

**North Dakota  
Consolidated State Application  
May 1, 2003 Submission**

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)**

**Due: May 1, 2003**

**U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202**

## **Instructions for Completing the Consolidated State Application May 1, 2003, Submission**

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their May 1, 2003, consolidated applications is listed below. This list differs from the list in the Consolidated State Application form distributed in 2002 in that it excludes (1) the information that States were required to submit in their January 31, 2003, Accountability Workbooks, (2) the information States are to provide for Goal 5 (All students will graduate from high school), and (3) the information States are to provide regarding their objectives for student development and attainment of English proficiency. It also corrects an error in the application package. The 2002 application package indicated that performance targets for non-AYP indicators would be due in May 2003. It should have stated that both targets and baseline data for non-AYP indicators would be due in September 2003.

(1) Accountability Workbooks. States are expected to submit any outstanding accountability workbook information at the time and in the manner previously established by the Department.

(2) Goal 5 baseline data and targets. The Department is considering publishing an amendment to the Consolidated State Application regulations to require States to use the same definition for graduation rate that has been approved by the Department as part of the State's Accountability Plan under Title I, Part A of the ESEA. Therefore the submission date for baseline data and targets for Goal 5 is changed from May to September 2003.

(3) English Proficiency Objectives. Since many States have indicated that they will not have objectives related to student development and attainment of English proficiency by May, the Department is deferring submission of the objectives until September 2003.

## Summary of Information Required for May 1, 2003 Submission

### A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

1. Baseline data and performance targets for the following AYP- related indicators.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum by attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Baseline data and performance targets for all ESEA Goals and indicators not included in this May 1, 2003, submission will be due on September 1, 2003.**

2. Baseline data and performance targets for any State identified goals and indicators.

## **B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

Consistent with the consolidated State Application Package distributed in Spring 2002, States are asked to submit the following information by May 1, 2003:

1a. Evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

1b. Detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

1c. A detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

1d. A detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

This workbook format has been developed to facilitate preparation and submission of the information required in this May 1 submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is May 1, 2003.

## **Transmittal Instructions**

To expedite the receipt of this May 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to [conapp@ed.gov](mailto:conapp@ed.gov).

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims  
U.S. Department of Education  
400 Maryland Ave., SW  
Room 3W300  
Washington, D.C. 20202-6400  
(202) 401-0113

## **A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS**

### Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide baseline data from the 2001-2002 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2001-2002 school year. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during 2001-2002.

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 3**

<b>Grade 3 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 3 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4**

<b>Grade 4 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	56.4%
African American/Black	23.3%
American Indian/Native Alaskan	24.2%
Asian/Pacific Islander	59.5%
Hispanic	38.1%
White	60.4%
Other	40.5%
Students with Disabilities	25.9%
Students without Disabilities	61.0%
Limited English Proficient	32.6%
Economically Disadvantaged	43.3%
Non-Economically Disadvantaged	63.2%
Migrant	28.6%
Male	57.6%
Female	55.1%

<b>Grade 4 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	73.9%
African American/Black	61.6%
American Indian/Native Alaskan	42.0%
Asian/Pacific Islander	71.4%
Hispanic	63.9%
White	77.6%
Other	54.1%
Students with Disabilities	41.4%
Students without Disabilities	78.8%
Limited English Proficient	47.7%
Economically Disadvantaged	62.7%
Non-Economically Disadvantaged	79.7%
Migrant	66.7%
Male	70.4%
Female	77.8%

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 5**

<b>Grade 5 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 5 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 6**

<b>Grade 6 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 6 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 7**

<b>Grade 7 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 7 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8**

<b>Grade 8 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	42.5%
African American/Black	26.8%
American Indian/Native Alaskan	14.0%
Asian/Pacific Islander	47.5%
Hispanic	19.8%
White	45.1%
Other	35.1%
Students with Disabilities	6.0%
Students without Disabilities	47.2%
Limited English Proficient	8.2%
Economically Disadvantaged	27.5%
Non-Economically Disadvantaged	47.8%
Migrant	40.0%
Male	43.8%
Female	41.4%

