

ND
Part B

FFY2013
State Performance Plan /
Annual Performance Report

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

Explanation of the NDDPI Special Education Office

There are varying levels and offices of special education in North Dakota. This section describes each level and the respective responsibilities.

The **State Education Agency (SEA)** in North Dakota is the North Dakota Department of Public Instruction (NDDPI). The following special education positions are held within the Special Education office of the ND Department of Public Instruction:

- a. *Special Education State Director:* The NDDPI employs one SEA special education director. Responsibilities include state legislative responsibilities and the supervision of NDDPI special education personnel; as well as the oversight of IDEA Regulations in the local special education units and across local special education programs and districts.
- b. *Special Education SEA Staff:* The NDDPI SEA Staff assist the Director with components of IDEA Regulations, and oversight of the local special education units, district special education programs, and special projects. Staff members hold portfolios that include specific statewide responsibilities related to disability categories, trainings, monitoring, and special education program responsibilities;
- c. *IDEA Grant Manager:* The NDDPI employs one grant manager who oversees the *IDEA B* and state special education budgets; and
- d. *Shared Position:* The NDDPI Special Education Unit also has included a shared position within NDDPI. This position is an Assistant Director of Title I programs who is responsible for sharing information between the NDDPI Title I and Special Education program staff. This individual also coordinates joint professional development activities between the two programs. This position serves as the NDDPI Early Childhood State Administrator. As the departmental Early Childhood contact, this person provides technical assistance and professional development for a broad range of early childhood educational statewide initiatives and topics. This individual is responsible for the coordination of the early childhood education curriculum and assessment task force which is a collaborative effort between Title I and Special Education. The positions responsibilities also include initiating and maintaining Public Service Announcements and contracts with individuals involved with the task force.

Special Education Units (SEU):

North Dakota is divided into 31 special education units. Each special education unit is responsible for the special education programs and related services in at least one and as many as nineteen school districts. Each unit has a governing board and the relationships between the units and the districts are locally determined. Additionally, each of the special education unit staff members are local SEU positions and are not employees of the state office. The following offices may be held within each of the local special

education units:

- a. *Special Education Unit Director: has oversight of all special education programs and unit personnel in member school districts, in partnership with NDDPI and LEA administrative personnel within the special education unit;*
- b. *Assistant Special Education Unit Director: assists the local Special Education Unit Director with the oversight of all special education programs and unit personnel in member school districts, in partnership with NDDPI and LEA administrative personnel within the special education unit;*
- c. *Special Education Unit Coordinator: Each unit coordinator has a portfolio that contains specific unit-wide initiative and program responsibilities. Each unit coordinator is responsible for the oversight of technical assistance in each of the LEAs within the special education unit, in partnership with LEA personnel and the NDDPI.*

Local Education Agencies (LEA):

North Dakota currently has 179 local school districts. Each school district belongs to a special education unit and collaborates with the special education unit staff to ensure children with disabilities receive appropriate and individualized special education services.

General Supervision Monitoring Overview:

The North Dakota Department of Public Instruction (NDDPI) is responsible for ensuring that the requirements of IDEA 2004 are carried out within the state. Each educational program for children with disabilities administered within the state is included in the department’s components within the annual general supervision monitoring review. Components of the general supervision system are ongoing SPP Indicator monitoring; Levels of Determination monitoring; focused monitoring; random compliance monitoring related to student files; LEA self-assessment; dispute resolution concerns/complaints; fiscal monitoring; and 618 data.

Statewide Case Management System:

A major component in North Dakota’s general supervision system is the statewide Individualized Education Program (IEP) system, TIENET. This statewide TIENET database is a web-based student file database available via a secured Internet site. It contains all of the components of the IEP and other forms required for students receiving special education services. This database has increased the clarity and accuracy of all student data submitted to the state. The following forms are included and maintained within this electronic database and are currently used for reviewing current data and for the verifying of corrections: On at least an annual basis the SEA updates forms and processes as necessary in the database. These updates result from field input as well as regulatory changes that have occurred.

Assessment Plan	Integrated Written Assessment Report
Behavior Intervention Plan	Internal Monitoring Transition Req. Checklis

Building Level Support Team Intervention Plan	Joint Prior Written Notice (Part C to B)
Building Level Support Team Interview Log	Manifestation Determination Documentation
Building Level Support Team Observational Record	Meeting Notes
Building Level Support Team Request for Collaboration/Assistance	North Dakota Assistive Technology Consideration
Consent for Evaluation	Child Outcomes Summary Form
Consent for Initial Placement in Special Education	Notice of Changes to IEP Without an IEP Team Meeting
Consent to Bill Medicaid	Prior Written Notice
ECSE Student Profile: Evaluation	Release of Information
Excusal of Required IEP Team Member(s)	Request to Invite Outside Agency Reps to IEP
Exit Form	Revocation of Consent for Special Education Related Service
Extended School Year Plan	RTI Cumulative Folder
Functional Behavior Assessment	Standard Treatment Protocol Documentation
IEP - Transition 16-21	Student Profile: Evaluation
IEP Ages 3-5	Summary of Performance
IEP Ages 6-15	Transfer of Rights to Student
Individual Diagnostic Report	Verification of Eligibility to use NIMAS Materials
Individualized Service Program	Integrated Written Assessment Report-SLD/

This database includes current data review capabilities and validation procedures to ensure compliance. This also allows NDDPI staff members and local administrators to monitor current data to ensure timely correction of noncompliance. This database increases the ease and accuracy of data input, while providing and maintaining a significant number of generated reports used for monitoring at the student, school, LEA, SEU, and state levels. Additional report topics available through this database include, but are not limited to Assistive Technology, Extended School Year, Exit, Assessment, and Indicators 3, 5, 6, 7, 11, 12, and 13. A wide variety of reports is also generated based on immediate need and has been used in all school districts across North Dakota since 2009. In 2013, the North Dakota State Standards based on the Common Core State Standards were added to the goal section of the TIENET data base (PK thru grade 12).

General Supervision Monitoring Process:

The general supervision system integrates data from multiple sources: the APR compliance and performance indicators, LEA level self-assessments, policy and procedures review, and dispute resolution data. Analysis of this data drives technical assistance provided to the LEAs by NDDPI staff.

More specifically, the areas of monitoring include:

- *Fiscal Monitoring:* IDEA applications and final reports are reviewed by the Special Education Director and Grants Manager to ensure proposed expenditures are allowable and in accordance with IDEA regulations. Processes are in place to ensure an LEA has met excess cost,

non-supplanting, and maintenance of effort requirements. LEAs generally receive a fiscal desk audit at least once every five years. Supporting documentation is reviewed to ensure funds were used for allowable expenditures and in alignment with the application as well as other fiscal items such as inventory control, time and effort documentation, parentally placed set-aside and record retention.

- *Compliance Monitoring Self-Assessment.* The NDDPI has developed toolkits for districts to use as a self-assessment of the compliance of special education staff in conjunction to the federal regulations. These toolkits include recommendations for student level and current compliance corrective actions. As part of local responsibilities for General Supervision, Special Education Units (SEU) are highly encouraged to use these toolkits to sample a portion of their Unit's population of student IEP files each year.

- *Focused Monitoring:* The NDDPI uses the performance indicators 1, 3 and 5 to rank the 31 special education units in North Dakota over a period of three years. The units who fall below the state average are considered for a Focused Monitoring. Thereafter, the state identifies which units will be monitored and proceeds with the Focused Monitoring process. This process includes a complete review of district data on all indicators, formation of hypotheses (areas of FAPE, LRE, Evaluation and Eligibility and Child Find), file review and an onsite interview process with LEA staff related to performance and possible noncompliance. Following this review, each unit and district receives a report detailing areas of compliance, noncompliance, and recommendations or required corrective actions with completion timelines.

- *Due Process/Mediation/Complaints:* North Dakota provides a series of options to students with disabilities who have reached the age of majority, parents of children with disabilities, and school staff to use when disagreements cannot be resolved without interventions.
 - *Facilitated IEP:* A facilitated IEP meeting is an IEP meeting that includes a trained facilitator who promotes effective communication and assists the IEP team in developing an IEP. The facilitator keeps the team focused on the proper development of the IEP while addressing conflicts that arise. IEP Facilitation is not used to resolve disputes unrelated to the IEP.
 - *Mediation:* Mediation offers an informal, effective way to resolve differences through a trained mediator. It may focus on issues specific to a student's educational services or it may address communication issues that affect the working relationship of parents and educators. Mediation can help the parties collaboratively create other alternatives to their original positions. If the parties agree on solutions to the issues, those points of agreement are outlined in a *Mediation Agreement*.
 - *Complaint Investigation:* A formal complaint is a written allegation that special education laws or regulations are not being followed by an LEA or local public agency. Unlike a due process complaint, any individual or organization may file a state complaint.
 - *Due Process:* A due process complaint is a written document that initiates an impartial due process hearing regarding the identification, evaluation, educational placement, or the provision of a free appropriate public education (FAPE) to a child with a disability. Unlike a state complaint, only a parent or an LEA may file a due process complaint.

Identification of Noncompliance:

In the monitoring processes North Dakota defines a *finding* as a written conclusion that includes a citation of the regulation/requirement and a description of the quantitative and/or qualitative data supporting a decision of compliance or noncompliance with a specific regulation/requirement. Findings are given to the Special Education Unit as well as the student's district of residence. Notification of findings occurs as soon as

possible after the NDDPI concludes that the LEA has a finding of noncompliance. The one-year correction

timeline begins on the date the NDDPI notifies the school district, in writing, of the noncompliant policies and/or practices.

Corrections of Noncompliance:

The following steps are utilized when NDDPI staff members are verifying the Units/Districts corrections to areas of noncompliance:

1. NDDPI monitoring staff review the district submission of documents pertaining to the corrective actions such as individual student level correction of noncompliance and training dates, locations, agendas, and participation lists;
2. Follow-up review of data, other documentation, and/or interviews are conducted to ensure that the noncompliant policies, procedures, and/or practices were revised and corrected within timelines;
3. A notification to the LEA in writing is sent to the superintendent and the local special education unit director that the noncompliance was corrected as required ;
4. When required, NDDPI staff members conduct on-site and/or off-site activities to verify correction of noncompliance; and,
5. The NDDPI monitoring staff randomly verify compliance through district and student level data (when necessary) using the TIENET database. As described in the introduction of this report (p.8), the majority of the student forms are available in the TIENET database. Throughout the year, NDDPI special education coordinators log into the database and view the student files in question. If the corrective action has not taken place as planned, the NDDPI Special Education Monitoring coordinator contacts the local special education director to discuss the timeline of the required correction. At the agreed upon date, the NDDPI Special Education Monitoring coordinator will again log into the system and verify the correction is complete. Once the corrective action is complete and the noncompliance corrected, the NDDPI Special Education

Monitoring coordinator sends a "close -out" letter to the local special education unit director and LEA

superintendent verifying those corrections and the date of completion.

The NDDPI Special Education Monitoring coordinator also maintains an Excel spreadsheet that tracks all findings. This spreadsheet contains the districts who received a letter of notification and the following: date of the letters of noncompliance to LEA, date of accepted corrective action plan, date the corrective action plan was completed, date the NDDPI verified the correction of noncompliance, and date of the Close-out letter to the special education unit director and the school district superintendent. All corrective actions must be completed as soon as possible, but no longer than one year, after receiving a letter detailing the issue of noncompliance.

Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

The NDDPI Office of Special Education is proud of its history of mutual respect, collaboration, and partnerships with local special education unit and LEA personnel. Although being a small state often presents its difficulties, the benefit from these collaborative efforts occurring at all levels cannot be overstated.

The NDDPI Special Education Staff provide technical assistance to each of the 31 local special education units throughout the state. Each staff member is assigned a region of the state through which the staff member serves as the lead technical assistance contact for the local units. Staff members hold portfolios that include specific statewide responsibilities related to disability categories, trainings, monitoring, and special education program responsibilities.

NDDPI Special Education Section 619 Coordinator, NDDPI Title I, and the ND Department of Human Services (NDDHS) Collaboration:

- Early Childhood Care and Education Study - A legislative study focusing on the development, delivery and comprehensive early childhood education in ND.
- Kindergarten Entry Assessment Consortium – A national consortium to support the development or enhancement of a kindergarten entry assessment (KEA) that is aligned with state early learning and development standards. These standards cover all essential domains of school readiness.
- ND Pre-Kindergarten Comprehensive Assessment Team – Representatives from the following entities: NDDHS, Child and Family Services, ND Head Start State Collaboration Office, NDDPI Federal Title programs, NDDPI Special Education, Early Childhood Technical Assistance Center (ECTA), and the Center on Enhancing Early Learning Outcomes (CEELO) are discussing the development of a comprehensive pre-kindergarten assessment system in ND.
- In addition, a Memorandum Of Understanding (MOU) was developed to formalize the collaboration between Part B and the NDDHS Part C coordinator to continue work relating to the validity and the sharing of data between the systems to assure a smooth and timely transition for children and their families. The Section 619 Coordinator is a member of the state ICC Committee and Executive

Committee.

NDDPI Special Education and Standards and Achievement Collaboration:

The Standards and Achievement Office and the Special Education Office work in collaboration to provide the field technical assistance on an ongoing basis for both the North Dakota Alternate Assessment (NDAA) and North Dakota State Assessment (NDSA) for students with disabilities. North Dakota is a governing member of the Dynamic Learning Maps (DLM) consortium and Smarter Balanced Assessment Consortium (SBAC). A Special Education staff member manages NDAA as part of their portfolio, and provides technical assistance to special education teachers and local unit directors on changes and updates concerning these assessments. This position manages an Alternate Assessment Advisory Group of ND teachers and administrators who discuss and advise on the alternate assessment.

National Instructional Materials Accessibility Standard:

The provision of accessible instructional materials in a timely manner is an essential component of making a Free Appropriate Public Education (FAPE) available to children who, due to their disability, cannot access standard text materials. The NDDPI has adopted the National Instructional Materials Accessibility Standard (NIMAS) requirements under IDEA 2004. NDDPI has provided assurances to OSEP, as part of the State's Part B application, that students who need curriculum materials in alternate formats are provided those formats in a timely manner. North Dakota is an open territory state and is committed to assisting local education agencies in acquiring student-ready versions in a timely and cost-efficient manner. North Dakota designated the North Dakota Vision Services/School for the Blind (NDVS/SB) as the primary authorized user for downloading or assigning the source files from the NIMAC. NDVS/SB coordinates with the National Instructional Materials Access Center (NIMAC), to obtain source files that can then be converted into formats that are accessible by students who are blind or have other print disabilities.

The NDDPI continues to provide technical assistance related to the NIMAS and NIMAC to state educational leaders and school personnel, and coordinate with the NIMAC. NDDPI has posted a NIMAS policy paper, flow chart with definitions, and a brochure at <http://www.dpi.state.nd.us/speced1/family/family.shtm>. The NDDPI has developed an online training related to NIMAS that is posted to the same website. This training explains the purpose of NIMAS, its importance to instruction, and district responsibilities in providing instructional materials in accessible formats. NDDPI continues to provide LEAs with guidance on ensuring that students will be provided accessible materials within our state's model.

State Longitudinal Data System (SLDS):

Representatives from LEAs, as well as North Dakota Council of Education Leaders (NDCEL), North Dakota LEAD Center (an information and training support center for school administrators), EduTech (Education Technology Services for North Dakota schools), NDDPI, Career and Technical Education, Education Standards and Practices Board, and ND Information Technology Department have all worked collaboratively to build a comprehensive data system. This system will provide critical information to local and state decision makers. As the SLDS project continued to move forward, the NDDPI Special Education staff met with Information Technology (IT) development professionals for a requirements gathering session. The development team discussed various special education data sources for creating necessary input and output content. The potential data sources identified would be the SPP/APR indicators and the eight 618 Data Table Submissions. The development team continues to work towards embedding this content in the system. Additionally, the Special Ed Units, Education Technology Council, EduTech and ITD are working to determine how to give access to student level data in the SLDS to Special Education units while still complying with FERPA.

