <i>IDEA</i> )	
Limited English proficient	
Economically disadvantaged	
Migratory students	
Male	<3
Female	<3
<b>Comments:</b> North Dakota does not collect by Disability, LEP, Economically disadvantaged, or Migrant. Disability, LEP, Economically Disadvantaged and Migrant will be reported for Dropout Rate for SY 10-11, as data is currently being collected and will be more reliable.	

#### FAQ on dropout rates:

*What is a dropout?* A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

**1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM**

This section collects data on homeless children and youths and the McKinney- Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be automatically calculated.

	#	#LEAs Reporting Data
LEAs without subgrants	185	12
LEAs with subgrants	5	5
Total	190	17
<b>Comments:</b>		

**1.9.1 All LEAs (with and without McKinney-Vento subgrants)**

The following questions collect data on homeless children and youths in the State.

**1.9.1.1 Homeless Children And Youths**

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)	N<10	N<10
K	28	58
1	25	53
2	20	45
3	25	52
4	21	48
5	23	45
6	18	29
7	22	21
8	28	25
9	36	23
10	35	18
11	36	18
12	33	44
Ungraded	N<10	N<10
Total	350	486
<b>Comments:</b>		

**1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths**

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

	# of Homeless Children/Youths - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths - LEAs <u>With</u> Subgrants
Shelters, transitional housing, awaiting foster care	51	118
Doubled-up (e.g., living with another family)	179	175
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	25	66
Hotels/Motels	16	85
Total	271	444

**Comments:** The total number of Homeless children/Youth Enrolled in LEAs without subgrants (271) in 1.9.1.2 does not equal the total number of Homeless Children/Youth Enrolled in LEAs without subgrants (350) in 1.9.1.1. There are 25 students reported as 'other' on the CSPR. The field 'other' will be removed to prevent further reporting errors. This error is caused by LEAs without subgrants entering nighttime residencies as "other" instead of entering their count into either shelters, transitional housing, awaiting foster care, doubled up, unsheltered, or hotels/motels.

The total number of Homeless Children/Youth Enrolled in LEAs with subgrants (444) in 1.9.1.2 does not equal the total number of Homeless Children/Youth enrolled in LEAs with Subgrants (486) in 1.9.1.1. This error is caused by LEAs with subgrants entering nighttime residencies as "other" instead of entering their count into either shelters, transitional housing, awaiting foster care, doubled up, unsheltered, or hotels/motels.

**1.9.2 LEAs with McKinney-Vento Subgrants**

The following sections collect data on LEAs with McKinney-Vento subgrants.

**1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants**

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

<b>Age/Grade</b>	<b># Homeless Children/Youths Served by Subgrants</b>
Age 3 through 5 (not Kindergarten)	
K	50
1	35
2	31
3	37
4	32
5	32
6	23
7	15
8	18
9	20
10	13
11	17
12	31
Ungraded	
Total	354
<b>Comments:</b>	

**1.9.2.2 Subgroups of Homeless Students Served**

In the table below, please provide the following information about the homeless students served during the regular school year.

	<b># Homeless Students Served</b>
Unaccompanied youth	41
Migratory children/youth	
Children with disabilities ( <i>IDEA</i> )	85
Limited English proficient students	40
<b>Comments:</b>	

**1.9.2.3 Educational Support Services Provided by Subgrantees**

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	<b># McKinney-Vento Subgrantees That Offer</b>
Tutoring or other instructional support	3
Expedited evaluations	2
Staff professional development and awareness	4
Referrals for medical, dental, and other health services	4
Transportation	4
Early childhood programs	2
Assistance with participation in school programs	2
Before-, after-school, mentoring, summer programs	4
Obtaining or transferring records necessary for enrollment	3
Parent education related to rights and resources for children	4
Coordination between schools and agencies	5
Counseling	4
Addressing needs related to domestic violence	3
Clothing to meet a school requirement	5
School supplies	5
Referral to other programs and services	4
Emergency assistance related to school attendance	4
Other (optional – in comment box below)	0
Other (optional – in comment box below)	0
Other (optional – in comment box below)	0

The response is limited to 8,000 characters.

**1.9.2.4 Barriers To The Education Of Homeless Children And Youth**

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

	<b># Subgrantees Reporting</b>
Eligibility for homeless services	4
School Selection	1
Transportation	5
School records	3
Immunizations	0
Other medical records	2
Other Barriers – in comment box below	0

The response is limited to 8,000 characters.

