

**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, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): NDDPI procedures and practices ensure collection and reporting of accurate and timely data.	

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<p>GS I. Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): 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.</p>
<p>1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. <i>Use Attachment 1 when completing this cell.</i>): (*Attachment 1 is located in GS III.) An analysis of NDDPI's data regarding IDEA monitoring processes and dispute resolution procedures (Attachment 1) indicates that they do identify and correct IDEA noncompliance in a timely manner. Detailed descriptions of these processes and procedures and how they correlate are provided in GS II and GS III.</p>
<p>2. GS I: Targets (for reporting period July 1, 2003 through June 30, 2004): NDDPI will maintain the performance of the system for identifying and correcting IDEA noncompliance in a timely manner.</p>
<p>3. GS I: Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): Because NDDPI's general supervision comparative data for 2002-2004 related to IDEA monitoring and SEA dispute resolution procedures for identifying and correcting noncompliance in a timely manner do not indicate areas of concern, NDDPI concludes that it has met the GS I target of maintenance identified in the 2004 APR.</p>
<p>4. GS I: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Continue to implement the new continuous improvement focused monitoring system and to expand utilization statewide.</p>
<p>5. GS I: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): NDDPI will also maintain and increase use of alternate dispute resolution processes.</p>
<p>6. GS. I: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>Fall 2005 – Expand the number of participating schools within the structure of regional administrative areas.</p> <p>2005-2006 Continue capacity building across the state regarding data collection, analysis, and decision-making for improvement planning.</p> <p><u>Resources</u></p> <p>The Mountain Plains Regional Resource Center, the ND Center for Persons with Disabilities, the National Center for Special Education Accountability and Monitoring, WESTAT, the US Bureau of Labor Statistics, the NDDPI Management Information System (MIS).</p>

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GS II. Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **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, 2003 through June 30, 2004).

The North Dakota Collaborative Review Monitoring Process was implemented in five pilot site LEAs during the 1999-2000 school year. The process was 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 continuous improvement monitoring process (CIMP) was based on the OSEP model.

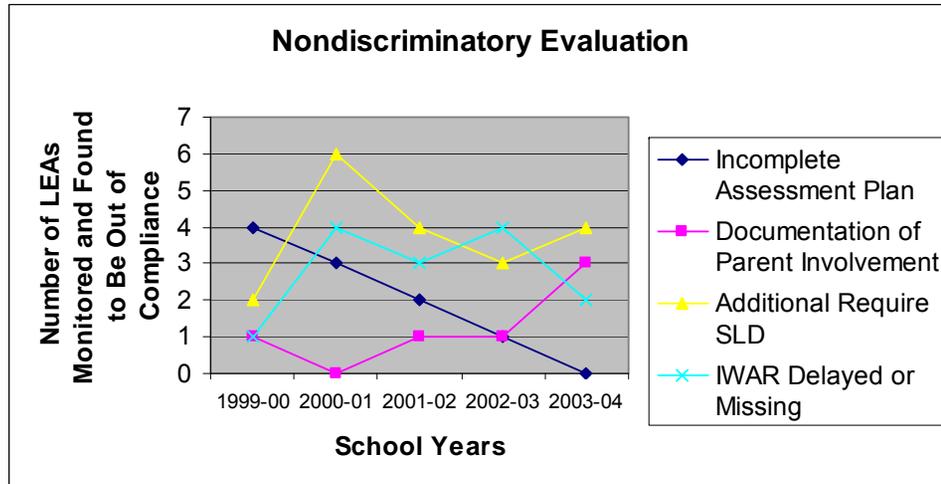
The LEA conducted a Self-Assessment over the period of one year by collecting and analyzing data from multiple sources including internal file review, stakeholder surveys, parent focus groups, and public input meetings. Local steering committees were comprised of stakeholders, including parents of children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

1. A written monitoring report was sent to each LEA that was monitored, and each report was posted for public access on the NDDPI website.
2. The Improvement Planning process was implemented including components specified by NDDPI. Reference: Appendix A, *ND Special Education Monitoring Manual: Collaborative Review Process*, pages 70 and 71. <http://www.dpi.state.nd.us/speced/resource/comply/index.shtml>
3. The LEA Improvement Plans were required to be submitted to NDDPI within 60 days of receipt of the monitoring report.
4. NDDPI staff assigned to the LEA reviewed the Improvement Plan with the LEA administrator.
5. Technical assistance was provided by NDDPI staff as needed or requested.
6. NDDPI approval of the LEA Improvement Plan was given and posted to the NDDPI website.
7. During implementation of the LEA Improvement Plan, and dependent upon the content of the Improvement Plan, LEAs submitted documentation of progress made toward correction of the identified noncompliance.
8. Examples of NDDPI technical assistance provided to LEAs included: recommendations and approval for form changes; on-site training; pre-review and post-review of students' assessment reports and IEPs; recommendations and review of policy and procedural changes; development of checklists for compliance.
9. As a requirement of the LEA Eligibility Document, each LEA assured NDDPI that an Internal Monitoring process was implemented on an ongoing basis to monitor compliance. The LEA Internal Monitoring process was embedded within the Improvement Plan.
10. At least annually, and usually semi-annually, NDDPI staff received updates regarding compliance and status of the LEA Improvement Plan.
11. Summarized updates are kept on file by NDDPI staff.

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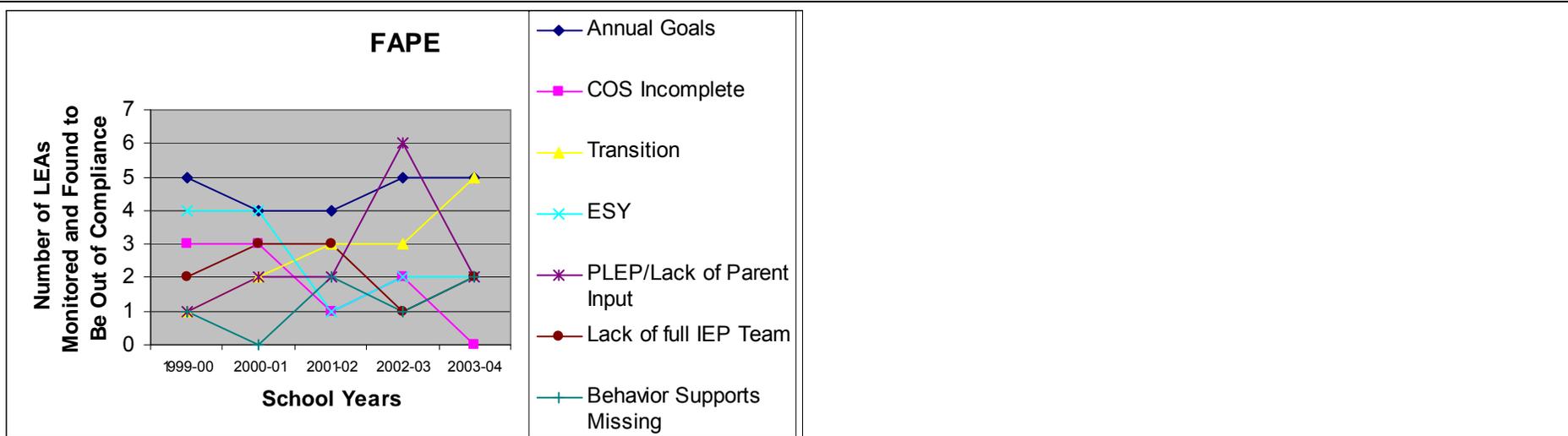
Comparison of noncompliance issues identified through the Verification Review Process are shown in the graphs below.

Graphs should be interpreted with caution since LEAs monitored during designated years vary widely in size of LEA and percentage of state child count. The graphs are useful however for showing a “snapshot” of repeated areas of noncompliance over the five 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 was an issue in two thirds of the LEAs monitored during the final year. Lack of documentation of parent involvement in the assessment process increased somewhat in the LEAs monitored in the final year. Missing or delayed Integrated Written Assessment Report (IWARs) did not appear to be a significant area of concern.

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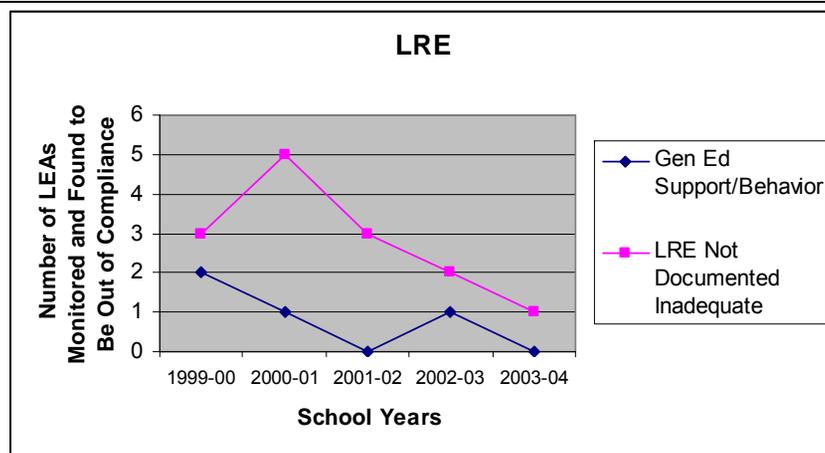
Noncompliance in Provision of Free Appropriate Public Education (FAPE) – The area of Extended School Year (ESY) for documentation of discussion, and provision of appropriate ESY services, improved significantly from 1999-00 to 2002-03 and appeared to remain stable during the last year of monitoring. NDDPI developed and disseminated ESY Guidelines in April 2000. NDDPI also provided training on the ESY guidance documents.

Lack of documentation of parent input in the Present Levels of Educational Performance (PLEP) was noted as a concern in only two of the six LEAs monitored during the last year.

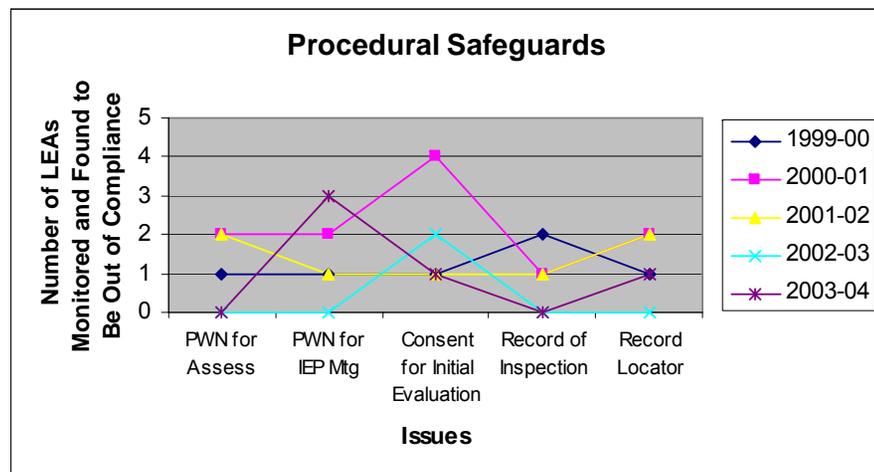
Standards for Annual Goals were consistently not met over the five year period of time and were noted as an area of noncompliance during the final year of monitoring. Further analysis of noncompliance for Annual Goals indicates that goals do not reflect a desired ending level of performance, are not 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 information along with projected targets and future activities to achieve projected targets/results are presented in detail in Cluster Area V: Secondary Transition.

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Noncompliance in the Area of Least Restrictive Environment (LRE) – The most common area of concern was the lack of documentation of LRE discussion, however this has improved over the five year period of time.



Noncompliance in the Area of Procedural Safeguards – Documentation of consent for Initial Evaluation found in student files improved somewhat. Other areas of compliance for procedural safeguards were not cited as significant areas of concern in the LEAs monitored during the last year.

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Currently, all LEAs in North Dakota have participated in the Self-Assessment, Verification Review, and Improvement Planning within the continuous improvement monitoring process (CIMP).

LEA Participation in CIMP

	Pilot 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%

Analysis of summary worksheets completed by NDDPI staff for status of completion of Improvement Plans through the School Year 2003-2004 yields the following results.

- 100% of LEAs statewide were required to complete and implement Improvement Plans from 1999 through 2004.
- Of the total 100% of LEAs, 72% submitted Improvement Plans within the 60 day time period as required by the NDDPI. Of the remaining 28%, NDDPI staff negotiated extended submission dates with the LEA administrator. One common reason for negotiation of an extension was the inability to access LEA staff during the summer months. Eventually, all LEAs did submit appropriate Improvement Plans to NDDPI. Another reason for negotiated extension was the need for technical assistance from NDDPI staff to develop appropriate improvement strategies and action steps.
- 82% of LEAs provided documentation that Improvement Plan strategies were completed within one year of the date of the approval of the Plan.
- Further analysis of LEA Improvement Plans that extended beyond one year of completion included strategies such as: expansion of LEA monitoring procedures required an extended time period; planning for professional development in a sequential manner and provided over time; and, gathering trend data over a period of years.

To maintain assurance of ongoing compliance with IDEA, all LEA administrators were notified on November 1, 2004 that NDDPI staff would complete a review of documentation data from local internal monitoring procedures prior to January 31, 2005. A formal review of internal monitoring data and improvement status was completed for each LEA. Updated summary sheets are kept on file by NDDPI staff.

2. GS. II: Targets (for reporting period July 1, 2003 through June 30, 2004): Continue materials development and model for Continuous Improvement Focused Monitoring System (CIFMS) through the ND General Supervision Enhancement Grant (GSEG). The name of the GSEG is the North Dakota Educational Services Improvement Project (ND-ESI). This model incorporates a shift to a focused monitoring process at the school building level.

NDDPI staff will complete a formal review of LEA internal monitoring data and improvement status. NDDPI staff will maintain current summary data sheets on file.

3. GS. II: Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): The school year 2003-2004 was a transition year of planning, model development and curriculum development for the CIFMS and the shift to focused building level monitoring and improvement. Planning, including stakeholder input, was accomplished through support from a GSEG. During the transition year, continuing compliance at the LEA level was assured through ongoing internal monitoring processes that were reviewed by SEA staff.

