

BIENNIAL REPORT 2021-2023



**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

Foreword

Hello everyone,

In our work at the Department of Public Instruction, it is helpful to step back every so often and take a broader look at our programs, our initiatives, and our service to North Dakota students and their families.

This helps us to refocus on our primary tasks of improving student outcomes in our public and nonpublic schools, and to prepare our young people to go into the world as well-rounded, healthy, and happy individuals who are ready to contribute their talents to their communities, their state, their nation, and their world.

This report about the Department's activities during the 2021-23 biennium presents that broader look. It is the result of diligent and thoughtful work by our NDDPI team, who brought together information from our offices and specialty areas. It is a compilation of the Department's many duties and a useful reference source for our citizens, our legislators, and other education stakeholders.

We have three core values at the Department of Public Instruction: To build relationships, to cultivate opportunity, and to inspire growth. We seek to continuously improve the work we do for North Dakota students, families, and taxpayers. We hope this report shows how we keep these values in mind and always seek to strengthen our fidelity to them.

We believe this report will be useful to North Dakotans who seek information about our agency and North Dakota's K-12 education system in general.

In closing, I want to thank the dedicated team members of the North Dakota Department of Public Instruction for their hard work and commitment and emphasize how grateful I am to our state's citizens for your support of North Dakota K-12 education.

Sincerely,

Kirsten Baesler



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What We Do

Mission

NDDPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

Core Values



Through discernment and discussion, we've identified three core values that encompass who we are at NDDPI and how we serve the 120,000 children of our great state. We:

- **Build Relationships:** We value meaningful stakeholder engagement at every level. Our belief is that building relationships enables long-term, sustainable progress.
- **Cultivate Opportunity:** We value the free and open exchange of ideas. Our role is to cultivate opportunities between partners to benefit our young people.
- **Inspire Growth:** We value inspiration and support over regulation. Our aim is to inspire and support our schools and communities as we challenge conventional standards.

PK-12 Education Strategic Vision Framework

**Our vision is that all students will graduate
choice ready with the knowledge, skills,
and disposition to be successful**

**We will make progress toward this vision by
achieving these long-term outcomes for students**

- *Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner*
- *Increase students who demonstrate reading proficiency in 3rd grade*
- *Increase students who meet expected learning gains each year*
- *Increase students who engage in learning*
- *Increase students who graduate Choice Ready*
- *Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students*

**We will drive improvement on these outcomes through
focused effort within these strategic themes**

- *Quality early childhood experiences*
- *Support for safe and healthy behaviors*
- *Career awareness, exploration, and development*
- *Quality education personnel*
- *Quality student-centered instruction*

Updated June 30, 2022

Who We Are & What We're Proud Of

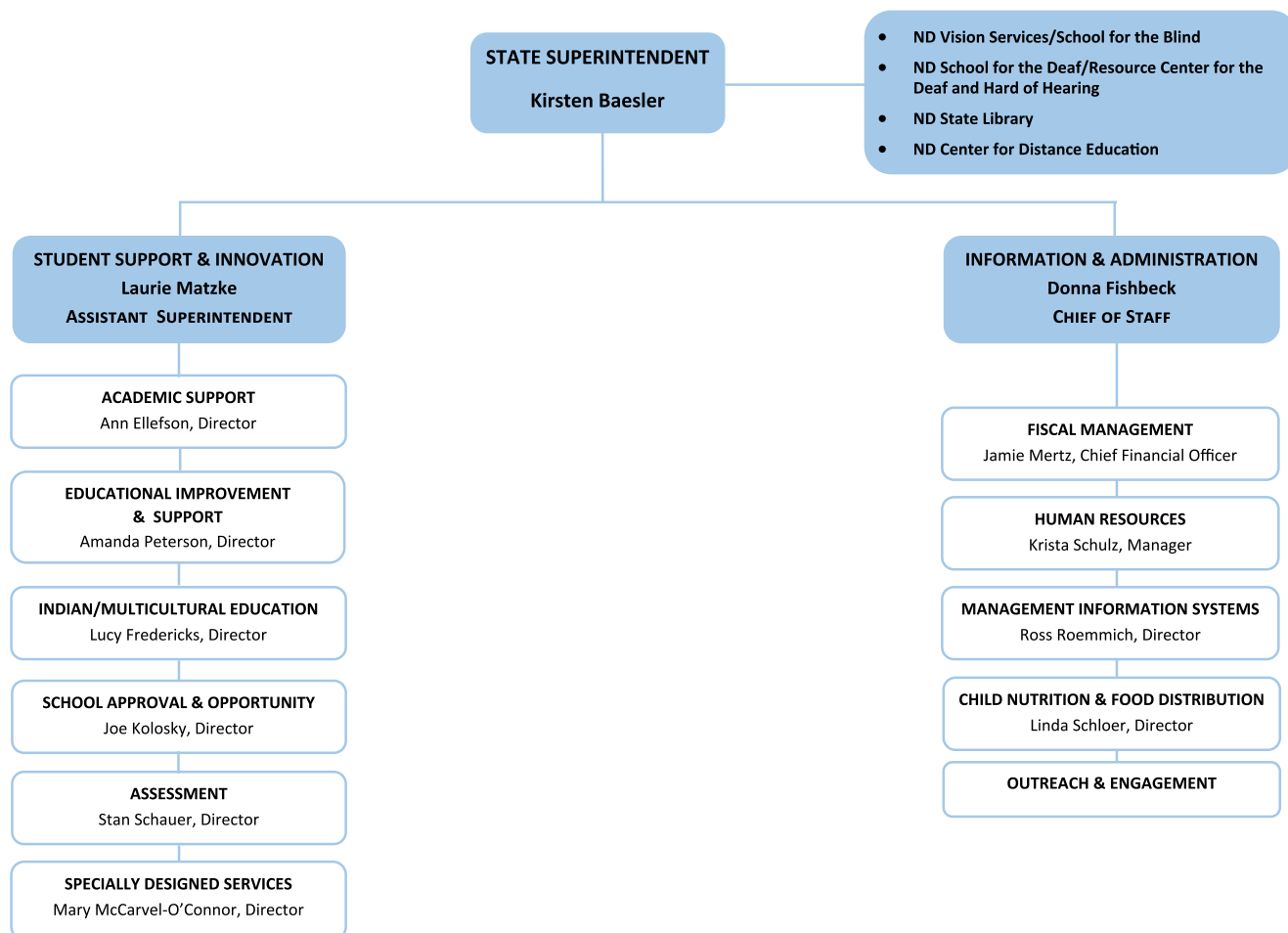
State Superintendent

The superintendent is an elected, constitutional officer who supervises the kindergarten through grade twelve education system in North Dakota. The superintendent must be a qualified elector of the state who is at least twenty-five years old. The superintendent is charged with responsibility for the general supervision of elementary and secondary schools and to assure that North Dakota public and nonpublic elementary, middle-junior high, and high schools comply with statutory minimum requirements.

The superintendent administers the state approval and education improvement processes; manages the issuance of credentials to administrators,

driver education instructors, counselors, library media personnel, computer and cybersecurity instructors, and Title I, dyslexia, and special education personnel; administers summer school programs at the elementary, middle, and high school levels; administers the statewide standardized achievement testing program; administers the school food programs and is responsible for the administration and implementation of the federal Elementary and Secondary Education Act. In 1989, the legislative assembly provided that the office of the superintendent of public instruction was to be known as the Department of Public Instruction.

NDDPI ORGANIZATIONAL CHART



Divisions



NORTH DAKOTA CENTER FOR DISTANCE EDUCATION

The Center for Distance Education, which is based at North Dakota State University in Fargo, was founded in 1935 as the Division of Correspondence Study, which gave rural high schools access to study materials. It has been governed by several state agencies during its history, including the Information Technology Department and the Department of Career and Technical Education. When the COVID-19 pandemic hit in 2020, a significant rise in demand for virtual instruction caused the Center for Distance Education to shift its focus to providing that instruction to almost every North Dakota school district. In 2023, the Legislature acknowledged the changes at the Center by putting it under the umbrella of the Department of Public Instruction.



NORTH DAKOTA SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF & HARD OF HEARING

The school for the deaf, created by the constitution in 1889 and established by the first legislative assembly in 1890, opened in 1890 and was located in Devils Lake, North Dakota. The school for the deaf was administered by the director of institutions until January 1, 1991, when supervision was transferred to the department of public instruction. The school provides a free educational program for deaf children between the ages of birth and twenty-one. In addition to the school's traditional role as an educational institution, North Dakota school for the deaf also has become a resource center on deafness, serving the needs of hearing-impaired citizens statewide. The school is supported by land grant income and legislative appropriation.



NORTH DAKOTA STATE LIBRARY

The superintendent of public instruction has held administrative authority of the state library since January 1, 1991. Today, the superintendent appoints the state librarian. The state library specializes in state-of-the-art information services to state agencies and the general public and assumes a leadership role in promoting the development of library service for all North Dakota residents. Major goals of the state library are to provide library services to state government officials and employees, provide library services to patrons without direct local library services and to persons who are blind and physically disabled, and to provide libraries with consulting services in areas of collection, development, and evaluation. The state library coordinates the sharing of resources, provides continuing educational opportunities for librarians and public trustees, and maintains the state document depository program.



NORTH DAKOTA VISION SERVICES/SCHOOL FOR THE BLIND

The school for the blind was created by the constitution in 1889, established by the legislative assembly in 1895, and opened in Bathgate, North Dakota, in 1908. The existing facilities, administered by the director of institutions, opened in September of 1961 in Grand Forks. The superintendent of public instruction has held administrative authority of the school since January 1, 1991. Since 2001, the facility has functioned as a statewide, comprehensive resource center and works cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multidisabilities. The superintendent of public instruction appoints the school superintendent. Land grant income and legislative appropriation support the school.

Administrative Units: Responsibilities & Accomplishments



ACADEMIC SUPPORT

The Office of Academic Support provides students and the schools that serve them with resources for students, as well as professional learning and development opportunities for educators. The Academic Support team closely collaborates with other offices throughout the Student Support and Innovation division and NDDPI, as well as several education and social service agencies across North Dakota. Its work is aligned to the PK-12 North Dakota Strategic Vision.

Biennium Accomplishments:

- College Ready English and Math (CREAM) added eight new schools. Participation is up to 26 schools, which is the highest number since COVID. CREAM is part of the larger Choice Ready initiative, which ensures that students graduate from high school ready to choose college, the military, or the workforce.
- Advanced Placement (AP) added two new courses which fall into the STEM area: AP Pre-Calculus and AP English Seminar. These courses allow students to earn college credit while still in high school, giving them an early start.
- Greater Math in North Dakota funding was awarded to eight school districts. It focuses on promoting blended learning, which is when a student uses both in-classroom instruction and out-of-classroom study aids, such as tutoring apps.
- The North Dakota Educational Hub was launched in August 2022. It is a platform that houses continuing education resources for educators. It had 3,2487 active users as of June 30, 2023, representing a significant portion of the state's educators.
- The exam fee reimbursement program offset the cost of taking Advanced Placement (AP) college exams for high school students. AP classes allow students to complete their degrees faster and enter the workforce sooner, with reduced student loan debt. All students take their first exam fee covered by this program, as well as 50% of up to three more exams. Low-income students could take up to four exams with this program covering the fees. English, mathematics, science, and computer science exams are the courses covered by this program, as they are required for most college degrees.
- The unit was successful in securing an additional \$2 million in federal Comprehensive Literacy State Development funds to support 20 sites across North Dakota. The grant specifically supports disadvantaged children in literacy skills improvement.





ASSESSMENT

The assessment unit provides professional services, technical assistance, and guidance for developing and administering the North Dakota State Assessment (NDSA), the North Dakota Alternate Assessment, ACCESS for English language learners, and the ACT for state accountability in accordance with state and federal law. The assessment office also coordinates the National Assessment of Educational Progress (NAEP) through the U.S. Department of Education. In providing these assessments, the office also plays a role in school accountability and measuring student learning. The adult education program, including the GED testing program, provides funding and technical assistance to regional adult learning centers and monitors the progress of each funded location.