<b>Grade 8 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	67.0%
African American/Black	56.3%
American Indian/Native Alaskan	36.3%
Asian/Pacific Islander	64.4%
Hispanic	48.1%
White	69.8%
Other	57.9%
Students with Disabilities	19.1%
Students without Disabilities	73.1%
Limited English Proficient	24.7%
Economically Disadvantaged	51.8%
Non-Economically Disadvantaged	72.4%
Migrant	40.0%
Male	61.4%
Female	73.2%

**BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL**

<b>High School Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	34.2%
African American/Black	28.3%
American Indian/Native Alaskan	5.3%
Asian/Pacific Islander	35.9%
Hispanic	27.4%
White	35.7%
Other	24.5%
Students with Disabilities	6.7%
Students without Disabilities	36.4%
Limited English Proficient	16.7%
Economically Disadvantaged	21.0%
Non-Economically Disadvantaged	36.8%
Migrant	20.0%
Male	35.2%
Female	33.3%

<b>High School Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	51.3%
African American/Black	35.6%
American Indian/Native Alaskan	21.9%
Asian/Pacific Islander	41.5%
Hispanic	48.4%
White	53.0%
Other	30.8%
Students with Disabilities	10.5%
Students without Disabilities	54.6%
Limited English Proficient	19.5%
Economically Disadvantaged	38.3%
Non-Economically Disadvantaged	53.8%
Migrant	30.0%
Male	45.6%
Female	57.1%

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide performance targets for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. Three sets of charts have been provided to accommodate States' varying plans for setting annual measurable objectives, with some States having the same annual measurable objectives for all grade levels in the State and other States having separate annual measurable objectives for elementary, middle, and high schools. At the top of each set of charts, please indicate the grades levels to which your annual measurable objectives apply.

## STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

GRADES: ELEMENTARY

<b>Math</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	50.2%
2003-2004 Target	54.8%
2004-2005 Target	59.3%
2005-2006 Target	63.8%
2006-2007 Target	68.3%
2007-2008 Target	72.9%
2008-2009 Target	77.4%
2009-2010 Target	81.9%
2010-2011 Target	86.4%
2011-2012 Target	91.0%
2012-2013 Target	95.5%
2013-2014 Target	100.0%

<b>Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	68.0%
2003-2004 Target	70.9%
2004-2005 Target	73.8%
2005-2006 Target	76.7%
2006-2007 Target	79.6%
2007-2008 Target	82.6%
2008-2009 Target	85.5%
2009-2010 Target	88.4%
2010-2011 Target	91.3%
2011-2012 Target	94.2%
2012-2013 Target	97.1%
2013-2014 Target	100.0%

**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)**

GRADES:  MIDDLE

<b>Math</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	38.9%
2003-2004 Target	44.4%
2004-2005 Target	50.0%
2005-2006 Target	55.5%
2006-2007 Target	61.1%
2007-2008 Target	66.7%
2008-2009 Target	72.2%
2009-2010 Target	77.8%
2010-2011 Target	83.3%
2011-2012 Target	88.9%
2012-2013 Target	94.4%
2013-2014 Target	100.0%

<b>Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	64.6%
2003-2004 Target	67.8%
2004-2005 Target	71.1%
2005-2006 Target	74.3%
2006-2007 Target	77.5%
2007-2008 Target	80.7%
2008-2009 Target	83.9%
2009-2010 Target	87.1%
2010-2011 Target	90.4%
2011-2012 Target	93.6%
2012-2013 Target	96.8%
2013-2014 Target	100.0%

## STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

GRADES:     HIGH SCHOOL    

<b>Math</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	30.4%
2003-2004 Target	36.8%
2004-2005 Target	43.1%
2005-2006 Target	49.4%
2006-2007 Target	55.7%
2007-2008 Target	62.1%
2008-2009 Target	68.4%
2009-2010 Target	74.7%
2010-2011 Target	81.0%
2011-2012 Target	87.4%
2012-2013 Target	93.7%
2013-2014 Target	100.0%

