

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

TITLE I/SPECIAL EDUCATION FALL CONFERENCE OCTOBER 8, 2009

GENERAL SESSION AGENDA

TITLE I/SPECIAL EDUCATION UPDATES

- **Title I/Special Education Collaboration (Joint DPI Position)**
- **American Recovery and Reinvestment Act (ARRA)**
- **Recommended Uses for Federal Funding**
- **State Assessment/AYP/Program Improvement/Levels of Determination**
- **Future Initiatives**
 - State
 - Federal
- **Awards**
 - Veteran Teachers
 - Title I Caught-in-the-Act Recipients
 - Outstanding Title I Educator
 - Special Education Director of the Year (2008)
 - National Title I Distinguished School Recipient
- **Special Presentation**

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Title I/Special Education Collaboration

For the last several years, the DPI Title I and Special Education units have joined forces to sponsor professional development trainings during the Summer Symposium. Building on the success of that professional development activity, we have been able to create a new position across our units. Jacki Harasym has been hired as an assistant director of Title I/Special Education. The purpose and requirements for both Title I and Special Education are growing seemingly more alike, and we believe it only makes sense to establish a partnership.

This new position will work toward bridging the work of both Title I and Special Education to deliver more coordinated professional development and technical assistance to North Dakota school personnel.

For many, the No Child Left Behind Act of 2001 (NCLB) represents a general education reform initiative that includes students with disabilities in its demands for increased educational accountability and student achievement. During the reauthorization process, Congress began to align the accountability requirements of special education with those in general education in the Individuals with Disabilities Education Act of 2004 (IDEA 04). Many educators and parents view IDEA 04 as “the marriage of NCLB and IDEA.”

Some of the specific coordinated activities that are available through this partnership include:

- Coordinated Professional Development
 - Summer Symposium
 - Title I/Special Education Fall Conference
 - Conference Call/Webinar Series
- Title I/Special Education Monthly Newsletter – TEAM News
- Coordinated Improvement Planning

NCLB and IDEA both require districts and schools that do not make Adequate Yearly Progress to engage in improvement planning activities. To reduce the need for schools and districts to have a separate set of improvement activities, the Title I and Special Education units feel it is more beneficial for schools to develop a coordinated set of professional development activities offered during the Summer Symposium and at the Fall Conference; and therefore, have been selected to increase the instructional capacity of general and special educators to raise all students’ academic achievement throughout the state.
- Coordinated Parent Involvement

Both NCLB and IDEA place a high value on meaningful parent involvement. Parents play a critical role in their children’s school experiences. Providing educators with strategies to develop and nurture healthy partnerships with their students’ parents will provide future benefits to all.

As schools struggle to plan and implement evidence-based improvement strategies to help all learners, it makes great sense to take advantage of all the resources within a school. General and special educators, working collaboratively, can increase a school’s ability to raise the achievement of all of its students to finally close these persistent subgroup achievement gaps.

General Overview of American Recovery and Reinvestment Act Funding in North Dakota (Funds for Education)

- **Title I, Part A (\$27,437,104)** – The American Recovery and Reinvestment Act of 2009 (ARRA) provides significant new funding for Title I programs. These funds create an unprecedented opportunity for educators to implement innovative strategies in Title I schools that improve education for at-risk students and close the achievement gaps while also stimulating the economy.

The Title I ARRA electronic application is currently open on the STARS and the deadline to apply for these funds is October 16, 2009. The application can be accessed at <https://secure.apps.state.nd.us/dpi/starsStimulus/Login.aspx>.

- **Special Education (\$27,413,988)** – The ARRA Special Education funds will flow through the Special Education units in North Dakota just like the regular Special Education funds. The Special Education units are in the process of submitting their grant applications to DPI to get approval for the funds. There is no specific due date. As with Title I, the ARRA Special Education funds follow the same rules and regulations as the regular Special Education funds.
- **School Improvement (\$7,145,000)** – States will receive a separate ARRA School Improvement grant. States must submit a grant application to the USDE and get approval before subgranting out these funds.
- **Title II, Part D (\$3,209,375)** – States also received a Title II, Part D ARRA grant specifically for technology. Stephanie Gullickson, our grants manager, has calculated the formula portion of the Title II, Part D ARRA allocations. These funds are distributed 50% by formula and 50% by a competitive grant application. There is a Title II, Part D section on the same application that districts use to apply for the Title I ARRA funds that may be used to apply for the formula share of these funds. The competitive funds will be distributed within the coming months.
- **Homeless (\$175,966)** – States also received a Homeless Youth ARRA grant. An announcement of the availability of these funds was distributed statewide in April, with a grant application due date of June 5, 2009. Districts that reported homeless children on the STARS during the 2008-2009 school year were eligible to apply for these funds. The Title I homeless unit distributed these funds in July 2009.
- **Supplemental One-Time State Grants (\$85,644,377)** – The ARRA funds originally under the purview of the Governor's office were included in the foundation aid formula during the 2009 legislative session. The State Legislature then appropriated \$85,644,377 of state funds for Supplemental One-Time State Grants. These funds will be distributed to districts in four equal installments during the 2009-2010 school year.

- **Questions** – DPI Contacts for the ARRA Funding Include:
 - Title I ARRA Funds
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 - School Improvement ARRA Funds (1003G)
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Evidence-Based Ideas for Using Additional Title I Funds Under the Economic Stimulus Bill

This handout is designed to give school personnel ideas on how to spend the additional Title I funds that will become available under the Economic Stimulus Bill.

