6th Annual Co-Sponsored School Board Member Boot Camp

August 2023

NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

NDSBA
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BOARDS ASSOCIATION

Welcome

Kirsten Baesler – State Superintendent of Schools, NDDPI
Alexis Baxley – Executive Director, NDSBA

2023 K12 Legislative Impacts

Kirsten Baesler – State Superintendent of Schools, NDDPI

Alexis Baxley – Executive Director, NDSBA

Amy De Kok – General Counsel

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NEW FOR BOARD MEMBERS & BOARD MEETINGS

- PLEDGE OF ALLEGIANCE OPPORTUNITY

- RECORDING REGULAR MEETINGS IF REQUESTED

- CAMPAIGN FINANCE REQUIREMENTS

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FINANCE & OPERATIONS

FINANCE

- School district credit enhancement program

- General Fund Balance Moratorium

- Communication of property tax levies in dollars

- PoliSub audit requirements

OPERATIONS

- Notice/Publication requirements for CMAR projects

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PERSONNEL

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TEACHER LICENSURE & PD

- Mandated Reporter training

- Board control over PD

- "Community Expert" permit expansion

TEACHER COMPENSATION & CONTRACTS

- Signing bonuses

- Short-term contracts

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RETIREMENT (NDPERS)

HB 1040 closed defined benefit plan.

SB 2015 made amendments to HB 1040.

PERS board votes for January 1, 2025 closure effective date (July)

And now we wait.

STUDENT IMPACTS

LEARNING IMPACTS

Computer science & cyber security integration plan and graduation requirement

Learn Everywhere plan approval process streamlined

Interim assessments reinstated, state provided assessment approved

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NEW ATTENDANCE OPTIONS

School year continuity through your virtual academy (HB 1132)

- Available to military-connected students, students with medical conditions, and students moving out of state

- School district must operate a virtual school in order to offer this

Fewer open-enrollment limitations

- Parent *must* file an application with the admitting district

- Class size no longer an appropriate reason for admitting district to reject

- Student may not be denied admission to an approved virtual school

- Home district must pay fees for a student to attend CDE

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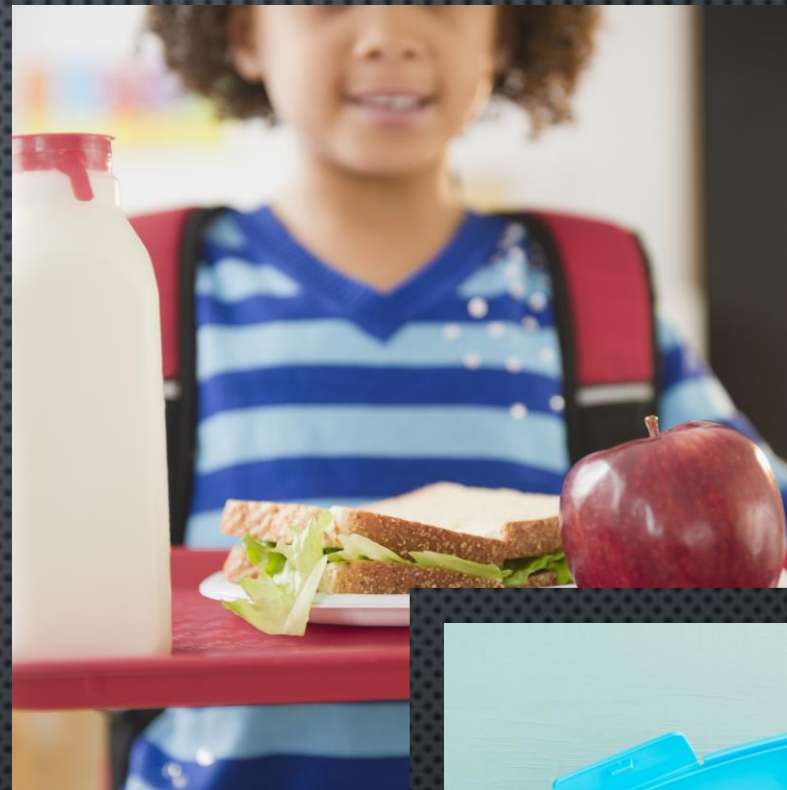NORTH DAKOTA SCHOOL
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LUNCH

🐷 $600,000 for free lunch for students at or below 200% of federal poverty

🍔 NO "lunch shaming"

📢 Must adopt policies to encourage families to apply for free or reduced meals

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THANK
YOU

Questions?

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PK-12 Education Strategic Vision Framework

NORTH Dakota
Be Legendary.

Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate Choice Ready
- Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

- Quality early childhood experiences
- Support for safe and healthy behaviors
- Career awareness, exploration, and development
- Quality education personnel
- Quality student-centered instruction

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Long-Term Outcomes

Long-term outcome

1

INCREASE STUDENTS WHO ENTER KINDERGARTEN PREPARED TO LEARN AND INCREASE THE NUMBER OF KINDERGARTEN CLASSROOMS THAT MEET THE NEEDS OF EVERY LEARNER

At this time, a measurable goal cannot be recommended due to the lack of a system of reliable and valid statewide measures to assess students who enter kindergarten prepared to learn, as well as a system to monitor early childhood experiences in the state. The ND K12 Education Coordination Council encourages the ND Department of Health and Human Services Early Learning Division to build a system of reliable and valid measures to aid kindergarten teachers in meeting the needs of every learner.

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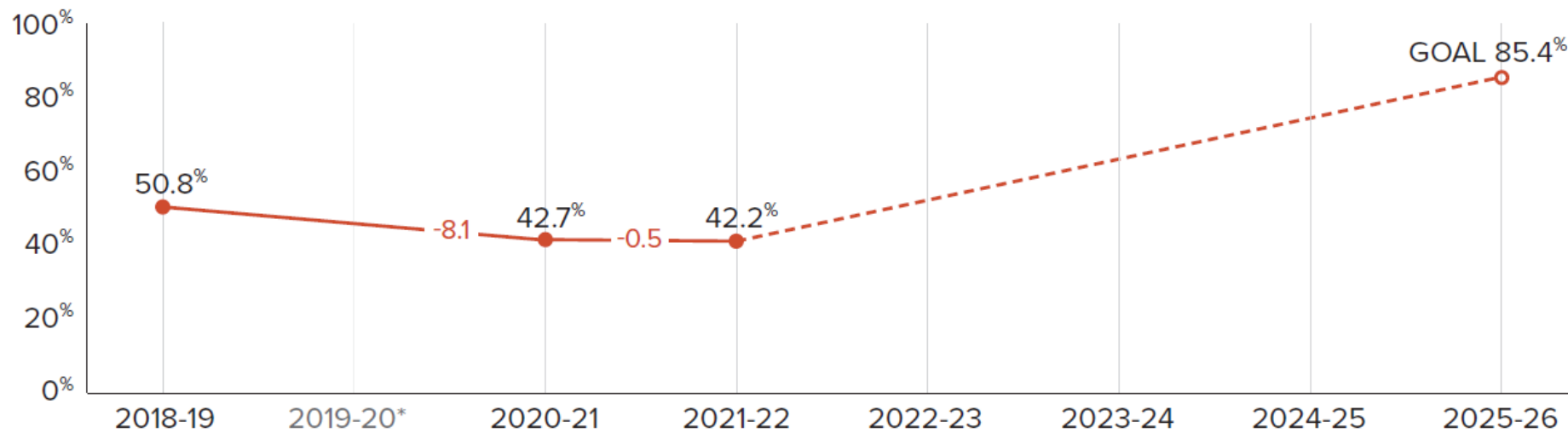
Long-Term Outcomes

Long-term outcome

INCREASE STUDENTS WHO DEMONSTRATE READING PROFICIENCY IN 3RD GRADE

Aspirational goal:

By the 2025-26 school year, the percentage of students who are proficient or above on the North Dakota State Assessment (NDSA) reading subdomains will double from the 2020-21 school year.

Reading-Only Measure: Proficiency Levels

*2019-20 data are not available due to the COVID-19 pandemic disruptions.
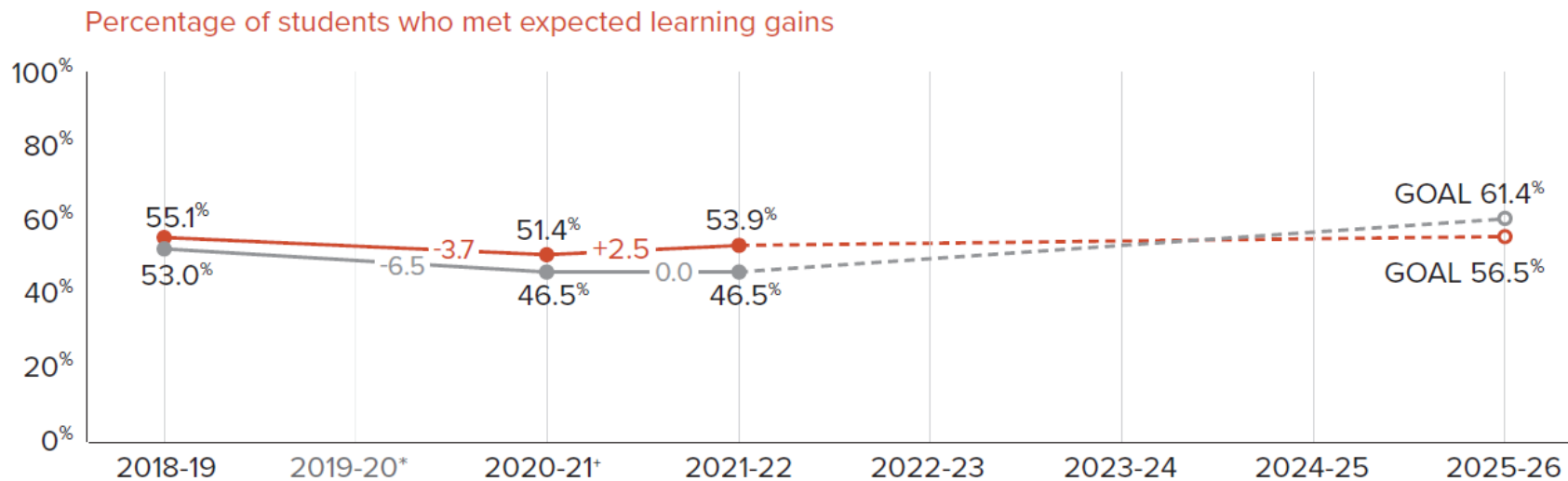
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Long-Term Outcomes

Long-term outcome

INCREASE STUDENTS WHO MEET EXPECTED LEARNING GAINS EACH YEAR

Aspirational goal:

By the 2025-26 school year, the percentage of students who meet expected learning gains in English language arts (ELA) and math will increase by 10 percentage points. In 2021-22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed.

