

**Part B Annual Performance Report
Status of Program Performance**

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area I: General Supervision	
Question:	Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probes:	<p>GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?</p> <p>GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?</p> <p>GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?</p> <p>GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?</p> <p>GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?</p>
State Goal (for reporting period July 1, 2002 through June 30, 2003): ND will maintain effective general supervision systems for compliance and data collection to ensure implementation of IDEA so that children with disabilities will receive FAPE in the LRE.	
GS I. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): The general supervision instruments and procedures (including monitoring, complaint, and hearing resolution, etc.) used by NDDPI identify and correct IDEA noncompliance in a timely manner.	
*GS II. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.	
GS III. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): Complaint investigations, mediations and due process hearings and reviews are completed in a timely manner.	
*GS IV. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): NDDPI ensures there are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in ND.	
*GS V. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): NDDPI procedures and practices ensure collection and reporting of accurate and timely data.	

GS I. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **The general supervision instruments and procedures (including monitoring, complaint, and hearing resolution, etc.) used by NDDPI identify and correct IDEA noncompliance in a timely manner.**

1. GS.I Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachment 1 when completing this cell.*):

ATTACHMENT 1
Cluster Area I: General Supervision
Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data
 (Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, *General Supervision*, Cell I, *Baseline/Trend Data*)

Ia: Formal Complaints

(1) July 1, 2002 - June 30, 2003 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints Pending as of: ___/___/___ <i>(enter closing date for dispositions)</i>
TOTALS	37	15	22	0	37	0

Ib: Mediations

(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: ___/___/___ <i>(enter closing date for dispositions)</i>
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	0	0	0	0	0

Ic: Due Process Hearings

(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held <i>(fully adjudicated)</i>	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: ___/___/___ <i>(enter closing date for dispositions)</i>
TOTALS	4	0	0	0

1.	GS. I: Targets (for reporting period July 1, 2002 through June 30, 2003): ND will maintain implementation of effective instruments and procedures to identify and correct IDEA noncompliance in a timely manner.
2.	GS. I: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): ND maintained the performance of the system for procedures to identify and correct IDEA noncompliance in a timely manner.
3.	GS. I: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): ND will maintain implementation of effective instruments and procedures to identify and correct IDEA noncompliance in a timely manner.
4.	GS. I: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): NDDPI is currently restructuring staff roles and responsibilities for the purpose of employing a full time person responsible for early intervention activities related to dispute resolution. This position will be based on a model currently used by the Montana Office of Public Instruction.
5.	GS. I: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Summer 2004 employment begins for 1 FTE dedicated to early intervention dispute resolution activities.

GS II. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.**

1. GS. II: Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachment 1 when completing this cell.*):

The North Dakota Collaborative Review Monitoring Process was implemented in five pilot site LEAs during the 1999-2000 school year. The process is structured around the six principles of IDEA:

1. Zero Reject
2. Nondiscriminatory Assessment
3. Free Appropriate Public Education
4. Least Restrictive Environment
5. Parent Participation; and
6. Procedural Safeguards.

The LEA conducts a Self-Assessment over the period of one year by collecting and analyzing data from multiple sources including internal file review, stakeholder surveys, parent focus groups, and public input meetings. Local steering committees are comprised of stakeholders, including parents of children with disabilities. Subsequent stages of the Collaborative Review Monitoring Process include the on-site Verification Review visit conducted by NDDPI staff, correction of noncompliance, improvement planning, and progress reporting.

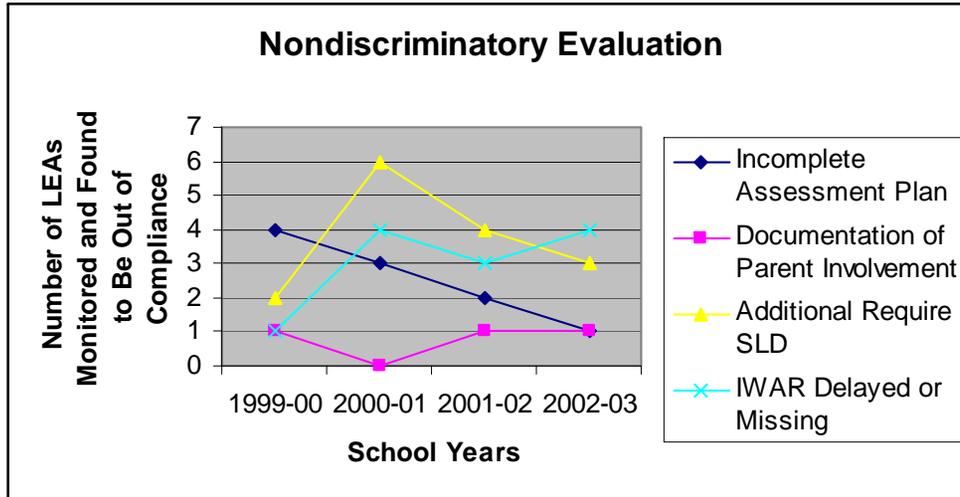
Currently, all LEAs in North Dakota have participated in the Self-Assessment, Verification Review, and Improvement Planning. Data from the 2003-04 school year will be compiled during the summer 2004.

LEA Participation in CIMP

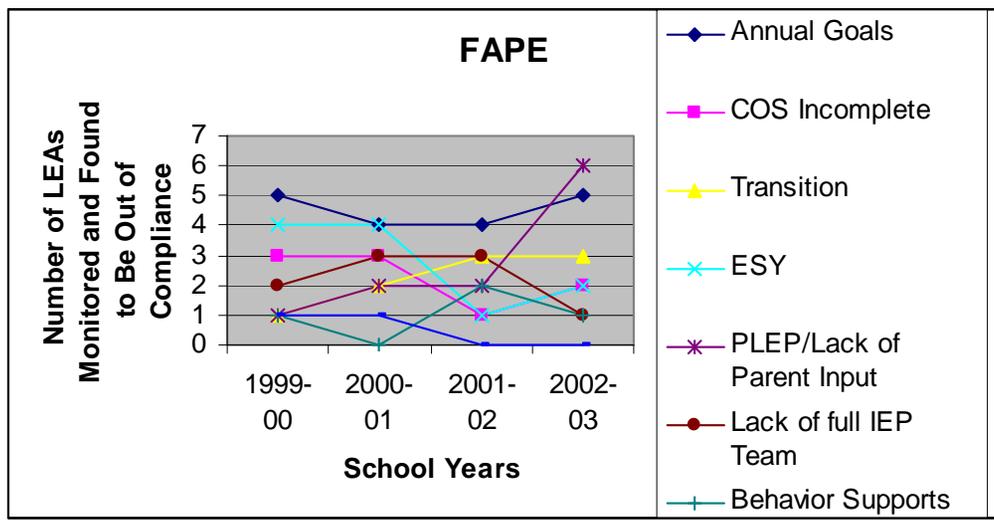
	Pilot Year				Current Year
	1999-00	2000-01	2001-02	2002-03	2003-04
Number of LEA Special Education Units	5	8	5	8	6
Child Count of Units	1,676	3,964	1,696	4,306	2,105
Percentage of Statewide Child Count	12.31%	29.04%	12.44%	30.98%	14.99%

Comparison of noncompliance issues identified through the Verification Review Process are shown in the graphs below.

Graphs should be interpreted with caution since LEAs monitored during designated years vary widely in size of LEA and percentage of child count. The graphs are useful however for showing a “snapshot” of repeated areas of noncompliance over the four year period of time and areas where noncompliance was improved.



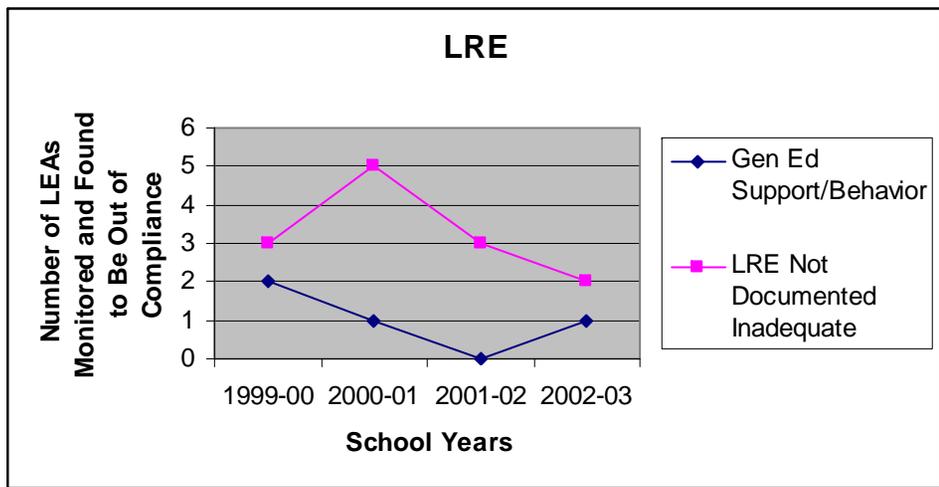
Noncompliance in Nondiscriminatory Evaluation – LEAs improved compliance for including all components in assessment planning. Compliance for addressing additional requirements in SLD assessment has improved somewhat but is still an issue in about half of the LEAs monitored. Documentation of parent involvement in the assessment process does not appear to be a significant area of noncompliance. Missing or delayed Integrated Written Assessment Report (IWARs) appears to be a significant area of concern for the majority of the LEAs monitored.



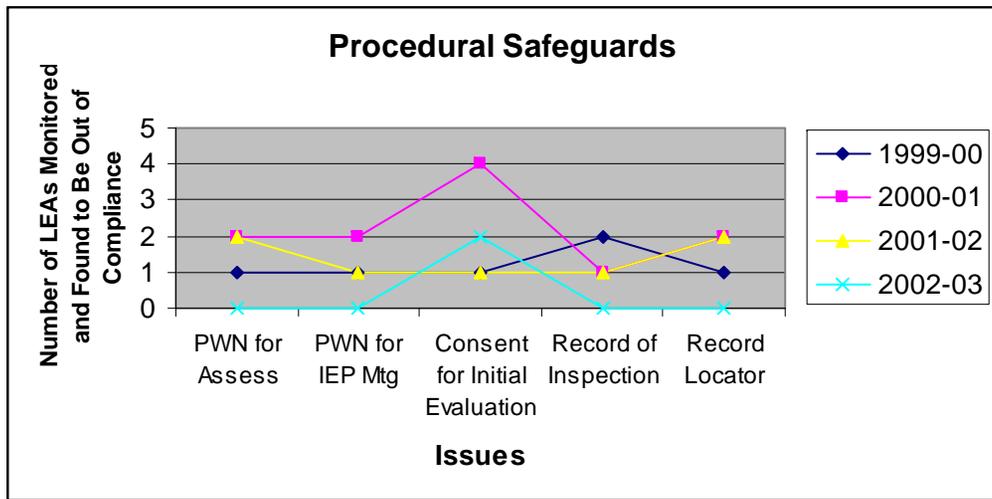
Noncompliance in Provision of Free Appropriate Public Education (FAPE) – The area of Extended School Year (ESY) for documentation of discussion, and provision of appropriate ESY services, improved significantly from 1999-00 to 2002-03. NDDPI developed and disseminated ESY Guidelines in April 2000.

