



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Kirsten Baesler, State Superintendent

January

February

March

April

May

June

July

August

September

October

November

December

A Year in Review for 2014

A summative report of projects and initiatives within
the North Dakota Department of Public Instruction

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www.dpi.state.nd.us/index.shtm

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION (ND DPI)

MISSION AND VALUES

The North Dakota Department of Public Instruction (ND DPI) receives both state and federal funding for K-12 education in North Dakota to provide a system of support to schools to ensure that all students have the opportunity to achieve their maximum potential and become life-long learners.

The Department of Public Instruction partners with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

Kirsten Baesler, Superintendent
Robert J. Christman, Deputy Superintendent
Robert V. Marthaller, Assistant Superintendent

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A Year in Review Co-Editors:

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CHILD NUTRITION & FOOD DISTRIBUTION

COMMUNITY ELIGIBILITY PROVISION

The Community Eligibility Provision (CEP) provides an alternative approach for offering school meals to local educational agencies (LEAs) and schools in low income areas, instead of collecting individual applications for free and reduced price meals.



The CEP allows schools that predominantly serve low-income children to offer free school meals to all students through the National School Lunch and School Breakfast Programs. The CEP uses information from other programs, including the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance Program for Needy Families (TANF) instead of traditional paper applications.

SUMMER FOOD SERVICE PROGRAM

The Summer Food Service Program (SFSP) was established to ensure that low-income children continue to receive nutritious meals when school is not in session. Free meals, that meet federal nutrition guidelines, are provided to all children 18 years old and under at approved SFSP sites in areas with significant concentrations of low-income children. The program is sponsored by school districts, faith-based agencies, private non-profits, migrant programs, and colleges.

Summer 2014

42 Sponsors
76 Sites

Meals Served

118,552 Breakfasts
270,325 Lunches
2,686 Suppers
47,845 Snacks



FRESH FRUIT AND VEGETABLE PROGRAM

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to students in participating elementary schools during the school day. The goal of the FFVP is to improve children's overall diet and create healthier eating habits to impact their present and future health. The FFVP helps schools create healthier school environments by providing healthier food choices, expanding the variety of fruits and vegetables children experience, and increasing children's fruit and vegetable consumption.

School Year 2014-2015 FFVP

180 schools

24,466 enrolled students

\$1,886,000 grant funds

Grant applications for the 2015-2016 school year will be available in March 2015. Grant funds are expected to be close to \$2 million.

Grant awards are determined based on the percentage of K-8 students eligible for free or reduced price meals.

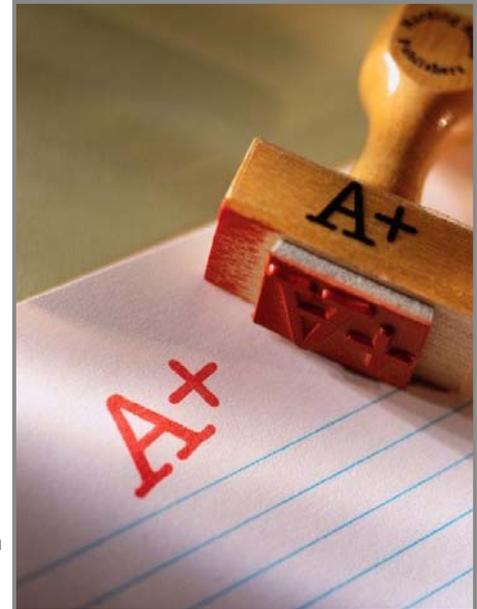
Grant funds are awarded to schools that applied from highest percentage to lower percentage until all grant funds are allocated. Schools receiving a FFVP grant are allocated \$50 per student in grades K-8.



ACADEMIC STANDARDS

The Academic Standards unit had a focus on providing professional development throughout the state. In 2014, one key professional development project focused on Math Leadership.

- The goal was to develop, strengthen, and support the professional community of middle and secondary teachers of mathematics across a four-state region.
- The project has helped to increase the capacity of state, district, and school leaders to lead, support, and monitor teaching and learning aligned with State Standards in mathematics.
- At the heart was professional development that supported the work of coaches, teachers, and principals as they build a common vision of what it means to teach and align instruction.
- A collaborative group of middle and secondary teachers, higher education instructors, instructional coaches, Regional Education Association (REA), and ND DPI personnel from North Dakota, South Dakota, Iowa, and Montana participated in this project.
- North Dakota's representative number on the Math Leadership Project was fifteen individuals. The committee included educators, REAs, ND DPI staff, and content specialists.
- When the project is complete in the summer of 2015, a plan for expanding the learning from the project with other secondary teachers in individual states is the goal.



MANAGEMENT INFORMATION SYSTEMS

The Management Information System (MIS) unit supports internal customers and partners with external entities to improve K-12 education by enhancing their activities with applicable tech-related information.

In 2014, MIS worked with the Information Technology Department (ITD) and a contractor to enhance the state's Geographic Information System (GIS). MIS verified and corrected school locations, district and REA boundaries, early childhood populations and facility locations, and K-12 enrollment growth. The effort provided a graphic representation of the data.

MIS is working with the Federal Title Programs unit to adapt the State Automated Reporting System (STARS) to allow voluntary early childhood facilities to enroll students at the state level and link to K-12 programs.

MIS worked with the Assessments unit to create files for the new online assessment and state standards. MIS worked with the Assessments unit and EduTech during the pilot phase to verify the technology readiness for schools.

MIS made several improvements to the STARS and the other state data collection systems.

MIS worked with Center for Distance Education (CDE) and ITD to allow CDE instructors access to student data in the Statewide Longitudinal Data System (SLDS).

MIS set up the mechanism for CDE to enroll their students in STARS, transfer this enrollment to the SLDS, and therefore provide SLDS access for all CDE enrolled students.

MIS participated in the Data Use Standards Workgroup (DUSWG). The DUSWG is a group of data managers, teacher preparation programs, and professional development staff from multiple states. The DUSWG developed a guide to assist teacher preparation and professional development activities across the nation with data use training. The DUSWG met recently to continue work and expand the guide.



SAFE & HEALTHY SCHOOLS ADULT EDUCATION

SAFE & HEALTHY SCHOOLS

The Safe and Healthy Schools (SHS) unit is responsible for providing school administrators and teachers with technical assistance, professional development, and resources on the following topical areas which impact the safety and health of schools and students:



school climate and culture, mental health, bullying, violence, discipline, suspension, expulsion and truancy, physical activity, health education, physical education, crisis management and planning, suicide prevention, drop out prevention, tobacco, weapons, alcohol, drugs, playground safety, school nurses, general health issues, emergency school and health guidelines, injury prevention, HIV/AIDS prevention education, and coordinated school health.

The SHS staff maintain critical partnerships with the Department of Health, Department of Human Services, Department of Transportation, and other statewide stakeholders to work collectively on issues related to the safety and health of children.

The SHS staff provided 35 presentations to 1,210 individuals of various audiences regarding safety and health of school-age youth. We responded to approximately 1,312 phone calls and emails for technical assistance, resources, or other assistance regarding safety and health related issues of school-age youth.

The Department of Health and ND DPI are working collaboratively on a five-year grant from the Centers for Disease Control and Prevention (CDC) titled *State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health (1305)*. The grant uses a coordinated approach to promote health and prevent chronic diseases and their risk factors through collaboration between the state's four chronic disease prevention programs (diabetes; heart disease and stroke prevention; nutrition, physical activity, and obesity; and school health). The ND DPI is working to:

- Promote the adoption of food service guidelines/nutrition standards, which include sodium.
- Promote adoption of physical education/physical activity in schools.
- Create supportive nutrition environments in schools by implementing policies and practices to include

establishing standards for all competitive foods, prohibiting advertising of unhealthy foods, and promote healthy foods in schools, including those sold and served within school meal programs.

In 2014, the SHS staff coordinated professional development opportunities through this grant to train teachers on increasing physical activity in the classroom.

- Total number of participants in offered trainings: 412
- Districts affected: 97
- Total number of schools affected: 135
- Total number of students affected by staff who attended: 23,064

Significant unit outcomes during 2014 include:

- *2013 Youth Risk Behavior Survey*: CDC results received, data analyzed, information posted to website, booklet developed and disseminated, 2015 question selection process completed.
- *Mental Health initiative*: Superintendent Baesler identified mental health as an agency priority. Subsequently, the SHS unit has coordinated a cadre to train educators in Youth Mental Health First Aid, a research-based program focused on early identification, screening, referral, treatment, and reentry.
- *Wrote for and received Emergency Operations Planning grant*: Allowed a cadre of experienced trainers to provide onsite assessments, administrative and staff training, and follow up to potentially 80 rural districts.
- *Revision of Physical Education Standards*: A statewide group of educators and ND DPI staff reviewed and updated the physical education standards; training will take place in 2015.
- *Model physical activity, recess and physical education; school nurses*: Fact sheets have been created to provide best practice guidance on these topics for educators.

SAFE & HEALTHY SCHOOLS ADULT EDUCATION

ADULT EDUCATION

The ND DPI Adult Education unit promotes and supports free programs that help adults over the age of 16 obtain basic academic and educational skills to be productive workers, family members, and citizens. Adult education classes provide a second opportunity for adult learners committed to improving their academic and career skills.

Services available in each of the 17 adult learning centers include: reading/writing, science, social studies, mathematics, computer literacy, and other basic academic skills, as well as English language acquisition for adults who are unable to read, speak, or write English; workplace and career planning and readiness; and GED test preparation. In 2014, Adult Education served 3,500 students from 16 -72 years of age.



