



North Dakota Department of Public Instruction
Title I and Special Education

TEAM NEWS

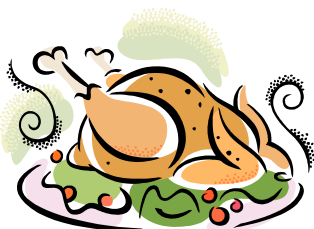
(Together Everyone Achieves More)

November 2011

Dr. Wayne G. Sanstead, State Superintendent, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440

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ARRA Timeline Extension Waiver

In late September 2011, the U.S. Department Education (USDE) announced that they are providing states with an opportunity to apply for a waiver to extend the period of availability for ARRA funds past September 20, 2011.

The North Dakota Department of Public Instruction (NDDPI) submitted our state waiver to the USDE on October 31, 2011. We requested an extension for LEAs to spend the Title I ARRA funds through June 30, 2012. Until our state waiver has been approved, we will not be able to approve any budget revisions or process Requests for Funds for districts intending to spend the funds or make obligations past September 30, 2011. However, it is our understanding that once we are approved, expenditures will be retroactive to October 1, 2011.

We will notify districts and schools immediately once we received our official approval from the USDE.

Millions Donated to Education in North Dakota

As announced statewide on November 8, 2011 an energy company (Hess Corporation) has donated millions of dollars to education in North Dakota. Here are some of the details that we know at this time:

- **Project title:** "Succeed 2020"
- **Who benefits:** North Dakota middle and high school students
- **Purpose:** To help middle and high school students become college and career ready. More specifically, to improve ACT scores, decrease the need for remedial courses in college, and provide career counseling and planning.
- **Amount:** \$25 million
- **Timeframe:** 2012-2020 starting with North Dakota 5th Graders in the 2012-2013 school year.

The funding will be administered by the North Dakota Regional Education Agencies (REAs). NDDPI assistant superintendent Bob Marthaller is a member of the steering committee. If you have any questions, contact Bob Marthaller at rvmarthaller@nd.gov or (701) 328-2267, or your REA administrator.

Director's Report

ESEA Flexibility Waiver

By: Laurie Matzke, North Dakota Director of Title I

All across the nation, states are in the process of reviewing the ESEA Flexibility Application requirements to determine whether or not to apply for a waiver. The ESEA Flexibility Waiver offers the opportunity to request flexibility on behalf of the state, districts, and schools in order to better focus on improving educational outcomes, closing achievements gaps, and increasing the quality of instruction.

The NDDPI established an advisory group, referred to as the North Dakota Elementary and Secondary Education Act (ESEA) Committee, consisting of North Dakota educational stakeholders, for the purpose of reviewing the waiver application requirements and determining whether North Dakota should apply for a waiver.

The Committee met twice in October 2011 and, after much discussion, it was recommended that North Dakota not apply for a waiver during the first submission date in November 2011. The Committee felt more time was needed to review the ESEA Flexibility Waiver Application requirements.

The NDDPI has created a new link on its homepage titled "ESEA Flexibility Waiver." All information pertaining to these waivers will be available at this site. The direct link for this new website is www.dpi.state.nd.us/ESEA/waivers.shtml. The NDDPI, in collaboration with the committee members, created a draft of the waiver application. The draft application, supplemental handouts, a link to the USDE waiver materials, and other relevant information regarding the waiver are all posted at this site.

The application consists of three main sections. Principle I pertains to the adoption of the Common Core Standards which North Dakota approved in June 2011. Principle II is a revised accountability system which would be welcomed by most districts. The requirement for 100% proficiency would go away. In addition, there would be no identification of schools or districts for program improvement and all of the timeline sanctions would go away. There is little concern with Principles I and II.

Principle III requires the state to develop guidelines for a principal/teacher evaluation system. This component is obviously the most controversial in North Dakota. Lois Myran is the team leader for this component and is in the process of forming a Teacher and Principal Evaluation and Support Systems Committee consisting of 16 members which will be facilitated by the NDDPI. Careful consideration has taken place to ensure there is a balanced committee of educators representing North Dakota professional educational organizations, non-organization representatives, geographical considerations, size of districts, grade or content area, years of educational experience, and knowledge of the evaluation process. This committee will meet on November 22, 2011 and will provide input into the development of Principle III.



