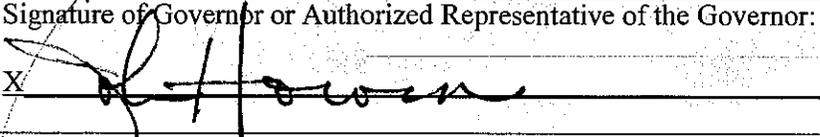
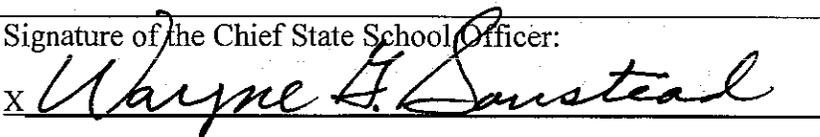


**STATE FISCAL STABILIZATION FUND PHASE II APPLICATION**

**PART 1: APPLICATION COVER SHEET**

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): John Hoeven, Governor Office of the Governor State of North Dakota	Applicant's Mailing Address: Governor John Hoeven Office of the Governor 600 East Boulevard Avenue, 1st Floor Bismarck, ND 58505-0001
State Contact for the Education Stabilization Fund	
Name:	Mr. Robert Marthaller
Position and Office:	Assistant Superintendent North Dakota Department of Public Instruction
Contact's Mailing Address:	North Dakota Department of Public Instruction 600 East Boulevard Avenue, 11th Floor Bismarck, ND 58505
Telephone:	701-328-2267
Fax:	701-328-2461
E-mail address:	rvmarthaller@nd.gov
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name):  Governor John Hoeven	Telephone:  701-328-2200
Signature of Governor or Authorized Representative of the Governor: <input checked="" type="checkbox"/> 	Date:  1/8/10
Recommended Statement of Support from the Chief State School Officer (Optional) The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name):  Dr. Wayne G. Sanstead, State Superintendent	Telephone:  701-328-4570
Signature of the Chief State School Officer: <input checked="" type="checkbox"/> 	Date:  1-8-10

## **PART 2: MAINTENANCE-OF-EFFORT INFORMATION**

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.<sup>1</sup>
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

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<sup>1</sup> Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

**PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA**

**SPECIAL NOTES:**

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

**1. Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

<b>FY 2006</b>	<b>\$ <u>235,787,298</u></b>
<b>FY 2009</b>	<b>\$ <u>379,507,655</u></b>
<b>FY 2010*</b>	<b>\$ <u>289,758,145</u></b>
<b>FY 2011*</b>	<b>\$ <u>432,967,813</u></b>

(\* Provide data to the extent that data are currently available.)

**2. Levels of State support for public institutions of higher education** *(enter amounts for each year):*

<b>FY 2006</b>	<b>\$ <u>158,102,092</u></b>
<b>FY 2009</b>	<b>\$ <u>214,629,302</u></b>
<b>FY 2010*</b>	<b>\$ <u>221,553,859</u></b>
<b>FY 2011*</b>	<b>\$ <u>230,596,873</u></b>

(\* Provide data to the extent that data are currently available.)

**3. Additional Submission Requirements:** In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

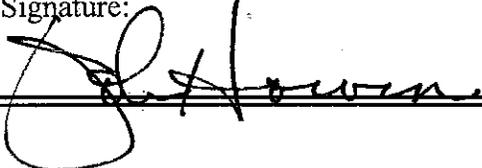
**Refer to Appendix A for the supporting narrative to section 3.**

**PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE**

**The Governor or his/her authorized representative attests to the following:**

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): John Hoeven, Governor, State of North Dakota	
Signature: 	Date: 1/8/10

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

## **PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING**

### **Requirements**

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

## Icon Key

### Confirm Icons



### Cross-Cutting Icon



## Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

## Overview of Part 3

**Part 3A, *Indicators and Descriptors under the Assurances***, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled<sup>2</sup> MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

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<sup>2</sup> To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

**Part 3B** is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

## PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

### Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

## I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

**Indicator (a)(1)** Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).



**Please respond (Yes or No):** Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup> Reference Tables 1, 5, and 10 at:  
<http://www.dpi.state.nd.us/dpi/reports/Profile/0809/ProfileDistrict/HQ.pdf>.

**Please respond (check only one):**

<sup>4</sup>  The State makes the data *publicly available* and updates the data *annually* on a website.

Provide the State website where the data are provided by the State to the public:<sup>5</sup> Reference Tables 1, 5, and 10 at:  
<http://www.dpi.state.nd.us/dpi/reports/Profile/0809/ProfileDistrict/HQ.pdf>

<sup>6</sup>  The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
Provide the State website where the most recently updated data are provided by the State to the public: <sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(a)(2)**

**Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).**



**Please respond (Yes or No):** Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup> [Click here to enter text.](#)

**Please respond (check only one):**

The State makes the information *publicly available* and updates the information *annually* on a website.

Provide the State website where the information is provided by the State to the public:<sup>5</sup> Reference pages 44-56 of the ND State HQT Plan, at: <http://www.dpi.state.nd.us/grants/hqt/NDRevisedStatePlan.pdf>. Evidence of annual measurable progress of the state plan is provided on the state's performance profile at the following website address, under Highly Qualified Teachers: <http://www.dpi.state.nd.us/grants/NCLB.shtm>. District HQT performance information is available for each district, beginning with 2008-09, at the following website: <http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>.

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>7</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

**Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.**

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Descriptor (a)(1).

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> Click here to enter text.

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

<sup>12</sup> Click here to enter text.

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Descriptor (a)(1).

**Indicator (a)(3) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.**

**Please respond (check Yes or No):** Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Indicator (a)(3).

**Indicator (a)(4) Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.**

**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Indicator (a)(4).

**Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.**

**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Indicator (a)(5).

**Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.**

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Descriptor (a)(2).

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> [Click here to enter text.](#)

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Descriptor (a)(2).

**Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.**

**Please respond (check one):** Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Indicator (a)(6).

**Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.**

**Please respond (check one):** Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Refer to Appendix B for State Plan narrative for Indicator (a)(7).

## Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

<b>Indicator (b)(1)</b>	<b>Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.</b>	
<p><b>Instructions:</b> Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p><b>Please respond (check Yes or No):</b> For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input type="checkbox"/> Yes.</p> <p><input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input type="checkbox"/> Yes.</p> <p><input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input type="checkbox"/> Yes.</p> <p><input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.</p>		

4) The capacity to communicate with higher education data systems?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Refer to Appendix B for State Plan narrative for Indicator (b)(1), including all twelve elements of the America COMPETES Act.

**Indicator (b)(2)**      **Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.**

**Please respond (check Yes or No):** Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

- Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."
- No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Refer to Appendix B for State Plan narrative for Indicator (b)(2).

**Indicator (b)(3)**      **Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.**

**Please respond (check Yes or No):** Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

- Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."
- No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

Refer to Appendix B for State Plan narrative for Indicator (b)(3).

## II. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

**Indicator (c)(1) Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.**



**Please respond (check one):** Is the status of the Department's approval, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls> correct?

Yes, the status is correct.

→  No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public:<sup>5</sup> Reference the following website:  
<http://www.dpi.state.nd.us/grants/assessmentapproval.pdf>.

The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public: <sup>7</sup> [Click here to enter text.](#)

The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

“Indicator (c)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.**



**Please respond (Yes or No):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

<sup>1</sup>  Yes, the status is correct.

→ <sup>2</sup>  No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: <sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public: <sup>5</sup> Reference the following website:  
<http://www.dpi.state.nd.us/grants/assessmentapproval.pdf>.

<sup>6</sup>  The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available: <sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the status information publicly available on a website.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(3) Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.**



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> [Click here to enter text.](#)

Please respond (check one):

The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:<sup>5</sup> Reference the following website:

<http://www.dpi.state.nd.us/grants/assessmentapproval.pdf>;

<http://www.dpi.state.nd.us/speced/resource/alternate/comparison.pdf>;

[http://www.dpi.state.nd.us/speced/resource/alternate/3\\_sides\\_options.pdf](http://www.dpi.state.nd.us/speced/resource/alternate/3_sides_options.pdf).

The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.**

**Please respond (check one):** Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- Yes, this has been completed within the last two years.
- No, this has been completed, but it occurred more than two years ago.
- No, this has never been completed.

**Please respond (check one):**

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:<sup>5</sup> The NDDPI references recent accommodation studies compiled by the National Center for Education Outcomes posted at the following website:  
<http://www.cehd.umn.edu/NCEO/TopicAreas/Accommodations/AccomResources.htm>.

This has been completed within the last two years and has been peer review approved. Reference pages 36 – 39 and Appendix E in the 2009 Test Coordinator's Manual at  
<http://www.dpi.state.nd.us/testing/assess/manual09.pdf>

Reference the ND Alternate Assessment Test Directions Manuals at:  
[http://www.dpi.state.nd.us/speced/resource/alternate/manual2\\_09.pdf](http://www.dpi.state.nd.us/speced/resource/alternate/manual2_09.pdf)

- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)"

in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available: [Click here to enter text.](#)

<sup>8</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.**



**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup> The data are correct. Reference page 10-11 of the "Consolidated State Performance Report" at <http://www.dpi.state.nd.us/grants/0809report1.pdf> for the reading and mathematics data.

<sup>6</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>13</sup> The data are correct. Reference page 10-11 of the "Consolidated State Performance Report" at <http://www.dpi.state.nd.us/grants/0809report1.pdf> for the reading and mathematics data.

<sup>14</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator  
(c)(6)**

**Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.**

**Please respond (check one):** Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- <sup>1</sup> Yes, this was completed within the last two years.
- <sup>2</sup> No, this was completed more than two years ago.
- <sup>3</sup> No, this has never been completed.

**Please respond (check one):**

- <sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:<sup>5</sup> The NDDPI references recent accommodation studies compiled by the George Washington University Center for Education Excellence and Equity posted at the following website: <http://ells.ceee.gwu.edu/>. This was completed within the last two years.

The NDDPI incorporates studied accommodations within the State's Test Coordinator's Manual. Refer to pages E43 – E52 at <http://www.dpi.state.nd.us/testing/assess/manual09.pdf> for the State's LEP accommodations.

- <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

- <sup>8</sup> The State does not make the information publicly available on a website.

- Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator  
(c)(7)**

**Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.**



**Please respond (check one):** Is the information related to this indicator; available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

<sup>1</sup>  Yes, the information is correct.

<sup>2</sup>  No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):** Is the State's current status available on the State's website?

<sup>4</sup>  The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:<sup>5</sup> Reference the following website address:  
<http://www.dpi.state.nd.us/testing/assess/english.pdf>.

<sup>6</sup>  The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.**



**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup> The data are correct. Reference page 10-11 of the "Consolidated State Performance Report" at <http://www.dpi.state.nd.us/grants/0809report1.pdf> for the reading and mathematics data

<sup>6</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>13</sup> The data are correct. Reference page 10-11 of the "Consolidated State Performance Report" at <http://www.dpi.state.nd.us/grants/0809report1.pdf> for the reading and mathematics data.

<sup>14</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available.<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator  
(c)(9)**

**Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).**



**Please respond (check one):** Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

→ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

**Please supply the following information:**

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:

The State Report Card includes this information. Reference pages 69-70 at  
<http://www.dpi.state.nd.us/dpi/reports/Profile/0809/ProfileDistrict/99999.pdf>.

**Indicator (c)(10)** Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.<sup>3</sup> [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available.<sup>5</sup> [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Refer to Appendix B for State Plan for Indicator (c)(10).

**Indicator (c)(11)** Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

<sup>1</sup>  Yes, the State collects these data.

If Yes, please respond (check one):

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

- Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

- Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Refer to Appendix B for State Plan for Indicator (c)(11)

**Indicator (c)(12)** Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

<sup>1</sup>  Yes, the State collects these data.

