

State Template for the Consolidated State Plan Under the Every Student Succeeds Act



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<p>Signature of Authorized SEA Representative</p> <p style="text-align: center;"><i>Kirsten Baesler</i></p>	<p>Date:</p> <p>April 5, 2017</p>
<p>Signature of Governor (If Applicable)</p>	<p>Date:</p>

The SEA, through its authorized representative, agrees to the enclosed assurances.

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Kirsten Baesler
State Superintendent

Robert J. Christman
Deputy Superintendent



**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

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January 11, 2017

Dear Committee Members and Education Stakeholders:

Today the North Dakota Department of Public Instruction (NDDPI) releases the first draft of North Dakota Succeeds Act (ESSA). This draft plan is the result of seven months of planning with our established ESSA planning committee and other stakeholder groups.

In partnership with a broad and diverse group of stakeholders, the NDDPI has created a new vision for education in North Dakota as part of the ESSA planning process which reads “All students will graduate choice ready with the knowledge, skills and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.” NDDPI is committed to leading an inclusive and collaborative process of stakeholder engagement to design and develop a continuous improvement focused education system that is key to improving education for all learners. This vision has been embedded in all of our work on the writing and future implementation of our State ESSA plan.

There is still much work that needs to be done on our state ESSA plan. We are actively seeking comments and feedback from all North Dakotans. There are a number of ways that individuals or groups can provide feedback, including:

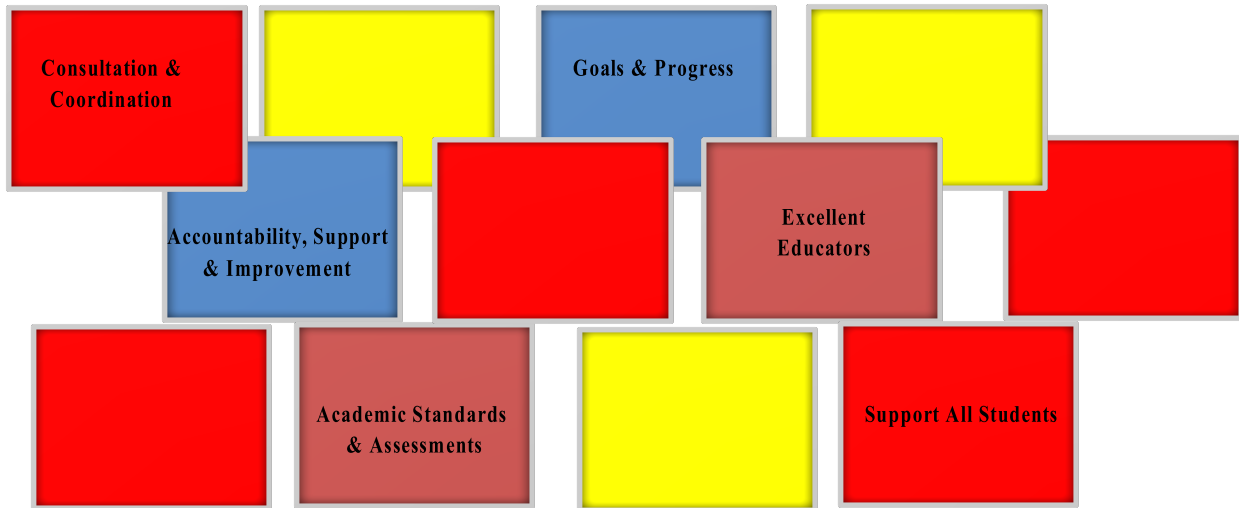
- The draft State ESSA plan and feedback form is available on our [ESSA website](#).
- Feedback and questions can also be sent to dpiessa@nd.gov
- You also can reach out to one of our many members on the [State ESSA Planning Committee](#) to provide input.

The ESSA law brings a new opportunity to states, districts, and schools for increased flexibility to promote innovation. Working together, we can continue to improve education in our state and prepare our youth for their future.

Sincerely,

Kirsten Baesler,
State Superintendent

Six Key Elements



This plan is organized around six key elements that address the requirements of ESSA.

1. **Long-Term Goals and Measurement of Interim Progress**
2. **Consultation and Coordination**
3. **Challenging Academic Standards and Academic Assessments**
4. **Accountability, Support and Improvement**
5. **Supporting Excellent Educators**
6. **Supporting All Students**

Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

The ESSA Planning Committee will establish rigorous longer-term and interim student achievement goals that will be applied to adopt state achievement measures, including the use of the North Dakota State Assessment, other adopted alternative high school assessments, possible valid and compatible interim assessment measures, and possible alternate combined metrics. Any academic achievement goals, either long-term or interim, would apply to composite and subgroup academic achievement for schools, local school districts, and the state.

PROPOSED: North Dakota's proposed ambitious long term goals and measures were established using the 2015-2016 school year data as the baseline data. The formula utilized a proportional rate increase of 35% over six years using the all students group as its base and proportionally adjusts the percentage increase for lower or higher performing subgroups. This logic allows subgroups that are lower performing to strive for long term goals that are proportionately rigorous while narrowing achievement gaps. The state determined timeline for achieving these long term goals is over six academic years. The formula for determining each long term goal is represented by the group base, multiplied by the weighting factor (using the all group as the base), multiplied by the proportional rate increase.

Should the North Dakota state assessment change, these goals would be recalibrated accordingly?

This element will be discussed at the January subcommittee meeting.

- ii. Provide the baseline and long-term goals in the table below.

Sample Grade-level Table

2015-2016 North Dakota Statewide Profile Report

SEE ATTACHED: Metrics set at 25% growth, 35% growth, and 50% growth over 6 years.

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	50.8%		41.37%	
Economically disadvantaged students	33.9%		24.27%	
Children with disabilities	21.4%		14.7%	
English learners	9.3%		9.0%	
African American	34.47%		21.5%	
American Indian or Alaska Native	25.4%		16.3%	
Asian or Native Hawaiian/Other Pacific Islander	52.9%		45.5%	
Hispanic or Latino	35.0%		23.6%	
White	55.8%		46.5%	

B. Graduation Rate.

- i. **Description. Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.**

The state established its ambitious long-term graduation goals and measurements of interim progress for its four-year adjusted cohort graduation rate and extended-year adjusted cohort graduation rate, based on the state’s long-standing graduation rate determination rules, following the deliberation and recommendation of the state’s ESSA Planning Committee and final approval by the state superintendent. The state will continue its practice of reporting graduates, retentions, and dropouts, within cohorts, in the aggregate and disaggregated by subgroups, according to graduation cohort definition and calculation rules established under the state’s adoption of 2008 federal regulations. The ESSA Planning Committee endorses a

means of calculating and reporting graduation rates to support stability and continuity in measurements.

State law states that a regular diploma is issued by the local school district certifying the completion of local high school graduation requirements. Prior to a student being issued a standard diploma by the local school district certifying the completion of local high school graduation requirements, the student must have successfully completed at least twenty-four units of high school coursework from the minimum required curriculum offerings established by section NDCC 15.1-21-02. The State further stipulates that, as required under its current reporting calculation rules, the state’s definition of a graduate will not count a dropout as a transfer and will not include students who receive a non-standard diploma (e.g., attendance certificate, GED). The ESSA Planning Committee reaffirmed the state’s foundational definition of graduation requirements and the awarding of diploma as the state’s core criteria in determining graduation rate calculations.

The state ESSA Planning Committee recommended that the state retain its current 90% graduation goal and its primary growth criteria for determining sufficient graduation rate achievement. The state will establish unique targets each of the respective years: the four-year cohort graduation rate will use the currently established 10% growth target; the five-year extended cohort graduation rate will use a 12.5% growth target (a 25% increase in expectation from the four-year target base); and the six-year extended cohort graduation rate will use a 15% growth target (a 50% increase in expectation from the four-year target base). The target is measured as the percent reduction of non-graduates from the preceding year against the 90% goal. The State will first examine whether a school or district has met the goal (90%) or the target (10 percent reduction in non-graduates against the goal (90%) from the previous year’s rate) for the four-year graduation rate. If it did not, the state would then determine whether the school or district had met the five-year extended year graduation rate target (12.5% percent reduction in non-graduates against the goal (90%) from the previous year’s rate). If it did not meet the five-year rate, the State would then determine whether the school or district had met the six-year extended year graduation rate target (15% percent reduction in non-graduates against the goal (90%) from the previous year’s rate. Meeting the goal or the targets for any of the four-year, five-year extended, or six-year extended graduation rates would mean that the school or district had met its absolute or growth goal.

- ii. **Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.**

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	86.3%	90.0%
Economically disadvantaged students	70.0%	90.0%
Children with disabilities	67.4%	90.0%
English learners	60.0%	90.0%

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
African American	75.6%	90.0%
American Indian or Alaska Native	59.7%	90.0%
Asian or Native Hawaiian/Other Pacific Islander	77.7%	90.0%
Hispanic or Latino	74.7%	90.0%
White	90.5%	90.0%

- iii. **If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.**

The state will provide for a four-year, five-year, and six-year extended cohort graduation rate reporting model, consistent with the state’s long-standing graduation rate reporting efforts. The state will report school, district, and state graduation rate reports, in the aggregate and disaggregated by subgroup, based on four-year, five-year, and six-year extended cohort graduation data, to support communications to schools and the public.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	89.1%	93.0%
Economically disadvantaged students	74.2%	93.0%
Children with disabilities	76.6%	93.0%
English learners	67.6%	93.0%
African American	82.5%	93.0%
American Indian or Alaska Native	65.3%	93.0%
Asian or Native Hawaiian/Other Pacific Islander	90.6%	93.0%
Hispanic or Latino	81.5%	93.0%
White	91.9%	93.0%

C. English Language Proficiency.

- i. **Description. Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:**
 1. **How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).**
 2. **The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.**
 3. **How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.**

North Dakota districts will use growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured by using the growth to target method. Each student will begin when they are identified for the first time in the state. Their starting point will be determined by the ELP screener assessment scores using either the scale score or proficiency level (PL). The committees are still deciding which form to use. Districts will use the student’s most recent ELP assessment if they are coming from another WIDA state. The students’ trajectories will be created from the starting point score of each domain, as well as the composite score, to the exit cut scores over a period of five to seven years. The committees are reviewing data to make a decision on the expectation for number of years to meet the target and whether to use scale scores or PL.

- ii. **Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.**

The NDDPI received technical assistance from CCSO, WIDA, and the USDE regarding the options for determining growth in English proficiency. The ELPAC committee reviewed various growth models and determined the growth to target would best fit the EL population and be the most understandable to parents. This recommendation was approved by the accountability and standards subcommittee, as well as the state ESSA committee. The specifics of the scores to use and the duration to target is yet to be determined. The ELPAC is researching and reviewing state data to determine aggressive yet achievable trajectory goals.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	All ELs in North Dakota public schools will annually meet or exceed their trajectory growth with (*continuous improvement or no regression) as determined by starting PL/scale score to (*5.0/scale score) in *(TBD) years beginning in the 2018-19 school year.	Student level: All ELs in North Dakota public schools will attain a (*5.0 or scale score) within *(TBD) years.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
	<p>*These items are not final.</p> <p>The baseline calculation in the year 2017-2018 will begin with the initial setup of the trajectories for all English learners in North Dakota based on their annual ELP assessment scores.</p>	

Section 2: Consultation and Performance Management

2.1 Consultation.

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

- 1. Be in an understandable and uniform format;*
- 2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
- 3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

Superintendent Baesler formed a state Every Student Succeeds Act (ESSA) Advisory Planning Committee in the early onset of 2016. The North Dakota ESSA Advisory Planning Committee represents a multitude of stakeholder groups from across the state. The North Dakota Advisory Planning Committee is responsible for gathering feedback from stakeholders across the state and developing our consolidated state plan. Below is a general listing of Advisory Planning Committee members:

- (1) An appointed official from the North Dakota Governor's office
- (2) A Senate and House of Representative member from the North Dakota Legislature
- (3) Teachers, Principals, Administrators and Specialized Instructional Personnel from large, mid-sized and small school districts from across North Dakota
- (4) Parents and parent groups
- (5) Parent-Teacher Organizations
- (6) Business leaders
- (7) Indian Affairs Commission
- (8) Public, Private and Native American Colleges and Universities
- (9) Members from a vast array of student groups such as English Language Learners, Gifted and Talented, Students with disabilities and economically disadvantaged.
- (10) Public Employee Groups
- (11) School Boards Association
- (12) Educational Organizations

Our ESSA state Planning Committee includes individual representatives consistent with subsection 299.13 (b) and 299.15 (a), and the full category listing of the North Dakota Advisory Planning Committee Members may be accessed www.nd.gov/dpi/SchoolStaff/SSI/ESSA/Planning/ESSAPlanningCommittee/.

To date, this state ESSA Committee has met six times to review essential components of a state accountability plan and to gather and provide input from the committee's outreach. This work has been accomplished by the North Dakota ESSA Advisory Planning Committee disaggregating into three separate subcommittees:

- Teacher/Leader Effectiveness
- Standards, Assessment, Accountability and Reporting
- Continuous Improvement.

These subcommittees have been meeting one to two times per month since September 2016 through January 2017 to gather input from across the state and make final recommendation to the full North Dakota Advisory Committee for the writing of the state plan.

ESSA requires states to engage in Meaningful Consultation with Tribes in the development of the state's plan to meet the needs of Native American students. To date there have been two North Dakota Tribal Stakeholder Planning Meetings plus individual consultation with the four tribal councils. These meetings between the two governments will continue as the two entities work to develop North Dakota policy regarding tribal consultation for both the state and local education agencies. At the forefront of the collaboration is the discussion of what is best for students, good communication, and commitment to seeing the entire process through until policy and understanding are written into an effective state plan.

A. Public Notice. Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

The North Dakota Department of Public Instruction (NDDPI) is working diligently to ensure it meets subsection 200.21 (b)(1) -(3). In the interim, NDDPI has used webinars, regional meetings, listening tours, media releases, radio, television, social media, email list serv, and accessing members of its ESSA Advisory Planning Committee's communications to keep the public informed on the work of the consolidated state plan. The North Dakota Department of Public Instruction continues to post notifications of its meetings and subcommittee meetings on the North Dakota Secretary of State's website at <https://intranetapps.nd.gov/sos/ndpmn/meetings/searchMeetings.htm> and outside of the door at relevant meeting sites. The North Dakota Department of Public Instruction will continue to use mass communications to provide transparent timely notification. NDDPI intends to post our draft state ESSA plan for official public comment beginning February 15, 2017. The following is the timeline for the public meetings participated in by the North Dakota Advisory Planning Committee:

- May 17, 2016
- July 25, 2016
- August 30, 2016
- September 30, 2016
- October 25, 2016
- December 20, 2016

B. Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. **Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.**

As part of outreach and input, Superintendent Baesler solicited responses from a vast array of teachers, parents, legislators and administrators during an eleven city in thirteen-day listening tour May 9th through 25th, 2016. The Superintendent received feedback into the process of

standards revision of English and mathematics, insights into a state ESSA plan, and input into procurement of a new state assessment. The full feedback document may be accessed at <https://www.nd.gov/dpi/SchoolStaff/ICR/SuperintendentBaeslersListeningTour/>

In continuance of solicitation into our North Dakota state consolidated plan, our state ESSA Advisory Committee members have sought feedback from the stakeholder groups that they represent. This information was gathered in surveys sent out via email to all educators or administrators, and as a main topic of discussion during the vast array of professional conferences held across North Dakota from June, 2016 until present. The information that the ND State Advisory Committee gathers through surveys and emails is shared out during the first hour of each of the state meetings as the committee continues its work in developing North Dakota's ESSA plan.

The initial draft of the *North Dakota Every Student Succeeds Act* accountability plan will be dispersed for the public to look at January 11, 2017. The intent of the initial draft is to gather further statewide feedback and revisions from our stakeholders and use this input to create an official consolidated state plan available for public comment for thirty days. The date for release of the official draft is tentatively scheduled for February 20, 2017 with North Dakota wanting to officially submit our plan by April 6, 2017.