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<p>4. GS. II: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Begin training and implementation of the ND-ESI (CIFMS) model in schools located in each of the eight Human Service regions across the state. Continue development of coordinated systems for collecting and sharing relevant and usable Part B and Part C data.</p>
<p>5. GS. II: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Begin training and implementation in selected school building sites. Expand training and implementation statewide. Develop a plan for incorporation of schoolwide data based improvement processes to include all Federal education programs at the school building level.</p>
<p>6. GS. II: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>Summer 2005 – Apply for continued General Supervision Enhancement Grant (GSEG) for implementation of CIFMS.</p> <p>Fall 2005 – Expand the number of participating schools within the structure of regional administrative areas.</p> <p>2005-2006 – Continue capacity building across the state regarding data collection, analysis and decision-making for improvement planning.</p> <p><u>Resources</u></p> <p>The Mountain Plains Regional Resource Center, ND Center for Persons with Disabilities, National Center for Special Education Accountability and Monitoring, WESTAT, US Bureau of Labor Statistics, NDDPI Management Information System (MIS).</p>

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GS III. Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **Complaint investigations, mediations and due process hearings and reviews are completed in a timely manner.**

Ia: Formal Complaints								
(1) July 1, 2003 - June 30, 2004 (or specify other reporting period: 09/01/03 to 08/31/04)	(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 Set Aside Because Same Issues being Addressed in a Due Process Hearing	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of: 08/31/04 <i>(enter closing date for dispositions)</i>
TOTALS	11	9	2	0	0	10	1	0

Ib: Mediations					
(1) July 1, 2003 - June 30, 2004 (or specify alternate period: 09/01/03 to 08/31/04)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: 08/31/04 <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	1	0	1	0	0

Ic: Due Process Hearings					
(1) July 1, 2003 - June 30, 2004 (or specify alternate period: 09/01/03 to 08/31/04)	(2) Number of Hearing Requests	(3) Number of Hearings Held <i>(fully adjudicated)</i>	(4) Number of Decisions Issued within Timeline under 34 CFR §300.511	(5) Number of Decisions within Timeline Extended under 34 CFR §300.511(c)	(6) Number of Hearings Pending as of: 08/31/04 <i>(enter closing date for dispositions)</i>
TOTALS	2*	0	0	0	1

*One due process request was dismissed by the hearing officer.

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NDDPI summarizes and analyzes mediation, complaint, and due process information on an annual basis. Noncompliance issues identified are reviewed to determine patterns of systemic violations. An annual summary report 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.

Detailed reports indicating specific violations are located on the NDDPI website at <http://www.dpi.state.nd.us/speced/resource/comply/index.shtm>

Complaints were analyzed according to disability, issue, and age. The most frequently occurring within each subcategory were as follows:

- Disability: Other health impaired
- Age: 7 yrs and 12yrs
- Issue: Failure to implement IEP

There were 11 total complaints in 2003-2004.

- Of those 11, 100% were investigated; with completion within 60 calendar days or with approved documented extension;
- Of those 11, 82% were found to have at least one violation;
- Of those 11, 18% were found to have no violations;
- Of those 11, there were 32 issues;
- Of those 32 issues, 63% were violations under IDEA.

Description of Dispute Resolution process

NDDPI Special Education redefined the job description of one of its Regional Coordinator positions in order to delegate greater responsibility to one individual within the department to oversee the dispute resolution process for the state. This redefined position was developed with the intent of improving the state's early dispute resolution processes and tracking of all dispute resolution for special education within the state. The Dispute Resolution Coordinator consults with parents and educators by clarifying issues, providing early intervention options, such as IEP facilitation or mediation, and exploring dispute resolution options best suited to their individual situations.

Early intervention methods are routinely encouraged, however, for the current reporting period, there was no systematic data collection of early intervention processes, even though they were utilized. Therefore, data collection for all disputes resolution options during September 1, 2003 to August 31, 2004 were not inclusive of early dispute resolution options, such as IEP facilitation.

DPI – Special Education Complaint Management Request History

	COMPLAINTS	COMPLAINTS W/IN TIMELINE / OR WITH EXTENSION
SEPTEMBER 2003 – AUGUST 2004	11	11
SEPTEMBER 2002 – AUGUST 2003	33	33
SEPTEMBER 2001 – AUGUST 2002	15	15
SEPTEMBER 2000 – AUGUST 2001	14	14
SEPTEMBER 1999 – AUGUST 2000	16	16
SEPTEMBER 1998 – AUGUST 1999	4	4

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<p>2. GS. III: Targets (for reporting period July 1, 2003 through June 30, 2004): ND will maintain effective processes and procedures to ensure completion of complaint investigations, mediations, and due process hearings in a timely manner.</p>
<p>3. GS. III: Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): There is no slippage in this area.</p>
<p>4. GS. III: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Maintenance and increased use of alternate dispute resolution processes. Improve coordination of dispute resolution processes, including early intervention and mediation.</p>
<p>5. GS. III: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Maintenance and increased use of alternate dispute resolution processes. Improve data collection methods across dispute resolution processes through surveys and data collection across subcategories such as disability, age, school district, and use of other dispute resolution options. Continue to share data and information with stakeholders through updates, trainings, and presentations to the ND IDEA advisory committee, ND Parent Training and Information Center, ND Protection and Advocacy Project, ND LEA administrator groups, and postings on NDDPI website.</p>
<p>6. GS.III: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>Winter 2004-2005 – Mediator Training, UND Dispute Resolution Center</p> <p>Spring 2005 – Presentation to annual Parent Training and Information (PTI) Conference on the topic of improved early dispute resolution</p> <p>May 2005 – Presentation to Special Education Directors; IDEA 04 – Changes in Dispute Resolution procedures</p> <p>Fall 2005 – Presentation to LEA administrators on summary of dispute resolutions</p> <p><u>Resources:</u></p> <p>University of North Dakota (UND) Dispute Resolution Center</p> <p>CADRE</p> <p>LRP Training Conferences</p> <p>MPRRC</p>

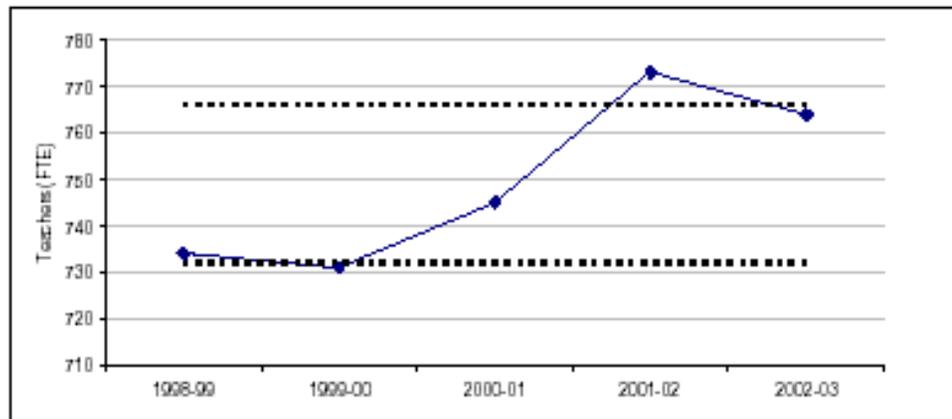
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GS IV. Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): NDDPI ensures there are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in ND.

1. GS. IV Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004).

The data presented here are taken from the North Dakota State Improvement Grant Performance Report (July 2003 – June 2004). The reporting period is through 2002-03 (2003-04 data are not yet available). Trends reported over the five year period (1998-2003) are significant when reporting increased numbers of qualified special education personnel.

Figure 3: Special education teachers (in Full Time Equivalency) from SY 1998-99 to SY 2002-03



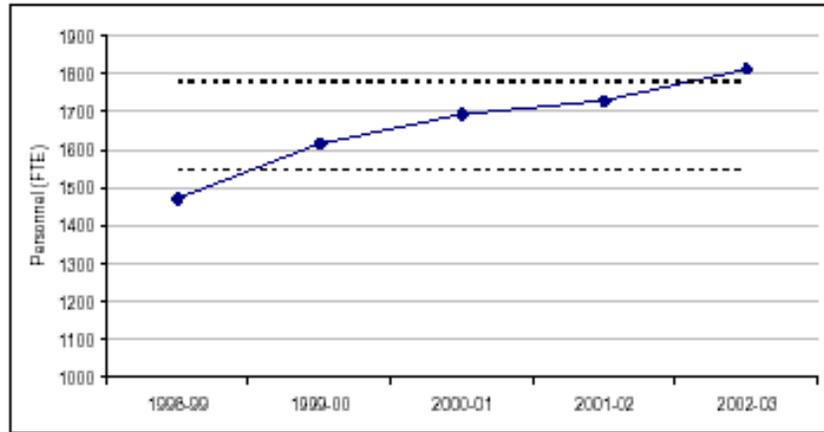
Blue line – number of FTE special education teachers;

Dotted lines – limits the area between ± 1 standard deviation of the average number of teachers during the four years.

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

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Figure 4: Related services personnel (in Full Time Equivalency) from SY 1998-99 to SY 2002-03



Blue line – number of FTE special education teachers;

Dotted lines – limits the area between \pm 1 standard deviation of the average number of teachers during the four years.

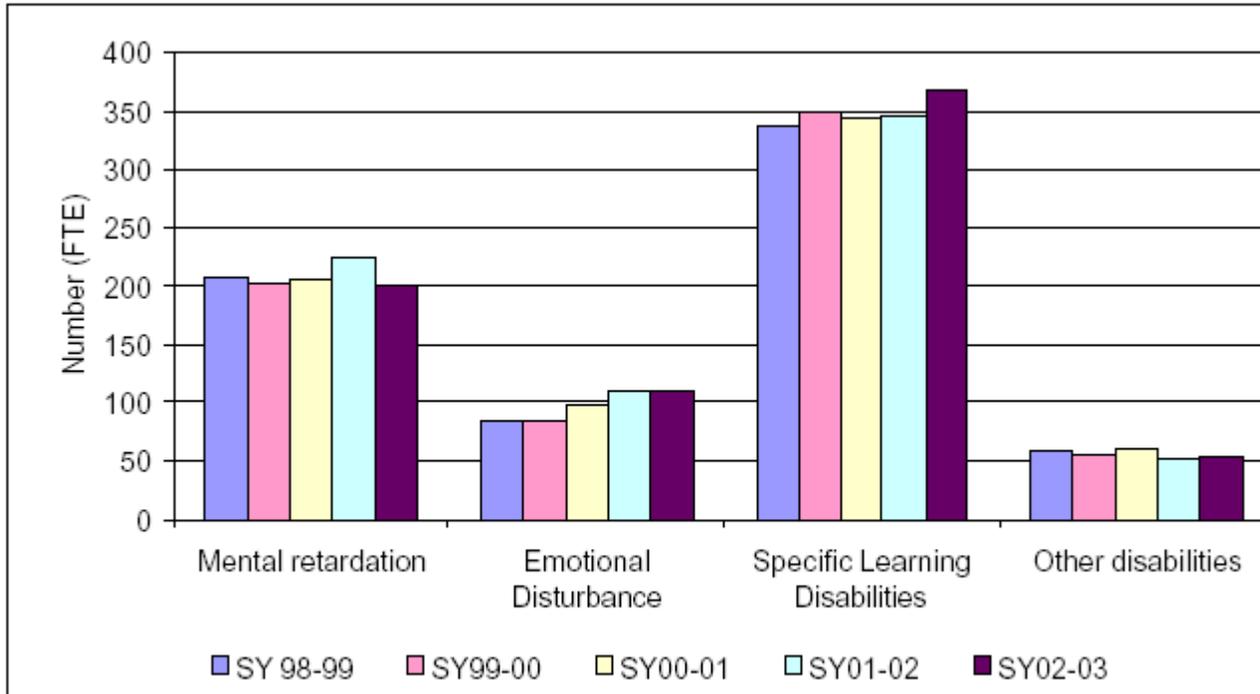
Source: North Dakota Department of Public Instruction, *ibid*.

The percentage of fully certified special education teachers was already high in SY 1998-99 (93.6%) and since then it has increased by 1.7% to 96.1%. The increase in quantity of special education teachers is accompanied by an increase in fully certified teachers.

Figure 5 displays numbers of fully certified special education teachers disaggregated by specialty. Three specialties included the most teachers: specific learning disabilities, emotional disturbance and mental retardation. Between SY 1998-99 and SY 2002-03, the number of teachers specialized in the area of mental retardation declined by 3.5%, while the number of teachers for specific learning disabilities increased by 9.3%. The increase in the area of emotional disturbance was considerable (29.2%). Figure 6 focuses on the relationship fully/not fully certified teachers for the three most prevalent areas (specific learning disabilities, mental retardation and emotional disturbance). By SY 1998-99, more than 90% of the teachers in the areas of specific learning disabilities and mental retardation have been fully certified and those percentages have been maintained through the years. Marked increase is seen for teachers serving students with emotional disturbance. The percentage of fully certified teachers in this area has increased by 13.6% in the past five years.

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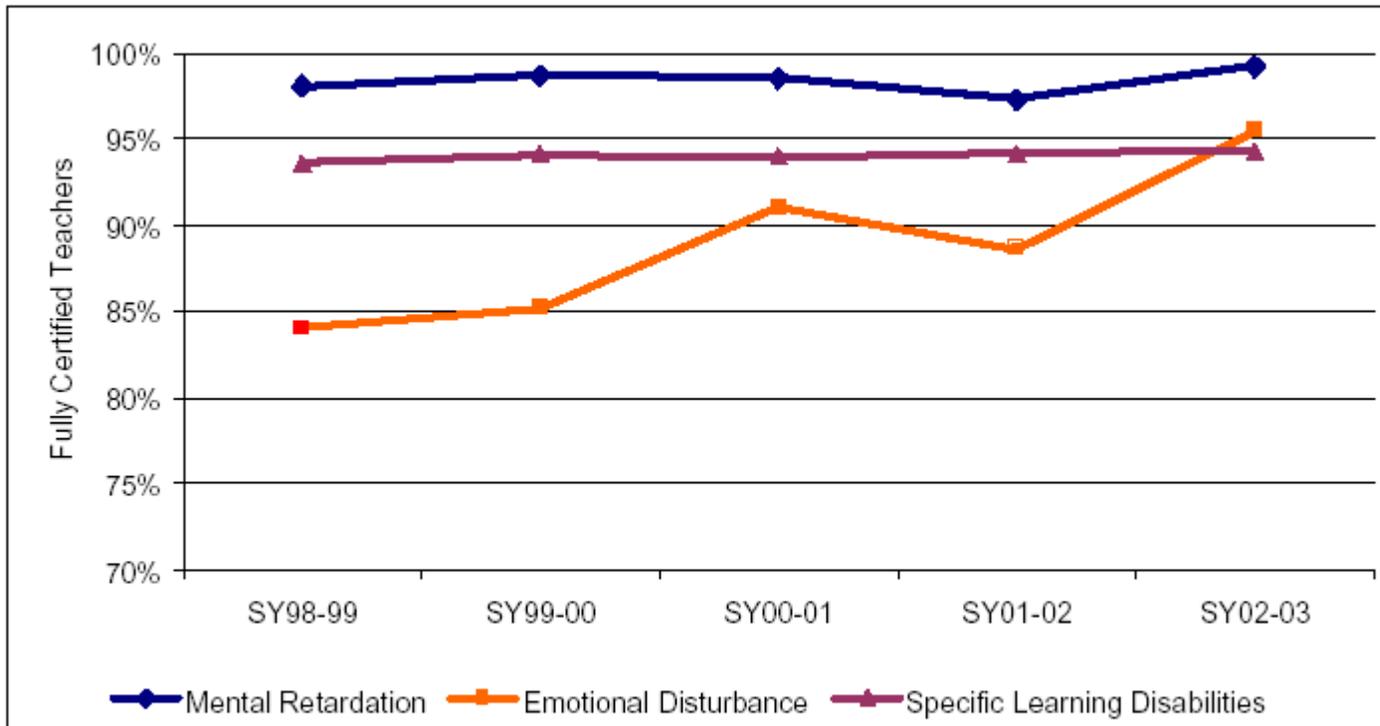
Figure 5: Number of fully certified special education teachers for ages 6-21 in Full Time Equivalency by specialty (SY 1998-99 to SY 2002-03)