Percentage of students who met expected learning gains

*2019-20 data are not available due to the COVID-19 pandemic disruptions.
⁺The 2020-21 data are COVID-19 adjusted.

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Long-Term Outcomes

Long-term outcome

INCREASE STUDENTS WHO ENGAGE IN LEARNING

Aspirational goal:

By the 2025-26 school year, the statewide behavioral engagement score will be 150 points. In 2021-22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed. Two points were awarded for the percentage of Committed students and one point was awarded for the percentage of Compliant students.

Statewide behavioral engagement score
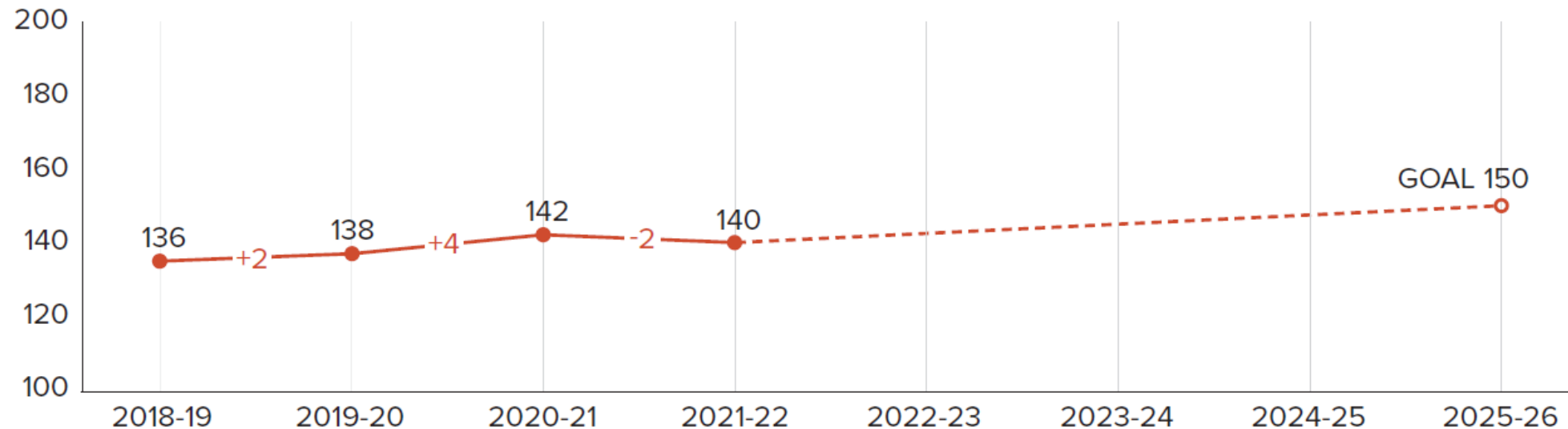
Long-Term Outcomes

Long-term outcome

INCREASE STUDENTS WHO GRADUATE CHOICE READY

5

Aspirational goal:

By the 2029-30 school year, all students graduating high school with the traditional diploma will graduate Choice Ready. The Choice Ready rate will increase 5.4 percentage points each school year for 10 years to match the traditional graduation rate.

Choice Ready Metric Performance Rate and Traditional Graduation Rate 2019-2022
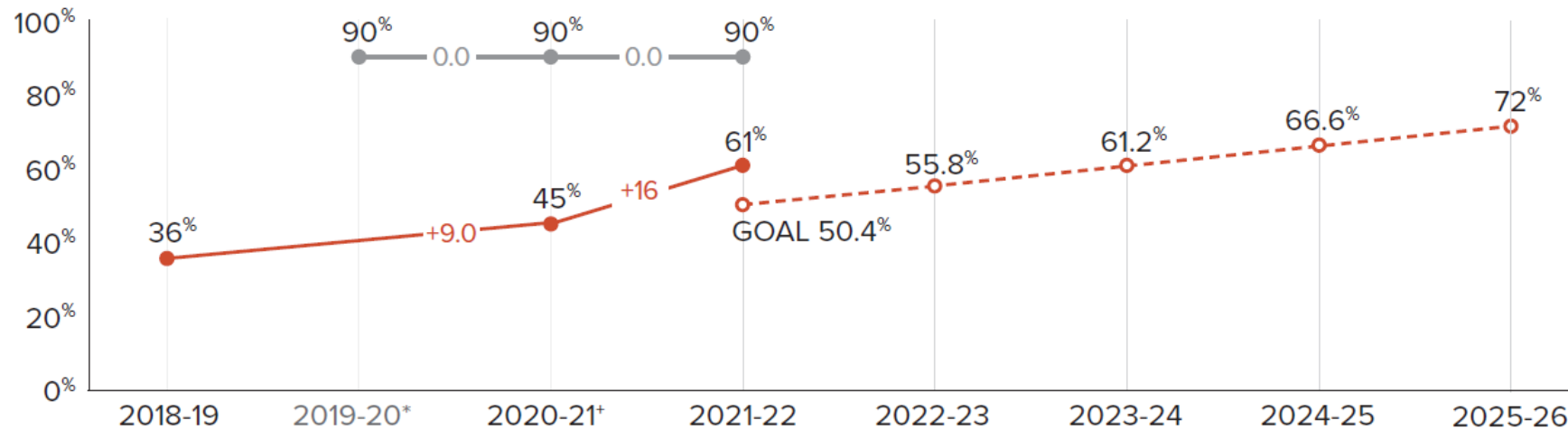
*2019-20 data are not available due to the COVID-19 pandemic disruptions.

— Traditional Graduation Rate
— Choice Ready Rate

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Long-Term Outcomes

Long-term outcome

REDUCE THE DISPARITY IN ACHIEVEMENT FOR STUDENTS WITH DISABILITIES, STUDENTS IN POVERTY, AND NATIVE AMERICAN STUDENTS
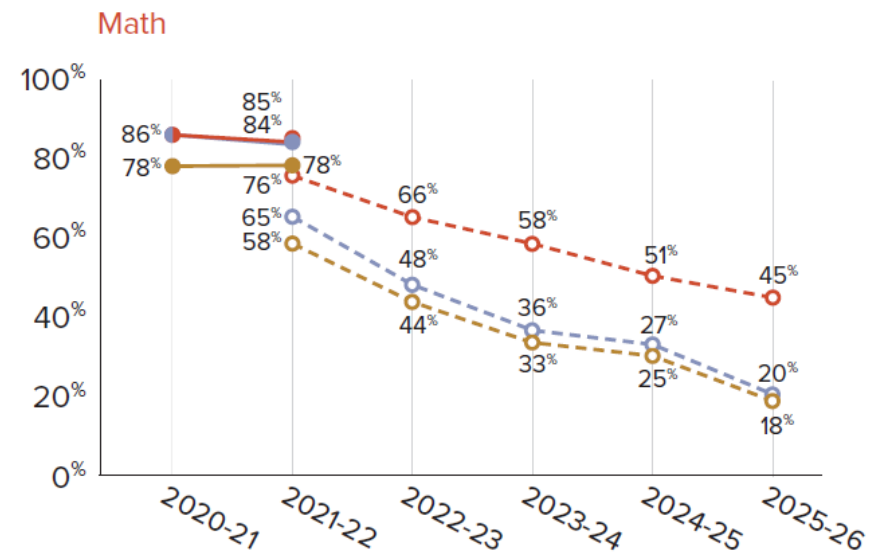
Aspirational goal:

Reduce the number of students in Novice and Partially Proficient for students with disabilities by 12% each year for 5 years and for Native American and low-income students by 25% each year for 5 years.

ELA

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Students with disabilities	85%	84%	66%	58%	51%	45%
Native American students	79%	76%/75%				
Students in poverty	72%	71%				
	59%/54%		44%	33%	25%	19%
			41%	31%	23%	17%

Math

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	86%	85%/84%	66%	58%	51%	45%
	78%	78%/76%	48%	36%	27%	20%
	65%/58%		44%	33%	25%	18%
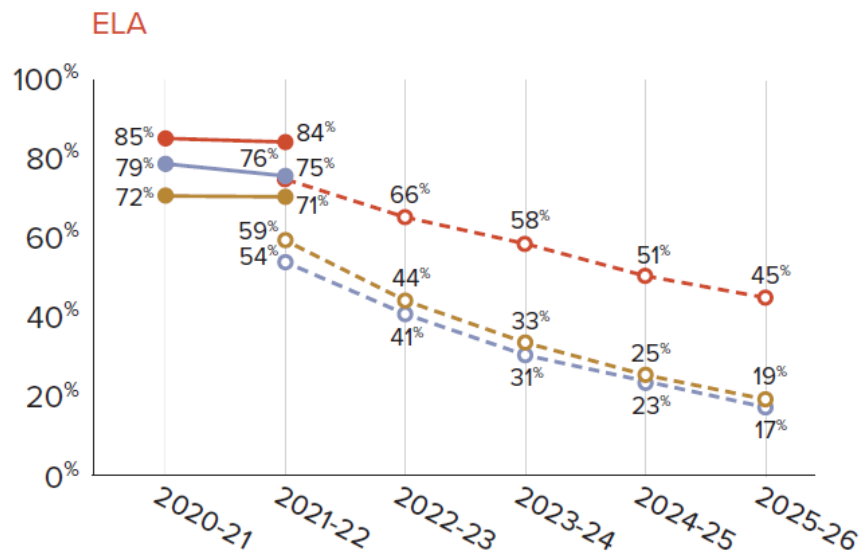
Legend:
- Students with disabilities
- Native American students
- Students in poverty

Progress Monitoring Process

- The intention and our hope is that all North Dakota decision makers will use these measurable goals to monitor progress toward the long-term outcomes of North Dakota students.

- The North Dakota K-12 Education Coordination Council will track progress toward these measurable goals related to the strategic vision outcomes.

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Progress Monitoring Calendar

Mid-September
ND DPI releases NDSA, NDAA, Choice Ready, and engagement survey results

September-October
NDUS researchers (+ ND DPI lead) analyze data for the long-term outcomes and compile results into the progress monitoring report

November
Strategic Goals Subcommittee previews the progress monitoring report

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Progress Monitoring Calendar

December
ND K12 Coordination Council releases the progress monitoring report to the public and encourages legislators to use the progress monitoring report to inform policy

January-February
Use the progress monitoring report to identify potential next steps and actions

March-September
Collaborate with legislators and entities to recommend policy and appropriations

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Break

North Dakota Choice Ready

Jim Upgren, Assistant Director
NDDPI Office of School Approval & Opportunity

What is Choice Ready?

