



ConnectED

A Quarterly Publication of the North Dakota Department of Public Instruction

Kirsten Baesler, State Superintendent
Robert J. Christman, Deputy Superintendent

www.dpi.state.nd.us

Inside this issue:

| | |
|---|-----|
| Final AYP Will Soon Be Released | 2 |
| The Future of the North Dakota State Assessment System | 2 |
| Superintendent's Corner | 3 |
| Pre-K Legislative Clarification | 4 |
| AdvancEd | 4 |
| Safe & Healthy Schools | 5 |
| USDA's Smart Snacks in School Proposed Regulation | 5 |
| News from the Field: Showcasing Education at its Best | 6-7 |
| Indian Education | 8 |
| Proposed Changes to the State Performance Plan/ Annual Performance Plan | 8 |
| North Dakota Secondary Transition and Parent Involvement Conference | 9 |
| Summer Trainings: Working with Children with Autism | 9 |
| Common Core Meeting | 10 |
| Adult Education and GED Services | 10 |
| Research Corner | 11 |
| Mark Your Calendar! | 12 |
| Questions and Answers | 13 |

Volume I, Issue II

April-May-June 2013

Mission

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

2013 Legislative Session Ends

On Friday, May 3, 2013, the 63rd North Dakota Legislative Assembly officially ended with 80 days in session; the session didn't actually adjourn until 4:30 a.m. This was the first time in modern state history that the legislature has gone to the 80-day limit.

It was a busy session and now comes the task of disseminating information to educators and the public on how the various bills will affect K-12 education.

As Jerry Coleman, the department's finance director, gets information prepared it will be available on the department's website. The North Dakota Association of School Business Managers held their spring [Regional Workshops](#) the first week of May 2013. Jerry Coleman presented at the training on the 2013 legislative session.

After each legislative session, the Department of Public Instruction develops a document entitled "[Summary of Laws Passed by the Legislative Assembly Impacting Elementary and Secondary Education](#)". Assistant state superintendent Bob Marthaller has begun the process of creating this document and it will be made available on the department's website later this summer.



The final vote occurred around 4:30 a.m.

Department Staff**Administration**

Kirsten Baesler
State Superintendent

Robert J. Christman
Deputy Superintendent

Bob Marthaller
Assistant Superintendent

Unit Directors

Jerry Coleman
School Finance and Organization

Valerie Fischer
Safe and Healthy Schools/Adult
Education and GED Services

Lucy Fredericks
Indian Education

Greg Gallagher
Standards and Achievement

Laurie Matzke
Title I

Bonnie Miller
Administrative Services

Linda Schloer
Child Nutrition and Food
Distribution

Steve Snow
Management Information
Systems

Matt Strinden
Teacher & School Effectiveness

Gerry Teevens
Special Education

Newsletter Editor

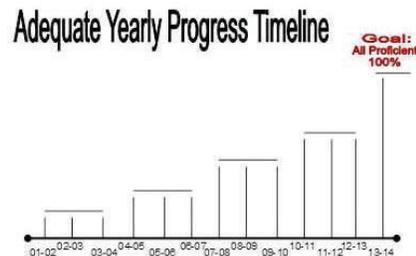
Lauri Nord

Final AYP Will Soon Be Released

By Laurie Matzke, Title I Director

Later this month, the NDDPI will release the official statewide Adequate Yearly Progress (AYP) results for all public schools and districts in North Dakota based on the 2012-2013 State Assessment data.

A statewide press release and a list of the Title I schools and districts that have been identified for program improvement for the 2013-2014 school year will then be made available on the NDDPI website at www.dpi.state.nd.us/title1/progress/current.shtm.



As we prepare for the start of the 2013-2014 school year, we face the challenge of meeting the USDE goal of 100% proficiency as identified in the No Child Left Behind Act (NCLB). We have faith that our North Dakota schools will continue to defy the odds and demonstrate academic excellence.

The Future of the North Dakota State Assessment System

By Rob Bauer, Standards and Achievement Assistant Director

We have turned a corner on state standards and are headed toward implementation of the Common Core State Standards (CCSS) in the subject areas of English language arts and mathematics. For the past ten years, the North Dakota State Assessment has used the state standards as a reference for assessing student achievement. The time has now come to transition to an assessment system that reflects student achievement attained under the CCSS.