Source: North Dakota Department of Public Instruction; *ibid.*

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Figure 6: Percentage of fully certified special education teachers for age 6-21 by the three most prevalent specialties (SY 1998-99 to SY 2002-03)

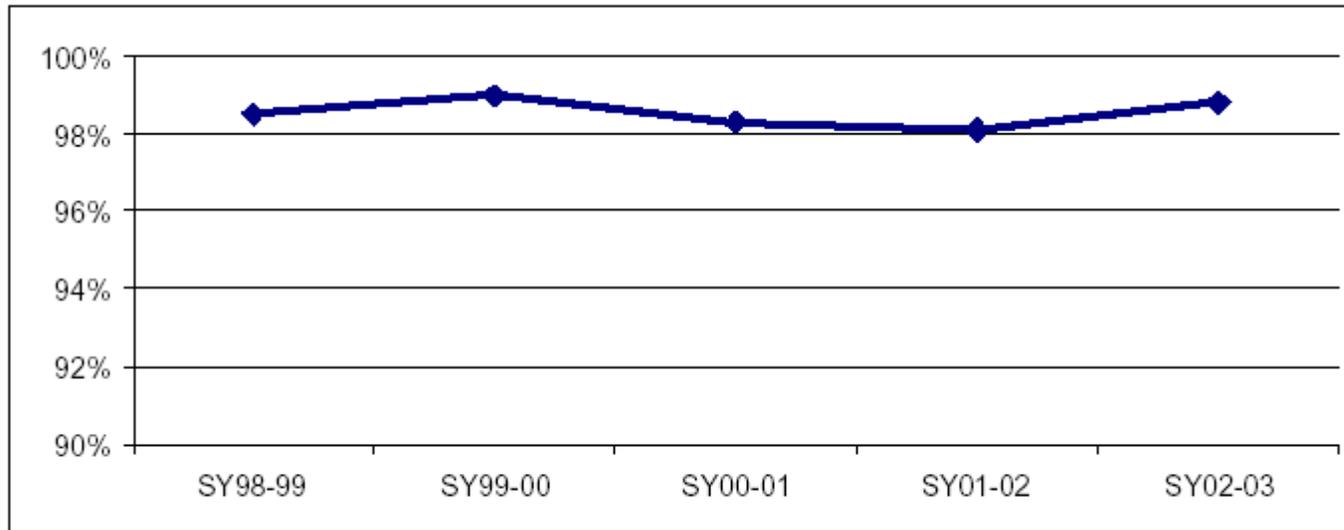


Source: North Dakota Department of Public Instruction; *ibid.*

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Among the other special education and related services personnel, an area that has received attention from SIG is the Speech Language Pathology. As seen in Figure 7, more than 98% of Speech Language Pathologists working in ND schools are fully certified.

Figure 7: Percentage of fully certified psychologists and speech language pathologists for ages 3-21 (SY 1998-99 to SY 2002-03)



Source: North Dakota Department of Public Instruction; *ibid.*

Conclusion: Statewide increases in the number of special education teachers for ages 6-21 and in the number of related services personnel for ages 3-21 were found, particularly related to the most prevalent disabilities. Those increases occurred mostly through the hiring of fully certified staff. Moreover, the demand to supply ratio has either remained constant or declined. That is, increases in the numbers of students with disabilities have been accompanied by increases in the numbers of special education teachers/personnel.

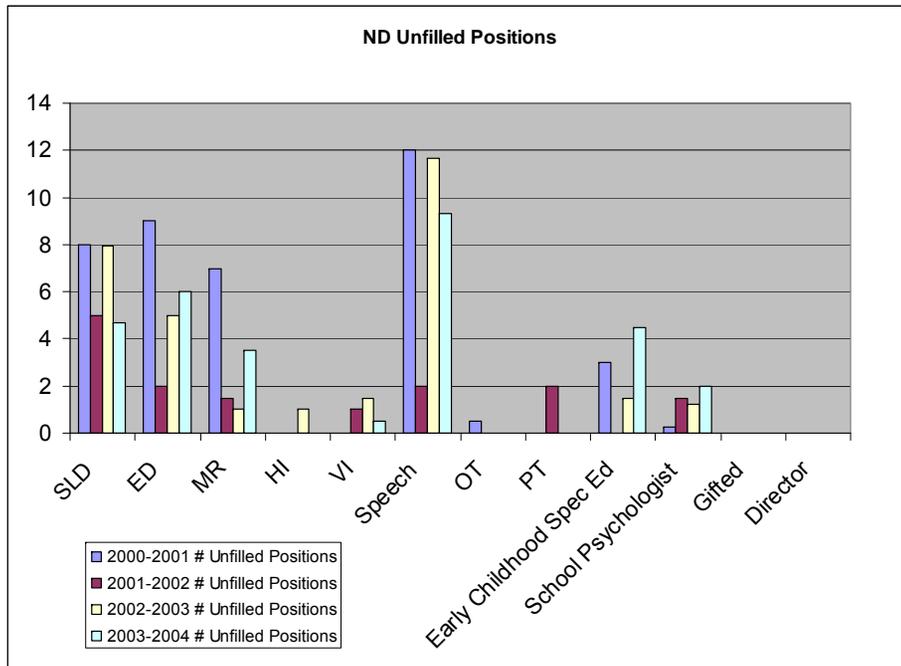
The data available are not adequate to establish causality between SIG strategies and findings. In other words, we cannot state that increases in fully certified teachers are a result of SIG strategies. What we can say is that the SIG strategies, particularly those related to the Special Education Resident Teacher Program (ED, SLD, MR) and the Speech Language Pathology Outreach Program are contributing factors to ensure ongoing supply of fully certified teachers and personnel in the most needed areas.

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Special Education Teachers with TNT* Approved Status:

Emotional Disturbance	12
Specific Learning Disability	34
Educational Strategist (ED, SLD, MR)	2
Preschool Teachers	10

*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, and are completing coursework required for a credential. Educational Strategists are individuals who are completing credentials in all three areas of ED, MR, and SLD.



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LEAs are surveyed during December every year to determine the number of special education positions that remain unfilled. A summary of unfilled positions across the past 4 years is given above. It should be noted that data submitted 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. Analysis of this data shows that most areas of need have improved. Unfilled positions for ED increased by one, MR increased by two, and Early Childhood Special Education by three. The number of unfilled positions in the area of Speech Language Pathology, however, continues to be an area of concern with nine unfilled positions.

Speech Language Pathology

Significant goals and objectives in the ND State Improvement Grant are focused on increasing the number of speech language pathologists in the State.

On July 1, 2010, all speech-language pathologists (SLPs) serving children with speech and language disorders in ND schools must meet the highest licensure requirements in the state. The ND school licensure requirements in the area of speech-language pathology are a valid ND Restricted Educator's license through the ND Education Standards and Practices Board (ESPB) and a Masters Degree in Speech Language Pathology.

Approximately 5 years ago, NDDPI recruited as many bachelor level SLPs who were interested in participating in a state funded outreach program, which offered online, Interactive Video Network, and summer coursework especially developed for this group of students in order for them to complete their Masters degree. This outreach program provided reimbursement for books, tuition and the development of the coursework, which was funded by a State Improvement Grant. There are nine individuals currently enrolled in this program, which ends June 2005.

The Bachelor level SLPs who choose not to pursue their Masters Degree by the 2010 deadline, can apply for their Speech Language Pathology Paraprofessional (SLPP) certificate. In a pilot project conducted over 5 years ago, some bachelors level SLPs opted to participate as SLPPs in the schools. The project was very successful and the decision was made to develop an administrative rule governing the SLP paraprofessional practices in ND schools. Input was received from SLPs within the state, a state SLP task force group and ASHA regarding the "Best Practices" for SLPPs.

The new ND administrative rule 67-11-20 that addresses the SLPP may be accessed on our website at: <http://www.dpi.state.nd.us/speced/paraprof.shtm> . This website also contains best practices and certificate of completion application information. The SLPP will only perform work under the supervision of a ND school licensed Speech Language Pathologist.

Interested individuals who do not possess a Bachelors degree in Speech Language Pathology may apply to Lake Region State College or Williston State College to enroll in a 2-year online Associates degree program. This program was developed in collaboration with Minot State University, Lake Region and Williston State Colleges and NDDPI. Classes begin Spring 2005. Scholarships will be awarded through IDEA Part B Discretionary Funds, which were approved by the ND IDEA Advisory Committee. The development of online coursework will be financially supported through the ND State Improvement Grant.

The Speech Language Pathology Task Force continues to prioritize recruitment and retention efforts for the State of North Dakota. This group meets approximately 3 times per year.

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. Goal 1 of the State Improvement Grant (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 objectives prepare 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.

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2. GS. IV: Targets (for reporting period July 1, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): 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. The greatest area of need continues to be in Speech Language Therapy. NDDPI has not yet been able to meet the goal of increasing to 100% the number of appropriately qualified personnel. NDDPI does however remain committed to working toward this goal.

4. GS. IV: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): To increase to 100% the number of appropriately qualified personnel to meet the educational needs of children with disabilities in ND.

5. GS. IV: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Recruitment and training will continue to be supported by the following statewide programs and options.

- 1) Traineeships are awarded to individuals participating in approved special education training programs. Traineeships are awarded in the areas of specific learning disabilities, emotional disturbance, mental retardation, early childhood special education, speech/language therapy and deaf education.
- 2) The Resident Teacher program at the University of North Dakota and Minot State University 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.
- 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 an 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 a larger number of children with disabilities.

6. GS.IV: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): SIG funding for year five includes school year 2004-2005.

2004-2005 Continue implementation of SIG Goals inclusive of personnel development.

2004-2005 Continue Traineeship funding

2004-2005 Implement and increase numbers of Speech Language Pathology Professionals through online coursework funded by SIG.

April/May 2005 Complete grant writing application process for new 5 year State Personnel Development Grant with a narrower focus on personnel development in a unified manner. The NDDPI will use IDEA Discretionary funds to maintain and support some of the personnel development activities that were previously supported with SIG funds.

June 2005 Complete Speech Language Pathology Outreach program for nine Master's level pathologists.

Resources:

State Improvement Grant (Personnel Development Grant)

IDEA-B Discretionary Funds

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<p>GS V. Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): NDDPI has consistently complied with OSEP data submission requirements. A new web-based Online Reporting System (ORS) for all Child Count components was implemented in Fall 2004. The new web-based student data collection system uses unique student identifiers as the critical link to the Special Education Membership Report, which is one component within the North Dakota On-line Reporting System (ORS). The ORS automatically populates various Special Education federal reporting data requirements via Excel templates. Currently, ORS populates the following required federal reports; Personnel, Exiters, Child Count—Part B, Environment, and Suspension/Expulsion. The State goal is that this electronic system will greatly increase the accuracy of all state and federal reports when compared to systems used in the past. Thus, the collection of more accurate student data, over time, will increase the potential of moving from anecdotal information towards more statistically significant data. It is important to note that the electronic On-line Reporting System also allows local programs to track and analyze student data at the unit, district, and school levels for school improvement planning purposes. The ORS also includes a number of validation tools to increase student data accuracy and provides a means to locally export student data at the unit, district, and school level. During the ORS implementation process, the NDDPI provided direct training and technical assistance to school districts and special education units.</p>
<p>2. GS. V: Targets (for reporting period July 1, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): 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. Complete conversion to the ORS for Child Count data collection was successful.</p>
<p>4. GS. V: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Continue refinement of ORS to ensure accurate statewide student data.</p>
<p>5. GS. V: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Increase the number of assessment tools available within ORS to evaluate data to a greater depth at the state, unit, district, and school level. Two of the most obvious tools needed at this time are a global "student find" feature and a "resident/non-resident" student report.</p>
<p>6. GS.V: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>2004-05 School Year – Additional data reports will be completed and made available to LEAs. 2004-05 Exploration of statewide web-based IEPs and State recommended forms that comply with IDEA 04.</p>

Part B Annual Performance Report Status of Program Performance

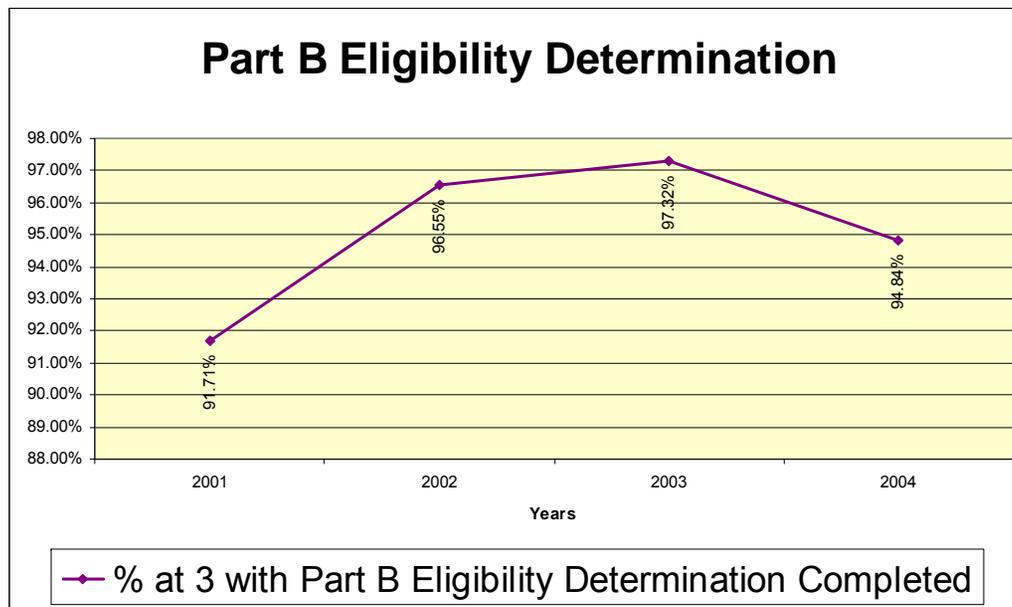
Cluster Area II: Early Childhood Transition