Biennium Accomplishments:

- Partnered with a new vendor to create, for the first time, a state-administered interim assessment (2023 launch) and a new statewide summative assessment (Spring 2025 launch), which replaced the current NDSA and aligns with newly developed state content standards in math and ELA.
 - Achieved a state participation rate of over 95% in both math and ELA on the NDSA in both years in the biennium. ND also did not change statewide assessments so that proper comparisons could be made for post-pandemic/recovery monitoring.
 - Implemented a participation rate monitoring process for the NDSA to ensure that each school is assessing at least 95% of students. The process calls for a warning letter to be sent to each school that doesn't meet this threshold. If a school misses the threshold for a second consecutive year, the process calls for the school to develop and submit to NDDPI.
 - The assessment office, as legislatively required, completed a study on interim assessment in ND. This work included coordination with other agencies and a committee of educators. Interim assessments are now to be administered, at least twice a year, to all students in grades K-10 in math and reading. The law also creates two paths to satisfy this section of law and those include using the newly created state-provided interim assessment (no cost to districts) or an interim vendor from the state-approved list.
- Assessment office partnered with SAS, a data analytics company, to conduct a study showing the effects of the pandemic on student learning data from this study was presented to legislators in an analysis of pandemic related effects on student achievement.
 - North Dakota's General Educational Development (GED) program had an 85% pass rate from July 1, 2021, to June 30, 2022, and an 88% pass rate from July 1, 2022, to June 30, 2023.
 - Refugees moving to North Dakota received free English-language training at North Dakota's Adult Learning Centers. Most adult refugees had successful careers before being forced to flee their home country and, once the language barrier no longer holds them back, can resume work in their professions here in North Dakota. Remote learning is available for those in rural areas, or whose work or school hours preclude in-classroom instruction. The program also provides free childcare for parents while they attend class.
 - The Integrated Education and Training (IET) program added capacity to train sector-specific language skills for adults in Certified Nursing Assistant (CNA) and Commercial Driver's License (CDL) programs. The skills involved in providing medical care or driving a semi-trailer truck are the same around the world, but the terminology involved varies between languages. This program allows new North Dakotans to learn English with a focus on their given field, so they can complete their certifications and the industry can benefit from their years of experience.



EDUCATIONAL IMPROVEMENT & SUPPORT

The Office of Educational Improvement and Support (EIS) offers high-quality education programs and opportunities to improve student learning and ensure all students have access to services to meet their needs.

These accomplishments often included collaboration with multiple NDDPI offices to reach student improvement goals.

Biennium Accomplishments:

- Served homeless and foster care liaisons by providing training and conducting monthly check-ins.
- Trained over twenty North Dakota Regional Educational Association personnel in the School Renewal Handbook to provide support to schools in the Targeted Support and Improvement / Comprehensive Support and Improvement programs for the 2022-2023 school year. Held May celebration event for TSI/CSI schools to share feedback, best practices, and challenges.

- Presented at several in-state conferences on various topics including at-risk student supports and the school renewal process.

- The EIS team serves on various committees, coalitions, and task forces, including:

- ND Injury Prevention Coalition
- Interagency Coordinating Council
- Interagency Council on Homelessness
- Behavioral Health Planning Council
- ND Continuum of Care
- ND Alliance for Children's Justice
- IDEA Advisory Committee
- National Association for the Education of Homeless Children and Youth

- ND Multi-Tier System of Supports Advisory
- ND Full Service Community Schools Advisory
- Pediatric Mental Healthcare Access Grant
- ND Child Sexual Abuse Prevention Task Force
- ND Suicide Prevention Coalition

In these roles, while serving on behalf of NDDPI, the EIS team provides support of partner entities throughout the biennium.



INDIAN/MULTICULTURAL EDUCATION

This unit administers the Title III and migrant summer program funding and assists school districts in the development and administration of English language learner, migrant, and Indian education programs.

Biennium Accomplishments:

- Hosted the annual North Dakota Indian Education Summit, which serves as a professional development opportunity for educators. Roughly 200 participants attended in both 2021 and 2022.

- Held English Learner (EL) Crash Course training for North Dakota educators. This training focuses on EL-related rules and regulations for public schools and EL Development Standards, and instructional strategies for K-12 classrooms. The EL program focuses on academic language for K-12 EL students, whether new to the country or U.S.-born with a significant influence of another language.

- The Migrant Education Program (MEP) serves roughly 250 children of migratory farm workers in North Dakota. The families travel to follow seasonal work across state lines, multiple times per school year. High-quality education programs for migratory children help ensure that they are not penalized by state disparities in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children are provided with appropriate education services that address their special needs and work to meet the same challenging state academic standards that all children are expected to meet. Students in the program are aged 3 through 21 and residing within the state. The program offered distance learning for students outside our busing area to ensure they don't fall behind, particularly in math and reading.

- The North Dakota Summer Migratory Student Program hosts a seven-week session with Grafton Public Health. The program offers in-school and distance services, including academic skills, preschool readiness, health services and referrals, credit accrual, and recovery, and serves out-of-

school youth with GED services. Farm worker students could take advantage of credit recovery, getting partial credit for work completed in classes. They were also connected with supplemental vision, dental, and behavioral health services.

- Partnered with the Indigenous Education Coalition (the ND Studies Tribal Curriculum development committee) to meet the new SB 2304 law requirements, which requires additional history content about the First Nations whose territory overlaps with North Dakota. The current textbooks were converted to digital format. This effort is coordinated with the North Dakota Tribal College System, the University of North Dakota, North Dakota State University, and the State Historical Society.





SCHOOL APPROVAL & OPPORTUNITY

This unit assists K-12 schools in providing quality education, administers the state approval and education improvement process, and reviews public and nonpublic schools for statutory compliance. The unit also administers the issuance of credentials for administrators, counselors, library media personnel, and computer and cybersecurity instructors. This unit administers the 21st Century Community Learning Centers Grant, a competitive grant that provides opportunities for student academic enrichment in an afterschool or out-of-school time setting. This unit also is responsible for administrative rules development and updates. In addition, this unit processes and approves student applications for the North Dakota academic and career and technical education scholarship program.

Biennium Accomplishments:

- During the annual Back-to-School Drill Down event, the School Approval & Opportunity (SAO) unit

gathered information from schools and communities about how best to serve North Dakota students. As a result, three statewide reports were prepared: annual compliance, school calendar, and MIS03s.

- In 2022 and 2023, SAO assisted in hosting the annual Cyber Madness cybersecurity conference for North Dakota middle and high school students. The competitive event, hosted at Bismarck State College, tested students' awareness of the core principles of cybersecurity.

- In 2022 and 2023, SAO partnered with Bismarck State College to host the annual Ignite ND conference. The event is a professional development opportunity for educators that focuses on incorporating computer science and cybersecurity into K-12 education. Information technology is foundational for our students' future success in a global, digital economy.





SPECIALLY DESIGNED SERVICES

This unit prescribes state and federal rules and regulations for special education and assists school districts and special education units in the development and administration of special education programs.

Biennium Accomplishments:

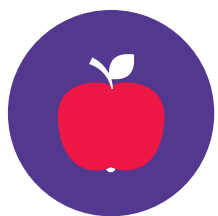
- In the 2022-2023 school year, 17,654 students with disabilities, ages 3-21, received special education and related services. This compares to 17,049 students with disabilities served during the 2021-2022 school year.
- Thirty-one special education units and the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing received federal assistance for Part B of the Individuals with Disabilities Act (approximately \$71 million) for the 2021-23 biennium. During the 2021-22 school year, seven special education units received state funds for gifted and talented programs, as compared to nine special education units which received funds during the 2022-23 school year.
- The North Dakota Department of Public Instruction assisted in launching several educator pathway programs to address recruitment and retention of special education teachers and related services personnel during the 21-23 biennium.
- This unit was responsible for overseeing the launch of the North Dakota Education Employment Site, a one-stop recruitment resource with various features and information. The main feature of the website is the Educational Employment System. This system is free to North Dakota educational entities. The system includes educational job openings for employers seeking help and a job seekers section for those looking for employment across North Dakota. The website also has an assortment of information about the field of education, such as North Dakota's certificates, credentials, teacher licensure, funding, and professional development opportunities for teachers. The site also has information about a Grow Your Own project to address teacher shortages by increasing the pipeline.
- During the 2021-2022 school year, live webinars were provided monthly from September through April and were recorded and shared with participants. Over 400 teachers, administrators, community agency staff, and parents registered. Topics covered included dynamic assessment, collaboration with general education teachers, behavioral planning and support, progress monitoring, ask the NDDPI, and various pre-recorded sessions on IEP writing, evaluation, functional behavioral assessment and behavior intervention plans, and more. Upon completion of the webinar series, 53 educators were granted a professional development credit toward renewal of their teaching certificate and 85 participants were given a certificate of hours completed to use toward board licensure (occupational therapists, physical therapists, school psychologists).
- Secondary Transition Conference: In November 2022, the NDDPI office of Specially Designed Services held the Secondary Interagency Transition Interagency Conference. The primary purpose of this conference is to strengthen partnerships between professionals, parents, and young adults; to expand the capacity of all stakeholders in the secondary transition process; and to promote the successful transition of young adults with disabilities to post-school outcomes of employment, community participation, and healthy lifestyles. A pre-conference workshop led by the Anne Carlsen Center was offered to participants, where the participants learned strategies and how to provide hands-on learning to students with significant disabilities. There were 98 registrants made up of teachers, special education coordinators, special education directors, and school administrators that attended the conference.
- Law Conference on Students with Disabilities: The NDDPI collaborated with the state special education offices from Montana and South Dakota to organize and sponsor the Northern Plains Law Conference on Students with Disabilities (NPLCSD). The purpose is to provide the latest information on special education legal and other related issues. The 2021 law conference was held virtually, with 266 attendees from all three states.

- State Systemic Improvement Plan (SSIP): The SSIP aims to increase the six-year graduation rate for students identified as having an emotional disturbance (ED). The office of Specially Designed Services selected four evidence-based practices that were researched specifically for students with ED. These practices are check-in, check-out, behavior-specific praise, opportunities to respond, and check and connect. Training on these practices was held in person and posted on the ND Educational Hub.

- Early Warning Intervention and Monitoring Systems (EWIMS): The Office of Specially Designed Services contracted with the American Institute for Research (AIR) to train a cadre of coaches in the state. These coaches work yearly with a cohort of schools on how to use student data (attendance, behavioral referrals, and course completion) to predict the students needing support/services to prevent drop-out. Three

cohorts have been completed, with seven districts receiving coaching. One year remains on the AIR contract and they will ensure that the office of Specially Designed Services is ready to take over and maintain this program without their support going forward.

- Graduation Improvement Project: Funds were awarded to Grand Forks and West Fargo school districts to complete a project that would support increasing graduation rates for students with disabilities. Grand Forks has utilized the funds to build a workforce readiness class during their summer school program and to create a teacher-student mentorship program. West Fargo has spent the funds on two additional Practical Assessment Exploration System (PAES) labs. These labs provide hands-on life and work skills at each student's level, with approximately 300 jobs in five career areas to increase career exploration opportunities.



CHILD NUTRITION & FOOD DISTRIBUTION

This unit administers U.S. Department of Agriculture's (USDA) child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

Biennium Accomplishments:

- Held annual Back-to-School workshops statewide, which included training on planning nutritious and cost-effective menus. Five full-day sessions reached More than 500 school food service professionals were reached over the course of five full-day sessions each year.

- Providing coordination that resulted in obtaining nearly \$10.5 million in state and federal grant funding for North Dakota school districts. These grants help districts ensure all North Dakota students get nutritious meals, keep costs low for school districts, and provide food assistance to low-income households. A significant focus was placed on assisting small, rural schools and districts with a large percentage of children whose parents work at low-income jobs.

- Partnered with the North Dakota Health and Human Services to issue Pandemic EBT benefits to low-income students who did not have access to free or reduced-price meals due to COVID closures and during the Summer when schools are closed.

- Awarded \$7.3 million in Supply Chain Assistance funds across the state. These funds helped schools handle supply chain disruptions that prevented their usual suppliers from delivering various fresh foods, such as milk. They served as a temporary measure to allow schools to make these unexpected purchases from alternate sources.

