CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2006-07

NORTH DAKOTA

NoChild
LeftBehind

PART I DUE FRIDAY, DECEMBER 28, 2007
PART II DUE FRIDAY, FEBRUARY 22, 2008

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act* (*ESEA*), as amended by the *No Child Left Behind Act* of 2001 (*NCLB*) provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies–State, local, and Federal–is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following *ESEA* programs:

- o   Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- o   Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- o   Title I, Part C – *Education of Migratory Children*
- o   Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- o   Title I, Part F – *Comprehensive School Reform*
- o   Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- o   Title II, Part D – *Enhancing Education through Technology*
- o   Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- o   Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- o   Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- o   Title IV, Part B – *21st Century Community Learning Centers.*
- o   Title V, Part A – *Innovative Programs*
- o   Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- o   Title VI, Part B – *Rural Education Achievement Program*
- o   Title X, Part C – *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2006-07 consists of two information collections.

PART I

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

Starting with SY 2005-06, collection of data for the Education of Homeless Children and Youths was added to Part I in order to provide timely data for the program's performance measures. This change allowed ED to retire OMB collection 1810-0650. For SY 2006-07, Migrant Education Program child count information that is used for funding purposes is now collected via Part I. This change allowed ED to retire OMB collection 1810-0519

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The CSPR is the best vehicle for collection of the data.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2006-07 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 28, 2007**. Part II of the Report is due to the Department by **Friday, February 22, 2008**. Both Part I and Part II should reflect data from the SY 2006-07, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome.   Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2006-07 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2006-07 CSPR will be found on the main CSPR page of the EDEN web site (https://EDEN.ED.GOV/EDENPortal/).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

	OMB Number: 1810-0614
	Expiration Date: 10/31/2010

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting:
__X__Part I, 2006-07   ___Part II, 2006-07

Name of State Educational Agency (SEA) Submitting This Report:
North Dakota Department of Public Instruction

Address:
600 East Boulevard #201
Bismarck ND 58505

Person to contact about this report:

Name: Stephanie Gullickson

Telephone: 701-328-2176

Fax: 701-328-2461

e-mail: sgullickson@nd.gov

Name of Authorizing State Official: (Print or Type):
Wayne G. Sanstead

_____   __Wednesday, February 27, 2008, 3:50:52 PM__
   Signature   Date

CONSOLIDATED STATE PERFORMANCE REPORT:
PART I

For reporting on
School Year 2006-07

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PART I DUE DECEMBER 28, 2007

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *NCLB* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

1.1.1 Academic Content Standards

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards taken or planned."

The response is limited to 8,000 characters.

The state has adopted academic content standards in reading/language arts, mathematics, and science. These content standards can be accessed at the following website: http://www.dpi.state.nd.us/standard/content.shtm. The state's academic content standards are developed according to protocols administered by the North Dakota Department of Public Instruction. These development protocols can be accessed at the following website: http://www.dpi.state.nd.us/standard/protocols.pdf. The current academic content standards for reading/language arts and mathematics were last revised and adopted for the 2004-05 academic year and science was revised and adopted for the 2005-06 academic year. The next scheduled revision of these academic content standards is scheduled for 2010.

No revisions or changes to academic content standards will be undertaken or planned during the next academic year.

Source – Manual input by the SEA using the online collection tool.

Note: Mathematics and Reading/Language Arts has been added to this data collection for the SY 2006-07 CSPR.

1.1.2 Assessments in Mathematics and Reading/Language Arts

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments in mathematics or reading/language arts required under Section 1111(b)(3) of *ESEA*. As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA*. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments made or planned."

The response is limited to 8,000 characters.

The state has adopted and administers annual academic assessments in reading/language arts, mathematics, and science required under Section 1111(b)(3) of ESEA. The state's assessment system includes standard assessments, alternate assessments based on alternate achievement standards, and alternate assessments based on modified achievement standards. The state's assessment system was awarded a fully compliant status by the U. S. Department of Education in 2007, based on the peer review of the state's standard assessments and alternate assessments based on alternate achievement standards.

Peer review activity in 2008. The state will submit for peer review in 2008 its standard assessment in science, its alternate assessment based on alternate achievement standards in science, and its alternate assessment based on modified achievement standards in reading/language arts, mathematics, and science.

Revision status of the state's standard assessments. The state will not change its standard assessments in reading/language arts, mathematics, and science until the expected issuance of a new assessment contract during the 2010-11 academic year. No revisions or changes to the state's standard assessments in reading/language arts, mathematics, and science, outside those detailed within the state's peer review submissions, will be undertaken or planned during the next academic year.

Revision status of the state's alternate assessment based on alternate achievement standards. No revisions or changes to the state's alternate assessment based on alternate achievement standards, outside those detailed within the state's peer review submissions, will be undertaken or planned during the 2007-08 academic year. The state will incorporate designed improvements into its alternate assessments based on alternate achievement standards for the 2008-09 academic year, consistent with specifications within the state's peer review submissions; however, it has not yet been determined whether these designed improvements will require any amendments to established achievement standard cut scores.

Revision status of the state's alternate assessment based on modified achievement standards. The state has administered an alternate assessment based on modified achievement standards for several years, including reading/language arts, mathematics, and science. The state will submit its alternate assessment based on modified achievement standards to the U.S. Department of Education for peer review in 2008. No revisions or changes to the state's alternate assessment based on modified achievement standards, outside those specified within the state's peer review submissions, will be undertaken or planned in outlying years.

Source – Manual input by the SEA using the online collection tool.

Note: The subject of science has been removed from this data element.

1.1.3 Academic Achievement Standards in Mathematics and Reading/Language Arts

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic achievement standards in mathematics or reading/language arts implemented to meet the requirements under Section 1111(b)(3) of *ESEA*. As applicable, include alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards implemented to meet the requirements of Section 1111(b)(3) of *ESEA*. Indicate specifically in what year your state expects the changes to be implemented.

If the State has <u>not</u> made or is not planning to make revisions or changes, respond "No revisions or changes to content standards taken or planned."

The response is limited to 8,000 characters.

The state has adopted academic achievement standards in reading/language arts, mathematics, and science required under Section 1111(b)(3) of ESEA. The state has adopted academic achievement standards for its standard assessments, alternate assessments based on alternate achievement standards, and alternate assessments based on modified achievement standards. The state's assessment system was awarded a fully compliant status by the U. S. Department of Education in 2007 in reading/language arts and mathematics, based on the peer review of the state's standard assessments and alternate assessments based on alternate achievement standards. The state will submit for peer review in 2008 its alternate assessment based on modified achievement standards.

Revision status of the state's standard assessments. The state will not change its academic achievement standards in its standard assessments in reading/language arts and mathematics until the expected adoption of a new assessment contract during the 2010-11 academic year. No revisions or changes to the state's academic achievement standards for its standard assessments in reading/language arts and mathematics will be undertaken or planned during the 2007-2009 academic years.

Revision status of the state's alternate assessments based on alternate achievement standards. The state will not change its academic achievement standards in its alternate assessments based on alternate achievement standards in reading/language arts and mathematics until following scheduled improvements to the alternate assessments for the 2008-09 academic year and only if these changes require the amendment of the achievement standards. No revisions or changes to the state's academic achievement standards for its alternate assessments based on alternate achievement standards in reading/language arts and mathematics will be undertaken or planned during the 2007-08 academic year.

Revision status of the state's alternate assessment based on modified achievement standards. The state has administered an alternate assessment based on modified achievement standards for several years, including reading/language arts and mathematics. The state will submit its alternate assessment based on modified achievement standards, including the process and product of setting academic achievement standards, to the U.S. Department of Education for peer review in 2008. No revisions or changes to the state's alternate assessment based on modified achievement standards, outside those specified within the state's peer review submissions, will be undertaken or planned in outlying years.

Source – Manual input by the SEA using the online collection tool.

Note: The subject of science has been removed from this data element.

1.1.4 Assessments in Science

In the space below, provide a description of the State's progress in developing and implementing assessments in science that meet the requirements of Section 1111(b)(3) of ESEA in the required grade levels, including remaining major milestones (e.g., field testing) and a timeline for them. As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA*.

The response is limited to 8,000 characters.

The state has administered statewide assessments in science designed to meet the requirement of Section 1111(b)(3) of ESEA since the 2006-07 academic year. The state has administered statewide science assessments within its standard assessments, its alternate assessments based on alternate achievement standards, and its alternate assessments based on modified achievement standards. Although the state has submitted elements of its science assessments for peer review, the formal peer review for the state's science assessments will occur in 2008. The state's assessment system was awarded a fully compliant status by the U. S. Department of Education in 2007 in reading/language arts and mathematics, based on the peer review of the state's standard assessments and on alternate assessments based on alternate achievement standards. The state will submit for peer review in 2008 its alternate assessment based on modified achievement standards. The state proceeds to administer the statewide assessments in science according to those provisions specified within peer review.

Source – Manual input by the SEA using the online collection tool.

Note: This table was formerly part of Section 1.1.2 of the SY 2005-06 CSPR.

1.1.5 Academic Achievement Standards in Science

In the space below, provide a description of the State's progress in developing and implementing academic achievement standards in science that meet the requirements of Section 1111(b)(3) in the required grade levels, including remaining major milestones and a timeline for them. As applicable, include alternate achievement standards for students with significant cognitive disabilities implemented to meet the requirements of Section 1111(b)(3) of *ESEA*.

The response is limited to 8,000 characters.

The state has adopted academic achievement standards in reading/language arts, mathematics, and science required under Section 1111(b)(3) of ESEA. The state has adopted academic achievement standards for its standard assessments, alternate assessments based on alternate achievement standards, and alternate assessments based on modified achievement standards. The state's assessment system was awarded a fully compliant status by the U. S. Department of Education in 2007 in reading/language arts and mathematics, based on the peer review of the state's standard assessments and on alternate assessments based on alternate achievement standards. Although the state has submitted for peer review elements of its science assessments for the standard assessments and the alternate assessments based on alternate achievement standards, the formal peer review for the state's science assessments will occur in 2008, including a review of the process and product of setting academic achievement standards. The state will submit for peer review in 2008 its alternate assessment based on modified achievement standards, including science.