It is undecided at this time whether North Dakota will choose to apply for a waiver in February 2012 or at a later date. The advisory group meets again in December 2011 to review progress made on Principle III, as well as discuss the issue of submitting an application in February 2012. We will keep you informed as to the status of this waiver in future issues of our newsletter.



DPI Early Childhood Education Updates

The Department of Public Instruction has released the Early Childhood Continuing Education Grant Application. Under provisions of Senate Bill 2013, passed by the 62nd Legislative Assembly, eligible North Dakota residents may receive a \$1,200 grant. To qualify for the grant award, the applicant must be enrolled in a North Dakota state college or university. In addition, the eligible recipient must:

- Be a preschool teacher or teacher assistant for whom a baccalaureate degree will be required in the future,
or
- Be an individual working in the childcare industry and/or Head Start program who wishes to obtain a Child Development Associate Degree, Associate of Arts Degree in Early Childhood Education, or Bachelor's Degree in Early Childhood Education.

The provision provides for continuing education grants for the biennium beginning July 1, 2011, and ending June 30, 2013. Application forms may be accessed at www.dpi.state.nd.us/forms/sfn60015.pdf on the department's website.

Other DPI Early Childhood Initiatives:

- Under provisions of Senate Bill 2013, passed by the 62nd Legislative Assembly, North Dakota public school districts operating an approved new or expanded preschool program may apply for a grant, up to \$5,000 to establish preschool space appropriate for an early childhood setting. Application information will be available soon.
- In order to keep the state updated, a new early childhood website is under construction. It will contain all current early childhood programming information, including: links to best practices, guidance, professional development, grant opportunities, preschool approval information, and federal monitoring. The site information will be available soon.



Any questions pertaining to the Early Childhood Continuing Education Grant or other initiatives, please contact Tara Bitz at tbitz@nd.gov or 701-328-4646.

2010-2011 School District Profile Notification

The state Title I office would like to inform you of the release of the 2010-2011 School District Profiles (also known as School District Report Cards).

Information includes statewide school plant performance data and statewide district performance data, as well as information on the district's assessment, demographics, and the statewide district performance summary.

This serves as a prime opportunity to remind school districts that they are required to inform parents that this information is available to them. A sample letter regarding this requirement is available at www.dpi.state.nd.us/title1/springwkshp/profileletter.pdf. Most districts choose to inform parents of the availability of this information through their school newsletter. Remember, in addition to providing a website address for the document, you must also inform parents as to how they can review a written copy made available by the district (e.g., copy in the school office, library, etc.).



LOOK NO FURTHER THAN THE

2012 NATIONAL TITLE I CONFERENCE

With more than 100 groundbreaking presentations highlighting leading-edge ideas and strategies in instruction, policy, and leadership, our sessions will move, inform, and invigorate you.

Get inspired by high-energy presentations on topics such as:

- Using interactive gaming to solve social and educational issues
- Brain plasticity & the effects of poverty on the brain
- Creating a digital-rich classroom
- Implementing quality teacher evaluation programs
- Utilizing culturally responsive materials in classrooms
- Making the Common Core Standards connect with your curriculum
- Surviving federal audits
- Navigating the law surrounding technology use in schools

SEATTLE, WA
JANUARY 21- 24

The 2012 National Title I Conference is the premier networking and professional development opportunity for those working with the Title I community across the nation and it's right around the corner. More than 3,500 attendees are expected at this year's conference-count yourself in(spired)!

2012

REGISTER NOW! WWW.TITLEI.ORG

Follow us on Twitter @NatlTitleIConf and keep an eye on our blog for the latest updates!