If Yes, please respond (check one):

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Refer to Appendix B for State Plan for Indicator (c)(12).

### III. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

**Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.**

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the data are collected and publicly available:<sup>3</sup>

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Refer to Appendix B for State Plan for Indicator (d)(1).

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(d)(2)**

**Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.**

**Please respond (check one):** Does the State collect these data?

Yes, the State collects these data.

**If Yes, please respond (check one):**

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup>

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Refer to Appendix B for State Plan for Indicator (d)(2).

No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Descriptor (d)(1)** Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



**Please respond (check Yes or No):** Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

<sup>1</sup>  Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:<sup>2</sup> Refer to Appendix B for State Plan for Descriptor (d)(1).

**If Yes, please respond (check one):**

<sup>3</sup>  The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:<sup>4</sup>

<sup>5</sup>  The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Refer to Appendix B for State Plan for Descriptor (d)(1).

<sup>6</sup>  No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(d)(3)**

**Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.**



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Refer to Appendix B for State Plan for Indicator (d)(3).

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator  
(d)(4)

Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.<sup>3</sup>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Refer to Appendix B for State Plan for Indicator (d)(4).

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator  
(d)(5)

Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Refer to Appendix B for State Plan for Indicator (d)(5)

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(d)(6)**

**Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> <sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Refer to Appendix B for State Plan for Indicator (d)(6).

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator  
(d)(7)

Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.dpi.state.nd.us/grants/charterschool.pdf>.

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**



**Please respond (check one):** Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup> <http://www.dpi.state.nd.us/grants/charterschool.pdf>.

<sup>6</sup>  The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.**

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Refer to clarifying narrative response in State Plan for Indicator (d)(9).

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.**

Please respond (check one): Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Refer to clarifying narrative response in State Plan for Indicator (d)(10).

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.**

**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Refer to clarifying narrative response in State Plan for Indicator (d)(11).

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(12)      Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.**

Please respond (check one): Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

If Yes, please respond (check one):

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Refer to clarifying narrative response in State Plan for Indicator (d)(12).

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

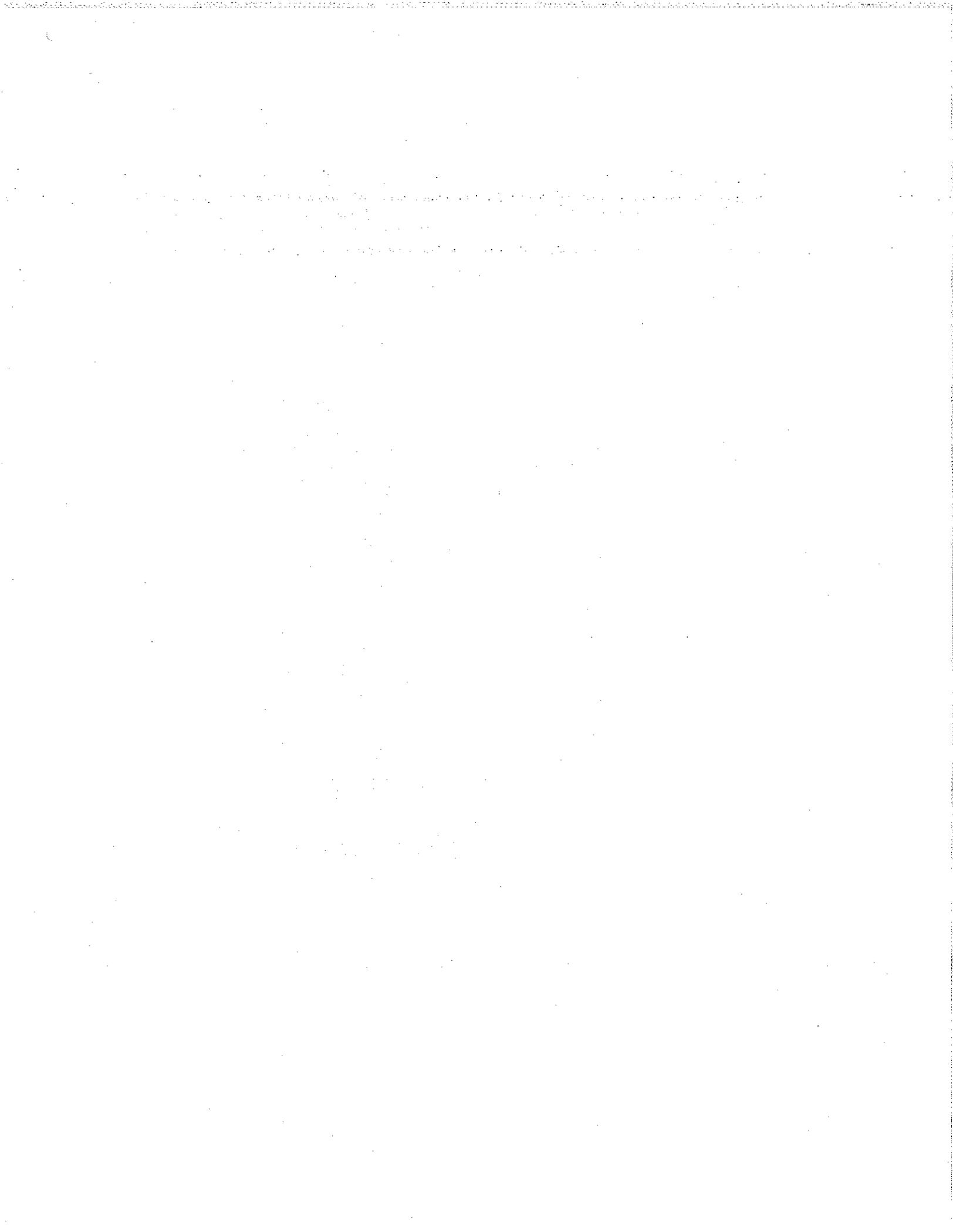
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



## PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

**Requirement:** The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

### I. ASSURANCES (a), (c), AND (d)

*Important note regarding indicators (c)(11) and (c)(12):*

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

**State Plan Instructions:** For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Descriptor (a)(1)	Yes	Yes
Indicator (a)(3)	Yes	Yes
Indicator (a)(4)	Yes	Yes
Indicator (a)(5)	Yes	Yes
Descriptor (a)(2)	Yes	Yes
Indicator (a)(6)	Yes	Yes
Indicator (a)(7)	Yes	Yes
Indicator (b)(1) Presented in Section II	No	Yes

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (b)(2) Presented in Section III	No	Yes
Indicator (b)(3) Presented in Section IV	No	Yes
Indicator (c)(10)	No	Yes
Indicator (c)(11) Presented in Section V	Yes	Yes
Indicator (c)(12) Presented in Section V	Yes	Yes
Indicator (d)(1)	No	Yes
Indicator (d)(2)	No	Yes
Descriptor (d)(1) Definition narrative	No	Yes
Indicator (d)(3)	No	Yes
Indicator (d)(4)	No	Yes
Indicator (d)(5)	No	Yes
Indicator (d)(6) Clarifying narrative	No	No
Indicator (d)(9) Clarifying narrative	No	No
Indicator (d)(10) Clarifying narrative	No	No
Indicator (d)(11) Clarifying narrative	No	No
Indicator (d)(12) Clarifying narrative	No	No

## II. INDICATOR (b)(1)

### Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
6	Yes	
7	Yes	
8	Yes	
9	Yes	
10	Yes	
11	Yes	
12	Yes	

**Refer to Appendix B: Part 3B Narrative and Supporting Evidence for State Data Collection and Public Reporting Plan, Section II**

### III. INDICATOR (b)(2)

**Instructions:** If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Refer to Appendix B: Part 3B Narrative and Supporting Evidence for State Data Collection and Public Reporting Plan, Section III**

#### IV. INDICATOR (b)(3)

**Instructions:** If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Refer to Appendix B: Part 3B Narrative and Supporting Evidence for State Data Collection and Public Reporting Plan, Section IV.**

## V. INDICATORS (c)(11) AND (c)(12)

*Important note regarding this section:*

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

**State Plan Instructions:** For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
  - The milestones established toward developing those means;
  - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
  - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
  - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)		Yes
Indicator (c)(12)		Yes

**Refer to Appendix B: Part 3B Narrative and Supporting Evidence for State Data Collection and Public Reporting Plan, Section V.**

## **APPENDICES**

**Appendix A: Attachment to Application for Funding Phase II of the Education Fund Under the State Fiscal Stabilization Fund Program**

**Appendix B: Part 3B, Narrative and Supporting Evidence for State Data Collection and Public Reporting Plan**

**Appendix C: Part 3C, General Requirements**

## APPENDIX A

### ATTACHMENT TO APPLICATION FOR FUNDING FOR PHASE II OF THE EDUCATION FUND UNDER THE STATE FISCAL STABILIZATION FUND PROGRAM

#### Part 2A Additional Submission Requirements

##### **3(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education.**

The data sources used to determine the level of state support for elementary and secondary education are:

- The Session Laws of North Dakota, indicating the official legislative appropriation.
- Appropriation Status reports (report number NDS4310AA) prepared by the Office of Management and Budget, indicating adjustments to the official legislative appropriation and expenditures of appropriated funds.

The level of state support for the purpose of this application is defined as state funds expended by the Department of Public Instruction through the Grants-State School Aid line item (also referred to as the Grants-Foundation Aid line item). For fiscal year 2006, the state school aid line included funds appropriated for transportation reimbursement payments to school districts. Transportation reimbursement payments are not distributed on a weighted, per student basis and are not considered to be part of the state's primary school funding formula. Consequently, transportation amounts are excluded from the calculation of state support for elementary and secondary education. For fiscal year 2009 and subsequent fiscal years the state school aid line item does not include transportation reimbursement payments.

##### **3(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.**

The data sources used to determine the level of state support for public institutions of higher education are:

- The Session Laws of North Dakota, indicating the official legislative appropriation.
- Appropriation Status reports (report number NDS4310AA) prepared by the Office of Management and Budget, indicating adjustments to the official legislative appropriation and expenditures of appropriated funds.

The level of state support for the purpose of this application is defined as state funds expended by the state's institutions of higher education through the Operations line items appropriated to each institution.

## APPENDIX B

### **North Dakota SFSF Phase II Application Part 3B Narrative and Supporting Evidence State Data Collection and Public Reporting Plan**

The State of North Dakota, hereafter referred to as State, submits the following State Data Collection and Public Reporting Plan to meet the requirements of its application for funding for Phase II of the Education Fund under the State Fiscal Stabilization Fund (SFSF) Program. This State Plan specifically addresses each assurance indicator or descriptor under education reform areas (a), (b), (c), and (d) for which the State is not currently able to fully collect or publicly report annually, as specified within Part 3A of this application.

The North Dakota Department of Public Instruction, hereafter referred to as the NDDPI, assumes full responsibility for the program administration of all aspects of the assurance indicators and descriptors addressed within this application. The NDDPI assumes responsibility for facilitating the collaboration of appropriate program development activities with the various statewide education stakeholders to ensure the advancement of a concerted state education reform effort.

#### *Established Authority to Administer All Aspects of SFSF Program Accountability*

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22 (<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement any programmatic elements and assurances required within SFSF and administered through the ED. The NDDPI does not anticipate any legal impediments that may prevent the State from developing and implementing these various programmatic elements and assurances by September 30, 2011; however, in the event of a legal challenge, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *General State Data Collection and Public Reporting Requirements*

The NDDPI will collect and public report data and information for each set of indicators and descriptors to ensure that the State maintains a level of transparency related to the education reform assurances that it provides in its SFSF Phase I application. The NDDPI strives to increase access to and focus on this information so that the State's various education stakeholders, including educators and parents, are better able to identify strengths and weaknesses in the State's education system and to determine where concentrated reform efforts are warranted.