The department is moving toward the adoption of one of two state consortium models to develop and administer a common general assessment with comparable reporting of multiple achievement measures across all consortium states. The consortium selection is anticipated to occur in June 2013. We are currently evaluating the technology readiness of schools to administer what promises to be a technology-enhanced, performance-based, online assessment system. In anticipation of the transition to the next generation assessment system, schools should be aware of the following schedule of events:

- June, 2013: Expected decision by the state superintendent regarding an alliance with an assessment consortium of states
- June – September, 2013: Development of a Request for Proposal that will guide overall assessment administration
- October 21, 2013 – November 8, 2013: The last paper and pencil assessment administration for English language arts and mathematics under the pre-Common Core standards
- Spring 2014: Field testing of new general assessments based on CCSS for English language arts and mathematics to schools that volunteer
- Fall 2014: No English language arts or mathematics state assessments will be administered
- Spring 2015: The first administration of new general and alternate assessments for English language arts and mathematics based on Common Core State Standards

More detailed schedules and assessment information will be provided over the next two years so that North Dakota schools are kept abreast of changes and can be prepared for the next generation assessment system in the spring of 2015.

Superintendent's Corner



Since being elected North Dakota's new state superintendent last November 2012, it has literally been a whirlwind of activity and exciting new endeavors. There are so many critical K-12 issues to address and one issue in particular that has captured my attention is the important work of the Common Core State Standards.

Common Core math and English language arts state standards, often referred to as CCSS, have been drawing some questions, concerns, and criticism, and I recently took the opportunity to clear up some misinformation that has been circulating across our state in a "[Response to Common Core State Standards Questions](#)".

North Dakota educators carefully examined the CCSS in math and English language arts and compared them to our existing state standards. North Dakota educators found that the Common Core was more rigorous and would better prepare our students to continue to compete with other students on a national and international level on multiple measurements. Local school districts still have the important responsibility of developing and implementing the actual curriculum, as well as determining education policymaking. The fact remains that North Dakota values local control decision-making and our adoption of the Common Core State Standards does not change that fact.

Common Core State Standards offer North Dakota students the opportunity for a rigorous, content-rich cohesive K-12 education to empower and prepare them to compete in this global marketplace.

Over the past several months, there has been a great deal of attention focused on the CCSS. In January, the North Dakota Regional Education Associations (REAs) sponsored an educational summit at which the CCSS was discussed at length. The NDDPI then followed up with a meeting in April for stakeholders from all over the state to discuss needs, share successes and ultimately come up with a plan on the process for rolling out the CCSS.

I have recently named [Ryan Townsend](#) in the NDDPI as the project manager for the CCSS. Implementing the CCSS is a collaborative effort which involves many stakeholders; however, having one point-person will help to ensure consistency in responding to questions and disseminating information.

The NDDPI is committed to providing leadership on the rollout of the CCSS and, eventually, a new state assessment aligned to these rigorous standards.

As always, I welcome your feedback and comments on ways that the department can provide further help and guidance on this critical issue.

Kirsten Baesler

State Superintendent

Contact Information

Kirsten Baesler, State Superintendent
kbaesler@nd.gov
(701) 328-4570

Lynette Norbeck, Superintendent's Office
lnorbeck@nd.gov
(701) 328-4572

Pre-K Legislative Clarification

By Tara Bitz, Title I Assistant Director and NDDPI Early Childhood Education Administrator

The North Dakota Department of Public Instruction (NDDPI) takes this opportunity to clarify the status of the pre-kindergarten bills that were introduced, passed, and defeated during the 63rd Legislative Session. Three bills relating to funding pre-kindergarten programs were introduced and two passed. **It is important to note these two bills were passed with no appropriation.** Although they were not necessarily approved in the same format they were introduced, some progress has been made. Below is a short description of what occurred.

HB 1429

The appropriation was removed from this bill; however, school districts were given the authority to fund their pre-kindergarten program using the following funding sources:

1. Local tax revenues, other than those necessary to support the district's kindergarten program and the provision of elementary and high school educational services;
2. State moneys specifically appropriated for the program;
3. Federal funds specifically appropriated or approved for the program, and any gifts; and
4. Gifts, grants, and donations specifically given for the program.

