



North Dakota Department of Public Instruction

Title I News

June 2007

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2006-2007 District Adequate Yearly Progress Reports Released

On Thursday, May 24, 2007, the Department of Public Instruction announced the release of the statewide Adequate Yearly Progress (AYP) results for all public schools in North Dakota. After the 2006-2007 school AYP reports were finalized, the Department generated the district level AYP reports based on the 2006-2007 State Assessment data. The results of the district level AYP reports were released on June 6, 2007.

Since the AYP reports for both schools and districts were released in May and June, respectively, school and district personnel will need to ensure that they are disseminated to parents as soon as school resumes in the fall. Guidance and sample letters are available at

www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm.

Schools and districts are also reminded that the State Title I office annually monitors schools and districts to ensure this dissemination requirement is fulfilled.

For more information regarding these press releases or AYP, please visit www.dpi.state.nd.us/title1/progress/index.shtm.

2006-2007 Program Improvement Summary Data

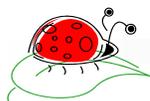
School AYP Information

Number of schools that did not make adequate yearly progress on the 2006-2007 State Assessment.	41
New schools identified for program improvement for 2007-2008.	2
Number of schools removed from program improvement status for 2007-2008.	3
Total number of schools in program improvement for 2007-2008.	18

District AYP Information

Number of districts that did not make adequate yearly progress on the 2006-2007 State Assessment.	26
New districts identified for program improvement for 2007-2008.	2
Number of districts removed from program improvement status for 2007-2008.	2
Total number of districts in program improvement for 2007-2008.	15

Both school and district AYP reports, as well as copies of the press releases, can be accessed at on the department's website at www.dpi.state.nd.us/dpi/reports/profile/index.shtm.



Final Title I Allocations Available

The Department of Public Instruction has received final Title I allocation amounts from the U.S. Department of Education for the 2007-2008 school year. Each district's allocation has been recalculated for all of the Title programs. Final allocations are posted on the department's website at www.dpi.state.nd.us/grants/NCLB.shtm.

The consolidated application on the STARS has automatically been updated to reflect the final allocation amounts. Districts must review their consolidated application and ensure that their budgets are not overspent, as some districts received a decrease in funds compared to the estimated allocations previously released.

Are You Renewing Your Title I Credential(s) and Teaching License?

To be eligible to work in a Title I classroom, your math and/or reading credential must be renewed on or before the expiration date. Your Title I funds will be in jeopardy if you teach in a Title I classroom with expired credentials.

It is a very common misconception that credentials are renewed automatically when a teaching license is renewed.

Teachers renewing their teaching license are to direct all questions and correspondence to the Education Standards and Practices Board (ESPB). You can contact their office by telephone at (701) 328-9642 or by email at espbinfo@nd.gov.

Teachers renewing their Title I reading and/or math credential(s) are to direct all questions and correspondence to Sandy Peterson in the State Title I office by telephone at (701) 328-2170 or by email at smpeterson@nd.gov.

Please note: In most cases, when your teaching license is due for renewal, so is your reading and/or math credential. The Title I office does not send out renewal notices; therefore, it is your responsibility to contact the State Title I office to renew your Title I credential(s).

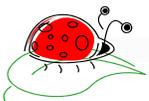
2007 Summer Symposium Update

The Minot 2007 Summer Symposium wrapped up on June 26, 2007. The Bismarck 2007 Summer Symposium includes eight different trainings scheduled for July 9 – 17, 2007, at Bismarck State College.

Room is still available in each of the Bismarck trainings. If you are interested in attending, print out a paper copy of the registration form available on the website below, and mail it to Bismarck State College (address is on the form). If you have any colleagues that may be interested, please share this information with them.

Graduate and Undergraduate Credit – Graduate credit is available through North Dakota State University, Minot State University, University of North Dakota, and University of Mary. Undergraduate credit is available through University of Mary only. Credit will only be offered online this year with a credit card payment. If you wish to sign up for college credit, you must go to the website below and click on the university of your choice. Please note: If you are attending more than one session for credit, you will be required to register for each session separately and pay for each credit separately. Registration for credit will be available now through July 17, 2007 for Bismarck trainings. Information on the required assignment can be found on the website below.

For more information, go to www.bismarckstate.edu/cce/summersymposium.