- ii. **Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.**
 - a. **Challenging Academic Standards and Academic Assessments**

North Dakota is revising its English language arts and math standards simultaneously as it is in the process of creating its state ESSA plan. The task of updating the North Dakota ELA and math standards was initially not looked favorably upon by North Dakota educators. Thus Superintendent Baesler began a listen and learn tour across the state to hear concerns and acknowledge comments about the proposed standards revision. Some ND educators felt the English language arts and math standards were rigorous and did not want to rewrite them while other educators felt it was important to evaluate and consider narrowing the amount of standards for English Language Arts and noted math standards needed clarity in their descriptions and the need to consider having integrated math at the high school level. The writing committee is comprised of 30-35 teachers per content area for a total of approximately 70 members.

The North Dakota English Language Arts Content Standards Writing Committee and the North Dakota Math Content Standards Writing Committee have met, made revisions and are working to meet the following timeline:

- July 21-22, 2016>ND Mathematics Content Standards Development Committee meets.
- July 28-29, 2016>ND English and Mathematics Content Development Committees meet.
- September 2016> First Draft of Revised ND English and Mathematics Standards available for public comment
- October 12, 2016>ND Math and English Content Standards Review Committee meets. This committee is comprised of individuals who are elected leaders, representatives

from business and industry, and parents and citizens to give a different perspective.
-November 3-4, 2016>ND Mathematics and English Content Standards Development Committees meet to read recommendations
-December 2, 2016>ND Mathematics Content Standards Development Committee meets to make recommended revisions.
- The final draft of the North Dakota State Standards in English language arts and math is expected to be complete the first quarter of 2017, and North Dakota plans to adopt and implement updated academic standards in July of 2017.

The state will select new general assessments, aligned to the state's newly adopted content standards and based on an approved Request for Proposal selection process by 2017. The design parameters for the state's new assessment system will be based, in part, on recommendations generated by a statewide assessment task force, which conducted its study from 2015-2016. A full listing of Assessment Task Force members may be found at: <https://www.nd.gov/dpi/about/taskforce/> Any final general assessments must meet all validity and reliability specified in law and validated by the federal assessment review process.

North Dakota is contemplating invoking the flexibility provided within ESSA, allowing high schools

to administer a locally-selected, nationally-recognized high school assessment, in lieu of the North Dakota State Assessment for accountability reporting purposes. As part of their work, the ND Standards, Assessment, Accountability and Reporting subcommittee sent out a PowerPoint to North Dakota Administrators, providing information and options in determining if at grade 11, they would like to use ACT for the state assessment or continue to take the North Dakota State Assessment. The questionnaire also asked if the administrators would be in favor of moving the state assessment to grade 10 and what time of the year should the assessment be offered?

It is important to note that the North Dakota Every Student Succeeds Act Consolidated Plan is being developed by stakeholders from across North Dakota and the state Advisory Planning Committee is gathering and disseminating the information and taking all suggestions and comments into consideration and at times, debate.

b. Accountability and Support for Schools

The ESSA Planning Committee is working to establish rigorous long term and interim student achievement goals that will be applied and adopted to ensure student academic growth, continuous school improvement, and that will include state achievement measures such as the use of the North Dakota State Assessment, other adopted alternative high school assessments, possible valid and compatible interim assessment measures, and possible alternate combined metrics. Any academic achievement goals, either long-term or interim, would apply to composite and student subgroup achievement for all schools, local school districts, and the state. The ESSA Planning Committee and subcommittees continue to solicit feedback from stakeholders and come to a consensus on what is best for all schools in North Dakota. An example of gathering and wanting this input is a letter received by the committee on behalf of the schools on the Fort Berthold Indian Reservation in support of a proposal to include General Education Development (GED)

graduates into the state graduation rate instead of in the dropout rate. The letter states how incorporating this proposed action would support students, schools, and still provide accountability.

c. Supporting Excellent Educators

The North Dakota Teacher and Leader Effectiveness subcommittee continues to meet on a monthly basis and report back to the state ESSA Advisory Planning Committee. The subcommittee was formed to ensure educators in North Dakota were supported in their teaching endeavors and is led by personnel from the North Dakota LEAD Center, North Dakota Higher Education, and the Education Standards and Practices Board. Together with the rest of the subcommittee member, they have decided to focus their work in three main areas: teacher and principal leadership academies, developing a statewide definition of highly effective teaching, and recruitment/retention of educators. The Teacher and Leader Effectiveness subcommittee understands there is a need to create a greater understanding of how important our state's teacher and principal mentorship programs are in helping facilitate a strong state education system. The subcommittee continues to work toward a multi-tiered leadership academy to support mentorship, career ladders, and academics for principals and teachers. The Teacher and Leader Effectiveness subcommittee recently reported to the North Dakota ESSA Planning Committee in regard to their work on highly effective teacher definition. The subcommittee looked at collected survey data and determined several themes: keeping the kindergarten endorsement, further discussion on grade seven and eight qualifications and redefining licensure to (K-8) and (5-12), incorporating minor areas of instruction for educators, keeping requirements for special education, adding alternative licensure, consideration of composite science and social studies, and working more with Career and Technical education.

In regard to recruiting and retaining educators in the state of North Dakota, the subcommittee is looking at criteria for statewide loan forgiveness for all educators, giving scholarships for higher education students pursuing a degree in teaching, and increasing statewide loan forgiveness for new teachers who teach in rural school districts.

d. Supporting All Students

The Statewide ESSA Planning committee has had in-depth discussion on the additional school quality indicators. The group has discussed multiple indicators that could be used to meet the element of the ESSA law in measurability. ESSA law requires indicators be able to be disaggregated and differentiated. Some indicators have been eliminated due to inability to meet the requirements of the law. The Standards, Assessment, Accountability and Reporting subcommittee has done additional work on this requirement of the ESSA law and recommends going forward with two additional school evaluating indicators in our state accountability plan. The two indicators are climate/culture and student engagement. To continue to support all students, North Dakota will include the required subgroups in its accountability system which includes: economically disadvantaged, race/ethnicity, students with disabilities, English learners, foster students, and students with parent (s) in the military. In addition, the state is discussing the idea of an advanced/gifted and talented subgroup. A challenge in creating the latter subgroup is forming a definition and criteria in

which to qualify.

In an effort to do what is best for all students, the North Dakota ESSA Advisory Planning Committee has received a letter of support from the North Dakota Council of the Arts. The letter advocates stating the “arts” by discipline in the state ESSA plan, and using the “arts” as a school indicator and as part of a definition of well-rounded education. North Dakota is a local control state and each school district will have the opportunity to address well-rounded education including the arts. Our state ESSA plan will provide a framework for districts and schools that allows them to articulate their unique needs and importance of the arts in school wide reform strategies.

In addition to the many ND ESSA Advisory Planning Committee and subcommittee meetings, Superintendent Baesler and members from the North Dakota Department of Public Instruction have traveled across North Dakota to hold Tribal Consultation and Stakeholder Engagement Meetings. Topics of discussion include what a meaningful consultation process should be, concerns about alignment of plans for all the different types of schools that serve Native American students--(BIE), grant schools, and public schools. Discussion was held to generate ideas on what strategies were needed for ensuring successful consultation and effective education for Native American students to decrease dropout. The need to keep meaningful collaboration moving forward was determined and dates of Tribal Stakeholder Meetings and Consultation is listed below.

-October 21, 2016>North Dakota ESSA Tribal Stakeholder Planning Committee Mtg.

-December 13, 2016>Tribal Consultation with Turtle Mountain Tribal Council

-December 22, 2016> North Dakota ESSA Tribal Stakeholder Planning Committee Mtg.#2

-January 17, 2017>Standing Rock Tribal Consultation Mtg.

-January 30, 2017>Spirit Lake Tribal Consultation Mtg.

-January/February 2017>Three Affiliated Tribes Tribal Consultation Mtg.

C. Governor’s consultation. Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s office met during the development of this plan and prior to the submission of this plan.

The Governor’s office has an appointed member on the North Dakota Advisory Planning Committee. This person has been involved in the meetings and contributed to the development of the state plan. Superintendent Baesler has had many meetings with Governor Burgum answering questions and hearing his thoughts on education as he plans to move North Dakota forward in the twenty-first century.

An executive summary will be prepared and delivered to the governor and he and his appointed member will have the ability to have input into the state plan as the state committee moves forward. Date SEA provided the plan to the Governor: [Click here to enter a date.](#)

Check one:

The Governor signed this consolidated State plan.

The Governor did not sign this consolidated State plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The NDDPI administers all federal Title programs included under ESSA within the Student Support and Innovation Division (SS&I). The SS&I is made up of six offices including the following:

- Office of Federal Program
- Office of Academic Support
- Office of Indian/Multicultural Education
- Office of Teacher School Effectiveness
- Office of Assessment
- Office of Early Learning

All division staff work collaboratively within the division and with other offices to ensure evidence-based strategies and a needs assessment is utilized when allocating state and federal funds to support federal Title programming.

The approval of LEA plans for Titles I, II, III, and IV will be administered through the consolidated application where all program staff across the SS&I review program requirements, staff qualifications, strategies, activities, and allowable use of funds.

Data is collected through an electronic statewide data system, State Automated Reporting System (STARS)₂ which feeds into federally required reports in EDFacts and CSPR. The collection and use of information and data is utilized to assess the quality of implementation of strategies and measure student progress to report outcomes on the district report cards.

North Dakota's Consolidated Application for Federal Title Funds allows school districts to submit one comprehensive application for funding for several federal programs. Each year, districts must submit this application to the NDDPI in order to receive federal funds. The district's application provides a plan for meeting federal program requirements based on a needs assessment and alignment with specific needs of the LEAs for improving student achievement. This application is completed and submitted electronically through the [State Automated Reporting System \(STARS\)](#).

Each district's school board appoints an authorized representative for the programs funded in the

application and approves the application prior to its submission to the NDDPI.

The submitted consolidated applications are reviewed by the NDDPI, who provides technical assistance as needed and approves the applications when information is correct and in compliance.

The federal programs under ESSA that are not part of the consolidated application (21st CCLC, Homeless, Migrant Education, N&D) all have comprehensive, established inclusive application procedures to distribute the funding.

B. Monitoring. Describe the SEA’s plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The NDDPI monitors SEA and LEA implementation in many different ways to ensure compliance with statutory and regulatory requirements. The monitoring system includes on-site visitations, review of self-submissions, reviewing data submitted on our state automated reporting system, fiscal reviews, as well as our continuous school improvement process through AdvancED. The NDDPI is in the process of revising our current consolidated monitoring process (currently including Title I, Title II, and Homeless) to also encompass Title III and Title IV. The 21st CCLC program, Migrant Education, and the N&D Program all have individual comprehensive monitoring systems in place.

Monitoring. Describe the SEA’s plan to monitor SEA and LEA implementation of included programs using the data in section 5.4.C to ensure compliance with statutory and regulatory requirements related to supporting excellent educators.

Strategy	Timeline
Federal Title Programs Monitoring (Titles I, II, III, IV)	November - March
Individual Program Monitoring (Homeless, 21 st CCLC, Migrant Education, N&D)	November - March
Annual Desk Audit	November - January
AdvancED School Improvement Process	September - May

C. Continuous Improvement. Describe the SEA’s plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

North Dakota uses AdvancED statewide for approval and improvement of all schools in the state. First and foremost, all schools will participate in continuous school improvement through the AdvancED process as a first tier for school improvement. The second tier will entail the comprehensive system of improvement and support.

The NDDPI will support LEAs as they develop their plans through a continuous improvement process model. This process is driven by a local comprehensive needs assessment through the AdvancED system.

LEA and school plans will be reviewed by all applicable NDDPI program areas to meet the necessary state and/or federal statutory and regulatory requirements while progressing towards the implementation of best practices. Technical assistance and support will be provided to help inform and improve local plans and systems from both NDDPI staff as well as through the AdvancED external review process.

This comprehensive system allows LEAs to produce a consistent, consolidated model for reviewing data, documenting needs, identifying improvement areas, and tracking progress.

Strategy	Timeline
AdvancED School Improvement Process	Annually September - May
AdvancED Title I Schoolwide Plan within AdvancED	Annually July 1 – June 30
Targeted Support Plans within AdvancED	January 2019 – June 30, 2019

D. Differentiated Technical Assistance. Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

Differentiated Technical Assistance. Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for supporting excellent educators.

Strategy	Timeline
Comprehensive Schools	
Targeted Schools	

Section 3: Academic Assessments

Instructions: *As applicable, provide the information regarding a State’s academic assessments in the text boxes below.*

- A. Advanced Mathematics Coursework. Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?**

Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

No.

- B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.**

- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. §200.6(f)(4), and identify the specific languages that meet that definition.**

The state will provide the North Dakota State Assessment in languages other than English as they become available through our testing vendor and are a “significant language” of ELs. The English Learner Program Advisory Committee (ELPAC) has discussed the definition of significant language to be 30% of the state EL population, but this has not yet been finalized. Should the ELPAC determine significant language is defined as 30% of the state EL population, the only language that would fit that criterion is Spanish.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.**

The North Dakota State Assessment is currently Smarter Balanced which offers stacked translations in Spanish only. North Dakota has not yet decided if or how this option will be provided for Spanish speakers. The ND ELPAC will determine the parameters of the use of stacked translations in Spanish including grades and content areas.

- iii. Indicate the languages other than English identified in B above for which yearly student academic assessments are not available and are needed.**

The North Dakota State Assessment is currently Smarter Balanced which offers stacked translations in Spanish. At this time Spanish is the only language close to 30% of the EL population which is the possible definition of “significant language.” Therefore, Spanish is the only language other than English in which North Dakota will offer the state assessment.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:**

- 1. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);**

The North Dakota State Assessment currently offers stacked translations in Spanish which is the only language meeting the definition being considered for “significant language”. The stacked translations are better for English learners than the entire test being solely in the native language because many of the ELs are not literate in their native language. The stacked translations will allow them to show what they know by using the language that is most helpful to them. As other languages become more prevalent and reach 30%, the state will work with the test vendor to provide the state assessment in those languages as well. The next prevalent language is Somali which is currently 15% of the EL population.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

North Dakota law requires the NDDPI to assemble a group of EL stakeholders each year to inform our EL policies and procedures. This group is the English Learner Program Advisory Committee (ELPAC). The ELPAC is made up of a wide variety of stakeholders who have an interest in EL education. The members are selected from nominations in stakeholder categories including, but not limited to: Teachers and administrators from the eastern and western part of the state, special education, post-secondary education, parents, data and technology, regional education associations, migrant education, colony schools, adult education, Native American ELs, and refugee students. The ELPAC has met on multiple occasions to discuss the ESSA law and how it applies to English learners. The group has reviewed the items for the state plan and made recommendations to the Standards and Accountability subcommittee. This subcommittee then reviewed and approved the recommendations which were then taken to the entire ND ESSA Committee. All items must be approved by the entire committee before going to the Superintendent for final approval. The recommendations are then added to the state plan.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

This is not applicable as the state has been successful in offering Spanish-English stacked translations for the North Dakota State Assessment.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

Indicators. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- **The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).**
- **To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).**
- **For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.**
- **To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.**

