North Dakota Department of Public Instruction

Title I News

November 2004

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Second Round for Reallocated Funds

After the first round of applications for reallocated funds was finalized, it was confirmed that a significant amount of Title I reallocated funds remain. Therefore, the State Title I office has offered a second opportunity to submit an application and apply for Title I reallocated funds. The due date for this round of applications is **December 1, 2004**. We anticipate having applications approved by the end of December 2004. The funding period for activities funded in the second round of applications is January 3, 2005 to June 30, 2005.

The application process for Title I reallocated funds has been incorporated into the electronic budget revision process through the ORS (Online Reporting System). Please refer to the "Electronic Budget Revision Help Screens" document for guidance on how to apply for the Title I reallocated funds using this new system. The document can be accessed at www.dpi.state.nd.us/grants/NCLB.shtm on the department's website. Look under the "Resources & Forms" heading.

We will give priority to those districts who did not submit an application during round one. However, those who have already submitted and were approved for reallocated funds may certainly apply for additional funding as well.

If you have questions regarding the reallocated funds process, please contact Mary Neigum, Title I Fiscal Officer by e-mail at mneigum@state.nd.us or by phone at 701-328-2281.

Reading Month 2004-2005

The State Title I office contracts with North Dakota teachers each year to create the Reading Month packet. This year's Reading Month organizers are Dianne Becker, Cindy Berger, and Diane Kracht from the North Central School District at Rogers. Each year, the month of February is designated as North Dakota's Reading Month. The theme for Reading Month 2005 is "Around North Dakota in 28 Days: Discover the Spirit".

Inspired by the recent movie involving traveling around the world, this year's Reading Month packet explores all the wonderful sites and sounds of North Dakota. It is sure to provide a fun and educational packet of informational activities.

The State Title I office is planning to mail out the packets to schools in early December. All schools in the state will receive one packet to share with all staff members. The Reading Month packet will also be on the Title I website at www.dpi.state.nd.us/title1/resource/read/index.shtm.

The organizers are integrating many of the suggestions and ideas that were submitted from the 2004 Reading Month feedback sheets. If anyone has any questions, comments or ideas they would like to share, please contact Nita Wirtz, Program Administrator in the State Title I office at nwirtz@state.nd.us so that they can be passed on to our team members.

Monthly Featured Articles

Reading Corner	By: Nita Wirtz	Topic: Reading Books Available

There are some wonderful books out on the market. Since the Christmas season is right around the corner, it's a wonderful time to think about presents, and what a wonderful present a book can be. The International Reading Association's August/September 2004 issue of Reading Today featured several wonderful books. Make a number of the following books part of your classroom Christmas list this year. Happy Reading!

- ***My School's Zoo*** by Stu Smith (HarperCollins, 2004, $15.99, ages 4 to 8)
  A young boy's school outing to the zoo kicks his imagination into overdrive. Now everyone looks like an animal, from his warthog dad to the orangutan that drives the bus and that bear of a substitute teacher. Finally, as his day winds down, things get back to normal. But he wonders about his next field trip…..

  David Catrow's hilarious, high-octane illustrations are the perfect accompaniment to Smith's zany rhyming verse. Every page bubbles with energy and many visual puns – check out the mouse and bugs in the computer lab and those annoying spelling bees.

- ***Looking After Louis*** by Lesley Ely (Albert Whitman, 2004, $15.95, ages 5 to 8)
  Though the students in one classroom try to include the new boy, Louis, in their plans, he isn't making it easy. Accompanied by an aide, he solemnly repeats everything said to him. At recess, he plays alone until the day one of his classmates finally makes a connection that changes everything and everyone.

  Polly Dunbar's illustrations depict a classroom of wide-eyed kids trying to relate to a high functioning autistic classmate. When one student complains because exceptions are made for Louis's behavior, her teacher helps her see the value of empathy and tolerance. A brief note for adults at the back of the book discusses the advantages of mainstreaming for both disabled children and their regular education peers.

- ***The Alphabet War*** by Diane Burton Robb (Albert Whitman, 2004, $15.95, ages 7 to 10)
  Adam has always had dyslexia, but it didn't affect him very much. It wasn't until he got to school and tried to learn how to read that the Alphabet War began. As he falls further behind in school his confidence slips, pushing him to misbehave until a special teacher helps him see that he isn't dumb-just a different kind of thinker, someone who needs to learn a different way to learn to read.

