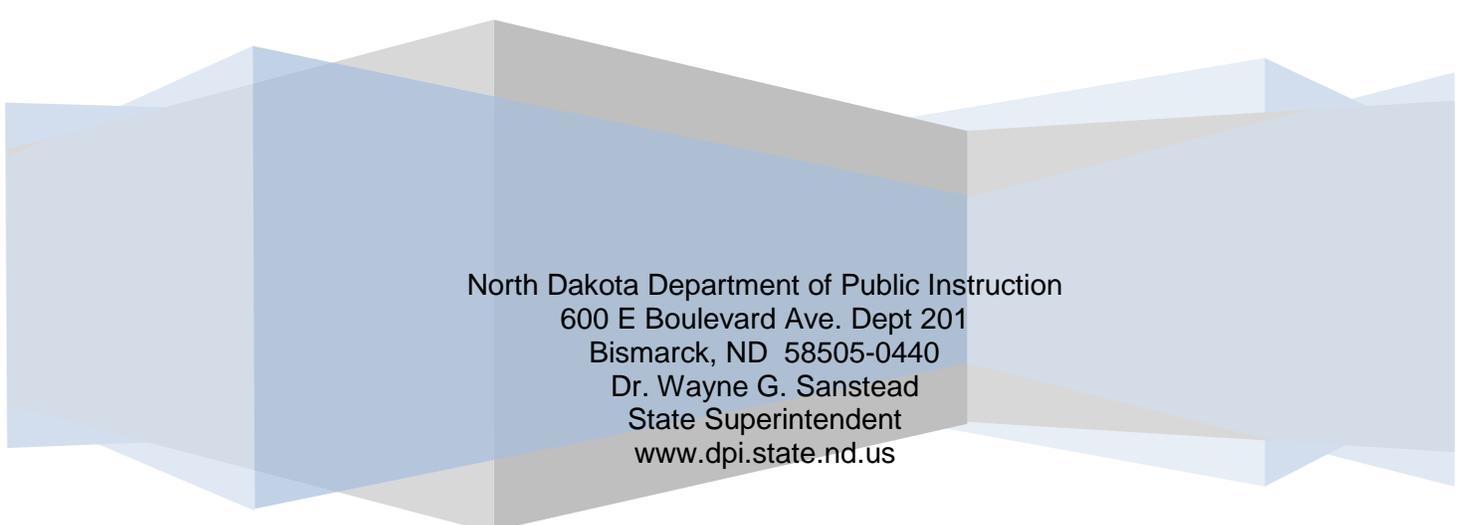


Superintendent of Public Instruction

2007-2009 BIENNIAL REPORT



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ND Department of Public Instruction

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Message from the Superintendent

I am pleased that the Biennial Report of the Department of Public Instruction gives me a special opportunity to present a brief report on the educational issues and challenges facing our system of education, and most importantly, our students who will clearly benefit from a quality education opportunity.

We know that North Dakota children benefit from the most supportive pre-school environment in the country and, in early elementary grades, demonstrate some of the highest levels of academic achievement nationally. However, by the time they graduate from high school, academic achievement has fallen below regional averages. North Dakota's education system is good, but slippage in test scores is occurring, cracks in the education system are developing and some students are falling through those cracks. Other states are moving ahead while the results of ACT tests of ND students, for example, remain relatively flat.



North Dakota, along with 46 other states and 3 territories, are working with the National Governors Association and the Council of Chief State School Officers to develop common guidelines in crafting rigorous college-ready standards. It is the group's goal to develop a focused set of national standards with high expectations that would be available for states to adopt on a volunteer basis. Once common academic standards are developed, matching curriculum and assessments need to be in place. A big plus to common assessments and curriculum would be the ability of states to share the cost of common assessments and textbooks. Questions about setting common standards in all four "core" content areas remain, as do concerns about what happens to state standards currently under development in most states.

North Dakota Century Code now requires the Joint Board of Education to develop high standards and expectations of students at all levels of the education continuum; ensure that all students have access to challenging curricula; ensure that the individuals instructing students at all levels of the education continuum are highly qualified; and expands the provision of professional growth and development opportunities to individuals instructing students at all levels of the education continuum. These new responsibilities, in conjunction with legislative responsibilities for high school graduation requirements assigned to the Commission on Education Improvement, as well as federal economic stimulus monies now available through the American Recovery and Reinvestment Act, do provide North Dakota with a unique opportunity to systematically raise education expectations and improve student academic achievement.

It is my conviction that current federal and state initiatives will expand education opportunities for all North Dakota students.

A handwritten signature in black ink that reads "Wayne G. Sanstead". The signature is written in a cursive, flowing style.

Dr. Wayne G. Sanstead
State Superintendent

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Mission and Goals

Mission

To ensure a uniform, statewide system for effective learning.



Goals

- ✦ Align all elements of public education to help students achieve academic success.
- ✦ Promote health and wellness initiatives that provide a safe and nurturing environment that encourages community involvement and embraces diversity.
- ✦ Ensure a comprehensive system of accountability for results-based decision making.
- ✦ Build capacity to ensure a uniform educational system that meets or exceeds established standards.

Agency History

In 1861, when President Buchanan signed a bill creating the Dakota Territory, there was only one school in all of the area comprising what is now the states of North and South Dakota, plus portions of Montana and Wyoming. Organized in 1860 at Bon Homme, SD, the school consisted of a small log cabin, which accommodated nine pupils and their teacher, Emma Bradford.

In spite of the difficulties of organizing schools in a vast and sparsely settled area, education was a priority for the early settlers. In 1862, the first Legislative Assembly for the Dakota Territory passed an "Act for the Support of Common Schools." A territorial board of education was formed a year later and from then on the Dakota Territory education system was "off and running" on a course of swift change and constant improvement.

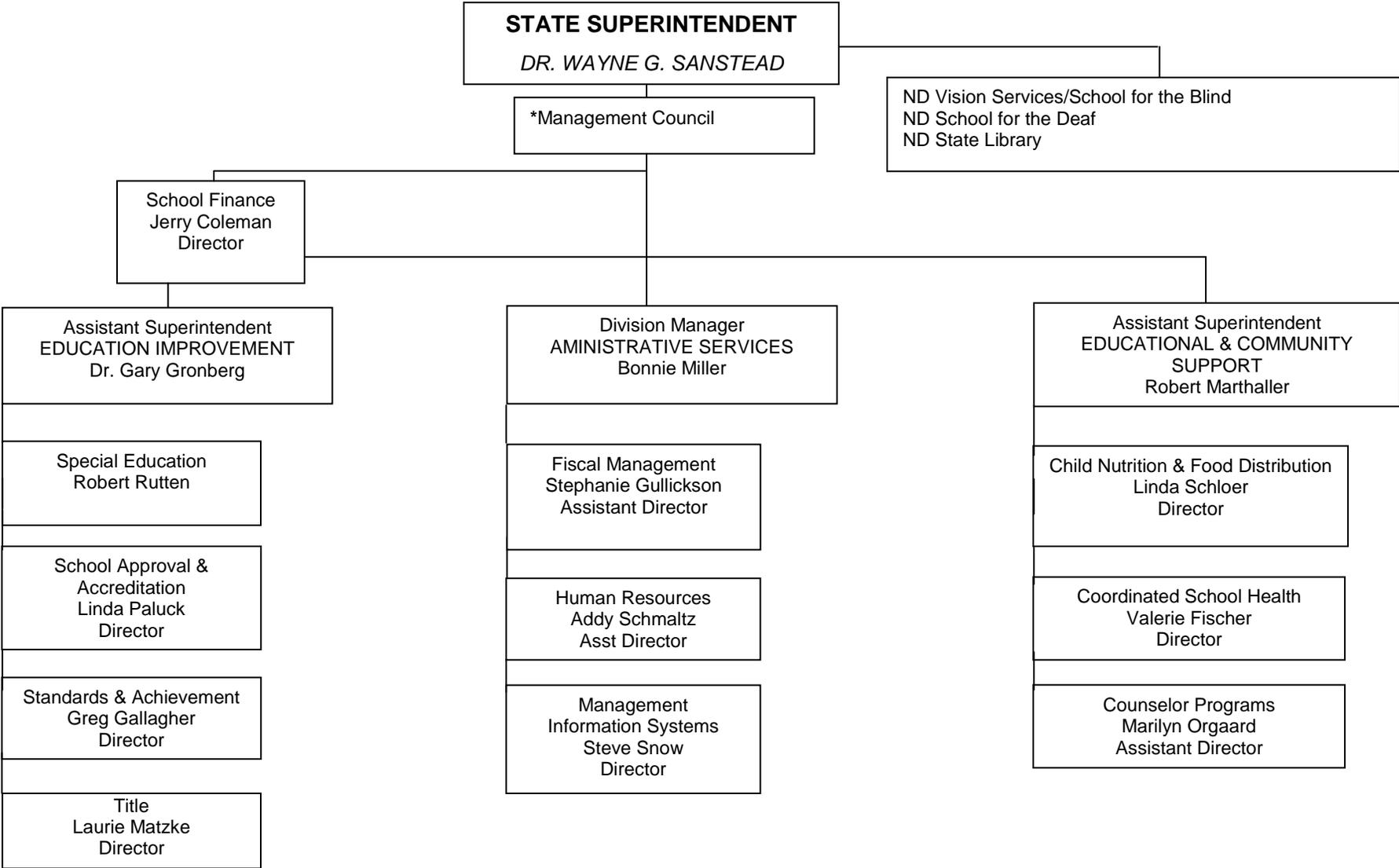
From 1864 to statehood, North Dakota was served by a territorial school board and a superintendent. In 1889, Section 12, Article V of the Constitution of North Dakota provided for a state superintendent of public instruction. Statutes were also enacted in 1890 to charge the state superintendent with the supervision of the common and secondary schools of the state and to be an ex-officio member of the board of university and school lands.

In July of 1989, the administration of the Division of Independent Study was transferred to the superintendent. In 1935, North Dakota became the first state to provide a special appropriation for a high school correspondence program when the North Dakota Legislative Assembly mandated that the Division of Independent Study provide a complete curriculum by correspondence. The Division was transferred by legislative action to the Division of Information Technology (ITD) in July of 2001.

Effective January of 1991, authority for the supervision of the state Schools for the Deaf and Blind and the State Library was transferred to the office of the superintendent. (Refer to separately filed biennial reports.)

The office of the superintendent promotes the enhancement of quality education through the school improvement process and provides leadership in the promotion of programs designed to benefit the intellectual development, mental health, social adjustment and physical well being of all North Dakota citizenry.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
 ORGANIZATIONAL CHART –NOVEMBER 2009



*Management Council consists of the state superintendent and the assistant superintendents with the Administrative Services division manager and the Human Resources assistant director serving as advisors.

Summary of State Statutory and Constitutional Responsibility

The responsibilities charged to the superintendent of public instruction by the North Dakota Constitution and by the North Dakota Legislature require the enforcement of all state statutes and federal regulations pertaining to the establishment and maintenance of public schools and related programs.

✦ **Adult Basic Education Programs**

The superintendent is responsible for coordinating all adult basic education programs, including the administration of state and federal funding for such programs. State and federal grants are provided to adult learning centers.

✦ **Administrative Rulemaking**

The department promulgates rules, as directed by legislation. The department drafts rules, ensures that proper notification is made, public hearings held, and the process for legislative hearings and rule adoption is followed.

✦ **Annexation and Reorganization**

The superintendent directs school district annexation, reorganization and dissolution, and assists in carrying out duties imposed on the State Board of Public School Education.

✦ **Biennial Report**

The superintendent must prepare a biennial report describing legal responsibilities, major programs, goals and accomplishments, and the identification of major trends in education.

✦ **Board of Higher Education Nominating Committee**

The superintendent chairs the Board of Higher Education Nominating Committee.

This committee includes the Chief Justice of the State Supreme Court, President Pro Tempore of the Senate, Speaker of the House and the President of the North Dakota Education Association (NDEA). The committee provides nominees to the governor for selection as members of the Board of Higher Education.

✦ **Boards and Commissions**

The superintendent serves as a member of the State Board of Public School Education, the Board of Career and Technical Education, the Board of University and School Lands, the Teachers' Fund for Retirement, the Children's Services Coordinating Committee, the Education Technology Council, the High School Activities Association and the North Dakota Commission on Education Improvement.

✦ **Child Nutrition and Food Distribution**

The North Dakota Department of Public Instruction, under agreement with the Food and Nutrition Service of the United States Department of Agriculture (USDA), administers child nutrition and food distribution programs. The department enters into agreements with various agencies for the delivery of program services at the local and individual level.

Through this partnership of federal, state and local agencies, program services and benefits are delivered to nearly one in three North Dakotans in schools, childcare centers and homes, institutions and low-income food assistance settings. The NDDPI provides leadership, training and technical assistance to local agencies, program operators and the public.

