



Title I News

July 2004

■ Update on Key Department Issues

- District AYP Requirements
- 2003-2004 AYP Reports
- NCLB State Plan Amendments
- SALT Team Meets with Out of Level Testing Committee
- Highly Qualified Staff Provision Updates
 - ☑ Hiring of New Title I Personnel
 - ☑ License Codes/K-12 Curriculum Manual
 - ☑ Definition of Rural for the Teacher Quality Provision
 - ☑ Pending Attorney General's Opinion
 - ☑ NCLB Testing Requirement for New Teachers

■ Director's Report

- Consolidated Applications
- 2003-2004 AYP Information
- NCLB/Title I Updates—IVN Session

■ Courses Approved for SBRR

■ Summer Reading for Educators

■ Upcoming 31st Plains Regional IRA Conference

■ Title I IVN Session

■ Upcoming Events

■ Title I Staff

Update on Key Department Issues

Updated information is being provided on the following key issues:

- District Adequate Yearly Progress (AYP) Requirements
- 2003-2004 Adequate Yearly Progress (AYP) Reports
- *No Child Left Behind* (NCLB) State Plan Amendments
- SALT Team Meets with Out of Level Testing Committee
- Highly Qualified Staff Provision Updates

■ District Adequate Yearly Progress (AYP) Requirements

The building level Adequate Yearly Progress (AYP) reports for the 2001-2002 and 2002-2003 state assessment results have been officially released. However, the *No Child Left Behind* (NCLB) Act regulations also require the department to generate district level AYP reports based on annual state assessment data. The district AYP information is listed on the school district profiles/report cards, which are currently available on the department's website. In addition, separate district AYP reports for the 2001-2002 and 2002-2003 school years are now available at www.dpi.state.nd.us/dpi/reports/profile/index.shtm on the department's website.

Under the old law, North Dakota identified schools but did not identify districts for program improvement. However, NCLB requires the state to identify for program improvement any district that, for two consecutive years, does not make AYP as defined by the state's accountability system. The 2001-2002 data does not count against a district for AYP purposes. It serves as baseline data only. However, the 2002-2003 data does count as one year of not making AYP.

AYP for a district is determined by aggregating the results of academic achievement measures in reading/language arts and mathematics, student participation rates in these assessments, graduation rates, and for elementary and middle schools, the attendance rates. Many times tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the minimum group size at the district level, and thus, possibly identify the district as not making adequate yearly progress even though no individual building in the district has been identified.

A total of 34 districts did not make AYP for the 2002-2003 school year. Those districts have received a letter from the State Title I office.

When a district is identified for program improvement, after two consecutive years of not making AYP, the following three provisions must be met:

1. The state must promptly notify the parents of each student enrolled in the schools served by the identified district and explain the reasons for the identification.

Update on Key Department Issues – continued on page 2

Update on Key Department Issues – continued

2. The district must develop or revise a program improvement plan no later than three months after the identification and submit it to the State Title I office. In developing or revising this plan, the district must consult with parents, school staff, and others.
3. The district must reserve not less than ten percent of its Title I Part A funds for high-quality professional development that is specifically designed to improve classroom teaching for instructional staff.

At this time, districts are restricted to using the ten percent set aside for professional development in Title I schools only. The department has contacted the U.S. Department of Education (USDE) to express concern that, in many cases, data from the non-Title I buildings contributed to the district not making AYP. We questioned the reasoning behind requiring a district to spend set aside funds in buildings that are making AYP and disallowing them to focus the dollars on the schools and students that led to the program improvement identification. The department was informed that numerous personnel have brought this concern to their attention and that they are going to revisit the issue. Please watch for future issues of this newsletter for details on the response we receive from the USDE.

■ **2003-2004 Adequate Yearly Progress (AYP) Reports**

The department will again create an official Adequate Yearly Progress (AYP) report for every school and district in the state for the 2003-2004 state assessment data. The information will be shared with school personnel confidentially through the Online Reporting System (ORS). We anticipate that the building level AYP reports will be available on the ORS within the next week or two. It is imperative that school personnel review the information on the AYP report for accuracy. After school personnel have been given an opportunity to review and provide input on the AYP reports, they will be publicly released and made available on the department's website. The department is hoping to have the official, public AYP reports released statewide by mid-August 2004.

