



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

# **North Dakota Every Student Succeeds Act (ESSA) State Plan**

**Kirsten Baesler**  
**State Superintendent of Public Instruction**  
**May 1, 2017**  
**(Resubmitted April 30, 2018)**  
**(Resubmitted September 24, 2018)**

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## Cover Page

Contact Information and Signatures	
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<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b>  Kirsten Baesler	<b>Telephone:</b>  701-328-4570
<b>Signature of Authorized SEA Representative</b>  	<b>Date:</b>  September 24, 2018
<b>Governor (Printed Name)</b>  Doug Burgum	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b>  March 30, 2017
<b>Signature of Governor</b>	<b>Date:</b>

## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

## Instructions

*Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.*

## **Additional Assurances**

Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.

Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its Consolidated State Plan as required by section 427 of the General Education Provisions Act. See Appendix U.

**Kirsten Baesler**  
State Superintendent

**Robert J. Christman**  
Deputy Superintendent



**NORTH DAKOTA DEPARTMENT OF  
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May 1, 2017

Dear Committee Members and Education Stakeholders:

Today, the North Dakota Department of Public Instruction (NDDPI) submits the final draft of the Every Student Succeeds Act (ESSA) State Plan. This plan is the result of ten months of planning with our established State ESSA Planning Committee and other stakeholder groups.

The overarching objective of North Dakota's State ESSA Plan is to ensure every school's graduation rate matches its Choice Ready rate, thus eliminating the honesty gap, so students, parents and the state are able to confidently place high value on the diplomas received.

In partnership with a broad and diverse group of stakeholders, the NDDPI has created a new vision for education in North Dakota as part of the ESSA planning process which reads "All students will graduate choice ready with the knowledge, skills and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military." NDDPI is committed to leading an inclusive and collaborative process of stakeholder engagement to design and develop a continuous improvement focused education system that is key to improving education for all learners. This vision has been embedded in all of our work on the writing and future implementation of North Dakota ESSA plan.

- The State ESSA plan and feedback form is available on our [ESSA website](#).
- Feedback and questions can also be sent to [dpiessa@nd.gov](mailto:dpiessa@nd.gov)
- You also can reach out to one of our many members on the [State ESSA Planning Committee](#) to provide input.

The ESSA law brings a new opportunity to states, districts, and schools for increased flexibility to promote innovation. Working together, we can continue to improve education in North Dakota and prepare our youth for their future.

Sincerely,

A handwritten signature in cursive script that reads "Kirsten Baesler".

Kirsten Baesler,  
State Superintendent

## North Dakota State ESSA Plan Index/Crosswalk

State Plan Requirements by Program	Item(s) from Revised Template	Item(s) from Original Template
<b>Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)</b>		
Eighth Grade Math Exception	A.2.i-iii	3.A
Native Language Assessments	A.3.i-iv	3.B
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))		
Subgroups	A.4.i.a-d	4.1.B.i-iv
Minimum N-Size	A.4.ii.a-e	4.1.C.1-vii
Establishment of Long-Term Goals	A.4.iii.a-c	1.A-C
Indicators	A.4.iv.a-e	4.1.A
Annual Meaningful Differentiation	A.4.v.a-c	4.1.D.i-iv; 4.1.G.i-v
Identification of Schools	A.4.vi.a-g	4.2.A-B
Annual Measurement of Achievement	A.4.vii	4.1.E
Continued Support for School and LEA Improvement	A.4.viii.a- f	4.2.A.ii; 4.2.B.ii-iii; 4.3.A-D
Disproportionate Rates of Access to Educators	A.5	5.3.A-C
School Conditions	A.6	6.1.B
School Transitions	A.7	6.1.A
<b>Title I, Part C: Education of Migratory Children</b>		
Supporting Needs of Migratory Children	B.1.i-iv	6.2.B.ii –iii and vi
Promote Coordination of Services	B.2	6.2.B.iv
Use of Funds	B.3	6.2.B.viii
<b>Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</b>		
Transitions Between Correctional Facilities and Local Programs	C.1	6.2.C.i
Program Objectives and Outcomes	C.2	6.2.C.ii
<b>Title II, Part A: Supporting Effective Instruction</b>		
Use of Funds	D.1	5.2.A
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	D.2	5.1.C; 5.2.A; 5.3.E
System of Certification and Licensing	D.3	5.1.A
Improving Skills of Educators	D.4	5.1.C; 5.2.B
Data and Consultation	D.5	2.2.A; 2.2.C
Teacher Preparation	D.6	5.1.B

<b>State Plan Requirements by Program</b>	<b>Item(s) from Revised Template</b>	<b>Item(s) from Original Template</b>
<b>Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</b>		
Entrance and Exit Procedures	E.1	6.2.D.i
SEA Support for English Learner Progress	E.2.i-ii	1.C.ii
Monitoring and Technical Assistance	E.3.i-ii	2.2.B and D
<b>Title IV, Part A: Student Support and Academic Enrichment Grants</b>		
Use of Funds	F.1	6.1.B
Awarding Subgrants	F.2	6.1.B
<b>Title IV, Part B: 21st Century Community Learning Centers</b>		
Use of Funds	G.1	6.2.E.i
Awarding Subgrants	G.2	6.2.E.ii
<b>Title V, Part B, Subpart 2: Rural and Low- Income School Program</b>		
Outcomes and Objectives	H.1	6.2.F.i
Technical Assistance	H.2	2.2.D; 4.3.B
<b>Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B</b>		
Student Identification	I.1	6.2.G.i
Dispute Resolution	I.2	6.2.G.iii
Support for School Personnel	I.3	6.2.G.ii
Access to Services	I.4	6.2.G.v.1- 2; 6.2.G.iv
Strategies to Address Other Problems	I.5.i-v	6.2.G.vi
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<b>Appendix A: Measurement of interim progress</b>		
Academic Achievement	A	4
Graduation Rates	B	4.1.A and 4.1.D.i-iv
Progress in Achieving English Language Proficiency	C	4.1.A

## North Dakota State ESSA Plan Overview

### **Overview of Vision and Goals:**

In partnership with a broad and diverse group of stakeholders, the North Dakota Department of Public Instruction (NDDPI) has a new vision for education in North Dakota as part of the ESSA planning process. This vision reads: “All students will graduate choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.” Sharing statewide ownership of and commitment to the vision and education system is key to improving education for all learners. This vision will be embedded in all of the work on the implementation of the North Dakota State ESSA Plan.

The State Superintendent has set five priority areas that guide the agency’s work in assisting students in achieving the state’s vision of being choice ready. These priorities include:

- **Support Great Teachers/Leaders** – Professional Development/Mentors, ESPB Licensure, Professional Learning Partnerships with NDREAs, NDLEAD, NDUnited
- **Engage in Continuous Improvement** – Increase Academic Proficiency, AdvancED, School Improvement Process, NDMTSS
- **Ensure Equity** – Fiscal Equity, Teacher Equity, and Opportunities for Equitable Access and Participation for Students
- **Promote Local Educational Opportunities** – Well Rounded Education, Student Engagement, School Culture/Climate, Waivers, Innovative Learning
- **Invest in Early Childhood Education** – Office of Early Learning, Preschool Funding and Transition Supports, Pre-kindergarten Content Standards, Kindergarten Entry Assessment

Superintendent Baesler formed a State ESSA Planning Committee in the spring of 2016. The committee members represent a multitude of stakeholder groups. The NDDPI is committed to leading an inclusive and collaborative process of stakeholder engagement to design and develop a continuous improvement-focused education system to achieve this vision. The State ESSA Planning Committee has convened monthly to prepare the state’s application for a comprehensive plan.

The State ESSA Planning Committee also formed three (3) subcommittees that represent stakeholders from the large committee to make final recommendations in the areas of Teacher/Leader Effectiveness; Standards, Assessment, Accountability and Reporting; and Continuous Improvement. Subcommittees are also meeting once or twice a month depending upon need.

ESSA also requires states to engage in Meaningful Consultation with Tribes in the development of the state's plan to meet the needs of Native American students. ESSA promotes tribal self-determination in the education of Native American students by authorizing coordination and collaboration of tribal stakeholders with state education agencies (SEAs) to meet the unique culturally related academic needs of our Native American students. North Dakota ESSA Tribal Consultation meetings are continuously being held to foster collaboration.

The State ESSA Planning Committee has met monthly over the past nine months. At the beginning of each meeting, the committee participates in small group discussion sharing how they have communicated the State ESSA Planning Committee's work to their peers and stakeholders in their local community and how they have solicited and gathered information and feedback from their stakeholders. Each subcommittee then reports out the results of their most recent discussion to the entire committee. This information is reflected in meeting minutes for public review and transparency.

**Accountability and Support Systems:**

The purpose of our accountability system is to provide statewide responsibility of all stakeholders to pursue our North Dakota vision. Through this accountability framework, North Dakota will:

- ✓ Provide transparency and public reporting of key performance and improvement indicators for all schools, districts, and the state;
- ✓ Ensure all schools and districts are engaged in a process of continuous improvement;
- ✓ Identify when and where desired results are not being achieved, and prioritize which schools are most in need of support; and
- ✓ Allocate resources and support services, increase oversight and engagement, and elevate accountability for those schools most in need of support.

North Dakota's accountability system will provide a framework upon which we consistently, continuously, and holistically evaluate the ability of our state's education system to achieve desired outcomes. North Dakota is writing a plan focused around a continuous improvement theme. North Dakota's discussions with its State ESSA Planning Committee have focused on the use of a dashboard for all schools, which would allow multiple factors to be used when outlining a school's measure of quality.

North Dakota is collaborating with AdvancED on many elements addressing continuous improvement and on the development of an index model for incorporating growth within each school's dashboard. North Dakota intends to apply a composite growth model within its accountability system under ESSA. Any academic achievement goals, either long-term or interim, would apply to composite and subgroup academic achievement for schools, districts, and the state.

Currently, North Dakota uses AdvancED statewide for approval and as a system of improvement of all public schools. First and foremost, all schools will participate in continuous school improvement through the AdvancED process. The second action will entail the targeted school system of support, and the third action will entail the comprehensive system of support.

### **Supporting Excellent Educators:**

We believe every student needs and deserves a strong teacher. North Dakota's education workforce initiatives focus on supporting teachers and supporting strong leadership: priorities include enhancing and improving the state's Principal Teacher Evaluation Support System (PTESS), Leadership Academies, and Principal Mentoring.

The State ESSA Planning Committee has determined that teacher evaluation is a logical tool to use to determine ineffective teaching strategies. The North Dakota Teacher Evaluation Guidelines assure evaluations are aligned to the InTASC teaching standards. These standards outline what teachers should know and be able to do to ensure every K-12 student graduates choice ready. North Dakota schools use one of four models – Danielson, Marshall, Marzano, and McREL. The ESSA subcommittee working on this piece has recommended that an “ineffective teaching strategy” equivalent be defined as level 1 on the teacher evaluation models. In determining the number of students being taught by ineffective teachers, the subcommittee has recommended a process that uses several data points to include number of students in the school, number of teachers evaluated, number of elements/components rated during the year, and number of elements/components on the evaluation model scored at level 1. Using these data points, an ineffective teacher equivalent will be calculated. The NDDPI is committed to ensuring that every student in a North Dakota school is taught by an excellent teacher. The North Dakota State Plan to Ensure Equitable Access to Excellent Educators (August 2015) identifies key gaps and outlines strategies to reduce the gaps.

The NDDPI collaborates internally and externally to ensure that all of the many components within our ESSA plan are connected. Internally our office staff meet often to assure a comprehensive support system. Externally, the NDDPI works with local and regional education agencies (REA)s and community partners to provide training and support aligned to district needs identified by local needs assessments and continuous improvement plans. Providing evidence-based practices for districts and schools will increase opportunities to differentiate professional learning based on local needs. Additionally, leveraging federal, state, and local funds in alignment with established partnerships will enhance support in the dissemination of best practices and resources.

The NDDPI has enhanced the continuous improvement process and strengthened the connection between professional learning and developing skills to provide instruction to students with specific learning needs. Support is also provided in conjunction with other partners, including REAs, ND Council of Educational Leaders, NDLEAD, NDUnited, ND School Boards Association, and others.

### **Supporting All Students:**

ESSA's focus on well-rounded educational opportunities ensures that all children receive fair, equitable, and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These programs may include: preschool programming; advanced coursework; Science, Technology, Engineering, Arts, and Math (STEAM) education programming; physical education promoting healthy lifestyles; career and technology education; 21<sup>st</sup> century skills; competency based learning; as well as personal learning opportunities.

North Dakota recognizes all students deserve access to a curriculum that is broad and rich in content. Research shows that students - particularly historically underserved students - engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside of school.

**Ongoing Reflection and Refinement:**

North Dakota is adding a “choice ready” component to its accountability system for high schools. This new element is designed to ensure that students are equipped to pursue the option of their choice upon graduating from high school. This element will help advance college, career and military ready outcomes over time using a growth model.

Diploma or GED <u>and</u> Developed Rolling 4-year Career Education Plan <u>and</u> Based on North Dakota University System Placement Policies for Credit Bearing Courses:						
ACT English 18	or	SAT Reading/Writing 480	or	CLEM/CREAM Pearson English 70%	or	State Assessment English 3
ACT Math 21		SAT Math 530		CLEM/CREAM Pearson Math 70%		State Assessment Math 3

And at least two additional Essential Skill indicators below:	
Community Service (25 hrs)	Two or more years in co-curricular activities
95% Attendance (not counting school-related absences)	Two or more years in extra-curricular activities

**College Ready**

Based on NDUS Admission Policy:

- ACT Composite 22 or Higher
- 2.8 GPA or Higher

And at least two additional indicators below:

- Advanced Placement Course (A, B, or C)
- Dual Credit College Course (Eng/Math of A, B, or C)
- Algebra II (A, B, or C)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA or higher in the core course requirements for university admission

**Career Ready**

- 2.8 GPA or Higher in CTE Pathway
- Complete 2 credits in a Coordinated Plan of Study

And at least two additional indicators below:

- Career Ready Practices (3.0)
- Work Based Learning Experience (75 hrs)
- Dual Credit Course (A, B, or C)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industrial Credential

**Military Ready**

- ASVAB score of 31 or Higher
- Quality Citizenship (as measured by expulsions or suspensions of zero)
- Physically fit as deemed by physical education instructor

And Identify and Complete any two additional indicators from college or career preparation

North Dakota’s established State ESSA Planning Committee will remain intact even after our state plan is submitted to the U.S. Department of Education to assist the NDDPI during the implementation phase of our state plan to continually review, revise and make improvements to the North Dakota education system.

The NDDPI strongly believes the North Dakota State ESSA Plan will be a living document that is frequently updated as changes are recommended through the continuous review process. Both the NDDPI and the North Dakota school systems will periodically review and monitor achievement toward the goals within the established, continuous school improvement system.

# Six Key Elements



This plan is organized around six key elements that address the requirements of ESSA.

1. **Long-Term Goals and Measurement of Interim Progress**
2. **Consultation and Coordination**
3. **Challenging Academic Standards and Academic Assessments**
4. **Accountability, Support and Improvement**
5. **Supporting Excellent Educators**
6. **Supporting All Students**

## Section 1: Long-term Goals

***Instructions:*** Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix H.*

### A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

The State ESSA Committee has adopted six-year state achievement goals for both English language arts/literacy and mathematics, based on composite and subgroup achievement results reported from the 2015-2016 administration of the North Dakota State Assessments (NDSA) and North Dakota Alternate Assessments (NDAA). The attached table (Appendix N) presents achievement goals for each composite and subgroup category, including the 2015-2016 base rate, an annualized rate, and six interim achievement rates spanning 2018-2019 to 2023-2024 school years. The sixth interim achievement rate constitutes the final, six-year achievement goal.

The State ESSA Committee has adopted a goal of *reducing the number of non-proficient students* for all students and for each subgroup of students by 33 percent within six years. Annualized rates are calculated by dividing each respective achievement goal by six years. Each category's interim achievement rate is determined by adding the annualized rate to the category's previous year's base rate.

This metric is applied to all public schools and students in the state, with an exception of those students with the most significant cognitive disabilities.

Should the NDSA/NDAA change, these goals would be recalibrated accordingly.

North Dakota's State ESSA Plan is a living document that will be continually reviewed and updated. We will continue to review our data to ensure our goals are rigorous and drive improvement.

ii. Provide the baseline and long-term goals in the table below.

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	50.8%	67.04%	41.37%	60.67%
Economically disadvantaged students	33.9%	55.71%	24.27%	49.21%
Children with disabilities	21.4%	47.34%	14.7%	42.85%
English learners	9.3%	39.23%	9.0%	39.03%
White	55.8%	70.39%	46.5%	64.16%
American Indian or Alaska Native	25.4%	50.02%	16.3%	43.92%
African American	34.47%	55.38%	21.5%	47.41%
Asian or Native Hawaiian/Other Pacific Islander	52.9%	68.44%	45.5%	63.49%
Hispanic or Latino	35.0%	56.45%	23.6%	48.81%

**B. Graduation Rate.**

i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

The state established its ambitious long-term graduation goals and measurements of interim progress for its four-year adjusted cohort graduation rate and extended-year adjusted cohort graduation rate, based on the state’s long-standing graduation rate determination rules, following the deliberation and recommendation of the State ESSA Planning Committee and final approval by the state superintendent. The state will continue its practice of reporting graduates, retentions, and dropouts, within cohorts, in the aggregate and disaggregated by subgroups, according to graduation cohort definition and calculation rules established under the state’s adoption of 2008 federal regulations. The State ESSA Planning Committee endorses a means of calculating and reporting graduation rates to support stability and continuity in measurements. The attached table (Appendix N) presents ambitious long-term graduation rate achievement goals for each composite and subgroup category, including the 2015-2016 base rate, an annualized rate, and six

interim achievement rates spanning 2018-2019 to 2023-2024 school years. The sixth interim rate constitutes the final, six-year goal.

State law states that a regular diploma is issued by the local school district certifying the completion of local high school graduation requirements. Prior to a student being issued a standard diploma by the local school district certifying the completion of local high school graduation requirements, the student must have successfully completed at least twenty-two units of high school coursework from the minimum required curriculum offerings established by section NDCC 15.1-21-02.

The State ESSA Planning Committee recommended that the state retain its current 90% graduation goal and its primary growth criteria for determining sufficient graduation rate achievement. The state will establish unique targets each of the respective years: the four-year cohort graduation rate will use the currently established 10% growth target; the five-year extended cohort graduation rate will use a 12.5% growth target (a 25% increase in expectation from the four-year target base); and the six-year extended cohort graduation rate will use a 21% growth target (a 50% increase in expectation from the four-year target base). The target is measured as the percent reduction of non-graduates from the preceding year against the 90% goal. The State will first examine whether a school or district has met the goal (90%) or the target (10 percent reduction in non-graduates against the goal (90%) from the previous year's rate) for the four-year graduation rate. If it did not, the state would then determine whether the school or district had met the five-year extended year graduation rate target (12.5% percent reduction in non-graduates against the goal (90%) from the previous year's rate). If it did not meet the five-year rate, the state would then determine whether the school or district had met the six-year extended year graduation rate target (21% percent reduction in non-graduates against the goal (90%) from the previous year's rate. Meeting the goal or the targets for any of the four-year, five-year extended, or six-year extended graduation rates would mean that the school or district had met its absolute or growth goal.

- ii. **Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.**

<b>Subgroup</b>	<b>Baseline (Data and Year)</b>	<b>Long-term Goal (Data and Year)</b>
<b>All students</b>	86.3%	90.0%
<b>Economically disadvantaged students</b>	70.0%	90.0%
<b>Children with disabilities</b>	67.4%	90.0%
<b>English learners</b>	60.0%	90.0%
<b>African American</b>	75.6%	90.0%
<b>American Indian or Alaska Native</b>	59.7%	90.0%
<b>Asian or Native Hawaiian/Other Pacific Islander</b>	77.7%	90.0%

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
Hispanic or Latino	74.7%	90.0%
White	90.5%	90.0%

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

The state will provide for a four-year, five-year, and six-year extended cohort graduation rate reporting model, consistent with the state’s long-standing graduation rate reporting efforts. The state will report school, district, and state graduation rate reports, in the aggregate and disaggregated by subgroup, based on four-year, five-year, and six-year extended cohort graduation data, to support communication to schools and the public.

The attached table (Appendix N) presents extended-year cohort graduation rate goals for each composite and subgroup category, including the 2015-2016 base rate, an annualized rate, and six interim achievement rates spanning 2018-2019 to 2023-2024 school years. The sixth interim rate constitutes the final, six-year goal.

#### 5-year Extended Cohort Graduation Rate Goal Over a 6 year Period

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	88.0%	92.0%
Economically disadvantaged students	73.5%	92.0%
Children with disabilities	72.1%	92.0%
English learners	70.8%	92.0%
African American	81.4%	92.0%
American Indian or Alaska Native	63.4%	92.0%
Asian or Native Hawaiian/Other Pacific Islander	85.8%	92.0%
Hispanic or Latino	77.0%	92.0%
White	91.6%	92.0%

#### 6-year Extended Cohort Graduation Rate Goal Over a 6 year Period

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	89.1%	93.0%
Economically disadvantaged students	74.2%	93.0%

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
Children with disabilities	76.6%	93.0%
English learners	67.6%	93.0%
African American	82.5%	93.0%
American Indian or Alaska Native	65.3%	93.0%
Asian or Native Hawaiian/Other Pacific Islander	90.6%	93.0%
Hispanic or Latino	81.5%	93.0%
White	91.9%	93.0%

**C. English Language Proficiency.**

- i. **Description. Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:**
  1. **How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).**
  2. **The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.**
  3. **How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.**

North Dakota districts will use growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured for all EL students in K-12 by using the growth to target method. Students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment in North Dakota (currently ACCESS 2.0). This first score is considered year 0 or base score. Year one growth is determined after the second annual ELP assessment the following year. Districts will use the student’s most recent ELP assessment if they are coming from another WIDA state. Years are cumulative (If student leaves North Dakota and returns, they pick up where they left off). The students’ trajectories will be constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below.

Proficiency Level	Years to Attain PL (exit)
1.0-1.9	6 years
2.0-2.9	5 years
3.0-3.9	4 years
4.0-4.9	3 years
5.0-6.0	2 years

North Dakota does not currently gather data on students with limited formal education (SLIFE) This data will begin to be collected in the 2017-18 school year to determine whether additional time in the trajectory for SLIFE would be appropriate. North Dakota will be better able to

determine the extent to which another year would benefit SLIFE students after identification and analyzing growth compared to other ELs after the 2018-19 annual ELP assessment.

- ii. **Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.**

The NDDPI has received technical assistance from CCSSO, WIDA, and the USDE regarding the options for determining growth in English proficiency. The English Language Program Advisory Committee (ELPAC) reviewed various growth models and determined the growth to target would best fit the English learner population and be the most understandable to parents. This recommendation was approved by the ESSA Accountability and Standards Subcommittee, as well as the state ESSA committee.

The ELPAC has reviewed historical North Dakota ELP growth data to determine the appropriate long-term goals and interim progress.

**Students:**

- Long-term goal: North Dakota English learners will attain proficiency (exit the program) by receiving a 3.5 proficiency level in each domain of listening, speaking, reading and writing and a 5.0 composite proficiency level within the expected timeline below. Interim Progress Goal: North Dakota English learners will annually increase their composite language proficiency level based on the annual ELP assessment and remain at or above their established trajectory growth line.

Proficiency Level	Years to Attain PL (exit)
1.0-1.9	6 years
2.0-2.9	5 years
3.0-3.9	4 years
4.0-4.9	3 years
5.0-6.0	2 years

**Schools:**

- Long-term goal: North Dakota schools with English learners will ensure a minimum of 72% of the English learners will meet interim progress goals within six (6) years.
- Interim Progress Goal: North Dakota schools with English learners will ensure a minimum of 60% of English learners will annually increase their composite language proficiency level based on the annual ELP assessment and remain at or above their established trajectory growth line. The expected percentage will increase 2% annually.

**State:**

- Long-term goal: North Dakota currently has 58% of its English learners meeting interim progress goals. The goal for North Dakota is to ensure a minimum of 72% of the English learners will meet interim progress goals within six (6) years.

The State ESSA Committee has adopted a six-year state English language proficiency (ELP) growth goal for English learners, based on current trajectories of student growth from historical

results reported from the annual English language proficiency assessment. The attached table (APPENDIX N) presents ELP growth goals including the base rate, an annualized rate, and six interim growth rates spanning 2018-2019 to 2023-2024 school years. The sixth year interim growth rate constitutes the final, six-year growth goal. The goal is summarized below:

**Appendix N**

Baseline and Long Term Goals - English Language Proficiency (ELP)					Annualized Growth Rates Distributed Over 6 Years					
<i>North Dakota is seeking 72% of the EL students will meet their interim progress goal.</i>										
Group	ESSA Base: ELP (2015-2016)			Annualized Increases	Interim Growth Steps					
	Growth met	Growth not met	6 Year ELP Goal		Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023	Year 6: 2023-2024
<b>EL</b>	58.00%	42.00%	72.0%	2.33%	60.33%	62.67%	65.00%	67.33%	69.67%	72.00%

The State ESSA Committee recognizes North Dakota currently has 58% of its ELs meeting interim progress goals. North Dakota set a long-term goal of 72% of EL students will meet their interim progress goal in six years. The interim growth rate is determined by adding the annualized rate to the previous year’s rate. The six year goal is the expected growth rate. The percentage of EL students who have not met growth is provided for transparency purposes.

**SEA Support for English learner Progress:**

The NDDPI has provided support for schools to assist in the instruction and proficiency attainment of English learners. The state will continue to support schools in meeting their long-term EL goals, interim progress, and the challenging State academic standards.

The NDDPI provides a weighted factor of state funds for schools with English learners at levels 1-3. These funds assist schools to establish, implement, and maintain their language instruction education programs. The NDDPI also administers Title III funds and sub grant funds to LEAs or consortia with English learners who meet the number minimums and apply for funds.

The NDDPI provides technical support to schools through one on one guidance, a monthly newsletter, and periodic memos and resources sent to EL professionals. The state also provides EL professional development through conferences and trainings, as well as written guidance and resources.

**Monitoring:**

The NDDPI will monitor the progress of all schools of enrolled English learners through the use of the STARS data reports. These reports will be reviewed annually to determine which schools are successfully meeting the goals and interim progress measures for English learners. Those schools not meeting the goals will be notified and provided with technical assistance and suggestions for improvement.

The NDDPI is working toward a consolidated monitoring system to monitor the Federal Title Programs such as Title I, Title II, and Title III. We are working to consolidate the current Title III monitoring practices with the Title I and Title II procedures. Title III monitoring consists of a team of professionals who visit the schools to observe the language instruction education program and ensure it is effective. The team spends time visiting with staff, students, parents, and administration, as well as observing EL instruction. The team utilizes the NDDPI Monitoring tool to ensure each indicator is in place according to state and federal law. The team includes the State EL Administrator who is responsible for monitoring the fiscal procedures and requirements of the schools/districts.

Each district is on a rotation and monitored every 3-5 years. With the implementation of ESSA, North Dakota will have additional schools to monitor due to the inclusion of all schools with ELs and not just those receiving Title III funds. This will require the addition of a paper, self-monitoring process beginning July 1, 2017. The smaller schools will rotate in the self-monitoring process and be monitored also every 3-5 years, but at least one will also have an on-site visit along with the monitoring of the other Federal Title Programs.

Through the monitoring process the NDDPI conducts an exit interview with the EL and administrative teams of the district. This meeting provides information and resources to the district regarding the indicators that need to be addressed and general recommendations to help improve the program. In this meeting the team will also discuss the school goals and provide recommendations to help the schools meet their EL proficiency goals. The monitoring team may also send further resources and suggestions after the monitoring visit if necessary.

## Section 2: Consultation and Performance Management

### Stakeholder Engagement



#### 2.1 Consultation.

*Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:*

- 1. Be in an understandable and uniform format;*
- 2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
- 3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

State Superintendent Kirsten Baesler formed a State Every Student Succeeds Act (ESSA) Planning Committee in the early onset of 2016. The State ESSA Planning Committee represents a multitude of stakeholder groups from across the state (Appendix M). The State ESSA Planning Committee is responsible for gathering feedback from stakeholders across the state and developing our consolidated state plan. Below is a general listing of State ESSA Planning Committee members:

- (1) An appointed official from the North Dakota Governor's office
- (2) A Senate and House of Representative member from the North Dakota Legislature
- (3) Teachers, Principals, Administrators and Specialized Instructional Personnel from Public, Private, Native American, large, mid-sized and small school districts from across North Dakota

- (4) Parents and parent groups
- (5) Parent-Teacher Organizations
- (6) Business leaders
- (7) Indian Affairs Commission
- (8) Public, Private and Native American Colleges and Universities
- (9) Members from a vast array of student groups such as English Language Learners, Gifted and Talented, Students with disabilities and economically disadvantaged.
- (10) Public employees
- (11) School Boards Association
- (12) Educational organizations

The State ESSA Planning Committee includes individual representatives consistent with subsection 299.13 (b) and 299.15 (a), and the full category listing of the State ESSA Planning Committee Members is included in our plan, please see (Appendix A).

To date, this State ESSA Planning Committee has met six times to review essential components of a state ESSA plan and to gather and provide input from the committee's outreach. The State ESSA Planning Committee accomplished communication, gathering feedback and research by disaggregating into three separate subcommittees:

- Teacher/Leader Effectiveness
- Standards, Assessment, Accountability and Reporting
- Continuous Improvement

These subcommittees have met one to two times per month since September 2016 through February 2017. A subcommittee designee would share gathered feedback during the first hour of a full State ESSA Planning Committee meeting. A subcommittee member listing is available in (Appendix B).

ESSA requires states to engage in Meaningful Consultation with Tribes in the development of the state's plan to meet the needs of Native American students. To date there have been two North Dakota Tribal Stakeholder Planning Meetings plus individual consultation with the four tribal councils. These meetings between the two governments will continue as the two entities work to develop North Dakota policy regarding tribal consultation for both the state and local education agencies. At the forefront of the collaboration is the discussion of what is best for students, good communication and commitment to seeing the entire process through until policy and guidance is documented into an effective state plan.

**A. Public Notice. Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.**

The North Dakota Department of Public Instruction (NDDPI) is working diligently to ensure it meets subsection 200.21 (b) (1) - (3). In the interim, NDDPI has used webinars, regional meetings, listening tours, media releases, radio, television, social media, email list serv, and accessing members of its State ESSA Planning Committee's communication to keep the public informed on the work of the consolidated state plan (NDDPI's ESSA Communication Plan & Timeline, Appendix C). The NDDPI continues to post notifications of its meetings and subcommittee meetings on the North Dakota Secretary of State's

website at <https://intranetapps.nd.gov/sos/ndpmn/meetings/searchMeetings.htm> and outside of the door at relevant meeting. The NDDPI will continue to use mass communication to provide transparent timely notification. NDDPI intends to post our draft state ESSA plan for official public comment beginning February 16, 2017. The following is the timeline for the public meetings participated in by the State ESSA Planning Committee:

- May 17, 2016
- July 25, 2016
- August 30, 2016
- September 30, 2016
- October 25, 2016
- December 20, 2016
- February 8, 2017
- March 22, 2017

**B. Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:**

- i. **Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA’s plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.**

As part of outreach and input, Superintendent Baesler solicited responses from a vast array of teachers, parents, legislators and administrators during an eleven city in thirteen-day listening tour May 9 through 25<sup>th</sup>, 2016. The Superintendent received feedback into the process of standards revision of English and mathematics, insights into a state ESSA plan, and input into procurement of a new state assessment.

In continuance of solicitation into our North Dakota state consolidated plan; our State ESSA Planning Committee members have sought feedback from the stakeholder groups they represent. This information gathered through electronic surveys to all educators, is a main topic of discussion during a vast array of professional education conferences held across North Dakota from June 2016 until present. Any information the State ESSA Planning Committee gathers electronically is shared during the first hour of each of the state meetings and recorded in the meeting minutes (Appendix D) as the committee continues its work in developing North Dakota’s ESSA plan.

The initial draft of the *North Dakota Every Student Succeeds Act* accountability plan was released for public input on January 12, 2017. The intent is to gather further statewide feedback and revisions from stakeholders and use this response to create an official consolidated state plan available for public comment for thirty days. The date for release of the official draft is on or before February 16, 2017. North Dakota is on target to submit our plan by April 3, 2017.

**On-Going Stakeholder Engagement**

Once the North Dakota State ESSA Plan was submitted to the USDE on May 5, 2017, the NDDPI, with the assistance of the State ESSA Planning Committee, began the ESSA

Implementation phase. In preparation of the work that needs to be done in the implementation phase, NDDPI created nine subcommittees. These subcommittees are comprised of NDDPI personnel and ESSA Planning Committee members who have expertise in each topic or an interest in being part of the committee. These ESSA Planning Committee members have agreed to shoulder the responsibility of providing ongoing, two-way feedback with the stakeholder group they represent across the state throughout the implementation process.

The following nine implementation committees have been established to facilitate this work:

- School Dashboard
- Student Engagement
- Graduation Rate
- Student Growth
- Choice Ready
- School Improvement
- Effective Teachers & Leaders
- Financial Transparency
- Innovative Learning

The ESSA Implementation phase will allow the state to continue to gather feedback and support from stakeholders across the state as we move forward to implement the new ESSA law and work out the details that are still to be determined. In addition to these nine committees, the NDDPI has also established various work groups to assist with the ESSA implementation.

The NDDPI is working with North Dakota's Information Technology Department and Otis Education regarding data needs. They will help NDDPI create report cards and dashboards under ESSA. This will allow the state to continuously review and use data to support activities under Titles I, II, III, IV, and V. These work groups collaborate closely with the Implementation committees to incorporate the use of data within our work and ensure we are consulting regularly with various stakeholders across the state.