Director's Report – An Abundance of Resources

The *No Child Left Behind* (NCLB) Act has brought to the forefront a new emphasis on raising academic achievement, making AYP, and employing evidence-based practices. Educators are constantly searching for research-proven programs and methods to strengthen our educational system.

Time is a factor in all of our lives when it comes to getting work done, researching new and better practices, and following up with innovative ideas and strategies. Fortunately, there is an abundance of research and resources available to educators today to assist with our efforts. There are agencies and centers that spend their time researching and compiling the abundance resources available for those of us with less time to spend in these efforts.

Educators need to take advantage of the many resources that are available and not be too busy to scan and review resources that come across your desk or through your email.

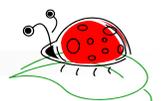
Listed below are some exceptional websites to review on a regular basis to stay abreast of the newest resources and innovations that are continuously being added and shared with others across the nation.

- Comprehensive Centers – The U.S. Department of Education (USDE) has established 16 Regional Comprehensive Centers that provide states with technical assistance centers to help schools and districts close achievement gaps and effectively implement the goals of the NCLB Act.
 - Alaska Comprehensive Center - www.alaskacc.org
 - Appalachia Regional Comprehensive Center - www.arcc.edvantia.org
 - California Comprehensive Center - www.cacompcenter.org
 - Florida and the Islands Regional Comprehensive Center - <http://flicc.ets.org>
 - Great Lakes East Comprehensive Assistance Center - www.learningpt.org/greatlakeeast
 - Great Lakes West Comprehensive Assistance Center - www.learningpt.org/greatlakeswest/finalcc.php
 - Mid-Atlantic Comprehensive Center - macc.ceee.gwu.edu
 - Mid-Continent Comprehensive Center - www.mc3edsupport.org
 - New England Comprehensive Center - www.necomprehensivecenter.org
 - New York Comprehensive Center - www.nycomprehensivecenter.org
 - North Central Comprehensive Center - www.mcrel.org/nccc
 - Northwest Regional Comprehensive Center - www.nwrel.org/nwrcc
 - Pacific Comprehensive Center - www.pacificcompcenter.org
 - Southeast Comprehensive Center - <http://secc.sedl.org>
 - Southwest Comprehensive Center - www.swcompcenter.org
 - Texas Comprehensive Center - <http://txcc.sedl.org>

In addition, the USDE funds five content centers that will supply much of the common research-based information, products, guidance, analyses, and knowledge on certain key NCLB topics that regional centers will use when working with states.

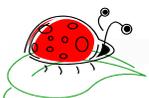
- Assessment and Accountability Comprehensive Center - www.aacompcenter.org/cs/aacc/print/htdocs/aacc/home.htm
- National High School Center - www.betterhighschools.org
- Center on Innovation and Improvement - www.centerii.org

Director's Report continued on page 4.



Director's Report (continued)

- Center on Instruction - www.centeroninstruction.org
 - National Comprehensive Center for Teacher Quality - www.nctq.org
- What Works Clearinghouse
The What Works Clearinghouse (WWC) provides access to comprehensive reports reviewing evidence of effectiveness of educational interventions. The WWC collects, screens, and identifies studies of the effectiveness of educational interventions (programs, products, practices, and policies). www.whatworks.ed.gov
- The Florida Center for Reading Research
In January 2002, Governor Jeb Bush established the Florida Center for Reading Research (FCRR), with the vision that it would become the preeminent research center on reading in the country. Funded by the Florida Legislature since 2004, FCRR has spent the past four years conducting research in reading and helping educators use reading research to achieve higher levels of reading proficiency for all students. www.fcrr.org
- Issues A-Z
Issues A-Z has a series of documents that contain brief but thorough research-based background essays on important education issues in America today. Topics include after-school programs, class size, high school reform, parent involvement, and pre-kindergarten. www2.edweek.org/rc/issues
- The Open Directory
The Open Directory project is the largest, most comprehensive human-edited directory of the Web, compiled by a vast global community of volunteer editors. The Open Directory is a catalog of the Web and is made available for free to anyone who agrees to comply with its free use license. It has a vast array of resources on issues such as block scheduling, curriculum reform, reports and research, and much more. <http://dmoz.org/about.html>
- McREL- Education Hot Topics Page
McREL's new Education Hot Topics Page is designed to provide educators with brief overviews of what the latest high-quality research, from McREL and others, says about key education topics. www.mcrel.org/newsroom/hottopics.asp
- Best Evidence Encyclopedia
This free online Best Evidence Encyclopedia (BEE) was created by the Johns Hopkins University Center for Data-Driven Reform in Education (CDDRE) to give educators and researchers fair and useful information about a variety of K-12 interventions. www.bestevidence.org
- Technical Assistance Alliance for Parent Centers
The Technical Assistance Alliance for Parent Centers supports a unified technical assistance system for the purpose of developing, assisting, and coordinating Parent Training and Information Projects and Community Parent Resource Centers under the Individuals with Disabilities Education Act (IDEA). www.taalliance.org
- National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs
The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) provides resources about various elements of school reform in programs designed to assist language minority students. www.ncela.gwa.edu/oela
- Center for Comprehensive School Reform and Improvement
The Center for Comprehensive School Reform and Improvement houses an online research center that includes a database of useful articles and research reports on whole-school reform and improvement, and provides access to information about reform models, technical assistance providers, and program evaluation. www.centerforcsri.org