Lack of documentation of parent input in the Present Levels of Educational Performance (PLEP) has risen to a significant concern level.

Standards for Annual Goals are consistently not met over the four year period of time. Further analysis of noncompliance for Annual Goals indicates that goals do not reflect a desired ending level of performance, are not measurable, are not attainable in one year, and are not individualized. Generally, short-term objectives are more descriptive and do meet standards. Appropriate documentation for all areas of secondary transition continues to be an area of concern across all LEAs. Secondary transition was cited as an area of noncompliance in the 1999 OSEP Monitoring Report.



Noncompliance in the Area of Least Restrictive Environment (LRE) – The most common area of noncompliance is the lack of documentation of LRE discussion.



Noncompliance in the Area of Procedural Safeguards – Documentation of consent for Initial Evaluation found in student files has improved somewhat. Other areas of compliance for procedural safeguards have shown improvement.

NDDPI summarizes and analyzes, mediation, complaint, and due process information on an annual basis. Noncompliance issues identified are analyzed to determine patterns of systemic violations. The annual summary is presented to the North Dakota IDEA Advisory Committee, LEA Special Education Administrators, the North Dakota Parent Training and Information staff, and the North Dakota Protection and Advocacy Project staff. The annual summary includes a section entitled "What we've learned...."that includes general suggestions for improvement which can be applied in all LEAs.

Summary of Issues and Violations are inserted below for 2000-01, 2001-02, and 2002-03. Detailed reports indicating specific violations are located on the NDDPI website at <http://www.dpi.state.nd.us/speced/resource/comply/index.shtm>

Requests for Complaint Investigation – September 2000 – August 2001

Date of Complaint	Issue(s)	Violation of IDEA found?	
1	10/10/00	1. Procedural safeguards	No
2	11/15/00	1. Procedural safeguards	Raised no issue that could be addressed
3	1/10/01	1. FAPE (services)	Withdrawn
4	1/24/01	1. Evaluation 2. Procedural safeguards 3. FAPE (services)	Yes
5	3/15/01	1. Evaluation	No
6	3/7/01	2. Evaluation 3. Procedural safeguards	Yes
7	3/29/01	1. Evaluation 2. Procedural safeguards	Yes
8	4/9/01	1. Evaluation 2. FAPE (services)	No
9	4/11/01	1. FAPE (services)	Withdrawn
10	4/17/01	1. Evaluation 2. FAPE (services) 3. Procedural safeguards	Yes
11	5/16/01	1. FAPE (services)	Yes
12	5/16/01	1. FAPE (services) 2. Procedural safeguards	No
13	5/16/01	1. Confidentiality	Returned to Complainant*
14	7/3/01	1. FAPE 2. Procedural safeguards	Referred to BIA

*Referred to ESPB (Education Standards & Practices Board)

Requests for Complaint Investigation – September 2001 – August 2002

1	Date of Complaint	Issue(s)	Violation of IDEA found?
1	9/25/01	1. FAPE	No
2	10/29/01	1. Procedural safeguards 2. Evaluation 3. FAPE	1. Yes 2. No 3. No
3	11/13/01	1. FAPE 2. LRE 3. Procedural safeguards 4. FAPE 5. FAPE	1. Yes 2. No 3. No 4. Yes 5. Yes
4	11/30/01	1. FAPE 2. FAPE 3. FAPE	1. Yes 2. Yes 3. No
5	1/4/02	1. LRE 2. Procedural safeguards	1. Yes 2. No
6	3/18/02	1. FAPE 2. Evaluation	No investigation, timeframe expired
7	4/15/02	1. FAPE 2. FAPE 3. FAPE	1. No 2. No 3. Yes
8	4/25/02	1. Procedural safeguards 2. Procedural safeguards	1. Yes 2. No
9	5/8/02	1. FAPE 2. Procedural safeguards	1. No 2. Yes
10	5/10/02	1. FAPE	Yes
11	6/28/02	1. Procedural safeguards 2. Evaluation 3. LRE 4. FAPE	1. No 2. No 3. No 4. No
12	7/9/02	1. FAPE 2. FAPE 3. FAPE	1. Yes 2. No 3. Yes

Requests for Complaint Investigation – September 2002 – August 2003

DATE OF COMPLAINT		ISSUE(S)	IDEA VIOLATION(S)
1	9-17-02	Procedural Safeguards	No
2	11-8-02	1] Services, 2] Procedural Safeguards, 3] Evaluation, 4] Services, 5] Procedural Safeguards	1] No, 2] Yes, 3] No, 4] No, 5] No
3	11-8-02	1] Services, 2] Services, 3] Services, 4] FERPA	1] Yes, 2] No, 3] Yes, 4] No
4	11-8-02	1] Services, 2] Services, 3] Services, 4] FERPA	1] Yes, 2] No, 3] Yes, 4] No
5	11-8-02	1] Services, 2] Services, 3] Services	1] No, 2] Yes, 3] Yes
6	11-8-02	1] Services, 2] Procedural Safeguards	1] Yes, 2] Yes
7	11-8-02	1] Evaluation / Identification, 2] Services	1] Yes, 2] No
8	11-8-02	A. <u>Evaluation / Identification</u>	Yes
9	11-13-02	1] Services, 2] Placement, 3] Procedural Safeguard	1] No, 2] No, 3] No
10	11-13-02	1] Services, 2] Placement, 3] Procedural Safeguard	1] No, 2] No, 3] No
11	11-13-02	1] Services, 2] Placement, 3] Procedural Safeguard	1] No, 2] No, 3] No
12	11-13-02	1] Services, 2] Placement, 3] Procedural Safeguard	1] No, 2] No, 3] No
13	11-13-02	1] Services, 2] Placement, 3] Procedural Safeguard	1] No, 2] No, 3] No
14	11-13-02	1] Services, 2] Placement, 3] Procedural Safeguard	1] No, 2] No, 3] No
15	11-13-02	1] Services, 2] Placement, 3] Procedural Safeguard	1] No, 2] No, 3] No
16	11-13-02	1] Services, 2] Placement, 3] Procedural Safeguard	1] No, 2] No, 3] No

DATE OF COMPLAINT		ISSUE(S)	IDEA VIOLATION(S)
17	11-13-02	1] Services 2] Placement 3] Procedural Safeguard	1] No, 2] No, 3] No
18	11-13-02	1] Services 2] Placement 3] Procedural Safeguard	1] No, 2] No, 3] No
19	11-13-02	1] Services 2] Placement 3] Procedural Safeguard	1] No, 2] No, 3] No
20	11-15-02	1] Services 2] Services 3] Services	1] Yes, 2] Yes, 3] Yes
21	11-15-02	1] Services 2] Services	1] Yes, 2] Yes
22	11-18-02	1] Eligibility 2] Services	1] Yes, 2] No
23	11-18-02	1] Eligibility 2] Services	1] Yes, 2] No
24	11-29-02	1] Procedural Safeguards 2] Evaluation	1] No, 2] No
25	12-4-02	1] Services 2] Services 3] Services	1] No, 2] Yes, 3] No
26	1-3-03	1] Services 2] Services 3] Services 4] Services 5] Services	1] No, 2] No, 3] No, 4] No, 5] No
27	1-3-03	1] Services 2] Services 3] Services 4] Services 5] Services	1] No, 2] No, 3] No, 4] No, 5] No
28	1-17-03	1] Services 2] Services 3] Procedural Safeguards	1] Yes, 2] Yes, 3] Yes
29	1-27-03	1] Placement 2] Services 3] Services	1] No, 2] No, 3] No
30	1-27-03	1] Lack of Interagency Agreement	1] No
31	2-27-03	1] Services 2] Services	1] Yes, 2] Yes
32	2-27-03	1] Services 2] Services 3] Services 4] Services	1] No, 2] No, 3] No, 4] No
33	3-5-03	1] Services 2] Services	1] No, 2] No

<p>2. GS. II: Targets (for reporting period July 1, 2002 through June 30, 2003): NDDPI will review progress of LEAs using information from current self-assessment and verification reviews for the 2003-04 school year to complete the 5 year rotation cycle that required all LEAs to participate in the self-assessment process.</p>
<p>3. GS. II: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Analysis of data when compared to “ND Self-Assessment 1998” shows systemic issues of non-compliance to be:</p> <p>Missing or delayed IWARs,</p> <p>Lack of documentation of parent input in the PLEP,</p> <p>Annual goals do not have all components,</p> <p>Secondary transition documentation,</p> <p>Documentation of LRE discussion, and</p> <p>Consent for initial evaluation placed in student file.</p> <p>NDDPI recognizes the need for increased capacity for accurate data collection and analysis at all levels, especially at the building level. The North Dakota General Supervision Enhancement Grant (implemented in Winter 2003-04) will be the vehicle for the shift to focused monitoring and improvement planning for compliance with IDEA.</p>
<p>4. GS. II: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): GSEG Goals:</p> <ol style="list-style-type: none"> 1. ND will have coordinated systems and procedures for collecting and sharing relevant and usable Part B and Part C data with key stakeholders. 2. Key stakeholders will be trained to effectively analyze and use existing programmatic and statewide data to improve services for infants, toddlers and youth with disabilities. 3. ND will have the capacity to support future efforts to analyze systems and effectively track data to ensure quality educational service improvement procedures.
<p>5. GS. II: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Complete data collection/analysis for 2003-04 school year. GSEG activities will develop a model for building-level data-driven focused monitoring and school improvement.</p>
<p>6. GS.II: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Winter/Spring 2004 – General Supervision Enhancement Grant personnel will conduct stakeholder meetings to gather data sets and develop the CIFMS model.</p> <p>May, 2004 – Completion of curriculum for CIFMS model, including data analysis component.</p> <p>June, 2004 – Presentation of CIFMS model to statewide IDEA Advisory Committee and Statewide Interagency Coordinating Council (Part C) for feedback.</p> <p>Summer, 2004 – Training for pilot sites.</p> <p>Fall, 2004 – Implementation of CIFMS in pilot sites. Note: The 2004-2005 school year will encompass a transition period for the shift to a building level CIFMS model.</p>

GS III. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **Complaint investigations, mediations and due process hearings and reviews are completed in a timely manner.**

1. GS. III: Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachment 1 when completing this cell.*):

The number of mediations and due process hearings in North Dakota since 2000-01 have been minimal and all were completed/addressed within stated timelines.