■ **No Child Left Behind (NCLB) State Plan Amendments**

As indicated in prior correspondence, the department submitted written correspondence to the U.S. Department of Education (USDE) on March 31, 2004, to make amendments to the North Dakota Consolidated State Application Accountability Workbook, dated June 8, 2003. Thus far, we have not received a formal response from the USDE.

The written correspondence to the USDE requested amendments on the following six specific issues:

1. A request to incorporate the new policy recently issued on participation rates for AYP purposes into our state plan.
2. A request to revise our definition of a full academic year as one where a student has been enrolled at a school for a period equal to or exceeding 173 instructional days, inclusive of summer school.
3. A request to incorporate the new policies recently issued for Limited English Proficient (LEP) students into our state plan.
4. A request to incorporate recent federal guidance regarding the election of a local school district to determine AYP for a Title I targeted assistance school based solely on the achievement of students who are served by Title I or who are eligible to receive Title I services.
5. A request to extend the graduation cohort beyond four years for IEP and LEP students.
6. A request to revise the definition of "small, rural schools" as stated under the new policy recently released on the highly qualified teacher provision.

The department has engaged in several conversations with the USDE staff regarding our requests. We are awaiting final word from the USDE on a response to these requested amendments.

Update on Key Department Issues – continued on page 3

Update on Key Department Issues – continued

■ SALT Team Meets with Out of Level Testing Committee

On July 13, 2004, the North Dakota Standards Assessment and Learning Team (SALT) met with the state's Alternate and Out of Level Testing Committee to discuss the option of allowing out of level testing as part of the alternative assessment system under the North Dakota State Assessment.

The day began with presentations from three technical advisory assistants invited to the meeting. All of the advisory assistants provided background information to the participants to help them make informed decisions regarding out of level testing and alternate assessment systems. First, Jane Minnema, from the National Center for Education Outcomes (NCEO), provided an overview of the federal regulations regarding out of level testing and its role in a state's alternative assessment system. NCEO has done a great deal of research on the effects of out of level testing on academic learning, and Ms. Minnema was able to share some of these results. She led the group through an overview of the federal rules.

Next, Susan Wagner, North Dakota's State Alternate Assessment Consultant, provided the group with information regarding the results of the North Dakota State Assessment, particularly for students who were identified as receiving accommodations on the assessment as well as those who took the alternative assessment. Ms. Wagner was able to share information for the 2001-2002, 2002-2003 school years, and preliminary results for the 2003-2004 school year. This data provided the group with an understanding of current levels of student achievement as well as how implementing various policies may effect student achievement results.

Wayne Bell from the Mountain Plains Resource Center was also available. Mr. Bell works with several different states in the Mountain Plains region on their assessment systems. He was able to share some general observations on the national trends in out of level assessment and alternate assessment systems.

The group spent the afternoon discussing the out of level testing option in terms of the alternate assessment system, as well as many related issues including the federal one percent (1%) cap for proficiency scores on alternative assessments, and the scenarios that will probably arise as this rule is implemented in North Dakota. The group was able to identify several specific recommendations for Dr. Sanstead, Superintendent of Public Instruction, on these issues. Members reached near consensus in their recommendations, and at this time the group does not have plans to convene again. The recommendations will be taken to Dr. Sanstead for his review, and final decisions should be forthcoming from the department.

■ Highly Qualified Staff Provision

Please note the following updates relating to the highly qualified staff provision:

- Hiring of New Title I Personnel
- License Codes/K-12 Curriculum Manual
- Definition of Rural for the Teacher Quality Provision
- Pending Attorney General's Opinion
- No Child Left Behind* (NCLB) Testing Requirement for New Teachers

Hiring of New Title I Personnel

The *No Child Left Behind* (NCLB) Act requires all teachers of core academic subjects to be highly qualified by July 1, 2006. In addition, this provision requires all newly hired teachers, working in a program supported with Title I funds, to be highly qualified as of the 2002-2003 school year.