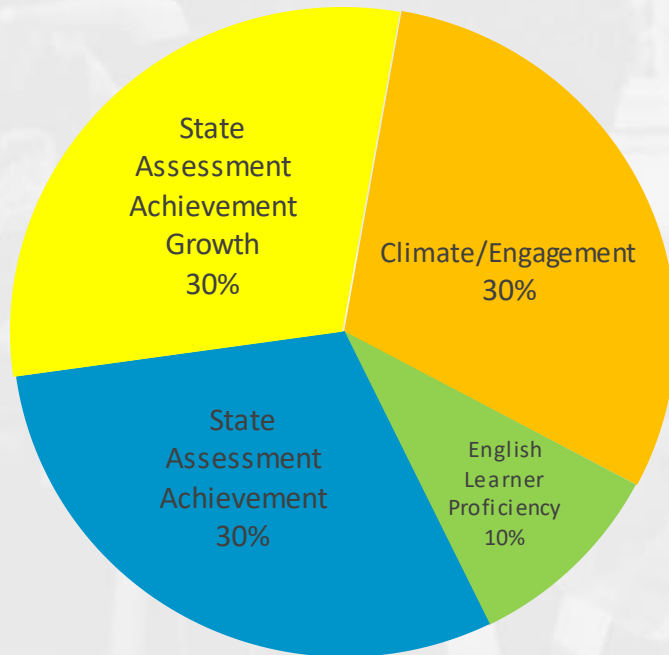- Choice Ready is a component in the North Dakota accountability system to measure whether our high schools produce students who are ready for success upon graduation.

- The metrics outlined within the Choice Ready initiative are intended to measure growth for North Dakota high schools, as indicated by student readiness upon high school graduation.

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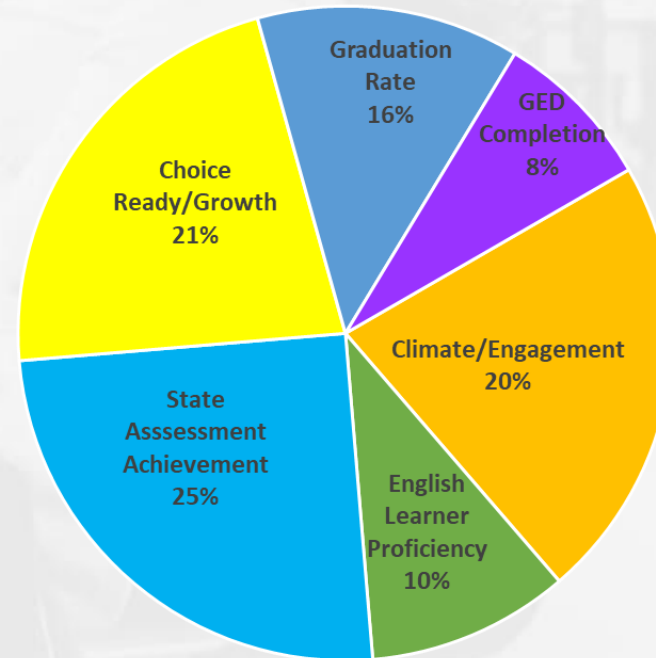PUBLIC INSTRUCTION

Student Growth Model

- North Dakota educators have requested to use student growth in the accountability system for many years.

- Under ESSA, all states are now able to incorporate growth into their accountability system.

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Student Growth Model Pie Charts

- Under ESSA, North Dakota will have a growth model at both the elementary and high school levels.

Elementary

Elementary pie chart:
- State Assessment Achievement Growth 30%
- Climate/Engagement 30%
- State Assessment Achievement 30%
- English Learner Proficiency 10%

High School

High School pie chart:
- Graduation Rate 16%
- GED Completion 8%
- Choice Ready/Growth 21%
- Climate/Engagement 20%
- State Assessment Achievement 25%
- English Learner Proficiency 10%

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Choice Ready Metrics

- The metrics within the Choice Ready initiative measure student readiness in multiple areas:

Possessing Essential Skills

Post-Secondary Ready

Workforce Ready

Military Ready

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Choice Ready Framework

NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**.

ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27), **Computer Science/Cybersecurity Requirement** (15.1-21-02.2), and **four or more** additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school-related absences)
- Career Exploration Experience
- Two or More Years in Organized Co-Curricular Activities
- Two or More Years in Organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully Complete an On-line Learning Course
- Demonstrate Competency in 21st Century Skills

Students shall then complete **two or more** of the **CHOICE READY** components below.

POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan**, and earn a **2.8 GPA or greater**, and complete one academic indicator set below:

ACT / SAT minimum or subsections scores:

ACT English—18	SAT Reading/Writing—480
ACT Reading—22	SAT Math—530
ACT Math—21	
ACT Science—23	

or

Two or more additional indicators:

- Advanced Placement Course (A, B, or C) (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)

WORKFORCE READY

Complete a **Four-Year Rolling Career Plan**, and **c**omplete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)
- Complete three World Language Courses A, B, or C) (4, 3, or 2)

MILITARY READY

Complete a **Four-Year Rolling Career Plan**, **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military. **Quality Citizenship** (No Expulsions/Suspensions), **Physically Fit** (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2)

and

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

or

Complete two credits of JROTC or Civil Air Patrol.

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Choice Ready Components & Reporting

- Ideally, all students would be Choice Ready in all three pathways. To be Choice Ready for accountability purposes, **students must be Choice Ready in two of three pathways.**

- The final due date to submit the 2023-2023 Choice Ready report was June 30, 2023. We are pleased to announce that 100% of our high schools completed and submitted this critical report.

- The Choice Ready report is 21% of your accountability report and is worth 129 points. Every public North Dakota high school must complete and submit a Choice Ready report to secure points in the accountability system.

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Choice Ready Results

- NDDPI is currently compiling Choice Ready data to include in the School Accountability report. Growth will be shown as a graphic:

Choice Ready Growth (School Accountability Dashboard)

29.56%

| 10.00% | 20.00% | 30.00% | 40.00% | 50.00% | 60.00% | 70.00% |
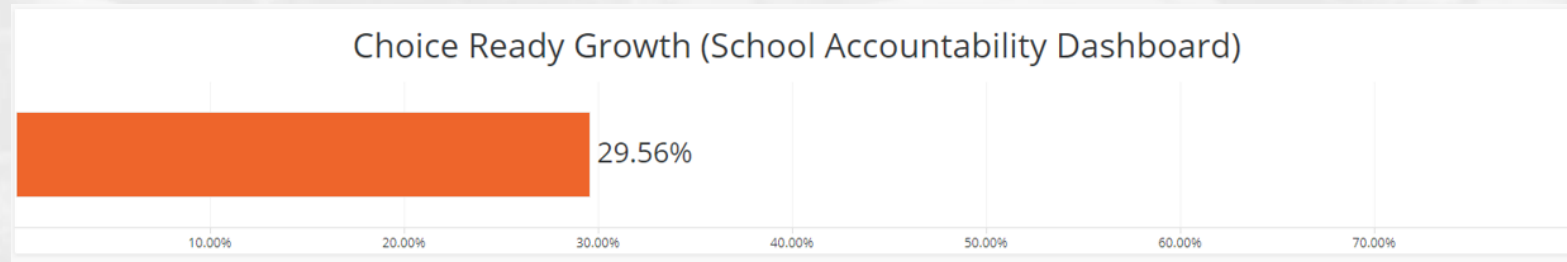
- The Choice Ready measure is calculated based on year-over-year growth in the Choice Ready rates of a school's graduating classes.

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Choice Ready Benefits

- The Choice Ready initiative provides an opportunity for:

  Schools to fare well in accountability determinations;

  Students to graduate high school with the essential skills to be successful in their chosen path or plan to be explored later in life;

  Parents to have their students take credit-bearing courses at a college or university – saving time and money.

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SB 2289: State Scholarship & Choice Ready

- Redefines the requirements for the state scholarship program and aligns the requirements to Choice Ready.
  - Has higher expectations of Choice Ready elements.
  - 3-year overlap (classes of 2022-2024), in which students can use either the old or new requirements.
    - **Starting with the Class of 2025, only the new requirements can be used.**
- Signed by Governor Burgum on April 20, 2021.
- HB 1305 of the 2023 Legislative Session added additional indicators as options to meet scholarship requirements.

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North Dakota Scholarship

NORTH DAKOTA SCHOLARSHIP as aligned to the Choice Ready Framework

The North Dakota Scholarship framework is a tool to assist educators in understanding the requirements of the ND Scholarship, as listed in North Dakota Century Code 15.1-21-02.10. Requirements begin with the **ESSENTIAL SKILLS** section. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY,** and/or **MILITARY READY**, according to the requirements listed below.

ESSENTIAL SKILLS (15.1-21-02.10(5))

☐ Check here when student has completed Essential Skills

☐ Earn a North Dakota high school diploma

☐ Complete a 9-week Career Education/Individual Counseling, 4-year Rolling Plan, pass ND Civics Test, earn a 3.0 or higher overall GPA, and **four or more** additional indicators:

☐ 25 hours of Community Service
☐ 95% Attendance (not counting school related absences)
☐ Career Exploration Experience
☐ Two or more years in organized Co-Curricular Activities

☐ Two or more years in organized Extra-Curricular Activities
☐ Successfully complete a Capstone Project
☐ Successfully complete an online learning course
☐ Demonstrate competency in 21st Century Skills

Students shall achieve Essential Skills above, and complete **two or more** of the **CHOICE READY** components below to be eligible for the ND Scholarship.

POST-SECONDARY READY

☐ Check here when student is Post-Secondary Ready

Complete both indicator sets below:

ACT/SAT minimum composite score:
☐ ACT composite of 24, or
☐ SAT composite of 1180

and

Two or more additional indicators:

☐ Advanced Placement Course (A, B or C) (4, 3 or 2)
☐ Dual Credit Course (English or Math) (A, B or C) (4, 3 or 2)
☐ 3 Fine Arts Courses (A, B, or C) (4, 3, or 2)
☐ Algebra II (A, B or C) (4, 3 or 2)
☐ Advanced Placement Exam (3+)
☐ International Baccalaureate Exam (4+)
☐ 3.0 GPA in core course requirements for NDUS

WORKFORCE READY

☐ Check here when student is Workforce Ready

Complete both indicator sets below:

☐ 4 credits of CTE with 2 credits in same plan of study **OR** 3 credits of same world language, Indigenous language, or sign language
☐ ACT of 24, 5 or higher on all three WorkKeys tests, or SAT of 1180

and

Two or more additional indicators:

☐ Complete Career Ready Practices Course
☐ Dual Credit Course (A, B or C) (4, 3 or 2)
☐ Technical Assessment/Industry Credential
☐ Workplace Learning Experience (40 hrs.)
☐ Work-based Learning Experience (Perkins V) (40 hrs.)
☐ NDSA (Reading/Math) Level 3 or greater, or ACT for Accountability: English 19/Mathematics 22 or greater

MILITARY READY

☐ Check here when student is Military Ready

Complete both indicator sets below:

☐ ASVAB score of 50 or greater, or ASVAB score of 31 or greater and have completed Basic Training;
☐ Physically Fit - Have successfully completed required PE courses (A, B or C) (4, 3 or 2)

and

One or more additional indicators:

☐ Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options:
☐ _____
☐ _____

☐ 2 credits of JROTC
☐ Phase One of the Cadet Civil Air Patrol Program

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Questions to ask the Superintendent/Principal

- For 2022-2023, how many seniors were Choice Ready in each pathway?
  - o Post Secondary Ready
  - o Workforce Ready
  - o Military Ready

- In 2022-2023, how many seniors graduated Choice Ready?