IDEA Update

Two interesting articles on two low cost Assistive Technology tools encountered during my weekly professional reading will be highlighted in this month's update. One of the online magazines that focus on transforming education with technology, THE Journal (<http://thejournal.com>), contained an article describing how a Live scribe smart pen can be an effective tool for teachers and students. These pens create a pencast of class lectures and an accompanying set of synchronized notes that can be downloaded on to a computer or an Internet site such as Moodle where students can access them. The notes, taken on specially coded paper, allow students to select all or a portion of the lecture to be reviewed at a later time. For a struggling student or a student who was absent, these podcasts provide students with an opportunity to listen to class instruction, in part or in whole, whenever needed. Teachers can use these pens to monitor student access to the podcasts, as well as their metacognitive development through recording group work. The Interagency Program for Assistive Technology (IPAT) has this device and can provide more information and/or training for this handy tool. Visit www.ndipat.org or call 1-800-89504728 to try this tool.



Another article found in this week's edition of *Education Week* provided a gentle reminder of the service provided by Bookshare a USDE grantee. As a result of this USDE grant, Bookshare can offer free memberships for its services to qualified school children. Recently, Bookshare received another grant to develop a free e-book reader for Android phones, a free Web-based e-book reader, a virtual bookshelf and access to its materials in mp3 and other audio formats. Students, who are blind, have low vision, or other print disabilities qualify for membership in Bookshare. For further information on what is needed to qualify for Bookshare, visit the NIMAS module on the DPI website at <http://www.dpi.state.nd.us/speced/teacher/index.shtm> or Bookshare's website at <http://www.bookshare.org/>.

For teachers who might be looking for an online certificate or degree program, George Washington University recently received a USDE grant for an online transition certificate and Masters in Transition Special Education. This program will start in the spring of 2012.

The Masters program meets the Transition Guideposts identified by the U.S. Department of Labor's National Collaborative on Workforce & Disability for Youth and the CEC Advanced Knowledge and Skills Base for Transition Specialists. For further information on the certificate program, visit <http://gsehd.gwu.edu/Transition+Special+Education+Certificate>.

For information on the Master's program, contact Dr. Pam Le Conte at pleconte@gwu.edu or visit <http://gsehd.gwu.edu/programs/ssets/masters>.

ARRA Quarterly Reports

Districts will need to submit a Title I ARRA quarterly report if:

- a) your district has not closed out its Title I ARRA funding
- b) your district spent Title I ARRA funding the last few days of September 2011 and those funds were not included on the last quarterly report
- c) your district paid final bills during this reporting period that were not included on the last quarterly report

The due date for the report is Friday, December 16, 2011.

The ARRA quarterly report template, as well as guidance, can be accessed at <http://www.dpi.state.nd.us/title1/legislative/index.shtm> on the department's website.

As you know, the NDDPI has submitted a waiver to the USDE to request a timeline extension which will give North Dakota districts with ARRA funds remaining until June 30, 2012 to spend the funding. Therefore, we need to wait and see if our waiver request is approved to know whether any expenditure that was incurred after September 30, 2011 should be included in the quarterly report. NDDPI will notify districts immediately of the USDE's decision on our waiver request.

Monthly Featured Articles

2011 NAEP Shows Slight Improvement in Math Scores Nationwide in Grades 4 and 8

The National Council of Teachers of Mathematics (NCTM) welcomed the continued improvement in mathematics performance shown by the results of the 2011 National Assessment of Educational Progress (NAEP) released today. Since 1990, NAEP math scores have risen steadily, and the 2011 average scores for grades 4 and 8 are higher than in any previous assessment year. NCTM noted that public attention to math instruction and emphasis on professional development for teachers could be having some positive effects on students' learning of mathematics. NCTM developed its first standards in 1989 and updated them in *Principles and Standards for School Mathematics* in 2000.

At both grades 4 and 8, the average score in 2011 was 1 point higher than in 2009. Scores for grade 4 were 28 points higher in 2011 than in 1990, and they were 21 points higher in 2011 than in 1990 for grade 8. From 2009 to 2011, the average fourth-grade score increased from 240 to 241, and the average eighth-grade score increased from 283 to 284. In 1990, these average scores were 213 and 263, respectively. The percentage of fourth-grade students performing at or above the Proficient or Advanced level was higher in 2011 than in any previous assessment year. The percentage of grade 8 students performing at or above Proficient in 2011 was higher than in earlier assessment years.