EduTech, the state trainer, has completed a statewide initial training. Additional trainings will be provided during the 2014-2015 school year. The state data steward has expanded the training which several schools have participated. This training has been designed to assist the schools/districts in using longitudinal data

in program improvements and professional development. Individual assessment data (state assessment and formative assessment data) highlights areas where the student may need additional instruction. Group assessment data may indicate areas where professional development or program improvements are needed.

Currently, access to the data will be at the district (LEAs), school, and teacher level; it will provide authenticated users with data from:

- Northwest Evaluation Association (NWEA) and AIMSWeb assessment data for those districts that have signed the data release agreements. A majority of the districts have signed the agreements allowing the state to load assessment data directly from the vendor;
- State assessments with growth model;
- ACT, PSAT, SAT, and WorkKeys scores;
- Electronic Transcripts (eTranscripts);
- Students that entered post-secondary institutions (including some non-public and out-of state institutions);
- Post-secondary remediation data – identifying those students that needed remediation (and the subject area of the remediation) at the post-secondary level for those institutions that supply student level data to the SLDS;
- Post-secondary and workforce data to improve follow-up reporting (i.e. showing which students have enrolled in post-secondary, which students have gained or retained employment);
- Drop-out and graduation rates - to improve the efficiency of state reporting and advance research, SLDS and NDDPI are working to align student records on identified drop-out and graduation rates;
- Attendance and truancy data; and
- Student course information including grades and AP course data.

The SLDS development team is currently working on:

- Inclusion of discipline data from PowerSchool's Incident Management Module and the School Wide Information System (SWIS). The committee members had lengthy discussions over several sessions regarding the potential for collecting office referral data that would provide more granular data analysis for improving learning for all students and particularly those students who are disruptive to the point that it interferes with their own or others learning in classroom settings;
- A pilot program to link the Department of Human Services early childhood data to the Department of Public Instructions K-12 data system in early 2015. This program will assign state IDs to the voluntary early childhood programs.

Departmental Website:

The NDDPI website is a substantial part of the Department's technical assistance to districts, schools, and families. It contains guidelines, policy papers, forms for local, district, and parent use, resources for MTSS and the North Dakota Common Core State Standards, assessment information, and student privacy policies and agreements. The website is currently in a re-development phase to become a content management system which will allow staff to publish content. The overall design will move from an agency-centric design to a user-centric design. This new site will also be responsive (i.e. able to be rendered on mobile devices

like a tablet or smartphone).

Other:

Annually the NDDPI sends notification of the final ND SPP/APR location on the NDDPI website via email to all local special education administrators, the ND Pathfinder Parent Center, and the IDEA Advisory Committee members. The ND SPP/APR is posted for public viewing at <http://www.dpi.state.nd.us/speced1/data/data.shtm>

In addition to this public posting, the ND Special Education Guidelines are also available on the NDDPI Special Education website: <http://www.dpi.state.nd.us/speced1/index.shtm>. Presentations on each of the guidelines and their requirements are also given to various stakeholder groups, state agencies, and special education staff when necessary throughout the year. NDDPI staff members develop training materials that are widely disseminated across the state. Presentations on the topic of the SPP/APR indicators, requirements, and data collection methods continue to be a frequent activity in North Dakota at parent and education forums.

A secure website is also available to local Unit and District personnel for review of individual SPP/APR indicator data. To make sure that special education unit directors and district superintendents have ready access to the data, the NDDPI has created a web portal whereby directors and superintendents can log in and view report cards, trend reports, and detailed indicator reports for the past several years. These reports provide an overview of current and past performance as well as state-level, special education unit-level, and district-level reports on SPP/APR Indicators 1-14. Also available are detailed reports for the Parent Survey (Indicator 8) and the Post-Secondary Outcomes Survey (Indicator 14).

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

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

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 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 educator and a university special education faculty member. Financial support for this program began in 1998 and continues to assist in meeting the special educator shortage needs in North Dakota.

Speech-Language Pathology Scholarship:

Due to a shortage of Speech-Language Pathologists in North Dakota, six scholarships, funded through IDEA B funds, are awarded to graduate level Speech-Language Pathologists at two North Dakota universities. These scholarships fund the student's tuition, university fees and books. For each year the student accepts

the scholarship, he/she signs an agreement to work in a school district in North Dakota.

Traineeship Scholarship:

Each year the NDDPI awards Traineeship Scholarships in priority disability areas to ND 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 (3) years or until they complete their endorsement (whichever comes first). The average number of scholarships given per year is 90 in 9 different special education and related service areas.

NDDPI Special Education and Federal Programs Professional Development Collaboration:

Annually, the NDDPI Office of Special Education in partnership with the Federal Title programs office organize an annual *NDDPI Fall Conference*. The fourth annual conference had an attendance of over 1,000 general and special education professionals from across North Dakota. The Federal Programs and Special Education office publish a monthly newsletter which is disseminated to the Special Education and Title I field staff. The Federal Programs and Special Education collaborate to provide joint summer trainings in reading and math for the field.

The Federal Programs and Special Education Units jointly fund an Early Childhood coordinator position. This collaboration produced a series of guidance documents to promote the development of high quality and consistent statewide services for all preschool age children.

Universal Design for Learning (UDL):

In conjunction with North Dakota's adoption of the new state standards based on the Common Core State Standards, the NDDPI continues to provide technical assistance and professional development focused on instructional planning incorporating UDL principles. The NDDPI advocates the use of the UDL framework to design classroom instruction and large-scale assessment. The UDL framework and its guiding principles provide students with equal access and opportunities to learn. Reducing curriculum barriers and providing scaffolds and supports promotes deep learning, skill mastery and valid assessment of their learning. UDL is a natural component of early intervening initiatives, such as Multi-Tiered Systems of Support (MTSS). The NDDPI developed a training module on UDL for teachers as part of our online professional development series. The first UDL module provides teachers with an introduction to the foundational principles of UDL, its basis in research, and the role of technology. The NDDPI also coordinated a series of online professional development modules designed to address the needs created by a changing service delivery model for students with Sensory Impairments. The NIMAS and UDL modules represent one strand of this series that has universal applications for improving instructional practice for all students. These modules, designed for general and special education teachers, are posted on the department's website at <http://www.dpi.state.nd.us/speced1/family/family.shtm>.

North Dakota Work Group on Improving Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP): North Dakota Behavior Coaching Initiative

In 2013-14 the NDDPI put a process in place to begin training individuals in the LEAs who have responsibilities for the development of Functional Behavioral Assessments and Behavior intervention Plans using the coaching process that was developed in the previous school year. Dr. Rose Iovanonne, of the University of Florida facilitated web-based conference sessions with coaches. These sessions occurred across the academic year. In the summer of 2014 the coaching cohort met, reviewed progress and suggested changes for the 2014-15 development cycle. The coaching cohort group presented on the

process and progress to the NDDPI Special Education Office's Spring Leadership Conference for local Special Education Directors.

During the 2014-15 school year, a new round of coaching training sessions have been started. Three additional special education units have joined the group. New tools that track aspects of the coaching process were created and introduced.

Secondary Transition Trainings:

The NDDPI hosts annual training related to the federal secondary transition requirements. The structure and specific topics included in this training is dictated by the annual Indicator 13 monitoring results. Biannually a Secondary Transition Interagency Conference is held. This conference is sponsored by the NDDPI but planned collaboratively by the members of the State Secondary Transition Community of Practice. This collaborative conferences engages all stakeholder groups involved in the secondary transition planning process.

Regional Education Associations:

North Dakota includes eight Regional Education Associations (REAs) designated by the North Dakota State Century Code chapter 15.1-09.1-01. NDDPI has the opportunity to coordinate with each REA to assist in the facilitation of professional development to school personnel throughout a region or regions of the state. This partnership is exemplified through the North Dakota State Professional Development Grant.

As defined in the code, a "regional education association" means a group of school districts that have entered a joint powers agreement that has been reviewed by the superintendent of public instruction and verified as meeting the requirements of section 15.1-09.1-02. In order to be eligible for state funding, a regional education association must offer the following services to its member districts:

- a. Coordination and facilitation of professional development activities for teachers and administrators employed by its member districts;
- b. Supplementation of technology support services;
- c. Assistance with achieving school improvement goals identified by the superintendent of public instruction;
- d. Assistance with the collection, analysis, and interpretation of student achievement data; and
- e. Assistance with the expansion and enrichment of curricular offerings.

Subsection 1 of the state code does not preclude a regional education association from offering additional services to its member districts.

State Personnel Development Grant (SPDG):

The State Personnel Development Grant (SPDG), The ND Scaling-up and Implementation Science Framework (ND-SISF) was funded by Office of Special Education Programs beginning in October, 2012. The grant has three goals:

1. Scale-up professional development for educators regarding Multi-Tiered Systems of Support that will result in improved academic and behavioral outcomes for students with disabilities at the secondary level.
2. Create and assess a statewide system of professional development based on principles of implementation science that will result in regional delivery of high quality professional development for ND educators.

3. Develop a field placement program for pre-professional students to participate in model MTSS sites that will result in greater knowledge and skills for higher education students to implement high-quality MTSS and serve as a demonstration site for schools interested in improving their implementation of MTSS practices.

In 2013-14, highlights of the activities of the SPDG included:

- A middle school cohort of both large and small schools was introduced to the Year 1 implementation of the MTSS Training Framework. The Southeast Education Cooperative (SEEC), a Regional Education Association (REA), organized the training sessions for the schools in the cohort. The training focused three days on MTSS Behavior and three on MTSS Academics. The schools began the process of implementing the newly learned skills. Following the implementation the creation of a critical infrastructure was developed, which included a team of coaches and 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), a REA, handled the application process and preparation for the August 2014 training activities. Trainers included both in state and out-of-state personnel.
- The state leadership team, the State Design Team (SDT), for the SPDG provides advice and assistance on project direction and activity development. It also guides any changes in emphasis for projects as they are implemented in different locations. A consultant in the use of Implementation Science facilitates the SDT meetings. The team developed a Communication Plan, a set of Practice Profiles and Frameworks for professional development activities, as well as procedures for a range of processes to be used in SPDG activities.
- After three years of work with the pilot district, it was recommended that district level administrators complete a District Capacity Assessment (DCA, 2013) developed by the National Implementation Research Network (NIRN) and the State Implementation and Scaling up of Evidence-based Practices Center. A State Transformation Specialist, facilitated the completion of the DCA with the district superintendent, two assistant superintendents, special education director, and MTSS District Coordinator. The consultant in the use of Implementation Science and the SPDG Project Director followed the process and added input in April 2014. As a result of the process, it was determined that the pilot district had met the criteria for scaling up MTSS as an Evidence-based Practice. The process of finding a second pilot district was initiated in May 2014.
- Contracting with the American Institutes for Research to create a series of modules on Fidelity of Implementation of Multi-Tiered Systems of Support. Each of the 4 modules, for approximately one hour, addresses critical components of implementation fidelity. These modules also serve as an introduction to the Fidelity of Implementation Rubric created by the National Center on Response to Intervention (www.rti4success.org) to assist schools in assessing their current practices and planning improvements. The modules may be used by new school teams as they begin implementing the features of the MTSS model or by existing elementary MTSS/RTI teams to assess their level of implementation.
- Another SPDG project was developed by two ND family organizations; the Pathfinder Parent Center (IDEA-supported, Parent Training and Information Center) and the ND Federation of Families for Children's Mental Health. Anticipating the need to provide families with information on MTSS and ND SPDG activities, these organizations developed and disseminated parent- friendly materials on these initiatives. In addition, these groups use online formats, individual consultations with family members, as well as trainings to address consumer information needs.

- An additional SPDG Demonstration Site School was identified. The school hosts three types of MTSS activities: 1) provides opportunities for students to have site visits in general and special education teacher preparation programs/courses; 2) offers a practicum experience for resident teachers that includes activities associated with fully implementing MTSS in an elementary school; and 3) provides opportunities for school teams interested in MTSS to visit sites actively implementing MTSS.

Stakeholder Involvement:

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

The NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Stakeholder agencies in North Dakota include the ND IDEA Part B Advisory Committee and Part C ND Interagency Coordinating Council; the ND Early Childhood Special Education Advisory Committee; the MTSS State Transformation Team; the ND Secondary Transition Community of Practice Advisory Council; the Speech and Language Taskforce; NDAA Workgroup/Advisory Committee; the ND Administrators in Special Education Study Council; Autism Spectrum Disorder Task Force; and the ND Council of Educational Leaders. These stakeholder groups are comprised of members from the ND Department of Human Services (Part C); Division of Vocational Rehabilitation; ND Department of Human Services/ Children and Family Services; Developmental Disabilities; ND Pathfinder Parent Center (ND Parent Training and Information and Parent Information Resource Center); ND Division of Juvenile Services; ND Protection and Advocacy Project; ND Board for Career and Technical Education; ND Job Services; Special Education administrators; the ND Center for Persons with Disabilities; university professors; educators; parents; and students. In addition to taskforce meetings, NDDPI holds both a Spring and Fall statewide Special Education Leadership Institute with all local special education directors in attendance. During these sessions, NDDPI staff members proposed changes, described new information pertaining to the indicators, presented technical assistance in areas of need, and collected feedback from the field. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR.

Reporting to the Public:

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b) (1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

District Performance reports are publically reported on the North Dakota Department of Public Instruction website as soon as practicable but no later than 120 days following the State's submission of its APR: <http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>. Reports can be viewed by selecting the specific district and school year desired.

OSEP Response

Required Actions

Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		70.00%	71.00%	72.00%	89.00%	89.00%	89.00%	89.00%
Data	80.24%	79.57%	73.08%	73.08%	73.03%	71.32%	66.74%	67.92%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	89.00%	89.00%	89.00%	89.00%	89.00%	89.00%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs graduating with a regular diploma	577	
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs eligible to graduate	826	null
SY 2012-13 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/23/2014	2012-13 Regulatory four-year adjusted-cohort graduation rate table	69.85%	Calculate <input type="checkbox"/>

FFY 2013 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
577	826	67.92%	89.00%	69.85%

Graduation Conditions Field

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

In North Dakota, the Department of Public Instruction (NDDPI) and local school districts have the authority to set graduation standards, grading policies, and conditions for awarding diplomas as long as those policies do not violate the civil rights of students.

The completion of a course of study prescribed under state and local requirements should result in a formal recognition of the completion of that study. Diplomas for students who receive special education services are awarded in the same manner as diplomas are awarded to students without disabilities. North Dakota School Century Code 15.1-21-02.1 includes the following requirement: Before a school district, a non-public high school, or the ND Department of Independent Study, issues a diploma to a student, the student must have successfully completed at least 21 units of high school course work from the minimum curriculum offerings established by section 15.1-21-02.

Provide additional information about this indicator (optional)

Effective with the FFY2010, the NDDPI incorporated a conditional, five and six-year extended adjusted cohort graduation rate rule, which includes the effect of students who take longer than four years to receive their high school graduation diploma. This five and six-year extended adjusted cohort graduation rate credits schools and districts for successfully graduating students who take longer than four years to graduate high school with a regular high school diploma. NDDPI stipulates that it will account for the proper compilation, calculation, and reporting of any five-year and six-year extended cohort graduation rates as specified in the non-regulatory guidance, dated December 22, 2008, issued by the U. S. Department of Education.

Starting with the 2010-11 adequate yearly progress report for each high school and district, the state provides the following: the four-year cohort graduation rate, the five-year extended cohort graduation rate, the six-year extended cohort graduation rate, and the proper adequate yearly progress determination, which applies commensurately higher graduation target rates for the five-year extended graduation rate (12.5%) and the six-year extended graduation rate (15%). For the purposes of determining a graduation adequate yearly progress rate, NDDPI will credit and report an adequate yearly progress determination based on the higher value among the four-year, five-year, or six-year adjusted cohort graduation rates (see attached graduation table over time).