The superintendent prescribes rules for keeping accounts, records and making reports that relate to the receipt of federal funds and food assistance, and provide management information to the NDDPI. Department staff members conduct monitoring, training and technical assistance efforts as required by the federal regulations, and as necessary to promote effective local program operations and the professional growth of local program employees. The NDDPI enters agreements for the warehousing and transportation of commodity foods donated by the USDA. This contracting is done on behalf of local agencies, which benefit from an efficient and cost effective, statewide commodity warehousing and distribution system.

✦ **Content Standards and Student Assessments**

The superintendent supervises the development of course content standards and the assessment of students

✦ **County Superintendents**

The county superintendents receive annual school district financial reports, annual school district personnel reports, annual school district enrollment and average daily membership reports, and other reports required by the Superintendent of Public Instruction. The most recent statutory revisions allow counties to provide these education services through alternate means. There are currently 25 county superintendents and 28 county superintendent designees across the state.

✦ **Division of Vision Services (ND School for the Blind) Grand Forks, North Dakota**

This division offers statewide outreach services to visually impaired persons of all ages. The school also provides pre-vocational training, independent living and communication services.

✦ Education Fact Finding Commission

This commission consists of three members; one each appointed by the governor, the attorney general and the superintendent. The appointee of the superintendent serves as chairman of the commission. If a school board and its teachers reach an impasse in negotiation of the terms and conditions of employment, assistance may be requested from the commission. The commission considers the facts and makes a recommendation. Neither party is required to accept the recommendation.

✦ Educational Technology Council

The superintendent, or his designee, and the NDDPI Coordinator of School Technology are members of the Educational Technology Council. The name, membership, and responsibilities of the council were amended by the 2001 North Dakota Legislature. The mission of the council is to develop technology systems and coordinate its use to enhance and support the educational opportunities for elementary and secondary education as cited in NDCC 54-59.

✦ Federal Agreements

The superintendent enters into agreements with agencies of the federal government for or on behalf of the public school districts of North Dakota and adopts necessary rules of administration to ensure proper and efficient operation of such agreements and to comply with such conditions necessary for the state to receive full benefits of federal programs.

✦ Finance Facts

The 59th Legislative Assembly eliminated the requirement to publish school district financial information in the biennial report. SB 2083 directs school data to be published in Finance Facts, an annual department publication available on DPI's website.

✦ Home Education

An attorney general's opinion in February 2007 states that the parent must provide the education and may not merely supervise the individual providing the education to the child. Further NDCC 15.1-23 enumerates requirements to be met by parents, services to be provided by the resident school district and provisions for the receipt of a high school diploma by home educated students. The statement of intent to home educate (SFN 16909), which the parent is to submit to the resident district, is available on the department's website. Information concerning duties, monitoring and testing, and participation in extracurricular activities may be found on the Department's website.

✦ No Child Left Behind Act of 2001

NDCC 15.1-02-15 contains a provision that DPI provide the legislature with information pertaining to federal regulations promulgated to implement the Act; 15.1-02-17 states that proposed changes to the state's education accountability plan must be submitted for legislative review for legislative advice and recommendation.

✦ School Accounting

The superintendent, as required by law, has implemented a uniform system of accounting, budgeting and reporting for all school districts. All districts are required to submit an annual report and additional reports as required by the superintendent.

✦ School Approval and Accreditation

Each September, all public and nonpublic schools submit a Certificate of Compliance documenting the intent to comply with state statutes (NDCC 15.1-06-06 and 15.1-06-07). By December 31, the department completes a compliance review of data submitted by all North Dakota schools. Schools are required to meet five statutes:

- Teacher licensure (NDCC 15.1-13),
- Subjects offered (NDCC 15.1-21-01),
- School calendar (15.1-06-04),
- School fire safety (15.1-06-09 and 15.1-06-10)
- Required criminal history background checks (12-60-24)

As part of the review, public kindergarten programs and non-public/private kindergarten programs that seek department approval are approved according to the criteria in NDCC 15.1-22-02 and 15.1-22-03.

Public and nonpublic schools seeking accreditation must meet provisions in Article 67-19 of the North Dakota Administrative Code, which includes the 5-year education improvement process.

Except as provided in statute, the superintendent may not waive any statute (15.1-06-05) or administrative rule regarding accreditation (15.1-06-08).

✦ School Buildings

No building to be used in whole or part as a school shall be erected until a copy of the plans have been submitted to the superintendent of public instruction, who is designated as building plans inspector. The plan must show in detail the ventilation, heating and lighting of the building. All construction, purchase, repair, improvement or renovation of any school building with an estimated cost of \$25,000 or more must be approved by the superintendent of public instruction. Exact building requirements are listed in the Uniform Building Code.



✦ **School Calendar**

Each school must report a fall calendar and a spring calendar to the department. The calendar must include at least 180 days of which 173 must be full days during which students are required to be in attendance to receive curricular instruction. A full day of instruction at the high school level is six hours; at the elementary; five and a half hours. The remaining seven days are a combination of mandated holidays listed in NDCC 15.1-06-02 and two days for professional development. According to NDCC 15.1-06-04, extending each school day at least 30 minutes beyond the statutory requirement, allows schools to be exempt from making up 6 hours (one full day) of instruction time lost (grace day) as a result of weather-related closure. This is called a "grace day".

✦ **School District Aid**

The superintendent certifies to the North Dakota Office of Management and Budget a list of all districts and the amounts due each school district. Each school district must be paid within the limits of legislative appropriation.

✦ **School for the Deaf – Devils Lake, North Dakota**

Through residential and day programming, the ND School for the Deaf provides optimum educational, social/emotional and cultural experiences for deaf and hard-of-hearing children ages 0-21 and serves as a resource center for outreach services for all North Dakota citizens.

✦ **Special Education**

The superintendent establishes general state policy and endeavors to coordinate all available services. Rules and regulations are prescribed for the provision of services and the administration of those services. The superintendent assists districts in the inauguration, administration and development of programs and for the certification of schools, teachers, facilities and equipment and may apply for, administer, receive and expend federal aid for which the state may be eligible.

✦ **State Assessment**

NDCC 15.1-21-08 requires that DPI administer to public school student's tests aligned to state content and achievement standards in reading, mathematics and science. 15.1-21-10 stipulates the time and methods for publication of test scores.

✦ **State English Language Learner Program**

Chapters 15.1-38 and 15.1-27-12 of the North Dakota Century Code define the responsibilities and authority of the state superintendent for programs and services in the state for students who are from diverse language backgrounds. The superintendent establishes general state policy and responsibilities of school districts, appoints a state advisory board, establishes standards, ensures service, and assists school districts with the development of programs for English language learners.

✦ **State Library–Bismarck, North Dakota**

The major goals of the North Dakota State Library are as follows:

- Provide or coordinate the library services to patrons with unique needs, those without direct local library service, the blind and physically handicapped, and the clientele of state-supported institutions.
- Assist public libraries through advice and consulting services in areas such as collection development, technical services, budgeting and finances, building and facility planning, automation and program development and evaluation.
- Coordinate the sharing of resources among the state's public library collections.
- Improve the quality of library services by providing continuing educational opportunities for librarians and public library trustees.

✦ **State Tuition Fund**

The North Dakota Office of Management and Budget notifies the superintendent of the amount in the fund and the superintendent then apportions such funds among the state's school districts in proportion to the number of children of school age in each district.

✦ **Transportation Aid**

NDCC requires that school buses and their drivers comply with state law before transportation payments are made. The superintendent shall make such rules and regulations as necessary to gather information and evidence required for payment of transportation funds.

Summary of Administrative Rulemaking Activity

Rulemaking activity for the department included the repeal of some rules, creation of new rules, and amendment of existing rules. All references are to the North Dakota Administrative Code.

Rules Repealed

Chapter 67-23-04 Special Education Dispute Resolution Options and Appeals

Rules Newly Created

Chapter 67-23-05 Special Education Dispute Resolution

Amended Rules

Section 67-11-09-03	Credential Standards, Early Childhood Special Education Teacher Credential
Section 67-11-10-03	Credential Standards, Emotional Disturbance Teacher Credential
Section 67-11-10-04	Types of Credentials, Emotional Disturbance Teacher Credential
Section 67-11-13-03	Credential Standards, Specific Learning Disabilities Teacher Credential
Section 67-11-13-04	Types of Credentials, Specific Learning Disabilities Teacher Credential
Section 67-11-16-03	Credential Standards, Special Education Strategist Credential
Section 67-11-16-04	Types of Credentials, Special Education Strategist Credential
Section 67-23-01-01	Definitions, Comprehensive General Plan Requirements for Special Ed Programs
Section 67-23-03-02	Application for Federal Funds under Part B of IDEA

Summary of Federal Programs and other Educational Partnerships Administered by the Department

U.S. Department of Agriculture

✦ ***Child and Adult Care Food Program (CACFP)***

Partner: U.S. Department of Agriculture

Description: The primary purpose of the CACFP is to improve the diets of children twelve years old and younger. Since children need well-balanced meals to meet their daily energy and nutritional needs, the CACFP program establishes meal patterns based on those dietary needs.

Funds and/or Benefits: The program provides reimbursement and commodity/cash assistance that helps childcare facilities to provide children with nutritious meals. Three meals per day per child can be claimed for reimbursement. Licensed public or private non-profit childcare or adult day care centers are eligible for the program, as are Head Start programs. In certain cases, for-profit centers may participate. Also, licensed family or group day care homes may participate under a sponsoring organization.

✦ ***Commodity Food Distribution***

Partner: U.S. Department of Agriculture

Description: The NDDPI distributes commodity foods to help meet the nutritional needs of children and adults. Commodities are acquired through legislative programs including price support, surplus removal and special purchase. The types of foods purchased are based on the nutritional needs of children and other individuals, local agency preferences, the market supply and prices of foods.

Funds and/or benefits: The USDA pays for the initial processing and packaging of foods and for transportation to North Dakota. The NDDPI is the distributing agency responsible for storing food, transporting it throughout the state and ensuring distribution to eligible recipients. The NDDPI enters into warehousing and transportation contracts with state businesses to provide these services to local agencies. These expenses are supported by local and federal funds. As an additional service, the NDDPI enters into processing agreements in which certain commodity foods are further processed into more useable end-products with the value passed on to the recipient agency.

✦ ***Commodity Supplemental Food Program (CSFP)***

Partner: U.S. Department of Agriculture

Description: USDA purchases food and makes it available to states, along with funds for administrative costs. The population served by the program is similar to that served by USDA's WIC programs, but the program can also serve elderly people and provides food rather than food vouchers. In North Dakota, the program serves only the elderly. The food package does not provide a complete diet, but the foods are good sources of the nutrients typically lacking in the diets of the target population.

Funds and/or Benefits: USDA buys, processes, and packages the food and ships it to the state. The amount received by the state depends on the low-income and unemployed population. In North Dakota, the foods are distributed through the Community Action agencies. Administrative funds are available to support state level and local costs associated with distribution.

✦ ***The Emergency Food Assistance Program (TEFAP)***

Partner: U.S. Department of Agriculture

Description: The Emergency Food Assistance Program is a federal program that helps supplement the diets of low-income North Dakotans, providing them with food and nutrition assistance at no cost. Community Action agencies administer the regional delivery of foods to food pantries and soup kitchens. Recipients of food for home use must meet income eligibility criteria.

Funds and/or Benefits: The federal funds for the program provide for the state level warehousing and distribution of foods to Community Action agencies and for administrative funds to support local distribution. The amount received by the state depends on the low-income and unemployed population.

✦ **Food Distribution Program on Indian Reservations (FDPIR)**

Partner: U.S. Department of Agriculture

Description: The FDPIR provides commodity foods to low-income and otherwise eligible households who live on or near Indian reservations. The purpose of the program is to provide a more nutritious diet and an acceptable nutritional alternative to the Supplemental Nutrition Assistance Program (formerly known as Food Stamps).

Funds and/or Benefits: The NDDPI provides administrative and support services for two reservations and one Indian service area in North Dakota as well as commodities for two reservations in North Dakota and one in South Dakota. To be eligible for the program, families must meet income eligibility and other criteria. Participants may receive benefits under either the FDPIR program or the Supplemental Nutrition Assistance Program.

✦ **National School Lunch Program (NSLP)**

Partner: U.S. Department of Agriculture

Description: More than 70,000 North Dakota students participate in the NSLP each school day. Meals served are intended to meet at least one-third of the recommended dietary allowances. Studies have shown that students are more alert and attentive if they have adequate nourishment throughout the school day.

Funds and/or Benefits: Reimbursement from the federal government is provided for meals that meet federal meal pattern requirements. Schools must also comply with applicable recommendations of the Dietary Guidelines for Americans. The amount of the reimbursement is dependent on the number of meals served to children in three categories: free, reduced-price, and full price. This federal reimbursement, along with a state matching payment and student payments, supports the cost of producing the meals.

✦ **Afterschool Snacks**

Partner: U.S. Department of Agriculture

Description: Afterschool snacks are available to children in afterschool activities aimed at promoting the health and well being of children and youth in our communities.