Trend data for complaints completed/addressed within timelines (60 days) is given below. It should be noted that during the 2002-03 school year, twelve out of the total of 33 complaints filed were from one small rural school district and violations identified were directly related to lack of qualified staff. The district has since come into compliance during the current 2003-04 school year by recruiting and employing appropriately qualified staff.

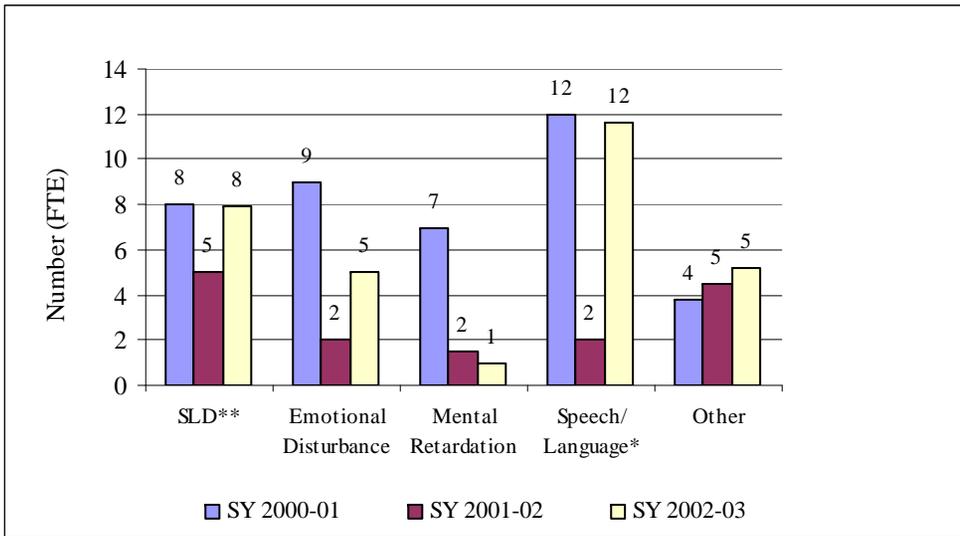
Complaints		
Year	Total Number of Complaints	Number of Complaints Completed/Addressed within Timelines
1999-00	16	16
2000-01	14	14
2001-02	15	15
2002-03	33	33

1. GS. III: Targets (for reporting period July 1, 2002 through June 30, 2003): ND will maintain implementation of effective instruments and procedures to ensure completion of complaint investigations, mediations, and due process hearings in a timely manner.
2. GS. III: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): There is no slippage in this area.
3. GS. III: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Maintenance
4. GS. III: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Maintenance. Continue data collection and analysis. Continue to share Annual summary with LEA administrators, IDEA Advisory Committee, North Dakota Parent Training and Information Center (NDPTI), North Dakota Protection and Advocacy Project (ND P&A Project), and post on department website.
5. GS.III: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Maintenance of staff position and funding for complaint investigation.

GS IV. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **NDDPI ensures there are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in ND.**

1. GS. IV Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachment 1 when completing this cell.*):

Figure 1. Unfilled Special Education Positions Statewide (SY 2000-01- SY 2002-03)



**SLD - Special Learning Disability

* Speech or Language Pathology unfilled positions may be undercounted since some positions are temporarily occupied by assistants working under the supervision of a Master's level Speech/Language Pathologist

Source: North Dakota State Improvement Grant coordination

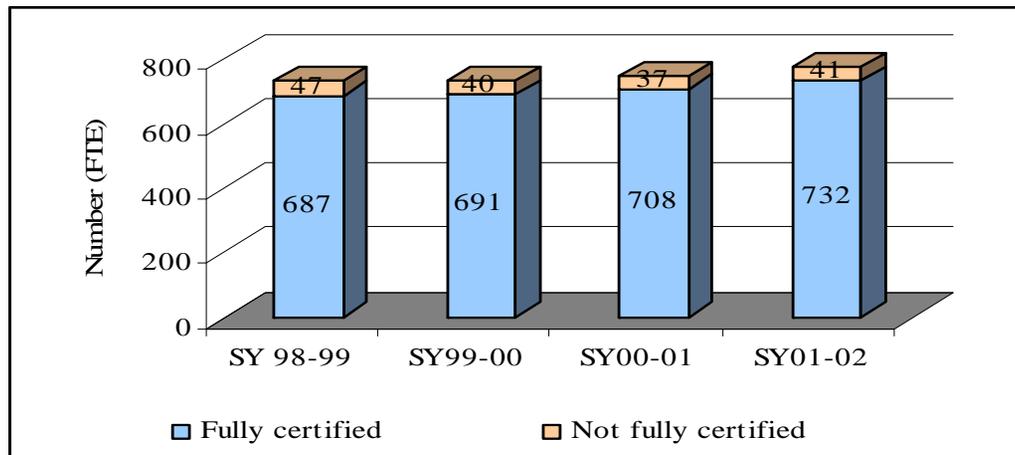
It should be noted that data submitted by LEAs during the 2001-02 school year may be questionable. Beginning with the 2002-03 school year, data submitted is verified by direct contact from SEA staff.

During SY2001-02, 124 special education licenses and 235 credentials were issued (information for SY 2002-03 is not available at this time).

Figure 2. Number of Special Education Teachers for Ages 6-21 in Full Time Equivalency (FTE) by Certification Status (SY 1998-99 to SY 2001-02)

Review of North Dakota Special Education Personnel Data (SY 1998-99 – SY 2001-02)

As displayed in Figure 2, the number of special education teachers for students ages 6-21 has increased during this period, while the number of special education teachers who are not fully certified has remained approximately the same. In SY 1998-99, 6.4% of the teachers were not fully certified, while in SY 2001-02, 5.3% did not have full certification. The variations from one to another are not statistically significant.

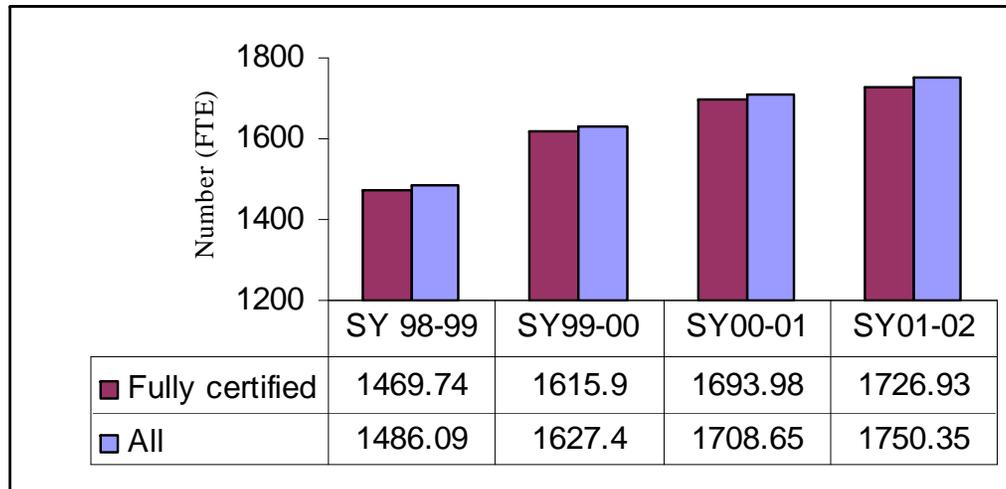


School Year	Fully Certified		Not Fully Certified		Total (by SY)	
	N	%	N	%	N	%
1998-99	687	93.6	47	6.4	734	100.0
1999-00	691	94.5	40	5.5	731	100.0
2000-01	708	95.0	37	5.0	745	100.0
2001-02	732	94.6	41	5.3	773	100.0

Source: North Dakota Department of Public Instruction; Table: Number and type of personnel employed (in full-time equivalency) to provide special education and related services for children with disabilities.

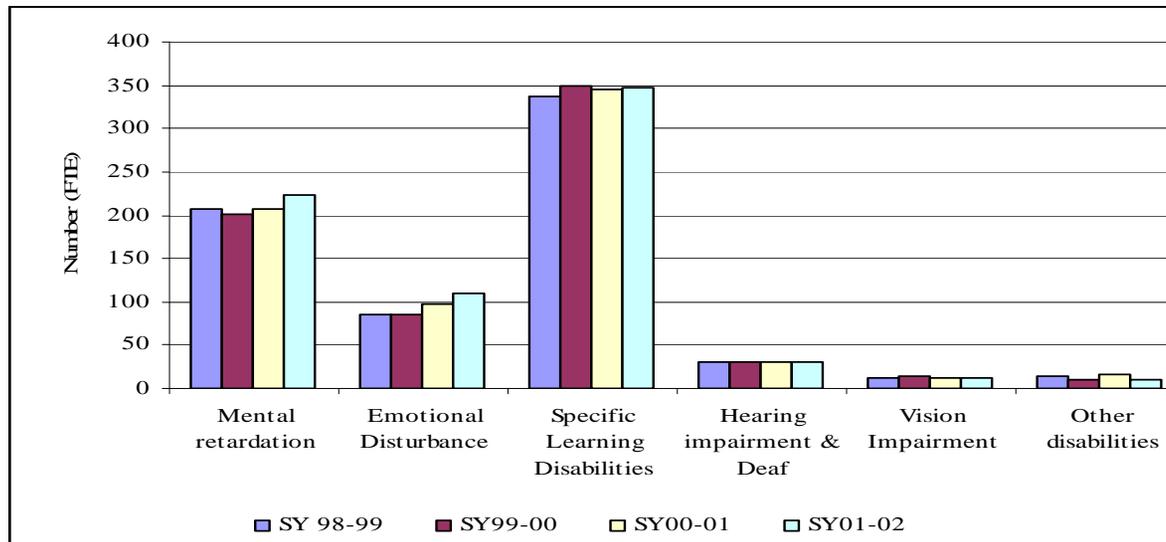
The number of other special education and related services personnel for students ages 6-21 has also increased in the past four years, as displayed in Figure 3. More than 98% of these personnel are fully certified. The percentage of fully certified special education personnel in the state has remained high in the past four years: between 94% and 95% for special education teachers and about 99% for other special education and related services personnel. As displayed in Figure 4, three specialties predominate among special education teachers: specific learning disabilities, emotional disturbance and mental retardation. Teachers serving students with emotional disturbance and specific learning disabilities constitute the largest group of not fully certified teachers, seen in Figure 5.