The academic achievement standards and alternate achievement standards in science were set in March 2007.

Source – Manual input by the SEA using the online collection tool.

Note: This table was formerly part of Section 1.1.3 of the SY 2005-06 CSPR.

1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State *NCLB* assessments.

1.2.1 Participation of All Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for *NCLB* mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and the number of students who were tested in mathematics. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who were tested using regular assessments with or without accommodations and alternate assessments.

The student group "limited English proficient students (LEP)" includes recently arrived students who have attended schools in the United States for fewer than 12 months; and it does not include former LEP students.

Student Group	# Students Enrolled	# Students Tested	Percent of Students Tested
All students	51519	50489	98.0
American Indian or Alaska Native	4508	4328	96.0
Asian or Pacific Islander	475	464	97.7
Black, non-Hispanic	911	880	96.6
Hispanic	839	781	93.1
White, non-Hispanic	44574	44050	98.8
Children with disabilities (*IDEA*)	7306	7118	97.4
Limited English proficient (LEP) students	1668	1586	95.1
Economically disadvantaged students	15715	15373	97.8
Migratory students	237	201	84.8
Male	26401	25946	98.3
Female	24892	24543	98.6

Comments: The Total "# Students Tested" for "All Students" should have had a grand total submitted through EDEN/EdFacts. This was not the case and in fact the sub total of Male plus Female students was used instead. Some of our data did not have Sex marked so this led to an inaccurate count. The Math Participation total should be 50697. I would suggest that a change be made in the File Specifications for N/X081 to collect a grand total to more accurately prepopulate this cell.

Doris Tonneson

ND EdFacts Coordinator

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X081 that includes data group 588, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

Note: This table was formerly Section 1.2.1.1 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total number of students enrolled has been added to this data collection.

1.2.2 Participation of Students with Disabilities in Mathematics Assessment

In the table below, provide the number of children with disabilities (IDEA) tested during the State's testing window for mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (IDEA) who were tested in mathematics for each type of assessment will be calculated automatically. The total number of children with disabilities (IDEA) tested will also be calculated automatically.

The data provided below should include mathematics participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act. Do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Tested	Percentage of Children with Disabilities (IDEA) Tested, Who Took the Specified Assessment
Regular Assessment without Accommodations	1897	26.7
Regular Assessment with Accommodations	3951	55.6
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	985	13.9
Alternate Assessment Based on Alternate Achievement Standards	276	3.9
Total	7109	
Comments: North Dakota has no comment and stands by its data.		

Source – Manual input by the SEA using the online collection tool.

Note: This table was formerly Section 1.2.2.1 of the SY 2005-06 CSPR.

1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's *NCLB* reading/language arts assessment.

Student Group	# Students Enrolled	# Students Tested	Percent of Students Tested
All students	51519	50500	98.0
American Indian or Alaska Native	4508	4342	96.3
Asian or Pacific Islander	475	461	97.0
Black, non-Hispanic	911	855	93.8
Hispanic	839	783	93.3
White, non-Hispanic	44574	44071	98.9
Children with disabilities (*IDEA*)	7306	7122	97.5
Limited English proficient (LEP) students	1668	1586	95.1
Economically disadvantaged students	15715	15373	97.8
Migratory students	237	205	86.5
Male	26401	25948	98.3
Female	24892	24552	98.6
Comments: The Total "# Students Tested" for "All Students" should have had a grand total submitted through EDEN/EdFacts. This was not the case and in fact the sub total of Male plus Female students was used instead. Some of our data did not have Sex marked so this led to an inaccurate count. The Reading Participation total should be 50683. I would suggest that a change be made in the File Specifications for N/X081 to collect a grand total to more accurately prepopulate this cell			

Source – The same file specification as 1.2.1 is used, but with data group 589 instead of 588.

Note: This table was formerly Section 1.2.1.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total number of students enrolled has been added to this data collection.

1.2.4 Participation of Students with Disabilities in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's *NCLB* reading/language arts assessment.

The data provided should include reading/language arts participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Tested	Percentage of Children with Disabilities (IDEA) Tested, Who Took the Specified Assessment
Regular Assessment without Accommodations	1897	26.7
Regular Assessment with Accommodations	3972	55.8
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	899	12.6
Alternate Assessment Based on Alternate Achievement Standards	346	4.9
Total	7114	
Comments: North Dakota has no comment and stands by its data.		

Source – Manual input by the SEA using the online collection tool.

Note: This table was formerly Section 1.2.2.2 of the SY 2005-06 CSPR.

1.3 STUDENT ACADEMIC ACHIEVEMENT

This section collects data on student academic achievement on the State *NCLB* assessments.

1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who completed the State *NCLB* assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who were tested using regular assessments with or without accommodations and alternate assessments.

The student group "limited English proficient students (LEP)" does not include recently arrived students who have attended schools in the United States for fewer than 12 months; and does <u>not</u> include monitored former LEP (MFLEP) students.

1.3.2 Student Academic Achievement in Reading/Language Arts

This section is similar to 1.3.1. The only difference is that this section collects data on the State's *NCLB* reading/language arts assessment.

1.3.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	6922	5939	85.8
American Indian or Alaska Native	636	401	63.1
Asian or Pacific Islander	76	68	89.5
Black, non-Hispanic	159	99	62.3
Hispanic	122	89	73.0
White, non-Hispanic	5906	5267	89.2
Children with disabilities (*IDEA*)	1069	750	70.2
Limited English proficient (LEP) students	242	156	64.5
Economically disadvantaged students	2452	1875	76.5
Migratory students	51	28	54.9
Male	3582	3097	86.5
Female	3336	2840	85.1
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.2 Student Academic Achievement in Reading/Language Arts - Grade 3

Grade 3	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	6924	5600	80.9
American Indian or Alaska Native	637	385	60.4
Asian or Pacific Islander	76	59	77.6
Black, non-Hispanic	153	98	64.1
Hispanic	122	75	61.5
White, non-Hispanic	5912	4969	84.1
Children with disabilities (*IDEA*)	1070	741	69.3
Limited English proficient (LEP) students	242	120	49.6
Economically disadvantaged students	2450	1757	71.7
Migratory students	52	23	44.2
Male	3582	2834	79.1
Female	3338	2764	82.8
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.3 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	6950	5552	79.9
American Indian or Alaska Native	647	329	50.9
Asian or Pacific Islander	61	44	72.1
Black, non-Hispanic	160	100	62.5
Hispanic	137	98	71.5
White, non-Hispanic	5928	4969	83.8
Children with disabilities (*IDEA*)	1077	746	69.3
Limited English proficient (LEP) students	256	133	52.0
Economically disadvantaged students	2409	1661	69.0
Migratory students	38	25	65.8
Male	3579	2883	80.6
Female	3368	2669	79.3
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.4 Student Academic Achievement in Reading/Language Arts - Grade 4

Grade 4	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	6949	5608	80.7
American Indian or Alaska Native	647	367	56.7
Asian or Pacific Islander	61	49	80.3
Black, non-Hispanic	153	109	71.2
Hispanic	139	99	71.2
White, non-Hispanic	5931	4973	83.9
Children with disabilities (*IDEA*)	1077	763	70.8
Limited English proficient (LEP) students	255	128	50.2
Economically disadvantaged students	2405	1670	69.4
Migratory students	40	28	70.0
Male	3578	2808	78.5
Female	3368	2799	83.1
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.5 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7001	5679	81.1
American Indian or Alaska Native	585	346	59.2
Asian or Pacific Islander	77	69	89.6
Black, non-Hispanic	133	82	61.7
Hispanic	100	66	66.0
White, non-Hispanic	6084	5104	83.9
Children with disabilities (*IDEA*)	1068	730	68.4
Limited English proficient (LEP) students	222	134	60.4
Economically disadvantaged students	2298	1669	72.6
Migratory students	36	22	61.1
Male	3578	2950	82.5
Female	3421	2728	79.7
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.6 Student Academic Achievement in Reading/Language Arts - Grade 5

Grade 5	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7008	5236	74.7
American Indian or Alaska Native	586	305	52.1
Asian or Pacific Islander	75	56	74.7
Black, non-Hispanic	131	90	68.7
Hispanic	100	58	58.0
White, non-Hispanic	6093	4718	77.4
Children with disabilities (*IDEA*)	1069	631	59.0
Limited English proficient (LEP) students	221	101	45.7
Economically disadvantaged students	2300	1474	64.1
Migratory students	36	18	50.0
Male	3581	2524	70.5
Female	3426	2711	79.1
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.7 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7064	5811	82.3
American Indian or Alaska Native	598	342	57.2
Asian or Pacific Islander	57	50	87.7
Black, non-Hispanic	111	64	57.7
Hispanic	115	75	65.2
White, non-Hispanic	6165	5271	85.5
Children with disabilities (*IDEA*)	1030	662	64.3
Limited English proficient (LEP) students	226	110	48.7
Economically disadvantaged students	2162	1535	71.0
Migratory students	17	<N	
Male	3637	2997	82.4
Female	3427	2814	82.1
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.8 Student Academic Achievement in Reading/Language Arts - Grade 6