- Created and filled a Farm to School Specialist position. The Farm to School Program brings schools together with North Dakota farmers and ranchers to supply our students with fresh, locally-grown food in season while reducing transportation costs and increasing financial stability for producers in the state. The 2019 USDA Farm to School Census results show that 73% of North Dakota reported using locally-produced foods in their School Nutrition Programs.

- Administered the USDA household food distribution programs that provided over 11,000,000 pounds of food to the people in North Dakota, including elderly and tribal residents. The Commodity Supplemental Food Program provided an average of 1,600 food boxes bi-monthly, to elderly clients to help support their food costs and give them access to healthy foods. The Emergency Food Assistance Program received record-breaking amounts of food to help support the need at food pantries and soup kitchens across North Dakota. The Food Distribution Program on Indian Reservations received additional COVID food boxes to supplement the program, allowing families needing even more assistance as families continued to struggle during the pandemic.

- Increased the number of Child and Adult Care Food Program (CACFP) sponsors by 20%. The CACFP is

a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults enrolled for care at participating child care centers, daycare homes, and adult daycare centers.

- Administered the USDA Foods in-school program. North Dakota schools participating in the National School Lunch Program were shipped \$11,889,464 (7,784,476 pounds) worth of USDA Foods during the biennium. USDA Foods are high-quality, 100% American-grown and produced foods. North Dakota schools participating in the Summer Food Department of Defense (DoD) Fresh Fruit in Vegetable Program used \$275,937 of fresh fruit and vegetables during the biennium, serving the Summer Food meals.





FISCAL MANAGEMENT

This unit is responsible for maintaining the department's budget, accounting, preparation of financial statements and reports, maintaining grants and contracts, processing of payments and revenue, and payroll operations. This unit also interprets and implements state and federal program statutes, state and federal regulations, and policy directives. This unit is responsible for activities in the area of school district finance. This unit supervises the distribution of state aid and assists with the implementation of the uniform accounting system. The unit provides technical assistance to schools and school districts regarding annexation, reorganization, and dissolution procedures; provides support and technical assistance for open enrollment; approves school construction; and manages school construction loan programs.



HUMAN RESOURCES

This unit performs personnel services for the department, including recruitment, salary administration, performance management, training, and policy development.



MANAGEMENT INFORMATION SYSTEMS

This unit is responsible for collecting data from all North Dakota schools for state and federal reporting. This unit is also responsible for oversight of the external and internal websites. In addition, this unit provides technical assistance and support for department staff and their partners.

Biennium Accomplishments:

MIS has overseen an upgrade of the Statewide

Automated Reporting System, or STARS. This will make its user interface and technical platform easier to navigate and more aligned with users' expectations and improve the reporting of student outcomes. The upgrade will reduce the amount of data that needs to be entered and cut the amount of redundant information the system must receive. It will also align with the Common Educational Data Standards, known as CEDS. STARS Reporting and Analytics Portal now includes Research-based analytics to address achievement gaps and improve outcomes.

NDDPI presents this "data as a service" portal to supplement the Statewide Longitudinal Data System (SLDS) as an additional information resource for schools that can further inform school improvement initiatives aimed at enhancing student learning outcomes.

STARS Reporting covers specific DPI/K-12 School Research and Data Analytics Needs:

1) Accountability Report Card – Performance Analytics:

- Student achievement gaps
- Student growth anomalies
- Choice Ready gaps
- Graduation correlation with Choice Ready

2) Private Report Card and Analytics Development in STARS Reporting:

- Private Report Card with unsuppressed access for NDDPI, school, and district STARS users
- Additional metrics to inform prescriptive strategies for an expanded user community

3) Deeper analysis of metrics to inform student learning improvement:

- NDSA domain level mastery
- Lexile/Quantile analysis
- Proficiency level movement
- Growth level movement
- Enrollment churn (unexpected spikes in enrollment and withdrawal activities)

4) Financial Transparency:

- Expanded school district financial reporting available through STARS
- Program spending vs. educational outcomes
- Impact of ESSER spending on educational outcomes
- Correlating AFR data, Foundation Aid, WebGrants, and performance outcomes
- Planning for public reporting on approved metrics

5) Special Education Enrollment Analysis:

- Special Education: enrollment trends and financial needs for support
- Analytics to inform accelerated learning



OUTREACH & ENGAGEMENT

This unit disseminates information about the department's initiatives and operations to families, students, educators, and other education stakeholders, as well as to legislators, policymakers, and the news media using a number of methods, including traditional and social media channels. This unit is also responsible for the planning, coordination, and execution of several state and national recognition programs.

Recognition Programs

NORTH DAKOTA TEACHER OF THE YEAR

North Dakota Century Code 15.1c02 outlines the superintendent of public instruction's duty to annually accept nominations for the N.D. Teacher of the Year award. Each year, the process begins with an at-large nomination process for the County Teacher of the Year. The selected County Teachers of the Year are invited to apply at the state level. Applicants are scored by an eight-member committee consisting of (at a minimum) a former N.D. Teacher of the Year award recipient, and representatives of the N.D. Council of Educational Leaders, the N.D. Department of Career and Technical Education, NDDPI, N.D. United, the N.D. School Boards Association, and a nonpublic school in the state.

By September 30 of each year, the governor and state superintendent jointly announce the award recipient. The N.D. Teacher of the Year's application also goes forward for the National Teacher of the Year award sponsored by the Chief Council of State School Officers. Their state term runs January through December of the following year.

In 2022, NDDPI began awarding each Teacher of the Year with a \$15,000 grant to be applied toward professional learning opportunities.

2023 North Dakota Teacher of the Year:

Ivona Todorovic, Red River High School, Grand Forks

2022 North Dakota Teacher of the Year:

Bret Dockter, B.M. Hanson Elementary School, Harvey



Superintendent Kirsten Baesler, Ivona Todorovic, Gov. Doug Burgum



Superintendent Kirsten Baesler, Bret Dockter, Gov. Doug Burgum

NATIONAL BLUE RIBBON SCHOOLS

This program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. North Dakota is able to nominate three qualifying schools for the award each year.

2022 National Blue Ribbon Schools:

- Larimore Elementary School
- Linton Public School
- Roosevelt Elementary School, Bismarck

2021 National Blue Ribbon Schools:

- Roosevelt Elementary School, Mandan
- Valley-Edinburg Elementary School - Crystal
- Wyndmere Public School

U.S. PRESIDENTIAL SCHOLARS

The U.S. Presidential Scholars Program was established in 1964, by executive order of the President, to recognize and honor some of our nation's most distinguished graduating high school seniors. In 1979, the program was extended to recognize students who demonstrate exceptional talent in the visual, creative, and performing arts. In 2015, the program was again extended to recognize students who demonstrate ability and accomplishment in career and technical education fields. Each year, up to 161 students are named as Presidential Scholars, one of the nation's highest honors for high school students.

2023 U.S. Presidential Scholars:

- Srinath Kandooru, Century High School, Bismarck
- ** Kaylee Kirkeby, Grand Forks Central High School
- Annelise Klein, Century High School, Bismarck

2022 U.S. Presidential Scholars:

- Chance Bowlinger, Century High School Bismarck
- *Quoc Bui, Fargo (Interlochen Arts Academy, Interlochen, Michigan)
- Yaoyi Ma, North High School, Fargo
- Lukas Mavity, Dickinson High School

* Scholar for U.S. Presidential Scholar in Arts

** Scholar for U.S. Presidential Scholar in Career and Technical Education

U.S. SENATE YOUTH PROGRAM

The U.S. Senate Youth Program (USSYP) brings the highest-level officials from each branch of government to meet this group of young leaders — two high school juniors or seniors from each of the fifty states, the District of Columbia, and the Department of Defense Education Activity — for an intensive weeklong education and leadership program held in Washington, D.C. each spring. The program is merit based and highly competitive. Each student also receives a \$10,000 undergraduate college scholarship with encouragement to pursue coursework in history and political science. Selection is determined by the superintendent of public instruction after applications are screened by NDDPI's selection committee. Selection is based on the student's outstanding abilities and demonstrated qualities of leadership in an elected or appointed student office for the entire school year. The primary purposes of the qualifying leadership position must be representation of a constituency and service to others. Students must demonstrate an interest in participating in leadership, public service, and government-related activities.

2023 Delegates:

- Gavin Kratcha, Hankinson High School
- Will Nelson, Jamestown High School

2022 Delegates:

- Emma Kratcha, Hankinson High School
- Sydney Ebach, Legacy High School, Bismarck

MILKEN EDUCATOR AWARD

The Milken Educator Awards, created by Lowell Milken in 1987, have rewarded and inspired excellence in the world of education by honoring top educators around the country with \$25,000 unrestricted awards. Not an accolade for “lifetime achievement” or the proverbial gold watch at the exit door, the Milken Educator Awards targets early-to-mid career education professionals for their already impressive achievements and, more significantly, for the promise of what they will accomplish in the future.

Recipients are caught by surprise when their names are announced at emotional all-school assemblies in front of cheering students, proud colleagues, distinguished officials and the media. There’s a reason why many call it the “Oscars of Teaching”—new Milken Educators

have even been asked for autographs by admiring students! And while the celebrity treatment is well-deserved, the Awards aren’t about the glitz and glamour. They’re about bringing attention to these classroom heroes; serving at once as validation, motivation and

inspiration to current and future quality educators. The message: We recognize you. We value you. We thank you.

2021 Milken Educator:
Erica Quale, Wachter Middle School, Bismarck



Scholarships

For over a decade, North Dakota has offered Academic and Career and Technical Education (CTE) Scholarships, which students can use at colleges, universities, professional schools, and registered apprenticeship programs in North Dakota. These scholarships are merit-based, with specific requirements regarding testing, grade-point average, and course requirements. The scholarship is worth a maximum of \$6,000 for each qualifying student.

The Legislature revamped the program in 2021 to create a single North Dakota Scholarship, a change that will take full effect in 2025. The new scholarship

requirements will be aligned with our state’s Choice Ready initiative, an academic accountability system that measures whether our North Dakota high schools are producing students who are ready for success when they graduate. Choice Ready includes “essential skills” goals for students and benchmarks for being considered prepared for college, the workforce, or military service. It represents a more comprehensive measurement of a student’s high school preparation. The new North Dakota Scholarship requirements are aligned with the Choice Ready initiative. Still, they are written at a level of rigor similar

to that of our current Academic and CTE Scholarships. In other words, all students who qualify for the scholarship under the new requirements will also graduate Choice Ready, but not all students who graduate Choice Ready will be eligible.



Special Initiatives

AGENCY ACCREDITATION

This biennium, the North Dakota Department of Public Instruction initiated the process of becoming the nation's first accredited State Educational Agency (SEA). Accreditation is a voluntary method of quality assurance designed primarily to recognize schools and other educational agencies adhering to a set of educational standards and policies. In addition, accreditation focuses on where the education agency is heading with respect to its mission and purpose. Lastly, accredited agencies commit to a journey of ongoing improvement.

During the 21-23 biennium, NDDPI created six

SEA-focused constructs of a quality, high-performing organization and 23 standards that define those constructs. The constructs are Healthy Culture, Leadership, Policy Management, Communication and Support, Partnerships, and Continuous Improvement. During the 2023-2025 biennium, NDDPI will participate in the continuous improvement journey by fulfilling accreditation requirements and making agency changes that reflect the findings of the Engagement Review (a review of the agency's cumulative work during the accreditation process) conducted by Cognia.

EDUCATOR PATHWAYS

The North Dakota Department of Public Instruction assisted in launching several educator pathway programs to address recruitment and retention of special education teachers and related services personnel during the 21-23 biennium.

Speech Language Pathology (SLP) Loan Forgiveness: SLP Loan Forgiveness recruits Speech-Language Pathologists to North Dakota public schools by offering loan forgiveness award agreements to graduate-level (first- and second-year) speech-language pathology students through North Dakota universities and the University of Minnesota-Moorhead. Each year the student accepts the loan forgiveness award, the student receives \$10,000 upon completing a contract with a North Dakota public school district or a special education unit. During the 21-23 biennium, 23 awards were given.

Speech-Language Pathology Paraprofessional (SLPP) Scholarship: Ten scholarships are available at a North Dakota college to earn an associate in applied science in Speech-Language Pathology Paraprofessional. Scholarships cover tuition and fees for courses in special education and communication disorders. During the 21-23 biennium, 29 scholarships were given.