<b>Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	47.7%
2003-2004 Target	52.4%
2004-2005 Target	57.2%
2005-2006 Target	61.9%
2006-2007 Target	66.7%
2007-2008 Target	71.5%
2008-2009 Target	76.2%
2009-2010 Target	81.0%
2010-2011 Target	85.7%
2011-2012 Target	90.5%
2012-2013 Target	95.2%
2013-2014 Target	100.0%

### Baseline Data and Performance Targets for Performance Indicator 1.3

In the following chart, please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, please indicate the percentage of Title I schools that will make adequate yearly progress from the 2002-2003 school year through the 2013-2014 school year.

<b>Baseline Data and Targets</b>	<b>Percentage of Title I Schools Making Adequate Yearly Progress</b>
2001-2002 Baseline	91.6%
2002-2003 Target	76.5%
2003-2004 Target	64.4%
2004-2005 Target	68.0%
2005-2006 Target	71.5%
2006-2007 Target	75.0%
2007-2008 Target	78.6%
2008-2009 Target	82.2%
2009-2010 Target	85.8%
2010-2011 Target	89.3%
2011-2012 Target	92.9%
2012-2013 Target	96.4%
2013-2014 Target	100.0%

**According to the State's proposed Consolidated Accountability Plan, schools and districts will accumulate up to three years of student population in order to ensure greater reliability. At 2004 schools will accumulate their full applicable student populations for reliability, effectively establishing a baseline for state level performance. Based on this plan, the State anticipates a steadily increasing number of schools that do not meet Adequate Yearly Progress during 2001-04. Following the establishment of this baseline, the State projects equal increments in the increased number of schools that make Adequate Yearly Progress from 2004-05 through 2014.**

**2. Baseline data and performance targets for any State identified goals and indicators**

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If your State included any State identified goals and indicators in its June 2002 consolidated State application submission, please provide baseline data and performance targets for those goals and indicators below.

**BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS**

The State does not propose to establish any additional goals and indicators beyond those identified within ESEA.

## B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

### 1a. Please provide evidence that the State has:

- **adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or**
- **disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.**

### STATE RESPONSE

In the North Dakota Consolidated State Application, dated June 2002, the State established a time schedule for the development of State content standards in reading/language arts and mathematics for all grades 3-8 and high school, consistent with ESEA section 1111(b)(1). The State has proceeded in meeting all phases of the proposed development cycle on schedule.

The State does not anticipate the final delivery of the content standards until approximately August 2003. The current draft of the developing content standards is available for review at the following website:  
<http://www.dpi.state.nd.us/standard/content.shtm> .

In April 2003, the North Dakota Legislative Assembly enacted legislation regarding the administration of state assessments in high school. Enrolled Senate Bill 2065, which becomes effective in August 2003, requires that the administration of the state assessments in high school occur during the fall of the eleventh grade effective during at least the 2005-06 school year. The development schedule presented herein assumes the administration of the high school state assessments at the twelfth grade until the 2004-05 school year when the assessments will be administered at the eleventh grade. Eleventh grade assessments will be aligned to the proper grade level content standards. The content standards development process will provide for the proper alignment of all content standards.

**1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).**

**STATE RESPONSE**

The NDDPI has developed and adopted academic content standards in science (<http://www.dpi.state.nd.us/standard/content/science.pdf>). These State content standards have been developed at grades 4, 8, and 12 in accordance with the *North Dakota Standards and Assessment Development Protocols* (<http://www.dpi.state.nd.us/standard/content/toc.pdf>). North Dakota science academic content standards meet the requirements of section 1111(b)(1).