SB 2229

This bill directs the NDDPI to study the development, delivery, and administration of early childhood care and education in the state. The study will include the examination of the availability, quality, and cost of services offered by existing public and private sector providers, projecting needs during the coming ten to twenty years, and the ability of public and private sector providers to address the expansion of facilities or the creation of additional facilities. The appropriation was removed from this bill; however, school districts were given the authority to fund their pre-kindergarten program using the following funding sources:

1. Local tax revenues, other than those necessary to support the district's kindergarten program and the provision of elementary and high school educational services;
2. State moneys specifically appropriated for the program;
3. Federal funds specifically appropriated or approved for the program, and any gifts; and
4. Gifts, grants, and donations specifically given for the program.

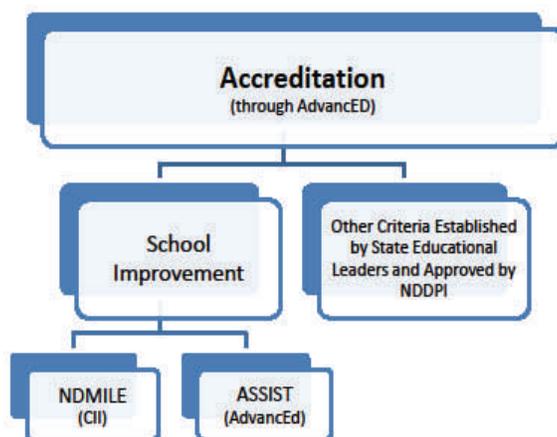
HB 1356

This bill was originally introduced as a Head Start funding bill; however, it was later re-written into a NDDPI bill to provide grants to school districts interested in pre-kindergarten programming. Unfortunately, this bill did not pass. Consequently, there are no funds available through the NDDPI for pre-kindergarten programming.

If you have any questions regarding the requirements of the pre-kindergarten bills, please contact the department's Early Childhood Administrator, [Tara Bitz](#).

AdvancEd

By Stefanie Two Crow, Title I Assistant Director and NDDPI NDMILE Administrator



The NDDPI is pleased to announce that the department was successful in securing funding through the 2013 legislative session to pay for AdvancEd/NCA for all North Dakota schools so that schools and districts can be statewide accredited. Using AdvancEd/NCA for accreditation will allow for equity and uniformity across the state and hold all schools seeking accreditation to the same state standards. This system would also allow reporting and technical assistance to be streamlined across the state.

Typically, school improvement is one element of accreditation. For North Dakota's proposed school improvement portion of accreditation, schools will be able to select from ASSIST (Adaptive System of School Improvement Support Tools) through AdvancEd or the NDMILE (North Dakota Moving to Improve Learning for Everyone) tool through the Center on Innovation and Improvement.

The goal is to offer schools a choice to select the school improvement tool that best fits their individual school's needs. The NDDPI staff will work together closely for a smooth, streamlined process that works for all schools and districts in North Dakota.

Safe & Healthy Schools

By Valerie Fischer, Safe & Healthy Schools and Adult Education Director

In cooperation with the ND Department of Health, the Safe & Healthy Schools unit has submitted two grant proposals to the Centers for Disease Control and Prevention (CDC). The department has submitted a five year grant to continue to support the Youth Risk Behavior Survey (YRBS) for middle and high school students. This information is valuable to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability and social problems among youth and adults in the United States. The YRBS monitors risk behaviors that are often established during childhood and early adolescence and result in unintentional and intentional injuries. The risk categories monitored through the survey include: Tobacco Use, Unhealthy Dietary Behaviors, Physical Inactivity, Alcohol & Other Drug Use, Sexual Behavior/STD's/HIV/AIDS/Unintended Pregnancies and Violence/Injury. The YRBS was designed to monitor trends, compare state health risk behaviors to national health risk behaviors and intended for use to plan, evaluate and improve school and community programs. More information on [YRBS](#) along with [YRBS results](#) can be found on the department's website.