- What was the Choice Ready growth from 2021-2022 to 2022-2023?

- Who is the district's Choice Ready coordinator?

- Will school board members be provided with a presentation of accountability results and the Choice Ready growth results (when they are formally released)?

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How Can Board Members Get Involved?

- Opportunities to show growth include:
  - o Expand options available to students
  - o Build elements into the school day
  - o Allow activities outside of school day
  - o Complete Choice Ready reports throughout the year
  - o Provide CREAM option to students
  - o Partner with businesses and community
  - o Create opportunities for students (i.e., restitution)

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School Accountability

Jim Upgren, Assistant Director
NDDPI Office of School Approval & Opportunity

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School Accountability Reports

- North Dakota has a new accountability system under ESSA.

- Under ESSA, state education departments are required to annually create an accountability report for every public school in the state.

- NDDPI released the first School Accountability Reports in March 2018.

- NDDPI will release the next School Accountability Reports in September 2023.

- The School Accountability Reports show hos students are performing on the accountability elements North Dakota selected within its ESSA Plan.

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Release of Accountability Data

- The 2022-2023 school accountability reports under ESSA will be released soon. The timeline of the rollout is listed below:

Timeframe	Action
July-August	School Accountability reports created
Mid-August	Correspondence disseminated for review of school accountability reports in STARS
Late August-Early September	Accountability report question and answer period
Mid-September	Final School Accountability reports made public on Insights Dashboard

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Insights Dashboard: Insights.nd.gov

- The Insights dashboard is a publicly-accessible interactive tool that provides information regarding districts and schools, including K-12, CTE, college, workforce, and adult education data.

- tool that provides information regarding several factors that can be used to summarize a school's performance and measure of quality.

- Anybody can download Insights data.

+ Accountability Pie
This dataset outlines the accountability score breakout by each of the school performance indicators. Entities had had no indicators where they scored zero points.

+ ACT - Graduate Max Score
This dataset shows participation rate and student performance for North Dakota public high school graduates. The ACT results are compiled using the test with the maximum composite score for each graduate.

+ ACT - 11th Grade Exam
This dataset shows participation rate and student performance for North Dakota public high school students on the 11th grade ACT exam.

+ Assessment Participation
This dataset shows the participation rate reported as the percentage of students who took North Dakota's required state assessments North Dakota State Assessment (NDSA), the North Dakota Alternate Assessment (NDAA), or the ACT exam. Note: Due to COVID-19, 2019-2020 data is a placeholder year and contains 2018-2019 data.

+ Assessment Performance
This dataset shows the performance of students who took North Dakota's required state assessments North Dakota State Assessment (NDSA), the North Dakota Alternate Assessment (NDAA), or the ACT exam. Note: Due to COVID-19, 2019-2020 data is a placeholder year and contains 2018-2019 data.

+ Attendance
This dataset shows the average daily attendance for students in an entity.

+ Choice Ready
This dataset shows Choice Ready performance and growth for entities in North Dakota.

+ Chronic Absenteeism
This dataset shows the attendance data for chronically absent students.

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Contact info

Jim & Laurie

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Questions

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Jim Upgren – ND Scholarship

Assistant Director, NDDPI Office of School Approval & Opportunity

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Q&A

Box Lunch

Introduction

- Data sources for this presentation are ND Insights, STARS Reporting and Analytics, NDSA-Centralized Reporting System (CRS), and the SAS Learning Impact Studies.

- NDSA Scores
  - Look back at previous three years of calculated NDSA achievement levels at state level and a preview/prediction of 2022-2023.
  - Discuss the different levels (state, district, school, grade, classroom, and student) with data sources and access.

- Learning Recovery
  - Effect size study based on NDSA scale scores

- District specific handouts.

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Important Note

- It is very important to not take a single measure or assessment score and use it in judgement of a student, school, district, or state.

- It is best practice to use multiple educational/achievement measures. Example: Choice Ready and its indicators or the ND School Accountability model (assessment being a single indicator or measure and used with others)

- Large scale, standardized assessments should be used as a piece of evidence in a conclusion, not the entire conclusion itself.

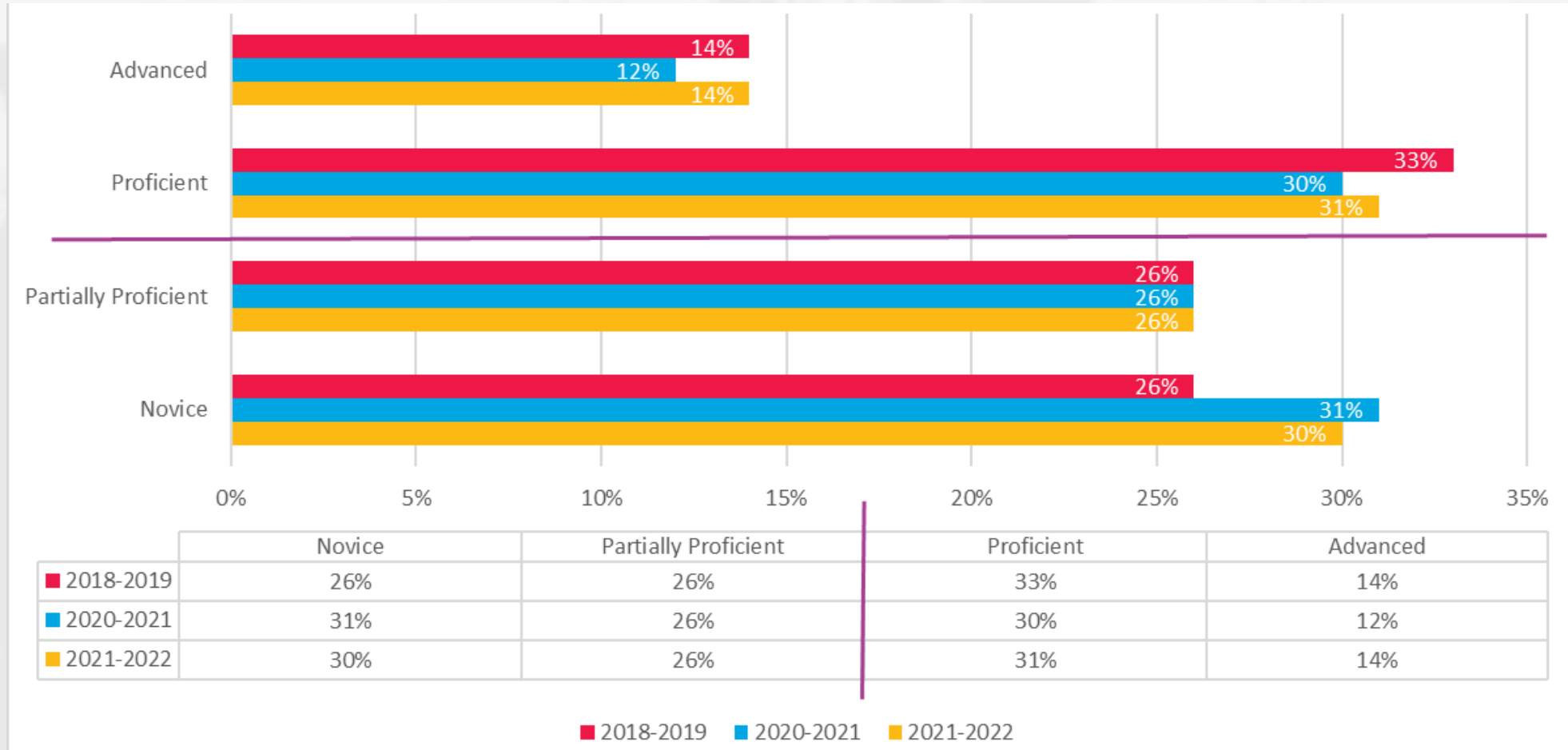NORTH DAKOTA DEPARTMENT OF
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NDSA Scores: Statewide Achievement

- Each student in grades 3-8 and once in HS (grade 10 or 11) take the NDSA (or ACT in HS if district chooses) in the Spring. Subjects are English Language Arts, Math, and Science. Students receive a scale score that corresponds with a proficiency level (novice, partially proficient, proficient, or advanced).

- Each grade and proficiency level have a descriptor of what the student should be able to do, called achievement level descriptors. Both can be found on NDDPI Assessment Website.

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NDSA Participation

	Students Tested		Participation Rate	
	Math	ELA	Math	ELA
2022	58,929	58,567	98%	97%
2021	56,915	56,672	96%	96%
2019	58,491	58,244	98%	98%

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English Language Arts – Achievement

	Novice	Partially Proficient	Proficient	Advanced
2018-2019	26%	26%	33%	14%
2020-2021	31%	26%	30%	12%
2021-2022	30%	26%	31%	14%

2018-2019 2020-2021 2021-2022

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Math – Achievement

	Novice	Partially Proficient	Proficient	Advanced
2018-2019	24%	32%	34%	11%
2020-2021	28%	34%	29%	9%
2021-2022	28%	33%	29%	10%