At this time, we are firmly being informed that the additional funding under the stimulus bill is a one time only grant that may be expended for two years (March 19, 2009 – September 30, 2011). The department **highly recommends** that school districts look for ways to spend additional funds that will not force them to eliminate staff in two years or obligate the district to pay for staff once the funding is gone. This handout is meant to share ideas on ways to spend the additional funds that will not obligate the district once the funding disappears.

There is a huge national focus on the transparency of these funds. States and districts will need to specifically list on their websites how these funds were utilized. Therefore, school personnel need to think carefully how to spend these additional funds so that everyone will see that these funds were used wisely.

■ Extended Learning Time

• Title I After School Programs

Providing a Title I paid after school program is an opportune way to utilize the additional funds without hiring additional permanent staff. Schools can use existing staff to work in the after school program. The staff does not need a Title I credential; however, the teachers need to be teaching within their area of licensure. Many schools are implementing Title I after school programs in an effort to meet the NCLB goals. Any school offering a Title I after school program should download and review the following two documents:

- ✓ Guidance on Operating a Title I After School Program in a Targeted Assistance School
- ✓ Question & Answer Sheet on Operating a Title I After School Program

These two documents, in addition to a number of other resources on after-school programming, are available at www.dpi.state.nd.us/title1/resource/aftrschl/index.shtml on the Title I website.

Districts who receive 21st Century after school funds are still encouraged to use Title I funds to support or add to that program. You can hire additional teachers to work in the 21st Century program that target at-risk students to provide them with additional instruction to help them achieve.

• Title I Summer School Programs

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■ Professional Development

• Data Analysis

Many districts and schools struggle to understand their data and AYP reports so that they can target their areas of need. The additional funds can be used to help with this process. The Title I office is working to compile a list of educators/consultants that can help school personnel with data analysis.

- Study Groups
Study groups can be the foundation of your professional development program. This type of collegial work provides an opportunity for growth not realized when working in isolation in the classroom. When these individuals come together and focus on student learning, the range of knowledge, resources, and experience they bring to the process are blended together for a more powerful impact on all of their students.
- Instructional Coaches
The use of instructional coaches can be a powerful intervention with great potential to improve teacher performance and raise academic achievement. Numerous resources on using Title I funds for instructional coaches can be accessed at www.dpi.state.nd.us/title1/coaches.shtml on the department's website.
- Leadership Coaches
A term discussed frequently during recent meetings held in Texas at the National Title I Conference was leadership coach. Similar in nature to an instructional coach, a leadership coach works with principals to help them review data and set goals to enable schools to make Adequate Yearly Progress. The Title I office is working on a list of leadership coaches that school personnel could contact for assistance.
- Create a High Quality Substitute Teaching Pool
In today's world of high expectations for student achievement, students cannot afford to lose a day of instruction when the regular classroom teacher is absent. Every day counts. Students, teachers, and administrators must find ways to ensure that quality learning continues when a substitute teacher takes over a class. To improve student instruction performance, students need to be engaged in effective instruction every day. The expectations for effective instruction must continue on days when the regular teacher is absent. A teacher's absence cannot mean a lost day of learning.

In order to ensure that quality instruction for every student in every class occurs every day, districts must develop and maintain a high quality cadre of substitute teachers and include them in the districts professional development trainings. Training of substitute teachers improves the quality of education, lowers school district liability, and reduces the number of student, parent, and faculty complaints.

- Ensure Knowledge of Grade Level Expectations
The alignment of curriculum, instruction and assessment has been a primary focus of school improvement efforts since the passage of *No Child Left Behind*. More recently, many states have taken standard implementation one step further by identifying specific grade level expectations for content areas at each grade level.

Quality grade level expectations are aligned vertically, from one grade to the next. They identify the specific skills and strategies all students need, at each grade level, to reach proficiency on the state standards. They allow teachers to know, specifically, what content and knowledge is expected at each grade level and design curriculum and instruction accordingly.

■ Early Childhood Education

- Preschool Programs
Several districts/schools in North Dakota are beginning to use a portion of their Title I funding to pursue preschool programming. Preschool is such a strong focus nationwide. It is possible that when this funding disappears in two years, there may be other federal funding, or even state funds, available for preschool programs.
- Home Visits/Instructional Packets
You don't have to actually offer a preschool program during the regular school year to target some of your funding to helping young children transition into school. Some schools are doing home visits or providing instructional packets to at-risk preschool children.

- Kindergarten Jump Start Programming
Schools can offer an academic-rich program during the summer for those students who will be attending kindergarten in the fall to jump start them into school.

■ **Parental Involvement**

Parental involvement has always been a key component in the Title I law. Again, using the additional funds for parent involvement is an opportune way to use the funds.

- Designate a staff member as a parental involvement coordinator
- Sponsor monthly parent-student nights with specific focus on how to help students
- Pay teachers over the summer months to create activity packets for parents to work with their children at home

■ **Individualized Instruction**

- One-on-One Tutoring
Struggling or non-proficient students can benefit enormously from access to one-on-one tutoring. This is yet another activity where you can pay existing staff to tutor at-risk students before or after school, on Saturdays, or during the summer.

- Individual Learning Plan (ILP)
The idea behind an ILP is that the needs of individual students are different, and thus, must be addressed differently (one size does not fit all). An ILP typically looks at student strengths and weaknesses, sets individual goals, outlines research based interventions to attain goals, assigns the individual responsible, sets a timeline, and finally, evaluates progress.