Traineeship Scholarship: Each year, Traineeship Scholarships are awarded to increase graduate-level endorsed special educators by offering a scholarship for coursework to retrain current educators in special education endorsement areas. During the 21-23 biennium, 84 scholarships were awarded.

Special Education Technician: In 2021, NDDPI was granted authority to administer certificates for special education technicians in North Dakota. Special education technicians are allowed to conduct academic and behavioral screenings, document student progress, assist with regulatory paperwork, participate in multidisciplinary team meetings, prepare materials, and assist with scheduling and maintaining space and equipment under the supervision of a special education teacher. To date, four special education technician certificates have been issued.

Para to Teacher Pathway (PTP): The PTP seeks to attract special education paraprofessionals and supports them in transitioning to licensed special education teachers. Since the program's inception in the Summer of 2020, NDDPI has funded ten candidates who continue working as paraprofessionals to complete their college coursework toward earning a bachelor's in special education.

Educator Pathway: The Educator Pathway Program allows high school students interested in entering the teaching field to take dual credit while still in high school, which will count towards graduation requirements and college credit. During the 2022-2023 school year, five North Dakota Universities offered dual credit courses at no cost to students. In 2022-2023, 121 dual courses in education were taken.

BE LEGENDARY SCHOOL BOARD LEADERSHIP INSTITUTE

The North Dakota Department of Public Instruction, in cooperation with Elliott and McMahon LLC, and with an endorsement from the North Dakota School Board Association, created the Be Legendary School Board Leadership Institute. This intensive program is designed for governing teams – school boards with their superintendents – that are dedicated to continually sharpening and cultivating their focus on one primary objective: improving student outcomes. It is a unique opportunity for governing teams that are committed to pushing themselves to do even more for their students.

The Be Legendary School Board Leadership Institute is based on six critical pillars to transform school board performance:

1. ADOPTING STUDENT OUTCOME GOALS: Adopt three student outcome goals aligned to the ND K-12 Strategic Vision and goals.

2. ADOPTING GOAL PROGRESS MEASURES: Adopt no more than four student outcome goal progress measures for each student outcome goal.

3. MONITORING STUDENT OUTCOME GOALS: Monitoring student outcome goals and student outcome goal progress measures with a school board-adopted monitoring calendar.

4. STRUCTURING FOR SUCCESS: Structuring the school board and leadership teams for success.

5. ADOPTING GUARDRAILS: Adopting theory of action, three to five superintendent guardrails, no more than five superintendent guardrail progress measures for each superintendent guardrail, and school board guardrails.

6. ACTIVE TEAMWORK AND ADVOCACY: Active teamwork and coaching support including school board quarterly self-evaluation.

School Board members are important leaders in their school systems and hold the power to dramatically improve student achievement. School boards that participated in this training were able to invite an unlimited number of school leaders/ personnel to attend at no additional cost.

School board members who completed the two-day training earned the Be Legendary School Board Leadership Certification and their board was recognized during the annual Governor's Summit on Innovative Education.

Throughout the biennium, the State of North Dakota covered 50% of the cost for the Be Legendary School Board Leadership certification, and 27 North Dakota school boards were successfully trained. School board members who completed the training found incredible value in the program. Of the first 130 institute participants, 95% would recommend the training to other school boards and leadership teams.

“

**Student outcomes
don't change
until
adult behaviors
change.**

”

ND A+

North Dakota Academic Progression of Learning and Understanding of Students or ND A-PLUS (ND A+) is a new, connected system of assessments that includes state-provided interim assessments (starting Fall 2023) and a statewide summative assessment that will replace the NDSA (starting Spring 2025). The innovation with the ND A+ system lies in the alignment between the interim assessments and North Dakota educational content standards and alignment to the ND A+ summative. The two parts of ND A+, the interim and the summative, will exist within the same platform. This is a benefit to both test administrators and students, as familiarity with the system will grow as it is used throughout the year. Items like reporting, test administrator interface, student testing interface, student testing tools, and even the item pool will all be uniquely tied together in one system.

During the 21-23 biennium, NDCC 15.1-21-17.1 was updated to address interim assessments. Districts across the state have two options to meet the new requirements: state-provided and state-approved interim assessments. The ND A+ interims are the state-provided option and are available as an option at no cost to the school districts. This is the first time North Dakota has offered a statewide interim assessment. Also, during the 21-23 biennium, the North Dakota Math and ELA content standards were revised. The ND A+ interims and summative will align to these standards moving into the 23-25 biennium. The full ND A+ system will be in place and aligned to the newly revised standards starting in the 24-25 school year. ACT and NDSA will no longer be used for school accountability after Spring 2024.

SCIENCE OF READING

Professional Development: The 2021 Legislature passed NDCC 15.1-21-12.1 to support the improvement of reading instruction for North Dakota students. The law requires that all teachers and principals serving students in grades K-3 will:

1. Receive training in scientifically based reading instruction practices, and
2. Use scientifically-based instructional materials and approaches, known as the science of reading.

NDDPI partnered with North Dakota Regional Education Associations (REAs) and has dedicated \$2 million to providing science of reading professional development opportunities to educators and principals across the state. Through NDCC 15.1-32-26 (2023), school districts are required to provide a universal screener for dyslexia and align systems to support struggling readers.

Curriculum: The second prong of the law addresses curriculum that aligns with the science of reading. The North Dakota REAs provide opportunities for schools to learn about and make informed decisions

when selecting high-quality materials. While most school districts replace their curricula by subject on a rotating basis over several years, many districts find themselves between funding cycles for reading curriculum. It has become a priority to replace materials that employ contrary practices with high-quality materials. Additionally, the law requires that schools have tools and processes to support struggling readers.

Implementation: A third area of focus for supporting instructional improvement involves helping teachers and principals practice and use what they have learned. Ongoing learning about aligned instructional practices and high-quality materials are important pieces of quality education. Additionally, educators will need continued support, such as coaching and communities of practice, to practice the instructional methods if they are expected to meet the needs of all students in achieving literacy proficiency.

COMPUTER SCIENCE & CYBERSECURITY

In the culmination of years of work by education stakeholders, the 2023 Legislature approved HB1398, which requires the teaching of computer science and cybersecurity and the integration of academic content standards for those subjects into school coursework from kindergarten through the 12th grade. The initiative emphasizes the development of student and citizen knowledge of computer science and

cybersecurity, and is intended to ensure that students have the skills and know-how they need to prosper in a technology-driven economy. The Department of Public Instruction has led the development of K-12 computer science and cybersecurity academic content standards, and cybersecurity and computer science credentials for educators to add to their teaching licenses.

Who We Serve



Students

2022-2023

Total Enrollment: 127,558

Public Enrollment: 115,385

Nonpublic Enrollment: 8,286

Home Educated Enrollment: 3,887

2021-2022

Total Enrollment: 126,738

Public Enrollment: 113,858

Nonpublic Enrollment: 8,453

Home Educated Enrollment: 4,427



Districts & Schools

2022-2023

Total Approved Schools: 456

Approved Public Schools: 395
Virtual: 19

Approved Nonpublic Schools: 57
Virtual: 1

State Schools: 4

2021-2022

Total Approved Schools: 459

Approved Public Schools: 400
Virtual: 22

Approved Nonpublic Schools: 55
Virtual: 1

State Schools: 4



Teachers & Administrators

2022-2023

Teachers: 10,436

Administrators: 674

2021-2022

Teachers: 10,344

Administrators: 630

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

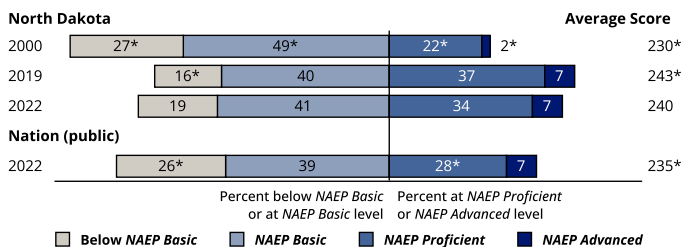


2022 MATHEMATICS STATE SNAPSHOT REPORT NORTH DAKOTA ■ GRADE 4 ■ PUBLIC SCHOOLS

OVERALL RESULTS

- In 2022, the average score of fourth-grade students in North Dakota was 240. This was higher than the average score of 235 for students in the nation.
- The average score for students in North Dakota in 2022 (240) was lower than their average score in 2019 (243) and was higher than their average score in 2000 (230).
- The percentage of students in North Dakota who performed at or above the *NAEP Proficient* level was 40 percent in 2022. This percentage was smaller than that in 2019 (44 percent) and was greater than that in 2000 (25 percent).
- The percentage of students in North Dakota who performed at or above the *NAEP Basic* level was 81 percent in 2022. This percentage was smaller than that in 2019 (84 percent) and was greater than that in 2000 (73 percent).

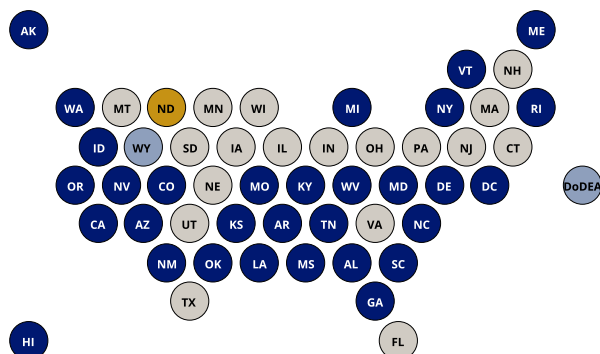
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2022. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/JURISDICTIONS



In 2022, the average score in North Dakota (240) was

- lower than those in 2 states/jurisdictions
- higher than those in 31 states/jurisdictions
- not significantly different from those in 18 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools).
NOTE: Puerto Rico was not included in the comparison results.

RESULTS FOR STUDENT GROUPS IN 2022

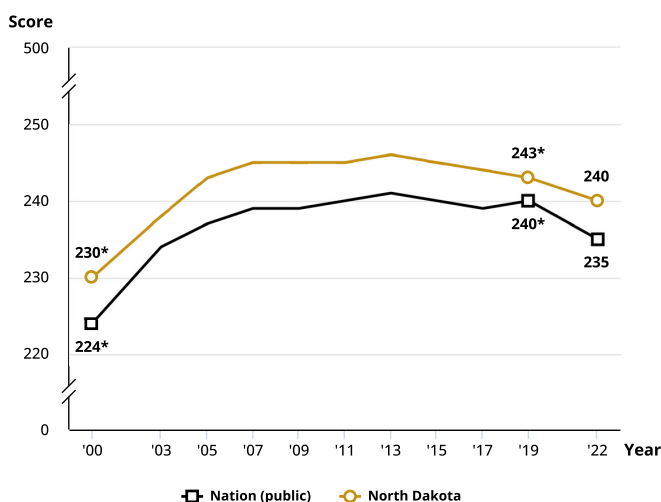
REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE NAEP BASIC	PERCENTAGE AT NAEP PROFICIENT	PERCENTAGE AT NAEP ADVANCED
Race/Ethnicity					
White	75	245	87	47	8
Black	5	216	54	8	#
Hispanic	6	225	64	19	4
Asian	1	‡	‡	‡	‡
American Indian/Alaska Native	7	217	55	11	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	5	236	80	32	4
Gender					
Male	51	242	83	44	8
Female	49	238	79	36	5
National School Lunch Program					
Eligible	25	225	64	22	3
Not eligible	75	245	87	46	8

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2022. Significance tests were performed using unrounded numbers.

SCORE GAPS FOR STUDENT GROUPS

- In 2022, Black students had an average score that was 29 points lower than that for White students. Data are not reported for Black students in 2000, because reporting standards were not met.
- In 2022, Hispanic students had an average score that was 20 points lower than that for White students. Data are not reported for Hispanic students in 2000, because reporting standards were not met.
- In 2022, male students in North Dakota had an average score that was higher than that for female students by 5 points.
- In 2022, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 20 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (17 points).