The new requirements are difficult to understand because they are different depending on so many variables. The grade level taught, the subject taught, and whether a school is targeted assistance or schoolwide all have an effect on what it means to be highly qualified.

Update on Key Department Issues – continued on page 4

Update on Key Department Issues – continued

We cannot stress enough the importance for school personnel to contact staff in the State Title I office if you are hiring new Title I personnel and are at all unsure if they meet the requirements. We have already been confronted with situations where new Title I staff have been hired, a contract has been signed and they do not meet the requirements. If newly hired teachers do not meet the requirements, then you cannot pay their salary with Title I funds.

The biggest area of concern is at the middle school level. Provisional Title I credentials can be issued giving Title I personnel two years to obtain the required reading or math coursework to obtain a credential. However, the department does not have the authority to grant a provisional credential for a middle school teacher who does not have the appropriate basic license or endorsement. A middle school teacher needs the middle school endorsement from the Education Standards and Practices Board (ESPB) before a regular or provisional Title I credential can be issued.

You may contact Sandy Peterson at smpeterson@state.nd.us by phone at (701) 328-2170 or Laurie Matzke at lmatzke@state.nd.us or by phone at (701) 328-2284 if you have specific questions regarding qualifications for Title I personnel.

License Codes/K-12 Curriculum Manual

The Education Standards and Practices Board (ESPB) is working on a document titled, “License Codes/K-12 Curriculum.” This document is a compilation of the ESPB’s license codes in relation to the Department of Public Instruction’s K-12 course codes. Each license code description includes the level of preparation required, whether the preparation is a major or major equivalency, a minor or minor equivalency, the K-12 course code number, at what level the K-12 course is taught, and the course title. This K-12 course title will appear with the license code description on each license after July 1, 2004. This document is an excellent resource for school personnel and will detail what courses can be taught with specific preparation. The document should be available shortly at www.state.nd.us/espb on ESPB’s website.

Definition of Rural for the Teacher Quality Provision

In March 2004, the U.S. Department of Education created a new policy that will allow existing teachers, in eligible rural districts, who are highly qualified in at least one subject to have three years, until the end of the 2006-2007 school year, to become highly qualified in the additional subjects they teach. This policy will also carry forward for new-to-the-profession teachers in eligible rural districts. Teachers who can demonstrate the highly qualified standard in at least one subject will be granted a three-year time period to become highly qualified in the additional subjects they teach.

The Department of Public Instruction has asked the U.S. Department of Education for permission to use an alternate definition of “small, rural” other than the definition outlined in their guidance. We proposed to adopt the definition that we use when determining Title I allocations to districts. Under this definition, all but the five largest districts would be considered rural, and so the new policy for rural districts would apply to the vast majority of North Dakota schools. We have not received an official response to our request.

However, we have communicated with USDE staff through telephone calls and e-mail messages. The USDE staff feel that our proposed definition only deals with large and small districts but does not address the definition of rural. It does not appear as though they will approve our definition. Therefore, according to the USDE’s regulation, the new policy would only apply to LEAs that meet the following two requirements:

1. The total number of students in average daily attendance at all schools served by the LEA is fewer than 600, OR all schools in the district are located in counties with a population density of fewer than 10 persons per square mile; AND
2. All schools served by the LEA have a school locale code of 7 or 8, as determined by the Secretary, OR the LEA is located in an area of the state defined as rural by the SEA or another governmental agency of the state.

Update on Key Department Issues – continued on page 5

Update on Key Department Issues – continued

Pending Attorney General's Opinion

The Department of Public Instruction has asked Attorney General Wayne Stenehjem for clarification of the following two issues. The questions presented are as follows:

1. Can a school district that has declared a school to be an elementary school serving kindergarten through grade eight offer departmentalized instruction or does N.D.C.C. §15.1-18-07(3) limit a teacher's instruction to self-contained classrooms only?
2. Can a school that has declared a school building as a middle school containing grades five or six through grade eight further declare that grades five and/or six are actually elementary grades and grades seven and eight are middle school?

The department has asked for an Attorney General's opinion to these two issues so that we have one official response coming from department personnel when these key issues keep being questioned. To date, we have not received a response.