An ILP can be a powerful tool for individualizing instruction, promoting a team approach, and collaborative effort in teaching (i.e., teacher, resource staff, and parents all working together to help the student) and subsequently raising the academic achievement of at-risk students.

Title I funds can be used to pay personnel to create an ILP on all non-proficient students. This is an excellent way to use existing staff without hiring new teachers.

■ **Response to Intervention (RTI)**

RTI professional development or other interventions are another recommended use of the additional funding. The department's Title I and Special Education units, in conjunction with outside educators, are working to put together RTI training packages for school personnel.

■ **Provide Academic Assistance to Middle and High School Students**

Historically, most districts have focused their funds at the elementary level. The stimulus bill requires a certain percentage of the school improvement funds to be spent at the middle and high school levels.

If you have a middle or high school program during the school day, the teacher needs a Title I credential, because there is no other way to code them on the MIS03. However, if you provide tutoring services to this age group after school, you need to use certified teachers but they don't need a Title I credential; however, the teachers need to be teaching within their area of licensure. Again, this would allow you to use existing staff rather than hiring additional teachers that you may not be able to sustain in the future.

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Recommended uses of IDEA Part B Funds under the American Recovery and Reinvestment Act (ARRA) of 2009

The U.S. Department of Education provided the following guidance regarding the use of Funds for Part B of the Individuals with Disabilities Education Act made available under the American Recovery and Reinvestment Act of 2009.

“The *IDEA* recovery funds constitute a large one-time increment in *IDEA*, Part B funding that offers states and LEAs a unique opportunity to improve teaching and learning and results for children with disabilities. Generally, funds should be used for short-term investments that have the potential for long-term benefits, rather than for expenditures the LEAs may not be able to sustain once the recovery funds are expended. Some possible uses of these limited-term *IDEA* recovery funds that are allowable under *IDEA* and aligned with the core reform goals for which states must provide assurances under SFSF include:

- Obtain state-of-the art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities.
- Provide intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing and science, and positive behavioral supports to improve outcomes for students with disabilities.
- Develop or expand the capacity to collect and use data to improve teaching and learning.
- Expand the availability and range of inclusive placement options for preschoolers with disabilities by developing the capacity of public and private preschool programs to serve these children.
- Hire transition coordinators to work with employers in the community to develop job placements for youths with disabilities.”

The U.S. Department of Education has firmly stated that these funds are a one-time only grant that must be obligated by September 30, 2011. The department highly recommends that school districts look for ways to spend additional funds that will not force them to eliminate staff in two years or obligate the district to pay for staff once the funding is gone. This handout is meant to share ideas on ways to spend the additional funds that will not obligate the district once the funding disappears. There is a clear expectation that all ARRA funds must be used wisely for the purposes of IDEA. Districts will be required to publicly report on how these funds are used.

State Assessment/Adequate Yearly Progress/Program Improvement Update

State Assessment

- **Testing Window** – The North Dakota State Assessment (NDSA) will be administered during a three-week testing window beginning October 26, 2009 through November 13, 2009. The administration dates for the North Dakota Alternate Assessment-1 are November 16, 2009 to January 16, 2010. The administration dates for the North Dakota Alternate Assessment-2 are November 16, 2009 through December 22, 2009.
- **Grades Tested** – The NDSA will be administered to grades 3, 4, 5, 6, 7, 8, and 11 in reading, language arts, and mathematics. Grades 4, 8, and 11 will also take the science assessment.
- **Content Areas** – The NDSA will include the content areas of reading/language arts and mathematics for the 2009-2010 school year. Science will be assessed for the third time. Only grades 4, 8, and 11 will take the science test.
- **Accommodations** – Accommodations are currently allowed for students on an Individual Education Plan (IEP), those who have a Section 504 Accommodation Plan, and those with Limited English Proficiency, as prescribed in the test coordinators' manual. **Title I students are not entitled to accommodations.**

The *Test Coordinator's Manual* is posted at www.dpi.state.nd.us/testing/assess/manual07.pdf on the department's website. Questions concerning the NDSA should be addressed to Heidi Bergland at hbergland@nd.gov or 701-328-2317.

Adequate Yearly Progress

- **Subjects**

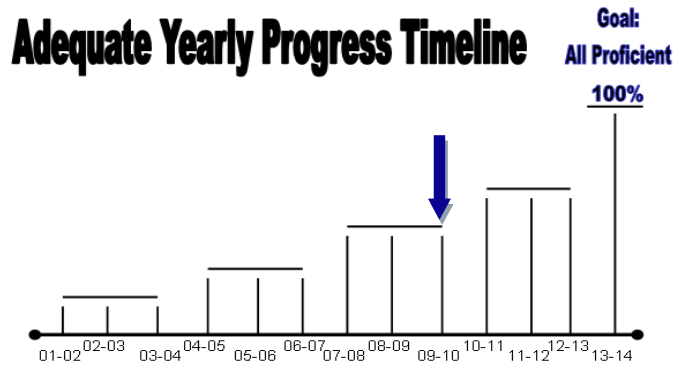
The primary indicator for measuring a school's adequate yearly progress is student achievement in reading and mathematics. Student achievement is reported:

 - ✓ As a composite score
 - ✓ By selected student subgroups
- **Grades Reflected**