Grade 6	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7066	5498	77.8
American Indian or Alaska Native	600	321	53.5
Asian or Pacific Islander	57	50	87.7
Black, non-Hispanic	107	63	58.9
Hispanic	115	72	62.6
White, non-Hispanic	6169	4983	80.8
Children with disabilities (*IDEA*)	1034	653	63.2
Limited English proficient (LEP) students	226	101	44.7
Economically disadvantaged students	2162	1452	67.2
Migratory students	17	<N	
Male	3638	2729	75.0
Female	3428	2769	80.8
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.9 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7426	5744	77.4
American Indian or Alaska Native	666	331	49.7
Asian or Pacific Islander	53	47	88.7
Black, non-Hispanic	106	53	50.0
Hispanic	108	62	57.4
White, non-Hispanic	6465	5241	81.1
Children with disabilities (*IDEA*)	1071	572	53.4
Limited English proficient (LEP) students	196	88	44.9
Economically disadvantaged students	2240	1449	64.7
Migratory students	14	<N	
Male	3838	2953	76.9
Female	3585	2791	77.9
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.10 Student Academic Achievement in Reading/Language Arts - Grade 7

Grade 7	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7428	5996	80.7
American Indian or Alaska Native	674	395	58.6
Asian or Pacific Islander	53	47	88.7
Black, non-Hispanic	105	63	60.0
Hispanic	109	77	70.6
White, non-Hispanic	6459	5402	83.6
Children with disabilities (*IDEA*)	1071	672	62.8
Limited English proficient (LEP) students	198	100	50.5
Economically disadvantaged students	2245	1576	70.2
Migratory students	14	<N	
Male	3840	2942	76.6
Female	3585	3052	85.1
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.11 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7794	5217	66.9
American Indian or Alaska Native	686	269	39.2
Asian or Pacific Islander	76	58	76.3
Black, non-Hispanic	109	40	36.7
Hispanic	121	61	50.4
White, non-Hispanic	6776	4782	70.6
Children with disabilities (*IDEA*)	1065	466	43.8
Limited English proficient (LEP) students	232	76	32.8
Economically disadvantaged students	2268	1210	53.4
Migratory students	12	<N	
Male	4027	2752	68.3
Female	3764	2464	65.5
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.12 Student Academic Achievement in Reading/Language Arts - Grade 8

Grade 8	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7789	5897	75.7
American Indian or Alaska Native	686	359	52.3
Asian or Pacific Islander	76	62	81.6
Black, non-Hispanic	105	56	53.3
Hispanic	119	71	59.7
White, non-Hispanic	6776	5335	78.7
Children with disabilities (*IDEA*)	1063	566	53.3
Limited English proficient (LEP) students	232	105	45.3
Economically disadvantaged students	2263	1449	64.0
Migratory students	12	<N	
Male	4020	2897	72.1
Female	3767	2999	79.6
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.13 Student Academic Achievement in Mathematics - High School

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7527	4270	56.7
American Indian or Alaska Native	513	140	27.3
Asian or Pacific Islander	64	41	64.1
Black, non-Hispanic	103	30	29.1
Hispanic	79	34	43.0
White, non-Hispanic	6747	4017	59.5
Children with disabilities (*IDEA*)	766	260	33.9
Limited English proficient (LEP) students	212	46	21.7
Economically disadvantaged students	1587	664	41.8
Migratory students	33	12	36.4
Male	3799	2226	58.6
Female	3726	2043	54.8
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.3.14 Student Academic Achievement in Reading/Language Arts - High School

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	7534	5439	72.2
American Indian or Alaska Native	515	254	49.3
Asian or Pacific Islander	63	44	69.8
Black, non-Hispanic	102	52	51.0
Hispanic	80	47	58.8
White, non-Hispanic	6753	5032	74.5
Children with disabilities (*IDEA*)	767	354	46.2
Limited English proficient (LEP) students	212	71	33.5
Economically disadvantaged students	1591	943	59.3
Migratory students	34	14	41.2
Male	3805	2669	70.1
Female	3727	2769	74.3
Comments: North Dakota has no comment and stands by its data.			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

1.4.1 All Schools and Districts Accountability

In the table below, provide the total number of public elementary and secondary schools and districts in the State and the total number of those schools and districts that made AYP based on data for the SY 2006-07 school year. The percentage that made AYP will be calculated automatically.

Entity	Total #	# That Made AYP in SY 2006-07	Percentage That Made AYP in SY 2006-07
Schools	466	424	91.0
Districts	184	158	85.9
Comments:			

Source – The table above is produced through ED*Facts.* The SEA submits the data in N/X103 for data group 32.

1.4.2 Title I School Accountability

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2006-07 school year. Include only public Title I schools. Do <u>not</u> include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools That Made AYP in SY 2006-07	Percentage of Title I Schools That Made AYP in SY 2006-07
All Title I schools	330	299	90.6
Schoolwide (SWP) Title I schools	74	54	73.0
Targeted assistance (TAS) Title I schools	256	245	95.7
Comments:			

Source – The table above is produced through ED*Facts.* The SEA submits the data in N/X101 for data group 22 and N/X103 for data group 32.

Note: New for the SY 2006-07 CSPR is the data collection requirement to report for public schools and to include data for schoolwide (SWP) and targeted assistance (TAS) Title I Schools.

1.4.3 Accountability of Districts That Received Title I Funds

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2006-07. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds	# Districts That Received Title I Funds and Made AYP in SY 2006-07	Percentage of Districts That Received Title I Funds and Made AYP in SY 2006-07
168	142	84.5
Comments:		

Source – Initially, pre-populated by EDFacts file N/X103 that is data group 32 and 582. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of Section 1.4.2 of the SY 2005-06 CSPR.

1.4.4 Title I Schools Identified for Improvement

1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2007-08 based on the data from SY 2006-07. For each school on the list, provide the following:

- District Name and NCES ID Code
- School Name and NCES ID Code
- Whether the school missed the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school missed the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school missed the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school missed the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2007-08 (Use one of the following improvement status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))[1]
- Whether the school is a Title I school (This column is optional and is used only by States that choose to list all schools in improvement.)

See attached for blank template that can be used to enter School Data.
Download template: Question 1.4.4.1_0607.xls (Get MS Excel Viewer)

Source – Manual entry by SEA into the online collection tool.

Note: Identification as Title I school is a new data collection for the SY 2006-07 CSPR.

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[1] The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.

1.4.4.2 Actions Taken for Title I Schools Identified for Improvement

In the space below, describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring. Include a discussion of the technical assistance provided by and supported by the State, including a description of the statewide systems of support under *NCLB* (e.g., the number of schools served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

Schools that have been identified for program improvement receive detailed technical assistance and frequent communication from the state Title I office.

An annual workshop is held each spring and a follow-up training session in the fall to provide detailed information as to those provisions that apply when schools are identified for improvement. Schools receive regular communication from the state Title I office providing updated information on the program improvement provisions.

The State Title I office has an extensive program improvement website developed. This site contains a variety of resources including a link to all district and school Adequate Yearly Progress reports information on reports due throughout the year information and application forms on additional funds available for program improvement schools sample letters and sample reports and resources and handouts from prior workshops. Log on to www.dpi.state.nd.us/title1/progress/index.shtm to access this information.

The application for additional funds for program improvement schools is available on the web and is due in the state Title I office along with the program improvement plan three months after the release of the official Adequate Yearly Progress data.

Those schools that are in corrective action receive increased state oversight on all Title I and program improvement activities and provisions.

Our School Support Team worked with McREL in the summer of 2006 on strategies to better help schools in program improvement.

Please refer to pages 34-46 of North Dakota's June 2002 state plan which overviews North Dakota's statewide system of support available to all schools but in particular those schools identified for program improvement. Log on to www.dpi.state.nd.us/grants/DOEapp.pdf to access this information.

The North Dakota Department of Public Instruction has created a statewide system of support as required under Section 1117 to ensure that all schools meet North Dakota's academic content and student achievement standards. Our statewide system of support consists of a wealth of resources to meet the needs of school personnel. Sustained support for LEAs and schools in improvement is provided by several entities some of which include the state Title I staff school support team and North Dakota Parental Involvement Resource Center.

Source – Manual entry by SEA into the online collection tool.

Note: The inclusion of the discussion of technical assistance provided by and supported by the State is a new data collection for the SY 2006-07 CSPR.

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *NCLB* are being implemented.

Corrective Action	# of Schools in Corrective Action in Which the Corrective Action Is Being Implemented
Required implementation of a new research-based curriculum or instructional program	3
Extension of the school year or school day	3
Replacement of staff members relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *NCLB* are being implemented.

Restructuring Action	# of Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Take over the school by the State	
Other major restructuring of the school governance	8
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.4.5 Districts That Received Title I Funds Identified for Improvement

1.4.5.1 List of Districts That Received Title I Funds and Were Identified for Improvement

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2007-08 based on the data from SY 2006-07. For each district on the list, provide the following:

- District Name and NCES ID Code
- Whether the district missed the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district missed the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2007-08 (Use one of the following improvement status designations: Improvement or Corrective Action[2])
- Whether the district is a district that received Title I funds (This column is optional and is used only by States that choose to list all districts in improvement.)

See attached for blank template that can be used to enter School Data.
Download template: Question 1.4.5.1_0607.xls (Get MS Excel Viewer)

Source – Manual entry by SEA into the online collection tool.

Note: Identification of a district as receiving Title I funds is a new data collection for the SY 2006-07 CSPR.

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[2] The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.

1.4.5.2 Actions Taken for Districts That Received Title I Funds Identified for Improvement

In the space below, describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

Districts that have been identified for program improvement receive detailed technical assistance and frequent communication from the state Title I office.

An annual workshop is held each spring and a follow-up training session in the fall to provide detailed information as to those provisions that apply when districts are identified for improvement. Districts receive regular communication from the State Title I office providing updated information on the program improvement provisions.

The state Title I office has an extensive program improvement website developed. This site contains a variety of resources including a link to all district and school Adequate Yearly Progress reports information on reports due throughout the year information and application forms on additional funds available for program improvement schools sample letters and sample reports and resources and handouts from prior workshops. Log on to www.dpi.state.nd.us/title1/progress/index.shtm to access this information.

The application for additional funds for program improvement districts is available on the web. Districts are given an opportunity to apply for additional funding after all applications have been processed for schools identified for improvement.

Our School Support Team worked with McREL in the summer of 2006 on strategies to better help districts in program improvement.