NOTE: The NAEP mathematics scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the mathematics assessment at [interpret results](#). For more information and additional comparisons please visit the [Nation's Report Card](#) and [NAEP Data Explorer](#).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000–2022 Mathematics Assessments.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

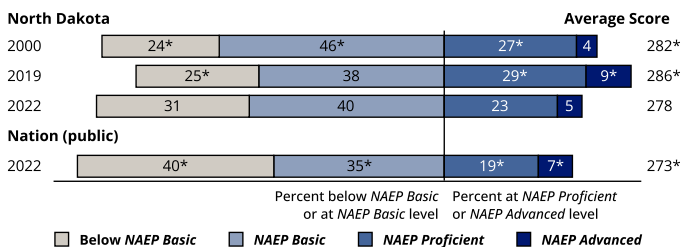


2022 MATHEMATICS STATE SNAPSHOT REPORT NORTH DAKOTA ■ GRADE 8 ■ PUBLIC SCHOOLS

OVERALL RESULTS

- In 2022, the average score of eighth-grade students in North Dakota was 278. This was higher than the average score of 273 for students in the nation.
- The average score for students in North Dakota in 2022 (278) was lower than their average score in 2019 (286) and in 2000 (282).
- The percentage of students in North Dakota who performed at or above the *NAEP Proficient* level was 28 percent in 2022. This percentage was smaller than that in 2019 (37 percent) and was not significantly different from that in 2000 (30 percent).
- The percentage of students in North Dakota who performed at or above the *NAEP Basic* level was 69 percent in 2022. This percentage was smaller than that in 2019 (75 percent) and in 2000 (76 percent).

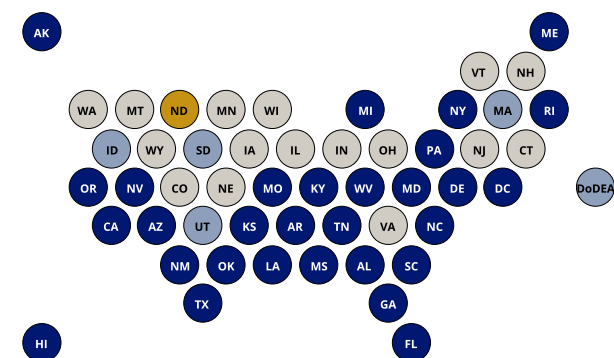
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2022. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/JURISDICTIONS

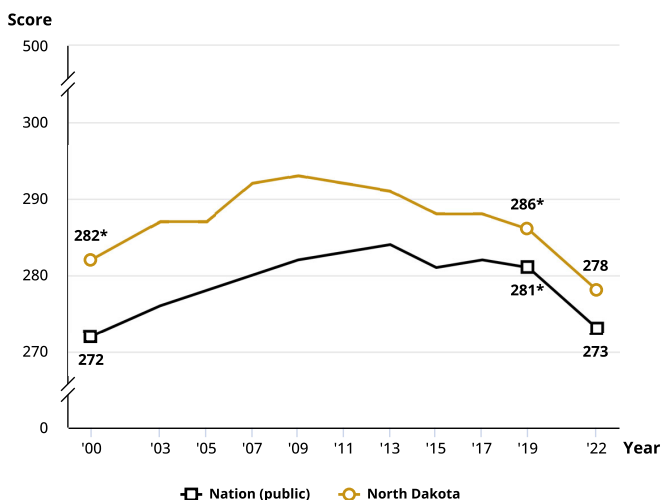


In 2022, the average score in North Dakota (278) was

- lower than those in 5 states/jurisdictions
- higher than those in 30 states/jurisdictions
- not significantly different from those in 16 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools).
NOTE: Puerto Rico was not included in the comparison results.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2022. Significance tests were performed using unrounded numbers.

RESULTS FOR STUDENT GROUPS IN 2022

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE NAEP BASIC	PERCENTAGE AT NAEP PROFICIENT	PERCENTAGE AT NAEP ADVANCED
Race/Ethnicity					
White	75	284	76	33	6
Black	5	252	33	8	1
Hispanic	6	259	46	12	1
Asian	1	†	†	†	†
American Indian/Alaska Native	8	260	45	11	3
Native Hawaiian/Pacific Islander	†	†	†	†	†
Two or More Races	4	267	57	15	1
Gender					
Male	51	280	70	29	6
Female	49	277	68	27	4
National School Lunch Program					
Eligible	27	263	52	15	2
Not eligible	73	284	75	33	7

Rounds to zero.

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

SCORE GAPS FOR STUDENT GROUPS

- In 2022, Black students had an average score that was 33 points lower than that for White students. Data are not reported for Black students in 2000, because reporting standards were not met.
- In 2022, Hispanic students had an average score that was 25 points lower than that for White students. Data are not reported for Hispanic students in 2000, because reporting standards were not met.
- In 2022, male students in North Dakota had an average score that was not significantly different from that for female students.
- In 2022, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 21 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (16 points).



NOTE: The NAEP mathematics scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the mathematics assessment at [interpret results](#). For more information and additional comparisons please visit the [Nation's Report Card](#) and [NAEP Data Explorer](#).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000–2022 Mathematics Assessments.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

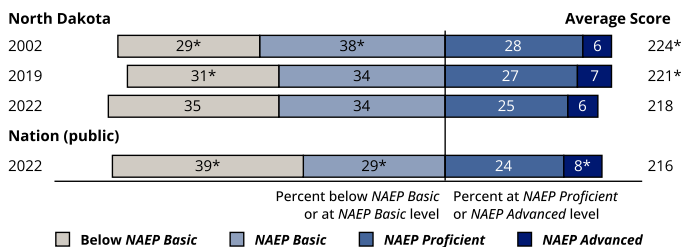


2022 READING STATE SNAPSHOT REPORT NORTH DAKOTA ■ GRADE 4 ■ PUBLIC SCHOOLS

OVERALL RESULTS

- In 2022, the average score of fourth-grade students in North Dakota was 218. This was not significantly different from the average score of 216 for students in the nation.
- The average score for students in North Dakota in 2022 (218) was lower than their average score in 2019 (221) and in 2002 (224).
- The percentage of students in North Dakota who performed at or above the *NAEP Proficient* level was 31 percent in 2022. This percentage was not significantly different from that in 2019 (34 percent) and in 2002 (34 percent).
- The percentage of students in North Dakota who performed at or above the *NAEP Basic* level was 65 percent in 2022. This percentage was smaller than that in 2019 (69 percent) and in 2002 (71 percent).

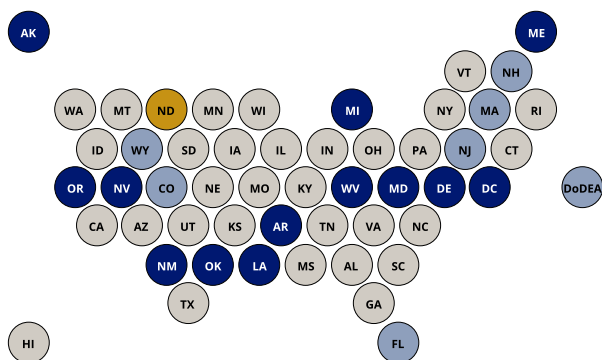
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2022. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/JURISDICTIONS



In 2022, the average score in North Dakota (218) was

- lower than those in 7 states/jurisdictions
- higher than those in 13 states/jurisdictions
- not significantly different from those in 31 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools).

RESULTS FOR STUDENT GROUPS IN 2022

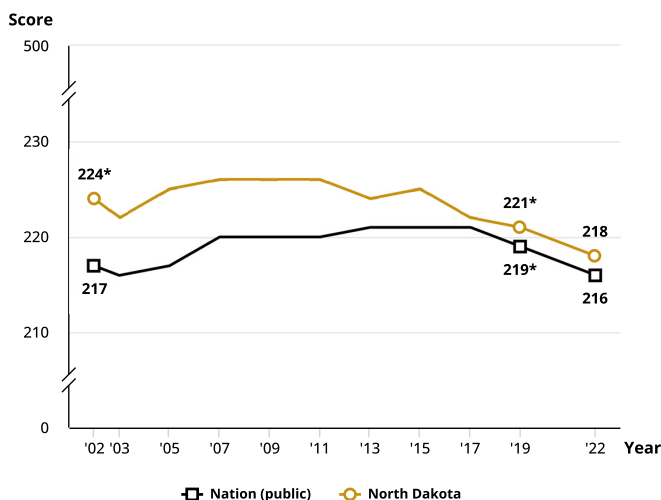
REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE NAEP BASIC	PERCENTAGE AT NAEP PROFICIENT	PERCENTAGE AT NAEP ADVANCED
Race/Ethnicity					
White	75	222	70	35	6
Black	5	189	35	12	2
Hispanic	6	202	47	18	2
Asian	1	#	#	#	#
American Indian/Alaska Native	7	206	50	20	3
Native Hawaiian/Pacific Islander	#	#	#	#	#
Two or More Races	5	215	63	25	3
Gender					
Male	50	214	60	28	5
Female	50	221	69	34	6
National School Lunch Program					
Eligible	26	200	45	16	2
Not eligible	74	224	72	36	7

Rounds to zero.

Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2022. Significance tests were performed using unrounded numbers.

SCORE GAPS FOR STUDENT GROUPS

- In 2022, Black students had an average score that was 33 points lower than that for White students. Data are not reported for Black students in 2002, because reporting standards were not met.
- In 2022, Hispanic students had an average score that was 20 points lower than that for White students. Data are not reported for Hispanic students in 2002, because reporting standards were not met.
- In 2022, male students in North Dakota had an average score that was lower than that for female students by 7 points.
- In 2022, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 23 points lower than that for students who were not eligible. This performance gap was wider than that in 2002 (15 points).



NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at [interpret results](#). For more information and additional comparisons please visit the [Nation's Report Card](#) and [NAEP Data Explorer](#).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP), 2002–2022 Reading Assessments.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

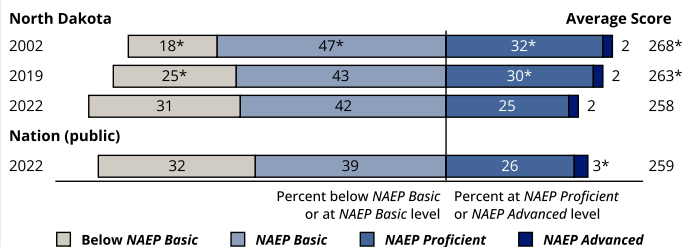


2022 READING STATE SNAPSHOT REPORT NORTH DAKOTA ■ GRADE 8 ■ PUBLIC SCHOOLS

OVERALL RESULTS

- In 2022, the average score of eighth-grade students in North Dakota was 258. This was not significantly different from the average score of 259 for students in the nation.
- The average score for students in North Dakota in 2022 (258) was lower than their average score in 2019 (263) and in 2002 (268).
- The percentage of students in North Dakota who performed at or above the *NAEP Proficient* level was 27 percent in 2022. This percentage was smaller than that in 2019 (32 percent) and in 2002 (35 percent).
- The percentage of students in North Dakota who performed at or above the *NAEP Basic* level was 69 percent in 2022. This percentage was smaller than that in 2019 (75 percent) and in 2002 (82 percent).

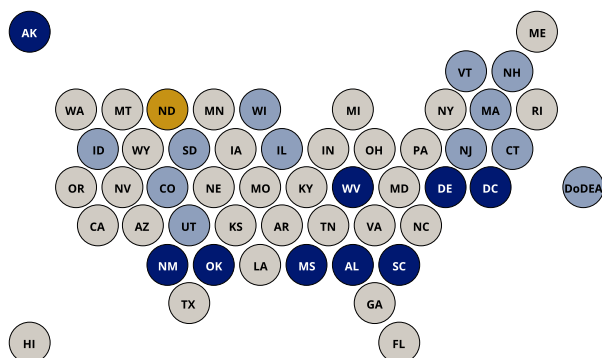
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2022. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/JURISDICTIONS



In 2022, the average score in North Dakota (258) was

- lower than those in 12 states/jurisdictions
- higher than those in 9 states/jurisdictions
- not significantly different from those in 30 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools).

