

**State Fiscal Stabilization Fund Phase II  
Application Assurance Indicators and Descriptors Index**

**I. Assurance (a): Achieving Equity in Teacher Distribution**

**Indicator (a)(1)**

*Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).*

State Response:

Reference Tables 1, 5, and 10 at:

<http://www.dpi.state.nd.us/dpi/reports/Profile/0809/ProfileDistrict/HQ.pdf>

**Indicator (a)(2)**

*Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).*

State Response:

Reference pages 44-56 of the ND State HQT Plan, at:

<http://www.dpi.state.nd.us/grants/hqt/NDRevisedStatePlan.pdf>. Evidence of annual measurable progress of the state plan is provided on the state's performance profile at the following website address, under Highly Qualified Teachers:

<http://www.dpi.state.nd.us/grants/NCLB.shtm>. District HQT performance information is available for each district, beginning with 2008-09, at the following website:

<http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>.

**Descriptor (a)(1)**

*Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.*

State Response:

The State does not collect or report this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Descriptor (a)(1).

Amended State Response:

Since the State's application submission on January 8, 2010, the State has established a State Education Planning committee to address the State's efforts to meet ARRA Assurance indicators (a)(3), (a)(4), (a)(5), (a)(6) and (a)(7) and Descriptors (a)(1) and (a)(2). The State provides the following State Education Planning Committee documentation:

- Initial Meeting: March 8, 2010
  - [Letter of Appointment and Meeting Announcement](#)
  - [Membership Roster](#)
  - [Meeting Agenda, March 8, 2010](#)
  - [Subcommittee Membership Roster](#)
- Second Meeting, April 6, 2010
  - [Meeting Announcement](#)
  - [Meeting Agenda, April 6, 2010](#)

### **Indicator (a)(3)**

*Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.*

State Response:

The State does not collect or report this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (a)(3).

### **Indicator (a)(4)**

*Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.*

State Response:

The State does not collect or report this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (a)(4).

### **Indicator (a)(5)**

*Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.*

State Response:

The State does not collect or report this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (a)(5).

### **Descriptor (a)(2)**

*Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.*

State Response:

The State does not collect or report this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Descriptor (a)(2).

### **Indicator (a)(6)**

*Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.*

State Response:

The State does not collect or report this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (a)(6).

### **Indicator (a)(7)**

*Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.*

State Response:

The State does not collect or report this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (a)(7).

## **II. Assurance (b): Improving Collection and Use of Data**

### **Indicator (b)(1)**

*Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.*

State Response:

The State is proceeding to complete all twelve elements of the State's longitudinal data system. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for the State Plan narrative for Indicator (b)(1), including all twelve elements of the America COMPETES Act.

### **Indicator (b)(2)**

*Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.*

State Response:

The State does not provide this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (b)(2).

### **Indicator (b)(3)**

*Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.*

State Response:

The State does not provide this information. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (b)(3).

## **III. Assurance (c): Standards and Assessments**

### **Indicator (c)(1)**

*Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.*

State Response:

The status of "In Process" is correct. Reference the following website: <http://www.dpi.state.nd.us/grants/assessmentapproval.pdf>.

### **Indicator (c)(2)**

*Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.*

State Response:

The status of "In Process" is correct. Reference the following website: <http://www.dpi.state.nd.us/grants/assessmentapproval.pdf>.

### **Indicator (c)(3)**

*Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.*

State Response:

The status of "In Process" is correct. Reference the following website:  
<http://www.dpi.state.nd.us/grants/assessmentapproval.pdf>;  
<http://www.dpi.state.nd.us/speced/resource/alternate/comparison.pdf>;  
[http://www.dpi.state.nd.us/speced/resource/alternate/3\\_sides\\_options.pdf](http://www.dpi.state.nd.us/speced/resource/alternate/3_sides_options.pdf).

#### **Indicator (c)(4)**

*Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.*

State Response:

The NDDPI references recent accommodation studies compiled by the National Center for Education Outcomes posted at the following website:  
<http://www.cehd.umn.edu/NCEO/TopicAreas/Accommodations/AccomResources.htm>.

This has been completed within the last two years and has been peer review approved. Reference pages 36 – 39 and Appendix E in the 2009 Test Coordinator's Manual at <http://www.dpi.state.nd.us/testing/assess/manual09.pdf>

Reference the ND Alternate Assessment Test Directions Manuals at:  
[http://www.dpi.state.nd.us/speced/resource/alternate/manual2\\_09.pdf](http://www.dpi.state.nd.us/speced/resource/alternate/manual2_09.pdf)

#### **Indicator (c)(5)**

*Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.*

State Response:

The data are correct. Reference pages 10-11 of the "Consolidated State Performance Report" at <http://www.dpi.state.nd.us/grants/0809report1.pdf> for the reading and mathematics data.

#### **Indicator (c)(6)**

*Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.*

State Response:

The NDDPI references recent accommodation studies compiled by the George Washington University Center for Education Excellence and Equity posted at the following website: <http://ells.ceee.gwu.edu/>. This was completed within the last two years.

The NDDPI incorporates studied accommodations within the State's Test Coordinator's Manual. Refer to pages E43 – E52 at <http://www.dpi.state.nd.us/testing/assess/manual09.pdf> for the State's LEP accommodations.

#### **Indicator (c)(7)**

*Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.*

State Response:

The status of "No" is correct. Reference the following website address:  
<http://www.dpi.state.nd.us/testing/assess/english.pdf>.

**Indicator (c)(8)**

*Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.*

State Response:

The data are correct. Reference pages 10-11 of the "Consolidated State Performance Report" at <http://www.dpi.state.nd.us/grants/0809report1.pdf> for the reading and mathematics data.