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, 2003 through June 30, 2004): 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, 2003 through June 30, 2004): Analysis of Part C exit data. NDDPI child count data.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):



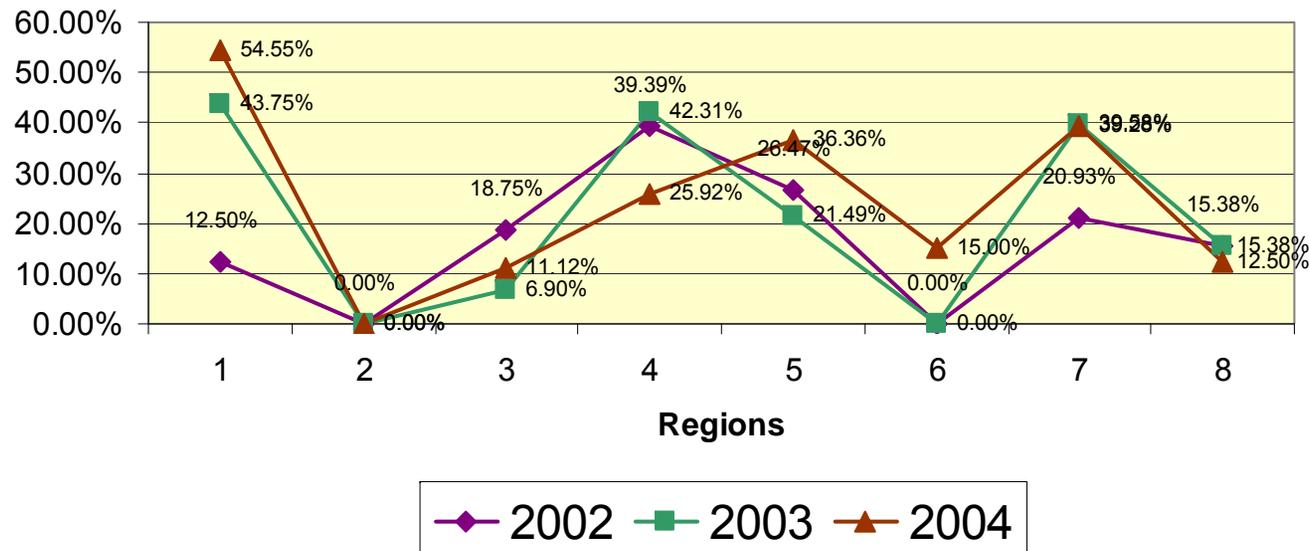
*In discussion with the SEA administrator for Part C programs, it was noted that some children who received Early Intervention Services may no longer be in need of, or found eligible for, Part B services due to success of programming efforts and/or developmental gains.

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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 over a three year period. The variances between regions have remained constant over the reported three year period. These variances are supported by the NDDPI Child Count data for age 3 students reported by special education unit.

Due to the significant discrepancies within regions, these data will be analyzed further to identify potential programmatic factors that may be affecting eligibility and to assure continuity of eligibility procedures and criteria across regions and special education unit.

% With Eligibility Determination Not Eligible for Part B



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Special Education Unit Child Count for Age 3

Unit	1999	2000	2001	2002	2003
Bismarck	27	27	23	29	27
Buffalo Valley	4	7	6	9	12
Burleigh County	0	1	1	0	2
Dickey/LaMoure	3	2	6	2	3
Dickinson	11	6	12	7	12
East Central	2	0	4	3	3
Emmons County	1	0	2	0	1
Fargo	18	30	34	25	36
Fort Totten	5	2	3	6	4
GST	3	3	6	6	5
Grand Forks	27	28	25	19	22
Lake Region	8	5	7	8	11
Lonetree	8	2	7	6	4
Morton/Sioux	13	22	16	33	22
Northern Plains	1	1	1	2	2
Oliver/Mercer	2	1	3	1	2
Peace Garden	2	6	4	3	11
Pembina	3	5	1	7	5
Rural Cass	2	5	4	6	3
Sheyenne Valley	2	4	5	6	2
Souris Valley	28	37	32	33	53
S Central Prairie	0	2	0	1	2
South Valley	10	12	6	10	7
Southwest	2	0	0	2	4
Turtle Mountain	0	0	0	0	0
Upper Valley	13	9	17	10	13
Wahpeton	10	4	7	5	7
West Fargo	12	12	15	10	11
West River	1	5	7	2	9
Wilmac	10	10	5	8	7
Total	228	248	259	259	302

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2. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): The 1999 OSEP compliance monitoring report cited noncompliance in the area of early children transition for Part C but not for Part B. NDDPI will continue to collaborate with Part C to ensure appropriate early childhood transition.

3. Targets (for reporting period July 1, 2003 through June 30, 2004): The IDEA Part B and Part C advisory committees in North Dakota held 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 December 2003, NDDPI and DHS received approval for the jointly submitted General Supervision Enhancement Grant (GSEG) which incorporated a goal focused on establishing a coordinated system and procedures for collecting and sharing Part B and Part C data. The GSEG ND Educational Services Improvement Model (NDESI) was developed during this time period. The priority areas for the NDESI were based on the Part C and Part B priority areas. The priority areas for Part B and Part C are based on the Annual Performance Report which includes the mutual priority area of early childhood transition.

The ND Department of Human Services, (DHS), (Part C lead agency) completed the development of a survey to measure parent satisfaction for delivery of services to eligible children when transitioning to Part B at age 3. Part C is just beginning to utilize surveys but data is not yet available.

NDDPI and DHS facilitated meetings of the Early Childhood Transition Guidelines Workgroup to develop joint Guidelines regarding the transition of children from Early Intervention to Preschool Programs. The Early Childhood Workgroup reviewed current state and national data and guidance relating to early childhood transition. A list of essential components for the Guidelines was developed.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): NDDPI in collaboration with ND Department of Human Services, DHS, will accurately measure parent satisfaction for delivery of services to eligible children when transitioning to Part B at age 3 using a Part C parent survey. NDDPI will determine reasons for exit when children are determined to be ineligible for Part B and will determine reasons for Part B eligibility inconsistencies within regions and special education units.

NDDPI and DHS will complete the joint Early Childhood Transition Guideline for parents and professionals.

NDDPI and DHS will begin the development of early childhood transition compliance standards and indicators to be integrated into each agency's compliance monitoring process.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Part C personnel will complete the parent satisfaction survey with parents of children transitioning from Part C to Part B services. Data from these surveys will be shared with the NDDPI to assure compliance with Part B requirements and parent satisfaction.

NDDPI will survey early childhood special education professionals and special education administrators regarding issues relating to early childhood transition. The survey results along with district/regional data and Part C exit data will be used to analyze reasons for exit when children are determined to be ineligible for Part B and to determine inconsistency in eligibility practices across special education units.

A Statewide Early Childhood Transition Workgroup will complete the development of the early childhood Transition Guidelines for parents and professionals. The joint Early Childhood Transition Guidelines will establish common expectations for program performance across the Infant Development Programs and LEAs, and will make recommendation for best practices for professionals and parents.

The ND General Supervision Enhancement Grant, (GSEG), 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. Part C and Part B state personnel will begin work with GSEG professionals and personnel from NECTAC to identify priority results and compliance standards for Part C and Part B in the area of transition. Indicators for these identified compliance standards will also be developed. Part B compliance standards such as meeting transition planning deadlines and LEA participation in the transition conference will be addressed through this process. Data needs will be determined so that the transition data collection can be integrated into each agency's monitoring process.

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6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Spring 2005- Begin use of "Parent Interview Concerning Transition Services"

Winter 2005 - Survey early childhood professionals

Spring 2005- Analysis of survey and additional Part C and Part B data.

Summer 2005 - Completion of Early Childhood Transition Guidelines

Summer 2005 - Begin development of transition standards and indicators

Resources: Part C Exit Data and Parent Survey Data; Part B Child Count; Early Childhood Transition Survey; Early Childhood Transition Workgroup, MPRRC, NECTAC, GSEG, Part C and Part B personnel.

Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal (for reporting period July 1, 2003 through June 30, 2004): **The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.**

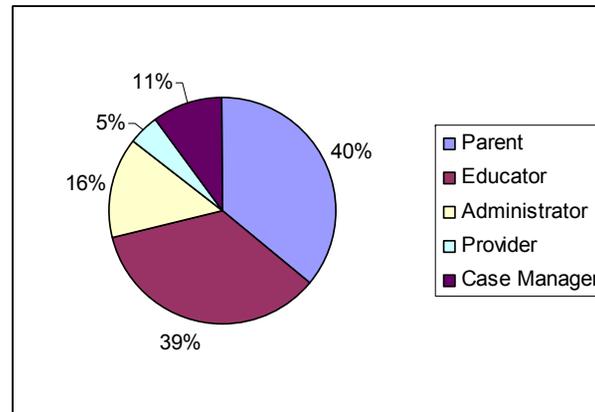
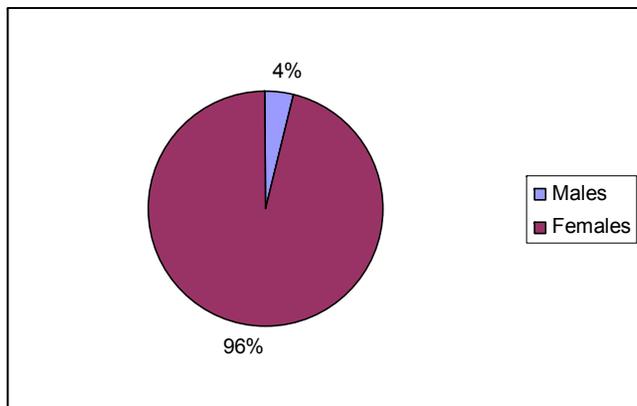
Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **In the future the Performance Indicator will be based on an analysis of parent responses to web-based perception surveys completed on a statewide basis in a timely manner following completion of the IEP process.**

Part B Annual Performance Report Status of Program Performance

1. **Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004): In the 2002-03 APR, our State projected that we would have a statewide web-based parent survey available during the next reporting period. The SEA did not have the technical capacity to have the survey available for statewide use in a fully secure and confidential manner. While these technical challenges were being studied, the NDDPI utilized Parent Liasons to our State Improvement Grant to review the draft Parent Survey. They conducted an analysis of each survey question relative to clarity and ease of use for parents.

The state continued to support parent involvement activities for 2003-04 through the Family Connections Conferences with funding support from our State Improvement Grant and Section 619 funds in collaboration with Part C. Participation and satisfaction surveys were conducted following each Family Connections Conference.

The mission of the ND Family Connections Conference: “When *Children Have Special Needs*” is to establish ties and strengthen family support efforts. The first ND Family Connections Conference was held in June, 2004 in Fargo, ND. The second conference was held in Bismarck, ND in September, 2004. The ND Family Connections Conference is a forum for North Dakota families with children who have special needs and the professionals who support them to work collaboratively. The conference is designed for both families and professionals (many of whom are also family members) to attend. Conference attendance data follows.



	<u>Spring 04</u>	<u>Fall 04</u>
Number of people registered	186	202
Number of families registered	39	53
Number of spouses, siblings, attended	24	12
Number of professional registered	102	149
Number of speakers registered	45	28
Number of speakers who were families or consumers	12	9
Number of people registered for the Pre-conference	33	69

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Overall conference ratings are summed up below.

	Excellent	Very Good	Good	Fair	Poor	NA
Overall Spring 04	17	31	7	0	0	0
Overall Fall 04	27	34	19	1	0	0
Registration Spring 04	33	18	2	1	0	0
Registration Fall 04	40	35	8	0	0	4
Round Tables Spring 04	4	20	10	8	0	9
Round Tables Fall 04	35	24	9	2	1	*
Family Banquet Spring 04	5	10	7	0	0	34

At the Fall 04 conference, sixty-six participants rated the conference against family outcomes listed in the Government Performance Results Act. They responded to questions “As a result of this training I received” and checked those that applied.

	Spring 04	Fall 04
A clear idea of what the workshop was all about	52% (n=35)	62% (n=54)
New information about a topic of interest to me	75% (n=44)	79% (n=69)
Useful strategies to try when I leave	68% (n=40)	72% (n=63)
Connections with others who can help	64% (n=38)	49% (n=43)
Materials to use or access on my own	72% (n=42)	62% (n=54)
Reimbursement to cover the cost of participating	49% (n=29)	55% (n=48)
Understanding of how to accomplish my goals	17% (n=10)	28% (n=24)
Greater involvement and support from others	24% (n=14)	26% (n=23)
A positive impression of the presenters	63% (n=35)	60% (n=52)
A better understanding of how to change family support policies	30% (n=12)	24% (n=21)
Training/information that helps me make more informed decisions	51% (n=30)	56% (n=49)

Recommendations for future conference topics were given by participants and include the following:

- After School Programs
- Recruitment and Retention of Qualified Personnel
- Value of Early Intervention
- Children’s Mental Health Care Needs
- Resources available to Families
- Parent Involvement at the Policy-Making Level
- Medical Needs and Resources
- Family Supports and Respite Care

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Parents are also represented on the Positive Behavior Support’s State Leadership Team and on most of our PBS Local Leadership Teams. At the state level, the PBS team meets quarterly to review data from each of the eleven local PBS sites and to additionally develop action plans for the following year. The local leadership teams meet at least once a month and review site level student data and update the local action plan.

2. Targets (for reporting period July 1, 2003 through June 30, 2004): NDDPI will establish targets regarding parent involvement after analysis of comparative baseline data gathered from parent surveys.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): Until the SEA is successful in implementing statewide web-based surveys of parents in a secure manner, it is difficult to report either progress or slippage because the targets have not yet been established.

4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): NDDPI will establish targets regarding parent involvement after analysis of comparative data gathered from parent surveys.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): The NDDPI will complete arrangements with a multi-district special education cooperative to pilot the web-based parent survey. Upon completion of analysis of the survey usage and its security, the NDDPI will again attempt statewide utilization. Additionally, the NDDPI will continue fiscal support for the ND Family Connections Conference.

Spring 2005 – A parent will be selected to be part of the ND Leadership Team attending the “National Leadership Team on Improving Results: Policy and Practice Implications for Secondary and Postsecondary Education, Transition Workforce Development”.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Spring 2005 – Implement pilot usage of the parent survey in one multi-district special education cooperative unit.