Ongoing tribal consultations will occur during implementation between tribal chairmen, tribal council members, local tribal and public school leaders serving Native American students and the State Superintendent and NDDPI staff on tribal reservations to receive ongoing feedback on the ESSA implementation process. This consultation will be important as the state monitors the impact of the ESSA plan and looks to make any adjustments and improvements to the plan in the future. NDDPI will continue to provide technical assistance and meeting support for tribal consultations that must occur among local education agencies and local tribal members.

The State Superintendent's Student Cabinet members will continue to advise her and NDDPI on the implementation of the ESSA plan during their quarterly policy meetings held at the Capitol. This 20 member Cabinet is comprised of students ranging from 4<sup>th</sup> grade to college freshman from large, medium, and small sized LEAs and from every region of the state. Their ongoing feedback will provide vital information on ESSA implementation and its impact from a student's perspective.

- ii. **Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.**
  - a. **Challenging Academic Standards and Academic Assessments**

North Dakota is revising its English language arts and math standards simultaneously as it is in the process of drafting its state ESSA plan. The task of updating the North Dakota ELA and math standards was initially, not looked upon favorably by North Dakota educators,

because of this sentiment, Superintendent Baesler began a listen and learn tour across the state to hear concerns and acknowledge comments about the proposed standards revision.

Some state educators felt the English language arts and math standards were rigorous and did not want to rewrite them while other educators felt it was important to evaluate and consider narrowing the amount of standards for English Language Arts. Other educators noted the math standards needed clarity in their descriptions and a need to consider having integrated math at the high school level. Currently, the writing committee is comprised of 33-37 teachers per content area respectively for 70 members. It is worth noting that content specialists from higher education help comprise both the ELA and Math standard writing committees.

The North Dakota English Language Arts Content Standards Writing Committee and the North Dakota Math Content Standards Writing Committee have met, made revisions and are working to adhere to the following timeline:

- July 21-22, 2016 North Dakota Mathematics Content Standards Development Committee meets.
- July 28-29, 2016 North Dakota English and Mathematics Content Development Committees meet.
- September 2016 First Draft of Revised North Dakota English and Mathematics Standards available for public comment
- October 12, 2016 North Dakota Math and English Content Standards Review Committee meets. This committee is asked to look at the standards from another perspective and comprised of elected leaders, representatives from business and industry, and parents and citizens.
- November 3-4, 2016 North Dakota Mathematics and English Content Standards Development Committees meet to read recommendations
- December 2, 2016 North Dakota Mathematics Content Standards Development Committee meets to make recommended revisions.

The final draft of the North Dakota State Standards in English language arts and math is to be complete the first quarter of 2017, and North Dakota plans to adopt the standards in July of 2017 and begin implementation of the updated academic standards in the 2017-2018 school year.

The state will select new general assessments, aligned to the state's newly adopted content standards and based on an approved Request for Proposal selection process by 2017. The design parameters for the state's new assessment system will be based, in part, on recommendations generated by a statewide assessment task force, which conducted its study from 2015-2016. A full listing of Assessment Task Force members is included in (Appendix E). Any final general assessments must meet all validity and reliability specified in law and validated by the federal assessment review process.

The North Dakota Every Student Succeeds Act Consolidated Plan developed by stakeholders from across the state and the State ESSA Planning Committee is gathering and disseminating the information and taking all suggestions and comments into consideration, and at times, debate.

North Dakota is contemplating invoking the flexibility provided within ESSA, allowing high schools to administer a locally selected, nationally recognized high school assessment, instead of the North Dakota State Assessment for reporting purposes. As part of their work, the Standards, Assessment, Accountability and Reporting subcommittee had much discussion and debate as to when using a growth model, what grade to assess nine, ten, or eleven. Should ACT be an option as it would not show growth? To resolve this debate, a PowerPoint was sent to North Dakota Principals, providing information and options in determining if at grade 11, they would like to use ACT for the state assessment or continue to take the North Dakota State Assessment. The questionnaire also asked if the administrators would be in favor of moving the state assessment to grade 10 and what time of the year the test be given.

**b. Accountability and Support for Schools**

The State ESSA Planning Committee is working to establish rigorous long term and interim student achievement goals. These goals will be applied and adopted to ensure student academic growth, continuous school improvement, and include state achievement measures such as the use of the North Dakota State Assessment, adopted alternative high school assessments, valid and compatible interim assessment measures, and possible alternate combined metrics. Any academic achievement goals, either long-term or interim, would apply to composite and student subgroup achievement and focus on growth for all schools, local school districts, and the state.

The State ESSA Planning Committee and subcommittees continue to solicit feedback from stakeholders and come to a consensus on what is best for all schools in North Dakota. An example of gathering and wanting this input is a letter received on behalf of the schools on the Fort Berthold Indian Reservation in support of a proposal to include General Education Development (GED) graduates into the state graduation rate instead of in the dropout rate. The letter states how incorporating this proposed action would support all students and schools while providing accountability (Appendix F).

**c. Supporting Excellent Educators**

The North Dakota Teacher and Leader Effectiveness subcommittee continues to meet on a monthly basis and report to the State ESSA Planning Committee in the first hour of each state meeting. The subcommittee formed to ensure North Dakota educators receive support in their teaching efforts and is led by personnel from the North Dakota LEAD Center, North Dakota Higher Education, and the ESPB. Together with the rest of the subcommittee members, they have decided to focus their work in three main areas: teacher and principal leadership academies, developing a statewide definition of highly effective teaching, and

recruitment/retention of educators. The Teacher and Leader Effectiveness subcommittee understands there is a need to create a greater understanding of how important our state's teacher and principal mentorship programs are in helping facilitate a strong state education system. The subcommittee continues to work toward a multi-tiered leadership academy to support mentorship, career ladders, and academics for principals and teachers. The Teacher and Leader Effectiveness subcommittee recently reported to the State ESSA Planning Committee, their work on highly effective teacher definition. The subcommittee looked at collected survey data and determined several themes: keeping the kindergarten endorsement, further discussion on grade seven and eight qualifications and redefining licensure to (K-8) and (5-12). The committee also discussed incorporating minor areas of instruction for educators, keeping requirements for special education, adding alternative licensure, consideration of composite science and social studies, and working more with Career and Technical education.

Regarding recruitment and retaining educators in the state of North Dakota, the subcommittee is looking at criteria for statewide loan forgiveness for all educators, giving scholarships for higher education students pursuing a degree in teaching, and increasing statewide loan forgiveness for new teachers who teach in rural school districts or a critical needs subject area.

**d. Supporting All Students**

The State ESSA Planning Committee has had in-depth discussion on the additional school quality indicators. The state committee originally had twenty-five indicators and through a poll, narrowed that number to ten. There was much discussion and ideas on how to meet the element of the ESSA law in measurability, however, most of the remaining school quality indicators could be embedded in a continuous school improvement model and through consensus, the State ESSA Planning Committee chose school climate and student engagement as their dashboard indicators.

The law requires indicators be able to be disaggregated and differentiated. The Standards, Assessment, Accountability and Reporting subcommittee has done additional work on this requirement and recommends going forward with two additional school evaluating indicators in our state accountability plan. The two indicators are climate/culture and student engagement. To continue to support all students, North Dakota will include the required subgroups in its accountability system: economically disadvantaged, race/ethnicity, students with disabilities, English learners, foster students, and students with parent (s) in the military. In addition, the state is discussing the idea of an advanced/gifted and talented subgroup. A challenge in creating the latter subgroup is forming a definition and criteria in which to qualify.

In an effort to do what is best for all students, the State ESSA Planning Committee received a letter of support from the North Dakota Council of the Arts. The letter advocates stating the "arts" by discipline in the state ESSA plan, and using the "arts" as a school quality indicator. This letter was submitted two months after the full state planning committee reached consensus about using school climate and student engagement as the two school quality indicators for the dashboard. The SEA and committee participants recognize that the fine arts are a part of a student's well-rounded education. Because of this point, the North

Dakota ESSA Plan will provide a framework for districts and schools allowing them to articulate their unique needs for Title 1 school wide programming. The guidance of our state ESSA plan will include the importance of the arts in school wide reform strategy; however, it will be a school district's local decision on what strategies a school will use and outline in their individual plan. (Appendix G). North Dakota is a local control state and each school district will have the opportunity to address well-rounded education including the arts.

In addition to the many State ESSA Planning Committee and subcommittee meetings, Superintendent Baesler and members from the NNDDPI have traveled across North Dakota to hold ESSA Tribal Consultation and Tribal Stakeholder Engagement Meetings.

There were four key points that arose from our Tribal Consultation meetings on the four reservations in North Dakota. Many Tribal members from the surrounding communities and Tribal Councils commended the NDDPI staff on their effort to meet with the Tribes. However, each Tribal chair did mention these consultation meetings and communication must continue as the council members see ongoing consultation as a necessity for the success and outcome of Native children and people.

The Turtle Mountain, Standing Rock and Three Affiliated Tribes Council and community members brought up a second key point. In the North Dakota ESSA plan, there must be the commitment to local Tribal culture and language. Members from the Standing Rock Sioux and Three Affiliated Tribes presented details on how being immersed in the native language is a direct link to preserving their natural heritage and culture and the compelling argument that the two are interconnected. This point was also brought forth at Tribal Council meetings at Turtle Mountain. Our state's initial response to this concern was to create the North Dakota Native American Essential Understandings Project and to ensure all students and schools can have access to this working document. Our state's next response was to create a legislative bill for an Innovative Pilot Program. North Dakota Senate Bill 2186 gives the superintendent of public instruction the authority to approve school applications for one-year pilot innovation programs to improve student educational performance. If this bill passes, native schools will be able to submit a detailed plan to pilot language immersion for improved student performance. There are also new grant programs under National Activities that can be used for Native language programs with goals to "increase fluency in a Native American Language along with proficiency in other core subjects. This is section 6133 of ESSA. In addition, a New Immersion Language Study authorizes a grant review of best practices of Native language immersion schools. This is section 6005 of ESSA.

The third point came from North Dakota Tribal Stakeholder Engagement Meetings—a concern for communication and alignment of plans for the different types of schools serving Native American students--(BIE), grant schools, and public schools. There is a need to have the different reporting systems work efficiently and share information to avoid redundant work. Because of this concern, a cross walk must be completed between NDMILE (North Dakota state reporting version) Native Star (Bureau of Indian Education version) and AdvancED. The work on this crosswalk will begin in the next quarter.

Our fourth key point is to reexamine North Dakota's graduation rate definition and find a way to include those students who attain their GED. Currently, GED is included in our state's dropout definition. Because of this concern, North Dakota will change our definition of graduation rate to include GED and implement this in our state plan. A student obtaining

their GED is a success story and a step in the right direction for their future. Below is the dates of Tribal Stakeholder Meetings and Tribal Consultation:

- **October 21, 2016** North Dakota ESSA Tribal Stakeholder Planning Committee Mtg.#1
- **November 4, 2016** United Tribes Technical College Board of Directors Meeting.
- **December 13, 2016** Turtle Mountain Band of Chippewa Indians Tribal Consultation Meeting & Turtle Mountain Community School Board.
- **December 22, 2016** North Dakota ESSA Tribal Stakeholder Planning Committee Mtg.#2
- **January 17, 2017** Standing Rock Sioux Tribe ESSA Tribal Consultation Mtg.
- **February 7, 2017** Mandan Hidatsa Arikara Three Affiliated Tribe ESSA Tribal Consultation Mtg.
- **February 15, 2017** Spirit Lake Tribal Consultation Mtg.
- **February 16, 2017** North Dakota ESSA Tribal Stakeholder Planning Committee Mtg.#3
- **March 14, 2017** Leadership Summit on ESSA Tribal Local Education Association Consultation.

The creation of a state accountability plan required an abundance of communication and strong, established relationships. The North Dakota Department of Public Instruction appreciates the care and feedback it received and has committed, along with the State ESSA Planning Committee, to have ongoing collaborative consultation. NDDPI and stakeholders have pledged to meet minimally once per year to evaluate plan implementation and make any necessary changes. There is also a strong commitment from NDDPI to continue Tribal Consultation and Tribal stakeholder engagement on an annual basis.

The North Dakota Department of Public Instruction is continuing to build relations by establishing focus groups to help construct guidance and framework for our state plan once approved. An invitation is extended to stakeholders from the Arts, Music, Special Education, School Counselors, and many other groups to participate in providing guidance to ensure students have the well-rounded education.

**C. Governor's consultation. Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.**

The Governor's office has an appointed member on the State ESSA Planning Committee. Superintendent Baesler informs Levi Bachmeier, the Policy Advisor at the North Dakota Office of the Governor, on a weekly basis on all topics related to education. Mr. Bachmeier has been involved in the meetings and contributed to the development of the state plan. Superintendent Baesler has had many meetings with Governor Burgum answering questions and hearing his thoughts on education as he plans to move North Dakota forward in the twenty-first century.

An executive summary personally delivered to Governor Burgum on Monday, April 3, 2017 by North Dakota State Superintendent of Public Instruction, Kirsten Baesler and Assistant State Superintendent,

Laurie Matzke synthesized the highlights of our consolidated state plan. He and Mr. Bachmeier will have the opportunity to discuss, question and comment.

Check one:

- The Governor signed this consolidated State plan.
- The Governor did not sign this consolidated State plan.



# NORTH DAKOTA STAKEHOLDER ENGAGEMENT

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## NORTH DAKOTA STATE ADVISORY PLANNING COMMITTEE

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A large group of diverse stakeholders from across the state. This committee is responsible for drafting the framework and making recommendations based on the feedback from their constituents.

## SUBCOMMITTEES

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-Continuous Improvement,  
Standards, English Learners, Assessment & Reporting,  
-Principal & Teacher Effectiveness  
Part of their responsibility is distributing/gathering  
information.

## TRIBAL CONSULTATION

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Tribal Council Chairman and members participate in the government to government meetings and share their concerns and recommendations.

## PUBLIC COMMENT & REVIEW PERIOD

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Review of final draft. Opportunity for all North Dakotans to provide specific feedback and ideas.

## 2.2 System of Performance Management.

***Instructions:*** In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The NDDPI administers all federal Title programs included under ESSA within the Student Support & Innovation Division (SS&I). The SS&I is made up of six offices including the following:

- Office of Federal Title Programs
- Office of Academic Support
- Office of Indian/Multicultural Education
- Office of School Approval & Opportunity
- Office of Assessment
- Office of Early Learning

All division staff work collaboratively within the division and with other offices to ensure evidence-based strategies and a needs assessment is utilized when allocating state and federal funds to support federal Title programming.

The approval of LEA plans for Titles I, II, III, and IV will be administered through the Consolidated Application for Federal Title Funds where all program staff across the SS&I review program requirements, staff qualifications, strategies, activities, and allowable use of funds.

Data is collected through an electronic statewide data system, the State Automated Reporting System (STARS), which feeds into federally required reports in EDFacts and CSPR. The collection and use of information and data is utilized to assess the quality of implementation of strategies and measure student progress to report outcomes on the district report cards.

North Dakota's Consolidated Application for Federal Title Funds allows school districts to submit one comprehensive application for funding for several federal programs. Each year, districts must submit this application to the NDDPI in order to receive federal funds. The district's application provides a plan for meeting federal program requirements based on a needs assessment and alignment with specific needs of the LEAs for improving student achievement. This application is completed and submitted electronically through the STARS and includes the following programs:

- Title I, Part A – Improving Basic Programs
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition English Learner Program
- Title IV, Part A – Student Support and Academic Enrichment

Each district's school board appoints an authorized representative for the programs funded in the consolidated application and approves the application prior to its submission to the NDDPI.

The submitted consolidated applications are reviewed by the NDDPI, who provides technical assistance as needed and approves the applications when information is correct and in compliance.

The federal programs under ESSA that are not part of the consolidated application – 21<sup>st</sup> Century Community Learning Centers (CCLC), McKinney Vento Homeless Assistance, Migrant Education, Neglected & Delinquent (N&D) – all have comprehensive, established inclusive application procedures to distribute the funding.

All districts that receive Title II funds are required to complete a needs assessment and upload their needs assessment within the AdvancED tool and complete the Title II program and budget section of the consolidated application. As an element of the continuous improvement process within AdvancED, districts must complete an annual review of the needs assessment. The Title II section of the consolidated application provides an area where the district must indicate that a needs assessment is completed and the activities are supported by data. The district must document this process in a text box that provides a narrative description of the needs assessment. The district must outline the Title II activities in the budget section.

The NDDPI has a rigorous, multi-tiered review process of the districts consolidated application by experienced, knowledgeable program staff within the Division of Student Support & Innovation. This review process includes a thorough cross-check of the districts' responses to ensure the activities align with the district's identified needs and are appropriate use of Title II funds. During the consolidated application review process and throughout the school year, the program staff use the needs assessment data and information provided in the consolidated application to work collaboratively with district administration providing technical assistance and consultation to support Title II activities. The NDDPI provides updated guidance and regular regional trainings to support districts on Title II requirements.

- B. Monitoring. Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.**

The NDDPI monitors SEA and LEA implementation in many different ways to ensure compliance with statutory and regulatory requirements. The monitoring system includes on-site visitations, review of self-submissions, reviewing data submitted on North Dakota automated reporting system, fiscal reviews, desk audits, as well as our continuous school improvement process through AdvancED. The NDDPI is in the process of revising our current consolidated monitoring process (currently including Title I, Title II, and McKinney Vento Homeless Assistance) to also encompass Title III and Title IV. The 21<sup>st</sup> CCLC program, Migrant Education, and the N&D program all have individual comprehensive monitoring systems in place.

As per the requirement of 2 CFR 200.331, NDDPI staff perform the annual risk assessment for every LEA to determine the risk level and whether additional conditions will be placed on the grant award. The state agency evaluates each sub recipient’s risk of noncompliance with federal statutes, regulations, and the terms and conditions of the sub award for purposes of determining the appropriate sub recipient monitoring.

Under North Dakota’s established Performance Management System, the state monitors LEAs using multiple measures and processes. The system includes multiple fiscal reviews, programmatic reviews, analysis of reporting, and monitoring of school improvement to ensure progress toward meeting desired program outcomes.

Strategy	Timeline
Federal Title Programs Monitoring (Titles I, II, III, IV)	November - March
Individual Program Monitoring (Homeless, 21 <sup>st</sup> CCLC, Migrant Education, N&D)	November - March
Annual Desk Audit	November - January
AdvancED School Improvement Process	September - May

The North Dakota English Learner (EL)/Title III program has multiple measures in place to monitor Title III grant recipients, as well as LEAs for requirements relating to the civil rights of English learners.

The NDDPI uses the State Automated Reporting System (STARS) to retrieve data on English learners’ progress, LEA/Title III consortium program plans, effective program models implemented, entrance and exit procedures, professional development plans, teacher credentials, etc. The NDDPI has validations set up to monitor these items. These validations are reviewed two times per year to help the NDDPI determine where technical assistance and training are needed.

The NDDPI has a monitoring cycle established for on-site monitoring visits to the Title III recipients. The goal is to ensure each Title III participating LEA or consortium is monitored every 3-5 years. This process includes a team of professionals visiting the LEA or consortium districts to discuss program details with administration, observe instructional strategies in the mainstream/content classrooms, observe the English language development (ELD) instruction in the EL classrooms, conduct student, teacher and parent interviews, complete a fiscal review, and review policies and procedures implemented to ensure accordance with state and federal laws. With the implementation of ESSA these monitoring visits will continue and include a review of how the entities are meeting the student, school and district EL goals. The new monitoring cycle rotation will include all districts with English learners and not just Title III recipients. Schools will be monitored through either a self-monitoring paper submission process or an on-site visit. Upon each submission or visit, schools will receive a report from NDDPI describing the commended practices, recommendations, and compliance issues. Schools have 30-90 days to respond to compliance issues depending on the type of indicator according to the monitoring template. (Appendix S)

**C. Continuous Improvement. Describe the SEA’s plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.**

North Dakota uses AdvancED statewide for continuous school improvement, as well as the approval and improvement of all schools in the state. First and foremost, all schools will participate in continuous school improvement through the AdvancED process as a first tier for school improvement. The second tier will entail the targeted system of improvement and support. The third tier will entail the comprehensive system of improvement and support.

The NDDPI will support LEAs as they develop their plans through a continuous improvement process model. This process is driven by a local comprehensive needs assessment through the AdvancED system.

LEA and school plans will be reviewed by all applicable NDDPI program areas to meet the necessary state and/or federal statutory and regulatory requirements while progressing towards the implementation of best practices. Technical assistance and support will be provided to help inform and improve local plans and systems from both NDDPI staff as well as through the AdvancED external review process.

This comprehensive system allows LEAs to produce a consistent, consolidated model for reviewing data, documenting needs, identifying improvement areas, and tracking progress.

Strategy	Timeline
AdvancED School Improvement Process	Annually September - May
AdvancED Title I Schoolwide Plan within AdvancED	Annually July 1 – June 30
Targeted Support Plans within AdvancED	January 2019 – June 30, 2019

**D. Differentiated Technical Assistance. Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.**

North Dakota has a differentiated system of technical assistance based on a continuous improvement process. This statewide system of technical assistance applies to all public schools and includes multiple measures for supporting all schools with an emphasis on low performing schools. These details are outlined in Section 4.3.B.

### Section 3: Academic Assessments

***Instructions:*** *As applicable, provide the information regarding a State’s academic assessments in the text boxes below.*

- A. Advanced Mathematics Coursework. Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?**

Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

No.

The State ESSA Planning Committee and the Standards, Assessment, Accountability and Reporting Subcommittee have had in-depth discussions on the topic of academic assessment throughout the development of our state ESSA plan and in our discussions regarding future considerations for education programming in North Dakota.

North Dakota will continue to administer its current state general English language arts/literacy and mathematics assessments, the general NDSA/NDAA, based on the Smarter Balanced assessment model, through the end of the 2016-2017 school year.

The state will select new general English language arts/literacy and mathematics assessments, aligned to the states newly adopted content standards and based on the approved Request for Proposal (RFP) selection process, by August 2017. The design parameters for the state’s new English language arts/literacy and mathematics assessment system will be based, in part, on recommendations generated by a statewide assessment task force, which conducted its study from 2015 to 2016. Any final general assessments must meet all validity and reliability requirements specified in law and validated by the federal assessment peer review process.

North Dakota will be invoking the flexibility provided within ESSA, allowing high schools to administer a locally-selected, nationally-recognized high school assessment, in lieu of the NDSA/NDAA, for accountability reporting purposes. Any state-sanctioned, nationally-recognized high school assessment must evidence validity and reliability specifications set form by the state, compliant with federal peer review specifications.

When the state releases the RFP for a new state assessment, a significant change will be made at the high school level. The State ESSA Planning Committee has recommended that beginning in the 2017-2018 school year, the high school grade assessed will be changed from grade 11 to grade 10. This decision was made due to the amount of testing that occurs in grade 11.

- B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.**
- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. §200.6(f)(4), and identify the specific languages that meet that definition.**

The English Learner Program Advisory Committee (ELPAC) and the ESSA Planning Committee have discussed the definition of significant language and has determined “significant languages”

to be any language spoken by an English learner population that is at or above 30% of the state English learner population or if there is no population 30% or greater, “significant language” is the language with the largest EL student population.. In the current school year there are no language populations at 30% or higher, but Spanish is very close at 28% of the state EL population and the language with the largest EL student population. Therefore Spanish is currently considered a “significant language” in North Dakota.

**ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.**

North Dakota is currently utilizing Smarter Balanced for the state assessment, which offers stacked translations in Spanish. The stacked translations are available for the Mathematics portion of the assessment and for the grades testing, which are grades three through eight and tenth grade. The stacked translations will be offered to Spanish speaking students.

**iii. Indicate the languages other than English identified in B above for which yearly student academic assessments are not available and are needed.**

The North Dakota State Assessment is currently using Smarter Balance which offers stacked translations in Spanish. At this time Spanish is the only language close to 30% of the North Dakota definition of “significant language.” Therefore, Spanish is the only language other than English in which North Dakota will offer the state assessment at this time. In the future determination of offering assessments in other languages, the literacy rate of the students in their native language will also be taken into consideration. North Dakota will make assessments available in other languages as they become available through the test vendor.

**iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:**

**1. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);**

The North Dakota State Assessment currently offers stacked translations in Spanish which is the only language meeting the definition of “significant language”. The stacked translations are better for English learners than solely in the native language because some ELs are not literate in their native language. The stacked translations will allow them to show what they know by using the language that is most helpful to them. As other languages become more prevalent, reach 30%, and students of said language are literate in that language, the state will make assessments available in other languages as they become available through the vendor. The next prevalent language is Somali, which is currently 15% of the North Dakota EL population, but much lower percentage of students who are literate in the Somali language.

**2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public**

**comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and**

North Dakota law requires the NDDPI to assemble a group of EL stakeholders each year to inform the state EL policies and procedures. This group is the English Learner Program Advisory Committee (ELPAC). The ELPAC is made up of a wide variety of stakeholders who have an interest in EL education. The members are selected from nominations in stakeholder categories including, but not limited to: teachers and administrators from the eastern and western part of the state, special education, post-secondary education, EL parents, data and technology, REAs, migrant education, colony schools, adult education, Native American ELs, and refugee students.

The ELPAC has met on multiple occasions to discuss the ESSA law and how it applies to English learners. The group has reviewed the items for the state plan and made recommendations to the Standards and Accountability subcommittee. This subcommittee then reviewed and approved the recommendations, which were then taken to the entire State ESSA Planning Committee. All items needed approval by the entire committee before going to the Superintendent for final approval. The recommendations were then added to the state plan. The minutes of the ELPAC meetings are included as Appendix P.

**3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.**

This is not applicable as the state has been successful in offering Spanish-English stacked translations for the NDSA/NDAA.

## Section 4: Accountability, Support, and Improvement for Schools

**Instructions:** Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

### 4.1 Accountability System.

#### A. Indicators.

Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

#### Elementary/Middle School

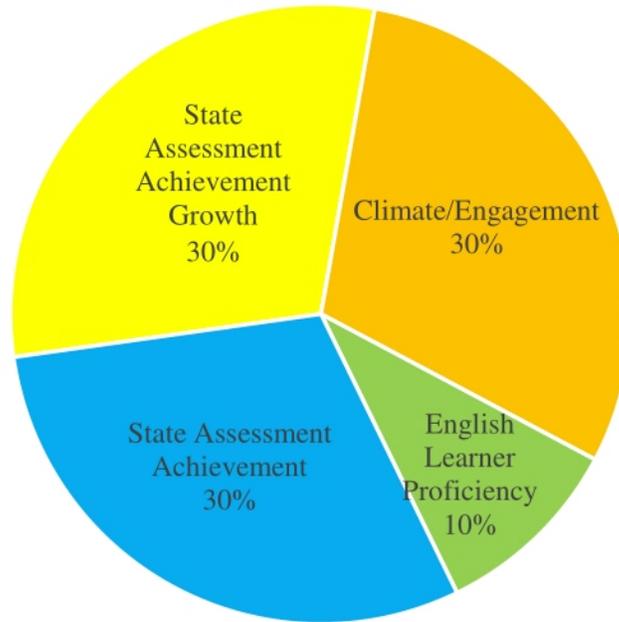
Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency in ELA Proficiency in Mathematics	The statewide mathematics and ELA assessment (NDSA/NDAA)
ii. Academic Progress	Growth	Academic progress on the NDSA/NDAA measured by an index growth model See Appendix I
iii. Progress in Achieving English Language Proficiency	ACCESS 2.0	Growth Model
iv. School Quality or Student Success	Student Engagement	Student Engagement Survey

High School

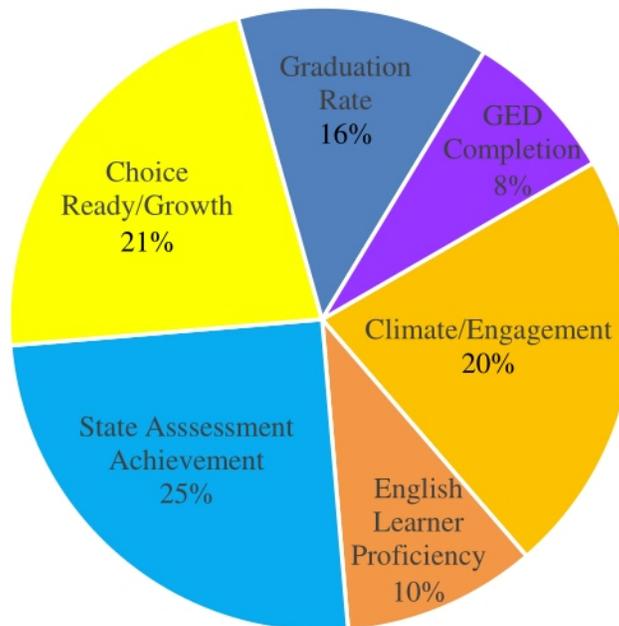
Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency in ELA Proficiency in Mathematics	The statewide mathematics and ELA assessment (NDSA/NDSS)
ii. Graduation Rate	4-year Adjusted Cohort Graduation Rate	Graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort beginning in the ninth grade. An extended graduation rate of five years is included to recognize that some students need additional time to graduate. All graduation rates are reported for all students as well as separately for each subgroup of students
iii. Progress in Achieving English Language Proficiency	ACCESS 2.0	Growth Model
iv. School Quality or Student Success	Climate/Engagement	The tool that will be utilized is a survey through the AdvancED platform.
v. College & Career Ready	North Dakota's Choice Ready Framework	The Choice Ready framework will measure the percentage of students who are on track to graduate choice ready, which will include a growth factor

- ❖ Missing indicator's weights would be proportionally redistributed among the remaining indicators so that relative weighting between indicators is preserved.

**Elementary**



**High School**



North Dakota clearly demonstrates that the academic indicators are more heavily weighted than the additional indicators of school quality.

- Elementary – 70% weighted on academic indicators
- High School – 51% weighted on academic indicators

❖ North Dakota assures that our data will be ready to make accountability determinations and identify schools for Comprehensive and Targeted Support by the beginning of the 2018-2019 school year.

## North Dakota Accountability System – Selected Indicators

### Elementary/Middle School

- **Academic Achievement** – The NDSA measures student acquisition of academic outcomes in English language arts/literacy (ELA) and mathematics. Since the 2014-2015 school year, the NDSA has included ELA and mathematics statewide assessments aligned to the State Standards, and based on the assessment model provided by the Smarter Balanced Assessment Consortium. All elementary and middle school students in grades 3 through 8, with the exception of students with the most significant cognitive disabilities, participate in the NDSA.

In 2016-2017 North Dakota initiated a comprehensive standards review in ELA and mathematics, which concluded in April 2017 with the implementation of updated standards. North Dakota is in the procurement process to develop a new assessment system to be administered for the first time in spring 2018. The new assessment system will serve as the academic achievement indicator for elementary and middle school students in grades 3 through 8.

- **Academic Progress** – North Dakota will be using a Student Learning Index within our accountability system to measure student growth on the NDSA. The Student Learning Index provides a measuring and monitoring structure that is responsive to the starting point for each institution in its unique journey to improve student learning.

North Dakota will calculate achievement and growth for each student based on statewide assessment scores in English language arts/literacy and mathematics. The state will set expected achievement and growth levels consistent at each grade level for statewide assessments. North Dakota will employ a Student Learning Index which will measure the degree to which each institution provides evidence of improving student performance on statewide assessments. Schools will be expected to demonstrate growth towards meeting and exceeding expected levels of achievement.

Achievement levels will be set in six year intervals (See Appendix N). Institutions will be expected to demonstrate growth towards expected achievement levels. Growth will be measured for each student based on a standard definition of one year of growth for one year of learning (See Appendix I).

The Student Learning Index is constructed to promote and recognize positive progress towards meeting the expectations for student achievement as stated in the state's vision. Every school has a different starting point in pursuit of the vision. The Student Learning Index is a tool that measures growth and achievement in a composite index. Because the learning index will identify high performing/no growth, high performing/recognizable growth, low performing/high growth, low performing/low or no growth it will provide clear and distinct differentiation among institutions for the purpose of accountability and will be used to evaluate the academic progress achieved by each school.

The basic structure expects schools with high achievement levels (top performing quartile) to maintain such levels while realizing minimal, but recognizable, growth. Schools with low achievement (lowest performing quartile) have a much longer road to reach expected achievement levels. The Student Learning Index growth model is outlined in more detail in Appendix I.

## North Dakota Accountability Index

The North Dakota Accountability Index (NDAI) has a maximum composite value of 615 points. Schools earn points based on individual student performance results using the defined measures in the areas of achievement, student growth, student engagement, and English learner proficiency at the elementary level (achievement, choice ready, graduation rate, GED completion, student engagement, and English learner proficiency at the high school level). The basic formula provides point values for each student that meets or exceeds defined performance targets, partial point values for nearly achieving defined performance targets, and negative point values for not meeting defined performance targets. The charts below define the performance targets for each measure in the North Dakota Accountability Index.

### **ELEMENTARY AND MIDDLE SCHOOL LEVELS**

**Student Achievement Levels.** Point values for each student at each level are shown in parenthesis. North Dakota is in the process of selecting a new statewide assessment in ELA and Math that will be administered beginning in the spring of 2018. The scale score ranges for each achievement level will be determined once the assessment instrument is selected.