Funds and/or Benefits: Reimbursement is paid for snacks served as part of an afterschool care program. The school must participate in the National School Lunch Program and sponsor or operate an afterschool program that provides children with regularly scheduled educational or enrichment activities in a supervised environment. Programs that operate in low income areas receive the highest reimbursement for all snacks served.

✦ **School Breakfast Program (SBP)**

Partner: U.S. Department of Agriculture

Description: The SBP was authorized by the Child Nutrition Act of 1966 and made available to all schools in 1975. School Breakfast helps ensure that children have access to a nutritional morning meal and are ready to learn.

Funds and/or Benefits: School districts and school sites that choose to take part in the breakfast program receive federal reimbursement for each meal served. Schools must serve breakfasts that meet federal requirements and they must offer free or reduced-price breakfast to eligible children. Nearly 85% of North Dakota schools participate in the SBP.

✦ **Special Milk Program (SMP)**

Partner: U.S. Department of Agriculture

Description: The SMP provides milk to children in schools and other agencies that do not participate in other federal meal service programs. The program was created to increase children's consumption of fluid milk by providing low cost milk at additional times during the school day.

Funds and/or Benefits: Reimbursement is provided to those schools that do not have a federally funded meal program or have students in split session kindergarten programs that do not have access to school breakfast or lunch. Schools receiving reimbursement must pass on a substantial portion of the reimbursement to the child as a reduced milk price.

✦ **Summer Food Service Program (SFSP)**

Partner: U.S. Department of Agriculture

Description: The SFSP provides meals to children 18 years of age and younger in low-income areas during the summer months when school lunch is not available.

Funds and/or Benefits: The program provides reimbursement for meals or snacks served to children at eligible sites. Administrative funding is also available to help defray the costs of administering the program at the local level. Participation in this program requires that a foodservice site include areas that serve a population of at least 50% needy children. Organizations eligible to participate include public or private non-profit schools, non-profit residential camps, state/local/municipal and county governments, tribal agencies, and private non-profit organizations.

✦ Team Nutrition

Partner: U.S. Department of Agriculture

Description: Team Nutrition is an initiative of the USDA to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and caregivers, and school and community support for healthy eating and physical activity. Team Nutrition's goal is to improve children's lifelong eating and physical activity habits.

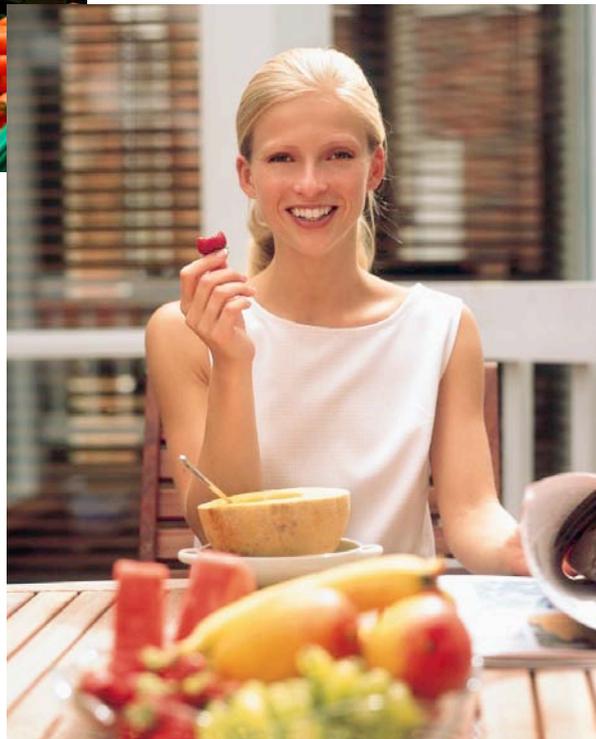
Funds and/or Benefits: Team Nutrition Training grants offer competitive funding to state agencies to establish or enhance sustainable infrastructures for implementing Team Nutrition. Through these training grants, many mini-grants have been awarded to schools and child care agencies for local level nutrition education activities.

✦ Fresh Fruit and Vegetable Program

Partner: U.S. Department of Agriculture

Description: The federally funded Fresh Fruit and vegetable Program is aimed at encouraging students to eat more fruits and vegetables. The program allows schools to make available the additional produce free of charge any time during the regular school day, except during breakfast and lunch when the School Lunch and Breakfast Programs are in effect.

Funds and/or Benefits: Fresh Fruit and Vegetable funds are available through competitive grants to schools with grades K-8 and are located in a low income area. Grant funds cover the cost of purchasing, preparing and serving the fresh fruits and vegetables U.S. Department of Education



Summary of Federal Programs and other Educational Partnerships Administered by the Department

US DEPARTMENT OF EDUCATION

✦ **Adult Basic Education**

Partner: U.S. Department of Education

Description: Funds are used to improve educational opportunities for learners at least 16 years of age, are not enrolled or required to be enrolled in a secondary school under state law, those who lack sufficient mastery of basic educational skills, do not have a secondary school diploma or are unable to speak, read, or write the English language.

Funds and/or Benefits: Funds are used to support adult learning centers across the state and for statewide leadership activities. Allocation of funds is based on a competitive application process.

✦ **Byrd Scholarship Program**

Partner: U.S. Department of Education

Description: This program provides scholarships to outstanding high school seniors that show promise of continued academic achievement. Annual scholarships of \$1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

Funds and/or Benefits: Students apply for the scholarship by completing an application form, which includes essay questions and requires approval by a school administrator/counselor. Selection is based on student essays and academic test scores.

✦ **Learn and Serve Program**

Partner: Corporation for National and Community Service

Description: This program offers an opportunity for students to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students learn about democracy and citizenship and become actively contributing citizens and community members through the services they perform.

Funds and/or Benefits: Funds are used at the state level for planning and capacity building, monitoring and training, and technical assistance. The sub-grantee is the North Dakota Supreme Court, who uses the allocated funds to work specifically with youth teen and drug court programs.

✦ **National Assessment of Educational Progress**

Partner: U.S. Department of Education

Description: The NAEP has been administered since 1969, but has allowed for voluntary participation of states and/or school districts until the 2003 assessment. As a result of "No Child Left Behind," participation in the NAEP is still voluntary, but if a state or a school district chooses not to participate, they forfeit their Title I funding. The NAEP tests students in Grades 4, 8, and 12, to determine what American students in those grades know and can do in various subject areas, including math and reading.

Funds and/or Benefits: Schools receiving Title I funds must participate in the NAEP each year that reading and mathematics are being assessed.

✦ **Services for Children with Deaf-Blindness**

Partner: U.S. Department of Education

Description: Funds are intended for technical assistance and support projects for parents, families and service providers of children with deaf-blindness.

Funds and/or Benefits: Funds are awarded to the ND School for the Deaf. Provide technical assistance and support programs for parents, families and service providers of children with deaf-blindness.

✦ ***Special Education Act (IDEA) State Program Improvement Grant for Children with Disabilities***

Partner: U.S. Department of Education

Description: The grant is to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention and transitional services; including their systems for professional development, technical assistance and dissemination of knowledge about best practices to improve results for children with disabilities.

Funds and/or Benefits: Funding is used to provide statewide training for special education professionals, to recruit and retain qualified special education and related services personnel in the state and to support youth with disabilities to attain positive secondary level transition planning and access to services of adult agencies. During the 2003-05 biennium, the department received a \$500,000/year grant.

✦ ***Special Education Act (IDEA) Part B***

Partner: U.S. Department of Education

Description: Funds are used by state and local educational agencies to help provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities.

Funds and/or Benefits: Allocations are made to special education units based on a base amount plus 85% of the remaining amount distributed on the relative number of children enrolled in schools in a special education unit. The remaining 15% is allocated based on the number of children in the unit eligible for free and reduced meals.

✦ ***North Dakota State Personnel Development Grant***

Partner: U.S. Department of Education, Office of Special Education Programs

Description: The ND Department of Public Instruction was awarded a five-year grant to reform and improve the personnel preparation and professional development system for teachers and related services personnel. A primary purpose of this program is to increase the number of highly qualified speech language pathologists in rural schools.

Funds and/or Benefits: This project will result in highly qualified special education personnel trained to provide services in challenging rural environments. The grant awarded was in the amount of \$500,000 annually for a five-year period.

✦ ***Title I Part A Improving Basic Programs Operated by Local Education Agencies***

Partner: U.S. Department of Education

Description: Funds made available under the ARRA provide an unprecedented opportunity for educators to implement innovative strategies to improve education for academically at-risk students and to close the achievement gap in Title I schools while stimulating the economy. The additional resources for Title I, Part A will enable LEAs not only to serve more students beyond the approximately 20 million currently served but also to help boost the quality of the services provided.

Funds and/or Benefits: provides \$10 billion in new funding for programs under Title I, Part A of the ESEA to provide additional assistance to LEAs and schools that have high concentrations of students from families that live in poverty.

✦ ***Title I Part B Reading First-Early Reading First-Even Start***

Partner: U.S. Department of Education

Description: Provides funds to state educational agencies (SEAs) and local educational agencies (LEAs) to help them ensure that children with disabilities, including children aged three through five have access to a free appropriate public education to meet each child's unique needs and prepare him or her for further education, employment, and independent living.

Funds and/or Benefits: Part B of the IDEA provides funds to state educational agencies (SEAs) and local educational agencies (LEAs) to help them ensure that children with disabilities, including children aged three through five, have access to a free appropriate public education to meet each child's unique needs and prepare him or her for further education, employment, and independent living.

✦ ***Title I Part C Education of Migratory Children***

Partner: U.S. Department of Education

Description: Funds are used to support summer educational programs that address the needs of migratory children ages 0-21.

Funds and/or Benefits: Allocation of funds is based on migrant student enrollment. provides funds to each state lead agency designated by the Governor to implement statewide systems of coordinated, comprehensive, multidisciplinary interagency programs and make early intervention services available to infants and toddlers with disabilities and their families.

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

Partner: U.S. Department of Education

Description: Awards are inclusive of LEAs. State institutions provide funds are used to meet the special educational needs of neglected or delinquent children in local, as well as state agency institutions, or community day school programs. Services must be supplemental to those normally provided with state funds.

Funds and/or Benefits: Allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment of students from N&D facilities. Funding is dispersed to LEAs and state institutions via allocated amounts and through competitive funding application grants.

✦ Title II Part A Teacher and Principal Quality Training and Recruiting

Partner: U.S. Department of Education

Description: Funds are made available to school districts and state agencies for higher education to improve teaching and student learning in the core subject areas. Activities provide sustained and intensive high-quality professional development that can help students achieve high academic standards and reduce class sizes.

Funds and/or Benefits: Allocation of funds is based on school enrollment and low-income units.

✦ Title II Part B Mathematics and Science Partnerships

Partner: U.S. Department of Education

Description: Funds support partnerships between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. One of the major goals of the program is to bring mathematics and science teachers in schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of those teachers and improve such teachers' teaching skills through the use of sophisticated tools and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than K-12 schools.

Funds and/or Benefits: Allocation of funds is based on a competitive grant process.

✦ Title II Part D Enhancing Education Through Technology

Partner: U.S. Department of Education

Description: Funds are made available to school districts to improve student academic achievement through the use of technology in elementary and secondary schools; assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of 8th grade; and encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

Funds and/or Benefits: Half of the allocation of funds to school districts is based on a competitive application process and half of the allocation is based on a formula basis.

✦ Title III Part A English Language Acquisition, Language Enhancement, and Academic Achievement Subpart 1 – Grants and Subgrants for English Language Acquisition and Language Enhancement Formula Grants to States

Partner: U.S. Department of Education

Description: The Title III program provides funding for state level activities including the development of standards, assessments, and technical assistance. Subgrants are awarded to LEAs for the implementation of language instruction educational programs designed to help Limited English Proficient (LEP) students meet the same rigorous standards for academic achievement that all children are expected to meet, including challenging state academic content and student academic achievement standards. The state may reserve up to 15 percent of LEA funds for school districts that experience significant increases in new immigrant students.

Funds and/or Benefits: Funds are awarded to eligible entities on the basis of student numbers. Grants must be at least \$10,000.

✦ Title IV Safe and Drug-Free School and Communities Act

Partner: U.S. Department of Education

Description: Funds support programs that prevent violence in and around schools, prevent the illegal use of alcohol/tobacco/drugs, involve parents, and coordinate with other related federal, state, and community efforts and resources.

Funds and/or Benefits: Of the monies received, 3 percent is for administration, 4 percent for technical assistance to schools, and 93 percent is distributed to school districts. Allocation of funds is formula based.

✦ Title IV Part B 21st Century Community Learning Centers

Partner: U.S. Department of Education

Description: The 21st CCLC Program gives students opportunities for academic enrichment and provides a broad array of additional services, including youth development activities, drug and violence prevention programs, counseling programs, and art, music, recreation, technology education, and character education programs designed to reinforce and complement the regular academic program. The 21st CCLCs will also benefit the families of eligible students by providing opportunities for literacy and related educational development.