To advance this aim, the NDDPI assures that it will collect and publicly report the data and information required for the indicators and descriptors at least annually through September 30, 2011. If the NDDPI does not currently collect and publicly report the required data or information, it will do so within the timeframe specified within this State Plan. It is the intention of the NDDPI to move to institutionalize the reporting of certain longer-term data- and information-based initiatives beyond the September 30, 2011 date. These are identified within this State Plan.

The NDDPI has established an official SFSF public reporting website, posted directly on the NDDPI home website, that provides the State SFSF Phase II Application and all supporting narrative and reports required to meet the requirements of transparent public reporting.

#### **State SFSF Application and Assurance Reports**

- NDDPI Home Website Address: <http://www.dpi.state.nd.us/>
- State SFSF Application Website Address:  
<http://www.dpi.state.nd.us/stimulus/stabilization.shtm>.

The NDDPI will periodically update the contents of its SFSF public reporting website to ensure that all SFSF administrative activities specified by each indicator and descriptor within the State Plan are updated and publicly reported. The NDDPI will maintain all documents, required data, and relevant information on the website and show the last date on which the documents, data, and information were updated. In cases where an indicator requires a confirmation of data displayed on the U.S. Department of Education's (ED) website, the NDDPI will post the actual data on its SFSF public reporting website. In cases where an indicator requires a confirmation of the approval status of an assessment, the NDDPI will post on its SFSF public reporting website whether or not the assessment was approved by the ED and may link to the determination letter from the ED. In cases where the NDDPI is not currently able to publicly report the required data or information, the NDDPI will maintain its approved State Plan and progress reports on how the NDDPI is implementing the State Plan on its website.

The NDDPI adopts the general guidance on standards for collecting and reporting data from the ED's various non-regulatory guidance sources. All documentation will be posted in English. The NDDPI assures that it will collect and report the data and information required under an indicator or descriptor in a manner that captures the performance and standing of all public schools and districts statewide. In the limited instance regarding charter schools, for which the State currently provides no specific legal recognition, the NDDPI will publicly report on the current standing of charter schools for each appropriate indicator or descriptor. The NDDPI does not include any data or information on private, non-public elementary or secondary schools within this State Plan.

#### *General Requirements*

The NDDPI stipulates that it will abide by the general program requirements for the administration of the State Plan, including how each assurance indicator and descriptor specified herein contributes to the general administration of the State Plan. SFSF guidance identifies these general program requirements as the following:

- *Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*
- *Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

- *Provide the overall budget for the development, execution, and oversight of the plan.*
- *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for SFSF Phase II.)*

To provide for this required information without unnecessarily repeating narrative for each individual assurance indicator and descriptor, the NDDPI provides for the development of these general requirements in the section immediately following these individual assurance indicators and descriptors. Although aspects of these general requirements are referenced in the narrative within the narrative for each assurance indicator and descriptor, the overall development of the State Plan's general requirements is understood to apply to the totality of the State Plan, regarding its overall development, execution, oversight, technical assistance supports, budgeting, and reporting. Refer to the *General Requirements* section immediately following Section V of Appendix B for detailed information

#### *Presentation of Assurance Indicators and Descriptors within the State Plan*

The following Sections I through V present the various elements of the State's SFSF Plan. Each respective Section's narrative and supporting evidence addresses those assurance indicators and descriptors that require a program plan as indicated within Part 3A of the State's SFSF Phase II Application. Each indicator and descriptor follows the format required within the SFSF Phase II application and guidance. Section I addresses Assurances (a), (c), and (d) of the application. Section II addresses Indicator (b)(1). Section III addresses Indicator (b)(2). Section IV addresses Indicator (b)(3). Section V addresses Indicators (c)(11) and (c)(12). A common format is applied across all indicators and descriptors within this State Plan, while respecting the unique planning and reporting aspects of each indicator and descriptor.

## Section I: Assurances (a), (c), AND (d)

**Descriptor (a)(1): Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.**

*Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal. The primary purpose of the development of a reliable collection and reporting effort is to better report the various evaluation systems used statewide for the purpose of evaluating the performance of teachers for personnel performance records and personnel actions such as promotions and tenure. Such systems may include other functions, such as informing teacher development; however, the reporting of personnel matters remains the primary function of such reporting.

The following elements represent the primary information to be collected and publicly reported through this statewide reporting effort.

- Evaluation criteria;
- Evaluation rubric(s) and/or weighting formula(e);
- Descriptions of each performance rating or level;
- Frequency of evaluations;
- Purpose of evaluations;
- Methodology;
- Participants;
- Implementation; and
- Feedback protocols.

If an LEA has multiple evaluation systems, the NDDPI will provide for a description and report each of those systems. If an LEA uses an informal evaluation system, such as a non-standardized written evaluation or ad hoc performance review meetings, the NDDPI will provide for a description and publicly report performance ratings or levels from those systems as well.

The NDDPI will provide for a description and report on the way(s) the system is used by LEAs to make decisions regarding professional development, compensation, promotion, retention, and removal, including information on policies and implementation practice. An LEA's description of its evaluation system should include a description of how it uses the results of the evaluation to reward teachers that are high performing.

The NDDPI will provide such a description for each LEA in the State. The NDDPI reserves the right, following a review of current literature regarding the reporting of teacher evaluation systems, to use a State-developed instrument or equivalent instrument to evaluate teachers across the LEAs statewide and may provide one description of the instrument covering all LEAs

statewide. Similarly, the NDDPI reserves the right, following a review of current literature, for the State to prescribe how results of teacher evaluations may be used by LEAs statewide in decisions regarding professional development, compensation, promotion, retention, and removal and the NDDPI may provide one description of that use covering all LEAs statewide.

The NDDPI will collect and publicly report whether the evaluation systems of LEAs take into consideration student achievement outcomes or student growth; however, the State's collection and public reporting system may or may not require the actual inclusion of student achievement outcomes or student growth into LEA evaluation systems. The NDDPI will include the possible use of student achievement and student growth information into its study and development activities as it assembles the final collection and public reporting protocols.

#### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal as specified in Descriptor (a)(1) by January 1, 2011.

To accomplish this program goal, the NDDPI anticipates advancing the following development and implementation timeline.

- By February 1, 2010, the State Superintendent will appoint and assemble members of an ad hoc Teacher and Principal Evaluation Committee, consisting of various stakeholder representatives, for the purpose of developing and implementing a reliable collection and public reporting system. Members of this committee may include, but are not limited to, the following:
  - The Office of the Governor
  - The North Dakota Department of Public Instruction
  - The North Dakota Legislative Council
  - The North Dakota Commission on Education Improvement
  - The North Dakota School Boards Association
  - The North Dakota Council of Education Leaders
  - The North Dakota Education Association
  - The North Dakota Education Standards and Practices Board
  - The North Dakota State Parent Information Resource Center
  - The North Central Comprehensive Center (technical assistance advisor)
  - The Mid-Continent Research for Education and Learning (technical assistance advisor)
  - The National Teacher Quality Comprehensive Center (technical assistance advisor)
- On or about March 1, 2010, the State Superintendent will convene the Teacher and Principal Evaluation Committee for its organizational meeting. The State Superintendent will empanel the Committee with its charge to establish operational rules and means of reliably collecting and publicly reporting the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal as specified in Descriptor (a)(1) by January 1, 2011. The Committee will be instructed to consider assembled research information and proposals regarding teacher evaluation supplied by

the NDDPI and various technical assistance advisory centers. The Committee will receive this information to propose an integrated statewide manner of reporting teacher evaluation efforts. The NDDPI will facilitate the proceedings of the Committee.

The Committee will establish operational rules for the conduct of its meetings. The Committee will set its agenda and provisional timelines to produce its findings and proposals for final consideration and approval by the State Superintendent, as specified within state administrative rules regarding federal program reporting requirements. The Committee will establish whatever subcommittee structure and membership and seek additional external assistance as might be required to accomplish the tasks of the Committee.

The Committee will consider and propose solutions for all evaluation system elements, including but not limited to the following:

- Evaluation criteria;
  - Evaluation rubric(s) and/or weighting formula(e);
  - Descriptions of each performance rating or level;
  - Frequency of evaluations;
  - Purpose of evaluations;
  - Methodology;
  - Participants;
  - Implementation; and
  - Feedback protocols.
- On or about April 1, 2010, the Teacher and Principal Evaluation Committee will receive and consider draft teacher evaluation proposals based on supporting research and draft an initial data collection and public reporting system design. The Committee will develop a teacher evaluation survey to gather information on evaluation efforts among the State's LEAs. The Committee will develop initial public reporting protocols for SFSF required reporting and longer-term public accountability reporting. The Committee will develop initial operational rules for the management, validation, and monitoring of teacher evaluation information provided by LEAs statewide.
  - On or about June 15, 2010, the Teacher and Principal Evaluation Committee will receive and consider the teacher evaluation survey information provided by LEAs statewide. The Committee will incorporate the findings of this survey into the development of its draft data collection and public reporting protocols. The Committee will assimilate all aspects of the assembled information to establish either a single, integrated statewide evaluation system or one that accommodates the various teacher evaluation models that might exist among the LEAs. Regardless of the emerging evaluation model, the Committee will be required to meet all SFSF accountability reporting specifications without exception. The Committee may charge subcommittees with the responsibilities of designing specific elements of the emerging statewide teacher evaluation system, including data collection, data validation, program monitoring, and the various system criteria developed previously.
  - On or about September 1, 2010, the Teacher and Principal Evaluation Committee will receive, review, and amend the recommendations of its various subcommittees' study efforts into a single, unified statewide evaluation system. The Committee will finalize all development efforts and recommend to the State Superintendent that the NDDPI

proceed with an initial collection and public reporting of teacher evaluation efforts among LEAs statewide, with an expected completion and publication date of January 1, 2011.

- On or about September 15, 2010, the State Superintendent will issue instructions to LEAs statewide of the initiation of a statewide data collection and public reporting effort to discern teacher evaluation efforts on LEAs. The NDDPI will proceed to implement these instructions and conduct the statewide collection and reporting process.
- On or about January 1, 2011, the State Superintendent will issue through a determined public reporting process the findings of statewide teacher evaluation administration practices. The findings of this report will be posted on the NDDPI website, including the official SFSF website, and other public media outlets as specified by the Teacher and Principal Evaluation Committee's recommendations.
- On or about January 15, 2011, the Teacher and Principal Evaluation Committee will review the findings of the first iteration of the statewide teacher evaluation study. The Committee will prepare and forward recommendations regarding improvements to the evaluation reporting process including subsequent collection and reporting cycles to the State Superintendent.
- On or about March 15, 2011, the State Superintendent will issue instructions to all LEAs regarding the collection and public reporting of statewide teacher evaluation efforts for forthcoming annual collection and reporting cycles.
- On or about September 15, 2011, the NDDPI will initiate the second iteration of the statewide collection and reporting cycle regarding teacher evaluation efforts among the State's LEAs.
- The NDDPI will proceed to conduct future collection and reporting cycles beyond the September 30, 2011 termination requirement of the SFSF. The NDDPI will incorporate this teacher evaluation collection and reporting cycle into the State's annual accountability reporting protocols.