“The most recent NAEP results continue a trend of progress in mathematics education, which is encouraging,” said NCTM President Mike Shaughnessy. “These scores show that much of what we are doing is working. Although it is good to see some progress in closing achieving gaps, much more must be done to improve test scores for African-American and Hispanic students, other minority students, and children in poverty.”

Although the Nation’s Report Card showed no statistically significant changes in the gap between whites and blacks from 2009, both Hispanic and black students have posted considerable gains, especially in math, since 1990.

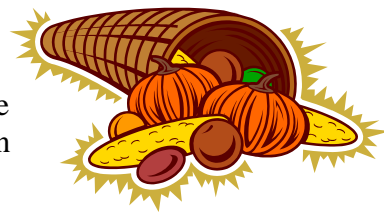
“While there are signs of progress in these results, real sustained improvement depends on integrating reasoning and sense making throughout students’ school mathematic experience, starting in early grades,” Shaughnessy said. “This, along with NCTM’s longstanding emphasis on problem solving, is critical to improving the math proficiency of our students.”

Concentrated Focus on Teacher Quality, Time, and Learning

When reviewing information released by the USDE over the past few years, some overarching themes emerge. These include concentrated focuses on teacher quality and time and learning. The USDE has also funded technical assistance centers whose sole focus is on each of these topics. Outlined below is the contact information for each center, as well as a brief overview of a few resources North Dakota schools may find beneficial.

- National Comprehensive Center for Teacher Quality (www.tqsource.org)
 - Examples of teacher evaluation models being implemented by other districts throughout the United States
 - A comprehensive guide to assist districts in assessing their current teacher evaluation system
 - A guide to teacher evaluation products
- National Center on Time and Learning (www.timeandlearning.org)
 - A summary of powerful practices to expand time in schools
 - Innovative ways to expand time in schools without adding physical time to the school day
- Quality Time Analysis Tool

Although this may be a nationwide focus, we realize that many in North Dakota are not yet ready to cross this bridge; however, these resources are available to provide guidance for those interested in learning more on these federal initiatives.



NDDPI Dual Sensory Project

The North Dakota Dual Sensory Project is currently in the fourth year of the five-year grant under the Department of Public Instruction. The mission of the project is to promote academic achievement and to improve results for children with disabilities by providing technical assistance, supporting our model TA project, disseminating useful information, and implementing activities that are supported scientifically by research.

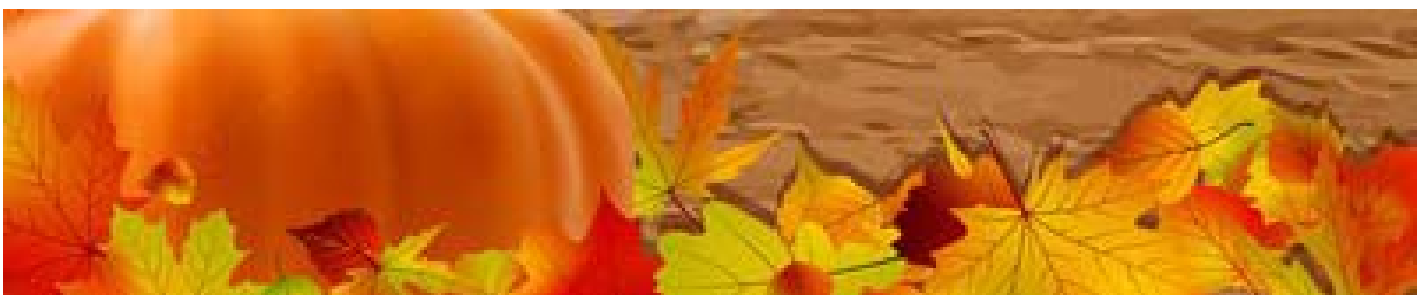
We collaborate with individuals and their families, and professionals to make progress in identifying best practices for children, developing high quality training materials and resources, and establishing networks across North Dakota to share information. Our priority is to strengthen partnerships among the families, LEA, state and private agencies such as Anne Carlsen Center, and to enhance services so that outcomes for children with deaf-blindness are improved. We work alongside the Part C infant/toddler programs to help identify those with vision and hearing impairments and work with them in their natural environments. In addition, we work with the Part B school-age children to help them make progress and have access to their general education curriculum in the least restrictive environment. The model for the North Dakota Dual Sensory project is to utilize the outreach staff from the North Dakota School for the Deaf (NDS) and North Dakota Vision Services/School for the Blind (NDVS/SB). NDS is the fiscal agent for this project, with Carmen Suminski, Superintendent for both schools, is Director; Nancy Skorheim from the Department of Public Instruction is the Project Liaison; and myself as Coordinator.