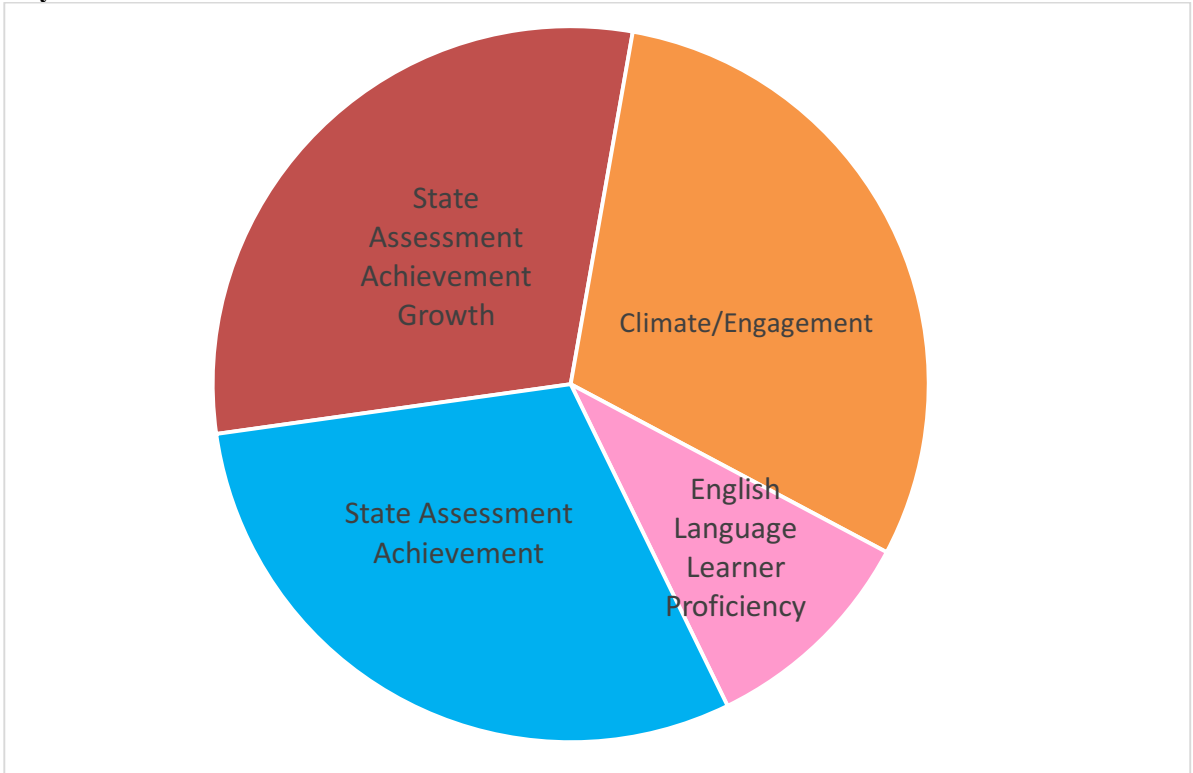
Elementary/Middle School

Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency in ELA Proficiency in Math	The statewide mathematics and ELA assessment (NDSA).
ii. Academic Progress	Growth	Academic progress on the NDSA measured by an index growth model.
iii. Achievement in Achieving English Language Proficiency	ACCESS 2.0	English proficiency achievement on ACCESS 2.0
iv. Progress in Achieving English Language Proficiency	ACCESS 2.0	Growth Model
v. School Quality or Student Success	Climate/Engagement	TBD

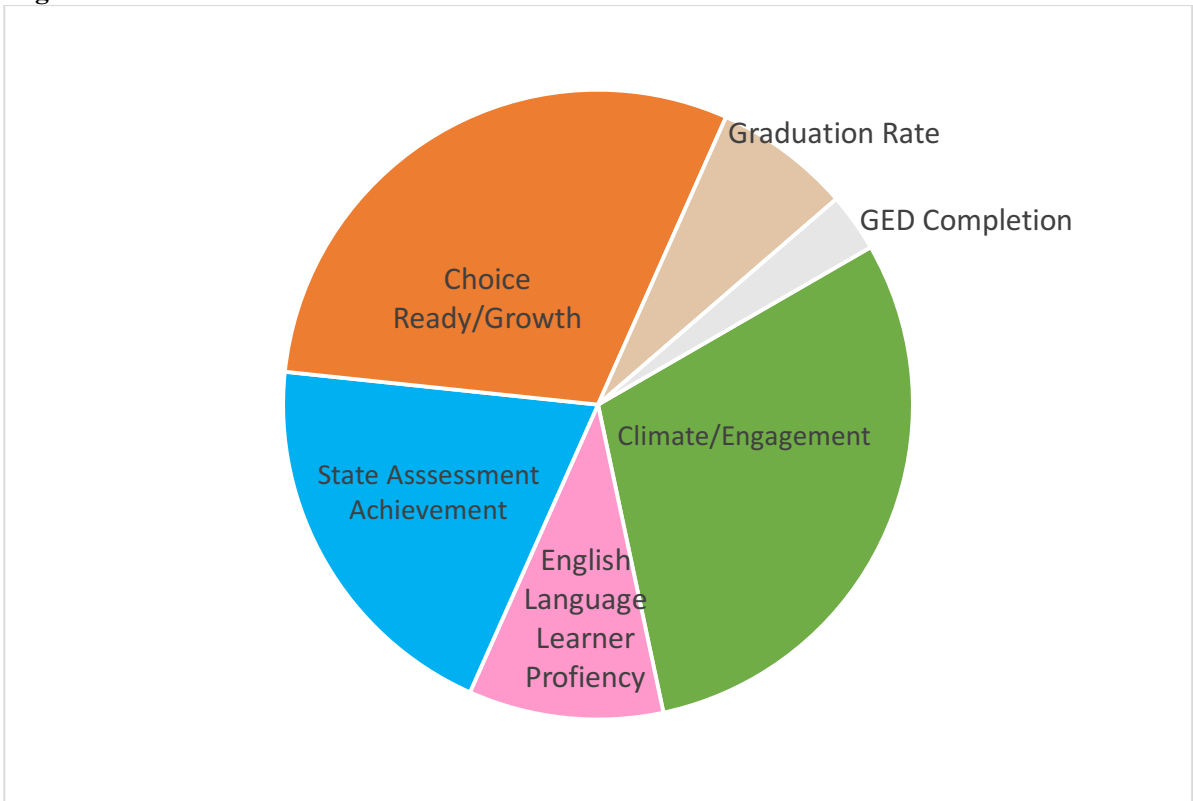
High School

Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency in ELA Proficiency in Math	The statewide mathematics and ELA assessment (NDSA).
ii. Academic Progress	Growth	Academic progress on the NDSA measured by an index growth model.
iii. Graduation Rate	4-year Adjusted Cohort Graduation Rate 5-year Adjusted Cohort Graduation Rate 6-year Adjusted Cohort Graduation Rate	Graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort. An extended graduation rate of 5 years is included to recognize that some students need additional time to graduate. All graduation rates are reported for all students as well as separately for each subgroup of students.
iv. Achievement in Achieving English Language Proficiency	ACCESS 2.0	English proficiency achievement on ACCESS 2.0
v. Progress in Achieving English Language Proficiency	ACCESS 2.0	Growth Model
vi. School Quality or Student Success	Climate/Engagement	TBD
vii. College & Career Ready	North Dakota's Choice Ready Framework	The Choice Ready framework will measure the % growth of students who are on track to graduate choice ready.

Elementary



High School



Percentages still to be determined.

B. Subgroups.

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.**

North Dakota will include the required subgroups in its accountability system which includes: economically disadvantaged, race/ethnicity, students with disabilities, and English learners. The State will report on foster students, and students with parent(s) in the military, however, these additional subgroups will not be a part of the accountability system.

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.**

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- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.**

North Dakota has a state automated reporting system that records student information such as attainment date. We use the attainment date to determine which ELs are in the “former EL category and the number of years they are considered former ELs. This is also used to determine which students are within the reporting timeframes required and allowed under ESSA. North Dakota requires districts to monitor ELs for two years after attainment of English proficiency, but allows districts to keep ELs on their monitoring caseload for up to four years. The state may include former ELs up to four years for accountability of academic achievement and graduation rate, depending on the input received from the committees.

- iv. If applicable, choose one of the following options for recently arrived English learners in the State:**

- Exception under 34 C.F.R. § 200.16(c)(3)(i) or
 Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
 Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

North Dakota will allow the exemption of one administration of the reading and language arts portion of the North Dakota State Assessment for the first year of the English learner’s arrival to the United States.

C. Minimum Number of Students.

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).**

The state has established the sample size of $N > 9$ as the minimum number of students required in a school or subgroup for any public reporting or accountability determination to occur. If any current-year's achievement rates are based on a sample size less than this defined limit, then any accountability determination and reporting must revert to multiple-year calculations, until a sufficient sample size is achieved. This minimum sample size reflects long-standing state policy regarding the minimum sample size required for the purposes of protecting individual students from possible identification, consistent with the Family Education Rights to Privacy Act.

To establish a balanced concern for validity and reliability in public accountability and reporting set forth within ESSA, the state has adopted a confidence interval determination, referenced to the binomial distribution with an alpha value set at 0.01, or a 99% confidence value. The use of the state's selected confidence interval replaces any single sample size reference (e.g., $N < 30$ sample size) and reasserts the state's long-standing practice of applying a 99% confidence interval statistical test in providing for a fair, valid, and reliable means of public accountability and reporting.

The state's established minimum sample size of $N > 9$ and the corresponding application of a 99% confidence interval statistical reliability test has been a longstanding provision of the state's accountability system. This sample size and reliability provision has been previously reviewed and approved by federal ESEA peer review

- ii. **If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).**

Not Applicable

- iii. **Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);**

Personal Identifiable Information. The *Family Educational Rights and Privacy Act* (FERPA) forbids the reporting of any information that might lead to the identification of an individual student. Historically, North Dakota has used an $N < 10$ rule (i.e., sample size less than ten students) to govern the public identification or publication of student achievement rates. Thus, if a school's or a subgroup's sample size is fewer than 10 students in either one year or up to three years combined data, providing for a sufficient reportable sample size, then no achievement data would be reported for that school or specific subgroup. Although a decision hasn't been made, having a minimum number greater than ten would eliminate many of North Dakota's small rural school districts from its accountability system. North Dakota anticipates retaining this minimum $N < 10$ sample size restriction, in compliance with FERPA regulations.

Reliability Testing. Additionally, North Dakota anticipates retaining the use of confidence intervals to ensure the measured reporting of student achievement against any established achievement goals for schools or subgroups of varying sample size, consistent with established reliability measures.

- iv. **Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with**

the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The state will report school, district, and state overall performance annually, according to established reporting procedures, ensuring reliability and the protection of student identifiable information.

The state will conduct school, district, and state accountability determinations, including composite and subgroup reporting, every three years. In compiling its three-year determination review, the state will employ a method that provides a reliable and fair means of referencing current-year or multi-year averaging of achievement data, across all state-established achievement goals. In general terms, school, district, and state determinations for each achievement goal will proceed through a three-step determinations process.

A. Multi-Year Accountability Determinations

Step One: Calculating performance against a state-established achievement goal on current-year achievement data, Year One.

1. If a school's current-year (Year One) achievement rate is equal to or greater than the state's established achievement goal, then the school is identified as having met the established achievement goal.
2. If a school's current-year (Year One) achievement rate is less than the state's established achievement goal, then a statistical test is applied to determine a level of confidence in making the established state achievement goal.
 - a. If it cannot be determined with greater than 99% confidence that the school's achievement rate is lower than the state's established achievement goal, then the school is identified as having met the established achievement goal, or
 - b. If it can be determined with greater than 99% confidence that the school's achievement rate is lower than the state's established achievement goal, then the school's review passes to the next step which involves a second statistical test based on combining the current-year data (Year One) with the previous-year's achievement data (Year Two).

Step Two: Calculating performance against a state-established achievement goal on the combined achievement data of the current year (Year One) and the previous year (Year Two).

If a school's achievement data from Year One is significantly lower than the state-established achievement goal as determined in Step One, then the school's achievement data from the current year (Year One) and the previous year (Year Two) will be combined and reviewed.

1. If a school's combined two-year achievement rate is equal to or greater than the state-established achievement goal, then the school is identified as having met the achievement goal.
2. If a school's combined two-year achievement rate is less than the state-established achievement goal, then a statistical test is applied to determine a level of confidence in making an accountability determination.
 - a. If it cannot be determined with greater than 99% confidence that the school's combined two-year achievement rate is lower than the state-established achievement goal, then the school is identified as having met the achievement goal.

- b. If it can be determined with greater than 99% confidence that the school's two-year achievement rate is lower than the state-established achievement goal, then the school's review passes to the next step which involves a third statistical test based on combining the current-year data (Year One) with the previous two years achievement data (Year Two and Year Three).

Step Three: Calculating performance against a state established achievement goal on the combined achievement data of the current year (Year One) and the two previous years (Year Two and Year Three).

If a school's achievement data from the combined review of Year One and Year Two is significantly lower than the state-established achievement goal as determined in Step Two, then the school's achievement data from Year One, Year Two, and Year Three will be combined and reviewed.

1. If a school's combined achievement rate is equal to or greater than the state-established achievement goal, then the school is identified as having met the achievement goal.
2. If a school's combined three-year achievement rate is less than the state-established achievement goal, then a statistical test is applied to determine a level of confidence in making an accountability determination.
 - a. If it cannot be determined with greater than 99% confidence that the school's three-year achievement rate is lower than the state-established achievement goal, then the school is identified as having met the achievement goal.
 - b. If it can be determined with greater than 99% confidence that the school's three-year achievement rate is lower than the state-established achievement goal, then the school is identified as not having made the achievement goal.

B. Accountability Reporting for Small Sample Size Schools and Subgroups

In the event that a school's or any school's subgroup sample size does not meet a minimum reportable size ($N > 9$), the state will combine previous years' data, up to three years, such that an accountability determination can be reported. Any unreportable achievement data, resulting from too few students in a school or subgroup in a given year, will be combined with achievement data in the following year. If the combined data consists of a student sample greater than nine students, then it will be reported to determine accountability according to rules. This reporting fulfills the law's validity provision. The state stipulates that all students must be included, either in the current year or in subsequent years, in determining accountability reports. If there are too few students to report out in a given year, then these students will be combined with students from up to three years so that they may be included in accountability determinations.

Any achievement data may be referenced only once to determine an accountability report. No archival achievement data, already referenced or reported in a previous accountability determination, may be used again, except in calculating multi-year calculations.

If the current year has a sample size too small to report accountability against a state-established achievement goal, then up to two previous, unreported years' achievement data will be combined into the current year to allow for reporting. Only previously unreferenced, unreported data, combining up to three years of data, may be used to

generate an accountability determination. If this combined data contains too few students (i.e., $N < 10$) to produce an accountability determination, then the reported achievement results will state, “*Insufficient data to determine accountability status.*”

C. Accountability Reporting Across Incremental Achievement Goals

In the event that a school’s accountability reporting straddles across incremental achievement goals and multiple years’ achievement data are required to reach a reliable determination, the state will employ a weighting method, combining the effects of the adjoining incremental goals. This weighting method will produce a separate achievement rate, residing between the two state-established incremental goals, relative to the proportion of students covered within each respective incremental goal. The resulting weighted achievement goal will constitute the school’s expected achievement goal. Achievement weighting applies only as long as multi-year calculations are required in determining accountability reporting. If a school’s previous accountability determination, in the aggregate or by subgroup, reported “*Insufficient data to determine accountability status*” across one or two-combined years, then the previous, unreported achievement data will be rolled in with the current-year’s achievement data for calculations. Since the previous years’ achievement data were calculated on the school’s previous intermediate achievement goals, these data will be weighted proportionally. The three-years of combined data will be weighted based on the proportion of students within each respective year and each respective year’s intermediate goal. This weighting produces a single, composite, multi-year goal that the school.

- v. **Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;**

The state employs a four level procedure, described below, to eliminate the possibility of compromising student identification through an inadvertent publication of student achievement results. These procedures are designed to eliminate any violation of the Family Education Rights and Privacy Act (FERPA).

(1) *Minimal N Value Rule.* The state employs an $N < 10$ value, where any sample size value N less than 10 will prohibit the reporting of students within an identified population. Any population value N of 10 or greater will allow the reporting of students within an identified subgroup.

