



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

2023-2024 Title II Administration Report D19-D22

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Submission D19 – Professional Development

- Not applicable. (District did not use funds to pay for professional development.)
- Submit documentation of high-quality professional development activities paid with Title II or Title II Transfer funds that are:
 - Evidence-based
 - Expected to have a positive impact on student achievement
 - Expected to help eliminate the achievement gap between sub-groups

Label as Submission D19.

Requirement

ESEA Sec 8101(42) defines the term professional development as activities that adhere to the following guidelines:

- Activities are an integral part of the school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and
- Activities are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

The statute goes on to summarize professional development activities.

Documentation

District documentation is needed to cite the evidence aligned to the use of Title II funds for professional development. The following question **MUST** be addressed in the district's narrative response:

- How does the professional development provided meet the ESSA definition?
- How do the professional development activities expect to have a substantial, measurable, and positive impact on student academic achievement?
- How are professional development activities evaluated? What are the results of past evaluations?

Additional questions to consider may include:

- Describe the annual professional development requirements for educators in the district. Is there a specific plan to monitor the total professional learning throughout the school year?
- What is the district's process to ensure the effectiveness of professional development offerings and initiatives?
- What kinds of professional development offerings are provided for classroom educators during the school year? What is available for principals and other school leaders?
- How will the professional development activities be used to help eliminate achievement gaps between sub-groups?
- What professional development offerings focus on developing teacher and staff capacity for cultural competency and understanding the effects of poverty?
- Does the district provide staff professional learning opportunities on family and community engagement?

Resources

- [Title II Website](#)
- [Professional Development Definition](#)

Submission D20 – Recruit and Retain Effective School Personnel

- Not applicable. (District did not use Title II funds to pay for recruitment and retention strategies.)
- Submit documentation evidencing implementation of the strategies for recruitment and retention of effective school personnel.

Label as Submission D20.

Requirement

Districts prioritizing their Title II funds for the recruitment and retention of effective personnel typically elect to fund activities in one of these categories:

- Retention/Recruitment Incentives – ESSA Section 2103(b)(3)(B) allows the district to implement recruitment and retention strategies that intentionally target low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging state academic standards, to improve equitable access to effective teachers within the district.
- Leadership Support – ESSA allows districts to use Title II funds to provide effective professional development for school and district leaders.
- Licensure or Coursework Support – Title II funds can be used to support staff in becoming state-certified.

Documentation

Depending on the type of activity the district invested in, varying documentation may need to be provided. The examples below are customized based on the use of funds.

Retention/Recruitment: If the district used Title II funds to pay for recruitment and or retention of staff, the narrative response provided must include:

- How the district is complying with NDCC Section 15.1-09-33.1,
- A copy of the district’s board-approved policy outlining the guidelines for issuing signing bonuses to ensure a consistent, objective process, and
- How this investment has targeted those areas most in need.

Leadership Support: If the district used Title II funds to invest in leadership at the school or district level, the narrative response should outline and provide:

- Evidence that new school and district leaders are provided with professional learning opportunities to understand and support their local needs (i.e., mentoring program, induction plan, personalized PD plan)
- How does the leadership support meet the ESSA definition of professional development?

Licensure or Coursework Support: If the district used Title II funds to support local staff in meeting licensure or coursework requirements, documentation should reflect on:

- What grades/subject areas have been most challenging to fill with properly certified staff?
- How has the district addressed these issues?
- How have Title II funds (or other funds/strategies) been used to address these needs?

Resources

- [NDCC 15.1-09-33.1](#)
- [Title II Website](#)

Submission D21-D22 – Class Size Reduction

- Not applicable. (District did not use funds to pay for class size reduction.)
- Submit the completed CSR Worksheet to document the district’s student enrollment data that justify using these funds to supplement rather than supplant local funding. **Label as Submission D21.**
- Submit documentation to ensure the decision to use Title II funds for class size reduction is reviewed annually. **Label as Submission D22.**

Requirement

The district must be mindful that class-size reduction supported with Title II, Part A funds must be listed as a strategy to meet the district’s prioritized needs as assessed by the district’s annual needs assessment.

Keeping in mind that the intent and purpose of Title II, Part A is to strengthen the quality and effectiveness of teachers, principals, and other school leaders, the strategy of class-size reduction, while allowable, has limited impact reaching only a very small percentage of teachers and an even smaller percentage of students. When using funds for class-size reduction, districts must show that there is evidence to suggest that reducing class size in the circumstance can positively impact student achievement.