Figure 3. Number of Other Special Education and Related Services Personnel for Ages 6-21 in Full Time Equivalency (SY 1998-99 to SY 2001-02)



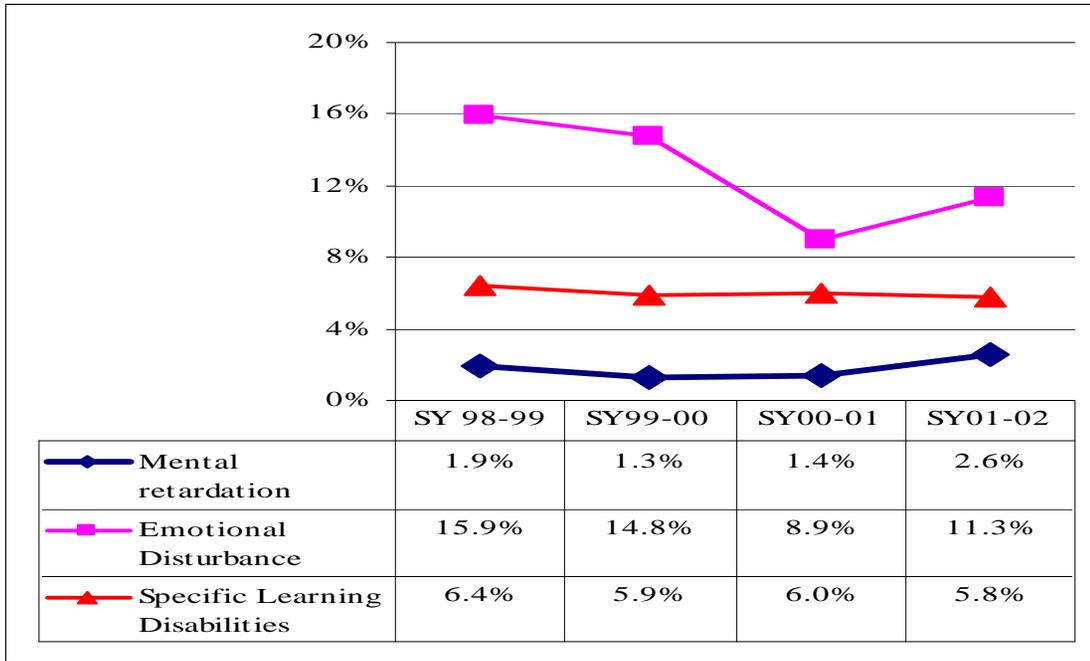
Source: North Dakota Department of Public Instruction; ibid.

Figure 4. Number of Special Education Teachers for Ages 6-21 in Full Time Equivalency by specialty (SY 1998-99 to SY 2001-02)



Source: North Dakota Department of Public Instruction; ibid.

Figure 5. Percentage of special education teachers for age 6-21 without full certification by specialty* from SY 1998-99 to SY 2001-02



*Only specialties with more than 50 teachers were included

Source: North Dakota Department of Public Instruction; ibid.

2002-2003 Personnel Not Fully Certified as reported to OSEP on Table 2: Number and Type of Teachers Employed to Provide Special Education and Related Services for Children with Disabilities (FTE)

Preschool Teachers	4.38 (Approved TNT* Status = 2)
Special Education Teachers:	
Mental Retardation	1.5
Hearing Impairment	.5
Vision Impairment	1.0
Emotional Disturbance	5.19 (Approved TNT* Status = 4)
Other Health Impairment	.03
Specific Learning Disability	22.08 (Approved TNT* Status = 14)
Related Services Personnel:	
Work Study Coordinators	1.0
Psychologist	2.0
Speech Pathologist	3.0

*TNT is "tutor-in-training" status approved by NDDPI. Status is given only to licensed teachers who have University approved programs of study and appropriate supervision from a credentialed special education teacher.

In summary, North Dakota has a large cadre of teachers and other special education personnel who are fully certified, but certification needs are concentrated in specific areas, including teachers for students with emotional disturbance and specific learning disabilities, speech-language pathologists, and school psychologists. Unfilled positions in these areas are also high when compared to other areas, and require attention. Goal 1 of the SIG addresses the needs for recruitment and retention of qualified personnel with a focus on the areas of greatest needs. Within Goal 2, The Resident Teacher program, SIG objective 2.2.3, prepares Master's degree students in special education for a new generalist certification that qualifies them to teach in the three areas of greatest demand: specific learning disabilities, emotional disturbance and mental retardation. The SIG supplement grant has focused on the expansion of the Resident Teacher program to two other universities, and the implementation of a program to qualify Speech-Language Pathologists, thus addressing two areas identified as of need.

2. GS. IV: Targets (for reporting period July 1, 2002 through June 30, 2003): To increase to 100% the number of appropriately qualified personnel to meet the educational needs of children with disabilities in ND.

3. GS. IV: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Insufficient numbers of appropriately qualified personnel was identified by OSEP in the 1999 ND Compliance Monitoring Report. In response to this report, NDDPI prepared, submitted and received the State Improvement Grant (SIG) beginning in the year 2000. NDDPI is currently in year four of the 5 year State Improvement Grant. Goal 1 of the SIG focuses on this compliance issue. NDDPI was subsequently awarded a supplemental grant to support the specific area of speech language pathology.

4. GS. IV: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): To increase to 100% the number of appropriately qualified personnel to meet the educational needs of children with disabilities in ND.

<p>5. GS. IV: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Primary goals of the North Dakota State Improvement Grant (SIG) addresses personnel needs in special education. The SIG was awarded to North Dakota in June 2000.</p> <p>ND SIG Goal 1. ND will have the necessary personnel to ensure effective services for children and youth with disabilities.</p> <p>ND SIG Goal 2. Preservice and professional development systems will build capacity of general education, educational administration, and related services personnel and families to ensure quality education for all students.</p> <p>A SIG program supplement grant was awarded on September 27, 2002 for performance period July 1, 2002 to June 30, 2005.</p> <p>SIG objectives include improved recruitment and increased retention of qualified personnel while addressing diversity through active recruitment of person with disabilities and members of minority groups.</p> <p>Recruitment and training efforts are supported by the following statewide programs and options.</p> <ol style="list-style-type: none"> 1) Summer traineeship are awarded to individuals participating in approved special education training programs. Traineeships are awarded in the areas of specific learning disabilities, emotional disturbances, mental retardation, early childhood special education, speech/language therapy and deaf education. 2) The Resident Teacher program at the University of North Dakota is supported by SIG funds. The program places licensed teachers in schools who are in the process of completing requirements for special education credentials. During the training program, the Resident Teachers complete required courses and are supported by university mentors and experienced teachers while actually working in a school system. Twenty-seven Resident Teachers participated during the 2002-2003 school year. 3) The statewide tutor in training program provides a process for general education teachers to receive additional training in the areas of specific learning disabilities and emotional disturbances while teaching under appropriate supervision and completing required coursework. 4) The special education strategist credential is a newly legislated option that allows one teacher, who completes an approved training program, to provide special education services in the areas of mental retardation, emotional disturbance, and specific learning disabilities. This option allows smaller, rural schools in ND to provide comprehensive services to children with disabilities.
<p>6. GS.IV: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): SIG funding for year five includes school year 2004-2005.</p>
<p>GS V. Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): NDDPI procedures and practices ensure collection and reporting of accurate and timely data.</p>
<p>1. GS.V Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachment 1 when completing this cell.</i>): _NDDPI has consistently complied with OSEP data submission requirements.</p>
<p>2. GS. V: Targets (for reporting period July 1, 2002 through June 30, 2003): NDDPI will maintain collection and reporting of accurate and timely data.</p>
<p>3. GS. V: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): NDDPI staff continue to participate in annual Data Managers' Meeting sponsored by Westat and OSEP, in addition to collaboration with Performance Based Data Management Initiative (PBDMI) efforts sponsored by the US Department of Education.</p>
<p>4. GS. V: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): GSEG Goals will expand capability for accurate CIFMS data collection.</p>
<p>5. GS. V: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Transfer from current child count reporting system to Online Reporting System (ORS). Conduct field-based needs assessments regarding web-based IEP reporting system.</p>
<p>6. GS.V: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Spring 2004 - Introduction of ORS (online reporting system) for Annual Child Count.</p> <p>Summer 2004 – Training for LEA administrators and business managers.</p> <p>November/December 2004 – Implementation of ORS Child Count and submission of data to OSEP.</p>

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal (for reporting period July 1, 2002 through June 30, 2003): All children in North Dakota eligible for Part B services receive special education and related services by their third birthday.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): Analysis of Part C exit data.

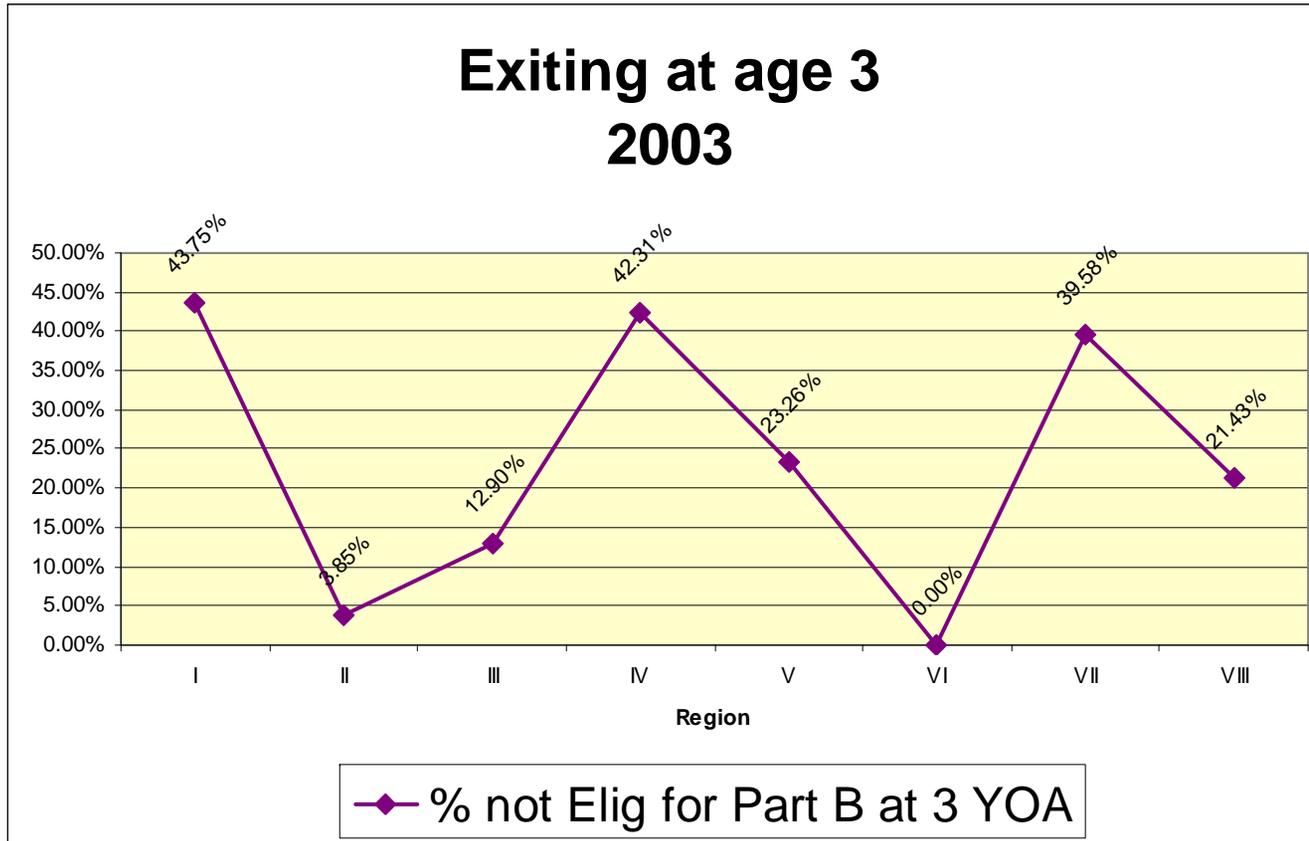
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

