

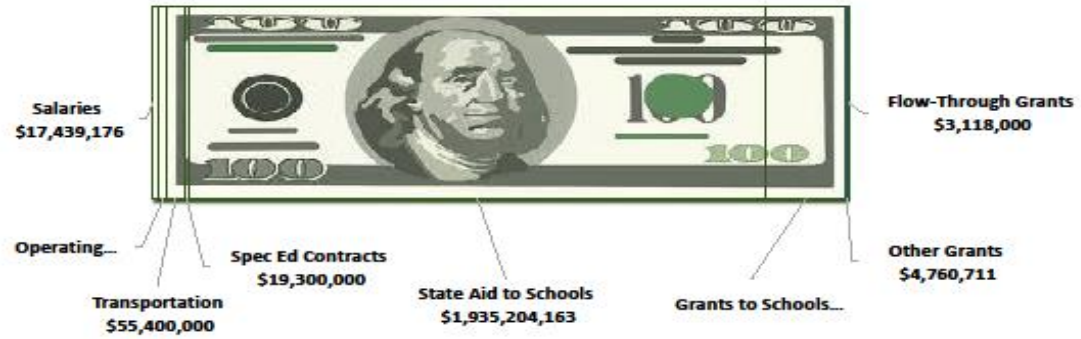
***STATE OF THE STATE OF NORTH DAKOTA K-12 EDUCATION
NORTH DAKOTA SCHOOL BOARDS ASSOCIATION
NEW MEMBER SEMINAR***

October 26, 2017

Kirsten Baesler, Superintendent
Department of Public Instruction

Budgets/Accounting

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION HOW IS THE MONEY SPENT?



TOTAL BUDGET: \$2,333,849,760

Budgets/Accounting

2017-2019 Biennium Appropriation

Expenditures

Salaries & Fringe Benefits	\$	17,439,176
Operating Expenses		30,165,005
State Aid to Schools		1,935,204,163
Special Education Contracts		19,300,000
Transportation Grants		55,400,000
Program Grants		3,598,711
Pass Through Grants		6,210,000
Federal Grants		254,882,705
Rapid Enrollment Grants		6,000,000
Power School		5,500,000
Transportation Efficiency		30,000
National Board Certification		120,000
	\$	<u>2,333,849,760</u>

Funding Sources

General Funds	\$	1,436,302,695
Federal Funds		288,306,970
Special Funds		609,240,095
	\$	<u>2,333,849,760</u>

Budget Breakdown One Year of Biennium

■ State Funding 2016-17

❖ Integrated Formula	\$953,573,002
❖ State Child Placement	\$3,365,749
❖ Gifted and Talented	\$400,000
❖ Transportation	\$57,108,000
❖ Special Education Aid	\$18,500,000

Who Do We Serve?

- Public School Districts
 - ❖ *178 (175 operating)*
- School Buildings
 - ❖ *373*
- BIE Schools
 - ❖ *5*
- Non-public Schools
 - ❖ *53 Schools (43 LEAs)*
- *State Institutions*
 - ❖ *4*

Size of ND Districts

- 14 districts over a 1,000 plus students
- 46 districts ranging from 300-1,000 students
- 115 districts ranging from 1-299 students

To Whom are Services Provided?

■ 2016 K-12 Fall Enrollment

❖ Public Districts Students	106,863
❖ Non-Public Students	6,573
❖ BIE Students	1,532
❖ Home Educated	2,856 (reported to NDDPI)