Please refer to pages 34-46 of North Dakota's June 2002 state plan which overviews North Dakota's statewide system of support available to all districts but in particular those districts identified for program improvement. Log on to www.dpi.state.nd.us/grants/DOEapp.pdf to access this information.

Source – Manual entry by SEA into the online collection tool.

Note: The inclusion of the discussion of technical assistance provided by the State is a new data collection for the SY 2006-07 CSPR.

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *NCLB* are being implemented.

Corrective Action	# of Districts in Corrective Action in Which Corrective Action Is Being Implemented
Implementing a new curriculum based on State standards	6
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	1
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number or districts abolished between the SYs 2005-06 and 2006-07 as a corrective action)	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.4.6 Dates of AYP and Identification Determinations

In the table below, provide the dates (MM/DD/YY) when your State provided final school and district AYP and identification for improvement, corrective action, or restructuring to schools and districts based on SY 2006-07 assessments. If applicable, also provide the dates for preliminary determinations provided to schools and districts.

	Districts	Schools
Final AYP and identification determinations	06/11/07	05/25/07
Preliminary school AYP and identification determinations (if applicable)	04/04/07	04/04/07
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on 2006-07 data and the results of those appeals.

	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts	0	0
Schools	0	0
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

Date (MM/DD/YY) that processing appeals based on SY 2006-07 data was complete	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.4.8 Section 1003(a) Funds

In the space below, describe your State's use of Section 1003(a) of ESEA funds. Specifically, address the following:

- Describe briefly any priorities the State uses in allocating these funds to schools.
- Describe briefly the State's methods for distributing these funds (e.g., formula, competitive, etc.).
- Describe briefly the types of activities supported by the Section 1003(a) funds.

The response is limited to 8,000 characters.

The state Title I office uses the 1003 funds to provide formula grants to schools that have been identified for improvement. All schools in improvement receive an allocation and are eligible to submit an application to access the funding. Schools can request funding for any activity that they can justify will help them make AYP. The state does not limit their choices on how to use these funds. We do provide suggestions on activities that are research-proven to be effective which can be accessed at www.dpi.state.nd.us/title1/progress/ideas.pdf on our website. We have been extremely pleased with the quality of the activities that are being conducted. Since the inception of NCLB 17 schools have been removed from improvement status. These schools all report that the additional funds that they received were a contributing factor to their success. North Dakota has an established process in place to distribute these funds. It is advantageous that an effective process is in place because the schools may access the funding immediately after it becomes available and our schools in improvement are familiar with this established process. These school improvement funds present an opportune mechanism for providing additional assistance to our schools that have been identified for improvement. By continuing with this process we believe we have created an opportunity for low performing schools to help their students achieve to high standards.

The state Title I office has developed an application and process for schools in improvement to apply for these funds. See www.dpi.state.nd.us/title1/progress/index.shtm.

North Dakota assesses the effectiveness of the school improvement activities through the reporting process that has been established. Schools are required to submit a follow-up report annually to measure the effectiveness of the school improvement activities. These reports have been promising in showing that the activities conducted have helped the schools reach their target goals.

In addition all schools in improvement must complete an annual report which requires that they report progress made toward reaching their goals evaluates their school improvement plan discusses the success of their restructuring efforts and describes how they will make changes for the subsequent school year. These reports will be reviewed each summer to evaluate the effectiveness of their school improvement activities.

Source – Manual input by the SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.4.9 Public School Choice and Supplemental Educational Services

This section collects data on public school choice and supplemental educational services.

1.4.9.1 Public School Choice

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

1.4.9.1.1 Schools Using Public School Choice

In the table below, provide the number of public schools *from which* and *to which* students transferred under the provisions for public school choice in Section 1116 of ESEA.

	# Schools
Title I schools *from which* students transferred for public school choice	0
Public Schools *to which* students transferred for public school choice	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 1.4.5.1 of the SY 2005-06 CSPR.

1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied for public school choice, and the number who transferred under the provisions for public school choice in Section 1116 of ESEA.

Students who are eligible for public school choice includes:
(1) Students currently enrolled in a school identified for improvement
(2) Students who transferred in the current school year under the public school choice provisions of section 1116, and
(3) Students who previously transferred under section 1116 and are continuing to transfer for the current school year under section 1116.

	# Students
Eligible for public school choice	830
Who applied to transfer	0
Who transferred to another school under Title I public school choice provisions	0

Indicate in the table below the categories of students that are included in the count of eligible students.

	Yes/No
1. Enrolled in a school identified for improvement	Yes
2. Transferred in the current school year, only	No Response
3. Transferred in a prior year and in the current year	No Response
Comments:	

Source – Initially, pre-populated by ED*Facts* file N/X010 that includes data groups 579, 574 and 544. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

Note: This table was formerly part of section 1.4.5.1 of the SY 2005-06 CSPR.

1.4.9.1.3 Funds Spent on Public School Choice

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice in Section 1116 of ESEA.

	Amount
Dollars spent by LEAs on transportation for public school choice	$ 0
Comments:	

Source – Initially, pre-populated by ED*Facts* file N/X102 that includes data group 652. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.4.9.1.4 Availability of Public School Choice Options

In the table below provide the number of LEAs in your State that are unable to provide public school choice options to eligible students due to any of the following reasons:

1. All schools at a grade level are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice
3. LEA's schools are so remote from one another that choice is impracticable.

	# LEAs
LEAs Unable to Provide Public School Choice	157
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

FAQs about public school choice:

a. *How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?* An LEA may consider a student as eligible for and participating in Title I public school choice, and may consider costs for transporting that student towards its funds spent on transportation for public school choice, if the student meets the following conditions:

   - Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
   - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
   - Is using district transportation services to attend such a school.[3]

b. *How do States report on public school choice for those LEAs that are not able to offer public school choice (e.g., LEAs in which all schools in a grade level are in school improvement, LEAs that have only a single school at that grade level, or LEAs whose schools are so remote from one another that choice is impracticable)?* For those LEAs, States should count as eligible all students who attend identified Title I schools. States should report that no eligible schools or students were provided the option to transfer and should provide an explanation why choice is not possible within the LEA in the Comment Section.

[3] Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at
http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html.

1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

1.4.9.2.1 Schools with Students Eligible for Supplemental Educational Services

In the table below, provide the number of Title I schools identified as in need of improvement, corrective action, or restructuring whose students received supplemental educational services under Section 1116 of ESEA. A Frequently Asked Questions (FAQ) section related to supplemental educational services is below the table.

	# Schools
Title I schools whose students received supplemental educational services	16
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 1.4.5.2 of the SY 2005-06 CSPR.

FAQ about supplemental education services

How should a State define the phrase "students who received supplemental educational services"? States should consider students who "received" supplemental educational services as those students who enrolled and participated in some hours of services. States have the discretion to determine the minimum number of hours of participation necessary for a student to have "received" services.

1.4.9.2.2 Supplemental Educational Services - Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of ESEA.

	# Students
Eligible for supplemental educational services	2340
Who applied for supplemental educational services	411
Who received supplemental educational services	251
Comments:	

Source – Initially, pre-populated by ED*Facts* file N/X102 that includes data groups 578, 575, and 546. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

Note: This table was formerly part of Section 1.4.5.2 of the SY 2005-06 CSPR.

1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of ESEA.

	Amount
Dollars spent by LEAs on supplemental educational services	$ 1252401
Comments:	

Source – Initially, pre-populated by ED*Facts* file N/X102, which includes data group 651. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.5 TEACHER QUALITY

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of the *ESEA*.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified (as the term is defined in section 9101(23) of the *ESEA*) and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught <u>by</u> teachers who are highly qualified <u>and the percentage taught by teachers who are not highly qualified</u> will be calculated automatically. Below the table are FAQs about these data. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in 1.5.3.

School Type	# of Core Academic Classes (Total)	# of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	# of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All schools	34120	34120	100.0	0	0.0
Elementary level					
High-poverty schools	2920	2920	100.0	0	0.0
Low-poverty schools	4513	4513	100.0	0	0.0
All elementary schools	16117	16117	100.0	0	0.0
Secondary level					
High-poverty schools	1990	1990	100.0	0	0.0
Low-poverty schools	5964	5964	100.0	0	0.0
All secondary schools	18003	18003	100.0	0	0.0
Comments: All core academic classes are taught by Teachers who are HQ					

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	__Yes__

If the answer above is no, please explain:

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

A full-day self-contained classroom equals one class.

Source – Manual entry by SEA into the online collection tool.

Note: The data collection requirement to submit data for core classes taught by teachers who are NOT highly qualified has been added for the SY 2006-07 CSPR.

FAQs about highly qualified teachers and core academic subjects:

a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.

b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]

c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].

d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2006, Non-Regulatory Guidance for additional information. Report classes in grade 6 though 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.

e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.

f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher were Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.

g. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State. The poverty quartile breaks are reported later in this section.

h. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State. The poverty quartile breaks are reported later in this section.

1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the table below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

Note: Use the numbers of core academic classes taught by teachers who are **NOT** highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	0.0
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	0.0
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain)	100.0
Total	100.0

Source – Manual entry by SEA into the online collection tool.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	0.0
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	0.0
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain)	100.0
Total	100.0
Comments: In 2006-2007 all teacher assignments met the provisions of HQT statewide.	

Source – Manual entry by SEA into the online collection tool.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	**Low-Poverty Schools** (less than what %)
Elementary schools	46.1	26.9
Poverty metric used	Percent of free and reduced lunch	
Secondary schools	41.8	22.9
Poverty metric used	Percent of free and reduced lunch	
Comments:		

Source – Manual entry by SEA into the online collection tool.

FAQs on poverty quartiles and metrics used to determine poverty

a. *How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

b. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

Throughout this section:

- "AYP grades" is sometimes used to reference grades used for accountability determinations (grades 3 through 8 and one year of high school)
- "Non-AYP grades" is used to reference grades not used for accountability determinations.