North Dakota will align its science assessment to the adopted State science content standards at grades 4, 8, and 12 in accordance with section 1111(b)(1). In addition, North Dakota will plan to expand, voluntarily, its statewide science assessments into grades 3, 5, 6, and 7 by 2007-2008, based on State-defined, content standards and based on available funding. These content standards will be developed and adopted in accordance with the North Dakota Standards and Assessment Development Protocols. Adherence to the protocols will assure that the science content standards will apply to all students. Protocols require the broad based involvement of all stakeholders and statewide dissemination to all LEAS and schools.

In April 2003, the North Dakota Legislative Assembly enacted legislation regarding the administration of state assessments in high school. Enrolled Senate Bill 2065, which becomes effective in August 2003, requires that the administration of the state assessments in high school occur during the fall of the eleventh grade effective during at least the 2005-06 school year. The development schedule presented herein assumes the administration of the high school state assessments at the twelfth grade until the 2004-05 school year when the assessments will be administered at the eleventh grade. Eleventh grade assessments will be aligned to the proper grade level content standards. The content standards development process will provide for the proper alignment of all content standards.

North Dakota proposes to accomplish these aims based on the following development schedule:

<b>Development Schedule for Science Grade-Level Content Expectations, Grades 3, 5, 6, and 7</b>		
<b>Date</b>	<b>Activity</b>	<b>Evidence</b>
June, 2003	<i>North Dakota Standards and Assessment Development Protocols</i> revised by state SALT Team to accommodate development of content standards and to update standards and assessment procedures.	General release of protocols to schools and the public and the placement of document on State website.
June, 2003	Initiate formation of content standards drafting committees in accordance with State protocols. Committees will develop content standards for grades K-12.	Contract signed from prospective committee members. Placement of committee membership on State website.
July, 2003	Initiate development process steps to develop content standards for grades K-12 in accordance with State protocols.	Development documentation required to confirm adherence to State protocols.
July–October, 2003	Grade-level expectations drafting committees meet to construct first draft of content standards.	First draft of grade-level expectations constructed in accordance with State protocols.
October, 2003	First draft of content standards formatted in accordance with State protocols and released to public for comment.	First draft placed on State website. Call for revisions forwarded to schools and the public according to State protocols.
December, 2003	Public comments compiled and disseminated to content standards drafting committee for review.	Public comments compiled and placed on State website. Summary documentation forwarded to committee membership.
January-February, 2004	Second draft of content standards drafted by committee membership. Draft forwarded to SALT Team for review in accordance with State protocols.	Second draft placed on State website. Draft reviewed and marked-up by SALT Team.
February-March, 2004	Content standards committee reviews SALT Team's recommendations. Committee prepares third draft of grade-level expectations.	Third draft placed on State website.
March- April, 2004	SALT Team reviews third draft for adherence to State protocols. SALT Team offers recommendation for adoption/rejection of content standards to State Superintendent.	Third draft reviewed and revised by SALT Team in accordance to protocols. SALT Team drafts final proposal of acceptance/rejection.
April, 2004	NDDPI prepares final draft of content standards for review by State Superintendent and offers independent recommendation for acceptance/rejection of document.	Final draft format completed.
May, 2004	State Superintendent approves/rejects final draft of content standards.	Letter of finding and approval/rejection by the State Superintendent.

At the completion of this process, North Dakota will have adopted academic content standards in science at grades K-12.

**1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.**

**STATE RESPONSE**

North Dakota, through an agreement with the U.S. Department of Education, has established an assessment waiver plan to bring the State into full compliance with ESEA, Section 1111(b)(1) requirements. This waiver plan, approved through August 2003, can be accessed at the following web site:

<http://www.dpi.state.nd.us/testing/assess/plan.pdf>. During the 2001-02 school year, North Dakota administered its state assessment and is on schedule to meet fully all provisions set forth within the waiver plan.