As required under the *No Child Left Behind Act*, the Adequate Yearly Progress (AYP) reports reflect grades 3-8 and grade 11 assessment results. **Science test results are not included in the AYP report calculations.**
- **Tentative Timetable for Release of 2009-2010 AYP Data**
 - × Fall 2009 – North Dakota students take the North Dakota State Assessment (NDSA)
 - × February 2010 – Schools receive NDSA data directly from CTB
 - × March 2010 – Schools receive North Dakota Alternate Assessment student reports
 - × March 2010 – The North Dakota Department of Public Instruction merges data and validates information to create AYP reports
 - × April 2010 – Preliminary School AYP reports released
 - × April 2010 – Preliminary District AYP reports released
- **2009-2010 Adequate Yearly Progress Reports**

The department creates Adequate Yearly Progress (AYP) reports for every school and district in the state for the state assessment data. The information will be shared with school personnel, confidentially, through the State Automated Reporting System (STARS) once available in the spring of 2010.

■ Adequate Yearly Progress Timeline



■ AYP Achievement Goals

State Intermediate Goals, 2002-2014

Goals for Percent Scoring Proficient and Advanced in Reading/Math
Graduation and Attendance Rate Goals

Subject/ Grades	School Years*												
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Reading													
4	65.1%			73.8%			82.6%			91.3%			100%
8	61.4%			71.1%			80.7%			90.4%			100%
11	NA			57.2%			71.5%			85.7%			100%
12	42.9%			NA			NA			NA			NA
Math													
4	45.7%			59.3%			72.9%			86.4%			100%
8	33.3%			50.0%			66.7%			83.3%			100%
11	NA			43.1%			62.1%			81.0%			100%
12	24.1%			NA			NA			NA			NA
Graduation	89.9%			73.09%									
Attendance	93.0%												

- All determinations of adequate yearly progress are based on the achievement goals identified in the above chart.
- The chart shows the percentages of students that need to meet or exceed the cut scores established in reading and math in order for schools to make adequate yearly progress.
- When a school has more than one grade included in AYP calculations (e.g., the school is organized as K-8, therefore having grades 4 and 8 rolled together), the school will have a weighted intermediate goal that probably is not the same as the identified state intermediate goal.

■ Safeguards

- Below are two reasons why your percent of students proficient may be less than the state achievement goal, yet your school made AYP.
 - ✓ Binomial Distribution
If a school's student achievement rate is less than the school's achievement goal, then a statistical test is applied to determine a level of confidence in making an AYP determination.
By using binomial distribution and statistical reliability, schools get a benefit or leeway on their AYP score so that we can be 99.0% sure that we do not misidentify a school for program improvement based on a small number of students.
 - ✓ Safe Harbor
"Safe Harbor" is a process that recognizes a school for making significant improvements in student achievement on the state assessments, even though its achievement levels may be below the school's achievement goal.
Safe Harbor recognizes schools that have reduced the percentage of below-proficient students by 10% from the previous year.

Program Improvement Status

School Program Improvement	
Number of public schools in North Dakota	465
Number of Title I public schools in North Dakota (approximate)	312
✓ Number of schools that did not make AYP on the 2008-2009 NDSA	115
✓ New schools identified for program improvement for 2009-2010	32
✓ Number of schools removed from program improvement status for 2009-2010	0
✓ Total Number of schools in program improvement for 2009-2010	60

District Program Improvement	
Number of public districts in North Dakota	183
Number of Title I public districts in North Dakota (approximate)	157
✓ Number of districts that did not make AYP on the 2008-2009 NDSA	42
✓ New districts identified for program improvement for 2009-2010	13
✓ Number of districts removed from program improvement status for 2009-2010	1
✓ Total Number of districts in program improvement for 2009-2010	33

Alignment of NCLB and IDEA

▪ **The Special Education State Performance Plan (SPP) and the Annual Performance Report**

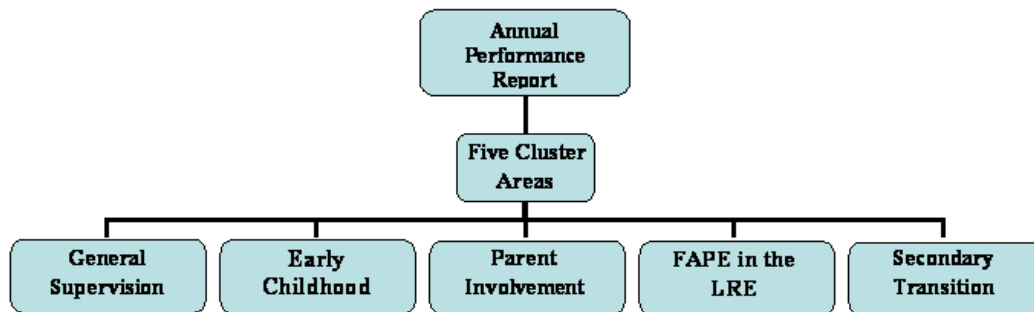
Each State must have a Special Education **State Performance Plan**

- Plans must establish measurable and rigorous targets
- States must annually collect data in these priority areas to analyze the **performance of each LEA**.
- Each State must report annually to the secretary on its performance under its performance plan.
- States must report annually to the public on the **performance of each LEA** on the targets in the State's performance plan.