1.6.1 Language Instruction Educational Programs (formerly 1.1. of the Title III Biennial Collection)

In the table below, provide the number of Title III subgrantees that use each type of language instruction educational program, as defined in Section 3301(8).

Note: Numbers reflected in 1.6.1 can be duplicative due to subgrantees' use of more than one type of program. The number for each type of program should be equal to or less than the total number of subgrantees in 1.6.4.1.

Table 1.6.1 Definitions:

1. **# Using Program =** Number of subgrantees that reported using a specific type of language instruction educational program. Subgrantees may use multiple programs. **(a.)** If multiple programs are used, count one for each program type used. **(b.)** Consortium is always counted as **one if all members used the same type of program**. If consortium members used different types of programs, count all members using the same type of program as one for each type. Do not count the members of the consortium individually as one, unless each member used a different type of program (e.g., use the same method of counting as one subgrantee using multiple types of programs in **(a.)**)
2. **Type of Program =** Type of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in http://www.ncela.gwu.edu/expert/glossary.html.
3. **Other Language =** Name of the language of instruction, other than English, used in the program.
4. **% Language of Instruction =** Average percentages of English and the other language used as a language of instruction in the program or use the percentage of the most common practice in the State (applies **only** to the first five bilingual program types).
5. **OLOI =** Other Language of Instruction used in the bilingual language instruction educational program.

# Using Program	Type of Program	Other Language	% Language of Instruction	
			English	**OLOI**
0	Dual language	0	0.0	0.0
0	Two-way immersion	0	0.0	0.0
0	Transitional bilingual	0	0.0	0.0
0	Developmental bilingual	0	0.0	0.0
2	Heritage language	Hidatsa Lakota Mandan Arikara	0.0	5.0
6	Sheltered English instruction			
2	Structured English immersion			
1	Specially designed academic instruction delivered in English (SDAIE)			
2	Content-based ESL			
4	Pull-out ESL			
0	Other (explain)			
Comments: Most of the Title III Subgrants use a combination of programs.				

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.2 Student Demographic Data

1.6.2.1 Number of LEP Students Who Received Title III Language Instruction Educational Program Services

In the table below, provide the underlined number of the number of LEP students who received services in Title III language instructional education programs.

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	4559
Comments:	

Source – The SEA submits the data in file N/X116 that contains data group 648, category set A.

Note: New data collection for the SY 2006-07 CSPR.

1.6.2.2 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State. The top five languages should be determined by the highest number of students speaking each of those languages listed.

Language	# LEP Students
Ojibwa	1672
Other Languages	584
Spanish	501
Bosnian	216
North American Indian	214

For additional significant languages please use comment box.

Comments:

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly in Section 1.6.3.2 of the SY 2005-06 CSPR.

1.6.3 Student Performance Data

This section collects data on LEP student English language proficiency and LEP academic content performance data (e.g., LEP tested in native language tables and MFLEP/AYP Grades results table).

1.6.3.1 Student English Language Proficiency Testing Status

This section collects data on the number of ALL LEP students and Title III-served LEP students in the State by testing status for English language proficiency.

1.6.3.1.1 ALL LEP Student English Language Proficiency Testing Status

In the table below, provide the underlined number of ALL LEP students in the State by testing status for English language proficiency. ALL LEP students includes the following students:

- Newly enrolled and continually enrolled LEP students in the State for the year of this report, whether or not they receive services in a Title III language Instruction educational program;
- All students assessed for English language proficiency (ELP) using an annual State English Language proficiency (ELP) assessment as required under Section 1111(b)(7) of the ESEA in the reporting year and who meet the LEP definition in Section 9101 (25).

Table 1.6.3.1.1. Definitions:

- **Tested/State Annual ELP =** Number of LEP students who took the annual State English language proficiency assessment as required under Section 1111(b)(7) of the *ESEA* in this reporting year.
- **Not Tested/State Annual ELP =** Number of LEP students enrolled at the time of testing but did not take the annual State English language proficiency assessment.
- **Subtotal =** Sum of "Tested/State Annual ELP" and "Not Tested/State Annual ELP" (i.e., the number of LEP students enrolled at the time of testing).
- **LEP/One Data Point =** Number of LEP students who took the annual State English language proficiency assessment as required under Section 1111(b)(7) for the first time in this reporting year. Note that "LEP/One Data Point" is a subset of those students reported as Tested on the annual State English Language proficiency assessment.

ALL LEP Testing Status	#
Tested/State annual ELP	5999
Not tested/State annual ELP	0
Subtotal	5999
LEP/One Data Point	0
Comments: We did not have the capacity to collect LEP students who were not tested or LEP students who were in the first year of testing in 2006-2007. We will in the future.	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.1.2 Title III Student English Language Proficiency Testing Status

In the table below, provide the underlined number of Title III-served LEP students in the State by testing status for English language proficiency.

Table 1.6.3.1.2. Definitions:

- **Tested/State Annual ELP =** Number of LEP students in Title III language instruction educational programs who took the annual State English language proficiency assessment.
- **Not Tested/State Annual ELP =** Number of LEP students in Title III language instruction educational programs enrolled at the time of testing but did not take the annual State English language proficiency assessment.
- **Subtotal =** Sum of "Tested/State Annual ELP" and "Not Tested/State Annual ELP" (i.e., the number of LEP students in Title III language instruction educational programs enrolled at the time of testing).
- **LEP/One Data Point =** Number of LEP students in Title III language instructional programs who took the annual State English language proficiency assessment for the first time in this reporting year. Note that "LEP/One Data Point" is a subset of those students reported as Tested on the annual State English Language proficiency assessment.

Title III LEP Testing Status	#
Tested/State annual ELP	3439
Not tested/State annual ELP	0
Subtotal	3439
LEP/One Data Point	0
Comments: We did not have the capacity to collect LEP students who were not tested or LEP students who were in the first year of testing in 2006-2007. We will in the future.	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.2 Student English Language Proficiency Results

This section collects data on the results from the annual State English language proficiency assessment(s) for LEP students. Before completing Table 1.6.3.2.2 or 1.6.3.2.3, please indicate your State's use of the flexibility to apply annual measurable achievement objectives (AMAOs) to all LEP students.

1.6.3.2.1 Application of Title III English Language Proficiency Annual Assessment and AMAOs (formerly 1.6.8 of the Title III Biennial Collection, reformatted)

In the table below, indicate the State application of the following:

State applied the Title III English language proficiency annual assessment to all LEP students in LEAs receiving Title III funds.	__Yes__
State applied the annual measurable achievement objectives (AMAOs) to ALL LEP students in LEAs receiving Title III funds.	__Yes__
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.2.2 All LEP English Language Proficiency Results

Please report information in this section **ONLY** if the State checked "Yes" in section 1.6.3.2.1 (row 2), that annual measurable achievement objectives are applied to all LEP students in LEAs receiving Title III funds.

Report the results from the annual State English language proficiency assessment(s) for ALL LEP students in grades K through 12.

Table 1.6.3.2.2 Definitions:

1. **Making Progress =** Number of LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **No Progress =** Number of LEP students who did not meet the State definition of "Making Progress."
3. **ELP Attainment =** Number of LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **Target =** AMAO target for the year as established by the State and submitted to OELA in the CSA (September 2003 submission), or as amended, for each of "Making Progress" and "Attainment" of ELP.
5. **Results =** Number and percent of LEP students who met the State definition of "Making Progress" and the definition of "Attainment" of English language proficiency.
6. **Met/Y =** Met the annual target, "Met/N" = did not meet annual target. This cell will be automatically populated, based on the Target % and the Results %.

	Target	Results		Met
	%	#	%	Y/N
Making progress	80.0	3046	50.8	N
No progress		1757		
ELP attainment	25.0	1190	19.9	N
Comments: 2006 - 2007 AMAO data was impacted by the fact that it was a transitional year in which school districts tested with both the Woodcock Munoz Language Survey and the new standards based test North Dakota implemented, compliant with NCLB. Many students missed the fall testing or incorrect data was entered. Not all the data was able to be used to analyze AMAOs. For that reason, the number provided under 1.6.3.1.1 is different.				

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

If a State does not count "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.1 minus the number "Making Progress" and "Attainment." If a State counts "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.1 minus "Making Progress".

1.6.3.2.3 Title III LEP English Language Proficiency Results

Please report information in this section **ONLY** if the State checked "No" in section in 1.6.3.2.1 (row 2), reporting that annual measurable achievement objectives (AMAOs) are applied to LEP students served by Title III.

In the table below, provide the results from the annual State English language proficiency assessment for Title III LEP students who participated in a Title III language instruction educational program in grades K through 12.

Table 1.6.3.2.3 Definitions:

1. **Making Progress =** Number of Title III LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **No Progress =** Number of Title III LEP students who did not meet the State definition of "Making Progress."
3. **ELP Attainment =** Number of Title III LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **Target =** AMAO target for the year as established by the State and submitted to OELA in the CSA (September 2003 submission), or as amended, for each of "Making Progress" and "Attainment" of ELP.
5. **Results =** Number and percent of Title III LEP students who met the State definition of "Making Progress" and the definition of "Attainment" of English language proficiency.
6. **Met/Y =** Met the annual target, "Met/N **=** did not meet annual target. This cell will be automatically populated, based on the Target % and the Results %.

	Target	Results		Met
	%	#	%	Yes/No
Making progress	80.0	1846	53.7	N
No progress		1006		
ELP attainment	25.0	584	17.0	N

Comments: 2006 - 2007 AMAO data was impacted by the fact that it was a transitional year in which school districts tested with both the Woodcock Munoz Language Survey and the new standards based test North Dakota implemented, compliant with NCLB. Many students missed the fall testing or incorrect data was entered.

Not all the data was able to be used to analyze AMAOs. For that reason, the number provided under 1.6.3.1.1 is different.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

If a State does not count "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.2 minus the number "Making Progress" and "Attainment." If a State counts "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.2 minus "Making Progress".