State assessments have been developed and adopted thus far in mathematics and reading/language arts at grades 4, 8, and 12 in accordance with North Dakota's approved assessment waiver agreement and the *North Dakota Standards and Assessment Development Protocols* (<http://www.dpi.state.nd.us/standard/content/toc.pdf>). North Dakota will proceed to develop state assessments in mathematics and reading/language arts at grades 3 through 8 and 12 by 2005-2006 in accordance with State protocols and section 1111(b)(1) requirements. North Dakota will proceed to develop state assessments in science at grades 4, 8, and 12 by 2007-2008 in accordance with State protocols and section 1111(b)(1) requirements. Additionally, North Dakota will expand its science assessment, voluntarily, at grades 3, 5, 6, and 7 by 2007-2008 in accordance with State protocols and section 1111(b)(1) standards and contingent on available funding.

In April 2003, the North Dakota Legislative Assembly enacted legislation regarding the administration of state assessments in high school. Enrolled Senate Bill 2065, which becomes effective in August 2003, requires that the administration of the state assessments in high school occur during the fall of the eleventh grade effective during at least the 2005-06 school year. The development schedule presented herein assumes the administration of the high school state assessments at the twelfth grade until the 2004-05 school year when the assessments will be administered at the eleventh grade. Eleventh grade assessments will be aligned to the proper grade level content standards. The content standards development process will provide for the proper alignment of all content standards.

North Dakota proposes to accomplish these aims based on the following assessment development and implementation schedule:

Development and Implementation Schedule For State Assessments in Mathematics, Reading/Language Arts, and Science, Grades 3 through 8, and 12		
Date	Activity	Evidence
June, 2002	The NDDPI submits a detailed progress report to the U.S. Department of Education regarding the State's progress in achieving full compliance with section 1111 assessment requirements as proposed in North Dakota's assessment waiver agreement plan.	Submission of evidence regarding funding level commitments, contractor technical quality assurances, administration scheduling.
June, 2002	SALT Team revises State assessment protocols to accommodate assessment development based on alignment to grade-level content standards.	Revised State protocols placed on NDDPI's website.
June, 2002- August, 2003	The State performs all assessment activities identified within assessment waiver agreement with U.S. Department of Education.	Evidence of completion identified within the State assessment waiver agreement plan with U.S. Department of Education.
October, 2002	Following completion of development activities, State adopts achievement standards narratives in science, grades 4, 8, and 12.	State Superintendent letter of approval. Placement of achievement standards on website.
July, 2003	Following completion of development activities, State adopts grade-level content standards within mathematics and English language arts for grades K-12.	State Superintendent letter of approval. Placement of grade-level content expectations on website.
July, 2003	Following completion of development activities, State adopts achievement standards narratives within mathematics and English language arts for grades K-12.	State Superintendent letter of approval. Placement of achievement standards on website.
March-May, 2003	The NDDPI prepares RFP documentation for mathematics and reading/language arts assessments, including overview of type of test to be developed, outline of test blueprint, requirements that test items be field tested/piloted, field testing procedures documented, administrators' manual developed, and technical manual developed. RFP released for competitive bid process.	NDDPI RFP documentation with alignment to State assessment development protocols.
June, 2003	State contracts with assessment vendor to begin process to align test items to State grade-level content standards in mathematics and reading/language arts at grades 3-8, and high school. Process follows State assessment development protocols.	Signed contract between the NDDPI and selected vendor. Tentative list of aligned items for review by State.
June, 2003-	Assessment alignment committee	Contracts for each committee