(2) *Single-populated Level Rule.* The state employs a rule where if all students within a school or subgroup report at a certain achievement level and no other achievement levels record any students, then the state will record a limited percentage of students, presented as an inequality, to serve as a representative finding. As such, if all students were to reside within a given level, for example “achievement level A”, then reporting on that level will identify any and all students. This would be a violation. To remedy this situation, a representative inequality (e.g. $< 5\%$ or $> 95\%$) will be recorded.

(3) *Total Population Below Proficient Rule.* The state employs a rule to allow for the proper identification of a school or district where all students’ achievement scores fall below proficient (i.e., the combination of partially proficient and novice). It is in the interest of the public and students that any school or district with 100% below-proficient achievement scores be identified for not making a state achievement goal. To eliminate the possibility of identifying any student, the reports for schools and districts with 100% below-proficient achievement scores will record an inequality to serve as a representative finding (e.g., $< 5\%$ or

>95%). This representative finding would eliminate any possible student identification and also allow for the proper identification of the school or district. In the absence of this rule, extremely low performing schools would be exempt from a reporting finding, thereby violating the principle of validity.

(4) *Distinguished Students Rule*. The state employs a rule to allow for the proper identification of a school or district where all students' achievement scores rest above proficient (i.e., the combination of proficient and advanced). It is in the interest of the public and students that any school or district with 100% above-proficient achievement scores be identified as achieving an identified goal. To eliminate the possibility of identifying any student, the reports for schools and districts with 100% above-proficient achievement results will record an inequality to serve as a representative finding (e.g., <5% or >95%). This representative finding would eliminate any possible student identification and also allow for the proper identification of the school or district. In the absence of this rule, high performing schools would not be recognized for achieving an identified goal.

- vi. **Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;**

This information is not currently available.

- vii. **If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.**

This question, seeking rationale for the setting of a minimum sample size of $N > 30$, does not apply to North Dakota's proposed accountability system.

The state has established the sample size of $N > 9$ as the minimum number of students required in a school or subgroup for any public reporting or accountability determination to occur. If any current-year's achievement rates are based on a sample size less than this defined limit, then any accountability determination and reporting must revert to multiple-year calculations, until a sufficient sample size is achieved. This minimum sample size reflects long-standing state policy regarding the minimum sample size required for the purposes of protecting individual students from possible identification, consistent with the Family Education Rights to Privacy Act.

To establish a balanced concern for validity and reliability in public accountability and reporting set forth within ESSA, the state has adopted a confidence interval determination, referenced to the binomial distribution with an alpha value set at 0.01, or a 99% confidence value. The use of the state's selected confidence interval replaces any single sample size reference (e.g., $N < 30$ sample size) and reasserts the state's long-standing practice of applying a 99% confidence interval statistical test in providing for a fair, valid, and reliable means of public accountability and reporting.

The state's established minimum sample size of $N > 9$ and the corresponding application of a 99% confidence interval statistical reliability test has been a longstanding provision of the

state's accountability system. This sample size and reliability provision has been previously reviewed and approved by federal ESEA peer review.

D. Annual Meaningful Differentiation. Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

[Click here to enter text.](#)

Describe the following information with respect to the State's system of annual meaningful differentiation:

- i. **The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;**
[Click here to enter text.](#)
- ii. **The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).**
[Click here to enter text.](#)
- iii. **The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).**
[Click here to enter text.](#)
- iv. **How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).**
[Click here to enter text.](#)

E. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

The State ESSA Plan provides for the differentiated identification of any school or district, whose participation rate on the state's academic assessments in either or both English language arts/literacy and mathematics, in the composite or within any designated subgroup. If a school or district were to evidence participation rates less than 95%, that school or district would be marked as demonstrating insufficient participation on the school's or district's public reports, indicating a reduction in program status, and requiring an improvement plan. Any improvement plan prepared by the school or district must include outreach efforts to parents, students, and the community, presenting the merits of participation in the state assessments and other activities, whose implementation provides heightened prospects for improved participation among students. The method used to factor the priority of participation rates in any differentiated identification model is included in section XXX, herein.

F. Data Procedures. Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

The state presents its uniform procedure for averaging data across school years and combining data

across grades within the State ESSA Plan, section 4.1(C), inclusive. The state will use multi-year achievement data to compile and report achievement rates for all state-established achievement goals for schools, districts, and the state, in the composite, by subgroup, and by grade. Three-year accountability determinations and all annual Report Cards will provide for a comprehensive accounting of all schools and districts, including subgroups and grades

G. Including All Public Schools in a State’s Accountability System. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;**

The state stipulates that all public schools, regardless of grade configuration or service population, will participate in the state accountability system. State law defines any public school to include any educational institution supported through State funding and administered through a public school board. The state accountability system will include all public schools identified as K-12, all alternative public schools, the North Dakota School for the Deaf and the North Dakota State Youth Correctional Center.

Most schools within North Dakota minimally cover grade spans of K-6, 6-8, or 9-12.

However, a review of statewide student enrollments reveals 10 individual schools with student populations that do not fit within the typical grade span observed statewide. The following data indicate the respective number and type of school grade spans that do not correspond to the general assessment grade spans.

	Type of School Organization (grade span)					
	<i>K</i>	K-1	K-2	K-3	6-7	9-10
Number of Schools	3	2	2	1	1	1

Students who attend any of the schools above will eventually graduate to a higher grade level in another designated school. As such, there is a clearly identified school that will receive each student from their school-of-origin listed above. Where schools-of-origin exist with grade spans that do not allow for the administration of the State Assessment, as are the cases above, student achievement reports from the receiving school will be forwarded to the school-of-origin by the State. No reports will be issued that might identify an individual student. Each school in which no assessments occur will be link directly to the supporting district. As students are promoted to school plants where assessments occur, students will participate in the assessment and accountability system. Every school, regardless of classification, resides within a district that participates in the State accountability system. Listed below are the linkages for schools that do not assess students currently because of their classification.

Non-Assessed Schools Linked to District Accountability

1. Naughton School linked to Naughton Public School District;
2. Agassiz Middle School linked to Fargo Public School District;

3. Eagle Kindergarten Center linked to Fargo Public School District;
4. Davenport Elementary School linked to Kindred Public School District;
5. Early Childhood Center linked to West Fargo Public School District;
6. Griggs County Central Elementary School linked to Griggs County Central District;
7. Stevenson School linked to Bowline Butte Public School District;
8. Zimmerman Elementary School linked to Wahpeton Public School District;
9. Central Campus School linked to Minot Public School District;
10. New Kindergarten School linked to New 8 Public School District.

ii. Schools with variant grade configurations (e.g., P-12 schools);

The state stipulates that all public schools, regardless of grade configuration or service population, will participate in the state accountability system. State law defines any public school to include any educational institution supported through State funding and administered through a public school board. The state accountability system will include all public schools identified as K-12, all alternative public schools, the North Dakota School for the Deaf and the North Dakota State Youth Correctional Center.

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7. Stevenson School linked to Bowline Butte Public School District;
8. Zimmerman Elementary School linked to Wahpeton Public School District;
9. Central Campus School linked to Minot Public School District;
10. New Kindergarten School linked to New 8 Public School District.

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State’s uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Small schools in which the total number of students that can be included on any indicator under 200.14 is less than the minimum number of students established by the State under 200.17(a)(1), consistent with a State’s uniform procedures for averaging data under 200.20(a), if applicable. The state stipulates that all public schools will be included in the state’s accountability system, defined under the terms of 200.14 and consistent with accountability reporting rules regarding minimum number of students under 200.17(a)(1) and uniform procedures for averaging data under 200.20(a). In the event that any small school’s student population falls below the state’s adopted minimum reporting level ($n > 9$), such that any public reporting of a specified accountability indicator would violate these reporting provisions, the state will ensure that no finding will be applied to or reported for such indicators within the small school. The state will maintain and publish a list of all small schools whose reportable student populations fall below the state’s adopted minimum reporting level. The state will also specify why certain small school’s accountability indicators cannot be publicly reported, under the terms of the state’s reporting rules. In the absence of any public reporting of identified small school’s accountability indicators, the state stipulates that it will conduct a performance audit of each school’s accountability indicators and engage the school’s administration and staff regarding the school’s implementation efforts and performance levels. Any performance audit findings or subsequent discussions will not be reported publicly, thereby ensuring student identity protections.

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

General rules for performance and participation. The following general rules apply when determining the educational entity to which a student’s performance and participation will be attributed.

1. If the student physically attends the public school, performance and participation are attributed to that school, the school district, and the State.
2. If the public or private school or facility serves the student on a contract basis, the student’s school district of residence is responsible; student performance and participation are attributed to the school district of residence.
3. If the student is served in a state facility, student performance and participation are attributed to the State.

Beginning of the year definition. To identify the status of students within the Accountability System, the State will employ a “beginning of the school year” definition. For the 2001-02 school year, the beginning of the school year is defined as 150 school days prior to the first day of the spring testing window. In subsequent years, the number of days will be defined as the number of school days preceding the first day of the testing window, as determined by the State. This will accommodate both the fall and spring testing windows.

Specific rules for performance and participation. Students may attend school in other than the public school in their school district of residence for either a brief or extended period of time due to (1) choice; (2) developmental or health concerns; or (3) behavior/discipline issues or adjudication.

(1) Specific rules for performance and participation related to choice.

If a student attends a school and school district other than his or her school or school district of residence and the serving school district claims pupil membership for the student, performance and participation are attributed to the serving school, school district, and State. This applies to:

- a. Job Corps students
- b. Air Force Base students
- c. Open enrolled students

(2) Specific rules for performance and participation related to developmental and health concerns.

- a. If a student is served under contract to a public or private facility or to another public or private school or school district, performance and participation are attributed to the school district of residence and State. This applies to:
 - i. Anne Carlsen Center
 - ii. Developmental Center
 - iii. Adolescent Unit of Jamestown State Hospital
 - iv. Students attending psychiatric treatment or mental health facilities
 - v. Some students receiving special education services
- b. If a student is placed in a treatment facility out of North Dakota and the North Dakota school district of residence claims pupil membership, performance and participation are attributed to the school district and State.

If a student is served at the North Dakota School for the Deaf (NDSB), performance and participation are attributed to NDSB and the State.

(3) Specific rules for performance and participation related to behavior/discipline or adjudication issues.

- a. If a student is served at the Youth Correctional Center or State Penitentiary, performance and participation are attributed to the State.
- b. If a student is incarcerated and is claimed by the school district of residence for pupil membership, performance and participation are attributed to the school district. However, if a student is incarcerated and is not claimed by the school district of residence for pupil membership, performance and participation are attributed to the State.
- c. If a student is served at the Adolescent Unit at the North Dakota State Hospital, performance and participation are attributed to the State.
- d. If a student is served at Dakota Boys Ranch (Minot and Fargo), performance and participation are attributed to the State.
- e. If a student is served at Home on the Range (Beach), performance and participation are attributed to the Beach school district.

- f. If the student who is less than 16 years of age is truant and the school district of residence claims pupil membership for the student, participation for that student is attributed to that school district of residence and the State. However, if the student who is less than 16 years of age is truant and the school district of residence does not claim pupil membership for the student, participation for that student is attributed to the State.
 - g. If a student who is less than 16 years of age is suspended or expelled from school, as evidenced through appropriate documentation, and who is claimed by the school district of residence for purposes of pupil membership, performance and participation are attributed to the school district of residence and the State according to the beginning of year rule. However, if a student who is less than 16 years of age is suspended or expelled from school and who is not claimed by the school district of residence for purposes of pupil membership, participation is attributed to the State.
 - h. If a student is placed with foster parents who reside in a North Dakota school district, performance and participation are attributed to the serving school district and State.
- v. **Newly opened schools that do not have multiple years of data, consistent with a State’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).**

The state stipulates that all public school districts and schools, regardless of any operational or planned reorganization or consolidation, will receive a full and complete determination of adequate yearly progress and school improvement status wholly consistent with all provisions and assurances contained within the state’s Consolidated State Application Accountability Workbook. The identification status of newly reorganized and/or consolidated school districts and schools will be based on a comprehensive compilation of all historical student achievement data. The Department of Public Instruction combines available historical student achievement data (e.g., assessment data from previous years) for individual students) in newly reorganized and/or consolidated public school districts and schools to determine what adequate yearly progress determinations would have been in previous years for the newly reorganized and/or consolidated school districts and schools. Three years of historical student achievement data will be considered. The identification status of such a newly reorganized and/or consolidated school district or school will be based on the adequate yearly progress determinations calculated for it using the three previous years’ historical achievement data.

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

- i. **The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.**

North Dakota uses AdvancED statewide for approval and improvement of all schools in the state. First and foremost, all schools will participate in continuous school improvement through the AdvancED process as a first tier for school improvement. The second tier will

entail the comprehensive system of improvement and support. North Dakota anticipates having approximately 15 schools identified for comprehensive support.

Comprehensive Support and Improvement (CSI) School Identification: ESSA specifies that state education agencies (SEAs) identify schools for “comprehensive support and improvement” beginning with school year 2017-2018 and at least once every 3 years, Schools that meet the following criteria are required to be identified:

- 1.) *Lowest Performing 5% of Title I Schools.* The lowest-performing 5% of all Title I schools in the state (based on performance on accountability framework over no more than 3 years).
- 2.) *Low Graduation Rate High Schools.* All public schools (Title I or non-Title I) that graduate less than 67% of their students.

Low-Performing Subgroups. Schools with low-performing subgroups will be identified for improvement in the Targeted Support category. In the Comprehensive Support and Improvement category, North Dakota wants to focus on our lowest performing schools. Our intent is to keep this a relatively small number of schools so that we can use the minimal school improvement funding (approximately 2.2 million) to provide grants to all schools identified for comprehensive support.

- ii. **The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).**

A school could exit Comprehensive Support and Intervention status upon achieving

- Scores that are above the bottom 5% of Title I schools for three consecutive years, and
- A graduation rate that is 67% or higher for three consecutive years

B. Targeted Support and Improvement Schools. Describe:

- i. **The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).**

All public schools in ND will be held to one accountability system. Provisions applying to all public schools include:

- AdvancED Improvement
- Long Term Goals
- School Dashboard

In addition to these provisions, certain schools will be identified for Target Support and Improvement. ND believes strongly that if a school is identified for Target Support and Improvement and required to develop an improvement plan, then every school identified must receive a \$50,000 grant to assist with their improvement efforts. For this reason, ND will cap the number of targeted schools at 10% of all public schools (approximately 40) so that sufficient funds are available to support each and every one.

Identification Criteria

The Targeted Support and Improvement schools identified are schools that have the largest gaps between the highest-achieving subgroups and the lowest-achieving subgroups. To identify the schools, a comparison will be made between each subgroup's combined math/reading proficiency rate and the overall combined math/reading proficiency rate for that particular school. A large gap indicates a school where at least one subgroup performs much lower than the overall rate. For example, a school may be identified that has a combined math/reading proficiency rate for IEP students of 80%; the math/reading proficiency for all students in this school was 68%. Thus, a significant gap of 60 percentage points could identify the school for Targeted Support.

Timeline for Identification of Targeted Support and Improvement Schools (TSI)

Low-Performing Subgroup TSI Schools are identified beginning in the 2019-2020 school year. ND anticipates notifying LEAs of any schools that have been selected for targeted support in early spring 2019.

- ii. **The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.**

North Dakota does not intend to identify additional targeted schools above and beyond those identified based on the criteria listed above.

- iii. **The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).**

Exit Methodology Low Performing Subgroups – TBD

4.3 State Support and Improvement for Low-performing Schools.

- A. **School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.
[Click here to enter text.](#)
- B. **Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

Resources/Support – Comprehensive Schools

- Comprehensive Support and Improvement
 - Title I schools that are in the lowest performing 5 percent of Title I schools in the state.
 - All high schools that fail to graduate one-third or more of their students.

These schools have to be identified at least once every three years, starting in school year 2018-2019.