**CHART A1 – Achievement Results (Sample for school in 3<sup>rd</sup> Quartile)**

Level	Content Area	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
		Novice (-1.0)	Partially Proficient (0.5)	Proficient (1.0)	Advanced (2.0)
Elem	ELA/Literacy	141	222	251	101
	Math	174	240	211	90

**CHART A2 – Achievement Index (30% or 185 maximum point value (MPV))**

Level	Content Area	Achievement Points Earned (A.P.E.)	Proficient Points Possible (=total number of students)	Percent Meeting Expectations	School Index Value
Elem	ELA/Literacy	423	715	59.16	109.45
	Math	337	715	47.13	87.20
<b>TOTAL</b>		<b>760</b>	<b>1430</b>	<b>53.15</b>	<b>98.32</b>

\*35% or 215 maximum point value if no ELP

### **Formulas**

A.P.E. = #Novice(-1.0) + #Partially Prof(0.5) + #Proficient(1.0) + #Advanced(2.0)

School Index Value = (%Meeting Expectations) X (MPV)

**Academic Progress Composite** (Elementary/Middle Levels) will calculate the relative growth in student performance on statewide assessments in ELA and Math. The composite score consists of an achievement measure (using the same scale as defined in Chart A above) and growth measure for each individual student. The basic formula provides point values for each student that meets or exceeds defined performance targets, partial point values for nearly achieving defined performance targets, and negative point values for not meeting defined performance targets. Schools will be

awarded total point values based on a formula that measures progress earned towards expected benchmarks. Point values for each student at each level are shown in parenthesis. The state assessment will provide growth achieved by each student based on prior year results. Every student will be expected to demonstrate at least one year’s worth of growth for one year’s worth of learning.

**CHART B1 – Academic Progress Results**

Level	Content Area	Growth Level 1	Growth Level 2	Growth Level 3	Growth Level 4
		Standard Deviation < (-1.5)	Standard Deviation -1.5 to -.5	Standard Deviation -.5 to 1.0	Standard Deviation > (1.0)
		Novice (-1.0)	Partially Proficient (0.5)	Proficient (1.0)	Advanced (2.0)
Elem	ELA/Literacy	88	171	382	74
	Math	101	144	355	115

**CHART B2 – Academic Progress (30% or 185 maximum point value)**

Level	Content Area	Growth Points Earned	Proficient Points Possible (=total number of students)	Achievement Quartile	Student Learning Index Value**
Elem	ELA/Literacy	527.5	715	Third	125.67
	Math	566 536	715	Third	122.75
<b>TOTAL</b>		<b>1093.5</b>	<b>1430</b>		<b>124.21</b>

\*35% or 215 maximum point value if no ELP

\*\*Formula for Student Learning Index Value

Each school will earn an achievement level index based on prior year’s results as shown below:

First Quartile (top 25%) – Achievement Level Index (A.L.I.) = .75

Second Quartile – Achievement Level Index = .6

Third Quartile – Achievement Level Index = .4

Fourth Quartile – Achievement Level Index = .25

**Student Learning Index formula:**

$$\frac{(A.L.I)(A.P.E.) + (1-A.L.I)(G.P.E.)}{\text{Maximum Points Possible}} \times \text{Academic Progress MPV} = \text{Student Learning Index}$$

**A.L.I.** = Achievement Level Index

**A.P.E.** = Achievement Points Earned

**G.P.E.** = Growth Points Earned

**MPP** = Maximum Points Possible (equals 2 times #students)

**MPV** = Maximum Point Value (amount index component is worth)

- ❖ A sample accountability index system for an elementary/middle school is available in Appendix X.

- Progress in Achieving English Language Proficiency** – North Dakota will use growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured for all EL students in K-12 by using the growth to target method. Students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment in North Dakota (currently ACCESS 2.0). This is considered year 0 or base score. Year one growth is determined after the second annual ELP assessment.

The students’ trajectories will be constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below.

Proficiency Level	Years to Attain PL (exit)
1.0-1.9	6 years
2.0-2.9	5 years
3.0-3.9	4 years
4.0-4.9	3 years
5.0-6.0	2 years

EL students in North Dakota will annually increase their composite language proficiency level of the annual ELP assessment and remain at or above their established trajectory line. This growth model will begin with the 2016-17 annual ELP assessment scores as a baseline to provide for consistency in accountability due to the new assessment and the standard setting process complete. The annual percentages expected will be determined by the ELPAC.

EL students in North Dakota will attain English proficiency (exit the program) by receiving a 3.5 proficiency level in each domain of listening, speaking, reading and writing and a 5.0 composite proficiency level.

The percentage of students meeting the growth target for the school will then be converted based on the ten point or ten percent accountability for ELs.

**English Learner Proficiency Levels** will be measured using growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured for all EL students in K-12 by using the growth to target method. Students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment in North Dakota (currently ACCESS 2.0). This is considered year 0 or base score. Year one growth is determined after the second annual ELP assessment. The students’ trajectories will be constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below.

Level	Years to Attain PL (exit)
1.0-1.9	6 years
2.0-2.9	5 years
3.0-3.9	4 years
4.0-4.9	3 years
5.0-5.9	2 years

EL students in North Dakota will annually increase their composite language proficiency level of the annual ELP assessment and remain at or above their established trajectory line. This growth model will begin with the 2016-17 annual ELP assessment scores as a baseline to provide for consistency in accountability due to the new assessment and the standard setting process complete. EL students in North Dakota will attain English proficiency (exit the program) by receiving a 3.5 proficiency level in each domain of listening, speaking, reading and writing and a 5.0 composite proficiency level. The percentage of students meeting the growth target for the school will then be converted based on the maximum 60-point value (or 10% NDAI).

**CHART D – English Language Proficiency Levels (10% or 60 maximum point values)**  
**Sample Calculation**

Grade	Number of EL Students	Number of EL Students Meeting Expectations	Percent Proficient	School Index Value
3	32	19	59.4	35.63
4	41	26	63.4	38.05
5	15	11	73.3	44.00
<b>School Total</b>	<b>88</b>	<b>56</b>	<b>63.64</b>	<b>38.18</b>

**\*Formula**

ELP School Index Value = (%Proficient) (ELP Maximum Point Value)

- **School Quality or Student Success** – North Dakota has a selected Student Engagement as our additional school quality or student success indicator. A Student Engagement Survey will be used that was designed for the purpose of providing a valid reliable survey to measure student engagement that would glean valuable and actionable data for improvement, as well as a reliable and useful indicator for accountability.

The Student Engagement Survey is designed to provide quick access to meaningful and actionable data at the school and district level to improve teaching and learning practices, while also providing valid and reliable results at the state level for purposes of statewide reporting and accountability

From within the eProve™ survey platform within the AdvancED system, schools, districts and the states have access to an interactive reporting interface that allows for quick and easy access to survey results. Through this reporting tool, authorized users can monitor survey response rates, download raw survey response results and view survey response data (counts and percentages) in graphical format.

In addition, AdvancED will work with the state to provide a comprehensive set of survey reports at the school, district and state level. These reports will incorporate an engagement profile score, which describes the state’s performance for all three domains – cognitive, behavioral and emotional. This score is computed using student survey responses that are aligned to the above-defined quality of engagement categories.

A subset of scores specific to each domain, referred to as component scores, will be combined to determine a comprehensive engagement profile score that can be reported at the school, system and state levels. From the profile scores, schools and districts will be able to access a subset of scores that reflect the percentage of students within each grade, grade span, school and district that are engaged by domain, level and category. The report will include the count and percentage of students falling into each quality of engagement category for each of the three engagement domains.

All scores will provide schools, districts and states with information about a school's performance relative to a benchmark. The benchmark will be established based on the pilot average of schools across the AdvancED network. Because there is a substantial difference between grade spans, high schools (Grades 9 – 12) will be compared to the benchmark high school average, middle schools (Grades 6 – 8) will be compared to the benchmark middle school average and elementary schools (Grades 3 – 5) will be compared to the benchmark elementary school average. (Appendix R)

North Dakota's process to calculate Student Engagement:

The state is currently holding subcommittee meetings that address these issues directly. Here is an overview of the process.

The Department of Public Instruction will hold monthly student engagement meetings that specifically involve student engagement processes and implementation. As of the writing of this document, the student engagement subcommittee has agreed to use the AdvancED Student Engagement Surveys that:

Measure elementary, middle and high school student engagement through student opinions about their learning experiences. The 20 items are categorized under the three domains of engagement type (behavior, cognitive and emotional). These domains are then broken down further by three components of engagement quality – committed, compliant and disengaged. Finally, each component is aligned to two levels. Thus, the committed component has an “invested” or “immersed” level; the compliant component has a “strategic” or “ritual” level; and the disengaged component has a “retreatism” or “rebellion” level. (AdvancED, n.d., p. 1).

The surveys have been field tested in a scientific valid pilot study that tested for validity and fidelity using statistically significant measurement processes such as Cronbach's Alpha. The study yielded results that are statistically significant ranking the High School and Middle School surveys “adequate,” with both scoring 7 and above; the elementary school survey scored “good” with a Cronbach Alpha of .67.

Using these valid surveys, North Dakota will use the AdvancED web platform to electronically deliver surveys to students. The results will be stored by AdvancED and data will be securely transferred to the North Dakota Department of Public Instruction and, in turn, uploaded to the Statewide Longitudinal Data System (SLDS). SLDS will work with OtisEd to process data and deliver to the dashboard.

The formula that will be used to calculate data is still being discussed and refined by the subcommittee. This conversation will go on for the next several months and will include researchers from the North Dakota University System.

North Dakota will ensure it will be ready to use this student engagement data in the accountability determinations by the beginning of the 2018-2019 school year.

The state is already working with AdvancEd and stakeholders to develop a window to administer surveys. There are two windows currently feasible, November 2017 and January 2018. The

subcommittee must make decisions quickly regarding on what additional information to include on the surveys to make the November window.

Regardless of the window the surveys are administered, data will be available for presentation for the 2018-2019 school year.

References: AdvancED. (n.d.). Psychometric summary of AdvancED’s student engagement survey. (Appendix W)

**Student Engagement Levels** present in every school are determined by a research-based survey instrument. The instrument has been piloted in three states and tested for reliability and validity. In addition to the survey, every school has access to a research-based student engagement observation tool that provides every school with greater insight as well as strategies to improve student engagement levels in every classroom.

The instrument results will be disaggregated by defined subgroups to further the analysis of student engagement levels present in classrooms.

The survey is designed to measure the quality of student engagement in three domains of Cognitive Engagement; Behavioral Engagement; and Emotional (Affective) Engagement. For each school, the survey instrument will provide the presence of engagement in each of the domains based on three defined levels of engagement based on research: Committed (Authentic Engagement); Compliant; and Disengaged.

The Student Engagement Survey was specifically designed to provide a useful summary of the detailed information represented in student responses and to provide information relative to a benchmark. There are 20 questions categorized under the three domains of engagement (behavior, cognitive and emotional). These domains are then broken down further by three components of engagement – committed, compliant and disengaged. Finally, each component is aligned to two levels. Thus, the committed component has an “invested” or “immersed” level; the compliant component has a “strategic” or “ritual” level; and the disengaged component has a “retreatism” or “rebellion” level.

A student who finishes the survey will be labeled as Committed, Compliant, or Disengaged for each of the three domains. This label is based on which component of engagement the student answers the majority of the time within each factor. It should be noted that the Behavioral domain has six items which means it is possible that a respondent has an even number of responses across two or more components. In these cases, the student would be labeled as having a “mixed” engagement type. The percentage reported for each domain is calculated by counting the number of students in each domain out of the total number of students taking part in the survey. The percentage reported for each component of engagement is calculated in the same way.

**CHART F – Student Engagement (20% or 123 maximum point values)**

Engagement	Levels of Engagement								Student Engagement Level
	Committed		Compliant		Disengaged		Mixed		
Domains	Number	Percent	Number	Percent	Number	Percent	Number	Percent	

<b>Behavior</b>	<b>438</b>	<b>61%</b>	<b>85</b>	<b>12%</b>	<b>122</b>	<b>17%</b>	<b>70</b>	<b>10%</b>	
<b>Cognitive</b>	<b>429</b>	<b>60%</b>	<b>219</b>	<b>31%</b>	<b>67</b>	<b>9%</b>	<b>0</b>	<b>0%</b>	
<b>Emotional</b>	<b>379</b>	<b>53%</b>	<b>185</b>	<b>26%</b>	<b>151</b>	<b>21%</b>	<b>0</b>	<b>0%</b>	
<b>Avg Total</b>	<b>415.33</b>	<b>58.09%</b>	<b>163</b>	<b>22.80%</b>	<b>113.33</b>	<b>15.85%</b>	<b>23.33</b>	<b>3.26%</b>	<b>71.45</b>
Number of students = 715									

\*Formula

Student Engagement Level = Percent Committed X (MPV for Student Engagement)

### High School

- Academic Achievement** – The NDSA measures student acquisition of academic outcomes in English language arts/literacy (ELA) and mathematics. Since the 2014-2015 school year, the NDSA has included ELA and mathematics statewide assessments aligned to the State Standards, and based on the assessment model provided by the Smarter Balanced Assessment Consortium. All high school students in grade 11, with the exception of students with the most significant cognitive disabilities, participate in the NDSA.

In 2016-2017 North Dakota initiated a comprehensive standards review in ELA and mathematics, which concluded in April 2017 with the implementation of updated standards. North Dakota is in the procurement process to develop a new assessment system to be administered for the first time in spring 2018 to all students in grade 10. The new assessment system will serve as the academic achievement indicator for high school students.

### **HIGH SCHOOL**

**Student Achievement Levels.** Point values for each student at each level are shown in parenthesis.

#### **CHART E1 – Achievement Results**

Level	Content Area	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
		Novice (-1.0)	Partially Proficient (0.5)	Proficient (1.0)	Advanced (2.0)
HS 10	ELA/Literacy	141	222	251	101
	Math	174	240	211	90

#### **CHART E2 – Achievement Index (25% or 154 maximum point value)**

Level	Content Area	Achievement Points Earned (A.P.E.)	Proficient Points Possible (=total number of students)	Percent Meeting Expectations	School Index Value
HS 10	ELA/Literacy	423	715	59.16	91.11
	Math	337	715	47.13	72.58
<b>TOTAL</b>		<b>760</b>	<b>1430</b>	<b>53.15</b>	<b>81.85</b>

\*30% or 184.5 maximum point value if no ELP

### **Formulas**

A.P.E. = #Novice(-1.0) + #Partially Prof(0.5) + #Proficient(1.0) + #Advanced(2.0)

School Index Value = (%Meeting Expectations) X (MPV)

North Dakota is in the process of selecting a new statewide assessment in ELA and Math that will be administered beginning in the spring of 2018. The scale score ranges for each achievement level will be determined once the assessment instrument is selected.

- ❖ A sample accountability index system for a high school is available in Appendix Y.
- **Academic Progress** – North Dakota will be using a Student Learning Index within our accountability system to measure student growth on the NDSA. The Student Learning Index provides a measuring and monitoring structure that is responsive to the starting point for each institution in its unique journey to improve student learning.

The basic structure expects schools with high achievement levels (top performing quartile) to maintain such levels while realizing minimal, but recognizable, growth. Schools with low achievement (lowest performing quartile) have a much longer road to reach expected achievement levels. The Student Learning Index growth model is outlined in more detail in Appendix I.

- **Graduation Rate** – North Dakota will retain its current growth criteria for determining sufficient graduation rate achievement. The state will establish unique targets each of the respective years: the four-year extended cohort graduation rate will use a 12.5% growth target (a 25% increase in expectation from the four-year target base); and the six-year extended cohort graduation rate will use a 21% growth target (a 50% increase in expectation from the four-year target base). The target measured as the percent reduction of non-graduates from the preceding year against the 90% (10% reduction in non-graduates against the goal (90%) from the previous year's rate) for the four-year graduation rate. If it did not, the state would then determine whether the school or district had met the six-year extended year graduation rate target (21% reduction in non-graduates against the goal (90%) from the previous year's rate). Meeting the targets for any of the four-year, five-year extended, or six-year extended graduation rates would mean that the school or district had met its absolute or growth goal.

North Dakota's plan will also include the GED in our accountability system, separate from the graduation rate. A dropout who completes a North Dakota GED prior to the 22<sup>nd</sup> year will be credited to the home district as a graduate. GED graduates will account for up to 8% of the 21% goal in the high school accountability system.

**Graduation Rate** – North Dakota will retain its current growth criteria for determining sufficient graduation rate achievement. The state will establish unique targets each of the respective years: the four-year extended cohort graduation rate will use a 12.5% growth target (a 25% increase in expectation from the four-year target base); and the six-year extended cohort graduation rate will use a 21% growth target (a 50% increase in expectation from the four-year target base). The target measured as the percent reduction of non-graduates from the preceding year against the 90% (10% reduction in non-graduates against the goal (90%) from the previous year's rate) for the four-year graduation rate. If it did not, the state would then determine whether the school or district had met the six-year extended year graduation rate target (21% reduction in non-graduates against the goal (90%) from the previous year's rate). Meeting the targets for any of the four-year, five-year extended, or six-

year extended graduation rates would mean that the school or district had met its absolute or growth goal.

**CHART I – Graduation Rate (21% or 100 maximum point value)**

Grade	Number of Eligible Students	Number of Students Meeting Expectations	Percent Proficient	School Index Value
Graduates	219	166	75.80	75.80
<b>School Total</b>	<b>219</b>	<b>166</b>	<b>75.80</b>	<b>75.80</b>

\*21% of NDAI or 129 maximum point value, if no ELP

**\*Formula**

GradRate School Index Value = (%Proficient) (GradRate Maximum Point Value)

**GED Program**

North Dakota’s plan will also include the GED as an indicator of graduation for schools that administer a GED program. The following to be allowed within the three graduation cohorts: a dropout who completes a North Dakota GED prior to the 22nd year will be credited to the providing school as a graduate. All schools and students have access to a GED program. If no students in GED then index values are applied equally to Choice Ready and School Quality indicators.

**CHART J – GED Completion (8% or 49 maximum point value)**

Grade	Number of Eligible Students	Number of Students Meeting Expectations	Percent Proficient	School Index Value
GED Completion	21	15	71.43	35.00
<b>School Total</b>	<b>21</b>	<b>15</b>	<b>71.43</b>	<b>35.00</b>

**\*Formula**

School Index Value = (%Proficient) (GED Maximum Point Value)

- **Progress in Achieving English Language Proficiency** – North Dakota will use growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured for all EL students in K-12 by using the growth to target method. Students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment in North Dakota (currently ACCESS 2.0). This is considered year 0 or base score. Year one growth is determined after the second annual ELP assessment.

The students’ trajectories will be constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below.

• Proficiency Level	• Years to Attain PL (exit)
• 1.0-1.9	• 6 years
• 2.0-2.9	• 5 years
• 3.0-3.9	• 4 years
• 4.0-4.9	• 3 years
• 5.0-6.0	• 2 years

EL students in North Dakota will annually increase their composite language proficiency level of the annual ELP assessment and remain at or above their established trajectory line. This growth model will begin with the 2016-17 annual ELP assessment scores as a baseline to provide for consistency in accountability due to the new assessment and the standard setting process complete. The annual percentages expected will be determined by the ELPAC.

EL students in North Dakota will attain English proficiency (exit the program) by receiving a 3.5 proficiency level in each domain of listening, speaking, reading and writing and a 5.0 composite proficiency level.

The percentage of students meeting the growth target for the school will then be converted to the ten point or ten percent allocated for EL growth in the accountability system for schools.

**English Learner Proficiency Levels** will be measured using growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured for all EL students in K-12 by using the growth to target method. Students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment in North Dakota (currently ACCESS 2.0). This is considered year 0 or base score. Year one growth is determined after the second annual ELP assessment. The students’ trajectories will be constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below.

<b>Level</b>	<b>Years to Attain PL (exit)</b>
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4.0-4.9	3 years
5.0-5.9	2 years

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**CHART G – English Language Proficiency Levels (10% or 60 maximum point value)**

<b>Grade</b>	<b>Number of EL Students</b>	<b>Number of EL Students Meeting Expectations</b>	<b>Percent Proficient</b>	<b>School Index Value</b>
9	17	11	64.71	38.82
10	12	10	83.33	50.00
11	10	9	90.00	54.00
<b>School Total</b>	<b>39</b>	<b>30</b>	<b>76.29</b>	<b>46.15</b>

**\*Formula**

ELP School Index Value = (%Proficient) (ELP Maximum Point Value)

- **School Quality or Student Success** – North Dakota has a selected Student Engagement as our additional school quality or student success indicator. A Student Engagement Survey will be used that was designed for the purpose of providing a valid reliable survey to measure student engagement that would glean valuable and actionable data for improvement, as well as a reliable and useful indicator for accountability.

The Student Engagement Survey is designed to provide quick access to meaningful and actionable data at the school and district level to improve teaching and learning practices, while also providing valid and reliable results at the state level for purposes of statewide reporting and accountability

From within the eProve™ survey platform within the AdvancED system, schools, districts and the states have access to an interactive reporting interface that allows for quick and easy access to survey results.

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A subset of scores specific to each domain, referred to as component scores, will be combined to determine a comprehensive engagement profile score that can be reported at the school, system and state levels.

From the profile scores, schools and districts will be able to access a subset of scores that reflect the percentage of students within each grade, grade span, school and district that are engaged by domain, level and category. The report will include the count and percentage of students falling into each quality of engagement category for each of the three engagement domains.

All scores will provide schools, districts and states with information about a school's performance relative to a benchmark. The benchmark will be established based on the pilot average of schools across the AdvancED network. Because there is a substantial difference between grade spans, high schools (Grades 9 – 12) will be compared to the benchmark high school average, middle schools (Grades 6 – 8) will be compared to the benchmark middle school average and elementary schools (Grades 3 – 5) will be compared to the benchmark elementary school average. (Appendix R)

#### North Dakota' process to calculate Student Engagement:

The state is currently holding subcommittee meetings that address these issues directly. Here is an overview of the process.

The Department of Public Instruction will hold monthly student engagement meetings that specifically involve student engagement processes and implementation. As of the writing of this document, the student engagement subcommittee has agreed to use the AdvancED Student Engagement Surveys that

Measure elementary, middle and high school student engagement through student opinions about their learning experiences. The 20 items are categorized under the three domains of engagement type (behavior, cognitive and emotional). These

domains are then broken down further by three components of engagement quality – committed, compliant and disengaged. Finally, each component is aligned to two levels. Thus, the committed component has an “invested” or “immersed” level; the compliant component has a “strategic” or “ritual” level; and the disengaged component has a “retreatism” or “rebellion” level. (AdvancED, n.d., p. 1).

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The instrument results will be disaggregated by defined subgroups to further the analysis of student engagement levels present in classrooms.

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survey instrument will provide the presence of engagement in each of the domains based on three defined levels of engagement based on research: Committed (Authentic Engagement); Compliant; and Disengaged.

The Student Engagement Survey was specifically designed to provide a useful summary of the detailed information represented in student responses and to provide information relative to a benchmark. There are 20 questions categorized under the three domains of engagement (behavior, cognitive and emotional). These domains are then broken down further by three components of engagement – committed, compliant and disengaged. Finally, each component is aligned to two levels. Thus, the committed component has an “invested” or “immersed” level; the compliant component has a “strategic” or “ritual” level; and the disengaged component has a “retreatism” or “rebellion” level.

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**CHART F – Student Engagement (22% or 135 maximum point values)**

Engagement	Levels of Engagement								Student Engagement Level
	Committed		Compliant		Disengaged		Mixed		
Domains	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Behavior	438	61%	85	12%	122	17%	70	10%	
Cognitive	429	60%	219	31%	67	9%	0	0%	
Emotional	379	53%	185	26%	151	21%	0	0%	
<b>Avg Total</b>	<b>415.33</b>	<b>58.09%</b>	<b>163</b>	<b>22.80%</b>	<b>113.33</b>	<b>15.85%</b>	<b>23.33</b>	<b>3.26%</b>	<b>78.42</b>
Number of students = 715									

- **College and Career Ready - Choice Ready**

An emerging and exciting addition to the NDDPI ESSA State Plan is the innovative focus on a broad comprehensive set of indicators that truly embrace the philosophy of ESSA core components of ‘well rounded’ education and state specific measurements. In a shift from NCLB, North Dakota stakeholders have adopted the framework of Choice Ready as an indicator. This concept focuses on the culmination of academic growths and gains, in combination with specific indicators of success for post-secondary, career, and military readiness. The positive messaging behind the Choice Ready campaign is inclusive of all students and helps them identify career clusters and related skills which will prepare and enhance success in any or multiple areas beyond high school.

To meet the statewide vision for students, every student should graduate from high school ready for college or career; every student should have meaningful opportunities to choose from upon graduation from high school. Indicators that reflect the knowledge and skills needed for success will promote academic connectedness and student engagement as well as promote a positive school climate. In collaboration with the other approved indicator measures, NDDPI and local school districts are strongly positioned to follow the lead of the federal leadership. Additionally, NDDPI supports the Choice Ready indicators as a tool which can contribute to rewarding progress and success; address persistent gaps in student academic achievement and graduation rates; meaningfully map college or career readiness; and, use progress and growth data in subjects other than English and math to equitably and accurately assess school needs and appropriate target strategies.

The Choice Ready indicator supports the NDDPI mission: Students will graduate with the knowledge, skills, and disposition to be successful in their choice of post-secondary, technical college, workforce, or military enlistment. Choice Ready categories include:

#### *College Ready*

Schools can support higher education and academia bound students who have demonstrated high academic proficiency and meet additional criteria that support the rigor of post-secondary clusters and provide a solid academia for transition to college.

#### *Career Ready*

Schools can support students who desire to secure employment directly after high school graduation or enroll in a short-term technical program through identified sub indicators within this option. In addition to academic standards, criteria is identified which promote transition to either environment; the interchange of criteria broadens the opportunities for students who seek employment to also consider vocational technical programs.

#### *Military Ready*

Schools can support students who wish to enlist in the many military branches. Students are military ready if they have met the indicators and have participated in additional identified criteria. The goal is to assist with designing a career plan which best meets the student needs and desires.

The Choice Ready indicators serve as the foundation of this initiative, which allow local school districts to help guide students to graduate choice ready with an intended plan, or multiple options available to them. The North Dakota model for Choice Ready captures the essence of this new indicator in an easily interpreted graphic format. See Appendix J.

As a new component in the North Dakota accountability system, Choice Ready will measure whether our high schools produce students that are ready for success upon graduation. The metrics outlined within the Choice Ready initiative are intended to measure growth for North Dakota high schools, as indicated by student readiness.

The growth model for grades K-8 is student-based, however the Choice Ready initiative, which is our growth model at the high school, will measure school growth rather than student growth. Ideally, all students will graduate choice ready in all three areas; academic, military, career, however, within the accountability system, schools need to have students graduate choice ready in two of the three categories. The 2017-2018 school year will set the baseline data for this initiative. The expectation is

for schools to increase the number of student's graduating choice ready each year so the choice ready rate matches the graduation rate.

The choice ready metric provides an opportunity for:

- Schools to demonstrate growth in accountability determinations
- Students to graduate high school choice ready for at least two of the three chosen paths
- Parents to have their students take credit bearing courses upon entering college or university, which saves students and parent's time and money.

The details regarding how the behind the scenes mathematical calculations will occur and how the data will be collected are yet to be determined. The NDDPI created nine ESSA Implementation committees. Members and educational leaders serving on these committees will work on the details to roll out the various ESSA components. There is an ESSA Implementation committee on the Choice Ready initiative that will weigh in on these discussions.

**College and Career Ready - Choice Ready** is an emerging and exciting addition to the NDDPI ESSA State Plan is the innovative focus on a broad comprehensive set of indicators that truly embrace the philosophy of ESSA core components of 'well rounded' education and state specific measurements. In a shift from NCLB, North Dakota stakeholders have adopted the framework of Choice Ready as an indicator. This concept focuses on the culmination of academic growths and gains, in combination with specific indicators of success for post-secondary, career, and military readiness. The positive messaging behind the Choice Ready campaign is inclusive of all students and helps them identify career clusters and related skills which will prepare and enhance success in any or multiple areas beyond high school. To meet the statewide vision for students, every student should graduate from high school ready for college or career; every student should have meaningful opportunities to choose from upon graduation from high school. Indicators that reflect the knowledge and skills needed for success will promote academic connectedness and student engagement as well as promote a positive school climate. In collaboration with the other approved indicator measures, NDDPI and local school districts are strongly positioned to follow the lead of the federal leadership. Additionally, NDDPI supports the Choice Ready indicators as a tool which can contribute to rewarding progress and success; address persistent gaps in student academic achievement and graduation rates; meaningfully map college or career readiness; and, use progress and growth data in subjects other than English and math to equitably and accurately assess school needs and appropriate target strategies.

The Choice Ready indicator supports the NDDPI mission: Students will graduate with the knowledge, skills, and disposition to be successful in their choice of post-secondary, technical college, workforce, or military enlistment. Choice Ready categories include:

#### *College Ready*

Schools can support higher education and academia bound students who have demonstrated high academic proficiency and meet additional criteria that support the rigor of post-secondary clusters and provide a solid academia for transition to college.

#### *Career Ready*

Schools can support students who desire to secure employment directly after high school graduation or enroll in a short-term technical program through identified sub indicators within this option. In addition to academic standards, criteria is identified which promote transition to either environment; the interchange of criteria broadens the opportunities for students who seek employment to also consider vocational technical programs.

*Military Ready*

Schools can support students who wish to enlist in the many military branches. Students are military ready if they have met the indicators and have participated in additional identified criteria. The goal is to assist with designing a career plan which best meets the student needs and desires.

A Choice Ready Graduate has evidence of meeting the criteria in at least two of the three categories of College, Career, and Military Ready.

**CHART H – Choice Ready Levels (21% or 129 maximum point values)**

<b>Grade</b>	<b>Number of Graduates</b>	<b>Number of Students Choice Ready</b>	<b>Percent Proficient</b>	<b>School Index Value</b>
Choice Ready	204	167	81.86	105.60
<b>School Total</b>	<b>204</b>	<b>167</b>	<b>81.86</b>	<b>105.60</b>

**\*Formula**

**CR School Index Value = (%Proficient) (CR Maximum Point Value)**

**B. Subgroups.**

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.**

North Dakota will include the required subgroups in its accountability system which includes:

- Economically disadvantaged students
- Children with disabilities
- English learners
- White
- American Indian or Alaska Native
- African American
- Asian or Native Hawaiian/Other Pacific Islander
- Hispanic or Latino

The State will report on foster students, homeless students and students with parent(s) in the military, however, these additional subgroups will not be a part of the accountability system.

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.**

Under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), NDDPI will include former children with disabilities as a separate subgroup, but not include those students with the children with disabilities subgroup. North Dakota will use the minimum “n” size of 10 for this subgroup.

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the**

**ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.**

North Dakota has a state automated reporting system that records student information such as attainment date. The attainment data is used to determine which ELs are in the “former EL” category and the number of years they are considered former ELs. This is also used to determine which students are within the reporting timeframes required and allowed under ESSA. North Dakota requires districts to monitor ELs for two years after attainment of English proficiency, but allows districts to keep ELs on their monitoring caseload for up to four years. The state will include former ELs for two years in the accountability of academic achievement and graduation rate.

**iv. If applicable, choose one of the following options for recently arrived English learners in the State:**

- Exception under 34 C.F.R. § 200.16(c)(3)(i) or
- Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
- Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

**C. Minimum Number of Students.**

**i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).**

North Dakota has established the sample size of  $N > 9$  as the minimum number of students required in a school or subgroup for any public reporting or accountability determination to occur. If any current-year’s achievement rates are based on a sample size less than this defined limit, then any accountability determination and reporting must revert to multiple-year calculations, until a sufficient sample size is achieved. This minimum sample size reflects long-standing state policy regarding the minimum sample size required for the purposes of protecting individual students from possible identification, consistent with the Family Education Rights to Privacy Act.

To establish a balanced concern for validity and reliability in public accountability and reporting set forth within ESSA, North Dakota has adopted a confidence interval determination, referenced to the binomial distribution with an alpha value set at 0.01, or a 99% confidence value. The use of the state’s selected confidence interval replaces any single sample size reference (e.g.,  $N < 30$  sample size) and reasserts the state’s long-standing practice of applying a 99% confidence interval statistical test in providing for a fair, valid, and reliable means of public accountability and reporting.

North Dakota’s established minimum sample size of  $N > 9$  and the corresponding application of a 99% confidence interval statistical reliability test has been a longstanding provision of the state’s accountability system. This sample size and reliability provision has been previously reviewed and approved by federal ESEA peer review.

Stakeholder Engagement on N Size

North Dakota historically has used the N size of 10 for accountability purposes. This issue was discussed at length within our State ESSA Planning Committee.

The North Dakota Standards, Assessment, Accountability and Reporting subcommittee wanted to be thorough in creating our state plan and explored increasing the N size to 15 and reporting every year. They sought input from their constituents and determined if the state's accountability plan required school districts to report every year, a larger schools' factors are different from a smaller one. In addition, if the N size were to increase, then a smaller school district may never have enough students to report or would need to aggregate too many years. This scenario was unsatisfactory to the subcommittee, and they recommended to the full North Dakota State ESSA Planning Committee to keep the N size at 10 and for the smaller districts to aggregate two to possibly three years of data. After further dialogue, the North Dakota State ESSA Planning Committee agreed with the subcommittee's recommendation and voted to keep the accountability number size at 10.

- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).**

Not Applicable

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);**

*Personal Identifiable Information.* The *Family Educational Rights and Privacy Act* (FERPA) forbids the reporting of any information that might lead to the identification of an individual student. Historically, North Dakota has used an N<10 rule (i.e., sample size less than ten students) to govern the public identification or publication of student achievement rates. Thus, if a school's or a subgroup's sample size is fewer than 10 students in either one year or up to three years combined data, providing for a sufficient reportable sample size, then no achievement data would be reported for that school or specific subgroup. Although a decision hasn't been made, having a minimum number greater than ten would eliminate many of North Dakota's small rural school districts from its accountability system. North Dakota anticipates retaining this minimum N<10 sample size restriction, in compliance with FERPA regulations.