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		13.92%	12.95%	11.98%	11.01%	19.80%	19.60%	19.50%
Data	13.10%	13.88%	16.69%	16.69%	19.63%	17.41%	21.68%	21.02%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	19.50%	19.50%	19.25%	18.75%	18.00%	17.00%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

FFY 2013 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Total number of all youth with IEPs who left high school (ages 14-21)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
158	826	21.02%	19.50%	19.13%

Use a different calculation methodology

Please explain the methodology used to calculate the numbers entered above.

To calculate the drop-out rate the NDDPI uses the same methodology as it uses for the graduation rate (i.e., the four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, immigrate to another country, or die during the years covered by the rate).

Drop-outs are defined as students who leave school prior to graduation for reasons other than transfer to another school. Therefore, students receiving special education services that exit with a certificate of

completion or have reached the age limitation of attendance are considered drop-outs. Also, students choosing to exit school to attend an alternative form of education such as a transition program or employment training program are also factored into the drop-out total. Therefore, the actual number of students in special education programs dropping out of high school is less than the number identified in this indicator.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2008

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥				97.00%	97.10%	75.50%	87.50%	88.00%
Data				86.50%	86.50%	58.10%	52.30%	45.00%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

FFY 2013 SPP/APR Data

Does your State have an ESEA Flexibility Waiver of determining AYP?

Yes No

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AYP	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
179	151	51	45.00%	100%	33.77%

Explanation of Slippage

The percentage of districts meeting the AYP objective for the IEP subgroup decreased from FFY2012 to FFY2013. The reason for the decrease is that the percent of students who had to score proficient in order for the district to be designated as meeting AYP increased significantly from FFY2012 to FFY2013. The required

percent is now 100%. This resulted in fewer districts meeting AYP overall as well as fewer districts meeting AYP for this subgroup.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2005	Target ≥		95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data	98.10%	97.50%	96.60%	97.80%	97.62%	97.82%	97.83%	97.80%
Math	A Overall	2005	Target ≥		95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data	98.10%	97.40%	97.90%	97.90%	98.19%	98.03%	98.08%	97.80%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	A ≥ Overall	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/18/2014

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	900	926	983	996	1014	940	n	n	778	n	n
b. IEPs in regular assessment with no accommodations	171	115	87	67	52	38			55		
c. IEPs in regular assessment with accommodations	431	501	551	584	653	579			482		
d. IEPs in alternate assessment against grade-level standards	n	n	n	n	n	n			n		
e. IEPs in alternate assessment against modified standards	195	198	246	237	206	228			134		
f. IEPs in alternate assessment against alternate standards	80	90	75	72	79	72			74		

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/18/2014

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	901	925	983	996	1014	940	n	n	778	n	n
b. IEPs in regular assessment with no accommodations	172	114	87	68	50	39			55		
c. IEPs in regular assessment with accommodations	505	558	610	622	662	599			481		
d. IEPs in alternate assessment against grade-level standards	n	n	n	n	n	n			n		
e. IEPs in alternate assessment against modified standards	133	147	189	204	201	200			133		
f. IEPs in alternate assessment against alternate standards	77	86	72	69	78	75			79		

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	6,537	6,352	97.80%	95.00%	97.17%

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	6,537	6,365	97.80%	95.00%	97.37%

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

<http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2005	Target ≥		57.80%	60.00%	78.07%	78.07%	89.13%	89.13%	89.00%
			Data	54.30%	61.20%	57.10%	61.07%	62.76%	58.21%	56.42%	53.95%
Math	A Overall	2005	Target ≥		52.50%	55.00%	67.03%	67.03%	83.57%	83.57%	83.57%
			Data	50.20%	56.90%	55.80%	61.91%	63.25%	58.67%	58.10%	54.87%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	100%	100%	100%	100%	100%	100%
Math	A ≥ Overall	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/18/2014

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	877	904	959	960	990	917	n	n	745	n	n
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	114	74	55	37	29	24			20		
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	185	218	193	188	268	207			94		
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	133	121	175	160	158	143			73		
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	71	79	67	61	65	64	n	n	69	n	n

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/18/2014

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	887	905	958	963	991	913	n	n	748	n	n
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	146	90	64	48	26	19			17		
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	296	294	334	286	171	152			63		
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	106	92	143	160	114	75			67		
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	71	75	67	59	67	69	n	n	71	n	n

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	6,352	3,145	53.95%	100%	49.51%

Explanation of Group A Slippage

The proficiency rate of students with IEPs reached its highest point in FFY2009 and has decreased the past three years. The pattern of IEP proficiency rates is similar to that for all students (although the decrease has been smaller for all students). The NDDPI is very concerned about this decrease and conducted a statewide data drill-down as part of the focus monitoring process to determine where these decreases are occurring and if students not scoring proficient are particular to a demographic subgroup or district. Decreases in proficiency rates over time are found at all grade levels and for all disabilities. Proficiency rates vary greatly by district, but generally all districts have seen a decrease in proficiency over time. In response, NDDPI is providing technical assistance with particular focus on the training of instructional practices, intervention strategies, and further instruction and assistance for units to drill down into their district data. It is the intention to drill further down into data at the district level so that more specific planning and improvements can be made at a system level to increase the overall proficiency scores for North Dakota. Additionally, North Dakota has adopted two new assessment model systems that will begin in the Spring of 2015. Smarter Balanced assessment consortia is designed for all students with and without disabilities. Smarter Balanced is designed to provide universal tools, designated supports and accommodations, so that all students can participate in large-scale assessment as well as provide support for instructional decisions about accessibility and accommodations for students who participate in Smarter Balanced assessments. Students with most significant cognitive disabilities who meet the criteria for alternate assessment will have the option of taking an alternate assessment that is provided by the Dynamic Learning Maps Consortium. This is an instructionally embedded model of assessment that is designed to validly measure what students with significant cognitive disabilities know and can do. NDDPI has been and is currently working closely with districts to prepare for these new assessment system models which have the capacity to provide greater feedback to local education agencies regarding learning gaps of all learners.

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	6,365	3,242	54.87%	100%	50.93%

Explanation of Group A Slippage

The proficiency rate of students with IEPs reached its highest point in FFY2009 and has decreased the past three years. The pattern of IEP proficiency rates is similar to that for all students (although the decrease has been smaller for all students). The NDDPI is very concerned about this decrease and conducted a statewide data drill-down as part of the focus monitoring process to determine where these decreases are occurring and if students not scoring proficient are particular to a demographic subgroup or district. Decreases in proficiency rates over time are found at all grade levels and for all disabilities. Proficiency rates vary greatly by district, but generally all districts have seen a decrease in proficiency over time. In response, NDDPI is providing technical assistance with particular focus on the training of instructional practices, intervention strategies, and further instruction and assistance for units to drill down into their district data. It is the intention to drill further down into data at the district level so that more specific planning and improvements can be made at a system level to increase the overall proficiency scores for North Dakota. Additionally, North Dakota has adopted two new assessment model systems that will begin in the Spring of 2015. Smarter Balanced assessment consortia is designed for all students with and without disabilities. Smarter Balanced is designed to provide universal tools, designated supports and accommodations, so that all students can participate in large-scale assessment as well as provide support for instructional decisions about accessibility and accommodations for students who participate in Smarter Balanced assessments. Students with most significant cognitive disabilities who meet the criteria for alternate assessment will have the option of taking an alternate assessment that is provided by the Dynamic

Learning Maps Consortium. This is an instructionally embedded model of assessment that is designed to validly measure what students with significant cognitive disabilities know and can do. NDDPI has been and is currently working closely with districts to prepare for these new assessment system models which have the capacity to provide greater feedback to local education agencies regarding learning gaps of all learners.

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

<http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		0.97%	0.97%	0.97%	0.97%	0.97%	0.97%	0.97%
Data	0.97%	0.50%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	0.97%	0.97%	0.97%	0.97%	0.97%	0.80%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	179	0%	0.97%	0%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State’s definition of “significant discrepancy” and methodology

NDDPI uses the “state bar” method for defining significant discrepancy. The FFY2013 (based on 2012-2013 data) state rate for suspending/expelling students with disabilities for more than 10 days is .24%. NDDPI is setting the state bar as five percentage points higher than the state rate. Thus, any district that suspends or expels 5.24% or more of its students with disabilities for more than 10 days is flagged for significant discrepancy. There must be at least 30 students in the denominator of a suspension rate for it to be flagged.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

FFY 2012 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

Description of review

No districts were identified as having a significant discrepancy. As a result no review was completed.

In cases where school districts are found to have significant discrepancy, a review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards in identified school districts would be conducted, in collaboration with the special education unit. If appropriate, revisions would include policies, procedures, and practices relating to development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	null	null	0

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data					0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	0	179	0%	0%	0%

All races and ethnicities were included in the review

State's definition of "significant discrepancy" and methodology

NDDPI uses the "state bar" method for defining significant discrepancy. The FFY2013 (based on 2012-2013 data) state rate for suspending/expelling students with disabilities for more than 10 days is .24%. NDDPI is setting the state bar as five percentage points higher than the state rate. Thus, any district that suspends or expels 5.24% or more of its students with disabilities for more than 10 days is flagged for significant discrepancy. There must be at least 30 students in the denominator of a suspension rate for it to be flagged.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

FFY 2012 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

Description of review

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	null	null	0

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2008	Target ≥		78.50%	79.00%	79.50%	80.00%	78.00%	78.10%	78.80%
		Data	78.62%	77.83%	77.68%	77.17%	77.88%	78.24%	78.02%	77.61%
B	2008	Target ≤		3.90%	3.80%	3.70%	3.60%	4.05%	4.00%	3.90%
		Data	3.94%	3.59%	4.39%	4.98%	4.11%	3.96%	4.04%	4.13%
C	2008	Target ≤		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
		Data	2.14%	1.79%	1.53%	1.09%	1.33%	1.40%	1.47%	1.44%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	75.00%	75.10%	75.20%	75.30%	76.00%	77.50%
Target B ≤	4.60%	4.85%	4.85%	4.80%	4.80%	4.75%
Target C ≤	2.00%	2.00%	2.00%	1.99%	1.97%	1.08%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	Total number of children with IEPs aged 6 through 21	11,536	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec	7/3/2014	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	8,689	null

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
C002; Data group 74)				
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	524	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c1. Number of children with IEPs aged 6 through 21 in separate schools	63	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c2. Number of children with IEPs aged 6 through 21 in residential facilities	100	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	22	null

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	8,689	11,536	77.61%	75.00%	75.32%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	524	11,536	4.13%	4.60%	4.54%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	185	11,536	1.44%	2.00%	1.60%

Provide additional information about this indicator (optional)

FFY2013 data shows slippage on 5A from FFY2012 data. However, the percentage, 75.32%, for FFY2013 is exceptionally high for North Dakota. That said, NDDPI will follow up with the districts who have a low 5A rate to ensure students are being included in the regular classroom environment to the maximum extent possible.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2011	Target ≥								29.55%
		Data							29.05%	30.60%
B	2011	Target ≤								28.27%
		Data							28.77%	27.53%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	27.30%	27.30%	27.50%	27.70%	28.50%	29.60%
Target B ≤	29.00%	28.80%	28.60%	28.40%	27.60%	26.50%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	Total number of children with IEPs aged 3 through 5	1,830	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	500	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b1. Number of children attending separate special education class	496	null

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b2. Number of children attending separate school	32	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b3. Number of children attending residential facility	n	null

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	500	1,830	30.60%	27.30%	27.32%
B. Separate special education class, separate school or residential facility	530	1,830	27.53%	29.00%	28.96%

Provide additional information about this indicator (optional)

FFY2013 data shows slippage on 6A from FFY2012 data. NDDPI will follow up with the districts who have a low 6A rate to ensure students are being included in the regular early childhood programs and receiving the majority of special education and related services in the regular early childhood program to the maximum extent possible.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A1	2013	Target ≥					83.50%	83.50%	83.50%	83.50%
		Data				83.50%	82.44%	86.20%	90.83%	90.15%
A2	2013	Target ≥					69.70%	69.70%	69.70%	69.70%
		Data				69.70%	68.00%	68.50%	72.11%	72.14%
B1	2013	Target ≥					84.00%	84.00%	84.00%	84.00%
		Data				84.00%	81.82%	86.20%	88.61%	88.78%
B2	2013	Target ≥					59.40%	59.40%	59.40%	59.40%
		Data				59.40%	63.00%	60.20%	63.00%	61.88%
C1	2013	Target ≥					80.50%	80.50%	80.50%	80.50%
		Data				80.50%	88.32%	82.70%	89.31%	89.25%
C2	2013	Target ≥					76.10%	76.10%	76.10%	76.10%
		Data				76.10%	83.00%	76.30%	78.00%	76.98%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥	83.50%	83.50%	83.50%	84.00%	84.00%	84.50%
Target A2 ≥	63.00%	63.00%	63.00%	63.50%	63.50%	64.00%
Target B1 ≥	84.00%	84.00%	84.00%	84.50%	84.50%	85.00%
Target B2 ≥	55.00%	55.00%	55.00%	55.50%	55.50%	56.00%
Target C1 ≥	80.50%	80.50%	80.50%	81.00%	81.00%	81.50%
Target C2 ≥	72.00%	72.00%	72.00%	72.50%	72.50%	73.00%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

FFY 2013 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	741
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	4
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	87
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	182
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	314
e. Preschool children who maintained functioning at a level comparable to same-aged peers	154

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	496	587	90.15%	83.50%	84.50%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	468	741	72.14%	63.00%	63.16%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children
a. Preschool children who did not improve functioning	3
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	85
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	245
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	315
e. Preschool children who maintained functioning at a level comparable to same-aged peers	93

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	560	648	88.78%	84.00%	86.42%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	408	741	61.88%	55.00%	55.06%

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	3
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	74
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	129
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	284
e. Preschool children who maintained functioning at a level comparable to same-aged peers	251

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
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FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	413	490	89.25%	80.50%	84.29%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	535	741	76.98%	72.00%	72.20%

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? Yes

Actions required in FFY 2012 response table

The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Do you use a separate data collection methodology for preschool children? No

Historical Data

Baseline Data: 2013

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		86.00%	88.00%	90.00%		68.50%	68.90%	69.50%
Data	92.80%	95.00%	96.00%	95.10%	68.50%	71.30%	76.40%	79.30%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	70.55%	70.80%	71.00%	71.20%	72.00%	73.10%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

FFY 2013 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
415	588	79.30%	70.55%	70.58%

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

A representative sample of PK-12 students is chosen from each special education unit in the state. Results are weighted according to population size of the special education units so that the overall state parent involvement percentage is an accurate reflection of the experiences of parents of students with disabilities age 3 to 21. Parents of students at all grade levels respond to the survey.

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

The representativeness of the survey was assessed by examining the demographic characteristics of the students of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are generally representative (1) by the race/ethnicity of the child; (2) by the grade level of the child; and (3) by the primary disability of the child. Parents of white students were over-represented (89% of parent respondents indicated that their student is white, and 78% of special education students are white) and parents of Native American students were slightly under-represented (4% of parent respondents indicated that their student is Native American, and 12% of special education students are Native American). The NDDPI will continue to work with districts that are predominantly Native American to ensure that parents are being encouraged to complete the parent survey.

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Was a collection tool used? Yes

Is it a new or revised collection tool? No

Yes, the data accurately represent the demographics of the State

No, the data does not accurately represent the demographics of the State

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

OSEP approved this sampling plan on May 20, 2014.

In 2010-11, the NDDPI changed the manner in which the parent survey was administered from a mailed-out survey to an on-line survey. All parents of students with disabilities were notified by the school districts how to get online and complete the survey. In 2010-11, of the 13,123 parents of students with disabilities, 297 completed it for a response rate of 2.3%. In 2011-12, the same data collection method was used; of the 13,221 parents of students with disabilities, 357 returned it for a response rate of 2.7%.