June 2005 – Family Connections Conference: Special topic IDEA 04

Summer 2005 – Parent member of State Leadership Team will attend National Summit on Improving Results (NCSET) for Secondary Transition

2005-2006 – NDDPI will implement a web-based electronic parent survey statewide.

2005-2006 – Parent representation and input on the ED Task Force for development of ED Guidelines and training plan

Resources

NDDPI Management Information System (MIS), ND General Supervision Enhancement Grant (CIFMS), MPRRC (for PBS initiative), School Wide Information Systems (SWIS), National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), University of Oregon.

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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** Does the State review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?
 - 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 State- and district-wide assessment programs 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, early literacy, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

State Goal (for reporting period July 1, 2003 through June 30, 2004): 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.

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***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.**

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BF. I: Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **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, 2003 through June 30, 2004).

The ND Department of Public Instruction now has data for 2003 and 2004 regarding disproportionality of identification, eligibility category, or placement. The following areas merit more attention: American Indian students with disabilities continue to be over-represented in Resource Room settings but the number has diminished since the last reporting period. There is a slight over-representation of American Indian students identified as having a SLD. There is also an over-representation of white students with disabilities identified in the SI, OHI, and Autism categories. However, in this new reporting period improvement has been documented.

YR	Seq	Type	AM	AS	BL	HI	WH	Totals	AM	AS	BL	HI	WH		AM	AS	BL	HI	WH
2003	1	09	900	53	133	159	8246	9491	0.9	1.1	0.9	0.9	1.1		5634	133	874	48	122
2003	2	10	318	11	35	55	1616	2035	1.5	1.1	1.1	1.5	0.7		389	0	24	15	4428
2003	3	20	63	3	15	8	425	514	1.2	1.1	1.9	0.8	0.8		20	7	0	77	6477
2003	4	MR	154	6	22	22	937	1141	1.3	1.0	1.3	1.0	0.8		17	3	2	54	5549
2003	5	SLD	618	21	64	97	4293	5093	1.1	0.8	0.8	1.0	0.9		2327	6	148	0	1240
2003	6	ED	103	2	29	22	904	1060	0.9	0.4	1.8	1.1	1.0		1	9	11	54	5606
2003	7	SI	406	29	53	75	3521	4084	0.9	1.4	0.9	1.0	1.1		789	22	88	3	1958
2003	8	OHI	53	4	17	16	828	918	0.5	0.8	1.2	0.9	1.6		30	6	0	63	5740
2003	9	AUT	6	2	5	1	168	182	0.3	2.2	1.8	0.3	2.1		99	9	7	91	6970
		Totals	1340	64	190	233	10651	12478	920	1398	1168	8232	92067	103785					

YR	Seq	Type	AM	AS	BL	HI	WH	Totals	AM	AS	BL	HI	WH		AM	AS	BL	HI	WH
2004	1	09	907	49	126	167	8208	9457	0.9	1.0	0.9	0.9	1.1		6071	110	677	39	51
2004	2	10	288	12	32	49	1729	2110	1.4	1.1	1.0	1.2	0.8		314	0	12	29	4524
2004	3	20	69	5	15	13	610	712	0.9	1.4	1.5	1.0	1.0		13	4	0	79	6417
2004	4	MR	146	8	17	29	905	1105	1.3	1.4	1.1	1.4	0.7		15	1	0	54	5886
2004	5	SLD	543	23	59	102	4176	4903	1.1	0.9	0.8	1.1	0.9		1808	9	99	0	1534
2004	6	ED	128	3	25	13	947	1116	1.1	0.5	1.6	0.6	0.9		5	7	3	79	5812
2004	7	SI	400	24	52	75	3553	4104	0.9	1.1	0.9	1.0	1.1		819	11	69	8	2145
2004	8	OHI	68	4	21	15	941	1049	0.6	0.7	1.4	0.8	1.4		13	6	1	76	5822
2004	9	AUT	6	2	7	3	204	222	0.2	1.8	2.2	0.7	1.9		94	9	6	98	7185
		Totals	1291	64	181	237	10726	12499	862	1447	1227	8615	89738	101889					

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An over-representation of white students with disabilities has been identified in the SI, OHI, and Autism categories. However, in this new reporting period improvement has been documented:

	2003	2004	
Risk Ratio	1.6	1.4	OHI
Risk Ratio	2.1	1.9	AUT
Risk Ratio	1.1	1.1	SI

White students in Resource Room settings went from .7 (2003) to .8 (2004) which represents an improvement. We are moving closer to the optimal risk ratio of 1.0. White students with MR were reported at .8 in 2003 and went to .7 in 2004. This reflects a slight increase in under-representation compared to 2003. We saw fewer white students with MR in 2003 and in 2004 than was expected. Overall, the risk ratios appear to be improving and moving closer to the optimal risk ratio of 1.0.

Because of ND's many very small rural schools and school districts, NDDPI must protect the confidentiality of students with disabilities. Because of the FERPA requirements, NDDPI has determined that it will not publish the results of student populations less than ten.

2. BF I: Targets (for reporting period July 1, 2003 through June 30, 2004): Through the General Supervision Enhancement Grant (GSEG) awarded to North Dakota by the US Department of Education, the ND Department of Public Instruction and the ND Department of Human Services have developed the ND Educational Services Improvement (ND-ESI) project. This project is currently piloting a model of continuous improvement focused monitoring based on local schools, school districts, and infant development programs collecting and analyzing data. The analysis includes a review of the percentage of students with disabilities receiving special education; by race/ethnicity; and their educational environments and disability categories relative to state and national data. The target for all disabilities in all races and all settings is approaching a risk ratio of 1.0 in an exponential manner with a target of 15% improvement relative to the goal each year.

3. BF I: Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): Over-representation of white students with OHI increased but the percentage decreased. There is a need for more anecdotal data from LEA's to interpret data. Data show general trends but must be interpreted in light of statewide trends. Review over longer periods of time is needed.

4. BF. I Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): The US Department of Education awarded the ND Department of Public Instruction (IDEA Part B) and the ND Department of Human Services (IDEA Part C) a General Supervision Enhancement Grant (GSEG) in the fall of 2003. The focus of this grant has been the improvement of educational services for children who have disabilities. A model for Continuous Improvement Focused Monitoring has been developed that promotes increased collection of data for Part C and Part B, and training on analysis of data to improve results for children who have disabilities. This new system of data collection and analysis is now being piloted in a number of sites across North Dakota representative of large and small school districts in rural and urban environments. In addition, the NDDPI has expanded its online reporting system so that special education data are now available to LEA's as well as the SEA. Schools are being given data from the State Education Agency regarding their students' academic achievement as well as data to determine if significant disproportionality in identification, eligibility category, or placement is occurring. It is the goal of the ND Educational Services Improvement (ND-ESI) project to refine this data dissemination and analysis in the pilot sites and then to expand this continuous improvement focused monitoring process to all schools and infant development programs in the state. If disproportionality is identified, NDDPI will provide technical assistance including accessing resources to develop improvement plans that are responsive to the data.

The NDDPI now has available data on disproportionality for each of 210 school districts in the State. Through piloting of the new Continuous Improvement Focused Monitoring System, NDDPI provided disproportionality data for comparative purposes and improvement planning for each of the pilot schools in the CIFMS process.

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5. **BF.I Future Activities to Achieve Projected Targets/Results** (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): The ND Department of Public Instruction, in collaboration with the ND Department of Human Services, will complete the piloting of the ND Educational Services Improvement (ND-ESI) project. The pilot site activities will include building level analysis of data regarding disproportionality in identification, eligibility category, or placement. If significant disproportionality in any of these areas is determined to exist, the pilot sites will access the technical assistance activities that are included in the model of continuous improvement focused monitoring that ND has developed. This includes exploration of improvement strategies identified by the ND Educational Services Improvement (ND-ESI) project that are known to be research-based practices. If warranted, local school personnel will also be able to access resources from the National Center for Culturally Responsive Educational Systems (NCCREST) to assist them in evaluating their own policies and procedures regarding assessment and placement practices, and to plan improvement strategies that will assure a quality, culturally responsive education for all students. The ND Department of Public Instruction also plans to provide additional information to schools regarding the proportion of their students who receive special education who are male versus female.

The ND Department of Public Instruction is also, planning to publicly share disproportionality data from ND's special education Annual Performance Report at upcoming conferences for local school administrators, teachers, parents and the ND IDEA State Advisory Committee to increase awareness of areas of concern regarding assessment and placement practices of students with disabilities in the state:

Creating awareness among stakeholders about disproportionality data continues to be a focus of the SEA. During the current reporting period the NDDPI made (and continues to make) a concerted effort to explain annual performance reporting to school administrators, teachers and parents. Now that a basic understanding is emerging there is a need to involve stakeholders in the analysis of our disproportionality data related to the percentage of students with disabilities receiving special education by race/ethnicity and their educational environments and disability categories. To further communicate with stakeholders and policymakers, such as legislators, the NDDPI commissioned "The North Dakota Student Population Study: A Review of data on the Trends in Student Enrollment in North Dakota." To date, this study done in collaboration with the ND Center for Persons with Disabilities, has resulted in the publication of five documents:

1. Technical Report #1: A State and National Perspective of Special Education Student Enrollment
2. Technical Report #2: North Dakota Regional and Unit Trends in Special Education Student Enrollment
3. Technical Report #3: Early Intervention in North Dakota: Enrollment Trends, Low Birth Weight and Birth Defect Issues.
4. Technical Report #4: North Dakota Special Education: Student Enrollment by Disability Categories
5. Technical Report #5: North Dakota Special Education Enrollment: New Admissions and Age of Students Receiving Services

The NDDPI will also complete an additional technical report with an overarching analysis about children and youth with disabilities in our state. A professor, who was one of the authors of these technical reports, and the state director of special education, recently conducted a presentation on the study at the annual conference for the ND Council for Exceptional Children. These reports are currently posted on the NDDPI website and appended to this APR.

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6. BF.I Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

April 2005 – PTI Annual Conference Presentation

June 2005 – Presentation to IDEA Advisory Committee

Fall 2005 – Presentation to School Administrators

Resources:

ND Center for Persons with Disabilities

NCCREST

BF. II: Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **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, 2003 through June 30, 2004.

Out of the total number of students with disabilities ages 14 through 21, 3.7% dropped out of school during 2003-04. This compares to 3.6% who dropped out of school during 2002-03 and to 3.4% who dropped out during 2000-01. The breakdown of students with disabilities who dropped out by disability and race in 2002-03 follows:

2002-03 Dropout Data

	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. These data are 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 to collect the necessary data.

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Since the last reporting period the NDDPI has implemented an online reporting system for student data. The new system does not currently permit the reporting of students by both race and disability category, so data reported for 2003-04 is limited to separate totals for disability and race.

2003-04 Dropout Data

	Total No.
Mental Retardation	10
Emotional Disturbance	56
Specific Learning Disability	77
All Other Disabilities	26
TOTAL	169

Of the total of 169 students with disabilities who dropped out of school, the following ethnicity numbers are available:

American Indian – 26

Asian - 1

Black – 3

Hispanics – 10

White - 129

Our state experienced a slight (8) increase in the number of students with disabilities who dropped out of school. However, our state also experienced an increase (+637) in the number of students identified as having disabilities. As a percentage of our special education child count, the data for this reporting period actually indicate the drop-out percentage of our overall special education population has remained virtually the same.

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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

During 2003-04, 76.8% of students with disabilities exited schooling through graduation. This compares to 72.1% for the 2002-03 and to 74.7% for the 2000-01 school year. Statewide comparison to all students exiting school through graduation was 95% during 2003-04. This compares to 94.34% during 2002-03 and 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, 2003 through June 30, 2004): The NDDPI remains committed to our target of reducing the number of students with disabilities who drop-out of school to zero.

3. BF II: Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): When compared to data reported for our state's 2002-03 APR, our state experienced a slight (8) increase in the number of students with disabilities who dropped out of school. However, our state also experienced an increase (+637) in the number of students identified as having disabilities. As a percentage of our special education child count, the data for this reporting period actually indicate the drop-out percentage of our overall special education population has remained virtually the same.

4. BF. II: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): NDDPI will diminish the number of students with disabilities who drop-out of school.

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5. BF.II: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): The NDDPI expanded the ND Positive Behavioral Supports Collaborative (PBS) during this reporting period. It is intended to enhance the capacity of schools to educate all students, especially those who have challenging social behaviors. The ND PBS State Leadership Team, a broad-based representation of stakeholders, identified specific statewide outcomes that have been identified as targets, including:

- Increase in student achievement
- Decrease in office discipline referrals
- Increase in high school graduation and decrease in student drop-out rates
- Increase in staff reporting knowledge about and use of positive behavioral interventions and supports
- Increase in community, family, and student participation in the development and implementation of positive behavioral approaches throughout the school.

6. BF.II Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

PBS Future Activities

The PBS training schedule for the schools in Cohort I and II are as follows during the 2004-2005 and 2005-2006 school year.

Cohort I (eleven schools/districts):

- 2004-2005
 - August 3-4 two days of training for Coaches and Local Leadership Team members
 - November 18-19; two days of training for Coaches and Local Leadership Team members
 - April 28-29; two days of training for Coaches and Local Leadership Team members
- 2005-2006
 - August; two days of training for Coaches and Local Leadership Team members
 - November; two days of training for Coaches and Local Leadership Team members

Cohort II (fifteen schools/districts):

- 2005-2006
 - August; two days of training for Coaches and Local Leadership Team members
 - November; two days of training for Coaches and Local Leadership Team members
 - April; two days of training for Coaches and Local Leadership Team members

Resources:

MPRRC

NCSET Technical Assistance Community of Practice on Collecting Postschool Outcome Data on Youth with Disabilities.

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BF. III: Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **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, 2003 through June 30, 2004).

Performance data 2003-04

The total number of students with disabilities suspended or expelled unilaterally as reported on Table 5 to OSEP during the 2003-2004 school year.

A breakdown of that data is as follows:

Mental Retardation	1
Emotional Disturbance	3
Specific Learning Disability	9

Out of the 13 students reported, 6 were White and 7 were American Indian. Additionally, out of these students 6 were removed to an alternate education setting by school personnel, two were removed by a hearing officer and 6 were removed for other reasons for more than ten days.