*Reliability Testing.* Additionally, North Dakota anticipates retaining the use of confidence intervals to ensure the measured reporting of student achievement against any established achievement goals for schools or subgroups of varying sample size, consistent with established reliability measures.

- iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);**

North Dakota will report school and state overall performance annually, according to established reporting procedures, ensuring reliability and the protection of student identifiable information.

North Dakota will conduct school, district, and state accountability determinations, including composite and subgroup reporting, every three years. In compiling its three-year

determination review, the state will employ a method that provides a reliable and fair means of referencing current-year or multi-year averaging of achievement data, across all state-established achievement goals. In general terms, school, district, and state determinations for each achievement goal will proceed through a three-step determinations process.

A. *Multi-Year Accountability Determinations*

*Step One: Calculating performance against a state-established achievement goal on current-year achievement data, Year One.*

1. If a school's current-year (Year One) achievement rate is equal to or greater than the state's established achievement goal, then the school is selected as having met the established achievement goal.
2. If a school's current-year (Year One) achievement rate is less than the state's established achievement goal, then a statistical test is applied to determine a level of confidence in making the established state achievement goal.
  - a. If it cannot be determined with greater than 99% confidence that the school's achievement rate is lower than the state's established achievement goal, then the school is selected as having met the established achievement goal, or
  - b. If it can be determined with greater than 99% confidence that the school's achievement rate is lower than the state's established achievement goal, then the school's review passes to the next step which involves a second statistical test based on combining the current-year data (Year One) with the previous-year's achievement data (Year Two).

*Step Two: Calculating performance against a state-established achievement goal on the combined achievement data of the current year (Year One) and the previous year (Year Two).*

If a school's achievement data from Year One is significantly lower than the state-established achievement goal as determined in Step One, then the school's achievement data from the current year (Year One) and the previous year (Year Two) will be combined and reviewed.

1. If a school's combined two-year achievement rate is equal to or greater than the state-established achievement goal, then the school is selected as having met the achievement goal.
2. If a school's combined two-year achievement rate is less than the state-established achievement goal, then a statistical test is applied to determine a level of confidence in making an accountability determination.
  - a. If it cannot be determined with greater than 99% confidence that the school's combined two-year achievement rate is lower than the state-established achievement goal, then the school is identified as having met the achievement goal.
  - b. If it can be determined with greater than 99% confidence that the school's two-year achievement rate is lower than the state-established achievement goal, then the school's review passes to the next step which involves a third statistical test based on combining the current-year data (Year One) with the previous two years achievement data (Year Two and Year Three).

*Step Three: Calculating performance against a state established achievement goal on the combined achievement data of the current year (Year One) and the two previous years (Year Two and Year Three).*

If a school's achievement data from the combined review of Year One and Year Two is significantly lower than the state-established achievement goal as determined in Step Two, then the school's achievement data from Year One, Year Two, and Year Three will be combined and reviewed.

1. If a school's combined achievement rate is equal to or greater than the state-established achievement goal, then the school is selected as having met the achievement goal.
2. If a school's combined three-year achievement rate is less than the state-established achievement goal, then a statistical test is applied to determine a level of confidence in making an accountability determination.
  - a. If it cannot be determined with greater than 99% confidence that the school's three-year achievement rate is lower than the state-established achievement goal, then the school is selected as having met the achievement goal.
  - b. If it can be determined with greater than 99% confidence that the school's three-year achievement rate is lower than the state-established achievement goal, then the school is selected as not having made the achievement goal.

#### *B. Accountability Reporting for Small Sample Size Schools and Subgroups*

In the event that a school's or any school's subgroup sample size does not meet a minimum reportable size ( $N > 9$ ), the state will combine previous years' data, using a three year rolling average, such that an accountability determination can be reported. Any unreportable achievement data, resulting from too few students in a school or subgroup in a given year, will be combined with achievement data in the following year. If the combined data consists of a student sample greater than nine students, then it will be reported to determine accountability according to rules. This reporting fulfills the law's validity provision. North Dakota stipulates that all students must be included, either in the current year or in subsequent years, in determining accountability reports. If there are too few students to report out in a given year, then these students will be combined with students from up to three years so that they may be included in accountability determinations.

No archival achievement data, already referenced or reported in a previous accountability determination, may be used again, except in calculating multi-year calculations for purposes of rolling three year averages.

If the current year has a sample size too small to report accountability against a state-established achievement goal, then up to two previous, unreported years' achievement data will be combined into the current year to allow for reporting. Only previously unreferenced, unreported data, combining up to three years of data, may be used to generate an accountability determination. If this combined data contains too few students (i.e.,  $N < 10$ ) to produce an accountability determination, then the reported achievement results will state, "*Insufficient data to determine accountability status.*"

#### *C. Accountability Reporting Across Incremental Achievement Goals*

In the event that a school's accountability reporting straddles across incremental achievement goals and multiple years' achievement data are required to reach a reliable determination, North Dakota will employ a weighting method, combining the effects of the adjoining incremental goals. This weighting method will produce a

separate achievement rate, residing between the two state-established incremental goals, relative to the proportion of students covered within each respective incremental goal. The resulting weighted achievement goal will constitute the school's expected achievement goal. Achievement weighting applies only as long as multi-year calculations are required in determining accountability reporting.

If a school's previous accountability determination, in the aggregate or by subgroup, reported "*Insufficient data to determine accountability status*" across one or two-combined years, then the previous, unreported achievement data will be rolled in with the current-year's achievement data for calculations. Since the previous years' achievement data were calculated on the school's previous intermediate achievement goals, these data will be weighted proportionally. The three-years of combined data will be weighted based on the proportion of students within each respective year and each respective year's intermediate goal. This weighting produces a single, composite, multi-year goal that the school.

**v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;**

North Dakota employs a four level procedure, described below, to eliminate the possibility of compromising student identification through an inadvertent publication of student achievement results. These procedures are designed to eliminate any violation of the Family Education Rights and Privacy Act (FERPA).

- (1) *Minimal N Value Rule.* North Dakota employs an  $N < 10$  value, where any sample size value  $N$  less than 10 will prohibit the reporting of students within a selected population. Any population value  $N$  of 10 or greater will allow the reporting of students within a selected subgroup.
- (2) *Single-populated Level Rule.* North Dakota employs a rule where if all students within a school or subgroup report at a certain achievement level and no other achievement levels record any students, then the state will record a limited percentage of students, presented as an inequality, to serve as a representative finding. As such, if all students were to reside within a given level, for example "achievement level A", then reporting on that level will identify any and all students. This would be a violation. To remedy this situation, a representative inequality (e.g.  $< 5\%$  or  $> 95\%$ ) will be recorded.
- (3) *Total Population Below Proficient Rule.* North Dakota employs a rule to allow for the proper identification of a school or district where all students' achievement scores fall below proficient (i.e., the combination of partially proficient and novice). It is in the interest of the public and students that any school or district with 100% below-proficient achievement scores be selected for not making a state achievement goal. To eliminate the possibility of identifying any student, the reports for schools and districts with 100% below-proficient achievement scores will record an inequality to serve as a representative finding (e.g.,  $< 5\%$  or  $> 95\%$ ). This representative finding would eliminate any possible student identification and also allow for the proper identification of the school or district. In the absence of this rule, extremely low performing schools would be exempt from a reporting finding, thereby violating the principle of validity.

(4) *Distinguished Students Rule*. North Dakota employs a rule to allow for the proper identification of a school or district where all students' achievement scores rest above proficient (i.e., the combination of proficient and advanced). It is in the interest of the public and students that any school or district with 100% above-proficient achievement scores be identified as achieving a selected goal. To eliminate the possibility of identifying any student, the reports for schools and districts with 100% above-proficient achievement results will record an inequality to serve as a representative finding (e.g., <5% or >95%). This representative finding would eliminate any possible student identification and also allow for the proper identification of the school or district. In the absence of this rule, high performing schools would not be recognized for achieving a selected goal.

**vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;**

This information is not currently available.

**vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.**

This question, seeking rationale for the setting of a minimum sample size of  $N > 30$ , does not apply to North Dakota's proposed accountability system.

North Dakota has established the sample size of  $N > 9$  as the minimum number of students required in a school or subgroup for any public reporting or accountability determination to occur. If any current-year's achievement rates are based on a sample size less than this defined limit, then any accountability determination and reporting must revert to multiple-year calculations, until a sufficient sample size is achieved. This minimum sample size reflects long-standing state policy regarding the minimum sample size required for the purposes of protecting individual students from possible identification, consistent with the Family Education Rights to Privacy Act.

To establish a balanced concern for validity and reliability in public accountability and reporting set forth within ESSA, North Dakota has adopted a confidence interval determination, referenced to the binomial distribution with an alpha value set at 0.01, or a 99% confidence value. The use of the state's selected confidence interval replaces any single sample size reference (e.g.,  $N < 30$  sample size) and reasserts the state's long-standing practice of applying a 99% confidence interval statistical test in providing for a fair, valid, and reliable means of public accountability and reporting.

North Dakota’s established minimum sample size of N>9 and the corresponding application of a 99% confidence interval statistical reliability test has been a longstanding provision of the state’s accountability system. This sample size and reliability provision has been previously reviewed and approved by federal ESEA peer review.

**D. Annual Meaningful Differentiation. Describe the State’s system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.**

North Dakota is moving towards the differentiation of schools in a way that can be easily communicated to LEA decision makers, teacher, parents and the public. The reporting of results requires transparency and communication to inform as well as drive improvement for all students. State law defines any public school to include any educational institution supported through State funding and administered through a public school board.

North Dakota intends to create a dashboard for every public school that will allow multiple factors to be used when summarizing a school’s measure of quality and assist the state in meaningful differentiation of school quality. This process of differentiating will occur on an annual basis for all public schools in the state and include all students and each subgroup of students.

*Describe the following information with respect to the State’s system of annual meaningful differentiation:*

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;**

The state’s system of annual meaningful differentiation is based on all indicators in our state’s accountability system. The distinct and discrete levels of school performance on each indicator in the statewide accountability system is different for elementary/middle schools verses high schools. Listed below in the charts are the indicators that will be used for each grade span. The third column contains the description of how each indicator will be calculated and the tool that will be utilized.

Elementary/Middle School

<b>Indicator</b>	<b>Measure(s)</b>	<b>Description</b>
Academic Achievement	Proficiency in ELA Proficiency in Mathematics	The statewide mathematics and ELA assessment (NDSA) which currently is the Smarter Balanced Assessment
Academic Progress	Growth	Academic progress on the NDSA measured by an index growth model which is outlined in detail within Appendix I
Achievement in Achieving English Language Proficiency	ACCESS 2.0	English proficiency achievement based on the ACCESS 2.0
School Quality or Student Success	Climate/Engagement	The tool that will be utilized is a survey through the AdvancED platform.

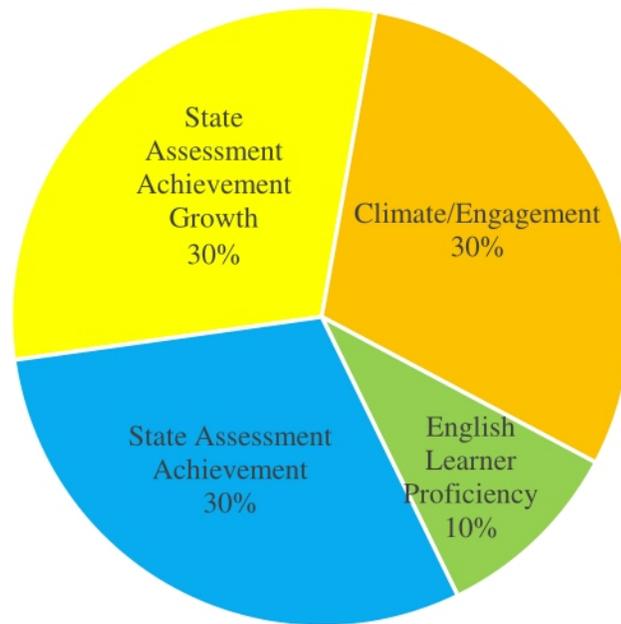
## High School

Indicator	Measure(s)	Description
Academic Achievement	Proficiency in ELA Proficiency in Mathematics	The statewide mathematics and ELA assessment (NDSA) which currently is the Smarter Balanced Assessment
Graduation Rate	4-year Adjusted Cohort Graduation Rate	Graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort beginning in the ninth grade. Graduation rates are reported for all students as well as separately for each subgroup of students
Achievement in Achieving English Language Proficiency	ACCESS 2.0	English proficiency achievement based on the ACCESS 2.0
School Quality or Student Success	Climate/Engagement	The tool that will be utilized is a survey through the AdvancED platform.
College & Career Ready	North Dakota's Choice Ready Framework	The Choice Ready framework will measure the percentage of students who are on track to graduate choice ready, which will include a growth factor as indicated within Appendix J.

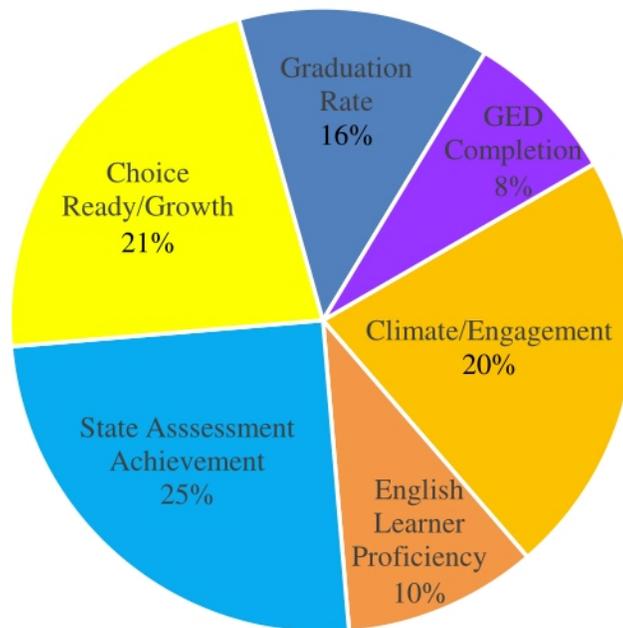
- ❖ Missing indicator's weights would be proportionally redistributed among the remaining indicators so that relative weighting between indicators is preserved.
- ii. **The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).**

North Dakota's accountability system will include the following indicators; achievement, progress/growth, English language proficiency, cohort graduation rate, GED completion, Choice Ready, and school quality/student success.

**Elementary**



**High School**



North Dakota clearly demonstrates that the academic indicators are more heavily weighted than the additional indicators of school quality.

- Elementary – 70% weighted on academic indicators
- High School – 51% weighted on academic indicators
- ❖ Missing indicator’s weights would be proportionally redistributed among the remaining indicators so that relative weighting between indicators is preserved.
- ❖ North Dakota assures that our data will be ready to make accountability determinations and identify schools for Comprehensive and Targeted Support by the beginning of the 2018-2019 school year.

**iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).**

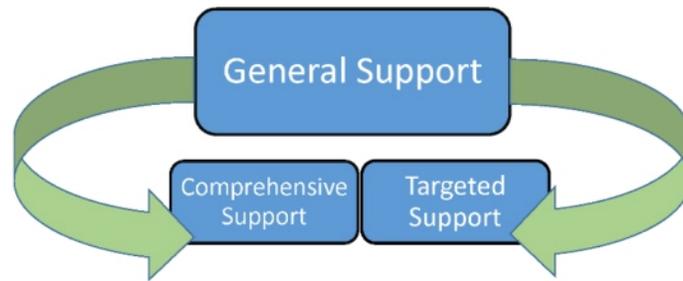
North Dakota’s accountability system will provide a framework upon which we consistently, continuously, and holistically evaluate the ability of North Dakota’s education system to achieve desired outcomes.

North Dakota’s discussions with its State ESSA Planning Committee have focused on the use of a public dashboard for all school, which would allow multiple factors to be used when outlining a school’s measure of quality

Within North Dakota’s System of Support, schools would fall into one of three categories:

- General support
- Targeted support
- Comprehensive support

### School Performance and Differentiation



### Accelerated Student Achievement

Within North Dakota’s accountability system, the NDDPI will make annual summative determinations. North Dakota will first select for Comprehensive Support, Title I schools that are 5% of the lowest achieving of all Title I schools in the state including all public high schools failing to graduate at least 67% of enrolled students. Secondly, North Dakota will select for Targeted support, schools with low performing subgroups (5%) and schools with gaps in their subgroup performance (5%). All remaining schools, not identified for comprehensive or targeted support will be selected for general support and improvement.

- iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).**

North Dakota's methodology will select 5% of Title I schools that are lowest performing **based on all indicators within the accountability system** as well as high schools with graduation rates below 67% for Comprehensive support. In addition, 10% of all public schools with significant gaps and low performance within subgroups will be selected for Targeted support.

These percentages will select North Dakota schools that are most in need of support. Schools not selected for these two support systems will address their identified needs within the AdvancED school improvement process. All schools are required to focus resources to their identified areas based on their needs assessment, and will continue to receive statewide technical assistance through the embedded school improvement process within the General support category.

- E. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.**

The State ESSA Plan provides for the differentiated identification of any school or district, whose participation rate on the state's academic assessments in either or both English language arts/literacy and mathematics, in the composite or within any designated subgroup. If a school or district were to evidence participation rates less than 95%, that school or district would be marked as demonstrating insufficient participation on the school's or district's public reports, indicating a reduction in program status, and requiring an improvement plan. Any improvement plan prepared by the school or district must include outreach efforts to parents, students, and the community, presenting the merits of participation in the state assessments and other activities, whose implementation provides heightened prospects for improved participation among students.

- F. Data Procedures. Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.**

North Dakota presents its uniform procedure for averaging data across school years and combining data across grades within the State ESSA Plan, section 4.1(C), inclusive. North Dakota will use multi-year achievement data to compile and report achievement rates for all state-established achievement goals for schools, districts, and the state, in the composite, by subgroup, and by grade. Three-year accountability determinations and all annual Report Cards will provide for a comprehensive accounting of all schools and districts, including subgroups and grades.

- G. Including All Public Schools in a State's Accountability System. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):**

**i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;**

North Dakota stipulates that all public schools, regardless of grade configuration or service population, will participate in the state accountability system. State law defines any public school to include any educational institution supported through State funding and administered through a public school board.

Most schools within North Dakota minimally cover grade spans of K-6, 6-8, or 9-12. However, a review of statewide student enrollments reveals 10 individual schools with student populations that do not fit within the typical grade spans observed statewide. The following data indicate the respective number and type of school grade spans that do not correspond to the general assessment grade spans.

	<b>Type of School Organization (grade span)</b>					
	<i>K</i>	<b>K-1</b>	<b>K-2</b>	<b>K-3</b>	<b>6-7</b>	<b>9-10</b>
<b>Number of Schools</b>	3	2	2	1	1	1

Students who attend any of the schools above will eventually graduate to a higher grade level in another designated school. As such, there is a clearly identified school that will receive each student from their school-of-origin listed above. Where schools-of-origin exist with grade spans that do not allow for the administration of the State Assessment, as are the cases above, student achievement reports from the receiving school will be forwarded to the school-of-origin by the State. No reports will be issued that might identify an individual student. All public schools in North Dakota will receive an annual accountability rating. North Dakota will use a feeder method to determine accountability for very small schools or schools with untested grades by attributing scores based on the schools the students feed into. If there are multiple schools, a percentage will be determined for each school.

North Dakota accountability system for schools with untested grades will attribute the academic performance, on a pro-rated basis, to those schools where students either attended or will attend, depending on the grades served in the building. For example; a K-2 school, the achievement will be determined based on the school(s) the K-2 students will attend after leaving that school. A middle or high school, the achievement will be determined based on the school(s) that feed into that building. If multiple schools are involved, the achievement will be determined on a pro-rated basis by using the unique student identification numbers assigned to each public school student. Performance is aggregated to attribute an accountability determination for schools with non-assessed grades. Using this method, scores are attributed to or apportioned back to schools that provide ELA and mathematics instructional services. This process will allow all public schools in the state to be included in the accountability system.

***Non-Assessed Schools Linked to Feeder Schools***

1. Naughton School
2. Agassiz Middle School

3. Eagle Kindergarten Center
4. Davenport Elementary School
5. Early Childhood Center
6. Griggs County Central Elementary School
7. Stevenson School
8. Zimmerman Elementary School
9. Central Campus School
10. New Kindergarten School

**ii. Schools with variant grade configurations (e.g., P-12 schools);**

North Dakota stipulates that all public schools, regardless of grade configuration or service population, will participate in the state accountability system. State law defines any public school to include any educational institution supported through State funding and administered through a public school board. North Dakota’s accountability system will include all public schools identified as K-12, all alternative public schools, the North Dakota School for the Deaf and the North Dakota State Youth Correctional Center.

Most schools within North Dakota minimally cover grade spans of K-6, 6-8, or 9-12.

However, a review of statewide student enrollments reveals 10 individual schools with student populations that do not fit within the typical grade spans observed statewide. The following data indicate the respective number and type of school grade spans that do not correspond to the general assessment grade spans.

	<b>Type of School Organization (grade span)</b>					
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<b>Number of Schools</b>	3	2	2	1	1	1

Students who attend any of the schools above will eventually graduate to a higher grade level in another designated school. As such, there is a clearly identified school that will receive each student from their school-of-origin listed above. Where schools-of-origin exist with grade spans that do not allow for the administration of the State Assessment, as are the cases above, student achievement reports from the receiving school will be forwarded to the school-of-origin by the State. No reports will be issued that might identify an individual student. All public schools in North Dakota will receive an annual accountability rating. North Dakota will use a feeder method to determine accountability for very small schools or schools with untested grades by attributing scores based on the schools the students feed into. If there are multiple schools, a percentage will be determined for each school.

North Dakota accountability system for schools with untested grades will attribute the academic performance, on a pro-rated basis, to those schools where students either attended or will attend, depending on the grades served in the building. For example; a K-2 school, the achievement will be determined based on the school(s) the K-2 students will attend after leaving that school. A middle or high school, the achievement will be determined based on the school(s) that feed into that building. If multiple schools are involved, the achievement will be determined on a pro-rated basis by using the unique student identification numbers assigned to

each public school student. Performance is aggregated to attribute an accountability determination for schools with non-assessed grades. Using this method, scores are attributed to or apportioned back to schools that provide ELA and mathematics instructional services. This process will allow all public schools in the state to be included in the accountability system.

***Non-Assessed Schools Linked to Feeder Schools***

1. Naughton School
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5. Early Childhood Center
6. Griggs County Central Elementary School
7. Stevenson School
8. Zimmerman Elementary School
9. Central Campus School
10. New Kindergarten School

- iii. **Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State’s uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;**

Small schools in which the total number of students that can be included on any indicator under 200.14 is less than the minimum number of students established by the State under 200.17(a)(1), consistent with a State’s uniform procedures for averaging data under 200.20(a), if applicable. North Dakota stipulates that all public schools will be included in the state’s accountability system, defined under the terms of 200.14 and consistent with accountability reporting rules regarding minimum number of students under 200.17(a)(1) and uniform procedures for averaging data under 200.20(a). In the event that any small school’s student population falls below the state’s adopted minimum reporting level ( $n > 9$ ), such that any public reporting of a specified accountability indicator would violate these reporting provisions, the state will ensure that no finding will be applied to or reported for such indicators within the small school. North Dakota will also specify why certain small school’s accountability indicators cannot be publicly reported, under the terms of the state’s reporting rules. In the absence of any public reporting of identified small school’s accountability indicators, North Dakota stipulates that it will conduct a performance audit of each school’s accountability indicators and engage the school’s administration and staff regarding the school’s implementation efforts and performance levels. Any performance audit findings or subsequent discussions will not be reported publicly, thereby ensuring student identity protections.

- iv. **Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and**

*General rules for performance and participation.* The following general rules apply when determining the educational entity to which a student’s performance and participation will be attributed.

1. If the student physically attends the public school, performance and participation are attributed to that school, the school district, and the State.
2. If the public or private school or facility serves the student on a contract basis, the student's school district of residence is responsible; student performance and participation are attributed to the school district of residence.
3. If the student is served in a state facility, student performance and participation are attributed to the State.

*Beginning of the year definition.* To identify the status of students within the Accountability System, North Dakota will employ a "beginning of the school year" definition. The beginning of the school year is defined as 150 school days prior to the first day of the spring testing window. In subsequent years, the number of days will be defined as the number of school days preceding the first day of the testing window, as determined by the State. This will accommodate both the fall and spring testing windows.

*Specific rules for performance and participation.* Students may attend school in other than the public school in their school district of residence for either a brief or extended period of time due to (1) choice; (2) developmental or health concerns; or (3) behavior/discipline issues or adjudication.

*(1) Specific rules for performance and participation related to choice.*

If a student attends a school and school district other than his or her school or school district of residence and the serving school district claims pupil membership for the student, performance and participation are attributed to the serving school, school district, and State. This applies to:

- a. Job Corps students
- b. Air Force Base students
- c. Open enrolled students

*(2) Specific rules for performance and participation related to developmental and health concerns.*

a. If a student is served under contract to a public or private facility or to another public or private school or school district, performance and participation are attributed to the school district of residence and State. This applies to:

- i. Anne Carlsen Center
- ii. Life Skills and Transition Center
- iii. Adolescent Unit of Jamestown State Hospital
- iv. Students attending psychiatric treatment or mental health facilities
- v. Some students receiving special education services

b. If a student is placed in a treatment facility out of North Dakota and the North Dakota school district of residence claims pupil membership, performance and participation are attributed to the school district and State.

If a student is served at the North Dakota School for the Deaf (NDSB), performance and participation are attributed to NDSB and the State.

*(3) Specific rules for performance and participation related to behavior/discipline or adjudication issues.*

- a. If a student is served at the Youth Correctional Center or State Penitentiary, performance and participation are attributed to the State.
- b. If a student is incarcerated and is claimed by the school district of residence for pupil membership, performance and participation are attributed to the school

district. However, if a student is incarcerated and is not claimed by the school district of residence for pupil membership, performance and participation are attributed to the State.

- c. If a student is served at the Adolescent Unit at the North Dakota State Hospital, performance and participation are attributed to the State.
  - d. If a student is served at Dakota Boys Ranch (Minot and Fargo), performance and participation are attributed to the State.
  - e. If a student is served at Home on the Range (Beach), performance and participation are attributed to the Beach school district.
  - f. If the student who is less than 16 years of age is truant and the school district of residence claims pupil membership for the student, participation for that student is attributed to that school district of residence and the State. However, if the student who is less than 16 years of age is truant and the school district of residence does not claim pupil membership for the student, participation for that student is attributed to the State.
  - g. If a student who is less than 16 years of age is suspended or expelled from school, as evidenced through appropriate documentation, and who is claimed by the school district of residence for purposes of pupil membership, performance and participation are attributed to the school district of residence and the State according to the beginning of year rule. However, if a student who is less than 16 years of age is suspended or expelled from school and who is not claimed by the school district of residence for purposes of pupil membership, participation is attributed to the State.
  - h. If a student is placed with foster parents who reside in a North Dakota school district, performance and participation are attributed to the serving school district and State.
- v. **Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).**

North Dakota stipulates that all public schools, regardless of any operational or planned reorganization or consolidation, will receive a full and complete determination of school improvement status consistent with statewide provisions. The identification status of newly reorganized and/or consolidated school districts and schools will be based on a comprehensive compilation of all historical student achievement data. The Department of Public Instruction combines available historical student achievement data (e.g., assessment data from previous years) for individual students) in newly reorganized and/or consolidated public school districts and schools to determine what decisions would have been in previous years for the newly reorganized and/or consolidated school districts and schools. Three years of historical student achievement data will be considered. The identification status of such a newly reorganized and/or consolidated school district or school will be based on determinations calculated for it using the three previous years' historical achievement data

## 4.2 Identification of Schools.

### **Continuous Improvement for All**

North Dakota uses AdvancED statewide as an element for school approval as well as for improvement of all schools in the state. First and foremost, all schools will participate in continuous school improvement through the AdvancED process as a first tier for school improvement.

The North Dakota Department of Public Instruction collaborates with AdvancED to form a statewide school improvement process. This partnership provides one common method for reporting in every school in the state, allows for a uniform comparison among school districts, as well as many other benefits. The State's partnership with AdvancED, the largest community of education professionals in the world, focuses on continuous improvement, student performance, and stakeholder satisfaction. This process offers a framework and support system to help meet and exceed state and national requirements. The tools offered by AdvancED eliminates duplication and provides valuable information used to assess the status and progress of schools within the state. The data collected is used to assist schools in the area of Special Education, Title 1 Schoolwide programs and School Approval.

By using an effective external review process based on continuous improvement, the method of reporting has shifted from compliance towards ways we can most positively improve each school. The Department of Public Instruction is a cohort member on each AdvancED site visit. Staff gain knowledge of each schools challenges, and are able to assist them in attaining their goals. This collaborative effort provides significant insight and is very beneficial for North Dakota schools.

In North Dakota, we believe that every institution, regardless of where they are today, can be better tomorrow. As such, we ensure that all North Dakota schools and districts are engaged in a systemic and systematic process of continuous improvement and accreditation. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every school and district is expected to regularly diagnose areas of need and take action to improve. Through partnership with AdvancED, all North Dakota institutions leverage a common research-based framework to map out and embrace their unique improvement journey.

The AdvancED Continuous Improvement System (CIS), adopted by North Dakota as our statewide continuous improvement framework, acknowledges the multifaceted factors at play in our complex education system. Instead of targeting silver bullet solutions, all schools and districts consistently, continuously, and holistically evaluate their policies, practices and conditions against research-based standards and factors of school and system quality in order to drive desired outcomes. The myriad of data and information gleaned through the statewide CIS is powerful. These data combined with externally validate data and information gleaned through the AdvancED Accreditation process, helps to focus local and statewide improvement efforts, prioritize resources, target evidence-based interventions and provide the best possible support services for every North Dakota school and system.

The CIS provides an aligned suite of practical research-based tools, training, resources and professional support services that empower and motivate institutions to move forward. As members of the AdvancED Improvement Network (AIN) all North Dakota schools and districts receive all elements of the AdvancED CIS as defined below.

### **Research-based Framework**

The first element of the AdvancED CIS is the research-based framework upon which quality is assessed and improved along each step of an institution's unique journey. This framework provides a common foundation and consistent thread throughout all components of the education system and its sub-systems (e.g., learning environment, school, district, state). It serves as a bridge creating shared ownership and expectations for education quality across the entire state, and enables powerful and unprecedented data based decision-making and analytics. Through this research-based framework, it's possible to make meaning of disparate data through a common lens, pinpoint root causes for school and system underperformance, and more readily identify evidence-based strategies in response to diagnosed issues.

- **School and System Quality Factors (SQF)** – Define the core set factors that research shows contribute to school and school system quality and the ability achieve desired results. The SQF provide a framework upon which schools and systems continuously gather and assess the perspectives, beliefs and experiences of all stakeholders to diagnose strengths and deficiencies in organizational quality at the school and system level.
- **Performance Standards** – Describe the level of quality expected of high performing institutions in the areas of leadership capacity, learning capacity and resource capacity. The Standards depict a clear picture of quality for each institution type (e.g., schools, schools systems, early learning institutions, education services agencies, etc.) and provide research-based criteria against which to evaluate and benchmark institutional quality.
- **Learning Environments** – Depict a core set of factors that research and best-practice show contribute to high levels of student-engagement and quality teaching and learning. These environments provide a framework upon which quantifiable experience and perception data can be gathered through multiple lenses to continuously evaluate and improve student engagement and learner outcomes.

### **Improvement Journey Roadmap**

The second element of the AdvancED CIS is an Improvement Journey Roadmap. This roadmap outlines a proven process – that can be adopted by any institution - to drive education quality and systemic improvement. This dynamic six (6) step process is designed to help institutions as they engage in a process of continuous improvement that:

- *Is authentic and inclusive*
- *Considers the beliefs, perspectives and experiences of all stakeholder groups*
- *Measures the parts, connections and whole of the education system*
- *Addresses research-based factors of school and system quality and diagnoses areas in need of improvement*
- *Supports the attainment of clearly defined goals and measurable objectives*

The following steps are numbered and there is value for institutions new to the process to engage in some of the associated activities sequentially in order to reap the greatest benefit. However, high performing institutions embrace the concepts outlined within each step and embed them as part of their organizational culture that blur the lines between steps and take ownership of their unique improvement journey.