Cost Per Individual Students Served

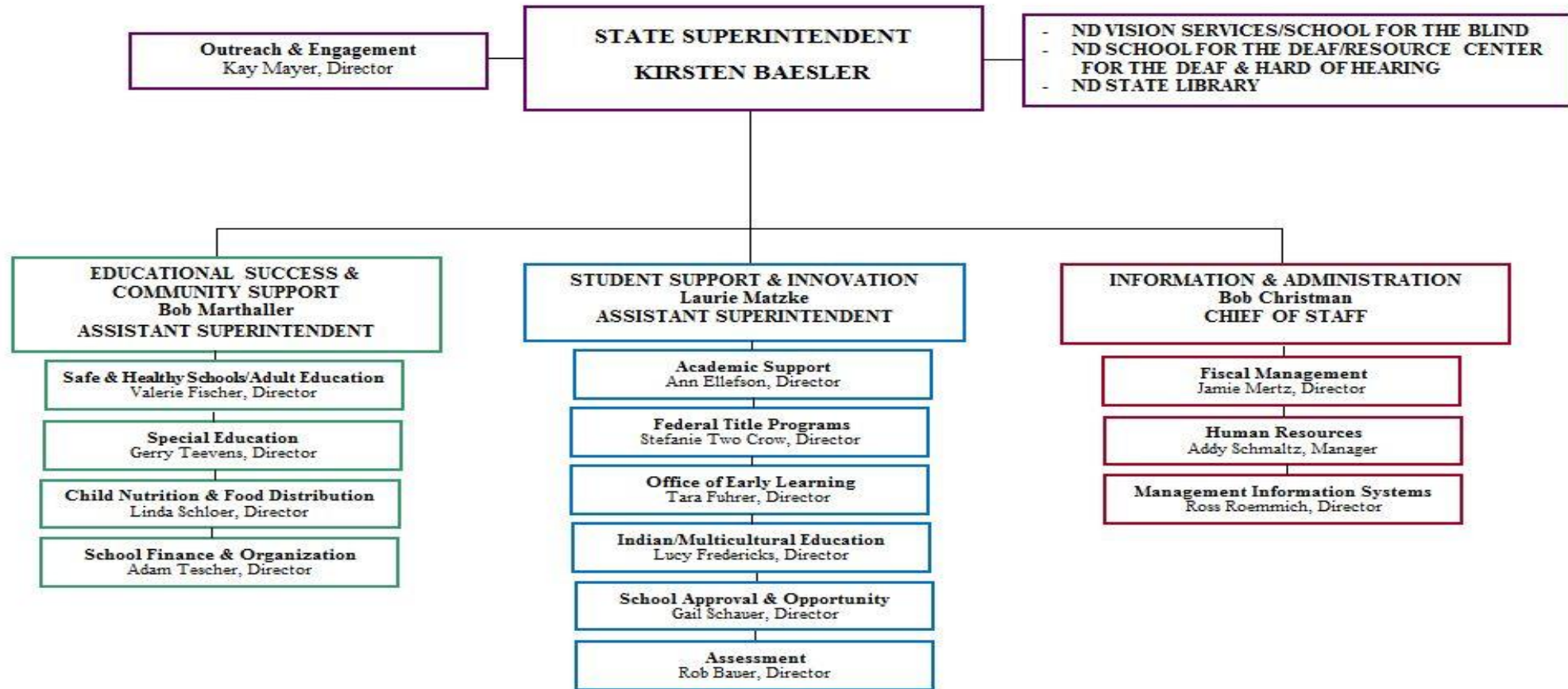
- Varies by School District
- School Finance Facts www.nd.gov/dpi/data/SchoolFinanceFacts/
- Average cost per pupil
 - ❖ K-12 Districts

Highest	\$30,525 per student
Lowest	\$7,794 per student
 - ❖ Graded Elementary Districts (K-5, K-6, or K-8)

Highest	\$35,910 per student
Lowest	\$9,195 per student

Governance Structure

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION ORGANIZATIONAL CHART – JULY 2017



NDDPI has 14 offices within the agency to help fill the state superintendent's service responsibility.

What is the Entity's Responsibilities?

DUTIES OF STATE SCHOOL SUPERINTENDENT

- Supervise elementary and secondary education
- Supervise writing of academic standards and assessments
- Supervise establishment and maintenance of schools and advise on their operation
- Direct school district annexation, reorganization and dissolution, and assist the Board of Public School Education
- Responsibilities listed in NDCC 15.1-02-04

Services Provided by Each Office

- **Academic Support** – Responsible to oversee and provide ND students & schools with the following opportunities: Examples include, but are not limited to: Advance Placement, Dual Credit, College Ready English and Math, College Lab English & Math, Leveraging the Senior Year, and the National Math Science Initiative.
- **Assessment** – Responsible for ensuring the development of ND Content Standards and student participation in ND State Assessment, National Assessment of Educational Progress (NAEP), ACT/Work Keys, and the State's Accountability Plan. NDCC 15.1-21.08
- **Child Nutrition & Food Distribution** – Administers the Child & Food Distribution Programs, and oversee federal, state, and local program services to young children, students and adults.
- **Early Childhood Education** – Responsible to provide & supervise the following opportunities for students and schools: ECE Stem, Gearing Up for Kindergarten, Head Start and Early Head Start, Kindergarten Entry Assessment, pre-kindergarten approval, pre-kindergarten content standards, and Title 1 pre-kindergarten.

Services Provided by Each Office (cont.)

- **Federal Title Programs** – Administer all elements of the federal Elementary and Secondary Education (ESEA) law. Provide financial and technical assistance to state and local education agencies to meet the needs of educationally deprived, at-risk children. Programs include, but are not limited to Foster Care, McKinney-Vento, and Title I-IV.
- **Fiscal** – Responsible for the preparation and monitoring of NDDPI's budget, internal accounting system, preparation of financial reports, federal grants management, department procurement and coordination of the A-133 audit process.
- **Human Resources** – Responsible for the management of job descriptions, hiring practices, employee compensation & benefits, policy development, disciplinary actions, oversight of risk management and worker's compensation.
- **Indian/Multicultural Education** – Promote the use of culturally-responsive teaching strategies across the educational community to advocate for Native American students, English Learners, and Migrant students. NDCC 15.1-38 & 15.1-27-12
- **Management Information Systems** – Responsible to provided technical support to 88 employees. Create, maintain, and support data collection systems for state and federal reporting for all school districts.
- **Outreach & Engagement** – Responsible for outreach to schools and organizations, public relations, communications, traditional and social media, and strategies to support other offices in the department.