#### *Nature and Frequency of Program Planning Reports*

During the conduct of the Teacher and Principal Evaluation Committee's work, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding all aspects of the Committee's work and its findings. The frequency of this reporting will reflect the frequency of Committee meetings and the release of critical findings. The NDDPI will report the proceedings of each Committee meeting and the progress of identified evaluation system components.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any Teacher and Principal Evaluation Committee proceedings and the scheduled release of anticipated findings, as dictated by the course of the Committee's proceedings. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22

(<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement a statewide teacher evaluation collection and public reporting system, as required within SFSF and administered through the ED. The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing this teacher evaluation system by September 30, 2011; however, in the event of a legal challenge, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the cost of conducting the development work of the Teacher and Principal Evaluation Committee will approximate \$15,000, based on previous development activities of similar design. The costs of this work will be distributed among SFSF administrative funding, ESEA Title IIA administrative funding, and State funding.

**Indicator (a)(3): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.**

*Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State as specified within Descriptor (a)(1) above, the systems used to evaluate the performance of teachers and whether student achievement outcomes or student growth data are included as an evaluation criterion.

The Teacher and Principal Evaluation Committee, charged with the duty of developing the statewide collection and reporting protocols within Descriptor (a)(1) above, will account for the inclusion and definition of student achievement outcomes or student growth data within the purpose and methodology sections of the statewide collection and public reporting protocols. The Teacher and Principal Evaluation Committee may consider a variety of student achievement outcome indicators, such as graduation rates, credit accumulation, student attendance, core course failures, behavior referrals, standardized assessment results, standardized grading practices, or other appropriate measures.

The NDDPI will collect and publicly report whether the evaluation systems of LEAs take into consideration student achievement outcomes or student growth; however, the State's collection and public reporting system may or may not require the actual inclusion of student achievement outcomes or student growth into LEA evaluation systems. The NDDPI will include the possible use of student achievement and student growth information into its study and development activities as it assembles the final collection and public reporting protocols.

#### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes as an evaluation criterion as specified in Indicator (a)(3) by January 1, 2011.

To accomplish this program goal, the NDDPI anticipates advancing the development and implementation timeline established within Descriptor (a)(1) above. The issue of including student achievement outcomes as an evaluation criterion will be an integral aspect of the work of the Teacher and Principal Evaluation Committee outlined in Descriptor (a)(1). Refer to the development schedule within Descriptor (a)(1) for an overview of the process and product timelines.

#### *Nature and Frequency of Program Planning Reports*

During the conduct of the Teacher and Principal Evaluation Committee's work, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding all aspects of the Committee's work and its findings. The frequency of this reporting will reflect the frequency of Committee meetings and the release of critical findings. The NDDPI will report the proceedings of each Committee meeting and the progress of identified evaluation system components.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any Teacher and Principal Evaluation Committee proceedings and the scheduled release of anticipated findings, as dictated by the course of the Committee's proceedings. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22 (<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement a statewide teacher evaluation collection and public reporting system, as required within SFSF and administered through the ED. The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing this teacher evaluation system by September 30, 2011; however, in the event of a legal challenge, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the cost of conducting the development work of the Teacher and Principal Evaluation Committee regarding the inclusion of student achievement outcomes or student growth data will be subsumed within the overall costs of the Teacher and Principal Evaluation Committee identified within Descriptor (a)(1). The costs of this work will be distributed among SFSF administrative funding, ESEA Title IIA administrative funding, and State funding.

**Indicator (a)(4): Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.**

*Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system as specified within Descriptor (a)(1) above, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level. The NDDPI provides further assurance that it will develop and report those LEAs that do include performance ratings or levels within their evaluation system.

The Teacher and Principal Evaluation Committee, charged with the duty of developing the statewide collection and reporting protocols within Descriptor (a)(1) above, will account for the inclusion and definition of teacher performance ratings and levels within the purpose and methodology sections of the statewide collection and public reporting protocols. The Teacher and Principal Evaluation Committee may consider a variety of means to capture and report teacher performance ratings and levels; however, the primary definition of teacher performance rating and levels denotes standard scales of descriptors (e.g., *Does Not Meet Expectations*, *Meets Expectations*, and *Exceeds Expectations*) or numbers (e.g., a score of 1-10) that LEAs use to differentiate the performance teachers.

The NDDPI will collect and publicly report whether the evaluation systems of LEAs take into consideration or report teacher performance ratings and levels; however, the State's collection and public reporting system may or may not require the actual inclusion of teacher performance ratings or levels into LEA evaluation systems. The NDDPI will include the possible use of teacher performance ratings and levels information into its study and development activities as it assembles the final collection and public reporting protocols.

If the evaluation system used in an LEA does not produce performance ratings or levels, the NDDPI, following recommendations from the Teacher and Principal Evaluation Committee specified in Descriptor (a)(1) above, report that the LEA system does not produce performance ratings or levels. The NDDPI will ensure that regardless of a LEA's status in reporting performance ratings or levels within its evaluation system, the statewide collection and public reporting protocols will provide for a description of each LEA's evaluation system, as specified within Descriptor (a)(1) above.

The NDDPI provides assurance that the statewide collection and reporting protocols, including the rating system of teachers will apply to all teachers statewide, regardless of whether they meet the highly qualified teachers requirements defined by ESEA Section 9101(23). During the process of calculating the percentage of teachers at each performance rating or level, the NDDPI provides assurance that teacher head counts will be used rather than full-time equivalent counts. As such, data will be reported for each teacher who receives a rating from the evaluation system regardless of the full-time or part-time status of a teacher.

The NDDPI and its external technical advisors will provide assistance to the Teacher and Principal Evaluation Committee to ensure that any publicly reported teacher evaluation data on the number and percentage of teachers rated at each performance rating and level will respect the anonymity of individual teachers. Individual teacher names will not be listed in any public reporting; instead, only numerical presentation will be permissible. Any establish-reporting rules set by the Teacher and Principal Evaluation Committee and approved by the NDDPI will not allow the identification or deduction of individual teachers within settings that have relatively small numbers of teachers. The NDDPI stipulates that the provisions of the Family Educational Rights and Privacy Act (FERPA) do apply to the reporting of teachers; therefore, whatever provisions are established for the reporting of teacher evaluation information statewide, FERPA protections will not be invoked.

### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State, the inclusion of the number and percentage of teachers rated at each performance rating or level, as applicable, as an evaluation criterion as specified in Indicator (a)(4) by January 1, 2011.

To accomplish this program goal, the NDDPI anticipates advancing the development and implementation timeline established within Descriptor (a)(1) above. The issue of including the number and percentage of teachers rated at each performance rating or level as an evaluation criterion will be an integral aspect of the work of the Teacher and Principal Evaluation Committee outlined in Descriptor (a)(1). Refer to the development schedule within Descriptor (a)(1) for an overview of the process and product timelines.

### *Nature and Frequency of Program Planning Reports*

During the conduct of the Teacher and Principal Evaluation Committee's work, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding all aspects of the Committee's work and its findings. The frequency of this reporting will reflect the frequency of Committee meetings and the release of critical findings. The NDDPI will report the proceedings of each Committee meeting and the progress of identified evaluation system components.

### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any Teacher and Principal Evaluation Committee proceedings and the scheduled release of anticipated findings, as dictated by the course of the Committee's proceedings. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22 (<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement a statewide teacher evaluation collection and public reporting system, as required within SFSF and administered through the ED. The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing this teacher evaluation system by September 30, 2011; however, in the event of a legal challenge, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

### *Projected Program Budget and Funding Sources*

The NDDPI projects that the cost of conducting the development work of the Teacher and Principal Evaluation Committee regarding the inclusion of the number and percentage of teachers rated at each performance rating or level will be subsumed within the overall costs of the Teacher and Principal Evaluation Committee identified within Descriptor (a)(1). The costs of this work will be distributed among SFSF administrative funding, ESEA Title IIA administrative funding, and State funding.

**Indicator (a)(5): Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.**

*Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA. The NDDPI provides further assurance that it will develop and report the LEAs that do report performance ratings or levels at the school level within their evaluation system.

The Teacher and Principal Evaluation Committee, charged with the duty of developing the statewide collection and reporting protocols within Descriptor (a)(1) above, will account for the inclusion and definition of teacher performance ratings and levels at the school level within the purpose and methodology sections of the statewide collection and public reporting protocols. The Teacher and Principal Evaluation Committee may consider a variety of means to capture and report teacher performance ratings and levels at the school level, where this is applicable; however, the primary definition of teacher performance rating and levels and the manner in which these are reported will follow the rules set forth under Indicator (a)(4) above.

#### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting the results for Indicator (a)(5) for each LEA in the State by January 1, 2011.

To accomplish this program goal, the NDDPI anticipates advancing the development and implementation timeline established within Descriptor (a)(1) above. The issue of including the number and percentage of teachers rated at each performance rating or level at the school level as an evaluation criterion will be an integral aspect of the work of the Teacher and Principal Evaluation Committee outlined in Descriptor (a)(1). Refer to the development schedule within Descriptor (a)(1) for an overview of the process and product timelines.

#### *Nature and Frequency of Program Planning Reports*

During the conduct of the Teacher and Principal Evaluation Committee's work, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding all aspects of the Committee's work and its findings. The frequency of this reporting will reflect the frequency of Committee meetings and the release of critical findings. The NDDPI will report the proceedings of each Committee meeting and the progress of identified evaluation system components.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any Teacher and Principal Evaluation Committee proceedings and the scheduled release of anticipated findings, as dictated by the

course of the Committee's proceedings. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22 (<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement a statewide teacher evaluation collection and public reporting system, as required within SFSF and administered through the ED. The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing this teacher evaluation system by September 30, 2011; however, in the event of a legal challenge, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the cost of conducting the development work of the Teacher and Principal Evaluation Committee regarding the inclusion of the number and percentage of teachers rated at each performance rating or level at the school level will be subsumed within the overall costs of the Teacher and Principal Evaluation Committee identified within Descriptor (a)(1). The costs of this work will be distributed among SFSF administrative funding, ESEA Title IIA administrative funding, and State funding.

**Descriptor (a)(2): Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.**

*Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal leadership development, compensation, promotion, retention, and removal. The primary purpose of the development of a reliable collection and reporting effort is to better report the various evaluation systems used statewide for the purpose of evaluating the performance of principals for personnel performance records and personnel actions such as promotions and tenure. Such systems may include other functions, such as informing principal leadership development; however, the reporting of personnel matters remains the primary function of such reporting.

The NDDPI provides assurance that all collection and public reporting criteria, statewide stakeholder participation, process development steps, systemic collection and reporting protocols, development timelines, public policy implications, and budget considerations addressed within Descriptor (a)(1) above related to teachers will be similarly applicable for principals under Descriptor (a)(2). Refer to Descriptor (a)(1) above for a complete overview of the various elements of the State Plan as it applies to principals.

#### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal leadership development, compensation, promotion, retention, and removal, as an evaluation criterion as specified in Descriptor (a)(2) by January 1, 2011.

To accomplish this program goal, the NDDPI anticipates advancing the development and implementation timeline established within Descriptor (a)(1) above. The issue of including the systems used to evaluate the performance of principals and the use of results from those systems in employment decisions as an evaluation criterion will be an integral aspect of the work of the Teacher and Principal Evaluation Committee outlined in Descriptor (a)(1). Refer to the development schedule within Descriptor (a)(1) for an overview of the process and product timelines.

#### *Nature and Frequency of Program Planning Reports*

During the conduct of the Teacher and Principal Evaluation Committee's work, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding all aspects of the Committee's work and its findings. The frequency of this reporting will reflect the frequency of Committee meetings and the release of critical findings. The NDDPI will report the proceedings of each Committee meeting and the progress of identified evaluation system components.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any Teacher and Principal Evaluation Committee proceedings and the scheduled release of anticipated findings, as dictated by the course of the Committee's proceedings. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22 (<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement a statewide teacher evaluation collection and public reporting system, as required within SFSF and administered through the ED. The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing this teacher evaluation system by September 30, 2011; however, in the event of a legal challenge, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the cost of conducting the development work of the Teacher and Principal Evaluation Committee regarding the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal leadership development, compensation, promotion, retention, and removal will be subsumed within the overall costs of the Teacher and Principal Evaluation Committee identified within Descriptor (a)(1). The costs of this work will be distributed among SFSF administrative funding, ESEA Title IIA administrative funding, and State funding.