Secondly, the Department of Public Instruction and Department of Health submitted a cooperative five year grant proposal with two components; the first is a non-competitive award to each state to support health promotion and targeted strategies that will result in measurable impacts to address school health, nutrition and physical activity risk factors; and, a competitive component awarded to 25 states to build on and extend the activities supported with basic funding to achieve even greater reach and impact. Awards will be announced in June 2013.

USDA's Smart Snacks in School Proposed Regulation

By Linda Schloer, Child Nutrition and Food Distribution Director

The **Healthy, Hunger-Free Kids Act of 2010** requires USDA to establish nutrition standards for all foods sold in schools -- beyond the federally-supported school meals programs. The "Smart Snacks in School" [proposed rule](#), which was published in the Federal Register on February 8, 2013, is the first step in the process to create national standards. The new proposed standards draw on recommendations from the Institute of Medicine, existing voluntary standards already implemented by thousands of schools around the country, and healthy food and beverage offerings already available in the marketplace.

Highlights of USDA's proposal include:

- **More of the foods we should encourage.** Promoting availability of healthy snack foods with whole grains, low fat dairy, fruits, vegetables or protein foods as their main ingredients.
- **Less of the foods we should avoid.** Ensuring that snack food items are lower in fat, sugar, and sodium and provide more of the nutrients kids need.
- **Targeted standards.** Allowing variation by age group for factors such as beverage portion size and caffeine content.
- **Flexibility for important traditions.** Preserving the ability for parents to send in bagged lunches of their choosing or treats for activities such as birthday parties, holidays, and other celebrations; and allowing schools to continue traditions like occasional fundraisers and bake sales.
- **Reasonable limitations on when and where the standards apply.** Ensuring that standards only affect foods that are sold on school campus during the school day. Foods sold at an after school sporting event or other activity will not be subject to these requirements.
- **Flexibility for state and local communities.** Allowing significant local and regional autonomy by only establishing minimum requirements for schools. States and schools that have stronger standards than what is being proposed will be able to maintain their own policies.
- **Significant transition period for schools and industry.** The standards will not go into effect until at least one full school year after public comment is considered and an implementing rule is published to ensure that schools and vendors have adequate time to adapt.

For information regarding the proposed rule, contact the Child Nutrition and Food Distribution Programs unit at 1-888-338-3663.

NEWS FROM THE FIELD:

Emerado Principal Shaves Head for Better Test Scores

The principal of the Emerado Elementary School made a promise to shave his head if his students did well on year end tests. After students came through with passing grades, Principal Chad Clark made good on that promise.

Students with the top scores on the state assessment test were given the honor of spray coloring his hair and then breaking out the electric razors to give Clark a hair cut he wouldn't forget.

According to Mr. Clark, "They shaved it right down the middle, and they also put Vikings horns on the sides and colored it purple and gold! I wore it like that for the day and shaved it off when I got home."

Clark says there was a large increase in math and reading scores this year and that made it well worth losing a head of hair for. Clark also says that one of the students told him, "See you at the same time next year!"

"Hopefully, something like this made them actually try on these tests. We still have a long way to go, but we will take it!" says Clark.



Elementary Students Present Technology to Legislators



North Dakota schools were invited to submit an application highlighting how they used technology in their education in 2012. Bowbells Elementary School's third and fourth graders were selected to participate in the K-12 Education Technology Showcase, hosted by the ND Educational Technology Council and EduTech. The four Bowbells Elementary School students were among the students from several schools chosen to present their technology to the 63rd North Dakota Legislative Assembly on February 28, 2013.

Their teacher, Mrs. Brandy Anderson, is in her tenth year of teaching, and has been teaching in Bowbells for two years. Mrs. Anderson said, "It was quite an exciting opportunity for the students to talk with the legislators and describe how they are using technology in class."

Showcasing Education at its Best!

Learning at the Legislature

Senator Nicole Poolman, District 7 in Bismarck, hosted students from Bismarck Public School District's Centennial Elementary School as part of their fifth grade social studies unit. During their legislative tour, Ms. Brown and Mrs. Vig's fifth grade students not only received a history of the State Capitol, they also had the opportunity to participate and ask questions about the legislative process as it related to their current unit of study.

To wrap up their afternoon, the fifth graders were able to sit with senators and representatives while they voted on numerous bills, giving the students the opportunity to see the state's legislative process in action. The students watched debates in both the House and Senate and were amazed at how fast the voting happens and how intense the debates can get.