GED SERVICES

After three years of planning and development, the 2014 GED series was introduced across the nation and North Dakota in January 2014. Aligned to the state standards and college and career readiness standards, the new GED consists

of four exams – social studies, science, mathematics, and reading/language arts. The exams are taken via computer, which has created an opportunity to integrate computer literacy into the menu of instruction and has been well received by students of all ages.

The test publisher completed rigorous reliability and validity studies as a high school equivalency exam; data substantiated that 40% of high school seniors are not able to pass the test. Online features for creating accounts, registration, and distance education are available; however, most students prefer and participate in classroom instruction at 17 of the adult learning centers located across the state. Educators at the adult learning centers participated in multiple professional development sponsored trainings to teach to the high rigor standards.



ADULT EDUCATION REAUTHORIZATION

Adult Education functions under the federal law – Workforce Investment Act. Reauthorized by President Obama in July 2014, the reauthorization, now known as the Workforce Investment and Opportunities Act (WIOA), offers the following opportunities effective July 1, 2016, which will positively impact the audience of students we serve across North Dakota:

- WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system. State-level partnerships are fostered between Vocational Rehabilitation, Job Services, and Adult Education.
- WIOA establishes unified strategic planning and performance measures across core partner programs – Adult Education, Job Services, and Vocational Rehabilitation.
- WIOA emphasizes engaging employers across the workforce system to align training with needed skills and match employers with qualified workers. The law also emphasizes training that leads to industry-recognized post-secondary credentials.
- WIOA promotes career pathways and sector partnerships to increase employment within in-demand industries and occupations.

NEW AMERICAN ADULTS

The adult learning centers also provide English language acquisition and citizenship skills designed for adults who have limited proficiency in the English language or whose native language is not English. Instructional emphasis is on listening and speaking as well as reading and writing. Instruction is also designed for foreign-born adults who wish to become United States citizens. Persons completing this program are prepared to pursue citizenship through the prescribed Immigration and Naturalization Service process.

The adult learning centers also incorporate critical daily living and sector specific employment skills into instruction. In 2014, North Dakota Adult Education provided services to almost 700 new American adults.

FEDERAL TITLE PROGRAMS

The Federal Title Programs unit of the ND DPI administers elements of the federal Elementary and Secondary Education Act (ESEA). Federal programming under the *No Child Left Behind* (NCLB) provides financial and technical assistance to state and local education agencies to meet the needs of educationally deprived, at-risk children, school-level professional development to improve teacher and principal quality, and to hold districts and schools accountable for improvements in student academic achievement. The unit's goal is to provide a system of support to assist districts and schools in raising student achievement.

TITLE I FACTS

What is the state's budget for Title I Part A?	North Dakota's State Allocation for 2014 is \$33,288,114
How many North Dakota children receive assistance?	30,223
How many North Dakota Schools are Title I?	270
What is the purpose of Title I?	To provide extra supplemental educational assistance beyond the regular classroom.
What does Title I offer to students?	Title I programs generally offer: <ul style="list-style-type: none"> • Smaller classes • Additional teachers, coaches, aides • Opportunities for professional development • More individualized instruction
How many Title I teachers are there within the state of North Dakota?	330
How many Title I paraprofessionals are there within the state of North Dakota?	103
How does a student qualify for Title I services?	Eligibility is based on educational needs determined at each building level often through a student selection process.

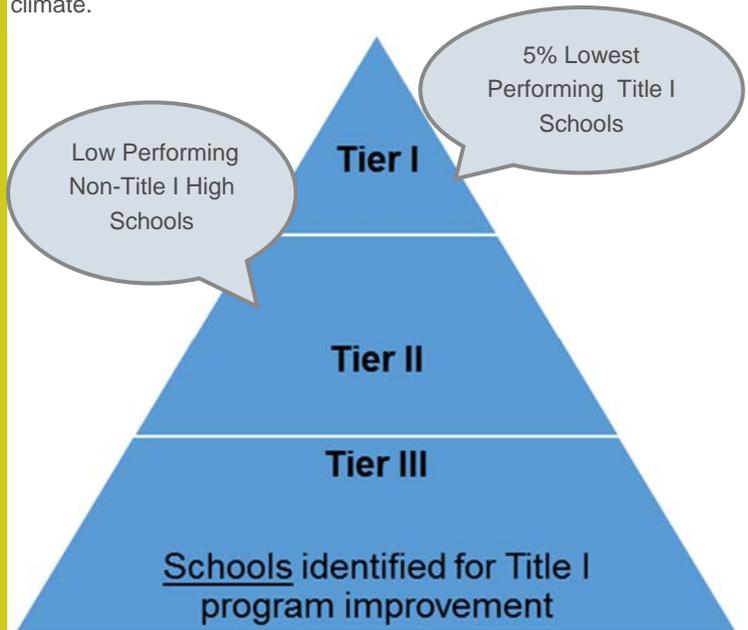
SCHOOL IMPROVEMENT GRANT (SIG)

The ND DPI receives funding through a program called School Improvement Grant (SIG). SIG allows schools to receive a significant infusion of funding in order to turn around lowest achieving schools.

Two Tier I high schools received \$486,278.66 in 2014 as part of a three-year grant for:

- Implementing the transformation model
- Implementing a teacher/principal evaluation process
- Professional development opportunities for staff
- Mentor program
- Contracting with external consultant
- Establishing Leadership Team, Data Team, RTI Team
- Afterschool tutoring
- Supplemental reading and mathematics programs
- Extending school year

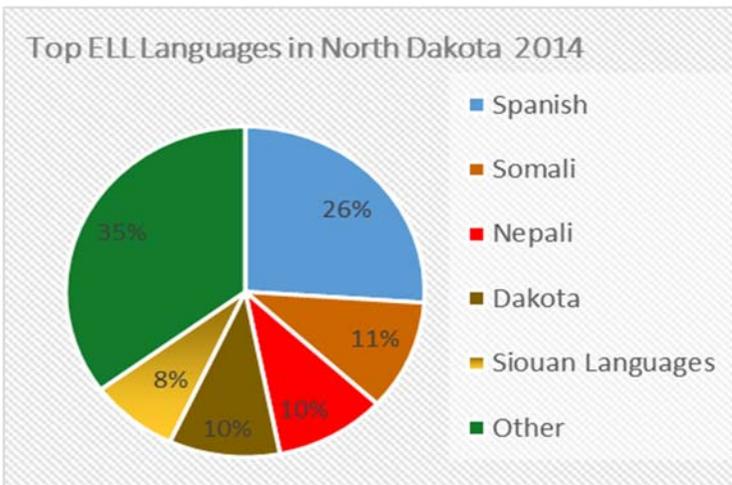
One of North Dakota's Tier I SIG schools is in its third year of implementation. The school has seen significant growth in student achievement and has had phenomenal improvement in school climate.



FEDERAL TITLE PROGRAMS

ENGLISH LANGUAGE LEARNERS (ELL)

The ND DPI receives both state and federal funding (Title III under ESEA) to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same challenging state academic content and academic achievement standards that other children are expected to meet.



Number of ELL Students Identified in North Dakota		
	# of Students	# of Schools
2014	3,770	73

Federal Title III Program			
	# of Districts	# of Students	Funds allocated
2014	54	2,520	\$356,329

Professional Development		
	# of Participants	# of Districts
New ELL Staff Training	22	15
WIDA Data Training	25	7
Monitoring Technical Assistance	15	6
WIDA Test Administrator	36	24
Center for Applied Linguistics – Oral Language	35	14
Total	133	66

MIGRANT EDUCATION PROGRAM



The ND DPI receives funding within the ESEA, Title I, Part C for the Migrant Education Program (MEP).

The term 'migratory child' means a child who is, or whose parent or spouse is, a migratory agricultural worker (including a migratory dairy worker or migratory fisher) and who, in the preceding 36 months, made a move in order to obtain temporary or seasonal employment in agricultural or fishing work.

MEP funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

The goal of the MEP is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

During the summer, at the peak of North Dakota's agricultural season, educational programs are set up exclusively for migrant children since regular school programs are not in operation. In North Dakota, the migrant education projects are located in Manvel and Grafton. These two locations show the greatest need for migrant workers and their children during the summer.