Funds and/or Benefits: Allocation of funds is based on a competitive application process. Federal funding for the program increased by approximately three percent for 2009-2010. Programs have sustainability plans in place and are collecting student level data that will help track program effectiveness. There are now 8 programs geographically distributed across the state operating in more than 100 schools with all grants managed by the Regional Education associations.

✦ Title VI Rural Education Achievement Program (REAP) Rural, Low Income Schools Program

Partner: U.S. Department of Education

Description: Funds are provided to eligible school districts that serve concentrations of children from low income families to assist them in meeting North Dakota's definition of adequate yearly progress. Funds may be used for teacher recruitment and retention, professional development, educational technology, parental involvement activities, and activities under Title IV Safe and Drug-Free Schools, Title I Improving the Academic Achievement of the Disadvantaged, or Title III Language Instruction for Limited English Proficiency and Immigrant Students.

Funds and/or Benefits: Allocation of funds is based on a competitive application process.



Summary of Federal Programs and other Educational Partnerships Administered by the Department

CENTERS FOR DISEASE CONTROL AND PREVENTION

✦ Coordinated School Health Programs

Partners: Centers for Disease Control and Prevention (CDC), the North Dakota Department of Public Instruction (DPI), and the North Dakota Department of Health (DOH).

Funds and/or Benefits: Allocation of funds is based on a competitive application process and need.

Description: This grant agreement has three priority areas: Youth Risk Behavior Survey (YRBS); Coordinated School Health (CHS) and HIV Prevention Education for school-age youth. Funds are used to administer the Youth Risk Behavior Survey, collect and analyze the state level data in addition to providing district and regional reports. The Coordinated School Health portion works with REAs and local school districts to promote improved practices and policies in the area of physical activity, nutrition and tobacco, as well as CSH components of health services, worksite-wellness, health education, physical education, school environment, family/community involvement, nutrition services and social services. HIV prevention education activities include pre-service and professional development trainings on significant contagious diseases, incorporated into health education curriculum and peer mentoring.

Funds and/or Benefits: Allocation of funds is based on a competitive application process and need.

FEDERAL HEALTH AND HUMAN SERVICES OFFICE OF REFUGEE RESETTLEMENT

✦ Refugee School Impact Grant

Partner: U.S. Health and Human Services and North Dakota Department of Human Services

Description: Funding for school districts with refugee children is provided by the Refugee School Impact Grant. The State of North Dakota was approved for a new five-year grant in August of 2005 with the Department of Human Services (DHS) Refugee Resettlement Office as fiscal agent for the new grant. DHS will contract with DPI to implement the grant. Under new criteria, school districts must document a minimum of 300 school-aged refugee children to apply.

Funds and/or Benefits: Funds are used to: 1) assist refugee students' transition into the American school system through newcomer activities designed to develop skills for school success, 2) assist refugee students in achieving academic success and English language proficiency through participation in after-school tutoring and extracurricular activities, 3) support school districts impacted by refugee students through data collection, research, evaluation, and training, and 4) maintain a State Advisory Committee to assist in meeting the needs of refugee children and youth.

Summary of Federal Programs and other Educational Partnerships Administered by the Department

SUPPLEMENTAL PROGRAMS

✦ Recognition and Awards

The No Child Left Behind Blue Ribbon Schools Award
Milken National Educator Awards
Presidential Awards for Excellence in Math and Science Teaching
Title I Recognition Program
Teacher Preparation Grants-Part D of the Education of the Handicapped Act
National School Recognition Program

✦ Scholarship Programs

Byrd Scholarship
U.S. Senate Youth Program

✦ Educational Partnerships

Business Challenge
Governor's School in Mathematics, Science, and Business
Marketplace for Kids

Agency Activities and Services

- ✦ Provide executive leadership to the department, including the development of a statewide educational vision for education in North Dakota and implementation of a strategic plan for school improvement.
- ✦ Manage human and financial resources necessary to support agency functions.
- ✦ Provide Adult Education and Literacy programs for individuals over age 16 that lack basic skills to graduate.
- ✦ Provide nutritious foods and commodities to children and low-income households and nutrition education to caregivers and foodservice personnel.
- ✦ Provide prevention information and resources that increase the safety, health and well-being of all students and faculty.
- ✦ Ensure a valid and reliable system for data collection, verification, analysis and reporting.
- ✦ Develop and align all standards and student assessments, early childhood through high school graduation.
- ✦ Design professional development systems, curriculum and instructional supports to assist teachers in improving instruction.
- ✦ Link children at risk of failure to meet the state's challenging content and achievement standards with support services designed to address specific needs.
- ✦ Advocate for the resources necessary to implement a system that focuses on student achievement and well being.
- ✦ Enhance before and after school programs to provide students with opportunities to improve their academic performance.
- ✦ Integrate service projects with classroom learning, and offer educational development opportunities to eligible students and their families.

Summary of Legislation Passed During the Biennium

HB 1013

Subject Matter: DPI Budget (§15.1-02-02; §15.1-29-14(6))

Bill Summary: This bill provides an appropriation for the Department of Public Instruction, School for the Deaf, Vision Services/School for the Blind and the State Library. Numerous sections of legislative intent language are included.

HB 1022

Subject Matter: Teachers Fund for Retirement

Bill Summary: This bill is related to the teachers' fund for retirement employer contributions. It increases employers' side of TFFR from 8.25 to 8.75 percent (.50 increase). This is for the second year of the biennium (2010-2011).

HB 1044

Subject Matter: Transition-aged youth at risk (Ch. 50-06)

Bill Summary: Relates to the development of a program for services to transition-aged youth at risk. The Department of Human Services will develop an interagency advisory council on transition-aged youth at risk. Services will include individual assessments, coordinated services utilizing a single plan of care, independent living skills, enhanced or extended vocational rehabilitation, in-home supports. The bill also provides for the development of a statewide independent living skills curriculum.

HB 1078

Subject Matter: Acquisition of instructional materials in alternate formats (Ch 25-06-02; Ch 25-06-01; §25-06-01.1)

Bill Summary: Provides funding for ND Vision Services/School for the Blind to serve as the authorized user for the National Instructional Materials Accessibility Standard (NIMAS). The NDVS/SB will facilitate access to and conversion of accessible instructional materials in alternate formats for students with print disabilities in addition to students who are blind or visually impaired. This bill, prepared in response to new federal requirements, is intended to maximize access to the general education curriculum for students with certain disabilities.

HB 1171

Subject Matter: Home Education (§15.1-23-01,-03,-06,-17)

Bill Summary: This bill allows parents with a GED to home educate their children without being monitored. If the parent has less than a GED monitoring will still need to take place.

HB 1273

Subject Matter: Postsecondary Options Program (§15.1-25-01)

Bill Summary: This bill allows any ND student enrolled in grade ten, in a public high school, to be eligible to receive dual credit upon agreement of the local school and parent.

HB 1304

Subject Matter: Allocation of Oil and Gas Production Taxes (Ch 57-51-15)

Bill Summary: This bill changes the allocation of Oil and Gas Gross Production tax revenues. The population based caps on the county distribution were removed and the new top tier was extended to 10% county, 90% state indefinitely. Up to \$4.6 million is earmarked for the county to distribute among counties, cities and school districts with the excess going into the county infrastructure fund. School districts can apply for county infrastructure funds for the repair or replacement of school district vehicles damaged due to travel on oil or gas development impacted roads.

HB 1309

Subject Matter: Educational Opportunities for Military Children

Bill Summary: This bill allows the legislative council to study the Interstate Compact on Educational Opportunity for Military Children and whether or not North Dakota should become a participating member of the compact. The study shall include the administration, enforcement, cost, impact on schools, and children of military and civilian families.

HB 1360

Subject Matter: Regional Education Association Employees (§15.1-09.1; §15-39.1-04(11); §15-39.1-23; §65-01-02(11); Ch 65-04-04)

Bill Summary: This bill states that any individual employed by the board of a regional education association has the same statutory rights as those accorded to an individual employed by a public school district for the same purpose.

HB 1378

Subject Matter: Age of Admission to School (§15.1-06-01; §15.1-22-02)

Bill Summary: This bill states that a child may not enroll in grade one unless the child reaches the age of six before August first of the year of enrollment; the child may not enroll in kindergarten unless the child reaches the age of five before August first of the year of enrollment; and the child has not reached the age of twenty-one before August first of the year of enrollment.

HB 1399

Subject Matter: American Indian Bilingual Education Grants

Bill Summary: This legislation provides for a state committee under the Indian Affairs Commission to develop procedures to preserve the Native American languages in North Dakota.

HB 1400

Subject Matter: State School Funding Bill (Title 15.1)

Bill Summary: HB 1400 is the public school district funding and policy recommendations from the ND Commission on Education Improvement. improve student performance by focusing on student performance development, curriculum, assessments and data based decision making.



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HB 1435

Subject Matter: Declaration of Independence (§15.1-21-02.2)

Bill Summary: This bill states that as part of the high school course requirements, each student will read the Declaration of Independence and the US Constitution.

HB 1463

Subject Matter: State Youth Council (Ch. 54-07)

Bill Summary: This bill will create and enact 5 new sections relating to the creation of a state youth council; to provide for a report to the legislative council; and to provide an expiration date.

HB 1556

Subject Matter: Developmental Disability Providers

Bill Summary: This legislation directs the Department of Human Services to study the methodology and calculations for the rate setting structure used for reimbursing licensed developmental disability (ICF/MR) and home and community-based services providers for medically fragile and behaviorally challenged individuals. The study will address reimbursement adequacy, equitability and fairness among the various providers, and the level of medical and supportive services required to serve these individuals.

SB 2021

Subject Matter: ITD Expenses (§15.1-02-18)

Bill Summary: The state general fund will provide EduTech and ITD \$2,048,954 to pay for staff and some new hardware/software to support PowerSchool statewide. The Legislature did not fund the full cost of PowerSchool so EduTech and ITD will also bill schools \$12 per student per year to cover all the PowerSchool licensing and hosting costs. An increase from the general fund will pay for increased bandwidth for each high school district. Bandwidth will increase to 10Mbps compared to the current 1.5Mbps. All EduTech staff (including new PowerSchool staff) will become ITD employees effective July 1. The Statewide Longitudinal Data System will allow for collection and analysis of long-term data derived from multiple state agency data systems, including DPI, NDUS, Commerce, Job Service, and others. The 2009-11 budget will be \$2.4 million to begin development of the SLDS. Of those funds, \$2.2 million will have to be secured from federal stimulus monies. If those dollars are not secured, general fund dollars are available in a contingency fund for the project. The ND Educational Technology Council budget for 2009-11 was funded from the state general fund at its current level of \$975,000 (plus salary increases). The ND Center for Distance Education will have a general fund budget of \$1.2 million

SB 2064**Subject Matter:** Mileage Expense (§54-06-09)**Bill Summary:** The Director of the Office of Management and Budget shall adopt rules establishing mileage reimbursement for actual and necessary travel in the performance of official duty when the travel is by motor vehicle, the use of which is required by the employing entity. The Director shall amend the rules when necessary to set reimbursement at the same rate as established by the United States General Services Administration for privately owned vehicles.**SB 2174****Subject Matter:** Children with Autism Spectrum Disorder (§23-09.4-01,-02,-03,-04,-05,-06,-08)**Bill Summary:** This legislation creates an autism spectrum disorder (ASD) task force with designated membership. The purpose of the task force is to examine early intervention services, family support services that would enable an individual with autism spectrum disorder to remain in the least restrictive home-based or community setting, programs transitioning an individual with ASD from a school-based setting to adult day programs and workforce development programs, the cost of providing services, and the nature and extent of federal resources that can be directed to the provision of services for individuals with ASD. The task force is also charged with developing a state plan for autism spectrum disorder. The legislation also changes the state definition from "autism" to "autism spectrum disorder."**SB 2199****Subject Matter:** Property Tax Levies of School Districts (§57-15-01.1(3); §57-15-14.31; Ch 57-38-30; §57-38-30.3(1); §15.1-27-20-1; Ch 57-64)**Bill Summary:** SB 2199 creates a property tax relief sustainability fund, provides for the allocation of state funds to school districts for mill levy reduction grants, and provides provisions for property tax levies of school districts, corporate income tax rates, and income taxes rates for individuals.**SB 2212****Subject Matter:** English Language Learners (§15.1-38-02)**Bill Summary:** This legislation requires the Department of Public Instruction to establish caseload criteria for English Language Learner teachers and provide a grant of \$40,000 for one Regional Education Association.**SB 2217****Subject Matter:** Compulsory School Attendance (§15.1-20-03)**Bill Summary:** This bill charges teachers and administrators with the enforcement of compulsory school attendance provisions:

- Applicable to any child offered school facilities by a school district
- The teacher will notify the administrator if a child is not in attendance
- The administrator shall initiate an investigation into the cause of the absence
- Any person failing to ensure that a child is in attendance is guilty of an infraction for a first offense and is guilty of a class B misdemeanor for a second or subsequent offense
- If the court determines that the affirmative defense is valid, the court shall dismiss the complaint against the person. In addition this bill provides the superintendent of public instruction to appoint an advisory committee on truancy.