**1.9.2.5 Academic Progress of Homeless Students**

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

**1.9.2.5.1 Reading Assessment**

In the table below, provide the number of homeless children and youths served who were tested on the State *ESEA* reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *ESEA*.

<b>Grade</b>	<b># Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Homeless Children/Youth Scoring at or Above Proficient</b>
3	29	17
4	24	14
5	21	N<10
6	27	11
7	17	10
8	14	N<10
High School	12	N<10
<b>Comments:</b>		

**1.9.2.5.2 Mathematics Assessment**

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State *ESEA* mathematics assessment.

<b>Grade</b>	<b># Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Homeless Children/Youth Scoring at or Above Proficient</b>
3	29	20
4	23	16
5	21	10
6	27	N<10
7	17	N<10
8	14	N<10
High School	12	N<10
<b>Comments:</b>		

## 1.10 MIGRANT CHILD COUNTS

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2009 through August 31, 2010. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them under Section 1.10.3.4 Quality Control Processes.

**Note:** In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

### FAQs on Child Count:

*a. How is "out-of-school" defined?* Out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

*b. How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

**1.10.1 Category 1 Child Count**

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2009 through August 31, 2010. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

<b>Age/Grade</b>	<b>12-Month Count of Eligible Migrant Children Who Can Be Counted for Funding Purposes</b>
Age 3 through 5 (not Kindergarten)	44
K	48
1	53
2	36
3	53
4	54
5	35
6	45
7	59
8	36
9	30
10	28
11	29
12	21
Ungraded	N<10
Out-of-school	N<10
Total	572

**Comments:**

**1.10.1.1 Category 1 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

The response is limited to 8,000 characters.

For the category 1 child count North Dakota did experience a decrease of 10% from last year's count.

Once again the decrease is due to many families during the 09-10 school year were not making a qualifying move due to the economy. More migrant families are settling out; therefore, North Dakota is finding that many of the families three year eligibility expired and no longer qualifying the families as migrant status.

**1.10.2 Category 2 Child Count**

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2009 through August 31, 2010. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

<b>Age/Grade</b>	<b>Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes</b>
Age 3 through 5 (not Kindergarten)	92
K	22
1	17
2	27
3	30
4	17
5	26
6	30
7	18
8	N<10
9	N<10
10	10
11	12
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	319
<b>Comments:</b>	

**1.10.2.1 Category 2 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

For the category 2 child count North Dakota did experience a decrease of 10% from last year's count.

The North Dakota summer migrant education program collaborates with Tri Valley Head Start in Crookston, Minnesota every summer. The Head Start students always attended the Manvel, North Dakota summer migrant school. However, the summer of 2010 Tri Valley Head Start opened a Head Start site in Hendrum, Minnesota and moved all of the Head Start students out of Manvel, North Dakota into this new Head Start facility. This move caused the Manvel summer migrant school to lose the three-to five-year old children.

**1.10.3 Child Count Calculation and Validation Procedures**

The following question requests information on the State's MEP child count calculation and validation procedures.

**1.10.3.1 Student Information System**

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

The State of North Dakota used the MIS 2000 system to compile and generate the 09-10 Category 1 and Category 2 child counts.

The state of North Dakota used the MIS 2000 system to compile and generate 08-09 Category 1 and Category 2 child counts also.

**1.10.3.2 Data Collection and Management Procedures**

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

The state of North Dakota has two summer migrant education centers. The child and family data is collected by a Tri Valley Head Start recruiter. The Tri Valley Head Start recruiter interviews the families at the school, home or the place of employment. The Tri Valley Head Start recruiters require documentation showing a qualifying move. Without documentation of a qualifying move, the migrant family's children were not served in the summer migrant education program. This information is entered on the Certificate of Eligibility (C.O.E.) and the move documentation is also attached to the COE. This C.O.E. is completed and submitted to the state office. The data that is collected on the C.O.E. is the required MSIX data elements. The family and child information is collected during the summer migrant school and the regular school year. The State of North Dakota used the MIS 2000 system to compile and generate the Category 1 and Category 2 child counts.