May 2004	formed from nominated pool of teachers statewide to select and align test items to State content standards for mathematics and reading/language arts assessment. Generations of working drafts reviewed and updated to assure sufficient alignment to and coverage of grade-level content expectations.	member. Working drafts of standards alignment and coverage.
May, 2004	Following completion of development activities, State adopts achievement standards narratives within science for grades 3-8 and high school.	State Superintendent letter of approval. Placement of achievement standards on website.
June, 2004	NDDPI reviews final alignment activity for mathematics and reading/language arts and proposes adoption/rejection of alignment to State Superintendent.	Findings and recommendation memorandum to State Superintendent.
June-November, 2004	Assessment vendor prepares assessments in anticipation of first assessment administration for grades 3-8 and high school in mathematics and reading/language arts.	Preparation of all assessment, training, and administration materials.
March-May, 2004	NDDPI prepares RFP documentation for science assessments, including overview of type of test to be developed, outline of test blueprint, requirements that test items be field tested/piloted, field testing procedures documented, administrators' manual developed, and technical manual developed. RFP released for competitive bid process.	NDDPI RFP documentation with alignment to State assessment development protocols.
June, 2004	State contracts with assessment vendor to begin process to align test items to State grade-level content standards in science at grades 3-8 and high school. Process follows State assessment development protocols.	Signed contract between the NDDPI and selected vendor. Tentative list of aligned items for review by State.
June, 2004-May 2005	Assessment alignment committee formed from nominated pool of teachers statewide to select and align test items to State content standards for science assessment. Generations of working drafts reviewed and updated to assure sufficient alignment to and coverage of grade-level content standards.	Contracts for each committee member. Working drafts of standards alignment and coverage.
June-November, 2005	Assessment vendor prepares assessments in anticipation of first assessment administration for grades 3-8 and high school in science.	Preparation of all assessment, training, and administration materials.
October, 2004	State conducts series of assessment administration training sessions to overview State assessment and accountability system for mathematics and reading/language arts.	Statewide and regional training sessions. Dissemination of support materials. Placement of all materials on website.
November,	First administration of statewide	Submission of all assessments

2004	assessments in mathematics and reading/language arts, grades 3-8 and high school.	for scoring and reporting.
February, 2005	November 2004 student assessment data in mathematics and reading/language arts undergoes cut-point standards setting. Achievement standards determined based on process. Adequate yearly progress markers set.	Cut-point activities conducted according to State protocols. Results used for student and accountability system reports.
May, 2005	Performance reports issued on results of 2004-05 mathematics and reading/language assessment administration. Results disseminated to all parties.	Release of results to students and parents. Release of school, district, and state results.
July, 2005	Adequate yearly progress determination conducted. Results published.	Published results of student performance and adequate yearly progress reports.
September, 2005- May, 2006	State conducts second year of statewide assessments in mathematics and reading/language arts at grades 3-8 and high school. State meets all requirements for mathematics and reading/language arts assessments in accordance with section 1111(b)(1).	Production of all materials and publication of all results as identified within State protocols.
November, 2005	First administration of statewide assessments in science, grades 3-8 and high school.	Submission of all assessments for scoring and reporting.
October, 2005	State conducts series of assessment administration training sessions to overview State assessment and accountability system for science.	Statewide and regional training sessions. Dissemination of support materials. Placement of all materials on website.
February, 2006	November 2005 student assessment data in science undergoes cut-point standards setting. Achievement standards determined based on process. Adequate yearly progress markers set.	Cut-point activities conducted according to State protocols. Results used for student and accountability system reports.
May, 2006	Performance reports issued on results of 2006 science assessment administration. Results disseminated to all parties.	Release of results to students and parents. Release of school, district, and state results.
July, 2006	Adequate yearly progress determination conducted. Results published.	Published results of student performance and adequate yearly progress reports.
September, 2006- May, 2007	State conducts second year of statewide assessments in science at grades 3-8 and high school. State meets all requirements for science assessments in accordance with section 1111(b)(1).	Production of all materials and publication of all results as identified within State protocols.

At the completion of this process, North Dakota will have completed the development and implementation of State assessments in mathematics, reading/language arts, and science at grades 3 through 8 and 12 one year in advance of federal requirements. The

State assessments will have met all requirements set within State assessment development protocols and section 1111(b)(1).