Since North Dakota's legislative branch mimics the United States legislative branch, Ms. Brown stated her students were able to see how the national government works as well and were able to make several references to seeing the process; even something as simple as seeing the two "houses" helped the students understand what is being taught in their classrooms.

Ms. Brown and Ms. Vig reflected upon the visit saying the students "have a deeper appreciation for government and leaders after seeing how hard they work to make it all happen, and, the students felt great about the effort that goes into making North Dakota a great place to live."



Indian Education

By Lucy Fredericks, Indian Education Director

I would like to take this opportunity to introduce myself. I am the new director of Indian Education at the Department of Public Instruction. As the director, my primary responsibility is to provide for focus, planning, strategies, programs and implementation of Indian Education policy and program initiatives. Along with this duty, I also serve as the department liaison/contact for Indian Education Programs and other educational issues that affect Native American students; provide technical assistance to teachers, administrators, community and other agencies; and I am a strong advocate for quality Native American education programs for our students.

I am very excited to be working with the North Dakota schools and am strongly committed to improving education for our students. Please feel free to contact me if I can of any assistance to you or your school district. I can be reached at (701) 328-1718, Fax (701) 328-0204, or lkfredericks@nd.gov.

Proposed Changes to State Performance Plan/Annual Performance Plan

By Gerry Teevens, Special Education Director

The Office of Special Education Programs ([OSEP](#)) has been rethinking its accountability system in order to shift the balance from a system focused primarily on compliance to one that puts more emphasis on improving results for infants, toddlers, children and youth with disabilities, and their families. The Individuals with Disabilities Education Act (*IDEA*) requires that the primary focus of *IDEA* monitoring be on improving educational results and functional outcomes for children with disabilities, and ensuring that states meet the *IDEA* program requirements. In order to fulfill the *IDEA*'s requirements, a more balanced approach to supporting program effectiveness in special education is deemed necessary.

Currently, in accordance with 20 U.S.C 1416(b)(1), each state must have in place, a performance plan that evaluates the state's efforts to implement the requirements and purposes of Part B and describe how the state will improve such implementation. This plan is called the Part B State Performance Plan (Part B–SPP). Also in accordance with 20 U.S.C. 1416(b)(2)(C)(ii), the state must report annually to the public on the performance of each local educational agency located in the state on the targets in the state's performance plan. The state must also report annually to the Secretary on the performance of the state under the state's performance plan. This report is called the Part B Annual Performance Report (Part B–APR). On April 14, 2013, proposed changes to the Part B package were posted in the Federal Register and were made available for public comment on [regulations.gov](#).

Among the changes proposed in the state's SPP/APR is the requirement for states to include a State Systemic Improvement Plan (SSIP). This is a comprehensive, multi-year state plan focused on improving results for students with disabilities that includes the following components:

- Phase I (which states must include with the 2015 submission of the SPP/APR for FY 2013):
 - a. Data Analysis;
 - b. Identification of the Focus for Improvement;
 - c. Infrastructure to Support Improvement and Build Capacity; and
 - d. Theory of Action.
- Phase II (which, in addition to the Phase I content outlined above, the state must include with the 2016 submission of the SPP/APR for the FY 2014):
 - e. Infrastructure Development;
 - f. Support for Local Educational Agency (LEA) Implementation of Evidence-Based Practices; and
 - g. Evaluation Plan.
- Phase III (which, in addition to the Phase I and Phase II content outlined above, the state must include with the 2017 submission of the SPP/APR for the FY 2015, the 2018 submission of its SPP/APR for the FY 2016, the 2019 submission of the SPP/APR for FY 2017, and the 2020 submission of its SPP/APR for FY 2018):
 - h. Results of Ongoing Evaluation and Revisions to the SPP/APR.

Interested persons are invited to submit comments on or before June 14, 2013. Comments should be submitted electronically through the [Federal Rulemaking Portal](#).