When using Title II, Part A funds for professional development and class-size reduction, it is required that the district only use Title II, Part A funds on evidence-based activities to the extent that evidence is reasonably available. (ESEA section 2103(b)(3)(D) and (E)).

Class-size reduction is defined as creating additional classes in specific grades/subjects to create small student-to-teacher ratios. The district retains the responsibility to pay for the original classes, and Title II funds would pay for the additional supplemental classes. Title II, Part A funding can only be used to pay the salaries of qualified teachers to reduce class size.

LEAs have the flexibility to explore these and other alternatives for reducing class sizes provided qualified teachers are utilized, Title II funds are only used to hire staff to reduce class size, and the decision to use Title II funds for class size was reviewed by the administration and is justified as an evidence-based practice.

Documentation

See subsequent page.

Resources

- [Title II Website](#)

Sample Documentation – Submission D21 – Class-size Reduction Worksheet

Documentation for this requirement is submitted as a chart and a narrative.

This documentation must include the grade level, total number of students in each grade/class, number of sections, teacher-to-student ratio, and the grade/class supported through class-size reduction strategy.

Class-size Reduction Worksheet – Example

| Grades | 20xx-20xx Class Size | Number of Sections | Teacher: Student Ratio | Teacher Funded through Title II CSR |
|---------------|-------------------------|-----------------------|---------------------------|--|
| Grade K | 44 students | 2 | 1:22 | |
| Grade 1 | 41 students | 2 | 1:20 | |
| Grade 2 | 48 students | 3 | 1:16 | 1.0 FTE funded with Title II CSR |
| Grade 3 | 40 students | 2 | 1:20 | |
| Grade 4 | 45 students | 2 | 1:22 | |
| Grade 5 | 46 students | 2 | 1:23 | |
| Grade 6 | 40 students | 2 | 1:20 | |
| MS/HS Math | 145 students | 5 | 1:29 | 0.5 FTE funded with Title II CSR to reduce middle school math ratio |
| MS/HS English | 125 students | 5 | 1:25 | |
| MS/HS Science | 120 students | 5 | 1:24 | |

Sample Documentation – Submission D22 – Class-size Reduction

Documentation for this requirement will summarize the district’s process for determining whether to use Title II funds for class-size reduction and the criteria considered when making this determination.

Class size reduction must be listed as a strategy to meet the district’s prioritized needs as assessed and documented through the district’s annual needs assessment.

Additional questions to consider include:

- How do we select schools and/or classes to reduce class size and fund with Title II, Part A funds? Based on the district’s needs assessment, schools with the highest level of at-risk populations should be considered.
- What kind of instructional strategies and changes in the delivery of instruction are supported by class-size reduction research, making this an evidence-based practice?
- Do all classes across elementary schools within school grade levels have equivalent class sizes?
- Do all content courses have equivalent class sizes within individual middle and high schools and across your LEA?
- Based on student achievement data, have you identified specific student cohorts that would benefit from reduced class size?
- If federal funds have been used to reduce class size in prior years, has the district’s class-size reduction strategy demonstrated measurable student achievement over time?
 - The district must consider its student achievement data over a period to continue utilizing Title II funds for class-size reduction. Annually, the data must be used to evaluate the class-size reduction efforts to ensure students are achieving the State’s standards and long-term achievement gains for the students participating in the initiative are realized.

Evaluating the effectiveness of the class-size reduction strategy and the corresponding instructional strategies in order to increase student academic achievement must be planned, implemented, and evaluated annually. Here is an example of what might be included in the annual review meeting in addition to data, agenda, minutes, etc.:

| Achievement needs being addressed | Strategies to address need | Data collected to measure effectiveness | Person responsible for collecting and reporting data | Annual review of results |
|--|---|--|---|---|
| Increase in reading achievement for students in poverty in grade 2 | <ul style="list-style-type: none"> • Professional learning on guided reading for grade 2 teachers • Reduce teacher-to-student ratio for grade 2 | <ul style="list-style-type: none"> • Classroom observation data • Student achievement data in reading (state, local) | <ul style="list-style-type: none"> • Principal • Instructional coach • Testing coordinator | <p>Classroom observations indicated that teachers needed additional supports to implement guided reading strategies. 2nd grade PLCs were restructured to allow for this time.</p> <p>The attached data indicates that students with a smaller class ratio are making gains at a faster pace than other grade levels with larger class sizes.</p> |