**Indicator (c)(9)**

*Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).*

State Response:

The State Report Card includes this information. Reference pages 69-70 at <http://www.dpi.state.nd.us/dpi/reports/Profile/0809/ProfileDistrict/99999.pdf>.

**Indicator (c)(10)**

*Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).*

State Response:

The State does not collect these data. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (c)(10).

**Indicator (c)(11)**

*Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.*

State Response:

The State does not collect these data. The State will develop but not implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (c)(11).

#### **Indicator (c)(12)**

*Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.*

State Response:

The State does not collect these data. The State will develop but not implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (c)(12).

### **IV. Assurance (d): Supporting Struggling Schools**

#### **Indicator (d)(1)**

*Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.*

State Response:

Yes, the State collects these data. State does not make the data publicly available on a website. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(1).

Amended State Response:

Since the State's application submission on January 8, 2010, the State has prepared and provides the following amendment:

Yes, the State collects these data. Reference the following documents: "Statewide Reading Proficiency Gains, by Subgroup" and "Statewide Reading Proficiency Gains, by District," at [http://www.dpi.state.nd.us/dpi/reports/Profile/0809/Read\\_Math\\_Prof.pdf](http://www.dpi.state.nd.us/dpi/reports/Profile/0809/Read_Math_Prof.pdf).

#### **Indicator (d)(2)**

*Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State,*

*the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.*

State response:

Yes, the State collects these data. State does not make the data publicly available on a website. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(2).

Amended State Response:

Since the State's application submission on January 8, 2010, the State has prepared and provides the following amendment:

Yes, the State collects these data. Reference the following documents: "Statewide Mathematics Proficiency Gains, by Subgroup" and "Statewide Mathematics Proficiency Gains, by District," at [http://www.dpi.state.nd.us/dpi/reports/Profile/0809/Read\\_Math\\_Prof.pdf](http://www.dpi.state.nd.us/dpi/reports/Profile/0809/Read_Math_Prof.pdf).

### **Descriptor (d)(1)**

*Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.*

State Response:

Yes, the State has a definition of persistently lowest-achieving schools. State does not currently make the definition publicly available on a website. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Descriptor (d)(1).

Amended State Response:

Since the State's application submission on January 8, 2010, the State has prepared and provides the following amendment:

Yes, the State has a definition of persistently lowest-achieving schools. Reference the following website: <http://www.dpi.state.nd.us/title1/Legislative/sig/definition.pdf>

### **Indicator (d)(3)**

*Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.*

State Response:

Yes, the State collects this information. State does not currently make the information publicly available on a website. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(3).

Amended State Response:

Since the State's application submission on January 8, 2010, the State has prepared and provides the following amendment:

Yes, the State collects this information. See the State's plan for identifying Tier I, II and III schools at the following website:

<http://www.dpi.state.nd.us/title1/Legislative/sig/identify.pdf> and reference the list of Tier I schools at the following website:

<http://www.dpi.state.nd.us/title1/Legislative/sig/schoolsinlandII.pdf>

#### **Indicator (d)(4)**

*Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.*

State Response:

Yes, the State collects this information. State does not currently make the information publicly available on a website. Refer to

<http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(4).

Amended State Response:

Since the State's application submission on January 8, 2010, the State has prepared and provides the following amendment:

Yes, the State collects this information. Reference the following website:

<http://www.dpi.state.nd.us/title1/progress/status0809.pdf>.

#### **Indicator (d)(5)**

*Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.*

State Response:

Yes, the State collects this information. State does not currently make the information publicly available on a website. Refer to

<http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(5).

Amended State Response:

Since the State's application submission on January 8, 2010, the State has prepared and provides the following amendment:

Yes, the State collects this information. See the State's plan for identifying Tier I, II and III schools at the following website:

<http://www.dpi.state.nd.us/title1/Legislative/sig/identify.pdf> and reference the list of Tier II schools at the following website:

<http://www.dpi.state.nd.us/title1/Legislative/sig/schoolsinlandII.pdf>

#### **Indicator (d)(6)**

*Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.*

State Response:

Yes, the State collects this information. State does not currently make the information publicly available on a website. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(6).

Amended State Response:

Since the State's application submission on January 8, 2010, the State has prepared and provides the following amendment:

Yes, the State collects this information. Reference the following website: <http://www.dpi.state.nd.us/title1/progress/status0809.pdf>.

#### **Indicator (d)(7)**

*Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.*

State Response:

Does not apply under current North Dakota state law. Reference the following website: <http://www.dpi.state.nd.us/grants/charterschool.pdf>.

#### **Indicator (d)(8)**

*Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.*

State Response:

Does not apply under current North Dakota state law. Reference the following website: <http://www.dpi.state.nd.us/grants/charterschool.pdf>.

#### **Indicator (d)(9)**

*Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.*

State Response:

Does not apply under current North Dakota state law. Yes, the State collects this information. State does not currently make the information publicly available on a website. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(9).

#### **Indicator (d)(10)**

*Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.*

State Response:

Does not apply under current North Dakota state law. Reference the following website: <http://www.dpi.state.nd.us/grants/charterschool.pdf>. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(10).

**Indicator (d)(11)**

*Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.*

State Response:

Does not apply under current North Dakota state law. Reference the following website: <http://www.dpi.state.nd.us/grants/charterschool.pdf>. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(11).

**Indicator (d)(12)**

*Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.*

State Response:

Reference the following website: <http://www.dpi.state.nd.us/grants/charterschool.pdf>. Refer to <http://www.dpi.state.nd.us/stimulus/stabilization/appendixB.pdf> for State Plan narrative for Indicator (d)(12).