RESULTS FOR STUDENT GROUPS IN 2022

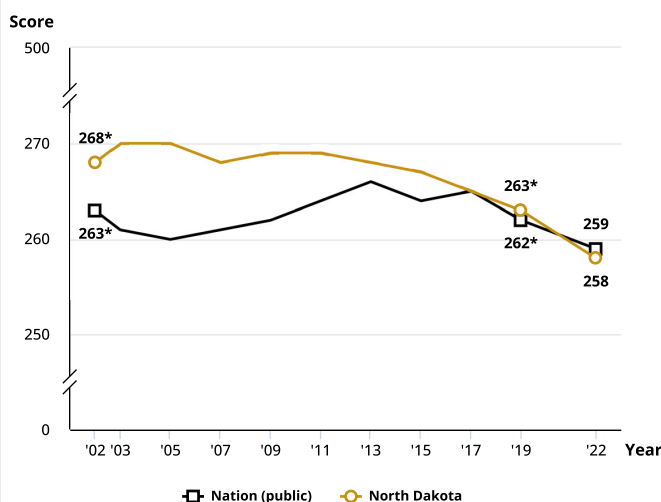
REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE NAEP BASIC	PERCENTAGE AT NAEP PROFICIENT	PERCENTAGE AT NAEP ADVANCED
Race/Ethnicity					
White	75	263	75	31	2
Black	5	237	47	12	#
Hispanic	6	249	56	22	3
Asian	1	†	†	†	†
American Indian/Alaska Native	8	234	38	8	#
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or More Races	4	250	58	20	1
Gender					
Male	50	250	61	20	1
Female	50	266	77	35	3
National School Lunch Program					
Eligible	26	243	52	15	1
Not eligible	73	263	75	31	3

Rounds to zero.

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2022. Significance tests were performed using unrounded numbers.

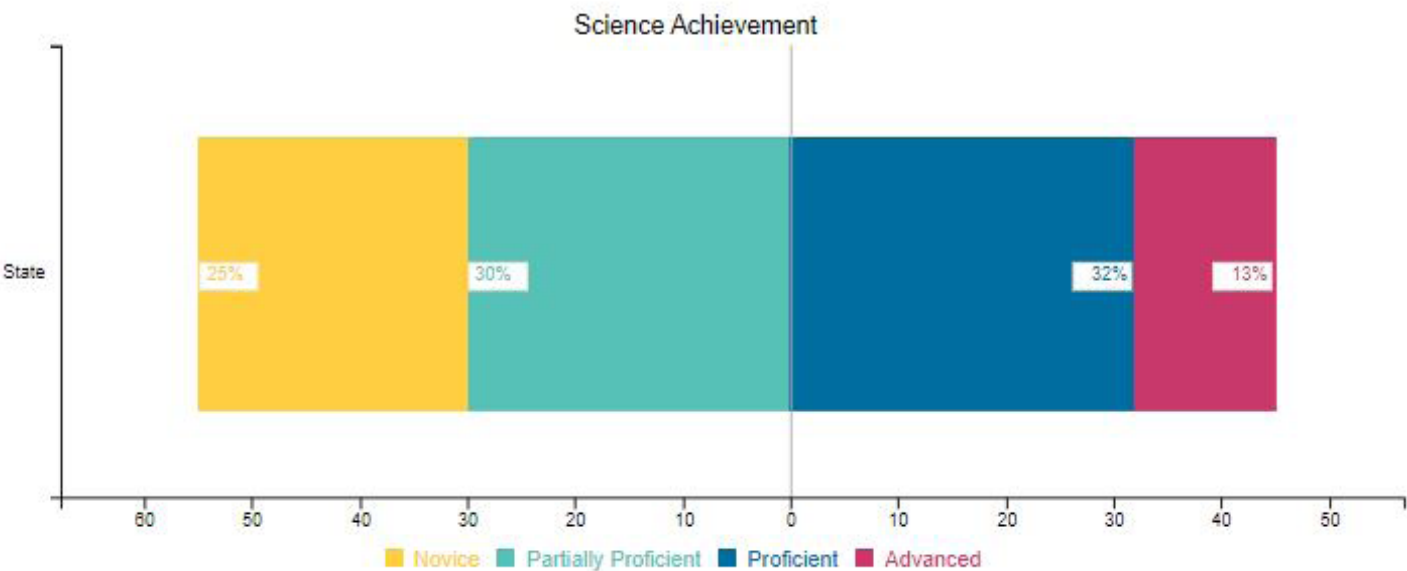
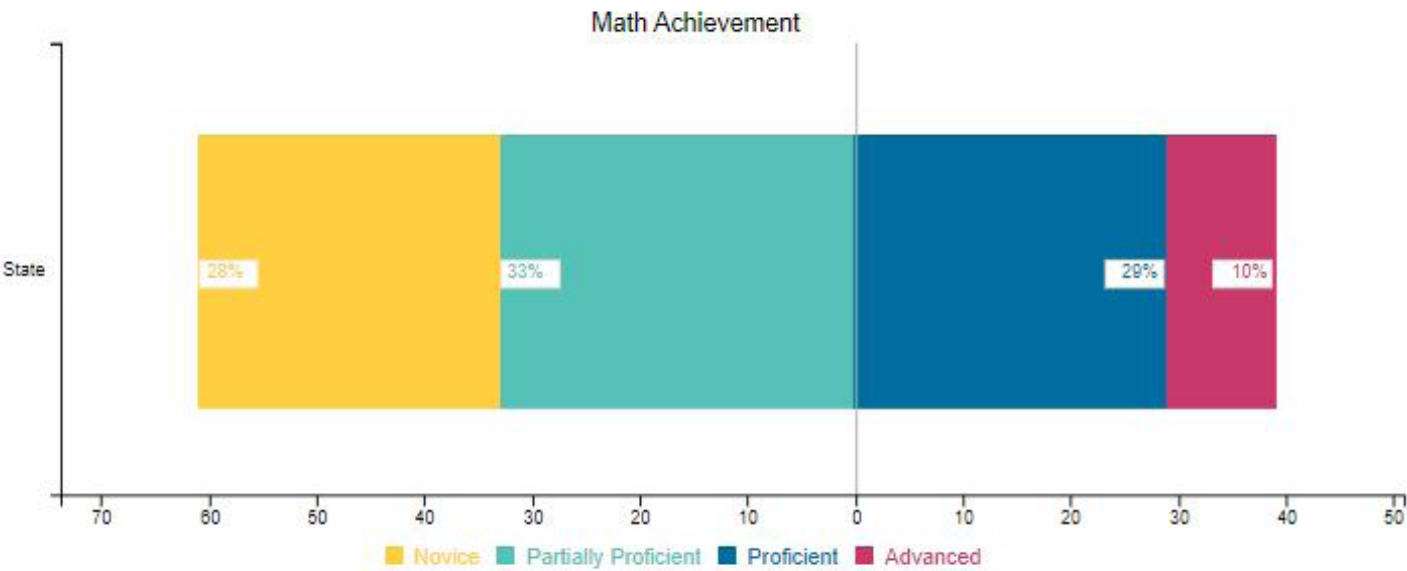
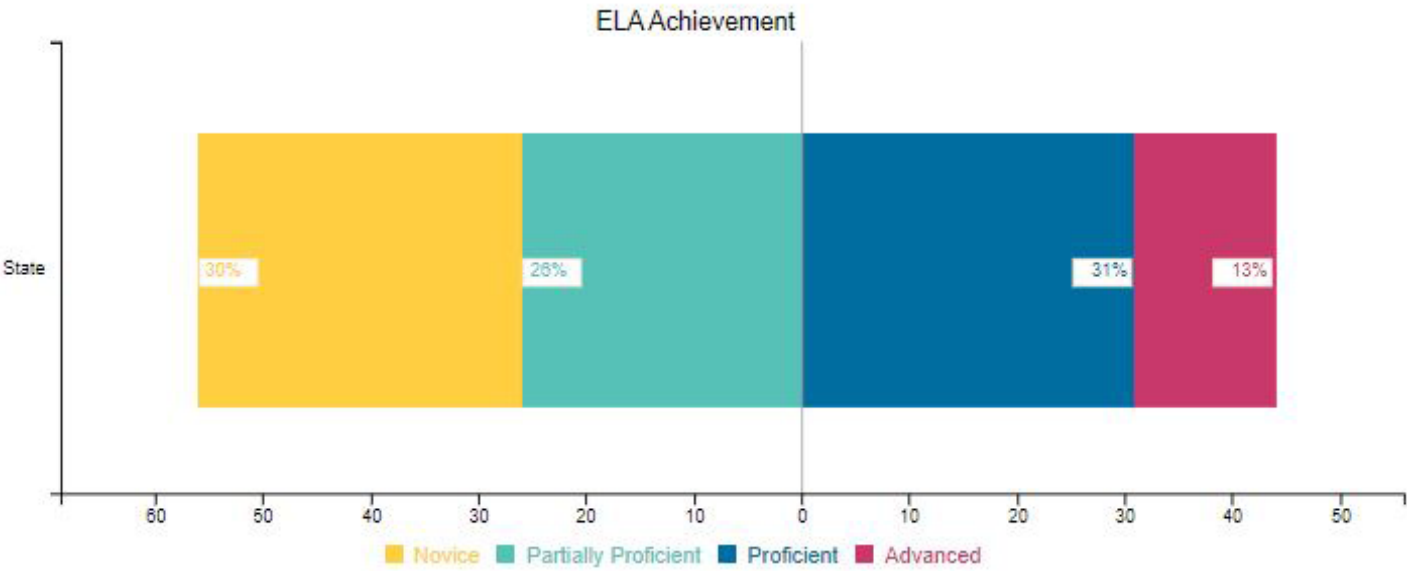
SCORE GAPS FOR STUDENT GROUPS

- In 2022, Black students had an average score that was 27 points lower than that for White students. Data are not reported for Black students in 2002, because reporting standards were not met.
- In 2022, Hispanic students had an average score that was 15 points lower than that for White students. Data are not reported for Hispanic students in 2002, because reporting standards were not met.
- In 2022, male students in North Dakota had an average score that was lower than that for female students by 15 points. This performance gap was wider than that in 2002 (10 points).
- In 2022, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 20 points lower than that for students who were not eligible. This performance gap was wider than that in 2002 (9 points).