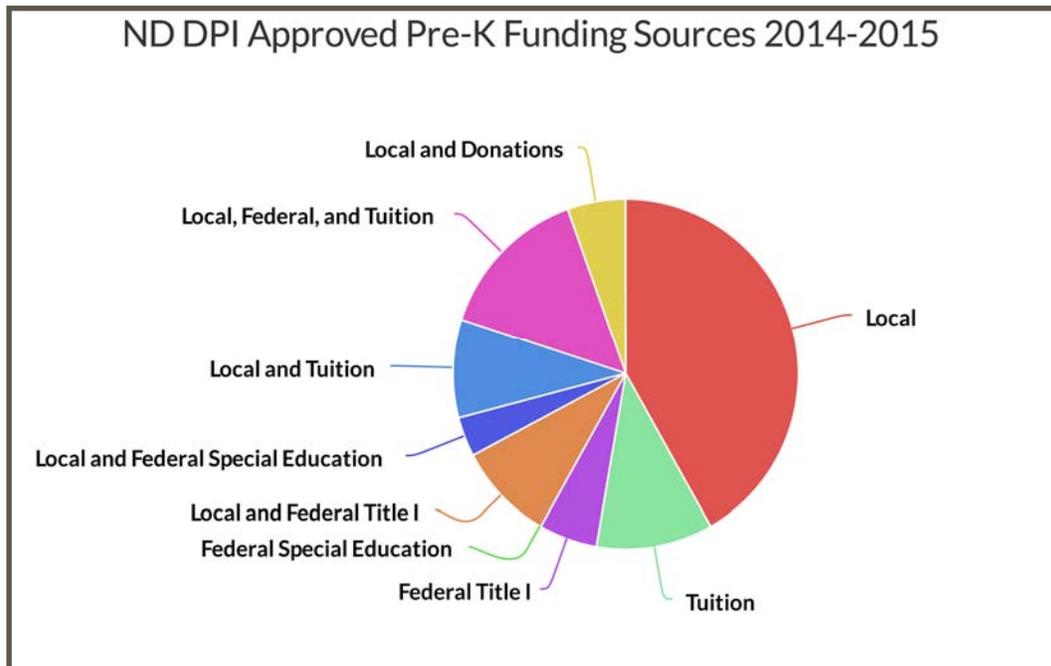
FEDERAL TITLE PROGRAMS

EARLY CHILDHOOD EDUCATION (ECE)

- **Pre-Kindergarten Approval** – During 2014, the ND DPI saw an increase from 51 to 78 public and private districts approved for pre-kindergarten. This is due largely to the 63rd Legislative Assembly passing SB 2229 and HB 1429 allowing public school districts to use local funds not otherwise allocated for K-12 education for the use of pre-kindergarten education.
- **Pre-Kindergarten Assessment** – A state committee from the ND DPI and Human Services will establish a comprehensive and consistent assessment system for all 3-4-5 year-old children that is aligned with the North Dakota Pre-Kindergarten Standards.
- **Kindergarten Entry Assessment** – North Dakota is part of a 10-state collaboration whose purpose is to develop an assessment that will guide instruction and give teachers and students a meaningful tool to adjust teaching and learning to meet or exceed standards across multiple domains of development.
- **Early Childhood Data Project** – The Early Childhood Governor’s Council implemented an Early Childhood Data Subcommittee to implement Phase I of a pilot program to determine the availability of early childhood data.
- **Early Childhood Care and Education Study** – The 63rd Legislative Assembly passed Senate Bill 2229 to conduct a study on development, delivery, and administration of Early Childhood Care and Early Childhood Education in North Dakota.

Outlined below are the study’s findings and recommendations:

- ✓ North Dakota ECE options do not meet demand.
- ✓ North Dakota ECE programs do not consistently monitor quality.
- ✓ Hiring and retaining quality teachers and providers is one of the biggest barriers to quality ECE programs in North Dakota.
- ✓ North Dakota does not have a data collection tool to consistently and reliably collect early childhood data and link to the SLDS.
- ✓ North Dakota does not have a state plan to develop a comprehensive early childhood care and education system.



FEDERAL TITLE PROGRAMS

2014 ND DPI FALL CONFERENCE

The 2014 ND DPI Fall Conference, headed by the staff in the Federal Title Programs unit, was held on October 8–10, 2014 at the Civic Center in Bismarck. The theme of the conference was “The Power of Education”. The conference featured four phenomenal keynote speakers and numerous breakout sessions. This conference was carefully designed to meet the needs of a multitude of educators and highlighting evidence-based instructional strategies and hosted a variety of presenters, sessions, and activities.

Our final count for attendance was just under 1,000 participants.



TITLE II STATE DISCRETIONARY

The ND DPI receives funding under ESEA Title II for state discretionary projects relating to professional development. In 2014, the ND DPI provided each of the eight REAs with a professional development grant to provide training to North Dakota schools on a wide variety of educational topics.

<p>Red River Valley Education Cooperative (RRVEC) in Grand Forks The RRVEC is contracting with Dr. Phil Warrick and Dr. Peg Portscheller to provide professional development on Marzano’s Leadership Evaluation Model.</p> 	<p>Great Northwest Education Cooperative (GNWEC) in Williston The GNWEC is working to upgrade elementary teachers’ mathematics knowledge and skills by providing stipends to middle school and high school mathematics teachers to provide professional development to elementary mathematics teachers.</p> 	<p>Missouri River Education Cooperative (MREC) in Mandan The MREC is contracting with Dr. Marcia Tate to provide a two-day professional development in-service on “Brain Based Instructional Practices” which includes 20 follow-up days of training.</p> 
<p>North Central Education Cooperative (NCEC) in Bottineau The NCEC is contracting with professional development presenters to travel within the region and facilitate workshops on the following topics: RTI strategies and implementation, STEM/Understanding by Design, K-12 vertical alignment, close reading/ELA Common Core, college and career readiness, and differentiated learning.</p> 	<p>Roughrider Education Services Program (RESP) in Dickinson The RESP is contracting with Paul Keidel and DSU STEM consultants to facilitate eight professional development workshops on the LEGO education program.</p> 	
<p>Northeast Education Services Cooperative (NESC) in Devils Lake The NESC is contracting with Steve Dunn for five days of professional development promoting “Strategies in Writing”.</p> 	<p>South East Education Cooperative (SEEC) in Fargo The SEEC is contracting with Dr. Kevin Feldman to provide professional development to principals and teachers on Adolescent Literacy. In addition, they are helping fund teams of educators to attend the Breakthrough Coach two-day training.</p> 	<p>Mid Dakota Education Cooperative (MDEC) in Minot The MDEC is contracting with a consultant and purchasing licenses for NextPert to offer multiple professional development sessions in adolescent literacy. In addition, they are consulting with Dr. Cory Steiner to provide professional development for principals using the “Breaking Ranks for Leading Change” series.</p> 

FEDERAL TITLE PROGRAMS

PRIVATE SCHOOL PARTICIPATION

The ESEA requires equitable services be provided to private school students, teachers, and parents.

Services should:

- Be equitable to the public school.
- Not necessarily be identical.
- Be designed to meet the needs of the private school students and teachers.
- Begin at the same time as the public school.

No public funds are distributed to private schools, only services and materials to support those services. These services must be supplemental, secular, neutral, and non-ideological.

Title I

Fifteen public school districts provide services to 23 North Dakota private schools.

	2014
Number of Private School Students Served by the District's Title I Program	279
Federal Funds Available for Private School Services	\$445,670.70

Title II

Fifteen public school districts provide services to 32 North Dakota private schools.

	2014
Federal Funds Available for Services for Private School Services	\$228,019

Resources and Training

On March 27, 2014, the Federal Title Programs unit sponsored a Private School WebEx Training in which 13 school districts participated. This information was posted online as a resource for both public and private school officials.

MATHEMATICS AND SCIENCE PARTNERSHIP (MSP)

The Mathematics and Science Partnership (MSP) projects are authorized in the ESEA, Title II, Part B. The MSP program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts.

In 2014, the ND DPI and the North Dakota University System awarded \$939,071 in MSP grants to four North Dakota Institutes of Higher Education.

The ND DPI also helped establish programs in North Dakota for the Peer Alliance for Gender Equity (PAGE) leadership program funded by the National Science Foundation and hosted by the Science Museum.

PAGE is dedicated to addressing gender, racial, ability, and class-based achievement disparities in STEM education in the Upper Midwest (Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin).

A North Dakota STEM Report Card is put out by the Alliance for Science & Technology Research in America (ASTRA). ASTRA is a collaboration of over 130 companies, academic institutions, professional societies, trade associations, and foundations. To access the North Dakota STEM Report Card, log on to www.usinnovation.org/content/industry-technology and click on the State Stem Report Cards 2014 tab on the top of the page.

North Dakota's STEM Report Card 2014

ASTRA's State Innovation Vital Signs Series

There's bipartisan consensus the U.S. needs to live within its means, cut the federal deficit — and do it the smart way.

STEM We want our children and grandchildren to have good jobs — and that means that science research & development (R&D) and STEM Education should be top priorities for federal investments.

STEM Especially in times of fiscal austerity, we need to SET PRIORITIES and make wise INVESTMENTS that create new and high-paying jobs, keep North Dakota and the U.S. competitive, increase our standard of living and grow the private sector.

STEM Our free market economy relies heavily upon federally-supported scientific research. A National Science Foundation (NSF) study found that 73% of the scientific papers cited in commercial patents were funded by taxpayers through the federal government, especially university research operations.

North Dakota received \$1.37 billion in federal R&D contracts in FY 2013, with approximately 42 transactions taking place. North Dakota universities and colleges received \$213.67 million in federal R&D spending, including grants, in FY 2013.*

Key Reports and On-Line Resources

- The Science-Engineering-Technology, Education (SET/ETM) Lessons for the 21st Century Report (2012). See www.setetm.org
- Science & Engineering Indicators 2014 published by the National Science Foundation provides a broad base of quantitative information on the U.S. and international science and engineering enterprise. It is available through the National Science Foundation's Division of Science, Resources, Statistics and Information. See www.nsf.gov/pubs/ifm/14-00000
- ASTRA's Web Sites include www.usinnovation.org. See also www.usinnovation.org/content/industry-technology for the overview of all State STEM Reports 2014. © 2014 ASTRA. All Rights Reserved. Science & Technology Research in America. www.usinnovation.org • www.usinnovation.org

What's in This 2014 STEM Report Card?