  Most of the illustrations are done in boldly colored oil pastels, but when Adam is struggling with his learning disability, artist Gail Piazza uses charcoal to draw what's really happening and uses colors to depict what Adam feels-emphasizing that how dyslexia affects his learning is real, not imagined. Includes an introductory note for parents and teachers.

- ***The A+ Custodian*** by Louise Borden (McElderry, 2004, $15.95, ages 7 to 10)
  Everyone at school knows John Carillo, the custodian. He fixes, cleans, and maintains the building and everything in it. Most people take him for granted, but when Gracie starts helping him, she learns to appreciate his talents. She decides that the people that owe so much to Mr. Carillo ought to tell him exactly how they feel about his work. Shhh! It's a secret until Monday.

  Adam Gustavson celebrates every school custodian in his warm, realistic paintings. Using a variety of perspectives, and adhesive notes of every color, he pays tribute to the person who enables teachers to teach and students to learn. Is there any doubt who deservers the highest grade of all?

- ***Remember: The Journey to School Integration*** by Toni Morrison (Houghton Mifflin, 2004, $18.00, ages 8 and up)
  Archival photos tell the history of separate and obviously unequal educational opportunities for children of different races in the United States. The 1954 school year, after the Supreme Court decided Brown v. Board of Education, introduced dramatic reforms that changed the course of American history forever.

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Reading Corner (continued)

Morrison's eloquent text is written as if the people captured on film are speaking directly to the reader. Her powerful prose embodies the emotion and truth of the times: "I don't want to be treated as though I am equal, but because I am." A civil rights timeline and explanatory notes for every photo are included.

- ***The Report Card*** by Andre Clements (Simon & Schuster, 2004, $15.95, ages 8 to 12)
  Nora is a genius. Really. But she keeps it a secret from her teachers, her friends, even her parents, because she doesn't want to be treated differently. After noticing that her fellow classmates are consumed by their standardized test results, she decides to get all D's to prove that grades aren't an accurate measure of intelligence.

  She discovers, however, that her individual test results are much more than just a personal yardstick-they are used to gauge her parents, her teachers, her school, and her community. They influence how she is taught, what she learns, and who her friends are. It's time to put testing to the test!

Math Corner	**By: Ann Ellefson**	**Topic: Middle School Math Research Released**

The What Works Clearinghouse (WWC), sponsored by the United States Department of Education, has recently done a study on Middle School Mathematics Curricula. The study examined the following questions:

- Which curriculum-based interventions are effective in increasing the learning of mathematics content and skills (that is, what students should know and be able to do) among elementary, middle, and high school students?
- Are some interventions more effective than others for learning certain types of math content and skills?
- Are some interventions more effective for certain types of students, particularly students who lag behind in mathematics achievement?

Of the more than 800 studies of various mathematics programs including math curricula, math textbooks and math software programs, the What Works Clearinghouse identified 11 programs that met the department's definition of being based on scientific research. Some of the programs that met this definition include:

- Cognitive Tutor
- Connected Mathematics Project (CMP)
- I Can Learn (ICL) Education Systems
- Saxon Math
- The Expert Mathematician

Other topics under study with the What Works Clearing House include:

- **Adult Literacy**—Interventions for Increasing Adult Literacy.
- **Character Education**—Comprehensive Schoolwide Character Education Interventions: Benefits for Character Traits, Behavioral, and Academic Outcomes.
- **Delinquent, Disorderly, and Violent Behavior**—Interventions to Reduce Delinquent, Disorderly, and Violent Behavior in Middle and High Schools.
- **Dropout Prevention**—Interventions for Preventing High School Dropout.
- **Early Childhood**—Interventions for Improving Preschool Children's School Readiness.
- **English Language Learning**—Interventions for Elementary School English Language Learners: Increasing English Language Acquisition and Academic Achievement.
- **Math**—Curriculum-Based Interventions for Increasing Elementary School Math.
- **Peer-Assisted Learning**—Peer-Assisted Learning Interventions in Elementary Schools: Reading, Mathematics, and Science Gains.
- **Reading**—Interventions for Beginning Reading.