Infants/Toddlers Exiting Part C Services/Programs

Year	2001	2002	2003
Exiting Part C	254	244	317
Part B Elig	156	131	166
Not Elig for Part B	21	37	52
Part B Elig not Determined	4	6	5
Deceased	1	3	2
Moved out of state	43	31	33
Withdrawal by Parent	13	27	41
Attempts to contacts unsuccessful	4	9	17
Exited at 3	193	174	224
	0.8083	0.7529	0.7411
% not Elig for Part B at 3 YOA*	19.17%	24.71%	25.89%

*In discussion with the SEA administrator for Part C programs, it was noted that some children who received Early Intervention Services may no longer be in need of, or found eligible for, Part B services due to success of programming efforts and/or developmental gains.

*Analysis – The Part C programs of ND are based on 8 human services regions in the state. There are also regional quality assurance committees for Part C. However, Part B services are administered through multi-district cooperatives that do not match the Part C service regions. This graph illustrates variances between the Part C service regions in the percentage of children who are not eligible for Part B services at 3 years of age. This data will be analyzed further to identify potential programmatic factors that may be affecting eligibility.



2. Targets (for reporting period July 1, 2002 through June 30, 2003): In 2002-2003 the IDEA Part B and Part C advisory committees in North Dakota officially agreed to joint meetings for the purpose of improving collaboration between these partners who implement IDEA in our state. There are separate lead agencies for Part B and Part C in North Dakota. An early outcome of this increased collaboration was a series of meetings with Part C and Part B service providers and stakeholders. Results of those meetings included a framework for revision of monitoring practices for the purpose of improving transition from Part C to Part B. In the spring of 2003 the separate lead agencies prepared and jointly submitted a proposal to the USDOE for a general supervision enhancement grant (GSEG). The first goal of the GSEG awarded to NDDPI is: Establish a coordinated system and procedures for collecting and sharing Part B and Part C data.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): The 1999 OSEP compliance monitoring report cited noncompliance in the area of early children transition for Part C but not for Part B.

<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): NDDPI in collaboration with ND Department of Human Services (Part C lead agency) will accurately measure parent satisfaction for delivery of services to eligible children when transitioning to Part B at age 3. NDDPI will use available, or obtain additional data, to analyze reasons for exit when children are determined to be ineligible for Part B; i.e., exit to other programs and exit with no referrals.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): A Statewide Transition Workgroup comprised of field personnel, Part C and Part B agency representatives, and parents will continue development of a "Parent Interview Concerning Transition Services" – (Attachment 4). The workgroup will also develop statewide Transition Guidelines. The ND General Supervision Enhancement Grant, received in Fall 2003, includes goals, strategies, and activities to develop and implement a coordinated system for collecting and analyzing relevant and usable Part B and Part C data for focused monitoring and improvement planning purposes.</p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>Continued work of the Transition Workgroup. Begin use of "Parent Interview Concerning Transition Services" – Winter 2004.</p> <p>Coordinated Part C and Part B analysis of transition survey data – Spring 2005.</p> <p>General Supervision Enhancement Grant funded through September 30, 2004.</p> <p><u>Resources:</u> Part C Exit Data and Parent Survey Data.</p>
<p>Cluster Area III: Parent Involvement</p>
<p>Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?</p>
<p>State Goal (for reporting period July 1, 2002 through June 30, 2003): The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.</p>
<p>Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): In the future the Performance Indicator will be based on an analysis of parent responses to web based perception surveys completed on a statewide basis in a timely manner following completion of the IEP process.</p>
<p>1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): Currently ND does not collect comprehensive data to measure parent involvement on a statewide basis, however, development of a statewide web-based parent survey is currently in process. NDDPI has provided parent perception surveys to be used by the LEA as part of their self-assessment procedures within the continuous improvement monitoring process, however statewide data collection and analysis has not been implemented.</p>
<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003): NDDPI will establish target(s) regarding parent involvement after analysis of comparative baseline data gathered from parent surveys.</p>

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): State Improvement Grant objectives include strategies to enhance family involvement.

1. Periodic roundtable of agencies involved with families
2. Invite parent/family involvement organizations to participate in personnel development sensitive to family needs
3. Provide parent stipends for participation in conferences, workshops, etc. related to IDEA
4. Utilize parent liaisons to advise the SIG activities
5. Parent focus group activities across the state
6. Development of culturally sensitive parent documents

The State Improvement Grant has targeted funding to support four pilot schools sites in development of data driven school improvement based on methods and materials developed by Dr. Victoria Bernhardt. A strong component of this model addresses parent satisfaction for improvement planning purposes, however data collected was not specific to parents of children with disabilities.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): NDDPI will establish target(s) regarding parent involvement after analysis of comparative baseline data gathered from parent surveys.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Finalize and implement web based parent perception surveys statewide targeted specifically to parents of children with disabilities who are receiving special education services. (See Attachment 5). Analysis and reporting back to LEAs for the purpose of local improvement planning efforts. Continued consultation with Dr. Victoria Bernhardt, for ongoing implementation and analyses of parent perception survey. Dr. Bernhardt will assist LEAs in interpretation and improvement planning efforts related to parent involvement.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

LEA training for use of web-based parent perception surveys – Summer/Fall 2004.

Implementation and data collection –2004-2005 school year.

Statewide analysis – Spring 2005.

Resources: NDDPI Management Information (MIS), SIG, ND GSEG System, Dr. Victoria Bernhardt.

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I** Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?
- BF.II** Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
- BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V** Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI** Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

State Goal (for reporting period July 1, 2002 through June 30, 2003): All children in ND with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

BF. I: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **The percentage of students with disabilities receiving special education; by race/ethnicity, is proportionate to the percentage of children, by race/ethnicity, in the general population; and their educational environments and disability categories are proportionate to national data.**

***BF. II: Performance Indicator(s)** (for reporting period July 1, 2002 through June 30, 2003): **ND high school graduation rates and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for non-disabled children.**

***BF. III: Performance Indicator(s)** (for reporting period July 1, 2002 through June 30, 2003): **Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within ND.**

***BF.IV: Performance Indicator(s)** (for reporting period July 1, 2002 through June 30, 2003): **Performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their non-disabled peers.**

BF.V: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **Children with disabilities in ND including preschool are educated with nondisabled peers to the maximum extent appropriate.**

BF.VI: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **There is improvement in the area of early language/communication, pre-reading and social-emotional development for preschool children with disabilities in ND receiving special education and related services.**

BF. I: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **The percentage of students with disabilities receiving special education; by race/ethnicity, is proportionate to the percentage of children, by race/ethnicity, in the general population; and their educational environments and disability categories are proportionate to national data.**

1. BF.I: Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachments 2 and 3 when completing this cell.*):

In looking at the disproportionality baseline data for 2002-03 included in Attachment 2, the data continue to show an over-representation in identification of students with disabilities in the race/ethnicity categories of Black, Hispanic and American Indian. Although, the relative difference for Black and Hispanic students show over-representation, the number of students is relatively low. Overall, the number of Black students is 1.05% of the total and the number of Hispanic students is 1.29% of the total. The discussion of the data will only include data that has a relative difference $>.20$ or $<.20$.

The relative difference for Asian students shows an under-representation, but again the number of Asian students within the total number is small and doesn't appear to be significant.

There continues to be a significant over-representation of American Indian students receiving special education with a relative difference of .3225.

In particular disability categories, the discussion will concentrate on SLD, MR, ED and OHI since the number of students in the other categories are relatively small or in the case of SI, there is no significant over or under-representation. The relative difference for Asian students in the four categories above shows an under-representation. For Black students the relative difference shows an over-representation in the MR, ED, and OHI categories. However, the number of Black students is a relatively low number overall. For Hispanic students the relative difference shows an over-representation in all categories above including SI. For American Indian students the relative difference for SLD, MR, and ED shows an over-representation, and an under-representation for OHI.

In regard to particular educational settings, we will concentrate on the three educational environments of **Outside Regular Class <21%**, **Outside Regular Class 21-60%** and **Outside Regular Class more than 60%**. The numbers in the other settings are all relatively small. In the first educational environment, **Outside Regular Class <21%**, the relative difference shows an over-representation of Black and Hispanic students and an under-representation of Asian students. In the second educational environment, **Outside Regular Class 21-60%**, the data shows an over-representation for Black, Hispanic and American Indian students and an under representation for Asian students. The third educational environment above, **Outside Regular Class more than 60%**, shows an over-representation for Black and American Indian students and an under-representation for Asian students.

2. BF I: Targets (for reporting period July 1, 2002 through June 30, 2003): NDDPI continues to require and refine accurate collection of statewide data regarding disproportionality based on race. However, deeper analysis at the LEA level has not systematically occurred. This is possible and will be done in the near future.

3. BF I: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Comparison of data reported in 2001 in the ND biennial performance report with data in attachment 2 indicates that there continues to be an over-representation of American Indian Students receiving special education services.