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U.S. R&D Spending in Health Care	p. 1
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STEM Education: A Quality Matter (from NACME)	p. 4
Where STEM Education is Occupying	p. 4
ASTRA's STEM Jobs Census by Occupation 2014	p. 5
ASTRA's STEM Jobs Census by State 2014	p. 6

Declining Support: Federal R&D Outlays as Percentage of Federal Budget 1950-2014

Source: Budget of the U.S. Government FY 2014 Historical Tables FY 1950 to the President Budget Request FY 2013 figures are not yet official. Data reported subject to legislative changes.

Top 5 Recipients of Federal R&D Contracts (not Grants) Performed in North Dakota FY 2013*

1. Adversus LLC	\$451,520
2. Packet Digital LLC	\$343,920
3. University of North Dakota	\$135,850
4. MEC Development LLC	\$68,308
5. Houston Engineering Inc.	\$68,308

*Note: R&D contract performance data include management and professional fees for the operation of Government/University/Industry/Community (G/UC/IC) facilities under O&M contracts.

Top 2 Contracting Agencies for North Dakota R&D Investments During FY 2013*

1. Department of Defense	\$1,396,590
2. Dept. of Health and Human Services	(\$22,363)

Logos for IEEEAUSA and SPIE.

FEDERAL TITLE PROGRAMS

NEGLECTED & DELINQUENT PROGRAM

The ND DPI administers the Neglected and Delinquent Program funded by Title I, Part D of the ESEA: Prevention and Intervention Services for Neglected, Delinquent, and At-Risk Students. Funding falls into three categories:

- State Programming – The Youth Correctional Center received funding through Title I, Part D, Subpart 1.
- Delinquent programming awards were made to four school districts and the programs within the district for a total of \$282,846. These awards are funded by Title I, Part D, Subpart 2.
- Neglect programming awards were made to three school districts and the programs within the district for a total of \$241,246.85. These awards are funded primarily by Title I, Part A.

Awards were made to districts for innovative activities including music, art, canine and equine therapies, and interventions. Additionally, program awards support professional development on positive youth growth and development, resiliency in children, and positive behavioral interventions.



ASSISTING HOMELESS YOUTH

The ND DPI administers two federal education programs that provide funding to districts to help homeless children. Districts are required to set aside a portion of their Title I funding for the purpose of assisting homeless youth. In addition, the state receives funding under the McKinney-Vento Homeless Assistance for homeless youth.



The McKinney-Vento grants were awarded to six North Dakota school districts to provide additional services to students experiencing homelessness:

LEA/Agency	2014-2015 Grant Award
Alexander	\$2,350
Bismarck	\$20,000
Fargo	\$9,720
Mandan	\$11,448
Minot	\$17,200
Williston	\$10,500

The ND DPI Homeless Coordinator partnered with Feed the Children and disseminated over 250 backpacks filled with books and school supplies to North Dakota districts and North Dakota shelters to be distributed to students experiencing homelessness.

Districts can now request a free staff training to learn more about the McKinney-Vento Homeless Assistance Act. Contact Jacki Harasym, ND DPI Homeless Coordinator at jharasym@nd.gov or 701- 857-7770.

21ST CENTURY LEARNING CENTERS

The ND DPI receives funding under Title IV, Part B of the ESEA Act for the 21st Century Community Learning Centers (CCLC) afterschool program. The purpose of the program is to provide opportunities for academic enrichment to help students, particularly students who attend low-performing schools, in afterschool programs.

In 2014, the ND DPI 21st CCLC unit held a new three-year grant competition that resulted in funding one additional site. This led to the ND DPI funding all regions of state. With the addition of the new site, the program now serves over 100 sites through nine sub-grantees. The ND DPI 21st CCLC is also working with afterschool professionals in pursuing a MOTT partnership grant.

The ND DPI facilitated a 21st CCLC summer conference in partnership with the SEEC resource center. The conference had 91 attendees, offered 15 different breakout sessions, and four keynote speakers. This conference has become an annual professional development opportunity for afterschool professionals.



FISCAL MANAGEMENT

FISCAL MANAGEMENT PROVIDES TRAINING OPPORTUNITIES

The ND DPI Fiscal Management unit provided several training opportunities to school business managers, and administrators throughout the year. The Fiscal Management unit and the School Finance unit collaborated on several training events during 2014.



On May 5-8, 2014, Stephanie Gullickson, Director of Fiscal Management, and Jerry Coleman, Director of School Finance, traveled to Minot, Devils Lake, Valley City, and Dickinson to provide training during the Regional School Business Manager's Spring Workshops. The topics of the regional training included school finance reporting, year-end requirements for both state and federal funds, and federal funding regulations review. The regional conferences were very well attended by school district business managers throughout the state.

On July 17, 2014, Stephanie Gullickson and Jerry Coleman taught the State and Federal Reporting Systems course through the North Dakota School Business Manager Certification Program. The course is one of several required courses in the Business Manager Certification Program that is offered through the North Dakota School Boards Association (NDSBA). More information on the Certification Program can be found on the NDSBA website at <http://ndsba.org> under the Certification Program link.

On October 9, 2014, Stephanie Gullickson provided a training breakout session at the ND DPI Fall Conference. The topic of the training was Federal Funding Regulations and Managing Federal Funds with a review of applicable federal regulations specifically dealing with budgets and expenditures. This particular breakout session was attended by school district administrators and Title personnel.

The PowerPoint presentations for each of these training sessions can be found on the ND DPI website at <http://dpi.state.nd.us/fiscal/>.

INDIAN EDUCATION

1ST ANNUAL NORTH DAKOTA INDIAN EDUCATION SUMMIT

July 22, 2014, was a day made in history. North Dakota hosted its first Indian Education Summit at the North Dakota State Capitol. This summit brought educators from not only North Dakota, but also South Dakota, Minnesota, and Montana.

Opening prayer was given by Standing Rock Sioux Tribal elder, Tom Red Bird, in the native Lakota language. A video including Senator John Hoeven welcoming everyone lead into keynote speaker Denise Juneau, Montana State Superintendent. Denise is also a tribal member of the Three Affiliated Tribes. Denise presented on Montana's Indian Education for All program, which Denise actually started in her term as state superintendent. Denise is the first American Indian woman to serve in a statewide elected office in Montana.

The topics discussed at the summit ranged from school attendance, Lakota language immersion, cultural diversity and integration, STEM cultural relevancy across the curriculum, dropout prevention, Native Star, Bureau of Indian Education's (BIE) new direction,

Standing Rock Education Consortium, and also included a panel discussion on attendance. The summit closed with the BEAR Project, which included several native students performing to music regarding hardships and struggles they have overcome. These students, through their skits, teach other students who may be bullied and face other hard times, they can survive without suicide being the answer.



The luncheon served was a traditional native meal consisting of buffalo beef stew, wojapi, and fry bread. During the luncheon, a video from Senator Heidi Heitkamp was shown regarding the Native American Commission.

This Summit concluded with many positive comments regarding the range of topics, the knowledge of presenters, and eagerness toward the upcoming 2015 Summit.

SPECIAL EDUCATION

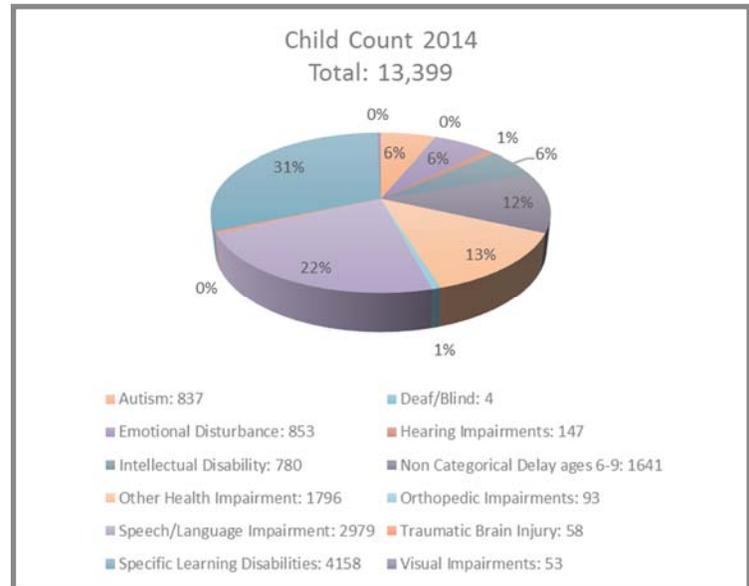
NORTH DAKOTA SPECIAL EDUCATION CHILD COUNT

What is Child Count?

It is the count of children with a disability between the ages of 3-21 within North Dakota receiving special education and related services according to an Individualized Education Program (IEP) or Individualized Service Plan (ISP). Children are reported according to their primary disability category and age as of the data collection date.

When does Child Count occur?

North Dakota's count date is set as December 1 of each year.

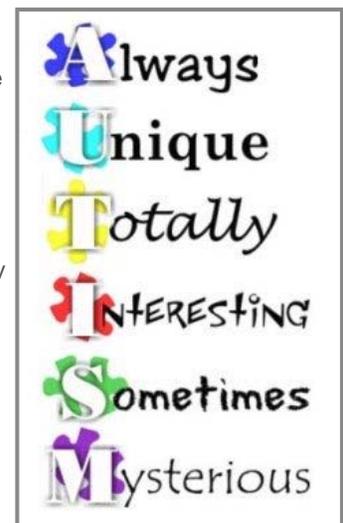


AUTISM

During 2014, the ND DPI Special Education unit developed and published new guidelines for educating students having an Autism Spectrum Disorder. Members of the work group for these guidelines included parents, school personnel, special education unit directors and coordinators, related service providers, parent support groups, and the state autism coordinator. William Johnson, a facilitator from the Technical Assistance Center for Excellence in Special Education (TAESE), helped guide the group through this process. The new guidelines can be found at www.dpi.state.nd.us/speced1/guide/autism.pdf.