■ 2018-2019 ■ 2020-2021 ■ 2021-2022

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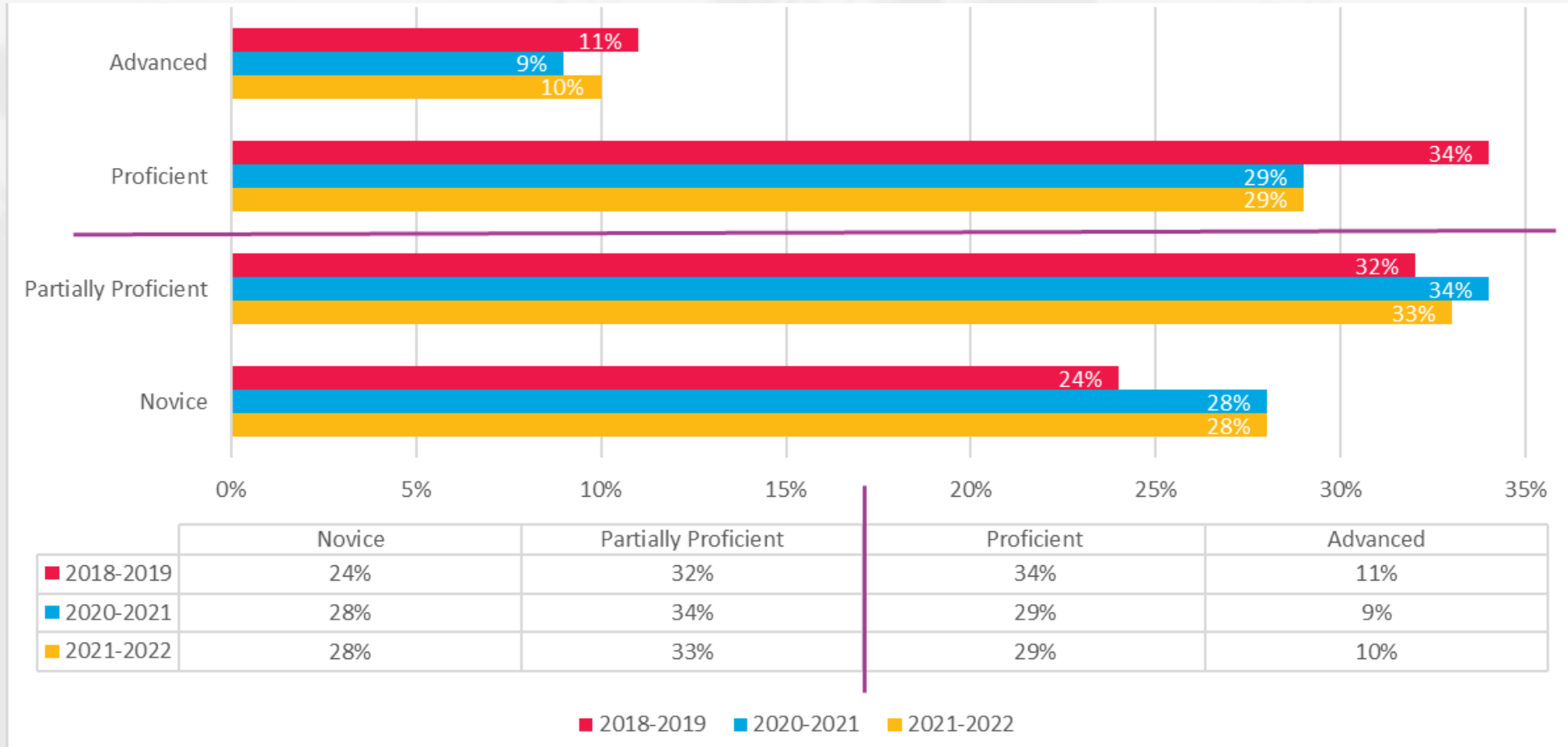
English Language Arts – by Demographic

2022 English Language Arts (ELA)

Demographic	Not Proficient	Proficient
White	48.68%	51.32%
Native American / Alaska Native	24.36%	75.64%
Black / African American	27.76%	72.24%
Hispanic	30.68%	69.32%
Asian	55.48%	44.52%
Hawaiian / Pacific Islander	30.82%	69.18%

2021 English Language Arts (ELA)

Demographic	Not Proficient	Proficient
White	46.96%	53.04%
Native American / Alaska Native	20.99%	79.01%
Black / African American	27.51%	72.49%
Hispanic	28.69%	71.31%
Asian	50.83%	49.17%
Hawaiian / Pacific Islander	31.58%	68.42%

2019 English Langage Arts (ELA)

Demographic	Not Proficient	Proficient
White	51.73%	48.27%
Native American / Alaska Native	25.68%	74.32%
Black / African American	32.16%	67.84%
Hispanic	32.69%	67.31%
Asian	51.96%	48.04%
Hawaiian / Pacific Islander	42.48%	57.52%

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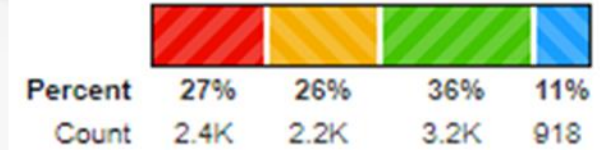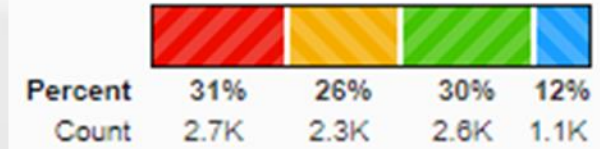
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Math – by Demographic

2022-2023 ELA

- Raw grade level data from the CRS, raw meaning no accountability factors have been enabled.

- My estimate based on how raw data turns into reportable data, we will hold or see slight increase (compared to previous slides)
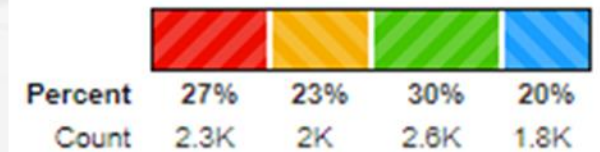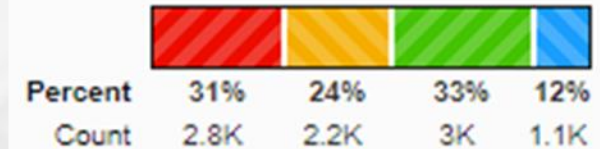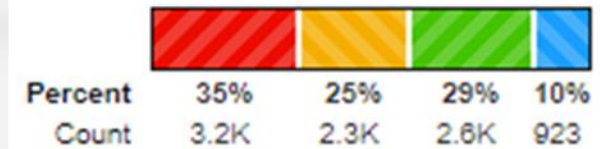
Grade 8	Percent	27%	26%	36%	11%
	Count	2.4K	2.2K	3.2K	918

Grade 7	Percent	31%	26%	30%	12%
	Count	2.7K	2.3K	2.6K	1.1K

Grade 6	Percent	27%	23%	30%	20%
	Count	2.3K	2K	2.6K	1.8K

Grade 5	Percent	31%	24%	33%	12%
	Count	2.8K	2.2K	3K	1.1K

Grade 4	Percent	35%	25%	29%	10%
	Count	3.2K	2.3K	2.6K	923

Grade 3	Percent	35%	25%	29%	12%
	Count	3.2K	2.3K	2.7K	1.1K

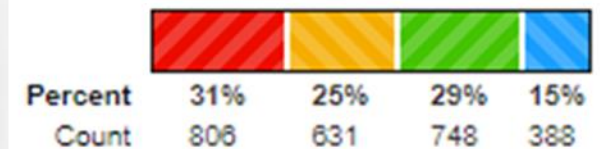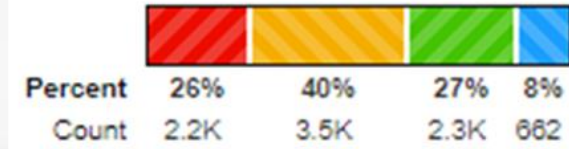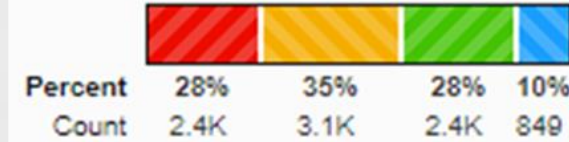| Grade 10	Percent	31%	25%	29%	15%
	Count	806	631	748	388
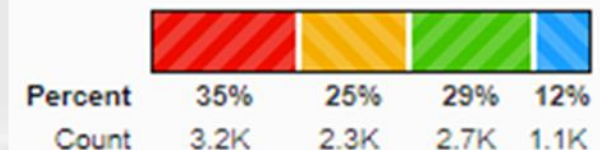
2022-2023 Math

- Same raw data as in ELA slide. Predicting a bigger climb back to pre-pandemic levels than ELA will see.

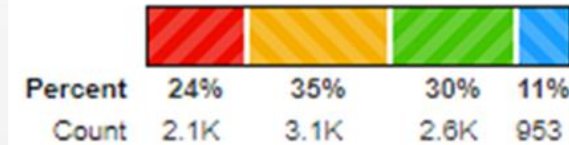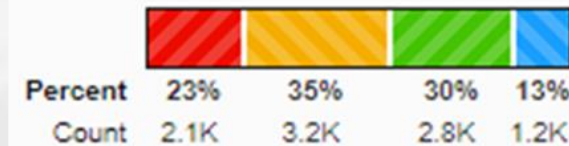- Districts can view this data in the CRS as soon as students finish their NDSA assessments.

Grade 8

Percent	26%	40%	27%	8%
Count	2.2K	3.5K	2.3K	662

Grade 7

Percent	28%	35%	28%	10%
Count	2.4K	3.1K	2.4K	849

Grade 6

Percent	24%	35%	30%	11%
Count	2.1K	3.1K	2.6K	953

Grade 5

Percent	23%	35%	30%	13%
Count	2.1K	3.2K	2.8K	1.2K

Grade 4

Percent	32%	30%	29%	9%
Count	2.9K	2.8K	2.6K	800

Grade 3

Percent	26%	23%	40%	10%
Count	2.4K	2.2K	3.7K	938

Grade 10

Percent	38%	33%	19%	10%
Count	989	858	494	253

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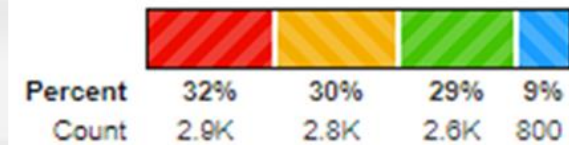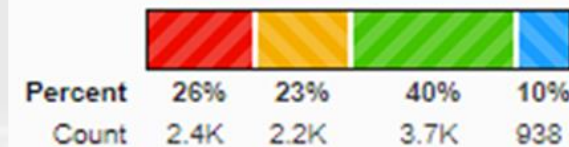
Date Sources, Levels, and Access

- NDSA specific data can be found in three main locations and all three have student demographic filters:
    1. ND Insights
        - Available to the public
        - State, district, school, grade level data (suppression rules applied)
        - Accountability rules applied for student achievement and growth

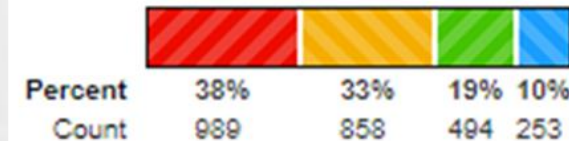   2. STARS Reporting and Analytics
        - Superintendents auto-granted access, can give access to others in district
        - State, district, school, grade level, student data (no suppression rules)
        - Accountability rules applied

    3. Centralized Reporting System (CRS)
        - NDSA specific system, District Administrator decides who has access
        - State, district, school, classroom, grade, classroom, student level
        - No accountability rules applied, contains data for any student taking NDSA

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Statewide Learning Recovery

- The state student achievement graphs and data above show us on a path to pre-pandemic levels. The predictions being made on the raw NDSA data, will be fully calculated in coming weeks, show similar or slight improvement from last year. This story can and will be different for districts and schools.

- To get a different look at learning impact caused by pandemic and learning recovery, NDDPI partnered with a data analytic software company called SAS.

- The analysis conducted uses student projections, based on prior performance, and compares to actual performance. It is a complex and nuanced method (down to student level).