This information has been obtained from the What Works Clearinghouse website at http://whatworks.ed.gov.

Research Corner	By: Tanya Lunde Neumiller	Topic: A Great Resource for Schools Getting Started with Data Collection

The word is in, and I think that most educators today would agree that using data to guide decision-making in school improvement simply makes sense. The problem then is whether data analysis is necessary, or, quite simply, how is it done? Most educators were in no way trained to gather, summarize, and then use data for school improvement, and yet we are now expected to do just that. In North Dakota, more and more information is becoming available to us on using data for school improvement. There have been data trainings all around the state, and more and more schools are beginning to set aside entire days for data retreats. But for those of us who are just getting started, who may be feeling a little "left behind," North Central Regional Educational Laboratory's Fall 2004 issue of *Notes and Reflections*, a newsletter for professional development providers, is an excellent resource.

The newsletter provides a very specific "recipe" for designing school improvement that is based on analyzing and utilizing data. It walks the reader through four steps of preparing, collecting, analyzing and then interpreting data results. Truly written for the data novice, the newsletter's suggestions and directions are easy to follow and written in clear, specific language.

One of the best aspects of this issue of *Notes and Reflections* is the step-by-step process that is provided for analyzing the four different types of data: student achievement data, perception (survey) data, program data, and demographic data. Too often schools don't delve deep enough into their data to truly understand the strengths and weaknesses of their school, and thoroughly analyzing the four different types of data available to a school is one way of really identifying how to improve student achievement. The authors of this newsletter not only provide information on the four types of data, but also provides the reader with a clear prescription for analyzing each type including designing data score sheets and information on how these spreadsheets can then be used to understand what the different types of data are truly saying.

The next issue of the newsletter, according to this issue of *Notes and Reflections*, is going to focus on what is called the second half of using data for school improvement. After reviewing data and understanding its results, school improvement teams must "…set concrete goals, develop strategies for achieving those goals, determine how to evaluate progress, and roll out the plan" (12). I will be closely watching the website for this next edition, and if it is as clearly written and helpful as this one, I am certain it will be a valuable resource.

I would highly recommend that anyone who is just getting started on utilizing data analysis to guide school improvement decisions to review this issue of *Notes and Reflections*. It is available online at www.ncrel.org/info/notes/fall04/index.html.

Reading First Corner	By: Gail Schauer	Topic: Evaluating a Core Reading Program

Preventing reading failure is a top priority for education. By teaching all children to read well by the end of third grade, we will ensure that all students advance to later grades well prepared to achieve to their full academic potential. Since the core reading program is the primary instructional tool used when teaching children to read, it is imperative to carefully select a rich, comprehensive program. Supplemental and intervention programs can provide additional instruction. However, the core reading program serves as the primary reading instruction within each classroom, the bases for which most of the children will learn to read. Selecting a core reading program is a critical step in the development of effective schoolwide reading initiative.

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Below are some helpful resources to help make a wise selection on a core reading program for your school.

- Criteria for reviewing critical elements of reading organized by grade are specified in the Consumer's Guide to Evaluating a Core Reading Program Grads K-3: A Critical Elements Analysis - http://reading.uoregon.edu/curricula/con_guide.php.
- The Oregon Curriculum Review Panel and the Oregon Reading First Center at the Institute for the Development of Educational Achievement (IDEA), have already reviewed some reading programs. The information on their findings can be found by:
  1. going to the website http://reading.uoregon.edu,
  2. clicking on "Curricula",
  3. clicking on "Oregon Reading First Center: Review of Reading Programs,"
  4. scrolling to the bottom of the page and click "Next" (do this twice), and
  5. on the last page, you will find the nine programs that were reviewed.
- Curriculum maps outline what skills students should know, and when they should know it. There have been curriculum maps prepared by the Institute for the Development of Educational Achievement (IDEA), College of Education, University of Oregon written by Deborah Simmons and Edward J. Kame'enui. To find the curriculum maps:
  1. go to the website http://reading.uoregon.edu,
  2. click on "Links and Resources",
  3. on the right side under Resources, click "Curriculum Maps", and
  4. then click on whatever grade and/or component you would like to see. You can pull up all the maps at once if you scroll to the bottom of the page and click on "HERE".
- If your school is looking for options on how to supplement your core reading program in areas that are needed because of students' needs or because of weaknesses in your core reading program, there is also information on the Oregon's review of supplemental and intervention programs that may be helpful. Just follow the directions in the previous bullet until #3 and click on "Oregon Reading First Center: Review of Supplemental and Intervention Programs".