- The NDDPI will provide support and resources for schools identified for Comprehensive Support. Our proposal includes a multi-faceted approach to providing support:
 - Action One – All Comprehensive Schools
 - Action Two – All Comprehensive Schools
 - Action Three – All Comprehensive Schools
- One – All Comprehensive Schools
 - Within Action One, support and assistance will be provided to all schools identified for Comprehensive Support. NDDPI is proposing to build into our state ESSA plan a partnership with the School Improvement Network (SIN) which will provide coaching and consultation services to help schools conduct a needs assessment and create a plan for improvement.
- Two – All Comprehensive Schools
 - All schools identified for Comprehensive support will be eligible to apply for a \$350,000 school improvement grant to be used over the three years they are identified for improvement. These funds can be used to help the school make improvements in the areas that led to the identification.
- Three – Comprehensive Schools
 - NDDPI/Student Support & Innovation will provide guidance and support to all schools identified for Comprehensive support. Training will be held to overview the requirements and opportunities available to schools. Each school identified will be assigned a liaison in the Division of Student Support & Innovation to answer questions and provide assistance

Resources/Support – Targeted Schools

- Targeted Support and Improvement Schools:
 - Any school that is consistently underperforming (as defined by the state) for one or more student groups.
- The NDDPI will provide support and resources for schools identified for Targeted Support. Our proposal includes a multi-faceted approach to providing support:
 - Action One – All Targeted Schools
 - Action Two – All Targeted Schools
 - Action Three – All Targeted Schools
- One - All Targeted Schools
 - NDDPI is proposing to build into our State ESSA plan a partnership with the ND REAs to roll out MTSS support to all schools identified for Targeted support. NDDPI will pool state resources within multiple programs
 - Title I
 - Title II
 - Title III
 - Title IV

- Special Education
- School Improvement
- NDDPI will have a statewide contract with the ND REAs to assist schools identified for Targeted Support to implement the MTSS process within their schools.
- Two – All Targeted Schools
 - All schools identified for Targeted support will be eligible to apply for a \$50,000 school improvement grant each year they are identified for support. These funds can be used to help the school make improvements in the subgroups that led to the identification.
- Three – All Targeted Schools
 - NDDPI/Student Support & Innovation will provide guidance and support to all schools identified for Targeted Support. Regional trainings will be held to overview requirements and opportunities available to schools. Each school identified will be assigned a liaison in the Division of Student Support & Innovation to answer questions and provide assistance.
- Regional Trainings

ESSA requires each SEA to describe its processes for approving, monitoring, and periodically reviewing LEA comprehensive support and improvement plans for identified schools. The NDDPI will offer a variety of additional supports to schools and LEAs that could include: on-site technical assistance, off-site networking sessions, embedded professional development, virtual learning experiences, guidance documents, and templates to support improvement planning and monitoring. The NDDPI will work with LEAs and regional assistance centers to develop a resource hub with regionally-implemented evidenced-based strategies. In addition, NDDPI will assist LEAs in exploring and identifying appropriate resources in various national clearinghouses. **Evidence-based Interventions Resources:** *What works Clearinghouse* is a central source of scientific evidence for what works in education. (Institute of Education Sciences) <http://ies.ed.gov/ncee/wwc/> *IES Practice Guides* are subjected to rigorous external peer review and consist of recommendations, strategies, and indications of the strength of evidence supporting each recommendation. *Florida Center for Reading Research* provides information about research-based practices related to literacy instruction and assessment for children preschool through 12th grade, as well as a variety of evidence based interventions for use by educators. <http://www.fcrr.org/> *Best Evidence Encyclopedia* offers information to improve learning for students in grades K-12 and particularly targets students in mathematics, special needs/diverse learners, and English language learners. <http://www.bestevidence.org/?ad=6> *The Center on Instruction* offers information to improve learning in reading, math, science, Special Education, and English Language Learning instruction. *Center for Comprehensive School Reform and Improvement's mission* is to help schools organize, plan, implement, and sustain improvement.

- C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).**

As per ESSA, if a school does not meet the exit criteria for Comprehensive Support and Improvement, NDDPI will require the LEA to conduct a new school-level needs assessment and, based on its results, amend its comprehensive support and improvement plan.

- D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of**

schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

[Click here to enter text.](#)

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

Yes. If yes, provide a description of the systems for certification and licensure below.

No.

[Click here to enter text.](#)

- B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

No.

[Click here to enter text.](#)

- C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

Yes. If yes, provide a description of the educator growth and development systems below.

No.

Principal Teacher Evaluation Support System

With the knowledge that every student needs and deserves a strong teacher, it is essential to determine how to measure effective teachers and principals. The North Dakota Principal and Teacher Evaluation and Support System Committee (PTESS), established in 2011, examined research on principal and teacher evaluations, reviewed methods in other states and was provided technical assistance from McREL. Over the course of several years, the PTESS Committee drafted principal and teacher evaluations guidelines to provide more uniform standards and guidelines for improving local principal and teacher performance evaluations. After several reviews and edits, these guidelines were eventually approved through the Department of Public Instruction in 2014 (Principal Evaluation Guidelines) and 2015 (Teacher Evaluation Guidelines).

District were able to adopt existing or develop locally-designed principal evaluation models aligned to the state's guidelines. All districts are using one of three models: the Danielson Model, the Marshall Model, or the Marzano Model. The guidelines outlined a means of selecting a model aligned

to standards, training staff, including a district's communications plan, and information on efforts to record and compile appropriate performance level determinations for internal quality assurance.

The PTESS Committee membership includes representation from large and small school districts as well as representation from districts implementing the Danielson Model, the Marshall Model, and the Marzano model. The PTESS Committee continues to meet regularly throughout the year to provide advice in the leadership and facilitation of the implementation of the ND Principal and Teacher Evaluation Guidelines state-wide. The PTESS Committee:

- Share successes and challenges with implementing the PTESS Guidelines and support the “scaling up” process,
- Assist with the collaboration on the implementation process,
- Assist with gathering feedback and data on the implementation process,
- Develop a statewide systems approach,
- Assist with planning for next steps in the implementation process and building a “sustaining” process, and
- Potentially may develop a group of North Dakota experts on each model to support and training the future trainers in the models.

With exciting new changes on the horizon, the committee continues to have discussions on implementing practices and processes for scaling up principal and teacher evaluation models. Some areas of the state held principal rounds, where principals observed a classroom, discussed what they saw and learned how to hold an effective post conference with the teacher. Teachers have been involved in the evaluation implementation process from serving on the steering committee, to selecting the model, and to assisting in selecting the emphasis for each year. Districts can support new teachers by providing a separate training for new staff. Additionally, the teacher mentoring program is designed to offer support and assistance.

The Professional Standards for Educational Leaders (PSEL) Standards, formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards has recently been released. The most obvious change between the ISLCC and the PSEL is standards have changed from six principles to ten and added clarification on how the standards can be met. The standards also include greater attention to promoting student well-being rather than academic rigor alone. It also factors in principals' abilities to provide instructional leadership. These new standards will be considered in moving toward implementing changes.

The PTESS Committee has discussed rating systems in the evaluation models. There are higher expectations for teachers and principals. Training could be enhanced and it should not be driven from the top. A good system is in place for evaluation of teachers but the biggest gap is including a student growth component. The committee has discussed how to track student growth and tie in student test scores.

Leadership Academy

The North Dakota Cross-State Learning Collaborative (CSLC) team has worked to identify and address “Problems of Practice” within the North Dakota education world. “Problems of Practices” are problems that is not already on its way to being resolved and if changed, would dramatically impact adult practice and student outcome.

After reviewing and analyzing data, the CSLC team decided to focus on the question, “How can the North Dakota Department of Public Instruction (NDDPI) create a multi-tiered leadership academy to ensure our principals are effective leaders?” This aligns well to a key goal in the NDDPI – providing leadership, guidance, and support to our state’s principals. By implementing a Leadership Academy, the CSLC team’s goal is to ensure ND principals have the resources and support they need to be effective leaders.

The Leadership Academy will provide...	Which in turn will...
<ul style="list-style-type: none"> • Professional support • Professional development • Career ladder opportunities 	<ul style="list-style-type: none"> • Assist with administrator shortages • Address administrator retention • And ultimately raise student achievement

The NDDPI is working closely with the NDLEAD to implement/expand a principal mentorship program, provide ongoing professional development directly related to the knowledge necessary to be an effective leader, and explore avenues to encourage career ladder opportunities.

The professional development is a series of ongoing skill development for principals in a series of modules provided at the regional level. It is important to tie the professional development into the principal mentorship program

Principal Mentoring

In the 2015-2016 school year, the NDLEAD piloted a principal mentoring program for first year administrators. The first year of implementation, nine principals were in the program. Mentors were trained and assigned to new principals. Mentors conducted at a minimum two site visits during the school year and met almost weekly.

Additional mentors were trained during the summer of 2016. During the 2016-2017 school year, there were 17 new principals in the mentoring program out of an estimated 30 new principals.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Resources to Support State-level Strategies. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:**
 - i. Increase student achievement consistent with the challenging State academic standards;**
 - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;**
 - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and**
 - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).**

NDDPI will use Title II Part A funds to support state level strategies designed to increase achievement, improve teacher and principal quality and effectiveness, support strategies to strengthen access to low-income and minority students, and to address equity gaps. NDDPI will grant Title II Part A funds to LEAs through the Consolidated Application process. Title II, Part A funds will use 1% for administrative costs to oversee, monitor, and fiscal duties and approximately 2.6% for statewide initiatives with remaining funds as LEA allocations. Statewide initiatives include professional learning offered to principals, teachers, and administrators to support school leadership mentoring, provide professional support for a multi-tiered leadership opportunity, support teacher effectiveness, addresses equity gaps, build their content knowledge in the North Dakota Standards, gifted students, English Learners, Native American populations, and students with disabilities. Title II A funds may be awarded to Regional Education Agencies, Districts, and external providers to provide support through professional development opportunities and development of resources to support selected strategies. There will be an effort to increase general communication to stakeholders regarding statewide initiatives, grant opportunities, professional development opportunities, etc.

The state-level strategies using Title II Part A funds is described in Section 5.1. This include the Principal Teacher Evaluation Support System, Leadership Academies, and Principal Mentoring.

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

NDDPI will collaborate with local and regional education agencies and community partners to provide training and support aligned to district needs identified by local needs assessments and continuous improvement plans. Providing evidence-based practices for districts and schools will increase opportunities to differentiate professional learning based on local needs. Additionally, leveraging federal, state, and local funds in alignment with established partnerships will enhance support in the dissemination of best practices and resources.

NDDPI has enhanced the continuous improvement and strengthened the connection between professional learning and developing skills to provide instruction to students with specific learning needs. Support is also provided in conjunction with other partners, including Regional Educational Agencies (REAs), ND Council of Educational Leaders, NDLEAD, ND School Board Association and others.

5.3 Educator Equity.

North Dakota developed, submitted, and received approval on the [*North Dakota State Plan to Ensure Equitable Access to Excellent Educators*](#) published in August 28, 2015. This plan is intended to ensure that every student in every school is taught by an excellent educator. Historically, North Dakota has had minimal gaps statewide among our schools with regard to the extent that poor students are taught by inexperienced, unqualified, or out-of-field teachers. North Dakota has summarized the equity gaps in this report that currently do exist and provided charts that reflect the data available.

The State Equity Plan identified four key gaps within the plan:

- Slightly higher levels of new teachers teaching in high poverty schools than in low poverty schools
- Teachers and school leader recruitment and retention,

- Teacher shortage, and
- Equitable access to high quality professional development.

For each gap identified the state outlined selected strategies that are being employed to address the root causes. North Dakota has and will continue to monitor and provide support on the strategies identified. The goal is to ensure that poor and minority students are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children. We intend ensure all students in North Dakota graduate choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.

A. Definitions. Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	A teacher is considered ineffective within a specific element/component in which the teacher rates a one in the teacher evaluation model.
Out-of-field teacher*+	Teachers who have been assigned to teach a class for which they are not highly qualified. This category does not exist in North Dakota as it is not allowable under state or federal law to assign an educator to teach a class for which they are not considered highly qualified.
Inexperienced teacher*+	Teachers having three or less years of teaching experience.
Low-income student	A child who is eligible for free or reduced price meals.
Minority student	A student having racial or ethnic origins in any group other than the majority for the state.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms (optional)	Statewide Definition
Unqualified teacher	Teachers who are not qualified according to North Dakota state licensure laws to teach a specific course.
Excellent Educators	High quality educators who guide and support all students in getting and remaining on track to graduate from high school ready for college or careers (i.e. effective teachers). Future determinations of “excellent educators” will be based on teacher evaluations once our process and tools are completed.
Ineffective teacher equivalent	

The NDDPI will be gathering information from schools to calculate ineffective teachers to be determined by the following data:

- Number of students in the school,
- Number of teachers evaluated on the teacher evaluation model,
- Number of elements or components rated during the year, and
- Number of Level One ratings overall for the school.

Using this data, the number of “ineffective teacher equivalent” will be determined for each school. A sample of this data can be found in Appendix ??? (See Jim S’s document “Ineffective Teacher Level I”)

- B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.**

The [North Dakota State Plan to Ensure Equitable Access to Excellent Educators](#), published in August 2015, can be found at <https://www2.ed.gov/programs/titleiparta/equitable/ndequityplan82815.pdf>. This report includes data on inexperienced, unqualified, and out-of-field teachers. The NDDPI is developing reporting requirements to include data on ineffective teachers. This data will be included in future reports.

- C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):**
- i. The rates and differences in rates calculated in 5.3.B;**
 - ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;**
 - iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and**
 - iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.**

The NDDPI will publish and annually update the rates and disproportionalities calculated under this section and report on the rates and disproportionalities in the manner described in this section on the NDDPI website and update equity documentation. This data will be posted at <https://www.nd.gov/dpi/>.

- D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.**

The North Dakota Department of Instruction is committed to ensuring that every student in a North Dakota school is taught by an excellent teacher. The North Dakota Department of Instruction recognizes that to accomplish this goal that systemic strategies are employed to eliminate the identified equity gaps. The North Dakota Department of Instruction’s plan to eliminate the identified gaps is predicated on the following theory of action:

*If a comprehensive approach to the human capital management and support of teachers is systemically implemented and implementation is monitored and modified over time,
Then North Dakota school districts will be better able to recruit, retain, and develop excellent teachers such that all students have equitable access to excellent teaching to help them achieve their highest potential in school and beyond.*

The State Equity Plan identified four key gaps within the plan:

- Slightly higher levels of new teachers teaching in high poverty schools than in low poverty schools
- Teachers and school leader recruitment and retention,
- Teacher shortage, and
- Equitable access to high quality professional development.

More details can be found on pages 10-12 of the [North Dakota State Plan to Ensure Equitable Access to Excellent Educators](https://www2.ed.gov/programs/titleiparta/equitable/ndequityplan82815.pdf) at <https://www2.ed.gov/programs/titleiparta/equitable/ndequityplan82815.pdf>.

- E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and Federal or non-Federal funding sources, that are:**
- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and**
 - ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.**

The state-level strategies using Title II Part A funds is described in Section 5.1. This include the Principal Teacher Evaluation Support System, Leadership Academies, and Principal Mentoring. Other strategies are implemented through a collaborative effort in alignment with established partnerships leveraging federal, state and local funds.

The likely causes of the most significant differences in rates and the strategies including a timeline are available in pages 16-22 of the [North Dakota State Plan to Ensure Equitable Access to Excellent Educators](https://www2.ed.gov/programs/titleiparta/equitable/ndequityplan82815.pdf) at <https://www2.ed.gov/programs/titleiparta/equitable/ndequityplan82815.pdf>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<i>See ND State Equity Plan.</i>	

- F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating all differences in rates.**

Although information on ineffective teachers in the past, NDDPI will ensure that districts collect and submit this data annually in the consolidated application. Baseline data will be collected during the 2017-2018 school year from districts. NDDPI will provide ongoing monitoring and support in collecting the data on ineffective teachers by providing guidance and training.