**1. Understand Your Current Reality**

- Obtain/maintain a clear understanding of the perceptions and beliefs of your education community (all stakeholder groups)
- Understand and examine teaching and learning experiences and outcomes
- Synthesize and analyze data from multiple data sources to gain a comprehensive understanding of your institution's current reality
- Collect and examine evidence that reflects the work of the institution
- Evaluate the overall organizational quality and performance against best practices and research-based factors
- Diagnose areas in need of improvement and areas of strength
- Bring voice to the community stakeholders that will shape and traverse the journey

**2. Communicate Your Vision**

- Paint a picture of your current reality and share it with your entire education community
- Collaborate with stakeholders to create a unified vision to guide the journey
- Document and communicate that vision and the process that will be used to get there

**3. Plot Your Journey**

- Define the key strategic goals that will drive the journey
- Set annual priorities and success metrics
- Leverage diagnostic data to identify evidence-based strategies to address annual priorities
- Plot out improvement activities

**4. Get Started**

- Communicate your commitment to the journey
- Ensure stakeholders are prepared for the journey – provide training, build buy-in, support and proper mindset to drive and sustain change
- Make sure resources are appropriately allocated in support of the plan, communicate expectations, and clarify support structures and next steps
- Embrace and start the journey – initiate action

**5. Build Momentum and Capacity**

- Execute the plan of action
- Provide a formalized structure of professional collaboration, accountability, and learning
- Identify, share and replicate successful practices and incremental improvements in leadership and learning conditions - build positive momentum
- Focus on building system-wide leadership, learning and resource capacity
- Document results and track progress

**6. Yield Periodically to Reflect, Evaluate & Adjust Course**

- Gather and consider what the community learns as the journey progresses
- Continuously examine evidence and information and determine if the course of action needs to be adjusted
- Adjust and adapt as needed to remain committed to the vision and strategic goals

## **Data Collection & Diagnostic Tools**

The third element of the AdvancED CIS is a comprehensive suite of data collection tools and diagnostic instruments designed to facilitate the collection and use of relevant, meaningful and actionable data and information as part of the Improvement Journey. Every question/item within the CIS suite of tools is aligned to the research-based framework increasing the usefulness and relevance of the information collected.

- **Surveys** – gather stakeholder beliefs and perspectives
  - Climate & Culture Surveys
  - Student Engagement Surveys
  - Teaching & Learning Pedagogy Surveys
- **Inventories** – gather stakeholder experiences
  - Student Inventory
  - Teacher Inventory
  - Impact of Instruction Inventory
- **Observation Instruments** – gather quantifiable data on the extent to which learners are engaged in activities and/or demonstrate knowledge, attitudes and dispositions that are conducive to effective learning
  - Effective Learning Environments Observation Tool® (eleot®)
- **Diagnostics** – guide the examination of evidence and information, and cross-stakeholder discussion/deliberation to diagnose areas of strength and need
  - School Quality Factors Diagnostic
  - System Quality Factors Diagnostic

With more than 34,000 institutions around the world using this suite of AdvancED Certified Content as part of their improvement journey, North Dakota schools and district also benefit from the ability to benchmark their individual institution results against the global network.

## **Web-based Improvement Management System – eProve™**

The fourth element of the AdvancED CIS is a 21<sup>st</sup> century web-based management system specifically designed to support institutions as they engage in all aspects of their improvement journey. In addition to providing North Dakota schools and districts streamlined and simplified administration of AdvancED Certified Content mentioned above, the eProve™ platform empowers institutions to create and administer custom surveys, tailor report outputs, conduct observations via mobile device (with or without internet access), and more.

Through six (6) interconnected modules, eProve™ helps institutions to own and manage their improvement journey. At the same time, eProve™ provides a system-wide support tool to facilitate collaboration, communication, analytics, reporting, monitoring and accountability. Enabling a systems approach to continuous improvement, relevant data, information and tools are accessible to authorized users at all levels - from the classroom to the statehouse.

## **Training & Support Resources**

The fourth element of the AdvancED CIS incorporates a variety of training and support resources designed to build an institution's capacity to authentically own and engage in their improvement journey. A series of online asynchronous training modules provide a foundational understanding of the CIS and all its interrelated elements. North Dakota schools and districts have unlimited access to these and other related online guides, workbooks and support resources. Every institution is also provided access to the online eleot<sup>®</sup> training and certification course to further increase local leadership and learning capacity.

Furthermore, NDDPI partners with AdvancED to provide two annual school improvement conferences as well as additional workshops and training sessions. Dedicated school improvement experts are also available through AdvancED to create and deliver personalized and customized training and professional development, if requested.

## **Professional Services**

The fifth and final element of the AdvancED CIS speaks to our shared commitment to help every institution improve. At least once per year, a school improvement representative checks in with each institution to see where it is in the improvement journey. Through this outreach, AdvancED in partnership with NDDPI provides up to 4 hours of virtual support, technical assistance, and guidance to help all schools and districts successfully navigate their journey.

In addition, institutions can contact AdvancED Client Services and/or NDDPI at any time for support and assistance. If desired, institutions can request in person annual touch-points and/or expanded professional services, at minimal cost, at any point along their journey.

## **System of External Engagement and Support for All**

North Dakota's commitment to education quality and continuous improvement does not end there. Building upon the foundational elements of the CIS, North Dakota provides an aligned system of statewide support for all schools and systems. At least once every five years, every school system in North Dakota receives an AdvancED Engagement Review (a.k.a., External Review) as part of our statewide commitment to improvement, accountability and Accreditation.

Through the AdvancED Accreditation process, highly skilled and trained Engagement Review Teams spend multiple days on-site at a school system and its schools to gather first-hand evidence and information pertinent to evaluating the institution's performance against the research-based AdvancED Performance Standards. Team members spend a significant amount of time in classrooms assessing the quality of the learning environments, from the perspective of the student, to gain valuable insights and target improvements in teaching and learning. They also glean valuable evidence and information from stakeholders through interviews, surveys and additional engagements such as observing governing boards in action. Through a comprehensive review of evidence and information, teams gain a comprehensive understanding of institution quality.

Following the Engagement Review, institutions are provided a written report summarizing the data gathered by the team, as well as findings and conclusions. The comprehensive report provides the institution's overall rating on the Performance Standards, aggregate eleot® results, as well as Promising Practices and evidence-based Improvement Priorities. Each school system also receives an Index of Education Quality™ (IEQ™) rating, which can be benchmarked against both the North Dakota state, and AIN averages.

The Improvement Priorities provided through the Accreditation Engagement Review process help to focus and guide each institution's improvement journey. Institutions find great value in the third party evaluative feedback and leverage the actionable priorities to inform the strategic planning process. They also use them to prioritize annual action plans and as critical checkpoints for improvement-focused accountability.

All public schools in North Dakota will participate in an annual school improvement process documented in an improvement plan. School improvement plans will be living documents that are updated annually and uploaded into the AdvancED platform. Schools will review data on an annual basis and make updates to their plan. School improvement plans will outline the interventions and strategies that each school will employ to address identified needs. Schools will be required to review subgroup performance as part of the annual school improvement process.

**A. Comprehensive Support and Improvement Schools. Describe:**

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.**

**Comprehensive Support:** Every three years, North Dakota will select 5% of its schools (approximately 15 schools) with the highest proportion of struggling students. These schools will receive a comprehensive Diagnostic Review specifically designed to pinpoint root-causes for underperformance. NDDPI will work with school and school system leaders to develop a customized approach to address areas in need of improvement. Each identified school will receive 3 consecutive years of school improvement grant funding ranging between \$300,000-\$400,000 to implement evidence-based strategies and build local capacity to sustain improvement efforts.

ESSA specifies that state education agencies (SEAs) identify schools for “comprehensive support and improvement” beginning with school year 2018-2019 and at least once every 3 years. Schools that meet the following criteria are required to be selected:

- 1.) *Lowest Performing 5% of Title I Schools.* The lowest-performing 5% of all Title I schools in the state (based on performance on accountability framework over no more than 3 years) and.
- 2.) *Low Graduation Rate High Schools.* All public schools (Title I or non-Title I) that graduate less than 67% of their students using a 6-year graduation cohort.

*Low-Performing Subgroups.* Schools with low-performing subgroups will be selected for Targeted support. In Comprehensive support, North Dakota wants to focus on our lowest

performing schools. Our intent is to keep this a relatively small number of schools so that we can use the state's minimal school improvement funding (approximately 2.2 million) to provide grants to all schools selected for support.

North Dakota students are participating in our annual state assessment from March through May 2017. This is the third year of testing within the Smarter Balanced Assessment Consortium.

North Dakota will be releasing an RFP to solicit a vendor to create our school dashboards in May 2017. By July 2017, we anticipate having a vendor on contract that can begin work on the school dashboards. We anticipate the dashboards to be available to school personnel in early 2018.

North Dakota will be using data from the three years of testing under Smarter Balanced (2014-2015, 2015-2016, and 2016-2017) in addition to data within the other elements of our accountability pie to select schools for comprehensive support. The intent is to select comprehensive schools in the spring of 2018 so that there is ample time to conduct training on the required improvement process and plan that will need to be submitted to the state. This process will allow North Dakota to have comprehensive schools selected by the beginning of the 2018-2019 school year as required within ESSA.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).**

A school could exit Comprehensive support status upon achieving:

- For all schools: Scores that are above the bottom 5% of Title I schools for three consecutive years,
- For a school identified based on graduation rate: A graduation rate that is 67% or higher for three consecutive years
- For a school identified based on being a low performing school: Success in meeting their established interim goals for three consecutive years for both academic achievement and graduation rates.

**B. Targeted Support and Improvement Schools. Describe:**

- i. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).**

Further expanding the statewide system of support, North Dakota will select schools for Targeted Support from a pool of "consistently underperforming" schools. Through stakeholder consultation with the ESSA Planning Committee, North Dakota has defined "consistently underperforming schools" as schools, based on all indicators within the state's accountability system performing in the bottom 10% for three consecutive years. Identified schools have a high proportion of struggling student groups and/or significant performance gaps between student groups. Through partnership, NDDPI works with school systems that have one or more school identified for targeted support and improvement to diagnose root-causes for under performance and target interventions and support services. Districts receive

a school improvement grant per identified school to support and sustain improvement efforts. North Dakota believes strongly that if a school is selected for targeted support and required to develop a system of intervention and support, then every school selected must receive funds to assist with their improvement efforts.

The method for selecting targeted support and improvement schools will reflect schools that are consistently under-performing or low-performing in any of the following subgroups:

- Economically disadvantaged students
- Children with disabilities
- English learners
- White
- American Indian or Alaska Native
- African American
- Asian or Native Hawaiian/Other Pacific Islander
- Hispanic or Latino

### **Identification Criteria**

The Targeted support schools selected are schools that fall into the following-category:

Schools, within the pool of consistently underperforming schools that have one or more subgroups with achievement levels below the highest performing comprehensive school based on all accountability factors within the state's accountability system

### **Timeline for Identification of Targeted Support Schools**

Targeted schools will be selected beginning in the 2018-2019 school year. North Dakota anticipates notifying LEAs of any schools that have been selected for targeted support in early spring 2018, so that they have time to develop their improvement plan for implementation in the 2018-2019 school year. North Dakota will select schools for Targeted support on an annual basis.

- ii. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.**

See above.

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).**

A school could exit Targeted support status upon achieving one of the following:

- 1.) A school no longer meets the eligibility criteria for targeted support and improvement.
- 2.) A school is successful in meeting their established interim goals in the identified subgroup for two consecutive years thus ensuring that a school doesn't get bumped out due to a newer low achieving school getting in, rather, the school is exiting because it is making progress on its own.

All schools not selected for comprehensive or targeted support are required to identify and address areas for improvement, including improvement needs at the subgroup level, through the annual school improvement process within AdvancED. All schools can access some of the universal supports available through the AdvancED school improvement system as well as supports available through the NDDPI.

As indicated, North Dakota will select schools for Targeted support in spring 2018, so they are ready to implement their improvement plans at the beginning of the 2018-2019 school year. Targeted support schools will be given a grant and additional support by the Division of Student Support & Innovation within the NDDPI, as well as through the REAs. Schools that received additional Targeted support and receive Title I funds that do not meet the exit criteria after being identified for three consecutive years will be selected for Comprehensive support beginning in the subsequent school year. These schools will then need to meet the established criteria for Comprehensive support schools. The first year in which North Dakota will select schools for Comprehensive support that were previously selected for Targeted support will be the beginning of the 2021-2022 school year.

#### **4.3 State Support and Improvement for Low-performing Schools.**

**A. School Improvement Resources. Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.**

North Dakota intends to select for support, Comprehensive and Targeted schools. These schools need resources, training, and support. North Dakota will reserve, as required under ESSA, 7% of the state's Title I, Part A allocation for school support grants. Every school selected for Comprehensive and Targeted support will receive a school support grant.

An LEA with a school selected for Comprehensive support may submit a grant application for funding ranging from \$300,000 to \$400,000 to support a three-year implementation plan per school. An LEA with a school selected for Targeted support may submit an annual application for funding in the amount of \$50,000 to support an implementation plan per school. The NDDPI will ensure that allocations for both Comprehensive and Targeted schools are of sufficient amount and enable the schools to effectively implement selected evidence-based strategies.

The NDDPI will implement a carefully defined SEA grant review process that includes highly qualified and trained SEA grant reviewers. Similarly, the LEA application will require districts demonstrate planning, capacity, and alignment with SEA guidelines for these funds in their grant plan and narrative. The NDDPI issues Grant Awards to LEAs upon approval of the LEA grant application for allowable activities aligned to amounts approved in order to carry out the proposed activities for the grant award period.

##### **SEA Grant Review**

The following elements will ensure the SEA grant review process carefully analyzes an LEA's budget and application with respect to defined metrics for quality and success.

**Expert SEA grant reviewers.** The reviewers for all LEA grant applications will be NDDPI program staff who are well experienced as educators and are highly knowledgeable in the school and district improvement process, as well as with federal Title I and ESSA regulations. The NDDPI will review each LEA grant application to ensure it has requested adequate resources to support an implementation plan per school and their identified evidence-based interventions. The budget and detailed budget narrative, in conjunction with the application, will be analyzed to ensure that the LEA has the resources and capacity to fully implement the selected intervention and evidence-based strategies in each selected school according to the timelines outlined in the implementation plan.

**Pre-proposal LEA training.** The NDDPI is planning to provide training to eligible schools, as applicable, for each year of grant funds. At this training, eligible schools will be provided with the application, guidance, and other resources to help them apply for funding, if they so choose. We will provide detailed training to LEA staff on the process and allowable activities pertaining to the implementation process. NDDPI training will include sessions to assist schools with English learners on implementing effective programs to meet school and student long-term goals and interim progress measures. NDDPI will demonstrate how schools can use the STARS to check on EL progress and school/state data.

**Grant reviewer training.** NDDPI SEA staff who will be reading, analyzing, and scoring the grant applications will also receive training on the requirements and components unique to the grant process.

**Scoring rubric.** The LEA grant scoring process will be guided by a defined scoring rubric that targets the review of each LEA's budget as it relates to LEA goals, implementation activities, coordinated resources, and timeline.

**Cross-referencing during grant scoring.** The reviewers will also cross-reference the proposed implementation activities with the district's detailed timeline to ensure that the LEA does not begin utilizing grant funds until the SEA has awarded the LEA a grant award for the specific budget period. The reviewers will also cross-reference the narrative response and the timeline with the proposed budget to ensure alignment of all proposed activities. This step also assists in the determination of whether the activities are reasonable and necessary to implement the proposed reform initiatives and evidence-based strategies.

**Comprehensive Support Focus.** The NDDPI SEA staff will review each LEA's application, budget, and detailed budget narrative to ensure that the LEA has sufficient funds to implement their selected intervention model and activities are allowable.

### **LEA Grant Application and Process**

The LEA grant application has been specifically designed to guide districts through the process of carefully aligning their budget with their grant plan and requirements.

**LEA grant requirements.** In the LEA grant application, the LEA must specifically describe its capacity to use these funds to provide adequate resources and related support to each of the schools identified in order to implement, fully and effectively, the required activities of the school intervention model and/or strategies it has selected.

**Allowable activities.** The LEA grant application has a specific section where the district is required to describe, in detail, the activities to be conducted during the pre-implementation and implementation phase that will better enable them to begin implementing their strategies and initiatives at the start of the school year, upon grant funds approval. Reviewers will be able to review and cross-reference the narrative question, the detailed timeline, the budget, and the budget narrative to ensure alignment of all activities, to ensure that the activities take place during implementation phase, and to ensure that they are reasonable and necessary to enable the LEA to begin full implementation of their grant application.

**LEA demonstrated capacity.** The NDDPI staff will communicate with LEA staff to resolve all issues, offer assistance, and ensure that approval of an LEA application is only granted to LEAs that have demonstrated the resources, capacity, and support necessary to implement their selected intervention model and strategies in the plan. The LEA's budget must include sufficient funds to implement the selected intervention fully and effectively in each eligible school, as applicable.

### **Annual Review**

Formally on a yearly basis, LEAs and schools will be required to review and update the comprehensive needs assessment, the intervention plan, and the budget based on annual school data.

- B. Technical Assistance Regarding Evidence-Based Interventions. Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).**

North Dakota has a differentiated system of technical assistance based on a continuous improvement process. This statewide system of technical assistance applies to all public schools and includes multiple measures for supporting all schools with an emphasis on low performing schools.

The NDDPI is committed to providing technical assistance and support to schools selected for Comprehensive and/or Targeted support. The NDDPI, in collaboration with the State ESSA Planning Committee has created a multi-faceted approach to providing support for each cadre of schools.

### **Resources/Support for Comprehensive Schools**

- Comprehensive Support
  - Title I schools that are in the lowest performing 5 percent of Title I schools in the state.
  - All high schools that fail to graduate one-third or more of their students.

These schools will be selected at least once every three years, starting in school year 2018-2019.

The NDDPI will provide support and resources for schools selected for Comprehensive support. Our proposal includes a multi-faceted approach to providing support:

- Action One – All Comprehensive Schools
- Action Two – All Comprehensive Schools
- Action Three – All Comprehensive Schools
  - Action One – All Comprehensive Schools  
All schools selected for Comprehensive support will be eligible to apply for a \$350,000 school improvement grant to be used over the three years they are selected for improvement. These funds can be used to help the school make improvements in the areas that led to the selection.
  - Action Two – Comprehensive Schools  
NDDPI/Student Support & Innovation will provide guidance and support to all schools selected for Comprehensive support. Training will be held to overview the requirements and opportunities available to schools. Each school selected will be assigned a liaison in the Division of Student Support & Innovation to answer questions and provide assistance.
  - Action Three – All Comprehensive Schools  
Within Action Three, support and assistance will be provided to all schools selected for Comprehensive support. NDDPI is proposing to build into North Dakota ESSA plan a partnership with an outside entity which will provide coaching and consultation services to help schools conduct a needs assessment and create a plan for improvement within a state-determined model. LEAs will also be allowed to purpose a locally-determined mode **if** it meets the same rigor and intensity as the state-determined model.

#### Resources/Support for Targeted Schools

- Targeted Support:
  - Schools that are consistently underperforming (as defined by the state) for one or more student subgroup.

The NDDPI will provide support and resources for schools selected for Targeted support. Our proposal includes a multi-faceted approach to providing support:

- Action One – All Targeted Schools
- Action Two – All Targeted Schools
- Action Three – All Targeted Schools
  - Action One – All Targeted Schools  
All schools selected for Targeted support will be eligible to apply for a \$50,000 school support grant each year they are selected for support. These funds can be used to help the school make improvements in the subgroups that led to the selection.
  - Action Two – All Targeted Schools  
NDDPI/Student Support & Innovation will provide guidance and support to all schools selected for Targeted support. Regional trainings will be held to overview requirements and opportunities available to schools. Each school selected will be assigned a liaison in the Division of Student Support & Innovation to answer questions and provide assistance.
  - Action Three - All Targeted Schools  
NDDPI is proposing to build into our North Dakota ESSA plan a partnership with the North Dakota REAs to roll out MTSS support to all schools selected for Targeted support. NDDPI will pool state resources within multiple programs
    - Title I

- Title II
- Title III
- Title IV
- Special Education
- School Improvement
- Other Identified Resources

NDDPI will have a statewide contract with the North Dakota REAs to assist schools selected for Targeted support to implement the MTSS process within their schools.

- North Dakota’s Multi-Tier System of Supports (MTSS) Project will be implemented statewide. North Dakota will implement MTSS for not only Targeted and Comprehensive Schools, but all schools in the state, to support sub-groups needing support and the continuous improvement process. Schools selected for Targeted support will receive priority. Below is overview of the MTSS project.

### **North Dakota MTSS Project Overview**

North Dakota’s Multi-Tier System of Supports Project is led by the North Dakota Department of Education, Office of Special Education and Early Intervention Services through a State Personnel Development Grant from U. S. Department of Education - Office of Special Education Programs. This project is designed to help schools develop school-wide support systems in academics and behavior. NDMTSS project collaborators include the Mid-Dakota Education Cooperative (MDEC), South East Education Cooperative (SEEC), the National Technical Assistance Center on Positive Behavioral Intervention & Supports (PBIS.org) and the National Implementation Research Network (NIRN).

### **North Dakota’s Multi-Tier System of Supports**

North Dakota’s Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. NDMTSS framework provides a pathway for effective coordination of services across systems and within schools.

### **ND MTSS five essential components**

1. Assessments
2. Data-based decision making
3. Multi-level evidence based instruction
4. Infrastructure and Support Mechanisms
5. Fidelity and Evaluation

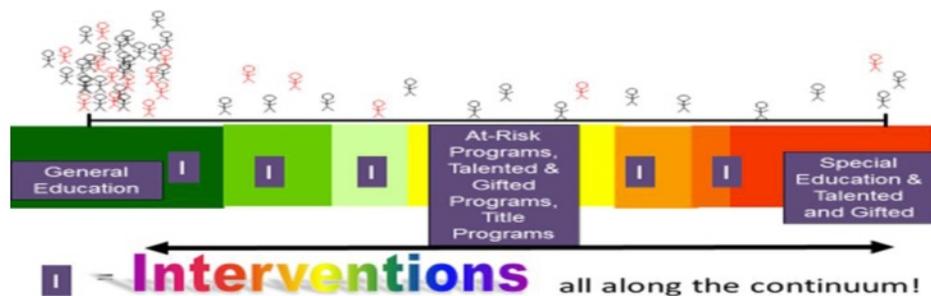
**Professional Development** - Delivered through a cohort model provides statewide NDMTSS professional development for all schools and districts addressing NDMTSS framework implementation. Additionally, a scaffold PD model intentionally targets schools where they are to provide training and guidance for essential components, building capacity, and additional follow-up adult learning

opportunities to impact content knowledge and build skills where needed in the implementation process.

**Coaching and Technical Assistance** - Provides support structures, which are scaffolded, to build adult skills introduced during professional development sessions. Ongoing support provided through continual follow-up coaching and progress monitoring helps break through barriers and change educator behavior to be able to build skills for the expected new work. Continued training provides skill development at the school level for problem-solving facilitation, shared leadership, content/expert knowledge, and teacher mentoring.

**State Leadership Team** - Meet regularly to ensure scaffolded PD is available to all schools/districts, preview upcoming PD content, and build a statewide community of practice. The NDMTSS framework outlines a plan for conditions that make implementation of effective practices with fidelity reasonable, practical and doable, through a collaborative statewide process. NDDPI works in partnership with ND REAs to effectively provide and deliver supports to school teams across North Dakota. A plan for training, coaching, providing technical assistance and distribution of materials, is based on school/district individual needs.

### Levels of Supports: Full Continuum



#### Evidence-based Interventions Resources:

ESSA requires each SEA to describe its processes for approving, monitoring, and periodically reviewing LEA comprehensive support and improvement plans for selected schools. The NDDPI will offer a variety of additional supports to schools and LEAs that could include: on-site technical assistance, off-site networking sessions, embedded professional development, virtual learning experiences, guidance documents, and templates to support improvement planning and monitoring. The NDDPI will work with LEAs and REAs to support schools with implementing evidenced-based strategies. In addition, NDDPI will assist LEAs in exploring and identifying appropriate resources within the various national clearinghouses.

- *What works Clearinghouse* is a central source of scientific evidence for what works in education. (Institute of Education Sciences) <http://ies.ed.gov/ncee/wwc/> *IES Practice Guides* are subjected to rigorous external peer review and consist of recommendations, strategies, and indications of the strength of evidence supporting each recommendation.

- *Florida Center for Reading Research* provides information about research-based practices related to literacy instruction and assessment for children preschool through 12<sup>th</sup> grade, as well as a variety of evidence based interventions for use by educators. <http://www.fcrr.org/>
- *Best Evidence Encyclopedia* offers information to improve learning for students in grades K-12 and particularly targets students in mathematics, special needs/diverse learners, and English language learners. <http://www.bestevidence.org/?ad=6>
- *The Center on Instruction* offers information to improve learning in reading, mathematics, science, Special Education, and English Language Learning instruction.
- *Center for Comprehensive School Reform and Improvement's mission* is to help schools organize, plan, implement, and sustain improvement.
- *Evidence for ESSA*, a free web site designed to provide education leaders with information on programs that meet the evidence standards included in the Every Student Succeeds Act (ESSA).

In ESSA, Section 1003(a) requires that schools selected for comprehensive and targeted support use their improvement funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

- Strong – at least one well-designed and well-implemented experimental study (e.g., a randomized controlled trial).
- Moderate – at least one well-designed and well-implemented quasi-experimental study.
- Promising – at least one well-designed and well-implemented correlation study with statistical controls for selection bias.

Based on an analysis of the needs assessment, the school and LEA must identify prioritized needs for each selected school in order to select the evidence-based strategies for their intervention plan. The development and implementation of the school and LEA intervention plan will include evidence-based strategies addressing student academic achievement and school success. The plan must reference the research supporting the selected evidence-based strategies in the appendix of the application.

#### Technical Assistance

The NDDPI has multiple ways of providing statewide technical assistance and sharing effective strategies for schools selected for Comprehensive or Targeted support. The following summarizes our key initiatives:

#### Extensive Website

The NDDPI, has developed an extensive website for schools and districts identified for improvement. This site contains a variety of resources including a link to all district and school accountability reports, information on reports due throughout the year, information, and application forms on additional funds available for schools, templates and sample reports, and resources and handouts from prior trainings.

#### Assigned NDDPI Division Liaison

The NDDPI, Division of Student Support and Innovation, assigns all schools a contact person for technical assistance and support throughout the school year. NDDPI staff will be responsible for reviewing all reports for the schools under their purview, in coordination with the SEA grant application review process. This ongoing, multi-tiered, detailed review process ensures the grantee is on the right track during the school and when closing out at the end of the program year. The liaisons keep in close contact with their assigned schools by gathering information, answering questions on issues, acting as a guidance coach, and tracking a school's needs and efforts in a very comprehensive manner.

### Monthly Research Report

The Division of Student Support and Innovation 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 approved for comprehensive and targeted support.

### AdvancED Accreditation

The NDDPI requires statewide accreditation that is coordinated with AdvancED and monitored through a web-based tool, eProve. In order to streamline reporting the NDDPI supports consistency in plans and reduction in burden of paperwork through streamlining reports utilizing the AdvancED tool, eProve, to provide information regarding the schools needs assessment, programming, goals, activities, and plans to meet federal requirements and continuous improvement plans. The reports within the tool meet multiple reporting for state and federal programs including statewide accreditation, North Dakota approval process, Title I schoolwide plans, and continuous improvement plans.

### School Improvement Network

School turnaround experts emphasize the importance of utilizing “skilled outside assistance to mount a comprehensive, sustained turnaround initiative” (Calkins, Guenther, Belfiore, & Lash, 2007. The Turnaround Challenge, p. 5, 2007). The NDDPI has partnered with the School Improvement Network (SINet) as an external partner to support NDDPI’s implementation of comprehensive support with impactful and expert services and resources. This partnership provides an opportunity for comprehensive support schools to contract services to support the state determined model and federal requirements which includes intensive support, coaching, professional development, evidence-based instructional strategies, data review/appraisals, and ongoing technical assistance. The SINet offers a Turnaround Success Model, a proven blended school turnaround framework designed to support struggling schools. This system wide turnaround model combines the effectiveness and richness of on-demand digital tools with the transformational power of professional learning communities (PLCs) and on-site coaching.

School Improvement Network will assign two resources to assist each school through the turnaround process.

1. Partner Success Manager – Partner Success Manager (PSM) will manage the project for each school and assist with the documentation and reports needed for ongoing needs analysis, pre-implementation planning, progress monitoring, mid-course corrections, required reporting, and overall project implementation.
2. Turnaround Coach – Turnaround Coach will provide focused and expert coaching for leaders and teachers, working with designated staff on recommended strategies in both on-site and online coaching sessions.

SINet will provide virtual and onsite-specific classroom professional learning. Each school will have a customized service delivery schedule that includes coaching and consultation with ongoing feedback and recommendations for extended learning and collaboration utilizing evidence-based and on-demand professional learning resources. These resources include the Edivate professional learning system, virtual coaching for individual schools, actionable feedback, and recommendations for implementation of instructional strategies and materials, as needed.

### Department Sponsored Conferences

The NDDPI sponsors several conferences each year. Each spring, regional trainings are held for schools and districts to disseminate key information regarding the supports, services, and requirements as well as to share effective strategies for making progress. In the fall, a statewide conference is held for educators

to promote effective evidence-based strategies designed to raise achievement. The NDDPI sponsors webinar presentations specifically designed to provide technical assistance and guidance to comprehensive support schools. Numerous other trainings, via conference call or webinars, are also offered each year to share and disseminate information statewide. Time that staff spends providing technical assistance to comprehensive support schools will be coded to administrative funds.

#### Webinar Trainings

To further expand the number of training opportunities available to educators, the NDDPI periodically conducts webinar trainings on relevant educational issues. This form of training is very beneficial because the trainings are short (one hour), easy to access, and participants don't have to be away from their building. In addition, each training is recorded for viewing at times convenient for school personnel. All trainings the NDDPI will hold for the comprehensive schools will be conducted through webinar trainings. SEA grant funds will be used to provide statewide technical assistance for these key initiatives.

#### Sharing of Effective Strategies

The NDDPI frequently collaborates with 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 across North Dakota.

Within North Dakota's original ESEA Flexibility Waiver application, states had to create intervention charts and identified priority and focus schools would have been required to submit an improvement plan to the NDDPI identifying interventions that will be implemented to address the identified needs and challenges at the school. Over the next year, NDDPI will be working with the North Central Comprehensive Center (NCCC) and the Regional Education Laboratory at Marzano Research to reinvent and update intervention charts for four specific categories of students that outline and list evidence-based strategies and interventions. Within our state plan, there will be four charts providing a menu of interventions for schools to reference.

The interventions will be separated into categories, which include:

- Interventions for Low Achieving Students
- Interventions Geared for English Learners (EL) Students
- Interventions Geared for Native American Students
- Interventions Geared for Students with Disabilities

Schools selected for comprehensive and targeted support can select interventions from the state generated list or select other interventions of their choice. These schools will outline their selected interventions in their improvement plan, as well as on the Consolidated Application for Federal Title Funding.

**C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).**

As per ESSA, if a school does not meet the exit criteria for Comprehensive support, NDDPI will require the LEA to conduct a new school-level needs assessment and, based on its results, amend its comprehensive support and improvement plan.

**D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).**

North Dakota will conduct periodic reviews of resource allocations to ensure sufficient support for school improvement in each district serving a significant number or percentage of schools selected for comprehensive or targeted support and improvement.

Every school selected for Comprehensive and Targeted support will be eligible to apply for school improvement funds through a competitive process. These grants will ensure that all schools have the resources needed to make improvements in the areas that led to their selection for support. A multi-diverse, division-wide team of NDDPI staff who have both programmatic and fiscal knowledge of the district will monitor each selected school's progress to ensure adequate support is provided and timely intervention provided over a three-year implementation for comprehensive schools and annually for Targeted schools. The oversight process will include fiscal reviews, on-site reviews, desk audits, and a required annual review process to ensure that the State periodically reviews and addresses identified inequities in resources to ensure that sufficient support is provided to comprehensive and targeted schools. Within the reviews, NDDPI will examine closely potential areas of inequity so additional funding can be allocated, and resource allocation reviews will include an examination of all federal, state and local funding sources as a requirement in the application for school improvement dollars. Districts will be required to demonstrate their funding rationale, including a requirement for the annual renewal of funds.

## Section 5: Supporting Excellent Educators

### 5.1 Educator Development, Retention, and Advancement.

***Instructions:*** Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

**A. Certification and Licensure Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?**

- Yes. If yes, provide a description of the systems for certification and licensure below.  
 No.

Teacher licensure, certification, and endorsements are under the purview of the North Dakota Education Standards and Practices Board (ESPB). The ESPB is an independent board with the responsibility of teacher licensure, teacher education program approval, professional development and professional practices. The ESPB ensures all educators licensed in North Dakota have met all North Dakota standards through an established review system of initial certification, renewal, and endorsement based on current professional knowledge of research and best practice.

The NDDPI ensures the credentialing of superintendents, principals, counselors, library media specialists and Title I reading and math educators. North Dakota Century Code and Administrative Rules have been established outlining the requirements of each credential.

**B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?**

- Yes. If yes, provide a description of the strategies to improve educator preparation programs below.  
 No.

Although Title II, Part A funds will not be utilized for educator preparation program strategies, it is important to note that all agencies that assist with preparing our educators are critical partners and work closely together, including higher education. North Dakota higher education faculty are involved as stakeholders in many state committees. Faculty from teacher education departments from every program in the state participate in monthly collaboration with the ESPB. The goal of this group is to share information, data, and programming information to enhance future and current teachers in our state. In addition, principal and superintendent preparation program faculty collaborate with the ESPB to align standards, develop a Teacher Leadership Academy, and coordinate efforts to prepare excellent leaders at all levels. The education departments in North Dakota have frequent and ongoing interaction with the state to promote effective teachers and leaders.

**C. Educator Growth and Development Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include**

**how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?**

Yes. If yes, provide a description of the educator growth and development systems below.

No.

### **Principal Teacher Evaluation Support System**

With the knowledge that every student needs and deserves a strong teacher, it is essential to determine how to measure effective teachers and principals. The North Dakota Principal and Teacher Evaluation and Support System Committee (PTESS), established in 2011, examined research on principal and teacher evaluations, reviewed methods in other states, and was provided technical assistance from McREL. Over the course of several years, the PTESS Committee drafted principal and teacher evaluations guidelines to provide more uniform standards and guidelines for improving local principal and teacher performance evaluations. After several reviews and edits, these guidelines were eventually approved through the NDDPI in 2014 (Principal Evaluation Guidelines) and 2015 (Teacher Evaluation Guidelines).