4. BF. I: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): NDDPI will assist LEAs to identify schools showing significant disproportionality for students with disabilities and require that they conduct further analysis of their policies, procedures and practices for the identification and placement of children with disabilities to determine if they comply with IDEA, are appropriate, and are race neutral.

5. BF.I: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): NDDPI will share statewide data with LEA administrators regarding over-representation of American Indian Students in special education. Baseline data reflecting the percentage of LEAs that have disproportionate identification of American Indian Students will also be disseminated to LEA administrators and special educators.

6. BF.I: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Summer, 2004 – Fall, 2004 NDDPI will share the current annual performance report data on disproportionality with LEA administrators at NDDPI sponsored forums.

BF. II: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **ND high school graduation rates and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for non-disabled children.**

1. BF.II: Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachments 2 and 3 when completing this cell.*):

Out of the total number of students with disabilities ages 14 through 21, 3.6% dropped out of school during 2002-03. This compares to 3.4% who dropped out during 2000-01. The breakdown of students with disabilities who dropped out by disability and race during 2002-03 is as follows:

	Total No.	American Indians	Asians	Blacks	Hispanics	Whites
Mental Retardation	13	4	0	0	0	9
Emotional Disturbance	58	6	0	0	2	50
Specific Learning Disability	68	19	0	0	2	47
All Other Disabilities	22	4	0	0	1	17
TOTAL	161	33	0	0	5	123

The percentage of students with disabilities dropping out listed above was computed by dividing the number of exiters with exit reason of “dropping out” by the total number of students with disabilities ages 14-21. This data is obtained from a statewide special education database. The percent listed above is a measure only and is not a dropout rate. It is difficult to calculate an actual dropout rate without being able to track individual students in time. ND will continue to work towards a method to calculate an accurate dropout rate for students with disabilities and collect the necessary data.

Local special education units/LEA's are required to complete a self-assessment of their special education programs. As part of this self-assessment, there are requirements to address local dropout data to determine if problems exist. The North Dakota Department of Public Instruction conducts an onsite monitoring review to validate the local findings and issues a compliance report. Dropout data is considered in the compliance report and if the data is questionable, the local unit is required to address the issue in their improvement plan.

The number of dropouts for all students is currently collected at the school level. In this collection there isn't a breakout between disabled and non-disabled students. The definition of “dropout” used in North Dakota is as follows:

- A. Was enrolled in school at some time during the previous school year.
- B. Was not enrolled at the beginning of the current school year.
- C. Has not graduated from high school or completed a state or district approved educational program including GED.
- D. Is over 16 years of age for whom a statement of intent to provide home-based instruction has not been filed with the school district of residence.

- E. Does not meet any of the following exclusionary conditions:
- 1) transfer to another public school district, private school, or state or district approved educational program;
 - 2) temporary absense due to suspension, school approved illness, or anticipated late enrollment; or
 - 3) death

In calculating a similar measure for dropouts for all students, the total number of dropouts of 773 was divided by the total 9-12 enrollment of 37,131 (9-12 breakout below) and indicates a percentage of 2.08%. This compares to 2.04% for the 2000-01 school year. Here again, this percentage is a measure and is not a dropout rate. It is also difficult to calculate a dropout rate for all students without being able to track the students over time. Collection of student level dropout data is currently in the implementation phase. This will allow for a disaggregated reporting of dropout data.

Grade 9 total enrollment for all students:	9,594
Grade 10 total enrollment for all students:	9,218
Grade 11 total enrollment for all students:	9,160
Grade 12 total enrollment for all students:	9,159
TOTAL	37,131

During 2002-03, 72.1% of students with disabilities exited schooling through graduation. This compares to 74.7% for the 2000-01 school year. Statewide comparison to all students exiting school through graduation was 94.34% during 2002-03. This compares to 93.25% for the 2000-01 school year.

The percentage of students with disabilities who exited school through graduation was computed by dividing the number of exiters with exit reasons of "graduation with diploma" by the total number of exiters who exited through graduation, received a certificate, reached maximum age, or dropped out. The percent of graduates for all students was computed by dividing the number graduating by the number in the 12th grade at the beginning of the school year.

For purposes of reporting graduates at the statewide level, and in order to be considered a graduate, the student must meet the minimum graduation requirements of the local school district.

2. BF II: Targets (for reporting period July 1, 2002 through June 30, 2003): There was no target established for this performance indicator during the 2002-03 school year.

3. BF II: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Dropout information is collected at the school level and currently there isn't a breakout between disabled and non-disabled students. Collection of student level dropout data is currently in the implementation phase. This will allow for a disaggregated reporting of dropout data.

4. BF. II: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): ND high school graduation rates and dropout rates for students with disabilities are comparable to graduation rates and dropout rates for non-disabled students. The NDDPI target is to further analyze data that reflects a higher dropout rate for American Indian students with disabilities compared to students with disabilities who are white; and to report that data to LEAs.

5. BF.II: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Implementation of a statewide Positive Behavior Supports (PBS) Initiative will result in further supports for all children, including children with disabilities, in the general education setting.

6. BF.II: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

ND has established stakeholder groups and a statewide leadership team that developed strategies and timelines to implement the statewide PBS Initiative. The PBS model is a systems approach to enhancing the capacity of schools to educate all students, including students with challenging social behaviors by:

- (a) establishing clear defined outcomes that relate to academic and social behavior,
- (b) putting into place systems that support staff efforts,
- (c) implementing practices that support student success, and
- (d) use data to guide decision making.

Identification of 20 demonstration sites will be completed in June 2004. Training sessions are scheduled for 2004-05 and 2005-06 school years.

BF. III: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within ND.**

1. BF.III: Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachments 2 and 3 when completing this cell.*):

Performance data 2002-03

The total number of students with disabilities suspended or expelled unilaterally as reported on Table 5 to OSEP during the 2002-2003 school year.

A breakdown of that data is as follows:

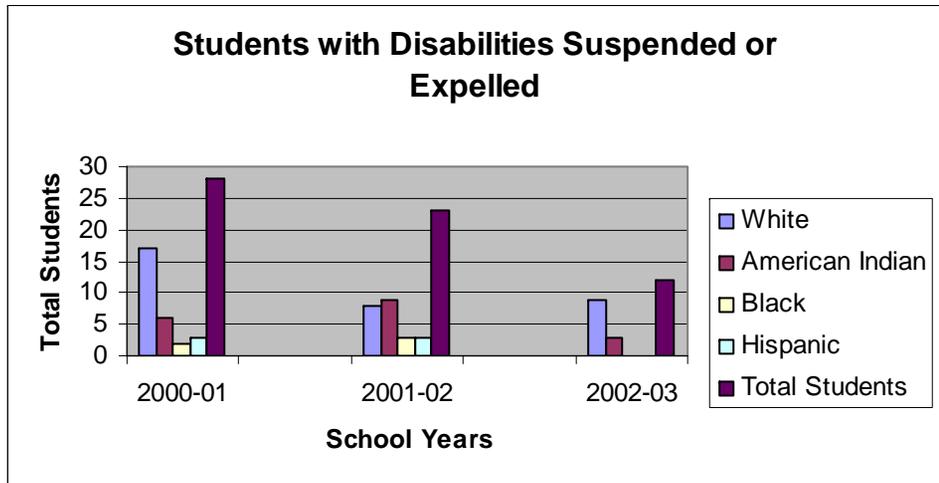
Mental Retardation	1
Hearing Impairment	1
Emotional Disturbance	5
Other Health Impairment	1
Specific Learning Disability	4

Out of the 12 students reported, 9 were White and 3 were American Indian. Additionally, out of these students 4 were removed to an alternate education setting by school personnel, two were removed by a hearing officer and 6 were removed by other reasons for more than ten days.

In 2000-01, there were 28 students, 17 were White, 6 were American Indian, 2 were Black and 3 were Hispanic. Out of these 28 students, 15 were removed by school personnel, 1 student was removed by a hearing officer and the remainder were removed for other reasons.

In 2001-02, there were 23 students with disabilities suspended or expelled unilaterally. Out of the 23 students, 8 were White, 9 were American Indian, 3 were Black, and 3 were Hispanic.

Comparing the 2002-03 data for students with disabilities to nondisabled students for long term suspension/expulsions, there were 20 students without disabilities suspended/expelled. Fourteen were suspended for drugs or weapons and six were suspended for other reasons greater than ten days. Out of this number, eleven were white and nine were American Indian.



2. BF. III: Targets (for reporting period July 1, 2002 through June 30, 2003): The long-term target is to reduce the number of suspensions and expulsions for students with disabilities to zero.

3. BF. III: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Significant reduction in the number of students with disabilities who are suspended or expelled is shown in the graph above, although some concerns for the American Indian population continues.

4. BF. III: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): NDDPI will maintain or diminish the number of students with disabilities who are suspended or expelled.

5. BF.III: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Although ND has an extremely low number of students with disabilities who are suspended or expelled, implementation of a statewide Positive Behavior Supports (PBS) Initiative will result in further supports for all children with disabilities in the general education setting.

6. BF.III: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): With consultation from MPRRC, ND has established stakeholder groups and a statewide leadership team that developed strategies and timelines to implement the statewide PBS Initiative. The PBS model is a systems approach to enhancing the capacity of schools to educate all students, including students with challenging social behaviors by:

- (a) establishing clear defined outcomes that relate to academic and social behavior,
- (b) putting into place systems that support staff efforts,
- (c) implementing practices that support student success, and
- (d) use data to guide decision making.

Identification of 20 demonstration sites will be completed in June 2004. Training sessions are scheduled for 2004-05 and 2005-06 school years.

BF.IV: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): **Performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their non-disabled peers.**

1. BF. IV: Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachments 2 and 3 when completing this cell.*):

See attachment 3, Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade and Type of Assessment.

For North Dakota the participation rate of students with disabilities has been consistently high.

Analysis of the performance of students with disabilities on statewide math assessments from 2001-02 indicates 14.1% achieved, proficient or advanced proficiency levels. When compared to 2002-03, results show that 12.4% achieved these levels of proficiency (-1.7%). For the same years all non-IEP students achieved advanced or proficient levels of 47.9% (2001-02) and 48.4% (2002-03).

Analysis of the performance of students with disabilities on statewide reading assessments from 2001-02 indicates 26% achieved proficient or advanced proficiency levels. When compared to 2002-03, results show that 24.8% achieved these levels of proficiency (-1.2%). For the same years all non-IEP students achieved advanced or proficient levels of 68.7% (2001-02) and 69.4% (2002-03).