Given the very low response rates with the on-line survey, the NDDPI decided to implement a new data collection strategy. A description of the current process, including the sampling methodology that NDDPI used to gather parent involvement information is described below.

During the 2013-14 school year, a total of 13,399 students with disabilities were being served in North Dakota public schools. In order to get the most valid results possible from a parent survey, a representative sample of the 13,399 students' parents was chosen to be contacted. Specifically, a sample of 4,991 was selected. These 4,991 families were mailed a hard copy of the Indicator 8 Parent Survey. Mailing a survey to all 13,399 parents was cost-prohibitive (in terms of direct mailing costs and personnel time for mailing and data entry).

The sampling was done at the special education unit level. Districts in North Dakota are divided into 31 special education units. A sample of parents was randomly selected from each of the 31 special education units. The number of parents chosen was dependent on the number of total students at a special education unit as indicated in the table below. The sample sizes selected ensured roughly similar margins of error across the different district sizes.

Number of Students	Sample Size Chosen
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1-100	All
101-250	100
251-499	140
500-699	190
700-1199	280
1200-1699	370
1700+	570

For those special education units that had more than 100 students, and thus for which a sample was chosen, the population was stratified by district, grade, race/ethnicity, primary disability, and gender to ensure representativeness of the resulting sample. Even though the sampling strategy is based on special education unit instead of districts, parents from every district were included in the sample. Please note that of the 179 districts that have students with disabilities, 13% (23) of them have fewer than 10 students with disabilities, and 32% (56) of them have fewer than 20 students with disabilities. Given the very small districts and the fact that the NDDPI conducts its monitoring based on special education units instead of districts, it was logical to do the parent survey sampling based on special education units as opposed to districts.

With the new sampling plan, parents from each of the 31 North Dakota special education units were mailed a survey. This allowed for each unit to receive feedback from each child's parents and ensured the state results were in fact representative of the state as a whole. When calculating the state-level results, responses were weighted by the student population size (e.g., a special education unit that has four times the number of students as another special education unit will receive four times the weight in computing overall state results). Any district within a given special education unit that had at least 10 parent respondents also received a report of results.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

-  Number of districts in the State
-  Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
1	1	179	0%	0%	0.56%

Explanation of Slippage

For indicator 9, 179 LEAs were included in the analyses. Of these 179 LEAs, 26 met the minimum “n” requirements at least one time for a Final Risk Ratio to be calculated (for each LEA seven (7) risk ratios could be calculated; one for each racial/ethnic group). Please note that many LEAs in North Dakota have

between 0-2 students with a disability of a particular race/ethnicity. Thus, very small numbers prevent reliable

and meaningful risk ratios from being calculated. For the 2013-2014 school year, 1 of the 26 LEAs had a risk ratio over 3.0.

The state required this LEA to:

- Review and revision of policies, practices and procedures that contribute to disproportionate representation;
- Review individual student records for the racial/ethnic groups identified;
- Create a corrective action plan; and
- Publicly report on the revision of policies, practices and procedures.

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

NDDPI elects to use the definition of disproportionality as articulated by the National Center for Culturally Responsive Educational Systems’ (NCCRESt) synopsis of provisions of IDEA 04 (October, 2005):

"Disproportionality refers to comparisons made between groups of students by race or ethnicity or language who are identified for special education services. Where students from particular ethnic or linguistic groups are identified either at a greater or lesser rate than all other students then that group may be said to be disproportionately represented in special education."

The NDDPI defines disproportionate representation as a Weighted Risk Ratio of 3.00 or above (considered over-representation). Risk ratios are difficult to interpret when they are based on small numbers of students (either in the racial/ethnic group or the comparison group). When risk ratios are based on small numbers, minor variations in the number of students in either the racial/ethnic group or the comparison group can produce dramatic changes in the size of the risk ratio. Thus, a Weighted Risk Ratio was determined only if there were 10 or more students in the target group and the comparison group.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	null	null	0

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2012 for this indicator. The State must demonstrate, in the FFY 2014 APR, that the district identified in FFY 2013 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification is in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
2	0	179	0%	0%	0%

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

NDDPI elects to use the definition of disproportionality as articulated by the National Center for Culturally Responsive Educational Systems’ (NCCREST) synopsis of provisions of IDEA 04 (October, 2005):

"Disproportionality refers to comparisons made between groups of students by race or ethnicity or language who are identified for special education services. Where students from particular ethnic or linguistic groups are identified either at a greater or lesser rate than all other students then that group may be said to be disproportionately represented in special education."

The NDDPI defines disproportionate representation as a Weighted Risk Ratio of 3.00 or above (considered over-representation). Risk ratios are difficult to interpret when they are based on small numbers of students (either in the racial/ethnic group or the comparison group). When risk ratios are based on small numbers, minor variations in the number of students in either the racial/ethnic group or the comparison group can

produce dramatic changes in the size of the risk ratio. Thus, a Weighted Risk Ratio was determined only if there were 10 or more students in the target group and the comparison group.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	null	null	0

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	88.09%	95.70%	98.40%	99.21%	99.73%	99.69%	99.87%	99.57%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
2,891	2,878	99.57%	100%	99.55%

Number of children included in (a), but not included in (b) [a-b]	13
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Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

During FFY2013, 2,891 parental consents for evaluations were received in North Dakota schools of which 2,878 evaluations were completed within the 60-day timeline. The range in days delayed was between 1 and 37. The reasons for delay include case manager error and the miscalculation of the 60 day timeline. However, all evaluations were timely corrected within the one-year timeframe of notification and if the child was found eligible for services, an IEP was developed. There were no cases where a child with parental consent for an evaluation did not have the evaluation process completed.

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

North Dakota has a statewide TIENET database. The NDDPI continues to offer trainings in accurate data input into this database and has had ongoing meetings with Maximus, the company that developed this system, to ensure the accuracy component part of this report. The reports pulled from this database are used to compare the date of the parent signature and date of the completed Integrated Written Assessment Report (IWAR). It is the consensus of the NDDPI special education staff that the date of the IWAR is an accurate reflection of the date evaluation was completed and results documented.

For each of the thirteen student files where the data indicated the child was not evaluated within 60 days, the NDDPI contacted the school district responsible for the evaluation process. All thirteen occurrences of non-compliance were because of “case manager error and miscalculation errors.” The NDDPI required from each district assurance that the case manager understood the requirement that all initial evaluations must be completed within 60 days. All thirteen children did receive an evaluation.

To further ensure compliance with this indicator, the district self-assessment monitoring tool requirements and documentation contain a section specifically focused on initial evaluations and the required timelines. The NDDPI has increased monitoring, verification, and training for this indicator.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
11	11	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The NDDPI special education monitoring staff reviewed the current data collected using the statewide

TIENET database. All noncompliance for the FFY2012 (the 11 evaluations) were timely corrected within the one-year timeframe. The FFY2012 instances were corrected and verified before the submission of the FFY2012 APR. Each district with noncompliance in FFY2012 was (1) timely corrected within the one-year timeframe of notification and (2) is currently implementing the regulator requirements of this indicator based on a review of updated data consistent with OSEP Memorandum 09-02.

Describe how the State verified that each LEA corrected each individual case of noncompliance

The NDDPI special education monitoring staff reviewed the current data collected using the statewide TIENET database. All noncompliance for the FFY2012 (the 11 evaluations) were timely corrected within the one-year timeframe. The FFY2012 instances were corrected and verified before the submission of the FFY2012 APR. Each district with noncompliance in FFY2012 was (1) timely corrected within the one-year timeframe of notification and (2) is currently implementing the regulator requirements of this indicator based on a review of updated data consistent with OSEP Memorandum 09-02.

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013, the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	94.62%	90.09%	95.20%	98.15%	100%	98.26%	98.65%	95.09%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	453
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	127
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	308
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	17
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	1

	Numerator (c)	Denominator (a-b-d-e)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	308	308	95.09%	100%	100%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	0
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What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

In FFY2013, NDDPI used the Special Education Unit (SEU) data submitted through the TIENET database to calculate the early childhood transition data. During the collection period (July1 – June 30), local special education unit administrators contacted the NDDPI staff members to discuss questions they had based on individual cases. In Spring 2013, unit administrators were reminded to verify, sign and submit to NDDPI a copy of their unit’s TIE NET Indicator 12 report by June 30, 2014. In addition, the SEU submitted a spreadsheet for children referred to Part B from Part C but were not listed on their TIENET Indicator 12 reports. A copy of this spreadsheet can be found at <http://www.dpi.state.nd.us/speced1/childhood/indicator12.pdf>.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
14	14	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The NDDPI special education staff reviewed the FFY2012 data using the statewide TIENET database. To assure consistent high quality data, NDDPI staff members compared statewide TIENET database Indicator 12 data with each Special Education Units (SEU) Indicator 12 TIENET report and spreadsheet. Following the comparison, NDDPI staff members completed an Indicator 12 Data Comparison Report for each SEU in areas needing clarification. The SEUs were given one week to analyze their data by cross checking it with the NDDPI's comparison report and report any inconsistencies to NDDPI. Through this system of data analysis, the NDDPI can assure that each SEU is correctly implementing the regulatory requirements for this indicator.

The NDDPI special education staff reviewed the current data using the statewide TIENET database. All noncompliance for FFY2012 was timely corrected within the one-year time frame. The FFY2012 instances were corrected and verified before the submission of the FFY2012 APR. Each district with noncompliance in FFY2012 was (1) timely corrected within the one-year timeframe of notification and (2) is currently implementing the regulatory requirements of this indicator based on a review of updated data consistent with OSEP Memorandum 09-02.

NDDPI staff members continue to work closely with the Department of Human Services (DHS) to ensure a smooth and timely referral process across systems. The referral process and timelines was a major focus during the FFY2012 statewide Transition Guideline trainings.

Describe how the State verified that each LEA corrected each individual case of noncompliance

The NDDPI special education staff reviewed the current data using the statewide TIENET database. All noncompliance for FFY2012 was timely corrected within the one-year time frame. The FFY2012 instances were corrected and verified before the submission of the FFY2012 APR. Each district with noncompliance in FFY2012 was (1) timely corrected within the one-year timeframe of notification and (2) is currently implementing the regulatory requirements of this indicator based on a review of updated data consistent with OSEP Memorandum 09-02.

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data					74.56%	82.31%	85.26%	86.31%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
365	371	86.31%	100%	98.38%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

The FFY2013 Indicator 13 monitoring was completed by the NDDPI Indicator 13 State Monitoring Team. This is the fifth consecutive year the Indicator 13 monitoring was completed by this team.

The individuals chosen to be part of this team were selected with the intention of strengthening the capacity in ND for consistent knowledge and training throughout the state relative to the secondary transition IDEA 2004 requirements. The team consisted of university professors who work with pre-service special education teachers, state special education personnel, and local special education program coordinators. The 2013-14 Indicator 13 State Monitoring team consisted of the same individuals as those doing the monitoring in the previous four years. This provided for continued consistency to the monitoring process. The team continues to receive ongoing training throughout the year prior to the June monitoring session. The team is trained by the NDDPI to ensure continued understanding of the requirements of Indicator 13,

competence of the Team in using the statewide TIENET database system for accessing the student files, and inter-rater reliability during the scoring process. During the FFY2013 trainings, the team reviewed the previous year's process and revised, as deemed necessary the collection methods as well as the data report sheets given to the LEAs after the review process.

Valid and Reliable

The TIENET Database provides access to every student special education file throughout the state. The Indicator 13 Transition Requirement Checklist has been built into the TIENET database for school, district, and state monitoring and verification needs. The State Monitoring Team accessed each student's IEP file to both review files and to accumulate the data related to the findings of Indicator 13 monitoring. The Indicator 13 Transition Requirement Checklist used by ND was adapted from the Transition Requirement Checklist developed by the National Secondary Transition Technical Assistance Center.

Statewide representation: In June 2014, the State Indicator 13 State Monitoring team met for one week and reviewed 371 student files from across the state. The objective was to review one student file from each case manager of students 16-21 who were on an IEP during FFY2013. The state representation of disability categories was calculated and used to select the appropriate disability categories to ensure statewide representation was achieved.

The file review information indicated that of the 371 files reviewed, 6 IEP files did not meet all of the components of the eight questions in the ND Transition Requirements Checklist. Further analysis of these data indicated that although a file may have been in compliance for a majority of the components of the Indicator 13 checklist, it did not meet the requirement of this indicator. Therefore, the target data for FFY2013 for this indicator is 98.38% as displayed in the attachment titled "chart.target data for ffy2013.xlsx". The correction of non-compliance was verified through review of current student data for each record found out of compliance. 100% of the 6 IEP files were verified as corrected by the NDDPI Staff prior to December 31, 2014.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
46	46	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The NDDPI special education transition monitoring team reviewed current data using the statewide TIENET database. All noncompliance for FFY2012 was corrected and correction verified through review of each individual student file. The NDDPI verified that each district with noncompliance in FFY2012 had (1) developed and implemented IEPs in compliance with the transition requirements and (2) is currently implementing the regulatory requirements of this indicator based on a review of updated data consistent with OSEP Memorandum 09-02. Districts are notified through a *Close-out* letter once corrections are verified.

Describe how the State verified that each LEA corrected each individual case of noncompliance

The NDDPI special education transition monitoring team reviewed current data using the statewide TIENET database. All noncompliance for FFY2012 was corrected and correction verified through review of each individual student file. NDDPI verified that each district with noncompliance in FFY2012 had (1) developed and implemented IEPs in compliance with the transition requirements and (2) is currently implementing the regulatory requirements of this indicator based on a review of updated data consistent with OSEP Memorandum 09-02. Districts are notified through a *Close-out* letter once corrections are verified.

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013, the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2009	Target ≥						21.40%	21.70%	22.40%
		Data					21.40%	50.20%	43.70%	35.48%
B	2009	Target ≥						57.30%	57.60%	58.30%
		Data					57.30%	67.50%	68.00%	64.50%
C	2009	Target ≥						68.00%	68.30%	69.00%
		Data					68.00%	83.40%	83.80%	90.80%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	29.89%	30.09%	30.29%	30.49%	31.39%	32.39%
Target B ≥	56.52%	56.72%	56.92%	57.12%	58.02%	59.02%
Target C ≥	80.98%	81.18%	81.38%	81.58%	82.38%	83.48%

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

FFY 2013 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	184
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	55
2. Number of respondent youth who competitively employed within one year of leaving high school	49
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	10

4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

35

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Enrolled in higher education (1)	55	184	35.48%	29.89%	29.89%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	104	184	64.50%	56.52%	56.52%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	149	184	90.80%	80.98%	80.98%

Was sampling used? No

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		35.00%	40.00%	45.00%	50.00%	55.00%	55.00%	55.00%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥						

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1(a) Number resolution sessions resolved through settlement agreements	n	null
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1 Number of resolution sessions	n	null

FFY 2013 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	2	0%		0%

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State reported fewer than ten resolution sessions held in FFY 2013. The State is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

Required Actions

Indicator 16: Mediation

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3(B)))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥								
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥						

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR. For a comprehensive description of ND stakeholder input see the Introduction "Stakeholder Involvement" section.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.a.i Mediations agreements related to due process complaints	n	null
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.b.i Mediations agreements not related to due process complaints	n	null
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1 Mediations held	n	null

FFY 2013 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	0	1	0%		0%

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State reported fewer than ten mediations held in FFY 2013. The State is not required to provide targets until any fiscal year in which ten or more mediations were held.