North Dakota Secondary Transition and Parent Involvement Conference

By Gerry Teevens, Special Education Director

Recently the North Dakota Department of Public Instruction in collaboration with the Pathfinder Parent Center and the members of the ND Secondary Transition Community of Practice hosted a conference focused on secondary transition. The primary purpose of the conference was to strengthen partnerships between professionals, parents, and young adults; to expand the capacity of all stakeholders in the secondary transition process; and to promote the successful transition of young adults with disabilities to the post school outcomes of Employment, Community Participation, Healthy lifestyles, and Postsecondary Education & Training.

Keynote presenter, Robert Pio Hajjar, Toronto, Canada, started the conference off with a motivational speech that had the participants singing and dancing. When Robert Pio Hajjar was born, in 1997, doctors informed his parents “He will be profoundly retarded. Put him away and forget about him. Have another child”. They did not realize that Robert was born to be a champion. Today Robert is making a difference in the world as a charismatic, motivational speaker who travels widely as living proof of what is possible when we include people like him, give them love, encouragement and opportunity. Blessed with natural showmanship, and a clear voice, Rob is a true champion for his peers who cannot speak.

Other featured presentations included: Dr. Dawn Rowe, Project Coordinator for the National Post-School Outcomes Center who addressed evidence-based special education as well as engaging parents in the transition planning process; and Eileen Forlenza, founder of the Center for Causal Leadership, who has been activating families as leaders for over twenty years. Eileen has braided her family’s experience with extensive training to assure that the family perspective is embedded in programmatic design, implementation and evaluation; and Terri Couwenhoven, a Clinic Coordinator for the Down Syndrome Clinic at Children’s Hospital of Wisconsin. Terri specializes in developing programs and resources for people who have cognitive disabilities and their families and the professionals who support them; and Dr. Ed O’ Leary, a national consultant who has spent over 40 years working in and with schools as a secondary special education teacher, special education consultant, transition specialist, work experience coordinator, program specialist, and program director. He has trained and presented nationally on the transition requirements under IDEA 97 and IDEA 2004. Matthew McCleary, a doctoral student from the University of North Dakota, facilitated a panel of former students who had gone through the transition process while in high school.

In addition, many state and local professionals and parents presented on related topics.

Summer Trainings: Working with Children with Autism

By Lynn Dodge, Special Education Regional Coordinator

The NDDPI Office of Special Education is excited to announce three Autism Summer Trainings. These trainings will be offered in two locations, Grand Forks and Bismarck. One of the trainings, **Fundamentals of Structured Teaching (TEACCH)**, is currently full. A waiting list has been established. The second training, an advanced level training (**TEACCH II**), is available for instructional teams (typically a special educator, paraprofessional, and related service providers) with experience in implementing TEACCH. This training will be held in Grand Forks August 1-2, 2013, at the Hilton Garden Inn. A block of rooms has been reserved at state rates for participants and credit through University of Mary will be offered.

The third training will provide instructional teams training in a well researched collaborative problem solving process to address problem behavior, known as **Prevent-Teach-Reinforce (PTR)**. This training will be led by Dr. Rose Iovannone, one of the developers of this strategy. PTR is a strategy that can be used to address serious problem behaviors in the classroom. Although originally developed to address problem behavior in children with autism; this strategy can be used to address problem behaviors in children with and without disabilities. This training will be offered in Grand Forks August 5-6, 2013, at the Hilton Garden Inn, and in Bismarck, August 7-8, 2013, at the Seven Seas Hotel. A block of rooms has been reserved at state rates for participants and credit through University of Mary will be offered. More [information and the registration form](#) for all training sessions is available on the department’s website.

Common Core Meeting Held April 4, 2013

By Ryan Townsend, Teacher and School Effectiveness Assistant Director and NDDPI CCSS Project Manager

On April 4, 2013, the North Dakota Department of Public Instruction hosted stakeholders from around the state to discuss North Dakota's implementation of the Common Core State Standards. Stakeholders included representatives from the North Dakota Study Council, ND Education Association, ND LEAD Center, ND Center for Distance Education, Education Standards and Practices Board, EduTech, ND Educational Technology Council, ND Curriculum Initiative, ND Council of Educational Leaders, ND Teacher Center Network, ELL Program Advisory Committee, ND Council of Teacher of English, ND Indian Affairs Commission, ND Council of Teachers of Math, ND IDEA Advisory Committee, ND Small Organized Schools, ND Science Teachers Association, Career and Technical Education, Regional Education Associations, ND University System, and the NDDPI. The meeting focused on three questions: "What does full implementation of the Common Core look like in ND? What have we done to implement the Common Core that has worked? What do we still need to do to implement the Common Core in ND?"