No Child Left Behind (NCLB) Testing Requirement for New Teachers

The *No Child Left Behind* Act (NCLB) requires states to use a rigorous test to meet the law's requirement to test all new elementary teachers. After the passage of the *No Child Left Behind* Act, the North Dakota Education Standards and Practices Board (ESPB) was very concerned about inequity issues arising between elementary and secondary licensed teachers. The board, therefore, voted to mandate that all new teachers of core academic subjects, elementary, middle and secondary teachers, take and pass a rigorous test in order to be highly qualified. The ESPB has been working with Educational Testing Services (ETS) over the past two years to establish this testing process for our state. North Dakota will be using the Praxis I, Praxis II and the PLT tests to meet the federal requirements. The cut scores for the elementary tests were established in the spring of 2004. The cut scores for the middle and secondary tests are being addressed over this summer and will be completed in the fall of 2004.

These tests will be mandatory for licensure of all new teachers beginning July 1, 2006. However, the law requires that all elementary teachers who are working in a program supported with Title I funds who were hired after the first day of the 2002-2003 school year to have taken and passed the test before they are eligible for employment. In a schoolwide program, working in a program supported with Title I funds is defined as all teachers in the building. In a targeted assistance school, it refers to those teachers paid with Title I funds.

Until these tests are available later this fall, North Dakota is requiring all new elementary teachers working in a program supported with Title I funds to take and pass the Praxis I test. This test assesses academic skills in reading, mathematics, and writing.

The department had originally planned to require the Praxis II and PLT tests for all new teachers working in a program supported with Title I funds beginning July 1, 2005. However, we recently received written correspondence from the USDE reminding states that they must have a rigorous test in place at this time for all new teachers hired to work in a program supported with Title I funds. Consequently, we felt we needed to move up the deadline and require new teachers to document that they have taken and passed the Praxis II and PLT tests as soon as the tests are available. Therefore, all new teachers working in a program supported with Title I funds hired after January 1, 2005, will be required to submit documentation that they have taken and passed the Praxis I, Praxis II and PLT tests.

The department is working on a process to document compliance with this requirement. We will also be working with the State University Systems so they can inform new graduates of this federal requirement. In summary, it is very important for school personnel to understand the following two requirements:

- New teachers working in a program supported with Title I funds, hired after January 1, 2005, will be required to submit documentation that they have taken and passed the Praxis II and PLT tests in addition to the already required Praxis I test.
- All new elementary, middle and secondary teachers of core subjects in the state will need to have taken and passed the Praxis II test before they can get a license after July 1, 2006.

Director's Report

Summer is officially here, and I hope everyone is finding time to relax and enjoy the warm weather. What's happening in the State Title I office? We just recently completed the second of our two Title I/Special Education Summer Institutes. Both in-services were very successful, and we gathered many new ideas to pursue over the next year. For the remainder of the summer, most of our time will be spent on the following key initiatives:

- Consolidated Applications.
- 2003-2004 AYP Information.
- NCLB/Title I Updates—IVN Session.

■ Consolidated Applications

The department is busy reviewing consolidated applications. To date, the department has received 159 applications. Some school districts have not submitted their consolidated application because they are waiting to receive confirmation of the Title I carryover amount or are waiting for the 2003-2004 Adequate Yearly Progress (AYP) information to be released. School districts have approximately another month before the applications must be submitted. All applications must be received by **August 27, 2004** in order to receive federal title funding for the 2004-2005 school year.

Once all of the federal Title program directors have approved the individual programs, Beverly Fischer, the department's grants manager, will be sending correspondence to all districts informing them of their approval status. Specifically, school administrators will receive three documents from Beverly Fischer (a cover memo, grant award, and a tips handout). Please read the cover memo carefully, as there will be monitoring alerts listed on any questionable activities that surfaced during the review process. The grant award will need to be signed and returned to the department before any funds can be disbursed. The tips handout will include suggestions and reminders for completing the consolidated application in subsequent school years.