Required Actions

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Baseline Data

FFY	2013
Data	60.22%

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	60.22%	60.22%	61.22%	63.22%	66.72%

Description of Measure

As defined in federal regulation 34 C.F.R. §200.19(b) (1) (i)-(iv), the four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. Students who are entering 9th grade for the first time from a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or dies during that same period. In addition to the four-year adjusted graduation rate, five-year, and six-year rates are calculated. The formula for the six-year extended adjusted cohort graduation rate is:

Six-year extended adjusted cohort graduation rate:

Numerator in the five-year extended adjusted cohort graduation rate plus the number of students from the cohort who earned a regular high school diploma by the end of the extended sixth school year

Denominator in the five-year extended adjusted cohort graduation rate plus students who transferred in during the extended sixth school year minus students who transferred out, emigrated, or died during the extended sixth school year

Targets: Description of Stakeholder Input

The NDDPI has actively solicited broad stakeholder input on a statewide basis as the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies. Furthermore, the ND IDEA Advisory Committee has had continuous involvement in revisions and continues to indicate general consensus in support of the ND targets and improvement activities as written in the ND SPP/APR.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Introduction to Our Data Analysis Process

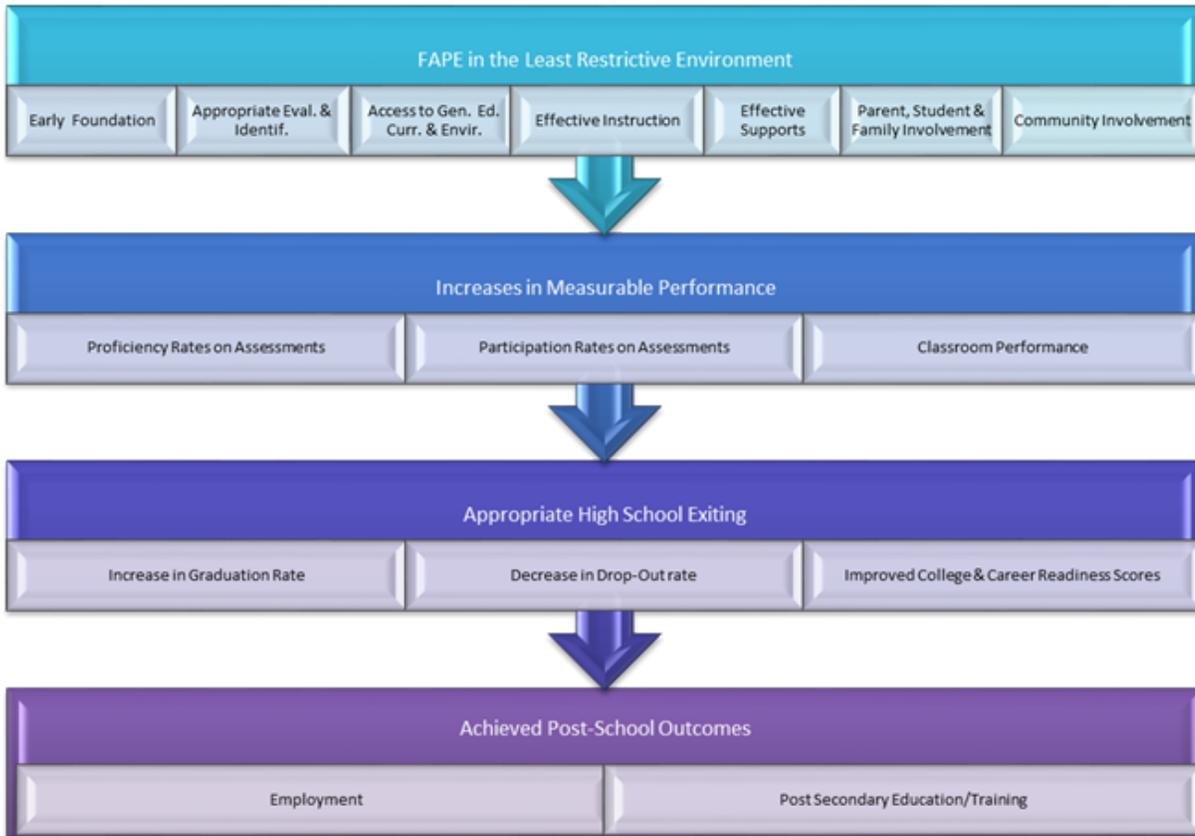
With Office of Special Education Program (OSEP) notification of the Indicator 17 requirement, the Director of the North Dakota Department of Public Instruction (NDDPI), Special Education Unit assigned staff responsibility and engaged all staff in defining beliefs regarding program improvement and the Results Driven Accountability (RDA) movement. Those beliefs initially served as a planning process that would result in the determination of a focus area, the measurement used to evaluate it, and the capacity of both the state and local education agencies to improve its results. The SSIP requirements were very similar to the models of improvement planning used by districts and schools within the state. The SSIP planning required, however, that it be implemented at a state level with different levels of structure, different numbers of people to serve as stakeholders or partners, with practices that would affect all units of NDDPI, and with outcomes that impact the whole state. During the use of this planning model, the political/educational climate of the State, as well as the Mission and Vision of the Department's Strategic Plan had to be at the forefront. North Dakota Century Code, Administrative Rules and the NDDPI Strategic Plan were the first sources of data considered for use in the process.

North Dakota's education system is "locally controlled" with State Century Code outlining minimum requirements, and State administrative rules allowing a great deal of variance in the design and implementation of effective procedures, practices, and programs that result in positive educational outcomes for students. The Department's Mission and Vision statements were developed around this high level of local control, and contain language that require Department staff to work in partnership with communities and schools, and to assist them in developing and implementing educational programs that result in safe, secure and successful environments for students to learn the skills to be successful adults. Working as a partner in providing assistance to local level practitioners disperses the responsibilities to a wider group of practitioners and so was viewed as an advantage, rather than a disadvantage for SSIP efforts. The Special Education staff understood, though, that local buy-in would be important to keep it as an advantage. The process for developing the SSIP would need to include a wide variety of stakeholders in its activities. Those stakeholders needed to represent all of the state's geographic regions and represent the many disciplines involved in the education of students with disabilities. The majority needed to be local level practitioners. Stakeholders also needed to evidence a high degree of collaboration with the other units of NDDPI, as well as with the statewide parent network, other State agencies, institutions of higher education and the Regional Education Associations (REAs), whose responsibility within Century Code is the coordination of program improvement activities to assist districts with improvement efforts.

After analyzing the local control issues, the Mission and Vision of NDDPI, the goals of this improvement effort and the qualities of the stakeholders that were identified to be partners in it, staff understood that the task at hand was to leverage the skills, knowledge, attitudes and resources of NDDPI, our state and local level partners, and parents. This will adjust "how" people do what they do in working with students with disabilities, not change "what" they do when working with them. North Dakota stakeholders would have greater buy-in and more willingness to do something different in their practice if they understood how education program improvement happens, specifically special education program improvement. Greater buy-in would result if they were to decide what practices should stay the same, and which should be different when improved results is the focus.

To define special education improvement, the NDDPI Special Education Unit staff developed an

improvement model that started with positive post-school outcomes and used elements familiar to educators and parents to explain how to reach those positive outcomes. These elements were drawn from the performance indicators of the State Performance Plan/Annual Performance Report (SPP/APR), Adequate Yearly Progress (AYP) indicators used by the State in Elementary and Secondary Education Act (ESEA) improvement planning efforts, effective schools and systems change research, and from the NDDPI Special Education Unit focused monitoring process. In this monitoring process, Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), and appropriate evaluation and eligibility determinations are the primary areas of focus for consideration in the identification of LEAs with compliance issues. The model was depicted in a flow chart with fifteen elements grouped into four tiers, all specific to special education.



• **Improvement Model Explanation**

Moving from the bottom to the top, positive post school outcomes for students with disabilities result from students staying in school, getting a diploma and obtaining independent living and college and career readiness skills. In order to stay in school, get a diploma and obtain the necessary skills, the students and their families need to see and feel success with skills and concepts that are taught and utilized in the classroom. Success is demonstrated through positive results on State and district assessments that measure the appropriate grade and age level skills that define it. Success is also demonstrated through participation in classroom activities with grade and age level peers, and by receiving meaningful, positive feedback about their performance. In order to demonstrate positive performance in the classroom and on assessments, each student must receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). FAPE in the LRE is made up of many factors. The NDDPI staff broadly defined it with seven foundational elements: *Early Childhood Foundation, Appropriate Evaluation and Identification, Access to the General Education Curriculum and Environment, Effective Instruction, Effective Supports, Parental Involvement, and Community Involvement*. These elements, when improved, will result in an improvement in the elements of the next tier (*Increases in Measureable Performance*). Improvement in the elements of this tier will result

in improvement in the elements of the next tier (*Appropriate High School Exiting*); and, improvement in that tier will result in improved post-school outcomes for students with disabilities. Thus the direction of the arrows.

A NDDPI project leadership team was established and comprised of the Director of the Special Education Unit, the program improvement liaison for the Special Education Unit, the data coordinator for the Special Education Unit, the focused monitoring coordinator from the Special Education Unit, and the Federal Programs/Special Education liaison as members. From OSEP issued guidance, as well as from conversations with the OSEP visitation team, the leadership team understood that the State identified Measureable Result (SiMR) needed to be aligned to student performance measures that were in the SPP/APR. Those performance measures of the SPP/APR that were also aligned to elements within the improvement model were those of the middle two tiers (*Increases in Measureable Performance & Appropriate High School Exiting*). The foundational elements (*FAPE in the LRE*) did not meet the definition of performance measures and were instead actionable elements defining the practices that a system would adjust or change to get improved student performance results. The ending elements (*Achieved Post-School Outcomes*) met the definition, but were the furthest from the actionable elements and would not provide practitioners with enough information about the effectiveness of their practice adjustments or changes to sustain their efforts.

Quality of Data

Members of the project leadership team met with staff from the NDDPI Management and Information Systems Unit, the data coordinator for the NDDPI Federal Programs Unit, and staff from the NDDPI Assessment and Accountability Unit to understand the data collection process and to determine the quality of the data for each element of the middle two tiers of the model. The following shows the data quality information used in the in-depth data analysis with stakeholders.

- Proficiency Rates for Assessments
 - State assessments- This data was collected after each administration of the State achievement test and was stable for the last five years (no changes made in how and when it was collected). Common standards were used to define the data set. Comprehensive data sets included the areas of language arts, mathematics and science and were readily obtained from the State's databases. Comparisons within the data sets could be made between students with disabilities and students without disabilities. NDDPI was also able to disaggregate this data for students with disabilities to gender, disability type, grade, free/reduced lunch status, English Language Learner (ELL) status, environment, and ethnicity. The quality of the data for proficiency rates on the state assessments was going to change, however, as the State moved to the electronic administration of a new State test as part of the Smarter Balanced Assessment Consortium (SBAC). The State also moved to testing new standards and from fall to spring administration in the 2014-2015 school year.
 - District assessments - Consistent with ND local control policies, districts can choose whether or not to share local data with NDDPI.
- Participation Rates in Assessments
 - State assessments- These data sets were collected after each administration of the State test. They were consistent and easily obtained.

- District assessments – These data sets were not collected by NDDPI.
- Classroom Performance Measures (Universal screeners, Benchmark assessments, Progress Monitoring measures, Office Discipline Referrals, etc.)
 - These data sets were inconsistent, district specific and not easily obtained by the State level offices.
- Graduation Rates
 - These data sets were stable for the last three years and were collected for the four year, five year, six year, and seven year cohorts of students. They were readily obtained for students with and without disabilities for comparison purposes. They could be disaggregated by gender, ethnicity, disability type, environment, free/reduced lunch status, and ELL status.
- Drop-out Rates
 - These data sets were stable for the last three years. They were readily obtained for students with and without disabilities for comparison purposes. They could be disaggregated by gender, ethnicity, disability type, environment, free/reduced lunch status, and ELL status.
- College and Career Readiness
 - Data sets were available after each annual administration of the tests and were stable for the last several years. Those tests, however, had low participation rates by students with disabilities, and no alternative testing options for students with the most significant disabilities.

Compliance Monitoring Data

Annually, NDDPI special education staff members use student outcome data to identify local special education units that are in need of improvement in the SPP priority areas. Using Graduation and Proficiency rates along with LRE, NDDPI special education staff rank local special education units based on data from the previous three years. The local special education units with the lowest ranking score are selected to receive a focused monitoring. NDDPI contracts with a data management consultant and a facilitator to (a) drill down into district data for students with disabilities and, (b) to determine potential areas of noncompliance that may account for the district's performance in certain areas. In addition to the focused monitoring of districts, NDDPI also conducts a state level drill down. Participating in that data drill down are NDDPI, Special Education Unit staff, the Title 1/Special Education Liaison, the Director of the NDDPI Indian Education Unit, and an ELL program coordinator. This allows NDDPI to analyze five years of state level trend data for each SPP/APR indicator to identify weaknesses, strengths and general areas of concern. At that time, NDDPI staff also have access to data on applicable indicators for students without disabilities, homeless education data, and free and reduced lunch data.

The following areas of strength were identified in the June 2014, data drill down:

- Elementary students with disabilities were more proficient in reading on State assessments than

secondary level students with disabilities. That was parallel to students without disabilities.

- Performance in mathematics was reversed, secondary students with disabilities had higher proficiency rates than elementary students, just as with students without disabilities.
- Several local units had higher graduation and lower drop-out rates for students with disabilities than for students without disabilities. These units were composed of small, rural school districts.

The following areas of concern were identified in that same drill down:

- Graduation rates for students with disabilities as compared to students without disabilities in the most recent year (69.6% vs. 87.2%), especially for Native American students with disabilities (53.6%), students who were placed in resource room settings (58.6%), disability categories of autism spectrum disorders (55.9%), intellectually disabled (41.5%), and emotionally disturbed (54.5%).
- Drop-out rates for students with disabilities in the most recent year as compared to those without (17.7% vs. 9.85%), especially for Native American students (35.7%), students with emotional disturbance (ED) (34.3%), students with disabilities placed in separate facilities (58.3%), and students with disabilities who are also eligible for free or reduced lunch (29.9%).
- Proficiency rates of students with disabilities in the most recent year as compared to students without disabilities in both reading and mathematics (reading: 44.7% vs. 76.4%; math: 47.7% vs. 78.6%). In both subject areas, students with disabilities were on a downward trend. In reading, the downward trend was most severe for students with autism, other health impairment, speech/language impairment, and specific learning disability. In mathematics, the trend was most severe for students with emotional disturbance, other health impairment, speech/language impairment, and specific learning disability. The trend was also most evident for students with disabilities in grades seven and eight, and for those students placed in separate facilities. (See trend data in the SiMR section.)

When ranked, the drill down group identified the local special education units with the strongest and the weakest performance for each indicator. There were no concentrations of lowest performing or highest performing units in certain parts of the state. There were no concerns regarding urban vs. rural units, nor units with small, medium or large populations of students with disabilities. However, there were concerns within the graduation and drop-out rates for those units that included high concentrations of Native American students with disabilities. These three units contained schools who were under the direct supervision of the Bureau of Indian Education (BIE) with a large number of students transient between the public and BIE schools. There were also evaluation and eligibility concerns for those units with more transient populations of students with disabilities. These were units located in the western part of the State affected by the oil boom, as well as a few districts in the eastern part of the State affected by the influx of international immigrants.

Infrastructure Data

Prior to the in-depth data and infrastructure analysis meetings, the NDDPI administration and Unit directors developed a list of NDDPI initiatives, areas of emphasis, activities, events, resources and processes that might have bearing on this SSIP effort. Members of the project leadership team met several times with these NDDPI leaders to explain the SSIP effort, the NDDPI improvement model and to brainstorm ideas. The resulting ideas were then discussed for relevance to this effort. Those ideas with relevance were taken to the in-depth data and infrastructure analysis meetings for consideration in selecting a SiMR and the coherent strategies that could be used to build capacity and improve the SiMR.

Note- This data set is listed in the next component, Infrastructure Analysis.