A lot of successes were shared at that meeting, and it was encouraging to hear from so many people that are working to implement the new standards in their schools. For instance, the ND Curriculum Initiative has a wide variety of materials available for schools to use right now when designing their curriculum. REAs are offering professional development all over the state in regard to the Common Core. The ND LEAD Center offers training in change and leadership to help administrators support their staffs through the new standards' implementation. The ND University System mentioned that their methods classes now contain the Common Core and that new teachers entering the profession are better prepared for the new standards.

There were definite needs discussed at the meeting as well. Many schools are looking for curricular sources to help their teachers in the classrooms. Schools are looking for assessments that will help teachers know if the students learned the material. Districts would like guidance on selecting quality Common Core resources.

During the meeting, five committees were formed to help guide implementation of the Common Core across the state. The committees consist of Communication, Assessment, Curriculum and Instruction, Technology, and Professional Development. Leaders were established and have since met to establish their scope of work and select committee members. These committees will provide assistance to the department and stakeholders across the state.

After that meeting, the NDDPI named [Ryan Townsend](#) the Project Manager for the ND Common Core State Standards Implementation. He will work to support the NDDPI's vision to "encourage, facilitate, and support collaboration across the state to help school districts implement the Common Core State Standards. The department is dedicated to providing school districts with resources to meet their implementation goals."

The NDDPI is also applying for a rural state grant opportunity from the Council of Chief State School Officers (CCSSO). North Dakota has been invited to apply for a \$100,000 grant that would help build alliances with other organizations within the state and broaden our reach to serving stakeholders across the state. It would also build our state's capacity by providing us with resources tailored to our identified specific needs and requests, including resources to support planning for the technology required to deliver the common assessments and resources to support communication about the standards to different audiences within each state. This grant opportunity is exciting and would be very helpful in our mission to assist schools with implementation of the Common Core. We should know by the end of May whether or not we will receive the grant.

For any assistance with the Common Core (including questions, comments, concerns) or to share your own successes or needs, please contact [Ryan Townsend](#) at (701) 328-2629.

Adult Education and GED Services

By Valerie Fischer, Safe & Healthy Schools and Adult Education Director

Every spring season brings the tradition of graduation ceremonies across the state. The seventeen adult learning centers will also host graduation ceremonies for students who have successfully passed the five exams required of the GED (science, social studies, math, reading and writing). The North Dakota Department of Public Instruction will award 864 GED diplomas to students over the age of 16 (our oldest GED graduate is 67 years old!) The average passing score was 758 (out of 800). Congratulations to all GED graduates.

Research Corner

- [College and Career Readiness](#)

The National High School Center conducted a scan of organizations that address college and career readiness and identified more than 70 such organizations, including those focused on policy, practice, advocacy, access and research. Through this scan, the Center identified three major strands of work and created the College and Career Development Organizer. The organizer is intended to help users traverse the vast College and Career Ready landscape, encouraging conversations on each of the three strands and serving as a tool that can support the development of strategies and initiatives to better prepare all students for college and careers. Additionally, the National High School Center has created a series of tools and briefs to extrapolate on the College and Career Development Organizer and provide further insight into this increasingly complicated field of college and career readiness initiatives.

- [Global Education Study: Six Drivers of Student Success](#)

Battelle for Kids recently concluded a study on five of the top-performing school systems in the world, and in the results, shared the top six factors that affect student achievement:

- early learning;
- personalization and pathways for student success;
- teacher selectivity, quality, and growth;
- focus on learning;
- education linked to economic development; and
- cultural expectation of value.

Battelle for Kids hosted a [Webinar](#) to discuss this study, which is available for viewing at no charge.