SB 2277**Subject Matter:** Supplemental Retiree Benefits (Ch. 15-39.1)**Bill Summary:** This bill provides for a supplemental payment from the teachers' fund for retirement to any individual who retired before January 1, 2009, and is receiving monthly benefits from the fund. The payment will be made in December 2009 and may not exceed the greater of 10% of the member's annual annuity or \$750.00.**SB 2289****Subject Matter:** Corporal Punishment (§15.1-19-02)**Bill Summary:** A school board may not expand through policy the definition of corporal punishment beyond that provided in law. The board of each school district shall develop policies setting forth standards for student behavior and, procedures to be followed if the standards are not met, and guidelines detailing how all incidents are to be investigated. The board shall ensure that the policies, procedures, and guidelines applicable to all elementary, middle and high schools in the district are respectively identical.**SB 2333****Subject Matter:** Immunizations (Ch. 23-35.1)**Bill Summary:** This reorganization may affect where schools access public health services, but will streamline services as it relates to immunizations, school nursing services and related services.

SB 2353

Subject Matter: State Employee Lodging Reimbursement (§44-08-04(2) (d))

Bill Summary: The fourth quarter is from twelve midnight to six a.m. and the sum must be the actual lodging expense not to exceed an amount established by policy by the Director of the Office of Management and Budget. The Director shall establish a policy to set the lodging expense at an amount not to exceed ninety percent of the rate established by the United States General Services Administration for lodging reimbursement in this state plus any additional applicable state or local taxes. A political subdivision may reimburse an elective or appointive officer, employee, representative, or agent for actual lodging expenses.

SB 2355

Subject Matter: Pilot Program for At Risk Students

Bill Summary: The department of corrections and rehabilitation shall establish a pilot program in the south central judicial district for the purpose of providing short-term shelter, assessment, and intervention services for at-risk children and youth. The program must allow for the placement of at-risk children and youth in a short-term shelter program and provide professional assessment and family reunification services as an alternative to placement in foster care or group care. The department shall contract with a private nonprofit organization to provide the pilot program services. Additionally, the legislative council shall consider studying the statewide need for short-term shelter, assessment, and intervention services for at-risk children and youth across the state and the feasibility and desirability of using such services instead of foster or group care for short-term placements.

SB 2357

Subject Matter: Discharge for Cause (§15.1-15-08)

Bill Summary: This bill requires school boards to petition to have an administrative judge preside over a hearing if contemplating the discharge for cause of an individual employed as a teacher, principal, or as an assistant or associate superintendent. The law judge shall provide all evidence to the board of a school district and the board makes the final determination regarding the discharge.

SB 2401

Subject Matter: Requirements for Plans, Specifications, and Bids for Public Improvements

Bill Summary: This bill allows the legislative council to study public improvement and capital construction bid requirements, plans and specifications, and the employment of architects and engineers.

SB 2422

Subject Matter: Purchasing and Procurement

Bill Summary: This bill allows the legislative council to study provisions of the North Dakota Century Code governing the purchase and procurement of goods and services by political subdivisions.

HCR3004

Subject Matter: Indian Education

Bill Summary: This resolution directs the Legislative Council to study Indian education issues.

HCR3016

Subject Matter: Financial Literacy

Bill Summary: This resolution urges all school districts to offer students a course in financial literacy.

HCR3018

Subject Matter: North Dakota Close-Up Day

Bill Summary: This resolution declared February 9, 2009 as North Dakota Close-Up Day.

HCR3020

Subject Matter: North Dakota Council for the Studies

Bill Summary: This resolution recognized the North Dakota Council for the Studies as the official voice of an organization for social studies teachers in this state.

HCR3022

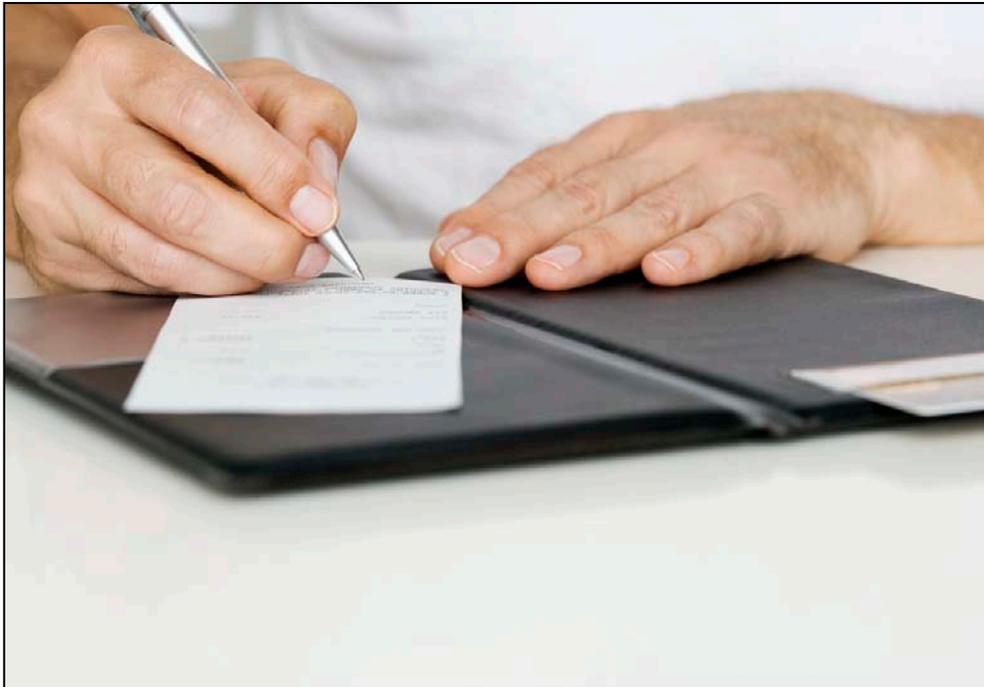
Subject Matter: Education Mandates

Bill Summary: This resolution urges Congress not to enact any unfunded education mandates.

HCR3054

Subject Matter: North Dakota Legacy Fund

Bill Summary: This resolution relates to the establishment and use of a North Dakota legacy fund.

HCR3061**Subject Matter:** Indian Education**Bill Summary:** This resolution directs the Legislative Council to study the educational delivery to Indian students, ways to address the unique challenges of that effort, and the feasibility and desirability of utilizing contractual options for state-supported educational delivery.**SCR4006****Subject Matter:** Professional Development Opportunities**Bill Summary:** This resolution directs the Legislative Council to study professional development opportunities for teachers and the most effective and efficient methods of providing professional development opportunities.

Long Range Goals

The Department of Public Instruction promotes a vision for education that encourages futuristic planning among all ND stakeholders. DPI will continue to collaborate with the Joint Board of Education for the purpose of helping students respond to critical workforce needs in North Dakota and to continue the work of the Commission on Education Improvement. The following activities highlight on-going agency efforts:

- continued development and alignment of challenging content and performance standards to improve teaching and learning
- continued development of a statewide accountability system that looks to student achievement as the true measure of a school's performance;
- continued insistence on fully-licensed, highly qualified teachers with provisions for greater flexibility regarding alternative means of achieving or demonstrating competency.
- furtherance of joint agreements among districts, regional education associations, and other professional associations and consortia that allow districts to share both human and material resources;
- assurance of optimal distance cooperative learning opportunities through increased networking, telecommunications, and shared faculty and courses within regional education associations and statewide teacher centers;
- Effectively communicate Title I regulations through workshops, conference call trainings, mailings, monthly newsletter, and expansion of the Title I website.
- Annually review "adequate yearly progress" status for North Dakota schools and districts towards achieving state standards for the purpose of identifying Title I schools and districts in need of improvement.
- Continue to strengthen our statewide system of support to assist districts and schools identified as needing improvement.

The 61st Legislative Assembly enacted into ND State law a requirement that the Joint Board of Education develop high standards and expectations of students at all levels of the education continuum; ensure that all students have access to challenging curricula; and ensure that the individuals instructing students at all levels of the education continuum are highly qualified and capable; and expands the provision of professional growth and development opportunities to individuals instructing students at all levels of the education continuum.

In order to compete in a global economy, North Dakota must continually work towards improving the effectiveness of its educational systems. Increasing teacher effectiveness, building systems to track student achievement, progressing towards rigorous college and career ready standards and assessments and providing support for struggling schools continue to be proven strategies that work.

New joint board responsibilities, in conjunction with legislative responsibilities for high school graduation requirements assigned to the Commission on Education Improvement, and the economic stimulus monies available through the American Recovery and Reinvestment Act, provide DPI with a unique- and challenging- opportunity to systematically raise expectations and improve academic achievement.

Trends for 2009-2011

FEDERAL TRENDS

FEDERAL STIMULUS: The American Recovery and Reinvestment Act of 2009 (ARRA) provided states with more than \$100 billion in education funding and college grants and tuition credits, as well as funding for school modernization. \$4.35 billion will be available to states through a national competition as a part of the “Race to the Top” incentive program. Funding is provided to states in exchange for a commitment to make dramatic progress on ARRA education reforms. Incentive grants are available to be distributed on a competitive basis to states that most aggressively pursue higher standards, quality assessments, robust data systems and teacher quality initiatives. ARRA funding is also tied to the ten essential elements of a longitudinal data system as identified by the Data Quality Campaign.

The Department of Public Instruction received a \$6.7 million Data Quality Campaign grant which will use statewide PowerSchool information to develop the K-12 elements of the North Dakota Longitudinal Data system.

The governor has confirmed that the state of North Dakota meets initial baseline data sources required for the following education reform assurances specified in Part 2 of the federal State Fiscal Stabilization Fund Application for the four referenced assurances and assures that the state will comply with all of the accountability, transparency and reporting requirements that apply to the stabilization program:

- ◆ Achieving Equity in Teacher Distribution
- ◆ Improving Collection and Use of Data
- ◆ Improving State Academic Content and Student Achievement Standards
- ◆ Supporting Struggling Schools

This additional funding is a one-time stimulus grant that may be expended over two years (March 19, 2009 – September 30, 2011).

COMMON CORE STANDARDS: The great variation in state standards leads to discrepancies in national assessments and comparisons between states. Following years of debate and lack of progress, President Obama declared common standards a priority, which has escalated momentum on this issue.

The National Governors Association and the Council of Chief State School Officers organized an April 2009 meeting with representatives from 41 states to develop common guidelines in mathematics and English-language arts. They have joined together with groups currently involved in crafting college-ready standards to build a prototype of high school graduation standards. They also plan to build grade-by-grade math and language arts academic standards that are aligned with college and career-ready expectations by December of 2009. It is the group’s goal to develop a focused set of national standards with high expectations that would be available for states to adopt on a volunteer basis. It is an ambitious goal and there is some skepticism about meeting the stated deadlines. Questions about setting common standards in all four “core” content areas remain, as do concerns about what happens to state standards currently under development in many states.

Once common academic standards are developed, matching curriculum and assessments need to be in place. A big plus to common assessments and curriculum would be the ability of states to share the cost of common assessments and textbook

STATE TRENDS

LEGISLATIVE INITIATIVES: Section 38 of Senate Bill 2003 provides that the State Board of Public School Education (SBPSE), the State Board of Higher Education (SBHE), the Education Standards and Practices Board (ESPB) and the State Board of Career and Technical Education (CTE) shall meet at least once annually for the purpose of

- ✦ coordinating elementary, secondary, career and technical education and higher education,
- ✦ establishing high standards and expectations of student at all levels,
- ✦ ensuring that all students have access to challenging curricula,
- ✦ ensuring that individuals instructing students are highly qualified and capable, and
- ✦ cooperating in the provision of professional growth and development opportunities.

House Bill 1400, as passed by the 2009 Legislative Assembly, increases school approval requirements for public school districts and private schools, provides for additional graduation and scholarship standards, professional development opportunities, and curriculum

LONGITUDINAL DATA SYSTEM/ACCOUNTABILITY: Accountability at all levels is increasing. Policy makers and leaders at all levels need to know what is happening to the product coming out of our educational systems. In order to address these questions and others, the department has received a Longitudinal Data System K-12 grant to analyze accurate and timely data over time and to assist policy makers with decisions as well as determine the progress made.

North Dakota plans on applying for a stimulus LDS grant to expand the capabilities of the projected K-12 LDS by linking K-12 data to other shareholders, including the Department of Human Services (for early childhood), Higher Education and workforce (to verify student preparedness). DPI is an active participant in the legislatively appointed state LDS committee; this committee is set up to discuss data exchanges among members.

STANDARDS DEVELOPMENT: DPI must continue to review and align challenging student content and achievement standards and to collaborate with Career and Technical Education, the Education Standards and Practices Board and the ND University System in the alignment of all education systems to assist students transitioning from high school to college or work.