Districts were able to adopt existing or develop locally designed principal evaluation models aligned to the state's guidelines. All districts are using one of four models: the Danielson Model, the Marshall Model, or the Marzano Model, or the McREL Model. The guidelines outlined a means of selecting a model aligned to standards, training staff, including a district's communication plan, and information on efforts to record and compile appropriate performance level determinations for internal quality assurance.

The PTESS Committee membership includes representation from large and small school districts as well as representation from districts implementing the Danielson Model, the Marshall Model, and the Marzano Model. The PTESS Committee continues to meet regularly throughout the year to provide advice in the leadership and facilitation of the implementation of the North Dakota Principal and Teacher Evaluation Guidelines state-wide. The PTESS Committee:

- Share successes and challenges with implementing the PTESS Guidelines and support the “scaling up” process,
- Assist with the collaboration on the implementation process,
- Assist with gathering feedback and data on the implementation process,
- Develop a statewide systems approach,
- Assist with planning for next steps in the implementation process and building a “sustaining” process, and;
- Potentially may develop a group of North Dakota experts on each model to support and train the future trainers in the models.

With exciting new changes on the horizon, the committee continues to have discussions on implementing practices and processes for scaling up principal and teacher evaluation models. Some areas of the state held principal rounds, where principals observed a classroom, discussed what they saw and learned how to hold an effective post conference with the teacher. Teachers have been involved in the evaluation implementation process from serving on the steering committee, to selecting the model, and assisting in selecting the emphasis for each year. Districts can support new teachers by providing a separate training for new staff. Additionally, the teacher-mentoring program is designed to offer support and assistance.

The Professional Standards for Educational Leaders (PSEL) Standards, formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards has recently been released. The most obvious change between the ISLCC and the PSEL is standards have changed from six principles to ten and added clarification on how the standards can be met. The standards also include greater attention to promoting student well-being rather than academic rigor alone. It also factors in principals’ abilities to provide instructional leadership. These new standards will be considered in moving toward implementing changes.

The PTESS Committee has discussed rating systems in the evaluation models. There are higher expectations for teachers and principals. Training could be enhanced and it should not be driven from the top. A good system is in place for evaluation of teachers but the biggest gap is including a student growth component. The committee has discussed how to track student growth and tie in student test scores.

In the fall of 2017, the focus of the PTESS will be to enhance the implementation and align the evaluations to the school improvement process.

**Leadership Academy**

The North Dakota Cross-State Learning Collaborative (CSLC) Team has worked to identify and address “Problems of Practice” within the North Dakota education world. “Problems of Practices” are problems that is not already on its way to being resolved and if changed, would dramatically impact adult practice and student outcome.

After reviewing and analyzing data, the CSLC Team decided to focus on the question, “How can the NDDPI create a multi-tiered leadership academy to ensure our principals are effective leaders?” This aligns to a key goal in the NDDPI – providing leadership, guidance, and support to North Dakota’s principals. By implementing a Leadership Academy, the CSLC Team’s goal is to ensure North Dakota principals have the resources and support they need to be effective leaders.

The Leadership Academy will provide...	Which in turn will...
<ul style="list-style-type: none"> <li>• Professional support</li> <li>• Professional development</li> <li>• Career ladder opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with administrator shortages</li> <li>• Address administrator retention</li> <li>• And ultimately raise student achievement</li> </ul>

The NDDPI is working closely with the NDLEAD to implement/expand a principal mentorship program, provide ongoing professional development directly related to the knowledge necessary to be an effective leader, and explore avenues to encourage career ladder opportunities.

The professional development is a series of ongoing skill development for principals in a series of modules provided at the regional level. It is important to tie the professional development into the principal mentorship program

In the fall of 2017, the Leadership Academies will serve as a resource in schools in comprehensive and targeted status in order to support and build their capacity in specific aspects of leadership. Training will be provided that is unique to the principal and focused on higher level perspectives on leadership.

### **Principal Mentoring**

In the 2015-2016 school year, the NDLEAD piloted a principal mentoring program for first year administrators. The first year of implementation, six principals were in the program. Mentors were trained and assigned to new principals. Mentors conducted at a minimum one site visit during the school year and met almost weekly.

Additional mentors were trained during the summer of 2016. During the 2016-2017 school year, there were 17 new principals in the mentoring program out of an estimated 30 new principals. During this second year, mentors conducted at a minimum two site visits during the school year along with weekly meetings.

The goal for the future is to assure all new administrators are provided a mentor. The program has two main objectives; to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

### **Special Education**

North Dakota has programs in place to ensure there are highly qualified staff in the public schools to improve results for students with disabilities. North Dakota has taken a grow-your-own approach to filling the shortage areas in special education and related services. Following are some of the professional development programs the State funds using IDEA-B monies:

#### *Resident Teacher Program:*

The Special Education Resident Teacher Program seeks to attract and keep teachers in rural schools in North Dakota that have challenges recruiting and retaining teachers. The purpose is to increase the pool of endorsed and prepared special educators already licensed and admitted to graduate programs in special education. They complete a full-year internship in a school district or special education unit. The resident teachers work under the joint supervision of an experienced special educator and a university special education faculty member. Financial support for this program began in 1998 and continues to assist in meeting the special educator shortage needs in North Dakota.

#### *Speech-Language Pathology Scholarship:*

Due to a shortage of Speech-Language Pathologists in North Dakota public schools, six scholarships, funded through IDEA B funds, are awarded to graduate level Speech-Language Pathologists at two North Dakota universities. These scholarships fund the student's tuition, university fees and books. For each year the student accepts the scholarship, he/she signs an agreement to work in a school district in North Dakota.

#### *Traineeship Scholarship:*

Each year NDDPI awards Traineeship Scholarships in priority disability areas to North Dakota teachers who wish to pursue graduate level retraining in the field of special education. As part of the application, a recommendation is provided by the local Special Education Unit Director where the applicant is working. This recommendation includes information about the applicant's skills as well as the identified need of the Special Education Unit for a teacher trained in the identified area. Scholarship amounts are based on the credit hours of coursework taken during a semester. Once accepted for the Traineeship Scholarship, applicants may be funded for a maximum of three years or until they complete their endorsement, whichever comes first. There is an average of 90 scholarships given per year in nine different special education and related service areas.

*North Dakota Native American Essential Understandings:*

Transforming education through the Teachings of our Elders. In the Spring of 2015 the NDDPI brought together Tribal elders from across North Dakota to develop the North Dakota Native American Essential Understandings to guide the learning of both Native and non-Native students across the state. It is our hope that these Understandings will open up many more additional opportunities and awareness of our Tribal Nations in classroom practices throughout the state. The NDNAEU resource document and the Teaching of our Elders website, which includes elder videos, K-12 lesson plans and additional resources were developed to increase learning, understanding and well-being among all North Dakota students, educators and communities. We are currently in the roll-out and training phase of the NDNAEU project.

**Professional Development and Technical Assistance to Help All Students**

North Dakota provides professional development and technical assistance for teachers and administrators for all students, including students who are EL, migrant, gifted and talented students, special education, homeless, and have low literacy levels.

There are a plethora of professional development opportunities available to support educators, such as the NDDPI fall conference, year-around workshops and trainings, and webinars. Guidance documents, Frequently Asked Question documents, Fact Sheets, and other resources are created and disseminated regularly to support educators. The NDDPI personnel are available to answer questions and provide targeted assistance to support educators.

Additionally, the NDDPI partners with the National Math and Science Initiative (NMSI) to provide their rigorous NMSI Laying the Foundation (LTF) professional development program to all North Dakota educators each year. The LTF program strengthens the existing teaching corps through professional training aligned to 21<sup>st</sup> century mathematics and science expectations while ensuring English language arts are fundamentally addressed. North Dakota has hosted LTF trainings in 2015, 2016, and 2017, and will host again summer 2018 and 2019. Any North Dakota educator is welcome to attend the LTF event with the registration fee provided through a generous donation to NMSI.

The NMSI LTF program aims to train teachers to facilitate students' progression through their academics toward advanced coursework opportunities. Developed by experienced teachers and content experts, the program provides comprehensive, hands-on training led by a national corps of expert classroom teachers. Trainers guide teachers through content-rich instruction that moves beyond what to teach, to how to deepen student understanding of key concepts. The program also offers classroom-ready materials and resources, which align with state standards and encourage higher-order thinking. NMSI LTF training emphasizes research-based instructional strategies including: inquiry-based learning, instructional scaffolding (techniques and guidance for delivering differentiated instruction), and vertical alignment (education about the knowledge and skills that students need to master at each grade level) all designed to help increase academic rigor and build college and career readiness.

The NMSI LTF professional development program is comprised of a summer institute that focuses on content and pedagogy. Many participating districts elect to follow-up course-specific training throughout the school year.

It is North Dakota's plan to utilize NMSI in developing and sustaining these programs for North Dakota educators and students.

## 5.2 Support for Educators.

***Instructions:*** Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;**
  - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;**
  - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and**
  - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).**

The NDDPI will use Title II Part A funds for the following statewide initiatives:

- Continued high quality job-embedded professional development to support strategies designed to increase achievement,
- Improving the quality and effectiveness of school leaders by utilizing the PTESS as an educator improvement tool,
- Enhance and expand the Leadership Academy which supports improving school leaders who are effective in improving student academic achievement,
- Increase the principal pipeline through the established principal mentoring program to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools
- For low-income and minority students to gain greater access to effective educators, the state will extend capacity to continue implementation of Equitable Access to Excellent Educators plan strategies: (1) meaningful professional development; (2) leadership training; and (3) partnership with higher education. The North Dakota State Plan to Ensure Equitable Access to Excellent Educators (Appendix O) plan provides the full details.
- Supporting targeted and comprehensive schools in having access to and participating fully in the department's annual NMSI Laying the Foundation professional development program (see 5.1 Educator Development, Retention, and Advancement). The NDDPI will be utilizing flexibility in the state's Transfer authority (Title V Part A §5101) to support this initiative (see 6.2 Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers).

The NDDPI will use Title II Part A funds to support state level strategies designed to increase achievement, improve teacher and principal quality and effectiveness, support strategies to strengthen access to low-income and minority students, and to address equity gaps. The NDDPI will grant Title II Part A funds to LEAs through the Consolidated Application process. Title II, Part A funds will use 1% for administrative costs to oversee, monitor, and fiscal duties and approximately 2.6% for statewide initiatives with remaining funds as LEA allocations. Statewide initiatives include professional learning offered to principals, teachers, and administrators to support school leadership mentoring, provide professional support for a multi-tiered leadership opportunity, support teacher effectiveness, addresses equity gaps, build their content knowledge in the North Dakota Standards, gifted students, English Learners, Native American populations, and students with disabilities. The framework allows for awarding Title II funds to REAs, districts, and external providers to provide

support through professional development opportunities and development of resources to support selected strategies. There will be an effort to increase general communication to stakeholders regarding statewide initiatives, grant opportunities, professional development opportunities, etc.

The state-level strategies using Title II Part A funds is described in Section 5.1. This include the Principal Teacher Evaluation Support System, Leadership Academies, and Principal Mentoring.

**B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.**

The NDDPI will collaborate with local and REAs and community partners to provide training and support aligned to district needs identified by local needs assessments and continuous improvement plans. This training includes identifying students with specific learning needs and providing instruction based on the needs of such students. More information on students in special education, EL students, Gifted/Talented, and students with low literacy levels can be found in Section 5.1 C. Providing evidence-based practices for districts and schools will increase opportunities to differentiate professional learning based on local needs. Additionally, leveraging federal, state, and local funds in alignment with established partnerships will enhance support in the dissemination of best practices and resources.

The NDDPI has enhanced the continuous improvement and strengthened the connection between professional learning and developing skills to provide instruction to students with specific learning needs. Support is also provided in conjunction with other partners, including REAs, North Dakota Council of Educational Leaders, NDLEAD, North Dakota School Board Association and others.

### 5.3 Educator Equity.

North Dakota developed, submitted, and received approval on the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators* (Appendix O) published in August 28, 2015. This plan is intended to ensure that every student in every school is taught by an excellent educator. Historically, North Dakota has had minimal gaps statewide among our schools with regard to the extent that poor students are taught by inexperienced, unqualified, or out-of-field teachers. North Dakota has summarized the equity gaps in this report that currently do exist and provided charts that reflect the data available.

The State Equity Plan identified four key gaps within the plan:

- Slightly higher levels of new teachers teaching in high poverty schools than in low poverty schools,
- Teachers and school leader recruitment and retention,
- Teacher shortage, and
- Equitable access to high quality professional development.

For each gap identified, North Dakota outlined selected strategies that are being employed to address the root causes. North Dakota has and will continue to monitor and provide support on the strategies identified. The goal is to ensure that poor and minority students are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children. We intend ensure all students in North Dakota graduate choice ready with the knowledge, skills, and disposition to be successful in

whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.

Appendix V provides updated data from the 2016-2017 on out-of-field teachers and inexperienced teachers in Title I and non-Title I schools.

North Dakota has established a method and will begin to collect data starting in the fall of 2017 to be used in reporting the rates of effective teachers in schools. North Dakota has never collected or reported information on teacher effectiveness in the past. The system to collect data on teacher effectiveness was built this summer and is in place in the STARS (State Automated Reporting System) where each school will fill out and report this data. North Dakota is fully prepared to report the data requested through the ESSA requirements. This data will provide information on any equitability gaps of inexperienced, unqualified, and ineffective teachers. The intent is to ensure poor and minority students are not taught by inexperienced, unqualified, or ineffective teachers at higher rates than their counterparts. Comparison data between Title I, Part A and non-Title I, Part A schools will be collected and reported to align with the ESSA requirements.

**A. Definitions. Provide the SEA’s different definitions, using distinct criteria, for the following key terms:**

<b>Key Term</b>	<b>Statewide Definition (or Statewide Guidelines)</b>
Ineffective teaching*	A teacher is considered ineffective within a specific element/component in which the teacher rates a one in the teacher evaluation model. Statewide guidelines are provided under the Determination of Educator Effectiveness.
Out-of-field teacher*+	Teachers who have been assigned to teach a class for which they are not highly qualified. This category does not exist in North Dakota as it is not allowable under state or federal law to assign an educator to teach a class for which they are not considered highly qualified.
Inexperienced teacher*+	Teachers having three or fewer years of teaching experience.
Low-income student	A child who is eligible for free or reduced price meals.
Minority student	A student having racial or ethnic origins in any group other than the majority for the state.

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

<b>Other Key Terms (optional)</b>	<b>Statewide Definition</b>
Unqualified teacher	Teachers who are not qualified according to North Dakota state licensure laws to teach a specific course.
Excellent Educators	High quality educators who guide and support all students in getting and remaining on track to graduate from high school ready for college or careers (i.e. effective teachers). Future determinations of “excellent educators” will be based on teacher evaluations once our process and tools are completed.
Determination of Educator Effectiveness	Educator effectiveness will be determined by the number of students, number of teachers evaluated on the teacher evaluation model, number of elements/components rated during the year, and number of ratings on levels within the teacher evaluation model. This calculation is used to determine ineffective teaching.

The NDDPI will determine ineffective teaching using the data outlined above. Multiplying the number of teachers evaluated by the number of elements evaluated, provides the total number of elements that are rated. (Ex: 20 teachers x 20 elements = 400 elements total). By looking at the number of elements rated at a Level 1 (or ineffective teaching), and dividing by the number of teachers evaluated, this provides the percent of ineffective teaching (Ex: 20 elements rated at a Level 1 ÷ 400 total elements rated = 5% of teaching is ineffective). To find an ineffective teacher equivalent, the percent of ineffective teaching is multiplied by the total number of teachers (Ex: 5% of ineffective teaching x 20 total teachers = 1 ineffective teacher equivalent).

Equitability can be calculated by determining ineffective teaching. Equitability in high-poverty and high-minority schools will be ascertained using the calculations described above. A sample of this data can be found in Appendix K.

- B. Rates and Differences in Rates. In Appendix L, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.**

The *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*, published in August 2015, can be found Appendix O. This plan includes data on inexperienced, unqualified, and out-of-field teachers. The NDDPI is developing reporting requirements to include data on ineffective teaching. This data will be included in future reports.

- C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):**
- i. The rates and differences in rates calculated in 5.3.B;**
  - ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;**
  - iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and**
  - iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.**

The NDDPI will publish and annually update the rates and disproportionalities calculated under this section and report on the rates and disproportionalities in the manner described in this section on the [NDDPI website](#) and update equity documentation. **See Appendix Z**

- D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.**

The NDDPI is committed to ensuring that an excellent teacher teaches every student in a North Dakota school. The NDDPI recognizes that to accomplish this goal that systemic strategies are employed to eliminate the identified equity gaps. The NDDPI’s plan to eliminate the identified gaps is predicated on the following theory of action:

If a comprehensive approach to the human capital management and support of teachers is systemically implemented and implementation is monitored and modified over time, Then North Dakota school districts will be better able to recruit, retain, and develop excellent teachers such that all students have equitable access to excellent teaching to help them achieve their highest potential in school and beyond.

The State Equity Plan identified four key gaps within the plan:

- Slightly higher levels of new teachers teaching in high poverty schools than in low poverty schools
- Teachers and school leader recruitment and retention,
- Teacher shortage, and
- Equitable access to high quality professional development.

More details can be found on pages 10-12 of the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*.

- E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and Federal or non-Federal funding sources, that are:**
- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and**
  - ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.**

The state-level strategies using Title II Part A funds is described in Section 5.1. This include the Principal Teacher Evaluation Support System, Leadership Academies, and Principal Mentoring. Other strategies are implemented through a collaborative effort in alignment with established partnerships leveraging federal, state, and local funds.

The likely causes of the most significant differences in rates and the strategies including a timeline are available in pages 16-22 of the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<i>See North Dakota State Equity Plan.</i>	

- F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating all differences in rates.**

The NDDPI will ensure that districts collect and submit this data annually in the consolidated application. Baseline data will be collected during the 2017-2018 school year from districts. The NDDPI will provide ongoing monitoring and support in collecting the data on ineffective teaching by providing guidance and training.

Further details on the timeline and targets in providing ongoing monitoring and support is described on page 28 in the *North Dakota State Plan to Ensure Equitable Access to Excellent Educators*.

## Section 6: Supporting All Students

### 6.1 Well-Rounded and Supportive Education for Students.

***Instructions:*** When addressing the State’s strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

*The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:*

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

- A. The State’s strategies and how it will support LEAs to support the continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and**

North Dakota’s vision is to ensure all students in North Dakota graduate choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.

North Dakota’s support for students spans from early childhood educational settings through elementary school, middle school, high school and transitions into partnerships for college and career readiness. Supported through a long tradition of local control, the continuum of education in North Dakota is primarily determined at the LEA level. The NDDPI has established frameworks and processes to provide support to all LEAs, including those receiving Title I Part A funds, through this PreK-12 experience as well as preparing students to be choice ready upon graduation.

The State Superintendent has set five priority areas that guide the agency’s work in assisting students in achieving the state’s vision of being choice ready. The state will continue to take a number of actions to support student access to a well-rounded education and work with districts in that regard through the five priority areas which include:

### **Great Teachers/Leaders**

The NDDPI, in collaboration with NDREAs, NDLEAD, and NDUnited, are dedicated to providing high quality professional learning for all educators across the state. The department will continue to grant funding to these partners to ensure teachers and leaders are equipped with a deepened understanding of content knowledge, effective instructional strategies, and student learning supports needed in order for students to experience high levels of learning and academic success. Additionally, the state is working with the NDESPB to redefine how North Dakota will define a highly qualified educator.

### **Continuous Improvement**

The NDDPI supports one continuous improvement plan for all schools throughout North Dakota. This consolidated plan brings together various federal and state requirements for school improvement into one place so schools can speak with a common vision and language. It is the intent of the department that school improvement is a continuous process for all schools, not a one-time event, and not for a specific subset of schools. All schools are expected to participate in a continuous improvement cycle that serves as the foundation for school improvement. North Dakota currently utilizes AdvancED state-wide for all North Dakota public schools. The AdvancED 5-year improvement cycle serves as the vehicle for schools to: a.) gather information specific to their school and system, b.) study, analyze, and establish goals, c.) develop a plan of action and improvement, and d.) implement, monitor, and evaluate on a continuous basis.

NDMTSS is a school improvement framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. NDMTSS recognizes that providing all students with the best opportunities to succeed academically and behaviorally requires a constant focus on improvement. This is done through needs assessment, planning, implementation, and evaluation.

### **Equity**

North Dakota is committed to reviewing information and addressing equity including: fiscal equity, teacher equity, and equitable access and participation for students. Between North Dakota's vision statement referenced above and ESSA's intent to provide all children significant opportunity to receive a fair, equitable, and high quality education, and to close the achievement gap, it is North Dakota's responsibility to provide an equitable education that ensures all student excel and succeed.

Research tells us strong teachers and school leaders matter for all children, particularly students who are behind academically. In addition, far too often, students who need strong teachers and school leaders the most have the least access to them. ESSA requires states and districts to ensure low-income students and students of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The NDDPI is committed to ensuring an excellent teacher teaches every student in a North Dakota school. The NDDPI recognizes to accomplish this goal, systemic strategies be employed to eliminate the identified equity gaps.

In many places, schools serving the most vulnerable students get less funding. These gaps happen between districts and within districts. The intent of ESEA has always been to provide more dollars for historically disadvantaged students and this is maintained through the reauthorization. ESSA requires per pupil reporting on actual school level spending practices as well as equity measures to ensure students are not disproportionately represented.

North Dakota recognizes all students deserve access to broad and rich in content curriculum. Research shows that students—particularly historically underserved students—engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside of school. ESSA’s focus on well-rounded education opportunities ensures all children receive fair, equitable and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These programs may include; preschool programming, advanced coursework, science, technology, engineering, arts, and mathematics (STEAM) education programming, physical education promoting healthy lifestyles, career and technology education, 21<sup>st</sup> century skills, competency-based learning, as well as personal learning opportunities. Rigorous coursework and opportunities in all curricular areas, including but not limited to:

- English, reading/language arts, writing
- Mathematics, computer science
- Science, technology, engineering
- Foreign languages
- Civics, government, economics
- Visual arts, drama, dance, media arts, music
- History, geography, social studies
- Career and technical education programs
- Health, physical education

### **Local Educational Opportunities**

North Dakota’s K-12 students have access to rigorous academic content standards. These standards, developed through North Dakota established frameworks, engage educators and stakeholders in setting high expectations for academic achievement. Additionally, North Dakota recognizes the need to support LEAs in providing students a variety of academic, cross curricular, career and technical opportunities throughout their K-12 career, and specifically during their secondary school experiences. These programs include Career and Technical Education (CTE) options and career pathways, health and wellness programs (including physical, mental, and emotional health), advanced coursework options (such as Advanced Placement, Dual Credit, Early Entry), services through enrichment, developmental or accelerated programming, arts and music programs, standards-based and competency-based initiatives, STEM and STEAM education, internships and externships, educational technology opportunities, out-of-school time programming as well as the necessary supports. Although these supports are available to all schools K-12, many are implemented in schools providing transitional services to middle school and high school level students. North Dakota intends to ensure all students in North Dakota graduate choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military. Providing well-rounded and supportive educational opportunities for students in PK-12 is an essential component to achieve this choice ready goal.

North Dakota’s Choice Ready component addresses strategies for transitioning all middle school and high school students, but in particular those at risk of dropping out. As outlined in the Choice Ready Initiative (Appendix J) all North Dakota schools are required to ensure that all students meet the Choice Ready indicators highlighted by in the blue bars. This includes earning a diploma or GED and evidence that the student, parent and the school have developed a rolling 4-year education plan of study for each student. After the implementation of a career interest inventory in 8<sup>th</sup> grade, students consult with advisors, and parents and jointly develop a 4-year rolling education plan for the next four

years of high school. These plans begin while students are in middle school and are continually reviewed and updated each year through high school. The rolling 4-year education plan provides a ladder of next steps for the students' educational path that leads into post-secondary education or training, career or military. In addition to the plan, all students must meet particular academic benchmarks and participate in essential skills indicators including: community services, strong attendance, co-curricular or extra-curricular activities.

In addition to academic growth, school climate is often considered the 'heart' of each school building. School climate is grounded in relationships and social interactions for staff, students, parents and community that creates the positive atmosphere for learning and teaching. While unique to each school, climate is a strong predictor of academic and personal growth. Climate also is paramount to staff retention, student engagement, student dropout rates, and violence, all leading to high student achievement. School climate is often viewed in multiple context to include physical safety, peer and adult relationships, teaching, and post school planning. Not to be confused with school culture, climate is grounded in how people feel about their school as a safe and caring place. Measuring action and evaluation requires an initial needs assessment; multiple instruments are reliable in the determination of needs and active goals and strategies to meet the intended outcomes. Using multiple assessment data, each school can transition to a specific action plan or activities; these same activities can provide a springboard to the community and home partnership, as the school assumes the role of the community 'hub'. With an emphasis on climate as its foundation, every school can offer students, staff, parents and the community sound rationale that academic and social growth is a priority for lifelong learning and meaningful post school choices and citizenship. In concert with school climate, the NDDPI and State ESSA Planning Committee have had conversations regarding student engagement as another critical indicator. Strengthening student engagement allows academic and social/emotional gains for all students and builds student investment in their individual education and that of their peers, school and community. Student engagement strategies in the classroom energize success, curiosity, originality and relationships with peers and adults. Understanding the relevancy of what they learn and how they apply that to themselves and the world around them invites connection, commitment and accomplishments.

Student engagement in school social situations, for example, extra-curricular activities, offers the same connection, commitment and accomplishments, in addition to multiple trusted peer and adult relationships, academic success and many social/emotional traits such as time management and self-confidence. Children from elementary to high school who are fully engaged and committed to education in its entirety become satisfied and strong student learners and confident adults and leaders. Students want and need work that enables them to demonstrate and improve their sense of themselves. While this can be motivational, NDDPI will work with districts and educators to strive for students to produce high-quality work by clear articulation of academic and social criteria for success, demonstrate the academic and social skills to be successful via modeling, and connecting success as a valuable aspect of their personalities long after the school day ends.

### **Early Childhood Education**

North Dakota has made great strides in support of early childhood education throughout the state. During 2015-2017, a collaborative initiative between the North Dakota Department of Commerce, North Dakota Health and Human Services, and NDDPI were successful in securing state funding to support early learning opportunities for children between the ages of four and five. Additionally, the department has made early childhood education a priority by establishing an Office of Early Learning that will be staffed to oversee preschool to elementary transitions, early learning standards, early childhood education programming, and the state's Head Start/Early Head Start programs.

North Dakota's adoption of PreK-12 academic content standards, partnered technical assistance, and commitment to resources work together to support the entire continuum of education. The NDDPI, PreK-12 educators and early learning educators have made significant progress through statewide and local efforts to establish the continuum of student education; supporting school transitions, the promotion of developmentally appropriate practices, and to reduce the student dropout rate while increasing retention.

The ESSA's emphasis in the essential foundational practices and transitions from pre-kindergarten to the K-12 system requires educational systems to provide considerable opportunities for technical assistance. Greater guidance and technical assistance supporting early educators implementing innovative practices to aid in a smooth transition from pre-kindergarten to kindergarten, elementary to middle school, and middle school to high school. Through the continued use of the state's pre-kindergarten standards, kindergarten entry assessment, and high quality professional learning opportunities will aid in maximizing on gains from early learning interventions to close the achievement gap. Community and parental involvement strengthens and improves transitions and builds the capacity for greater pedagogical initiatives of early childhood and elementary educator's administrators, and principals throughout the state.

- B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.**

North Dakota recognizes all students deserve access to a broad and rich in content curriculum. Research shows that students—particularly historically underserved students—engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside of school. ESSA's focus on well-rounded education opportunities ensures all children receive fair, equitable and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These program may include; preschool programming, advanced coursework, science, technology, engineering, arts, and mathematics (STEAM) education programming, physical education promoting healthy lifestyles, career and technology education, 21<sup>st</sup> century skills, competency-based learning, as well as personal learning opportunities. Rigorous coursework and opportunities in all curricular areas, including but not limited to:

- English, reading/language arts, writing
- Mathematics, computer science
- Science, technology, engineering
- Foreign languages
- Civics, government, economics
- Visual arts, drama, dance, media arts, music
- History, geography, social studies
- Career and technical education programs
- Health, physical education

The NDDPI will utilize 1% of the state's Title IV, Part A allocation to support the activities and

initiatives addressed in 6.1.A and administrative costs associated with the Student Support and Academic Achievement program, which includes public reporting on how LEAs are using the funds and the degree to which LEAs have made progress towards meeting the identified objectives and outcomes. The NDDPI has, and will consider, the academic and non-academic needs of all students, including all sub groups of students, when developing strategies and implementing programs for well-rounded education. The NDDPI will use these funds to provide technical assistance and capacity building to LEAs to meet the goals of this program.

The NDDPI will award Student Support and Academic Achievement program sub grants to LEAs through a formula in the same proportion as to the prior year's Title I, Part A allocation for each LEA as required in (§4105(a)(1)). North Dakota assures that no district will receive less than a \$10,000 allocation as required by statute. The NDDPI will grant Title IV, Part A funds to LEAs through the North Dakota Consolidated Application for Federal Title Funds. This process allows school districts to submit one comprehensive application for funding for several federal programs, including: Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A. Guidance on allowable activities and program guidelines is developed by NDDPI and shared with North Dakota districts.

Each year, districts must submit this application to the NDDPI in order to receive federal funds. The district's application provides a plan for meeting federal program requirements based on a needs assessment and alignment with specific needs of the LEAs for improving student achievement. Each district's school board appoints an authorized representative for the programs funded in the consolidated application and approves the application prior to its submission to the NDDPI. The submitted consolidated applications are reviewed by the NDDPI, who provides technical assistance as needed and approves the applications when information is correct and in compliance.

#### **North Dakota Standards, Locally Selected Curriculum, and Professional Learning**

In North Dakota, all curriculum and instruction is determined at the LEA level and, as required by the NDCC §15.1, must meet or exceed the state content standards. Through the state's process of engaging educators and stakeholders in the review and drafting of academic content standards, and the LEAs alignment of their curriculum and instruction to these standards, all North Dakota students will be provided with equal access to a challenging, well-rounded instructional experience.

When the NDDPI use state and/or federal funds to support standards, instruction, and professional learning, the NDDPI ensures it offers a variety of approaches to schools serving all levels of students. The NDDPI sponsors several conferences each year. Each spring, regional trainings are held for schools and districts to disseminate key information regarding the supports, services, and requirements as well as to share effective strategies for making progress. In the fall, a statewide conference is held for educators to promote effective evidence-based strategies designed to raise achievement. The NDDPI sponsors webinar presentations specifically designed to provide technical assistance and guidance to comprehensive support schools. Numerous other trainings, via conference call or webinars, are also offered each year to share and disseminate information statewide. Each of these initiatives offers supports to all LEAs, including those receiving Title I Part A funding, and ensure support for schools working with students in early childhood, elementary school, middle school, high school environments.

#### **Safe and Healthy School Environments**

Students learn to their potential when learning in a safe, caring and healthy environment which promotes trusted peer and adult relationships, a climate which supports student academic and social growth and leadership, and strides to motivate students to adapt to personal and academia rigors.

The State ESSA Planning Committee has chosen to focus on school climate and student engagement as indicators paramount to well-rounded education. Support of broad strategies will allow large and small districts to provide services, implement strategies and evaluate effectiveness based on multiple local factors. This also allows the NDDPI to build upon its foundational work surrounding MTSS, RTI, PBIS and the Behavioral Health initiative. Existing data sources (Youth Risk Behavior Survey, Suspension, Expulsion and Truancy report) may serve as baseline data at both the LEA and SEA level. The additional strategies aligned with school climate and student engagement and implementation of specific LEA approved activities will reduce incidents of bullying and harassment and the overuse of discipline practices that remove students from the classroom.

The NDDPI does not support adverse behavioral interventions for the management of behavioral challenges in schools. The NDDPI provides, and will continue to strengthen support to schools for the implementation of evidence based intervention techniques to increase student engagement, self-regulation, and effective instruction for behavioral challenges. North Dakota's State Systemic Improvement Plan, Indicator 17, State Identified Measurable Result (SiMR) is: Increase the extended 6 year **Graduation Rate** for students identified with **Emotional Disturbance**. The stakeholder group involved in the selection of the SiMR, chose to broaden the targeted group to students with behavioral, social/emotional, social communication, and mental health needs. The State has supported the local districts through their local Special Education Improvement Planning Process as they have implemented Evidence Based Practices and developed and entered goals into each school's continuous improvement plan, which is aligned to the AdvancED Process (Accreditation).

The NDDPI will continue to support this local planning and implementation process with NDDPI technical assistance with an emphasis on evaluation and fidelity. The planning model focuses on the two standards: Effective Instruction (self-regulation skills and executive function skills) and Effective Supports (academic supports, behavioral supports and parent, student, family, and community supports). The support has and will continue to include NDDPI resources for Professional Development. Along with its partners, the NDPI will promote advocacy to increase mental health services.

North Dakota, through the State Personnel Development Grant (SPDG) has developed a Multi-Tier System of Supports (NDMTSS). North Dakota's MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. North Dakota has cultivated a relationship with the Regional Education Associations in the state who are taking over the trainings throughout the state, which will enable the number of districts that adopt this systemic change, MTSS, to increase.

The NDDPI (Safe and Healthy Schools Office) will be soliciting volunteers for a task force to look at multiple data sets to determine the criteria for persistently dangerous student definition. The Task Force will also look at having an "early warning system" in place. This will include a two-prong approach: 1) Victim can move to another school; 2) Dangerous student can move to another school.