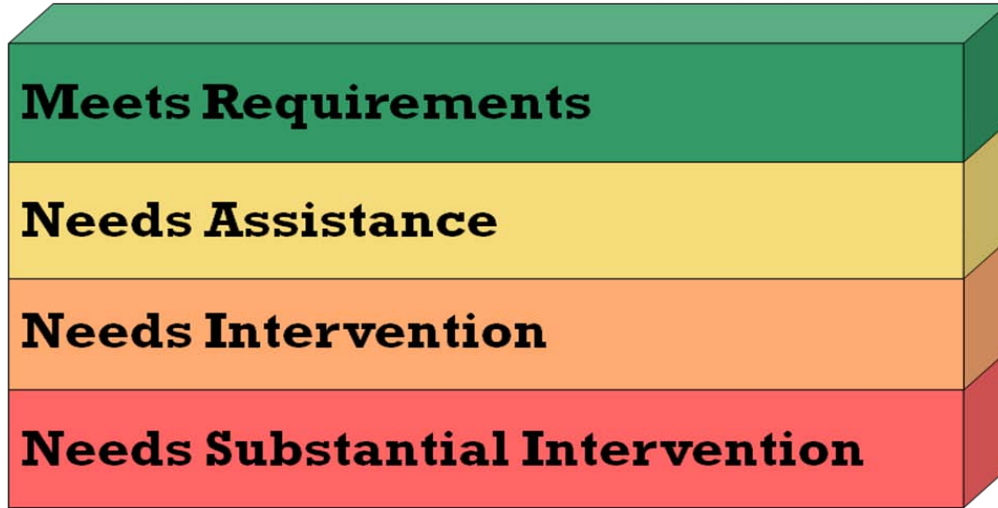
IDEA: Sec. 616(b)(1)-(2)(A)(B)

▪ **Annual Performance Report Content**

- Will report annually to the public on the performance of each LEA program on SPP/APR targets
- Will report annually to the public on its performance on targets in the SPP



Levels of Determination



Levels of Determination Over Time

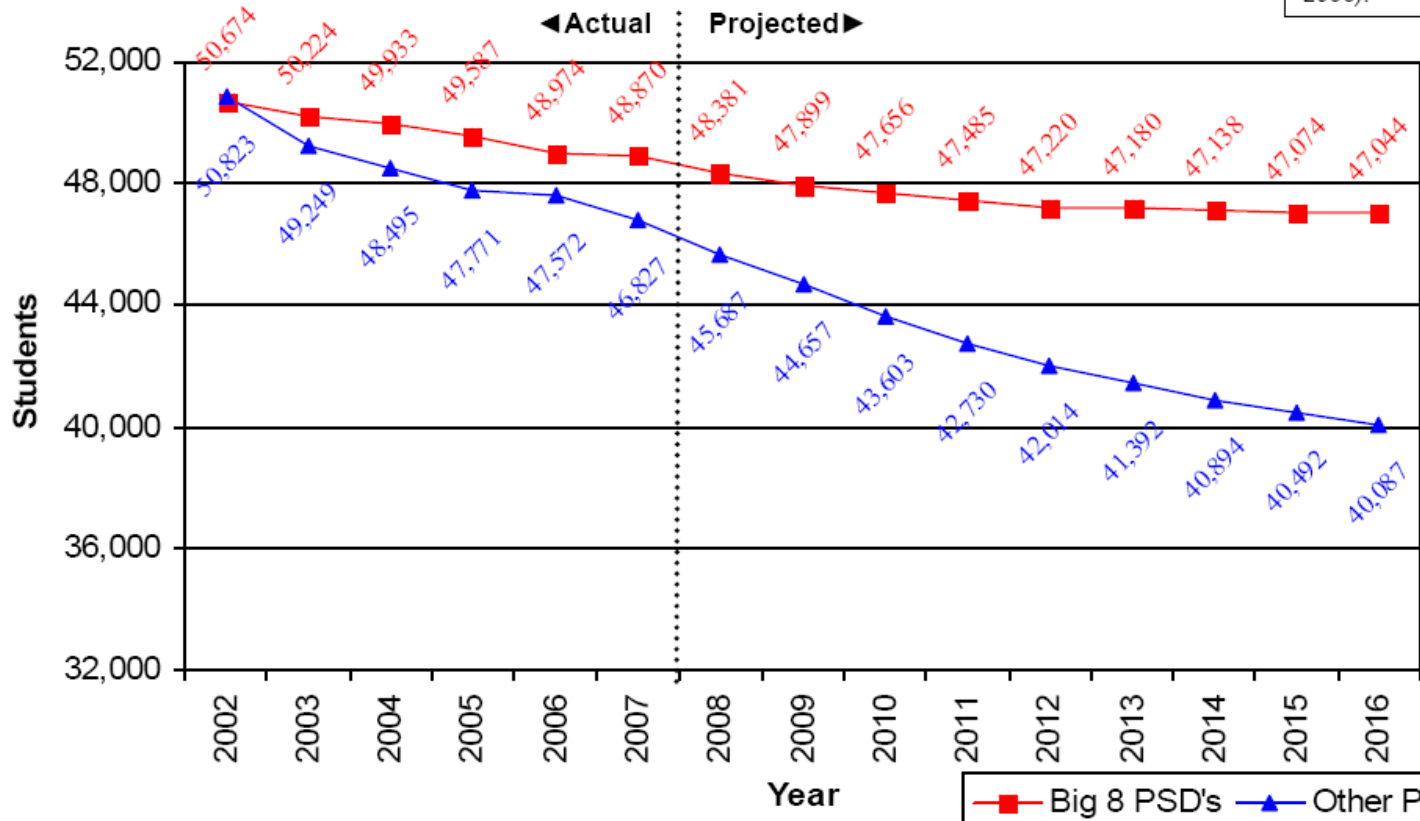
	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
2005-06	190 Districts	8 Districts	0 Districts	0 Districts
2006-07	125 Districts	57 Districts	13 Districts	1 District
2007-08	157 Districts	20 Districts	8 Districts	0 Districts

North Dakota’s IDEA Level of Determination – June 1, 2009
 As a state, North Dakota is in the “Meets Requirements” Level of Determination.