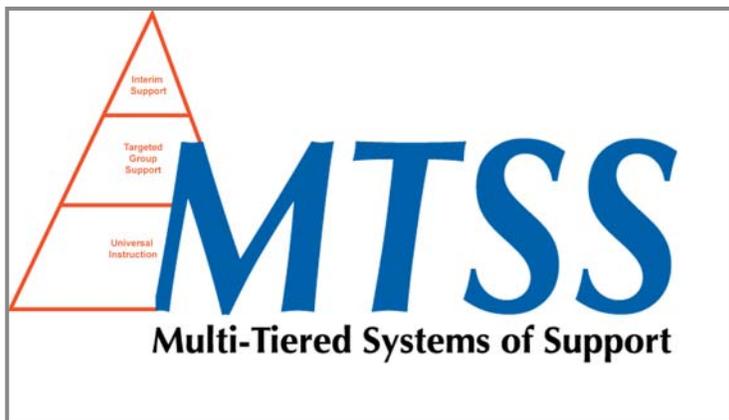
In addition to the development of these new guidelines, the Special Education unit provided two trainings for school teams working with students having an Autism Spectrum Disorder. These trainings were provided by Dr. Joyce Lum from the TEACCH program at University of North Carolina. Approximately 70 individuals attended these trainings. The team trainings consisted of a three-day "Introduction to the Fundamentals of Structured Teaching" and a two-day "Advanced Topics" training for those teams that had been trained the previous year.

As a member of the State Autism Task Force, the Special Education unit collaborated with the Task Force to develop the first state Autism Conference. The conference provided trainings for parents, teachers, related service providers, first responders, and medical personnel. Over 350 participants heard keynote addresses by Dr. Amy Weatherby, Dr. Brenda Smith Myles, and Dr. Ross Greene. Breakout sessions covered an array of topics including supports, behavior supports, communication and sensory strategies, medical, and current research topics.



SPECIAL EDUCATION

NORTH DAKOTA STATE PERSONNEL DEVELOPMENT GRANT (SPDG)



The ND DPI Special Education unit has been awarded a five-year grant. The purpose of this grant is to scale up implementation of **Multi-Tiered Systems of Support (MTSS) for Academics and Behavior** in North Dakota middle and high schools by providing professional development and implementation supports that will improve students' academic proficiency and behavioral outcomes in the participating schools.

1. MTSS Training Cohorts

The SPDG continued provision of training for a middle school cohort of schools from southeastern North Dakota. The support services for the training were provided by the South East Education Cooperative (SEEC) in Fargo with funding from the SPDG supporting the training activities and trainers. The three-day training emphasized installation of Tier 1 Schoolwide Supports in Behavior and Academics. The schools in the cohort included May-Port CG, Finley-Sharon, Hatton, Valley City Middle School, Valley City High School, Wahpeton Middle School, and West Fargo's Liberty and Cheney Middle Schools. Following the implementation, the creation of a critical infrastructure was developed, which included a team of coaches and a coaching protocol to support school teams. Online coaching sessions were provided and continue to be provided.

A new cohort of small, rural secondary schools began training for implementation of the MTSS framework in the spring of 2014. The Mid-Dakota Education Cooperative (MDEC) handled the application process and preparation for the August 2014 training activities. Trainers included both in-state and out-of-state personnel.

In the fall of 2014, the Fargo Cohort began Year 2 training on MTSS Behavior that focused on installation of Tier 2.

The group also participated in MTSS Academic training in October 2014 with a focus on explicit instruction in literacy.

2. Pilot District

In addition to training cohorts, the SPDG has supported the West Fargo Public School District as a pilot district from fall 2012 through December 2014. The district identified priorities and implemented training and other activities targeted at improving components of the educational services. The district demonstrated capacity to complete remaining goals on their own. The district has several schools that have served as visitation sites for other schools/districts in the state to see evidence-based practices in action. A new pilot district, Grand Forks Public School District, has been identified and is just starting to come on board with the SPDG.

3. Other SPDG Components

SPDG resources also funded a parent project that included representatives of the Pathfinder Parent Center, a statewide resource center for parents of children with disabilities, and the Federation of Families for Children's Mental Health, which provides family support and training services to families. These programs utilized SPDG resources to provide training, web-based resources, and consulting services to families that live in districts receiving SPDG services, as well as to educators.

The University of North Dakota Education Department is also a grant recipient and is supporting a demonstration site school, Ben Franklin Elementary School in Grand Forks, which was a recent Title I Distinguished School and a school that continues to demonstrate exemplary student proficiency in academics. UND has utilized SPDG resources to support resident teachers who get an intensive experience in implementation of many aspects of MTSS practice at Ben Franklin Elementary School for a year and, thus, leave ready to take that knowledge to their next educational assignment. Ben Franklin is taking visitation requests from other elementary schools that want to learn about the MTSS practices and the resulting benefits for Ben Franklin students.

The SPDG also has a State Design Team (SDT) that is made up of grant partners and representatives of different education groups who provide a steering role to grant activities.

SPECIAL EDUCATION

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

- Individuals with Disabilities Education Act (IDEA) requirements
- Indicator 17 of new State Performance Plan/Annual Performance Report
- Focus on Results Driven Accountability (RDA)
- Three Phases:
 - ✓ Analysis (Due April 1, 2015)
 - ✓ Plan (Due February 1, 2016)
 - ✓ Evaluation (Due February 1, 2017)



The ND DPI's completion of analysis (Phase 1) included:

- ✓ Broad look at the ND DPI infrastructure and state-wide student performance data, in-depth data, and infrastructure analysis by approximately 40 stakeholders throughout the state of North Dakota
- ✓ Development of strategies and a theory of action that guide future activities

Results:

- ✓ Emphasis on improving graduation rates of students identified with emotional disturbance
- ✓ Local special education unit continuous improvement planning using evidence-based practices (Model aligned to AdvancED framework).

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP) VISIT TO NORTH DAKOTA

August 26–27, 2014

*Analyzed SEA capacity to complete
Phase 1 of the SSIP

*Analyzed the SEA's capacity to
support LEAs

*Identified technical assistance needed

SPECIAL EDUCATION

GROW YOUR OWN

The ND DPI has programs in place to ensure there are highly qualified staff in the public schools to improve results for students with disabilities. North Dakota has taken a grow your own approach to filling the shortage areas in special education and related services. The following are some of the programs and the number of people funded through the programs:

Speech-Language Pathology (SLP) Scholarship: Each year, the ND DPI offers the SLP scholarship to graduate level SLPs. During 2014, a total of 12 scholarships were offered to individuals at the two North Dakota universities that offer SLP graduate level training. These scholarships fund the student's tuition, university fees, and books. For each year the student accepts the scholarship, he/she signs an agreement to work in a school district in North Dakota.

Resident Teacher Program:

The Resident Teacher Program in Special Education seeks to attract and keep teachers in rural schools in North Dakota that have great difficulty recruiting and retaining teachers. The purpose is to increase the pool of endorsed and well prepared special education educators in the region by enabling teachers, who are already certified and are admitted to graduate programs in special education, to complete a full-year internship in a school district or special education unit. The resident teachers work under the joint supervision of an experienced special education educator and a university special education faculty member.

Traineeships: Each year the ND DPI awards Traineeship Scholarships in priority disability areas to North Dakota teachers who wish to pursue graduate level retraining in the field of special education. As part of the application, a recommendation is provided by the local special education unit director where the applicant is working. This recommendation includes information about the applicant's skills as well as the identified need of the special education unit for a teacher trained in the identified area. Scholarship amounts are based on the credit hours of coursework taken during a semester. Once accepted for the Traineeship Scholarship, applicants may be funded for a maximum of three-years or until they complete their endorsement (whichever comes first). During 2014, 48 teachers received a traineeship scholarship.



NATIONAL DIRECTOR OF SPECIAL EDUCATION PROGRAMS VISITS

It is not every day one has the opportunity to hear a national leader speak about North Dakota. But, on October 10, 2014, our state was honored to have Dr. Melody Musgrove, Director of the Office of Special Education Programs (OSEP) of the United States Department of Education (USDE), present the keynote address at the ND DPI Fall Conference. Dr. Musgrove's presentation was timely in that there is a national shift in state accountability for students with disabilities currently taking place. The movement is from a compliance-driven process to a results-driven accountability process.



Since the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, states have been evaluated annually by OSEP based on 20 indicators, primarily around procedures. Every state has a mandatory State Performance Plan (SPP) and every state is monitored on the 20 indicators. The hard work has paid off with more than 90% of schools demonstrating proficiency on the indicators. Unfortunately, increased academic performance through this system has not produced the same results for students with disabilities.

Current achievement and graduation rates of students with disabilities is the concern. Dr. Musgrove emphasized this by stating, "We've got to raise our expectations of special education students." OSEP is altering the emphasis of accountability from compliance to improvement of education results and outcomes for students.