School Assessments - High Level Proficiency Breakouts - by Demographic Group

Across Grades - All IEP Students

School Year 2002-03

	Mathematics	Reading
Proficiency:	State	State
Advanced	1.5% 40	2.1% 55
Proficient	10.9% 283	22.7% 592
Partial	37.2% 965	32.0% 834
Novice	50.4% 1307	43.2% 1125
Reported	2482	2493
No valid attempt	38	27
Invalidated	0	0
Alt assessment	113	113
Total Students	2595	2606
Participation Rate	98.6%	99.0%

Across Grades - All Non-IEP Students		School Year 2002-03	
	Mathematics	Reading	
Proficiency:	State	State	
Advanced	16.1% 3435	20.0% 4269	
Proficient	32.3% 6877	49.4% 10549	
Partial	39.5% 8426	20.7% 4425	
Novice	12.1% 2586	9.8% 2090	
Reported	21324	21333	
No valid attempt	70	61	
Invalidated	0	0	
Alt assessment	0	0	
Total Students	21324	21333	
Participation Rate	99.7%	99.7%	

Across Grades - All IEP Students

School Year 2001-02

	Mathematics	Reading
Proficiency:	State	State
Advanced	2.8% 69	3.6% 91
Proficient	11.3% 284	22.4% 561
Partial	37.1% 932	30.0% 753
Novice	48.8% 1224	43.9% 1101
Reported	2448	2449
No valid attempt	115	116
Invalidated	12	14
Alt assessment	61	57
Total Students	2509	2506
Participation Rate	95.2%	95.1%

Across Grades - All Non-IEP Students		School Year 2001-02	
	Mathematics	Reading	
Proficiency:	State	State	
Advanced	15.5% 3268	20.4% 4291	
Proficient	32.4% 6808	48.3% 10162	
Partial	39.2% 8241	20.6% 4346	
Novice	12.9% 2717	10.7% 2251	
Reported	21034	21050	
No valid attempt	3439	3420	
Invalidated	11	14	
Alt assessment	0	0	
Total Students	21034	21050	
Participation Rate	85.9%	86.0%	

2. BF IV: Targets (for reporting period July 1, 2002 through June 30, 2003): During the 2002-03 school year there were no identified targets other than statewide AYP goals for this subgroup.

3. BF IV: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): At this time, NDDPI cannot report with certainty reasons for the slight slippage of students with disabilities on statewide assessments from 2001-02 to 2002-03.

4. BF. IV: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): All public schools and LEAs are held accountable for the achievement of individual subgroups, including students with disabilities, as well as overall student achievement. Students are specifically included in the state's established targets for adequate yearly progress.

5. BF.IV: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Title I and Special Education Summer 2004 Institutes

This summer, the Title I and Special Education Offices of the ND Department of Public Instruction (DPI) will be hosting two summer institutes. The institutes will focus on the areas of math and reading.

On June 28 and 29th, the Math Institute will be held at the Best Western Seven Seas in Mandan, ND. Presenters for the Math Institute will focus on Family Math. The major goals of the Math Institute are to familiarize workshop participants with Family Math materials and how to use this information with students and families. More information can be found at: <http://www.ihl.berkeley.edu/equals>

On July 14 and 15th, the Reading Institute will be held at the Best Western Ramkota Inn, Bismarck, ND. The focus of the institute is on practical strategies in reading that can be used with all students.

Additional information and registration forms for each of these institutes will be available on the Title I and DPI websites in April and May. The website addresses are: <http://www.dpi.state.nd.us/title1/events.shtm> or <http://www.dpi.state.nd.us/events.shtm>

Implementation of a statewide Positive Behavior Supports (PBS) Initiative will result in further supports for all children including children with disabilities in the general education setting. Because research has shown that an improvement in school climate will have a positive impact on student academic achievement, NDDPI will continue implementation of a statewide PBS initiative.

6. BF.IV: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Title I/Special Education Summer 2004 Institutes. At the recommendation of the ND IDEA State Advisory Committee the NDDPI made a concerted effort in 2003 to provide additional information to parents and educators about allowable accommodations for students with disabilities on statewide assessments.

ND has established stakeholder groups and a statewide leadership team that developed strategies and timelines to implement the statewide PBS Initiative. The PBS model is a systems approach to enhancing the capacity of schools to educate all students, including students with challenging social behaviors by:

- (a) establishing clear defined outcomes that relate to academic and social behavior,
- (b) putting into place systems that support staff efforts,
- (c) implementing practices that support student success, and
- (d) use data to guide decision making.

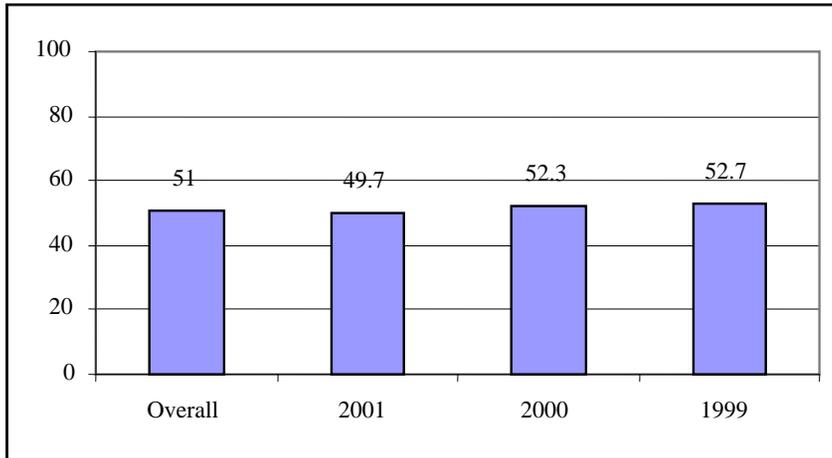
Identification of 20 demonstration sites will be completed in June 2004. Training sessions are scheduled for 2004-05 and 2005-06 school years.

<p>BF.V: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): Children with disabilities in ND including preschool are educated with nondisabled peers to the maximum extent appropriate.</p> <p>1. BF. V: Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachments 2 and 3 when completing this cell.</i>):</p> <p>Performance Data 2002-2003</p> <p>78.3% of students with disabilities ages 6-21 are outside the regular class less than 21% of the day</p> <p>16.4% of students with disabilities ages are outside the regular class at least 21% of the day and no more than 60% of the day</p> <p>3.5% of students with disabilities ages 6-21 are outside regular class more than 60% of the day</p> <p>1.8% of students with disabilities ages 6-21 are placed in separate school facilities, residential facilities or homebound/hospital</p>
<p>2. BF V: Targets (for reporting period July 1, 2002 through June 30, 2003): ND will maintain opportunities for children with disabilities to be educated with nondisabled peers to the maximum extent appropriate.</p>
<p>3. BF V: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): When compared to the National data, the percentage of students with disabilities who are placed outside the regular class less than 21% of the day far exceeds the national baseline. Historical data shows that ND consistently ranks high in the area of general education placement for services and educational supports for students with disabilities.</p>
<p>4. BF. V: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Maintenance</p>
<p>5. BF. V: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Implementation of a statewide Positive Behavior Supports (PBS) Initiative will result in further supports for all children including children with disabilities in the general education setting.</p>
<p>6. BF.V: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): With consultation from MPRRC, ND has established stakeholder groups and a statewide leadership team that developed strategies and timelines to implement the statewide PBS Initiative. The PBS model is a systems approach to enhancing the capacity of schools to educate all students, including students with challenging social behaviors by:</p> <ul style="list-style-type: none"> (a) establishing clear defined outcomes that relate to academic and social behavior, (b) putting into place systems that support staff efforts, (c) implementing practices that support student success, and (d) use data to guide decision making. <p>Identification of 20 demonstration sites will be completed in June 2004. Training sessions are scheduled for 2004-05 and 2005-06 school years.</p>

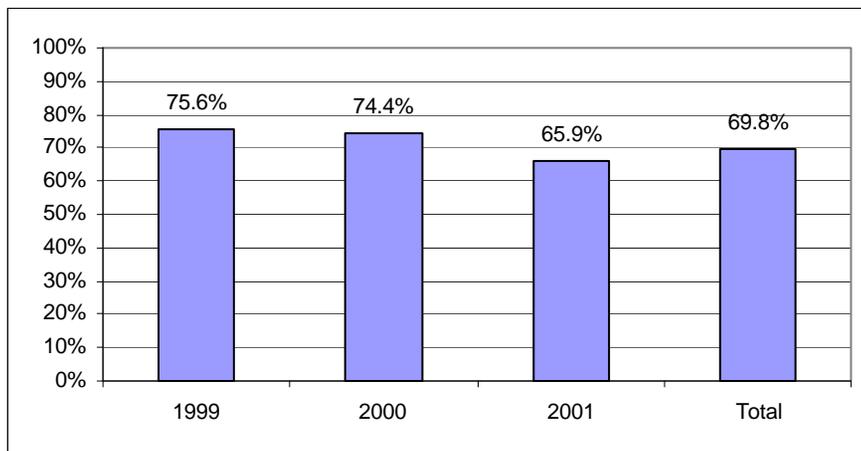
<p>BF.VI: Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): There is improvement in the area of early language/communication, pre-reading and social-emotional development for preschool children with disabilities in ND receiving special education and related services.</p>
<p>1. BF. VI: Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachments 2 and 3 when completing this cell.</i>): North Dakota has collected no data in this area. NDDPI will review methods for data collection developed.</p>
<p>2. BF VI: Targets (for reporting period July 1, 2002 through June 30, 2003): NDDPI did not identify a target for this performance indicator for 2002-03.</p>
<p>3. BF VI: Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): ND has collected no data in this area.</p>
<p>4. BF. VI: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Plan for appropriate data collection that will support analysis of the issues for this indicator.</p>
<p>5. BF. VI: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): ND General Supervision Enhancement Grant will support development of a coordinated monitoring system across Part C and Part B for the purpose of accurate, consistent data collection in a focused continuous improvement monitoring system. Coordinated data systems will allow for effective data based improvement planning in these areas.</p>
<p>6. BF.VI: Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Review of data collection methods – Fall 2004. Consultation with MPRRC – Fall 2004.</p>

<p>Cluster Area V: Secondary Transition</p>
<p>Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?</p>
<p>*State Goal (for reporting period July 1, 2002 through June 30, 2003): The percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) is comparable to that of nondisabled youth.</p>
<p>Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): Continue the ND Transition Follow-Up Project (initiated in 1999) system for collection analyses, and reporting post-school outcome data for youth with disabilities.</p>

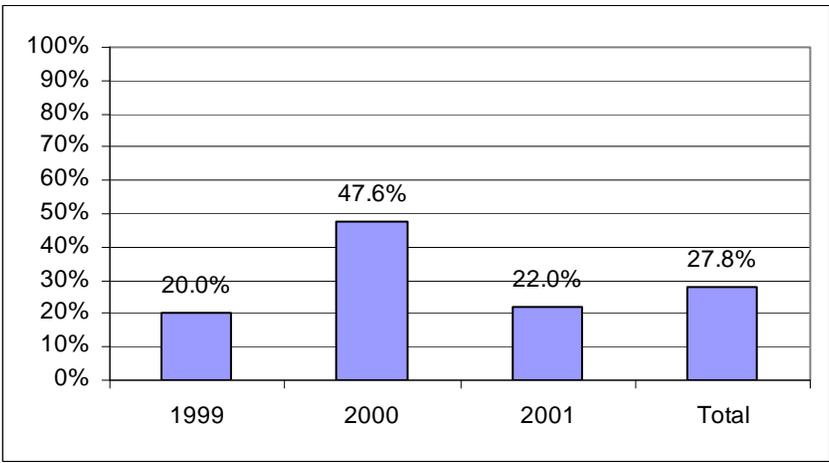
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): The ND Department of Public Instruction initiated a five-year longitudinal project that examines the status of students with disabilities at exit from high school, and then at one-and-three year intervals after school. This Transition Follow-Up project allows the NDDPI to 1) gather school exit data from students with disabilities and 2) gather follow-up data from these students and/or families through telephone interviews.