Title I Funding for 2005-2006

As reported in last months issue, the Bush Administration, the House, and the Senate have begun the process of determining appropriations for the 2005-2006 school year. All three entities are proposing approximately a billion-dollar increase in Title I funding.

The continuing resolution that had been in place until after the presidential election process has been extended to December 4, 2004. The appropriations bill has actually passed both the House and Senate however, President Bush has not yet signed off on it.

With the war in Iraq still ongoing, the exact amount of increase that Title I will eventually receive for next year is still pending. North Dakota was one of seven states that received less Title I funding for the 2004-2005 school year. It has been proposed to create a supplemental appropriation just for the seven states that lost funding this year. The supplemental appropriation is only a proposal and has not been agreed upon by all, so it is questionable whether it will actually be a part of the final appropriation package.

We will keep you posted on the federal appropriation process as we receive information.

North Dakota School and District Profiles/Report Cards

Under the *No Child Left Behind* Act, all schools and districts are required to send a notice to parents that explains the school and district report cards and identifies where parents can find access to the report cards if they wish to review them. We have received several calls from administrators in districts asking for clarification on the report cards, so we have put together a list of information that address the most common questions we have received:

- The *No Child Left Behind* Act actually refers to school profiles as "report cards," but in North Dakota we call them the school profile. Sometimes you may feel confused because documents or other information you receive that comes from the federal level or a national resource may call this a school report card, while information coming to you from the state level will refer to the school profile. Remember the school profile and the school report card are actually one in the same.
- The school and district report cards are NOT the same as the school's Adequate Yearly Progress Report (AYP). The law requires that schools actually distribute copies of the school's AYP report. Since the report card is a much longer document, a school must only notify parents of the availability of the report card. Both documents are available online at www.dpi.state.nd.us/dpi/reports/Profile/index.shtm.
- Since the school and district report cards contain a great deal of information, it does take the Department of Public Instruction some time to generate the report cards. Actually, in many other states, districts and schools are actually required to generate the report cards themselves. Currently there are two years' report cards available on the department's website: school year 2001-2002 and school year 2002-2003.
- The department anticipates the 2003-2004 school and district report cards will be issued in mid-January 2005. As soon as they are available, schools and districts would then be required to send a notice to parents that the reports have been issued and are available for their review. A sample letter of how this can be done is on our website under "parent notification" under "No Child Left Behind" at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm.
- Remember that you do not actually have to send out the school or district report card to parents. Instead you should point parents to the website where they can view the document. In addition, you must have some other way for parents to review the document since not all parents may have access to the Internet. Download a copy of your report card and have it available somewhere at the school—the administrative office, the school library, or wherever you think parents would feel comfortable reviewing the document—and identify this place in your notice to parents.

  If you have further questions about parent notification requirements under *No Child Left Behind*, feel free to contact someone at the State Title I office.

Director's Report

As we slide into the month of December, I decided to focus my report on issues that lie ahead for the New Year as we come closer to 2005. The following issues will dominate most of our time here in the State Title I office.

- 2005 ND Legislative Session – The 2005 ND legislative session is expected to be focused on many NCLB issues. The State Title I office will again provide school personnel with a written summary report of legislative events that occur each week. The report will be accessible on the Title I website home page.
- 2005 National Title I Conference – The 2005 National Title I Conference is entitled, "Faces of Success." This conference will be held in Atlanta, Georgia on January 29 – February 1, 2005. We will have state directors' meetings on January 28 and 29 where I plan to gain a lot of valuable information. I am hoping to receive our estimated State Title I allocation for the 2005-2006 school year at the conference. Hopefully, we will also receive key updates on NCLB issues and get an indication of the direction and future of the implementation of the NCLB Act. I will provide updated information on any materials that I receive in Atlanta in our February issue of *Title I News*.