DEMOGRAPHICS: The demographics of ND continue to change. Public school enrollment for the fall of 2008 was 93,406 students. Over the last 15 years, enrollment in ND public schools declined by 25,106 students. Over that same period the number of school districts declined by 70 to 188. This dramatic loss in students is beginning to moderate. Births in ND reached a record low level in 2001 and have risen slowly since then. Statewide projections show little or no enrollment decline over the intermediate future. However 60% of ND students are served in ND's major cities where enrollments are expected to remain stable or increase slightly. Rural school districts will continue to experience significant enrollment declines.

ORGANIZATIONAL CHANGE: As community and state demographics change, schools need to adjust organizationally in order to continue needed services. Cooperating with neighbors in academic programming, joint administration, transportation, technology and other areas, must all be in the funding mix. The state must support educational resources for student services and curriculum opportunities in rural areas, including an online delivery system capable of delivering a uniform curriculum throughout the state, and an enhanced distance education system.

WORK AND COLLEGE PREPAREDNESS: Along with demographic challenges and teacher shortages, our students are lacking in college preparedness. It is imperative that all ND education partners join the private sector to work to provide high-quality education that helps business and policy makers respond to current and future workforce needs. To be prepared for 21st century jobs, all of our students – whether college or workforce bound – must develop strong skills in English, mathematics, technology and science, as well as literature, history, and the arts will be essential for many. Beyond this, students will have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well-organized, able to learn very quickly, work well as a member of a team, and have the flexibility to adapt quickly to frequent changes in the labor market as the shifts in the economy become ever faster and more dramatic.

Agency Accomplishments 2007-2009

ACADEMIC STANDARDS AND STATE ASSESSMENTS: The department facilitates multiple committees of statewide educators and community leaders who develop the state's content standards, academic achievement standards, and conduct various content alignment bias reviews, and general quality assurance checks for the state's assessments according to established protocols.

Content and Academic Achievement Standards: The department implemented final, revised content standards for state science, state social studies, and state health and physical education standards, and established English language proficiency standards for all English language learners. The department has also established and implemented achievement standards in reading, mathematics, and science for the general state assessments,

Assessments: The department established and implemented new state science assessments; revised and implemented alternate assessments for students with significant cognitive disabilities based on alternate achievement standards; developed and implemented academic achievement standards and assessments for students with persistent learning difficulties based on modified achievement standards; and developed and implemented academic achievement standards and new English Learning Proficiency assessments for students with limited English proficiency. The department piloted online assessments to measure both student and teacher technology achievement against established standards.

AGENCY EFFECTIVENESS: The department performed a fraud risk assessment to balance operational and economic costs against the likelihood of financial occurrences detrimental to the achievement of agency goals; continued to refine and improve DPI's management structure to improve accountability, increase efficiency, and lessen personnel costs; successfully advocated for the financial and human resources necessary to support agency initiatives; enhanced our ability to retain Human Capital by recognizing contributions of long-serving staff members; and increased organizational accountability and fiscal integrity by assigning grant managers to all administrative units.

HEALTH AND WELLNESS: The department successfully integrated statewide collection of student data regarding Suspension, Expulsion and Truancy and Gun Violations into the statewide "STARS" student data system. The department received Suspension, Expulsion and Truancy reports from all ND school buildings which indicated that the overall incidents of violence has decreased slightly and -- for the 7th consecutive year - ND had no schools identified as "persistently dangerous." Weighted data obtained from the 2009 Youth Risk

Behavior Survey of ND youth in grades 7 – 12 revealed a reduction in student smoking, consumption of beverages containing sugar, and an increase in the number of students wearing seat belts.

The department partnered with the Department of Health to inform all schools as to the prevention of the H1N1 influenza virus and provided sample template letters for parents, students and health care providers.

During the biennium, six schools received a Healthier US School Challenge award, signifying exemplary school nutrition and wellness practices. Sixty-one schools participated in the USDA Fresh Fruit and Vegetable Program, which provides students with free fresh fruits and vegetable snacks during the school day. In addition, USDA 86 Team Nutrition sub-grants were awarded to schools and child care sponsors to promote nutrition and wellness best practices and nutrition education initiatives. Over \$14M worth of USDA Commodity Foods were distributed throughout the state to low income households.

INFORMATION TECHNOLOGY AND STATEWIDE REPORTING

AYP: The department has produced and disseminated annual, valid and reliable reports pertaining to student achievement, participation in state assessments, attendance, graduation and other program indicators to all schools, school districts, and the state; it has produced annual and disseminated Adequate Yearly Progress reports to identify progress against established success benchmarks

The department has prepared and proposed statewide growth model accountability reporting as an alternative manner of determining school and school district progress for the purposes of reporting annual Adequate Yearly Progress. The growth model provides an innovative means of measuring student growth against the state's challenging achievement standards and aids schools in monitoring and supporting student growth. The proposal is currently undergoing federal review.

District Support: The department created regulations and resources for the American Recovery and Reinvestment Act which were published on DPI's website, and disseminated to all schools. An online application was developed to be used by school districts to apply for federal stimulus grants. The system allows DPI to approve and monitor the grant process and meet subsequent federal reporting requirements.

Case Management: During the 2008-09 school year, the department extended use of a web-based special education management system to all public schools in the State. The system is designed to assist case managers prepare individualized education programs and other required forms that meet students' unique needs and provides a service for educators that will enhance their ability to use data to serve students more effectively. ND is one of the first states to accomplish this.

Collaboration: The department continues joint efforts with the Education Standards and Practices Board to move the teacher data collected to a modern architecture; continues to work with the Department of Human Services to automate the matching of students eligible for free lunches and electronic notification of school districts; and continues to enhance the State Automated Reporting System (STARS) based on requests from the field and legislative requirements.

Data Quality Grant: DPI received a \$6.7 M grant from the US Department of Education to build a longitudinal data system and we are in the first stages of planning with our education partners.

INTER-AGENCY COLLABORATION: As a result of P-20 collaboration, DPI was successful in obtaining legislative approval to assist in the development of a multi-agency, comprehensive career planning program; offer two new high school scholarship opportunities for high school seniors beginning with the 2009-10 graduating class, and received a Data Quality Grant for K-12 to improve the collection and management of school data. In an effort to improve the quality of the data, the legislature now requires that all school districts utilize Power School as a uniform reporting tool in data collection and provides for a uniform system of student identification – high school to college.

The department is collaborating with a number of career and technical centers to relocate adult learning centers to their facilities to encourage and engage students in post secondary programs.

The department developed partnerships with family and community-based organizations to better address academic and non-academic barriers to student performance. Programs are aimed at teaching literacy and related education development to families of eligible students; the integration of community service projects to teach students about democracy and citizenship; and the provision of academic enrichment programs that reinforce and complement regular education programs.

PERSONNEL DEVELOPMENT: The department coordinates a State Personnel Development Grant to increase the number of special educators and Speech-Language Pathologists in rural schools. This past year, select DPI staff members were featured presenters at several national forums regarding accomplishments related to grant activities. An outcome of this effort was the development of a recruitment video and a brochure regarding ND Careers in Special Education and Speech-Language Pathology. In addition, a postcard addressed to high school students was widely distributed within the state to encourage careers in special education and speech-language pathology.

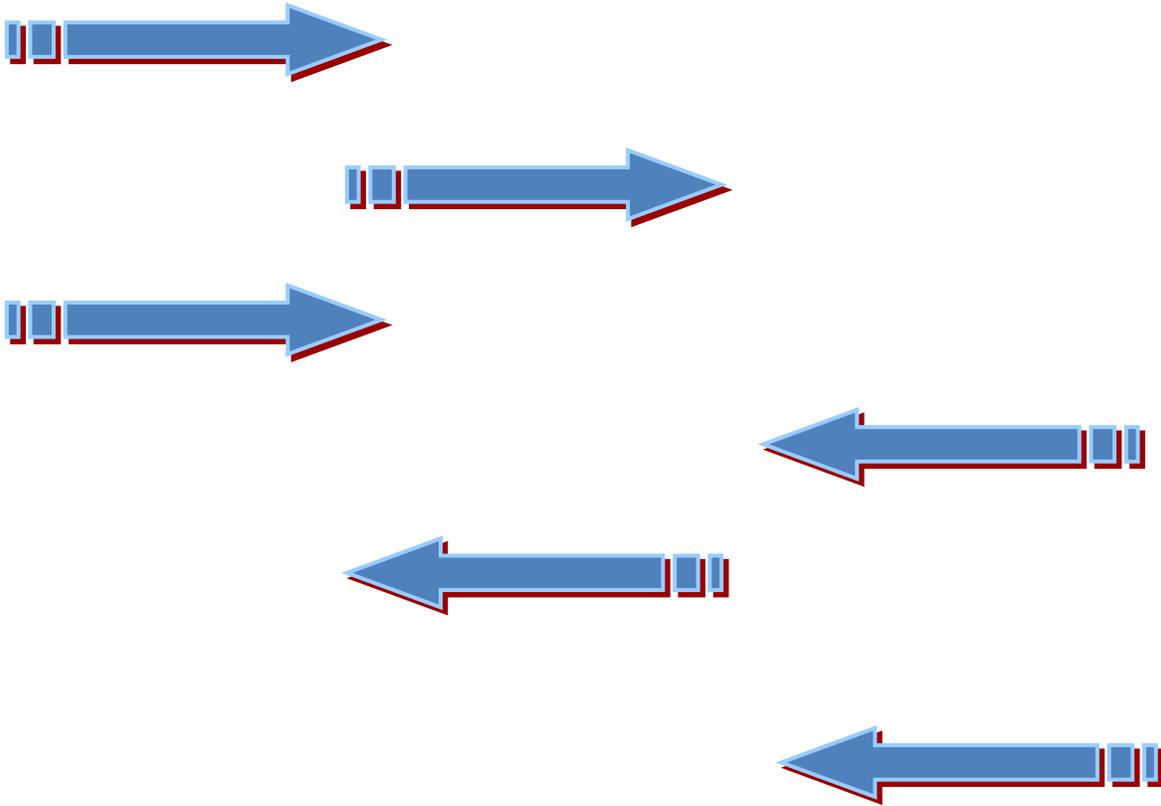
Title 1 teachers were provided professional development in math and reading content areas; funds were targeted to help low achieving students reach proficiency on challenging state standards and assessments in reading and math.

In 2008, the department awarded scholarships to eight individuals to complete training to become Speech-Language Pathologists; an additional 98 traineeships were given to individuals to become Special Education teachers; and 26 persons received scholarship funds to become Resident Teachers.

The Commission on Education Improvement made recommendations to the 61st Legislative Assembly to create a national board certification fund, required schools to complete a professional development plan to be approved by DPI, and funded teacher support programs. DPI is actively participating with school districts in plan development.

The department established a statewide system of support whereby technical assistance is provided to districts and schools identified as needing improvement. Support teams deliver training for the development of standards, adoption of intervention strategies, design corrective action plans, and a system to monitor and evaluate provider effectiveness.

SCHOOL FUNDING: The 2007 Legislative Assembly enacted a comprehensive revision of the K-12 school funding formula and provided a framework designed to improve the adequacy and equitable distribution of state funding for schools. The interim work by the Commission on Education Improvement continued, but focused on Adequacy issues for schools. The 2009 Legislative Assembly made recommendations for improving student performance, professional development; set high school graduation requirements and prescribed content areas. The department developed and trained district personnel to use the new state school aid payment system and created a web based state school aid payment system which allows school districts to view their payments and supporting calculations online. The department has long supported local initiatives for comprehensive regional education agencies. The percentage of students served by REA's increased to 99% during the biennium. The 2009 Legislative Assembly provided state funding through the state aid formula and granted REA's contractual rights.



Schools Approved and Accredited 2007-2009

Public and nonpublic schools (K-12) documented their intention to meet the state statutory requirements by submitting a Certification of Compliance each September. Receipt of this certificate confirms the school's intent to be in compliance until the formal review is conducted by the Approval & Accreditation Unit.

By December 31st of each year, the department completes compliance reviews of data submitted by the schools. The reviews are based upon the following requirements: (1) teachers hold valid teaching licenses; (2) all students have access to a basic curriculum; (3) the school conforms with the law requiring 173 full days of instruction; and (4) the state and municipal health, fire and safety codes are met. Public and nonpublic kindergarten programs that seek department approval are reviewed for the criteria in NDCC 15.1-22-03.