**Indicator (a)(6): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.**

*Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State as specified within Descriptor (a)(1) above, the systems used to evaluate the performance of principals and whether student achievement outcomes or student growth data are included as an evaluation criterion.

The NDDPI provides assurance that all collection and public reporting criteria, statewide stakeholder participation, process development steps, systemic collection and reporting protocols, development timelines, public policy implications, and budget considerations addressed within Indicator (a)(3) above related to teachers will be similarly applicable for principals under Indicator (a)(6). Refer to Indicator (a)(3) above for a complete overview of the various elements of the State Plan as it applies to principals.

#### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State, the systems used to evaluate the performance of principals and whether student achievement outcomes or student growth data are included as an evaluation criterion as specified in Indicator (a)(6) by January 1, 2011.

To accomplish this program goal, the NDDPI anticipates advancing the development and implementation timeline established within Descriptor (a)(1) above. The issue of including the systems used to evaluate the performance of principals and whether student achievement outcomes or student growth data are included as an evaluation criterion will be an integral aspect of the work of the Teacher and Principal Evaluation Committee outlined in Descriptor (a)(1). Refer to the development schedule within Descriptor (a)(1) for an overview of the process and product timelines.

#### *Nature and Frequency of Program Planning Reports*

During the conduct of the Teacher and Principal Evaluation Committee's work, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding all aspects of the Committee's work and its findings. The frequency of this reporting will reflect the frequency of Committee meetings and the release of critical findings. The NDDPI will report the proceedings of each Committee meeting and the progress of identified evaluation system components.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any Teacher and Principal Evaluation Committee proceedings and the scheduled release of anticipated findings, as dictated by the course of the Committee's proceedings. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22 (<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement a statewide teacher evaluation collection and public reporting system, as required within SFSF and administered through the ED. The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing this teacher evaluation system by September 30, 2011; however, in the event of a legal challenge, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the cost of conducting the development work of the Teacher and Principal Evaluation Committee regarding the systems used to evaluate the performance of principals and whether student achievement outcomes or student growth data are included as an evaluation criterion will be subsumed within the overall costs of the Teacher and Principal Evaluation Committee identified within Descriptor (a)(1). The costs of this work will be distributed among SFSF administrative funding, ESEA Title IIA administrative funding, and State funding.

**Indicator (a)(7): Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.**

*Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system as specified within Descriptor (a)(1) above, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level. The NDDPI provides further assurance that it will develop and report those LEAs that do include performance ratings or levels within their evaluation system.

The NDDPI provides assurance that all collection and public reporting criteria, statewide stakeholder participation, process development steps, systemic collection and reporting protocols, development timelines, public policy implications, and budget considerations addressed within Indicator (a)(4) above related to teachers will be similarly applicable for principals under Indicator (a)(7). Refer to Indicator (a)(4) above for a complete overview of the various elements of the State Plan as it applies to principals.

#### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system as specified within Descriptor (a)(1) above, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level as an evaluation criterion as specified in Indicator (a)(6) by January 1, 2011.

To accomplish this program goal, the NDDPI anticipates advancing the development and implementation timeline established within Descriptor (a)(1) above. The issue of including the systems whose principals receive performance ratings or levels through an evaluation system as specified within Descriptor (a)(1) above, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level will be an integral aspect of the work of the Teacher and Principal Evaluation Committee outlined in Descriptor (a)(1). Refer to the development schedule within Descriptor (a)(1) for an overview of the process and product timelines.

#### *Nature and Frequency of Program Planning Reports*

During the conduct of the Teacher and Principal Evaluation Committee's work, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding all aspects of the Committee's work and its findings. The frequency of this reporting will reflect the frequency of Committee meetings and the release of critical findings. The NDDPI will report the proceedings of each Committee meeting and the progress of identified evaluation system components.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any Teacher and Principal Evaluation Committee proceedings and the scheduled release of anticipated findings, as dictated by the course of the Committee's proceedings. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22 (<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement a statewide teacher evaluation collection and public reporting system, as required within SFSF and administered through the ED. The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing this teacher evaluation system by September 30, 2011; however, in the event of a legal challenge, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the cost of conducting the development work of the Teacher and Principal Evaluation Committee regarding the systems whose principals receive performance ratings or levels through an evaluation system as specified within Descriptor (a)(1) above, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level will be subsumed within the overall costs of the Teacher and Principal Evaluation Committee identified within Descriptor (a)(1). The costs of this work will be distributed among SFSF administrative funding, ESEA Title IIA administrative funding, and State funding.

**Indicator (c)(10): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).**

*Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.*

The NDDPI provides assurance that it has developed a means of reliably collecting and reporting, for each LEA in the State and, at each of these levels, by student subgroup (consistent with ESEA section 1111), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19. The NDDPI further provides assurance that the State's method of collecting and reporting an adjusted cohort graduation rate is fully compliant with the ED's high school graduation rate non-regulatory guidance. The NDDPI will submit its adjusted four-year cohort graduation proposal to the ED, as required by regulation, by January 15, 2010.

The NDDPI provides assurance that in its graduation method, the term "four-year adjusted cohort graduation rate" means the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. The term "adjusted cohort," as used in this definition, means the number of students who enter grade 9 (or the earliest high school grade) and any students who transfer into the cohort in grades 9 through 12 minus any students removed from the cohort for the reasons specified in 34 CFR 200.19.

The NDDPI provides assurance that it will produce graduation rate reports for this adjusted four-year adjusted cohort model, as it has in previous years under the previous four-year cohort model specified within the State's Accountability Workbook, in a manner that disaggregates data by student subgroup at the State, LEA, and school levels. The NDDPI will report data for the following subgroups: (a) economically disadvantaged students; (b) students from major racial and ethnic groups; (c) students with disabilities; and (d) students with limited English proficiency.

The NDDPI provides assurance that it will not report disaggregated data by student subgroup in any manner if the number of students in the subgroup is insufficient to yield statistically reliable information or if the results would reveal personally identifiable information about individual students. The NDDPI will administer the reporting of the adjusted four-year graduation rate data according to manner specified within its graduation rate proposal submitted to ED, which is consistent with federal reporting requirements.

#### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it will develop a means of reliably collecting and reporting, the State's adjusted four-year adjusted graduation rate as specified in Indicator (c)(10) and according to the provisions set forth within the State's graduation rate proposal by June 1, 2011.

To accomplish this program goal, the NDDPI will proceed to administer the provisions of the State's graduation rate proposal, which will be submitted to ED, as required by regulation, on January 15, 2010.

#### *Nature and Frequency of Program Planning Reports*

The NDDPI will provide periodic updates through the NDDPI's SFSF website regarding any possible amendments to the implementation of the State's adjusted four-year cohort graduation plan. The frequency of this reporting will reflect the impact of any changes in the plan. The NDDPI will report the final results of the State's graduation plan annually within the NDDPI's established accountability reports.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any graduation reporting requirements that may be impacted by the graduation peer review process conducted by the ED. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

The NDDPI asserts that the State Superintendent and the NDDPI are provided sufficient authority under State Administrative Code, Article 67-22 (<http://www.legis.nd.gov/information/acdata/pdf/67-22-01.pdf>) to develop and implement a statewide teacher evaluation collection and public reporting system, as required within SFSF and administered through the ED. The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing the State's graduation plan within the specified timeframe; however, in the event of compliance peer review findings, there may exist certain time constraints or variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the cost of collecting and reporting the State's adjusted four-year graduation rate as specified within Indicator (c)(10), will be subsumed within the overall costs of the NDDPI's current accountability reporting responsibilities. The costs of this work will be included within the NDDPI's current Title VI accountability reporting funding.

**Indicator (d)(1): Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.**

*Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.*

The NDDPI provides assurance that it currently collects the data required to report the information requested within Indicator (d)(1); however, the NDDPI has not previously publicly reported this information. The NDDPI has produced initial reports to meet the requirements of Indicator (d)(1) and is validating the results for accuracy. The NDDPI provides assurance that it will publicly post this information on the State's SFSF website and on the NDDPI Title I website on or about February 1, 2010. The NDDPI foresees no obstacles to meeting this deadline.

**Indicator (d)(2): Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.**

*Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.*

The NDDPI provides assurance that it currently collects the data required to report the information requested within Indicator (d)(2); however, the NDDPI has not previously publicly reported this information. The NDDPI has produced initial reports to meet the requirements of Indicator (d)(2) and is validating the results for accuracy. The NDDPI provides assurance that it will publicly post this information on the State's SFSF website and on the NDDPI Title I website on or about February 1, 2010. The NDDPI foresees no obstacles to meeting this deadline.

**Descriptor (d)(1): Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.**

*Provide the definition here.*

The NDDPI provides assurance that it has defined “persistently lowest-achieving schools” and that the NDDP uses this definition to identify such schools for the purposes of public reporting.

The NDDPI has defined persistently lowest-achieving schools as specified in the *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965*, dated December 18, 2009.

The NDDPI defines “persistently lowest-achieving schools” as follows:

- (a) Any Title I school in improvement, corrective action, or restructuring that—
  - (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
  - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years;

And

- (b) Any secondary school that is eligible for, but does not receive, Title I funds that—
  - (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive Title I funds, whichever number of schools is greater; or

- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent in two of three years.

A school that falls within the definition of (a) above is designated as a "Tier I" school and a school that falls within the definition (b) above is designated as a "Tier II" school, for purposes of using State Improvement Grant funds under ESEA Section 1003(g). The NDDPI provides assurance that it will identify persistently lowest-achieving schools on an annual basis.

To identify the persistently lowest-achieving schools in the State, the NDDPI provides assurance that it takes into consideration both: (a) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under ESEA Section 1111(b)(3) in reading/language arts and mathematics combined; and (b) the school's lack of progress on those assessments over a number of years in the "all students" group. The "all students" group is understood to include all students who participate in the North Dakota State Assessment in all applicable grades (grades 3-8 and 11) and among all subgroups, including ethnicity, limited English proficiency, economic disadvantage, and special education.

The NDDPI provides assurance that it uses the North Dakota State Assessment (NDSA) in reading/language arts and mathematics required under ESEA Section 1111(b)(3) in the determination of persistently lowest-achieving schools statewide. The NDSA is understood to include the State's general assessments, including its alternate assessments based on alternate and modified achievement standards. The NDDPI applies the definition of proficiency defined through the State's approved academic achievement standards setting process.

The NDDPI provides assurance that it defines a secondary school as specified within North Dakota Century Code and further assures that that a secondary school does not include any education beyond grade 12. A secondary school is understood to be eligible to receive Title I funds under ESEA Section 1113(a) or 1113(b). The NDDPI will follow its approved ranking protocols to determine which secondary schools are eligible for, but do not receive, Title I, Part A funds.

The NDDPI provides assurance that it conducts the identification of persistently lowest-achieving schools in a manner consistent with the multi-step guidance provided by ED.

The NDDPI provides assurance that it will publicly post this information on the State's SFSE website and on the NDDPI Title I website on or about February 1, 2010. The NDDPI foresees no obstacles to meeting this deadline.

**Indicator (d)(3): Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.**

*Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.*

The NDDPI provides assurance that it currently collects the number and identity of schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools; however, the NDDPI has not previously publicly reported this information. The NDDPI has produced initial reports to meet the requirements of Indicator (d)(3) and is validating the results for accuracy. The NDDPI provides assurance that it will

publicly post this information on the State's SFSF website and on the NDDPI Title I website on or about February 1, 2010. The NDDPI foresees no obstacles to meeting this deadline.