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

When the C.O.E. is entered at the state office, the MIS 2000 system generates an education record. The education record is sent to the migrant centers. At the end of the summer migrant program if the migrant student attended at least one day, the clerk at the migrant center will enter an enrollment date, withdrawal date and an "S" for summer. The education record is also given to all teachers for them to enter instructional services as well as support services. The education record is then sent to the state office to be entered by the state data entry specialist into the MIS 2000 system for the child count.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

For the state to maintain the Category 1 count, the state hires a Tri Valley Head Start recruiter to complete the COE's and to obtain the required parents signatures. The schools in North Dakota who indicate they have migrant students during the regular school year report all migrant students on the (STARS) State Automated Reporting System. The STARS is checked daily at the state office. When schools submit the names of their migrant students on STARS the migrant program administrator at the state office prints the list of students and sends that list to the recruiter. The recruiter verifies the student and family information as well as all eligibility information.

The STARS report of migrant students is also crossed checked with all of the C.O.E.s that is received in the State office during the regular school year. Once all C.O.E.s are verified for accuracy, the migrant students are entered into the MIS 2000 system for the Category 1 child count and are identified by an "R" for regular school.

All LEA's must complete on the STARS system the educational data required for the performance report and for the MIS 2000 data.

### 1.10.3.3 Methods Used To Count Children

In the space below, respond to the following question: How was each child count calculated? Please describe the compilation process and edit functions that are built into your student information system(s) specifically to produce an accurate child count. In particular, describe how your system includes and counts only:

- Children who were between age 3 through 21;
- Children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity);
- Children who were resident in your State for at least 1 day during the eligibility period (September 1 through August 31);
- Children who—in the case of Category 2—received a MEP-funded service during the summer or intersession term;
- Children once per age/grade level for each child count category.

The response is limited to 8,000 characters.

The child count is calculated when the student information is entered into the MIS 2000 information system.

MIS 2000 has edit functions to separate the category 1 and category 2 counts. For the category 1 count, a date is used to get the count example (9/1/09 - 8/31/10). This report also includes an "R" for fall enrollment. After running a printout of all the students who are in this date range, our state compares results with the schools districts who reported migrant students during the regular school year to see if the LEA count and the SEA count are the same. For the Category 2, count the date that is used, for example, would be 9/1/09- 8/31/10. This report also includes an "S" for summer school. After the MIS 2000 report is run on this count, a comparison is made from the MIS 2000 report to the State's student enrollment report that was run throughout the North Dakota summer program. The category 1 and category 2 counts are enrollment based reports. This means that a student's enrollment must meet the report's criteria in order to be counted. For example students who have graduated will not have enrollments in the migrant database for subsequent years; therefore, those students would not be included in the counts. MIS2000 also has a termination code for students who graduated in our database. However, this is used to indicate that a student's graduation is associated with a specific enrollment. This wouldn't be brought forward to new enrollments that were created after a student graduated.

The MIS 2000 information system is set up to include children ages 3-21 years of age. The system also automatically checks to see if a student meets the three-year eligibility requirement. The recruiters are informed at the yearly spring recruiter workshop what the eligibility years are for the upcoming summer migrant education program. For example, in 2010 if a family made a move in 2008, 2009, 2010 and any move after September 1, 2007 the family still will have made a qualifying three-year move. A recruiter is at each migrant center that completes the C.O.E. and verifies that the family has met a qualifying move and will be working at a qualifying agricultural activity.

Using the three-year eligibility rule, MIS 2000 generates a printout of our A-1 count. In addition, they run a copy of the number of students who were documented with a C.O.E who were in the State during the period 9/1/09 - 8/31/10. Our data entry specialist then contacts our two migrant centers, by both faxing and phoning, to verify whether the students who represented the difference between the two counts were still residents of North Dakota.

For our category 2 count, all students received instructional services as well as support services. No students in our A-2 count receive support services only.

MIS 2000 has reports to calculate the category 1 count and the category 2 counts. Edit checks are built into MIS 2000 to determine which students qualify for category 1 and category 2. Each student record in the database has a unique number assigned to it. This number is called the studentseq in the database and represents a student. No two student records in the database will have the same studentseq. This allows North Dakota to create "unduplicated" reports by only listing or counting each student record (studentseq) once.

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

The data for the State's category 2 count and category 1 count are maintained the same.