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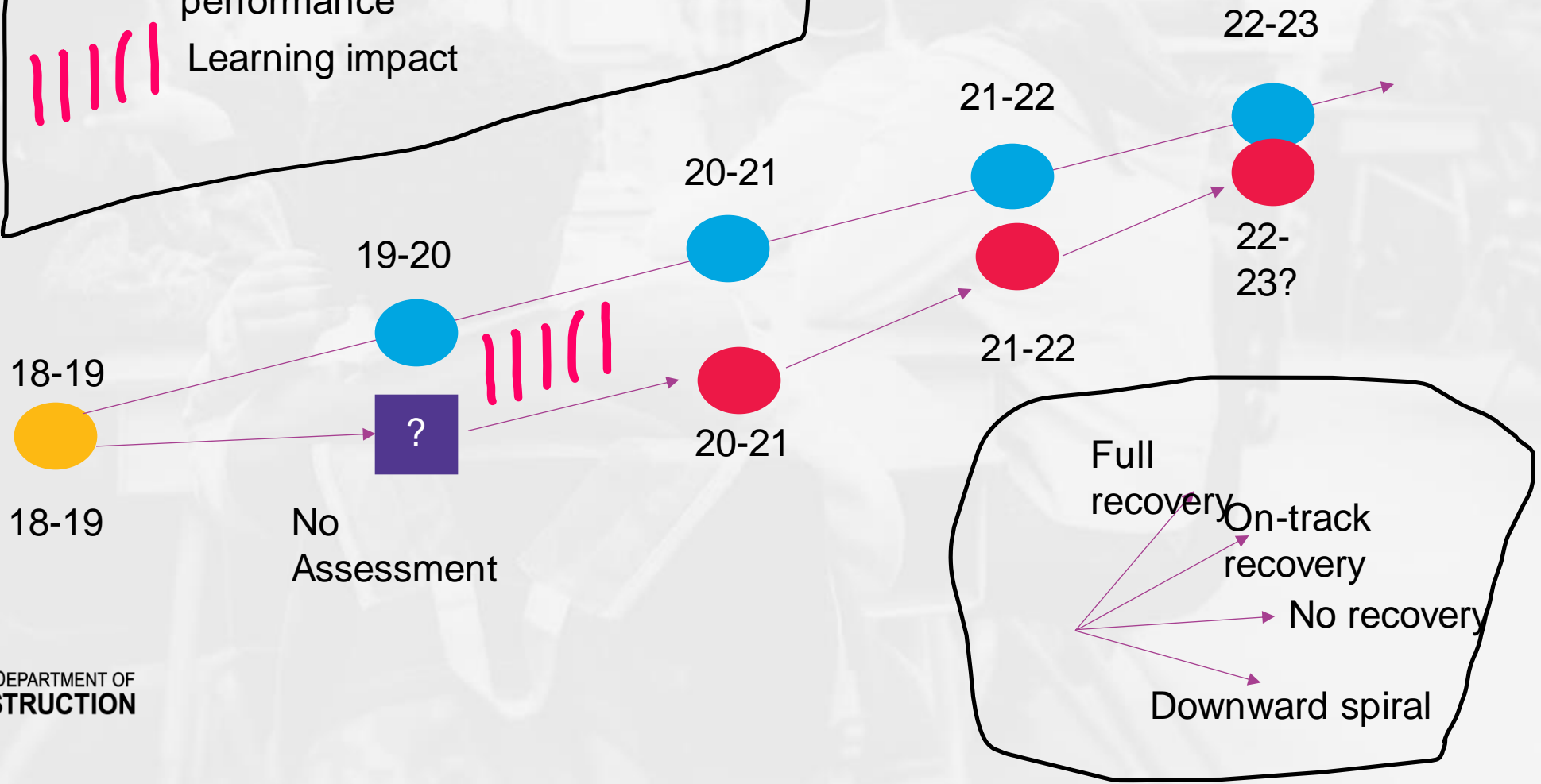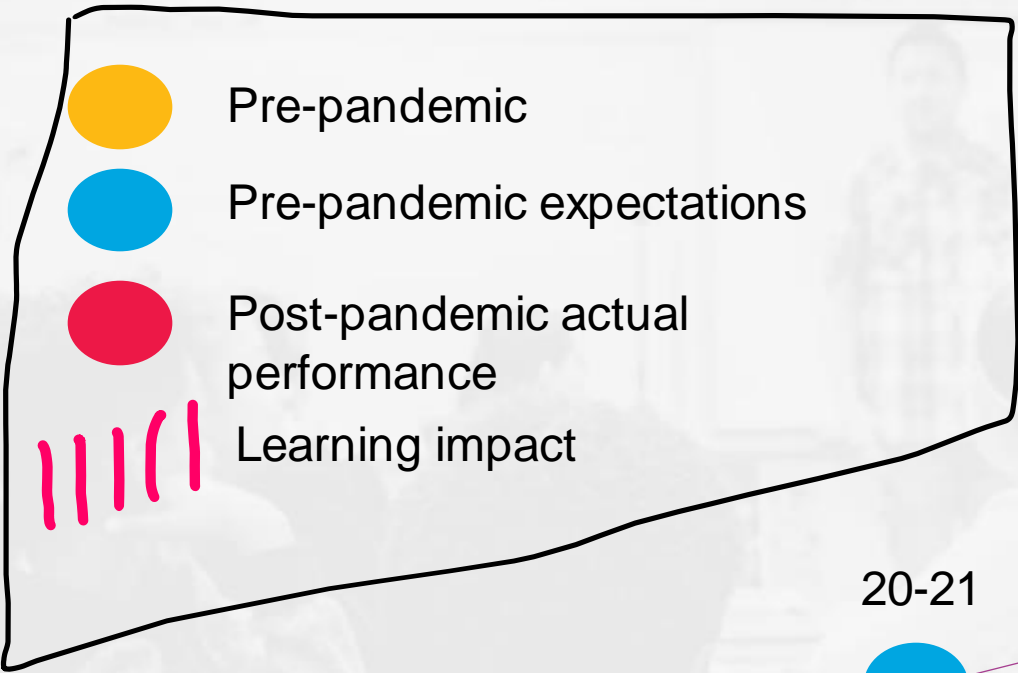
SAS Study Key Takeaways

- The 2021 report revealed that in ELA (grades 5-8, 10) students tended to score closer to pre-pandemic expectations than in Math. A negative learning impact was evidenced in both subjects.

- The 2022 report allowed us to add another set of assessment data Recovery could be measured with two post-pandemic data points. There was evidence of recovery toward pre-pandemic expectation in ELA grades 6 and 7 and Math grade 6. In contrast, ELA grades 8 and Math grades 7 and 8 showed students tending to fall further behind the pre-pandemic expectations.

- We did have schools and districts that continued to meet or exceed pre-pandemic expectations. 2022 report showed about 43% of schools achieved this in ELA and about 35% of schools achieved this in Math.

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Exemplar Districts

English Language Arts

Rank	District Name	Effect Size	N
1	Naughton 25	0.79604	6
2	Cavalier 6	0.42956	70
3	Hebron 13	0.38129	35
4	Wahpeton 37	0.38039	222
5	Anamoose 14	0.36939	10
6	Valley-Edinburg 118	0.35080	32
7	Hazelton-Moffit-Braddock 6	0.34186	26
8	North Star 10	0.31178	59
9	Central Valley 3	0.30812	44
10	Ellendale 40	0.28119	69

Math

Rank	District Name	District Code	Effect Size	N
1	Anamoose 14	25-014	0.67508	10
2	Hebron 13	30-013	0.65720	35
3	Naughton 25	08-025	0.54946	6
4	Wahpeton 37	39-037	0.40734	223
5	Central Valley 3	49-003	0.38321	44
6	Hankinson 8	39-008	0.33028	46
7	Richland 44	39-044	0.31261	52
8	Parshall 3	31-003	0.27596	48
9	Burke Central 36	07-036	0.27397	18
10	Midkota 7	20-007	0.24309	36

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District-Specific Handouts

- Each district that is attending the Bootcamp should have received a packet of information/data for their district.

- After reviewing, please feel free to reach out with questions or concerns at anytime.

- A lot of data and information for each district can be found on ND Insights, but some are the other nonpublic data systems. School and district leaders can and should be accessing this information.

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Closing

Questions can be directed to:

Stanley Schauer, Assessment Director
seschauer@nd.gov
701-328-2224

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Federal Funding COVID Update: Making an Impact

Rebecca, Assistant Director
NDDPI Fiscal Management

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NDSBA
NORTH DAKOTA SCHOOL
BOARDS ASSOCIATION

Three Large Federal Relief Packages

- CARES: Coronavirus Aid Relief & Economic Security Act

- CRRSA: Coronavirus Response & Relief Supplemental Appropriations Act

- ARPA: American Rescue Plan Act

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Legislation & Deadlines

Name	ND Allocation	Date Awarded	Deadline to Spend
CARES – ESSER I	$33.3 million	April 2020	Sept 30, 2022
CRRSA – ESSR II	$135.9 million	December 2020	Sept 30, 2023
ARP – ESSER III	$305.3 million	March 2021	Sept 30, 2024

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Allocations

- State education departments were required to use the Title I funding formula to determine ESSER III allocations.

- All allocations are posted on the NDDPI website.

Overarching ESSER Guidelines

- Funding may be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.
  - Activities must be COVID-related and for the purpose of preventing, preparing, or responding to COVID-19.
  - Activities fall into allowable categories of ESSER funds.
  - Activities that meet the necessary and reasonable standards set by the Uniform Grants Guidance (UGG).

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Allowable Uses of Funds

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

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Allowable Uses of Funds, cont'd

5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

8. Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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Allowable Uses of Funds, cont'd

9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

10. Providing mental health services and supports.

11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

12. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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Allowable Uses of Funds, cont'd

13. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster are, of the local educational agency, including by:

    a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

    b) Implementing evidence-based activities to meet the comprehensive needs of students.

    c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

    d) Tracking student attendance and improving student engagement in distance education.

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Allowable Uses of Funds, cont'd

17. Additional Pay – for example, a local educational agency (LEA) might use local ESSER funds to provide employees with additional pay to: address recruitment or retention challenges in light of the pandemic; provide additional compensation to teachers and other staff that work in-person; provide additional compensation to teachers and other staff that have assumed new duties because of COVID; incentivize effective teachers to move to schools with vulnerable students that have been disproportionately impacted by the pandemic, or provide additional pay to substitute teachers where there is a shortage. Other pay strategies could also be permissible if the LEA can connect the strategy to issues resulting from COVID-19.

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Allowable Uses of Funds, cont'd

18. Transportation – An LEA could use local ESSER funds for a variety of transportation costs like running additional bus routes with fewer students to permit physical distancing and where appropriate, reimbursing families for mileage expense, if families provide transportation.