Focused Data Analysis

Recognizing local decision making and local buy-in necessary to the State's SSIP efforts, the State Superintendent and State Special Education Director invited thirty five individuals to participate in an in-depth look at each of the data elements of tiers two and three of our improvement model. Participants at that in-depth data analysis meeting included NDDPI project leadership team members, NDDPI administration, parent representatives, IDEA Advisory Panel members, local special education directors, local special education coordinators, local special education teachers and related service providers, North Dakota Council of Educational Leaders (education administrators), North Dakota United (teachers and public employees union), Native American educator representatives, a past student representing consumers of special education services, the director of the schools within the Department of Corrections- Juvenile Justice division, Vision Services representative, School for the Deaf representative, NDDPI Management & Information Systems Unit director, NDDPI Federal Programs Unit representative, and NDDPI Assessment & Accountability Unit director.

Each participant was sent preparatory materials prior to the meeting. Those materials identified the agenda, facilitators, and participants, and explained the purposes of the meeting. They defined roles and responsibilities and provided an explanation of the data carousel procedure that would be used at the meeting. Each participant completed a brief data analysis exercise by reviewing the demographics of students with disabilities drawn from our last three years of 618 child count data.

The meeting was facilitated by an associate director of the center for *Technical Assistance for Excellence in Special Education* (TAESE), previously of the *Mountain Plains Regional Resource Center*, and the program improvement liaison from the NDDPI, Special Education Unit. The first set of activities acquainted participants with the improvement model, the SSIP process, and the results of the various broad data analysis activities discussed earlier in this section (data quality, compliance data, and infrastructure data).

In the second set of activities, four criteria were used to narrow down the six performance measures of the improvement model for in-depth analysis. Participants met in groups and identified the three measures that:

- Had the most direct alignment to the performance measures of the SPP/APR,
- Had the highest quality data,
- Aligned most with present initiatives, areas of emphasis, events, resources of the NDDPI, and
- Were most meaningful and manageable to local level practitioners, families, districts and communities. "Meaningful" was defined as adding value to local outcomes for students with disabilities; and, "manageable" as the area most understood and the one with the most buy-in.

Proficiency rates on state assessments in both reading and mathematics (Indicator 3 of the SPP/APR), graduation rates (Indicator 1), and drop-out rates (Indicator 2) for students with disabilities were the measures that resulted from this narrowing down process.

In the third set of activities, the facilitators provided data reflecting the results of the last five years for each measure; and, each was disaggregated by gender, grade level, disability type, free/reduced lunch status, ELL status, environment and ethnicity. Participants were divided into four groups, so that reading proficiency could be considered separately from mathematics proficiency. Each group spent time analyzing data for an initial measure and developing statements of both strengths and weaknesses. They were rotated to another measurement's table to look at the data, consider the statements made by the other groups, and add to those statements, if needed. Each group analyzed data and developed statements for each data set. The small groups were returned to original tables and prioritized two statements to present to the large group for narrow down to one that would become the recommendation for the SiMR- "*The North Dakota Department of*

Public Instruction will increase the graduation rates for students identified with emotional disturbance.” It was then sent to the ND State Superintendent for approval.

The stakeholders that identified the SiMR had a desire to use a graduation rate from a year other than the four year for each cohort of students. Special education director representatives from the North Dakota Council of Educational Leaders and members of the project leadership team looked at the following data to determine the extended year that would be included in our SiMR.

Students with a Primary Disability of ED

These rates are based on students who were coded as ED on their most recent child count record

Group	4-Year Grad Rate	5-Year Extended Grad Rate	6-Year Extended Grad Rate
2009-10 Cohort (High School Start Year 2006-07)	50.00%	59.41%	64.52%
2010-11 Cohort (High School Start Year 2007-08)	48.21%	56.25%	57.66%
2011-12 Cohort (High School Start Year 2008-09)	55.21%	59.34%	60.22%
2012-13 Cohort (High School Start Year 2009-10)	54.55%	59.79%	
2013-14 Cohort (High School Start Year 2010-11)	57.29%		

They observed that rates for the fifth and sixth years of the same cohort were higher than the rates in the fourth year, although the trend in that difference showed a decline. The directors and the leadership team believed this difference to be significant enough to warrant the six year cohort rate for use as the measurement for the SiMR; and, that scaling up activities directed toward evidence based practices for this population would turn the decline of the trend in the difference to a positive direction.

The final SiMR statement was made after consideration of the cohort extended year that would be used to evaluate it:

The NDDPI, in cooperation with local and state level partners, will increase the graduation rate for

students identified with ED, as measured by the subgroup's annual extended six year graduation rate.

Cause Analysis

The project leadership team conducted a survey to gain understanding of the causes, as well as the solutions to the low performance in graduation rates for this population of students. They asked each participant at the in-depth data analysis meeting to choose the top three foundational elements of the improvement model (FAPE in the LRE) that they believed to be the least understood yet had the most bearing on keeping students with ED in school, bringing students back to school and assisting them in obtaining a diploma. They assigned a numeral 1, 2 or 3 to elements, with "1" being the element with the highest priority. With a response rate of 63%, the ratings were analyzed and then totaled for the three most often rated as 1, 2, or 3. Those were Effective Instruction, Effective Supports, & Parent, Student and Family Involvement. The element with the lowest total score (the highest priority) was "Effective Supports" (score of 19). The second lowest was "Effective Instruction" (score of 36), and the third lowest was "Parent, Student and Family Involvement" (score of 38).

The top two, Effective Supports and Effective Instruction, are standards in a local level planning process; and, the third, Parent/Student/Family Involvement, with the addition of Community, will be an indicator under the Effective Supports standard. This planning process is the primary strategy for the NDDPI SSIP improvement efforts. It requires local special education units to identify evidence based practices that can be implemented to improve services to these students, and thus improve graduation rates. A separate work group composed of participants from both the in-depth data and in-depth infrastructure analysis will define each standard using evidence based practices. A local system can then evaluate the implementation of those practices and determine which should be initiated, adjusted or changed so as to improve performance for its students.

NDDPI gained additional information regarding the causes of the discrepancies in the graduation rates with the completion of the Strengths, Weaknesses, Opportunities, & Threats (SWOT) analysis. Stakeholders identified major themes for each of these categories. The leadership team narrowed these themes to those that were believed to have the greatest effect on the low graduation rates of students identified with ED:

- Lack of resources
- Competing priorities for resources
- Understanding the needs of the target population
- Attitudes of policy makers and educators regarding the target population
- Communication amongst those concerned with the services for the target population

These are incorporated within the coherent strategies that will be used to reach targets. Involving all NDDPI Units and the State's Regional Education Associations as partners in providing technical assistance and professional development will focus efforts to do more with the resources that can be made available.

Including a large and varied group of stakeholders to decide on the area of focus, and a varied group of practitioners to define the standards, indicators, and evidence based practices that need to be implemented, broadens the understanding of the needs of this population. Broadening the understanding of the needs of the identified population and seeing efforts result in success by reaching the targets set by stakeholders, is believed to adjust attitudes. Requiring the inclusion of goals in each school's continuous improvement plan will result in greater communication amongst the education community. Partnering with other private and public agencies to advocate for an increase in services for this population will result in greater communication amongst a larger community.

Note- For further information about the results of the SWOT analysis refer to the Infrastructure Analysis

component. For further explanation regarding all strategies, please see the component- Coherent Strategies.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

A thorough review of the State's infrastructure and its capacity to lead program improvement was done along with the data analysis of this first phase of the State Systemic Improvement Process (SSIP). The results were used to assist stakeholders in identifying the State identified Measureable Result (SiMR) described in the next section. Specific initiatives, events, activities and resources of the North Dakota Department of Public Instruction (NDDPI) were then used to determine strategies and a sequence of activities that, when implemented, will make a positive change for students targeted in the SiMR.

Broad Infrastructure Analysis

Local special education programs are administered by 31 intermediate administrative units. Each North Dakota school district must be a member of one of the units. The units range from one to nineteen member districts. The local special education unit is responsible for administrative functions outlined in their required policy and procedures plan, which must be updated annually. The responsibilities of all local units include, a) budgeting of local, state and federal funding to identify students and deliver services, b) maintaining of a high degree of procedural compliance, and c) the responsibility for special education program improvement.

Research on school improvement advocates the use of systematic and systemic approaches to improvement planning. With this in mind, the NDDPI Special Education Unit looked at the present program improvement planning efforts required of schools and districts within the State. Authority to require local schools to undergo such a process was established in North Dakota Century Code, with the model and its contents determined by the ND State Superintendent.

The State had three models that schools and districts used for continuous improvement planning- the *State Education Improvement Process* (SEIP) model, the *North Dakota Moving to Improve Learning for Everyone* (NDMILE) model, and the *AdvancED* model. SEIP, an older model developed by NDDPI, was being faded out and replaced by either NDMILE or *AdvancED*. NDMILE was a State specific amalgam of the *InDistar* model from *Academic Development Institute*, and was the preferred model of the Federal Programs Unit to meet the Elementary Secondary Education Act (ESEA) requirements. *AdvancED* was a new model, preferred by the Teacher & School Effectiveness Unit and was recently adopted for planning required within the school accreditation process. NDMILE and *AdvancED* had school level, as well as district level standards and indicators that described effective and evidence based practices, responsibilities and functions. Both models also required an evaluation of these elements as part of the needs assessment steps in their planning process. With the arrival of a new ND State Superintendent, a decision was made to allow schools and districts to use either model for planning purposes, but the continuous improvement plan resulting from either model would need to be entered into the *AdvancED, Assist Tool* system. It would be the official and only Continuous Improvement Plan (CIP) required for each district and school. This one plan would outline goals and activities that would improve a system for federal ESEA Adequate Yearly Progress (AYP) requirements and State accreditation requirements. The special education programs of a school and

district were involved in the planning process of either model, but there was no requirement to specifically address improvement in the special education program except if students with disabilities was a subgroup not meeting AYP targets. Both models included special education students within its standard descriptions through the use of “all students” as a term to describe the students to which the standard applied. Neither model contained variations to traditional educational practices specific to working with special education students in the general education or special education settings within its indicator statements or indicator descriptions. Special education student performance data was not a required part of either model’s initial needs assessment, but did have to be used to set goals and design activities for those schools and districts whose students with disabilities did not make AYP targets.

To verify involvement and understanding of present improvement planning processes by the local special education unit and to determine the present attitudes of local special education directors in conducting improvement planning, the NDDPI Special Education Unit conducted a survey with local unit directors as the target audience. The results revealed that few knew about the planning processes used by districts and schools, but many of them used some form of data analysis to decide technical assistance and professional development efforts within their unit. Almost all were in favor of conducting a data driven improvement planning process that would result in the setting of goals, activities and targets to guide improvement. Most were also in favor of using a model that was aligned to the present processes used by schools and districts across the state. Their concerns in conducting such a process centered on financial support and technical assistance.

Supplied with information regarding special education planning deficits of the present planning models and the strong support of local unit directors to conduct a special education specific process, the NDDPI Special Education Unit director and program improvement liaison approached NDDPI administration. They received ND State Superintendent approval for each school to include a special education specific goal within their present continuous improvement plan, regardless of the AYP status of its students with disabilities. The process to determine the goal and the activities that would be used to improve it was the responsibility of the local special education unit and it would need to be aligned to the present processes used within the State. Further discussions with the local directors led to the decision that the planning process be customizable and manageable for each unit.

NDDPI Unit directors and their staff members developed a list of DPI events, activities, processes, and resources that could potentially be used to support the special education specific local level planning effort and the local level implementation of improvement activities. They were grouped under the following State level infrastructure systems provided by the visiting state representatives of the Office of Special Education Programs (OSEP):

- **Governance-** Century Code-Requires local level planning and ND State Superintendent decision regarding model and contents; Special Education units- Structure, Duties & Responsibilities; NDDPI membership on various State level Advisory Councils. Mission and Vision- “Assist and Partner” language to preserve the levels of local control; Partnerships with other agencies; Influence for legislation to change code.
- **Fiscal-** Discretionary Grant process using federal funds; Annual NDDPI budgeting process, both state and federal monies; Flow-through dollars- budgeting done annually; State Requests For Proposal & Procurement Processes
- **Quality Standards-** Present improvement planning models- NDMILE, AdvancED; North Dakota Core Standards, State Achievement Test- move to Smarter Balanced Assessment Consortium (SBAC) & Dynamic Learning Maps (DLM) alternative assessment; Improvement Model describing special education specific improvement; Universal Design for Learning principles; Teacher/Administrator Evaluation Models; Early Childhood standards; Educator licensure, Compliance/Focused Monitoring.
- **Professional Development-** Administrative conferences/workshops on improvement planning and accreditation; Special Education Directors’ Leadership Conference; Annual Department of Public Instruction Fall Conference; Regional Education Associations charged with assisting districts with

program improvement; Present training on Universal Design for Learning (UDL), Summer Topic Workshops; Indian Education Initiative; State Personnel Development Grants- Multi-Tiered Systems of Support (MTSS) for Behavior & Academics; Disability and Procedural Guidelines on NDDPI Website, Team Newsletter- monthly, Title Programs and Special Education; Connect Newsletter- quarterly, Department wide; Transition Conferences; Transition Communities of Practice.

- **Data-** State Longitudinal Data System (SLDS) - database for both State and districts, concerns regarding ownership; State-wide use of PowerSchool as student management system; TieNet as Statewide case management system for Special Education.
- **Technical Assistance-** National Post School Outcomes Center (NPSO) model of improvement planning, "STEPSS" (state pilot in the West Fargo local unit); Administrative conferences and workshops on improvement models-Federal Programs and Teacher & School Effectiveness Units; Special Education Directors' Leadership Conferences; State System Of Supports (SSOS)- involves all Units of NDDPI; NDDPI website- Guidance documents, Policy papers; Team Newsletter- monthly, Title Programs and Special Education; Connect Newsletter- quarterly, NDDPI.
- **Accountability/Monitoring-** Supervision authority in present improvement planning models; State Achievement Testing; Public reporting of State, District and School profiles, Special Education levels of determination; Special Education focused monitoring process- meets general supervision requirements; Schools approval process- requires local planning; Accreditation process- sets common standards; Local special education administrative units- responsibility for monitoring both compliance and improvement; Teacher/Administrator Evaluation model approval.

In addition to the activities, resources, events within the system, we separately listed the following:

- **Initiatives/Areas of Emphasis-** New Indian Education initiative; Move to SBAC and DLM assessments; Implementation of North Dakota Core Standards; Teacher/Administrator Evaluation models; State Personnel Development Grants (SPDG)- MTSS for Behavior & Academics, Universal Design for Learning emphasis.
- **Other-** Active Parent and Advocacy groups; State personnel shortages survey completed by the Center for Persons with Disabilities; Strong partnerships with Department of Human Services- Divisions of Vocational Rehabilitation and Developmental Disabilities; Strong Transition Communities of Practice; Partnership opportunities with North Dakota United (Teachers' & Public Employees Association) and North Dakota Council of Educational Leaders (Education Administrators Organization); Active and engaged Individuals with Disabilities Education Act (IDEA) Advisory Panel; Scholarships - application and approval through NDDPI.

The NDDPI Special Education Unit staff members considered their specific infrastructure to see what functions would currently support, and what functions would require change to support local level planning and implementation of improvement activities. Using district level standards and indicators from the NDMILE/InDistar model, the program improvement liaison adapted district level administrative standards and indicators. These indicators describe the structure and functions of a State level administrative system when the focus of such a system is program improvement:

- **Improving the local special education units within the Framework of State Support**
 1. NDDPI includes statewide organizations in improvement planning, maintains regular communications with them, and encourages local special education units to do the same.
 2. NDDPI includes parent organizations in improvement planning, maintains regular communications with them, and encourages local special education units to do the same.
 3. NDDPI assists local units to provide incentives for staff who work effectively in hard-to-fill special education positions.
 4. NDDPI assists local units with technology, training, and support to meet the individualized needs

for integrated data collection, reporting and analysis systems.