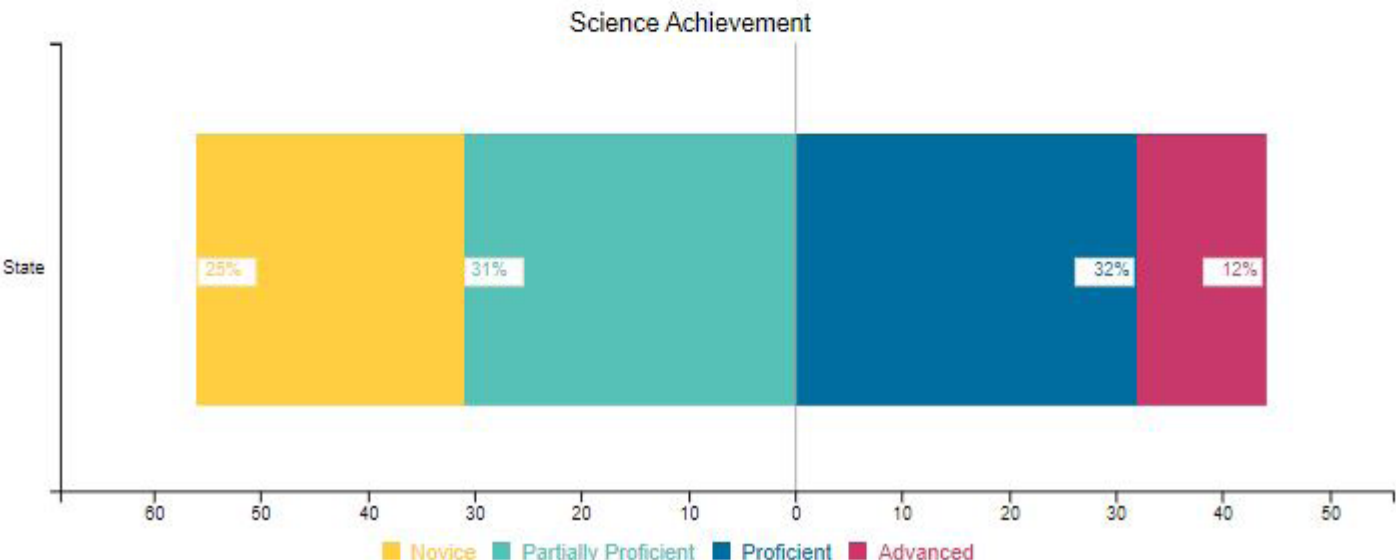
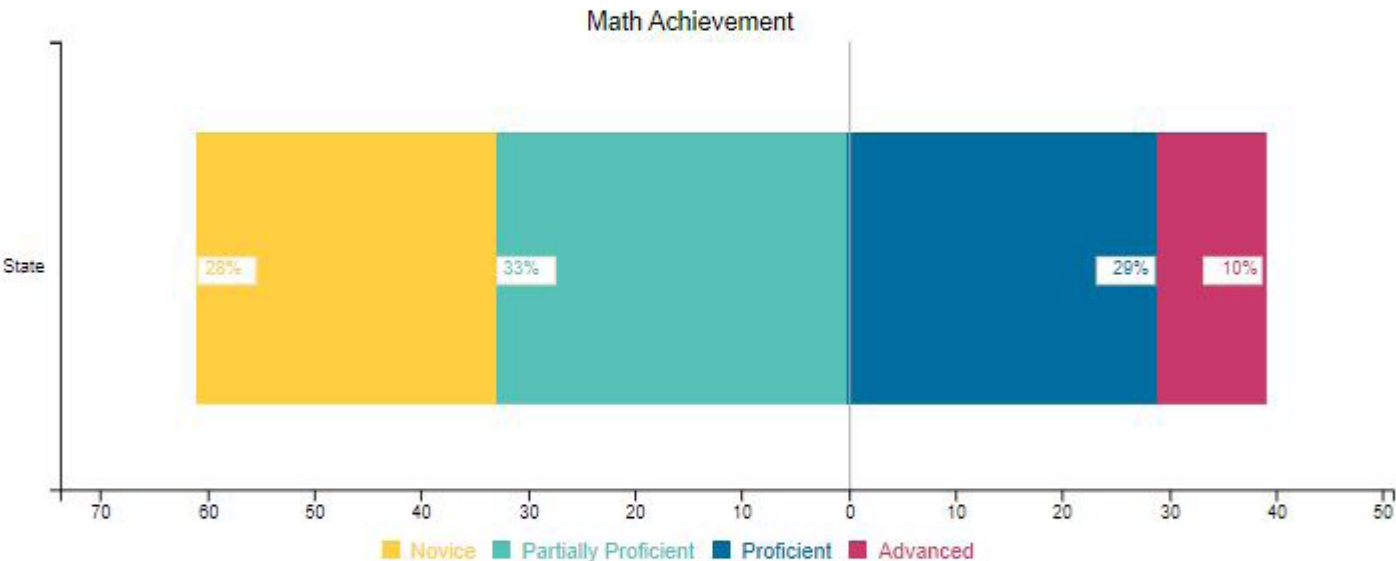
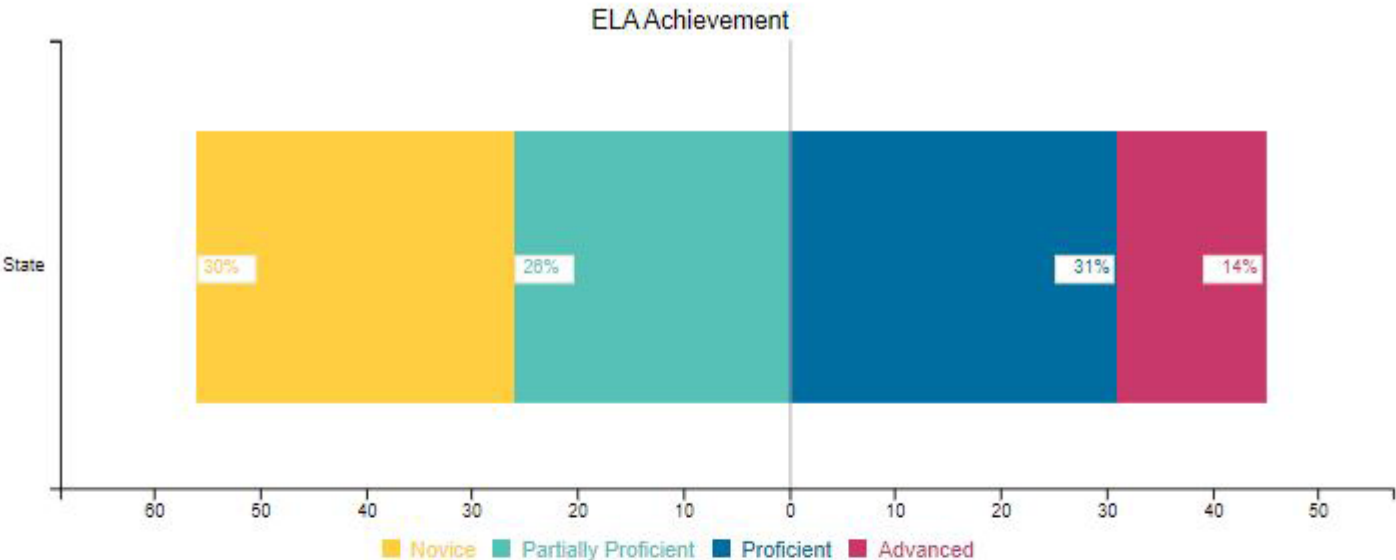


NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at [interpret results](#). For more information and additional comparisons please visit the [Nation's Report Card](#) and [NAEP Data Explorer](#).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP), 2002–2022 Reading Assessments.

NORTH DAKOTA STATE ASSESSMENT: 2022-2023 (ALL GRADES)



NORTH DAKOTA STATE ASSESSMENT: 2021-2022 (ALL GRADES)



SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE

As required by the Individuals with Disabilities Education Act (IDEA) 2004, NDDPI has developed and implemented a six-year State Performance Plan that consists of 17 compliance and performance indicators. Each year, NDDPI collects data from all school districts regarding their performance on these indicators. Once the data is collected, the State then reviews the district level compliance indicators (4, 9, 10, 11, 12 & 13), as well as issues of noncompliance. As a result of this review, NDDPI determines the level of performance for each public school district based on data from the preceding school year.

APR Identification Status (Levels of Determination)	Number of Districts 2020-2021 (n=173 districts)	Number of Districts 2021-2022 (n=167 districts)
Met Special Education Requirements	114	159
Did Not Meet Special Education Requirements	59	8

How We Do It

Budget

GENERAL:

\$1,658,669,393

SPECIAL:

\$614,599,114

FEDERAL:

\$825,587,608

TOTAL: \$3,095,856,115



\$2.8 billion (90%) in funding was distributed directly to North Dakota school districts.

ESSER Overview

ESSER I:

\$33,297,699

ESSER II:

\$135,924,393

ESSER III:

\$305,338,029

TOTAL: \$474,560,121



More than \$427.1 million (90%) was distributed directly to North Dakota school districts.

Foundation Aid Stabilization

The Foundation Aid Stabilization Fund was created by a constitutional amendment adopted by North Dakota's voters in 1994. Article X, § 24 of the North Dakota Constitution requires the State Treasurer to deposit 10% of the Oil Extraction Taxes collected each month into the Foundation Aid Stabilization Fund. The interest income earned is deposited to the State's General Fund. The

principal may only be expended upon the order of the Governor and only for the purpose of offsetting foundation aid reductions made by executive action pursuant to law due to a revenue shortage. If the balance of the fund exceeds fifteen percent of the most recent general fund appropriation for state aid to school districts, the excess balance may be used for other education-related purposes.

The estimated available balance of the Foundation Aid Stabilization Fund at the end of the 2021-2023 biennium was \$232,037,347.

Common Schools Trust Fund

On February 22, 1889, Congress passed "An act to provide for the division of Dakota Territory into two states, and to enable the people of North Dakota, South Dakota, Montana, and Washington to create their own constitutions and state governments." This Act is commonly known as the Enabling Act. Section 10 of this act granted sections 16 and 36 of every township of the new states to be used "for the support of the common schools." In cases where portions of section 16 and 36 had been sold prior to statehood, indemnity or "in-lieu" selections were allowed. In North Dakota, this grant totaled more than 2.5 million acres.

Under sections 12, 14, 16, and 17 of the Enabling Act (and other acts referred to therein), Congress provided further land grants to the state of North Dakota for the support of colleges, universities, the state capitol, and other public institutions. These additional grants totaled approximately 668,000 acres, bringing the grant total of Enabling Act grants to nearly 3.2 million acres.

Article X of the North Dakota Constitution entrusted the management of these lands to the "Board of University and School Lands" (the Land

Board). Members of this board, as provided by the state constitution are the Governor, Secretary of State, Attorney General, Superintendent of Public Instruction, and State Treasurer. The Commissioner of University and School Lands is appointed to act on behalf of the Board.

Several revenue sources contribute to the principal balance of this fund. It earns cash rents from leases of individuals using the lands for production agriculture, sales of the land, leasing of mineral rights, royalties, and bonus payments from the production of minerals, and 10% of the Oil Extraction Taxes collected by the state.

Trust distributions are based on the average value of the trust's financial assets, thus allocations to beneficiaries have increased over the years. Because of the growth of the balances, the amounts disbursed increased to \$206.1 million during the 2015-2017 biennium, \$288.3 million for the 2017-2019 biennium, and \$366.7 million for the 2019-2021 biennium, and \$421.0 million for the 2021-2023 biennium. This growth has continued, and the amounts approved for distribution during the 2023-2025 biennium have grown to over \$499.9 million.

The unaudited balance of the Common Schools Trust Fund as of June 30, 2023, was estimated to be \$6.2 billion.

Federal Programs & Educational Partnerships

Afterschool Snacks

Partner: U.S. Department of Agriculture (USDA)

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

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

Child and Adult Care Food Program (CACFP)

Partner: USDA

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

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

Commodity Supplemental Food Program (CSFP)

Partner: USDA

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

good sources of the nutrients typically lacking in the diets of the target population.

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

The Emergency Food Assistance Program (TEFAP)

Partner: USDA

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

Funds and/or Benefits: The federal funds for the program provide warehousing and distribution of foods and for administrative funds to support local distribution. The amount received by the state depends on the low-income and unemployed population.

Food Distribution Program on Indian Reservations (FDPIR)

Partner: USDA

Description: The FDPIR provides USDA foods to low-income and otherwise eligible households who live on or near Indian reservations. The purpose of the program is to provide a more nutritious diet and an acceptable nutritional alternative to the Supplemental Nutrition Assistance Program (formerly known as Food Stamps).

Funds and/or Benefits: NDDPI provides administrative and support services for two reservations and one Indian service area in North Dakota, as well as USDA foods for four reservations in North Dakota and one in South Dakota. To be eligible for the program, families must meet income eligibility and other criteria. Participants may receive benefits under either the FDPIR program or the Supplemental Nutrition Assistance Program.

Fresh Fruit & Vegetable Program

Partner: USDA

Description: The federally funded Fresh Fruit and Vegetable Program is aimed at encouraging students to eat more fruits and vegetables. The program allows schools to make available the additional produce free of charge any time during the regular school day, except during breakfast and lunch when the School Lunch and Breakfast Programs are in effect.

Funds and/or Benefits: Fresh Fruit and Vegetable funds are available through competitive grants to schools with grades K-8 and are located in a low income area. Grant funds cover the cost of purchasing, preparing and serving the fresh fruits and vegetables.

National School Lunch Program (NSLP)

Partner: USDA

Description: Roughly 87,000 North Dakota students participated in the NSLP during the 21-23 biennium. Meals served are intended to meet at least one-third of the recommended dietary allowances. Studies have shown that students are more alert and attentive if they have adequate nourishment throughout the school day.

Funds and/or Benefits: Reimbursement from the federal government is provided for meals that meet federal meal pattern requirements. Schools must also comply with applicable recommendations of the Dietary Guidelines for Americans. The amount of the reimbursement is dependent on the number of meals served to children in three categories: free, reduced-price, and full price. This federal reimbursement, along with a state matching payment and student payments, supports the cost of producing the meals.