With the changes from OSEP, there are fewer indicators, but states are still accountable for them. In addition, the SPP has a new indicator known as the SSIP. The SSIP is a comprehensive, multiyear plan that focuses on improving results for infants, toddlers, children, and youth with disabilities. States are in the process of developing their SSIP in determining what improved results they want to attain and actions to take to achieve them. The ND DPI and special education has been implementing a state-wide "Focused Monitoring" process for the past four years. Through focused monitoring and data collected in the process, North Dakota is identifying needs in districts and special education units. Dr. Musgrove acknowledged North Dakota for already looking at student results and being ahead of other states.

TEACHER AND SCHOOL EFFECTIVENESS

The Teacher and School Effectiveness (TSE) unit engages in numerous tasks, activities, and responsibilities assisting the ND DPI's overall mission of support to North Dakota schools, educators, and students.



We have been working hard to develop portfolios for each project and position. We have met with local, regional, state, and national stakeholders to support grants and development of our programs.

Continuing Education Grants: Under the provision of House Bill 1013, Section 1, passed by the 63rd Legislative Assembly, North Dakota residents may receive a \$1,200 continuing education grant. Eligible recipients are individuals pursuing either a master's degree in educational leadership, a master's degree in educational leadership leading to a specialist degree, or a school counselor credential. This year 58 grants were awarded, for a total of \$69,600.

Professional Development: This past summer, we continued with our Annual Administrators' Workshop which was held July 21-23.

We had an increase in attendance and have extended the workshop in terms of who can/should attend. We are looking forward to educator and author Robert Marzano attending this summer's conference.

We have also been involved with professional development for the principals and teachers on the new evaluation system and with AdvancEd in developing school improvement.

North Dakota Scholarship Program: Our unit handles over 1,500 applications for the North Dakota Academic or CTE (Career and Technical Education) Scholarships, which provides a student \$1,500 per year for four years for postsecondary education. This year 940 students were awarded the Academic Scholarship and 614 students were awarded the CTE Scholarship. Additionally, we

Highlights from 2014

Credentialing: Our unit has the responsibility of credentialing school administrators, counselors, and librarians. This year we credentialed (new or renewals) 91 superintendents, 181 elementary principals, 181 secondary principals, and 133 counselors sought credentials.

School Approval: This year we approved 429 schools; three schools were listed as not approved. Each year schools are monitored for highly qualified staff, school programs, and accreditation. The summer school programs increased as we approved 209 programs including 105 remedial programs, 24 middle school programs, 30 elementary programs, 49 high school programs, and 101 drivers' education programs.

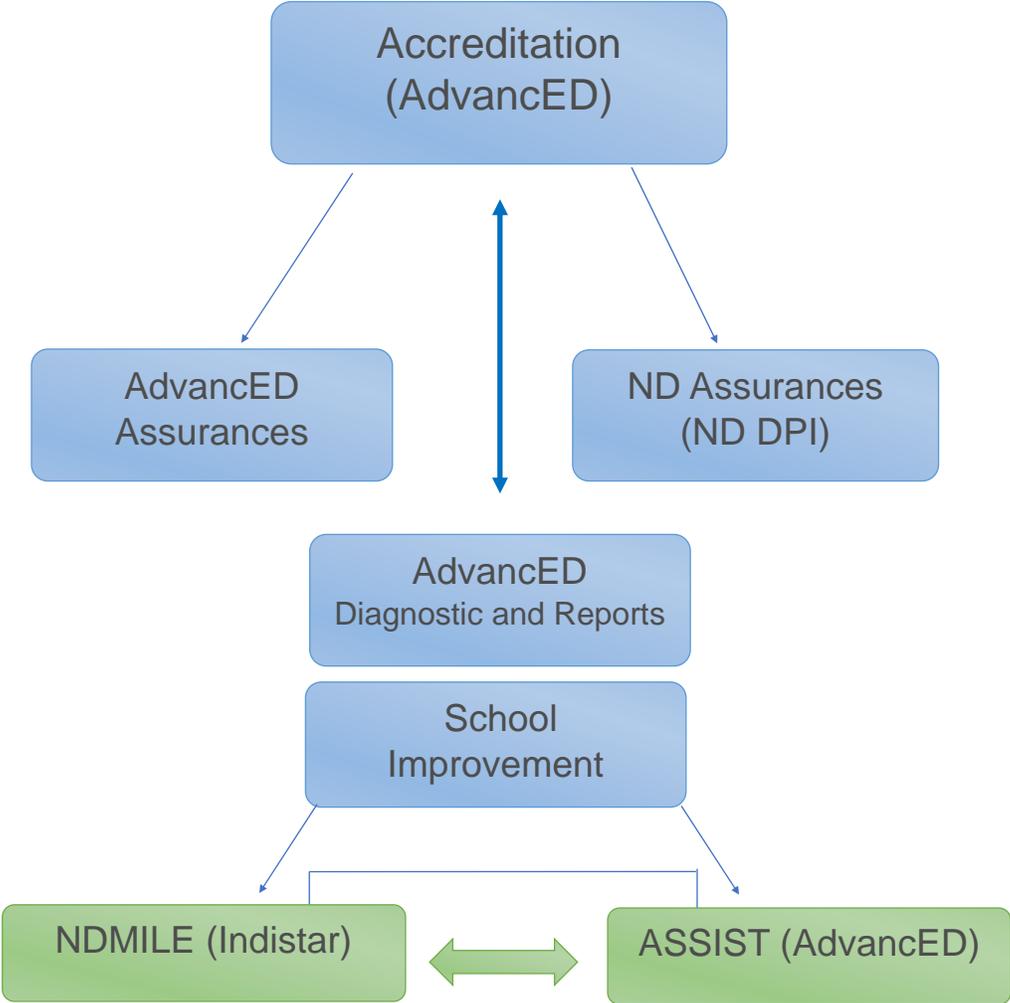
Principal Teacher Evaluation Statewide System: We have been moving forward with the statewide Principal/Teacher Evaluation System, including developing trainings and hosting workshops. We have worked with AdvancED and held various meetings with key stakeholders to strengthen our unit's information, practices, and processes.

had over 6,988 students complete the ACT. With Superintendent Baesler's direction, we are moving forward to create a unit whose mission will focus on support,

TEACHER AND SCHOOL EFFECTIVENESS

AdvancED

The TSE unit and Federal Title Programs unit are pleased to work together on school improvement and accreditation for North Dakota schools. In the diagram below, the blue boxes represent the processes intertwined for school improvement, while the two green boxes represent tools or instruments used for reporting information for school improvement and accreditation. We are excited that the NDMILE tool can be uploaded to supplement AdvancED reporting in the ASSIST tool. Currently, the Teacher and School Effectiveness unit is also working with AdvancED on other information that possibly could be uploaded through ASSIST as well. Stay tuned for that information to come in the fall of 2015.



ASSESSMENT

ACHIEVEMENT RATES ON THE NORTH DAKOTA STATE ASSESSMENT

The ND DPI annually administers the North Dakota State Assessment, including the standard assessments and alternate assessments for certain students with disabilities, to all students in North Dakota in grades 3-8, and 11. These assessments measure students' performance against the state's challenging content and achievement standards.

Student achievement in reading and mathematics on the state's annual assessment, student attendance rates in elementary and middle schools test participation rates, and student graduation rates in high schools are the basis for producing the Adequate Yearly Progress (AYP) reports for all public schools, public school districts, and the state.

The table below shows the state's reading and mathematics achievement rates on the North Dakota State Assessment in the aggregate and disaggregated by subgroup for grades 3-8 and 11 for school year 2013-2014.

North Dakota State Assessment Achievement Rates Across All Grades ¹ School Year 2013-2014						
Group	Mathematics			Reading		
	Total Number of Students	Not Proficient ²	Proficient ³	Total Number of Students	Not Proficient ²	Proficient ³
All	52,598	25.7%	74.3%	52,502	27.3%	72.7%
Male	26,698	25.4%	74.6%	26,660	30.8%	69.2%
Female	25,510	25.8%	74.2%	25,459	23.4%	76.6%
White	42,802	21.4%	78.6%	42,804	23.1%	76.9%
Native American	5,094	48.7%	51.3%	5,101	50.1%	49.9%
Black	1,866	46.7%	53.3%	1,839	44.8%	55.2%
Hispanic	1,878	38.8%	61.2%	1,865	40.4%	59.6%
Asian American	958	32.6%	67.4%	893	34.5%	65.5%
Limited English Proficient	2,091	59.5%	40.5%	1,967	67.7%	32.3%
Low Income	17,286	38.7%	61.3%	17,215	40.1%	59.9%
Students w/disabilities (IEP)	6,391	49.2%	50.8%	6,375	50.7%	49.3%
Migrant	124	36.3%	63.7%	129	57.4%	42.6%

¹Includes all enrolled students in grades 3-8 and 11 who participated in the North Dakota State Assessments; ²Combines Novice and Partially Proficient;

³Combines Proficient and Advanced

ASSESSMENT

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION ANNOUNCED CONTRACT AWARD WITH MEASURED PROGRESS FOR NORTH DAKOTA STATE ASSESSMENT

The ND DPI entered into a service contract with Measured Progress in Dover, NH, for the development and implementation of the North Dakota State Assessment for up to a five-year contract period. This contract award concluded a review of proposals submitted by three national vendors in response to the ND DPI's Request for Proposal (RFP).

Summary of Events

On August 15, 2014, the ND DPI issued an RFP to secure the services of a vendor to assist the department in the administration of the North Dakota State Assessment, with proposals due on September 26, 2014. The RFP required vendors to respond to specific requirements regarding scope of services, outcomes, scheduling, quality assurance expectations, and cost proposals.