5. NDDPI sets statewide achievement targets for each statewide special education indicator and assists the local units in setting appropriate and realistic achievement targets for unit level improvement efforts.
6. The NDDPI office sets a unified vision for special education improvement with the participation of a broad range of stakeholders.
7. The NDDPI staff is accountable for local unit improvement and student learning outcomes.
8. NDDPI annually reallocates resources to assist in the support of local units, staff and instructional improvement.
9. NDDPI ensures that key pieces of user-friendly data are available in a timely fashion to each local unit.
10. NDDPI intervenes early with assistance when a local unit is not making adequate progress.
11. NDDPI understands that local unit leaders have reasonable autonomy to do things differently in order to succeed.

• Taking the Change Process into Account

1. NDDPI operates with state-level and local unit level improvement teams that have a clearly defined purpose and regularly look at performance data and use that data to make decisions about improvement and professional development needs.
2. NDDPI examines existing special education improvement strategies being implemented across the state and determines their value, expanding, modifying, and culling as evidence suggests.
3. NDDPI assist local units so that improvement options chosen by each unit reflect the particular strengths and weaknesses of the unit.
4. NDDPI assists each local unit to determine whether resources are appropriate and sufficient for the unit's improvement efforts.
5. NDDPI assists each local unit so that improvement initiatives include research-based, field proven programs, practices and models.
6. NDDPI establishes a clear vision of what the program will look like when improved (Big Picture) and assists local units so that local improvement plans also include such a vision.
7. NDDPI ensures that improvement plans include "quick wins", early successes in improvement.
8. NDDPI is prepared for setbacks, resistance, and obstacles on the path to improvement.

• Clarifying State-Local Unit Expectations

1. The local unit reports and documents its progress regularly to its Board, and also informs their NDDPI contact person.
2. NDDPI designates a contact person for each unit, and that person maintains close communications with the unit and an interest in its progress.
3. NDDPI and local unit decision makers meet at least quarterly to discuss the unit's progress.
4. NDDPI provides technical assistance to develop cohesive special education curriculum guides aligned to general education grade level standards and the evidence based practices identified for students with disabilities.
5. State level professional development based on needs of local units is built into the annual schedule by NDDPI, but units are also given support in selecting training and consultation that fit the requirements of its improvement plan and its evolving needs.
6. Professional development for support staff is considered by NDDPI and the local unit and included within the annual schedule.

A SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) using both lists, was used in the in-depth infrastructure analysis meeting and directed the listing of coherent strategies, the infrastructure elements within NDDPI that would support planning and implementation, and the design of the timeline of activities that would put that infrastructure into place.

In-depth Infrastructure Analysis

The State identified Measureable Result (SiMR), *Increase the extended six year graduation rates of students identified with emotional disturbance*, was approved by the ND State Superintendent and was used to direct the next steps of the SSIP process. They included an in-depth look at the capacity of NDDPI to assist with local level planning and subsequent implementation of improvement activities that would focus on the implementation of evidence based practices specific to students identified with emotional disturbance.

The first step in structuring the capacity of NDDPI was to define the scope of work in regards to the SiMR. With help from our state contacts at OSEP, the leadership team defined the scope of work in improving the graduation rates of students identified with emotional disturbance to be threefold:

- Keep students in school,
- Re-entry- Bring students back to school, and
- Assist students to earn a diploma.

To assure the inclusion of a comprehensive perspective, the ND State Superintendent and State Special Education Director invited approximately forty individuals to participate in an in-depth look at the structure and systems of NDDPI. Participants at that in-depth meeting included NDDPI project leadership team members, NDDPI administration, parent representatives, IDEA Advisory Panel members, local special education directors, local special education coordinators, local special education teachers and related service providers, North Dakota Council of Educational Leaders, North Dakota United, Native American educator representatives, a past student representing consumers of special education services, the director of the schools within the Department of Corrections- Juvenile Justice division, Vision Services representative, School for the Deaf representative, representatives of the Regional Education Associations (REA), a Representative from the Center for Persons with Disabilities, the university affiliated programs at Minot State University, Representatives from two other universities, an assistant director from the NDDPI State Personnel Development Grants (SPDG), NDDPI Federal Programs Unit representative, NDDPI Indian Education Unit director, NDDPI Safe and Healthy Schools Unit representative, and NDDPI Teacher and School Effectiveness Unit representative.

The meeting was facilitated by an associate director from the *Technical Assistance for Excellence in Special Education* center (TAESE) and the program improvement liaison of the NDDPI Special Education Unit. Pre-meeting information was sent to participants and included meeting specifics, names of participants, purposes, and an agenda. It explained their role as both representational and advisory. It also described the work load of the day as reviewing State level infrastructure elements available for use in the project, and participation in a SWOT analysis to identify which are strengths, weaknesses, opportunities and threats to the efforts of this project. Last, they were asked to bring their local level perspectives of the strengths, weaknesses, opportunities and threats within the infrastructure of their local systems to include in that SWOT analysis.

Participants were divided into small groups, some with consideration of the State level infrastructure and others with consideration of the local level infrastructure. Questions guided discussion for each of the four areas of the SWOT analysis; and, each group prioritized two issues within each area. Prioritized issues of each group were put on a chart to be viewed by the large group. The facilitators then led the large group to find common issues that could be grouped together as themes. These themes were recorded for consideration by the project leadership team when identifying the strategies that would be effective for the improvement of graduation rates for students identified with emotional disturbance. The following chart lists those themes:

<p>Strengths</p> <ul style="list-style-type: none"> • Existing Program 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Awareness of all of the influences
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<p>Options/Alternatives, Pockets of Excellence & Best Practices</p> <ul style="list-style-type: none"> · State support, Statewide recognition of need · Data Collection System · Existing Professional Development opportunities · Potential financial resources · Strong Local, Regional and Statewide Collaboration & Partnerships · Present personnel knowledge and skills 	<p>& issues</p> <ul style="list-style-type: none"> · Qualified Personnel- Shortage and Consistency · Lack of Mental Health Services in and out of schools · Secondary transition planning practices and Post-secondary supports for this population · Reactive/punitive vs. proactive/reinforcing strategy implementation, Attitudes towards this population · Early identification and intervention
<p>Opportunities</p> <ul style="list-style-type: none"> · Promote, Replicate and sustain existing pockets of excellence and best practices, continue focus on what works in North Dakota · Partnerships- full scope of influences and issues, Tap shared knowledge, Reduce barriers · Tap REA functions and activities · The Time is Now · Tap existing Financial Resources and consider additional sources · Outreach from major public and private providers · Existing conference opportunities, Existing task force/communities of practice/work group participation, Update Disability Guidelines · Tap present value system of North Dakotans-Expect students to graduate, Strong sense of community 	<p>Threats</p> <ul style="list-style-type: none"> · Shortage of quality mental health services · Personnel- Consistency & Low numbers coming out of state's preparation programs · Change moves slowly in ND; Blame & Shame vs. Advocacy; Control issues- \$, Partnerships, "Marriage issues"; Cooperative spirit among stakeholders · Communication; fidelity & continuity · Attitudes towards and Unique challenges of addressing ED population · Human Power at State level · Funding- politically based · Competing priorities, buy-in

The project leadership team then drafted five strategies that would tap present and new infrastructure elements of NDDPI, as well as local special education units, so as to plan and focus on evidence based practices. The four strategies support a local level planning process and implementation of professional development activities resulting from that planning; and, the fifth strategy assists the NDDPI private and public agency partners in advocating for increased mental health services for students identified with mental health needs.

1. In cooperation with its partners, NDDPI will develop a local level continuous improvement planning process specific to this effort, and aligned to the present *AdvancED* model used by North Dakota schools. The goals and activities identified in this process will be entered into the Continuous Improvement Plan (CIP) of each school within a local Special Education unit.
2. In cooperation with other NDDPI Units, the NDDPI Special Education Unit will provide technical

assistance and financial resources to assist local special education units to conduct such planning processes that result in the identification of evidence based practices to be implemented in their school programs.

3. In cooperation with its partners, NDDPI will assist and support local special education units to design and deliver quality professional development regarding evidence based practices.
4. In cooperation with other NDDPI Units, as well as its partners, the NDDPI Special Education Unit will assist local special education units to monitor progress and evaluate efforts.
5. In cooperation with its partners, NDDPI will assist other private and public agencies to promote an increase in the availability of public and private mental health services for individuals identified with mental health needs, including students identified with emotional disturbance.

Each strategy will require NDDPI to consider resources that fall under the general themes of the SWOT rubric and are presently available; those that are available, but need to be supplemented; and those that need to be developed. The following timeline provides some idea of the sequence of strategy and activity implementation, and thus the sequence of resource allocation for the North Dakota Department of Public Instruction.

November, 2014 thru March, 2015	Complete activities in Phase 1 of SSIP, Develop local planning model, Continue awareness activities, Continue discussions with local, regional and statewide partners about participation, Design training for NDDPI Special Education Unit staff to be able to assist local units with the planning process, Development of "Tools" to use in planning process
April thru September, 2015	Train NDDPI special education regional coordinators and local special education unit directors and their local unit Boards on planning model, Assist local special education units in identifying planning leadership teams, Allocate funding to assist local special education units in bringing people together to participate in planning, Continue discussions with local, regional, statewide partners
October thru December, 2015	Assist local special education units to conduct local planning processes, Monitor fidelity of implementation, Assist local special education units to write and submit local goals, activities and evaluation measures, Monitor plans/activities for evidence-based practices, Assist local special education units to disseminate these to each school within the unit, and each school to upload them into their continuous improvement plans
January thru March, 2016	Compile data and sort goals and activities into groups- 1) State specific- those most in common amongst the local special education units; & 2) Local specific- those specific to a local special education unit, Allocate funding for State level Professional Development (PD), as well as Local level Professional Development, Write and disseminate RFPs to assist NDDPI with state level activities, Assist locals in developing contracts for PD for local specific activities, Encourage involvement of local practitioners as presenters (MTSS coaches, Institutions of Higher Education (IHE), etc.), Encourage IHE's, Center for Persons with Disabilities, REAs, Parent Groups, etc. to submit proposals to conduct both state level and local level PD, Evaluate effects of first year implementation strategies

April thru May, 2016	Approve proposals submitted for RFPs that were sent out, Provide notification of approval to all proposals, Plan for PD done by NDDPI Special Education Unit, Monitor planning for PD done by approved regional and statewide partners
June, 2016 thru May, 2017	Continue with approval of proposals, Monitor PD initiated in the summer from previously approved proposals, Monitor planning and implementation of those PD activities newly approved, Monitor planning and implementation of local PD approved for funding, Implement PD planned for delivery by NDDPI Units. Evaluate effects of second year implementation strategies
June, 2017	Continue to monitor approved PD activities, Implement any additional NDDPI planned activities, Issue new RFPs and approve proposals for summer and following school year, Evaluate effects of third year implementation strategies

This sequence of activities will result in the implementation of a special education improvement planning process specific to students with emotional disturbance that will identify evidence based practices that NDDPI and its local and state partners will implement. Implementation of these practices will improve the assessment and classroom performance of students identified with emotional disturbance. Improvement in these areas will increase the graduation rates for this subgroup.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

The North Dakota Department of Public Instruction, in cooperation with our local and state level partners, will increase the graduation rate for students identified with emotional disturbance, as measured by the subgroup’s annual extended six year graduation rate.

Description

Selection Process

At the in-depth data analysis stakeholder meeting, facilitators led the stakeholders through a process of identifying three student performance elements of the improvement model that had: a) the best alignment to the existing indicators of the State Performance Plan/Annual Performance Report (SPP/APR); b) the best alignment to existing initiatives, events, resources and activities of the North Dakota Department of Public Instruction (NDDPI); c) the highest quality data from which to make decisions; and, d) the most meaningful and manageable to local practitioners, families, districts and communities.

The stakeholders reached consensus on the following three priorities:

1. Proficiency Rates of students with disabilities taking the North Dakota State Assessment (NDSA), Indicator 3 of the SPP/APR;
2. Graduation Rates of students with disabilities, Indicator 1 of the SPP/APR; and,
3. Drop-Out Rates of students with disabilities, Indicator 2 of the SPP/APR.

The small stakeholder groups analyzed the trend data to look at the performance of students with disabilities by gender, ethnicity, disability type, environment, free and reduced lunch status, and grade level in each of the above mentioned performance areas. Observations about the data were written as nonjudgmental statements. These statements were then prioritized, presented to the large group of stakeholders, and a decision made regarding the high priority for the SiMR.

The tables below reference the proficiency, graduation and drop-out rates for “All Students,” which includes students with and without disabilities; “Students with Disabilities;” and, “Students with Emotional Disturbance,” as the SiMR subgroup.

**Table A:
Proficiency Rates on State Assessments**

Math	2011	2012	2013
All Students	80.0%	78.6%	77.5%
Students with Disabilities	51.3%	47.7%	43.3%
Students with Emotional Disturbance	49.0%	47.9%	42.0%

**Table B:
Proficiency Rates on State Assessments**

Reading	2011	2012	2013
All Students	76.7%	76.4%	75.9%
Students with Disabilities	47.5%	44.7%	39.3%
Students with Emotional Disturbance	51.8%	54.4%	46.6%

**Table C:
Graduation Rates**

	2010-11	2011-12	2012-13
All Students	86.2%	87.0%	87.2%
Students with Disabilities	66.7%	67.9%	69.6%
Students with Emotional Disturbance	48.2%	55.2%	54.5%

**Table D:
Drop-out Rates**

	2010-11	2011-12	2012-13
All Students	11.0%	10.3%	9.9%

Students with Disabilities	19.7%	17.7%	15.6%
Students with Emotional Disturbance	42.0%	35.4%	34.3%

The gaps between all students and students with disabilities in all three performance areas were of concern to stakeholders. The gaps between students with disabilities and students with emotional disturbance in graduation and drop-out rates were of most concern.

The stakeholders initially identified a decrease in drop-out rates for students with emotional disturbance as the State SiMR because of the large discrepancy between students identified with emotional disturbance and the other two categories. After consultation with OSEP, the group changed the SiMR to a more positive area of focus. A consensus on the new area of focus was reached: *to increase the graduation rate for students with emotional disturbance.*

The evidence in the data led the stakeholders to consider the use of the five, six, or seven year cohort's extended rate. Use of an extended cohort rate would more accurately reflect the positive effects of schools' present efforts on re-entry and diploma acquisition for this subgroup. The project leadership team thus asked the ND State Superintendent for approval of the graduation rate statement.

The final decision on the use of an extended year graduation rate was made by a group of five local unit special education directors, representing the North Dakota Council of Educational Leaders (NDCEL), along with members of the project leadership team. The decision was made through a review of three years' worth of graduation rate data for students identified with a primary disability of emotional disturbance. The group observed that the rates for the fifth and sixth years of the same cohort were significantly higher than the rates in the fourth year, although the trend in that difference showed a decline in recent years. (See table below)

Table E:
Students with a Primary Disability of Emotional Disturbance (ED)
These rates are based on students who were coded as ED on their most recent child count record

Group	4-Year Grad Rate	5-Year Extended Grad Rate	6-Year Extended Grad Rate
2009-10 Cohort (High School Start Year 2006-07)	50.00%	59.41%	64.52%
2010-11 Cohort (High School Start Year 2007-08)	48.21%	56.25%	57.66%
2011-12 Cohort (High School Start Year 2008-09)	55.21%	59.34%	60.22%
2012-13 Cohort (High School Start Year)	54.55%	59.79%	

2009-10)			
2013-14 Cohort (High School Start Year 2010-11)	54.95%		

Reasons for Selection/Options Considered

Students identified with emotional disturbance as their primary disability comprise 7.4% of the total students with disabilities’ population in the December, 2013 child count. The percentage increases to 12% with the addition of students with emotional disturbance as a secondary disability. Approximately, 25% of North Dakota’s students with other disability categories having similar mental health, behavioral, social communication and social relationship service needs could benefit from the planning and implementation of effective practices that this SiMR will emphasize.