19. High Quality Instructional Materials and Curricula and Related Professional Development – for example, an LEA could use local ESSER funds to purchase a new, evidence-based K-2 reading curriculum districtwide and related professional development to address unfinished learning and accelerate early literacy skills; districtwide curriculum with both online and in-person options; additional materials and teacher training to implement Advanced Placement (AP) classes in schools, and where necessary provide additional support so that all students, particularly vulnerable students, can access and succeed in AP classes, social and emotional learning programs; Multi-Tier System of Support (MTSS) materials, such as Tier 2 and Tier 3 interventions aligned to strong Tier 1 curriculum, as well as related screening tools; and career and technical education programming.

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Allowable Uses of Funds, cont'd

20. Acquisition of Real Property or Modular Classrooms – an LEA could use local ESSER funds to acquire real property or modular classrooms if needed to respond to COVID-19. For example, additional space might help an LEA to re-open schools in-person consistent with CDC guidelines.

21. Construction and Renovation – ESSER funds can be used for construction and renovation costs when reasonable and necessary to prevent, prepare for, and respond to the COVID-19 pandemic. For example, an LEA might use ESSER local funds to undertake construction or renovation to help an LEA to clean effectively, like bringing an unused wing of a school into compliance with fire and safety codes to create more space.

22. Budgetary Shortfalls – ESSER local funds can be used to assist with budget shortfalls resulting from the pandemic. Specifically, as with all uses of ESSER I or II funds, a proposed use of funds must be "to prevent, prepare for, and respond to" COVID-19. This Means that ESSER funds may be used to bridge budget shortfalls if the deficit is related to the coronavirus and the ESSER funds are needed for education-related expenses.

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Stakeholder Input & Transparency

- The ARP Act in-person instruction and continuity of services plan.
  - o Address how the district will ensure continuity of services and a description of the policies and practices for following health and safety strategies.
  - o Plan must be publicly available on the district website by June 24, 2021.
  - o Districts need to update the In-Person Instruction and Continuity of Services Plan at least every six months through September 30, 2024, and must seek ongoing public input on the plan and any revisions.

- The ARP Act Approved Application must be posted to the district website for the life of the grant.

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ESSER Reporting Requirements

- ESSER II & III: require an annual Federal report
  - Early 2024 NDDPI Program Manager send out a survey with expenditure details. State collates data for the report to the US Department of Education.
  - Must include information regarding learning losses of students identified within the district, including subgroup gaps; school district plans to accelerate learning recovery for all students, including closing subgroup gaps
  - Must include use of ESSER funds by category
  - Student group data previously asked for yes or no check boxes for student groups represented. Now requires # of enrolled students in the subgroup as well as the number of students that participated in the activity for that subgroup.

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ESSER Construction Requirements

NDDPI held a webinar reviewing Davis-Bacon Requirements which apply to all construction or remodeling projects utilizing ESSER funds and totaling over $2000 in labor contracts. The recording of the webinar and PowerPoint are available for review.

If you have additional questions, please contact Anne Butterworth at (701) 328-4051. The following resources also provide support for Davis-Bacon Implementation:

- One Page Brief
- Fact Sheet #66
- Prevailing Wage Seminars
- How to search for prevailing wage determinations
- Sam.gov Wage Determination website
- Prevailing Wage Resource Book

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Questions?

Questions can be directed to:

Jamie Mertz
Chief Financial Officer
NDDPI
(701) 328-2186
jdmertz@nd.gov

Anne Butterworth
Program Administrator
NDDPI
(701) 328-4051
abutterworth@nd.gov

NORTH DAKOTA DEPARTMENT OF
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Break

North Dakota Be Legendary School Board Leadership Institute

Kirsten Baesler – State Superintendent of Schools, NDDPI
Lyndsi Engstrom – Westhope School Board

Student outcomes don't change **until** adult behaviors change.

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Why do school systems exist?

To ensure each student, each year, continuously improves in what they know and are able to do, so they are prepared to be successful in whatever they choose to do after their K12 journey.

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Framework

The Be Legendary School Board Leadership Institute Framework is based on six critical pillars to transform school board performance:

1. Adopting student outcome goals
2. Adopting goal progress measures
3. Monitoring student outcome goals
4. Structuring for success
5. Adopting guardrails
6. Active teamwork and advocacy

1. Adopting Student Outcome Goals
Adopt three Student Outcome Goals aligned to the ND K-12 Strategic Vision and Goals.

2. Adopting Goal Progress Measures
Adopt no more than four Student Outcome Goal Progress Measures for each Student Outcome Goal.

3. Monitoring Student Outcomes
Monitoring Student Outcome Goals, Student Outcome Goal Progress Measures, with a School Board adopted Monitoring Calendar.

4. Structuring for Success
Structuring the School Board and Leadership Team for success.

5. Adopting Guardrails
Adopting Theory of Action, three to five Superintendent Guardrails, no more than five Superintendent Guardrail Progress Measures for each Superintendent Guardrail, and School Board Guardrails.

6. Active Teamwork and Advocacy
Active Teamwork and Coaching Support including School Board Quarterly Self-Evaluation.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Framework

OBJECTIVE 1:
The board has adopted student outcome goals

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
The board does not meet if any of the following are true: ❏ The board does not have a vision. ❏ The board does not have goals. ❏ The board does not consistently distinguish between inputs, outputs, and outcomes.		The board has: ❏ adopted a vision statement; ❏ owned the vision development process while working collaboratively with the superintendent; ❏ adopted three to five goals; and ❏ owned the goal development process while working collaboratively with the superintendent.		The board has adopted three student outcome goals aligned to North Dakota K12 Vision Aspirational Goals that include: ❏ a population, ❏ a baseline, ❏ a deadline target, ❏ a measurement tool, ❏ a deadline date, and ❏ annual targets.		❏ All board members and the superintendent agree that the student outcome goals 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the superintendent; and 4. are the superintendent's first priority for resource allocation. ❏ The board relied on a comprehensive student needs assessment and/or student data to inform the identification and prioritization of all student outcome goals.		All board members and the superintendent ❏ have committed the vision and student outcome goals to memory; ❏ know the current status of each student outcome goal; and ❏ agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.	

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Manual

The intention of the two-day institute is to create a supportive space in which governing teams can learn about and prepare for the intense focus on improving student outcomes. Participants in the institute will embrace the following skills, knowledge, and mindset.

1. Internalize "I am the genesis of transformation."

2. Understand **integrity** as access to goals.

3. **Define** why school systems exist.

4. Distinguish between **inputs, outputs, outcomes and student outcomes.**

5. Model and practice the process of writing **School Board Student Outcome Goals.**

6. Separate the roles of the **School Board and Administration.**

7. Monitor student progress through **monitoring reports.**

8. Review the concepts of the **six Framework objectives.**

9. Discover how implementing the **Framework** supports the ND K-12 Education Vision and local objectives.

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Outcomes, Measures, and Goals

North Dakota Student Outcome Goal Template

ND K12 Strategic Vision: Increase Students Who Demonstrate Reading Proficiency in 3rd Grade													
School District School Board Student Outcome Goal: 3rd Grade Reading													
Our school district will increase the percentage of students who are proficient or above in 3rd Grade Reading as measured by the North Dakota State Assessment (NDSA) English Language Arts (ELA) from XX% in Spring of 2021 to XX% in Spring 2026.													
	All Students	Asian American	Black	Hispanic	Native American	Native Hawaiian	White	English Learner	Foster Care	Homeless	IEP (Special Education)	Low Income	Migrant
2019 (district actual)													
2021 (district actual)													
2021 (state actual)	39%	45-53%	23%	26%	20%	25-33%	42%	15%	15-23%	13-18%	18%	23%	No data
Spring School Board Goal													
2021													
2022													
2023													
2024													
2025													
2026													

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North Dakota focused on governance training for their school boards

Grant Opportunities

- This past legislative session, the legislature funded the goal to train all 168 North Dakota school boards, which allows us to open the competitive grant cycle for the 2023-2024 school year.

- The competitive grant cycle is open, and we will be accepting applications through September 15, 2023.

- You can find the application on our website: https://www.nd.gov/dpi/SchoolBoardLeadership

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Cost

- The State of North Dakota will cover 50% of the cost for the Be Legendary School Board Leadership certification. Discounted rates are available when two or more school boards attend training together.

- One School Board
  - Total cost for training: $8,700
  - NDDPI pays: 50%
  - **Cost to school board: $4,350**

- Two School Boards
  - Total cost for training: $12,500
  - NDDPI pays: 50%
  - **Cost per school board: $3,125**

- Three School Boards
  - Total cost for training: $15,500
  - NDDPI pays: 50%
  - **Cost per school board: $2,583**

- School boards participating in this training may invite an unlimited number of school leaders/personnel to attend at no additional cost.

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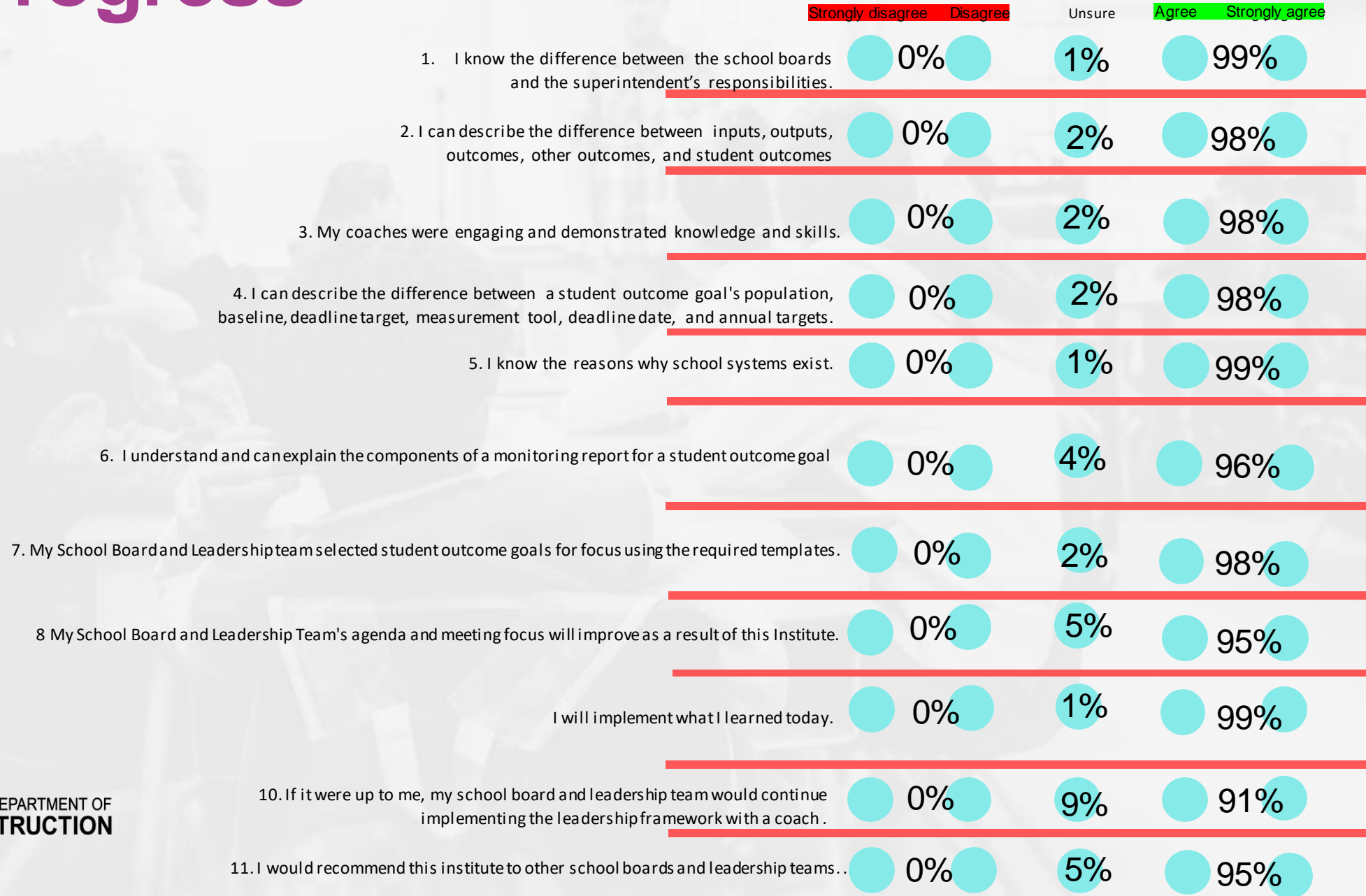
Our Statewide Progress