1.6.3.4 LEP Subgroup Academic Content Assessment Results (formerly 3.2.3/MFLEP of the Title III Biennial Collection)

This section collects data on the academic content assessment results for LEP students.

1.6.3.4.1 LEP Subgroup Flexibility

In the table below, report whether the State exercises the LEP flexibility afforded States through the new regulation for monitored former LEP (MFLEP), in AYP determination.

MFLEP	Yes
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.4.3 Status of Monitored Former LEP Students (MFLEP) (formerly 3.1 of the Title III Biennial Collection, modified)

In the table below, report the <u>unduplicated</u> count of MFLEP students in K-12 for each of the two years monitored during the SY 2006-07, which includes both MFLEP students in AYP grades and in non-AYP grades in row 1 and MFLEP students only in AYP grades in row 2.

Table 1.6.3.4.3 Definitions:

1. **Monitored Former LEP (MFLEP) includes:**
    - Students that have transitioned into classrooms that are not designed for LEP students;
    - Students that are no longer receiving LEP services; and who are being monitored for academic content achievement for 2 years after transition.
2. **Total MFLEP =** State aggregated number of all MFLEP students in grades K through 12.
3. **MFLEP/AYP Grades =** State aggregated number of MFLEP students in grades used for accountability determinations (3 through 8 and once in high school). These students may be included in the LEP subgroup AYP calculations.

	#
Total MFLEP	182
MFLEP/AYP grades	113
Comments:	

Source – Initially, pre-populated by ED*Facts* file N/X126, which contains data group 668, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.4.4 LEP Students in Non-AYP Grades (formerly 2.3 of the Title III Biennial Collection)

In the table below, report the total number of LEP students in grade ranges that were not tested for AYP in SY 2006-07.

Table 1.6.3.4.4 Definitions:

1. **LEP K-2 =** All LEP students in these grades. Do <u>not</u> include pre-K students.
2. **LEP HS/Non-AYP =** High school students (grades 9 through 12 or 10 through 12 [State specific]) who are in the high school grades that are not tested for AYP in the State (e.g., if the State tested grade 10 for AYP, then the State should provide the aggregated number of LEP students in grades 9, 11 and 12).
3. **LEP Other Grades =** Number of LEP students enrolled in public schools but <u>not</u> in grades K through 12. Students in non-graded grades or grade spans. Do not report LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) in this row.

Grade	#
LEP K-2	1329
LEP HS/Non-AYP	1379
LEP other grades	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.5 Native Language Assessments

This section collects data on LEP students assessed in their native language.

1.6.3.5.1 LEP Students Assessed in Native Language (formerly 2.4.1 of the Title III Biennial Collection)

State offers the State mathematics or reading/language arts content tests in the students' native language(s).	No
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

* If "No", proceed to 1.6.3.6.

1.6.3.5.2 Native Language of Mathematics Tests Given (formerly 2.4.2 of the Title III Biennial Collection)

In the table below, report the language(s) in which native language assessments are given at each grade used for NCLB accountability determinations for mathematics.

Grade	Language
3	
4	
5	
6	
7	
8	
HS	
Comments: 1.6.3.5.1. answer is "NO"; proceed to 1.6.3.6.	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.5.3 Native Language of Reading/Language Arts Tests Given (formerly 2.4.2 of the Title III Biennial Collection)

In the table below, report the language(s) in which native language assessments are given at each grade used for NCLB accountability determinations for reading/language arts.

Grade	Language
3	
4	
5	
6	
7	
8	
HS	
Comments: 1.6.3.5.1. answer is "NO"; proceed to 1.6.3.6.	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.5.4 Native Language Version of State *NCLB* Mathematics Assessment Results (formerly 2.4.3 of the Title III Biennial Collection)

In the table below, report the number of LEP students who took a mathematics assessment in their native language across all grades used for NCLB accountability determinations (3 through 8 and once in high school).

Table 1.6.3.5.4 Definitions:

1. **# Tested =** Number of LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who took the native language version of the mathematics assessment.
2. **# At or Above Proficient =** Number of students tested through the native language version of the mathematics assessment who scored at or above proficient.
3. **% Results =** Automatically calculated based on the number who scored at or above proficient divided by the number tested.

# Tested	# At or Above Proficient	% Results
Comments: 1.6.3.5.1. answer is "NO"; proceed to 1.6.3.6.		

Source – Initially pre-populated by ED*Facts* file N/X049 that is data group 272, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.5.5 Native Language Version of State *NCLB* Reading/Language Arts Assessment Results (formerly 2.4.3 of the Title III Biennial Collection)

In the table below, report the number of LEP students who took a reading/language arts assessment in their native language across all grades used for NCLB accountability determinations (3 through 8 and once in high school).

Table 1.6.3.5.5 Definitions:

1. **# Tested =** Number of LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who took the native language version of the reading/language arts assessment.
2. **# At or Above Proficient =** Number of students tested through the native language version of the reading/language arts assessment who scored at or above proficient.
3. **% Results =** Automatically calculated based on the number who scored at or above proficient divided by the number tested.

# Tested	# At or Above Proficient	% Results
Comments: 1.6.3.5.1. answer is "NO"; proceed to 1.6.3.6.		

Source – Initially pre-populated by ED*Facts* file N/X049 that is data group 272, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.6 Title III Served Monitored Former LEP Students

This section collects data on the performance of former LEP students.

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored (formerly 3.1 of the Title III Biennial Collection)

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

Table 1.6.3.6.1 Definitions:

1. **# Year One =** Number of former LEP students in their first year of being monitored.
2. **# Year Two =** Number of former LEP students in their second year of being monitored.
3. **Total =** Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
182	0	182
Comments: Year Two data is not available because we were not collecting it at the time. We have the capacity to collect it now.		

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.6.2 Monitored Former LEP (MFLEP) Students in AYP Grades Results for Mathematics (formerly 3.2 of the Title III Biennial Collection)

In the table below, report the number of monitored former LEP (MFLEP) students who took the annual mathematics assessment.

Table 1.6.3.6.2 Definitions:

1. **# Tested =** State-aggregated number of MFLEP students who were tested in mathematics for AYP.
2. **# At or Above Proficient =** State-aggregated number of MFLELP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results =** Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient =** State-aggregated number of MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State *NCLB* mathematics assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
113	79	69.9	34

The number tested should be the same or near the total in 1.6.3.4.3 row 2, if not explain the difference in the comment box below.

Comments:

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.3.6.3 Monitored Former LEP (MFLEP) Students in AYP Grades Results for Reading/Language Arts (formerly 3.2 of the Title III Biennial Collection)

In the table below, provide the number of monitored former LEP (MFLEP) students who took the annual reading/language arts assessment.

Table 1.6.3.6.3 Definitions:

1. **# Tested =** State-aggregated number of MFLEP students who were tested in reading/language arts for AYP.
2. **# At or Above Proficient =** State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results =** Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient =** State-aggregated number MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
113	74	65.5	39

The number tested should be the same or near the total in 1.6.3.4.3 row 2, if not explain the difference in the comment box below.

Comments:

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.4 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.6.4.1 Title III Subgrantee Performance (formerly 4.1 of the Title III Biennial Collection)

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Use the same method of counting consortia as in 1.6.1 (consortia regardless of number of members is only counted as one). Do not leave items blank. If there are zero subgrantees, who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category. The total of the # met all three AMAOs + # met 2 AMAOs only + # Met one AMAO + # Met zero AMAOs=total # of subgrantees for the year.

Note: Do not include number of subgrants made under Section 3114(d)(1) reserved funds for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

	#
Total number of subgrantees for the year	9
Number of subgrantees that met all three Title III AMAOs	0
Number of subgrantees that met only 2 AMAOs	2
Number of subgrantees that met AMAOs of Making Progress and ELP Attainment	0
Number of subgrantees that met AMAOs of Making Progress and AYP	2
Number of subgrantees that met AMAOs of ELP Attainment and AYP	0
Number of subgrantees that met only 1 AMAO	4
Number of subgrantees that met AMAO of Making Progress	4
Number of subgrantees that met AMAO of Attainment of ELP	0
Number of subgrantees that met AMAO AYP	4
Number of subgrantees that did not meet any AMAOs	0
Number of subgrantees that did not meet AMAOs for two consecutive years	9
Number of subgrantees with an improvement plan for not meeting Title III AMAOs	0
Number of subgrantees who have not met Title III AMAOs for four consecutive years (beginning in SY 2007-08)	0
Comments: Note: A number of factors impacted the AMAOs in 2006 - 2007. This year is the last year North Dakota used Woodcock Munoz Language Survey as the State test. A new standards based test was implemented in the spring of 2007. Schools were required to test twice, but not all school districts included all students. Thus there was insufficient data in many cases to calculate progress and attainment AMAOs. In addition, not all consortia have remained consistent, making it difficult to analyze AMAOs from year to year.	

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly in section 1.6.10 of the SY 2005-06 CSPR.

1.6.4.2 State Accountability (formerly 4.2 of the Title III Biennial Collection)

In the table below, indicate whether the State met all three Title III AMAOs.
Note: Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup.

State met all three Title III AMAOs	No
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly in Section 1.6.10 of the SY 2005-06 CSPR.

1.6.4.3 Termination of Title III Language Instruction Educational Programs (formerly 6.1 of the Title III Biennial Collection)

Any Title III language instruction educational programs or programs and activities for immigrant children and youth terminated for failure to reach program goals.	No
If yes, provide the number of language instruction educational programs or programs and activities for immigrant children and youth terminated.	
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.5 Education Programs and Activities for Immigrant Students (formerly 5.1 of the Title III Biennial Collection)

This section collects data on education programs and activities for immigrant students.

1.6.5.1 Immigrant Students

In the table below, report the underlined number of immigrant students enrolled in the State and in qualifying educational programs under Section 3114(d)(1).