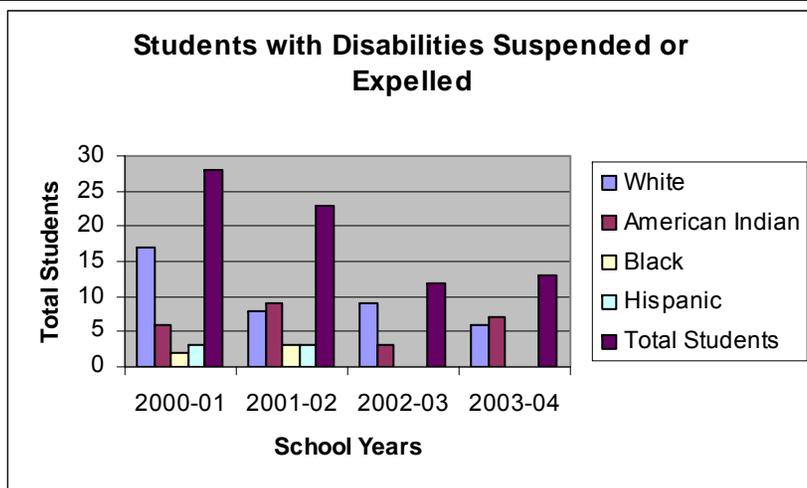
In 2000-01, there were 28 students, 17 were White, 6 were American Indian, 2 were Black and 3 were Hispanic. Out of these 28 students, 15 were removed by school personnel, 1 student was removed by a hearing officer and the remainder were removed for other reasons.

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.

In 2002-03, there were 12 students with disabilities suspended or expelled unilaterally. Out of the 12 students, 9 were White and 3 were American Indian.

Comparing the 2003-04 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, twelve were white, seven were American Indian and one was Hispanic.

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2. BF. III: Targets (for reporting period July 1, 2003 through June 30, 2004): The NDDPI remains committed to our previously identified long-term target 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, 2003 through June 30, 2004): Compared to the last APR reporting period our state experienced an increase of one student with a disability who was either suspended or expelled. We consider this slight increase to be insignificant. Overall, North Dakota's number of suspensions and expulsions has been declining steadily.

4. BF. III: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): NDDPI will 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, 2004 through June 30, 2005 and on going): The NDDPI expanded the ND Positive Behavioral Supports Collaborative (PBS) during this reporting period. It is intended to enhance the capacity of schools to educate all students, especially those who have challenging social behaviors. The ND PBS State Leadership Team, a broad-based representation of stakeholders, identified specific statewide outcomes that have been identified as targets, including:

- Increase in student achievement
- Decrease in office discipline referrals
- Increase in high school graduation and decrease in student drop-out rates
- Increase in staff reporting knowledge about and use of positive behavioral interventions and supports
- Increase in community, family, and student participation in the development and implementation of positive behavioral approaches throughout the school.

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6. BF.III: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

PBS Future Activities

The PBS training schedule for the schools in Cohort I and II are as follows during the 2004-2005 and 2005-2006 school year.

Cohort I (eleven schools/districts):

- 2004-2005
 - August 3-4 two days of training for Coaches and Local Leadership Team members
 - November 18-19; two days of training for Coaches and Local Leadership Team members
 - April 28-29; two days of training for Coaches and Local Leadership Team members
- 2005-2006
 - August; two days of training for Coaches and Local Leadership Team members
 - November; two days of training for Coaches and Local Leadership Team members

Cohort II (fifteen schools/districts):

- 2005-2006
 - August; two days of training for Coaches and Local Leadership Team members
 - November; two days of training for Coaches and Local Leadership Team members
 - April; two days of training for Coaches and Local Leadership Team members

Resources:

MPRRC
University of Oregon

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BF.IV: Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **Performance results for children with disabilities on large-scale assessments improve at a rate that decreases the gap between children with disabilities and their non-disabled peers.**

1. BF. IV: Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004. *Use Attachment 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.

The participation rate of students with disabilities has been consistently high over time on both the math and reading assessments. The participation rate of students with disabilities is slightly lower than that of students without disabilities.

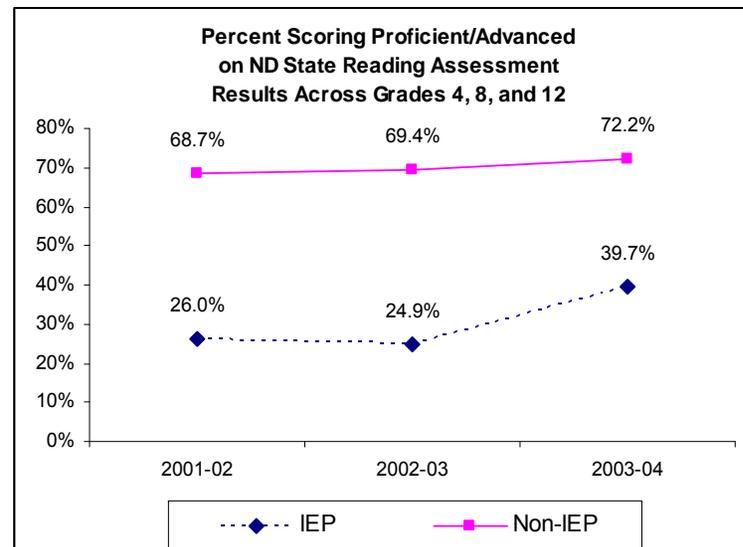
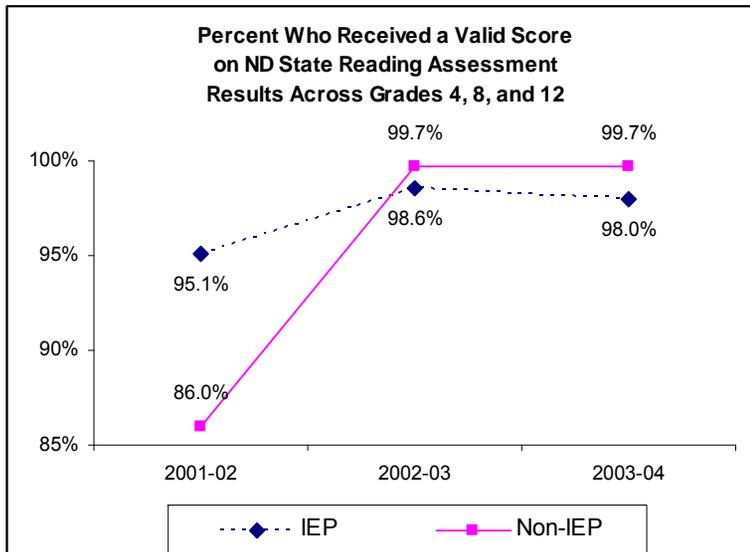
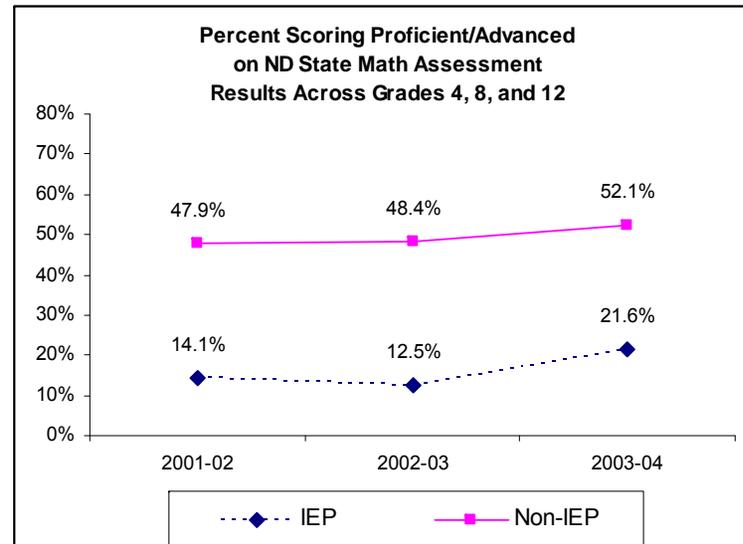
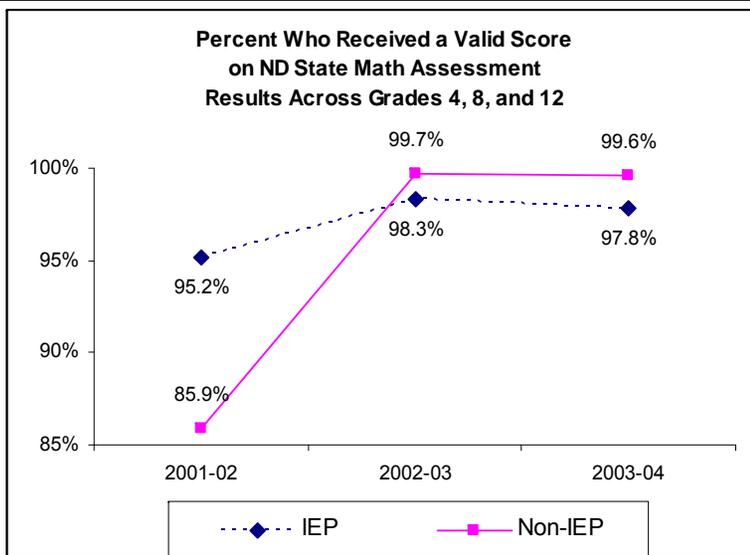
The percent of students with disabilities who scored proficient or advanced on the ND State Math Assessment has increased over time; in 2003-04, 21.6% of students with disabilities scored proficient/advanced. The 2003-04 percent proficient/advanced is almost 10 percentage points higher than the percent proficient/advanced in 2002-03.

The percent of students with disabilities who scored proficient or advanced on the ND State Reading Assessment has increased over time; in 2003-04, 39.7% of students with disabilities scored proficient/advanced. The 2003-04 percent proficient/advanced is almost 15 percentage points higher than the percent proficient/advanced in 2002-03.

The gap between the percent of students with disabilities scoring proficient/advanced and the percent of students without disabilities scoring proficient/advanced has decreased over time. From 2002-03 to 2003-04 the difference in these two groups decreased by 5.4 percentage points in math and by 12 percentage points in reading.

Thus, a very high percent of students with disabilities participate in the state assessments, a higher percentage of students with disabilities are scoring proficient/advanced over time, and the performance gap between students with disabilities and students without disabilities is narrowing over time.

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<p>2. BF. IV: Targets (for reporting period July 1, 2003 through June 30, 2004): During the 2003-04 school year there were no identified targets other than statewide AYP goals for this subgroup.</p>
<p>3. BF. IV: Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): The participation rate of students with disabilities has been consistently high over time on both the math and reading assessments. The participation rate of students with disabilities is very slightly lower than that of students without disabilities.</p> <p>The percent of students with disabilities who scored proficient or advanced on the ND State Math Assessment has increased over time; in 2003-04, 21.6% of students with disabilities scored proficient/advanced. The 2003-04 percent proficient/advanced is almost 10 percentage points higher than the percent proficient/advanced in 2002-03.</p> <p>The percent of students with disabilities who scored proficient or advanced on the ND State Reading Assessment has increased over time; in 2003-04, 39.7% of students with disabilities scored proficient/advanced. The 2003-04 percent proficient/advanced is almost 15 percentage points higher than the percent proficient/advanced in 2002-03.</p> <p>The gap between the percent of students with disabilities scoring proficient/advanced and the percent of students without disabilities scoring proficient/advanced has decreased over time. From 2002-03 to 2003-04 the difference in these two groups decreased by 5.4 percentage points in math and by 12 percentage points in reading.</p> <p>Thus, a very high percent of students with disabilities participate in the state assessments, a higher percentage of students with disabilities are scoring proficient/advanced over time, and the performance gap between students with disabilities and students without disabilities is narrowing over time.</p>
<p>4. BF. IV: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 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.</p>
<p>5. BF.IV: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):</p> <p>Title I and Special Education 2004 Institutes</p> <p>Summer of 2004, the Title I and Special Education Offices of the ND Department of Public Instruction will host two summer institutes. The institutes focus on the areas of math and reading instructional strategies.</p> <p>On June 28 and 29, the Math Institute will be held. The major goal of the institute is to familiarize workshop participants with Family Math materials and how to use this information with families and students. On July 14 and 15 the Reading Institute will be held. The participants learn practical strategies in reading that can be used with all students. Participants attending the conference will include special education and general education professionals, Title I teachers, administrators and paraprofessionals. These professionals work with students ranging from elementary through high school.</p> <p>Staff from the Special Education office will participate in an August 2004 Statewide Reading Leadership Team. This team acts as an advisory team for the Title I State Reading First office.</p>

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Positive Behavioral Supports (PBS) Collaborative

ND Positive Behavioral Supports (PBS) Collaborative is a statewide initiative for enhancing the capacity of schools to educate all students, especially 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) using data to guide decision making.

A representative PBS State Leadership Team (SLT) was formed during 2003-2004 to conceptualize and oversee this effort. To ensure representation of the various views and resources, membership includes:

State Superintendent of Schools	DPI Coordinated School Health
ND Education Association	DPI Child Nutrition Programs
ND School Board Association	DPI Title I
School Administrators	DPI Special Education
Division of Juvenile Services	Federation of Families for Children's Mental Health
Commissioner of Indian Affairs	Protection and Advocacy
Career and Technical Education	BIA/Indian Education
DPI School Improvement	State Improvement Grant
ND School Psychologist Association	Parent

The North Dakota PBS State Leadership Team is committed to working collaboratively with local school districts and communities to create school environments that support the adoption and sustained use of evidence-based practices that improve the learning of all students. This purpose is driven by the larger vision painted by goals set forth by the state legislature and in state plans that respond to federal initiatives including:

- Increasing student achievement by all students
- Creating safe environments that support learning in all schools
- Ensuring support for school staffs through on-going professional development

The specific statewide outcomes that have been identified as targets for this effort include:

- Increase in student achievement
- Decrease in office discipline referrals
- Decrease in suspensions and expulsions statewide
- Increase in high school graduation and decrease in student drop-out rates
- Increase in staff reporting knowledge about and use of positive behavioral interventions and supports
- Increase in community, family, and student participation in the development and implementation of positive behavioral approaches throughout the school

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In May of 2003, the State Leadership Team for the North Dakota Positive Behavior Support Collaborative (PBSC) will select approximately 10-15 schools to become PBS demonstration sites for the 2004-2005 school year. Demonstration sites will participate in required training and begin to implement the School Wide Information System (SWIS) software to track and analyze student referral data.

Discretionary Grants to LEAs

Discretionary grants are funded on an annual basis with final performance report submitted to the SEA.

The NDDPI Office of Special Education developed a grant award process to strategically address statewide identified priorities. Through the awarding of IDEA discretionary funds (approximately \$109,000.00) NDDPI authorized locally developed initiatives to address the academic achievement of students with disabilities. The titles of some of the grants that were approved and funded reflect the focus on math and literacy:

- “Focus on Literacy”
- “Early Intervention Project for Preventing Reading Problems”
- “Field Initiated Grant – Math Project”
- “Care of Read: Books in Their Hands”
- “Language! Training”

6. BF.IV: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): In January 2005, Title I and Special Education will conduct an Institute survey to gather input regarding topics and presenters for the Summer 2005 Reading and Math institutes. Comments from the 2004 Summer Institutes participants, the January survey results and current DPI targeted areas will be used to determine the theme and presenter for the 2005 institutes. These institutes will be held in June 2005 and July 2005.