**1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).**

**STATE RESPONSE**

The State of North Dakota has developed and adopted academic achievement standards in mathematics (<http://www.dpi.state.nd.us/standard/perform/index.shtm>) and English language arts (<http://www.dpi.state.nd.us/standard/perform/index.shtm>). These State achievement standards have been developed at grades 4, 8, and 12 in accordance with North Dakota's content and achievement standards protocols (<http://www.dpi.state.nd.us/standard/content/toc.pdf>). North Dakota mathematics and English language arts academic achievement standards meet the requirements of section 1111(b)(1). North Dakota's achievement standards in science will be completed by fall 2002, in accordance with State standards development protocols and section 1111(b)(1) requirements.

North Dakota will continue to use adopted achievement standards as the basis for statewide assessments at grades 4, 8, and 12 in accordance with section 1111(b)(1). In addition, North Dakota will expand its statewide assessments into grades 3, 5, 6, and 7 in mathematics and reading/English language arts, in accordance with section 1111(b)(1) by 2005-06, based on State-defined, grade-level achievement standards. Additionally, North Dakota will expand its statewide assessments, voluntarily, into grades 3, 5, 6, and 7 in science by 2007-2008, based on State-defined, achievement standards. All achievement standards at grades 3, 5, 6, and 7 will be aligned with North Dakota's corresponding grade-level content expectations. These achievement standards will be developed and adopted in accordance with North Dakota's standards development protocols.

In April 2003, the North Dakota Legislative Assembly enacted legislation regarding the administration of state assessments in high school. Enrolled Senate Bill 2065, which becomes effective in August 2003, requires that the administration of the state assessments in high school occur during the fall of the eleventh grade effective during at least the 2005-06 school year. The development schedule presented herein assumes the administration of the high school state assessments at the twelfth grade until the 2004-05 school year when the assessments will be administered at the eleventh grade. Eleventh grade assessments will be aligned to the proper grade level content standards. The content standards development process will provide for the proper alignment of all content standards.

North Dakota proposes to develop narrative achievement standards at grades 3, 5, 6, 7 and high school contemporaneously with the development of grade-level content standards. The content standards committees will also draft the narrative achievement standards. These narrative achievement standards will act as the primary calibration tool for the cut-point standards setting performed to align the State assessment scale scores to State achievement standards.

North Dakota proposes to accomplish these aims based on the following development schedules, the first of which identifies the development schedule for mathematics and reading/English language arts:

<b>Development Schedule for Mathematics and Reading/English Language Achievement Standards, Grades 3, 5, 6, and 7</b>		
<b>Date</b>	<b>Activity</b>	<b>Evidence</b>
June, 2002	<i>North Dakota Standards and Assessment Development Protocols</i> revised by state SALT Team to accommodate development of achievement standards and to update standards and assessment procedures.	General release of protocols to schools and the public and the placement of document on State website.
June, 2002	Initiate formation of grade-level standards drafting committees in accordance with State protocols. Committees will draft both grade-level content standards and achievement standards. Committees to develop achievement standards for grades 3, 5, 6, and 7 to align developmentally to State achievement standards at grades 4, 8, and high school.	Contract signed from prospective committee members. Placement of committee membership on State website.
July, 2002	Initiate development process steps to develop achievement standards for grades 3, 5, 6, and 7 in accordance with State protocols.	Development documentation required to confirm adherence to State protocols.
July–October, 2002	Drafting committees meet to construct first draft of content standards and achievement standards.	First draft of grade-level achievement standards constructed in accordance with State protocols.
October, 2002	First draft of achievement standards formatted in accordance with State protocols and released to public for comment.	First draft placed on State website. Call for revisions forwarded to schools and the public according to State protocols.
December, 2002	Public comments compiled and disseminated to drafting committee for review.	Public comments compiled and placed on State website. Summary documentation forwarded to committee membership.
January-February, 2003	Second draft of achievement standards drafted by committee membership. Draft forwarded to SALT Team for review in accordance with State protocols.	Second draft placed on State website. Draft reviewed and marked-up by SALT Team.
February-March, 2003	Drafting committee reviews SALT Team's recommendations. Committee prepares third draft of achievement standards.	Third draft placed on State website.
March- April, 2003	SALT Team reviews third draft for adherence to State protocols. SALT Team offers recommendation for adoption/rejection of achievement standards to State Superintendent.	Third draft reviewed and revised by SALT Team in accordance to protocols. SALT Team drafts final proposal of acceptance/rejection.