No Child Left Behind Task Force

In May 2007, Senator Byron Dorgan created a task force to develop recommendations for how NCLB could be improved. The federal programs included in the NCLB Act are scheduled to be reauthorized and it is possible that it could occur this year.

Numerous national, state, and local organizations have created position papers outlining changes that they recommend when the programs are reauthorized. However, Senator Dorgan wanted to gather additional input from a wide realm of North Dakota educators.

I was asked to be a member of this task force as the State Title I director. Doug Johnson, Executive Director of the North Dakota Council of Education Leaders, is the chair of the group. The task force has representation from many entities including North Dakota Education Association, North Dakota School Board Association, tribal colleges, administrators, teachers, etc.

The task force held its first conference call on June 6, 2007. Input was obtained from all members and a list of recommendations was compiled. The recommendations pertained to testing, subgroups, highly qualified, Title I issues, and others. It is expected that the task force will finalize their recommendations in the coming weeks.

Ben Klein, from Senator Dorgan's office, is facilitating the task force. Anyone who has recommendations regarding the reauthorization of the NCLB Act is welcome to email Ben at ben_klein@dorgan.senate.gov and share their thoughts.

We will keep Title I personnel up-to-date on the task force and their recommendations in future issues of the newsletter.

Monthly Featured Articles

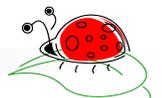
Research Corner	By: Ann Ellefson	New Parental Involvement Requirements
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Parental involvement has always been a key component in the Title I law. Title I, Part A requires parental involvement at every level in the program. Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve to high academic standards. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels. In short, when parents are involved in education, children do better in school and schools improve.

Joyce Epstein of John Hopkins University has developed a framework for defining six different types of parental involvement. This framework helps educators in developing relationships and partnerships between schools and families. The six types of parental involvement include:

- Parenting: Helping all families establish a home environment to support children as students.
- Communicating: Designing effective forms of school-to-home and home-to-school communication about school programs and children's progress.
- Volunteering: Recruiting and organizing parental help and support.
- Learning at Home: Providing information and ideas to families about how to help children at home with homework and other curriculum related activities.
- Decision Making: Including parents in the school's decisions and developing parent leaders and representatives in the school.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.

Research Corner continued on page 6.



Research Corner (continued)

During the 2008-2009 school year, Title I programs will be required to show evidence that they are reaching out to parents in multiple ways. The State Title I office will be developing a multitude of resources and training opportunities regarding this issue. Every other month, the Research Corner article will highlight one of the types of parental involvement and identify resources for schools across North Dakota to use when implementing this component.

Reading First Corner

By: Gail Schauer

Reviewing Programs Used in the Classroom

Summer is a time for educators to reflect on the past school year and start preparing for the next school year. This is a good time to review programs currently being implemented in the classrooms and their effects on student achievement. Programs that are based on SBRR should be making an impact on student achievement. If these programs do not seem to be making a difference, some questions to ask include:

- In reviewing the data, did student achievement scores increase and can this be tracked back to the program used?
- Was this program used appropriately and effectively?
- Was this program used in its entirety or was it used in bits and pieces?
- How can this program be used more effectively next year?