Further details on the timeline and targets in providing ongoing monitoring and support is described on page 28 in the [North Dakota State Plan to Ensure Equitable Access to Excellent Educators](https://www2.ed.gov/programs/titleiparta/equitable/ndequityplan82815.pdf) found at <https://www2.ed.gov/programs/titleiparta/equitable/ndequityplan82815.pdf>.

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State’s strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

- A. The State’s strategies and how it will support LEAs to support the continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

North Dakota’s vision is to ensure all students in North Dakota graduate choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.

North Dakota’s support for students spans from early childhood educational settings through elementary school, middle school, high school and transitions into partnerships for college and career readiness. Supported through a long tradition of local control, the continuum of education in North Dakota is primarily determined at the LEA level. The NDDPI has established frameworks and processes to provide support to LEAs through this PreK-12 experience as well as preparing students to be choice ready upon graduation.

The State Superintendent has set five priority areas that guide the agency’s work in assisting students in achieving the state’s vision of being choice ready. These priority areas include:

Great Teachers/Leaders

The NDDPI, in collaboration with NDREAs, NDLEAD, and NDUnited, are dedicated to providing high quality professional learning for all educators across the state. The department will continue to grant funding to these partners to ensure teachers and leaders are equipped with a deepened understanding of content knowledge, effective instructional strategies, and student learning supports needed in order for students to experience high levels of learning and academic success. Additionally, the state is working with the NDESPB to redefine how North Dakota will define a highly qualified educator.

Continuous Improvement

The NDDPI supports one continuous improvement plan for all schools throughout the state. This consolidated plan brings together various federal and state requirements for school improvement into one place so schools can speak with a common vision and language. It is the intent of the department that school improvement is a continuous process for all schools, not a one time event, and not for a specific subset of schools. All schools are expected to participate in a continuous improvement cycle that serves as the foundation for school improvement. North Dakota currently utilized AdvancED state wide for all North Dakota Public Schools. The AdvancED 5 year improvement cycle serves as the vehicle for schools to a.) gather information specific to their school and system, b.) study, analyze, and establish goals, c.) develop a plan of action and improvement, and lastly d.) implement, monitor and evaluate on a continuous basis.

NDMTSS is a school improvement framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. NDMTSS recognizes that providing all students with the best opportunities to succeed academically and behaviorally requires a constant focus on improvement. This is done through needs assessment, planning, implementation, and evaluation. <http://www.ndmtss.org/>

Equity

North Dakota is committed to reviewing information and addressing equity including: fiscal equity, teacher equity, and equitable access and participation for students. Between North Dakota's vision statement referenced above and ESSA's intent to provide all children significant opportunity to receive a fair, equitable, and high quality education, and to close the achievement gap, it is the state of North Dakota's responsibility to provide an equitable education that ensures all student excel and succeed.

Research tells us that strong teachers and school leaders matter for all children, and particularly students who are behind academically. And far too often, though, students who need strong teachers and school leaders the most have the least access to them. ESSA requires states and districts to ensure that low-income students and students of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The NDDPI is committed to ensuring that every student in a North Dakota school is taught by an excellent teacher. The NDDPI recognizes that to accomplish this goal that systemic strategies are employed to eliminate the identified equity gaps.

In many places, schools serving the most vulnerable students get less funding. These gaps happen between districts and within districts. The intent of ESEA has always been to provide more dollars for historically disadvantaged students and this is maintained through the reauthorization. ESSA requires per pupil reporting on actual school level spending practices as well as equity measures to ensure students are not disproportionately represented.

North Dakota recognizes that all students deserve access to a curriculum that is broad and rich in content. Research shows that students—particularly historically underserved students—engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside of school. ESSA’s focus on well-rounded education opportunities ensures that all children receive, fair, equitable and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These program may include, preschool programming, advanced coursework, Science, Technology, Engineering, Arts, and Math (STEAM) education programming, physical education promoting healthy lifestyles, career and technology education, 21st century skills, competency based learning, as well as personal learning opportunities. Rigorous coursework and opportunities in all curricular areas including, but not limited to:

- English, reading/language arts, writing
- Mathematics, computer science
- Science, technology, engineering
- Foreign languages
- Civics, government, economics
- Visual arts, drama, dance, media arts, music
- History, geography, social studies,
- Career and technical education programs
- Health, physical education

Local Educational Opportunities

North Dakota’s K-12 students have access to rigorous academic content standards. These standards, developed through North Dakota established frameworks, engage educators and stakeholders in setting high expectations for academic achievement. Additionally, the state recognizes the need to support LEAs in providing students a variety of academic, cross curricular, career and technical opportunities throughout their K-12 career, and specifically during their secondary school experiences. These programs include Career and Technical Education (CTE) options and career pathways, health and wellness programs (including physical, mental, and emotional health), advanced coursework options (such as Advanced Placement, Dual Credit, Early Entry), services through enrichment, developmental or accelerated programming, arts and music programs, standards based and competency based initiatives, STEAM education, internships and externships, educational technology opportunities as well as the necessary supports. North Dakota intends ensure all students in North Dakota graduate choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military. Providing well-rounded and supportive educational opportunities for students in PK-12 is an essential component to achieve this choice ready goal.

In addition to academic growth, school climate is often considered the ‘heart’ of each school building. School climate is grounded in relationships and social interactions for staff, students, parents and community which creates the positive atmosphere for learning and teaching. While unique to each school, climate is a strong predictor of academic and personal growth. Climate also is paramount to staff retention, student engagement, student drop-out rates and violence, all leading to high student achievement. School climate is often viewed in multiple context to include physical safety, peer and adult relationships, teaching and post school planning. Not to be confused with school culture, climate is grounded in how people feel about their school as a safe and caring place. Measuring, action and evaluation requires an initial needs assessment; multiple instruments are reliable in the determination

of needs and active goals and strategies to meet the intended outcomes. Using multiple assessment data, each school can transition to a specific action plan or activities; these same activities can provide a springboard to the community and home partnership, as the school assumes the role of the community 'hub'. With an emphasis on climate as its foundation, every school can offer students, staff, parents and the community sound rationale that academic and social growth is a priority for lifelong learning and meaningful post school choices and citizenship. In concert with school climate, the NDDPI and ESSA Planning Committee has had conversations regarding student engagement as another critical indicator. Strengthening student engagement allows academic and social/emotional gains for all students and builds student investment in their individual education and that of their peers, school and community. Student engagement strategies in the classroom energize success, curiosity, originality and relationships with peers and adults. Understanding the relevancy of what they learn and how they apply that to themselves and the world around them invites connection, commitment and accomplishments.

Student engagement in school social situations, for example, extra-curricular activities, offers the same connection, commitment and accomplishments, in addition to multiple trusted peer and adult relationships, academic success and many social/emotional traits such as time management and self-confidence. Children from elementary to high schools who are fully engaged and committed to education in its entirety become satisfied and strong students, learners and confident adults and leaders. Students want and need work that enables them to demonstrate and improve their sense of themselves; while this can be motivational, NDDPI will work with districts and educators to strive for students to produce high-quality work by clear articulation of academic and social criteria for success, demonstrate the academic and social skills to be successful via modeling, and connecting success as a valuable aspect of their personalities long after the school day ends.

Early Childhood Education

North Dakota has made great strides in support of early childhood education throughout the state. During 2015-2017, a collaborative initiative between the North Dakota Department of Commerce, North Dakota Health and Human Services, and NDDPI were successful in securing state funding to support early learning opportunities for children between the ages of four and five. Additionally, the department has made early childhood education a priority by establishing an Office of Early Learning that will be staffed to oversee preschool to elementary transitions, early learning standards, early childhood education programming, and the state's Head Start/Early Head Start programs.

The states adoption of PreK-12 academic content standards, partnered technical assistance, and commitment to resources work together to support the entire continuum of education. The North Dakota Department of Public Instruction, Prek-12 educators, and early learning educators have made significant progress through statewide and local efforts to establish the continuum of student education; supporting school transitions, the promotion of developmentally appropriate practices, and to reduce the student dropout rate while increasing retention.

The ESSA's emphasis in the essential foundational practices and transitions from pre-kindergarten to the K-12 system requires educational systems to provide considerable opportunities for technical assistance. Greater guidance and technical assistance supporting early educators implementing innovative practices to aid in a smooth transition from pre-kindergarten to kindergarten, elementary to middle school, and middle school to high school. Through the continued use of the state's pre-kindergarten standards, kindergarten entry assessment, and high quality professional learning opportunities will aid in maximizing on gains from early learning interventions to close the achievement gap. Community and parental involvement strengthens and improve transitions and build the capacity for greater pedagogical initiatives of early childhood and elementary educator's

administrators, and principles throughout the state.

- B. The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.**

North Dakota recognizes that all students deserve access to a curriculum that is broad and rich in content. Research shows that students—particularly historically underserved students—engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside of school. ESSA’s focus on well-rounded education opportunities ensures that all children receive, fair, equitable and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These program may include, preschool programming, advanced coursework, Science, Technology, Engineering, Arts, and Math (STEAM) education programming, physical education promoting healthy lifestyles, career and technology education, 21st century skills, competency based learning, as well as personal learning opportunities. Rigorous coursework and opportunities in all curricular areas including, but not limited to:

- English, reading/language arts, writing
- Mathematics, computer science
- Science, technology, engineering
- Foreign languages
- Civics, government, economics
- Visual arts, drama, dance, media arts, music
- History, geography, social studies,
- Career and technical education programs
- Health, physical education

North Dakota Standards and Locally Selected Curriculum

In North Dakota all curriculum and instruction is determined at the LEA level and, as required by the NDCC §15.1, must meet or exceed the state content standards. Through the state’s process of engaging educators and stakeholders in the review and drafting of academic content standards, and the LEAs alignment of their curriculum and instruction to these standards, all North Dakota students will be provided with equal access to a challenging, well-rounded instructional experience.

Safe and Healthy School Environments

Students learn to their potential when learning in a safe, caring and healthy environment which promotes trusted peer and adult relationships, a climate which supports student academic and social growth and leadership, and strides to motivate students to adapt to personal and academia rigors. The ND ESSA Planning Committee has chosen to focus on school climate and student engagement as indicators paramount to well-rounded education. Support of broad strategies will allow large and small districts to provide services, implement strategies and evaluate effectiveness based on multiple local factors. This also allows the NDDPI to build upon its foundational work surrounding MTSS, RTI, PBIS and the Behavioral Health initiative. Existing data sources (Youth Risk Behavior Survey, Suspension, Expulsion and Truancy report) may serve as baseline data at both the LEA and SEA

level. The additional strategies aligned with school climate and student engagement and implementation of specific LEA approved activities will reduce incidents of bullying and harassment and the overuse of discipline practices that remove students from the classroom.

Technology Education

North Dakota Educational Technology Council (NDETC) has statutory responsibility to coordinate educational technology initiatives that promote efficient, effective and equitable technical and online learning services for all elementary and secondary schools in the state.

Most recently, the NDETC launched plans to centralize its grants programs to a single initiative that focuses on using technology to transform education. Additional funds have been requested to improve wireless infrastructure, increase student access to internet connected devices and expand instructional coaching for educators. In addition to these initiatives, the NDCTE will continue to support various initiatives directly focused on academic achievement and digital literacy for all students. The NDETC works in collaboration with the North Dakota Information Technology Department (NDITD), NDDPI, the North Dakota Department of Career and Technical Education (NDCTE), and Regional Education Agencies (NDREA) to accomplish this work.

The NDDPI also supports LEAs to effectively utilize and leverage educational technology opportunities to support student learning and increase digital literacy. The NDDPI adopted the North Dakota Library and Technology Content Standards in December 2012 which help guide teachers. The North Dakota Center for Distance Education (NDCDE) is also a key player for education in North Dakota. The NDCDE provides curricular and instructional equity for North Dakota's students, particularly those students who are educated in North Dakota's smallest K-12 schools. The NDCDE provides direct access to courses, including but not limited to advance coursework, STEM experiences, credit-recovery options, developmental coursework.

Resource: <https://www.nd.gov/itd/sites/itd/files/legacy/services/itplan/2015-17-it-plan.pdf>

Innovative Learning

Through ESSA, North Dakota's schools will be encouraged to incorporate STEM and STEAM learning strategies, competency based learning program, and project based learning frameworks. These educational environments encourage students to connect and engage with a variety of learning mediums and demonstrate proficiency in nontraditional ways. NDDPI will support districts that develop a comprehensive innovative learning plan that demonstrates innovative practices and increases rigorous learning for students.

STEM education strategies incorporate several academic disciplines that let students design, build and communicate through tangible project that supports deep learning and creates academic growth, and possibly a passion in this 21st Century work skills and functions. STEAM strategies add the discipline of the Arts. The Arts—through music, visual arts, and drama, amongst others—promote creativity and a different kind of problem solving skills. The arts also promote fine and gross motor skills; risk taking; and further problem solving. Furthermore, the arts add a unique aesthetic quality that adds an attractive element to projects which may draw the curiosity of students that aren't usually excited about the sciences.

Project Based Learning does much of the same as STEM and STEAM, however it goes deeper in including even more academic disciplines through possibly longer, enduring projects. North Dakota is committed in providing strategies that promote the passion and learning of all students. We believe these strategies will ultimately lead to a much higher level of successful students in our state.

North Dakota will provide multiple platforms of support for the application process as well as requirements associated with Title IV, Part A funding. These supports may include:

- Self-service supports (written guidance, planning tools, rubrics, guidebooks, fast facts)
- Trainings (webinars, regional meetings, conferences)
- Targeted Support (onsite technical assistance, program planning support)

LEAs will have the flexibility to use state, local and federal funding to develop, continue, or support initiatives specific to offering well-rounded education opportunities based on a review of their needs. The state's participation in AdvancED and the MTSS framework are both model vehicles for this review process and can also act as a delivery mechanism providing individualized support.

LEA needs assessments are expected to drive the identified goals and subsequent activities. Each LEA will convey this information to the state by the use of the consolidated application; this includes a process of review according to the ESSA final regulations and the ND ESSA State Plan.

It is recognized that LEAs also have the flexibility to utilize this funding through the transfer program to best meet their needs (for instance Title IV, Part A transfers to Title I, Part A). In the event an LEA transfers its funding, the needs assessment will be reviewed accordingly.

Approved activities will be identified and approved by SEA staff and guidance available through technical assistance, material dissemination, professional development and training. A calendar of timelines will be developed for LEA submission and SEA approval processes.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:**
- i. Incidents of bullying and harassment;**
 - ii. The overuse of discipline practices that remove students from the classroom; and**
 - iii. The use of aversive behavioral interventions that compromise student health and safety?**

Yes. If yes, provide a description below.

No.

The ESSA Continuous Improvement subcommittee will make the recommendation to the ESSA Planning Committee to reserve an additional 4% of Title IV, Part A funds to provide services aligned to the Title IV, Part A priorities. This decision is preliminary and subject to change. Should the ESSA Planning Committee recommend to reserve 4% of Title IV, Part A funds, NDDPI will work to support districts in providing programs and activities that: offer well rounded educational experiences to all students; foster safe, healthy, supportive, and drug free environments that support student academic achievement; and increase access to personalized, rigorous learning environments supported by technology.

- D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?**

Yes. If yes, provide a description below.

No.

The NDDPI will utilize 1% of the state's Title IV, Part A allocation to support the activities and initiatives addressed in 6.1.A. The NDDPI has, and will consider, the academic and non-academic needs of all students, including all sub groups of students, when developing strategies and implementing programs for well-rounded education. The NDDPI will use these funds to provide technical assistance and capacity building to LEAs to meet the goals of this program.