Table 1.6.5.1 Definitions:

1. **Immigrant Students Enrolled =** Number of students who meet the definition of immigrant children and youth in Section 3301 (6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program =** Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who receive services in Title III LIEPs under Sections 3114(a) & 3115(a) ONLY.
3. **3114(d)(1) Subgrants =** Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III LIEP subgrants made under Sections 3114(a) & 3115(a) that have immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
923	0	0

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

Comments: Immigrant grants were not given out in 2006-2007 because no school district met the definition of significant increase.

Source – Initially, the first column of the table is pre-populated by ED*Facts* file N/X045 that contains data group 519, grand total. The second and third columns are manual entry by the SEA.

Note: This table was formerly in section 1.6.4 of the SY 2005-06 CSPR.

1.6.5.2 Distribution of Immigrant Funds (formerly 5.3 of the Title III Biennial Collection, reformatted)

In the table below, report how the State distributes the funds reserved for the education of immigrant children and youth to subgrantees.

Subgrant award cycle			
Annual	Yes	Multi-year	No Response
Type of subgrant awarded			
Competitive	No Response	Formula	Yes

If the State checked more than one item in each category, explain in the comment box.

Comments:

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction education programs.

1.6.6.1 Teacher Information (formerly 7.1 of the Title III Biennial Collection, modified)

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined in Section 3301(8) and reported in table 1.6.1 (Types of language instruction educational programs).

Note: Section 3301(8) – The term 'Language instruction educational program' means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	40
Number of certified/licensed/endorsed ESL/BE teachers in the state currently working with LEP students (e.g., ESL/BE teachers for ALL LEP students), if the State has such requirements. Or number of teachers with professional development points or course work in ESL/BE, if the State does not require such certification/licensure/endorsement.	55
Estimate number of **additional** certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	45

Explain in the comment box below if there is a zero for any item in the table above.

Comments: The above numbers include only those teachers who hold the state requirements for ESL and bilingual. It does not include teachers who are licensed in other areas, but work with English Language Learners in a collaborative teaching model.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

1.6.6.2 Professional Development (PD) Activities of Subgrantees Related to the Teaching and Learning of LEP Students
(formerly 7.4 of the Title III Biennial Collection)

In the table below, provide the number of professional development activities that specifically address only the teaching of LEP students or are related to the learning of LEP students. These professional development activities must meet the requirements of the Title III subgrantee required activities.

Table 1.6.6.2 Definitions:

1. **Types of Professional Development Activity =** Subgrantee activities for professional development required under Title III.
2. **#Subgrantees =** Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1.1 and 1.6.4.1.)
3. **Total Number of Participants =** Number of teachers, administrators and other personnel who participated in each type of the professional development (PD) activities reported.
4. **Total =** Number of all participants in PD activities.

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	7	
Understanding and implementation of assessment of LEP students	7	
Understanding and implementation of ELP standards and academic content standards for LEP students	7	
Alignment of the curriculum in language instruction educational programs to ELP standards	7	
Subject matter knowledge for teachers	5	
Other (Explain in comment box)	0	
Participant Information	**# Subgrantees**	**# Participants**
PD provided to content classroom teachers	7	335
PD provided to LEP classroom teachers	6	49
PD provided to principals	5	66
PD provided to administrators/other than principals	4	66
PD provided to other school personnel/non-administrative	5	90
PD provided to community-based organization personnel	4	130
Total		736
Comments: Funds are available to LEAs upon completion and approval of their consolidated application. The Department provides training and workshops for school districts on federal program requirements and the application process. Continued training will help facilitate this process.		

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the <u>intended school year</u>. Dates must be in the format MM/DD/YY.

<u>**Table 1.6.7.1 Definitions:**</u>

1. **Date State Received Allocation =** Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees =** Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/$$ Distribution =** Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2006-07 funds July 1, 2006, and then made these funds available to subgrantees on August 1, 2006, for SY 2006-07 programs. Then the "# of days/$$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/$$ Distribution
07/01/07		5
Comments: Funds Available to Subgrantees: Upon approval of application		

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

Funds are available to LEAs upon completion and approval of their consolidated application. This approval process varies from school district to school district. The Department provides training and workshops for school districts on federal program requirements and the application process. Continued training will help facilitate this process. North Dakota will continue to provide training and technical assistance through all media, including internet, web, face to face and telephone, in an effort to assist school districts in meeting application requirements and reducing the days to make Title III funds available.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.7 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at:
http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf.

Persistently Dangerous Schools	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

1.8   GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2005-06). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	85.9
American Indian or Alaska Native	51.4
Asian or Pacific Islander	82.4
Black, non-Hispanic	74.1
Hispanic	63.0
White, non-Hispanic	89.9
Children with disabilities (*IDEA*)	80.0
Limited English proficient	53.2
Economically disadvantaged	75.8
Migratory students	0.0
Male	83.3
Female	88.8
Comments: Graduation Rates were calculated using data collected from different reporting avenues in SY 05-06 compared to SY 04-05. No data on the Migratory student category was collected for SY 05-06.	

Source – Initially, pre-populated by EDFacts file N/X041 that is data group 563, category sets A, B, C, D, E, and F. If necessary, it is updated through manual entry by the SEA into the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

FAQs on graduation rates:

a. *What is the graduation rate?* Section 200.19 of the Title I regulations issued under the *No Child Left Behind Act* on December 2, 2002, defines graduation rate to mean:
    - The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
    - Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
    - Avoids counting a dropout as a transfer.
b. *What if the data collection system is not in place for the collection of graduate rates?* For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2005-06). Below the table is an FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	2.1
American Indian or Alaska Native	7.2
Asian or Pacific Islander	1.6
Black, non-Hispanic	2.6
Hispanic	4.9
White, non-Hispanic	1.6
Children with disabilities (*IDEA*)	0.0
Limited English proficient	0.0
Economically disadvantaged	0.0
Migratory students	0.0
Male	2.3
Female	1.8
Comments: Children with disabilities (IDEA) Limited English proficient Economically disadvantaged and Migratory students were not categories we collected from schools in SY 05-06.	

Source – Manual entry by SEA into the online collection tool.

FAQ on dropout rates:

What is a dropout? A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

1.9 **E**DUCATION FOR **H**OMELESS **C**HILDREN AND **Y**OUTHS **P**ROGRAM

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be will be automatically calculated.

	#	# LEAs Reporting Data
LEAs without subgrants	194	194
LEAs with subgrants	4	4
Total	198	198
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly Section 1.9.1.2 of the SY 2005-06 CSPR.

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youths in the State.

1.9.1.1 Homeless Children And Youths

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	149	36
K	83	26
1	74	29
2	60	30
3	50	17
4	51	26
5	48	24
6	26	11
7	40	25
8	75	22
9	76	14
10	80	15
11	39	17
12	46	20
Ungraded	0	0
Total	897	312
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly section 1.9.1.3 of the SY 2005-06 CSPR.

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

	# of Homeless Children/Youths - LEAs Without Subgrants	# of Homeless Children/Youths - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care	428	64
Doubled-up (e.g., living with another family)	377	164
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	17	33
Hotels/Motels	75	51
Total	897	312
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly section 1.9.1.4 of the SY 2005-06 CSPR.

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	36
K	26
1	29
2	30
3	17
4	26
5	24
6	11
7	25
8	22
9	14
10	15
11	17
12	20
Ungraded	0
Total	312
Comments:	

Source – Initially, pre-populated by EDFacts file N/X043 that is data group 560, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

1.9.2.2 Subpopulations of Homeless Students Served

In the table below, please provide the following information about the homeless students served during the regular school year.

	# Homeless Students Served
Unaccompanied youth	11
Migratory children/youth	<N
Children with disabilities (*IDEA*)	56
Limit English proficient students	<N
Comments:	

Source – Initially, pre-populated by EDFacts file N/X043 that is data group 560, category sets B, C, D, and E. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly Sections 1.9.2.3, 1.9.2.4, and 1.9.2.5 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the data collection has been changed to show the total number of students served.

1.9.2.3 Educational Support Services Provided by Subgrantees

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	# McKinney-Vento Subgrantees That Offer
1. Tutoring or other instructional support	3
2. Expedited evaluations	3
3. Staff professional development and awareness	4
4. Referrals for medical, dental, and other health services	4
5. Transportation	4
6. Early childhood programs	2
7. Assistance with participation in school programs	4
8. Before-, after-school, mentoring, summer programs	3
9. Obtaining or transferring records necessary for enrollment	3
10. Parent education related to rights and resources for children	4
11. Coordination between schools and agencies	4
12. Counseling	2
13. Addressing needs related to domestic violence	2
14. Clothing to meet a school requirement	4
15. School supplies	4
16. Referral to other programs and services	4
17. Emergency assistance related to school attendance	3
18. Other (optional)	0
19. Other (optional)	0
20. Other (optional)	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly Section 1.9.2.6 of the SY 2005-06 CSPR.

1.9.2.4 Barriers To The Education Of Homeless Children And Youth

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

	# Subgrantees Reporting
1. Eligibility for homeless services	2
2. School Selection	1
3. Transportation	3
4. School records	1
5. Immunizations	1
6. Other medical records	1
7. Other Barriers	1
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly Section 1.9.2.7 of the SY 2005-06 CSPR. Immunizations and Other Medical Records have been changed to two separate data collections for the SY 2006-07 CSPR.

1.9.2.5 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

1.9.2.5.1 Reading Assessment

In the table below, provide the number of homeless children and youths served who were tested on the State *NCLB* reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *NCLB*.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	13	<N
4	23	15
5	<N	<N
6	<N	<N
7	16	<N
8	<N	<N
High School	<N	<N
Comments:		

Source – Initially, pre-populated by EDFacts file N/X076, N/X077, or N/X078 that are data group 584, category set G. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 1.9.2.9 of the SY 2005-06 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-07 CSPR.