2004-2005 – Continue to plan and participate in Title I and Special Education Institutes

2004-2006 – Positive Behavioral Supports Collaborative will be expanded to statewide implementation

July 1, 2004 – June 30, 2005 - Discretionary Grants

Fall 2005 – Annual ND Alternate Assessment Training

Resources:

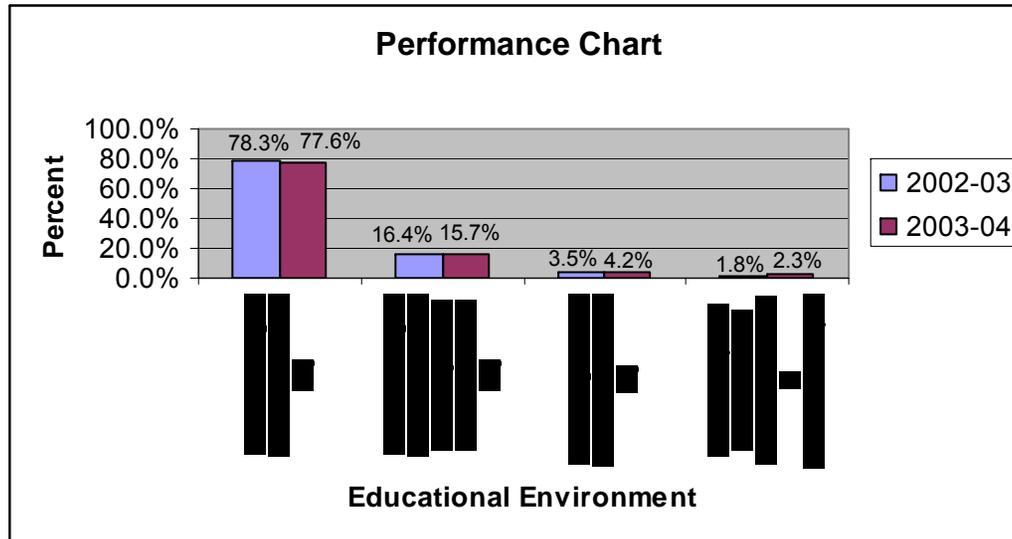
MPRRC

Mid-Continent Research for Education and Learning (McRel)

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BF.V: Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **Children with disabilities in ND including preschool are educated with nondisabled peers to the maximum extent appropriate.**

1. BF. V: Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004).



2. BF. V: Targets (for reporting period July 1, 2003 through June 30, 2004): ND will maintain opportunities for children with disabilities to be educated with nondisabled peers to the maximum extent appropriate.

3. BF. V: Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): As was the case during the last APR reporting period, the percentage of ND students with disabilities who are placed outside the regular class less than 21% of the day far exceeds the national baseline. A longstanding commitment to inclusive educational practices by parents, local administrators, and the ND Department of Public Instruction has resulted in a high ranking for our state in the area of general education placements for services and educational supports for students with disabilities. Although our data indicate a slight drop in placements “outside the regular classroom <21% of the day,” we believe this can be accounted for by a related increase in the percentage of children who were placed in “separate school facilities, residential facilities or who are homebound or in hospital care.” These numbers are also slight but may reflect the natural annual variation on the LRE continuum due to such factors as chronic medical conditions that may require more restrictive placements. NDDPI will monitor these data over the next reporting period.

4. BF. V: Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going): Maintain statewide initiatives to support students with disabilities in the general education setting.

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5. BF.V: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Continue implementation of the statewide Positive Behavior Supports (PBS) Initiative that will result in further supports for all children including children with disabilities in the general education setting. The NDDPI will expand the ND Positive Behavioral Supports Collaborative (PBS) during this reporting period. It is intended to enhance the capacity of schools to educate all students, especially those who have challenging social behaviors. The ND PBS State Leadership Team, a broad-based representation of stakeholders, identified specific statewide outcomes that have been identified as targets, including:

- Increase in student achievement
- Decrease in office discipline referrals
- Increase in high school graduation and decrease in student drop-out rates
- Increase in staff reporting knowledge about and use of positive behavioral interventions and supports
- Increase in community, family, and student participation in the development and implementation of positive behavioral approaches throughout the school.

6. BF.V: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

PBS Future Activities

The PBS training schedule for the schools in Cohort I and II are as follows during the 2004-2005 and 2005-2006 school year.

Cohort I (eleven schools/districts):

- 2004-2005
 - August 3-4 two days of training for Coaches and Local Leadership Team members
 - November 18-19; two days of training for Coaches and Local Leadership Team members
 - April 28-29; two days of training for Coaches and Local Leadership Team members
- 2005-2006
 - August; two days of training for Coaches and Local Leadership Team members
 - November; two days of training for Coaches and Local Leadership Team members

Cohort II (fifteen schools/districts):

- 2005-2006
 - August; two days of training for Coaches and Local Leadership Team members
 - November; two days of training for Coaches and Local Leadership Team members
 - April; two days of training for Coaches and Local Leadership Team members

Resources:

MRRRC
University of Oregon

BF.VI: Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **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.**

1. BF. VI: Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004).

North Dakota has not initiated data collection in this area, however specific plans are currently being developed and implemented in beginning stages. Below is a plan that shows the timeline for the completion of the ND Early Childhood Guideline which will provide indicators to base the collection of data in the areas stated in this performance indicator.

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2. BF VI: Targets (for reporting period July 1, 2003 through June 30, 2004): NDDPI will participate in an organizational meeting to identify the process and needed components for the development of ND Early Childhood Guidelines.

3. BF VI: Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): From December 2003 to June 2004, the NDDPI Section 619 coordinator position was not filled. Thus, progress was minimal. National technical assistance agencies such as MPRRC and NECTAC continued to provide support to NDDPI through this period.

4. BF. VI: Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

The NDDPI will participate with other early childhood agencies, e.g. Head Start, Child Care, Part C-DHS, to facilitate the development of Early Childhood Guidelines. The Guidelines will embed a set of developmental outcomes and benchmarks in early literacy, numeracy, motor, social/emotional, adaptive skills communication and cognitive domains. The Guidelines will embed strategies for providing targeted interventions for children age's birth to five years. The Guidelines will contain interagency collaborative approaches to service provision, documentation of efficacy, and consumer input and evaluation. The content will be based on scientifically proven effective practices and promising practices identified in the review of literature.

The outcomes and benchmarks will align with existing K-12 standards as disseminated by NDDPI. A curriculum referenced measurement instrument across all domains will be developed as part of the Guideline development process. The instrument may be utilized for determining developmental status and discrepancies in development.

The standards and benchmarks will be incorporated into the Part B monitoring process and used as a measure to assure improvement in the development of skills in these areas for preschool children with disabilities in ND.

5. BF. VI: Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): Future activities during this time period include: Secure developers of the Early Childhood Guidelines; the development of the initial draft of the Early Childhood Guideline; and meetings of the Early Childhood Guideline Workgroup to assist in the initial draft. Other activities during this time period will include participation in discussions with personnel involved with the NDGSEG and Part C to discuss the process of determining early childhood outcomes and benchmarks which will be measure through the Part C and Part B monitoring process.

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6. BF.VI: Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

Fall 2004 - NDDPI will continue to participate in the Workgroup that has been established to develop a joint Early Childhood Guideline.

Winter 2004 – Begin and complete bid process for the development of the Early Childhood Guidelines

Fall 2005 – Development of the initial draft of Early Childhood Guidelines

Winter 2005/06 – Field Test Guidelines and Focus Group Interviews with consumer groups

Winter 2005/06 – Meeting of Workgroup to develop a plan to establish method of using Guidelines outcomes and benchmarks to measure preschool children with disabilities. The plan will focus on the plan to measure baseline data relating to the outcomes and benchmarks.

June 2006 – Final draft of Guidelines completed

School year 2006-07 - Begin the implementation of a plan to establish baseline data relating to the Early Childhood outcomes and benchmarks.

Resources:

MPRRC

NECTAC

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal (for reporting period July 1, 2003 through June 30, 2004): **The percentage of youth with disabilities participating in post school activities (e.g., employment, education, etc.) is comparable to that of nondisabled youth.**

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004): **Analysis of the data from the ND Transition Follow-Up Project (initiated in 1999) system for collection, analyses, and reporting post-school outcome data for youth with disabilities.**

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1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004): The ND Department of Public Instruction initiated a two-phase, three year longitudinal project that examines the status of students with disabilities at exit from high school, and then 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. The data presented displays Three Year Follow-Up Comparisons (one and three years after exit) as well as the longitudinal data for the 1999, 2000, 2001, 2002, and 2003 cohorts one year after exit.

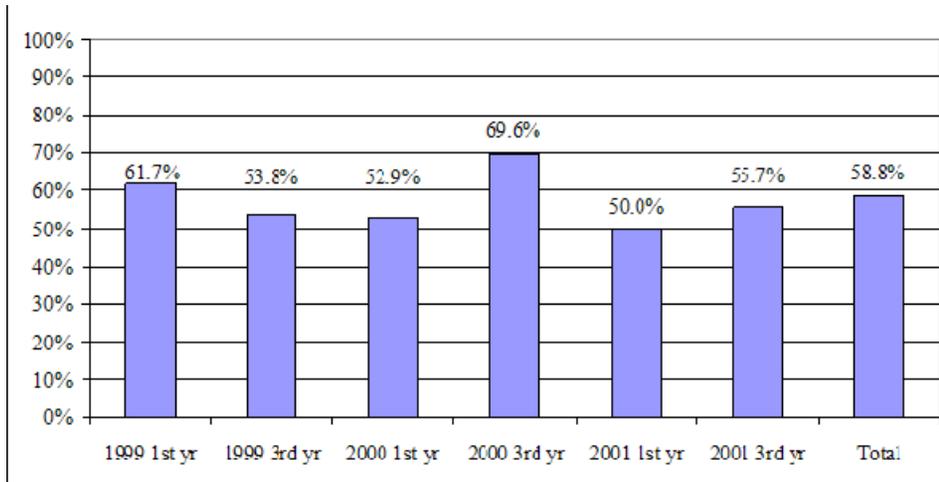


Figure 1. Percent of students attended/attending school after high school.

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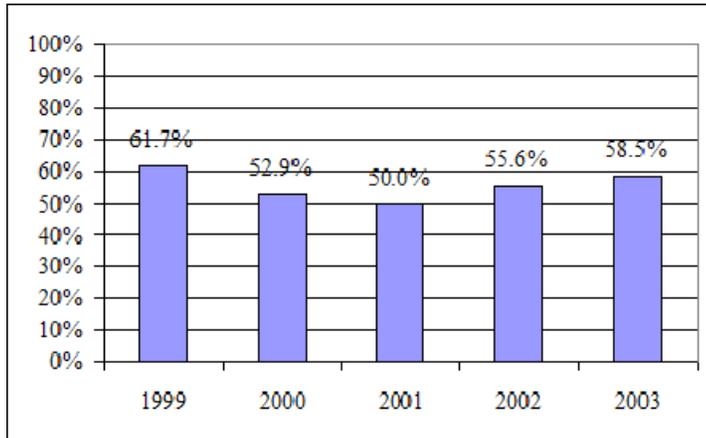


Figure 2. Percent of students attending/attended school after high school.

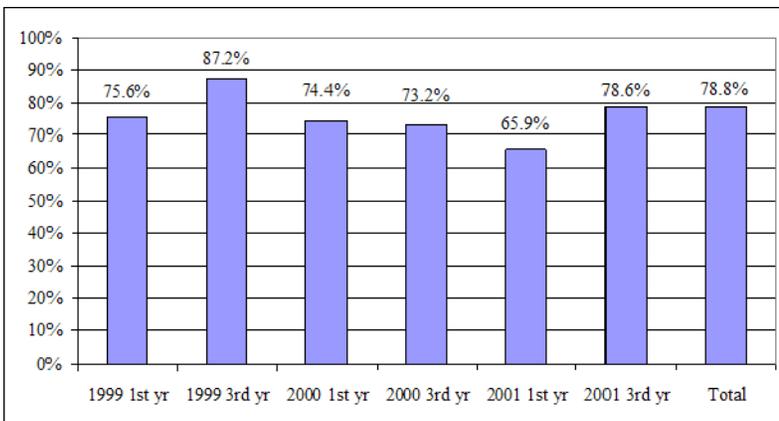


Figure 3. Percent of students currently employed.

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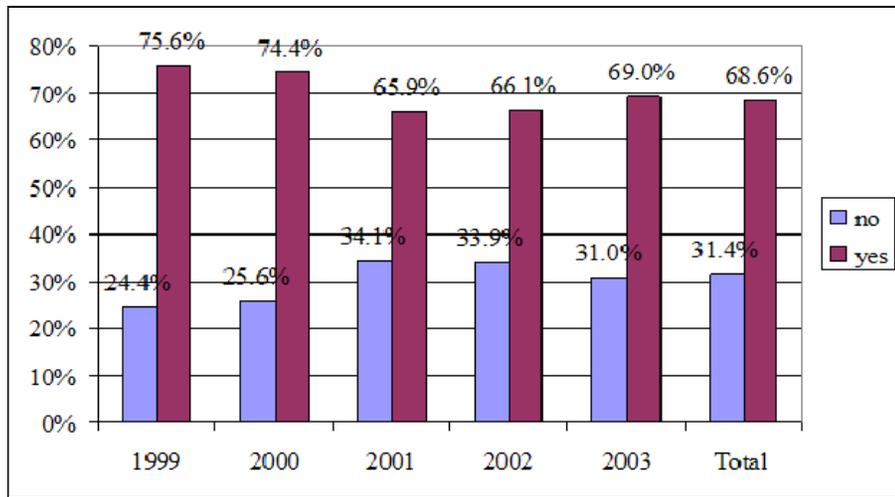


Figure 4. Percent of students currently employed.