- To date, 20% of school board members (representing 20% of North Dakota students) have received Be Legendary School Board Leadership Institute certification.
  - o School board members receive individual certificates of completion and a letter of gratitude from the state superintendent.
  - o Certified boards are recognized at the Governor's Annual Education Innovation Summit each summer.

- 57% of trained boards have opted in for ongoing coaching.

- School board members and superintendents of schools identified for Comprehensive Support and Improvement (CSI) must participate in the Be Legendary School Board Leadership Institute.

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Our Progress

Strongly disagree   Disagree   Unsure   Agree   Strongly agree

1. I know the difference between the school boards and the superintendent's responsibilities.
0%   1%   99%

2. I can describe the difference between inputs, outputs, outcomes, other outcomes, and student outcomes
0%   2%   98%

3. My coaches were engaging and demonstrated knowledge and skills.
0%   2%   98%

4. I can describe the difference between a student outcome goal's population, baseline, deadline target, measurement tool, deadline date, and annual targets.
0%   2%   98%

5. I know the reasons why school systems exist.
0%   1%   99%

6. I understand and can explain the components of a monitoring report for a student outcome goal
0%   4%   96%

7. My School Board and Leadership team selected student outcome goals for focus using the required templates.
0%   2%   98%

8 My School Board and Leadership Team's agenda and meeting focus will improve as a result of this Institute.
0%   5%   95%

I will implement what I learned today.
0%   1%   99%

10. If it were up to me, my school board and leadership team would continue implementing the leadership framework with a coach.
0%   9%   91%

11. I would recommend this institute to other school boards and leadership teams..
0%   5%   95%

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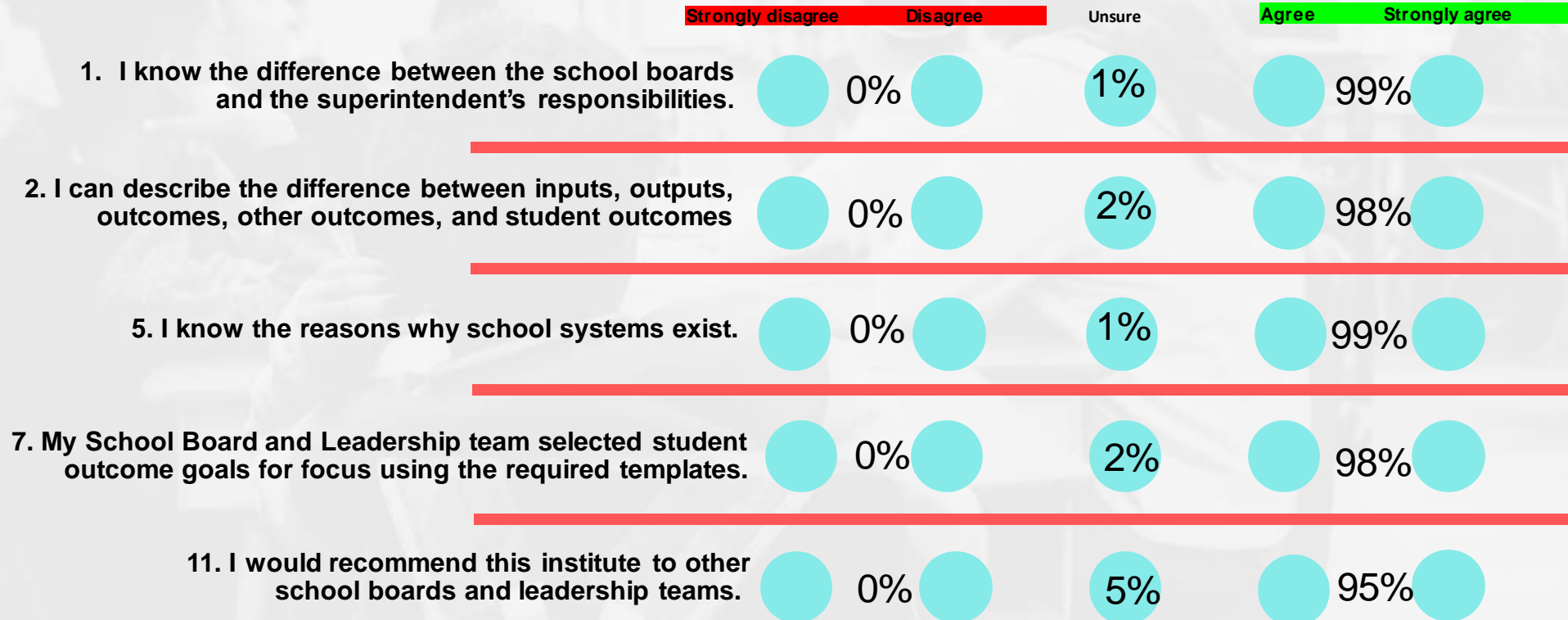**PUBLIC INSTRUCTION**

Our Progress

Evaluation: Be Legendary School Board Leadership Institute

Random Sample of 14 Trained Board Evaluation Summary – Compressed Data   Total Participants: 130

Strongly disagree Disagree	Unsure	Agree Strongly agree

1. **I know the difference between the school boards and the superintendent's responsibilities.**
   0%   1%   99%

2. **I can describe the difference between inputs, outputs, outcomes, other outcomes, and student outcomes**
   0%   2%   98%

5. **I know the reasons why school systems exist.**
   0%   1%   99%

7. **My School Board and Leadership team selected student outcome goals for focus using the required templates.**
   0%   2%   98%

11. **I would recommend this institute to other school boards and leadership teams.**
   0%   5%   95%

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Testimonials

"The most important thing I learned from the training was how to reflect and evaluate ourselves before others."
– Rugby School Board Member

"To change behaviors with our students, I strongly believe it has to come from the top. Our common goal has to come back to the students, and what we expect them to become in the future."
– Ellendale School Board Member

"I learned the importance of a strong superintendent-board relationship and having a shared vision."
– Carrington School Board Member

"The training helped me understand with the proper changes, we really can make an impact."
– Dickinson School Board Member

"The training helped me understand with the proper changes, we really can make an impact."
– Bowbells School Board Member

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Participant Insight – Lyndsi Engstrom

- There are three components that impact adult behavior change that were discussed in the training: **knowledge, skills, and mindset**. Why is individual board member mindset important? Of the three mentioned, which one impacted you the most and why?

- Since completing training, how has your vision of the **role of the board** and the **role of the superintendent** adjusted?

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Student outcomes don't change **until** adult behaviors change.

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Questions

Questions can be directed to:
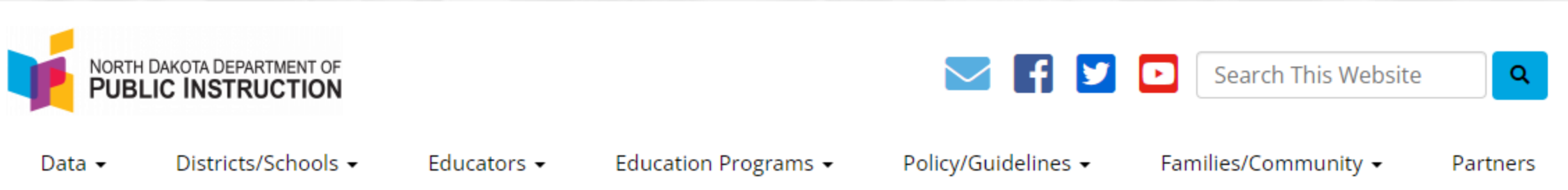
Joe Kolosky
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NDDPI & NDSBA Resources for School Boards

Kirsten Baesler – State Superintendent of Schools, NDDPI
Alexis Baxley – Executive Director, NDSBA

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NDSBA
NORTH DAKOTA SCHOOL
BOARDS ASSOCIATION
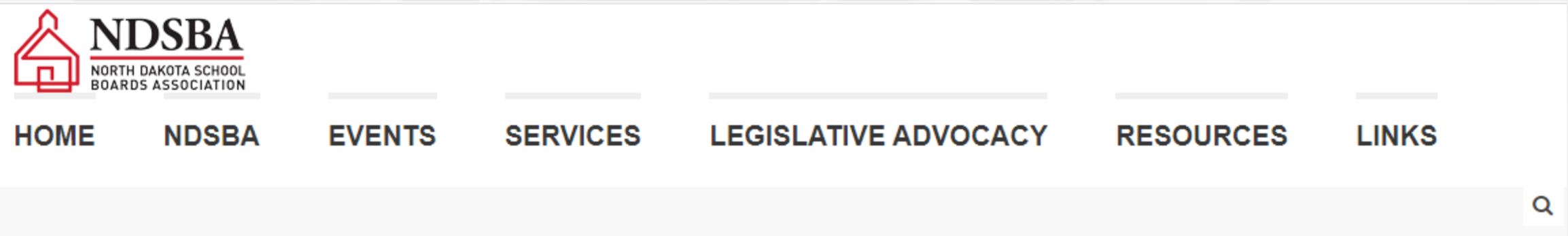
Helpful Links

NDDPI Website: https://www.nd.gov/dpi/

NDSBA Website: https://www.ndsba.org/wp/