April, 2003	NDDPI repares final draft of achievement standards for review by State Superintendent and offers independent recommendation for acceptance/rejection of document.	Final draft format completed.
July, 2003	State Superintendent approves/rejects final draft of achievement standards narrative.	Letter of finding and approval/rejection by the State Superintendent.
February, 2005 following first administration of State assessments in grades 3, 5, 6, and 7 in November, 2005.	Cut-point standards setting committee translates narrative achievement standards into equivalent cut-point scale scores, in accordance with State protocols. Cut-points determine proficiency levels that correspond with narrative achievement standards.	Cut-point documentation required within State bookmark standards setting procedures.

At the completion of this process, North Dakota will have adopted academic achievement standards in mathematics and English language arts at grades 3 through 8 and high school.

The following second development schedule identifies the development schedule for science:

<b>Development Schedule for Science Achievement Standards, Grades 3, 5, 6, and 7</b>		
<b>Date</b>	<b>Activity</b>	<b>Evidence</b>
June, 2003	<i>North Dakota Standards and Assessment Development Protocols</i> revised by state SALT Team to accommodate development of achievement standards and to update standards and assessment procedures.	General release of protocols to schools and the public and the placement of document on State website.
June, 2003	Initiate formation of grade-level standards drafting committees in accordance with State protocols. Committees will draft both grade-level content standards and achievement standards. Committees to develop achievement standards for grades 3, 5, 6, and 7 to align developmentally to state achievement standards at grades 4, 8, and high school.	Contract signed from prospective committee members. Placement of committee membership on State website.
July, 2003	Initiate development process steps to develop achievement standards for grades 3, 5, 6, and 7 in accordance with State protocols.	Development documentation required to confirm adherence to State protocols.
July–October, 2003	Drafting committees meet to construct first draft of standards and achievement standards.	First draft of grade-level achievement standards constructed in accordance with State protocols.
October, 2003	First draft of achievement standards formatted in accordance with State protocols and released to public for	First draft placed on State website. Call for revisions forwarded to schools and

	comment.	the public according to State protocols.
December, 2003	Public comments compiled and disseminated to drafting committee for review.	Public comments compiled and placed on State website. Summary documentation forwarded to committee membership.
January-February, 2004	Second draft of achievement standards drafted by committee membership. Draft forwarded to SALT Team for review in accordance with State protocols.	Second draft placed on State website. Draft reviewed and marked-up by SALT Team.
February-March, 2004	Drafting committee reviews SALT Team's recommendations. Committee prepares third draft of achievement standards.	Third draft placed on State website.
March- April, 2004	SALT Team reviews third draft for adherence to State protocols. SALT Team offers recommendation for adoption/rejection of achievement standards to State Superintendent.	Third draft reviewed and revised by SALT Team in accordance to protocols. SALT Team drafts final proposal of acceptance/rejection.
April, 2004	NDDPI prepares final draft of achievement standards for review by State Superintendent and offers independent recommendation for acceptance/rejection of document.	Final draft format completed.
May, 2004	State Superintendent approves/rejects final draft of achievement standards narrative.	Letter of finding and approval/rejection by the State Superintendent.
February, 2006 following first administration of State assessments in grades 3, 5, 6, and 7 in November, 2006.	Cut-point standards setting committee translates narrative achievement standards into equivalent cut-point scale scores, in accordance with State protocols. Cut-points determine proficiency levels that correspond with narrative achievement standards. Cut-points determined on actual student test data. Descriptions of achievement level reference State achievement standards narrative. Descriptions are aligned to actual cut-points set to actual student data.	Cut-point documentation required within State bookmark standards setting procedures.

At the completion of this process, North Dakota will have adopted academic achievement standards in science at grades 3 through 8 and high school.