### **Technology Education**

North Dakota Educational Technology Council (NDETC) has statutory responsibility to coordinate educational technology initiatives that promote efficient, effective and equitable technical and online learning services for all elementary and secondary schools in the state.

Most recently, the NDETC launched plans to centralize its grants programs to a single initiative that focuses on using technology to transform education. Additional funds have been requested to improve wireless infrastructure, increase student access to internet connected devices and expand instructional coaching for educators. In addition to these initiatives, the NDCTE will continue to support various initiatives directly focused on academic achievement and digital literacy for all students. The NDETC

works in collaboration with the North Dakota Information Technology Department (NDITD), NDDPI, the North Dakota Department of Career and Technical Education (NDCTE), and REAs to accomplish this work.

The NDDPI also supports LEAs to effectively utilize and leverage educational technology opportunities to support student learning and increase digital literacy. The NDDPI adopted the North Dakota Library and Technology Content Standards in December 2012 which help guide teachers. The North Dakota Center for Distance Education (NDCDE) is also a key player for education in North Dakota. The NDCDE provides curricular and instructional equity for North Dakota's students, particularly those students who are educated in North Dakota's smallest K-12 schools. The NDCDE provides direct access to courses, including but not limited to advance coursework, STEAM experiences, credit-recovery options, developmental coursework.

### **Innovative Learning**

Through ESSA, North Dakota schools will be encouraged to incorporate STEM and STEAM learning strategies, competency-based learning programs, and project-based learning frameworks. These educational environments encourage students to connect and engage with a variety of learning mediums and demonstrate proficiency in nontraditional ways. The NDDPI will support districts that develop a comprehensive, innovative learning plan that demonstrates innovative practices and increases rigorous learning for students.

STEAM education strategies incorporate several academic disciplines that let students design, build, and communicate through tangible projects that support deep learning and create academic growth, and possibly a passion in 21st Century work skills and functions. STEAM strategies add the discipline of the arts. The arts—through music, visual arts, and drama, amongst others—promote creativity and a different kind of problem solving skills. The arts also promote fine and gross motor skills, risk taking, and further problem solving. Furthermore, the arts add a unique aesthetic attractive element to projects that may draw the curiosity of students that are not usually excited about the sciences.

Project Based Learning does much of the same as STEM and STEAM; however, it goes deeper into more academic disciplines through possibly longer enduring projects. North Dakota is committed in providing strategies that promote the passion and learning of all students. We believe these strategies will ultimately lead to a much higher level of successful students in North Dakota.

North Dakota will provide multiple platforms of support for the application process, as well as requirements associated with Title IV, Part A funding. These supports may include:

- Self-service supports (written guidance, planning tools, rubrics, guidebooks, fast facts)
- Trainings (webinars, regional meetings, conferences)
- Targeted support (onsite technical assistance, program planning support)

LEAs will have the flexibility to use state, local and federal funding to develop, continue, or support initiatives specific to offering well-rounded education opportunities based on a review of their needs. North Dakota's participation in AdvancED and the MTSS framework are both model vehicles for this review process and can also act as a delivery mechanism providing individualized support.

LEA needs assessments are expected to drive the identified goals and subsequent activities. Each LEA will convey this information to the state by the use of the consolidated application including a process of review according to the ESSA final regulations and the North Dakota ESSA State Plan. It is recognized LEAs also have the flexibility to utilize this funding through the transfer program to best meet their needs (for instance Title IV, Part A transfers to Title I, Part A). In the event an LEA transfers its funding, the needs assessment will be reviewed accordingly.

Approved activities will be identified and approved by SEA staff, and guidance available through technical assistance, material dissemination, professional development and training. A calendar of timelines will be developed for LEA submission and SEA approval processes.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:**

- i. Incidents of bullying and harassment;**
- ii. The overuse of discipline practices that remove students from the classroom; and**
- iii. The use of aversive behavioral interventions that compromise student health and safety?**

Yes. If yes, provide a description below.

No.

The State ESSA Committee elected not to set aside Title IV, Part A funds for state level initiatives.

- D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?**

Yes. If yes, provide a description below.

No.

The State ESSA Committee elected not to set aside Title IV, Part A funds for state level initiatives.

- E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?**

Yes. If yes, provide a description below.

No.

The State ESSA Committee elected not to set aside Title IV, Part A funds for state level initiatives.

## **6.2 Program-Specific Requirements.**

- A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.**

The NDDPI has a long-standing tradition of local control and flexibility to provide districts with options. The NDDPI maintains the tradition of the 40 percent schoolwide poverty and offers the opportunity to apply by waiving the 40 percent schoolwide poverty through a state waiver option to receive consideration for the schoolwide waiver. A school that serves an eligible school attendance area in which less than 40% of the children are from low-income families, or a school for which less than 40% of the children enrolled in the school are from

such families, may operate a schoolwide program under federal law, as the school is receiving a waiver from the NDDPI. By selecting the waiver option, the school assures it must take into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors. The school provides supporting documentation outlining this information that will be kept on file to document this waiver option. Further considerations may include the educational need for schoolwide status. Under the state waiver option, Title I eligible schools may include the size of the school, the benefit the schoolwide status will provide, and other factors the school wishes the state to consider. The NDDPI requests additional suggestions for other factors it may wish to consider with regard to waiving the 40% poverty threshold. The NDDPI will continue to support all schools, including those ineligible for schoolwide programming, those that have not received a waiver to operate such a schoolwide program, or those that choose not to operate a schoolwide program in addition to our current operating schoolwide buildings.

**B. Title I, Part C: Education of Migratory Children.**

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.**

The North Dakota migrant education program consists of two seven week summer programs. The two programs serve around two hundred and fifty students. Around 95% of our families are from Texas and the same families return summer after summer and return to Texas the months of October, November and December. Because our state usually serves the same families each summer and those same families staying for around three months during the regular school year our state feels very confident about the accuracy of the eligibility of the migrant families.

The SEA holds a training for the recruiters annually on eligibility requirements and completing the certificates of eligibility (C.O.E.s). At this meeting recruiters are provided with an ID&R manual provided by Office of Migrant Education and a manual that our state has produced. This publication is an integral part of OME's identification and recruitment to help states conduct timely and accurate ID&R of eligible migrant children. This manual includes detailed guidance on key revisions made to the program regulations such as (1) resources that help strengthen their ID&R practices and quality control systems, (2) disseminates best practices for identifying and recruiting migrant children and determining their eligibility, and (3) provides up-to-date federal policy guidance on migrant child eligibility and ID&R issues.

During the regular school year written procedures are provided to all school personnel on how to collect and report pupil enrollment and withdrawal data. North Dakota has a state reporting system called (STARS) State Automated Report System. Every school district reports all of their students on this system. This system allows the school districts to be able to identify all of their students who are migrant. The state migrant office has access to this

report and when a migrant student is identified those schools are contacted to determine if the student is an eligible migrant student. If determined the student is indeed migrant the schools have been trained on how to complete the C.O.E. and obtain a signature. The C.O.E's are sent to the state migrant office to be entered into the migrant database.

The North Dakota summer migrant education programs collaborate with Tri Valley Head Start in Crookston, Minnesota. The summer migrant education programs also utilizes the Tri Valley Head Start recruiters, which are all Spanish speakers. All preschool migrant children are recruited and documented on the certificates of eligibility and entered into our migrant database MIS2000 that downloads this information into the national database (MSIX) Migrant Student Information System. The Head Start migrant students are served by Tri Valley Head Start which provides school readiness from June through October. After that time the preschool migratory students are served during the regular school using Title I part "A" funds or State funds. If the recruiters come across migrant students that have dropped out of school they are instructed to identify those students and provide them the services that our program provides. The principals and counselors are also informed of students who have dropped out of school. The school policy is to meet with the parents and students to educate them on how important it is for their student to attend school or obtain a GED.

Finally, the North Dakota migrant program conducts a re-interview of twenty five families from each center ever summer to verify that the families are indeed eligible for migrant services. The re-interviews are conducted by Tri Valley Head Start recruiters from Apple Valley, Minnesota.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.**

North Dakota conducts a comprehensive needs assessment of all migrant students every other year and a program evaluation on alternate years. This continuous improvement model incorporates the use of state assessment scores in language arts, math and English language proficiency to assess need and indicate progress. Since only a small percentage of North Dakota migrant students take the state assessment teacher ratings of student proficiency in language arts and standards are also used to identify needs and assess impact. In addition, administrators, teachers, parents and students are surveyed to assess the unique needs of migrant students. Pre-school migrant students are assessed using the GOLD teaching strategies system in partnership with Tri-Valley Head Start.

Online classes are available for students who have dropped out of school along with a lab top. The principals, counselors and EL teachers are the contacts for these students to help them with lessons. The students may email, call or face-time these individuals for any help them

may need. These students are also encouraged to attend migrant education summer school and P.A.S.S.

The NDDPI seven-week summer Migrant Education Program (MEP) completes the following four-stage process in the continuous improvement cycle to ensure that the unique needs of the state's migratory students are met. This process includes:

- (1) A comprehensive needs assessment completed by an independent agency that captures the current needs of all migratory students
- (2) A service delivery plan which, is based on the needs identified in comprehensive needs assessment
- (3) Implementation of the program services needed to assist students and their families and
- (4) A program evaluation to determine if the objectives of the services were met
  - NDDPI seven-week summer migrant program has established a partnership with the Adult Basic Education Office for early identification of migrant dropouts and coordinates with available Spanish and English GED programs.
  - Early childhood and preschool services are provided through sub-grants to the migrant summer schools by Tri Valley Head Start.

The North Dakota Title I, C Migrant Education Program Administrator shares an office with the Title III English Language Acquisition Program Assistant Director. Together we facilitate the coordination between these two programs within the state agency and across the school districts.

The North Dakota Home Language Survey is included in the seven-week summer migrant program registration packets and the migrant families are required to complete the form for each student. Students who indicate a language other than English was spoken at home and who have not been previously identified as an English Learner, are provided the WIDA W-APT or WIDA MODEL diagnostic assessment to determine English learner eligibility.

The migrant summer school sites employ local district ESL teachers who are knowledgeable about the identification of English learners and trained to administer the diagnostic assessments.

English language instruction is included as a part of the instructional services provided by the migrant summer schools. Migrant students with low levels of English proficiency are paired with bilingual teachers and/or paraprofessionals.

The summer migrant schools are required as a part of their contract to employ bilingual staff members who are able to communicate with the migrant students who are English learners and their parents.

During the joint Tri Valley Head Start and Migrant Parent Advisory Council meetings, the director's present information to the migrant parents related to English language acquisition, stages of language development, responsibility of the districts to provide language instruction programs to all migrant students.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.**

The results of the comprehensive needs assessment are included in the North Dakota Migrant Education Service Delivery Plan which targets student needs and provides recommendations and strategies to meet needs. Each of the North Dakota migrant programs are required to submit an application for funding each year that details how they will meet student needs and provide services to all migrant students. The migrant program evaluation on alternate years identifies what strategies have been implemented, to what degree and to what effect as well as the overall impact of the program services on meeting student needs.

Once the migrant students are identified they benefit from the provision of a comprehensive continuum of services through summer and regular school programs. The states comprehensive needs assessment addresses unique learner needs of this population, schools can customize added services to help them meet the state strategic goals, academic content and student achievement standards and improve student performance. Performance goals and expectations in reading and mathematics under the Every Student Succeeds Act are targeted for improvement.

The seven week summer migrant education programs provide coursework, tutoring, and online instruction in reading, writing, and mathematics. Success plans (IEPs) are created for many students to target their specific academic needs. The Migrant Literacy NET is used extensively to provide lessons for teachers targeting student needs and online reading tutorials to facilitate reading proficiency.

The summer programs also collaborate with Tri Valley Head Start. All preschool migrant children are recruited and document on the certificates of eligibility and entered into our migrant database MIS2000 which downloads this information into the national data base (MSIX) Migrant Student information system. The Head Start migrant students are served by Tri Valley Head Start from June through October. Tri Valley Head Start and the North Dakota summer migrant programs share the cost of busing and recruitment. Our state receives a very small allocation, therefore; without the cost-share of busing many of our migrant students would not be able to attend the migrant summer school because our state is very rural and the cost of fuel is very expensive.

During the summer migrant program and regular school year recruiters and counselors provide information regarding what the migrant education program can provide for dropout students. Such as Portable Assisted Study Sequence (PASS) which consist of self-contained, semi-independent-study courses designed to assist secondary-level students in earning

academic credits. Our recruiters also provide those students with the GED test sites, and inform them that the migrant summer program will help with the cost of the GED tests.

The PASS program and GED are highly recommended programs for dropout students. Our recruiters do a very good job on educating those students about the programs our state offers. All Portable Assistance Study Sequence (PASS) courses completed by the secondary migrant students are recorded in MIS2000 our state migrant data base and in (MSIX) the national migrant data base. This program addresses migrant student needs in several ways, including compatible scheduling of work and school, academic and career counseling, social activities, respect for cultural heritage, and involvement of parents in the instructional program.

- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).**

The Office of Migrant Education awards Migrant Education formula grants to SEAs, which are solely responsible for the operation and administration of the program; our state sub grants a portion of our MEP grant to LEAs, which help SEAs administer and operate the program. At the state level our program administrator is responsible for overseeing all aspects of the administration of the program, including the state ID&R system.

For the interstate coordination our state works very closely with the Texas Migrant Interstate Program. During the summer and regular school year the State Texas Assessments of Academic Readiness (STAAR) and the Texas Assessment of Knowledge and skills (TAKS) are administered. Our test administrators provide the migrant students the opportunity to take the state assessment that allows students to meet the Texas requirements for grade advancement or graduation. During the regular school year, schools are encouraged to use the national database MSIX. Many of our schools that have migrant students during the regular school year have access to MSIX. These schools do not receive Migrant Education funds.

Our state offers (PASS) Portable Assisted Study Sequence, which is a national instructional program designed for secondary migrant children of migrant farm workers. The PASS program consists of self-contained, semi-independent-study courses designed to assist secondary-level students in earning academic credits. Each standards-based course is learner-centered and competency-based, thus allowing the student to progress through the curriculum and periodic tests at his or her own pace. Because of this structure, PASS can be offered in a variety of delivery models and/or locations. Across the nation PASS is being used to help students meet graduation requirements, cope with scheduling difficulties, for skill-building or as supplemental support for traditional courses.

Our state is a member of the MiraCORE consortium. This consortium is committed to improving the interstate coordination of MEPs by sharing and developing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth.

The goals of MiraCORE are:

- Improved literacy skills for migrant students and youth;
- The development of valid and reliable online diagnostic literacy assessments for all age levels of emergent and developing level readers that are mapped to the online Reading Tutorials;
- Increased capacity of MEP teachers and staff to identify migrant student/Out of School Youth literacy needs;
- Improved MEP staff skills for identifying/assessing student needs/skills;
- Scientifically-based literacy instruction, and effectively utilizing the online student reading tutorials and other literacy resources on the Migrant Literacy Net.

For the intrastate coordination our state during the summer migrant program and regular school year offer busing for all migrant students so that the migratory children are able to participate in school. The students during the summer and regular school are provided free meals. During the summer migrant program the students work on improving their skills in reading, writing and mathematics along with science and art activities. These supplemental services during the summer improve the educational services to the migrant children in our state.

All supplemental programs and credit accrual that are, offered during the summer migrant program are, recorded on the migrant student's education. This information is entered into MIS2000 and MSIX for all states to be able to view a student's education record.

Counselors during the regular school year send all education and health records to the receiving schools once the students leave our state. They provide advance notification to other states of migrant students and families who are moving to ensure that education and support services are in place once the students arrive.

North Dakota is an active member of the National Association of State Directors of Migrant Education (NASDME).

- v. **Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.**

The evaluation of the North Dakota migrant program was designed to be completed through the collection of and analysis of data using a wide variety of formative and summative strategies. Educational Research and Training of Colorado was the external evaluator. The following data collection instruments, sources and strategies were incorporated:

- Fidelity of Implementation Survey – Completed by teachers and administrators for all migrant districts.
- State assessment scores in language arts and math – These are required through the GPRA act for growth comparisons for all students. It is important to note that in North Dakota (as in most states) only a minority percentage of migrant students take the state test and even fewer take the state test two years in a row in order to facilitate growth comparisons.
- Teacher ratings of student proficiency in the North Dakota content standards in reading and math. These ratings are based on the same rubric score provided by the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic).
- Student scores on the North Dakota English language proficiency assessment (WIDA).
- Administrator/Teacher Survey of Migrant Program Effectiveness – Completed by teachers and administrators in all North Dakota migrant programs.
- Parent Evaluation Survey of program effectiveness – Completed by parents in all migrant programs.
- Student Evaluation Survey of program effectiveness – Completed by migrant students in all migrant programs.

Pre-school needs were also assessed per requirement of OME. The North Dakota migrant program has had a long term partnership with the Tri Valley Head Start in Grafton to serve pre-school age migrant students in the summer program. Tri Valley Head Start, in conjunction with the state migrant program, collects needs data on all migrant preschool children. In 2016 there were 28 pre-school age migrant students in the program for which needs assessment data was collected. A wide variety of needs were collected for all of these children using the GOLD Teaching Strategies System. The following summarizes the academic needs identified by the assessment:

**Pre School Needs: Tri Valley Migrant Head Start Data 2016 (N = 28)**

<b>Area of Need</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Exceeding</b>
Identifies names of letters	32%	64%	4%
Uses letter-sound knowledge	29%	67%	4%
Uses and appreciates books	11%	89%	0%
Uses print concepts	21%	79%	0%
Uses emergent reading skills	21%	79%	0%
Writes name	18%	82%	0%
Counts to 20	11%	85%	4%
Can quantify objects	36%	60%	4%
Connects numerals and their quantities	50%	46%	4%
Understands shapes	18%	82%	0%
Demonstrates knowledge of patterns	32%	64%	4%
Comprehends language	4%	92%	4%
Engages in conversation	4%	96%	0%

The comprehensive needs assessment and the evaluation of the program is conducted in alternate years by (ERTC) Educational Research and Training Corporation who is based

Taos, New Mexico. Data is provided for the annual report by the educational officer based on the data that is provided through the consolidated state performance report (CSPR), the needs assessment survey, staff survey and parent survey that are collected by the schools during the summer education program.

The Office of Migrant Education (OME) requires that all states have an updated comprehensive needs assessment (CNA) and a service delivery plan (SPD) as part of the program implementation process. ERTC helps our state with these two processes which are updated every other year. The CNA was completed for our state in September 2016 and the service delivery plan was revised in December 2016. This task is included in the contract with ERTC.

The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local programs for service delivery:

The recommendations below are now being fully implemented. These recommendations are allowing our migrant children to be able to participate effectively in school.

***Recommendation 1:*** Implement tutoring and small group instruction in reading and math for migrant students into summer programs.

***Recommendation 2:*** Utilize instructional materials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET including the lesson plans and online tutorials for students).

***Recommendation 3:*** Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET).

***Recommendation 4:*** Utilize bilingual and bicultural staff whenever possible for instruction.

***Recommendation 5:*** Target writing and reading comprehension instruction for all migrant students.

***Recommendation 6:*** Target number sense, basic operations as well as algebra, patterns and functions instruction for K-4 migrant students in math.

***Recommendation 7:*** Target algebra, patterns and functions and measurement for students in grade 5-12 in math.

***Recommendation 8:*** Utilize the electronic graduation plans specifically designed for migrant on the Migrant Literacy NET to assist secondary migrant students to overcome barriers to graduation.

***Recommendation 9:*** Educate students on the importance of attendance in school and other key essentials for success in school. This includes working with students who have dropped out of school.

***Recommendation 10:*** Provide transportation as needed and practicable to secondary level migrant students for the summer migrant program.

***Recommendation 11:*** Collaborate with Tri Valley Head Start to facilitate early childhood readiness for school and parent involvement.

**vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.**

All local programs who apply for migrant funds for the summer migrant program must describe in the application how they plan to meet the performance targets and measurable

outcomes (MPOs). Districts may choose their own strategies such as (use of the Migrant Literacy NET tutorials and lessons, etc.) to address the performance targets and measurable program outcomes.

The North Dakota Migrant Education Program Administrator keeps close contact with the migrant programs to discuss possibilities for cooperation and collaboration among the programs for the benefit of migrant students. In addition, the state migrant program has maintained a long partnership with Tri Valley Head Start to meet the needs of pre-school migrant children.

The North Dakota Service Delivery plan includes the measurable outcomes that the migrant education program will produce statewide through specific educational or educationally-related services. The measurable outcomes below allows our Migrant Education program to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes also help our state to achieve the State's performance targets. The following measurable program outcomes were developed based on the results and analysis of the North Dakota comprehensive needs assessment.

***Measurable Outcome #1 Reading Comprehension:*** 70 percent of migrant students targeted for reading instruction in the summer program will demonstrate proficiency in specific reading comprehension skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading in order to facilitate reading achievement and progress towards high school graduation.

***Measurable Outcome #2 Writing:*** 70 percent of migrant students targeted for writing instruction in the summer program will demonstrate proficiency in specific writing process skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in language arts in order to facilitate writing achievement and progress towards high school graduation.

***Measurable Outcome #3 Number Sense & Basic Operations in Math:*** 70 percent of migrant students targeted for math instruction in the summer program will demonstrate proficiency in number sense and basic operations based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

***Measurable Outcome #4 Algebra, Patterns and Functions:*** 70 percent of migrant students targeted for math instruction in the summer program will demonstrate proficiency in algebra, patterns and functions based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

***Measurable Outcome #5 Overcoming Academic Barriers to Graduation:*** 70 percent of migrant students targeted for reading, math, and English language instruction in the summer program will demonstrate progress toward proficiency in reading, math and English language fluency based on teacher ratings and/or other assessments of student performance in order to facilitate progress towards high school graduation.

**Measurable Outcome #6 School Attendance:** Overall attendance during the summer program will increase by 10% for all migrant students from the previous year.

**Measurable Outcome #7 Transportation:** Transportation will be provided to and from the summer migrant program for a minimum of 75% of all migrant students who need assistance to attend the program in rural areas.

**vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.**

The effectiveness of the migrant program is assessed through school administrators, teacher, parent surveys, migrant needs assessment, EL Advisor Board and the PAC meetings. These surveys are used in making decisions that affect the overall program and identifies needs of the children. Our local school districts are required to implement programs, activities and procedures for the involvement of parents. This involvement must include, but is not limited to, parents input into the planning, design, and implementation of the migrant programs.

Each summer our migrant centers hold two parent involvement meetings during their seven week migrant program. At these meetings the local parent advisory council elects officers which consists of one migrant parent elected as the parent advisor and one parent as the alternate. A newsletter is sent out during the first weeks of migrant school informing the parents of the PAC meeting dates, times, and locations. All updates regarding the programs will be noted in newsletters throughout the duration of the program. All correspondence with the migrant families are done in English and Spanish. Parents are encouraged to visit the school, or call with comments and concerns. Open discussion is part of every parent meeting.

**viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:**

- 1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and**
- 2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.**

The state has determined that the following indicators shall be used to ensure that the migrant children who meet the definition "priority for services" are given priority for Title I, Part C services:

- scored a Level 1 or Level 2 on the (MAPS) Migrant Achievement & Performance System
- is an English Language Learner
- whose education has been interrupted during the regular school year.

A critical piece of the Comprehensive Needs Assessment is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically.

All district summer migrant programs assign online tutorials lessons from the Migrant Literacy NET, as appropriate, to facilitate proficiency in reading particularly targeting comprehension, math and writing. The Migrant Literacy NET lessons target the priority for service migrant student's needs. North Dakota provides summer program services for migrant students only; there are no academic year programs receiving migrant funding. The state assessment is not administered during the summer. However, teachers were asked to rate student proficiency according to grade level across all North Dakota state content standards in math and Reading using the same 4-point rubric incorporated into the state assessment (4=Advanced, 3=Proficient, 2=Partially Proficient, 1=Novice).

The district service providers will annually review and analyze the migrant student's Migrant Achievement & Performance System (MAPS) and state assessment information and use this information as part of the Title I Migrant Education Program Annual Needs Assessment, Service Delivery Plan and Evaluation.

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

**i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**

Neglected, delinquent, and at-risk programs receiving Title I, Part D funds must demonstrate that a transition process is in place for implementation when students leave correctional facilities and return to schools, districts, or other institutions as well as the transition from locally operated programs to correctional facilities.

North Dakota collects information regarding the bidirectional transition process to support the student's entry into the educational program at the facility or LEA through the Title I, Part D funding application. Applicants must describe how the funds will be utilized to provide support services. These descriptions will also be used to address the effectiveness and progress of the applicant's program when evaluated.

The Title I, Part D funding application for neglected, delinquent, and at-risk programs requires the programs, both at the facility and LEA, to provide transitional activities including GED testing; personal, vocational, technical, and academic counseling; placement programs for post-secondary institutions; information and assistance with financial aid, counseling, job placement, placement procedures for existing students; facilitating arrangements and records and follow-up work with former students.

The NDDPI has informed applicants about the requirement for an increased use of Title I, Part D funds to support transition programs through guidance, assurances, and the annual application process.

The NDDPI will develop implementation timelines, as well as a plan to provide additional training and technical assistance to staff in LEAs and neglected and delinquent institutions.

- ii. **Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.**

#### Program Objectives

The purpose of Title I, Part D is to support the operation of state facilities, correctional facilities, delinquent programs, neglected programs, or local educational agency programs that involve collaboration with locally operated correctional facilities-

- To carry out high quality education programs to prepare youth for secondary school completion, training, employment, or further education;
- To provide activities to facilitate the transition of such youth from the correctional programs to further education or facilitate employment;
- To provide comparable services to neglected children or institutional delinquent children and neglected and delinquent children in community day-school and long-term programs;
- To prevent at-risk youth from dropping out of school and to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent youth, with a support system to ensure their continued education; and
- To provide transitional services in local schools for youth returning from correctional facilities and programs, which will further serve at-risk youth.

#### Program Outcomes

The Office of Federal Title Programs administers the Title I, Part D program. The Office of Federal Title Programs utilizes a variety of elements to assess program effectiveness, including:

- **Application:** The NDDPI has developed an application to gather detailed information about the Title I, Part D programs within North Dakota. This application is required in order to receive Title I, Part D funding. The application contains assurances, narrative descriptive questions, and budget information regarding the Title I, Part D program. Upon receipt at the NDDPI, applications are reviewed and scored based on a developed rubric document. Within the application for Title I, Part D funds, applicants must address several issues with narrative descriptions. The answers to these questions will document the usage of funds for the Title I, Part D funds. These descriptions will also be used to address the effectiveness and progress of the applicant's program when evaluated. Applicants are notified if they receive funding from Title I, Part D funds.
- **Reports:** The NDDPI requires an end-of-year report from all state and local entities receiving Title I, Part D funds. It summarizes both budget and program effectiveness from the year.
- **Monitoring:** Those receiving Title I, Part D funds will be monitored on the required components to assure they are implementing correct policy with the funds.
- **Test Scores:** Program effectiveness will be based on student outcomes. State assessment scores from neglected and delinquent students will be gathered and analyzed. Students in these facilities will be held to the same high standards of quality that all students within North Dakota are held.

#### Accountability

- The state educational agency may reduce or terminate funding for projects under this subpart if a state or local educational agency does not show progress in reducing dropout rates for all students over a three-year period.
- The state educational agency will require correctional facilities or institutions for neglected or delinquent youth to demonstrate, after receiving assistance under this subpart for three years, to show that there has been an increase in the number of youth returning to school, obtaining a secondary school diploma (or its recognized equivalent), and transitioning to postsecondary education, career and technical education, or obtaining employment after such youth are released.
- A program under this subpart that supplements the number of hours of instruction students receive from state or local sources shall be considered to comply with the supplement, not supplant requirements.
- Each state agency or local educational agency that conducts a program under this subpart shall evaluate the program by conducting a needs assessment for future program planning, disaggregating data on participation by gender, race, ethnicity, and age, to determine the program's impact. The results of the needs assessment are to be incorporated into the Title I, Part D application.

#### **D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. **Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:**
  1. **Include a score of proficient on the State's annual English language proficiency assessment;**
  2. **Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and**
  3. **Not include performance on an academic content assessment.**

#### **Entrance and Exit Criteria and Procedures**

North Dakota has established entrance and exit criteria and procedures by reviewing what was previously in place and revising it to meet the needs of all schools in the state. The review was completed by the English Language Program Advisory Committee (ELPAC) which is made up of LEA representatives from across the state, as well as other professionals related to English learner education. The entrance and exit criteria created and approved by the ELPAC was also recommended for approval by the Accountability and Standards Subcommittee and approved by the State ESSA Planning Committee. These two committees include professionals from across the state and represent a wide variety of agencies and LEAs.

North Dakota has established entrance criteria and procedures as follows:

- A statewide Home Language Survey (HLS) is required. The statewide HLS form is Appendix Q. The first page of the survey includes the required elements. The second page contains items the schools will be encouraged to use. The districts also have the option to add items or addenda as they wish beyond the required elements.

- Districts must conduct a screener assessment if another language is present unless there is overwhelming evidence of academic success at the time of registration.
- The required screener options are the WIDA Screener (online or paper) grades 1-12 or WIDA MODEL K-12
- The statewide entrance scores are consistent with the exit criteria. Students must receive 3.5 proficiency level for each domain and 5.0 composite proficiency level to be considered proficient. The WIDA Screener only reports domains in integer values (1.0, 2.0, 3.0, 4.0, 5.0, and 6.0). Therefore, a student receiving a 3.0 in any one domain would qualify for the program. If a student received a 4.0 in each domain, they would not qualify. The composite scores are reported in 0.5 increments (4.0, 4.5, 5.0, 5.5, 6.0).
- Districts may allow teacher referral for students who were not screened due to the information on the home language survey. (Appendix Q) The referral may be investigated by EL staff to determine whether the Home Language Survey is correct or needs to be revised by the parents.
- All potential EL students will be assessed for admission to the EL program within 30 days of enrollment to any school.

North Dakota has established exit criteria and procedures as follows:

- Districts must use the annual ELP assessment (currently ACCESS 2.0) proficiency level scores to approve exit of the EL Program.
  - Cut scores are the same as the entrance criteria with a 3.5 in each domain and a 5.0 required for the composite proficiency level.
  - The composite score is made up of 35% reading, 35% writing, 15% listening, and 15% speaking proficiency levels.
- For students who are never in attendance during the annual ELP testing window, the full screener (MODEL) may be used to exit a student.
- Districts may approve to exit a student with disabilities if the EL team and IEP team (as applicable) including parents or guardians determine the student has plateaued in their growth and the evidence including EL and IEP team documentation shows the student would not further benefit from additional English Language Development instruction, but rather other services as appropriate.

**E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.**

First, the State would like to make clear that tracking of all 21<sup>st</sup> CCLC funds are done separately, and not combined with other federal programs. The SEA's 21<sup>st</sup> CCLC staff tracks all time on a time tracking mechanism to make sure that all time spent on various federal programs are done accurately with no cross over. Three staff are allocated out of 21<sup>st</sup> CCLC funds: the SEA's 21<sup>st</sup> CCLC state director, the fiscal administrator and one support staff employee.

The state director will:

- Make site visits; conduct monitoring reviews;
- Risk-assessment reviews;
- Conduct director meetings; conduct monthly Adobe Connect meetings;
- Assist in research and development of 21<sup>st</sup> CCLC programs;
- Disseminate pertinent information and best practices regarding program;
- Attend trainings and workshops; and conduct trainings and other workshops for stakeholders in the state; and
- Oversee the new evaluation process that focuses on a continuous improvement model.

Specifically relating to the strategies outlined in 6.1A above, the 21<sup>st</sup> CCLC program will correlate in the following manner:

### **1. Great-Teacher/Leaders**

North Dakota's 21<sup>st</sup> CCLC programs must create a relationship with stakeholders in the communities they provide services. This relationship directly extends to principals and teachers. Program directors and site coordinators must have frequent communication with principals and teachers to provide appropriate programming to children and to align curriculum. This bridge promotes collaboration among stakeholders in schools and facilitates transparency. This transparency enables principals, teachers, program directors and site coordinators to improve their practice based on feedback, communication and student data discussions.

Activities that promote collaboration is the yearly self-assessment process, APR and Youth Services data entry, and frequent collaboration on lesson planning and implementation.

### **2. Continuous Improvement**

North Dakota 21<sup>st</sup> CCLC programming helps in the continuous improvement process by providing children below, at and above the poverty line access to quality out-of-school programming. This programming provides students a safe, nurturing environment and an education anchored in a **STEAM** curriculum.

North Dakota 21<sup>st</sup> CCLC programs also requires a thorough needs assessment to address and find issues programs might have and improve them. In addition, the program dictates a strong and positive working environment with teachers, principals and parents. This transparency enables growth and improvement within the program and schools.

Additionally, all ND 21<sup>st</sup> CCLC programs are reviewed by a certified evaluator. A new Evaluator RFP has been produced and currently under bid. The RFP outlines that the new Evaluator use an evaluation based on continuous improvement. This evaluation must help sub-grantees identify strengths and weaknesses, and use findings to improve their 21<sup>st</sup>

CCLC program, and attain GPRA measures. The SEA will monitor the Evaluator, the evaluation process and outcomes. The State director will work with sub-grantees to provide technical assistance to implement new strategies to help them improve and to correct any findings found in the evaluation.