Services Provided by Each Office (cont.)

- **Safe & Healthy Schools/Adult Education** – Oversee multiple health related topics to include risk behavior prevention programs, including but not limited to immunizations, bullying, suspension and expulsion, truancy, medication and unsafe schools.
- **School Approval & Opportunity** – responsible for school annual compliance reporting, approval of kindergarten programs and nonpublic kindergarten programs, school calendar, civics test, curriculum, safety requirements, background checks, and review process.
- **School Finance & Organization** – Helps to manage a uniform system of accounting, budgeting and reporting. Responsible for school construction loans, school transportation aid, district aid, school district annexation, reorganization and dissolution.
- **Special Education** – The Individuals with Disabilities Education Act of 2004 authorizes grants to administering federal and state programs to improve results for youth with disabilities ages 3 through 21 by providing technical assistance, financial support, research and leadership to local districts.

How is the Quality of Services Measured?

- North Dakota Century Code 15.1-06-06. Approval of public schools
- National Assessment of Educational Progress (NAEP)
- Graduation Rates
- Remediation Rates
- Post-Secondary Enrollment
- State Assessment Scores
- AdvancED Accreditation
- Beginning 2017-2018 ESSA Dashboard

Questions?



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Important Changes in ND Schools

- New math and English standards
- New state assessment in math and English
- State math and English assessments will be given to 10th graders this spring – 11th graders no longer have to take it
- Change was made to lighten testing load on high school juniors

New English and Math Standards

- North Dakota standards written by North Dakota teachers

New English and Math Assessments

- Smarter Balanced Assessment Consortium assessment used for past three years
- New assessment needed to mesh with new North Dakota standards
- Choosing new test provider is complex and lengthy process
- New assessments to be given in the spring

Every Student Succeeds Act

- This school year is the first for the law's full implementation
- Better access to information about student results and school finances
- Emphasis on continuous academic improvement in ALL schools
- Stronger professional development opportunities for teachers, administrators

Choice Ready

- ND high school graduation rates high, but college remediation often necessary
- Each ND high school graduate should be “choice ready”
- Ready for college without having to take remedial courses
- Ready to begin career in workforce
- Ready for military service if the student chooses



North Dakota

Choice Ready Graduates

COLLEGE READY

CAREER READY

MILITARY READY

Diploma or GED and Developed Rolling 4-year Education Plan of Study and Based on North Dakota University System Placement Policies for Credit Bearing Courses:

ACT English 18 or SAT Reading/Writing 480 or CLEM/CREAM Pearson English 70% or State Assessment English 3
ACT Math 21 or SAT Math 530 or CLEM/CREAM Pearson Math 70% or State Assessment Math 3

And at least two additional Essential Skill indicators below:

- Community Service (25 hrs)
- 95% Attendance (not counting school-related absences)
- Two or more years in co-curricular activities
- Two or more years in extra-curricular activities

Based on NDUS Admissions Policy:

- ACT Composite 22 or Higher
- 2.8 GPA or Higher

And at least two additional indicators below:

- ▶ Advanced Placement Course (A, B, or C)
- ▶ Dual Credit Course (Eng/Math of A, B, or C)
- ▶ Algebra II (A, B, or C)
- ▶ Advanced Placement Exam (3+)
- ▶ International Baccalaureate Exam (4+)
- ▶ 3.0 GPA or higher in the core course requirements for university admission.

- 2.8 GPA or Higher in a CTE Pathway
- Complete 2 credits in a Coordinated Plan of Study

And at least two additional indicators below:

- ▶ Career Ready Practices (3.0)
- ▶ Work Based Learning Experience (75 hrs)
- ▶ Dual Credit Course (A, B or C)
- ▶ WorkKeys (Gold or Silver)
- ▶ Technical Assessment / Industry Credential

- ASVAB Score 31 or Higher
- Quality Citizenship (as measured by expulsions or suspensions of zero)
- Physically fit as deemed by physical education instructor

And:

- ▶ Identify and complete any two additional indicators from college or career preparation

* These metrics are intended to measure growth for high school accountability within ESSA.

Strategic Plan for Education

- Education stakeholders interviewed about ways to improve ND education
- Parents, students, legislators, teachers and school administrators included
- System has many strengths but there is room for improvement

Innovation Is The Future of Education

- Encourages development of critical thinking and problem-solving skills
- Focuses on students as individuals
- Recognizes that students learn differently
- De-emphasis of “seat time,” students learn at their own pace
- Students are rewarded for what they can do, not for what they know

Questions?



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