**Indicator (d)(4): Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.**

*Provide the State website where the information is collected and publicly available.*

The NDDPI reports that no Title I schools in improvement, corrective action, or restructuring, have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year. The persistently low-achieving schools identified in Indicator (d)(3) above have been properly identified for Title I Program Improvement, according to established practice, and must implement the required legal sanctions for the category of Program Improvement, Corrective Action, or Restructuring in which they are classified. State law provides to the local school boards significant local control governance; therefore, many of the sanctions specified in the NCLBA for schools that have not made adequate yearly progress for multiple years are not permitted in the State. State statute does not permit the operation of Charter Schools or the state take-over of local schools. Additionally, many persistently low-achieving schools are governed by tribal boards; as such, NDDPI is limited in its authority to turn around such persistently low-achieving schools.

The NDDPI provides assurance that it currently collects the number and identity of schools that are Title I schools in improvement, corrective action, or restructuring, which has been identified as zero schools; however, the NDDPI has not previously publicly reported this information. The NDDPI has produced an initial report to meet the requirements of Indicator (d)(4) and is validating its presentation for accuracy. The NDDPI provides assurance that it will publicly post this information on the State's SFSF website and on the NDDPI Title I website on or about February 1, 2010. The NDDPI foresees no obstacles to meeting this deadline.

**Indicator (d)(5): Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**

*Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.*

The NDDPI provides assurance that it currently collects the number and identity of schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools; however, the NDDPI has not previously publicly reported this information. The NDDPI has produced initial reports to meet the requirements of Indicator (d)(5) and is validating the results for accuracy. The NDDPI provides assurance that it will publicly post this information on the State's SFSF website and on the NDDPI Title I website on or about February 1, 2010. The NDDPI foresees no obstacles to meeting this deadline.

**Indicator (d)(6): Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

*Provide the State website where the information is collected and publicly available.*

The NDDPI reports that no persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year. State law provides to the local school boards significant local control governance; therefore, many of the sanctions specified in the NCLBA for schools that have not made adequate yearly progress for multiple years are not permitted in the State. State statute does not permit the operation of Charter Schools or the state take-over of local schools. The NDDPI is limited in its authority to turn around persistently low-achieving schools.

The NDDPI provides assurance that it currently collects the information required within Indicator (d)(6), which has been identified as zero schools; however, the NDDPI has not previously publicly reported this information. The NDDPI has produced an initial report to meet the requirements of Indicator (d)(6) and is validating its presentation for accuracy. The NDDPI provides assurance that it will publicly post this information on the State's SFSF website and on the NDDPI Title I website on or about February 1, 2010. The NDDPI foresees no obstacles to meeting this deadline.

**Indicator (d)(9): Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.**

*Provide the State website where the information is collected and publicly available.*

As reported in Indicator (d)(7) within the State SFSF Application, the State has not enacted statute to permit the operation of Charter Schools, as defined by federal law; therefore, the NDDPI has consistently reported to ED that there are no currently operating charter schools within the State. In the place of federally defined charter schools, the State has enacted a policy of open enrollment, which allows parents to openly enroll their children within adjoining schools and school districts. This open enrollment statute is presented within North Dakota Century Code, Section 15.1-31 and can be accessed at the following website address:  
<http://www.legis.nd.gov/cencode/t151c31.pdf>.

To meet the provisions of the State's SFSF Application related to Indicator (d)(9), the NDDPI has initiated the public posting of charter school indicators on the NDDPI state accountability website address, <http://www.dpi.state.nd.us/grants/charterschool.pdf>.

The status report for Indicator (d)(9) has been presented as "Does Not Apply Under Current North Dakota State Law." The NDDPI provides assurance that it will continue to post the reporting status of charter school operations annually on the NDDPI website, as specified previously.

**Indicator (d)(10): Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.**

*The State makes the information publicly available and updates the information at least annually on a website.*

As reported in Indicator (d)(7) within the State SFSF Application, the State has not enacted statute to permit the operation of Charter Schools, as defined by federal law; therefore, the NDDPI has consistently reported to ED that there are no currently operating charter schools within the State. In the place of federally defined charter schools, the State has enacted a policy of open enrollment, which allows parents to openly enroll their children within adjoining schools and school districts. This open enrollment statute is presented within North Dakota Century Code, Section 15.1-31 and can be accessed at the following website address:  
<http://www.legis.nd.gov/cencode/t151c31.pdf>.

To meet the provisions of the State's SFSF Application related to Indicator (d)(9), the NDDPI has initiated the public posting of charter school indicators on the NDDPI state accountability website address, <http://www.dpi.state.nd.us/grants/charterschool.pdf>.

The status report for Indicator (d)(10) has been presented as "Does Not Apply Under Current North Dakota State Law." The NDDPI provides assurance that it will continue to post the reporting status of charter school operations annually on the NDDPI website, as specified previously.

**Indicator (d)(11): Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.**

*The State makes the information publicly available and updates the information at least annually on a website.*

As reported in Indicator (d)(7) within the State SFSF Application, the State has not enacted statute to permit the operation of Charter Schools, as defined by federal law; therefore, the NDDPI has consistently reported to ED that there are no currently operating charter schools within the State. In the place of federally defined charter schools, the State has enacted a policy of open enrollment, which allows parents to openly enroll their children within adjoining schools and school districts. This open enrollment statute is presented within North Dakota Century Code, Section 15.1-31 and can be accessed at the following website address:  
<http://www.legis.nd.gov/cencode/t151c31.pdf>.

To meet the provisions of the State's SFSF Application related to Indicator (d)(9), the NDDPI has initiated the public posting of charter school indicators on the NDDPI state accountability website address, <http://www.dpi.state.nd.us/grants/charterschool.pdf>.

The status report for Indicator (d)(11) has been presented as "Does Not Apply Under Current North Dakota State Law." The NDDPI provides assurance that it will continue to post the reporting status of charter school operations annually on the NDDPI website, as specified previously.

**Indicator (d)(12): Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.**

*The State makes the information publicly available and updates the information at least annually on a website.*

As reported in Indicator (d)(7) within the State SFSF Application, the State has not enacted statute to permit the operation of Charter Schools, as defined by federal law; therefore, the NDDPI has consistently reported to ED that there are no currently operating charter schools within the State. In the place of federally defined charter schools, the State has enacted a policy of open enrollment, which allows parents to openly enroll their children within adjoining schools and school districts. This open enrollment statute is presented within North Dakota Century Code, Section 15.1-31 and can be accessed at the following website address: <http://www.legis.nd.gov/cencode/t151c31.pdf>.

To meet the provisions of the State's SFSF Application related to Indicator (d)(9), the NDDPI has initiated the public posting of charter school indicators on the NDDPI state accountability website address, <http://www.dpi.state.nd.us/grants/charterschool.pdf>.

The status report for Indicator (d)(12) has been presented as "Does Not Apply Under Current North Dakota State Law." The NDDPI provides assurance that it will continue to post the reporting status of charter school operations annually on the NDDPI website, as specified previously.

## **Section II: Indicator (b)(1)**

**Indicator (b)(1): Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.**

*Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1-12, as applicable, in the Plan Element Verification Chart in Part 3B, Section II.*

### *Data Collection and Public Reporting Process and Timeline*

The NDDPI provides assurance that it has developed and maintained an accountability system that meets the federal reporting requirements of ED*Facts* and the Family Educational Rights and Privacy Act (FERPA). The State has invested over \$3 million in developing its statewide data collection systems. The NDDPI began building an online system, the State Automated Reporting System (STARS) for collecting data to meet NCLB requirements and establishing a state student identifier. STARS also provides the data collection and calculations required for State financial aid. The online collection system has been rewritten to meet heightened data needs as demands for data required by the Education Data Exchange Network (EDEN)/ ED*Facts*, technology standards and data quality issues have increased.

The second generation STARS expands the state collection system in program areas to meet more ED*Facts* requirements and increase data validations and quality enhancements to improve the data. STARS has created a strong foundation to build upon as the State moves toward collecting the data elements and quality audits needed to provide a robust collection system for a statewide longitudinal data system.

The State has funded the NDDPI and the State's Education Standards and Practices Board (ESPB) over \$1 million in the 2007 biennium to rewrite existing 25 year-old mainframe applications for foundation aid, teacher licensure and school approval and accreditation which were not capable of supplying longitudinal data. The North Dakota Department of Career and Technical Education (CTE) and the NDDPI also began investigating data collections and

determined that duplicate collections existed. As a result, CTE retired an online collection system by adding additional elements to STARS. Mindful of the need for preparing for a longitudinal data system and the importance of data quality, the NDDPI, CTE, and ESPB combined projects to consolidate systems and use a single state education database to form a master data management strategy.

In 2006 the NDDPI, school districts and special education units, began work to establish a single statewide special education data system that provides on-line capacity to manage and develop Individualized Education Programs (IEPs), meets state and federal reporting requirements, reduces the reporting burden on the special education units, and meets the State's master data management strategy. All data that districts must supply to the special education data system pass through STARS to eliminate duplicate data collections. The statewide special education data system completed implementation in September 2008.

In May 2007, the NDDPI received a federal grant for \$525,800 for the purpose of creating and implementing direct certification procedures. The NDDPI and the ND Department of Human Services (DHS) which administers Temporary Aid to Needy Families (TANF) and Food Stamps (FS) have jointly implemented a Master Data Management (MDM) Entity Resolution (ER) system for matching TANF and FS school-aged children to LEA enrolled students to determine children eligible to receive free meals through the National School Lunch Program (NSLP). LEA's will have the capability of conducting searches for eligible students and electronic notification of students entering eligibility, which in turn will increase the number of students directly certified and will ensure that meal benefits are provided in a timely manner. This project is schedule to be fully implemented by September 2010.

In 2007, the State Legislature authorized the Information Technology Department (ITD) to form a Statewide Longitudinal Data System Committee to plan for and propose a SLDS capable of disseminating data on North Dakota Workforce Intelligence and Education Outcomes. The committee hired a consultant to develop a strategic roadmap for establishing a Workforce SLDS. The roadmap made a priority recommendation for the development of a K-12 SLDS and a separate higher education SLDS that can contribute to the future statewide Workforce Intelligence and Education Outcomes Longitudinal Data System. The roadmap recognized an education SLDS as the fundamental component of a comprehensive statewide multi-agency data system capable of studying services provided to North Dakota's citizens across the P-20 education and workforce spectrum.

In March 2009, the NDDPI received a federal grant to design and build a K12 Longitudinal Data System. The purpose was to establish a solid core K12 data system encompassing the original 10 elements detailed by the Data Quality Campaign. Details of the grant application can be found at <http://www.dpi.state.nd.us/grants/ndSLEDS.pdf>. Additionally, the state legislature realized that quality data begins at the source and has mandated the usage by all public schools of this single student information system.

In December 2009, the NDDPI applied for a Statewide Longitudinal Data System Recovery Act Grant to build on North Dakota's K12 Longitudinal Data System by addressing the remaining five of seven system capabilities outlined in the Grants for Statewide Longitudinal Data Systems Under the American Recovery And Reinvestment Act of 2009 and six of twelve elements prescribed by the America Competes Act. Details of this grant can be found at <http://www.dpi.state.nd.us/grants/EdSmart.pdf>. The State legislature has also authorized \$2.2M to ITD to help establish the State's Longitudinal Data System.

More specific plans to accomplish the assurances set forth within the SFSF Application follow.