Using the six year rate for the baseline and targets in each of the future years of the SSIP project will place an improvement emphasis on programs at the secondary level. The present freshman class will be the cohort whose extended six year rate will be used as our last target. Requiring all levels to address the implementation of evidence based practices specific to this population represents a significant change in the local level planning process. Each school will implement evidence based practices that promote students staying in school, bringing students back to school, or assisting them to earn a diploma. An emphasis for improvement at the high school level, however, will be required for the State to meet targets for the SiMR.

Additional benefit to students with these needs will be demonstrated in the results of other indicators of our SPP/APR, especially Indicator #2, drop-out rates, and Indicator #3, proficiency on state assessments. With this population comprising approximately 25% of the students with disabilities population, the implementation of evidence based instructional and support practices specific for this population should also result in improved proficiency rates and decreased drop-out rates for our entire population of students with disabilities.

Stakeholders from parent and advocacy groups, local special education directors, coordinators, teachers, representatives of the State’s teachers’ union and Council of Educational Leaders reported that students with mental health, behavioral, social communication and social relationship deficits present the biggest area of concern for North Dakota’s schools. In addition, parents, families, Department of Human Services- Divisions of Vocational Rehabilitation and Developmental Disabilities, and the Department of Corrections have expressed concerns regarding the aforementioned deficits when these students are at home or in the community. Those concerns are reflected in the number of current initiatives and priorities presently in the State legislative process surrounding the increase in statewide mental health services and the training of school personnel on mental health and behavioral issues.

The stakeholders considered both drop-out rates and graduation rates of students with disabilities within Native American populations for the SiMR. They believed the transiency of those Native American students enrolled in Bureau of Indian Education (BIE) schools, then in ND public schools, and then back to the BIE schools would jeopardize the quality of the data. The small number of districts in which the Native American populations is concentrated would limit the scope and effect size of state efforts. The inclusion of cultural differences into the definitions of the critical base elements used for local level planning, would address the unique needs of this ethnic population. Collaborating with the other divisions of NDDPI to assist and support the Department’s initiative on Indian Education will promote needed improvement in these students’ graduation and drop-out rates.

Stakeholders also considered increasing academic reading proficiency for students identified as learning disabled. Improvement efforts conducted through the NDDPI Federal Programs Unit, however, are addressing proficiency and with some modification could address the needs of this population. Moving to a new, electronic administered achievement test, and one administered in the spring instead of the fall, would also complicate the establishment of a baseline and thus the setting of realistic, achievable annual targets

in this area.

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

Scope of Work and Strategies

The North Dakota Department of Public Instruction (NDDPI) will use resources to target the increase of the extended six year graduation rates for students identified with emotional disturbance, our State identified Measurable Result (SiMR). Assisting and supporting schools, districts, special education units and communities is the scope of work which aligns with the mission of NDDPI. The scope is three fold: a) to keep students in school; b) to bring students back to school (reentry); and, c) to assist these students to earn a diploma (school completion).

The project leadership team developed strategies to address the scope. The following were approved by the ND State Superintendent for inclusion in our State Systemic Improvement Plan (SSIP):

1. In cooperation with its partners, NDDPI will develop a local continuous improvement planning process specific to this effort, and aligned to the present *AdvancED* model used by North Dakota schools. The subsequent goals and activities would be entered into the Continuous Improvement Plan (CIP) of each school within a local special education unit.
2. In cooperation with other NDDPI Units, the NDDPI Special Education Unit will provide technical assistance and financial resources to assist local special education units to conduct a planning process that results in the identification of evidence based practices to be implemented in their school programs.
3. In cooperation with its partners, NDDPI will assist and support local special education units to design and deliver quality professional development regarding evidence based practices.
4. In cooperation with its partners, the NDDPI Special Education Unit will assist local special education units to monitor progress and evaluate their efforts.
5. In cooperation with its partners, NDDPI will assist other private and public agencies to promote an increase in the availability of public and private mental health services for students identified with mental health needs, including those identified with emotional disturbance.

Strategy #1- Development of a Special Education Planning Process

Systematic and systemic improvement planning is among the characteristics of effective schools mentioned within the research. Implementing a good planning process defines present practice, sets goals for adjustment, change or implementation of additional practice, defines what to expect when that adjustment, change, or implementation is completed, monitors progress, and evaluates success of the system's efforts.

As stated in the infrastructure analysis component, continuous improvement planning by schools and districts is required in North Dakota Century Code to gain approved school status, as well as to achieve accreditation status. Continuous improvement planning has proven to increase the performance of North Dakota students on identified performance measures deemed important by the North Dakota legislature. The approval of a planning model and its contents for these improvement planning processes is a function

of the ND State Superintendent's office. The ND State Superintendent's office has approved either the process described in the *North Dakota Moving to Improve Learning for Everyone* (NDMILE) model, or the process of the *AdvancED* model for implementation by schools and districts. Both use standards to describe the level of practice expected, and indicators to describe what needs to be in place to achieve that expected level of practice. Each evaluates the present implementation level of those practices, and prioritizes the adjustment, change or additional implementation of those practices.

Effective instruction and effective supports, two foundation elements of the improvement model, become the two standards for special education planning. These two special education specific standards extend two of the *AdvancED* indicators under the "Teaching and Assessing for Learning" standard: 1) 3.3, addressing student engagement in instruction, and 2) 3.12, addressing unique learning support services. The two standards also extend one indicator under the "Resources & Support Systems" standard: 4.6, addressing the support services needed to meet the social and emotional needs of the school's population.

The effective instruction standard is explained using principles and guidelines from the Universal Design for Learning (UDL) framework. The principles of "Engagement" and "Action & Expression" are believed to be important for students with behavioral, social/emotional, social communication and mental health needs in order to be engaged in the activities of a lesson, and to demonstrate acquisition of skills and understanding of concepts that each lesson addresses. The UDL guidelines, "Self-regulation Skills" and "Executive Function Skills," are the indicators for this standard and explain the activities that need to be in place in order for the system to meet the standard.

The effective supports standard uses a Multi-Tiered System of Supports (MTSS) framework to describe the features of the system that need to be considered in the design and implementation of effective supports for these students. This standard has three indicators: 1) Academic Supports, 2) Behavioral Supports, and 3) Parent, Student, Family & Community Supports. The academic supports indicator uses the research from the National Center on Intensive Interventions to explain the approaches in providing intensive supports for students with complex academic needs. The behavior supports indicator uses the research behind Positive Behavior Supports (PBS) to describe the importance of teaching new skills and making changes to environments that prevent problem behaviors from occurring. The parent, student, family & community supports indicator uses the integrated "Wraparound" planning concepts to determine a broad system of supports that can be activated and assist the student to function positively in all environments.

The following standard and indicator statements provide an introduction to the North Dakota special education specific planning process that will be used in the strategy. It is an outline of the standard and indicator statements. The local special education units will be responsible for carrying out the planning process, for developing goals that will guide the improvement efforts, and for implementation of the activities that will assist the unit in reaching those goals.

Standards & Indicators Outline

Standard 1: Effective Instruction

Statement- The unit supports Individual Education Program (IEP) teams in evaluating the self-regulation and executive function skills of students and including the explicit teaching of such skills, when appropriate, in their IEPs. The unit also supports teachers to plan and use multiple means to engage students in each lesson and multiple means for each student to demonstrate their acquisition of skills and understanding of concepts.

Indicators

1.1	Individual Education Program (IEP) teams evaluate and include, when appropriate, the teaching of individualized self-regulation strategies within the IEPs of students identified with behavioral, social/emotional, social communication and mental health needs. Teachers plan and use a variety of practices to motivate students and keep them engaged in lesson activities.
1.2	Individual Education Program (IEP) teams evaluate and include, when appropriate, the teaching of individualized executive function skills within the IEPs of students identified with behavioral, social/emotional, social communication and mental health needs. Teachers plan and use a variety of practices that allow students to express their acquisition and understanding of the lesson's concepts and skills.

Standard 2: Effective Supports

Statement- The special education unit supports Individual Education Program (IEP) teams in considering and implementing a wide variety of academic and behavioral supports that include the parent, student, family, and community for students with behavioral, social/emotional, social communication and mental health needs.

Indicators

2.1	Individual Education Program (IEP) teams consider and implement a variety of academic supports for students with behavioral, social/emotional, social communication and/or mental health needs.
2.2	Individual Education Program (IEP) teams consider and implement a variety of behavior supports for students with behavioral, social/emotional, social communication and/or mental health needs.
2.3	Individual Education Program (IEP) teams consider and cooperatively implement a variety of supports that can be coordinated with parents, student, family and community.

The planning process begins with a needs assessment during which data is gathered to analyze current levels of implementation of effective strategies. Based on current implementation, the local leadership team will determine the priorities to adjust, change, or implement additional strategies. ND special education directors and NDDPI administration agree that the implementation of a special education specific improvement planning process needs to be aligned with one of the currently State approved school improvement models. NDDPI received approval from *AdvancED*, the designated model, to incorporate their four level implementation performance rubric in the special education planning model.

Sample Performance Rubric

Indicator 1.1- Self-regulation	<p>a. Individual Education Program (IEP) teams evaluate and include, when appropriate, the teaching of individualized self-regulation strategies within the IEPs of students identified with behavioral, social/emotional, social communication and mental health needs.</p> <p>b. Teachers plan and use a variety of practices to motivate these students and keep them engaged in lesson activities.</p>
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Level 4	<ul style="list-style-type: none"> a. IEP teams are consistent and deliberate in evaluating the need for explicit instruction of self-regulation skills. These teams consistently use this evaluation information to write IEP goals addressing needs for explicit instruction from trained staff, or transfer of the learned skills back to the classroom setting. a. Teachers are consistent and deliberate in planning for and using multiple means of engaging these students in the activities of the entire lesson.
Level 3	<ul style="list-style-type: none"> a. IEP teams often evaluate the need for explicit instruction of self-regulation skills for these students. IEP teams often write goals on IEPs, to be implemented by trained staff, for student acquisition of these skills, as well as for transfer to a classroom setting. a. Teachers often plan for and use multiple means of engaging these students in the activities of the entire lesson.
Level 2	<ul style="list-style-type: none"> a. IEP teams sometimes evaluate the need for explicit instruction of self-regulation skills and then include goals on IEPs to address needs for explicit instruction and transfer back to the classroom setting. a. Teachers sometimes plan for and use multiple means of engaging these students in the activities of the entire lesson.
Level 1	<ul style="list-style-type: none"> a. IEP teams rarely or never evaluate the need for explicit instruction of self-regulation skills. They rarely or never include such instruction or transfer of learned skills back to the classroom setting, as goals on students' IEPs. a. Teachers rarely or never plan for and use multiple means of engaging these students in the activities of the entire lesson.

Surveys will be used by the local special education units to gather the perception of educators, parents, and community regarding the present implementation of evidence based practices and use by teachers. Lists of evidence based practices will be provided and are practices identified as having been effective in North Dakota schools. Below is a sample of the evidence based practices, though not exhaustive, that could be implemented for the self-regulation indicator:

Evidence Based Practices: Modeling, Simulations, Social Skills Training, Self-monitoring, Personal Conversations/Self-talk, Response Prompting, Procedural Prompting, Cooperative Learning, Social Communication Training, Self-questionnaire, Positive Reinforcement of Appropriate Behaviors, Charting & Self-assessment, Project Rubrics, Evaluation Rubrics, Computer-assisted Instruction, On-line Learning, Alternate Education Programs.

The North Dakota Century Code requires schools and districts, not local special education units, to conduct continuous improvement planning. The ND State Superintendent has the authority to determine the contents of school and district continuous improvement plans; and now requires each of these plans contain a goal specific to the special education program and be developed by the local special education unit. The intent of this requirement is to ensure that all schools are both informed of and participate in the goals and activities of the special education unit.

Strategy #2- Technical Assistance and Financial Support

The NDDPI Special Education Unit has annually distributed set-aside monies through a competitive grant process to fund the implementation of evidence based practices. A portion of these monies will now be

directed to assist the local special education units in conducting the new improvement planning process.

The NDDPI Special Education Unit has six regionally assigned coordinators who are the NDDPI's liaisons to the local special education units. These coordinators will be trained on the planning model and will provide technical assistance regarding that process to ensure implementation fidelity within their region. The technical assistance that the coordinators will provide regarding implementation fidelity includes: the membership and purpose of the local leadership team; survey quality; data analyses procedures; realistic, achievable and time bound goal; and, appropriate evaluation measures.

NDDPI provides annual workshops and conferences in which planning models, program improvement, and accreditation are topics. The NDDPI Special Education Unit will present the new special education planning model and its alignment to the *AdvancED* process to gain support from administrators in districts and schools. This will allow districts and schools to assist local special education units in conducting a quality planning process. NDDPI administration supports these efforts for special education program improvement.

Strategy #3- Assistance with Professional Development

The NDDPI Special Education Unit will review the goals and activities of each local special education unit's improvement plan to identify activities that are common regionally or throughout the state. NDDPI special education funding will be used to support these common professional development activities delivered on a statewide or regional basis. NDDPI will solicit proposals for professional development and training by presenters, professional development organizations, institutions of higher education and the Regional Education Associations (REAs). Activities may include building on existing initiatives and replicating evidence based practices identified and implemented in ND model sites. A priority will be placed on those activities that address the implementation of practices at the secondary level.

Activities specific to a local special education unit or group of units will need to be considered for assistance. The existing competitive grant process can be used for local special education units to access funds to assist them with implementing quality professional development focused on the implementation of evidence based practices. A funding priority will be placed on the implementation of practices for students at the high school level whose graduation performance will have the greatest effect on our SiMR targets.

Strategy #4- Assistance with Progress Monitoring and Evaluation

NDDPI Regional Coordinators will provide technical assistance in determining appropriate formative and summative evaluation measures during the planning process. The local special education unit will be held accountable by NDDPI to administer those measures, gather data, and analyze according to the frequency listed within their plans. Local special education unit directors will report a summary of that analysis and the resulting actions to their local unit board of directors and to the NDDPI Special Education Unit. In addition, each school will also report progress on the special education goals to their district board of directors and to other NDDPI Units. After plan development and submission, NDDPI Regional Coordinators will provide technical assistance focused on the aforementioned evaluation activities.

Strategy #5- Promote an Increase in Availability of Public and Private Mental Health Services

North Dakota state level partners who provide advocacy and services for students and adults with developmental disabilities identified inappropriate behaviors and inadequate social and emotional skills as significant concerns due to the lack of mental health and behavioral services. The partners include the Department of Human Services, Pathfinders parent training center, the Department of Corrections- Juvenile Services division, various private providers, and stakeholders in the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. NDDPI, along with the public and private agencies, can promote legislation and resource allocation that increase the mental health services available to address the needs of North Dakota's citizens, especially those of students enrolled in North Dakota schools.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

[NDDPI Theory of Action](#) NDDPI Theory of Action



Provide a description of the provided graphic illustration (optional)

Description of Illustration

The North Dakota Department of Public Instruction (NDDPI) theory of action is a linear design that aligns with the Department's vision and mission. It explains the flow from the primary strategy of the State Systemic Improvement Plan (SSIP) to the State identified Measureable Result (SiMR). Leadership provided by NDDPI through the form of technical assistance, resource allocation, and relationship building will result in an increase in the implementation of evidence based practices necessary to improve the three components of the scope of work. Improving the three components will result in the increase of the SiMR- the extended six year graduation rates for students identified with emotional disturbance.

OSEP Response

Required Actions

Certify and Submit your SPP/APR

This indicator is not applicable.