We are also pleased to announce that we are working on an electronic budget revision process. We are hoping to have the process in place by September 1, 2004. The electronic budget revision will also incorporate the revision process for the five percent (5%) setaside for teacher quality and the supplemental services reallocation process. Last year, there were separate forms for these two provisions.

It appears as though we are going to have a significant amount of Title I reallocated funds available for distribution this fall. We are trying to incorporate the Title I reallocated funds application into this electronic process as well. We will provide more detailed information on these updates at our Title I IVN session on August 19, 2004 and through written correspondence this fall.

■ 2003-2004 Adequate Yearly Progress (AYP) Information

As indicated in the "Update on Key Department Issues" article, the department anticipates that the unofficial 2003-2004 Adequate Yearly Progress (AYP) reports will be posted on the Online Reporting System (ORS) within the next week. It is critical that school personnel have an opportunity to review the reports for accuracy so that any errors can be corrected. The official AYP reports will be posted on the department's website by mid-August 2004. The department will then compile the district AYP reports for the 2003-2004 school year. No formal written correspondence will be mailed to school districts regarding these reports; therefore, it is imperative that school personnel check their e-mail to access this information.

Schools and districts that have not made AYP for two or more consecutive years and subsequently have been identified for program improvement, will receive written correspondence from the State Title I office. The correspondence will outline the requirements that will need to be addressed as well as provide information on the additional funds that are available to schools and districts that have been identified for program improvement. This correspondence will be mailed in late August or early September 2004.

■ No Child Left Behind (NCLB)/Title I Updates—IVN Session

Updated information is always emerging regarding the *No Child Left Behind* (NCLB) Act. We have been sharing updated information through our Title I newsletter. I will be attending our annual State Title I Director's Conference the first week of August 2004.

Director's Report – continued on page 7

Director's Report – continued on page 7

I am hoping to receive new information and clarification on key NCLB issues at the conference. In addition, we always have updates to share with school personnel on specific Title I issues. Therefore, we have scheduled a Title I IVN session for Thursday, August 19, 2004. We will use this opportunity to share new and updated information with school personnel on NCLB and Title I issues in preparation for the 2004-2005 school year. Registration information will be posted on the Title I website in early August 2004.

Courses Approved for SBRR

Just a reminder for all Title I teachers, when you renew your reading credential, one (1) of the reading credits **MUST** encompass scientifically based reading research strategies (SBRR). Listed below are courses that have been approved to date encompassing SBRR:

- Training the Trainers for the North Dakota Reading Academies.
- Three R's for the 21st Century Research-Based Strategies for Reading, Writing, and Reasoning.
- Methods and Strategies for Teaching Reading K-3.
- Methods and Strategies for Teaching Reading 4-6.
- Linking Literacy.
- Title I Fall Conference.
- DIBELS (Dynamic Indicators of Basic Literacy Skills).
- North Dakota Reading Association (NDRA).
- 31st International Reading Association (IRA).
- Online Directions for SBRR.
- 2004 Reading Summer Institute: Literacy through Reading and Writing.
- *No Child Left Behind* – Reading and Technology.

Summer Reading for Educators

<u>Title</u>	<u>Author</u>	<u>ISBN</u>
■ <i>The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life</i>	Parker J. Palmer	0787910589
■ <i>The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child</i>	Ron Clark	1401300014
■ <i>Fish! A Remarkable Way to Boost Morale and Improve Results</i>	Stephen C. Lundin, John Christensen and Harry Paul	0786866020
■ <i>Multiple Intelligences and Instructional Technology: A Manual for Every Mind</i>	Walter McKenzie	1-56484-192-8
■ <i>Multiple Intelligences In The World</i>	Maurice D. Fisher, Ph.D.	0-910609-39-X
■ <i>The Multiple Intelligences of Reading and Writing: Making the Words Come Alive</i>	Thomas Armstrong	0-87120-718-4
■ <i>Reading Essentials: The Specifics You Need to Teach Reading Well</i>	Regie Routman	325004927
■ <i>Reading with Meaning: Teaching Comprehension in the Primary Grades</i>	Debbie Miller	1571103074
■ <i>Strategies That Work: Teaching Comprehension to Enhance Understanding</i>	Stephanie Harvey and Anne Goudvis	1571103104
■ <i>Teaching with the Brain in Mind</i>	Eric Jensen	0871202999
■ <i>Through the Cracks</i>	Carolyn Sollman	0871922932
■ <i>What Works in Schools: Translating Research into Action</i>	Robert J. Marzano	0-87120-717-6
■ <i>Assertive Discipline: Positive Behavior Management for Today's Classroom</i>	Lee and Marlene Canter	1572710357