**II(b)(1)(1) – Unique statewide identifier (Pre-K – Post Secondary)**

The NDDPI has been able to link K-12 students through all K-12 data systems since the 2006-07 school year. NDUS also has a unique statewide identifier.

To develop linkages between early childhood programs and later K-20 outcomes, effort will be needed to identify processes for collecting data and to establish meaningful metrics and reports. The ND Department of Human Services (DHS) administers IDEA Part C. The NDDPI plans to maximize investments in the MDM developed as part of the Direct Certification to link to DHS. This system will be used to identify children receiving early intervention services through IDEA part C and register them in STARS assigning a state student ID number to allow for the longitudinal linkage as the child transitions through other early childhood programs such as Head Start through the enrollment of IDEA part B and into the LEA.

The Statewide Longitudinal Data System Recovery Act Grant will provide the ability to link data about ND Head Start children by expanding the SEA State Automated Reporting System (STARS) to include Early Head Start and Head Start programs in North Dakota. STARS will allow the programs to register all children and assign a state student ID (ND Head Start programs are familiar with the SEA STARS and state-wide Individual Education Plan (IEP) system TIENET due to their cooperative work with ND special education units). The estimated cost will be \$2M and will begin Quarter 1, year 1 of the grant period and is projected to end Quarter 3, year 2.

**II(b)(1)(2) – Student Level enrollment, demographic, and program participation (Pre-K – Post Secondary)**

Both DPI and NDUS are able to collect accurate information on student level enrollment, demographic, and program participation. This requirement is largely met through the deployment of a common statewide student information system (PowerSchool) mandated and funded by the state with a proposed completion of 2011.

The North Dakota State Administrator of Head Start Collaboration Office and the directors of North Dakota Head Start Programs and Early Head Start Programs are familiar with the state longitudinal efforts and are proactively seeking relationships with the LEA and SEA to determine measurable outcomes of their programs and meeting statewide school readiness initiatives.

Head Start program directors are establishing committees to help determine a core set of data to be commonly collected throughout the state and reported through STARS which will allow for the secure record exchange of this data as students move between Head Start programs and the data necessary to transition into preschool and primary school settings. Additionally a study to align Pre-K assessments will be performed to provide recommendations on a standardized assessment capable of providing the readiness measures for kindergarten. This effort is part of NDDPI's proposed Statewide Longitudinal Data System Recovery Act Grant and falls within the estimated cost as listed above (\$2M and will begin Quarter 1, year 1 of the grant period and is projected to end Quarter 3, year 2)

**II(b)(1)(3) – Student level entry/exit information (Pre-K – Post Secondary)**

Both the NDDPI and NDUS are able to accurately collect and report this information. Efforts are underway to formalize the linkage between NDDPI and NDUS to track students passing between the two systems. As stated above, Head Start program directors are working to establish a core set of data to be commonly collected and reported; including entry and exit information.

#### **II(b)(1)(4) – Capacity to communicate with Higher Ed Data Systems**

A pilot project was completed in July of 2009 to demonstrate the feasibility of mapping identifiers between DPI and NDUS with an approximate 80% match rate. The process is currently being formalized.

The State's Longitudinal Data System Committee has also established an eTranscripts subcommittee (with members from NDUS, DPI, CTE and local schools) to develop guidelines on the exchange of 9-12 student records among schools and automated exchange of transcripts to NDUS. North Dakota received a 2009 SLDS grant; as part of the grant, DPI hopes to implement student record exchange and eTranscripts by Jan 2011 at a cost of \$477K. The state is currently implementing a policy to include state student identifiers on high school transcripts so that the linkage can be captured at college enrollment.

#### **II(b)(1)(5) – Audit system accessing data quality, validity, and reliability (Pre-K – Post Secondary)**

The NDDPI has data validations incorporated in the state's primary data collection application. The agency also has data stewards assigned to each data collection to monitor the quality of the data collected and reported. As part of both the 2009 SLDS grant and the Statewide Longitudinal Data System Recovery Act Grant, the NDDPI is planning on performing data quality training for additional source data providers and data quality processes implementation.

#### **II(b)(1)(6) – Yearly State assessment records for individual students (PreK – 12)**

K-12 data has been captured and reported by the SEA since the 06/07 school year. Recent legislation has mandated the ACT for juniors and seniors; this data will also be collected and reported by the SEA when available. Additionally a study to align Pre-K assessments will be performed to provide recommendations on a standardized assessment capable of providing the readiness measures for kindergarten. This effort is part of NDDPI's proposed Statewide Longitudinal Data System Recovery Act Grant and falls within the estimated cost as listed above (\$2M and will begin Quarter 1, year 1 of the grant period and is projected to end Quarter 3, year 2)

#### **II(b)(1)(7) – Information on students not tested, by grade and subject (PreK – 12)**

K-12 data has been captured and reported by the SEA since the 06/07 school year. A study to align Pre-K assessments will be performed to provide recommendations on a standardized assessment capable of providing the readiness measures for kindergarten. This effort is part of NDDPI's proposed Statewide Longitudinal Data System Recovery Act Grant and falls within the estimated cost as listed above (\$2M and will begin Quarter 1, year 1 of the grant period and is projected to end Quarter 3, year 2)

#### **II(b)(1)(8) – Teacher identifier with the ability to match teachers to students (PreK – 12)**

While the State has established a unique teacher id and quality assurances of two teachers not sharing IDs, The State has not completed the linkage of teachers to courses and to students. The State will change its data collection system to collect this information at all grade levels within the STARS collection system, as well as leverage student record exchanges and vertical reporting to automate the collections. The State is well positioned to succeed in this task as state course code alignment is well established. The NDDPI can leverage the experiences of State districts that have implemented their own data warehouses to address this challenge. As part of the 2009 SLDS grant, the NDDPI is planning on accomplishing this by Jul 2013.

**II(b)(1)(9) – Student Level transcript information, with courses completed/grades earned (PreK – 12)**

The State's Longitudinal Data System Committee has also established an eTranscripts subcommittee (with members from NDUS, DPI, CTE and local schools) to develop guidelines on the exchange of 9-12 student records among schools and automated exchange of transcripts to NDUS. The State received a 2009 SLDS grant; as part of the grant, the NDDPI hopes to implement student record exchange and eTranscripts by Jan 2011 at a cost of \$477K. The State is currently implementing a policy to include state student identifiers on high school transcripts so that the linkage can be captured at college enrollment.

**II(b)(1)(10) – Student-level college readiness test scores (PreK – 12)**

ACT, SAT and Advanced Placement Exam results will be captured in the State's K-12 data collection system beginning 2010 as part of the 2009 SLDS grant.

**II(b)(1)(11) – Student transition from secondary to post secondary (Post Secondary)**

A pilot project was completed in July of 2009 to demonstrate the feasibility of mapping identifiers between the NDDPI and NDUS with an approximate 80% match rate. The process is currently being formalized. The State's Longitudinal Data System committee has representation from both the NDDPI and NDUS. These agencies are putting agreements in place to exchange data and provide feedback on student preparedness for post secondary educational success.

**II(b)(1)(12) – Alignment and adequate preparation for successful post secondary (Post Secondary)**

A pilot project was completed in July of 2009 to demonstrate the feasibility of mapping identifiers between the NDDPI and NDUS with an approximate 80% match rate. The process is currently being formalized. The State's Longitudinal Data System committee has representation from both the NDDPI and NDUS. These agencies are putting agreements in place to exchange data and provide feedback on student preparedness for post secondary educational success.

*Nature and Frequency of Program Planning Reports*

During the conduct of the State's longitudinal data system development and implementation activities, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding relevant aspects of the work. The frequency of this reporting will reflect the nature of the project's timelines. The NDDPI will report the progress of milestones set forth within the project plans within the longitudinal data system's grant applications.

### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any longitudinal data system project activities as necessitated by project managers. The NDDPI will report any variance on the NDDPI's SFSF website of established project time schedules from those specified within the grant applications.

The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing the statewide longitudinal data system within the established timeframe; however, in the event of any variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

### *Projected Program Budget and Funding Sources*

The NDDPI projects that the costs of developing and implementing the State's student longitudinal data system will be subsumed within the overall project's grant funding and the appropriated state funding.

## **Section III: Indicator (b)(2)**

**Indicator (b)(2): Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.**

*Provide a plan for providing this information to teachers in Part 3B, Section III.*

The NDDPI provides assurance that it has developed a student growth model that has been designed to capture and report student gains in reading/language arts and mathematics in grades in which the State administers assessments in those subjects. This statewide student growth model has been designed for the purposes of advancing a meaningful, valid, and reliable state accountability system and to inform and support instructional programs for teachers in a timely manner. The state is advancing its student growth model for accountability purposes through an appeal to the ED in January 2010 with the anticipation of using this model for the 2009-10 adequate yearly progress reporting cycle. Regardless of the eventual determination of the appeal process, the NDDPI will use the state student growth model to generate student- and school-specific reports on student growth across multiple years based on the state's challenging content and achievement standards for the 2009-10 academic year. The State's student growth model proposal is accessible at the following NDDPI website address:

[http://www.dpi.state.nd.us/grants/model\\_proposal.pdf](http://www.dpi.state.nd.us/grants/model_proposal.pdf) and additional supporting narrative at the following website address: <http://www.dpi.state.nd.us/grants/clarification%20.pdf>.

The NDDPI has successfully piloted the generation of student- and school-specific growth model reports based on the state's growth model and is prepared to fully implement the initial statewide release of student- and school-specific reports for the 2009-10 academic year. When the NDDPI receives and validates the 2009-10 state assessment student achievement data from CTB/McGraw-Hill, LLC, the state assessment vendor, and Data-Driven Enterprise, the

state alternate assessment vendor, in February 2010, the NDDPI will proceed immediately to produce and distribute student growth reports for every student and school according to the state's growth model protocols. The NDDPI provides assurance that it will prepare and distribute these student and school growth reports to schools and teachers by March 31, 2010. The NDDPI will also produce and report publicly a summary analysis for each school, district, and the State that will demonstrate the overall growth patterns statewide.

The NDDPI provides assurance that appropriate public reporting of statewide growth information for schools, districts, and the State, which follows accepted privacy protocols, will be posted on the NDDPI news website and on the State's SFSF website on or about April 15, 2010. The NDDPI foresees no obstacles to meeting this timeline.

#### *Nature and Frequency of Program Planning Reports*

Following the administration of the reporting of statewide student growth information based on the 2009-10 state assessment, the NDDPI will provide summative reports through the NDDPI's SFSF website regarding relevant aspects of the work. The NDDPI will report the progress of milestones within the reporting activities that reflect the nature of growth model report generation and dissemination.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any statewide growth model reporting activities as necessitated by project managers or project extensions. The NDDPI will report any variance on the NDDPI's SFSF website from established project time schedules; however, the NDDPI does not foresee any obstacles to meeting the stated timelines.

The NDDPI does not anticipate any legal obstacles that may prevent the State from generating and reporting student- and school-specific growth information within the established timeframe; however, in the event of any variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the costs of generating and reporting student- and school-specific growth reports will be subsumed within the State's current accountability reporting responsibilities and funding sources, which include both ESEA Title VI and state funding.

### **Section IV: Indicator (b)(3)**

**Indicator (b)(3): Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.**

*Provide a plan for providing this information to teachers in Part 3B, Section IV.*

The NDDPI provides assurance that it has developed a student growth model that has been designed to capture and report student gains in reading/language arts and mathematics in grades in which the State administers assessments in those subjects. This statewide student growth model has been designed for the purposes of advancing a meaningful, valid, and reliable state accountability system and to inform and support instructional programs for teachers in a timely manner. The state is advancing its student growth model for accountability purposes through an appeal to the ED in January 2010 with the anticipation of using this model for the 2009-10 adequate yearly progress reporting cycle. Regardless of the eventual determination of the appeal process, the NDDPI will use the state student growth model to generate student- and school-specific reports on student growth across multiple years based on the state's challenging content and achievement standards for the 2009-10 academic year. The State's student growth model proposal is accessible at the following NDDPI website address:

[http://www.dpi.state.nd.us/grants/model\\_proposal.pdf](http://www.dpi.state.nd.us/grants/model_proposal.pdf) and additional supporting narrative at the following website address: <http://www.dpi.state.nd.us/grants/clarification%20.pdf>.