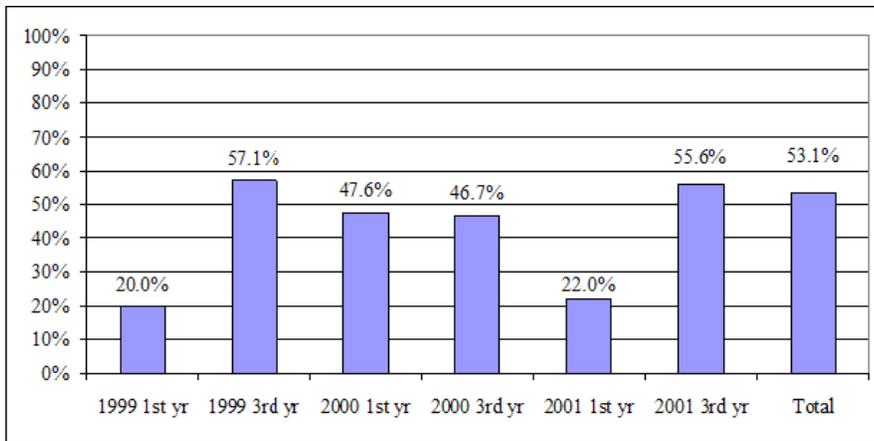


Figure 5. Percent of unemployed students currently looking for a job.

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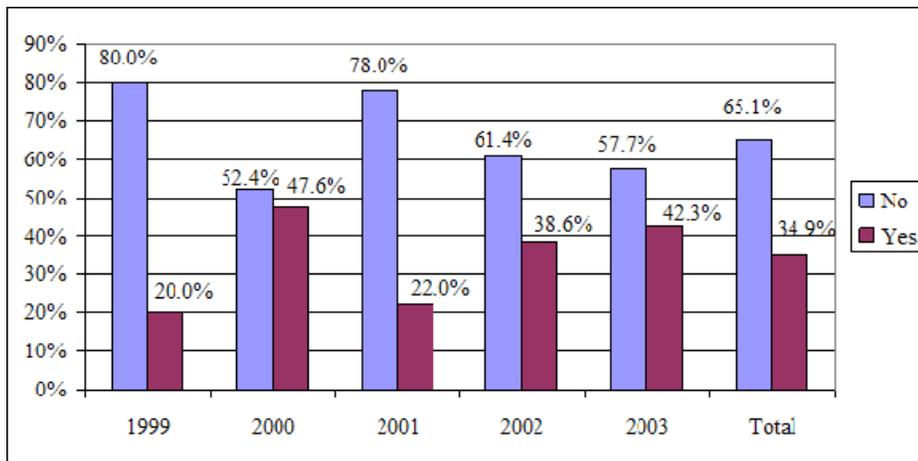


Figure 6. Percent of unemployed students currently looking for a job.

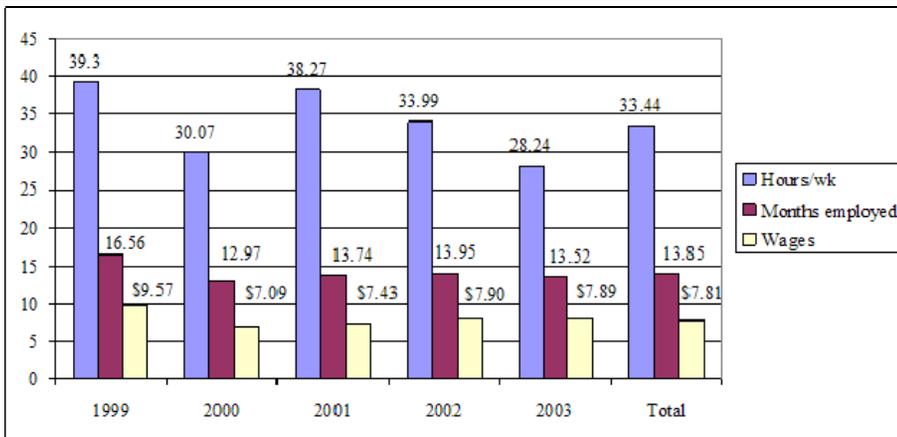


Figure 7. Average wages, hours, and time on job for students.

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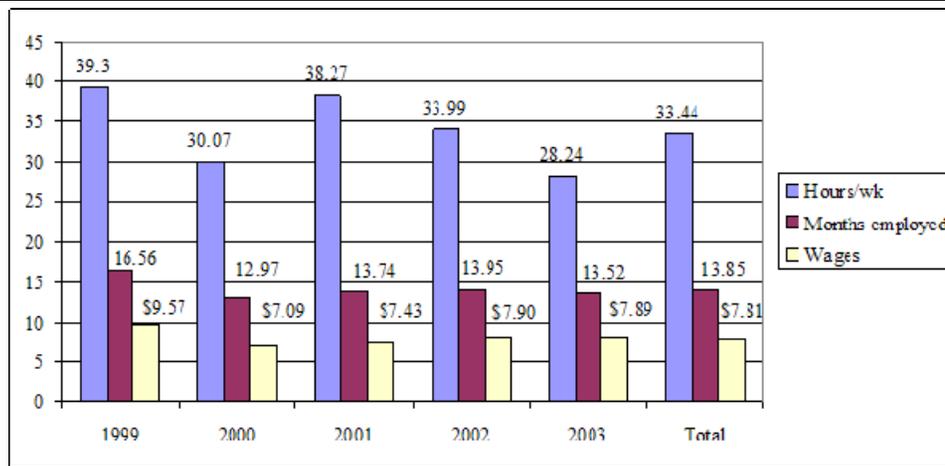


Figure 8. Average wages, hours, and time on job for students.

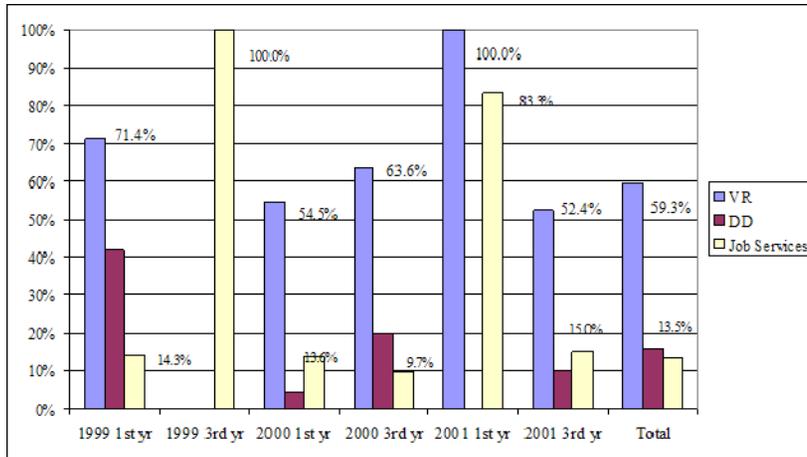


Figure 9. Percent of students referred to agencies for post school services.

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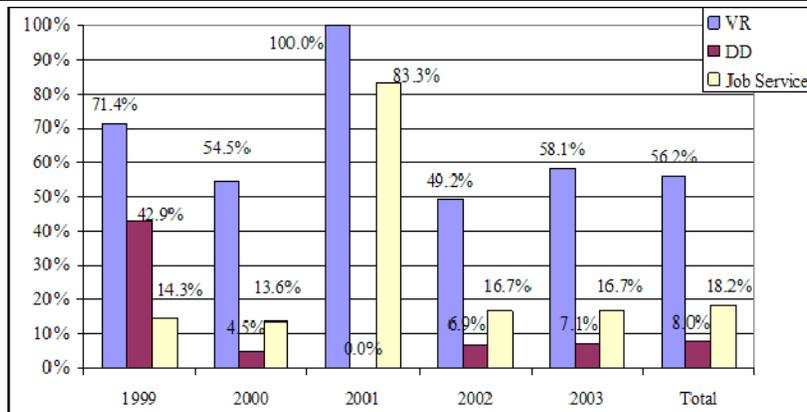


Figure 10. Percent of students referred to adult service agencies for post-school services.

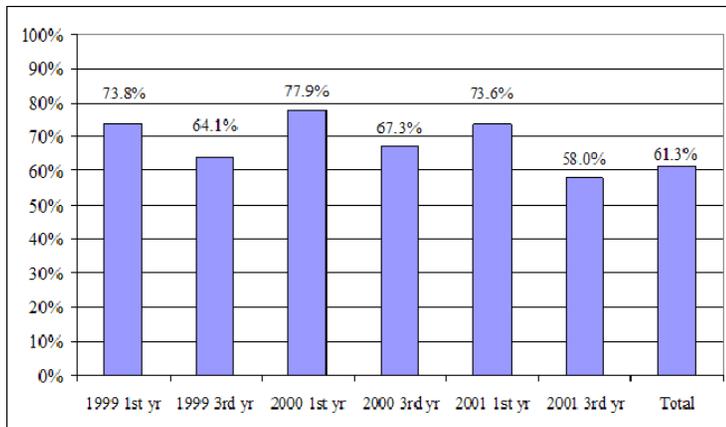


Figure 11. Percent of students satisfied with high school.

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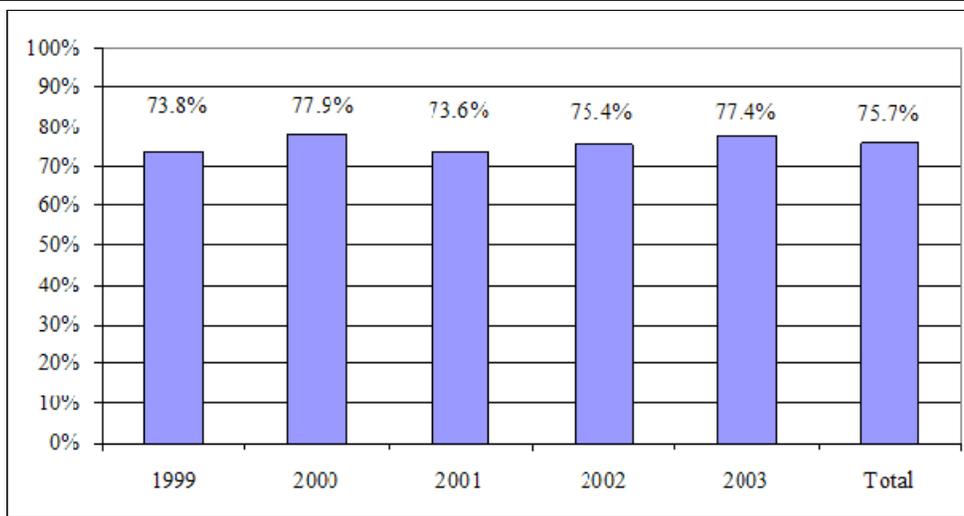


Figure 12. Percent of students satisfied with high school.

2. Targets (for reporting period July 1, 2003 through June 30, 2004): The data in this report suggest slight acceleration in the number of students having attended/attending school after high school one and three years later. The students in these cohorts have jobs, work nearly full time, have average wages above the minimum wage, live in a variety of home and community settings. The students were generally satisfied with high school at exit and one year later. This dropped off slightly three years later. Three years after exit reports indicate a slight increase in the number of students currently looking for a job. Although the percent of students being referred to adult service agencies for post school services has increased slightly in the first year after exit, the percent of students actually receiving post school services for their disabilities has remained fairly low.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004): In 1999 the OSEP Compliance Monitoring Report for North Dakota cited three areas of noncompliance related to secondary transition services; 1) students, and agencies likely to be responsible for providing or paying for secondary transition services were not invited to attend IEP meetings where transition would be considered; 2) IEP meeting notification provided to parents did not include information that a purpose of the meeting was the consideration of needed transition services, and that the student and other agency representatives, when appropriate, would be invited; and 3) IEPs did not always reflect a statement of needed transition services beginning at age 16 (or younger, if appropriate). NDDPI addressed the three identified areas on noncompliance in its State Improvement Plan. NDDPI developed a continuous improvement monitoring process that has been employed with all the special education units (LEAs) statewide. In May, 2004, OSEP determined that NDDPI had completed improvement strategies in the area of Transition. NDDPI continues to monitor each of the previous areas of non-compliance through ongoing internal monitoring status reports from the LEAs. The ND Follow-up Study Reports on the Exit interviews of the students with disabilities for the five cohort groups of 1999-2003 indicate that overall 80.5% of the students attend their IEP meetings and are active participants. The trend has increased over all five years. The ND Follow-up Study Reports are shared with the participating LEA's (special education units). This includes a state-wide report as well as individual LEA reports. For the 2003-2004 school year all LEA's were participating on a volunteer basis.

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4. Projected Targets (for NEXT reporting period July 1, 2004 through June 30, 2005 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 high school students at the time of exit, one year after exit, and again three years after exit. Beginning in the Spring of 2005, the study will include students without disabilities. This will ultimately provide a comparable longitudinal picture of ND students not only in the cohorts of students with disabilities, but students without disabilities as well. This data will be essential in examining trends, patterns, and developments, thus giving indicators of what factors in the education delivery system are effective and what are not. Comparing these data between the “students with disabilities” and the “students without disabilities” cohort groups will provide a substantive measure of the state goal for secondary transition.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going): The NDDPI will continue the Follow-Up Project. Beginning the spring of 2005, the cohorts will be expanded to include students without disabilities. The project will continue 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 percent of students referred to adult service agencies for post-school services.
- The percent of students receiving post school services for their disability.
- The average wages, hours and time on the job for the students.

The NDDPI will continue to sponsor the ND Transition Steering Council and the ND Disability Services Council which are designed to improve secondary transition services in the state. The NDDPI Pilot Transition Camp, completed in the summer of 2004 is being transitioned to the LEAs. NDDPI will support a state team to the NCSET National Leadership Summit on Improving Results in Washington D.C. in June, 2005 with the goal of further building state/regional capacity to improve high school experiences that lead to successful Postschool outcomes for all youth. Through the direction of the ND Transition Steering Council, State Interagency Agreements will be expanded to the regional/local level. Regional Transition Committees will be organized. A Steering Council Member from each region will be charged with organizing and chairing the Regional Transition Committee, through the Regional Transition Committees and interagency agreements, schools, family and adult provider collaboration will be strengthened, also resulting in more successful postschool outcomes for youth with disabilities. The State Transition Coordinator will develop a statewide secondary special education teacher e-mail listserv that will serve as a means to provide continuous guidance and information on best practices for transition services.

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6. Projected Timelines and Resources (for NEXT reporting period July 1, 2004 through June 30, 2005 and on going):

2004-2005 and ongoing – Technical assistance and training on Secondary Transition provided to LEAs

Spring 2005 – ND Transition Follow-Up Project/Exit Interviews Students without Disabilities

Summer 2005 – Sponsorship of team to NCSET National Leadership Summit

Spring 2005 – Statewide Special Education Secondary Teacher Monthly E-mail Dissemination

Spring 2006 – Regional Transition Committees in place

Resources:

MPRRC

ND Center for Persons with Disabilities

National Center for Secondary Education and Transition

National Alliance for Secondary Education and Transition

NCSET Community of Practice

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. 57%