On September 26, 2014, the RFP proposal submission deadline, the department received three responses with proposals: CTB McGraw-Hill, American Institutes for Research, and Measured Progress. All proposals were found to be responsive and responsible to the requirements of the RFP and moved forward for the evaluation process.

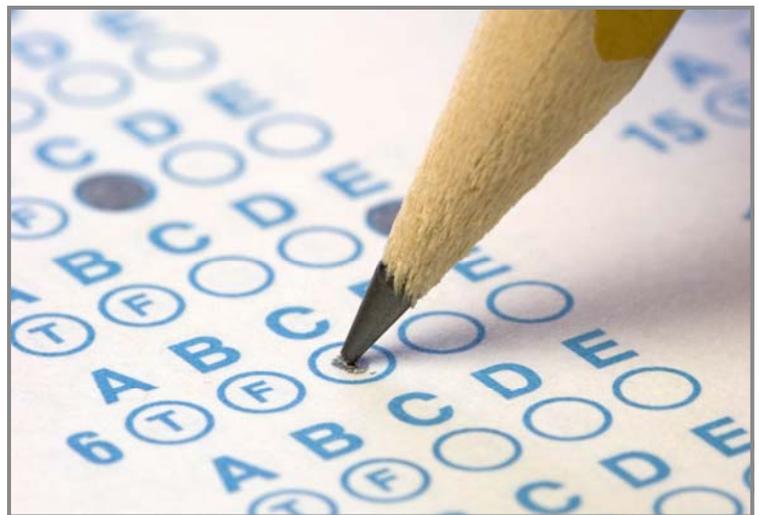
During October 1-2, 2014, a 14-member Evaluation Committee, consisting of teachers, administrators, and education leaders statewide, convened in Bismarck to evaluate 18 separate technical criteria for each of the three proposals, as specified under state rules. Following the determination of scoring for technical components, state procurement officials opened, validated, and calculated the final cost proposal point distribution for all three vendors against a prescribed weighted measure.

To complete the RFP scoring process, procurement officials combined the technical scores and the cost proposal scores to calculate the final, composite scoring for each vendor. The ND DPI staff validated the results as consistent with all rules specified within the RFP. Table 1 presents the final, composite scores for each vendor, according to technical and cost proposal points. Based on the final tabulation of results, Measured Progress emerged as the awarded vendor.

Table 1: FINAL, COMPOSITE PROPOSAL SCORES

VENDOR	TECHNICAL POINTS	COST POINTS	TOTAL OVERALL POINTS
American Institutes for Research (AIR)	133	138	271
CTB McGraw-Hill	143	72	215
Measured Progress	97	180	277

On November 17, 2014, the ND DPI procurement officials issued a Letter of Intent to Award a contract to Measured Progress for the purposes of servicing the North Dakota State Assessment program. On December 17, 2014, the ND DPI and Measured Progress signed final copies of the three-year contract, with optional extensions for an additional two years, totaling \$7,247,622 over five years. The ND DPI applies a combination of state and federal funds to support the administration of the North Dakota State Assessment, the measurement of student academic performance in English language arts and mathematics for all students statewide in grades 3-8 and 11.



ASSESSMENT

NORTH DAKOTA PUBLIC SCHOOL ADEQUATE YEARLY PROGRESS REPORTS

The ND DPI annually releases statewide adequate yearly progress (AYP) results for all public schools and public school districts in North Dakota. These reports identify a school's or district's overall student performance against certain key indicators.

AYP reports are generated based on (1) student achievement in reading and mathematics on the state's annual assessment, (2) student attendance rates in elementary and middle schools, and (3) student graduation rates in high schools. Student participation rates are also recorded. All school, district, and state performance rates are compared against approved achievement goals. The AYP Guidance, which presents an overview of the AYP determination process, can be accessed at www.dpi.state.nd.us/testing/account/AYP1314.pdf.

The 2013-2014 annual AYP reports can be accessed at www.dpi.state.nd.us/dpi/reports/profile/index.shtm.

For a listing of the public schools that did not make AYP and the reasons for this identification, refer to the following website www.dpi.state.nd.us/dpi/reports/Profile/1314/ProfileDistrict/PlantAchieve.pdf.

Annual Adequate Yearly Progress Report									
North Dakota Department of Public Instruction									
School Year 2013 - 2014									
State of North Dakota									
Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at: http://www.dpi.state.nd.us/testing/account/AYP1314.pdf									
Reading		Math				Secondary Indicators			
2014 State Goals		4th Grade -- 100% 8th Grade -- 100% 11th Grade -- 100%		2014 State Goals		4th Grade -- 100% 8th Grade -- 100% 11th Grade -- 100%		Attendance Goal: 93% Result: 95.0% Graduation Goal: 89% Result: See Below	
Listed below are your district's scores									
Reading		Achievement		Participation		Math		Graduation Rate	
Composite Score		Goal	Result	95% Rule	Goal	Result	95% Rule	Result	
Subgroups:						Subgroups:		Subgroups:	
Economically disadvantaged	100.00%	67.44%	97.51%	Economically disadvantaged	100.00%	64.84%	97.80%	Economically disadvantaged	70.69%
Ethnicity:				Ethnicity:				Ethnicity:	
White	100.00%	78.01%	98.88%	White	100.00%	80.47%	98.87%	White	90.33%
Native American	100.00%	50.19%	97.52%	Native American	100.00%	51.86%	97.38%	Native American	61.42%
Black	100.00%	58.02%	96.35%	Black	100.00%	57.93%	97.39%	Black	79.80%
Asian	100.00%	68.80%	97.49%	Asian	100.00%	74.15%	97.85%	Asian	88.14%
Hispanic	100.00%	63.28%	95.31%	Hispanic	100.00%	65.24%	95.77%	Hispanic	77.78%
Students with disabilities	100.00%	53.87%	97.18%	Students with disabilities	100.00%	55.18%	97.41%	Students with disabilities	69.64%
Students with limited English proficiency	100.00%	38.74%	93.93%	Students with limited English proficiency	100.00%	44.52%	98.35%	Students with limited English proficiency	60.95%
Adequate Yearly Progress Category:					Did not meet Adequate Yearly Progress				
<small>Note: An asterisk (*) marks the indicator(s) where the district did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards. A plus sign (+) indicates met AYP based on the 4-, 5-, or 6-year graduation improvement target.</small>									

NAEP READING AND MATHEMATICS SCORES

The National Assessment of Educational Progress (NAEP) reading and mathematics scores were released in November 2013. NAEP is given to a sampling of fourth and eighth grade students nationwide, every other year, to track student academic progress over time.

North Dakota fourth graders scored an average of 224 (compared to a 2011 average of 226) on the reading assessment; the national average score was 221. The eighth grade reading average score was 268 (compared to a 2011 average of 269); the national average was 266.

On the mathematics assessment, North Dakota fourth graders scored an average of 246 (compared to a 2011 average of 245); the national average score was 241. The eighth grade mathematics average score was 291 (compared to a 2011 average of 292); the national average score was 284.

When compared to other states, North Dakota's fourth graders ranked fourth in mathematics and thirteenth in reading; eighth graders ranked sixth in mathematics and sixteenth in reading.

Full results of the 2013 NAEP are available online at www.nationsreportcard.gov.

SCHOOL FINANCE & ORGANIZATION

NORTH DAKOTA K-12 SCHOOL FUNDING FORMULA

In 2013, the state implemented a K-12 funding formula tied to the cost of providing an adequate education and funded it with a combination of state and local taxes. Local property tax levy authority was decreased significantly with statewide taxes making up the difference. Statewide taxes are now funding approximately 75% of the cost of education.

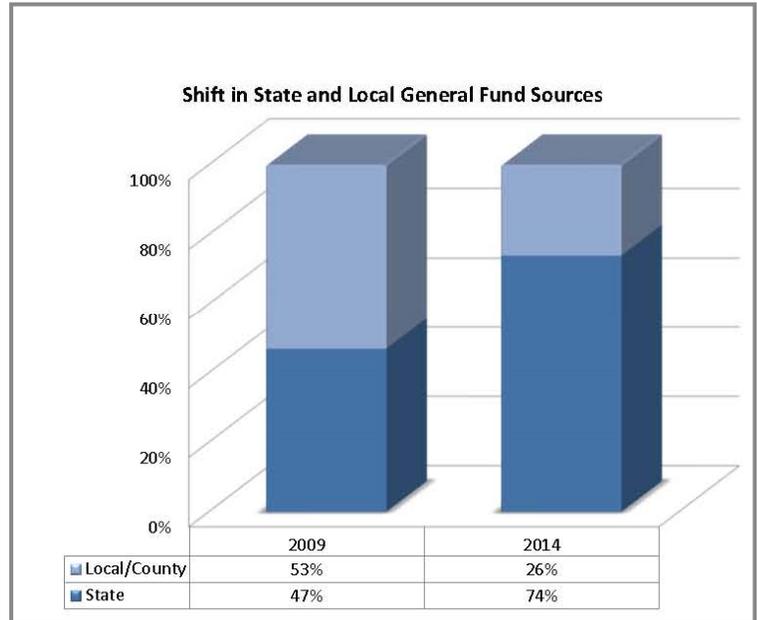
The local share is 60 mills on taxable valuation and 75%-100% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

In the end, North Dakota's K-12 funding formula provides a base of financial support per student sufficient to provide an adequate education by school districts, regardless of where the student lives or what the taxable valuation is of the district.