The NDDPI provides assurance that it will prepare and distribute these student and school growth reports to schools and teachers by March 31, 2010. The NDDPI will also produce and report publicly a summary analysis for each school, district, and the State that will demonstrate the overall growth patterns statewide.

With the generation of the 2009-10 student- and school-specific growth reports, the NDDPI will convene its statewide advisory committee charged with reviewing statewide standards and assessment activities, titled the Standards, Assessment, Learning, and Teaching (SALT) Committee, to study a means of reporting to teachers in a valid and reliable manner the impact of individual teachers on student achievement as generated through the state assessment. The SALT Committee will prepare recommendations for the responsible and practical means of generating, disseminating, and providing technical assistance and training regarding these teacher impact reports to the NDDPI by December 1, 2011, prior to the 2010-11 state assessment reporting cycle. The NDDPI will review and initiate new teacher impact reports immediately following the release of student- and school-specific growth reports on or about March 31, 2011. The NDDPI provides assurance that it will incorporate teacher impact reports annually as an element of its statewide student achievement growth reporting efforts.

#### *Nature and Frequency of Program Planning Reports*

During the conduct of the SALT Committee's teacher impact study activities, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding relevant aspects of the work. The frequency of this reporting will reflect the nature of the SALT Committee's study timelines. The NDDPI will report the progress of milestones within the SALT Committee's work. The NDDPI will prepare and public report the summative findings and recommendations of the SALT Committee and the final determination of the NDDPI regarding teacher impact reporting protocols.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any teacher impact study reporting activities as necessitated by project managers or project extensions. The NDDPI will report any variance on the NDDPI's SFSF website from established project time schedules; however, the NDDPI does not foresee any obstacles to meeting the stated timelines.

The NDDPI does not anticipate any legal obstacles that may prevent the State from generating and reporting teacher impact reports within the established timeframe; however, in the event of any variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the costs of generating and reporting teacher impact reports will be covered by SFSF administrative funds and ESEA Title VI funding. The NDDPI anticipates that the teacher impact reports study and reports generation will approximate \$15,000.

### **Section V: Indicators (c)(11) and (c)(12)**

**Indicator (c)(11): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.**

*Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.*

The NDDPI provides assurance that the State is proceeding to develop and implement a statewide student longitudinal data system, as specified in Indicator (b)(1) above, that is capable of addressing the issues presented in Indicator (c)(11). The NDDPI has piloted a project in July 2009 to map identifiers between the NDDPI and the North Dakota University System (NDUS). The project will be able to link students who enroll in NDUS at a granular level and link them to NDDPI records. This will allow the reporting of individual students by subgroup or other related demographic categories at the SEA and LEA level, within constraints of FERPA and the state's minimum level of student identification.

The NDDPI provides assurance that the State will develop an operational statewide student longitudinal data system by September 30, 2011; however, the State cannot confidently provide assurance that the State will be able to fully implement the student longitudinal data system or to report the information specified within Indicator (c)(11) by September 30, 2011. Refer to Indicator (b)(3) above for a more complete review of the development and implementation activities, timelines, and primary support documentation related to the statewide student longitudinal data system.

#### *Nature and Frequency of Program Planning Reports*

During the conduct of the State's longitudinal data system development and implementation activities, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding relevant aspects of the work. The frequency of this reporting will reflect the nature of the project's timelines. The NDDPI will report the progress of milestones set forth within the project plans within the longitudinal data system's grant applications.

### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any longitudinal data system project activities as necessitated by project managers. The NDDPI will report any variance on the NDDPI's SFSF website of established project time schedules from those specified within the grant applications.

The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing the statewide longitudinal data system within the established timeframe; however, in the event of any variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

### *Projected Program Budget and Funding Sources*

The NDDPI projects that the costs of developing and implementing the State's student longitudinal data system will be subsumed within the overall project's grant funding and the appropriated state funding.

**Indicator (c)(12): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.**

*Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.*

The NDDPI provides assurance that the State is proceeding to develop and implement a statewide student longitudinal data system, as specified in Indicator (b)(1) above, that is capable of addressing the issues presented in Indicator (c)(12). The NDDPI has piloted a project in July 2009 to map identifiers between the NDDPI and the North Dakota University System (NDUS). The project will be able to link students who enroll in NDUS at a granular level and link them to NDDPI records. This will allow the reporting of individual students by subgroup or other related demographic categories at the SEA and LEA level, within constraints of FERPA and the state's minimum level of student identification.

The NDDPI provides assurance that the State will develop an operational statewide student longitudinal data system by September 30, 2011; however, the State cannot confidently provide assurance that the State will be able to fully implement the student longitudinal data system or to report the information specified within Indicator (c)(11) by September 30, 2011. Refer to Indicator (b)(3) above for a more complete review of the development and implementation activities, timelines, and primary support documentation related to the statewide student longitudinal data system.

### *Nature and Frequency of Program Planning Reports*

During the conduct of the State's longitudinal data system development and implementation activities, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding relevant aspects of the work. The frequency of this reporting will reflect the nature of the project's timelines. The NDDPI will report the progress of milestones set forth within the project plans within the longitudinal data system's grant applications.

#### *Anticipated Obstacles to Program Planning Schedules*

The NDDPI reserves the right to amend the scope of any longitudinal data system project activities as necessitated by project managers. The NDDPI will report any variance on the NDDPI's SFSF website of established project time schedules from those specified within the grant applications.

The NDDPI does not anticipate any legal obstacles that may prevent the State from developing and implementing the statewide longitudinal data system within the established timeframe; however, in the event of any variances that cannot be fully accounted for by the NDDPI. The NDDPI will fully inform the ED via official correspondence and the public via the NDDPI's SFSF website and appropriate media outlets of any impediments to the anticipated time schedule for this effort.

#### *Projected Program Budget and Funding Sources*

The NDDPI projects that the costs of developing and implementing the State's student longitudinal data system will be subsumed within the overall project's grant funding and the appropriated state funding.

### **General Requirements Applicable to All Indicators and Descriptors**

The NDDPI stipulates that it will abide by the general program requirements for the administration of the State Plan, including how each assurance indicator and descriptor specified herein contributes to the general administration of the State Plan. SFSF guidance identifies these general program requirements as the following:

- 1. Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks.**

The North Dakota Department of Public Instruction (NDDPI) assumes full responsibility for the development, execution, and oversight of all elements of the State Data and Reporting Plan specified herein. The NDDPI assumes the role of facilitator and general contractor for all aspects of the State Plan.

In the case of the activities related to the development and implementation of the statewide student longitudinal data system, as specified in Indicators (b)(1), (b)(2), and (b)(3), various state agencies assume specific duties regarding contracting, administration, collaboration, and reporting. These specific duties are identified within the grant application project plans, as presented in the respective Indicator responses. Although these state agencies participate in the student longitudinal data system in their capacity as required under state law and programmatic practice, it is the NDDPI, in its capacity as lead administrative agency for the SFSF Application and its administration, which assumes the responsibility for overall SFSF Education Fund oversight within the state.

The NDDPI provides assurance that it possesses the capacity to conduct all aspects of all activities identified within the State Plan, either through resources contained internal to the agency or obtained through external contract with competent contractors and technical advisors. The NDDPI has a record of providing timely, accurate, valid, reliable, and defensible documentation to the ED and has successfully participated in numerous federal monitoring and independent peer review activities. The NDDPI is fully capable of administering all activities specified within the State Plan.

**2. Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support.**

Within the activities presented in the State Plan, with specific attention to Descriptor (a)(1) relating to teacher and principal evaluations, the NDDPI has identified three primary external Technical Assistance Centers that will aid the NDDPI in the development of valid and reliable teacher and principal evaluation reporting protocols. These Centers include the Mid-continent Research for Education and Learning (McREL), the North Central Comprehensive Center (NCCC), and the National Teacher Quality Comprehensive Center (NTQCC). Each of these three regional or national technical assistance centers is approved and funded through grants administered through the ED. Each has passed the scrutiny of a highly competitive national grant process and received the charter of providing specified technical assistance to the States. These technical assistance centers have earned national reputations for the quality of their service to States. They each have acquired extensive experience in their related areas of expertise and have amassed an extensive file of favorable references for the scope and quality of their work. The NDDPI has successfully administered projects with each of these technical assistance centers. The NDDPI reserves the right to expand the scope of services for each of these technical assistance centers into other aspects of the SFSF State Plan as may become necessary during the course of related activities. The NDDPI holds complete confidence in the capacity of these organizations to serve the needs of the State competently.

**3. Provide the overall budget for the development, execution, and oversight of the plan.**

The NDDPI has established a budget of approximately \$100,000 in SFSF administrative funds to cover various activities associated with the administration of the SFSF State Plan, as presented herein. Several activities associated with indicators and descriptors provided in the State Plan list anticipated budget impacts. These collectively amount to approximately \$50,000. The NDDPI plans to dedicate the remaining \$50,000 of the total SFSF administrative funds to support unique, needed activities that arise during the conduct of the established State Plan's activities. In the event that additional funds are needed to conduct certain SFSF State Plan activities, the NDDPI will access funds from its administrative or program ESEA funds, as is appropriate for certain approvable activities covered by specific ESEA Title Programs, or from state funds. The NDDPI anticipates fully expending all SFSF funds during the course of administering the State Plan.

**4. Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for SFSF Phase II.)**

During the conduct of the administration of the State Plan and its related activities, the NDDPI will provide periodic updates through the NDDPI's SFSF website regarding all aspects of the State Plan, including its timeframe, amended scheduling and activities, and its findings. The frequency of this reporting will reflect the nature of the activities, variances in original plan designs, and the release of critical findings. The NDDPI will report the proceedings of each specified meetings and the progress of identified program elements.

The NDDPI reserves the right to amend the scope of any SFSF State Plan proceedings and the scheduled release of anticipated findings, as dictated by the course of the Plan's activities and the discernment of program managers. The NDDPI will report any variance in agenda or time schedule from those specified within this State Plan on the NDDPI's SFSF website.

## APPENDIX C

### PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

The NDDPI provides assurance that it has diligently reviewed and verified the data and information required to respond to the indicators and descriptors contained in this SFSF Phase II Application. The NDDPI has engaged agency staff members who specialize in the areas of concern presented in the indicators or descriptors to ensure a complete and competent review.

Where data have been pre-populated by ED based on previous EDFacts/EDEN reporting, the NDDPI has reviewed the information against NDDPI data sources to verify the accuracy of these data.

Where evidence documentation and related website submissions were required, the staff who specialize in the areas of concern developed and posted the information.

The NDDPI attests that it has prepared an accurate submission, within the bounds of its interpretation of the indicators, descriptors, data, and general provisions requested by the ED.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

The NDDPI attests to the validity, reliability, accuracy, and appropriateness of the required data and other information provided within this SFSF Phase II Application, such that no personally identifiable information is disclosed. The data reported within this Application meet the reporting protocols used in the NDDPI's official accountability reporting. These protocols enforce a variety of reporting rules, including a minimum n=10 threshold value for reporting any aggregate or subgroup information. These reporting protocols are compliant with all FERPA rules and have been monitored for such compliance by ED.