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Director's Report (continued)

- Other Events for 2004-2005 – We will continue to plan for our annual Title I events. These include our spring workshop for schools and districts identified for program improvement, our spring regional meetings for school personnel scheduled for April 25, 2005 in Mandan and April 27, 2005 in Fargo and our Title I Summer Institutes. The State Title I office is also preparing for our USDE Monitoring visit on NCLB in May 2005.

Monitoring Update

The State Title I office will be monitoring various aspects of the Title I program and requirements that fall within Title I during the 2004-2005 school year. Please read below for further details.

- **Title I Self-Monitoring**
  In order for State Title I program staff to successfully monitor the amount of schools that are required, we have created a self-monitoring guide for both Title I schoolwide schools and targeted assistance schools. Forty-five districts have been selected to participate in the self-monitoring process during the 2004-2005 school year. A listing of these districts as well as a copy of the self-monitoring guide is available online at www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm.

  The self-monitoring guide and corresponding documentation is due to the State Title I office on or before **January 3, 2005**.

- **Parents' Right to Know Monitoring**
  No Child Left Behind requires that schools that receive Title I funds must inform all parents of all students that they have the right to request information on the teaching qualifications of all instructional personnel in the building. This requirement is referred to as the *Parents' Right to Know* clause. Schools must have this information summarized in a written format that is readable and understandable. When a parent requests this information, it must be provided in a timely manner.

  In early December, schools will be notified if their compliance with this requirement will be monitored during the 2004-2005 school year. Schools that receive a letter from the State Title I office regarding this issue, are considered to be on the *Parents' Right to Know* monitoring list. It is anticipated that fifty schools will be selected to be monitored.

  If you have questions regarding the *Parents' Right to Know* monitoring, please feel free to contact Nita Wirtz at (701) 328-1876 or nwirtz@state.nd.us.

- **Adequate Yearly Progress (AYP) Monitoring**
  The department generates Adequate Yearly Progress (AYP) reports for every school in the state based on state assessment results each year. The AYP reports can be found on the department's website under the School District Profile link. Districts are required to ensure that **all schools** send home a copy of the school's AYP report, along with correspondence explaining the school's AYP status, to **all parents of all students** in that building.

  Sample letters that schools may use to help explain the reports to parents are available on the Title I website at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm.

  Schools will be notified if they are selected to be monitored for their compliance with this requirement. It is anticipated that forty schools will be selected to be monitored in the 2004-2005 school year.

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National Title I Conference – *Faces of Success*

The 2005 National Title I Conference is entitled *Faces of Success*. This conference will be held in Atlanta, Georgia on January 29 – February 1, 2005. The conference will focus on a wide variety of issues of importance to Title I practitioners at all levels. The main topics of this conference are focused on three strands relevant to Title I: communication and coordination, policy and practice, as well as teaching and learning. This is the only national conference devoted solely to the Title I program. The registration deadline is **December 20, 2004** and a limited number of registrations will be accepted, so register early!

For more information, please refer to the National Association of State Title I Directors website at www.titlei.org or www.aplusevents.com/T05/2005TitleI.htm.

Upcoming Events

National Title I Conference

The National Title I Conference focuses on a wide variety of issues of importance to Title I practitioners at all levels. This is the only national conference devoted solely to the Title I program.

- January 29 – February 1, 2005
- Atlanta, Georgia

Information is available online at www.titlei.org.

North Dakota Reading Association Spring Conference

- April 14-16, 2005
- Grand Forks, North Dakota

Information is available online at http://ndreadon.utma.com/intro.htm.

Title I Regional Workshops

The State Title I office is hosting two regional workshops for Title I personnel.

- April 25, 2005 in Mandan, North Dakota
- April 27, 2005 in Fargo, North Dakota

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

International Reading Association

Come help the International Reading Association celebrate its 50th Annual Convention in San Antonio, Texas. The conference will be packed with sessions on the field's hottest topics, with presentations from leading educators, authors, and keynote speakers including Julie Andrews and Dave Barry.

- May 1-5, 2005
- San Antonio, Texas

Information is available online at www.reading.org/association/meetings/annual.html.