The Legislature, through the Interim Education Funding Committee, contracted with Picus-Odden and Associates to conduct a recalibration study to confirm the adequacy of that base level of support.

The consultants use an evidenced-based (EB) model to determine the resources necessary to educate students to college and career ready proficiency. Included in the model are all of the components necessary to meet the standards. This includes core staffing, administration, operations, professional development, technology, and instruction materials. Their report was presented to the Interim Education Funding Committee in June, 2014. The report can be found in the meeting minutes at www.legis.nd.gov/assembly/63-2013/interim/15-5088-03000-meeting-minutes.pdf?20141016152129.



K-12 School Funding Formula		
<i>Part One: Calculate Base Funding Amount</i>		
	Student Membership (ADM)	300
+	Other Program Weighted ADM	30
=	Weighted ADM	330
x	School District Size Factor	1.13
=	Weighted Student Units	373
x	Per Student Rate	9,092
=	Total Formula Amount	3,391,316
+/-	Transition Adjustments	-
=	Total Adjusted Formula Amount	3,391,316
<i>Part Two: Determine State Aid Payment</i>		
Local Share	60 mills times taxable valuation	600,000
	75%-100% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	2,731,316

RECOGNITION

The ND DPI proudly recognizes exemplary North Dakota educators and schools.

NORTH DAKOTA TEACHER OF THE YEAR

Governor Jack Dalrymple and State Superintendent Kirsten Baesler jointly named Dean Aamodt, a vocal and classroom music teacher with the Wahpeton Public School District, as North Dakota's 2015 Teacher of the Year. The announcement was made on September 22, 2014, during a ceremony at Wahpeton High School that was attended by administrators, educators, representatives from the state's education associations, and students.



Aamodt was selected from a pool of four finalists that included Chris Harvey, an instrumental music teacher with Hazen Public School; Dawn Johnson, a reading coach at Prairie View Elementary School in Devils Lake; and Melissa Stanley, an elementary teacher at Edison Elementary School in Minot.

Dean Aamodt teaches women's ensemble, concert choir, show choir, and guitar at Wahpeton High School to students in grades 9-12 and classroom music to kindergarten and first grade students at Zimmerman Elementary School in Wahpeton. He also serves as student council advisor at Wahpeton High School.

The North Dakota Teacher of the Year program recognizes and honors the contributions of America's classroom teachers. The program is the oldest and most prestigious commendation to focus public attention on excellence in teaching. The state's Teacher of the Year program is sponsored by the ND DPI in conjunction with the Council of Chief State School Officers.

A teacher may be recommended initially for nomination by any person within the school or community including parents, students, business leaders, school administrators, or colleagues and are reviewed by a seven-member selection panel. Aamodt will now advance to the National Teacher of the Year program.

2014 OUTSTANDING TITLE I EDUCATOR

Each year, the ND DPI honors Title I educators who have the respect and admiration of students, parents, and colleagues, and who play an active and vital role in their school's Title I program. The ND DPI solicits nominations throughout the year. The Title I Committee of Practitioners selected the award winner from the nominations received.

This year's recipient of the Outstanding Title I Educator award is Elizabeth Dominguez. She is a Title I teacher in a schoolwide program in the Enderlin Public School District.

Elizabeth has been teaching in the Title I program since 1990.

As outlined in the comments from the application, Dominguez has the following attributes setting her apart.

- Strong commitment to student learning
- Investment in a career: Masters, Title I Credentials, ESL Endorsement
- Connects with her students
- Strong relationship skills

Elizabeth's philosophy is "Students will make greater gains if they feel loved, cherished, and important."



RECOGNITION

The ND DPI proudly recognizes exemplary North Dakota educators and schools.

SPECIAL EDUCATORS

Each year, at the ND DPI Fall Conference, the department takes the opportunity to recognize special education staff. In October 2014, two North Dakota special education professionals were recognized.

John Porter is the South Valley Education Unit Director.



Deb Labrenz is a Special Education Teacher at Wachter Middle School in the Bismarck Public School District.



TITLE I DISTINGUISHED SCHOOL AWARD

Each year, North Dakota can select one Title I school (targeted assistance or schoolwide) to receive the National Title I Distinguished Schools Award. The schools are selected for outstanding results in one of two categories: (1) Exceptional student performance for two or more consecutive years, or (2) Closing the achievement gap between student groups.



This year, North Dakota's Title I Distinguished School is Elgin-New Leipzig Elementary School. They won in the category of exceptional student performance for two or more consecutive years.

Even though the Elgin-New Leipzig Elementary School continues to see a wider diversity of students and more transient students, their achievement has increased.

Some factors contributing to this increased student achievement include:

- Focus on a positive learning and safe environment
- Implemented intervention programs
- Accelerated Reader
- Response to Intervention
- Read Naturally
- Strong collaboration between general education, special education, and Federal Title Programs
- Strong focus on parental involvement

TWO NORTH DAKOTA SCHOOLS GET NATIONAL BLUE RIBBON AWARDS

Two North Dakota elementary schools were honored as "Blue Ribbon Schools" for 2014. The choices were Sweetwater Elementary, in Devils Lake, and Manvel Elementary Schools. Sweetwater has 253 children in grades kindergarten through four, while Manvel has 150 students from pre-kindergarten through the eighth grade.



The ND DPI nominated the schools for consideration. These two schools exemplify the work ethic of our teachers in North Dakota. They are examples of the dedication that we have to our students in North Dakota, the high level of value that we place on education, and our expectations for all of our students.

Both schools have a number of programs to promote learning and encourage parent participation. Sweetwater credits their backpack reading program that encourages children and their parents to read to each other at home, extensive use of technology, including smart boards and iPads in classrooms, and a collaborative and cooperative staff with helping to achieve excellence.

In Manvel, strong academic programs such as Guided Reading, Response to Intervention, and Robotics, as well as hard-working students, outstanding teaching staff, and a supportive community have made the school stand out.



The USDE names Blue Ribbon Schools every year, choosing applications from across the nation. Superintendent Baesler praised the schools, and said they demonstrated that smaller schools could compete with more urban districts for the Blue Ribbon honors.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION (ND DPI)

COMMUNICATIONS

The ND DPI communicates regularly with school personnel across the state. Timely and effective communication to the field is a priority in the department. Listed below are the various newsletters and documents disseminated on a regular basis in order to keep school personnel apprised of key educational issues statewide.

- [ConnectED](#)
ND DPI Quarterly Newsletter
- [Capitol Tablet](#)
Weekly Legislative Report
- [Headline NEWS Key Announcements](#)
- [North Dakota AFTERSCHOOL Update](#)
21st Century Community Learning Centers Newsletter
- Child Nutrition & Food Distribution Newsletters
[Directions Newsletter](#)
[Roundup Newsletter](#)
[Child Nutrition Administrative](#)

Connected



January-February-March 2015 Quarterly Newsletter
[Kirsten Baesler](#), State Superintendent
[Robert J. Christman](#), Deputy Superintendent
[Robert V. Marthaller](#), Assistant Superintendent



- [TEAM News](#)
Federal Title Programs and Special Education
- [Title II, Part B—Mathematics and Science Partnership Program Quarterly Newsletter](#)
Math and Science Partnership
- North Dakota State Library Newsletter
[Discovery Newsletter](#)
[Flickertail Newsletter](#)
- [Research/Resource Report \(RRR\)](#)
- [Safe and Healthy Schools Monthly Updates](#)

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION (ND DPI)

A GLIMPSE INTO WHAT THE FUTURE HOLDS....

As we look into the future, 2015 promises to be an exciting and eventful year. Listed below are just a few of the many initiatives that will impact North Dakota educators and students over the coming months:

- **2015 North Dakota Legislative Assembly**

Since the 64th Legislative Assembly officially started on January 6, 2015, the hallways are bustling with activity. The ND DPI stands ready to implement new laws and provisions put forth during the 2015 Session in the months to come.

The ND DPI has created a weekly summary report of legislative action each week during session called the *Capitol Tablet*. The department's public information officer, Dale Wetzels, generates the reports. The legislative report can be accessed at www.dpi.state.nd.us/index.shtm on the home page of the ND DPI website. The *Capitol Tablet* is posted on Friday afternoons.



- **ESEA Reauthorization**

The ESEA is due to be reauthorized. Enacted in 2002, if the law ran its normal course, it should have been reauthorized in 2007-2008. However, congress has been divided on how to fix or improve upon the current law and, subsequently, it has been stalled for the past seven years. We are hearing a lot of buzz that a reauthorization may occur soon. We've heard that the goal is get a bill to the President by April 2015. The department enthusiastically looks forward to a newly authorized law. The department provides weekly updates, called the *Weekly Blast*, to school personnel to keep them informed and updated on the reauthorization status. The weekly updates can be accessed at www.dpi.state.nd.us/federal/federal.shtm the department's website.

- **Formation of State Superintendent's Student Cabinet**

On February 10, 2015, the ND DPI announced the formation of the State Superintendent's Student Cabinet. The purpose of the Cabinet is to provide a forum of communication surrounding educational issues that are important to student's across the state of North Dakota. Students will be selected via an open application process based on their reasons for wanting to join the Cabinet and their demonstrated commitment to serving their school, community, and state. Up to 18 North Dakota students ranging from grades 4-12 will be selected for the Cabinet. The goal is to select students by March 31, 2015.

- **Continued Focus on Professional Development**

Providing high quality professional development to North Dakota educators is a top priority in the ND DPI, and planning continues on many upcoming professional development opportunities.