Elementary Schools

2007-2008 School Year

- 289 Public elementary schools approved
- 50 Nonpublic elementary schools approved
- 1 Public elementary school not approved
- 6 Nonpublic elementary schools not approved
- 286 Public elementary schools accredited
- 20 Nonpublic elementary schools accredited
- 4 Public elementary schools not accredited
- 3 Nonpublic elementary schools not accredited
- 29 Nonpublic elementary schools nonclassified*

2008-2009 School Year

- 291 Public elementary schools approved
- 51 Nonpublic elementary schools approved
- 0 Public elementary school not approved
- 3 Nonpublic elementary schools not approved
- 289 Public elementary schools accredited
- 20 Nonpublic elementary schools accredited
- 2 Public elementary schools not accredited
- 3 Nonpublic elementary schools not accredited
- 28 Nonpublic elementary schools nonclassified*



Schools Approved and Accredited 2007-2009

Secondary Schools

2007-2008 School Year

- 197 Public middle level and secondary schools approved
- 15 Nonpublic middle level and secondary schools approved
- 0 Public middle level and secondary schools not approved
- 1 Nonpublic school not approved
- 3 State schools approved
- 197 Public middle level and secondary schools accredited
- 9 Nonpublic middle level and secondary schools accredited
- 0 Public middle level and secondary schools not accredited
- 0 Nonpublic middle level and secondary schools not accredited
- 6 Nonpublic middle level and secondary schools nonclassified
- 3 State schools accredited

2008-2009 School Year

- 196 Public middle level and secondary schools approved
- 15 Nonpublic middle level and secondary schools approved
- 0 Public middle level and secondary schools not approved
- 1 Nonpublic school not approved
- 3 State schools approved
- 196 Public middle level and secondary schools accredited
- 9 Nonpublic middle level and secondary schools accredited
- 0 Public middle level and secondary schools not accredited
- 0 Nonpublic middle level and secondary schools not accredited
- 6 Nonpublic middle level and secondary schools nonclassified
- 3 State schools accredited

*Accreditation is a voluntary process. Nonpublic schools which do not seek accreditation are considered nonclassified.

Completed Projects

North Dakota State Improvement Grant Program Supplement

Special Education Act (IDEA) State Program Improvement Grant for Children with Disabilities

Special Education Act (IDEA) General Supervision Enhancement Program

Title 1 Part A Improving the Academic Achievement of the Disadvantaged

Title 1 Part B Reading First



Resources and Publications

The department's website provides a convenient place to access resources and publications relating to North Dakota schools and also includes links to other education websites. Resources and publications may also be obtained by written request to: Department of Public Instruction, 600 East Boulevard Avenue, Dept. 201, Bismarck, North Dakota 58505-0440.

Administrative Services

ND Century School Code & Supplements (Available online on Legislative Council's website.)
ND Educational Directory
Organizational Chart

Child Nutrition and Food Distribution

Administrative Update
Child Nutrition and Food Distribution Annual Report
North Dakota Directions Newsletter
Nutrition News for Teachers
Round Up Newsletter

Coordinated School Health and Adult Education

Dakota's Best Healthy Kids Activity Book for Grades K-1 and Teacher's Guide
HIV/AIDS Education: School Requirements for ND Schools North Dakota Health Standards
North Dakota Youth Risk Behavior Resource Guide
Research-based Curriculums and Training Plans

Management Information Systems

Administrative and Instructional Personnel Data in Public Schools
ND School District Map
School Listings

School Approval and Accreditation

Manual of K-12 Course Codes and Descriptions
School Calendar

Special Education

Guidelines: Education Surrogate Parent
Parent Guide to Special Education
Procedural Safeguards-Prior Written Notice and Parental Consent Procedures
Evaluation Process
Identification and Evaluation of Students W/Specific Learning Disabilities
Autism Guidelines
Individualized Education Program Planning Process
ND Policy Papers in Education

Resources and Publications

Standards and Achievement

Content & Performance Standards
A Guide to the Annual Adequate Yearly Progress Report
North Dakota Achievement Standard Cut Scores
North Dakota State Accountability Workbooks
North Dakota Consolidated State Application
State Assessment Training Modules

Title I

Monthly Title I Newsletters
Title I Program Brochures
Scientifically Based Reading Research Teacher Tools
An Overview of Teaching Strategies for SBRR
Scientifically-Based Reading Research
Best Practices and Teaching Ideas for Mathematics Classroom
Questions and Answers Document on No Child Left Behind
The AYP Communication Toolkit for Schools
Title I Fast Facts Series
Title I Fiscal Toolkit – Revised September 2009
Math Month – April 2007
Reading Month – February 2007
Title I Video and Materials Library
In-Service Training Lists
Reading Assessment Resources
Math Assessment Resources
Instructional Coach Resources
Native American Resources Preschool Guidance – Revised September 2009
Quarterly Program Improvement News Brief
Response to Intervention Resources
What Works Document
Research/Resources Report (RRR)
Title I Compliance Series
Title I Monthly Parental Involvement Guide
Supplemental Services Resource Guide



DEPARTMENT OF PUBLIC INSTRUCTION
DPI SCHEDULE OF CHANGES TO APPROPRIATION
FOR THE BIENNIUM ENDED JUNE 30, 2009

LINE ITEM	ORIGINAL APPROPRIATION	ADJUSTED APPROPRIATION	APPROPRIATION CHANGE
Salaries & Wages	\$ 11,415,534	\$ 11,814,875	\$ 399,341
Operating Expenses	\$ 19,738,294	\$ 20,771,454	\$ 1,033,160
Grants - Foundation Aid	\$ 726,165,879	\$ 736,694,699	\$ 10,528,820
Grants - Special Education	\$ 17,500,00	\$ 13,138,279	\$ -4,361,721
Grants - Other Grants	\$ 227,701,806	\$ 321,600,473	\$ 93,898,667
Grants - Transportation	\$ 33,500,000	\$ 33,500,000	\$0
Transportation Efficiency	\$ 30,000	\$ 30,000	\$0
National Board Certification	\$ 40,000	\$ 40,000	\$0
TOTAL EXPENDITURE AUTHORITY	<u><u>\$1,036,091,513</u></u>	<u><u>\$1,137,589,780</u></u>	<u><u>\$101,498,267</u></u>
GENERAL FUND EXPENDITURE AUTHORITY	\$ 710,423,275	\$ 721,638,296	\$ 11,215,021
FEDERAL FUND EXPENDITURE AUTHORITY	\$ 248,152,182	\$ 338,435,428	\$ 90,283,246
SPECIAL FUND EXPENDITURE AUTHORITY	\$ 77,516,056	\$ 77,516,956	\$0
TOTAL EXPENDITURES BY SOURCE	<u><u>\$1,036,091,513</u></u>	<u><u>\$1,137,589,780</u></u>	<u><u>\$ 39,225,300</u></u>

DEPARTMENT OF PUBLIC INSTRUCTION
DPI COMPARISON OF EXPENDITURES TO APPROPRIATION
FOR THE BIENNIUM ENDED JUNE 30, 2009

LINE ITEM	ADJUSTED APPROPRIATION	AMOUNT EXPENDED	PERCENT EXPENDED
Salaries & Wages	\$ 11,814,875	\$ 10,631,985	90.0%
Operating Expenses	\$ 20,771,454	\$ 15,922,169	76.7%
Grants - Foundation Aid	\$ 736,694,699	\$ 736,438,152	100%
Grants - Special Education	\$ 13,138,279	\$ 13,138,279	100.0%
Grants - Transportation	\$ 33,500,000	\$ 33,500,000	100.0%
Grants - Other Grants	\$ 321,600,473	\$ 224,352,504	69.8%
Transportation Efficiency	\$ 30,000	\$ 5,000	16.7%
National Board Certification	\$ 40,000	\$ 40,000	100.0%
TOTAL EXPENDITURE AUTHORITY	<u>\$1,137,589,780</u>	<u>\$1,034,028,088</u>	
GENERAL FUND EXPENDITURE AUTHORITY	\$ 721,638,296	\$ 721,612,441	100.0%
FEDERAL FUND EXPENDITURE AUTHORITY	\$ 338,435,428	\$ 235,329,383	70%
SPECIAL FUND EXPENDITURE AUTHORITY	\$ 77,516,956	\$ 77,086,264	99%
TOTAL EXPENDITURES BY SOURCE	<u>\$1,137,589,780</u>	<u>\$1,034,028,088</u>	91%

DPI EXPENDITURE REPORT
FOR THE BIENNIUM ENDED JUNE 30, 2009

<u>DESCRIPTION</u>	<u>AMOUNT</u>	<u>TOTAL</u>
Salaries & Wages	\$7,876,736	
Fringe Benefits	<u>\$2,755,249</u>	
TOTAL SALARIES & WAGES		\$10,631,985
IT - Data Processing	\$682,444	
IT - Communications	\$122,690	
Travel (State & Nonstate Employees)	\$714,776	
Supplies - IT Software	\$85,915	
Postage	\$80,535	
Rental/Leases - Equipment & Other	\$13,097	
Rental/Leases - Building/Land	\$231,405	
Professional Development	\$171,061	
Utilities	\$10	
Repairs	\$13,964	
Operating Fees & Services	\$431,965	
Professional Development	\$198,101	
Fees-Professional Services	\$12,455,779	
Insurance	\$13,097	
Office Supplies	\$68,800	
Printing	\$236,799	
Supplies/Materials - Professional	\$247,016	
Miscellaneous Supplies	\$12,309	
Other Equipment Under \$5,000	\$1,956	
IT Equipment under \$5,000	\$58,713	
Office Equipment & Furniture	\$47,074	
Grants, Benefits & Claims	<u>\$214,422</u>	
TOTAL OPERATING EXPENSES		\$15,922,169
TOTAL ADMINISTRATION		\$26,554,155
Grants - Individuals	\$508,262	
Grants - Associations	\$15,588,147	
Grants - State Colleges	\$3,827,966	
Grants - School Districts	\$905,953,864	
Grants - Private & Non-State	\$1,080,853	
Grants - Special Education Units	\$72,619,694	
Grants - Transfer to Federal Fund	\$1,135,087	
Grants - Miscellaneous Grants	<u>\$6,715,061</u>	
TOTAL GRANTS, BENEFITS & CLAIMS		\$1,007,428,934
SPECIAL LINE ITEMS		
Transportation Efficiency	\$5,000	
National Board Certification	<u>\$40,000</u>	
TOTAL SPECIAL LINE ITEMS		<u>\$45,000</u>
TOTAL DEPARTMENT EXPENDITURES	36	<u>\$1,034,028,089</u>

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2008 - 2009

Modified 05/27/2009
Page 1 of 1

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
<http://www.dpi.state.nd.us/testing/account/AYP0809.pdf>

Reading				Math					
2009 State Intermediate Goals		4th Grade -- 82.6%	8th Grade -- 80.7%	11th Grade -- 71.5%	2009 State Intermediate Goals		4th Grade -- 72.9%	8th Grade -- 68.7%	11th Grade -- 62.1%
Listed below are state's scores				Listed below are state's scores					
Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule		
Composite Score	78.07%	77.22%	98.94%	Composite Score	67.03%	77.33%	99.02%		
Subgroups:				Subgroups:					
Economically disadvantaged	78.07%	67.28%	98.45%	Economically disadvantaged	67.03%	68.37%	98.67%		
Ethnicity:				Ethnicity:					
White	78.07%	80.09%	99.28%	White	67.03%	80.30%	99.33%		
Native American	78.07%	54.77% *	97.92%	Native American	67.03%	55.09% *	97.82%		
Black	78.07%	59.23% *	96.43%	Black	67.03%	56.13% *	98.16%		
Asian	78.07%	77.95%	95.94%	Asian	67.03%	80.39%	98.08%		
Hispanic	78.07%	68.01%	96.51%	Hispanic	67.03%	64.86%	96.76%		
Other	78.08%	59.90% *	84.96% *	Other	67.02%	65.07%	82.17% *		
Students with disabilities	78.07%	61.07%	97.81%	Students with disabilities	67.03%	61.91%	98.38%		
Students with limited English proficiency	78.08%	42.01% *	95.89%	Students with limited English proficiency	67.01%	46.98% *	97.83%		
State Secondary Indicator(s):				Graduation	Goal: 73.09%	Result: 86.90%			
				Attendance	Goal: 93.00%	Result: >=95.0%			
Adequate Yearly Progress Category:				Did not meet Adequate Yearly Progress					

**ND Public Schools' Adequate Yearly Progress (AYP)
Identification Status**

AYP Identification Status	2003-04 Number of Schools (n=488 schools)*	2004-05 Number of Schools (n=486 schools)*	2005-06 Number of Schools (n= 477 schools)*	2006-07 Number of Schools (n=478 schools)*	2007-08 Number of Schools (n= 470 schools)*	2008-09 Number of Schools (n=465 schools)*
Met AYP	442	444	436	437	301	350
Did not meet AYP	46	42	41	41	169	115