### **3. Equity**

North Dakota 21<sup>st</sup> CCLC programs prioritize that children living at or below the poverty line have access to services. In addition, a school in which not less than 40 percent of the children are from low-income families is eligible for “school-wide” status. This means, if a school is deemed “school-wide” all students in the school may participate in the program. However, programs may have a sliding payment scale for children to participate, nevertheless, 21<sup>st</sup> CCLC programs prohibit the refusal of children from participating in the program based on socio-economic status and ability to pay. Research has proven that this at-risk population is most in need of out-of-regular-school-hours programming. North Dakota 21<sup>st</sup> CCLC programs do this by providing an equitable and stable education; environment that promotes children’s academic success. Funds for 21<sup>st</sup> CCLC programs will be distributed equitably via a state formula based on amount of dollars allocated by the Federal Government and the number of 30 day regular attendees. Last year’s allocation per student was \$1,135 per student. In addition, no program will be allocated funds of less than \$50,000 dollars per year as long as they meet a minimum threshold of participating students.

### **4. Local Control Opportunities**

The NDDPI encourages all eligible entities to apply for 21<sup>st</sup> CCLC grants. The NDDPI publishes RFP’s publically and all applications are peer reviewed by non-objective reviewers and selected via the competitive RFP process. The NDDPI provides information and resources to all applicants such as bidders’ workshops, technical assistance for applicants and other web-based trainings such as webinars. However, we do not force programs or ideas upon local communities. These decisions are strictly up to the stakeholders in the community.

For LEA’s to be eligible, they must meet certain criteria. For example, the LEA must provide proof they provide safe and healthy learning environments, how they provide transportation to and from sites if applicable, and how they will communicate information with the community.

### **5. ECE**

The State of North Dakota is making a concerted effort to provide more enriching Early Child Education opportunities to our youngest children. The professional expertise and current data indicates the strong need to begin addressing how to engage school-age after school programs for pre-kindergarten-aged children. This includes collaboration with the NDDPI’s 21<sup>st</sup> CCLC program, ND Bright and Early, Head Start, school districts, special education units, and the State legislature. We are making tremendous headway in the

latter, for example the ND State Legislature voted to provide preschool grants to low income families during the last session.

On the State level 21<sup>st</sup> CCLC State Director is working closely with the NDDPI's Office of Early Learning to explore how to implement a quality improvement system for out-of-school-time care for North Dakota young children. The NDDPI is engaged with early care and education state agencies and experts from the National Center on Afterschool and Summer Enrichment (NCASE) to identify our potential levels of change on the Center's core quality elements.

The primary focus of the NCASE work group is to form a peer learning community involving all early care and education stakeholders. Below is further clarification from NCASE:

The goals for this community are to identify and share promising practices for quality improvement and Quality Rating and Improvement Systems (QRIS) that include school-age programs, including defining and measuring program quality with standards and assessments. This PLC will use an implementation science framework, with a focus on stages and continuous quality improvement using materials that support the framework. This PLC addresses the "Support Continuous Quality Improvement" Office of Child Care Priority. (NCASE, 2016, p. 1).

There will be no mandate that sub-grantees work with ECE organizations; however, the State strongly recommends they do so.

#### **6. NMSI Laying the Foundation Professional Development Program for Targeted and Comprehensive Support Schools**

The NDDPI will be exercising flexibility in the state's Transfer authority (Title V Part A §5101). The NDDPI will annually transfer 1% of state administrative funds from Title IV, Part B 21<sup>st</sup> Century Community Learning Centers to Title II, Part A Preparing, Training, and Recruiting, High-Quality Teachers, Principals, or Other School Leaders.

These transferred funds will be dispersed to schools with targeted support or compressive support designations. The School Support Professional Development Grants will enable schools identified for targeted and comprehensive support to obtain access to and participate fully in high quality professional development. The NDDPI believes supporting professional development of high quality will assist these schools in meeting their goals and improving academic performance.

It is recognized funds that transfer toward Title II Part A will be subject to the rules and requirements of the Title II Part A program.

- ii. **Describe the SEA’s processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.**

### **Overview**

Every three to five years North Dakota holds a Request for Proposal (RFP) grant competition for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program. Eligible entities can apply individually or as a consortium to receive federal funding for afterschool programming. Eligible entities that form consortiums will receive competitive priority points on their 21<sup>st</sup> CCLC grant application. The RFP award application will be developed in consultation with the Governor and other state agencies responsible for administering youth development programs.

### **Processes**

**Communication to Public.** The NDDPI makes a concerted effort to communicate the 21<sup>st</sup> CCLC program, its benefits, and application process when funds are made available. This communication comes in the form of press releases, posting to the NDDIP website, and emailing all superintendents in the State, this includes both public and private schools.

**Private School Communication.** Regarding, private schools, the NDDPI mandates that REAs and other sub-grantees enter into a Consortium agreement. This Consortium agreement requires sub-grantees to openly communicate and invite private schools into the agreement. More on the Consortium below.

**The Consortium.** A consortium is a group of local education agencies (LEA) and community based organizations (CBO) that apply as one entity for a North Dakota 21<sup>st</sup> CCLC grant. Each LEA and CBO must enter into a consortium agreement. There are numerous parts and steps required in the consortium agreement.

Consortium Agreement:

1. The consortium must identify which LEA or CBO will be the sub-grantee. The sub-grantee receives the grant and is also the grant administrator. In situations where the grant administrator and fiscal agent are different, the consortium must submit a document stating how the 5% administrative set-aside will be split.
2. A fiscal agent must be identified for the consortium. The fiscal agent must be able to reimburse the members of the consortium and operate normally while waiting for reimbursement from the state. Reimbursement is usually two-three weeks after the state receives the request for funds. To verify this, the fiscal agent will need to submit a cash flow statement from their general fund.
3. Each LEA and/or CBO must submit a letter to the sub-grantee stating they want to be a part of the consortium. The letter must also state they are approving the consortium to apply for the grant on their behalf.

4. A consortium agreement is for the life of the 21<sup>st</sup> CCLC grant.  
*Ex. If the grant is a three-year grant, each member of the consortium will remain a part of the 21<sup>st</sup> CCLC grant for a three-year period until the grant ends and as long as they are in good standing in regard to 21<sup>st</sup> CCLC guidance and regulations.*

### **Additional Application Guidelines**

**Partnerships.** All applicants must outline their partnerships –and quality of partners –during the application process. Applicants must include a list of all community partners, the services provided by the partners, and partner verification of involvement in the 21<sup>st</sup> CCLC program.

The application requires sub-grantees to create a needs-assessment, which outlines how the program will work with the community to fill a gap of services. The applicant must be willing to collaboratively work with community, non and for profit organizations and faith-based organizations.

**Family Involvement.** Applicants must provide how they will meet the needs of families. This include a concerted effort to reach out to families, how they reached out to families create the application and used their input to implement the program.

**The Fiscal Agent.** The LEA that is selected to be the fiscal agent must identify the authorized representative for the 21<sup>st</sup> CCLC grant. The fiscal agent will identify the authorized representative by submitting their board minutes stating who has been approved to be the authorized representative. The signature of the authorized representative is required on all 21<sup>st</sup> CCLC documents.

### Monetary Requirements

The 21<sup>st</sup> CCLC grant operates on a reimbursement basis. This requires the fiscal agent to be able to disburse funds ranging between \$25,000 - \$120,000 for program expenses from their general fund and operate normally until reimbursement from the state is received. The amount of expenses for each 21<sup>st</sup> CCLC fiscal agent depends on the size of the program.

### Reporting Requirements

The fiscal agent, in collaboration with each program director, is required to submit a number of reports. Each report is required to be submitted in a timely fashion. Below you will see a list of these reports along with a description and due date.

- Request for Funds (SFN 14660)- 15<sup>th</sup> of each month  
This is the report used to request reimbursement for expenses paid by the fiscal agent. The authorized representative and program director need to communicate to make sure the expenditures are correct and allowable.

- Monthly Excel Spreadsheet -15<sup>th</sup> of each month  
The excel spreadsheet tracks monthly expenditures for each line item of the grantee's approved budget. The authorized representative and program director need to communicate to make sure expenditures are correct as well as identify any data entry errors.
- Grant Revision Request (SFN 9035)- Anytime during the grant period  
Grant revisions also known as budget revisions are used to move funding from one-line item to another. The program director will contact the authorized representative if there is a need for a grant revision.
- Mid-Year/Final Financial Report (SFN 7822)  
This report is required to close out the grant period. It summarizes expense payouts by the fiscal agent and reimbursements sent by the North Dakota Department of Public Instruction (NDDPI). The authorized representative and program director will communicate to make sure all amounts are correct.
- Continuing Application  
Each 21<sup>st</sup> CCLC program is required to submit a continuing application each year to remain a 21<sup>st</sup> CCLC grantee. This application requires the signature of the authorized representative in three sections:
  - The application - one page narrative that includes what projects sub-grantees are working on, goals of the program, and progress on these goals; and other interesting facts of the program.
  - The general assurances - assurances include agreement to comply all federal laws and regulations, transportation of students, health and safety of the environments, the grantees willingness to collaborate with other entities and use of funds, the grantees agreement to supplement not supplant federal funds.
  - The budget
 The authorized representative and program director will work together to complete the above sections of the continuing application.

## **Role of the Grant Administrator**

### Hiring

The grant administrator has all hiring authority for the 21<sup>st</sup> CCLC program. The administrator can decide what the best practice will be for hiring for their consortium. They can leave it up to the individual LEAs and CBOs to hire for their sites or the grant administrator can hire the program staff.

### Monitoring

The grant administrator is responsible for monitoring each site to ensure they are in compliance with their grant application, meeting principles of effectiveness, using funds on

allowable expenditures, monitoring progress toward application goals, and complying with all signed assurances. Monitoring the sites of a consortium is not limited to an on-site monitoring visit. The purpose of monitoring is to ensure there is ongoing communication between the program administrator and all sites that are a part of the consortium year round. This was an area of concern when the North Dakota 21<sup>st</sup> CCLC state office was monitored by the U.S. Department of Education (USDE). It was made clear that monitoring is not limited to on-site visits, but must include multiple monitoring activities. There are a number of monitoring activities; below are some examples. It needs to be noted that any monitoring activity must have documentation to validate it occurred.

#### Examples of Monitoring Activities:

- Annual on-site monitoring visits (Required)
- Quarterly desktop monitoring calls
- Fiscal spreadsheets
- Monthly conference calls with staff
- Technical assistant calls and publications
- Communication of statewide evaluation to personnel

The grant administrator will be held accountable for monitoring all of the schools that are part of the 21<sup>st</sup> CCLC consortium through all the various methods described.

#### Reporting Requirements

- Quarterly Project Narrative Report (SFN 9013)  
Program directors are responsible for completing and submitting quarterly reports. These reports will summarize what has been taking place in their program over the months being reported on.
- Continuing Application  
The program director will need to submit an annual continuing application.
- Posting of Annual Evaluation  
The program administrator is responsible for posting the results of the annual program evaluation on their website as well as notifying the public of the results.

#### Accountability

Since the grant administrator is the LEA or CBO that is the sub-grantee, they are accountable for making sure all sites are in compliance with the grant. The grant administrator must also be in compliance with the grant. The grant administrator must have all documents listed on the state monitoring tool on file.

#### **Priorities**

The priority of 21<sup>st</sup> CCLC program is provide a safe, nurturing and educational out-of-school-time environment to students in North Dakota. Schools in which 40% or more of the students

are on free or reduced lunch will receive a priority for programing. Below are priorities in further detail.

Eligible applicants may include Local Educational Agencies (LEAs) and/or CBO. These may include faith based organizations, institutions of higher education, city or county government agencies, for-profit corporations and other public or private entities, or a consortium of two or more of such agencies, organizations, or entities. State will give priority to regions of the state not currently being served.

There are three types of priorities for this competition: absolute, invitational, and competitive. The **absolute priority** is a strict requirement for each application, while the **invitational priority** is strongly encouraged, but not strictly required. Applications that address the **competitive priority** receive preference points. Each priority for this competition is discussed below.

### **Absolute Priority**

The State will fund only those applications that:

1. Serve schools that meet the threshold poverty requirement of 40% free and reduced lunch or are operating as Title I school-wide program.
2. Offer activities that provide expanded learning opportunities for eligible children and youth in the community.
3. In the case of extension of the “school-wide” definition, meaning schools that have less than 40% free and reduced lunch and are deemed “school-wide.” Sub-grantees shall create a scoring system that fully utilizes granted funds from the state, and distributes and prioritizes funds to the neediest of the neediest schools without hurting services.

### **Invitational Priority**

The state strongly encourages applications for projects that will meet the three criteria set out below; however, an application that meets these invitational priorities does not receive competitive or absolute preference over other applications:

1. Serve student populations that are at-risk, including students from high poverty areas; students with limited English proficiency; and students who, due to other considerations, are recognized as not achieving at the level of other students.
2. Promote parental involvement through program implementation.
3. Serve students attending high-need rural and urban communities that have low achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after school centers.

### **Competitive Priority**

The State may select an application that meets these competitive preferences over an application of equivalent merit. Preference will be given to applications that:

1. Are jointly submitted by a consortium of eligible entities.

2. Will serve students and the families of those students who attend schools that have been identified as Title I program improvement and Targeted Support schools.
3. Provide services to students attending highly rural LEAs.

### **Use of Set-Aside Funding**

The State will utilize the 7% set-aside granted under ESSA. Two percent (2%) will be allocated for administrative costs. Administrative costs include but are not limited to:

Sec. 4202. (2)(c)(B) “establishing and implementing a rigorous peer review process for subgrant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities);

“(C) awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).” The SEA budget and track expenditures that qualify under the 2% maximum to cover the allowable costs.

Five percent (5%) of set-aside funds will be used for Technical Assistance and State Activities as designated under ESSA:

Sec. 4202. (3) STATE ACTIVITIES.—A State educational agency may use not more than 5 percent of the amount made available to the State under subsection (b) for the following activities:

- (A) Monitoring and evaluating programs and activities assisted under this part.

*Including:*

*Academic activities, arts and music activities, entrepreneurial education, tutoring, programs for EL students, recreational activities, STEM activities, telecommunication activities, programs that promote parental involvement, etc. In addition, monitoring of non-academic activities such as safe environments, information dissemination, and travel for students.*

*Sub-grantees will be monitored using data as well. This includes imputing of APR data, and the sub-grantees use of data and best practices to make insightful and proper decisions regarding programing.*

*Sub-grantees will be monitored on their collaboration with private and public schools their students attend.*

*Sub-grantees will be monitored on implantation research and best practices and implementation of performance measures.*

- (B) Providing capacity building, training, and technical assistance under this part.

- (C) Conducting a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.

*The SEA will formally communicate these evaluations, recommendations and corrective actions.*

- (D) Providing training and technical assistance to eligible entities that are applicants for or recipients of awards under this part.
- (E) Ensuring that any eligible entity that receives an award under this part from the State aligns the activities provided by the program with the challenging State academic standards.
- (F) Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.
- (G) Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve State policies and practices to support the implementation of effective programs under this part.
- (H) Coordinating funds received under this part with other Federal and State funds to implement high-quality programs.

*This includes transfer of 21<sup>st</sup> CCLC funds to Title II to work Department of Public Instruction state level initiatives and projects: E.g., Consolidated Applications, training of staff and LEA's, administration, professional development and other allowable activities under Title II.*

- (I) Providing a list of prescreened external organizations, as described under section 4203(a)(11).

### **Audit and Fiscal Policy**

Regarding audits and fiscal policy, the State Auditor's Office audits the SEA every three to five years to ensure fiscal integrity. The audit ensures that fiscal records are maintained for at least five years then shredded. After the audit the Auditors Office will meet the SEA and review the findings. If there is a Formal finding, the SEA will take immediate corrective action. At the sub-grantee level, the SEA will financially audit them during their yearly review.

The state is currently working on the new RFP that will align with ESSA will be completed in the upcoming months.

### **F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. **Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.**

Historically, North Dakota has only had one to two LEAs eligible under the Rural and Low-Income School (RLIS) formula in a given year. LEAs receiving RLIS funds will be encouraged to use these funds in partnership with other federal and state funding.

LEAs will be required to use funds available from the RLIS Program to support evidence-based strategies which will be driven by each LEAs Comprehensive Needs Assessment. When applying for the RLIS funds, eligible LEAs will need to:

- Describe each activity they plan to undertake with the Rural and Low-Income Schools funds (be specific). Indicate for each activity 1) the amount needed; 2) the goal the activity addresses (Goal 1, 3, or 4 from the RFP); and 3) the ID code (see the ID numbers from the Allowable Uses of Funds section of the RFP).
- Describe how the plan will increase student achievement. Also, describe how the Rural and Low-Income School plan aligns and coordinates with federal Title programs indicated on the 2016-2017 Consolidated Application for federal Title funding that was submitted to NDDPI.

LEAs participating in the RLIS program will be supported and provided with technical assistance, as there are unique needs that rural school districts face because they frequently lack adequate personnel and resources. North Dakota provides regional technical assistance and trainings to all districts to support them in the completion of their consolidated application and through workshops each spring to provide federal updates and guidance. This process provides one-on-one assistance per district requests to address any questions, and troubleshoot any concerns.

The NDDPI, Division of Student Support & Innovation, assigns all schools a contact person for technical assistance and support throughout the year. NDDPI staff will be responsible for reviewing all reports for the schools under their purview, in coordination with the SEA grant application review process. This ongoing, multi-tiered, detailed review process ensures the grantee is on the right track during school and when closing out at the end of the program year. The liaisons keep in close contact with their assigned schools by gathering information, answering questions on issues, acting as a guidance coach, and tracking a school's needs and efforts in a very comprehensive manner.

Technical assistance and support is also provided by the NDDPI through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences). Additionally, support and assistance is provided in collaboration with our partners; such as the Regional Education Associations and statewide universities.

#### **G. McKinney-Vento Act.**

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.**

Identification of students experiencing homelessness is the primary responsibility of Local Educational Agencies (LEAs). The State Education Agency (SEA) provides extensive professional development in addition to technical assistance to LEAs in order to assist with the proper identification of students experiencing homelessness.

#### **Process**

All districts are required to provide a housing questionnaire to students at the beginning of each school year including new students entering the district. This questionnaire is the first step in identifying students experiencing homelessness. If the questionnaire denotes that a student may be experiencing homelessness, the student is promptly referred to the McKinney Vento liaison. Professional development will be provided on the prompt resolution of disputes and districts will be requested to implement a timeline to ensure prompt resolution of

disputes. The state will also implement a time line to ensure prompt resolution. The liaison then conducts a strengths/needs assessment to determine and prioritize the needs with the guardian and student or unaccompanied minor in order to determine if they meet the definition of experiencing homelessness as well as to determine the prioritized needs. If the student meets the definition as experiencing homelessness, they are entered into the data collection systems; STARS and PowerSchool.

### **Professional Development**

The SEA provides regular professional development to liaisons and administrators on the identification of students experiencing homelessness. The professional development provided includes various critical elements related to the identification of students experiencing homelessness

- Necessary elements to include on housing questionnaire
- Internal process on how to sensitively and properly identify students experiencing homelessness
- Assisting liaisons on conducting professional development for staff on identifying students that may be experiencing homelessness
- Assisting liaisons on conducting professional development for staff who are involved in administrating the housing questionnaire
- How to conduct a strengths and needs assessment with families and students experiencing homelessness
- Collection of data
- Posting of educational rights of students experiencing homelessness
- Partnering with community to better identify students who are experiencing homelessness
- The above includes only some of the topics which are covered by the professional development provided by the SEA to assist and support districts in the proper identification of students experiencing homelessness. The professional development provided is both face-to-face as well as a series of on-going webinars. Liaisons and administrators are alerted to professional development opportunities through memos and newsletters. Webinars which are provided are recorded and posted to the NDDPI website for reference and review. E-mails are sent to liaisons and administrators which include the PowerPoint, webinar link along with supporting documentation for the presentation.

### **Technical Assistance**

The SEA provides on-going technical assistance to the field. The SEA encourages liaisons, administrators, and other staff through webinars, memos, and newsletters to contact the NDDPI directly with any specific issues. A good deal of the SEA's time is focused on answering calls from the field to provide technical assistance in specific situations inclusive of identification of students experiencing homelessness. The SEA also provides memos on specific issues to provide more clarification to the field. This occurs on a regular basis.

### **Resources**

The SEA provides and highlights various resources to assist liaisons in properly identifying students experiencing homelessness. Resources that are provided include, but are not limited, to the following;

- Notification of NCHE resources

- Newsletter created and dispersed to liaisons, administrators and other key stake holders
- Sample housing questionnaire
- Sample strengths and needs assessment document
- Website providing resources and information on identification of students experiencing homelessness

### **Monitoring**

The SEA monitors districts on a regular basis. The sites monitor in collaboration with sites monitored under Federal Title I provisions, sites allocated grant awards and those which are target monitored based on risk factors. The monitoring process implemented by the SEA is transparent. The monitoring template is on the NDDPI website and professional development is provided on monitoring. There are several monitoring elements related to the proper identification of students experiencing homelessness.

The SEA also requires liaisons to attend at least three webinars per year. This is tracked by the SEA. The liaisons are also required to attend one face to face meeting. This is also tracked by the SEA.

### **Assessment of Data Elements/Data Collection**

The SEA analyzes various forms of data to determine if LEA's are correctly capturing/identifying students experiencing homelessness. One example of how the SEA assesses this is through yearly comparative analysis of district identification of students experiencing homelessness. The SEA monitors the numbers of identified students experiencing homelessness over numerous school years. If there is a significant increase or decrease the SEA contacts the district to determine the reason for the increase/decrease in students identified as experiencing homelessness. The SEA also tracks calls from districts inquiring about the identification of students experiencing homelessness and specific situations. This documentation is reviewed and compared to the district numbers. If there is a district where there is no identification of students experiencing homelessness is noted, but a call was issued from the particular district the SEA follows up in regard to this situation.

The SEA works internally with entities to enhance and improve the data collection process in order to ensure that it collects the necessary data required. Currently, two systems capture the identification of students experiencing homelessness; STARS and Power School.

- ii. **Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.**

### **Process**

The primary responsibility of providing professional development to educators, staff, administration, and community members is that of the LEA and McKinney-Vento liaison. Liaisons are required to provide professional development to educators, staff, administration and community members. The specific professional development is left up to the district liaisons and the specific needs of the district. Liaisons are encouraged to provide professional development that address the specific needs of their particular district. Not all districts have

the same needs, thus, professional development needs to be culturally sensitive to the climate of each district.

### **Professional Development**

The SEA provides regular professional development to liaisons and administrators on the identification of students experiencing homelessness. The professional development provided includes various critical elements related;

- Dispute and prompt resolution
- Unaccompanied youth; inclusive of homeless and runaway youth
- Fees, fines and absences related to the experience of homelessness
- Extracurricular activities and students experiencing homelessness
- Enrollment procedures and protocols
- Barriers of students experiencing homelessness
- Title I and students experiencing homelessness
- Comparable access to summer school, online learning, Advance Placement courses and all other academic supports and resources
- Comparable services
  
- In order to facilitate LEA identification of youth who are runaway and homeless youth, the NDDPI will provide training and technical assistance to both new and veteran liaisons through the development of valuable training tools, resources, guidance, and a series of recorded webinars. These items are focused on the liaison's role in identifying homeless and runaway homeless youth, sample forms for registration, dispute resolution policy and templates, questionnaires, needs assessment forms, liaison job descriptions, data entry and tracking, and other district resources. Additional trainings may be added based on input from the field and the liaisons. Guidance, resources, and trainings will be available in the NDDPI website.
  
- Each year surveys are sent out to liaisons and to administrators listing a variety of topics for webinars. Liaisons and administrators are asked to rank in order of importance and also offer other topics that they would like to have addressed. Based on this feedback a webinar schedule is determined. All webinars are recorded and posted to website as well as sent out to liaisons. This ensures the SEA is not only ensuring liaisons and administrators are educated on McKinney Vento regulations but also provides an understanding as to the needs in the field.

### **Technical Assistance**

The SEA provides on-going technical assistance to the field. The SEA encourages liaisons, administrators and other staff through webinars, memos and newsletters to contact NDDPI directly with any specific issues. A good deal of the SEA's time is focused on answering calls from the field to provide technical assistance in specific situations inclusive of identification of students experiencing homelessness. The SEA also provides memos on specific issues to provide more clarification to the field. This occurs on a regular basis.

### **Resources**

The SEA provides and highlights various resources to assist liaisons in properly identifying students experiencing homelessness. Resources that are provided, include, but are not limited, to the following:

- PowerPoints which can be adapted for liaisons to utilize to provide professional development to educators, staff and community partners on various issues relating to homelessness
- Notification of NACHE resources and webinars
- Website providing resources and information on identification of students experiencing homelessness
- Newsletter created and dispersed to liaisons, administrators as well as other key stake holders
- Various guidance is provided to staff (inclusive of Guidance for Enrolling Homeless Unaccompanied Youth)

### **Monitoring**

The SEA has a self-monitoring tool which is displayed on the NDDPI website and professional development is provided on the tool. This tool provides liaisons and administration information as to the necessary actions to implement in order to meet McKinney Vento. One of the components in the tool addresses the necessity to provide professional development to educational staff, administrators and community members. The SEA also requires liaisons to attend at least three webinars per year. This is tracked by the SEA. The liaisons are also required to attend one face to face meeting. This is also tracked by the SEA.

Monitoring is completed yearly in three tiers; monitoring collaborative with federal title I, monitoring of McKinney Vento sites and monitoring based on risk analysis.

### **Data Elements**

The SEA requires that liaisons attend at least three webinars a year. The liaisons can determine what webinars they attend as each district has unique needs. The SEA tracks the attendance at the webinars and reaches out to those liaisons and districts who do not comply with the determined professional development.

### **iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.**

#### **Process**

The dispute resolution process for LEA's is as follows;

- If there is a dispute, the liaison notifies the state homeless coordinator regarding the dispute.
- The state homeless coordinator documents the cause of the dispute
- The state homeless coordinator contacts the LEA enrollment contact to discuss the issue and explain the contact will be followed with a letter detailing the requirements of the McKinney-Vento Homeless Education Assistance Act. The LEA will be informed the school must immediately contact the last school the student attended to obtain relevant academic and other records and the student must immediately be admitted to the school in which he/she is seeking enrollment, while the dispute is being resolved.
- The State Homeless Coordinator sets up a meeting with the following individuals—the LEA enrollment representative, the LEA liaison, parents of the student, homeless service providers, and the state homeless coordinator to resolve the issue in a calm, respectful manner.

- If the school does not comply with the Act, the case will be referred to the NDDPI Superintendent.
- If a resolution cannot be reached between the complainant and the school district, the dispute may be appealed to the United States Department of Education.
- The SEA will share the dispute policy and procedure with members of the State Homeless Coalition to gather their input and recommendations. The policy and procedures will also be shared at a meeting with McKinney-Vento Act grantees. After changes are made based on these recommendations, the dispute policy and procedures will be published on the Education of Homeless Children and Youth website at [www.dpi.state.nd.us/title1/homeless/index.shtm](http://www.dpi.state.nd.us/title1/homeless/index.shtm) and included in a mailing.
- All North Dakota schools have been informed of the policy and procedures for the resolution of disputes.

### **Professional Development**

The more knowledgeable liaisons and school staff are about the law and skilled in working with families and students experiencing homelessness, the less likely errors or misunderstanding will arise and become contentious enough to require formal dispute processes at the local and state levels. Thus, the SEA provides on-going professional development and technical assistance to liaisons in order to assist them in carrying out their roles within their district. The SEA will implement a component in the professional development on the prompt resolution of disputes. Districts will be asked to ensure a timeline once a dispute has been received. As stated previously, the SEA provides various opportunities to educate and inform liaisons and administrators on the rights of students experiencing homelessness, best practices, policies and procedures that assist students experiencing homelessness to meet high academic standards and participate to the full extent in extracurricular activities. The following professional development is provided to liaisons and administrators addressing issues related to dispute resolution:

- Prompt resolution of disputes
- McKinney-Vento Law
- Dispute resolution process
- Identification of students experiencing homelessness
- Students rights in relation to extracurricular services
- Comparable services
- Educational placement

### **Technical Assistance**

The SEA provides on-going technical assistance to the field. The SEA encourages liaisons, administrators and other staff through webinars, memos, and newsletters to contact NDDPI directly with any specific issues. A good deal of the SEA's time is focused on answering calls from the field to provide technical assistance in specific situations inclusive of identification of students experiencing homelessness. The SEA also provides memos on specific issues to provide more clarification to the field. This occurs on a regular basis.

## **Resources**

The SEA provides and highlights various resources to assist liaisons in properly identifying students experiencing homelessness. Resources that are provided include, but are not limited, to the following:

- Notification of NACHE resources and webinars
- Website providing resources and information on dispute resolution
- Newsletter created and dispersed to liaisons, administrators and other key stake holders,
- Template of sample dispute resolution documentation
- Template of dispute resolution policy for districts

## **Monitoring**

The SEA has a self-monitoring tool which is displayed on the NDDPI website and professional development is provided on the tool. This tool provides liaisons and administration information as to the necessary actions to implement in order to meet McKinney Vento. One of the components in the tool ensures that there is a policy in place in regard to dispute resolution and protocol which is followed. The webinar that focuses on dispute resolution will go over the issue of 'prompt resolution' and what that means. This will also be incorporated into the monitoring tool.

The SEA also requires liaisons to attend at least three webinars per year. This is tracked by the SEA. The liaisons are also required to attend one face to face meeting. This is also tracked by the SEA.

Monitoring is completed yearly in three tiers; monitoring collaborative with federal title I, monitoring of McKinney Vento sites and monitoring based on risk analysis.

## **Assessment of Data Elements**

The SEA documents all calls regarding a dispute as well as possible dispute issues. This document is reviewed annually and professional development is provided if the SEA notes any trends. Also, if there are particular districts in which disputes are occurring on a regular basis the SEA will reach out to the district and provided specific professional develop and technical assistance to the district.

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.**

## **Process**

Students experiencing homelessness transferring into a new school district are enrolled immediately and begin attending classes and fully participating in activities regardless of the lack of documentation which may include vaccination information, credit information or other critical documents. The liaison works with the parent, student or unaccompanied minor to acquire these documents from the previous school; however, this does not stand in the way

of enrollment. LEA's are required to develop, revise and review policies to remove barriers to enrollment and retention of students experiencing homelessness.

### **Professional Development**

Professional development is provided to local liaisons and administrators on various topics related to ensuring students experiencing homelessness are enrolled immediately and retention is addressed.

The topics addressed with professional development under McKinney-Vento Law ensures equal access including identifying and removing barriers. They include, but are not limited to the following:

- Residency
- Issues of guardianship
- Dress code
- Waiver of fees, fines
- Absences if related to experience of homelessness
- Strategies for ensuring full academic and extracurricular participation
- Waiving fees including enrollment or retention due to outstanding fee and fines
- Transportation
- Comparable services
- Development of resources to support extracurricular activities
- Strategies for obtaining documents such as birth certificate and other vital records
- Defining enrollment
- Immunizations

### **Technical Assistance**

The SEA provides on-going technical assistance to the field. The SEA encourages liaisons, administrators and other staff through webinars, memos, and newsletters to contact the NDDPI directly with any specific issues. A good deal of the SEA's time is focused on answering calls from the field to provide technical assistance in specific situations inclusive of identification of students experiencing homelessness.

### **Resources**

The SEA provides and highlights various resources to assist liaisons in properly identifying students experiencing homelessness. Resources that are provided include, but are not limited, to the following:

- Notification of NACHE resources and webinars
- Website providing resources and information on dispute resolution
- Newsletter created and dispersed to liaisons, administrators as well as other key stake holders

### **Monitoring**

The SEA has a self-monitoring tool which is displayed on the NDDPI website and professional development is provided on the tool. This tool provides liaisons and administration information as to the necessary actions to implement in order to meet McKinney Vento. One of the components in the tool ensures that students experiencing homelessness are immediately enrolled.

- v. **Describe the SEA's procedures to ensure that homeless children and youths:**
1. **Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**

Head Start follows federal guidance provided to them in regard to children identified as homeless. Currently, spots are not held, but the children who are identified as homeless are placed at the top of the waiting list. Professional development will be offered to them regarding McKinney-Vento requirements. The SEA will work to develop a strong relationship with Head Start in order to streamline processes. The SEA will also develop Professional Development and guidance for preschools administered and funded by LEAs to develop uniformed protocols concerning enrollment.

2. **Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and**

Professional development will be conducted with liaisons and other school personnel to educate about the law and the rights of youth and children identified as homeless. The SEA will work with the North Dakota High School Activities Association, NDDPI special education, gifted and talented programs, and other areas where barriers may exist to educate about the regulations and provide support for implementing change within school/district.

3. **Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.**

#### **Process**

The local liaisons have the primary responsibility to ensure students experiencing homelessness have access to local nutrition programs. The SEA assists with this by providing professional development and technical assistance. Upon identification of a student being homeless, students are enrolled in the free lunch program. North Dakota also utilizes an automated data matching system which will ensure that youth who are identified as experiencing homelessness will be ensured free lunch will be offered to them.

#### **Professional Development**

Professional development is provided to local liaisons and administrators on various topics related to ensuring students experiencing homelessness has access to free lunch program. Professional development is conducted by State Homeless Coordinator as well as representatives from the NDDPI Food and Nutrition Division. This is to ensure cross-training to both liaison and food nutrition staff within the district.

#### **Technical Assistance**

The SEA provides on-going technical assistance to the field. The SEA encourages liaisons, administrators and other staff through webinars, memos, and newsletters to contact the NDDPI directly with any specific issues. A good deal of the SEA's time is focused on answering calls from the field to provide technical assistance in specific situations inclusive of identification of students experiencing homelessness. The SEA also provides memos on specific issues to provide more clarification to the