The ESSA Continuous Improvement subcommittee will make the recommendation to the ESSA Planning Committee to reserve an additional 4% of Title IV, Part A funds to provide services aligned to the Title IV, Part A priorities. This decision is preliminary and subject to change. Should the ESSA Planning Committee recommend to reserve 4% of Title IV, Part A funds, NDDPI will work to support districts in providing programs and activities that: offer well rounded educational experiences to all students; foster safe, healthy, supportive, and drug free environments that support student academic achievement; and increase access to personalized, rigorous learning environments supported by technology.

- E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?**

Yes. If yes, provide a description below.

No.

The ESSA Continuous Improvement subcommittee will make the recommendation to the ESSA Planning Committee to reserve and additional 4% of Title IV, Part A funds to provide services aligned to the Title IV, Part A priorities. This decision is preliminary and subject to change. Should the ESSA Planning Committee recommend to reserve 4% of Title IV, Part A funds, NDDPI will work to support districts in providing programs and activities that: offer well rounded educational experiences to all students; foster safe, healthy, supportive, and drug free environments that support student academic achievement; and increase access to personalized, rigorous learning environments supported by technology.

6.2 Program-Specific Requirements.

- A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**
- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.**

NDDPI has a long standing tradition of local control and flexibility to provide Districts with options. NDDPI maintains the tradition of the 40 percent schoolwide poverty and also offers the opportunity to apply by waiving the 40 percent schoolwide poverty through a state waiver option to receive consideration for the schoolwide waiver. A school that serves an eligible school attendance area in which less than 40% of the children are from low-income families, or a school for which less than 40% of the children enrolled in the school are from such families, may operate a schoolwide program under federal law, as the school is receiving a waiver from the NDDPI. By selecting the waiver option, the school assures that it must take into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors. The school provides supporting documentation outlining this information and will be kept on file to document this waiver option. Further considerations may include the educational need for schoolwide status. Under the state waiver option Title I eligible schools may include the size of the school, the benefit the schoolwide status will provide, and other factors that the school wishes the state to consider. NDDPI requests additional suggestions for other factors it may wish to consider in regard to the waiving of the 40 percent poverty threshold. NDDPI will continue to support all schools including those that are ineligible for schoolwide programming, those that have not received a waiver to operate such a schoolwide program, or those that choose not to operate a schoolwide program in addition to our current operating schoolwide buildings.

- B. Title I, Part C: Education of Migratory Children.**
- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.**

The North Dakota migrant education program consists of two seven-week summer programs. The two programs serve around two hundred and fifty students. Around 95% of our families are from Texas and the same families return summer after summer and return to Texas the months of October, November and December. Because our state usually serves the same

families each summer and those same families staying for around three months during the regular school year our state feels very confident about the accuracy of the eligibility of the migrant families. The SEA holds a training for the recruiters annually on eligibility requirements and completing the certificates of eligibility (C.O.E.s). At this meeting recruiters are provided with an ID&R manual provided by Office of Migrant Education and a manual that our state has produced. This publication is an integral part of OME's identification and recruitment to help states conduct timely and accurate ID&R of eligible migrant children. This manual includes detailed guidance on key revisions made to the program regulations such as (1) resources that help strengthen their ID&R practices and quality control systems, (2) disseminates best practices for identifying and recruiting migrant children and determining their eligibility, and (3) provides up-to-date federal policy guidance on migrant child eligibility and ID&R issues. During the regular school year written procedures are provided to all school personnel on how to collect and report pupil enrollment and withdrawal data. North Dakota has a state reporting system called (STARS) State Automated Report System. Every school district reports all of their students on this system. This system allows the school districts to be able to identify all of their students who are migrant. The state migrant office has access to this report and when a migrant student is identified those schools are contacted to determine if the student is an eligible migrant student. If determined the student is indeed migrant the schools have been trained on how to complete the C.O.E. and obtain a signature. The C.O.E's are sent to the state migrant office to be entered into the migrant database. The North Dakota summer migrant education programs collaborate with Tri Valley Head Start in Crookston, Minnesota. The summer migrant education programs also utilize the Tri Valley Head Start recruiters; therefore, all preschool migrant children are recruited and documented on the certificates of eligibility and entered into our migrant database MIS2000 which downloads this information into the national data base (MSIX) Migrant Student information system. The Head Start migrant students are served by Tri Valley Head Start which provides school readiness from June through October. After that time the preschool migratory students are served during the regular school using Title I part "A" funds or State funds. If the recruiters come across migrant students that have dropped out of school, they are instructed to identify those students and provide them the services that our program provides. The principals and counselors are also informed of students who have dropped out of school. The school policy is to meet with the parents and students to educate them on how important it is for their student to attend school or obtain a GED. Finally, the North Dakota migrant program conducts a re-interview of twenty-five families from each center every summer to verify that the families are indeed eligible for migrant services. The re-interviews are conducted by Tri Valley Head Start recruiters from Apple Valley, Minnesota.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.**

The North Dakota migrant conducts a comprehensive needs assessment of all migrant students every other year and a program evaluation on alternate years. This continuous improvement model incorporates the use of state assessment scores in language arts, math and English language proficiency to assess need and indicate progress. Since only a small percentage of North Dakota migrant students take the state assessment teacher ratings of student proficiency in language arts and standards are also used to identify needs and assess

impact. In addition, administrators, teachers, parents and students are surveyed to assess the unique needs of migrant students. Pre-school migrant students are assessed using the GOLD teaching strategies system in partnership with Tri-Valley Head Start. Online classes are available for students who have dropped out of school along with a lab top. The principals, counselors and ELL teachers are the contacts for these students to help them with lessons. The students may email, call or face-time these individuals for any help they may need. These student are also encouraged to attend migrant educ

iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

The results of the comprehensive needs assessment are included in the North Dakota Migrant Education Service Delivery Plan which targets student needs and provides recommendations and strategies to meet needs. Each of the North Dakota migrant programs are required to submit an application for funding each year that details how they will meet student needs and provide services to all migrant students. The migrant program evaluation on alternate years identifies what strategies have been implemented, to what degree and to what effect as well as the overall impact of the program services on meeting student needs. Once the migrant students are identified they benefit from the provision of a comprehensive continuum of services through summer and regular school programs. The states comprehensive needs assessment addresses unique learner needs of this population, schools can customize added services to help them meet the state strategic goals, academic content and student achievement standards and improve student performance. Performance goals and expectations in reading and mathematics under the Every Student Succeeds Act are targeted for improvement. The seven-week summer migrant education programs provide coursework, tutoring, and online instruction in reading, writing, and mathematics. Success plans (IEPs) are created for many students to target their specific academic needs. The Migrant Literacy NET is used extensively to provide lessons for teachers targeting student needs and online reading tutorials to facilitate reading proficiency. The summer programs also collaborate with Tri Valley Head Start. All preschool migrant children are recruited and document on the certificates of eligibility and entered into our migrant database MIS2000 which downloads this information into the national data base (MSIX) Migrant Student information system. The Head Start migrant students are served by Tri Valley Head Start from June through October. Tri Valley Head Start and the North Dakota summer migrant programs share the cost of busing and recruitment. Our state receives a very small allocation, therefore; without the cost-share of busing many of our migrant students would not be able to attend the migrant summer school because our state is very rural and the cost of fuel is very expensive. During the summer migrant program and regular school year recruiters and counselors provide information regarding what the migrant education program can provide for dropout students. Such as Portable Assisted Study Sequence (PASS) which consist of self-contained, semi-independent-study courses designed to assist secondary-level students in earning academic credits. Our recruiters also provide those students with the GED test sites, and inform them that the migrant summer program will help with the cost of the GED tests. The PASS program and GED are highly recommended programs for dropout students. Our recruiters do a very good job on educating those students about the programs our state offers. All Portable Assistance Study Sequence (PASS) courses completed by the secondary migrant students are

recorded in MIS2000 our state migrant data base and in (MSIX) the national migrant data base. This program addresses migrant student needs in several ways, including compatible scheduling of work and school, academic and career counseling, social activities, respect for cultural heritage, and involvement of parents in the instructional program.

- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).**

The Office of Migrant Education awards Migrant Education formula grants to SEAs, which are solely responsible for the operation and administration of the program; our state sub grants a portion of our MEP grant to LEAs, which help SEAs administer and operate the program. At the state level our program administrator is responsible for overseeing all aspects of the administration of the program, including the state ID&R system. For the interstate coordination our state works very closely with the Texas Migrant Interstate Program. During the summer and regular school year the State Texas Assessments of Academic Readiness (STAAR) and the Texas Assessment of Knowledge and skills (TAKS) are administered. Our test administrators provide the migrant students the opportunity to take this state assessment which allows students to meet the Texas requirements for grade advancement or graduation. Our state offers (PASS) Portable Assisted Study Sequence, which is a national instructional program designed for secondary migrant children of migrant farm workers. The PASS program consists of self-contained, semi-independent-study courses designed to assist secondary-level students in earning academic credits. Each standards-based course is learner-centered and competency-based, thus allowing the student to progress through the curriculum and periodic tests at his or her own pace. Because of this structure, PASS can be offered in a variety of delivery models and/or locations. Across the nation PASS is being used to help students meet graduation requirements, cope with scheduling difficulties, for skill-building or as supplemental support for traditional courses. Our state is a member of the MiraCORE consortium. This consortium is committed to improving the interstate coordination of MEPs by sharing and developing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth. The goals of MiraCORE are: Improved literacy skills for migrant students and youth; The development of valid and reliable online diagnostic literacy assessments for all age levels of emergent and developing level readers that are mapped to the online Reading Tutorials; Increased capacity of MEP teachers and staff to identify migrant student/Out of School Youth literacy needs; Improved MEP staff skills for identifying/assessing student needs/skills; Scientifically-based literacy instruction, and effectively utilizing the online student reading tutorials and other literacy resources on the Migrant Literacy Net. For the intrastate coordination our state during the summer migrant program and regular school year offer busing for all migrant students so that the migratory children are able to participate in school. The students during the summer and regular school are provided free meals. During the summer migrant program, the students work on improving their skills in reading, writing and mathematics along with science and art activities. These supplemental services during the summer improve the educational services to the migrant children in our state. All supplemental programs and credit accrual that are offered during the summer migrant program are record on the migrant student's education. This information is entered into

MIS2000 and MSIX for all states to be able to view a student's education record. Counselors during the regular school year send all education and health records to the receiving schools once the students leave our state. Also they provide advance notification to other states of migrant students and families who are moving to ensure that education and support services are in place when once the students arrive. North Dakota is an active member of the National Association of State Directors of Migrant Education (NASDME).

- v. **Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.**

The comprehensive needs assessment and the evaluation of the program is conducted in alternate years by (ERTC) Educational Research and Training Corporation who is based Taos, New Mexico. Data is provided for the annual report by the educational officer based on the data that is provided through the consolidated state performance report (CSPR), the needs assessment survey, staff survey and parent survey that are collected by the schools during the summer education program. The Office of Migrant Education (OME) requires that all states have an updated comprehensive needs assessment (CNA) and a service delivery plan (SPD) as part of the program implementation process. ERTC helps our state with these two processes which are updated every other year. The CNA was completed for our state in September, 2016 and the service delivery plan will be revised in December, 2016. This task is included in the contract with ERTC. The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local programs for service delivery: The recommendations below are now being fully implemented. These recommendations are allowing our migrant children to be able to participate effectively in school. **Recommendation 1:** Implement tutoring and small group instruction in reading and math for migrant students into summer programs. **Recommendation 2:** Utilize instructional materials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET including the lesson plans and online tutorials for students). **Recommendation 3:** Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET). **Recommendation 4:** Utilize bilingual and bicultural staff whenever possible for instruction. **Recommendation 5:** Target writing and reading comprehension instruction for all migrant students. **Recommendation 6:** Target number sense, basic operations as well as algebra, patterns and functions instruction for K-4 migrant students in math. **Recommendation 7:** Target algebra, patterns and functions and measurement for students in grade 5-12 in math. **Recommendation 8:** Utilize the electronic graduation plans specifically designed for migrant on the Migrant Literacy NET to assist secondary migrant students to overcome barriers to graduation. **Recommendation 9:** Educate students on the importance of attendance in school and other key essentials for success in school. This includes working with students who have dropped out of school. **Recommendation 10:** Provide transportation as needed and practicable to secondary level migrant students for the summer migrant program. **Recommendation 11:** Collaborate with Tri Valley Head Start to facilitate early childhood readiness for school and parent involvement.

- vi. **Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.**

All local programs who apply for migrant funds for the summer migrant program must describe in the application how they plan to meet the performance targets and measurable outcomes (MPOs). Districts may choose their own strategies such as (use of the Migrant Literacy NET tutorials and lessons, etc.) to address the performance targets and measurable program outcomes. The North Dakota Migrant Education Program Administrator keeps close contact with migrant programs to discuss possibilities for cooperation and collaboration among the programs for the benefit of migrant students. In addition, the state migrant program has maintained a long partnership with Tri Valley Head Start to meet the needs of pre-school migrant children. The North Dakota Service Delivery plan includes the measurable outcomes that the migrant education program will produce statewide through specific educational or educationally-related services. The measurable outcomes below allow our Migrant Education program to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes also help our state to achieve the State's performance targets." The following measurable program outcomes were developed based on the results and analysis of the North Dakota comprehensive needs assessment. **Measurable Outcome #1 Reading Comprehension:** 70 percent of migrant students targeted for reading instruction in the summer program will demonstrate proficiency in specific reading comprehension skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading in order to facilitate reading achievement and progress towards high school graduation. **Measurable Outcome #2 Writing:** 70 percent of migrant students targeted for writing instruction in the summer program will demonstrate proficiency in specific writing process skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in language arts in order to facilitate writing achievement and progress towards high school graduation. **Measurable Outcome #3 Number Sense & Basic Operations in Math:** 70 percent of migrant students targeted for math instruction in the summer program will demonstrate proficiency in number sense and basic operations based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation. **Measurable Outcome #4 Algebra, Patterns and Functions:** 70 percent of migrant students targeted for math instruction in the summer program will demonstrate proficiency in algebra, patterns and functions based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation. **Measurable Outcome #5 Overcoming Academic Barriers to Graduation:** 70 percent of migrant students targeted for reading, math, and English language instruction in the summer program will demonstrate progress toward proficiency in reading, math and English language fluency based on teacher ratings and/or other assessments of student performance in order to facilitate progress towards high school graduation. **Measurable Outcome #6 School Attendance:** Overall attendance during the summer program will increase by 10% for all migrant students from the previous year. **Measurable Outcome #7 Transportation:** Transportation will be provided to and from the summer migrant program for a minimum of 75% of all migrant students who need assistance to attend the program in rural areas.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The effectiveness of the migrant program is assessed through school administrators, teacher, parent surveys, migrant needs assessment, ELL Advisor Board and the PAC meetings. These surveys are used in making decisions that affect the overall program and identifies needs of the children. Our local school districts are required to implement programs, activities and procedures for the involvement of parents. This involvement must include, but is not limited to, parents input into the planning, design, and implementation of the migrant programs. Each summer our migrant centers hold two parent involvement meetings during their seven-week migrant program. At these meetings the local parent advisory council elects officers which consists of one migrant parent elected as the parent advisor and one parent as the alternate. A newsletter is sent out during the first weeks of migrant school informing the parents of the PAC meeting dates, times, and locations. All updates regarding the program are made per newsletter throughout the duration of the program. All correspondence with the migrant families are done in English and Spanish. Parents are encouraged to visit the school, or call with comments and concerns. Open discussion is part of every parent meeting.

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:

- 1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and**
- 2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.**

The state has determined that the following indicators shall be used to ensure that the migrant children who meet the definition "priority for services" are given priority for Title I, Part C services: scored a Level 1 or Level 2 on the (MAPS) Migrant Achievement & Performance System is an English Language Learner whose education has been interrupted during the regular school year.

A critical piece of the Comprehensive Needs Assessment is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically.