If, after careful analysis of current programs, the school staff wants to review new programs to purchase and implement, thoughtful consideration must be made. First and foremost, student data must be analyzed. After analyzing the student data, consider the following:

- If students are scoring high in an area (such as phonics), then a new program in this area is probably not needed.
- If students are scoring low in an area, yet the school has an SBRR program for this area, then one should analyze implementation of the program already in place. Make sure the program is being used appropriately and effectively.
- If students are scoring low in an area and there is no supplemental or intervention program that addresses this area, this may be where a new program is needed.

The What Works Clearinghouse (WWC) can be a helpful resource in choosing a new program. The WWC was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. They collect, screen, and identify studies of effectiveness of educational interventions (programs, products, practices, and policies).

Some of the reviews now available from the WWC include beginning reading, early childhood education, dropout prevention, elementary school math, English language learners, character education, and middle school math curricula. The process is ongoing and many new programs have been reviewed and added in the last several months.

Reading First Corner continued on page 7.



Title I Staff

Laurie Matzke

Director
Email: lmatzke@nd.gov
Phone: (701) 328-2284

Gail Schauer

Assistant Director
Reading First Program
Email: gschauer@nd.gov
Phone: (701) 328-2285

Nita Wirtz

Assistant Director
Neglected & Delinquent,
CSR Programs
Email: nwirtz@nd.gov
Phone: (701) 328-1876

Ann Ellefson

Assistant Director
Schoolwide Programs
Email: aellefson@nd.gov
Phone: (701) 328-2292

Florence Hilzendege

Program Administrator
Homeless Program
Email: fhilzendege@nd.gov
Phone: (701) 328-4646

Sandy Peterson

Program Administrator
Migrant Education,
Title I Credentials
Email: smpeterson@nd.gov
Phone: (701) 328-2170

Mary Neigum

Fiscal Officer
Email: mneigum@nd.gov
Phone: (701) 328-2281

Missy Schiller

Administrative Assistant
Email: mschiller@nd.gov
Phone: (701) 328-2254

Patty Carmichael

Administrative Assistant
Email: pcarmichael@nd.gov
Phone: (701) 328-3264

Lauri Nord

Administrative Assistant
Email: lnord@nd.gov
Phone: (701) 328-2282

Office Fax: (701) 328-4770

Toll Free: (888) 605-1951

Reading First Corner (continued)

The Beginning Reading section focuses on reading interventions that address student outcomes for students in grades K-3 in four domains: alphabetic (phonemic awareness, phonological awareness, phonics, letter knowledge, or print concepts), reading fluency, comprehension (vocabulary or reading comprehension), and general reading achievement. There have been nine programs reviewed in this category so far. The WWC indicates whether a program has



positive effects: strong evidence of a positive effect with no overriding contrary evidence



potentially positive effects: evidence of a positive effect with no overriding contrary evidence



mixed effects: evidence of inconsistent effects



no discernible effects: no affirmative evidence of effects



potentially negative effects: evidence of a negative effect with no overriding contrary evidence



negative effects: strong evidence of a negative effect with no overriding contrary evidence

Some of the programs reviewed by the WWC are Accelerated Reader/Reading Renaissance, Lindamood Phonemic Sequencing, and Reading Recovery. Check out the website to see how these programs, as well as others, were rated. The WWC website can be found at www.whatworks.ed.gov.

It's always exciting to see students making progress. With careful planning, choosing a program based on SBRR, and correctly implementing that program, we can help them reach their potential.

Upcoming Events

2007 Bismarck Summer Symposium

■ July 9-12, 2007 and July 16-17, 2007 in Bismarck, ND

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

North Dakota Positive Behavioral Support (PBS) Conference

The Department of Public Instruction is sponsoring a workshop for all schools participating in PBS.

■ August 1, 2007 in Bismarck, ND

Information is available at www.dpi.state.nd.us/events.shtm.

Title I 2007 Fall Workshop

The State Title I office is sponsoring a fall workshop for Title I personnel.

■ October 8-9, 2007 in Bismarck, ND

Information will be available fall 2007 at www.dpi.state.nd.us/title1/events.shtm.

The State Title I office has compiled a list of upcoming events that can be taken for credit and used for credential renewal. This list can be found at www.dpi.state.nd.us/title1/graduateOpp.shtm on the Title I website.