Another goal for the program is to participate in the annual Census through the National Consortium for Deaf-Blindness (NCDB). This is the first and longest running registry base of children who are deaf-blind in the world. Nationally there were 9,320 children and youth identified with deaf-blindness from birth through age 21. Over 90% of the children on this national census have one or more disabilities, and 40% have four or more disabilities—increasing the level of complexity in the needs and challenges faced by this population. In North Dakota alone, there were 40 children identified with deaf-blindness for the 2010 Census.

The project works closely with the National Consortium for Deaf-Blindness and other OSEP funded projects to provide information and technical assistance, including distance learning activities and ongoing professional development opportunities in combination with on-site coaching to families of children who are deaf-blind and the staff that work with them. Annual trainings are sponsored by the Project, along with financial support for numerous training at the North Dakota School for the Deaf and North Dakota Vision Services/School for the Blind.

Lastly, communication for the Project continues state-wide through the use of multi-media including the project website (www.nd.gov/deafblind), email, technical assistance meetings, advisory boards, workshops, and webinars, as a way to support collaboration among key stakeholders throughout the state. The stated goals were established through 2013 to provide this low incidence population and diverse group of learners with access to the visual and auditory information through individualized supports. The ultimate goal is for children and youth with deaf-blindness to attain age-appropriate milestones and seek independent employment and living opportunities for their future!

If you have questions or need more information about the North Dakota Dual Sensory Project, please contact Sherri Nelson @ 701-231-6033 or shnelson@nd.gov



Upcoming Events

- × **2012 National Title I Conference: Soaring to Excellence**
January 21-24, 2012 in Seattle, WA
 Registration can be found at www.nationaltitleiassociation.org/page/T12Conference
- × **NDRA Spring Reading Conference**
April 19-21, 2012 in Dickinson, ND
 Discovering Literacy on the Western Edge hosted by the Badlands Reading Council
 For more information go to www.ndreadon.com/
- × **NCTM 2012 Annual Meeting**
April 25-28, 2012 in Philadelphia, PA
 More information will be posted as details are available
- × **2012 Parent Involvement Conference**
April 26-28, 2012 in Fargo, ND
 More information will be posted as details are available
- × **IRA 57th Annual Convention**
April 29– May 3, 2012 in Chicago, IL
 More information will be posted as details are available

Title I To Do List

Administrators

- Request reimbursement of expenditures on Requests for Funds form.
- Monitor expenditures and submit budget revisions to allow for changes.
- Submit Title I ARRA quarterly report. Due December 16, 2011.

Targeted Assistance Teachers

- Maintain portfolios for Title I students.
- Report assessment results to parents using Title I Progress Report.
- Send information home to parents on how to support their child's education.

Schoolwide Teams

- Conduct regularly scheduled team meetings and study group sessions – research and discuss schoolwide reform strategies and effective practices (document agendas and minutes).
- Align professional development with goals, objectives, and reform strategies.
- Ensure ongoing documentation of 10 schoolwide components for monitoring purposes.
- NDMILE – Review NDMILE WebEx Series available on NDMILE website
- NDMILE – Review coaching comments and review or revise indicators assessed and planned as necessary.
- NDMILE – Assess, Plan, and Monitor School Plan according to "Crosswalk of NCLB Schoolwide Plan Components and NDMILE KEY Indicators"
- NDMILE – Continue to address questions in the Title I Schoolwide Supplemental Report.
- NDMILE – Record planning team agenda and minutes in NDMILE tool.

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