Upcoming 31st Plains Regional IRA Conference

The 31st Plains Regional IRA Conference will be held in Bismarck, North Dakota on October 6-9, 2004. All Title I personnel are highly encouraged to attend this conference.

Registration for this conference is now open and participants are encouraged to register early as this is a regional conference open to educator's nationwide. Registration forms can be obtained at www.reading.org/meetings/regional_conf. The prepaid registration deadline is September 15, 2004.

For further information on this conference, please visit the IRA website at www.reading.org/meetings/regional_conf.

Title I Staff

Laurie Matzke

Director
E-mail: lmatzke@state.nd.us
Phone: (701) 328-2284

Gail Burkett

Asst. Director
Reading First Program
E-mail: gburkett@state.nd.us
Phone: (701) 328-2285

Tanya Lunde-Neumiller

Asst. Director
Schoolwide Program
E-mail: tlneumiller@state.nd.us
Phone: (701) 328-4646

Nita Wirtz

Program Administrator
Neglected & Delinquent,
CSR Programs
E-mail: nwirtz@state.nd.us
Phone: (701) 328-1876

Ann Ellefson

Program Administrator
Homeless Programs
E-mail: aellefson@state.nd.us
Phone: (701) 328-2292

Sandy Peterson

Program Administrator
Migrant Education,
Math and Reading Credentials
E-mail: smpeterson@state.nd.us
Phone: (701) 328-2170

Mary Neigum

Fiscal Officer
E-mail: mneigum@state.nd.us
Phone: (701) 328-2281

Missy Schiller

Administrative Assistant
E-mail: mschiller@state.nd.us
Phone: (701) 328-2254

Patty Carmichael

Administrative Assistant
E-mail: pcarmichael@state.nd.us
Phone: (701) 328-3264

Mary Ann Mousel

Administrative Secretary
E-mail: mmousel@state.nd.us
Phone: (701) 328-2282

Office Fax: (701) 328-4770
Toll Free: (888) 605-1951

Title I IVN Session

The State Title I office has scheduled an IVN session to update school personnel on key Title I issues. This IVN session will be held on Thursday, August 19, 2004 from 10:00 a.m. to 12:00 p.m. The session will be broadcasted at the following sites:

- Bismarck – Bismarck State College – Room 216
- Devils Lake – Lake Region State Admin – Room 171.
- Dickinson – Dickinson State Univ. N Campus – Room 104.
- Fargo – NDSU EML – Room 183.
- Grand Forks – UND Gamble – Room 120.
- Jamestown State Hospital – Room 320.
- Minot – Minot State Univ. Admin – Room 158.
- Wahpeton – State College of Science Library – Room 117.
- Williston – Williston State College Main – Room 120.

Further information regarding this IVN session will be posted on the Title I website in early August at www.dpi.state.nd.us/title1/events.shtm.

Upcoming Events

Training the Trainer on DIBELS

- August 2-4, 2004

Bismarck, ND

Information will be available at www.dpi.state.nd.us/title1/events.shtm.

New Administrators Workshop

- August 5-6, 2004

Bismarck, ND

Information is available online at www.dpi.state.nd.us/approve/admin.shtm.

Title I/NCLB Update – Title I IVN Session

- August 19, 2004

10:00 a.m.-12:00 p.m.

Registration information will be mailed and posted on our website at www.dpi.state.nd.us/title1/events.shtm.

Program Improvement IVN Session

- TBA

TBA

Information will be available online at www.dpi.state.nd.us/approve/admin.shtm.

31st Plains IRA Regional Conference

- October 6-9, 2004

Bismarck-Mandan, ND

Information is available online at www.reading.org.