ND Public K-12 Enrollment: Actual & Projected
 NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
 OFFICE OF SCHOOL FINANCE AND ORGANIZATION

Big 8 PSD's: Fargo, Bismarck, Grand Forks, Minot, West Fargo, Mandan, Dickinson, and Jamestown Public School Districts (as of 2006).



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Enrollment	102,229	100,165	99,068	97,983	97,079	95,388	93,803	92,285	90,817	89,540	88,309	87,396	86,627	85,837	85,087

2009 ND Legislative Action Pertinent to Title I

- State Funding for Interim Assessment – The 2009 North Dakota legislative session, in Section 22 of HB 1400, incorporated state funding for ND school districts to give students the Measure of Academic Progress test in grades 2-10 (or a comparable test approved by the state superintendent). The funds for this test are included in the state aid payment. This provision is effective for the 2009-2010 school year.

Since it is now in state law that districts are receiving funds to pay for the Measures of Academic Progress test, or one comparable, districts may not use Title I funds to pay for this test. The only exceptions would be using Title I funds for the non-mandated grades.

Since districts are required to use state or local funds to identify which students are in need of Title I services, this test is now an allowable assessment that can be used to select students for the Title I program.

- Professional Development Plan – The 2009 North Dakota legislative session, in Section 13 of HB 1400, added language pertaining to professional development for North Dakota schools and districts. Districts must submit a professional development plan to the Approval and Accreditation office within the department. This plan must be reviewed and approved by a committee. This provision goes into effect for the 2009-2010 school year. The Approval and Accreditation office will be creating a template for the professional development plan that will be distributed to districts and schools in the fall.

Districts are already required to have a professional development plan to meet the Title II requirements. In addition, the Title I schoolwide and program improvement plans have professional development sections in them. Districts are highly encouraged to bring all of these various plans and requirements together for a unified approach to offering professional development.

- Student Performance Strategist – The 2009 North Dakota legislative session, in HB 1400, incorporated funding for and mandated that each district have one (1) full FTE “student performance strategist” for every 400 K-3 students. This requirement goes into effect for the 2010-2011 school year. This position does not need a Title I credential, but a North Dakota teaching license is required. The Approval and Accreditation office will assign this position a special code for reporting on the MIS03.

Since this requirement is in state law, districts cannot use Title I staff to meet this requirement, as that would be supplanting. Small districts may need to work collaboratively with other districts or their REA to share a student performance strategist.

- **Summer School** – Each legislative session, the ND State Legislature provides funding through the state aid payment for summer school. Beginning in the spring of 2010, funding is included for non-remedial science, social studies, math, and reading classes in grades 5-8.

Districts using Title I funds for summer school must ensure that the Title I summer school program is at a separate time than the state-funded program or that a Title I summer school program builds on or adds to a state-funded program for Title I students.

- **Supplemental One-Time State Grants** – The 2009 North Dakota State Legislature, in HB 1400, appropriated funds for supplemental one-time state grants. Districts may use these funds for the following purposes:

- ✓ The improvement, renovation, repair, or modernization of school buildings and facilities
- ✓ Building additions
- ✓ Equipment
- ✓ Textbooks, instructional materials, and library media materials
- ✓ Title I expenditures
- ✓ Professional development for teachers and administrators

If school districts choose to use these funds to add to their Title I program, they do not need to meet the federal Title I requirements or report any information to the state Title I office.

- **Preschool Programming** – The 2009 North Dakota State Legislature did not appropriate funds for preschool programming. A district may, however, implement a preschool program using federal Title I funds.

The Title I Preschool Guidance has been updated. We are trying to increase our collaboration with Head Start and have incorporated some of their suggestions into our guidance. If you will be offering a Title I-paid preschool program, it is imperative that you review this guidance. The updated version is available on the Title I website at www.dpi.state.nd.us/title1/earlychild/guidance.shtm.

2009 North Dakota Legislative Assembly

◆ New State Autism Task Force

Disability	Dec 1999	Dec 2008
Autism	112	514

◆ NDS Future Services Plan

◆ Comparison by Disability for December 1999 and December 2008

Disability	Dec 1999	Dec 2008
Autism	112	514
Specific Learning Disability	5,686	4,224

◆ 2008 ND Child Count Disability Comparison

Disability	December 2008
Autism	514
Deaf	0
Deaf/Blind	5
Emotional Disturbance	995
Hearing Impairment	120
Mental Retardation	860
Non-Categorical Delay 3-5	615
Non-Categorical Delay 6-9	598
Other Health Impairment	1490
Orthopedic Impairment	118
Speech Impairment	3644
Specific Learning Disability	4224
Traumatic Brain Injury	43
Visual Impairment	52
TOTAL	13,278

Title I Future Initiatives Federal Legislation

- **Reauthorization of the Elementary and Secondary Education Act**

Every five to seven years, all of the federal programs included in the Elementary and Secondary Education Act are reauthorized. This process provides Congress and others an opportunity to make changes to the federal programs. The last reauthorization, known as No Child Left Behind (NCLB), was signed by President Bush on January 8, 2002.