School Breakfast Program (SBP)

Partner: USDA

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

Funds and/or Benefits: School districts and school sites that choose to take part in the breakfast program receive federal reimbursement for each meal served. Schools must serve breakfasts that meet federal requirements and they must offer free or reduced-price breakfast to eligible children. Of the schools that participate in NSLP, 93% also participate in the SBP.

Special Milk Program (SMP)

Partner: USDA

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

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

Summer Food Service Program (SFSP)

Partner: USDA

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

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

Team Nutrition

Partner: USDA

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

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

USDA Food Distribution for Child Nutrition Programs

Partner: USDA

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

Funds and/or benefits: The USDA pays for the initial processing and packaging of foods and for transportation to North Dakota. NDDPI is the distributing agency responsible for storing food, transporting it throughout the state and ensuring distribution to eligible recipients. NDDPI enters into warehousing and transportation contracts with state businesses to provide these services to local agencies. These expenses are supported by local

and federal funds. As an additional service, NDDPI enters into processing agreements in which certain USDA foods are further processed into more usable end-products with the value passed on to the recipient agency.

Adult Basic Education

Partner: U.S. Department of Education and Office of Career, Technical & Adult Education

Description: Funds are used to improve educational opportunities for learners at least 16 years of age, not enrolled or required to be enrolled in a secondary school under state law, those who lack sufficient mastery of basic educational skills, do not have a secondary school diploma or are unable to speak, read, or write the English language.

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



National Assessment of Educational Progress (NAEP)

Partner: U.S. Department of Education

Description: The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do in various subjects. NAEP is a congressionally mandated project administered by the National Center for Educational Statistics (NCES) within the U.S. Department of Education. The first national administration of NAEP occurred in 1969. A significant change to state NAEP occurred in 2001 with the reauthorization of the Elementary and Secondary Education act, also referred to as “No Child Left Behind” legislation. This legislation carried over into the new federal education law “Every Student Succeeds Act” of 2017. The NAEP assessment provides state level data only, district

– school – and individual student scores are not provided.

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

Special Education Act (IDEA) Part B

Partner: U.S. Department of Education

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

Funds and/or Benefits: Allocations to special education units are established using a base amount plus 85 percent of the remaining amount distributed on the relative number of children enrolled in schools



in a special education unit. The remaining 15 percent is allocated based on the number of children in the unit eligible for free and reduced meals.

Title I Part A Improving Basic Programs Operated by Local Education Agencies

Partner: U.S. Department of Education

Description: Provides funds to state educational agencies and local educational agencies to implement innovative strategies to improve education for academically at-risk students and to close the achievement gap in Title I schools.

Funds and/or Benefits: Allocation of funds is based on a Formula Count which is a weighted unit consisting of 15.5 percent of the census poor count, 15.5 percent of the foster child count, 46 percent of the eligible free meal count, and 23 percent of the eligible reduced meal count.

Title I Part C Education of Migratory Children

Partner: U.S. Department of Education

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

Funds and/or Benefits: Allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment of students from the migrant education summer schools. States use program funds to identify eligible children and provide education and support services. These services include: academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services and preschool service.

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

Partner: U.S. Department of Education

Description: Awards are inclusive of local educational agencies (LEAs). State institutions provide funds that are used to meet the special educational needs of neglected or delinquent children in local, as well as state agency institutions, or community day school programs. Services must be supplemental to those normally provided with state funds.

Funds and/or Benefits: Allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment of students from negligent and delinquent facilities. Funding is

dispersed to LEAs and state institutions via allocated amounts and through competitive funding application grants.

Title II Part A Teacher & Principal Quality Training and Recruiting

Partner: U.S. Department of Education

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

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

Title II Part B Mathematics & Science Partnerships

Partner: U.S. Department of Education

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

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

Title III Part A English Language Acquisition, Language Enhancement, & Academic Achievement Subpart 1 – Grants & Sub Grants for English Language Acquisition & Language Enhancement Formula Grants to States

Partner: U.S. Department of Education

Description: The Title III program provides funding for state level activities including the development of standards, assessments, and technical assistance. Sub grants are awarded to local educational agencies for the implementation of language instruction educational programs designed to assist all English learners, including immigrant children and youth, meet the same challenging State academic standards that

all children are expected to. The state may reserve up to 15 percent of LEA funds for school districts that experience significant increases in new immigrant students.

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

Title IV Part A – Student Support & Academic Enrichment

Partner: U.S. Department of Education

Description: Title IV Part A under ESSA provides a flexible block grant program known as Student Support and Academic Enrichment (SSAE) grants to support activities in three broad areas:

1. Providing students with a well-rounded education including programs such as college and career counseling, STEM, arts, civics and International Baccalaureate/Advanced Placement.
2. Supporting safe and healthy students with comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, and health and physical education.

3. Supporting the effective use of technology that is backed by professional development, blended learning and ed tech devices.

Funds and/or Benefits: North Dakota educators, students and parents benefit from these funds that supplement state and local funding. District applications outlining use of funds are processed through the state and the state monitors districts for compliance. The State also reports to the USDE regarding use of the funding.

Title IV Part B 21st Century Community Learning Centers

Partner: U.S. Department of Education

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





benefit the families of eligible students by providing opportunities for literacy and related educational development.

Funds and/or Benefits: Allocation of funds is based on a competitive application process. Programs have sustainability plans in place and are collecting student level data that will help track program effectiveness. There are now ten programs geographically distributed across the state operating in 95 sites with grants managed by the Regional Education Associations and School Districts.

Title VI State Assessment and Accountability

Partner: U.S. Department of Education

Description: Funds are provided to the state to develop and implement the state's challenging content and achievement standards; the system of state assessments that are aligned to the state's content standards in mathematics, English language arts, and science; and the state's accountability reporting system.

Funds and/or Benefits: Allocation of funds is provided on a formula basis to states.

Safe & Healthy Schools Program

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

Description: Two collaborative grant agreements exist which focus on the Youth Risk Behavior Survey (YRBS); and State Public Health Action to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health. Funds are used to administer the Youth Risk Behavior Survey, collect and analyze the state level data, in addition to providing district and regional reports. The State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health portion works with regional education associations and local school districts to promote improved practices and policies in the area of 1) diabetes prevention and control, 2) heart disease and stroke prevention, 3) nutrition, physical activity and obesity, and 4) school health.

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

Refugee School Impact Grant

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

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

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

Session Changes

Key Education Bills: 2023 Legislature

HB1030, Continues the skilled workforce student loan repayment program fund; provides tuition payments for students that successfully complete dual credit courses, with payment amounts depending on how many courses they complete.

HB1172, Bars the governor and any “executive branch officer or employee” from altering the language of the Pledge of Allegiance. That language is: “I pledge allegiance to the flag, of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

HB1187, Expands school districts’ ability to pay signing bonuses to classroom teachers.

HB1231, Sets new reading instruction licensure standards. Requires the superintendent of public instruction to provide guidance and recommendations about proven strategies in early screening and intervention services for children at risk for dyslexia. Orders universal dyslexia screening for children 7 years old and younger. Requires the superintendent of public instruction to appoint a task force to review “literacy, dyslexia, and related teacher training.”

HB1249, Requires schools to designate sports teams as either male, female, or co-educational, and says a team designated for females is not open to males. Bars any adverse action against a school for maintaining sports teams that are only open to females.

HB1257, Requires school board candidates and candidate committees to file campaign finance disclosure reports if the school board’s district has an enrollment of 1,000 students or more.

HB1265, Requires a school district’s health curriculum to have discussion about human growth and development and human sexuality, including a video showing early fetal development and the process of fertilization and human development inside the uterus. This requirement must be included in the Department of Public Instruction’s health content standards.

HB1270, Requires school boards to record meetings if a district resident requests it at least seven days before the board’s meeting. The recording must be made available on the district’s website for at least three months. Executive and work sessions need not be recorded.

HB1304, Provides a teaching authorization for an individual to teach special education for two years while the person is completing a bachelor’s degree with a special education major.

HB1337, Requires school districts to provide annual reports to the Department of Public Instruction before Dec. 1, detailing categories and money amounts spent on school safety and security measures during the previous school year.

HB1376, Public School Choice: Says a superintendent or administrator of a school may not deny open enrollment to a student at an approved school, and that students must be able to “open-enroll” virtually at another school district if they choose. Requires school districts to pay for courses at the North Dakota Center for Distance Education for students who are fully enrolled in a public school.

HB1398, Requires all North Dakota schools to provide instruction in computer science and cybersecurity to be approved to operate, and requires students to have those courses to receive a North Dakota high school diploma.

HB1494, Requires school districts to adopt policies in handling student debts for school meals. Says schools may not stigmatize a student based on his or her school meal status.

HB1522, Says a government employee may not be required to use a person’s preferred pronoun in work-related communications. Regulates pronoun use, bathroom use, and other accommodations for transgender students in K-12 schools.

HB1532, Appropriates \$10 million to the North Dakota Department of Public Instruction to establish

and administer an “educational reimbursement program” for students attending nonpublic schools. For each student the nonpublic school enrolls, it may be paid up to 30 percent of the per-student payment rate for public schools. Payments take effect July 1, 2024. Vetoed by governor.

SB2032, Appropriates \$3 million over two years for grants to help paraprofessionals become qualified teachers.

SB2167, Shortens from 14 days to 5 days the amount of time a parent has to notify the district where

the student lives that he or she intends to supervise the student’s home education.

SB2254, Requires the superintendent of public instruction to intervene directly in chronically low-performing schools or districts after that school has been low-performing, and failed to improve, for three years.

SB2328, Creates a school funding task force, facilitated by a nonpartisan leadership organization.

ND Supreme Court Decisions

Following the 2023 Legislature’s regular session, the Public Employees Retirement System board sued the Legislature to challenge its decision to increase the number of legislators on its board of directors from two to four. These provisions and others affecting the PERS board were included in SB2015, which was the budget bill for the state Office of Management and Budget.

In its lawsuit, the PERS board argued that adding two more legislative members violated the separation of powers between the executive and legislative branches of government. The board also contended that SB2015 violated the North Dakota Constitution’s requirement that “no bill may embrace more than one subject ...” (Article 4, Section 13)

This dispute took place within the larger context of a legislative debate about how to address a \$1.9 billion deficit in the PERS pension plan for state and local government employees. The Legislature voted to close the plan to newly hired workers, a move opposed by the PERS chairman and its executive director.

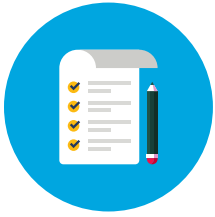
The Supreme Court took the case directly, without requiring that it be heard first in a lower court. The justices ruled unanimously that SB2015 violated the Constitution’s single-subject requirement. The court did not rule on the separation-of-powers issue. Their ruling invalidated SB2015, which affected dozens of state agencies and programs.

Gov. Doug Burgum called a special session of the Legislature in November 2023 to resolve the issues raised by the Supreme Court’s ruling. The Legislature responded by approving HB1547, which affirmed its earlier decision to add two legislators

to the PERS board, increase the number of board members appointed by the governor from one to four, increase the number of board members from nine to 11, and make other regulatory changes.



Upcoming Priorities



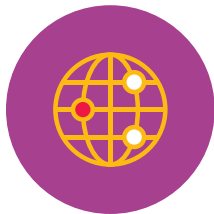
School Board Governance



State Accreditation



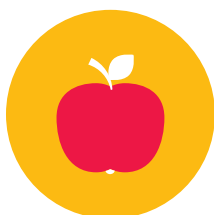
Math & Reading Support



Computer Science & Cybersecurity



ND A+ Assessment



Teacher Recruitment & Retention

How are the Children?

There is an African tribe called the Masai whose traditional greeting translates to, “And how are the children?” This is much different from our customary, “How are you?” The Masai greet one another this way because they believe the well-being of their youngest generation is what determines their society’s prosperity. At The North Dakota Department of Public Instruction, we believe the same is true.

We have instilled a student-focused culture for our employees at every level and in every unit. In everything we do, we strive to remember that students are North Dakota’s most valuable assets. We are committed to our vision that all students will graduate choice ready with the knowledge, skills, and disposition to be successful. Our students fill us with a strong sense of pride and hope. We are grateful to our partners who share our vision and understand that an educated society is a thriving society.



*How are The
Children?*



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