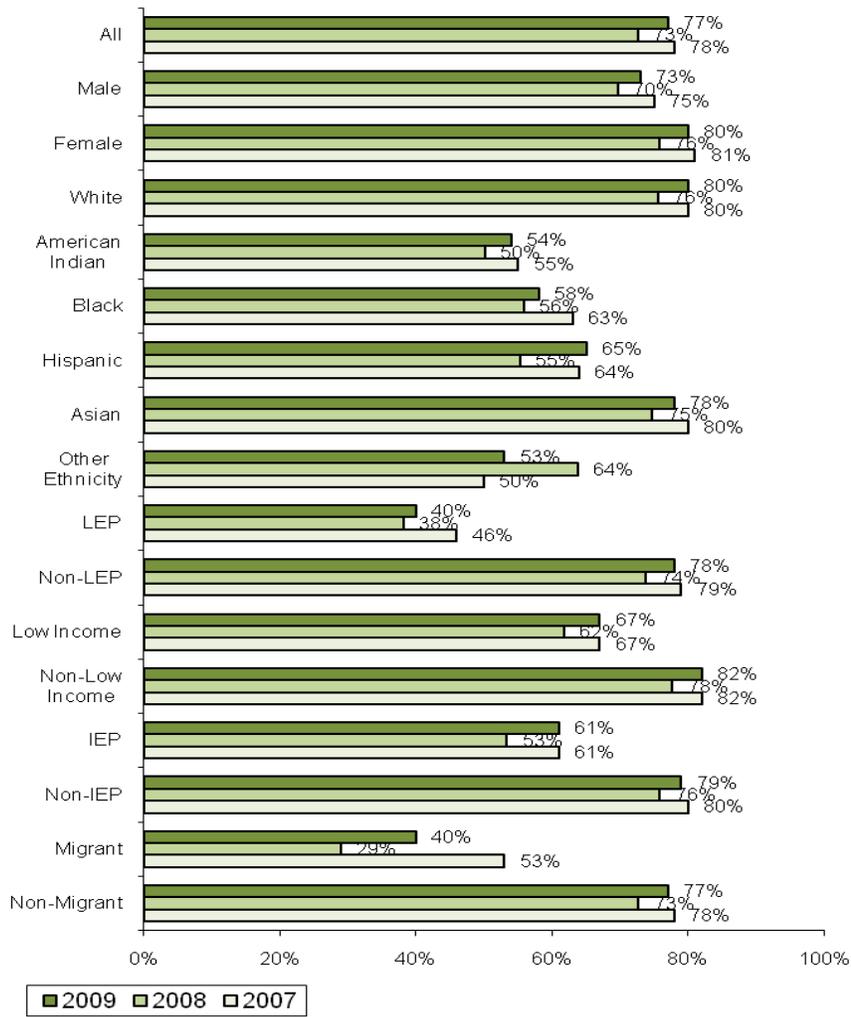
*Variances in the number of schools are the result of school reorganizations.

**ND Public School District Adequate Yearly Progress (AYP)
Identification Status**

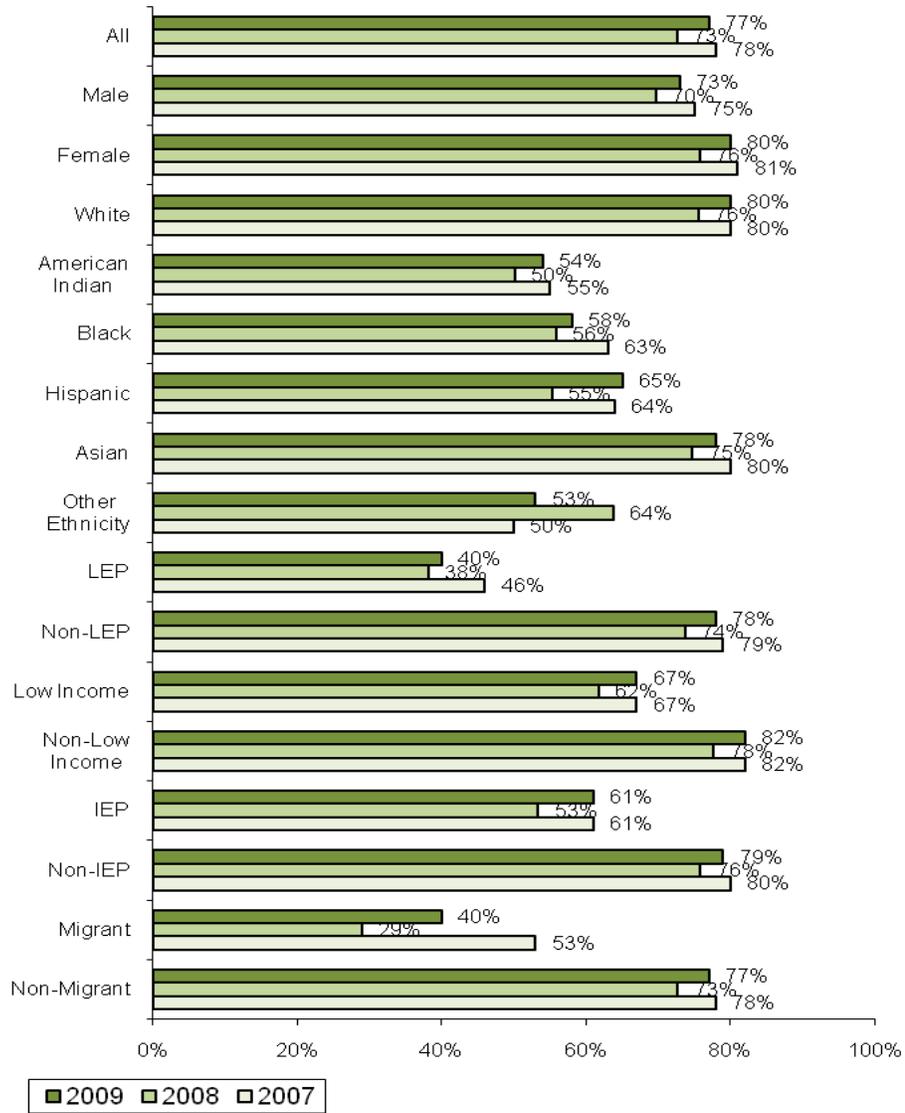
AYP Identification Status	Number of Districts, 2003-04 (n=205 districts)	Number of Districts, 2004-05 (n=202 districts)	Number of Districts, 2005-06 (n=197 districts)	Number of Districts, 2006-07 (n=195 districts)	Number of Districts, 2007-08 (n=187 districts)	Number of Districts, 2008-09 (n=183 districts)
Met AYP	173	181	176	169	114	141
Did not meet AYP	32	21	21	26	73	42

*Variances in the number of school districts are the result of school district reorganizations

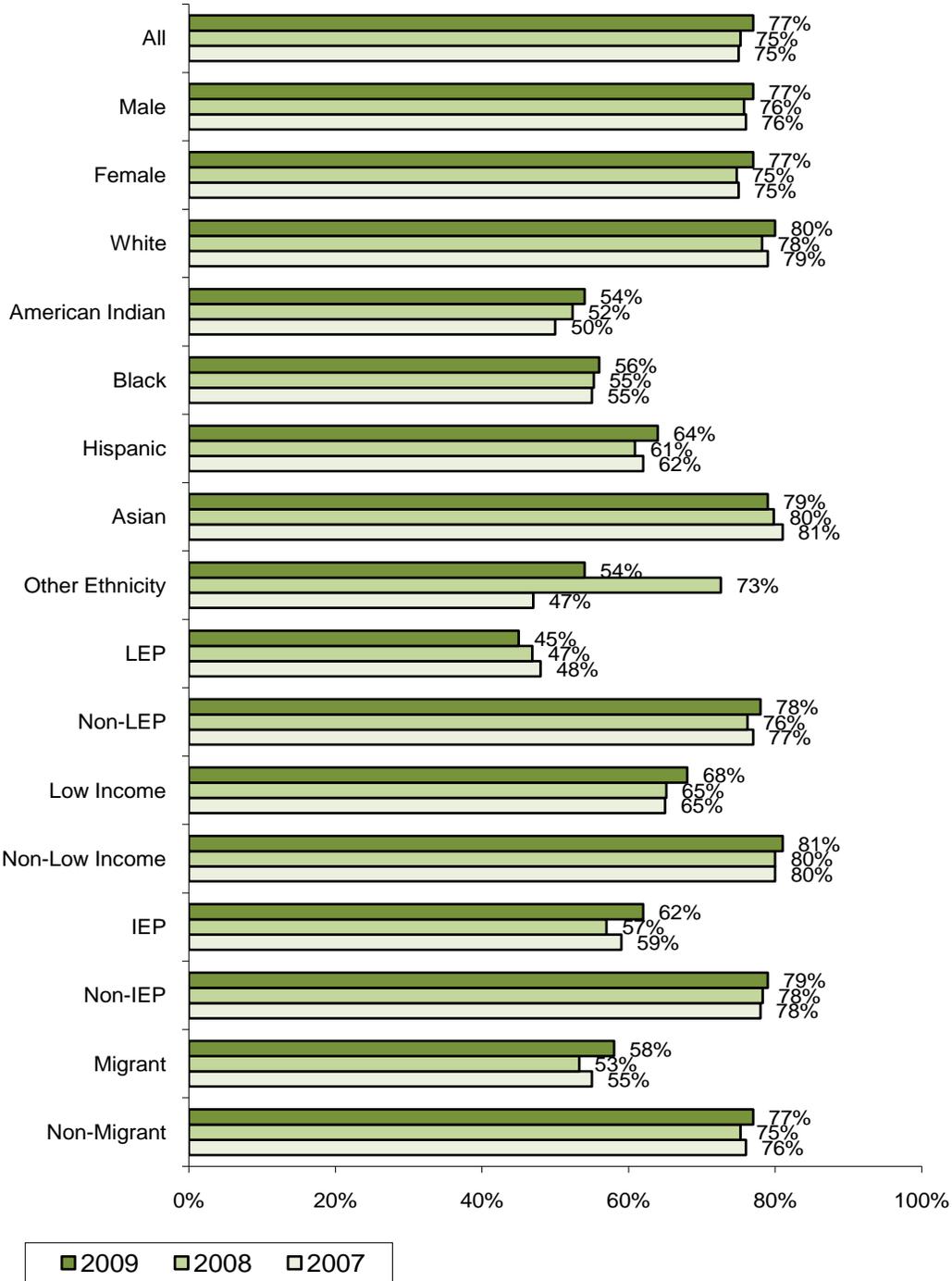
**North Dakota State Testing: Reading Results Over Time (Across Grades)
Results for 2007, 2008, and 2009
Percent Proficient/Advanced**



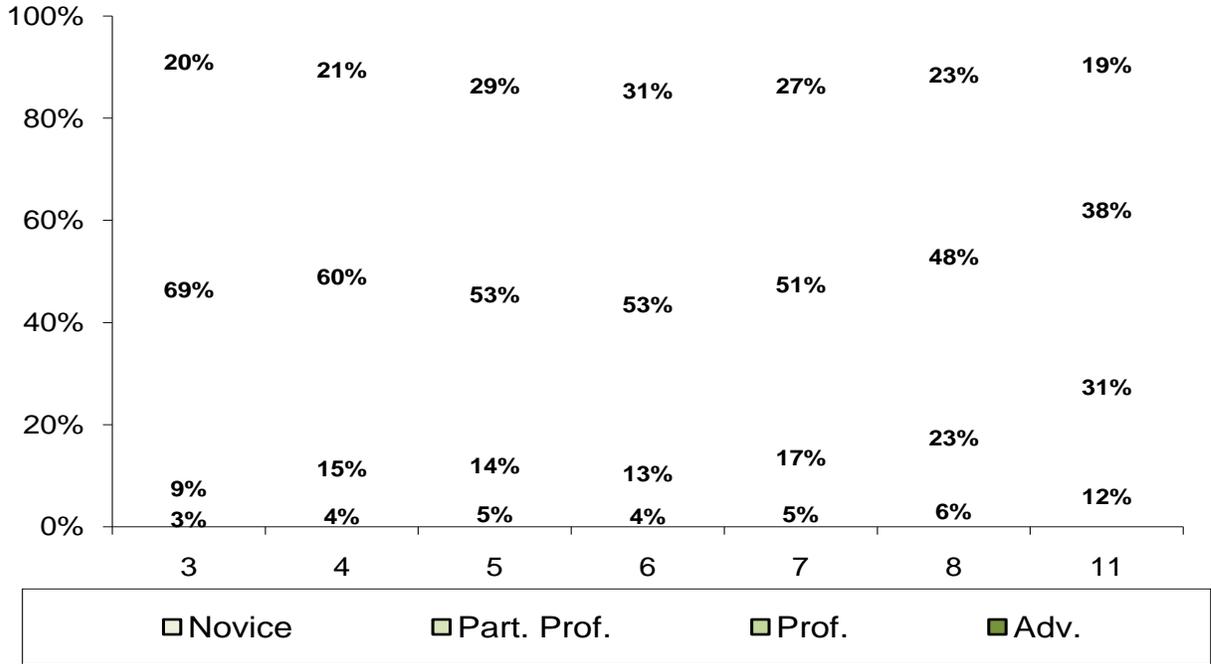
**North Dakota State Testing: Reading Results Over Time (Across Grades)
Results for 2007, 2008, and 2009
Percent Proficient/Advanced**



North Dakota State Testing: Math Results Over Time (Across Grades)
Results for 2007, 2008, and 2009
Percent Proficient/Advanced



North Dakota State Testing: Reading Results in 2009
Percent Scoring in Each Achievement Category
By Grade



North Dakota State Testing: Math Results in 2009
Percent Scoring in Each Achievement Category
By Grade