**1.10.3.4 Quality Control Processes**

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

All C.O.E.'s and educational records are sent to the state office for input. The C.O.E.'s and educational records are edited by the migrant coordinators at the migrant sites. At the state office, the records are reviewed by the migrant program administrator and the data entry specialist. At that time, if any questions regarding eligibility are determined, the migrant program administrator will contact the migrant sites and request verification of eligibility before the child is entered into the MIS 2000 system.

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

Below is the description the State of North Dakota used for the 2010 summer migrant program to test the accuracy of the State's eligibility determination. Because of the time frame of our seven-week summer migrant program, North Dakota has chosen to require the migrant families to show documentation of a qualifying move. The recruiter must see documentation that would prove that the migrant family did make a qualifying move and that the family will be doing agricultural work. Examples of the documentation are as follows: school records, rental agreements, Social Service documents etc. If no documentation was brought by the migrant family, the children are not enrolled in the summer migrant program.

In answer to your question all families and students that attend the North Dakota summer migrant education program are included in the eligibility determination sampling.

Below is North Dakota's corrective action:

The corrective actions that the State of North Dakota has in place require documentation of a qualifying move and a qualifying agricultural activity by all migrant families. This process has greatly improved the accuracy of our State's eligibility results. As stated earlier, without documentation showing that the migrant family indeed made a qualifying move or if the families cannot show documentation that they will be doing agricultural work, the students are not allowed to participate in the North Dakota summer migrant education program.

Almost 90% of the migrant families that North Dakota serves during the summer migrant education program return summer after summer. Therefore the families have been informed over and over again that without proof of a qualifying move or proof that they will indeed be doing agricultural work; their children will not be served in the summer migrant education program. The families have been very cooperative and almost all families are providing the documentation that is required so that their children are able to participate in the summer migrant education program.

4-28-11 Comment: In answer to your question all 112 families and all 319 students that attended the 2010 North Dakota summer migrant education program are included in the eligibility determination sampling.

Below is North Dakota's corrective action:

The corrective action that the state of North Dakota has in place requires documentation of a qualifying move and a qualifying agricultural activity by all 112 migrant families. This process has greatly improved the accuracy of our states' eligibility results. As stated earlier, without documentation showing that the migrant family indeed made a qualifying move or if the families cannot show documentation that they will be doing agricultural work, the students are not allowed to participate in the North Dakota summer migrant education program.

Almost 90% of the migrant families that North Dakota serves during the summer migrant education program return summer after summer. Therefore, the families have been informed over and over again that without proof of a qualifying move or proof that they will indeed be doing agricultural work; their children will not be served in the summer migrant program. The families have been very cooperative and almost all families are providing the documentation that is required so that their children are able to participate in the summer migrant education program.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

Throughout the year, the North Dakota migrant administrator works very closely with MIS 2000 to ensure accuracy. With the help of MIS 2000, the state of North Dakota has developed reports that keep our state apprised of the child-count data. Therefore, from these reports, we are able to verify that the child count data is being inputted and updated accurately.

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your

student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

At the state level, information is being gathered for the performance report in mid-October. A customer service representative from MIS 2000 downloads all the information required for the performance report. This allows our data entry specialist and the migrant administrator to check the numbers to see if the numbers are accurate; and if not, to begin working on the problem. Because of the size of our state and the small migrant centers in North Dakota, we at the state office are able to contact the migrant personnel by phone fax or e-mail if for any reason we would need additional information.

In the space below, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

The corrective actions that the State of North Dakota has in place require documentation of a qualifying move and a qualifying agricultural activity by all migrant families. This process has greatly improved the accuracy of our State's eligibility results. As stated earlier, without documentation showing that the migrant family indeed made a qualifying move or if the families can not show documentation that they will be doing agricultural work, the students are not allowed to participate in the North Dakota summer migrant education program.

Almost 90% of the migrant families that North Dakota serves during the summer migrant education program return summer after summer. Therefore the families have been informed over and over again that without proof of a qualifying move or proof that they will indeed be doing agricultural work; their children will not be served in the summer migrant education program. The families have been very cooperative and almost all families are providing the documentation that is required so that their children are able to participate in the summer migrant education program.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.

Because of operating only two seven week summer migrant program and the size of the North Dakota summer migrant programs our state feels very confident about the accuracy of the 2010 reported child counts and the eligibility of the migrant families.