The reauthorization was supposed to have occurred in the spring of 2008; however, was delayed because of the presidential elections. It has been further delayed due to the enactment of the American Recovery and Reinvestment Act (ARRA) in February 2009. They are now starting to have conversations about the reauthorization at the federal level. It will more than likely be another year before NCLB is reauthorized.

If we look at the legislation passed in the ARRA, we can get a good idea of the scope of changes that will be a part of the reauthorized federal law.

- **American Recovery and Reinvestment Act**

American Recovery and Reinvestment Act of 2009 (ARRA) provides approximately \$100 billion for education, creating a historic opportunity to save hundreds of thousands of jobs, support states and school districts, and advance reforms and improvements that will create long-lasting results for our students and our nation including early learning, K-12, and post-secondary education.

The act provides targeted funds for existing programs including Title I and Special Education. It also provides significant funds for competitive grants under the "Race to the Top" program.

- **Race to the Top Funds**

Race to the Top (RTT) is the largest competitive grant program in the history of the U.S. Department of Education. Both Secretary Duncan and President Obama have made it the center of their educational agenda, indicating that it will form the blueprint for the administration's attempt to reauthorize NCLB.

In order to apply for these funds, states must have approved applications for both phases of State Fiscal Stabilization funding and states must not have any legal barriers to linking student data to teachers and principals for the purposed of evaluation.

The Selection Criteria are organized into five areas:

1. Standards and Assessments
 - Developing and adopting common standards
 - High-quality assessments
2. Data Systems to Support Instruction
 - Fully implementing a statewide longitudinal data system
 - Using data to improve instruction

3. Great Teachers and Leaders
 - Differentiating teacher and principal effectiveness based on performance
4. Turning Around Struggling Schools
 - Intervening in the lowest-performing schools and LEAs
 - Increasing the supply of high-quality charter schools
5. Overall
 - Demonstrating significant progress
 - Making education funding a priority

North Dakota did not apply for the Race to the Top funds.

○ **School Improvement Funds**

Schools identified for Title I program improvement have access to additional Title I funds. North Dakota distributed approximately \$3 million in school improvement funding to schools identified for improvement in July and August 2009. We have been waiting to receive additional information regarding the \$7 million ARRA school improvement grant that North Dakota will receive. States are now being told that the application to apply for these ARRA school improvement funds will be available in December 2009. At this time, we are anticipating receiving these ARRA school improvement funds in late spring to early summer 2010.

States are required to identify schools in categories of Tiers I, II, and III. Schools in Tiers I and II who apply for these school improvement funds are required to implement one of four models in their school as identified below. Schools in improvement will get in-depth information on this process at our annual Program Improvement Workshop in April 2010. Again, looking at these requirements gives us an idea of the changes that will be forthcoming in the NCLB reauthorization.

Turnaround Model

Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional program. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

Restart Model

Close the school and restart it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

Close/Consolidate Model

Closing the school and enrolling the students who attended the school in other, higher-performing schools in the LEA.

Transformation Model

1. Develop teacher and leader effectiveness
2. Comprehensive instructional programs using student achievement data:
3. Extend learning time and create community-oriented schools
4. Provide operating flexibility and intensive support

North Dakota will be applying for these funds as soon as an application is made available to states.

Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

Future Initiatives – Special Education



- ◆ U.S. Department of Education Office of Special Education Programs (OSEP)
August 2009 Conference Emphasis:
 - Longitudinal Data Systems
 - Trend Analysis for Educational Improvement Planning

- ◆ Evolving Disability Terminology
 - Autism *or* Autism Spectrum Disorder?
 - MR? Intellectual Disability? Cognitive Impairment?

- ◆ Response to Intervention (RTI) – Positive Behavior Support (PBS)
 - RTI-PBS State Leadership Team
 - Scaling up evidence-based practices in education across the State.

- ◆ North Dakota Statewide Special Education Online Case Management System
 - Instructional Data Management
 - Response to Intervention (RTI) Management
 - Special Education Case Management





**2009 TITLE I/SPECIAL EDUCATION
FALL CONFERENCE**

**GENERAL SESSION
TITLE I/SPECIAL EDUCATION
UPDATES**


**LAURIE MATZKE, State Title I Director and
BOB RUTTEN, State Special Education Director**

Title I/Special Education Collaboration

The Marriage of NCLB & IDEA




Title I is to NCLB and Adequate Yearly Progress (AYP) like Special Education is to IDEA and Levels of Determination



American Recovery and Reinvestment Act Funding in North Dakota

- Title I Part A
- Special Education
- School Improvement
- Title II Part D
- Homeless
- Supplemental One-Time State Grants



Evidence-Based Ideas for Using Additional Title I Funds

- Extended Learning Time
- Professional Development
- Early Childhood Education
- Parental Involvement
- Individualized Instruction
- Response to Intervention (RTI)
- Academic Assistance to Middle and High School Students

Recommended Uses of IDEA Part B Funds under ARRA

- Assistive technology devices
- Professional development
- Collect and use data
- Inclusive placement options for preschoolers with disabilities
- Hire transition coordinators

Updates On...