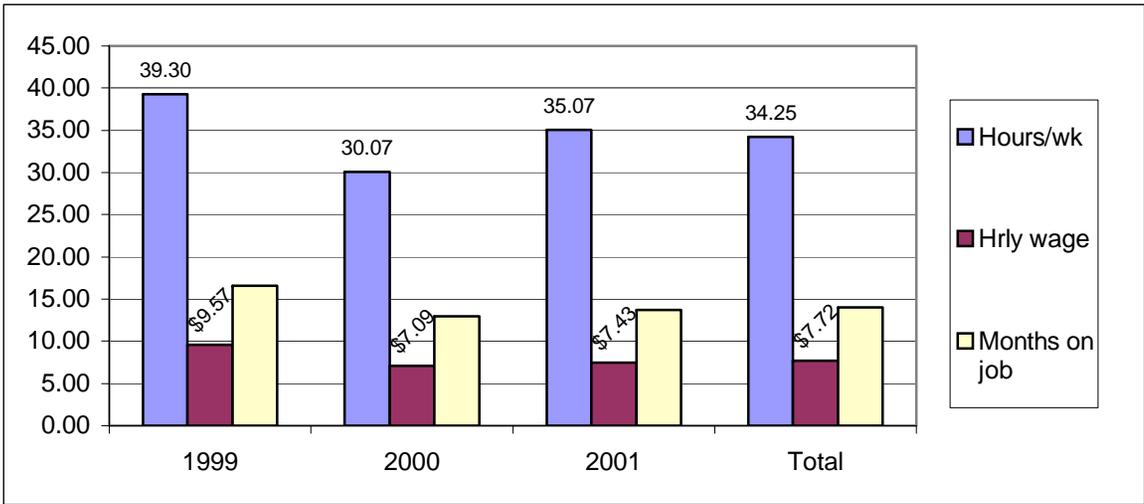
Percent of students attending/attended school after high school.



Percent of students currently employed.

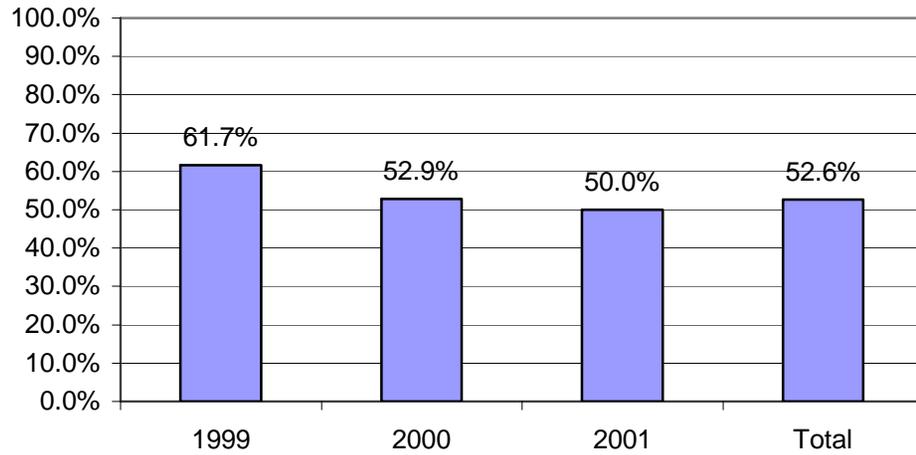


Percent of unemployed students currently looking for a job.

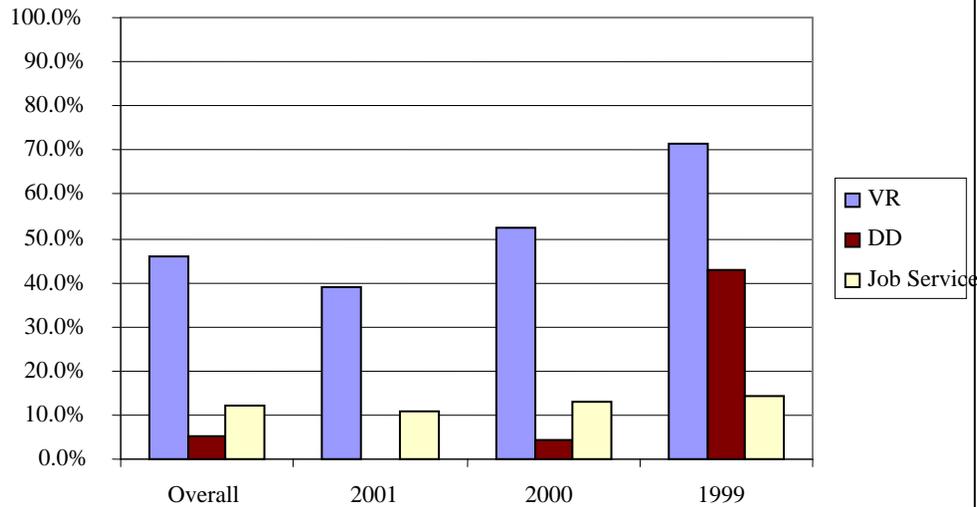


Average wages, hours and time on job for students.

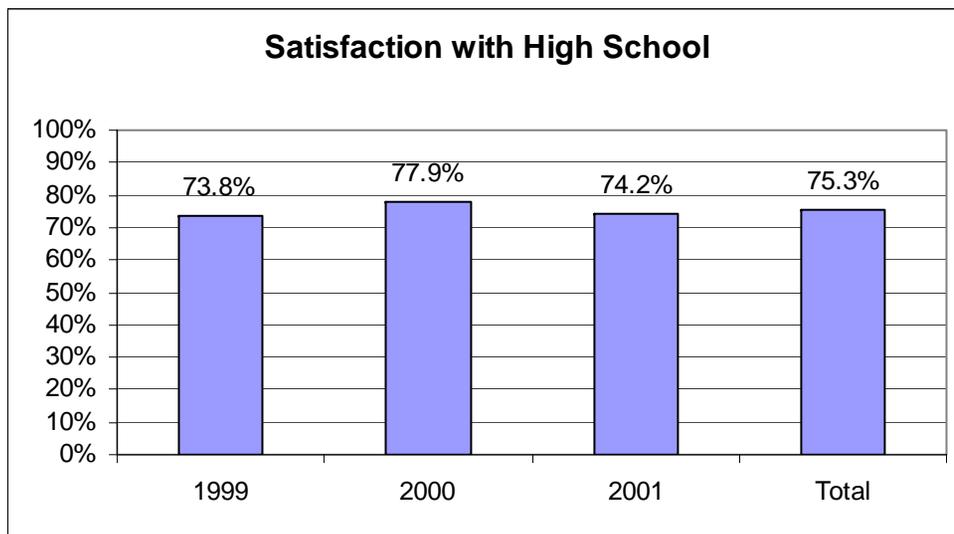
Post high school training



Percent of students receiving post-high school services for their disability.



Percent of students referred to adult services agencies for post-school services.



Percent of students satisfied with high school.

2. Targets (for reporting period July 1, 2002 through June 30, 2003): The data in this report suggest that the students in these cohorts go on to post-high school training and education, have jobs, work nearly full time, have average wages above the minimum wage, live in a variety of home and community settings, volunteer in their communities, liked high school, and were generally prepared for adult life. Few students access specialized adult services. In addition, for one cohort group (1999) there was little difference in their one year and three year post-school results.

The data coming from this project will be valuable in the next several years. The intent of this project is to survey the high school students at the time of exit, one year after exit, and again three years after exit. Thus, for each student, a total of three contacts will be made over 3 years. This will ultimately provide the state with a comparable, longitudinal picture of ND students. Comparing these data will be critical in examining trends, patterns, and developments, thus giving indicators of what in the education delivery system is effective and what is not. The data will prove useful towards the future of students with disabilities in not only their academic lives but also in their personal lives for a better quality of life.

State and local education personnel are encouraged to use these data for individual student planning, as well as more comprehensive school system planning. Comparison of data over time will allow for a clearer picture of the effectiveness of our educational efforts with students with disabilities.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): In 1999 the OSEP Compliance Monitoring Report for North Dakota cited several areas of noncompliance related to secondary transition services. Additionally, OSEP identified that the state's monitoring practices in use at that time did not ensure compliance. The NDDPI developed a continuous improvement monitoring process that has been employed since then with all of the special education units (LEAs) statewide.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): The ND Transition Follow-Up Project will yield helpful data in the next several years. The intent of this project is to survey the high school students at the time of exit, one year after exit, and again three years after exit. Thus, for each student, a total of three contacts will be made over three years. This will ultimately provide a comparable longitudinal picture of ND students. Comparing this data will be critical in examining trends, patterns, and developments, thus giving indicators of what in the education delivery system is effective and what is not. The data will prove useful towards the future of students with disabilities in not only their academic lives but also in their personal lives for a better quality of life."

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): The NDDPI will continue the ND Transition Follow-Up Project to determine:

- The percent of students currently employed;
- The percent of unemployed students currently looking for work;
- The percent of students attending/attended school after high school.

The NDDPI will continue to sponsor the ND Transition Steering Council, the ND Disability Services Council and the Transition Camp, all of which are designed to improve secondary transition services in the state.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): The NDDPI will report the newest data from the ND Transition Follow-Up Project in the Spring of 2005. In the Summer of 2004 the NDDPI will complete a pilot three year secondary transition camp.

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. 50%