All district summer migrant programs assign online tutorials lessons from the Migrant Literacy NET, as appropriate, to facilitate proficiency in reading particularly targeting comprehension, math and writing. The Migrant Literacy NET lessons target the priority for service migrant student's needs. North Dakota provides summer program services for migrant students only; there are no academic year programs receiving migrant funding. The state assessment is not administered during the summer. However, teachers were asked to rate student proficiency according to grade level across all North Dakota state content standards in math and Reading using the same 4-point rubric incorporated into the state assessment (4=Advanced, 3=Proficient, 2=Partially Proficient, 1=Novice).

The district service providers will annually review and analyze the migrant student's Migrant Achievement & Performance System (MAPS) and state assessment

information and use this information as part of the Title I Migrant Education Program Annual Needs Assessment, Service Delivery Plan and Evaluation.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- i. **Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**

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- ii. **Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.**

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D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.

- i. **Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:**

- 1. Include a score of proficient on the State's annual English language proficiency assessment;**
- 2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and**
- 3. Not include performance on an academic content assessment.**

North Dakota has established entrance criteria and procedures as follows:

- A statewide Home Language Survey is required. There is a standardized form with required elements, but districts have the option to add items or addenda
- Districts must conduct a screener assessment if another language is present unless there is overwhelming evidence of academic success
- The required screener options are the WIDA Screener (online or paper) grades 1-12 or WIDA MODEL K-12
- The statewide entrance scores are the same as the exit criteria, which have not been finalized. If 3.5 remains the cut score for each domain, it is not available in each domain with WIDA Screener as it only reports domains in integer values (1.0, 2.0, 3.0, 4.0, 5.0, and 6.0). However, if 3.5 remains, a student receiving a 3.0 in any one domain would qualify. If a student received a 4.0 in each domain, they would not qualify. The composite scores are reported in 0.5 increments (4.0, 4.5, 5.0, 5.5, 6.0).
- Districts may allow teacher referral after a determination has been made. The referral will be investigated by EL staff if the student was not initially identified through the Home Language Survey and screener.

North Dakota has established exit criteria and procedures as follows:

- Districts must use the annual ELP assessment (currently ACCESS 2.0) proficiency level scores to approve exit of the EL Program.

- Cut scores are the same as the entrance criteria. Recommendations for the specific criteria have not been determined. Currently the cut scores are 5.0 composite and 3.5 in each domain of listening, speaking, reading and writing.
- The composite score will be made up of 35% reading, 35% writing, 15% listening, and 15% speaking proficiency levels.
- Districts may approve to exit a student if the EL team and IEP team (as applicable) determine the student has plateaued in their growth and the evidence including EL and IEP team documentation shows the student would not further benefit from additional English Language Development instruction, but rather other services as appropriate.

E. Title IV, Part B: 21st Century Community Learning Centers.

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.**

Specifically relating to the NDDPI office, federal funds will be allocated to the salary of the North Dakota state program administrator who will administer the program and provide technical assistance. The administrator will make site visits; conduct monitoring reviews; conduct director meetings; conduct monthly Adobe Connect meetings; assist in research and development of 21st CCLC programs; disseminate pertinent information and best practices regarding program; attend trainings and workshops; and conduct trainings and other workshops for stakeholders in the state.

Specifically relating to the strategies outlined in 6.1A above, the 21st CCLC program will correlate in the following manner:

Great-Teacher/Leaders

North Dakota’s 21st CCLC programs must create a relationship with stakeholders in the communities they provide services in. This relationship directly extends to principals and teachers. Program directors and site coordinators must have frequent communication with principals and teachers to provide appropriate programming to children and to align curriculum. This bridge promotes collaboration among stakeholders in schools and facilitates transparency. This transparency enables principals, teachers, program directors and site coordinators to improve their practice based on feedback, communication and student data discussions.

Continuous Improvement

North Dakota 21st CCLC programming helps in the continuous improvement process by providing children below, at and above the poverty line access to quality out-of-school programming. This programming provides students a safe, nurturing environment and an education anchored in a STEM curriculum.

North Dakota 21st CCLC programs also requires a thorough needs assessment to address and find issues programs might have and improve them. In addition, the program dictates a strong and positive working environment with teachers, principals and parents. This transparency enables growth and improvement within the program and schools.

Additionally, all ND 21st CCLC are reviewed by a certified evaluator. Reports are provided to the programs directly and NDDPI to oversee progress and continuous improvement.

Equity

21st CCLC programs prioritize that children living at or below the poverty line have access to services. In addition, a school in which not less than 40 percent of the children are from low-income families is eligible for “schoolwide” status. This means, that if a school is deemed “schoolwide” all students in the school may participate in the program. However, programs may have a sliding payment scale for children to participate, nevertheless, 21st CCLC programs prohibit the refusal of children from participating in the program based on socio-economic status and ability to pay. Research has proven that this at-risk population is most in need of out-of-regular-school-hours programming. 21st CCLC programs do this by providing an equitable and stable education; environment that promotes children’s academic success.

Local Control Opportunities

The NDDPI encourages all eligible entities to apply for 21st CCLC grants. The NDDPI publishes RFP’s publically and all applications are peer reviewed. The NDDPI provides information and resources to all applicants but we do not force programs or ideas upon local communities. These decisions are strictly up to the stakeholders in the community.

ECE

The State of North Dakota is making a concerted effort to provide more enriching Early Child Education opportunities to our youngest children. The professional expertise and current data indicates the strong need to begin addressing how to engage school-age after school programs for pre-kindergarten-aged children. This includes collaboration with the NDDPI’s 21st CCLC program, ND Bright and Early, Head Start, school districts, special education units, and the State legislature. We are making tremendous headway in the latter: the ND State Legislature voted to provide preschool grants to low income families during the last session.

On the state level 21st CCLC Program Administrator is working closely with the NDDPI’s Office of Early Learning to explore how to implement a quality improvement system for out-of-school-time care for North Dakota young children. The NDDPI is engaged with early care and education state agencies and experts from the National Center on Afterschool and Summer Enrichment (NCASE) to identify our potential levels of change on the Center’s core quality elements.

The primary focus of the NCASE work group is to form a peer learning community involving all early care and education stakeholders. Below is further clarification from NCASE:

The goals for this community are to identify and share promising practices for quality improvement and Quality Rating and Improvement Systems (QRIS) that include school-age programs, including defining and measuring program quality with standards and assessments. This PLC will use an implementation science framework, with a focus on stages and continuous quality improvement using materials that support the framework. This PLC addresses the “Support Continuous Quality Improvement” Office of Child Care Priority. (NCASE, 2016, p. 1)

Funds will also be used to pay a 21st CCLC evaluator for the new fiscal year. The contract runs three years.

- ii. **Describe the SEA’s processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.**

Overview

Every three years North Dakota holds a grant competition for the 21st Century Community Learning Centers (21st CCLC) program. Eligible entities can apply individually or as a consortium to receive federal funding for afterschool programming. Eligible entities that form consortiums will receive competitive priority points on their 21st CCLC grant application.

What is a Consortium?

A consortium is a group of local education agencies (LEA) and community based organizations (CBO) that apply as one entity for a North Dakota 21st CCLC grant. Each LEA and CBO must enter into a consortium agreement. There are numerous parts and steps required in the consortium agreement.

Consortium Agreement:

1. The consortium must identify which LEA or CBO will be the sub-grantee. The sub-grantee receives the grant and is also the grant administrator. In situations where the grant administrator and fiscal agent are different, the consortium must submit a document stating how the 5% administrative set-aside will be split.

2. A fiscal agent must be identified for the consortium. The fiscal agent must be able to reimburse the members of the consortium and operate normally while waiting for reimbursement from the state. Reimbursement is usually two-three weeks after the state receives the request for funds. To verify this, the fiscal agent will need to submit a cash flow statement from their general fund.

3. Each LEA and/or CBO must submit a letter to the sub-grantee stating they want to be a part of the consortium. The letter must also state they are approving the consortium to apply for the grant on their behalf.

4. A consortium agreement is for the life of the 21st CCLC grant.

Ex. If the grant is a three-year grant, each member of the consortium will remain a part of the 21st CCLC grant for a five-year period until the grant ends and as long as they are in good standing in regard to 21st CCLC guidance and regulations.

Role of the Fiscal Agent

Authorized Representative

The LEA that is selected to be the fiscal agent must identify the authorized representative for the 21st CCLC grant. The fiscal agent will identify the authorized representative by submitting their board minutes stating who has been approved to be the authorized representative. The signature of the authorized representative is required on all 21st CCLC documents.

Monetary Requirements

The 21st CCLC grant operates on a reimbursement basis. This requires the fiscal agent to be able to disburse funds ranging between \$25,000 - \$120,000 for program expenses from their general fund and operate normally until reimbursement from the state is received. The amount of expenses for each 21st CCLC fiscal agent depends on the size of the program.

Reporting Requirements

The fiscal agent, in collaboration with each program director, is required to submit a number of reports. Each report is required to be submitted in a timely fashion. Below you will see a list of these reports along with a description and due date.

- Request for Funds (SFN 14660)- 15th of each month

This is the report used to request reimbursement for expenses paid by the fiscal agent. The authorized representative and program director need to communicate to make sure the expenditures are correct and allowable. The request for funds form can be found at: www.dpi.state.nd.us/forms/sfn14660.pdf

- Monthly Excel Spreadsheet -15th of each month

The excel spreadsheet tracks monthly expenditures for each line item of the grantee's approved budget. The authorized representative and program director need to communicate to make sure expenditures are correct as well as identify any data entry errors.

- Grant Revision Request (SFN 9035)- Anytime during the grant period

Grant revisions also known as budget revisions are used to move funding from one-line item to another. The program director will contact the authorized representative if there is a need for a grant revision.

- Mid-Year/Final Financial Report (SFN 7822)

This report is required to close out the grant period. It summarizes expense payouts by the fiscal agent and reimbursements sent by the North Dakota Department of Public Instruction (NDDPI). The authorized representative and program director will communicate to make sure all amounts are correct.

- Continuing Application

Each 21st CCLC program is required to submit a continuing application each year to remain a 21st CCLC grantee. This application requires the signature of the authorized representative in three sections:

- The application
- The general assurances
- The budget

The authorized representative and program director will work together to complete the above sections of the continuing application. The directions for completing the continuing application can be found at www.nd.gov/dpi/forms/.

Role of the Grant Administrator

Hiring

The grant administrator has all hiring authority for the 21st CCLC program. The administrator can decide what the best practice will be for hiring for their consortium. They can leave it up to the individual LEAs and CBOs to hire for their sites or the grant administrator can hire the program staff. Whatever is decided, the grant administrator must have all employee files on hand for monitoring purposes.

Monitoring

The grant administrator is responsible for monitoring each site to ensure they are in compliance with their grant application, meeting principles of effectiveness, using funds on allowable expenditures, monitoring progress toward application goals, and complying with

all signed assurances. Monitoring the sites of a consortium is not limited to an on-site monitoring visit. The purpose of monitoring is to ensure there is ongoing communication between the program administrator and all sites that are a part of the consortium year round. This was an area of concern when the North Dakota 21st CCLC state office was monitored by the U.S. Department of Education (USDE). It was made clear that monitoring is not limited to on-site visits, but must include multiple monitoring activities. There are a number of monitoring activities; below are some examples. It needs to be noted that any monitoring activity must have documentation to validate it occurred.

Examples of Monitoring Activities:

- Annual on-site monitoring visits (Required)
- Quarterly desktop monitoring calls
- Fiscal spreadsheets
- Monthly conference calls with staff
- Technical assistant calls and publications
- Communication of statewide evaluation to personnel

The grant administrator will be held accountable for monitoring all of the schools that are part of the 21st CCLC consortium through all the various methods described.

Reporting Requirements

- Quarterly Project Narrative Report (SFN 9013)

Program directors are responsible for completing and submitting quarterly reports. These reports will summarize what has been taking place in their program over the months being reported on.

- Continuing Application

The program director will need to submit an annual continuing application. This form can be found on the website at www.nd.gov/dpi/forms/.

- Posting of Annual Evaluation

The program administrator is responsible for posting the results of the annual program evaluation on their website as well as notifying the public of the results.

Accountability

Since the grant administrator is the LEA or CBO that is the sub-grantee, they are accountable for making sure all sites are in compliance with the grant. The grant administrator must also be in compliance with the grant. The grant administrator must have all documents listed on the state monitoring tool on file. You can review the state monitoring tool at the following website:

<https://www.nd.gov/dpi/SchoolStaff/SSI/21CCLC/statewideevaluations/>.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

- i. **Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.**

[Click here to enter text.](#)

G. McKinney-Vento Act.

- i. **Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.**

The SEA will work with LEAs to provide professional development on procedures/protocol in the identification of youth who are homeless. The SEA will develop a housing intake document which districts can utilize; however, districts can implement their own document. Professional development will be focused on how the process of identification can be implemented. Professional development will focus on increased communication between administrative assistants, enrollment personnel, and homeless liaison to ensure information on housing is being collected and if there is an ‘indicator’ of possible homelessness the liaison coordinator is contacted. The state is also working on guidance for homeless coordinators on the identification process. The SEA is also working on a uniform needs assessment for all districts. Larger districts often have their own needs assessment but the SEA will develop, disperse and provide training on needs assessment. Districts are able to implement their own needs assessment but professional development on process and what information should be assessed will be done. SEA will also began working on professional development in regards to collecting data for students in pre-school (LEA run/funded) and Head Start in order to begin a streamlined process to gather data. This is also addressed in our EDFacts plan. SEA will begin to work more closely with HUD and other entities to improve data collection of youth and families experiencing homelessness.

- ii. Describe the SEA’s programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.**

Again, the SEA will rely heavily on professional development, the development of ‘fast facts’ which are briefs on topics related to homelessness as well as a newsletter which will highlight issues. Professional development focus will be on how McKinney Vento is not a singular position but a schoolwide initiative where all school personnel should be involved and aware of the regulations. The LEA’s need more assistance in regard to outreach and professional development to all areas within the school/district; transportation director, administration, educators, Title I educator, athletic director, special education, ECE personnel, child welfare agencies. The SEA will be creating specific posters on information related to homelessness in ND and how families can get assistance. These will be posted in all school buildings as well as community agencies. In the past districts have utilized NAECHY’s form but ND will create one specific to needs of North Dakota and information to North Dakota. The SEA will work with DHS, ECE agencies, child welfare, as well as multiple other agencies to increase awareness and collaborate in regard to supporting families and youth in need.

- iii. Describe the SEA’s procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.**

The SEA currently utilizes the Title I dispute documentation for dispute; however, the SEA will be creating a specific form for this. Professional development will also be done to assist liaisons in regard to process as well as school personnel, families and communities to assure awareness that this process exists.

- iv. Describe the SEA’s procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified**

and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

The SEA is working in conjunction with North Dakota School Board in reviewing policies and procedures. SEA will provide guidance to districts in regard to the need to implement policies and the areas where this is beneficial.

- v. **Describe the SEA's procedures to ensure that homeless children and youths:**
- 1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**
 - 2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and**
 - 3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.**

Head Start follows federal guidance provided to them in regarding to children identified as homeless. Currently, spots are not held but the children who are identified as homeless are placed at the top of the waiting list. Professional development will be offered to them in re: to McKinney Vento. The SEA will work to develop a strong relationship with Head Start in order to streamline processes. SEA will also develop PD and guidance in regard to working with preschools administered by and funded by LEAs. The SEA will work to develop uniformed protocols in regard to enrollment. Again will be done with liaisons as well as other school personnel to educate in regard to the law and the rights of youth and children identified as homeless. The SEA will work with the North Dakota High School Activities Association, NDDPI special education, gifted and talented programs and other areas where barriers may exist to educate about the regulations and provide support for implementing change within school/district.

- vi. **Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.**
[Click here to enter text.](#)

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

[Click here to enter text.](#)

APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
A		State ESSA Planning Committee Members
B		Measurements of Interim Progress
C		Educator Equity Extension Plan and Differences in Rates Tables
D		NDDPI Communication's Plan

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

B. Graduation Rates

C. English Language Proficiency

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)

Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	