1.9.2.5.2 Mathematics Assessment

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State *NCLB* mathematics assessment.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	13	<N
4	23	<N
5	<N	<N
6	<N	<N
7	16	<N
8	<N	<N
High School	<N	<N
Comments:		

Source – Similar to 1.9.2.5.1 but the file specification is N/X075 that is data group 583, category set G.

Note: This table was formerly part of section 1.9.2.9 of the SY 2005-06 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-07 CSPR.

1.10 MIGRANT CHILD COUNTS

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2006 through August 31, 2007. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in Section 1.10.3.4 *Quality Control Processes.*

Please note that in submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

FAQs on Child Count:

How is "out-of-school" defined? Out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

How is "ungraded" defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

1.10.1 Category 1 Child Count

In the table below, enter the underlined statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2006 through August 31, 2007. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	96
K	75
1	82
2	60
3	56
4	69
5	51
6	41
7	44
8	47
9	40
10	52
11	24
12	<N
Ungraded	<N
Out-of-school	<N
Total	751
Comments:	

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, Subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.10.1.1 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10%.

The response is limited to 8,000 characters.

For the category 1 child count North Dakota did not experience an increase or decrease of 10%.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.10.2 Category 2 Child Count

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2006 through August 31, 2007. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	95
K	45
1	48
2	44
3	43
4	31
5	14
6	21
7	19
8	21
9	15
10	13
11	<N
12	<N
Ungraded	<N
Out-of-school	<N
Total	419
Comments:	

Source – Initially, pre-populated by EDFacts file N/X122 that is data group 635, Subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.10.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10%.

The response is limited to 8,000 characters.

For the category 2 child count North Dakota did experience a decrease of 10% from last years count. The reason for the decrease is the main agricultural activity for many years for the migrant workers in the state of North Dakota was to weed and thin the beet and the potato fields. Machines and chemicals are now doing a majority of the weeding and thinning. Therefore this process has eliminated the need for some of our migrant workers in the past years. Now the beet and potato farmers in the state of North Dakota are employing a majority of our migrant workers to help with seeding the beets and potatoes and then transporting the beets and potatoes to the processing plants. This process does not require the same number of migrant workers as North Dakota has had in the past years.

Also the summer of 2007 many of the Minnesota summer migrant centers that border North Dakota chose to run a program which once again resulted in a decrease in North Dakota's 2007 summer program.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.10.3 Child Count Calculation and Validation Procedures

The following question requests information on the State's MEP child count calculation and validation procedures.

1.10.3.1 Student Information System

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

The State of North Dakota used the MIS 2000 system to compile and generate the 06-07 Category 1 and Category 2 child counts.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.10.3.2 Data Collection and Management Procedures

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

Yes the state of North Dakota used the MIS 2000 system to compile and generate 05-06 Category 1 and Category 2 child counts.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

For the State to maintain the Category 1 count, the State does a fall migrant survey to all schools in North Dakota. The schools in North Dakota who indicate they have migrant students during the regular school year fill out a C.O.E on all students who were not enrolled in the summer migrant program. Please note 95% of the migrant students in North Dakota enrolled in the regular school year were also enrolled in the summer migrant program. If the summer migrant students are also enrolled during the regular school year, the State will use the same C.O.E.s that was completed during the summer migrant program on those students. For students who were not enrolled during the summer migrant program, the State Migrant Office contacts the Local Education Agency to verify student information and eligibility information.

All migrant students who are enrolled in the regular school year are also entered into the State's Automated Reporting System (STARS). The (STARS) report of migrant students is also crossed checked with all of the C.O.E.s that are received in the State office during the regular school year. Once all C.O.E.s are verified for accuracy, the migrant students are entered into the MIS 2000 system for the Category 1 child count and are identified by an "R" for regular school.

All LEA's must complete on the (STARS) the educational data required for the performance report and for the MIS 2000 data.

The state of North Dakota has three summer migrant education centers. The child and family data is collected by a Tri Valley Head Start recruiter. The Tri Valley Head Start recruiter interviews the families at the school home or the place of employment. The Tri Valley Head Start recruiters require documentation showing a qualifying move. Without documentation of a qualifying move the migrant family's children will not be served in the summer migrant education program. This information is entered on a Certificate of Eligibility (C.O.E.). This C.O.E. is completed and submitted to the State Office. The data that is collected on the C.O.E. is the required MSIX data elements. The family and child information is collected during the summer migrant school and the regular school year.

When the C.O.E. is entered at the State Office the MIS 2000 system generates an education record. The education record is sent to the migrant centers. At the end of the summer migrant program if the migrant student attended at least one day the clerk at the migrant center will enter an enrollment date withdrawal date and an "S" for summer. The education record is also given to all teachers for them to enter instructional services as well as support services. The education record is then sent to the State Office to be entered by the state data entry specialist into the MIS 2000 system for the child count.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

The data for the state's category 2 count and category 1 count were collected and maintained the same.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.10.3.3 Methods Used To Count Children

In the space below, respond to the following question: How was each child count calculated? Please describe the compilation process and edit functions that are built into your student information system(s) specifically to produce an accurate child count. In particular, describe how your system includes and counts only:

- children who were between age 3 through 21;
- children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity);
- children who were resident in your State for at least 1 day during the eligibility period (September 1 through August 31);
- children who–in the case of Category 2–received a MEP-funded service during the summer or intersession term; and
- children once per age/grade level for each child count category.

The response is limited to 8,000 characters.

The child count is calculated when the student information is entered into the MIS 2000 information system.

MIS 2000 has edit functions to separate the category 1 and category 2 counts. For the category 1 count a date is used to get the count example (9/1/06 - 8/31/07). After running a printout of all the students who are in this date range our state compares results with the school districts who reported migrant students during the regular school year to see if the LEA count and the SEA count are the same. For the Category 2 count the date that is used for example would be 6/1/07- 8/31/07. This report also includes an "S" for summer school. After the MIS 2000 report is run on this count a comparison is made from the MIS 2000 report to the State's student enrollment report that was run throughout the North Dakota summer program.

The MIS 2000 information system is set up to include children ages 3-21 years of age. The system also automatically checks to see if a student meets the three-year eligibility requirement. The recruiters are informed at the yearly spring recruiter workshop what the eligibility years are for the upcoming summer migrant education program. For example in 2007 if a family made a move in 2005 2006 2007 and any move after September 1 2004 the family still will have made a qualifying three-year move. A recruiter is at each migrant center that completes the C.O.E. and verifies that the family has met a qualifying move and will be working at a qualifying agricultural activity.

Using the three-year eligibility rule MIS 2000 ran our state a printout of our A-1 count. In addition it ran us a copy of the number of students who were documented with a C.O.E who were in the State during the period 9/1/06 - 8/31/07. Our data entry specialist then contacted our three migrant centers by both faxing and phoning to verify whether the students who represented the difference between the two counts were still residents of North Dakota.

For our category 2 count all students received instructional services as well as support services. No students in our A-2 count receive support services only.

MIS 2000 has reports to calculate the category 1 count and the category 2 count. Edit checks are built into MIS 2000 to determine which students qualify for category 1 and category 2. Each student record in the database has a unique number assigned to it. This number is called the studentseq in the database and represents a student. No two student records in the database will have the same studentseq. This allows North Dakota to create "unduplicated" reports by only listing or counting each student record (studentseq) once.

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

The data for the State's category 2 count and category 1 count are maintained the same.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

1.10.3.4 Quality Control Processes

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

All C.O.E.'s and educational records are sent to the State Office for input. The C.O.E.'s and educational records are edited by the migrant coordinators at the migrant sites. At the State Office the records are reviewed by the migrant administrator and the data entry specialist. At that time if any questions regarding eligibility are determined the migrant administrator will contact the migrant sites and request verification of eligibility before the child is entered into the MIS 2000 system.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

Below is the description the State of North Dakota used for the 2007 summer migrant program to test the accuracy of the State's eligibility determination. Because of the time frame of our seven-week summer migrant program North Dakota has chosen to require the migrant families to show documentation of a qualifying move. The recruiter must see documentation that would prove that the migrant family did make a qualifying move and that the family will be doing agricultural work. Examples of the documentation are as follows: school records rental agreements Social Service documents etc. If no documentation was brought by the migrant family the children are not enrolled in the summer migrant program.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and–for systems that merge data–consolidated accurately)?

The response is limited to 8,000 characters.

Throughout the year the North Dakota migrant administrator works very closely with MIS 2000 to ensure accuracy. With the help of MIS 2000 the State of North Dakota has developed reports that keep our state appraised of the child-count data. Therefore from these reports we are able to verify that the child count data is being inputted and updated accurately.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

At the state level information is being gathered for the performance report in mid-October. A customer service representative from MIS 2000 downloads all the information required for the performance report. This allows our data entry specialist and the migrant administrator to check the numbers to see if the numbers are accurate; and if not to begin working on the problem. Because of the size of our state and the small migrant centers in North Dakota we at the State Office are able to contact the migrant personnel by phone fax or e-mail if for any reason we would need additional information.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

Describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

The corrective actions that the State of North Dakota has in place require documentation of a qualifying move and a qualifying agricultural activity by all migrant families. This process has greatly improved the accuracy of our State's eligibility results. As stated earlier without documentation showing that the migrant family indeed made a qualifying move or if the families can not show documentation that they will be doing agricultural work the students are not allowed to participate in the North Dakota summer migrant education program.

Almost 90% of the migrant families that North Dakota serves during the summer migrant education program return summer after summer. Therefore the families have been informed over and over again that without proof of a qualifying move or proof that they will indeed be doing agricultural work their children will not be served in the summer migrant education program. The families have been very cooperative and almost all families are providing the documentation that is required so that their children are able to participate in the summer migrant education program.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.

Once again because of a seven week summer migrant program only and the size of the North Dakota summer migrant program our State feels very confident about the accuracy of the 2007 reported child counts and the eligibility of the migrant families.

Source – Manual entry by SEA into the online collection tool.

Note: New data collection for the SY 2006-07 CSPR.