- [School Leaders Matter](#)

A new study from Education Next shows that effective principals raise the academic achievement of their students. Data from the Texas Education Agency from 1993 to present was used to compare the performance of 7,000 principals to the performance of other principals who led the same school. The study also examined how individual principals performed in different schools over their careers. The calculations also included measures of teacher effectiveness based on value-added evaluations of teacher quality. Researchers found that the most effective principals raised the achievement of a typical student by two to seven months of learning in a single school year, and the least effective principals lowered achievement by a similar amount.



**2013 Roughrider Health Promotion Conference**

May 28-31, 2013

Medora, ND

[Registration](#)

Title I, Special Education, and English Language Learners Collaborative Summer Reading Training

June 3-4, 2013

Bismarck, ND

[Registration](#)

TNT Conference

June 4-5, 2013

BSC National Energy Center of Excellence, Bismarck, ND

[Registration](#)

Fifth Annual NDEA Drop Out Summit

June 5, 2013

Bismarck High School, Bismarck, ND

[Registration](#)

ND RTI Conference

June 10-13, 2013

Holiday Inn, Fargo, ND

[Registration](#)

Fall Administrators' Workshop

July 31-August 2, 2013

Bismarck, ND

Watch for upcoming details.

2013 Title I, Special Education, and 21st CCLC Fall Conference

October 9-11, 2013

Bismarck Civic Center, Bismarck, ND

Watch for upcoming details.

Questions and Answers

The North Dakota Department of Public Instruction is committed to providing clear and transparent information to its constituents. Our concluding newsletter article will feature questions received from the field, along with the department's response or position on the topic.

Q. When is the change to the Common Core assessment going to happen?

- A. Students will take the current North Dakota State Assessment in October/November 2013. They will not take a test in the spring of 2014 nor fall of 2014. Students will take the new assessment based on the Common Core State Standards (CCSS) in the spring of 2015.

The department's next steps to move forward toward a decision regarding the assessment choice for the new CCSS is to bring everyone involved in the Smarter Balance pilots and everyone involved in the PARCC project together in Bismarck on June 3-4, 2013, to thoroughly discuss their experiences, needs, expectations, and concerns. During that gathering, we, as a group, will need to make some decisions about the direction North Dakota wants to go, and pieces that need to be in place before we can move forward with confidence to provide support to implement the plan. Superintendent Baesler has asked Matt Strinden, Ryan Townsend, Rob Bauer, Greg Gallagher, and Bob Marthaller to plan this meeting.

Both PARCC and Smarter Balance are working from identical standards which is what should be driving instruction and curriculum choices. So it is with that knowledge that school districts should move forward in terms of making decisions on curriculum, implementation, and teaching assignments.

We understand the need to quickly and effectively make this decision, but we think it is also important to involve all stakeholders impacted by the decisions, thoroughly vet the pros and cons of each assessment and make a prudent decision in the best interests of our children's future.

Q. Has the NDDPI received a response from the USDE regarding the Supplemental Educational Services (SES) waiver?

- A. On March 22, 2013, the NDDPI submitted two waiver requests to the USDE. To date, we have not received a formal response regarding either waiver request. Since the USDE invited states to apply for the carryover waiver, we believe that one will be approved. However, we don't know what the outcome of the SES waiver will be. At this point, districts that are required to implement the SES provision should plan to set aside the funding needed to meet the requirement. The NDDPI will announce the USDE's decision immediately once it is received. If the waiver is approved, the state Title I office staff will work with the districts impacted to efficiently provide SES notice to parents so that any students interested in participating can begin receiving service as early as possible. Any funds not needed to implement the provision can be redirected back to the Title I program for other allowable uses of Title I funds.

Q. The NDDPI's website has an abundance of information on it, however, it is difficult to navigate. Are there any plans to address this issue?

- A. Yes. The NDDPI is pleased to announce that Annette Tait has been hired as the department's new Public Information Specialist and will begin work on June 3, 2013. This new position will develop and promote the use of social media to inform the public about issues involving K-12 education in North Dakota. One of Ms. Tait's many responsibilities will be to redesign the department's website to be more user-friendly. Our goal is to improve all methods of social media to better communicate with all of our constituents on K-12 educational issues.

North Dakota
Department of Public
Instruction

600 E. Boulevard
Avenue, Dept. 201
Bismarck, North
Dakota 58505-0440

Phone: (701) 328-2260
Fax: (701) 328-2461

www.dpi.state.nd.us