- State Assessment
- Adequate Yearly Progress
- Program Improvement

IDEA Levels of Determination

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

ND's IDEA *Level of Determination*

- As a State, North Dakota is in the Meets Requirements Level of Determination for the IDEA.
- June 1, 2009

Homework:

- When you go home find out what *your* school district's current IDEA Level of Determination is.
 - Your school district's Superintendent
 - Your school district's Special Education Director
 - Your School District's School Board President
 - Your School District's DPI Regional Special Education Coordinator

2009 ND Legislative Action Pertinent to Title I

- State Funding for Interim Assessment
- Professional Development Plan
- Student Performance Strategist
- Summer School
- Supplemental One-Time State Grants
- Preschool Programming

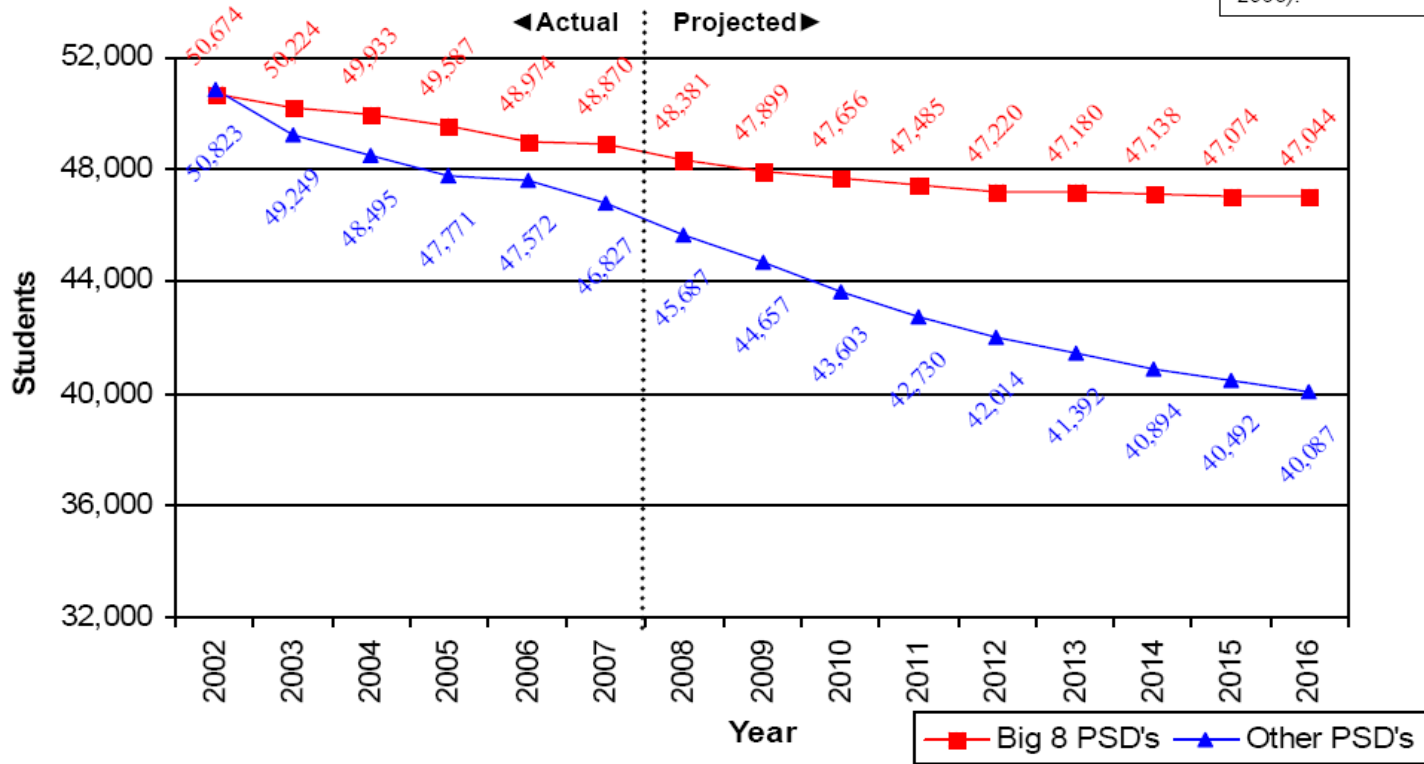
ND Public K-12 Enrollment:



ND Public K-12 Enrollment: Actual & Projected

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION

Big 8 PSD's: Fargo, Bismarck, Grand Forks, Minot, West Fargo, Mandan, Dickinson, and Jamestown Public School Districts (as of 2006).



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Enrollment	102,229	100,165	99,068	97,983	97,079	95,388	93,603	92,285	90,817	89,540	88,309	87,396	86,627	85,837	85,087




Facts About Special Education in North Dakota – 2008-2009

- 13,278 students in special education
- 13.2% of students in ND schools



2009 ND Legislative Action Pertinent to Special Education

- New State Autism Task Force
- NDSD Future Services Plan
- Comparison by Disability for December 1999 and December 2008
- 2008 ND Child Count Disability Comparison



Title I Future Initiatives

Federal Legislation

- Reauthorization of the Elementary and Secondary Education Act
- American Recovery and Reinvestment Act
 - Race to the Top Funds
 - School Improvement Funds

Future Initiatives – Special Education

- U.S. Department of Education Office of Special Education Programs (OSEP)
Conference Emphasis:
 - Longitudinal Data Systems
 - Trend Analysis for Educational Improvement Planning
- Evolving Disability Terminology
- Response to Intervention – Positive Behavior Support